

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 8:30 a.m., Wednesday, May 10, 2000
Glenn S. Dumke Conference Center

William D. Campbell, Chair
Martha C. Fallgatter
Debra S. Farar
Harold Goldwhite
Laurence K. Gould, Jr.
Neel I. Murarka
Dee Dee Myers
Ralph R. Pesqueira
Stanley T. Wang

Consent Items

Approval of Minutes of Meeting of March 14, 2000

Discussion Items

1. The 1999 Student Needs and Priorities Survey (SNAPS), *Information*
2. Proposed Revision of Title 5 Regulations on Community College Credit Transfer to Teacher Preparation Programs, *Information*
3. Proposed Revision of Title 5 Regulations on Admission Standards for Teacher Preparation Programs, *Information*
4. Notable Accomplishments in CSU Teaching, Research, and Scholarship: CSU Summer Arts, *Information*

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

**Trustees of The California State University
San Jose State University
Student Union
One Washington Square
San Jose, California**

March 14, 2000

Members Present

William D. Campbell, Chair
Michael D. Stennis, Vice Chair
Martha C. Fallgatter
Debra S. Farar
Harold Goldwhite
Laurence K. Gould, Jr.
William Hauck, Chairman of the Board, ex officio
Neel L. Murarka
Joan Otomo-Corgel
Ralph R. Pesqueira
Charles B. Reed, Chancellor, ex officio
Stanley T. Wang

Members Absent

Dee Dee Myers

Other Trustees Present

Roberta Achtenberg
Bob Foster
Frederick W. Pierce IV
Ali C. Razi
Anthony M. Vitti

Chancellor's Office Staff

David S. Spence, Executive Vice Chancellor and Chief Academic Officer
Richard P. West, Executive Vice Chancellor and Chief Financial Officer
Jackie R. McClain, Vice Chancellor, Human Resources
Douglas X. Patiño, Vice Chancellor, University Advancement
Christine Helwick, General Counsel
Charles W. Lindahl, Associate Vice Chancellor, Academic Affairs

Review and Recommendation of Nominees for Honorary Degrees

Closed Session

The Subcommittee on Honorary Degrees and the Committee on Educational Policy met Tuesday, March 14, 2000, at 11:00 a.m. in closed session and acted on nominations for honorary degrees.

Open Session

Chair Campbell called the meeting to order on March 14 at 1:21 p.m.

Approval of Minutes

The minutes of January 26, 2000, were approved as submitted.

Review of California State University Enrollment Policies to Respond to Increasing Pressures on Access

Chair Campbell introduced the item by stating that as a result of the concern about access caused by Tidal Wave II, a work group chaired by President Gerth, CSU Sacramento, was established to reexamine CSU's enrollment management policies and to give special attention to ensuring appropriate access to students for whom the distance involved in attending a CSU campus outside of the student's area would create a hardship.

Executive Vice Chancellor Spence stated that there was a need to evaluate and clarify current CSU enrollment management policies and to make recommendations to guide the chancellor and the campuses in responding to the challenges to access caused by increasing enrollment pressures. Dr. Spence thanked the Executive Council, Vice Presidents of Academic Affairs, Statewide Academic Senate, and students for their participation in this process.

President Gerth gave a brief report of the work group and thanked its members and Chancellor's Office staff for their contributions to the development of the policy principles submitted to the trustees for adoption.

Trustee Goldwhite proposed an amendment to the fifth principle, page 5, and to the tenth principle, page 6, of Agenda Item 2, to substitute "priority consideration" for "guarantee" of admission to a local CSU campus. After discussion, Chancellor Reed suggested that in order to further clarify the resolutions, each principle should be discussed individually.

Dr. Spence proceeded by summarizing each principle. In the discussion of principle two, Trustee Pesqueira emphasized the importance of maintaining a balanced student body. President Gerth commented that the presidents have the responsibility to maintain a reasonable balance. Dr. Spence commented that as a campus approaches impaction, the Chancellor's Office will discuss the criteria and issues associated with balance and other priorities.

In the discussion of principle four, Trustee Goldwhite stated that faculty were in full support of access. Chancellor Reed stated that the CSU will expand capacity programmatically through year-round operations. Trustee Pesqueira stated that the board and chancellor should allow campus

flexibility in seeking ways to avoid impaction. Trustee Achtenberg asked if campuses needed to demonstrate that they have exhausted all possibilities for expanding capacity prior to impaction. Chair Campbell responded that existing board policy and administrative direction require that certain capacity expansion and enrollment management steps be taken before impaction is granted and additional admission criteria are imposed. Dr. Spence added that the proposed resolution and principles are clarifications and extensions of existing policy, and that the extent to which various options for expanding capacity are utilized prior to impaction depends on judgments made by the campus and the chancellor appropriate to the specific campus context. Statewide Academic Senate Chair Dinielli commented that the Statewide Academic Senate is in accord with the language in principle four. Trustee Pierce commented that the resources needed to implement various options for expanding capacity may not be immediately available, thus precluding the full use of some options before impaction.

Dr. Spence noted that the use of program impaction is a common process in higher education because it is not financially or educationally possible to provide open access to all programs. This is particularly true for high cost programs. Trustee Vitti asked if students will be admitted to impacted programs based on a first-come, first-served basis or on grade point average. Dr. Spence responded that if a program is impacted, acceptance to the program is based upon higher academic criteria and a more compressed application period.

Consideration of principle five prompted discussion of Trustee Goldwhite's proposed amendment. The focus of the debate was the phrase "CSU-eligible students are guaranteed admission." Trustee Goldwhite stated that "guarantee" was too strong, and recommended the language be changed to "shall be given priority consideration for admission." Trustee Fallgatter commented that the wording "given priority consideration for admission" might be too subjective.

Trustee Pierce expressed concern that guaranteeing access to local students would diminish student diversity. Trustee Stennis expressed the view that it was reasonable for a CSU campus in a particular geographic area to guarantee admission to all CSU-eligible students from that area, and that that was the best way to achieve campus diversity. Chair Campbell called for a vote on the amendment, which did not pass.

Referring to the principle regarding definition of local students, Trustee Murarka noted the possibility of some students moving to an area for the purpose of attaining local status. Trustee Achtenberg asked if a student could be served by more than one campus. Dr. Spence responded that a student could be admitted by any number of campuses but, under the proposed policy, would be guaranteed access under the "local" criterion to only one or to at least one campus. He added that in those areas in which campus service regions overlap there may be need for discussion and coordination among campuses to ensure that all students have this local guarantee, but that no campus is required to bear an unreasonable share of this regional responsibility for access.

Trustee Murarka asked if financial hardship was considered as a criterion for priority in admission instead of local proximity. President Gerth responded that the work group did consider financial hardship, but the work group thought that it would be too difficult to define and test.

The resolution was moved and seconded. The committee recommended approval of the proposed resolution (REP 03-01-00).

Sophia Peña, a San Diego State student, thanked the committee and applauded Chancellor Reed, President Gerth, and the committee for seeking student opinion. Trustee Campbell thanked the students for their involvement.

Remedial Education Policy Implementation: Fourth Annual Report

Chair Campbell introduced the annual remediation report for students entering in fall 1999 by noting that, for the first time, there was a reduction in first-time freshmen needing remediation. Dr. Spence stated that in English, the decline was one percentage point and in mathematics six percentage points. Dr. Spence commented that the mathematics improvement is impressive because CSU has the highest mathematics placement standard of any state system of higher education.

Chancellor Reed commented that students took the trustee policy seriously. He thanked the presidents and faculty for implementing effective programs in response to the trustees' policy and for their partnerships with the public schools.

Trustee Stennis thanked Trustee Pesqueira for actively pursuing the issue. Trustee Pesqueira thanked the presidents for their successful outreach efforts and students for their efforts to reduce the need for remediation.

Dr. Herbert Carter, special assistant to Executive Vice Chancellor Spence, made a presentation in which he stated that CSU needs to continue focusing on admitting, retaining, educating, and graduating CSU-admissible students who arrive on campuses with significant learning deficiencies in mathematics and English. Dr. Carter stressed that CSU needs to focus on the positive aspects of the process of developmental education for student persistence and graduation and recognize the need to provide a fuller range of personal and educational assistance to a wider range of students. Dr. Carter commended the campuses on their efforts and encouraged the presidents to further expand their already impressive freshmen programs. Dr. Carter recommended that the Chancellor's Office work with campus representatives to identify best practices described in the campus reports and to share them with all campuses.

