MESSAGE FROM THE ASSOCIATE VICE PRESIDENT

Thank you for reading the Office of Academic Programs Annual Report for the 2015-16 academic year.

Since the reestablishment of the office three years ago, it has overseen tremendous strides in the areas of curriculum, quality assurance and student success. The accomplishments highlighted in this report are due to the tireless efforts of our faculty and staff, and are but a few examples of what has been done to narrow the achievement gap, and increase persistence and graduation rates.

Led by former Associate Vice President for Academic Programs Dr. Peter Nwosu, the office and its units – the Academic Advisement Center, Assessment and Educational Effectiveness, First Year Experience, Graduate Studies, Health Professions Advising, University Honors Program, and Undergraduate Studies and General Education – have together forged a strong base of innovative and effective programs. As interim AVP for Academic Programs, I am excited to take part in and build on that innovation.

In the coming year, my hope is to sustain the projects and programs that have started, and to continue to develop an academic environment that is collegial, collaborative, evidence-based, and focuses on student success. I also want to ensure Academic Programs continues its support of faculty and staff.

Ultimately, I would like students to know there are programs in place to ensure their success, and that success should be measured by the quality of education, as well as by time to graduation. I also want to communicate that everyone at CSUF plays a part in helping to make students successful.

The Office of Academic Programs is here to create a smooth path for students earning their degrees so that our processes are not barriers but rather facilitators of student success. If we can make progress in that, then I’d say we’ve done a good job.

Panella Oliver, Ph.D.
Interim Associate Vice President for Academic Programs,
Accreditation Liaison Officer &
Professor of Child and Adolescent Studies

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

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GROWTH OF TITAN ADVISING NETWORK (TAN) USERS
The total number of TAN advising notes posted on campus was 59,359 for the 2015-16 academic year by 233 users, compared to 41,190 TAN notes posted during the 2014-15 academic year by 166 users, an increase of 19 percent in notes, and a 29 percent increase in TAN users.

PROGRESS IN TRACKING WITHIN THE AAC
As of May 1, more than half of all undergraduates had at least one advising note in TAN entered by the AAC Team, meaning a staff of fewer than six provided advising to 16,937 unique, continuing students, which accounts for more than half of the undergraduate population. This number does not include those recorded who have since graduated or stopped-out since the initiation of TAN.

From June 2015-June 2016 the AAC team provided direct, individualized academic advising to 8,120 students who earned 85 units. Of the 467 students who participated in the 2014 Mandatory Advising Campaign:
• 103 (22 percent) already graduated.
• Of the remaining 364 students 258 (71 percent) have stated graduation dates.

Of the non-participant students from the targeted sample, 1,768 (53 percent) had graduation dates; and of the 16,266 students campus-wide with at least 85 units, 7,694 (47 percent) had graduation dates, signifying that students who participated in Mandatory Graduation Advising were significantly more likely to apply for graduation in a timely manner.

CONFERENCEs
The AAC hosted in April 2016 the Academic Advisors’ Professional Development Conference, which was filled to capacity with 120 colleagues; the program integrated Student Affairs units to address special populations and their needs.

The following month, the AAC also hosted the Community College Advisors’ Summer Institute, a one-day event integrating all colleges and more than 14 Student Affairs units to build partnership and heighten effectiveness of those supporting students in the pre-transfer phases of their pursuit of a CSUF degree.

EXPANDED, DEEPENED, FURTHER INTEGRATED UNIVERSITY-WIDE ASSESSMENT PROCESS
Graduate programs joined undergraduate programs in the university-wide assessment process in 2015-16, which means that all degree programs at Cal State Fullerton are now engaged in assessing Student Learning Outcomes (SLOs). The SLOs developed through the assessment efforts are now disseminated through a central website (fullerton.edu/assessment) that connects with the university Assessment Management System and integrates with the University Catalog. The SLOs are also accessible through the portal and the A-Z index on the CSUF homepage. The publication of the SLOs is an important step to ensure that consistent information is communicated to faculty, staff, students, parents and other stakeholders.

Other divisions — Student Affairs, Information Technology, Administration and Finance, University Advancement, and the Office of the President — have also engaged in assessing their operational effectiveness using the six-step assessment process. The non-academic divisions and units successfully completed the 2015-16 assessment reporting in June with a 100 percent completion rate. More impressively, 77 percent of those divisions and units implemented the six-step assessment process with quality — a significant improvement from the previous year.
CAPACITY BUILDING

The Office of Academic Programs and its units continued to develop critical capacity to support the university’s student success agenda and curriculum improvements. The following are staff members hired in 2015-16.

