Academic Senate of the California State University
Academic Affairs Committee
Agenda
Meeting 4/8/05, at the CSU Chancellor’s Office, Long Beach

1. Call to order at 10:00 a.m.

2. Approval of the agenda.

3. (NEW) Approval of the minutes from the meeting of February 11, 2005.

3. (NEW) Approval of the minutes from the meeting of March 9, 2005.

4. Announcements, liaison reports, information items, general discussion.

5. Times certain.
   1:00 p.m. – Ed McAleer, State University Dean, Extended Education (CHECK, notify Jan)
   12-1 or after 1:45, Keith Boyum.

6. Liaison Reports
   ▪ Keith Boyum, Associate Vice Chancellor for Academic Affairs – at lunch or afternoon.

7. Items of business

7.1 Advisement issues
   ▪ (NEW) Information Item, BOT Meeting of March 15-16, 2005. “Campus Efforts to Facilitate Graduation.” Comments needed for the Executive Committee, ASCSU.
     ▪ Attachment A
   ▪ Should we do another resolution for the May meetings? If so, what should go in it – thoughts and suggestions – discussion.

7.2 Lower division core project
   ▪ Update reports from Keith Boyum and Marshall Cates on the implementation process.
   ▪ Latest updates are on the LDTP web site: http://www.calstate.edu/AcadAff/ldtp.shtml

7.3 Remedial programs
   ▪ (NEW) Thompson resolution, as revised by Senator Thompson:

7.4 Faculty Role in Intercollegiate Athletics
   ▪ Revisions needed as a result of the discussion at the March plenary?
   ▪ (NEW) Fred Hornbeck’s suggestions

7.5 Admissions and the SAT Writing Test
   ▪ Revisions needed as a result of the discussion at the March plenary?

7.6 Extended Education and Self-Support Issues
- (NEW) Discussion with the Faculty Affairs Committee and State University Dean Ed McAleer at 1 p.m.
  - (NEW) Materials sent by Ed McAleer from CSUN EE: Attachment B

7.7 (NEW) CalPirg Report and the Price of Textbooks
- (NEW) Email correspondence between David McNeil and Merriah Fairchaild, Higher Education Advocate for CalPirg Attachment C
- [http://www.maketextbooksaffordable.com/](http://www.maketextbooksaffordable.com/)
- This issue is also being discussed in the Faculty Affairs Committee.

7.8 Other resolution possibilities connected with Facilitating Graduation
- Requiring the declaration of a major by the end of the first year for frosh and at entrance for Upper Division transfers – but see the advising resolution passed in March, 2005.
- Campus policies on repeats, incompletes, withdrawal from courses. Continuation of discussion from March meeting.

7.9 (NEW) Death of CAN, birth of the CSU Transfer (articulation) Number
- Briefing from Keith Boyum.
- Current status.
- Policies needed? How will the review of courses be accomplished?
  - Present course review policies?
  - Resolution needed regarding this?

7.10 (NEW) Revising the 21st Century Report ("The CSU at the Beginning of the 21st Century: Meeting the Needs of the People of California")
- Discussion of how to proceed for the revision.

Adjournment
The California State University
Campus Efforts To Facilitate Graduation

At its January 2005 meeting, the Board of Trustees heard a report from Executive Vice Chancellor Spence focused on campus actions to facilitate graduation. Dr. Spence drew upon information and perspective gathered in collegial visits to seven campuses undertaken in the week of January 11-18, 2005.

These five themes emerged in that report:

1. *Units to the baccalaureate*: a recommended focus on reducing *units* to the baccalaureate, rather than reducing time to the undergraduate degree, given the frequency with which CSU undergraduates attend part-time and/or intermittently, in response to work and family needs.

2. *Clarifying career goals*: the importance of campus strong advising practices in the first year that help freshmen and sophomores not only to complete general education, but also to clarify life and career goals on the way to declaring a major.

3. *Degree audits and similar strong advisement practices*: the importance of campus strong practices surrounding advisement in the major, in a rich information and communications environment.

4. *Good class schedules*: the utility of continuing campus focus on class schedules that avoid "bottleneck classes" and otherwise meet students’ needs in progressing toward graduation.

5. *Repetition of courses and related policies*: the advisability of campus adoption of tightened regulations that govern “drops” withdrawals, grades of incomplete, and course repetition both with and without grade forgiveness.

Since that report, useful further conversations have been undertaken with selected campus presidents and provosts, together with statewide faculty and student leaders. We anticipate requesting that campuses refresh their November 2003 local plans to facilitate graduation in light of what appears to be a best practices consensus in which all CSU constituencies join, varying only in matters of detail.

A recent Academic Senate, CSU action is an important indicator of this best practices consensus. The Senate concluded at its most recent (March 10-11, 2005) plenary session by adopting a resolution that commended to campuses a series of recommendations first resolved by the Senate one year ago. These are guidelines for campuses in adapting or developing campus policies designed to facilitate graduation.

