



CALIFORNIA STATE UNIVERSITY
FULLERTON



OFFICE OF ACADEMIC PROGRAMS
2013-14 ANNUAL REPORT



This Annual Report provides highlights of some of the major accomplishments and activities of the Office of Academic Programs for academic year 2013-14. In 2013, a major restructuring within the Division of Academic Affairs led to the re-establishment of the Academic Programs Office that integrates Undergraduate Studies and Graduate Studies, which previously reported to two separate units. Until spring 2014, leadership of the new office was under an interim associate vice president. In spring 2014 a new permanent associate vice president was

appointed and charged with developing a strategic direction for the unit to build capacity and infrastructure that would include, among other things, the development of a functional organizational structure to advocate for the unit across campus, to enhance relational dynamics within the unit and to position the unit as the core base to lead curriculum development, academic quality and student success at all degree levels at the University.

The programmatic areas that now exist within the unit are: Undergraduate Studies and General Education, Graduate Studies, Online Programs, Freshman Programs, the Honors Program, Academic Advisement, Health Professions Advising and Assessment and Educational Effectiveness. The unit also oversees the program review process, WASC accreditation and serves as academic liaison to the Chancellor's Office.

Everything that was accomplished during the last year has been guided by the vision of José Cruz, provost and vice president for academic affairs, and the support of campus leadership, and has required the dedication and creativity of the personnel in Academic Programs whose responsibilities and functions intersect regularly with the work of the many capable faculty and staff from across the University. We look forward to continuing the universitywide cross-divisional and cross-unit collaborations we established during 2013-14, and we especially look forward to forging new alliances during the 2014-15 academic year in ways that strengthen the quality of services we provide and enhance student success.

*Peter Nwosu, Ph.D.
Associate Vice President for Academic Programs
& Accreditation Liaison Officer*

Three-Year Strategic Plan

In alignment with the University's strategic plan, the Academic Programs Office developed a three-year strategic plan that will guide the unit for the years 2014-2016. Key elements of the plan include development and implementation of structural milestones such as an organizational chart and accompanying budget plan with a coherent, integrated structure; capacity building elements that improve staffing, space and personnel needs; and development of the campus academic plan that leverages the overlapping strengths and opportunities for curriculum development, quality assurance and student success. Other elements include thematic milestones that focus on streamlining curriculum processes to improve efficiencies; development and implementation of an integrated campuswide advising system that includes mandatory advising policy for new and transfer students, special populations, career advising and that institutes and regularizes degree-completion maps as indicators of progress to degree; and development and implementation of a campus assessment plan to implement assessment of student learning outcomes.

Capacity-Building

The Office of Academic Programs has responsibility for the planning, direction, and implementation of academic curriculum, programs, and policies for undergraduate and graduate education, general education, online education, university advisement, assessment of student learning, institutional and disciplinary accreditation, program performance reviews, and various other university and system-wide programmatic initiatives.



Pictured here, from left, Lynn Sargeant, former director of undergraduate studies; Nancy Page Fernandez, director of freshman programs; Katherine Powers, director of graduate studies; Peter Nwosu, associate vice president for academic programs; Bunny Casas, administrative analyst; Bridget Driscoll, director of the academic advisement center; Su Swarat, director of assessment and educational effectiveness; Susan Jacobsen, director of honors program; Christina Goode, director of health professions advising.



New to Academic Programs are the graduation specialists, from left, Brittney Hofer, Mary Lehn-Mooney, Stephanie Smith, Randy Montes, Ashley Stilley, Elizabeth Gomez, Shelly Hsu, Lillybeth Sasis, and Tammy Rogers (not pictured).



The Office of Academic Programs continues to build capacity to manage the core operations related to curriculum development and quality assurance. Newest additions to the enterprise include, from left, Sonya Felton, graduate studies administrative support coordinator; Alison Wrynn, director of undergraduate studies; and Jyenny Babcock, assessment and research analyst. Not pictured, Irena Praitis (English, Comparative Literature and Linguistics) and Brent Foster (Communications), faculty coordinators for general education.

Accreditation

Accreditation activities related to WASC have been ongoing. Most recently, the Office of Academic Programs completed the 2014 WASC annual report, in collaboration with the Office of Assessment and Educational Effectiveness, Office of Institutional Research and Analytical Studies, Division of Administration and Finance, and Division of Student Affairs. A comprehensive accreditation website was developed in spring 2014 to provide relevant information on current and past WASC accreditations and an inventory of disciplinary accreditations. A plan for the WASC 2015 interim report has been developed and implemented. A committee comprising faculty, staff and students is currently completing the first draft.

