AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **1:00 p.m., Tuesday, November 13, 2018**
Glenn S. Dumke Auditorium

Peter J. Taylor, Chair
Jane W. Carney, Vice Chair
Rebecca D. Eisen
Debra S. Farar
Wenda Fong
Emily Hinton
Lillian Kimbell
Thelma Meléndez de Santa Ana
John Nilon
J. Lawrence Norton
Romey Sabalius
Christopher Steinhauser

Consent
1. Approval of Minutes of the Meeting of September 11, 2018, *Action*

Discussion
2. Student Mental Health Services, *Information*
3. Student Veterans, *Information*
4. Graduation Initiative 2025, *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

September 11, 2018

Members Present

Peter Taylor, Chair
Jane w. Carney, Vice Chair
Rebecca D. Eisen
Debra S. Farar
Wenda Fong
Emily Hinton
Lillian Kimbell
Thelma Meléndez de Santa Ana
John Nilon
J. Lawrence Norton
Romey Sabalius
Christopher Steinhauser
Adam Day, Chairman of the Board
Timothy P. White, Chancellor

Trustee Taylor called the meeting to order.

Approval of Minutes

The minutes of May 15, 2018, were approved as submitted.

International Education

Loren J. Blanchard, executive vice chancellor for Academic and Student Affairs, introduced the information item. He noted that the purpose of this presentation was to highlight how international education in the CSU has expanded and evolved since the last presentation to the board on this topic in 2011.

Leo Van Cleve, assistant vice chancellor for International Programs and Summer Arts, presented the item, discussing the five key components of international education in the CSU: international collaborations, international students, international alumni, faculty development and study abroad.

He highlighted several examples, including the CSU's longstanding partnership with the German state Baden-Württemberg, which has resulted in thousands of students expanding their global knowledge. Additionally, the presentation included a video of a faculty member discussing his experience at a recent faculty seminar held in conjunction with the University of Ghana and a video of a CSU Fresno student who recently participated in study abroad.

Following the presentation, trustees had a number of questions. Their queries focused on several key themes, including how to increase the number of CSU students participating in study abroad and how to improve data collection to have a better understanding of what students are accessing these opportunities. Additionally, trustees asked clarifying questions about the overall cost of international education opportunities.

Research, Scholarship and Creative Activities

Ganesh Raman, assistant vice chancellor for Research presented the information item, explaining that research, scholarship and creative activities are integral to the CSU mission. He provided several examples of these activities at the CSU and indicated that the CSU saw an increase in external grants and contracts for research, scholarship and creative activities in 2016-17.

Josue Duque, a student at CSU Monterey Bay, presented about his research into sustainable farming practices and how it has supported his overall educational goals. Additionally, Craig Clements, associate professor of Meteorology and Climate Science at San José State University, presented about his research into fire weather and how it enhances his role as a faculty member.

Following the presentation, trustees asked about how many CSU undergraduate students are engaging research opportunities. They also asked questions related to indirect costs of research and how the CSU's research-related external grants, contracts and awards compare to other higher education institutions.

Graduation Initiative 2025

Loren J. Blanchard, executive vice chancellor for Academic and Student Affairs, introduced the information item. He noted that the 2018-19 academic year is the third year of Graduation Initiative 2025, and that it is a critical time for the success of the initiative. Next fall, campuses will enroll the cohort of students who will reflect the CSU's 6-year graduation rate in 2025.

James Minor, assistant vice chancellor and senior strategist for Academic and Student Affairs presented an overview of the past investments in student success that are a result of the Graduation Initiative. He also highlighted several early indicators of progress related to Executive Order 1110 and external support. President Soraya Coley presented about initiatives underway at California State Polytechnic University, Pomona. Finally, Jeff Gold, assistant vice chancellor for Student Success Strategic Initiatives, presented a high-level overview of the focal areas for the third year of the Graduation Initiative 2025.

Following the presentation, trustees asked questions related to ongoing efforts to establish an admission requirement for a fourth year of high school mathematics or quantitative reasoning. Trustees also asked about feedback on new course models implemented as part of Executive Order 1110. Finally, questions on funding – how funds are allocated among campuses and how campus efforts are evaluated – were also asked.

Trustee Taylor adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Student Mental Health Services

Presentation By

Denise Bevly
Director of Student Wellness and Basic Needs Initiatives
Student Academic Services

Beth Jaworski
Assistant Vice President, Student Services
California State University, San Bernardino

Armando Zaragoza
President, CSU San Marcos Active Minds
California State University San Marcos

Summary

The California State University (CSU) is committed to the success of its more than 480,000 students. When students' physical, mental or emotional health remains unaddressed, it can have an impact on both their personal and academic growth. That is why student engagement and well-being is one of the six operational priorities driving the Graduation Initiative 2025 efforts.

The CSU is committed to addressing student well-being in a holistic manner. As an educational institution, the university is particularly focused on the areas that impact students' ability to be successful, persist and complete their degree. This includes areas such as quality education, food, housing, a sense of belonging and mental and physical health.

This information item focuses on one critical element of student well-being, mental health. According to the National Alliance on Mental Illness, one in five adults in America experience mental illness in a given year. Without question, mental health is a national issue with which communities across the country are grappling. Institutions of higher education, including CSU campuses, are no exception. This agenda item includes data from the 2018 National College Health Assessment survey, which provides the most comprehensive picture of CSU student well-being available. In addition, the 2016 CSU results and the 2018 national reference group results are provided for context.

CSU faculty, staff and administrators are committed to supporting the mental health of students. All 23 CSU campuses provide baseline mental health services for students, as outlined in Executive Order 1053 – *Policy on Student Mental Health*. In addition, campuses have gone beyond these baseline services to support students, focusing their efforts on providing education, outreach, training and acute, crisis support to students. At the same time, the CSU is actively developing and strengthening relationships with regional and local agencies and organizations to provide comprehensive care to students, in instances where students' needs go above and beyond campus capabilities.

National College Health Assessment

The American Health College Association created the National College Health Assessment (NCHA) to be a nationally recognized research instrument/study that provides insight into student health habits, behaviors and perceptions. The survey is used by hundreds of colleges and universities across the country.

In 2014, the CSU Student Mental Health Services Advisory Committee – the committee charged with reviewing, evaluating and recommending educational and administrative policies that address the needs of students' mental health - recommended that the university 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 CSU goals for the systemwide administration of the NCHA are to:

- Gain valuable data from across the system to establish a baseline for numerous health-related variables to improve how the university connects students to needed resources;
- Better understand how to equip students with resources to help with engagement, persistence, learning and retention; and
- Recognize how the CSU compares to other universities across the country.

CSU Administration of the NCHA

In spring 2016, the CSU administered the NCHA systemwide for the first time, with the data providing a benchmark for the system. The most recent administration of the NCHA began in February 2018, with 22 of 23 campuses participating (CSU Los Angeles plans to launch the survey on its campus in fall 2018). The intention was for campuses to administer the survey at approximately the same time of year as the 2016 survey, so that the campus climate would be as similar as possible to previous data collection periods.

The NCHA was administered on 22 CSU campuses via online confidential surveys. 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. Across the 22 CSU campuses, nearly 22,000 students participated in the survey, with campus response rates ranging from 4 percent to 12 percent. The number of responses represents approximately four percent of the CSU. The demographics closely mirror those of the CSU, making this sample representative of the total student population.

National Reference Group

The NCHA survey allows the CSU results to be compared with a fall 2018 NCHA reference group, to place CSU results in a national context. The reference group was representative of 88,178 students at 140 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 (71 percent non-White compared to the reference group's 46 percent non-White).

2018 CSU NCHA Results

CSU campuses' NCHA results were analyzed and a report was produced by Aydin Nazmi, Ph.D., associate professor of public health nutrition at California Polytechnic State University, San Luis Obispo. In reviewing the data (included below), it is important to note that the results are self-reported by student respondents and represent their feelings and experiences at a fixed moment in time.

The 2018 CSU results indicate that the percentage of student respondents who self-reported experiencing various mental health issues has increased since the administration of the 2016 report. At the same time, the 2018 CSU results are consistent with the national reference group results.

While the charts included in this agenda item are not disaggregated by gender identity or race/ethnicity, the data showed that the reported rate for experiencing various mental health issues for students identifying as non-binary and for students of color was higher than the overall rate. To address this, CSU campuses operate targeted outreach campaigns aimed specifically at connecting these student populations with mental health resources and services. Examples of these campus programs are included in this agenda item.

The 2018 CSU data demonstrate that while a larger percent of students are experiencing mental health issues, the number of students who are seeking treatment or utilizing services is also increasing.

For example, in 2018, 16 percent of CSU students indicated that they have received mental health services from university health/counseling. This rate increased from the 14 percent who sought services in 2016. And, in the 2018 NCHA results, 78 percent of CSU respondents indicated that they would consider seeking help from a mental health professional in the future, up from 75 percent in 2016.

These data demonstrate that campus efforts are having an impact on students. While there is significantly more work ahead, campus programs, such as peer-to-peer outreach, support groups, workshops and mental health trainings, are being utilized by students and connecting them to the services they need.

