

CALIFORNIA STATE UNIVERSITY, LONG BEACH  
TENTH ANNUAL ACADEMIC RETREAT  
OCTOBER 20, 1994

**Shaping the Compelling Academic Environment:  
The Faculty's Role and Responsibility**

- 8:30 - 9:00 Continental Breakfast -- Seaview Ballroom
- 9:00 - 9:15 **Introductory Remarks:**  
Dot Goldish, Chair, Academic Senate
- 9:15 - 9:45 **Keynote Speaker:**  
Robert C. Maxson, President of the University
- 9:45 - 10:15 **Presentation:**  
Research and Training Park  
Karl W.E. Anatol, Provost & Senior Vice President for Academic Affairs
- 10:15 - 10:30 **Groundwork for Small Group Discussions: How the Faculty Can Shape the Compelling Academic Environment**  
Simeon Crowther, Member-at-Large, Executive Committee of the Academic Senate
- 10:30 - 10:45 BREAK
- 10:45 - 11:45 **Small Group Discussions**
- 11:45 - 12:00 **Reports from Small Groups**
- 12:00 - 1:30 LUNCH -- Beacon Restaurant (2nd Floor)
- 1:30 - 1:40 **Groundwork for Small Group Discussions: The Faculty's Role in Outreach and Recruitment**  
Marquita Grenot-Scheyer, Member-at-Large, Executive Committee of the Academic Senate
- 1:40 - 2:00 **Outreach and Recruitment**  
Valerie Bordeaux, University Outreach & School Relations  
John Attinassi, IMPACT TEACH  
Emmitt Clark, Minority Engineering Program
- 2:00 - 2:45 **Small Group Discussions**
- 2:45 - 3:00 **Reports from Small Groups**
- 3:00 - 3:15 **Recommendations to the Senate from Group Acting as a Committee of the Whole**
- 3:15 **Summary and Conclusion:**  
Karl W.E. Anatol, Provost and Senior Vice President for Academic Affairs



October 14, 1994

TO: Participants, Tenth Annual Academic Retreat

FROM: Dorothy M. Goldish, Chair *Dorothy Goldish*  
Academic Senate

SUBJECT: Retreat Information

The California State University, Long Beach Academic Senate will host its tenth Academic Retreat on Thursday, October 20, 1994. We are pleased that you will be able to join us. The theme this year is "Shaping the Compelling Academic Environment: The Faculty's Role and Responsibility."

The following items are enclosed:

- Retreat Schedule
- Map
- List of Invitees
- Draft of Strategic Planning Themes, 1994-95
- Statistics re: Entering Freshmen
- Report of the Joint President and Senate Commission for the Study and Improvement of Graduation Rates

The Retreat will be held at the Hyatt Regency Hotel, 200 South Pine Avenue, Long Beach. The telephone number is (310) 491-1234. We will meet in the Seaview Ballroom, located on the first floor. Parking at the Hotel is available at \$4.00 for self-parking and \$7.00 for valet parking (rate with validation).

Please do not hesitate to contact the Academic Senate Office at extension 5-4149 if you should have any questions. We look forward to seeing you on the 20th!

DMG:mm  
Enclosures

## DRAFT OF STRATEGIC PLANNING THEMES, 1994-95

1. CSULB will be one of the top 4-5 urban universities in the country in the next 5-10 years.
2. CSULB will continue to serve the non-traditional student, as well as the traditional, 18-22 year old, student. CSULB will have a critical mass of freshmen for whom CSULB is their first choice campus, including freshmen who are National Merit Scholars and/or high school valedictorians.
3. CSULB will be recognized for high quality undergraduate teaching, with emphasis on a strong liberal education component. We will emphasize the development of students, intellectually, socially and personally; through the provision of a broad range of programs, services and activities. Research and scholarly activity are compatible, even necessary for strong teaching.
4. CSULB, as an urban university, will have partnerships within its region. Faculty, staff, and students including student-athletes will provide community service to the region and will be engaged in addressing the region's social and economic problems.
5. CSULB will have one of the highest retention rates in the CSU system. The recommendations of the Joint Commission for Study and Improvement of Graduation Rates will be the basis for this discussion.
6. CSULB will be known for its student centered philosophy, excellence in quality services, and integrity of operations. Technology will be applied innovatively. The physical environment will be safe, inviting, open and integrated with the community.
7. CSULB will increase its efforts to foster relationships with its alumni, friends, business and corporate supports. It will use its intercollegiate athletics program as a vehicle to generate positive national exposure. Fund raising efforts will point toward a substantial building of an endowment and generate substantial operating funds annually.

# LINKS and Learning Alliance

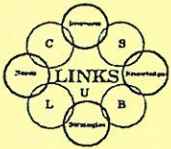
Freshmen Academic Success Programs  
California State University, Long Beach

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## LINKS General Information

### What is LINKS?

Linking Interests, Needs, Knowledge, Strategies (LINKS) to promote student success was initiated by CSULB during the fall 1992 semester. Incoming freshmen students are "linked" to entry-level courses which are appropriate for their level of preparation and which will enhance their opportunity for success during their first critical year on campus. This process has *significantly* improved GPAs and lowered probation rates of those who are "linked."



LINKS is a three-part process which includes: 1) SOAR (providing sound, initial academic advising); 2) University 100 (a required one-unit course examining the purpose and role of universities, the attributes of an educated person, and strategies to achieve academic and life goals); and 3) at least one, 3-unit G.E. class for the first semester (a guaranteed, appropriate General Education course), plus English 100 if the student is eligible. Such General Education courses as U.S. History, Political Science, Geography, English Composition, Math, Speech, Psychology, Sociology, Astronomy, Biology, Health Science, and Religious Studies were among the choices for the 1993-94 academic year. These are "freshman only" class sections. *All freshmen students who are not part of the University Scholars Program or the Learning Alliance are part of LINKS.* For more information please call ext. 5-4546.

### What is the Learning Alliance?

## Learning Alliance General Information

The Learning Alliance is a collaborative program sponsored by the College of Liberal Arts, Academic Affairs, Student Life and Development, and Student Services. The purpose of the Alliance is to create an academic community involving first-time freshmen, faculty, and administrators.



A three-year program that admits 130 qualified, first-time freshmen in the fall and 20-40 in the spring, the Learning Alliance accepts students based on their SAT Verbal or English Placement Test score. Students are guaranteed classes during their three-year involvement. They also attend events together and offer their time in a variety of capacities. During each semester of their first year, Learning Alliance students take at least 6 G. E. units whose curricula are integrated. In their sophomore and junior years, they take at least one G. E. course per semester through the Learning Alliance. Students receive such other privileges as: early registration, social gatherings, and administrative support from Learning Alliance staff.

By allowing the students to take classes together during their first three years, the goal is to provide a foundation that will help the students form constructive relationships with their faculty, their peers, and our university. Most important, the goal is to help them complete their degrees in a timely and academically successful fashion. For more information please call ext. 5-7804.

## Difference between LINKS and the Learning Alliance

### What is the difference between LINKS and the Learning Alliance?

The primary difference between LINKS and the Learning Alliance is the extent to which each involves the faculty member and the student. Faculty who teach "linked" classes are expected to act as mentors by referring students to services appropriate to their needs and by emphasizing success strategies as well as course content. Faculty who teach in the Learning Alliance have additional responsibilities which are defined by the Learning Alliance coordinators. LINKS is a *process* that reserves for first-time students at least one or two appropriate G. E. courses each semester for the first three semesters. On the other hand, the Learning Alliance is a *three-year program* that not only guarantees G. E. units, but also establishes a learning community through which the students interact with their peers, faculty, and administrators.

FOR YOUR CONSIDERATION.....

WHAT IS THE RELATIONSHIP BETWEEN A STRONG LIBERAL ARTS EDUCATION AND OUTREACH TO THE COMMUNITY?

HOW CAN WE BUILD OR STRENGTHEN EXISTING LINKS BETWEEN OUR CAMPUS AND THE COMMUNITY?

