

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **10:30 a.m., Tuesday, September 19, 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
Steven G. Stepanek

Consent Approval of Minutes of the Meeting of July 18, 2017

Discussion 1. Enrollment Management, *Information*
 2. Student-Athlete Academic Support, *Information*
 3. Research, Scholarship and Creative Activities, *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**

July 18, 2017

Members Present

Lillian Kimbell, Chair
Jorge Reyes-Salinas, Vice Chair
Silas H. Abrego
Jane W. Carney
Rebecca D. Eisen, Board Chair
Douglas Faigin
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 May 23, 2017 were approved as submitted.

Graduation Initiative 2025

Dr. Loren Blanchard, executive vice chancellor for academic and student affairs, introduced the information item, providing updates on work that is underway to achieve the California State University's Graduation Initiative 2025 goals. Updates included the operational priorities on which work is focused, efforts underway to improve academic preparation and the upcoming Graduation Initiative 2025 Symposium. An update was also provided on campus and systemwide efforts to ensure student wellbeing, with President Horace Mitchell providing examples from CSU Bakersfield.

Following the presentation, trustees asked for an update on the Basic Needs Initiative and staff indicated an update will be presented by the November Board of Trustees meeting. Trustees were also interested in whether funding was being allocated for evaluating the efficacy of Graduation Initiative 2025 efforts.

National College Health Assessment

Dr. Loren Blanchard, executive vice chancellor for academic and student affairs, introduced the information item, noting that every two years the Chancellor's Office is required to provide an update on the impact of alcohol policies and programs at the CSU. Ray Murillo, director of student programs, highlighted alcohol and substance use results from the National College Health Assessment (NCHA). This was the first time the CSU has used the NCHA systemwide and its results provide the most comprehensive picture of student health and wellbeing ever captured. Representatives from San Diego State University also presented about specific initiatives on campus to prevent alcohol and substance use abuse.

Following the presentation, trustees asked questions related to alcohol prevention programs implemented on other campuses and whether funding for these programs is a priority. CSU Chico President Gayle Hutchinson spoke about the prioritization of these efforts at her campus. Additionally, staff was urged to apply for funding allocated for marijuana research under Proposition 64.

Trustee Kimbell adjourned the Committee on Educational Policy.

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 2017-2018 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 impactation by: (i) requiring campuses to give priority to local CSU-eligible applicants seeking to enroll in impacted programs; and (ii) redirecting all eligible applicants to similar, non-impacted programs on other campuses. The purpose of this information item is to give an overview of some of the complex enrollment management principles that will inform and shape these new policies.

Enrollment management is a series of practices and strategies that campuses use at their discretion to balance and adjust enrollment of new and continuing students. With regards to the CSU, enrollment management is governed by the California Master Plan for Higher Education, California Education Code, Title 5 and the enrollment management policy and practices adopted by the CSU Board of Trustees in March 2000 (Attachment A). In addition, the recent “California University Eligibility Study for the Public High School Class of 2015” report published by the Governor’s Office of Planning and Research raises additional complexities and questions regarding enrollment management for the CSU.

California Master Plan for Higher Education

History

The original California Master Plan for Higher Education was authored in 1959 and was approved by the Regents and the State Board of Education that governed the CSU and the California Community Colleges (CCC). The Master Plan was designed to ensure access for qualified students at the CCC, CSU or the University of California (UC).

In 1960, the Master Plan was submitted to the California State Legislature, which subsequently passed the Donahoe Higher Education Act. The intent of the legislature was to ensure that each California resident with the capacity and motivation to benefit from post-secondary education has the opportunity to enroll in a public four-year college. The Donahoe Act included many of the recommendations from the Master Plan.

Specifics

The Master Plan established the CSU's primary mission as undergraduate and graduate education (the latter, initially through the issuance of master's degrees, although subsequent legislation authorized the CSU to award specific doctorate degrees). The UC was designated the state's primary academic research institution to provide undergraduate, graduate and professional education. The CCC was to provide academic and vocational instruction and provide students the first two years of undergraduate education.

The Master Plan established differentiation of the admissions pool for the segments:

- The UC was to select among the top one-eighth (12.5%) of the high school graduating class
- The CSU was to select among the top one-third (33.3%) of the high school graduating class
- The CCC was to admit any student capable of benefitting from instruction

In addition, the Master Plan established that the ability for students to transfer is an essential component of access. The Master Plan—and California Education Code section 66201.5—state that the UC and CSU shall seek to maintain an undergraduate student population composed of a ratio of lower division to upper division students of 40 to 60 percent.

California Education Code and Title 5

There are a number of California Education Code sections that govern enrollment management. The information below highlights some of those sections.

Section 66202 – Enrollment Priorities

Section 66202 of the California Education Code, requires that the CSU follow, to the extent practical, the following list of enrollment priorities when planning for and admitting undergraduate resident students:

1. Continuing undergraduate students in good standing
2. CCC transfer students who have successfully concluded a course of study in an approved transfer agreement program (e.g. Associate Degree for Transfer)
3. Other CCC students who have met all of the requirements for transfer

4. Other qualified transfer students (i.e. California residents transferring from a UC, independent college or other CSU campus) who meet admission standards
5. California residents entering at the freshman or sophomore levels

Section 66202 also permits a campus to consider the overall needs of students in maintaining a balanced program and a quality curriculum as it develops enrollment plans and implements admission priorities.

The section also specifies that within each of the five enrollment priority categories above, the following groups of applicants receive priority admission consideration in the following order:

1. Veterans who are California residents
2. Transfers from the CCC
3. Applicants who have been previously enrolled at the campus to which they are applying, provided they left the institution in good standing
4. Applicants who have a degree or credential objective that is not offered generally at other public postsecondary institutions
5. Applicants for whom the distance involved in attending another institution would create financial or other hardships

Section 40650 – Establishment of Enrollment Quotas

In response to section 66202 of the California Education Code, the CSU Board of Trustees established an enrollment management policy. This policy is codified in Title 5, section 40650, Establishment of Enrollment Quotas and reads:

(a) Capacity. 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. Under the policy direction of the Board of Trustees, the chancellor is authorized to provide for the establishment of enrollment quotas for the CSU and any campus, for any of the following enrollment categories: academic area, class level, program, and student residence status. In establishing such quotas, primary emphasis shall be placed upon the allocation of resources at the upper division level in order to facilitate the accommodation of CCC transfers.

(b) Diversion. Enrollment may also be limited for purposes of diversion of students pursuant to specific determinations of the Board of Trustees. Under the policy direction of the Board of Trustees, the chancellor shall take all measures necessary to accomplish such diversion of students.

Section 66202.5 – Balanced Undergraduate Enrollment

Section 66202.5 of the Education Code recognizes the importance of balanced undergraduate enrollment and ensuring that the CSU plans to have adequate space available to accommodate all California resident students who are eligible and likely to apply. Provisions include:

- Accommodate eligible California freshman applicants as well as eligible transfer students;
- Transfer students who meet CSU admission requirements must be accommodated within filing deadlines at the campus or major of choice unless this campus or major has been declared impacted;
- For impacted majors, students shall be given the opportunity to have access to the major when spaces become available, and new freshmen shall be admitted to the major in a controlled manner to ensure that all transfer students have an equitable chance of being accommodated;
- The CSU must consider the overall needs of students in maintaining a balanced program and a quality curriculum; and
- Campus enrollment planning processes must provide for the equitable treatment of all eligible freshmen, continuing students in good standing and eligible community college transfer students with regard to accommodation in majors.

Section 66205 – Criteria for Admissions

Section 66205 of the Education Code outlines the intent of the legislature to ensure that the CSU and UC develop standards and criteria for undergraduate and graduate admission, including:

- Develop processes which strive to be fair and easily understandable;
- Consider the use of criteria and procedures that allow students to enroll who are otherwise fully eligible and admissible but who have course deficiencies due to circumstances beyond their control, and when appropriate, provide that the admission requires the student to make up the deficiency;
- Consult broadly with California's diverse ethnic and cultural communities.

This section also reiterates the legislature's intent that the CSU enroll a student body that meets the high academic standards and reflects the cultural, racial, geographic, economic and social diversity of California.

Sections 66745 – 66749, Student Transfer Achievement Reform Act (Senate Bill 1440)

In September 2010, the Student Transfer Achievement Reform Act (SB 1440) was signed into law by the governor. This legislation requires community colleges to grant Associate Degrees for Transfer (ADT) to students once they have met specified general education and major requirements for the degree. Once they have completed the ADT, students are eligible for transfer with junior standing into the CSU. In October 2013, subsequent related legislation, SB 440, was signed into law requiring further action by the CCC and CSU.

