AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **8:00 a.m., Tuesday, January 26, 2016**
Munitz Conference Room—Closed Session
Government Code §11126(c)(5)

2:45 p.m., Tuesday, January 26, 2016
Glenn S. Dumke Auditorium—Open Session

Debra S. Farar, Chair
Margaret Fortune, Vice Chair
Silas H. Abrego
Kelsey M. Brewer
Rebecca D. Eisen
Douglas Faigin
Lupe C. Garcia
Lillian Kimbell
J. Lawrence Norton
Steven G. Stepanek

Open Session—Glenn S. Dumke Auditorium

Consent Item
Approval of Minutes of the Meeting of November 17, 2015

Discussion Items
1. Recommended Amendment to Title 5 Regarding AB 2000, *Action*
2. Overview of Financial Aid and State University Grant, *Information*
3. The California State University Graduation Initiative and Student Success Updates, *Information*
4. The Wang Family Excellence Awards, *Information*

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

November 17, 2015

Members Present

Debra S. Farar, Chair
Silas H. Abrego
Kelsey Brewer
Rebecca D. Eisen
Lupe C. Garcia
Lou Monville, Chair of the Board
Lillian Kimbell
J. Lawrence Norton
Steven G. Stepanek
Timothy P. White, Chancellor

Trustee Farar called the meeting to order.

Approval of Minutes

The minutes of September 8, 2015 were approved as submitted.

Recommended Addition to Title 5 Regarding Enrollment Services

Dr. Loren Blanchard, executive vice chancellor for academic and student affairs introduced the item and Ray Murillo, director of student programs to present the action item. Mr. Murillo noted the proposed changes to Title 5 regarding enrollment services would add a new section clarifying campus presidents' authority to withhold enrollment services, such as registration, to students who do not comply with university requirements. The new section would also formally codify long-standing business practices such as issuing registration holds, and withholding transcripts, and degrees. Lastly, Mr. Murillo said that the proposed changes would strengthen campus authority to withhold enrollment services from students not complying with mandatory Title IX training. The committee recommend approval of the proposed resolution. **(REP 11-15-03)**

California State University Board of Trustees Policy for Awarding Honorary Degrees

Christine Mallon, assistant vice chancellor for academic programs and faculty development, presented the action item noting the item was a revision to the current guidelines for awarding California State University (CSU) honorary degrees. Dr. Mallon said the move from guidelines,

which had previously been amended four times, to a proposed board policy would provide, for the first time, binding policy to protect the integrity of the honorary degree process and to codify the practices that have emerged since the board adopted the last guidelines document in 1996. She added that the proposed policy would codify practices instituted within recent years, achieve greater clarity of language and procedures, incorporate practices and standards intended to improve the integrity of the process, and include provisions for future amendments. Dr. Mallon confirmed that presidents, provosts, and the Academic Senate CSU had been consulted on the proposed policy. The proposed policy would maintain the existing consultation and decision-making procedures for nominating and awarding honorary degrees. The proposed policy revisions were noted and distributed in Attachment A to the posted board agenda item.

Steven Filling, chair of the Academic Senate CSU, commented on behalf of his colleagues that the senate requested two changes to the policy including the proposed change where trustee nominations would not count in the total number of nominations allowed per campus and that the policy explicitly state that campuses' senate executive committees select faculty representation for honorary degree committees. Dr. Filling noted ASCSU resolution AS-3160-13 emphasizing the importance of shared governance in accordance with the American Association of University Professors (AAUP) Statement on Government of Colleges and Universities when selecting faculty representatives to serve in shared governance. Dr. Mallon said that the very important part of shared governance is retained in the proposed policy and strengthens this aspect by codifying practices into policy.

Trustee Eisen asked for clarification regarding proposed policy revisions, specifically about the revocation of honorary degrees and if that information is disclosed in open session. Dr. Mallon noted that the subcommittee on honorary degrees conducts its business in closed session and there are no requirements to report those actions publicly. Fram Virjee, general counsel, also confirmed that under Bagley Keene, with regard to awarding or revoking honorary degrees, there are no requirements to publicly report on those actions taken in closed sessions.

The committee recommend approval of the proposed resolution. **(REP 11-15-04)**

The California State University Summer Arts Program

Rachel Nardo, director of the Summer Arts program, presented the information item highlighting the program's work over the past three decades. Celebrating its 30th anniversary, Dr. Nardo said the program provides students with an immersive, in-residence arts summer school and festival. This high-impact program, housed in the Chancellor's Office and currently hosted by CSU Monterey Bay, serves students and faculty from all 23 campuses with high-end, credit-bearing, transferrable courses that prepare students for work in California's creative economy, and beyond. She noted that more than 80 percent of Summer Arts' 13,000 diverse student body have received need-based scholarships to support their access to immersive, creative practice for two-to-four weeks in disciplines of creative writing, dance, media arts, music, theatre, visual arts; and, interdisciplinary arts, humanities, technology, and science. A short video was presented

