

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 3:15 p.m., Tuesday, May 21, 2013
Glenn S. Dumke Auditorium

8:00 a.m., Wednesday, May 22, 2013
Glenn S. Dumke Auditorium

Debra S. Farar, Chair
Peter G. Mehas, Vice Chair
Roberta Achtenberg
Bernadette Cheyne
Margaret Fortune
Lupe C. Garcia

Steven M. Glazer
William Hauck
Lou Monville
J. Lawrence Norton
Ian J. Ruddell

3:15 p.m., Tuesday, May 21, 2013
Glenn S. Dumke Auditorium

Consent Items

Approval of Minutes of Meeting of March 19, 2013

Discussion

1. Solution Strategies for Enrollment Bottlenecks and Student Success, *Information*
2. Update on SB 1440: Student Transfer Achievement Reform Act, *Information*
3. Amendment to the Constitution of the Academic Senate California State University to Include a Statement Upholding Academic Freedom, *Action*
4. The 'Campus as a Living Lab' Initiative, *Information*

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4. The 'Campus as a Living Lab' Initiative, *Information*

****Note:** Depending on the length of discussion on the afternoon of Tuesday May 21, 2013, items may have to be carried over to Wednesday May 22, 2013, 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**

March 19, 2013

Members Present

Debra S. Farar, Chair
Peter G. Mehas, Vice Chair
Bernadette Cheyne
Kenneth Fong
Lupe C. Garcia
Steven M. Glazer
William Hauck
Lou Monville
J. Lawrence Norton
Ian J. Ruddell
Glen O. Toney
Chancellor Timothy P. White
Bob Linscheid, Chair of the Board

Trustee Debra S. Farar called the meeting to order.

Approval of Minutes

The minutes of January 23, 2013, were approved as submitted.

Christine Mallon, assistant vice chancellor, academic programs and faculty development, gave the annual planning presentation to the board, explaining that campuses submit proposed projections for new programs. After the trustees approve the projections, campuses then are authorized to develop a degree proposal, which is sent to the Chancellor's Office for review. Once approved, the campus can launch the degree program and enroll students. There is also a fast-track process that lets campuses develop and implement programs more swiftly. This year, 26 programs have been proposed, compared to the 40 annual new projections before the budget was drastically cut. Fifteen of the projections are at the graduate level and 11 at the undergraduate level. Thirteen program discontinuations also were noted in her presentation, which was characteristic. Program discontinuations are in response to diminished demand from employers and Lower student enrollment. Dr. Mallon also spoke of efforts to reduce bachelor's

programs to the 120-unit minimum that was instituted in 2000. Currently, 82 percent of programs require no more than 120 units. She showed the degree database that lists campus programs and the number of units required, which can differ by campus. By April 30, 2013, campuses will report to the Chancellor's Office the number of bachelor's programs that require between 121-129 units and will specify which can be reduced to 120 units by fall 2014. Dr. Mallon also presented information on the accreditation activities by the Western Association of Schools and Colleges (WASC) at CSU campuses.

Trustee Bernadette Cheyne asked about the 495 degree programs above 120 units, and if those include programs under Title 5 that are exempt from the 120-unit limit. Dr. Mallon said there are programs that are allowed to go to a higher maximum, such as those specifically listed in Title 5. She said that she will send an updated report to the trustees' office for distribution to the board, adding that the report presented at this meeting was about the minimum, not the maximum number of units.

CSU Troops to College and Veterans Affairs Efforts

Executive Vice Chancellor and Chief Academic Officer Ephraim Smith reported that Mr. Bucky Peterson, special consultant to the chancellor for veterans programs, has led CSU's efforts on veterans' affairs since 2006 and has done a tremendous job moving the system down this important pathway. The CSU has unquestionably improved its efforts for the men and women of the various branches of the military, Dr. Smith said. Mr. Peterson, who is retiring this year, reminded the audience that 10 years ago on March 19, 2003, the U.S. invaded Iraq, and since that time, more than 5,300 servicemen and women have been killed in action, 50,000 wounded, and more than 3 million have served. Showing a PowerPoint, Mr. Peterson said the country began to meet the needs of a new generation of veterans shortly after 9/11. In March 2006, the effort began in California under former Governor Schwarzenegger's launch of Troops to College, with assistance from CSU Trustee Margaret Fortune, then a senior adviser to the governor.

Mr. Peterson said Troops to College is not about education; rather it is about careers, and using education as a pathway to opportunity. Veterans want to attend college to find a rewarding career so they can take care of their family and continue to serve their communities, state and country. Former Chancellor Charles B. Reed fully committed resources in 2007 and said the veterans programs must endure and go beyond consultants and the presidents. Chancellor Reed and the 23 presidents visited Camp Pendleton in 2008 to meet the servicemen and women and listen to their educational aspirations. Also in 2008 veterans support teams, veteran centers and student veterans' organizations were created on campuses. A veterans' admissions program was developed in which 115 admission slots across campuses are dedicated to young veterans coming out of the service to go to a CSU campus with a fast-track admissions process. Universities across the country have followed the CSU's lead. All CSU campuses now have veteran support teams that meet periodically to discuss and deal with issues that affect veteran students. Websites have been enhanced so veterans can start the application process while they are still on active duty.

