

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 9:00 a.m., Tuesday, January 24, 2012
Munitz Conference Room—Closed Session

3:45 p.m., Tuesday, January 24, 2012
Glenn S. Dumke Auditorium—Open Session

8:00 a.m., Wednesday, January 25, 2012
Glenn S. Dumke Auditorium—Open Session

Debra S. Farar, Chair	Melinda Guzman
Carol R. Chandler, Vice Chair	William Hauck
Roberta Achtenberg	Linda A. Lang
Bernadette Cheyne	Bob Linscheid
Steven Dixon	Peter G. Mehas
Kenneth Fong	Lou Monville
Margaret Fortune	Glen O. Toney
Steven M. Glazer	

Meeting: 9:00 a.m., Tuesday, January 24, 2012
Munitz Conference Room—Closed Session

1. Honorary Degree Nominations and Subcommittee Recommendation
Government Code 11126 (c) (5)

Meeting: 3:45 p.m., Tuesday, January 24, 2012
Glenn S. Dumke Auditorium—Open Session

Consent Items

Approval of Minutes of Meeting of November 15, 2011

Discussion

2. Graduation Initiative Update, *Information*
3. Update on SB 1440: Student Transfer Achievement Reform Act, *Information*
4. Enrollment Considerations for 2012-2013 Fiscal Year, *Information*

****Note**

Meeting: 8:00 a.m., Wednesday, January 25, 2012
Glenn S. Dumke Auditorium—Open Session

Consent Items

Approval of Minutes of Meeting of November 15, 2011

Discussion

2. Graduation Initiative Update, *Information*
3. Update on SB 1440: Student Transfer Achievement Reform Act, *Information*
4. Enrollment Considerations for 2012-2013 Fiscal Year, *Information*

****Note:** Depending on the length of discussions on the afternoon of Tuesday, January 24, 2012, Educational Policy items may have to be carried over to Wednesday, January 25, 2012, for consideration.

**MINUTES OF MEETING OF
COMMITTEE ON EDUCATIONAL POLICY**

**Trustees of The California State University
Office of the Chancellor
Glenn S. Dumke Conference Center
401 Golden Shore
Long Beach, California**

November 15, 2011

Members Present

Debra S. Farar, Chair
Carol R. Chandler, Vice Chair
Bernadette Cheyne
Steven M. Glazer
Melinda Guzman
William Hauck
Bob Linscheid
Peter G. Mehas
Lou Monville
Charles B. Reed, Chancellor

Chair Debra S. Farar called the meeting to order.

Approval of Minutes

The minutes of September 20, 2011, were approved as submitted.

Chair Debra S. Farar introduced Executive Vice Chancellor and Chief Academic Officer Ephraim P. Smith who reported on major grants received by nearly half of the California State University campuses. These federal grants will improve academic programs and advising pathways for CSU students with particular focus on Latino, Asian American and Native American Pacific Islander students. Seven of the grants awarded by the U.S. Department of Education Hispanic Serving Institutions (HSI) programs for Science, Technology, Engineering and Mathematics (STEM) went to CSU campuses: Bakersfield, Channel Islands, Fullerton, Long Beach, Monterey Bay, Northridge and Stanislaus. Cal Poly Pomona received a subcontract award from a community college awardee, and CSU Dominguez Hills received an award from the Developing Hispanic Institutions program at the U.S. Department of Education. Three CSU campuses--East Bay, San Jose and Sacramento--received awards from the Asian-American and Native American Pacific Islander Serving Institutions (AANAPISI) program within the U.S. Department of Education. The first-year total to all CSU campuses is nearly \$9 million; the projected five-year awards total will be between \$30 and \$40 million. These programs are aligned to Access to Excellence priorities such as increasing graduation rates, closing the achievement gaps between ethnic and racial groups and expanding CSU's engagement in the

high-impact educational practices. Many of the funded programs also are aligned with SB 1440 goals through curricular partnerships with community colleges.

