

AMENDED

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **4:00 p.m., Tuesday, May 20, 2014**
Glenn S. Dumke Auditorium

Roberta Achtenberg, Chair
Debra S. Farar, Vice Chair
Rebecca D. Eisen
Douglas Faigin
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
Lillian Kimbell
Lou Monville
J. Lawrence Norton
Steven G. Stepanek
Cipriano Vargas

Consent Items

Approval of Minutes of Meeting of March 25, 2014

Discussion

- 1. ~~The State of Higher Education in California: Opportunities for Policy and Institutional Change from the Campaign for College Opportunity, Information~~**
2. *Access to Excellence: Progress Report 2011-2013, Information*
3. Update on Reducing Bottlenecks: Improving Student Success, *Information*
4. California State University Doctor of Nursing Practice Programs, *Information*
5. The California State University Pre-Doctoral Program, *Information*
6. The California State University Graduation Initiative, *Information*

**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**

March 25, 2014

Members Present

Roberta Achtenberg, Chair
Debra S. Farar, Vice Chair
Rebecca D. Eisen
Douglas Faigin
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
Bob Linscheid, Chair of the Board
Lou Monville
J. Lawrence Norton
Steven G. Stepanek
Cipriano Vargas
Timothy P. White, Chancellor

Chair Roberta Achtenberg called the meeting to order.

Approval of Minutes

The minutes of January 29, 2014, were approved as submitted.

Speaker Steve Teixiera from the Academic Professionals of California asked the board to include Unit 4 professionals when implementing eAdvising regarding retention and remediation.

Overview and Progress on the Early Start Program

Trustee Achtenberg said the program is a trustee initiative approved in 2009 to begin in summer 2012 to get first-time freshmen to begin their remedial work the summer before their fall term. Dr. Ephraim P. Smith, executive vice chancellor and chief academic officer, said Early Start is a key component of the system's Graduation and Student Success Initiatives. He described and spoke about the PowerPoint graphic depicting different Academic Affairs initiatives: Associate Degree for Transfer (SB 1440); Early Assessment Program (EAP); and Early Start. Assistant Vice Chancellor Marsha Hirano-Nakanishi reported that in the 1990s, fewer than a third of CSU entering freshmen were ready for college work in both English and math. In 1994, trustees set a goal of having 90 percent of incoming freshmen ready for college-level courses by 2007. In 2000, trustees recognized the goal would not be met and subsequently implemented the Early

Assessment Program in 2004 so students could better use their high school senior year. By March 2007, the CSU-K-12 partnership was working, but not well enough. In 2009 trustees directed the chancellor to study existing CSU summer programs to provide the neediest students with opportunities to begin college as ready as possible. Trustees implemented the Early Start Program in 2012. By fall 2013, 57 percent of eligible freshmen were English and math proficient at entry, almost double the late 1990s benchmark. Nearly 35,000 students completed their Early Start courses in 2012 and 2013. Those able to take developmental mathematics and English courses were likely to progress to proficiency more rapidly. By the end of their first year, more than 80 percent of Early Start completers, compared with 70 percent of their counterparts, completed their first year of college in good standing and without any indication of academic difficulty. Dr. Hirano-Nakanishi highlighted the fact that Early Start is a value-added tool to help students.

By the next reporting cycle in March 2015, trustees will have more detailed information about Early Start participants who benefit from the programs, including online and face-to-face courses. How students proceed during their first year is absolutely critical, so the CSU will move beyond Early Start and calculate systemwide and campus benchmarks on two important indicators: completing 24 baccalaureate credit units the first year and completing General Education (GE) written communication and quantitative reasoning within the first two years. Students who meet these benchmarks graduate at much higher rates than students who do not. Summarizing, she said preparing an educated citizenry in California begins at home, in K-12 and in college. In addition to the partnerships with K-12, the CSU Early Start Program adds one last pre-collegiate chance for eligible students to hit the ground as proficient freshmen. Early Start has been successful, she said, introducing a video featuring the program at CSU campuses in Fullerton, Northridge and San José with students, faculty, staff and institutional researchers. Former Trustee Herb Carter, who championed the Early Start Program, made the opening and closing remarks on the video.

Cal State Bakersfield President Horace Mitchell reported that the campus has had an Early Start program for five years with funding from a Chancellor's Office grant to do a pilot study. At the beginning, the campus offered a completely online course and the outcomes were not as good as expected so they moved to a face-to-face course with computer-assisted instruction. Students attended for two weeks with 32 hours of instruction. Between 50-60 percent of CSUB students come in needing remediation in math and/or English. For the summer of 2013, 70 percent of those students made important progress, with about 44 percent moving up one level in math; therefore needing less remediation once they enrolled. Twenty-five percent completed remediation entirely. For English, 48 percent of the students made progress in terms of either completing remediation or advancing one level. Thirty-one percent of those students moved up one level and 17 percent completed remediation. President Mitchell said they expect to see similar or better outcomes with the next group.

