Academic Preparation and Education Programs (APEP) Committee

Agenda

April 4, 2008

Office of the Chancellor: Room 410 – 10:00 a.m.

Members:
Otto Benavides, Fresno, Curriculum and Instruction
Bob Buckley, Chair, Sacramento, Computer Science
Calvin Caplan, East Bay, Kinesiology and Physical Education
Marshall Cates, Los Angeles, Mathematics
Kathleen Kaiser, Chico, Sociology
Barbara Swerkes, Northridge, Kinesiology
Lillian Vega-Castaneda, Channel Islands, Language, Culture & Literacy Education
Jim Wheeler, Vice Chair, Maritime, Chemistry

Ex Officio:
Dr. Beverly Young, Assistant Vice Chancellor or Teacher Education and Public School Programs

1. **Open Forum** (time for announcements and to raise issues or make requests not related to items on the agenda – time limited).

2. **Quick review and approval of the agenda or the amended agenda** (items may be added to agenda and/or the agenda may be reordered).

3. **Approval March 8, 2008 minutes** (attached).

4. **Report from the Executive Committee & Committee Chairs meeting** (Bob).

5. **Office of the Chancellor Updates and Anticipated Issues for 2007-08.**

6. **Update on ICAS approved participation with UC and Community Colleges** to update of the mathematics competency statements (Marshall).

7. **Review of Second Reading resolutions**
   - AS-2849-08 Assessment of EAP Performance and Consideration of Future Support.
   - AS-2847-08 Commendation for Campus Success on Remediation Efforts at the Campus Level

8. **Issues/concerns for discussion and possible addressed by Senate resolutions:**
   A. Liaison with the CSU Admissions Advisory Council [see attachment].
   B. Campus based enrollment data for programs offered by Colleges and Schools of Education - redux.
   C. California P-16 Council: “Closing the Achievement Gap” [see attachment].
      Council’s Mission: “To develop, implement, and sustain a specific, ambitious plan that holds the State of California accountable for creating the conditions necessary for closing the achievement gap.”
53 members including CSU representation: Allison Jones, Lionel (Skip) Meno [Assistant to the President, SDSU, Horace Mitchell [President, CSU Bakersfield], Maria Pacheco [Student, CSU, Fresno].

9. **Updates/Ongoing Business**

Tracker-scout reports on TEKR related issues:
- California School Board Association ([http://www.csba.org/](http://www.csba.org/)) – Bob
- State Board of Education ([http://www.cde.ca.gov/be/](http://www.cde.ca.gov/be/)) - Barbara
- California Postsecondary Education Commission ([http://www.cpec.ca.gov/](http://www.cpec.ca.gov/)) – Cal & Kathy
- California Commission on Teacher Credentialing ([http://www.ctc.ca.gov/](http://www.ctc.ca.gov/)) - Otto
- California Faculty Association ([http://www.calfac.org/](http://www.calfac.org/)) - Lillian

10. **Adjournment**
Present were: President Gordon, Professors Stepanek, Amaral, Kaiser, Buck and Reichman as well as Dr. Cook and AVP Ed Mills (substituting for VP Varlotta). Chancellor’s Office Staff- Jim Blackburn

The notes of the June 1, 2007 meeting of the AAC and those of the joint AAC/ BOARS (UC Board of Admissions and Relations with Schools) were received without correction.

Changes in AAC Membership
The lack of a current appointment from the CSSA was noted, and those present greeted Dr. Kathleen Kaiser as a replacement for former Vice Chair Rochelle Kellner. It was also announced that Dr. Steven Stepanek has agreed to serve as AAC vice chair. The CSSA has been informed of the need to make a new student appointment to the Admissions Advisory Council.

IGETC Notes
There was a discussion of a summary of the proposed “IGETC Standards” document as considered by ICAS. There appears to be a lack of clarity regarding the status of this document and the relationship of its contents to the current effort to revise CSU Executive Order 595 (General Education, etc.) Blackburn will inquire of Christine Hanson (CSUCO, Academic Programs) and ASCSU Chair Barry Pasternack as the “next steps “for the IGETC document.

A Proposal from UC Academic Senate re CAHSEE
At the request of B. Pasternack, the AAC reviewed a “revised” resolution regarding the California High School Exit Examination (CAHSEE) as provided by Professor Michael Brown of the UC Academic Senate. Professors Reichman and Kaiser noted that two ASCSU committees had considered the Brown proposal; neither had voted to take a CSU position on the CAHSEE.

