AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **2:45 p.m., Tuesday, July 18, 2017**
Glenn S. Dumke Auditorium

Lillian Kimbell, Chair
Jorge Reyes Salinas, Vice Chair
Silas H. Abrego
Jane W. Carney
Douglas Faigin
Debra S. Farar
Jean P. Firstenberg
Thelma Meléndez de Santa Ana
John Nilon
J. Lawrence Norton

Consent Approval of Minutes of the Meeting of May 23, 2017

Discussion
1. Graduation Initiative 2025, *Information*
2. National College Health Assessment, *Information*

MINUTES OF MEETING OF
COMMITTEE ON EDUCATIONAL POLICY

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

May 23, 2017

Members Present

Lillian Kimbell, Chair
Jane W. Carney, Vice Chair
Silas H. Abrego
Adam Day, Vice Chair of the Board
Douglas Faigin
Debra S. Farar
Jean Picker Firstenberg
Thelma Meléndez de Santa Ana
Steven G. Stepanek
Maggie K. White
Timothy P. White, Chancellor

Trustee Kimbell called the meeting to order.

Approval of Minutes

The minutes of March 21, 2017 were approved as submitted.

Graduation Initiative 2025

Dr. Loren Blanchard, executive vice chancellor for academic and student affairs, introduced the information item, providing updates on work that is underway to achieve the California State University's Graduation Initiative 2025 goals. Updates included: the operational priorities on which work is focused, efforts underway to improve academic preparation, progress the CSU is making to ensure financial need does not derail student success and funding that was recently allocated to campuses in support of their Graduation Initiative 2025 plans.

Following the presentation, trustees asked questions related to future implementation of the fourth year of math requirement for incoming students and sought specifics on how micro-grant programs work on campuses. Trustees also asked for a report on the impact to Graduation Initiative 2025 work if the necessary, sustained funding from the state is not received, and encouraged staff to work closely with CSU alumni to achieve initiative goals.

Recommended Amendment to Title 5 Regarding Nonresident Determination Appeals

Dr. Loren Blanchard, executive vice chancellor for academic and student affairs, introduced the action item, noting that the proposed changes would clarify the process for students and campuses by establishing criteria for submitting an appeal, shortening the appeal deadline and specifying that appeals be directed to the Office of the Chancellor.

Following the presentation, trustees sought additional information on how students who register as homeless demonstrate residency for tuition purposes, which staff responded to by identifying a number of ways residency can be determined. They also questioned whether data indicated a high percentage of students attempted to work around the system. Staff indicated that doing so would be quite difficult due to the need to document changes in circumstance. The committee recommended approval of the proposed resolution.

Recommended Amendments to Title 5 Regarding Degree Requirements, Admission and Transfer

Dr. Loren Blanchard, executive vice chancellor for academic and student affairs, presented the action item, noting that proposed changes fall into four areas: Doctor of audiology degrees, Bachelor of Arts (BA) degrees, obsolete Lower-Division Transfer Patterns and transfer admission requirements.

Following the presentation, trustees sought additional information on the impact of eliminating the 40-unit upper-division requirement for BA degrees as well as the impact on leaving the 12-unit upper-division minimum requirement for the major. The committee recommended approval of the proposed resolution.

Trustee Kimbell adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Graduation Initiative 2025

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Summary

Graduation Initiative 2025 is the California State University's (CSU) signature effort aimed at increasing degree completion rates and eliminating equity gaps, thereby ensuring student success and meeting the future workforce needs of the State of California. This report is designed to provide an update on the work underway to achieve the Graduation Initiative 2025 goals.

