

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 1:15 p.m., Tuesday, November 7, 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 September 19, 2017

Discussion

1. Teacher Preparation, *Information*
2. Enrollment Management, *Information*
3. Basic Needs Initiative, *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 19, 2017

Members Present

Lillian Kimbell, Chair
Jorge Reyes-Salinas, Vice Chair
Silas H. Abrego
Jane W. Carney
Rebecca D. Eisen, Chair of the Board
Debra S. Farar
Jean Picker Firstenberg
Thelma Meléndez de Santa Ana
John Nilon
J. Lawrence Norton
Timothy P. White, Chancellor

Trustee Kimbell called the meeting to order.

Approval of Minutes

The minutes of July 18, 2017 were approved as submitted.

Enrollment Management

Nathan Evans, chief of staff and senior advisor for Academic and Student Affairs, introduced the information item. He noted that the 2017-18 California state budget called on the CSU to adopt policies related to two enrollment management topics and indicated that the purpose of this presentation was to familiarize the board with the topics and issues related to enrollment management as a foundation on which to base the new policies.

April Grommo, director of enrollment management services, provided an overview of the policies and statutes that govern enrollment management at the CSU, including the California Master Plan, other California Education Code sections, Title 5 and a policy adopted by the Board of Trustees in 2000. She also provided an update on the CSU admission eligibility for freshmen and transfer students and spoke about the higher education eligibility study and its impact on the CSU.

Following the presentation, trustees asked questions related to the number of students who are CSU eligible but are not offered admission at any campus, as well as the number of impacted campuses and programs. Questions also delved into the eligibility index and the supplemental

criteria used for admissions decisions at impacted campuses. Staff indicated that the board's enrollment management policy included language that, at a high-level, set the basis for these supplemental criteria.

Student-Athlete Academic Support

Ray Murillo, director of student programs, introduced the information item indicating that the CSU has approximately 7,000 student-athletes and that campuses provide these students a host of academic support programs. CSU Northridge President Dianne Harrison and CSU Chico athletic director Ms. Anita Barker both presented about the academic support programs offered on their respective campuses, and the impact it has had on student-athletes. CSU Fullerton student-athlete Mr. Nico D'Amato spoke about the academic support programs that were available to him, and the difference they have made. Finally, Ray Murillo closed the presentation by highlighting recent data that indicates that CSU student-athlete graduation rates continue to increase, but that the gap between student-athlete rates and non-student-athlete rates is closing as a result of the concerted effort to increase graduation rates for all students.

Following the presentation, trustees asked questions related to the mental health and physiological support offered to student-athletes and what happens if these students get injured and can no longer play their sport. The presenters discussed their campus' various mental health services and Ms. Barker indicated that student-athletes who are injured at CSU Chico do not lose their scholarship. Trustees also asked about the academic performance of student-athletes in revenue-generating sports, and whether coaching contracts emphasize academic performance in addition to athletic performance. President Harrison responded that most, if not all, of the contracts at CSU Northridge do in fact have academic clauses. She further contrasted the resources supporting many CSU athletic programs with those often described as revenue generating at universities with larger athletic programs.

Research, Scholarship and Creative Activities

Dr. Loren Blanchard, executive vice chancellor for Academic and Student Affairs, introduced the information item, explaining that research, scholarship and creative activities are integral to the CSU mission. Dr. Ganesh Raman, assistant vice chancellor for Research, 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 2015-16. San José State University President Dr. Mary Papazian presented about a collaboration with NASA and the experience it provides for students.

Following the presentation, trustees asked about how we ensure that faculty are not spending more time on research than on student learning. CSU East Bay President Dr. Leroy Morishita shared anecdotes from students about how their professors involve them in the research and how those opportunities amplify the learning experience.

Trustee Kimbell adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Teacher Preparation

Presentation By

Marquita Grenot-Scheyer
Assistant Vice Chancellor
Teacher Education and Public School Programs
Academic and Student Affairs

Robert S. Nelsen
President
California State University, Sacramento

Andrea Alonza
Student
California State University, Long Beach

Summary

Since the founding of the California State University, teacher preparation has been integral to the university's mission. Currently, every CSU campus except the California State University Maritime Academy has a teacher preparation program on its campus, while CalStateTEACH offers a systemwide online credential program.

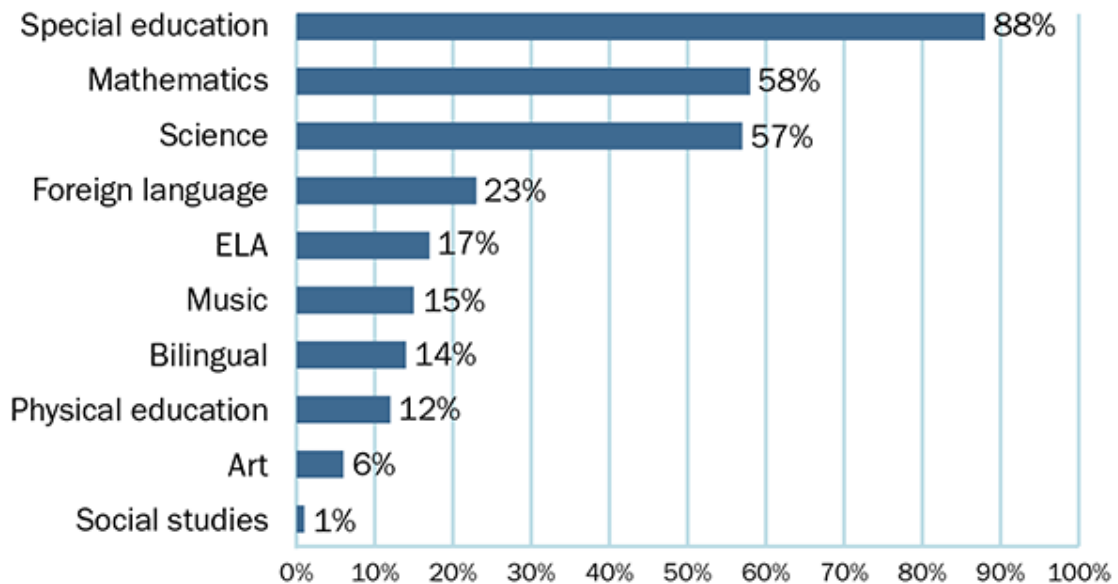
The CSU prepares more of California's teachers than all other institutions combined, and nearly eight percent of the nation's teachers. In 2016, the CSU graduated nearly 7,000 new elementary, secondary and special education teachers. Moreover, the CSU is preparing teachers in the fields where they are needed most. Over the past six years, the CSU has enrolled more than 7,500 students in bilingual instruction programs. Over the past five years, the CSU has graduated more than 8,400 special education teachers. And in 2016, the CSU prepared 1,500 new mathematics and science teachers.

In light of California's existing teacher shortage, it is imperative that the CSU continue to cultivate a well-flowing pipeline of diverse, passionate and well-prepared teachers to educate the state's PK-12 students. The CSU is focused on four major action areas to meet the current and future workforce needs of California and the nation: multiple pathways into teaching; targeted recruitment efforts; financial assistance; and candidate preparation, professional development and program evaluation.

California's Teacher Shortage

Seventy-five percent of California school districts, particularly those serving the largest concentrations of low-income students and English learners, face persistent teacher shortages. In fall 2016, school districts projected a need to hire 22,315 teachers, while all of California's teacher credential programs combined prepared only 15,214 new teachers the year prior, resulting in an unmet district need of 7,101 teachers. Based on current trends, the shortage of teachers in California over the next three years is projected to be more than 25,000. These shortfalls have resulted in the hiring of individuals without credentials who are employed in teaching positions.

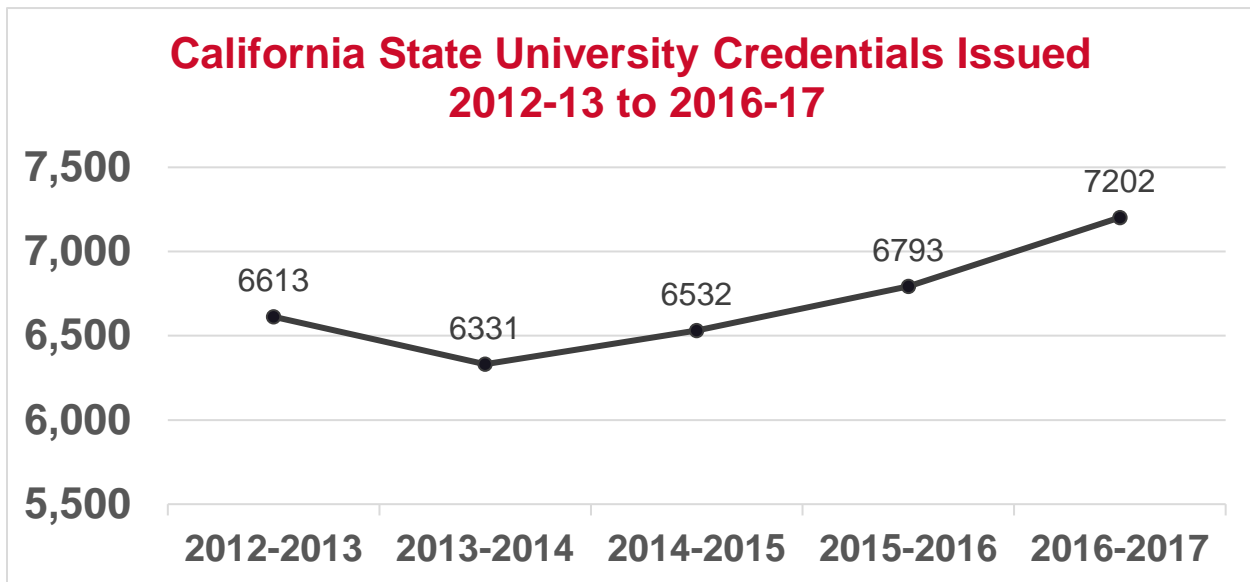
California teacher shortages are particularly severe in specific subject areas, including mathematics, science, special education and bilingual education. A recent Learning Policy Institute report demonstrates the percentage of California school districts reporting teacher shortages by subject area:



Additionally, specific regions in the state are facing larger shortages. The hardest hit areas include rural areas, particularly central and northern California; inner cities; and areas where other factors have made it difficult to hire teachers (e.g. the high cost of living in the San Francisco metro area).

CSU Teacher Preparation Trends

During the recession and the period of severe school district budget cuts and teacher layoffs, the CSU—like all teacher preparation programs across the state—experienced a significant reduction in enrollments in teacher preparation programs. Since that time, enrollment figures have begun to trend upward, as shown in CSU 2016 and 2017 teacher education enrollments.



CSU Actions to Address California’s Teacher Shortage

The CSU is committed to addressing California’s teacher shortage while simultaneously ensuring high-quality preparation programs by cultivating multiple pathways into teaching, engaging in targeted recruitment efforts, offering financial assistance and ensuring teaching candidates are ready to be successful in the classroom through robust preparation, professional development and program evaluation. These action areas reflect the broad recommendations of a 2016 American Association of State Colleges and Universities survey and report regarding teacher preparation.

Multiple Pathways into Teaching

At the CSU, there are multiple pathways to becoming a teacher, depending on an individual’s starting point and path.

Fifth Year Post-Baccalaureate Program

For more than 50 years, the CSU has followed California’s structure for preparing teachers by offering fifth year post-baccalaureate programs leading to a teaching credential. These programs focus particularly on the pedagogical knowledge, skills and dispositions that are needed to ensure success for beginning teachers. This is the most common route for teaching credentials at the CSU, and includes the online-only CalStateTEACH program.

CalStateTEACH is designed for individuals who either wish to become a multiple subject teacher but are unable to attend a traditional, classroom-based teacher education program, or for those who are already teaching without a credential. The program includes online instruction and hands-on experience in a public classroom. By the time they complete the program, CalStateTEACH participants have more than 700 hours of experience in the classroom.

Since its inception in 1999, CalStateTEACH has provided opportunities for Californians in rural and remote communities to complete a multiple subject credential without leaving the community in which they live and hope to teach. CalStateTEACH faculty live in or near the rural communities they serve and understand the local educational context. In fall 2017, 46 percent of incoming CalStateTEACH candidates were from rural communities. Additionally, CalStateTEACH partners with Native American communities to help grow their teacher workforce.

Integrated Teacher Education Programs

Integrated Teacher Education Programs (ITEPs) have existed on CSU campuses for 15 years, and allow students the opportunity to earn both a Bachelor of Arts degree and a teaching credential at the same time, in four calendar years.

