AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **1:30 p.m., Tuesday, July 22, 2014**
Glenn S. Dumke Auditorium

Debra S. Farar, Chair
Margaret Fortune, Vice Chair
Roberta Achtenberg
Talar Alexanian
Rebecca D. Eisen
Douglas Faigin
Lupe C. Garcia
Steven M. Glazer
Lillian Kimbell
J. Lawrence Norton
Steven G. Stepanek

Consent Items

Approval of Minutes of Meeting of May 20, 2014

Discussion

1. The State of Higher Education in California: Opportunities for Policy and Institutional Change, *Information*
2. The California State University Graduation Initiative Update, *Information*
3. The California State University Affordable Learning Solutions Initiative: Update, *Information*
4. California State University Partnership with the Corporation for National and Community Service AmeriCorps*VISTA Program Volunteers In Service To America), *Information*

Trustee Farar called the meeting to order.

Approval of Minutes

The minutes of March 26, 2014, were approved as submitted.

Access to Excellence Progress Report

Ron Vogel, associate vice chancellor for academic affairs, reported that the trustees approved *Cornerstones*, an earlier CSU strategic plan in 1998. A decade later, its successor, *Access to Excellence*, was brought before the board. It has guided the system the last seven years. Its three priorities are to (1) increase student access and success; (2) meet state needs by continuing to invest in applied research and addressing workforce and societal needs; and (3) sustain institutional excellence through investments in faculty and staff. Dr. Vogel outlined eight commitments that were developed to provide a framework for CSU initiatives. As economic, political, social and environment changes occur in California, *Access to Excellence* has remained flexible and responded to new and evolving initiatives, including the Graduation Initiative; SB1440, the associate degree for transfer program; the Early Start program; and the Voluntary System of Accountability and its Public Good page. Work continues throughout the CSU on all initiatives. More will evolve and the system is poised to respond to changes in higher education. The challenges are daunting and exciting, he said. The system will continue to work with its partners: state policy leaders, business community, California leaders and other constituencies. The CSU's commitments and initiatives will help position California for the 21st century.

Trustee Monville asked how the system is measuring closing the achievement gap, complying with SB 1440 and increasing the pathway for transfer students. Ken O'Donnell, senior director, student engagement and academic initiatives and partnerships, said the CSU is aligning issues to the strategic plan and ensuring, as initiatives are implemented, that they follow the priorities agreed to seven years ago. SB 1440 is measured by a few metrics. Previous board reports have focused on available pathways for students, transfer patterns and curricular pathways. The next focus in terms of metrics is how many students are being served, number of units saved and how the achievement gap is closing.

Trustee Hugo Morales asked about changes in outreach. Vice Chancellor for Advancement Garrett Ashley reported that there has been an expansion of each initiative with greater numbers of high school and middle school students contacted. Additionally, the CSU has increased its number of partners, and soon will have more and better ways to measure effectiveness in terms of number of prospective students applied, admitted and their preparation. On the academic affairs side, Carolina Cardenas, director of academic outreach and Early Assessment, said campus and system outreach counselors saw more than a million students across California at all grade levels: elementary, middle, high school and community college. Even with the budget cutbacks of the last five years, the number of students served has increased. She said the campuses are very resourceful in determining how to use their teams to do outreach, specifically with those students who have less access to CSU services. A dozen years ago the outreach offices saw 700,000 students and this year they saw 1.1 million students. The allocation of resources from the state was fairly level, but the campus offices increased their number of federal grants.

Update on Reducing Bottlenecks and Improving Student Success

Responding to the board's request, Executive Vice Chancellor and Chief Academic Officer Ephraim P. Smith reported that the Chancellor's Office has defined near-term targets to make progress toward the 2017 goals and has drafted a number of metrics to provide indications of progress solving enrollment bottlenecks. He said it is a methodical approach with many facets that cannot be solved overnight; however, the campuses and Chancellor's Office have a good handle on what is needed to alleviate the bottlenecks. Gerry Hanley, assistant vice chancellor for academic technology services, thanked board members, chancellor and presidents for visiting with the faculty the previous day to view the poster session on redesigning face-to-face classes to online to help with bottlenecks. Dr. Hanley reminded the board that at the March meeting he outlined a four-year plan for multiple strategies for solving the bottleneck enrollment problems by redesigning the ways the CSU is addressing a number of student needs. Rather than rebuilding what has been done, Dr. Hanley said the system is finding new ways of providing services to students through advising, online courses and redesigning high enrollment-low success courses to ensure that students can succeed and graduate.

