

Survey Respondents

- Ten respondent university affiliation categories were condensed into four:

Table 1. University Affiliation Category

Affiliation	Count (%)
Student	591 (69.2)
Tenure-track faculty	150 (17.6)
Lecturer	60 (7.0)
Staff	53 (6.2)
Total	854 (100.0)

The Survey Questionnaire

The basis of the Vision Committee on Academic Quality (VCAQ) survey is a twice-repeated set of 27 university elements, attributes and processes. In the first presentation (the reflection series), respondents rated each item on a five-point scale, with 1 = "Absolutely not reflective," 2 = "Probably not reflective," 3 = "Acceptable reflection," 4 = "Good reflection," and 5 = "Perfect reflection."¹ In the second presentation (the evaluation series), the extent to which CSUF has accomplished these elements of academic quality was rated on a four-point scale, with 1 = "Failing," 2 = "Not doing so well," 3 = "Doing pretty well," and 4 = "Doing very well." A fifth response option, "No basis to judge," was assigned as missing.

¹ In the original questionnaire, items were coded in the reverse, that is, in the reflection series, 1 = "Perfect reflection," and 5 = "Absolutely not reflective." In the evaluation series, responses were coded such that 1 = "Doing very well," and 4 = "Failing." For ease of interpretation, these were recoded so that a higher score corresponds to a greater reflection of academic quality, and a higher evaluation.

Table 2. Highest and Lowest Mean “Reflection” Ratings- All Respondents

“Reflection” Element, Attribute or Process	Mean Rating
Highest Reflections	
B8 Faculty members are genuinely interested in student learning and they create supportive learning environments.	4.15
B27 The University courses in its academic majors/ programs are rigorous and cutting edge.	4.05
B12 The University provides students, administration, community, faculty, and staff with a strong 21st century library with significant holdings and state-of-the-art electronic access.	4.04
B16 The University maintains full accreditation in the regional accrediting agency as well as in all recognized specialized/ programmatic accrediting agencies.	4.04
B18 The University offers a breadth and variety of academic degree programs consistent with a large comprehensive university serving a large and diverse community.	3.92
Lowest Reflection	
C14 The University maintains a regular record of high standing in the U.S. News and World Report rankings of similar universities across the nation.	3.48
The University engages in annual and institutionalized outcome assessments of students and academic programs providing a record of accomplishment toward academic goals.	3.48
The University provides a substantial set of co-curricular learning (e.g., civic/ service learning) activities.	3.45
The University maintains a diversity among administration, faculty, staff, and students with the diversity of the faculty reflective of the composition of the student body being served.	3.42
The University values the department 7-year Program Performance Review (PPR) process and its findings and recommendations.	3.36
The University maintains a regular record of high standing in the U.S. News and World Report rankings of similar universities across the nation.	3.48

Table 3. Top Five Mean “Reflection” Ratings among Tenure-track Faculty (n= 150)

“Reflection” Element, Attribute or Process	Mean Rating
B27 The University courses in its academic majors/ programs are rigorous and cutting edge.	4.21
B8 Faculty members are genuinely interested in student learning and they create supportive learning environments.	4.19
B12 The University provides students, administration, community, faculty, and staff with a strong 21st century library with significant holdings and state-of-the-art electronic access.	4.03
B2 The University maintains a student-faculty ratio within its academic programs that optimizes student learning and student-faculty contact and collaboration.	3.98
B23 The University maintains a predominantly tenured/ tenure-track faculty selected and reviewed within strong Retention, Tenure, and Promotion (RTP) guidelines.	3.97

Table 4. Highest and Lowest Mean “Evaluation” Ratings by University Affiliation

Evaluation Item	Faculty (M)	Lecturer (M)	Staff (M)	Student (M)	Grand (M)
Highest Evaluations					
C16 The University maintains full accreditation in the regional accrediting agency as well as in all recognized specialized/ programmatic accrediting agencies.	3.33	3.18	3.59	3.18	3.25 ²
C18 The University offers a breadth and variety of academic degree programs consistent with a large comprehensive university serving a large and diverse community.	3.14	3.03	3.35	3.11	3.13
C5 The University maintains a diversity among administration, faculty, staff, and students with the diversity of the faculty reflective of the composition of the student body being served.	2.64	3.02	3.02	3.07	2.97 ³
C4 The University has a faculty with a strong record of qualifications, e.g. highest degrees, publications, awards, and other forms of recognition.	2.87	2.87	2.82	3.00	2.95
C20 The University provides a substantial set of co-curricular learning (e.g., civic/ service learning) activities.	2.83	2.73	3.16	2.95	2.92
C12 The University provides students, administration, community, faculty, and staff with a strong 21st century library with significant holdings and state-of-the-art electronic access.	2.62	2.82	3.00	3.01	2.91 ⁴
Lowest Evaluations					
C23 The University maintains a predominantly tenured/ tenure-track faculty selected and reviewed within strong Retention, Tenure, and Promotion (RTP) guidelines.	2.17	2.48	2.43	2.79	2.56 ⁵
C3 The University engages in annual and institutionalized outcome assessments of students and academic programs providing a record of accomplishment toward academic goals.	2.31	2.41	2.11	2.68	2.55 ⁶
C9 The University provides the opportunity and encouragement for all students to graduate in a timely manner.	2.58	2.54	2.52	2.55	2.55
C10 The University engages in a regular survey of employers of its graduates to assess the extent to which graduates meet or fail to meet employers' expectations.	2.15	2.40	2.08	2.67	2.50 ⁷
C17 The University classrooms are clean, desks are available, chalk is available, etc.	2.29	2.34	2.36	2.54	2.46

