

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 3:20 p.m., Tuesday, November 17, 2009
Glenn S. Dumke Auditorium

8:00 a.m., Wednesday, November 18, 2009
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
Melinda Guzman
William Hauck

Raymond W. Holdsworth
Linda A. Lang
Robert Linscheid
Peter G. Mehas
Henry Mendoza
Lou Monville
Russel Statham
Glen O. Toney

Meeting: 3:20 p.m., Tuesday, November 17, 2009
Glenn S. Dumke Auditorium

Consent Items

Approval of Minutes of Meeting of September 23, 2009

1. Membership on the Academic Council on International Programs, *Action*
2. Proposed Title 5 Revision: California Code of Regulations – Financial Independence Requirement - Residency Reclassifications, *Action*

Discussion Items

3. Enrollment Management Update, *Information*
4. Planning for an Early Start Program, *Information*
5. California State University Media Arts Festival: A Program of California State University Summer Arts, *Information*
6. Commission on the Extended University, *Information*

**NOTE

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4. Planning for an Early Start Program, *Information*
5. California State University Media Arts Festival: A Program of California State University Summer Arts, *Information*
6. Commission on the Extended University, *Information*

****Note:** Depending on the length of discussions on Tuesday, November 17, 2009, Educational Policy items may be carried over to Wednesday for consideration.

**MINUTES OF 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 23, 2009

Members Present

Herbert L. Carter, Chair
Roberta Achtenberg, Vice Chair
Jeffrey Bleich, Chair of the Board
Carol R. Chandler
Debra S. Farar
Kenneth Fong
Margaret Fortune
George G. Gowgani
Melinda Guzman
William Hauck
Raymond W. Holdsworth
Linda A. Lang
Robert Linscheid
Peter G. Mehas
Lou Monville
Charles B. Reed, Chancellor
Russel Statham
Glen O. Toney

Trustee Carter called the meeting to order.

Approval of Minutes

The minutes of July 21, 2009, were approved as submitted.

Academic Plan Update for Fast-Track Program Development

This item presented information on the Fast Track Program approved by the Board of Trustees to expedite the approval process of new desired programs. Executive Vice Chancellor and Chief Academic Officer Jeri Echeverria recommended the approval of a Master's of Science in Geographic Information Science for inclusion in San Francisco State University's academic plan degree projections. The committee recommended approval of the proposal.

California State University Alcohol Policies and Prevention Programs: Fourth Biennial Report

This item presented information on Alcohol Policies and Prevention Programs that have occurred in the last two years within CSU campuses. Chancellor Charles B. Reed noted that alcohol continues to be the number one problem on all of the campuses. President John D. Welty shared information regarding the comprehensive approach to alcohol on CSU campuses which combined both a clear policy and mechanism for enforcing those policies. The policies are supported by education prevention programs and appropriate training and intervention on the campuses. The policy goals included prevention strategies, collaboration with community agencies, student involvement and recognition of excellence in campus leadership. Key trends of assessment in the last two years were: less alcohol use, less alcohol-related accidents and increased education programs.

Dr. Welty noted that a key component of alcohol policy efforts is the support provided by the Alcohol and Traffic Safety Grant in which eight CSU campuses are participating. He presented the goals and objectives of the grant along with some of the campus engagement activities. Progress from the eight campuses included: implementation of a survey to measure incidences of drinking and driving, DUI checkpoints and online alcohol assessment tools and. noted that all eight campuses hosted alcohol-free events and instituted programs to reduce underage drinking. Information collected during the first year show positive progress on goals and objectives.

Dr. Welty pointed out that this report also represents the first time each of the campuses was asked to provide its activities related to the use of tobacco. He reiterated the CSU smoking policies and shared campus activities and highlights. All campuses are in compliance with State and CSU smoking laws and policies and about half of the campuses have instituted smoking policy review committees. He also mentioned other expanded assessment activities such as the use of online computer based models, expanded use of nationally normed survey instruments and campus based research projects resulting from grant funding and collaboration with community agencies such as law enforcement. There has been extensive use of media and technology including online educational tools, student blogs, social networks, PSA's and video promotions. Two samples of video promotions were presented, a digital storytelling video from San Francisco State University and an Alcohol Awareness PSA from CSU Fresno. Dr. Welty summarized the 2009 Alcohol and Drug Education awards initiative. Recognizing campus excellence is a key part of the overall effort.