Last year, the budget act (SB 828) included additional funding for ITEP programs. The legislature allocated \$10 million to fund 40 grants to be awarded to higher education institutions, each at \$250,000. These grants are to be used to develop four-year ITEPs, particularly in special education, mathematics, science and bilingual education.

CSU campuses were successful in both the first and second rounds of funding. 26 grants were awarded to 19 CSU campuses for new integrated programs, with a total of \$6.2 million awarded to the CSU. Faculty have begun work on developing these programs and it is expected that an average of 20 students will enroll in each of the 26 new programs in the initial year. One thousand new teacher candidates are projected to enroll in these programs annually by 2019-20.

Pipeline Programs

Throughout the system, there are established pipeline programs designed to ensure a smooth transition across the segments into teacher education credential programs. For example, more than half of the teachers prepared by the CSU complete their lower-division work at a community college. Every CSU campus that offers teaching credentials has an Associate Degree for Transfer pathway to teacher education.

Career Changers and Para-professional Programs

At the CSU, there are routes of entry into teaching for both career changers—particularly professionals in science, technology, engineering and mathematics (STEM) fields—and school district para-professionals, also known as instructional assistants. Individuals in both cases may enter an integrated program or complete a bachelor's degree and participate in one of the CSU's post-baccalaureate credential programs.

Targeted Recruitment Efforts

The CSU engages in targeted recruitment efforts aimed at encouraging middle, high school and community college students, CSU undergraduates, paraprofessionals and career changers to consider a career in teaching. For example, the CSU collaborates with the state-funded recruitment center in Tulare County to recruit students statewide. Moreover, outreach is made to CSU undergraduate students through EduCorps, a program designed to significantly increase the number and diversity of students entering CSU teacher preparation programs, especially in high need areas. Campus EduCorps programs host guest speakers, provide advising information and offer personalized application and credential assistance to ease a student's path into teacher preparation.

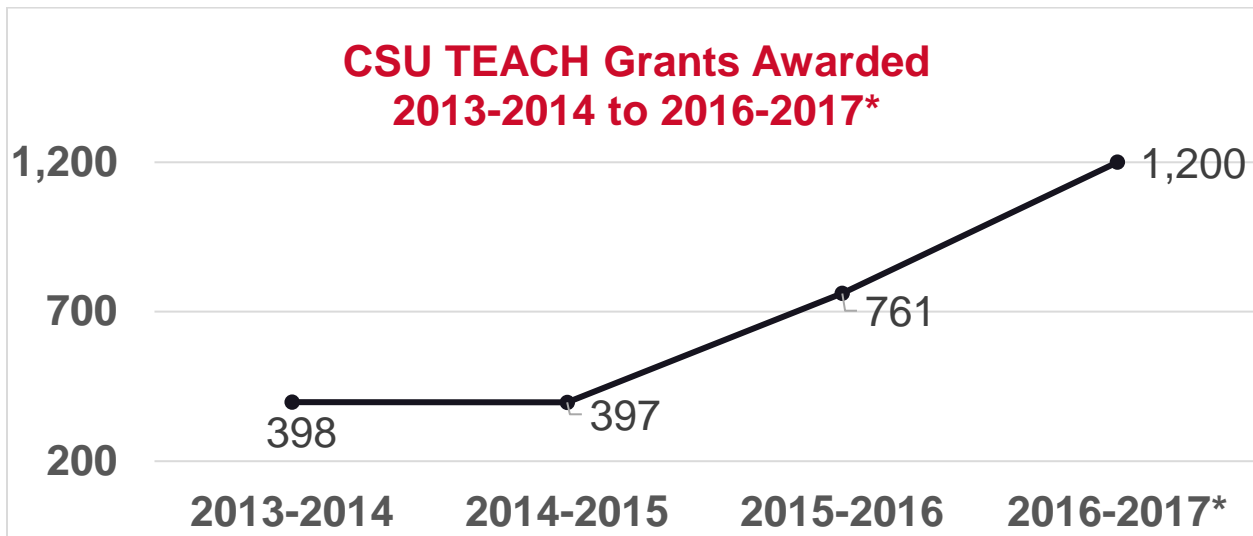
Additionally, the CSU is working with a number of PK-14 partners to recruit teacher education candidates who reflect the diverse population of California's school age children and youth. Meeting the teacher shortage with a diverse and well-prepared workforce is critical, with schools that serve historically underserved communities being the hardest hit by the teacher shortage. At present, one-third of teacher candidates preparing to be elementary, secondary and special education teachers at the CSU are Hispanic, and in each credential area, the majority of teacher candidates are students from historically underrepresented communities.

Financial Assistance

More than half of all teacher candidates at the CSU come from low-income backgrounds making financial assistance integral to earning a credential. To assist these candidates and address California's teacher shortage, the CSU has launched a systemwide effort to enroll eligible students in the federal Teacher Assistance for College and Higher Education (TEACH) program. The federal TEACH program offers students seeking a career in education up to \$4,000 per year, with a total available for each student of \$16,000. The funds can be used for tuition or other educational expenses.

To support the CSU outreach efforts, the California legislature added \$200,000 in additional funding annually to the CSU. The permanent appropriation was included in the 2015-16 state budget. The funds are allocated to campus teacher education programs and financial aid offices "to support activities that increase awareness of federal financial aid programs for teachers."

Through a coordinated effort between teacher education and financial aid on campuses and in the Office of the Chancellor, and due in large part to the additional funding provided by the state, the CSU has been able to increase the number of TEACH grants provided to CSU students. Prior to the appropriation, CSU campuses awarded fewer than 400 TEACH awards each year. The number nearly doubled after one year of the appropriation, with 783 grants awarded. After the second year of the permanent appropriation, the number of grants has tripled.



*Estimated total for 2016-17 TEACH Grants awarded. Final campus counts are in process.

Candidate Preparation and Professional Development

The CSU is also committed to providing teacher candidates the quality preparation needed to be successful in the classroom, thereby increasing teacher retention rates. Campus faculty are preparing educators for the PK-12 Common Core State Standards and the Next Generation Science Standards. The CSU is also a supporter of Higher Ed for Higher Standards, a coalition of college presidents, trustees, chancellors and state system leaders who believe aligned expectations and strong partnerships between PK-12 and postsecondary leaders are critical to improving student success.

CSU faculty ensure that teacher education candidates have strong clinical preparation. All CSU candidates participate in at least one semester of student teaching. Others, who are able to dedicate the time, have a yearlong experience structured as a residency. Still others serve as paid interns. Regardless of their path, all candidates receive mentoring by, and feedback from, an experienced teacher. The CSU is supported in these efforts by the S.D. Bechtel, Jr. Foundation through The New Generation of Educators Initiative. The Foundation has provided more than \$15 million in support, which has enabled campuses to establish deep partnerships with school districts and to expand residency models of full-year classroom preparation.

The CSU partners with PK-12 school districts to provide professional development opportunities to in-service teachers that builds upon their preparation programs. These professional development opportunities support teachers in developing strategies and techniques to improve their classroom teaching and ensure the success of their students. Additionally, many credential graduates return to the CSU to complete graduate programs to further deepen their skills and knowledge.

Program Evaluation

The CSU is committed to regular program evaluation to ensure the quality and efficacy of the preparation teacher candidates are receiving. The CSU Center for Teacher Quality (CTQ) conducts evaluations and reports data to strengthen the outcomes and effectiveness of teacher preparation programs on 22 CSU campuses. Annually since 2004, CTQ has surveyed recent graduates (one year out of school) and their employers, to determine how they would rate the quality of preparation provided by the CSU. Survey data are shared across campuses through face-to-face meetings and webinars in order to identify and share best practices.

Overall, graduates of CSU teaching credential programs and the school principals supervising their classroom performance feel the coursework and fieldwork that prospective teachers complete are valuable and useful during their initial years of classroom teaching. Survey results from spring 2016 demonstrate that 83 percent of first-year teachers from the CSU rated the overall usefulness of their credential program as “Good” or “Excellent.” Similarly, 86 percent of employment supervisors rated the overall preparation of CSU graduates as “Good” or “Excellent.”

Recently, CTQ provided an analysis of the number and percentage of CSU teaching credential program graduates who secure employment in a California public school in the year immediately following program completion. For example, among 2015-16 graduates, 89 percent of teacher program graduates were working in a California public school in 2016-17.

Conclusion

The CSU has long been a leader in preparing California’s education workforce. By cultivating multiple pathways into teaching, engaging in targeted recruitment efforts, offering financial assistance and ensuring teacher candidate readiness to be successful in the classroom through robust preparation, professional development and program evaluation, the system is leading the way in addressing the state’s teacher shortage.

As the CSU pursues the student success goals of Graduation Initiative 2025, there is a strong connection between educator preparation and the academic readiness of PK-12 students. The better prepared teachers, counselors and leaders are in the areas of content knowledge, pedagogical knowledge and evidence-based practices, the better able they will be to prepare PK-12 students who are ready for college-level work, thus reducing the need for remediation and ensuring their ability to earn a degree according to their personal goals. This “long view” of student success is critical to serving our future students in higher education.

COMMITTEE ON EDUCATIONAL POLICY

Enrollment Management

Presentation By

Nathan Evans
Chief of Staff
Academic and Student Affairs

April Grommo
Director of Enrollment Management Services
Student Academic Services

Summary

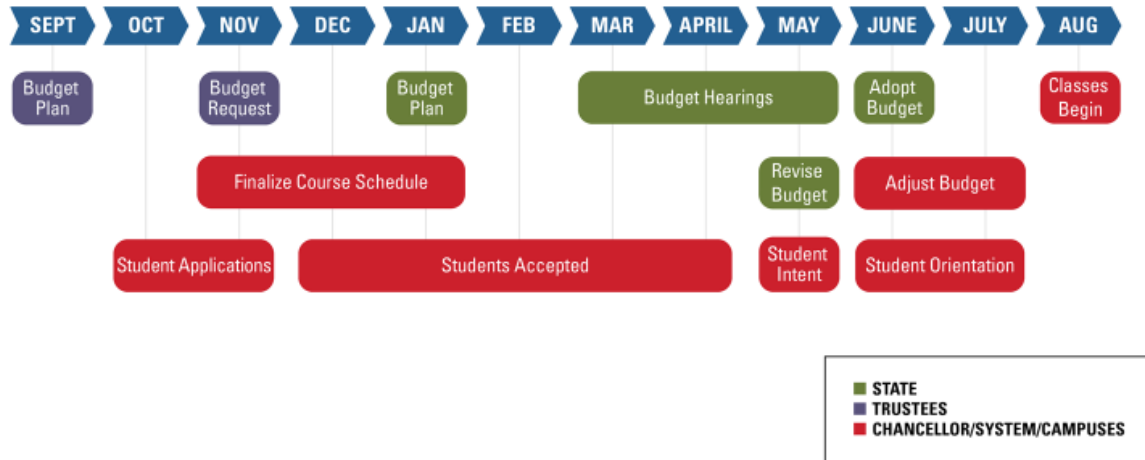
The 2017-18 California state budget requires the California State University (CSU) Board of Trustees to adopt policies, by May 2018, that are designed to mitigate against the effects of impaction by: (i) requiring campuses to give priority to local CSU-eligible applicants seeking to enroll in impacted programs; and (ii) redirecting all CSU eligible applicants to similar, non-impacted programs on other campuses if not initially admitted.

At the September 2017 Board of Trustees meeting, an information item was presented on the main governing structures of enrollment management. This information item will explore: specific enrollment management tools, including campus strategies to maximize student access to courses and academic support; impaction, the enrollment management tool declared once campus strategies are no longer sufficient to manage enrollment; and redirection, a process in which the CSU sends the application of a student who cannot be accommodated at an impacted campus to another campus.

Enrollment Planning and Budget Timeline

The goal of CSU enrollment management policies is to serve existing students and fulfill the CSU's mission to provide access to all new students who meet admission eligibility requirements, while balancing the constraints of campus capacity and budgeted resources. This balance is further complicated by the asynchronous timing of the budget cycle and the admission timeline, as shown.

BUDGET TIMELINE



The trustees develop a support budget plan in September and finalize the request in November, as depicted in purple in the timeline. The state’s budget process begins with the governor’s proposed budget in January and ends with the vote by the legislature and adoption by the governor typically in June.

Meanwhile, campuses must make a number of decisions before, during and after the state budget process has completed, however these decisions are affected by budget decisions later endorsed by the state. As depicted in red in the timeline, campuses begin the process of admitting applicants as early as October for students who will begin their academic year the following August. This timeframe is necessary to meet nationally established deadlines and ensure applicants are aware of their admission status.

