AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **10:45 a.m., Tuesday, September 24, 2013**
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
Peter G. Mehas
Lou Monville
J. Lawrence Norton
Cipriano Vargas

Consent Items

Approval of Minutes of Meeting of July 23, 2013

Discussion

1. Reducing Bottlenecks and Improving Student Success, *Information*
2. The California State University Bottleneck Courses Survey Report, *Information*
3. Update on SB 1440: Student Transfer Achievement Reform Act, *Information*
4. Teacher Preparation Program Evaluation, *Information*
5. Academic Master Plan Update for Fast-Track Program Development, *Action*
6. The California State University Nursing Programs Update, *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

July 23, 2013

Members Present
Roberta Achtenberg, Chair
Debra Farar, Vice Chair
Douglas Faigin
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
Bob Linscheid, Chair of the Board
Peter G. Mehas
Lou Monville
J. Lawrence Norton
Cipriano Vargas
Timothy P. White, Chancellor

Trustee Roberta Achtenberg called the meeting to order. The minutes of May 21, 2013, were approved as submitted.

CSU Alcohol Policies and Prevention Programs: Sixth Biennial Report

Guests Julia and Scott Starkey spoke about their son, Carson, his death from alcohol poisoning as a freshman at Cal Poly San Luis Obispo, and the program they began in an attempt to prevent other students from the same fate. Julia Starkey said they dropped off Carson at Cal Poly five years ago, excited for the new chapter in his and their life, yet apprehensive about letting go, as many parents are. Carson was prepared to pursue an architectural engineering degree, expecting to graduate in June 2013. They were surprised when he decided to join a fraternity, but they supported him. Their lives were changed forever after a call from the coroner's office. Carson died as a result of a fraternity ritual involving binge drinking. Several things went wrong that night, Mrs. Sharkey said: (1) the students involved did not know or recognize the signs of alcohol poisoning, (2) they chose not to seek medical help and (3) they were afraid of getting in trouble.

Scott Starkey said the family is determined that Carson's death not be in vain, so they have started a nonprofit organization, “Aware Awake Alive,” with a mission to equip youth and

communities with tools to prevent more lives lost from alcohol poisoning. They started it San Luis Obispo, where Carson's life ended but his legacy began. They envisioned a program in which students would take the lead in communicating lifesaving information to other students. The message that alcohol can kill needed to come from the students, not adults, using a peer-to-peer method of education. Cal Poly became the pilot campus to develop and test the program, which consists primarily of an online toolbox providing students with information about alcohol poisoning and the steps to prevent it or to help someone should it happen. They have received numerous student and parent testimonials of lifesaving action due to their program, Mr. Starkey said.

Mrs. Starkey cited statistics about binge drinking, and added that their program currently is used in various ways on eight CSU campuses. She asked that the system implement their free resources systemwide. Mr. Starkey said students, like Carson, come to CSU full of hope and often get in over their heads too quickly because they are young and impressionable and get into life-threatening situations without realizing it. With the CSU's support and their free program, Mr. Starkey said all CSU students can be empowered to know the signs and do the right thing to save their friend's life. Together, the CSU and the Starkeys can make a difference, he said.

Fresno State President John Welty thanked the Starkeys for being so open with the trustees, and then spoke about what Cal Poly and other CSU campuses have done when faced with such tragedies. He presented a PowerPoint reporting on progress since the CSU instituted a systemwide alcohol policy in 2001. Campuses have a wide range of strategies using online training and assessment programs, peer-to-peer outreach and educational programs similar to the Aware Awake Alive program. Surveys have been taken to assess how the programs are doing, and the campuses have partnered with community agencies and completed research projects. The campuses recently began focusing on the major problem of prescription drug use, as well as new tobacco initiatives, all of which are detailed in the board item that provides detailed information on initiatives and activities. The campuses have received more than $1 million the past two years to undertake a variety of different programs, activities and strategies designed to focus on alcohol abuse, prescription drug use and other issues of health and safety. The funds have been effective in allowing the CSU to undertake studies and identify new ways to address the issues.

Since 2002, the CSU has held an annual conference on different campuses, bringing together students and professionals engaged in programs to share observations and successes. Some of the measurable outcomes reported are that students are more knowledgeable about the effects of alcohol use and state laws; there has been a reduction in drinking and driving and incidents of DUI (driving under the influence); an increase in protective strategies among legal drinkers, such as designated drivers; and a reduction in binge drinking. Looking ahead, President Welty said the system must continue to be vigilant, to expand assessment activities, expand and focus on education prevention and enforcement programs, and collaborate with state and local law enforcement agencies and community organizations. He said the job will probably never be done, but if all the campuses take steps that will allow young people to better understand the choices they make, then the efforts are all worth it to save lives.

Chair Bob Linscheid thanked the Starkeys for speaking recently at an Alumni Council meeting at CSU Monterey Bay. He said the board will do everything possible to provide the message of "Aware Awake Alive" to students. Chancellor Timothy P. White, speaking as a parent and also as a university president at campuses in Oregon, Idaho and Riverside, told of experiencing student deaths similar to Carson. "You said his life ended and his (Carson) legacy began, but it is also now your legacy." As a tribute to Carson and the Starkey family, Chancellor White said the CSU will implement the program across all 23 campuses this year as one more tool in the tool kit that campuses have to complement existing programs. Any cost associated with the program will be taken care of by Chancellor White's office. He also said the program will be translated into other languages, starting with Spanish. He complimented the Starkeys for their courage, selflessness and vision to create the program. "Perhaps our action will be one more step forward to making his (Carson) death and all it represents to so many other families a little bit less painful," Chancellor White concluded.

Update on SB 1440: Associate Degree for Transfer Program

Ephraim P. Smith, executive vice chancellor and chief academic officer, thanked the board for paying close attention to the transfer program, saying that has been a key to its success so far, and a reflection of the steady progress described at each board meeting. He said the system is now moving from curriculum alignment to marketing and enrollment. Ken O'Donnell, senior director for student engagement and academic initiatives and partnerships, divided the work of implementing the law into three areas: curriculum, enrollment management and marketing. In the last few months the community colleges have allocated $300,000 to increase radio advertising in strategic markets and improve the website to make it more useful for students. Mr. O'Donnell said he should have more census information about the number of students who opt into the program since classes will have begun by the next board meeting. Unless more students opt in, the state will not realize the amount of money it is expecting to save with the program. He reported that San Diego State University, within a few years time, will only admit transfer students in sociology and administration of justice who hold the transfer degree. Mr. O'Donnell called that a good message to send to students so they know that is the best way to prepare for transfer to the CSU. On the curriculum front, he said his office has put a lot of effort into proofreading data, checking over it and reviewing the CSU and community colleges' curricula for similarity.

Trustee Lou Monville noted that the community colleges still are using paper transcripts for the most part instead of electronic transcripts. He asked if some of the funds the CSU and community colleges were setting aside for online courses could be used for technology to fix the transcript issue to streamline transfer to the CSU. Mr. O'Donnell agreed that the process needs to be automated, adding that the community colleges have allocated funds for work on eTranscripts, and the CSU's funding for eAdvising will have connections to the transfer program.

Trustee Peter Mehas asked what percentage of the community colleges do not have electronic transcripts. Eric Forbes, assistant vice chancellor for student academic support, said a report will be presented at an upcoming board meeting with more precise numbers. Mr. Forbes said that easily 40 percent of the community colleges are not delivering transcripts electronically, and some of the biggest districts are still using paper. He said this causes probably the biggest obstacle in the process since the CSU campuses need them. He said all but four CSU can receive electronically, and two of the four do not have many transfer students so its not a major issue at those two. He added that none of the CSU campuses can send electronically, even to sister CSUs. Given that the CSU is just starting a concurrent enrollment program for CSU students to enroll in online courses at other CSUs, Mr. Forbes said sending electronically is very important.

Trustee Achtenberg asked if the CSU has a system that links with the community college system in terms of providing transcripts. Mr. Forbes said the CSU can receive the transcripts if the community colleges follow a prescribed format that moves the information into the CSU degree audit system in which the courses are evaluated. Trustee Achtenberg suggested that the CSU work with the Campaign for College Opportunity to advocate for the electronic transcripts. Dr. Smith said that he is working with his community college counterpart on the problem, and has discussed using some of the technology money the community colleges received this year in the state budget to move to electronic transcripts so the path is smoother for students.

