

Academic Senate CSU

Plenary Agenda

Office of the Chancellor, Dumke Auditorium

Thursday

May 6, 2010

10:15 a.m. – 5:00 p.m.

Senate Social – Fiscal & Governmental Affairs Committee Hosting
5:15 p.m. to 6:45 p.m.

Friday

May 7, 2010

8:30 a.m. – 12:00 p.m.

Organizational Meeting 1:00 p.m. – 3:00 p.m.

1. Call to order
2. Roll call
3. Approval of agenda
4. Approval of minutes (January 21-22, 2010 & March 11-12, 2010)
5. Announcements
6. Presentations/Introductions
7. Reports:
 - 7.1. Chair
 - 7.2. Standing committees
 - 7.3. Other committees and committee liaisons
 - 7.4. Joni Finney, Institute for Research on Higher Education, University of Pennsylvania (Time Certain 11:00 a.m., Thursday)
 - 7.5. Ben Quillian, Executive Vice Chancellor and Chief Financial Officer (Time Certain 1:00 p.m., Thursday)
 - 7.6. Karen Zamarippa, Assistant Vice Chancellor, Advocacy & Institutional Relations (Time Certain – 11:00 a.m., Friday)
 - 7.7. Jeri Echeverria, Executive Vice Chancellor & Chief Academic Officer
 - 7.8. John Travis, CFA
 - 7.9. Dunixi Guereca, CSSA Liaison
8. Committee Recommendations
 - 8.1. Use of College Level Examination Program (CLEP) Tests to Meet General Education (GE) Requirements AS-2942-10/AA (Rev)
Second Reading
 - 8.2. Academic Senate of the CSU Calendar of 2010-2011 Meetings AS-2944-10/EX (Rev)
Second Reading

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| 8.3. Support for the Governor's Proposed 2010-2011 Higher Education Budget | <u>AS-2945-10/FGA (Rev)</u>
Second Reading |
| 8.4. Consultation on Decisions Regarding Academic Information Technology | <u>AS-2947-10/APEP (Rev)</u>
Second Reading |
| 8.5. Impact of Enrollment Management Decisions on Academic Programs | <u>AS-2948-10/APEP (Rev)</u>
Second Reading |
| 8.6. The Early Assessment Program (EAP) and Collaborations to Increase the Academic Readiness of Graduating High School Seniors | <u>AS-2949-10/APEP (Rev)</u>
Second Reading |
| 8.7. Facilitating Students' Academic and Career Goals in a Time of Economic Constraints | <u>AS-2950-10/APEP (Rev)</u>
Second Reading |
| 8.8. Addition of a Second Faculty Trustee to the CSU Board of Trustees | <u>AS-2951-09/EX (Rev)</u>
Second Reading |

9. Adjournment

1 Agenda Item

AS-2942-10/AA (Rev)
March 11, 2010
Second Reading

Use of College Level Examination Program (CLEP) Tests to Meet General Education (GE) requirements.

1. RESOLVED: That the Academic Senate of the California State University (ASCSU) follow the recommendations of the Chancellor's General Education Advisory Committee to expand the breadth of CLEP exams authorized for meeting statewide CSU GE requirements; and be it further,
2. RESOLVED: That the ASCSU distribute this resolution to the Educational Policies Committee of the CSU Board of Trustees, the campus provosts, campus senates, the Intersegmental Committee of Academic Senates (ICAS), and the California Intersegmental Articulation Council (CIAC) listserv.

RATIONALE: In recent years, the Chancellor's General Education Advisory Committee has undertaken (i) a review of the scope and breadth of the CSU GE requirements (including a review of alignment with the IGETC pattern) and (ii) has systematically evaluated expanding the GE applicability of AP and IB exams. This later evaluation has, in the 2009/2010 academic year, been expanded to include an evaluation of the potential expansion of the applicability of CLEP exams to meet CSU GE requirements.

The CLEP exam is often used by military or others with 'life experience' rather than those having achieved formal university credit (although it could be used by those individuals where such credit is non-transferable). As such, the expanded use of CLEP is entirely consistent with the 'Troops to College' initiative and, more generally, the movement away from strict "seat time" metrics of academic performance. The Chancellor's General Education Advisory Committee -- a committee chaired by and predominantly composed of, CSU faculty -- has received the

recommendations of campus faculty who have independently evaluated the rigor and breadth of the CLEP exams. Additionally, GEAC is satisfied with the CLEP development process and their security measures, has been satisfied that passing the (various) CLEP exams recommended to be approved for CSU GE credit does indicate an acceptable level of university-level knowledge as well as sufficient GE breadth exposure to justify awarding CSU GE credit.

It will be noted that this expansion of CLEP is unique and not entirely non-controversial since CLEP exams, unlike AP and IB exams, are not inherently tied to a course of program of study. CLEP exams are truly stand-alone examinations. The use of CLEP may best be thought of as meeting the requirements of credit by examination as permitted under EO-1036.

