California State University, Fullerton

Administrative Processes and Barriers Taskforce (APBT) Report

April 8, 2022

Submitted by James Hussar, Assistant Vice President, Undergraduate Studies & General Education, on behalf of the APBT

I. Introduction

The Administrative Processes and Barriers Taskforce (APBT) was established in response to the "Graduation Initiative 2025 Equity Goals & Priorities" document distributed by the CSU Chancellor's Office to the CSU campuses in October 2021. The APBT's charge included addressing three of the document's five priorities, along with their corresponding metrics for tracking progress.

Members representing a wide range of academic and administrative units across campus were appointed to the APBT by Provost Carolyn Thomas on October 29, 2021. Those members and their positions are:

Name	Position
Jessica Barco	Director of Financial Aid
Rob Bodeen	Registrar
Kate Bono	Associate Dean, HHD
Rahul Chakraborty	Associate Professor, Communication Sciences and Disorders, COMM
Carmen Curiel	Associate Dean of Students and Director of Care Services

Name	Position
James Hussar	AVP, Undergraduate Studies & General Education (Taskforce Chair)
Philip Kopp	Associate Professor of Criminal Justice, PAJ, HSS
Joe Luzzi	Assistant Vice President, IT
Dave Mickey	Associate Dean, COTA
Phoolendra Mishra	Department Chair, Civil and Environmental Engineering, ECS
James Ruby	Department Chair, Human Services, HHD
Heather Terry	Recruitment and Retention Coordinator, COE
Marina Zarate	Sr. Assistant Director, Business Advising, CBE
Liz Zavala-Acevez	AVP, Student Affairs

The entire taskforce convened meetings on the following dates:

- November 2, 2021
- December 14, 2021
- February 15, 2022
- March 29, 2022

Members of the taskforce also formed subcommittees to meet and advance work on each of the three priorities assigned:

- Priority 3 Subcommittee members: Rob Bodeen, James Hussar, Joe Luzzi, Dave Mickey, Phoolendra Mishra, James Ruby, Marina Zarate, Liz Zavala-Acevez

- Priority 4 Subcommittee members: Jessica Barco, Rob Bodeen, Carmen Curiel, James Hussar, Phillip Kopp, Joe Luzzi, Heather Terry, Marina Zarate, Liz Zavala-Acevez
- Priority 5 Subcommittee members: Kate Bono, Rahul Chakraborty, James Hussar, Phoolendra Mishra

II. Priorities and Metrics for Tracking Progress (from "GI 2025 Equity Goals and Priorities 2021")

A. Priority 3: Ensure Equitable Access to Digital Degree Roadmaps.

1. "No later than June 15, 2022, every CSU student will have access to and adoption of a real-time digital degree planner."

> Implementation of the TitanNet Academic Planner began in February 2022. The rollout included training for students, staff, and faculty through individual and group sessions facilitated by the Academic Advising Center (AAC) and college graduation and retention specialists, as well as self-service, screenshot-based instructional sheets and videos. Consistent and ongoing messaging to students sought to encourage and incentivize them to learn how to produce a degree plan using the Academic Planner. Students who developed and discussed their degree plan with an academic advisor were eligible to receive a custom-designed graduation tassel charm to be worn at their Commencement ceremony. Initial advising efforts focused on Spring 2022 continuing first-year and second-year student

2. Metrics for tracking progress

> **a. Create an internal measure of planner use by fall 2022**
>
> CSUF will track use of the TitanNet Academic Planner by the following student populations beginning in Spring, 2022:
>
> - URM/non-URM
> - First generation students/non-first generation students
> - Pell recipients/non-Pell recipients
> - By gender
>
> Data points to be considered for each student population include:
>
> - Date of initial access (to determine early, mid, or late adoption)
> - Length of time on the Planner (cumulative)
> - Number of times accessed
> - Enrollment in Fall 2022 term by May 1, 2022 (yes or no)
> - Advising engagement (yes or no, as documented by advising notes on TitanNet)

