



CALIFORNIA STATE UNIVERSITY
FULLERTON™

2018-19 University Assessment Report



California State University, Fullerton (CSUF) continued its efforts in 2018-19 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 non-academic units at CSUF design their own 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.

Facilitated by the Office of Assessment and Institutional Effectiveness, CSUF continued the General Education (GE)

Faculty Learning Community to assess 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 the Assessment Management System (AMS), which was collected July 15, 2019, for non-academic units and November 15, 2019, 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. It is worth mentioning that the university changed the AMS vendor in June 2019, and thus the reporting took place in the new AMS. The software transition did not impact the reporting process

negatively, and the new AMS received positive feedback from the campus users.

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

Six-Step Assessment Process

Assessment Structure

Principles

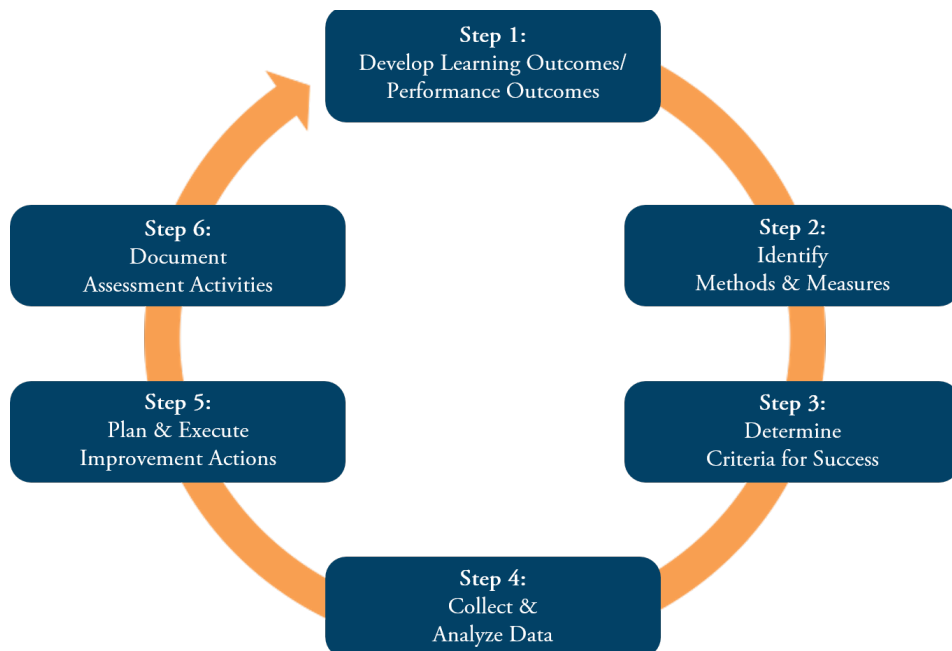
Assessment at CSUF is governed by UPS 300.022 and the Academic Senate's Assessment and Educational Effectiveness Plan.

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.



2018-19 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



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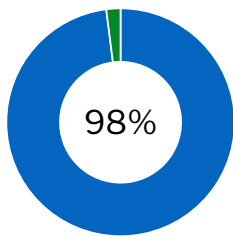
Lisa Tran
HSS



Haowei Wang
ECS

Support

Multiple professional development opportunities were provided in AY 18-19 to help faculty and staff develop expertise related to assessment.



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

[98% AY 17-18]
[93% AY 16-17]

Resources

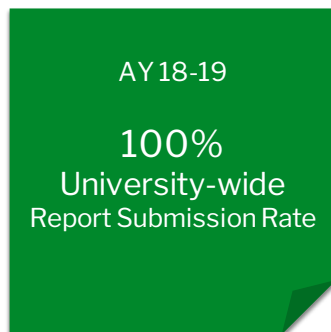
A website (<http://www.fullerton.edu/data>) provides descriptions of, and resources for, various quality assurance processes of the university, including learning outcome and performance outcome assessment, program performance review, and center and institute review. Detailed instructions on how to conduct 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 at the website as well.

