

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 9:00 a.m., Wednesday, November 19, 2008
Glenn S. Dumke Auditorium

Herbert L. Carter, Chair
Roberta Achtenberg, Vice Chair
Carol R. Chandler
Debra S. Farar
Kenneth Fong
Margaret Fortune
George G. Gowgani
Curtis Grima
William Hauck
Peter G. Mehas
Lou Monville
Craig R. Smith
Glen O. Toney

Consent Items

Approval of Minutes of Meeting of September 17, 2008

Discussion Items

1. Enrollment Management: Systemwide Impaction, *Information*
2. California State University Accountability Process – The Fifth Biennial Report, *Information*
3. The Voluntary System of Accountability's *College Portrait* and the California State University's *Contributions to the Public Good*, *Information*
4. Faculty-Student Research and Mentorship Special Focus: McNair Scholars Programs in the California State University, *Information*
5. Former Foster Youth, *Information*

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

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

September 17, 2008

Members Present

Carol R. Chandler
Jeffrey L. Bleich, Chair of the Board
Debra S. Farar
Kenneth Fong
Margaret Fortune
George G. Gowgani
William Hauck
Lou Monville
Charles B. Reed, Chancellor
Craig R. Smith
Glen O. Toney

Chair Bleich designated Trustee Farar acting chair for this meeting.

Approval of Minutes

The minutes of July 15, 2008 were approved by consent as submitted.

Academic Plan Update for Fast-Track Program Development

In March, the Board approved proposed projections for new degree programs. This item requested approval for a small number of “fast-track” degree program proposals. Executive Vice Chancellor Gary W. Reichard presented the item authorizing these programs. The committee unanimously recommended approval by the Board of the proposed resolution (REP 09-08-05).

Teacher Preparation Program Evaluation

In this information item, Trustees reviewed an analysis that compares the effects of two state-level teacher education policies. Beverly Young, assistant vice chancellor, teacher education and public school programs and David Wright, director, CSU center for teacher quality (CTQ) provided an update on this promising effort, and summarized CTQ’s progress. The committee held a brief discussion with a focus on year-to-year results, the current math workforce, and the underserved community.

The California State University Doctorate of Education (Ed.D.) Programs

Dr. Reichard and Beverly Young presented this item for information, which focused on the success of the CSU's independent Ed.D. programs including their common features and diversity. Ten new programs have recently been implemented in the CSU and are rapidly recognized as national models for the education doctorate.

California State University Science, Technology, Engineering and Mathematics (STEM) Initiatives

Dr. Gary W. Reichard, Beverly Young, and President Warren Baker, California Polytechnic State University, San Luis Obispo presented this information item. The item highlighted several CSU science, technology, engineering and mathematics initiatives already in place including the Mathematics and Science Teacher Initiative, preparation of the state's algebra teaching force, and the Professional Science Master's model of partnerships with the state's science and technology industrial sectors. Also featured were several long-term outcomes for comprehensive STEM reform under the leadership of California Polytechnic State University, San Luis Obispo.

Trustee Farar adjourned the meeting.

COMMITTEE ON EDUCATIONAL POLICY

Enrollment Management: Systemwide Impaction

Presentation By

Charles B. Reed
Chancellor

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Richard P. West
Executive Vice Chancellor
and Chief Financial Officer

Allison G. Jones
Assistant Vice Chancellor
Academic Affairs, Student Academic Support

Background

The California State University (CSU) is devoted to the goal of Access to Excellence. Access and excellence are among the primary offerings of the university's twenty-three campuses. But, access to the university must be "authentic access," meaning that eligible students are admitted to campuses whose resources are sufficient to provide the excellence the students need and the employers of California expect.

The California Education Code requires CSU to accommodate all fully eligible applicants provided that the Legislative appropriates adequate funding to achieve this goal.

- The State of California reaffirms its historic commitment to ensure adequate resources to support enrollment growth, within the systemwide academic and individual campus plans to accommodate eligible California freshmen applicants and eligible California Community College transfer students (section 66202.5)
- The UC and CSU are expected to plan that adequate spaces are available to accommodate all California resident students who are eligible and likely to apply to attend an appropriate place within the system. The State of California likewise reaffirms its historic commitment to ensure that resources are provided to make this

expansion possible and shall commit resources to ensure that students from enrollment categories designated in section 66202 are accommodated in a place within the system.

- It is the intent of the Legislature to fund programs designed to accomplish the purposes of this subdivision through appropriations made in the Budget Act to the public institutions of higher education, and
- The Budget Act to the public institutions of higher education, and the annual Budget shall contain appropriations necessary to accommodate all students from all of the categories designed in section 66202.

However, for several years, the CSU has continued to provide access to more students, while resources have remained static and in some cases, actually declined. This imbalance cannot continue. Access (admission) without resources is not fair to students seeking admission to CSU or to students who are already enrolled. In the end, all stakeholders (students, taxpayers, employers) are cheated.

The legislature's proposed 2008-2009 budget for the CSU does not provide funding above CSU's FTES funded levels for 2007-08. It is anticipated that the funded FTES target for 2009-2010 will remain at 2007-08 and 2008-09 levels unless CSU's request to increase enrollment by 2.5% is funded. In other words, while student demand to enroll is at its highest levels, the State is unable to provide the funds necessary to enable CSU to admit and enroll these students. In response to this challenge, the chancellor and presidents agreed at the August 27, 2008 Executive Council meeting to manage campus enrollments toward the funded FTES target of 342,893 FTES for 2009-2010 in order to align funded and actual enrollment.

The chancellor has the authority delegated by the CSU Board of Trustees under Title 5, California Code of Regulations, section 40650 to establish enrollment quotas, which includes authorizing campus, major, and program impactation. Because of the significance of authorizing the impactation of the entire CSU system, the Chancellor has placed this item on the agenda for full discussion and is seeking Trustee input and advice before taking any action. The effect of declaring the CSU as impacted as a system is described in further detail below.

Before describing the steps CSU will take to declare the system impacted and the effects of this designation, a brief description of CSU enrollment management policies are provided below.

What is Enrollment Management?

The goal of CSU enrollment management policies is to preserve CSU's mission to provide access to all first-time freshmen and upper division transfer students who meet CSU's admission eligibility requirements while recognizing the constraints of campus capacity and budgeted resources. Subject to adequate funding from the State of California, CSU is required to accept all first-time freshmen in the upper one-third of the state's high school graduates and

all upper division transfer students who earn a 2.0 GPA in at least 60 transferable semester units. In addition, access for certain postbaccalaureate and graduate students should be maintained. The objective is to ensure that CSU enrollment management policies enable CSU to respond to statutory requirements and trustee enrollment management policies within local circumstances.

CSU's enrollment management policies are designed to assist eligible first-time freshmen and upper division transfer students to attend their first-choice CSU campus and to enroll in their chosen major. When students cannot be accommodated at their first-choice campus or in their major, CSU has historically guaranteed admission to a campus within the California State University. In response to the current budget crisis, for the first time in CSU's history, access will be restricted in order to protect the academic quality and experience of all students.

What is Impaction?

An undergraduate major or campus is designated as impacted when the number of applications received from fully qualified applicants during the initial admission application filing period exceeds the number of available spaces that the campus can accommodate on the campus or in the major given the instructional resources and physical capacity of the campus. Consideration for admission to any impacted major or campus is contingent on first meeting the regular admission requirement for the CSU. Supplementary admission criteria are used to screen all applicants for admission to impacted majors, programs, and campuses, including those students currently enrolled at the campus in other majors and seeking access to the impacted major.

An important element of CSU enrollment management policy is the requirement that an enrollment category must remain open for at least the initial admission application period if the campus decides to accept any applications for that enrollment category. This alleviates the difficult problems of first come, first served. This policy allows applicants to impacted majors, programs, and campuses an equal chance during a fixed period of time to file admission applications. All students who file an admission application during the initial filing period, however, must meet the supplemental admission criteria in effect for that major or campus.

What Does the State Education Code Require CSU To Do?

The Legislature declared in Education Code section 66202 enrollment priorities that CSU must follow to the extent practicable in the following order for the purpose of enrollment planning and admission practice at the undergraduate resident student level. This law also permits a campus to consider the "overall needs of students" in maintaining a balanced program and a quality curriculum as it develops enrollment plans and implements admission priorities. The enrollment priorities are the following:

1. Continuing undergraduate students in good standing.
2. California Community College transfer students who have successfully concluded a course of study in an approved transfer agreement program.
3. Other California Community College students who have met all of the requirements for transfer.
4. Other qualified transfer students; i.e., California residents transferring from UC, independent colleges, or other CSU campuses who meet admission standards.
5. California residents entering at the freshman or sophomore levels.

Non-California residents (residents of other states and foreign countries) have the lowest priority.

Further, the Education Code specifies that within each of the five categories above, the following groups of applicants receive priority consideration in admission practice in the order given:

1. Veterans who are residents of California.
2. Transfers from California public community colleges.
3. Applicants who have been previously enrolled at the campus to which they are applying, provided they left the institution in good standing.
4. Applicants who have a degree or credential objective that is not offered generally at other public postsecondary institutions.
5. Applicants for whom the distance involved in attending another institution would create financial or other hardships.

What Does Trustee Enrollment Management Policy Require CSU To Do?

Trustee Policy: Title 5, California Code of Regulations, section 40650, Establishment of Enrollment Quotas

In response to Education Code section 66202, the CSU Board of Trustees established an enrollment management policy in 1973 that authorizes the Chancellor to implement an impaction plan that permits the use of supplemental admission criteria in screening applicants for admission:

Admission to a campus shall be limited on the basis of authorized academic plans and programs, and the number of students for whom facilities and competent staff are available to provide opportunity for an adequate college education.

Trustee Policy: Enrollment Management Principles

When the Board of Trustees adopted its enrollment management policy in March 2000, it reaffirmed that upper-division California Community College transfers who are California residents have the highest priority for admission, that all CSU-eligible freshmen who are California residents are accommodated somewhere in the system, that all CSU-eligible students who are California residents are guaranteed admission to at least one local CSU campus, and that campuses must maintain a balanced program and achieve diversity as admission priorities are implemented.

In response to questions raised about some aspects of the policy after its implementation, the Trustees modified the enrollment management policy at its September 2002 meeting to clarify the following issues: (1) improvement in communication of campus admission policies and procedures, especially policies regarding local admission guarantees, (2) access to programs and majors that may not be available at an applicant's local CSU campus, (3) role of presidential advisory groups in assisting the campus in the identification of effective enrollment management policies that recognize broad community interests, and (4) expanded analysis and reporting on the effect of enrollment management policies on students. Key provisions of the enrollment management policy are briefly described below.

Campus Enrollment Management Plan

Each CSU campus shall develop and adopt a strategic, long-range enrollment management plan that addresses student outreach, recruitment, admission, retention, graduation, and qualitative measures of student success.

Presidential Enrollment Management Advisory Groups

To assist the campus in the identification of effective enrollment management policies, new or existing, that address the education needs of the local, regional, and state student population in terms of outreach, admission, and enrollment, each campus president shall appoint and consult with a presidential advisory group.

Campus and Major Impaction

Campuswide impaction shall be authorized only when campus and major impaction is inadequate to cope with an excess number of fully eligible applicants. A campus may be designated as impacted campuswide only if the campus can demonstrate that it has exhausted existing enrollment capacity by implementing such approaches as 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 imaginatively, but not at the expense of regular campus maintenance and capital outlay needs.

Local Admission Guarantee

CSU-eligible local first-time freshmen and local upper-division transfer students shall be admitted to an impacted campus on the basis of established CSU system admission policies. Out-of-region applicants shall be admitted to an impacted campus on the basis of CSU system admission policies and supplemental admission criteria. The local admission guarantee applies only to impacted campuses, not to impacted majors and programs.

Communication of Campus and Major/Program Impaction

Campuses approved by the chancellor to implement supplemental admission criteria shall provide public notice to all students who may be affected by these criteria, parents/families, and appropriate education agencies twelve months prior to the term in which the supplemental admission criteria take effect. Exceptions to this policy are made when the state reduces CSU's budget any time less than twelve months prior a term when the impacted criteria take effect.

System Impaction Policies

To achieve the goal of aligning funded and actual enrollments to meet the budget challenges facing the CSU, the following system impaction policies to control enrollment are proposed for adoption:

Effective Winter/Spring 2009

- All campuses that have not already stopped accepting applications for admission shall cease accepting applications no later than December 1, 2008.
- Where appropriate, admission offers should be made provisional, subject to rescission. Such offers may be withdrawn in the event that the stated provisions are not met; e.g., the grade point average fell below the minimum required, courses in process at the time of application for admission were not completed successfully, required supporting documents are not provided, etc.
- No second bachelor's degree candidates shall be admitted. Exceptions may be made for qualified candidates for programs in engineering or nursing and for students already admitted.
- No unclassified postbaccalaureate students shall be admitted. Exceptions may be made for students already admitted.

- All campuses are required to implement at the conclusion of the spring terms, the CSU standards for academic disqualification as described in Executive Order 1038. When qualified applicants are denied access to the university because of limited space, it is unfair to permit the continued enrollment of individuals who are not meeting the academic standards to remain in good standing.

Exception: Campuses that need to increase their enrollment to meet but not exceed their funded enrollment target may admit students from the categories above with the advance approval of the chancellor.

Effective Fall 2009

All campuses may use supplemental admission criteria for non-local area applicants, upon the approval of the chancellor, which means that campuses may introduce supplemental admission criteria; e.g., rank applicants by eligibility index or grade point average (GPA), wait list students on the basis of academic eligibility, etc.