Academic Advisement

The Academic Advisement Center received 35,000 student visits during the year. The center provided information to students pertaining to their general education, University policies and graduation requirements. Additionally, center staff offered mentorship to students in reaching their academic, personal and career goals.

With support from the Provost's Office, eight graduation specialists and one adviser trainer were recruited, trained, and embedded in seven colleges and the Irvine campus. The specialists utilize a variety of academic advisement intervention strategies, review each upper-division undergraduate student's timely progression towards his or her degree, and immediately contact the student when a deficiency is identified. The ultimate goal is to move students through successful degree completion.

Through a collaborative partnership, the Division of Information Technology and Academic Advisement developed a common communication system between students, advisers and evaluators – the Titan Advisors Network (TAN) – that launched in fall 2013. TAN connects students to their team of advisers through their Titan Degree Audits (TDAs), supporting advising transparency, accuracy, and consistency at every point of student contact. TAN, which now has more than 45,000 entries, allows advising notes to be entered directly on the TDA, which is the single official document that follows undergraduate students from admission through graduation.

During the past year, an integrated advising framework was also developed to guide advising efforts at the University.

Assessment

In spring 2014, the Office of Assessment and Educational Effectiveness (OAE) surveyed the eight colleges to gauge the University's "state of assessment." The survey engaged 60 departments and programs, and highlighted the impressive amount of assessment activities that have taken place. The surveys were carefully reviewed, and individualized feedback was provided to guide and support the assessment effort of departments and programs. The survey results also provided a solid foundation for the planning and development of professional development events for 2014-15.

A collaboration between Academic Programs, OAE, the divisions of Student Affairs and Information Technology, and the Council of Deans led to the adoption of an online platform for documenting campuswide planning and assessment activities. The resulting assessment management system will ensure the alignment between assessment efforts at the department or unit level and the University mission, strategic plan, and assessment and educational effectiveness plan.

OAE also is leading the effort of developing faculty expertise in online course assessment and quality assurance, through the support of an online quality assurance grant from the CSU Chancellor's Office.

PROGRESS MADE ON ASSESSMENT SINCE JANUARY 2014

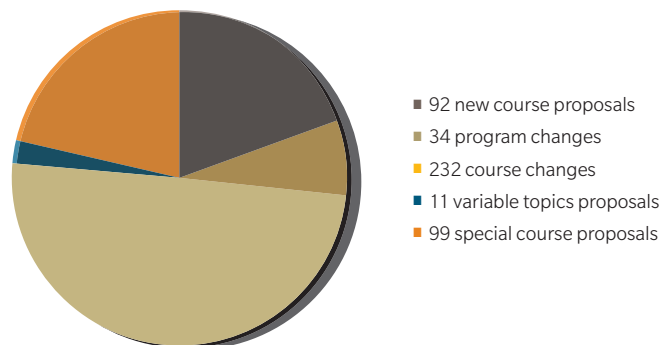
- Assessment Policy developed
- Assessment Process developed
- Assessment Scope expanded
- Assessment Network established
- Assessment Status surveyed
- Assessment Office established
- Assessment Website created
- Assessment Timeline identified
- Assessment Support developed

Curriculum

During the fall semester, Undergraduate and Graduate Studies co-hosted a series of three curriculum development workshops for faculty, department chairs and associate deans. These workshops introduced the campus to the revised and streamlined process for course and program proposals and changes.

In order to ensure timely and accurate review of all curricular proposals, as well as to improve communication with course and program proposers and colleges, Academic Programs developed improved tracking mechanisms for all course and program proposals.

AMONG THE NUMEROUS PROPOSALS AND CHANGES HANDLED BY THE OFFICE THROUGHOUT 2013-14:



Catalog and Curriculum Management

Responding to today's tech-savvy students, as well as to the demands of the digital age and sustainability, the 2015-17 University Catalog will debut as an all-online publication. Beginning this summer, more than 700 pages of information will transition to an interactive platform that will streamline how we update, edit and utilize the catalog.

In addition, the University will introduce a new curriculum management system that is expected to improve how new and existing courses and programs are modified, tracked and approved.

Freshman Programs

In collaboration with the Mihaylo College of Business and Economics, Freshman Programs piloted Mihaylo First Year, a learning community designed for pre-business majors. Two sections were offered in fall 2013, which resulted in positive feedback:

- 87 percent of students responded that the instructor stimulated their interest in succeeding in college “very much” or “much”
- 97 percent of students responded that the course increased their knowledge of student support resources and services “very much” or “much”

Freshman Programs continued its collaboration with the College of Health and Human Development to support two sections of Compass for Health and Human Development Majors. Results from the fall 2012 pilot showed participants achieved a 98 percent retention rate into their sophomore year.