These guidelines are outlined below, with brief additional comment.
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<tr>
<th><strong>Academic Senate, CSU Recommendation</strong></th>
<th><strong>Comments</strong></th>
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<tbody>
<tr>
<td>1. Require a timely declaration of major. In general, declare a major after completing 25% of their total program.</td>
<td>All CSU constituencies agree that a timely declaration of major should be strongly encouraged, and required at an early reasonable juncture. Some evidence associates early declaration of major with undergraduate persistence (i.e., students drop out less frequently) by placing students in academic communities that nourish peer associations. This may be true even for students who change their majors.</td>
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<td>2. Require students to develop a personal graduation plan based on the declared major. Students should work with a faculty adviser….</td>
<td>An idea worth considering is to associate such plans with class schedule development via sophisticated campus information management systems. Under the right circumstances, appropriate and up to date graduation plans featuring course-enrollment intentions by term could feed the decisions made by department chairs and deans concerning which courses to offer, even at what days and hours.</td>
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<td>3 Perform a degree audit…when the student reaches 75% of the program.</td>
<td>Degree audits are an important tool, and when made easy to access via campus information management systems, could be of use much more frequently even than at specified junctures such as the completion of 75% of a major.</td>
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<td>4. Implement an automated degree audit system as soon as possible.</td>
<td>Campus visits in January included firsthand demonstrations of the systems now up, being improved, or at other stages of implementation.</td>
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<td>5. Require specified and progressively more stringent procedures…[after a student exceeds 100% of the units needed in a degree program].</td>
<td>Campuses will consider this.</td>
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<td>6. Provide adequate funding for both major and general-education advising.</td>
<td>All CSU constituencies name advising a very high priority for emphasis and support.</td>
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<td>7. Develop policies that discourage late changes in major; that discourage excessive course repetition; that discourage registration for more than a full load of courses.</td>
<td>Many voices in the developing consensus have called for revisiting and tightening campus policies governing course repetition. A companion recommendation is that campuses more vigorously enforce existing policy concerning drops, withdrawals, and grades of incomplete.</td>
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<td>8. Consider the role of “gateway” courses as indicators for students about whether to persist in a given major.</td>
<td>Campus-based review of such indicators is appropriate.</td>
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<td>9. Develop financial aid policy to encourage students to … finish programs expeditiously.</td>
<td>Within other state and federal policy constraints, campuses may usefully review such policy.</td>
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<td>10.</td>
<td>Each program should regularly review and, as necessary, revise its “academic road map” to ensure a clear and expeditious path to degree.</td>
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<td>11.</td>
<td>Each program should offer, as resources allow, required courses and stipulated electives regularly and on a predictable, published schedule.</td>
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<td>12.</td>
<td>For higher-unit sequential degree programs, the program faculty should develop alternative plans to assist students who take courses out of sequence.</td>
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This important work at department and program level facilitates the development or study plans through to the degree for individual students.
### Improved Path to Graduation

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<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
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<td>Freshman orientation that reinforces graduation as the ultimate goal.</td>
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<td>Strong advising for both general education and clarification of life/career goals.</td>
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<td>Encourage, support and facilitate and early choice of major – recognizing that many students change their majors.</td>
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<td>Development and periodic renewal/update of a personal graduation plan.</td>
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<td>Align personal graduation plan with degree road maps.</td>
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<td>Campus use of cumulated personal graduation plans in planning term class schedules, assuring timely offering of courses.</td>
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<td>Strong, timely major advisement in a rich information and communications environment.</td>
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<td>Degree audits not later than at 70 semester units or equivalent.</td>
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<td>Advisement through to graduation – intrusive, if necessary – as a student approaches / exceeds the minimum required units for the degree.</td>
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Ed McAleer sent a scan of some statements about Extended Ed from the CSUN catalog—they didn’t scan really clearly, so I retyped them, as follows. The underlines indicate that there were words I couldn’t read:

**INSTRUCTIONAL EXCELLENCE:** The Tseng College offerings meet or exceed the most rigorous instructional ____________. The Tseng College works with CSUN’s academic departments to identify accomplished instructors for each program. Our programs are taught by regular university faculty who have experience working with midcareer professionals, equally distinguished faculty from sister institutions, and practitioners who are well respected in their fields.

**A FOCUS ON LEARNING AND EDUCATIONAL OUTCOMES:** Programs offered by the Tseng College provide both participants and employers with a high level of confidence because they meet well-defined educational goals. The consistent achievement of successful learning outcomes is the principal goal that guides our program design. It similarly guides the development of assignments and a grading system that enables us to measure the level of mastery of each participant. Our approach ensures that students achieve the stated educational objectives and are prepared to put their new knowledge and skills to work in the desired professional context.

