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

The 60th anniversary of Cal State Fullerton promises to be one of excitement. This next year will also present some challenges, which we are prepared to face as opportunities. We are committed to seeking shared solutions as we work together for academic excellence and equity. The Office of Academic Programs and its units are poised to achieve University goals by building upon their 2016-17 accomplishments, which include:

- The re-enrollment of more than 700 students, who originally showed signs of not coming back to class, due to the outreach and support efforts of their colleges’ retention specialists.
- Awarding Assessment Inquiry Grants to seven departments for developing programs to strengthen ongoing efforts to improve student learning outcomes. Each department was awarded $1,000 from the Office of Assessment and Educational Effectiveness.
- Recruiting a record number of student volunteers to serve as Peer Mentors in the Office of First Year Experience to incoming students, most of whom are undeclared.
- Winning the “What Works for Latino Students” national award from Excelencia in Education, a nonprofit national advocacy group, for the Office of Graduate Studies’ EPOCHS program.
- Adding more professions for which the Health Professions Advising Office advises to include physical therapy, speech and language pathology, public health, occupational therapy, social work, counseling, and healthcare administration.
- Creating a 13-member Advisory Council for the University Honors Program, which helps govern the program. The members hail from different academic colleges, and their backgrounds as faculty and mentors help inform decision-making on behalf of students.
- Launching the Titan Degree Planner (TDP), an online program attached to students’ Titan Degree Audits (TDA) that allows them to draft multiple semesters of courses.

Our commitment is to shared governance, collegiality, and collaboration. We want to provide an outstanding educational experience for each student as we work collaboratively with Student Affairs and all divisions at CSUF. We are grateful for you as our colleagues in these exciting times.

Please continue reading the Academic Programs Annual Report to learn more about what has been achieved to further enhance curriculum, quality assurance, and student success.

Pamella Oliver, Ph.D.
Interim Associate Vice President
Office of Academic Programs
Student Success Teams Win National Award

Student Affairs Administrators in Higher Education (NSPA), the nation’s leading association comprising of student affairs professionals in higher education, awarded Cal State Fullerton’s Student Success Teams its 2017 Promising Practices Award.

The award, given by NSPA’s Student Affairs Partnering with Academic Affairs Knowledge Community, recognized the Student Success Teams model as a promising practice in the area of student affairs and academic affairs collaboration.

The Student Success Teams model was one of 14 programs nationwide to be nominated for the award. Student testimonials and impressive data—which include increasing graduation rates, decreased graduate-deferral percentages, and a shrinking opportunity gap—made the program stand out among the contenders.

More than 700 students re-enrolled due to Outreach

Over 700 students who had shown signs of not coming back to CSUF re-enrolled due to the outreach efforts of retention specialists, members of the Academic Advisement Center 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 the procedures that kept them from registering for class.

The retention specialists’ outreach yielded 360 enrollments during their summer effort, a recapture rate of 40.5 percent. During their efforts in January, the retention specialists were successful in convincing 367 students to enroll, a recapture rate of 43 percent.

Most students who were hesitant to enroll said they were concerned about the timing of the billing, not realizing funds were not due until financial aid was disbursed.

Grant Program Allows Students to Graduate in Four Years

Nearly 450 students participated in the Winter and Summer Sessions Completion Grant program, which allowed students who would otherwise defer graduation another academic year to graduate during the summer of 2017.

The Academic Advisement Center and graduation specialists across campus analyzed student progress and identified students eligible for the grant, which were funded by Graduation Initiative 2025, a systemwide initiative designed to increase four-year graduation rates for first-time freshmen.

By identifying those eligible for the grant, specialists were able to assist students complete their degrees in the summer, which are counted in the Spring 2017 graduation numbers and rates.

The goal of Graduation Initiative 2025 is to increase four-year rates for first-time freshmen from the current 22 percent to 44 percent by 2025, and the two-year rate for transfer students from the current 32 percent to 44 percent, while maintaining the same academic quality and educational rigor.