HOW CAN WE INTEGRATE RESEARCH, SCHOLARLY ACTIVITY AND COMMUNITY SERVICE?

WHAT ARE THE IMPLICATIONS FOR THE RTP PROCESS IF OUTREACH IS A VALUED OUTCOME FOR CSULB FACULTY?

*MAKE AN IMPACT... TEACH!*

*IMPACT/TEACH DAY*

*Friday, MAY 6, 1994*

*California State University, Long Beach*

*STUDENT UNION*

*Small Auditorium*

*Multipurpose Room, President's Room*

*for*

*College Teacher Aides &  
Exploratory Teaching Students  
from Long Beach Schools:*

*A special half-day program at  
California State University, Long Beach  
We invite you to learn about and join  
the Profession of Teaching*

*Schedule:*

8-8:30 am	Sign in Refreshments	Small Auditorium	Lobby Student Union
8:30 am	INTRODUCTIONS Dean Sikula, CSULB College of Education Mrs. J. MacDonald, Exploratory Teaching Class Sponsor Dr. Robert Roth, Ms. Susan Abbot, IMPACT/TEACH Dr. J. Attinasi, Bilingual Education Director and Program Coordinator Ms. Monica Romero, Student Outreach Advisor	Small Auditorium	Student Union
8:45 am	SESSION ONE	Keynote:	Small Auditorium Student Union

***Becoming a Teacher...and Becoming Yourself***

**Dr. JUDITH VALLES,**

Interim President, Coastline Community College

9:30 break

9:45-10:30

SESSION TWO (2A)

Youth Session President's Room Student Union

*Climb the Career Ladder  
and Make a Difference in our Community*

**Mr. JEROME TORRES**  
Analyst, City of Long Beach

SESSION TWO (2B)

Para-educators Workshop Multipurpose Room Student Union

*The Writing Process for Teacher Assistants*

**Ms. MARSHA VARGAS**  
Bilingual Multifunctional Resource Center, Region XIII (MRC-CSULB)

SESSION TWO (2C)

CSULB Services

Small Auditorium Student Union

*Community College to University*

Ms. Monica Romero, Student Outreach Advisor  
Ms. Kristi Jones, Director, Liberal Studies

10:30-11:30

**CAMPUS TOUR Youth LOBBY** outside Multipurpose Room

Mr. Michael Watson, Ms. Carla Johnson, Ms. Veronica Luna, Tour Coordinators

SESSION THREE (3A)

School/Community Session

President's Room Student Union

*Community Issues*

**Mr. JEROME TORRES**  
Analyst, City of Long Beach

SESSION THREE (3B)

Para-educators Workshop

Multipurpose Room Student Union

*The Writing Process for Teacher Assistants*

**Ms. MARSHA VARGAS**  
Bilingual Multifunctional Resource Center, Region XIII (MRC-CSULB)

SESSION THREE (3C)

CSULB Services

Small Auditorium Student Union

*Student Outreach/Financial Aids*

Ms. Monica Romero, Student Outreach Advisor  
Mr. Jesse Powell, Financial Aid Counselor

11:30

Closing Remarks  
Return to Schools

Small Auditorium Student Union

Sponsored by

California State University, Long Beach

IMPACT/TEACH 310.985.5706

& Long Beach School District: Human Resource Services

Mrs. P. Kishi 310.436.9931 x1476

*Special Thanks: Dan, Shelli, Susi, Dr. Rob, Valerie*

### Introduction and Background

Like other urban campuses in California, California State University, Long Beach has seen a marked change in the size, academic preparedness, and ethnic composition of its freshman class over the last three years. Since the fall of 1991, the number of first-time freshman has declined,<sup>1</sup> the average SAT score has fallen,<sup>2</sup> and the ethnic profile has changed.<sup>3</sup> It was already apparent by the spring semester of 1992 that the university—large, urban, comprehensive, multi-generational, multi-cultural, and multi-ethnic—would need to develop new strategies and programs to meet the needs of a freshman student population who had a 30.9 percent academic probation rate by the end of its first semester.<sup>4</sup> It was also clear that these strategies would need to go beyond those programs currently being provided to effect student success.<sup>5</sup>

As a result, faculty and staff formed an *ad hoc* group to discuss intervention and retention strategies and to develop a pilot program to implement these strategies. The group concluded that the university needs a multi-divisional (Academic Affairs and Student Services) approach to the problem. This approach should include: 1) sound initial academic advising and orientation to campus life (SOAR); 2) an academic examination of the purpose and role of universities, the attributes of an educated person, and strategies to achieve academic and life goals (University 100); and 3) a guarantee of placement in a cluster of appropriate General Education courses. The group also concluded that the selection of faculty to teach these General Education courses who were willing to act as mentors to freshman students was critical to increasing retention.<sup>6</sup>

### LINKS Pilot Retention Program

In response to the findings of the *ad hoc* group, a pilot program, LINKS (Linking Interests, Needs, Knowledge, Strategies), was initiated beginning with the fall semester 1992.<sup>7</sup> Approximately 260 incoming

<sup>1</sup> 3,032 fall 1990; 2,514 fall 1991; 1,755 fall 1992; and 2,016 fall 1993 (up slightly due to last-minute recruiting to meet enrollment targets).

<sup>2</sup> SAT=835.2 fall 1991; 814.9 fall 1992; 794.9 fall 1993.

<sup>3</sup> For first-time freshmen 36.9% white in fall 1991; 32.1% white in fall 1992; and 25.3% white in fall 1993.

<sup>4</sup> This compared to a 7.9% academic probation rate for continuing Freshmen and 6.2% overall for the university. The dropout rate by the end of the first year was 26.8%. This compared to 36.7% nationally at comparable institutions. (According to The American College Testing Program, 1993.)

<sup>5</sup> Existing programs include programs for particular populations of students (e.g., students with admissions deficiencies, racial minorities, students in certain majors, honors students, students with learning disabilities), but increasingly the entire freshman class is "at risk."

<sup>6</sup> These conclusions are supported by the research of Alexander Astin who found that students "who interact frequently with faculty" are more satisfied with the college experience than those who do not. Vincent Tinto, moreover, has described the stages in the "rite of passage" into college as 1) separation, "characterized by a decline in interactions with members of a former group"; 2) transition, "a period during which the individual begins to interact with members of the new group" (e.g., "persons learn the knowledge and skills necessary to function in the new group"); and 3) incorporation, "marked by rituals or ceremonies which certify membership." He maintains that "during the freshman year, students may feel a sense of normlessness. Having given up the norms and beliefs of past associations and not yet having adopted those appropriate to membership in a new community, the individual is left in a state of at least temporary anomie." Alexander Astin, *Four Critical Years: Effects of College on Beliefs, Attitudes, and Knowledge* (San Francisco: Jossey-Bass, 1977). Vincent Tinto, "Dropping Out and Other Forms of Withdrawal from College" in L. Noel, R. Levitz, & D. Saluri, eds., *Increasing Student Retention: Effective Programs and Practices for Reducing the Dropout Rate* (San Francisco: Jossey-Bass, 1985), pp. 442-443, as quoted in Betsy Barefoot and Paul P. Fidler, *1991 National Survey of Freshman Seminar Programming* (National Resource Center for The Freshman Year Experience, University of South Carolina, 1992), p. 8.

<sup>7</sup> Six sections of the required University 100 course were designated for students in specific majors (i.e., Arts, Business, Engineering, Health & Human Services, Liberal Studies, and Natural Sciences) and the same students were "linked" by major to English 100 (freshman composition) courses. In addition, two sections of University 100 were designated for pre-



freshmen students, out of the total population of 1,755, formed the basis of the LINKS pilot program. The students were enrolled according to their majors in "linked" sections of University 100 and English 100.

Both quantifiable and narrative evaluations were administered to students in all sections of University 100. At mid-semester and at the end of the semester, evaluations were administered for the linked courses. *In every case the students who were "linked" had higher overall GPAs and lower probation rates than students who were not "linked."* For the students who were enrolled in University 100 and English 100, the probation rate (7.5%) was *significantly* below the average for all incoming freshmen (27.3%). The anecdotal responses by students and faculty were extremely favorable. Students wrote such comments on the narrative evaluation as, "I enjoyed it very much, because meeting students in my major made me feel more comfortable as a new student. I strongly recommend continuing this system," and "I felt that this program was very helpful; it allowed me to make friends and [join] study groups."