Dissemination

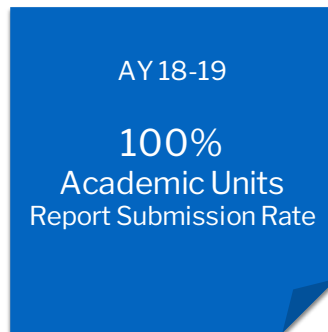
In addition to internal communication, faculty, staff, and administrators disseminated our assessment and research efforts and findings with external colleagues to share positive experiences and seek constructive feedback. In AY 18-19, the Office of Assessment and Institutional Effectiveness alone delivered nine presentations at regional and national conferences including the CAIR Annual Conference, CSUF Mihaylo Assessment Conference, and the WSCUC Academic Resource Conference.

Assessment Status

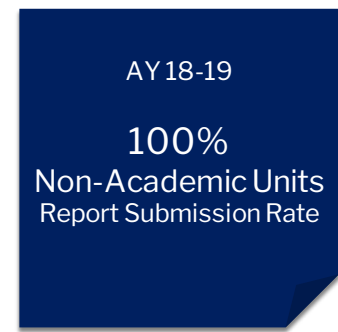
A total of **158** units, 118 academic units (degree programs and applicable concentrations) and 40 non-academic units, submitted an AY 18-19 annual assessment report through the AMS. This equates to **100%** of the units in the six divisions that participate in assessment.



[100% AY 17-18]
[100% AY 16-17]



[100% AY 17-18]
[100% AY 16-17]



[100% AY 17-18]
[100% AY 16-17]

Outcomes Overview

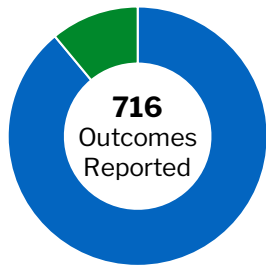
Assessment at CSUF is a campus-wide endeavor. While the undergraduate and graduate degree programs primarily focus on student learning outcomes, the non-academic units often engage in the examination of performance outcomes that aim to improve operational effectiveness. To make assessment manageable,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

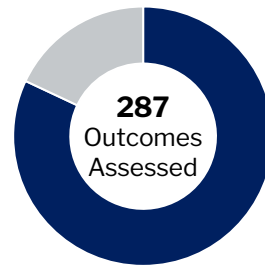
in assessment, 87% of the outcomes reported are student learning outcomes. Many of the programs/units surpassed the minimum assessment requirement — 40% of the reported outcomes were assessed in AY 18-19. Among these assessed outcomes, a significant portion (82%) of them were “met”, which is consistent with previous years (81% in AY 17-18, and 82% in AY 16-17).

87% of the reported outcomes are student learning outcomes.