Casey Roberts, the incoming consultant to the chancellor, said he has been to the campuses and Chancellor's Office and complimented the committed people dedicated to taking care of veterans. He said no one takes better care of veterans in California than the CSU. Chair Linscheid thanked Mr. Peterson for his service to the country and for helping CSU understand veterans' needs. He asked if there is anything he wished he could have done before leaving. Mr. Peterson said he wished we could have built a core careers' program because walking out of the door with a degree in hand and having an opportunity for a great career is most important to a young veteran. Trustee Cheyne asked how many veterans are taking advantage of this program, either currently or over the course of the years. Mr. Peterson estimated the number at about 8,000 veterans in the CSU, and another 8,000 dependents receiving benefits.

CSU Fullerton President Millie Garcia said the campus has a dedicated veterans' center that opened in the spring, and has had more than 4,500 recorded visits of veteran students. They also held a conference solely on women veterans. CSU San Bernardino President Tomás Morales talked about the campus' recent ceremony honoring veterans. CSU Channel Islands President Dick Rush said their veterans' center provides counseling on various levels, academic as well as personal, family counseling and transitioning counseling into civilian life. They have established a good relationship with the nearby Naval base. The goal is to provide broad support on several levels to facilitate the veteran's return to civilian life with an educational base that prepares them personally and professionally to enter civilian life successfully. CSU Sacramento President Alex Gonzalez said the success of the CSU programs is that they have been institutionalized. It has become a very important part of what the campuses do daily. CSU Bakersfield President Horace Mitchell had a special program last year for veterans at which they honored the graduating veterans, and gave them red, white and blue cords to wear with their gowns, so when they went across the stage at commencement they were acknowledged in a special way. Chancellor White said the confluence of two large organizations, the U.S. military and the California State University, being able to come together in a way to serve veteran students and serve society is a point of pride for California and the CSU. He thanked Mr. Peterson and welcomed Mr. Roberts.

AB 1899 Title 5 Changes (REP 03-13-03)

Dean Kulju, director of financial aid, said the amendment will modify Title 5 by adding a section bringing CSU regulations into compliance with the new law extending eligibility for in-state tuition fees and state financial aid programs to students who hold T and U non-immigrant visas. To qualify, students must have attended high school in California for three or more years; graduated from a California high school or attained the equivalent; and registered as an entering student or be currently enrolled at a CSU campus.

Update on SB 1440, the Student Transfer Achievement Reform Act

Executive Vice Chancellor Smith said the CSU continues to work with the community colleges to approve programs for students who receive an associate's degree and then transfer to a CSU

campus, complete their required 60 units and receive their bachelor's degree. Ken O'Donnell, senior director for Student Engagement and Academic Initiatives and Partnership, said there are considerable advantages for students to take the associate's degree pathway because it provides clear guidance on what they need to do to earn their degrees, and the state realizes savings that free up access and slots for additional students. He presented a PowerPoint with the latest majors for students to take and complete. The list showed the CSU campuses and how many matches they have made with the Transfer Model Curricula (TMC) templates from the community colleges. For the first time, Mr. O'Donnell said there is a new category: degree programs accepted by the campus faculty but are not yet available for students to enroll. He used business as an example of a program that is available at many CSUs but when students are counted the picture is less clear. The CSU campuses will look closer at the business programs and their concentrations. What also will help students, he said, is continuing to bring down the number of academic programs to 120 semester units or 180 quarter units. Additionally, Marc Siegel, professor at CSU Chico, is available to help campuses review their business offerings. There is legislation in the state Senate that could impact the current program, but Mr. O'Donnell said the CSU is speaking to staff members on the details of the measure, including the CSU's recommendation for advising, guidance counselors and support for communication to students that would encourage more to take the associate's degree pathway.

Trustee Lou Monville asked Academic Senate Chair Diana Guerin to comment on the challenges and opportunities that faculty face with this program. She said each discipline that ties to a TMC takes a tremendous amount of effort on the part of faculty to agree on the courses. The lack of electronic student records from the community colleges is an issue for the staff and also is very time-consuming. She said the faculty are moving forward very successfully with the TMCs, and work with the community college faculty is going well. She said CSU faculty have really stepped up and made every effort to find degree matches. The test will be in a few years after students complete the associate degrees to see how they do once they arrive at CSU campuses. Trustee Monville thanked the Senate for their work, and said his major concern is the lack of advising the community college students are getting, which is hampering how many enter the program. He suggested that maybe the CSU create some kind of online advising system.

Trustee Steven Glazer asked about an English program that Sacramento State identifies as a match and whether that could be from Sacramento City College or Long Beach City College. Mr. O'Donnell said the real value of the TMC system is that it produces a template followed by both the CSUs and the community colleges, so that associate degree for transfer in English will be a TMC-based associate degree transfer that could go to any CSU. Every community college in California now would have the course that would meet the rigorous academic tests. Commenting on the progress of the community colleges, Trustee Glazer said that the statewide chancellor's office identified 25 transfer programs to have at every one of their community colleges. However, progress has been very slow in many cases, Dr. Smith said. When SB 1440 was originally passed, it said each community college would have two model curricula, which is definitely not enough for students wanting to transfer. For example, the Los Angeles Community College District (LACCD), the largest in California, has very few matches.

Trustee Glazer suggested inviting the LACCD leadership to attend a trustees meeting for a discussion. Dr. Smith said one of the CSU's challenges is reaching students in high school. Currently, the CSU has been trying to convince students at the community college to enter one of the SB 1440 associate degrees for transfer pathways. The need is to get to the high schools and convince students to attend a community college on a SB 1440 degree path and then transfer to the CSU. Communication is a challenge, particularly since the grant that fostered the radio ads and other communications vehicles has expired. The need, he said, is for a full-blown marketing plan. Mr. O'Donnell said the community colleges realize curriculum on their side is thin but they are working on it and have set targets and deadlines to create curriculum. It is the marketing and advising side where the urgent need lies currently, he added.