Axis Avalos
Retention Specialist
College of Communications

Sam Barrozo
Retention Specialist
College of Natural Sciences and Mathematics

Dr. Elizabeth Boretz
Asst. VP, Student Success/
Director, Academic Advisement Center

Ashley Chrisakis
Administrative Support Coordinator
Health Professions Advising

Megan Drangstveit
Thesis/Dissertation Reader
Graduate Studies

Henry Flores
Retention Specialist
College of Health and Human Development

Daija Foard
Retention Specialist
College of Health and Human Development

Dr. Brent Foster
Interim Director
First Year Experience

Alisia Kirkwood
Graduation Specialist
College of Education

Laney Kurator
Retention Specialist
College of the Arts

Dr. Michele Mouttapa
Interim Director
Health Professions Advising

Tatiana Pedroza
Graduation Specialist
College of Natural Sciences and Mathematics

Cathy Perez
Administrative Assistant
Academic Advisement Center

Vanessa Rojo
Major Exploration Coordinator
Academic Advisement Center

Janie Samson
Administrative Support Coordinator
University Honors Program

Denise Schumaker
Writing Tutor
Graduate Studies

Esperanza Villegas
Administrative Support Coordinator
Assessment & Educational Effectiveness

Silvia Zamudio
Student Support Coordinator
First Year Experience

CURRICULUM

CURRICULUM IMAGING PROJECT

The Office of Undergraduate Studies and General Education and the Office of Graduate Studies made enormous strides in completing the Curriculum Imaging Project, an 18-month endeavor in which all paper curriculum files – dating back to the opening of the University – are scanned and placed in an online, searchable database available to the campus community. For years, the only copies of the paper curriculum files remained in the Office of Academic Programs. The Imaged database will be available to campus users in Spring 2017.

In Fall 2015, Curriculog – an online curriculum management system – became fully operational and all campus users had been trained by the staff from the Office of Undergraduate Studies and General Education. Curriculog has streamlined the University’s curriculum-approval process, allowing for clear and automated path toward approval and better communication among departments. Having successfully implemented Curriculog and Acalog – which in 2014-15 was used to launch the digital version of the University Catalog – Cal State Fullerton was hailed as a model institution by DigArc, the purveyors of Curriculog and Acalog.

In an effort to reduce enrollment bottlenecks in courses in which students have traditionally been unable to enroll due to a lack of availability, or have found the subject matter to be difficult, the California State University Chancellor’s Office awards grants to campuses to implement changes that utilize technology to make the courses more scalable, and students more successful. Having proven to be a leader in the CSU system in course redesign since 2013, CSUF held its first Course Redesign with Technology (CRT) workshop in September 2015. The workshop showcased successful CRT programs and introduced upcoming Requests for Proposals. In 2015-16, five of the 15 CRT Proven Course Redesign leaders in the CSU system were from CSUF.

CRT coordinator Dr. Alison Wynn, director of Undergraduate Studies and General Education, and Institutional Research and Analytical Studies Interim Director Sunny Moon, received a "Sustaining Success" grant of $10,000 from the Chancellor’s Office to collect and analyze data on the efficacy of CRT with IRAS. The initial data collection has been completed and results are being analyzed.

History Professor Dr. Volker Janssen explains his redesign of History 180, "Exploring U.S. History: A Project-Based Survey Course," at the Course Redesign with Technology Showcase in fall 2016.
FIRST YEAR EXPERIENCE

Program Name Change From Freshman Programs to First Year Experience

The name change was not only part of a reimagining effort for FYE, but an opportunity to expand the breadth of the office mission to include first-year transfer students. An overarching theme of, “Let the Journey Begin,” has been utilized to create more continuity in FYE offerings and is the basis for the following learning communities: COMM Quest, Mihaylo Discovery, Teachers’ Trek, HHD Voyage and Compass Crossing.

UNIV 100 Approved for GE Area E: Lifelong Learning and Self-Development

After 19 years as an elective, UNIV 100 was rewritten and approved for GE Area E. Lifelong Learning and Self-Development. This accomplishment is very much in line with and approved for GE Area E, Lifelong Learning and Self-Development. This accomplishment is very much in line with and approved for GE Area E, Lifelong Learning and Self-Development.

