2017-18
OFFICE OF ACADEMIC PROGRAMS
ANNUAL REPORT
Friends and colleagues,

I would like to welcome you to read the 2017-18 Academic Programs Annual Report. My name is Dr. Mark S. Filowitz and I serve as Associate Vice President for Academic Programs at Cal State Fullerton. Academic Programs has areas of stewardship that include general education and undergraduate studies, graduate studies, the University Honors, Health Professions and First-Year Experience programs, student success initiatives in collaboration with Student Affairs, academic advising and the academic advisement center, and Writing Across the Curriculum. While we are in a sense the "guardians of policy," we aim to serve the faculty and students of the colleges and college administrators by seeing to it that the nuts and bolts of campus processes keep functioning smoothly, collegially, and in a timely manner.

As we entered the 2018-2019 Academic Year we took the time to reflect on where we stand as we closed out our older strategic plan and embarked on a new strategic plan. Our team of assistant vice presidents, directors, faculty and support staff share our common priorities at the Office of Academic Programs as we continue to focus on our three pillars of curriculum, quality assurance and student success.

The following report highlights the work done by each unit in Academic Programs to achieve those goals. We’d like to thank all of the faculty, staff, student and campus partners who helped us reach our goals so we can help our students to continue to Reach Higher!

Sincerely,

[Signature]

Associate Vice President, Academic Programs
The Office of Academic Programs

Under the leadership of the Associate Vice President, the Office of Academic Programs is responsible for planning, directing, and coordinating of academic curriculum, programs, and policies for undergraduate and graduate education; general education; university advisement and Student Success Teams; health professions advisement; first-year experience; the University Honors Program; Writing Across the Curriculum and various university and system-wide programmatic initiatives.

Academic Advisement and Student Success
The Academic Advisement Center provides academic counseling to matriculated students with respect to the General Education program and the policies and procedures associated with it.

Office of First Year Experience
The Office of First Year Experience provides curriculum and services to support first-year students’ successful transition to higher education at California State University, Fullerton.

Graduate Studies
The University’s central office for graduate education, the Office of Graduate Studies provides services and support to students, potential students, and faculty and staff.

Health Professions Advising
The Health Professions Advising Office (HPAO) prepares pre-medical students to become competitive applicants for medical school and serves the following health professions: medicine (allopathic, osteopathic, podiatric), dentistry, pharmacy, optometry, physician assistant, and veterinary medicine. The HPAO is dedicated to providing exposure and information relating to health professions fields through the nine pre-health student organizations, professional school, linkages, mock interviews, personal statement reviews, and complete assistance through the professional school application process and beyond.

University Honors Program
The University Honors Program is a community and academic program that integrates the importance of knowledge with the importance of being a well-rounded student.

Undergraduate Studies and General Education
The foundation of an outstanding university is an innovative and thoughtful curriculum developed by faculty who are experts in their fields. The Office of Undergraduate Studies and General Education works with the faculty to develop and refine courses and academic programs that will ensure that our students succeed not only in the classroom, but also in their professional careers.

Writing Across the Curriculum
The WAC Program aims to improve student writing and learning, to support faculty efforts to integrate writing into their courses, and to create a campus culture that values the ways writing can enhance learning.
GOAL 1

Maintain and enhance operational efficiency and effectiveness of policy, procedure, and process implementation on campus
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Academic Advisement Center/Student Success

Partnerships Built to Secure Funding

In an effort to aid the creation of new programs and enhance of existing ones, the Office of Academic Programs established a formal partnership with University Advancement to initiate processes to explore external funding and foster relationships with community organizations.

Assistant Vice President for Student Success and Director for the Academic Advisement Center Dr. Elizabeth Boretz established a partnership with Barbara Caganich, director for University Corporate and Foundation Relations and Special Projects. Together, they pursued outside funding by writing proposals highlighting a student-centered philosophy, with the key intention of optimizing outcomes toward fulfillment of current initiatives and policies.

Although not awarded, a grant opportunity for the University Honors Program led to valuable partnerships with local organizations, and a proposal to the Sidney Stern Foundation is pending.

Office of First Year Experience

Student Success Fellows Provide Coaching

The Office of First Year Experience (OFYE) launched its first Student Success Fellows program, providing academic coaching and other student success-focused resources.

Student Success Fellows consist of four graduate students. The fellows, who were trained on the Education Training Services Success Navigator Assessment program, provided students with individual meetings, success workshops, and discussion groups that enhanced their engagement with OFYE and the campus as a whole.

Office of Graduate Studies

Training, Support for Faculty Advisors Opens Communication

With the purpose of ensuring that faculty advisors and department staff receive adequate assistance in supporting students success, the Office of Graduate Studies developed a Grad Studies Report that notified faculty and staff all provided suggestions that they believed would facilitate a culture of respect and professional communication between them and other students.

In 2017-18, the Office of Graduate Studies answered nearly 600 questions from faculty and staff advisors; and hosted two workshops to train and provide support to all faculty and staff on advising graduate students.

By continuing to maintain open communications with faculty and staff advisors, the Office of Graduate Studies ensures operational efficiency and effectiveness of policy, procedure, and process implementation, so that students reach graduation.

University Honors Program

Honors Hosts First Study Abroad

The University Honors Program launched its first study abroad program, the Summer Honors Learning Academy, which led 10 students to Poland and Germany during the summer of 2017.