The requirements from this legislation were added to the Education Code as sections 66745–66749 and requires the following of the CSU:

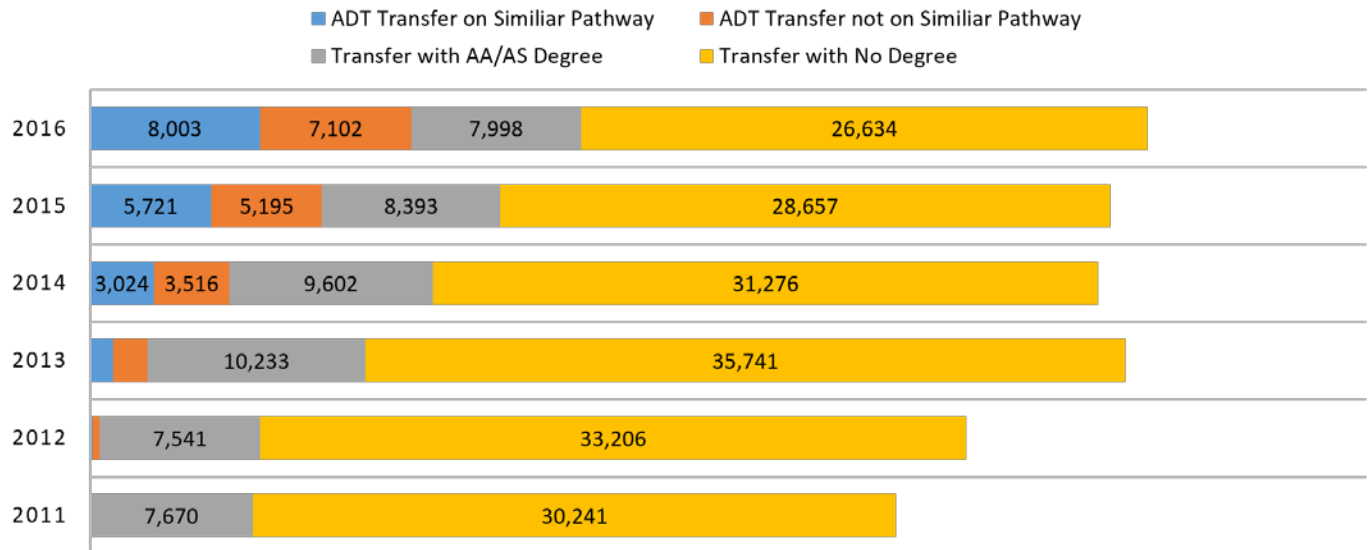
- A student who earns an ADT shall be deemed eligible for transfer into a CSU baccalaureate program when the student meets both of the following requirements:
 - Completion of 60 semester or 90 quarter units that are eligible for transfer to the CSU
 - Obtainment of a minimum grade point average of 2.0
- Guarantee admission with junior status to any community college student who meets the above requirements.
- Grant a student priority admission to his or her local CSU;
- Provide ADT applicants admission priority over all other community college transfer students;
- Redirect ADT students that are CSU eligible, but were not accepted to the CSU campus that they applied;
- Guarantee admission to the CSU but not to a specific campus or major;
- Admit applicants to a program or major and concentration, as applicable, that meets either of the following:
 - Is similar to the student's ADT as determined by the admitting CSU campus; or
 - May be completed with 60 semester units of study beyond the ADT, with completion ability determined by the admitting CSU campus.
- Take additional courses at the CSU campus so long as the ADT student is not required to take any more than 60 additional semester units or 90 quarter units at the CSU.

Below is a chart indicating how many ADT applicants the CSU received in fall 2016:

ADT Applications Received	28,644
Admitted on the ADT Pathway	11,368
Admitted not on the ADT Pathway	14,319
Total Admitted	25,687
Enrolled on the ADT Pathway	8,083
Enrolled not on the ADT Pathway	7,360
Total Enrolled	15,443

ADT applications are expected to rise as the community colleges offer more ADT programs and more students take advantage of this pathway. The chart below shows the growth of ADT applicants over the past six years. The blue and orange represent students transferring to the CSU with an ADT. The blue indicates students who enrolled at the CSU in a program similar to their ADT. The orange indicates students who enrolled at the CSU in a program that was not similar to their ADT.

CALIFORNIA COMMUNITY COLLEGE TRANSFER ENROLLMENT, FALL TREND



CSU Admission Eligibility

In accordance with the California Master Plan and California Education Code, the current CSU admission eligibility requirements seek to ensure that qualified applicants have access to the CSU.

First-time Freshmen

For purposes of admission, a first-time freshman is considered a student who has earned no college credit after the summer promptly following high school graduation. First-time freshmen must meet the following eligibility requirements:

- Be a high school graduate.
- Complete the 15-unit comprehensive “a-g” course pattern of college preparatory study with a grade of C or better. The “a-g” subjects are:
 - a. History/Social Science (2 years required)
 - b. English (4 years required)
 - c. Mathematics (3 years required, 4 years recommended)
 - d. Laboratory Science (2 years required)
 - e. Language other than English (2 years required, exemptions based on competence)
 - g. College Preparatory Elective (1 year required)
- Earn an eligibility index that qualifies for admission.

The eligibility index is a weighted combination of the high school grade point average (GPA) during the final three years of high school and a score on either the SAT or ACT. All grades earned in “a-g” courses taken in the sophomore, junior or senior year are used to calculate the GPA.

The CSU eligibility index formula is calculated by using either the SAT or ACT as follows:

- SAT (mathematics and evidence based reading and writing scores) + 800 x GPA
- ACT (10 x ACT composite score without the writing score) + 200 x GPA

Graduates of California high schools or residents of California, as defined for tuition purposes, must have a minimum eligibility index of 2,950 using the SAT or 694 using the ACT. Nonresidents of California, as defined for tuition purposes, must have a minimum index of 3,570 using the SAT or 842 using the ACT.

The following chart indicates 2016-2017 undergraduate applicant outcomes for first-time freshmen. The counts in the table are duplicated (i.e. a student can apply to multiple campuses and receive the same or different outcomes at each).

Term	Applied	Admitted	CSU Eligible but Denied	Denied, not CSU Eligible	No Decision (application withdrawn, incomplete, etc. before decision made)
Summer	87	85	0	0	2
Fall	587,465	302,841	148,377	74,055	62,192
Winter	115	76	1	21	17
Spring	1,921	1,094	9	215	603
2016-17 Total	589,588	304,096	148,387	74,291	62,814

Transfer Students

In accordance with the California Master Plan and California Education Code, the CSU gives the highest priority admission consideration to CCC students who have earned an ADT. All other CCC students who meet the CSU upper-division transfer admission requirements are given the next highest priority admission consideration. To qualify for admission as an upper division transfer student, applicants must meet the following requirements:

- Complete 60 or more semester (90 or more quarter) transferable units;
- Complete at least 30 semester (45 quarter) units of general education courses;
- Complete transfer courses in the following general education areas with a C- or better:
 - Written Communication
 - Oral Communication
 - Critical Thinking
 - Mathematics or Quantitative Reasoning
- Have achieved a cumulative GPA of 2.0 or better in all transferable college units attempted;
- Be in good standing at the last college or university attended.

An applicant who completes fewer than 60 semester (90 quarter) units at the point of transfer is considered a lower-division transfer student. Due to enrollment pressures, most CSU campuses do not admit lower-division transfer students.

The following chart indicates 2016-2017 undergraduate applicant outcomes for new transfers. The counts in the table are duplicated (i.e. a student can apply to multiple campuses and receive the same or different outcomes at each).

Term	Applied	Admitted	CSU Eligible but Denied	Denied, not CSU Eligible	No Decision (application withdrawn, incomplete, etc. before decision made)
Summer	310	236	0	10	64
Fall	270,835	150,506	54,580	22,489	43,260
Winter	3,074	2,037	91	547	399
Spring	38,367	22,997	4,679	4,761	5,930
2016-17 Total	312,586	175,776	59,350	27,807	49,653

Capacity

The California Master Plan and California Education Code outline concerns about both the CSU and UC reaching enrollment capacity. Within the CSU, these concerns are even more amplified today. The goal of CSU enrollment management policies is to preserve the CSU's mission of access to first-time freshmen and upper-division transfer students who meet CSU's admission requirements. However, this must be done within the constraints of systemwide and campus capacity and resources. Currently, some CSU campuses are at their physical and budgetary capacity and cannot grow in proportion to the population of CSU eligible applicants. Capacity is one of the many complex factors that campuses must take into account when determining the next class of incoming students.

