TITANS REACH HIGHER
Table of Contents

1. Messages from the Provost & Associate Vice President
2. Accreditation/Assessment
3. Academic Advising & Student Success
4. Capacity Building
5. Catalog & Curriculum Management
6. Freshman Programs/Health Professions Advising
7. Graduate Studies
8. Undergraduate Studies & General Education/University Honors Program
9. Outreach/Chancellor’s Office Liaison/Sponsored Conferences
10. Scholarly Activities & Funded Projects
11. Budget/Petition Committee Statistics
A Message from the Provost

In the spring of 2015, nearly 9,500 students earned degrees from Cal State Fullerton, comprising the largest graduating class in our institutional history. More than half of these proud Titans were first-generation college students—among the first in their families to earn a degree. This tremendous achievement is a testament to the passionate, dedicated work of an entire campus community who work tirelessly to ensure the quality and relevance of the degrees these and future students will carry forth into their lives.

This year, under the leadership of Dr. Peter Nwosu, the Office of Academic Programs has made invaluable contributions to the capacity of our University to fulfill the moral imperative of improving educational attainment for our nation’s increasingly diverse population.

For example, as President García highlighted in her 2015 convocation speech, the expansion of our University’s data-driven decision making has been facilitated by extensive cross-divisional collaboration between the divisions of Information Technology, Student Affairs, and Academic Affairs, particularly the Office of Academic Programs.

Additionally, Cal State Fullerton’s Interim Report (IR) for the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC), coordinated by Academic Programs, not only was submitted in advance of the deadline, but also earned high praise from the WSCUC panel, whose members were “extremely impressed” with our campus’s progress in key areas.

This year’s annual report showcases not only the high-quality work of Academic Programs staff and administrators, but also speaks to the excellent work of our faculty, department chairs, and entire campus community in enriching and expanding the academic experience of our nearly 39,000 students.

These collective achievements provide indisputable evidence of our Titan spirit—as well as a taste of things to come. Much hard work still remains, but I am confident that we will continue to reach higher. It’s the Titan way.

José L. Cruz, Ph.D.
Provost and Vice President for Academic Affairs
Professor of Computer Engineering
A Message from the Associate Vice President for Academic Programs

When Academic Affairs set out to reestablish the Office of Academic Programs in 2013, the goals were to build sustainable, structural, and relational support systems and a strong identity in order to advance curricular improvements, quality assurance, and our student success agenda consistent with the campus mission and Strategic Plan. I am pleased to report that with the help of faculty, staff, students, and University leadership, we have made huge strides on these goals during the past year as evidenced by:

- The increased visibility and outreach of Academic Programs, additional staffing capacity, and strengthened ability to adapt to the campus mission as well as the goals of the Strategic Plan;
- The spearheading of CSUF’s WASC Senior College and University Commission (WSCUC) Interim Report, which was acclaimed by a panel of the WSCUC Interim Report Committee for the accomplishments on the report’s key topics: strategic planning, assessment and program performance review, advising, funding, and diversity;
- The development and implementation of a collaborative, integrated framework for advising and student success, which has contributed to an increase in the six-year graduation rate from 51.1 percent (Academic Year 2012-2013) to 61 percent (Academic Year 2014-2015) and a reduction in the achievement gap between underrepresented minority students and their White and Asian counterparts from 12 percent (Academic Year 2012-2013) to 9.3 percent (Academic Year 2014-2015);
- The recruitment of 10 additional professional advisors (funded through the Student Success Fee Initiative, bringing the number to 20 hired since spring 2014) to augment college-based graduation and retention initiatives;
- Working with colleges, the Office of Graduate Studies, and other stakeholders to create nine Student Success Teams, a campus-wide Student Success Steering Committee, and a Graduate Student Success Center located in the library;
- The provision of baseline funding for the Office of Assessment and Educational Effectiveness and the implementation of the campus Assessment and Educational Effectiveness Plan, which has reinvigorated the office; transferred ownership of assessment to individual departments and units; and provided them with support, training, and guidance;
- The streamlining of the processes for continuing quality improvement and curricula and catalog changes, which involved the implementation of an online management system for tracking and documenting assessment activities on campus, launching CSUF’s first online interactive catalog (Acalog), and launching CSUF’s first online curriculum submission and approval platform (Curriculog); and
- The increased generation of external funding through collaborative work with faculty and staff resulting in over $3.3 million to support improvements in graduate and undergraduate studies.