For planning purposes, the majority of campuses request confirmation between May and June of students’ intent to enroll. Yet, the state’s budget process does not conclude until mid-June. Therefore, campuses have made nearly all admission decisions and received confirmations from new students before they have a final budget, inevitably affecting campuses ability to have a clear understanding of how many students they can serve.

Campus Enrollment Management Strategies

CSU campuses use a variety of tools, policies and processes to maximize the finite enrollment capacity that exists on campus. As part of Graduation Initiative 2025, campuses have expanded their enrollment management tools in order to think and act more innovatively to facilitate student success. The following are several of the strategic initiatives that campuses utilize to manage enrollment:

Student Major Roadmaps

Campuses create and refine 4-year roadmaps for first-time freshmen and 2-year roadmaps for transfer students that are major specific and take into account a student's prior academic preparation. These roadmaps allow students to view a semester-by-semester plan to graduation and allow students and advisors the flexibility to update the roadmap if needed.

A best institutional practice is to directly connect these roadmaps to the online advising and registration systems, allowing students to register seamlessly each term. Students are encouraged to update their respective roadmap every semester. Data from students' roadmaps are then used to plan class schedules and to provide counts of the courses needed based on student interest. Campuses continue to expand these roadmaps for students and keep them updated as curricula changes. In this way, all new students have accurate paths to graduation.

Course Demand and Analysis

Student roadmap data, numbers of majors, projected program requirements and prior year enrollment patterns are used to analyze course demand for each term. In addition, there is a significant focus on courses that are considered high demand with high enrollment. These are courses that over multiple terms have been shown to have demand that has outpaced capacity. Campuses provide priority classroom scheduling and work with departments to prioritize faculty assignments for these courses.

Flexible Scheduling and Classroom Maximization

Campuses also focus on maximizing the efficient use of classroom resources. For example, classroom allocations are reviewed at multiple points in the enrollment cycle, including before and after registration, to ensure that each class is assigned to an appropriately sized classroom. Campuses are also implementing specific time blocks for course scheduling, which ensures that courses taught across a respective campus are scheduled in the same manner to decrease time scheduling conflicts for students when registering for classes.

Online Education and Technology

With funding from the Office of the Chancellor and other sources, campuses have focused on faculty training and resources to redesign courses to optimize the use of technology. These course redesigns include moving courses to online and hybrid options (a mixture of online and in person instruction) and offering virtual labs while ensuring that academic rigor is maintained.

The Office of the Chancellor and campuses provide quality online courses to increase capacity of the CSU and meet student needs. Campuses are improving online courses through systemwide programs including Cal State Online 2.0, Course Redesign with Technology and Quality Assurance. Campuses are also promoting CSU Fully Online to their students. CSU Fully Online allows continuing students to register for online courses being taught at other CSU campuses.

Training and support are provided to assist instructors with redesigning a traditional course to an online hybrid format. Redesigned hybrid courses usually meet face-to-face on campus one day a week for 75 minutes, with remaining instructional time provided online via the campus learning management system. This allows faculty to teach two sections of the same course during one traditional course's meeting pattern.

Virtual labs provide students remote access to innovative online technologies that reduce enrollment in high demand courses. Faculty throughout the CSU are adopting virtual labs to engage students through active participation rather than classroom observation.

Advising Initiatives

With Graduation Initiative 2025—and a significant body of higher education research that has identified the importance of advising—campuses are increasing advising resources and technologies to support students in their academic pursuits.

Advising and Student Success Resources

Campuses have expanded their advising staff and have specifically focused resources on student success. These resources are often deployed at the college level (e.g. College of Business) to ensure advisors are available to support students. In addition to increasing advising resources, campuses are investing in technologies and training. Campuswide advisor meetings provide updates and training on the latest campus initiatives and enable the coordination of practices and services.

Advising Through Technology

To maximize the effectiveness of advising support, many campuses have already implemented—or are implementing—the Educational Advisory Board Student Success Collaborative (SSC) application or a similar product. The SSC allows campuses to provide online advising appointment scheduling to students, provide student workshop sign-ups, track and manage tutoring appointments, launch proactive communication campaigns, track at-risk students and provide reports and dashboards to advising centers.

Many campuses also employ intentional advising strategies. For example, campuses use advising applications and other tools to identify and reach students who appear off-track or are not completing courses aligned to their chosen major. And advisors work on detailed graduation plans with students who may have exceeded the number of units needed to graduate.

Impaction

CSU campuses use a combination of the aforementioned strategies to maximize student access to courses and support, regardless of whether or not the campus is impacted. However, once these strategies are no longer sufficient for managing enrollment, a campus will seek approval to declare impaction. Impaction is defined as when a major, program or campus receives applications from more eligible applicants than can be accommodated given the resources of a program or campus.

The California Master Plan, coupled with executive orders dating back to 1966, address capacity and the need to ensure that all students have access to higher education. Title 5, section 40650, reads in part, “admission to a campus shall be limited on the bases of authorized academic plans and programs, and the number of students for whom facilities and competent staff are available to provide opportunity for an adequate college education.”

Impaction is not an ideal scenario, however it is a necessary enrollment management tool when demand outpaces resources. Without impaction, campuses would be in a situation where students would not have access to the classes needed to graduate. They would also lack access to timely advising, counseling, mentoring and tutoring due to high student to staff ratios.

Impaction can be declared at the student level, meaning it is impacted for freshmen and/or upper-division transfer students. It can also be declared at the program or major level. Even campuses that have not declared impaction at the freshman or junior level may have at least one program impacted. Attachment A provides the details of each campus’ program impaction.

California Education Code 89030.5: Admission Procedural Requirements

For campuses to make any significant changes to their impaction status they must conduct a annual process, part of which is required by California Education Code section 89030.5. The process is meant to provide transparency in the impaction process to the local stakeholders of each CSU campus. Section 89030.5 reads:

- (a) In order to provide notice to the public and ensure the transparency of decisions affecting admissions criteria for all of the campuses of the California State University, the trustees shall ensure that a change in the criteria for admission to a campus of the university complies with all of the following requirements:
 - (1) Prior to adopting a change in the criteria for admission that affects applicants residing within the local service area of a campus of the university, the campus affected by the proposed change shall do all of the following:
 - (A) Consult with stakeholders, including the governing boards of school districts, governing boards of community college districts, and community organizations, that are located within the local service area of the affected campus. These consultations shall occur in a public meeting.

(B) Hold three public hearings in the local service area of the affected campus. The hearings shall solicit public comments relative to the proposed change in admissions criteria.

(C) Provide public notice of the proposed change in admissions criteria. The notice shall be published on the Internet Web site for the affected campus and in three newspapers of general circulation in the local service area of the affected campus. The notice shall include a description of the proposed change, the right of the public to comment orally or in writing on the proposed change, and the dates, times, and locations of the public meetings pursuant to subparagraph (A) and the public hearings pursuant to subparagraph (B). The notice shall be published at least 10 days before the first public meeting or public hearing.

(D) Publish on the Internet Web site of the affected campus, all public comments received pursuant to this paragraph and all responses by the university to those public comments.

(E) Publish on the Internet Web site of the affected campus, and distribute to community officials and local high schools, the university's final decision on the proposed change.

(2) After meeting all of the requirements specified in paragraph (1), the president of the affected campus shall submit the proposed change to the Chancellor of the California State University for approval, in accordance with the policies of the trustees. The chancellor shall report the decision regarding approval, and the reasoning behind the decision, to the trustees in writing at the next regularly scheduled meeting of the trustees.

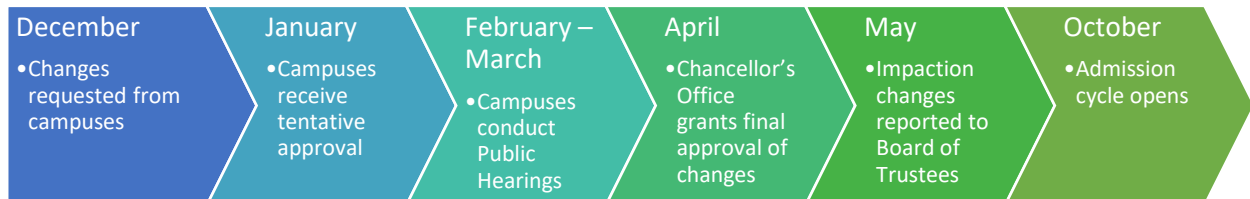
(3) Except as provided in paragraph (4), a change in the criteria for admission to a campus that affects applicants within the local service area of the affected campus shall become effective only after a period of at least one year has elapsed after that change is approved by the chancellor.

(4) A change in the criteria for admission to a campus based on resources that affects applicants within the local service area of the affected campus shall become effective only after a period of at least six months has elapsed after that change is approved by the chancellor.

(b) The requirements set forth in subdivision (a) shall apply to all changes in the criteria for admission to a campus that affect the eligibility of applicants residing within the local service area of a campus to enroll at that campus, including changes to transfer requirements and determinations regarding impactation of majors.

(c) As used in this section, "local service area" means the California State University service area for the campus as set forth in the California State University Coded Memorandum AA-2005-05, dated February 23, 2005, or as subsequently amended.

Based on the requirements of section 89030.5 an annual impaction timeline has been established to ensure compliance. The timeline is as follows:



Supplemental Impaction Criteria

Each campus provides to the Office of the Chancellor an annual plan of how enrollment will be managed, how impaction will be implemented on the campus and the program-specific supplemental criteria that will be required for incoming applicants. Impacted campuses may use additional criteria above and beyond the minimum CSU-eligibility requirements. Some of the most commonly used criteria are:

- Requiring SAT or ACT scores of all first-time freshman applicants regardless of GPA;
- Rank ordering first-time freshmen based on their eligibility index score and setting a higher index for admission;
- Requiring completion of specific major preparation courses for upper-division transfers; and
- Rank ordering transfer students based on transferable grade point average (GPA) and major preparation.

Local Admission and Outreach Areas

Local Admission Areas

Due to the volume of applications received by the CSU, local admission and service areas were established by the system in the early 1990s. When a campus has declared impaction it establishes a local admission area that defines the high schools and community colleges that feed into that campus. These areas are used as one factor in admission decisions to ensure students have access to their local CSU campus. Local area is not currently considered for impaction at the program level.

Non-impacted campuses do not establish specific local admission areas, as the entire state serves as their local area. These campuses include Bakersfield, Channel Islands, Dominguez Hills, Maritime, San Francisco and Stanislaus. At the same time, not all areas of the state are included in a local admission area for an impacted. Attachment B outlines the areas that are currently covered by a CSU local admission area.

Local admission areas can be a source of confusion. Applicants and their families may be unclear about which CSU is local to their high school or community college. Some schools suggest they should be affiliated with CSU campuses that do not include them in the local admission area. And in some cases, an applicant or their high school may be closer to a particular CSU but they are not in the local admission area for that campus. The CSU strives to be clear about campus impaction and local admission areas to ensure that students and their families have the necessary information. Information about impaction is included on the CSU website, included on campus websites, covered during conferences the CSU hosts for high school and community college counselors and featured in campus outreach efforts.

Local Service Areas

All campuses, regardless of impaction, have a defined local service area. These are regions where each CSU campus focuses its efforts on outreach, recruiting and providing local high school and community college support. Attachment B provides the local admission and service areas for each campus.

Campus Promise Programs

Campuses reinforce connections with their local community by creating admission promise programs between a CSU campus and a local organization, typically a local school district or a California Community College (CCC). These alliances enhance and expand the educational opportunities for students in the local communities. Examples of these programs include:

- Scholarships for students from a specific school district or high school;
- Partnerships between a CSU campus and a PK-12 school district;
- Partnerships with CCCs to guarantee transfer to a specific CSU;
- Partnerships with high schools and CCCs to move students through the pathway of the CCC to the CSU; and
- Partnerships with PK-12 districts, CCCs and workforce organizations.

Current Admissions Impaction Statuses

Below is an overview of the current impaction status for each CSU campus.

