

December 2, 2005

Dr. Keith Boyum
Associate Vice Chancellor, Academic Affairs
The California State University
401 Golden Shore – 6th Floor
Long Beach, CA 90802-4210

Dear Keith:

I am pleased to submit the enclosed summary of the progress and plans that California State University, Northridge has made to address retention and graduation issues. As you surely know, we have been engaged with these issues for some time. In 2002 Jacquelyn Kegley, Chair of the Academic Senate CSU, and Louanne Kennedy, Provost and Vice President for Academic Affairs at Cal State Northridge, co-chaired the CSU's Initiative, "Facilitating Student Success in Achieving the Baccalaureate Degree."

Improving graduation rates has been one of my top priorities since my appointment here as president in 2000. In Spring 2001, I appointed a Graduation Rates Task Force which was charged to study these issues on our campus and make recommendations for improvement. Following intensive study and campus-wide consultation, the Task Force in January 2003 submitted a Final Report, which I accepted. Since that time, several groups on campus have been charged to further study and implement the Task Force's recommendations, and many of the achievements summarized in the enclosed report are the result of that work.

Student success continues to be our highest priority. In August 2003, I used the occasion of the President's Fourth Annual Convocation Address to launch a university-wide initiative to make Cal State Northridge a more learning-centered university. Appropriate resources have been allocated to support the initiative, and I have renewed my commitment to the effort in each subsequent convocation address and during my numerous interactions with faculty and the campus community.

While the enclosed report summarizes our efforts to improve retention and graduation rates, I want to cite several additional imperatives that drive our work in these areas since they do not necessarily appear in the attached document. These imperatives also reflect our strategic approach to these issues:

1. We firmly believe that decisions must be driven by evidence. Thus, we have commissioned our Office of Institutional Research to evaluate, in 2005-06, the methods that the colleges and departments are using to increase retention so that we will know more precisely what works. We believe that this approach converges with the Board of Trustees' effort to collect "best practices."
2. Data indicate that 50 percent of the freshmen who do not persist to graduation actually leave us between the second and third semester. Hence, we have redoubled our efforts, as shown in the document that follows, to improve the freshmen experience. Such initiatives as linked courses, classes in residence halls, orientation and success seminars,

- and living learning communities reflect our effort to assemble students in small cohorts, under the guidance of a mentor, so that they are enmeshed in connections to our community from the start. We have stepped up efforts to get grade and attendance information to advisors by the 3rd through 5th week of the first term, since that early period is crucial to a student's decision to persevere or not.
3. We have made major strides in curriculum reform, and again evidence drives this effort. We saw that, on average, freshmen take more credits to get their degree than transfers; this trend is unique to the CSU. So, we reduced our GE program substantially and increased the writing requirements in it to compensate for the relatively poor skills that many students have upon entrance.
 4. We are auditing our complete advising system, so that we can make changes based on evidence. The three administrators who are most knowledgeable about advising practices at CSUN are contacting all faculty, staff, directors, and representative students so that we can identify and remedy any inconsistencies in policies, needs for training, and gaps in practices.
 5. Given our size and complexity, we believe that efficient technology is a must. We have brought up a robust, automated advising system that capitalizes on PeopleSoft data and presents information in graphic form that can be grasped easily. We are striving, this year, to establish a culture and practice in which electronic communication is the norm. This will allow us to alert students about prerequisites that they must meet to stay in school and make progress toward graduation. Of course, technology is ineffective if the information that it carries is either incorrect or confusing. So, we have commissioned a committee to simplify and synchronize the university's communications with students, and assure that all communications are clear, accurate, timely and friendly.

In sum, we are gathering evidence, analyzing it, and then implementing solutions. Of course since the subjects—college students—are a moving target, changing demographically all of the time, it is a challenge to find a solution that works for everyone at all times. Nonetheless, we believe that this approach—strategic management, tactical deployment, scrutiny of evidence—is the most effective way to achieve improvement in retention and graduation rates.

Sincerely,

Jolene Koester
President

JK/rr

APPENDIX A

Reduction of Required Units in Programs Leading to the Baccalaureate Degree **Undergraduate Degree Programs Requiring More than 120 Semester Units by College**

COLLEGE OF ARTS, MEDIA, AND COMMUNICATION

BA Music Education

1. Units required for the major (may differ by option or concentration): **66**
2. Units required in general education and any other (local) graduation requirements: **43+6 units title V**
3. Are any units double-counted between general education and the major? How many? **9**
4. Free elective units: **none**
5. Total units: **124**
6. Is the program accredited (Yes/no): **YES**
7. Date of most recent program review: **1996/1997 NASM. Began self study 2001/2002 but never completed since NASM double-counting reduced units.**
8. Outcome of that review: Were units reduced? **See #7.**
9. Date of next up-coming program review: **2006-2007.**
10. If beyond two years: Is this program a candidate for special (accelerated) program review? **It is in process right now. New GE should reduce to 120 units.**

BA Music Therapy

1. Units required for the major (may differ by option or concentration):**66**
2. Units required in general education and any other (local) graduation requirements: **43+6 units title V**
3. Are any units double-counted between general education and the major? How many? **9**
4. Free elective units: none
5. Total units: **124**
6. Is the program accredited (Yes/no): **Yes**
7. Date of most recent program review: **1996/1997 NASM. Began self study 2001-2002.**
8. Outcome of that review: Were units reduced? **NASM double-counting reduced units.**
9. Date of next up-coming program review: **2006-2007**
10. If beyond two years: Is this program a candidate for special (accelerated) program review? **It's in process now. New GE should reduce to 120 units.**