The students visited Auschwitz concentration camp and toured the communist neighborhoods of Nowa Huta and Plaszów, the Warsaw Rising Museum, the Berlin Wall, and the Immigration Museum in Gdynia.

The experience was designed to offer students deep-learning experiences outside of the United States in an effort to mold global citizens.

The University Honors Program successfully secured $10,500 in Instructionally Related Fee (IRA) funding to pay for another Summer Honors Learning Academy for 2018-19.

Honors Transfer Applications Increase

The University Honors Program received more applications from transfer students.

Outreach Efforts Cultivate Interest in Program

Pérez gave on-campus presentations in an effort to improve the visibility of the University Honor Program to the campus community.

She gave a presentation to the Academic Senate Honors Programs board, and – responding to data showing an under-enrollment of students in the College of Communications – the dean of the college.

As a result, the College of Communications added a link to the Honors program to its website for easy access for students. The link in 2017-18 was one of the Top 10 ways students were directed to the University Honors Program website.

Health Professions Advising Office

Code of Conduct Adopted

The Health Professions Advising Office (HPAO) wrote and implemented its first Code of Conduct, which provides a uniform set of expectations for all pre-health students who are involved with the office.

The document, which was vetted by the Health Professions Committee and the HPAO Board of Students, was shared with all nine pre-health student organizations on campus, and all students who utilize the HPAO Intent-to-Apply services.

The Code of Conduct aims to uphold professional and ethical standards required of a health care provider. Students, Health Professions Committee faculty, and staff all provided suggestions that they believed would facilitate a culture of respect and professional communication between them and other students.

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Executive Orders Prompt Changes in G.E.

In 2017, California State University Chancellor Timothy White released three executive orders that would have significant impact on the university's G.E. program, necessitating the Office of Undergraduate Studies and General Education to spearhead several collaborations across campus, shepherding the distribution, vetting, editing, approval and compliance with the orders.

Multiple meetings were held, interpretation of the executive orders expectations were considered and University Policy Statements (UPS) were revised, approved and implemented for all three orders. The Executive Orders included:

- **EO 1100**: revised on Aug. 23, 2017 with changes regarding how systemwide General Education policy can better: (1) clarify requirements, (2) ensure opportunity for student success, and (3) streamline requirements. – Memo from CSU Chancellor Timothy White, Aug. 23, 2017

 Once University Policy Statements (UPS) were updated, the Titan Degree Audit (TDA) records, catalog, websites, registration guide and more were updated with the new G.E. program. Various communication platforms were utilized to bring awareness to the importance of understanding catalog rights, years and impact on G.E.

- **EO 1110**: establishes CSU policy regarding first-year enrollment in CSU-required written communication and mathematics/quantitative reasoning courses and college-level skills assessment to inform placement in appropriate courses. (EO 1110, Aug 2, 2017)

 Once UPSs were updated, courses were rewritten to comply with the EO, submitted through Curriculog and exported through the G.E. approval process. They were approved by the Academic Senate and signed by the university president. The new courses were implemented into programs, such as Early Start, and have already come into compliance. There are other departments that are still working on it, but each department has until their next program review to become compliant.

WAC Advises University on Writing Policy

WAC was instrumental in advising the University Committee on Writing Proficiency (UCWP) as it revised the university’s upper-division writing policy, which was targeted for approval by the Academic Senate in 2019.

The revision to University Policy Statement (UPS) 320.020 will increase the effectiveness of campus writing policy by replacing vague descriptions of upper-division writing course requirements with specific ones; and by providing outcomes for “writing intensive” and “writing complementary” courses.

The revisions also clarify graduate programs’ discretion in defining writing proficiency for their students. These improvements will support faculty writing newly labi as well as departments reworking their curricula.

Conferences Provide Currency in WAC

In an effort to ensure the university receives theoretically grounded support in developing, reviewing, and updating campuswide policies, Bruce attended a variety of conferences in 2017-18.

The Council of Writing Program Administrators and the International Writing Across the Curriculum conferences helped her maintain currency in WAC and Composition best practices. The CSU English Council meeting, on the other hand, supported her understanding of new writing policies at the CSU.

These conferences allowed Bruce to collaborate with the UCWP and the English department team addressing CSU Executive Order 1110 – which revised university policy on remedial courses – from a research-informed position. For example, she provided expert sources to justify some of the new UPS’s guidelines.

### GOAL 1

**Maintain and enhance operational efficiency and effectiveness of policy, procedure, and process implementation on campus**

**Undergraduate Studies and General Education**

The major of the out-of-compliance departments made immediate steps to solve and have already come into compliance. There are other departments that are still working on it, but each department has until their next program review to become compliant.

**NEW DEGREES & PROGRAMS**

1. **new pilot BA in International Business, concentration in Intercultural Management**
2. **new minors: Public Policy, Sales, Marketing, Literacy Education, Entertainment and Hospitality Management, Creative Writing, and Comparative Literature**
3. **new concentrations: BA, International Business, Intercultural Management, BA, Business Administration, Accounting and Business Analytics**

**Scheduling Office Reorganizes under Academic Programs**

- The Scheduling Office – which keeps and maintains the university’s courses database, and coordinates space for academic/instructional classes and university-related event reservations – was reorganized in September 2017 to report to the Office of Academic Programs.

