

**The California State University**

**Annual Partnership Report:  
2001-2002**



November 2002

## Background

---

In 1995 the California State University (CSU) developed what became known as the “compact” with former Governor Pete Wilson, which created a new budget development process that benefited both the University and the State. That “compact” shifted the CSU from an expenditure-based budgeting system to one that ensured the system a level of annual funding tied to specific outcomes and accountability reporting. This new process was developed in light of the fact that the State had never been able to fully fund all the needs of the system, the economic realities facing the State and the system, and the imperative to focus on results rather than the operations of the institution. The “compact” provided the system a greater level of predictability in planning from year to year, which has been especially valuable in light of the disconnect between the academic calendar and fiscal calendar – since admissions decisions are made months before the State has adopted a final budget. The CSU was also given greater flexibility in the management of its resources, leading to greater productivity and innovation in how the University does its work for students and the State. This new approach gave the State, policy makers, students and families, and other stakeholders more accountability from the system in the achievement of annual goals and objectives. Without the compact – and the support it provided for the CSU through the State budget – CSU could not have effectively served students, maintained quality, and achieved the significant institutional reforms necessary to increase productivity and financial accountability.

Governor Davis reexamined the new budgeting process for the CSU in 1999 and set in place a new Partnership Agreement the following May, which again committed the State to stable, multi-year funding for the University in exchange for a commitment to deliver on certain agreed-upon performance measures and effective use of resources, both human and fiscal. Enclosed is the third annual Partnership Accountability report that documents the University’s achievements with regard to eighteen key outcome measures consistent with the goals and objectives set forth by the State for the CSU under the Master Plan for Higher Education. The eighteen indicators are arranged into five categories as follows:

### **Improving Access and the Transition from High School to College**

1. Improving Access to the CSU
2. Improving Student Preparation
3. Reducing Remedial Instruction

### **Improving the Quality of Teacher Preparation and Demand**

4. Increasing Credentialed Teachers
5. Improving the Quality of Teacher Education
6. Increasing Teacher Credentialing Requirements Pass Rates
7. Implementing Teaching Improvement Initiatives
8. Expanding the Use of Technology by Teachers

### **Improving Transfer and Articulation**

9. Increasing CCC Transfer Enrollments
10. Increasing Common Course Requirements
11. Increasing CCC Course Transfer Rates
12. Developing Transfer Agreements

### **Improving Institutional Productivity and Efficiency**

13. Reducing Structural Deficits
14. Shifting to Year Round Operations
15. Reviewing Program Offerings
16. Streamlining Graduation Unit Requirements
17. Closing the Faculty Salary Gap

### **Improving the Academic Experience**

18. Increasing Community Service Learning

A more detailed summary description of each indicator and performance data can be found in Appendix A. This years report also adds an enhancement to prior reports by providing a **summary of system achievements** over the last three years to demonstrate the value and result of this budgeting and accountability approach.

The outcomes accountability used in the Partnership Agreement is but one way the CSU sets goals and measures of success to ensure the University is meeting the needs of students and the State as a whole. In 1996 CSU also launched, and continues to use, an internal strategic planning initiative to guide continued improvement within the system and at each of the 23 campuses. This initiative, called Cornerstones, is a comprehensive systemwide planning initiative developed by over 600 faculty, staff and students as the blueprint for CSU to evaluate strategies and make specific plans to achieve measurable outcomes that –

- define the CSU education experience
- improve access and transition from high school to college
- meet teacher demand and improve the quality of teacher preparation
- improve the transfer function
- improve institutional productivity and efficiency

Over the past several years the State has turned to CSU on many occasions to assist in making sure that the State can achieve key goals and address specific challenges. We have been asked to take a leading role in teacher development, training and credentialing, to improve the general academic preparedness of college-bound graduates, and to meet the demands of an ever-increasing and changing population that is our current and future workforce and creators of the State's economy. The University has been asked to provide creative solutions for the reuse of State assets such as reopening the doors of the retired Stockton Developmental Center, which now operates as a community and educational core in downtown Stockton and serves 15% of CSU Stanislaus' enrollment. In addition, the Camarillo State Mental Hospital and Fort Ord now serve the State's students as CSU Channel Islands and CSU Monterey Bay. The CSU has been asked to develop and expand academic preparation and outreach programs and services for students and K-12 faculty to ensure all students can take advantage of the educational opportunities that postsecondary education can provide, thereby enhancing their quality of life, personal success and responsibility and improving the economic and social vitality of the State. In each instance, CSU has successfully met these challenges and turned them into opportunities.

For the last two years, the CSU has received less than its full commitment of Partnership Agreement resources – almost \$116 million less than the level outlined in the Agreement. This

reduction in funding is beginning to erode the progress the University has made in honoring the original goals and objectives set for the CSU under the State-University partnership. In the current year the University is serving 8,000 FTE students more than what was funded in the budget, almost 3% more than the level funded in the final budget. Faculty and staff worked hard during the economic challenges of the early 1990's to meet the needs of students and are prepared to do all that is necessary to do so again. There are limits however, and there will be erosion in the quality of programs and services if the CSU cannot invest in all the necessary faculty and staff, the libraries, state-of-the-art instructional equipment and technology, and an expansion of the tenured and tenure-track faculty ranks in order to match enrollment demand. Such investments ensure the CSU continues to prepare the workforce of tomorrow.

Many challenges remain ahead given the State's fiscal outlook. CSU remains committed to working with the faculty and staff to develop new inventive and effective approaches to meeting the needs of California with limited resources and continuing funding shortfalls throughout the system. The University cannot do it alone. The CSU needs the help of the legislature, the Governor, students, faculty, staff and others to ensure that resources and support are available to accommodate the monumental enrollment demand already in the classrooms, and those high school students the University is helping to prepare for attendance in the CSU's colleges and universities in the near future. According to economic forecasts and enrollment projections, demand for higher education will grow faster than any other state funded program, including K-12, in the next decade. The fiscal conditions of the State are clear - revenues will not keep up with the demand for programs and services by the people of California. How available dollars are invested now will determine the future. Higher education, and specifically CSU, is key to that future.

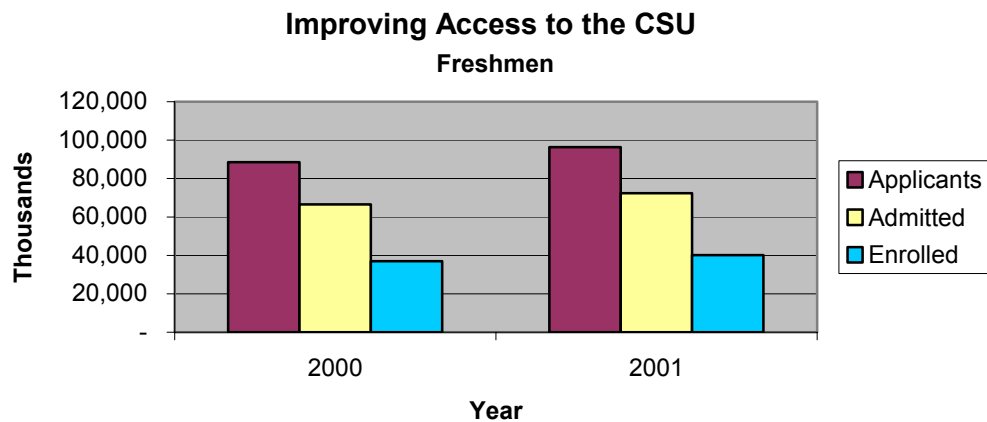
The following report demonstrates the CSU's performance last year, and over the term of the current Partnership Agreement. We believe the University has met its end of the bargain and remains committed to do so into the future. The State must do the same by placing a high priority on funding the CSU to maintain California's promise of access to a high quality education that generates the development of a productive, well-educated workforce.

## CSU Partnership Accountability Executive Summary 2002

---

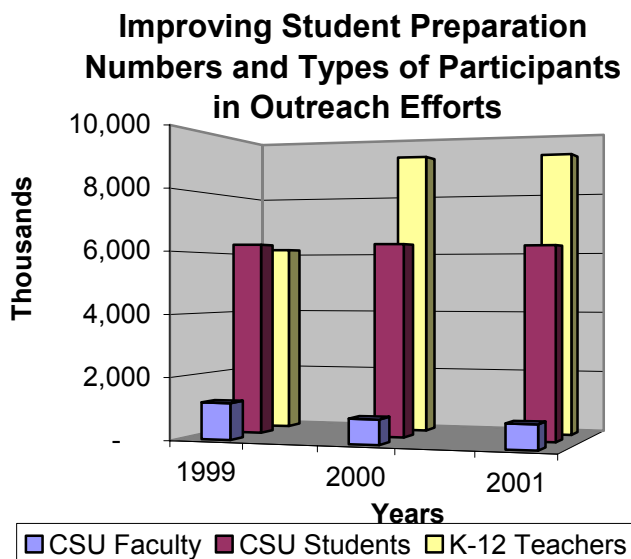
This executive summary provides information on some of the key indicators determined to be of high interest to readers, and where sufficient, quality data exists to demonstrate the measure graphically. For more complete information on these and the other indicators, please see the full report, which starts on page 11.

### Improving Access and the Transition from High School to College



Consistent with Tidal Wave II projections, the CSU has been receiving more and more applications from first-time freshman and upper-division transfer prospects, admitting more and more eligible students, and enrolling all-time high numbers of eligible first-time freshmen and eligible upper-division California Community Colleges (CCC) transfer students (see Indicator 9 for data on transfer students). During 2001-02, the CSU admitted **over 72,000 eligible freshmen, an increase of 8% over the previous year.**

Despite the fact that the budget available for these academic preparation and outreach efforts remains stagnant at \$9 million, CSU has served **an additional 106,000 K-12 students, a**



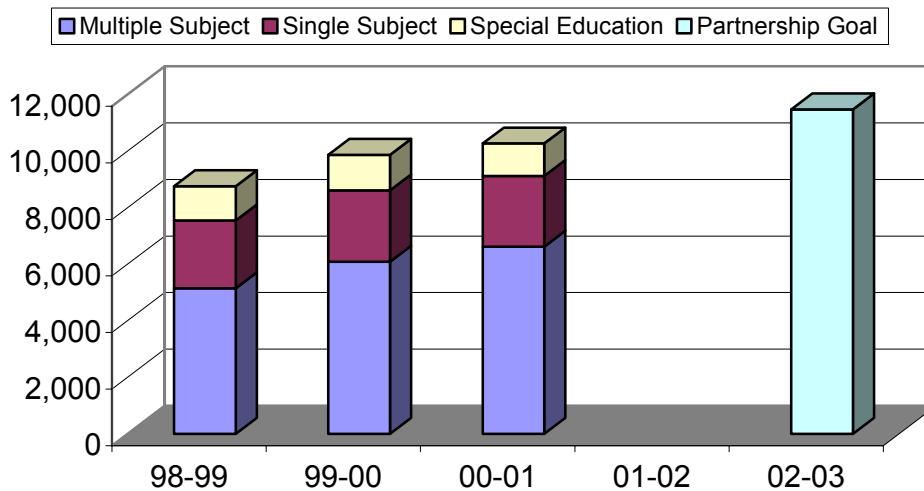
23% increase over 2000-01.

	K-12 Students Served
1999	562,306
2000	459,056
2001	540,995

### Improving the Quality of Teacher Preparation and Demand

The CSU has demonstrated performance in meeting the goals established by the Partnership. The CSU recommended 9,110 teacher credentials in 2001-02. There was greater production of Education Specialist Credential candidates by the CSU than all UC and independent colleges combined. Single Subject credential candidates in Mathematics and sciences by CSU **increased by 15% in one year.**

**First-Time/New Type Multiple & Single Subject and Special Education Credential Issuances from CCTC -- Candidates Prepared by the CSU**



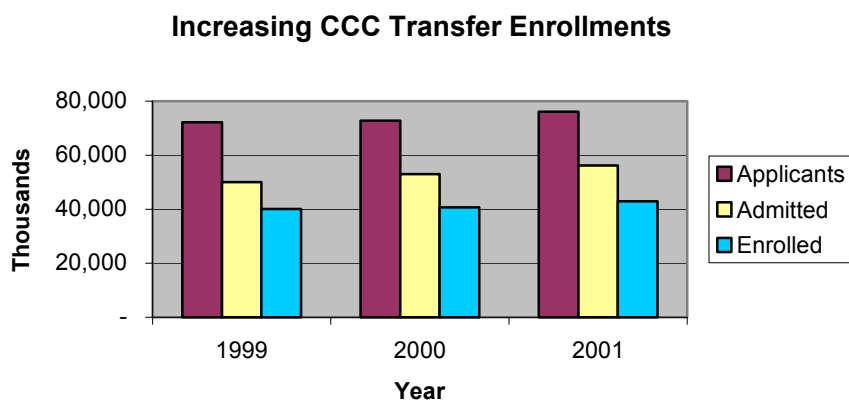
In 2001-02 State funding for the Educational Technology Professional Development Program (ETPDP) was increased to allow participation of 6,621 K-12 teachers and administrators in this program administered by the California State University. The following chart shows growth in teacher abilities in three areas, with the greatest growth shown in ability to integrate computers into teaching and learning. This information is based upon the results of a study done by external investigators from WestEd, and demonstrates the high performance achieved in the measure of expanding the use of technology by teachers.