Bachelor of Music

Units required for the major (may differ by option or concentration): **70**

1. Units required in general education and any other (local) graduation requirements: **43+6 units title V**
2. Are any units double-counted between general education and the major? How many? **9**
3. Free elective units: **4**
4. Total units: **132**
5. Is the program accredited (Yes/no): **Yes**
6. Date of most recent program review: **1996/1997. Began self-study 2001-2002 but never completed. NASM double counting reduced units.**
7. Outcome of that review: Were units reduced? **See #7**
8. Date of next up-coming program review: **2006-2007**
9. If beyond two years: Is this program a candidate for special (accelerated) program review? **It's in process now. New GE should reduce to 120 units.**

COLLEGE OF SCIENCE AND MATH

Biology (ALL Options)

1. Units required for the major (differs by option or concentration): Varies from 72 to 80
2. Units required in general education and any other (local) graduation requirements.
Counting Title V and GE: **46**
3. Are any units double-counted between general education and the major? How many?
Section B Natural Sciences met by major, as well as A3 Mathematics
4. Free elective units: **Varies from 3 to 10**
5. Total units: **all are 128**
6. Is the program accredited (Yes/no): **No**
7. Date of most recent program review: **1998**
8. Outcome of that review: Were units reduced? **No**
9. Date of next up-coming program review: **Currently in progress. Reviewers will be on campus December 5-6, 2005.**
10. If beyond two years: Is this program a candidate for special (accelerated) program review? **N/A**

Chemistry and Biochemistry (ALL BS Options)

1. Units required for the major (may differ by option or concentration): **Varies from 76 to 79**
2. Units required in general education and any other (local) graduation requirements:
Counting Title V and GE: 46
3. Are any units double-counted between general education and the major? How many?
Section B1 Natural Sciences met by major, as well as A3 Mathematics
4. Free elective units: **Varies from none to 4**
5. Total units: **all are 128**
6. Is the program accredited (Yes/no) **No, although the programs are certified by the American Chemical Association.**
7. Date of most recent program review: **2003**
8. Outcome of that review: Were units reduced? **No**
9. Date of next up-coming program review: **2008-2009**
10. If beyond two years: Is this program a candidate for special (accelerated) program review? **If unit reduction is the reason for the accelerated review, there is no need as the programs will be reduced to 120 units as a result of change to campus GE plan.**

(more)

Geology (ALL Options)

1. Units required for the major (may differ by option or concentration): **85**
2. Units required in general education and any other (local) graduation requirements:
Counting Title V and GE: 42
3. Are any units double-counted between general education and the major? How many?
Section B Natural Sciences and Section E Applied Arts and Sciences met by major, as well as A3 Mathematics.
4. Free elective units: **1**
5. Total units: all are **128**
6. Is the program accredited (Yes/no): **No**
7. Date of most recent program review: **1999**
8. Outcome of that review: Were units reduced? **No**
9. Date of next up-coming program review: **Currently in progress. Reviewers visited the campus in November 2005.**
10. If beyond two years: Is this program a candidate for special (accelerated) program review? **N/A**

Physics and Astronomy (ALL BS Options)

1. Units required for the major (may differ by option or concentration): **79**
2. Units required in general education and any other (local) graduation requirements:
Counting Title V and GE: 46 for Option I and 43 for Option II
3. Are any units double-counted between general education and the major? How many?
Section B1 Natural Sciences and Section E Applied Arts and Sciences met by major, as well as A3 Mathematics.
4. Free elective units: **3 for Option 1 and 6 for Option II**
5. Total units: **all are 128**
6. Is the program accredited (Yes/no): **No**
7. Date of most recent program review: **2005**
8. Outcome of that review: Were units reduced? **No**
9. Date of next up-coming program review: **2010**
10. If beyond two years: Is this program a candidate for special (accelerated) program review? **If unit reduction is the reason for the accelerated review, there is no need as the programs will be reduced to 120 units as a result of change to campus GE plan.**

COLLEGE OF HEALTH AND HUMAN DEVELOPMENT

Health Sciences: Option II only: Radiologic Technology

1. Units required for the major (may differ by option or concentration): **129**
2. Units required in general education and any other (local) graduation requirement: **38**
3. Are any units double-counted between general education and the major? Yes How many? **17**
4. Free elective units: **0**
5. Total units: **129**
6. Is the program accredited (Yes/no): **Yes**
7. Date of most recent program review: **Accreditation Review completed 2004**
8. Outcome of that review: Accredited until 2012. Were units reduced? **No**
9. Date of next up-coming program review: **2012**
10. If beyond two years: Is this program a candidate for special (accelerated) program review? **No**

Kinesiology (ALL Options)

1. Units required for the major (may differ by option or concentration): **60-73**
2. Units required in general education and any other (local) graduation requirements: **55**
3. Are any units double-counted between general education and the major? **YES** How many? **3-6 depending on option**
4. Free elective units: **0-15 depending on option**
5. Total units: **128**
6. Is the program accredited (Yes/no): **Two options are , two are not.**
7. Date of most recent program review: **2004**
8. Outcome of that review: **New MOU approved Fall 2005.** Were units reduced? **No, but currently submitted course changes will decrease total units by 4.**
9. Date of next up-coming program review: **Fall 2009**
10. If beyond two years: Is this program a candidate for special (accelerated) program review? **No**

