



CALIFORNIA STATE UNIVERSITY
FULLERTONTM

2016-17 University Assessment Report



California State University, Fullerton (CSUF) continued its efforts in 2016-17 to strengthen and expand the examination 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 non-academic units at CSUF design their own assessment plans, develop appropriate learning 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 and goals at the program/unit level and the institution level.

Facilitated by the Office of Assessment and Institutional Effectiveness, CSUF launched a General Education (GE) Faculty Learning Community to examine how the GE curriculum is preparing students to meet the GE learning goals and outcomes. The cross-disciplinary effort has proven an effective strategy to engage faculty across diverse departments in institution-wide assessment. More details about this effort are available on page 8.

As part of the six-step assessment process, each unit reports its annual assessment effort through *Compliance Assist*, which was collected on June 30, 2017, for non-academic units and on November 15, 2017 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 previous reflections of the annual assessment process.

The individual units' 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 to the units.

The information presented in the University Assessment Report relies largely upon the results of the Assessment Liaisons' reviews. It 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.

At CSUF, 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.

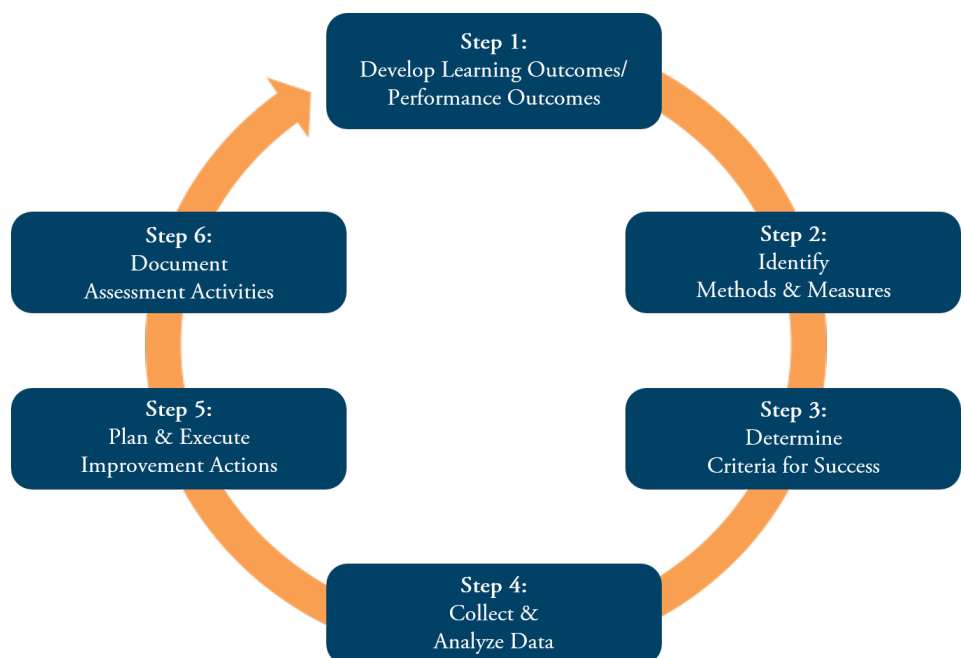
Process

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

Platform

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

Six-Step Assessment Process



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.



Elahe Amani
IT



Ioakim Boutakidis
HHD



Caroline Carpenter
UEE/IPGE



Greg Childers
NSM



Richard Cho
Library



Teresa Crawford
EDU



Yessica De La Torre
Student Affairs



Danielle Garcia
Office of the
President



Katrin Harich
MCBE



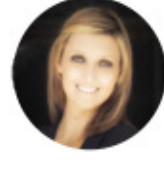
Arnold Holland
COTA



Victoria Morris
HRDI



Christine Muriel
Administration &
Finance



Rachel Nilsson
University
Advancement



Carter Rakovski
HSS



Binod Tiwari
ECS



Lisa Tran
HSS



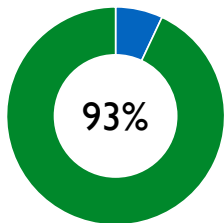
Ying-Chiao Tsao
COMM



Steve Walk
Irvine

Support

Multiple professional development opportunities were provided in AY 16-17 to help faculty and staff develop expertise related to assessment.



