

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 9:45 a.m., Tuesday, September 20, 2016
Glenn S. Dumke Auditorium

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

Consent Item

Approval of Minutes of the Meeting of July 19, 2016

Discussion Items

1. Research, Scholarship and Creative Activities, *Information*
2. Graduation Initiative 2025, *Action*

**MINUTES OF MEETING OF
COMMITTEE ON EDUCATIONAL POLICY**

**Trustees of The California State University
Office of the Chancellor
Glenn S. Dumke Conference Center
401 Golden Shore
Long Beach, California**

July 19, 2016

Members Present

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

Trustee Farar called the meeting to order.

Approval of Minutes

The minutes of May 24, 2016 were approved as submitted.

Graduation Initiative 2025

An update on the efforts of the Graduation 2025 Advisory Committee was provided by Dr. Loren Blanchard, executive vice chancellor for academic and student affairs and Jeff Gold, senior director for academic technology services. The advisory committee represent a range of California State University (CSU) campuses and stakeholders. They have reviewed literature, promising practices and analyzed comparable institutions to initiate the process for discussing the range of freshman and transfer graduation rates for the CSU. There was appreciation expressed by the Trustees to the work of the advisory committee during the summer months. It was expressed that there was value in delineating goals campus by campus and that those whose current graduation rates are above average, as indicated by comparable institutions, that they continue to be as ambitious as possible in their stretch goals. The final goals for the Graduation Initiative 2025 will be presented at the September 21, 2016 Board of Trustees meeting for approval which will conclude with the Graduation 2025 Symposium to showcase exemplary practices and launch the initiative.

Trustee Kimbell adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Research, Scholarship and Creative Activities

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Ganesh Raman
Assistant Vice Chancellor
Research

Background

Research, scholarship and creative activities are central to the academic quality of any university. For the California State University (CSU), these efforts have an applied focus and often include students working with faculty toward solving problems and improving life in our communities. The academic excellence resulting from this approach to research, scholarship and creative activities translates to better student engagement and success, which is at the heart of the Graduation Initiative. This applied approach also provides services that enrich our communities, which is a key principle in the CSU mission. Traditionally, advancing the disciplines through original research, scholarship and creative activity has been seen as being carried out exclusively within the faculty realm. In recent years, we have come to understand that involving students in research, scholarship, and creative activities has a “high impact” on student achievement as well as on the academic quality of the institution.

Research, scholarship and creative activities provide an effective strategy for improving student success. Undergraduate research, for example develops purposefulness, perseverance and collaboration, empowering students and leading to their academic success. Students gain opportunities for deep learning when they work side by side with faculty on research, scholarship, and creative activities.

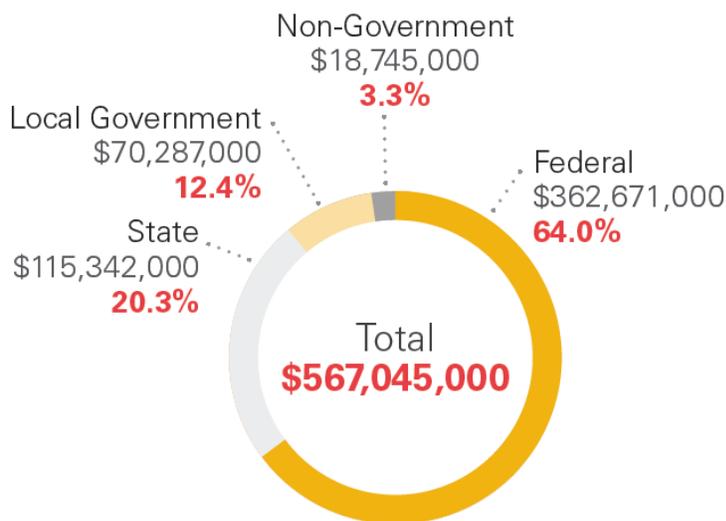
Research

Participating in research, scholarly and creative activities keeps our faculty engaged and up-to-date in their respective disciplines, preparing them to compete successfully for grants and awards. On a yearly basis, the total grant and contract revenue for the CSU system in 2014-15 was over \$567 million. Approximately 64 percent of the external revenues were from federal sources, indicating the competitiveness of our faculty in the national funding arena. Our faculty have secured funding for example, from the National Institutes of Health, the National Endowment for the Arts, the National Science Foundation and the United States Department of Education.