Higher Education Eligibility Study

Periodically, the state requests an eligibility study to determine whether the current measures of identifying "eligible" students at the CSU and UC are consistent with the California Master Plan. These studies are conducted by collecting a sample of recent high school graduates' transcripts and testing the rates at which the two systems consider students eligible for admission. Studies were conducted in 1996, 2001, 2003 and 2007. The 2007 study was used to set the current eligibility index.

In July 2017, the Governor's Office of Planning and Research (OPR) published the California University Eligibility Study for the Public High School Class of 2015. The study found that the percentage of high school graduates eligible for the CSU has increased to 40.8 percent, above the Master Plan's recommendation of 33.3 percent. The percentage of eligible high school students has increased between 2007 and 2015, as shown in the chart below:

	Percent Eligible	
	2007	2015
All Graduates	32.7	40.8
Male	27.3	35.3
Female	37.6	46.5
Latino	22.5	31.9
Asian American	50.9	64.0
White	37.1	39.8
African American	24.0	30.0
American Indian	12.1	34.7

The eligibility study also showed that high school graduation rates have been increasing while the total number of high school students has remained relatively stable. In addition, the number of high school students who have completed the required "a-g" courses for CSU or UC admission has risen from 36 percent in 2007 to 43 percent in 2015, a record high.

The eligibility study results are being reviewed by the Office of the Chancellor, campus leadership, faculty and staff to determine the appropriate steps to consider, given demand, resources, projected increasing California workforce needs and the CSU's mission. As discussions on redirection of applications and admissions impactation policies occur, the eligibility study will be a key part of the discussion. The CSU will need to balance access for eligible first-time freshman applicants and the increasing rate of transfer applicants while ensuring CSU campuses have the capacity to provide a quality education to all students, both new and continuing.

Future Updates

At the November 2017, Board of Trustees meeting a second information item on enrollment management will be presented. This presentation will cover specific enrollment management strategies as well as a focus on the issue of impactation.

In January 2018, staff will present proposed draft policies on redirection and impactation which address the policy directives of the 2017-2018 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.

THE CALIFORNIA STATE UNIVERSITY ENROLLMENT MANAGEMENT POLICY AND PRACTICES

What Is Enrollment Management?

It is the intent of the Legislature that each California resident with the capacity and motivation to benefit from postsecondary education has the opportunity to enroll in a public four-year college. The Master Plan for Higher Education was designed to assure access to all qualified students either at the California Community Colleges, the California State University, or the University of California and delineates the roles and tasks of the segments to achieve this goal.

The goal of CSU enrollment management policies is to preserve CSU's mission to provide access to all first-time freshman and upper-division transfer students who meet CSU's admission eligibility requirements within the constraints of campus capacity and budgeted resources. Our mission requires CSU to continue to accept all first-time freshmen in the upper one-third of the state's high school graduates and all upper-division transfer students who earn a 2.0 GPA in at least 56 transferable semester units. In addition, access for certain postbaccalaureate and graduate students should be maintained. The objective is to ensure that CSU enrollment management policies enable CSU to respond to statutory requirements and trustee enrollment management policies within local circumstances.

CSU's enrollment management policies are designed to assist eligible first-time freshman and upper-division transfer students to attend their first-choice CSU campus and to enroll in their chosen major. With the exception of certain high demand majors, programs, and campuses, nearly all students who meet CSU admission requirements are admitted to their first-choice campus or major. However, when students cannot be accommodated at their first-choice campus or in their major, CSU guarantees admission to a campus within the California State University.

Therefore, enrollment management is a series of steps and strategies that campuses use at their discretion either to increase enrollment or to control enrollment by limiting the number of students admitted prior to requesting major, program, or campus impaction and the use of supplementary admission criteria to screen applicants.

In developing effective and sensible enrollment management plans, campuses must comply with state statute that outlines the enrollment priorities CSU must follow to the extent practicable. California Community College upper-division transfer students who have successfully concluded a course of study in an approved transfer agreement program receive priority over all other applicants to the CSU. In addition, campuses need to consider fall, winter, spring, and summer graduations, expected attrition (e.g., spring-to-fall and fall-to-spring), and differing and changing flows of applications and enrollment yields.

Campuses that need to manage their enrollment typically implement one or more of the following commonly used enrollment management steps:

- Cease accepting applications at the conclusion of the priority admission application filing date;
- Cease accepting applications at a date subsequent to the priority filing date;
- Cease accepting applications when a determined number of applications sufficient to fill the enrollment category has been received.

What is Impaction?

An undergraduate major, program, or campus is designated as impacted when the number of applications received from fully qualified applicants during the initial admission application filing period exceeds the number of available spaces that the campus can accommodate in the major, program, or campus given the instructional resources and physical capacity of the campus. Consideration for admission to any impacted major or campus is contingent on first meeting the regular admission requirement for the CSU. Supplementary admission criteria are used to screen all applicants for admission to impacted majors, programs, and campuses, including those students currently enrolled at the campus in other majors and seeking access to the impacted major. The initial filing periods for CSU are described below:

<u>Term</u>	<u>Initial Filing Period</u>
Fall	October 1 – November 30 of the previous year*
Winter	June 1 through 30 of the previous year
Spring	August 1 through 31 of the previous year
Summer	February 1 through 28 of the same year

* Fall applications received before October will be considered initial filing period applications and will be processed with and receive the same priority as applications received between October 1 through November 30.

When a program or campus receives more eligible applicants during the initial admission application filing period than can be accommodated, the program or campus is considered “impacted” and are authorized to use supplementary admission criteria to screen applicants. While this is an enrollment management tool because it is a strategy to control enrollment, impaction requires approval by the chancellor. Program impaction has enabled most CSU campuses to manage enrollment pressures.

Campuses with “program impaction” may include supplemental admission criteria approved by the chancellor in their enrollment management plans. Such criteria may use a multi-valued selection process developed by the faculty that combines academic factors with other objective values to comprehensively review all program applicants for admission. Applicants will compete for admission against other applicants applying to the same impacted major or program. Decisions will be based on the available spaces in each major or program. For program impaction to function effectively, campuses must be willing to evaluate change of major requests according to the supplemental admission requirements.

A campus may be designated as impacted in one or more enrollment categories only if the campus can demonstrate that it has exhausted existing enrollment capacity by implementing such approaches as flexible scheduling and year-round operations, expanding distance learning and use of technology, increasing the capacity of existing off-campus centers, establishing new centers, and using facilities imaginatively, but not at the expense of regular campus maintenance and capital outlay needs.

Campuses may use both campus impactation and program impactation simultaneously. For example, a campus could be “campus impacted” for first-time freshmen and use selected “program impactation” for upper-division transfers. In this example, both upper-division transfers and students currently enrolled at the campus would be required to meet the same supplemental admission criteria for admission to an impacted program at the upper-division level.

An important element of CSU enrollment management policy is the requirement that an enrollment category must remain open for at least the initial admission application period if the campus decides to accept any applications for that enrollment category. This alleviates the difficult problems of first come, first served. This policy allows applicants to impacted majors, programs, and campuses an equal chance during a fixed period of time to file admission applications. All students who file an admission application during the initial filing period must meet the supplemental admission criteria in effect for that major or campus.

The following are the most commonly used supplementary admission criteria that have been imposed when more admission applications are received during the initial filing period than can be accommodated and the program or campus has been designated as impacted:

- Cease accepting admission applications at the conclusion of the initial filing period;
- Require submission of the SAT I or ACT regardless of the high school grade point average;
- Rank order first-time freshmen by eligibility index;
- Set a higher minimum eligibility index than that required for CSU admission;
- Review additional characteristics such as socioeconomic or educational factors, space availability in a program or major, indications of overcoming educational obstacles, or exceptional talents; and
- Require completion of specified lower-division general education requirements for lower-division transfer applicants.

What Does the State Education Code Require CSU To Do?

The Legislature declared in Education Code § 66202 enrollment priorities that CSU must follow to the extent practicable in the following numerical order for the purpose of enrollment planning and admission priority practice at the undergraduate resident student level. This law also permits a campus to consider the overall needs of students in maintaining a balanced program and a

quality curriculum as it develops enrollment plans and implements admission priorities. The enrollment priorities are the following:

1. Continuing undergraduate students in good standing.
2. California Community College transfer students who have successfully concluded a course of study in an approved transfer agreement program.
3. Other California Community College students who have met all of the requirements for transfer.
4. Other qualified transfer students, i.e., California residents transferring from UC, independent colleges, other CSU campuses who meet admission standards.
5. California residents entering at the freshman or sophomore levels.

