

2 December 2005

Keith Boyum
Associate Vice Chancellor for Academic Affairs
The California State University
Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802-4210

Dear Associate Vice Chancellor Boyum:

With this letter please find our CSU Channel Islands report on Facilitating Graduation, reflecting our response to the Board of Trustee action in May 2005 and Chancellor Reed's Memorandum AA-2005-21, regarding campus implementation of recommendations on facilitating degree completion.

At CSU Channel Islands, student access and supporting success in attaining the baccalaureate degree are high priorities. The twenty-two recommendations in the Chancellor's memorandum provided an opportunity for us to review our practices in facilitating graduation. I was particularly pleased with the wide participation among faculty and administrators in developing our campus response. That response follows upon numerous campus discussions regarding our academic policies and practices, information technology, support services, and staffing.

We look forward to participating in future System-wide initiatives and CSU discussions about efficient pathways to the undergraduate degree.

Sincerely yours,



Richard R. Rush
President



CSUCI Channel Islands

Report on Facilitating Graduation

From

Richard R. Rush, President

Campus response to CSU Chancellor's Office memorandum AA-2005-21 containing recommendations toward facilitating student progress to the baccalaureate degree.

December 2, 2005

I. Efficiency in Academic Program Design

1. *Reduction of Required Units in Programs Leading to the Baccalaureate Degree*

The first CSU Channel Islands degrees were developed and implemented in 2002. As a result, these degrees and all degrees developed subsequently have reflected the CSU Trustee policy of 2000, reducing the minimum requirements for the baccalaureate from 124 to 120 semester units.

In looking at the unit counts in CSU Channel Islands majors, two factors are important. First, since CSUCI has made interdisciplinarity a central feature of its mission, all majors have strong interdisciplinary features. As a result, the required unit count within majors often includes courses from adjacent fields and from a large pool of upper division interdisciplinary courses specifically developed for our students. One finds then, that even though a degree may have a relatively high unit count, within that degree typically are many opportunities for students to take courses that broaden their exposure to other fields.

Second, the University's graduation writing requirement is satisfied for all students by virtue of interdisciplinary courses the students take and thereby removes a potential additional graduation requirement.

Responding to the Facilitating Graduation initiative, all CSU Channel Islands majors and emphases conducted audits in October 2005. These audits sought to identify unit counts in each major, general education and graduation requirements, and opportunities for unit reduction. These audits were conducted by the Office of Academic Programs and Planning, together with the Dean of Faculty and the program chairs in each academic area. A summary of these audits is found in Table 1.1.

These degree audits reveal the following:

- a. The BS in Computer Science, at 121 units, is the only CSUCI major which requires more than 120 units. As a technical field with accreditation requirements which dictate program content, Computer Science is in line with degrees at comparable institutions.

CSU Channel Islands
Audit of Undergraduate Degree Units
Table 1.1

PROGRAM	DEGREE	OPTION/EMPHASIS	PROGRAM REVIEW DATE	GE	LOWER DIVISION	UPPER DIVISION	GRAD REQMT(1)	TOTAL	REDUCING UNITS(2)	SUB TOTAL	FREE ELECTIVES	UNITS TO GRAD
Art	BA		2007	48	24	33	6	111	9	102	18	120
Art	BA	Studio Art	2007	48	24	33	6	111	9	102	18	120
Biology	BA		2010	48	8	48	6	110	18	92	28	120
Biology	BS		2007	48	8	70	6	132	18	114	6	120
Biology	BA	Pre-Professional	2007	48	8	32	6	94	18	76	16	120
Biology	BS	Cell and Molecular	2007	48	8	70	6	132	18	114	6	120
Biology	BS	Medical Imaging	2007	48	16	65	6	135	21	114	6	120
Business	BS	Entrepreneurship	2007	48	24	57	6	135	18	117	3	120
Business	BS	Global Business	2007	48	24	57	6	135	18	117	3	120
Chemistry	BA		2010	48	28	27	6	109	11	98	22	120
Chemistry	BS		2010	48	28	42	6	124	12	112	8	120
Chemistry	BS	Biochemistry	2010	48	36	34	6	124	12	112	8	120
Computer Science	BS		2007	48	42	40	6	136	15	121	0	121
Economics	BS		2010	48	10	46	6	110	12	98	22	120
English	BA		2007	48	12	39	6	105	9	96	24	120
ESRM	BS	Environmental Science	2007	48	34	44	6	132	18	114	6	120
ESRM	BS	Resource Mgmt	2007	48	34	44	6	132	18	114	6	120
History	BA		2009	48	15	33	6	102	12	90	30	120
Information Technology	BS		2009		60	60		120		120	0	120
Liberal Studies	BA	Concentrated Studies	2007	48		57	6	111	6	105	15	120
Liberal Studies	BA	Teaching & Learning	2007	12	79	9	6	106		106	14	120
Mathematics	BS		2007	48	34	35	6	123	14	109	11	120
Political Science	BA		2011	48	12	27	6	93	6	87	33	120
Psychology	BA		2009	48	15	34	6	103	9	94	26	120
Sociology	BA		2010	48	9	30	6	93	6	87	33	120
Spanish	BA		2010	48	8	26	6	88	3	85	35	120

Notes:

(1) Title V

(2) Double counting of GE requirements with the major

- b. The BS in Information Technology, which is offered through special session, is the only degree at 120 units. This degree, which is a two-plus-two transfer degree drawing students in technical majors from local community colleges, requires 60 units of upper level work in order for students to satisfy the advanced work in the discipline.