Many of our larger federal awards relate to community improvement and to student success, especially among underrepresented students, adding to our ability to address the achievement gap. The biotechnology and diversity foci of the National Institutes of Health-funded Building Infrastructure Leading to Diversity (BUILD) grants provide one example. The BUILD program supports the educational success of underrepresented students in educational programs that prepare graduates for biomedical research careers and graduate school. Three CSU campuses—Long Beach, Northridge and San Francisco—won three of the ten BUILD grants awarded nationally, for a combined total of over \$ 61 million. The CSU has been successful in garnering Hispanic Serving Institutions (HSI) grants, as well, including HSI-STEM grants that focus on helping Hispanic students achieve success in science, technology, engineering and mathematics fields. In 2016, the S.D. Bechtel, Jr. Foundation awarded the CSU system more than \$10 million for expansion of the New Generation of Educators Initiative. This transformative initiative assists future teachers to deepen their understanding of the Common Core State Standards and Next Generation Science Standards in diverse schools. Grants ranged in size from \$600,000 to \$1.2 million.

In total, campus efforts generated over \$567 million in external grants and contracts for 2014-15, the most recent year for which data is available. This award revenue different from General Funds used for basic university operations. Our faculty compete for these external funds, which are used for innovative projects that benefits local communities and prepares students for 21st Century careers. The high regard for CSU quality, faculty and programs is reflected in the preponderance of external funding being awarded through national competitions for federal resources.

Research Revenue, by Funding Source 2014-15



In addition to this external funding, CSU faculty compete for internal funding, such as the Faculty-Student Collaborative Research Development Grant Program run through the CSU Program for Education and Research in Biology (CSUPERB). In an effort to benefit students and faculty researchers, the CSUPERB grant program offered up to \$15,000 for projects to increase the overall number of externally funded biotechnology research investigators across the CSU system. The CSUPERB program funds new research efforts and provides faculty with resources to fill gaps in external funding for ongoing research projects. External and internal funding helps maintain the quality of our more than 1,400 graduate degree programs by providing much-needed resources, including funding for participation in academic conferences and to conduct research, funds for purchasing supplies and equipment and support for research and thesis completion.

Scholarship

Faculty scholarship, while required for the tenure and promotion process, also benefits students as faculty weave their research into the curriculum and includes students in the research and scholarship process. Dr. Young-Seok Shon, CSU Long Beach (CSULB) Department of Chemistry and Biochemistry, exemplifies scholarship as academic excellence that fosters student success. Professor Shon, is currently investigating new ways of synthesizing nanomaterials for use in a variety of technological applications, including for cancer diagnosis and therapy, as well as for wastewater treatment. A winner of the CSULB Distinguished Faculty Scholarly and Creative Achievement Award, Dr. Shon's mentorship has resulted in his students co-authoring 11 papers published in peer-reviewed journals and presenting 18 times in national and international conferences and 21 times at regional and local meetings.

Creative Activities

Creative activities are subject to discipline-specific standards for judging academic excellence. Faculty artistic contributions undergo peer evaluation, can qualify for funding from nationally competitive grants, may be included in scholarly conferences and journals, and have specific criteria for tenure and promotion. The role research plays in affecting change and solving problems may be more familiar than is the role played by the academic field of the arts, which has its own disciplines, theories, critical analyses, standards of excellence, grant funders, and procedures for peer review of quality. CSU Northridge, for example, received a National Endowment for the Arts ArtWorks Research grant to study the importance of theater to restructuring self-identity for youth on the autism spectrum. The resulting musical, *Joining the Spectrum*, was presented in five sold-out campus performances. Follow-up research found that the theatrical production played an important role in improving self-esteem, empathy and relationships for these youth.

CSU San Marcos Media Professor Kristine Diekman includes students, faculty and the community in producing videos that serve non-profit organizations and affect social change. Professor Diekman and a colleague were awarded a \$250,000 W.M. Keck Foundation Undergraduate

Education Program grant for the creation of the American Indian Digital Media and Culture Project, serving Southern California tribes and university students. She has won awards and grants for her internationally screened media from California Arts Council, California Humanities Community Stories, Paul Robeson Foundation, New York State Council on the Arts, New York Foundation for Art, The Keck Foundation and others. Her work is in such esteemed collections as the Getty Center, Fales Library in New York City, Video Out in Vancouver, and the Lux Center in London. In 2016, she was awarded the Wang Family Excellence Award for her contributions to the CSU.

Systemwide Collaborations

Collaborative, multi-campus research leads to advancement in the disciplines, innovation and an improved academic environment for our students and faculty. The CSU has many systemwide multi-campus partnerships, existing as brick-and-mortar centers or faculty affinity groups. These collaborative approaches bring together researchers from across the 23 campuses to share expertise, initiatives, and facilities. Their joint efforts result in scholarly publications and advancements in practice, technology and knowledge.