Recommended Changes to Title 5 California Code of Regulations Related to Post-Baccalaureate Admissions and Nursing

The presentation, brought to the board in July for information, was made by Christine Mallon, state university dean, academic programs and policy. The change brings Title 5 regulations into compliance with the Education Code. The change means that the CSU cannot deny admission to students seeking to enroll in CSU nursing programs because they have already earned a bachelor's degree. Students who are not qualified to enter the nursing programs cannot automatically be rejected by campuses because of holding a bachelor's degree. **(REP 11-11-08)**

Update on the Implementation of the Early Start Program

Executive Vice Chancellor Smith and Eric Forbes, assistant vice chancellor for student academic support, made the presentation. Dr. Smith reported that the board initially approved the Early Start program in May 2010 as outlined in Executive Order 1048. Students applying for the 2012 fall term will be the first students to participate in the systemwide program. He estimated more than 17,000 students will enroll in math and more than 7,000 students will enroll in English this coming summer. Key program decisions include the establishment of a uniform fee; financial aid requirements; the 15-hour minimum experience for the student; and infrastructure and reporting requirements.

Mr. Forbes presented a PowerPoint detailing the communication plan. He reported that the implementation committee has met a half dozen times to review plans and set the basic rules for the program. The communication tasks have been designated and assigned. The communications plan will escalate as student test results are received. The Division of Academic Affairs has been sharing information with high school counselors statewide and a highly visible student success website with information for parents, counselors and students has been established. A statewide listing of course offerings and a schedule of classes have been developed to help students decide where they plan to attend. The next goal of the communication plan is to reach the affected students through the use of English and Spanish flyers as students exit the rooms after taking the English Placement Test (EPT) and Entry Level Mathematics (ELM) exams. Communications will take on a more focused nature once the fall 2012 application period closes. The implementation team has developed an online Smart Page that will be delivered to campuses in December and released in January. After students file their intent to register, they must state on this page where they plan to take their Early Start classes. The Smart Page links to a global database that enables campuses throughout the system to support students other than their own.

Trustee Carol Chandler asked about timing of the ELM and EPT tests. Dr. Smith said that students apply for admission and are accepted first. Then students are tested. At the time they receive the results, students will be informed whether they need to attend Early Start. Trustee Chandler also asked if Early Start would satisfy the remedial requirement. Dr. Smith said it

possibly could, depending on the number of remediation courses they need and when they take them. Mr. Forbes said that the CSU is moving toward offering the tests in March and April so most of the testing is completed by May. No student should be left behind in terms of participating in Early Start as the number of participants will be known before the early part of summer.

Trustee Melinda Guzman asked for an overview once the campuses go through this process next fall to see what types of programs were successful, including online courses. Dr. Smith said a full assessment plan is being developed and that a report would come back in the fall for discussion and to determine if any changes to the program will be recommended. Chair Herbert Carter thanked the Chancellor's Office staff and campus representatives for their attention to the program. He also thanked the Math Council for its help in moving Early Start forward.

Report on SB 1440; Student Transfer Achievement Reform Act

Executive Vice Chancellor Smith reported that the CSU continues to work on approving the Transfer Model Curriculum (TMCs), and that the community colleges have been working to approve their degree programs. When students apply to the CSU they will have access to those programs that completes the work done at community colleges so they can graduate by taking 60 units at the CSU. Because students are already applying for admission for fall 2012, the CSU anticipates those students will complete their transfer degrees in spring 2012 and enroll in fall 2012.

Mr. Forbes presented examples of the degree programs that have been approved so far. By the end of the 2010-2011 academic year, the faculty reached agreement on 16 TMCs. Currently, faculty groups are forming TMCs for nine additional disciplines. Each of the CSU campuses has been asked to review each of their "no" decisions on programs proposed by the California Community Colleges (CCC) and to find ways to get these decisions to "yes." Those reports are due back to the CSU chancellor's office by the end of this term. There were 14 campuses with similar English programs in the last report and now there are 16 out of 18. There is considerable work for the community colleges to do. With as many as 1,800 possible degrees, only 210 have been created to date. The implementation oversight committee has adopted a new logo for the program's identity. The CSU already is receiving applications from students who claim to be completing these transfer degrees and some from institutions where degrees do not exist. Mr. Forbes said these applications need to be sorted out and that the CSU needs to work with the community colleges to develop a strategy where they can help the CSU verify who is completing these degrees by tracking their own students.

Trustee Lou Monville asked for a list of community colleges that have or have not approved degrees. He also wanted to know how the CSU campuses, that have relationships with their community colleges, are communicating about the need for program development and offering their assistance. Mr. Forbes said the CSU is working with the community colleges' chancellor's office on the issue because there are many rules regarding the AA degrees that must be met by particular campuses. Currently, there are 77 programs in the pipeline, with a new report due at

the end of November. Trustee Monville, who previously served on the CCC board, asked for the list to see where trustees and presidents could engage with their local community colleges to move the process forward.