Non-impacted campuses that admit using the minimum CSU eligibility*:

Freshman

- Bakersfield
- Channel Islands
- Dominguez Hills
- Maritime Academy
- San Francisco
- Stanislaus

Transfer

- Bakersfield
- Channel Islands
- Dominguez Hills
- Humboldt
- Maritime Academy
- San Francisco
- Stanislaus

**Campuses may have impacted programs*

Campuses that are impacted at the freshman level, the upper-division transfer level, or both:

Freshman

- Chico
- East Bay
- Humboldt
- Los Angeles
- Monterey Bay
- Northridge
- Pomona
- Sacramento
- San Bernardino
- San Marcos
- Sonoma

Transfer

- Chico
- East Bay
- Los Angeles
- Monterey Bay
- Northridge
- Pomona
- Sacramento
- San Bernardino
- San Marcos
- Sonoma

Campuses that are impacted for all student levels and programs:

- Fresno
- Fullerton
- Long Beach
- San Diego
- San Jose
- San Luis Obispo

Redirection

In 1997, Executive Order 673 established specific procedures for redirection and a definition of redirection. Executive Order 673 defined redirection as follows:

Redirection is a process that ensures applicants for admission who cannot be accommodated at their first-choice campus if their designated major(s) are redirected promptly to other CSU campuses without asking the redirected applicant (1) to complete another admission application, (2) to supply another complement of transcripts and test scores, or (3) to pay an additional admission application fee. Redirection must occur early enough to provide applicants with viable CSU enrollment options.

In 2002, an agreement with the governor renewed efforts to ensure redirection was completed. In 2004, Executive Order 903 encouraged the submission of electronic applications for admission and rendered the process of redirection obsolete due to the increasing number of impacted campuses and the requirements to evaluate applicants for supplementary impact criteria.

With the passage of Senate Bill 440 in 2013, the CSU is now required to complete redirection of Associate Degree for Transfer (ADT) applicants who are CSU eligible, have an ADT degree verified by the California Community College and were not able to be admitted to the impacted campus that they applied.

Summary

CSU campuses employ strategies to manage the enrollment of continuing and new students. To create capacity for new enrollment, campuses actively monitor and advise continuing students in order to help them earn a degree. Even with these efforts, nearly all CSU campuses enroll a student population that exceeds their currently funded target. Campuses must therefore carefully manage the admission and enrollment of new students to ensure that they continue to offer sufficient access to the CSU and that students are not only provided adequate resources at entry but are supported throughout their academic career at the CSU.

Future Updates

In January 2018, staff will present proposed draft policies on application redirection and impaction which address the policy directives included in the 2017-18 state budget. These proposals will be developed through consultation with campus administrators, faculty and students. These policies will then be presented as an action item at the March 2018 meeting for board approval. This timeline ensures that the CSU meets the legislated deadline for these new policies.

2018-2019 CSU UNDERGRADUATE IMPACTED PROGRAMS MATRIX

| | Bakersfield | Channel Islands | Chico | Dominguez Hills | East Bay | Fresno* | Fullerton* | Humboldt | Long Beach* | Los Angeles | Maritime Academy N | Monterey Bay | Northridge | Pomona | Sacramento | San Bernardino | San Diego* | San Francisco | San José* | San Luis Obispo* | San Marcos | Sonoma | Stanislaus |
|----------------------------------|-------------|-----------------|-------|-----------------|----------|---------|------------|----------|-------------|-------------|--------------------|--------------|------------|--------|------------|----------------|------------|---------------|-----------|------------------|------------|--------|------------|
| Apparel Design & Merchandising | | | | | | | | | | | | | | O | O | | | I | | | | | |
| Architecture | | | | | | | | | | | | | | I | | | | | | | I | | |
| Art | O | O | O | O | O | I | I | O | I | O | | O | O | O | O | O | I | N | I | I | O | O | O |
| Biological Sciences** | O | O | O | O | O | I | I | N | I | I | | I | I | I | I | O | I | I | I | I | O | I | O |
| Business | O | O | O | O | O | I | I | O | I | I | O | I | N | N | I | O | I | N | I | I | I | I | O |
| Chemistry/Biochemistry | O | O | O | O | O | I | I | O | I | I | | | O | I | O | O | I | I | I | I | O | O | O |
| Child/Human Development | O | | O | O | O | I | I | O | I | I | | O | O | | O | O | I | I | I | I | O | N | O |
| Communication | O | O | O | O | O | I | I | O | I | I | | O | I | I | O | O | I | O | I | I | I | I | O |
| Computer Science | O | O | O | O | O | I | I | O | I | I | | I | O | I | O | O | I | O | I | I | O | O | O |
| Criminology/Criminal Justice | O | | O | O | O | I | I | O | I | I | | | | | I | I | I | I | I | I | O | I | O |
| Economics | O | O | O | O | O | I | I | O | I | I | | O | O | O | O | O | I | O | I | I | O | O | O |
| Engineering | O | | O | O | O | I | I | O | I | N | I | | O | N | O | O | I | O | I | I | | O | O |
| English | O | O | O | O | O | I | I | O | I | O | | O | O | O | O | O | I | O | I | I | O | O | O |
| Environmental Studies/Sciences | | | | | O | | | N | | | | N | | N | O | O | I | I | I | | | I | |
| Family & Consumer Sciences | | | | | | I | | | I | | | | O | | O | | | O | | | | | |
| Film & Electronic Arts/Cinema | | | | | | | I | O | I | I | | O | I | | O | | | O | | | | | |
| Food & Nutrition/Dietetics | | | O | | | I | | | I | I | | | O | O | O | O | I | I | I | I | | | |
| Graphic Design | | | O | O | O | I | I | | I | O | | O | O | O | I | O | I | N | I | I | | | |
| Health Science/Education | O | | O | O | O | I | I | | I | I | | | I | O | I | O | I | I | I | | | | |
| History | O | O | O | O | O | I | I | O | I | O | | O | O | O | O | O | I | O | I | I | O | O | O |
| Hospitality & Tourism Management | | | O | | O | | | | I | | | | O | O | | | I | O | I | | | | |
| Information Systems | O | | O | O | O | I | I | | I | O | | O | O | O | O | O | I | O | I | I | O | | O |
| Interior Design | | | O | | | I | | | I | | | | | | O | | I | O | I | | | | |
| International Business (B.A.) | | | | | | | I | | | | | | | | | | I | | | | | | |
| Journalism/Mass Communications | | | O | O | O | I | I | O | I | | | O | O | O | O | | I | O | I | I | I | | |
| Kinesiology/Physical Education | O | | O | O | O | I | I | O | I | I | | I | I | I | O | N | I | I | I | I | I | I | O |
| Liberal Studies | O | O | O | O | O | I | I | O | I | O | | O | O | O | O | O | I | O | I | I | O | N | O |
| Marine Transportation | | | | | | | | | | | I | | | | | | | | | | | | |
| Music | O | | N | O | O | I | I | O | I | O | | O | I | N | O | O | I | O | I | I | | O | O |
| Nursing, Basic | I | I | I | | I | I | I | | I | I | | | | | I | I | I | I | I | | I | I | I |
| Nursing, RN to BSN | I | O | O | O | O | I | I | | I | O | | O | | O | O | I | O | I | | | O | I | O |
| Occupational Therapy | | | | O | | | | | | | | | | | | | | | | I | | | |
| Physics | O | O | O | O | O | O | I | O | I | O | | O | O | I | O | O | I | O | I | I | O | O | O |
| Political Science | O | O | O | O | O | I | I | O | I | O | | O | O | O | O | O | I | O | I | I | O | O | O |
| Psychology | O | O | O | O | O | I | I | O | I | I | | I | I | O | I | O | I | I | I | I | O | I | O |
| Public Administration | O | | O | O | O | I | I | | I | O | | | O | | | O | I | | I | | | O | O |
| Radio-Television & Film | | | O | O | O | I | I | | | O | | O | O | | | | I | O | I | | | | |
| Social Science | | | O | | | | I | O | | O | | O | | O | O | O | I | | I | I | O | | O |
| Social Work | | | I | | | I | | I | I | I | | O | | O | O | N | I | I | I | | | | |
| Sociology | O | O | O | O | O | I | I | O | I | O | | O | O | O | O | O | I | I | I | I | O | I | O |
| Spanish | O | O | O | O | O | I | I | O | I | O | | O | O | O | O | O | I | O | I | | O | O | O |
| Theater/Performing Arts | O | O | O | O | O | I | I | O | I | O | | O | O | O | O | O | I | O | I | I | O | O | O |
| Undeclared | | | | | | | I | | I | N | | I | | | | | I | N | I | | | | |

Codes: * = All programs are impacted I = Programs impacted at the campus N = See notes for the campus on the next page
 O = Programs offered at the campus but not impacted □ = A blank cell indicates that the program is not offered at this campus
 **Biological Sciences should include Biology, Biotechnology, Microbiology, and Medical Technology

NOTES FOR FIRST TIME FRESHMEN (FTF) AND UPPER DIVISION TRANSFERS (UDT)

| | |
|-------------------------|--|
| Bakersfield | Impacted for FTF and UDT in nursing (basic) and the RN to BSN nursing programs. |
| Channel Islands | Impacted for FTF and UDT in the nursing (basic) program. |
| Chico | Impacted for FTF and UDT, and programs in nursing (basic) and option in recording arts (BA in Music) and social work. |
| Dominguez Hills | No campus impactation for FTF or UDT. |
| East Bay | Impacted for FTF and UDT and in the nursing (basic) program. |
| Fresno | Impacted for FTF and UDT, and in all undergraduate programs, pre-programs, undeclared/undecided programs. |
| Fullerton | Impacted for FTF and UDT, and in all undergraduate programs, pre-programs, undeclared/undecided programs. |
| Humboldt | Impacted for FTF, no campus impactation for UDT. Impacted programs in biology (FTF and UDT), botany (FTF and UDT), environmental resource engineering (UDT only), environmental science (FTF and UDT), social work (FTF and UDT), wildlife (FTF and UDT) and zoology (FTF and UDT). |
| Long Beach | Impacted in all undergraduate programs, pre-programs for FTF and UDT and undeclared/undecided programs for FTF only. |
| Los Angeles | Impacted for FTF and UDT, and programs in biology, business administration, criminal justice, engineering (civil, electrical and mechanical), fire protection administration (UDT only), nursing (general), psychology, social work, urban learning (ITEP option), and undeclared/undecided (with interest in nursing). |
| Maritime Academy | Impacted in facilities engineering technology, marine engineering technology, marine transportation and mechanical engineering. New students in all majors must complete a physical examination and pass a health review prior to enrollment. |
| Monterey Bay | Impacted for FTF and UDT, and programs in biology (all options), business administration, computer science, environmental science, technology and policy (UDT only), marine science, kinesiology, mathematics (UDT only), psychology and undeclared/undecided. |
| Northridge | Impacted for FTF and UDT, and programs in accountancy, biology, business administration (insurance and financial services option), cinema & television arts, communication studies, finance, health sciences, kinesiology, music and psychology. |
| Pomona | Impacted for FTF and UDT, and programs in animal science, animal health science, architecture, biology, biotechnology, business administration (accounting option), chemistry, communication, computer science, environmental biology, engineering (aerospace, chemical, civil and computer), kinesiology (exercise science option and health promotions option), music (industry studies option) and physics. |
| Sacramento | Impacted for FTF and UDT, and programs in biological science, business administration (all options), criminal justice (general), graphic design (general), health science (all options), nursing (general), and psychology (general). |
| San Bernardino | Impacted for FTF and UDT, and programs in criminal justice (all options), kinesiology (pre-physical therapy), nursing (general), and social work (pre-social work). |
| San Diego | Impacted for FTF and UDT, and in all undergraduate programs, pre-programs, and undeclared/undecided programs. |
| San Francisco | Impacted in apparel design and merchandising, biochemistry, biology (all options), business administration (accounting), chemistry, child and adolescent development (all options), criminal justice, dietetics, environmental studies (all options), health education, industrial arts/design (all options), kinesiology (all options), nursing (general), psychology, social work, sociology, visual communication design, and undeclared/undecided (with an interest in nursing). |
| San José | Impacted for FTF and UDT, and in all undergraduate programs, pre-programs, and undeclared/undecided programs. |
| San Luis Obispo | Impacted for FTF and UDT in all undergraduate programs (and does not consider alternate majors). |
| San Marcos | Impacted for FTF and UDT, and programs in business administration, communication, kinesiology, mass media, and nursing (basic). |
| Sonoma | Impacted for FTF and UDT, and programs in biology, business administration, communication studies, criminology and criminal justice studies, early childhood studies, environmental studies and planning (all options), human development, kinesiology (all options), liberal studies, nursing (pre-nursing and pre-licensure BSN), psychology, and sociology. |
| Stanislaus | Impacted for FTF and UDT in nursing (generic or basic) program. |

Please go to www2.calstate.edu/pages/ImpactionSearch.aspx for the most accurate and up-to-date information regarding impacted campuses and programs at the CSU. To find all degrees/programs available by CSU campus, visit <http://degrees.calstate.edu>. Programs offered through CSU Extended Education may also be available at campuses and are not reflected in the matrix.