Background

There are six priority areas of systemwide focus to achieve the Graduation Initiative 2025 goals. The following represents the CSU's aspirational goals with respect to each of these areas of focus:

1. **Academic preparation:** We will provide CSU students, including those who arrive academically underprepared, the opportunity and support needed to complete 30 college-level semester units—45 quarter units—before beginning their second academic year.
2. **Enrollment management:** We will ensure students are able to enroll in the courses they need, when they need them.
3. **Student engagement and wellbeing:** We will continue to address the wellbeing of all CSU students while fostering a strong sense of belongingness on campus.
4. **Financial aid:** We will ensure that financial need does not impede student success.
5. **Data-driven decision making:** We will use evidence and data to identify and advance the most successful academic support programs.
6. **Administrative barriers:** We will identify and remove unnecessary administrative impediments.

At the May 2017 Board of Trustees meeting, the board received updates on work underway regarding a new approach to academic preparation intended to improve college readiness for all students. Staff also presented several strategies included in the financial aid priority area, including strengthening financial literacy for CSU students and providing micro-grants to students who are on track to graduate but face financial shortfalls that impede their path to a college degree.

Update on Academic Preparation

At the March 2017 Board of Trustees meeting, staff shared the vision for a new approach to academic preparation. An initial round of consultations with campus constituents was held and the input received was used to develop a draft executive order. This draft executive order was circulated and additional feedback was sought.

This second round of feedback was collected and will be incorporated into a final executive order, establishing a new policy on first-year enrollment in CSU-required written communication and mathematics/quantitative reasoning courses. The new academic preparation policy will reflect the collective advice of experts from around the system, and provide all incoming first-year students the opportunity to enroll in credit-bearing courses when they arrive on campus.

Student Engagement and Wellbeing

The CSU is committed to the success of all 479,000 students within the 23-campus system. This includes addressing barriers to student success both inside, and outside, the classroom. Student support activities that include mental health services, basic needs and co-curricular activities have a tremendous impact on a student's sense of belongingness, and ultimately, on their timely completion of a CSU degree.

As part of this broader effort, the California State University continues to address food and housing insecurity challenges. In February 2015, Chancellor Timothy P. White commissioned a study to shed light on housing displaced and food insecure students at the CSU. Findings from the first phase of the study were published in January 2016. Based upon these results, CSU campuses have opened or expanded food pantries, established programs to provide students with emergency resources and implemented other support and assistance programs.

At the Office of the Chancellor, a new position was created to support the coordination, administration and oversight of programs and services that address student success as it relates to student wellness and basic needs. The newly hired director of Student Wellness and Basic Needs Initiatives will provide systemwide management for student health services, student mental health and counseling services and food and housing security.

Senate Select Committee on Student Success Hearing

On June 7, 2017, CSU representatives participated in a hearing for the Senate Select Committee on Student Success. Organized by Senator Glazer, the hearing focused on the CSU's Graduation Initiative 2025 work and featured three panels:

- Panel one included a speaker from the Office of the Chancellor providing a high-level overview of Graduation Initiative 2025 targets and focal areas;

- Panel two included campus representatives discussing examples of innovative institutional approaches that are producing positive outcomes for students; and
- Panel three featured CSU leaders—Maggie White, incoming president of the California State Student Association, Dr. Christine Miller, chair of the CSU Academic Senate and Trustee Lillian Kimbell—discussing their perspectives on the CSU's student success efforts.

Graduation Initiative 2025 Symposium

On October 11-12, 2017, the CSU Office of the Chancellor will host the second annual Graduation Initiative 2025 Symposium. With a special focus on addressing the disparity in graduation and retention rates among students from historically underserved communities, the symposium will focus on practices specifically aimed at closing the equity gap.

The symposium will feature nationally recognized speakers sharing their experience with proven, evidence-based strategies that support student success, including:

- **Sara Goldrick-Rab,** a professor of Higher Education Policy and Sociology at Temple University and founder of the Wisconsin Harvesting Opportunities for Postsecondary Education (HOPE) Lab. She is best known for her innovative research on food and housing insecurity in higher education, having led the two largest national studies on the subject, and for her work on making public higher education free.
- **Shaun R. Harper,** the Clifford and Betty Allen Professor in the Rossier School of Education at the University of Southern California (USC) and executive director of the USC Race and Equity Center. He is also president of the Association for the Study of Higher Education. Dr. Harper's research focuses on race, gender and student success in higher education.
- **Tristan Denley,** the executive vice chancellor for Academic Affairs, University System of Georgia. Throughout his career, he has taken a hands-on approach to student success. In 2007, he was chosen as a Redesign Scholar by the National Center for Academic Transformation for his work in rethinking the teaching of freshmen mathematics classes. At Austin Peay he created Degree Compass, a course recommendation system that successfully pairs current students with the courses that best fit their talents and program of study for upcoming semesters.
- **Bridget Burns,** the executive director of the University Innovation Alliance. She leads a national consortium of large public research universities collaborating to improve outcomes for all students through innovation, scale and diffusion of best practices.

- **Deborah A. Santiago,** the co-founder, chief operating officer and vice president for policy at Excelencia in Education. For more than 20 years, she has led research and policy efforts from the community to national and federal levels to improve educational opportunities and success for all students. Her current work focuses on federal and state policy, financial aid, Hispanic-Serving Institutions and effective institutional practices for student success in higher education.

For those unable to attend the Graduation Initiative 2025 Symposium in person, the keynote speaker presentations will be Livestreamed. Additional information on the symposium and Livestreaming will be available at calstate.edu/graduationinitiative closer to the event date.

COMMITTEE ON EDUCATIONAL POLICY

National College Health Assessment

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Ray Murillo
Director of Student Programs
Student Academic Support

Summary

In 2016, the California State University utilized the nationally recognized American College Health Association National College Health Assessment (NCHA) to assess student health, wellness and safety. While individual campuses have used the NCHA survey in the past, this is the first year the survey was implemented systemwide. Using the NCHA survey systemwide provides the CSU with better and more comprehensive data with which to gauge progress and opportunities in our ongoing mission to support all CSU students.

This is the eighth biennial report on the implementation of the Trustees' Alcohol Policies and Prevention Programs. As this report marks the inaugural and benchmark year of using the NCHA as a foundation for reporting on alcohol policies and prevention, evaluation of the efficacy of ongoing alcohol programs is not possible. However, the survey does provide a national reference group of institutions, allowing us to compare CSU results to other universities.

Background

The California State University (CSU) Board of Trustees approved a resolution at their July 2001 meeting to adopt and implement the recommendations of the Alcohol Policies and Prevention Programs Committee's final report consistent with the individual missions of each campus. The resolution also called for a report to the trustees every two years assessing the outcomes of campus alcohol education and prevention programs.

National College Health Assessment Survey

In 2014, the CSU Student Mental Health Services Advisory Committee recommended that the CSU utilize the NCHA survey as a tool to assess student health, wellness and safety systemwide. This recommendation was supported by the Student Affairs Council, directors of Counseling and Psychological Services and the Student Health Services Advisory Committee.

The NCHA was administered on all 23 CSU campuses via online confidential survey. With the exception of Monterey Bay, where data was collected in spring 2015, all campuses were surveyed in spring 2016. Campuses with enrollments below 8,000 students participated in census sampling, while most campuses with enrollments above 8,000 participated in a sampling survey of 7,000 randomly selected students. Several large campuses sampled more than 7,000 students, including Fullerton, Northridge, San Francisco and San Jose.

Across the 23 CSU campuses, 23,568 students participated in the survey, with campus response rates ranging from 5 percent to 21 percent. The number of responses represents approximately five percent of the CSU. The demographics closely mirror those of the CSU, making this sample representative of the total student population.

Results were analyzed and a report was produced by Aydin Nazmi, associate professor of public health nutrition at California Polytechnic State University, San Luis Obispo. In analyzing the results, Dr. Nazmi found that the CSU results did not significantly differ along race/ethnicity, age or other demographic categories. Instead, he found the largest differences between students who identify as transgender or non-binary and students who identify as cisgender male or female (i.e., the individual's gender identity is consistent with the sex they were assigned at birth).