UNIV 397, The Peer Mentor Experience, Approved as Permanent Course

UNIV 397 had been offered numerous semesters as a “special” and was due for permanency consideration. The syllabus was rewritten and submitted not only through Curriculog, but to the University Curriculum Committee. After a handful of revisions, the course was fully approved and is being offered in Fall 2016.

International Recertification of FYE Peer Mentor Program

FYE peer mentors are certified at a “Level III/Master Mentor,” which is the highest level of certification offered by the College Reading and Learning Association. This involves significant curricular specifications, formal training, experiential learning and programmatic framework.

FYE Enrollment

Nearly 600 incoming freshmen enrolled in 24 sections of UNIV 100 for Fall 2016. This is the result of progressive recruiting and significant involvement in New Student Orientation. New this year is a section of UNIV 100 specifically for Guardian and President’s Scholars.

GRADUATE STUDIES

Graduate Student Success Center

The Graduate Student Success Center opened to students for Final Exam study in December 2015, and the Grand Opening was held in February 2016. The Center, located in Pollak Library (PLS 365), is a resource point for graduate students to study, meet, and network; to have tutoring, mentoring, and advising; and to participate in meetings, learning communities, and workshops.

Narrowing the Achievement Gap

In Fall 2015, 1,091 Hispanic students were enrolled in graduate degree programs, an increase of 16 percent from Fall 2014 (and an increase of 57 percent from 2010). Hispanic students now represent 20 percent of the total graduate enrollment, up from 15 percent five years ago.

Advising

OGS evaluators and SOAR advising staff held more than 12,000 advising interactions with graduate students on such matters as: admissions procedures, study plans, graduation requirements, thesis and project requirements, probation and academic status, and department advising.

Degree Conferrals Increase

The number of master’s and doctoral students graduating continues to increase. A total of 1,134 graduate degrees were conferred for Spring 2016 – 1,105 master’s and 29 doctorates – a 16 percent increase over Spring 2015, which had already seen a 13 percent increase over Spring 2014. The increase in Spring semester graduation trend is aligned with overall increases in college year graduation totals: 2013-14 graduate degree conferrals were 1,535; 2014-15 graduate degree conferrals were 1,729; and 2015-16 graduate degree conferrals were 1,915. The number of degree conferrals for the year has increased by 25 percent in two years. Such an increase corresponds with the reduction in the time-to-degree for master’s students and the closing of the achievement gap for Hispanics students’ graduation.

Scholarships, Funds for Underrepresented Students

The number of scholarships and of scholarship funds awarded to underrepresented students increased: CSUF students awarded a Pre-Doctoral Sally Casanova Fellowship doubled; funds for Sally Casanova summer internships increased to $42,000 (double other campuses); the Giles T. Brown Conference Travel Grant was established in Fall 2015 and awarded $14,000 total to 30 students. In all, more than $200,000 was awarded to support 140 disadvantaged graduate students.

EXCELENCIA IN EDUCATION RECOGNIZES PROGRAM

Excellencia in Education, a Washington DC advocacy group, chose Cal State Fullerton as the No. 1 national example of “What Works for Hispanic Students” for the 2016 graduate-level, in recognition of the University’s support for Hispanic and other underserved graduate students. Graduate Studies Director Dr. Katherine Powers and Faculty Coordinator Julián Jeffries attended the ceremonies and participated in the subsequent conference workshops.

New Graduate Degree Programs

New graduate degree programs include: Chancellor’s Office and Board of Trustees approval of the prospectus for a MS in Athletic Training in the Kinesiology department; University approval of the MS in Financial Engineering and Risk Management; University approval of two new concentrations (Data Science and Information Technology Management) for the MS in Information Technology; and approval of the BS through MBA advising pathway for students in the College of
The Health Professions Advising Office held more than 1,200 advising appointments in 2015-16. Appointments ranged in content from the provision of general information about professional schools for freshmen, to feedback sessions on personal statement drafts and mock interviews for those who are close to graduation. Several new informational worksheets, tailored to the specific advising needs of various students, were distributed to students. A diversity of students was served and tailored to the specific advising needs of various students, were personal statement drafts and mock interviews for those who in content from the provision of general information about advising appointments in 2015-16. Appointments ranged the Health Professions Advising Office held more than 1,200

**Applications to professional schools**

**Pre-health professions minor enrollment**

The minor provides students who are non-science majors with a structured pathway to complete several prerequisite science courses, and offers science majors the opportunity to complete coursework in the social sciences, population health, and cross-cultural studies. Fifty students were enrolled in the Pre-Health Professions Minor, which is a 25 percent increase over the previous year. Also, seven course options were added to the Minor, and came from the departments of Anthropology, African American Studies, Asian American Studies, Chicana and Chicano Studies, and Spanish.