CSU Chancellor Charles B. Reed said that the report had some good news, including that San Diego State University and President Elliott Hirshman have now approved programs whereas at the September report they had not approved any. Chancellor Reed thanked them for the significant movement with the community colleges in San Diego. Trustee William Hauck asked what percentage of popular majors the original 16 TMCs represent. Dr. Smith listed psychology, business and kinesiology. Missing are liberal studies, which is the pathway for teaching. Mr. Forbes reported there are several TMCs in development this fall, including teacher preparation, biology, computer science and music. Once those are completed, Dr. Smith said the CSU should have curriculum that will approach 80 percent of the majors students want.

Jim Postma, chair of the Statewide Academic Senate, said much has been accomplished and that there is cooperation between the administration and faculty in trying to get “no” decisions to “yes.” He said that the commitment was to pick up the top 20 disciplines and that they are nearly complete. There has been good progress, but the goal remains to complete all the TMC base programs and the statewide effort by the end of the year. There are some areas that are more restricted, such as agriculture. Since the four CSU campuses that offer those programs are all different, those will be done locally and not statewide. Dr. Postma said there are still pockets of resistance but if somebody at the table will say “we can make this work,” it can be made to work. Dr. Smith added that the team will know better where the challenges remain when the campuses make their next report.

Trustee Guzman expressed concerns about Latino and African American students who start at community colleges and don’t transfer to four-year institutions. She asked about communication with the community college and high school counselors to help students with the transfer procedure. She also inquired about monitoring or compliance in the transfer agreements. Mr. Forbes said the CSU presented a breakout session at the six counselor conferences in September where about 6,000 high school counselors attended. He said they talked about SB 1440 as an alternative pathway to the CSU rather than students enrolling as first-year freshmen. He indicated a major challenge is that only 35 to 40 community colleges now can send transcripts electronically to the CSU. He expressed hope that recently enacted legislation regarding electronic transcripts will actually occur, adding that the CSU was given a promise that 100 percent of the community colleges will participate within a year. The Los Angeles Community College District (LACCD) signed on, which will have a huge impact. With an electronic transcript, CCC campuses can report student progress toward the degree, which would give the CSU admission offices information about granting these students priority.

Chair Carter questioned the potential impact that expanding transfers might have on CSU system, especially as it pertains to access. Dr. Smith said possibly, but current demand already is great because of the state budget situation. He said the CSU will have to see in the years ahead if more students are better prepared to transfer because SB 1440’s simpler transfer path could mean there

are fewer pitfalls for students while at the community college. Mr. Forbes added that prepared students are better able to attain the degree and should be able to finish the remaining 60 units in a shorter time, and create capacity for more students.

Trustee Bernadette Cheyne asked about the percentage of programs the CSU is seeking to declare a successful TMC. Dr. Smith said the issue is more about looking at how many students would go through the pipeline as opposed to how many programs are being approved. He also mentioned that some programs will be outside the TMC structure and will be worked out between the local CSU and community college campuses. Trustee Bob Linscheid asked about the percentage of students who transfer to the CSU and earn a four-year degree, and the percentage of community college students who even transfer. Dr. Smith said 70-plus percent of upper-division transfer students receive degrees, and the Graduation Initiative goal is to increase that by 6 percentage points. He said only 20 percent of community college students nationally even transfer. Trustee Linscheid said increasing the number who transfer and obtain a degree could build the state's workforce. Chancellor Reed said these students must realize the jobs they can obtain when they earn the associate's degree and then transfer to a CSU. The 60 community college units plus the 60 CSU units will produce more baccalaureates and enhance economic development.

Trustee Steven M. Glazer asked about the number of community colleges that have not provided a single TMC. Mr. Forbes said there were 23, but the next report may show that number decreasing. Very few of the LACCD campuses have approved them yet. Trustee Glazer suggested that LACCD representatives be invited to visit with the CSU to get them onboard.

The CSU Affordable Learning Solutions Initiative and the Sony Electronics Faculty Award for Innovative Instruction

The item was presented by Gerry Hanley, senior director of academic technology services, with the help of a PowerPoint. Dr. Hanley said that affordability affects access to education with educational costs rising, including textbooks. The CSU is working to reduce the \$1,000 per year that students pay for course materials. The National Student Interest group survey reported that seven out of 10 students report not buying at least one required text because of cost. The CSU has been at the forefront of partnering with publishers of higher education to deliver low-cost materials. The Affordable Learning Solutions (ALS) initiative is guided by three principles: choice, affordability and accessibility. The ALS strategy has two key elements: (1) providing shared services that deliver a common infrastructure for more cost-effective and sustainable services, and (2) building on the culture of each campus and their local initiative so affordable learning can be blended into every day decisions. The first step in building a systemwide capacity for lower-cost materials was to provide faculty, students and librarians easy and inexpensive access to affordable alternatives to textbooks. The CSU is a national leader in providing online materials available on the web that students and faculty can use for learning and teaching. The CSU's libraries have a premiere collection of purchased electronic resources for all 23 campuses.