Chancellor Reed commented that the remedial education report is important and encouraged the press to report this success.

Community Service: Responding to the Governor's Call

Executive Vice Chancellor Spence introduced the item, stating that over the last six months the Academic Senate CSU, campus faculty senates, students, community partners, community service and service-learning coordinators, and the CSU Advisory Group on Community Service have participated in extensive dialogue in response to the governor's call to promote student participation in community service. Dr. Spence noted that CSU already has approximately 40 percent student participation in community service and service-learning projects, a strong foundation for future

work. In order to provide opportunities for the remaining 60 percent, however, additional resources and much additional effort are required.

Dr. Spence thanked Statewide Academic Senate Chair Dinielli and the academic affairs committee under Professor David McNeil of San Jose State University for their work. In addition, he thanked the California State Student Association for their leadership in, and support for, community service and service learning. The CSU Advisory Group on Community Service, led by President Robert Corrigan, San Francisco State, was commended for its work in responding to the governor's charge.

Speaking for the Advisory Group, President Corrigan gave examples of how students who are engaged in community service contribute to their learning and produce change in communities. He stated that the CSU Community Service-Learning Strategic Plan goals align closely with the governor's call to service. President Corrigan stressed that the proposed resolution strengthens CSU's existing commitment to community service and service learning.

Statewide Academic Senate Chair Dinielli applauded the efforts of the CSU campus academic senates for their responses to the governor's call to service. Chair Dinielli commented that the CSU process was highlighted as a model and, in particular, was utilized by the UC Senate.

The chair of the California State Student Association (CSSA), Stephanie Rahlfs, offered the support of CSSA for CSU's efforts to offer service-learning and community service opportunities for all students. Ms. Rahlfs commented that a large number of students already participate in community service and service learning, and welcomed additional opportunities to collaborate with faculty, staff, and administration to create even more opportunities for CSU students in this area.

On behalf of the governor, Assistant Secretary for Higher Education Diana Fuentes-Michel thanked the Academic Senate, President Corrigan, the CSSA, and the CSU for embracing the governor's call and involving all CSU entities in a thoughtful and inclusive process. Ms. Fuentes-Michel stressed that her office would continue to work with CSU in its continuing commitment to provide comprehensive service opportunities for all students. The trustees applauded her comments.

The resolution was moved and seconded. The committee recommended approval of the proposed resolution (REP 03-02-00).

Academic Planning and Program Review

Executive Vice Chancellor Spence presented the annual report on academic planning and program review. Dr. Spence stated that academic planning at each university involves both the planning and the development of new degree programs and the regular review of existing programs, which can lead to program consolidation or discontinuation. The campuses seek permission to offer a total of 22 new programs. Dr. Spence also highlighted the summaries of program reviews and noted the thoroughness with which the campuses conducted the review process.

Trustee Otomo-Corgel inquired about the discontinuance of two bachelor's degree programs in physical therapy. President Welty of CSU Fresno and President Gerth responded that their campuses

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offer a master's degree in physical therapy, which has now become the entry-level degree for the profession.

The resolution was moved and seconded. The committee recommended approval of the proposed resolution (REP 03-03-00).

George Kurtz, a private citizen, commented on what he felt were important issues concerning SB 1892, and the governor's 2000-01 education budget priorities.

Adjournment

The meeting adjourned at 3:52 p.m.

BRIEF

Information Item

Agenda Item 1
May 9-10, 2000

COMMITTEE ON EDUCATIONAL POLICY

The 1999 Student Needs and Priorities Survey (SNAPS)

Presentation By

David S. Spence
Executive Vice Chancellor and Chief Academic Officer

Summary

As the California State University (CSU) becomes more accountable, measures of student satisfaction assume new importance. About every five years since 1981, the Student Needs and Priorities Survey (SNAPS) has been administered to a carefully selected sample of CSU students. Developed and refined by the CSU through consultation with a representative systemwide advisory committee, this questionnaire asks students to rank the importance of various aspects of their educational experience, then indicate how good they are. They are also asked to identify obstacles to reaching their educational goals and to recommend changes that would help them reach their objectives. This presentation will highlight findings from the 1999 administration of SNAPS.

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Agenda Item 1
May 9-10, 2000

COMMITTEE ON EDUCATIONAL POLICY

The 1999 Student Needs and Priorities Survey

CSU Efforts to Respond to the Needs of Students

The California State University has a long history of providing feedback to constituents, state policy makers, and the general public about how well the university carries out its mission. For nearly twenty years, the CSU has published outcome measures in the areas of enrollments, degrees conferred, retention rates, graduation rates, and diversity that serve as the foundation for a variety of reports on CSU accountability.

Periodically, the CSU also has supplemented its established set of outcome measures with information from students on their perceptions of the university's services. The main source for this information is the Student Needs and Priorities Survey (SNAPS), which was pioneered and developed by the CSU and has been administered throughout the CSU about every five years since 1981. Through a common survey instrument, students from Humboldt to San Diego are asked to rate the importance of various campus services for meeting their educational goals; then they are asked to judge the quality of the services they receive. To date, SNAPS is the only student-opinion survey that is regularly administered to an entire segment of California public colleges or universities and is one of very few systematic assessments of student satisfaction in the country.

The SNAPS sampling design permits each CSU campus to administer the common survey instrument in a way that best fits campus needs. In addition, each campus was provided the opportunity to tailor 20 additional items to address unique campus-based concerns of high importance. Design and post-stratification weights were developed to provide campus researchers with tools to ensure that campus analyses from the SNAPS sample accurately reflect the campus student community. Weighting also ensures that systemwide results from the 18,393 survey responses accurately reflect the diversity of CSU students.

What follows is a brief summary of the major findings from the spring 1999 administration of SNAPS. The findings include:

- campus services, functions, and activities that students consider to be important to their education
- how students rate the quality of the services they receive
- students' judgments about the effectiveness of our institutions
- overall student satisfaction with their campus experience
- how CSU student satisfaction compares with students nationwide
- obstacles students encounter in their pursuit of a degree
- students' recommendations for improvement
- the nature of the CSU and the students who choose to attend it

Major Highlights of the 1999 Survey

Overall Satisfaction. More than two-thirds of the students responded that they were pleased with their overall campus experience. It is said that the best indicator of satisfaction is whether a person will provide recommendation. An equal portion of CSU students would recommend their campus to others. The overall satisfaction level of CSU students is similar to the national average for public college and university students.

Instructional Quality. Almost 80 percent of the students surveyed rated the quality of instruction at the CSU as “good or excellent.” Moreover, this proportion is better than the comparable proportions generated by the 1981 (70 percent), 1984 (70 percent), 1989 (76 percent), or 1994 (75 percent) editions of SNAPS.

Affordability. The 1994 edition of SNAPS warned that affordability was a salient issue for a significant number of students. In 1999, the proportion of students with fears about having enough funds to continue their education subsided to levels of the 1980s. While the recovery of the California economy since 1994 has afforded CSU students with more job opportunities to finance their education, California also has reduced state university fees since the last administration of SNAPS. In addition, according to students, CSU financial aid services have improved markedly since 1994, increasing from a borderline “fair” rating of 45 percent to 62 percent who rate their services as “good or excellent.”

Instructional Access. Instructional access continues to be of vital importance to students and the perennial target of concern. In the 1999 edition of SNAPS, students suggest two actions to address their concern. Leveraging technology to provide strengthened on-line access to information and options for making progress to degree should be a high priority that, according to students, would help them achieve their goals. This should be reassuring to campus communities that are devoting extraordinary effort, time, and money to develop CSU information systems for the 21st century. CSU students also are attracted toward state-supported summer terms to increase their instructional access, a preference that intersects with CSU actions to encourage year-round operations, especially at campuses facing physical limitations. The 1999 edition of SNAPS also included a series of survey items that campus researchers can analyze to identify pockets of students in selected programs who are especially attracted to summer, weekend, night, and month-long course calendars.