**Student leadership training event**

The HPAO collaborated with MMentor, a non-profit organization focused on mentoring pre-health students, to provide leadership training for the nine pre-health student organizations on campus. Students from other clubs had the opportunity to meet one another, with the spirit of potentially collaborating in the future.

**Successful acceptance into health professional schools**

Of the 43 students who applied to professional schools in the summer of 2015, 16 of them (37 percent) are known to have been accepted into a professional school. Fourteen of these students were accepted into medical schools and two students were accepted into dental schools.

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**Advising amped up**

A University Honors Program section was created in the Titan Degree Audit (TDA) to improve advising and graduation rates. Students are now able to see their progress toward completing the 24 units of Honors courses required — 15 covering general education and Honors, and nine in their junior and senior years in connection to the completion of the Senior Honors Project.

**Conference presentations supported**

UHP supported 55 undergraduate conference presentations from 35 different academic departments and five different colleges locally, regionally and nationally.

**Peer-mentoring pilot launched**

Honors seniors and juniors held workshops to meet newer students and connected with them informally. They maintained communication throughout the year and helped guide the Honors completion process for newer students. The program is being expanded for the 2016-17 academic year, and will include more student participants.

**New ups, bylaws approved**

The Academic Senate approved a new University Policy Statement (UPS) 412.010, which is a more appropriate document for governing the University Honors Program and the Business Honors Program, as well as any future honors programs that may be created at Cal State Fullerton.

**Application review revamped**

UHP board members reviewed 900 new student applications holistically to ensure the program reflects the diversity of CSUF as a whole. Five-hundred students were admitted into the program, and 147 decided to join the University as an Honors student.

**Pre-Doctoral Scholarship support**

As faculty coordinator for the Pre-Doctoral Program, Pérez supported Honors students and other current CSUF graduate and undergraduate students in applying for the Sally Casanova Pre-Doctoral Scholarship, a program that offers students one-on-one guidance from faculty members and the opportunity to work with them. Pérez offered workshops during intersession and early spring to explain the Pre-Doctoral program. She also met with students and responded to application draft essays and questions.

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Undergraduate Studies and General Education

General Education / Program Assessment

In coordination with the General Education (GE) Committee of the Academic Senate and the Office of Assessment and Educational Effectiveness, the Office of Undergraduate Studies and General Education developed and maintained a pilot process for assessing GE Learning Outcomes.

Four-year Academic Roadmaps Update

In collaboration with the Division of Information Technology, US/GE began the process of updating all of the undergraduate four-year Academic Roadmaps. This update is in preparation for the campus-wide roll-out of uDirect, a product that will enable students to better plan their path to their degree. This work included several meetings to introduce the product to faculty, department chairs and advisors as well as collecting and revising the roadmaps.

GE Student Learning Goals

GOAL 1 Students will demonstrate and apply their understanding of fundamental concepts, methods, and theories in natural sciences and mathematics, arts and humanities, and social sciences.

GOAL 2 Students will seek and acquire relevant information and apply analytical, qualitative, and quantitative reasoning to previously learned concepts, new situations, complex challenges, and everyday problems.

GOAL 3 Students will develop ideas and communicate them competently and ethically, verbally or nonverbally, both orally and in writing, in a variety of contexts.

GOAL 4 Students will develop skills to collaborate effectively and ethically as leaders and team members.

GOAL 5 Students will develop self-awareness, knowledge, intercultural skills, and critical reflection to participate ethically and effectively in local communities and global contexts.


OAE

Continued from 2

SOLID SUPPORT TO PROMOTE EDUCATIONAL EFFECTIVENESS

OAE provides leadership and support to campus initiatives that promote educational effectiveness. For example, the office is a major leader in the Action Research Project to understand the learning experience, obstacles and success strategies of underrepresented male students on campus.

The office also leads the assessment and research effort of the High Impact Practices (HIPs) initiative, which has produced preliminary findings confirming the positive impact of the HIPs. Lastly, for the fourth year, OAE has been awarded CSU funding to support a faculty community on campus to develop expertise in online course quality assurance, which has provided professional development to nearly 50 faculty members across the disciplines.