Coded Memorandum AA-2009-11 provides guidance to the community colleges regarding which of the AP, IB, and CLEP exams are recommended for inclusion within CSU Breadth. This list provides the best guidance for Community Colleges regarding which exams are acceptable to meet CSU GE requirements. The expansion of the CLEP exams will serve to facilitate graduation via reducing redundancy in educational experiences.

#2 Agenda Item

AS-2944-10/EX (Rev)
March 11-12, 2010
Second Reading

Academic Senate of the CSU Calendar of 2010-2011 Meetings

RESOLVED: That the Academic Senate of the California State University adopt the following schedule for 2010-2011:

<u>2010</u>		<u>Location</u>
September 15-16	Committees/Plenary	Headquarters
October 15	Interim Committees	Headquarters
November 3-5	Committees/Plenary	Headquarters
December 3	Interim Committees	Headquarters
<u>2011</u>		
January 19-21	Committees/Plenary	Headquarters
February 18	Interim Committees	Headquarters
March 16-18	Committees/Plenary	Headquarters
April 8	Interim Committees	Headquarters
May 4-6	Committees/Plenary	Headquarters
September 15-16	Committees/Plenary	Headquarters
October 14	Interim Committees	Headquarters
November 2-4	Committees/Plenary	Headquarters
December 2	Interim Committees	Headquarters

; and be it further

RESOLVED: That the Executive Committee of the Academic Senate of the CSU be authorized to change the schedule of meetings approved, with adequate notice to the Academic Senate of the CSU, if the Trustees alter their schedule, or if budgetary constraints require a change.

RATIONALE: *The California State University Board of Trustees is in the process of determining its meeting dates for 2010-2011, as follows:*

<u>2010</u>	<u>Location</u>
<i>March 16-17</i>	<i>Headquarters</i>
<i>May 11-12</i>	<i>Headquarters</i>
<i>July 13</i>	<i>Headquarters</i>
<i>September 21-22</i>	<i>Headquarters</i>
<i>November 9-10</i>	<i>Headquarters</i>
<u>2011 Tentative</u>	
<i>January 25-26, 2011</i>	<i>Headquarters</i>
<i>March 22-23, 2011</i>	<i>Headquarters</i>
<i>May 10-11, 2011</i>	<i>Headquarters</i>
<i>July 12, 2011</i>	<i>Headquarters</i>
<i>September 20-21, 2011</i>	<i>Headquarters</i>
<i>November 15-16, 201</i>	<i>Headquarters</i>

Note: Long Beach Grand Prix Weekend – April 15-17, 2011

#3 Agenda Item

AS-2945-10/FGA (Rev)
March 11-12, 2010
Second Reading

Support for the Governor's Proposed 2010-2011 Higher Education Budget

- 1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) commend Governor Arnold Schwarzenegger for the proposed funding of California public higher education in his 2010-2011 budget; and be it further
- 2. RESOLVED:** That the ASCSU support, in particular, the proposed allocation of \$305 million to backfill the previous one-time reduction to the CSU budget, which will be essential to initiate the fiscal recovery of the University; and be it further
- 3. RESOLVED:** That the ASCSU acknowledge and support the Governor's efforts to provide an additional \$60 million in funding for new student enrollment growth; and be it further
- 4. RESOLVED:** That ASCSU urge the Governor and the Legislature to maintain the above allocations in the subsequent 2010-2011 budget development process; and be it further
- 5. RESOLVED:** That the ASCSU urge the Governor and the Legislature to recognize that, in light of the budget reductions to higher education in recent years, the allocation in the Governor's proposed budget represents only a first step in the restoration of full funding for California public higher education in general and the California State University in particular; and be it further

6. RESOLVED: That the ASCSU distribute this resolution to the Governor, Legislative Leadership, the Chancellor, the Board of Trustees, CSU campus senate chairs, and leadership of the California State Student Association.

RATIONALE: As a result of California's on-going fiscal crisis, the California State University experienced a 20 percent cut in state general fund allocation (\$600 million) over the past two years. As part of this reduction, in 2009-2010, the system experienced a one-time cut of \$305 million in its general fund allocation. This has had a significant impact on student access, requiring the CSU to turn away 10,000 eligible students in 2009-2010 alone.

The Governor's proposed budget for 2010-2011 recognizes this problem and backfills the \$305 million one-type reduction and offers the prospect of additional monies to fund enrollment growth. While this, in and of itself, is not sufficient to completely address the on-going budget shortfall facing the CSU, it is a step in the right direction that should be acknowledged.