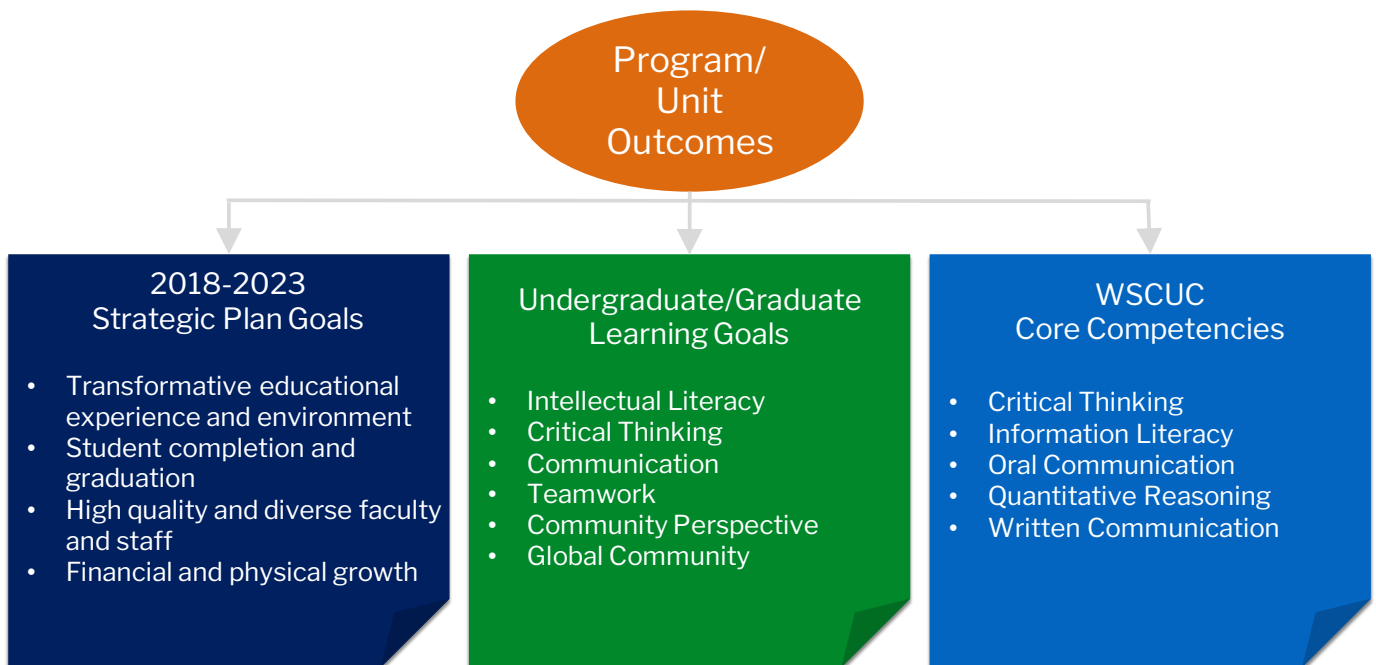
■ Learning Outcomes
■ Performance Outcomes

82% of the assessed outcomes are met in AY 18-19.



■ 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. A program’s 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 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 each SPG are “Met.”

Strategic Plan Goal	Aligned Outcomes	Percent “Assessed and Met”
SPG 1 Transformative educational experience and environment	587	 82%
SPG 2 Student completion and graduation	58	 82%
SPG 3 High quality and diverse faculty and staff	17	 82%
SPG 4 Financial and physical growth	11	 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	141	 83%
ULG 2 Critical thinking	144	 86%
ULG 3 Communication	104	 79%
ULG 4 Teamwork	41	 88%
ULG 5 Community perspective	48	 83%
ULG 6 Global community	42	 72%

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	114	85%
GLG 2 Critical thinking	104	85%
GLG 3 Communication	88	81%
GLG 4 Teamwork	43	93%
GLG 5 Community perspective	39	100%
GLG 6 Global community	29	95%

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	212	75%
Information Literacy	170	77%
Oral Communication	99	73%
Quantitative Reasoning	99	79%
Written Communication	107	76%

Assessment Quality

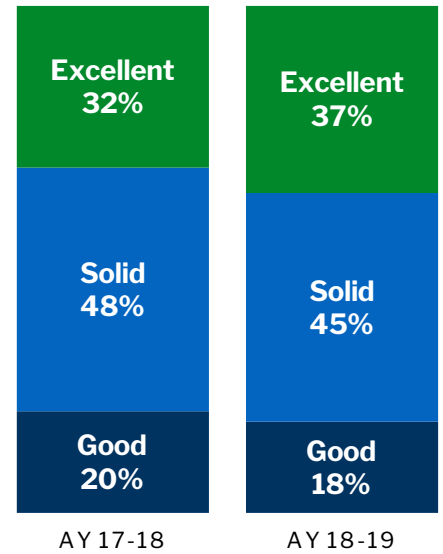
The annual assessment reports were reviewed by teams of 3-4 Assessment Liaisons immediately after the reports were submitted. A common feedback rubric, complemented by a calibration session, was used to ensure consistency among the reviewers (see rubric at http://www.fullerton.edu/data_resources/pdfs/assessment_at_csuf/2018-19_assessment_rubric_example.pdf). 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.

