

## AGENDA

### COMMITTEE ON EDUCATIONAL POLICY

**Meeting: 8:00 or 8:30 a.m., Wednesday, January 27, 2010\*\***  
**Glenn S. Dumke Auditorium**

Herbert L. Carter, Chair  
Roberta Achtenberg, Vice Chair  
Carol R. Chandler  
Debra S. Farar  
Kenneth Fong  
Margaret Fortune  
George G. Gowgani  
Melinda Guzman  
William Hauck  
Raymond W. Holdsworth  
Linda A. Lang  
Robert Linscheid  
Peter G. Mehas  
Henry Mendoza  
Lou Monville  
Russel Statham  
Glen O. Toney

#### **Consent Items**

Approval of Minutes of Meeting of November 17, 2009

#### **Discussion**

2. California State University Graduation Initiative: Delivering on Access to Excellence, *Information*
3. Proposed Title 5 Revision: Assignment of Priority Student Housing for Foster Youth, *Information*
4. Faculty-Student Research and Mentorship Special Focus: Coastal and Marine Programs in the California State University, *Information*
5. Affordable Learning Solutions, *Information*
6. California Forum for Diversity in Graduate Education, *Information*
7. International Programs in the California State University, *Information*
8. Proposed Repeal of Title 5 Section 40503 Relative to Bachelor of Vocational Education Degrees, *Information*

**\*\*Note:** Depending on whether the business of the Closed Session of the Committee on Educational Policy is completed on Tuesday afternoon or Wednesday morning will determine the start time of the Committee. .

**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 17, 2009**

**Members Present**

Herbert L. Carter, Chair  
Carol R. Chandler  
Debra S. Farar  
Margaret Fortune  
George G. Gowgani  
Melinda Guzman  
William Hauck  
Raymond W. Holdsworth  
Linda A. Lang  
Robert Linscheid  
Peter G. Mehas  
Lou Monville  
Charles B. Reed, Chancellor  
Russel Statham  
Glen O. Toney

Chair Carter called the meeting to order.

**Approval of Minutes**

The minutes of September 23, 2009, were approved as submitted.

**Membership on the Academic Council on International Programs**

This initiative proposed that four International Program coordinators be added as voting members to the Academic Council on International Programs. The Academic Senate Chair encouraged the adoption of this resolution. The committee recommended approval of the proposal.

**Proposed Title 5 Revision: California Code of Regulations – Financial Independence Requirement – Residency Reclassification**

Chair Carter stated that because the language of the item was revised the committee would vote on the revision and would later vote on the corrected item.

This item proposed the adoption of a regulation that has long been required by Education Code section 68044 that makes financial independence relevant in the consideration of residency reclassification.

The committee recommended approval of the amendment.

Trustee Lou Monville asked about the \$750 a year in financial support. Mr. Allison Jones responded that it not only refers to cash but also in-kind contributions; it is how the federal government had defined it several years ago. Chair Carter said that the difficulty in the changes presented all come directly from the Educational Code. There is no choice with respect to the implementation of the criteria.

The committee recommended approval of the amended agenda item.

### **Enrollment Management Update**

This item informed the board on the efforts the California State University campuses are making to reduce enrollments and the progress they are making toward reducing over 35,000 FTE's by the close of 2010-2011 academic year.

Trustee Margaret G. Fortune acknowledged the difficulty in the implementation of the assignment and inquired about self support versus state support and the possibility of "growing" out of the crisis. Dr. Jeri Echeverria, executive vice chancellor and chief academic officer, said that many campuses are trying to address state support programs versus self support programs, it has to be done under the provisions of an Executive Order, not all campuses will implement this. It is expected that there will be more non-state supported summers in summer of 2010. Trustee Fortune asked for more discussion of why just summer as self support. Chancellor Reed responded that the reason is what's best for the students.

Trustee Melinda Guzman asked if an analysis had been made between the reduction of enrollment and where students that were not admitted are going particularly interested in their enrollment to private schools and other expensive alternatives. Dr. Echeverria noted that because the reduction of enrollment has just started it is a bit early to have tracking figures to analyze. The fastest growing segments in higher education are the private institutions such as Phoenix and National University. It is hard to track students because the figures do not necessarily state where they go, but there is a way to manipulate IPED's information until a year since the reduction has passed. Trustee Guzman said that it would be healthy to evaluate what profiles go to the private institutions so that there are more arguments for financial support from the state. Chancellor Reed stated that the reason most students go to private institutions such as Phoenix and National University was because of convenience.

Chair Carter cited an article in the Los Angeles Times that speaks to the fact that the highest academically ranked students were getting recruited by the independent colleges who were pointing out that they should not bother going to a CSU or UC because of the difficulties they are

having financially. The head of the independent colleges has said that it was inappropriate to track students based on the problems that the public was having but were happy that students were coming to them instead of the CSU or UC.

Trustee Debra S. Farar, stated that the Association of Governing Boards has now decided to have for-profits for membership as well. Trustee Lou Monville was interested in how reductions are impacting potential trained workforce and pipelines in regions that need a college educated workforce, the impact the reductions were having in campuses that have historically had low college-going rates and also the impact to qualified transferred students.

Trustee Peter G. Mehas asked why summer is a challenge if it would be financially advantageous for students that have one or two classes to finish them up in the summer time and pay an extra fee. CSU Long Beach President, F. King Alexander added that, traditionally, in years that public universities get massive cuts and subsequent increases in student aid, private higher education does quite well with getting public money. In California, private higher education got a 12% increase this past year in grants and Cal Grants.