- Units completed at CSUF per term post-Planner utilization

In order to establish benchmarks for Planner use, Spring 2019 and Spring 2020 data on enrollment, advising engagement, and average units completed per term will be used.

b. Complete transcript audits for all first-time and transfer students prior to registration for their first term

Matriculation and registration of newly admitted students

- Matriculation at CSUF takes place in May prior to term activation and assignment of registration appointments.
- Once students accept their offers of admission and pay their fees, they are assigned pre-matriculation (DEIN) status awaiting batch matriculation. Matriculation continues throughout the spring and summer as more students accept their admission and pay their deposits.
- Registration dates may be scheduled before or after orientation, depending on the preference of the college.
- The campus registration window opens on the date agreed upon by Academic Advising and Outreach, Recruitment and Orientation. Students may need to complete a tutorial video before they can register.
- Registration windows for new students open in the summer. For example, past registration windows for upper-division transfer students and first-time students have opened on June 5, and July 15, respectively.

Our campus is taking steps toward meeting the goal of completing transcript audits for all first-time and transfer students prior to registration for their first term:

- Registration and Records is recruiting three new evaluators. Audits will be prioritized based on students' assigned orientation and registration dates.
- The Office of Admissions has become the central hub for the collection of transcripts, allowing for greater accuracy and oversight with regard to tracking the status of documents and ensuring proper handling. Factors that have accelerated the transcript auditing process include encouraging students to submit electronic transcripts; collaboration with Records and Registration, Information Technology, and the Department of Mathematics; the recruitment of five new processors; the leveraging of technology such as OnBase and CMS to improve workflow; and the implementation of new processes with earlier deadlines for change of major, waitlist decision, etc. Admissions is mapping the length of time from the receipt of the transcript to review to identify potential areas for improvement.

In addition, the campus is considering an expansion of its use of OnBase, which is the software product currently used to handle transcripts of transfer students only. By June

2022, CSUF plans to use OnBase to handle transcripts of all undergraduate students, with transcripts of graduate students to follow in AY 2022-2023.

The campus currently uses two other software products, FileNet and UAchieve, for content management/digital imaging and degree audit, respectively. The APBT, in consultation with Information Technology, the Office of Admissions, and Registration and Records, recommends adopting OnBase for content management/digital imaging in place of FileNet and PeopleSoft Degree Audit in place of UAchieve. These changes would enhance automation of admissions and articulation processes, improve the handoff and tracking of student records, and facilitate compliance with Title IV.

These recommendations align with the recommendations of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) Consulting Report for California State University, Fullerton (September 16-25, 2020) as well as of CSULB Director of Admissions and current CSUF consultant, Andrew Wright. Moreover, they support the systemwide move toward a transfer credit automation process that will potentially use Brainware Intelligent Capture from Hyland, the same company that sells and supports OnBase.

c. Develop infrastructure plan to maintain accurate degree maps and course availability submitted to CO no later than January 15, 2022

The APBT submitted an infrastructure plan to Provost Carolyn Thomas and Vice Provost Estela Zarate on December 15, 2021 (see Appendix A). The document explains the process by which the Office of Academic Programs and Enrollment ensures the currency of degree roadmaps published online. It also details the collaborative effort between Academic Programs and Enrollment, Information Technology, and Registration and Records to build degree maps on the TitanNet Academic Planner and explains how the availability of courses will be indicated therein.

d. Access to/enrollment in GE A2/B4 in first year, with enrollment tracked by campus

The Office of Assessment and Institutional Effectiveness (OAIE) tracks and projects enrollment in all GE courses, with real-time data at the individual student level available on the OBIEE dashboard "GE - A1, A2, B4." More general information is available on the Tableau "GE Enrollments" dashboard. To ensure access to GE Areas A.2 and B.4 in the first year, OAIE works in close collaboration with the Department of English, Comparative Literature, and Linguistics, the Department of Mathematics, and their respective Dean's Offices, providing detailed projections for enrollment need based on the size of the incoming class and the number of continuing students with repeatable grades. Moreover, OAIE runs queries on enrollment in GE Areas A.2 and B.4 twice per semester—once after census, and again, after grade reporting.