Trustee Rebecca Eisen asked at what point students are advised they need Early Start, and whether they can take the classes at their home campus or a different campus. Assistant Vice

Chancellor for Student Academic Support Eric Forbes said students are advised about remediation during the last days of the admission cycle, after they file their intent-to-register at a particular campus. Students have the option to take at the home campus or any CSU campus that meets their needs. If at a campus other than the home campus, faculty send needed information and the grade to the home campus to determine if the student has improved, remained the same or needs to continue with remediation. Trustee Bob Linscheid thanked Academic Affairs for having former Trustee Carter in the video, and thanked Dr. Hirano-Nakanishi for providing voluminous information on how important and valuable Early Start is to the CSU. He also asked that trustees and others not use the term “remedial” and instead use pre-college or collegiate so as not to sound like a rejection. Trustee Steve Glazer agreed that the program is important and asked about the root causes of CSU students needing remediation since they are in the top third of their high schools. He expressed concern that students are passing English and math though still not able to do college-ready work. He asked what else could be done to help the K-12 side to ensure that they understand CSU requirements.

Dr. Hirano-Nakanishi said the good news is that California has adopted the Common Core curriculum and its extremely rigorous standards. It is part of the Smarter Balanced system that is being field-tested this term. There will be extensive testing in the early elementary grades, plus a comprehensive test in the 8th grade. Outreach will be focused on middle school grades. Smarter Balanced is a series of tests that are performance- and achievement-related. In addition, the CSU will work on partnerships with K-12 on existing teacher professional development with the changes in curriculum and ways of teaching. Trustee Achtenberg mentioned the impact of CSU’s program to train 25,000 high school teachers who teach the 12th grade to undertake a more rigorous curriculum so they can assist students who are not college-ready at the end of the 11th grade. Executive Vice Chancellor Smith said the proportion of students needing remediation has decreased because of EAP. Students know they can become proficient in the 12th grade in math or English if they are not proficient in the 11th grade. He cited CSU’s Expository Reading and Written Communication (ERWC) course for 12th-graders needing English assistance. High school teachers have been trained to teach the course, which is showing good results in moving students forward.

Trustee Margaret Fortune asked about the impact of Early Start on low-income students and students of color. Dr. Hirano-Nakanishi said the data shows that the real beneficiaries of Early Start are students who have been historically underrepresented and underserved before coming to the CSU. They are largely African-American and Hispanic students and they have been demanding increasingly to take the 3-unit course (not the 1-unit course) and hit the ground running. Trustee Adam Day asked about the numbers of students prepared and not prepared since there were different numbers in the text and PowerPoint. Dr. Hirano-Nakanishi said 57 percent of the students are prepared in both math and English. If math and English are separated, there are two different results, because some students need remediation in both and others only need in one subject. Trustee Achtenberg said the report on this and related issues are ones that the board will be receiving throughout the year. It is one of the most important pieces of academic work that the trustees are intimately involved in and appropriately so, she said. If the

purpose is centered on the students and to deliver degree-holding graduates into leadership positions in the community and in the workforce, then addressing these issues is absolutely the singularly most important way that the board assists the staff and chancellor in making possible.

Chancellor White said an issue the board and staff should think about is formally engaging the K-12 leadership and the community colleges to discuss this issue because there needs to be a coherent set of expectations for each segment to do its part to facilitate California's future. Trustee Lupe Garcia asked about a pilot summer course in which students successfully satisfy remedial work and also satisfy a GE requirement. Dr. Smith said that is referred to as a "stretch" English course, of which is offered at Cal State Fullerton. There are other examples the CSU is working on with remediation for freshman math and statistics, specifically a Statway program with the Carnegie Foundation, he added. Trustee Garcia also asked if students can accomplish both goals, is there a financial savings. Dr. Smith said those students would save at least three units, adding that those students in the Statway program could save up to six units. She asked to hear more about the programs at a later date and encouraged campuses to participate in that dialogue. Trustee Fortune supported the chancellor's comments as to engaging K-12 and the community colleges and asked to be a part of that engagement, and suggested that the charter school community also be involved.

**Update on Reducing Bottlenecks: Student Survey Results
Update on Reducing Bottlenecks: Improving Student Success**

Associate Vice Chancellor Ron Vogel reminded trustees of results from the survey of department chairs presented to the board in September 2013. That survey showed 1,294 bottleneck courses impacting thousands of students. For the student survey, he said a proportional random sample of 387 students identified as having attempted to enroll in those identified bottleneck courses was completed this past February. Survey questions included if and how the bottleneck course impacted them, did they speak to an adviser and were they willing to take an online class. He also collected demographic information. The study found that 222 students (57 percent) were not impacted by the bottleneck courses. There were 165 students who were negatively impacted. Some paid more money to take courses during the summer to stay on pace to graduate; some took unneeded classes to maintain financial aid eligibility; some made adjustments that interfered with their work, family and transportation; others increased unit loads; some decided to change majors; and some had their degree progress delayed. Thirty-seven percent of the bottlenecks were in the liberal arts; 35 percent in STEM; 15 percent in health and human services; 11 percent in business and 2 percent in the arts. Included in the key findings were that (1) juniors and seniors were disproportionately impacted: almost 69 percent were upper-classmen, compared to freshmen and sophomores; (2) bottlenecks were more concentrated in major courses, 75 percent, compared to 25 percent in general education; (3) bottlenecks increased time-to-degree: 3.9 percent of the students were delayed by one or two quarters, 76 percent were delayed by one or two semesters, and 19.4 percent were delayed one year or longer; (4) 46 percent of the students took classes they didn't need just to maintain financial aid eligibility; and (5) 35.9 percent of the students never sought help from an adviser.

Some of the recommendations include focusing resources on the core problems identified in both surveys; focusing new initiatives and funding on STEM, liberal arts and health and human services; focusing new initiatives on bottleneck courses embedded in the majors; incentivizing faculty to develop online programs in those departments; and forging policy recommendations in concert with academic leadership and the statewide academic senate. Based on the sample, Dr. Vogel estimated that 19,000 students faced bottleneck courses in fall 2012. While a large number, which equates to only 5 percent of the total fall 2012 CSU undergraduate student population.