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

Resources

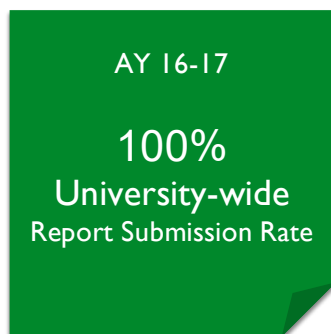
A website (www.fullerton.edu/data) provides descriptions of and resources for various quality assurance processes of the university, including learning outcome and performance outcome assessment, Program Performance Review, and center and institute review. Detailed instructions on how to conduct every step of the assessment process, and how to complete assessment reporting are provided. The website also serves as a central 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. Important institutional data on student and faculty can be found at the website as well.

Dissemination

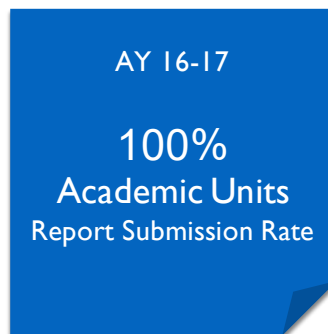
In addition to internal communication, faculty, staff, and administrators shared our assessment efforts and findings with external colleagues to disseminate positive experiences and gain constructive feedback. In AY 16-17, the Office of Assessment and Institutional Effectiveness alone delivered eight presentations at regional and national conferences such as AAC&U Annual Meeting and Diversity, Learning, and Student Success Conference; CAIR Annual Conference; CSUF Mihaylo Assessment Conference, NASPA Western Regional Conference; and the WSCUC Academic Resource Conference. The American Educational Research Association’s *AERA Open* journal published the article “How Disciplinary Differences Shape Student Learning Outcome Assessment: A Case Study” in early 2017, which was a collaboration with faculty.

Assessment Status

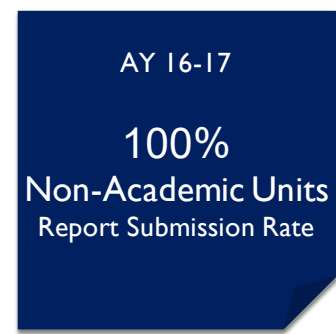
A total of **154** units, 119 academic units (degree programs and applicable concentrations) and 35 non-academic units, submitted an AY 16-17 annual assessment report through *Compliance Assist*. This equates to **100%** of the units in the five divisions that participate in assessment.



[99% AY 15-16]



[98% AY 15-16]



[100% AY 15-16]

Outcomes Overview

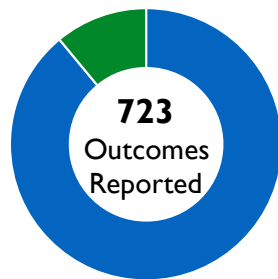
Assessment at CSUF is a campus-wide endeavor. While the undergraduate and graduate degree programs primarily focus on Student Learning Outcomes, the non-academic units often engage in the examination of Performance Outcomes that aim to improve operational effectiveness. To make assessment manageable, 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

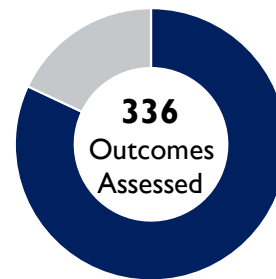
in assessment, 89% of the outcomes reported are Student Learning Outcomes. Many of the programs/units surpassed the minimum assessment requirement — nearly 50% of the reported outcomes were assessed in AY 16-17. Among these assessed outcomes, a significant portion (82%) of them were “met.”

89% of the reported outcomes are Student Learning Outcomes.