These accomplishments and many others highlighted in this 2014-2015 Annual Report of the Office of Academic Programs would not have been possible without the full support of faculty or the cross-divisional and cross-unit collaborations and alliances between the Office of Academic Programs and the Academic Senate, the university’s eight colleges and six divisions, and the Associated Students, Inc. We thank you for letting us work with you. During the next academic year, we will continue to engage these sectors of the campus community in our continuing work to advance our campus curriculum, student success, and quality improvement agenda.

Peter Nwosu, Ph.D.,
Associate Vice President for Academic Programs,
Accreditation Liaison Officer &
Professor of Human Communication Studies
Accreditation

In June 2015, the university received high commendation from a panel of the WASC Senior College and University Commission that considered Fullerton’s Interim Report submitted to the Commission in February.

In its June 29 letter to President García, the panel was extremely impressed with the Interim Report, noting that: “it was well structured, clearly focused, comprehensive, and self-reflective.” The panel also “praised the considerable improvement that has taken place since the Educational Effectiveness Review in 2012: establishment of a robust infrastructure for ongoing assessment, including revitalization of the central assessment office and creation of faculty assessment liaisons; a nicely developed strategic plan that is aligned with the budget; a well-funded and comprehensive advising effort that is making a difference in student success; an improved timeline for delivery of the budget; and a renewed commitment to diversity.”

As a result of the university’s performance, no additional action is required from the Commission beyond what has been previously scheduled: a mid-cycle review in 2016; and an off-site review and on-site accreditation visit, both in 2019.

Assessment

The Office of Assessment and Educational Effectiveness (OAEE) made significant progress toward accomplishing the university strategic plan objective of “implementing a sustainable university-wide assessment process that includes curricular and co-curricular components.”

An assessment activities and results survey administered in spring 2014 indicated an uneven structure of assessment across campus, which prompted the university to provide the resources to support 10 Faculty Assessment Liaisons to ensure the alignment of assessment at the university and program levels. Since then, OAEE has worked with the liaisons to provide customized communication and support to departments/units within each college/division to facilitate their assessment effort. This network of liaisons has received positive feedback from faculty and staff, and has contributed significantly to the implementation of a uniform assessment process on campus.

To foster a culture of assessment, the OAEE held several assessment workshops and campus-wide events, including an open house in fall 2014 and an Assessment Forum in spring 2015.

A centralized assessment management platform, Compliance Assist, was implemented to facilitate the planning and documentation of assessment activities.

As part of the CSU system-wide requirement, OAEE completed the Collegiate Learning Assessment testing with 94 freshmen in Fall 2014 and 98 seniors in Spring 2015.

Working with the Deputy Provost and the Associate Vice President for Academic Programs, OAEE completed 22 Program Performance Review (PPR) culmination meetings for programs that went through PPR in academic years 2012-13 and 2013-14. Twenty-three PPRs from 2014-15 were also completed or in the final stage of the process.

Working with Institutional Research and Analytical Studies (IRAS) and Student Affairs, OAEE is also leading an Action Research grant focused on the experience of men of color on campus, with the ultimate goal of improving their retention and graduation rates.

OAEE has also contributed significantly to various assessment, research and evaluation initiatives on campus. Some of the projects include the BURST FORTH project, the High Impact Practice definition and measurement matrix, the evaluation of the GE pathways project, the examination of the impact of the Jumpstart program, and the assessment of the “Assessment in Action” project, which was awarded by the American Library Association.
Academic Programs has collaborated with colleges and the Division of Student Affairs and Information Technology to put in place strategies to bolster an integrated advising system designed to close the achievement gap and increase graduation rates.