Faculty found that the experience was exciting yet challenging and that it served student needs for additional information about strategies for academic success. None of the faculty who taught "linked" courses had ever taught "all freshman" class sections. They had some initial difficulty with classroom behavior, late assignments, and class attendance. By meeting together and discussing the problems, they began to develop strategies to compensate for the lack of juniors and seniors who normally serve as role models. Their experience pointed out the need for faculty development sessions as an integral and on-going part of the LINKS program.

The success of the pilot program meant that, beginning with the fall 1993 semester, at least two "linked" General Education class sections were reserved for *all* new freshmen who were not part of other university special programs (e.g., University Scholars Program, Learning Alliance, Student Access to Science). This university support made it possible to link approximately 1,400 students in such existing introductory courses as U.S. History (History 172 & 173), Introduction to American Government (Political Science 100), World Regional Geography (Geography 100), English Composition (English 100), Listener's Approach to Music (Music 190), Introduction to World Religions (Religious Studies 100), General Psychology (Psychology 100), Principles of Sociology (Sociology 100), Introductory Nutrition (Home Economics 232), and Contemporary Health Problems (Health Science 210). After the fall semester began, students began to request that additional courses be reserved for them for the spring 1994 semester. As a result, class sections of the same courses plus Interpersonal Communication (Speech 210) were reserved for spring. Approximately 789 students took advantage of LINKS courses for the spring 1994 semester. Again, after the spring semester began, there were requests for a third semester of LINKS courses. About 233 continuing freshmen are enrolled in reserved courses or seats within courses for the fall 1994 semester. These include such classes as Introduction to Ethics (Philosophy 160) and Elementary Logic (Philosophy 170), Critical Thinking, Introduction to World Literature (Comparative Literature 230), Folklore & Mythology (Comparative Literature 232), Appreciation of Literature (English 180), and Macro and Micro Economics (Economics 201 and 202) plus English composition sections.

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Business majors and were linked with Philosophy 170 (Elementary Logic). One section was designated for a special population of underrepresented students in the College of Natural Sciences.

### Evaluation of Fall 1993-Spring 1994 Program

Evaluation of the 1993-94 program was carried out using a variety of assessment methods. Faculty were regularly queried about their experience with the all-freshmen sections, grade point averages for select course sections were compiled by Robert Weinmeister of the Learning Alliance staff and shared with the LINKS Program, and LINKS students were asked to fill out surveys at mid-semester of fall 1993 and the end of spring 1994 of their first year giving their opinions of how well the program was achieving its goals as well as their experience with the program. In addition, students were asked to reply to some personal questions so that a profile of the freshman class might be developed.

#### **Faculty Experience with the Program**

For fall 1993, students were placed in general education courses selected on the assumption that they would have the most initial success in courses which built on knowledge gained prior to entering the university. Faculty soon discovered, however, that what was believed to be the best cluster of general education coursework in the first semester was, perhaps, not the best cluster for underprepared students—those with low SAT scores. Faculty began almost immediately to call the LINKS office to report the students' lack of academic preparation reflected in both exam and paper grades and, in addition, the lack of emotional preparation exhibited in classroom behavior (e.g., poor study habits and time management skills). Once again it became clear that faculty who teach "freshmen" courses had never taught these courses as *all* freshmen sections. When asked to examine their grade rosters from previous semesters, they discovered that the freshmen had always fallen primarily in the C, D, and F grade categories, while sophomores, juniors, and seniors who earned higher grades created the appearance of a "normal" grade curve for these courses.

Based on similar faculty experiences during the pilot LINKS program it was determined that regular meetings of the faculty were critical to providing a successful experience for both faculty and students. At the first faculty meeting, mid-way through the fall semester, it was also revealed that students were actually being most successful in courses where they (the faculty) assumed that the course content had not been covered at the middle or high school level. As a result of the opportunity to discuss these phenomena, faculty were able not only to improve the success rate for individual students but to assist each other with specific teaching strategies which worked well for all-freshmen class sections. Regular faculty development workshops, therefore, have now been built into the LINKS program.

The LINKS faculty also asked for the assistance of University 100 faculty in preparing students for the reality college course responsibilities. Thus, such issues as classroom behavior, study habits, time management are being emphasized in the University 100 classes for the fall 1994 semester.

#### **Indicators of Student Success**

The data compiled by Robert Weinmeister for the Learning Alliance (a report which included LINKS students) support this anecdotal evidence. (See Appendix I for supporting data.) As shown in Table I, science courses and courses like Geography 100, History 172, Political Science 100, and Psychology 100 were not good first-semester choices. A class average of below "C" indicates that the courses listed in Part A of the table are

poor choices for underprepared entering freshmen. For students in the Learning Alliance (who had higher SAT scores as entering students than the remainder of the Freshmen class), it is suspected that their higher skills level plus individual instructors were factors in their ability to be more successful in these courses.

**Table I**  
G.P.A.\* by Class Section for Freshmen

<b>Part A</b>	<b>G.P.A. (f '93)</b>	<b>G.P.A. (f '93)</b>	<b>G.P.A. (sp '94)</b>
<b>Comparison of LINKS &amp; Learning Alliance</b>	<b>LINKS</b>	<b>Learning Alliance</b>	<b>LINKS</b>
Anatomy/Physiology 107	1.14	1.33	NA
Biology 200	1.80	1.75	NA
Geography 100	1.61	NA	1.65
History 172 (f '93)/173 (sp '94)	1.97	2.60	2.33
Psychology 100**	1.32	2.00	1.65
Political Science 100**	1.12	1.92	2.17
<b>Part B</b>	<b>G.P.A. (f '93)</b>	<b>G.P.A. (f '93)</b>	<b>G.P.A. (sp '94)</b>
<b>Comparison of LINKS &amp; All Other Freshmen</b>	<b>LINKS</b>	<b>Freshmen All Other Sections</b>	<b>LINKS</b>
Political Science 100**	2.07	2.06	2.63
Health Science 210**	2.48	2.44	2.34
Sociology 100	2.63	2.20	NA
Religious Studies 100**	2.65	2.07	3.16
<b>Part C</b>	<b>G.P.A.</b>	<b>G.P.A.</b>	<b>G.P.A.</b>
<b>Comparison of LINKS/Same Instructor non-LINKS/All Other Freshmen</b>	<b>LINKS</b>	<b>Freshmen Other Section (non-LINKS) same instructor</b>	<b>Freshmen All other Sections (various instructors)</b>
Music 190 (f '93)	2.99	2.94	1.93
Home Economics 232 (f '93)	2.44	2.23	2.26
Home Economics 232 (sp '94)	1.96	2.04	
<b>Part D</b>	<b>G.P.A.</b>	<b>G.P.A.</b>	
<b>Comparison of LINKS &amp; Learning Alliance</b>	<b>LINKS</b>	<b>Learning Alliance</b>	
English 100 (fall 1993)	2.90	3.08	
English 100 (spring 1994)	3.05	3.00	

\*G.P.A. is calculated for the class section (i.e., the number of A,B,C,D,F,and U grades in that class) not the overall G.P.A. (i.e., all classes taken) for a particular student.

\*\*The LINKS sections of these courses were taught by the same instructor in both the fall and spring semesters. All three sections of Health Science 210 were taught by the same instructor.

For the fall 1993 semester, the Political Science 100 class section shown in Part A of the table was a combination of LINKS, Learning Alliance, and SAS students. The section listed in Part B was composed of LINKS students only. For the spring 1994, the Political Science 100 sections listed in Part A and B were LINKS students only. It is clear that the instructor was an important variable. Even if, however, a particular instructor enables students to earn a slightly higher course grade, a class grade point average of just over "C" continues to demonstrate that this course is probably not a wise first-semester choice for underprepared freshmen.<sup>8</sup> The improved class average for the spring semester might be explained by a combination of the faculty members working on better techniques of working with all freshmen class sections and the students having improved study skills in their second semester.

