

Facilitating Graduation at the Baccalaureate Level

CSU Coded Memo: AA-2005-21

CSU Board of Trustees Recommendations (22)

I. Efficiency in Academic Program Design

<p>1. Reduction of required units in programs leading to the baccalaureate degree</p>	<p>► We offer 55 undergraduate degree programs. Only 9 degree programs exceed 120 units: they have well-defined and well-justified learning needs based largely on professional accreditation standards. We will continue to closely monitor degree requirements and ensure that degree programs that exceed 120 units continue to have clear justifications.</p>	<p>Work in progress</p>
<p>2. Selective reduction of campus graduation requirements</p>	<p>► Computer Science will seek a General Education (GE) variation in the World History and Lifelong Learning (6 units). ► Students in the integrated teacher education program were granted a GE variation in the World History requirement. ► Degree programs that exceed 110 units in GE and major are eligible to seek an exemption from the Second Language Graduation Requirement. ► Review our double counting policies in GE for the lower division courses/categories. ► Explore a GE variation that would allow students pursuing a minor to waive the nine units of upper division GE in residence. Currently, students can double count GE and minor courses. ► Study the possibility of reducing GE requirements from 51 to 48 units. Title 5 requires only 48 units of GE. ► Establish a workgroup to examine and recommend ways to simplify our GE program in anticipation of the migration to CMS and implementation of the CMS degree audit. ► Ensure that there is a well-developed plan for implementation of the Second Language Graduation Requirement, including multiple strategies for assessment such as the use of challenge exams, standardized exams, and trained community experts to certify language proficiency.</p>	<p>Work in progress Ongoing activity Ongoing activity Work in progress Short-term goal Short-term goal Short-term goal Work in progress</p>

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II. Supporting Students in Choosing an Efficient Pathway to the Baccalaureate		
<p>3. Emphasis on graduation in orientation sessions for new students</p>	<ul style="list-style-type: none"> ▶ Continue to require all first-time freshmen to attend a New Student Orientation and advising sessions in June and July. ▶ Further develop and continue to maintain an informational website for prospective students – calstatefullerton.com ▶ Explore models and strategies to make academic advising mandatory for all incoming transfer students, including web-based advising. ▶ Explore strategies to get more transfer students to participate in transfer student orientations, revisiting the timing and scheduling of transfer orientations and topics covered, and strengthening the link to the academic majors. ▶ Incorporate strategies to emphasize timely graduation at all transfer student orientations, including providing attendees with a graduation checklist, evaluation of their transfer coursework and degree audit. ▶ Provide catalog and class schedule at all orientations and emphasize the need to use these information tools. ▶ Distribute academic roadmaps and explain their usage at all orientations. ▶ Consider a policy that requires transfer students who have not met the Second Language Graduation Requirement to register for these courses during their first semester on campus or to specify how they intend to meet this graduation requirement. A three-semester language requirement may delay their graduation unless students are made aware of this requirement and encouraged to take early steps to meet the requirement. 	<p>Ongoing activity</p> <p>Ongoing activity</p> <p>Short-term goal</p> <p>Short-term goal</p> <p>Short-term goal</p> <p>Short-term goal</p> <p>Short-term goal</p> <p>Short-term goal</p>
<p>4. Strengthening support for both General Education and life/career goal clarification for lower division students</p>	<ul style="list-style-type: none"> ▶ Prepare GE advising materials tailored to specific majors that highlight efficient GE choices because of potential double counting with collateral or correlated curriculum requirements for the major. ▶ Encourage degree programs with large numbers of elective units to recommend minors that best complement majors. ▶ Continue supporting the development of statewide transfer patterns for students in integrated teacher education programs. 	<p>Short-term goal</p> <p>Ongoing activity</p> <p>Ongoing activity</p>

