

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 1:30 p.m., Wednesday, January 29, 2014
Glenn S. Dumke Auditorium

Roberta Achtenberg, Chair
Debra S. Farar, Vice Chair
Rebecca D. Eisen
Douglas Faigin
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
William Hauck
Lou Monville
J. Lawrence Norton
Steven G. Stepanek
Cipriano Vargas

Consent Items

Approval of Minutes of Meeting of November 5, 2013

Discussion

2. The California State University Graduation Initiative, *Information*
3. Update on Reducing Bottlenecks and Improving Student Success, *Information*
4. California State University Admission Promise Programs, *Information*
5. The Sony Electronics Faculty Award for Innovative Instruction with Technology, *Information*

**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**

November 5, 2013

Members Present

Roberta Achtenberg, Chair
Debra S. Farar, Vice Chair
Rebecca D. Eisen
Douglas Faigin
Lupe C. Garcia
Steven M. Glazer
Bob Linscheid, Chair of the Board
Lou Monville
J. Lawrence Norton
Cipriano Vargas
Timothy P. White, Chancellor

Trustee Roberta Achtenberg called the meeting to order.

Approval of Minutes

The minutes of September 24, 2013, were approved as submitted.

Update on the Early Assessment Program

The Early Assessment Program (EAP), Trustee Achtenberg said, is among the crowning achievements of the faculty, university and Board of Trustees because it has offered tens of thousands of California's young people the opportunity to improve their skills before entering the California State University (CSU) in a way that increases their retention, success and graduation. Executive Vice Chancellor and Chief Academic Officer Ephraim P. Smith added the EAP is one of the key initiatives of the Division of Academic Affairs. As the CSU responds to changes in the state's political and economic landscape, the student success projects and short-term objectives evolve to meet the needs and expectations of students, communities and employers. The focus is on the student experience from pre-entry to graduation, with everything meant to strengthen the experience in terms of quality, graduation rates, access and affordability, equity and preparing students for lives after the CSU. Many of the efforts fall under the umbrella of the CSU Graduation Initiative, designed to improve six-year graduation rates and close achievement gaps

by emphasizing engaging high-impact educational practices and the strategic use of data. The focus is on college readiness at entry whether as freshmen or transfer students. Eighty-seven percent of the students who enter as freshmen come from California's public high schools. In 2009, the trustees directed the Chancellor's Office to create the Early Start Program, which provides developmental coursework during the summer after high school and before the freshman year. The EAP allows students to receive a determination of their college readiness before beginning their high school senior year.

Beverly Young, assistant vice chancellor for teacher education and public school programs, began the presentation by stating the program's goal is "to reduce the need for remediation." This includes: (1) giving students an early signal of college readiness; (2) collaborating with the state's high schools; and (3) providing 12th-grade interventions. The EAP began in 2004. The early signal informs students if they need to complete additional work in English and/or math before entering college. The EAP assesses readiness in a way that does not increase the number of tests or testing time in high school. By using the California Standards Test (CST) and adding questions to it, the CSU was able to implement the test in a way that greatly enhanced its usefulness. The scores are communicated to counselors, students, families and parents. There are three possible outcomes: college ready (exempt); college ready (conditionally exempt); and not college ready (non-exempt). If college ready, the student can enter college-level English and math coursework immediately after enrolling in the CSU. If conditionally ready, students may be able to skip additional testing, but have to complete specific coursework in the senior year. If the student is not college ready, the student will still need to take placement tests after admission. "Conditionally ready" students have been the real focus of the EAP as they are the middle ground students. If a student completes a rigorous senior-year course they may keep their exemption. The senior-level work may include receiving a grade of C or better in English in the CSU's Expository Reading and Writing Course (ERWC). The ERWC is a full-year, structured course focused on fiction and non-fiction text, and enables students to read and write academic prose effectively and strategically and deepens students' critical thinking skills. Dr. Young reported the CSU has received a grant to follow ERWC and non-ERWC students to measure success in English. The CSU offers professional development for high school English teachers as well as Strengthening Mathematics Instruction professional development for high school math teachers.

The EAP costs the CSU about \$8.5 million annually with the largest cost being the preparing and scoring of the test by the Educational Testing Service. Dr. Young said California is in a transition year to the Common Core State Standards, and the new testing system known as Smarter Balanced. A new state law has made the 11th-grade testing voluntary for districts, but the CSU, the California Department of Education and the Community Colleges system have sent a letter to every school in the state encouraging EAP participation.

