

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 3:45 p.m., Tuesday, January 28, 2003
Glenn S. Dumke Auditorium

Roberta Achtenberg, Chair
William D. Campbell, Vice Chair
Harold Goldwhite
Murray L. Galinson
William Hauck
Shailesh J. Mehta
Ralph Pesqueira
Kyriakos Tsakopoulos
Anthony M. Vitti
Martha Walda

Consent Items

Approval of Minutes of Meeting of November 13, 2002

Discussion Items

2. Modification of California State University Admission Policy for Upper-Division Transfer Students, *Action*
3. Remedial Education Policy Implementation: Seventh Annual Report, *Information*
4. Facilitating Student Success in Achieving the Baccalaureate Degree: A Report on the California State University Task Force on Facilitating Graduation, *Information*
5. Cañada College/San Francisco State University Pathways Program, *Information*

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 10:30 a.m., Tuesday, January 28, 2003

Closed Session: Munitz Conference Room

Roberta Achtenberg, Chair
William D. Campbell, Vice Chair
Harold Goldwhite
Murray L. Galinson
William Hauck
Shailesh J. Mehta
Ralph Pesqueira
Kyriakos Tsakopoulos
Anthony M. Vitti
Martha Walda

Discussion Items

1. Review and Recommendations of Nominees for Honorary Degrees, *Information*

**MINUTES OF THE MEETING OF
COMMITTEE ON EDUCATIONAL POLICY**

**Trustees of The California State University
Office of the Chancellor
Glenn S. Dumke Conference Center
401 Golden Shore
Long Beach, California**

November 13, 2002

Members Present

Roberta Achtenberg, Chair
Debra S. Farar, Chair of the Board
Murray L. Galinson
Harold Goldwhite
William Hauck
Ralph R. Pesqueira
Charles B. Reed, Chancellor
Kyriakos Tsakopoulos
Anthony M. Vitti

Members Absent

William D. Campbell
Shailesh J. Mehta
Martha Walda

Other Trustees Present

Cruz Bustamente, Lieutenant Governor
Robert Foster
M. Alexander Lopez
Frederick W. Pierce IV
Erene S. Thomas

Chancellor's Office Staff

David S. Spence, Executive Vice Chancellor and Chief Academic Officer
Richard P. West, Executive Vice Chancellor and Chief Financial Officer
Jackie R. McClain, Vice Chancellor, Human Resources
Christine Helwick, General Counsel
Gary A. Hammerstrom, Associate Vice Chancellor, Academic Affairs

Chair Achtenberg called the meeting to order on November 13, 2002, at 9:30 a.m.

Approval of Minutes

The minutes of September 18, 2002, were approved by consent as submitted.

Chair Achtenberg noted that the Committee on Educational Policy would begin with item three.

Presidents Commission on Teacher Education

Chair Achtenberg stated that five years ago the Board received the report of the Presidents Commission on Teacher Education resulting in the Board's adoption of ten goals for the improvement of CSU elementary teacher preparation. In fall 2001, the Presidents Commission was reconvened to focus on the issues surrounding the preparation of secondary teachers for California's schools.

President Maxson, CSU Long Beach, noted that the Presidents Commission's report was a systemwide effort and included Presidents, Vice Presidents, Deans, professors, superintendents, principals, and teachers. Three subcommittees were chaired by Drs. Michael Ortiz, Provost and Vice President, Academic Affairs, CSU Fresno; Arthurlene Towner, Dean, School of Education and Allied Studies, CSU Hayward; and Glenn Nagel, Dean, College of Natural Sciences, CSU Long Beach. President Maxson thanked Drs. Ortiz, Towner, Nagel, and Beverly Young, Assistant Vice Chancellor, Teacher Education and Public School Programs, and their committees for their work.