² $F(3,699)=5.244, p=.001$.³ $F(3,699)=10.445, p<.0005$.⁴ $F(3,699)=8.218, p<.0005$.⁵ $F(3,699)=16.973, p<.0005$.⁶ $F(3,699)=6.845, p<.0005$.⁷ $F(3,699)=9.271, p<.0001$.

Table 5. Mean Reflection and Evaluation Ratings and Ranks, Ordered by Mean Reflection Rating/ Rank

University Element, Attribute or Process	Mean Reflection Rating/ Rank	Mean Evaluation Rating/ Rank
8. Faculty members are genuinely interested in student learning and they create supportive learning environments.	4.15/ 1	2.90/ 7
27. The University courses in its academic majors/ programs are rigorous and cutting edge.	4.05/ 2	2.83/ 11
12. The University provides students, administration, community, faculty, and staff with a strong 21st century library with significant holdings and state-of-the-art electronic access.	4.04/ 3	2.91/ 6
16. The University maintains full accreditation in the regional accrediting agency as well as in all recognized specialized/ programmatic accrediting agencies.	4.04/ 3	3.25/ 1
18. The University offers a breadth and variety of academic degree programs consistent with a large comprehensive university serving a large and diverse community.	3.92/ 4	3.13/ 2
1. Faculty members consistently and effectively communicate course content to students.	3.86/ 5	2.86/ 9
11. The University provides a set of physical facilities with equipment and technology reflective of the state of the art for instructional purposes.	3.83/ 6	2.76/ 13
2. The University maintains a student-faculty ratio within its academic programs that optimizes student learning and student-faculty contact and collaboration.	3.82/ 7	2.61/ 18
6. The University has a consistently high record of job placements of its graduates.	3.78/ 8	2.75/ 14
22. The University has a consistently high record of graduate school placements of its graduates.	3.77/ 9	2.69/ 16
13. The University has a student body where student excellence is consistently acknowledged (e.g., national honors, GRE scores, etc.) and rewarded.	3.72/ 10	2.62/ 17
25. The University has a strong group of part-time faculty who are respected practitioners in their fields.	3.72/ 10	2.89/ 8
4. The University has a faculty with a strong record of qualifications, e.g. highest degrees, publications, awards, and other forms of recognition.	3.70/ 11	2.95/ 4
26. The University has a strong integrated general education (GE) Program.	3.69/ 12	2.89/ 8
15. The University engages in a regular program of surveying current students about their assessment of the academic quality of their ongoing experiences.	3.68/ 13	2.69/ 17
9. The University provides the opportunity and encouragement for all students to graduate in a timely manner.	3.64/ 14	2.55/ 22
24. The faculty accumulates a strong record of faculty scholarship/ creative activity.	3.63/ 15	2.79/ 12
19. The University has high faculty performance as measured on department or program Student Ratings of Instruction (SRI's).	3.61/ 16	2.85/ 10

17. The University classrooms are clean, desks are available, chalk is available, etc.	3.53/ 17	2.46/ 24
21. The University engages in regular survey of alumni assessing their perceptions of the academic quality of their university experience.	3.51/ 18	2.60/ 19
23. The University maintains a predominantly tenured/ tenure-track faculty selected and reviewed within strong Retention, Tenure, and Promotion (RTP) guidelines.	3.51/ 18	2.56/ 21
10. The University engages in a regular survey of employers of its graduates to assess the extent to which graduates meet or fail to meet employers' expectations.	3.50/ 19	2.50/ 23
14. The University maintains a regular record of high standing in the U.S. News and World Report rankings of similar universities across the nation.	3.48/ 20	2.70/ 15
3. The University engages in annual and institutionalized outcome assessments of students and academic programs providing a record of accomplishment toward academic goals.	3.48/ 20	2.55/ 22
20. The University provides a substantial set of co-curricular learning (e.g., civic/ service learning) activities.	3.45/ 21	2.92/ 5
5. The University maintains a diversity among administration, faculty, staff, and students with the diversity of the faculty reflective of the composition of the student body being served.	3.42/ 22	2.97/ 3
7. The University values the department 7-year Program Performance Review (PPR) process and its findings and recommendations.	3.36/ 23	2.58/ 20