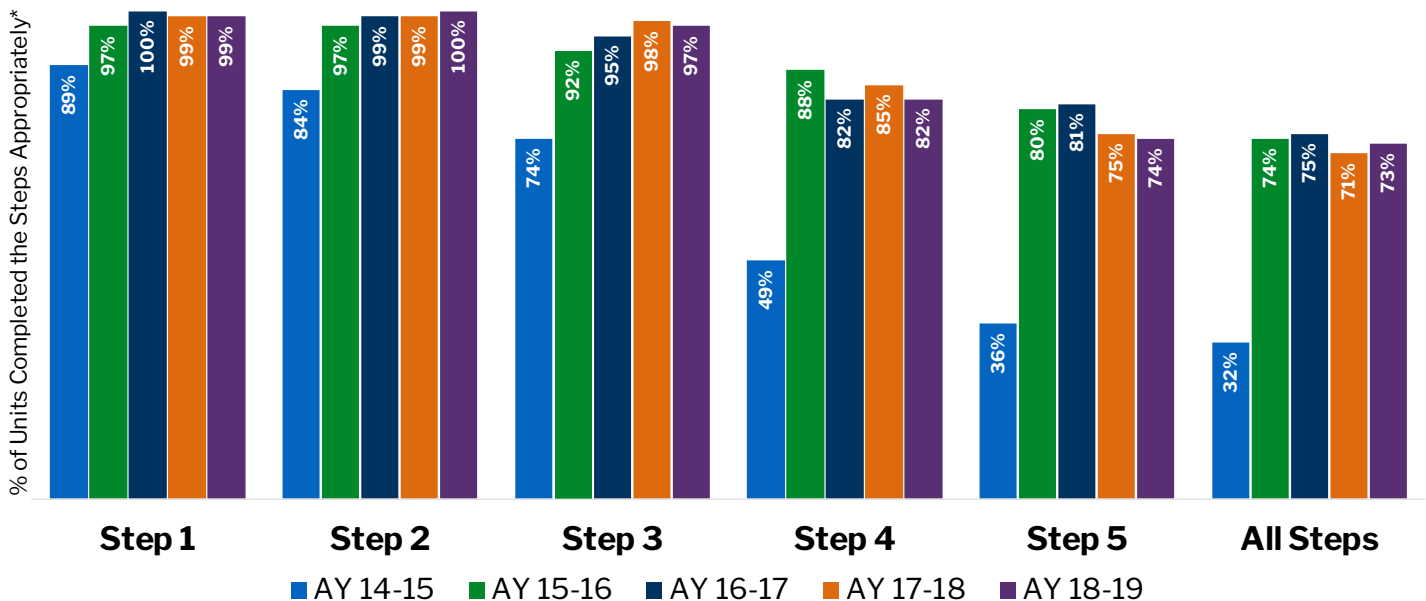
An "overall rating" was also provided, with the goal of giving the programs/units a general sense of the state of their assessment practices. The "overall rating" suggests to the programs/units whether they have 1) an "excellent" assessment practice which should be continued; 2) a "solid" assessment practice, which has a foundation but needs improvement in some areas; or 3) a "good" assessment practice which has issues to be addressed 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 18-19 is comparable to that of AY 17-18. The percentage of units that received the "Excellent" rating increased slightly, suggesting a potential growth in campus assessment expertise.

Assessment Ratings



The programs/units' appropriate implementation of the six-step assessment process improved significantly in AY 15-16 and remains stable through AY 18-19.



*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

With the support of the Academic Senate GE Committee, the GE assessment effort continued in AY 18-19 with the GE Faculty Learning Community (GE FLC) model. Facilitated by the Office of Assessment and Institutional Effectiveness, the GE FLC focused on the Diversity GE learning goal in AY 18-19.

The GE FLC consisted of faculty from multiple disciplines who teach upper-level GE courses (e.g., 300-level) that address student skill development related to the Diversity learning goal. These courses were chosen because they offer a place to observe student demonstration of learning outcomes at the end of the GE program. The lead faculty – full-time or part-time – who taught these courses were identified by the colleges and worked together throughout the year to develop and implement the assessment plan.

The FLC went 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 lead faculty trained the instructors who taught other sections of the same course on the use of the assignment and rubric. Student performance data were collected in late spring using the comparable assignments and common rubric. A self-perception survey that mirrors the rubric criteria was also administered to the students in the courses to collect indirect assessment data. Data analysis, interpretation, and improvement planning took place in the summer.