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	<ul style="list-style-type: none"> ▶ Ensure that students have key information about professional and career opportunities tied to the major, either as part of a portal course in the major, co-curricular experiences, or other strategies. ▶ Encourage discipline-based student clubs to play a more prominent role in reaching out to undeclared students. ▶ Explore strategies to strengthen the link between the Career Center and academic departments/majors, including incorporating a personal career plan into the academic advising process and expanding department-based career activities. ▶ Strengthen the staff development opportunities and ties between the advisors in the Academic Advisement Center and the Athletics Advising Center. ▶ Encourage more students to register in the Career Center's Titan Connection online system to receive information on internships and career opportunities. 	<p>Short-term goal</p> <p>Short-term goal</p> <p>Short-term goal</p> <p>Short-term goal</p> <p>Short-term goal</p>
<p>5. Prominent association of career outcomes with degree majors in Catalogs and other student information materials and resources</p>	<ul style="list-style-type: none"> ▶ Prominently display career opportunities tied to each major on the campus website and continue listing career outcomes on program view sheets and on the Career Center's website. ▶ Gather more information on the career outcomes of our graduates by degree program, including regular surveys of alumni. ▶ Create reciprocal links between each major and the Career Center's "What Can I Do With This Major" online tool. ▶ Work with University Communications and Marketing to develop streaming videos for major and career exploration. Work to involve alumni in these activities. ▶ Forge a closer working relationship between academic department and the Career Center and Center for Internships and Service-Learning. ▶ Incorporate a developmental approach to the Career Center's resources for students, ranging from resources to assist undeclared students in early career and major exploration to information on graduate and professional opportunities targeting seniors. 	<p>Short-term goal</p> <p>Short-term goal</p> <p>Short-term goal</p> <p>Long-term goal</p> <p>Short-term goal</p> <p>Short-term goal</p>

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<p>6. Choice of degree major required at a reasonable, early juncture</p>	<ul style="list-style-type: none"> ▶ Continue to offer and measure the success of structured learning communities for incoming freshmen, including a learning community for students who are interested in entering the teaching profession. ▶ Explore a policy to require undeclared students to have a declared degree objective before they reach 60 semester units. Identify milestones for undeclared students that must be met prior to each registration period; such as meeting with the advisor for undeclared students or participating in a learning community for undeclared students. 	<p>Ongoing activity</p> <p>Short-term goal</p>
<p>III. Tools to Keep Students on Efficient Pathways to the Baccalaureate</p>		
<p>7. Wide promulgation of roadmaps to degree in an official, centrally-archived, graphically authoritative format</p>	<ul style="list-style-type: none"> ▶ Develop a campus policy and approval process on academic roadmaps to ensure that roadmaps accurately capture all university requirements and honor the catalog rights of students. The Academic Advisement Center will work directly with individual departments to develop four-year roadmaps for all undergraduate majors. ▶ Work closely with the campus University Communications and Marketing office to develop a template and website where academic departments would post these academic roadmaps, making them readily available to students, advisors, and counselors. ▶ Work with departments and University Communications and Marketing to add information about lower division transfer patterns to department view sheets. Post all department view sheets on the campus website in a prominent place for students to read or download this information. 	<p>Short-term goal</p> <p>Short-term goal</p> <p>Short-term goal</p>
<p>8. Alignment of class schedules to roadmaps</p>	<ul style="list-style-type: none"> ▶ Monitor the effects of the 3-week intersession and the summer term on course offerings and availability. 	<p>Long-term goal</p>
<p>9. Provision in policy of mandatory individual student study plans to the degree</p>	<ul style="list-style-type: none"> ▶ Find ways to better monitor student progress toward degree, such as requiring all transfer students or students on academic probation to develop a course plan of their remaining requirements, and use other features available in CMS to assist in this process. ▶ Explore the possibility of modifying the priority process for registration for classes. 	<p>Long-term goal</p> <p>Long-term goal</p>