Update on California's Transition to Common Core State Standards and Smarter Balanced Assessment in K-12 Schools

Dr. Smith reported that Academic Affairs will come to the board in the fall with a report on how Common Core, Smarter Balanced will affect CSU teacher education programs. The annual teacher evaluation and accountability report also will be presented in the fall. Beverly Young, assistant vice chancellor for teacher education and public school programs, presented an overview of the state's transition to the Common Core State Standards for K-12 and the Smarter Balanced system of student assessment. Calling it a complex transition, Dr. Young said it was up to each state to make an independent decision to adopt the Common Core State Standards; California did in 2010. Forty-six states have adopted the standards so far. One of the main differences with California's existing standards for language arts and mathematics is that the new standards measure not only content knowledge, but also a deep application of knowledge. Expectations for each grade level are cumulative and all build to a common definition of proficiency. The Common Core State Standards are designed to address a broad new set of skills employers say they are seeking, and the Smarter Balanced test is designed to reinforce them through assessment. California has always had a clear understanding and vision for public education focused on great instruction, Dr. Young said. With the new standards, the vision includes: high-quality teaching and learning in every classroom in which assessment guides planning and instruction; a curriculum built on the Common Core State Standards; practical supports for teachers to help students advance; teachers who help students reach the next level and help other students close the gaps; and the overall goal of ensuring that all students in every California school graduate prepared for college and careers.

Using a PowerPoint, she showed the difference in questions from current state tests and the new test. Speaking about assessment, she said the goal is to have assessment as an interactive part of the instructional process and provide an overall system of tools and resources for educators to use throughout the school year. After switching over to Smarter Balanced, California quickly became a leader in the nation's work. State Superintendent of Public Instruction Tom Torlakson released the transition plan earlier this year that details the timeline for making the switch to the new system of assessment. The pilot test occurred this past spring and a field test will occur in spring 2014, with 2.5 million student participating, and more than 1,000 K-12 teachers and higher education faculty participating as reviewers. Grades to be tested are 3 through 8 and the 11th grade. This coming year is the last year for the existing STAR assessment system. States also will have the option for an additional cost to administer tests in other grades. For example, a retest option at the end of 12th grade will be helpful for students, like many who come to the CSU, who have not yet demonstrated college proficiency in the 11th grade test, Dr. Young said.

Smarter Balanced will impact CSU most directly in providing professional development and in preparing teachers and leaders who know the content, standards and approaches for teaching them. Additionally, there is the need for clear communication across college and K-12 about proficiency, curriculum alignment, content standards, regular and remedial course work and general education requirements. Dr. Young said the next challenging step is agreement on the "cut score," the level at which a student is considered to be college ready and exempt from remediation work. It is challenging because higher education currently has no common definition or level. As the CSU transitions to Common Core, Smarter Balanced, she said the system will rely on support and guidance from CSU faculty and the leadership of the Academic Senate. She said the CSU is in the early stages of planning northern and southern workshops to bring together faculty and administrators to discuss the ways that Common Core and Smarter Balanced will impact the CSU.

Trustee Achtenberg has heard from young teachers who are excited about the new system because it offers an opportunity to teach real skills to their students. She called the new program "a whole new lease on life for professional teachers." Trustee Mehas, a former school superintendent, said he was pleased that the CSU system is providing leadership in this area, and that the various entities are working together. Trustee Fortune asked about testing in the second grade. Jessica Valdez, from the state Department of Education, said that California cannot implement the Smarter Balanced assessments without legislative authority. Assembly Bill (AB) 484, which is making its way through the legislature, proposes the new assessment system for the state. Part of AB 484 proposes the suspension beginning next school year of all of the current STAR assessments, with the exception of those required for certain programs. That suspension would include the grade 2 assessments. Ms. Valdez mentioned Senate Bill 247 that proposes the state provide to local education agencies a list of approved grade 2 diagnostic assessments that would be optional. AB 484 and SB 247 are supported by the state superintendent and department of education, she said.

Update on Baccalaureate Unit Limits

Chris Mallon, assistant vice chancellor for academic programs and faculty development, summarized what has occurred since the board acted in January to impose a unit limit on CSU bachelor's degrees. Campuses were asked to make the changes in two waves, the first for programs requiring between 121 and 129 units, and report results by April 30, 2013. The programs that required 130 units or more were to report in January 2014. All changes would be effective for fall 2014. Dr. Mallon congratulated the faculty and campuses for getting the changes to her quicker than expected. The good news, she said, is that nine campuses are reporting they are already at 100 percent with all degrees at 120 units or they will be after campus and/or Chancellor's Office approval.

She also mentioned high-unit programs such as nursing, saying that those with more than 129 units have all come down to 120 units, except for Channel Islands which is at 120.5 units, only because they could not make changes in the middle of the accreditation process. Turning to engineering, 70 percent of the programs are still above 120. Of that number, 60 percent are above 130 units. Half of the exception requests to be allowed above 120 units came from engineering programs. At the same time, San Jose and Long Beach, two very large campuses with well-respected engineering programs say they can get to 120 units by 2014. Academic Affairs will bring together engineering faculty from across the system to share ideas with the goal of curriculum that satisfies engineering requirements and maintains quality and rigor. Among 20 discipline divisions, nine are at 120 units now. The ones above tend to cluster around engineering, biological sciences, physical sciences and computer science. Math, interestingly enough, is at 120, she said. There is disparity even within single disciplines. She used the example of computer science, which has 17 programs at 120 and three above. She said that is another area in which Academic Affairs can bring faculty together for consultation.

Twenty percent of CSU students are in programs above 120 units. Academic Affairs has expanded its "Search CSU Degrees" website so students can see the unit counts per program. The site is highlighted on the CSU home page. Based on trustee and Academic Senate requests, the site now includes all Extended Education programs and Cal State Online programs in addition to the (already posted) state support programs. It shows students, prospective students and their families face-to-face, online and hybrid programs. Cal State Online and Extended Education now have a link to Search CSU Degrees on their websites, so it is becoming much easier for students to find programs. They have more than 4,000 choices in the CSU, including 69 fully online degree programs. Ending her presentation, she said the system is making better progress than expected, thanks to the campus faculty and administrators who worked on the curriculum redesign. Trustee Doug Faigin asked about Cal State Online. Dr. Mallon said its website will have the full array of CSU programs so people can understand their choices. However, Cal State Online does not offer all CSU programs. Eventually, the list will include not only degree programs but also courses that can be taken fully online through Cal State Online, Extended Education or through state support.

Trustee Achtenberg adjourned the meeting**.**

COMMITTEE ON EDUCATIONAL POLICY

Reducing Bottlenecks and Improving Student Success

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Executive Officer

Gerry Hanley
Senior Director
Academic Technology Services

Update for $10 million 2013-2014 Allocation to Infuse Technology into the Curriculum

Anything that limits a California State University (CSU) student's ability to make progress toward a degree and graduate in a timely manner can be called a bottleneck. In the 2013-2014 academic year, four types of bottlenecks will be addressed.

1. **Student Readiness and Curricular Bottlenecks**: A student's lack of readiness combined with current course curriculum often result in high D, W, F, I and U grades, resulting in students retaking the course to graduate. The bottlenecks are created by the enrollment demands of both new students and students repeating the course.

2. **Place-bound Bottlenecks:** Students are often place-bound and have to wait for their campuses to schedule particular courses. These bottlenecks can be especially significant for students at smaller CSU campuses where diversity of course requirements compete for significantly limited resources.

3. **Facilities Bottlenecks:** Campus facilities can create bottlenecks for a number of courses. In particular, introductory STEM courses have laboratory requirements that have restricted the number of students who can take lab sections in safe and properly equipped facilities.

4. **Advising and Scheduling Bottlenecks:** Frequently, students are not aware of the wider range of course and program options they have to complete their general education and major requirements. The bottlenecks are created when students do not receive the most timely and informative advice about their academic pathways and course schedules.

Addressing Student Readiness and Curricular Bottlenecks

Proven Practices for Course Redesign – Summer eAcademies are the first component of a yearlong program for CSU faculty who have successfully redesigned their courses to significantly improve student success (reduce D, W, F, U, I grades) and to mentor and share their course redesign strategies with other CSU faculty. Five eAcademies were held in summer 2013 with 86 faculty members participating from 19 campuses. Two more eAcademies will be delivered in fall 2013. Forty faculty members will participate in the Statway (lower division statistics) eAcademy in mid-September. Registration has not yet begun for the lower-division biology eAcademy in October.

eAcademy Curriculum – While the eAcademies were focused on the pedagogies and technologies used in the proven model courses, the eAcademies also covered a common range of topics including background and goals of the Proven Course Redesign program; 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; early warning and learning analytics; and the online Professional Learning Communities that will take place throughout the year. Other common themes included the "flipped classroom," lecture capture/online videos, online homework and supplemental instruction.

Proven Practices: Summer 2013 eAcademies

Course Subject	Course Name/Number	Lead campus(es)	Date	# of Faculty	# of Campuses	Enabling Technology / Pedagogy
Engineering	EE 098	San José	July 22-24	19	13	edX/ Flipped Classroom
Physics	PHY 131/133	Pomona	July 29-31	19	5	smartPhysics/ project-based learning
Chemistry	CHEM 301A/301B	Fullerton	July 31-Aug 2	11	4	Online Homework/ Supplemental Instruction
Mathematics	MATH 103/115 /125/150A/B	Northridge and Fullerton	Aug 7-9	21	10	Adaptive Learning Tools/ Supplemental Instruction
Critical Thinking	PHIL 102	Chico	Aug 12-14	16	9	Fully Online
Total				**86**	**19 (unique)**	

Faculty Quote: "In a short two-and-half-day period, the workshop provided a lot of information on the new course materials and implementation method and strategy as well as a forum for future support. This information and support system is absolutely necessary for making major changes to the way we have been teaching the course over the last many years."

