![WASC Senior College and University Commission logo]

https://drive.google.com/file/d/1GjB90qwPD8_EwK8G0YOJiXf9eM4OczKc/view?usp=drive_linkhttps://docs.google.com/document/d/12S9bKDo9xTwlxmvxcN9A5At
YJyvLwtIX/edit?usp=drive_link&ouid=108018837336036679950&rtpof=true&sd=trueCompliance with 2023 WSCUC Standards Worksheet

Purpose of the Worksheet

This worksheet serves two purposes:
1. To provide reviewers ready access to evidence that demonstrates the institution is in compliance with Commission Standards
2. To prompt conversation within the institution regarding institutional capacity and infrastructure, strengths, weaknesses, priorities, and plans for ensuring compliance with the Standards

The 2023 WSCUC Standards and CFRs

The WSCUC Standards serve as the basis for judgments by review teams and the Commission. Each Standard is set forth in broad terms that are applicable to all institutions. Under each of the four Standards are two or more major categories that make the application of the Standard more specific. Under each of these categories are Criteria for Review (CFRs), which identify and define specific applications of the Standard. This worksheet contains all the 2023 Standards of Accreditation and associated CFRs.

Using this Worksheet

This worksheet will be submitted as an appendix by the institution as part of the institutional report. The third column of the worksheet asks the institution for evidence. The cells in the second column provide some examples as to what type(s) of evidence an institution might provide. Note that institutions may provide different evidence than these examples, depending on their mission, structure, organization, and functioning. Evidence may take one of the following five forms, and references to this information should be entered in the cells in the third column:
1. A link to a webpage on the institution's website **(please provide the specific link)** _OR_
2. A reference to page(s) of the institutional report or appendix **(please provide the exact page number(s) of the report or appendix on which the evidence appears)** _OR_
3. A reference to specific sections of an institution's handbook, manual, or guide **(please provide the exact page numbers or attach PDFs of the relevant material, and specify the name of the document)** _OR_
4. A reference to an attachment that is included with the worksheet upon submission, with the materials as specified in the cell, e.g., "List of professional accreditation agencies" **(please provide the specific name of the attachment)** _OR_

5. A reference to a specially written attachment that is included with the worksheet upon submission, e.g., "Up to one page description of…" **(please provide the specific name of the attachment)**. The Commission expects that specially written attachments will not exceed 20 pages in total.

Institutional Information

Institution: California State University, Fresno (Fresno State)

Date of Submission: _07___/__30___/_2025_____
                              Mo   Day   Year

Institutional Contact Name and Email: Dr. Alam Hasson, Vice Provost and ALO, ahasson@csufresno.edu

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Standard 1. Defining Institutional Mission and Acting with Integrity
The institution defines its mission and establishes educational and student success objectives aligned with that mission. The institution has a clear sense of its essential values, culture, and distinctive elements, and its contributions to society and the public good. It promotes the success of all students and makes explicit its commitment to diversity, equity, and inclusion. The institution functions with integrity and transparency.

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Institutional Purposes			
1.1 The institution's mission and other statements of purpose are appropriate for an institution of higher education and clearly define its essential values, culture, and ways the institution contributes to society and the public good.	Institution webpage for Mission Statement or other statements of institution purpose.	Fresno State Mission, Vision, and Core Values: https://president.fresnostate.edu/strategic-plan/mission-vision.html	

| 1.2 Consistent with its purposes and character, the institution defines and acts with intention to advance diversity, equity, and inclusion in all its activities, including its goal setting, policies, practices, and use of resources, across academic, student support, and co-curricular programs and services. | Diversity, equity, and inclusion policy(ies), plans, statements, and/or activities. Human resources policies. Student, staff, and/or faculty handbooks. | NA (stay) | |

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Integrity and Transparency			
1.3 The institution operates with integrity and transparency in its operations, and truthfully and clearly represents its academic goals, programs, requirements, services, and costs.	Institution webpages or factbook. Course or program catalog where relevant information occurs.	Office of Institutional Effectiveness Data: https://academics.fresnostate.edu/oie/data/index.html Academic Regulations: https://catalog.fresnostate.edu/content.php?catoid=5&navoid=179 Degrees and Programs: https://catalog.fresnostate.edu/content.php?catoid=5&navoid=192 Degree Requirements: https://catalog.fresnostate.edu/content.php?catoid=5&navoid=196 Fees and Expenses: https://catalog.fresnostate.edu/content.php?catoid=5&navoid=182	