NCHA Data

Percent of respondents who self-reported experiencing various mental health issues within the last 12 months

	CSU Overall 2016	CSU Overall 2018	Reference Group 2018
Hopeless	49.7	54.2	53.4
Overwhelmed	83.7	85.8	87.4
Exhausted	80.3	82.5	84.3
Very lonely	55.3	58.4	62.8
Very sad	63.0	66.6	68.7
Depressed	36.3	41.8	41.9
Overwhelming anxiety	57.4	62.9	63.4
Overwhelming anger	41.3	44.3	42.1
Intentional self-harmed	5.7	6.6	7.8
Seriously considered suicide	9.0	11.6	12.1
Attempted suicide	1.5	1.8	1.7

Percent of respondents who self-reported that they were diagnosed or treated by a professional for the following mental health conditions within the last 12 months

	CSU Overall 2016	CSU Overall 2018	Reference Group 2018
Anorexia	0.9	1.3	1.6
Anxiety	14.2	17.4	22.1
ADHD	3.5	4.0	6.0
Bipolar disorder	1.5	1.7	1.9
Bulimia	0.9	1.1	1.2
Depression	11.5	14.2	18.1
Insomnia	4.6	5.3	5.5
Other sleep disorder	2.1	2.5	2.6
OCD	2.0	2.2	3.1
Panic attacks	7.6	9.3	11.0
Phobia	1.2	1.3	1.5
Schizophrenia	0.4	0.4	0.4
Substance abuse or addiction	1.1	1.1	1.2
Other Addiction	0.6	0.7	0.6
Other mental health condition	2.4	3.0	3.8
None of the above	78.0	74.2	69.8
At least one of the above	13.2	14.2	8.9
Both depression and anxiety	8.8	11.6	14.6

Percent of student respondents who self-reported the following life issues or events being *Traumatic or Very Difficult to Handle* within the last 12 months

	CSU Overall 2016	CSU Overall 2018	Reference Group 2018
Academics	47.9	52.7	50.2
Career-related issues	30.0	34.4	29.3
Death of family member or friend	16.0	17.7	16.7
Family problems	33.6	36.9	31.3
Intimate relationships	30.6	31.5	31.4
Other social relationships	25.1	28.5	29.2
Finances	39.9	43.2	35.9
Health problem of family member or partner	23.3	25.6	21.8
Personal appearance	30.1	34.7	31.2
Personal health issue	24.7	28.3	24.6
Sleep difficulties	32.2	36.3	32.9
Other event/s	11.0	12.6	10.8
At least one of the above	76.9	80.0	77.6

Percent of student respondents who self-reported having *Ever Utilized Mental Health Services* from the following providers

	CSU Overall 2016	CSU Overall 2018	Reference Group 2018
Counselor, therapist, or psychologist	34.0	36.0	42.2
Psychiatrist	12.2	12.9	15.4
Physician or Nurse Practitioner	14.6	15.8	18.8
Minister or other clergy	5.7	5.6	6.5

Student Mental Health Services

CSU campuses offer a number of services and programs aimed at supporting students' mental health needs. Executive Order 1053, *Policy on Student Mental Health*, provides policies and procedures related to guidelines for mental health services in the CSU. The policy went into effect in December 2010 and was established to enhance the academic performance of students and facilitate retention.

Basic Services

Executive Order 1053 outlines basic mental health services that all CSU campuses are required to provide to students.

- **Counseling/Psychotherapy** - Campuses offer short-term individual and group counseling/therapy services that are responsive to the diverse population of currently-enrolled students.

- **Suicide and Personal Violence Services** - Campuses provide immediate responses to suicidal and violent behavior. This includes a continuum of services for students, families and the campus community, spanning from the identification of suicide or violence through the loss and grieving process.

- **Emergency/Crisis Services** - Campuses address mental health crises that occur during Counseling Center hours of operation and have protocols for addressing crises that occur after regular business hours.

- **Outreach** - Campuses provide educational workshops, programs and services that address critical student issues as well as prevention and wellness programs.

- **Mental Health Consultation** - Mental health professionals on campus may provide consultative services to members of the university community regarding student mental health issues. As part of this consultative service, mental health professionals identify and address real, perceived and potential issues that may impede students' academic progress or success.

- **Referral Resources -** Mental health professionals on campus identify appropriate referrals both within the institution and the local community to assist students whose challenges are outside the scope of the campus' basic mental health services. When clinically indicated, mental health professionals also make an effort to ensure that students follow up on those referrals.

Augmented Services

Campuses may offer augmented mental health services beyond the scope of basic services. In these instances, the student, not the university, is financially responsible to the provider for all mental health services received off campus and for services received on campus but beyond the scope of authorized basic services.

The augmented services a campus may offer include but are not limited to:

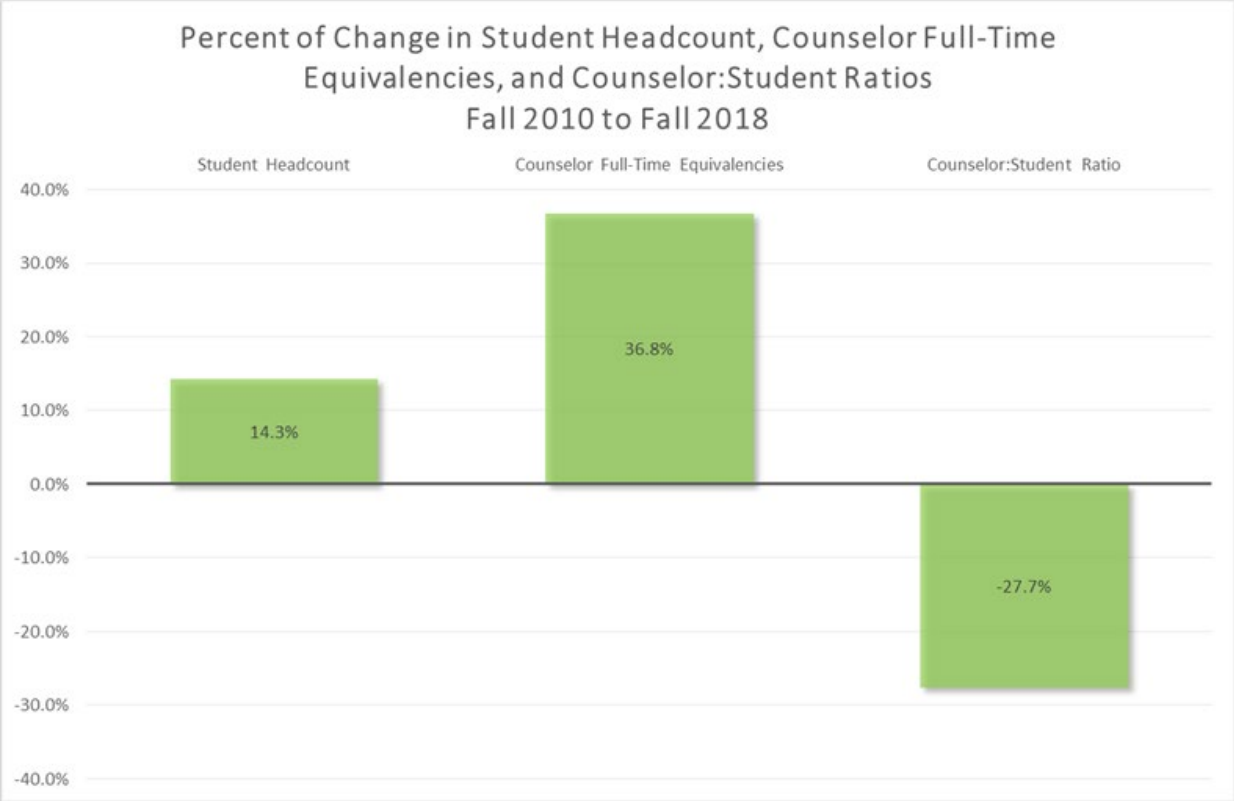
- Specialty care appropriate to the mental health needs of students;
- Services to partners or family members of eligible students; or
- Services to students of non-state-supported programs of the university, such as those offered through continuing education.

Personnel

Based on preliminary fall 2018 counts, there were approximately 223 full-time equivalent (FTE) counselors employed across the CSU. The systemwide ratio of counselors to students is 1:2,156. Comparative data from recent academic years indicate that the number of FTE counselors employed across the CSU has continued to increase. Correspondingly, the counselor-to-student ratio has improved, as shown in the table below.

	Fall 2010	Fall 2012	Fall 2014	Fall 2016	Fall 2018 *(preliminary)*
Counselors (FTE)	140.6	164.4	177.9	192.6	222.6
Student Headcount	411,139	435,498	458,897	477,163	479,815
Counselor-to-Student Ratio	1:2,924	1:2,649	1:2,580	1:2,477	1:2,156

The hiring of additional counselors, and the corresponding improvement in the counselor-to-student ratio, is also demonstrated visually below:



As demonstrated in this chart, the student headcount has increased approximately 14 percent between fall 2010 and fall 2018. At the same time, campus investments in hiring additional FTE counselors has increased at a more rapid rate, increasing nearly 37 percent during the same period. The hiring of these additional FTE counselors has resulted in the counselor-to-student ratio decreasing, improving by nearly 28 percent between 2010 and 2018.