Apple Distinguished Program Presentation to CalStateTEACH

Executive Vice Chancellor Smith said the CalStateTEACH program began in 1999 and has prepared more than 3,000 credentialed teachers. Its online program was very innovative when it began, and it has continued to adapt the latest technology to serve CSU teacher candidates. Sharon Russell, director of CalStateTEACH, showed a video that captured the launch of CalStateTEACH and introduced recent work completed with the iPad mobile learning initiative. The video highlighted the pioneering way the CSU encouraged more people to go into the teaching profession and complete all their class work online. The program has regional offices on four CSU campuses. Jay Mathison, development executive from Apple Education, said CalStateTEACH has been named an Apple Distinguished Program for its innovative design and implementation of a one-to-one iPad mobile learning initiative. The Apple program recognizes outstanding schools and programs that are centers of innovation, leadership and educational excellence. There were fewer than 200 programs identified nationally this year and CalStateTEACH is the first CSU program to be recognized. Dr. Russell said the award is shared by Beverly Young, CSU assistant vice chancellor for teacher education and public school programs, for her guidance in developing the program from the beginning, and Fresno State President John Welty and former CSU Chancellor Reed for their vision and leadership in launching the program.

Center for Community Engagement

Executive Vice Chancellor Smith said the CSU is committed to improving learning and success for all students, and has made high-impact practices a part of that strategy. Those practices include international experiences, undergraduate research, peer mentoring, learning communities and service learning and community engagement. Judy Botelho, CSU director of community engagement, said practices such as service learning are a key strategy in the CSU's Graduation Initiative, particularly for first-generation students, students of color and students from other historically underrepresented groups. A study conducted by the California Community Colleges' Research and Planning group identified six aspects of high-impact practices that indicate student success. Ms. Botelho presented a PowerPoint illustrating those points. The CSU Center for

Community Engagement is celebrating its 15-year anniversary this year. The Board of Trustees' commitment in 2000 has brought educational experiences to millions of CSU students, transforming lives and families by strengthening California's communities. She noted that all trustees had a copy of the center's annual report at their desks.

Ms. Botelho introduced Jorge Uranga, director of community engagement at Cal State Los Angeles. The university's EPIC (Educational Participation in Communities) program was created in 1966 to address some of the problems that were articulated during that period of unrest. Cal State L.A. created the EPIC program and utilized students by placing them in community agencies to assist community partners in delivering services to their constituents. The benefit for students was to expose them to numerous opportunities for educational and career opportunities. Belief in the importance of students giving back to the community, and connecting their experiences to what they were learning in the classroom became a critical component of EPIC. Mr. Uranga recognized Cal State L.A. President Jim Rosser for his support and program leadership.

Adal Osman, an EPIC student learning coordinator, is a first-generation college student who emigrated from Africa. In his freshman year, he searched for opportunities to be involved and have a positive impact on student life. Now, a junior, he said EPIC has given him the opportunity to work directly with service-learning faculty in the classroom. He helps connect students and community partners; the students then share the meaningful experiences that they have working in the community. He participates in the Cal State L.A. toy and food drive started by EPIC students years ago, and the youth employment program working with community partners. He plans to pursue a master's and doctoral degree as a result of his EPIC work.

Marcella Salazar graduated from Cal State L.A. in 1999 with a bachelor's in social work and in 2002 graduated from UCLA with a master's degree in social work. She had a troubled childhood involving homelessness, domestic violence and other challenges that caused her to run away at age 15. She managed to stay in high school and was accepted to CSULA. She decided to volunteer and was placed with an agency that worked with pregnant teenagers; the experience changed her life and she realized she wanted to be a social worker. At EPIC, she was able to help develop the intercultural certificate program as a student coordinator.

Trustee Peter Mehas asked how many students have participated in the program and how many hours of community service have been given to the community. Ms. Botelho said students provide 1.2 million hours annually, with 85,000 students doing service learning. For community service overall, it is 32 million hours of service with a \$697 million economic impact. Trustee Mehas called the program transformative, and complimented it and the presentations on the Troops to College and CalStateTEACH programs and all the people who make them happen. Ms. Botelho also said that the center receives \$1 million annually and brings in nearly \$4 million through external grants, both federal and private. Since its beginning, the center has received \$15 million from the state and brought in \$38 million. The CSU is recognized nationally as a leader, she said.

Trustee Farar adjourned the meeting.

COMMITTEE ON EDUCATIONAL POLICY

Solution Strategies for Enrollment Bottlenecks and Student Success

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Executive Officer

Gerry Hanley
Senior Director
Academic Technology Services

Bottleneck Courses, Enrollment Solutions and Student Success

The Governor's proposed 2013-2014 budget allocates \$10 million to the California State University to reduce the number of bottleneck courses using innovative online technologies. CSU Chancellor Timothy P. White has set aside an additional \$7.2 million to promote student success initiatives tied to the CSU Graduation Initiative. Enrollment bottlenecks have many causes and solutions and sometimes are unique to each campus. Demand often exceeds supply because public universities are constrained by funding; academic programs requirements; student readiness and their academic program choices; limited facilities and course requirements; faculty, staff and student schedules; and resources. Significant funding reductions the last few years have challenged campuses to work within growing constraints and growing demands for courses aligned with pathways for students to graduate.