CSU Students’ Highest Priority: Instructional Quality and Access

To determine the priorities students have for their education, the SNAPS survey asked the respondents to evaluate an inventory of 54 campus functions, activities, and services and to indicate how important each one is: not very important, somewhat important, or very important. Table 1 lists the 54 items in the order of their importance as reported by students. As the table shows, the aspects of the university most important to students are those pertaining to instructional quality and access. The ten items at the top of the list were viewed as vital components of the university and together reflect the importance of *instructional quality* and *instructional access* for students. At the bottom of the list, indicating a relative unimportance to students, are the university’s sponsoring of child care services, intercollegiate athletics, housing, and fraternities and sororities.

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 Agenda Item 1
 May 9-10, 2000

Table 1
Campus Functions, Activities, and Services
Listed in Order of Perceived Importance

Importance Rank	Function, Activity, Service	Quality Rank
1	Quality of instruction	3
2	Availability of necessary classes	53
3	Faculty ability to communicate the subject matter	8
4	Faculty enthusiasm for teaching	7
5	Convenience of class scheduling	52
6	Fairness of testing and grading	10
7	Relevance of coursework to major	6
8	Faculty preparation for class	2
9	Courses in my major that are required for graduation	4
10	Variety of courses offered	21
11	Courses that stimulate intellectual/interpersonal growth or challenge me	5
12	Academic advising from faculty in my major department	14
13	Classes that are focused on career concerns	18
14	Coursework that is consistent with the instructor's stated objectives or syllabus	1
15	Accessibility of faculty	11
16	Academic advising from catalog/class schedule and other department or school publications	9
17	Academic advising centers in my major department or school/college	27
18	Parking	54
19	Bookstore	19
20	Class size	16
21	Library services	15
22	Opportunities to meet with faculty outside of the classroom	17
23	Library collection/materials	24
24	Records or registration services	35
25	Admissions services	33
26	Computing resources	25
27	Career advising provided by faculty	38
28	Financial aid services	20
29	Pre-college academic advising from my high school	51
30	Academic advising from fellow students	13
31	Academic advising from the university advising center or general studies office	43
32	Student health service	12
33	Career Center services	29
34	Pre-transfer academic advising from my community college	47

Table 1 (continued)

Importance Rank	Function, Activity, Service	Quality Rank
35	Food services	46
36	Laboratory facilities	36
37	Academic advising from administrative or program staff (e.g., EOP, Adult Re-entry, Services to Students with Disabilities, Financial Aid Office)	28
38	Learning assistance/tutoring	37
39	Testing services (e.g., EPT, ELM, upper division writing requirement)	41
40	Academic advising from the university orientation course	32
41	New student orientation	22
42	Student clubs and organization	30
43	Services to students with disabilities	23
44	Cultural activities	40
45	Educational equity programs (e.g., EOP, Summer Bridge)	26
46	Recreation programs and/or activities	31
47	Associated Students programs and activities	42
48	Adult re-entry services	44
49	Psychological counseling	34
50	Student Union activities	39
51	Intercollegiate athletic programs	48
52	Campus housing	49
53	Campus child care	45
54	Fraternities and sororities	50

Quality of instruction (#1) is the top priority for students. Faculty communication skills (#3), faculty enthusiasm for teaching (#4), fairness of testing and grading (#6), relevance of coursework to the major (#7), faculty preparation for class (#8), major courses (#9), and course variety (#10), all, are in the students' top ten, and all are finer-grained aspects of instructional quality.

Availability of necessary classes (#2) and convenience of class scheduling (#5) also place at the top of the student list of university priorities, and these factors provide a loud reminder that students expect the campus to offer the classes they want at the times they want them. That is, students place a very high priority on *instructional access*.

The next cluster of items continues to underscore the importance of *instructional quality* (#11 stimulating courses, #13 career-related courses, #14 syllabus-reflected courses, #15 faculty accessibility), while also introducing a new theme, *academic advising* (#12 academic advising of faculty in my major department, #16 academic advising from the catalog, schedule, and other publications, #17 academic advising centers in my major department, school or college). With the exception of parking (#18), the balance of the important functions, activities, and services (#19 bookstore, #20 class size, #21 library services, #22 opportunities to meet with faculty outside of the classroom, and #23 library collection and materials) are factors that directly support the instructional mission of the university, that is, *academic support services*.

The functions, activities and services ranked from #24 thru #41 had student ratings, on average, from just under the “important” breakpoints (that is, just under 3 or a 4-point scale) down to “somewhat important” (2 on a 4-point scale). Less important academic advising services, career advising services, *academic support functions*, and a few *student support services* appear in this cluster. At the bottom of the list are items pertaining to *student support services*, some of which are vital to special segments of students (e.g., services for disabled, re-entry, and equity students) but not to the overall student body.

Quality: Instructional Quality Is High, Instructional Access Is Low

Having established what university factors students view as priorities for academic success, we next turn to how satisfied they are with the services they have received. Respondents were asked to go back over the items on the original inventory list and rate their quality as either very poor, poor, fair, good, or excellent. Table 2 presents the 54 items from the questionnaire in the order of their quality as perceived by students.

The individual items with the eight highest quality ratings, listed #1-8 on Table 2, address *instructional quality* and can be summed up as:

CSU professors do a great job of preparing relevant, stimulating courses, especially in classes required for my major. They teach what they told me they were going to teach, and they communicate well and with enthusiasm.

The individual items with the three lowest quality ratings, listed #52-54 on Table 2, address *instructional access* and can be summed up as:

The scheduling of classes is not particularly convenient for me, and not enough sections of the courses I need are offered. Getting to class is frustrating because parking services are poor.

Table 2
Campus Functions, Activities, and Services
Listed in Order of Perceived Quality

Quality Rank	Function, Activity, Service	Importance Rank
1	Coursework that is consistent with the instructor's stated objective or syllabus	14
2	Faculty preparation for class	8
3	Quality of instruction	1
4	Courses in my major that are required for graduation	9
5	Courses that stimulate intellectual/ interpersonal growth or challenge me	11
6	Relevance of coursework to major	7
7	Faculty enthusiasm for teaching	4
8	Faculty ability to communicate the subject matter	3
9	Academic advising from campus catalog/class schedule and other department of school publications	16
10	Fairness of testing and grading	6
11	Accessibility of faculty	15
12	Student health services	32
13	Academic advising from fellow students	30
14	Academic advising from faculty in my major department	12
15	Library services	21
16	Class size	20
17	Opportunities to meet with faculty outside of the classroom	22
18	Classes that are focused on career concerns	13
19	Bookstore	19
20	Financial aid services	28
21	Variety of courses offered	10
22	New student orientation	41
23	Services to students with disabilities	43
24	Library collection	23
25	Computing resources	26
26	Educational equity programs (e.g., EOP, Summer Bridge)	45
27	Academic advising centers in my major department or school/college	17
28	Academic advising from administrative or program staff (e.g., EOP, Adult Re-entry, Services to Students with Disabilities, Financial Aid Office)	37
29	Career center services	33
30	Student clubs and organization	42
31	Recreation programs and/or activities	46
32	Academic advising from university orientation course	40

Table 2 (continued)

Quality Rank	Function, Activity, Service	Importance Rank
41	Testing Services (e.g., EPT, ELM, upper division writing requirement)	39
42	Associated Students programs and activities	47
43	Academic advising from the university advising center or general studies office	31
44	Adult re-entry services	48
45	Campus child care	53
46	Food Services	35
47	Pre-transfer academic advising from my community college	34
48	Intercollegiate athletic programs	51
49	Campus housing	52
50	Fraternities and sororities	54
51	Pre-college academic advising from my high school	29
52	Convenience of class scheduling	5
53	Availability of necessary classes	2
54	Parking	18

Students rated the top eight items on Table 2 as “good or excellent” from a low of 73 percent to a high of 82 percent, a range of student satisfaction in 1999 that clearly outstrips student satisfaction with these eight items during the last administration of SNAPS in 1994 when quality ratings ranged from 63 to 75 percent. Quality of instruction, the overarching theme of these eight indicators, was found to be “good or excellent” for 79 percent of CSU students in 1999, up from 75 percent in 1994.

Items #9 (academic advising from campus catalog, class schedule, and other department and schools publications) through #24 (library collection/ materials) in Table 2 round out the listing of functions, activities, and services that students perceive as high quality (using a quality rating of 60 percent or better as the high-quality breakpoint). Academic advising, academic support, instructional quality, and instructional access tend to characterize these sixteen, with a few exceptions. For students who use student health services, the quality rating is high, 71 percent (#12). Likewise for students with disabilities, the quality rating of services to these students is good, 61 percent (#23), and notably improved over the 1994 quality rating of 48 percent (1994 rank of #30).