Student persistence has been positively impacted by Freshman Programs, especially for underrepresented populations. Sunny Moon, senior research associate for Institutional Research and Analytical Studies, produced an award-winning paper “High Impact Educational Practices as Promoting Student Retention and Success” (Moon, S., et al. 2013) that examined Cal State Fullerton first-year students from 2003 to 2010. After controlling for high school GPA and level of parental education, Moon found that Freshman Programs participation had a statistically positive effect on first- and second-year persistence, six-year graduation and GPA.

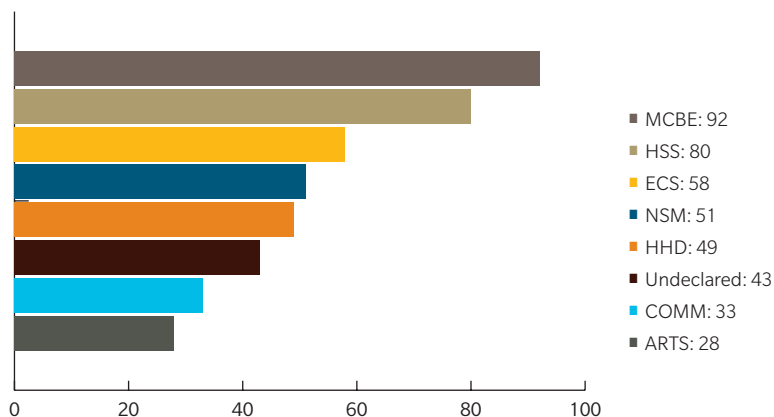
Students from all populations benefited, with female students from underrepresented groups benefiting the most. Most recently the Graduation Initiative tracking of the 2009 cohort found that Freshman Programs participants achieved a four-year graduation rate of 24 percent in contrast to the cohort rate of 17 percent. The achievement gap for Freshman Programs participants was two percent, reducing by half the 2009 cohort achievement gap of four percent.

G.E. Pathways

Launched in spring 2014, the G.E. Pathways pilot project aims to create greater student interest in general education classes, improve success in their initial courses and strengthen their attachment to CSUF. During AY 2014-2015, 434 students (about 10 percent of the entering freshman class) will select one of four broadly defined pathways: 1) Globalization; 2) Sustainability; 3) Food, Health and Well-Being; and 4) Politics and Power.

More than 60 faculty members have volunteered to teach in the program, including many contingent faculty. Two workshops during the spring semester brought the faculty together to discuss pedagogy, assessment and co-curricular opportunities for the pathways. Additional collaborators have included the Division of Student Affairs on co-curricular activities, the Office of Assessment and Educational Effectiveness and the English and History Departments on assessment.

STUDENTS ENROLLED IN G.E. PATHWAYS (AS OF MID-JUNE):



Graduate Studies

As a way to track students more efficiently and enhance retention, the Office of Graduate Studies developed a new graduate studies report, which includes information about each student's enrollment and progress through their respective degrees. All graduate program advisers and staff have received a report for students in their respective programs.

The Office of Graduate Studies administers three Chancellor's Office programs intended to increase the diversity of the pool of potential CSU faculty by supporting doctoral aspirations of CSU students:

- Graduate Equity Program, 24 students awarded a total of \$48,000
- Pre-Doctoral Fellowship (Sally Casanova Scholars), two graduate students awarded up to \$8,000
- Chancellor's Doctoral Incentive Program, six graduates admitted

EPOCHS (*Enhancing Postbaccalaureate Opportunities for Cal State Fullerton Hispanic Students*), a Department of Education-funded program, continues to strive to increase the number of Latino students who enroll in and complete a post-baccalaureate degree at the University.

EPOCHS, BY THE NUMBERS:

STUDENTS

- 961 attended academic skills workshops and/or 1:1 tutoring
- 30 received funding for conference travel
- 18 worked as graduate assistants
- 125 had faculty mentors

FACULTY

- 25 served as mentors
- 28 attended a conference on advising graduate students

COMMUNITY

- 300-plus future students attended graduate student component of Welcome to Cal State Fullerton Day

Health Professions Advising

The Health Professions Advising Office celebrated 50 years at CSUF this year, marked by a reception in the fall at which former president L. Donald Shields spoke. Family members of the late Dr. Miles McCarthy, founder of Health Professions Advising Office, attended the commemoration, in addition to 80 alumni of the program. The event also kicked off a new scholarship drive that has already raised close to \$10,000.

The program continues to be a leader among undergraduate institutions that matriculate UIM (underrepresented in medicine) applicants to medical school, and articulated with four additional health professions programs this year to offer early acceptance to CSUF students.

To better serve students, a pre-health professions minor was approved in spring 2013 that allows all majors a strategic pathway to complete the extensive prerequisites for professional schools.