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	<ul style="list-style-type: none"> ▶ Research the availability of a software program that allows advisors and students to track and capture the advice given to individual students by their GE and major advisors. ▶ The Academic Advisement Center will continue to work with individual departments and programs to ensure that students on academic probation are properly advised. 	<p>Short-term goal</p> <p>Ongoing activity</p>
<p>10. Use of cumulated individual student study plans in planning class schedules</p>	<ul style="list-style-type: none"> ▶ Deans and Department Chairs will continue to monitor course offerings and teaching schedules to reflect student need and demand for required courses in the major. ▶ Use CMS Student Administration to develop electronic study plans for students. ▶ Implement the "Waiting List" feature on CMS degree audits to allow students to plan ahead and assist departments and individual faculty to better manage enrollment demand for courses. ▶ Use CMS Student Administration feature that allows departments and colleges to determine course demand information to develop class schedules for a given term. 	<p>Ongoing activity</p> <p>Long-term goal</p> <p>Long-term goal</p> <p>Long-term goal</p>
<p>11. Adoption of strategies for student success and learning support: Tutoring, technology-mediated supplementary learning, and similar tactics</p>	<ul style="list-style-type: none"> ▶ Assess and find ways to expand successful features of structured learning communities for students (e.g., University Honors, Guardian Scholars, Fullerton First Year Program, Compass, Live 'n Learn, and Summer Bridge). ▶ Create and maintain a comprehensive directory of department-, college- and university-based tutoring programs on campus, by course or subject, and find ways to communicate this information effectively. ▶ Explore ways to increase faculty, staff and student awareness of tutoring services on campus, including reviewing their physical location, marketing materials and outreach efforts. 	<p>Ongoing activity</p> <p>Short-term goal</p> <p>Short-term goal</p>

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<p>12. Renewed enforcement of policies that limit or discourage drops, withdrawals, grades of incompletes</p>	<ul style="list-style-type: none"> ▶ Ask Institutional Research and Analytical Studies to research the repeat and drop patterns of students in order to inform discussions on the need to modify current policies. ▶ Explore strategies to reduce the number of drops, withdrawals, and incompletes. ▶ Review the campus policy and practice on awarding the grade of Incomplete. ▶ Review the campus policy on Unauthorized Withdrawals (WU's) to clarify the differences between WU and F grades and, if necessary, to strengthen the policy. ▶ Use the student portal to prominently display the add and drop dates for a given semester. Increase visibility of these important dates. ▶ Recommend the development of policies and automated structures to implement a course waiting list feature to the registration system. 	<p>Short-term goal</p> <p>Short-term goal</p> <p>Short-term goal</p> <p>Short-term goal</p> <p>Short-term goal</p> <p>Long-term goal</p>
<p>13. Adoption or renewed enforcement of policy that limits the number of course repetitions</p>	<ul style="list-style-type: none"> ▶ investigate possible modification in campus repetition of course policy that limits the number of times a course can be repeated, under state support. ▶ Investigate possible modification in the campus repetition of course policy that limits the number of units/courses that can be taken for grade forgiveness. ▶ Use CMS to strictly enforce restrictions on the campus repetition of course policy. ▶ Explore possibility in CMS to automate and apply the Repetition of Course Policy. ▶ Develop campus-based initiatives to assess and improve learning in courses with high repetition rates. <p>Explore ways to increase the accuracy of students' expectation to success in portal or gateway courses.</p>	<p>Short-term goal</p> <p>Short-term goal</p> <p>Long-term goal</p> <p>Long-term goal</p> <p>Short-term goal</p> <p>Short-term goal</p>
<p>IV. Strong Advising Strategies and Practices</p>		
<p>14. Campus provision of a rich CMS information and communication environment for major advising</p>	<ul style="list-style-type: none"> ▶ Increase awareness and use of degree audits by both students and advisors. ▶ Continue to strictly enforce early completion of English and math remedial and baccalaureate-level requirements to ensure that students have the basic skills to succeed. Consider expanding enforcement to include timely completion of GE critical thinking and the Second Language Graduation Requirement. 	<p>Short-term goal</p> <p>Ongoing activity</p>