Trustee Raymond Holdsworth Jr. added that the Executive Chairman for Corinthian Colleges said that they are very aggressive at getting public money they have incredible cooperativeness with faculty to adjust courses for what they see enrollment going up and down on and that course availability is a key thing that attracts students. Their roadmap to graduation is one of the biggest marketing tools that they have in attracting students, adjustment are made as needed so that students graduate, it is run like a business.

Chancellor Reed commented that campuses are trying to accomplish something very complicated, every campus is different. The growth in the state is not even by regions, and the reductions don't balance out throughout the campuses. If the reduction is done right, the CSU has been admitting slightly more than 30,000 unprepared students. Trustee Guzman noted that as enrollment drops are evaluated, it would be a mistake to look at those students as the ones that will be the first cut. Chair Carter stated that the identification of students should not be confused and said that the Chancellor referred to those students who were ineligible for entry into the CSU and not students who are eligible but have some deficiencies in their math and English skills.

Trustee Fortune asked about what access can be offered to students, at cost, so that students don't go elsewhere. Chair Carter noted that there are a number of ways the teaching and learning process occurs.

### **Planning for an Early Start Program**

This item informed the board of the planning efforts in response to the May 2009 Board of Trustees resolution which called for the presentation of an implementation plan for an Early Start Program at the March 2010 board meeting.

Trustee Carol Chandler asked about the segue from the Early Assessment Program (LEAP). Dr.

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Ed. Pol.

Echeverria noted that the goal is to accelerate advising and to get the EAP coordinators, this year, about getting more information to the students about what to do with the scores that they have. If a resolution is passed that says that all students will have to begin remediation in summer, that will empower the EAP program.

Trustee Russel Statham noted that there were no students on the task force and asked about the consultative process. Dr. Echeverria stated that in January the CSSA will come into the discussion that the task force is having.

### **California State University Media Arts Festival: A Program of California State University Summer Arts**

This item presented information on the CSU Summer Arts Program and its Media Arts Festival through a PowerPoint presentation presented by Mr. Jim Spalding, director of summer arts and Joanne Sharpe, who directed the Media Arts Festival last summer.

### **Commission on the Extended University**

President Karen Haynes, chair of the commission of the Extended Education, provided the annual report on the Extended Education through a PowerPoint presentation.

The meeting adjourned.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **California State University Graduation Initiative: Delivering on Access to Excellence**

#### **Presentation By**

Charles B. Reed  
Chancellor

Jeri Echeverria  
Executive Vice Chancellor and  
Chief Academic Officer

#### **Summary**

This item presents the California State University's Graduation Initiative, an initiative in which all twenty-three campuses are participating. The overall goal of the initiative is to raise the six-year graduation rates of our students to the top quartile of national averages for six-year graduation rates and to halve the existing achievement gap between our traditionally underrepresented students (URMs) and our non-traditionally underrepresented students (non-URMs). This six-year initiative will also include targets for our transfer students, as well as a structure for monthly, quarterly and annual progress reports. Initial campus plans received in December 2009 indicate that, should our campuses achieve their stated goals, we will achieve an 8% increase in graduation rates as a system by spring of 2016.

#### **Background**

As a result of national, regional, and system-wide conversations regarding the achievement gap between URMs and non-URMs, Chancellor Reed convened CSU executives in October 2009 to launch a Graduation Initiative aimed at improving graduation rates and closing achievement gaps among our students. Campus presidents and provosts came together for a workshop entitled, *Raising Overall Achievement and Closing Gaps: Delivering the Access to Excellence Goals*. The workshop was conducted by Sir Michael Barber who shared his approaches to taking on large-scale targets in England's Blair Administration, and to delivering on them successfully.

As a result of the workshop, each CSU president committed to bringing their six-year freshman graduation rates into alignment with national universities in the top quartile of graduation rates. Those CSU campuses already in that quartile signed on to increase their graduation rates by an additional 6%. All campuses committed to halving their achievement gaps. These bold targets were engaged with full knowledge that achieving them will be challenging and that innovative approaches may be required to deliver them.

In late December, all twenty-three campuses submitted plans for their Graduation Initiative. Each plan included:

- Contact information for campus Delivery Team Members;
- Targets for full-time freshmen six-year graduation rates;
- Targets for underrepresented (URM) freshmen six-year graduation rates;
- Targets for increasing graduation rates among transfer students;
- Targets for increasing URM transfer graduation rates;
- Specific action steps to be taken by each campus;
- Specific action steps to be taken this month and in February and March; and
- Trajectory chart(s) showing anticipated improvements over the next six years.

All of the reports were received and members of the Chancellor's Office Delivery Team are drafting responses to each campus president and provost. The CO Delivery Team is planning to share best practices with all campuses through the Academic Council meetings, as well as through direct communication with Delivery Team Leaders on each campus. The Chancellor's Office Delivery Team is comprised of:

Jeri Echeverria, Executive Vice Chancellor;  
Jeff Gold, Director of Academic Technology Services for Operations and Management;  
Kenneth O'Donnell, State Associate Dean for Academic Programs; and  
Robyn Pennington, Director of Quality Improvement Programs.