**AN ENDURING EDUCATIONAL RECORD:** CSUN transcripts provide a reliable record of all of a student’s educational achievements ____________________. Student transcripts are accessible over the career span and cover not only academic degrees, credentials, and credit certificate programs, but also participation in courses and programs that earn Continuing Education Units (CEUs).

**NOTE:** CEUs are nationally recognized units for non-credit, post-secondary study, established by the National Association of Continuing Education and Training.

This is from the EE website at CSUN:

**Statement of Purpose and Vision**

**Purpose**

The Roland Tseng College exists to expand access to and strengthen the influence of the scholarship and teaching of the University and its faculty. The College develops and offers exemplary study opportunities, credit and noncredit, which are rooted in the University’s scholarship and teaching and are designed to ensure that the individuals, communities and organizations served by the University achieve their lifelong learning goals.

**Vision**

The Tseng College will use its full capabilities and resources with integrity, versatility and imagination to make a positive difference in the University and in the larger community through the power of lifelong learning. The College is a self-supporting unit within the University that enrolls more than 25,000 students per year. Learning is a lifelong pursuit, and the Tseng College has created a distinctive learning community for nontraditional students and lifelong learners by
developing programs and courses that are innovative, versatile, relevant and effective. Aware of the growing need for ongoing learning, the College strives to provide high-quality, continuous learning opportunities for our region and beyond. Through its range and variety of programs and courses, In addition, we respond to the needs of the community, business, industry, government, nonprofit organizations, education and the University by providing participants with education that is valuable and enduring. Our instructors are respected experts in their fields, drawn from the best in academia, business, and industry. Our professional development certificate programs are rigorously designed to meet the high standards of business and industry and merge relevant theory with current practice. Classes are scheduled at various times - including days, evenings and weekends - to accommodate students' schedules. Participants in many of our courses can earn continuing education units for their professional development.
Dear Merriah Fairchild,

By this email I am referring your concern to Prof. Ted Anagnoson, Chair of our Academic Affairs Committee. I do not know, however, that a resolution on this is to be anticipated, for normally we have "first readings" of resolutions at our early March meeting before passing a resolution at the end of May (exceptions made for "urgent" matters, generally recommendations to be made to our Board of Trustees for their May or July meetings, or for legislation to be acted on before the fall).

Our senate has discussed textbook issues for the past several years. The issues raise questions about academic freedom, in particular the need for faculty to be able to choose course materials freely, according to their own professional judgment. (The Academic Senate seldom if ever recommends courses of action to individual faculty, although we often urge local campuses to look into issues and consider their own resolutions.)

I imagine that most faculty choose the least expensive appropriate texts (personally, I tell students to acquire "any" edition and then, with their fellow students, to compare editions and bring differences to class for discussion, an excellent way to discover "cutting edges" in the discipline!). Other faculty may of course reasonably define "educationally equivalent" in other ways, including requiring the latest edition (with or without supplemental materials).

I have another personal take on this issue. Students like to sell back textbooks, which isn't possible if there's a new edition. I find that unfortunate, for selling a textbook means that its now-diminished cost outweighs the benefit of its contents. This reflects poorly on the student and/or on the teacher who picked the text, or on the value of the course itself, and should be cause for concern. (I should add that, again personally, I have never assigned more than $100 worth of books for any course and actually try to keep the total under $50.)

On the other hand, we do know that publishers are also "marketeers" and that "bells and whistles" can often be more profitable for them than for students and teachers. If Prof. Anagnoson's committee considers that this issue should be taken up this year, you may hear from them. I can assure you that such matters do concern us!

Best wishes,

David McNeil

-----Original Message-----
From: Merriah Fairchild [mailto:mfairchild@calpirg.org]
Sent: Thu 3/24/2005 4:51 PM
To: McNeil, David; Peacock, Ann
Cc: 
Subject: Academic Senate Textbook Resolution
Dear Mr. McNeil,

I have spoken with several of your colleagues including Robert Cherney, Cristy Jensen and Kathleen Kaiser about a campaign students are working on to lower the cost of textbooks by pressuring publishers to change some of their practices. They all suggested I speak with you about bringing this campaign to the Academic Senate.

The students and staff of CALPIRG, a state-wide student-consumer group, have met with Pat Schroeder the president of the Association of American Publishers several times and every time she says it is the faculty who are demanding new editions so frequently, demanding books come bundled etc.

Because the publishers are more receptive to faculty than students, we are hoping that the CSU Academic Senate would consider passing a resolution in support of the student's requests. So far the UCSB
Academic Senate passed a resolution and we are currently speaking with George Blumenthal about passing a similar resolution at UC.

I have attached a draft which you could of course edit.

I would appreciate the opportunity to speak with you further about this issue and see if it is at all possible to bring this to the final meeting May 5-6.

You can also check out the website we created for the campaign where we have posted our research, media clips and our correspondence with the publishers: www.MakeTextbooksAffordable.com.

I look forward to speaking with you soon about this important issue.

Sincerely,

Merriah Fairchild
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