CSU and the Troops to College Initiative
A summary of CSU activities with respect to the Troops to College initiative (TTC) was provided and two policy issues were posed to the members.

1. How should Executive Order 366 (1981) be re-drafted to reflect more specific guidance to campuses for the application of the American Council on Education (ACE) recommendations for the awarding of college credits for military training?
2. What alternative routes to CSU freshman and lower division transfers admission should be provided for servicemembers and veterans?
There was little obvious initial support for accepting ACE recommendations at face value and assigning specific rather than elective credit. The use of a procedure not unlike the Lower Division Transfer Patterns (LDTP) process was suggested. Interest was expressed in further discussion involving ACE staff as well as representatives of the CSU LDTP and General Education committees.

Blackburn indicated that ACE seemed genuinely interested in both encouraging a CSU policy that meets the needs of veterans and in recruiting university faculty, who can participate in the evaluation of military programs if instruction and making recommendation for meeting university requirements via the completion of military training.

There was a discussion of the possibilities for alternative admissions requirements for servicemembers and veterans. The consensus seemed to be that each veteran’s situation could be very different for those of other veterans. And even though it might be desirable to avoid exceptional admissions, it may generally preferable to “route” all not regularly admissible servicemembers and veterans to an individual or team for individualized admissions evaluation. In this way, veterans and active duty persons could be assisted without the need for significant changes in CSU admissions policy.

**CSU Application Fee Issues**

Two issues concerning CSU Admissions Application Fees were discussed.

1. Reduction form six to four as the maximum number of campuses to which a “free” application may be submitted.
2. An increase in the CSU Application Fee from $55 to $60 for those applicants, who do not qualify for an application fee waiver.

The AAC voiced support for both of these changes, i.e. a decrease from six to four in the number of campuses to which a “free” application may be submitted and a five dollar increase in the application fee.

It was suggested that increased efforts be made to help applicants to understand that admissions to some campuses has become more competitive and that having a “back up” campus, that is not impacted, is often wise.

**Career Technical Education (CTE) and CSU Admissions**

Section 66205.9 of the California Education Code includes a requirement that the CSU adopt model uniform academic standards for career technical education (CTE) courses…”that will satisfy the completions of a general electives course for the purposes of admission…” Absent such an adoption, the CSU would be required to accept for elective credit any CTE course, which meets the standards set by the California Department of Education. A draft of such “model academic” standards as provided by a BOARS sub-committee was discussed by the AAC and accepted with one correction, i.e. on page 3 of 5, the phrase “college preparatory” should be substituted for “higher-level”.
**CSU Alignment (a-g) and Joint Eligibility Study with the UC**
The AAC discussed the advisability of further alignment with the University of California as regards the “a-g” pattern of college preparatory courses. Effective in 2011 (and pending the results of the Joint Eligibility Study), the UC and CSU will be aligned with the exceptions of the “a” (history and social science) category. There was no immediate enthusiasm for disallowing the use of “g” (college preparatory elective courses to meet the “a” requirement. Further discussion of alignment will await the results of the on-going CSU/UC joint admissions eligibility study.

An update on the “progress” of the joint eligibility study was provided. Despite efforts to improve the technology and expand the scope of CSU’s joint efforts with the UC, the 2007-2008 edition of the joint eligibility study has not gone as well as planned. UC and vendor staffs are endeavoring to increase the performance of the tools being used. Preliminary results are anticipated by late summer or mid-fall.

**Enrollment Management and the Proposed 2008-2009 State Budget**
There was a discussion of the CSU’s enrollment management/control actions taken (1/11/08 ff) in response to the Governor’s proposed budget cuts for 2008-2009. All CSU campuses will close to Fall 2008 first-time freshmen (FTF) applications no later than February 1, 2008, and most campuses will not admits applicants for the lower priority admissions priority categories (see AA 2008-05). It was subsequently decided that seven campuses would be permitted to remain open for FTF until March 1. Those same campuses will be permitted to admit applicants from four of the lower priority admissions categories, i.e. lower division transfers, second bachelor’s candidates, un-classified post-baccalaureates and less than fully qualified upper division transfers.

**Proposed Changes in CSU Post-baccalaureate Admissions Standards**
The proposed Title 5 changes regarding post baccalaureate admissions (Sections 41000 ff) were discussed. AAC has not historically limited its role to undergraduate admissions. So, no AAC approval is necessary re changes to graduate/post-baccalaureate admissions. That having been said there were no objections to there being options in the determination of regular post-baccalaureate admissions.