Section 66202 of the Education Code focuses primarily on California residents seeking admission as undergraduate students. Non-California residents (residents of other states and foreign countries) have the lowest priority.

Further, the Education Code specifies that within each of the five categories above that the following groups of applicants receive priority consideration in admission practice in the order given:

1. Veterans who are residents of California.
2. Transfers from California public community colleges.
3. Applicants who have been previously enrolled at the campus to which they are applying, provided they left the institution in good standing.
4. Applicants who have a degree or credential objective that is not offered generally at other public postsecondary institutions.
5. Applicants for whom the distance involved in attending another institutions would create financial or other hardships.

It is the intent of the Legislature that each California resident with the capacity and motivation to benefit from postsecondary education has the opportunity to enroll in a public four-year college.

While it was clearly the intent of the Legislature to ensure highest admission priority to fully qualified upper-division transfer students from California community colleges, the Legislature recognized the importance of a balanced undergraduate enrollment. The Education Code requires CSU to recognize several factors in the development and implementation of enrollment management policies. These are described below and require campuses to exercise discretion in using these policies

- CSU shall maintain an undergraduate student population composed of a ratio of upper-division to lower-division students of at least 60 to 40 percent (Section 66201.5).

- The policies must be practicable (Section 66202).
- Policies must accommodate eligible California freshman applicants as well as eligible transfer students (Section 66202.5).
- While policies should attempt to accommodate all qualified upper-division transfer students, they should not do so solely by denying places to eligible freshman applicants (Section 66201.5).
- Transfer students who meet CSU admission requirements must be accommodated within filing deadlines at the campus or major of choice unless these majors or campuses have been declared impacted (Section 66202.5).
- For impacted majors, students shall be given the opportunity to have access to the major when spaces become available, and new freshmen shall be admitted to the major in a controlled manner to ensure that all transfer students have an equitable chance of being accommodated (Section 66202.5).
- CSU must consider the overall needs of students in maintaining a balanced program and a quality curriculum (Section 66202.5)
- Campus enrollment planning processes must provide for the equitable treatment of all eligible entering freshmen, continuing students in good standing, and eligible community college transfer students with regard to accommodation in majors (Section 66202.5).

Therefore, while California residents entering at the freshman or sophomore levels are accorded lowest admission priority, freshmen are not and cannot be excluded entirely from admission. While a campus could possibly meet its enrollment target by admitting students entirely from the first and second priorities (i.e., continuing undergraduate students and new upper-division transfer students), it should not do so because of the additional admonishments and directives specified by the Legislature.

What Does Trustee Enrollment Management Policy Require CSU To Do?

Trustee Policy: Title 5, § 40650, Establishment of Enrollment Quotas

In response to Section 66202 of the Education Code, the CSU Board of Trustees established an enrollment management policy that opens with the following statement:

Admission to a campus shall be limited on the basis 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.
(Title 5, § 40650, Establishment of Enrollment Quotas)

The Trustees authorized the chancellor to provide for the establishment of enrollment quotas for the CSU for any of the following enrollment categories. The following four enrollment categories are described in Executive Order 563 (January 1, 1991), *Impacted Programs and Campuses*:

- Academic area
 - Discipline
 - Division
 - Major
- Class level
 - Continuing students (all levels, undergraduate, postbaccalaureate, graduate)
 - First-time freshmen
 - Lower-division transfer students
 - Upper-division transfer students
 - Postbaccalaureate/graduate students
- Program
 - Campus-defined activities apart from those defined by discipline, division, or major, e.g., Educational Opportunity Program, athletics, etc.
- Residence status

In establishing quotas for these categories, the Trustees directed campuses to place primary emphasis upon the allocation of resources at the upper-division level in order to facilitate the accommodation of California public community college transfer students.

Trustee Policy: Enrollment Management Principles

At its March 15, 2000 meeting, the Trustees adopted principles effective with students seeking admission to the CSU for fall 2001 to aid the chancellor and campuses in carrying out the mission of the CSU and to ensure that CSU campuses continue to comply with the provisions of the Master Plan for Education. When the Board of Trustees adopted its enrollment management policy in March 2000, it reaffirmed that upper-division California Community College transfers who are California residents have the highest priority for admission, that all CSU-eligible freshmen who are California residents are accommodated somewhere in the system, that all CSU-eligible students who are California residents are guaranteed admission to at least one local CSU campus, and that campuses must maintain a balanced program and achieve diversity as admission priorities are implemented.

In response to questions raised about some aspects of the policy since its implementation, the Board Trustees modified the enrollment management policy at its September 2002 meeting to clarify the following policies: (1) improvement in communication of campus admission policies and procedures, especially policies regarding local admission guarantees, (2) access to programs and majors that may not be available at an applicant's local CSU campus, (3) role of presidential advisory groups to assist the campus in the identification of effective enrollment management policies that recognize broad community interests, and (4) expanded analysis and reporting on the effect of enrollment management policies on students. The following enrollment management policy is effective with students seeking admission to the CSU for fall 2003.

Campus Enrollment Management Plan

- Each CSU campus shall develop and adopt a strategic, long-range enrollment management plan that addresses student outreach, recruitment, admission, retention, graduation, and qualitative measures of student success.
- A campus's enrollment management plan shall address equal educational opportunities for all admitted and enrolled students, accommodation of eligible first-time freshman and upper-division transfer students, diversity, and local, regional, and statewide service, consistent with California's Master Plan and a campus's mission and location.
- Enrollment management plans should incorporate projections of student demand and be coordinated with academic planning regarding the size of existing and proposed majors and programs. They should be coordinated with instructional resources and physical facilities requirements, including creative ways to meet demand, including flexible scheduling and year-round operations, distance learning and use of technology, and off-campus centers as appropriate to the campus mission and location.
- CSU outreach, admission, and retention policies shall continue to provide encouragement, support, academic and counseling services, and access to students traditionally underrepresented in California higher education toward the goal of enrolling a student population reflective of campus's local regions and California's growing diversity. To ensure that each campus works toward this goal within its local region, the Office of the Chancellor will coordinate all statewide efforts related to these services.

Presidential Enrollment Management Advisory Groups

- To assist the campus in the identification of effective enrollment management policies, new or existing, that address the education needs of the local, regional, and state student population in terms of outreach, admission, and enrollment, each campus president shall appoint and consult with a presidential advisory group.
- The members of the presidential advisory group shall include faculty, students, administrators, representatives of educational institutions from the campus's local region, and local community leaders representing broad community interests.
- In selecting members of the presidential advisory group, sensitivity to the cultural diversity of the campus and participants' cultural competence will be essential.

Major/Program Impaction

- CSU campuses may pursue program impaction for those majors and programs receiving more fully eligible applicants than can be accommodated.
- CSU campuses shall utilize major and program impaction where appropriate prior to requesting campuswide impaction.

- Supplemental admission criteria shall be used to screen both local and out-of-region applicants for impacted majors and programs.
- Applicants to impacted majors or programs must meet the supplemental admission criteria for that major or program.

Campus Impaction

- Campuswide impaction shall be authorized only when major and program impaction is inadequate to cope with an excess number of fully eligible applicants.
- A campus may be designated as impacted campuswide only if the campus can demonstrate that it has exhausted existing enrollment capacity by implementing such approaches as flexible scheduling and year-round operations, expanding distance learning and use of technology, increasing the capacity of existing off-campus centers, establishing new centers, and using facilities imaginatively, but not at the expense of regular campus maintenance and capital outlay needs.
- CSU-eligible local first-time freshman and local upper-division transfer students shall be admitted to an impacted campus on the basis of established CSU system admission policies.
- Out-of-region applicants shall be admitted to an impacted campus on the basis of CSU system admission policies and supplemental admission criteria.
- Admission to an impacted campus does not include assurance of admission to a specific program if that program is impacted.
- If a major or program is not offered as part of the curriculum at an applicant's local impacted CSU campus, CSU-eligible first-time freshman students are guaranteed admission to a CSU campus immediately adjacent to the applicant's local region if it offers that major or program.
 - Depending upon enrollment demand at the immediately adjacent CSU campus, the applicant may be required to enroll in his/her local CSU campus to complete lower-division requirements. The student will then be guaranteed admission as an upper-division transfer student at the immediately adjacent CSU campus.
 - Should the student apply to any other CSU campus, (s)he will be treated as an out-of-region applicant.
 - Students wishing to change their major or program after enrolling at the immediately adjacent CSU campus may be required by the campus to petition for approval of a change in major.
- If a major or program is not offered as part of the curriculum at an applicant's local impacted CSU campus, CSU-eligible upper-division transfer students are guaranteed admission to a CSU campus immediately adjacent to the applicant's local region if it offers that major or program.