Findings presented by Dr. Marsha Hirano-Nakanishi, assistant vice chancellor for academic research and resources, showed that 83 percent of the nearly 470,000 11th-graders volunteered to take the EAP in spring 2013, up from 72 percent in 2006. Readiness in English grew from 15

percent in 2006 to 23 percent in 2013. School districts have encouraged more students to take Algebra II and higher. In 2006, approximately 54 percent of students were taking those math classes, compared with two-thirds now. At the same time, the number of college-ready high school students in math has doubled. About half of fall 2013 first-time freshmen from California public high schools were college-ready in English (exempt and conditionally exempt), and 94 percent of these students were ready for college English when they entered the university. A little less than half (48 percent) of fall 2013 first-time freshmen from California public high schools were college-ready in mathematics (exempt and conditionally exempt), and 94 percent of these students were ready for college mathematics when they entered college. A decade ago, the CSU had the goal of reducing the need for remediation to 10 percent. If all California public high school CSU first-time freshmen were college-ready at the end of their junior year, the goal would have been reached. Only about half of the California public high school first-time freshmen met that standard. The other half who were not ready at the end of their junior year or who did not take the EAP entered college 42 percent proficient in English and 50 percent proficient in math, taking the overall readiness rates down to 68 percent in English and 71 percent in mathematics. The good news is that readiness rates have risen across time: California first-time freshmen proficiency in English has risen from barely above half in 2000 to more than two-thirds in 2013; in math it has gone from 62 percent to 71 percent.

Trustee Bob Linscheid questioned the timing of when the school districts order and give the EAP tests, and then report the results. Dr. Young said they traditionally order in December and the tests are given in the spring, with one timeframe for the essay and a bit later for the English and math sections. The results arrive in August. Because that is close to when students register for classes, the CSU has advised students and parents to look at the results of the 10th-grade test for pre-planning. Gov. Jerry Brown asked about the numbers on several charts and their correlation. Dr. Hirano-Nakanishi explained the difference between the college-ready and the conditionally ready students. Dr. Young pointed out that some of the numbers referred to the number of high school students taking the tests versus the number of students who enrolled as freshmen. She said that 32 percent of the 54,000 incoming freshmen still need remediation in English and 29 percent still need remediation in math, both of which are great improvements in the number of proficient students.

Dr. Young reported on research conducted by external researchers who reviewed CSU's declining remediation rates, and then tested whether that was because students who were not ready for the CSU were not applying. In fact, students who were getting the signal that they were either not yet ready via conditional or not yet ready at all were actually applying and coming to the CSU in greater numbers; and that the engagement with students in their junior and senior years was motivating them to think about college and use their senior year more efficiently. The CSU is helping make the senior year more productive and getting students into college-level work at a higher rate. Trustee Achtenberg said the entire education system has benefited from the EAP because students also enrolling at the University of California and the community colleges are better prepared.

Trustee Eisen inquired about the numbers of not-ready students. Dr. Hirano-Nakanishi said in 2006, about 85 percent of the students taking the EAP in English were not ready; in 2010 it was 79 percent; and in 2013 it is 62 percent, so the trend shows substantial improvement. In math, the students who are eligible to take the EAP need to complete Algebra II or higher by their junior year. In 2006, the percentage of EAP math test-takers who were not ready was 45 percent and currently is around 40 percent. She added that there is a greatly expanded number of students who are eligible to take the test. Gov. Brown asked about Smarter Balanced scores this coming year and how that will impact readiness. Dr. Young stated that many students will be taking the Smarter Balanced assessment this year, which is why the CSU is encouraging school districts to also offer the 11th-grade EAP English and math tests so students can still receive a college readiness determination. The following year students should receive a college-readiness indicator from the Smarter Balanced assessment.

Update on SB 1440: Student Transfer Achievement Reform Act

Ken O'Donnell, senior director, Student Engagement and Academic Initiatives and Partnerships, said transfer students coming to the CSU have been doing college-level work but the problem is they come in taking too many courses that do not count in the CSU, plus they have accumulated excess units. The SB 1440 legislation was designed so that a student with two years of course work would earn an associate degree for transfer that then fits inside a CSU baccalaureate degree that could be completed with an additional two years of work. If more students used this pathway, he said, the savings to the state should be enormous and benefit the lives of graduates. He showed the chart with the most popular transfer majors. He pointed out the campuses and degrees that matched, those that were still in progress, and programs not offered at certain CSU campuses that would not result in matches. He said the CSU is working with the campuses and academic program chairs to procure as many matches as possible. The real challenge is getting community college students to opt into the program. For the fall 2013 term, there were 1,000 students with associate degrees who came to the CSU. Mr. O'Donnell acknowledged that was pretty good, but stressed that the program must grow. As such, it was a focus of recent outreach efforts at the counselor conferences for the state's high schools and community colleges advisers.