1.4 The institution maintains appropriate policies and business procedures including timely and fair responses to complaints and grievances.	Student, staff, and/or faculty handbooks. Policies regarding operations, student conduct, financial aid refunds, etc. (Marketing and recruitment and student complaint policies are covered in federal requirements forms.)	University Policies Manual https://upm.fresnostate.edu/index.html Human Resources Policies, Procedures, and Programs: https://adminfinance.fresnostate.edu/hr/aboutus/policies/index.html Academic Policy Manual: https://academics.fresnostate.edu/facultyaffairs/policies/apm/index.html Student Rights and Responsibilities: https://studentaffairs.fresnostate.edu/studentconduct/index.html	
1.5 The institution treats faculty, staff, administrators, and students equitably by adhering to its published policies and procedures.	Student, staff, and/or faculty handbooks. Policies regarding operations, student conduct, financial aid refunds, etc. (Marketing and recruitment and student complaint policies are covered in federal requirements forms.)	Academic Policy Manual Personnel Policies (Appointment, Classification, Evaluation, Responsibilities/Workload, Professional Development and Leaves, and Nondiscrimination): https://academics.fresnostate.edu/facultyaffairs/policies/apm/300.html	
		Informal and Formal Complaint Resolution Process (Employees): https://adminfinance.fresnostate.edu/hr/eeo-diversity/complaints/index.html Student Conduct Resolution Process: https://studentaffairs.fresnostate.edu/studentconduct/procedures/index.html	
1.6 The institution maintains, publishes, and adheres to policies on academic freedom.	Academic Freedom Statement. Faculty handbook.	University Statement on Academic Freedom	
1.7 The institution communicates about important issues with its constituents.	Institution webpage or other sample communications.	University Marketing and Communications: https://marcomm.fresnostate.edu/index.html	

1.8 The institution is committed to honest and open communication with the Commission and to undertaking the accreditation review process with seriousness and candor. The institution abides by Commission policies and procedures and informs the Commission promptly of any matter that could affect the accreditation status of the institution.	Cover page signed by the CEO accompanying the institutional report indicating adherence to WSCUC expectations.	President's Signature Page	

Standard 2: Achieving Educational Objectives and Student Success

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Degree Programs			
2.1 The institution's degree programs are appropriate in content, educational objectives, and standards of performance relevant to the level of the degree. All degrees are defined in terms of entry requirements and levels of student achievement necessary for graduation.	List of professional accreditation agencies. Marketing and recruitment materials. Institution webpages or factbook. Course or program catalog.	CFR 2.1 List of Fresno State Externally Accredited Programs Academic degrees and Programs Undergraduate Admissions and Degree Requirements https://studentaffairs.fresnostate.edu/are/index.html Graduate Admissions and Degree Requirements https://academics.fresnostate.edu/drgs/gradstudies/prospectivestudents/index.html	
2.2 Degree programs engage students in an integrated course of study of sufficient breadth and depth. These programs ensure the development of core and professional competencies relevant to the level of the degree.	Program descriptions and requirements. Webpage(s) or one page description of breadth requirements, general education program, and/or professional competency requirements.	Program Descriptions and Requirements https://catalog.fresnostate.edu General Education Program https://studentaffairs.fresnostate.edu/advising/students/general-ed.html	

| 2.3 | The institution clearly identifies and effectively implements student learning outcomes and expectations for achievement. These outcomes and expectations are reflected in and supported by academic programs, policies, and curricula, and provide the framework for academic advising, student support programs and services, and information and technology resources. | Program descriptions and requirements. Academic advising webpage(s). | Program SLOs https://academics.fresnostate.edu/oie/assessment/soap/index.html

GE Student Learning Outcomes

University Advising Webpage https://studentaffairs.fresnostate.edu/advising/index.html | |

| 2.4 | The institution conducts periodic reviews of its degree programs. The program review process includes analysis of student achievement of the program's learning outcomes. | Program Review webpage(s) showing process and outcomes. Three to five examples of program reviews from a representative sample of degrees. | CFR 2.4 Program Review Schedule