As part of the reorganization, staff members in Scheduling were moved into the Office of Academic Programs and report directly to the Assistant Vice President of Undergraduate Studies and General Education.

**Curriculum Refines Process**

The Curriculog team continued work to build and improve the platform to enhance the user experience. Curriculog forms were refined and evolved in an effort to increase their quality of readability and function. A “prerequisite change form” has been added as an option in Curriculog, which created a quicker route to making simple course prerequisite changes.

An Academic Programs degree database and archive was created, as well. Archiving is a last step on all Curriculog forms, and the database is managed by staff.

**Writing Across the Curriculum Academic Programs Launches WAC**

In the 2017-18 academic year, the Writing Across the Curriculum (WAC) program launched as the newest unit under the Office of Academic Programs.

WAC was created to support active learning among students in all disciplines by focusing on giving faculty the tools needed to assist their students to become better writers. WAC contains two major components: theory, which considers the ways writing in any class can increase students’ subject-matter learning; and, practice, helping faculty in the disciplines integrate writing into their classes.

In an effort to build a sustainable WAC infrastructure, Faculty Fellow Dr. Leslie Bruce – who is leading the program – met with at least 14 department/unit chairs and administrators, as well as many faculty members, to produce lists of possible needs and to understand writing initiatives at Cal State Fullerton.

Bruce also convened a 13-member WAC Advisory Committee representing the colleges. The group met to discuss WAC priorities, Graduation Initiative 2025, WAC program research, and faculty fellow program research.

In the process of launching the program, a new website was created to serve faculty, staff, and administrators. The page, fullerton.edu/wac, supports operational efficiency by providing a self-service portal for the campus community to research WAC best practices and campus writing policies. The self-service component extends to workshop registration and requests for departmental consultations.
GOAL 2

Develop and implement data-driven strategic and operational plans to continue to improve student persistence and success, increase completion rates, and narrow achievement gaps for underrepresented students.
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Academic Advisement/Student Success

Cross-Campus Collaborations Increase

The Academic Advisement Center (AAC) and other members of Students Success Teams enhanced collaborations with several organizations within Student Affairs, each of which plays a vital role in retaining and improving the performance of underrepresented students.

By remaining active and advancing the partnerships with the organizations – Outreach, Recruitment and Orientation (ORO); Diversity Initiative Resource Center (DIRC); Housning and Residential Engagement; Male Success Initiative (MSI); Career Services; Guardian Scholars; Educational Opportunity Program (EOP); Associated Students, Inc. (ASI); and Veterans Resource Center (VRC) – the AAC has contributed to the organizations’ mission of closing and eliminating opportunity gaps for special populations.

As a result of these collaborations, the AAC achieved several accomplishments that furthered its mission to enhance student success. For instance, the ORO integrated AAC team members into their event and program planning; advisors were on hand weekly in the University Scholars area to assist Guardian Scholars and EOP students; AAC delivered workshops specifically to the DIRC areas; and Career Services worked with the AAC to host major- and career-exploration workshops, as well as a program that trained faculty members to also serve students as advisors.

The AAC has also been embraced by their campus partners: the MSI invited AAC advisor Jose Flores to attend a California State University conference; the VRC recognized an advisor at its annual banquet for the organizations’ mission of closing and eliminating opportunity gaps for special populations.

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SSTs Secure Re-Enrollment, Prevent Deferment

More than 900 students who had shown signs of not coming back to CSUF re-enrolled due to the outreach efforts of retention specialists, members of the university’s Student Success Teams who focus on keeping freshmen and sophomores on campus.

Students who did not enroll for their next semester in a timely manner were targeted by the retention specialists, who reached out to them and assisted them with issues that kept them from registering for class. The retention specialists’ outreach yielded 543 enrollments during their summer effort, a recapture rate of 31.3 percent. During their efforts in January, the retention specialists were successful in convincing 386 students to enroll, a recapture rate of 28 percent.

Graduation specialists, members of the Student Success Teams who focus on assisting junior and seniors, also helped prevent 1,720 students who had applied to graduate from getting their graduation deferred.

TOTAL PREVENTED GRADUATION DEFERRALS BY YEAR

The drop of deferrals in 2017-18 is attributed to the impact of early interventions by Retention Specialists.

Students Avoid Disqualification

Sixty-nine percent of first-time freshmen on academic probation who attended the Academic Success Institute, hosted by the Academic Advisement Center, avoided disqualification following their second semester.

The Academic Success Institute serves as an intervention program for freshmen who finished their fall semester on academic probation. The 579 students on academic probation represented only 13 percent of their cohort, an all-time low.

Of those students, 99.6 percent understood they needed to maintain a 2.0 GPA to be in good academic standing, and 50 percent indicated they had an “excellent” or “good” experience participating in the Academic Success Institute.

Office of First Year Experience

Students Expand Their Horizons with Study Abroad

Students Avoid Disqualification

Office of First Year Experience partnered with International Programs and Global Engagement, and the EOP to offer “Global Titans,” a week-long study abroad program available to first-year Summer Bridge students enrolled in University 100.