Additionally, interns – typically postdoctoral students who provide direct services to students in the CSU – are not included in the counselor-to-student ratio. If interns are included, the counselor-to-student ratio narrows further, to 1:1,902.

These figures also do not include the myriad of other campus personnel who play a role in addressing students' mental health, such as doctors, psychiatrists and licensed social workers who serve as case managers.

Benchmarking Data

Currently, the standards that most university counseling programs use are set by the International Association of Counseling Services (IACS), which encourages campuses to strive toward a range of 1:1,000 to 1:1,500 counselor to student ratios. However, IACS has stated that it is "very difficult to come up with a specific ratio that ensures adequate staffing at all university counseling centers."

One source of benchmarking data is the results from the Association for University and College Counseling Center Directors (AUCCCD) annual survey, conducted in 2016. The survey data, based on responses from 529 counseling center directors at universities nationwide, show that the mean counselor staff to student ratio is 1:1,737. Small campuses (fewer than 1,500 students) had a smaller mean ratio of 1:705. Large campuses (greater than 35,000 students) had larger ratios of 1:2624. AUCCCD does note in the report that "although the 'counselor-to-student ratio is frequently utilized in estimating the adequacy of existing counseling center staff, what is considered a 'good' ratio varies greatly from one institution to another, depending on factors such as the percent of the student population that utilizes the counseling center."

Adjustment of Figures

An important caveat to the employee data presented in this agenda item relates to the employee category in which counselors are classified. The FTE counselor counts represent individuals who are employed in CSU positions categorized in the SSP-AR (Student Services Professional, Academic-Related) series. Not every individual classified as SSP-AR provides mental health services to students. For example, an individual classified as SSP-AR might have a teaching or research assignment. Based on preliminary 2018 data, approximately 36 percent of these individuals are tenured or tenure-track faculty.

To reflect this nuance and provide the most accurate figures possible, the number of FTE counselor positions has been adjusted to reflect only 95 percent of SSP-AR classified employees in the CSU. This is a conservative estimate that improves the accuracy of the data reported here.

Funding

To fund basic mental health services, CSU campuses may use state appropriations. On the majority of campuses, however, students are assessed a mandatory campus-based student fee to provide basic services. In many instances, the student health fee includes both physical and mental health services. In other cases, a campus may pursue a student fee specific to mental health services.

In accordance with Executive Order 1102, *California State University Student Fee Policy,* campuses may enact or increase student mental health fees, or student health fees that will also fund mental health, through a student referendum or through appropriate and meaningful

consultation. An advisory student referendum is expected in order to measure student support prior to adjusting the fee. If a referendum is not conducted prior to adjusting the fee, the president must demonstrate to the campus fee advisory committee the reasons why the appropriate and meaningful consultation methods selected will be more effective.

Internal and External Review

CSU mental health services are required to undergo regular reviews as part of an ongoing assessment program. Additionally, each campus mental health services department must undergo regular external reviews at least every five years. This can be accomplished by maintaining accreditation by the IACS, the Accreditation Association of Ambulatory Health Care, American Psychological Association or another external accrediting group. Alternatively, an external review may be conducted using applicable standards set by a professional organization, such as the Council for the Advancement of Standards in Higher Education and JED Campus, a Jed Foundation program.

Examples of Campus Programs

While baseline mental health services are outlined in Executive Order 1053, all 23 CSU campuses go above and beyond to conduct outreach to students, provide training to the campus community and to serve students who are struggling with mental health. While not an exhaustive list, several examples of campus programs are included below:

California State University, Chico

In the past two years, CSU Chico has increased the number of outreach programs for students, staff and faculty in an effort to raise awareness about how developmental trauma might be impacting students in the classroom. These trainings include education specifically on suicide intervention.

California State University, Fresno

CSU Fresno is one of several CSU campuses that offer *Let's Talk*, an outreach program that provides easy access to informal consultations with counselors from University Counseling Services. Counselors provide drop-in consultation hours at sites around campus. Students can meet for a consultation on a first-come, first-served basis, no appointment needed. A *Let's Talk* counselor is available to listen, offer support, provide resources and problem-solving tools and refer a student for additional services if needed.

California State University, Fullerton

At CSU Fullerton, mental health staff recently collaborated with the health center to begin offering integrative primary care mental health screens. When students present for a medical appointment, they are given an anxiety screening. If their scores are above a certain mark, they are referred to meet with a wellness integration specialist to learn coping skills for their anxiety.

Humboldt State University

Humboldt State offers a comprehensive website with self-help tools and resources for students. It also has a strong training program, with 10-24 practicum students and 3-4 residents each semester. A campus therapist works part-time in student housing, providing easy access to assistance for students.

Additionally, CSU Humboldt offers a variety of programs aimed at supporting student veterans' mental health needs. A therapist routinely visits campus to meet with student veterans and a Counseling and Psychological Services liaison works directly with veterans. Additionally, Humboldt State has a faculty counselor who has worked for the U.S. Department of Veterans Affairs and is well versed in issues pertaining to veterans.

California State University, East Bay

CSU East Bay routinely hosts panels of students speaking with their peers on mental health issues. This includes specialized panels, such as those led by students of color who are training to become mental health professionals. These panel events have been extremely successful on campus and have provided valuable leadership experience for the students involved. CSU East Bay also runs drop-in mindfulness groups in visible locations on campus, which are open to the entire community.

California State University, Long Beach

CSU Long Beach operates a strong peer education suicide prevention program, Project OCEAN (On-Campus Emergency Assistance Network). Project OCEAN is designed to strengthen and fill gaps in existing services to expand the safety net for students vulnerable to mental health crises. Through this program, trainings are held each semester to equip students with information about the different warning signs, resources and ways to support those who may be struggling with thoughts of suicide. In addition, Project OCEAN holds pop-ups around campus where students can drop by and talk with their peers on topics such as improving interpersonal relationships and managing stress.

California State University, Los Angeles

CSU Los Angeles has a *Minds Matter* committee that is active in developing wellness throughout the campus community. The committee has supported the training of more than 700 faculty and staff in Mental Health First Aid, an 8-hour course that gives participants the skills to help someone who is developing a mental health challenge or experiencing a mental health crisis. The evidence behind Mental Health First Aid demonstrates that it builds mental health literacy, helping individuals identify, understand and respond to signs of mental illness.

California State University, Monterey Bay

At CSU Monterey Bay, staff are working cross-divisionally with Academic Affairs to integrate holistic wellness into academic curricula and programming. Additionally, the campus recently joined the ranks of CSU campuses that have an Active Minds chapter on campus. Active Minds is a student organization that exists on 600 campuses nationwide and empowers students to change the perception of mental health, reduce stigma and encourage those in need to seek help.

California State University, Northridge

CSU Northridge offers a robust support group and workshop program. Each semester, 17 different groups are offered, such as International Student Support Group, LBGTQIA+ Support, Man 2 Man/Men of Color, Women's Support, etc. Workshop topics range from anxiety management to grief and loss.

Mental Health Records and Privacy

CSU policy requires that mental health records be secured in compliance with state and federal laws and that the records must conform to standards of practice set by appropriate professional bodies. Only individuals authorized by the mental health services manager may gain access to mental health records. All electronic information data are required to be securely backed up in off-site locations.

The Integrated CSU Administrative Manual defines medical records and psychological counseling records related to an individual as Level 1 Confidential data. As such, each campus is required to establish and document two forms of formal risk assessment criteria:

1. Criteria for situations in which a formal risk assessment must be performed; and
2. Criteria for situations in which a formal risk assessment may be necessary as determined by the information security officer.

In July 2015, the Office of the Chancellor developed a Health Care Components Identification and Scoping Questionnaire to assist campuses in identifying health care components of the CSU, which is a hybrid covered entity under HIPAA (the Health Insurance Portability and Accountability Act of 1996). If additional departments and/or centers on a campus are designated as a health care component, the Office of the Chancellor coordinates with those departments and/or centers as they work with the campus information security officers to develop plans and timelines to conduct HIPAA risk assessments and implement the findings.

Conclusion

The CSU is deeply committed to the well-being of all students. CSU campuses offer a robust spectrum of mental health services and resources to students, including outreach, education, training, preventive care and acute, crisis care. All 23 campuses go above and beyond the baseline services to meet students where they are and connect them with the mental health support they need. This includes developing and strengthening partnerships with regional and local agencies and organizations to provide comprehensive care in cases where a students' needs go beyond the campus' capabilities.

In addition to the robust services currently provided, the CSU continues to identify and pursue strategies – both systemwide and on campus – to improve student wellness, including mental health. As the CSU pursues its Graduation Initiative 2025 goals, these investments and innovations in mental health services will be critical to ensuring students' well-being, success and completion.