President Maxson commented that even though it is difficult to recruit, retain, and certify secondary education teachers in mathematics and natural sciences, it is very important for CSU to be involved in the process. Executive Vice Chancellor Spence stressed that collaboration between the College of Education faculty, and the College of Arts and Sciences faculty is very important. Both Dr. Spence and President Maxson stated that work had already begun in this area, and that there would be a progress report to the Board within six months.

Trustee Pesqueira commented that when he visited CSU Stanislaus, students in the blended teacher preparation program were excited about the program. Trustee Goldwhite thanked President Maxson and the committee for their work and also stressed the importance of collaboration. Trustee Goldwhite added that in order to be effective, student counseling towards a career in teaching science and mathematics in the secondary school should to be at the beginning of the freshman year. President Maxson stressed the importance of having students consider teaching as their first choice profession.

Trustee Galinson congratulated President Maxson and the committees on the report. He asked if a major in education had been addressed. Executive Vice Chancellor Spence commented that this is being addressed as a system and CSU is working with legislators on this issue.

Modification of California State University Admission Policy for Upper-Division Transfer Students

Chair Achtenberg stated that currently an applicant for admission can establish eligibility as an upper-division transfer student upon completion of 56 or more transferable semester units (84 quarter units). The Admission Advisory Council recommends that the Board amend *Title 5, California Code of Regulations* to require that an applicant for admission complete 60 or more transferable semester units (90 quarter units) to establish eligibility for admission as an upper-division transfer. The change, if approved by the Board in January, would be effective for student seeking admission to fall 2005 and subsequent terms.

Executive Vice Chancellor Spence commented that the Title 5 change would align the admission and financial aid processes. Dr. Spence noted that students who obtain loans as sophomores are not eligible for additional loans until they have completed 60 semester units, even though they may have been admitted to the CSU as upper-division transfers. He added that this change would also align CSU with practice at UC and most public university systems.

President Donald Gerth, CSU Sacramento, and Chair, Admission Advisory Council, commented that the change is long overdue. President Gerth noted that the California Community Colleges were in agreement.

Chair Achtenberg pointed out that the proposed change works hand in hand with improving graduation rates. Academic Senate CSU Chair Kegley commented that the faculty supports the resolution.

CSU Accountability Process - The Second Bi-Annual Report

Chair Achtenberg introduced the item stating that the CSU Accountability Process was developed and subsequently approved by the Board in November 1999. The first report on Accountability was presented at the September 2000 meeting of the Board.

Executive Vice Chancellor Spence presented the second report on Accountability and outlined the nine performance areas noting that CSU is beginning to gage progress toward accountability goals established for AY 2002-03 and AY 2004-05. Dr. Spence stressed the importance of focusing on outcomes and results, not just the process. It is important that CSU recognize there is an increased need to monitor access as enrollment management policies are applied and more campuses are impacted. Dr. Spence commented the public needed to be assured that reasonable access is being provided. He added that CSU progression to degree rates are above national rates for comparable institutions.

Executive Vice Chancellor Spence noted that improving graduation rates is a top CSU priority. The average units completed by upper-division students as they progress to the baccalaureate is decreasing, especially among those who entered the CSU as first-time freshmen. CSU continues

to review requirements for the baccalaureate, including ways to enable students to complete their degree as directly as possible.

Executive Vice Chancellor Spence stated that CSU annually prepares 56 percent of new teachers in the state. CSU is on track to meet the revised goal for calendar year 2002-2003 of 11,461 newly qualified teachers. Dr. Spence noted that by increasing class scheduling during evenings, weekends, term break, and summer school, CSU facilities are used more effectively. As CSU moves to state-supported summer classes, non-traditional utilization will increase even more rapidly.

Trustee Pesqueira asked about the ratio of upper-division to lower-division students in the CSU. Assistant Vice Chancellor Allison Jones responded that while the number of first-time freshmen has increased in the last several years from about 30,000 to approximately 38,000 for fall 2002-2003, as a result of Tidal Wave II, the number of upper-division transfer students has also increased from about 44,000 to nearly 53,000. Thus as a result of Tidal Wave II, the proportion of upper-division to lower-division students has decreased slightly because more full-time freshmen are matriculating in the CSU.