**Next AAC Meeting**
Support was voiced for a late spring 2008 meeting to review and discuss options for the admission of servicemembers and veterans and evaluation of military training for academic credits. Blackburn will identify some appropriate dates and consult AAC members prior to scheduling such a meeting.
Closing the Achievement Gap

Presentation to ICC Executive Committee
February 13th, 2008
California Definition Of Achievement Gap

The disparity between white students and other ethnic groups as well as between:

• English learners and native English speakers;
• Socioeconomically disadvantaged and non-disadvantaged;
• Students with disabilities compared to students without disabilities.
Elementary School Level
Academic Performance Index (API)
Range of API Scores for each State Decile Rank
Achievement Gap of African American Students to White Students

**English-Language Arts**
Percentage of Students Scoring at or Above Proficient

- White: 31%
- African American: 31%

**Mathematics**
Percentage of Students Scoring at or Above Proficient

- White: 28%
- African American: 28%
Achievement Gap of Hispanic or Latino Students to White Students

**English-Language Arts**
Percentage of Students Scoring at or Above Proficient

<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Hispanic or Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>2004</td>
<td>55</td>
<td>18</td>
</tr>
<tr>
<td>2005</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>2006</td>
<td>65</td>
<td>22</td>
</tr>
<tr>
<td>2007</td>
<td>70</td>
<td>26</td>
</tr>
</tbody>
</table>

**Mathematics**
Percentage of Students Scoring at or Above Proficient

<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Hispanic or Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>2004</td>
<td>26</td>
<td>12</td>
</tr>
<tr>
<td>2005</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>2006</td>
<td>30</td>
<td>16</td>
</tr>
<tr>
<td>2007</td>
<td>33</td>
<td>18</td>
</tr>
</tbody>
</table>
English-Language Arts

Percentages of Economically Disadvantaged & Percentages of Not Economically Disadvantaged Students Scoring at Proficient and Above, 2007

<table>
<thead>
<tr>
<th>Category</th>
<th>Economically Disadvantaged</th>
<th>Not Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American or Black</td>
<td>24</td>
<td>40</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>26</td>
<td>42</td>
</tr>
<tr>
<td>White</td>
<td>41</td>
<td>67</td>
</tr>
</tbody>
</table>
Mathematics

Percentages of Economically Disadvantaged & Percentages of Not Economically Disadvantaged Students Scoring at Proficient and Above, 2007

- **Economically Disadvantaged**
  - African American or Black: 22%
  - Hispanic or Latino: 29%
  - White: 38%

- **Not Economically Disadvantaged**
  - African American or Black: 30%
  - Hispanic or Latino: 36%
  - White: 56%
Our Closing the Achievement Gap Initiative focused on identifying ways The State can better assist counties, districts, and schools in their efforts to close California’s pernicious achievement gap.

Statewide P-16 Council to delve deeply into this task.
P-16 Council Themes

The P-16 Council organized their work around four themes (ACES):

• **Access** - How do all students gain access to what they need?

• **Culture/climate** - How can schools offer the best learning environment for all students?

• **Expectations** – Are high expectations for all students and teachers truly held by all?

• **Strategies** – What practices have proven effective (or promising) for closing the achievement gap?
Preliminary Recommendations

Access

• Provide high quality pre-K programs

• Develop Partnerships
  – i.e. ARCHES projects

• Better alignment of K-16 educational systems
Preliminary Recommendations

Culture and Climate

• **Focus on teaching and learning**
  – Deep implementation of content
  – Comprehensive professional development
  – Cultural competency and responsiveness
Preliminary Recommendations

Expectations

• **Develop better benchmarks** to success for closing the gap.
  – Keep the API in place
  – Develop additional input based measurements. Such as:
    • Equitable distribution of teachers
    • Increased rigor
    • Parent Involvement
    • Etc.
Preliminary Recommendations

Strategies

• Design and implement a robust, high quality data collection system

• and a system for the state to broker the information.
Roundtable Involvement

• Develop an integrated, concerted, measurable, and coordinated plan around Closing the Achievement Gap
  – each educational sector identifying specific actions, based upon its unique mission
  – comprehensive plan by June, 2008
Roundtable Involvement

• Better alignment of K-16 educational systems
Jobs in today’s workforce require more education & training

Change in the distribution of education / skill level in jobs, 1973 v. 2001

- High school dropouts: Employment share, 1973 - 32%, 1973 - 9% 
- High school graduates: Employment share, 1973 - 40%, 1973 - 31% 
- Some college/associate degree: Employment share, 1973 - 12%, Employment share, 2001 - 28% 
- Bachelor's degree & higher: Employment share, 1973 - 16%, Employment share, 2001 - 32%