4 Agenda Item

AS-2947-10/APEP (Rev)
March 12, 2010
Second Reading

Consultation on Decisions Regarding Academic Information Technology

1. RESOLVED: That the Academic Senate of the California State University (ASCSU) recommend that campus Provosts/Vice Presidents for Academic Affairs, in consultation with the Academic Senates, establish processes whereby decisions that would result in the reduction or centralization of specific IT resources, infrastructure or support services be fully assessed. The assessment of these proposals should not merely include estimates of potential cost savings, but also include an assessment of the impact on curriculum and instruction and ultimately the teaching and learning of students, and be it further
2. RESOLVED: That the ASCSU distribute this resolution to the Board of Trustees, the Office of the Chancellor, the Chancellor, members of the Information Technology Advisory Committee (ITAC), the Academic Technology Advisory Committee (ATAC), campus Senate Chairs and Provosts.

RATIONALE: As campuses consider ways in which to strategically make reductions in expenditures, proposals will include proposals to reduce, eliminate or centralize IT resources, infrastructure or support services currently provided within divisions of Academic Affairs. The assessment of these proposals should not merely include estimates of potential cost savings, but also include an assessment of the impact on curriculum and instruction and ultimately the teaching and learning of students.

The ASCSU is aware of reports from campuses where reduction, elimination and/or centralization decisions have been made without assessment of their programmatic impact and without consultation with faculty. While such decisions may be justified and necessary, a full understanding of the impact should inform these decisions.

5 Agenda Item

AS-2948-10/APEP
March 11-12, 2010
Second Reading

Impact of Enrollment Management Decisions on Academic Programs

1. **RESOLVED:** That the Academic Senate of the California State University (ASCSU) urge campus senates to ensure that their campus has in place or develops procedures to assess and minimize the effects that enrollment management decisions have on individual academic programs.

RATIONALE: Recent constraints on the budget of the CSU have led to increased emphasis on the management of enrollment. However, there seem to have been limited efforts by campuses to explore in depth the effects that enrollment management, and particularly enrollment limitations, have on specific academic programs. Such an exploration needs to be campus-specific and faculty-driven, because of the variations of program patterns and student interests among CSU campuses.

6 Agenda Item

AS-2949-10/APEP
March 11-12, 2010
Second Reading

The Early Assessment Program (EAP) and Collaborations to Increase the Academic Readiness of Graduating High School Seniors

1. RESOLVED: That the Academic Senate of the California State University (ASCSU) support and commends the collaborative efforts begun in the fall of 2009 involving the California State University, the University of California, and the California Community Colleges to establish a more effectively aligned P-16 education system that will help all of California's students to graduate from high school ready for non-remedial, credit-bearing, baccalaureate work; and be it further
2. RESOLVED: That ASCSU recognize that EAP was designed to be fully aligned with the California Content Standards and consequently represents but one indicator of students' readiness for placement in non-remedial, credit bearing baccalaureate-level coursework; and be it further
3. RESOLVED: That ASCSU support and encourage continued support and collaboration with P-12 schools to increase the number of students who meet standards and academic proficiency before beginning credit bearing baccalaureate-level coursework. and be it further
4. RESOLVED: That ASCSU support the findings of the Achieve¹ sponsored assessment of EAP, which state that:

¹ Achieve (www.achieve.org) is an independent, non-profit education reform organization. In 2005, it launched the American Diploma Project (ADP)

- EAP augmentations provide and contribute authentic college readiness tasks to the assessment of student's postsecondary preparation.
- Targeted improvements could be made in the Algebra II, Summative mathematics, and English EAP to increase the balance and rigor of the items used to assess college readiness.

RATIONALE: Resolution AS-2923-09/APEP (November 6, 2009) recognized and supported renewed efforts on the part of the Chancellor's Office to identify and attempt to initiate improvements in the effectiveness of EAP. In so doing, the expectation was that this work would lead to the identification of the preconditions necessary to achieve the goal set in the Board of Trustees' 1996 resolution to reduce the percentage of regularly admitted new CSU freshmen needing remediation to 10%. The work is well underway.

In 2008 the California Diploma Project (CDP) was launched. With assistance from Achieve, the assessment of EAP concluded that "essential college-ready content identified by CSU faculty for entering credit-bearing coursework" was addressed by EAP.

It is expected that a collaborative and comprehensive effort to help students get ready for college will be formalized with a statement to be signed by the leaders of UC, the CSU and the California Community Colleges along with the Superintendent of Public Instruction and the Governor. While supporting the use of EAP, the statement will indicate that the use of EAP is but one indicator of students; and that augmentations and improvements are needed to "increase the balance and rigor of the items used to assess college readiness".

It is important to note that the EAP was developed with extensive consultation and involvement of the CSU Academic Senate in its development over the past 6 years. The Senate has appointed CSU English and math faculty to represent the faculty interests in the development of the additional EAP questions and written essay. Those faculty participated on California Department of Education content review panels that were responsible for writing the 11th grade California Standards Test. At all steps, the English and Math Councils were involved in the development of the EAP as were the EPT and ELM Development Committees. As such, EAP assessment represents the CSU indicator of student readiness for baccalaureate-level coursework within the CSU system.