Nearly 50 students, divided into three separate groups, traveled to Mexico and the Dominican Republic for a week in January 2018. They engaged in community service projects, learned about each country’s culture, and trekked through locales often unseen by tourists. Global Titans was funded by Graduation Initiative 2025, the President’s Strategic Fund, the Center for Internships & Community Engagement (CICE), and EOP.

In addition to learning more about the history and culture of the countries they visited, students also learned to become more independent.

New Tool Helps Students Transition to College Life

To reach its goal of offering transformational learning opportunities for students that assist their transition in their first year and integrate them into their colleges, the Office of First Year Experience implemented the Education Training Services (ETS) Success Navigator.

The Success Navigator assessed four general domains of non-cognitive factors: academic skills, commitment, self-management, and social support. The results of the assessment assisted Student Success Fellows – comprising of graduate students in the Counseling and Higher Education program – in helping first-year students review the outcomes, connect to resources, and establish goals.

In the end, students were able to identify areas where they can improve to better transition into CSUF.

OFYE Opens ‘Civil Dialogue’

Students had the opportunity to witness civil dialogue presentations that discussed various topics in an effort to engage them in life-skills training that will prepare them for their transition into college.

The presentations covered topical issues, such as immigration, gender-neutral restrooms, and views about hate speech.
GOAL 2 Develop and implement data-driven strategic and operational plans to continue to improve student persistence and success, increase completion rates, and narrow achievement gaps for underrepresented students

Office of Graduate Studies Scholarships, Fellowships Awarded
Graduate students participated in several scholarship, grant and fellowship opportunities provided by the Office of Graduate Studies.

During the 2017-18 academic year, 259 graduate students applied for scholarships, of which 171 were awarded. The scholarships included the Graduate Equity fellowship (25 recipients), California Pre-Doctoral Program (seven recipients), the Chancellor’s Doctoral Incentive Program (two recipients), the Giles T. Brown Travel Grant (87 recipients) and the Elevar Scholars Program (50 recipients).

Students were able to participate in professional development workshops, present at conferences nationwide, and study under faculty mentors both within and outside CSUF. Students got the opportunity to learn and research potential Ph.D programs nationwide.

A total of 11 graduate and professional fairs were attended by members of the Office of Graduate Studies, allowing the office to reach potential students who might not have the opportunity to visit Cal State Fullerton.

The office conducted 7,700 advising sessions during the 2017-2018 academic year; and the university thesis reader evaluated a total of 168 theses and 29 dissertations during the academic year.

By reaching out to the community and by having on-campus office hours, the Office of Graduate Studies was able to provide up-to-date information to current and potential graduate students.

Advising for International Students
In the conjunction with the Office of International Students and Scholars, the Office of Graduate Studies hosted probation workshops throughout the academic year aimed at international students and providing them resources to assist them in getting off probation and graduating.

During the 2017-18 academic year, more than 400 of Cal State Fullerton’s 1,028 international graduate students were placed on academic probation. A total of 120 students participated in one of the 12 mandatory probation workshops held throughout the year. Students who were required to attend but did not had their accounts held until they visited the Office of Graduate Studies to meet one-on-one with an evaluator to develop an action plan to completed their degree.

Hosting probation workshops throughout the academic year allowed the Office of Graduate Studies to reach as many students as possible by presenting vital information to a large group of international students at one time. For students unable to attend a workshop, the Office of Graduate Studies offered one-on-one meetings with evaluators.

Outreach Efforts Educate Public
Members of the Office of Graduate Studies with support from the SOAR Grant visited grad fairs throughout the Southern California region, providing information to potential graduate students on admissions, academic status, support services and opportunities.

Students Benefit from Grad Mentoring Program
The Graduate Mentoring Program, which pairs faculty with graduate students to provide academic and personal support, assisted nearly 100 students by partnering them with 43 faculty members and administrators.

The Graduate Mentoring Program requires all scholarship awardees to be assigned a faculty mentor. Graduate students also receive mentoring through their individual scholarship.

The Graduate Mentoring Program allows underrepresented students to connect at a personal level with university faculty and administrators, with the aim of supporting their academic success at CSUF and beyond.

Nearly 500 Visit Success Center Per Month
In 2017-18, the Graduate Student Success Center (GSSC) received nearly 6,000 visits with a monthly average of almost 500.

The goal of the GSSC is to provide centralized support services for all graduate students at Cal State Fullerton, including academic advising and support; information on funding and resources; workshops; food pantry; study spaces; computer stations; printing; and on-campus job posting.

The GSSC also houses Graduate Learning Specialists, who held 1,901 tutoring sessions during the academic year. The GSSC is the official home for all graduate-level scholarships.

Workshops, Orientations Attract Grad Students
The Office of Graduate Studies hosted nearly 50 workshops with a variety of subjects to enhance the educational experience of graduate students at Cal State Fullerton.

In partnership with the Strengthening Opportunity, Access and Resources (SOAR) grant, the office hosted an “Expo” event, which aimed at providing information to the Southern California region on graduate programs offered at CSUF. Two-hundred thirty-six potential graduate students attended the Expo, of whom 138 attended the workshops offered during the event.

The Office of Graduate Studies also hosted two New Graduate Student Orientations: 520 students participated in fall 2017, and 175 attended in the spring 2018.
Health Professions Advising Office

HPAO Advises for Allied Health Professions

The Health Professions Advising Office began formally advising for allied health professions, which includes physical, occupational, and speech therapies; counseling; social work; and public health.

