

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR



August 2, 2005

MEMORANDUM

TO: CSU Presidents

Coded Memo: AA-2005-21

FROM: Charles B. Reed
Chancellor

A handwritten signature in black ink, appearing to read "Charles B. Reed", is written over the typed name and title.

SUBJECT: Facilitating Graduation

In 2003, the CSU Board of Trustees adopted a vigorous initiative with three related first-priority goals. These are (a) to help students to matriculate as California State University freshmen well-prepared for university-level work; (b) to enable students in their lower-division work at California Community Colleges to follow optimal pathways in beginning the undergraduate major; and (c) to encourage and support students in following efficient pathways to the degree during their careers at CSU campuses. In this, CSU means to assist students toward the achievement of their own highest-priority goal of attaining the baccalaureate by enabling them to complete their degree requirements in the most direct manner. With increased graduation efficiency and rates, CSU campuses may accommodate more Californians who seek a university degree, while assuring that publicly provided resources are wisely invested.

Campus responses to the Board's interest began even prior to the formal adoption of the Trustees' initiative. Upon adoption of the 2002 systemwide task force report on facilitating graduation, campuses completed plans for implementing key recommendations for providing students with well-supported, efficient pathways to the degree. These included the development of campus "road maps" to degrees in each major, degree audits by means of which students could know in detail their own progress to the baccalaureate, improvements and fresh campus emphasis upon advising, and more. Plans developed by each CSU campus were forwarded to the Office of the Chancellor in late Fall 2003.

Since early 2004, the Chancellor's Office, at the urging of the Board of Trustees, has searched for ways further to encourage and monitor campus progress. Partly owing to the unevenness across the plans of the 23 campuses

and partly due to Board of Trustees desire to raise even higher the priority of the graduation initiative, the last half year was spent refining current actions and identifying additional actions that all campuses should embrace.

Twenty-two recommendations that set forth strong campus practices for facilitating student progress to the baccalaureate degree were presented to the Board at its May meeting. The listed practices had been widely and positively discussed by all CSU constituencies and drew explicitly upon CSU Academic Senate recommendations. At its May 10-11, 2005 meeting, the Board reviewed the list, and adopted the following resolution:

RESOLVED, That the Board of Trustees direct the chancellor to charge the campus presidents and faculty to implement the recommendations in this report and to file periodic reports on campus progress in meeting the goals.

This memorandum begins implementation of the Board resolution.

Additionally, in further response to the Board's request for strong ways to expect, encourage, and monitor improvements in supporting student attainment of the baccalaureate, the Board was provided in July 2005 with general schedules and milestones against which to gauge campus progress in implementing well-specified actions. A recap and fuller statement of this general schedule are provided here as an Addendum.

- I. Via normal campus consultative and administrative processes, presidents are directed to:
 - A) develop and implement an appropriate process (or, where suitable, freshly to charge an existing process) for reviewing campus policies and practices in each of the listed areas found in the Addendum to this memorandum;
 - B) develop action plans that prioritize and sequence desirable reforms in campus policy and/or practice;
 - C) respond as indicated in the Addendum to this memorandum to implementation time-frames, and to a request for a campus report due not later than December 2, 2005, for:
 - i) *Efficiency in Academic Program Design* (items 1 – 2),
 - ii) *Supporting Students in Choosing an Efficient Pathway to the Baccalaureate* (items 3 – 5; 6),
 - iii) *Tools to Keep Students on Efficient Pathways to the Baccalaureate* (items 7 – 10; 11; 12 – 13),
 - iv) *Strong Advising Strategies and Practices* (items 14 – 16; 17 – 18),
 - v) *Campus Monitoring and Feedback* (items 19 – 20), and
 - vi) *Assuring the Priority of Facilitating Graduation* (items 21 – 22);
 - D) initiate appropriate campus reforms at a pace reflecting the high priority of this initiative, and assure the high priority of reforms that may already be underway;
 - E) seek continuous improvement to graduation-oriented policies and practices in light of feedback received, thus generating and nurturing continuing, long-term campus commitment to facilitating student achievement of the baccalaureate degree; and