Executive Vice Chancellor Spence thanked Associate Vice Chancellor Gary Hammerstrom, and Assistant Vice Chancellors Allison Jones and Marsha Hirano-Nakanishi for their work on this report.

Chair Achtenberg suggested that because of the scope of the report, a more in-depth presentation should be considered at a retreat.

CSU Northridge Participation in the *Teachers for a New Era* Initiative

Chair Achtenberg commented that four foundations, led by the Carnegie Corporation of New York, made a commitment to strengthen K-12 teaching by supporting a funding competition for the development of state-of-the-art teacher education programs. Out of many universities considered, CSU Northridge was selected first as a finalist and then as one of the initial four universities invited to participate in the *Teachers for a New Era* initiative. After notification by the funding agency of the award, the campus is required to obtain the approval of the Board for the initial transfer of funds.

Chancellor Reed commented that competition for this initiative was intense and commended CSU Northridge for being one of four universities selected. The others are Michigan State University, the University of Virginia, and the Bank Street College of Education (New York).

President Jolene Koester, CSU Northridge, noted that the Carnegie Corporation of New York is investing \$30 million in this project to create model teacher preparation programs that directly link the preparation of teachers to the needs of K-12 learners. President Koester commented that *Teachers for a New Era* is receiving national publicity and recognition, and that the Carnegie

Corporation has indicated that CSU Northridge's proposal and plans for their project are models to be shared with other institutions.

President Koester acknowledged the work of Provost Kennedy, Vice Provost Handler, the deans, faculty, and staff. President Koester thanked Chancellor Reed and Executive Vice Chancellor Spence for their support. Chair Farar and Trustee Galinson congratulated CSU Northridge. The committee recommended approval by the Board of the proposed resolution (REP 11-02-09).

Adjournment

The meeting adjourned at 10:30 a.m.

COMMITTEE ON EDUCATIONAL POLICY

Review and Recommendations of Nominees for Honorary Degrees

Presentation By

Roberta Achtenberg, Chair
Committee on Educational Policy

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

Recommendations from the Committee on Educational Policy, Subcommittee on Honorary Degrees, will be addressed in closed session pursuant to Government Code Section 11126 (c) (5) [closed session “to consider the conferring of honorary degrees”].

COMMITTEE ON EDUCATIONAL POLICY

Modification of California State University Admission Policy for Upper-Division Transfer Students

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Donald R. Gerth
President
California State University, Sacramento

Summary

The Admission Advisory Council, on which President Donald R. Gerth and Academic Senate representative Dr. Hal Charnofsky serve as chair and vice chair respectively, recommends that the Board of Trustees amend *Title 5, California Code of Regulations* to require that a student complete 60 or more transferable semester units (90 quarter units) to establish eligibility for admission as an upper-division transfer student. This revision would be a change from the current provision that a student may establish eligibility for admission as an upper-division transfer upon completion of 56 or more transferable semester units (84 quarter units).

If adopted, the change would be effective for students seeking admission to fall 2005 and subsequent terms.

Background

The Admission Advisory Council recommendation to amend *Title 5, California Code of Regulations* to require that a student complete 60 or more transferable semester units (90 quarter units) to establish eligibility for admission as an upper-division transfer was based upon the following considerations:

- The current definition leads to confusion among students and counselors with regard to financial aid eligibility.
 - Students who obtain loans as sophomores are not eligible for additional loans until they have completed 60 semester units, even though they may have been admitted to the CSU as upper-division transfers.

