

# FACILITATING GRADUATION



## *Student Success*

at

## **California State University Long Beach**

**December 2005**

This report was prepared based on contributions from and consultation with many individuals at CSULB including the Academic Senate, the campus Enrollment Planning Committee (particularly the Subcommittee on Student Success), the academic deans, academic advisors, divisional vice presidents, and associate and assistant vice presidents for Student Services, Enrollment Services, Institutional Research and Assessment, and Academic Affairs. Preparation of the report was coordinated by the office of the Vice Provost, David Dowell.

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# Facilitating Graduation

## California State University Long Beach

December 2005

### Executive Summary

CSULB has been making success for its diverse students a very high priority for a decade. Many faculty and staff have worked tirelessly to improve the student experience and to implement programs and services that support student success. Graduation rates have risen about 17% in recent years. This was a key factor in the campus being named two years in a row as among the three best public comprehensives in the West and one of “America’s Best,” by *U.S. News and World Reports* in 2004 and 2005

### CSULB’s Current Student Success Practices

Here are *a few* highlights of CSULB’s current student success practices.

#### Leadership, Planning and Resources

- President Maxson often told the campus that his three top priorities are “*Students, Students, and Students.*”
- CSULB develops and implements an annual student success plan.
- The Division of Academic Affairs requires that academic colleges submit a plan for improving student success in order to receive a portion of enrollment funding; in 2005-06, the Division allocated \$1.2m on the basis of these plans.
- The Division of Academic Affairs has created a new position, Special Assistant for Student Success, who is devoted to coordinating divisional efforts for student success.
- The Academic Senate has charged the University’s Enrollment Planning Committee to develop campus-wide plans for student success, retention and graduation.
- CSULB’s periodic program review process now requires programs under review to address student learning and student success.
- CSULB’s vice provost served on a national study of student success sponsored by the American Association of State Colleges and Universities and the Education Trust in spring, 2005, bringing back to the campus valuable information.

#### Management

- A task force (the “Enrollment Tech” group) works across the divisions of Academic Affairs, Student Services, and Administration and Finance and including the Academic Senate chair to coordinate efforts related to enrollment management.
- CSULB associate deans use Common Management System (CMS) information to align course offerings with student needs including historic data on patterns of remedial needs and course preferences for freshmen courses and past semester course fill rates for other courses.
- A very rich suite of CMS reports is useful for fostering student success work including reports identifying students who are in danger of academic probation or who have stopped attending the university.

- The Office of Institutional Research and Assessment has developed an “on-demand” reporting utility that allows academic departments to view current and historical data on degrees granted, graduation rates, persistence and retention, credential recommendations, units at degree, and applications and admissions.
- CSULB has a dedicate assessment website with a variety of assessment-related data.

### **Curriculum and Policies**

- The Division of Academic Affairs has reviewed degree requirements and reduced units to degree completion in many programs.
- The Division of Academic Affairs has implemented a sweeping reform of General Education to introduce coherent structure from foundational skills, through exploration courses, to capstones.
- Academic Senate policy now requires students to declare a major by the time they complete 60 units.
- Recently, CSULB has reviewed its policies on drops, withdrawals, grades of incomplete.
- CSULB now requires all students to obtain an advisor’s signature (or the electronic equivalent) for changing or declaring a major and the “program planner”, a document that lists degree requirements in the major and is reviewed at the time of filing for graduation.

### **Orientation and Advising**

- CSULB has been the system leader in implementation of the online Degree Progress Summary that permits students and advisors to run degree audits on demand.
- Comprehensive orientations are provided (“Student Orientation, Advising and Registration”) for entering freshmen, transfer students, and parents.
- Many strong advising resources including an Academic Advising Center, mandatory advising for first time freshmen, and excellent departmental advising in many areas (e.g., Arts).
- A comprehensive Career Development Center assists students in choosing a major and connecting the major with careers.
- Roadmaps are graphically presented in the on-line university catalog.

### **Student Support**

- CSULB has numerous learning communities including the flagship *Learning Alliance*, and course packages for first time freshmen (“Beach Beginnings”).
- A rich array of student support services is available and the campus has substantially increased funding for academic advising and learning assistance.
- “Graduation Green Light” identifies students denied graduation and works with them to clear outstanding requirements so they can receive degrees.
- A high-quality Learning Assistance Center and focused Pre-baccalaureate Advising Support Services support students.
- The Writer’s Resource Center and the Math Lab provide tutorial services.
- The Center for Student Athlete Services provides excellent academic resources for athletes.
- New courses provide additional writing skill development to prepare students for the graduation writing assessment.

CSULB plans to continue to make student success a high priority. The campus welcomes the Trustee Initiatives and, this year, we are blending our annual student success plan with our report to the Trustees.

## **CSULB Plans to Implement the Trustee Initiatives**

Following are highlights of our plans to bolster student success in the near future.

### *Initiative # 1: Reduction of Required Units in Programs Leading to the Baccalaureate Degree*

- CSULB will continue to examine total units required in existing baccalaureate programs through the periodic program review process as well as the curriculum revision process. An examination of units required for new baccalaureate programs is part of the approval process for new degrees.

### *Initiative # 2: Selective Reduction of Campus Graduation Requirements*

- By the end of the Fall 2005 semester, the General Education Governing Committee (GEGC) will complete a review of general education policy with a focus on a possible expansion and simplification of double-counting rules and on reducing total units.
- The Curriculum and Educational Policies Council will respond to GEGC results in spring 2006.

### *Initiative #3: Emphasis on Graduation in Orientation Sessions for New Students (First Time Freshmen, Transfers)*

- University 100, a required freshmen seminar, will incorporate an emphasis on graduation in the outcome, objectives and assessment found in the University 100 Standard Course Outline.

### *Initiative #4: Strengthened Support for General Education and Life / Career Goal Clarification for Lower- Division Students*

- CSULB will reinforce the goals, importance and value of general education in the minds of students, by exploring the feasibility of codifying a set of General Education Outcomes which should appear on every syllabus of every general education course.
- CSULB will develop a Career Planning Workshop Series that addresses the career planning issues for first-time freshman.
- CSULB will designate Career Counselors from the Career Development Center to serve as consultants and conduct outreach to faculty and student organizations.
- Counseling and Psychological Services will develop a career exploration program for students who are unsure about their major or career choices.

### *Trustee Initiative #5: Prominent Association of Career Outcomes with Degree Majors in Catalogs, and Other Student Informational Materials & Resources*

- CSULB faculty will be encouraged to make use of the expertise of the Career Development Center in revising the career sections of the catalog degree programs, as well as departmental fact sheets and brochures.
- As part of our revision of the university course catalog faculty members will be asked to review and update the career section for each discipline and to include a departmental career advisor.
- CSULB will survey and assess faculty on their awareness of Career Development Center programs and services and determine new methods of communication and collaboration based on feedback.

- CSULB will work to insure that Career Profiles are referenced in the course catalog and Class Schedules and will create a template for academic departments to complete a Career Profile for every major.

*Trustee's Initiative #6: Choice of Degree Major Required at a Reasonable Early Juncture*

- The Academic Senate will continue the policy of requiring that students declare a major on or before the completion of 60 units.
- The Division of Academic Affairs will continue the development of a late freshman or early sophomore advising project that includes guidance in selecting a major.

*Initiative #7: Wide Promulgation of Roadmaps to Degree in an Official, Centrally-Archived, Graphically Authoritative Format*

- The Division of Academic Affairs will continue to provide updated Roadmaps on the online University Catalog.

*Initiative #8: Alignment of Class Schedules to Roadmaps*

- The Office of Institutional Research and Assessment will make course fill-rate reports available on the Web for on-demand access by colleges and departments.
- The Office of Institutional Research and Assessment will create department-specific web pages that will prominently feature key fill-rate information, in order to help schedulers incorporate student needs as schedules are developed.
- Associate deans will continue to use student enrollment patterns to streamline course offerings.

*Initiative #9: Provision in Policy of Mandatory Individual Student Study Plans to the Degree*

- Enrollment Services will continue to refine the Degree Progress Summary so that the clearest possible individual study plan information is available to faculty and advisors.
- CSULB will expand training for faculty and advisors to increase understanding of how the Degree Progress Summary can provide individual study plan information.

*Initiative#10: Use of Cumulated Individual Student Study Plans in Planning Class Schedules*

- CSULB will fully implement system wide plans to develop CMS functionality for use in cumulated individual student study plans and in planning class schedules.