showcasing the various aspects of the program, including its unique "side-by-side" teaching and learning instructional model where both the CSU students and faculty members learn from the master teacher. The video also demonstrated the program's emphasis on STEAM education, which is STEM plus the arts, as well as the importance of international study abroad experiences and partnerships. Jeff Wilhoit, a Summer Arts industry partner and professional artist in the field of postproduction sound from Happy Feet Foley, also addressed the board. He shared with the board the importance of the immersive aspect of the program noting the invaluable relationships and experiences both students and faculty members gain from working, living, and learning from the master teachers in a real-world arts experience throughout the course of the summer. He said that many students through their involvement in the Summer Arts program have secured internships and eventually jobs in various fields as a result of the program's industry partnerships. Summer Arts hosted a poster session following the board presentation.

Trustee Farar adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Amendment to Title 5 Regarding AB 2000

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Ray Murillo
Director, Student Programs
Student Academic Support

Summary

Existing California Education Code and Title 5 provide that a person, other than a nonimmigrant alien, is exempt from paying Nonresident tuition at the California State University if he or she satisfies the following criteria:

- Attended high school in California for three or more years,
- Graduated from a California high school or attained its equivalent,
- Registered at or attends an accredited institution of higher education in California not earlier than the fall semester or quarter of the 2001-2002 academic year, and
- If he or she is an alien without lawful immigration status, has filed an affidavit.

Assembly Bill 2000, which became effective January 1, 2015, amended Section 68130.5 of the Education Code, relating to exemption from nonresident tuition. In addition to the conditions described above, this amendment provides that a student may qualify for exemption from nonresident tuition by satisfying either of the following:

- Attending high school in California for three or more years, or
- Attending elementary and/or secondary schools in California for three or more years, and attaining academic credits from California high schools equivalent to three or more years of full-time coursework.

This proposed Title 5 amendment would bring the CSU regulations into alignment with the amended Education Code section. The Board discussed this matter as an information item in September 2015.

Proposed Revision

The following resolution is proposed to modify Title 5 by amending sections 41906.5 – Nonresident Tuition Exemption for California High School Students, and 41906.6 – Nonresident Tuition Exemption for Crime Victims:

> **RESOLVED** by the Board of Trustees of the California State University that the following section be amended to Title 5 of the California Code of Regulations:

Title 5. California Code of Regulations
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 5. Administration
Article 4. Nonresident Tuition
§ 41906.5. Nonresident Tuition Exemption for California High School Students

(a) Any student, other than a student who is nonimmigrant alien under Title 8, United States Code, Section 1101(a)(15), shall be exempt from paying nonresident tuition at any California State University campus if he or she:

(1) ~~Attended high school in California for three or more years.~~

(1) Satisfied either of the following:

   (A) High school attendance in California for three or more years (grades 9-12); or

   (B) Attainment of credits earned in California from a California high school, with those credits being equivalent to three or more years of full-time high school coursework, and a total of three or more years of attendance in California elementary schools, California secondary schools, or a combination of those schools.

(2) Graduated from a California high school or attained the equivalent of such graduation; and

(3) Registered for or enrolled in a course offered by a California State University campus for any term commencing on or after January 1, 2002.

(b) Any student seeking an exemption under subdivision (a) shall complete a questionnaire furnished by the California State University campus of enrollment verifying eligibility for this nonresident tuition exemption and may be required to provide verification documentation in addition to the information required by the questionnaire. Nonpublic student information so provided shall not be disclosed except pursuant to law.

(c) In addition to the requirements of subdivision (a), any student without lawful immigration status shall file with the California State University campus an affidavit of enrollment on a form furnished by the campus stating that he or she has filed an application to legalize his or her immigration status or will file such an application as soon as he or she is eligible to do so.

(d) A student seeking this tuition exemption has the burden of providing evidence of compliance with the requirements of this section.

(e) Nothing herein modifies eligibility standards or requirements for any form of student financial aid.

Title 5. California Code of Regulations
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 5. Administration
Article 4. Nonresident Tuition
§ 41906.6. Nonresident Tuition Exemption for Crime Victims.

Students who are victims of trafficking, domestic violence, and other serious crimes who have been granted T or U visa status, under Title 8, United States Code, Sections 1101(a)(15)(T) or (U), are exempt from paying nonresident tuition if they: (1) ~~attended high school in California for three or more years~~, satisfied either of the following: (A) high school attendance in California for three or more years (grades 9-12), or (B) attainment of credits earned in California from a California high school, with those credits being equivalent to three or more years of full-time high school coursework, and a total of three or more years of attendance in California elementary schools, California secondary schools, or a combination of those schools; (2) graduated from a California high school or attained the equivalent; and (3) registered as an entering student or are currently enrolled at a CSU campus.