- There are different maximum federal loan limits based on class level, and junior class level is based on 60 semester units (sophomore limit is \$3,500 and junior limit is \$5,500).
- 60 transferable semester units completed are required to establish junior level standing.
 - Currently, upper-division *admission eligibility* may be established with 56 semester units.
 - The current upper-division eligibility definition of 56 semester units is confusing to students, counselors, outreach, and admission staff because transfer students who enter with 56 semester units are classified by CSU as sophomores, not juniors. Sophomores typically receive the lowest priority for course registration.
- 60 semester units will represent four semesters (six quarters) of full-time study (at 15 units per semester) needed for timely progress toward the baccalaureate degree.
- 60 semester units will simplify external reporting and make the reports consistent with the CSU admission upper-division transfer policy.
 - CPEC, IPEDS, and NCAA classify students based on class level definitions that identify juniors as having 60-89 semester units.
- Admission application projections, processes, tracking, and reporting are currently confused when different class level and enrollment bases are used.
- The University of California requires students who were not eligible for admission as first-time freshmen to complete 60 transferable semester units to establish eligibility as transfer students.

This proposal was reviewed and supported by presidents, provosts, vice presidents of student affairs, admission and records directors, the Academic Senate, and the California State Student Association.

A revision is needed to Title 5, *California Code of Regulations*, Sections 40803, 40803.1, 40804, 40804.1, 40805, 40805.1, and 40806, to increase from “56 or more” to “60 or more” transferable semester units (90 quarter units) to establish eligibility for admission as an upper-division transfer student. These changes would be effective for students seeking admission to the fall 2005 and subsequent terms.

Proposed Resolution

The following resolution is recommended for adoption:

RESOLVED, By the Board of Trustees of the California State University, acting under the authority prescribed herein and pursuant to Section 89030.1 of the Education Code, that the board hereby amends its regulations in Title 5, Division 5, Chapter 1, Subchapter 3, Article 5, Sections 40803, 40803.1, 40804, 40804.1, 40805, 40805.1, and 40806 and Article 6, Sections 40900 and 40901 as follows:

40803. Applicants Who Are California Residents and Who Have Completed 56 the Prescribed Number of Units of College Credit.

An applicant who is a resident of California may be admitted to a campus as an undergraduate transfer, upon satisfaction of the requirements of subdivisions (a), ~~(e)(b)~~, and (d) or ~~(b)(a)~~, (c), and (d), as appropriate:

~~(a) For admissions prior to fall term 2000, the applicant has completed satisfactorily the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent;~~

~~(b)(a)~~ Commencing with admissions to the fall term 2000, the applicant has completed satisfactorily at least 30 semester (45 quarter) units in courses at a level at least equivalent to General Education-Breadth courses, including courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics and quantitative reasoning;

~~(e)(b)~~ For admission prior to fall term 2005, ~~the~~ applicant has attained a grade point average of 2.0 (grade of C) or better in at least 56 semester (84 quarter) units of transferable college credit;

~~(c)~~ Commencing with admission to the fall term 2005, the applicant has attained a grade point average of 2.0 (grade of C) or better in at least 60 semester (90 quarter) units of transferable college credit;

(d) The applicant was in good standing at the last college attended.

Note: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

§40803.1. Applicants Who Are Not California Residents and Who Have Completed 56 the Prescribed Number of Units of College Credit.

An applicant who is not a resident of California may be admitted to a campus as an undergraduate transfer upon satisfaction of the requirements of subdivisions (a), ~~(e)(b)~~, and (d) or ~~(b)(a)~~, (c), and (d), as appropriate:

~~(a) For admissions prior to fall term 2000, the applicant has completed satisfactorily the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent;~~

~~(b)(a)~~ Commencing with admissions to the fall term 2000, the applicant has completed satisfactorily at least 30 semester (45 quarter) units in courses at a level at least equivalent to General Education-Breadth courses, including courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics and quantitative reasoning;

~~(e)(b)~~ For admission prior to fall term 2005, ~~the~~ applicant has completed at least 56 semester (84 quarter) units of transferable college credit and has attained a grade point average in all units of transferable college credit which places the applicant among the upper one-half of eligible California residents who are applicants for admission under Section 40803, the required minimum grade point average to be determined by the Chancellor;

(c) Commencing with admission to the fall term 2005, the applicant has attained a grade point average of 2.0 (grade of C) or better in at least 60 semester (90 quarter) units of transferable college credit and has attained a grade point average in all units of transferable college credit which places the applicant among the upper one-half of eligible California residents who are applicants for admission under Section 40803, the required minimum grade point average to be determined by the Chancellor;

(d) The applicant was in good standing at the last college attended.