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	<ul style="list-style-type: none"> ▶ Analyze the results of the study conducted by Admissions and Records and Institutional Research and Analytical Studies that compare the results of degree audits with graduation checks. Work toward moving a single system for evaluating student transcripts. ▶ Institutionalize the use of degree audits to support a number of functions in Admission and Records, including transfer evaluations and graduation checks. ▶ Develop an online "graduation tutorial" that reviews GE, major, and other overarching graduation requirements. ▶ Use CMS to strictly enforce course prerequisites. ▶ Work to ensure that there will be ample training and professional development opportunities for both faculty and staff on the use of CMS degree audits to advise students. 	<p>Long-term goal</p> <p>Long-term goal</p> <p>Short-term goal</p> <p>Long-term goal</p> <p>Long-term goal</p>
<p>15. Strong, timely major advisement, including mandatory advisement upon declaring or upon changing a major</p>	<ul style="list-style-type: none"> ▶ Build support for an advising requirement for students who change their majors, which would include seeing an advisor in their new major. ▶ Develop a culture on campus that encourages early planning and advising by designating both April and October as advising months to prepare them for fall and spring registration, respectively. ▶ Promote and support the "Finish in 4" program that encourages eligible students to complete the degree in four years. ▶ Encourage the development of department-level guidelines for when a change of major is the best advice to give a student who cannot successfully complete a course or requirement in the current major. ▶ Design "First Semester Transfer Recommendations" for each major so that transfer students can register for appropriate courses even if they are unable to meet with a major advisor prior to registration for the first semester. 	<p>Short-term goal</p> <p>Short-term goal</p> <p>Ongoing activity</p> <p>Long-term goal</p> <p>Ongoing activity</p>
<p>16. Frequent use of degree audits</p>	<ul style="list-style-type: none"> ▶ The Academic Advisement Center will continue to use degree audits to advise undeclared students and freshmen on academic probation. ▶ Continue to support and expand the use of degree audits as an advising tool in academic departments and the Academic Advisement Center. ▶ With CMS, create a mechanism to track usage of degree audit reports by students. 	<p>Ongoing activity</p> <p>Ongoing activity</p> <p>Long-term goal</p>

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<p>17. Mandatory degree audits not later than at 70 semester units</p>	<ul style="list-style-type: none"> ▶ Establish a process to prompt students to review their degree audit at specific checkpoints (such as when a native freshman accumulates 60 semester units, or upon entry as a transfer student) using e-mail and/or the student portal. ▶ Expand the number of departments that require students to see an advisor as early as possible and at the latest by their second semester after transferring to the campus. 	<p>Short-term goal</p> <p>Short-term goal</p>
<p>18. Mandatory and, if needed, intrusive advisement as student approaches/exceeds minimum units required for the degree</p>	<ul style="list-style-type: none"> ▶ Set up a regular process of using e-mail and/or the student portal to provide students with timely reminders of important registration and filing deadlines. ▶ Explore the possibility of requiring mandatory study plan for all students at or above 120 units. 	<p>Short-term goal</p> <p>Long-term goal</p>
<p>V. Campus Monitoring and Feedback</p>		
<p>19. Development and use of "Dashboard Indicators" for campus-wide monitoring of graduation</p>	<ul style="list-style-type: none"> ▶ Conduct an analysis of a sample of students who have not graduated despite having completed an extremely large number of units to ascertain key predictors. ▶ Conduct an analysis of a sample of "deferred graduation" cases to identify common student errors in failing to meet graduation requirements. Use the results to increase awareness of those problems in faculty and staff advisors. ▶ Explore a new campus policy that automates the process of filing for a grad check application, once students reach 90 units. The graduation fee would be added to their registration fees. ▶ Modify published guidelines for annual reports and program performance reviews of degree programs to include collecting and analyzing data on units towards completion of degree, bottleneck courses, and other related topics. ▶ Continue to work with the Office of Institutional Research and Analytical Studies to collect and analyze data on time to degree issues. ▶ Continue to respond to CSU Accountability Goals and other system wide reporting requirements in this area, including monitoring the number of academic departments that have 8-semester roadmaps and require mandatory advisement. 	<p>Short-term goal</p> <p>Short-term goal</p> <p>Long-term goal</p> <p>Short-term goal</p> <p>Ongoing activity</p> <p>Ongoing activity</p>