Promising Practices for Course Redesign – Seventy-seven awards were made to 19 campuses to redesign bottleneck courses to improve student success and increase 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 to be delivered fully online. Faculty will begin redesigning in fall 2013 and the courses will be taught in spring 2014 or fall 2014. Once taught and student success measured, some of these courses could become "proven redesign" models, and eAcademies would be held to share successful methods and strategies with other CSU faculty.

For both Proven and Promising Practices programs, the campus receiving the award agrees to ensure the appropriate policies and procedures are implemented in the following areas:

1. Employment in accordance with CSU labor agreements
2. Accessibility of instructional materials
3. Systemwide and local institutional research requirements
4. Accountability and fund management

Faculty participating in the Proven and Promising Practices programs will fulfill a number of commitments:

1. **Capturing and Sharing Course Redesign:** For each redesigned course, the faculty/campus team will build an ePortfolio that captures the processes and outcomes so others can learn from the experiences.

2. **Assessment of student learning outcomes:** Student academic performance as measured by grades and other student learning outcomes metrics are important components of evaluating the redesign success. It is important to provide evidence of improving student academic performance while maintaining the quality of instruction.

3. **Accessibility strategies and services:** Ensuring that all students, including those with disabilities, have equally effective access to the quality learning experiences is required. Each campus has policies and practices to fulfill its responsibilities for accessible instructional experiences. While redesigning the course, the campus should take advantage of the opportunity to improve the accessibility services (if needed).

4. **Participation in Promising Practices Community Activities:** The Chancellor's Office's Academic Technology Services (ATS) department will provide ongoing support

services to aid project success. Campus participation in these activities is expected. The focus will be guided by the campuses' needs and requests. The CO plans to provide periodic webinars on course redesign topics including universal design for learning, affordable learning solutions, new pedagogical approaches and student engagement, cost-effective technology services and high-impact practices.

In spring 2014, the ATS will host a *Promising Practices Virtual Poster Session* to showcase the ePortfolios created by faculty and staff supported by the Promising Practices program. The online ePortfolios will provide a wealth of information and knowledge to share with faculty and staff throughout the CSU.

Addressing Place-Bound Bottlenecks

Intrasystem Concurrent Enrollment (ICE) Program: Access to 33 fully online courses provides place-bound students with additional options to take courses that will help them make timely progress toward graduation. The courses were selected because of their demonstrated student success (fully online courses had equivalent or lower number of D, W, F, I as the identical face-to-face courses). The ICE website was designed and delivered for undergraduate students to find and apply for concurrent enrollment in these courses (www.calstate.edu/concurrent); in less than one month, more than 15,000 unique visitors have used the ICE website. The home and host campuses as well as the Chancellor's Office have developed marketing and orientation information for ICE students. Quarter campuses will deliver five courses; semester campuses will deliver 28 courses; and four of the 33 courses will be delivered on the Cal State Online platform. As of September 6, 160 students at semester campuses have enrolled in an ICE course. Quarter campus ICE registration was still open at the time this item was posted.

This fall, the CSU will be requesting additional candidate courses for the ICE program. It is expected that the number of ICE courses available for both semester and quarter campuses will increase. The CO will continue to improve support for student success in the ICE program by:

1) Providing students with earlier information about the ICE courses so they have more time to consider and enroll in an ICE course.
2) Providing students with more information about the academic and students support services at the host campus so they can make informed choices and be more successful in completing their ICE course.
3) Providing students with more information about the ICE courses' articulation to their home campus's general education, major and graduation requirements, so students can choose the best courses to speed progress toward graduation.
4) Offering Campuses and faculty more support and guidance about the design elements critical for online courses to support greater student success, so students continue to have high quality learning experiences.

Addressing Facilities Bottlenecks

Virtual Labs: Campus facilities' limitations can play a role in bottlenecks. Enrollment demands can outpace the physical capacity of a campus to offer laboratory sections in safe, well-equipped facilities, especially in the science, technology, engineering and math (STEM) disciplines. Limited facilities are one of the key factors determining program 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 have been leaders in designing and using virtual labs, the Chancellor's Office will provide the professional development and online community programs to support faculty in their adoption of virtual STEM labs for their hybrid lab classes. The Chancellor's Office will continue to leverage the CSU-MERLOT project to provide easy and free access to high-quality virtual labs and also work with publishers of virtual STEM labs to provide affordable access for CSU students. Initial communication to campuses about the Virtual Labs Project will be provided in late September 2013 and the first workshop will be held in late October. The adoption of virtual labs is expected in the spring 2014 semester.

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 demonstrate enrollment opportunities in registration. For the first year, the campuses were grouped into six cohorts based on their common consulting 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 enriched degree audits will be introducing 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.

Student Success: $7.2 million to Support the Graduation Initiative

The $7.2 million allocation by the chancellor for the Graduation Initiative is expected to improve academic and student success on campuses leading to higher six-year graduation rates while also closing the achievement gap. Fifteen campuses were eligible for funding (the eight smallest CSU

campuses opted for additional enrollment dollars) and submitted 50 proposals. A review committee of CSU faculty, staff and outside experts recommended that 30 projects be awarded funding. Campus proposals were focused on a wide variety of high-impact practices that have shown success and now can be scaled to affect more students across the system. All programs are focused on improving graduation rates and closing the achievement gap. They will report student success through quantitative data analysis annually.

Assessment

All funded bottleneck and student success projects will be held to high assessment standards outlined by the Chancellor's Office analytic studies department with consultation from campus institutional research offices. Up to 4 percent of the combined $17.2 million has been set aside to help campuses meet the new assessment and data requirements. Data collected will track the impact these projects have in addressing various types of bottlenecks, improving student success, increasing graduation rates and closing the achievement gap for underrepresented minority students.

COMMITTEE ON EDUCATIONAL POLICY

The California State University Bottleneck Courses Survey Report

Presentation By

Ron Vogel
Associate Vice Chancellor
Academic Affairs

Background

There has been a great deal of interest in and confusion about bottleneck courses especially concerning the operational definition and the extent to which they exist in the California State University (CSU) system. On one side of the conversation, students have reported bottlenecks that have increased their time to degree or prevented them from graduating. On the other side, some university administrators have stated that by moving resources where needed, bottlenecks do not exist on their campus. To avoid developing policy based on individual accounts, the CSU Board of Trustees requested a careful study of the issue to clarify misconceptions and provide data on bottleneck courses using a uniform definition. It was determined that information provided by department chairs who are closest to the management of course availability, and cross-checked by enrollment data, would be the most valid and reliable source of information. A methodology for the survey research was developed and the study began on May 23, 2013.

Starting a survey at the end of May was problematic because many faculty who serve as department chairs pursue other activities during the summer months. Therefore, to garner a respectable response rate, data collection began on June 14, 2013, and concluded on September 6, 2013.

Methodology

Questionnaire

The CSU Bottleneck Courses Survey was designed by CSU department chairs, survey researchers and administrators. Input also was sought from interested CSU trustees and the chair of the Statewide Academic Senate. The online instrument was extensively field tested and consisted of ten items. Survey participants were informed that their responses would be confidential.

For the purpose of this study, it was important to select a common definition. The survey instructions stated that a bottleneck:

- Is an undergraduate course students are "required" to take to earn a degree in a timely manner (4 to 6 years) but for any given reason could not be offered during the 2012-2013 academic year.
- Is likely to cause undergraduate course sequencing problems for students that can delay their expected graduation date.
- Can occur in undergraduate classes required in the major, prerequisite courses required outside of the department and general education (GE) courses taught in the department.

For academic year 2012-2013, department chairs were asked to identify each bottleneck course in their major by providing the course ID, number and title (e.g., BIO 101 - Introduction to Biology). The focus was on the bottleneck courses in their department major, the total number of sections taught and the number of additional sections needed to alleviate the bottleneck. The reason(s) why each bottleneck occurred was explored using closed and open-ended questions. The most common reasons were listed and respondents could select as many as applied. They included:

1. Not enough tenured and tenure-track faculty available
2. Not enough qualified part-time faculty available
3. Not enough funding to hire faculty
4. Not enough seating capacity for lecture courses
5. Not enough seating capacity for labs
6. Time and day constraints for scheduling rooms
7. Students repeating a required class to improve their grade
8. Not able to substitute the class with another
9. Other (please specify)

As noted, bottleneck courses can occur for a variety of reasons. The longer the bottleneck persists the more it can impact students. Therefore, respondents were asked how many semesters each bottleneck course was a problem and if it persisted, would it prevent students from graduating in four, five, or six years.

In addition to identifying all bottleneck courses within the major, the survey also focused on general education (GE), service and prerequisite courses taught by departments. It is not uncommon for academic units to offer a range of courses and surveying all department chairs at each institution ensured that all bottleneck courses could be identified.