AAC Hosts Inaugural Event to Engage Community College Counselors

More than 125 community college counselors attended in May the first-ever Community College Academic Exposure event, which was hosted by the Academic Advisement Center in collaboration with the Academic Advisers Professional Development Committee (AAPDC).

The purpose of the event was to promote success for transfer students by bringing community college counselors throughout the region and providing them information. The counselors also had the opportunity to network and communicate with associate deans and Student Success Team members, who will support their students after they transfer.

The event featured a two-hour session on the new application system and an overview of potential hazards of the transfer process.

The event opened with a presentation by Cal State Fullerton’s Food and Housing Insecurity Task Force, led by Associated Students, Inc. Board President Kayleigh Bates.

The conference included 20 presentations, integrating more than 60 colleagues from Academic Affairs and Student Affairs, including faculty. The attendees also spent time sharing best practices and setting goals for the coming year.
The Office of Assessment and Educational Effectiveness (OAEE) oversees the University’s efforts in assessment, the systematic collection, review, and use of qualitative and quantitative data to improve student learning and development.

Assessment Being Utilized Across Campus

The Cal State Fullerton campus community has ramped up its acceptance and utilization of assessment processes in an effort to ensure the continuous improvement of student learning. Nearly all University divisions – academic and non-academic – in 2016-17 were actively involved in using the Six-Step Assessment Process to monitor and improve their practices.

The university-wide assessment participation rate was 99 percent, according to annual assessment report submissions for 2015-16, the most recent available; and 74 percent of the units completed all steps of the assessment process appropriately, a significant improvement over the previous year, which was 32 percent.

Grants Offered to Improve Student Learning

The first-ever Assessment Inquiry Grant program awarded seven departments for developing programs and efforts to gain more understanding into driving forces behind student learning and hurdles they may face in achieving success.

In strengthening their efforts to assess student learning beyond the regular scope of inquiry required by the University, the departments were awarded a $1,000 grant from the Office of Assessment and Educational Effectiveness. The recipients were:

• Natalie Burzyns, assistant professor in Geology.
• Sinjini Mitra, assistant professor in Information Systems and Decisions Sciences.
• Jessica Stern, associate professor in History.
• Senie Lizarraza, associate professor in Art.
• Joakim Boutakidis and Claudia Pineda, associate professors in Child and Adolescent Studies.
• Minerva S. Chavez and Fernando Rodriguez-Vallas, associate professors; and Grace Cho, professor in Secondary Education.
• Beena Ajmera, assistant professor in Civil and Environmental Engineering.

Workshops, Events Hone Professional Development

A variety of professional development events to enhance faculty and staff’s expertise related to assessment were held in 2016-17, including:

• The Fall Assessment Basics series.
• The annual University Assessment Forum.
• Course-level assessment workshops, in collaboration with the Faculty Development Center.
• Quality Matters workshops for online courses.
• Workshops for the survey platform, Qualtrics.

The events were well attended by a wide range of faculty and staff and received very positive reviews by the participants.

Of 23 Program Performance Reviews (PPRs):

• 14 programs concluded with culmination meetings with the Provost
• 8 completed self-study processes

19 university centers and institutes completed their annual review process.

Scholarship of Teaching, Learning and Assessment initiatives supported and led by OAEE

• Men of Color Action Research Grant
• Online Quality Assurance Grant
• Bridges to Stem Cell Research

By the Numbers

504 faculty, staff, and administrators who attended OAEE workshops

261 outcomes of 330 assessed in 2015-16 were “met”

152 units that reported assessment activities for the 2015-16 academic year

80% assessment forum participants who agreed that the university has an assessment-friendly campus culture
The Office of First Year Experience began efforts to recruit the largest cohort of peer mentors, a group of students who support first-year students in their social, personal and academic transition to Cal State Fullerton.

Recruitment efforts included a table at DiscoverFest, CSUF’s largest student involvement event, and information sessions throughout March 2017. Between Spring and Summer 2017, FYE was successful in garnering 33 new peer mentors; securing three returning peer mentors; adding Equal Opportunity Program (EOP) mentors; including two graduate assistants to serve as peer mentors; and obtaining one virtual peer mentor.