Most functions, activities, and services improved in quality ratings between 1994 and 1999, and the largest quality rating improvements among the 54 items in 1999 were evidenced in two items in the high-quality domain. Satisfaction with the variety of courses offered (61 percent, #21) rose 17 quality points from its 1994 quality rating of 44 percent. Likewise financial aid services (62 percent, #20) improved 17 quality points from its 1994 quality rating of 45 percent.

Items #25 (computing resources) through #51 (pre-college academic advising from my high school) fall into students' good-to-fair range of satisfaction. That is, between 40 and 60 percent of students rated satisfactions with these functions, activities, and services as "good or "excellent." The items in this range cut across services in academic advising, academic support, and student support services.

The satisfaction ratings for the three items at the bottom on Table 2 were less than 40 percent: Convenience of class scheduling (38 percent), availability of necessary classes (37 percent), and parking (17 percent). On the scale of 0 (poor) to 4 (excellent), the average quality rating for convenience and availability of classes was 2.1 and 2.0 respectively, equivalent to a "fair" rating. The average quality rating for parking was 1.29, equivalent to a "poor-plus."

The Intersection of Importance, Quality, and Mission: Institutional Effectiveness and Targets of Concern

The intersection among student ratings of importance, student ratings of quality, and institutional mission helps to focus attention on two issues: institutional effectiveness and targets of concern.

Institutional Effectiveness Regarding Instructional Quality: High Importance, High Quality, and Centrality to Mission. When students report that certain university functions, activities, and services are vital to their educational experience *and* are provided with high quality, students are, in essence, saying that about these things, "The university has its priorities straight and is doing a good job." When student perceptions about vital, quality services intersect with the mission and goals of the institution, a culture of evidence about institutional effectiveness emerges.

The CSU mission centers on instructional quality. CSU students rate instructional quality and the 18 additional facets that contribute to instructional quality as most vital to their college experience. Fortunately, CSU students report that, among all university functions, service, and activities, they are most satisfied with instructional quality and the 18 additional services. The intersection of mission, importance, and quality provides a strong indicator of institutional effectiveness. The listing of "high importance – high quality" factors are:

Table 3
Campus Functions, Activities, and Services
High Importance – High Quality*

Importance Rating		Quality Rating
3.77	Quality of instruction	79%
3.69	Faculty ability to communicate the subject matter	73%
3.61	Faculty enthusiasm for teaching	74%
3.58	Relevance of coursework to major	74%

Table 3 (continued)

Importance Rating		Quality Rating
3.58	Fairness of testing and grading	72%
3.55	Faculty preparation for class	80%
3.54	Courses in my major that are required for graduation	76%
3.50	Variety of courses offered	61%
3.48	Courses that stimulate intellectual/ interpersonal growth or challenge me	75%
3.44	Academic advising from faculty in my major department	69%
3.43	Classes that are focused on career concerns	64%
3.38	Coursework that is consistent with the instructor's stated objective or syllabus	82%
3.38	Accessibility of faculty	72%
3.33	Academic advising from campus catalog/class schedule and other department or school publications	73%
3.22	Bookstore	62%
3.18	Class size	65%
3.15	Library services	66%
3.04	Opportunities to meet with faculty outside the classroom	65%
3.03	Library collection/ materials	60%

* High Importance – High Quality items are those in which the average importance rating among students was more than 3 on a scale where 0=not important at all and 4= very important *and* in which the percentage of students rating the item “good or excellent” in quality was over 60 percent.

In addition, for almost all of the 19 key quality indicators, the 1999 quality ratings are higher than those received from students in 1994. The largest increases in satisfaction were with the variety of courses offered and class size. Satisfaction with the variety of courses rose from a borderline “fair” rating of 44 percent in 1994 to 61 percent in 1999, a 17 percentage-point increase. Satisfaction with class size rose 14 percentage points from a solid “fair” rating of 51 percent in 1994 to a solid “high quality” rating of 65 percent in 1999. Satisfaction ratings declined slightly for 3 important quality indicators: the bookstore (64 percent to 62 percent), library services (71 percent to 66 percent), and library collection/ materials (68 percent to 60 percent). The systemwide information competence survey being conducted this spring should help to reveal more about student expectations regarding library resources and support, and campus-based quality improvement surveys focused on libraries may shed light on satisfaction with individual campus library operations.

Instructional Access Is a Target of Concern: High Importance, Low Quality, and Centrality to Mission. When certain functions, activities, and services of the university are of high importance to students *but* are provided with low quality, students are saying that about these things. “The university does not have its priorities straight, and I am unhappy.” When student perceptions about important, but low quality, services intersect with the mission and goals of the institution, it is important for the institution to delve more deeply into the disconnect between these priority items and lack of satisfaction.

Access is a vital aspect of the CSU mission. Access usually calls to mind CSU's commitment to outreach and to admit applicants from the upper-third of high school graduates and California Community College students who have completed lower-division requirements for transfer. But access extends beyond outreach and admission. The CSU is committed to providing students with instructional access. CSU students rate two forms of instructional access (availability of necessary classes, convenience of class scheduling) as among the most vital to their college experience. At the same time, CSU students report that, among all university functions, service, and activities, they are least satisfied with the instructional access and parking. The intersection of mission, importance, and lack of quality make the availability of necessary classes and convenience of class scheduling targets of concern.

Table 4
Campus Functions, Activities, and Services
High Importance – Low Quality*

Importance Rating		Quality Rating
3.77	Availability of necessary classes	37%
3.59	Convenience of class scheduling	38%
3.29	Parking	17%

* High Importance – High Quality items are those in which the average importance rating among students was more than 3 on a scale where 0=not important at all and 4= very important *and* in which the percentage of students rating the item “good or excellent” in quality was over 60 percent.

Availability of necessary classes, ranked #2 in importance, was ranked #53 in quality – second from the bottom to parking. Despite the clear message that students are dissatisfied with the availability of necessary classes, satisfaction with this aspect of instructional access actually has improved since 1994, when availability of necessary classes was first introduced in SNAPS and when it was deemed dead last in quality. From 1994 to 1999, the percentage of students who rated instructional access “good or excellent” rose from 25 percent to 37 percent, a 12 percentage-point increase or an improvement of almost 50 percent. During the same period of time, the quality rating for parking decreased from 27 percent to 17 percent, a figure that still is better than the 1989 SNAPS rating of 12 percent.

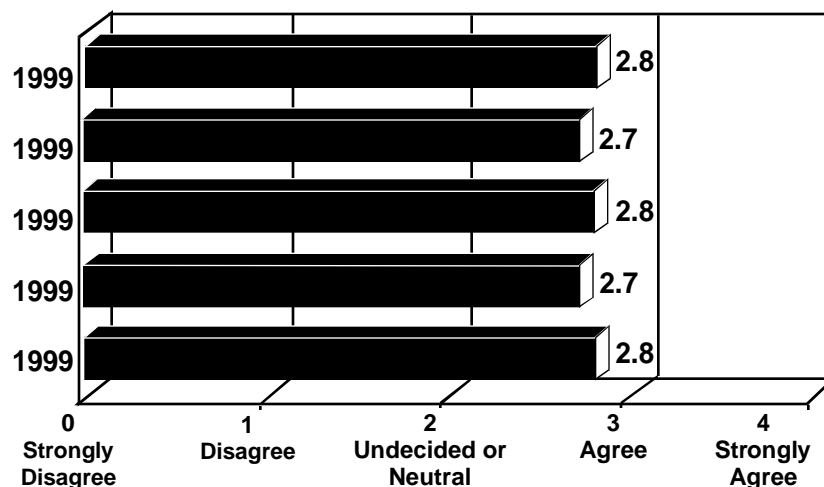
Convenience of class scheduling, ranked #5 in importance, was ranked #52 in quality – third from the bottom just as it was in 1994. The percentage of students who rated scheduling convenience as “good or excellent” rose slightly from 35 percent in 1994 to 38 percent in 1999. This increase in satisfaction, while small, is the first time that satisfaction with convenience of scheduling has not dropped since the 48 percent rating in 1981.

As with past analyses, further investigation of the 1999 observations reconfirm that dissatisfaction with instructional access is pervasive throughout all groups. Almost two decades of consistent reporting of concerns about instructional access challenge the CSU to develop more refined approaches for identifying student scheduling preferences and assessing the extent to which more of these priorities may be met.