Reminders to first-year students that they must register for courses in GE A1, A2, and B4 appear in their student portals as "holds," although these reminders are informational holds and do not prevent students from registering for courses.

Note: The registration system does not allow students to register for both GE A1 and A2 in the fall. They may register for both in the spring.

e. Automated degree audit and clearance for students

CSUF has used an automated degree audit tool called Titan Degree Audit (TDA) since 2008. The campus has the ability to automate degree clearance, following a process by which academic departments review the academic programs of degree applicants and either indicate approval or determine which graduation term would be more appropriate. Academic advisors also submit exceptions to degree requirements, which are subsequently entered on the TDA by the TDA unit within Registration and Records. At the end of the anticipated term of graduation, the Graduation Unit reviews student files to confirm completion of final degree requirements. If all requirements are met, the degree is posted. This is done automatically for the vast majority of graduating candidates via the batch graduation process. Each of these steps involving advisors, staff, and administrators increases the likelihood that any issues are identified and resolved in time for students to achieve their graduation goals.

3. Additional CO Funding: $5 million

B. Priority 4: Eliminate Administrative Barriers to Graduation

1. "No later than June 30, 2022, each CSU campus shall, with an equity-centered framework, revise drop for non-payment policies, re-evaluate registration hold policies and reform the graduation filing process."

2. Metrics for tracking progress

a. Establish an Administrative Barriers taskforce

CSUF's Administrative Processes and Barriers taskforce was established on October 29, 2021 and convened its first meeting on November 2, 2021.

b. Reassess graduation filing process

Graduation filing is a streamlined online process detailed on the CSUF Registration and Records website (http://records.fullerton.edu/graduation/).

Criteria to apply for graduation are:

- Declared major (not "pre-major" or "undeclared")
- Minimum of 85 earned units toward the degree
- Minimum overall grade point average of 1.85
- Minimum CSUF grade point average of 1.85
- Active in an academic program of study leading to a bachelor's degree
- Transfer students: At least one semester at CSUF with a CSUF GPA

Students receive an email alerting them to apply for graduation once the above criteria are met. In addition, the checklist items "Apply for Graduation" and "Graduation Fee Required" appear on their Student Homepage, wherein they also apply for graduation. Currently, the Graduation/Diploma fee is $115. Students may pay online through their Student Homepage or by mail. It is advised that qualifying students apply one year in advance of their anticipated graduation term.

This process has been largely successful and there is a correlation between graduation rates and the degree of attention that academic departments devote to their graduation applicants. **One ongoing barrier is the amount of our graduation fee itself. At $115, our graduation fee is higher than that of any other CSU.** (See Appendix B) The amount can discourage students from applying for or paying for graduation. The high initial fee also prevents the campus from enacting stronger deadlines for applying for graduation with a "late fee" attached, as is the practice on most other CSU campuses. Those campuses have reported that using "late filing fees" for graduation can be a great incentive for students to apply for graduation in a timely fashion, but the amount of our grad fee makes any additional fees relating to graduation unpalatable.

c. Reassess drop for non-payment policy

There are three payment deadlines, each of which corresponds to a different registration start date designated as Titan A, B, or C. For example, charges for the fall semester post beginning on 07/01 or after the student registers for classes; payment deadlines for fall Titan A, B, and C are generally 07/15, 08/15, and 08/30, respectively. Charges for the spring semester post beginning on 11/1 or after the student registers for classes; payment deadlines for spring Titan A, B, and C are generally 12/15, 1/15, and 1/30 respectively.