- F) achieve measurable improvements in student throughput to the baccalaureate degree, both short and long-term.
- II. To assist in this campus-based implementation, the Division of Academic Affairs, Office of the Chancellor, will via separate memoranda announce and work with campuses on various initiatives, to include the following:
- A) Requesting campus proposals for one-time assistance to projects designed to develop particular reforms;
 - B) Hosting systemwide meetings or conferences at which campus representatives may exchange information about strong practices, successful innovations, and approaches that experience suggests are inadvisable;
 - C) Facilitating a process patterned on accreditation visits whereby teams of visitors review campus policies and outcomes pertaining to facilitating student achievement of the baccalaureate, and report their findings and recommendations to campus leadership;
 - D) Developing an appropriate means by which campus progress in facilitating student achievement of the baccalaureate degree may be included in annual Accountability reports; and
 - E) Establishing a schedule for reports to the Board by presidents concerning campus successes in facilitating student achievement of the baccalaureate.

CBR/cyc

cc: Provosts/Vice Presidents, Academic Affairs
Vice Presidents, Student Affairs
Chairs, Campus Academic Senates
Dr. Marshelle Thobaben, Chair, Academic Senate
Dr. Keith Boyum, Associate Vice Chancellor, Academic Affairs

Items For Campus Plans for Facilitating Graduation

Implementation Guidelines and Requests – Addendum to Coded Memorandum AA-2005-21

The twenty-two items that follow below recapitulate the listing that was the key basis for a May 2005 Board of Trustees resolution. That resolution directed the Chancellor to charge campus presidents and faculty with implementation of strong practices to facilitate achievement of the baccalaureate. Trustee interest in this topic continues very strong.

Fulfillment of the Board's directive commences with coded memorandum AA-2005-21. *Implementation* language included in this listing constitutes an addendum to the coded memorandum. The central purpose of this addendum is to provide further clarification and details concerning actions required on the part of campuses.

Campus attention is drawn in particular to the report requested not later than December 2, 2005. Individual items on which a report is sought are identified in the pages that follow.

Requests for further information, and the referenced report, may be directed to:

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I. Efficiency in Academic Program Design

1	Reduction of Required Units in Programs Leading to the Baccalaureate Degree	<p>Trustees reduced the minimum requirements for the baccalaureate from 124 to 120 semester units (or quarter unit equivalent) in 2000. In doing so, they brought the California State University into alignment with peer institutions across the United States, including the University of California. At the same time, Trustees asked campuses to review and to reduce to this new minimum those baccalaureate programs that, consistent with high academic quality, could be so reduced. It is recognized that some technical majors may continue to require more than 120 semester units to the degree. Examples include some programs in the sciences, engineering, fine arts, and certain others where degree programs respond to well-defined and well-justified learning needs (that in some cases are expressed in accreditation standards).</p> <p>Campuses have made excellent progress in reviewing and reducing unit requirements. However, campuses report that not all programs that might be reduced consistent with high academic quality have been so reduced. A process tied to program review cycles continues for all programs that presently exceed the minimum of 120 semester hours for the baccalaureate.</p> <p style="padding-left: 40px;">◆ This topic directs campuses again to focus on this issue; to renew a local examination of high-unit baccalaureate programs; and to mark as a success reductions in unit requirements in programs that now require more than 120 semester units (or quarter unit equivalent) to complete.</p>
	Implementation for Items 1 & 2 Beginning in 2005	<p>■ ■</p> <p>Campuses have previously provided to the Chancellor's Office lists of programs requiring more than 120 semester / 180 quarter units. Most have accreditation or other strong justifications for the unit requirements. All have been made the subject of program reviews that inquire urgently whether unit requirements may be reduced consistent with high quality.</p> <p><u>Not later than December 2, 2005</u>, campuses are to provide action plans to the Division of Academic Affairs, CSU Office of the Chancellor, with the elements shown in the template provided immediately following Item #2 (below).</p>
		<p>Campuses are reminded that unit reductions may occur in major requirements, in general education requirements, or in other campus-based requirements for the baccalaureate. Please compare item 2.</p>