The Academic Programs electronic newsletter has gone out to more than 200 faculty, staff and administrators each month. The newsletter highlights the accomplishments, relevant news, profiles, and more coming out of the office and its units.

Website Revamps

The websites for Academic Programs and its units – Academic Advisement Center, Assessment and Educational Effectiveness, First Year Experience, Graduate Studies, Health Professions Advising, University Honors Program, and Undergraduate Studies and General Education – have all been revamped and reorganized to become streamlined, user-friendly, ADA/ATI compliant, and compatible with the latest version of the University’s content management system, OU Campus.

Student Success Outreach

The Office of Academic Programs launched the Student Success Central website, fullerton.edu/ssc, that serves as a one-stop resource, scholarship and financial services, supplemental instruction, wellness, first-year programs, and advising.

OGS

Continued from 7

Engineering and Computer Science.

Grant Funding

Graduate Studies received and managed $484,146, including $477,846 awarded for Year 2 (October 2015-September 2016) of SDAR, Title V, pt. B, PPOHA. The grant supported student services (learning communities, advising, workshops, student association, Elevar Scholars, Graduate Admissions Expo, and the Graduate Student Success Center) and faculty development (workshops on equity and inclusion, the Faculty/Graduate Student Mentoring Program, and curriculum development).

Grant Services Continue

EPOCHS grant services were institutionalized to continue to serve graduate students with academic coaching, workshops on academics and professional development, orientation program for new graduate students (including bilingual Spanish programs for families), handbooks and newsletters on opportunities, travel funds for graduate student conference travel, and a faculty/graduate student mentoring program.

In the five years of grant funding from the U.S. Dept. of Education’s Title V program, more than 5,500 graduate students participated in the orientation programs, nearly 5,000 tutoring sessions were provided; nearly 300 workshops were held for graduate students; 30 community partners distributed 50,000 brochures on the value of graduate education; 130 faculty served as mentors to graduate students; and faculty development seminars had 500 faculty attendees.

Outreach & Communications

Newsletter

With the creation of the Student Success Teams, the office created a pocket guide that included office hours and contact information for each team. The Student Success Guide was distributed at New Student Orientation, the Student Success Stampede, and were featured in Daily Titan advertisements.

The office of First Year Experience also distributed a new brochure to coincide with its evolution from Freshman Programs. The journey-themed, one-page flyer includes the five new learning communities, FAQs, and contact information.

Publications

The office of Academic Programs distributed and posted its 2014-15 Annual Report in November 2015. The publication featured highlights from each of the units, as well as information on accreditation, budget, outreach, and scholarly activities.

Academic Programs also teamed with the Office of Assessment and Educational Effectiveness to create the 2014-15 University Assessment Report, which outlined the progress made in assessment during the year. The report detailed the six-step assessment process, assessment status, rubrics, and more. Both reports can be found at fullerton.edu/academicprograms.

By the Numbers

1,915
Degree Conferrals

12,000+
Advising Interactions

$200K
Scholarships, Funds for Underrepresented Students

16%
Increase in Hispanic Student Enrollment
ACADEMIC PROGRAMS BUDGET

2015-16 Operating Budget: $5.6 million*

REVENUE SOURCES

- University Extended Education
- CSU Operating Fund
- Student Success Initiative
- Chancellor's Office Grants
- Strategic Initiative
- California State Lottery Education Fund
- <1% Other Receipts

EXPENSES

- Salaries & Benefits
- Other Operational Costs
- Financial Aid

*Includes state-side budget only; does not include grants, philanthropic, etc.

OFFICE OF ACADEMIC PROGRAMS ADMINISTRATION

Dr. Pamella Oliver
Interim Associate Vice President for Academic Programs

Dr. Elizabeth Boretz
Assistant Vice President for Student Success/Director Academic Advisement Center

Dr. Su Swarat
Director Assessment and Educational Effectiveness

Dr. Brent Foster
Interim Director First Year Experience

Dr. Katherine Powers
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Dr. Michele Mouttapa
Interim Director Health Professions Advising

Dr. Sandra Pérez
Director University Honors Program

Dr. Alison Wrynn
Director Undergraduate Studies and General Education

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Beatrice “Bunny” Casas
Administrative Analyst

Christina Cardenas
Communications and Marketing Specialist

Emma Hernandez
Administrative Assistant

Gail Matsunaga
University Catalog Editor

Ben Perez
Administrative Coordinator Undergraduate Studies & General Education

Alicia Wagner
Budget Analyst