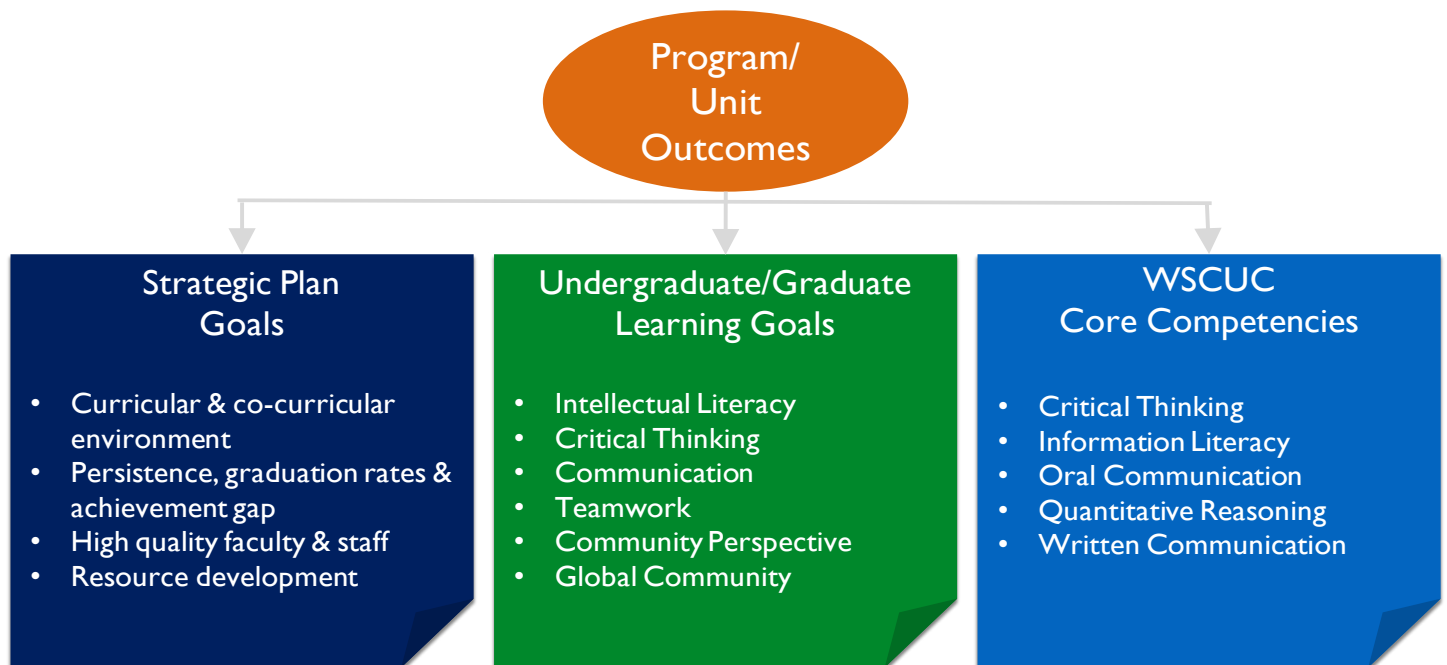
- Learning Outcomes
- Performance Outcomes

82% of the assessed outcomes are met in AY 16-17.



- Assessed and Met
- Assessed and Not Met



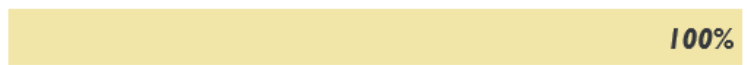
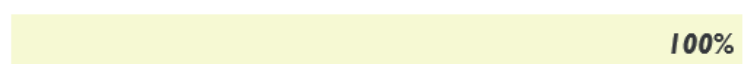
The university coordinates and integrates assessment activities of individual programs/units through alignment of outcomes at multiple levels — program/unit, college/division, and the university as a whole. A program or unit’s outcomes, both Student Learning Outcomes and Performance Outcomes, are aligned with the university Strategic Plan Goals, the Undergraduate and Graduate 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.



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	403	 83%
SPG 2 Persistence, graduation rates & achievement gap	38	 78%
SPG 3 High quality faculty & staff	7	 100%
SPG 4 Resource development	5	 100%

Alignment with University Undergraduate Learning Goals (ULGs)

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





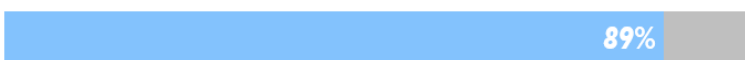
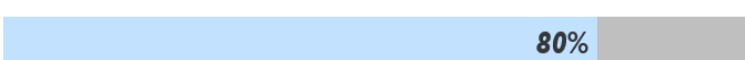
A **majority** of the assessed outcomes aligned with each ULG are “Met.”

