

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **Closed Session: 10:00 a.m., Tuesday, January 31, 2006**
Munitz Conference Room

Open Session: 4:50 p.m., Tuesday, January 31, 2006
Glenn S. Dumke Auditorium

Open Session: 8:30 a.m., Wednesday, February 1, 2006
Glenn S. Dumke Auditorium

Roberta Achtenberg, Chair
Herbert L. Carter, Vice Chair
Carol R. Chandler
Moctesuma Esparza
Debra S. Farar
Robert G. Foster
George G. Gowgani
Melinda Guzman Moore
William Hauck
Corey Jackson
Craig R. Smith
Kyriakos Tsakopoulos

10:00 a.m., Tuesday, January 31, 2006—Closed Session, Munitz Room

Discussion Item

1. Review and Recommendation of Nominees for Honorary Degrees, *Action*

4:45 p.m., Tuesday, January 31, 2006—Open Session, Glenn S. Dumke Auditorium

Consent Items

Approval of Minutes of Meeting of November 9, 2005

Discussion Items

2. Guardian Scholars Program, *Information*
3. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs),
Information
4. Campus Actions to Facilitate Graduation, *Information*
**(See note below)

8:30 a.m., Wednesday, February 1, 2006, Glenn S. Dumke Auditorium

2. Guardian Scholars Program, *Information*
3. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs),
Information
4. Campus Actions to Facilitate Graduation, *Information*

****Note:** Depending on the length of discussions on Tuesday, January 31, Educational Policy items may have to be carried over to Wednesday for consideration.

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

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

November 8-9, 2005

Members Present

Roberta Achtenberg, Chair
Carol R. Chandler
Debra S. Farar
Bob Foster
Murray L. Galinson, Chair of the Board
George Gowgani
Melinda Guzman Moore
William Hauck
Corey Jackson
Craig Smith
Charles B. Reed, Chancellor

Chair Roberta Achtenberg called the meeting to order.

Recognition of Senator Jack Scott

The trustees and Chancellor Reed recognized Senator Jack Scott's leadership on a wide range of issues dealing with K-12 education and the state's colleges and universities. In particular, they noted and thanked Senator Scott for the central role he played in the authorization of CSU to award a Doctorate of Education degree independent of any other institutions.

Approval of Minutes

The minutes of September 20, 2005 were approved by consent as submitted.

Proposed Title 5 Revision of the Student Conduct Code

The trustees moved to adopt a proposal to modernize the CSU Student Conduct Code. Their motion followed a thorough discussion of the item at the July and September meetings.

The resolution was adopted (REP 11-05-07).

Campus Actions to Facilitate Graduation, California State University Chico

California State University, Chico President Paul Zingg made a presentation on the work his campus is doing in the area of web-based graduation roadmaps. These roadmaps, referred to by the campus as Major Academic Plans (MAPs), incorporate course-to-course articulation of degree requirements with pre-planned offerings of specified and elective courses by academic term. President Zingg said that all of CSU Chico's 153 academic programs have MAPs. He said the MAP website is among the most popular of CSU Chico's web pages, receiving more than 750,000 hits during 2005.

Board Chair Galinson and other trustees said that presentations that focus on campus best practices vis-à-vis facilitating graduation, such as President Zingg's, were both informational and instructive. Associate Vice Chancellor Keith Boyum said that other campus presidents would be invited to make similar presentations to the trustees.

Pilot Evaluation of the Early Assessment Program

Associate Vice Chancellor Boyum and Dr. Beverly Young, Assistant Vice Chancellor for Teacher Education and Public School Programs, summarized the findings of a recent pilot evaluation of the 12th Grade Expository Reading and Writing Course (ERWC). The ERWC was developed by the Early Assessment Program to help address the problem of low proficiency rates in English. It is coupled with professional development opportunities for high school English teachers that focus primarily on effective teaching using the ERWC curriculum. Researchers found clear, if early, indicators that the ERWC makes strong and positive differences.

Board Chair Galinson and Trustee Guzman-Moore praised the results of the report but suggested that, in general, waiting until 11th grade to assess a student's readiness for college might be too late. They said it might be useful to develop teaching modules and provide professional development opportunities for teachers in the lower grades. Trustee Guzman-Moore said it might also be helpful to develop profiles of students whose college readiness is being assessed. She said such profiles could reveal whether a student's performance on an assessment test might be explained, at least in part, by a learning disability.