With the exception of Political Science 100, students in the other LINKS' sections listed in Part B of the table achieved a significantly higher course grade than freshmen in other sections of the same course.<sup>9</sup> For the courses in Part B, therefore, a combination of course content and instructor best explain the data. All of these courses were taught by instructors who not only assumed no prior knowledge of the subject matter but who made considerable efforts *during class time* to enhance the general study skills of the students, even though they were teaching large lecture sections. In the case of Religious Studies 100, there were 285 students in the fall semester section and 80 in the spring semester section. The instructor believes that students did well in his course during the fall semester, even though it was a large lecture course, because of four factors: 1) he formed the entire class into small study groups; 2) he did a *thorough* review of the course content before each exam; 3) he based the final grade on both objective and essay tests; and 4) he assigned most of the reading during the first half of the semester. According to the instructor, using study groups and determining clear course objectives in advance means that he is able to tell the students from the outset and remind them before each exam what materials are important for them to learn. He believes, moreover, that having an essay portion on the exams allows him to make a subjective judgment of the students' grasp of the course material (i.e., how well they can articulate the concepts they have been learning). In addition, assigning the majority of the reading during the first half of the semester, which covers the theory portion of the course, causes the students to have the background to understand the second half of the course, which is a practical application of the theory (e.g., they visit a religious group of their choice and write a response essay). This also means that they, according to him, can concentrate their efforts on reading for other courses during the last half of the semester. The instructor believes that the students, as a class, achieved a higher GPA in the spring semester because, with fewer students, he was able to use essay exams *exclusively* to assess their progress.

Part C of the table provides striking evidence that the instructor is an important variable to student success even when the course content is appropriate for entry-level students. For Music 190, freshmen students in two different sections with the same instructor did equally well and achieved a class grade point average one

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<sup>8</sup> This appears to be a course where department faculty might work together to assess course goals and objectives and their relationship to students success.

<sup>9</sup> The two sections of Health Science 210 were taught by the same instructor. Students in both sections did equally well. Since there were no other sections to use for comparison it is unclear whether the instructor or the subject matter was most important for the students' success. Note: These were also smaller class sections of fifty students.

entire grade point higher than freshmen in all other sections, even though the class size was large for all sections (ranging from 70 to 146 students per section). If we assume that the subject matter was accessible, (i.e., again, the instructor assumes that the subject matter is *new* to the students and the students' grades are based on exams and response essays) the instructor was clearly the important contributing factor to success. For Home Economics 232, the data show that the subject matter and class size (ranging from 54 in the LINKS section to 227 in the non-LINKS sections) were independent of the instructor. Or, stated differently, the data point to the fact that all faculty did equally well in teaching the subject matter no matter the class size.

As shown in Part D of the table, students who took English 100 their first semester did slightly less well than those who were enrolled for their second semester, although all were consistently successful (achieving a "B" average for the class). In this instance, we know that class size is small and faculty meet regularly to discuss course content, goals, and teaching methodology. In addition, for this course, the students' final grades are a reflection of their level of writing at the *end* of the semester *not* an average of their grades throughout the semester.

For the fall semester, note that in courses where the same instructor taught both a LINKS and a non-LINKS section of the same class (Health Science 210, Home Economics 232, and Music 190), the students in the LINKS section achieved a *slightly* higher GPA than those in the non-LINKS section. This small difference might be explained in two ways: either the instructor, who was told he had a special population of students, might have thought of these students as "special" or the students might have thought of themselves as being in a "special" section and therefore might have worked harder.

From these data on class GPAs we might tentatively conclude that:

- proper sequencing of coursework for freshmen is critical to their initial success at the university;
- advising is a key component of this process;
- class size can be independent of student success;
- course objectives which are articulated clearly to students increase their ability to succeed; and
- for courses where department faculty meet together to develop course curriculum and to discuss pedagogy across course sections students are more successful.

#### **Probation and Retention Rates**

At the end of the fall 1993 approximately 534 students or 26.6% of the entering freshman class was on probation. Again, intervention programs may have accounted for this drop in the probation rate even though the students were even less well prepared for college level coursework (as indicated by their SAT scores) than in the previous three years. By the end of the spring 1994 semester 69 (3.1%) continuing freshmen had been disqualified, 219 (9.7%) were placed on probation during the spring semester, 435 (19.2%) continued on probation, and 158 (7%) cleared probation. For the spring semester, however, the category "continuing freshmen" includes all freshmen at the university which includes but is not limited to those students who entered in fall 1993.

### Student Evaluations

An abbreviated form of the evaluation survey originally developed by Professor Gerry Hanley for use as part of the University 100 Program Self-Study was administered in selected LINKS general education class sections at mid-semester during the fall of 1993 and at the end of the spring 1994 semester. (See Appendices II and III for the evaluation instruments.) Students were asked to rate the different goals of the LINKS program by marking a percent on a scale from 0%-100% next to each goal. They were to mark 100% if they believed they had completely achieved that goal, 0% if they had not achieved that goal at all, and a percent between 0% and 100% if they believed they had partially achieved that goal. *Each* item had a possible maximum value of 100%. They were asked, "Having reached the mid-point of your first semester [end of your second semester], how much more prepared do you believe you are to deal with:

- a) university-level work (reading, writing, and oral expectations of the faculty)
- b) taking responsibility for your own progress toward your degree;
- c) the University Library;
- d) tolerance of different opinions;
- e) your anxieties, fears, and concerns about going to the university;
- f) meeting with your instructors outside of class if you need additional help;
- g) University rules and requirements (e.g., add/drops, GE requirements).

For the fall 1993 semester, surveys were returned for six LINKS class sections (343 students). All of these were large-lecture courses (i.e., Political Science 100, Psychology 100, History 172, Religious Studies 100, Music 190, and Home Economics 232). For the spring 1994 semester, surveys were returned for fifteen class sections (412 students). These sections were a combination of six sections of English 100 and one section of Speech 210W (maximum 25 students per section) and large-lecture GE courses (e.g., Geography 100, History 173, Political Science 100, Religious Studies 100). Since the surveys were voluntary not every student in each class section returned a survey. The data analyzed were the mean scores for each of the sections which returned valid evaluations. Thus, the mean score of each question from the evaluation form was computed for that section. (See Appendix IV for the supporting data.) For the fall survey, therefore, there were six mean scores for each question and for the spring survey fifteen mean scores for each question. For the table provided here a mean of the mean scores from all class sections was calculated. Because, however, the surveys were not coded in any way, it is impossible to know whether the same student was responding to the questions in both and fall and spring semesters.

**Table II**  
**Goals of the LINKS Program**

Goal	Fall 1993 % Prepared	Spring 1994 % Prepared
a) Dealing with University-Level Work	65.3%	74.4%
b) Taking Responsibility for own Progress	70.5%	76.9%
c) University Library	67.4%	71.6%
d) Tolerance of Different Opinions	78.9%	80.9%
e) Anxieties about going to the University	73.0%	81.5%
f) Meeting with Instructors Outside of Class	55.3%	64.0%
g) Dealing with University Rules and Requirements	73.9%	76.3%

The data, as shown in Table II, revealed that students are significantly more prepared to deal with taking responsibility for their progress toward their degree, tolerating different opinions, and their anxieties about going to the University than to meet with their professors outside of class. These findings are consistent with those from the University 100 Program Self-Study.

When asked at the end of their second semester how helpful the LINKS Program was in making the transition from high school to college, content analysis revealed that most students believed that LINKS was *very* helpful. Many mentioned that they would not have been able to register for general education courses if it had not been for the LINKS Program. Some noted that it was beneficial to be in classes with other freshmen who were having similar problems adjusting to the university, particularly with faculty who were more understanding of those problems. One student wrote, "all the classes and instructors [LINKS] were superior to non-LINKS instructors and classes." Another said, "The LINKS program was a gift from heaven in enrolling for classes and actually being able to do well. They (the people in the office) were *always* very nice to help me (unlike other programs at this school). LINKS was a major 'stress reducer.'" They also believe, however, that their high school should have done a better job preparing them for the differences between high school and college.