First-Time Freshmen (FTF)

- All campuses approved already for impaction are required to stop accepting admission applications on November 30, 2008 for the 2009-2010 academic year. In addition, all campuses that exceeded their enrollment targets for 2008-09 and who need to manage their enrollment down to meet their funded enrollment targets must stop accepting admission applications on November 30.
- Campuses shall “waitlist” non-local area CSU eligible first-time freshmen applicants; i.e., first offer admission to local-area applicants to ensure continued access to local area students who are place bound and admit out-of-area applicants as space remains available.
- Campuses should implement mandatory orientation and/or enrollment deposits to control freshman access and enrollment.
- Where appropriate, admission offers should be made provisional, subject to rescission. Such offers may be withdrawn in the event that the stated provisions are not met; e.g., the grade point average fell below the minimum required, courses in process at the time of application for admission were not completed successfully, required supporting documents are not provided, etc.
- This newly-designated system impaction allows all campuses to rank and admit waitlisted, first-time freshmen on the basis of their eligibility index or high school grade point average if the student did not take the SAT or ACT (because of lack of adequate notice of this new requirement). [Note: this preserves the Board of Trustee policy that ensures access to local area applicants.]

Ed. Pol.

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- All campuses must close the first-time freshman admission category no later than March 1, 2009. However, campuses are encouraged to stop accepting applications for admission for first-time freshmen prior to March 1, 2009 on the date at which they receive a sufficient number of admission applications that is likely to yield the number of students necessary to meet their enrollment target.
- Effectively immediately, all previous allocations of exceptional admission exceptions authorized by Title 5, Sections 40900 and 40901 are reduced by one half.
- Campuses that admit admission exceptions are required to submit a retention plan to the chancellor that describes the steps that will be implemented to ensure the successful persistence of these students through graduation. Campus retention plans will be audited.

Exception: Campuses that need to increase their enrollment to meet but not exceed their funded enrollment target may request from the chancellor exemption from one or more of the policies above.

Lower Division Transfers

- Lower division transfer students shall not be admitted.
 - Consideration may be given to admitting applicants for nursing and engineering provided admission of these applicants does not cause the campus to exceed its funded enrollment target.

Exception: Campuses that need to increase their enrollment to meet but not exceed their funded enrollment target may request from the chancellor exemption from this policy.

Upper Division Transfer

- Only fully eligible upper division transfer student applicants may be admitted [Note: ERS code "S" may not be used]:
 - Completion of 60 or more transferable semester (90 quarter) units with an overall grade point average of 2.0 or better in all transferable units attempted,
 - In good standing at the last college or university attended,
 - Completion of 30 semester (45 quarter) units of general education courses, including the following four courses:
 - One course in written communications,
 - One course in oral communication,
 - One course in critical thinking, and
 - One course in mathematics/quantitative reasoning.
 - In these four courses, grades of "C" or better must be earned.
- Under system impaction, campuses may also establish prerequisites for admission to upper division status; e.g., require completion of 39 semester units of general education courses rather than the minimum of 30 semester units.

- Campuses may control their incoming transfer classes by “wait listing” non-local area transfer applicants, maintaining rigid file completion deadlines and other enrollment management techniques described in *The California State University Enrollment Management Policy and Practices*, September 19, 2002.
- Where appropriate, admissions offers should be made provisional, subject to rescission. Such offers may be withdrawn in the event that the stated provisions are not met; e.g., the grade point average has decreased, required documents are not provided, etc.
- Under system impaction, campuses may use the overall transfer grade point average of non-local area students to “rank order” and subsequently admit or deny non-local area applicants to control enrollment.

Exception: Campuses that need to increase their enrollment to meet but not exceed their funded enrollment target may admit students from the categories above with the advance approval of the chancellor.

Other Admission Categories

- No unclassified postbaccalaureate students may be admitted.
- Applicants seeking a second baccalaureate degree may not be admitted.
 - Consideration may be given to admitting applicants in science, engineering, mathematics, and nursing provided admission of these applicants does not cause the campus to exceed its funded enrollment target.

Exception: Campuses that need to increase their enrollment to meet but not exceed their funded enrollment target may admit students from the categories above with the advance approval of the chancellor.

Overarching Enrollment Management Actions

- Admission priority must be provided to veterans of U.S. military service as well as other special categories as described in California Education Code section 66202 (see above).
- The designation of system impaction still requires each CSU campus to admit all local CSU-eligible first-time freshmen and local upper division transfer students on the basis of established CSU system admission policies. This will ensure continued access to students who do not have the resources to relocate, who have family obligations, or who have employment commitments. Many of these students are underserved, first-generation students.

Summary

In these difficult budget times, the State of California does not have the resources necessary to honor its commitment to fully fund the CSU to the level necessary to accommodate all eligible students. The actions of the State of California prevent CSU from accommodating all eligible students for the first time in its history. The chancellor's action to declare the CSU impacted as a system will enable all campuses to utilize impactation criteria in addition to the other enrollment tools available to them to manage campus enrollments toward the funded FTES target.

COMMITTEE ON EDUCATIONAL POLICY

California State University Accountability Process – The Fifth Biennial Report

Presentation By

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Summary

The *Cornerstones* report, approved by the Board of Trustees in January 1998, yielded a set of general principles and supporting recommendations that were designed to guide the CSU into the next century. Principle 9 of *Cornerstones* committed the CSU to account for its performance through periodic reports to the public. After the *Cornerstones* Implementation Plan was approved by the Board in March 1999, the CSU Accountability Process was developed as the primary articulation of this commitment.

The Accountability Process evolved through a participative systemwide process that included input from the individual institutions, the Alumni Council, the California State Student Association, and the Academic Senate CSU. The Accountability Process that was subsequently approved by the Board in November 1999 was based upon a broad understanding, crafted through the consultative process, that accountability was important both externally, in recognition of our public responsibility, and internally, as a means of on-going self-assessment and review. It was also agreed that the structure of the accountability process should focus upon outcomes rather than the means of achieving them and should encourage constant improvement by institutions and the system.

The Accountability Process established responsibilities and requirements for annual reporting for both the CSU system and the individual campuses. The CSU system through the Chancellor's Office was made responsible for the following performance areas:

1. Advancing the mission of the CSU
2. Maintaining appropriate balance between the system role and campus autonomy
3. Communicating and cooperating within the CSU
4. Negotiating and implementing multi-year performance and budget agreements between the CSU and the state administration

Systemwide reporting has occurred through annual accountability reports to state government and through annual reports to the Executive Council and the Academic Senate.

In September 2000, the first biennial report on the CSU Accountability Process, containing 1998-1999 baseline indicators, was presented to the Board. At the November 2002, 2004, and 2006 meetings of the Board, the second, third, and fourth reports on Accountability were presented. Since *Access to Excellence* now has been approved by the Board as the new system strategic plan and it will have its own accountability process, this represents the final accountability report under the *Cornerstones* Accountability Process.

Several of the performance areas under *Cornerstones* and associated indicators will continue to be reported as part of the accountability plan for *Access to Excellence*. Four of these areas will remain essential themes under *Access to Excellence*, but their essence has proved difficult to capture through accountability metrics in these biennial reports. These four areas are: quality of the baccalaureate degree programs; quality of graduate and post-baccalaureate programs; faculty scholarship and creative achievement; and contributions to community and society. Substantive reports to the Board on achievements in these areas appear to have more meaningfully addressed their significance and importance than have any specific indicators and metrics. Accordingly, this fifth—and final biennial report will present indicators and metrics for only the five following performance areas under *Cornerstones*:

- *Access to the CSU
- *Remediation
- *Progression to the degree
- *Graduation
- *Facilities utilization

Campus performance area indicators, goals, and synopses for all areas can be found at the CSU system website: <http://www.calstate.edu/AcadAff/accountability>.

Access to the CSU

The CSU is committed to providing all eligible first-time freshmen and upper-division California Community College transfers with admission to a CSU campus. While these applicants may not be admitted to their first-choice CSU campus or their first-choice program, eligible applicants applying are guaranteed admission to some CSU campus.

Access Indicator 1:

For each university, the number of the following persons who applied to the university and were admitted:

- 1.a First-time freshmen**
- 1.b Upper-division CCC transfers**

Access Indicator 2: For campuses that were impacted or had impacted programs – The number of the following eligible persons who applied to the university as their first choice during the open filing period and were *not* admitted:

- 2.a First-time freshmen**
- 2.b Upper-division CCC transfers**

Access Indicator 3: For campuses that were impacted or had impacted programs – The number of the following eligible persons who applied to the university as their first choice during the open filing period and were *not* admitted, but were *admitted to another CSU campus*:

- 3.a First-time freshmen**
- 3.b Upper-division CCC transfers**

The Master Plan, state law, and Trustee policies are clear about the relative priorities of categories of students admitted to the CSU. Highest priority is accorded to upper-division California Community College transfers. Once these students have completed the equivalent of the first two years of a bachelor's degree with at least a 2.0 GPA, they must have the opportunity to transfer to a CSU institution. Eligible first-time freshmen have second highest priority. California residents receive the highest priority in all admission categories. Campuses are also expected to maintain a balanced program and diversity as admission priorities are implemented.

In response to these mandates, the CSU guarantees admission to the system to all eligible first-time freshmen and upper-division transfer students who apply for admission, but not necessarily to their campus of first choice. Several CSU campuses have reached the point at which their current physical and operational capacity will not permit all eligible students to be admitted. Similarly, popular programs at many campuses lack space for all qualified upper-division

applicants. (For a small number of popular, high-cost programs—architecture, nursing, occupational therapy, and physical therapy—this is the case at all campuses offering them).

When a program or campus receives more eligible applicants than can be enrolled, the program or campus is considered “impacted.” In such cases, supplementary admission criteria are used to screen applicants, including those students currently enrolled at the campus in other programs and seeking access to an impacted program. Enrollment management principles adopted by the CSU Board of Trustees in 2000 ensure that CSU-eligible students are *not* denied access to their local CSU campus if that CSU campus is an impacted campus; students who are not from the local area, however, are held to the higher supplementary admissions criteria. Students who are not admitted to impacted programs or at impacted campuses are offered the opportunity to enroll at other CSU campuses.

Given current economic circumstances, also it is worth noting that admission of eligible undergraduate applicants also can be limited by the extent to which the State provides the needed resources. When such resources are not adequate, impaction and other measures sometimes need to be employed to ensure that students have authentic access to the CSU—that is, the ability to take the courseload that the student needs in order to make progress to the degree.

Access Indicator 1 – Number of Admissions to the CSU

The CSU has been steadily receiving greater numbers of applications from first-time freshman and upper-division CCC transfer prospects, admitting increasing numbers of eligible students, and enrolling all-time high numbers of eligible first-time freshmen and eligible upper-division CCC transfer students. During 2000-2001, the CSU provided just over 162,000 admissions to eligible first-time freshman applicants and upper-division CCC transfer applicants; by 2006-07, the number of such admissions had grown to over 310,000 (see Figures 1 and 2).

Figure 1

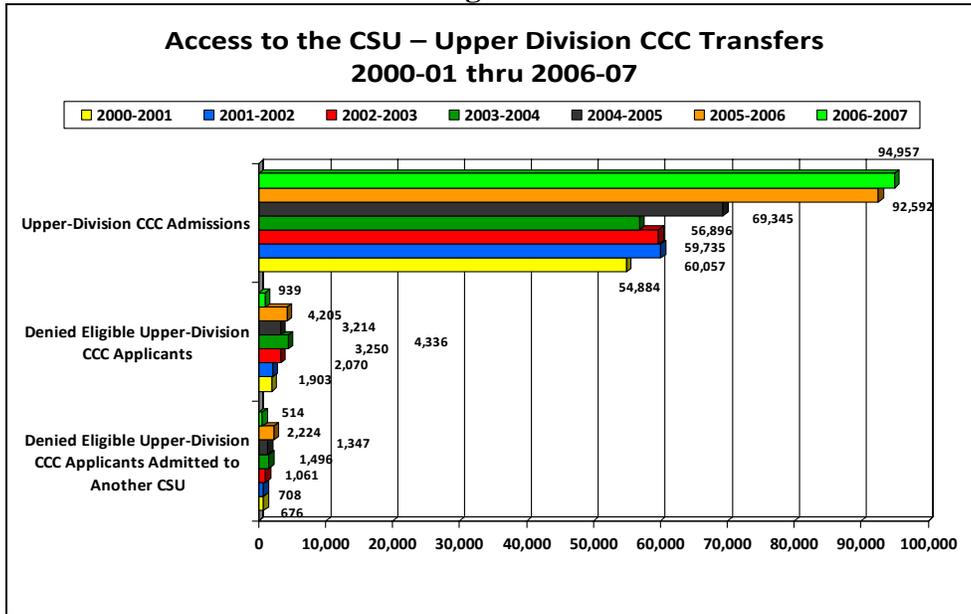
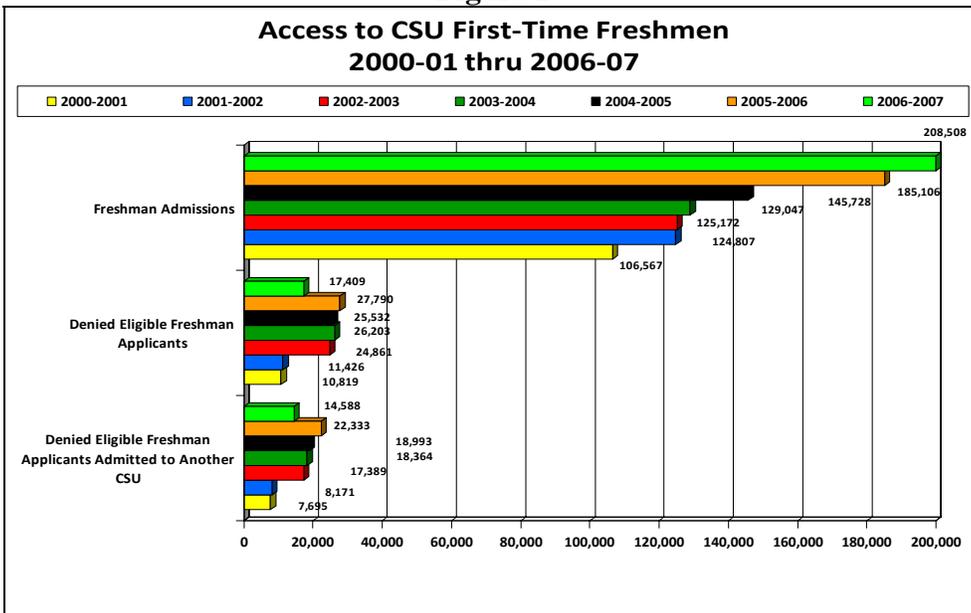


Figure 2



Access Indicator 2 – Number of Denied Eligible Applicants

In 2000-2001, 1,903 eligible upper-division CCC transfer applicants were denied admission to impacted campuses and programs, along with 10,819 eligible first-time freshman applicants. These denials amounted to 3 percent of eligible upper-division CCC transfer admissions and 10 percent of eligible freshman admissions in 2000-2001. Overall, 8 percent of the eligible first-time freshman and upper-division CCC transfer applicants were denied admission to their first-choice campuses or programs.