COMMITTEE ON EDUCATIONAL POLICY

Student Veterans

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Marshall W. Thomas
Director, Active Duty and Veterans Affairs
Academic and Student Affairs

Matthew Aldrete
Student
Humboldt State University

Background

In March 2006, Governor Arnold Schwarzenegger charged California's three systems of higher education – the California State University (CSU), the University of California and the California Community Colleges – with expanding education opportunities for service members and veterans through collaboration with the U.S. military and state and federal agencies. The initiative, called *Troops to College*, is the foundation upon which veterans' services at the CSU was built.

Led by former vice president of Advancement at Sonoma State University and retired Marine Corps Colonel, Bucky Peterson, the *Troops to College* intersegmental task force evaluated the status of veterans in California higher education and established a set of goals to better serve their needs. As a result of this effort, which concluded in December 2007, there have been significant changes for student veterans and service members in California.

In the CSU, *Troops to College* continues to thrive, to the benefit of the more than 21,000 military-affiliated students enrolled at the university. Campuses have increased outreach to prospective military students, hosted yearly trainings for support staff and established Veterans Resource Centers (VRCs) where military-affiliated students can access the wide range of services provided to support their academic pursuits.

The last presentation to the CSU Board of Trustees on student veterans was in March 2013. The purpose of this discussion item is to provide an overview and update of veterans' programming in the CSU and highlight examples of successful campus programs.

Military-Affiliated Student Population

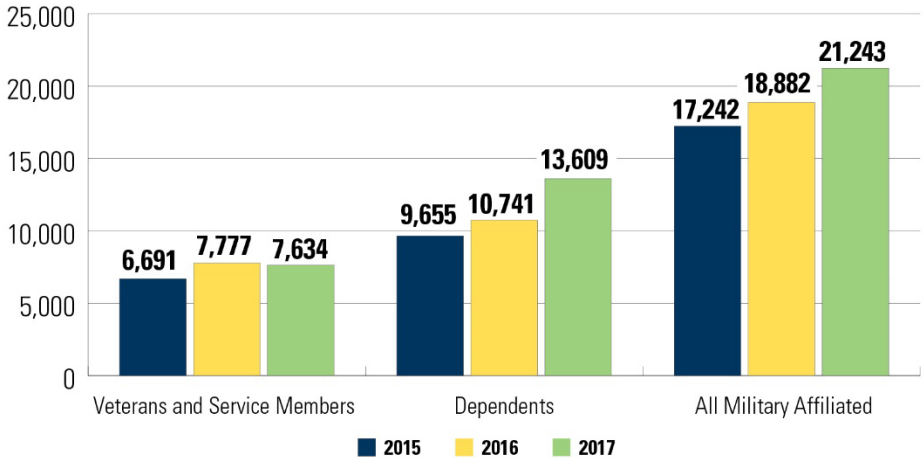
In addition to the many military-affiliated individuals employed across the system, the 23 CSU campuses currently enroll more than 21,000 military-affiliated students. These students bring a diversity of life experience to their education, enriching the experience for all individuals on campus.

The CSU serves three student populations that together comprise the university's military-affiliated population:

- **Veterans** – Students who have served in the U.S. armed forces but have been discharged from the service;
- **Service Members** – Students who continue to serve on active duty, in the reserves or in the National Guard (NG); and
- **Dependents –** Students who are a dependent of a service member or veteran and are eligible for state and federal veterans education benefits.

Data from campus VRCs provide a snapshot of enrollments in the spring semester for the last three academic years, as shown in the figure below. The data suggest that the number of veterans and service members is leveling off, while the number of dependents grows, resulting in an overall growth of the CSU's military-affiliated student population.

STUDENT VETERANS, SERVICE MEMBERS AND DEPENDENTS



While national comparison data are difficult to obtain, as a state, California enrolls the second largest population of student veterans and service members attending college using G.I. Bill benefits. The state enrolls more than 95,000 individuals, trailing Texas by fewer than 3,000 students. Of these student veterans and service members attending college in California using G.I. Bill benefits, more than 50,000 enroll at a public university.

Statewide comparison data are also difficult to obtain, due to the methodology used by the U.S. Department of Veterans Affairs (VA) to compile statistics. Based on available data, students using G.I. Bill benefits comprise approximately three percent of the California Community College student population, two percent of the CSU student population and one percent of the University of California population.

Campus-by-Campus Enrollment

Enrollment of military-affiliated students varies from campus to campus. The table below includes data provided by the VRCs at each campus based on spring 2017 enrollment. Later this year, a systemwide enrollment survey will be administered for academic year 2017-18.

Campus	Veterans and Service Members	Dependents	Total
San Diego State University	879	1768	2647
California State University, Sacramento	516	1420	1936
California State University San Marcos	656	1119	1775
California State University, Northridge	562	1075	1637
California State University, San Bernardino	533	1021	1554
California State University, Fullerton	506	991	1497
San Francisco State University	407	701	1108
California State University, Long Beach	567	470	1037
San José State University	398	490	888
California State Polytechnic University, Pomona	416	434	850
California State University, Fresno	235	573	808
California State University, Los Angeles	435	285	720
California State University, Chico	209	509	718
California State University, Stanislaus	174	511	685
California Polytechnic State University, San Luis Obispo	75	466	541
California State University, East Bay	259	239	498
California State University Channel Islands	118	299	417
California State University, Bakersfield	184	221	405
California State University, Monterey Bay	86	316	402
Sonoma State University	60	300	360
Humboldt State University	141	249	390
California State University, Dominguez Hills	179	147	326
California State University Maritime Academy	39	64	103

Veterans Education Benefits

There are eight federal veterans education benefits and one California state benefit for which CSU military-affiliated students may be eligible. These benefits are in addition to state and federal financial aid that is available to most CSU students.

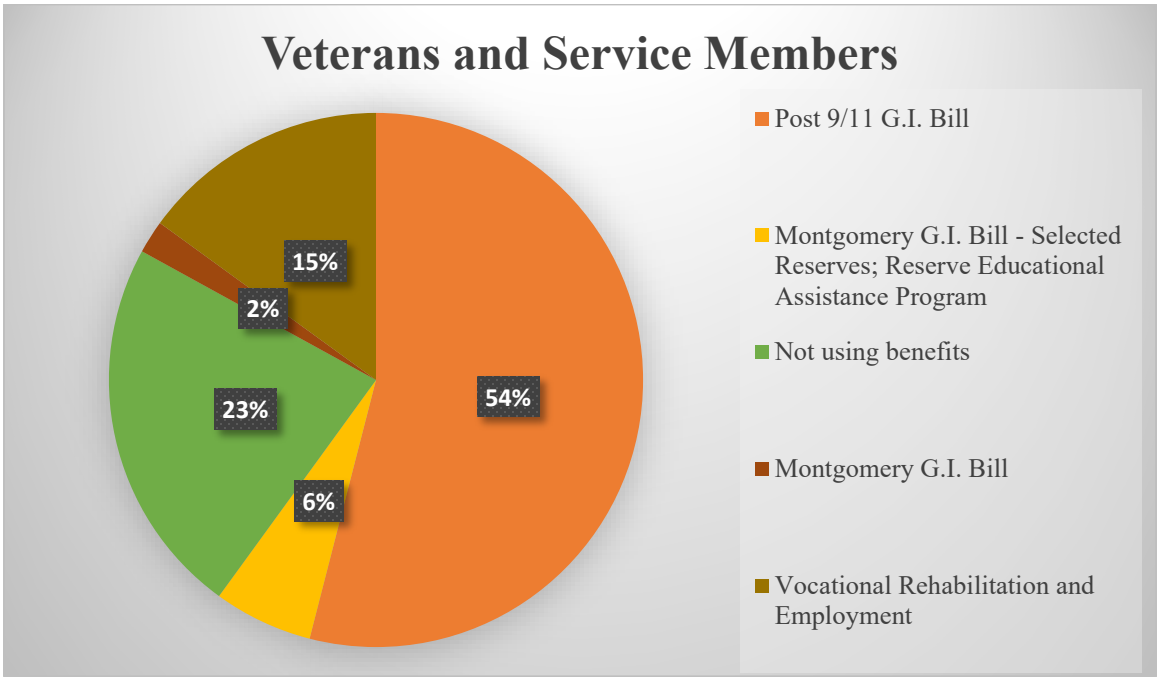
Eligibility for veterans education benefits is determined by the managing federal or state agency. The chart below lists the nine benefits and indicates which category of military-affiliated students may be eligible.

Benefit	**Veterans**	**Service Members**		**Dependents**
		Active Duty	*Reserve/NG*	
Montgomery G.I. Bill	X	X	X	
Vocational Rehabilitation and Employment	X			
Post 9/11 G.I. Bill	X	X	X	X
Marine Gunnery Sergeant John David Fry Scholarship				X
Survivors' & Dependents' Educational Assistance				X
Montgomery G.I. Bill – Selected Reserves			X	
Reserve Educational Assistance Program	X		X	
Department of Defense Tuition Assistance		X	X	
CalVet College Fee Waiver for Veteran Dependents				X

It is important to note that a significant number of military-affiliated students are not eligible for any veterans education benefits. There are a number of reasons that this is the case. For example, some veterans are ineligible because they were discharged from the military with a rating other than "Honorable." Others have exceeded the time allotted after discharge for the use of benefits.