Student Information and Common Management Systems

To determine the average enrollment in the course sections of bottleneck classes, a database of elements was extracted from the Common Management System (CMS) and the Student Information Management System (SIMS). All 23 campuses provided detailed information on courses offered fall 2012 from which average course section sizes could be estimated.

Data Collection

Every year, university provosts are asked to submit the names and contact information of department chairs and deans to the Division of Academic Affairs at the Chancellor's Office. For the 2012-2013 academic year, this information was requested on May 23, 2013. The subsequent list compiled by Academic Affairs was reduced to focus on undergraduate chairs only; all others were excluded including those starting fall 2013 and chairs who administered graduate, post-baccalaureate, athletic and extension programs. As communication with survey participants continued throughout the data collection process, the list was continually updated. In the 2012-2013 academic year, there were 866 undergraduate department chairs who administered academic programs in the CSU. Not all of the individuals who served as department chairs during 2012-2013 were able to participate in the study due to illness, retirements and accepting positions out of state.

Understanding that summer is a problematic time to conduct a survey of department chairs, a multi-stage communication plan was developed that started in June and continued through the start of the fall semester. An initial communication to department chairs from the Office of the Associate Vice Chancellor, Academic Affairs was emailed on June 14, 2013, explaining the purpose of the study with a request to complete the survey online via Survey Gizmo. The initial response rate was modest and four additional requests were emailed to non-responders at regular intervals until August 2, 2013. Following the email campaign to department chairs, campus provosts were contacted on August 15, 2013, and asked for their assistance. Each provost was provided with a campus specific list of non-responders and they either made contact directly or requested deans communicate with their chairs.

To support the efforts of the provosts, a phone campaign began on August 19, 2013, and all non-responders were contacted or left a voice message. If a questionnaire was not submitted, the department administrative assistants were contacted and asked to remind the chair to complete the survey. Data collection ended on September 6, 2013, with 791 chairs responding for a 91 percent response rate.

Results

Each of the 23 CSU campuses reported bottleneck courses during the 2012-2013 academic year. The number of courses varied by campus and no individual program or campus was singled out in this report.

Bottleneck Courses

As noted above, each department chair was asked to identify bottleneck courses in the department major including all prerequisite, service and general education (GE) classes offered by the department. At each institution where courses overlapped, only one instance of the identified bottleneck course was included to determine the total number. Overall, 1,294 unduplicated bottleneck courses were identified. Table 1 shows the majority of the bottleneck courses was concentrated among the 100-, 200-, and 300-level courses that were open to freshmen, sophomores, juniors and seniors.

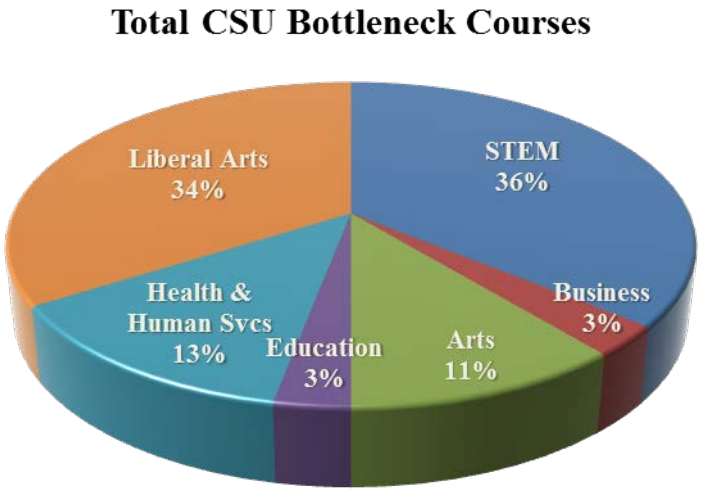
Table 1: Levels of Undergraduate Bottleneck Courses

	Frequency	Percent
100-Level	337	26.0
200-Level	251	19.4
300-Level	505	39.0
400-Level	201	15.6
Total	1,294	100.0

Discipline Classifications

For analysis and reporting, all individual bottleneck courses were first organized into 21 different categories using their unique discipline codes. These disciplines then were further collapsed into six logical groupings similar to college structures in the CSU as follows: Arts, Business, Education, Health and Human Services, Liberal Arts and STEM (science, technology, engineering and mathematics). The STEM category was organized using the National Science Foundation (NSF) classification of STEM, which includes agriculture, biological sciences, information sciences, engineering, mathematics and physical science. The definition of STEM is fluid and can include other disciplines such as nursing, which was classified under Health and Human Services. The data allows for disaggregation or the reorganization of the classifications. For example, health care administration programs can be placed either in Health and Human Services or Business.

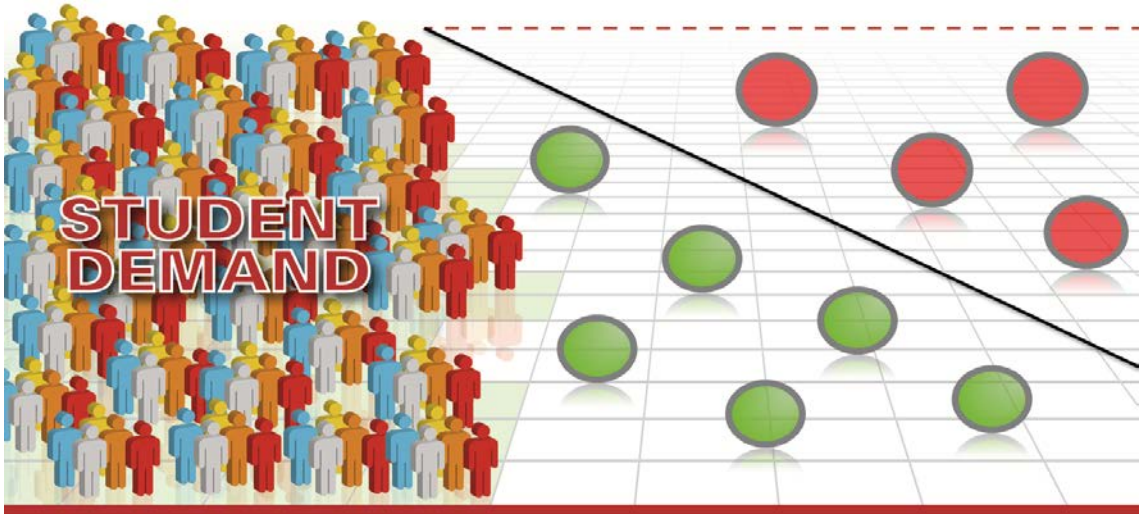
Chart 1 below shows that the greatest number of reported bottleneck courses (36 percent) occurred in STEM disciplines. This was followed by 34 percent in Liberal Arts, 13 percent in Health and Human Services, 11 percent in the Arts and 3 percent each in Business and Education.



Discipline Analysis

Figure 1 below provides an example of one bottleneck course taken from the data set for illustrative purposes and depicts student demand that cannot be met. Each filled class section (green circles) is clustered by proportion at the left. The red circles at the right represent the number of additional sections needed to meet student demand based on the actual number of students who could fill those sections. Ideally, if all students could be accommodated, the black line would be horizontal meeting the red dashed line and the path would be unobstructed.

Figure 1



In the example above, the department chair provided two reasons that caused the bottleneck. There were "not enough qualified part-time faculty" and "not enough seating capacity in their labs." Even with the addition of more qualified faculty, the bottleneck will remain until the facility constraints are addressed.

Reporting the results of every bottleneck course in the CSU was not feasible but Figure 1 is useful because it provides a structure for reporting information. For this report, the discipline classifications (discussed previously) and the framework in Figure 1 serve as the method for presenting the findings in each of the six discipline categories.

Reasons for the Bottlenecks

The reasons why a bottleneck occurs is often more complex than any single cause. Therefore, the survey provided chairs with the opportunity to select one or more reason(s) for each reported bottleneck course. Table 2 reveals the rank order of the reasons for bottleneck courses in the CSU. The order was based on the total number of reported bottleneck courses in the CSU divided by the courses associated with the reason identified as causing the bottleneck course.

Table 2

Rank	Reasons for Bottleneck Courses
1	Not enough funding to hire faculty
2	Not enough tenured- and tenure-track faculty available
3	Not enough qualified part-time faculty available
4	Time and day constraints for scheduling rooms
5	Not enough seating capacity for labs
6	Not able to substitute the class with another
7	Not enough seating capacity for lecture courses
8	Other (please specify)
9	Students repeating a required class to improve their grade

Impact on Students

Department chairs reported that minimally 1,254 additional sections were needed if one section was added to each course. In total, 3,840 additional course sections were needed to alleviate all bottleneck courses during the 2012-2013 academic year. Because bottleneck courses wax and wane depending on funding, room availability, enrollment patterns, etc., the survey asked how

many semesters each bottleneck course was a problem. The data revealed that bottlenecks are not necessarily a one- or two-term problem. According to department chairs, 360 courses were a problem from one to three terms. The remaining bottleneck courses persisted for four terms or longer.

