

**AGENDA**  
**COMMITTEE ON EDUCATIONAL POLICY**

**Meeting:** **8:00 a.m., Tuesday, November 15, 2016**  
**Glenn S. Dumke Auditorium**

Lillian Kimbell, Chair  
Jane W. Carney, Vice Chair  
Silas H. Abrego  
Douglas Faigin  
Debra S. Farar  
Jean P. Firstenberg  
Thelma Meléndez de Santa Ana  
Steven G. Stepanek  
Maggie K. White

**Consent Item**

Approval of Minutes of the Meeting of September 20, 2016

**Discussion Items**

1. Recommended Amendments to Title 5 Regarding Admission of Veterans, *Information*
2. Graduation Initiative 2025, *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**

**September 20, 2016**

**Members Present**

Lillian Kimbell, Chair  
Jane W. Carney, Vice Chair  
Rebecca D. Eisen, Chair of the Board  
Douglas Faigin  
Debra S. Farar  
Jean P. Firstenberg  
Thelma Meléndez de Santa Ana  
Steven G. Stepanek  
Maggie K. White  
Timothy P. White, Chancellor

Trustee Kimbell called the meeting to order.

**Approval of Minutes**

The minutes of July 19, 2016 were approved as submitted.

**Research, Scholarship and Creative Activities**

An overview of research, scholarship and creative activities was introduced by Dr. Loren Blanchard, executive vice chancellor for academic and student affairs and presented by Dr. Ganesh Ramen, assistant vice chancellor of research. The significance of research stretches from enhancing students educational experiences and academic rigor to solving the complex needs of our communities and placing our innovative faculty at the forefront of their discipline through teaching, publishing and securing external funding and awards.

Highlights of a number of campus research, scholarship and creative activities were displayed, including the \$61 million National Institute of Health funded Building Infrastructure Leading to Diversity (BUILD) grants by Long Beach, Northridge and San Francisco. This grant prepares graduates from underrepresented backgrounds for bio-medical research careers and graduate school. Overall, campus efforts generated over \$567 million in external grants and contracts for 2014-2015 for innovative projects and programs that benefit our communities and prepare students for the 21<sup>st</sup> century careers.

Additionally, a number of multi-campus research models are evident throughout the system to share expertise, initiatives, facilities and resources in scholarly publishing and advancing practice, technology, facilities and knowledge. This high impact practice leads intellectual and creative vibrancy of the campus to offer solutions for real world challenges.

## **Graduation Initiative 2025**

The final CSU systemwide Graduation 2025 goals were presented by Dr. Loren Blanchard, executive vice chancellor for academic and student affairs and Jeff Gold, senior director for academic technology services. After comprehensive reflection on the goals established in 2009, the system reorganized tremendous improvement in student success, exceeding their original goals, achieving their highest graduation rates in recent history.

The committee also acknowledged Assembly Bill 1602 in the development of the goals:

- Increase four-year freshman graduation rates to above the four-year freshman graduation rates for students at other postsecondary educational institutions;
- Increase the two-year transfer graduation rate to above the two-year transfer graduation rate for students at other postsecondary educational institutions; and
- Close achievement gaps on four-year freshman and two-year transfer graduation rates for low-income, underrepresented and first generation students.

The committee began their process by reviewing data for similar institutions throughout the nation via Education Trusts website, *College Results Online*. A web-based visualization tool was developed: [www.calstate.edu/CSUPeers](http://www.calstate.edu/CSUPeers)

The recommendations included that each CSU campus develop their own complete goals based upon: 1) the average of their top five peer comparators and 2) growth rates in graduation rates should be equal to the annual improvement made by each CSU campus top-five peers over the last five years. Upper and lower limitations were applied to each campus with freshmen and transfer 4-year and 6-year goals as follows:

- Freshman, four year graduation goal is 40%, up from 19% in 2015. Six-year graduation goal is 70%, up from 57% in 2015.
- Transfer, two year graduation goal is 45%, up from 31% in 2015. Four-year graduation goal is 85%, up from 73% in 2015.
- Achievement gap goals for 2025 will be zero.