COMMITTEE ON EDUCATIONAL POLICY

Overview of Financial Aid and State University Grant

Presentation by

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Dean Kulju
Director, Student Financial Aid Services and Programs
Student Academic Support

Eric Forbes
Assistant Vice Chancellor
Student Academic Support

Summary

This information item, presented in response to trustee interest during the November 2015 meeting, provides information about student financial aid and, more specifically, the State University Grant (SUG) program.

Overview of Student Financial Aid Programs

Student financial aid programs assist students with paying their postsecondary educational expenses. There are four types of financial aid programs: grants, scholarships, loans, and work-study. Grants, along with scholarships, do not have to be repaid and are also referred to as gift aid. The other two types of aid programs, loans and work-study, are referred to as self-help aid since they require, respectively, that a student repay the amount from future earnings or earn the funding through a subsidized employment program while pursuing an education.

Student financial aid programs at the California State University (CSU) are authorized and funded by the U.S. Congress, by the California Legislature and Governor, campuses, and various private entities such as philanthropic organizations and foundations, and civic clubs and community groups.

State University Grant Background and History

The State University Grant (SUG) program was established for the 1982-1983 award year with a General Fund appropriation of $3.4 million. Due to fiscal considerations, General Fund support for the SUG program leveled off at $33.7 million in 1992-1993. Absent an increase in state support for the SUG program, in March 1993, the CSU Board of Trustees approved the framework for a new student fee and financial aid policy that called for dedicating one-third of annual incremental fee revenues to augment the SUG program. The CSU commitment to this program for 2015-2016 is $622 million. The SUG program provides need-based grants to eligible California residents and Dream Act applicants who enroll at CSU campuses in undergraduate, post-baccalaureate, and graduate programs. Need is based on expected family contribution (EFC) which cannot exceed one-half of the campus standard cost of attendance for students living off-campus. The awarding criteria may vary across campuses depending on funds available, student demographics, and other factors.

Trustees will be presented more detailed historical and current data on the various financial aid programs, with a focus on SUG. This will provide context, scope and the impact of the variety of programs available.

Determination of Financial Need

Financial need is the difference between the Cost of Attendance (COA) at a CSU campus and the amount of a student's Expected Family Contribution (EFC). The process of determining the extent to which a student and his or her family are able to contribute toward postsecondary educational expenses is referred to as need analysis. The parameters and formulas in the need analysis for all federal student aid funding are approved by the U.S. Congress as federal methodology.

Applicants for federal student aid must annually complete a Free Applications for Federal Student Aid (FAFSA). The State of California utilizes the FAFSA to determine eligibility for Cal Grants, and CSU uses the FAFSA to determine eligibility for State University Grants and other need-based aid programs administered at the campus level. The Dream Act application is used by students without lawful immigration status who qualify for an AB 540 Non-Resident Tuition Waiver to apply for state and institutionally funded financial aid. The Dream Act application is provided by the California Student Aid Commission.

General Eligibility Requirements and Award Criteria

Once a student has applied for financial aid, the campus must confirm that certain general eligibility requirements are met. To be eligible for financial aid a student must:

- Be a U.S. citizen or a permanent resident of the U.S. with a valid Social Security Number.
  - Alternately, the California Dream Act makes State and institutional funding available to students who qualify for an AB 540 Non-Resident Tuition Waiver.
- Have a high school diploma or recognized equivalent.
- Be enrolled or accepted for enrollment as a regular student who will be working toward a degree or certificate in an eligible program.
- If male, be registered for the Selective Service.
- Maintain satisfactory academic progress for financial aid.
- Not owe a repayment on a federal grant or be in default on a federal educational loan.
- Demonstrate financial need, except for the Middle Class Scholarship and some federal loans.
- Reapply for aid each year.
- Not having a federal or state drug conviction.

Many financial aid programs have individual terms and conditions. The following tables provide information on the largest aid programs. Several of the programs have limited funds, as such students may not be awarded all programs.

Federal Aid Programs	Maximum EFC	Citizenship	State Residency	Grade Level	Award
Pell Grant	$5,198	US Resident / Eligible Non-Citizen	No state residency requirement	Undergraduate & Credential	$588 to $5,775
Supplemental Educational Opportunity Grant (SEOG)	No Maximum; Pell Eligible Priority			Undergraduate Only	CSU average: $525
Federal Work Study (Need-Based)	No Maximum			Undergraduate, Credential, & Graduate	CSU average: $2,568
Federal Loans (Some are Need-Based)	No Maximum				Varies based on grade level

State Aid Programs	Maximum Income	Citizenship	Residency	Grade Level	Award
Cal Grant A	Varies by family size; Must also meet an asset threshold	US Resident / Eligible Non-Citizen / T or U Visa / AB 540	CA Resident or AB 540	Undergraduate and Credential	Undergraduate Cal A: $5,472 Credential: $6,348
Cal Grant B					Undergraduate Cal B Fee Portion: $5,472 Credential Cal B Fee Portion: $6,348 Undergraduate & Credential: Cal B Access: $1,656
Middle Class Scholarship	$150,000				$90 to $1,092