Turning to the second item on bottlenecks, Dr. Smith said Academic Affairs is working on several innovative ways the system and campuses can reduce bottlenecks. Gerry Hanley, assistant vice chancellor for academic technology services, provided an overview of the four-year plan for implementing the programs. The strategies would combine to eliminate significant enrollment bottlenecks by fall 2017. The underlying principle is that innovation requires redesigning educational services, not rebuilding what used to be done. The CSU is redesigning student academic advising, and the projected adoption of these technologies will support every student finding and choosing the right courses from the day they are admitted to the day they graduate. The CSU already has hired about 1,000 faculty in 2013-2014, which will help reduce the number of upper-division and lower-division bottlenecks. In 2014-2015, there are about 700 recruitments for tenure-track positions. The systemwide course redesign strategy will, over four years, produce greater student academic success and more timely progress toward graduation.

Providing a large number of fully online courses to all CSU students through CourseMatch also will enable students to successfully complete their high-quality degree in a timely manner. By fall 2017, all campuses will provide advanced degree audit tools, so that students reliably know their progress towards their degree. By 2017, all campuses will provide academic program planning tools so students can optimally select courses that meet their graduation needs. All campuses will provide course-scheduling tools so students can easily schedule classes that fit their lives. When it comes to policy and priorities, by fall 2017, the hiring, especially of tenure-track positions will provide the expertise to teach upper-division major courses that are currently graduation bottlenecks. Early Start will enable many more students to start their freshman year college-ready and reduce time to degree. SB 1440, the Associate Degree for Transfer program, will enable many more transfer students to complete their degrees. The system will need to coordinate comprehensive policies for reducing super seniors and increasing student unit load to enable more students to reduce time-to-degree. All students, whether incoming freshmen or transfers, will be better prepared and have more upper-division courses available for graduation.

When it comes to the course redesign strategy, by fall 2017 an estimated 200,000 students will be learning with a combination of technology and pedagogy that will significantly improve their learning outcomes, reduce re-taking courses and reduce time-to-degree. All students will have access to more than 3,000 fully online courses through CourseMatch. The redesign of the high-enrollment/low-success courses will result in more students learning skills and knowledge more

successfully and more efficiently, enabling the CSU to be more successful in delivering high-quality education to California. It will take until 2017 to implement all these strategies because of purchasing eAdvising technology; putting innovations into practice; redesigning the way that advisers, faculty and counselors provide advice to students; student services have to be integrated with these new tools; and there needs to be an effective, secure and usable integration of the eAdvising technologies with other technology platforms. In short, Dr. Hanley said, there is a significant change management process that needs to be implemented working collaboratively with counselors and staff. Looking at the goals set for all these programs, it is assumed that the CSU will have the financial and human resources required. The target is 2017 but the CSU will refine goals as the changes in California and nation emerge.

Trustee Doug Faigin thanked Dr. Vogel for the surveys for their usefulness and demonstrating what is occurring with bottlenecks. When graduation delays occur, there are potential students who cannot get into a CSU. That is the real effect: 25,000 students are kept out because the campuses do not have room, he said. He questioned Dr. Hanley on the timeline, wanting to know by what dates will the number of bottlenecks be reduced from 1,300 to 900 to 500 to 300. Dr. Hanley said there are 22 high-enrollment, low-success classes with 30 percent of the students having to retake those courses. Those 22 courses have been identified and the CSU is working on solving those bottlenecks by 2017. The upper-division courses identified in the survey are going to be resolved on a campus-by-campus basis because they are campus academic programs. Trustee Faigin asked about specific bottleneck courses and when they would be eliminated. Dr. Vogel said the specific course data would need to be reviewed and reported at the campus level. He said it would take going back into the data and pulling them out since they collapsed the courses into disciplines. Trustee Faigin said he would like a specific timeline. Dr. Hanley said by 2017, nearly 90 percent of the bottlenecks would be eliminated through eAdvising tools, hiring more faculty and redesigning the courses.

Chancellor White said the CSU is clearly on track to reduce bottlenecks, but cautioned it is important to understand that the bottlenecks came about for different reasons. There are potential solutions, from advising to course size. It is important to reduce bottlenecks according to the 2017 timeline. At the end of the day the CSU wants to invest in those that work and reduce those that do not show any progress. The goal is to find solutions and make sure they are as cost effective as possible.

CSU Monterey Bay President Eduardo Ochoa, following up on the chancellor's point that bottlenecks are due to multiple reasons, characterized two types: those that occur when students cannot find a course and end up taking other courses to maintain financial aid eligibility, and the second is a high-volume course with a low-pass rate and students often take it again. The survey suggests that the majority of the bottleneck situations would lean toward the type that involves not being able to find the course and enroll in it. It could be a structural problem, where there are too many options or too small an enrollment major where a course is not offered every term, maybe once a year, or because of not having staff or faculty resources to offer it more frequently. Another way to investigate is to concentrate on the upper-division bottlenecks that are different

from the high-volume, low-pass rate variety. He suggested that the system and campuses look at and address each situation with a different strategy.