Dr. Welty concluded with the next steps in the alcohol policy efforts.

Trustee Carter noted that campuses are taking to heart the impact alcohol has on student lives, peers and members of their family. Dr. Carter was pleased to see the addition of tobacco prevention as part of this program and asked for questions or comments.

Trustee Hauck inquired about interactions between universities and high schools. Dr. Welty mentioned that most instances occur between student clubs and organizations. For example, there

have been alcohol-free activities and mocktail parties sponsored by student clubs. Assistant Vice Chancellor Allison Jones mentioned that various campuses have disseminated seminars, presentations and performances to the high schools because of the close relationship between the two.

Chair Bleich congratulated the committee on the work related to alcohol prevention programs.

Report on Voluntary Self-Monitoring of Equal Opportunity in Athletics for Women Students

Chancellor Charles B. Reed presented background on information data gathering and analysis. Presidents are asked to provide solutions to make corrections in the awarding of scholarships and the expenditure of funds to make institutions in compliance with Title IX. Institutions that have football programs struggle with compliance because of CSU's student body makeup.

President John Welty summarized the current California mandates that replicate Title IX legislation of 1972. He presented background information on the consent decree that the CSU and the California National Organization for Women (CA NOW) entered in 1993 which has continued on a voluntary self-monitoring basis to monitor activities. He reiterated the goals in the original decree: participation (within 5% of NCAA eligibility), expenditure (within 10% NCAA eligibility) and grants-in-aid (within 5% of NCAA eligibility).

There has been substantial progress over the years, particularly in female participation by 120.5% since 1992-93. Welty noted that the gap between female undergraduate enrollment and female student athlete participation has been essentially closed at .5% difference. Comparison of athletic participation in other sectors shows that the CSU has more women athletes. It has been an increasing challenge to provide opportunities and is important that other sectors also provide opportunities for women.

Expenditures have increased by 711% since data gathering began \$11.2 million in 1992-93 to \$90.8 million. Expenditures have increased by \$7.5 million over the previous year for women's athletic programs. Figures are significant, given fiscal challenges. President Welty noted that there has been a 472% increase in grants-in-aid available to women; this translates to an increase of \$1.1 million over the previous year for female athletes.

President Welty discussed the overall campus successes. In participation, 17 of the 20 NCAA-member campuses met or exceeded their target goals, 19 meet their expenditure goals, and 15 meet or exceeded their grants-in-aid goals. Thirteen of the campuses met or exceeded their target goals in all three areas.

President Welty summarized the corrective action plans for those campuses that have not met their goals for two consecutive years in participation (3 campuses), expenditures (none), and grants-in-aid (3 campuses). He reviewed the composition and responsibilities of the Gender Equity Voluntary Self-Monitoring Committee. Plans are submitted, reviewed and approved by

the self monitoring committee.

President Welty mentioned the significant challenges faced in achieving target goals: increase in female undergraduate enrollment means campuses must offer more opportunities for women athletes. Although campuses are getting closer to achieving their grants-in-aid goals, those with football teams are struggling to achieve their goals.

President Welty concluded by noting that campuses will be required to continue submitting reports so that the progress achieved in the past fifteen years is sustained and that campus monitoring leads to full compliance.

Dr. Carter asked about the CSU's national rank in relation to other comparable educational systems across the country. Welty mentioned that the CSU would rank number one, at least in Division I, if not at the top or very close to the top. Dr. Carter noted that CSU is a national leader in providing opportunities for women athletes and noted his desire to find ways in the media to make that more widely known.

