

# Background Information for the Academic Senate Retreat, 2006

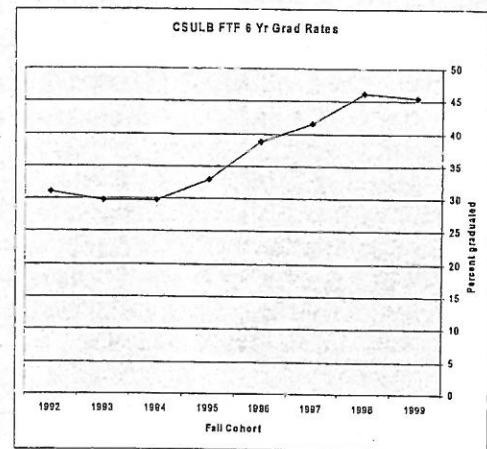
1. Key Facts about Student Success at CSULB
2. CSULB Results from the 2006 National Survey of Student Engagement
3. State and National Issues in Higher Education



Prepared by Interim Provost Dorothy Abrahamse and Vice Provost David Dowell

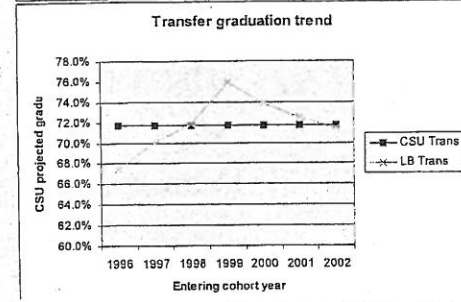
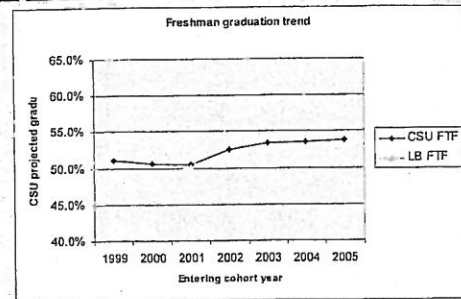
## Key Facts about Graduation Rates at CSULB

- CSULB freshman graduation rates improved by about 17% in recent years.
- The CSULB six-year freshman graduation rate is currently near 45%.
- Our rate remains moderately below national averages for Master's I universities and for universities that spend about what CSULB spends per student.



# Key Facts about Graduation Rates at CSULB

- Our freshman graduation rates are higher than CSU system averages, and have improved more.
- Our transfer graduation rates are about average for the CSU.
- Women graduate from CSULB at a rate about 10% higher than men and this gap does not appear to be closing.
- Graduation rate gaps at CSULB between ethnic groups range from 3% - 20% and these gaps do not appear to be closing.



Graduation rates in the above tables represent CSU system office projections of percentages who will eventually graduate from CSULB; this methodology is not the same as the more typical 6-year freshman cohort graduation rate methodology.

## 2006 National Survey Of Student Engagement at CSULB

- 2006 was first CSULB participation
- Widely used and respected survey
- Over 1,000 colleges and universities participated
- Administered by Indiana University's Center for Survey Research
- Supported by Pew Charitable Trusts
- 85 questions are based on five research-based dimensions
- Shown to promote high quality undergraduate student outcomes
- Results based on students' perceptions
- Compare CSULB and a set of institutions selected as similar to our campus

## Compared to Similar Campuses, CSULB Freshmen Report ...

- Slightly *greater* academic challenge
- About the *same* level of active and collaborative learning
- Moderately *less* student-faculty interaction
- Moderately *more* enriching educational experiences
- A slightly *more* supportive campus environment.
- Substantially *greater* opportunities to communicate with students of different race or ethnicity

Technical Note: Adjectives reflect a standard interpretation of NSSE findings for CSULB which are expressed as "effect sizes" in comparison to the average for a set of similar campuses selected by NSSE as a comparison group for CSULB. Same = no statistically significant difference; Slight = statistically significant effect size corresponding to difference of less than 5% compared to peer average; Moderate = statistically significant effect size corresponding to difference of 5%-10% compared to peers; Substantial = statistically significant effect size corresponding to difference of more than 10% compared to peers.