Campuses have provided campus plans for how they will achieve these goals and it is estimated to cost between \$400-500 million to meet the Graduation 2025 Initiative. The Board of Trustees was extremely supportive and complimented the committee on their process approach in how they determined the goals set for the system. However, there was concern expressed that the goals should be re-evaluated if sufficient funding is not provided by the State.

A Graduation Symposium followed the Board of Trustees meeting that highlighted campus best practices and served as the kickoff for the 2025 Graduation Initiative. The symposium included campus leadership teams, trustees, student leaders, Chancellor's Office staff and a numerous community partners.

Trustee Kimbell adjourned the Committee on Educational Policy.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Recommended Amendments to Title 5 Regarding Admission of Veterans**

#### **Presentation By**

Loren J. Blanchard  
Executive Vice Chancellor  
Academic and Student Affairs

Patrick O'Rourke  
Director  
Active Duty and Veterans Affairs

#### **Summary**

The CSU has a long-standing commitment to serving active duty military, veterans and their dependents. In spring 2016, there were nearly 8,000 veteran and military students and an additional 11,000 military dependents enrolled across the system.

Currently, Title 5 language regarding the admission of veterans references outdated sections of federal law which specify dates of military service as 1955 to 1977. This item will update the definition of “eligible veteran,” removing outdated language and replacing it with comprehensive language that is inclusive of all veterans, and bring the California State University (CSU) into alignment with current federal regulations.

The proposed new definition of “eligible veteran,” applicable to Title 5 sections 40756.1 and 40805.1, is based on section 3.1 of Title 38 of the Code of Federal Regulations, which provides as follows:

- (a.) Armed Forces means the United States Army, Navy, Marine Corps, Air Force, and Coast Guard, including their Reserve components.
- (b.) Reserve component means the Army, Naval, Marine Corps, Air Force, and Coast Guard Reserves and the National and Air National Guard of the United States.
- (c.) Reserves means members of a Reserve component of one of the Armed Forces.
- (d.) Veteran means a person who served in the active military, naval, or air service and who was discharged or released under conditions other than dishonorable.

Additionally, this item introduces language to Section 40805.1 that will permit the CSU to admit eligible veterans regardless of the number of transferable units earned. More than 95 percent of CSU undergraduate student veterans transfer to a CSU from a community college, making this an important change to ensure we are best serving our veterans and military students.

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These proposed changes to Title 5 allow the CSU to continue its commitment to the success of our veterans and military students. An item will be presented at the January 2017 meeting for board action to adopt the following recommended changes to Title 5.

**Title 5. Education**  
**Division 5 – Board of Trustees of the California State Universities**  
**Chapter 1 – California State University**  
**Subchapter 3 – Admission Requirements**  
**Article 4. Admission as First-Time Freshman**

**§ 40756.1 Veterans.**

An applicant who is not otherwise eligible under the provisions of this Article may be admitted to a campus as a first-time freshman if the applicant is an eligible veteran as ~~that term is defined in subdivision (a) (1) of Section 1652, Title 38, United States Code~~ and if the applicant is a California resident. Eligible veteran means a person who served in the active Armed Forces or Reserve Component who was discharged or released under conditions other than dishonorable. Armed Forces means the United States Army, Navy, Marine Corps, Air Force, and Coast Guard, including their Reserve components. Reserve Component means the Army, Naval, Marine Corps, Air Force, and Coast Guard Reserves and the National and Air National Guard of the United States. The Chancellor is authorized to establish and from time to time to revise procedures appropriate for the administration of this section.

Note: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66600 and 89030, Education Code. Reference: 38 C.F.R. § 3.1.

**Title 5. Education**  
**Division 5 – Board of Trustees of the California State Universities**  
**Chapter 1 – California State University**  
**Subchapter 3 – Admission Requirements**  
**Article 5 – Admission as an Undergraduate Transfer**

**§ 40805.1. Veterans.**

An applicant who does not meet the requirements of Sections 40803, 40804 and 40805, but who has completed less than 60 accredited units of college transfer work may be admitted to a campus under the requirements for a first-time freshman if the applicant is an eligible veteran and a California resident. Additionally, an eligible veteran who has completed 60 semester (90 quarter) units or more of transferable college credit, and who is not otherwise eligible under the provisions of this Article may be admitted. The exception to this rule is Section 40759, Early Admission.