The system includes expanding the number of professional advisors to include 19 graduation and retention specialists and one Advisor Training Specialist; creating Student Success Teams for both undergraduate and graduate students; creating a graduate student success center; instituting mandatory advising; emphasizing advising training; strengthening degree audits; implementing technology solutions such as Titan Advising Network (TAN) and the Advising Notes system; utilizing the Institutional Research and Analytical Studies (IRAS) Student Success Dashboard, and Education Advisory Board (EAB) Predictive Analytics tool to support advising and student success; and developing evaluation and assessment procedures for advising efforts.

To date, more than 120 advisors have received advising training from the Academic Advisement Center (AAC), and there has been a 17 percent increase in the use of TAN since fall 2014. AAC has supported 20,775 individual advising sessions at the Center since spring 2013. In fall 2014, in collaboration with IT and Admissions and Records, Academic Programs and AAC supported more than 4,000 undergraduate students with 75-84 units earned, as well as undeclared students, with the implementation of the first university-wide mandatory advising pilot program.

As a result of these efforts, retention and completion rates have improved: the six-year graduation rate is at 61 percent and the achievement gap has narrowed to 9.3 percent.

Significant accomplishments have also been made at the graduate level, including: receiving funding for advisers working with Hispanic and/or at-risk underrepresented minority students through a new $2.8 million federal Title V grant received by the Office of Graduate Studies to support post-baccalaureate attainment for Hispanic students; the implementation of mandatory advising for international students on probation in collaboration with the Office of International Programs; hosting faculty graduate program adviser training workshops in enhanced technology to monitor student progress for more effective advising; the implementation of two new report queries to identify at-risk graduate students for interventions; institutionalizing a pilot Faculty/Graduate Student Mentoring Program, modeled after EPOCHS, with colleges as partners; and the establishment of the Graduate Student Success Team, with advising as its priority.

6-Year Graduation Rate

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Mandatory Advising

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Achievement Gap

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<tr>
<td>2015</td>
<td>9.3%</td>
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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 2014-15.

Dr. Sandra Pérez  
Director  
University Honors Program

Dr. Irena Praitis  
Interim Director  
Freshman Programs

Joshua Loudon  
Assistant Director  
Academic Advisement Center

Matt Englar-Carlson  
EPOCHS Faculty Coordinator  
Office of Graduate Studies

Lauren Yal  
Graduate Learning Specialist  
Office of Graduate Studies

Dr. Sandra Pérez  
Director  
University Honors Program

Dr. Irena Praitis  
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EPOCHS Faculty Coordinator  
Office of Graduate Studies

Lauren Yal  
Graduate Learning Specialist  
Office of Graduate Studies

Xochitl Casillas  
Graduate Learning Specialist  
Office of Graduate Studies

Maria Olivas  
EPOCHS Administrative Coordinator  
Office of Graduate Studies

Laney Kurator  
Student Support Coordinator  
Freshman Programs

Elvira Abrica  
Research Fellow  
Office of Assessment & Educational Effectiveness

Retention Specialists: Maddie French, left, Mihaylo College of Business and Economics; Cathy Dionaldo, College of Humanities and Social Sciences; and Kortnee Burrell, College of Engineering and Computer Science.

Office of Graduate Studies SOAR Staff: Graduate Student Advisor Cesar Montenegro, left, Grant Project Manager Milagros Peralta-Aranda, and Faculty Coordinator Julián Jefferies.

Communications & Marketing Specialist Christina Cardenas, left, Administrative Coordinator Ben Perez (Undergraduate Studies & General Education), Office Manager Rosemarie Enriquez (Freshman Programs), Administrative Support Coordinator Laura McDonald (Assessment), Budget Analyst Alicia Wagner, and Intent to Apply Specialist Ashley Chrisakis (Health Professions Advising).
After several discussions over the last three catalog cycles with campus representatives who are the biggest distributors and users of the catalog, including New Student Orientation and University Outreach, campus officials found that today’s student rarely used the printed catalog, and in fact, sometimes forgot they even have it. With resource support from the Provost and the Vice President of Information Technology, Academic Programs collaborated with Strategic Communications and campus stakeholders to successfully transition the catalog to an online platform. On June 11, Cal State Fullerton launched the 2015-16 University Catalog online using Acalog, a platform that integrates with the university website and creates a fully functioning, interactive and user-friendly e-catalog. Acalog can be accessed from the university homepage, or at catalog.fullerton.edu.