The CSU has partnered with the Nature Publishing Group to create an interactive textbook. In ten (10) months, seven CSU faculty members consulted with Nature to produce Principles of Biology, an introduction for biology majors. Students received the interactive textbook for \$35, compared with the \$202 best-selling textbook. Savings for this e-textbook total \$120,000 for students. CSU bookstores are testing and deploying print and digital rental programs, which can reduce costs for students. At San Francisco State University, for example, their print rental program saved students over \$400,000 for textbook costs for this semester. In fall 2010, the CSU negotiated with five major publishers to provide digital textbook for a 65 percent discount. One third of the students like the electronic textbooks, one third were neutral, and one third did not like the electronic textbooks. Currently, the CSU is negotiating with the e-textbook distributors on pricing and accessibility requirements so that all campuses will be offering expanded digital rental options this spring, providing students with the choice of textbook format.

The value of the services are realized when campuses deploy the services in the context of their own campus initiatives. Dominguez Hills was the lead campus in deploying ALS. Since the fall 2010 semester, 105 faculty chose digital resources that were either free for the students from the library, or they chose low-cost e-textbooks from the publishers. The estimated potential savings was \$490,000 for the students across three semesters. The CSU has been working with the California State Student Association (CSSA) on marketing strategies to raise the awareness and adoption of lower-cost materials. In 2012, priorities will focus on supporting campuses deploying their own ALS initiatives and supporting adoption of the infrastructure services. In addition the CSU will continue to work with publishers on more affordable strategies, and accurately account for the savings for students.

Trustee Cheyne asked what publishers think about these initiatives and the degree to which they are really willing to work with the CSU to make this a success. Dr. Hanley replied that the industry is significantly challenged by the digital revolution, and they are struggling with business models and production strategies. Having a partner such as the CSU, with its substantial size and capability to demonstrate these new alternatives is attractive to them.

Beverly Young, assistant vice chancellor for teacher education, was asked by Chancellor Reed to explain the Cal State Teach program model. She said that Chancellor Reed brought the now well-received program to the CSU, and it is now in its 10th year. Previously, the students bought their materials at a cost of about \$1,000 at the beginning of the 18-month program. This fall, the program switched to an all-digital format. The students still pay \$1,000 but they receive study guides and videos in a digital format and they get an iPad with all the materials preloaded on it and the software to use. Leroy Morishita, president of CSU East Bay, said the campus is in the planning stages of an e-textbook activity with the campus bookstore. Students will have some type of device to reduce the cost of the textbooks. The fee that students will pay will eventually be offset by the savings from the e- textbooks versus the cost of traditional textbooks. Mo Qayoumi, president of San José State University, said the campus is doing something similar and is looking at ways to lease textbooks for longer periods of time, as well as utilize e-textbooks. They are looking at what is available in the public domain (for example, CSU's MERLOT

project). With so much material available online, the future of textbooks could depend on what is available in the public domain.

Turning to the second part of his presentation, Dr. Hanley spoke about the Sony Corporation's partnership with the CSU to develop the Sony Electronics Faculty Award for Innovative Instruction and technology. This award recognizes CSU's early-career faculty, acknowledging their current and potential use of technology in delivering quality and affordable education to students. Faculty receive a laptop computer, a LCD television, e-Reader and a web cam valued at more than \$2,300 for producing quality instructional materials. Kelly Fuson from Sony said the scholarship program is two years old, and that half of the schools are CSU campuses. The faculty awardees are from CSU campuses at San Diego, San Francisco, East Bay and Fullerton. Philip Janowitz from CSU Fullerton was acknowledged at the meeting.