Program Review Webpage https://academics.fresnostate.edu/curriculum/prog-review/index.html

Dance BA Program Review
CFR 2.4 Dance BA Table of Contents
CFR 2.4 Dance BA Program Review

Kinesiology MA
CFR 2.4 Kinesiology MA Program Review

Political Science BA Program Review
CFR 2.4 Political Science BA Table of Contents
Political Science BA Program Review

Sociology BA Program Review
CFR 2.4 Sociology BA Table of Contents
CFR 2.4 Sociology BA Program Review

Craig School of Business Program Review
(As noted on the Program Review Webpage above, Fresno State has a different program review process for externally accredited programs. The MBA review is an example of this process.)

CSB Accreditation Letter
AACSB Team Report
Business BS Assessment Report
Economics BA Assessment Report
MBA Assessment Report | |

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Faculty			
2.5 The institution has faculty with the capacity and scale to design and deliver the curriculum and to evaluate, improve, and promote student learning and success.	Numbers and qualifications of faculty and relationship to numbers of students (see WSCUC KID, as appropriate). Up to one page description about why the faculty are sufficient to meet the CFR.	CFR 2.5 Sufficient Faculty Executive Summary SFR and Tenure Density CSU System IPEDS Report 2024 Fresno State (see figure 27, page 11 for full-time equivalent instructional staff for Fresno State and comparison institutions Policy on Terminal Degrees Tenured and Tenure-Track Faculty with Terminal Degrees University Policies on Teaching Effectiveness APM 322 Teaching Effectiveness (faculty assessed on course content, instructional design, instructional delivery, and assessment methods) APM 325 Policy on Retention and Tenure (policy on teaching effectiveness highlighted on pp. 3-4) APM 327 Policy on Promotion (policy on teaching effectiveness highlighted on p. 3) Policy on Lecturers (policies on teaching effectiveness for the hiring and evaluating of lecturers highlighted) Office of Ideas Website	

		https://academics.fresnostate.edu/ideas/	
2.6 The faculty exercise effective academic leadership and act consistently to ensure that the quality of academic programs and the institution's educational purposes are sustained.	Faculty governance committees, bylaws, and/or policies.	Academic Organization and Governance Academic Assembly and Constitution Academic Senate Bylaws	

		Academic Senate Website https://academics.fresnostate.edu/senate/index.html	
2.7 The faculty are responsible for creating and evaluating student learning outcomes and establishing standards of student performance.	Assessment webpage(s). Up to one page description of assessment infrastructure indicating role of faculty.	Assessment Infrastructure Assessment Infrastructure Assessment Website Assessment Website	
2.8 The institution has clear expectations for faculty research, scholarship, and creative activity that are commensurate with the mission and degree portfolio.	Policies related to faculty research, evaluation, promotion, and tenure.	APM 325 Policy on Retention and Tenure APM 327 Policy on Promotion Collective Bargaining Agreement Section 20 (in each document above, policies related to research, scholarship, and creative activities are highlighted)	

Student Learning and Performance

2.9 The institution demonstrates that graduates consistently achieve stated learning outcomes and standards of performance. Faculty evaluate student work in terms of stated learning outcomes.	Three to five examples of assessment reports evidencing student achievement from a representative sample of degrees.	Communicative Sciences BA (Audiology and Speech-Language Pathology Options) Communicative Sciences Assessment Report

Liberal Studies BA Liberal Studies Assessment Report

MBA MBA Assessment Report

Mechanical Engineering MS Mechanical Engineering Assessment Report

Social Science BA (Central California Women's Facility and Valley State Prison) Social Sciences BA Assessment Report

Studio Art BA Studio Art Assessment Report | |
| | | | |
| 2.10 The institution demonstrates that students make reasonable progress toward and complete their degrees in a timely manner. | Retention and disaggregated graduation data for at least four years (see WSCUC KID, as appropriate). | Disaggregated Retention and Graduation Data (Fresno State Office of Institutional Effectiveness) Workbook: Retention & Graduation

WSCUC KID Data First Time Freshmen Retention Rates First Time Freshmen Graduation Rates Transfer Student Graduation Rates 6 Year Graduation Rate by Ethnicity 6 Year Graduation Rate Peer Institutions | |