One of the most common reasons for military-affiliated students not using benefits at the CSU is that they have exhausted all of their benefits before achieving their educational goal. As 90 percent of student veterans in the CSU are transfer students, it is possible for these students to have exhausted their benefits at the prior institution.

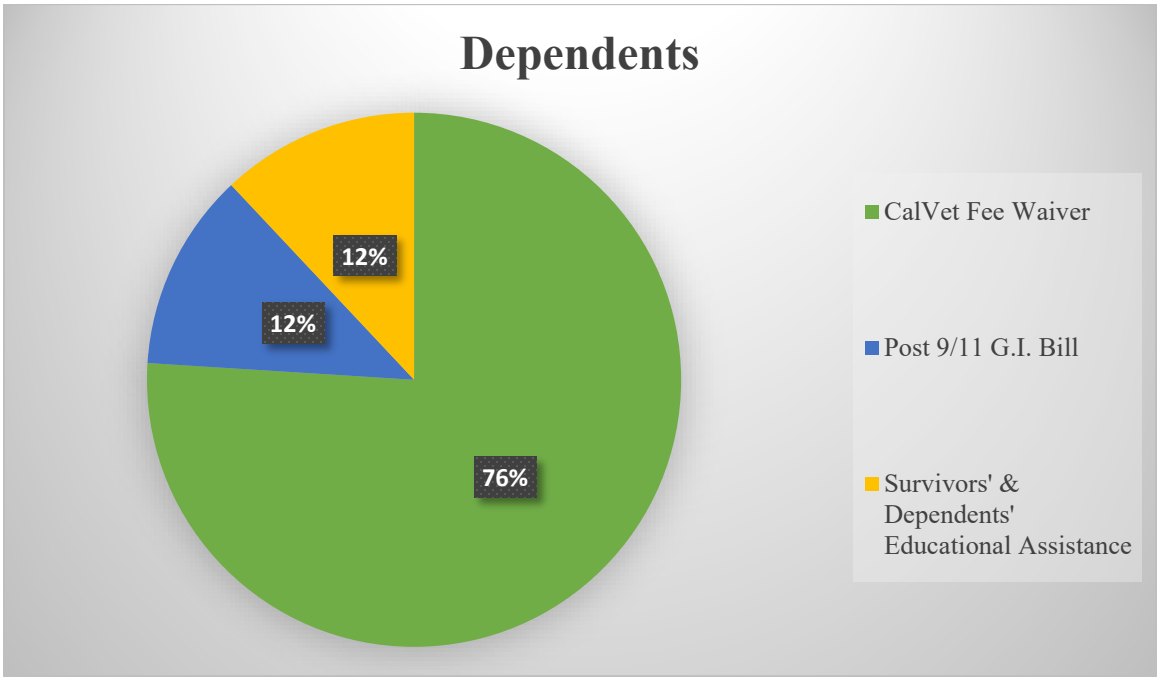
The chart below shows the percentage of service members and veterans using veterans education benefits in the CSU.



To be eligible for education benefits, a dependent's service member parent or spouse must have transferred his/her own benefits to the dependent. The service member must have a service-connected disability or the service member must have been killed while in the service.

The CalVet Tuition Fee Waiver is the primary education benefit provided to dependents of veterans. This state program waives statewide mandatory fees for California resident students who are dependents of veterans with a service-connected disability. Students who use the CalVet Fee Waiver may concurrently use federal education benefits.

Different from the previous graphic, the chart below shows the percentage of eligible dependents using education benefits in the CSU. Campuses only track dependent students who utilize veterans education benefits.



Cultural Training and Events

CSU campuses regularly provide education to faculty and staff about military and veteran culture. A number of campuses offer programs that cover the challenges of transition back to civilian life and highlight the contributions student veterans make to campuses and communities.

The first veteran awareness program in the CSU, VET NET Ally, was developed in 2010 as a student veteran's doctoral dissertation project at CSU Long Beach. Attendees participate in a seminar that includes modules on military culture, mental health, benefits and a panel of student veterans. After completing the seminar, participants are presented with decals to display in their workspace to let military-affiliated students know that they have taken the time to learn about how best to support this student population. Since 2010, several other CSU, University of California and California Community College campuses have adopted or adapted the program.

Additionally, all CSU campuses formally recognize significant historical events, such as 9/11, and holidays associated with military service, such as Memorial Day. Campuses celebrate Veterans Day with events open to the campus and community. Examples of events include flag raisings, cultural events, cake-cutting ceremonies, film screenings and panels of veterans from different military conflicts. In some instances, campuses have arranged fly-bys of military aircraft.

Campus Veterans Resource Centers (VRC)

All 23 CSU campuses have at least one staff member dedicated to serving military-affiliated students. Twenty-one campuses have a dedicated space for veterans, a VRC, while the remaining two campuses report that space will be established this academic year. Nearly all campuses fund VRC operations through the campus general fund.

VRC staff members provide a wide range of services to military-affiliated students and bear the primary responsibility for complying with both state and federal regulations related to the provision of veterans' education benefits.

State and Federal Compliance

VRC staff is responsible for ensuring compliance with all state and federal regulations related to veterans education benefits. This process begins with the annual catalog approval. When the campus issues a new catalog, VRC staff must complete and submit an application to the California State Approving Authority for Veterans Education (CSAAVE) to request approval of the new catalog. The purpose of the application is to certify that the campus meets all state and federal requirements to maintain the campus' ability to participate in G.I. Bill programs.

Certification of U.S. Department of Veterans Affairs (VA) Benefits

All campuses have at least one School Certifying Official (SCO) who reviews students' course enrollments, verifies alignment with their established education plans, submits certification of enrollment and bills the VA for tuition and fees for each eligible student every semester. These functions are subject to regular audits by both the VA and CSAAVE.

Advising

SCOs provide essential advising services to students who receive G.I Bill benefits. The VA only pays for coursework that counts directly toward a student's degree plan. As such, SCOs act in an advising capacity, assisting student veterans with understanding the intersection of their G.I. benefits and the campus' academic requirements.

Department of Defense Tuition Assistance

Members of the National Guard, active duty and reserve service members may participate in the Department of Defense's (DoD) Tuition Assistance Program. While the number of CSU students receiving this benefit is relatively small, VRC staff are often responsible for the reporting requirements.

Outreach

VRC staff engage in regular outreach to military-affiliated students. Campuses in close proximity to military bases have developed relationships with base education offices to provide information to service members and dependents. Additionally, since more than 90 percent of student veterans enter the CSU as transfer students, each campus has developed relationships with VRCs at their local California Community Colleges. Through these relationships, campuses provide military-affiliated students wishing to transfer to a CSU campus with up-to-date information about admission requirements.

Advocacy

VRC staff engage in a number of forms of advocacy. Staff work with individual students to resolve campus concerns. They act as advocates for students with VA service providers. On a larger scale, VRC staff advocate for policy changes at the campus level on behalf of student veterans, as needed. In addition, VRC staff participate and often provide leadership in regional and national organizations such as the National Association of Veterans Program Administrators and the Western Association of Veterans Education Specialists.

Partnerships with Veterans Service Providers

CSU campuses have established strong working relationships with national, regional and local agencies and organizations. One such partnership is with the VA's VetSuccess on Campus (VSOC) program. Participating campuses host a VA counselor in the VRC who assists veterans with VA services, ranging from vocational rehabilitation counseling to employment workshops to assistance applying for a VA home loan. This partnership has proven effective at connecting students with VA services. While there are currently only 94 campuses nationwide that participate in VSOC, four are CSU campuses.

Mental Health Services

While the majority of CSU student veterans have adjusted well to civilian life and life as a student, some students experience mental health concerns. For student veterans in need, the first avenue for VRC staff is to connect them with campus-based Counseling and Psychological Services and Disabled Student Services offices. VRCs do not compile data on student veteran usage of mental health services.

Students in need of more comprehensive care are connected with local Vet Centers. Vet Centers are funded by the VA, but operate independently of the VA hospital system. Services at Vet Centers are often provided by other veterans and are easily accessible in a timely (sometimes immediate) manner, where VA hospital services can take longer to access. In the event that an eligible veteran needs longer-term or specialized care, VRC staff encourage the use of traditional VA Health Care services.

Examples of Campus-Based Programs

VRCs provide military-affiliated students with a place to engage socially with others who have similar life experiences. These opportunities to connect with other student veterans are instrumental in providing a sense of camaraderie and belonging that veterans often find missing in their lives after leaving the service. While simply providing a social space for those interactions is considered a baseline service at colleges and universities across the country, many CSU campuses take additional steps to build a sense of community. While not an exhaustive list, below are a few examples of campus-based programs.

Humboldt State VETS Outdoor Program

Designed to help student veterans transition from military service back into the civilian and academic world, the HSU VETS Outdoor Program provides experiential learning through outdoor adventure-based activities. The program invites student veterans and those who support them to engage in activities such as skiing and snowboarding, river rafting, hiking, fishing and backpacking. Through these experiences, veterans are encouraged to develop stress management strategies and overcome the real and perceived challenges of civilian life.