### **Student Profiles**

In addition to asking students to evaluate the goals of the LINKS program, the faculty suggested that students be asked optional personal questions which might lead to the development of a personal profile of the freshman class. (Please refer to Appendices I and II.) The questions focused on four general areas: a) how time is spent in an average week (e.g., number of units taken, hours at work, travel time); b) living arrangements and family educational profile; c) selection of academic major; and d) services utilized at CSULB.

Use of Time During An Average Week

As displayed in Tables III and IV, students averaged 13 units per semester and, of those who worked (55%-60%), they worked approximately 20 hours per week. About 75% of them worked off campus and drove approximately one-half hour to work.

**Table III**  
**Course and Workload Averages Per Week**

	Fall 1993	Spring 1994
	Hours	Hours
School Units/Hours	13.08	13.05
Work Hours/week	18.25	20.68
	Minutes	Minutes
School Drive	39.93	
Work Drive	21.78	25.32

**Table IV**  
**Work**

	Fall 1993		Spring 1994	
	Yes	No	Yes	No
Do you work?	55.91%	44.08%	60.52%	39.48%
	On	Off	On	Off
If yes, on or off campus?	26.70%	73.30%	24.22%	73.05%



Living and Study Arrangements

As shown in Tables V and VI, two-thirds of freshmen students lived at home with their parents during their first year at CSULB. Three-quarters of them had responsibilities for household chores and/or care of younger siblings. Most believed that they had a quiet place to study.

	Fall 1993	Spring 1994
Residence Hall	30.41%	22.22%
Home with Parents	62.57%	66.67%
Apartment	4.68%	8.04%
Other	2.34%	3.07%

	Yes	No
Do you have a quiet place to study?	75.97%	24.03%
Do you have responsibilities for household chores/care of younger siblings?	77.88%	22.12%

Family Educational Profile

Students were also asked to reply to a question asking them if they were the first person in their family to attend college. 341 students responded. Slightly fewer than half (42%) of those who responded indicated that they were the first in their families to attend college. These findings are consistent with a nationwide survey conducted by UCLA which reports that, with the exception of Southern California which is becoming more ethnically diverse and where the trend is reversing, the number students who are the first in their families to attend college has been declining during the last decade. (According to the UCLA survey, in 1983 45.9% of fathers had not attended college compared to 38.0% in 1993 and in 1983 52.4% of mothers had not attended college compared to 41.1% in 1993. This survey did not, however, ask students about siblings.)

If they were not the first person in their family to attend college, students were then asked the highest level of education of their mother, father, and siblings. 137 of the 198 students who were not the first in their families to attend college responded. Those responses are shown in Table VII. Since this question was open-

ended, the categories in the table were developed from their answers. The "In College" category represents the number of siblings who are attending college concurrently with the student answering the survey. The same is true for siblings who are listed in the grammar school, junior high, and high school categories.

**Table VII**  
**Family Education History**

					Yes	No				
First person in family to attend college?					143	198				
Highest Level of Education	GS	Jr. High	HS	CC	College	In College	MA	Ph.D.	Occup.	
Mother	9	1	29	22	63	0	9	2	2	
Father	7	2	15	14	82	0	16	0	0	
Siblings	2	4	7	7	41	27	2	0	2	

Selection of Major

When asked if they had chosen a major before entering CSULB a majority of students answered that they had selected a major. At the mid-point of the fall 1993 semester most were still considering the same major as when they entered. By the spring semester about one-fourth had changed their minds. Remember, however, that these were not necessarily the same students fall and spring since the surveys were not coded to track an individual student through both semesters.

**Table VIII**  
**Majors**

	Yes	No
Major chosen prior to entering CSULB	274	65
Are you still considering the same major (mid-fall)	200	66
Are you still considering the same major (spring)	278	137

Utilization of CSULB Services and Resources

Approximately one-third of the students who answered the survey had attended a workshop offered by the Learning Assistance Center during either the fall or spring semester.

Table IX Study Skills Workshops in Learning Assistance Center		
	Yes	No
Fall 1993	105	233
Spring 1994	134	282

When asked whether they had sought advice from any person or office on campus, students responded as displayed in Table X. Some of the "other" persons or offices students mentioned most frequently included Student Athlete Center, Learning Alliance, Adult Learning Disabilities, Student Access to Science, peers/friends, Writers' Resource Lab, Financial Aid, and Partners for Success. (See Appendix VI for a listing.)

Table X Utilization of Campus Resources		
	Fall '93	Spring '94
Instructor	92	135
LINKS Office	30	102
Academic Advising Center	64	119
EOP/SSSP/ILE/MEP/MBP	147	191
Major Department Advisor	43	54
Career Development Center	26	55
Counseling Center	12	19
Learning Assistance Center	21	24
Other	26	24
TOTAL number of students responding	265	372

### Student Needs

Through these initial efforts to respond to the needs of this increasingly underprepared student population, we have learned the necessity for a more comprehensive and institutionalized commitment to meet these students' academic, social, and emotional requirements. University-wide discussion of these problems has resulted in a renewed sense of energy which generated numerous practical suggestions to address first-year student problems. It has become increasingly clear to us that existing services (e.g., academic advising, study-skills workshops, psychological counseling, student services) need to be concentrated on first-year students; in addition, sequencing of courses for at least three semesters plus cooperative learning experiences during the second year to help students make better informed major and career choices need to be coordinated and implemented. Thus far, however, the process has been coordinated on an *ad hoc* basis by staff persons who have taken on the responsibilities for the success of freshman students *in addition* to their regular job responsibilities. If the process is to continue, a more formalized structure must be established, with faculty oversight and a permanent staff.

### Recommendations

#### Fall 1994:

- Organization of faculty workshops to determine which General Education courses are most appropriate for the underprepared students' first, second, and third semester success, including re-examination of the curriculum of certain freshman-level courses.
- Creation and implementation of an early-warning system where faculty respond mid-semester to a LINKS program inquiry about student progress. *This would be followed by immediate one-on-one advising sessions for students who are at-risk of being placed on academic probation based on mid-semester grades.*
- Organization and implementation of faculty development workshops to assist faculty with teaching strategies. These twice-a-semester workshops would address the behavioral and academic preparation levels of first-year students.
- Selection and training of twenty-five, senior-level students to organize study groups for each "linked" class section. (These students will receive unit credit not monetary compensation.)
- Coordination of services to augment the classroom experience (e.g., study skills, time management, and "coping with depression" workshops).
- Organization of a range of co-curricular activities (e.g., theatre, musical, dance, and athletics events with seats reserved for LINKS students) to increase the students' connection to campus life.
- Coordination with all freshmen programs of a semi-annual parent newsletter to inform them about program goals and to update them on the university's commitment to freshman success.

#### Fall 1995:

- Assessment of fall 1994-spring 1995 program (both statistically and anecdotally).
- Implementation of mandatory academic advising—at least one meeting with an academic advisor each semester. (This would include selection and training of faculty and peer advisors.)

- Development and coordination of a cooperative learning component, during the students' sophomore year. (Data have shown us that early major and career decision-making increases retention.<sup>10</sup>)

#### Fall 1996:

- Development and coordination of a program for first-semester transfer students.<sup>11</sup>

### Conclusion

This approach at our large, urban, comprehensive university is intended to serve, upon completion, as a model for comparable institutions and will translate more effectively into practice what the university says its responsibility is to the very students it accepts. The best evidence of student success is the diploma; we believe that a student's initial success will provide a cost-effective and time-effective foundation for achieving that goal.