Criteria for Review	Example(s) of Evidence	Evidence Provided	Team Verification
2.11 The institution monitors and analyzes the success of its students following graduation.	Post-graduation outcomes data (see WSCUC KID, as appropriate). Job and/or graduate school placement data. Alumni survey results and analysis.	Self-Study, pp. 24-27 and 40 College Futures Foundation Study (see page 9) Post-Graduate Earnings KID Embark First Destination Survey Undergraduates Embark First Destination Survey Graduate Students CSU System Labor Market Outcomes (select Fresno campus in menu on the left for Fresno State specific data)	
Student Support			
2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, accurate, and complete information and advising about academic requirements.	Advising webpage(s). Up to one page description of advising at the institution.	Advising at Fresno State University Advising Webpage https://studentaffairs.fresnostate.edu/advising/index.html	

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
2.13 The institution offers student support and cocurricular programs and services sufficient in nature, scope, and capacity to promote all students' academic, personal, and professional development.	Student programs and services webpage(s). Student survey results regarding services. Up to one page description of a sample of student support and co-curricular programs and services.	Student Services Reference Page DOSAEM Student Resources Webpage https://studentaffairs.fresnostate.edu/student-resources.html	

Criteria for Review	Example(s) of Evidence	Evidence Provided	Team Verification
2.14 The institution assesses the effectiveness of its student support and co-curricular programs and services and uses the results for improvement.	Three to five examples of reviews from a representative sample of student support and co-curricular programs and services.	Learning Center Annual Report 23-24 DOSAEM Annual Report 22-23 Richter Center Annual Report 23-24 Program Based Data for EOP, CAMP, and Housing TRIO Student Support Services Program SSSP Annual Report 23-24 SSSV Annual Report 23-24	

Standard 3. Assuring Resources and Organizational Structures

The institution achieves its educational and student success objectives through investments in human, physical, fiscal, technology, and information resources within appropriate organizational and decision-making structures, and consistent with its explicit commitment to diversity, equity, and inclusion.

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Faculty, Staff, and Administrators			

3.1 The institution employs faculty, staff, and administrators sufficient in scale, professional qualifications, and background to achieve the institution's educational and student success objectives, to propose and oversee policy, and to ensure the integrity of its academic, student support, and co-curricular programs and services and administrative processes.	Number and characteristics of full time and part time faculty, staff, and administrators (see WSCUC KID, as appropriate). Hiring policies. Up to one page description about why personnel are sufficient to accomplish objectives.	Employee Characteristics: https://academics.fresnostate.edu/oie/quickfacts/index.html

(please scroll down to employee characteristics) Faculty profile: https://tableau.fresnostate.edu/views/Employees/Faculty?%3Aembed=y&%3AisGuestRedirectFromVizportal=y

Staff profile: https://tableau.fresnostate.edu/views/Employees/Employees?%3Aembed=y&%3AisGuestRedirectFromVizportal=y

Hiring Policies (Staff and Administrators): https://adminfinance.fresnostate.edu/hr/employment/index.html

Hiring Policies (Faculty): https://academics.fresnostate.edu/facultyaffairs/procedures/facultysearches/index.html | |
| 3.2 Faculty, staff, and administrator recruitment, hiring, and orientation practices and workload expectations are aligned with institutional mission and priorities. The institution examines the extent to which its climate supports faculty, staff, and administrators and acts on its findings. | Recruitment, hiring, and workload policies. Campus climate survey results and analysis. Up to one page description of how institution examines its climate. | CFR 3.2 Workplace Climate Summary

Employee and Labor Relations: https://adminfinance.fresnostate.edu/hr/labor/index.html