Bottlenecks and Campus Facilities

Campus facilities limitations can play a role in bottlenecks. Enrollment demands can outpace the physical capacity of a campus to offer laboratory sections in safe, well equipped facilities, especially in the science, technology, engineering and math (STEM) disciplines. Limited facilities are one of the key factors determining program impact for programs such as biology labs for biology majors. One strategy is to create hybrid laboratory courses for general education or pre-requisite STEM requirements that do not require students to have advanced wet-lab experience. If 50 percent of STEM wet labs during a semester could be virtual, and the number of lab sections are doubled and filled, a campus will have a 100 percent increase in the capacity of their facilities.

For 10 years, the CSU Academic Technology Services, in partnership with Pearson, has provided the award-winning "Biology Labs Online" (<http://www.biologylabsonline.com/>) to educators and

[students around the world](#). Faculty at CSU Los Angeles and CSU Chico were leaders in designing these virtual labs and have the expertise and experience using these and other free Open Education Resources virtual labs. In addition, the CSU Noyce Scholars programs for six years have been training pre-service teachers to use virtual labs in high-need schools that have poor-to-no wet-lab facilities (<http://teachcommons.cdl.edu/noyce>). The use of virtual labs and the redesign of courses with technologies are strategies that improve the CSU's capabilities to teach the 21st century learner.

Place-bound Bottlenecks

Another impediment to students progressing arises as a result of place-bound bottlenecks. Students are considered place-bound when they cannot leave their geographic area to take a course if that course is unavailable when they need it on campus. A strategy is underway to enable students to concurrently enroll in selected, high demand, proven, fully online courses in the CSU. The CSU will leverage current policies and processes and streamline the services with technology. In the first phase of this project, CSU campuses submitted 24 candidates of high-demand, proven fully online courses that they would open for any CSU student to enroll concurrently. The first systemwide list of these courses will be published early this summer and we anticipate more courses will be added to the list. The goal is to set up a system in which students from other CSUs would take these courses once articulated. Funding will be made available for the campus offering the courses to meet demand for new sections based on enrollment demand from other CSU campuses. These fully online courses will be supported with quality assurance services, such as the CSU's Quality Online Learning and Teaching program (QOLT at <http://ecatalst.org/our-services/qolt>) and services to improve the accessibility of the course materials for students with disabilities.

Student Readiness-Curriculum-Pedagogy Bottlenecks

Another cause of bottlenecks is the combination of student readiness, course curriculum and pedagogy that results in low grades and high numbers of students repeating the course. For example, a third of a current CSU course could be composed of students repeating the course to achieve a grade of C or better, as required for the major. In fall 2012, there were almost 1.8 million state-supported CSU course enrollments. More than 1.5 million (87 percent) course resulted in As, Bs, and Cs—passing, non-repeatable grades. About 225,000 (13 percent) resulted in repeatable grades. The single term FTES associated with repeatable grades is almost 50,000. The Chancellor's Office staff conducted an analysis of courses in which more than a fifth of the grades were repeatable. The table below provides the 22 high demand-low success courses by discipline, rank ordered by the potential impact on improving access through course redesign.

Sciences Courses

1. General Education Biology (with labs)
2. General Education Chemistry (with labs)
3. General Chemistry (usually for STEM majors)
4. General Biology (usually for STEM majors)
5. Organic Chemistry (STEM majors)
6. Cellular Biology (STEM majors)

Math and Statistics Courses

1. Developmental Math
2. College Algebra
3. Statistics

4. Business Calculus/Math
5. Pre-Calculus/Trigonometry
6. Calculus

Business and Social Sciences

1. Microeconomics
2. Macroeconomics
3. Financial Accounting
4. Psychology
5. Marketing
6. Operations Management
7. Managerial Accounting
8. Business Finance
9. American Government/Politics
10. US History (all periods)

Redesign Courses with Exemplary CSU Practices

The CSU will implement a program providing professional development and support strategies for campuses, departments and faculty to enhance instructional processes, lessen the percentage of repeatable grades and reduce the number of students repeating the course. If 35 percent of course enrollment is caused by repeat-delete enrollments, reducing the D, F and W (withdrawal) grades to 15 percent would provide a 20 percent increase in access. In 2007, the CSU began a systemwide course redesign program (Attachment A), but the program was terminated in 2009 because of budget cuts.

Scaling Proven Practices in Course Redesign

The CSU requested that campuses submit bottleneck courses that have been redesigned to reduce repeatable grades. Thirteen campuses submitted 53 courses as proven course redesign models that could be scaled to other CSU campuses. Forty-four courses have been selected and are listed on the Proven Course Redesign website <http://groups.csupprojects.org/redesign>. Models include fully online, hybrid, flipped, supplemental instruction services and technology-enhanced delivery methods. Campuses have been asked to review the list of redesigned courses and indicate which courses they wish to adopt to increase access and/or improve student-learning outcomes in 2013-2014. The Chancellor's Office then will identify the courses for which there is multiple campus interest and high-enrollment demand. These courses will be featured in hands-on summer institutes led by CSU faculty who led the proven redesign effort. The summer institutes will support CSU faculty learning to adopt exemplary curricular, pedagogical, and accessibility practices from their colleagues and experts. Ensuring academic standards for the quality of student work and achievement of student learning outcomes will be important elements of the course redesign project. The Chancellor's Office will host summer institutes for as many

redesign models as possible, and will coordinate smaller working groups for courses to which fewer campuses respond. After the institutes, faculty and staff from the lead and adopting campuses will continue professional development and support services throughout the academic year with regular webinars, discussion forums and evaluation activities to enable the timely and successful implementation of redesign strategies.