Note: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

§40804. Applicants Who Were Eligible for Admission As First-Time Freshmen and Who Have Completed Fewer Than ~~56~~ the Prescribed Number of Units of College Credit.

An applicant who has completed fewer than 56 semester (84 quarter) units of college credit for admission prior to fall term 2005 and fewer than 60 semester (90 quarter) units of college credit commencing with admission to the fall 2005 term of college credit may be admitted to a campus as an undergraduate transfer upon satisfaction of the requirements of each of the following lettered subdivisions:

- (a) The applicant was eligible for admission to a campus as a first-time freshman, either
 - (1) on the basis of the admission requirements in effect at the time of the application, other than the provisions of Sections 40757, 40758, 40900, or 40901, and including satisfactory completion of the comprehensive pattern of college preparatory subjects as defined in subsection (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent; or
 - (2) on the basis of the admission requirements in effect at the time of the applicant's graduation from high school, other than the provisions of Sections 40757, 40758, 40900, or 40901, including satisfactory completion of any college preparatory course requirements in effect at that time or an alternative program determined by the Chancellor to be equivalent, if the applicant has been in continuous attendance at a college since graduation;
- (b) The applicant has attained a grade point average of 2.0 (grade of C) or better in all transferable college units attempted;
- (c) The applicant was in good standing at the last college attended.

Note: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

§40804.1. Applicants Who Were Ineligible for Admission As First-Time Freshmen for Failure to Meet Course Requirements and Who Have Completed Fewer Than ~~56~~ the Prescribed Number of Units of College Credit.

An applicant who has completed fewer than 56 semester (84 quarter) units of college credit for admission prior to fall term 2005 and fewer than 60 semester (90 quarter) units of college credit commencing with admission to the fall 2005 term and who was not eligible for admission to a campus as a first-time freshman solely because of failure to complete satisfactorily the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent may be admitted to a campus as an undergraduate transfer upon satisfaction of each of the following lettered subdivisions:

- (a) Except for satisfactory completion of the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an acceptable alternative program, the applicant who was eligible for admission to a campus as a first-time freshman, either
 - (1) on the basis of the admission requirements in effect at the time of the application, other than the provisions of Sections 40757, 40758, 40900, or 40901; or
 - (2) on the basis of the admission requirements in effect at the time of the applicant's graduation from high school, other than the provisions of Sections 40757, 40758, 40900, or 40901, if the applicant has been in continuous attendance at a college since graduation;
- (b) Subsequent to high school graduation, the applicant has completed satisfactorily whatever college preparatory course requirements were in effect at the time of the applicant's graduation from high school, or an alternative program determined by the Chancellor to be equivalent;
- (c) The applicant has attained a grade point average of 2.0 (a grade of C) or better in all transferable college units attempted;
- (d) The applicant was in good standing at the last college attended.

Note: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

§40805. Applicants with Particular Majors.

An applicant not eligible under Section 40804 or 40804.1 may be admitted to a campus as an undergraduate transfer upon satisfaction of the requirements of each of the following subdivisions:

- (a) The applicant has completed satisfactorily the comprehensive pattern of college preparatory subjects defined in subsection (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent;
- (b) The degree objective is such that at least 56 semester (84 quarter) units for admission prior to fall term 2005 and at least 60 semester (90 quarter) units commencing with admission to the fall 2005 term, or the equivalent, of appropriate course work are not offered at the college from which the applicant seeks to transfer;
- (c) The applicant has completed that portion of the curricular program required by the campus for the degree objective, as is offered at the college from which the applicant seeks to transfer;
- (d) The applicant has attained a grade point average of 2.0 (grade of C) or better in all transferable college work attempted;
- (e) The applicant was in good standing at the last college attended.