Chancellor Reed reiterated that the CSU would be at the very top with regard to compliance. The chancellor also mentioned that the Florida State University system is at the top of compliance. He commended campus presidents on the hard decisions they have had to make with their athletic programs in order to meet Title XI standards. Reed agreed that the CSU has not been very good at boasting about the accomplishments it has made with regard to compliance. He pointed out that there have been workshops for directors to review compliance and personnel issues. He indicated that the younger institutions in the CSU were adding athletic programs; all but two of the CSU institutions are NCAA members.

Trustee Mehas asked about dealing with factors that skew the equation of expenditures and numbers, such as football. Generally students that don't participate in high school sports do not participate in college sports; in addition, the enrollment of the CSU system is huge. Thus, these two variables challenge fairness.

Chancellor Reed stated that it is hard to meet compliance, and was not as easy because the NCAA controls the number of scholarships that a campus can award in sports. He noted that campuses could award scholarships to out-of-state students, but that would be unfair since less money is spent when scholarships are given to residents.

Trustee Mehas stated that eliminating sports where a lot of students participate creates a false economy. Dr. Mehas noted that no one wants to compromise; educational institutions exist for educational experiences. Dr. Mehas noted that Florida is able to meet full compliance because their football programs generate a lot of revenue and therefore are able to sustain all the other sports.

Chancellor Reed noted that campus presidents deal with the law of unintended consequences.

Dr. Carter commended the committee on the efforts in this challenge. It will be a challenge to keep this program focused to meet the kinds of goals that have been established.

Special Honorary Degrees for Students Displaced by Executive Order 9066

Dr. Echeverria presented the proposed resolution granting special Honorary Bachelor of Humane Letters degrees to former CSU students who were relocated as a result of Executive Order 9066. Dr. Echeverria provided a brief background of Executive Order 9066 which mandated the relocation of approximately 120,000 individuals based solely on their Japanese ancestry in early 1942.

Dr. Echeverria introduced Assembly Member Warren Furutani, author of Assembly Bill 37, who initiated the resolution to convey honorary degrees at both the CSU and UC. Mr. Furutani presented the committee with Assembly Bill 37 He spoke about his Japanese background and the impact that Executive Order 9066 had on those with Japanese ancestry during early 1942. He noted that the importance of higher education couldn't have been more intense, more acute and more respected, during those times, than in the Japanese community.

Dr. Echeverria presented Vivian Uwate Nelson, the daughter of Aiko Nishi Uwate, who shared a few words about her deceased mother, who was enrolled at San Francisco State when she was forced into a relocation camp in 1942. Ms. Nelson shared anecdotes about her mother's delight in being recognized in a presentation by San Francisco State University about students who had to leave.

Chancellor Reed and Chair Bleich presented Vivian Uwate Nelson with an Honorary Bachelor of Humane Letters degree to honor her mother's intention to graduate from San Francisco State University and to begin a process of honoring all CSU students who were dislocated by Executive Order 9066. Mr. Bleich thanked the legislature for enacting this legislation that has been a terrible stain on American history, the treatment of Japanese Americans and their internment in World War II.

Dr. Echeverria concluded by stating that if the resolution is approved, the CSU plans to respond to all inquiries from families of these students and the students themselves. An email address and phone number has been created, and a website is forthcoming.

Trustee Carter thanked guests for their appearances and presentations on this item. It is one of the most important items that have come before the committee in a long time. Academic Senate Chair John Tarjan thanked Mr. Furutani on behalf of the faculty for his leadership and noted that the Senate wholeheartedly supports this action by the board.

The committee recommended approval of the resolution.

Update on Efforts to Close the Achievement Gap in K-12 Education

State Superintendent of Public Instruction Jack O'Connell and Deputy Superintendent Rick Miller presented an educational briefing on efforts to close the achievement gap in K-12 education. O'Connell provided information on the accountability system. Mr. O'Connell noted that students of color, students learning English, students from low socioeconomic backgrounds and special education students continue to lag behind their White and Asian peers. Mr. O'Connell spoke about the specific factors inhibiting successful learning: access, culture and climate, expectations, and strategies. The P-16 council made fourteen recommendations for closing the achievement gap; nearly every recommendation has been implemented.