CSU Fullerton Women Veterans Conference

As women comprise only 15 percent of the U.S. Armed Forces, women veterans can be overlooked when veterans are recognized for their service. To better support women veterans, CSU Fullerton hosts weekly discussion groups and monthly brunches. In March, the campus celebrates Women in the Military History Week and holds an annual Women Veterans in Higher Education Conference. This conference, for women veterans who are current or future college students, provides an opportunity to gather, meet and share their stories in an inclusive and supportive environment and to connect with other veterans as peers, mentors or service providers.

Archi's Institute for Sustainable Agriculture in Partnership with Cal Poly Pomona

Archi's Institute for Sustainable Agriculture (AiSA) provides six- and twelve-week courses in sustainable and organic agricultural industry for individuals transitioning out of the military. Since 2007, AiSA has prepared more than 450 graduates for all aspects of agribusiness, including farming techniques and business development. As students exit the program, those ready to work on an existing farm are provided job placement assistance. Others who wish to build their own businesses have received entrepreneurship training to support their goals.

Conclusion

CSU campuses are committed to the well-being and success of student veterans, service members and dependents. Through VRCs, staff provide a spectrum of services designed to support these students, including advising, advocacy and benefits assistance. Additionally, staff in these centers connect military-affiliated students with resources – both campus-based and external – that will best meet their needs.

As the number of military-affiliated students in the CSU continues to grow, it presents campuses with a number of challenges and opportunities. VRCs continue to seek the best solutions for managing shifting state and federal regulations, requirements for greater accountability, increased audits and new legislation. Additionally, larger military-affiliated populations result in a need for additional space for VRCs.

One area of opportunity for campuses is in improving data collection related to military-affiliated students. From existing data, it is evident that the retention and graduation rates for veterans and service members enrolled at the CSU is consistent with the rates of their peers. However, more in-depth data would be beneficial, not only for responding to G.I. Bill requirements but also for university efforts to achieve the Graduation Initiative 2025 goals. With last year's adoption of Cal State Apply, campuses anticipate being able to better track the academic success of military-affiliated students. These data will allow the CSU to continue refining services targeted at military-affiliated students, to ensure they are successful in their educational pursuits.

COMMITTEE ON EDUCATIONAL POLICY

Graduation Initiative 2025

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Student Success Strategic Initiatives

Summary

Graduation Initiative 2025 is the California State University's (CSU) signature effort aimed at increasing degree completion rates and eliminating equity gaps, thereby supporting student success and meeting the future workforce needs of California. As the initiative enters its third year, this information item provides an update based on final systemwide graduation rate data for 2018. It also provides details on the systemwide areas of focus for the 2018-19 academic year.

Graduation Initiative 2025 Goals

At the September 2016 Board of Trustees meeting, the board heard a detailed report on Graduation Initiative 2025 and voted to approve the CSU's ambitious student completion and equity targets. The approved targets are:

- A 40 percent 4-year graduation rate goal for first-time students;
- A 70 percent 6-year graduation rate goal for first-time students;
- A 45 percent 2-year graduation rate goal for transfer students;
- An 85 percent 4-year graduation rate goal for transfer students;
- The elimination of achievement gaps (the gaps that exist between students who identify as African-American, American-Indian or Latino and their peers) throughout the CSU; and
- The elimination of opportunity gaps (the gaps that exist between Pell recipients and their peers) throughout the CSU.

These system targets are extremely ambitious and, when attained, will place CSU campuses among the very top of comparable institutions across the nation. Nationally, virtually no institutions with profiles comparable to the CSU campuses (funding level, student preparation and diversity) have attained graduation rates at a level consistent with the CSU's new targets. Indeed, attainment of these goals – with the CSU's vibrantly diverse student population – will set new, unprecedented national standards for student success and timely degree attainment.

Operational Priorities

At the January 2017 Board of Trustees meeting, Chancellor White outlined five priority areas where focus is needed to achieve the Graduation Initiative 2025 goals: academic preparation, enrollment management, financial support, data-driven decision making and administrative barriers. Based on feedback received from campus constituents, "student engagement and well-being" was added as a sixth focal area.

The following represents the CSU's aspirational goals with respect to each of these areas of focus:

- **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.
- **Enrollment management:** We will ensure students are able to enroll in the courses they need, when they need them.
- **Student engagement and well-being:** We will continue to address the well-being of all CSU students while fostering a strong sense of belongingness on campus.
- **Financial support:** We will ensure that financial need does not impede student success.
- **Data-driven decision making**: We will use evidence and data to identify and advance the most successful academic support programs.
- **Administrative barriers:** We will identify and remove unnecessary administrative impediments.

2018 Graduation Rate Data

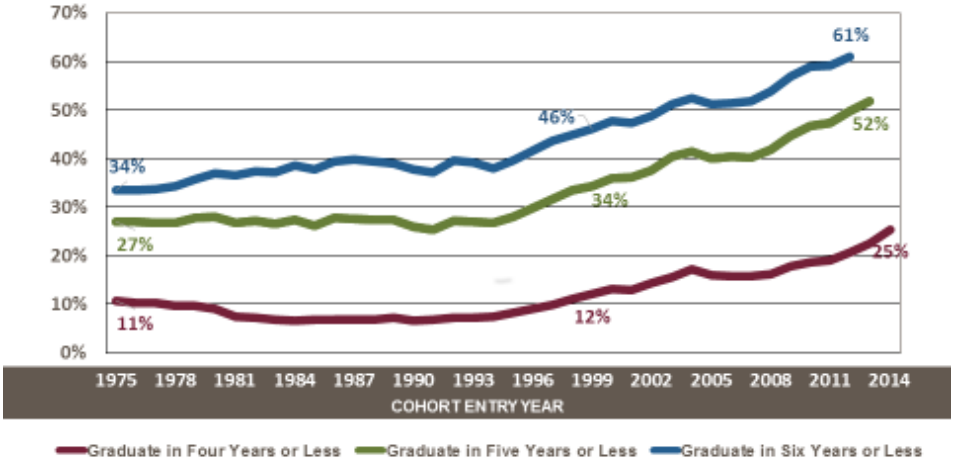
Meeting the student success goals of Graduation Initiative 2025 requires the CSU to consistently measure progress. Two years into the initiative, data indicate that the CSU is making good progress toward all six goals.

In the 2017-18 academic year, 105,431 CSU students earned their baccalaureate degree. This represents a record high for the CSU, with 6,660 additional students crossing the commencement stage compared to the previous year and 13,387 compared to 2016.

Historical Graduation Rates for First-Time Students

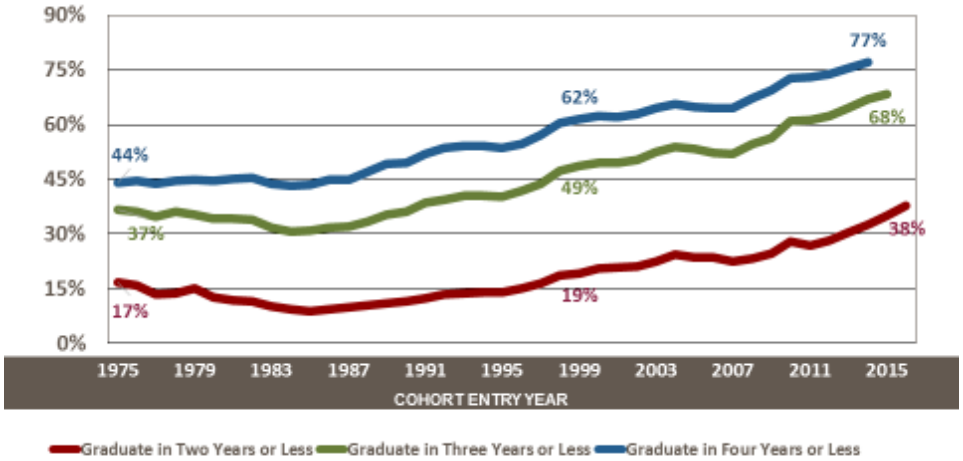
These 105,431 CSU graduates leave the university with a high-quality degree, but also having developed the knowledge, skills, cultural competency and professional dispositions needed to support their future workforce and educational goals.

The chart below places the 2018 graduation rates for first-time students into historical context. Over the past 40 years, there have been peaks, valleys and plateaus in graduation rates; however, the overall trend has been one of progress.



Historical Graduation Rate for Transfer Students

Similar to the chart for first-time students, the historical chart of graduation rates for transfer students includes peak, valleys and plateaus, however the overall trend has been one of progress.