Institutional Aid Programs	Priority EFC	Citizenship	Residency	Grade Level	Award
State University Grant	$4,000 or less	US Resident / Eligible Non-Citizen/ T or U Visa / AB 540	CA Resident or AB 540	Undergraduate, Credential, and Graduate	Systemwide Tuition Fee
Educational Opportunity Grant (EOP)					Varies by Campus; Maximum $2,000 CSU average: $800

The tables above is not inclusive of all requirements for respective aid programs. In addition, several of the programs have minimum enrollment requirements, lifetime limits, or other limitations.

Cost of Attendance (estimated student expenses)

The cost of attendance is the second component used to determine financial need. Recognition of student expenses is not limited for financial aid purposes to the amount of mandatory tuition and fees that a student pays. Federal Title IV financial aid program regulations require institutions to develop cost of attendance allowances that include mandatory tuition and fees as well as allowances for books and supplies, food and housing, transportation, and personal expenses.

Institutions develop these allowances, also referred to as standard student budgets, differentiating among students living at home with their parents, students living in campus residence facilities, and students living off-campus, typically in a shared apartment. CSU campuses and most other California institutions utilize data from the Student Expenses and Resources Survey (SEARS) that is administered by the California Student Aid Commission.

Packaging of Financial Aid Awards

Once a student's financial need is determined, the college works to provide a "package" of financial aid to meet that need. This package takes into consideration a student's eligibility for a Federal Pell Grant and a state Cal Grant before the institution adds additional grants, work-study employment, and student loans.

Financial aid offices at CSU campuses attempt to use all available financial aid program funding in an effort to meet as much of student financial need as possible. Each campus establishes its own "packaging" approach within the constraints of award limits that apply to individual aid programs, the funding priorities for the various aid programs, and, where applicable, the allocation of funds available for the program. One of the overriding considerations in the packaging process is to ensure that it provides for the fair and equitable treatment of all potentially eligible aid applicants and ensures that students in like circumstances are awarded in essentially the same manner.

COMMITTEE ON EDUCATIONAL POLICY

The California State University Graduation Initiative and Student Success Updates

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Ken O'Donnell
Senior Director
Student Engagement and Academic Initiatives and Partnerships

Ed Sullivan
Assistant Vice Chancellor
Academic Resources and Research

Gerry Hanley
Assistant Vice Chancellor
Academic Technology Services

Summary

The California State University admits incoming classes that are as diverse as the state's eligible high school graduates. This is accomplished by traditional outreach and recruitment, hosting annual conferences for thousands of high school and community college counselors and advisors, and through events like Super Sundays at African-American churches, to make sure prospective students of all backgrounds feel genuinely welcome.

The California State University (CSU) is proud that these efforts pay off, as seen by the diversity of our students, faculty and staff as the hard-won measure of our attention to access. But to make that access meaningful, it must come with a reasonable and equitable chance for all of our students to graduate – in a timely manner, and be fully prepared for successful lives and careers ahead.

National and state-level research indicate that "some college" is insufficient: people benefit much more when they earn the degree, with higher lifetime earnings, reduced rates of unemployment, improved health and personal outcomes, and fuller engagement in their lives and communities. In other words, it is not just admission and enrollment but also degree completion that makes the CSU such a driver of California's civic and economic well-being, and for its citizens, a source of upward mobility and equity.

Since the creation of the CSU system, graduation rates have been an ongoing concern. Rates are lowest for ethnic and racial minorities, students eligible for federal need-based financial aid, and those whose parents have not attended college. Over the years, the system has addressed this in a number of ways, but gains were slow.

Launch of the Graduation Initiative

In 2009 the trustees brought together longstanding student success efforts into one overarching effort called the CSU Graduation Initiative**.** Campus leaders agreed to share their best practices, embrace the emerging national thinking about student support, intellectual engagement, and real-time actionable data, and commit to specific targets for raising graduation rates and closing achievement gaps.

Specifically, CSU pledged to raise its six-year graduation rates by eight percentage points, from 46 percent to 54 percent, and to cut in half the difference in those rates between Under-Represented Minority students (African-American, Latino, and Native American) and other students, from 11 percentage points to five and a half.

The Graduation Initiative differed from previous efforts in a few ways. First, it set goals collectively but then emphasized local leadership and accountability, providing individual campuses with support, resources, and bottom-line accountability for outcomes, but few mandates for particular interventions. Second, it relied on regularly scheduled reporting, systemwide convenings, and campus visits to keep the entire system focused over the term of a six-year project. There was also the public commitment to move hard numbers, all by 2015.