The GE FLC in AY 18-19 engaged 10 courses (34 sections) from 6 colleges, consisting of 17 faculty (10 lead faculty and 7 instructors). They worked closely throughout the year to determine the behavior or performance indicators that suggest student mastery of the Diversity learning outcome, develop or adjust course-embedded assignments to emphasize these skills, and develop and apply a common scoring rubric (see rubric below) to the assignments.

Participating Faculty

Course	Coordinator
ANTH 300	Karen Stocker
ANTH 304	Barbara Erickson
BIOL 360	Maryanne Menvielle
CPSC 313	Joe Martinazzi
CRJU 385	Dixie Koo
GEOG 332	Peggy Smith
HUSR/ COUN 350	Gary Germa
READ 290	Laura Keisler
SOCI 306	Jessica Moss
THTR 300	Miguel Torres

The FLC also collectively developed the aforementioned indirect assessment measure via a student survey to gauge students' self-perception of Diversity skills. Through these efforts, assignments from 876 students were assessed, the results of which revealed areas of improvement in student skills related to Diversity (see detailed rubric and findings at http://www.fullerton.edu/data/assessment/general_edu_assessment.php).

Diversity Rubric

Revised by GE Faculty Learning Community: 12/14/18 workshop

Criteria	Beginning/ 1	Developing/ 2	Accomplished/ 3	Exemplary/ 4
Multidimensional understanding (of others): A multidimensional understanding of others' situations (historical, economic, political, social, cultural, etc.).	Limited discussion of relevant factors that shape other groups or perspectives with no or incorrect discussion of how the factors logically link to the current understanding of said group(s) and lacking evidence.	Limited discussion of relevant factors that shape other groups or perspectives; Some attempt at logically linking factors to the current understanding of said group(s) and/or with limited supporting evidence .	Identifies relevant factors that shape other groups or perspectives. Logically links those factors to the current understanding of said group(s) with some supporting evidence .	Identifies relevant factors that shape other groups or perspectives. Logically links those factors to the current understanding of said group(s) with sufficient supporting evidence .
Self-awareness (of self): A critical awareness and reflection of the factors that shape OWN positions, beliefs, attitudes and biases.	Inability or resistance to reflect on own positions, beliefs, attitudes and biases.	Identifies own positions, beliefs, attitudes and biases.	Identifies the factors that shape own positions, beliefs, attitudes and biases.	Identifies and analyzes HOW the factors shape own positions, beliefs, attitudes and biases.
Perspectives or worldviews: An ability to describe and compare multiple perspectives or worldviews.	Fails to describe more than one perspective.	Identifies multiple perspectives or worldviews, BUT provides basic description of these perspectives or worldviews.	Identifies multiple perspectives or worldviews, AND/OR provides detailed description of and limited comparison between these perspectives or worldviews.	Identifies multiple perspectives or worldviews, AND/OR provides a thorough comparison of these perspectives or worldviews
Biases: An ability to recognize and examine the biases associated with different perspectives or worldviews.	Fails to recognize biases inherent in any perspectives or worldviews.	Demonstrates recognition of biases inherent in any perspectives or worldviews, BUT unable to explain these biases.	Demonstrates a reasonable but limited examination of biases inherent in different perspectives or worldviews.	Demonstrates a thorough critique or analysis (e.g. critical evaluation) of the biases inherent in different perspectives or worldviews.
Knowledge application: An ability to apply ideas and concepts drawn from multiple perspectives to real-world situations/ scenarios/ problems.	No attempt to apply ideas and concepts drawn from multiple perspectives to real-world situations/scenarios/problems.	Limited attempt (quantity or quality) to apply ideas and concepts drawn from multiple perspectives to real-world situations/scenarios/problems.	Substantive attempt to apply ideas and concepts drawn from multiple perspectives to real-world situations/scenarios/problems.	Thorough application of ideas and concepts drawn from multiple perspectives to real-world situations/scenarios/problems.