Mr. O'Donnell spoke about the governor signing cleanup legislation (SB 440) that directed the community colleges to produce more associate degrees that fit inside the statewide template, and authorized areas of emphasis rather than narrow subject areas. For example, there are transfer model curriculum (TMCs) in business administration, psychology or English. The areas of emphasis approach takes the relatively narrow subjects and widens them so, for example, criminal justice also may align with social science. The expectation is that if the community colleges can offer a two-year degree in the broader areas of emphasis, more students may opt in. The new law also encouraged more focus on marketing such as radio spots. Mr. O'Donnell showed the transfer website and pointed out how students can see which degrees are offered at which CSU campuses. The CSU is also investigating career technical education in the community colleges. Those are pre-professional degrees in areas that students are not necessarily preparing for transfer. The CSU is looking at the course work inside those terminal associate

degrees that lead to certain health professions, for example, to see if there is enough broadly transferable, liberal learning within those two-year degrees that could fit inside a CSU baccalaureate degree. That would leverage the work the CSU and community colleges have done so far, but apply it in a brand-new way.

Trustee Monville asked about journalism and why a third of the CSU campuses do not have the alignment completed. Mr. O'Donnell said for journalism accreditation, journalism schools and accreditors want journalists who know about more subjects than journalism and there is a requirement that many of the degree-applicable courses come from outside the area of journalism. When students take all 18 units of journalism in the lower-division, they run out of room in upper-division and they take classes outside of journalism and the CSU cannot confer a bachelor's degree in journalism because that subject was not taught at the CSU. Trustee Monville mentioned that communication studies might be a solution to the situation. The CSU will begin tracking the data showing which community colleges are feeding the most students holding which degrees to the CSU and which are the academic programs that students find most attractive. Trustee Norton asked how many students were expected for this year and if it is on track. Mr. O'Donnell said it was a little higher than expected because earning an associate degree is a two-year process, the law is only two years old and the 1,000 students essentially earned an associate degree by default. They took all of the right courses and found out after the fact that they qualified.

Trustee Monville also inquired about updates on electronic transcripts. Eric Forbes, assistant vice chancellor, student academic support, said at a recent intersegmental meeting the CSU encouraged the community colleges to continue to build out their electronic transcripts. The CSU will visit with community colleges to work together on the issue. Gov. Brown asked if the program's goal is to increase the number of transfer students. Also, he discussed using the lower-division transfer model curriculum for online courses to facilitate student movement into upper-division. Dr. Smith said the goal of 1440 was to make it more efficient for students so instead of taking a longer pathway of excess units at the community college and CSU, students could have a more direct path to graduation with fewer units. That in turn would create access for additional students to apply to the CSU. He estimated transfer students would come in at approximately the same percentages that they are coming in now, primarily because of the EAP program and 20,000 fewer students in remediation. Both SB 1440 and EAP create access for additional students to come to the CSU whether they are transfer students or freshmen. Dr. Smith said SB 1440 could increase the CSU headcount if more students come to the CSU through the associate degree program.

The CSU Institute for Palliative Care at California State University San Marcos

A year ago, Trustee Achtenberg and California State University San Marcos (CSUSM) President Karen Haynes came to the board with a plan for the CSU's Institute for Palliative Care at Cal State San Marcos. Trustee Achtenberg began the first-year update by reporting that the World Health Organization predicts that 50 percent of the developed world will be chronically ill by

2050. In California, 46 percent of the population has at least one chronic condition and the number is rising. It is projected that the state will need an additional one million allied health care workers, doctors and nurses. Since the CSU educates more students with health care degrees than all California colleges and universities combined, it made sense for the CSU to launch an institute for palliative care. It was decided to situate it at Cal State San Marcos because the university's partnership with public and private companies has enabled it to launch progressive projects and programs such as the professional science masters and biotechnology certificate program; the various schools of nursing already have palliative care modules integrated into the curriculum. Combining this with President Haynes' background as a social worker, Trustee Achtenberg said it seemed that that President Haynes was the right leader and CSUSM the right institution.

With the new institute, President Haynes said the CSU is shaping the future of health care in the state and as a model for the nation. Palliative care is a holistic, multi-disciplinary approach to health care that can include the contributions of physicians, nurses, social workers, spiritual counselors and allied health professionals, all working as a team. The goal is to relieve and prevent patient suffering by addressing the physical, emotional, spiritual and social concerns that arise with serious or chronic illness. It is not hospice care; it is an approach to health care that focuses on the needs of all patients, whether they need short-term, long-term or end-of-life care. Initial funding was a three-year \$750,000 grant from the California Health Care Foundation and a three-year \$450,000 grant from the Archstone Foundation. On September 20, 2012, the CSU Institute for Palliative Care became the country's first statewide palliative care workforce development and community educational initiative. At that launch the institute received a matching \$1.2 million grant from Darlene Shiley. The institute's mission is to increase access to and awareness of palliative care, by doing three things: 1) educating current professionals; 2) educating the future workforce; and 3) building community awareness and advocacy.