Mr. Miller shared some of the progress and challenges that have occurred. He presented historical information on student enrollment and student demographics in public schools. Despite different student challenges, languages, and needs, per pupil spending has been flat for the past twenty years

Trustee Hauck asked about inclusion of federal dollars in per pupil spending and constant dollars. Mr. Miller confirmed that the figures did not include federal dollars; the number would be ten and are constant dollars.

Mr. Miller said that in this twenty year time frame, expectations have been significantly raised for students, but it is necessary to recognize that the system has changed. Mr. Miller reviewed the 10-Year-Road to High Standards of California. He noted that although all schools are improving, it is important to recognize that students need to move forward at a faster pace. There is an achievement gap between White students and students of color as well as gaps in English learners, poor students and students with disabilities. In California, the achievement gap represents a majority of students. Subgroups are improving but the gap is not closing.

Mr. Miller pointed out that this is not unique to California, relative to other countries, Black and Latino students in the US perform below the international average and on par with the average student in many transitioning economies.

Mr. Miller noted that the achievement gap is a moral and economic issue. The dollars lost at the low end are higher than all the dollars lost in the current recession. The US's poor performance is striking considering its high income per capita, which is generally correlated with level of educational achievement. In general, top-performing educational systems have smaller socioeconomic gaps in performance.

Mr. Miller presented the P-16 Council Report and the changes that have occurred in the past 40 years in workforce that now require higher education. The Early Assessment Program was used to look at different benchmarks, and is exactly the right model for moving forward. He pointed out that the achievement gap isn't only about race; the system is not preparing students for their future. Climate surveys are being conducted across schools to develop a tool for assessing the schools organizational health.

Mr. Miller concluded with the strategies being used for closing the achievement gap, including the use of data to measure progress and foster student success, and also providing more professional development on the use of data. He provided some examples on the use of data by presenting a case study on Fresno Unified School District's new hiring process and the impact it had on the hiring of CSU Fresno applicants.

Mr. Miller noted that the chairman of the P-16 council is Dr. Barry Munitz. Trustee Carter asked for questions or comments from the committee.

Trustee Hauck mentioned that they have been trying to identify schools that have been successful with student proficiency. Four years ago there were 200 schools out of 9500 in the state that were proficient, each year that number has increased. This year it's over 900, and the first run in relation to what's happened this year is going to take that number up to 1600 with over 700 of the schools being high poverty high minority schools. Hauck reinforced importance of data and its use in making decisions on continuing to close the achievement gap.

Trustee Carter asked Mr. Miller to comment on Fresno's experience on hiring qualified teachers and inquired about the number of hires from CSU Fresno for new teachers and its relation to CSU teacher preparation programs. Mr. Miller commented that the data came from the Associated Superintendent for Human Resources and Labor Relations at Fresno Unified School District and noted that, although Fresno had the data, many schools do not. He further noted that the situation is not unique to Fresno and that there has been some progress but there is a lot of work to do to fix the pipeline for teacher preparation.

Trustee Fortune thanked the Superintendent for the presentation. She said that two things should be the focus. First, is the ranking in relation to other countries, holding as the standard White and Asian as the bar against Black and Latino students are measured is perhaps too low a bar. Secondly, the focus should be full accountability and implementation of both the state and federal accountability systems. There should be clear targets for proficiency, using and connecting performance, and compensation to outcomes.

Trustee Melinda Guzman shared information on Sacramento High School per pupil expenditures (\$4,509). Sacramento High School, a top high school in the capital city, is ranked at decile 7 in the API in the state which means it has 51% proficiency in English and 25% in Math. She said that these numbers speak loudly about the fact that something is not being done right. Many students with disabilities are not being tested or diagnosed in the elementary grades let alone in the high school grades, by the time they reach college campuses are faced with the reality of students with learning disabilities. Ms. Guzman encouraged more dialogue and regular reporting on the topic.

Mr. Miller added that there will be a report in two months about preparation to apply to the Race To The Top fund, an ambitious plan that the state has put forth, speaking directly about all these issues.