Faculty Personnel Policies (Appointment and Classification, Evaluation, Responsibilities and Workload, Non-Discrimination): | |

		https://academics.fresnostate.edu/facultyaffairs/policies/apm/300.html	
3.3 The institution provides professional development and evaluation for faculty, staff, and administrators.	Faculty, staff, and administrator policy, manual or handbook. Professional development webpage(s).	Faculty Professional Development and Leave Policies (APM 357-363): https://academics.fresnostate.edu/facultyaffairs/policies/apm/300.html Office of IDEAS Webpage (Faculty Professional Development): https://academics.fresnostate.edu/ideas/index.html Office of Organizational Excellence Webpage (Staff Professional Development): https://adminfinance.fresnostate.edu/hr/orgexcellence/index.html	
Fiscal, Physical, Technology, and Information Resources			
3.4 Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource allocation is aligned with evidence-based educational and student success objectives consistent with operational and strategic planning.	Up to one page description of budget process reflecting level of integration and alignment of resources and objectives. Current and prior year(s) budget(s) (planned vs. actuals) aligned with enrollment.	CFR 3.4 Budget Process Summary 2024-25 Budget https://adminfinance.fresnostate.edu/budget/bb/bb-2024-25.html (See Section B for budget process and Section C for Budget and Expenditures) FY2021-22 through 2023-24 Budget and Expenditures (See Section C):	

		https://adminfinance.fresnostate.edu/budget/bb/bb-2023-24.html https://adminfinance.fresnostate.edu/budget/bb/bb-2022-23.html https://adminfinance.fresnostate.edu/budget/bb/2021-22/budgetbook.html	
3.5 The institution is financially stable and has resources sufficient to ensure long-term sustainability. The institution has unqualified or unmodified independent financial audits.	Financial audits for last two years. Prior year, current year, and next year budgets.	CFR 3.5 Financial Stability Summary Please see documents for CFR 3.4 for budgets Consolidated Financial Statements for the CSU system for 2023-24 and 2022-23 FY2324 CSU Financial Statements Secured LF.pdf fy2223-csu-financial-statementssecured-03-27-24-LF.pdf	

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
3.6 The institution provides physical, technology, information, and other resources sufficient in scope, quality, currency, and kind to support the work of its faculty, staff, administrators, and students.	Up to one page description of sufficiency of physical, technology, information, and other resources.	CFR 3.6 Physical, Technical, and Information Resources Summary Technology Services Webpage: https://technology.fresnostate.edu/abo ut-us/index.html Fresno State Library Information Facilities Management Webpage: https://adminfinance.fresnostate.edu/fa cilitiesmanagement/about/index.html	
Organizational Structures and Decision-Making Processes			
3.7 The institution operates with appropriate autonomy governed by an independent board or similar authority that is responsible for mission, integrity, and oversight of planning, policies, performance, and sustainability. The governing board selects and evaluates the chief executive officer.	Board policy, bylaws, or similar that defines the relationship with supported or affiliated entities and defines responsibilities of members.	California Education Code on California State University Trustees: https://leginfo.legislature.ca.gov/faces/ codes_displayText.xhtml?lawCode=E DC&division=8.&title=3.&part=55.&c hapter=1.&article=2.	
3.8 The board members have a range of backgrounds, knowledge, and skills to carry out their responsibilities.	Board members' names and affiliations with committee assignments. Board minutes for th https://wascsenior.box.com/s/g33vuv3 qe36bboey6squg2g8gg6lau2m e last two years.	Board of Trustees Membership: https://www.calstate.edu/csusystem/board-of-trustees/meet-theboard-of-trustees https://www.calstate.edu/csusystem/board-of-trustees/meet-theboard-of-trustees/Pages/addresslist.aspx Committee Assignments: https://www.calstate.edu/csusystem/board-of-trustees/meet-theboard-of-trustees/Pages/standingcommittees.aspx	

Criteria	Example(s) of Evidence	Evidence Provided	Team Verification
3.9 The institution has sufficient and qualified leadership capacity at all levels, characterized by integrity, appropriate responsibility, high performance, and accountability.	Webpage(s) showing leadership organization, structure, function, etc. Up to one page description of how leadership is evaluated.	CFR 3.9 Sufficient and Qualified Leadership Summary President's Cabinet Membership: https://president.fresnostate.edu/administration/cabinet.html Organizational Chart: https://omniresources.fresnostate.edu/documents/homepage/orgchart.pdf	
3.10 Data are regularly and systematically disseminated internally and externally, and analyzed, interpreted, and applied in institutional decision-making.	Institutional research webpage(s). Up to one page description of how data are used in institutional decisionmaking.	CFR 3.10 Data Based Decisions at Fresno State Office of Institutional Effectiveness (Institutional Research) Webpage: https://academics.fresnostate.edu/oie/index.html	
3.11 The institution's organizational structures and decision-making processes are clearly defined, consistent, and transparent, support effective decision-making and risk management, and place priority on sustaining institutional resilience and educational effectiveness.	Organizational chart(s). Up to one page description of risk-management studies, plans, implementation, and/or analysis.	Environmental Health, Safety, and Risk Management Webpage: https://adminfinance.fresnostate.edu/ehsrm/riskmgt/index.html	