CSU multi-campus efforts have addressed many important problems, such as California's drought. Researchers at CSU Monterey Bay and CSU Fresno are working together on satellite-based systems to gather data to better quantify the effects of water efficiency strategies in the agricultural industry. The Moss Landing Marine Laboratory, now in its fiftieth year, is a marine-science consortium of seven CSU campuses: East Bay, Fresno, Monterey Bay, Sacramento, San Francisco, San José and Stanislaus. Research focus includes marine ecology; the biology of marine plants, invertebrates, fishes, turtles, birds and mammals; oceanography and marine geology; and chemistry and biogeochemistry. One current research project includes students using imagery collected by a remotely operated vehicle, to study the effects of climate change on deep seafloor communities in the Antarctic.

Conclusion

CSU research, scholarship and creative activities contribute to the intellectual and creative vibrancy of campus life and offer solutions to real-world problems. Involving students in research, scholarship and creative activities has a "high impact" on student achievement, the university's reputation for academic quality, and help fulfill our mission to serve the communities around us.

COMMITTEE ON EDUCATIONAL POLICY

Graduation Initiative 2025

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Jeff Gold
Assistant Vice Chancellor
Student Success Strategic Initiatives

Background

In 2009, CSU launched its first concerted graduation initiative to improve 6-year completion rates and cut in half achievement gaps for first-time freshmen by 2015. As the first phase of the initiative was concluding, faculty, student and campus leaders gathered in fall 2014 to establish new campus and system targets for the year 2025 that included the following expanded set of measurements:

- 4-year freshman graduation rates
- 6-year freshman graduation rates
- 2-year transfer graduation rates
- 4-year transfer graduation rates
- Achievement gaps for underrepresented students
- Achievement gaps for low income students

In fall, 2015, the final results of the first phase of the graduation initiative indicated tremendous improvement in student success. The CSU exceeded its original completion goals, and achieved the highest graduation rates in recent history. As a result of this success, it became evident that more ambitious 2025 goals would need to be developed to build on the success of the first phase of the graduation initiative. As a result, the CSU committed to revisit its 2025 student success goals during summer 2016.

At the July 19, 2016 Board of Trustees meeting, the Board received an update on the work of the CSU Graduation Initiative 2025 Advisory Committee. The committee continues to provide assistance and recommendations that is also guided by the language in Assembly Bill No. 1602, which stipulates the following framework for the goal-setting activities:

- Increase the four-year freshman graduation rate to above the four-year freshman graduation rate for students at other postsecondary educational institutions;

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

To establish ambitious, yet attainable goals, the Advisory Committee reviewed data from a number of CSU and external sources. These included:

- Projected shortfalls in California college graduates from the Public Policy Institute of California, California Competes, and others;
- National averages of graduation rates;
- Comparisons of student success rates on CSU campuses to those of peer institutions;
- Stretch goals provided by the Presidents for their campuses;
- The Chancellor's commitment to bring achievement gaps to zero by 2025; and
- Consideration of campus level goals on the achievement of system level goals.

Methodology for Freshmen Goal-Setting

The Advisory Committee emphasized the importance of setting goals in a way that is sensitive to the mix of students unique to each campus. As a result of this focus, the committee reviewed information from peer institutions available on the Education Trust web site, *College Results Online*. A web-based visualization tool was created by Chancellor's Office staff to allow the Advisory Committee to explore the peer institution data along with projected growth rate projections (www.calstate.edu/csupeers).

The Ed Trust website provides data from over two thousand four-year institutions throughout the nation. It applies an algorithm to calculate a similarity score that can then be used to identify the ten to fifteen peer universities (i.e. those institutions with the most similar profiles) for each of the twenty-three CSU campuses. The similarity score is calculated using a variety of variables including the university's size and location along with the ethnic profile, socioeconomic status, and academic preparation of its students.

Based on the committee's analysis of the CSU peer comparator data, two recommendations were made:

- Each CSU campus should be assigned completion rate goals equal to the average of their top five peer comparators.
- Because these goals are being established for the year 2025, an annual growth rate in graduation rates should be set equal to the annual improvement made by each campus' top-five peers over the last five years.

This formula was applied to every campus as the basis for determining its 2025 goals. However, after reviewing the goals for all twenty-three campuses, the committee recommended that upper and lower limits be applied to some of the campuses to ensure that all campus goals, while ambitious, were attainable. To derive the final system degree completion targets, a weighted average based on the size of campus freshman cohorts was applied to each set of campus goals.

Methodology for Transfer Student Goal Setting

Historically, national data collection efforts for transfer student completion rates have been incomplete. Review of partial national consortium data revealed that the CSU was already among the highest performing institutions for transfer student success. As a result, the advisory committee was unable to develop aspirational peer comparator transfer data for each CSU campus. The resulting approach used for updating goals was to apply a minimum “floor” of ten to twelve percentage points of improvement to each campus’ current two-year and four-year transfer graduation rates.