Trustee Day was concerned about the number of students who take classes to maintain financial aid eligibility and the large numbers who said they did not know advisers were available. He asked what steps at the campus-level can be taken to direct information, advice and resources to those students. Dr. Hanley said that the new eAdvising tools give students 24/7 access to their status and progress to degree. When students ask questions, they are often advised to talk to an adviser, he said. Technology is one strategy that really helps campuses connect more effectively with students. Trustee Stepanek, speaking as a faculty member, said technology is very important in assisting students, adding, however, that it is not a replacement for hiring more tenure-track faculty. Trustee Eisen asked about some students in the survey saying they experienced a bottleneck, and then on the questionnaire more than half felt no impact as a result of the bottleneck. Dr. Vogel said the chairs identified the 1,294 courses. There were 44,130 students who tried to enroll in those classes, so they drew the sample from that group. They did not know what the impact would be. Fifty-seven percent said they ran into the bottleneck, but found a way around it, usually by taking a substitute class. Trustee Eisen said half of those courses, then, were not bottlenecks per se to certain students, who she said would be a group to study because they figured out how to make the system work. Trustee Achtenberg called that an excellent point and suggested a redefinition of bottlenecks. Speaker John Pérez asked if there was a difference in outcomes from the percentage of students who said that they did not know that they could speak to an adviser and the outcomes of students who did seek an adviser, and what was the impact of the adviser. Dr. Vogel said that would require more in-depth look at the survey. The speaker asked that the information be brought back at another time.

Academic Planning

Before reporting on this item, Trustee Achtenberg announced that item 5 on the Graduation Initiative is deferred until May.

Christine Mallon, assistant vice chancellor for academic programs and faculty development, said academic programs change in response to the state, employers and the field of knowledge. Attachment A presents the proposed projections for programs that could be started in the next 10 years. Twenty-four new degree program projections have been proposed, two fewer than last year. There is increased activity in STEM fields and in business and management-related degree programs. Graduate education continues expanding, with 14 projections at the graduate level and 10 at the undergraduate level. There are five program discontinuations, slowing to a third of what was seen during the budget crisis years. Discontinuations generally occur because of diminished demand for programs. Attachment B is a report on accreditation, mentioning Los Angeles, Sacramento and San Francisco.

Attachment C summarizes activities carried out in programs that went through a five-to-six year program review cycle. Attachment D lists all CSU accredited degree programs. Accreditors

require ongoing review of programs and student learning outcomes to keep programs relevant and high-quality. Since 2000 the Chancellor's Office has asked campuses to report annually on reducing degree programs to 120 units. Title 5 was amended a year ago to institute a 120-unit maximum on most bachelor degree programs and Dr. Mallon congratulated CSU faculty for achieving an overall 4 percentage point increase in all bachelor's degrees, going from 82 percent to 86 percent. The number increases to 89 percent when just the bachelor of arts and bachelor of science programs are calculated. By the end of this month, it is expected the Chancellor's Office will hear from campuses seeking exception to the 120-unit limit. The office will be consulting with the Academic Senate on criteria that can be considered during review of engineering program exception requests, and the office is working to bring reduction efforts to a successful close, which will result in savings for students, more efficient graduation pathways and increased access for new students.

Trustee Glazer asked about the fiscal impact of program changes such as adding or subtracting programs. Dr. Mallon said it is a campus decision to propose changes to the system office, and it is the campus job to justify that they have the resources to launch and sustain a new program. Campuses look at employment needs in their area and enrollment shifts when making their proposals. Trustee Glazer asked about guidance or oversight that the system provides to campuses to assist them with discontinuations. He said the board wants the campuses to make good decisions and assist them doing that. Dr. Mallon said the discontinuation policy issued a few decades ago requires all campuses to have campus-specific procedures for discontinuing programs. Those programs require consultation across the entire campus and also with the community. Campuses are not required to seek Chancellor's Office approval to discontinue a program, but they are required to notify and ensure the system office that they have had the required conversations on-campus and the policy has been followed. She gave examples of an engineering program and the master of physical therapy at CSU Long Beach. Trustee Glazer asked for a discussion about what the board can do to ensure that campuses are making those tough decisions with their limited resources. Trustee Achtenberg suggested that the issue be explored at a later date because of time constraints. Chancellor White agreed it would be a relevant discussion and said it would be important to hear from two or three campuses how they go through the process to understand what is regularly done on the campus and by the system. There could be a resulting policy adjustment. He added that the Academic Senate would be involved in the discussion. The matter will be brought back at a later meeting. (**REP 03-14-01**)

Trustee Achtenberg adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Access to Excellence: Progress Report 2011-2013

Presentation By

Ron Vogel
Associate Vice Chancellor
Academic Affairs

Background

In May 2008, the Board of Trustees adopted *Access to Excellence* as the strategic plan for the California State University (CSU). A plan of action was developed and presented to the board on November 18, 2008. The board accepted the report and passed a resolution to accept the Accountability Plan (RCOW 11-08-02). Overall, the CSU committed to achieving gains on eight key commitments:

1. Reduce Existing Achievement Gaps
2. Plan for Faculty Turnover and Invest in Faculty Excellence
3. Plan for Staff and Administrative Succession and Professional Growth
4. Improve Public Accountability for Learning Results
5. Expand Student Outreach
6. Enhance Student Opportunities for "Active Learning"
7. Enhance Opportunities for Global Awareness
8. Act on the CSU's Responsibility to Meet Postbaccalaureate Needs, including those of Working Professionals

Recognizing the distinctly different characteristics of universities within the CSU, campus administrators, faculty and staff were provided flexibility in terms of identifying operational goals to support *Access to Excellence*. Over the last several years, these key commitments have remained the hallmark of CSU initiatives, which have evolved and developed over time. Indicators of success have been redefined in response to statewide budget cuts, personnel changes, competing commitments and a more focused approach to achieving the goals. Nonetheless, the eight commitments embedded in *Access to Excellence* will continue to be the cornerstone of CSU initiatives.