Drops for non-payment occur each semester on three different dates corresponding to Titan A, B, or C payment deadlines. The fall disenrollment dates for Titan A, B, and C are one to three days after each payment deadline, with the range determined by factors such as non-work/weekend days and Student Business Service (SBS) job cycles. The spring disenrollment dates for Titan A, B, and C are also one to three days after each payment deadline. SBS notifies students individually of payments coming due through their CSUF email accounts. The notification details three payment options: 1) a no-interest payment plan with an additional $33.00 fee to offset processing and collection of balance, 2) payment using credit card, which includes a 2.65% convenience fee, and 3) payment in full using a check or electronic check.

At a minimum, students receive outstanding balance notifications in the form of a letter from SBS emailed to their CSUF email accounts 1 ½ weeks prior to their payment due dates. Students with balances of $10.00 or more after their due dates are added to a list for potential disenrollment, although typically only students with outstanding balances of $100.00 or more are disenrolled.

SBS works collaboratively with other units on campus, including the Office of Financial Aid (FA), International Students & Scholars (ISS), the Veterans Resource Center

(VRC), and Tuffy's Graduation Scholars (TGS), to reduce the number of students on the list for potential disenrollment prior to drop dates.

SBS student outreach includes email and text message campaigns. Such efforts have significantly reduced the number of students on the list for potential disenrollment. For example, of the 3,673 seniors who appeared on the initial Titan A disenrollment list for spring 2022, only 94 were ultimately dropped. In some cases, students respond to the multiple notifications and make required payments. In other cases, the affinity groups listed above and/or FA have been able to provide support through discretionary funds to remove them from the list. For example, when discretionary funding has been available, FA has provided emergency grants to cover remaining student balances prior to disenrollment for non-payment of fees in support of GI2025. For spring 2022 Titan A, B, and C, FA utilized $3.58 million dollars to spare 946 students, including 379 graduating seniors, from disenrollment.

The APBT considered several potential changes to current policy and practice. One was to move to a single drop for non-payment date to simplify the process and provide Titan A and B students more time to pay. Such a change, however, could be impractical. The campus does not have the workforce to process all disenrollments in a single week. Moreover, students on waitlists would not be admitted to courses in time to replace dropped students, resulting in lost enrollment in those courses and potentially delaying progress to degree for some students. Lastly, the outreach that has successfully reduced the number of students on the list for potential disenrollment would be compromised were it to be limited to a reduced timeframe.

Moving to two disenrollment dates rather than three may be a workable compromise solution. Such a move would simplify the process for students and provide Titan A students more time to pay. The potential payments could be July 30 and August 15, which would align with the two later dates currently in use. By eliminating the Titan A (July 15) payment, the campus workforce would have more time to process all disenrollments within two weeks' time.

The APBT discussed allowing specific groups, such as financial aid and scholarship recipients and graduating seniors, to carry a partial or full balance for the semester (which is currently not allowed under any circumstances, despite other CSU campuses taking this approach). The purpose of such a change would be to provide students more time to make their payments. However, if students are unable to pay by the end of the semester, the drawbacks include continued indebtedness, potential financial liability for the University, and delayed time to degree for continuing students who are not allowed to register for courses in the subsequent semester because of financial holds on their accounts.

One change that the APBT would like to see implemented is to notify students of payments due and potential disenrollment when they log in to their student portals, perhaps through a pop-up window. This notification would be in addition to email and text messaging currently in use. The APBT also discussed copying messages to

students' personal email accounts, although personal accounts are not authenticated in the way that CSUF email accounts and student portals are.

A second potential change could be to allow a 24-hour "holding period" before a student's dropped classes are reassigned to the first student on the corresponding wait list. The holding period would allow originally enrolled students the opportunity to pay and reenroll in their dropped classes. Currently, classes are automatically dropped and the first person on the waitlist is enrolled in those classes. Disenrolled students often cannot reenroll in the classes that they need for graduation, and as a result end up enrolling in classes they do not need, resulting in prolonged time to degree and additional expenses. One disadvantage to using a holding period is that it would block or delay enrollment for students on wait lists.