| CSU | Local Admission Area | | Service Area |
|------------------------|---|--|---|
| Campus | First-Time Freshman Admission | Upper-Division Transfer Admission | Outreach, Recruitment, EAP |
| Bakersfield | Not Impacted: State of California | Not Impacted: State of California | Antelope Valley, Lancaster, Palmdale and the counties of Inyo, Kern, Mono, Tulare (South of Tulare & Lindsay) |
| Channel Islands | Not Impacted: State of California | Not Impacted: State of California | Malibu, Santa Barbara County (Channel Islands to San Luis Obispo south of Gaviota, and Ventura County) |
| Chico | All high schools in counties of Butte, Colusa, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Sutter, Tehama, Yuba and 4 school districts in Trinity: Mountain Valley, Southern Trinity, Trinity Alps, and Trinity High School | 30 units of coursework from one or more of the community colleges in Butte, Lassen, Shasta, Plumas, Siskiyou, and Yuba Counties | Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Sutter, Eastern Trinity, Tehama, and Yuba Counties |
| Dominguez Hills | Not Impacted: State of California | Not Impacted: State of California | Los Angeles County (see Attachment B/C) |
| East Bay | Priority given to students from high schools in Alameda, Contra Costa, San Mateo, San Francisco, Santa Clara and Solano. counties. | Priority given to students who complete the majority of their units in Alameda, Contra Costa, San Mateo, San Francisco, Santa Clara and Solano counties. Priority also given to students who complete an ADT at any California Community College. | Alameda and Contra Costa Counties |
| Fresno | Each program is impacted. Applicants from high schools in Fresno, Kings Madera, Tulare counties and partner high school with a historic relation with Fresno State in other counties. | Each program is impacted. Majority of transferable coursework from Allan Hancock College, Clovis Community College, College of the Sequoia, Fresno City College, Hartnell Community College, Merced College, Modesto Junior College, Porterville College, Reedley College, and West Hills College including Lemoore campus | The counties of Fresno, Kings, Madera, Tulare (Fresno to Bakersfield), North of Tulare and Lindsay |
| Fullerton | Each program is impacted. All high schools in Orange County, Chino, Corona/Norco, Walnut, Whittier, and Alvord School District. | Majority of courses from or in combination with each of the community colleges in Orange County | Orange County (see Attachment B and C) |
| Humboldt | All high schools in Del Norte, Humboldt, Northern Mendocino, and Western Trinity | Not Impacted: State of California | Del Norte, Humboldt, Northern Mendocino (North of Ukiah), and Western Trinity County |

| Campus | First-Time Freshman Admission | Upper-Division Transfer Admission | Outreach, Recruitment, EAP |
|---------------------|---|---|---|
| Long Beach | Each program is impacted. The following school districts: ABC, Anaheim (Cypress and Oxford only), Bellflower, Compton, Downey, Huntington Beach, Long Beach, Los Alamitos, and Paramount | Each program is impacted. Transfer applicants will receive "Local Preference" for admission consideration based on their high school of graduation. The same geographic boundaries used to determine local area high schools for freshmen will now be used to determine local preference for incoming transfers as well. As part of our commitment to provide access to veterans, CSULB will give "Local Preference" to all military veterans regardless of their school of origin. | Los Angeles and Orange Counties (see Attachment B and C) |
| Los Angeles | All high schools located East to the 605 freeway and the Los Angeles County Line, North to the LA County Line, South to Highway 42 (Firestone Blvd.), West to the Intersection of the 405 freeway and Culver, north on Culver to La Cienega, north on La Cienega to Sunset-Hollywood Blvd. east of Hollywood Blvd to Los Feliz, east on Los Feliz to the 5 freeway to Sunland Blvd east on Sunland blvd to Highway 14 | Majority of coursework, or last school attended, or ADT from the following community colleges: Los Angeles Community College District (LACCD), Glendale Community College, Pasadena City College, Rio Hondo College, Santa Monica College | Los Angeles County (see Attachment B and C) |
| Maritime | Not Impacted: State of California | Not Impacted: State of California | Solano County |
| Monterey Bay | Impacted for non-local area only - applicants outside of Monterey, San Benito, and Santa Cruz counties. | Marine Science and Biology upper division transfers are impacted for the entire state and local admissions area - Monterey, Santa Cruz, and San Benito Counties | Monterey, San Benito, and Santa Cruz Counties |

| Campus | First-Time Freshman Admission | Upper-Division Transfer Admission | Outreach, Recruitment, EAP |
|-----------------------|--|---|---|
| Northridge | Most of the Los Angeles Unified School District (excluding the East Educational Service Center), Acton-Agua Dulce Unified School District, Antelope Valley Union, Beverly Hills Unified School District, Burbank Unified School District, Compton Unified School District, Culver City Unified School District, Glendale Unified School District, Gorman Elementary School District, Inglewood Unified School District, La Canada Unified School District, Las Virgenes Unified School District, Lennox Elementary School District, Lynwood Unified School District, Pasadena Unified School District, San Gabriel Unified School District, San Marino Unified School District, Santa Monica-Malibu Unified School District, and William S. Hart Union High School District. | Antelope Valley College, College of the Canyons, East Los Angeles College, Glendale Community College, Los Angeles City College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Trade Technical College, Los Angeles Valley College, Moorpark College, Oxnard College, Pasadena City College, Santa Monica College, Southwest Los Angeles College, Ventura College, and West Los Angeles College. | Los Angeles County (see Attachment B and C) |
| Pomona | All high schools west of the 15 Freeway, north of the 60 Freeway, east of the 605 Freeway and south of the 210 Freeway. | Majority of courses from Mt. San Antonio College or Citrus College or both | Los Angeles and San Bernardino counties (see Attachment B and C) |
| Sacramento | All high schools in El Dorado, Placer, Sacramento, San Joaquin, Solano, and Yolo Counties. | Majority of coursework from either American River, Cosumnes River, Folsom Lake, Lake Tahoe Community, Sacramento City, San Joaquin Delta, Sierra, Solano or Woodland College. | Alpine, Amador, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Solano, Sutter, San Joaquin, and Yolo Counties |
| San Bernardino | The following school districts in San Bernardino County: Apple Valley, Chaffey, Colton, Fontana, Hesperia, Morongo, Redlands, Rialto, Rim of the World, San Bernardino City, Victor Valley, and Yucaipa. Riverside County: Banning, Beaumont, Coachella Valley, Desert Sands, Jurupa Valley, Moreno Valley, Palm Springs, and Riverside. | Majority of coursework from or in combination with the community colleges in San Bernardino and Riverside Counties. | Riverside and San Bernardino Counties (see Attachment B and C) |

| Campus | First-Time Freshman Admission | Upper-Division Transfer Admission | Outreach, Recruitment, EAP |
|------------------------|--|---|---|
| San Diego | Each program is impacted. Students from all high schools in San Diego County south of State Hwy 56 and Imperial County. | Each program is impacted. Students transferring from or earning an ADT from Cuyamaca College, Grossmont College, Imperial Valley College, San Diego City College, San Diego Mesa College, San Diego Miramar College, and Southwestern College. Students transferring from MiraCosta College and Palomar College in majors not offered at CSU, San Marcos. | South of State Hwy 56 in San Diego County and Imperial County. |
| San Francisco | Not Impacted: State of California | Not Impacted: State of California | San Francisco and San Mateo Counties |
| San Jose | Graduates from high schools in Santa Clara County. | At the time of application, majority of coursework from community colleges in Santa Clara and Santa Cruz Counties | Santa Clara County |
| San Luis Obispo | Each program is impacted. Students applying from high schools in San Luis Obispo, southern Monterey, and northern Santa Barbara counties may be assigned additional points in the multi-valued selection criteria. | Each program is impacted. Students whose home domicile is within San Luis Obispo, southern Monterey, and northern Santa Barbara counties may be assigned additional points in the multi-valued selection criteria. | San Luis Obispo County and region north of Gaviota in Santa Barbara County |
| San Marcos | Those high schools that are north of Hwy 56 in San Diego County plus Capistrano and Saddleback Valley, Hemet, Lake Elsinore, Murrieta Valley, San Jacinto, Temecula, and Val Verde districts. | Last school attended was at Mount San Jacinto, Palomar, and/or Mira Costa community colleges | San Diego County North of Hwy 56, Southwest Riverside County |
| Sonoma | All high schools in Lake, Marin, Mendocino, Napa, Solano, and Sonoma Counties | Majority of coursework from California Community Colleges in Lake, Marin, Mendocino, Napa, Solano, and Sonoma Counties | Lake, Marin, Napa, Sonoma , and Southern Mendocino Counties (including Ukiah) |
| Stanislaus | Not Impacted: State of California | Not Impacted: State of California | Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, and Tuolumne Counties |

**CSU Service Areas for School – College Relations
Arranged North to South by Campus and County**

Humboldt: *Del Norte, Humboldt, Mendocino¹ North of Ukiah, Trinity² Western half*

Chico: *Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity² Eastern half, Yuba*

Sacramento: *Alpine, Amador, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo*

Sonoma: *Lake, Marin, Mendocino¹ South of Ukiah, Napa, Sonoma*

Maritime: *Solano*

East Bay: *Alameda, Contra Costa*

San Francisco: *San Francisco, San Mateo*

San Jose: *Santa Clara*

Monterey Bay: *Monterey, San Benito, Santa Cruz*

Stanislaus: *Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, Tuolumne*

Fresno: *Fresno, Madera, Kings, Tulare³ (North of Tulare & Lindsay)*

Bakersfield: *Inyo, Kern, Mono, Tulare³ (South of Tulare & Lindsay)*

San Luis Obispo: *San Luis Obispo, Santa Barbara⁴ (South of Gaviota)*

Channel Islands: *Malibu, Santa Barbara⁴ (South of Gaviota), Ventura*

Northridge: *Los Angeles⁵*

Dominguez Hills: *Los Angeles⁵*

Long Beach: *Los Angeles⁵, Orange⁶*

Los Angeles: *Los Angeles⁵*

Pomona: *Los Angeles⁵, San Bernardino⁷*

Fullerton: *Orange⁶*

San Bernardino: *Riverside, San Bernardino⁷*

San Marcos: *San Diego⁸ North Hwy 56, Southwest Riverside County*

San Diego: *Imperial, San Diego⁸ South Hwy 56*

¹ Humboldt-Sonoma

² Humboldt-Chico

³ Fresno-Bakersfield

⁴ Channel Islands-San Luis Obispo

⁵ Northridge-Los Angeles-Dominguez Hills-Long Beach-Pomona

⁶ Long Beach-Fullerton

⁷ Pomona-San Bernardino

⁸ San Diego-San Marcos

CSU Service Areas Boundaries for School-College Relations Delineated for Los Angeles County

Dominguez Hills

- East Boundary Pacific Ocean and Long Beach Blvd. north on Long Beach Boulevard to Highway 91, east to Paramount
- North Boundary Intersection of Firestone and Paramount west on Firestone to Highway 710, north to Florence, west to La Brea to Centinela, west to Highway 405, north to Culver
- South Boundary Pacific Ocean from Long Beach Blvd. to western limit of Palos Verdes Peninsula
- West Boundary Palos Verdes Peninsula north to Culver, north on Culver to Highway 405

(This area includes Lynwood, Dominguez, San Pedro, El Segundo, and Carson.)

Fullerton

- East Boundary Orange County – Riverside County border, Orange County – San Bernardino County border, San Bernardino County line to where it intersects with Highway 60 (Pomona Freeway)
- North Boundary Highway 60 to Highway 605 (San Gabriel River Freeway)
- South Boundary Orange County – San Diego County border, the Pacific Ocean to Hwy 39 (Beach Blvd.)
- West Boundary Santa Ana River north to Highway 405 (San Diego Freeway), west on Hwy 405 to Beach, north on Beach to Highway 22 (Garden Grove Freeway), west on Highway 22 to Valley View, north on Valley View to Highway 91 (Riverside Freeway), west on Hwy 91 to Highway 605 (San Gabriel River Freeway), north on Hwy 605 to Highway 60 (Pomona Freeway)

(This area includes Whittier, Santa Fe Springs, Norwalk, and parts of Cerritos and Garden Grove. It excludes Hawaiian Gardens, Lakewood, Los Alamitos, and Rossmoor.)