2	<p>Selective Reduction of Campus Graduation Requirements</p>	<p>Currently, the CSU requires more units in general education than our regional accrediting agency (WASC) mandates. Some campuses add still more graduation requirements.</p> <ul style="list-style-type: none"> ◆ This topic directs campuses to begin or to renew a local examination of graduation requirements, including the units required in general education; to address whether, consistent with the achievement of established student learning outcomes, all students or some students may be relieved of some requirements; to consider the extent to which credit by assessment is well-utilized for these requirements; particularly for high-unit majors to consider also more frequent double-counting of units between and among general education, the major, and other graduation requirements; and generally to seek fresh efficiency in this area. The Chancellor will approve reasonable campus-recommended variations on Title 5 graduation requirements that facilitate student progress to the baccalaureate degree while maintaining high academic standards and meeting CSU educational goals.
	<p>Implementation for Items 1 & 2 Beginning in 2005</p>	<ul style="list-style-type: none"> ■ ■ Campus attention is directed to degree programs requiring 110 semester / 165 quarter units or more. As the action plans referenced in item #1 are developed, campuses are encouraged to create opportunities for double-counting of units in both the major and in general education and / or in campus-specific graduation requirements. As indicated, this should be energetically pursued for programs requiring more than 120 semester or 180 quarter units, and actively considered also for programs in which students have few free electives to the baccalaureate (i.e., programs requiring 110 semester / 165 quarter units). <p>In their discretion, and depending upon current local policies and practices, campus plans may extend beyond a narrow focus on relief for high-unit majors, and may embrace a more general consideration of reforming general education and graduation requirements.</p> <p><u>Not later than December 2, 2005</u>, campuses are to provide action plans to the Division of Academic Affairs, CSU Office of the Chancellor, with the elements shown in the template provided immediately below.</p> <p>The interest of the CSU Statewide Academic Senate in a 2005-06 review of general education is noted, and welcome.</p>

Action Plan Template for

- **Item # 1**, *Reduction of Required Units in Programs Leading to the Baccalaureate Degree*
- **Item # 2**, *Selective Reduction of Campus Graduation Requirements*

Please include these elements in campus reports due not later than December 2, 2005.

1. Undergraduate Degree Programs Requiring More than 120 Semester / 180 Quarter Units

Degree Program Name[s]

- For each:
- Units required for the major (may differ by option or concentration)
 - Units required in general education + any other (local) graduation requirements
 - Are any units double-counted between general education and the major? How many?
 - Free elective units
 - Total units
 - Is the program accredited? (Yes / No)
 - Date of most recent program review
 - Outcome of that review: Were units reduced?
 - Date of next-upcoming program review
 - If beyond two years: Is this program a candidate for special (accelerated) program review?

2. Undergraduate Degree Programs at 120 Semester / 180 Quarter Units, but which include fewer than 10 semester / 15 quarter units of free electives.

- Please indicate the number of such programs at your campus
- Please describe campus plans whereby, consistent with high academic quality and achievement of the learning objectives for each major, faculty will be asked to undertake a review that has the goal of increasing the number of free elective units within the program.