A third potential change is to add more course sections. If students are dropped for non-payment, it could be less painful if they could more easily get back into the classes they need for graduation and stay on track with progress to degree completion. This may not be feasible given university resources; however, it is a suggestion that could reduce the negative consequences of disenrollment.

d. Reassess the consequences of existing registration hold categories

Currently there are 118 active registration hold categories that may appear on a student account. These holds can range from informational (17 positive holds) to prohibiting a student from enrolling and preventing receipt of a diploma and/or transcripts (101 negative holds).

The graduation check process is initiated by the student once they reach a minimum of 85 units, have declared a major and have a minimum 1.85 GPA. The process of applying for graduation is not directly impacted by holds. Even if there is a hold on the student account, the student may still undertake the process of applying for graduation and undergo the Grad Check process as determined by the appropriate college. Therefore, holds do not have a direct impact on applying for graduation.

Holds instead have an indirect impact on the student trajectory to graduation. For example, if a student is placed on academic notice (when their cumulative and/or CSUF GPA falls below 2.0), a hold may be placed on their account. This may in turn prevent a student from registering for their final semester or prevent them from staying on track toward their graduation goals.

Academic Advising has taken a proactive approach by reaching out to students prior to placing holds and providing checklists for students to complete by designated dates. Holds are only placed after those dates if issues have not been resolved. Departments and programs follow their own policies when placing and removing holds, which can generate confusion for students attempting to remove holds from their accounts. This problem could be mitigated by communicating clear explanations of holds and instructions for removing them to students, perhaps directly in their student portals as well as on a designated webpage hosted by Academic Advising or Registration and Records. Distinctions between positive and negative holds should be stated, for example,

by including such language as "This hold will impact registration" or "This hold is for informational purposes only." Moreover, CSUF should develop a "best practices" document for placing and removing holds to share with departments and programs, thereby fostering a more consistent, campus-wide approach. This best practices document would include timelines and recommendations for communicating and collaborating with Information Technology (IT) about whether or not to place holds. Our campus should also develop a process by which holds are periodically reviewed and retired if no longer needed. **The APBT strongly recommends that academic units be included in conversations and decisions about retiring holds.**

3. Additional CO Funding: N/A

C. Priority 5: Promote Equitable Learning Practices and Reduce DFW Rates

1. "Beginning fall 2021, the Chancellor's Office will engage ASCSU, campus presidents, provosts and deans to identify the top 10 high enrollment critical major pathway courses (by campus) with higher than average equity gaps as defined by DFW rates."

The APBT, in collaboration with the Office of Assessment and Institutional Effectiveness, identified the top 10 courses with the highest repeatable grades equity gaps (for courses that had at least 35 URM and 35 non-URM students enrolled) out of high overall repeatable grades rate courses (at least 20%) for AY 2020-2021. Subsequently, the APBT used the "Course Repeatable Grades" Tableau dashboard to check the "Trend of Repeatable Grades: UR vs. non-UR Students" for each course from Spring 2015 to Spring 2020. This additional analysis was undertaken to ensure that the 2020-2021 results for any of the courses listed were not outliers or anomalies related to fully online instruction during a pandemic year. The 10 courses identified were:

Course	Course repeatable grades rate	Gap (in pct.)*
CHEM120B	35%	22.7
MATH125	33%	20.2
MATH270A	27%	19.5
ECON100	27%	19.0

Course	Course repeatable grades rate	Gap (in pct.)*
MATH250A	33%	18.2
CPSC131	26%	18.4
ACCT301A	20%	17.7
CHEM123	30%	17.4
KNES210	37%	17.2
MATH110	26%	16.1

Difference in repeatable grades rate of UR minus non-UR (in pct.)

The College of Natural Sciences & Mathematics (NSM) offers six of the 10 courses identified: CHEM 120B, CHEM 123, MATH 110, MATH 125, MATH 250A, and MATH 270A.