Executive Director Helen McNeal said they launched the first-ever comprehensive online program to educate nurses and social workers about palliative care in the institute's first year. In partnership with health care chaplaincy in New York City, they launched the program for chaplains. The demand for the chaplaincy program has been so great that they are now enrolling their 10th cohort. They have trained more than 366 health care professionals through online and local non-credit certificate programs. A grant of \$100,000 from the Hearst Foundation allowed the institute to develop the nurse practitioner fellowship program that will be launched in San Diego in January 2014. That curriculum will be available to other interested CSU campuses participating in the institute. They have established the planning and implementation team comprised of faculty to lead the integration of palliative care across the Cal State San Marcos campus. By the end of the first year palliative care was integrated into 24 courses across multiple disciplines. With the university's school of nursing, they partnered to create a post-master's nursing certificate program that has been approved for academic credit. They also completed a three-year strategic plan and established a national advisory board. Their course revenues generated through extended learning were more than 250 percent of original projections, ending the year well positioned for continued progress. Three CSU campuses have committed to joining

the institute: San Francisco, Los Angeles and Chico. The institute will conduct a state and national survey of palliative care workforce educational needs and the investment plans relating to palliative care on the part of healthcare systems and will be developing inter-professional curricula that can be delivered face-to-face, online and hybrid formats. The CSU is working to change the face of health care, making it more efficient and more patient-centric.

Asked by Trustee Faigin exactly what people experience, Dr. McNeal stated that palliative care works with health care professionals to address all of the symptoms associated with a serious or chronic illness to improve quality of life. Research has demonstrated it not only improves the quality of care received, but also reduced the healthcare system costs and improves the patient's longevity. She gave an example of a young woman diagnosed with breast cancer, seriously ill with two young children and who was on extremely high amounts of drugs and not getting pain relief. The palliative care team realized that no one had spoken to her in Spanish and that her concern was for her children. She wanted her children to go back to Mexico to be cared for by her mother. So the palliative care team reached an agreement with the mother and the husband in the United States. Her pain came from a source that was not physical. Gov. Brown was impressed with the program and said he wanted the campus to work with the state's Secretary of Health and Human Services since it sounded like a certificate that could fit within the state's overall health care programming and bring down costs. He called the work extremely important and indicated his appreciation to the CSU.

Update on the CSU Nursing Programs

Christine Mallon, assistant vice chancellor for academic programs and faculty development, said that more than three million nurses are serving the country currently, but it has been estimated that another 1.2 million will need to be trained between 2010 and 2020. According to the non-profit Institute of Medicine, 80 percent of registered nurses should be trained at the bachelor's level, up from 50 percent today, and that the number of nurses who hold doctoral degrees should be doubled. However, prospective nursing students are turned away by the thousands. CSU Chico was unable to admit 86 percent of the fully qualified nursing applicants for fall 2013, and Cal State San Marcos turned away 89 percent. What prevents the CSU from training more nurses is a lack of funding, a shortage of nursing faculty and insufficient number of clinical training experiences that keep nursing enrollments too low. With interest increasing in Doctor of Nursing Practice (DNP) programs such as the two offered through the CSU, Dr. Mallon said there is hope that the CSU will begin to hire new faculty to replace those who are retiring, and will be able to enroll students who are fully qualified and waiting to get into the CSU. She stated the CSU needs to pay the faculty salaries that compete with what nurses can earn in clinical practice and the system needs to invest in the clinical training opportunities that are required for students to get their nursing licenses. She also showed a video featuring CSU nursing students and faculty that was produced by Margaret Brady, professor of nursing at CSU Long Beach.