CSU Students Are Satisfied with Campus Experiences

To measure overall student satisfaction, respondents were asked how much they agree or disagree with the following statement: "I am pleased with my overall experience on campus." Their responses have been converted into a four-point scale and they have been plotted in Figure 1 below; in each case, 0 means students "strongly disagreed" with the statement, 1 means students "disagreed," 2 means the students were "undecided," 3 means students "agreed," and 4 means students "strongly agreed."

Figure 1: "I Am Pleased with My Overall Experience On Campus."



All the average rating scores are in the favorable range (i.e., above 2.0), and the broad picture is that at any given time about two-thirds of the student body express positive evaluations of their campus experience.

Satisfaction of CSU Students Parallels That of Students Nationwide

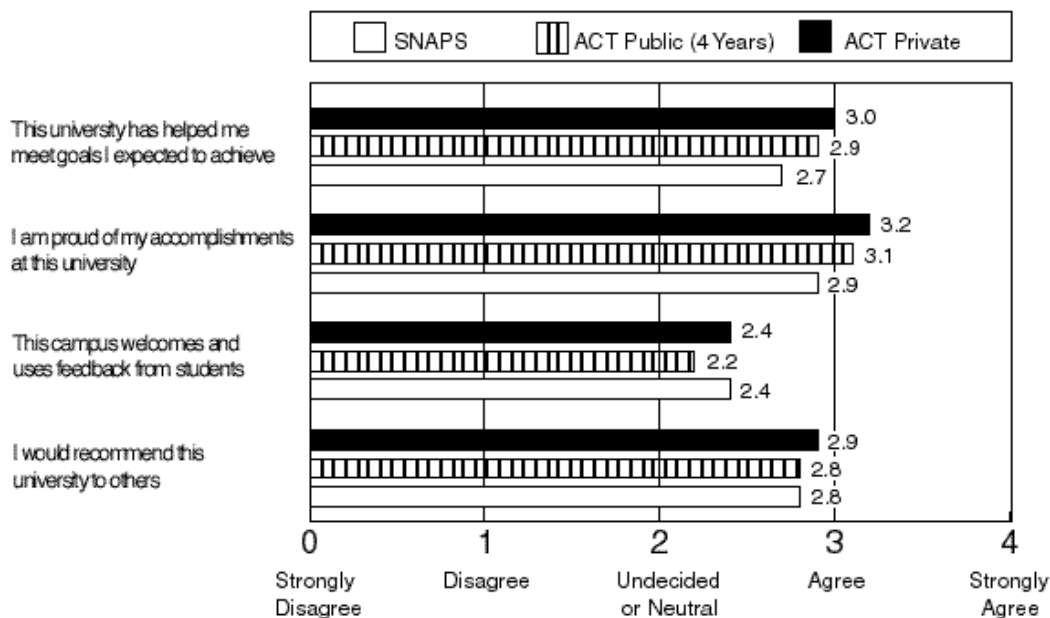
How do the opinions of CSU students on overall satisfaction compare with those of other colleges or university students? Ordinarily, the question is difficult to answer because of the paucity of comparable data from other institutions. To insure we could make some comparative statement, we include in SNAPS a series of satisfaction-related questions that are part of a concurrent American College Testing (ACT) survey administered to college and university students throughout the country.

Among the ACT queries were the following three items, with which respondents were asked to agree or disagree:

- “The university has helped me meet the goals I expected to achieve.”
- “I am proud of my accomplishments at this university.”
- “I would recommend this university to others.”

In Figure 2, the approval ratings (expressed as a four-point scale with the lowest value representing strong disagreement with the statement and the highest value representing strong agreement) are charted below for three groups: SNAPS respondents, ACT respondents from public institutions, and ACT respondents from private institutions.

Figure 2: ACT Satisfaction Indicators



The responses of CSU students are very much like the responses from the ACT sample of students from both public or private institutions. The CSU average is very close to the average student satisfaction rating attained for colleges and universities throughout the nation.

Students in 1999 Still Perceive Major Obstacles to Attaining a Degree

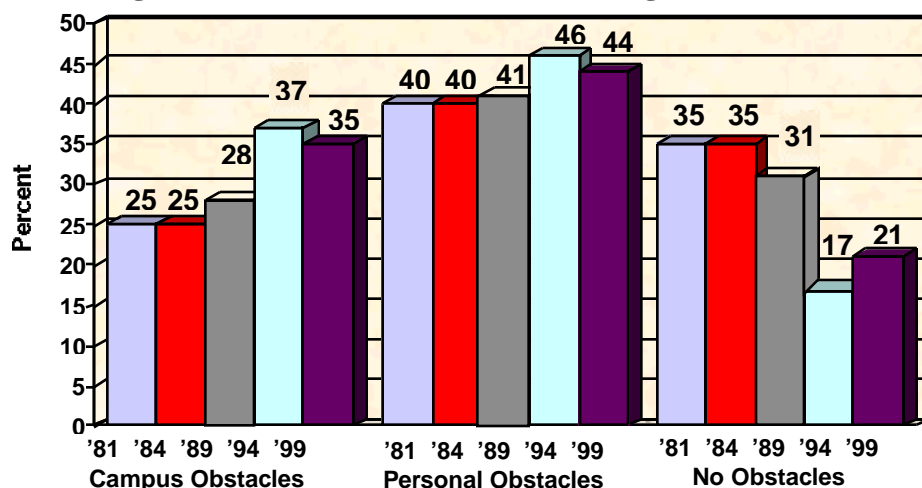
Most CSU students enter the university with the intent to earn a degree. The university promotes their persistence to that end. But there is a wide array of potential obstacles stemming from both campus policies and external or personal forces that can slow progress toward degree. The extent to which students perceive themselves as being “pulled out” by external circumstances or “pushed out” by campus elements merits careful attention.

Before 1994, less than 30 percent of CSU students identified campus-related factors (such as course variety, class scheduling, or support services) as major obstacles; a little more than 30 percent reported no major obstacles to the attainment of their educational goals; and the remaining 40 percent stated personal factors (such as family obligations or work) were primary concerns.

Responses from the 1994 SNAPS departed from the pattern of previous surveys. The proportion of students reporting no significant problems fell to just 17 percent. The proportion who reported campus problems as sizable obstacles grew to more than one in three students, and the proportion who cited personal problems as obstacles reached a new high of 46 percent.

In 1999, the proportion of students reporting that campus obstacles present the greatest obstacles decreased slightly from 37 percent to 35 percent. The proportion of students reporting no obstacles rose from 17 percent to 21 percent, an improvement but still a long way from the 30-percent levels of the 1980s. Personal factors continue to remain the greatest obstacle for 44 percent of CSU students – a reminder that CSU students’ lives are complex, juggling jobs, family, and other individual concerns.

Figure 3: Greatest Obstacle to Reaching Educational Goals



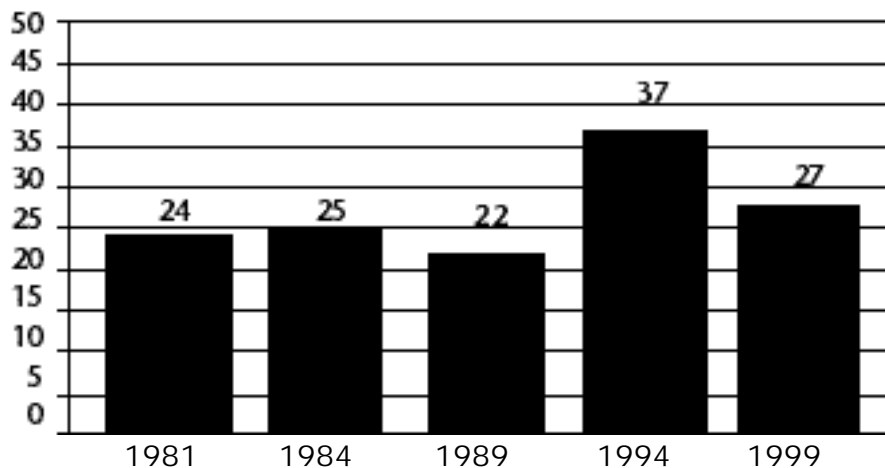
Concerns about Paying for College Decline to 1980 Levels

In 1994, a record-high proportion of students stated that they were worried that they would not have enough resources to continue their education. Fully 37 percent indicated financial concern, a 12 percentage-point increase over the previous high of 25 percent in 1984.