Five majors have unit counts that allow for ten or fewer free electives. Those majors are BS Biology, BS Chemistry, BS Business, BS Environmental Science and Resource Management, and BS Mathematics. In their audits, program chairs in the sciences and mathematics explain that these unit requirements are appropriate for modern accreditation, workforce, and graduate program expectations. Program faculty in Environmental Science are reviewing the major in spring 2006 with the intent of both reducing unit requirements and expanding elective options. The BS in Business, while a high unit major, is an example of a degree which is interdisciplinary in character.

As new programs, none of the majors above has conducted a program review. All of the above majors, with the exception of Chemistry which opened in 2005, are eligible for their initial program reviews in 2007. At that time, data will be available with respect to the number of units students in these majors have taken to complete their programs. This information will be examined in connection with facilitating graduation, as well as being incorporated into the program reviews.

All degree programs are participating actively in the CSU Lower Division Transfer Pattern project. This initiative will assist CSUCI in establishing clear lower division articulation in the majors to reduce time to degree among transfers.

2. *Selective Reduction of Campus Graduation Requirements*

Beyond major degree unit requirements, the principal components of undergraduate units are the general education and graduation requirements.

General Education:

CSU Channel Islands' general education program was developed in 2002 and is closely monitored by the faculty-based General Education (GE) Committee. Currently the GE program requires that students complete 48 units in general education, nine of which must be upper division. This is the minimum that can be required as specified in Executive Order 595.

Prior to receiving the Coded Memorandum on Facilitating Graduation, the General Education Committee, Academic Advising, and Admissions had taken steps to address concerns related to facilitating graduation and general education. Representatives from these three groups met in June 2005 and created a list of concerns to address during the 2005/2006 academic year. The concerns are listed below by general education category. The General Education Committee is working one-by-one through these opportunities to facilitate graduation, focusing on the following:

Category B (Mathematics, Sciences, and Technology)

CSUCI does not offer pre-calculus or other non-calculus options to satisfy category B3. The transfer articulations with the community colleges allow pre-calculus or other non-calculus options for B certification. Native students can and are returning to the community colleges to get certified in this area in order to bypass the higher level math requirement.

The 2004/2005 General Education Committee spent much time researching this issue and tried to mediate between articulation and the math program to identify a solution. Articulation and the math program are working to define the nature of the problem and are working to generate a solution.

CSUCI requires a computer class (B4) in category B. The transfer articulations with the community colleges do not require a computer class for B certification. Native students can and are going back to the community colleges to get certified in this area in order to bypass the computer class requirement.

Making computer literacy a graduation requirement rather than a general education requirement might help address this concern. CSUCI is taking steps to investigate this solution.

Category C (Art, Literature, Languages, and Culture)

Category C3a and C3b courses have both unit and grade requirements. Courses in this area also have to satisfy the language graduation requirement or the multicultural graduation requirement. Is there really a need to combine specific category requirements and graduation requirements in this fashion?

There is no general humanities section in category C. Common humanities courses like Philosophy 101 can not currently be used to fulfill any category in general education.

The General Education Committee is discussing solutions to these problems. One solution regarding the multicultural requirement would be to retain the multicultural intent of courses but drop C3b as a separate category. This would potentially free up three general education units. The language and multicultural requirements as graduation requirements would be satisfied by designating a pool of courses from which a student could choose.

Category D (Social Perspectives)

The general education policy for category D states, “students must select a minimum of three courses (12 units), each course in a different social science discipline.” This language is confusing to students, evaluators, and academic advisors since so many category D courses are cross-listed, and the courses are currently listed alphabetically under this section of the policy in the catalog.

The general education committee decided not to alter the policy. Instead the courses listed in the catalog for category D will now be broken out by social science discipline. Note: Cross-listed courses may be listed under more than one discipline.

Currently, students are unable to earn general education units and meet the Title V graduation requirement (double count). Most history courses have been approved for category D, but the policy for this category requires that courses provide a global perspective. United States History and American Institutions courses do not meet this requirement, and are not currently approved for any general education category.

The General Education is discussing possibilities of resolving the Title V issue in a way that may permit reduction of graduation units. This is more possible now that political science, which is opening as a new major in 2006, regularly is offering the American Institutions course.