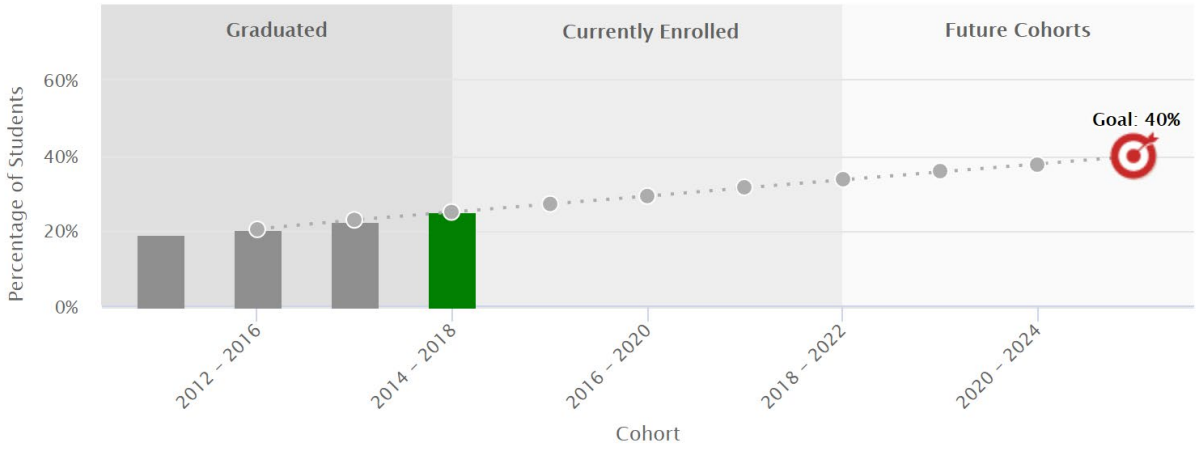


As the CSU pursues its Graduation Initiative 2025 goals, it is likely that progress from year-to-year will not always be linear. However, similar to the historical trend lines, it is anticipated that trends will demonstrate long-range progress in meeting the initiative goals.

4-Year Graduation Goal for First-Time Students

The 4-year graduation rate for the first-time student cohort that began in 2014 and graduated in 2018 or earlier was 25 percent. This rate is the highest ever for the CSU and builds on recent momentum as demonstrated in the charts below.

Cohort	**Grad Rate (%)**
2006-2010	15.8
2007-2011	15.9
2008-2012	16.2
2009-2013	17.8
2010-2014	18.6
2011-2015	19.2
2012-2016	20.7
2013-2017	22.6
2014-2018	25.5
2025 Goal	**40**

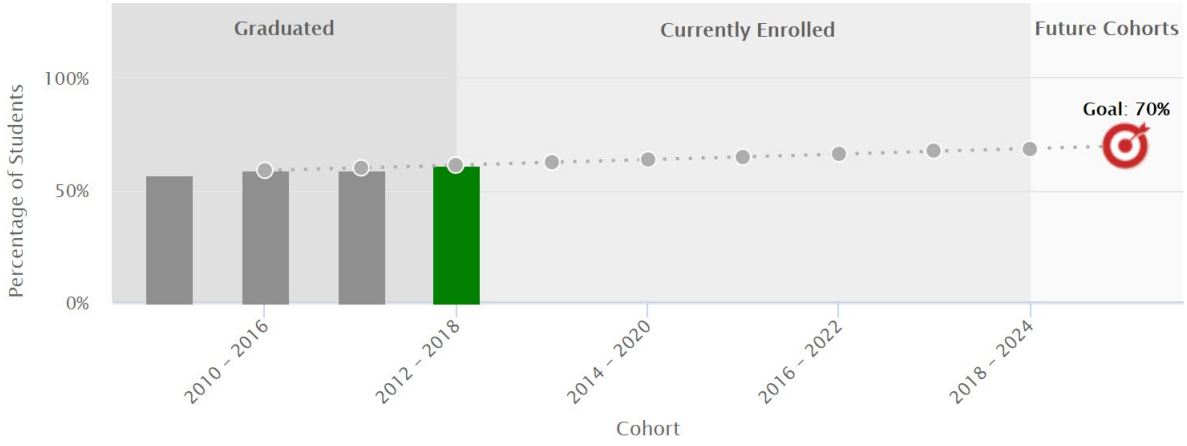


6-Year Graduation Goal for First-Time Students

The 6-year graduation rate for the first-time student cohort that began in 2012 and graduated in 2018 or earlier was 61 percent. This rate is the highest ever for the CSU and builds on significant increases in the 2008, 2009 and 2010 cohorts (as demonstrated in the chart below).

By crossing the 60 percent threshold, the CSU has exceeded the national average for public four-year universities (59 percent) according to the National Center for Education Statistics.

Cohort	Grad Rate (%)
2006-2012	51.4
2007-2013	51.8
2008-2014	54.0
2009-2015	57.0
2010-2016	59.1
2011-2017	59.2
2012-2018	61.1
2025 Goal	**70**



2-Year Graduation Goal for Transfer Students

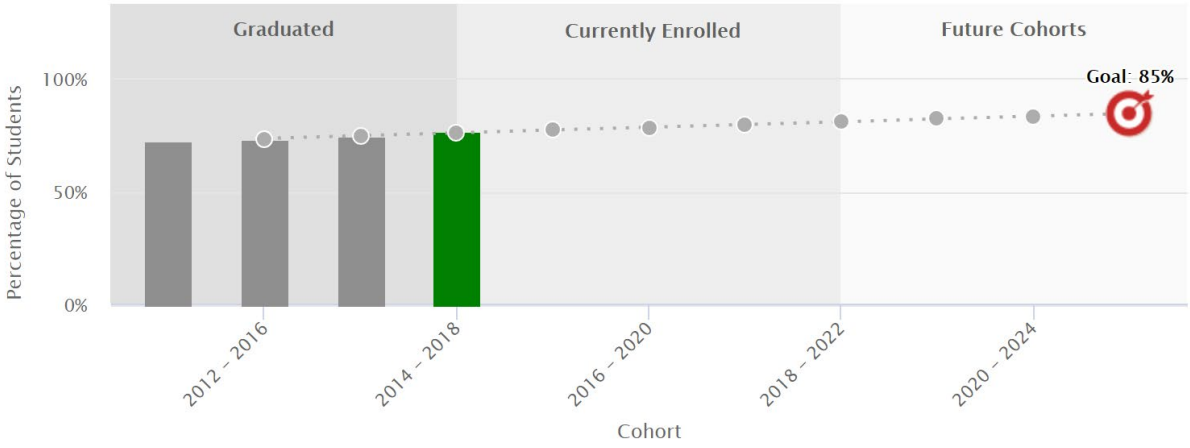
The 2-year graduation rate for the transfer cohort that began in 2016 and graduated in 2018 or earlier was 38 percent. This rate is the highest ever for the CSU and builds on recent momentum as demonstrated in the charts below.

Cohort	Grad Rate (%)
2008-2010	23.3
2009-2011	24.5
2010-2012	27.8
2011-2013	26.7
2012-2014	28.4
2013-2015	30.5
2014-2016	32.6
2015-2017	35.1
2016-2018	37.8
2025 Goal	**45**

4-Year Graduation Goal for Transfer Students

The 4-year graduation rate for the transfer cohort that began in 2014 and graduated in 2018 or earlier was 77 percent. This rate is the highest ever for the CSU and builds on recent momentum as demonstrated in the charts below.

Cohort	Grad Rate (%)
2008-2012	67.2
2009-2013	69.2
2010-2014	72.8
2011-2015	72.9
2012-2016	73.9
2013-2017	75.3
2014-2018	77.1
2025 Goal	**85**



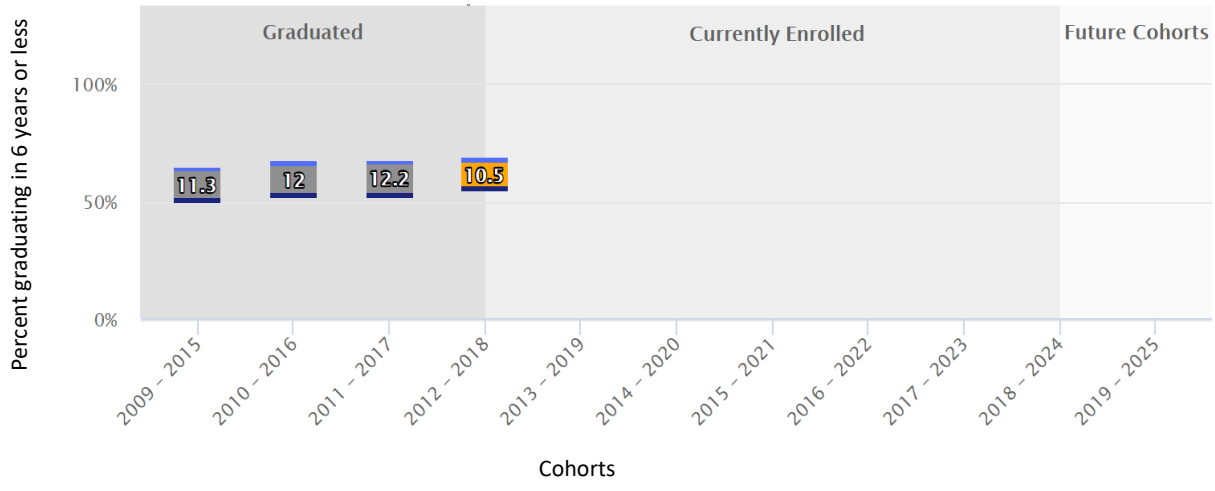
Underrepresented Students of Color Equity Gap Goal

The data indicate that, for the first time since the beginning of Graduation Initiative 2025, equity gaps between students from historically underrepresented communities—those who identify as African-American, American-Indian or Latino—and their peers have begun to close. The gap for the 2012 cohort that graduated within six years narrowed to 10.5 percentage points from 12.2 percentage points the previous year.