Awards will be provided for lead campuses to serve as mentors to adopting campuses. Adopting campuses will be awarded funds based on the increase in enrollments in the redesigned sections. Future funding may be awarded based on measured improvement in the number of non-repeatable grades earned each term. Campuses will be required to develop evaluation plans showing student success. Attachment B provides an overview of one proven practice for introductory statistics – the Statway program. Campuses that demonstrate and commit to institutionalization of exemplary practices and mentoring of other campuses adopting these practices can become candidates for CSU Centers of Excellence, with ongoing funding to support their systemwide services.

Scaling Promising Practices in Course Redesign

Campuses also will have the opportunity to continue their own course redesign efforts that show promise of improving student success. These include:

- Courses that have been redesigned but not yet been taught
- Courses that have shown success for a small number of students and could be scaled
- New candidates for course redesign in areas of high-demand and low-student success

Highest priority will be given to the 22 systemwide high-demand and low-success courses mentioned earlier, but all redesign efforts will be considered. Awards will be made based on budgets submitted and will include faculty release time and one-time requests for technology. Campuses will be required to develop evaluation plans. The Chancellor's Office and the campuses will arrange fall and winter course redesign institutes to support these course redesign efforts. The professional development and support for faculty participating in these proven and promising practices programs will be provided through "faculty learning communities" across the campuses, complemented with systemwide training and professional development programs to support the adoption of exemplary curricular, pedagogical, and accessibility practices from their colleagues and experts. Attachment C provides the initial principles to guide the course redesign projects.

The goals of the promising and proven course redesign projects are to:

- Significantly reduce repeatable grades without compromising academic standards and enrollment
- Increase student access to courses needed for progress toward degree
- Improve student learning outcomes
- Establish and sustain collaboration within and across campuses to course redesign improvements and outcomes

e-Advising and Scheduling Bottlenecks

Advising and scheduling bottlenecks also can slow the path to degree. Students often lack timely guidelines on the courses available to meet their graduation needs. Campus scheduling staff frequently do not have required information about students' plans and choices of courses needed for graduation. Campuses have been asked to focus on leveraging technology to improve advising services. The basic e-advising tool for new, continuing and graduating students is the degree audit. Campuses that have not fully maintained a robust degree audit system or campuses that are heavily challenged with providing degree audits to transfer students have been requested to concentrate the first year of their proposal on improvement in the reliable and pervasive deployment of a degree audit system.

Campuses with fully functioning degree audit systems may be in position to consider the development of multi-term planning tools that enable students to connect a preferred campus road map to the degree with their own personalized path. With high utilization of planning tools, academic departments will be in a strong position to anticipate actual course demand several terms in advance to then schedule a corresponding set of classes. Other campuses may be interested in introducing term scheduling tools to provide students with an array of possible schedules based on the set of courses they want to take that term. Another improvement in the area of advisement is the opportunity to engage those services that provide predictive information about the likelihood of student success in a program based on their performance in key courses or other critical performance indicators. Advisers then can be proactive in engaging students who might want to reconsider their degree objectives or path to the degree. By engaging students early, advisers are in a better position to prevent failure and to improve overall retention and graduation rates.

Campus submissions will include a readiness assessment including a one-to-four year strategy to implement and institutionalize the new technology tools. The Chancellor's Office and campuses will review the third-party products and services during the summer that then can be selected by

campuses to implement their strategies. Campuses will be required to develop an evaluation plan. Each CSU campus is encouraged to submit an advising-related proposal.

Implementation Schedule for Bottleneck Solution Strategies

Each of the bottleneck solution strategies is at a different stage of readiness to implement and deliver the benefits for the CSU students and institutions. The CSU will develop appropriate project management plans that develop capabilities to deliver cost-effective, scalable and sustainable solutions in a timely, yet realistic schedule.

| SOLUTION STRATEGIES | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---------------------------------------|---|--|---|---|
| Course Redesign with Proven Practices | Prototyping and Implementation | Prototyping and Implementation | Implementation Assessment and Improvements | Sustainable and Scalable Implementation |
| Course Redesign with Proven Practices | Planning and Design | Prototyping and Implementation | Implementation Assessment and Improvements | Sustainable and Scalable Implementation |
| Virtual Labs and Online Courses | Prototyping and Implementation | Implementation Assessment and Improvements | Sustainable and Scalable Implementation | Sustainable and Scalable Implementation |
| Online Courses | Prototyping and Implementation | Prototyping and Implementation | Implementation Assessment and Improvements; | Sustainable and Scalable Implementation |
| E-Advising | Planning, Design, Prototyping, and Limited Implementation | Prototyping and Implementation | Implementation Assessment and Improvements; | Sustainable and Scalable Implementation |

With the \$10M baseline funding, the CSU will be able to develop and institutionalize programs that will improve the effective and efficient delivery of high quality academic programs and guide students to complete their courses and graduate successfully in a timely manner.

Student Success: Supporting the Graduation Initiative

As a system, the CSU graduates just over 50 percent of its students in six years. The CSU Graduation Initiative was launched in 2009 and strives to raise the freshman six-year graduation rate by eight percentage points. In 2015, the graduation rate is expected to be 54 percent and will

cut in half the existing gap in degree attainment by CSU's under-represented minority (URM) students. Each campus has a six-year graduation rate target along with an achievement gap improvement goal.