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<sup>10</sup> Based on a study done of 275 vocationally undecided graduating seniors from the City University of New York in 1987 by Puchkoff and Levin it was found that uncertainty over major/career selection is one of the "overriding pressures" in college. S.C. Puchkoff and P.G. Lewin, "Student Responsiveness to Specialized College Services: Contribution of Personality Variables and Perceptions of Services," *The Journal of Counseling Psychology*, 3 (3), p. 330 as cited in Gayle B. Fenton, "An Investigation of University Policy and Practices Concerning the Degree-Bound Undecided and Major-Changer Student Population in the California State University System," M.A. Thesis, May 1993. p. 100.

<sup>11</sup> For first-semester sophomores in fall 1991 the academic probation rate was 21.8%, and for first-semester juniors, it was 16.9%. For transfer students the program will concentrate on services which will ease the transition into the university and on major and career advising.

COMMISSION REPORT ON STUDY OF GRADUATION RATES  
MAY, 1994

The Joint President and Senate Commission for the Study and Improvement of Graduation Rates was established during the fall semester of 1993. The Commission membership consisted of:

Frank Alfieri, Chair	(Ex Officio Members)
Dennis Mark Anjo	David Bernstein
Simeon Crowther	Jeane Relleve-Caveness
Wayne Dick	Don Coan
Gene Dinielli	Ron Lee
Barbara Franklin	Marilee Samuelson
Gerard Hanley	Suzanne Wurzer
David Hood	
James Jensen	
George R. Schmidt	
Elizabeth Young	

The Commission was established because of the recent national concern about the four-year average graduation rate for all students (35%) and for student-athletes (25%), and to help gather information mandated by the federal Student Right-To-Know Act which requires all colleges and universities that participate in federal student aid programs to collect and analyze data to determine their graduation rates and to make this information available to prospective students.

The specific charge to the Commission was to develop a report that details observations and findings, and recommendations that are realistic and practical for the improvement of graduation rates by the end of the 1993-1994 academic year.

The Commission began its work by reviewing the 605 page, 1993 NCAA Graduation-Rates Report. Some pertinent data extracted from the report follows:

	Grad. Rate in 6 years	Ave. Time for Graduation
Division I Summary	55%	4.7 years
All Public Institutions	52%	4.9 "
Large Public Institutions	56%	4.8 "
Small Public Institutions	41%	4.9 "
Private Institutions	70%	4.3 "
UC Irvine	65%	4.6 "
UCLA	74%	4.8 "
CSU Fresno	50%	4.5 "
CSU Fullerton	45%	5.4 "
CSU Long Beach	36%	5.6 "
CSU Northridge	31%	5.7 "

While this type of comparison would indicate that CSU Long Beach is not doing well in graduating students in a timely fashion, it is really deceiving without further analysis. In "The Chronicle of Higher Education" (Sept. 22, 1993) an article entitled "College Retention Rates Are Often Misleading" by Alexander W. Astin, Director of the Higher Education Research

Institute at UCLA, analyzed data such as that in the NCAA Grad. Rates Report. Astin states: "The recent research done at the institute suggests, however, that a simple retention "rate" tells us a lot more about who an institution admits than about how effective its retention practices are. Our longitudinal study involves data from 39,243 students attending 129 four-year colleges and universities. Regardless of where they attend college, the least-well-prepared students (those with C averages in high school and SAT composite scores below 700) are five times more likely to drop out (86 per cent versus 17 per cent) than are the best-prepared students (those with A averages and SAT scores above 1,300). Thus, institutions that admit large numbers of less-well-prepared students will tend to have low retention rates, and those with well-prepared students will tend to have high rates, regardless of how effective their retention programs are.

Formulas derived from multiple regression analyses using our entire sample of 39,243 students show that high-school grades and SAT scores carry the most weight in predicting who will complete college, but that other characteristics of entering students, such as race and sex, also carry some weight. For each of our 129 institutions, we used these formulas to compute an "expected" retention rate based upon the high-school grades, admissions-test scores, sex, and race of each entering student. By comparing this expected rate with the actual rate, we get a much better indication of how "effective" an institution actually is in retaining and graduating its students.

The most effective institutions will have actual rates that substantially exceed their expected rates, while the least effective ones will show the reverse pattern. Institutions with average retention will have similar expected and actual rates. Since more than half of the variation in retention rates among the 129 institutions can be explained by their expected retention rates, most selective institutions will have "good" retention rates even if their retention programs are mediocre, and most non-selective institutions' rates will be "poor" unless they happen to have exceptionally effective retention programs."

Dr. R. Gregg Waggoner also analyzed the NCAA data in his doctoral dissertation entitled "Selected Institutional Persistence Predictors of NCAA Division I-A Football Student Athletes." The purpose of this study was to identify institutional predictor variables of football student-athlete graduation persistence at National College Athletic Association (NCAA) Division I-A member institutions 1984-85 through 1989-90 (N=100). The institutional variables thought to have a significant relationship regarding football student-athlete graduation rates were:

- Annual resident tuition costs
- Win/loss percentages
- Post-season bowl games appearances
- Coach turnover ratio
- Admission T score (from freshman class ave. ACT or SAT scores)
- Employment of athletic dormitories
- Status of the athletic academic advising programs

The only football student-athlete graduation rate prediction variable is admission T-score which was converted from the institutions' freshman class average SAT or ACT score. High vs. low SAT or ACT scores were the best and only significant graduation rate prediction of the seven independent variables in this study. However, these SAT/ACT scores accounted for approximately 20% of the variance associated with football student-athlete graduation rates and 80% of the variance was unknown by this study.

The American Council on Education (ACE) released a report in February of 1994 entitled the "Twelfth Annual Status Report on Minorities in Higher Education." This study also revealed that while minority students have been enrolling in colleges and universities in greater numbers in recent years, they tend to leave school sooner and are less likely than other students to graduate. To improve this situation this study suggested that "....institutions must address the environmental, academic, and financial issues that causes them to leave college before graduation. This can be done best with strategies that tie together recruitment, admissions, financial aid, academic advising, and student support services. ....The report identifies seven common elements in the approaches of institutions that have been successful in reducing the share of minority students who drop out of college before graduation. These include a substantial institutional commitment to student retention, particularly for minorities; the existence of a retention policy; faculty support for and involvement in retention activities; academic support services with a dedicated staff; systematic collection of data to monitor and follow up on students' progress; and institutionalization of retention efforts."

Closer to home, the CSU Office of the Chancellor's Division of Analytic Studies in its in-house monograph, Focus: Issues in Higher Education (March, 1994) reported its analysis in an article entitled "CSU Progress To Degree Now 4.9 Years." This report explains the differences in graduation rates between the CSU and the UC by comparing the environmental, academic, and financial issues of students in each system especially as these relate to the Master Plan of Higher Education in California. The report states: "With 1/3 of CSU students working 30 or more hours per week, and nearly 3/4 of CSU students working at least part-time while attending classes, one would expect their progress-to-degree to be considerably longer than their younger, more affluent counterparts at the University of California (UC). Yet, despite the nontraditional nature of most CSU students, the enrolled time to degree for first-time freshmen now stands at 4.9 years, only a term or two longer than the 4.33 years to degree for UC first-time freshmen. For transfer students, the average enrolled progress-to-degree now stands at 3.0 years."

The difference in CSU and UC undergraduate students is reflected in the table below:



	CSU	UC
Percent Commuters	83%	11%
Percent 25 Years & Older	20%	8%
Percent Dependent on Parents	53%	82%
Mean Parental Income	\$51,670	\$64,534
Percent Independent	47%	18%
Percent Who Work	73%	58%
Percent 30+ Hours/Week Workers	33%	12%
Percent Taking 12 Units or More	70%	92%
Percent Taking 15 units or More	30%	90%
Average Unit-load	12.1	14.6

The traditional standard of obtaining a degree in four years requires that a student take 15-16 units per semester for a 124-semester-unit degree. Science, Engineering, and Agriculture degrees would require more units and take longer to graduate. With this schedule a student could work part-time up to around 15 hours per week. Similar considerations would apply for upper-division transfers to get a degree in two years. Of course time to degree would be extended if a student were to change majors or didn't declare a major upon entry.