Graduation Requirements:

Graduation Writing Requirement. The campus graduation writing requirement is satisfied through mastery of the writing intensive elements of upper level general education. This method of satisfying the writing requirement has the advantages in facilitating time to degree by not imposing exit examination requirements.

In spring, 2005, the Task Force on the Graduation Writing Requirement, was formed to make recommendations on campus assessment of student writing in a manner consistent with the priority of facilitating graduation.

Title V. Several program chairs in their degree audits highlight inclusion of Title V in Category D of General Education as a possible significant step in reducing degree requirements. Currently, Category D requires courses to have an international focus, which the Title V American Government and Ideals requirement does not satisfy. It is recognized that current policy places native CSUCI students at a relative disadvantage to transfers, who often transfer certified under GE packages which include the six units of Title V.

The General Education Committee will give special attention to this issue during the 2005-06 academic year.

II. Supporting Students in Choosing an Efficient Pathway to the Baccalaureate

3. *Emphasis on Graduation in Orientation Sessions for New Students (First-time Freshmen; Transfers)*

The University's "Island View Orientation" is designed by Student Affairs as small group orientations for about 120 freshmen. These two-day orientations feature a special welcome by University President Richard Rush and Provost Theodore Lucas, at which time they emphasize the importance of graduation. Orientation also includes a parallel program for new parents and an overnight in the residence hall designed to reinforce with parents the ways that they can assist their student in making the transition to college and highlighting the importance of degree completion.

The academic advising component is a significant focus for freshman students during "Island View Orientation." Professional advisors have at least four connections with students throughout orientation:

Advising Workshop – Workshops facilitated by professional advisors are major-specific and are designed to help students understand both major and graduation degree requirements. Undeclared students attend a special workshop that assists with the selection of courses that will meet general education and graduation requirements. A twenty-four page Island Compass is presented in an interactive workshop format that shares with students key academic planning and goal-setting information. All students receive the college catalog, semester schedule, advising major sheets, and general education forms. A first-year academic roadmap is provided to students, outlining specific courses that need to be completed the first year.

Schedule Build Session and Registration - Advisors meet with students to assist with scheduling of courses, to answer questions about academic requirements, and to ensure all course selections are in alignment with student interest, ability (utilizing assessment measures) and the major specific first-year courses roadmap. Finally, advisors assist with the registration process to resolve scheduling difficulties that might impede students enrolling in appropriate courses.

New Student Advising for Transfer Students:

CSU Channel Islands takes the unusual step of introducing transfer students to the advising process as soon as they are admitted to the University. They receive a pre-advising guide and personal letter inviting them to attend special transfer advising workshops. These workshops

focus on academic planning and first semester scheduling. They are followed by Transfer Orientation at which professional advisors and faculty program advisors co-facilitate several workshops. In addition to receiving the 24-page Island Compass for transfers, students receive information such as key steps to graduation, major and general education forms and articulation charts for community college course equivalencies.

Timeliness to degree is emphasized at both freshman and transfer workshops. The key steps to graduation are highlighted and the shared model of advising is described in depth to all students. During freshman and transfer workshops, students are encouraged to meet with advisors for one-on-one advising sessions during their first semester at CI. The one-hour advising sessions are designed to provide students with more extensive degree planning.

4. *Strengthened Support for both General Education and Life/Career Goal Clarification for Lower division Students*

CSU Channel Islands is conscious that lower division students, particularly first-time freshman, value information about the relationship of general education and potential majors to career and life goals.

The University has created the committee on the First Year Experience, comprised of faculty, staff, and students, to program events and activities related to student retention and degree completion. On its recommendation, through the curriculum process, the campus created University 100 - "University Life and College Success," a one unit seminar class which introduces first-year students to university life, the structure and policies of the University, and development of strategies and skills to help ensure success in college. Through self-evaluation, lecture activities, and class discussion, students develop individualized plans for personal, social, academic and professional success. While the course is optional, it has appealed to approximately 50 percent of entering freshman in the first two years it has been offered. The course is taught jointly by student affairs and academic affairs administrators and faculty. The course includes an extensive advising project and a major/career and life planning research assignment. A proposal has been developed to expand these activities to encompass a Second Year Experience program.

In 2005, the University took the important step of expanding the Career Development Center and hiring a director. As part of the First Year Experience, and integrated into University 100, Career Development Services (CDS) has created a Career Planning Process which encourages students to explore their strengths and interests as they relate to careers, in order to gain competencies, make decisions, and set goals. They are introduced to self-exploration through a basic career assessment and offered career exploration exercises where students can research career options using the career center's two online assessment programs. Programs include "Undecided majors", "What can I do with My Major?" and "How can I Learn More about my Career Choice?" The sessions conclude with encouraging students to continue with their career planning process and also include a handout that offers guidelines and teaches students how to develop a career action plan.

