

AGENDA**ASSEMBLY BUDGET SUBCOMMITTEE NO. 2
ON EDUCATION FINANCE****Assembly Member Kevin McCarty, Chair****TUESDAY, APRIL 19, 2016
9 AM, STATE CAPITOL, ROOM 444**

CALIFORNIA STATE UNIVERSITY

ITEMS TO BE HEARD		
ITEM	DESCRIPTION	PAGE
6610	CALIFORNIA STATE UNIVERSITY	
ISSUE 1	FACULTY SALARY AGREEMENT UPDATE	2
ISSUE 2	GOVERNOR'S 2016-17 BUDGET PROPOSAL	4
ISSUE 3	ENROLLMENT TRENDS AND ISSUES	7
ISSUE 4	STUDENT OUTCOMES	12
	PUBLIC COMMENT	

ITEMS TO BE HEARD**6610 CALIFORNIA STATE UNIVERSITY****ISSUE 1: FACULTY SALARY AGREEMENT UPDATE**

The Subcommittee will discuss the recent agreement between the California Faculty Association and the Chancellor's Office regarding faculty compensation.

PANEL

- John Swarbrick, Associate Vice Chancellor, Senior Labor Relations Advisor and Chief Negotiator, California State University Office of the Chancellor
- Lil Taiz, Past President, California Faculty Association

BACKGROUND

On Friday, April 8, California State University (CSU) and the California Faculty Association (CFA) announced a tentative collective bargaining settlement that appears to have averted a planned faculty strike. The agreement must still be approved by the CFA Board of Directors, CFA members and the CSU Board of Trustees.

The agreement covers the 2015-16, 2016-17 and 2017-18 fiscal years and includes the following changes:

- A 5% general salary increase for all faculty on June 30, 2016;
- A 2% general salary increase for all faculty on July 1, 2016;
- A 3.5% general salary increase for all faculty on July 1, 2017;
- A 2.65% service salary increase for all eligible faculty in 2017-18. It is estimated that about 43% of faculty would be eligible for this step increase;
- An increase in the vesting period for full retiree health benefits for new employees from 5 years to 10 years, meaning new employees hired after July 1, 2017 must work for CSU for 10 years to receive retiree health benefits;
- An increase in salaries for faculty when they are promoted. Promoted faculty would receive a minimum 9% salary increase instead of the current minimum of 7.5%.

CSU estimates that the agreement will cost the system about \$200 million through 2017-18 in increased faculty salaries. This compares to about \$104 million that CSU had budgeted for faculty salaries during this time period, which would have allowed for 2% annual raises. In addition, because several other bargaining units have contracts that call for salary increases based on CFA salaries, CSU reports that it will incur about \$10 million annually in system-wide salary costs through 2017-18 that it has not included in budget forecasts.

CSU estimates that its 2016-17 budget will be short by about \$68 million due to this agreement, and about \$106 million short in 2017-18. These costs are on top of the CSU Board of Trustees' budget proposal, which requests a higher General Fund appropriation than the Governor is proposing.

STAFF COMMENT/QUESTIONS

The agreement appears to have averted a strike, and provides badly-needed raises for CSU faculty. An impartial fact-finder report published in March that was part of the collective bargaining process agreed largely with the CFA's argument that faculty should receive significant salary increases. The fact-finder also noted that 43% of faculty should be entitled to step increases within their salary range.

CSU is seeking additional state funding to cover these increased costs.

ISSUE 2: GOVERNOR'S 2016-17 BUDGET PROPOSAL

The Subcommittee will discuss the Governor's 2016-17 Budget Proposal for CSU, which provides an increase of \$148.3 million General Fund, or 5%, over the current year, for general operations. The proposal also includes \$35 million one-time General Fund to support deferred maintenance at CSU campuses, and \$35 million in Cap and Trade funds to support energy efficiency projects at CSU campuses.