The \$7.2 million allocation by the Chancellor for this initiative is expected to improve academic and student success on campuses. Campuses have been analyzing their student success data, determining areas for improvement, identifying potential solutions, and planning to implement and/or scale their solutions. Funding will support campuses' programs that include but are not limited to implementing or expanding nationally-identified high-impact practices supporting student success and engagement, acquiring and/or implementing technological solutions which support academic and student success, or addressing institutional needs or impediments to retention and graduation. High impact practices being examined include summer bridge, freshman seminars and learning communities, collaborative projects, undergraduate research and writing intensive courses.

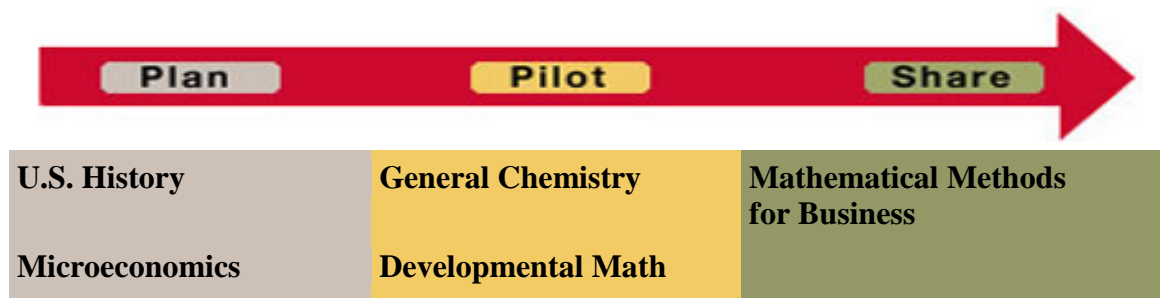
CSU Background On Implementing Course Redesign Programs

The CSU launched a systemwide course redesign program in 2007 to improve student learning that included the reduction of unsuccessful course grades and improved retention. The approach addressed instructional challenges in high-impact courses by maximizing student engagement, emphasized active learning and used technology to enable quality faculty and student interaction. After consultation with the presidents and academic technology advisory groups, the Transforming Course Design (TCD) project included three features:

- **High enrollment:** For example, courses that are in the top 10 percent in enrollment on a campus; or large lecture or multiple section courses deemed ready for TCD work.
- **Unsatisfactory rates of success:** courses with a high proportion of D, F and W grades.
- **Faculty commitment** to participate in and implement the redesign of the course selected.

After receiving a list of high-enrollment and low-success courses from campus provosts, the Chancellor's Office Academic Technology Services facilitated the multi-campus projects to redesign developmental mathematics and general chemistry in fall 2008, and microeconomics and U.S. history in spring 2009. Faculty from each discipline work together to understand student learning challenges and develop strategies for improving learning outcomes while reducing instructional costs. Three phases helped guide the implementation:

- **Plan** – Faculty worked together to identify ways to improve student learning. Individually they committed to implementing some redesign elements in their courses.
- **Pilot**– Faculty taught and evaluated their redesigned course.
- **Share** – Successfully redesigned course models are shared with CSU system faculty, department chairs, deans and provosts. Successful models were presented as adaptable to meet needs on other campuses.



The chart shows the status of TCD implementation in 2009 at the CSU. With the budget crisis in 2009, funding for the program was eliminated and the Chancellor's Office captured the progress made and lessons learned within the [Transforming Course Design website](#) so campuses and faculty could continue benefitting from the progress achieved.

Proven Practices for Introduction to Statistics: Leveraging the Carnegie Statway Project

The Carnegie Foundation for the Advancement of Teaching's newly developed community college mathematics pathway in statistics, Statway™, has achieved dramatic results in the initial implementation, tripling the success rate for developmental mathematics students in half the time. Statway is designed to replace a sequence of courses that typically can take as long as two or more years once students are placed into developmental mathematics at entry to a community college. Recent studies report that between 60 and 70 percent of students either do not successfully complete the sequence of required courses or avoid taking math altogether and therefore never graduate.

The program has been explicitly designed to capitalize on research-based findings about powerful mathematics instruction. These include an emphasis on:

- *Productive struggle.* It is not about guessing what the teacher wants to hear or about finding a particular answer. It is about the *process of thinking*, making sense, and persevering in the face of not knowing exactly how to proceed or whether a particular approach will work.
- *Explicit connections to concepts.* Research suggests making explicit connections among mathematical or statistical facts, ideas and procedures can improve both conceptual and procedural understanding.
- *Deliberate practice.* Deliberate practice avoids rote repetition for carefully sequenced problems developed to guide students to a deeper understanding of core concepts.

These learning opportunities are embedded in the specific lessons, online assessments and out-of-class resources that form the curriculum. The program includes both intensive, face-to-face learning and engaging, online learning.

Working with institutional researchers at the network institutions, Carnegie established baseline data for the percentage of developmental mathematics students who successfully completed a college-level mathematics course. Only 5.9 percent of those developmental mathematics students received credit for college-level mathematics in one year; only 15.1 percent achieved the goal after two years; 20.4 percent after three years; and 23.5 percent after four years. After a full year of Statway, 51 percent of Statway students had successfully completed the full pathway (receiving a grade of C or better in the final term).

In response to a request from the Board of Trustees, the Chancellor's Office met with the Carnegie Foundation about launching a CSU first-time freshman cohort. Carnegie expressed interest in inviting CSU participation, both as a destination for Statway community college students on the alternative pathway to the baccalaureate and as the founding four-year institutional partner. The CSU institutions would be the founding and flagship members of the

Carnegie Collaboratory of Universities. Because collaboration is key to this initiative, outreach was made to CSU Sacramento, the destination for most American River transfer students; to CSU Northridge for Pierce Community College; and San Diego State for San Diego City College. CSU Fullerton and Cal Poly Pomona draw about equal transfers from Mt. San Antonio, and San Francisco and San José State are neighbors to Foothill Community College.

