

***THE REACCREDITATION PROCESS:
CHARTING OUR CAMPUS FUTURE***

**Report to the Joint Retreat
Academic Affairs & Academic Senate**

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WASC STEERING COMMITTEE

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Exhibit A

Reaccreditation Research Theme Process *Inclusionary and Systematic*

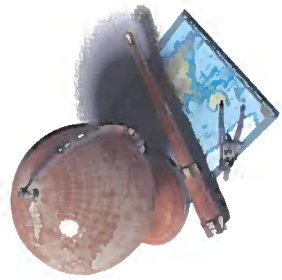
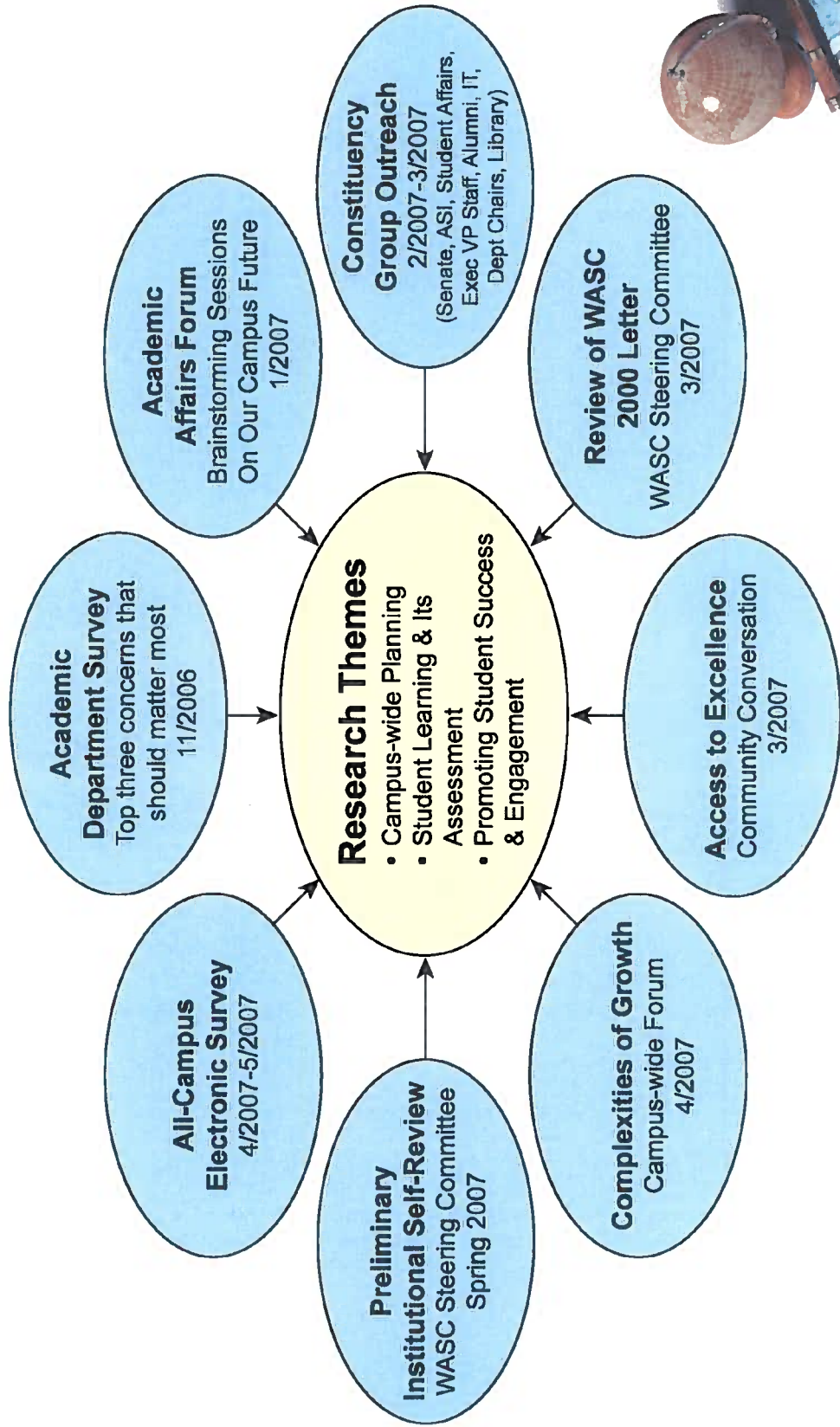


EXHIBIT B.
PERCEIVED CSUF INSTITUTIONAL STRENGTHS
(Top Rated Indicators as Doing "Very Well" and Considered "Very Important")

Total Respondents = 1242

Rank	Area of Interest	Percent of Student Respondents	Percent of Admin Respondents	Percent of Staff Respondents	Percent of PT Faculty Respondents	Percent of Full-Time Faculty Respondents	Mean Rating of "Very Well"
1	Sufficient Technology Infrastructure	27.0%	43.0%	30.0%	24.0%	40.0%	32.8%
2	Welcoming Environment for Students	37.0%	20.0%	29.0%	28.0%	21.0%	27.0%
3	CSUF Assesses & Serves Needs of Our Region	29.0%	17.0%	30.0%	28.0%	21.0%	25.0%
4	Clear Educational Quality Message	27.0%	25.0%	34.0%	22.0%	14.0%	24.4%
5	Accessibility of General Campus Information	24.0%	20.0%	27.0%	25.0%	24.0%	24.0%
6	Faculty Promote Student Success	30.0%	9.0%	19.0%	27.0%	30.0%	23.0%
7	Campus Actively Supports Staff Professional Development	16.0%	26.0%	19.0%	29.0%	14.0%	20.8%
8	Degree Programs Have Clear Learning Outcomes	27.0%	6.0%	20.0%	28.0%	21.0%	20.4%
9	Irvine Branch Campus Serves the Community Well	23.0%	22.0%	23.0%	26.0%	8.0%	20.4%
10	CSUF Assesses & Serves Needs & Interests of Prospective Students	25.0%	13.0%	26.0%	21.0%	14.0%	19.8%

Source: "Charting Our Campus Future" The Campuswide Survey, April-May 2007.
 Revised data tabulations 06-06-07 extract. Extract by R. Young 08-07-07.