By 2006-2007, the situation was better for eligible CCC transfer applicants, but worse for first-time freshman applicants. Only 939 eligible upper-division CCC transfer applicants were denied admission to impacted campuses and programs, while 17,407 eligible first-time freshman applicants were denied. These totals amounted to less than 1 percent of eligible upper-division CCC transfer admissions and 8 percent of eligible freshman admissions in 2006-2007. Overall, 6 percent of the eligible first-time freshman and upper-division CCC transfer applicants were denied admission to their first-choice campuses or programs (of a much larger base number of applications as compared to 2000-2001).

Access Indicator 3 – Number of Denied Eligible Applicants who Were Admitted to Another CSU Campus

There has been progress in terms of providing admission somewhere in the system for eligible CCC transfer applicants. In 2000-2001, of the 1,903 eligible upper-division CCC transfer applicants who were denied admission to their first choice program or campus, about one-third (676) were admitted to another CSU campus. In 2006-2007, of the 939 eligible upper-division CCC transfer applicants who were denied admission to their first choice program or campus, almost 55 percent (514) were admitted to another CSU campus.

The eligible freshman trend also reflects improvement. In 2000-2001, of the 10,819 eligible first-time freshman applicants who were denied admission to their first choice program or campus, about 70 percent (7,695) were admitted to another CSU campus. In 2006-2007, of the 17,409 eligible first-time freshman applicants, who were denied admission to their first choice program or campus, almost 85 percent (14,588) were admitted to another CSU campus.

Remediation

During the life of *Cornerstones*, the CSU recognized the problem that large numbers of eligible first-time freshmen-- that is, high school students who successfully completed California's college preparatory curriculum and were in the upper-third of their high school graduating classes-- were not fully prepared to enroll in entry-level college mathematics and English composition classes during their first year. To ensure that these students would be able to make timely and appropriate progress to degree, the CSU made it a high priority to provide them with pre-baccalaureate instruction and other opportunities to attain full proficiency within their first

year. Progress in this regard has been reported to the Board on an annual basis, separate from the biennial *Cornerstones* accountability report.

The deeper and broader issue underlying this challenge is the serious gap that exists between high school students' successful completion of college preparatory coursework and their actual readiness for college-level instruction. Remediation of eligible students within one year remains a priority for the CSU and institution-level efforts by faculty and student services personnel will continue as necessary. Based on experience over the past ten years, however, it appears unlikely that this pattern can be broken without genuine partnership efforts among educators, parents, students, policymakers, and business and industry leaders aimed at providing California's young people with an education that prepares them for the global challenges of the 21st century.

In previous *Cornerstones* reports, the issue of proficiency has been presented as part of "Relations with K-12." In this final report, it is included here, along with data on CSU remediation efforts, to reflect the connection between these issues and authentic access to a CSU education. Before reviewing the CSU's progress in remediating regularly-admitted first-time freshmen within one year of entry, it is useful to examine the degree of *preparedness* of regularly- admitted first-time freshmen.

Partnership Indicator on College Preparedness:

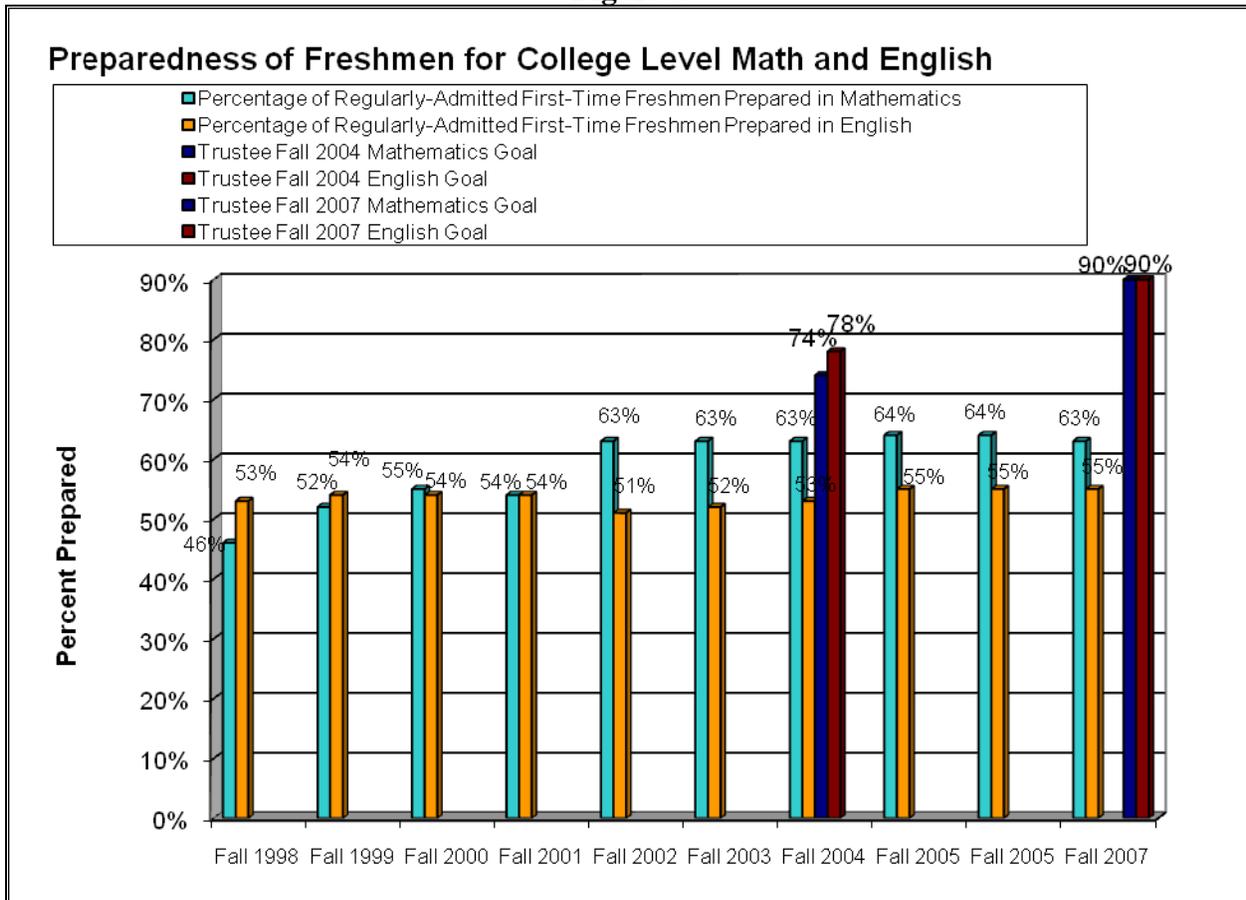
For each university, the percentage of regularly-admitted students who are fully prepared in mathematics and English composition.

The percentage of freshmen prepared for college-level English increased slightly—from 53 percent to 55 percent-- between fall 1998 and fall 2007 (see Figure 3). In contrast, the percentage of freshmen prepared for college-level mathematics increased from 46 percent to 63 percent over the same ten-year period. The sudden jump in mathematics preparedness of students that occurred in fall 2002, however, was due to an adjustment that CSU mathematics faculty made to the Entry Level Mathematics placement test when faculty review indicated that more advanced mathematics was required for placement than was necessary for the basic college mathematics course. Overall, these data have made it clear for some time that the Trustees' intermediate goal of 70% proficiency in fall 2004 and its 90% proficiency goal for the entering class of fall 2007 were unlikely to be met without strengthened instructional opportunities and learning during students' high school years.

In recognition of this situation, the Early Assessment Program (EAP) was initiated as a concept in 2000, piloted in spring 2003, and launched in spring 2004. It was jointly developed by the CSU with the State Board of Education, the California Department of Education, and county and local school districts. In addition to providing college-bound high school juniors with information as to their readiness for college-level work in English and mathematics, EAP

includes ambitious intervention programs designed to help teachers and students alike. EAP efforts have included “train-the-trainer” professional development activities for both mathematics and English teachers, as well as design of a special twelfth-grade English course to help students achieve proficiency in their senior year (Expository Reading and Writing Course).

Figure 3



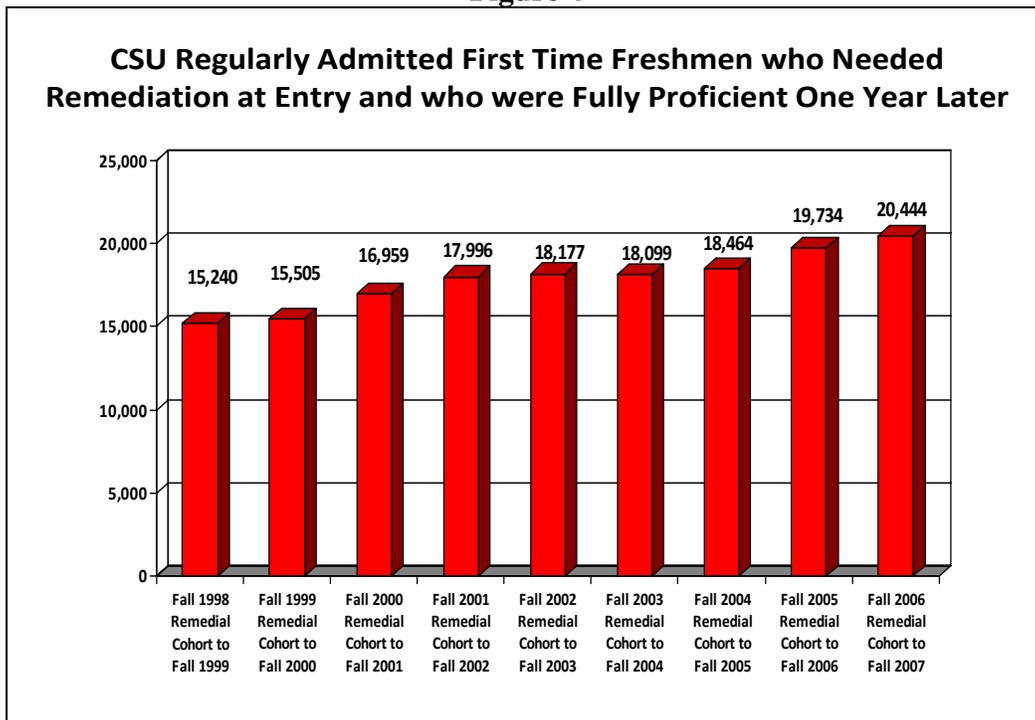
Additionally, the CSU Math and English Success websites offer the students themselves an opportunity to improve their skills and knowledge outside the formal classroom.

The CSU will successfully remediate, within one year, students who are not fully prepared to begin college-level mathematics and English composition.

Remediation Indicator: For each university, the percentage of students requiring remediation who complete remediation within one year.

As noted, the policy adopted by the Trustees in 1997 included a commitment to bring students to proficiency in their first year at the CSU. Success in this regard has been generally good over the ten-year period. In the baseline year, fall 1998, there were 19,237 regularly-admitted first-time freshmen who needed remediation at entry: approximately two-thirds of all freshmen needed remediation in English, in mathematics, or in both English and mathematics at entry. Through coursework and other activities by fall 1999, 15,240-- or 79 percent of those students--were fully prepared *both* for college level English and mathematics. In subsequent years, the “success rate” in the first year ranged between this figure and 82 percent. In the most recently tracked cohort (entering in fall 2006), there were 25,878 regularly-admitted first-time freshmen

Figure 4



who needed remediation at entry. These students comprised 56 percent of the freshman class, thus the increase in the number of students who needed remediation was due to increase in the number of regularly-admitted first-time freshmen, not in a proportionately greater need for remediation. Through coursework and other activities by fall 2007, 20,444, or 79 percent, were fully prepared *both* for college level English and mathematics.

While the faculty and staff who have worked with students to achieve these results in the first year deserve commendation for their efforts, nonetheless students’ progress to degree is delayed and impeded by having to take non-credit-bearing remedial courses in their first year. This fact

was a major reason for the Trustees' decision to revisit the 1997 policy and to approve a new policy in January 2008 that includes a requirement for the CSU to identify and scale-up "best practices" for bringing students to proficiency prior to the beginning of their first year in the CSU.

Progression to Degree

The CSU will provide clear paths to the baccalaureate degree for first-time freshmen and transfer students. The goal is that the total number of units completed toward the degree, in both GE and the major, is comparable for students who entered as freshmen and for students who entered as transfer students.