Trustee Fortune asked for a preview of the plan specifically interested in the departments' commitment for setting specific goals for Black and Latino student achievement. Mr. Miller responded that present goals are not ambitious enough and pointed out the problems with both accountability models.

Trustee Fong pointed out that Asian Americans consist of at least 10 ethnic groups which is similar to Latino Americans, if they are averaged out that may not be fair to the other students in the ethnic groups. Mr. Miller noted that one of the requests for the new data system is country of origin to be included, whether a student comes from a rural area makes a big difference in their learning process. Dr. Fong asked whether the change in workforce from 1960, and the change in curriculum in the school system affect the performance of the minority student. Mr. Miller responded that there is still a disconnect between what is expected of the K-12 students and the needs of both higher education and the business community.

Trustee Mehas echoed the remarks of Trustee Hauck as it related to Superintendent O'Connell and the standards in the High School Exit Exam. He noted that the process of addressing those non-functional schools is so convoluted; it takes a lot of time to address them. He said that he was pleased to hear that the EAP is important to the state superintendents.

Trustee Monville asked at what point the board looks at the length between the outcomes of students in California and the fact that the CSU produces most of the teachers that teach those students. He encouraged the board to take a look what can be doing to better prepare teachers. He said that the data makes it very clear that a message needs to be sent to underrepresented, low-performing students and their parents that there is one set of standards.

President Milton A. Gordon asked if equivalent data that Mr. Miller has for Fresno State is available for Orange County. Mr. Miller reiterated that the data came from Fresno Unified, not the entire county, and that data is not collected statewide. Superintendent O'Connell responded that data is new to public education. With additional decisions can be made based on real research and real numbers not just theory or intuition.

President Mohammad H. Qayoumi commented that the data is very depressing especially when looking at the STEM. Over 18% of the STEM related jobs are in California. He stated that CSU East Bay has received a P-20 grant from Urban Serving University, and is working on building a model program starting from cradle-to-career.

Mr. Miller mentioned that there is a need to recruit math majors to become teachers. Less than 60% of math teachers have a degree in mathematics.

Trustee Carter thanked the committee for participating in robust conversation. He pointed out that in the near future an item dealing with teacher preparation will be presented to the committee. The failure of students cannot be separated from the ability of teachers to teach those students.

Recommended Changes to Title 5, California Code of Regulations, Residency Reclassifications

General Counsel Christine Helwick addressed a recommended change in Title 5 to tighten the CSU residency requirement. Ms. Helwick noted that this information will be presented to the board as an action item in November. She gave information on the current Trustee policy for determining the residency status of students for purposes of tuition and financial aid set out in Title 5 of the California Code of Regulations. The proposed change in Title 5 ensures that CSU residency reclassification decisions are made in line with existing education code requirements. It formalizes what has been the CSU's practice that students cannot achieve classification in California as a resident after just one year of enrollment simply by having been in the state to attend school. It will make CSU residency determination practice consistent with what has been done at the University of California.

Chancellor Reed mentioned that this change would not be retroactive, it would apply after 2010. Trustee Hauck asked about a standard around the country or major states. Ms. Helwick responded that residency determinations are all state specific, in California it is determined by our Education Code in California, it is analogous to what is in other states but not identical, very close though. The chancellor noted that CSU has very lax standards in determining residency. Trustee Carter inquired about students visiting with nonresident parents for a period of six weeks in any of three calendar years, and the impact on their ability to move through the reclassification process. Ms. Helwick stated that that provision is exactly what is in the Education Code, but more information would be provided.

Trustee Carter adjourned the committee meeting.

COMMITTEE ON EDUCATIONAL POLICY

Membership on the Academic Council on International Programs

Leo Van Cleve
Director
International Programs

Summary

This item increases the size of the Academic Council on International Programs (ACIP) by adding four campus study abroad advisors to the membership.

Background

The Board of Trustees established the ACIP as a part of its “Policy for the California State Colleges International Programs” via Board resolution on July 9, 1969.