Chancellor White reported that he had visited many simulation labs during his campus visits and spoke to students and faculty. He asked about the limitations at the campuses and the clinical

sites, and how the CSU can fill that gap in California and the nation, specifically where the responsibilities and opportunities lie around the issue of resources. Dr. Mallon said the easiest fix is better cooperation with the community colleges so that their students who are in the associate degree of nursing (ADN) program know they can enter the CSU bachelor of science in nursing (BSN) program since it is nurses with bachelor's degrees who are most needed. Secondly, she said state resources do not cover the costs of the programs. The low ratio of students to faculty make the programs more expensive so better funding is needed. She said the CSU also needs to work with the hospitals since the private nursing programs pay for clinical training spots that the CSU cannot afford, and the CSU needs to pay nursing faculty at a higher rate to keep current faculty and recruit new faculty. Dr. Brady added that a change in what the licensure boards requires for the student/faculty ratio would help. She said they have been working with the hospitals to use the weekend and night shifts for CSU students since the for-profits take many of the day shifts. San Marcos President Haynes said three-quarters of their bachelor's students come through self-support, 40 are state-supported and the majority of the students are supported through health care partnerships, the largest of which is with Kaiser Permanente. She estimated that CSU trains about 80 percent of the state's nurses.

Outstanding CSU Faculty Website

Diana Guerin, chair of the Academic Senate, said the website was created to showcase the depth and breadth of the CSU's exemplary faculty. The site showcases the winners of campus-based awards programs who have been recognized in one or more of the three main areas of faculty responsibility: teaching, scholarship and creative activities and service. The website is intended to continue a tradition of the trustees in recognizing faculty contributions to the CSU mission. The newly launched site includes distinguished faculty members from 14 campuses; in the coming months all 23 campuses will be represented. Marge Gray, assistant vice chancellor of communications, presented a tour of the website, pointing out the rotating banner of faculty portraits, with information on each of the featured faculty members. The profiles are organized by faculty responsibility and campus. Trustee Norton complimented the site on its content.

Trustee Achtenberg adjourned the meeting.

COMMITTEE ON EDUCATIONAL POLICY

The California State University Graduation Initiative

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Jeff Gold
Senior Director
Academic Technology Services
and Center for Distributed Learning

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

Robyn Pennington
Chief of Staff
Business and Finance

Summary

This initiative began in 2009 when the presidents and provosts of all 23 California State University (CSU) campuses committed to joining *Access to Success*, a multi-state project organized by the National Association of System Heads and the Education Trust. As a system, the CSU has identified a baseline cohort of students whose six-year graduation rate across all campuses was 46 percent. From there, each campus committed to moving its own graduation rate into the top quartile within a group of its peers, as identified by Education Trust. Campuses already in the top quartile of their peers pledged to improve by six percentage points. If the initiative is successful, by 2015 the systemwide six-year graduation rates will increase by 8 percentage points from 46 percent to 54 percent, and the gap in those rates between students of color and other students will shrink by half.

The Executive Vice Chancellor and Chief Academic Officer provides leadership for the Graduation Initiative from the Office of the Chancellor. Three project liaisons interact with CSU campuses, whose local Graduation Initiative teams are typically led by the provost and vice

president for student affairs. Since the launch, the CO team has visited each campus in the system; hosted workshops around data-driven decision making, worked to close equity gaps; fostered educational practices; and coordinated regular reporting among the campuses, system leadership and the national *Access to Success* group. Interaction remains focused on data, specifically the fall census reports that indicate if the initiative is on track to meet its targets.

Since taking office, Chancellor Timothy White has supported the initiative in important ways:

- Hosted a spring webcast to the system to highlight extraordinary progress on the Long Beach and Fresno campuses, and added his personal support.
- Allocated \$7.2 million in support of “Academic and Student Support Programs” proposed by campuses and customized to local context.
- Added “completion” to the CSU message of “access, affordability and quality,” promoting student success at every opportunity.

Currently, it is uncertain if the fall 2009 cohort will reach its target six-year graduation rates in 2015. Based on that group’s year-to-year persistence so far, the overall graduation rate target appears within reach, but it looks less likely that the achievement gap will be cut in half.

One lasting benefit of the Graduation Initiative is likely to be the new systemwide Student Success Dashboard. The dashboard is intended to help campus leaders better understand the problem of low graduation rates, diagnose contributing factors and target responses based on these discoveries. It provides campus leaders with a set of analytical tools that go beyond descriptive statistics and apply methods such as predictive modeling to give new insights into factors that affect student progress toward a degree.

As demand for accountability grows, institutions are asked to present data to document their accomplishments, particularly in the area of student success. These data not only focus on overall graduation rates, but also create accountability metrics for specific programs and interventions. Using the dashboard, campus leaders can monitor on-track indicators and better understand not only which milestones students are failing to reach, but also why they are not reaching them. Ultimately, this analytical tool can help campuses design interventions or policy changes to increase student success and gauge the impact of their interventions.

It is expected that the dashboard will help the system office as well as the campuses, as system administrators learn how the system can better support campus efforts to improve graduation rates and reduce achievement gaps. Many interventions –perhaps most of them – work best locally, as responses to a particular context. Others, such as eAdvising, degree audit and high-impact educational practices, may benefit from a consistent approach.