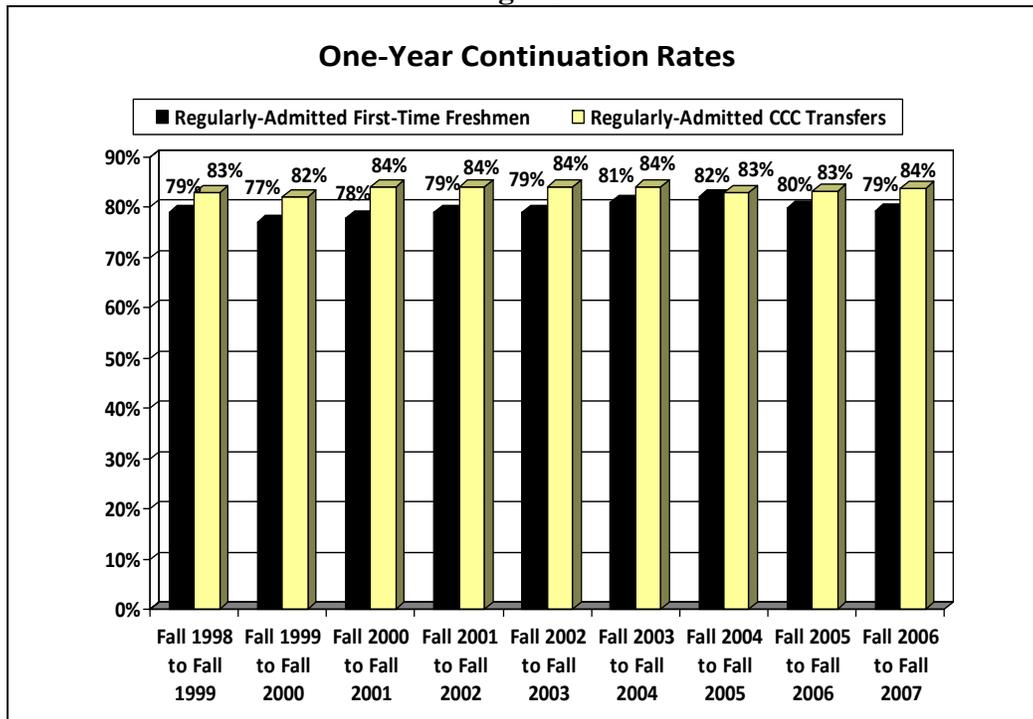
Progression-to-Degree Indicator 1:

For each university, the percentage of students, both regularly-admitted first-time freshmen and regularly-admitted California Community College transfer students, who progress from their first to their second year of attendance.

In recent years, universities and colleges have increasingly been focusing attention on first-year retention rates, because at many institutions attrition during the first year accounts for three-quarters of all attrition. First-year retention rates for CSU students are very strong – above the rate for comparable institutions serving the same types of students.

Transfer retention improved slightly from the baseline cohort (fall 1998 transfers reenrolling in fall 1999) to the current reporting cohort (fall 2006 transfers reenrolling in fall 2007) – from 83 to 84 percent. Freshman retention has hovered around 79 percent from the baseline cohort to fall 2006 entering freshmen (see Figure 5).

Figure 5



Progression-to-Degree Indicator 2:

For each university, the number of units completed by regularly-admitted upper-division California Community College transfer students who graduated as compared to the number of units completed by upper-division students who also graduated but entered the CSU as regularly-admitted first-time freshmen.

California Community College (CCC) junior transfers progress through the upper-division about as efficiently as CSU students who entered as first-time freshmen. In CY 1998-1999 native students took about one more upper-division course than CCC junior transfers. By CY 2006-2007, the difference between native and transfer students in units completed at the upper-division was negligible, as shown in Figures 6 and 7 below.

While there are no notable differentials between transfers and native students, the absolute values of the indicators themselves raise questions about whether both native and transfer students are efficiently making their way to degree. Two years of upper-division coursework, it can be argued, should amount to 60 semester credit units (or 90 quarter credit units). CSU campuses continue to review requirements for the baccalaureate, including ways to enable students, who

prefer to do so, to complete the degree in as direct a fashion as possible. CSU initiatives to facilitate progress to degree have stimulated further reductions in units, and the possibility of the state asking either the CSU or students themselves to pay for excess units to degree may again be raised.

Figure 6

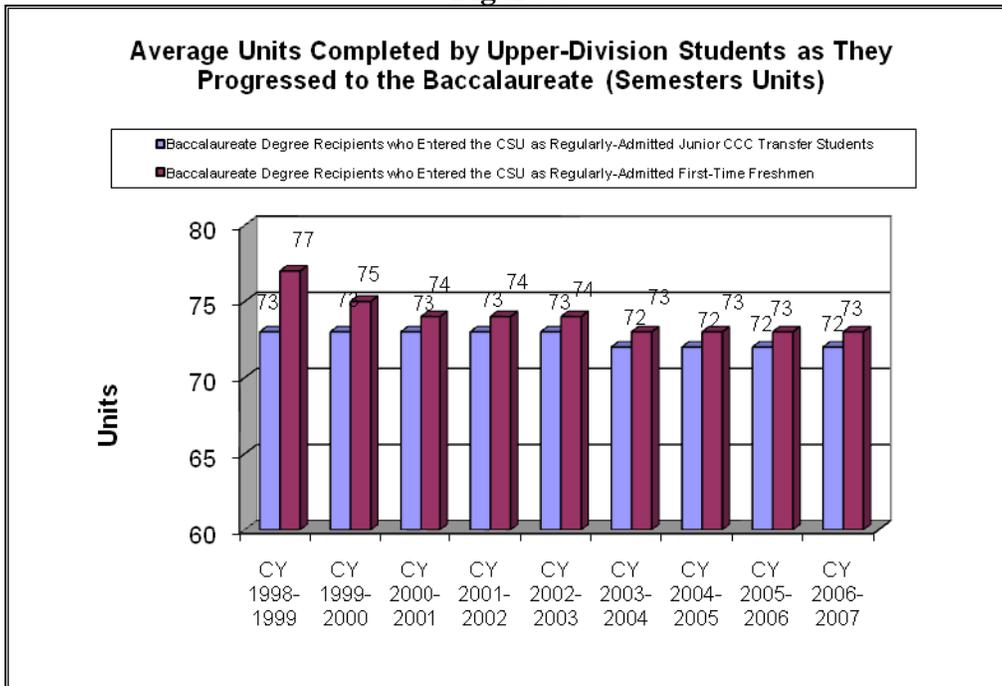
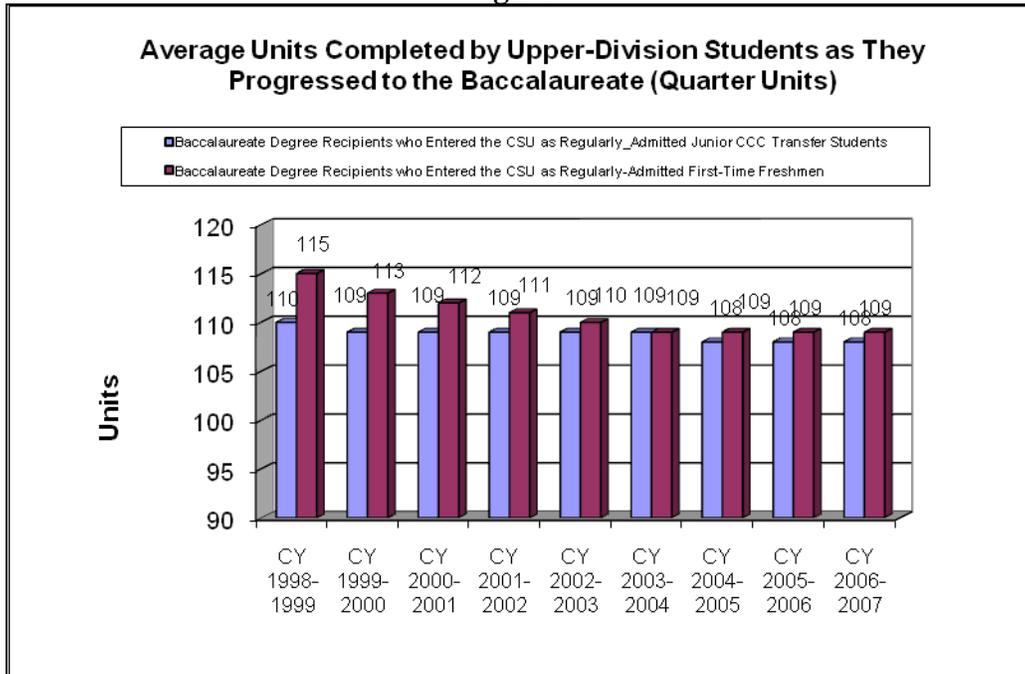


Figure 7



Persistence and Graduation

The CSU, through clear statements of graduation requirements, effective advising, and effective access to courses, will assist students to achieve their degree objectives.

Persistence-and-Graduation Indicator 1:

For each university, student graduation rates, disaggregated by relevant sub-populations (first-time freshmen and upper-division transfer students) and by key student characteristics (full- and part-time attendance, etc.).

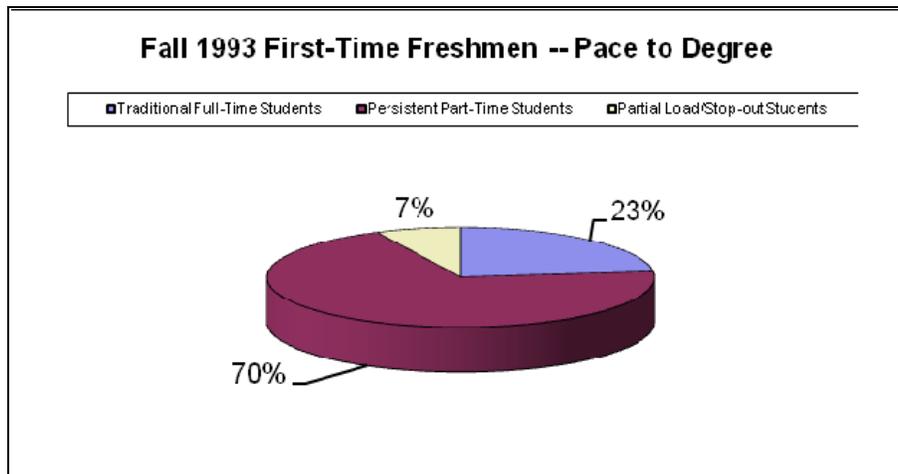
The CSU’s goal is to help students earn the baccalaureate degree as directly and efficiently as they prefer. The path to degree for CSU students is more complex than for students at the UC or independent institutions. Because so many students are part-time, it is not reasonable to expect high percentages of students to complete the degree in four or five years. The CSU’s challenge is to recognize that its students will vary in the pace at which they progress to graduation, then to provide all students, whether they are on a pace to complete in four, five, six, or more than six years, with the guidance and the clearest routes possible to the baccalaureate. In being accountable for student degree attainment at the pace that individual students prefer, the CSU measures and compares its graduation rates by categories of students differentiated by their courseloads and enrollment patterns that together determine the pace at which they complete the baccalaureate degree.

Persistence-and-Graduation Indicator 1.a - Graduation rates for regularly-admitted students who enter the CSU as first-time freshmen.

The national Joint Commission on Accountability Reporting's (JCAR's) methodology for computing graduation rates takes pace to degree explicitly into account by reviewing the units each student attempts across four academic years and assigning the person to one of three groups:

1. The traditional full-time student who has carried courseloads over four years that are sufficient to complete the degree in *four* years.
2. The persistent part-time student who has carried courseloads over four years, at a pace and intensity to complete the so-called four-year baccalaureate degree within *six* years. Federal law suggests that 150 percent of four academic years should allow a student carrying 12 units or more per term – the financial aid full-time student definition -- to complete the degree, so this category aligns most closely with many students currently on financial aid.
3. The partial load/stop-out student who has carried loads over four years that typically reveal periods of non-attendance and varied courseload patterns. This student is not on track to graduate in even six years.

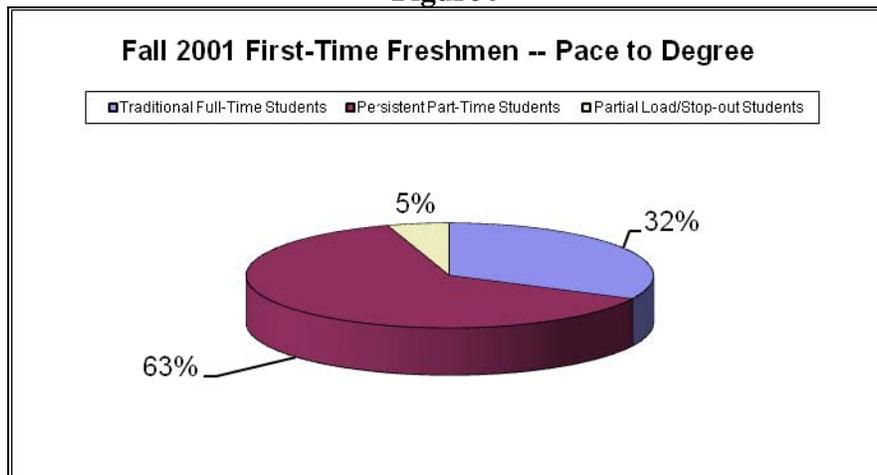
Figure 8



As Figure 8 shows, over 90 percent of fall 1993 baseline cohort of first-time freshmen were making progress to degree at a pace to complete the baccalaureate within six years. About one in four students was taking coursework consistent with graduation in four years. About one in fourteen was enrolling and taking courses much less regularly, so that, at best, they were taking “partial loads.”

In contrast, the fall 2001 cohort of first-time freshmen progressed to the degree at paces more “traditional” than the baseline cohort, as shown in the figure below. About one in three students was taking coursework consistent with graduation in four years, and only one in twenty was enrolling more episodically with “partial loads.”