The cohort that began as freshmen in 2009 reached its six-year graduation date this past summer. This fall, the division of Academic and Student Affairs compiled graduation data from all 23 campuses, to gauge how the CSU performed as a system. The Graduation Initiative exceeded its own goals for raising six-year graduation rates, and all students are performing better:

	Baseline Cohort (F99)	Target Cohort (F09)
Number of First-Time Full-Time Freshmen:	32,708	49,483
Percent Earning Degrees in Six Years or Less:	46.1%	57.0%

Full details of the systemwide targets and performance of the fall 2009 cohort are available in Attachment A at the end of this item.

Regardless of background, all CSU students now have a much higher likelihood of graduating than ever before. Credit goes to our campus presidents and communities of faculty, staff, and students who all contributed to this significant achievement.

However, because improvements are comparable across different ethnic and racial groups, the system has not yet achieved its target to close the achievement gaps. The CSU takes this commitment very seriously: the persistent gaps in opportunity and achievement run counter to the CSU's principles of fairness, equity, and full access to the degree. Going forward, closing these gaps will be of the highest priority.

Plan-Implement-Assess-Revise Plan

The CSU developed plans for the Graduation Initiative in 2007-2009 and implemented programs to improve graduation rates over the last six years, while assessing the broad impact of the wide range of programs deployed across multiple campuses. The CSU has been institutionalizing these exemplary practices that improve student success as well as building its assessment capabilities with tools such as the CSU Student Success Dashboard to help evaluate the impacts of different practices. Reflecting back on the various student success programs, there still remains much to learn about best practices that can be shared across campuses where appropriate. Below is a list of programs and initiatives, both campus-based and system-level, that contributed to the improved graduation rates and that have been presented to the CSU Board of Trustees in 2015.

- **Faculty Hiring:** Expanding capabilities of departments to teach the courses needed for students' academic programs, especially upper-division courses which require our highly-qualified faculty and often become bottlenecks for students when courses cannot be offered.
- **Outreach and College Readiness Programs:** Supporting prospective students and their families in preparing themselves to be successful in college.
- **Early Start**: Supporting admitted students with the foundational quantitative reasoning and writing skills for academic success in the CSU at the start of their college careers.
- **Academic Advising:** Supporting students with information and advice through technologies and advisors that help them make the best decisions for taking the right courses within their available schedules in the right sequence to complete their degree in a timely and successful manner.
- **Transfer Degree Program (SB 1440):** Providing California Community College (CCC) students a promised pathway to timely graduation.
- **Redesigning High Failure Rate Courses**: Enabling more students to succeed in bottleneck courses and achieve the required academic standards of the high quality, faculty-driven curriculum that prepares students for the workforce or post-baccalaureate education.

- **Affordable Learning Solutions**: Providing students no/low-cost course materials ensuring access to educational content from the first day of class and that the cost of course materials does not become a factor in taking fewer courses per semester.
- **High Impact Practices**: Engaging students in the demands of academic programs with the social, emotional, academic, and collegial support to achieve persistent success in the CSU.
- **CSU Fully Online Courses**: Providing matriculated students choices of 1,400 fully online courses each term and over the summer which they can take and blend into their complex lives, enabling them to graduate in a timelier manner.

The unprecedented improvements in graduation rates over the past six years need to be sustained and more improvements are on the horizon. As CSU campuses and the Chancellor's Office continue to implement their exemplary practices over the next two years, staff will be evaluating the efficacy of current strategies and planning how to sustain improvements from the impactful practices as well as implementing new strategies to address challenges yet to come.

Graduation Initiative 2025

In 2015, the trustees, chancellor, and campus presidents renewed the CSU's commitment to student success with Graduation Initiative 2025, setting six new goals. While carrying forward the two goals of the original Graduation Initiative, raising six-year graduation rates and closing gaps by ethnicity, this new effort adds explicit targets for transfer students, closing socioeconomic gaps, and improving four-year graduation rates.

	Baseline	2025 target
Six-year graduation rate (freshman):	51%	60%
Four-year graduation rate (freshman):	16%	24%
Gap by ethnicity (freshman):	14 points	7 points
Gap by Pell eligibility (freshman):	11 points	5 points
Four-year graduation rate (transfer):	70%	76%
Two-year graduation rate (transfer):	27%	35%

For each metric, the baseline rate is performance of the most recent cohort for which data was available when the chancellor met with campus leadership in fall 2014.

The state and national context beyond the CSU is also rapidly evolving. The CSU chose the year 2025 for its next target date in part to match projections from the Public Policy Institute of California (PPIC). In a report published by PPIC, they anticipated a shortfall of over a million degree holders, estimates that it later revised upward. Because the context is so fluid, Academic and Student Affairs anticipates working again with campus leadership, students, faculty senates, and external researchers like PPIC to "re-bench" the CSU's 2025 targets closer to fall 2019, the incoming term of the first freshman cohort.