*Mean Project Director Ratings of Teacher Growth: Cohort 1 (2000-2001)*

Rating of*	Beginning	After	Difference	Change
General knowledge of computers	2.48	4.08	+1.60	↑65%
Use of computers in professional tasks	2.64	4.04	+1.40	↑53%
Ability to effectively integrate computers into the teaching and learning process	1.71	3.64	+1.93	↑113%

\*Rating based on a five-point scale, with 1=very low and 5=very high.

### Improving Transfer and Articulation



The annual goal of a 5% increase has been achieved. The number of **upper division students admitted to CSU increased by 9.4% from 2000-01 to 2001-02**. Of those students admitted to the CSU, 5.5% actually enrolled, exceeding the agreed upon goal.

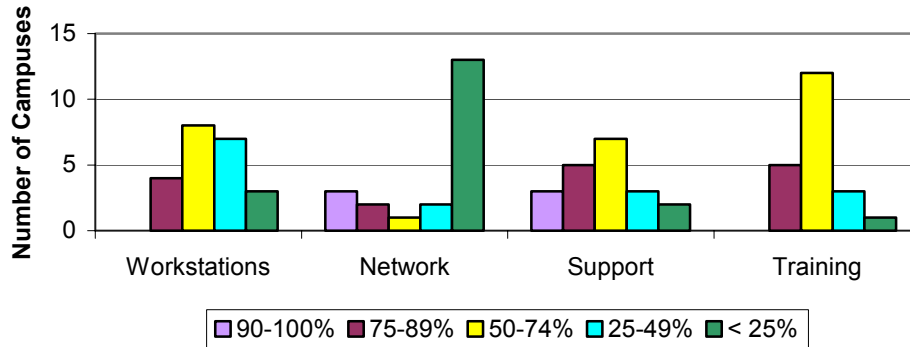
### Improving Institutional Productivity and Efficiency

Progress on achieving the objectives outlined in the Partnership has been delayed and is eroding. Partnership funding for long-term structural budget improvement was not provided in the 2001-02 or 2002-03 appropriations to the University. Further, the CSU sustained a one-time reduction in base appropriations in areas of long-term structural deficiency (technology instructional equipment, libraries and deferred maintenance). When combined, these actions are eroding progress that was made in previous years.

However, with the understanding that the measures identified as a part of this Partnership are fundamentally important to the overall goals of the institution, work to achieve objectives continues nonetheless. The following chart illustrates the progress toward meeting the goals of the Technology Infrastructure Initiative and increasing basic technology access for faculty, staff and students. Access to baseline capabilities is defined in terms of the accessibility that CSU students, faculty, staff and administrators have to a university-provided computer workstation,

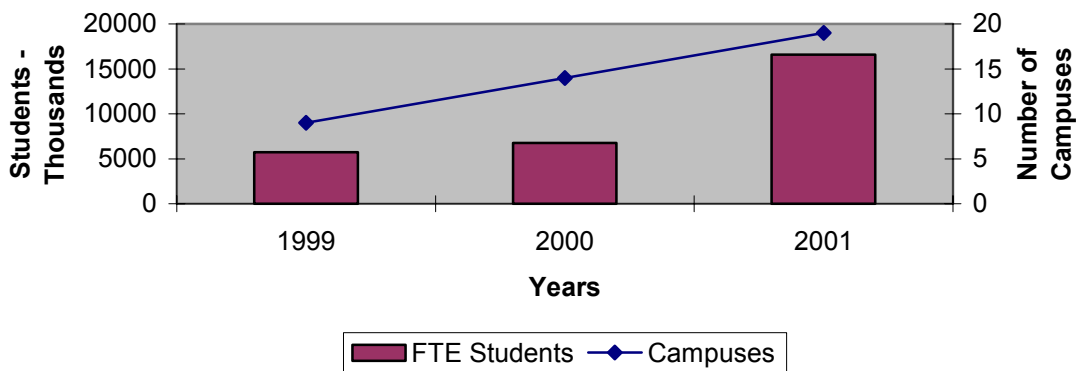
the intra/inter-campus network, technical support, and end-user training. Full capability for the system will be achieved when a single bar (90-100%) appears for each infrastructure component.

### System Profile: Baseline Technology Access Percentage of Goal Achieved by Campuses



Another measure in the category of Improving Institutional Productivity and Efficiency is the move to providing State-funded year round instruction at all the campuses. As this chart demonstrates, during the past budget year progress was achieved and surpassed Partnership goals, however further progress also was delayed. In Summer 2001, the CSU provided 16,570 FTES of State-supported instruction at many of the campuses, compared to the 5,726 annualized FTES provided in 1999. CSU was prepared to complete State-supported YRO at the remaining 6 campuses scheduled for conversion but the funding in the 2002-03 Budget Act only included appropriations for enrollment conversion at the CSU Chico campus.

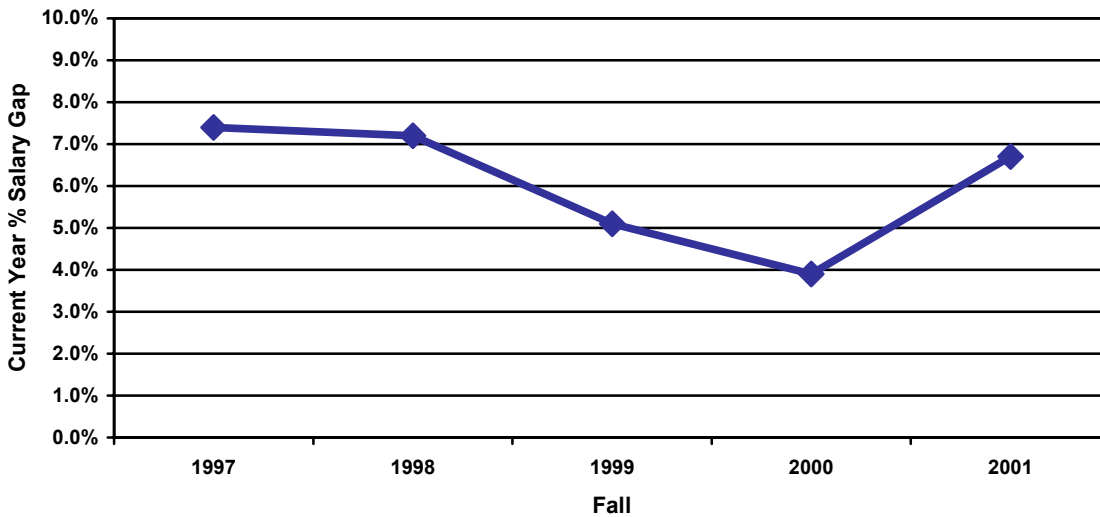
### Shifting to Year Round Operations



The CSU faculty salary gap as determined by methodology used by the California Postsecondary Education Commission is a continually moving percentage target that must be significantly

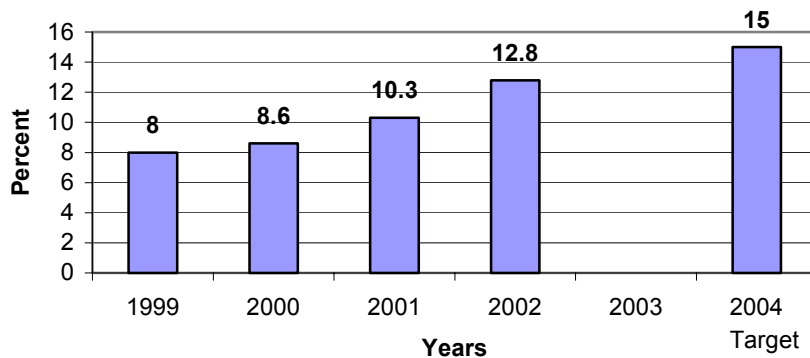
exceeded in each budget year if CSU is to keep up with the *projected* increases for faculty at comparison institutions. Funding levels under the Partnership Agreement cannot meet the costs that closing the salary gap requires under the methodology developed by CPEC. However, CSU has managed to stay competitive to the extent possible in this national marketplace, continue to meet the funding needs of recruiting, hiring and retaining faculty in specialized fields of instruction, and maintain access to the CSU for students. Looking at other states' approach to maintaining their competitive edge for faculty, most have used new revenues, often from student fees, to fund compensation costs.

**CPEC Faculty Salary Gap**



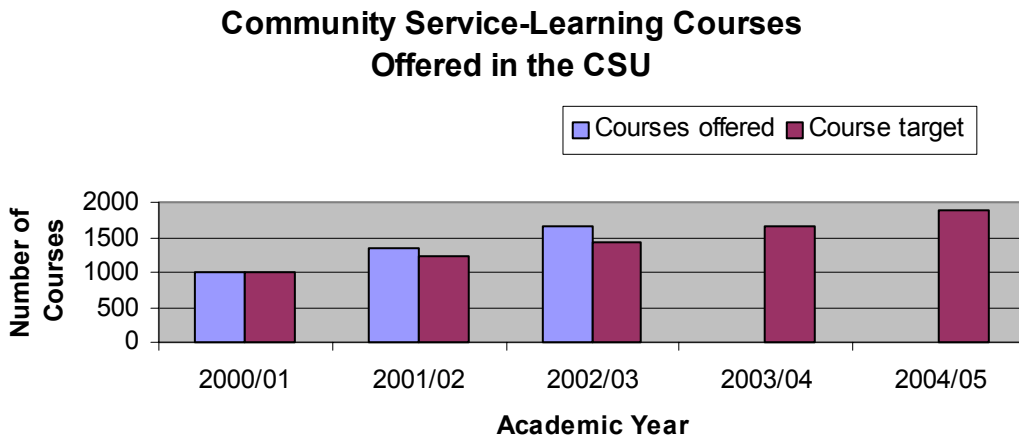
**Improving the Academic Experience**

**Percentage of CSU Students Participating in Community Service Learning**



The Partnership Agreement called for CSU to increase the numbers of CSU students participating in service-learning activities to 15% of enrollment by 2004/05. \$2.2 million in each budget year, 2000-01 through 2004-05, was to be provided for curriculum development and to create service-learning offices on each of the campuses.

Even as enrollment rises significantly, the University continues to make considerable progress toward achieving this goal as demonstrated in the above chart.



However, this progress is threatened. Fully one-half of the funding, \$1.1 million, for this program was cut from the final budget in the 2002-03.

---

In conclusion, the Partnership Agreement has been a valuable tool for both the University and the State in protecting the mission of the CSU, providing greater system accountability to stakeholders, and enhancing the system's ability to operate and manage all its' resources to achieve the State's goals and objectives. Over the last three years the Partnership has been invaluable for all parties, even in the years the State could not fully fund its provisions because of its' standards, goals and objectives, but also the level of commitment to CSU from the State. CSU looks forward to the opportunity to continue this approach with the Governor and Legislature in years ahead and believes this 3-year summary highlights what can be achieved working as partners.

## Indicator 1: Improving Access to the CSU

Objective	Indicator	Performance Data
Ensure access under the Master Plan for all Californians.	Accept all eligible California high school graduates who wish to attend the CSU.	<ul style="list-style-type: none"><li>Admit all eligible students who seek CSU access.</li></ul>

### Status

In 2001-02, the CSU had a budgeted full-time equivalent enrollment of 305,854 and an actual full-time equivalent enrollment of 316,396. In AY 2001-02, 96,352 first-time freshmen applied to the CSU. Of those, 72,329 were fully eligible and were admitted to a CSU campus. From AY 2000-01 to AY 2001-02, the number of first-time freshmen applicants who were admitted to the CSU increased by 8.0%. Of the number of first-time freshmen who were admitted in 2001-02, a total of 42,296 enrolled in the CSU, representing an increase of first-time freshmen of 8.7%.

### Comments

In March 2000, the CSU Board of Trustees adopted a set of enrollment management principles guaranteeing that all fully eligible upper-division transfer students and first-time freshmen will be admitted to a campus in the CSU. In September 2002, the CSU Board of Trustees reaffirmed its commitment to the enrollment management principles and provided campuses with a wide array of options to guarantee continued eligibility to upper-division transfers and first-time freshmen. As a result of these principles, the CSU and individual campuses will be able to serve more students by increasing existing enrollment capacity. Increased capacity becomes possible by implementing such approaches as more flexible scheduling and year round operations, expanding distance learning and use of technology, increasing the capacity of existing off-campus centers, establishing new centers, and using facilities more imaginatively.

The enrollment management principles adopted by the CSU Board of Trustees ensure that CSU-eligible students are not denied access to a CSU campus if their local CSU campus is impacted and if they are not able to relocate to another area. Students from other parts of the state may continue to establish eligibility for admission to impacted campuses outside of their area, but they will be required to meet the supplemental admission criteria, which usually include a grade point average higher than the systemwide GPA. Each CSU campus will continue to maintain a balanced student body and to provide the people of California broad-based access. Students who are not admitted to impacted programs or to impacted campuses are offered the opportunity to enroll at other CSU campuses.