This team has been meeting weekly since December to establish procedures for the project and will continue to meet weekly for the life of the project in order to support campus Delivery Teams, to share best practices, to consider and encourage system-wide ideas and innovations are appropriate, and to track and report on progress being made toward our overall goal to all constituencies. This month the Delivery team is also working with Vice Chancellor Ashley to develop a long-term communication plan for the project.

After the campuses have received initial feedback on their plans and have clarified any questions regarding their plans, campuses will begin reporting their progress in a monthly one-page format on the final Friday of each month. In addition, there are plans to collect fuller quarterly and annual reports, and to have the Graduation Initiative as a regular agenda item on the Executive Council and Board of Trustees agendas.

The Delivery Team looks forward to reporting to the Board of Trustees on our progress and on our challenges in future meetings.

**COMMITTEE ON EDUCATIONAL POLICY**

**Proposed Title 5 Revision: Student Housing Priority for Former Foster Youth**

**Presentation by**

Jeri Echeverria  
Executive Vice Chancellor and  
Chief Academic Officer

Allison Jones  
Assistant Vice Chancellor  
Student Academic Support

Christine Helwick  
General Counsel

**Summary**

Assembly Bill 1393 (Skinner), filed with the Secretary of State on October 11, 2009, added Section 90001.5 to the California Education Code. This section requires the California State University to provide housing priority to current and former foster youth on campuses that maintain student housing. This section also requires CSU campuses that have student housing open during school breaks or on a year-round basis to give housing priority to current and former foster youth. This item proposes Title 5 language to implement these provisions and is presented for information and discussion at this meeting. It will be returned for action in March.

**Proposed Revision**

The following resolution will be presented for approval at the March 16-17, 2010 meeting of the Board of Trustees

**RESOLVED**, under Section 89030.1 of the Education Code, California Code of Regulations Title 5, Section 42002 is amended as follows:

**§ 42002. Assignment of Priority**

Students of a campus shall have first priority to use student housing facilities of that campus, with the exception of space granted to special programs by the campus president as outlined in Section 42003.

Each campus that maintains student housing shall give housing priority to current or former foster youth. For campuses that have student housing open for occupation during school breaks or on a year-round basis, the first priority shall be in housing that is open for uninterrupted year-round occupation.

**COMMITTEE ON EDUCATIONAL POLICY**

**Faculty-Student Research and Mentorship Special Focus: Coastal and Marine Programs in the California State University**

**Presentation By**

Jeri Echeverria  
Executive Vice Chancellor and  
Chief Academic Officer

Elizabeth L. Ambos  
Assistant Vice Chancellor  
Research Initiatives and Partnerships

Rikk Kvitek  
Professor  
Department of Environmental Science, Technology, and Policy  
Sea Floor Mapping Laboratory  
California State University, Monterey Bay

Dianne F. Harrison  
President  
California State University, Monterey Bay

Dean E. Wendt  
Associate Professor  
Department of Biological Sciences  
Center for Coastal Marine Sciences  
California Polytechnic State University, San Luis Obispo

Warren J. Baker  
President  
California Polytechnic State University, San Luis Obispo

**Summary**

One of the most valuable aspects of a California State University (CSU) education for many students is the opportunity to work closely with faculty members on research, creative activities, community service work, and internships. Students actively involved in research and creative activities with faculty mentors develop critical thinking, creative and innovative approaches to

problem-solving, and communication skills. Faculty-mentored student research often leads to broadened professional opportunities and accelerated career development.

In this set of presentations, we highlight the singular achievements of CSU Coastal and Marine Sciences faculty through a focus on two highly successful examples in the CSU, one at California State University, Monterey Bay (CSUMB) and the other at California Polytechnic State University, San Luis Obispo (Cal Poly SLO). The presentations will underscore the critical connections between faculty research, teaching, and mentoring; and student scholarly growth, retention, graduation, and career success. The research projects highlighted for each campus address critical issues in California's coastal environment, engage citizens and communities, have potential economic impact, and build the state's workforce. These projects have also attracted appreciable grant and contract funding from federal, state, and private sources.

Both CSUMB and Cal Poly-SLO are institutional members of the CSU Council for Ocean Affairs, Science, and Technology (COAST). COAST represents a consortium of more than 150 CSU faculty members with expertise in coastal marine issues. More information about COAST may be found at: <http://www.calstate.edu/coast>.

### **Faculty-Student Research and Mentorship in Coastal and Marine Sciences: California State University, Monterey Bay**

Representing the CSUMB faculty who conduct research on coastal and marine topics is Dr. Rikk Kvitek. Dr. Kvitek received his Ph.D. in zoology from University of Washington, his M.S. in marine science from CSU's Moss Landing Marine Laboratories, and his B.S. in zoology from University of Michigan. Recipient of the 2004 Wang Award, 2009 CSUMB President's Medal Award, and 2009 Monterey Bay National Marine Sanctuary Research Award, Dr. Kvitek is an outstanding marine scientist, educator and community representative. Since coming to CSUMB in 1996, Dr. Kvitek has developed a premier seafloor mapping laboratory (SFML) and field work program, engaging hundreds of CSU Monterey Bay students in his research. Funding for Dr. Kvitek's SFML research from such agencies as the National Oceanic and Atmospheric Administration, National Science Foundation, State Coastal Conservancy, US Geological Survey, Army Corps of Engineers and Department of Fish and Game, now provides California's citizens with comprehensive online access to 3D visualization of seafloor topography, fish habitats, undersea hazards and environmental change in unprecedented detail from high-resolution acoustic imaging data. Significantly, Dr. Kvitek's research and leadership resulted in the 2008 launch of the Ocean Protection Council's \$25m California Seafloor Mapping Project, the information from which will provide baseline seafloor maps in support of California's Marine Life Protection Act (MLPA).