PANEL

- Maritza Urquiza, Department of Finance
- Jason Constantouros, Legislative Analyst's Office
- Ryan Storm, Assistant Vice Chancellor for Budget, California State University Office of the Chancellor

BACKGROUND

The Budget Act of 2015 provided CSU with its full budget request, or about \$216 million General Fund above the previous year's support. CSU reports this additional funding, combined with other funds, supported the following changes:

- About \$103 million to allow 3% enrollment growth, or about 10,400 full-time equivalent students;
- About \$65.5 million to allow 2% salary increases for many CSU employees;
- \$50 million for deferred maintenance, which CSU used to fund \$25 million in one-time projects and the other \$25 million to finance about \$400 million worth of projects;
- About \$38 million to support student success and completion efforts at each campus;
- About \$23.1 million to cover cost increases in areas such as health benefits, retirement costs and new space costs;
- About \$14 million for information technology upgrades;
- Budget bill language also directed CSU to ensure that at least \$11 million of the General Fund appropriation be spent to increase tenure-track faculty; \$500,000 was included to increase staff and fellow stipends for the Center for California Studies; up to \$500,000 was to plan for an engineering program at the Channel Islands campus; \$250,000 was intended to support the Mervyn M. Dymally African American Political and Economic Institute; and \$200,000 was to be used to increase awareness of federal financial aid programs for teachers.

While this funding allowed CSU to address many concerns, pressing issues remain.

Still not meeting enrollment demand. Despite significant enrollment growth in Fall 2015, CSU continues to turn away thousands of applicants who qualify for CSU. More than 31,000 CSU applicants who met minimum qualifications were not admitted to CSU in Fall 2015. This issue will be discussed in more detail in a later item.

Graduation rates can be improved. CSU reports system-wide 4- and 6-year graduation rates of 19% and 57%, respectively. This issue also will be discussed further in a subsequent item.

Facilities needs continue. CSU reports that its backlog of deferred maintenance is \$2.6 billion. About 55% of its buildings are more than 40 years old. In its 5-Year Capital Outlay Plan, which covers 2017-17 through 2020-21, CSU identifies \$8.8 billion in capital needs, including more than \$600 million in critical infrastructure needs, \$3.3 billion in modernization and renovation needs, and \$4.9 billion in new facilities and infrastructure needs.

The Governor's 2016-17 Budget

The Governor's Budget continues a CSU funding plan that began in 2013-14 by proposing an increase of \$125.4 million General Fund for CSU operations. This is the same amount the Administration proposes for the University of California. For CSU, however, the Administration proposes an additional \$15 million General Fund that is available due to savings within the Middle Class Scholarship program, and \$7.9 million for increased lease revenue rental payments that were agreed to previously. The Budget summary notes that this \$148.3 million increase is predicated on CSU keeping tuition flat in 2016-17. This funding comes with budget bill language requiring the CSU Trustees to file a three-year sustainability plan by November 30, 2016; but there is no other budget language directing CSU on how to spend state funding.

Additionally, the Budget proposes \$35 million in one-time funding for deferred maintenance and \$35 million in Cap and Trade funding for energy efficiency projects. The deferred maintenance proposal will likely be determined by Subcommittee No. 4; the Cap and Trade funding levels will likely be determined by Subcommittee No. 3.

The chart below was prepared by the Legislative Analyst's Office and reflects recent CSU funding.

CSU Funding (in millions)	2014-15 Actual	2015-16 Estimated	2016-17 Proposed	% Change, 2015- 16 to 2016-17
General Fund	\$3,018	\$3,297	\$3,484	6%
Tuition	\$2,259	\$2,273	\$2,288	1%
Other	\$3,383	\$3,178	\$3,213	1%
Total	\$8,659	\$8,748	\$8,985	3%

LAO Recommendation

The LAO expresses major concerns with the Governor's approach to CSU (and UC) funding, noting it allows CSU to set its own spending priorities without broader state involvement. The LAO continues to recommend the Legislature itemize funding in the CSU budget for high state priorities.