EXHIBIT C.
URGENT AGENDA ITEMS -- RANK ORDER OF RESPONDENTS
(At least 20% of Two Constituencies Marked "Very Important" and "Not Well" Done)

Line	Area of Interest	Students	Admin.	Staff	Part-Time Faculty	Full-Time Faculty	Composite Percent (Weighted)
1	Adequate Enrollment Planning	41%	41%	28%	35%	45%	37.8%
2	Campus Planning Balances Quality and Enrollment	35%	38%	23%	43%	50%	36.2%
3	Number of Staff is Sufficient	26%	44%	48%	21%	34%	34.6%
4	Number of Full-Time Faculty is Sufficient	26%	23%	30%	28%	49%	32.3%
5	Campus Planning Processes Are Integrated	28%	47%	27%	24%	39%	31.3%
6	Undergrad Programs Ensure Writing Skills Development	13%	26%	19%	42%	44%	25.5%

Source: "Charting Our Campus Future" The Campuswide Survey, April-May 2007.
Revised data tabulations 06-06-07 extract. Restructuring by R. Young 08-09-07

**EXHIBIT D.
STUDENTS' INTEREST IN ENGAGEMENT ITEMS**

Line	Area of Interest	Student Respondents		Composite Rating
		Rated as "Very Important" and either "Not Done Well"	Done "Somewhat Well"	
1	Quality Financial Aid Advising	23%	29%	52%
2	Faculty Use Assessments of Student Learning for Program Improvement	24%	22%	46%
3	Faculty Engage Students in their Scholarship & Creative Activities	22%	22%	44%
4	Students are Engaged with the Campus Beyond their Classes	24%	17%	41%
5	Campus Priorities and Goals are Communicated Clearly	23%	18%	41%
6	CSUF Facilities Support a Sense of Community on Campus	23%	18%	41%
7	Student Engagement with Faculty in Research	20%	19%	39%
8	Student Engagement in Out-of-Classroom Experiences	20%	18%	38%

Source: "Charting Our Campus Future" The Campuswide Survey, April-May 2007.
Revised data tabulations 06-06-07 extract. Restructuring by R. Young 08-09-07

EXHIBIT E. VOICES OF THE CAMPUS

Student Perspectives:

I couldn't imagine having better teachers or a better learning environment. I love coming to school each and every day. Keep up the good work CSUF!

I hope that these surveys will serve as a tool in the continual advancement of this fine campus, meeting the needs and expectations of all who embody CSUF.

We should remodel some of the older buildings, especially the restrooms . . .

Student advisement seems disconnected and uneven across the campus. A professional advisor who knows about general education, the major, and campus graduation requirements [who] can meet with students across their stay on campus would be an important step to facilitate graduation.

I also suggest [in advising] that there would be a mandatory counselor meeting at least once a year, just to make sure the student's on the right track. This would help the students in graduating faster, because whether they like it or not, they [would be] getting help.

Administrators' Perspective:

This campus has grown so significantly in terms of students and operational complexity, yet resources to successfully maintain a campus of our size are not forthcoming. In addition to having weaknesses in quality and sufficient number of staff, the physical appearance and maintenance of this campus is not in line with being the number one in the [CSU] system.

Staff Perspectives:

The staff is (and has been) stretched beyond their means, many doing the work of two or three [persons]. In addition, there has been little or basically no growth in benefits or acknowledgement for those who have worked so hard and diligently over the years.

The program I work with has almost tripled in terms of the number of students [served], and I am forced to share an office.

We get along well, but it makes it difficult to maintain any confidentiality.

CSUF is a great place to work. We have the best 'product' in the world – we deal in "futures." Any time I lose sight of that . . . I just walk across the campus between class times when the students are out and I remember why we are all here.

Faculty Perspectives:

I am dismayed quite frequently by the poor writing skills and lack of academic rigor of a surprisingly large number of students.

Growth – how many students do we want, how many must we take? We need much better integration of everything else – scheduling, physical structure, faculty workload and recruitment – around this basic decision

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EXHIBIT F. RESEARCH THEMES AND QUESTIONS WASC REACCREDITATION PROCESS

Campus-wide Planning

1. *In the face of system-wide, as well as local enrollment pressures, how does each campus unit define and assess indicators of quality and their contributions to the academic mission of the University?*
2. *How do we integrate and prioritize these indicators of quality with campus-wide planning?*

Student Learning and Its Assessment

3. *What are the student learning goals that we hold in common across baccalaureate degree programs? How are these learning goals articulated and achieved through curricular and co-curricular experiences?*
4. *Given that being able to write effectively is a particularly significant learning goal on our campus, how can student and faculty expectations about writing be aligned so as to assist in achieving this goal?*
5. *How can quality review processes, such as the PPR, annual reports and discipline-based accreditation assist departments in assessing student learning and using the results to improve programs?*

Promoting Student Success and Engagement

6. *How can we better promote the success and engagement of our students by means of our mentoring and advising services and make the best use of our fiscal, physical, staffing, and information resources in order to achieve this objective?*