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 18-19 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

HRDI – Diversity, Inclusion, and Equity Programs (DIEP)

DIEP assessed the performance outcome of “provide training and workshops that educate participants on diversity, inclusion, and equity practices”. Campus-wide “Community, Inclusion & Belonging Programs” and topic-specific “Diversity Education” trainings open to students, faculty, and staff were held. An example of the campus-wide programming is the “What Brings Us Together” luncheon, focused on promoting spaces to build community, engage in intercultural dialogue, and provide opportunities to build DEI skills. Of the 278 participants across all campus-wide programs who responded to the post-event surveys, 95% reported that the programs helped build a stronger sense of community and pride at CSUF. Ten topic-specific workshops were held with 196 participants. Trainings were designed to create opportunities for the campus community to gain self-awareness, develop skills in interpersonal interactions, cultural education, and DEI skill building. Workshop topics included “Gender and Pronouns Use”, “Diversity, Inclusion, and Equity Language 101”, “Engaging Beyond Diversity: Fostering A Classroom of Inclusion”, and “Emotional Intelligence for Cross Cultural Interactions”. In post-training surveys, 98% of respondents reported that the topics presented were “extremely” or “very relevant” to the campus community, and 100% of them rated the workshops to be “excellent” or “above average”. Additionally, 99% of survey respondents were able to articulate application in skill building, gain self-awareness, and change the way they interact with other members of the campus community. The assessment helped DIEP’s Engagement and Learning Unit to plan the creation for an Inclusion Champion program. DIEP also noticed that attendees were primarily staff, and thus included in their improvement plan to be more intentional with targeting faculty and student populations through partnerships with Faculty Development Center and ASI.

College of Health and Human Development – Social Work, M.S.W.

In support of the development of student cultural competency and diversity awareness, Master of Social Work (MSW) students spend a minimum of 16 hours per week in field placements to gain foundational and advanced experience in a “specialized” area of social work practices. Field placements afford an ideal setting for the students to accomplish the SLO of “engaging with diversity and differences in social work practice”. Based on prior year’s continuous improvement plan, the MSW program identified ways to capture more comprehensive evidence of students’ cultural proficiency by expanding on their direct measure, a Comprehensive Skills Evaluation (CSE) completed by field supervisors who oversee students in field practicum, and by adding an Exit Survey as an indirect measure. Field supervisors use the CSE form to rate students using a 4-point scale on various diversity components ranging from students’ demonstration of respectfulness to diverse clientele (e.g. age, race, class, gender, culture, etc.), to students’ self-awareness of personal biases. The newly added fifth diversity component to the CSE form, “apply appropriate engagement, assessment and interventions – including prevention strategies – which are relevant and sensitive to the needs and characteristics of specific target groups”, succinctly encapsulates the CSUF value regarding diversity, equity, and inclusion. Similarly, the Exit Survey asks students to rate themselves on three indicators of diversity which include “I am confident in my knowledge and skills to use a culturally sensitive and competent approach to practice with diverse populations”. Assessment results for both measures during the 2018-19 cycle exceeded the established criteria for success. The MSW program intends to continue to pursue more robust collection of data on diversity with the possibility of adding an additional embedded, direct measure. The program also plans to assess this SLO for the next three years to confirm the positive results and continue to monitor for areas for improvement.

Best Practices

Many examples of “best practices” were observed in the review of the AY 18-19 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.

College of Education - Educational Leadership (Community College) Ed.D.

The Educational Leadership (Community College), Ed.D. program uses multiple measures to assess students’ mastery of educational leadership content knowledge, and ability to critically apply scholarly literature to inform decisions regarding professional practice. A Qualifying Exam (direct measure) is administered at the end of students’ first year to capture student learning, in addition to a Mid-Point Survey (indirect measure) to examine students’ perception of their learning. It is worth noting that the Mid-Point survey had been redesigned as a result of previous improvement actions to place greater emphasis on the program’s conceptual framework, as well as with the sets of professional standards with which the program is aligned. In 2018-19, 88% of candidates passed the Qualifying Exam on their first attempt, which exceeded the 75% minimum criteria for success. Moreover, of those remaining, 100% passed on their second attempt. Student scores on relevant questions from the Mid-Point Survey ranged from 3.2 to 3.8 on a 4-point scale, also exceeding the threshold for success, supporting the Qualifying Exam results. The program aims to continue to engage in broader strategic and continuous program improvement efforts including completing a comprehensive educational technology baseline project, and utilize data to inform changes in curriculum and andragogy.