In fall 2011, San José and Sacramento launched inaugural Statway course sections. In fall 2013, San Francisco and East Bay will launch Statway course sections. CSU Northridge's institutional research office has agreed to act as an arm of the CSU to support the teaching and learning consortium of CSU Statway campuses.

At Sacramento, successful completion of intermediate algebra (or its equivalent) is required prior to registration in statistics. Thus, the Statway mathematics/statistics faculty members from Sacramento decided to focus attention on students in need of only a semester of developmental mathematics (3 to 4 semester units). The typical pathway of such a student would require 9-to-10 semester units. If Carnegie Statway in six semester units could remediate the students and have them complete the GE Quantitative Reasoning requirement, as well as meet any baccalaureate degree program's statistics requirement, that would accelerate the student's accumulation of credits and degree requirements. In fall 2011, eighty-nine percent of the 35 Sacramento State students in Carnegie Statway completed the first term – essentially completing their developmental mathematics requirement. Of the 25 who continued in spring 2012, eighty-four percent successfully completed the entire sequence and received credit equivalent to Sacramento's Introduction to Statistics where the equivalent indicator was 60 percent.

San José's inaugural cohort had similar results. Practically all of the 74 students in the Carnegie Statway first semester received credit for the course. Of the 60 who continued to the spring term, 95 percent successfully completed the course, compared with 74 to 77 percent in the comparison group statistics classes.

Summary

Carnegie Statway for developmental students reduces the courses they need to take and the time they need to complete GE Quantitative Reasoning. They also are accelerating their time to degree especially if they are non-STEM majors. The Carnegie Statway model can be expanded on existing CSU Statway campuses (San José, Sacramento, San Francisco and East Bay). The model also could be expanded, if the campuses are interested, with relative ease at CSU Northridge and Cal Poly Pomona because faculty and administration already have been introduced to Carnegie Statway at one or more pathway.

Principles of Course Redesign Programs

The Course Redesign Projects will be guided by the following principles. These principles will be revised continuously as the CSU learns from the implementation of its course redesign projects.

- Recognize and support existing expertise and proven methods for course redesign within the CSU by establishing CSU “centers of excellence” whose responsibilities will be to share, mentor, and support the evaluation of the exemplary practices
- Ensure a focus on department implementations which support communities of faculty and the institutionalization of the innovations within their academic programs
- Support systemwide networks of faculty and staff committed to improve student learning by faculty transforming course designs and the publication of scholarship of teaching and learning
- Innovate course designs by integrating new pedagogical approaches with technology to provide interactive learning activities and student engagement
- Leverage open educational content, lowering costs for student and increasing available contemporary content for students to use to support their learning
- Leverage vendors and professional organizations who can provide services that support building the CSU capabilities in course redesign
- Provide a wide range of cost-effective supplemental instruction services with a focus on new technologies, targeted to improve student readiness and success, including tutoring, basic skills development, MOOCs, online communities, and other high impact practices, available to students 24/7

COMMITTEE ON EDUCATIONAL POLICY

Update on SB 1440: Student Transfer Achievement Reform Act

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Eric Forbes
Assistant Vice Chancellor
Student Academic Support

Ken O'Donnell
Senior Director
Student Engagement and
Academic Initiatives and Partnerships

Summary

Implementation of the Student Transfer Achievement Reform Act (SB 1440) continues to focus on curriculum development in the California State University (CSU) and California Community Colleges (CCC). Since the last report to the Board of Trustees in March 2013, both segments have published additional transfer pathways in the most popular majors:

| | <u>March 2013</u> | <u>May 2013</u> |
|--|-------------------|-----------------|
| • Two-year degrees at California Community Colleges: | 593 | 673 |
| • Four-year programs at the CSU found "similar": | 784 | 843 |

In the CSU, recent focus has been on programs in business, the most popular transfer major. Marc Siegall, professor of business at CSU Chico, has been working with 10 campuses to assist their faculty with identifying additional concentrations, options and emphases that may align with the Transfer Model Curriculum (TMC), making more degree pathways available to students who hold these degrees.

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Contact began with a letter to the affected campuses from Executive Vice Chancellor Ephraim P. Smith, and has continued in late April and early May with email and telephone conferences from Professor Siegall. The review of business programs will culminate with a report of programs that converted from “not similar” to “similar,” and any observed patterns in the reasons that the curriculum did not fit. This report will be detailed at the July meeting of the Board of Trustees.

In spring 2013, the CSU admitted around 400 students who hold Associate Degrees for Transfer, from a possible 600 who earned the degrees according to data from the California Community Colleges Chancellor’s Office.

In the last two months, CSU staff have been working with legislators in Sacramento to strengthen proposed Senate Bill 440 (Padilla). SB 440 would bring welcome attention to some aspects of the transfer degree work, in particular to marketing and outreach. Both systems continue to work with the relevant offices; the board will be informed as changes develop.

COMMITTEE ON EDUCATIONAL POLICY

Amendment to the Constitution of the Academic Senate California State University to Include a Statement Upholding Academic Freedom

Presentation By

Ron Vogel
Associate Vice Chancellor
Academic Affairs

Diana W. Guerin
Chair
Academic Senate CSU

Summary

This item recommends approval of an amendment to the Constitution of the Academic Senate of the California State University (ASCSU). This amendment revises Article I, Section 1. (a) “Purposes” to include principles of academic freedom.