In 1999, the proportion of students reporting financial concerns dropped to 27 percent, a 10 percentage-point decrease from 1994 that reflects improved employment opportunities, college cost containment (state university fees in constant dollars actually have decreased since 1994), and

improved financial aid opportunities and services (only 45 percent of students found financial aid services to be “good or excellent” in quality in 1994; the quality ranking was 62 percent in 1999).

Figure 4:
Are You Concerned about Financing Your College Education?
Percent responding, “Yes, I may not/or will not have enough funds to continue.”



Student Recommendation: Increase Instructional Access

If students were to draft an action agenda for campus reforms, what items would top the list? The answer to this question yields another indication of student priorities for campus change.

The SNAPS questionnaire provided students with 12 specific actions that campuses could initiate. The students were instructed to select (up to) five actions¹ that would personally help them reach their educational goals. The SNAPS advisory committee restructured the 1999 list of actions, drawing from Cornerstones implementation discussions and campus experience in the hope of expanding beyond a simple reconfirmation of previous students’ generalized calls to improve instructional access and advising.

¹ Order of importance was not queried.

**Table 6:
 Changes that Would Personally Help You Reach Your Educational Goals**

Action	Percent
Improve the parking situation.	63%
Provide on-line access to customized information about specific general education and major program requirements that you still need to complete and a listing of required course schedule options available for the next term for registration.	61%
Offer a state-supported summer term (i.e., offer summer courses at the state university fee, not continuing education charges).	54%
Offer one place on campus where you can handle registration, financial aid, fee payments, etc.	38%
Allow you to demonstrate mastery of course content as an alternative to taking a course.	37%
Have a standard lower-division core for each major/degree program regardless of which community college or CSU campus you attend.	36%
Raise more money from alumni and others so more financial aid could be offered.	30%
Schedule an entire program built around courses which are each of one month duration.	27%
Have more on-campus jobs available.	27%
Offer your degree program on a schedule that permits only night attendance.	23%
Offer your degree program on a schedule that permits only weekend attendance.	20%
Provide internet access to courses offered by universities in other countries.	19%

“Improve the parking situation” tops the list of actions that CSU students report would personally help them reach their educational goals. Students always have expressed dissatisfaction with parking, even in 1994 when CSU student enrollments were at levels comparable to the mid-80s with mid-90s parking availability. But the CSU remains committed to serve Tidal Wave II, and campus enrollments continue to soar in response. Especially at campuses where students have expressed heightened levels of concern about parking and strongly advocate relief, further investigation about the extent in which inadequate parking contributes significantly to students’ access to classes and is addressable seems advisable.

It is reassuring to note that the next two action items for CSU students, as a whole, align with two strategic endeavors now under way in the CSU. CSU campuses currently are working together to create cost-effective information systems that will provide students and faculty with the benefits of new technologies: on-line access to customized advisement; and registration information and options. Providing the campus community with this valuable function, as well as others, will demand a great deal of planning, time, money, and effort, so it is heartening that students see on-line information access at the top of their action agenda.

CSU students find the idea of a state-supported summer term appealing, reinforcing another current CSU initiative. Campuses that are approaching their physical limits are undertaking serious planning to move to a state-supported, year-round calendar. SNAPS 1999 also may prove useful to campuses as they attempt to identify pockets of students by program who are attracted to state-supported summer programs, as well as alternative programs built around courses that are each of one-month duration (27 percent); are offered only at night (23 percent); or are offered only on weekends (20 percent).

The 1999 edition of SNAPS confirms that CSU compares favorably in terms of student satisfaction with public four-year institutions nationally, but it is important to recall that the CSU student profile differs in many ways from that of students nationally. As such, what matters to CSU students, in large measure, derives from who they are.

CSU students are students drawn to CSU campuses from the upper-third of high school graduating classes in California, from the California Community Colleges (CCC) for whom the CSU provides access to the overwhelming proportion of CCC transfers (75-80 percent), and from Californians with baccalaureates who are seeking teaching credentials, graduate degrees, and career retooling opportunities.

The 1999 edition of SNAPS reaffirms that:

- About one in five CSU students is a first-generation college-goer.
- More than 85 percent are commuters, and almost 40 percent of them have one-way travel that exceeds 30 minutes.
- Between seven and eight of ten CSU students work while attending school. Between three and four of ten CSU students work **full-time** – a statistic that provides a reminder of the extent to which the CSU dominates the transfer function in California.¹
- More than 40 percent of students indicate that they usually spoke a language other than English at home when they were growing up, and over 35 percent consider themselves multiracial.
- Most CSU students (80 percent) are attending their campus of first choice, that choice being determined primarily by CSU eligibility, availability of particular programs, academic reputation of the campus, closeness to home, and the relatively low costs associated with attendance.

¹ These findings are based on 1999 SNAPS and rough confirmation from the 1997-98 Student Expenses and Resources Survey (SEARS), conducted by the California Student Aid Commission with the cooperation of California public and private colleges and universities.

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Ed. Pol.

Agenda Item 1

May 9-10, 2000

CSU students, as a whole, are pragmatic, goal-oriented, highly-motivated students. They know why they are attending the university, and they know what they want. While pursuing their degrees, they juggle family responsibilities, jobs, and other commitments. It should come as no surprise that CSU students value most highly the quality of the instruction they receive, desire strengthened instructional access, and express less interest in traditional student support services.

BRIEF

Information Item

Agenda Item 2
May 9-10, 2000

COMMITTEE ON EDUCATIONAL POLICY

Proposed Revision of Title 5 Regulations on Community College Credit Transfer to Teacher Preparation Programs

Presentation By

David S. Spence, Executive Vice Chancellor and
Chief Academic Officer

Summary

The Board of Trustees' statement entitled *CSU's Commitment to Prepare High Quality Teachers*, adopted in June 1998, included as one of ten stated goals the development of common transfer policies in teacher preparation programs. The development of CSU integrated undergraduate programs in teacher preparation has further heightened an awareness of and a need for greater cooperation between the community college system and the CSU. Existing policy limits transfer of one community college course in introduction to education to a CSU program in teacher education. In response to the goal of implementing common transfer policies, the CSU Deans of Education have recommended a change in this policy to increase community college transfer credits from one three-semester-unit course to a total of six semester units.

This proposed change has been discussed with and is supported by the CSU Vice Presidents of Academic Affairs, the statewide Academic Senate, and the Executive Council. The revisions to Title 5 will be presented for action at a subsequent meeting this year.

ITEM

2

Agenda Item 2
May 9-10, 2000

COMMITTEE ON EDUCATIONAL POLICY

Proposed Revision of Title 5 Regulations on Community College Credit Transfer to Teacher Preparation Programs

Background

The CSU's *Commitment to Prepare High Quality Teachers* has as one of its ten goals the adoption of common transfer policies for students in teacher preparation programs. A part of this goal will be accomplished with the implementation of common systemwide admission standards for applicants to teacher preparation programs. Common admission standards will facilitate the ability of a student to move from one program to another within the CSU.

Program transfer can be further enhanced by a change in trustee policy, which currently limits transfer courses to professional education (teacher preparation) programs. Under existing regulations, "no credit may be allowed for professional courses in education taken in a community college, other than in an introduction to education courses" [Title 5, Section 40409 (b)].

Another goal identified in the *Commitment* document encourages early field experiences for teacher preparation candidates, including articulation with community colleges. By developing and implementing appropriate articulation agreements with community colleges that may include the availability of early school field experiences, future teacher preparation students may be encouraged to enter credential programs. In response to the early field experience and program transfer goals of the *Commitment*, the CSU Deans of Education have recommended a policy change that would allow up to six semester units of teacher preparation course work to be transferred from a community college.

Proposed Resolution

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 89030.1 of the Education Code, that the board hereby amends its regulations in Article 5 of Subchapter 2 of Chapter 1, Division 5 of Title 5 of the California Code of Regulations as follows:

§ 40409. Community College Credit.

A maximum of 70 semester units earned in a community college may be applied toward the degree, with the following limitations:

- (a) No upper division credit may be allowed for courses taken in a community college.
- (b) ~~No credit may be allowed for professional courses in education~~ No more than six semester units in education courses taken in a community college, ~~other than in an introduction to education courses.~~ may be applied toward the baccalaureate degree or the professional preparation requirements of a teacher education basic credential program.