The numbers of students impacted by bottleneck courses are problematic and although some students circumvent bottlenecks by substituting requirements or taking classes at other institutions, many students appear to be delayed from graduating in a timely manner. To this end, chairs also were asked, "If the bottleneck persists in coming semesters, will it prevent students from graduating in four, five, or six years?" For each identified bottleneck course, department chairs were able to select yes or no for more than one year. Realizing the speculative nature of any prediction, the question reveals the impact on students if the problem persists. Of the 1,294 bottleneck courses, department chairs reported 1,100 bottleneck courses that could potentially prevent students from graduating in four years, 600 courses in five years and 247 courses in six years.

Discussion

Understanding bottleneck courses is a complex issue because of the multilayered interplay of reasons why they occur. For example, unraveling bottleneck courses that require a science lab illustrates this complexity. Department chairs reported that 285 bottleneck courses were caused by limited lab facilities. In this case, additional funding for more sections would have little impact on alleviating the problem. To address this issue, the Chancellor's Office is investing in technology to adopt "virtual labs" where appropriate. This is one approach beginning to address the lack of facilities, but it becomes more complex if additional reasons were cited for the bottleneck course. For example, 54 of the 285 bottleneck courses that identified limited lab facility issues also reported having students who repeated a required class to improve their grade. The convergence of these two reasons changes the conversation from the lack of lab space to the number of students repeating classes, which is a policy issue.

The CSU does not have a standardized course repeat policy and a campus-by-campus analysis would be required to determine the impact of policy changes. The Chancellor's Office is addressing this issue through a program to redesign courses with high failure rates to alleviate repeating courses. The new program is based on scaling-up proven practices that have significantly improved student performance. Summer eAcademies have been conducted to train interested faculty and additional funds are being used for the redesign of courses incorporating technology.

In addition, enrollment demand from related disciplines can further complicate the issue. For example, substantial numbers of pre-nursing majors can exacerbate the problem because on some campuses these students enroll in prerequisite lab courses with the hope of being admitted to the nursing program. However, without outstanding grades, their chances are limited and many of these students may eventually seek other majors.

In other discipline classifications, "time and day constraints for scheduling rooms" also was reported with "not enough seating capacity for lecture classes." This can be a problem for very popular majors with large numbers of students. Many of the CSUs were designed decades ago when access was not an issue and the word impaction was not in the CSU vocabulary. However, the need for additional classrooms has not kept pace with demand and 16 CSU campuses are now impacted. With fire marshal restrictions on classroom capacity and the need for more and larger classrooms at several institutions, it is understandable why 566 reported bottleneck courses were associated with "not enough seating capacity for lecture courses" and "time and day constraints for scheduling rooms."

These types of bottlenecks are referred to as *place-bound* because students who need these classes do not have alternatives such as taking classes online. With a portion of the $10 million from the Governor's budget, the Chancellor's Office developed and recently launched an Intrasystem Concurrent Enrollment (ICE) program to begin offering fully online courses that articulate among CSU campuses (see www.calstate.edu/concurrent). It seems logical to expand ICE where bottleneck courses are caused by size restrictions of classrooms and scheduling constraints. Successful online courses that articulate between institutions appear to be the solution. The same is true for institutions that experience bottleneck courses due to the lack of qualified faculty or where more tenured- and tenure-track faculty are needed. However, due to the uniqueness of the curriculum across the CSU, this approach has limitations. Lower-division classes that articulate with community colleges will be less problematic than upper-division courses in the major. For example, examining all 300- and 400-level bottleneck courses (n=706), only 17 courses matched with other bottleneck courses. There are more bottleneck courses with similar titles that may match but this would require an in-depth review of course syllabi and learning objectives.

On the surface, it is reasonable to assume that undergraduate majors and courses with similar names are equivalent (e.g., sociology, psychology, history, art, etc.). This is certainly true for some disciplines but not others or there would be more matches among the 300- and 400-level bottleneck courses. However, there are distinct differences. One example is criminal justice where homogeneity would be expected but the major and courses can be very different from one another. This depends on faculty expertise, mission, history and orientation. Some have a public

policy focus while others have a legal orientation. There are programs that have developed their core strength in forensics and those with a critical or service approach. The CSU is unique in the diversity and character of the programs it offers, which is one of the system's many strengths but also makes finding simple solutions a challenge.

Summary

The survey results and data accumulated for this study reveal that the funds expended by the Chancellor's Office for bottleneck courses, which are supported by the Governor's budget, have been distributed in a manner that begin to directly address bottleneck issues in the CSU. The data also suggests that the problem of bottleneck courses is much more extensive than anticipated. Some campuses have fewer bottleneck issues than others but the problem exists across all institutions. The issues are multilayered and complex because of the diversity and uniqueness of programs offered in the CSU. This study shows that additional data is necessary to guide system-level policy decisions because bottleneck issues at the campus level are intertwined with macro level issues embedded in the mission of the university, the academic programs it serves, institutional policies and funding priorities. On a micro level, course numbering, titles and learning objectives of each bottleneck course must be examined to determine similarity.

As with most research, the results lead to more questions than answers. However, the data clearly demonstrates that parents and students have not erred in stating that bottleneck courses have been a deterrent to graduating in a timely manner. To alleviate this problem, administrators have shifted resources but department chairs who live with bottleneck courses are well aware that they exist and the reasons why they persist.

COMMITTEE ON EDUCATIONAL POLICY

Update on SB 1440: Student Transfer Achievement Reform Act

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Eric Forbes
Assistant Vice Chancellor
Student Academic Support

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

Summary

The Student Transfer Achievement Reform Act calls for the California Community Colleges (CCC) and California State University (CSU) to create clear, efficient transfer pathways to the baccalaureate, requiring no more than 60 semester hours of credit for the two-year degree, and another 60 units after transfer to complete a bachelor's degree in a similar discipline.

Carrying out the new law has entailed work on three fronts:

1. Working with faculty to create the transfer curriculum in popular majors
2. Managing enrollment and admissions intersegmentally, to prioritize transfer applicants who hold the new degrees
3. Communicating the benefits of the new program to students, counselors and the public

As of late August, the CCCs have created more than 900 Associate Degrees for Transfer. Nearly all of those degrees fit into at least one academic program on any CSU campus with degrees in the related disciplines, providing students around the state with the efficient curricular pathways called for in the law.

As interest in the new program grows, the CSU has placed more focus on electronic transcripts to facilitate the identification and hand-off of students from the community colleges to the universities. For full implementation, electronic transcripts work in three ways:

1. By accepting requests for student academic data
2. By sending student academic data to other institutions
3. By receiving student academic data from other institutions

The CSU's goal is to have all three functions working at each of the 23 CSU campuses and each of the 112 community colleges. Attachment A shows current deployment in the community colleges, whose eTranscript capacity has been recently supported by legislation and a funding allocation.

eTranscript capacity in the CSU has been similarly expanding, as the system develops uses beyond implementation of SB 1440. For example, eTranscripts are useful in the implementation of Early Start and the online Intrasegmental Concurrent Enrollment (ICE) programs.

On the third front, communicating the benefits of the Associate Degree program to students, counselors and the public, the CSU is now at the height of its annual fall Counselor Conferences. The Associate Degrees for Transfer and related print and online publications are featured prominently as CSU staff work with high school and community college counselors.