Standard 4. Creating an Institution Committed to Quality Assurance and Improvement
The institution engages in sustained, evidence-based, and participatory reflection about how effectively it is accomplishing its mission, achieving its educational and student success objectives, and realizing its commitment to diversity, equity, and inclusion. The institution envisions its future in light of the changing environment of higher education. These activities inform both institutional planning and systematic evaluations of educational effectiveness.

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Quality Assurance Processes			

4.1	The institution employs comprehensive quality assurance processes in both academic and nonacademic areas and uses the results to improve institutional operations.	Academic and nonacademic quality assurance and evaluation webpage(s). Up to one page description of quality assurance infrastructure and improvement results.	CFR 4.1 Quality Assurance at Fresno State Fresno State Strategic Plan Program Review Website https://academics.fresnostate.edu/curriculum/progreview/index.html Curriculum Revision Policy Annual Department/Program SLO Assessment Report Form Annual Assessment Report Form Office of Organizational Excellence Website https://adminfinance.fresnostate.edu/hr/orgexcellence/ind ex.html Student Affairs Assessment Committee https://studentaffairs.fresnostate.edu/vp/assessment.html	
4.2	The institution collects, analyzes and acts on disaggregated student outcomes data including retention and graduation rates.	Student achievement webpage(s). Retention and disaggregated graduation data for at least four years. IPEDS Outcome Measures disaggregated by freshmen and transfer students (see WSCUC KID, as appropriate).	Disaggregated Graduation and Retention Rates (Fresno State Office of Institutional Effectiveness) Workbook: Retention & Graduation	
4.3	The institution examines the extent to which its climate supports student success and acts on its findings. The institution regularly assesses the characteristics, experiences, and performance of its students and uses this evidence to improve student success.	Recent climate survey results and analysis. Up to one page description of how climate is assessed and results used.	CFR 4.3 Assessment and Enhancement of Student Climate Spring 2025 Climate Survey	

4.4 The institution has institutional research capacity, scope, and coordination consistent with its purposes and characteristics.	Institutional research webpage (s). Up to one page description of institutional research capacity.	Institutional Research at Fresno State Institutional Research Webpage https://academics.fresnostate.edu/oie/index.html	
Institutional Improvement			
4.5 The institution demonstrates improvement based on the results of inquiry, evidence, and evaluation.	Three to five examples of improvements that arose from quality assurance practices.	Post-COVID Task Force Allocation of Instructionally Related Activities Fee Increase in 2025026 (the Academic Success, Support Services, and Student Life tabs on the website provide data supporting the funding decisions) https://studentaffairs.fresnostate.edu/vp/proposedstudent-fee/ Office of the Dean of Undergraduate Studies Undergraduate Dean's Office Data Driven Decisions Examples of Data-Based Program Improvement Civil Engineering BS Continuous Improvement (pp. 38-50) Craig School of Business Continuous Improvement (pp. 21-28) Recreation Administration BS Continuous Improvement (pp. 42-76, links provided with each SLO indicate steps taken to promote continuous improvement)	
4.6 The institution, with significant faculty involvement, engages in continuous inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the institution's standards of performance are being achieved.	Teaching and learning webpage(s). Up to one page description of how faculty are involved in the use of assessment results to improve student learning and success.	Faculty Participation in Assessment Assessment Webpage	

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
4.7 The governing board engages in self-evaluation and development.	Board by-laws. Up to one page description of how the board is selfevaluated and engages in development activities.	California Education Code Section 89090.1 https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=89030.1. California Education Code Section 89045 https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=89045	
4.8 The institution periodically engages its stakeholders in reflection and planning processes based on the examination of evidence. Through these processes it assesses the institution's strategic position, articulates priorities, examines the alignment of its purposes, core functions, and resources, and defines the future direction of the institution.	Strategic plan or webpage(s) describing planning process that incorporates these elements. Up to one page description of how designated stakeholders are engaged/involved.	CFR 4.8 Strategic Plan Stakeholder Involvement Fresno State Strategic Plan	

Synthesis/Reflections

1. After completing this analysis, what are the two or three most significant issues that emerged from the review of the Standards?