NSM has worked proactively to address high repeatable grade rates and equity gaps in their courses for several years. Their multifaceted approach includes:

- Revision of curriculum. The Department of Mathematics has submitted proposals to restructure their degree programs and concentrations. They are also working on improving coordination of their multi-section courses. The Department of Chemistry and Biochemistry is discussing revisions to CHEM 120B and CHEM 123. NSM developed a new course, CNSM 101: Think Like Einstein, to improve their students' sense of belonging to a scientific community and critical thinking skills, which in turn should help with persistence and retention of their majors.
- Scheduling and enrollment caps. NSM has made changes to scheduling and enrollment caps in CHEM 120A and CHEM 120B, reducing class size to 48 students per section and increasing the number of sections offered, in an effort to help students successfully complete general chemistry.
- Supplemental instruction. NSM led the development of CSUF's Supplemental Instruction (SI) Program. SI supports campus efforts to reduce repeatable grades by focusing on bottleneck, key gateway, and historically difficult courses. The program trains student leaders who have mastered course material to facilitate face-to-face and online group sessions for students enrolled in targeted courses. In Spring 2022, SI offered regularly scheduled support sessions for 41 different courses, and 103 course

sections in total, across 15 departments and five colleges. Twenty-two of the courses, totaling 58 sections, were NSM offerings in Biology, Chemistry, Geology, Mathematics, and Physics.

- SI at CSUF has a proven track record of improving GPAs and passing rates in gateway and bottleneck courses as well as narrowing equity gaps between URM and non-URM students (for data, please see the SI [Faculty Partner Guidebook).](#) CSUF students have responded positively to SI, voting in favor of providing additional support through the Student Success Initiative (SSI) in 2014. As a result, SI was able to double the size of its program and provide SI support to courses during summer intersession. In recognition of the success of the program, Cal State Fullerton was named a California State University Center of Excellence for Supplemental Instruction in 2015. In addition, CSUF's SI Program was designated as a Certified Supplemental Instruction Program by the International Center for Supplemental Instruction at the University of Missouri-Kansas City in 2017.
- Expanded tutoring. NSM has increased tutoring available to students taking our courses using GI2025 funds. The college has also explored the benefits of continuing to offer tutoring online as well as face to face, by appointment and by drop-in. The tutors now undergo DEI training to help facilitate interactions with students.
- ALEKS. The college is the lead for the implementation of ALEKS for incoming FTF in CBE, ECS, and NSM. ALEKS (Assessment and Learning in Knowledge Spaces) is a McGraw Hill product. It is a web-based assessment and learning system that uses AI to improve student preparation and vet student readiness for calculus upon enrollment at Cal State Fullerton.
- Faculty development. NSM has encouraged the development of inclusive and equitable teaching practices through the work of the college's DEI Committee. Faculty have participated in STEM programs on inclusive teaching, such as the Inclusive STEM Teaching Project, ESCALA, and contributed to the CSUF Faculty Development Center's "Equity-Minded Teaching" website. Faculty development related to student success is included as part of retention, tenure, and promotion discussions.

The College of Business and Economics (CBE) offers two of the 10 courses identified: ACCT 301A and ECON 100.

- CBE is addressing repeatable grades and equity gaps in ACCT 301A by providing Supplemental Instruction sessions each semester. A faculty member in Accounting who teaches ACCT 301A also serves as SI coordinator for the department and works to encourage faculty and student participation. CBE also provides tutoring for the course in their college tutoring center.
- With regard to ECON 100, CBE is looking at diversifying the staffing of the course and assigning more sections to faculty with experience in lower-division and instruction of non-majors. They are also discussing adding components to the course that will be of greater interest and relevance to the general student population.

The College of Engineering and Computer Science (ECS) offers one of the 10 courses identified: CPSC 131.