COLLEGE TITLE	Accepting Electronic Requests	Sending eTranscripts	Accepting eTranscripts	eTran Vendor	SIS Vendor
ALAMEDA					
ALLAN HANCOCK		✓		Credentials	Banner
AMERICAN RIVER	✓	✓	✓	eTranscriptCA/Credentials	PeopleSoft
ANTELOPE VALLEY					
BAKERSFIELD	x	✓	✓	eTranscriptCA/Credentials	Banner
BARSTOW				Credentials	
BERKELEY CITY		✓		Credentials	Datatel
BUTTE	x	✓	✓	eTranscriptCA	Datatel
CABRILLO		✓		Credentials	Datatel
CANADA	✓	✓	✓	eTranscriptCA	Banner
CANYONS				Credentials	
CERRITOS	✓	✓	✓	eTranscriptCA/Credentials	PeopleSoft
CERRO COSO	x	✓	✓	eTranscriptCA/Credentials	Banner
CHABOT		✓		eTranscriptCA	Banner
CHAFFEY	✓	✓	✓	eTranscriptCA	Datatel
CITRUS				Credentials	
COASTLINE		✓		Credentials	Banner
COLUMBIA				SPEEDE	
CONTRA COSTA		✓		eTranscriptCA	Datatel
COPPER MOUNTAIN					
COSUMNES RIVER	✓	✓	✓	eTranscriptCA/Credentials	PeopleSoft
CRAFTON HILLS	x	✓	✓	Credentials	Datatel
CUESTA		✓		Credentials	Banner
CUYAMACA					
CYPRESS	✓	✓	✓	eTranscriptCA	Banner
DE ANZA		✓		Credentials	Banner
DESERT		✓		Parchment	
DIABLO VALLEY		✓		eTranscriptCA	Datatel
EAST L.A.		✓		eTranscriptCA	Banner
EL CAMINO	✓	✓	✓	eTranscriptCA	Datatel
EVERGREEN VALLEY	IP	✓	IP	eTranscriptCA	Datatel
FEATHER RIVER	IP	IP	IP	eTranscriptCA	Banner
FOLSOM LAKE	✓	✓	✓	eTranscriptCA/Credentials	PeopleSoft
FOOTHILL		✓		Credentials	Banner
FRESNO CITY	IP	IP	IP	eTranscriptCA	Datatel
FULLERTON	✓	✓	✓	eTranscriptCA	Banner
GAVILAN		✓		Credentials	Banner
GLENDALE	IP	IP	IP	eTranscriptCA	PeopleSoft
GOLDEN WEST		✓		Credentials	Banner
GROSSMONT				Credentials	
HARTNELL	IP	IP	IP	eTranscriptCA	Datatel
IMPERIAL VALLEY		✓		Parchment	Banner
IRVINE VALLEY				Credentials	
L.A. CITY	✓	✓	✓	eTranscriptCA	Custom
L.A. HARBOR	✓	✓	✓	eTranscriptCA	Custom
L.A. MISSION	✓	✓	✓	eTranscriptCA	Custom
L.A. PIERCE	✓	✓	✓	eTranscriptCA	Custom
L.A. SOUTHWEST	✓	✓	✓	eTranscriptCA	Custom
L.A. TRADE-TECH	✓	✓	✓	eTranscriptCA	Custom
L.A. VALLEY	✓	✓	✓	eTranscriptCA	Custom
LAKE TAHOE		✓		eTranscriptCA	Datatel
LANEY COLLEGE		✓		Credentials	Datatel
LAS POSITAS					Banner
LASSEN		✓		eTranscriptCA	Datatel
LONG BEACH CITY		✓		eTranscriptCA	PeopleSoft
LOS MEDANOS		✓		eTranscriptCA	Datatel
MARIN				SPEEDE	
MENDOCINO		✓		eTranscriptCA	Datatel
MERCED	IP	IP	IP	eTranscriptCA	Datatel
MERRITT		✓		Credentials	Datatel
MIRA COSTA	x	✓	✓	eTranscriptCA/Credentials	PeopleSoft
MISSION		✓		Credentials	Datatel
MODESTO				SPEEDE	
MONTEREY PENINSULA					
MOORPARK	x	✓	✓	eTranscriptCA	Banner
MORENO VALLEY				RCC	
MT. SAN ANTONIO					
MT. SAN JACINTO					
NAPA VALLEY		✓		Credentials	Datatel
NORCO				RCC	
OHLONE		✓		eTranscriptCA	Datatel
ORANGE COAST		✓		Credentials	Banner
OXNARD	x	✓	✓	eTranscriptCA	Banner
PALO VERDE		✓		Credentials	Datatel
PALOMAR	x	✓	✓	eTranscriptCA/Credentials	PeopleSoft
PASADENA CITY	IP	IP	IP	eTranscriptCA	CCSC
PORTERVILLE	x	✓	✓	eTranscriptCA	Banner
REDWOODS					
REEDLEY	IP	IP	IP	eTranscriptCA	Datatel
RIO HONDO				Parch & Cred & SPEEDE	
RIVERSIDE CITY	x	✓	✓	eTranscriptCA	Datatel
SACRAMENTO CITY	✓	✓	✓	eTranscriptCA/Credentials	PeopleSoft
SADDLEBACK				Credentials	
SAN BERNARDINO	x	✓	x	Credentials	Datatel
SAN DIEGO CITY		✓		SPEEDE	Datatel
SAN DIEGO MESA		✓		SPEEDE	Datatel
SAN DIEGO MIRAMAR		✓		SPEEDE	Datatel
SAN FRANCISCO CITY		✓		SPEEDE	
SAN JOAQUIN DELTA					
SAN JOSE CITY	IP	✓	IP	eTranscriptCA	Datatel
SAN MATEO	✓	✓	✓	eTranscriptCA	Banner
SANTA ANA				Credentials & SPEEDE	
SANTA BARBARA CITY	IP	✓	IP	eTranscriptCA/Credentials	Banner
SANTA MONICA CITY				Credentials	
SANTA ROSA	x	✓	✓	eTranscriptCA	CCSC
SANTIAGO CANYON				Credentials & SPEEDE	
SEQUOIAS	x	✓	✓	eTranscriptCA/Credentials	Banner
SHASTA	x	✓	✓	eTranscriptCA	Datatel
SIERRA		✓		Credentials	Banner
SISKIYOUS		✓		SPEEDE	
SKYLINE	✓	✓	✓	eTranscriptCA	Banner
SOLANO		✓		Credentials	Banner
SOUTHWESTERN	✓	✓	✓	eTranscriptCA/Credentials	Datatel
TAFT		✓		Credentials	Banner
VENTURA	x	✓	✓	eTranscriptCA	Banner
VICTOR VALLEY				Credentials	
WEST HILLS COALINGA					
WEST HILLS LEMOORE					
WEST L.A.	✓	✓	✓	eTranscriptCA	Custom
WEST VALLEY	✓	✓	✓	Credentials	Datatel
WOODLAND				NSC	
YUBA				NSC	
CSU Bakersfield	x	x	✓	eTranscriptCA	PeopleSoft
CSU Channel Islands	x	x	✓	eTranscriptCA	PeopleSoft
CSU Chico	x	x	✓	eTranscriptCA	PeopleSoft
CSU Dominguez Hills	x	x	IP	eTranscriptCA	PeopleSoft
CSU East Bay	x	x	IP	eTranscriptCA	PeopleSoft
CSU Fresno	x	x	IP	eTranscriptCA	PeopleSoft
CSU Fullerton	x	x	✓	eTranscriptCA	PeopleSoft
CSU Humboldt					
CSU Long Beach	x	x	✓	eTranscriptCA	PeopleSoft
CSU Los Angeles	x	x	IP	eTranscriptCA	PeopleSoft
CSU Maritime Academy					
CSU Monterey Bay	x	x	✓	eTranscriptCA	PeopleSoft
CSU Northridge	x	x	✓	eTranscriptCA	PeopleSoft
CSU Pomona	x	x	✓	eTranscriptCA	PeopleSoft
CSU Sacramento	x	x	✓	eTranscriptCA	PeopleSoft
CSU San Bernardino	x	x	✓	eTranscriptCA	PeopleSoft
CSU San Diego	x	x	✓	eTranscriptCA	SIMS
CSU San Francisco	x	x	✓	eTranscriptCA	SIMS
CSU San José	x	x	✓	eTranscriptCA	PeopleSoft
CSU San Luis Obispo					
CSU San Marcos	x	x	✓	eTranscriptCA	PeopleSoft
CSU Sonoma					
CSU Stanislaus	x	x	IP	eTranscriptCA	PeopleSoft
UC Berkeley	IP	IP	IP	eTranscriptCA	Home grown
UC Davis	IP	IP	IP	eTranscriptCA	Banner
UC Irvine	IP	IP	IP	eTranscriptCA	Home grown
UC Los Angeles	IP	IP	IP	eTranscriptCA	Home grown
UC Merced	IP	IP	IP	eTranscriptCA	Banner
UC Riverside	IP	IP	IP	eTranscriptCA	Home grown
UC San Diego	IP	IP	IP	eTranscriptCA	Home grown
UC Santa Cruz	IP	IP	IP	eTranscriptCA	PeopleSoft
UC Santa Barbara	IP	IP	IP	eTranscriptCA	Home grown

Legend
IP = In Progress
✓ = Yes
x = No

Attachment A
Ed. Pol.
Agenda Item 3
September 24-25, 2013
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Associate Degrees for Transfer
CSU-TMC alignment

	Anthropology	Art History	Business	Early Childhood Education	English	History	Physics	Political Science	Sociology	Studio Arts	Theater Arts	Administration of Justice	Communication Studies	Elementary Teacher Education	Philosophy	Psychology	Geography	Kinesiology	Mathematics	Music	Spansih	Geology	Computer Science	Journalism
Bakersfield	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y		
Channel Islands	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y		Y	Y		Y			Y	Y	Y		Y	
Chico	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Bay	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fullerton	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y
Humboldt	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Long Beach	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Maritime			Y																					
Sonoma	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y		
Stanislaus	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Los Angeles	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	
Monterey Bay	Y	Y	Y		Y	Y		Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	N	Y		Y	Y
Northridge	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Sacramento	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y
San Francisco	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
San José	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
San Marcos	Y	Y			Y	Y	Y	Y	Y	Y	Y		Y	Y		Y		N	Y	Y	Y		Y	
Fresno	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N
Dominguez Hills	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	N	Y	Y	N	Y	N	N	Y
Pomona	Y	Y	Y		Y	Y	Y	Y	Y		Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	N	N	Y
San Diego	P	Y	P		P	Y	Y	Y	Y	P	Y	Y	Y	P	N	P	N	P	Y	P	N	P	P	N
San Bernardino	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N	Y	N	N	N	
San Luis Obispo	Y		Y	Y	Y	Y	Y	Y	Y		Y		Y	N	Y	N	Y	N	Y	Y	N			N

as of 9/6/2013

COMMITTEE ON EDUCATIONAL POLICY

Teacher Preparation Program Evaluation

Presentation by

Ephraim P. Smith
Executive Vice Chancellor and
Chief Academic Officer

Beverly Young
Assistant Vice Chancellor
Teacher Education and
Public School Programs

Background

The California State University (CSU) system strives to create teacher preparation programs that are as responsive as possible to the needs of K-12 schools. To this end, the CSU Center for Teacher Quality (CTQ) conducts an annual systemwide evaluation of all CSU credential program graduates near the end of their first year in classrooms to assess the quality, value and effectiveness of their preparation to teach. Additional evidence for the effectiveness of CSU teacher education programs comes from the professional judgment of experienced school leaders who supervise CSU graduates during their first year of teaching. Taken together, the two sources of data offer a wealth of information about how well CSU colleges of education prepare prospective teachers to meet a broad spectrum of student needs once they enter the teaching profession.