Step 1: Outcomes

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

College of Humanities and Social Sciences – Geography, B.S.

The ability to critically assess, interpret, and analyze geographic research is one of the student learning outcomes (SLOs) for the BS-Geography program. To capture comprehensive evidence of student proficiency, data are collected across 300- and 400-level courses where Geography majors are expected to demonstrate mastery of research skills. In 2018-19, embedded measures in the form of essay questions or papers in GEOG 300A, GEOG 348, and GEOG 425 were assessed. The results suggested that students exceeded the criteria for success across all three courses. To maintain the positive results, the program will continue with the “early warning system” to provide targeted help to students with research and writing-related issues. For continuous improvement, the program aims to enhance the curriculum by integrating a series of short lectures that address common student challenges in areas of interpretation and analysis. The program also intends to revise the existing alumni survey to better reflect the SLOs, and use this indirect measure to capture additional evidence of student achievement and further identify opportunities for improvement.

Student Affairs – Career Center

Based on prior year’s assessment efforts and recommendations for improvement, the Career Center developed SLOs aligned with the National Association of Colleges and Employers (NACE) Career Competencies to collect data on students’ development of career transferable skills, e.g. resume development, interview preparation, and internship and job search. Information about students’ experiences and perceived learning is captured through post-workshop surveys administered to student and alumni participants throughout the year, and through an Annual Survey administered at the end of the academic year. In 2018-19, the Career Center hosted approximately 179 workshops with topics ranging from resume preparation to networking with alumni, with 99% of post-workshop survey respondents agreeing that they planned to “apply what they learned from workshops in their career development”, and 96% feeling “more career ready”. The Career Center used an incentive system to promote their Annual Survey administered to over 6,700 students and alumni with 2,035 (approximately 30%) responses, of which 86% percent agreed that the career center “helped in their career related skills and abilities”. While results from all surveys were positive, the Career Center plans to explore whether students actually apply learned skills beyond campus. The Career Center will also focus on helping students define what “career ready” means to them, and create a “badging system” for career readiness competencies to indicate levels of student accomplishment and skills.

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 – Physics, B.S.

Experimentation is an important component of the curriculum, and is an ideal capture point for the SLO “Ability to extract meaningful data from physical systems and construct conclusions through data analysis”. The Magnetic Torque Lab, a senior-level advanced course, was assessed. Each lab report included four “mini experiments”, that were scored using two rubrics, one covering data reporting, and the other assessing the quality of conclusions. Although 100% of the lab reports exceeded the criteria for success, the program recognized the rubric needs modification to better capture student learning in “error reporting” and will also calibrate the rubrics to improve inter-rater reliability. It was further determined “error reporting” should be addressed throughout the curriculum.

Academic Programs – Academic Advisement Center

To assess students’ “awareness of tools and resources to develop an efficient plan for completing remaining General Education (GE), major, and overall graduation requirements”, Academic Advisement Center (AAC) hosts Mandatory Academic Advising Workshops (MACAWs) designed to assist students with interpretation of their Titan Degree Audits (TDAs), and help them make informed decisions about graduation. Graduation Specialists use TitanNet to focus outreach on students who have between 78-84 units earned and meet other eligibility requirements. MACAW participants complete a post-workshop survey asking them to rate their ability to use the TDA before and after the workshop on a 5-point scale (5=Excellent, 1 = Poor). In Fall 2018, 1,082 MACAW participants completed the survey with 64% rating themselves “above average” or “excellent” in the ability to interpret their TDA correctly before the workshop, while 94% rated themselves as “above average” or “excellent” after attending the workshop, which was a significant increase. More importantly, prior to the workshop, 36% of students did not have a graduation date goal, whereas after the workshop, 100% of participants had a graduation date goal 1-2 years away. In addition to the survey, AAC examined data in November and December of 2018 on MACAW participants, and found that 41% applied for graduation during or shortly after the workshops concluded in late October. To improve effectiveness and to intentionally address Graduation Initiative 2025 goals, AAC is working with college success teams to continue to reach students who are eligible to apply for graduation, but have not yet done so, and to tailor the efforts more closely to college needs.