Many pre-health students, for a variety of reasons, need to identify an alternative career path, such as those in allied health professions, to increase their chances of matriculating into a professional school, and to be in a profession that is rewarding to them.

In 2017-18, HPAO Director Dr. Michele Mouttapa completed more than 230 allied health advising appointments, accounting for more than 20 percent of her advising load.

HPAO Supports Students Seeking Professional Schools

One of the cornerstone services offered at the Health Professions Advising Office is supporting students to become more competitive applicants for professional schools.

In 2017-18, the HPAO staff created more than 30 step-by-step slides to guide students in completing professional school applications, in addition to other services provided, including:

- Writing committee letters of evaluation — official letters of support for an applicant on behalf of the university — for students who turn in Intent-to-Apply applications; and
- Holding one-on-one meetings with students to refine the essay and descriptive portions of their applications, as well as allowing them to practice their interview skills. The thoughts and quality of writing, depicted in a personal statement, is a large determinant as to whether a given applicant receives an interview, which is required for acceptance into professional school.

Among the 29 students who applied to allopathic medical school and got a committee letter of recommendation from the HPAO, 13 (44 percent) were accepted. Campus-wide, 34 out of 120 applicants (28 percent) got into medical school.

Also, of the 16 students who applied to osteopathic (DO) medical school and received a letter of recommendation, five (31 percent) were accepted. Out of all 74 CSUF candidates who applied to a DO professional school, 23 (31 percent) were accepted.

HPAO Increases Visibility

The Health Professions Advising Office utilized a number of strategies to increase visibility of the office and its services, including:

- T-shirts: The HPAO designed and printed 100 T-shirts and handed them out as gifts to those who provided valuable services to the pre-health students, increasing team spirit and potential visibility to students.
- New Titan Experience Fair: The HPAO had a booth at the New Titan Experience Fair in order to meet incoming freshmen and transfer students. The HPAO’s booth was situated near those belonging to the College of Health and Human Development and the College of Natural Sciences and Mathematics to meet students interested in nursing and health professions. Being present at the event provided great exposure to the HPAO for incoming pre-health students, so that they can receive appropriate advising in a timely manner to increase their chances of taking the prerequisite courses needed for their chosen career path.
- Lectures: Dr. Mouttapa provided lectures to all Health Science 220 courses about health professions career choices. A significant proportion of health science students are interested in health and allied health careers, and the guest lecture is most often their first exposure to the HPAO. They often subsequently seek advising to determine course selections for their chosen career.
- Presentations: The HPAO partnered with the Career Center to give presentations at the Grad Expo and Health Professions Exposed events. Four CSUF alumni who were accepted into professional schools accepted offers to guest speak in front of current students in an effort to increase students’ knowledge about what it takes to become a successful professional school applicant, hence enhancing their own chances of success.

- Appointments: Dr. Mouttapa completed nearly 1,200 one-on-one appointments with current and prospective students and alumni. Students received a personalized overview about what steps they need to accomplish in order to achieve their desired career goal.

Recruitment Efforts Implemented

The HPAO made it a priority in 2018-19 to recruit a diverse group of students who are likely to matriculate into health professions schools.

Cal State Fullerton played host to the Lake Erie College of Medicine (LECOM) interviews with high school students.
GOAL 2

Develop and implement data-driven strategic and operational plans to continue to improve student persistence and success, increase completion rates, and narrow achievement gaps for underrepresented students

seniors seeking acceptance into its linkage program, of which CSUF is a partner. The goal of hosting the interviews was to increase the students’ chances of considering CSUF to complete their undergraduate degree prior to matriculating to LECOM for osteopathic school.

The HPAO also made use of all opportunities to meet with high school and community college students. More than 70 health students from California High School in Whittier, Calif. – a school with a predominately Latino population, a group underrepresented in the health professions – visited CSUF and met with Dr. Mouttapa. She said having high school students visit CSUF increases their interest in attending.

CSUF Signs New Linkage Agreement

The HPAO partnered with Marshall B. Ketchum University School of Physician Assistant studies to develop a linkage agreement, which provides guaranteed interviews for up to five eligible Cal State Fullerton students annually.

As a result of the linkage agreement, two of the five applicants to the physician assistant studies programs at Ketchum were accepted in 2017-18. The linkage agreement is the latest of several CSUF efforts to strengthen ties among its students so that the program can continue to improve retention rates.

University Honors Program Assessment Scholars Course Created

Six University Honors students participated in the inaugural HONR 499 Assessment Scholars course, designed to help students develop skills to understand and assess learning from an institutional perspective.

Led by Assistant Vice President for Assessment and Institutional Effectiveness Dr. Su Swarat and Dr. Ioakim Boutakis, chair for Child and Adolescent Studies, Program Assessment, HONR 499 was designed to bring students to the center of the discussion about their own learning, and cultivate research and assessment competencies through hands-on projects.

During the course of the yearlong class, students learned more about student learning assessment in higher education; research and assessment basics; research ethics; quantitative and qualitative data analysis; and project design, data analysis and presentation.

Each of the students’ projects and findings were provided to the colleges and departments that were studied as a complement to their own assessment of student learning outcomes and assessment.

The participating students included: Neel Deshpande, Nayelle Benitez, Elissa Saucedo, Kristy Nguyen, Marianne Escalante, and Shivani Patel.