Update on the Mathematics and Science Teacher (MSTI) Initiative

The item was presented by Beverly Young, assistant vice chancellor for teacher education and public school programs. Dr. Young presented a PowerPoint updating the trustees on the CSU's efforts to double the number of math and science teachers: (1) 63 percent of CSU math and science teacher graduates are placed in schools where more than half the students live in poverty, and (2) 1,606 new middle math and science teachers have been produced. The CSU has developed partnerships with STEM institutions across the nation. The National Science Foundation (NSF) has awarded Noyce scholarships and grants to all 22 campuses with teaching preparation programs. The U.S. Department of Energy and NASA are partners in the Science Teacher and Researcher program. Google has selected CSU as its partner for the launch of its Google Faculty Institute, and has awarded grants of more than \$250,000 for CSU faculty. The CSU has been selected as a 100Kin10 national movement and is committed to addressing the severe shortage of fully prepared math and science teachers--continuing to prepare at least 1,500 new math and science teachers annually.

A primary focus of the CSU's work in preparing these teachers is mitigating the effects of teacher layoffs by offering alternative pathways that enable current math and science teachers laid off to fulfill the two-year induction requirement, keeping these new teachers in the profession. The CSU chancellor's office had a deliberate strategy of using MSTI funds to leverage federal, corporate and philanthropic funding. External funding has totaled \$73 million over a six-year period, which represents leveraging of CSU MSTI funds at a greater than five to one ratio. The CSU has connected its math and science preparation with other major state initiatives, including the California Alliance for Teacher Preparation Programs; the California STEM Learning Network; and STEM Teacher Pathways initiative.

Summer Arts Celebrates Years of Success

The item was presented by Jim Spalding, director of Summer Arts. Trustee Farar reported that Mr. Spalding is retiring. She thanked him for directing the program through its growth in popularity and wished him well in retirement.

Mr. Spalding explained that the CSU's Summer Arts program is the largest multi-genre program in the United States. It offers promising art students a chance to expand their knowledge, connect with working professionals and meet students in other art disciplines from other campuses. In the 26 years that Summer Arts has existed, and in the 415 workshops offered which have been taught by more than 1,000 professionals, the program has given a powerful experience to more than 10,000 students. These students have repeated over and over that "Summer Arts has changed my life." The business of Summer Arts is to change student's lives in a positive way so they can change the lives of others. Summer Arts trains the next generation of actors, technicians, digital artists, musicians and animators, writers, visual writers and dancers. The workshops last 8, 10, 12 or more hours a day, which gives students a chance to focus on their art and concentrate and grow in ways they never dreamed of. Students make connections with the artists and in many cases use that connection to get work. Artists from California and the world are invited to teach at Summer Arts. They provide the students with some of the exciting and meaningful experiences they will ever have. During the past 26 years, Summer Arts has been hosted by Cal Poly San Luis Obispo, Humboldt State University, CSU Long Beach, and CSU Fresno and is now moving to CSU Monterey Bay. Mr. Spalding presented a video celebrating Summer Arts' 25th year that was produced by students at Fresno State, where the program stayed for 13 of its 26 years.

Trustee Hsing Kung invited Mr. Spalding to visit Silicon Valley because he said the valley really needs art and culture, which he has been trying to promote for three years. Trustee Cheyne praised Mr. Spalding for his teaching, acting and directing abilities, for his extraordinary job and for his years of service to the enterprise. Trustee Peter Mehas attended several years of Summer Arts in Fresno, and thanked Mr. Spalding for the profound impact the program has had on the central valley and on changing students' lives. Lt. Governor Newsom said he was a big supporter of the STEAM movement: science technology, engineering, arts and math movement. He said California has always led in the arts and culture, and attributed some of that to the work the CSU has done in the field.

Trustee Farar adjourned the meeting.

COMMITTEE ON EDUCATIONAL POLICY

Graduation Initiative Update

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Jeff Gold
Director of Academic Technology

Introduction and Background

As part of the national *Access to Success* campaign, the California State University (CSU) is committed to raising its six-year graduation rate by eight percentage points from 46 percent to 54 percent, and to cutting in half the gap in graduation rates between students of color and other students.

In October 2009, campus presidents and provosts agreed to institutional targets within the CSU Graduation Initiative that, if met, will bring the system to its goal. Over the past two years, each CSU campus has implemented an action plan, while staff from the Chancellor's Office have monitored and guided progress. This informational item provides an update of recent progress and activities.

Progress Report: Retention Rate Data

First- and second-year continuation rates are essential milestones that students reach along the path to degree completion. These milestones are measureable educational achievements that are also important predictors of a six-year graduation rate. It is essential to monitor these milestones to determine how well the CSU is doing as a system in achieving the Graduation Initiative goals.