In all, the peer mentors help support students in 45 sections of University 100, a general education course that focuses on knowledge, skills, and attitudes necessary for college success and lifelong learning and development.

First Year Experience launched two new programs in the 2016-17 academic year to support its students.

During the fall semester, FYE peer mentors offered “Wellness Wednesday” twice a month in the office’s Lava Lounge, a communal gathering area in the FYE. These workshops promoted wellness by covering topics, such as stress management, healthy eating habits, and budgeting for success.

In spring, FYE hosted a “Campus Spotlight Series,” a monthly workshop/presentation series that featured campus partners who presented the services and resources they offer.

The three campus partners, which were chosen from a survey given to students, included the Chicano/a Resource Center, the WoMen’s Center, and Disability Support Services.

In an effort to better assist students enrolled in the program, First Year Experience partnered with education management and student success provider, Inside Track, to provide them with virtual success coaches.

More than 92 percent of the program’s 544 students utilized the program, which provided Inside Track coaches to offer support through email, text, and video calls. These coaches provided students with information about campus resources by either referring them to the website or asking the FYE office for specific information.

The technology also allowed FYE to create a working list from which FYE staff and coaches can target students who were identified as needing extra or specific support. If a student was targeted by the coaches, the student received an email from Student Support Coordinator Silvia Zamudio offering support, who often referred them to a campus resource related to their issues, such as the Academic Advisement Center or Office of Financial Aid.

A communication plan for FYE campus partners was developed, and at New Student Orientation (NSO), 83 percent of undeclared students enrolled in UNIV 100, where there was another shift from a study skill-focused course to a non-cognitive skill-development course.

In the re-vamped UNIV 100, a student can explore their own identity, their community, become more self-aware, and become strong self-advocates.
GRADUATE STUDIES

EPOCHS Receives National Honor

Graduate Studies' EPOCHS program became the 2016 post-baccalaureate non-credit program, "What Works for Latino Students," which was awarded by the Washington DC-based non-profit advocacy group, Excellence in Education.

EPOCHS (Enhancing Post-baccalaureate Opportunities at Cal State Fullerton for Hispanic Students) was funded by a five-year, $2.5 million grant from the U.S. Dept. of Education's Title V program. EPOCHS provides academic support services for graduate students, including tutoring, mentoring, workshops, orientation events, and community engagement activities.

Graduate Studies Director Dr. Katherine Powers was a guest speaker at the celebratory events in Washington DC in September. In August, Powers also presented to other project directors for U.S. Dept. of Education's Hispanic Serving Institutions.

Most of EPOCHS's services were institutionalized at Cal State Fullerton in 2016 after the grant ended, with funding sustained to continue support students.

SOAR Advising Increases Enrollment

Advising attributed to the Strengthening Opportunities, Access and Resources for Latino/a Graduate Students (SOAR) grant has contributed to the number of completed applications and the increase in the number of new Hispanic students.

SOAR, which was awarded in 2016-17 more than $500,000 in its third year of the grant from The Dept. of Education's Title V program, provides admissions advising, scholarships, infrastructure building, and also oversees the Graduate Student Success Center in the Pollak Library.

There has been a 23 percent increase in completed applications from June 2016 to June 2017, and an increase of 12 percent in new entering graduate students.

Success Center Sees Surge of Students

In 2016-17, an average of 900 students per month have visited the Graduate Student Success Center in the Pollak Library, a place for study, tutoring, advising, networking, workshops, and resources for graduate students.

Student attendance data for the Center, funded by the U.S. Dept. of Education's Title V program with the purpose of supporting academic achievement for Hispanic and other under-represented graduate students, showed that 33.6 percent of the center's visitors are Hispanic (vs. 23 percent in the overall graduate student population) and 5.8 percent are African American (vs. 3.5 percent in overall graduate student population).

This usage mirrors national trends in which, culturally, students of color respond to community building environments.

Graduate degree programs increased 18 – representing nearly double the number selected – eight 2016-17 and nine for 2017-18.

More than $200K Awarded to Students

In 2016-17, more than $231,000 was awarded to 140 students via Office of Graduate Studies scholarship, grant, and fellowship programs.