II. Supporting Students in Choosing an Efficient Pathway to the Baccalaureate

3	<p>Emphasis on Graduation in Orientation Sessions for New Students (First-time Freshmen; Transfers)</p>	<p>Orientation for new students was among many topics discussed during collegial visits to seven CSU campuses in January 2005 to discuss campus efforts to facilitate students' progress to the baccalaureate. More than one campus interlocutor suggested that graduation was not emphasized enough in such programs. Surely campus orientation programs vary in their emphases, and some may sufficiently take an emphasis on graduation.</p> <p>◆ This item directs campuses to review the extent to which students are encouraged in such programs to highly value efficient progress toward the degree.</p>
4	<p>Strengthened Support for both General Education and Life / Career Goal Clarification for Lower-Division Students</p>	<p>Uncertainty about choice of careers, and how best to associate career choices with broader life goals, was a theme in collegial visits to seven CSU campuses in January 2005. It was noted that first-time freshmen, in particular, delay choosing a major and take at least some courses that ultimately do not contribute to degree completion as they seek information about careers and fit with life goals. Campus interlocutors commented that support for these first-time freshmen (and others who seek the support) could help students choose efficient paths to the degree.</p> <p>◆ This item directs campuses to review and where suitable to improve the support offered to students who seek help in clarifying life and career goals.</p>
5	<p>Prominent Association of Career Outcomes with Degree Majors in Catalogs, and Other Student Informational Materials & Resources</p>	<p>Most program faculties now offer information about careers for which their degrees may prepare students, and such information is typically available on disciplinary association web sites and other places.</p> <p>◆ This item directs campuses to review the prominence and the ease of access to such information; the extent to which programs have disciplinary "days" to help students to understand careers; the suitability of including career information in introductory classes; the extent to which faculty make themselves available for informal career advice; the extent to which campuses make strong utilization of career centers and other campus-wide resources; and take other appropriate actions.</p>
	<p>Timing of Implementation for Items 3-5 to be Determined by Presidents</p>	<p>■ ■</p> <p>Campus policies and practices vary considerably with respect to items 3, 4 and 5.</p> <p>Presidents are asked to ensure that these items are considered during the campus review of policies and practices that is called for in AA-2005-21.</p> <p><u>Not later than December 2, 2005</u>, Presidents are requested to provide time lines and milestones to the Division of Academic Affairs, CSU Office of the Chancellor.</p>

<p>6</p>	<p>Choice of Degree Major Required at a Reasonable, Early Juncture</p>	<p>It is recognized that students will change majors with some frequency, as younger students mature, and as undecided students at any age gather more information about majors and careers. Yet a substantial consensus sees value in early choices of major, with benefits including entrance to a peer community surrounding the major, offering both social and learning support; the drawing of attention to degree requirements, reinforcing the goal of graduation; and the ability to develop a personal study plan through to graduation in the context of a roadmap to the degree.</p> <ul style="list-style-type: none"> ◆ This item requests campuses to require undergraduates to make an early choice of major, supported by strengthened career and life goal advisement, and by prominent association of career outcomes with degree majors.
	<ul style="list-style-type: none"> ■ Initial Policy Review in Academic Year 2005 - 06. ■ Timing of Implementation for Item 6 to be Determined by Presidents 	<ul style="list-style-type: none"> ■ ■ Campus policy review should commence promptly, as an initial priority for the campus consideration of policies and practices called for in AA-2005-21. Contemporaneously, the Office of the Chancellor in cooperation with the CSU Statewide Academic Senate will facilitate system-wide conversations as to when students should be encouraged, and when required, to declare a major. A system-wide policy will be sought. Implementation of needed reforms in this area are left to presidential discretion. Campus implementation of desired changes may be staged to coincide with renewed emphasis on graduation during initial student orientation (cf. item 3 above), and with fresh priority upon providing information about career options that may be supported by various undergraduate majors (cf. items 4 and 5 above). <u>Not later than December 2, 2005</u>, Presidents are requested to provide time lines and milestones to the Division of Academic Affairs, CSU Office of the Chancellor.