University Learning Goal	Aligned Outcomes	Percent “Assessed and Met”
ULG 1 Intellectual literacy	137	 75%
ULG 2 Critical thinking	119	 88%
ULG 3 Communication	90	 78%
ULG 4 Teamwork	37	 83%
ULG 5 Community perspective	44	 85%
ULG 6 Global Community	39	 80%

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”
GLG 1 Intellectual literacy	97	 91%
GLG 2 Critical thinking	83	 89%
GLG 3 Communication	66	 79%
GLG 4 Teamwork	31	 100%
GLG 5 Community perspective	25	 89%
GLG 6 Global Community	13	 80%

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	217	 82%
Information Literacy	174	 82%
Oral Communication	102	 89%
Quantitative Reasoning	101	 72%
Written Communication	134	 88%

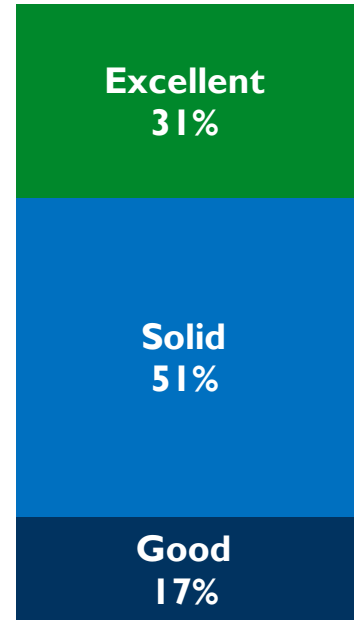
Assessment Quality

The annual assessment reports were reviewed by teams of 3-4 Assessment Liaisons immediately after the reports were submitted. A common feedback rubric (see Appendix, page 15) was used to ensure consistency among the reviewers. The rubric examines important issues for each of the six steps of the assessment process. Issues include, for example, whether the outcomes are measurable, whether the measures are valid and reliable, and whether any improvement plans are developed or implemented.

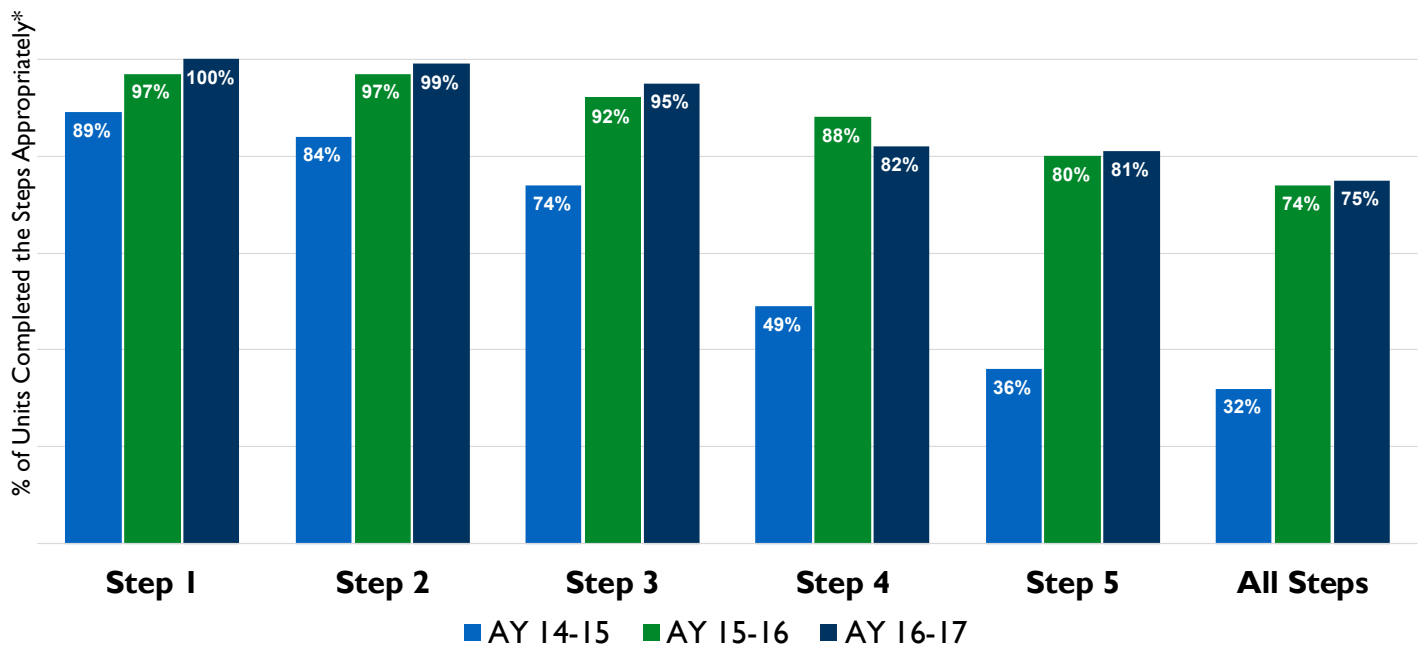
When reviewing each program/unit's assessment report, the review team provided simple feedback (e.g. "yes," "no," "partial," "unclear") for each of the rubric criteria with constructive feedback to elaborate.