Figure 9



Annual disclosure of six-year graduation rates is required at the federal level for all four-year institutions. These six-year graduation rates for CSU campuses, which range between 30 and 65 percent, are as good or better than comparable institutions serving similar students. Using the JCAR methodology, an approved federal graduation rate methodology, and applying it to CSU’s fall 2001 regularly-admitted first-time freshmen, the CSU has an overall six-year graduation rate of 48 percent. That is, 48 percent of regularly-admitted first-time freshmen graduated within six years from the CSU campus that they entered in fall 2001.

If graduation is not restricted to a six-year time frame, it can be estimated that 57 percent of all regularly-admitted CSU first-time freshmen will eventually graduate from the campus where they matriculated in fall 2001.¹ As Figure 11 shows, this proportion has gradually increased in the years since the baseline class (1993).

But what of students who do not remain at the campus of original matriculation? With twenty-three campuses across the state, the CSU offers students both the chance to get away from home and the convenience of remaining in familiar surroundings. Not surprisingly, sometimes students find that they want to return home, or pursue school and work away from home. The destination of most students who transfer from a CSU campus to another four-year institution is

¹ Analysis was performed, and it was found that, if a student had not received the degree at six-years but was still enrolled, the likelihood of graduation is extremely high.

another CSU campus. The proportion of CSU first-time freshmen who eventually get a CSU baccalaureate somewhere in the CSU is 63 percent. Figure 10 below illustrates these varying ways of looking at graduation from the CSU.

Figure 10

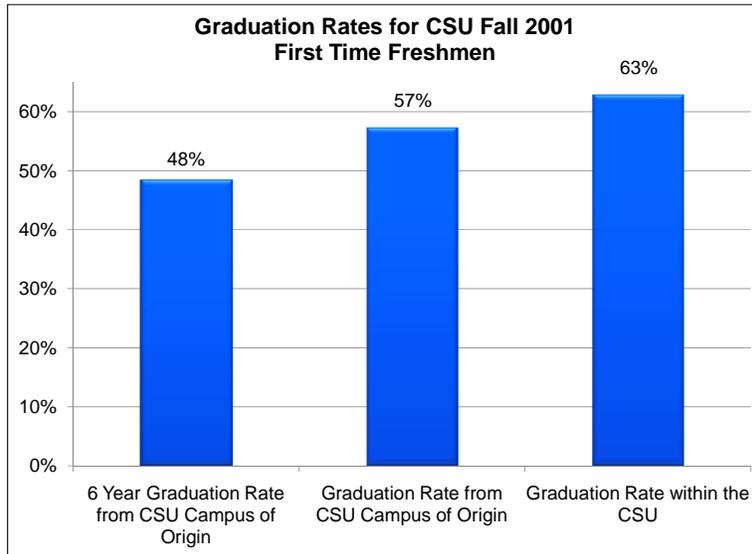
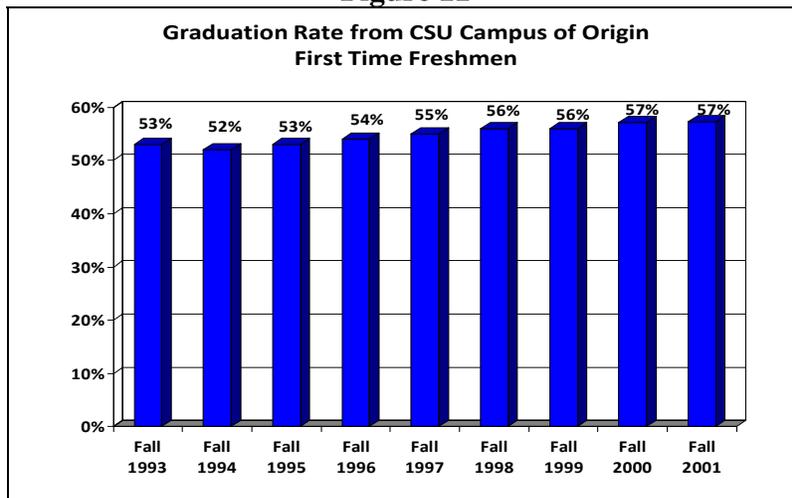


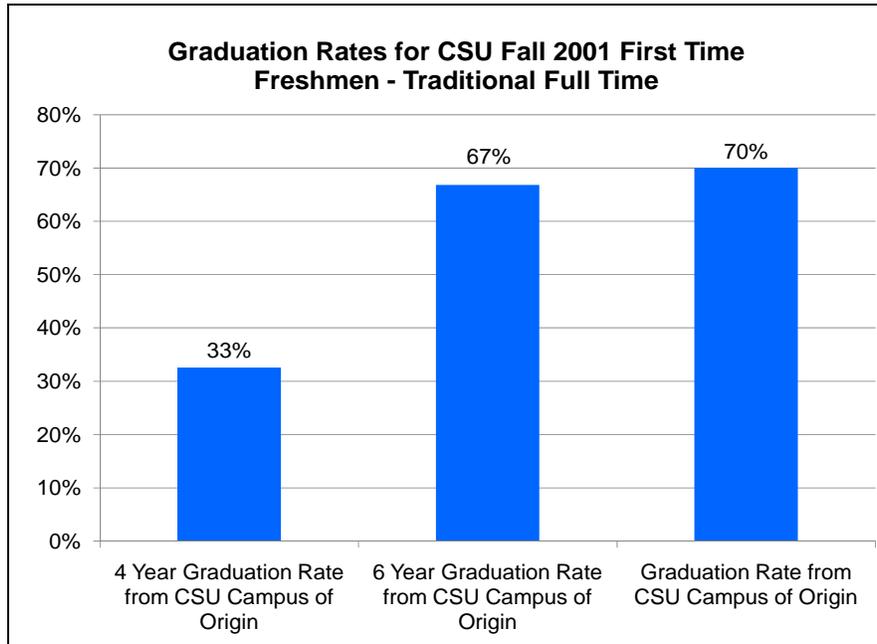
Figure 11



Graduation rates based on the pace with which students progress to degree also are telling:

- Traditional full-time students took courseloads that would allow them to complete the degree in four years. The four-year graduation rate for fall 2001 freshmen was 33 percent (up from 28% for their fall 1993 baseline freshman counterparts). Another 36 percent of these fall 2001 freshmen took longer than four years and up to six years. Thus, the six-year graduation rate for these students is 69 percent (up from 64% for their fall 1993

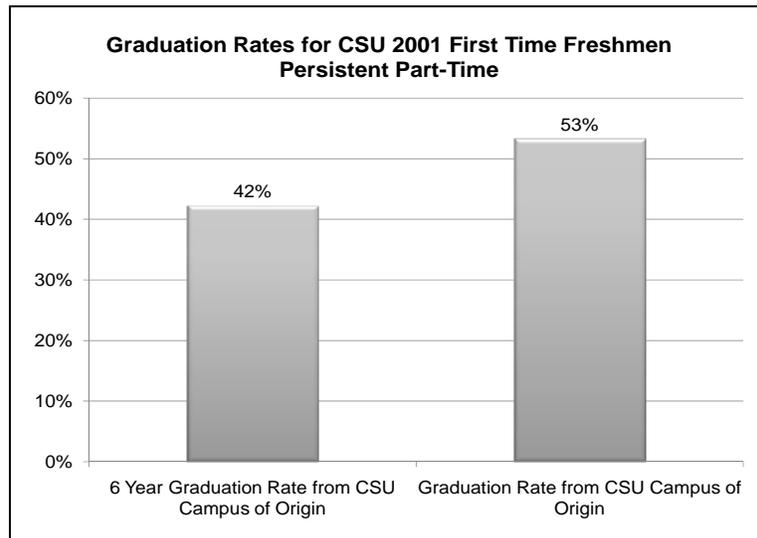
Figure 12



baseline freshman counterparts) – a six-year rate that is similar to those of the nation’s more selective public institutions. (To the extent that CSU campuses attract highly motivated students who take 15 to 18-unit course loads term after term—like those who typically attend the nation’s selective institutions—the final CSU graduation rate is comparable.) The estimated final graduation rate for these students at their campus of origin is 70 percent—up from 68% for their fall 1993 baseline freshman counterparts. Understanding why so many traditional full-time students are taking longer than four years to graduate and developing ways to facilitate their degree completion in closer to four rather than six years are major challenges for a number of CSU campuses.

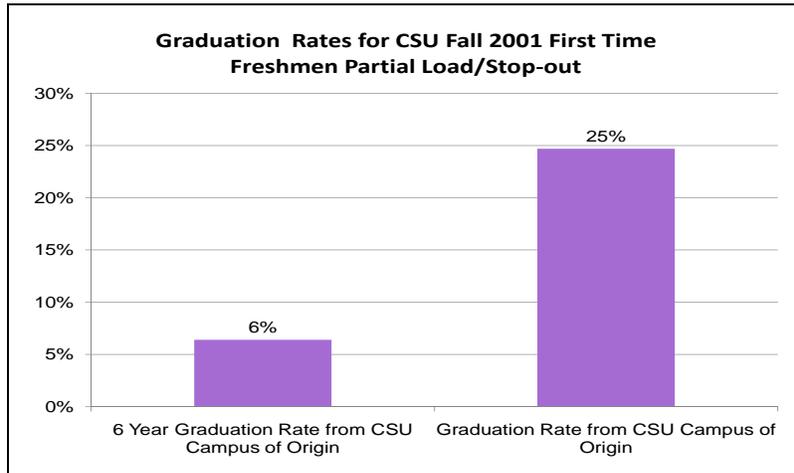
- Persistent part-time students took courseloads that would allow them to complete the degree by the end of the sixth year. As Figure 13 illustrates, the six-year graduation rate is 42 percent for the fall 2001 cohort (up from 39% for their fall 1993 baseline freshman counterparts) – a rate in the same ballpark as other comprehensive institutions like the CSU. The estimated final graduation rate for these students at their campus of origin is 50 percent (up from 50% for their fall 1993 baseline freshman counterparts). Some persistent part-time students are taking longer than six years to graduate from their campus of origin, and facilitating their more timely completion to degree is important at many CSU campuses.

Figure 13



- The partial load/stop-out students took units in patterns that were idiosyncratic and sporadic. Some enrolled for one term a year, taking a full-time load. Others enrolled every term, taking one or sometimes two courses. Such partial load/ stop-out students tend to have many and frequently more important priorities in life than college-going. By the end of the sixth year, their graduation rate is only 6 percent. As reflected in Figure 14, the estimated final graduation rate for these students at their campus of origin is 25 percent (up from 24% for their fall 1993 baseline freshman counterparts). About two-thirds of CSU first-time freshmen tend to be relatively cautious and/or sporadic about their courseloads. Many are on financial aid and may be uncertain about whether college is for them. Some need to work full-time to support their parents and other siblings or families of their own. Unlike their “traditional full-time” counterparts, they stop out more and change majors more. JCAR indicators suggest that we have made no real progress in addressing their special needs and that we need to focus more attention on these students through early identification and advising and to ensure that CSU campuses are offering required courses at a pace and intensity that encourage these students to be persistent part-timers and make their way to degree as efficiently as possible.

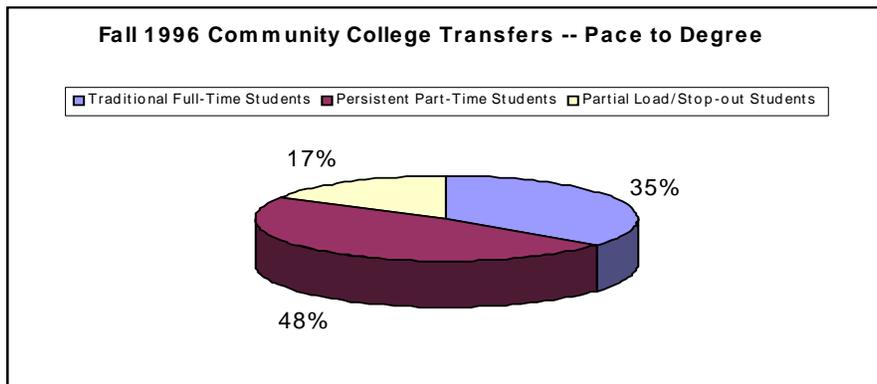
Figure 14



Persistence-and-Graduation Indicator 1.b - Graduation rates for regularly admitted students who enter the CSU as CCC junior transfers.

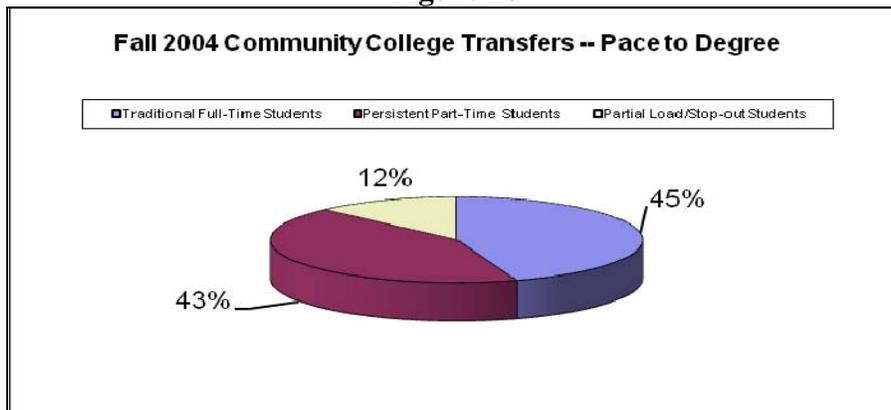
Most national reports on persistence and graduation provide no information about the kinds of progress to degree that transfer students experience. In the CSU, new undergraduate transfers outnumber first-time freshmen. To provide indicators on the persistence and graduation rates of this important segment of the CSU student body, we have applied the JCAR methodology to the fall 1996 California Community College junior transfers (regular admits) as a baseline.