The CSUMB SFML is the seaward extension of CSUMB's Spatial Information Visualization and Analysis Technology Center (SIVA) and its emphasis on the application of spatial technology (GIS, GPS and remote sensing) for coastal research and ecosystem based management as epitomized by the MLPA. Working with their SIVA research lab faculty

mentors, students acquire hands-on experience with highly sophisticated instrumentation, engage in ocean-going expeditions, and collaborate on research reports, publications and presentations. Many of the students Dr. Kvittek and his CSUMB colleagues have mentored have gone on to successful careers in coastal and ocean resource management. More information about Dr. Kvittek, the SFML and his CSUMB SIVA colleagues' research, education, and service work may be found at: <http://seafloor.csumb.edu> and <http://seafloor.csumb.edu/siva/siva-home.shtml>

**Faculty-Student Research and Mentorship in Coastal and Marine Sciences: California Polytechnic State University, San Luis Obispo**

Representing the California Polytechnic State University at San Luis Obispo faculty mentors who provide strong research and programmatic leadership in coastal and marine affairs is Dr. Dean Wendt. A 1993 *magna cum laude* graduate of Cal Poly-SLO, Dr. Wendt earned his graduate degrees in biological sciences at Harvard University. Since returning to his alma mater in 2002, Dr. Wendt and his students have pursued an extensive research program in coastal marine ecology. Dr. Wendt was honored by Cal Poly SLO with the prestigious Distinguished Scholar award for 2008-2009. In the past several years, Dr. Wendt's research has focused primarily on the development of a marine ecosystem-based management program for the Central Coast of California. His program has attracted extensive funding from such entities as the California Ocean Protection Council and the David and Lucile Packard Foundation. One of the most intriguing aspects of Dr. Wendt's work is his leadership within the San Luis Obispo Science and Ecosystem Alliance (SLOSEA). He founded SLOSEA in 2006 to engage scientists, resource managers, and policy-makers in solving our most pressing marine-resource management issues. The creative and cross-disciplinary approaches undertaken by SLOSEA are providing real-life solutions to pressing concerns of coastal ecosystem quality and resource abundance in the greater Morro Bay region and along the entire West Coast; for example, engaging in science and management to support sustainable fish populations and Central Coast fishing communities. SLOSEA also provides an excellent avenue for students to engage in highly applied, community-based research with clear policy implications. The Joint Ocean Commission Initiative recognized SLOSEA in 2009 as one of two organizations on the West Coast providing novel solutions to marine resource management.

More information about Dr. Wendt and colleagues' work at SLOSEA may be found at: <http://www.slosea.org>

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Affordable Learning Solutions**

#### **Presentation By**

Gerry Hanley  
Senior Director, Academic Technology Services

#### **Summary**

The CSU is launching a major campaign to drive down the cost of learning resources for students while offering greater access to no or low-cost academic content for faculty. The campaign, **Affordable Learning Solutions**, builds on the rapid emergence of high-quality, digitally delivered content, and on the CSU's long history as a national leader and innovator in this area.

The 2008 California Bureau of State Audits report indicates that CSU students are paying \$812 per year for textbooks, a significant percentage of students' total cost for their education. The **Affordable Learning Solutions Campaign** will deploy a multi-pronged approach to ease the financial burden for students by leveraging access to high quality online instructional materials that are free or low cost through its projects such as Digital Library Services, MERLOT, and the Digital Marketplace. These resources and tools will be integrated into customized campus campaigns that will help provide CSU faculty and staff with the information, training, and support to choose more affordable academic content. The goal of the orchestrated campus campaigns will be to make a CSU degree more affordable for students while protecting quality learning experiences for students.

#### **Background**

Higher education is at a "tipping point" for changes in the instructional content and learning methods faculty and students use to engage in quality education experiences. Within the CSU, as well as throughout higher education, significant changes are occurring in the pedagogy, business, and technology innovations for producing, discovering, marketing, selling, acquiring, managing, and adopting digital content. These changes are producing shifts from the extensive use of commercially produced, printed textbooks and journals to digital content produced by a wide range of non-commercial and commercial publishers. Appendix A provides a listing of the different types of instructional content that is currently available at no or lower costs. The forces for change include: (1) students facing economic challenges for completing their CSU degrees, (2) the significant and rising costs of new textbooks, (3) the growing availability of no cost, quality instructional content available on the web, called Open Educational Resources, (4) the growing availability of lower-cost commercially published content available in digital

formats, (5) new business models for paying for content that focus on economies of scale rather than individual purchases, (6) campus technology infrastructure and tools that are highly functional and capable of managing and distributing digital content for large numbers of students, faculty, and staff, (7) the availability of technologies that make it easy for students and faculty to discover, choose, and use digital content, and (8) students, faculty, and staff are developing the skills, expectations, and demands for using digital content for instructional programs. The CSU will be leveraging these forces to produce more affordable and accessible instructional content for students.

**TARGET:** With an estimated \$300 million spend annually by CSU student body, a 50% reduction in the costs of instructional content for CSU students in 5 years is our target.