*Initiative #11: Adoption of Strategies for Student Success and Learning Support: Tutoring, Technology-mediated Supplementary Learning and Similar Tactics*

- The Division of Academic Affairs will launch an informational campaign aimed at assisting faculty to understand the principles of student success in and out of the classroom and fostering a student success ethos across campus.
- Department of Mathematics will introduce an "Advise-Assist-Assess" model for pre-baccalaureate courses, utilizing smaller class sizes and an active link to the Learning Assistance Center.
- CSULB is implementing a new Academic Senate policy to give students the opportunity to take a class that meets the Graduation Writing Assessment Requirement and the

campus is increasing resources for ESL preparation for students unable to meet this exit requirement.

- The divisions of Academic Affairs and Student Services will reexamine the mentoring program for underrepresented students, Partners for Success.
- The Division of Academic Affairs will develop a process for identifying high failure rate courses and the Faculty Center for Development will work with faculty to support revised placement, course content and instructional delivery.
- The Division of Academic Affairs will reexamine the content and delivery of the freshman seminar course, University 100 and the Faculty Center for Professional Development will work with University 100 faculty to facilitate implementation of changes.
- CSULB is lending encouragement to a student-initiated mentoring project aimed at African American males that has a strong emphasis upon academic achievement.
- The Division of Academic Affairs will complete a two-year project to clarify the catalog and other communications used by students.
- The Academic Advising Center will expand workshops for students on probation that focus on “Strategies for Success”.
- The College of Education will offer a course to train student peer academic advisors.
- The Division of Academic Affairs will implement a campus plan to improve coordination, consistency and communication among advisors.
- The Academic Advising Center will offer pre-probation workshops to college advisors to improve strategies used with at-risk students.
- Prebaccalaureate Advising Support Services will expand collaborative efforts to offer early intervention for at-risk students at the beginning of the semester.

*Initiative #12: Renewed Enforcement of Policies that Limit or Discourage Drops, Withdrawals, Grades of Incomplete*

- The Division of Academic Affairs will implement the revised policy on drops, withdrawals, and incomplete grades.

*Initiative #13: Adoption or Renewed Enforcement of Policy that Limits the Number of Course Repetitions*

- The Curriculum and Educational Policies Council (CEPC) will complete a review of the campus policy on repetition of courses.

*Initiative #14: Campus Provision of a Rich CMS Information and Communications Environment for Major Advising*

- The Division of Academic Affairs will ensure that all academic departments and advising centers have access to and are fully trained on the electronic tools available, especially degree audits and the Adviser Request System.
- CSULB will work to expand the transfer credit articulation rules available in the student system on ASSIST.
- CSULB will work with the central CMS team to explore ways of tracking and analyzing student use of degree audits.

*Initiative #15: Strong, Timely Major Advisement Including Mandatory Advisement Upon Declaring or Changing a Major*

- The Academic Senate will initiate explore the possibility of mandatory advising in the major at one or more checkpoints along the student's path to graduation.

*Initiative #16: Frequent Use of Degree Audits*

- CSULB will implement a training program for staff and faculty advisors in that focuses on interpretation and proactive use of the Degree Program Summary.
- CSULB will launch a marketing campaign to encourage students to use the degree audit to develop an efficient pathway to degree completion.
- CSULB will encourage advisors to require students to bring their degree audit reports to all advising sessions.

*Initiative # 17 Mandatory Degree Audit Not Later than at 70 Semester Units (or Quarter-Unit Equivalent)*

- The Academic Senate will ask the Curriculum and Educational Policies Council to discuss mandatory degree audits.

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

- The Academic Advising Center will continue to offer small-group workshops to assist graduating seniors in determining if they have met all academic requirements needed for graduation.
- The Academic Advising Center will continue to identify and assess students who are at risk of being denied graduation.
- The Academic Advising Center will contact CSULB undergraduates who have left the University without finishing their degrees and assist them in developing a plan to fulfill their remaining graduation requirements.

*Initiative #19: Development and Use of Dashboard Indicators for Campus-wide Monitoring of Graduation*

- The Office of Institutional Research and Assessment will establish department-specific web pages providing quick links to reports on key accountability and student outcome information, including department-level retention and graduation, failing grades in first semester of attendance (early warning), drop rate tracking for key "roadblock" courses, identification of students with sufficient units to graduate (120 or more units) who have not yet filed intent to graduate, and tracking of students failing the Graduation Writing Assessment Requirement (GWAR) after multiple attempts.
- The Office of Institutional Research and Assessment will develop graphical representations of certain key retention and graduation indicators for the department Web pages.

*Initiative #20: Review by CSU Academic Peers of How Efforts at Encouraging Graduation are Succeeding, by Degree Program*

- CSULB will participate in inter-campus efforts to review and provide feedback regarding student success initiatives on sister campuses.

*Initiative #21: Provide the Board of Trustees with periodic reports*

- CSULB will continue to provide reports as requested to the Trustees regarding student success initiatives.

*Initiative #22: Provide appropriate funding and support*

- CSULB will continue to make student success a high priority.
- The Provost will continue to take a leadership role in making student success a high priority.
- CSULB will merge the campus annual student success plan with the response to the Trustee initiatives, creating a valuable opportunity for the campus to make a comprehensive examination of our student success processes.
- CSULB will continue its process for budget allocations that requires an annual student success plan from each college.
- CSULB will develop a full-scale informational campaign aimed at helping faculty understand their role in promoting student success.
- CSULB will continue implementation of its new program review process that includes a Memorandum of Understanding in which funding and other forms of support are allocated contingent upon the development and implementation of plans for assuring student success and assessing student learning.
- CSULB will continue to make strategic resource investments in student success.

## **Initiative # 1: Reduction of Required Units in Programs Leading to the Baccalaureate Degree**

The reduction of required units in baccalaureate programs has been pursued actively at CSULB. Many unit reductions took place as a result of a special review of all degree programs in 2002-03. Subsequent to that review, some unit reductions have taken place as a result of the curriculum revision and approval process. In addition, the Roadmaps project provided the occasion to further review and reduce required units in some programs. As a result, 53 programs have been reduced to 120 units, and 13 other programs have reduced units, but not to 120 units.

Table 1, found in the appendix, shows 120 unit programs with fewer than 10 elective units.

Table 2, also found in the appendix, shows for each degree program:

- Units required for the major
- Units required in General Education and other local graduation requirements, with indication of the number of units double-counted between GE and the major
- Free elective units
- Total units per degree program
- Accreditation status
- Date of most recent program review
- Date of next program review

### **Plans for Implementing Initiative #1:**

- CSULB will continue to examine total units required in existing baccalaureate programs through the periodic program review process as well as the curriculum revision process. An examination of units required for new baccalaureate programs is part of the approval process for new degrees.

## **Initiative # 2: Selective Reduction of Campus Graduation Requirements**

For many years, CSULB has allowed double-counting of courses between general education breadth areas and the major department in specific situations where it would be difficult or impossible for the student to complete the requirement otherwise, and in two high-unit majors (Art and Music) where the general education courses required for the major clearly provide appropriate content. All students are allowed to count courses outside the major department but required for the major for general education, when applicable; for example, a biochemistry major normally would be able to use mathematics, biology, and physics courses that count for the major to meet all requirements in category B. All students are also allowed to use courses from the major department to satisfy campus specific requirements for upper-division interdisciplinary courses, as well as to meet the campus “human diversity” requirement. For high-unit majors other than Art and Music, students can generally double-count 12 to 24 units. In addition, majors in engineering receive a 6-unit reduction in their total general education requirements. Students may apply credit earned through Advanced Placement or International Baccalaureate exams toward general education requirements.

The campus committee charged with the review of general education courses, the General Education Governing Committee, has recently undertaken a review of the general education policy with a focus on a possible expansion and simplification of double-counting rules as well as on ways to reduce the total number of required units. Our current program stands at 51 units, including the six units for U.S. history and American constitution and ideals, but support appears to be building for a reduction to 48 units. We expect the committee's report to be ready before the end of the fall 2005 semester; after that, the proposal would be reviewed by the Curriculum and Educational Policies Council, an elected body that makes policy recommendations to the Academic Senate.

We are aware that the Chancellor's General Education Advisory Committee is reviewing EO 595. Given the challenges associated with building a campus consensus around changes to general education, it would be very helpful to this campus (and any others contemplating modifying their GE programs) to have the results of the system-wide conversation before the campus process has reached a conclusion.