Figure 15



The baseline fall 1996 cohort of transfers (Figure 15) and the fall 2004 cohort of transfers (Figure 16) evidence similar broad choices in their pace to degree. There were somewhat fewer partial load students in the fall 2004 cohort (12% versus 17%) and significantly more students on a traditional, full-time pace (45% versus 35%).

Figure 16



Overall fall 2004 regularly-admitted CCC junior transfers had a three-year graduation rate (150 percent of two-years to degree for a junior) of 55 percent. If graduation is not restricted to a three-year time frame, it can be estimated that 73 percent of all regularly-admitted CCC junior transfers will graduate from the CSU campus that they entered in fall 2004 and 76 percent will graduate from somewhere in the CSU.²

² Analysis was performed, and it was found that, if a student had not received the degree at three-years but was still enrolled, the likelihood of graduation is extremely high.

Figure 17

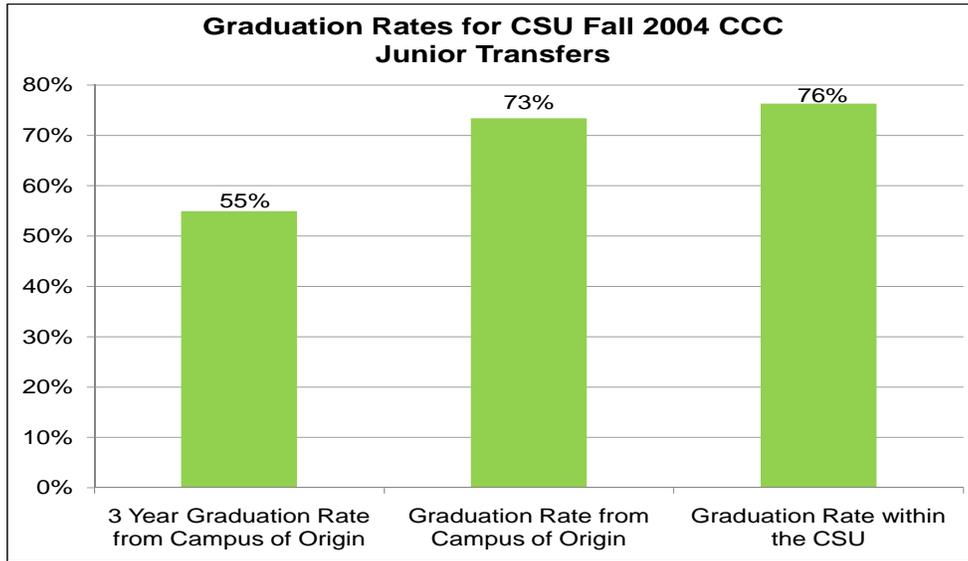
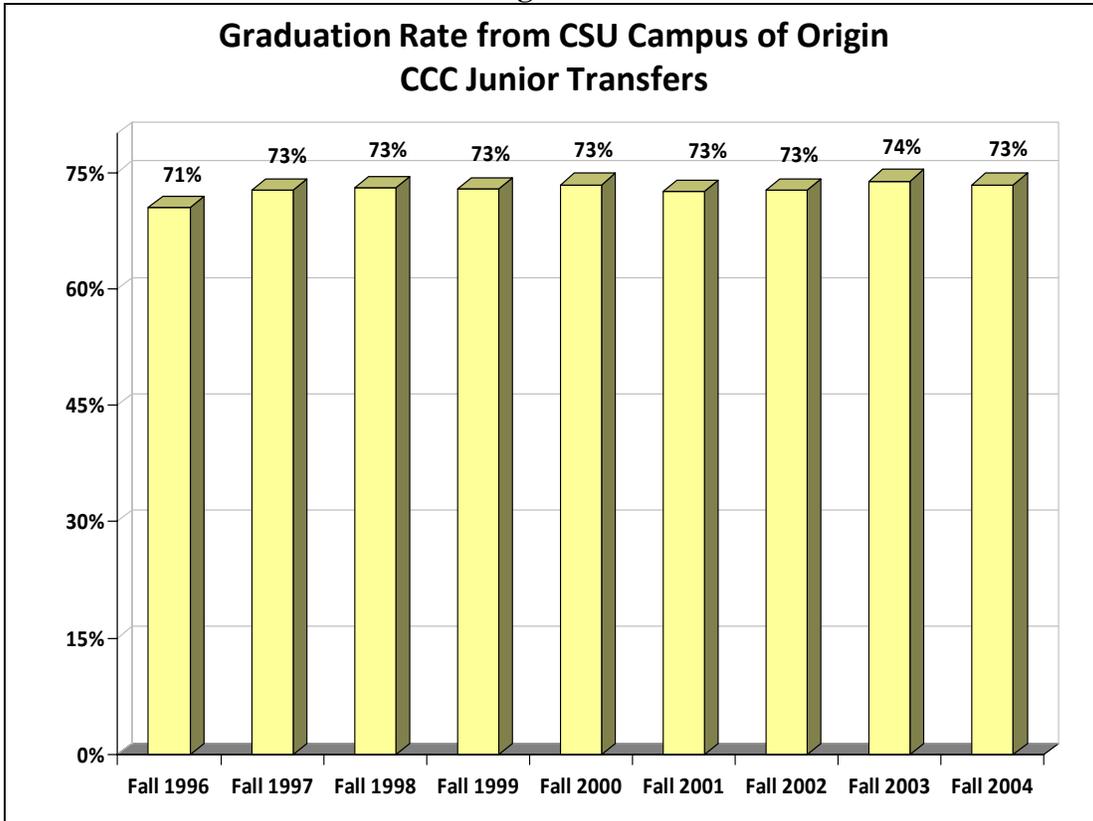


Figure 18

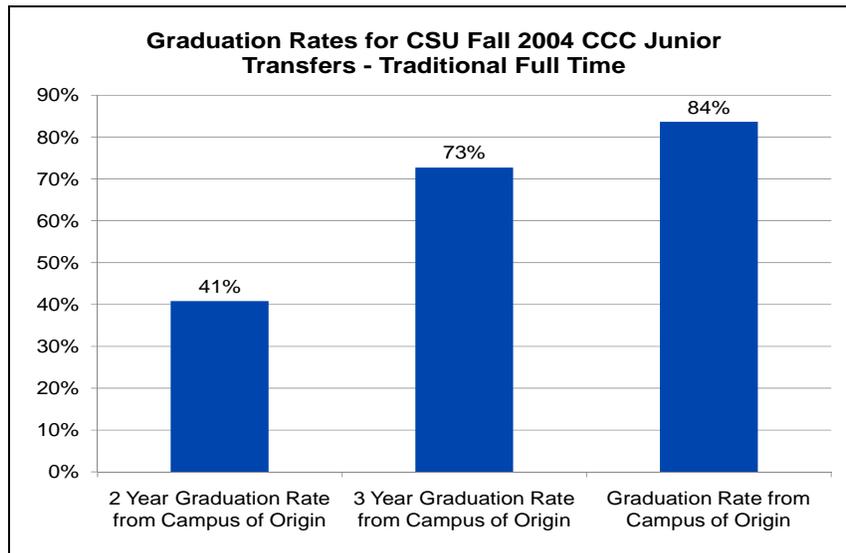


The systemwide graduation rate from the campus of origin trends upwards slightly from 71% to 73%, as shown in Figure 18 (previous page).

Graduation rates by the pace with which students progress to degree also are telling:

- Traditional full-time junior transfer students took courseloads that would allow them to complete the degree in two years. The two-year graduation rate for these fall 2004 junior transfer students was 41 percent (up from 37% for their fall 1996 baseline counterparts). Another 32 percent of these transfers took between two years and three years to get the degree. Thus, the three-year graduation rate for these students is 73 percent (up from 68% for their fall 1996 baseline counterparts). The estimated final graduation rate for these students at their campus of origin is 84 percent (up from 81 percent for their fall 1996 baseline counterparts). Figure 19, below, illustrates these rates. It is encouraging that junior transfer students who are able to take true full-time loads for four years are making their way to degree at a rate on par with the nation's selective institutions. However—as in the case of “traditional full-time” first-time freshmen—understanding why traditional full-time transfer students are taking longer than two years to graduate and developing ways to facilitate their degree completion are major challenges for many CSU campuses.

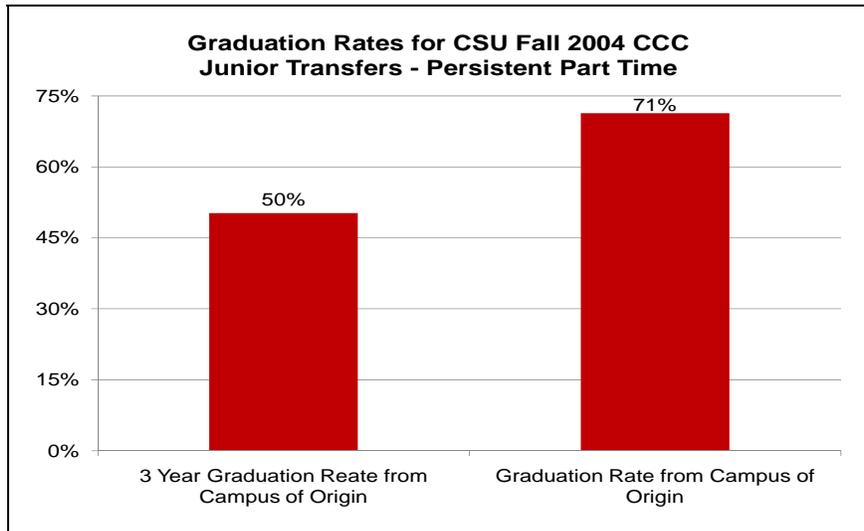
Figure 19



- Persistent part-time junior transfer students took courseloads that would allow them to complete the degree by the end of the third year. The three-year graduation rate is 50 percent (up from 47% for their fall 1996 baseline counterparts). The estimated final graduation rate for these students from their campus of origin is 71 percent (the same for

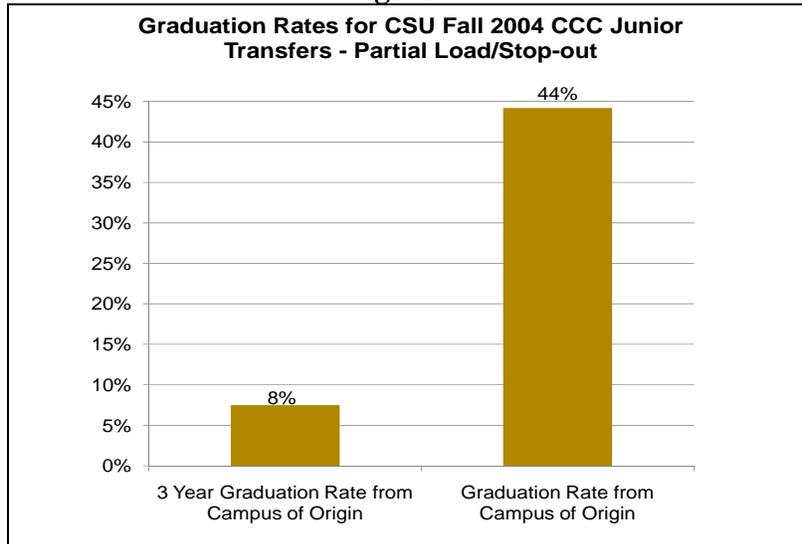
their fall 1996 baseline counterparts). Some persistent part-time students are taking longer than three years to graduate, and facilitating their more timely completion to degree is important at many CSU campuses. (See Figure 20.)

Figure 20



- The partial load/stop-out junior transfer students took units in ways that were sporadic. These students tend to have many, frequently more important priorities in life than college-going. By the end of the third year, their graduation rate is only 8 percent (the same as for their fall 1996 baseline counterparts). The estimated final graduation rate for these students at their campus of origin is 44 percent (down from 47% for their fall 1996 baseline counterparts).

Figure 21



Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively. Strategies to accomplish this include the fuller use of yearly, monthly, and weekly calendars and schedules, and the use of on-line instruction where educationally and qualitatively appropriate.