Environmental and Occupational Health

1. Units required for the major (may differ by option or concentration):**79**
2. Units required in general education and any other (local) graduation requirements: **46**
3. Are any units double-counted between general education and the major? How many? **3**
4. Free elective units: **15**
5. Total units: **125**
6. Is the program accredited (Yes/no): **Yes**
7. Date of most recent program review. **2004**
8. Outcome of that review: **Accredited until 2009.** Were units reduced? **No**
9. Date of next up-coming program review: **2009**
10. If beyond two years: Is this program a candidate for special (accelerated) program review? **NO**

COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

Computer Science

1. Units required for the major (may differ by option or concentration): **84 - 86**
2. Units required in general education and any other (local) graduation requirements: **39**
3. Are any units double-counted between general education and the major? How many? **Programs have waivers--24 for Computer Science)**
4. Free elective units: **0**
5. Total units: **123 - 125**
6. Is the program accredited (Yes/no): **Yes, ABET**
7. Date of most recent program review: **2001**
8. Outcome of that review: Were units reduced? **No**
9. Date of next up-coming program review: **2007**
10. If beyond two years: Is this program a candidate for special (accelerated) program review? **N/A**

Construction Management Technology

1. Units required for the major (may differ by option or concentration): **95**
2. Units required in general education and any other (local) graduation requirements: **33**
3. Are any units double-counted between general education and the major? How many?
Programs have waivers for 27 units
4. Free elective units: **0**
5. Total units: **128**
6. Is the program accredited (Yes/no): **Yes, ABET**
7. Date of most recent program review: **2001**
8. Outcome of that review: Were units reduced? **No**
9. Date of next up-coming program review: **2006**
10. If beyond two years: Is this program a candidate for special (accelerated) program review? **N/A**

Civil Engineering

1. Units required for the major (may differ by option or concentration): **99**
2. Units required in general education and any other (local) graduation requirements: **36**
3. Are any units double-counted between general education and the major? How many?
Programs have waivers for 27 units
4. Free elective units: **0**
5. Total units: **135**
6. Is the program accredited (Yes/no): **No**
7. Date of most recent program review: **2001**
8. Outcome of that review: Were units reduced? **No**
9. Date of next up-coming program review: **2007**
10. If beyond two years: Is this program a candidate for special (accelerated) program review? **N/A**

Electrical Engineering

1. Units required for the major (may differ by option or concentration): **99**
2. Units required in general education and any other (local) graduation requirements: **36**
3. Are any units double-counted between general education and the major? How many?
Programs have waivers for 27 units
4. Free elective units: **0**
5. Total units: **135**
6. Is the program accredited (Yes/no): **Yes, ABET**
7. Date of most recent program review: **2001**
8. Outcome of that review: Were units reduced? **No**
9. Date of next up-coming program review: **2007**
10. If beyond two years: Is this program a candidate for special (accelerated) program review? **N/A**

Computer Engineering

1. Units required for the major (may differ by option or concentration): **96 - 100**
2. Units required in general education and any other (local) graduation requirements: **36**
3. Are any units double-counted between general education and the major? How many?
Programs have waivers for 27 units
4. Free elective units: **0**
5. Total units: **132-134**
6. Is the program accredited (Yes/no): **Yes, ABET**
7. Date of most recent program review: **2001**
8. Outcome of that review: Were units reduced? **No**
9. Date of next up-coming program review: **2007**
10. If beyond two years: Is this program a candidate for special (accelerated) program review? **N/A**

Manufacturing Systems Engineering

1. Units required for the major (may differ by option or concentration): **94**
2. Units required in general education and any other (local) graduation requirements: **36**
3. Are any units double-counted between general education and the major? How many?
Programs have waivers for 27 units
4. Free elective units: **0**
5. Total units: **130**
6. Is the program accredited (Yes/no): **Yes, ABET**
7. Date of most recent program review: **2001; interim review in 2004**
8. Outcome of that review: Were units reduced? **No**
9. Date of next up-coming program review: **2007**
10. If beyond two years: Is this program a candidate for special (accelerated) program review? **N/A**

Mechanical Engineering

1. Units required for the major (may differ by option or concentration): **99**
2. Units required in general education and any other (local) graduation requirements: **36**
3. Are any units double-counted between general education and the major? How many?
Programs have waivers for 27 units
4. Free elective units: **0**
5. Total units: **135**
6. Is the program accredited (Yes/no): **Yes, ABET**
7. Date of most recent program review: **2001**
8. Outcome of that review: Were units reduced? **No**
9. Date of next up-coming program review: **2007**
10. If beyond two years: Is this program a candidate for special (accelerated) program review? **N/A**

California State University, Northridge
Progress toward Board of Trustees' Recommended Items for Campus Plans for Facilitating Graduation