ECS is addressing the repeatable grades and equity gaps as follows:

- Tutoring. ECS provides tutoring through the ECS student success center and allows departments to hire tutors. Tutors hired at the department-level work closely with the faculty and provide tutoring support in coordination with the faculty member teaching the course. With a wide range of tutoring options, students have more flexibility with tutoring hours.
- Supplemental Instruction. A faculty from computer science serves as an SI faculty liaison who helps identify the appropriate courses that would best support the student's success in the program.
- Prerequisite contents. The college is currently making prerequisite content, self-assessment modules, and videos to help students review the prerequisite topics at their learning pace to build confidence in these topics. The faculty members carefully select the prerequisites topics to ensure they are concise and meet the expectations in higher-level courses.
- DEI Professional Development Series. A group of faculty members from all ECS departments is working with a colleague in the education department to create more inclusive pedagogy in engineering courses. Over the next semester, the group will organize a workshop in each department to share their ideas and provide an opportunity to strengthen the tools and techniques further to create a more inclusive classroom environment.

The College of Health and Human Development offers one of the 10 courses identified: KNES 210.

- Faculty in the Kinesiology Department have been working for many years to enhance student support in KNES 210. Students are provided with detailed lecture notes, practice worksheets, supplemental websites, and videos to explain difficult concepts, study guides at the beginning of a unit to guide learning, extra credit readings, and two-hour review sessions taught by faculty in advance of exams. In addition, any student receiving less than a passing grade on an exam receives a request to come and talk with their instructor to try and improve their approach to the class.
- In response to this latest request to implement strategies that may improve student success and reduce equity gaps, Kinesiology faculty have decided to adjust the weighting of exams and they have added several additional low-stakes assignments to the course.

2. Metrics for tracking progress

a. Publish (internally) active list of high-enrollment, high-DFW courses with largest equity gaps to establish benchmarks and engage presidents, provosts, deans, faculty senate, and department leaders

The campus's Office of Assessment and Institutional Effectiveness (OAIE) maintains the "Repeatable Course Grades by College/Department" dashboard on the Tableau server. The dashboard is available to administrators and faculty behind a login. Historical data available for each course includes total enrollment, number of sections, and number and percentage of repeatable grades. This data can be disaggregated by semester, college, department, and underrepresented status.

b. Establish improvement rates by course

Departments and colleges offering the courses listed above would like to consider data from fall 2021 and spring 2022 before committing to improvement rates. One possible approach under consideration is establishing improvement rates that correlate equity gaps with percentage of repeatable grades, for example: Equity gap < X% of repeatable grade rate, with repeatable grade rate < Y%.

Prior to establishing improvement rates, the campus will pursue several improvement measures through the Faculty Development Center. First, 10 courses, including some of those listed above as well as other high-risk or bottleneck courses, will be identified. Faculty involved with those courses will be invited to participate in summer cohorts. Stipends for cohort participants will be funded by the Provost's Office and Faculty Development Center. In June 2022, the cohorts will decide on interventions that they would like to implement to improve student success in their courses. In August 2022, a "Summer Academy" will be convened for the cohorts to finalize plans for their interventions. The participants will track results as part of a Fall 2022 Faculty Learning Community.

c. Track and publish progress over the next three terms the courses are offered

Progress will be tracked and published internally using the "Repeatable Course Grades by College/Department" dashboard.

3. Additional CO Funding: N/A (use existing funds such as recurring GI 2025 funding, support for culturally competent professional development)

Appendix A

California State University, Fullerton

Infrastructure Plan to Maintain Accurate Degree Maps and Course Availability

December 15, 2021

Submitted by:

Dr. James Hussar, Assistant Vice President, Undergraduate Studies & General Education, on behalf of the Administrative Processes and Barriers Committee

Summary

CSUF's Administrative Processes and Barriers Committee was tasked with responding to the following metric as part of the campus's Graduation Initiative 2025 (GI2025) Equity Goals & Priorities efforts:

Develop infrastructure plan to maintain accurate degree maps and course availability submitted to CO no later than January 15, 2022.