   Three issues that emerged are consistently evaluating campus climate, deepening the university's understanding of postgraduation outcomes for our students, and ensuring faculty research, scholarship, and creative activities commensurate with high achieving R2 institutions. There are challenges in each of these areas and the strategic plan and, where applicable, the self-study, provide avenues for addressing these issues.

   One issue is attaining consistency in evaluating campus climate and implementing policies to enrich the climate. In 2017-18 and 2018-19, the Fresno State Workplace Quality survey was administered by Modern Think. The results were shared with the deans of each college, and each college was responsible for implementing initiatives to enhance the climate. Initiatives were launched and then the campus switched to a virtual format because of the COVID-19 pandemic. Upon returning to campus, there was no formal resumption of the initiatives. The university is returning to a more intentional policy for strengthening the campus climate. Goal 1 of the strategic plan is to enhance the personal well-being and professional fulfillment of students, faculty, and staff. The success of these initiatives will be measured through surveys of the campus community.

   A second issue is deepening the university's understanding of post-graduate outcomes for our students. The university has significant survey data for alumni in their first-year post- graduation, but not data for students further out from graduation. The university could also better serve our students post-graduation by understanding the needs of employers in the region and tailoring our programs to match those needs. The self-study provided the university with an opportunity to begin addressing these challenges. One recommendation from the Career Satisfaction Working Group was to survey graduates five and ten-years post-graduation. The Graduates in the Regional Workforce Working Group began employer focus groups as part of the self-study. That working group recommended that the focus groups be expanded to include additional employers and gain additional information about how our graduates can best meet their workforce needs. Goals 1 and 3 of the strategic plan also incorporate policies to enhance students' ability to succeed in the workforce.

   A third issue is taking the steps needed to cement Fresno State's Carnegie R2 classification. This will require resources that ensure faculty are assigned time for work on research, scholarship, and creative activities that are commensurate with R2 goals and expectations. Goal 3B of the strategic plan calls for strengthening resources devoted to RSCA activity. The necessary resources are not likely to be attained by reallocating funds in the current budget, so creative solutions are needed. The strategic plan includes enhanced support for faculty development of successful grant and contract proposals.

2. Where does the institution see the greatest opportunities to improve student success and advance its mission?

The first opportunity is holistic student support, including both academic support and basic needs assistance. The self-study and worksheet preparation process provided evidence that initiatives such as academic success coaching and supplemental instruction are very effective in promoting student success and narrowing equity gaps. The Stop Out Program and the C.A.R.E. team have been able to encourage and support students to keep them at the university and make progress towards their degrees. Center for Essential Needs programs such as the Student Cupboard and Good Samaritan Grants provide resources that help our most vulnerable populations continue their educational careers. It will be important to make sure that all students are aware of these services and ensure that these programs have the resources that they need. The recently approved student fee increase will take effect in fall 2025 and enable Fresno State to expand these valuable, evidence-based practices.

The second opportunity is high-impact practices and experiential learning. The relationship between HIP/EL participation and student success is well documented and the self-study identified additional evidence of the effectiveness of these programs at Fresno State. There is considerable support for achieving the strategic plan goal of 100% student participation in at least one HIP or EL experience. Thirty-two members of the university committee participated in the HIP/EL working group and the working group proposed strategies for expanding participation. The university has already taken several steps to expand participation; for example, by obtaining grant funding for paid internships and allocating student fee increase funding to expand service-learning opportunities and access to study abroad programs.