A companion platform to Acalog, called Curriculog, an online curriculum management system designed to streamline the process of curriculum submission and approval, was also implemented in spring 2015. Training sessions and workshops began in July 2015 and the platform will be fully rolled out to faculty in fall 2015.

Course Proposals

The Office of Undergraduate Studies and General Education (USGE), along with the Office of Graduate Studies (OGS), reviewed more than 550 unique items of curriculum business (e.g., New Course Proposals, Course Changes, Program Changes, GE Course Changes). USGE worked closely with associate deans and chairs to address several issues that would improve the curriculum process.

USGE also worked with entities across campus to make sure all courses are in compliance with UPS 411.100 IV. B. In an effort to educate faculty on the curriculum process, USGE and OGS hosted two workshops on curriculum with nearly 50 faculty attending to learn more about curriculum policies and procedures.

Course Redesign with Technology (CRT)

Since the inception of the CSU Course Redesign with Technology (CRT) program in 2013, CSUF has been viewed as an innovative leader in course redesign that results in increased student success in bottleneck courses.

Over the past two years, more than 65 faculty from the CSUF campus have been recipients of funding totaling more than $1 million for CRT projects. Most notably, five of the fifteen system-wide Proven Course Redesign Lead Faculty are from CSUF. During the past year, Academic Programs worked with faculty to develop 16 proposals. AP also served as a liaison between faculty and the Chancellor's Office on all matters related to CRT, including proposal preparation, submission, travel reimbursement, and ePortfolio completion.

Additionally, CSUF has been recognized as a Center of Excellence for the training of Supplemental Instruction based on the University of Missouri, Kansas City model across the CSU, resulting in an additional award of $280,000 to the campus in support of this project.
Freshman Programs

Students involved in Freshman Programs overall have had an exceptional year: In the fall, 131 Freshman Programs students made the Dean’s List, accounting for 28 percent of the program's students; former Freshman Programs student and Peer Mentor Diana Muñoz was selected for the Panetta Congressional Internship Program; and peer advisors Natalie Bentancourt and Shishei Tsang presented their work at the NASPA regional conference in November 2014, which was very well received by higher education professionals.

Freshman Programs has also led discussion on First Year Success, which addressed first-year seminars, general education rigor, the role of Student Affairs, sustainability, and what is best for students. One accomplishment in achieving that goal was to enhance communication and collaboration between GE Pathways and Freshman Programs. Freshman Programs also offered drop-in advising services to review Titan Degree Audits (TDA), course selection for spring, registration hold checks, and confirmation of balanced schedules. Interim Director Irena Praitis reached out to Housing and Residence Life to support the First Year Connection Freshman Programs-themed housing program, and she also led discussions on re-engineering the First Year Experience in an effort to impact and support a greater number of students.

As part of its outreach efforts, the Freshman Programs team attended more than 10 senior rallies at local area high schools and partnered with University Outreach to present information on the program. The team hosted 70 Advanced Placement juniors from Buena Park High School in an effort to encourage them to attend CSUF.

The program also received two Instructionally Related Activities grants of nearly $17,000 for educational trips designed for freshmen at the Getty Center and Museum of Tolerance.

Health Professions Advising

Cal State Fullerton was ranked 17th in the nation in graduating Latinos with bachelor’s degrees in health fields, according to a report released by Excelencia in Education, a national initiative that systematically identifies, recognizes and catalogues evidence-based programs that improve Latino college success. Excelencia in Education also selected the Health Professions Advising Office (HPAO) as a model of identifying what works to advance Latino achievement in higher education.