Service Learning Builds Leadership

Students in the University Honors Program built a community among themselves and obtained leadership skills through partnerships with JOYA Scholars, the Placentia-Yorba Linda School District and Fullerton College.

Partnering with local community members to fulfill needs that match students’ skill and talents allowed Honors to strengthen ties among its students so that the program can continue to improve retention rates.

Honors also created a new HONR 100 course with a critical service learning component, which was pending approval of the Academic Senate in the next academic year.

Curriculum Committee Created

An ad hoc committee was created to review Honors curriculum, which reviewed four new colloquiums and moved them forward for approval.

The Ad Hoc Curriculum Committee’s actions allowed for the shift in colloquiums, which helped Honors build community, retain students, and better-ensure their success toward timely graduation.

Undergraduate Studies and General Education

TDP Gains Traction

Nearly 2,200 students have begun utilizing the Titan Degree Planner (TDP), an online program that is tethered to students’ Titan Degree Audit.

The TDP allows student and their advisors to draft multiple semesters toward graduation using a drag-and-drop feature that is saved in their portal.

Efforts were underway to refine TDP, increase accuracy, include prerequisite fields and increase use as an advising tool.

Writing Across the Curriculum

WAC Awarded Grant

Writing Across the Curriculum won a Pollak Collections grant to purchase WAC books for student and faculty use, helping to reach its goal of ensuring students have access to wide-ranging support to improve their writing proficiency throughout their academic careers.

Writing-intensive courses are “high impact,” and High Impact Practices (HIPs) have been correlated to student retention and success. The 2010-11 National Survey of Student Engagement data indicate that “well-designed [writing] assignments” can increase learning for all students.

Offering students and faculty texts on disciplinary writing will support students in all classes and will help faculty incorporate writing in to their courses.

HIPs Courses Increase

Writing Across the Curriculum collaborated with a Graduation Initiative 2025 working group to expand the HIPs program while minimizing costs, resulting in an increase in HIPs courses.

All sections of English 101 and 301 were marked as HIPs courses, eliminating the cost of paying stipends for tracking HIPs data, which was becoming expensive as new classes were added to the HIPs program of training faculty to track data.

Because English 101 and 301 courses routinely passed HIPs assessment benchmarks, the HIPs group has now “badged” them formally as HIPs courses, eliminating the data-tracking costs for more than 100 annual sections. These savings can be funneled into new faculty training and course data tracking to expand the HIPs programs’ impact.

Assessment Scholar Neel Deshpande presents the results of his research project, “Perceptions of Accounting Programs on Student Success.”
GOAL 3

Develop and implement faculty and staff professional development programs and opportunities
Academic Advising/Student Success
AAPDC launches its first Certificate Series

At the conclusion of the Certificate Series, the AAPDC hosted its first Career and Academic Advising Faculty Recognition Celebration, where faculty members were honored as Advisors of Distinction. Thirteen faculty members completed the AAPDC Certificate Series, and 19 faculty members were recognized as Faculty Advisors of Distinction. After participating in the series, the faculty members implied they felt comfortable connecting with the Student Success Team community.

Thirteen faculty members completed the AAPDC Certificate Series, and 19 faculty members were recognized as Faculty Advisors of Distinction. After participating in the series, the faculty members implied they felt comfortable connecting with the Student Success Team community.

Students Victor Espinoza Castro, left, and Alyssa Tupas participate in a panel discussion at the first Academic Advising Faculty Recognition Celebration.

GOAL 3

Develop and implement faculty and staff professional development programs and opportunities

The Office of Graduate Studies, in partnership with the Writing Across the Curriculum faculty development program, developed and implemented a variety of professional development programs to support faculty and staff efforts to incorporate writing into their classes and workplaces.

At the end of the Certificate Series, the AAPDC hosted its first Career and Academic Advising Faculty Recognition Celebration, where faculty members were honored as Advisors of Distinction.

• Advisors of Distinction: Connie Chen, Kasey Noble, and Farrifteh Shahbazian.
• Faculty Advisors of Distinction: Dr. David Adams, Dr. Luke McGowan, Dr. Dinsa Bein, Amy Mills, Dr. Jeanine Congalton, Julia Schneiderman, Dr. Olga Di Franco, Daniel Sorrell, Dr. Alyson Fry-Peet, Dr. Yuying Tsong, John Jackson, Dr. Mike Turi, Dr. Sagil James, Dr. Haowei Wang, Dr. Danny Kim, Karen Wong, Dr. Alice Lee, Dr. Kevin Wortman, and Dr. Antoinette Linton.

Office of First Year Experience
Training Held for UNIV 100 Faculty
The Office of First Year Experience partnered with the College of Education to host a two-day training session for UNIV 100 faculty.

As a result of the training, faculty were able to develop focused curriculums that prioritized the students’ non-cognitive skill development and self-efficacy.

Office of Graduate Studies
Faculty Mentors Receive Training
The Office of Graduate Studies hosted workshops and presentations aimed to support faculty members in learning how to relate and better support underrepresented graduate students.

The Office of Graduate Studies, in partnership with the Faculty Development Center, hosted a workshop titled, “Instructional Framework to Draw on the Strengths of First Generation Students.” The office also hosted an international faculty panel to discuss and address immigration issues faced by female immigrants returning to Mexico after spending many years in the U.S.