Having completed the second full year of the Graduation Initiative, first- and second-year continuation rates for the fall 2009 cohort as well as first-year rates for the fall 2010 cohort now are available. Using the fall 2008 cohort as the baseline comparison year, there are increases in both the first- and second-year continuation rates for the 2009 cohort. The data show that first-year continuation rates increased from the 2008 cohort to the 2009 cohort. Additionally, we see a continued increase in first-year continuation for the 2010 cohort. There is also an increase in second-year retention for the 2009 cohort, as compared to the second-year retention rate of the 2008 cohort.

An important aspect of the Graduation Initiative is closing the achievement gap between Underrepresented Minority Students (URM) and Non-Underrepresented Minority Students (Non-URM). Again, using 2008 as the baseline comparison year, data show that continuation rates for first- and second-year students are increasing for both URMs and Non-URMs. There is also a trend toward a decrease in the retention rate gap between URM and Non-URM groups in the first and second year.

Recent Graduation Initiative Events

The Chancellor's Office (CO) Graduation Initiative team continues to work to maintain momentum and keep campuses focused on this important work. Several recent events have fostered these efforts:

- High Impact Practices: The Association of American Colleges and Universities (AAC&U) has identified several high-impact educational practices such as learning communities, internships and undergraduate research that are strongly related to retention, graduation and the closing of achievement gaps. Most CSU campuses employ a variety of high-impact practices that together help strengthen students' connection to their campus.

In an effort to assist campuses in integrating high-impact practices throughout the curriculum, the CSU sent teams from nine campuses to the 2011 AAC&U Summer Institute on High-Impact Practices and Student Success. A systemwide team, including members from the CO Graduation Initiative team and the Statewide Academic Senate, also attended.

In fall 2011, the CO Graduation Initiative team hosted workshops with George Sanchez from the University of Southern California, and Vincent Tinto, from Syracuse University, to examine how campuses can identify their most engaging educational practices and strategically target them to students who are likely to reap the greatest benefit. Twenty-two of 23 CSU campuses participated with teams of administrators and faculty. The teams developed action plans detailing ideas for promoting a more systemic approach to delivering high-impact practices on their campuses.

The goal is to take the most engaging educational practices already under way on CSU campuses and make them available to a greater share of students, including those most at risk of dropping out.

- Campus Visits: In December 2011, Executive Vice Chancellor Smith completed a tour with the Graduation Initiative team of all 23 CSU campuses, demonstrating unusually high-level commitment to student success.

- Chancellor Updates: In December 2011, the Graduation Initiative team gave an update to Chancellor Charles B. Reed sharing objective results from fall 2011 census data and subjective impressions of campus commitment and effectiveness from written campus reports and in-person visits.

Upcoming Graduation Initiative Events

In April 2012, Chancellor Reed will host the campus presidents, vice presidents of academic affairs, and vice presidents of student affairs from the 23 campuses for a workshop focused on Graduation Initiative progress. The agenda will include an analysis of strategies employed by campuses that have been most successful in raising graduation rates and closing achievement gaps.

The Graduation Initiative team will continue to collaborate with other university systems and organizations to further identify best practices and approaches for facilitating progress toward degree completion and closing achievement gaps.

COMMITTEE ON EDUCATIONAL POLICY

Update on SB 1440: Student Transfer Achievement Reform Act

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Eric Forbes
Assistant Vice Chancellor
Student Academic Support

Summary

At the November 2011 meeting of the Board of Trustees, the number of Transfer Model Curriculum (TMC) determined to be “similar” to degrees in 16 disciplines, across the California State University (CSU), was reported. The number of actual transfer degree programs that have been created under these TMCs in the California Community Colleges (CCC) also was shared. Nine new TMCs have been developed but not yet released to the CSU for consideration. The CSU campuses that originally said “no” to the first 16 were asked to take a fresh look and report back by the end of the fall term if they could change their “no” to a “yes.” The results of this second review will be reported to the board at this meeting.

With funds from the Complete College America grant, the CSU and the CCC have launched several communication initiatives about the new degree programs. The “degree with a guarantee” tagline was adopted by both segments and is featured at <http://adegreewithaguarantee.com> as well as on the new transfer logo, Facebook page and Twitter account. Collateral printed materials also will be developed for each degree Transfer Model Curriculum and for outreach and recruiting purposes. The plan is to share information about these programs with 11th and 12th grade high school students and with students currently enrolled at the community colleges.