A major initiative within Student Affairs is the Co-Curricular Program, which allows students to record and track co-curricular activities and accomplishments as an undergraduate, and to chart development and growth through their university experience.

5. *Prominent Association of Career Outcomes with Degree Majors in Catalogs, and Other Student Information Materials and Resources*

Review of the relationship between degree majors and career opportunities reveals several initiatives the campus is taking in this area.

Academic Programs and Careers

CSU Channel Islands majors are structured to include requirements that ask students to apply skills learned in the classroom and labs to community and career settings. These include capstone, service-learning, and internship experiences. Similarly, several tracks within majors provide additional career-related opportunities for students. Examples include the emphasis in medical imaging in biology and the certificate in technical writing in English. Many of the University's programs have community advisory boards to provide corporate, agency, and governmental opportunities for student participation. Finally, the Division of Academic Affairs has a service learning coordinator who assists faculty in developing civic engagement and service learning components to the programs and majors.

In the University Catalog and the program websites, each major includes a description of career opportunities for students in the field.

Student Affairs and Career Development. Against a background in which the Division of Student Affairs focuses on developing student leadership, civic involvement, and job readiness, the Student Services office provides a range of internship opportunities. Career Development Services provides Job and Internship Boards in two high traffic areas as well as on-line postings which include listings available on- and off-campus.

The Career and Internship Fair, scheduled each spring semester, offers opportunity for students to begin making connections with local community employers. At the Career Fair students obtain information regarding full and part-time jobs, internships, and participate in mock interviews. Students are encouraged to take part in job-shadowing and informational interviewing opportunities throughout their college years.

While the Office of Career Development Services has a wide range of career tools and information to assist students, it recognizes that the key to successful career development lies in early planning and preparation. CDS is in the process of creating a four-year career-planning model to assist students in each year of their four years of college. The model will identify four career development stages along with suggested goals for moving through the development process. Early engagement by freshmen and new transfer students will increase students' chances of

reaching their career objectives. Students will be introduced to this model during orientation and will be encouraged to make an appointment with a career counselor to start implementation as soon as possible.

The CDS will create a “What Can I Do with a Major In...?” website, with links to academic program information and relevant majors and careers. A future milestone will be offering a Majors Fair to provide students with opportunities to explore majors, minors and campus resources through informal interaction with faculty, staff and students.

Academic Affairs is developing a new mission-based Center for Civic Engagement and Service Learning which, when approved, will provide budgetary support, incentives and training, and organizational focus to campus efforts promoting community involvement. Participation in these activities will help students make stronger connections between their majors and employment opportunities after graduation.

Career opportunities associated with each major also will be added to each of the degree flyers that the campus distributes to current and prospective students. These flyers will assist students to associate their programs with specific job opportunities at graduation.

6. *Choice of Degree Major Required at a Reasonable Early Juncture*

Current campus policy requires that all students declare a major at the attainment of upper division standing of 60 units earned. In 2003, with the admission of the initial freshman class, the Enrollment Management and Student Success Committee (EMSSC) considered a policy requiring prospective freshman to declare their majors. Recognizing, however, that the campus would be adding several new majors each year, the EMSSC decided against that requirement and instead has accepted qualified undeclared freshman.

With respect to community college students, all upper division transfer students are required to declare a major when applying for admission to CSU Channel Islands.

The EMSSC will examine enhancing the enforcement of these policies by requiring that a degree progress report be provided to all students who have earned at least 60 units and who have not declared a major.

III. Tools to Keep Students on Efficient Pathways to the Baccalaureate

7. *Wide Promulgation of Roadmaps to Degree in an Official, Centrally Archived, Graphically Authoritative Format*

As a result of CSU Channel Islands' participation in the CSU's "Time to Degree" initiative in 2003, roadmaps are in place for each discipline offered as an undergraduate major at CSU Channel Islands. In addition, each discipline has created a template outlining availability of all major courses by even and odd years.

CSUCI students are provided information related to timely completion of their degree programs. Specifically:

- All entering freshmen receive a first-year course roadmap at the time of orientation and initial registration.
- All entering freshman receive a four-year course planner at the time of orientation and initial registration.
- All entering transfer students receive a multi-year course planner at the time of orientation.
- Currently two program websites provide specifically labeled roadmaps for their majors. Six other program websites offer suggested course sequences.

All students visiting the Advising Center receive the following items that show their individual progress toward the completion of their degrees and indicate additional courses needed for graduation:

- General Education Advising Form
- Major Advising Form
- Degree Completion Worksheet

The campus can improve student access to roadmap information. Academic Advising is directing a full review and updating of all major roadmaps in fall and spring, 2005-06. It is anticipated that all programs will have clearly labeled, attractively formatted roadmaps available on their websites for the 2006-07 academic year.

During the 2006-07 academic year it is anticipated that a common repository for all roadmap information will be developed through the Advising Center website.