An "overall rating" was added to the feedback rubric in 2016-2017, with the goal of providing 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, though needing a few areas of improvement; or 3) a "good" foundation upon which significant work needs to build.

Assessment Ratings



The programs/units' appropriate implementation of the Six-Step Assessment Process improved significantly in AY 15-16, and the same positive trend has continued in AY 16-17.



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

GE Assessment

In 2016-2017, a new GE assessment model was developed and implemented with the approval of the Academic Senate GE Committee, the support of the colleges, and the facilitation of the Office of Assessment and Institutional Effectiveness. The GE Faculty Learning Community (GE FLC) is at the heart of the new GE assessment model. Specifically, the GE FLC consists of faculty from multiple disciplines who teach GE courses that share a common GE learning goal.

The 2016-2017 FLC chose to focus on the Critical Thinking GE learning goal. Working with the colleges in early fall, appropriate upper-level GE courses addressing the GE learning goal of choice were identified. A representative sample of these courses was chosen as “points of examination” to assess whether the GE learning goal was achieved by the students. The faculty who teach these courses were identified by the colleges as the course leads (regardless of their tenure, full-time/part-time status), forming the GE FLC and working collaboratively to develop and implement the assessment plan.

The FLC goes through a series of working meetings in the fall semester to identify comparable course-embedded assignments, create a common rubric, and complete rubric calibration. In the spring semester, the course leads train the instructors who teach other

sections of the same course on the use of the assignment and rubric. Student performance data are collected in late spring. Data analysis, interpretation and improvement planning take place in the summer. A sample timeline of the FLC is illustrated below.

For example, the GE FLC in 2016-2017 consisted of 15 faculty course leads across disciplines, including 9 tenured/tenure-track faculty, 2 full-time lecturers, and 4 part-time faculty. They worked closely throughout the year to unpack Critical Thinking, revise course-embedded assignments, develop a shared scoring rubric, and apply it to assess student Critical Thinking skills attributable to the GE program. The FLC also collectively developed student survey questions to gauge students’ self-perception of Critical Thinking skills as a source of indirect assessment. Through the effort of FLC, assignments

from 2251 students were assessed, the results of which confirmed satisfactory achievement of Critical Thinking skills.

Participating Faculty

Course	Coordinator
HCOM 345	Therese Cooper
ART 311	Debra Winters
DANC 301	Darlene O’Cadiz
CPSC 313	Sara Hariri
EDSC 320	Debbie Ambrosetti
HESC 342	Ellen Lee
HUSR 380	Jim Ruby
AFAM 301	Natalie Graham
ANTH 342	John Patton
LBST 333	Jim Hofmann
POSC 300	Matt Jarvis
POSC 375	Pam Fiber-Ostrow
ECON 332	Robert Mead
BIOL 360	Maryanne Menvielle
MATH 338	Valerie Poynor