COMMITTEE ON EDUCATIONAL POLICY

Update on Reducing Bottlenecks and Improving Student Success

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Executive Officer

Gerry Hanley
Assistant Vice Chancellor
Academic Technology Services

Background

Within six months of launching the Enrollment Bottleneck Solution Initiative designed to accelerate student progress and decrease bottlenecks that negatively impact students, a study of bottleneck courses was conducted by surveying all California State University (CSU) undergraduate department chairs. The purpose was to ascertain where and why bottleneck courses occurred throughout the CSU during the 2012-2013 academic year. That survey, in concert with a survey currently being conducted to determine the impact of bottleneck courses on students, will help guide future phases and initiatives. The student survey is in the data collection stage and the final report will be presented to the Board of Trustees this May.

The first phase of the Enrollment Bottleneck Solution Initiative focused on projects that could be immediately implemented and would produce scalable and sustainable results. The CSU launched a website (<http://www.calstate.edu/course redesign>) that provides an overview of the initiative, and the four types of bottlenecks being addressed in this first phase: (1) Student Readiness and Curricular Bottlenecks, (2) Place-bound Bottlenecks, (3) Facilities Bottlenecks and (4) Advising and Scheduling Bottlenecks.

Addressing Student Readiness and Curricular Bottlenecks

Proven Practices for Course Redesign – Eight (8) eAcademies engaged 169 CSU faculty from 22 CSU campuses to share instructional strategies and technologies to improve student success (reduce D, W, F, U, I grades). The most recent eAcademy focused on strategies for moving general education science courses to fully online formats. The STEM disciplines and courses addressed in the eAcademies were aligned with the bottleneck priorities identified by the survey of department chairs. The faculty evaluated the eAcademies as very valuable in providing strategies to redesign their courses with innovative and “proven” instructional

strategies and technologies. A core of faculty leaders from these eAcademies met in mid-January to share progress on their redesign efforts and identify issues that continue to be barriers for faculty and students.

The eAcademies were the first step to connect faculty who share instructional responsibilities across the CSU. The momentum created through the eAcademies is being reinforced by the *CSU Online Professional Learning Community*. Virtual workshops and webinars being delivered every two weeks address a variety of course redesign topics: engaging 21st century learners; aligning student learning outcomes with assessment; reviewing CSU's quality online learning and teaching (QOLT) rubric and program, affordable learning solutions, accessibility and universal design for learning; and providing early warning and learning analytics, the "flipped classroom," lecture capture/online videos, online homework and supplemental instruction. About 220 faculty participated in the first six virtual workshops. Sixty-two faculty from 14 campuses have committed to a year-long redesign of their courses to date and there may be additional commitments from faculty who participated in the December 2013 eAcademy. The professional development services address one of the needs identified by the survey of department chairs; one cause of bottlenecks is the availability of skilled faculty to teach the bottleneck courses.

The midterm status reports received from a majority of faculty in the Proven Practices program demonstrate broad coverage of academic disciplines and have significant potential for impact. Among Proven Practices program faculty, redesigns are underway in a variety of disciplines including math, chemistry, physics, engineering, and four other disciplines. **Faculty estimate that their redesigns will impact more than 10,433 students across two semesters**, with a median section enrollment of 52 students per redesigned course.

Promising Practices for Course Redesign – Seventy-seven awards were made to 19 campuses to redesign bottleneck courses in a variety of disciplines including biology, chemistry, math, history, and 25 other disciplines, with a goal of improving student success and increasing access. The average redesign award is \$33,000 per course. All redesign proposals incorporate the use of innovative technology, and 19 of the 77 courses will be redesigned for fully online delivery. Once taught and student success measured, some of these courses may become "proven redesign" models, with eAcademies held to share successful methods and strategies with other CSU faculty.

Based on our midterm survey of progress faculty **estimate that their redesigns will impact more than 43,531 students across two semesters**, with a median section enrollment of 70 students per redesigned course. These redesigns are being quickly completed with over 75

percent of the projects making significant progress within 5 months of receiving their awards.

Documenting and Sharing Redesign Practices and Outcomes: Faculty participating in the Proven and Promising Practices programs will build ePortfolios that capture the innovations in pedagogy, technologies, and outcomes, and will include evidence of improved student success while maintaining the quality of instruction and student learning outcomes. These ePortfolios will be published within an online library so all CSU faculty can easily learn from their colleagues' efforts and outcomes. A selection of ePortfolios will be showcased in May 2014.