Background

Chapter VII, Section 2, of the Standing Orders of the Board of Trustees states: “Amendments to the Constitution of the Academic Senate of the California State University shall become effective when ratified according to its provisions and approved by the Board of Trustees.”

The Preamble of the Constitution of the Academic Senate of the California State University specifies that the Constitution is adopted by CSU faculty “in order to exercise its rights and fulfill its responsibilities in the shared governance of the University.” In setting forth these rights and responsibilities in subsequent articles, at no point does the Constitution reference the important role of the ASCSU in safeguarding and preserving the principles of academic freedom for the faculty it serves throughout the CSU system. The purpose of this amendment is to remedy this omission.

In 1966, the American Association of University Professors (AAUP), the American Council on Education, and the Association of Governing Boards of Colleges and Universities jointly formulated a Statement on Government of Colleges and Universities that was formally recognized by the executive bodies of each group. That statement incorporates by reference the 1940 Statement of Principles on Academic Freedom and Tenure. In addition Section 3561(c) of the Higher Education Employer-Employee Relations Act (HEERA) encourages the free

exchange of ideas among faculty, students and staff, and goes on to state: "All parties subject to this chapter shall respect and endeavor to preserve academic freedom in the...California State University." Given the recognized importance of preserving and safeguarding academic freedom within higher education, this principle must be articulated within the Constitution of the ASCSU and regularly monitored as circumstances generate new interpretations

As required by the Constitution, this proposed amendment was submitted to the individual campus academic senates for faculty ratification. At the conclusion of the voting, with all 23 campuses reporting, the total vote in favor was 2,535 to 200. Twenty-two campuses voted in favor of the change.

The following resolution is recommended for approval:

RESOLVED, By the Board of Trustees of the California State University, that the proposed amendment to Article I, Section 1. Purposes of the Constitution of the Academic Senate of the California State University be adopted: "(a) It shall be the purpose of the Academic Senate of the California State University (ASCSU) to promote academic excellence in the California State University; to advance the principles of academic freedom and freedom of inquiry as generally recognized in the American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments when faculty carry out their responsibilities; to serve as the official voice of the faculties of The California State University in matters of systemwide concern; to be the formal policy-recommending body on systemwide academic, professional and academic personnel matters; to ensure the joint responsibility of the Academic Senate and the Trustees in criteria and standards to be used for the appointment, promotion, evaluation, and tenure of academic employees; to be the primary consultative body on the academic implications of systemwide fiscal decisions; and to assume such other authority and other responsibilities and to perform such functions as may be delegated to it by the Chancellor or the Trustees of The California State University.

COMMITTEE ON EDUCATIONAL POLICY

The ‘Campus as a Living Lab’ Initiative

Presentation By

Ken O’Donnell
Senior Director
Student Engagement and
Academic Initiatives and Partnerships

Elvyra F. San Juan
Assistant Vice Chancellor
Capital Planning, Design and Construction

Summary

In July 2012, the National Socio-Economic Synthesis Center (SESYNC) convened a meeting of delegates from five states: California, Colorado, Maine, Maryland, and New Mexico. The purpose of the meeting was to help representatives from each of the five states determine policy and state level strategies to effect changes in offering science education. Meeting goals also included connecting initiatives on climate change and educational change, and partnering with the National Academies and the National Science Foundation. State policy structures were identified as important in the work to change university systems.

The California delegation, made up of staff from the Divisions of Business and Finance, Academic Affairs, and members of the Systemwide Academic Senate, chose to focus on the California State University system. On the surface it may seem like a narrow focus, but with a university system of over 420,000 students and 40,000 faculty and staff, this is an opportunity to infuse sustainability across a large population—even more influential when partnerships with the California Community Colleges are considered—adding an additional two million students.

During the July meeting, there were discussions regarding current research that demonstrates when real world problems are infused into basic science education, students become more engaged, learn more effectively, and solutions are generated to address some of the more difficult planetary problems. With the amount of climate change and sustainability-related work taking place on CSU campuses, the team decided to create a program that allowed for the integration of curriculum and the physical campus, leading to the creation of the ‘Campus as a Living Lab’ initiative.

The 'Campus as a Living Lab' initiative is a unique opportunity to partner faculty and facilities management staff in using the campus as a forum for the exploration of sustainability concepts and theories. The program aligns the California State University's long-standing commitment to sustainability with the fundamental goal of preparing students for the workforce.

After holding two regional symposia on the concept of 'the campus as a living lab' for CSU faculty and staff this spring, the CSU has put out a call for proposals to ignite creativity and collaboration to fund:

- a. The development or redesign of a course that ties elements of sustainability into opportunities for learning using the campus physical plant. Funds of up to \$12,000 will be awarded to support the preparation of the proposed course.
- b. The creation of an interdisciplinary learning community, focused on campus sustainability. The learning community may be comprised of faculty, staff, students, and community college partners. Funds of up to \$12,000 will be awarded to support the activities of the proposed learning communities.

Students in every discipline can benefit from general education courses that introduce theories and concepts in sustainability and environmental responsibility, including but not limited to STEM disciplines. Proposals that incorporate at least one high-impact practice such as for-credit internships, service-learning courses, undergraduate research opportunities, student learning communities, and first year or capstone programs, are strongly encouraged.

Details of the program can be found in the 'Campus as a Living Lab' Grant Program Request for Proposals at <http://www.calstate.edu/cpdc/sustainability/liv-lab-grant/>