- Should the student apply to any other CSU campus, (s)he will be treated as an out-of-region applicant. Students wishing to change their major or program after enrolling at the immediately adjacent CSU campus may be required by the campus to petition for approval of a change in major.

Local Admission Guarantee

- The local admission guarantee applies only to impacted campuses, not to impacted majors and programs.
- Local CSU-eligible first-time freshman and local upper-division transfer students shall be admitted to a local CSU campus on the basis of established CSU system admission policies.
- “Local” first-time freshmen are defined as those students who graduate from a high school district historically served by a CSU campus in that region.
- “Local” upper-division transfer students are defined as those who transfer from a community college district historically served by a CSU campus in that region.
- The boundaries of a campus’s local region shall contain the entire territory of the school district or community college district in which the local high school or community college campus is located.

Communication of Campus and Major/Program Impaction

- Campuses approved by the chancellor to implement supplemental admission criteria shall provide public notice to all students who may be affected by these criteria, parents/families, and appropriate education agencies twelve months prior to the term in which the supplemental admission criteria take effect.
- The local admission guarantee to campuses designated as impacted shall be announced and figure prominently in all campus recruitment, outreach, and admission materials. (The local admission guarantee does not apply to impacted majors and programs.)
- In unusual circumstances in which a campus must respond to unanticipated enrollment pressures, a campus may implement enrollment management strategies or supplemental admission criteria without a twelve-month notice with the approval of the chancellor in accordance with Board of Trustee policy and following consultation with the presidential advisory group.
 - In such instances, the campus shall notify immediately (1) local K-12 schools and community colleges that serve local students and (2) all applicants affected by the change.
 - Students whose street or e-mail addresses are on file at the campus will be notified directly.

- Local media announcements shall be used to inform the broader community and students and their families who may not have yet been in direct contact with the campus.

Communication of Campus Admission Policies and Procedures

- The enrollment target of each campus and its off-campus centers will be established and publicized ten months prior to the beginning of each academic year.
- Each campus shall maintain a process by which students can receive information about the status of their application for admission, reasons for denial of admission, and a process to appeal admission decisions.

Analysis and Reporting of Campus Enrollment Management Policies

- The effects of the Trustee enrollment management principles and other CSU admission policies and practices shall be monitored carefully and reported by the chancellor on at least an annual basis to ensure that CSU continues to honor its Master Plan obligations in a clear and consistent way.
- This report will include but is not limited to the examination of campus-based services and programs to assist students at affected campuses, analysis of the impact of approved pilot programs and supplemental criteria on student enrollment, and data on the racial and ethnic composition of the student population at campuses implementing enrollment management policies.

Enrollment Management Options that May be Utilized at Campus Discretion

A number of steps may be taken to control enrollment at campus discretion prior to impaction and the use of supplementary admission criteria to screen applicants to majors, programs, class levels, and campuses. The following approaches enable CSU campuses to manage enrollments in compliance with provisions of Section 66202 of the Education Code, Title 5, and CSU Board of Trustee policies:

- **Establish zero quotas** (accept no applications) for a particular enrollment category or for a specific term, e.g., academic major, program, class level (first-time freshmen, lower-division transfers, upper-division transfers), student resident status (non-California residents), spring term.
- **Cease accepting applications** any time after the end of the initial application filing period. Application quotas may be set for departments, schools, or class levels. Acceptance of applications may stop any time quotas are reached after the first month of the filing period. Therefore, after the first month of the filing period, a campus may stop accepting applications on a given date or when it has received a number of admission applications necessary to meet its enrollment target.

- **Establish prerequisites** for admission to upper-division status, e.g., to gain access to upper-division courses, an applicant may be required to have completed a minimum of 60 rather than 56 transferable units with grades of C or better, 39 semester units of courses equivalent to general education requirements, pass a required lower-division prerequisite course with a grade of C or better, and have completed an additional 6 to 9 units of prerequisite courses with grades of C or better. This option may be used if a program or campus is not impacted because a quantitative requirement is being imposed (e.g., completing a minimum number of units with a grade of C or better which is the minimum grade average needed to qualify for graduation) rather than a qualitative standard (e.g., requiring grades higher than C) which is permitted only if the program or campus is impacted.
- **Geographical proximity** to the campus can be used to grant priority to applicants from the campus's local region high schools and community colleges.
- **Suspend or limit special admission.**
- **Establish application file completion deadlines** so the campus may make admission decisions in a timely manner for advising and registration purposes.
- **Enforce academic disqualification policy** more strictly, including conducting mid-year disqualification and imposing higher standards for immediate reinstatement.

Campuses may use the enrollment management options described above to implement the following types of enrollment management steps:

- Accept no admission applications from lower-division transfer students.
- Control access of non-California resident students.
- Reduce the number of postbaccalaureate/graduate students.
- Admit only on a space-available basis "special program" applicants, e.g., senior citizen, step-to-college, auditor.
- Accept no mid-year admission applications.
- Accept no admission applications from postbaccalaureate students seeking a second baccalaureate degree, postbaccalaureate students without a degree or credential objective, or unclassified graduate students.
- Require a registration deposit to verify intent to enroll.

Examples of Enrollment Management Strategies

In order to implement an effective enrollment management model to comply with Section 66202 campuses can employ a variety of enrollment management practices that are reflected in the following examples:

Example 1: Nonresident Students

Parents and public policy makers are sensitive about admitting domestic and foreign nonresidents when limited spaces are available. Therefore, campuses that need to control enrollment may eliminate or seriously reduce the admission of nonresident students, domestic and foreign. Although this may represent a small number of students (less than 5 percent), it does provide some spaces for California residents and prevents a serious public relations problem.

Example 2: Reduce First-Time Freshmen

State law assigns freshmen the lowest admission priority. Therefore campuses may reduce but should not eliminate first-time freshmen due to the sensitivity of the Legislature. In absolute terms, strictly following the priority established by statute for an extended period of time could result in a 100:0 ratio of upper-division to lower-division students. This was not the intent of the Legislature or the desire of the CSU.

Example 3: Lower-Division Transfer Students

Lower-division transfer students have other options, e.g., they can continue their studies at a community college. Therefore, campuses that need to manage enrollment may eliminate or reduce the admission of lower-division transfer students. However, it is important for campuses that plan to eliminate or reduce the admission of lower-division transfer students to consult with community colleges from which they receive most of their transfer students. Historically, community college presidents have supported CSU campuses that restrict the enrollment of lower-division transfer students to ensure access for upper-division transfer students.

Example 4: Require Completion of All Lower-Division GE/Breadth Requirements Prior to Transfer

A campus may require that all 39 semester units of lower-division general education/breadth requirements be certified as complete by the community college prior to a student's transfer. CSU's graduation requirements include completion of 39 hours of lower-division general education/breadth courses and students transferring without certification have to complete the missing lower-level courses at the CSU campus, thereby placing an unnecessary burden on the campus' GE program.

Example 5: Unclassified, Postbaccalaureate Students

Postbaccalaureate students seeking a second baccalaureate degree, postbaccalaureate students without a degree or credential objective, and unclassified graduate students may be assigned low admission priority when enrollment must be controlled. Campuses may process postbaccalaureate and graduate applications on a programmatic need basis in priority order such as the following:

1. First-time, new-type teacher credential candidates;
2. Other teacher credential candidates;
3. Joint Ph.D./Ed.D and masters classified graduates;
4. Unclassified postbaccalaureate/graduate applicants; and
5. Second baccalaureate candidates.

Example 6: Require Completion of Prerequisites for Enrollment in Courses with Excess Demand to Avoid Major or Program Impaction

A campus may require that students complete satisfactorily specified prerequisites for enrollment in courses that may be entry level courses in a major or program that has excess demand. For example, a campus may require, prior to enrollment, (1) that a student has completed with a grade of C or better one or more prerequisite courses, (2) satisfactory completion of a placement examination appropriate to the course, e.g., foreign language, science, and/or (3) appropriate certification or licensure.

Example 7: Admit and Retain Only Academically Qualified Students

Admit only full-eligible applicants by allowing no special admission for first-time freshmen or special circumstances, e.g., “S” code for upper division transfer students. In addition, campuses can enforce campus academic disqualification policies.