I. Efficiency in Academic Program Design

	Item	CSUN actions	Status
1	Reduction of Required Units in Programs Leading to the Baccalaureate Degree	<p>B.A. Most majors are 120 units, including all in the Colleges of: Social and Behavioral Sciences (S&BS), Humanities (HUM), Business and Economics (COBAE) and most of Arts, Media and Communication (CAMC) and Health and Human Development (HHD). Several Music options (both B.S. and B. M.) exceed 120 units; the Department is exploring ways to decrease units.</p> <p>B.S. Some majors in the Colleges of Engineering and Computer Science (CECS) and Science and Mathematics (CSM) are as high as 135 units. Departments are actively encouraged to take advantage of the new GE plan to decrease size of degree.</p> <p>Departmental Program Reviews will be used to reconsider unit totals as appropriate.</p> <p>There are 17 degree programs requiring more than 120 units. See Appendix A for a complete list and requested Action Plan data.</p>	<p><u>2005/06</u> Complete review underway. No new increases in major units will be permitted. Several majors (e.g. Geological Sciences) have submitted paperwork to decrease units to degree.</p>
2	Selective Reduction of Campus Graduation Requirements	<p>General Education Reform: General Education (GE) requirements are reduced from 57 to 47/48 units.</p> <p>Fall 05 FTF will be assigned to the new GE program but can petition to remain under the current GE package.</p> <p>Reduction in size of selected majors: Departments are examining the size of majors to establish limits that will complement the reduced GE requirements and allow graduation with 120 units, wherever possible. Accreditation requirements and other considerations may pose obstacles in some Departments.</p> <p>There are 22 degree programs with fewer than 10 units of free electives. These will be required by the Provost to review their free electives as part of Program Review.</p> <p>Standing accommodations: Categorical waivers are approved by Undergraduate Studies to speed graduation.</p>	<p><u>2005/06</u> Operationalizing.</p> <p><u>2006/07</u> New GE effective in Fall 06 for all FTF.</p> <p><u>2005/06</u> Review <u>2006/07</u> Implementation</p> <p>On-going</p> <p>On-going</p>

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

3	Emphasis on Graduation in Orientation Sessions for New Students (FTF and FTT)	<p>Campuswide, all-day student orientation: Redesigned to focus on academic success and to integrate advisement strategies, including timelines and pathways to graduation. Peers provide “lessons learned” and cautionary advice for avoiding pitfalls. Representatives participate from Student Services and all College advisement centers.</p> <p>College workshops, mandatory advisement and welcome activities: FTF and EOP student sessions are held during the day as well as on nights and weekends. Optional individual or group advisement available for FTT as well. Advisement includes Degree Audit Reporting System (DARS) evaluation, course selection and graduation plan/pathway reviews. Degree pathways also are posted on College and department websites.</p> <p>Best practices will be shared in appropriate forums.</p>	<p><u>2005/06</u> Increased academic focus.</p> <p><u>2006/07</u> Retention data for Fall 06 to be evaluated.</p> <p>Best practices disseminated.</p>
4	Strengthened Support for both General Education and Life/Career Goal Clarification for Lower-Division Students	<p>Freshman programs: Since 1999, CSUN has created a number of programs to improve and bolster the first year experience. The goal is to have every freshman participate in one of the programs, which include:</p> <ul style="list-style-type: none"> • Freshman Seminar (UN 100): This 3-unit GE course designed to ensure personal, academic and career success now serves more than 900 FTF annually. College of Engineering and Computer Science (CECS) offers a 1-unit version of its own; several other Colleges are designing similar major-specific versions. National Center on Deafness (NCOD) offers a special section for its students. • Cohorted freshman programs, including: <p>Linked courses give freshmen opportunities to form learning communities for mutual support and success. For example, College of Health and Human Development offers summer pre-entry programs. Engineering majors have mandatory introductory courses. Liberal Studies has offered cohorted curricula for entering Integrated Teacher Education Program (ITEP) students since 1999.</p> <p>Freshman Connection links 200+ FTF in UN 100 and 098 Developmental Writing to a choice of Psychology 150 or Sociology 150. At request of Fall 05 cohorts, linked courses will continue in Spring 06 with Freshman Composition and Oral Communication, two of their Basic Subjects.</p> 	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p><u>2005/06</u> 1st offering</p>