Priorities for the Academic Senate, 8/13/07 AA/AS Retreat in Descending Order of Average Rating

Mean importance rating for each item based on ratings collected with electronic response clickers. Rating scale ranged from 1 (lowest priority) to 7 (highest priority). Number of respondents ranged from 57 to 61 across all items.

Item #	Item	Mean Rating
10	Assessing academic quality	5.9
28	Increasing resources for research, including intramural research grants	5.8
26	Improving mentoring of junior faculty members	5.5
13	Reducing the student-faculty ratio (SFR)	5.5
5	Increasing instructional resources in large classes	5.4
4	Helping students transition from high school to college	5.3
29	Increasing the number of sabbaticals	5.3
16	Clarifying status of the Second Language Graduation Requirement	5.3
23	Addressing faculty housing issues	5.3
20	Standardizing the personnel process for part-time faculty	5.3
17	Examining the efficiency/effectiveness of online courses	5.2
14	Increasing the ratio of permanent to temporary faculty	5.1
19	Identifying strategies to resolve conflicts that undermine effectiveness of departments	5.0
3	Encouraging students to increase study time	4.9
9	Determining the maximum FTES for the campus	4.8
24	Addressing faculty and staff child care issues	4.8
18	Supporting faculty to develop online courses	4.6
25	Clarifying the status of FERP faculty in UPS, such as voting in department elections	4.6
6	Reviewing the chargeback system on campus	4.5
7	Improving awareness of the Accessible Technology Initiative	4.4
11	Securing a permanent or long-term site in Irvine	4.3
12	Increasing the diversity of the faculty	4.3
27	Decreasing emphasis on student ratings in the RTP process	3.7
15	Reviewing the UPS on televised courses	3.5
8	Examining gender balance across faculty, staff, administration groups	3.4
1	Reducing student gender gap on campus	3.4
22	Providing laptops to all faculty members (including part-time)	3.1
2	Surveying students about their opinions regarding class size	2.9
21	Increasing representation of part-time faculty members on committees	2.7

Additional Priority Items Suggested by Audience

UPS on waitlisting; student input on closing student gender gap; withdrawals/drops/repeats/incompletes

Priorities for the Academic Senate, 8/13/07 AA/AS Retreat

For each item, circle the number from 1 (lowest priority) to 7 (highest priority) that best represents your opinion of how important the item is for the Academic Senate to address.

Student Success		
1	Reducing student gender gap on campus	3.4
2	Surveying students about their opinions regarding class size	2.9
3	Encouraging students to increase study time	4.9
4	Helping students transition from high school to college	5.3
5	Increasing instructional resources in large classes	5.4
Campus Planning		
6	Reviewing the chargeback system on campus	4.5
7	Improving awareness of the Accessible Technology Initiative	4.4
8	Examining gender balance across faculty, staff, administration groups	3.4
9	Determining the maximum FTES for the campus	4.8
10	Assessing academic quality	5.9
11	Securing a permanent or long-term site in Irvine	4.3
12	Increasing the diversity of the faculty	4.3
13	Reducing the student-faculty ratio (SFR)	5.5
14	Increasing the ratio of permanent to temporary faculty	5.1
Curriculum, Instruction, and other Academic Issues		
15	Reviewing the UPS on televised courses	3.5
16	Clarifying status of the Second Language Graduation Requirement	5.3
17	Examining the efficiency/effectiveness of online courses	5.2
18	Supporting faculty to develop online courses	4.6
19	Identifying strategies to resolve conflicts that undermine effectiveness of departments	5.0
Faculty Affairs		
20	Standardizing the personnel process for part-time faculty	5.3
21	Increasing representation of part-time faculty members on committees	2.7
22	Providing laptops to all faculty members (including part-time)	3.1
23	Addressing faculty housing issues	5.3
24	Addressing faculty and staff child care issues	4.8
25	Clarifying the status of FERP faculty in UPS, such as voting in department elections	4.6
26	Improving mentoring of junior faculty members	5.5
27	Decreasing emphasis on student ratings in the RTP process	3.7
28	Increasing resources for research, including intramural research grants	5.8
29	Increasing the number of sabbaticals	5.3

Additional Priority Items Suggested by Audience

UPS on waitlisting; student input on closing student gender gap; withdrawals/drops/repeats/incompletes