The HPAO also partnered with two professional schools to make it possible for Titans to receive special consideration for admission. The two linkage programs – with St. George’s University College of Medicine and American University of Antigua College of Medicine – allow for students to ease into a professional school application process, saving time and money. The linkage program accelerates the application process and eliminates the need to apply to multiple schools, which can cost upwards of $5,000 accounting for application fees and travel for interviews. An articulation agreement with Marshall B. Ketchum University was also signed to provide a pre-health pathways program for CSUF students.

The Health Professions Advising Office held more than 1,000 advising appointments in academic year 2014-15, more than 80 students filled out Intent to Apply applications, and more than 40 enrolled in the health professions minor.
As the central campus unit for graduate education, the Office of Graduate Studies (OGS) monitors student academic progress, provides services to graduate students including scholarships and workshops, oversees two federal grants, and supports student advising and department advisors for the 54 graduate degrees. OGS confers the degrees for graduate students, reviewing each student’s academic record. All master’s theses and doctoral dissertations are reviewed by OGS before graduation.

The total graduate student enrollment at CSUF increased to 5,235 graduate students in spring 2015 from just 4,995 in fall 2013; this was a leap in just two years and is primarily due to the increase in the international student population: the number of Non-Resident Fee Waivers awarded to international students and non-residents increased from 80 in fall 2014 to 100 in fall 2015.

Along with increasing numbers of graduate students at CSUF, there has been an increase in the number of master’s theses, doctoral projects, and dissertations read for graduation: in Academic Year 2014-15, OGS reviewed more than 200 master’s and doctoral works.

The OGS evaluators also reviewed the study plans and completed academic status for 1,918 graduate students. In addition, OGS graduated 1,729 master’s and doctoral students—an increase of 20 percent over last year.

As the Enhancing Postbaccalaureate Opportunities at Cal State Fullerton for Hispanic Students (EPOCHS) federal grant comes to a close in September 2015, the Office of Graduate Studies has also begun implementing a new $2.8 million, five-year federal grant titled “Latina/o Graduate Students: SOARing (Strengthening Opportunities, Access and Resources),” which will build on EPOCHS’ success. EPOCHS was successful in increasing Hispanic student enrollment by 38 percent while creating services for all graduate students, including the hiring of faculty Graduate Learning Specialists who have more than doubled tutoring hours this year.

EPOCHS has also allowed for a variety of community outreach activities. In the past year, it hosted more than a dozen events, including a major on-campus event that invited Nobel Peace Prize Winner Rigoberta Menchú Tum to perform her lecture, “Bringing Back Community Voice in Service Professions.” The event was attended by more than 400 students, faculty, staff and community members. Other outreach activities include presenting workshops at local schools and co-sponsoring events with community service organizations – such as Migrant Education Program, Los Amigos of Orange County, Orange County Conservation Corps and local community colleges – that invite students and their parents. EPOCHS also led and supported workshops on faculty cultural competency and student diversity.

For its efforts, EPOCHS was nominated for an “Examples of Excelencia” award by Excelencia in Education, an organization that aims to “identify and promote programs and departments at the forefront of advancing educational achievement for Latino students in higher education.”

SOAR has successfully funded the 2014-2015 Elevar Scholars Program, an initiative that works to improve the experience of historically under-served communities in graduate school. Fifty-two students were selected to participate in the program and received $2,000 in scholarships plus professional development activities. The grant has also helped create the new Graduate Student Club, which is planning on activities like fundraising, meetings and organizing a conference.
University Honors Program

The University Honors Program had 750 students enrolled in 2014-15, including 312 freshmen, 201 sophomores, 121 juniors and 116 seniors. Nearly 900 incoming freshmen also applied to the program in 2015.

Honors students Brandon Poore, Phuong Do, and Elizabeth Wheeler won the Titan Sales Competition, with Wheeler earning a $1,500 scholarship in the individual competition. In April, six students presented research at the Western Regional Honors Council conference, at the University of Nevada, Reno, and two more presented their work at the CSU Honors Consortium Conference at Cal State Chico in May.