CSULB programs that require 120 units and have few or no electives are all ones designed for professional preparation, where accrediting groups and employers require a specific level of knowledge and experience. For many of these, the reduction to 120 units has meant difficult choices. Any further decrease in the number of required courses would compromise the quality of the program and the ability to meet expected learning outcomes. A listing of 120-unit programs with fewer than 10 elective units can be found in Table 2 in the appendix.

### **Plans for Implementing Initiative #2:**

- By the end of the Fall 2005 semester, the General Education Governing Committee (GEGC) will complete a review of general education policy with a focus on a possible expansion and simplification of double-counting rules and on reducing total units.
- The Curriculum and Educational Policies Council will respond to GEGC results in spring 2006.

### **Initiative #3: Emphasis on Graduation in Orientation Sessions for New Students (First Time Freshmen, Transfers)**

The following programs are currently in place to provide an emphasis on graduation for new students:

- At all SOAR sessions, the Dean of Students welcomes new students to campus, addresses the importance of graduation, and offers insights about academic achievement.
- At SOAR, all new students see a peer-produced video in which the host student extols graduation as the goal to accomplish.
- Freshmen SOAR sessions included extended presentations about the academic components of degrees leading to graduation.
- Transfer students have specific SOAR programs by college, so appropriate faculty can interact with them and reinforce graduation requirements in various majors.
- Orientation is seen as an ongoing process and the STARS/SOAR staff offer students programs in fall on careers, student activities, and e-news creating a caring community atmosphere which aids retention.

- The Academic Advising Center holds Parent Orientation Programs (POP) including a session in Spanish, which emphasize the curricular requirements for degrees and provide information about services which aid student success.
- Offices like Educational Opportunities Program (EOP) and Learning Alliance offer students enriched advising to promote a positive retention and graduation rate.
- Partners for Success offers faculty mentoring for new students so they have an experienced guide through the campus experience.

### **Plans for Implementing Initiative #3:**

Next year, University 100, the required freshmen seminar, will add several goals:

- University 100, a required freshmen seminar, will incorporate an emphasis on graduation in the outcome, objectives and assessment found in the University 100 Standard Course Outline.
- Distribute the revised Standard Course Outline at the faculty pedagogical retreat, emphasizing graduation.
- Add articles providing an emphasis on graduation for new students to the University 100 textbook.

### **Initiative #4: Strengthened Support for General Education and Life / Career Goal Clarification for Lower- Division Students**

The CSULB campus addresses general education and career goal clarification for lower division students, particularly first-time freshmen, via several programs and services.

As part of a comprehensive services delivery model, the Career Development Center (CDC) assists students in choosing a major and connecting major choice with career goal decision making. Strategies utilized by CDC career counselors include utilizing an interactive and computerized career information system, which provides the ability for undecided first-time freshmen to explore interests, skills, values and discover how these factors connect to majors and career choices. This system helps with all major aspects of career decision making and planning via user-friendly interfaces.

Additionally, the CDC provides support to first-time freshmen in conjunction with several departments and programs across the CSULB campus. Collaborative activities of this type include strategies geared toward the exploration of various careers through conversations with faculty, contributing content for career-related Websites, interaction with students in specific majors, delivery of targeted workshops, and administration and interpretation of career assessments to specific populations.

The CDC has assisted and collaborated with the following departments and programs in directly addressing the career and major decision making needs of first-time freshmen:

- University 100 (Freshman Seminar)
- Educational Psychology Course 191 (Career & Personal Exploration)
- Educational Opportunity Program
- University Outreach and School Relations
- Student Access to Science (Learning Community)

- Center for Student-Athlete Services
- Mathematics, Engineering, Science Achievement (Learning Community)

#### **Plans for Implementing Trustee Initiative #4:**

- CSULB will reinforce the goals, importance and value of general education in the minds of students, by exploring the feasibility of codifying a set of General Education Outcomes which should appear on every syllabus of every general education course. Instructors may use these goals and outcomes as springboards for developing course materials that enhance the learning of these goals relevant to a course's topic area.
- To make the goals of General Education accessible to the students questions on the University's standard course evaluation form, tailored specifically to general education goals, will be developed for students' evaluation of GE courses. Sample items might ask students to rate the course's value on a variety of GE outcomes (e.g., appreciating diversity, enhancing oral communication skills).
- CSULB will develop a Career Planning Workshop Series that addresses the career planning issues for first-time freshman.
- CSULB will designate career counselors from the Career Development Center to serve as consultants and conduct outreach to faculty and student organizations.
- CSULB will explore the feasibility of strengthening career and major decision making modules within the Student Orientation, Advising, and Registration program (SOAR).
- Counseling and Psychological Services will continue to provide personal counseling addressing issues such as self esteem, identity, family and culture that impact career and life goal clarification.
- Counseling and Psychological Services will provide values, interest and personality assessments for students who are unsure about their life/career goals.
- Counseling and Psychological Services will develop a career exploration program for students who are unsure about their major or career choices.

#### **Initiative #5: Prominent Association of Career Outcomes with Degree Majors in Catalogs, and Other Student Informational Materials & Resources**

The Career Development Center (CDC) provides information on careers and majors, via several venues. CDC materials and resources include information about occupations, training programs, employment, employers, industries, and organizations, as well as the process of making career choices. Career information can be found on the CDC Website (<http://careers.csulb.edu/>) and in the CDC resource library.

The following are examples of information and assistance career guidance, helping students decide on the paths most suited to them, and bringing their career plans into fruition that can be found on both the Website and library:

1. Career Planning – a six step career planning process which includes Self-assessment, Career exploration, Targeting specific careers, Career preparation, Marketing yourself and Career management.
2. Career Services Manual –provides students with an introduction to CDC programs and services. The career decision making and job search articles included in the Manual are a direct result of CDC's connections with students, employers, alumni and through research by CDC staff.

3. Online Career Guidance – a Web-based system for students to communicate with career counselors on career decision making, job search and major selection issues.
4. Major/Career Profiles - provide a general description on CSULB majors, career options, typical employers and industries, salary information and an employment outlook. (<http://careers.csulb.edu/students/careers/> and click on Major/Career Profile)
5. BeachLINK - a Web-based system that allows registered students to gain access to job/internship listings, the on-campus recruiting program, and targeted e-mail announcements regarding workshops, events, opportunities, and other valuable information.
6. Weekly Electronic Career Newsletter to students informing them of special events, workshops, on campus recruiting, and other related CDC activities (Note: currently students may opt in or out of this weekly email.)
7. Virtual Library Section - includes many other links on career and major decision making, including specific links to the US Department of Labor ([www.onetcenter.org](http://www.onetcenter.org)) as well as California Employment Development Department ([www.edd.ca.gov](http://www.edd.ca.gov)), and the site provided by the National Association of Colleges and Employers (NACE) for student use ([www.jobWeb.com](http://www.jobWeb.com)).
8. The CDC Library has over 800 books, catalogs, magazines and other resource materials divided into the following categories:
  - a. **Career Planning:**
    - Sources to help students evaluate their interests, skills, and values as they relate to their major and the world of work
    - Sources to assist students in deciding what academic major and/or graduate school they should select
    - Sources that suggests careers paths that appear most likely to integrate a students academic training
    - Information regarding money and financial aid to attend college
  - b. **Job Search:**
    - Sources that demonstrate how to prepare resumes
    - Sources that demonstrate how best to prepare for a job interview
    - Sources that connect students with dozens of job boards that list jobs and internships in their area of interest
    - Legal and ethical issues of the interview and job search
    - Networking as an effective job-search tool
    - Discover what abilities and skills employers seek in college hires

Part of the plan to assist students with accessing degree and career information will include a pilot program for faculty advisors. One of the components of this innovative pilot design includes a coordinated effort between the Career Development Center and the College of Health and Human Services to bring a comprehensive and integrated career program to the students. Understanding the critical role that faculty advisors play in assisting students in making the appropriate choice of majors; the pilot program will include a special emphasis on career information. Bringing together the expertise of career counselors and the knowledge of faculty advisors in the college, students will be able to obtain career monographs designed for specific majors within the college, internships in the field, as well as opportunities for job placements or advance degrees within the field of Health and Human Services.