III. Tools to Keep Students on Efficient Pathways to the Baccalaureate

7	Wide Promulgation of Roadmaps to Degree in an Official, Centrally-Archived, Graphically Authoritative Format	Roadmaps to the degree are course-by-course articulation of student study needs with pre-planned offerings of required and elective courses by term. Roadmaps were a prominent recommendation in the system-wide graduation report published in 2002, and in January 2005 collegial visits to campuses most interlocutors reported that most programs have developed such roadmaps. Campus colleagues suggested, however, that some were not prominently displayed, others were graphically uninviting and by appearance thus seemed to lack authority; few were posted in an easily-accessible campus web site.
8	Alignment of Class Schedules to Roadmaps	<ul style="list-style-type: none"> ◆ These items remind campuses to ensure that all programs have strong and clear roadmaps; that the promises in them are taken seriously; and that roadmaps are prominently and authoritatively displayed. Among the promises in roadmaps both implicit and explicit is that class schedule development will take roadmaps well into account, avoiding wherever possible “bottleneck” courses within a major or academic program.
9	Provision in Policy of Mandatory Individual Student Study Plans to the Degree	Upon the declaration of a major, and congruent with a published degree program roadmap, students have an obvious opportunity to define what courses should be taken in what semester or term on the way to the baccalaureate. This may be done at any pace (number of courses per term) the student chooses; and evidently can be refreshed in the event that a student varies from his or her individual plan in a particular term.
10	Use of Cumulated Individual Student Study Plans in Planning Class Schedules	<p>When done electronically in the context of a CMS campus information system, student study plans should be available as data that, when cumulated, provide program leaders with excellent information as to course demand when developing the schedule of classes for a given term.</p> <ul style="list-style-type: none"> ◆ These items request campuses to make strong use of roadmaps and CMS information systems to provide students with progress reports available even 24/7. Campuses should use the cumulated information to build class schedules that meet student study needs.
	Timing of Implementation for Items 7 - 10 Associated With CMS	<p>■ ■</p> <p>Campuses vary considerably with respect to the development and deployment of these tools, especially as campuses vary in schedules to implement the Student Administration module of the Common Management System. In light of this, Presidents may time the initiation of needed reforms in this general area to coincide with CMS implementation.</p> <p><u>Not later than December 2, 2005</u>, Presidents are requested to provide time lines and milestones to the Division of Academic Affairs, CSU Office of the Chancellor.</p>

<p>11</p>	<p>Adoption of Strategies for Student Success and Learning Support: Tutoring; Technology-mediated Supplementary Learning; and Similar Tactics</p>	<p>Campuses now support student success in courses and major programs via learning centers, writing centers, tutoring available to all students and/or to special cohorts, and in other ways.</p> <ul style="list-style-type: none"> ◆ This item directs campuses to review the frequency and extent of use of such programs and, where suitable, to put in place further support for student learning. Some programs may be technology-mediated, as where learning objects available on web sites are conveniently made part of learning management systems (such as Blackboard, WebCT or Moodle). Other support programs may rely upon faculty, staff, or student peer tutors.
	<p>Timing of Implementation for Item 11 to be Determined by Presidents</p>	<ul style="list-style-type: none"> ■ ■ Campus policies and practices currently feature learning support of various kinds. The development of refreshed or additional learning support is encouraged as a part of the campus review of policies and practices called for in AA-2005-21. <p><u>Not later than December 2, 2005</u>, Presidents are requested to provide time lines and milestones to the Division of Academic Affairs, CSU Office of the Chancellor.</p> <p>As recommended by the Academic Technology Advisory Committee (ATAC), and in consultation with the Provosts' Technology Steering Committee (PTSC), the Division of Academic Affairs in the Office of the Chancellor will partner with the CSU Statewide Senate to convene groups of faculty by discipline during the 2005-06 academic year. Disciplinary groups will evaluate and recommend academic technology-based means for supporting student learning in selected courses that are common to the curriculum in selected majors. Disciplines of interest will be those attracting a substantial number of students who choose the major. Courses of interest may be those included in the Lower Division Transfer Patterns identified in 2004-05, and especially courses that appear to be "bottlenecks" on the way to the degree. Bottleneck courses are those (a) that are gateways to further work in the major, and (b) in which students frequently perform at low levels, requiring repetition, and / or (c) for which noticeable numbers of students find access to the course problematic.</p>

12	Renewed Enforcement of Policies that Limit or Discourage Drops, Withdrawals, Grades of Incomplete	<p>Campuses appear to have suitable policies that limit or discourage student exit from classes prior to completion. During January 2005 visits to campuses some commented, however, that enforcement of these policies is uneven, and in some cases may be too forgiving.</p>
13	Adoption or Renewed Enforcement of Policy that Limits the Number of Course Repetitions	<p>Repetition of course policies on the campuses appear to vary widely; in some instances campus interlocutors have noted inconsistent policy statements in campus documents; a number of campuses appear to permit course repetitions with “grade forgiveness” for an extraordinarily wide range of circumstances, and with nearly-unlimited frequency, even for students who already have passed the class with a grade of C or better.</p> <ul style="list-style-type: none"> ◆ These items direct campuses to revisit these issues, to make new policy where appropriate, and to encourage enforcement of existing policy where appropriate. The Academic Senate, CSU has been requested to consider developing a model policy that addresses these issues.
	Systemwide Policy to be Developed in 2005-06.	<ul style="list-style-type: none"> ■ ■ In consultation with the Academic Senate, CSU, the Division of Academic Affairs in the Office of the Chancellor will develop and propose for Trustee approval a systemwide policy on drops and withdrawals, grades of Incomplete, and course repetition. <p><u>Not later than December 2, 2005</u>, Presidents are requested to provide time lines and milestones that address renewed enforcement, where necessary and appropriate, to the Division of Academic Affairs, CSU Office of the Chancellor.</p>