The CSU has received as many as 10,000 applications from students reporting that they are completing transfer degree programs at various community colleges. In order to assist the CSU with its verification requirement resulting in admission priority for these students, an email communication was sent to the students advising them of the requirement to file a “petition for

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the degree” at their current community college by February 15, 2012. Students were advised to supply each CSU receiving their applications with photocopies of their degree status evaluation in order for the CSU to act swiftly in determining their admission eligibility. This manual procedure has been supported and endorsed by the CCCs as they are not yet prepared to supply this information universally through electronic transmission of transcripts.

COMMITTEE ON EDUCATIONAL POLICY

Enrollment Considerations for 2012-2013 Fiscal Year

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Benjamin F. Quillian
Executive Vice Chancellor
and Chief Financial Officer

Summary

At its meeting of November 16, 2011, the board requested that a full discussion take place of enrollment assumptions and considerations for the 2012-2013 fiscal year, including consideration of the feasibility and impacts of holding California resident full-time equivalent enrollment (FTES) to the 331,716 target that the state established for the 2011-2012 fiscal year. The 2012-2013 California State University (CSU) support budget approved by the board at the November meeting calls on the state to provide its share of enrollment funding for a target of 348,302 FTES, which is 5 percent above the current state-supported number.

The overriding consideration in the presentation of the enrollment and budget proposal for 2012-2013 that the board approved at its November meeting was the extent to which the CSU could serve its mission under the California Master Plan for Education in the context of these trying financial times. While public postsecondary education does not enjoy the same constitutional guarantees as the public schools, access to postsecondary education is essential to the economic vitality of California, as well as to the state's social and cultural well-being. A commitment to that access undergirds California public postsecondary education, which promises near-universal access to any Californian who desires instruction. Especially now, postsecondary educational access and completion-to-degree are the drivers for California to right its economy and strengthen its citizenry.

California Community Colleges (CCC) are open to all high school graduates and adults who can benefit from postsecondary instruction, but at this time cannot offer the full array of courses desired by Californians. The Master Plan envisions that all CCC students who successfully complete lower-division baccalaureate coursework will have guaranteed admission to four-year institutions or, at least, first priority for admission to the CSU and the University of California (UC) as upper-division transfers. Historically, the CSU has served between 70 and 80 percent of

CCC transfers to four-year institutions with the number of annual CCC transfers in the 50,000 range and higher (more than two-thirds typically enroll in the fall).

The Master Plan also asks the CSU and the UC to guarantee admission to all high school graduates who apply for freshman admission and who are eligible to attend their institutions – that is, high school graduates within the top one-third of their graduating class in the case of CSU applicants and graduates within the top one-eighth in the case of UC applicants. Historically, the CSU has provided access to a slightly higher proportion of California high school graduates than the UC. About 10 percent of California high school graduates apply for CSU freshman admission and are within the top one-third of the graduating class. In less troubled times, the CSU has guaranteed access to all eligible applicants with numbers higher than 50,000 (almost all first-time freshmen enroll in the fall).

At its March 15, 2000 meeting, the CSU trustees adopted principles for students seeking admission to the CSU effective fall 2001 to aid the chancellor and campuses in carrying out the mission of the CSU and ensure that CSU campuses continue to comply with the provisions of the Master Plan. When the board adopted the enrollment management policy in March 2000 (www.calstate.edu/acadres/docs/CSU_Enroll_Mngmt_Policy_Practices.pdf), it reaffirmed that upper-division CCC transfers who are California residents have the highest priority for admission, that all CSU-eligible freshmen who are California residents should be accommodated somewhere in the CSU system and that campuses must maintain a balanced program and achieve diversity as admission priorities (including impact) are implemented. In response to questions raised about some aspects of the policy since its implementation, the trustees modified the enrollment management policy at the September 2002 meeting to clarify the following policies: (1) improvement in communication of campus admission policies and procedures; (2) the role of presidential advisory groups to assist the campus in the identification of effective enrollment management policies that recognize broad community interests; and (3) expanded analysis and reporting on the effect of enrollment management policies on students.

The 2012-2013 approved enrollment and budget proposals reflect an attempt to serve the needs of California, the Master Plan and trustee enrollment management policies that aid in carrying out the CSU's mission within the constraints imposed by California's daunting fiscal situation.

The proposals were difficult to develop. Fiscal year 2007-2008 was the last year in which compact funding and enrollment growth was received. Since then, nothing about budget and enrollments has been simple and straightforward, except unprecedented demand for admission to the CSU by California resident students.