## Indicator 2: Improving Student Preparation

Objective	Indicator	Performance Data
Assume greater responsibility in working with K-12 schools towards improving student performance.	Expand current efforts to (1) <b>inform</b> high schools and California Community Colleges (CCC) about student performance by working with those institutions, (2) develop <b>early intervention programs</b> for students who need assistance with high school graduation standards, and (3) use CSU students to <b>tutor and mentor</b> K-12 students.	
	Demonstrate greater educational achievements over prior years in high schools where CSU outreach, academic preparation, and K-12 collaboration is operational.	<ul style="list-style-type: none"> <li>• Increase the numbers of students participating in CSU outreach, academic preparation, and K-12 collaboration programs in direct proportion to increased funding for these programs.</li> </ul>

**Status: 2001-02**

***K-12 Students Served:*** 540,995 (an increase of 121,092 over 2000-01, a 22% increase)

- Elementary school students: 67,039
- Middle school students: 84,689
- High school students: 389,267

***K-12 Schools Served:*** 6,142

- K – 5: 888
- 6 – 8: 1,128
- 9 – 12: 4,126

***CSU Faculty Participants:*** 918

***K-12 Faculty Participants:*** 9,829

***CSU Student Tutors:*** A total of 7,583 CSU students tutored 173,624 K-12 students.

Detailed data are provided in the summary chart that follows:

**K-12 Student Academic Support Programs  
2001-02  
Summary**

	PAD	CAPI	EOP Outreach	CRP	Summer Bridge	MESA	GEAR UP	America Reads/ Counts	Upward Bound	Talent Search	Other (2)	Total or Average
Schools Served	<b>722</b>	<b>180</b>	<b>1,060</b>	<b>22</b>	<b>696</b>	<b>252</b>	<b>47</b>	<b>269</b>	<b>224</b>	<b>210</b>	<b>2,460</b>	<b>6,142</b>
K-5	265	0	69	0	0	43	2	114	1	0	394	<b>888</b>
6-8	266	0	102	17	0	81	26	147	32	82	375	<b>1,128</b>
9-12	191	180	889	5	696	128	19	8	191	128	1,691	<b>4,126</b>
Students Served	<b>80,115</b>	<b>108,779</b>	<b>47,698</b>	<b>4,755</b>	<b>1,833</b>	<b>15,620</b>	<b>24,799</b>	<b>9,907</b>	<b>3,334</b>	<b>10,964</b>	<b>233,191</b>	<b>540,995</b>
K-5	24,497	0	3,086	0	0	1,392	800	8,192	75	0	28,997	<b>67,039</b>
6-8	31,678	0	8,478	4,153	0	5,346	12,722	1,425	219	2,339	18,329	<b>84,689</b>
9-12	23,940	108,779	36,134	602	1,833	8,882	11,277	290	3,040	8,625	185,865	<b>389,267</b>
HS (1) Teachers	<b>2,747</b>	<b>2,520</b>	<b>418</b>	<b>118</b>	<b>14</b>	<b>502</b>	<b>471</b>	<b>413</b>	<b>159</b>	<b>68</b>	<b>2,399</b>	<b>9,829</b>
CSU (1) Faculty	<b>114</b>	<b>230</b>	<b>36</b>	<b>22</b>	<b>55</b>	<b>19</b>	<b>42</b>	<b>18</b>	<b>25</b>	<b>10</b>	<b>347</b>	<b>918</b>
Students Tutored	<b>55,266</b>	<b>53,377</b>	<b>1,284</b>	<b>1,552</b>	<b>885</b>	<b>10,773</b>	<b>15,338</b>	<b>9,857</b>	<b>1,835</b>	<b>2,867</b>	<b>20,590</b>	<b>173,624</b>
K-5	7,383	3,570	85	0	0	845	800	8,192	0	0	9,256	<b>30,131</b>
6-8	29,012	0	481	1,223	0	4,271	8,116	1,425	59	1,476	2,809	<b>48,872</b>
9-12	18,871	49,807	718	329	885	5,657	6,422	240	1,776	1,391	8,525	<b>94,621</b>
CSU (1) Tutors	<b>2,631</b>	<b>645</b>	<b>92</b>	<b>66</b>	<b>111</b>	<b>351</b>	<b>490</b>	<b>837</b>	<b>348</b>	<b>216</b>	<b>1,751</b>	<b>7,538</b>

- (1) = Number of CSU faculty and student tutors, and high school faculty are duplicated  
[i.e. faculty and students may participate in more than one program at the same time]  
(2) = Other represents campus-based programs

The performance data call for an increase in the numbers of students participating in CSU outreach, academic preparation, and K-12 collaboration programs in direct proportion to increased funding for these programs. CSU did not receive any increase in its student academic outreach funding in 2001-02 above 2000-01 levels. CSU requests for augmentations to its outreach programs for 2001-02 were unsuccessful. Despite the lack of an augmentation, CSU served an additional 121,092 students over 2000-01, a 22% increase. In addition to the increase in the number of elementary and middle school students served, there was a significant increase in the number of high school students served from 306,772 to 389,267.

## (1) Programs Designed to Inform on Student Performance

### *Academic Performance Reports*

To inform high schools and California Community Colleges (CCC) about student performance, CSU provides annual CSU Academic Performance Reports for high schools and community colleges that send at least five students to the CSU. The high school report presents in summary form information on the academic performance of first-time freshmen in their first year at CSU. Grade point average comparisons, mean SAT and ACT scores, and the results of students' performance on the EPT and ELM are made available to each high school. The community college report presents information about transfer students who enroll in CSU and those that returned for the second year of study. The Academic Performance Reports are located at <http://www.asd.calstate.edu/performance/>.

### *CSU/K-12 Collaborative Academic Preparation Initiative*

The Collaborative Academic Preparation Initiative (CAPI) assists high school students develop English and mathematics skills necessary to enter into CSU baccalaureate-level courses without the need to enroll in remedial courses. CAPI activities bring into closer alignment high school content and performance standards and CSU's standards for entering freshmen. The strength of CAPI lies in the development of direct relationships between CSU and high school faculty and students in a targeted number of school districts and high schools.

During 2001-02, the CSU devoted \$9 million to work collaboratively with up to 246 California high schools that send the most students to CSU who need remediation in English or mathematics. There are two components to the CAPI program: (1) CSU-High School Faculty-to-Faculty Alliances and (2) Learning Assistance Programs.

In 2001-02, nineteen CSU campuses established partnerships with 180 of the 246 target high schools to achieve the following outcomes:

- To improve basic English and mathematics proficiency skills of high school juniors and seniors;
- To increase the number of graduating high school seniors who can pass the English and mathematics sections of the high school exit examination under development;
- To increase the high school college participation rate;
- To reduce the number of first-time regularly admitted students entering the CSU who require remediation; and
- To increase the academic performance of first-time entering freshmen during their first year of enrollment at a CSU campus.

### *CSU-High School Faculty-to-Faculty Alliances*

The CSU/K-12 Collaborative Academic Preparation Initiative (CAPI) represents an initiative to ensure that students develop the English and mathematics skills necessary to enter directly into CSU baccalaureate-level courses without the need to enroll in remedial courses. The focus of these activities is to bring into closer alignment high school content and performance standards, and CSU standards for qualifying for university-level work. The strength of these initiatives lies in the development of direct relationships between a university's staff, faculty, and students, and their counterparts in a targeted number of school districts and high schools.

CSU campuses are matched with a select number of regional districts and high schools to align CSU and high school standards through the collaboration of university faculty and high school teachers. CSU campuses dedicate English and mathematics faculty members to work with the high school chairs of the English and mathematics departments, deans of curriculum, and principals. Participating CSU faculty includes representatives from the English and mathematics departments. High school representatives include the chairs of the high school English and mathematics departments, curriculum leaders, teachers, and principals.

While the funding provided release time for approximately 110 CSU English and mathematics faculty and approximately 800 high school representatives, the number of participating CSU faculty and high school English and math teachers exceeded these numbers. A total of a total of 230 CSU faculty members (112 in English and 101 in mathematics) worked with 2,520 high school faculty (1,203 in English and 1,171 in mathematics).

### *Diagnostic Services in English and Mathematics*

To address long-standing efforts to support secondary school faculty in teaching writing skills effectively, the CSU and UC jointly developed the Diagnostic Writing Service (DWS) to provide high school students with information on their progress in learning to read and write at the level required in college classes. High school students receive diagnostic information while still in high school about their writing skills to obtain assistance from their teachers to improve those skills. Teachers learn about the strengths and weaknesses of their instructional strategies for developing the writing skills of students as they compare them to the standards expected of college freshman.

Improved academic preparation will benefit all students. For many students, improved writing skills will increase their overall academic preparation, improve performance on high school exit examinations currently under development, and increase eligibility for admission to the CSU. Improved writing skills for those students enrolling in the university should result in a reduction in the need for enrollment in courses for additional skills development at CSU. Improved writing skills also will support student success in college-level general education courses.

The DWS helps to communicate further the expectations of university faculty about the skills expected of entering freshmen. With the implementation of California's K-12 content standards and the graduation assessment, the need for alignment between testing for graduation from high school and placement for college courses is emerging as a critical area. The DWS is well

positioned to bridge the divide and provides teachers an opportunity to integrate college-level expectations in their high school classroom instruction.

The DWS allows students to provide a writing sample, and EPT-trained faculty readers respond to each writing sample. The evaluation is intended only for the students' personal use to help them to identify their strengths and weaknesses as a writer. They are encouraged to share the results with their teachers so that their teachers may be able to develop a program to help them to strengthen their writing skills. The EPT-trained faculty readers provide diagnostic feedback about the strengths and weaknesses of the student's writing.

CSU implemented DWS for students at 246 high schools sending the largest number of freshman to the system who require remediation in English/Language Arts and mathematics. Administration of the DWS is an integral part of the CAPI funded by the CSU during 2001-02. At the participating schools, more than 22,155 high school students took the DWS through mid-June, 2001.

The Mathematics Diagnostic Testing Project (MDTP) is a statewide program that develops, distributes, scores, and reports the results of tests that measure student readiness for mathematics courses in algebra, geometry, second-year algebra, math analysis, and calculus in grades 9 through 12. The project was established in 1978 as an intersegmental project between the California State University and the University of California. The project enhances opportunities for California students to learn mathematics by providing them and their teachers with indications of how well students have mastered the material and what they need to know in order to continue their study of mathematics. Statewide, approximately 6,611 middle and high school teachers in 1,330 schools from 418 districts requested scoring for over 554,000 tests. Of this number, 25,811 MDTPs were administered to high school students enrolled in CAPI high schools.

#### *California Academic Partnership Program (CAPP)*

The California Academic Partnership Program (CAPP) is an intersegmental program that awards grants to partnerships between K-12, community colleges, the CSU, UC, independent colleges, and business and community interests. CAPP grants support development of strengthened curriculum and improved classroom instruction, which lead to improved academic preparation and motivation of middle and high school students to attend college. CAPP is also the primary source of support for the Mathematics Diagnostic Test Project (MDTP) which provides diagnostic tests (aligned with state standards) to enable high school teachers to assess individual student need for further work in specific math skills areas.

CAPP focuses on schools with academic performance below the state average, with low college going rates, and with high percentages of students from groups underrepresented in California Higher education. The program develops cooperative efforts that improve the academic quality of public middle and secondary schools, improves the preparation of all students for college, and works with high schools and their feeder schools to study their implementation of English and mathematics standards. CAPP receives funding totaling \$3.5 million. Approximately \$869,000

supports the MDTP activities and the remainder supports CAPP's work with 30 projects that serve 33 high schools, 27 middle schools, and 3 elementary schools.

### *MESA*

The MESA program is a cooperative effort between secondary and postsecondary educational institutions, working with private industry, to increase the number of college graduates with the academic skills needed to gain employment in engineering, mathematics, and science-related professions in California. MESA focuses on students from groups who have eligibility rates for higher education that are substantially below the rate called for by California's Master Plan for Higher Education.

In 2001-02, twelve CSU campuses participated in MESA, receiving funding totaling approximately \$3.5 million. CSU MESA programs worked with 252 schools serving 15,620 students.

### *Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)*

Congress established GEAR UP to increase significantly the number of low-income students who are prepared to enter and succeed in postsecondary education. The GEAR UP program is unique among federal early intervention programs in that its Partnership grants focus on cohorts of low-income students rather than on distinct individual students, and the cohorts begin no later than the seventh grade. It requires partnerships among colleges and universities, schools, and outside organizations, and requires a dollar-for-dollar match to ensure commitment and build capacity. All of these unique requirements of the GEAR UP program compel school systems and postsecondary institutions to focus on systemic change. It ensures that all students are held to high standards and receive the necessary academic core curriculum that is needed to attend postsecondary education and succeed. These partnerships have increased the motivation of many schools to increase the number of challenging academic courses they offer. As important, these programs are encouraging more economically disadvantaged students to raise their aspirations, recognizing that college is within their grasp if they take appropriate college level gateway courses such as pre-algebra and English. These outcomes are reducing the achievement gap typically found among students attending schools in low-income areas.

In 2001-02, twelve CSU campuses received funding totaling \$11.5 million to participate in GEAR UP programs. CSU GEAR UP programs work with 47 schools that serve over 24,799 students. With a strong academic foundation, students will expand the educational opportunities. GEAR UP is encouraging more low-income students to enroll in rigorous academic coursework needed to be prepared to enter and succeed in postsecondary education.