Note: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

§40805.1. Veterans.

An applicant who is not eligible for admission as a first-time freshman on the basis of the admission requirements in effect at the time of application for admission as an undergraduate transfer, who has not completed 56 semester (84 quarter) units of college credit for admission prior to fall term 2005 and 60 semester (90 quarter) units of college credit commencing with admission to the fall 2005 term, and who is not otherwise eligible under the provisions of this Article, may be admitted to a campus as an undergraduate transfer; provided, that the applicant is an "eligible veteran" as that term is defined in subdivision (a)(1) of Section ~~1652~~ 3452, Title 38, United States Code and if the applicant is a California resident. The Chancellor is authorized to establish and from time to time revise procedures appropriate for the administration of this section.

Note: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

§40806. Other Applicants.

An applicant who does not meet the requirements of Sections 40803, 40804 and 40805, but who is eligible for admission as a first-time freshman on the basis of the admission requirements in effect at the time of the application for admission as an undergraduate transfer, other than the provisions of Section 40759, or who has completed 56 semester (84 quarter) units of transferable college credit for admission prior to fall term 2005 and 60 semester (90 quarter) units of transferable college credit commencing with admission to the fall 2005 term, may be admitted to a campus as an undergraduate transfer, if in the judgment of the appropriate campus authority, the applicant can succeed at the campus.

Note: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

§40900. General Exceptions.

An applicant who is not otherwise eligible for admission as either a first-time freshman pursuant to Article 4 (commencing with Section 40751) or as a transfer student with fewer than 56 semester (84 quarter) units for admission prior to fall term 2005 and fewer than 60 semester (90 quarter) units commencing with admission to the fall 2005 term pursuant to Article 5 (commencing with Section 40801) may be admitted to a campus provided that the number of applicants enrolled in The California State University ~~and Colleges~~ pursuant to this Section for any college year shall not exceed 4% of all undergraduate students who enrolled for the first time in The California State University ~~and Colleges~~ during the previous college year exclusive of those who enrolled after being admitted under the provisions of this article. The Chancellor may prescribe, and may from time to time revise, procedures for the administration of this Section.

Note: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

§40901. Exceptions for Applicants to Special Compensatory Programs.

- (a) An applicant who is not otherwise eligible for admissions either as a first-time freshman pursuant to Article 4 (commencing with Section 40751) or as a transfer student with fewer than 56 semester (84 quarter) units for admission prior to fall term 2005 and fewer than 60 semester (90 quarter) units commencing with admission to the fall 2005 term pursuant to Article 5 (commencing with Section 40801) may be admitted to a campus provided that he or she is a disadvantaged applicant for whom special compensatory assistance is available, and provided further that the number of applicants

enrolled in The California State University ~~and Colleges~~ pursuant to this Section for any college year shall not exceed 4% of all undergraduate students enrolled for the first time in The California State University ~~and Colleges~~ during the previous college year exclusive of those who enrolled after being admitted under the provisions of this article. The Chancellor may establish, and may from time to time revise, procedures for the administration of this Section.

- (b) As used in this Section, the term “disadvantaged applicant” means an applicant who comes from a low-income family, who has the potential to perform satisfactorily on the college level, but who has been and appears to be unable to realize that potential without special assistance because of economic, cultural, or educational background or environment.

Note: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

And be it further

RESOLVED, That the Board of Trustees has determined that the adoption of the proposed section will not impose a cost or savings on any state agency; will not impose a cost or savings on any local agency or school district that is required to be reimbursed under Section 17561 of the Government Code; will not result in any nondiscretionary cost or savings to local agencies; will not result in any cost or savings in federal funding to the state; and will not impose a mandate on local agencies or school districts.