The CDC at CSULB plays an important role in facilitating and informing students about academic majors and career options by introducing students to a variety of potential majors and career options, many of which our students never encountered, or even heard of, prior to college. The CDC Website and Resource Library provide many resources for students to access this information from. Through collaboration and a supportive relationship between the CDC and Academic Affairs, CSULB can insure that career and major selection information and resources are effectively communicated to students via additional venues.

### **Plans for Implementing Trustee Initiative #5**

- As part of our revision of the university course catalog faculty members will be asked to review and update the career section for each discipline and to include a departmental career advisor.
- CSULB faculty will be encouraged to make use of the expertise of the Career Development Center in revising the career sections of the catalog degree programs, as well as departmental fact sheets and brochures.
- CSULB will survey and assess faculty on their awareness of Career Development Center programs and services and determine new methods of communication and collaboration based on feedback.
- CSULB will work to insure that Career Profiles are referenced in the course catalog and Class Schedules and will create a template for academic departments to complete a Career Profile for every major.
- CSULB will insure that the BeachLink Jobs Website is referenced from MyCSULB and throughout the CSULB Website as appropriate. BeachLink Jobs is the student employment job board designed by the Career Development Center exclusively for CSULB students.

### **Initiative #6: Choice of Degree Major Required at a Reasonable Early Juncture**

CSULB has already developed and implemented a policy that requires students to declare a major at 60 units. CSULB's policy is as follows:

“To help ensure timely completion of graduation requirements, students who have a total of 60 units completed and in progress must have declared a major before they may register for the next term. Upper division transfer students are required to declare their intended major on their application for admission.” This policy has alleviated problems associated with students taking classes with no particular goal in mind well into the junior or even senior years, but also works well with such groups as students applying to impacted programs and student athletes.

This policy was recommended by the Academic Senate on May 16, 2002 and approved by the President on June 4, 2002. It supersedes PS 97-09. The policy was recently amended to remove the phrase “and in progress,” as its enforcement had the unintended consequence of placing registration holds on students who had completed 48 units, with 12 in progress, thus encouraging the practice of declaring any major at hand in order to register for classes.

As part of its sophomore advising initiative, in 2004-2005 the campus contacted all first-time students to encourage them to declare a major if they had entered undeclared but actually had a program in mind, and to change to the correct major if they had been misclassified upon entry.

### **Plans for Implementing Initiative #6**

- The Academic Senate will continue its policy of requiring a major by 60 units.
- The Division of Academic Affairs will develop a late freshman or early sophomore advising project that includes guidance in major selection.

### **Initiative #7: Wide Promulgation of Roadmaps to Degree in an Official, Centrally-Archived, Graphically Authoritative Format**

The CSULB Roadmaps are easily read and graphically presented in the on-line university catalog. Roadmaps for each individual degree program are posted immediately following the curriculum for each program for every catalog year.

All 4-year, 5-year or 6-year roadmap plans indicate the name of the program and the program registration code. Each semester within each roadmap year is clearly delineated and lists precisely those courses (or GE categories) that should be taken in each semester. The total number of units those courses add up to is listed at the end of each semester.

A section titled "FAQ Concerning Road Maps for Completion of Undergraduate Degrees" not only answers frequently asked questions, but also defines what a roadmap is. It is published at least once in each department and twice if a particular department has numerous programs.

CSULB has a curriculum approval process twice a year in which degree requirements may be changed. The curriculum approval process drives changes to the roadmaps, so that current and accurate information is available to students for each catalog year. The degree roadmaps are maintained by the Office of Academic Programs and Articulation.

### **Plans for Implementing Initiative #7**

- The Division of Academic Affairs will continue to provide updated Roadmaps on the online University Catalog.

### **Initiative #8: Alignment of Class Schedules to Roadmaps**

CSULB recognizes the critical importance of ensuring that students can enroll in the courses they need to make progress to degree. The campus learned the importance of this during the budget crisis of the early 1990s when budget cuts caused cancellation of critical courses. The effects were visible in the following years with declining graduation rates. During the past three years of budget reductions, CSULB gave top priority to maintaining the schedule of classes needed by students. Because of this priority and careful planning, the recent reductions caused very little disruption to students' ability to enroll in needed courses.

Aligning class schedules to roadmaps on a large, diverse campus is a challenging prospect. Students proceed through their curricular roadmaps in varied patterns for several reasons. Undergraduates typically change majors of several times. Students take varying loads and vary their loads from term to term. Students enter with different remedial requirements, which mean they delay starting some majors by varying periods of time. Students have varied success with key gateway courses which can prompt repeat attempts or changes of major. One important consequence of these student factors is that unmet student academic requirements cannot be

translated in a simple manner into an effective schedule for upcoming terms. Rather, it is necessary to take into consideration the key student factors that impact student needs for courses.

In addition to student factors that affect scheduling, there are also issues related to the availability of faculty to teach specific offerings and availability of facilities to provide specific offerings.

Our pragmatic experience suggests that the best available predictor of student needs for courses is recent student course taking patterns. For this reason we use data on course fill rates in establishing schedules, as described below.

With these complexities and with the information resources available under the Common Management System (CMS), we currently have several tools available to plan course offerings. Our current key practices in this regard are these.

- For incoming freshmen, we have historic data on patterns of remedial needs and course preferences which permit us to anticipate fairly accurately the needs English, mathematics, communication, critical thinking and beginning general education and beginning majors courses each fall for new freshmen and each spring term for continuing freshmen.
- For continuing students, we distribute a report developed by our Institutional Research and Assessment Office that summarizes the course (not section) fill rates for two, past, like terms. For a given upcoming term, college and department schedulers can examine past term fill rates. If the rate is high (say above 90%) an additional section is probably desirable; if the rate is low (say below 75%) it may be possible to reduce offerings.
- Using fill-rate data, associate deans have played a key role in recent years in streamlining course offerings. This has led to reducing elective offerings, collapsing sections, combining options within degrees, and creating greater flexibility in meeting requirements.

### **Plans for Implementing Initiative #8**

- The Office of Institutional Research and Assessment will make course fill rate reports available on the Web for on-demand access by colleges and departments.
- The Office of Institutional Research and Assessment will create department-specific Web pages that will prominently feature key fill-rate information, in order to encourage schedulers to be very aware of student needs as schedules are developed.
- Associate deans will continue to play a key role in streamlining course offerings based on student enrollment patterns.

### **Initiative #9: Provision in Policy of Mandatory Individual Student Study Plans to the Degree**

For decades, CSULB has used “Program Planners” with most programs. These guide sheets listed requirements for specific majors and were completed for each student. These guide sheets enabled advisors and students to see at a glance what requirements had been met and which categories of requirements were outstanding and to make recommendations for meeting those outstanding requirements. Last year, CSULB completed the “Roadmap” project and now has roadmaps for all degree programs. These provide another way for advisors and students to see at a glance what are the requirements for a specific degree. In March, 2005, CSULB became one

of the first CSU's to fully implement the CMS online Degree Progress Summary (DPS). This made available to students the ability to run their own degree audit showing requirements completed and those remaining. (See the narrative for Initiative #16 for more information.) Of course, CSULB publishes a catalog which details the requirements for each degree program. This catalog is available in hard copy and on the Internet and the next iteration of the catalog will include links to the roadmaps for each degree. In addition to these sources of information about degree programs, students and advisors may find information about degree requirements on some departmental Web sites. Thus, there are currently five potential sources of information regarding degree requirements, each of which may be displayed differently from the others. Ideally, these various sources of information would have a similar "look and feel" to promote ease of use but achieving this will take time.

It seems logical to us to incorporate the function of individual study plans into the Degree Progress Summary, rather than to invent yet another process. For the moment, paper program planners are coexisting with the DPS but in the future, we are interested in merging the functionality of the program planner into the DPS. Because we are currently in the process of developing and rolling out training to advisors in the use of the DPS, we are unlikely to be in a position to begin specific planning for an individual study plan dimension of the DPS until next spring at the earliest.

In addition to the continued attention to developmental efforts between the "Program Planners" for each academic department and the Degree Progress Summary from CMS, the university is examining other avenues to ensure correct information is provided to students for timely completion of degrees. To that end, examination of appropriate student benchmarks that will assist in successful progress-toward-degree is being addressed. The one definite process that ensures students receive timely academic counseling is the placement of registration holds. Discussion amongst appropriate parties, based upon research in the field of student development as well as specific student populations will determine the timing of the registration holds.