Regarding enrollment, the LAO states that the CSU likely is drawing from beyond its freshman eligibility pool, yet it is denying admission to some eligible transfer students. Given these factors, the LAO suggests the Legislature could consider targeting CSU enrollment growth funding to additional transfer enrollment. The LAO also notes that

the state budget and CSU admissions are not well aligned, and the Legislature could consider the 2017-18 school year for any enrollment target it sets.

Regarding deferred maintenance, the LAO states that the Legislature could consider CSU deferred maintenance issues and earmarking funding for this purpose in the annual budget. This would lend much greater transparency to the budgeting of major maintenance, helping the state to track and monitor maintenance funding over time. In tandem with determining an annual earmark for major maintenance that could be used moving forward, the state could work with CSU to develop a plan for eliminating its existing maintenance backlog. Once a reasonable plan has been developed, the Legislature could consider codifying it in trailer legislation.

STAFF COMMENT

At its November 2015 meeting, the CSU Board of Trustees approved a budget proposal for the 2016-17 year. The board is seeking \$101.3 million General Fund above what the Governor is proposing. The chart below reflects the board's proposal for increased expenditures above the current year levels.

Expenditure Increase	Cost
3% Enrollment Growth	\$110 Million
Student Success and Completion Initiatives	\$50 Million
2% Compensation Pool	\$69.6 Million
Academic Facilities and Infrastructure Needs	\$25 Million
Mandatory Costs (health, retirement, maintenance of new facilities)	\$43 Million
Total Increase over 2015-16	\$297.6 Million

CSU states that without the additional \$101.3 million General Fund they are seeking, CSU would fund 1% enrollment growth and forego General Fund expenditures on Student Success and Completion Initiatives and infrastructure needs. Furthermore, CSU is now seeking an additional \$68 million in General Fund support to cover increased labor costs related to the proposed agreement with the California Faculty Association.

Overall, CSU's spending priorities are in line with Assembly priorities of increasing access to higher education and improving student completion rates. Further discussion of enrollment and student outcomes will be included in the next items. Once the Subcommittee has a better understanding of the state's overall revenues, it may wish to consider other spending priorities for CSU, such as increasing student access to summer school, expanding the number of tenure track faculty, and strategies for reducing impact on specific CSU campuses and programs.

Staff Recommendation: Hold Open until the May Revise

ISSUE 3: ENROLLMENT TRENDS AND ISSUES

The Subcommittee will discuss enrollment growth, including impact issues and system-wide capacity. This is an informational item.

PANEL

- Loren J. Blanchard, Executive Vice Chancellor for Academic and Student Affairs
California State University Office of the Chancellor
- Ed Sullivan, Assistant Vice Chancellor for Academic Research and Resources,
California State University Office of the Chancellor
- Nathan Evans, Chief of Staff for Academic and Student Affairs, California State
University Office of the Chancellor

BACKGROUND

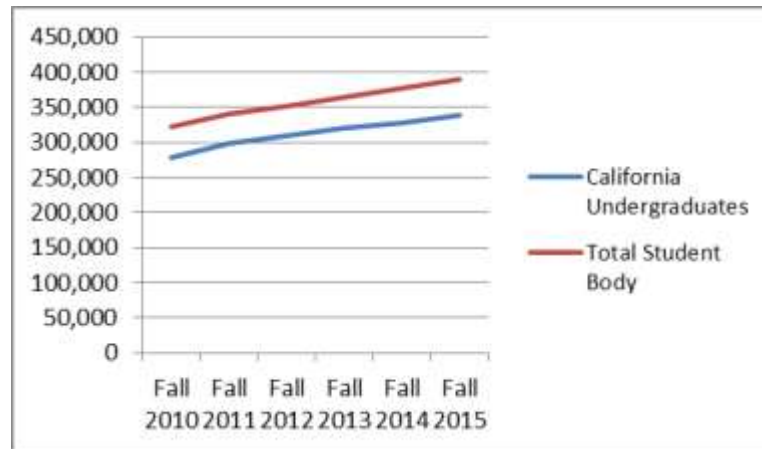
Under the Master Plan goals, the top 33.3% of graduating public high school students in California are eligible for admission to California State University. Minimum qualifications for CSU include:

- 1) High school graduation
- 2) Completion of A-G courses in high school
- 3) Meeting the "eligibility index," which typically is a 3.0 grade-point average in high school or specified SAT/ACT score

About one-fourth of CSU campuses admit freshman applicants based solely on these minimum qualifications. Many CSU campuses serve as regional colleges, by directing outreach efforts in their local areas and even giving preference to local students seeking admission. Similar to UC, applications to CSU have risen in recent years. The chart below indicates the last three fall freshman admission cycles.

Overall CSU enrollment is steadily growing. During this decade, overall CSU enrollment has grown by 21%, while California undergraduate enrollment has grown by 22%.

CSU FTE Enrollment, 2010-2015



Note: Total Student Body includes nonresident students and graduate and Phd students

2015 Budget Act allowed for significant enrollment growth. The 2015 Budget Act stated a legislative goal for CSU to enroll at least 10,400 more full-time equivalent students by Fall 2016, when compared to the 2014-15 school year. Based on preliminary Fall 2015 enrollment numbers, CSU will hit that mark during the 2015-16 school year. The chart below indicates Fall 2015 enrollment by campus, and the 2015-16 enrollment targets set for each campus. The chart lists campuses in order of overall undergraduate California student population.

CSU Campus	CA Undergrad Enrollment FTE, Fall 2015	FTE Growth in 2015-16	CSU Campus	CA Undergrad Enrollment FTE, Fall 2015	FTE Growth in 2015-16
Northridge	28,356.5	544.0	Chico	14,511.8	437.0
Fullerton	26,381.3	579.0	East Bay	10,782.2	353.0
Long Beach	26,259.1	579.0	San Marcos	9,889.5	580.0
San Diego	23,889.7	548.0	Dominguez Hills	9,858.0	462.0
Sacramento	22,697.9	460.0	Sonoma	7,840.8	250.0
San Jose	21,031.9	453.0	Bakersfield	7,633.1	310.0
San Francisco	20,883.4	485.0	Humboldt	7,226.7	232.0
Los Angeles	19,559.5	650.0	Stanislaus	6,811.3	329.0
Pomona	18,934.2	538.0	Monterey Bay	6,084.7	502.0
Fresno	18,173.7	651.0	Channel Islands	5,232.6	500.0
San Luis Obispo	16,587.6	344.0	Maritime Academy	1,118.7	90.0
San Bernardino	14,987.5	438.0	Systemwide	344,731.8	10,314.0

CSU seeking funding for 3% enrollment growth again in 2016-17. As discussed earlier in this agenda, CSU reports that it will increase enrollment by about 1%, or 3,565, full-time equivalent students, if it receives the amount of General Fund support proposed by the Governor. The November Board of Trustees' budget proposal seeks increased funding to allow for 3% enrollment growth, or 10,700 full-time equivalent students.

CSU reports that its marginal cost for new students is \$10,285 per student. Of that, the General Fund portion would be \$7,673 per student. Thus, 3% enrollment growth would require \$82.1 million General Fund.

STAFF COMMENT

Demand for a spot at CSU is growing. Preliminary numbers show that CSU received 185,932 freshman applications for Fall 2015, a 6% increase from Fall 2013. According to the LAO, 42% of public high school graduates in 2013-14 had completed A-G coursework, which is a minimum requirement for CSU admittance. This number has grown steadily in the last decade, indicating more California high school students are preparing for college. While the LAO suggests that CSU may be admitting more students than the Master Plan calls for, it also notes that a freshman eligibility study is currently being conducted. Those results, expected by Dec. 1, will provide more information on whether the segments are following Master Plan admittance guidelines.

More than 105,000 community college students sought admittance to CSU in Fall 2015. Transfer demand at CSU has been relatively steadily during the past three years.