4	Strengthened Support for both General Education and Life/Career Goal Clarification for Lower-Division Students	<p>Freshman Connection (continued): In Fall 06, a minimum of four cohorts of freshmen (450 students) will participate.</p> <p>EOP Bridge serves 250 low-income, first-generation university freshmen each year through long-term learning communities (summer plus 3 semesters), a linked and integrated curriculum, tutorials and a community of mentors. Student Services Center (SSC/EOP) offices in Colleges cooperate on Career Exploration programs.</p> <p>First Year Service Providers is a University-wide committee that coordinates the efforts of advisors, faculty, staff and administrators who work directly with first year students. First Year Experience Cohort Committee brings Student Affairs and Academic Affairs leaders together to explore and coordinate ways to increase participation of entering freshmen in CSUN cohorted experiences.</p> <p>Six Living Learning Communities help 400+ students become more successful and better adjusted to college life. One of the LLCs, the First-Year Experience Living Learning Community, brings FTF together in an academically focused living environment. Career Center conducts regularly scheduled outreach. Freshman enrollment tripled for Fall 2005. Some departments and Colleges (i.e. Cinema and Television Arts, CECS) have Living Learning Residential Halls that feature labs, tutoring and special programs.</p> <p>Also, the Counseling Center is restructuring itself to focus more on academically at-risk students.</p> <p>On-line Career Planning: Academic Affairs and Student Affairs jointly are creating an on-line career planning module.</p> <p>Colleges are planning such activities as:</p> <ul style="list-style-type: none"> • Stepped-up advisement and support services through such means as mandatory advising, freshman success workshops, open houses, required one-on-one sessions during the semester, peer mentoring, DARS review and GE requirements review. These are conducted by some Colleges and Student Services Center/EOP staff. • Linking career advisement with first year, introductory and gateway classes by integrating career components. 	<p><u>2006/07</u> Program expanded based on assessment.</p> <p>On-going</p> <p><u>2005/06</u> Discussion and planning.</p> <p><u>2006/07</u> Expansion of participants.</p> <p><u>2005/06</u></p> <p><u>2006/07</u> In place</p> <p>On-going</p> <p>On-going</p>
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4	Strengthened Support for both General Education and Life/Career Goal Clarification for Lower-Division Students	<ul style="list-style-type: none"> • Early intervention programs in cooperation with the Career Center to assist at-risk students through intense academic and career counseling; pilot project now offered in College of Science and Mathematics (CSM) for those not progressing in Biology major. • Mandatory advisement for FTF and for students who want to change majors. Closer ties to Career Center established by several Colleges. • Career Center, often in conjunction with Colleges, conducts Freshman Outreach through quarterly newsletter and conducts Career Planning 101 Workshop Series. Offers individual career planning and virtual job shadowing. • Gateway, Program for Adult College Education (PACE), ITEP, and on-line courses introduce careers, curricular expectations and life-long learning concepts. <p>Best practices will be shared in appropriate forums.</p>	<p><u>2005/06</u> Pilot project in Biology.</p> <p><u>2006/07</u> Expanded to other Colleges.</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p><u>2006/07</u> Best practices disseminated.</p>
5	Prominent Association of Career Outcomes with Degree Majors in Catalogs and Other Student Informational Materials and Resources	<p>University Catalog includes description of careers for each undergraduate major.</p> <p>Annual Majors Fair: Advising Resource Center (ARC/EOP) targets undeclared students. Students explore options by meeting with faculty, career and academic advisors.</p> <p>Student Aspiration Materials: “Major sheets” and other materials for use with prospective, incoming and continuing students are updated and distributed. Materials link careers with majors and reflect traditional and emerging student interests.</p> <p>University’s <i>Student Orientation Workbook</i> revised to allow students to plan entire degree and check progress.</p> <p>Colleges are developing websites, DVDs, undergraduate handbooks and Career Days to supplement one-on-one advisement regarding successful career strategies.</p> <p>Pre-Professional Clubs and Organizations: Most majors host clubs that organize activities to expose students to careers, internships, professional opportunities, networking and job placements.</p>	<p>Completed</p> <p>On-going (annually)</p> <p>On-going</p> <p>Completed</p> <p><u>2006/07</u> Assessment and expansion.</p> <p>On-going</p>

5	Prominent Association of Career Outcomes with Degree Majors in Catalogs and Other Student Informational Materials and Resources	<p>The Career Center:</p> <ul style="list-style-type: none"> • Conducts alumni panels and networking sessions to complement Annual Majors Fair; • Coordinates internship postings, job placements and job shadowing opportunities with academic departments; • Operates Career Library with special freshman section; • Is developing customized on-line informational database so students can learn how majors link to careers; • Is working with Colleges to develop roadmaps, counseling and timelines for jumpstarting careers. 	<p><u>2005/06</u> On-going</p> <p><u>2006/07</u> Implementation and expansion.</p>
6	Choice of Degree Major Required at a Reasonable, Early Juncture	<p>All students have advisors in their Colleges or in central Advising Resource Center/EOP. Students are required to declare a major by the time they have earned 60 units. To accomplish this, Colleges and satellite advising centers are:</p> <ul style="list-style-type: none"> • Instituting mandatory advisement holds or SOLAR notifications at 60 units until major is declared; • Increasing collaboration among all campus advisors. Academic Advising Reconciliation Committee (AARC) began work in 2005/2006 to make interpretation of policy and procedures consistent across the University. Website created for advising policy/procedures and Frequently Asked Advising Questions (FAAQ). • Instituting developmental advisement benchmarks and 4- and 5-year plans at point of entry; • Creating special mailings and electronic communication encouraging noncompliant students to obtain immediate advisement; • Welcoming undeclared students and students from other majors to advisement sessions and holding special change-of-major advisement periods. <p>Research is being conducted to determine correlation between retention rates, completion of degree and time of declaration of major in order to implement policy based on evidence.</p>	<p>2005/06</p> <p>2005/06</p> <p>2006/07</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>2006/07</p>