COMMITTEE ON EDUCATIONAL POLICY

Student-Athlete Academic Support

Presentation by

Ray Murillo
Director of Student Programs
Student Academic Support

Dianne Harrison
President
California State University, Northridge

Anita Barker
Athletic Director
California State University, Chico

Nico D'Amato
Student-Athlete
California State University, Fullerton

Summary

Intercollegiate athletics provides opportunities for student-athletes to connect with the university in a meaningful way by developing a sense of belonging and creating an environment that motivates them to persist academically and graduate. At the California State University (CSU), student-athlete academic support services meaningfully contribute to the success of these students.

Comparing the 2009 cohort of CSU student-athletes to the 2006, cohort, the graduation rate has continued to increase and continues to be higher than the overall CSU graduation rate. It is notable that the differential between student-athletes and all students has narrowed. Over this period, many student-athlete academic support services have been identified as models of support and ultimately expanded to serve a broader population of students as part of ongoing student success efforts.

Athletics Associations and Divisions Overview

The primary athletic associations that govern collegiate sports are the National Collegiate Athletic Association (NCAA) and the National Association of Intercollegiate Athletics (NAIA). The NCAA is comprised of three divisions; the NAIA is comprised of two divisions.

As evident in the chart below, of the 22 CSU campuses that have athletic programs (all except for Channel Islands), 21 are members of NCAA (nine in Division I; 12 in Division II; and none in Division III), and one is a member of NAIA Division II.

<i>Campus</i>	<i>Athletic Association</i>	<i>Division</i>
<i>Channel Islands</i>	n/a	n/a
<i>Maritime Academy</i>	NAIA	II
<i>Fresno</i>	NCAA	I-A
<i>San Diego</i>	NCAA	I-A
<i>San Jose</i>	NCAA	I-A
<i>Sacramento</i>	NCAA	I-AA
<i>San Luis Obispo</i>	NCAA	I-AA
<i>Bakersfield</i>	NCAA	I-AAA
<i>Fullerton</i>	NCAA	I-AAA
<i>Long Beach</i>	NCAA	I-AAA
<i>Northridge</i>	NCAA	I-AAA
<i>Chico</i>	NCAA	II
<i>Dominguez Hills</i>	NCAA	II
<i>East Bay</i>	NCAA	II
<i>Humboldt</i>	NCAA	II
<i>Los Angeles</i>	NCAA	II
<i>Monterey Bay</i>	NCAA	II
<i>Pomona</i>	NCAA	II
<i>San Bernardino</i>	NCAA	II
<i>San Francisco</i>	NCAA	II
<i>San Marcos</i>	NCAA	II
<i>Sonoma</i>	NCAA	II
<i>Stanislaus</i>	NCAA	II

National Collegiate Athletic Association

The National Collegiate Athletic Association (NCAA) is the largest athletic governing body. The NCAA governs approximately 1,200 schools, 23 sports and nearly 500,000 student-athletes. Each year, the NCAA distributes approximately \$1 billion in athletic scholarships.

Progress-toward-degree requirements at NCAA schools ensure that student-athletes are taking appropriate steps toward earning their degree. Standards include minimum GPA, term-by-term requirements and annual credit hour requirements.

Division I schools are required to track their Academic Progress Rate. Teams that underperform academically are subject to penalties including practice and competition limitations, coaching suspensions and financial aid reductions. Two-year and four-year transfer student-athletes are also required to meet certain progress-toward-degree benchmarks at the time of transfer.

Student-athletes at Division II schools are also required to meet specific progress-toward-degree requirements. These requirements ensure that student-athletes take the appropriate steps toward their degree and include GPA and term-by-term and annual credit hour requirements.

National Association of Intercollegiate Athletics (NAIA)

The NAIA is smaller than NCAA, with 300 school members, 13 sports and approximately 60,000 student-athletes. More than 90 percent of schools in the NAIA offer athletic scholarships. To compete, student-athletes must be making standard progress toward a baccalaureate degree. They must also meet freshman and/or continuing eligibility rules. Once student-athletes reach junior year they must maintain a 2.0 grade point average. Eligibility is reviewed at the end of every term.

Supporting Student-Athlete Achievement

Although not all CSU campuses are affiliated with the same athletic association or division, all student-athletes, regardless of the campus at which they are enrolled, are expected to maintain academic standards and continue to progress toward a degree. All CSU campuses have programs and initiatives aimed at supporting their success.

CSU campus athletic programs provide academic support services for more 7,000 student-athletes systemwide, ensuring they are succeeding academically. Examples of the academic support services provided to student-athletes include:

- ***New Student-Athlete Orientations*** – The orientations help student-athletes transition into the university by providing information about programs, services and activities, reviewing campus policies and procedures and, most importantly, assisting them with registering for classes.
- ***Academic Advising, Graduation Planning and NCAA Academic Eligibility*** – All student-athletes meet with their assigned academic counselors regularly. Academic counselors assist with degree program planning, including assistance in identifying and clarifying educational and vocational goals, major and career planning, course sequencing and selection, assistance in interpreting NCAA academic rules of eligibility, overall assistance with university regulations and baccalaureate degree requirements, and interpreting university degree audits.

- ***Opportunities in Life Skills Development*** – The purpose of the Life Skills program is to provide student-athletes the opportunity to develop holistically as individuals, pursue positive opportunities and have confidence in their abilities as they face the future through a variety of programs and workshops that encourage emotional well-being, leadership, and personal and professional growth.
- ***Coordination and Referral for Services*** – Staff make referrals to the Services for Student with Disabilities and coordinate services if a student-athlete requests accommodations.
- ***Tutorial Assistance and Computer Access*** – In collaboration with campus tutoring centers, the Student-Athlete Services departments offer tutoring services in all areas of general education and various major courses.

At CSU Fullerton, a NCAA Division I school, Athletics Academic Services work closely with faculty, coaches and other student support services to ensure the academic success of student-athletes. It is mandatory for all new and continuing student-athletes to meet with an Athletics Academic Services counselor at least once per semester for general education academic advisement. Additionally, once student-athletes have declared a major, they must also meet with their major advisors at least once per semester to ensure they are making satisfactory progress toward graduation in major coursework. Student-athletes are advised to select courses which will not only help them maintain athletics eligibility, but also lead them directly to graduation.

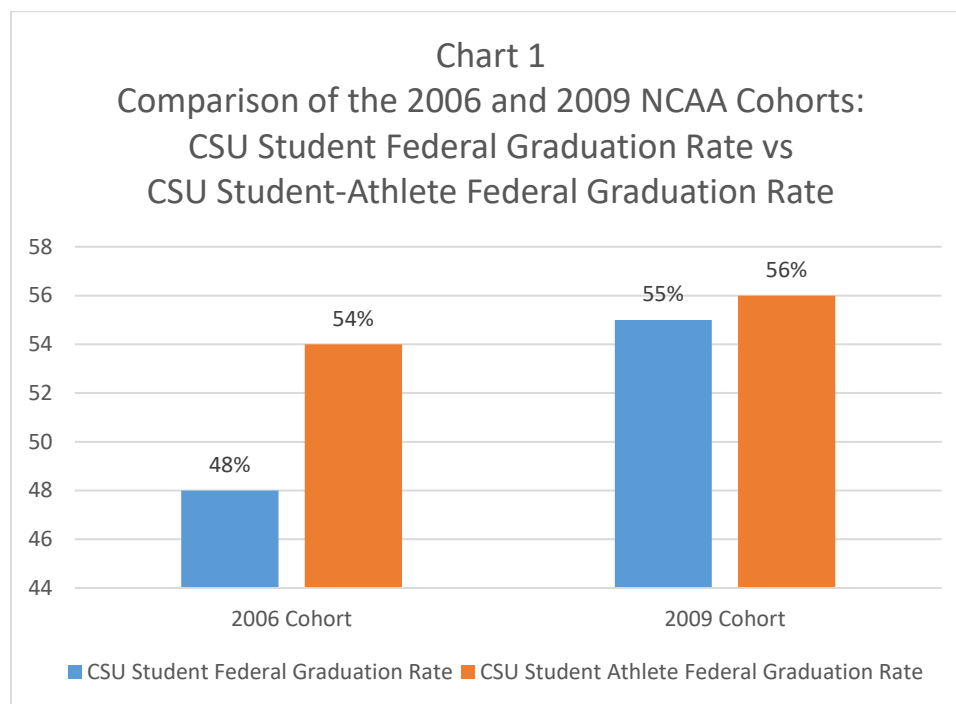
All first-time freshman student-athletes are strongly encouraged to take University 115, a course designed to help student-athletes develop skills in personal, academic, career and community service success. The course is available for interested transfer student-athletes as well.