### *Upward Bound*

Upward Bound is a college-oriented program federally funded by the U.S. Department of Education. Upward Bound serves high school students from low-income families, high school students from families in which neither parent holds a bachelors degree, and low-income, first-generation military veterans who are preparing to enter postsecondary education. The goal of

Upward Bound is to increase the rates at which participants enroll in and graduate from institutions of postsecondary education. All Upward Bound projects must provide instruction in math, laboratory science, composition, literature, and foreign language.

Upward Bound students are the first in their families to consider enrolling in college and who demonstrate potential to succeed in college participate. Upward Bound helps high school students to develop the skills and motivation necessary for success in college. Students are usually admitted during their 9th and 10th grades and may participate in Upward Bound through their high school graduation. The program is conducted during the summer sessions, and students take part in a variety of Upward Bound activities during the academic year, including assistance with their schoolwork.

During 2001-02, seventeen CSU Upward Bound programs received funding totaling approximately \$8.4 million. CSU Upward Bound programs worked with 224 schools serving 3,334 students.

### *College Readiness Program (CRP)*

The College Readiness Program (CRP) is administered by the California Department of Education. The goals of the CRP are to increase significantly the enrollment in grade eight Algebra I, as described in the *Mathematics Framework for California Public Schools Kindergarten through Grade Twelve* and to provide quality and effective teaching strategies to ensure mastery of the Algebra I standards leading to successful completion of the Algebra I course. The CRP funds provide teacher professional development in mathematics content and pedagogy, the continuing support of a mathematics coach both inside and outside of the classroom, and additional teacher time for discussion centered around student achievement and assessment.

The CRP work focuses on student achievement at individual schools while working in concert with two to four other cluster schools. Each CRP is comprised of three to five middle schools working in concert with their school district or county office of education and partnering with their local California State University. The central work of schools in the project includes gathering and analyzing individual school data related to student achievement in mathematics courses, developing and providing effective systemic professional development programs, and strengthening the mathematical content knowledge of teachers. Effectiveness of the individual site programs will be measured by the percentage growth of all students successfully completing all mathematics courses including Algebra I. Each CRP is required to partner with a local California State University campus.

In 2001-02, five CSU campuses participated in CRP programs receiving funding totaling approximately \$250,014. A total of 4,755 students were served in 22 K-12 schools.

### *Talent Search*

The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career,

and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary school of their choice. Talent Search also serves high school dropouts by encouraging them to reenter the educational system and complete their education. Talent Search is designed to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in the postsecondary education institution of their choice. Talent Search provides such services as academic advising, financial counseling, career guidance, tutorial services, and mentoring programs.

In 2001-02, nine CSU participated in Talent Search programs receiving funds totaling approximately \$2.5 million. CSU Talent Search programs worked with 210 schools serving 10,964 students.

### *American Reads/Counts*

America Reads is a grassroots national campaign that challenges every American to help children to learn to read, including English Language Learners and students with disabilities. America Reads sparks collaborations between educators, parents, librarians, business people, senior citizens, college students, and community and religious groups. America Counts is a multifaceted Federal initiative that focuses on six strategic areas: equip teachers to teach challenging mathematics through high-quality preparation & on-going professional growth, provide personal attention and additional learning time for students, support high-quality research to inform best practices of mathematics teaching and learning, build public understanding of the mathematics today's students must master, encourage a challenging and engaging curriculum for all students based on rigorous standards, and promote the coordinated and effective use of Federal, State, and local resources.

In 2001-02, fifteen CSU campuses participated in America Reads/Counts programs receiving funding totaling approximately \$2 million. CSU America Reads/Counts programs worked with 269 schools serving 9,907 students.

### *Summer Bridge*

The Summer Bridge Program increases the retention and graduation of “high-risk” students who are disadvantaged educationally and economically by providing an intensive residential program during the summer prior to matriculation. This program facilitates the transition of selected students into the CSU by strengthening their basic writing, reading, and mathematics skills. High-risk disadvantaged students are defined as those who score in the lower quartile of the EPT and ELM exams or whose transcripts indicate that their academic preparation needs strengthening.

In 2001-02, fourteen CSU campuses offered Summer Bridge programs receiving funding totaling approximately \$2 million. CSU campuses worked with 696 schools serving 1,833 high school students.

### *Educational Opportunity Program (EOP) Outreach*

The Educational Opportunity Program (EOP) provides a comprehensive array of grants and academic support for students from educationally and economically disadvantaged backgrounds who display potential for success in college. The EOP program is charged with improving access and retention of low-income and disadvantaged students. EOP provides a full range of support services including admission assistance, academic advisement, counseling support, learning skills, tutorial, and financial assistance.

The 1998-99 Final Budget for CSU included a \$2 million augmentation to the EOP program for outreach support to help K-12 students meet the standards necessary to be admitted to the CSU EOP program. In response to this funding, CSU campuses have developed and implemented special outreach programs and activities for K-12 students who are educationally and/or economically disadvantaged. Examples of these services include mentoring, tutoring, raising skill levels, raising aspirations of students to enroll in college preparatory courses, and helping students to enroll in appropriate pre-college and college preparatory courses.

During 2001-02, CSU campus EOP outreach programs worked with 1,060 schools and served 47,698 students enrolled in K-12.

### *Advancement via Individual Determination (AVID)*

The California Department of Education and the Chancellor's Office of the California State University are collaborating to foster student access to rigorous academic course work and college going opportunities for K-12 students in the Central Valley and the Inland Empire. These regions have been identified as areas of special focus because studies of college eligibility by the California Postsecondary Education Commission (CPEC), as well as other studies, have found that Central Valley and Inland Empire students have college going rates significantly below the statewide average.

The collaboration is two-fold: expansion of the Advancement Via Individual Determination (AVID) program in area middle and high schools complemented by tutorial services from neighboring CSU campuses, especially to assist students attain State academic standards in English language arts and mathematics.

AVID is a college preparatory program for underachieving, educationally disadvantaged middle and high school students. It has been very successful in achieving its goals and documenting its success with data and independent evaluations. AVID rejects remediation for disadvantaged students in favor of challenging them to succeed. The AVID model focuses on students who are "C" students, traditionally unlikely to be eligible for university admission and offers these students academic support through specially developed teaching and learning strategies. In exchange for this support, AVID students are expected to commit to taking the most rigorous college preparatory classes offered at their school. The AVID program has been rigorously evaluated and found to be consistently successful in increasing academic achievement and college going rates.

### *Learning Assistance Programs*

CSU campuses work collaboratively with selected high schools to provide learning assistance programs for students who need additional support in meeting university placement standards in English and mathematics. Students who acquire the basic English and mathematics skills will be able to enter directly into CSU baccalaureate-level courses without the need to enroll in remedial courses. A total of 645 CSU students tutored 49,807 high school students. CSU student tutors worked with high school students an average of fifteen hours a week.

### *Precollegiate Academic Development Program (PAD)*

For some time, the CSU has used student interns to provide college information and assistance to high school and community college students. Trustee policy called for expansion of the number of CSU students to tutor and mentor middle and high school students in the acquisition of basic English and mathematics skills. The PAD program responds to the aspect of the CSU Board of Trustees remediation policy that commits CSU to work collaboratively with K-12 education and with the other segments of higher education to communicate CSU expectations and to promote the acquisition of basic academic skills. The CSU allocates \$5.3 million to support this program. The PAD program supports CSU student interns who help K-12 students who need assistance in strengthening precollegiate English and mathematics skills. K-12 students selected to participate in this program demonstrate potential to succeed in college preparatory curriculum but may be working at or below grade level.

The Precollegiate Academic Development program trains and supports CSU students working with elementary, middle, and high schools to help students improve English and mathematics skills. In addition to its emphasis on raising skill levels in English and mathematics, the program is designed to encourage students to take more rigorous courses, assists them to succeed in those courses, and raises their educational aspirations. Services provided to PAD K-12 participants include after-school mathematics and English tutorial sessions in group settings, one-on-one sessions, in-class presentations, and Saturday sessions.

In 2001-02, 21 CSU campuses operated PAD programs in 722 K-12 schools: 265 elementary schools, 266 middle schools, and 191 high schools. Over 114 CSU faculty provided training and support to 2,747 CSU students who tutored over 55,266 K-12 students in mathematics and English. CSU student tutors worked with high school students an average of twenty-seven hours a week.

### Indicator 3: Improving Proficiency of First-Time Freshmen

Objective	Indicator	Performance Data
Assume greater responsibility in working with K-12 schools toward improving student performance.	Improve the percentage of regularly eligible students who are fully prepared in math and English composition.	<ul style="list-style-type: none"> <li>By 2007, increase to 90% the percentage of incoming freshman proficient in English and math.</li> </ul>

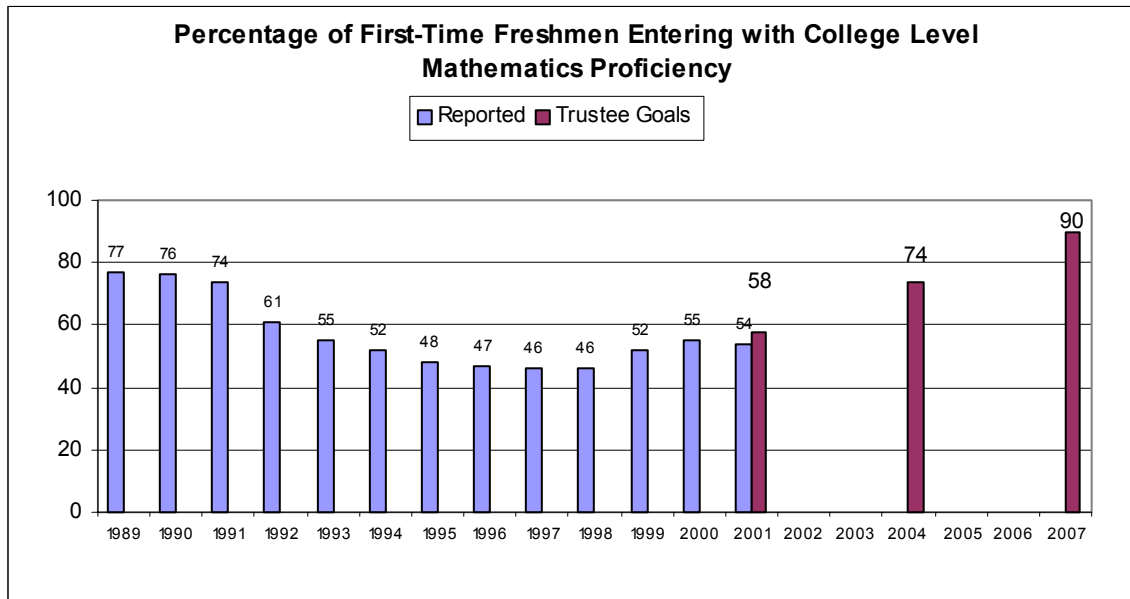
#### Status

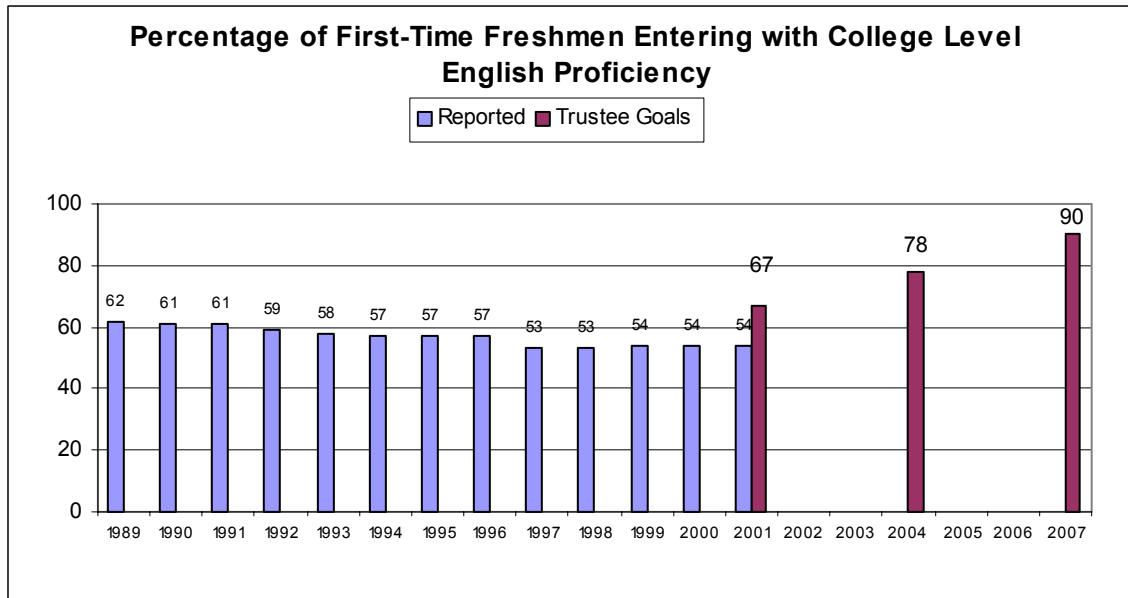
The number of first-time freshmen proficient by the second year increased from 79% for students who entered in Fall 1999 to 81% for students who entered in Fall 2000. In addition, 97% of CSU Fall 2000 freshmen that returned in the Fall 2001 were proficient in both mathematics and English, an increase of 3% for Fall 1997 freshmen that returned in the Fall 1998, the year the Trustees' remediation policy became effective.

