

## **AGENDA**

### **COMMITTEE ON EDUCATIONAL POLICY**

**Meeting: 8:30a.m. Wednesday, November 17, 2004**  
**Glenn S. Dumke Auditorium**

Roberta Achtenberg, Chair  
Shailesh J. Mehta, Vice Chair  
Jeffrey L. Bleich  
Herbert L. Carter  
Moctesuma Esparza  
Debra S. Farar  
Robert G. Foster  
George G. Gowgani  
Eric Guerra  
William Hauck  
Kathleen E. Kaiser  
Melinda Guzman Moore  
Kyriakos Tsakopoulos

#### **Consent Items**

Approval of Minutes of Meeting of September 15, 2004

#### **Discussion Items**

1. California State University Accountability Process – The Third Biennial Report, *Information*
2. Facilitating Graduation: Progress Report #2, *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**

**September 15, 2004**

**Members Present**

Roberta Achtenberg, Chair  
Shailesh Mehta, Vice Chair  
Jeffrey L. Bleich  
Herbert L. Carter  
Moctesuma Esparza  
Debra S. Farar  
Robert G. Foster  
Murray L. Galinson, Chair of the Board  
George Gowgani  
Eric Guerra  
William Hauck  
Kathleen E. Kaiser  
Charles B. Reed, Chancellor  
Kyriakos Tsakopoulos

Chair Achtenberg called the meeting to order.

**Approval of Minutes**

The minutes of July 14, 2004, were approved by consent as submitted.

**Graduation Initiative Update**

Chair Roberta Achtenberg stated that the Board of Trustees adopted a graduation initiative in January 2003 that addresses academic preparation, transfer, and academic roadmaps so that students can earn their degree in a timely manner. She said that Executive Vice Chancellor David Spence would provide an oral update on two programs that address the Trustees' graduation initiative: the Early Assessment Program and the Title 5 modification of the CSU admission policy for upper-division transfer students.

Dr. Spence began by restating the trustees' goal to reduce the need for remediation in English and mathematics to 10-percent by 2007. Noting that progress has stalled, Dr. Spence said that the challenge facing the CSU is to convey the system's placement standards in mathematics and

English to students before their senior year in high school, so that they have time to prepare for college-level work.

Dr. Spence explained that the Early Assessment Program is a joint project of the CSU, the public schools, the California Department of Education, and the State Board of Education. He also discussed the purposes of the Early Assessment Program.

Dr. Spence said that the CSU expected about 100,000 high school juniors out of approximately 390,000 across the state to take the augmented exam. In fact, the essay examination was taken by 182,000 juniors, more than 150,000 took the Language Arts multiple choice test, and about 118,000 took the mathematics test.

Board Chair Galinson expressed concern that high-achieving students will tend to be proactive when it comes to taking the augmented tests, while those who need to take the tests but are less motivated might not take them. Dr. Spence replied that he believes that the word will get out that students need to take this test in order to assess where they are at, so that they can be better prepared by the time they arrive at CSU.

Trustee Kaiser asked what kind of information is available to students who take the regular California Standards Tests. Trustee O'Connell, State Superintendent of Public Instruction, and Dr. Spence described the scoring categories. Dr. Spence was confident that as students become more aware of what the CSU's standards are, many more of them will do better on the exam.

Trustee Guerra expressed concern that students might interpret the test results as a statement of whether they should or shouldn't go to college. Dr. Spence replied that students who take the exams will receive letters that focus on the need for work in the senior year and that identify whom they should see in school for additional assistance.

Dr. Spence said that Part II of the Early Assessment Program is a CSU-High School Collaboration working on the development of activities and programs that the schools can use to help students to gain proficiency. CSU faculty will also work with public school teachers on professional development, making sure that they understand CSU expectations.

Chair Achtenberg noted that CSU faculty, through their work in remediation, have had significant experience bringing students to proficiency in both mathematics and language arts. The faculty have put together recommended courses that high school teachers can incorporate in their senior-year curriculum for students who still need to attain proficiency. Dr. Spence added that a 12th grade English course, developed by CSU English faculty and public school teachers, was piloted this year. There are diagnostic programs in place for writing and mathematics that can provide students with feedback on areas they need to work on. He praised the Math Success website, which identifies strategies that can lead to proficiency and features an online mathematics tutorial for a cost of \$30-\$35 per high school student.