**STRATEGY:** The **Affordable Learning Solutions Campaign** will be the CSU's strategy to reach its target and the campaign has four components:

1. Technology and support services for the easy discovery and delivery of no/low-cost instructional content for CSU faculty and students.
2. Custom campus campaigns that build on existing priorities and organizational services, provide extensive marketing and support services for faculty and students, provide professional development support and tools to empower faculty and students to choose lower cost alternatives, and recognize the achievements of faculty whose efforts and choices save students money.
3. Systemwide services that campuses can use to implement their local campaigns.
4. Simple and reliable tools for measuring and sharing success which will require faculty to submit their syllabi for review and sharing of how they are using no/low-cost content in teaching their courses.

**STRATEGY IN ACTION:** CSU faculty are already choosing no/low-cost content for their courses.



A short [video case story](#) describes how a CSU East Bay faculty member and librarian replaced textbooks with library resources that are free to students and created a more engaging learning experience.

The **Affordable Learning Solutions Campaign** will begin with a first wave of CSU campuses in the spring of 2010 as we identify and share “best practices” for scaling and customizing the digital learning support services for students, faculty, and staff. One of the first steps in the campaign will be to formally and reliably recognize those faculty who are already reducing or eliminating the cost of content for students. Assessing the baseline of savings will be important in assessing our strategies to reducing student costs. We expect a more complete systemwide launch of the campaign and the associated systemwide support services in the fall of 2010, with more substantial and pervasive benefits to students anticipated at that time.

A few samples of CSU campuses preparing to launch Affordable Learning Solutions are listed below.

**CSU Dominguez Hills** is the leading campus on customizing the Affordable Learning Solutions Campaign. Under the President’s and Provost’s strategic leadership, the Library Dean and CIO are collaboratively planning and customizing the campus campaign in consultation with the Academic Senate, Associated Students, and other campus centers. With the renovation and expansion of their library, CSUDH library staff will be leading the implementation of the campaign and supporting faculty choosing no/low cost materials for their courses. **Humboldt State University, CSU Bakersfield, and CSU Fresno** are interested in customizing Affordable Learning Solutions campaigns.

**CSU San Bernardino** is the leading campus on evaluating the new search/discovery tools for easily finding no/low cost content with a one-stop-shopping process. CSUSB leadership has conducted awareness seminars on no/low cost options for content and recruited faculty to engage in pilot testing of the licensing model for e-textbooks in 2010. CSUSB has constructed a survey instrument that would be used to determine the willingness of students to utilize the licensing model for instructional materials.

**San Diego State University** is the leading campus for integrating bookstore services within the Affordable Learning Solutions campaign. Aztec Bookstore and the SDSU library will be testing bookstore services for student payments for licensed e-journal articles and e-textbooks.

**CSU Fullerton, CSU Chico, CSU Channel Islands, and CSU Stanislaus** tested the innovative technology services for direct student requests and library purchase of copyright cleared articles not in the CSU Electronic Core Collection. The estimated saving for campuses is approximately 25% of current library costs. The technology can be used to create e-course packs of library materials in timely and cost-effective ways.

**CSU Fullerton, CSU Long Beach, CSU San Bernardino, and CSU Dominguez Hills** will be piloting the “License Model” for e-course materials that reduces the cost to 35% of new textbook costs. Five to 10 faculty per campus will be choosing the e-format for their currently selected

textbooks and will require all students to purchase the materials. If students want a custom, low-cost printing of the e-textbook, they can request the bookstore to produce the custom print for an additional, small fee.

Many CSU campuses and bookstores also provide used books, buy back books, provide rental programs on select books, and manage a book exchange, all of which save students money. In summary, CSU campuses are putting a variety of plans into action that will save students money on their instructional content.

**LEVERAGING 10+ YEARS OF CSU EXPERTISE:** The CSU has been an innovation leader in developing and delivering digital scholarly and instructional content for the last decade.

- **The CSU's MERLOT project** (Multimedia Educational Resources for Learning and Online Teaching at [www.merlot.org](http://www.merlot.org)) is a CSU-led worldwide digital library of over 21,000 FREE online instructional multimedia materials (e.g. simulations, tutorials, collections, animations). MERLOT is also a gateway to over a 100,000 FREE online course materials from digital libraries across the world (e.g. National Science Digital Library, Rice University's Connexions project). A two minute video of a faculty explaining the value of these types of materials can be viewed [here](#).
- **The CSU Digital Marketplace project** ([www.dmproject.org](http://www.dmproject.org)) is in a pilot phase of providing technology services to support compliance with the Federal Higher Education Opportunities Act, section 508 accessibility requirements, and California Education Code Section 66406.7 (College Textbook Transparency Act). The Digital Marketplace was recognized in the 2007 U.S. Congressional Report, [Turn the Page](#), and the 2008 California [Bureau of State Audits](#) Report on Textbook Affordability as the strategic solution to many textbook affordability challenges.
- **The CSU's Digital Library Services** (<http://library.calstate.edu/catalog/>) provides a baseline for every CSU student on every CSU campus with a systemwide Electronic Core Collection of e-journals and e-books, along with powerful and easy to use discovery and content management tools.

These programs will be coordinated with systemwide services enabling campuses to plan and implement quick, easy, and cost-effective custom campus campaigns. Some of the services will include:

- One-stop shopping website for no/low cost materials that faculty and staff can browse to find what they need. The first phase of the prototype website is <http://als.csuprojects.org>.
- Systemwide webinars explaining how to find and use the no/low cost materials.
- Training and professional development curriculum available for campus customization for learning to find, choose, and use no/low cost content.
- Sample communications that campuses can customize for their campus campaign.