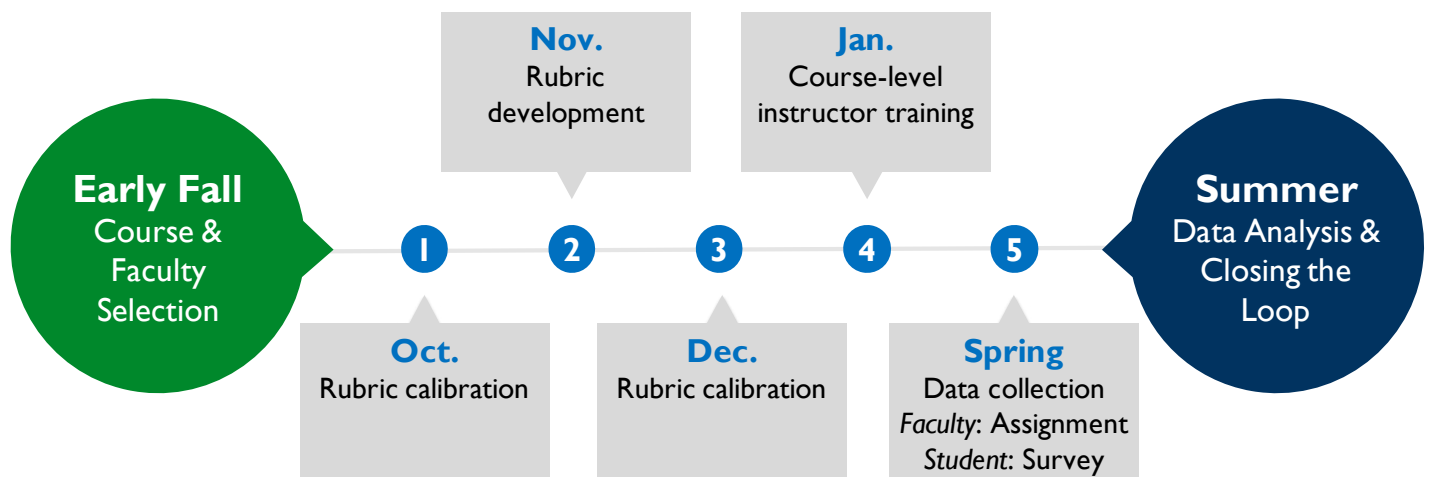
Results: Summary

	Faculty score of “Proficient” or “Advanced” (%)	Student rating of “Agree” or “Strongly Agree” (%)
Info organization	73.4%	95.6%
Source selection	78.1%	95.4%
Articulation	71.2%	94.1%
Validity & Relevance	70.2%	92.8%
Knowledge application	74.6%	93.5%

Criteria for success:

70% of students receive scores/ratings of 3 (“proficient”/“agree”) or higher on each criterion

GE FLC Sample Timeline



Best Practices

Many examples of “best practices” were observed in the review of the AY 16-17 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 shared at the annual University Assessment Forum.

Step 1: Outcomes

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

Step 2: Methods & Measures

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

Student Affairs – Housing and Residential Life

Student staff working for Housing and Residential Engagement (HRE) have many opportunities to develop and improve their professional skills. As such, an SLO was assessed in 16-17 to determine whether “student leaders develop professional skills that prepare them for future job experiences in a global workforce.” The SLO was assessed using a pre/post survey approach over the course of one year to capture student staff’s perception of their development of skills such as communication, administration, organization, time management, interview, resume and cover letter writing, customer service, critical thinking, policy, and procedural skills. Overall, professional skill development was evidenced by the increase of post-test scores over pre-test scores on the student staff survey. However, 66% (short of the desired 70% Criteria for Success) of the respondents stated that their work environment led to an improvement in future employment search skills, suggesting an area for improvement. Further reflection on the data also suggested that more explicit reference to the training opportunities provided by HRE would be useful in providing specific “closing the loop” steps.

College of Communications – Communications M.A.

The MA-Communications program examined students “ability to conduct graduate-level research using appropriate scholarly sources and applicable academic databases” in 16-17. A sample of 13 papers – “a 15-20 page literature review research paper worth 35% of the course grade” – from the COMM 500 (Theory and Literature of Communications) course was used as the evidence for direct assessment. Each paper was scored by two members of the Assessment Committee using a 4-point analytic rubric, and 80% of students were expected to receive an overall rating of “Excellent” or “Satisfactory.” Student performance confirmed the achievement of this learning outcome. However, the scores on individual rubric criteria revealed weaknesses in students’ ability to apply theory to guide research or professional practice. This finding helped inform the design of two subsequent courses in the curriculum (COMM 508 and 509) so that students’ understanding of the role of theory in the development of research question/approach could be strengthened.

College of Health and Human Development – Child and Adolescent Studies, B.A.

The BA-Child and Adolescent Studies program tackled an important yet challenging SLO to assess in 16-17: “Students can identify and describe key components of cultural competence.” Given the difficulty in defining “cultural competence,” the program Assessment Committee collaborated with the Diversity in Development Committee to develop an assessment measure that included 3 short essay questions and 7 multiple choice questions. The measure was administered to all students (n=90) in CAS 494 (Advanced Practicum). In addition, an indirect assessment survey was administered to all students with senior class standing (n=400) to capture their self-perception of this competency. A rigorous coding and rubric calibration process took place to ensure inter-rater reliability. While the final results indicated that student performance did not meet the established criteria for success, the findings established critical baseline for the program’s subsequent assessment effort. Results also motivated the program to consider a formal process of developing a faculty development series focused on cultural competency.

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 Education – Education - Secondary Education, M.S.