Adjournment

Chair Achtenberg adjourned the meeting.

COMMITTEE ON EDUCATIONAL POLICY

Review and Recommendation of Nominees for Honorary Degrees

Presentation By

Roberta Achtenberg
Chair
Committee on Educational Policy

Keith O. Boyum
Associate Vice Chancellor
Academic Affairs

Summary

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

COMMITTEE ON EDUCATIONAL POLICY

Guardian Scholars Program

Presentation By

Keith O. Boyum
Associate Vice Chancellor
Academic Affairs

Jack O'Connell
State Superintendent of Public Instruction and Director of Education
California Department of Education
Ex Officio Trustee of the California State University

Milton A. Gordon
President
California State University, Fullerton

Background

AB 2463 (Louis Caldera, 1996) called upon the California State University and the California Community Colleges to expand access and retention programs to include outreach services to emancipated foster youth in order to encourage their enrollment in a California State University or a California Community College. The California State University and the California Community Colleges were asked to review housing issues and to provide technical assistance to assist those prospective foster youth students in completing admission applications and financial aid applications for students who voluntarily disclosed their status as former emancipated foster youth.

The California State University formed a systemwide work group to coordinate the implementation of this bill that included representatives from the State Department of Social Services, CCC, and foster youth agencies. A study was conducted with campuses, and a report was submitted to the Legislature in January 1998 pursuant to AB 2463. The report found that all CSU campuses were assisting foster youth on a case-by-case basis for Educational Opportunity Program and financial aid purposes. However, the report noted that the identification of emancipated foster youth was difficult because many of these students did not wish to disclose their status. This presented an obstacle in providing services to foster youth.

Ed. Pol.

Agenda Item 2

January 31 – February 1, 2006

Page 2 of 3

In spite of this challenge, the EOP eligibility criteria were expanded to include foster youth. In addition, the Independent Living Program (ILP), administered by the California Department of Social Services (CDSS) through the local county social services departments and through the California Community Colleges, enables eligible foster youth to achieve self sufficiency prior to leaving the foster care support system by providing independent living skills assessments and providing services based on the assessments. The ILP coordinators work with local area CSU campuses and county foster youth program to provide outreach and student services. The chancellor asked CSU campuses to develop programs that addressed the special needs of foster youth matriculating on their campuses, including special attention to counseling foster youth about housing opportunities available on campus and in the local community during the summer preceding enrollment, Thanksgiving vacation, winter recess, and spring break.

President Milton A. Gordon will present information about California State University, Fullerton's Guardian Scholars program. California State University, Fullerton's Guardian Scholars Program is a representative example of activities in which many California State University campuses are engaged.

California State University, Fullerton's Guardian Scholars Program

California State University Fullerton's Guardian Scholars program is committed to supporting ambitious, college-bound students exiting the foster care system. CSU Fullerton provides a comprehensive program that contributes to the quality and depth of the student's university experience. It serves as a resource for young adults by assisting in their development and equipping them with the educational and interpersonal skills necessary to become self-supporting, community leaders, role models, and competent professionals in their selected fields.

The Guardian Scholars is a comprehensive program that supports former foster youth in their efforts to gain a college education. Difficult situations and backgrounds have left some foster care youth with significant hardships in their lives. Many of these young people have overcome these challenges. Their academic performance in high school has qualified them to meet California State University, Fullerton admission standards. With the help of the Guardian Scholars program, they can now begin to achieve their dreams.

As wards of the court, these foster care youth become emancipated at age 18 and are forced to make a difficult transition to adulthood often without traditional family support. By awarding a five-year scholarship, the Guardian Scholars program provides the opportunity to change individual lives and *make dreams come true*.

Each fall semester California State University, Fullerton endeavors to admit ten new students into the Guardian Scholars program with an ultimate goal of reaching fifty scholars in the program at one time. In addition to all annual fees, academic tuition, textbook & supplies, the program provides such support to emancipated foster youth as an orientation to university life, year-round, on-campus housing, on-campus student employment opportunities, one-to-one counseling, peer and faculty mentoring, financial aid application assistance, assistance with off-campus employment in career fields, and post-graduation career planning and assistance.