Biennial progress reports summarizing a comprehensive list of key initiatives and outcomes achieved from 2009 to 2011 and 2011 to 2013 are thoroughly documented and are available online at <http://www.calstate.edu/AccessstoExcellence/>. Some of the key initiatives have been modified since the 2011 report to provide better alignment with the operational goals of the

strategic plan. Below are four key initiatives that embrace student success and have required considerable focus across the CSU from 2011-2013. A complete list of key CSU initiatives is presented in the 2011-2013 progress report.

The Graduation Initiative

Improving graduation rates and closing the achievement gap remains a key initiative of *Access to Excellence*. Under the direction of Executive Vice Chancellor and Chief Academic Officer Dr. Ephraim P. Smith, significant progress has been made in this area and graduation rates are expected to improve by 8 percent based on the 2009 cohort. However, closing the achievement gap remains unchanged and will require more focused attention in the coming year.

Early Start

The Early Start Program was designed for CSU admitted freshmen to begin any remedial classes prior to the term for which they were admitted, usually the summer before fall enrollment. The Early Start Program was established in June 2010 under Executive Order 1048 and was not included in the original strategic plan. However, it has been integrated into *Access to Excellence* as a key component of closing the achievement gap. The evaluation of Early Start has moved forward and the results provided by the campuses show promising results.

SB 1440, The Associate Degree for Transfer

Access to Excellence has remained flexible to incorporate creative resolutions and/or legislatively mandated initiatives that support the mission of the CSU and the goals of the strategic plan. For example, SB 1440, the Associate Degree for Transfer program was designed to provide community college students with a guaranteed pathway to the CSU without the swirl of excessive units taken in either the California Community Colleges or the CSU. This initiative has been successful and facilitates the success of the Graduation Initiative (Commitment/Goal 1) and assists the CSU in meeting the goals associated with Student Outreach (Commitment/Goal 5).

Voluntary System of Accountability

The CSU has been a national leader making higher education more transparent to the public. The CSU chancellor, presidents, vice-presidents and other administrators participated in the development and piloting of the Voluntary System of Accountability (VSA) "College Portrait." In addition, the CSU has developed its own unique "Public Good" contributions page, which is a national model and provides information on total degrees awarded, the contribution of CSU students to the workforce, the number of Pell Grant recipients, average net tuition to attend a CSU, fees paid per student and average loan debt for CSU bachelor's degree recipients.

Conclusion

Strategic plans are constantly evolving and should be reviewed periodically to ensure that the key initiatives are in sync with the operational goals. In the CSU, modifications have been necessary to ensure that the goals of *Access to Excellence* are achieved. For example, advances in technology provide new directions and limited resources can delay activities necessary to complete initiatives. Intervening events will always impact strategic plans and constant vigilance is required to ensure that the core mission is the center of all activities. In the CSU, *Access to Excellence* is the foundation for the future and the vehicle to ensure that our focus on excellence is maintained and our commitment to students resolute.

COMMITTEE ON EDUCATIONAL POLICY

Update on Reducing Bottlenecks: Improving Student Success

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Ron Vogel
Associate Vice Chancellor
Academic Affairs

Gerry Hanley
Assistant Vice Chancellor
Academic Technology Services

Background

The California State University Enrollment Bottleneck Solutions Initiative is designed to accelerate student progress to degree and decrease bottlenecks that negatively impact students. The initiative has included two main components.

The first component focused on course redesign and eAdvising projects that could be immediately implemented to produce scalable and sustainable results. The CSU launched a website (<http://www.calstate.edu/courseredesign>) that provides an overview of the initiative. The four types of bottlenecks being addressed in this first phase: (1) Student Readiness and Curricular Bottlenecks, (2) Place-bound Bottlenecks, (3) Facilities Bottlenecks and (4) Advising and Scheduling Bottlenecks. We will be reporting on the progress of these projects as well as plans for future years.

The March 2014 CSU Board of Trustees report on Enrollment Bottleneck Solutions provided the four-year plan to address each of the above causes of bottlenecks and declared that all significant enrollment bottlenecks would be eliminated by fall 2017, assuming a positive economic outlook for the state and the CSU.

1. By fall 2017, all campuses are expected to provide all students eAdvising tools that easily and reliably enable students to find and choose the right courses needed to graduate in a timely manner and fit their schedules.