The office administers the Giles T. Brown Outstanding Thesis Award, SOAR grant's Ebell Scholars Program; Graduate Equity; Giles T. Brown Endowment Graduate Student Travel Fund; and CSU’s California Pre-Doctoral Program Sally Casanova Scholars, with $24,000 to eight scholars, and $35,000 in funds for summer research internships.

Also, 40 percent of CSUF applicants to the California Pre-Doctoral Program were selected – eight 2016-17 and nine for 2017-18 – representing nearly double the number selected from prior years.

The Giles T. Brown Endowment for Graduate Studies was established in Fall 2016 with an endowment of $4 million, resulting in an annual distribution of $120,000. The endowment will be used to fund student scholarships and grants, student participation at national conferences, faculty development, and campus conferences on graduate education.

Degree Programs Increased

Graduate degree programs increased following the curriculum development of:

• M.S. in Financial Engineering and Risk Management
• Certificate in Spanish for Hispanic Media
• M.A. in Information Technology
• M.A. in Linguistics

More than $231K Awarded to Students

More than $200K Awarded to Students

BY THE NUMBERS

OFFICE OF GRADUATE STUDIES

2,500 students who attended new graduate student orientations and graduate admissions expo day.

$521,265 awarded from the U.S. Dept. of Education Title V program to support SOAR

58 students who presented their research at professional academic conferences across the United States, supported by the Giles T. Brown Conference Travel Grant

67% three-year graduation rate for master’s students, an increase of 12 percent over 2010

FULL-TIME GRADUATE

CSUF OFFICE OF GRADUATE STUDIES

CSUF GRADUATE STUDIES

CSUF GRADUATE STUDIES

CSUF OFFICE OF GRADUATE STUDIES

GRADUATE STUDIES

08
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.

More Professions Added to Advisement Program

The Health Professions Advising Office (HPAO) held more than 1,100 advising appointments during the academic year, which ranged in content from the provision of general information about professional schools, to feedback sessions on personal statement drafts and mock interviews for students who are close to graduation.

To serve a wider range of students who have an interest in a health-related career, the HPAO has increased the number of professions for which they advise. These professions include physical therapy, speech and language pathology, public health, occupational therapy, social work, counseling, and healthcare administration.

Applications to Professional Schools Increase

In the summer of 2017, 73 students who were applying to professional schools completed applications to receive support and services from the HPAO, an increase of 69 percent over 2015.

At least an additional 11 students, who did not formally submit an application to the office, received support from HPAO Interim Director Michele Mouttapa through personal statement reviews and mock interview practice.

The interview day was a success, and many applicants strongly considered choosing CSUF as their university to complete their four-year degree.

The interview will be held again in November 2017.

CSUF Hosts Interviews for Early Assurance Medical School Applicants

For the first time ever, Lake Erie College of Osteopathic Medicine (LECOM) held in-person interviews at Cal State Fullerton in the summer of 2017. At least an additional 11 students, who did not formally submit an application to the office, received support from HPAO Interim Director Michele Mouttapa.

The Early Assurance Program allows students to complete their undergraduate degree and automatically matriculate into LECOM’s osteopathic medical school, contingent upon requirements met.

The interview day was a success, and many applicants strongly considered choosing CSUF as their university to complete their four-year degree.

The interview will be held again in November 2017.

New Scholarship Created

The Student Health Professions Association (SHPA) provided scholarships to five students with funding from an anonymous donor.

The SHPA Personal Statement Scholarship Award, which was made possible by a CSUF alumna who utilized the HPAO as a student and is currently a health professional, awarded each recipient $500. Each of the award winners was a current and active member of the SHPA.

CSUF Students Accepted into Professional Schools

Of the 60 students who completed their applications to professional schools in the summer of 2016, 38 percent are known to have been accepted into a professional school.

Nine of the 23 students were accepted into dental schools; five into osteopathic medical schools; three into allopathic medical schools; and two each into physician assistant, pharmacy, and podiatry schools.
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.

Student Speeches Added to Annual Convocation

The 2017 Honors and Scholars Awards Convocation featured three student speakers, a new addition designed to add student voice to the annual ceremony.