Required by the disciplinary accreditation standards, the MS-Secondary Education program assessed its students on their foundation of knowledge and ability to implement effective practices. A multi-method approach was used, including direct measures such as culminating assignments in the program's capstone courses and unit-wide key writing assignments, and indirect measures such as the unit-wide exit survey. The positive results from multiple measures confirmed the achievement of the learning outcomes. It is particularly commendable that the program connected the results to the improvement actions of the previous year, and determined that student learning improvement was partially due to the faculty's professional development efforts to improve their expertise in pedagogy and educational technology. Moving forward, the program will continue to strengthen professional development activities to promote the sharing of "best practices" in online teaching to further improve teaching effectiveness, and in turn, student learning.

College of Humanities and Social Sciences – History B.A.

Graduates from the BA-History program are expected to be able to "explain causes and consequences of change over time across different eras" (SLO). The program sampled final papers in HIST 490T as evidence for direct assessment. Coordinated by the department assessment committee, faculty who taught the course developed and calibrated a 3-point rubric that included criteria "breadth," "causes" and "consequences." Approximately 50% of the final papers were scored using the rubric, and the results demonstrated satisfactory achievement of the SLO. Indirect assessment was also collected to corroborate with the direct assessment findings. The results were reviewed by the faculty, who decided (among other things) to implement a better sampling strategy in the subsequent year to ensure alignment between the course assignment and the SLO.

Irvine Center

The Irvine Center examined whether it met the Performance Outcome (PO) of "providing the campus climate and support services students need for effective learning." As students take classes both at the Fullerton and Irvine locations, the PO focused on students who were taking 6 or more units at the Irvine Center in spring 2017. A survey was administered to the students, asking them to rate their satisfaction, degree of helpfulness, or ease of access/use of nine areas of the Irvine Center (admissions/Titan card, MCBE advising, general academic advising, career advising/services, library, financial aid, counseling and psychological services, course offerings, and overall satisfaction). The overall results suggested that 87% of these students were "satisfied" or "very satisfied" with their overall experiences, indicating the PO was achieved. However, the open-ended comments revealed that student awareness of admissions, registration and Titan Card services could be enhanced; course offerings could be expanded through collaboration with the various department chairs; and course availability could be improved to better meet student needs. All of these areas for improvement are currently being addressed by the Irvine staff.

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

The ability to "analyze and compare data, applying appropriate methodologies to support decision-making" is an important SLO to the BA-Business Administration (online) program. For direct assessment, the program developed 28 multiple choice questions that were administered as part of the exams given in ISDS 361A and ISDS 361B. Student performance from online sections was compared with that from face-to-face sections, which indicated no significant differences between the two modalities. Overall, results from 1,154 students suggested that this SLO was not only achieved but showed noticeable improvement from the previous year. Indirect assessment data, collected through a survey asking students to self-rate their confidence in performing related tasks, also demonstrated positive results. Close examination of the multiple choice questions revealed, however, that instruction on Simulation and Decision Analysis topics could be improved. Faculty also determined to revise the questions to ensure the language can be applied uniformly across all course sections.

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.