	2008-2009	2009-2010	2010-2011	2011-2012
Resident FTES Provided During Budget Reductions and Partial Restoration	357,222	340,302	328,155	340,000

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
High School Graduates in Previous Year and 3 Years Earlier	732,042	731,920	761,216	776,916
Undergraduate Applications	513,448	504,416	586,974	595,676
Undergraduate Applicants	221,107	230,660	253,440	248,242
Eligible Undergraduate Applicants	173,780	204,363	202,365	200,312
Eligible Undergraduate Applicants Admitted	167,606	193,928	173,562	178,615
Eligible Undergraduate Admits who Enrolled at a CSU	88,882	89,784	88,504	94,460
Eligible Undergraduate Applicants Admitted to No CSU	6,174	10,435	28,803	21,697
First-Time Freshmen Impacted (CSU Campuses)	4	6	11	16
Undergraduate Transfers Impacted (CSU Campuses)	2	3	7	15

The table above provides a sense of challenges facing the CSU. At the board retreat, it was noted that CSU campuses were permitted two years from 2008-2009 to reduce enrollments to serve 310,000 FTES of instruction in 2010-2011. To reduce enrollments to this level, the number of impacted campuses doubled with regard to first-time freshmen and undergraduate transfers. Despite heightened impactation which restricts the acceptance of applications only through the end of November, more individuals applied for admission to the CSU with applications to more than two campuses. Increased impactation did reduce the number of admissions by 20,000 in fall 2010 compared with fall 2009. That almost 22,000 undergraduate applicants in fall 2010 who did everything asked of them in preparation for admission to the CSU were admitted to no CSU campus, compared with just above 6,000 in fall 2008, was especially heartbreaking. Last year, it was reported to trustees that denied eligible undergraduate applicants to the CSU did not flock to private for-profit institutions as had been speculated. Somewhat surprising to some observers, several thousand eligible students denied admission to the CSU enrolled at UC campuses and thousands more attended four-year not-for profit institutions in California or four-year

institutions out-of-state. However, the largest group of CSU-eligible students who were denied admission to the CSU, about 14,000, enrolled or stayed at CCC campuses, a result that is not intended in the Master Plan.

Based on direction from the legislature in the 2011-2012 budget act, the CSU planned on providing slightly above 330,000 FTES in instruction, and campuses were asked to manage enrollments to this level. At this point, CSU campuses anticipate providing more than 340,000 FTES in instruction, in large measure because the CSU admitted too many eligible students, attracted more of them than anticipated to CSU campuses, and is providing students with increased course-loads to facilitate progress to degree. That said, there still were almost 22,000 CSU-eligible applicants who were not admitted to any CSU campus. Follow up will occur in spring 2012 with the National Student Clearinghouse to track the extent to which these college-prepared students found postsecondary educational homes; it is hoped with more at four-year public and private not-for-profit sister institutions.

Finally, while some note that the number of high school graduates is projected to decline in the next several years suggesting waning demand, it is worth noting that the reductions in high school graduates do not plummet; in fact, they annually remain higher than the number of high school graduates that formed the pool for first-time freshmen in fall 2008. More importantly, the differential in tuition fee levels between the UC and the CSU makes many CSU campuses more attractive to hard-pressed California students and their families, and word-of-mouth about the lack of transferrable course offerings at the community colleges is encouraging students to want to go directly to CSU campuses. Despite continuing fiscal woes, the CSU is increasingly attractive to California students and their families for its relative affordability and its maintenance of reasonable course-loads for students.

In summary, this item points to the balancing act that the approved enrollment and budget proposal attempts to achieve. In the short run, at least, the board action on tuition fee increases for 2012-2013 provides the resources needed to serve the additional students, even if state funding for the CSU does not grow in 2012-2013. The additional course sections made possible by these resources not only will serve new students, but the estimated 290,000-plus continuing students as well. The FTES target remains considerably short of the 357,223 California resident FTES actually served by the CSU three years ago at the onset of severe state funding reductions and concurrent enrollment management measures — and still is well below all indications of current demand for enrollment by CSU-eligible students. The approved target modestly provides for additional access for new students and the provision of a modest increase in FTES instruction to meet that demand.

At this meeting, the board will be presented with more detailed information on enrollment trends, enrollment management measures, demographic pressures on enrollment and enrollment pressures from various university and state policy initiatives. The board also will be presented

with timelines and critical decision-points for applications. Finally, the board will be provided with campus-specific perspectives on impacts on both prospective new students and continuing students of different enrollment levels as well as the effect on underrepresented minority students.