The ACIP consists of one faculty member from each CSU campus, selected by means approved by the local academic senate. The ACIP’s central duty is to recommend to the Chancellor policies and procedures for international programs consistent with Trustee policy.

The membership policy has been amended twice in the past. On January 28, 1976 a resolution expanded the membership by adding three student members. Via resolution on May 17, 2006 the Board added a fourth student member align it with an expanded committee structure.

For the last fourteen years the ACIP has benefited from the presence of IP Coordinators (campus study abroad advisors) as observers. The ACIP has now decided that they value the experience and insight of the IP Coordinators and would like to extend voting membership to them.

The following resolution is recommended for approval:

RESOLVED, by the Board of Trustees of the California State University, that the membership of the Academic Council on International Programs of the California State University be expanded to include four IP Coordinators as voting members, to be chosen annually in accordance with selection guidelines established by the Council.

CORRECTED

Ed. Pol.

Agenda Item 2

November 17-18, 2009

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COMMITTEE ON EDUCATIONAL POLICY

Proposed Title 5 Revision: California Code of Regulations – Financial Independence Requirement - Residency Reclassifications

Presentation By

Allison Jones
Assistant Vice Chancellor
Student Academic Support

Christine Helwick
General Counsel

Summary

Trustee policy for determining the residency of students for purposes of tuition and financial aid is set out in Title 5 of the California Code of Regulations. Generally, a student must show through a variety of criteria that s/he has been physically present in California for one year prior to the date residency is determined, and with the intent to remain indefinitely. Title 5, section 41905, lists the relevant indicators that determine residence intent. Where a student is classified initially as a non-resident, s/he may seek reclassification in a subsequent semester or quarter. Education Code section 68044 has long required CSU to adopt regulations that make financial independence relevant in the consideration of residency reclassification. This item was introduced for information at the September 2009 Board of Trustees meeting and now is returning for action.

The following resolution is recommended for adoption:

RESOLVED, by the Board of Trustees of the California State University, acting under the authority prescribed herein and pursuant to Section 89030 and 68044 of the Education Code, that Title 5 is amended to add Section 41905.5 as follows:

**Title 5, California Code of Regulations
Division 5 — Board of Trustees of the California State Universities
Chapter 1 — California State University
Subchapter 5 — Administration
Article 4 — Nonresident Tuition**

CORRECTED

Ed. Pol.

Agenda Item 2

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§ 41905.5. Residence Reclassification - Financial Independence Requirement.

Any nonresident student requesting reclassification to resident for tuition purposes must demonstrate financial independence. A student shall be considered financially independent if s/he has not and will not be claimed as an exemption for state and federal tax purposes by his/her parent in the calendar year the reclassification application is made and in any of the three calendar years prior to the reclassification application; has not and will not receive more than seven hundred fifty dollars (\$750) per year in financial assistance from his/her parent in the calendar year the reclassification application is made and in any of the three calendar years prior to the reclassification application, and; has not lived and will not live for more than six weeks in the home of his/her parent during the calendar year the reclassification application is made and in any of the three calendar years prior to the reclassification application. A nonresident student who has been appointed to serve as a graduate student teaching assistant, graduate student research assistant, or graduate student teaching associate on any California State University campus and employed on a 0.49 or more time basis is exempt from this requirement.

NOTE: Authority cited: Sections 68044 and 89030, Education Code. Reference Section 68044, Education Code.

COMMITTEE ON EDUCATIONAL POLICY

Enrollment Management Update

Presentation By

Jeri Echeverria
Executive Vice Chancellor and
Chief Academic Officer

Summary

A report will be presented on progress made to date on the reduction of enrollment in academic years 2009-2010 and 2010-2011.

Background

In order to assist campuses in the process of reducing the number FTEs for the 2009-2010 and 2010-2011 academic years, the staff of the Chancellor's Office convened enrollment management teams from every campus for an Enrollment Management Workshop on August 19, 2009. In that meeting, effective and successful best practices were provided and discussed as options for campuses to consider employing to manage their enrollment to funded targets for 2009-2010 and 2010-2011.

