Graduation Initiative 2025
CSU Policy Recent Changes
These are specific goals on which the Board is asked to take action.

**CSU SYSTEM GRADUATION RATE GOALS 2025**

**Freshmen**
- 4-Year Goal: 40%
  - 2015 Rate: 19%
- 6-Year Goal: 70%
  - 2015 Rate: 57%

**Transfers**
- 2-Year Goal: 45%
  - 2015 Rate: 31%
- 4-Year Goal: 85%
  - 2015 Rate: 73%

**Achievement Gaps**
- 0 Points
Academic Preparation Goals established during the March 2017 Board of Trustees meeting

• Promote Four Years of Math/Quantitative Reasoning
• Improve Assessment and Placement
• Strengthen Early Start Program
• Restructure Developmental Education
No later than May 1, 2018, the Trustees of the California State University shall change university policies and practices related to placement of students in remedial or developmental programs and activities, including placing significant weight in the determination of placement for first-time freshmen on courses taken in high school and grades in high school courses.
Assessment and Placement

• Retires the ELM and EPT

• Retains all other measures used to determine college readiness (SBAC, ACT, SAT, AP, etc.)

• Incorporates the use of available H.S. grades and course-taking as a stronger predictor
Strengthening Early Start

• Transition from a 1 unit opportunity to an opportunity to earn college credit on day one

• Allows for 2 units of pre-baccalaureate instruction attached to college-level/GE courses

• Requires articulation and systemwide recognition

• Change effective summer 2019
Restructuring Developmental Education

• Eliminates non credit-bearing pre-requisite courses

• Places students into GE courses and allows 1 unit of pre-baccalaureate instruction for students who need additional academic support

• Requires campuses to offer sufficient number of GE Math/Quantitative Reasoning and Written Communication courses
Specify that UDGE is in Areas B, C and D

<table>
<thead>
<tr>
<th>Area</th>
<th>Semester units required for transfer (ADT &amp; full certification)</th>
<th>Semester units required for CSU GE Breadth</th>
<th>Semester units remaining after transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area A</td>
<td>9</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Area B</td>
<td>9</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Area C</td>
<td>9</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Area D</td>
<td>9</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Area E</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>39</td>
<td>48</td>
<td>9</td>
</tr>
</tbody>
</table>

Following completion of the first 39 units at a CSU or community college, the remaining 9 semester units (of the total 48 GE units required) reside in Areas B, C and D—the only Areas that require a total of 12 units each—3 units each beyond lower-division certification. These 9 units coincide with the 9 semester-units of upper-division GE required at the CSU.
EO 1100 Revision Scope

1. Clarity

2. Equity

3. Facilitating Degree Completion

Removed B4 “Intermediate Algebra”

QRTF Report:
- 42% of CSU freshmen take non-algebra intensive courses
- Difference between CSU and CCC practices “undermine the principle of equitable access to the CSU”

Range of B4 courses explicitly expanded

QRTF Report: “The Task Force recommends updating this definition to include other kinds of quantitative reasoning.”

“Nationally [college algebra requirements] are being replaced by pathways that are tailored to a student’s major or career.”
EO 1100 Revision Scope

1. Clarity
2. Equity
3. Facilitating Degree Completion

Require double counting
- Of major and other courses already approved for GE
Additional mentions......

- Academic quality and rigor
- $10M in support to campuses
- On-going Professional Development Opportunities
- Academic Preparation Workgroup
Institutional Behavior…..

“I have no problem getting people to agree with the ambitious goal of graduating a higher percentage of students…. The problem is deciding what we will give up or change in order to accomplish the goal.”