Indicator 8.1: For each university, the annual FTES served on the main campus during:

- 8.1.a** After 4 pm, Monday through Thursday, in lecture/lab facilities in the AY
- 8.1.b** Friday in lecture/lab facilities in the AY
- 8.1.c** Weekends and term breaks (except summer) in lecture/lab facilities
- 8.1.d** Summer state-supported term
- 8.1.e** Distance learning, AY technology-mediated instruction (no lect/lab facil.)
- 8.1.f** Off-site (not incl. CPEC-approved off-campus centers and not 8.1.e above)
- 8.1.g** Overall non-traditional course offerings (sum of a through f)
- 8.1.h** Overall instruction in the college year
- 8.1.i** Percentage of overall instruction that is non-traditional
- 8.1.j** Number of CPEC-approved off-campus centers

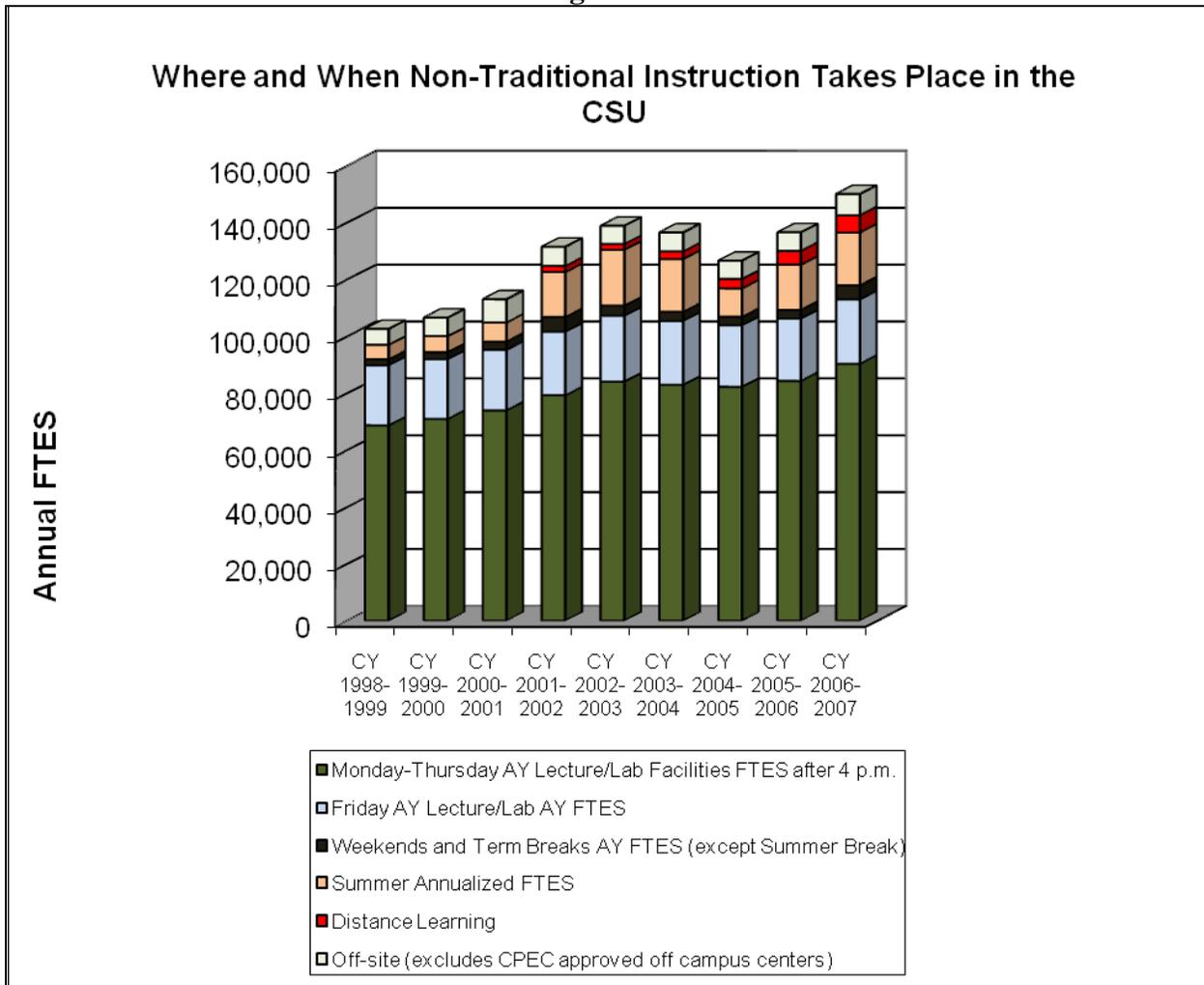
Prime-time on most CSU campuses has been face-to-face courses offered between 8 a.m. and 2 p.m. on Mondays through Thursdays. To expand its instructional capacity, the CSU defined non-traditional instruction in terms of increased face-to-face offerings in late afternoons and evenings, on Fridays, and on weekends during the academic year, as well as increased face-to-face offerings during term breaks and state-supported summers. Instruction offered off-site for the convenience of students is also part of the definition. With the CSU's investment in technology, technology-mediated instruction that does not require campus classrooms and laboratories also is seen as part of the mix to increase CSU instructional capacity without the need to construct new classrooms and laboratories.

From the baseline year, CY 1998-1999, the amount of instruction taking place non-traditionally rose from 102,566 annual FTES to 149,997 annual FTES in CY 2006-2007 (See Figure 22, next page). This increase of 47,431 annual FTES is equivalent to three or four mid-sized CSU campuses.

Non-traditional instruction also grew as a *percentage* of overall instruction – from 38% of the over 270,000 annual FTES offered on CSU main campuses in CY 1998-1999 to 42% of the 355,947 annual FTES offered on CSU main campuses in CY 2006-2007.

The initial thrust to improve facility utilization occurred with more efficient use of the campus during the academic year. Increases in facility utilization during evenings, Fridays, weekends, and term breaks account for 55 percent of the 47,431 additional non-traditional FTES.

Figure 22



From CY 1998-1999 to CY 2006-2007, about 29 percent of annual FTES increase is attributable to increases in state-supported summer instructional opportunities. The substantial increase from CY 2000-2001 to CY 2001-2002 and CY 2002-2003 reflects the conversion of most CSU campuses from self-supported instruction to state-supported instruction during the summer (YRO).

About 4 percent of the total increase in non-traditional instruction is attributable to increased instruction off-site; this off-site instruction includes the student teacher supervision held in schools, clinical nursing courses held in hospitals, and courses held for the convenience of place-bound students in storefronts and other locations. The amount of off-site instruction decreased

from the last report. When a CSU-approved off-campus center is approved by the California Postsecondary Education Commission (CPEC), thus authorizing it to consider long-range plans for state-supported capacity facilities, its figures are disaggregated from main campus statistics and are reported separately, as shown in the individual campus reports. The number of CPEC-approved off-campus centers has remained at seven for the past several years.

Finally, 13 percent of the increase (about 6,100 FTES) in non-traditional instruction is attributable technology-mediated distance learning opportunities. One of the objectives for further increasing non-traditional instruction in the future is to augment the numbers of online courses and programs.

COMMITTEE ON EDUCATIONAL POLICY

The Voluntary System of Accountability's *College Portrait* and the California State University's *Contributions to the Public Good*

Presentation By

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John Welty
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Summary

Across the nation, colleges and universities have reacted rapidly and innovatively to the calls for accountability by policymakers. Notably, in response to the Spellings Report (*A Test of Leadership: Charting the Future of U.S. Higher Education*, 2006), two of the most influential higher-education associations in the country—the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC)—immediately began to lay plans to provide clear and accessible information that would be useful to prospective students and their parents.

As a member of both AASCU and NASULGC, the CSU decided early to participate in these efforts. As a result, CSU institutions have had considerable input into the development of the VSA. CSU Chancellor Charles B. Reed and CSU Fresno President John Welty served on the Presidential Advisory Committee that launched the VSA initiative. CSU Northridge President Jolene Koester chaired the Learning Outcomes Work Group that included California Polytechnic State University, San Luis Obispo, Associate Vice President W. David Conn. CSU Long Beach President F. King Alexander chaired the Student Growth Work Group. CSU Sacramento Student Affairs Vice President Lori Varlotta served on the Student and Family Information Task Force, Fresno State Provost Jeronima Echeverria served on the Campus Student Engagement

Task Force, and CSU Assistant Vice Chancellor Marsha Hirano-Nakanishi served on the System Design and Information Task Force.

In spring 2007, the CSU Presidents' Council on Accountability (PCA) was convened to guide the system's participation in the VSA initiative. This Presidents' group includes: F. King Alexander, Long Beach; Milton Gordon, Fullerton; Dianne Harrison, Monterey Bay; Karen Haynes, San Marcos; Jolene Koester, Northridge; Mohammed Qayoumi, East Bay; Richard Rush, Channel Islands; and John Welty (chair), Fresno.

The PCA recommended CSU participation in VSA, and the CSU Executive Council formally endorsed participation last fall. The VSA communicates information on institutional characteristics and the undergraduate student experience through a common reporting template, the *College Portrait*. The CSU's early leadership role in this national initiative is evident in the fact that several CSU campuses piloted the *College Portrait* in fall 2007. The CSU was, in fact, the first system to join the VSA, and CSU presidents publicly advocated widespread adoption of the VSA at the national meetings of NASULGC and AASCU in November 2007. CSU Northridge President Jolene Koester now serves on the VSA Oversight Board as the AASCU presidential representative and is chair-elect.

The *College Portrait* was formally launched in late September 2008 by NASULGC and AASCU, and over 225 *College Portraits* are now available for review by prospective college students and their parents. CSU institutional *College Portraits*, including an additional page of highly significant information developed by the CSU, titled *Contributions to the Public Good*, may be viewed through the CSU system website at: <http://www.calstate.edu/PA/news/2008/accountability.shtml>.

College Portrait

Much of the information posted in the *College Portrait* is currently available in directories on colleges and universities and at many online college information systems: student characteristics, geographic distribution of students, degrees and areas of study, admission information, costs of attendance and financial aid, and institutional retention and graduation. The *College Portrait* does, however, contain some significant additional information that has not been so readily available.

AASCU and NASULGC institutions recognized that prospective students and their parents frequently do not know that a university education is within their means, because simple statistics about college costs and financial aid do not speak directly to the family. Thus, the VSA requires participating institutions to provide a *College Portrait* cost estimator, so the prospective student can get a personalized estimate of college costs.

The *College Portrait* also wanted to convey to prospective students and their parents that college progress and success need not be limited to attendance at a single college or university. Many students who start at one institution find that, for personal reasons, they need to stop out or to move and attend another college. Using data from the National Student Clearinghouse, the *College Portrait* provides information about undergraduate persistence and graduation, not only at the original institution of entry, but including other colleges and universities attended.

In addition, to underscore the connections between attainment of the baccalaureate degree and success beyond the degree, the VSA requires that within two years, participating institutions survey graduating seniors about their plans for the coming year and include findings in the *College Portrait*.

An additional requirement of participating institutions is that they post as part of the *College Portrait* information about student experiences and perceptions and about student learning outcomes. In recent years, most CSU institutions have been regularly administering the National Survey of Student Engagement (NSSE); a few universities have chosen instead to use the College Student Experiences Questionnaire (CSEQ) or the College Senior Survey-Cooperative Institutions Research Program (CSS-CIRP). All three surveys ask questions about student satisfaction, interaction with campus faculty and staff, experiences with diversity, group learning, active learning, and more—and all three are designated as acceptable alternatives for use as part of the VSA.

VSA participating institutions also are expected to attempt to measure and to share information about the “value added” for students in terms of their skills in critical thinking, analytic reasoning, and written communication. To measure these outcomes, institutions may use one of three assessment instruments: the College Assessment of Academic Proficiency (CAAP), developed by the American College Testing Program (ACT); the Measure of Academic Proficiency and Progress (MAPP), developed by the Educational Testing Service (ETS); and the Collegiate Learning Assessment (CLA), developed by the Council for Aid to Education (CAE). Because several CSU campuses had previous experience with the CLA, the Presidents’ Council on Accountability selected the CLA as the student outcomes assessment instrument that all CSU institutions would administer in 2007-2008 and 2008-2009. Thus, the second year of pilot administration of the CLA is currently underway. Because the assessment of learning outcomes has proved to be the most challenging and controversial component of the VSA, the CSU has recently created a joint faculty/administration task force to take an in-depth look into issues related to administration of the CLA. The intent is to develop a greater understanding of the CLA, its administration, interpretation of its results, its relationship to authentic assessment within academic programs, and its potential for use in the improvement of student learning.

Finally, institutions have the opportunity to use the *College Portrait* to share unique qualities speak directly to prospective student and parent needs. For example, Sacramento State's offices of Student Affairs and Public Affairs teamed up to create a dynamic web site in connection with its *College Portrait* that is viewed as a model within the California State University. The collaboration centered on first determining what potential students and their families most wanted to know about the institution, and then delivering the information in an attractive, exciting and user-friendly manner. Sacramento State has been recognized for this achievement by the Council for the Advancement and Support of Education (CASE) in its Web Sites (Institutional Home Page or Special Pages) or CD ROMs category. The CSU Sacramento *College Portrait* may be visited at: <http://www.csus.edu/checkusout>.

Contributions to the Public Good

During hearings on the Higher Education Opportunity Act, CSU Long Beach President F. King Alexander introduced the perspective that there are *Contributions to the Public Good* that higher education provides that are not well understood by federal and state policymakers and the media. Working from this concept, the CSU Presidents' Council on Accountability decided that all CSU institutions should include in their respective *College Portraits* an additional page, titled *Contributions to the Public Good*, in order to provide additional information on service and contributions to the State and the nation. Collectively, the information contained on this "page six" highlights the following information about the CSU's contributions to the public good:

Bachelor's Degrees

- The CSU collectively award almost half (46%) of all bachelor's degrees in California – as many degrees *annually* as a midsized city (70,000). The University of California and private four-year institutions in California each provide a little over 25 percent of bachelor's degrees.
- Because the CSU awards even higher proportions of baccalaureate degrees that are awarded to African American and Latino students, it enriches the diverse strength of California somewhat more than sister public and private counterparts in the State.
- In areas of high-demand in California, the CSU is the clear leader in preparing professional baccalaureates in agriculture, business, criminal justice, education, nursing, public administration, and tourism/natural resources. In other areas, the CSU strives to make broader and deeper contributions.

Economic Diversity: Access and Completion

- The CSU enrolled almost 150,000 low-income students (those who were awarded Pell Grants) in 2006-07 – 37 percent of its total undergraduate population. Nationally, about a third of undergraduates are low income, as indicated by Pell grant awards. At some

institutions, such as Stanford University and Cal Tech, less than 12% of the undergraduates are among the most low-income.

- In the same year, 2006-07, the CSU *graduated* nearly 30,000 low-income students-- 43 percent of all CSU bachelor's degree recipients. The percentage of baccalaureate degree recipients is somewhat higher than the percentage of undergraduates, because low-income students at the CSU may begin on Pell Grant, but many find that gaining part-time employment in the business or industry in which they hope to practice gives them real-life career exposure and experience. That they no longer need a Pell Grant does not change that they were very needy at entry.

Loan Debt of Baccalaureate Degree Recipients

- Only 43 percent of 2006-07 CSU bachelor's degree recipients had to assume loans during their college years, with an average loan debt of \$13,994 -- compared with 45 percent of all California baccalaureate graduates (average debt of \$17,215) and 59 percent nationally (with average loan debt of \$20,098).
- When viewed in the context of all CSU degree recipients, the average loan debt per graduate was \$5,972, with the majority of CSU degree recipients leaving the CSU with \$0 loan debt.