IV. *Strong Advising Strategies and Practices*

14	Campus Provision of a Rich CMS Information and Communications Environment for Major Advising	<p>Campus interlocutors demonstrated and discussed sophisticated systems for accumulating student records, and providing them on demand to students and their advisors. Those familiar with them remarked that advising was made more powerful in such an environment, and that students could be encouraged to review their own progress such as prior to discussing their programs with major advisers.</p> <p>◆ This item requests campuses to continue as a high priority the development and provision of such advising resources, exploiting tools in the Common Management System.</p>
15	Strong, Timely Major Advisement, Including Mandatory Advisement upon Declaring or upon Changing a Major	<p>Campuses vary in ways and means of providing advisement, and programs within campuses similarly vary, with some relying upon staff to do much of the advising, others asking faculty equally to share the advising load, and still others visiting the work of advising on selected faculty who in turn receive workload credit.</p> <p>◆ This item directs campuses to renew commitments to advising that in nearly all cases are already strong; to review policies that require students to seek advising; where suitable, to take steps via policy and/or practice to increase the frequency of advisement in the major; and to recognize appropriately workload burdens associated with advisement.</p>
16	Frequent Use of Degree Audits	<p>A wide, multi-constituency consensus commends frequent degree audits as a strong practice to spur students toward graduation.</p> <p>◆ This item asks campuses to draw upon CMS information and communications systems, and campus commitments to strong and timely advisement in the major, in encouraging widespread and appropriate use of degree audits.</p>
	Initial Implementation for Items 14 - 16 in 2005 - 06	<p>■ ■</p> <p>Campus needs for advising vary by student characteristics, by academic program emphases, and similar variables. At the same time, campuses vary in approved schedules for implementing key features of the Common Management System, especially the Student Administration module. Accordingly, campuses are encouraged vigorously to review their advisement practices as a part of the campus review of policies and practices called for in AA-2005-21; to identify practices that may be suitable for adoption at other California State Universities; and to contribute to a consensus that will be sought in 2005-06 as to best practices and next steps in advisement for undergraduates.</p> <p><u>Not later than December 2, 2005</u>, Presidents are requested to provide time lines and milestones for renewed emphasis on advising to the Division of Academic Affairs, CSU Office of the Chancellor.</p>

17	Mandatory Degree Audits not later than at 70 Semester Units (or Quarter-unit Equivalent)	<p>A wide, multi-constituency consensus commends a degree audit at the junior level, which would capture both native undergraduates and transfers.</p> <p>◆ This item directs campuses to consider strongly a policy that imposes this requirement, in instances where such a policy is not present now.</p>
18	Mandatory and If Needed Intrusive Advisement as Student Approaches / Exceeds Minimum Units Required for the Degree	<p>A wide, multi-constituency consensus exists that students very near or beyond the minimum units required for the degree should be strongly encouraged to graduate.</p> <p>◆ This item asks campuses to develop policies to impose this requirement in instances where such a policy is not present now. Suggested elements include full degree audit at least for selected students as they approach the degree; and the use of registration holds or other strong requirements for students whose accumulated unit totals exceed the minimum requirements for the degree, operationalizing in that way a strong advising requirement.</p>
	<p>■ Policy Development in 2005 - 06.</p> <p>■ Implementation for Items 17 & 18 Beginning not later than Fall 2006.</p>	<p>■■</p> <p>Campuses are asked in 2005-06 to bring local policy and practices into line with these standards, and to define a suitable, staged implementation that may be calibrated with the introduction of Common Management System capabilities. A systemwide best practices meeting or conference will feature best work on these issues in Spring 2006. Policies consistent with these expectations will be expected of all campuses by Fall 2006.</p> <p>Presidents are asked to place these items high on the list of priorities when newly inaugurating or freshly charging existing campus reviews of policies and practices, as called for in AA-2005-21.</p> <p><u>Not later than December 2, 2005</u>, Presidents are requested to provide time lines and milestones on the implementation of these two items to the Division of Academic Affairs, CSU Office of the Chancellor.</p>