- By 2014-2015, all campuses will have achieved baseline services for degree audits and about half the campuses will have begun implementation of CourseScheduler.
2. By fall 2017, all campuses are expected to make significant progress in hiring new tenure-track faculty who will teach significantly more upper-division courses that are campus specific bottlenecks for completion of major requirements, though satisfying all faculty hiring needs will take longer.
 - An estimated 700 faculty positions are ready for recruitment for fall 2014.
 3. By fall 2017, AB 386 and CourseMatch will provide students easy and reliable tools to explore a catalog of more than 3,000 fully online courses across the CSU system.
 - Summer 2014 CourseMatch provides more than 300 courses and is essential for the CSU testing strategies to fulfill AB 386 requirements for fall 2015.
 4. By fall 2017, Early Start will significantly improve incoming students' college readiness in math and English, reducing the bottlenecks for freshmen on their path to graduation.
 - By fall 2014, all students not college-ready in math and English will be participating in Early Start.
 5. By fall 2017, SB1440 will significantly improve transfer students' completion of lower-division requirements at community colleges, reducing the number of lower-division units they need at the CSU and reducing bottlenecks within lower-division general education courses for native students.
 6. By fall 2017, campus priorities will have shifted to a culture that encourages students to take higher unit loads to speed time to degree. Coupled with the expanded use of eAdvising technologies to determine course demand, campuses can eliminate scheduling bottlenecks.
 - Chancellor White's 2014 memo to presidents to serve the course needs of existing students should result in increased student unit load per term.
 7. By fall 2017, the 22 systemwide high enrollment-low success courses that are offered across almost all CSU campuses will be redesigned to significantly improve student success in course completion, opening more seats to new students. With a goal of a 10 percent decrease in students' repeatable grades, an estimated 12,000 seats will be available because 12,000 students will not have to repeat the course.

- By fall 2014, we expect 16 of these 22 high enrollment-low success courses to be under redesign at more than one-third of the CSU campuses (an estimated total of 136 courses).
- 8. By fall 2017, the campus-specific bottleneck courses will have been redesigned by faculty on each campus to significantly improve student success in course completion, opening more seats to new students. With a goal of 10 percent decrease in students' repeatable grades, an estimated 5,400 seats will be available because 5,400 students will not have to repeat the course.
 - By fall 2014, the vast majority of the 77 campus-specific projects funded in 2013-2014 will be implementing their course redesigns and will begin to reduce the campus-specific bottlenecks for their students.

The March 2014 Board of Trustees report on the student survey concerning bottlenecks provided some evidence that an estimated 5 percent of CSU students reported a “real” bottleneck enrolling in a course needed to graduate. All the above efforts will aid the estimated 5 percent of students in overcoming their enrollment bottlenecks but also will aid the 95 percent of CSU students who can accelerate progress toward their degree in a more timely and successful manner.

There are a number of metrics the CSU can use to measure success in providing students the courses and advising services they need to graduate in a timely and successful manner.

1. Average unit load per term: the higher the unit load per term (e.g. students taking more courses per term) is an indicator that more courses were available for student enrollment.
2. Average time to degree: Reduction in enrollment bottlenecks should reduce the time to degree.
3. Number of enrollments in CourseMatch Cross-Campus Enrollment Program: More students taking CourseMatch courses indicates the CSU is providing needed access to more courses, reducing enrollment bottlenecks.
4. Average rate of students using eAdvising tools: More students using eAdvising tools, the more students are provided information about their course pathways to complete degrees and course schedules that blend with their lives.
5. Average number of students on wait lists at census for known campus bottleneck courses: lower numbers of students on wait lists would reflect smaller enrollment bottlenecks.

Today's report will highlight plans for 2014-2015 as the CSU continues its implementation of solutions to overcome enrollment barriers and impediments to students' graduation in a timely manner.

Addressing Student Readiness and Curricular Bottlenecks by Using Technology in the Redesign of High Enrollment-Low Success Courses

In June 2013, the CSU Office of the Chancellor analyzed enrollments in all CSU classes and identified 22 courses that had high enrollment and low student success. These low-success courses result in students retaking the course and reducing the availability of enrollment for new students. By June 2014, faculty who have redesigned their courses will produce ePortfolios that document their course redesign strategies and will report early results of improved student success. These ePortfolios will be published online and will be part of ongoing professional development programs for sharing exemplary practices across the system. The CSU Board of Trustees will be able to review the progress of a sample of these ePortfolio during the May 20 poster session.

A Request for Proposals (RFP) for the 2014-2015 "Proven Practices" program was distributed and proposals are due May 13, 2014, with priority set to address 16 of the 22 high enrollment-low student success courses.

Campus-Specific Bottlenecks and Course Redesign Projects – The 2014-2015 RFP for Promising Practices provides an opportunity for campuses to start or continue their own course redesign efforts that include technology and address more unique, campus-specific enrollment bottlenecks. The focus of this program is to develop practices that show promise for improving student success in high-demand/low-student success courses, as well as those that can be implemented across separate but interdependent courses within a department or major. As identified in the department chair and student surveys conducted recently, a significant proportion of the enrollment bottlenecks are campus-specific courses and the Promising Practices program will provide the funding and support for these campus-specific projects.

Hiring more tenure-track faculty is a high priority for the CSU as stated by Chancellor White at the January trustees meeting. This will be a major step in eliminating campus-specific bottlenecks in upper-division courses. The CSU has grown its faculty by 1,197 the last two years; the total faculty headcount in the CSU in fall 2013 was 23,107 as compared to 22,214 in fall 2012 and 21,910 in fall 2011, though the faculty tenure-track headcount has decreased since 2011 (10,044 to 9,886). The increase in faculty hiring, especially in tenure-track faculty, will be an important strategy to respond to the enrollment bottlenecks in upper-division courses, where faculty expertise, scholarly research and creative activities and discipline-based academic

advising are essential for student success. Though the CSU has an estimated 700 faculty positions ready for recruitment for fall 2014, we are competing with universities across the nation. One of the challenges the CSU faces is the ability to provide competitive offers which have not always kept up with national trends.