Trustee Esparza asked if it were possible for financially strapped students to get a waiver to cover the cost of the mathematics tutorial. Dr. Spence said that he hopes that the CSU campuses will raise money in conjunction with the schools to cover these types of expenses. Trustee Kaiser encouraged the pursuit of grants for this purpose.

Trustee Tsakopoulos asked whether there is a way of determining if the students who do not pass the test have any form of learning disability, such as dyslexia. Assistant Vice Chancellor Allison Jones replied that, in concert with the high schools, accommodations are made for students with learning disabilities.

Trustee Bleich asked Dr. Spence whether it is realistic to expect 90 percent proficiency for incoming freshman by 2007, or whether the trustees should consider revising that goal. Dr. Spence said that first the CSU needs to reach high school students earlier in both mathematics and English, with particular attention to ensuring high-level reading skills.

Chancellor Reed responded that we do not know whether it was realistic to expect 90 percent proficiency for incoming freshman by 2007 and that perhaps the Board should have that conversation within the next 12-24 months, after we see the results of two rounds of 11<sup>th</sup>-grade testing and efforts to get students up to speed.

Trustee Esparza asked about the level of correlation between what the high schools deliver instructionally and what is being tested in the augmented exam. Dr. Spence replied that students are getting a “B” or higher in their courses yet are unable to pass the placement tests. He said that the CSU has needed to make its standards clearer to teachers and students. Although CSU placement standards are aligned with existing high school content standards as set by the State Board of Education, more effort needs to be put into identifying which standards are overemphasized or and which are underemphasized in high school teaching. The Early Assessment Program is expected to shed light on this question.

Superintendent O’Connell commended Dr. Spence for his hard work on behalf of the public schools. He said that the Early Assessment Program is key not only to successful transition from high school to the CSU, but also to students’ transition to the workplace.

Trustee Holdsworth asked about the release of summary data to the trustees, Early Assessment Program coordinators, and the public, so that schools can be held accountable. Dr. Spence said that he believed it would be possible to get sufficient information to ensure effectiveness of the program.

Dr. Spence gave a brief progress report on the transfer policy change that the trustees adopted at their July meeting. He said that a draft of an executive order was under review by the Academic Senate CSU and campuses, and that a final version would be distributed in a few weeks. He also said that the draft incorporates provisions that the CSU had promised the community colleges

would be included. Disciplinary groups will be meeting to identify systemwide lower-division transfer patterns for 30 majors.

### **Academic Plan Update for Fast-Track Program Development**

Chair Achtenberg stated that in 1997, the Board of Trustees revised the process for reviewing and approving new degree programs to accommodate “fast-track” program proposals. Chair Achtenberg said the proposed resolution would approve updated academic plans for CSU campuses at Long Beach and San Luis Obispo. She introduced Dr. Spence to present the item for action.

Dr. Spence explained the fast track process and briefly described three fast-track proposals that were received in spring 2004. California State University, Long Beach requested authorization to establish a Bachelor of Arts degree program with a major in Linguistics. California Polytechnic State University, San Luis Obispo requested authorization to establish a Bachelor of Arts degree program with a major in Interdisciplinary Studies, to be offered through special sessions, and a Master of Arts in History.

Trustee Kaiser asked about the kind of occupational goals that could be realized with a degree in Interdisciplinary Studies. Dr. Jolayne Service, Dean, Academic Program Planning, said the degree program featured a broad-based interdisciplinary curriculum designed to facilitate the development of skills needed for a variety of leadership and policy analysis roles and to undergird lifelong learning.

The Committee voted to approve the resolution (REP 09-04-05).

### **Recommendations of the California State University Presidents' Task Force on Educational Leadership Programs**

Chair Achtenberg stated that at the chancellor's request, CSU Fresno President John Welty convened the Presidents' Task Force on Education Leadership Programs to identify issues and challenges associated with the preparation of K-12 administrators and to provide recommendations addressing the role, recruitment, and preparation of future education leaders. Chair Achtenberg said that a summary of the work of this committee was presented for information at the July 2004 Board of Trustees meeting, and that the proposed resolution would adopt the task force's recommendations and direct the chancellor to encourage campus presidents and faculty to implement the recommendations. Dr. Spence and Dr. Welty were introduced to present the item.

Dr. Spence reported that the CSU Deans of Education had strongly supported the conclusions of the task force. They committed themselves to addressing systematically—with measurable outcomes and benchmarks—the issues raised in the report; to implementing the administrative credential programs and the graduate degree programs at the master's and doctoral levels that are

critical to fully addressing the mandate of the report; and to preparing leaders for the diverse groups of students and the complex schools of California in the 21st century.