At the same time, some technical changes will be made to how students from different ethnic groups are counted, to better conform with the U.S. Census and the federal Integrated Postsecondary Education Data System (IPEDS). Applied retroactively, these changes would indicate slight progress in closing achievement gaps in the first phase of the initiative, but for the sake of clarity historical methodology will remain unchanged, and these technical adjustments will be included as part of the future rebenching.

Though slight variations to the exact numbers may occur, the CSU Graduation Initiative 2025 will continue to adhere to the following principles:

1. **New emphasis on time-to-degree.** Adding goals for time-to-degree and transfer students requires optimizing whole academic programs in ways that take time to bring about, and whose benefits do not materialize until years later, with maturity of the cohort that began under the revised degree requirements.

2. **Redoubled effort to close achievement gaps.** Success on this front will depend on the ability of educators to:
   - vary their educational strategies to accommodate multiple learning styles;
   - assess that learning reliably and independently, by foregrounding demonstrated proficiencies that transcend particular learning environments;
   - ensure that instruction is tied to academic support services to reinforce content and skill mastery; and
   - customize student support to recognize and leverage different cultural assets.

   These efforts are under way on most CSU campuses, though work must continue with the same sense of urgency and high-level commitment to successfully meet the Graduation Initiative 2025 targets.

3. **Continuing recognition of campus distinctiveness.** Lessons learned from the first phase will help guide efforts moving forward in order to best support campus student success efforts. During that initial period, national momentum was growing for uses of big data, the visualization of quantitative information, and high-impact practices as a strategy for engagement, persistence and equity. Such thinking was already prevalent around the CSU, but colleagues seemed to appreciate the sustained, focused support for their collective effort.

Table 1. First-time Full-time Freshmen - Trend fall 1999 through fall 2009 cohort

Cohort	Initial Cohort	Mean HS GPA	Mean SAT	Graduated in 4 yrs or less	Graduated in 5 yrs or less	Graduated in 6 yrs or less
fall 99	32,708	3.22	991	12.2%	34.3%	46.1%
fall 00	34,454	3.23	998	13.1%	36.0%	47.8%
fall 01	37,302	3.23	995	13.0%	36.2%	47.4%
fall 02	38,430	3.25	997	14.3%	37.7%	48.9%
fall 03	38,562	3.29	1004	15.7%	40.4%	51.3%
fall 04	39,085	3.29	1016	17.2%	41.4%	52.4%
fall 05	43,428	3.27	1015	16.1%	40.1%	51.3%
fall 06	47,551	3.24	1004	15.8%	40.5%	51.4%
fall 07	50,866	3.24	1005	15.9%	40.2%	51.8%
fall 08	51,409	3.24	1000	16.2%	41.9%	54.0%
fall 09	49,483	3.27	1005	17.8%	44.7%	57.0%

Table 2. First-time Full-time Freshmen - fall 2009 cohort by Ethnic-Race

Cohort	Ethnicity	Initial Cohort	Mean HS GPA	Mean SAT	Graduated in 4 yrs or less	Graduated in 5 yrs or less	Graduated in 6 yrs or less
fall 09	American Indian or Alaska Native	137	3.21	979	13.9%	35.8%	43.1%
	Asian or Pacific Islander	7,894	3.31	1008	14.1%	43.3%	61.0%
	Black or African American	2,709	3.02	883	8.2%	29.6%	41.8%
	Hispanic/Latino	16,369	3.20	934	11.7%	37.0%	51.5%
	White	16,146	3.37	1086	27.1%	55.6%	64.1%
	Unknown	5,174	3.26	1035	18.9%	45.0%	55.3%
	Nonresident Alien	1,054	3.37	980	18.2%	44.0%	54.2%
Cohort Total		49,483	3.27	1005	17.8%	44.7%	57.0%

Table 3. First-time Full-time Freshmen - fall 2009 cohort by Gender

Cohort	Gender	Initial Cohort	Mean HS GPA	Mean SAT	Graduated in 4 yrs or less	Graduated in 5 yrs or less	Graduated in 6 yrs or less
fall 09	Men	20,828	3.22	1044	13.0%	39.6%	53.0%
	Women	28,655	3.31	977	21.3%	48.4%	60.0%
Cohort Total		49,483	3.27	1005	17.8%	44.7%	57.0%

Table 4. First-time Full-time Freshmen - fall 2009 cohort by Pell Status at Entry

Cohort	Pell Status	Initial Cohort	Mean HS GPA	Mean SAT	Graduated in 4 yrs or less	Graduated in 5 yrs or less	Graduated in 6 yrs or less
fall 09	Pell	18,830	3.21	929	11.2%	36.4%	51.7%
	Not Pell	30,653	3.31	1051	21.9%	49.7%	60.3%
Cohort Total		49,483	3.27	1005	17.8%	44.7%	57.0%