8. *Alignment of Class Schedules to Roadmaps*

Academic programs work to ensure that course offerings are consistent with information provided to students. While they maintain alignment of course schedules with roadmaps, it sometimes is a challenge for some disciplines to offer sufficient course sections in every semester to meet demand from students who deviate from their roadmaps. On the positive side, in many programs, enrollments have grown to a level that supports offering of required core courses in every semester. In addition, faculty advisors work with students who fall out of sequence with roadmaps to ensure their continued progress toward degree through course substitutions or other alternative course options.

As part of its annual review and update of student materials, the Advising Center will review the roadmap information with program chairs to ensure the continued alignment with course offerings. Academic Advising is currently working with faculty to refine four year student roadmaps to increase understanding of general education and its alignment with major and graduation requirements.

As the Office of Extended Education expands it is able to make self-support courses available to students needing specific work to again get on track with their degree goals. [The Office is looking into special sessions scheduled at times, such as winter break and early summer, attractive to students for this purpose.]

The campus needs to continue to strengthen a culture of awareness among its students. Roadmaps are valuable tools in course planning and keeping students on track. A strategy for this is incrementally to encourage familiarity with roadmaps among freshmen through a discipline advising process and student orientation.

Transfer roadmaps, perhaps specific to our major feeder community colleges, can be developed and publicized. This action item will follow upon LDTP agreements that are emerging in 2005 and 2006.

9. *Provision in Policy of Mandatory Individual Student Study Plans to the Degree*

and

10. *Use of Cumulated Individual Student Study Plans in Planning Class Schedules*

The major step toward addressing these goals of individual study plans and achieving some form of 24/7 availability of degree progress reports is the continued implementation of the Academic Advisement and Transfer Credit modules in PeopleSoft. Currently, much work has been completed on these important projects (*see answer to Item 14 for details*). CSU Channel Islands is on course to complete its CMS implementation shortly after the start of the 2006-07 academic year.

Even with the completion of the above. However, not all of the goals in items 9 and 10 will be addressed, particularly with regard to the requirement for delivery of individual student study plans. For example, currently PeopleSoft Student Administration 8 does not support the notion of individualized study plans as described in the Trustees' Facilitating Graduation Initiatives. In the next release of the software 8.9, which CSU Channel Islands is scheduled to implement in January 2007, it is anticipated that some limited functionality in this regard will be delivered. Referred to as the "wish list," PeopleSoft 8.9 allows students to select planned courses for the next term and to place them on an individual wish list. This, however, requires the campus to be able to build the next term's schedule of class offerings up to a year in advance in order for students to be able to use this functionality.

Other options to achieve these goals exist, again, to a limited extent, in the use of course directives and student exceptions within the PeopleSoft Academic Advisement module. These will be used extensively with the implementation of the Academic Advisement module at CSU Channel Islands however, as there will always be a need to tailor the degree requirements for individual students, particularly while the campus is relatively young and does not yet offer the full complement of disciplines or course offerings each semester.

CSU Channel Islands will continue to participate with the CMS Baseline Development Group and contribute to the effort to develop functionality in CMS to support these individualized and forward looking functionalities which are not currently part of the delivered system.

11. *Adoption of Strategies for Student Success and Learning Support: Tutoring; Technology-Mediated Supplementary Learning; and Similar Tactics*

The campus makes a variety of student academic support services available and tracks the frequency and use of these services.

The Math and Writing Centers provide assistance to students on a drop-in and appointment basis. These Centers are administered through the Advising Center to align their activities with student degree and program needs. They also track both the numbers of students participating in tutorial sessions, what kinds of services are in demand, and levels of satisfaction.

Through the Library's media and electronic services offices, students have access to Blackboard, Ereserve, electronic course packs, and other services. The use of Blackboard by faculty and by students increases each term, as indicated by library tracking, and the number of Blackboard capabilities accessed by faculty and students is also increasing.

The campus Dolphin Email system, accessible through the campus website, gives faculty a common email network through which they can stay in contact with students in their courses and with advisees.

The Disabilities Accommodation Services Office (DAS) publicizes its services widely with incoming and continuing students, and within the wider university. DAS has expanded its liaison to campus programs and faculty, increased assistive hardware and software in its computer lab, added space for quiet rooms and test proctoring, and expanded the materials available in alternative formats.

A challenge has been that as the campus moves forward with technology for student learning it must take into account the access needs of students with disabilities. Sometimes technology intended to enhance student learning can hinder learning for students with disabilities: smart classrooms require captioning for students who are deaf or hard-of-hearing; documents posted on Blackboard and campus websites need to be accessible; and assistive hardware and software must be available on student computers.

The recently appointed Chief Information Officer, with the technology advisory committee, is actively meeting with units in Academic Affairs and Student Affairs to be sure that our technology upgrades meet requirements for student accessibility.