### **Plans for Implementing Initiative #9**

- Enrollment Services will continue to refine the Degree Progress Summary to provide the clearest possible individual study plan information for faculty and advisors.
- CSULB will expand training for faculty and advisors to increase understanding of how the Degree Progress Summary can provide individual study plan information.
- CSULB will study the question of when it would be practical and desirable to implement an advising registration hold for students check on individual study plans.

### **Initiative#10: Use of Cumulated Individual Student Study Plans in Planning Class Schedules**

CSULB has fully implemented the delivered degree audit functionality available through CMS. CSULB acknowledges the potential value of an interactive schedule planner and individual study plans to support both efficient planning to the degree and improved course scheduling analysis. The CSU CMS student system does not currently contain the required functionality to support future study plans.

CSULB believes that the creation of such functionality would be complex and should be accomplished through the CMS model rather than by individual campus efforts. CSULB is

willing to assist and fully support any CMS efforts to design functionality that would meet these requirements. It is expected that this new functionality would only be available in the latest release (version 8.9) which the campus will be implementing in March 2007. Once the functionality is delivered, the campus can develop an implementation timeline and approach, including resource requirements.

The development of this CMS functionality would address one of two major aspects of schedule planning. This CMS functionality would provide information regarding students' unmet course requirements and determining the number of course sections needed to provide access to those requirements. It would not by itself provide information regarding students' course-taking behaviors. Course taking behavior is influenced by part-time status, work schedules, selection of instructors, and many other factors. It is important to understand that in addition to developing CMS functionality to assess students' unmet curricular requirements, a sophisticated model for understanding students' course taking behaviors will be necessary and that developing such a model is a separate project and quite campus-specific.

### **Plans for Implementing Initiative #10**

CSULB will fully cooperate with system wide plans to develop CMS functionality to use cumulated individual student study plans in planning class schedules.

### **Initiative #11: Adoption of Strategies for Student Success and Learning Support: Tutoring; Technology-mediated Supplementary Learning, and Similar Tactics**

CSULB has many long-standing student support policies and programs. Here are the highlights:

- CSULB has long had Student Orientation and Registration (SOAR) for incoming freshmen in the summer prior to their first fall term. About 95% of fall 2005 freshmen participated in this and the remainder were advised by the Academic Advising Center.
- Since the late 1990s, CSULB has had mandatory advising for first time freshmen, which has been a very valuable way to help ensure that students get started correctly.
- SOAR also serves transfer students and about 95% of transfer students participated for fall 2005.
- CSULB has a number of learning communities. Our earliest and flagship learning community for freshmen is known as the "Learning Alliance" and provides an intensive experience of packaged courses, advising, out-of-class social experiences, linked courses and faculty members, service learning and peer mentoring.
- CSULB has developed "Beach Beginnings," a program which creates packages of courses for all freshmen not otherwise involved learning communities.
- We also have college-based learning communities of varying degrees of intensity for students when they become majors in the Colleges of Natural Sciences, Business Administration, Education, and Engineering. In the College of the Arts, the cohort nature of the curriculum at least for performance majors creates a learning community atmosphere.
- CSULB has long had a high-quality Learning Assistance Center which provides tens of thousands of student contacts per year in the form of individual and group tutoring and supplemental instruction.

- Prebaccalaureate Advising Support Services' mission since 1986 has been exclusively devoted to guiding students toward completing remediation coursework in English and Mathematics.

CSULB has recently made a policy change and initiated several projects aimed at improving support for learning and student success.

- Additional advising staff members were added to the Academic Advising Center in spring 2005 and again in fall 2005 for a total increase of advisors of five (5) full time equivalents.
- Our campus policy on the graduation writing proficiency was changed to require that students who have difficulty with this requirement seek assistance sooner.
- Additional resources were added to the Learning Assistance Center to respond to the increase in demand for services to help with writing proficiency.
- Two new courses were developed to provide additional writing skill development assistance to students and students who have difficulty with the requirement are now being referred to the course.
- We strengthened our mandatory first semester freshman advising workshops for fall 2005 to create a more individualized experience.
- With stabilizing funding, a portion of enrollment funds were allocated to the academic colleges based on proposals for projects to improve the quality of the student experience. With these funds, colleges are offering small classes at key points in the curriculum, enhancing advising, and providing learning support. We intend to continue this allocation model in coming years.
- Prebaccalaureate Advising Support Services introduced collaborative efforts with the Entry Level Math Coordinator to intervene early in the semester with at-risk students directing them to the timely completion of mandatory remediation coursework in Mathematics.

### **Plans for Implementing Initiative #11**

- The Division of Academic Affairs is launching an informational campaign aimed at assisting faculty to understand the principles of student success in and out of the classroom and fostering a student success ethos across campus.
- Department of Mathematics will introduce an "Advise-Assist-Assess" model for pre-baccalaureate courses, utilizing smaller class sizes and an active link to the Learning Assistance Center.
- CSULB is considering a policy to make our orientation program mandatory for all freshmen and transfer students.
- CSULB is implementing a new Academic Senate policy to give students the opportunity to take a class that meets the Graduation Writing Assessment Requirement and the campus is increasing resources for ESL preparation for students unable to meet this exit requirement.
- The Divisions of Academic Affairs and Student Services are reexamining our mentoring program for underrepresented students, Partners for Success, in order to use the funds to involve more faculty mentors with more students.
- The Division of Academic Affairs is developing a process for identifying high failure rate courses suggesting that there is a mismatch between students' preparation and/or motivation and the course content and/or pedagogy. Solutions may include prerequisites, screening and placement, restructuring pedagogy, learning support and/or changing

content. The Center for Faculty Professional Development will assist to support revised placement, course content and instructional delivery.

- The Division of Academic Affairs is examining the content and delivery of our freshman seminar course, University 100. We are considering a variety of possible changes, all aimed at better supporting first year students. The Faculty Center for Professional Development will work with University 100 faculty to facilitate implementation of changes.
- The Division of Academic Affairs has recently piloted a second semester advising program for freshmen. Our pilot was not fully successful in encouraging most freshmen to take advantage of the opportunity so we will be revising our approach and continuing to work toward a second semester advising opportunity, possibly mandatory.
- CSULB is lending encouragement to a student-initiated mentoring project aimed at African American males linked to a national model, the Student African American Brotherhood. This model places strong emphasis upon academic achievement and has had success on some campuses.
- The Division of Academic Affairs has launched what will be a two-year project to rewrite our catalog and other communications for students with an aim of increased clarity.
- Academic Advising Center is continuing and expanding workshops for students focused on “Strategies for Success” to assist students on probation to improve their academic standing.
- The College of Education is designing an academic course to train student academic advisors. This course will be housed in the Student Development in Higher Education program and will draw from disciplinary knowledge to provide students with a solid background in student development which will enable them to function effectively as student assistant advisors in many campus offices.
- The Provost’s office is working on a campus plan to improve coordination, consistency and communication among advisors. We are considering models which link our central Academic Advising Center with the advisors in academic colleges.
- Our Academic Advising Center is planning to offer pre-probation workshops to inform college advisors regarding strategies to use with students who are at risk of academic probation.
- Prebaccalaureate Advising Support Services will expand collaborative efforts to include the English Placement Test Coordinator to intervene early in the semester with at-risk students directing them to the timely completion of mandatory remediation coursework in English.

### **Initiative #12: Renewed Enforcement of Policies that Limit or Discourage Drops, Withdrawals, Grades of Incomplete**

and

### **Initiative #13: Adoption or Renewed Enforcement of Policy that Limits the Number of Course Repetitions**

CSULB’s policies on course withdrawals and assignment and removal of incompletes are consistent with the language of EO 792. Students are permitted withdrawal without penalty only in the first two weeks of the semester. Students are permitted to withdraw for “serious and compelling reasons” after the second week and until the last three weeks of instruction. There is considerable variation in how “serious and compelling reasons” are defined across the campus; it

is expected that faculty members will explain how the policy will be interpreted in their syllabi. Previous attempts to standardize campus practice have produced heated discussion but little useful movement, and we look forward to seeing the results of system-wide discussion in this area.

The policy on incompletes establishes the expectation that the student will normally have no more than one third of graded work remaining if an incomplete is to be assigned. Students have one calendar year to remove the incomplete unless the professor specifies a shorter time period in the incomplete contract. The Academic Senate has recently reviewed this policy and made some minor modifications to clarify the approval process for Incomplete contracts.