Table 5. First-time Full-time Freshmen - Fall 2009 cohort by Pell Status at Entry and Admit Type

Cohort	Pell Status	Admission Type	Initial Cohort	Mean HS GPA	Mean SAT	Graduated in 4 yrs or less	Graduated in 5 yrs or less	Graduated in 6 yrs or less
fall 09	Pell	Regular Admit	17,431	3.25	939	11.9%	38.0%	53.5%
		Exceptional (Special) Admit	1,399	2.67	805	3.0%	16.5%	29.9%
		Group subtotal	18,830	3.21	929	11.2%	36.4%	51.7%
	Not Pell	Regular Admit	29,934	3.32	1054	22.2%	50.3%	61.0%
		Exceptional (Special) Admit	719	2.79	924	8.3%	24.9%	32.1%
		Group subtotal	30,653	3.31	1051	21.9%	49.7%	60.3%
Cohort Total			49,483	3.27	1005	17.8%	44.7%	57.0%

Table 6. First-time Full-time Freshmen - fall 2009 cohort by Parent Education

Cohort	Parents Education	Initial Cohort	Mean HS GPA	Mean SAT	Graduated in 4 yrs or less	Graduated in 5 yrs or less	Graduated in 6 yrs or less
fall 09	Parent Graduated College	21,360	3.33	1073	23.9%	52.7%	63.0%
	Parent Attended Some College	12,093	3.24	988	15.9%	41.6%	54.3%
	Student is First Generation to attend College	12,672	3.21	912	10.2%	35.1%	50.4%
	Unknown	3,358	3.23	975	14.8%	40.9%	54.1%
Cohort Total		49,483	3.27	1005	17.8%	44.7%	57.0%

Table 7. First-time Full-time Freshmen - fall 2009 cohort by College Readiness at Fall Entry

Cohort	Preparation at Entry	Initial Cohort	Mean HS GPA	Mean SAT	Graduated in 4 yrs or less	Graduated in 5 yrs or less	Graduated in 6 yrs or less
fall 09	College ready in both English and math	21,234	3.44	1138	26.8%	55.8%	65.8%
	Needs additional preparation in English only	9,221	3.25	969	13.9%	42.8%	57.5%
	Needs additional preparation in math only	4,883	3.16	968	16.3%	42.2%	52.9%
	Needs additional preparation in both English and math	14,145	3.07	826	7.4%	30.0%	45.0%
Cohort Total		49,483	3.27	1005	17.8%	44.7%	57.0%

Table 8. First-time Full-time Freshmen - fall 2009 cohort by Admissions Type and Preparation

Cohort	Admission Type	Preparation at Entry	Initial Cohort	Mean HS GPA	Mean SAT	Graduated in 4 yrs or less	Graduated in 5 yrs or less	Graduated in 6 yrs or less
fall 09	Regular Admit	College ready in both English and math	20,960	3.44	1138	27.0%	56.1%	66.2%
		Needs additional preparation in English only	8,965	3.26	970	14.1%	43.4%	58.1%
		Needs additional preparation in math only	4,683	3.18	969	16.8%	43.1%	53.9%
		Needs additional preparation in both English and math	12,757	3.12	832	7.8%	31.4%	46.8%
		Group subtotal	47,365	3.29	1012	18.4%	45.8%	58.2%
	Exceptional (Special) Admit	College ready in both English and math	274	2.92	1095	10.9%	28.5%	37.2%
		Needs additional preparation in English only	256	2.76	925	6.3%	21.5%	35.9%
		Needs additional preparation in math only	200	2.74	941	4.5%	21.0%	29.5%
		Needs additional preparation in both English and math	1,388	2.65	769	3.4%	16.9%	28.6%
		Group subtotal	2,118	2.71	845	4.8%	19.4%	30.7%
Cohort Total			49,483	3.27	1005	17.8%	44.7%	57.0%

Table 9. First-time Full-time Freshmen - fall 2009 cohort by Stem/Not STEM at Fall Entry (rates based on graduation from any major)

Cohort	STEM at Entry	Initial Cohort	Mean HS GPA	Mean SAT	Graduated in 4 yrs or less	Graduated in 5 yrs or less	Graduated in 6 yrs or less
fall 09	Not STEM at entry	37,797	3.24	987	19.4%	45.8%	57.4%
fall 09	STEM at Entry	11,686	3.38	1064	12.8%	40.9%	55.9%
Cohort Total		49,483	3.27	1005	17.8%	44.7%	57.0%

Table 10. First-time Full-time Freshmen - fall 2009 cohort by Discipline at Fall Entry (rates based on graduation from any major)