Maintaining or Enhancing Diversity

It would be unacceptable for the CSU's efforts to manage enrollment downward to result in any decrease in the university's remarkable and hard-won diversity. Campuses are encouraged to engage in broad outreach and recruitment efforts, designed to encourage a broad spectrum of diverse students to apply, including veterans, first-generation college attendees and students from educationally disadvantaged and/or low socio-economic backgrounds. Other tools include Super Sundays and Super Saturdays, alumni and staff-related encouragement, e-mail and/or "blast" tactics, supporting file completion and facilitating FAFSA completion by priority dates.

COMMITTEE ON EDUCATIONAL POLICY

Planning for an Early Start Program

Presentation By

Jeri Echeverria
Executive Vice Chancellor and
Chief Academic Officer

Summary

A report will be presented on planning efforts in response to the May 2009 Board of Trustees resolution which called for the presentation of a full implementation plan for an Early Start Program at the March 2010 meeting of the Board of Trustees.

Background

As reported at the meetings of the Board of Trustees in March and May 2009, several campuses have initiated early start programs – or programs in which students initiate studies in English and/or math before matriculating to the California State University. Several campuses have useful information and data regarding the effectiveness of their early efforts, and a few are tracking those students who have completed early start programs against those who have not. In August 2009, an Early Start Task Force was formed to gather information on various aspects of English and math preparation and to assist the Executive Vice Chancellor in preparing a plan for presentation to the Board of Trustees.

Members of the Early Start Task Force:

Co-Chairs:

Dr. Paul Oliaro, *Vice President, Student Affairs – CSU Fresno*

Dr. Sue Rosser, *University Provost, Academic Affairs, San Francisco State University*

Members:

Dr. Bob Buckley, *Lecturer, Computer Science – CSU Sacramento*

Dr. Linda Dalton, *Vice President, Enrollment Management – CSU East Bay*

Mr. Allison Jones, *Assistant Vice Chancellor, Student Academic Support – Chancellor's Office*

Dr. Magnhild Lien, *Professor, Mathematics – CSU Northridge*

Dr. Glen McClish, *Professor and Chair, Rhetoric and English – San Diego State University*

Dr. Eduardo Ochoa, *Provost/Vice President, Academic Affairs – Sonoma State University*

Dr. Lorie Roth, *Assistant Vice Chancellor, Academic Programs and Professional Development –
Chancellor's Office*

Dr. John Tarjan, *Chair, Academic Senate – CSU Bakersfield*

COMMITTEE ON EDUCATIONAL POLICY

California State University Media Arts Festival: A Program of California State University Summer Arts

Presentation By

Jeri Echeverria
Executive Vice Chancellor and
Chief Academic Officer

Summary

Now in its 25th year, CSU Summer Arts is the only university-sponsored multidisciplinary summer intensive program of its kind in the United States. Each year, up to 500 students, CSU faculty members, and renowned guest artist master teachers come together to work together, live together, and break new ground in performance, exhibition, and pedagogy. The academic component offers residency courses for undergraduates, graduates, and professionals in creative writing, dance, music, film, video, theatre, performance, visual arts, design, and new technology. All of the courses culminate in a public performance or exhibition of the students' work.

As part of their residencies, many guest artists are also featured in public performances, lectures, exhibits, or readings. Summer Arts typically offers between 28 and 56 public events each season. Over 10,000 students have attended CSU Summer Arts, and over 600 CSU faculty members have participated as course coordinators, guest artists, or students.

The Media Arts Festival: A Program of CSU Summer Arts

On the cutting edge of media arts--such as film, video, and digital media—the California State University provides extraordinary opportunities for CSU students to prepare themselves for careers in the world of entertainment and art. With multiple opportunities for internships in the industry, and with access to some of the greatest film and video artists in the world, the CSU students learn from their professors as well as their creative colleagues.

The California State University is the largest university system in the United States that recognizes and honors students' work in the media arts, and the Media Arts Festival is the longest-running system-wide student film festival. The CSU is the only university system that showcases the work of 23 universities every year on one grand evening in November.