The percentage of freshmen that entered the CSU in Fall 2001 and were proficient in mathematics stood at 54%, the same degree of proficiency in English evidenced by these students.

It is important to note that CSU has the highest placement standards in the country. Nationally, students are able to demonstrate proficiency in English and mathematics with a score of 480 on the SAT. CSU requires that students score 550 on the SAT. Therefore, while the proficiency rate may remain static, CSU's standards are high.

#### Comments





The Board of Trustee policy adopted in 1996 requires a 10 percentage-point increase (from 1996) in the number of regularly admitted new freshmen proficient in mathematics and English by Fall 2001; by Fall 2004, an increase of one-half of the level in 1996; by Fall 2007, to 90%. Improvements in English proficiency have remained steady at 54% and math proficiency decreased by 1%. As a result, CSU did not achieve its target in English and mathematics proficiency by Fall 2001.

As research shows, all sectors of education are finding it easier to improve student proficiency in mathematics than in English. This is due, in part, to the diversity of languages of students enrolled in K-12 and higher education. Over 40% of CSU students are from households in which English is not their family’s primary language.

Two years ago, we began to hear from CAPI directors and CSU and high school English faculty participating in the CAPI project about the inability of many high school students to read effectively. Many high school English teachers shared with us that they were discovering that one of the key problems with the acquisition of English skills in high school was more a function of the inability of some students to read rather than problems with composition. In fact, approximately 95% students did not pass the English Placement Test (EPT) because they could not read critically.

Many high school English teachers participating in the CAPI program indicated that they lacked the preparation necessary to teach high school 11<sup>th</sup> graders how to read critically. As a result, many high school English teachers asked CSU to provide some type of assistance to help them to understand how to teach high school students to read critically, particularly those who meet regular CSU admission requirements. In response to the identification of this need, CSU, in collaboration with the University of California, developed a special California Professional Development Institute (CPDI) in Reading in cooperation with the CSU CAPI and Precollegiate Academic Development (PAD) programs. This Reading CPDI addresses the specific needs of those 11th grade students who meet regular CSU admission requirements, i.e., those in the upper

one-third of their high school graduating class who complete four years of high school English but who still need remedial courses prior to entering college level English courses.

In 2001-02, CSU partnered with the University of California to deliver a comprehensive program of professional development for high schools participating in CSU's CAPI project. Seven CSU campuses began the California Professional Development Institutes (CPDI) in Reading in the Spring 2002 (San Francisco, Hayward, Sacramento, San Jose, Bakersfield, Dominguez Hills/Long Beach, and San Diego). UC covered the costs of offering these Professional Development Institutes in Reading from its budget.

## Indicator 4: Increasing Credentialed Teachers

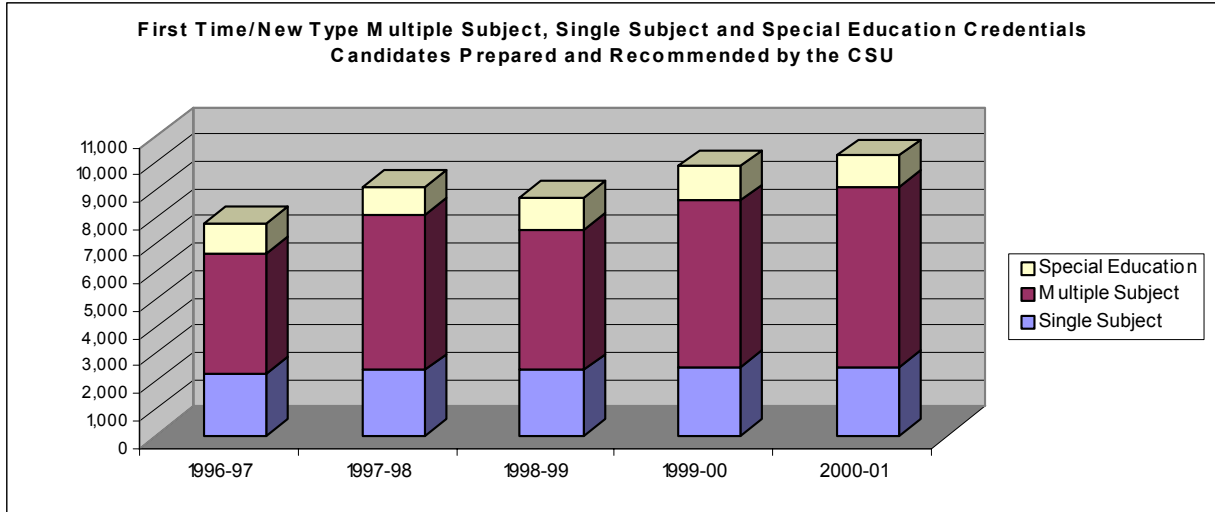
Objective	Indicator	Performance Data
Increase the number of qualified teachers that the CSU graduates.	Increase the total number of first time and new type teacher credentials recommended. Increase the number of teachers qualified to teach mathematics and science.	<ul style="list-style-type: none"> <li data-bbox="1003 329 1401 415">Increase the number of first time and new type teacher credentials offered to 14,000 by 2002-2003.</li> </ul>

### Status

In 2000-01, the CSU recommended 9,110 Multiple Subject and Single Subject First Time/New Type Credentials. A total of 6,608 were Multiple Subject Credentials and 2,502 were Single Subject Credentials. In addition, 1,148 First Time/New Type Education Specialist Credentials (special education) were issued to CSU applicants. The number of Education Specialist Credentials issued by the CSU in 2000-01 is once again more than twice the combined production of the UC and independent colleges (25 from the UC and 525 from the independents).

In the past, the Intern recommendations were tallied together with Multiple Subject and Single Subject First Time/New Type Credentials, which resulted in counting these people twice in the number of fully credentialed recipients. Through articulation with CCTC, Intern Credential recommendations (totaling 2,345 for 2000-01 by the CSU) are now reported separately from other fully credentialed First Time/New Type recommendations. The Indicator 4 Objective was written to be inclusive of Intern recommendations, which is how a target goal of 14,000 new type teacher credentials was set. Including the intern recommendations in the 2000-01 count, (10,258 + 2,345), the 12,603 total is on track to reach the goal set for the 2002-03 year.

The graph below summarizes credential recommendations since 1996 with the Intern Credential recommendations factored out of the data. One can see at a glance that except for a slight dip in 1998-99 counts, combined credential production has steadily risen across First Time/New Type Multiple Subject, Single Subject, and Education Specialist Credentials in the CSU. Data below show an increase of 32% in CSU credential recommendations since 1996.



\* Data source: The California Commission on Teacher Credentialing.

The Single Subject Credentials for mathematics and the sciences produced for 2000-01 were:

Mathematics: 234  
 Biological Science: 238  
 Chemistry: 56  
 Geoscience: 30  
 Physics: 20

This represents an increase of approximately 15% in new mathematics and science teachers recommended by the CSU since one year ago.

### Comments

The CCTC has worked with us to explore ways of reporting supplemental credential authorizations in the areas of sciences and mathematics attributable to the CSU. But it turns out that while the CSU continues to provide the majority of the academic preparation for teachers wishing to add authorizations to their existing credentials, since they are then employed teachers, their recommendations are submitted to the CCTC by their school district or county office. Therefore CCTC does not have a process to determine the numbers of supplemental authorizations that IHE programs produced.

## Indicator 5: Improving the Quality of Teacher Education

Objective	Indicator	Performance Data
Improve the quality of CSU teacher education	Implement teacher preparation reforms consistent with SB 2042 and California Commission on Teacher Credentialing (CCTC) standards in at least the following areas:	<ul style="list-style-type: none"> <li>Provide an annual progress report on the extent to which reforms have been implemented</li> </ul>
	5.1. provision of pre-internship, internship, other credential, and integrated undergraduate programs	
	5.2. curriculum aligned with standards for the teaching profession and with curriculum and performance standards for K-12 students	
	5.3. participation in individual candidate assessment programs for teachers and subject matter content preparation and pedagogy	
	5.4. collaboration between the CSU and K-12 schools	

### Status

#### Indicator 5.1

- **Pre-Internship:** Twenty-one CSU campuses participate in Pre-Internship Certificate Programs, and CalStateTEACH also has Pre-Internship Agreements with dozens of districts. More than 90% of the school districts or county offices of education that participate in pre-internships have collaborative agreements with CSU programs. Pre-interns are emergency permit teachers who are taking subject matter coursework and are not yet admitted to teacher preparation programs. Recommendations for the pre-intern certificate are made by employing school districts, and processed by the CCTC.
- **Internship Credential Programs:** Twenty CSU campuses and CalStateTEACH participate in internship programs, including close to 500 campus-district partnership agreements with 2,345 intern credentials recommended by CSU Multiple Subject, Single Subject, and Education Specialist (Special Education) programs. Compared to the previous year, this represents:

9% increase in Multiple Subject recommendations,  
 34% increase in Single Subject recommendations, and  
 28% increase in Education Specialist recommendations.

CSU Internships constitute 72% of California's Multiple Subject Intern Credential candidates, 72% of Single Subject Intern Credential candidates, and 88% of Special Education Intern Credential candidates.

- Integrated Undergraduate Programs: Twenty of the 21 CSU teacher preparation programs have initiated integrated undergraduate programs. Across the campuses, the CSU has 20 CCTC-approved Multiple Subject credential programs and 4 Single Subject credential programs (2 in mathematics, 1 in English, 1 in science).

#### Indicator 5.2

At the September 2001 CCTC meeting, the Commission adopted new program standards that will significantly revise the 5.2 and 5.3 indicators (Curriculum aligned with the California Standards for the Teaching Profession (CSTP) and Curriculum/performance standards for K-12 students). Consequently, all CSU teacher preparation programs are currently completing review and will modify program curricula as necessary by December 2003.

#### Indicator 5.3

The First CSU Systemwide Evaluation of Teacher Preparation Programs showed that the 21 campuses have made significant progress in aligning their programs with the State's new Academic Content Standards (K-12). Of the 1,186 school principals who participated in this evaluation, 81% reported that new teachers who had been prepared at CSU were well or adequately prepared to implement the State's new reading standards (K-8), and 80% reached the same level of effectiveness in implementing the mathematics standards (K-8). In high schools, principals reported that 86% of the new teachers who had earned credentials in the CSU were well or adequately prepared to implement the State's content standards in their particular subject areas (9-12), including English, mathematics, science and history-social science. In relation to other important aspects of teaching that cut across content areas, 84% of the principals (K-12) reported that CSU-prepared teachers did a good job of communicating with parents, and 81% were well or adequately prepared to manage classrooms for effective instruction. The evaluation also showed that 96% of CSU credential graduates taught for one full year or more in California public schools. Finally, the evaluation indicated that supervised teaching is the most effective "route" to teaching for the largest numbers of new teachers, followed by university internships, with the least effective route being early-entry with the use of State-issued emergency teaching permits. In 2002, the CSU is evaluating the preparation of a second cohort of teaching graduates, and has expanded the scope of the evaluation to include the teachers' subject-matter preparation in CSU's undergraduate programs.

This program evaluation is in addition to the individual candidate assessment within each program. The standardized statewide system of candidate assessment is currently under revision through the SB 2042 process. All CSU programs will adopt the new State assessment standards and procedures.

#### Indicator 5.4

CSU teacher preparation continues to collaborate extensively with K-12 schools. In addition to the districts participating in Internship Credential agreements with the CSU, 13 campuses continue to support Teacher-in-Residence programs, and all campuses participate in district

teacher induction programs, Beginning Teacher Support and Assessment (BTSA) programs, and employment of K-12 personnel as adjunct faculty.

## Indicator 6: Increasing Credentialing Requirements Pass Rates

Objective	Indicator	Performance Data
Improve the quality of CSU teacher education.	Increase the number of enrolling students who complete credential requirements.	<ul style="list-style-type: none"><li>• Increase the campus passage rates of CSU graduates on the Reading Instruction Competency Assessment (RICA) examination to at least 90% by 2003.</li><li>• Establish a success rate standard and measurement process for CSU students on individual candidate assessments once the CCTC publishes those assessments.</li></ul>

### Status

#### RICA

The California Commission on Teacher Credentialing (CCTC) reported pass rates in Fall 2002 for the Reading Instruction Competency Assessment (RICA), by campus, for AY 2000-2001. All 21 CSU campuses exceeded the 2003 goal of a 90% student pass rate. Three campuses have 100% pass rates; two-thirds of all CSU programs have pass rates of 98% or above.

#### Individual Candidate Assessment

The CCTC is still in the process of developing the assessment instrument that will become a part of teacher preparation programs for individual candidates. The instrument will be field-tested and following an evaluation of the field test, will be available for all CSU candidate assessments. During this time, the CSU will continue to work with the CCTC in the development of the measurement process and assessment instrument, as well as a standard for campus success in terms of candidate pass rates.