By the end of the 2014-15 academic year, nearly 40 seniors completed and presented their Senior Projects, which is the highlight and culmination of the Honors Program. The project is a two-semester, five-unit endeavor that reflects the variety of passions and academic training of students in the program.

After a university-wide search, Dr. Sandra Pérez was selected as the new University Honors Program director. Pérez has been a CSUF faculty member since 2001 and is currently an associate professor in the Department of Modern Languages and Literatures. She has served as the coordinator of the Latin American Studies Program and on a number of committees on campus. She earned her Ph.D. in Contemporary Spanish American Literature from UCLA; her master's degree in Latin American Literature, also from UCLA; and her bachelor's degree in Spanish and English from the University of San Diego.

Former Honors director Dr. Susan Jacobsen has mentored and guided a decade of honors students under her tenure, for which she will always be remembered and recognized at Cal State Fullerton.

Undergraduate Studies & General Education

After the success of the pilot program of General Education Pathways, which attracted 450 students to its four Pathways, the Office of Undergraduate Studies and General Education (USGE) expanded and revised the program in ways that could potentially impact between 2,500-3,000 students in the upcoming Academic Year.

The second phase of the GE Pathways pilot program allows each student who is enrolled in a course taught by a GE Pathways faculty member to be automatically enrolled in the Pathway. The program has also expanded to include two new Pathways: Ethics & Leadership and Science, Technology, Engineering and Math (STEM), joining the four original pathways: Global Studies, Sustainability, Power and Politics, and Food, Health and Well-Being.

The campus wide General Education website was updated so that students, faculty and staff can now easily navigate to find up-to-date information on approved GE courses and information on tracking progress towards the completion of GE requirements as well as information on GE course registration.

USGE also began the implementation of the Curriculum Imaging Project, a 12-18 month endeavor that entails the scanning of all paper curriculum files – dating back to the opening of the University – and the creation of an online, searchable database available to the campus community. Currently, the only copies of the paper curriculum files are housed in the Office of Academic Programs.
Outreach and Communications

The Office of Academic Programs has launched an outreach program that includes a monthly electronic newsletter highlighting news and events within AP, including updates from the Office of Assessment & Educational Effectiveness, the Academic Advisement Center, Freshman Programs, the Office of Graduate Studies, the University Honors Program, the Health Professions Advising Office, and Undergraduate Studies and General Education.

The Communications and Marketing Specialist has also created a social media presence on Facebook, Twitter and Instagram, as well as other marketing materials designed to inform and educate the campus community on the services the office provides, including its accomplishments in implementing the Student Success Initiative and meeting the goals of the university’s strategic plan. Partnering with the Provost’s Office, Communications and Marketing also created the Academic Master Plan website, and is set to launch the Student Success Central website – a one-stop web page designed to house all of the tools students may need to achieve their goals and answer their questions.

Chancellor’s Office Liaison

The Office of Academic Programs serves as the academic liaison to the California State University Chancellor’s Office. In 2014-15, Academic Programs guided the campus conversations and approval of the College of Engineering and Computer Science’s proposal for achieving the 120-unit minimum for ECS degrees.

The Office of Assessment and Educational Effectiveness has successfully completed two Chancellor’s Office grants on developing online quality assurance expertise on campus, and is now leading the third grant to continue this effort. Data have been collected to understand faculty’s needs and challenges for teaching online, and a community of faculty who are trained in online quality assurance mechanisms has been established. Working with Institutional Research, OAEE is also leading an Action Research grant focused on the experience of men of color on campus, with the ultimate goal of improving their retention and graduation rates.