## Compared to Similar Campuses, CSULB Seniors Report ...

- Moderately *less* academic challenge
- Moderately *less* active and collaborative learning
- Substantially *less* student faculty interaction
- Moderately *less* enriching educational experiences
- About the *same* level of supportive campus environment
- Moderately *greater* opportunities to communicate with students of different race or ethnicity

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# NSSE Dimensions & Sample Items

Dimension	Sample Item
Level of Academic Challenge	Number of assigned textbooks, books, or book-length packs of course readings
Active & Collaborative Learning	Asked questions in class or contributed to class discussions
Student Faculty Interaction	Talked about career plans with a faculty member or advisor
Enriching Educational Experiences	Practicum, internship, field experience, co-op experience, or clinical assignment
Supportive Campus Environment	Providing the support you need to help you succeed academically
Single item not assigned to a dimension	Had serious conversations with students of a different race or ethnicity than your own

## State and National Issues in Higher Education

- *Unique:* CSULB is nearly unique among US institutions in its combination of large size, urban location, and diverse, first generation student population.
- *Demand:* California's high school graduate population will grow through at least 2010 or 2011, primarily in southern California.
- *Demographics:* California high school graduates will be increasingly Asian and Latino and lesser percentages will be African American and Caucasian. A question exists: in what proportions will these students enroll in and graduate from 4 year universities?
- *Access:* California is continuing its historic commitment to access to public higher education in the CSU "Compact" with Governor Schwarznegger that includes funding for 2.5% growth per year.
- *Faculty:* Nationally and at CSULB faculty demographics have shifted radically with a new generation of younger faculty who come with new expectations

# State and National Issues in Higher Education

- *Spellings Commission*: This recent and potentially influential national commission summarized key issues for higher education, especially costs, financial aid, and accountability.
  - *Costs*: There is national concern that higher education is perceived to have rapidly inflated costs – but the situation for public universities in California is much more moderate than in most states.
  - *Financial Aid*: There is national concern that the national move from need-based financial aid to merit-based aid has increased barriers to higher education for low-income students.
  - *Learning Outcomes*: There is national concern that universities are not demonstrating how much and what students are learning.

# State and National Issues in Higher Education

- *Achievement Gaps*: Persistent gaps remain between ethnic, gender and socioeconomic groups in college participation and success.
- *Innovation*: Can the US retain a competitive edge when other nations are rapidly investing heavily in developing competing higher educational systems, such as India and China. (cf: Bok, "Our Underachieving Colleges")
- *Global Competition*: The US is declining in percentages of preparation and college educated – both in international comparisons and in age groups – European, Asian countries are passing us – growth in China, India is potential competition
- *Global Issues*: Are we preparing our students for a global economy?
- *Technology*: What directions will technology take us in higher education in terms of smarter classrooms, online instruction, open courseware, portable connectivity and more?





## CALIFORNIA STATE UNIVERSITY, LONG BEACH

October 4, 2006

OFFICE OF THE ACADEMIC SENATE

Dear Senators and Colleagues:

The purpose of the 2006 Academic Senate Retreat, "Mission Possible: Envisioning our Future, Charting the Mission and Vision of California State University Long Beach" is to consult with you, as a representative of an important campus constituency, on the crafting of new mission and vision statements for CSULB that more accurately reflect our present idea of ourselves and our commitments for the future.

You are receiving this packet of materials in anticipation of your attendance at the 2006 Academic Senate Retreat. If you have a chance to read through these materials prior to our meeting, it will do much to enhance the productivity of the day. The following materials are meant to stimulate your thinking.

First, in the packet is the current CSULB Mission Statement taken from the University Catalog as well as the system-wide California State University Mission Statement. Both of these documents are two decades old. How well do you think they describe CSULB in the twenty-first century?

Next, you will find the Mission and/or Vision Statements from three Divisions of the University: Academic Affairs, Administration and Finance, and Student Services. How might these be useful in helping to reformulate the University Mission statement and in "envisioning our future"?

The next item in the packet is a series of Power Point slides that were presented at a recent Academic Senate meeting by Interim Provost Dr. Dorothy Abrahamse and Vice Provost Dr. David Dowell. The information in these slides is especially pertinent to our student success initiatives. Of special interest is the data from the National Survey of Student Engagement (NSSE). 2006 was the first year of CSULB involvement in this survey.

In reformulating our own University Mission and Vision statements, we also thought it useful to include a few examples from other institutions, both within the California State University and from similar institutions around the country. As you look through these, try to identify concepts and language that might be useful to us here at CSULB.

We have also included a document from the Western Association of Schools and Colleges, "Comparing Educational Paradigms." Perhaps "the learning paradigm" column can give us some fresh perspectives.

You will find a brief summary of the Spellings Report, recently issued by the United States Department of Education. (The full report is available at [www.ed.gov](http://www.ed.gov).) The Spellings Report is a critical assessment of the state of higher education in the U.S., a broad perspective we should keep in mind during our deliberations. If you wish to pursue any further information about debates concerning American higher education we have also included a list of web resources at the end of the packet.

Thank you for making time to do this homework, and I look forward to meeting and working with you on October 13<sup>th</sup>.

Best regards,



Praveen Soni, Chair  
CSULB Academic Senate