More than 30,000 teaching graduates and more than 22,000 supervisors have participated in the systemwide evaluation since it was originally conducted in 2001. This report focuses on data collected in spring 2012 for those teaching graduates who completed their credential requirements in 2010-2011. The CSU awarded 6,832 teaching credentials that year. More than three-quarters of those graduates (77 percent) were employed as first-year teachers in California public schools during the 2011-2012 school year. A total of 2,745 first-year teaching graduates from this cohort were located and invited, along with their supervisors, to participate in the evaluation.

Rationale for the CSU Systemwide Evaluation of Teaching Graduates

The CSU systemwide evaluation is intended to:

1. Provide a valid measure of the effectiveness of credential programs in preparing teachers to enter the workforce with the knowledge, skills and practices needed to improve students' academic growth;
2. Facilitate accountability by providing evidence that stated outcomes and indicators for each university's credential programs are being met;
3. Document system and context changes over time through the use of annual cross-sectional surveys consisting of core sets of questions administered each time; and
4. Provide information that will inform and empower program staff to make decisions that improve the quality, effectiveness or efficiency of program activities and ultimately improve contributions to K-12 learning and achievement.

To meet these objectives, the systemwide evaluation examines program effectiveness along many dimensions, including subject-matter preparation, preparation to teach the subjects of the curriculum, preparation to effectively teach special-needs students, English learners and other culturally diverse students, preparation to manage classroom instruction and preparation to assess student learning. The central question the evaluation addresses is how well prepared are CSU graduates to fulfill the major professional responsibilities commonly assigned to new teachers?

Evaluating Overall Levels of Teacher Preparation

This report focuses on two elements from the systemwide evaluation that examine the broad construct of preparation for teaching from two complementary perspectives:

1. Teaching graduates were asked to evaluate the <u>overall usefulness</u> of the preparation received in their credential program; and
2. The supervisors who guided and supported each graduate during the first year of teaching were asked to evaluate the teacher's <u>overall readiness</u> to be a teacher.

Self-perceptions of program usefulness made by graduates who have gained practical experience working with students in classrooms have far greater validity than self-perceptions made prior to becoming a teacher. Independent ratings of readiness for teaching provided by the supervisors of these teachers add authoritative weight to the conclusions. The evaluation instruments for both sets of respondents were designed in such a way that teachers and supervisors make their overall judgments of preparedness after responding to a series of focused questions about the specific duties of classroom teachers. This design feature reduces ambiguity and subjectivity to ensure

that evaluation teachers and their supervisors interpret the broad construct of teacher preparedness consistently and as intended.

CSU Graduates Are Well-Prepared to Assume the Responsibilities of Teaching

In nine of CTQ's annual surveys from 2004 through 2012, a total of 19,858 first-year teachers responded to the following question: ***What is your overall evaluation of your CSU Teaching Credential Program*?** The teachers indicate their level of preparedness on a 4-point likert scale as follows:

(A) My CSU credential program provided a rich array of ideas and skills that have been useful in my teaching this year.

(B) The CSU program offered many useful ideas and skills, but some of the material has been less helpful in my teaching.

(C) The CSU program included relatively little substance. Most of the material has been of little value in my teaching.

(D) The CSU professional teacher preparation program offered nothing of value. It was entirely a waste of my time.

Each year, the great majority of responding teachers select Options A or B above, providing strong evidence that new teachers find much of value in the preservice preparation they receive from their CSU teacher credential programs. In the most recent survey cohort, results for 1,000 first-year teachers who earned their credentials in 2010-2011 showed that 91 percent of teaching graduates reported positive levels of satisfaction with the usefulness of their credential program.

Teacher ratings of the usefulness of their credential program have remained fairly consistent since 2004 when this question was first included on the survey. The percentage of teachers who selected Options A or B for this item ranges from a low of 87 percent in 2006 to a high of 91 percent in 2004 and 2012.

The school leaders participating in our evaluation also are very positive about the preparation teachers receive from their credential program. From 2004 through 2012, a total of 11,551 supervisors responded to a similar question about the overall preservice preparation of first-year teachers: ***What is your overall evaluation of this teacher's readiness to be a teacher*?** The school leaders indicate their level of preparedness on a 4-point likert scale as follows:

(A) This teacher is learning to provide excellent learning opportunities, due substantially to her/his university preparation.

(B) This teacher has very good potential to become excellent, but some of his/her preparation could have been better.

(C) This teacher's performance has been adequate, but her/his preparation at the university should have been much better.

(D) This teacher's capacity to become a good teacher was seriously jeopardized by poor preparation at the university.

Each year, the percentages of supervisors selecting Options A or B above, the highest ratings of teacher preparedness, is very close to the percentage of teachers selecting Option A or B on the analogous question from the teacher survey. In our most recent survey cohort, results from supervisors of 632 first-year teachers who earned their credentials in 2010-2011 showed that 90 percent of the supervisors believe the teacher under their supervision is *learning to provide excellent learning opportunities* or *has very good potential to become excellent, due substantially to her/his university preparation.*

Examining Factors Associated with Successful Preparation for Teaching

In addition to measuring teacher preparedness on the basis of judgments made by CSU teaching graduates and their supervisors, the Systemwide Evaluation also examines a wide variety of factors thought to be associated with teacher preparedness. For the present report, the Center for Teacher Quality examined the relationship between preparedness and three of these factors:

1. Academic experience prior to admission in a CSU credential program;
2. Type of credential earned; and
3. Type of teaching assignment the graduate held during their first year of teaching.

Results from the Systemwide Evaluation suggest that factors associated with a teaching graduate's academic history may influence their subsequent levels of preparedness. Teaching graduates were asked on the survey to report on their academic work prior to earning their credential. Evaluation findings reveal that better-prepared teachers were more likely to have:

- Attended only one four-year institution while earning their bachelor's degree;
- Earned their bachelor's degree and teaching credential from the same CSU campus; and
- Earned their bachelor's degree from a CSU campus rather than a non-CSU campus.

Although these factors are outside the direct sphere of influence for a teacher preparation program, nevertheless they provide important insights into the complex web of variables that link a program's implementation and its outcomes.

The evaluation also reveals important differences in teachers' overall levels of preparedness according to the type of credential earned. Supervisors of first-year teachers, as did the teachers themselves, rated teachers who earned a Multiple Subject Credential as more prepared than those

who earned an Education Specialist Credential, who in turn were deemed more prepared than those who earned a Single Subject Credential.

Upon further investigation, the results varied considerably within credential type according to their first-year teaching assignment. Among secondary teachers who earned a Single Subject Credential, judgments of preparedness varied widely according to the primary subject area they taught. Higher ratings of preparedness were found for teachers who taught vocational education and world language courses. Lower ratings of preparedness were found for teachers who taught physical education and history/social science courses. Among first-year teachers who earned an Education Specialist Credential, resource specialists were judged to be better prepared than special education teachers holding other types of positions. Interestingly, no differences in preparedness were evident among teachers who earned a Multiple Subject Credential according to their grade level assignment.

The presentation to the trustees will describe these results and factors associated with high levels of teacher preparedness in greater detail. It is intended that the findings will provide insights that contribute to improvements in teacher education programs throughout the CSU system.

COMMITTEE ON EDUCATIONAL POLICY

Academic Master Plan Update for Fast-Track Program Development

Presentation By

Christine Mallon
Assistant Vice Chancellor
Academic Programs and Faculty Development

Summary

In January of each year, campuses may expand their academic plans by submitting for trustee approval a list of proposed projections for new degree programs. Subsequent to trustee approval in March, the campuses may begin developing corresponding degree program proposals. Policy also allows for the June submission of "fast-track" degree program projections for trustee consideration at the September meeting. Fast-track proposals represent bachelor and master's degree programs that can be implemented without major capital outlay, that do not require accreditation approval and that will require no expenditure beyond the campus's existing resources. Trustee approval at the September meeting allows the chancellor to approve the program proposals for implementation following a system-level review indicating that the degree program is provided for and planned appropriately.