Los Angeles

- East Boundary Highway 605 (San Gabriel River Freeway) from Firestone north to its terminal point and then north to the northern boundary of Los Angeles County through Pearblossom
- North Boundary The Los Angeles County line
- South Boundary Intersection of Firestone and Highway 605, west on Firestone to Highway 710, north to Florence, west to La Brea to Centinela, west to Highway 405, north to Culver
- West Boundary Intersection of Highway 405 and Culver, north on Culver to La Cienega, north on La Cienega to Sunset-Hollywood Blvd., east on Hollywood Blvd. to Los Feliz, east on Los Feliz to Highway 5 (Golden State Freeway), north on Highway 5 to Sunland Blvd., east on Sunland Blvd., Big Tujunga Canyon Road, and Angeles Forest Road to Highway 14 (Antelope Valley Freeway), north to the Los Angeles County border

(This area includes Pico Rivera, Duarte, Bradbury, Glendale, and Sunland. It excludes Santa Monica, Beverly Hills, Burbank, Palmdale, and Downey.)

Long Beach

- East Boundary Santa Ana River north Highway 405 (San Diego Freeway), west on Highway 405 to Beach, north on Beach to Highway 22 (Garden Grove Freeway), west on Highway 22 to Valley View, north on Valley View to Highway 91 (Riverside Freeway), west on Highway 91 to Highway 605 (San Gabriel Freeway), north on Highway 605 to Firestone
- North Boundary Intersection on Paramount and Firestone, east on Firestone to Highway 605
- South Boundary Pacific Ocean from Highway 39 to Long Beach Boulevard
- West Boundary Pacific Ocean and Long Beach Boulevard north on Long Beach Boulevard to Highway 91, east to Paramount

(This area includes Hawaiian Garden, Downey, Westminster, Seal Beach, Long Beach, Los Alamitos, Rossmoor, Lakewood, Bellflower, Paramount, and parts of Cerritos and Garden Grove. It excludes San Pedro.)

Northridge

- East Boundary North on La Cienega from the intersection with Highway 10 (Santa Monica) to Sunset-Hollywood Blvd., east on Los Feliz to Highway 5 (Golden State Freeway), north on Highway 5 to Sunland, north on Big Tujunga Canyon Road and Angeles Forest Highway to Highway 14 (Antelope Valley Freeway), north on Highway 14 to the Los Angeles County line
- North Boundary The Pacific Ocean north from the Santa Monica Freeway to the Ventura County line
- South Boundary The Los Angeles County line
- West Boundary From Pacific Ocean north on Culver to La Cienega, north on La Cienega to Sunset-Hollywood Blvd., east on Hollywood Blvd. to Los Feliz, east on Los Feliz to Highway 5 (Golden State Freeway), north on Highway 5 to Sunland Blvd., east on Sunland Blvd., Big Tujunga Canyon Road, and Angeles Forest Road to Highway 14 (Antelope Valley Freeway), north to the Los Angeles County border

(This area includes Santa Monica, Santa Barbara, Beverly Hills, Burbank, Palmdale, and Lancaster.)

San Bernardino

- East Boundary East boundary of San Bernardino and Riverside Counties
- North Boundary Northern boundary of San Bernardino County
- South Boundary Southern boundary of Riverside County
- West Boundary East of the San Bernardino – Los Angeles County boundary to a point where it intersects an extension of State Highway 30 (19th Street, Highland Avenue), north of State Highway 30 to where it intersects Etiwanda Avenue, east of Etiwanda Avenue to where it intersects Limonite Avenue, south of Limonite Avenue to where it intersects Hamner Avenue, east of Hamner Avenue to where it intersects State Highway 91 (Riverside Freeway), south of Highway 91 to where it intersects the Riverside – Orange County border, east of that county border to where it intersects the San Diego County border

(This western boundary includes Etiwanda, Mira Loma, Norco, and Corona.)

Pomona

- East Boundary West of the San Bernardino – Los Angeles County boundary to a point where it intersects an extension of State Highway 30 (19th Street, Highland Avenue), south of State Highway 30 to where it intersects Etiwanda Avenue, west of Etiwanda to where it intersects Limonite Avenue, north of Limonite Avenue to where it intersects Hamner Avenue, west of Hamner Avenue to where it intersects State Highway 91 (Riverside Freeway)
- North Boundary Northern boundary of Los Angeles County
- South Boundary North of Highway 91 to the San Bernardino – Orange County boundary, east of that County boundary to where it intersects Highway 60 (Pomona Freeway), north of Highway 60 to where it intersects Highway 605 (San Gabriel River Freeway)
- West Boundary Highway 605 north to its terminal point and then north to the northern boundary of Los Angeles County through Pearblossom

(This area includes Rowland Heights, Diamond Bar, City of Industry, Baldwin Park, Irwindale, and Azusa. It excludes Etiwanda, Mira Loma, Norco, Corona, and Duarte.)

COMMITTEE ON EDUCATIONAL POLICY

Basic Needs Initiative

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

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Student Academic Services

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Summary

The California State University is a national leader in studying and addressing the problem of food and housing insecurity in higher education. Campuses are providing resources for local students who are experiencing food and housing insecurity. Through the Basic Needs Initiative, the Office of the Chancellor is building on the work performed at the campus level to create a systemwide framework of services and partnerships to ensure that all students have access to the resources they need.

Definitions

For the purposes of this agenda item, and for the CSU work to address the basic needs of students, the U.S. Department of Agriculture's definition of food insecurity is used. It defines food insecurity as lacking access to enough food for an active, healthy life. Food insecurity exists upon a continuum, with hunger the most extreme example.

For housing insecurity, the McKinney-Vento Act defines it as individuals who lack fixed, regular and adequate nighttime residence. The U.S. Department of Health and Human Services' definition adds that high housing costs in proportion to income, poor housing quality, unstable neighborhood and housing structures, overcrowding or homelessness are all factors that can cause housing insecurity.

National Research

The number of students who experience food and housing insecurity nationwide is largely unknown and often underreported. Fear of being stigmatized often keeps students from disclosing their food or housing insecurity.

The results from a 2016 national research study shed some light on the prevalence of these issues on college campuses. The report was a collaboration among the College and University Food Bank Alliance, the National Student Campaign Against Hunger and Homelessness, the Student Government Resource Center and the Student Public Interest Research Groups. Survey results revealed that:

- 48 percent of respondents reported food insecurity within the previous 30 days;
- 20 percent of college students at 4-year universities qualified as having “very low” food security;
- 64 percent of students experiencing food insecurity also reported experiencing some type of housing insecurity;
- 15 percent of food insecure students reported experiencing some form of homelessness—the most extreme form of housing insecurity—in the past 12 months;
- 56 percent of students experiencing food insecurity reported having a paying job, with 38 percent working 20 hours or more per week; and
- 32 percent of students experiencing food or housing insecurity reported that these issues had an impact on their educational attainment.

Food and Housing Insecurity at the CSU

In February 2015, the CSU commissioned a snapshot study, *Serving Displaced and Food Insecure Students in the CSU*, in order to gain a baseline understanding of the breadth of food and/or housing insecurity on campuses. The study tapped the perceptions and understanding of these issues among students, faculty, staff and administrators. A survey was administered to 1,039 students on the CSU Long Beach campus, and focus groups, surveys and qualitative interviews were conducted at other CSU campuses to understand trends that may be occurring throughout the CSU. The snapshot estimated that one-in-five students experience food insecurity and one-in-twelve experience housing insecurity.

Based on the results of the snapshot study, the CSU dispersed additional resources to spearhead research on all 23 campuses to gauge the magnitude and impact of food and housing insecurity systemwide. The CSU is the first public university system in the nation to conduct extensive research on these issues with the goal of developing systemic solutions that will enable impacted students to persist and graduate.

This research is a more robust study across all 23 campuses. It is being led by Rashida Crutchfield, Ed.D., MSW of CSU Long Beach and Jennifer Maguire, Ph.D., MSW of Humboldt State University. The goals for this research are to a) compare the findings of the initial study to confirm the scope of the problem; and b) identify best practices that will inform a systemwide framework, which will build on and expand campus-based intervention programs to support students. These survey results are expected to be finalized by early 2018.

CSU Basic Needs Initiative

Through the Basic Needs Initiative, the CSU is working to address students' basic needs by establishing a systemwide framework that will connect students with resources addressing food and housing insecurity, and other resources as needed. The initiative is structured as a progressive rollout with five key areas: 1) addressing the immediate needs of students; 2) growing campus-based basic needs' services, allowing them to reach additional students; 3) scaling best practices from one campus to across the system; 4) working with partners; and 5) ensuring long-term sustainability of basic needs services.

Immediate Needs

In the wake of the snapshot survey, campuses have taken significant action to meet the immediate needs of students. This is often considered the "triage" stage of helping a student in crisis. Campuses established a foundation of basic needs practices and procedures on each campus, with the purpose of developing a safety net to address immediate needs.

For example, there is currently a food pantry or food distribution program at all 23 CSU campuses. This serves as a nexus point for students to connect and learn about various programs, services and resources that can help alleviate challenges they are facing with food insecurity. A number of campuses have emergency housing programs for students who find themselves needing short-term housing. Several campuses have implemented a case manager model in which there is a point person who contacts a student in crisis to connect them with available resources, either on or off campus. And many campuses have developed websites that students can use to obtain information regarding food and housing resources.

Growth

In this second area, the Office of the Chancellor is working with campuses to track promising practices and identify areas where there are gaps, ultimately to grow the campus' basic needs services to reach additional students. This includes building connections between campus departments so that services flow seamlessly to students.

A significant action in this area is capitalizing on Senate Bill 85 and its corresponding one-time \$2.5 million allocation to the CSU for campuses to receive “Hunger-Free Campus” designations. The CSU is leveraging these funds for greater impact by creating a Request for Proposal (RFP). This process will allow campuses to apply for funds to either enhance or develop additional supports to address food and housing insecurity among students. Funds will be distributed based on the strategies the campuses are committed to implementing and the number of students being served.

Among other actions, campuses will use these funds to develop and enhance food pantries, create or expand a system where students can donate unused meals from a meal plan and designate a campus point of contact who is knowledgeable about CalFresh, and can help students with the application process. CalFresh is the name for California’s federally funded Supplemental Nutrition Assistance Program, which provides healthy and nutritious foods to low-income individuals who meet income eligibility rules.

Scale

The Office of the Chancellor will be developing strategies to scale best practices that are being implemented on a single campus to systemwide. For example, the Office of the Chancellor has partnered with CSU Chico’s Center for Healthy Communities on the first-ever higher education systemwide effort to conduct CalFresh Outreach with students on college campuses. For the current Outreach cycle (2016-18), CSU Chico works with 10 other CSU campuses to increase CalFresh awareness, help eligible students apply for CalFresh and partner with local county social service offices to identify and reduce barriers associated with program enrollment. The goal is to continue looking for ways to increase access to these services, and expand to include all 23 campuses engaged in CalFresh activities.

Collaboration

The Basic Needs Initiative includes a focus on partnerships with other California higher education institutions. A higher education “alliance” has been created between the California Community Colleges (CCC), the University of California (UC) and the CSU to work collectively to spearhead efforts statewide and prioritize the implementation and advocacy for basic needs resources for students across the state.

Collaboration on basic needs efforts is also within the CSU. Both the California State Student Association and the CSU Alumni Council have identified the Basic Needs Initiative as one of their strategic foci for the year. The CSU will be working closely with both groups to meet the basic needs of students. A systemwide Basic Needs committee is being established, which will include students, faculty and staff from different departments and sectors regularly meeting and discussing ways of addressing food and housing insecurities among students.

Additionally, the Office of the Chancellor has begun key conversations with federal and state agencies to discuss ways to make Electronic Benefits Transfer (EBT) on CSU campuses more convenient to implement. EBT programs allow students to use their CalFresh dollars to purchase healthy food while on campus. Additionally, the CSU, CCC and UC met with the California Department of Social Services (CDSS) to explore ways to more efficiently and effectively deliver services, specifically CalFresh, to college students statewide.

Sustainability

The need for sustainable strategies around food and housing insecurities is essential. The CSU must act innovatively to expand the continuum of care, reaching not only students who ask for help but also identifying and reaching students who may be reluctant to speak up. This includes raising the awareness level of faculty and staff on campuses to assist them in identifying and directing students who might need help to resources. Another aspirational strategy is to integrate basic needs screenings into on-campus health center visits, so that when students make an appointment, they are asked if they are currently experiencing food or housing insecurity. Within this area of sustainability, there will also be a focus on research and evaluation, as the use of data-driven results is important when implementing innovative strategies.

Conclusion

As the CSU works to ensure that all students have the opportunity to be successful, its commitment—both at the campus level and as a system—to addressing the basic needs of students is unwavering. Work continues on the Basic Needs Initiative in order to grow campus programs to reach more students; scale best practices systemwide; collaborate with internal and external partners, and think and act innovatively to ensure the long-term sustainability of the initiative.