The Graduate Mentoring Program requires that all participating faculty attend four professional development workshops throughout the academic year. The goal of the workshops is to help prepare faculty on how to address and support underrepresented graduate students. The Mentoring Program is open to all faculty at Cal State Fullerton.

University Honors Program
Honors Strengthens Faculty Communications
The University Honors Program team at the University Honors Program is open to all faculty at Cal State Fullerton.

In 2017-18, WAC offered 14 workshops, which were attended by 69 faculty and staff from seven colleges, 22 departments, and the Provost’s Office/Vice President of Academic Affairs Operations.

Post-workshop surveys showed 100 percent of the participants found the workshops either “useful” or “very useful,” and “effective” or “very effective.” In a post-academic year survey, 100 percent of respondents (32) said they have already applied WAC practices in their own work, Dr. Leslie Bruce, the faculty fellow who oversees the program, consulted one-on-one with several faculty regarding new assignments they’d created after attending a WAC workshop.

WAC Offers On-Call Professional Development
Writing Across the Curriculum expanded its outreach efforts to offer professional development to departments and faculty at their convenience, increasing the likelihood that the training is used.

Dr. Bruce consulted with Computer Science, Political Science, Biological Sciences, Kinesiology, and other department chairs to learn more about their writing needs and to discuss future WAC services for the departments. Dr. Bruce also led workshops or short presentations at department retreats or meetings for the Mihaylo Council of Chairs, Nursing, Kinesiology, and Human Services.
GOAL 4

Ensure external compliance and reporting requirements are met
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Office of Graduate Studies
Curriculum, Grant Requirements Met
The Office of Graduate Studies ensured the University met the external compliance requirements related to graduate curriculum, as well as made certain that the reporting and compliance requirements were met for the office's largest grant.

Dr. Joe Albert Garcia, Assistant Vice President for Graduate Studies, attended two California State University graduate deans meetings and submitted information per compliance standards set forth by the Chancellor’s Office and the WASC Senior College and University Commission (WSCUC), the accrediting agency for public and private higher education institutions throughout the region.

With the support of Graduate Studies, staff working under its Strengthening Opportunity, Access and Resources (SOAR) grant submitted a detailed annual report on the completion of grant targets, as well as monthly reports, to the U.S. Department of Education on the grant’s progress.

Academic Advisement/Student Success
Advising Notes
Usage Grows
Usage of the Titan Advising Notes – a vital tool in supporting students cross-departmentally – continued to grow, with new users being trained and inputting thousands of advising notes for students.

Titan Advising Notes (TAN) are used to verify the accuracy of advising and to track the volume of student traffic through advising areas. In 2017-18, nine users were trained or received support in TAN – four were continuing users and five were new users.

The continuing advisors saw a 24 percent increase in advising notes posted over 2016-17; a 16 percent increase in notes that included graduation-related language; and a 70 percent decrease in occurrences of language citing the minimum units needed to graduate.

The new advisors posted a total of 3,018 notes in the 2017-18 year, which included the following occurrences:

- 2,658 notes containing the phrase “graduation” (88 percent of total notes)
- 2,063 notes containing the phrase “graduate” (68 percent of total notes)
- 232 notes containing the phrase “grad date” or “graduation date” (8 percent of total notes)
- 2,034 notes containing a reference to the minimum number of units needed to graduate, either “120” or “132” (67 percent of total notes)
GOAL 5

Communicate and disseminate AP practices and accomplishments to internal and external audiences
GOAL 5
Communicate and disseminate Academic Programs practices and accomplishments to internal and external audiences

Academic Programs
Communications, Marketing Updates University
The Office of Academic Programs ensured the campus community was informed of its latest developments and that each unit was equipped with up-to-date websites, promotional items and collateral.

In 2017, the Office of Academic Programs published and distributed its 2016-17 annual report, featuring highlights from each of its units: Academic Advisement and Student Success; Assessment and Educational Effectiveness; First Year Experience; Graduate Studies; Health Professions Advising; University Honors Program; and Undergraduate Studies and General Education.

Throughout 2017-18, the Office of Academic Programs also disseminated five Academic Programs Newsletters, which received a click rate of an average of 48 percent; and created fliers and informational pieces for First Year Experience, the Academic Advisement and Student Success, the Office of Graduate Studies, University Honors Program, Undergraduate Studies and General Education, Writing Across the Curriculum, and the University Catalog.

Academic Programs also created websites for the new Writing Across the Curriculum program and the university’s institutional report for the upcoming WASC Senior College and University Commission review. Google Analytics was installed in six websites overseen by Academic Programs, and each website was scanned every month to ensure they were compliant with the Chancellor’s Office’s Accessible Technology Initiative (ATI) policy, which makes information technology resources and services accessible to the general public regardless of disability.

Academic Advisement Center/Student Success
AAC Distributes Newsletter
The Academic Advisement Center launched a monthly newsletter, which is distributed to more than 500 colleagues who are directly or indirectly connected to academic advisement.

The newsletter, Academic Advising Update, shares data related to different activities and outcomes; updates on procedures and policies; useful tips for productive academic advising and related actions.

Office of Graduate Studies
Graduate Studies Matters’ Publishing
The Office of Graduate Studies published the Graduate Studies Matter Newsletter at least twice a month during the academic year.