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<p>20. Review of CSU academic peers of how efforts at encouraging graduation are succeeding, by degree program</p>	<ul style="list-style-type: none"> ▶ Participate as requested. ▶ Compare CSUF statistics with system wide statistics, when available. ▶ Conduct a study of advisor-student ratios in academic departments and the Academic Advisement Center to determine if there is a need for additional academic advisors. 	<p>Ongoing activity Short-term goal Short-term goal</p>
<p>VI. Assuring the Priority of Facilitating Graduation</p>		
<p>21. Provide the Board of Trustees with periodic reports</p>	<ul style="list-style-type: none"> ▶ Respond as requested. 	<p>Ongoing activity</p>
<p>22. Provide appropriate funding, support</p>	<ul style="list-style-type: none"> ▶ Explore ways to expand funding and provide support for the following: <ul style="list-style-type: none"> ▶ Increase the number of academic advisors in the Academic Advisement Center to ensure quality advising services that meet the needs of the growing number of freshman, undeclared students and to serve students on probation and qualification. ▶ Increase resources to academic departments for additional advisors and advising-related services and programs. ▶ Increase the number of evaluators and degree audit specialists in Admissions and Records to keep pace with the larger number of students needing these services. ▶ Rebuild the graduation unit in Admissions and Records in order to provide students with pre-graduation audits and a place where students can receive information on all-university requirements and policies. 	<p>Short-term goal</p>

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Appendix Item #1

Undergraduate Degree Programs Requiring More than 120 Semester Units

Degree Name	Program Accredited	Date of Most Recent Program Review	Were Units Reduced?	Date of next-upcoming Program Review
Art, BFA	Yes	Fall 2003	No	Fall 2013
Civil Engineering, BS	Yes	Fall 2002	Yes to 129	Fall 2008
Computer Engineering, BS	Meets ABET requirements	Approved June 2003	No (at 129)	Fall 2008
Computer Science, BS	Yes	Spring 1996	Currently seeking 6-unit GE waiver	Fall 2008
Electrical Engineering, BS	Yes	Fall 2002	Yes to 129	Fall 2008
Engineering, BS	Yes	Fall 2002	No	Fall 2008
Mechanical Engineering, BS	Yes	Fall 2002	No	Fall 2008
Music, BM	Yes	Spring 1996	No	Spring 2006
Nursing, BS	Yes	May 2002	No	Fall 2006
Theatre Arts, BFA	Yes	Fall 2003	No	Fall 2008

11/14/05

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Appendix Item #2

**Undergraduate Degree Programs at 120 Semester Units,
But Which Fewer Than 10 Semester Units Are Free Electives**

COLLEGE / DEGREES	Minimum Units (GE plus major)	Electives	Notes
Arts			
Theatre Arts (BA)	120	0	Accredited program
Business and Economics			
Business Administration (BA)	120	0	Units reduced
International Business (BA)	120	0	Units reduced
Natural Sciences and Mathematics			
Biochemistry (BS)	112	8	
Biological Science (BS)	115	5	
Chemistry (BA)	112	8	
Chemistry (BS)	120	0	
Geology (BS)	120	0	Units reduced
Mathematics (BA)	108-112	8	
Physics (BS)	112	8	