## Indicator 7: Implementing Teaching Improvement Initiatives

Objective	Indicator	Performance Data
<p>Improve the quality of CSU teacher education.</p>	<p>In cooperation with UC and private institutions, expand the California Subject Matter Projects to 200 sites serving 35,000 K-12 teachers through institutes and other activities aimed at improving participants' content knowledge and pedagogical practice in nine core areas of the K-12 curriculum.</p>	<ul style="list-style-type: none"> <li>• Provide the results of the four-year independent evaluation of CSMPs consistent with AB 1734 (Mazzoni) due to the State Board of Education, the Governor, and the Legislature by July 1, 2002.</li> </ul>
<p>In cooperation with UC and private institutions, implement the Governor's Professional Reading Development Institutes to provide professional training for 20,000 teachers in grades K-3 in Reading.</p>	<ul style="list-style-type: none"> <li>• Cooperate with the UC administered evaluation of the Governor's Professional Reading Development Institutes.</li> </ul>	
<p>In cooperation with UC and private institutions, implement English Language Development Institutes to provide professional training for 5,000 English language learner teaching in grades 4-8 and 5,000 English language learner teachers in grades 9-12.</p>	<ul style="list-style-type: none"> <li>• Cooperate with the UC administered evaluation of the English Language Development Institutes.</li> </ul>	
<p>In cooperation with UC and private institutions, implement Algebra Institutes to provide professional training for 2,500 teachers in grades 7-10 in Algebra.</p>	<ul style="list-style-type: none"> <li>• Cooperate with the UC administered evaluation of the Algebra Institutes.</li> </ul>	
<p>In cooperation with UC and private institutions, implement Mathematics Specialist Institutes in grades 4-6 to assume leadership roles within their schools to improve the instruction of Math.</p>	<ul style="list-style-type: none"> <li>• Cooperate with the UC administered evaluation of the Mathematics Specialist Institutes.</li> </ul>	
<p>In cooperation with UC and private institutions, implement High School Mathematics Institutes to provide professional training for 8,000 high school teachers in Math.</p>	<ul style="list-style-type: none"> <li>• Cooperate with the UC administered evaluation of the High School Mathematics Institutes.</li> </ul>	
<p>In cooperation with UC and private institutions, implement High School English Institutes to provide professional training for 12,000 high schools teachers in English.</p>	<ul style="list-style-type: none"> <li>• Cooperate with the UC administered evaluation of the High School English Institutes.</li> </ul>	

In cooperation with UC and private institutions, implement the Pre-Algebra and Algebra Academies to provide professional training for 1,000 teachers in grades 4-8 linked with summer school instruction for K-12 students in Pre-Algebra and Algebra.	<ul style="list-style-type: none"><li>• Cooperate with the UC administered evaluation of the Pre-Algebra and Algebra Academies.</li></ul>
--	---

## Status

The CSU continues to work in partnership with the UC in the delivery and implementation of the California Subject Matter Projects. Over half of the CSMP projects for the 2000-2001 year were based on CSU campuses. The complete report of the independent evaluation of CSMP, consistent with AB1734, is available at

[http://csmc.ucop.edu/csmc/downloads/CSMP\\_Triennial\\_Report.pdf](http://csmc.ucop.edu/csmc/downloads/CSMP_Triennial_Report.pdf)

## Indicator 8: Expanding the Use of Technology By Teachers

Objective	Indicator	Performance Data
Improve the ability of K-12 teachers to use technology.	Expand education technology professional development opportunities through the California Technology Assistance Project (CTAP).	<ul style="list-style-type: none"><li>By the end of Summer 2000, train 5,000 K-12 teachers during the first phase of the Education Technology Professional Development Program to integrate technology into their teaching and curriculum.</li></ul>

### Status

For 2001-02, State funding was increased to allow 6,621 K-12 teachers and administrators to enroll in the Educational Technology Professional Development Program. New collaborative sites were established, involving K-12 districts, county offices, CTAP, and universities (CSU, UC, and independent). Additionally, CSU offered to reduce the per-participant amount allocated to statewide administration in order to serve a greater number of K-12 participants.

During Summer 2001, K-12 teachers and site administrators were enrolled in 32 local project sites hosted by 18 CSU campuses, three UC campuses, and one independent college, in collaboration with the California Technology Assistance Project. Training during the summer included an intense 40-hour workshop, with 80 hours of on-site follow-up completed during the 2001-02 year.

### Comments

The Education Technology Professional Development Program (ETPDP) provided teacher development in the use of technology in the classroom, focusing on improving the quality of teacher instruction at the level of student learning.

In Spring of 2001, the CSU received the outside evaluation of the project, designed to provide a comprehensive, early evaluation of the program's effectiveness. This report stated that:

- ETPDP has made important contributions to the effective and appropriate use of technology in California classrooms.
- ETPDP provided good, standards-based professional development, and teachers have increased confidence in their ability to use technology effectively and appropriately to enhance student learning. We also see evidence that ETPDP makes a difference in classroom practice for teachers.

Copies of the full report, conducted by WestEd, are available upon request.

## Indicator 9: Increasing CCC Transfer Enrollments

Objective	Indicator	Performance Data
Accommodate all CCC transfers who are fully qualified and seek access to CSU.	Enroll all fully qualified, upper-division CCC transfer students in accordance with the CCC/CSU MOU. Under the terms of the MOU, the CCC intends to increase the number of these students by 5% per year.	<ul style="list-style-type: none"> <li>Accept, on an ongoing basis, all fully qualified CCC students who apply to the CSU.</li> </ul>

### Status

The CSU provides admission opportunities for all eligible applicants. In 2000-01, a total of 72,757 upper-division California Community College transfer students applied to the CSU. Of these, 52,989 were fully eligible and were admitted to a CSU campus. Of those admitted, 40,608 students enrolled in the CSU.

In AY 2001-02, 76,099 upper-division California Community College transfer students applied to the CSU. Of those 56,135 were fully eligible and were admitted to a CSU campus.

From AY 2000-01 to AY 2001-02, the number of upper-division California Community College applicants who were admitted to the CSU increased by 9.4%.

Of those admitted in AY 2001-02, 42,937 enrolled in the CSU. This represents an increase of 5.5% from the previous year and meets our ongoing commitment to continue to increase enrollment of community college students by 5% each year.

### Comments

In March 2000, the CSU Board of Trustees adopted a set of enrollment management principles guaranteeing that all fully eligible upper-division transfer students and first-time freshmen will be admitted to a CSU campus. As a result of these principles, the CSU system and individual campuses will be able to serve more students by increasing existing enrollment capacity. Increased capacity becomes possible by implementing more flexible scheduling and year round operations, expanding distance learning and use of technology, increasing the capacity of existing off-campus centers, establishing new centers, and using facilities more imaginatively.

The enrollment management principles adopted by the CSU Board of Trustees ensure that CSU-eligible students are not denied access to a CSU campus if their local CSU campus is impacted and if they are not able to relocate to another area of the state. Students are not prevented from applying to campuses outside their region. Students from other parts of the state may continue to establish eligibility for admission to impacted campuses outside of their area, but they will be required to meet the supplemental admission criteria, which usually include a grade point average higher than the systemwide GPA. Each CSU campus will continue to maintain a balanced student body and to provide the people of California broad-based access. Students who

are not admitted to impacted programs or to impacted campuses are offered the opportunity to enroll at other CSU campuses.

## Indicator 10: Increasing Common Course Requirements

Objective	Indicator	Performance Data
Expand course transferability.	Develop and maintain common lower-division course requirements across CSU institutions.	<ul style="list-style-type: none"> <li>Increase the number of majors having common lower-division core requirements by 5 per year over the next four years.</li> </ul>
	Develop and maintain systemwide agreements between the CSU, UC and CCC on lower-division course requirements for 20 high-demand majors.	<ul style="list-style-type: none"> <li>Report on the progress made in developing agreements for high-demand majors</li> </ul>

### Statewide Alignment Projects (All CSU campuses)

#### 2001 Faculty Discipline Areas

Biology  
 Business Administration  
 History  
 Information Systems  
 Nursing  
 Political Science\*  
 Sociology  
 Speech Communication

\*Political Science: Department chairs explored the major requirement and decided not to pursue because of diversity of departments across the CSU.

#### 2002 Faculty Discipline Areas

Administration of Justice  
 Family and Consumer Services  
 Kinesiology  
 Psychology

### Regional Alignment Projects

CSU campuses at Los Angeles, Long Beach, Dominguez Hills, Pomona, Fullerton, Northridge, San Bernardino, Channel Islands are involved in a regional alignment project in the following disciplines.

Art  
 Business Administration  
 Chemistry  
 Computer Science

Criminal Justice  
History  
Mathematics  
Nursing  
Psychology  
Sociology

In 2000-01, eight faculty-driven lower-division core alignment projects were initiated, three more than called for in the Partnership Agreement. Subsequently, the Political Science department chairs explores major requirements and elected not to pursue the core alignment project because of the diversity of the departments across the CSU, adjusting the number to seven.

In the winter of 2002, department chairs from Administration of Justice and Psychology began to meet as alignment projects. Family and Consumer Science plus Kinesiology joined the list of new major projects in the Spring 2002. With the addition of these four new majors, a total of 11 majors are currently underway, one more than called for in the Partnership Agreement. At present, Art and Liberal Studies are being pursued by the Academic Senate for inclusion in the Lower Division Common Core project in 2002-03. Including the regional alignment project in the Los Angeles basin, CSU is well on its way to fulfilling its commitment to increase the number of majors having common lower-division core requirements by 5 per year over the next four years.

These eleven faculty disciplinary groups have been examining lower-division major requirements to identify a core set of lower-division courses that can be accepted for major credit at CSU campuses without regard to the CSU campus or California community college at which they were completed. Because many lower-division transfer students do not know where they will finish their degrees, such action will greatly ease their transfer to CSU campuses and increase their chances of graduation. A lower-division core may not be exhaustive of the lower-division major requirements at an individual campus. While a particular CSU campus may have lower-division requirements beyond those articulated in the common core that would be completed by transfer students after their admission to that campus, it is a goal to keep such unique requirements to a minimum.

It is important to note that the faculty process of identifying common lower-division major prerequisite courses requires the review of courses and their content taught at twenty-two CSU campuses. As a result, the timeline required to complete the process for each discipline may require more than one year.

These projects focus on the following top 20 majors in the California State University System (those in bold, italics represent the disciplines begin reviewed):

## High Demand Majors in the CSU System

- 1) ***Business Administration***
- 2) Liberal Studies
- 3) ***Psychology***
- 4) English
- 5) ***Criminal Justice (Administration of Justice)***
- 6) ***Biology***
- 7) ***Sociology***
- 8) Communications
- 9) ***Kinesiology/Physical Education***
- 10) Child Development
- 11) Art
- 12) ***Nursing***
- 13) ***Computer Science (information systems)***
- 14) ***History***
- 15) Political Science/Government
- 16) Health Science
- 17) ***Speech Communication***
- 18) Social Work
- 19) Electrical Engineering
- 20) Social Science

While not in the top twenty high demand majors, Family and Consumer Services represents the 11<sup>th</sup> major in the Lower Division Common Core project.

Not all of these majors are offered at all CSU campuses. In addition, the list of high-demand majors at each CSU campus varies according to the programs it offers and student demand.

## Indicator 11: Increasing CCC Course Transfer Rates

Objective	Indicator	Performance Data
Expand course transferability.	Increase the number of CCC transfer students who complete all CSU general education requirements before transferring by using the CSU/CCC transfer certification process or the Intersegmental General Education Transfer Curriculum (IGETC).	

### Comments

California Community College transfer students are provided two options to complete lower-division general education: CSU General Education Breadth requirements (GE-Breadth) that requires completion of a minimum of 30 semester units and the Intersegmental General Education Transfer Curriculum (IGETC) that requires completion of 37 semester units. Students are free to select the option that moves them most directly toward their educational goals. GE-Breadth is more flexible than IGETC because more courses are available to meet the CSU's five area requirements and students' records may be certified as meeting areas of GE-Breadth rather than the entire general education pattern. IGETC requires a minimum of a "C" grade in each course (C- is not allowed), and all areas of IGETC must be fully certified. The majority of students who transfer to the CSU with GE certification use the GE-Breadth option rather than IGETC.

The Memorandum of Understanding between the CSU and California Community Colleges calls for the California State University to offer dual admission opportunities at CSU campuses to community college students who commit to completing all upper-division transfer requirements prior to transfer. This dual admission program will ensure that community college students develop an academic plan with a CSU and community college professional advisor. This plan will include completion of appropriate CSU general education or IGETC requirements before transferring to the CSU. A CSU and California Community College steering committee was formed during the Summer 2001 to guide the expansion of the dual admission program and transfer admission agreements. This committee met on several occasions during 2002 and drafted the 4CSU Program and drafted a transfer service model characterized by a very strong on-site (field) advising and academic planning element that assures students develop strong educational plans for preparing to transfer to CSU. The 4CSU Program draft has been distributed for review to CSU and Community College constituent groups with the goal of implementation the program for 2004-05.

All CSU campuses reported progress toward the goals of increasing CCC transfer rates and transfer student academic preparation in August, 2002. Initial reports show marked increases in the number of transfers certified by GE Breadth or IGETC, or both.