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

7	Wide Promulgation of Roadmaps to Degree in an Official, Centrally-Archived, Graphically Authoritative Format	<p>All majors have roadmaps which are widely available in departments. Student Services Center/EOP advisors hold one-on-one follow-ups as needed. All Colleges, departments and SSC/EOPs have 4- and 5-year roadmaps on linked websites.</p> <p>With interactive DARS, students can display “what if” scenarios.</p> <p>All websites, including roadmap sites, are earmarked for visual improvement, consistency and ADA compliance.</p> <p>Prerequisite classes are regularly scheduled and resources re-allocated to target bottleneck courses. Additional lab sections scheduled to accommodate students in high demand courses.</p> <p>In addition, various Colleges:</p> <ul style="list-style-type: none"> • Include instruction and workshops on DARS in introductory and gateway courses and distribute copies of DARS at the conclusion of all advisement sessions; • Assure consistency by having SSC/EOP offices maintain and monitor graduation plans for students in their College; • Offer 2- or 3-year plans for FTT students. <p>Academic Affairs, with Institutional Research (IR), will examine the feasibility of a study on whether, when and how students use roadmaps and DARS. If deemed valuable, study to be conducted.</p> <p>Best practices will be shared in appropriate forums.</p>	<p>2005/06</p> <p>Spring 06 and 2006/07</p> <p>Spring 06 and 2006/07</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p><u>2006/07</u> Expansion</p> <p>2005/06</p> <p>2006/07</p> <p><u>2006/07</u> To be disseminated.</p>
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8	Alignment of Class Schedules to Roadmaps	<p>IR and Information Technology Resources (ITR) are examining the best ways to project class demand, either from scans of student plans or through examination of demand for seats in major courses.</p> <p>Funds for schedule adjustments are held centrally to facilitate creation of additional sections of bottleneck courses.</p> <p>Academic Affairs, IR, and individual Colleges collaborate on systems that use feedback from actual registration data, DARS “what-ifs” and advisors to do 12- to 18-month advanced planning.</p> <p>In addition, departments are:</p> <ul style="list-style-type: none"> • Offering more high-demand courses during summer; • Scheduling to avoid time conflicts among required courses. 	<p>2005/06</p> <p>On-going</p> <p>Spring 06 2006/07</p> <p>On-going</p> <p>On-going</p>
9	Provision in Policy of Mandatory Individual Student Study Plans to the Degree	<p>Students have the ability to establish individual study plans to the degree.</p> <p>Faculty Senate will consider changes to campus policy to make such study plans mandatory.</p> <p>Graduation checks are required at 90 units. These checks by departments and A&R inform students about their remaining requirements/units prior to their enrollment in their final semester.</p> <p>In addition, Colleges and departments are:</p> <ul style="list-style-type: none"> • Helping lower division students select appropriate GE courses and other non-major requirements to keep them on track with graduation roadmaps; • Holding mandatory academic planning workshops for all FTF; • Requiring mandatory advisement, either for all students or for students who have reached critical benchmarks; • Encouraging advisement through class announcements, e-mail notification and written materials; • Having advisors create multi-semester schedule plans. 	<p>Spring 06</p> <p>2006/07</p> <p>On-going</p> <p>All are on-going</p>

10	Use of Cumulated Individual Student Study Plans in Planning Class Schedules	<p>Interactive DARS provides data to facilitate planning by departments, programs and administrators as they create annual Schedules of Classes. IR and ITR will aggregate/analyze data for better scheduling, particularly of in-demand courses.</p> <p>To maximize student use of DARS, Colleges are:</p> <ul style="list-style-type: none"> • Using Interactive DARS in all advisement sessions to outline all possible course selection options; • Reinforcing academic advising decisions at all levels of student-faculty-administration interaction. 	<p>2005/06 and on-going</p> <p>On-going</p> <p>On-going</p>
11	Adoption of Strategies for Student Success and Learning Support: Tutoring; Technology-mediated Supplementary Learning; and Similar Tactics	<p>The Learning Resource Center (LRC) offers academic support tied to essential gateway and developmental courses. LRC uses one-on-one, small group, class and on-line instruction to help each student succeed. Services include:</p> <ul style="list-style-type: none"> • Writing: Students get assistance on developing/revising class papers and preparing for the Upper Division Writing Proficiency Exam. Offered in one-on-one, small group and on-line formats, including a course (090) and an 8-hour workshop for repeat test-takers. • Tutoring: Subject area tutoring available, with special emphasis on challenging courses such as math, chemistry and biochemistry. • Supplemental Instruction (SI): One-unit classes are linked to courses that have high failure rates, such as Math 102; <ul style="list-style-type: none"> ○ Expansion of SI-linked math courses to 30 sections of targeted students ○ Special sections of Freshman Composition are linked with SI sections for students who test on the high end of the developmental range of the English Placement Test (EPT). <p>Learning Centered University Mini-grants Program: Second annual competition for grants of up to \$15,000 to support dissemination and scaling of existing initiatives, encourage cross-divisional collaboration and investigate the uncoupling of credits, seat time and learning objectives. Assessment is required.</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>2005/06</p> <p>2006/07</p> <p>On-going</p> <p>On-going</p>