Sponsored Conferences & Meetings

To strengthen campus engagement in national conversations of curriculum, student success and quality assurance processes, the Office of Academic Programs supported several faculty and staff in their participation in the following meetings and conferences in 2014-15:

- Accreditation Board for Engineering and Technology (ABET)
  - Binod Tiwari, ECS

- WASC, Assessment 101: The Assessment Cycle, Clear and Simple
  - Jyenny Babcock, Assessment & Educational Effectiveness;
  - Bruce Rubin, American Language Program

- WASC, Retreat on Core Competencies: Critical Thinking and Information Literacy
  - Craig McConnell, HSS;
  - David Falconer, ECS

- AACC, Transferring STEM Education
  - Bill Hoese, NSM;
  - Jidong Huang, ECS;
  - Merri Lynn Casem, NSM

- WASC, Retreat on Core Competencies: Writing and Oral Communication
  - Pam Oliver, HHD;
  - Brent Foster, COMM/GE Pathways;
  - Steve Westbrook, HSS;
  - Bonnie Williams, HSS;
  - Martha Webber, HSS

- Academic & Student Affairs Leader Institute for Student Success
  - Jenny Zhang, MCBE;
  - Arnold Holland, COTA;
  - Elizabeth Gorner, ECS;
  - Almee Nelson, COE;
  - Steve Walk, HHD

- AACC, Liberal Education, Global Flourishing, and the Equity Imperative
  - Teanna Rizkallah, MCBE;
  - Mark Fischer, HSS;
  - Greg Childers, NSM;
  - Arnold Holland, COTA

- WASC, Assessment 201: Advanced Topics in Assessment
  - Jyenny Babcock, Assessment & Educational Effectiveness

- CSU New Paradigms and Pathways in GE
  - Emily Bonney, Academic Senate/HSS;
  - Greg Childers, NSM

- AACC, From Mission to Action to Evidence: Empowering and Inclusive General Education Programs
  - Brent Foster, COMM/GE Pathways;
  - Emily Bonney, Academic Senate/HSS

- WASC Academic Resource Conference
  - Doug Swanson, COMM

- CSU East Bay, Symposium on Assessment of Core Competencies
  - Laura Lohman, COTA/GE Pathways

- WASC, The Big Five: Addressing Core Competencies
  - Emily Bonney, Academic Senate/HSS;
  - Greg Childers, NSM
Scholarly Activities & Funded Projects

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

Service: Council for Development of Social Science Research in Africa (CODESRIA) General Assembly and Journal editors’ meeting, Dakar, Senegal, presented as editor of the Africa Media Review-AMR; participated in developing the CSU Student Success Network conceptual framework for a strategic plan for student success; and chaired the planning subcommittee, ACE Council of Fellows Annual Meeting and Council of Fellows’ Weekend, Washington, DC (planned the panel presentations on “Leading in Difficult Times” and “Higher Education in an Outcomes-Based Funding Environment.”


Funded Projects: CO e-advisor initiative award to enhance campus investments in leveraging technology solutions to support academic advising, academic planning, and course scheduling ($143,250).

Joshua Loudon, Assistant Director, Academic Advisement Center


Su Swarat, Ph.D., Director, Office of Assessment & Educational Effectiveness


Funded Projects: Awards for Enhancing Academic Quality in Online Courses Program ($19,847), CSU Office of the Chancellor; Enhancing Academic Quality in Online Courses Program ($20,000), CSU Office of the Chancellor; Action Research Projects ($130,000), CSU Office of the Chancellor, Project: “Men of Color: A Ground-up Approach to Understand Contributing Factors to Academic Persistence.”

Katherine Powers, Ph.D., Director, Office of Graduate Studies

Grants: “Latin/o Graduate Students: SOAR (Strengthening Opportunities, Access and Resources) at CSUF U.S. Department of Education Title V, pt. B, Promoting Postbaccalaureate Opportunities for Hispanic Americans program. Funded 2015 ($2.8 million over five years)


Alison Wrynn, Ph.D., Director, Office of Undergraduate Studies & General Education


Grants: Course Redesign with Technology, Hosting a Campus Event Grant, California State University, 2015 ($2,000)


Petition Committee Statistics

The University Petitions Committee is chaired by the Associate Vice President for Academic Programs and comprises of the college Associate Deans, the director of the Academic Advisement Center, and the committee’s staff member from the Office of Admissions and Records.

Prior Year (2013-14)

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Current Year (2014-15)

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*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.