College of Engineering and Computer Science – Mechanical Engineering, B.S.

The program assesses the SLO “Ability to communicate effectively with a range of audiences” across two to four courses using direct embedded measures and indirect measures. A 5-point rubric is used to score direct measures (e.g. exams, assignments, quizzes), while students self-rate their learning using a 5-point scale (Excellent to Below Average) on Course and Senior Exit Surveys. While the criteria for success were met for the survey measures, the criteria were not met for the direct measure. The program thus determined to 1) embed more opportunities in the curriculum for students to practice unit conversion; 2) build on the “Project-based Learning” initiative to place emphasis on writing reports that describe project results in both labs and lecture courses; and 3) develop a standardized report format and grading rubric to be shared between instructors.

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

The program is committed to improving the quality of students’ research and professional writing skills. Direct and indirect measures are used to capture students’ ability to critically analyze research methodology and the professional literature regarding a counseling topic, construct an original research project, and demonstrate professional writing skills in accordance with APA guidelines. To “close the loop” on previous assessment results, the program expanded direct measures to include signature papers in COUN 500, taken at the beginning of the program, in addition to ongoing assessment in COUN 597, a capstone course taken at the end of the program. Papers were scored using a 6-point rubric that was calibrated among the course instructors and the program’s Assessment Coordinator. This “pre/post” approach allowed the program to better capture students’ skill progression. The direct assessment data were triangulated with questions from three indirect measures – Graduating Student Survey, Employer Survey, and Alumni Survey. Positive results were seen across all measures. The program intends to continue to refine assessment process by expanding measure points for the SLO that allow for further tracking of students’ skill acquisition.

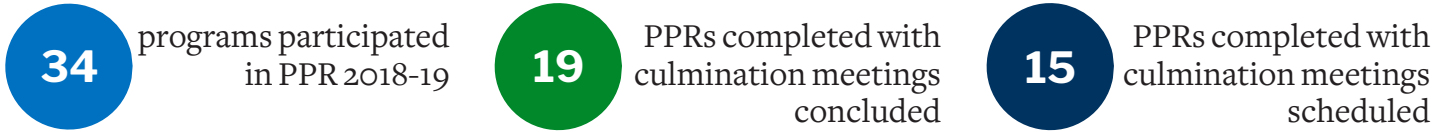
Step 5: Improvement Actions

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, 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, reflected in the themes for AY 2018-19 PPRs are a strong presence of curriculum, diversity and inclusion, student success and satisfaction, and reputation as strengths of the programs. The most prevalent recommendations were in the areas of curriculum improvements, enrollment management, faculty recruitment, funding, and student experience. Themes emerging in terms of “resource requests” concentrated on issues of faculty hiring and support, student recruitment, and resources for staff hiring.

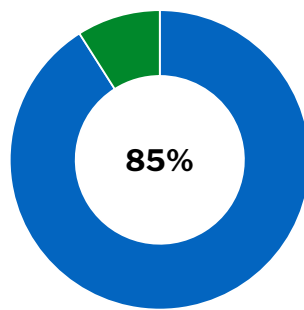
2018-19 PPR Themes

Commendations	Recommendations	Resource Requests
Curriculum	Curriculum Improvements	Faculty Hiring
Diversity/Inclusion	Enrollment Management	Faculty Support
Student Success/Satisfaction	Faculty Recruitment	Student Recruitment
Reputation	Funding	Support Staff Hiring
	Student Experience	

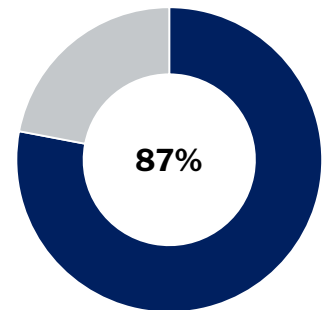
Summary

CSUF’s progress toward a sustainable campus-wide assessment infrastructure continued in AY 18-19. 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 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 18-19 assessment report 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.



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Acknowledgment

We would like to express sincere gratitude to the assessment liaisons for their hard work in reviewing the large number of 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 to 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 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.

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