The Curriculum and Educational Policies Council (CEPC), an elected faculty body that makes policy recommendations to the Academic Senate, has undertaken a review of the campus policy on repetition of courses. Our campus policy does not permit students to repeat courses in which they have received a grade of “C” or better; moreover, we attempt to enforce a policy prohibiting double credit for the same course content (as, for example, when a student takes a course prior to matriculating and attempts to take essentially the same course at CSULB). We believe this policy supports the best use of scarce resources. Undergraduate students who receive an unsatisfactory grade (D, F, or WU) in a course on the first attempt are allowed to repeat that course once for the purpose of deleting the unsatisfactory grade from the calculation of GPA. If the grade is “C” or better the second time, the first grade is replaced in the calculation (but remains on the transcript). If the second attempt leads to another unsatisfactory grade, however, that grade, and any subsequent repeats by the student, all are used in the GPA calculation. In reviewing the “repeat/delete” policy, the CEPC will consider how our policy aligns with other campuses as well as the unintended consequences of setting up a situation in which a student can continue to repeat the same course over and over, building up a huge grade point deficit.

### **Plans for Implementing Initiatives #12 and #13**

- CSULB will implement its recently reviewed policy on drops, withdrawals, grades of incomplete.
- The Curriculum and Educational Policies Council (CEPC) will complete a review of the campus policy on repetition of courses.

### **Initiative #14: Campus Provision of a Rich CMS Information and Communications Environment for Major Advising**

CSULB has long been committed to providing technology in support of advising. We began the development of online degree audits in our legacy system (SIS PLUS) in the early ‘90s. Starting over 10 years ago, online degree audits were available to advisers, and during this period, students were mailed hard copies of their audits whenever transfer credit evaluations or graduation checks were completed.

CSULB has aggressively implemented and enhanced the tools available in CMS to assist advisers and students. CSULB implemented the CMS Student System for the Fall 2003 semester. With regular input and review from the Academic Advising Council, Associate Deans, and student focus groups, we feel we currently provide a rich environment in support of these initiatives including the following:

- Degree progress reports and transfer credit reports for advisers: Degree rules were built

for all undergraduate majors back to the 1996 catalog year in CMS and advisers have been able to run and view these reports since Fall 2003 in the new system. They also have the ability view detailed transfer credit evaluation reports including external courses and internal equivalencies. These reports also include credit awarded from tests such as AP or other credit awarded, such as military credit.

- Degree audits and transfer credit reports for students: CSULB enabled the ability for all undergraduate students to run their own degree progress reports and transfer credit summaries beginning February 2005. Students can access their reports via My CSULB at any time. The reports immediately reflect any changes to their records such as registration, grading, and transfer credit. Students can register for courses and immediately run their degree progress reports to see how these courses will fulfill degree requirements. In addition, they can run “what-if” reports to see the effects of possible changes of major or of taking specific courses.
- Adviser Request System: CSULB acknowledged that degree progress reports must incorporate faculty adviser-authorized adjustments in a timely manner to be truly helpful to advisers and students. As a result, CSULB enhanced the CMS system and built an electronic Adviser Request System. This system allows the faculty adviser to request a change of major, substitution, waiver, or transfer credit change via the student system. Once the request is coded by the Enrollment Services Office, the adviser and student are automatically sent an email messages that the change has been made. As one would expect, the student is urged to run his or her degree progress report to review the changes and their current status in fulfilling degree requirements.
- Reports for advisers: CSULB also recognized the need for departments to be proactive in working with their students to promote academic success. As a result, CSULB created a series of reports to assist faculty advisers and advising centers to track their students and specifically to watch for issues known to cause problems in timely progress toward degree. Authorized faculty and staff can generate these reports on-campus or off via a Web browser. Our current suite of reports includes the following:
  - **Active Students by Academic Plan** – This report allows users to generate an Excel file of students who are active in program and who have declared plans with the College or Department specified. It provides demographic and academic information on each student, such as contact information, academic standing, GPA, units earned, and graduation status.
  - **Enrolled by Academic Plan Matrix** – This report provides a matrix of enrolled students by program and academic level. The matrix displays the total number of students with plans in the college or department specified. Plans include majors, second majors, pre-majors, minors, and certificates. The report also allows users to generate a detailed list of those students.
  - **Graduation Status Report** – This report allows departments to view the current graduation status of each student who has applied to graduate in a given term. It allows advisers to track students who have applied for graduation, as well as their progress in the audit and clearing cycles. The department can also use this report to review the students who were awarded degrees within the department.
  - **10 Year Rule** –The report assists departments in locating students who will need either to re-take course work or to have the courses re-certified. By using this report, departments can be proactive in locating these students prior to their graduation terms. By choosing a term in the future, the report will look for courses that will be over 10 years old as of that future date.
  - **Graduate Writing Assessment Requirement Required** – This report provides departments and colleges with a list of students who are required to attempt the Writing Proficiency Examination but who have not satisfied the requirement.
  - **Active Students Approaching or On Probation** – This report allows users to generate an Excel file of students who are active in program and who are on or approaching probation. It provides

demographic and academic information on each student, such as contact information, academic standing, GPA, grade point deficiencies, units earned, and graduation status.

- **Inactive Students - Disqualified** – This report allows users to generate an Excel file of students who are not active in program due to academic disqualification. It provides demographic and academic information on each student, such as contact information, academic standing, GPA, grade point deficiencies, units earned, and graduation status.
- **Freshmen Mandatory Advising Profile** – This report allows users to generate a one-page profile for each first-semester freshman. The report consolidates information that supports mandatory advising, as freshmen plan for their second semester.
- **Walk-away (Discontinued) Report** – This report allows users to generate an Excel file of students who have not returned to the University to complete their programs of study. Academic and hold information is included to assist the department in identifying candidates for outreach.
- **Communication, Information, and Resources:** CSULB uses a combination of enhanced CMS functionality and BlackBoard tools to communicate directly with students and advisers via e-mail. BlackBoard and our campus Web site are also used to support the information needs of advisers and students.

### **Plans for Implementing Initiative #14**

- CSULB will ensure that all academic departments and advising centers have access to and are fully trained on the tools available, especially degree audits and the Adviser Request System.
- CSULB will work to expand the transfer credit articulation rules available in the student system and publicized on ASSIST.
- CSULB will work with the central CMS team to explore ways of tracking and analyzing student use of degree audits.

### **Initiative #15: Strong, Timely Major Advisement Including Mandatory Advisement Upon Declaring or Changing a Major**

While CSULB requires all students to obtain an advisor's signature (or the electronic equivalent) when changing or declaring a major, practice varies considerably department by department. In some departments, the faculty advisor will not sign a major change unless the student comes in for an advising visit; in other programs, department secretaries may sign for faculty advisors and the student receives little or no counseling.

The other checkpoint for major advisement is the application for graduation (the "grad check"). Currently, each student is required to file a "program planner" that lists degree requirements in the major that have been completed, those that still need to be completed, plus any substitutions or waivers. This affords an opportunity for each student to meet with a major advisor about a year before graduation. The availability of the on-line degree audit through CMS is changing the landscape; if a student's Degree Progress Summary is clear and there are no substitutions to be filed, there is no pressing need for a program planner anymore.

We are now asking the philosophical question of what value the major advisor adds to the student's experience if the student no longer needs the advisor to fill out a piece of paper. Clearly, the existence of effective online tools has the potential to create opportunities for a richer student-advisor relationship that could focus on goal setting, advice related to graduate schools and careers, helping the student to work out a program that is tailored to that student's needs, etc.

## **Plans for Implementing Initiative #15**

- The Academic Senate will initiate explore the possibility of mandatory advising in the major at one or more checkpoints along the student's path to graduation during 2005-2006 school year.

## **Initiative #16: Frequent Use of Degree Audits**

In March of 2005, CSULB became one of the first CSU's to fully implement the Common Management System online Degree Progress Summary (DPS). This made available to students the ability to run their own degree audit showing requirements completed and those remaining. This functionality had been available to advisors for a few months prior to release to students.

There are several technical challenges associated with this project. The first is sheer complexity. To work successfully, the DPS must encode thousands of curricular rules about catalog years, transfer credit, general education requirements, and major requirements. Reducing these rules to logically consistent computer code was a major task. These rules must now be continually updated based on curricular and policy changes, which is no small challenge. A second technical challenge is transfer credit. Because of the number of community colleges, constant changes, and the variety of coursework and articulation issues, ensuring that transfer credit is complete and up-to-date is a particular challenge.