Two major reasons why CSU students take longer than the ideal to graduate is because many take time off (stop-out time) and many don't take full loads because they need to work. The report further states: "Given the profile of CSU students - socially, academically and economically - the enrolled time-to-degree of 4.9 years and the elapsed time of 5.5 years for first-time freshmen is consistent with the university's assignment from the state under the Master Plan." CSU's role is to serve those who cannot or do not choose to commit full attention to attend college, i.e., the nontraditional student, and it is expected that time-to-degree would increase in a concomitant way.

This CSU report also states: "Contrary to conventional wisdom, time-to-degree has not been lengthening and the CSU's graduation rate among first-time freshman has been improving even as the CSU student body became significantly more nontraditional and diversified.

For state universities and colleges like those that constitute the CSU, the range of graduation rates has been between 30 and 60 percent. Using the 30-60 percent range as peer benchmarks, our 1973 rate of 46 percent was about average and our 1983/84 rate of 52 percent was above average."

When CSULB's figures for time-to-graduation (5.5 years) and for the graduation rate of first-time freshman (about 36%) are compared with the CSU system's figures of 5.5 years and 50 percent respectively, it is apparent that CSULB's graduation rate is below the system average.

Our Commission's own analysis of data presented by Dr. Don Coan, Director of Institutional Research, gives some insight about drop-out rates:

1. Special admits (25% of freshman class) have a higher drop-out rate (74.4%) than regular admits (51%) in six years.

2. About 26% of the freshman class drops out after the first year while 54.7% drops out after six years. Therefore, about 48% of all drop-outs (26% divided by 54.7%) occurs after the first year.
3. Part-time students have a drop-out rate (50%) about 46% higher than full-time students (23%) after the first year.
4. For the fall semester of 1992, 27% of first-time freshman were placed on probation after the first semester and about 70% of these were still on probation after the second semester and an additional 9.5% did not enroll.
5. Community College transfer students showed a higher graduation rate than did first-time freshmen by about 68%.
6. The costs associated with the matriculation of a first-time undergraduate are high.

In a letter (March 24, 1994) of response to the questions raised by California Senator Gary K. Hart about the graduation rates of African American athletes in the CSU, Chancellor Munitz indicated that in general athletes have retention and graduation rates that equal or exceed the University average. Chancellor Munitz did acknowledge a concern about the lower than average retention and graduation rates for all African American students and not just African American athletes.

At CSULB African American students (first-time freshmen cohort) have shown consistent improvement in their five-year drop-out rate from 0.757 in 1982 to 0.684 in 1986. The average for all students during this same time period was 0.570 and 0.524 respectively. There is concern and room for improvement among the African American cohort. Present programs that deal with underrepresented populations should be continued and encouraged to further help improve graduation rates.

With the above statistics in mind the Commission realized that the best place for the university to intervene for the most efficient improvement of graduation rates and to reduce the costs associated with a high drop-out rate was in the first-time undergraduate cohort (freshmen and transfer students) especially first-time freshmen.

A short-term goal of CSULB should be to increase its graduation rate from the present 36% to the system average of about 46%. A large part of this goal could be accomplished by reducing the drop-out rate of first-time freshmen by 10%-20%. Once we are at the system average we should set a longer term goal of being within the top one-third of the CSU.

The Commission also recognized that any recommendations to improve retention of first-time undergraduates would also help all students not just first-time freshmen or first-time transfer students. Retention improvements would not only increase graduation rates, but they could also help reduce average time to graduation.

In the following list of recommendations the Commission recognizes that some could be changed with a change in policy while others would require additional funding. It also acknowledges that decisions on implementation would be made at various administrative levels after considering the many fiscal

and personnel ramifications.

To achieve the goal of reducing drop-out rates and to improve graduation rates the Commission's recommendations are:

I. THE UNIVERSITY SHOULD IMPROVE ITS KNOWLEDGE OF WHO WE ARE ADMITTING, ie., STUDENT CHARACTERISTICS AND PREPARATION.

1. Improve recruitment of eligible freshmen including underrepresented students and limit special admits to 15%. Special Admits, students who do not meet eligibility requirements, presently comprise about 25% of the freshmen class. The Special Admit cohort has a disproportionate, higher rate of drop outs when compared to regular admits by 46%, ie., 74.4% vs. 51% respectively. (See Attachment A for admission categories of Fall 1993 first-time freshmen.)
2. Continue to utilize the SOAR program for course selection and academic advising for first-time undergraduate students.
3. First-time undergraduate students should be counseled on financial aid, disability accommodations and other support services on campus.
4. To better enroll our first-time freshmen in classes of the appropriate level the University should:
  - a. Be provided with English Placement Test (EPT) and Entry Level Math (ELM) or SAT/ACT scores well before SOAR takes place.
  - b. In addition tests for disabilities and other entry level tests should be administered.
  - c. These data should be utilized to better place students in appropriate courses and programs including lower-division, General Education courses or in pre-baccalaureate remedial courses.

II. THE UNIVERSITY SHOULD STRUCTURE THE FIRST-YEAR EXPERIENCE AND FIRST-TIME UNDERGRADUATE STUDENTS SHOULD RECEIVE ADVISING AS SOON AS POSSIBLE.

1. Mandatory academic advising should be implemented. Students who have declared a major should have access to a department faculty advisor who should receive appropriate institutional training, tools, and rewards for advising and participating in student mentoring programs. Undeclared majors should receive academic advising from the Academic Advising Center or from specialized advising programs.
2. Students should be advised that they must declare a major before completing 60 units.

3. Freshmen should be precluded from enrolling in upper division courses.
4. The university should enroll 90% of qualified students in General Education Category A (Communication in the English Language and Critical Thinking) and Category B2 (Mathematical Concepts and Quantitative Reasoning) courses in first year. (See Attachment B for description of a "qualified student".)
5. The university should enroll 90% of unqualified students in pre-baccalaureate courses, and in category A & B2 courses within 3 semesters.
6. The university should require General Education category A & B2 courses as prerequisites to all upper division courses.

### III. THE UNIVERSITY SHOULD DEVELOP A COMMITMENT TO STUDENT RETENTION

1. The University should evaluate the success of, and where appropriate expand support for, courses and programs that are designed to aid retention such as University 100, EDP 191, Early Warning System w/in LINKS and the Learning Alliance, Strategies for Academic Success, Partners for Success, Learning Assistance Center, Career Development Center, Counseling Center, Intensive Learning Experience Program, Academic Advising Center, Center for Student Athlete Services, Educational Opportunity Program (EOP), and Student Support Services.
2. The President should require cooperation among all university divisions, programs and services that contribute to student retention.
3. The Provost should encourage colleges to establish pilot retention programs.

### IV. THE UNIVERSITY SHOULD CONTINUE TO REDUCE OR REMOVE INSTITUTIONAL BARRIERS. THIS AREA INCLUDES NOT ONLY OFFICIAL POLICIES, BUT ALSO PRACTICES WHICH HAVE BEGUN THROUGH EXPEDIENCY.

1. The university should develop standard add/drop and withdrawal policies, and clearly publicize these to the university community.
2. All university offices which provide direct service to students should continue to remain open Monday through Friday.
3. Information centers and services should be available to nighttime students as well as daytime students. These

services should be available from 5:00-7:00pm at least two nights a week.