Information included in the newsletter focused on scholarships, student success, campus opportunities for students and faculty and other news of interest about graduation education.

The Office of Graduate Studies also maintained a departmental website that provides information on the office’s practices and accomplishments. The website also contains information for potential graduate students on how to apply, funding, scholarships and programs offered at CSUF.

The website was updated weekly by Office of Graduate Studies staff.

Health Professions Advising Office
HPAO Director Presents at Conference
Dr. Michele Mouttapa, director for the Health Professions Advising Office, gave a talk at the 2018 Health Professions Conference in Washington to familiarize pre-health advisors nationwide with the best practices of the office.

The presentation informed other pre-health advisors about the relatively streamlined process that the HPAO utilizes to evaluate students and write a committee letter of recommendation for them.

University Honors Program
Scholarly Work Focuses on Diversity
In an effort to participate in national dialogues regarding diversity in honors programs, University Honors Program Director Dr. Sandra Pérez authored publications and held presentations during the 2017-18 academic year.

In June, Cambridge Scholar Publishing released Diversity, Equity and Inclusion in Honors Education, in which Perez wrote a chapter, titled “Understanding Diversity in Honors in a Large, Public, Comprehensive, Hispanic and Pacific Islander Serving University: The Case of California State University, Fullerton.”

Perez also presented and attended two national conferences. At the Diversity in Honors Conference in Ohio, she presented “Fostering Diversity at a Public, Comprehensive University: The Role of Faculty in Honors at California State University, Fullerton.” While there, she also met honors colleagues who also focus on minority issues in honors, and volunteered to host the 2019 conference at Cal State Fullerton.

In November, Perez attended the National Collegiate Honors Council in Atlanta, which focused on social justice in Honors. Key ideas gained from the conference was incorporated in new Honors curriculum.

Writing Across the Curriculum
Workshop Advertising Leads to Success
Advertising Writing Across the Curriculum workshops through various avenues has been a key element in their success, while the workshops themselves have been successful in disseminating WAC practices.

Dr. Leslie Bruce, the faculty fellow who leads WAC, announced WAC workshops and successes through the Provost’s office, the Office of Strategic Communications, emails from the Faculty Development Center, and personal invitations to Lunch and Learn workshops from Bruce.

In collaboration with the Office of Academic Programs’ communications and marketing specialist, WAC also built and continues to maintain a website that features workshops, University Policy Statements regarding WAC writing requirements, a library of useful articles, and campus writing resources.

WAC Network Built Across Country
Networking has been key in WAC’s continued growth and success, allowing Bruce to disseminate information about Cal State Fullerton’s new WAC program to scholars interested in writing across the curriculum and writing in the disciplines.

In June 2018, Bruce attended the 2018 International Writing Across the Curriculum Conference in Auburn, Ala., where she presented a panel in collaboration with engineering and comparative media studies faculty from the Massachusetts Institute of Technology and the University of Michigan.

The panel, “Pedagogical Approaches for Enhancing Connections between STEM Students, Industry, and Faculty,” presented strategies to provide students with opportunities to complete meaningful writing assignments when they are required. They argued that disciplinary genres, perceive that the assignments deviate from industry expectations, or are expected to write collaboratively with students from other disciplines.
A break-down of the revenue and expenditures made in the 2017-18 academic year
2017-18 Operating Budget
$6.7 million*

**REVENUE**
- CSU Operating Fund 52.55%
- Student Success Initiative 37.43%
- Strategic Initiative 3.24%
- Graduation Initiative 2025 3.24%
- University Extended Education 2.3%
- Chancellor's Office Grant 0.15%
- California State Lottery Fund 1.9%

**EXPENDITURES**
- Staff Salaries for Academic Programs and its Units** 39.61%
- Salaries - Employee Benefits 31.28%
- Salaries - Faculty 8.01%
- Salaries - Management 11.12%
- Financial Aid 0.7%
- Other Operational Costs 9.28%

*Includes stateside budget only; does not include external grants, philanthropic, etc.

**Includes Academic Advisement Center, Office of First Year Experience, Graduate Studies, Health Professions Advising, University Honors Program, Undergraduate Studies & General Education, Writing Across the Curriculum**
The 2017-18 Annual Report features the goals that were set and accomplished by the Office of Academic Programs and its units. Please visit our website for more information, fullert.edu/academicprograms. A special thank you to our campus partners for their support during the 2017-18 academic year.

The 2017-18 Annual Report for Academic Programs at California State University, Fullerton was written by Christina L. Cardenas and edited by Gail Matsunaga. Content and assistance from Dr. Elizabeth Boretz, Dr. Mary Ann Villarreal, Dr. Joe Albert Garcia, Dr. Michele Mouttapa, Dr. Sandra Perez, Dr. Brent Foster, Dr. Leslie Bruce and Dena Coelho Macedonio. Cover, layout and infographic design by Christina L. Cardenas. Photography courtesy of the Office of Strategic Communications.
CALIFORNIA STATE UNIVERSITY, FULLERTON

OFFICE OF ACADEMIC PROGRAMS

FULLERTON.EDU/ACADEMIC PROGRAMS
(657) 278-3602
@CSUFAcademics
@CSUFACADEMICPROGRAMS

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