Addressing Place-Bound Bottlenecks with Access to Online Courses and Programs

CourseMatch—Cross Campus Enrollment Program - The current structure of CourseMatch is a “warm-up act” for AB 386, which requires the CSU to provide a list of all fully online courses available across the CSU by fall 2015. The CSU will provide a first version through *CourseMatch-summer 2014*. Students will search all available fully online courses offered through CSU’s Extended Education summer programs. There already are more than 300 courses in the *CourseMatch-summer* catalog (vs. 36 in *CourseMatch fall 2013*) and more courses are expected. *Course-Match fall 2014* is simultaneously being developed and the schedule of fully online courses will be available for students’ review end of May 2014.

Addressing Facilities Bottlenecks

Virtual Labs - Enrollment demand can outpace the physical capacity of a campus to offer laboratory sections in safe, well-equipped facilities, especially in the STEM disciplines. The Chancellor’s Office has completed the first version of the online “Virtual Labs Teaching Commons” (<http://teachingcommons.cdl.edu/virtuallabs>) and provides faculty a “one-stop-shop” to review the available virtual labs and enables faculty to connect with colleagues on strategies for successfully adopting these options either commercially or for free. Along with this “one-stop-shop,” in 2014-2015 faculty across the CSU will have the opportunity for professional development, training, support and review of evidence on the effective use of virtual labs in General Education biology courses.

As virtual spaces are redesigned, the CSU, in partnership with the SUNY system, recently announced a national innovation project for development of Flexible Learning Environments Exchange ([FLEXspace](#)), a first-of-its-kind initiative that informs and streamlines the process of building “smart” classrooms on college campuses. FLEXspace is a robust open access repository, in which users can view images and information about the new installation or renovation of learning space before beginning a new project. As the FLEXspace library develops, campuses will be able to review “smart classroom” designs that facilitate improvements in student learning outcomes.

Addressing Advising and Scheduling Bottlenecks

eAdvising Tools and Services - All 23 campuses developed four-year plans to implement new technologies for faculty, staff and students to determine clear pathways to graduation, track progress to degree and offer a course schedule in line with student demand for general education and major courses. The implementation and adoption of the broad range of advising and scheduling services requires campuses to establish their “readiness” to adopt and adapt the exemplary practices and technologies to their specific needs. As eAdvising use expands, each campus will need to have its technology network, hardware, software, training and support in place to implement the tools reliably and successfully. Organizational development often is needed to support personnel in successful management and delivery of the redesigned services through new business processes. Finally, allocation of financial resources is required for success. The use of campus cohorts is allowing the CSU to leverage its buying power and give campuses the opportunity to learn from one another as new solutions are implemented. In 2013-2014 all 23 campuses made progress by updating existing and implementing new technology tools to provide clear pathways toward graduation. In 2014-2015 campuses will continue the momentum and continue to update their advising processes each year.

COMMITTEE ON EDUCATIONAL POLICY

California State University Doctor of Nursing Practice Programs

Presentation By

Christine Mallon
Assistant Vice Chancellor
Academic Programs and Faculty Development

Summary

We expect a California State University (CSU) degree to change students' lives. When a degree program also results in improving or saving the lives of others, the university community can be particularly proud. This is the case with the pair of consortial two-year, post-master's CSU Doctor of Nursing Practice (DNP) programs that were granted legislative authority in 2010. Designed to prepare nurses for advanced practice and to educate future nursing faculty (especially for the CSU), the CSU Fresno-San José State University and the CSU Fullerton-Long Beach-Los Angeles programs admitted their first cohort of students in fall 2012. In May 2014, the Southern DNP Consortium will graduate 28 students, and the Northern DNP Consortium will award 31 DNP degrees.

The two cohorts that have matriculated since the program first launched are ethnically diverse, as illustrated in the accompanying Tables 1 and 2. DNP students work in medically underserved areas and with medically underserved populations. After graduation, these nursing leaders will apply the findings of their doctoral research to improve health care practice, strengthen health care management and to achieve improved patient outcomes—sometimes even saving lives. The impact of CSU DNP programs expands beyond state borders and hospital walls, as CSU DNP students are publishing their projects and presenting their doctoral project findings at regional and national nursing and health care conferences.

CSU doctoral degrees were first introduced after state legislation in 2005 allowed the university to award doctor of education degrees. Legislative authority to award CSU doctor of physical therapy and doctor of nursing practice degrees came in 2010. Prior to these landmark legislative actions, doctoral education in the CSU had to be offered in collaboration with a University of California campus or a private university in California. In all three cases, state education code was amended in response to workforce needs in areas that the University of California did not intend to meet. DNP legislative authority was granted on a pilot basis, with authority expiring on July 1, 2018. The authorizing legislation requires that by January 1, 2017, the Legislative Analyst's Office and Department of Finance report to the Governor and Legislature an analysis of the programs and recommendation as to whether the DNP programs should be allowed to

continue or should be discontinued permanently. Students, faculty and employers speak of the programs' direct positive impact on health care and support continued CSU DNP authority.

A poster session featuring DNP students' doctoral projects will be hosted on Wednesday, May 21st, from 11 a.m. to 2 p.m. in the Wallace Room, where program students and faculty will be available to answer questions. Additional program information, as well as student and employer testimonials can be found at: <https://www.calstate.edu/dnp>.

Table 1.

2012 Entering DNP Cohort	
Female	91.0%
Male	9.0%
African American	11.7%
Asian/Filipino	3.4%
Mexican American	5.1%
Pacific Islander	1.7%
White (non-Latino)	78.1%
	100.0%

Table 2.