In addition, campus institutional research directors, in coordination with the Chancellor's Office Analytic Studies department, will calculate the changes in student grades of D, W, and F that result from the redesigns. These figures will provide immediate measures of the impact of these programs on students, although the full impact of the redesigns will take several semesters to collect. Faculty will also collect other measures documenting improvements in student mastery of learning outcomes and changes in student satisfaction with the courses.

Addressing Place-Bound Bottlenecks

CourseMatch Program: In fall 2013, 11 CSU campuses provided students access to 33 fully online courses and in the 2014 winter quarter/spring semester, 16 CSU campuses are providing access to 44 fully online courses to any CSU student eligible for CourseMatch. CourseMatch provides students with an additional option to take fully online articulated courses from another CSU. Almost 200 CSU students from 15 different campuses applied for the CourseMatch program in fall 2013. By March 2014, we can report the number of students that completed these CourseMatch classes, as well as the number of CourseMatch enrollment applications for winter/spring 2014. The CourseMatch website provides a simple process for CSU students to find and apply for concurrent enrollment in these courses (www.calstate.edu/onlinecourses). Students can check their eligibility to take a CourseMatch course and complete an online self-assessment of their readiness to succeed in an online course. The courses selected for CourseMatch have demonstrated a record of student success.

Student Use of The CourseMatch Website: The winter/spring CourseMatch website launched December 8, 2013. By January 7, 2014, the website has had more than 18,000 total visits, with 13,000 unique visitors. On January 7th alone, the website had more than 1,500 visits, representing an accelerating usage of the CourseMatch website.

The current structure of CourseMatch is a "warm-up act" for AB 386, which requires the CSU to provide a list of all the fully online courses available across the CSU. The CSU will create a simple online enrollment and registration process to take the course at the "host" campus by

fall 2014 and have the full program up and running for implementation in fall 2015. To implement these legislative requirements, the Chancellor's Office, in consultation with campuses, will design and implement scalable technology and business services.

A quality assurance program supporting CourseMatch, Proven Course Redesign and Promising Practices projects also will be scaling up in spring 2014. In collaboration with the Academic Senate of the CSU, the CSU Faculty Development Council and the Chancellor's Office Institute for Teaching and Learning, Academic Technology Services will provide a suite of tools and professional development programs for the design and assessment of the quality of online learning and teaching to improve student success and upholding academic integrity. The components of the quality assurance program will include the following services and these services will be scaled systemwide:

- Quality Online Learning and Teaching (QOLT) project which provides:
 - A detailed 54-item rubric for evaluating the qualities of the instructional design of hybrid and fully online courses
 - Recognition program for faculty efforts in quality course design
 - Dissemination of best practices for hybrid-online teaching and learning
- Quality Matters™
 - Nationally recognized program for online course quality certification
 - Nationally recognized peer-reviewer training and certification for evaluating the quality of online courses
- Academic Integrity
 - Training in ways to enhance academic integrity and reduce cheating
 - Adopting technologies for detecting plagiarism and proctoring online exams
 - Maintaining the quality and rigor of courses and learning outcomes

Addressing Facilities Bottlenecks

Virtual Labs: 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. The virtual labs program addresses one of the needs identified by the survey of department chairs; limited facilities are one of the key factors determining program impaction, such as biology labs for biology majors. One strategy is to create hybrid/virtual laboratory courses for general education or pre-requisite STEM courses that do not require students to have an advanced wet-lab experience. These courses will allow

campuses with limited laboratory space to offer more sections of lab sciences without compromising learning outcomes traditionally offered only in conventional wet-labs.

Working with CSU STEM faculty, who are leaders in the design and implementation of virtual labs, Chancellor's Office Academic Technology Services (COATS) delivered eAcademy and online community programs to support faculty in their adoption of virtual STEM labs for hybrid lab courses. Faculty from CSU Los Angeles are leading the way in 2013-2014 with a project evaluating the use of virtual labs in otherwise traditional courses. In addition to commercial virtual lab products by Pearson/CSU and SmartScience for which COATS negotiated attractive pricing, the Chancellor's Office continues to leverage the CSU-MERLOT project to provide easy and free access to high-quality virtual labs. The CSU is continuing to explore virtual lab options and consult with CSU faculty as we investigate the effective and appropriate use of virtual labs.