The Guardian Scholars program is a working partnership between the private sector and public agencies designed to achieve significant synergies which allow us to support our students effectively and cost-efficiently. California State University, Fullerton, the Orangewood Children's Foundation, public agencies, and private citizens create a powerful team dedicated to assisting deserving foster youth to achieve their dreams of a college education, realize true independence and reach their full potential.

COMMITTEE ON EDUCATIONAL POLICY

California State University, East Bay's GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Partnership Program: Successful Options for Academic Readiness (SOAR)

Presentation By

Keith O. Boyum
Associate Vice Chancellor
Academic Affairs

Norma S. Rees
President
California State University, East Bay

Summary

The California State University joins the education community in full support of the GEAR UP program, which is vital to preparing underrepresented students for college, encouraging persistence and ultimately graduation. Skills gained through the GEAR UP program will reduce the need for remediation, saving students and institutions time and money. This is a program we can all be proud of for what it does for students.

California State University Chancellor Charles B. Reed

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) was authorized in the Higher Education Amendments of 1998 to provide low-income middle school students the skills, encouragement, and academic preparation needed to enter and succeed in high school and postsecondary education through partnerships between schools, universities, the private sector, and community organizations. GEAR UP provides six-year grants to states and partnerships to strengthen academic programs and student services at participating high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are used to provide college scholarships to low-income students.

The chart below reflects Partnership Grants for which a CSU campus was designated the fiscal agent. These partnerships include at least one low-income middle school and at least two other partners. CSU campuses are also participants in other partnership grants for which a local school district is the fiscal agent. For example, four CSU campuses are participating in five 2005

partnerships: CSU Long Beach is a participant in a partnership grant awarded to the Bellflower Unified School District; CSU Northridge, with two partnership grants awarded to LAUSD; CSU Dominguez Hills, with LAUSD; and San Diego State University with Sweetwater Unified School District.

President Norma S. Rees will present information about CSU East Bay's GEAR UP Partnership program titled *Successful Options for Academic Readiness (SOAR)*. The campus received a \$2.808 million federal GEAR UP Partnership Grant to promote access to and success in higher education for low-income students enrolled in 7th grade in 14 of Oakland's middle schools. SOAR consists of four strands that will affect the needs of the middle school students: academic strand, parent strand, partnership strand, and systemic change strand.

Background

GEAR UP is unique from other federal and state initiatives. This program employs partnerships committed to serving and accelerating the academic achievement of cohorts of students through their high school graduation. GEAR UP partnerships supplement rather than supplant existing reform efforts, offer services that promote academic preparation and the understanding of necessary costs to attend college, provide professional development, and continuously build capacity so that projects can be sustained beyond the term of the grants.

The following administrative and programmatic components of GEAR UP make this program unique from other federal and state initiatives.

Partnerships: GEAR UP stipulates that middle schools, higher educational institutions, community organizations, and the private sector must collaborate to ensure that students prepare for college. This mandate recognizes that all sectors of our communities share responsibility for ensuring our youth learn the skills, knowledge, and competencies they will need to compete in the global marketplace.

Matching Funds: Federal GEAR UP funds allocated to states and partnerships must be matched by resources from participating partners. This requirement leverages federal dollars that are available to support low-income students to prepare for college.

State Involvement: GEAR UP calls upon states to participate actively in furthering the academic achievement and preparation for college of low-income students through State grants. States are expected to develop effective collaborative mechanisms with local partnerships.

Outcomes-Oriented: The effectiveness of GEAR UP will be determined by the extent to which its goals have been achieved, focusing on the federal government's emphasis on effectiveness.

Early Preparation for College: Students begin participating in GEAR UP no later than the seventh grade, an acknowledgement that college preparation must start early in a student's educational journey.

Continuous Assistance to Students: Students receive mentoring, tutoring, advising, and counseling from their entry into GEAR UP through high school graduation. This incorporates evidence that college preparation requires constant and persistent attention and support.

Whole Grade Approach: All students in a specific grade at a school participate in GEAR UP based upon research demonstrating the importance of creating a culture that supports the skills and activities preparatory for college.

Scholarship Awards: State grant recipients are required to allocate one-half of federal GEAR UP resources to scholarships for program participants to attend college, addressing financial constraints that often deter students from preparing for and attending college.

In combination, these unique features offer a new opportunity to prepare individual students for college and to create systemic change in schools. With enhanced organizational capacity, schools will be able to educate all students to the high levels of mastery required for college admission and graduation.