The conversation recognizes Cal State Fullerton’s top graduates from across campus as it recognizes Guardian Scholars, University Honors Program students, and Summa Cum Laude graduates. The student speakers represented each of the programs:

• Kaitlynn Kim, University Honors Program;
• Michael D. Crane, Guardian Scholars; and
• Chloe Garlitos, President’s Scholars.

University Honors Program Director, Sandra Pérez, said the decision to include student speakers was made to honor their accomplishments and recognize loved ones who supported them along the way.

HSAC Builds Strong Community of Learners

The Honors Student Advisory Council kicked off three programs designed to increase community and camaraderie inside the University Honors Program. The students led a peer mentoring program in which 35 students participated. The program was an informal matching of more senior students with younger students that helped them to navigate Honors, academic requirements, and professional goals.

The group also designed sweatshirts in an effort to build a community among students by helping them to recognize one another across campus, and invite dialogue and friendship.

Lastly, HSAC held its first ever spring banquet. The social event was designed to enjoy friends and one another across campus, and invite dialogue and friendship.

Advisory Council Created

The University Honors Program created a 13-member Advisory Council to help govern the program by offering feedback from different disciplinary perspectives and ensuring unbiased and inclusive decision-making for the benefit of the entire Honors community.

The council, which was created under the new Bylaws, votes on major issues – such as changing the GPA for incoming first-year students from 3.5 to 3.6 – and has made several accomplishments, including: approving a new rubric to evaluate incoming students, creating new guidelines for student mentors, approving the search for more community partners, creating a curriculum committee, reviewing applications from first-year students, and approving a five-year assessment plan.

In collaboration with various departments, the University Honors Program reviewed certain General Education courses to ensure recertification for various GE categories. Honors reviewed its science, world history, and political science-focused courses to ensure they were meeting current current GE requirements and were meeting the minimum GPA for incoming first-year students from 3.5 to 3.6.

The review found that syllabi were not meeting all requirements, and the process allowed Honors to update its courses. New templates were created for faculty to use in coming semesters to ensure the courses comply with new requirements and remain updated.

The Honors courses were recertified by the GE Committee in categories B.5 Implications of World Civilization; D.2 World Civilizations and Cultures; and D.3 American History, Institutions and Values.

By the Numbers

University Honors Program

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>198</td>
<td>students honored at the 2017 CSUF Honors and Scholars Awards Convocation</td>
</tr>
<tr>
<td>90</td>
<td>faculty members from all CSUF colleges served the University Honors Program as teaching faculty, research mentors in administrative positions</td>
</tr>
<tr>
<td>100%</td>
<td>graduating seniors who presented their research or creative projects at annual Senior Honors Projects Interdisciplinary Conference</td>
</tr>
<tr>
<td>95%</td>
<td>six-year graduation rate among University Honors Program students</td>
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Outstanding Senior Honors Projects

Fifty-seven undergraduate students presented their research and creative projects at the annual Senior Honors Projects Interdisciplinary Conference, held over three days in May.

The conference is designed to facilitate cross-disciplinary dialogue while increasing access for community and family members to partake.

Ranging from research papers to art projects, and even movie and television scripts, the Senior Honors Projects encourage integrated learning as students give meaning to the various components of their projects that reflect at least a year of dedicated, independent learning.

This year, Miguel Baltazar, an illustration major, won the Outstanding Senior Honors Project Award for his film script, “The Final Blade.”
The foundation of an outstanding university is an innovative and thoughtful curriculum developed by faculty who are experts in their fields. 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. A pilot run of Titan Degree Planner, an online program that is tethered to students’ Titan Degree Audit (TDA), began in Spring 2017.

The Titan Degree Planner (TDP) allows students and their advisors to draft a multiple-semester plan that is saved in their portal using a drag- and-drop feature. While the TDP is primarily a tool to create a draft roadmap toward graduation, it also serves as a communication tool between students and their advisors as it allows students to demonstrate their degree goals semester by semester. Some of the benefits include:

• A function that keeps, in real-time, a record of a student’s course load. The student’s plan will be used to determine if more course offerings need to be opened for a department.