2013 Entering DNP Cohort	
Female	91.1%
Male	8.9%
African American	1.8%
Asian/Filipino	28.6%
Mexican American	23.2%
Native American	1.8%
Pacific Islander	1.8%
White (non-Latino)	42.8%
	100.0%

COMMITTEE ON EDUCATIONAL POLICY

The California State University Pre-Doctoral Program

Presentation By

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Academic Programs and Faculty Development

Summary

For nearly a quarter century, the California Pre-Doctoral program (“Pre-Doc”) has worked to increase diversity among the ranks of California State University (CSU) faculty by inspiring and supporting current CSU students’ aspirations to pursue doctor of philosophy (Ph.D.) training and become a member of the CSU professoriate.

Introduced in 1985, the Pre-Doc program has awarded 1,860 scholarships and is expected to award 75 more scholarships the coming academic year. Students who are chosen for this prestigious award are designated Sally Casanova Scholars as a tribute to Dr. Sally Casanova, for whom the Pre-Doc scholarship is named. Awards will support students as they explore doctoral programs in their chosen academic discipline and as they learn how to be successful in doctoral study. Awards are based on competitive review of student applications and are made to candidates who demonstrate academic excellence while having experienced economic or educational disadvantage. Applications must express the student’s commitment to pursuing a career in teaching and research at a university serving a diverse population.

CSU faculty members volunteer as Pre-Doc mentors, working one-on-one with promising upper-division undergraduate or master’s degree students: guiding them through preparing a Pre-Doc scholarship application, accompanying scholarship winners for site visits to doctoral programs, mentoring them in research and scholarship projects, and introducing them to colleagues at national symposia and professional meetings.

Scholarship funding may be used for activities such as:

- Participation in a summer research internship program at a doctoral-granting institution;
- Visits to doctoral-granting institutions to explore opportunities for doctoral study;
- Travel to a national symposium or professional meeting in the student’s academic discipline;
- Membership in professional organizations;

- Research-related computer software;
- Journal subscriptions; and
- Graduate school application and test fees, for example.

Pre-Doc students are invited to participate in the California Forum for Diversity in Graduate Education, a graduate school recruitment fair attended by more than 200 Ph.D.-granting universities across the country. At an invitation-only pre-fair reception and dinner, Sally Casanova scholars introduce their research topics and doctoral aspirations to Ph.D.-program recruiters and meet to discuss national opportunities for graduate education.

Additionally, scholars are introduced to the CSU Chancellor's Doctoral Incentive Program (CDIP), which provides "forgivable" loans to a limited number of qualifying students. Students who complete a doctoral degree and obtain a qualifying instructional position in the CSU are forgiven a portion of the loan for each year of CSU employment. As with the loan program, the Pre-Doc mentoring is associated with positive outcomes in graduate school. Respondents to a recent survey of 1,670 past Sally Casanova Scholars indicated that 57 percent of responding scholars have completed a Ph.D. program, and 35 percent are now employed as CSU faculty. It is especially rewarding when past Sally Casanova Scholars and CDIP loan recipients become Pre-Doc mentors and advance both programs' missions to inspire a new generation of CSU students to pursue doctoral training and enter the CSU faculty ranks.

COMMITTEE ON EDUCATIONAL POLICY

The California State University Graduation Initiative

Presentation By

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Executive Vice Chancellor
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Jeff Gold
Senior Director
Academic Technology Services
and Center for Distributed Learning

Ken O'Donnell
Senior Director
Student Engagement
and Academic Initiatives & Partnerships

Robyn Pennington
Chief of Staff
Business and Finance

Summary

At its January 2014 meeting, the California State University (CSU) Board of Trustees asked the Graduation Initiative staff to provide an update at subsequent meetings. As relayed in January, this initiative began in 2009 when the presidents and provosts of all 23 CSU campuses committed to raising systemwide six-year graduation rates by 8 percentage points, and closing the gap by half in those rates between students of color and other students.

The first phase of the initiative is approaching its sixth and final year. The initiative is on-track to meet its overall graduation rate goals, but since all students are doing better in roughly equal increments, the achievement gap remains unchanged. In his inaugural "State of the CSU" address two months ago, Chancellor Timothy P. White committed the system to continuing its focus on student success and to raising graduation rates by an additional 10 percent across three different measures:

1. Four-year graduation rates for first-time full-time freshmen
2. Six-year graduation rates for first-time full-time freshmen
3. Three-year graduation rates for transfer students

The chancellor has set 2025 as the target date for these goals, consistent with the year identified in a 2009 report from the Public Policy Institute of California (PPIC), by which the state will fall short by one million college graduates unless there is improvement.

Since the publication of that report, PPIC staff has recognized gains in the CSU's graduation rates, observing that the system is on-track to contribute its share of the additional degrees needed. However, as the chancellor pointed out in January, meeting the state's long-term needs will require continued improvement.

Accordingly, the Graduation Initiative team will spend part of the next 12 months planning its second phase, converting the chancellor's systemwide targets to separate goals for each of the 23 campuses, and working with presidents, their senior staff and national consultants to set targets that are ambitious but feasible, and responsive to local context.

Also in the coming year, the team will continue development and deployment of the Student Success Dashboard, demonstrated at the trustees' January 28-29, 2014 meeting. In terms of deployment, the majority of campus presidents have now been personally briefed on use of the dashboard, and their campuses granted password-protected access. The remaining campuses should have access by the end of the fiscal year.