Eligibility

Any State agency designated by the Governor of the state may apply for a GEAR UP grant. Additionally, partnerships consisting of at least one college, at least one, low-income middle school, and at least two other partners such as community organizations, businesses, religious groups, student organizations, State or local education agencies, and parent groups may apply. Low-income middle schools are defined as those in which at least fifty percent of the students qualify for free or reduced lunches.

State GEAR UP Grants

In addition to the partnership grants received by CSU campuses, California was awarded a second State GEAR UP Grant for a total of \$21 million over six years, having just completed administering its first six-year grant totaling \$30 million that was awarded in 1999. California receives the largest amount of GEAR UP resources of any state.

Achievements of the California State Gear Up Program 1999 – 2005

- Students served:
 - A total of 196,000 low-income students in 187 middle schools in 80 school districts have been served by California GEAR Up
 - The number of schools represents 15.6 percent of all middle schools in California.
 - The number of students represents 31 percent of all students who attend a low-income middle school in California.
- California GEAR UP middle schools have increased the number of college preparation classes, and the number of students taking college preparatory courses has increased.
 - Participating GEAR UP middle schools have increased the number of college preparatory sections in English/Language Arts by 54 percent; Mathematics, by 46 percent; Science, by 24 percent; and Social Sciences, by 92 percent.
 - 20 percent more students are enrolling in Algebra in middle schools.
 - 64 percent of the students are enrolled in advanced mathematics courses in high school.
 - 48 percent of the students are taking Honors level courses in English in high school.

Initial Year CSU Partnership Grants Awarded

CSU CAMPUS	1999	2000	2002	2005	Total
Bakersfield			\$763,866		
East Bay	\$2,807,516			\$2,808,000	
Fullerton	\$184,863				
Los Angeles	\$476,007		\$1,129,600	\$2,878,999	
Northridge	\$639,989				
Pomona			\$676,853		
San Bernardino		\$778,780		\$2,600,646	
San Diego	\$398,363				
San Jose	\$738,144	\$1,139,152			
San Marcos	\$320,000				
Sonoma		\$316,148			
Total of Initial Year Grants	\$5,564,882	\$2,234,080	\$2,570,319	\$8,287,645	\$18,656,926
Grand Total Received Over 6-year period of GEAR UP Grant					(initial year times 6) \$111,941,556

Grand Total of \$111,941,556 is the minimum level of funding received in the partnership grant because some campuses may have received an increase in a subsequent year.

No new partnership grants awarded: 2001, 2003, and 2004

COMMITTEE ON EDUCATIONAL POLICY

Campus Actions to Facilitate Graduation

Presentation By

Keith O. Boyum
Associate Vice Chancellor
Academic Affairs

Hamid Shirvani
President
California State University, Stanislaus

Background

In Fall 2002, the Board of Trustees adopted a graduation initiative with three parts: improving preparation to begin college, strengthening the transfer process, and helping enrolled students to progress toward the degree. Since that time, the Board has received regular progress reports on the general topic of campus efforts to facilitate graduation. At its May 10-11, 2005 meeting, Executive Vice Chancellor David S. Spence presented to Trustees a list of twenty-two recommendations that set forth strong campus practices for facilitating student progress to the baccalaureate degree. The Board reviewed the list and adopted a resolution directing the Chancellor to charge the campus presidents and faculty to implement the recommendations in Dr. Spence's report, and to file periodic reports on campus progress in meeting its stated goals.

Independent of the Board resolution, yet fully congruent with it, was a Graduation Rate Outcomes Study undertaken by the American Association of State Colleges and Universities (AASCU), the Education Trust, and the National Association of System Heads. California State University, Stanislaus was chosen for study, together with eleven other campuses with missions similar to CSU, drawn from around the nation. At least three key elements of campus culture that support practices that facilitate student graduation success could be distinguished at the twelve campuses. The first is the pervasive attitude that all students can succeed, reinforced by a wider culture that is not content to rest on past success. The second is a sense of inclusiveness on the part of all members of the campus community frequently characterized as a "family." And a third, somewhat more consciously crafted element of culture, is a strongly held sense of institutional mission that recognizes the campus as "distinctive" or "special."

Dr. Shirvani will describe the study's findings relative to California State University, Stanislaus, and identify practices at the campus that advance the Board's graduation initiative.