Impaction a major factor in CSU admissions and enrollment. When a CSU campus receives more applications than it can accommodate, the campus can declare "impaction," which allows for increased GPA and/or test scores to be set as minimum qualifications. Impaction has existed in the CSU system since the 1970s, but an impaction process was codified by AB 2402 (Block) in 2010, "to provide notice to the public and ensure the transparency of decisions affecting admissions criteria for all of the campuses of the California State University" in response to concerns that impaction was happening without considering the needs of local stakeholders.

At times, an institution may not be impacted at the campus level, but may have a number of individual majors that are impacted. When a specific major is impacted, a student applying for admission into the major will need to meet the GPA and SAT score requirement, or required transfer courses, as determined by the department overseeing that major. The chart below indicates impaction by campus and major. Impaction issues exist both for freshman applicants and transfer applicants.

No Campus Impaction	Campus Impaction	Impacted by Major
Bakersfield	Chico	Fresno
Channel Islands	Humboldt	Fullerton
Dominguez Hills	Los Angeles	Long Beach
East Bay	Monterey Bay	San Diego
Maritime Academy	Northridge	San Jose
Stanislaus	Pomona	San Luis Obispo
	Sacramento	
	San Bernardino	
	San Francisco	
	San Marcos	
	Sonoma	

Many eligible students turned away. Despite positive California enrollment growth, impaction and budgetary issues have led to thousands of potential CSU students being turned away from campuses. The chart line below indicates the number of CSU applicants who met minimum system-wide qualifications but were not admitted to the college or major they applied to. Overall, 31,825 qualified students were turned away in Fall 2015, despite significant enrollment growth at every CSU campus.

Year	Admitted	Denied
Fall 2010	173,562	28,803
Fall 2011	178,615	21,697
Fall 2012	194,564	22,123
Fall 2013	212,152	26,430
Fall 2014	212,538	30,665
Fall 2015	216,755	31,825

CSU has sought to better understand this issue. Using a national college database, CSU tried to track qualified students who were turned away in 2014-15. Preliminary results showed that about one-third of the students attended a four-year college or university outside of the CSU system, and another one-third attended a community college. About 8,500 students could not be located, perhaps indicating they did not attend college.

CSU enrollment targets are not necessarily increasing significant space at most in-demand campuses and programs. The chart below indicates percent growth in 2015-16 by campus, based on CSU's enrollment targets. While overall enrollment growth is set for 3%, growth by campus varies widely. For example, the Channel Islands campus is growing by almost 10% this year, while the San Diego and Fullerton campuses – among the most in-demand and impacted campuses - are growing by a little over 2%. Both physical limits and budget constraints can determine campus enrollment targets. In addition, percentage change can be skewed by overall size. Nonetheless, if CSU wishes to address the problem of qualified students being turned away, it may need to target more growth at in-demand campuses.

CSU Campus	% Growth in 2015-16	CSU Campus	% Growth in 2015-16
Northridge	1.9%	Chico	3.0%
Fullerton	2.2%	East Bay	3.3%
Long Beach	2.2%	San Marcos	5.9%
San Diego	2.3%	Dominguez Hills	4.7%
Sacramento	2.0%	Sonoma	3.2%
San Jose	2.2%	Bakersfield	4.1%
San Francisco	2.3%	Humboldt	3.2%
Los Angeles	3.3%	Stanislaus	4.8%
Pomona	2.8%	Monterey Bay	8.3%
Fresno	3.6%	Channel Islands	9.6%
San Luis Obispo	2.1%	Maritime Academy	8.0%
San Bernardino	2.9%	Systemwide	3.0%

Administration continues to leave out enrollment targets. Similar to past years, the Governor has not proposed enrollment funding or enrollment targets in the 2016-17 budget proposal for CSU (and UC). The Administration's reluctance to provide enrollment targets hampers the Legislature's ability to set goals for the segments around key priorities, and reduces transparency and accountability for CSU.