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-2923-09/APEP (Rev)

November 6, 2009

Assessing the Effectiveness of the Early Assessment Program (EAP) in Increasing the Academic Readiness of Graduating High School Seniors

RESOLVED: That the Academic Senate of the California State University (ASCSU) recognize and support the analysis of the effectiveness of the EAP that is being conducted by Academic Affairs, Office of the Chancellor and recommend that this analysis include the assessment and the identification of the preconditions necessary to achieve the goal set in the Board of Trustees' 1996 resolution to reduce the percentage of regularly admitted new CSU freshmen needing remediation to 10%; and be it further

RESOLVED: That the ASCSU request that the Executive Vice Chancellor and Chief Academic Affairs Officer of the CSU provide the Senate with an annual report on the assessment of EAP that includes the data, the analysis, and findings.

RATIONALE: The Early Assessment Program (EAP) provides students with an early indicator of their level of college preparation. However, the percentage of students that utilize this information to make more informed decisions to increase their knowledge and skills while still in high school and thereby avoid the need for remediation in their entry level college experience, is low. Both the importance and the expectations associated with the EAP are significant. Jack O'Connell, the Superintendent of Public Instruction in a presentation to the Board of Trustees on "Closing the Achievement Gap in California" made reference to EAP as an important component in attempts to close this "Gap". In addition, the California American Diploma Project, established by Achieve, the non-partisan, non-profit education reform organization, has identified EAP as an important tool in ensuring that high school graduates are fully prepared to undertake college-level work.

The ASCSU continues to believe that EAP is one of the most important outreach activities that the CSU has undertaken. Its acceptance as an assessment tool by the California Community Colleges now means that the majority of college constituents in California will benefit from utilizing EAP-based feedback during their senior year in high school.

The EAP has received the favorable interest and comment at the national level, as states struggle to align their K-12 and higher education interests. By utilizing a shared assessment instrument, high school learning expectations in English and mathematics can be directly related to the CSU's expectations for incoming freshman. The professional development opportunities in English and mathematics, and curriculum modules in English have addressed a long-standing disjunction between high school and college writing and have allowed the CSU to emphasize the role that critical analysis plays in English and mathematics at the university level.

Furthermore, work to be done to ensure that EAP includes (1) the appropriate incentives to greatly increase student participation and (2) the appropriate counseling that will lead to students taking the courses necessary for them to achieve proficiency prior to

graduation. This resolution recognizes and supports the initiatives being implemented by Executive Vice Chancellor Echeverria.

It is important to note that California public schools do not have the resources necessary to refocus efforts on graduating college ready students. CSU will call upon the California Board of Education, the Superintendent of Public Instruction and the variety of K-12 support organizations to direct their efforts towards graduating students better able to fulfill their higher education goals.

Approved Unanimously – January 21-22, 21010

Facilitating Students' Academic and Career Goals in a Time of Economic Constraints

- 1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) recommend that policies which impose unit restrictions on students, such as prohibitions from changing majors or adding second majors or minors should take students' individual academic and career goals into account and provide students with adequate access to advising and faculty support; and be it further
- 2. RESOLVED:** That the ASCSU recommend that campus senates ensure faculty governance procedures be followed in making enrollment management decisions regarding graduation; and be it further
- 3. RESOLVED:** That the ASCSU recommend to the Chancellor and campus Presidents that all processes that address management of enrollment and graduation include a student appeal process that includes input from appropriate discipline faculty.

RATIONALE: Recent economic constraints have led to directives to all CSU campuses to manage FTES by restricting unit-loads. As a consequence, students' career and academic choices have been limited. This resolution asks that such limitations be considered carefully and that there be developed, with faculty input, a mechanism for special consideration.

#8 Agenda Item

AS-2951-09/EX (Rev)
March 11-12 2010
Second Reading (

Addition of a Second Faculty Trustee to the CSU Board of Trustees

1. RESOLVED: That the Academic Senate of the California State University (ASCSU) request that the CSU Board of Trustees recommend to the Governor the addition of a second faculty trustee to the Board with a term of appointment staggered with that of the current faculty trustee.
2. RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees and campus Senate Chairs.

RATIONALE: The addition of a second faculty trustee with a staggered term would allow faculty trustees to benefit from the same mentoring received by other appointed members of the Board representing either the people of California as a whole or the students. It would also provide for a second perspective on faculty issues which are numerous and diverse in a system with over 23,000 faculty. Additionally, it would eliminate situations where a vacancy due to a delay in the appointment of a single faculty trustee, or any other reason, would mean the Board would not benefit from the wisdom and perspectives of any current faculty member.