Addressing Advising and Scheduling Bottlenecks

eAdvising: All 23 campuses developed individual four-year plans to implement new technologies for faculty, staff and students to determine clear pathways to graduation, track progress to degree and offer a course schedule in line with student demand for general education and major courses. The eAdvising program addresses one of the needs identified by the survey of department chairs; optimally scheduling facilities and advising students to available course offerings are key factors for improving enrollment bottlenecks. For the first year, the campuses were grouped into six cohorts, based on their common needs related to the current status of their degree audit system. A significant number of campuses identified the improvement of the degree audit as the first step toward revitalizing their eAdvising solutions. As campuses improve their degree audits, they will be re-grouped in the coming years based on their interest in other tools such as academic planners, early warning intervention, predictive analytics and advanced communication methodologies. Those campuses with enhanced degree audits will introduce many of these new tools in the first year. The use of cohorts will allow the CSU to leverage its buying power and give campuses the opportunity to learn from one another as new solutions are implemented. College Scheduler, an online tool to help students see a variety of options in scheduling their courses each term, is an example of the innovative strategies supported with funding for eAdvising.

COMMITTEE ON EDUCATIONAL POLICY

California State University Admission Promise Programs

Presentation By

Nathan Evans
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Student Academic Services

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President
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Background

In 2000, San Diego State University (SDSU) partnered with the Sweetwater Union High School District to create a program that would bring new educational opportunities to Sweetwater graduates. In addition to extensive collaboration focusing on the rigor and content of curriculum between faculty in both organizations, middle and high school students participating in the Compact for Success Program focus on meeting five achievement benchmarks. All Sweetwater students meeting these benchmarks would be guaranteed admission to SDSU. Since that time, SDSU has launched similar programs with other schools in the region and experienced promising outcomes for participating students.

In 2007, California State University San Marcos, following a similar approach, launched the PACE Promise program with the San Marcos Unified School District, guaranteeing graduates of the school district admission to CSU San Marcos upon fulfilling specific benchmarks during high school. In 2008 and 2009, CSU Long Beach and San Francisco State University launched admission promise programs in their local school districts. Today, nine CSU campuses have launched guaranteed admission “promise” programs with local school districts.

Summary

The CSU promise programs provide students and families with personalized, step-by-step plans for college preparation. Often beginning in middle school, students must work to fulfill program expectations and benchmarks. Meeting these requirements also prepares them for admission to most California public and private universities and colleges. By improving college options for this generation of students, these programs often provide enhanced outreach and academic preparation services including visits to the university campus, enhanced test preparation for English and math entry-level exams, and extensive information regarding college preparation, admission and financial aid. The promise programs provide a vital link from the secondary school setting to the university.

Through a variety of activities, the programs intend to expand access to higher education, improve retention and college completion for underrepresented students, raise academic expectations and target every student in every participating school. While each promise program includes unique components that reflect the local school and university community, common requirements for student participation include:

- Completion of all “a-g” college preparatory course requirements and achievement of CSU admission eligibility
- Demonstration of college-readiness in English and mathematics prior to enrollment
- Attendance, participation and continuous enrollment benchmarks
- Application for federal and state financial aid programs

While participating students have the benefit of clear roadmaps to their local CSU campus through guaranteed admission, additional support services, and often, locally raised financial scholarships, the benefits to the university community also are significant. Campuses with promise programs have found increasing college participation rates for partnering school districts; significantly reduced need for remedial education for students from partnering school districts; improved alignment between secondary and university curriculum; and increased retention and graduation rates for promise students.

COMMITTEE ON EDUCATIONAL POLICY

The Sony Electronics Faculty Awards for Innovative Instruction with Technology

Presentation By

Gerry Hanley
Assistant Vice Chancellor
Academic Technology Services

The California State University (CSU) Office of the Chancellor and Sony Electronics, Inc. in partnership with Intel Corporation, are pleased to announce a fourth year of awards for the Sony Electronics Faculty Award for Innovative Instruction with Technology. This award recognizes CSU's early career faculty, acknowledging their current and potential innovative use of technology in delivering quality and affordable education to students and encouraging continued achievements in teaching. The award consists of a VAIO computer, LCD TV, Sony Reader, web camera as well as other technologies that will be the awardees' personal property.

Each year, four CSU campuses are selected to receive the award. This year faculty from Bakersfield, Chico, San Marcos and Sonoma were eligible. The Sony eligibility criteria are tenured/tenure-track faculty members from all fields who have received their terminal degrees within the last seven years and who are actively involved in teaching with technology in innovative ways that lead to student success. Nominees submit a current curriculum vitae and a brief statement about current and anticipated innovative teaching with technologies.

**Sony Electronics Faculty Awards for Innovative Instruction with Technology
2013 CSU Faculty Awardees:**

Bakersfield	Phyllis Ann Heintz	Assistant Professor, Department of Nursing
Chico	Zachary Justus	Assistant Professor, Department of Communication Arts and Sciences
San Marcos	Stephen Alan Tsui	Assistant Professor, Department of Physics
Sonoma	Jessica Parker	Assistant Professor, Department of Curriculum Studies and Secondary Education