11	Adoption of Strategies for Student Success and Learning Support: Tutoring; Technology-mediated Supplementary Learning; and Similar Tactics	<p>The Early Warning System (TEWS): A pilot study was conducted to identify students at risk of failing and provide early and on-going intervention to increase student success through the following:</p> <ul style="list-style-type: none"> • Track I for Developmental Writing and Developmental Math; • Track II identifies historical high failure rate courses and faculty who work toward improving pass rates; • Track III invites select undecided EOP freshmen to participate; • College Student Services Center/EOP offices follow up on TEWS recommendations by providing additional one-on-one assistance and referrals to Learning Resource Center and other specialized support centers such as Students with Disability Resources. <p>Student Engagement Group: Using a grant from the Chancellor’s Office, pilot was conducted in three high failure rate classes in Spring 2004 and Spring 2005. As a result, best practices to increase student engagement were implemented, including weekly journals, weekly quizzes, group problem-solving activities and providing extra help.</p> <p style="padding-left: 40px;">If further assessment of these strategies demonstrates positive impacts on student attendance, engagement, achievement and attitudes, expansion is planned.</p> <p>Mini-grants for faculty: The Judge Julian Beck Endowment supports faculty projects that focus on improving instruction. Current activities focus on learning-centered instructional projects that implement specific tactics and strategies designed to improve student learning. Each proposal must include assessment measures.</p> <p>The University Counseling Center: Personnel offer a variety of individual and group counseling and psychological services to assist students in overcoming obstacles that impede personal or academic success. Topics include crisis management, test-taking anxiety, depression, procrastination and wellness.</p> <p>Learning Management System (LMS): WebCT (Campus Edition) facilitates the flow of course content for both on-line and hybrid courses while it tracks student activities, measures student learning objectives and delivers asynchronous courses. LMS can assist students through provision of flexible scheduling to meet individual needs regarding both GE and major requirements.</p>	<p><u>Spring 05</u> Pilot completed</p> <p><u>2006/07</u> Full implementation</p> <p><u>2005/06</u> Recommendations implemented</p> <p>2006/2007</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>
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11	Adoption of Strategies for Student Success and Learning Support: Tutoring; Technology-mediated Supplementary Learning; and Similar Tactics	<ul style="list-style-type: none"> • Additional accommodations for nontraditional students are offered through programs such as PACE and ITEP; earning credit through portfolio and internship experiences where appropriate; and ALEKS (Assessment and Learning in Knowledge Spaces). Developmental Math and Liberal Studies pre-service elementary school students are using the self-paced computer modules of the ALEKS interactive math program on the World Wide Web to help them progressively learn math concepts by interacting with a precise map of their individualized knowledge state. <p>Campus offices that deal with special student populations offer additional advisement and student success strategies.</p> <ul style="list-style-type: none"> • The National Center on Deafness (NCOD) provides a wide range of services to help students progress toward graduation. Advisement is mandatory for freshmen, sophomores and undeclared majors. Upper division students must get advisement in their major and at NCOD each semester they wish to received services. • The Center on Disabilities counsels students individually toward success by using two-year planners, lessons in understanding DARS, career counseling and special coaching for the Upper Division Writing Proficiency Exam. <p>In addition, Colleges offer a variety of support programs:</p> <ul style="list-style-type: none"> • Extensive tutoring in math and science courses both in classroom buildings and in its Living Learning Communities; • College of Engineering and Computer Science (CECS) offers individual and group tutoring and Facilitated Academic Workshops (FAW) for “barrier courses” in some majors and schedules an intensive 4-week summer program each year to preview and prepare students for Calculus I; • On-line learning and research aids; • Internet links from faculty web pages to sites that supplement and support learning; • On-line GE courses; 	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>
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11	Adoption of Strategies for Student Success and Learning Support: Tutoring; Technology-mediated Supplementary Learning; and Similar Tactics	<ul style="list-style-type: none"> • A rotating schedule of Academic Success Workshops; • Humanities operates the Chicano Studies Writing Lab and Barbara Ann Ward Language Learning Center; • Business Honors students provide tutoring to other Business students and mentor FTF Business majors. 	On-going On-going On-going
12	Renewed Enforcement of Policies that Limit or Discourage Drops, Withdrawals, Grades of Incomplete	<p>More consistent enforcement of University policy eliminating late drops and adds, in effect in Fall 04. Process moved centrally to Undergraduate Studies from Colleges to ensure consistency.</p> <p>Inconsistent application of Incompletes to be reviewed by Educational Policies Committee and Undergraduate Studies.</p> <p>Colleges are:</p> <ul style="list-style-type: none"> • Explaining new policies in printed materials and advising sessions; • Referring students who request late schedule adjustments to Undergraduate Studies so experts can provide consistent guidance in policy interpretation and students can understand ramifications of their decisions. 	Completed 2006/07 On-going
13	Adoption or Renewed Enforcement of Policy that Limits the Number of Course Repeats	<p>In Spring 2003, the campus adopted a new policy on course repeats: A maximum of 15 semester units of CSUN coursework in which a student earned a C- or lower grade may be repeated for grade forgiveness. On the third or subsequent enrollment in a course, permission of the associate dean of that College is necessary.</p> <p>Undergraduate Studies is investigating ways to enforce this policy through the computer system.</p> <p>The campus adopted a policy on course repeats that allows students repeating a course to enroll only during extended registration (not during priority registration).</p> <p>Undergraduate Studies is investigating ways to enforce this policy through the computer system.</p>	On-going 2005/06 On-going 2005/06
14	Campus Provision of a Rich CMS Information and Communications Environment for Major Advising	<p>The redesign of interactive DARS facilitates a deep and student friendly environment for advisement in majors.</p> <p>University will redesign the campus web portal so that students can search and find records and status with ease.</p>	Completed Spring 06 2006/07, 07/08