- Technologies that enable campuses to integrate the easy discovery and delivery of no/low cost materials to faculty and students.
- Tools for authoring online, no-cost materials that can be easily shared with faculty and students.
- Consultation services by CSU Office of the Chancellor staff to support campus campaigns.

**INDUSTRY PARTNERS:** Industry and CSU campus auxiliaries are also partners in the Affordable Learning Solutions Campaign.

- Top publishers including Pearson, Cengage, Bedford Freeman & Worth, Wiley, and Elsevier have been actively involved with pilot projects.
- Key technology companies in this market including Blackboard, SoftChalk, Vital Source, and Copyright.com have been actively involved with the pilot projects.
- CSU campus auxiliaries recognize that managing digital content reduces operational overhead, can increase sales volume, and increase profit margin as compared to managing physical books. They are active partners in various components of the campaign.

#### **NEXT STEPS FOR AFFORDABLE LEARNING SOLUTIONS CAMPAIGN**

Supporting Campus Campaigns: As campuses plan campaigns to reduce the cost of instructional materials for students, the Chancellor's Office will provide support by:

- February 2010: The Affordable Learning Solutions website will be completed and widely communicated to campus leadership for use in local campaigns.
- March 2010: Systemwide services for campaign communications, professional development curriculum, and webinars will be available for campus use.
- June 2010: The technology tools for easy discovery of no/low cost materials will be ready for testing and integration into campus campaigns portals and learning management systems.

Scaling Innovations: The Affordable Learning Solutions campaign has 3 classes of innovations that will require future development and evaluation.

- Pedagogical innovations
  - September 2010: The CSU will have a significant collection of faculty courses and syllabi illustrating how no/low cost instructional content can be integrated into a wide variety of CSU courses.
  - February 2011: The CSU will have a report on faculty and student use of no/low-cost alternatives to textbooks.
- Business innovations
  - June 2010: New business models for selling licenses for instructional content and delivering in reliable and secure manners will be negotiated with major publishers.
  - Sept 2010: New business models will be ready for evaluation and implementation by select CSU campus auxiliaries.

- Technological innovations
  - March 2010: Provide specifications for technology web services enabling implementation on campuses.
  - June 2010: Provide a “developers kit” for implementing technology services for campus testing and integration into local technology systems.
  - January 2011: Provide first version end-to-end business-technology services for finding, organization, and acquiring no/low cost content will be available for 2-4 campus pilot projects.

**EXPECTED OUTCOMES:**

- Student savings of \$150 million per year if costs of academic content are reduced by 50% in 5 years. Students spend less money to complete a CSU degree, making a CSU education more available to more students.
- Student financial aid can cover more of CSU students’ school-related expenses.
- Students can afford to take more classes per semester, thus completing their CSU degree sooner.
- Students and faculty satisfaction and learning outcomes improve with the use of 21<sup>st</sup> century tools and resources to support a high quality CSU education.
- CSU’s online education strategy can accelerate with the ready availability and adoption of online teaching and learning resources.

**CURRENT CSU SYSTEMWIDE INVESTMENTS:**

- CSU Systemwide Digital Library Services: \$6 million per year for Systemwide Electronic Core Collection and library technology services.
- MERLOT: \$700,000 per year for technologies and program development. MERLOT receives \$300,000 per year from external revenue and grants. MERLOT benefits from an estimated \$3 million in “in-kind” contributions from volunteers, institutions, and corporations from around the world.
- Digital Marketplace: \$600,000 per year for business and technology expertise and development.

**PROSPECTIVE INVESTMENTS:**

- Campus Investments
  - Leveraging existing organizations and staff, such as libraries, academic technology service centers, and centers for teaching and learning.
  - Minimal financial investment to support communications and support is expected.
- System Level Investments
  - Continue current systemwide investments will be essential.
  - Additional \$600K to support synergistic system-level business and technology analysis and integration in 2010-2011 is estimated.

**PROSPECTIVE REVENUE:** There are 3 types of revenue streams that are part of the Digital Marketplace.

- Licensing CSU Intellectual Property: The CSU is building an increasingly valuable set of intellectual property (software and specifications) that is of value to other institutions. This creates an opportunity to leverage these assets through licensing-type relationships.
- Administrative Transaction Fee: The Digital Marketplace services bring authors, publishers, campuses, and consumers into an efficient and effective business ecosystem. The CSU can build an administrative transaction fee into the business models.
- Royalty Fee on CSU Authored Content: Though past experiments on faculty-authored content have not proved sustainable, the Digital Marketplace provides a more complete set of scalable services that could result in a sustainable “CSU University Press”, with markets in higher education as well as industry.

#### **SUMMARY OF CAMPAIGN GOALS:**

**The CSU Affordable Learning Solutions Campaign** will help provide CSU faculty, staff, and students the information, training, and support to choose more affordable academic content that significantly reduces the cost of education for students and enables a quality learning experience. The Affordable Learning Solutions Campaign will:

1. Make it easier for faculty and students to make choices for no/low cost content.
2. Make it easier for faculty and students to be successful in their teaching and learning with more affordable content.
3. Make it easier for faculty and staff to be recognized for lowering the cost of education for students.
4. Leverage the CSU’s investments and integrate MERLOT, the CSU Digital Library Services, and the Digital Marketplace projects into coherent and easy-to-use collections of no/low cost resources and services.
5. Offer a growing set of technology tools and services that will enable campuses, faculty, staff, and students to lower the cost of content in scalable, sustainable, and cost-effective ways.