NOTE: Authority cited: Sections 66600, 89030, and 89035, Education Code. Reference: Sections 66600 and 89030, Education Code.

And, be it further

RESOLVED, That the Board of Trustees has determined that the adoption of the proposed revision will not impose a cost or savings on any state agency; will not impose a cost or savings on any local agency or school district that is required to be reimbursed under Section 17561 of the Government Code; will not result in any cost or savings in federal funding to the state; and will not impose a mandate on local agencies or school districts; and, be it further

RESOLVED, That the Board of Trustees delegates to the chancellor of the California State University authority to further adopt, amend, or repeal this revision if the further adoption, amendment, or repeal is required and is nonsubstantial or solely grammatical in nature, or sufficiently related to the original text that the public was adequately placed on notice that the change could result from the originally proposed regulatory action.

BRIEF

Information Item

Agenda Item 3
May 9-10, 2000

COMMITTEE ON EDUCATIONAL POLICY

Proposed Revision of Title 5 Regulations on Admission Standards for Teacher Preparation Programs

Presentation By

David S. Spence, Executive Vice Chancellor
and Chief Academic Officer

Summary

In July 1998, the Board of Trustees adopted a statement entitled *CSU's Commitment to Prepare High Quality Teachers*. Developed and recommended by the CSU Presidents Commission on Teacher Preparation and K-18 Education, the *Commitment* statement is composed of ten goals formulated to increase the number and quality of credential holders prepared by the CSU and to reinforce CSU's dedication to preparing capable teachers as quickly as possible.

In May 1998, the trustees had approved Title 5 regulations that revised policy for admission to teacher preparation programs. These changes allowed campuses greater flexibility in the establishment of discipline-specific grade point average criteria for determining whether candidates were in the upper half of a comparable student population, and they permitted campuses to identify procedures to determine candidate eligibility. This policy resulted in considerable variation of the grade point average criterion across the twenty-one teacher preparation programs in the CSU, which has made it particularly difficult for prospective students to determine their eligibility for admission to CSU teacher preparation programs in general. It has also increased the difficulty of inter-campus cooperation in preparing teachers.

In order to meet the goal of common and easily understandable admission standards for teacher education set forth in the 1998 *Commitment*, the CSU Deans of Education have recommended systemwide standards that represent a compromise across existing campus requirements and that continue to meet preparation program standards of quality established by the California Commission on Teacher Credentialing. All applicants meeting systemwide admissions standards would be offered the opportunity to enter a credential program at any one of the CSU campuses that offer teacher preparation.

The proposed admission standards have been discussed with the CSU Vice Presidents of Academic Affairs, the Academic Senate, and the Executive Council. The revisions to Title 5 will be presented for action at a subsequent meeting this year.

ITEM

2

Agenda Item 3

May 9-10, 2000

COMMITTEE ON EDUCATIONAL POLICY

Proposed Revision of Title 5 Regulations on Admission Standards for Teacher Preparation Programs

Background

The *CSU's Commitment to Prepare High Quality Teachers* has as one of its ten goals the adoption of "common admission guidelines, common transfer procedures, and common exit standards based on the *California Standards for the Teaching Profession*." The CSU Deans of Education have responded to this goal, proposing common criteria for admissions to traditional and intern programs leading to multiple subject, single subject and education specialist (Level 1-Basic) credentials. In addition, the deans have proposed common admission criteria for integrated ("blended") undergraduate programs leading to both a bachelor's degree and a multiple subject or single subject credential.

In May 1998, the trustees revised the policy for admission to teacher preparation programs. The revised policy stated that in order for students to be eligible for program admission, they had to have a grade point average greater than the median undergraduate grade point average of students pursuing comparable undergraduate curricula. Each CSU campus was to establish procedures to determine candidate eligibility in conformity with this criterion. This policy was in compliance with teacher preparation program standards of quality established by the California Commission on Teacher Credentialing, which require that students admitted to credential programs be in the upper half of a comparable student population.

Problem

As a consequence of the 1998 admission policy revision, the twenty-one CSUs developed separate campus-based discipline-related admissions standards for teacher preparation. Because the basis for calculating undergraduate discipline-based grade point averages has been determined by each campus, the criterion has not been consistent across the campuses. Differences in the number of distinct discipline groupings, the wide variety of majors that may be included in a discipline grouping, and different grading practices within and among disciplines at different colleges and universities have contributed to the variation in grade point average criteria. This variation has been especially problematic for students who have taken courses in more than one campus program, even if the institutions attended were all within the CSU.

Discussion

In an effort to make admission standards more predictable and understandable to prospective entrants to teacher preparation programs and to facilitate cooperation and collaboration among CSU teacher preparation programs, the CSU Deans of Education developed recommendations for common admission standards.

The deans' review process included consultation with each of their respective education faculties and review of the most recent data available systemwide on grade point averages by campus and discipline division. Their recommendations include the adoption of a single grade point average criterion for program admission systemwide. The grade point average criterion would have to remain consistent with the teacher preparation program standard of quality regarding academic achievement that has been established by the California Commission on Teacher Credentialing. The deans believe that the flexibility afforded by current policy on admission exceptions would be sufficient to ensure that admission procedures are equitable regardless of variations in grading patterns across campuses or disciplines.

The proposed revisions of Title 5 regulations on admission to teacher preparation programs are consistent with the CSU's commitment to ensuring high-quality teaching credential candidates while providing for a common admission standard to preparation programs. The proposed policy change would also remain consistent with the standard for teacher preparation program quality established by the California Commission on Teacher Credentialing:

In each credential preparation program, qualified candidates are admitted on the basis of well-defined admission criteria and procedures that utilize multiple measures.... Each candidate admitted to basic teaching credential programs (including emphasis credentials) has attained an undergraduate grade point average (GPA) that is above the median GPA for a comparable population of students at the institution.

All applicants meeting systemwide admissions standards would be offered the opportunity to enter a teacher preparation program in the CSU. Requirements based on class standing, subject matter completion, prerequisite courses, and employment status would vary according to the type of credential the applicant is seeking and the type of preparation program (traditional, intern, or integrated) to which admission is sought.

Proposed Resolution

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 89030.1 of the Education Code, that the board hereby amends its regulations in Article 9 of Subchapter 3 of Chapter 1, Division 5 of Title 5 of the California Code of Regulations as follows:

§ 41100. Admission to Teacher Education Basic Credential Program.

To be admitted to a teacher education basic credential program, a candidate for admission shall be evaluated by the campus as provided in subsection (a) and shall be determined to have satisfied all entrance requirements of the ~~campus~~ California State University as provided in subsection (b).

(a) Evaluation Procedure. When a candidate requests admission to a teacher education basic credential program, the campus shall evaluate the candidate and review the candidate's record in accordance with the review and evaluation procedures established at the campus. The teacher education faculty shall be involved in this review and evaluation. The decision of the campus resulting from this evaluation shall be final.

(b) Evaluation Standards. Requirements for admission to a teacher education basic credential program shall be prescribed by the ~~campus~~ Chancellor, after appropriate consultation, and shall include the following:

(1) Scholarship. The candidate shall have attained a grade point average that is equal to or greater than a standard established by the Chancellor. That standard shall ensure that successful candidates will have demonstrated academic achievement that places them in the upper half of a comparable student population, in conformity with criteria adopted by the California Commission on Teacher Credentialing. ~~the median undergraduate grade point average of students pursuing comparable undergraduate curricula. The campus shall establish procedures for determining whether a candidate meets that criterion.~~

(2) Prerequisite Courses and Field Experience. The candidate shall have successfully completed at least one documented field experience as prescribed by the Chancellor and ~~other prerequisite courses and experiences prescribed by the campus.~~

(3) Professional Aptitude. The candidate shall demonstrate suitable aptitude for teaching in public schools, as in accordance with standards and procedures determined by the campus. These ~~The procedures may for making this determination shall include interviews; and letters of recommendation; and a statement of professional goals or philosophy written by the candidate.~~

(4) Physical Fitness. The candidate shall satisfy the standards of health and physical fitness required by the Commission on Teacher Credentialing.