Potential Questions

- How is CSU addressing the qualified/denied issue? Which campuses and programs turn away the most students? Can CSU increase enrollment at the most in-demand campuses or programs?
- What is CSU's overall capacity? How much enrollment growth can CSU accommodate in the next 3-5 years?
- How does CSU set enrollment targets for campuses? Which campuses would grow the most in 2016-17 if CSU can increase enrollment by 3% again?
- Is the Administration concerned about the number of CSU-eligible students who are turned away? What role does it believe the state should play in addressing this issue?

ISSUE 4: STUDENT OUTCOMES

The Subcommittee will discuss student outcomes and the Graduation 2025 Initiative, both from a system-wide and campus perspective. This is an informational item.

PANEL

- Loren J. Blanchard, Executive Vice Chancellor for Academic and Student Affairs
California State University Office of the Chancellor
- Ed Sullivan, Assistant Vice Chancellor for Academic Research and Resources,
California State University Office of the Chancellor
- Nathan Evans, Chief of Staff for Academic and Student Affairs, California State
University Office of the Chancellor
- Robert S. Nelsen, President, California State University, Sacramento

BACKGROUND

The 2015 Budget Act included budget bill language directing CSU to report by April 1 on factors that impact graduation rates for all students, and for low-income and underrepresented student populations in particular. Below is a brief summary of some of the findings of the report for first-time freshmen. Some findings are similar for community college transfer students.

Graduation rates are improving, but achievement gaps are apparent. CSU notes that graduation rates have steadily increased during the past 40 years, with the trend continuing this decade.

Cohort	4-Year Grad Rate	5-Year Grad Rate	6-Year Grad Rate
2004	17.2%	41.4%	52.4%
2009	17.8%	44.7%	57.0%

CSU also reports significant achievement differences by race/ethnicity, and socioeconomic status, however. The chart below indicates graduation rates by race/ethnicity. Previous information from CSU also indicates a double-digit difference between students who receive the Pell Grant versus those who don't.

Race/Ethnicity	4-Year Grad Rate	5-Year Grad Rate	6-Year Grad Rate
White	27.1%	55.6%	64.1%
Asian/Pacific Islander	14.1%	43.3%	60%
Black or African-American	8.2%	29.6%	41.8%
Hispanic or Latino	11.7%	37%	51.5%

College-readiness level a major determinant in student completion, and there is a significant readiness gap by race/ethnicity. Many studies indicate that student completion is significantly tied to a student's college proficiency upon arrival on campus. CSU reports good news: the number of entering students ready for college-level English and math has been improving, from 44.9% in Fall 2004 to 58.7% in Fall 2014. There is a readiness gap, however. About 63% of white students entered CSU proficient in both English and math, compared to 27.8% of Hispanic or Latino students and 17.1% of Black or African-American students.

Analysis done for the report indicates the difference in graduation probability between students who are college-ready and those that require additional preparation (in English and math), after controlling for a host of other characteristics, is about 4 percentage points for graduating in four years, and 5 percentage points for graduating in six years.

Economic background influences graduation rates. CSU looked at graduation rates for students who receive a federal Pell Grant and those who do not as a method of analyzing the relationship between economic background and student success. The chart below indicates four-, five-, and six-year graduation rates for Pell students and non-Pell students.

Students	4-Year Grad Rate	5-Year Grad Rate	6-Year Grad Rate
Pell Grant	11.2%	36.4%	51.7%
No Pell Grant	21.9%	49.7%	60.3%

Type of major can impact graduation rate. CSU notes that students who enter the system with an undeclared major have among the lowest graduation rates. Another finding indicates that STEM majors have lower graduation rates than non-STEM majors, although the gap is lower in six-year graduation rates, which may indicate some STEM majors simply require more units, and thus more time, to graduate.

Full-time students graduate faster. Analysis suggest that students enrolled in less than 15 units, but carrying the necessary 12 to be considered full-time for federal reporting and financial aid eligibility, are actually significantly more likely to persist to year two than their full-time, full-load counterparts. They are, however, on average, less likely to complete a bachelor's degree in four years, but are no less likely to complete the degree in six years, than their counterparts who first enrolled in a full load of at least 15 units. Enrollment in more units in the first and second year of study is associated with higher four-year degree and six-year degree completion.