COMMITTEE ON EDUCATIONAL POLICY

Graduation Initiative 2025

Presentation By

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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 ensuring student success and meeting the future workforce needs of California. More than one year into the initiative, this information item provides a progress update based on new systemwide graduation rate data. It also highlights recent policy changes designed to improve student outcomes, particularly for students from historically underserved communities. Finally, this information item highlights two new studies: the first quantifying Graduation Initiative 2025's benefit to students and the second presenting an alternative model for looking at equity gaps in the CSU.

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 well-being:** We will continue to address the wellbeing of all CSU students while fostering a strong sense of belongingness on campus.
- 4. Financial support:** We will ensure that financial need does not impede student success.

5. **Data-driven decision making:** We will use data-rich evidence to identify and advance the most successful academic support programs.
6. **Administrative barriers:** We will identify and remove unnecessary administrative impediments.

The Office of the Chancellor has created cross-representational workgroups for each of the six priority areas of Graduation Initiative 2025 to provide implementation guidance. These workgroups include a mixture of faculty, students, alumni, campus administrators and external stakeholders. The Academic Preparation workgroup has met twice, and the other groups have scheduled their initial meetings.

Progress Update

Meeting the student success goals of Graduation Initiative 2025 requires the CSU to consistently measure progress. One year into the initiative, data indicate that the CSU is making good progress toward its goals but will continue to need to focus on closing equity gaps. While progress from year-to-year will not always be linear, we anticipate that trends will demonstrate long range progress in meeting the initiative goals.

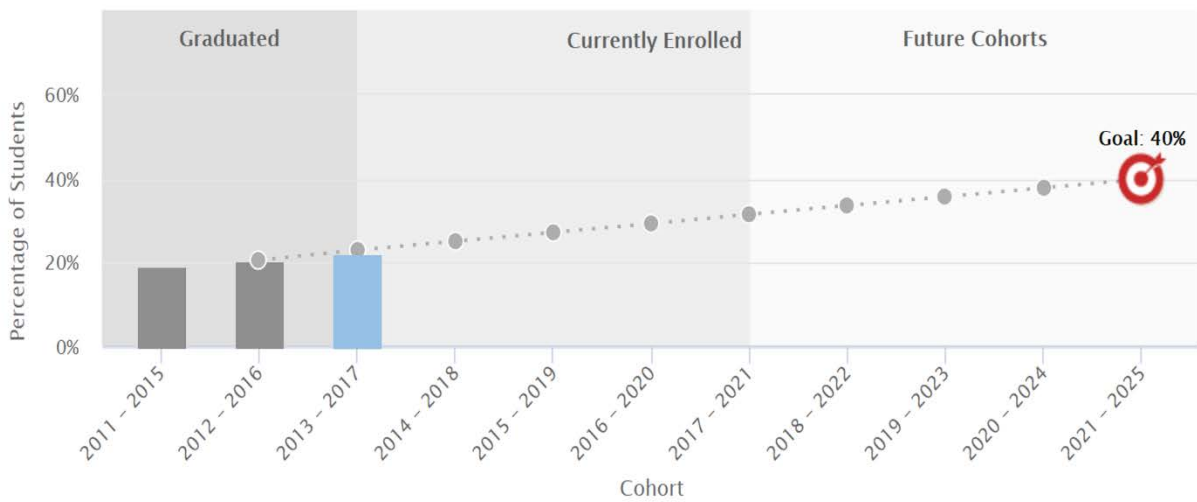
In the 2016-17 academic year, nearly 99,000 CSU students earned their baccalaureate degree. This represents a record high for the CSU, with nearly 7,000 additional students crossing the commencement stage compared to the previous year.

With a baccalaureate degree completed, these students are able to join the workforce or continue in their education. They are poised to earn 66 percent higher incomes than those with only a high school diploma and are far less likely to face unemployment. The average early-career median salary for new CSU alumni is above the national average at approximately \$47,000. Therefore, the 7,000 additional graduates who earned their degree last year could collectively earn \$328.3 million in their first year in the workforce alone.

Freshman 4-Year Graduation Goal

The 4-year graduation rate for the freshman cohort that began in 2013 and graduated in 2017 or earlier was 23 percent. This rate is the highest ever for the CSU, and builds on recent momentum as demonstrated in the charts below.

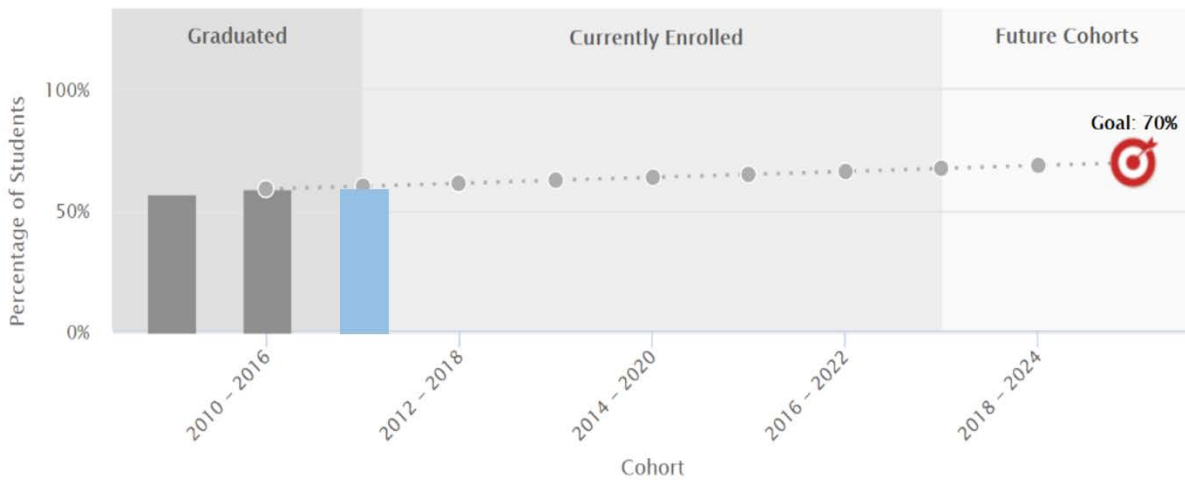
| Cohort | Grad Rate (%) |
|------------------|---------------|
| 2006-2010 | 15.8 |
| 2007-2011 | 15.9 |
| 2008-2012 | 16.2 |
| 2009-2013 | 17.8 |
| 2010-2014 | 18.6 |
| 2011-2015 | 19.2 |
| 2012-2016 | 20.7 |
| 2013-2017 | 22.6 |
| 2025 Goal | 40 |



Freshman 6-Year Graduation Goal

The 6-year graduation rate for the freshman cohort that began in 2011 and graduated in 2017 or earlier was 59 percent. This rate remained stable, following significant increases in the 2008, 2009 and 2010 cohorts (as demonstrated in the chart below).

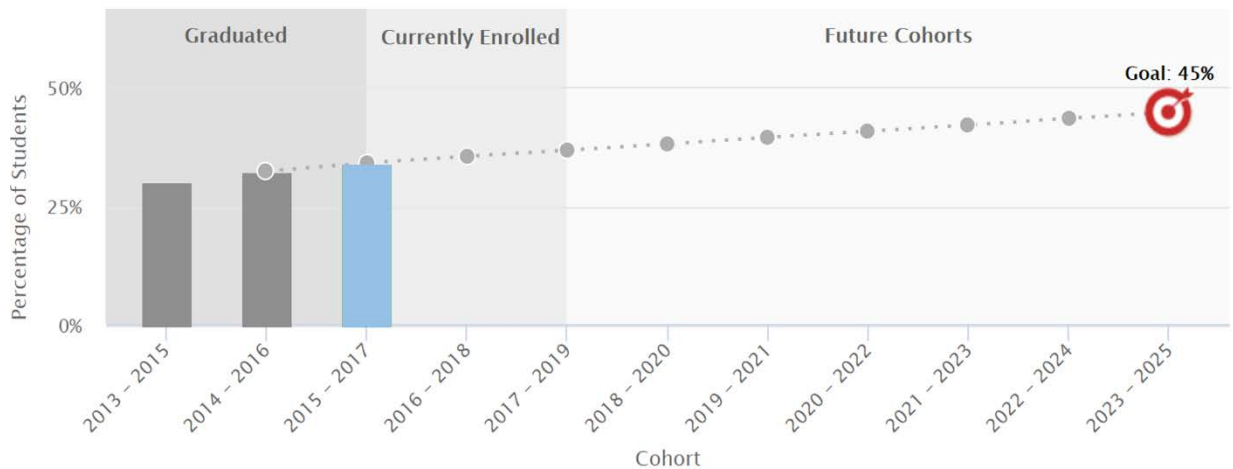
| Cohort | Grad Rate (%) |
|------------------|---------------|
| 2006-2012 | 51.4 |
| 2007-2013 | 51.8 |
| 2008-2014 | 54.0 |
| 2009-2015 | 57.0 |
| 2010-2016 | 59.1 |
| 2011-2017 | 59.2 |
| 2025 Goal | 70 |



Transfer 2-Year Graduation Goal

The 2-year graduation rate for the transfer cohort that began in 2015 and graduated in 2017 or earlier was 35 percent. This rate is the highest ever for the CSU, and builds on recent momentum as demonstrated in the charts below.

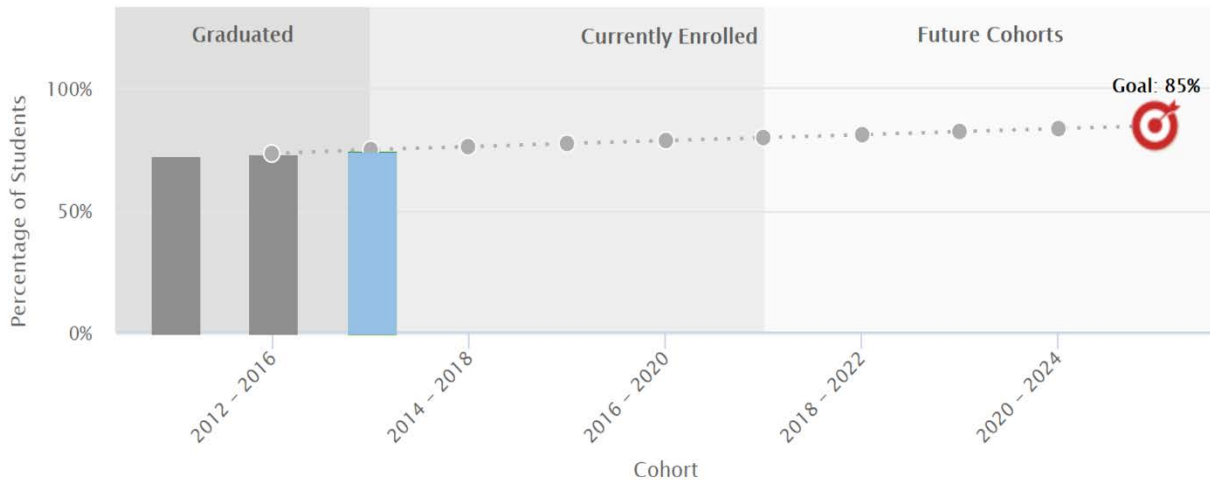
| Cohort | Grad Rate (%) |
|------------------|---------------|
| 2008-2010 | 23.3 |
| 2009-2011 | 24.5 |
| 2010-2012 | 27.8 |
| 2011-2013 | 26.7 |
| 2012-2014 | 28.4 |
| 2013-2015 | 30.5 |
| 2014-2016 | 32.6 |
| 2015-2017 | 35.0 |
| 2025 Goal | 45 |



Transfer 4-Year Graduation Goal

The 4-year graduation rate for the transfer cohort that began in 2013 and graduated in 2017 or earlier was 75 percent. This rate is the highest ever for the CSU, and builds on recent momentum as demonstrated in the charts below.