Benchmarking

The resulting set of campus and system targets were set at extremely ambitious levels. These goals, if attained, will place CSU campuses among the very top of comparable institutions across the nation. Nationally, virtually no institutions with the profiles comparable to the CSU campuses (funding level, student preparation mix, and diversity) have attained graduation rates at a level consistent with the CSU’s new stretch targets. Indeed, attainment of these goals with the CSU’s diverse mix of students would set unprecedented new national standards for student success and timely degree attainment.

Campus Plans, Funding, and Resources

Assembly Bill No. 1602 appropriated \$35 million in one-time funding to help support campus efforts to increase the four-year freshman graduation rate and two-year transfer student graduation rates. The bill also requires that the CSU develop plans and a timeline for each campus and for the system. These plans must articulate both long-term outlines for how the 2025 goals are to be met as well as specific strategies to be implemented in 2016-17 with the \$35 million budget allocation. The campus plans were submitted to the Executive Vice Chancellor for Academic and Student Affairs in early September.

Discussions with the Graduation Initiative Advisory Committee identified a particular opportunity with regards to improving time-to-degree for two important groups of students. About 11,000 CSU students (initially entering as freshmen and transfers) appear to be on track to graduate in one additional semester or quarter beyond four years (two years for transfers). Moving that group to complete within the four-year timeframe, reducing their academic careers by one term, would raise the freshman graduation rate by about 8 percentage points and the transfer rate by 13 percentage

points. In allocating 2016-17 one-time funds, the CSU will focus on supporting plans to identify and work with freshman-entrant students who are now juniors or seniors and are close to a four-year graduation plan or transfers who are close to a two-year plan. Campuses will seek to identify students, mount proactive advising to work closely with identified students, seek to ensure that students are taking the courses that efficiently move them toward graduation, encourage increased average unit load in the academic year, encourage summer school or winter session course-taking and potentially offer incentives in the form of reduced tuition or registration priority.

Longer-term plans will identify how campuses propose to improve graduation rates and close achievement gaps with a target date of 2025. While campuses are complex organizations which support a wide range of activities including teaching, student services, research, public service and more, the freshman four-year and transfer two-year goals are very specific goals. In order for the CSU to succeed in attaining these ambitious new goals, in one way or another, students must earn more units that fulfill degree requirements in less time. Virtually all of the increase in four-year and two-year graduation rates is likely to occur by shifting students already on a slightly longer plan of study and onto a four-year or two-year pace. Only a limited range of core strategies are within CSU campus control to prompt students to earn more units that fulfill degree requirements in less time. These include increased course-taking during the academic year or summer or winter terms, replacing course-taking that may not contribute to degree requirements with courses which contribute, and reducing course repeats. All have to be targeted to students who are on degree progress plans that have the potential to be shortened to the target 4-year and 2-year timeframes.

These estimates are based on the concept of working with six cohorts of students, four freshman and two transfer cohorts, to increase units earned annually with a combination of increased units per term in the academic year increased summer and winter course-taking, reduced course repeats, and some streamlining of courses selected.

It is useful to note that under the current CSU tuition fee model, increasing average courses taken in the academic year generates additional costs for campuses but does not generate additional student tuition fee revenue. Given the history of budget cuts, most campuses have little flexibility to increase average unit load (AUL) for some students unless they reduce instructional costs elsewhere. Campuses could reduce costs by reducing access for new students but this would be contrary to the CSU mission and not in the best interest of California. Increasing unit load to increase four-year and two-year rates will require resources.

Finally, the lack of financial aid for summer enrollment, especially where summer instruction is offered in a self-support model, creates a significant barrier for students, especially low-income students, to summer enrollment. Options for addressing this barrier are being explored.

Serving Students Differently

The CSU has served the state well in the past but employment and workforce demands are changing. In the current global knowledge economy, jobs that do not require college education are

rapidly diminishing and a college education is necessary for a secure career and middle class attainment. The Public Policy Institute of California forecasts that in 2030 the state will fall short of economic demand by about 1.1 million college graduates if current trends persist. If the shortfalls occur, California businesses seeking to hire educated workers would have to relocate, import workers, or not expand. Californians who did not earn degrees would be un- and under-employed, with disproportionate impacts on first generation, historically underrepresented and low-income students and families. The state needs the CSU to serve a larger proportion of diverse young Californians to complete degrees in a timely manner.

To meet its ambitious goals, the CSU will explore opportunities to serve students differently in areas such as enrollment management, advising, and data analytics. As the Graduation Initiative enters its next phase, the CSU will continue to identify and implement immediate short-term strategies in these areas that have proven to improve time to degree. Subsequently, the system will also engage in longer-term, more strategic planning and examination of how it can serve students differently.

Recommendation

The following resolution is presented for approval:

RESOLVED, by the Board of Trustees of the California State University, that:

1. The proposed Graduation Initiative 2025 goals for the CSU system and campuses are adopted as herein presented.
2. Plans to achieve the results specified for the CSU system and campuses are adopted as presented herein.