An applicant who is not eligible for admission as a first-time freshman on the basis of the admission requirements in effect at the time of application for admission as an undergraduate transfer, who has not completed ~~56 semester (84 quarter) units of college credit for admission prior to fall term 2005~~ and 60 semester (90 quarter) units of college credit ~~commencing with admission to the fall 2005 term~~, and who is not otherwise eligible under the provisions of this Article, may be admitted to a campus as an undergraduate transfer; ~~provided, that the applicant is an “eligible veteran” as that term is defined in subdivision (a)(1) of Section 3452, Title 38, United States Code and if the applicant is an eligible veteran and a California resident.~~

Eligible veteran means a person who served in the active Armed Forces or Reserve Component who was discharged or released under conditions other than dishonorable. Armed Forces means the United States Army, Navy, Marine Corps, Air Force, and Coast Guard, including their Reserve components. Reserve Component means the Army, Naval, Marine Corps, Air Force, and Coast Guard Reserves and the National and Air National Guard of the United States. The Chancellor is authorized to establish and from time to time revise procedures appropriate for the administration of this section.

**NOTE:** Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66600 and 89030, Education Code. Reference: 38 C.F.R. § 3.1.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Graduation Initiative 2025**

#### **Presentation By**

Loren J. Blanchard  
Executive Vice Chancellor  
Academic and Student Affairs

Jeff Gold  
Assistant Vice Chancellor  
Student Success Strategic Initiatives

James T. Minor  
Senior Strategist  
Academic Success and Inclusive Excellence

#### **Summary**

Graduation Initiative 2025 is the California State University's (CSU) signature effort aimed at increasing degree completion rates and eliminating achievement gaps, thereby ensuring student success and meeting the future workforce needs of the State of California. This report is designed to provide an update on Graduation Initiative 2025 as well as highlight several activities that the system office and campuses have undertaken to chart a course for achieving the new graduation rates and equity goals.

#### **Background**

At the September 2016 Board of Trustees meeting, the Board heard a detailed report on Graduation Initiative 2025 and voted to approve the CSU's ambitious student completion and equity targets, which include:

- A 40 percent 4-year freshman graduation rate goal;
- A 70 percent 6-year freshman graduation rate goal;
- A 45 percent 2-year transfer graduation rate goal;
- An 85 percent 4-year transfer graduation rate goal;
- The elimination of achievement gaps throughout the CSU; and,
- The elimination of opportunity gaps (the gaps that exists between Pell-eligible students and their peers) throughout the CSU.

## **Recent Updates**

Immediately following the September 2016 Board of Trustees meeting, the Chancellor's Office hosted the first annual Graduation Initiative Student Success Symposium on September 21-22, 2016. This event provided campuses an opportunity to share best practices, hear from national experts and engage in cross-system conversations aimed at student success.

In late October, the State of California approved and distributed \$35 million in one-time funds to support campus Graduation Initiative 2025 efforts, based on plans submitted by campuses in September. The Chancellor's Office is currently working with campuses to develop a common set of accountability metrics to demonstrate the effective use of this funding, with the goal of making a compelling argument for consistent baseline funding.

## **Campus-Driven Initiatives**

CSU campuses have begun implementing the plans they submitted in September, with a primary emphasis on initiatives that will impact students currently on track to graduate in 2.5 or 4.5 years. These plans include specific steps campuses will take to close achievement gaps. For example, several campuses are actively engaged in efforts to redesign the first-year experience to make it more inclusive of students from different backgrounds. Campuses are also improving their data capacity to identify impediments that prevent our most underserved students from progressing at the same rate as their peers.

## **Systemwide Initiatives**

The Chancellor's Office has outlined a number of systemwide areas that should be evaluated as potential opportunities for removing barriers to student success. These include:

### *Reviewing Graduation Procedures*

Separate and apart from the academic requirements for graduation, campuses have a set of procedures and timelines that students must follow in order to be eligible to graduate. The Chancellor's Office is working to identify and remove these kinds of administrative barriers that impede timely degree completion. Procedures, such as those related to applying for graduation, that are found to provide little value will be eliminated as one means of facilitating efficient degree completion.