Cohort	Discipline at Entry	Initial Cohort	Mean HS GPA	Mean SAT	Graduated in 4 yrs or less	Graduated in 5 yrs or less	Graduated in 6 yrs or less
	Architecture and Environmental Design	347	3.71	1152	11.8%	56.5%	70.6%
	Agriculture and Natural Sciences	1,075	3.43	1071	27.6%	63.0%	70.6%
	Home Economics	516	3.35	1012	21.9%	57.0%	66.3%
	Interdisciplinary Studies	1,922	3.27	978	27.6%	56.0%	64.4%
fall 09	Area Studies	21	3.23	1013	19.0%	42.9%	61.9%
	Business and Management	6,779	3.25	1010	23.1%	51.0%	61.5%
	Communications	1,705	3.22	1011	26.6%	52.7%	61.4%
	Letters	1,523	3.26	1035	28.0%	52.8%	60.5%
	Foreign Languages	221	3.32	996	19.0%	52.9%	60.2%
	Education	2,371	3.26	996	21.0%	48.4%	59.2%
	Social Sciences	2,742	3.21	1013	26.9%	50.7%	58.7%

Mathematics	614	3.42	20.4%	45.0%	57.8%
Psychology	2,999	3.20	22.3%	46.4%	57.1%
Health Professions	749	3.27	13.4%	39.9%	56.3%
Engineering	4,626	3.45	9.3%	38.3%	55.1%
Biological Sciences	3,651	3.32	13.2%	39.6%	55.1%
Fine and Applied Arts	2,822	3.27	17.6%	43.1%	55.0%
Physical Science	792	3.39	14.5%	41.4%	54.9%
Public Affairs and Services	1,935	3.14	17.7%	42.3%	53.1%
Undeclared	10,994	3.21	11.1%	37.0%	51.9%
Computer and Info. Sci	1,079	3.24	11.2%	38.1%	51.4%
Cohort Total	49,483	3.27	17.8%	44.7%	57.0%

Table 11. Six-Year Rate Percentage Point Improvement by Ethnic Group, 1999 to 2009 Cohort

American Indian or Alaska Native	Black or African American	Hispanic / Latino	Asian or Pacific Islander	Unknown	White	Non-resident Alien (Intl)	Overall
8	15	12	14	5	12	14	11

COMMITTEE ON EDUCATIONAL POLICY

The Wang Family Excellence Awards

Presentation By

Timothy P. White
Chancellor

Background

At the March 2014 Board of Trustees meeting, Chancellor Timothy White announced Trustee Emeritus Stanley T. Wang had generously pledged a $300,000 gift to the California State University (CSU) to reinstate the Wang Family Excellence Award. During his tenure as a trustee, Trustee Emeritus Wang established the Wang Family Excellence Award and also created a fund at the CSU for student and faculty overseas study. The award was originally established in 1998 when then-CSU Trustee Wang provided $1 million to recognize the remarkable contributions of the CSU's faculty and administrators over a 10-year period with a $20,000 award to each of four faculty members and one staff member annually. With his most recent pledge, the Wang Family Excellence Award will provide a $20,000 award to each of four outstanding faculty members and one outstanding administrator.

The purpose of the Wang Family Excellence Award is to recognize and celebrate those CSU faculty members who, through extraordinary commitment and dedication, have distinguished themselves by exemplary contributions and achievements in their academic disciplines, while having a discernable effect on students. Similarly, an administrator is also recognized for extraordinary accomplishments in appropriate areas of his or her university assignment. Their exemplary activities and achievements advance the university's mission, bring benefit and credit to the CSU, and enhance the CSU's excellence in teaching, scholarship, and service.

The selection process for the award consists of each campus president annually nominating for consideration by the Wang Award Selection Committee one probationary or tenured faculty member from each of the following academic discipline groupings:

   a) Visual and Performing Arts and Letters;
   b) Natural Sciences, Mathematical and Computer Sciences and Engineering;
   c) Social and Behavioral Sciences and Public Service; and
   d) Education, and Professional and Applied Sciences.

The campus presidents also may nominate one outstanding administrator from their respective campuses.

The Wang Family Excellence Award Selection Committee, appointed by Chancellor White in consultation with Trustee Emeritus Wang, includes: two members of the Board of Trustees, the Executive Vice Chancellor of Academic and Student Affairs, the Vice Chancellor for Human Resources, chair of the CSU Systemwide Academic Senate, and a CSU faculty member previously recognized by the Wang Family Excellence Award for outstanding accomplishments. Nominees are reviewed and considered for selection based on the following criteria:

- Awards will be made to those who have made truly remarkable contributions to the advancement of their respective universities and/or the CSU system.
- Nominees should have a demonstrated record of unusually meritorious achievements documented by evidence of superior accomplishments and contributions to the discipline or achievements in an assignment.
- The activities must advance the mission of the university, bring benefit and credit to the CSU, and contribute to the enhancement of the CSU's excellence in teaching, learning, research, scholarly pursuits, student support and community contributions.

The Wang Family Excellence Award will be presented during a ceremony at the January 2016 Board of Trustees meeting.