The CSU is further exploring ways to modify its student information reporting system to collect information about the number of enrolling students who are certified for general education using either the GE Breadth or IGETC for students entering CSU in 2002-03.

## Indicator 12: Developing Transfer Agreements

Objective	Indicator	Performance Data
Expand course transferability.	Ensure that transfer students are taking the appropriate required courses and will receive credit for classes they have taken by developing agreements with the UC and the CCC. This can be accomplished by September 2001 in a number of ways, including Articulation System Stimulating Inter-institutional Student Transfer (ASSIST), a common course numbering system, or IGETC.	<ul style="list-style-type: none"> <li>• Complete a set of transfer agreements with feeder institutions.</li> <li>• Complete a set of transfer agreements among CSU campuses.</li> </ul>

### Status

In 2000-01, there were over 8,000 courses from CSU campuses that are articulated with over 43,700 courses at California Community Colleges in the ASSIST database. In 2002, the total number grew to 8,600 courses from CSU campuses that are articulated with over 44,600 courses at the California Community Colleges. This growth represents a 7% increase in CSU courses that are articulated with the California Community Colleges. These courses are articulated on a course-by-course basis. Articulated courses on a lower-division prerequisite major course basis will be included in ASSIST as CSU faculty complete lower-division core alignment projects (Indicator 10).

Additionally, courses that are accepted by several CSU campuses are recorded in the California Number System (CAN) online database to allow students to understand easily those courses accepted for credit across the CSU system. There are 54,477 courses in CAN that are both qualified and report identical articulation between the CSU and the California Community Colleges. CAN and ASSIST are working currently together to assure that all CAN courses are available on the ASSIST database.

The 4CSU Program described above in Indicator 11 will provide, among other services, academic advisement, the development of an education transfer plan, and cross enrollment opportunities. These services will help to ensure that students enroll in appropriate courses that will transfer and satisfy CSU General Education and lower division major prerequisite courses.

The implementation of the CSU's 4CSU Program will result in the reduction in the need for transfer agreements. When the performance data for this indicator were developed, the CSU had not yet appointed its Dual Admission Steering Committee which has been charged with defining and developing the key elements of a student-centered dual admission program that will accord to community college students the same sense of commitment and clarity at the time they are admitted concurrently to a community college and the CSU that native freshmen enrolling at the CSU receive. CSU will continue to work toward increasing transfer agreements and the number

of students to whom dual admission services will be offered. However, CSU's success will depend on the resources allocated in support of this program at both the CSU and community college segments.

The development of common lower-division course requirements across CSU institutions (Indicator 10: Increasing Common Course Requirements) fulfills the CSU's commitment to complete a set of transfer agreements among CSU campuses.

## Indicator 13: Reducing Structural Deficits

Objective	Indicator	Performance Data
Using resources provided under this Partnership, satisfy our core mission within Master Plan guidelines.	<p>Commit 1% annual increase in Partnership resources to ongoing maintenance, instructional equipment, library materials, and technology.</p> <p>Commit approximately 50% of State capital outlay dollars to address seismic, life-safety, capital renewal, and modernization needs of existing facilities; and about 50% to support enrollment growth-related projects.</p>	<ul style="list-style-type: none"> <li>• Satisfy ongoing maintenance needs using identified standards by the end of the Partnership period.</li> <li>• Reduce, on a net basis annually, the total CSU deferred maintenance backlog after offsets for any shortfall in ongoing maintenance funding.</li> <li>• Report progress in eliminating identified structural deficiencies for library materials and instructional equipment.</li> <li>• Increase basic technology access, training and support linked to the CSU Technology Plan for improvements in instructional delivery and student academic achievement.</li> </ul>

### Status

#### *Ongoing Building Maintenance Needs*

Since 1996-1997, the CSU's funding commitment to plant maintenance has, with the help of the administration and legislature, provided \$63.4 million to eliminate the annual shortfall in maintenance costs. The funding need for ongoing maintenance and repair was based upon an industry standard of \$6.45/square foot in place at the time, and the need for scheduled maintenance/facility renewal was based on a study from MIT, which estimated need at \$.93/square foot.

The CSU has been evaluating the appropriateness of the identified standards and is proposing in 2003/04 to increase the funding of on-going maintenance to \$7.20/square foot based on the cumulative change in the California Consumer Price Index (CA-CPI) since 1999. While the budgeted costs for 2002-03 as reported by the campuses are \$8.41/square foot, the CSU is proposing \$7.20/square foot, as an incremental increase to this higher cost for on-going maintenance needs.

The scheduled maintenance cost is estimated to have increased from \$.93/square foot to \$1.03/square foot based on increases to wages and benefits and remains an unfunded component of new appropriations for maintained space.

#### *Deferred Building Maintenance*

The CSU continues to work toward reducing its deferred maintenance backlog. Campuses were allocated \$2.8 million in 2000-01 in one-time funds for long-term deferred maintenance. However, partnership funding of \$7.063M and \$6.0M requested for 2001-02 and 2002-03, respectively, for deferred maintenance was not funded due to State budget limitations.

While the CSU is seeing reductions in the growth of the historical deferred maintenance backlog, increases in actual tasks are occurring as a result of equipment and systems that have exceeded their useful life and are not being replaced as part of a systematic capital renewal program. In other words, the aging of our facilities and the end of useful life of building systems are outpacing our ability to keep up with scheduled maintenance, which leads to increased deferred maintenance. In addition, the overall growth in building space within the system is having an impact on campuses' ability to keep up with scheduled maintenance tasks.

Studies performed to ascertain the current level of deferred maintenance at the CSU have varied in magnitude. As a result, a program of on-going facilities condition assessment is being implemented to validate deferred maintenance levels and to measure changes in the overall system deferred maintenance backlog. The program will update existing studies based on completed deferred maintenance projects and new building space. In addition, standard guidelines for facility preventive maintenance are being developed prioritizing health, safety, and regulatory compliance as well as traditional building maintenance tasks. The guidelines will allow for the consistent application of resources at the campuses in a further effort to reduce the deferred maintenance backlog, utilizing existing funding resources.

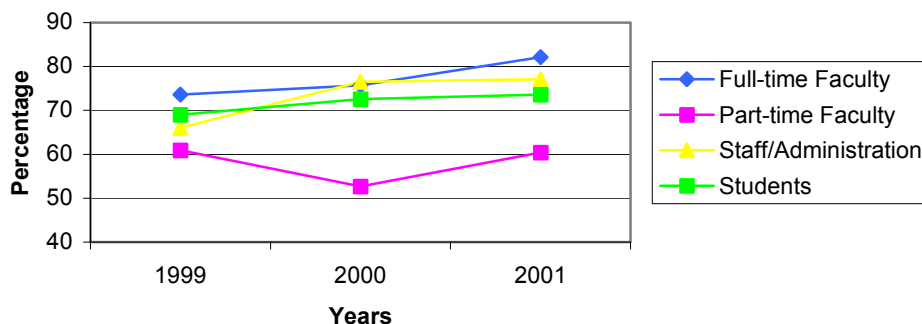
*Elimination of structural deficiencies for library materials*

The total cumulative core deficiency in library materials has been estimated at approximately \$100 million. The core annual funding need is estimated at \$13 million to restore library purchasing power to 1990 levels. The 2000-01 fiscal year budget included a baseline augmentation of \$3 million to apply toward this deficiency, and in 2001-02 an additional \$4 million in one-time lottery funds was applied. No augmentation beyond the \$3 million baseline was applied to the deficiency in fiscal year 2002-03.

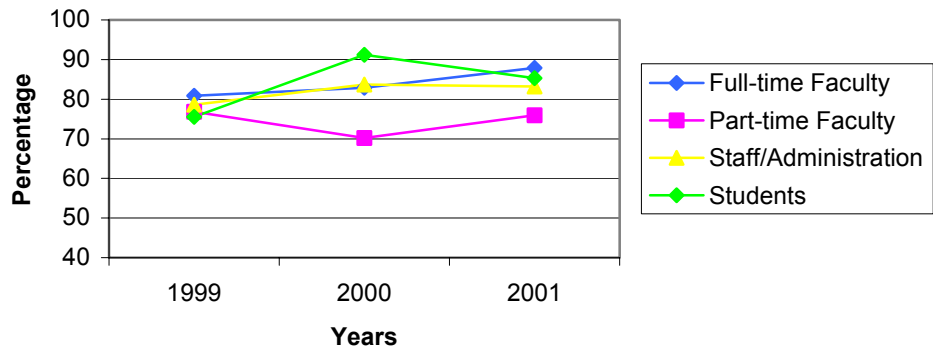
*Increase basic technology access, training and support*

In response to requests from the Legislature to demonstrate that increases in technology access, training and support have occurred, the CSU has committed to nine years of annual surveys documenting the results of the State's technology investment. This study involves surveying over 3,000 individuals representing faculty and students from all 23 campuses. The results of the annual study are contained in the "Measures of Success" document that is published each fall. Progress continues in almost every measure, and further detail can be found in the Measures of Success report. Following are two charts that demonstrate access for faculty and students to hardware and software that meet the CSU standards for currency.

**Access to Hardware Meeting CSU Standards**



### Access to Software Meeting CSU Standards



## Indicator 14: Shifting to Year Round Operations

Objective	Indicator	Performance Data
Make more effective use of existing facilities to accommodate enrollment demands and to help alleviate enrollment pressure during the regular academic year.	Reach agreement with the administration and the Legislature on a plan for phasing in implementation of a State-supported summer term on a campus-by-campus basis. If agreement reached, beginning Summer 2001 implement summer term. The phasing plan should be based on the assumption that fees, financial aid, and the quality of programs should be similar to that offered during the regular academic year.	<ul style="list-style-type: none"> <li>• Include phasing plan in final agreement on budget for 2000-01.</li> <li>• Provide an annual progress report on implementation of year-around operations.</li> </ul>
	Examine incentives that might encourage more students to attend classes in the summer and more faculty to teach in the summer.	<ul style="list-style-type: none"> <li>• Report on incentives to encourage more students to attend classes in the summer and more faculty to teach in the summer.</li> </ul>

### Status

In Summer 1999, nine CSU campuses provided 5,726 annualized FTES of State-supported instruction.

In Summer 2000, 14 CSU campuses provided 6,771 annualized FTES of State-supported instruction—an increase of 18% over Summer 1999.

In Summer 2001, 19 CSU campuses provided 16,570 annualized FTES of State-supported instruction. During Summer 2001, nine of 22 CSU campuses (not counting Channel Islands) converted completely to YRO State-supported summer instruction. This brought the total number of campuses fully converted to State-supported summer instruction to 14, including the four long-term YRO campuses and Humboldt State.

Campuses where State-supported summer operations have been implemented within the last few years used a variety of approaches and incentives to raise awareness and build summer enrollments. These included: targeted communications (flyers, campus newspaper articles, strategically-located banners, radio spots, direct mailings to current and future students, outreach to community colleges and high schools and information seminars), use of the Optional Per Unit Summer Fee Schedule, prorating or waiving certain campus-based fees, flexible scheduling of summer sessions (including the use of multiple, short sessions) to accommodate students who need to work in order to finance their educations, course offerings that included high demand, “hard-to-get” courses and special offerings for targeted student populations such as teacher credential candidates and summer early entrants.

Campuses also took advantage of their ability to schedule the comparatively fewer summer course offerings in their best classrooms (i.e., those wired with the latest instructional technology). Some campuses also made a conscious decision to relax their minimum class size requirements in order to build the confidence of students that scheduled classes would be offered. Another approach used by at least one campus was to offer priority housing placement to summer enrollees. With regard to faculty, the opportunity to teach in summer, in most cases on the basis of "Extra Pay for Extra Work," has been popular and no special incentives have been needed to attract high quality tenured/tenure-track faculty and part time lecturers to offer summer courses.

The CSU is fully committed to systemwide implementation of YRO, and the growth in enrollment in the early years of this process has been encouraging. The fiscal challenge facing the State, however, has slowed progress toward this goal. While CSU planned to convert all campuses to YRO State-supported summer instruction in Summer 2002, only Chico State was provided with funds to convert its 240 annualized FTES to YRO State-supported instruction in Summer 2002. The appropriation for Chico was enacted in September 2002, not only long after students were enrolled for Summer 2002, but after the entire summers' instruction was completed.

Preliminary reports indicate that the CSU served over 19,000 annualized State-supported FTES during Summer 2002, a continuing, and dramatic increase over the previous year's YRO summer instruction.

CSU proposes to convert fully in Summer 2003, assuming budget support is provided to convert the remaining 1,683 annualized FTES currently provided for matriculated students through summer self-supported instruction.

## Indicator 15: Reviewing Program Offerings

Objective	Indicator	Performance Data
Increase program efficiency.	Conduct comprehensive program reviews to consolidate and simplify CSU program offerings.	<ul style="list-style-type: none"> <li>Report on number of programs reviewed.</li> </ul>

### Status

In 2000-01, the most recent year for which information is available, comprehensive reviews of 218 CSU degree programs were completed, and reviews of another 79 were in progress. (In addition, two campuses offered departments the option of preparing a Student Outcomes Assessment Plan in lieu of the usual periodic program review, and such plans were prepared for 43-degree programs.)