"Sticker and Net Price"

- The average tuition and fee "sticker price" charged to full-time undergraduates in the CSU for AY 2006-07 was \$3,496. In comparison, the national average "sticker price" was \$6,836 at public universities and \$28,524 at private institutions.
- In addition to the fact that the CSU has one of the lowest "sticker prices" in the nation, the "net price" paid by full-time undergraduates was only 62 percent of that "sticker price" -- \$2,154. The generosity of the CSU institutions, the CSU system, the State of California, and the federal government provided enough scholarship and grants to needy students to reduce the average out-of-pocket cost to a few thousand dollars.

VSA Reporting

Together the *College Portrait* and *Contributions to the Public Good* represent the potential to make a significant impact on stakeholders and policymakers in California, advancing the argument that the CSU is vital to the economic and civic future of the State—and the nation. In this sense, the national call for greater accountability on the part of higher education has proved to be a boon to the CSU, and strengthens the measures of accountability that would in any case have been a major element of the system's new strategic plan, *Access to Excellence*.

COMMITTEE ON EDUCATIONAL POLICY

Faculty-Student Research and Mentorship Special Focus: McNair Scholars Programs in the California State University

Presentation By

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Ricky Bluthenthal
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Karen Carey
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Summary

One of the most valuable aspects of a CSU education for many students is the opportunity to work actively with faculty members on research, creative activities, community service work,

and internships. Students actively involved in research and creative activities with faculty mentors develop creative and critical skills, as well as broadened professional opportunities. This fact is increasingly recognized in national initiatives in higher education.

The U.S. Department of Education's Ronald E. McNair Post-Baccalaureate Achievement Program (MCN) is one of the eight programs within the TRIO portfolio, and prepares students from disadvantaged backgrounds for doctoral study through engagement in research and other scholarly pursuits. Named for *Challenger* space shuttle crew member Ronald E. McNair, the MCN program serves as a living memorial to an individual who overcame substantial odds to achieve a Ph.D. in physics, and who attained a successful career as a physicist and NASA mission specialist astronaut. The MCN program is designed to prepare students from disadvantaged backgrounds who exhibit strong academic potential for successful entry to graduate degree programs, and is a significant national force in broadening the representation of underrepresented groups in the professoriate. Approximately half of the campuses within the California State University system have been awarded McNair Scholars grants within the last decade, and CSU McNair Scholars programs have been notably successful, serving as national models. One indication of CSU success is that U.S. Department of Education reports its McNair Scholars continue to graduate school at a rate close to **80%**, compared to the national average of **66%** for McNair Scholars in all colleges and universities.

This set of presentations highlights the singular achievements of CSU McNair Scholars through a focus on two successful McNair Scholars Programs in the CSU—at California State University, Dominguez Hills and California State University, Fresno. The presentations will underscore the critical connections between faculty and student scholarly activity, mentoring, and graduate program success. Many federally-funded undergraduate and graduate research programs provide funded opportunities in the natural sciences and engineering. The McNair Scholars Program often provides funding for faculty and students conducting research in a broad range of disciplines, including natural and social sciences, engineering, and humanities.

McNair Scholars Faculty-Student Research and Mentorship: California State University, Dominguez Hills

The McNair Scholars program at CSU Dominguez Hills provides an array of academic support services during participants' junior and senior years to effectively prepare them for entry into graduate programs. These activities include: academic advising and personal counseling; Graduate Record Examination (GRE) preparation; faculty mentoring in collaborative summer research projects; presentation and publication of research at academic conferences; workshops on preparing for, financing, and applying to graduate school; visits to Research Institutions; seminars and lectures with faculty; and networking opportunities with faculty mentors, personal mentors and other professionals. Dominguez Hills' McNair scholars have presented at numerous professional conferences including the Western Psychological Association Conference; National Council of Black Studies Conference; Southern California Conference for Undergraduate

Research; Pacific Coast Pacific Coast Council on Latin American Studies. Since the program's inception on the campus in 2003, 88% of program participants have successfully enrolled in graduate programs. Students have enrolled in Ph.D. programs at universities across the country, including UC Santa Barbara, UC Riverside, UCLA, University of Southern California, Howard University, Northwestern, University of Connecticut, SUNY Binghamton, and CUNY Queens College. CSUDH McNair scholars entering Ph.D. programs have received full funding for their doctoral study, in addition to, assistance from the CSU Sally Casanova Pre-doctoral Program and Chancellor's Doctoral Incentive Program (CDIP).

Representing the CSU Dominguez Hills faculty mentors who work closely with McNair Scholars is Dr. Ricky N. Bluthenthal. Dr. Bluthenthal received his Ph.D. in sociology from the University of California, Berkeley in 1998, and he is a Professor in the Department of Sociology at CSU Dominguez Hills. Dr. Bluthenthal and his students are currently involved in several research studies. He is the principal investigator on a National Institute on Drug Abuse-funded study comparing the effectiveness of different models of syringe exchange programs. In addition, he is co-leading a study on the impact of Business Improvement Districts (BID) on adolescent violence and victimization in Los Angeles County that is funded by the Centers for Disease Control and Prevention (CDC). He is a co-investigator on a number of other studies including one that examines alcohol marketing and promotion and alcohol morbidity and mortality in California and Louisiana (funded by the National Institute on Alcohol Abuse and Alcoholism [NIAAA]) and a study of the role of urban religious congregations in efforts to prevent HIV and provide care for those who are infected (funded by the National Institute of Child Health and Human Development). Dr. Bluthenthal has authored or co-authored over 60 articles in peer-reviewed scientific journals such as the American Journal of Public Health, Social Science and Medicine, AIDS, Addiction, and Alcoholism: Clinical and Experimental Research, among others.

McNair Scholars Faculty-Student Research and Mentorship: California State University, Fresno

At California State University, Fresno, the McNair Program includes intensive summer research experiences with faculty mentors, and a fall seminar series and research institute to help student scholars prepare for graduate program applications. The CSU Fresno McNair Program has been very successful in assisting students to gain acceptance (with full funding) to academic doctoral work at institutions such as Yale, Princeton, Harvard, Brown, Stanford, U.C. Berkeley, Purdue, and the University of Minnesota. Throughout its decade-plus history, the CSU Fresno McNair program has enrolled approximately 30 students per year, sending close to 300 students on to graduate study. To date, 98% of eligible CSU Fresno McNair scholars have graduated with their baccalaureate degree, and 87% of eligible CSU Fresno McNair scholars have been admitted to graduate school.

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Representing the CSU Fresno faculty mentors who provide strong research and programmatic leadership in the McNair Scholars program is Dr. Malik Simba. Dr. Simba received his Ph.D. in history from the University of Minnesota. He has held professorships in the departments of history at State University of New York at Binghamton and Clarion University in Pennsylvania. Presently, he is a senior professor and past chair (2000-2003) at California State University-Fresno in California. Dr. Simba has received fellowships from the National Endowment for the Humanities in 1979, 1987, and 1990. He has contributed numerous entries in the *Encyclopedia of African History*, *Historical Encyclopedia of World Slavery*, *W. E. B. Du Bois Encyclopedia*, *Malcolm X Encyclopedia*, *African American Encyclopedia*, and the *Historical Dictionary of Civil Rights*. As a faculty mentor within the McNair Scholars program at CSU Fresno, Dr. Simba works closely with his student mentees to support their research programs and graduate school aspirations.

COMMITTEE ON EDUCATIONAL POLICY

Former Foster Youth

Presentation By

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Executive Vice Chancellor
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Allison G. Jones
Assistant Vice Chancellor
Academic Affairs, Student Academic Support

Summary

For over a decade, California State University campuses have answered the call for increasing the persistence and graduation of former foster youth. Their collective efforts have established models, which are now emulated by other states. Private and public partnerships with philanthropic organizations such as the Stuart Foundation have created a vast network of safety nets to improve outcomes for youth exiting the foster care system.

As programs develop and celebrate their graduates, efforts are underway for a system-wide assessment of intervention strategies and how these efforts contribute to the retention and graduation of this unique population. Much has been achieved in implementing the objectives set forth in the initial and subsequent legislation. The CSU is and will continue to be a leader in enrolling and graduating former foster youth.

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.

At that time, the California State University was providing technical support to assist prospective foster youth students in completing admission applications and financial aid applications for students who voluntarily disclosed their status as former emancipated foster youth. All CSU campuses were assisting foster youth on a case-by-case basis through the Educational Opportunity Program (EOP) and the offices of financial aid. However, it was 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. In spite of this challenge, EOP eligibility criteria were expanded to include foster youth and the ward of the court status was added to the CSU admission application, EOP application and FAFSA application.

Stuart Foundation Foster Youth Grant

Recognizing the success of CSU campus programs to support former foster youth, the California State University was awarded \$200,000, the first installment of a three year \$600,000 grant request, from the Stuart Foundation to create the CSU Foster Youth in Higher Education project to help students attending colleges and universities in California and the state of Washington. The program will help support the following activities:

- the recruitment and identification of college campuses interested in implementing
- successful strategies that result in increased retention and graduation of former foster youth;
- working with campuses to implement self-assessment protocols;
- conducting assessment of the project's objections;
- helping to facilitate a peer-to-peer network of college and university programs work with campuses to develop strategies and materials to support joint marketing and outreach; and
- working with the University of California, California Community Colleges and institutions of higher education in Washington state to increase the quality and number of former foster youth programs.

The Stuart Foundation established the following outcome measurements of success:

- increase enrollment of foster youth in higher education by five percent per year;
- develop effective research assessment tools for former foster youth support programs;
- increase financial aid awarded to foster youth;
- measure annual academic unit completion and degrees awarded;
- increase the number of foster youth support programs on university campuses; and
- increase funding from grants and donors.

The ultimate goal of the grant program is to ensure that former foster youth experiences and opportunities in college mirror the general student population. Key partners include the Stuart Foundation, Walter S. Johnson Foundation, John Burton Foundation, California Youth Connection, Orangewood Children's Foundation, Silicon Valley Children's Fund, San Diego Child Abuse Prevention Foundation, United Friends of the Children and Casey Family Programs.

Former Foster Youth Support Programs

In 2004, approximately 4,255 children aged out of foster care in California and sixty-five percent were homeless within six months of leaving the foster care system. As wards of the court, foster youth are emancipated at age 18 and forced to make a difficult transition to adulthood alone without the support most students receive from their families. The statistics for this population are disturbing. According to various national studies, fewer than thirty-seven percent of former foster youth attend college (both two and four-year institutions combined) compared to fifty-one percent of the general population. Out of the one hundred and fifty thousand who have graduated from high school and qualify for admission into a college, only thirty thousand foster youth are attending higher education institutions nationally (Institute for Higher Education Policy, 2007). The more troubling statistic however, is that of those who attend four-year colleges, only three percent earn a baccalaureate compared to twenty-eight percent of the general population (Casey Family Programs, 2006). Thus, the majority of former foster youth do not have access to postsecondary educational opportunities. Of those youth who do attend college, an overwhelming majority of them often face barriers that severely undermine their ability to complete a degree.

The Guardian Scholars program at California State University Fullerton, launched in 1998, was the first program in the nation to support the academic and personal aspirations of college-ready former foster youth. Throughout California, a number of CSU campuses are making special efforts to support former foster youth on campus. With the benchmark set by the Guardian Scholars program at California State University Fullerton, which boasts a seventy-three percent retention rate and with fifty graduates earning their degrees, these developing programs are striving to improve access and facilitate graduation for all youth exiting the foster care system.

During 2006-2007, CSU outreach personnel worked with one thousand and eleven current foster youth who expressed a desire to attend college. Currently, there are approximately five hundred foster youth who are participating in programs within the CSU system. Due to economic and social hardships foster youth face, these students receive financial aid awards that cover their costs of attendance.

Campus access and retention programs assist eligible foster youth in applying to CSU campuses and provide services to support their persistence to graduation. CSU campuses have developed former foster youth program models that are unique to their organizational structure and availability of resources. The models provide youth with academic and personal support specific to their transition and ongoing needs. Services include direct contact with caring staff members, continuing academic monitoring and intervention, opportunities to build relationships in a community setting, and connections to campus clubs and organizations. Many of these

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programs are modeled after the Guardian Scholars Program launched at California State University Fullerton.

The following campuses have adopted the term “Guardian Scholars” to signal the presence of a support program for foster youth:

- San Francisco State University,
- California State University Sacramento, and
- San Diego State University

Other program names include Renaissance Scholars:

- California State Polytechnic University Pomona,
- California State University East Bay, and
- California State University Fresno,

Additional programs are administered at the following campuses:

- The Connect Motivate Educate (CME) Society at San Jose State University,
- Promise Scholars at California State University Stanislaus and
- ACE Scholars at California State University San Marcos

Some programs and support services for former foster youth reside in the Educational Opportunities Program (EOP) such as California State University San Bernardino, California State University Bakersfield and California State University Northridge. These on-campus support programs serve as a “home base” for students throughout the duration of their undergraduate journey at the CSU. In collaboration with all student support offices on campus and community services off campus, these programs have been successful in increasing the admission, retention and graduation of former foster youth.

A fine example of community collaboration is the San Jose State University, Connect, Motivate, Education (CME) Society. This program was developed by the campus to address the needs of foster youth in Santa Clara County through a network of support services for both current and former foster youth who want to complete their education at San Jose State University. At CME Society, current foster youth in middle school receive college preparation services through early academic outreach efforts and intervention. These students are given additional education resources that ensure their transition into college.

California State Polytechnic University Pomona, Renaissance Scholars is also an example of an innovative on-campus support program that is striving to increase admission for foster youth by collaborating with existing campus support programs for at-risk students. The Renaissance Scholars have served over eighty former foster youth and have graduated fifteen students since 2002.