$200K Awarded to Faculty for CRT

Several University Policy Statements (UPS) focusing on curriculum are regularly reviewed and revised to incorporate new requirements. In 2017, the University created an online curriculum management system, and to ensure Cal State Fullerton is in compliance with executive orders from the Chancellor’s Office.

In an effort to keep the UPS consistent and compliant, Undergraduate Studies and General Education Director Dr. Brent Foster worked with various Academic Senate committees to help approve revisions and updates designed to remove obstacles for curriculum and programmatic changes, effectively improving workflow and efficiency.

8-Year Recertification Plan Created

An eight-year General Education recertification plan was designed in an effort to keep departments apprised of the requirements of GE recertification.

Recertification is a process in which departments evaluate their GE curriculum to verify that goals are still being appropriately met. For instance, if a department’s GE course recertification team can help confirm that the three faculty are providing a similar experience for the students. Likewise, it helps ensure that the course learning objectives are in line with GE learning goals UPS.

Recertification also serves as an accountability process to make sure that each student, taking a different section of the same course, is getting a similar education and experience from the class. GE courses need to have a fair amount of continuity across sections and varying faculty.

Meetings Provide Insight

In an effort to add CSUF presence and understanding of regulations and expectations from several governing and accreditation entities, Foster attended multiple meetings of WSCUC, the Chancellor’s Office, and the Association of American College & Universities (AACU).

The meetings offered clarity regarding proposed new degrees, Executive Order compliance, and key items to consider when approaching accreditation. As the University is obligated to be in compliance with a number of governing bodies who set accreditation, the meetings provided an accountability process to keep programs relevant and balanced. The meetings focused on having campus representation at these types of meetings allowing for questions to be answered and consensuses to be reached.
2016-17 New Staff in Academic Programs

DARCY ANDERSON
Academic Advisor
Academic Advisement Center

JAY BONG
Curriculum Resource Specialist
Undergraduate Studies & GE

LINDSAY BURTT
Retention Specialist
Mihaylo College of Business & Economics

ELIOT COSSABOOM
University Thesis/Dissertation Reader
Academic Advisement Center

JOSE FLORES
Academic Advisor
Academic Advisement Center

JANETTE HERNANDEZ
SOAR Research Assistant
Graduate Studies

RIGO HERNANDEZ
SOAR Project Manager
Graduate Studies

MICHAEL ITAGAKI
Graduate Learning Specialist
Graduate Studies

DANNY JUAREZ
Retention Specialist
Special Populations

JOHANNA KIM
Graduate Learning Specialist
Graduate Studies

LUIS MOLINA
SOAR Advising Manager
Graduate Studies

MARIÁ OROPEZA
Faculty Coordinator
College of Natural Sciences and Mathematics

TATIANA PEDROZA
Graduation Specialist
College of Health and Human Services

JENNIFER RAY
Retention Specialist
Graduate Studies

2016-17 Operating Budget
$5.9 million*

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

**Includes Academic Advisement Center, Assessment & Educational Effectiveness, First-Year Experience, Graduate Studies, Health Professions Advising, University Honors Program, and Undergraduate Studies & GE

REVENUE

EXPENDITURES

**Includes Academic Advisement Center, Assessment & Educational Effectiveness, First-Year Experience, Graduate Studies, Health Professions Advising, University Honors Program, and Undergraduate Studies & GE

FINANCIAL AID 9.97%

STAFF SALARIES FOR ACADEMIC PROGRAMS & ITS UNITS ** 37.21%

EMPLOYEE BENEFITS 30.39%

MANAGEMENT SALARIES 12.25%

OTHER OPERATIONAL COSTS 9.25%

STRATEGIC INITIATIVE 2.77%

GRADUATION FUND 48.43%

CSU OPERATING FUND 46.43%

CHANCELLOR’S OFFICE GRANTS 2.44%

CALIFORNIA STATE LOTTERY EDUCATION FUND 2.13%

STUDENT SUCCESS INITIATIVE 31.95%

<1% Other