This fast-track process is one of a handful of mechanisms that facilitate nimble program planning, allowing the campuses to provide a timely response to the state's changing workforce needs.

For fast-track consideration, a degree program must meet all of the following six criteria:

1. The proposed program could be offered at a high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.
2. The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency.
3. The proposed program can be adequately housed without a major capital outlay project.
4. It is consistent with all existing state and federal law and trustee policy.
5. It is either a bachelor or master's degree program.

6. The proposed program has been subject to a thorough campus review and approval process.

The following fast-track proposal has been submitted, meets the required criteria and assurances have been provided that the program will be supported by sufficient faculty, as well as facilities and information resources.

Dominguez Hills
BS Earth Science

Recommended Action:

The proposed resolution refers to the academic plans approved by the Board of Trustees in March 2013 and includes customary authorization for newly projected degree programs. The following resolution is recommended for adoption:

> **RESOLVED,** by the Board of Trustees of the California State University, that the academic plan degree projections for California State University, Dominguez Hills (as contained in Attachment A to Agenda Item 1 of the March 19-20, 2013 meeting of the Committee on Educational Policy) be amended to include a projected Bachelor of Science with a major in Earth Science, with implementation planned for fall 2013.

COMMITTEE ON EDUCATIONAL POLICY

The California State University Nursing Programs Update

Presentation By

Christine Mallon
Assistant Vice Chancellor
Academic Programs and Faculty Development

Summary

More than three million nurses serve this country's health care needs. Even more are needed, however, and their educational attainment will need to be elevated to meet the needs of the aging national population and the expanding health care system associated with the Affordable Care Act. The U.S. Bureau of Labor Statistics projects that by 2020 another 1.2 million new nurses will be needed to fill new and vacant nursing positions. California State University (CSU) nursing programs, now offered on 20 campuses, work to supply the need not just for registered nurses, but for the highly educated nursing workforce called for in *The Future of Nursing: Leading Change, Advancing Health* report[1], issued by the independent nonprofit Institute of Medicine (IOM). That report set a national 2020 target for 80 percent of nurses to be trained to the baccalaureate level (up from 50 percent) and for twice as many nurses trained to the doctoral level than now. The IOM report also recommended instituting seamless educational pathways in which students can pursue advanced degrees that will prepare them to practice to the highest extent of their education and training.

Seamless Pathways for Educating Highly Trained Nurses

For more than 60 years, CSU nursing programs have contributed to the health care workforce. With programs on all but three campuses, CSU nursing programs now include bachelors; bachelor's degree-completion ("ADN/RN to BSN"); second baccalaureate; masters; entry-level masters (for non-nursing bachelors); and, as of fall 2012, doctor of nursing practice (DNP) degree programs. In 2011-2012, the CSU conferred 3,284 nursing degrees, producing 2,575 bachelor of science in nursing (BSN) graduates and 709 master of science in nursing (MSN) graduates (see Table 1).

The CSU's nursing programs respond to demands from state and national governments, accreditors, licensure board and the health care employment sector, all of which point to better patient outcomes associated with more highly educated nurses. In answer to the IOM report and

[1] http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx

in fulfillment of Education Code section 89267.5, the CSU and the California Community Colleges (CCC) developed seamless, articulated pathways between associate degree in nursing (ADN) programs and bachelor of science in nursing (BSN) programs to increase the state's number of bachelor's trained nurses. ADN-to-BSN programs achieve some cost savings for the CSU because the majority of the expensive pre-licensure clinical training is carried out at CCCs. In response to Education Code section 66055.5, CSU faculty and nursing directors developed a systemwide set of nursing program prerequisites to make admission and degree completion more simple and consistent across the state. Community college adoption of the CSU prerequisites would further achieve the kind of seamless pathway recommended in the IOM report. A CSU ADN-to-BSN Nursing Degree Pathways website (http://www.calstate.edu/adn-bsn/) lists advising roadmaps and program prerequisites for ADN graduates wishing to complete a CSU BSN degree.

CSU ADN-to-BSN Nursing Degree Pathways

Systemwide CSU Nursing Prerequisites

Nursing Program Prerequisite Courses
1. Oral communication
2. Written communication
3. Critical thinking
4. Chemistry (general, integrated, inorganic or organic)-with or without lab, as it is taught on the campus where the course was taken
5. Human anatomy (with required lab)
6. Human physiology (with required lab)
7. Microbiology (with required lab)
8. Statistics

Nursing Faculty Shortage

CSU nursing enrollments have fluctuated with the economy since 2008-2009. CSU BSN programs appear to be recovering from an earlier downturn. While MSN programs have slowed the rate of decline, the CSU is still waiting for enrollments to recover (see Table 2). As with nursing programs nationally, the CSU cannot fully satisfy nursing enrollment demands and must turn away qualified nursing applicants every year. In the last admission cycle for example, CSU Chico was unable to admit 86 percent of its fully qualified nursing applicants for fall 2013 and CSU San Marcos turned away nearly 89 percent. The American Association of Colleges of Nursing reported that "The primary barriers to accepting all qualified students at nursing colleges and universities continue to be a shortage of faculty (60.7 percent) and an insufficient number of

clinical placement sites (61 percent)."[2] Illustrating the widespread problem, a survey by the association indicated that only 27.5 percent of responding institutions reported that they had no need for additional full-time faculty in 2012-2013.

Hiring and retaining nursing faculty is a challenge because of availability, cost and salary competition with other employment sectors. Nurses with advanced degrees can earn more lucrative salaries in clinical practice or administration than is common for college or university faculty positions. As the current faculty ages and moves toward retirement, what has been termed a "nursing faculty crisis" will only increase. A 2010 report by the National League of Nursing and the Carnegie Foundation Preparation for the Professions Program indicated that 48 percent of nurse educators were (at that time) 55 years old or older[3]. And while historically, an insufficient production of new nursing Ph.D.s further limited the pool of available faculty, there is a growing interest in doctor of nursing practice (DNP) programs. This has inspired greater enrollments in research-based doctoral programs, including Ph.D. and doctor of nursing science (DNS, DNSc). This trend, along with the two new CSU research-infused DNP programs in the southern and northern regions will likely increase the production of future nursing faculty, so needed in California to meet the tremendous student demand for nursing education programs. The two DNP programs provide the culminating degree in the seamless pathway that begins with the community college ADN programs.

The CSU must plan now to address the two principle barriers to expanding nursing education: a shortage of faculty and an insufficient number of clinical placements. When the production of doctorate-trained nurse educators increases the pool of available faculty, the CSU will need to be poised to invest in this critically needed resource. As a greater number of nursing faculty are recruited and hired to teach, CSU schools and colleges of nursing will need to hire more coordinators of clinical placements and will, in some cases, be asked to pay health care institutions for clinical training. To respond to state and national healthcare workforce needs, funding to overcome these two barriers should be a priority consideration in future years' budget requests.

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[2] http://www.aacn.nche.edu/Media/NewsReleases/2009/StudentEnrollment.html
[3] http://www.nln.org/governmentaffairs/pdf/nursefacultyshortage.pdf

Table 1

2011-2012 CSU Nursing Degrees Granted

Master of Science in Nursing

Campus	MSN Post-RN	MSN Pre-RN	Total
Bakersfield		-	-
Channel Islands	-	-	-
Chico	4	-	4
Dominguez Hills	-	162	162
East Bay	-	-	-
Fresno	35	28	63
Fullerton	92	23	115
Humboldt	-	-	-
Long Beach	58	11	69
Los Angeles	59	17	76
Monterey Bay	-	-	-
Northridge	-	-	-
Sacramento	24	4	28
San Bernardino	7	-	7
San Diego	42	-	42
San Francisco	42	10	52
San Jose	15	-	15
San Marcos	-	-	-
Sonoma	46	22	68
Stanislaus	8	-	8
Grand Total	**432**	**277**	**709**

Bachelor of Science in Nursing

Campus	BSN Post-RN	BSN Pre-RN	Total
Bakersfield	-	95	95
Channel Islands	14	35	49
Chico	19	99	118
Dominguez Hills	-	224	224
East Bay	-	186	186
Fresno	145	5	150
Fullerton	103	45	148
Humboldt	-	57	57
Long Beach	34	181	215
Los Angeles	76	86	162
Monterey Bay*	-	-	-
Northridge	32	32	64
Sacramento	41	135	176
San Bernardino	12	129	141
San Diego	22	202	224
San Francisco	25	101	126
San Jose	1	170	171
San Marcos	8	128	136
Sonoma	28	22	50
Stanislaus	25	58	83
Grand Total	**585**	**1,990**	**2,575**

*Monterey Bay has implemented a post-RN bachelor's program but did not have graduates in 2011-2012.

Table 2

Full-Time Equivalent Nursing Enrollments

California State University

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
BSN	4,190.0	4,355.7	5,185.6	5,828.6	5,250.2	4,893.0	5,065.6
MSN	1,006.5	1,473.5	1,659.2	1,765.1	1,733.9	1,489.8	1,413.3

Data as of January 10, 2013.