President Welty explained that the primary emphasis of the task force's report is the need to prepare school principals to be educational leaders and said that the recommendations establish timelines for adjusting programs to accomplish this transformation. He thanked Dr. Beverly Young, Assistant Vice Chancellor, Teacher Education and Public School Programs, and her staff for their contributions.

Trustee Kaiser asked if augmented funding might be necessary to implement the February 2006 recommendations. President Welty said that some campuses may seek financial support, but that he believed it was more likely that existing programs would make changes and become better aligned with the report's goals.

Dr. David McNeil, Chair, Academic Senate CSU, said that while the senators would have preferred to have more time to circulate the task force's report among faculty at the campuses, they supported its recommendations.

The Committee voted to approve the resolution (REP 09-04-06).

**Status of the May 2003 recommendations based on the CSU Presidents' Commission On Teacher Education report, *Teachers for Tomorrow: A Collaborative Approach to Secondary Teacher Preparation***

Chair Achtenberg stated that in 1998, the chancellor asked CSU Long Beach President Robert Maxson to chair the Presidents' Commission on Teacher Preparation and K-18 Education. The trustees adopted the policy statement recommended by the commission, which reaffirmed teacher education as one of the CSU's highest priorities. Chair Achtenberg said that the commission was reconvened in 2001 to focus on the preparation of middle and high school teachers. The result of this work was the report, *Teachers for Tomorrow: A Collaborative Approach to Secondary Teacher Preparation*, which included ten recommendations regarding the preparation of secondary teachers. The trustees endorsed these recommendations in 2003. Chair Achtenberg said that in March 2004, CSU Secondary Teacher Education Programs were surveyed to assess progress in implementing the recommendations. She said Dr. Spence and Dr. Maxson would report on the progress to date.

Dr. Spence said that, with possibly one exception, the campuses are making good progress. They have attained the goals established for 2004 and are on track to meet the remaining goals.

President Maxson reviewed the composition of the commission. He cautioned that the recommendations in the report should not be seen as implying that Colleges of Education were not already doing many of the recommended things. President Maxson seconded President Welty's praise of Dr. Young, Dr. Spence, and the staff of Academic Affairs, complimenting the

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extent of their knowledge of teacher education. Dr. Maxson also praised Dr. Reed, Dr. Spence, and Academic Affairs staff for recognizing the need for and developing the Early Assessment Program.

Trustee Kaiser asked why it appears that so few Special Education teachers are being prepared. Dr. Young replied that the shortage of these teachers, particularly in secondary schools, is statewide.

### **Adjournment**

Chair Achtenberg concluded the meeting.

**COMMITTEE ON EDUCATIONAL POLICY**

**California State University Accountability Process – The Third Biennial Report**

**Presentation By**

David S. Spence  
Executive Vice Chancellor  
and Chief Academic Officer

**Summary**

Cornerstones Principle 9 committed the CSU to account for its performance through periodic reports to the public. After the Cornerstones Implementation Plan was approved by the Board in March 1999, the CSU Accountability Process was developed through a participative systemwide process that included input from the Alumni Council, the California State Student Association, and the Academic Senate CSU. The Accountability Process was subsequently approved by the Board in November 1999. At the November 2002 meeting of the Board, the second report on Accountability was presented.

At the November 2004 meeting of the Board, the third report on Accountability will provide trends on nine performance areas and information about the extent to which campuses have achieved milestone goals:

1. Quality of baccalaureate degree programs
2. Access to the CSU
3. Progression to the degree
4. Persistence and graduation
5. Areas of special state need
6. Relations with K-12
7. Remediation
8. Facilities utilization
9. University advancement

The third biennial systemwide accountability report and campus synopses will be distributed at the meeting for discussion.

**COMMITTEE ON EDUCATIONAL POLICY**

**Facilitating Graduation: Progress Report #2**

**Presentation By**

David S. Spence  
Executive Vice Chancellor  
and Chief Academic Officer

In May 2002, Executive Vice Chancellor David S. Spence convened the first meeting of the CSU Task Force on Facilitating Graduation, co-chaired by Jacquelyn Kegley, then senate chair, and Louanne Kennedy, then provost of CSU Northridge. The Task Force considered additional strategies that can help CSU students make progress towards and complete baccalaureate degrees. In the report released in December 2002, the task force made several recommendations for improving degree completion and asked each CSU campus to address those recommendations. An overview of campus progress to date will be presented.