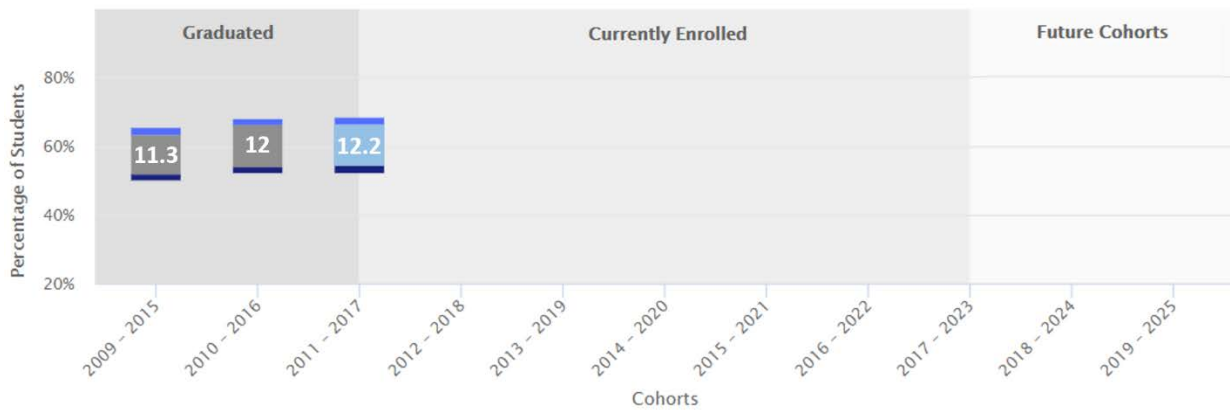
| Cohort | Grad Rate (%) |
|------------------|----------------------|
| 2008-2012 | 67.2 |
| 2009-2013 | 69.2 |
| 2010-2014 | 72.8 |
| 2011-2015 | 72.9 |
| 2012-2016 | 73.9 |
| 2013-2017 | 75.2 |
| 2025 Goal | 85 |



Underrepresented Minority Equity Gap Goal

The data indicate that students from historically underrepresented communities—those who identify as African-American, American-Indian or Latino—continue to make gains in their graduation rates, rising at rates equal to their peers. However more work is needed to begin closing the gap. The gap for the 2011 cohort that graduated within six years remained stable at 12.2 percentage points.

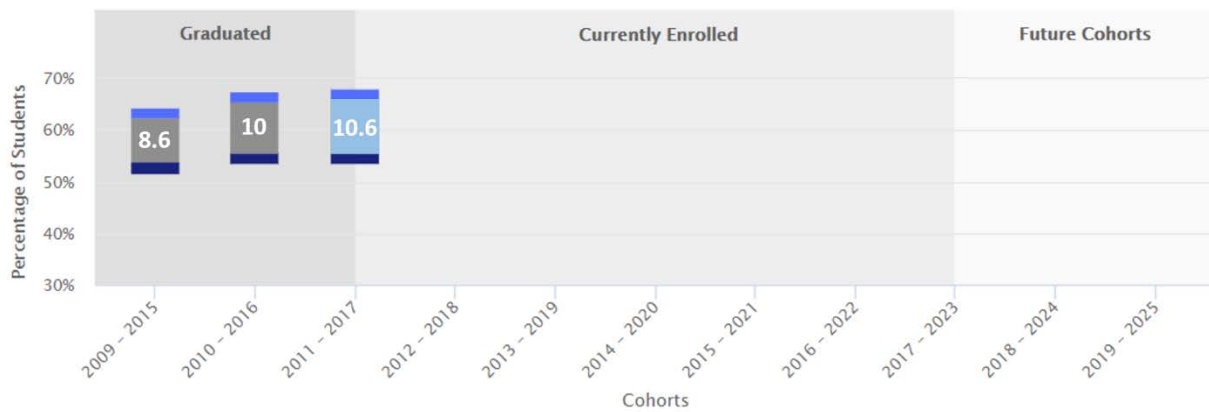
| Cohort | Grad Rate (percentage points) |
|------------------|-------------------------------|
| 2006-2012 | 13.5 |
| 2007-2013 | 13.4 |
| 2008-2014 | 12.3 |
| 2009-2015 | 11.3 |
| 2010-2016 | 12.0 |
| 2011-2017 | 12.2 |
| 2025 Goal | 0 |



Pell Equity Gap Goal

The data indicate that Pell-eligible students continue to make gains in their graduation rates, rising at rates equal to non-Pell students. However, more work is needed to begin closing the gap. The gap between the 2011 cohort that graduated within six years remained steady at 10.6 percent.

| 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 |
| 2025 Goal | 0 |



Annual Updates

The CSU will annually assess progress in achieving the goals of Graduation Initiative 2025, both systemwide and for individual campuses. In partnership with campuses, these data will be used to inform ongoing strategic work supporting student success and completion.

Recent Policy Changes

The CSU recently introduced policy changes intended to significantly improve how the CSU serves students. There are two distinct but related executive orders which were issued in August 2017.

Executive Order 1100-Revised, General Education Breadth Requirements

Executive Order 1100-Revised updates the existing CSU general education (GE) framework, clarifying requirements, affording equity in the application of GE policy and expanding student options for satisfying the GE mathematics/quantitative reasoning requirement. Updates were developed based upon surveys and feedback from campus constituents regarding the existing GE policy. This action follows initial interest from CSU trustees, legislators and the Academic Senate CSU and includes feedback from faculty, students and campus administrators. The policy is effective fall 2018.

Total GE units and specific categories of GE required for graduation remained consistent with the previous policy. One of the more significant updates in the CSU GE policy reflects an educational trend that has been supported across the country: allowing university students to complete their GE mathematics/quantitative reasoning requirement through a greater variety of courses, thereby providing an improved linkage from mathematics/quantitative reasoning to careers, majors and real-world applications.

Courses meeting the GE mathematics/quantitative reasoning requirement may include traditional mathematics (e.g., algebra, trigonometry and calculus) as well as statistics. Additionally, GE mathematics/quantitative reasoning options now may include courses that are not exclusively algebra-based, such as personal finance, game theory or computer science. The change allows students more flexibility in completing their bachelor's degrees, and more opportunities to apply mathematics/quantitative reasoning thinking to the world around them.

Other policy changes in Executive Order 1100-Revised include:

- Clarifying that a C- grade is the minimum required for oral communication, written communication, critical thinking and mathematics/quantitative reasoning GE courses;
- Specifying, systemwide, what is required at the lower-division and upper-division levels;
- Clarifying language to remove ambiguity;
- Clarifying the ability of online GE courses to satisfy GE requirements;
- Specifying that approved GE courses will “double count” toward more than one degree requirement. For example, GE courses can also satisfy a major requirement;
- Clarifying the maximum number of units of GE courses as 48 semester units; and
- Stipulating that approved GE courses will be transferrable among CSU campuses.

The policy introduced no changes to admission or major requirements. Campuses may also still retain campus-based graduation requirements, such as cultural studies requirements, which complement GE and allow a degree to be completed in 120 semester units.

Executive Order 1110, Assessment of Academic Preparation and Placement in First-Year General Education Written Communication and Mathematics/Quantitative Reasoning Courses

In August 2017, the CSU enacted changes to systemwide policies aimed at: a) revising its assessment protocol used to determine college readiness and course placement in the first year; b) strengthening its Early Start Program to offer students college credit in the summer before their first term; and c) reforming its approach to developmental education.

The development of these elements stem from assessments of current practices coupled with strong research and outcomes from institutions in other states which have made similar shifts in addressing academic preparation. The majority of CSU campuses have implemented significant reforms to approaches in developmental English instruction. The new policy builds on these models. A draft executive order was published and circulated for feedback from campus constituents in late spring. The final policy reflects the collective guidance of experts from around the CSU and the nation.

Improving Assessment of College Readiness

Executive Order 1110 improves assessment and the determination of readiness for incoming students. The policy calls for lessening the reliance on standardized placement exams and incorporating high school grades, courses and grade point average. High school grades, when used as one of multiple measures of assessment, are shown to be a stronger predictor of how likely students are to achieve course outcomes over an academic term. Placing a greater emphasis on previous classroom performance is expected to improve student assessment and help customize academic support. The policy retired the Entry Level Mathematics exam and the English Placement Test, which were CSU-based exams administered after students were admitted.

Strengthening the Early Start Program

Currently, students who are identified by the CSU assessment protocol as underprepared academically are required to participate in the CSU Early Start Program in the summer immediately preceding their first term. This traditional one-unit experience is designed to allow students to get a head start on the developmental education sequence they are required to take, however Early Start units do not count toward a degree.

Effective summer 2019, students assigned to the Early Start Program will be placed in college-level courses with academic support attached to, or embedded in, the course. This will allow for intensive summer experiences that build academic skills while allowing students to earn college credit if they successfully complete the course. College credit earned in any CSU Early Start Program will be recognized by (and transferable to) any other CSU campus.

Restructuring Developmental Education

Effective fall 2018, the CSU will no longer require students to take non-credit bearing prerequisite courses before enrolling in college-level courses. These prerequisites are commonly referred to as developmental education courses.

Moving beyond the traditional model of prerequisite, non-credit bearing developmental education courses, the CSU is empowering faculty to design entry-level college courses with appropriate support structures. Throughout this academic year, faculty and campus leaders across the CSU will work to redesign college-level courses to serve students more effectively. Students who need additional academic support—as identified by the revised assessment policy described above—will receive support while taking a college-level GE course.

Purpose of the Policy Changes

While the CSU has made steady progress improving college readiness, nearly 40 percent of first-time students (approximately 25,000 each fall) are informed that they are admitted but are not ready for college-level coursework. Students from traditionally underserved communities are far more likely to be required to complete developmental education courses. For example, 59 percent of African-American students and 47 percent of Latino students are informed that they are not prepared for college coursework after being admitted.

The overwhelming majority of these students are required to take developmental education courses, for which they will not receive course credit. Being assigned to these courses has a negative impact on a student's credit accumulation in the first year, inadvertently sending the message that the student does not belong in college and decreasing the likelihood that the student earns a degree. Further, success rates indicate that nearly one-third of students repeat the course, further delaying their ability to enroll in a credit-bearing course and slowing progress to a degree.

The recent policy changes ensure that all CSU students will receive the support they need while they earn college credit beginning their first day on campus. Many CSU campuses are already leading the way on improving academic preparation, whether by restructuring developmental education or through implementation of a more robust Early Start Program. These policy changes build on this momentum, improving systemwide policies and procedures to better serve all CSU students.

Implementation

The Office of the Chancellor is providing support to campus faculty and administrators to implement the recent policy changes, reallocating \$10 million to campuses from one-time sources to support faculty and professional development. In August, the Office of the Chancellor held a two-day Co-Requisite Mathematics Summit. More than 200 individuals from across the CSU participated. In September, a two-hour webinar was held to answer any outstanding questions about the recent policy changes for the CSU community. On November 16-17, 2017, a second professional development mathematics summit will be held.

New CSU Studies

Recently, staff from the Office of the Chancellor partnered with faculty to conduct two new studies related to Graduation Initiative 2025.

Student Benefits of the CSU Graduation Initiative 2025

Achieving the Graduation Initiative 2025 goals will confer a host of benefits to CSU students, including substantial financial gains. Research was conducted to determine the economic benefits for the average CSU student when the CSU reaches its goals. To answer this question, time-to-degree improvements were forecasted through the year 2025 for CSU students, adjusting for the fact that there will be both an increase in the number of graduates and a decrease in the average time it will take them to complete their degree.

The research shows that first-time freshmen will earn their degree an average of one term earlier. Graduating sooner means that students will begin collecting a salary sooner, and they will avoid paying for an additional term of college. As a result, students will see an immediate economic gain of \$13,264 and a long-term gain of \$31,370. Transfer students will also earn their degrees sooner on average, resulting in an immediate gain of \$5,823 and a long-term gain of \$13,772.

The full report is available at <http://www.calstate.edu/2025studentgains>.

Redefining Historically Underserved Students in the CSU

The second study seeks to redefine historically underserved students in the CSU by moving beyond race and economic status to close equity gaps, a key goal of Graduation Initiative 2025. To ensure that all students have an equal opportunity to complete a college degree, several factors have been identified that research has shown to be related to college completion, including first-generation status, economic challenges, college readiness and coming from an underserved community.

The new research indicates that all of these variables are related to student success and that considering some or all of them in combination can increase accuracy in understanding which students may need additional support on their path to a degree. A student does not need to have all of these characteristics to be considered historically underserved. In fact, it is possible that a student possessing only one of the characteristics may need assistance during their college career. This research provides a better understanding of the complexity of CSU students and, more importantly, helps identify and provide the support they need to be successful.

The full report is available at <http://www.calstate.edu/rethinkingthegap>.

Conclusion

The CSU continues to work diligently toward achieving the goals of Graduation Initiative 2025 to ensure that all students have the opportunity to be successful and graduate according to their own personal goals. One year into the initiative, graduation rates indicate that strong progress is being made but greater improvements will be needed in order to close equity gaps. The recent policy changes to general education, placement and assessment, the Early Start Program and developmental education will play an integral role in helping the CSU close these gaps.