The third opportunity is to continue to strengthen our Regional Education Pipeline. This begins by continuing to build and leverage the Bulldog Bound program to build awareness of the accessibility of a Fresno State degree and support students and their families throughout the application and admissions process. At the other end of the pipeline, the university can expand career readiness and career success initiatives. The self-study identified initiatives being undertaken by the Career Development Center, including the Career Champions Program and Career Readiness Digital Badging opportunities for students. The self-study also provided valuable feedback from Central Valley Employers about the strengths of Fresno State graduates in the workforce and opportunities for growth. The self-study recommended continuing this dialog with employers and using the information gained to inform university career readiness initiatives.
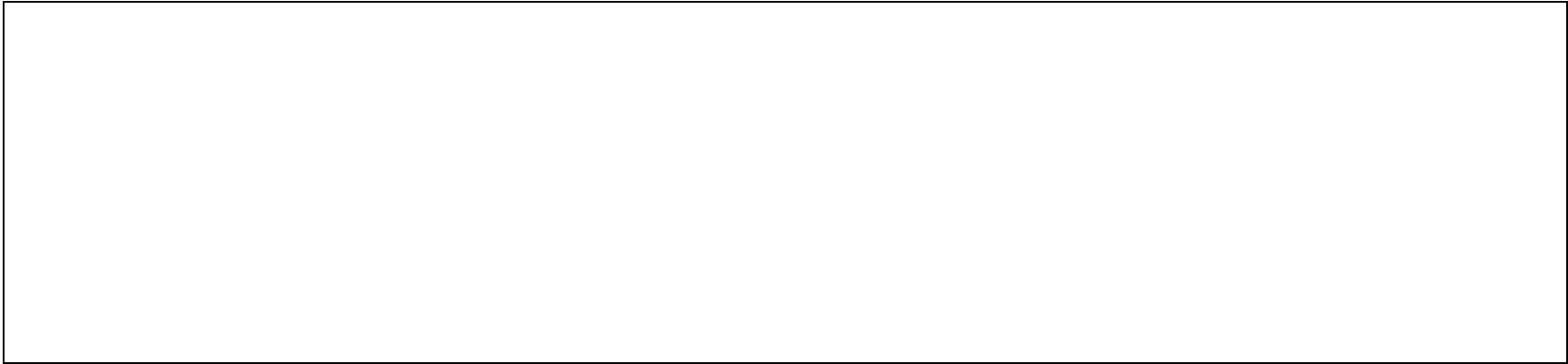
3. Looking overall at the quality and effectiveness of institutional planning, communication, and data analysis, and other systems to support the review process, what are the institution's strengths, and what are the areas to be addressed or improved?

Fresno State Strengths

Fresno State understands its role and responsibility in our community, as the only public institution in a sixty-mile radius. We take our role as the flagship university in the Central Valley seriously and are proud of our role as an agent of social mobility in the region. Through our Bulldog Bound program, we work hard to recruit students from across the region, support them in the application process, and encourage them to attend Fresno State. We work hard to provide academic support so our students can graduate and serve as the future leaders of the region. Recognizing the population we serve, the university also provides significant essential needs support to students.

Our university takes pride in the service our university community provides to the Central Valley and the research that is shared with the region. Fresno State holds the Carnegie Foundation's Community Engagement Classification and the self-study provided evidence that our service and research are valued by our partners. The self-study also found that Fresno State contributes nearly $1 billion in economic impact to the region.

Fresno State focuses on student outcomes data. Our Office of Institutional Effectiveness was a leader in the CSU system in dashboards and data visualization. The university uses this data to make decisions, implement strategies, and evaluate if they worked. For example, the OIE developed a model to predict the likelihood of a first-time freshman persisting to year two, looking at fourteen independent variables. This data is being used for the fall 2025 freshman class to optimize student support interventions.

Opportunities for Improvement

Fresno State can benefit from a more consistent approach to evaluating campus climate. These evaluations were disrupted during COVID and now the university is getting back on track with climate surveys. Goal 1 of the strategic plan contains multiple initiatives to enhance climate, with tangible mechanisms to measure success.

The university needs to take a proactive approach to validating our status as a high achieving R2 institution. The faculty have a record of accomplishment in research, scholarship, and creative activities, but will need more time and resources to focus on these endeavors.

Fresno State can expand our research into post-graduation outcomes and gain a deeper understanding of the successes and challenges our graduates face in the labor market and the needs of regional employers. The self-study gave an opportunity to begin a more systematic inquiry into post-graduation outcomes and provided recommendations for a deeper analysis of this topic.