Now that the campus has successfully launched student access to the degree progress reports, we have begun to build regular methods of encouraging students to utilize the report including:

- New transfer students are sent a letter in advance of their orientation session explaining the degree progress report and transfer credit summary and encouraging them to review it in advance of SOAR.
- Information about these tools has been included in University 100 course materials.
- Every time transfer credit is posted to a student's record or evaluated by a staff member, the student receives an email encouraging them to review the degree progress report and see how this affects their progress to degree.
- When Enrollment Services codes change of major, substitutions, waivers or changes in transfer credit submitted by advisors via the CSULB Advisor Request System, the student receives an email urging them to review their progress report.
- The Academic Advising Center and many faculty advisors are strongly encouraging students to bring their degree progress report to all advising sessions including mandatory freshmen advising.
- Students applying for graduation receive an email each time the graduation evaluation is reviewed as well as during their final semester encouraging them to review their degree progress summary and insure they are on track for graduation.

To maximize the effectiveness of these tools, the campus needs to continue to address several training and usage issues. A large number of advisors need to be better trained to use the complex DPS output. Training and encouragement need to be extended to students to use the self-service functionality of the DPS.

### **Plans for Implementing Initiative #16**

- The Division of Academic Affairs is currently developing a focused training program for staff and faculty advisors in the interpretation and proactive use of the DPS. This effort is being led by our Special Assistant for Student Success.
- CSULB will launch a marketing campaign to students to promote the use of the degree audit in support of an efficient pathway to the degree.
- CSULB will encourage advisers to require students to review and take their degree audit reports to all advising sessions.
- CSULB will train staff and faculty advisors to work with students to learn to interpret the DPS so that students can understand their own report.
- CSULB will provide annual training for new advisors and refresher training for experienced advisors.

### **Initiative # 17: Mandatory Degree Audits not later than at 70 Semester Units (or Quarter-unit Equivalent)**

On several occasions in the past ten years, a Senate committee has taken up the question of mandatory degree audits, not just as a review of students' progress to degree but also as a way to look at success in the major. No policy was created because there was never a practical, low-cost way to implement it. The degree audit is currently the only available tool for identifying students who are having difficulty in their chosen major (a fairly common problem in disciplines such as business, engineering, and the sciences), as well as being a powerful tool for telling us whether the student is on track. Now that the degree audit is available (and functioning well) online, the time would seem to be right to once again take this up as a policy question.

### **Plans for Implementing Initiative #17**

- The Academic Senate will ask the Curriculum and Educational Policies Council to discuss mandatory degree audits during the 2005-2006 school year, and to consider how such a requirement could be implemented.

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

CSULB has pioneered a project we call "Graduation Green Light." This began as a project to identify students denied graduation and to work with them to clear outstanding requirements so they can receive degrees.

In 2004-05, we experimented with a more proactive version of Graduation Green Light. In this pilot, we identified all majors in one large department with more than 90 units and examined their degree progress summary reports, then-newly available through the Common Management System. Students were sorted into three groups: (a) on track to degree – no intervention needed, (b) likely general education problem – these students received intervention from the Academic Advising Center and (c) major problem – these students received intervention from the department. This pilot was very successful but very labor intensive.

We are planning to expand Graduation Green Light. The Academic Advising Center has developed a three-phase approach to work with graduating seniors to insure their timely graduation.

Phase I promotes and expands the Graduating Seniors workshops that the Center implemented in November 2004. The Center currently offers eight small-group workshops each week to serve graduating seniors. These workshops were designed to assist graduating seniors in completing a self-assessment to insure that they have met all academic requirements needed for graduation. Center staff will be working very closely with Enrollment Services to advertise these workshops. We hope in the near future that these workshops will become mandatory for students who are applying to graduate.

Phase II involves a proactive approach that will review and assess students who have filed to graduate, and who are at-risk of being denied graduation because of mitigating circumstances. In this approach, students will be highly encouraged to attend specialized one-on-one advising sessions to develop a plan to fulfill their remaining graduation requirements. Again Center staff will work with Enrollment Services to obtain a list of potential candidates for this service.

Phase III continues and expands the already successful Graduation Green Light program, which is currently working with any CSULB undergraduates who have left the University without finishing their degrees. These students will be contacted and assisted to develop plans to fulfill their remaining graduation requirements in a timely manner. Many of these students are outside of the southern California area, and we have developed a program that facilitates their graduation from CSULB no matter where they reside.

The Academic Advising Center is dedicating one full time equivalent position to working on these projects starting fall 2005. Our challenge is to streamline the work required. We are hopeful that using the Common Management System, we will be able to develop reports that automate to some degree the process of identifying problems, and that we can develop organizational processes that will streamline the process of resolving these problems.

### **Plans for Implementing Initiative #18**

- The Academic Advising Center will continue to offer eight small-group workshops each week to assist graduating seniors in completing a self-assessment to insure that they have met all academic requirements needed for graduation.
- The Academic Advising Center will review and assess students who have filed to graduate, and who are at-risk of being denied graduation because of mitigating circumstances and students will be highly encouraged to attend specialized one-on-one advising sessions to develop a plan to fulfill their remaining graduation requirements.
- The Academic Advising Center will contact CSULB undergraduates who have left the University without finishing their degrees and assist students to develop plans to fulfill their remaining graduation requirements in a timely manner

### **Initiative #19: Development and Use of Dashboard Indicators for Campus-wide Monitoring of Graduation**

California State University, Long Beach (CSULB) actively promotes a culture of evidence regarding student outcomes. This is especially true of monitoring and facilitating graduation and

retention. Institutional Research and Assessment (IR&A) has worked closely with the senior Academic Affairs of CSULB to develop various tools designed to aid academic departments in assessing student progress.

Several years ago, the campus recognized useful assessment required a level of detail and specialization not available at the time. Accordingly, in recent years there has been a concerted effort to provide data at the department or even degree granting program level. The ready availability of such data allows department chairs and program coordinators to monitor various aspects of student behavior and performance.

In the past year, IR&A has developed an “on-demand” reporting utility that allows academic departments to view current and historical data on their majors in the following areas:

- Fall or spring semester headcount enrollment by ethnicity, gender, and student level
- Fall or spring full-time equivalent student (FTES) enrollment by ethnicity, gender, and student level
- Degrees granted by ethnicity and gender
- 1-8-year freshmen graduation, persistence, and retention reports
- 1-4-year transfer student graduation, persistence, and retention reports
- 1-4-year graduate student graduation, persistence, and retention reports
- Credential recommendations report
- Count of baccalaureate graduates by number of transfer units report
- Major program applications and admissions report

The campus has expended a great deal of effort in publicizing the data resources available to academic departments. IR&A has presented workshops and demonstrations of the various utilities at all manner of campus venues including President’s Cabinet, Academic Senate, college department chairs’ meetings, and various retreats.

Another recent initiative has been the cooperative effort regarding building a dedicated assessment Website. This effort is guided by Dr. Susan Platt, Director of Testing and Evaluation Services. Dr. Platt is coordinating the development of the Website with Dr. Michelle Saint-Germain, the Assessment and Program Review Coordinator and Professor in the Graduate Center for Public Policy and Administration, and Dr. Vincent Novack, Assistant Vice President of Institutional Research and Assessment. This Website will provide a single location for a variety of assessment-related data deriving from disparate sources. Since campus data is derived from unrelated processes, this inter-divisional project will bring various elements together for the first time.

IR&A has also established the new position of Institutional Research Services Coordinator. One of the primary functions of this new position will be to revamp the IR&A Website. Over the past few years, a significant amount of new content has been added to the IR&A Website. While these reports have been well-received, the sheer volume of options on the site often requires the user to spend some time searching for specific reports. IR&A is in the process of establishing department Web pages. The focus of the reports offered on these pages will be accountability and student outcomes. On each department page will be links to a select group of reports containing data for only that academic department.

A key focus of nearly all reports currently being planned will be retention and graduation. In addition to the reports already available, new reports are being developed that will track such key progress-to-degree indicators as:

- Failing grades in first semester of attendance (early warning)
- Drop rate tracking for key “roadblock” courses
- Identification of students with sufficient units to graduate (120 or more units) that have not yet filed intent to graduate
- Tracking of students failing the Graduation Writing Assessment Requirement (GWAR) after multiple attempts

The Assistant Vice President of IR&A is also working with Mishelle Laws, the Assistant Vice President for Quality Improvement, to develop graphical representations of certain key retention and graduation indicators for the department Web pages. PBViews, a tool currently being used in the campus’ Quality Improvement effort, is being investigated as a possible utility for this process.