## **Appendix A**

There is now significant quantity and quality of **NO-COST content** which can substitute for high priced textbooks. Open Education Resources (OER) are FREE online instructional materials that faculty can use to construct the curriculum for their courses. There are a variety of OER for faculty, staff, and students to use:

1. Open Course Materials are building blocks for course curriculum which can be found in CSU's MERLOT's collection of over 21,000 FREE online course materials. MERLOT is also a gateway to 100,000's of online course materials from digital libraries across the world (Connexions, National Science Digital Library, etc.)
2. Open CourseWare (OCW) – FREE online materials of entire courses (syllabus, presentations, assignments) published by select universities (MIT has 1,900 open courses, Johns Hopkins, Tufts, and others)
3. Open Textbooks – FREE online materials that are formatted like eBooks (e.g. 282 Open Textbooks are registered in MERLOT; Connexions and the CCC are building collections as well)
4. Open Access Journals – FREE academic, peer reviewed journals published by professional societies
5. CSU Electronic Core Collection – No fee for students and faculty to access 25,000 e-texts, 40,000 databases, and access to Google Books. The CSU does pay for these resources but at a significantly lower cost due to systemwide purchase and license agreements.
6. Faculty-authored online learning materials for CSU student needs: CSU has been working with SoftChalk, a technology company providing an easy to use software tool for creating quality online instructional materials that are also compliant with accessibility requirements of section 508. Faculty who wish to create and share their online instructional materials will be able to do so.

### **Lower Cost Proprietary Content is also available**

1. License models: Digital books are licensed for a period of time for about 35% of the cost for any new textbook that's available in digital format. To get the lower cost, all students in the course will be required to purchase the materials.
2. Textbook Rental Programs: Use of physical textbooks is licensed for a semester at a 35% to 45% of the cost for a limited collection of new textbooks.

## **Attachment A**

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3. Publishers' e-Textbooks: CourseSmart is a joint venture of 5 textbook publishers that distribute e-textbooks at 51% of new textbook costs (over 7,500 titles). SDSU is #1 seller of e-textbooks via CourseSmart (est. 1,300 units fall 2009)
4. E-Chapters: Cengage Publisher provides ability to buy typical book chapters at \$4-\$10 per chapter
5. Used books: Campus bookstores and online textbook resellers provide used textbooks at approximately 50% of the cost for a limited collection of new textbooks that are to be used the following semester. According to the 2009 College Store Industry Financial Report, used books account for about 30% of all course materials in U.S. college stores.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **California Forum for Diversity in Graduate Education**

#### **Presentation By**

Jeri Echeverria  
Executive Vice Chancellor  
and Chief Academic Officer

Lorie Roth  
Assistant Vice Chancellor  
Academic Services and Professional Development

#### **Summary**

Twice in every year a large group of CSU students get a rare opportunity—the chance to learn more about continuing their education on to master’s and doctoral degrees. Each year the “Forum for Diversity in Graduate Education” (a coalition of California’s educational segments) provides two one-day conferences—one in the north of the state and one in the south. At each conference, CSU students get advice about graduate study through an extensive and varied range of workshops, in addition to the opportunity to have one-on-one conversations with doctoral students. A goal of the Forum is a commitment to the diversity of California’s population and cultures.

#### **Background**

The California Forum for Diversity in Graduate Education was designed to acquaint students who are educationally and economically challenged, and students who were first-generation college students to consider (1) entering graduate school, (2) entering a doctoral program, and (3) ultimately considering a career as a faculty member in the state of California. The forum was designed to tap into the growing pool of highly qualified under-represented undergraduate and master’s level students already attending California colleges and universities.

Towards that end, the California State University, the University of California, and the independent universities in California have joined to create opportunities for students via one-day workshops in northern California in the fall and another workshop in southern California in the spring.

The day-long event provides students with helpful information and advice about graduate study through an extensive and varied range of workshops. The students speak one-on-one with faculty and graduate students and ask them about graduate programs.

Four hundred students attended the first forum at UCLA in 1991. In more recent years, the typical forum has played host up to 800 to 1,200 students. The 2009 spring forum at CSU San Marcos, for example, attracted 1,116 students to the San Marcos campus. The CSU campuses have hosted the forum nine times; the UC has hosted the forum eleven times, and the independent colleges and universities have hosted seven times. Each forum has an advisory committee consisting of faculty and administrators from the CSU, the UC, and the independents.

The forum is composed of two major components. The first part consists of workshops that help students prepare for a graduate program.

Some examples of the workshops are:

- Demystifying the GRE
- Financing Your Graduate Education
- How to Prepare for the GRE
- Managing Disability in Graduate School
- Undergraduate Research Opportunities
- Keys to Success and Survival in Graduate School

In addition, the forum offers workshop panels on specific disciplines (mathematics, geology, humanities, etc.). For each discipline group, panelists offer insights on such topics as how to prepare for admission to a graduate program within the discipline, what graduate programs are like, content, workload, time-to-degree, career options, and the life of a faculty member.

The second component is the graduate school fair. Representatives from major graduate schools in the nation have participated throughout the years. The 2008 fall forum at UC Berkeley accommodated 207 recruiter tables. Of the 207 recruiters, 81 recruiters were from out-of-state universities. The 2009 forum at CSU San Marcos accommodated 186 recruiters. Representatives provide students with information on financial aid and admission requirements. The personal contact between campus representatives and potential graduate students is key to the academic success of the students.