IV. Strong Advising Strategies and Practices

15	Strong, Timely Major Advisement, Including Mandatory Advisement upon Declaring or upon Changing a Major	<p>A new University-wide committee, the Academic Advising Reconciliation Committee (AARC), is examining policies, practices and procedures for consistency of understanding and application across the Colleges and will recommend changes to campus policies and practices.</p>	2005/06
		<p>Advising policy and Frequently Asked Advising Questions (FAQ) website established.</p>	2006/07
		<p>Depending on the size of the major, departments and Colleges have been improving advisement in various ways, including:</p> <ul style="list-style-type: none"> • Mandating advisement in the major/minor by faculty either each semester or annually; • Mandating advisement for certain classifications of students such as those new to a College or major, FTF, EOP, 3rd or 4th semester students, change of majors, FTT, those on probation or those approaching excessive units needed for degree; • Increasing advisement staff, both in the major and GE; • Encouraging advisement through various staff and technological delivery systems. 	On-going
		<p>The Integrated Communication Committee reviews all materials distributed to students by the University, Colleges and departments in order to develop standards of uniformity and consistency in content, message and appearance.</p>	2005/06
		<p>All communication with students will be electronic through email or the Web portal.</p>	2006/07
		<p>Colleges also are:</p> <ul style="list-style-type: none"> • Training faculty to perform advisement duties and grad checks; 	On-going
		<ul style="list-style-type: none"> • Encouraging widespread use of DARS training video or other on-line training to help students and faculty advisors use the interactive DARS. 	On-going
		<ul style="list-style-type: none"> • Placing holds on registration for students who have not complied with mandatory advisement and/or all new students in a College. 	On-going

16	Frequent Use of Degree Audits	<p>The use of DARS for advising and grad checks is pervasive. Students who consult with advisors, whether faculty or staff, are provided with a copy of their DARS for future use and guidance.</p> <p>Academic Affairs, IR and ITR will be evaluating data on the frequency of student use of DARS. Findings will inform future actions.</p> <p>College-based training offered for faculty, staff and students on effective use of interactive DARS.</p> <p>Bi-monthly DARS workshops held by Colleges will familiarize students with DARS and answer questions.</p>	<p>On-going</p> <p>2006/07</p> <p>On-going</p> <p>2006/07</p>
17	Mandatory Degree Audits not later than at 70 Semester Units	<p>Mandatory degree audits currently are performed at 90 units when students file for graduation (grad check).</p> <p>Academic Affairs will examine ways to send DARS reports automatically to all students who have earned 70 units. Implementation expected by late Spring 2007.</p>	<p>Completed</p> <p>2006/07</p> <p>2005/06</p>

18	Mandatory and If Needed Intrusive Advisement as Student Approaches/ Exceeds Minimum Units Required for the Degree	<p>As noted above, DARS audits are reviewed with all students at 90 units. Any student can obtain a DARS at any time. DARS are routinely used in all advisement sessions.</p>	On-going
		<p>Additional intrusive advisement is employed as students hit predetermined benchmarks.</p>	On-going
		<p>An alert system will be implemented that identifies students approaching/exceeding minimum units for the degree.</p>	2006/07
		<p>Currently:</p> <ul style="list-style-type: none"> • Targeted “off track” student populations such as those with excessive units (120 and above as monitored by IR), candidates for graduation and EOP students receive intrusive advising by Student Services Center/EOP staff and/or personal advisement and intervention by chairs; 	On-going
		<ul style="list-style-type: none"> • Financial Aid appeals are used as motivation for “off-track” students to complete degrees; • Registration holds are used strategically; • New campus policy directs that priority registration is removed after two semesters of graduating senior status. EPC and Admissions and Records are meeting to operationalize this process by the end of the current academic year. 	On-going On-going 2005/06

V. *Campus Monitoring and Feedback*

19	Development and Use of “Dashboard Indicators” for Campus-wide Monitoring of Graduation	<p>Institutional Research summarizes student statistics and distributes them to targeted audiences. The data include:</p> <ul style="list-style-type: none"> • First to second year retention data; • Students who do not re-enroll during priority registration; • Students not doing well in Basic Subjects; • Also available are data on midterm grades, attendance at advisement sessions; stop-outs during and following first semester on campus and accumulation of more than 120 units. 	On-going
		<p>Data are used to determine which students need to be contacted for intrusive advising, counseling and/or tutoring.</p>	2005/06

19	Development and Use of “Dashboard Indicators” for Campus-wide Monitoring of Graduation		<p>Activation of widespread use of TEWS in Fall 06 will monitor progress in selected courses.</p> <p>In Colleges:</p> <ul style="list-style-type: none"> • Student Service Centers (SSC/EOP) provide mid-term evaluations to targeted student populations (i.e. academic probation, Financial Aid students not completing units, those scheduled to graduate but missing requirements) and contact those that are at academic risk; • SSC/EOP staff track all FTF regarding compliance with EO665 and ensure proper sequencing of math and writing courses; • SSC/EOP staff track stopped-out students, disqualified freshmen and eligible non-returning freshmen and offer appropriate support services. 	<p>2006/07</p> <p>On-going</p>
20	Review by CSU Academic Peers of How Efforts at Encouraging Graduation are Succeeding, by Degree Program		Reviews will be coordinated centrally.	To Be Arranged

VI. Assuring the Priority of Facilitating Graduation

21	Provide the Board of Trustees with periodic reports		This report, to be submitted December 2, 2006, constitutes the first report of CSUN to the Trustees via the Office of the Chancellor.	Completed
22	Provide appropriate funding, support		System-level	To Be Arranged