V. Campus Monitoring and Feedback

19	<p>Development and Use of “Dashboard Indicators” for Campus-wide Monitoring of Graduation</p>	<p>“Dashboard” indicators provide the same selected key information very frequently – like a speedometer, a tachometer, an oil pressure sensor. CSU Northridge tentatively has been providing frequent summary statistics on midterm grade reports; attendance at advisement sessions; stop-outs during and following first term; students who have accumulated more than 120 units and continue in good standing; and term-by-term stopouts. Campus choices may vary, but the core idea is to let campus leadership at many levels monitor changes in the data, allowing feedback to affect behaviors and choices.</p> <p style="text-align: center;">◆ This item requests campuses to develop, disseminate, and use “dashboard indicators” pertaining to graduation.</p>
20	<p>Review by CSU Academic Peers of How Efforts at Encouraging Graduation are Succeeding, by Degree Program</p>	<p>Accountability and other strong practices in public administration generally call for display of practices and results. Such a display is contemplated here, modeled on program review procedures. Teams of 3 – 5 academic peers from sister CSU campuses after being trained would pay a one-day visit to the campus being reviewed. Efforts to facilitate graduation at department / program level would be discussed with faculty and students; at day’s end, the visitors would have an exit interview with the president and other campus administrative and faculty leaders.</p> <p style="text-align: center;">◆ This item requests campuses to embrace and facilitate visits by academic peers to assess progress toward facilitating graduation.</p>
	<p>Implementation for Items 19 & 20 in Spring 2006</p>	<p>■ ■</p> <p>Monitoring and feedback are crucial to any long-term effort.</p> <p>When newly inaugurating or freshly charging existing campus reviews of policies and practices as called for in AA-2005-21, Presidents are asked to request suitable campus work with respect to “dashboard indicators” (item #19). Staff in the Office of the Chancellor will seek also to facilitate campus work on indicators, and as appropriate will include campus models and options in a systemwide best practices meeting or conference. Given the anticipated systemwide effort, Presidents may exercise discretion as to the timing and priority for campus focus on developing dashboard indicators.</p> <p>As to item #20, Chancellor's Office staff in partnership with the statewide Academic Senate will recruit and train CSU volunteers to form visiting teams. Plans call for accreditation-style visits to ten campuses in 2005-06. Other campuses will be visited in the following year. Campuses are requested to welcome and facilitate the anticipated visits.</p>

VI. Assuring the Priority of Facilitating Graduation

21	Provide the Board of Trustees with periodic reports	<p>The keen interest of the Board of Trustees in this issue makes continuing reports appropriate.</p> <ul style="list-style-type: none"> ◆ This item directs the division of Academic Affairs in the Chancellor's Office to prepare a schedule for periodic reports by presidents to the Chancellor and the Board of Trustees concerning campus actions taken to facilitate graduation; and to begin such reports immediately.
22	Provide appropriate funding, support	<p>All constituencies recognize that, to varying extents, items 1-19 will take energy and dollars.</p> <ul style="list-style-type: none"> ◆ This item reminds campus presidents to assure that budgets and priorities appropriately support efforts to facilitate graduation.
	Implementation for Items 21 & 22 in 2005 - 06	<ul style="list-style-type: none"> ■ ■ Presidents should anticipate requests from the Board of Trustees for updates and reports on campus actions to facilitate graduation, and should consider including information about how campus budgets and commitments reflect the Board's high priority for this work.