And, be it further

RESOLVED, That the Board of Trustees delegates to the Chancellor of the California State University authority to further adopt, amend, or repeal this revision if further adoption, amendment or repeal is required and is nonsubstantial or solely grammatical in nature, or sufficiently related to the original text that the public was adequately placed on notice that the change could result from the originally proposed regulatory action.

COMMITTEE ON EDUCATIONAL POLICY

Remedial Education Policy Implementation: Seventh Annual Report

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

The CSU Board of Trustees adopted in January 1996 a policy designed to reduce the need for remediation in English and mathematics at the college level. This annual report provides information about systemwide implementation activities, the effectiveness of campus efforts to remediate students during their first year of enrollment, and campus plans for reducing the proportions of regularly-admitted freshmen needing a second year of remedial education.

The percentage of incoming freshmen proficient in English and mathematics upon entry and the percentage and the extent to which students who are not proficient are remediated by the end of the first academic year will be provided at the meeting.

COMMITTEE ON EDUCATIONAL POLICY

Facilitating Student Success in Achieving the Baccalaureate Degree: A Report on the California State University Task Force on Facilitating Graduation

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

Long known for its commitment to access, to giving students with potential and ability the chance for a college education, the California State University would also like to be known for its success in graduating the students it admits. Study after study has shown that college graduates have better health, are more active in the community, engage in more cultural and social activities, earn larger salaries, and find more professional satisfaction than those who do not earn the degree. The marked disparity between those with and without the baccalaureate prompted the CSU to convene a Systemwide Task Force on Facilitating Graduation to study the topic of degree completion in the CSU and to make recommendations for improved progress to the bachelor's degree.

Chaired by Jacquelyn Kegley, Chair of the Academic Senate CSU, and Louanne Kennedy, Provost at CSU Northridge, the task force reviewed CSU graduation rates from a number of perspectives, researched the factors that correlate with degree completion, explored strategies employed at universities across the nation, considered a range of policy options, and ultimately developed a series of recommendations for CSU campuses, the CSU system, and the CSU Board of Trustees.

This information is presented in the report entitled "Facilitating Student Success in Achieving the Baccalaureate Degree: A Report on the California State University Task Force on Facilitating Graduation." A draft of this report will be distributed at this meeting for the information of the board.

Pending consultation with campuses and system constituent groups, and the discussion at this meeting, the Board will be asked at the March meeting to approve a resolution endorsing and implementing the recommendations of this report.

COMMITTEE ON EDUCATIONAL POLICY

Cañada College/San Francisco State University Pathways Program

Presentation By

Robert A. Corrigan
President, San Francisco State University

Rosa Perez
President, Cañada College

Summary

The Cañada College/San Francisco State University Pathways Program is a singular partnership, through the University Center at Cañada College, which offers community college students the opportunity to take upper-division and graduate level San Francisco State University classes, taught by SFSU faculty, at the Cañada College campus in Redwood City, nearly 25 miles south of San Francisco in the San Mateo County Community College District.

Pathways was launched in summer 2001 with single and multiple subject teaching credential classes. Child and Adolescent Development classes began in spring 2002 and Business Administration classes in summer 2002. Other possible degree programs are under discussion for future implementation. The eventual goal is to provide students who cannot easily come to San Francisco State with a seamless path to a four-year degree by allowing them to complete their upper-division work mostly or entirely on the Cañada College campus. Students must apply and be admitted to SFSU, and the degree they earn will be from SFSU. Since the program began, student response has been enthusiastic and Pathways is modeling an educational collaboration that can be widely replicated.

Presidents Corrigan and Perez will summarize progress to date on this inter-system institutional partnership, the challenges met and overcome in order to bring it to fruition, and the factors that have proven to be crucial to its success.