This metric appears listed in the "Equity Goals & Priorities" document under "Priority 3: Ensure Equitable Access to Digital Degree Roadmaps."

The plan below is the product of multiple committee and subcommittee meetings as well as consultation with several different units and offices on campus. As the plan indicates, CSUF is on schedule to implement measures and tools to address the Equity Goals & Priorities metrics in advance of the deadlines stated in the document.

Degree Maps

The campus currently hosts degree maps for Fall 2019, Fall 2020, and Fall 2021 catalog years on the Undergraduate Studies and General Education webpage:
http://www.fullerton.edu/undergraduate/academic_roadmaps/index.php
The campus has the following procedures in place to maintain the accuracy of degree maps when changes are required:

Campus-Wide Updates to Degree Maps

When new policies result in updates to many or all academic roadmaps, as was the case with the recent addition of the Ethnic Studies requirement, the campus implements the following process:

- Department chairs submit updated roadmaps for their programs to their Associate Deans.
- Associate Deans collect the roadmaps for their respective Colleges and submit them to Academic Programs and Enrollment.
- Academic Programs and Enrollment updates the roadmaps directly on the webpage above.

Regular Updates to Degree Maps

When individual departments propose program changes that result in changes to their roadmaps, they must upload updated roadmaps with their proposals to the campus online curriculum system, Curriculog. Upon approval of program changes at the final step of the Curriculog process, Academic Programs and Enrollments updates roadmaps directly on the webpage above.

Degree Maps on TitanNet Academic Planner

A team comprised of staff from Academic Programs and Enrollment, Information Technology, and Registration and Records is currently building degree maps on TitanNet Academic Planner, the campus's digital degree planner, which will be available to CSUF students and advisors in January, 2022.

Course Availability on Degree Maps and the TitanNet Academic Planner

The academic roadmaps and TitanNet Academic Planner indicate the semesters in which courses are available. In some cases, specific courses are required of students pursuing a particular degree. Those courses are identified individually on the roadmaps and Planner with their corresponding prefixes and numbers. When two or more courses may be used to fulfill a particular degree requirement, those requirements are listed as categories on the roadmaps and Planner, for example, "Upper-Division Elective," "GE C.3," etc. The courses included in those categories appear on the automated degree audit, or "Titan Degree Audit," as well as the TitanNet Academic Planner. At least one course option per category will be available to students in the semester in which that category appears on the roadmap and Planner.

Internal Measure of Planner Use

CSUF will track use of the TitanNet Academic Planner by the following student populations beginning in Spring, 2022:

- URM/non-URM
- First generation students/non-first generation students

- Pell recipients/non-Pell recipients
- By gender

Data points to be considered for each student population include:
- Date of initial access (to determine early, mid, or late adoption)
- Length of time on the Planner (cumulative)
- Number of times accessed
- Enrollment in Fall 2022 term by May 1, 2022 (yes or no)
- Advising engagement (yes or no, as documented by advising notes on TitanNet)
- Units completed at CSUF per term post-Planner utilization

In order to establish benchmarks for Planner use, Spring 2019 and Spring 2020 data on enrollment, advising engagement, and average units completed per term will be used.

Appendix B

Graduation Filing Fees Across the CSU Campuses

Campus	Graduation Fee
Sonoma	0
San José	$10
Los Angeles	$30
Stanislaus	$35
Monterrey Bay	$40
Northridge	$47
Channel Islands	$50
East Bay	$55
Fresno	$55
Pomona	$59
Chico	$68
Bakersfield	$70
San Bernardino	$75
Long Beach	$75
Sacramento	$76.50
Dominguez Hills	$85
Humboldt	$100
San Francisco	$100
San Luis Obispo	$100
San Diego	$103
Fullerton	$115
Cal Maritime	None posted
San Marcos	Holding a referendum on fee options.