Work has some impact on graduation rates. CSU reports that 28.5% of Fall 2014 freshmen worked during their first term. Students who did not work had slightly higher persistence rates and graduation rates.

Among other findings, the study states this: A typical student that is college-ready at entry, high-performing in high school, not receiving the Pell Grant, and enrolls in 30 units in their first two years will have an over 40 percentage point higher prediction for graduating in six years and over 20 percentage point higher predicted probability of graduating in four years than a student that is not college ready, below average in high

school performance, receiving the Pell Grant, and enrolls in 24 units in each of their first two years.

Recommendations. The report includes more than 60 recommendations for improving student outcomes, divided into six categories. The categories are:

- Improving student preparation for college;
- Expanding and improving academic support services on campuses;
- Efforts to mediate the influence of socioeconomic differences;
- Ensuring students understand degree pathways and career choices;
- Improving usage of data to ensure students stay on track;
- Eliminating administrative hurdles, such as registration and enrollment practices.

Graduation Initiative sets goals for improvement. CSU has sought to improve graduation rates and is continuing work on this issue. A previous Graduation Initiative proposed to increase six-year graduation rates by eight percentage points, and cut the achievement gap in half. Results published in 2015 indicate six-year graduation rates actually rose by 11 percentage points for the 2009 student cohort. The achievement gap was not significantly reduced system-wide, however, although this is in part attributed to rising graduation rates for all students.

CSU has launched a second Graduation Initiative, which seeks to make improvements by 2025. This initiative sets specific goals for each campus, but also includes the following system-wide goals.

CSU Graduation Initiative 2025

Graduation Metric	2025 Systemwide Target
Six-Year Graduation Rate	60%
Four-Year Graduation Rate	24%
Gap by Ethnicity (50% Reduction)	7 Points
Gap by Pell Eligibility (50% Reduction)	5 Points
Transfer Students' Four-Year Graduation Rate	76%
Transfer Students' Two-Year Graduation Rate	35%

In the recent *Governor's Budget Summary*, the Administration commends CSU for seeking improvements but questions whether the targets set are too modest. CSU officials have acknowledged this concern.

STAFF COMMENT

In recent years, the Legislature has increasingly attempted to support CSU in efforts to improve student outcomes, including requiring the report it published this month. Part of the state funding provided to CSU in 2015-16 was used to support student success and completion initiatives at each campus. CSU is spending \$38 million, including \$20 million General Fund, on these initiatives, and the Chancellor's Office reports spending has gone to the following items:

- Tenure Track Faculty Hiring (55% of funds.) CSU reports that it will hire 849 tenure track faculty in 2015-16.
- Enhanced Advising (17% of funds.) CSU reports it will hire 100 new campus advisors, as well as investing in technology that can help students better plan a graduation pathway and allow campuses to offer courses based on student need.
- Student Retention Practices (10%.) This includes programs such as the Educational Opportunity Program, and other programs that increase student connections to their campus.
- Bottleneck Courses (7%.) This effort seeks to expand courses that are difficult for students to get into, or improve courses that have a high failure rate.
- Student Preparation (6%.) The Early Assessment Program and Early Start Program seek to help high school and incoming college students prepare for college-level work.
- Data-Driven Decision Making (5%.) Technological advances to help students and campuses make more strategic and informed decisions.

All of these initiatives appear worthy, and most or all are based on research into improving student outcomes. However, it is unclear how CSU will track these initiatives to determine which practices are having the best outcomes.

Potential Questions

- How will CSU use the Student Outcomes report to inform efforts to improve graduation rates?
- The Student Outcomes report notes that expanding access to summer school could improve student completion. How can the state partner with CSU to expand summer school?
- How will CSU determine which student success initiative practices are the most effective? What does the Chancellor's Office think is the most important practice to improving outcomes?
- What are the specific practices CSU plans to employ to close achievement gaps?
- Will CSU commit to increasing its 2025 graduation rate target?