Regular individual meetings with academic counselors are designed to facilitate the development of study skills, such as note-taking, effective reading strategies, test preparation, and time management. Referrals to tutoring provided by Athletics Academic Services or other campus resources are made on an individual basis. Tutoring is provided to student-athletes through the University Learning Center, Writing Center, Math Lab and Tutoring Center and the Opportunity Center for Student Success. For more specialized needs, Athletics Academic Services arranges one-on-one tutoring for student-athletes.

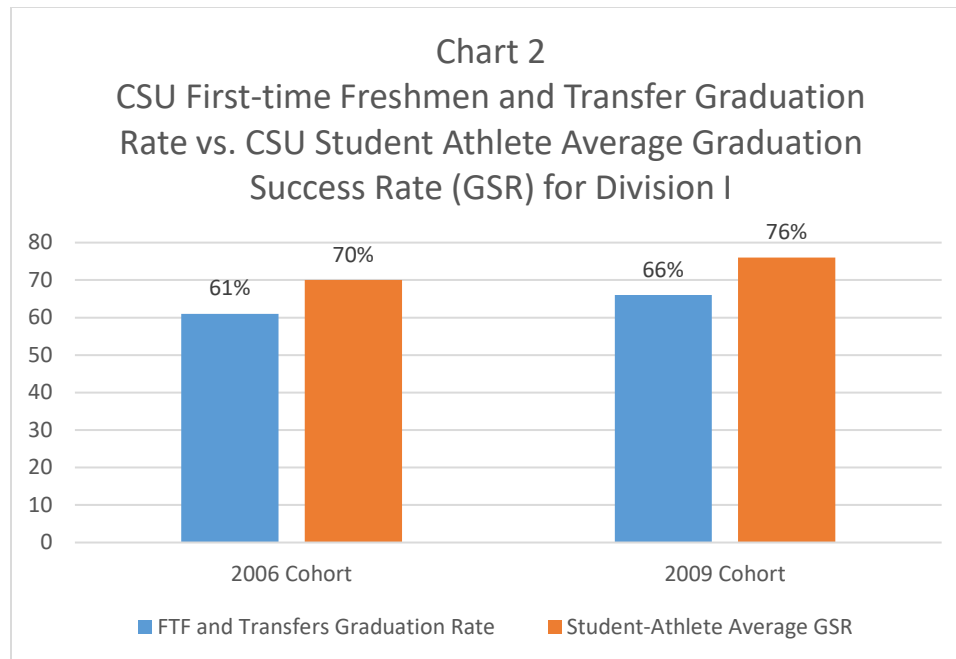
Student-athletes whose cumulative grade-point average falls below a 2.5 are required to complete mandatory study hall hours each week. Student-athletes may also be required to attend study hall if their Athletics Academic Services counselor and/or coach determine it would facilitate their academic success.

Student-Athlete Graduation Rates

Data collected from the NCAA indicate that the student-athlete academic support services are having a positive impact on student-athlete graduation rates. Based on NCAA data, nationwide, student-athletes graduate at higher rates than the overall student population. This is consistent for CSU student-athletes. The Federal Graduation Rate (FGR) comparison in Chart 1 shows a marginal increase for student-athletes between the 2006 and 2009 cohorts. Even with the significant increase in the FGR for all students, student-athletes continue to perform better.



The Graduation Success Rate (GSR) was developed by the NCAA for Division I as a more effective measure of student-athlete academic success. The GSR includes first-time freshmen, transfer students and mid-year enrollees. Chart 2 compares a combined CSU first-time freshmen and transfer student graduation rate with the CSU student-athlete average GSR. When reviewing the 2006 cohort and the 2009 cohort, both student populations experienced graduation rate increases and, again, the student-athletes out-performed the overall student population.

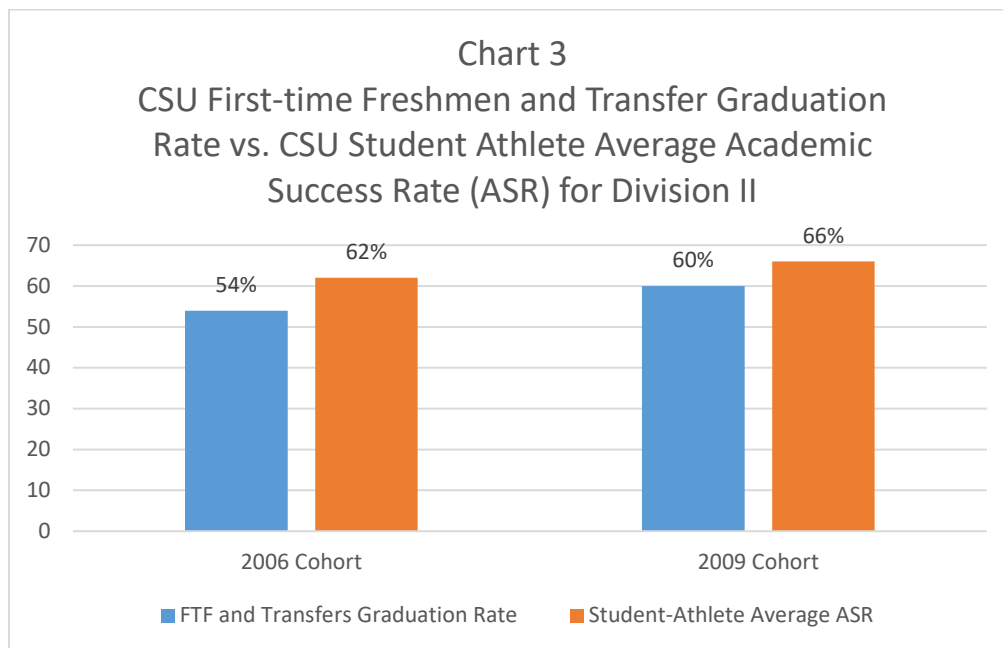


Another academic measure for Division I schools is the Academic Progress Rate (APR). The APR holds institutions accountable for the academic progress of their student-athletes through a team-based metric that accounts for the eligibility and retention of each student-athlete for each academic term. A minimum APR of 930 is used to determine postseason eligibility and assessing penalties such as practice hour reductions, competition reductions, coaching suspensions, financial aid reductions and restricted NCAA membership. As shown in Table 1, CSU NCAA Division I campuses are well above the 930 minimum.

Table 1

<i>Campus</i>	NCAA Average Academic Progress Rate	
	2006 Cohort	2009 Cohort
<i>Cal Poly San Luis Obispo</i>	975	969
<i>CSU Bakersfield</i>	940	966
<i>CSU Fresno</i>	976	983
<i>CSU Fullerton</i>	969	969
<i>CSU Northridge</i>	967	970
<i>Sacramento State</i>	973	978
<i>CSU Long Beach</i>	976	983
<i>San Diego State University</i>	965	982
<i>San Jose State University</i>	968	976
<i>CSU Average</i>	968	975

For Division II schools, the NCAA developed the Academic Success Rate (ASR) to measure student-athlete academic success, which is similar to the GSR. Chart 3 compares a combined CSU first-time freshmen and transfer student graduation rate with the CSU student-athlete average ASR. Once again, both student populations experienced graduation rate increases when comparing the 2006 cohort with the 2009 cohort, and the student-athletes performed better in both cohorts.



Conclusion

Many of the best practices developed to ensure that student-athletes have the academic support they need are now being deployed across campuses for the benefit of all students as part of campus student success efforts. The data indicates that this is having an impact; showing that the graduation rate differential between student-athletes and the total student population is narrowing while both graduation rates are continuing to increase.

As part of Graduation Initiative 2025, campuses will continue to expand these student-athlete academic support services, reaching larger populations of students. Practices such as intrusive academic advising, financial literacy, time management and study skills workshops and early warning systems proved to be successful in supporting student-athletes and are now being implemented on campuses to help all students be successful and ultimately earn a timely, highly-value degree.

COMMITTEE ON EDUCATIONAL POLICY

Research, Scholarship and Creative Activities

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Ganesh Raman
Assistant Vice Chancellor
Research

Background

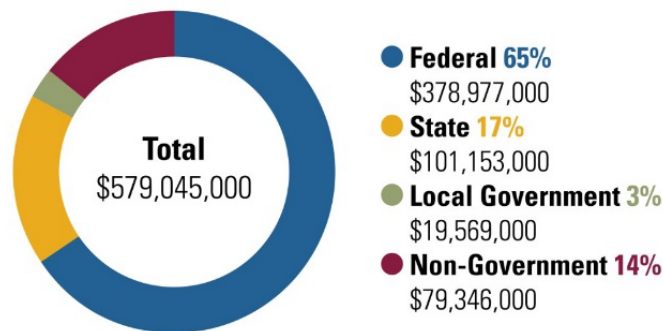
Research, scholarship and creative activities are essential components of the California State University. Through these activities, the CSU supports and engages students, promotes faculty excellence and addresses the needs facing California and local communities.