4. The President should encourage the development of a more humanistic environment throughout the university.
5. All personnel that are involved in providing direct services to students and the university community should be strongly encouraged to complete interpersonal skills and "customer" service training. The university should provide the appropriate training for the appropriate personnel.
6. The increased use of computers for registration and record keeping of students often results in institutional practices that cause problems for students. These practices should first be approved by the Office of the Vice-President before implementation. Some examples follow:
  - a. Students who receive their degree audit (graduation check) well beyond their proposed graduation date and then find they did not graduate are being held to new (1993) General Education requirements upon reactivation because they have broken the "continuous attendance" rule. This should be changed to allow students to complete requirements under the catalog of original entry or the one in effect they believe they graduated under.
  - b. Degree audits are canceled if students have not completed General Education before the degree audit is instituted. Since there is no university policy that states that students must take their General Education before they reach 90 units (nor should there be), unknowing students are penalized by the cancellation and then must reapply (for a fee) for a degree audit.
  - c. Students should receive the degree audit before registration for their final semester before graduation. The University should consider issuing degree audits automatically during the first semester of the senior year (status 4) or after the attainment of 96 units.
  - d. Unresolved "grades" of SP (Satisfactory Progress) and RD (Report Delayed) which appear on students' grade slips and which in no way affect students' progress toward graduation now cancel the degree audit. Students with these administrative symbols on their records must now find ways to get grade changes submitted by faculty in order to graduate. Since these administrative symbols can be several years old, this barrier to graduation poses an extreme hardship for some students.
  - e. Previously, the university provided some flexibility for adult reentry students. These CSULB returning students who had broken "continuous attendance" were allowed to remain under their original General Education pattern but were

required to take the 9 upper division units of 1981-1993 General Education patterns. Moreover, if these students were returning CSULB seniors when they broke enrollment, they were allowed to remain under their original General Education pattern. Now all returning students are held to the 1993 General Education pattern which can add several semesters to the completion date for graduation for older returning students.

V. THE UNIVERSITY SHOULD CONTINUE TO ASSESS STUDENT NEEDS.

1. The President should establish a standing committee, in consultation with the Academic Senate, to collect, assess data, and develop recommendations pertinent to student retention and persistence to graduation such as:
  - a. Implement on-going research on student needs for a better understanding of why students drop out.
  - b. Participate in UCLA's National Freshman Survey.
  - c. Develop an exit interview survey form for use by appropriate committees.
  - d. Disseminate information on student needs to the university community on a regular basis.
  - e. Should develop a recommendation on what an appropriate graduation rate should be for CSULB.
2. The University should establish a high level position or person as an advocate for adjudication of complaints relating to institutional barriers and student needs similar or parallel to an affirmative action officer.

CALIFORNIA STATE UNIVERSITY, LONG BEACH  
FALL 1993 FIRST-TIME FRESHMEN - ADMISSION BASIS

ADMIT BASIS MISSING - Perhaps Contract students?

NO CODE PRESENT	BASIS FOR EXCEPTION										TOTAL		
	SCHOLARSHIP		EXPERIENCE-MATURITY		ATHLETES		SPL. ABILITY-TALENT		INSTITUTIONAL COMMITMENT		WOMEN	MEN	TOTAL
	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN			
2											2		2
1											1		1
5											5	2	7
											1	1	2
8											8	3	11
AMERIND/ALASKAN													
BLACK NON-HISPAN													
MEXICAN, MEXAMER													
OTHER HISPANIC													
FILIPINO													
PACIFIC ISLANDER													
OTHER ASIAN													
WHITE NON-HISPAN													
OTHER/UNKNOWN													
ALL STUDENTS													

ADMIT BASIS REGULAR

NO CODE PRESENT	BASIS FOR EXCEPTION										TOTAL		
	SCHOLARSHIP		EXPERIENCE-MATURITY		ATHLETES		SPL. ABILITY-TALENT		INSTITUTIONAL COMMITMENT		WOMEN	MEN	TOTAL
	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN			
10	4										10	4	14
89	22										89	22	111
151	113										151	113	264
62	30										62	30	92
71	38										72	38	110
1	2										1	2	3
204	152										204	152	356
271	169										271	170	441
63	31										63	31	94
922	561	1									923	562	1485
AMERIND/ALASKAN													
BLACK NON-HISPAN													
MEXICAN, MEXAMER													
OTHER HISPANIC													
FILIPINO													
PACIFIC ISLANDER													
OTHER ASIAN													
WHITE NON-HISPAN													
OTHER/UNKNOWN													
ALL STUDENTS													

CALIFORNIA STATE UNIVERSITY, LONG BEACH  
 FALL 1993 FIRST-TIME FRESHMEN - ADMISSION BASIS

ADMIT BASIS H-NOT DISADV

	BASIS FOR EXCEPTION														
	NO CODE PRESENT		SCHOLARSHIP		EXPERIENCE-MATURITY		ATHLETES		SPL. ABILITY-TALENT		INSTITUTIONAL COMMITMENT		TOTAL		
	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	TOTAL
AMERIND/ALASKAN			2				1	2							2
BLACK NON-HISPAN	1				3										4
MEXICAN, MEXAMER	1			1							1				4
OTHER HISPANIC															2
FILIPINO	1														1
PACIFIC ISLANDER															1
OTHER ASIAN		2	1	1	2	3									6
WHITE NON-HISPAN	1		4	1	2	4	2	7	2	3	1	3			18
OTHER/UNKNOWN	1		3		1	1		2							4
ALL STUDENTS	2	5	10	2	8	8	3	11	2	3	3	4	28	33	61

61/2020 = 3.0%  
 allowed 40%

ADMIT BASIS I-DISADVAN - EOP

	BASIS FOR EXCEPTION														
	NO CODE PRESENT		SCHOLARSHIP		EXPERIENCE-MATURITY		ATHLETES		SPL. ABILITY-TALENT		INSTITUTIONAL COMMITMENT		TOTAL		
	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	TOTAL
AMERIND/ALASKAN	2														2
BLACK NON-HISPAN	95	41													136
MEXICAN, MEXAMER	107	67													174
OTHER HISPANIC	34	17													51
FILIPINO	6	7													13
PACIFIC ISLANDER		1													1
OTHER ASIAN	39	31													70
WHITE NON-HISPAN	4	2													6
OTHER/UNKNOWN	2	6													8
ALL STUDENTS	289	174											289	174	463

463/2020 = 22.9%



CALIFORNIA STATE UNIVERSITY, LONG BEACH  
 FALL 1993 FIRST-TIME FRESHMEN - ADMISSION BASIS

TOTAL	BASIS FOR EXCEPTION														TOTAL	
	NO CODE PRESENT		SCHOLARSHIP		EXPERIENCE-MATURITY		ATHLETES		SPL. ABILITY-TALENT		INSTITUTIONAL COMMITMENT		TOTAL			
	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN
12	6	2												14	6	20
186	64			3		1	2							190	67	257
258	181			1						1				260	181	441
96	47													96	47	143
79	45	1												80	45	125
1	3													1	3	4
248	187			2	3									251	191	442
276	172			2	4	2	8	2	3	1	1	3		287	191	478
65	38	3		1	1		2	2						69	41	110
1221	743	11	2	8	8	3	12	2	3	3	4	4	1248	772	2020	

CALIFORNIA STATE UNIVERSITY, LONG BEACH  
 FALL 1993 FIRST-TIME FRESHMEN - ADMISSION BASIS

ADMIT BASIS	BASIS FOR EXCEPTION							TOTAL
	NO CODE PRESENT	SCHOLARSHIP	EXPERIENCE-MATURITY	ATHLETES	SPL. ABILITY TALENT	INSTITUTIONAL-COMMITMENT	TOTAL	
MISSING	11						11	
REGULAR	1483	1		1			1485	
H-NOT DISADV	7	12	16	14	5	7	61	
I-DISADVAN	463						463	
TOTAL	1964	13	16	15	5	7	2020	

524/2020 = 25.99%

ATTACHMENT B

Definition of a Qualified Student:

1. A high school graduate
2. Grades of "C" or better in each of the required college preparation courses
3. A qualifiable eligibility index  
The eligibility index is the combination of high school grade point average (final three years) and the score on either the American College Test (ACT) or the Scholastic Aptitude Test (SAT).  
Calculation of eligibility index:
  - A.  $(\text{grade point ave.} \times 800) + \text{total SAT score}$   
Minimum index required is 2800.
  - B.  $(\text{grade point ave.} \times 200) + (\text{ACT composite score} \times 10)$   
Minimum index required is 694.
4. With a high school grade point average of 3.00 or above students are eligible without additional SAT or ACT scores.
5. A student with a high school GPA below 2.00 is not qualified for regular admission.
6. Qualified transfer students must have an average grade point of 2.0 (C) or better in all transferable units and are in good standing at last college or university attended and would essentially meet the freshman eligibility requirements listed above.