University Honors Program

Doubling previous conference attendance, the University Honors Program hosted the 11th annual CSU Honors Consortium Conference, which was attended by 150 students and their directors from the 15 CSU campuses with honors programs.

Other program highlights:

- 46 honors students presented and completed the five-unit, two-semester senior honors project
- 46 students graduated with University Honors Program recognition, after completing 25 units of honors coursework, including the senior honors project, with a cumulative 3.5 GPA or higher.

Annual Petition Statistics

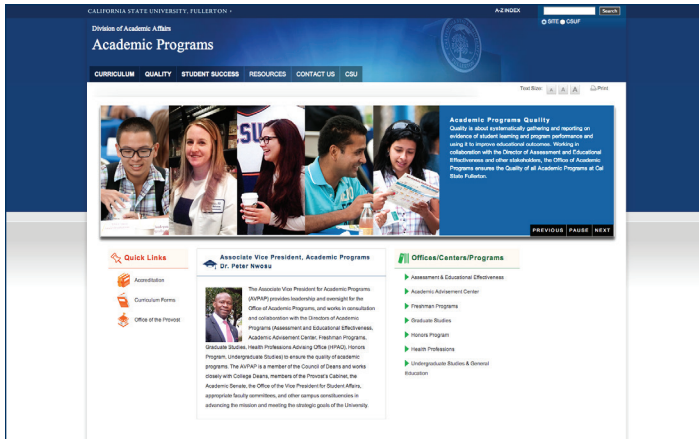
The University Petitions Committee comprising associate deans from the eight colleges, director of academic advising, a member of the GE Committee, university registrar/designee, and the associate vice president for academic programs, as chair, received and reviewed 91 petitions from students during the year. Students requesting exceptions to certain regulations, based on serious and compelling circumstances, submit petitions. Types of petitions often relate to regulations that are founded on University Policy Statement, Chancellor's Executive Order, or Title 5 of the California Code of Regulations. The table below shows the committee's decisions for academic year 2013-14, in contrast to academic year 2012-13.

CURRENT ACADEMIC YEAR					PRIOR ACADEMIC YEAR				
2013/14	REVIEWED	GRANTED	DENIED	DEFERRED [†]	2012/13	REVIEWED	GRANTED	DENIED	DEFERRED [†]
AUG	26	19	5	2	AUG*	30	7	23	2
SEPT	5	4	1	0	SEPT	9	4	5	0
OCT	5	5	0	0	OCT**	0	0	0	0
NOV	9	8	1	0	NOV	14	8	3	3
DEC	5	3	2	0	DEC	5	3	0	2
JAN	6	4	1	1	JAN	5	4	1	0
FEB	5	4	0	1	FEB	4	3	1	0
MAR	6	5	0	1	MAR	4	2	2	0
APR	4	2	1	1	APR	1	1	0	0
MAY	8	6	2	0	MAY	8	5	1	2
JUNE*	12	0	0	0	JUNE*	1	1	0	0
Totals	91	60	13	6	Totals	81	38	36	7
*June 2014 agenda distributed; meeting not yet held					*AUGUST 2012 – one student filed 20 petitions ** no meeting				

[†]DEFERRED: The decision on a student's petition is sometimes deferred to a meeting at a future point in time when grades for 'in progress' classes will be posted and can be considered when making the petition decision.

Outreach/Communication

In spring 2014, Academic Programs “reintroduced” itself to the campus via the Council of Chairs’ meeting hosted by the Faculty Development Center.



The Office of Academic Programs has redesigned its website, with a focus on curriculum development for graduate and undergraduate education (including improved curricular forms and instructions), quality assurance (which includes assessment and program performance review) and student success (which includes advising, health professions, freshman and honors’ programs).

Chancellor’s Office Liaison

As the University’s academic liaison to the CSU Chancellor’s Office, the Office of Academic Programs spearheaded two major reports that were prepared for and submitted to the Chancellor’s Office in spring 2014:

- **CSUF Trustees Report:** Updates to Campus Academic Plans; Summary of Projected Bachelor’s Degree and Graduate Degree Programs, Delayed Projected Programs, Fast-Track Programs, Pilot Programs and Pilot Conversions, and Discontinued Full Degree Programs; Summary of Program Review, Assessment Findings and Improvement Actions; Summary of WASC Comprehensive or Educational Effectiveness Visits, and List of Accredited Units and Programs.
- **CSUF-ECS 120–Unit Cap Proposal:** a request to allow the College of Engineering and Computer Science, in collaboration with Academic Programs, to pursue the reduction in units for degrees in Engineering and Computer Science to 120 units through our established campus curricular process.

TITANS REACH HIGHER



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