From the American Diploma Project Network
Too Many Students Graduate from High School Unprepared for College and Work

- 30% of first year students in postsecondary education are required to take remedial courses
- 40% - 45% of recent high school graduates report significant gaps in their skills, both in college and the workplace
- Faculty estimate 42% of first year students in credit-bearing courses are academically unprepared
- Employers estimate 45% of recent high school graduates lack skills to advance
- ACT estimates only half of college-bound students are ready for college-level reading

From the American Diploma Project Network
Remediation rates at CSU

CSU Systemwide Remediation Rates for Regularly Admitted First-time Freshmen, Fall 2006

Postsecondary Attainment

- Earning a postsecondary degree has become increasingly important in today’s economy, and some states have made significant gains in college going rates.

College admission is only the first step. A quarter of college freshmen will not return for their sophomore year.

Only slightly more than half of students in 4-year colleges earn a degree within six years.

From the American Diploma Project Network
AMERICAN DIPLOMA PROJECT NETWORK

• Purpose -- To support a leadership cadre of states that will spearhead a national movement to align standards, assessments, curriculum and accountability with the demands of postsecondary education and work.

• The ADP Network supports pioneering states by:
  – Advocating for the policy agenda they are taking on;
  – Enabling them to share strategies, tools and lessons for addressing common, high priority needs;
  – Providing expert advice on policy design, implementation and advocacy issues and, where necessary and feasible, helping devise new strategies or tools;
  – Conducting new analyses or developing new tools and strategies, on a selective and strategic basis, to help states address common challenges.
Defining Readiness

What are the academic skills necessary to be prepared for success in postsecondary education and workforce development programs?
Key findings

Rigor matters

- In mathematics, graduates need strong computation skills, ability to solve challenging problems, reasoning skills, geometry, data analysis, statistics, and advanced algebra.

- In English, graduates need strong reading, writing and oral communication skills equal to four years of grade-level coursework, as well as research and logical reasoning skills.

From the American Diploma Project Network
In California, too few students ever complete a college- & career-readiness curriculum

Students who complete the A-G Curriculum

- Latino: 22%
- African American: 25%
- White: 40%
- Asian: 58%

Source: The Education Trust West (http://www2.edtrust.org/EdTrust/ETW/College+Prep.htm#students)

From the American Diploma Project Network
ADP Network Policy Agenda

- Align high school standards with the demands of college & the workplace.
- Require students to complete a college- & career-ready curriculum to earn a high school diploma.
- Build college- & career-ready measures into statewide high school assessment systems.
- Hold high schools accountable for graduating all students ready for college & the workplace.
- Hold postsecondary institutions accountable for the success of the students they admit.
American Diploma Project Network

Joining the ADP Network requires a commitment to the 4-part ADP Policy Agenda by:

- Governor
- Chief State School Officer
- State Higher Education System Leaders
- Business Leadership
ADP Network today: 30 states committed to improving student preparation

From the American Diploma Project Network
State Commitment

• To participate in this network, states must commit to four interconnected steps:
Align High School standards and assessments with skills required for success in postsecondary education and work

- Requires postsecondary systems and institutions to define clearly the knowledge and skills necessary for enrolling in credit bearing courses
  - CSU readiness standards could serve as a starting point along with ADP benchmarks
- Requires the K-12 system to align its standards and assessments with these expectations
Administering a college- and work-ready assessment, aligned to state standards, to high school students

- Ensures students get clear and timely information and are able to address critical skill deficiencies while still in high school.
  - The EAP is the national model for this policy.
All students to take a college and work ready curriculum to earn a high school diploma.

- Questions to be answered
  - A-G or different core?
  - Where does CTE fit in?
  - Algebra II?
Accountability

• Hold high schools accountable for graduating students who are college-ready.

• Hold postsecondary institutions accountable for their success once enrolled.
  – In many states, this accountability amounts to public reporting of key indicators -- transparency, as opposed to NCLB-style accountability.
Round Table Collaboration

- The California Education Round Table will collaborate on a crusade to close, and eventually eliminate the Achievement Gap at all educational levels by:
  
  - Reaching consensus that we will develop an integrated, concerted, measurable, and coordinated plan to be jointly implemented, with each educational sector identifying the specific actions, based upon its unique mission, for which it will be responsible as part of this comprehensive plan by June, 2008; and;

  - Agreeing to Join the American Diploma Project Network and engage in a candid discussion facilitated by ACHIEVE.
    - SPI to announce these actions of the Round Table as part of his State of Education address in January, 2008.