As we work toward achieving the Graduation Initiative 2025 goals of student success, reducing time to degree, increasing graduation rates and closing equity and achievement gaps, research, scholarship and creative activities are “high-impact practices” to help achieve this end. At the CSU, research and scholarly and creative activity connects students with their studies, deepens their learning and understanding and provides them more interactions with faculty.

External Funding

In 2015-16, the most recent year for which data are available, the total amount of external funding—grant and contract revenue—for the CSU was \$579 million. This is an increase from the previous year’s \$567 million in external funding. Unlike general funds that are used exclusively for basic university operations, faculty compete for these external funds, which are used for innovative projects that benefit local communities and prepare students for 21st century careers.

CSU Research & Sponsored Programs 2015-16



Research

During the 2015-16 fiscal year, approximately 65 percent of CSU external funding came from federal sources. Federal agencies from which our faculty have secured funding include the National Institutes of Health (NIH), the National Endowment for the Arts, the National Science Foundation (NSF), the United States Department of Education and the National Aeronautics and Space Administration (NASA).

Several of the largest and most prestigious grants and contracts received are included below.

National Institutes of Health-funded Building Infrastructure Leading to Diversity (NIH BUILD)

Work continues at the three CSU campuses (Long Beach, Northridge and San Francisco) that received a total of \$61 million from NIH to enhance workforce diversity in biomedical research, in conjunction with their subcontractor partners at the University of California (UC). The NIH BUILD program supports the educational success of students from historically underserved communities, preparing them for graduate school and careers in biomedical research. Campus activities funded through the award include mentoring, undergraduate research and career preparation. The same three campuses are in the process of preparing proposals for additional, follow-up funding.

Hispanic Serving Institutions (HSIs)-STEM Grants

In 2016, 12 CSU campuses that have been recognized as HSIs received more than \$66 million from the U.S. Department of Education for use over the next five years. These funds will be used to increase Latino student success and degree completion in science, technology, engineering and mathematics (STEM) fields and develop model transfer pathways for STEM between community colleges and the CSU.

San José State University-NASA Human Factors Partnership

In 2017, NASA awarded Dr. Sean Laraway, professor of psychology, San José State University, a five-year, \$88 million cooperative agreement titled “*Human Systems Integration: Collaborative Human Factors Research to Improve the Safety, Efficiency, and Reliability of NASA’s Aeronautics and Space Missions*” to conduct research in the areas of human-automation teaming/interaction, human-computer interaction, and individual/team factors in human performance, all areas vital to NASA’s mission objectives. This agreement provides internship opportunities for students from the San José, Monterey Bay and Long Beach campuses.

San Francisco State University’s Romberg Tiburon Center

Urban coastal regions, such as the San Francisco Bay Area, face challenges related to global changes, including climate change, rising sea levels and ecosystem shifts. A new initiative at San Francisco State University’s Romberg Tiburon Center, funded by a \$2.9 million National Science Foundation (NSF) grant, will train students to enter the workforce ready to help these regions adapt to and mitigate these changes. With this funding, the center will launch a new graduate program in marine and estuarine science that will prepare students for careers focused on finding innovative, evidence-based solutions for the environmental challenges facing urban coastal communities. This is the first NSF Research Traineeship (NRT) grant award made to a non-Ph.D granting institution.

Scholarship

Faculty scholarship benefits students, especially to the extent that faculty weave their research into the curriculum and include students in the research and scholarship process. From 2011-16, CSU faculty authored 33,000 journal publications, the majority of which included student coauthors. CSU faculty routinely engage in intersegmental collaboration, with 20 percent of research publications based on joint research with the University of California.

Creative Activities

Creative activities are subject to discipline-specific standards for judging academic excellence. Faculty artistic contributions undergo peer evaluation, can qualify for funding from nationally competitive grants, may be included in scholarly conferences and journals, and may be judged by specific criteria for tenure and promotion.

For example, Fran Siegel, a professor in the School of Art at CSU Long Beach, received a Fulbright award in 2015-16, which allowed her to research the ancestral Bahian landscape of the African diaspora for a solo exhibition at the University of California, Los Angeles Fowler Museum in 2017. Siegel also has a solo exhibition of her work, “Infrastructure,” at the Lesley Heller Workspace in New York and was included in the exhibition “Seeing the Light” in the Haaga Gallery in Descanso Gardens last winter.

Also at CSU Long Beach, Ezra LeBank, head of Movement and assistant professor of Theatre Arts, developed an acrobatic show, *Flight*, that will run from September 24-30 at the Barrow Street Theatre, an Off Broadway theatre venue in New York City. In 2015, the show was nominated for Best Show, Best Family Show and Best Performance in a Family Show at the Edinburgh International Fringe Festival. The show was written by LeBank and directed by Olivia Trevino, a guest director at CSU Long Beach. The cast and crew comprised students, faculty and alumni.

Systemwide Collaborations

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

The CSU currently has nine centers that span multiple campuses and conduct research on a breadth of topics. These include:

- Agricultural Research Institute
- Council on Ocean Affairs, Science and Technology
- CSU Program for Education and Research in Biotechnology
- California Desert Studies Consortium
- CSU Institute for Palliative Care
- Moss Landing Marine Laboratories
- Ocean Studies Institute
- Social Science Research and Instructional Council
- Water Resources and Policy Initiatives

Opportunities for Skills Development and Sharing of Best Practices

To help faculty learn new skills, hone existing ones and share best practices across the system, the Office of the Chancellor provides a number of professional development opportunities. These opportunities assist faculty with their research efforts and in the classroom.

For example, in spring 2017, the Office of the Chancellor organized a systemwide webinar for faculty aimed at supporting the development of research proposals. The webinar was recorded and shared with faculty who were unable to participate.

Staff in the Office of the Chancellor also offered mentoring for faculty and staff from all campuses, providing proposal-writing best practices and providing individualized feedback on a specific proposal. Approximately 65 percent of participants applied for grants with NSF and 18 percent applied with NIH. Other granting agencies included the Spencer Foundation, U.S. Department of Defense and the California Department of Food and Agriculture. Below is a chart that shows some of the disciplines and grant topics of mentoring participants:

Discipline	Sample Topics
Science	<ul style="list-style-type: none"> Alzheimer's treatment Artificial intelligence for songwriting and to assist in medical decision-making Behavior change using mobile learning Battery design and materials improvement IT: network efficiency; cloud policy-driven automation; programming language automation Disease ecology for Lyme's disease Photochemical desymmetrization Train STEM teachers Using greywater to produce specialty crops
Education	<ul style="list-style-type: none"> Caregivers for children with disabilities Diversity and cultural competency pedagogy Mobile learning for disability and race Train STEM teachers
Engineering	<ul style="list-style-type: none"> Aptamer-based biosensor for cancer treatment Energy harvesting Engineered regenerative systems for cardiac patients Materials engineering for batteries Mobile learning laboratories Smart buildings—energy efficiency and security
Technology	Overlaps with engineering
Social Science	<ul style="list-style-type: none"> Addressing residential segregation using Census data Diversity and youth empowerment EEG for time-frequency representation analysis Caregiving: Gerontological; mobile learning for mental-health caregivers
Mathematics	<ul style="list-style-type: none"> Training STEM teachers

In August 2017, the CSU held a systemwide STEM conference, which provided an opportunity for faculty and staff to share best practices throughout the system related to STEM education. Twenty-eight speakers from across the CSU presented on a wide variety of topics related to STEM, with key takeaways for student success, including:

- Undergraduate research plays a key role in student success.
- Interdisciplinary and multi-disciplinary collaboration are the future of research and learning.

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- Active learning (interactive, hands-on, experiential and immersive learning opportunities) dramatically improves learning quality.
- CSU research strengths include its variety, adaptability, hands-on research opportunities and ease of student engagement.
- Residential and orientation programs help students adjust to college life, thereby facilitating their learning experience.
- Community and mentoring encourage persistence and improve completion rates for students.

Conclusion

CSU research, scholarship and creative activities contribute to the intellectual and creative vibrancy of campus life and offer solutions to real-world problems. They are integral to the success of Graduation Initiative 2025 and to fulfilling the CSU mission of student success, faculty excellence and service to California.