Cohort	Grad Rate (percentage points)
2006-2012	13.5
2007-2013	13.4
2008-2014	12.3
2009-2015	11.3
2010-2016	12.0
2011-2017	12.2
2012-2018	10.5
2025 Goal	**0**

The graphic below provides a visual representation of the equity gap for students who identify as African-American, American-Indian or Latino. The navy line at the bottom of each box represents the graduation rate for underrepresented students of color in the CSU. The blue line at the top of each box represents the graduation rate for the rest of the student population. The figure in between the two lines represents the percentage point gap between the two rates, the equity gap.

What this graphic demonstrates is that both sets of graduation rates increased in 2018; however, the graduation rate for underrepresented students of color rose at a higher rate, resulting in the narrowing of the equity gap.



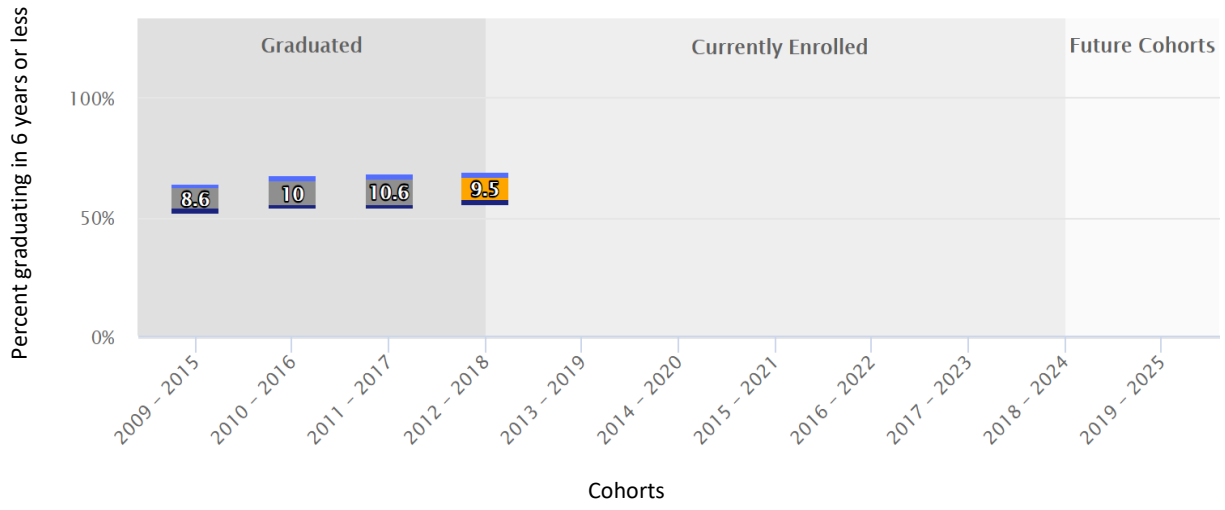
Pell Equity Gap Goal

The data indicate that, for the first time since the beginning of Graduation Initiative 2025, equity gaps between Pell recipients and their peers have begun to close. The gap for the 2012 cohort that graduated within six years narrowed to 9.5 percentage points from 10.6 percentage points the previous year.

Cohort	Grad Rate (percentage points)
2006-2012	10.4
2007-2013	9.3
2008-2014	9.1
2009-2015	8.6
2010-2016	10.0
2011-2017	10.6
2012-2018	9.5
2025 Goal	**0**

The graphic below provides a visual representation of the equity gap for students who receive Pell grants. The navy line at the bottom of each box represents the graduation rate for Pell recipients in the CSU. The blue line at the top of each box represents the graduation rate for the rest of the student population. The figure in between the two lines represents the percentage point gap between the two rates, the equity gap.

What this graphic demonstrates is that both sets of graduation rates increased in 2018; however, the graduation rate for Pell recipients rose at a higher rate, resulting in the narrowing of the equity gap.



Impact of Graduation Rate Improvements

As Graduation Initiative 2025 efforts continue to result in more students having the opportunity to graduate earlier, according to their goals, there are positive impacts for both current and future CSU students. For example, graduating at least one term earlier enables students to begin collecting a salary sooner and avoid paying for an additional term of college. Research indicates that first-time students graduating one term earlier will see an immediate economic gain of $13,264 and a long-term gain of $31,370.

In addition, as students earn their degree sooner it provides additional enrollment capacity at CSU campuses. For example, a one percentage point improvement across the cohorts of students reflected in our reported graduation rates creates additional capacity for approximately 2,500 students or approximately 9,000-10,000 additional open seats in course sections.

Workgroup Recommendations

The Office of the Chancellor created cross-representational advisory workgroups for each of the six priority areas of Graduation Initiative 2025 to provide implementation guidance. These workgroups included a mixture of faculty, students, alumni, campus administrators and external stakeholders.

Over the past year, all workgroups met regularly. In August 2018, the workgroups provided the Chancellor's Office with a comprehensive set of recommendations. This was followed on September 21, 2018, with a final meeting of all six workgroups. During this meeting, the workgroup members presented their final recommendations and provided additional context for potential systemwide implementation. The entire set of recommendations also provides a resource for campuses for local consideration.

Recognizing that resource and time limitations make implementing all of the recommendations impossible, the Office of the Chancellor is developing a report (to be made available to the board prior to this month's meeting) that highlights the top four systemwide areas of focus for the 2018-19 academic year. These areas of focus are informed by the workgroup recommendations and, in several instances, were identified by the full group as a top priority.

Academic Preparation Policies

Supporting campus faculty and staff in implementing the recent policy changes is a top priority for the academic year. This includes supporting high-quality instruction and providing meaningful professional development opportunities for faculty and staff.

To study the implementation of the policy changes, the Office of the Chancellor has partnered with WestEd, a nonprofit research, development and services agency, to implement an evaluation plan. Consultation with CSU stakeholders to inform the design of the Implementation Studies Project (ISP) began in 2017.

The current ISP framework covers a three-year period. It consists of formative and summative studies that will inform the CSU about the pathways students take and the progress they make immediately after the implementation of Executive Order 1110. To the extent possible, the ISP will explore why these trends have occurred. It will also examine the variation of the models and instructional approaches adopted by campuses and analyze how these approaches perform for various student populations, including historically underserved students.

Framework for Student Engagement and Well-being

Another focal area is creating a framework for student engagement and well-being. The CSU is committed to addressing student well-being in a holistic manner. As an educational institution, the university is particularly focused on the areas that impact students' ability to be successful, persist and complete their degree. This includes areas such as quality education, food, housing, a sense of belonging and mental and physical health. To support students, CSU campuses focus their efforts on providing education, outreach, training and acute, crisis support to students in need. At the same time, the CSU is actively developing and strengthening relationships with regional and local agencies and organizations to provide comprehensive care to students, in instances where students' needs go above and beyond campus capabilities.

Students Average Unit Load

One of the most important predictors of whether a student will finish their degree in a timely manner is the number of units they take each term. As highlighted in the Enrollment Management Workgroup's final report, "data are consistently showing that students who take a full load (15 semester units) are not harmed, and in some cases, outperform those who don't."

The Office of the Chancellor will continue to support campus efforts to increase students' average unit load in order to allow increasing numbers of students the opportunity to take the courses they need, when they need them.

Advising

The final area of focus for the 2018-19 academic year is systematically improving the quality of advising that students receive while enrolled at the CSU. To this end, there are four specific components of advising that will be addressed:

- **Accountability –** Ensuring that every student has at least one individual, or office, responsible for monitoring their progress through degree completion.
- **Advising Structures –** Supporting campuses as they rethink and simplify advising structures to improve coordination across the various offices on campus where students receive guidance.
- **Data Integration –** Combining existing data systems to increase the availability and use of real-time information that advisors use to support students.
- **Degree Plans for Students** - Increasing the percentage of students who have a clear degree plan, before they begin their first academic term.

Systemwide conversations have already begun on how to move these priorities forward. More information will be presented to the board on these focal areas during future meetings.

Conclusion

CSU students, faculty, staff and administrators continue to work diligently to achieve the goals of Graduation Initiative 2025 and ensure that all students have the opportunity to be successful and graduate according to their own personal goals. Entering the third year of the initiative, graduation rates indicate that strong progress is being made. The upcoming focus on academic preparation, student engagement and well-being, students' average unit load and quality advising will play an integral role in maintaining this progress and ensuring that all CSU students benefit.

To continue this momentum and innovation, Graduation Initiative 2025 must remain a budget funding priority for the CSU and the state of California. Graduation Initiative 2025 must also be achieved in parity with increased enrollment growth funding in order for the CSU to achieve its share of additional college graduates needed by the year 2030, enabling California to meet its projected workforce goals.