12. *Renewed Enforcement of Policies that Limit or Discourage Drops, Withdrawals, Grades of Incomplete*

and

13. *Adoption of Renewed Enforcement of Policy that Limits the Number of Course Repetitions*

Two student academic policies are particularly aimed at encouraging students to make deliberate progress to the degree, the course repeatability or forgiveness policy and the course withdrawal policy.

The grade forgiveness policy is consistent with the policies found at other CSU campuses in terms of the number of units that can be repeated. Students may repeat up to 18 units. A recent review of policies at other CSU's indicated that students can repeat between 15-20 units or between 2 and 5 courses. Eight campuses did not limit the number of times that a student could repeat courses. Additionally, the CSUCI policy states that a student can only use the grade forgiveness policy if the grade received was a C- or lower, further limiting the use of this policy.

Regarding course withdrawal, after the third week of the semester students may only withdraw with the permission of both the instructor and program chair. After the census date, students receive a "W" on their permanent record. After the tenth week of instruction, withdrawal is not permitted except for "serious and compelling reasons" which refers to serious situations, such as illness or accident beyond the student's control. This policy discourages students from withdrawing.

Students unable to continue in a course can request an incomplete grade and, in order to encourage them to finish in a timely fashion, are required to complete requirements within the next two semesters.

The professional staff of the Advising Center meet with all incoming students, including first-time freshman and all transfer students. Each academic program has a faculty member specifically assigned to advise students on all major requirements. Currently, meeting with the major advisor is voluntary. However, the Student Academic Policies and Procedures committee is reviewing this policy and considering mandatory major advising.

IV. Strong Advising Strategies and Practices

14. *Campus Provision of a Rich CMS Information and Communications Environment for Major Advising*

The implementation of Transfer Credit and Academic Advisement modules in CMS/PeopleSoft has been a top campus priority. A commitment to this project was made in 2004-05 with the filling of the Degree Audit System Coordinator (SSP III) position in the Office of Records and Registration. The Degree Audit System Coordinator has made significant progress in 2005-06 toward completion of these projects. Below is a summary of where each stands currently along with the remaining steps and timeline.

Transfer Credit

First 5 of Top 10 Feeder Institutions Catalogs & Course Equivalency Rules	Completed	11/11/2005
Next 5 of Top 10 Feeder Institutions Catalogs & Course Equivalency Rules	In-Progress	Target: 12/2/2005
Launch of Hershey Imaging System to facilitate entry of Transfer Credit Details	In-Progress	Target: 12/12/2005
Fill Document Imaging Assistant Position (ASAI)	In-Progress	Target: 1/2/2006
Completion of Transcripts Templates (Hershey Imaging) for Top 20 Feeder Institutions	In-Progress	Target: 2/1/2006
Validation of Historical Course Substitution Spreadsheet by Program Chairs, Articulation Officer	Pending Articulation Officer Action	Target: 2/1/2006
Create Equivalency Rules in PeopleSoft based on Validated Spreadsheet	TDB: Dependant on above	Target: 2/1/2006
Conversion of "Bucket Unit" Continuing Students to Transfer Credit Detail	On Hold	Target: 9/1/2006
Fill Academic Records Specialist Positions (2) (SSP I)	Budget Request for 2006-07	Target: 8/1/2006

Academic Advisement

General Education Setup	Completed	10/31/2005
English and History Major/Minor Requirements	Completed	11/11/2005
Complete Remaining Majors, Minors Requirements	In-Progress	Target: 2/1/2006
Testing of Major, Minor Requirements	In-Progress	Target: 2/1/2006
Internal Release of Academic Advisement Reports for Registrar, Advising Center, Major Advisors	Planned	Target: 2/1/2006
Planned "Go Live" of Self-Service Academic Advising Reports	Planned	Target: 9/1/2006

As the rules for transfer credit are finalized for the principal campus feeder campuses and templates for transfer are generated, the availability of detailed transfer credit reports to advisors should dramatically enhance academic advising capabilities in spring and fall semester, 2006. Student self-service advising reports, to allow students to monitor their own progress to degree, should follow shortly upon these capabilities.

15. *Strong, Timely Major Advisement, Including Mandatory Advisement Upon Declaring or Upon Changing a Major*

The dual advising model created at CSU Channel Islands contributes greatly to facilitating timeliness to graduation. The Advising Center, staffed by professional advisors and articulation officers, shares advising responsibility for academic advising with faculty program advisors identified within each major and supported by reassigned time. CSUCI makes a significant investment in quality advising.

Student interaction with the Advising Center is not solely focused on lower division or undeclared students. All students are encouraged to obtain advisement from professional advisors from the time they are admitted until they graduate. When students are two terms from graduation they are required to meet with one of the professional advisors for a complete preliminary graduation evaluation. When the plan is followed by students, errors at graduation are minimal. Upon declaration of major, students also meet with a mentoring faculty advisor for clarification of major requirements. Faculty and professional advisors working in collaboration increase the likelihood students will not miss or take unnecessary graduation requirements.