### *Reviewing Drop-for-Non-Payment Policies*

Stringent drop-for-non-payment and registration-hold policies can also derail a student's timely completion. The Chancellor's Office will review drop-for-non-payment policies and consult with

stakeholders to seek fiscally responsible but flexible policy modifications that will help a greater number of students graduate. The goal is not for campuses to underwrite unpaid balances or forego revenue but to find creative ways to keep students on track to graduate.

One example is Georgia State University's Panther Grant program. The program uses micro-grants, typically in amounts less than \$1,000, to retain low-income students who have trouble covering the cost of attendance. Nationally, grants such as these have been shown to boost retention and graduation rates among low-income first-generation students. Georgia State University, an urban public comprehensive university with 32,000 students (58 percent of whom are Pell-eligible) is the only institution of its size that has closed the achievement gap for Pell-eligible and underrepresented students. Research has shown that this program's removal of financial barriers has played a key role in closing Georgia State's achievement gap.

#### *Funding High-Demand Courses as a Priority*

Access to the courses students need, when they need them, has a substantial impact on time to degree and completion. The Graduation Initiative 2025 goal of graduating a greater number of students will intensify the demand for courses as we encourage students who can, to take 15 units per term. Funding additional sections of high-demand courses is critical, as is using smarter scheduling to maximize the sections available. The Chancellor's Office is working with campuses to:

- Improve our predictive capability to identify high-demand courses ahead of scheduling cycles;
- Expand the use of summer and intersessions;
- Examine financial incentives that might impede or improve course availability; and,
- Recast CourseMatch—The CSU website that gives students access to online courses available across the CSU system—to ensure a greater number of online courses are visible and available to students during registration periods.

#### *Addressing High-enrollment, High-failure Rate Courses*

For the past five years, the Chancellor's Office has developed a systemwide program—the Course Redesign with Technology program—to enhance the use of technology to improve the teaching and learning experience. As we align this program with the Graduation Initiative 2025 goals we are working with faculty to refocus program resources to address courses with high-enrollment and high-failure rates without compromising academic rigor. These courses are predominantly taught in the first year and disproportionately affect our underserved population, impeding progress toward degree.

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## **Faculty and High School Dashboards Deepen Partner Engagement**

Achievement of the Graduation Initiative 2025 goals will require much collaboration. To date, we have been successful using institutional-level data via the CSU Student Success Dashboard to learn more about how to advance student success. This summer we launched the Faculty Dashboard, which provides CSU faculty with recent and historical data on the students who make up their majors, allowing the faculty to see which courses students are struggling with, where there are achievement gaps in course performance and if they are on track for earning a degree. This dashboard is currently serving nine campuses, with three more to be added soon.

This fall we also developed the High School Dashboard ([www.calstate.edu/highschool](http://www.calstate.edu/highschool)), which connects high school actions and activities to the long-term academic success of their students. The High School Dashboard, which covers the more than 2,300 public and private California high schools that have sent students to a CSU campus, allows high schools to see data on their CSU-bound graduates, particularly their level of math and English preparedness and ultimately how many earned their degrees from the CSU.

These dashboards will soon be complemented by a Community College Dashboard that will serve California's Community Colleges.

## **2016 Preliminary Graduation Rate Data**

As we work toward the Graduation Initiative 2025 goals, we will be tracking our annual progress. While the data are not final, preliminary graduation rate figures based on the 2015-2016 academic year indicate that we will continue an upward trajectory for graduation rates. The freshman four-year graduation rate increased from 19 percent in 2015 to 21 percent estimated for 2016, while the freshman six-year graduation rate increased from 57 percent in 2015 to 59 percent estimated for 2016. The graduation rate for transfer students rose as well.

This is positive news regarding graduation rates; however, a small increase in the achievement gap and between Pell-eligible students and their peers make it clear that we will need to fortify our efforts in that area. We fully expect to achieve record-high graduation rates for CSU students of all backgrounds. However, closing these gaps while at the same time continuing the momentum with our graduation rates will require us to think creatively and behave differently as institutions and as systems of institutions. Plans underway at the campus and being led by the Chancellor's Office specifically address closing the achievement gap. We will continue to work with our partners and other key stakeholders to identify additional avenues for collaborative action-oriented approaches to meeting our graduation and equity goals.