In conclusion, CSULB recognizes the importance of timely and useful data in facilitating retention and graduation. The effort to provide this data to academic programs in a variety of formats and venues is truly a campus-wide initiative that will continue to garner an unprecedented level of collaboration.

### **Plans for Implementing Initiative #19**

- The Office of Institutional Research and Assessment will establish department-specific Web pages providing quick links to reports on key accountability and student outcome information, including:
  - Department-level retention and graduation
  - Failing grades in first semester of attendance (early warning)
  - Drop rate tracking for key “roadblock” courses
  - Identification of students with sufficient units to graduate (120 or more units) that have not yet filed intent to graduate
  - Tracking of students failing the Graduation Writing Assessment Requirement (GWAR) after multiple attempts
- The Office of Institutional Research and Assessment will develop graphical representations of certain key retention and graduation indicators for the department Web pages.

### **Initiative #20: Review by CSU Academic Peers of How Efforts at Encouraging Graduation are Succeeding, by Degree Program**

- CSULB will participate enthusiastically in inter-campus efforts to review and provide feedback regarding student success initiatives on sister campuses. There is much to be gained from this effort. Vice Provost David Dowell served as a team leader on the recent Graduation Rates study sponsored by the American Association of State Colleges and Universities. Vice Provost Dowell ([ddowell@csulb.edu](mailto:ddowell@csulb.edu)) will serve as the contact for these efforts.

## **Initiative #21: Provide the Board of Trustees with Periodic Reports**

- CSULB will provide reports as requested to the Trustees regarding student success initiatives. Vice Provost Dowell ([ddowell@csulb.edu](mailto:ddowell@csulb.edu)) will serve as the contact for these reports.

## **Initiative #22: Provide Appropriate Funding and Support**

CSULB has been making student success a high priority for several years.

- Starting in 2004-05, the campus developed an annual student success plan.
- In 2004-05, the deans focused on student success at retreats in the fall and in the summer.
- In spring, 2004, the campus increased funding for advising in the Academic Advising Center and for fall 2005 funding was increased additionally.
- Additional funding was provided to the Learning Assistance Center for fall 2005, particularly to address issues related to writing proficiency.
- The Division of Academic Affairs created for fall 2005 a new position, Special Assistant for Student Success, who is devoted to coordinating divisional efforts for student success.
- The Academic Senate gave a new charge to the University's Enrollment Planning Committee to develop campus-wide plans for student success, retention and graduation.
- CSULB's vice provost served on a national study of student success sponsored by the American Association of State Colleges and Universities and the Education Trust in spring of 2005, bringing back to the campus valuable information.
- In spring, 2004, as part of our process for budget allocations to the academic colleges, each college was required to submit a plan for supporting student success. The purpose of this process was to ensure that as new enrollment funds are allocated that colleges and departments are prompted to think about how to best use funding to support students. Based on these plans, \$1.2 million were allocated to the colleges. Resources were used for smaller classes, improved advising, learning supports, and in other ways to support students.

## **Plans for Implementing Initiative #22**

- CSULB will continue to make student success a high priority.
- The Provost will continue to take a leadership role in making student success a high priority.
- CSULB will merge the campus annual student success plan with the response to the Trustee initiatives, creating a valuable opportunity for the campus to make a comprehensive examination of our student success processes.
- CSULB will develop a full-scale informational campaign aimed at helping faculty understand their role in promoting student success.
- The Division of Academic Affairs will continue implementation of its new program review process that includes a Memorandum of Understanding in which funding and other forms of support are allocated contingent upon the development and implementation of plans for assuring student success and assessing student learning.
- The Division of Academic Affairs will continue the process for budget allocations that requires an annual plan from each college for supporting student success to ensure that as

new enrollment funds are allocated that colleges and departments are prompted to think about how to best use funding to support students. Based on these plans, substantial funds will be allocated.

- CSULB will continue to make strategic resource investments in student success.

## Appendices

**Table 1: 120 Unit Programs With Fewer Than 10 Elective Units**

			Electives
Art	BA	Option in Studio Art	9
		Option in Art History	12
		Option in Art Education	12
Dance		BA in Dance	10
		Option in Dance Science	3
Music		BA in Music	0
TA		General Option	0
CBA	BS	Accountancy	6
CD	BA	BA Communicative Disorders	9-12
LIB ST	BA	Track 1	2
CECS	BS	ET Option in Tech & Engr Educ	9
FCS	BA	BA FCS Option in Communication	0
FCS	BA	FCS Option Child Dev and Family Stud	2
		FCS Option in Consumer Affairs	0
		FCS Option in Fashion Merchandising	0
		FCS Option in Textiles & Clothing	1-2
HCA	BS	BS Health Care Administration	12
		BS Option Community Health Educ.	0
		BS Option School Health Education	9
		BS Option Health Care	0
KPE	BA	BA Option Athletic Training	0
		BA Option Adapted Physical Education	0
		BA Option Elem Sch Physical Educ	0
		BA Option Sec. Sch Physical Educ	0
		BS Option Exercise Science	0
		BS Option Fitness	12
		BS Option Kinesiotherapy	6
		BS Option Sport Psych & Coaching	0
SW	BA	Social Work	7
BIOL	BS	BS Biology	0
		BS Option in Biology Education	4
		BS Option in Botany	2
		BS Option in Physiology	1-3
		BS Physics	0
	BS	BS Environ Science and Policy	3
COUNT			35

29 individual options have fewer than 10 elective units

This includes 4 options in Biology

5 options in BA KIN

3 options in BS Kin

3 options in BS HCA

4 options in BA FCS

fewer than 10 elective units.

11 of them are BS programs, 4 are BA programs

**Table 2. CSULB Undergraduate Programs Requiring 120+ Units**

	DEGREE	Major units	GE only	Dbl-ct GE	Free Elects	Total units	ACC	Last Prog Rev	Next Prog Rev	Special Review
ARTS										
BFA	Art (all options)	86	46	6	0	132	Yes	2005	2015	No
BS	Industrial Design	80	52	0	0	132	Yes	1993	2005	No
BFA	Dance	86	46	6	0	132	Yes	2002	2012	No
BM	Music	86	46	6	0	132	Yes	2005	2015	No
HEALTH & HUMAN SERVICES										
		96-								
BS	Dietetics	103	28	24	0	124-131	Yes	2000	2007	No
BS	Health Sci, Radiation	97	36	16	0	133	Yes	1994	2005	No
			30-							
BS	Nursing	101	34	18-22	0	131-135	Yes	2002	2012	No
NATURAL SCIENCES & MATH										
BS	Biochemistry	81	40	12	0	121	No	2004	2011	No
		81-								
BS	Biology	83	40	12	0	121-123	No	1998	2005	No
BS	Chemistry	84	40	12	0	122	Yes	2005	2012	No
		88-								
BS	Earth Science	91	40	12	0	128-131	No	2005	2012	No
		81-								
BS	Geology	83	40	12	0	126-133	No	2005	2012	No
BS	Marine Biology	91	84	21	0	122	No	1997	2005	No
BS	Microbiology	88	40	12	0	128	No	1998	2005	No
ENGINEERING										
BS	Aerospace Engineering	101	31	15	0	132	Yes	2001	2006	No
BS	Chemical Engineering	100	31	15	0	131	Yes	2001	2006	No
BS	Civil Engineering	100	31	15	0	131	Yes	2001	2006	No
BS	Computer Engineering	92	37	9	0	129	Yes	2002	2006	No
BS	Computer Science	92	37	9	0	129	Yes	2002	2006	No
BS	Const Engr Mgt	100	34	12	0	134	Yes	2001	2006	No
BS	Electrical Engineering	96	37	9	0	133	Yes	2002	2006	No
BS	Elect & Comp Engr	101	37	9	0	138	Yes	2001	2006	No
		90-								
BS	Engineering	98	37	9	0	135	Yes	2002	2006	No
		83-								
BS	Engineering Tech Mechanical	97	37	9	0	134	Yes	2002	2006	No
		120-								
BS	Engineering	101	34	12	0	135	Yes	2002	2006	No