Upon the recommendation of the Enrollment Management and Student Success Committee (EMSSC) in 2004, the campus adopted mandatory advising for probation students. EMSS is currently exploring a policy on mandatory advising for all freshmen.

The campus does not have a policy on mandatory advising for students at the point when they change majors. It may consider such a policy when it has greater experience and data with respect to its native freshman.

16. *Frequent Use of Degree Audits*

and

17. *Mandatory Degree Audits Not Later Than at 70 Semester Units*

Currently, the campus is working on the implementation of the PeopleSoft degree audit report. When this report is operational, students will have another tool that will assist them in understanding the degree requirements needed for the baccalaureate degree.

As mentioned earlier, campus policy requires that all students declare a major at the attainment of upper division standing at 60 units earned. All upper division transfer students are required to declare a major when applying for admission to CSU Channel Islands.

Continuing, undeclared students should be required to meet with an advisor prior to being able to register. During that advising session, with either a major advisor or the Advising Center staff, students should receive a degree progress report using the “what-if” functionality delivered with the Academic Advisement module. This will allow students to view several options and understand how his/her coursework already completed will count toward various majors, prior to actually declaring a major. Ultimately, students will be able to run degree progress reports, with and without the “what-if” functionality, via self-service.

Amendment of the existing policy requiring student advisement of undeclared students should be contemplated for the Fall 2006 semester. This would coincide with the date when the Academic Advisement module at CSU Channel Islands would be operational.

18. *Mandatory and If Needed Intrusive Advisement as Student Approaches/Exceeds Minimum Units Required for the Degree*

The University has considered and adopted several intrusive advising mechanisms for students who are in academic difficulty. But since its first freshman class is not scheduled for graduation until 2007, it has not developed a practice of requiring advising for students who are approaching or who have exceeded minimum units for the degree. As mentioned, through the Advising Center, CSU Channel Islands does inform students of the need for a graduation check two semesters prior to scheduled graduation.

With emerging CMS functionality and as part of the wider adoption of degree audit and dashboard indicators, the campus will consider using the 'minimum degree units' threshold as an intervention point for advisement.

V. Campus Monitoring and Feedback

19. *Development and Use of “Dashboard Indicators” for Campus-wide monitoring of Graduation*

With the commitment to student success, campus practice has focused on dashboard indicators that serve as early indicators of student academic difficulty or stop out. Among the indicators currently in use are: identification of students needing remediation; students with lower grade point averages; and students referred to academic support services. CSU Channel Islands has been able, for instance, to coordinate quick intervention by the Advising Center and the program faculty advisors with students who receive probation letters from the Dean’s Office.

Moreover, the University’s commitment to assessment has involved collection of information on how well the campus student support services are working to improve student retention and degree completion. Among the services undergoing continuous review are:

- the Directed Self-Placement program, allowing students identified on EPT as needing remediation to choose the course sequence they wish to follow;
- student participation in tutorial work in the Math and Writing Center;
- discipline tutorial programs available for students in mathematics, computer science, biology, and chemistry courses.

Many “dashboard indicators” that pertain specifically to facilitating graduation are well within the capacity of the University to develop, disseminate, and use in the short term. An illustration is the dashboard system that has been developed by the Office of Institutional Research for campus use today (see www.csuci.edu/about/ir). By choosing the Active Server Page option, administrators and faculty access a screen that allows them to customize reports selecting among five variables: Year, Sex, Race/Ethnicity, Level, and Major (see Exhibit 1 below). For instance, faculty can identify students who have stopped out, who are approaching minimum graduation units, or who have changed their majors in the past semester.

Welcome to the CSUCI Institutional Research Office--Interactive Data Query System!
Obtain Specific Student Counts and FTEs by Entering your Choices Below:

Year:	Sex:	Race/Ethnicity:	Level:	Major:
<input type="radio"/> Fall 2002	<input type="checkbox"/> Male	<input type="checkbox"/> American Indian	<input type="checkbox"/> Freshman	<input type="checkbox"/> Art
<input type="radio"/> Fall 2003	<input type="checkbox"/> Female	<input type="checkbox"/> White	<input type="checkbox"/> Sophomore	<input type="checkbox"/> Liberal Studies
<input type="radio"/> Fall 2004		<input type="checkbox"/> Asian	<input type="checkbox"/> Junior	<input type="checkbox"/> Biology
		<input type="checkbox"/> African American	<input type="checkbox"/> Senior	<input type="checkbox"/> Business
		<input type="checkbox"/> Hispanic	<input type="checkbox"/> Postbaccaluateate	<input type="checkbox"/> Computer Science
		<input type="checkbox"/> Unknown		<input type="checkbox"/> ESRM
				<input type="checkbox"/> English
				<input type="checkbox"/> Mathematics
				<input type="checkbox"/> Undecided

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Other dashboard indicators, not utilizing information collected by the Institutional Research Office, will be available after implementation of the CMS Student Administration module.