(5) Fundamental Skills. The candidate shall demonstrate proficiency in fundamental skills. Fundamental skills shall include written and spoken English, ~~reading, and mathematics.~~ The Chancellor may require the demonstration of proficiency in additional fundamental skills for entrance to or continuation in a basic credential program. The campus shall determine the essential level of proficiency and the means by which the fundamental skills shall be demonstrated. ~~The campus may use such means as observation and examinations~~ whether the evidence of proficiency is acceptable.

(6) Personality and Character. The candidate shall demonstrate personality and character traits that satisfy the standards of the teaching profession. The assessment of the candidate shall be made by the teacher education faculty of the campus, who may also consider information from public school personnel and others. ~~Tests, observations, and interviews may be employed by the campus for this assessment.~~

(c) Exceptions. The campus may admit a candidate to a teacher education program as an exception when the candidate has not met one or more of the requirements if the candidate possesses compensating strengths in other required areas. A campus may grant exceptions that are conditioned on satisfaction of requirements within a specified time period. The campus shall limit the number of exceptional admissions to teacher education programs in the current year to a number no greater than 15 percent of those regularly admitted to the campus teacher education program in the current or previous year.

(d) The evaluation standards and procedures established by the Chancellor may vary with the type of basic credential program to which admission is sought. The standards may be based, as appropriate, on one or more of the following: undergraduate class standing or post-baccalaureate standing; completion of, partial completion of, or enrollment in an approved subject matter program; submission of examination scores or passage of one or more examinations; possession of a certificate of clearance; offer of employment as an intern teacher in a collaborating district.

(e) A candidate who has been determined by a campus to meet the minimum standards for entrance to a basic credential program shall be considered to be eligible for admission to a basic credential program of the same type that is offered by any other California State University campus and that is not impacted pursuant to Sections 40650 and 40651.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

§ 41101. Continuation in Teacher Education Basic Credential Program.

Once admitted to a teacher education basic credential program of a campus, a student shall continue to satisfy the requirements for admission in Section 41100 and those prescribed by the campus. Should the campus determine that a student no longer satisfies these requirements or that a student who was admitted as an exception has failed to satisfy a condition of admission, the campus may, after notifying and counseling the student, discontinue the student's participation in the teacher education program.

A campus may establish additional criteria of satisfactory progress through the teacher education program. Should the campus determine that a student has not made satisfactory progress, the campus may, after notifying and counseling the student, discontinue the student's participation in the teacher education program.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

§ 41102. Recommendation for Teaching Credential.

To be eligible for recommendation by the campus for a basic teaching credential, the candidate shall have satisfied the following requirements:

- (a) The candidate shall have achieved a minimum grade point average of 3.0 on a four-point scale in all classes attempted in professional education courses after entering the program.
- (b) The candidate shall have met campus standards for completion of a supervised teaching experience, including a teaching experience in a multicultural setting.
- (c) The candidate shall have successfully completed all credential requirements of the Education Code and Part VIII of Title 5 of the California Code of Regulations.
- (d) The candidate shall have satisfied all competence standards of the campus in the following categories: fundamental skills, the appropriate subject matter, instructional procedures, classroom management, and professional attitudes.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

§ 41103. Office of the Chancellor.

The Chancellor shall provide guidance to the campuses of the California State University concerning the requirements of this Article 9 and may provide administrative direction in the implementation of the provisions of this article in The California State University.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

And, be it further

RESOLVED, That the Board of Trustees has determined that the adoption of the proposed revision will not impose a cost or savings on any state agency; will not impose a cost or savings on any local agency or school district that is required to be reimbursed under Section 17561 of the Government Code; will not result in any cost or savings in federal funding to the state; and will not impose a mandate on local agencies or school districts; and, be it further

RESOLVED, That the Board of Trustees delegates to the chancellor of the California State University authority to further adopt, amend, or repeal this revision if the further adoption, amendment, or repeal is required and is nonsubstantial or solely grammatical in nature, or sufficiently related to the original text that the public was adequately placed on notice that the change could result from the originally proposed regulatory action.

BRIEF

Information Item

**Agenda
Item 4
May 9-10, 2000**

COMMITTEE ON EDUCATIONAL POLICY

Notable Accomplishments in CSU Teaching, Research, and Scholarship: CSU Summer Arts

Presentation By

David S. Spence, Executive Vice Chancellor
and Chief Academic Officer

John D. Welty, President
California State University, Fresno

Summary

California State University Summer Arts is preparing to enter its fifteenth season serving the arts students and faculty of the CSU. CSU Summer Arts is unique and exceptional in two main areas: its emphasis on a multidisciplinary arts festival with interaction among the various arts genres, and its reliance on guest artists and master teachers for student instruction.

Renowned guest artists from throughout the world participate in CSU Summer Arts, sharing their artistry not only with students, but also with the community at large by offering public lectures and performances. The inherent diversity of the CSU Summer Arts experience breaks down barriers and broadens the horizons of the students of California, and the host community at large, as well as offering professional development and artistic rejuvenation for the faculty of the CSU.

ITEM

2

Agenda Item 4
May 9-10, 2000

COMMITTEE ON EDUCATIONAL POLICY

Notable Accomplishments in CSU Teaching, Research, and Scholarship: CSU Summer Arts

California State University Summer Arts is a systemwide arts program that offers two- to four-week academic courses and a festival featuring performances in the visual, performing, and literary arts. The academic component offers courses for undergraduates and graduates in music, theatre, dance, visual arts, creative writing, new media, and arts education. Students work with master teachers and guest artists to create new works and break new grounds in arts pedagogy, performance, and exhibition. Many CSU faculty, hundreds of guest artists, and hundreds of students participate each year.

CSU Summer Arts is the only program of its kind in the United States. Other institutions in other states offer summer courses in the arts and provide programs to study specific arts genres, such as music or painting; but no other program offers intensive study in such a broad range of disciplines, and combines this academic instruction with a full performance schedule featuring renowned guest artists. A student studying chamber music might interact with dancers, painters, and actors, and have the opportunity to experience daily performances in diverse genres.

CSU Summer Arts was founded in 1985 as a result of initiatives from the CSU Arts Faculty Institute to serve as a supplement to the programs of the CSU's Arts Colleges. In 1985, the program was held at CSU Long Beach. From there, it has rotated to several other CSU campuses, with each serving as the host site from two to eight years. CPSU San Luis Obispo hosted CSU Summer Arts in 1986 and 1987. The program then moved to the campus of Humboldt State University, where it was housed through its 1995 season. CSU Long Beach hosted CSU Summer Arts from 1996 to 1998, at which time the program moved to the campus of CSU Fresno, where it will remain through the 2004 season.

More than 6,500 students have attended CSU Summer Arts since its inception. One hundred and fifty-two CSU faculty have served as course coordinators, representing every CSU arts campus.

CSU Summer Arts offers unparalleled opportunities for students to develop and grow under the direction of such renowned artists and master teachers as Bobby McFerrin, Edward Albee, Dave Brubeck, Lawrence Ferlinghetti, and Tony Award-winner Ming Cho Lee. Study with this caliber of artist provides not only personal artistic growth but often leads directly to job opportunities. In 1999, for example, a student studying puppetry was offered employment with the Jim Henson company. A 1987 Edward Albee student was invited to work with him in New York developing a script. Students studying film and video production have gone on to work successfully, and one student, now a film editor, has even returned to Summer Arts as a guest artist.

One important component of CSU Summer Arts is the Media Arts Festival film/video competition in which students win cash prizes and the prestigious *Rosebud Award*. The campuses at which the winning entrants studied also receive cash awards. More than 1,200 students have submitted work to the Festival since it began in 1990. As the world's largest film school, the CSU produces many of the young filmmakers whose work will fuel the economic engine of California, and it is the Festival's aim to serve as a showcase for the best of the CSU's film, video, and new media students.

CSU Summer Arts fosters partnerships not only between CSU faculty, guest artists, and students, but also with the community in which the program is held. While at CSU Fresno, CSU Summer Arts has developed successful and vital partnerships with the Chamber of Commerce, the Mexican Consulate's Fresno office, Washington Mutual Bank, and representatives of the University of California, among others. The Media Arts Festival relies on the support of many partnerships, including the Director's Guild of America and Women in Film.

The 2000 season marks the fifteenth year of CSU Summer Arts. CSU Summer Arts continues to provide unparalleled excellence in art education, and is committed to preparing the students of California with the artistic skills to compete in the rapidly advancing marketplace and to fulfill their personal dreams.