For all CSU students: seminars, events, screenings, hands-on experiences at a CSU campus.

CSU Summer Arts established the Media Arts Festival in 1991 to give talented students studying film, video, and new media within the 23-campus California State University system an opportunity to present their work for critical review. In 2000, the Media Arts Festival expanded its mission to include helping students of the CSU bridge the gap between student and working professional.

The Festival is held on one CSU campus on one weekend in November. Students (and faculty) from across the CSU system travel to the festival locale to participate in seminars and events geared to helping students of the CSU become better prepared to work in the entertainment and media industries. During the weekend, the CSU students work with prestigious directors, producers, actors, and writers. Over 200 students and 30 faculty members from throughout California attended the 2008 Festival.

Sponsors have included DreamWorks Animation, the Writer's Guild Foundation, ABC Television, The Directors Guild, Electronic Arts, Modern Videofilm, Kodak, Rhythm & Hues, Warner Brothers Studios, and the International Cinematographers Guild.

The weekend events climax with the announcement of the student competition winners. Distinguished CSU professors and industry leaders choose the student finalists and winners in the film, video, and interactive media competition, and all finalists' works are screened during the Festival. Cash prizes and the prestigious *Rosebud Award* are awarded to the winning student entries. The 2008 Festival saw 175 student entries from which 35 finalists were chosen. Since the Festival's inception, over 2900 students have submitted entries in this juried competition.

The Media Arts Festival has presented distinguished achievement *Rosebud Awards* to industry leaders who express commitment to education. Previous awardees include Gene Reynolds, Delbert Mann, Annette Bening, William Friedkin, Whoopi Goldberg, Sherry Lansing, Frank Oz, Herbert Ross, Mark Rydell, Robert Wise, John Frankenheimer, Martha Coolidge, John Badham, and Edward James Olmos.

For more information about the Festival, the competition, the seminars, or other opportunities for CSU media students, contact us at: (562) 951-4060 summerarts@calstate.edu; www.mediaartsfestival.org

COMMITTEE ON EDUCATIONAL POLICY

Commission on the Extended University

Presentation By

Karen S. Haynes
President, CSU San Marcos
Chair, Commission on the Extended University

Summary

The Commission on the Extended University is reporting on the major contributions it makes to the CSU and the State of California through innovative, cutting edge, self-support programs that address workforce needs in such essential community service areas as healthcare, homeland security, criminal justice, and sustainability. Funding sources for these programs include tuition and fees, the American Recovery and Reinvestment Act, and the Commission's annual program development grant. In particular, the grant program is aligned to support Access to Excellence commitments. Inherent in this presentation is the announcement of the Commission's new website, designed to serve as an electronic repository of both archival data dating back to the early years of the Commission and current activities of the Commission and the Extended Education programs across the CSU. Temporary URL: www.cce.csus.edu/ceu

Background

The Commission on the Extended University serves as an advisory group to the California State University Chancellor and speaks to the issues and opportunities facing the California communities served through extended education program units at each of the twenty-three (23) CSU campuses. It was established by CSU trustees through Executive Order 811 in 1977. The Commission carries forward CSU's proud tradition of excellence in extended education dating back as early as 1965.

Extended and continuing education program units on CSU campuses offer a variety of credit and non-credit courses, workshops, seminars, conferences, and special programs for professionals and organizations in a wide range of industries. Many courses and programs offered through the Extended University are designed in collaboration with business and industry employers in response to today's marketplace and to broaden access to the educational resources of the CSU.

Extended education also increase access through new patterns and processes for delivering quality education including: off-campus instruction, distance education, digital classrooms,

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programs with unique or intensive schedules, multi-campus and regional programs designed to serve working professionals and non-traditional students.

Supported by the Commission, the Extended University units at the twenty three (23) CSU campuses enroll more than three hundred thousand (300,000) students annually in certificate, degree, and customized workforce development programs and, in 2008/09, generated over one hundred and sixty five million dollars (\$165,000,000) in revenue.