To encourage greater utilization of the Active Server Page on the Institutional Research Office webpage the campus will focus on wider dissemination of its availability and training among faculty and administrators about how to use it optimally. The Institutional Research Office, based on user experience, should be able to modify, adapt, or include other pertinent variables.

The University will explore through the Enrollment Management and Student Success Committee and through the Academic Senate's Student Academic Policies Committee the option of providing midterm grades electronically.

20. Review by CSU Academic Peers of How Efforts at Encouraging Graduation are Succeeding, by Degree Program

CSU Channel Islands welcomes visits by CSU campus peers for one-day visits to discuss its efforts to facilitate graduation, and would be pleased to facilitate meetings at the program level and division level.

Similarly, CSUCI welcomes the opportunity to participate in a System-wide conference to describe models and best practices it is using of dashboard indicators and other techniques to increase rates of degree completion.

VI. Assuring the Priority of Facilitating Graduation

21. Provide the Board of Trustees with Periodic Reports

With the keen interest of the Board of Trustees and the Division of Academic Affairs in the Chancellor's Office, CSU Channel Islands welcomes the opportunity to provide data demonstrating the processes the campus uses to facilitate graduation.

In advance of specific Academic Affairs Office requests, steps are currently being taken in several areas. The Registrar's Office, in conjunction with the Office of Institutional Research, is configuring data systems to allow easy retrieval of key statistical benchmarks that mark progress toward graduation. Recent campus policies now require that degree roadmaps will be developed concurrently with new degrees as they come on line, and CSU Channel Islands will be pleased to provide reports documenting these efforts. Additionally, a process has been put in place to revisit graduation rates in a systematic and critical manner. This will allow prompt reporting as well as the opportunity to identify factors fostering and impeding timely graduation.

22. Provide Appropriate Funding, Support

CSU Channel Islands recognizes the importance of this goal and continues to make it a priority for the University through the allocation of personnel and other resources. Resource allocation examples are listed in #21 and are mentioned throughout this report.

Other recent examples include ensuring adequate personnel to complete degree audits and the development of seamless systems between the Registrar's Office and Academic Advising to provide well-timed information to students. Furthermore, the duties of the newly created position of Special Assistant to the Provost include a focus on First and Second Year retention in conjunction with facilitation of time-to-degree.

Finally, the campus through its Enrollment Management and Student Success Committee, integrates discussion and decision-making on retention and degree completion among divisions and units whose activities bear on this task.

CSU Channel Islands

Facilitating Graduation Steering Committee, Fall 2005

Stephen Lefevre, AVP for Academic Programs and Planning, Chair
Therese Eyermann, Special Assistant to the President
Theodore Lucas, Provost and VP for Academic Affairs
Kathy Musashi, Academic Programs and Planning Coordinator
Wm. Gregory Sawyer, VP for Student Affairs
Jane Sweetland, Dean of Enrollment Services
Dan Wakelee, Associate Dean of Faculty

Facilitating Graduation Task Force Members

Efficiency in Academic Program Design

Nancy Mozingo, Co-Chair, Curriculum Committee
Paul Rivera, Co-Chair, General Education Committee
Ashish Vaidya, Interim Dean of Faculty
Amy Wallace, Co-Chair, General Education Committee

Program Chairs: Harley Baker, Psychology
Lillian Castaneda, Liberal Studies
William Cordeiro, Business and Economics
Scott Frisch, Multiple Programs
Ivona Grzegorzcyk, Mathematics
Phil Hampton, Chemistry
Beth Hartung, Sociology
Nian-Sheng Huang, History
Joan Karp, Education
Jacqueline Kirkpatrick, English
Jack Reilly, Art
Donald Rodriguez, Environmental Sciences
and Resource Management
Ching-Hua Wang, Biology
Bill Wolfe, Computer Science.

Supporting Students

Virgil Adams, Co-Chair, Senate Student Academic Policies
Committee

Beatrice de Oca, Co-Chair, Senate Student Academic Policies
Committee

Deborah Gravelle, Director of Career Development Services

Toni Rice, Director of Student Development

Judy Swanson, Library Media Specialist

Tools for Efficient Pathways

Gary Berg, Dean of Extended Education

Damon Blue, Registrar

Sue Saunders, Director of Academic Advising Center

Strong Advising Strategies

Terri Goldstein, Director of Student Disabilities Services

Janet Rizolli, Articulation Officer

Sue Saunders, Director of Academic Advising Center

Campus Monitoring and Assuring Priority

Damon Blue, Registrar

Therese Eyermann, Special Assistant to the President

J.E. Gonzalez, Director of Institutional Research