It is important to note the use of the terms sex and gender in the NCHA report. Respondents are reported as male or female only when their responses to three questions regarding gender identity and sex at birth are consistent with one another and therefore reflect that they are cisgender. If students' gender identity is consistent with their sex at birth and the student selects "no" for transgender, then respondents were designated as either male or female. If respondents select "yes" for transgender or their sex at birth is not consistent with their gender identity, then they were designated as non-binary. A respondent who skips any of the three questions was designated as "unknown."

National Reference Group

The NCHA survey allows the CSU results to be compared with a fall 2015 NCHA reference group, to place CSU results in a national context. The reference group was representative of 19,861 students at 40 institutions across the U.S.

The CSU sample and the national reference group were largely similar in terms of sociodemographic characteristics. CSU respondents were slightly older on average compared to the reference group and both had a similar gender distribution. However, the CSU sample was more diverse in terms of race/ethnicity (57 percent non-White compared to the reference group's 33 percent non-White).

Approximately 16 percent of CSU respondents lived in a campus residence hall compared to 34 percent of the reference group, whereas 36 percent of CSU respondents lived with their parents compared to 10 percent of the reference group.

NCHA Survey Results

Alcohol Use

Approximately a quarter of CSU students (24 percent) reported never having used alcohol, whereas 56 percent reported drinking in the last 30 days. This is lower than the national reference group, in which 60 percent of respondents reported drinking alcohol in the last 30 days.

While the results to the question of alcohol usage in the last 30 days indicated no difference by gender, other alcohol-related questions indicated a more significant difference. For example, daily alcohol use was twice as prevalent among males compared to females (1.2 percent versus 0.6 percent) and twice as prevalent among non-binary students compared to male students (2.5 percent versus 1.2 percent).

Binge Drinking

For the purpose of the NCHA report, "binge drinking" was defined as a pattern of drinking that brings a person's blood alcohol concentration to 0.08 grams percent or above. This typically happens when men consume five or more drinks or women consume four or more drinks within an approximately two-hour window.

Prevalence of binge drinking in the past two weeks was lower among CSU respondents compared to the national reference group. 31 percent of female and 43 percent of male CSU respondents reported binge drinking, compared to 55 percent and 67 percent in the national reference group. Similarly, drinking seven or more drinks "the last time they 'partied'/socialized" was less common among CSU respondents: 9 percent of females and 20 percent of males, compared to 13 percent and 32 percent in the national reference group.

Drinking and Driving

Approximately a quarter of CSU respondents, 28 percent of males, 23 percent of non-binary students and 21 percent of females, reported driving after any alcohol consumption. When asked about driving after five or more drinks, the results were significantly lower: three percent of males, three percent of non-binary students and two percent of females reported engaging in this risky behavior. These rates were similar to the national reference group.

Cigarettes and Marijuana Usage

Approximately eight percent of CSU students reported smoking cigarettes in the last 30 days, lower than the national reference group (9.6 percent). Within CSU respondents, there were significant differences among gender and gender identity such that non-binary students smoked approximately twice the rate of males and females.

Approximately 17 percent of CSU respondents used marijuana in the last 30 days, slightly above the national reference group (15 percent). Similar to cigarette smoking, non-binary students reported the most use, at about 22 percent, followed by males at 20 percent and females at 16 percent.

Prescription Drugs

Approximately 12 percent of CSU respondents used prescription drugs in the past year that were not prescribed to them. This includes antidepressants (two percent), erectile dysfunction drugs (less than one percent), pain killers (six percent), sedatives (three percent) and stimulants (five percent). The responses are similar between male and female students, however non-binary students reported using prescription drugs at higher levels, 15 percent versus 12 percent for males and 12 percent for females.

Future Updates

CSU campuses are already utilizing the new data to support refinement of ongoing alcohol and drug use prevention programs. In spring 2018, the CSU will again begin the NCHA survey process. With the 2016 data as a benchmark, future updates on alcohol and substance use among CSU students, as well as other health, safety and wellness issues, will allow campuses to better evaluate progress and identify opportunities for additional student education, intervention and support.