Between May 2001 and April 2002, seven-degree programs were discontinued and five concentrations or options were discontinued or consolidated. Between May 2001 and April 2002 (the time period for which we counted discontinuations for the partnership report), the CSU approved twenty new degree programs and initiated five pilot degree programs.

In 2000-01, the CSU conducted the first systemwide evaluation of the quality and effectiveness of all its professional teacher preparation programs at twenty-one campuses. The evaluation included a request of graduates of CSU's programs of professional teacher preparation to answer questions about their employment status, the K-12 schools in which they were teaching, the intrinsic qualities of their CSU teacher preparation programs, the effectiveness of their preparation for the challenges of classroom teaching, and their professional expectations for the future. The immediate supervisors of the CSU graduates (who administer K-12 schools and are not CSU employees) were requested to answer the same questions about the quality and effectiveness of the graduates' preparation to teach the California curriculum in public K-12 schools.

The evaluation estimated that 96 percent of the graduates of CSU teaching credential programs were teaching in K-12 schools one year later. Studies of teacher participation rates have been conducted in other states and at many institutions, but none has revealed a teacher participation rate as high as 96 percent. A large majority of graduates found themselves at least adequately prepared to teach reading, language arts, and mathematical skills in K-8 and the academic curriculum in grades 7-12, and an even larger percentage of their school-site supervisors found them well or adequately prepared for those teaching roles consistent with State Curricular Frameworks and Content Standards. The evaluation also revealed that there needs to be more attention to preparation in science and history-social science for teaching grades K-8, and to individual assessment and assistance skills (particularly in content-based reading) for teaching grades 7-12. A more comprehensive report of the evaluation is in the September 2001 agenda of the CSU Board of Trustees, which can be found at <http://www.calstate.edu/BOT/Agendas/Sep01/EdPol.pdf>.

## Indicator 16: Streamlining Graduation Unit Requirements

Objective	Indicator	Performance Data
Increase program efficiency.	Review all CSU degree requirements to ensure that students have the option to complete degrees in four years, and seek to change Title 5 graduation requirements from 124 to 120 hours.	<ul style="list-style-type: none"> <li>Report on number of degree programs reviewed and progress in changing Title 5 graduation requirements.</li> </ul>

### Status

At its July 2000 meeting, the CSU Board of Trustees approved a change to Title 5 that reduced the minimum total units required for a bachelor's degree to 120 semester units (180 quarter units). Added to Title 5 was a provision requiring each campus to establish and maintain a monitoring system to ensure that justification is provided for all program requirements that extend the baccalaureate unit requirement beyond 120 units. The agenda item noted, "It is understood that baccalaureate unit requirements are to be reviewed on campuses by the faculty in the course of regularly scheduled program reviews."

### Comments

Approximately two-thirds of all CSU bachelor's degree majors can already be completed with 120 semester units (180 quarter units). The remaining majors are being examined as part of the normal academic program review process, though some campuses have chosen to accelerate review of the total units required. Normally, about 20 % of all academic programs are reviewed each year, so the review process will be completed no later than Spring 2005. In January, campuses will report actions taken regarding programs requiring more than 120 total semester units.

## Indicator 17: Closing the Faculty Salary Gap

### Measure

Objective	Indicator	Performance Data
Provide competitive faculty salaries that are increased based on merit, subject to collective bargaining.	Provide faculty salaries that are judged competitive using CPEC's methodology.	<ul style="list-style-type: none"><li>• Provide an annual report to CPEC on faculty salaries</li></ul>
Increase emphasis on merit-based pay.	Continue to emphasize merit-based pay to reward the most outstanding faculty.	

### Status

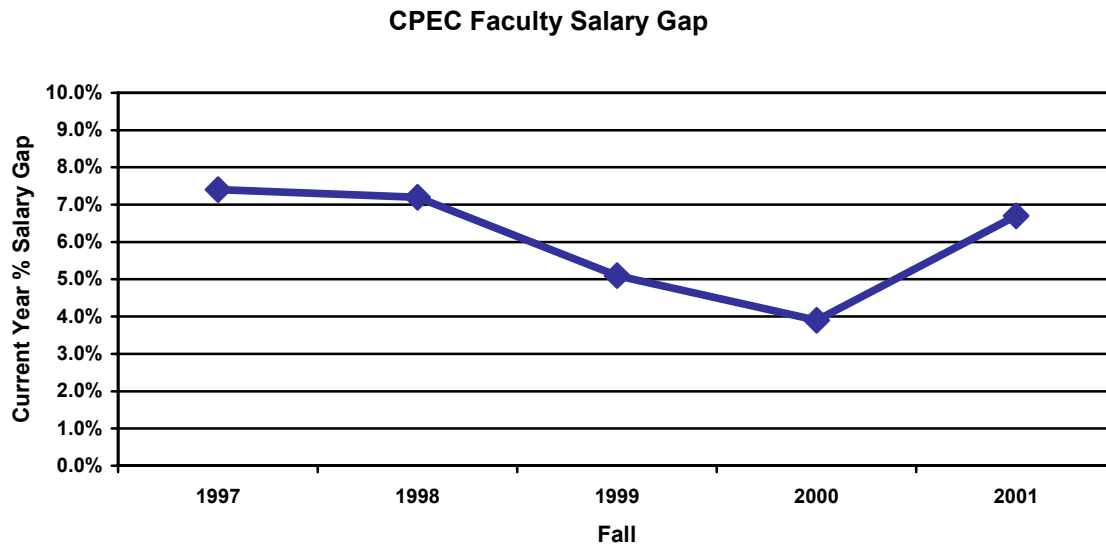
In 2001-02, CSU full time tenure track faculty members were paid an average of \$72,189 in salary (adjusted for a 2% increase during 2001-02) and an average of \$17,450 in benefits.

As of Fall 2001, the current year faculty salary gap was 6.7%, using the CPEC methodology. In comparison, the current year salary gap for CSU Presidents was 21.1% as of Fall 2001. The CSU plans to submit data to CPEC for the CSU and for the comparison institutions, per the regular schedule, by early December 2002. From 1997 to 2000, CSU faculty salaries increased at a rate higher than those of the comparison institutions, thus decreasing the difference between CSU faculty salaries and salaries at the comparison institutions. However, in 2001, comparison institution salaries increased at a higher rate than CSU faculty salaries. Looking forward, the compensation increase pool budgeted for 2002 may prove to be less than the average salary increases for the comparison institutions given the State's fiscal crisis, current year budget reductions to the CSU thus far, and the possibility of up to another 5% reduction before the year is over.

It continues to be the policy of the CSU Trustees that merit pay should be one instrument to help take the CSU to the next level of quality by providing financial rewards to faculty considered outstanding by their peers. The collective bargaining agreement between the CSU and the CFA has included a merit pay program since 1995. The current collective bargaining agreement provides for 25% of the faculty compensation settlement to be dedicated to a merit pay program if the negotiated compensation agreement exceeds 3.5% for 2003-04.

## Comment

Since Fall 1997, the current year faculty salary gap, calculated according to the CPEC methodology, has decreased from 7.4% to 6.7%.



## Indicator 18: Increasing Community Service Learning

Objective	Indicator	Performance Data
Provide opportunities for all students to participate in community service or service learning.	Increase the number of CSU students who engage in community service or complete a service-learning experience.	<ul style="list-style-type: none"> <li>• Increase student participation in community service and service learning based on funding provided for service learning.</li> </ul>

### Status

During the 2001-02 academic year, 306 courses with new service-learning components were created across 23 campuses. This outcome exceeded the CSU's commitment by 39 percent (86 courses above our commitment of 220). These courses are being offered during the 2002-03 academic year, oftentimes with multiple sections, providing new opportunities for over 10,600 additional students to participate in service learning.

In total, during the 2002-03 academic year, over 1,650 courses with service-learning components will be offered, providing more than 51,900 students with opportunities to participate in service learning (12.8% of CSU students enrolled).

### Comments

Baseline data from 1999-00 demonstrated that 28,800 students participated in service-learning opportunities. As a result of the curriculum and infrastructure development that has taken place since 2000-01, there are now over 23,100 new opportunities for students to participate in service learning, resulting in an 80% increase in the number of students projected to enroll in courses with service-learning components since the CSU first committed to expanding service-learning opportunities in 2000.

The development of courses with new service-learning components occurred in disciplines as varied as: nursing, computer science, engineering, public policy, history, architecture, biology, economics, music, business administration, ethnic studies and teacher education. For example, California Maritime Academy students in a course on death and dying work at a hospice with terminally ill patients and their families, while CSU Sacramento students in a computer science course work with a local toddler immunization program to help that organization manage its web site and database.

The curriculum and infrastructure development efforts supported by the State of California with \$2.2 million have been strengthened with external support as well. Campuses matched their state allocations by 25%. Additionally, across the CSU system, \$2.2 million was received from external sources to support CSU service-learning initiatives.

While the University anticipates that the number of CSU students who engage in community service or service-learning will continue to increase, we do not expect to see the same level of gains in 2002-03 as were made over the past two years because \$1.1 million was cut from this

effort in the 2002-03 state budget. The CSU will again seek external resources to match the State investment of \$1.1 million and campuses will continue to develop innovative approaches and quality service experiences for students, however these efforts have been impacted by the strained state budget.

## Appendix A

Eighteen separate measures, which are grouped into five broad categories, comprise the annual accountability review as a part of the Partnership. Those measures are:

Category	Measure	Objective	Indicator
<b>Improving Access and the Transition from High School to College</b>			
	Improving Access	Ensure access under the Master Plan for all Californians	Accept all eligible California high school graduates who wish to attend CSU
	Improving Student Preparation	Assume greater responsibility in working with K-12 schools towards improving student performance	Demonstrate greater educational achievements over prior years in high schools where CSU outreach, academic preparation, and K-12 collaboration is operational
	Improving Proficiency of First-Time Freshmen	Assume greater responsibility in working with K-12 schools toward improving student performance	Improve the percentage of regularly eligible students who are fully prepared in math and English composition
<b>Improving the Quality of Teacher Preparation and Demand</b>			
	Increasing Credentialed Teachers	Increase the number of qualified teachers that the CSU graduates	Increase the total number of first time and new type teacher credentials recommended. Increase the number of teachers qualified to teach mathematics and science
	Improving the Quality of Teacher Education	Improve the quality of CSU teacher education	Implement reforms consistent with SB 2042 regarding integrated programs, curriculum standards, assessment programs and collaboration with K-12 schools
	Increasing Credentialing Requirements Pass Rates	Improve the quality of CSU teacher education	Increase the number of enrolling students who complete credential requirements

	Implement Teacher Improvement Initiatives	Implement reading development, English language development, algebra, mathematics specialist, high school mathematics high school English institutes, and pre-algebra and algebra academies to provide training for K-12 schools and teachers	In cooperation with UC and private institutions, expand the subject matter projects to 200 sites serving 35,000 K-12 teachers
	Expanding the Use of Technology by Teachers	Improve the ability of K-12 teachers to use technology	Expand education technology professional development opportunities through the California Technology Assistance Project
<b>Improving Transfer and Articulation</b>			
	Increasing CCC Transfer Enrollments	Accommodate all CCC transfers who are fully qualified and seek access to CSU	Enroll all fully qualified, upper-division CCC transfer student in accordance with the CCC/CSU MOU. Under the terms of the MOU, the CCC intends to increase the number of these students by 5% per year
	Increasing Common Course Requirements	Expand course transferability	Develop and maintain common lower-division course requirements and systemwide agreements between CSU, UC and CCC
	Increasing CCC Course Transfer Rates	Expand course transferability	Increase the number of CCC transfer students who complete all CSU general education requirements before transferring
	Developing Transfer Agreements	Expand course transferability	Ensure that transfer students are taking the appropriate required courses and will receive credit for classes they have taken by developing agreements with UC and CCC

Improving Institutional Productivity and Efficiency			
	Reducing Structural deficits	Using resources provided under this Partnership, satisfy our core mission within Master Plan guidelines	Commit 1% annual increase in resources to ongoing maintenance, instructional equipment, library materials, and technology. Commit approximately 50% of capital outlay dollars to address seismic, life-safety, capital renewal and modernization needs of existing facilities; and about 50% to support enrollment growth projects
	Shifting to Year Round Operations	Make more effective use of existing facilities to accommodate enrollment demands and to help alleviate enrollment pressure during the regular academic year	Reach agreement on a plan for phasing in implementation of a State-supported summer term. Examine incentives to encourage more students to attend classes in the summer and more faculty to teach in the summer
	Reviewing Program Offerings	Increase program efficiency	Conduct comprehensive program review to consolidate and simplify CSU program offerings
	Streamlining Graduation Unit Requirements	Increase program efficiency	Review all CSU degree requirements to ensure that students have the option to complete degrees in four years, and change graduation requirements from 124 to 120 hours
	Closing the Faculty Salary Gap	Provide competitive faculty salaries that are increased based on merit, subject to collective bargaining. Increase emphasis on merit-based pay	Provide faculty salaries that are judged competitive using CPEC's methodology; continue to emphasize merit-based pay to reward outstanding faculty

Improving the Academic Experience			
	Increasing Community Service-Learning	Provide opportunities for all students to participate in community service or service-learning	Increase the number of CSU students who engage in community service or complete a service-learning experience