The next forum will take place on April 17, 2010, at CSU Channel Islands. CSUCI previously served as the host for the California Forum for Diversity in April 2004, when it was in its second year of existence.

## **EDUCATIONAL POLICY COMMITTEE**

### **International Programs in the California State University**

#### **Presentation by:**

Jeri Echeverria  
Executive Vice Chancellor and  
Chief Academic Officer

Leo Van Cleve  
Director  
International Programs

#### **Summary**

Internationalization has become an increasingly important facet of higher education in the U.S. and around the world. The CSU mission to serve California includes the need to produce graduates with the global competence and international skills that will be required to live and work in an interconnected and interdependent world.

Student mobility is one highly visible component of any strategy for internationalization. The CSU has since its inception provided such opportunities and recent years have seen growing student interest in these opportunities. CSU students have study abroad opportunities available to them at both the campus and through the system. These programs contribute to and enhance students' degree objectives. Most CSU campuses have well-established international education offices that coordinate and administer international activities for the campus. These programs include exchanges with universities abroad, faculty-led study programs abroad, and travel-study opportunities through extended and continuing education programs. These programs go through an approval process, offer courses that satisfy graduation requirements, and include a plan for review and evaluation. The safety and well-being of our students is a primary concern and programs must comply with CSU policies on risk management.

Preparing students to work in this international context requires learning opportunities both at home and abroad. Opportunities include year-long study abroad and campus programs for academic experiences abroad. They also include the international students who participate in campus life and provide international contact in the classroom and laboratory work that students do in pursuit of their degrees. Responding to CSU's mission and to the commitment in the *Access to Excellence* strategic plan, the California State University has a variety of programs in place and will continue to develop new strategies in the years ahead.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Proposed Repeal of Title 5 Section 40503 Relative to Bachelor of Vocational Education Degrees**

#### **Presentation By**

Jeri Echeverria  
Executive Vice Chancellor and  
Chief Academic Officer

Christine Mallon  
State University Dean  
Academic Programs and Policy

Christine Helwick  
General Counsel

#### **Summary**

Title 5 section 40503 establishes the Bachelor of Vocational Education (BVE) degree program, its graduation requirements and candidacy eligibility requirements, and provides for the awarding of academic credit for work experience.

The BVE degree program is no longer offered at any California State University campus because it has been replaced by Bachelor of Arts and Bachelor of Science degree programs in Career and Technical Studies, which are responsive to present-day labor market demands and educational needs. Students in these programs are still allowed to earn academic credit toward their degrees by demonstrating learning, knowledge, or skills acquired through experience, per Executive Order 1036.

#### **Background**

In 1943, the state legislature passed SB 752, referred to as the *Swan Bill* (see Education Code sections 89220 et seq.), which established a Board of Examiners for Vocational Teachers. That body was authorized to evaluate student eligibility for up to 40 units of academic credits for demonstrated work experience and to recommend that state colleges apply those units toward bachelor's degrees in vocational arts. The degree program associated with the Swan Bill came to be called the BVE.

After the CSU system was established in 1960, the Education Code was amended to make clear that the Board of Examiners recommended the granting of CSU vocational arts degrees to candidates whose eligibility was determined solely by that outside board. Subsequently, section

40503 was added to Title 5, limiting the CSU's authority to award BVE degrees only to those students who had been recommended by the Board of Examiners.

As there no longer exist any CSU BVE programs, and suitable degree programs exist to meet the needs of education and industry in the state, it is now appropriate to repeal section 40503.

### **Proposed Revision**

**Board of Trustees of the California State Universities**  
**Chapter 1 -- California State University**  
**Subchapter -- 2 Educational Programs**  
**Article 6 -- Undergraduate Degrees**

§ 40503—Bachelor of Vocational Education Degree.

~~(a) Eligibility for Candidacy. Eligible candidates for this degree shall be limited to those vocational teachers recommended by the Board of Examiners for Vocational Teachers and who meet the requirements established in the Education Code.~~

~~(b) Educational Program. The educational program for each applicant shall be determined by the campus in terms of the needs of the individual applicant and the standards of the institution. A rigid pattern of subjects, and prerequisites except as they may be necessary to advanced courses, will not be required.~~

~~(c) Requirements. An applicant for the degree who elects, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year shall have completed, with a grade point average of 2.0 (grade C) or better, except that only those courses in which a letter grade (A, B, C, D, F) is assigned shall be used in computing the grade point average, a course of 124 semester units, including the credits recommended by the Board of Examiners, and shall have met the General Education Breadth Requirements prescribed in Sections 40405-40405.4. Each applicant meeting graduation requirements established during or after the 2000-01 academic year shall have completed at least 120 semester units, including the credits recommended by the Board of Examiners, and shall have met the General Education Breadth Requirements prescribed in Sections 40405-40405.4. The applicant shall have achieved a grade point average of 2.0 or better in those courses in which a letter grade (A, B, C, D, F) was assigned.~~

~~(d) Major in Vocational Education. The credits recommended by the Board of Examiners for Vocational Teachers for the applicant's occupational, managerial and supervisory experience shall be applied toward a major in vocational education.~~

~~(e) Credit for Vocational Teacher Training. The vocational teacher training completed by the applicant may be used toward a minor in education or toward electives if some other minor is used.~~