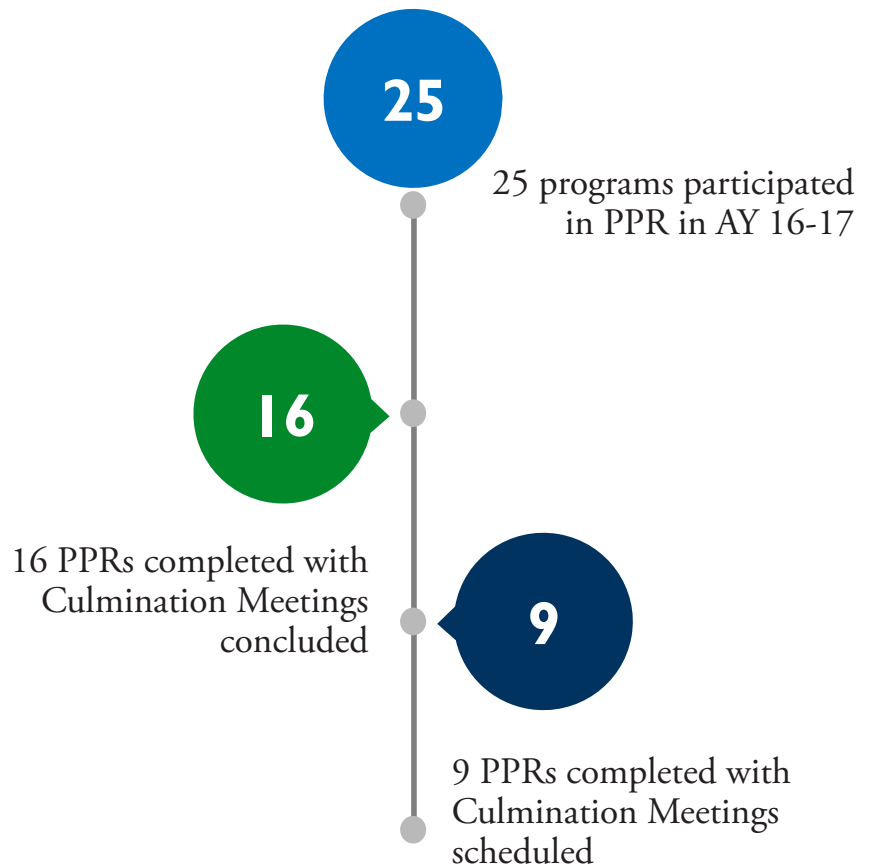
Program Performance Review

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/data/quality/ppr/>.

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, AY 16-17 PPRs included a strong presence of High Impact Practices, curriculum, and faculty scholarly productivity as strengths of the programs. The most prevalent recommendations were in the areas of assessment, curriculum, enrollment management, and faculty support. Themes emerging in terms of "resource requests" concentrated on issues of equipment and facilities, as well as resources for student support.



2016-17 PPR Themes

Commendations

- Curriculum
- Faculty Scholarly Productivity
- High Impact Practices

Recommendations

- Advising
- Assessment
- Curriculum Improvements
- Enrollment Management
- Faculty Support
- Marketing
- Planning

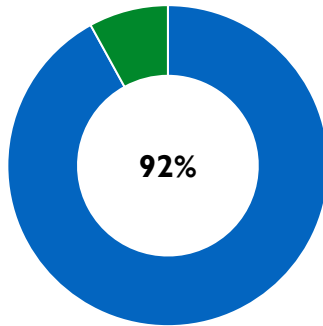
Resource Requests

- Equipment/Facilities
- Student Resources

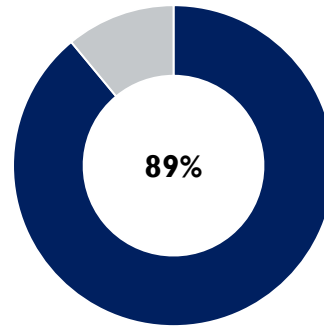
Summary

CSUF's progress toward a sustainable campus-wide assessment infrastructure continued in AY 16-17. Both academic programs and non-academic units continued examining student learning, student experiences, faculty/staff satisfaction, and operational efficiency through thoughtful and sophisticated assessment processes. 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. At the annual University Assessment Forum in spring 2017, 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 60 participants clearly indicated the continuation of a culture of assessment at CSUF.



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 16-17 assessment reports indicated campus-wide commitment and engagement in using data to improve teaching and learning. 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.



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 Institutional Effectiveness* at data@fullerton.edu.

*In September 2017, the Office of Assessment and Educational Effectiveness merged with the Office of Institutional Research and Analytical Studies to form the Office of Assessment and Institutional Effectiveness.

Appendix

Feedback 2016-2017 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 for 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 (2016-2017): Data Collection and Analysis

	Review Criteria	Simple Feedback	Comments
4.1	Is there sufficient description of the data collection (e.g. student population, sample size, etc.)?		
4.2	Is there sufficient description of the data analysis procedures and results?		
4.3	(If used) Is the rubric calibrated?		

Step 5 (2016-2017): Improvement Actions

	Review Criteria	Simple Feedback	Comments
5.1	Are there any planned or implemented improvement actions based on the assessment results?		

Recommended Next Steps

<input type="checkbox"/>	Excellent assessment practice: Keep up the good work!
<input type="checkbox"/>	Solid assessment practice: Please continue to work with your college/division assessment liaison for fine-tuning.
<input type="checkbox"/>	Good assessment effort, but needs improvement: Please contact the Office of Assessment and Institutional Effectiveness for assistance (data@fullerton.edu).

General Comments

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* Outcomes retrieved from Compliance Assist 12/11/2017

California State University, Fullerton
Office of Assessment & Institutional Effectiveness

800 N. State College Blvd.
Fullerton, CA 92831
data@fullerton.edu
www.fullerton.edu/data