The system will eliminate all significant bottlenecks by fall 2017, Dr. Hanley said. Beginning next year, all campuses will provide all students an electronic advising tool so they know their

progress toward their degree. The degree audit tool will enable students to see what courses have already been taken and what are the remaining requirements for graduation. About half of the campuses will begin using the Course Scheduler that will allow students to create a schedule that includes their classes, work schedules and breaks. The remaining campuses are using other scheduling software. Additionally, in fall 2014 the campuses will be hiring 700 new tenure track faculty members, a net increase of about 150 new tenure track faculty members. Beginning in fall 2014, all students who are not college ready in math and English will participate in Early Start, and more transfer students will participate in SB 1440, the associate degree for transfer program. The CourseMatch program will provide more online access for students who are place-bound when they need to take a course that is not delivered on their campus. This summer there will be 470 fully online summer courses delivered through Extended Education with a probable increase to more than 700 fully online courses. In fall 2015 the CSU has to provide a one-stop-shop for all fully online classes every semester, so the summer program provides preparation. In fall 2014 there will be fewer than 700 courses because of different constraints.

Faculty members are redesigning the high enrollment classes that have had a history of low student success. Twenty-two of these courses have been identified across the CSU; about 70 percent will engage in the redesign process. As all the strategies are implemented, Dr. Hanley said there should be an increase in the students' course load per term. Currently the average is 13 units, which should increase if there is success eliminating the bottlenecks. There should also be an increase in time to degree. The six-year graduation rates for full-time, first-time students, is 51.4 percent. Over time, that will increase. All these combined strategies will show that the CSU is successfully providing students the courses they need to graduate.

Chair Linscheid said what really resonated with him was when trustees had the opportunity to meet with stellar faculty members at the poster session who have developed tremendous ways of affecting change in that arena. He thanked Academic Affairs for bringing them in for a hands-on, learn-by-doing discussion. Trustee Rebecca Eisen asked about human advising rather than eAdvising. Dr. Hanley said the CSU is not cutting back on advisers, but funding will be available to increase the numbers. After using an eAdvising tool, students can come to an adviser prepared about what they need to do to continue on the right path. Trustee Steven Stepanek asked if campuses are going to continue to allow the same number of students entering in terms of capacity if it is expect waitlisted students will decrease and the number of units will increase. Dr. Smith reported that when allocating FTES (full-time equivalent students) per campus, the chancellor said the first step was to take care of current students so they can take a full load and graduate in a timely manner. Trustee Morales asked about Early Start students. Dr. Smith said last summer there were approximately 17,000 to 18,000 students enrolled in Early Start, which included all math students and the lowest quartile of English students. This summer all math and English students will be included for an estimated 25,000 to 26,000 students. Approximate 80 percent of the students enroll at their destination campus, and 20 percent take the courses as a visitor on another campus. Faculty grade the students and those grades are accepted at all the campuses.

Trustee Lawrence Norton asked about students taking higher unit loads. Dr. Hanley said giving more resources to campuses to adopt course scheduler tools and the accompanying training can help students move their way through the graduation process. Trustee Garcia asked about costs associated with the higher loads. Dr. Smith said there would not be an additional cost to students because of the way CSU tuition is structured and the financial aid factor. If the current average is 13 units per student, for example, going to 13.1 or 13.2 would not result in an extra cost. Chancellor White commended the Academic Affairs division, the faculty and the campus presidents and provosts for the progress that has been made in the singular focus on student success and achievement. He enjoyed meeting with faculty at the poster session, adding that the one constant theme showed the integration of technology and faculty. The poster session was a classic example of where the technology was providing opportunities in a given course, but the individualization that was necessary to make that work came from the interaction of faculty with students and technology. Integration is the key to success, he said, adding that the evidence is becoming clear that this is the right way going forward. The CSU is teaching and educating students, not training technicians. The technology requires both academic advising on the staff level and the faculty involvement on the academic level with the student to really make it work well.

Doctor of Nursing Practice Programs

Christine Mallon, assistant vice chancellor for academic programs and faculty development, said that every CSU degree changes a life. With nursing, CSU degrees save lives. CSU doctor of nursing practice programs (DNP) transform health care to save more lives, improve more lives and create a more effective health care practice and policy system. She gave an example of a recent graduate whose son had been killed in a car accident. She was asked if she wanted to donate his tissues and the answer was yes, which inspired her commitment to help other families save lives through organ and tissue donation. Her CSU doctor of nursing practice program helped her do that. Her research focused on the Latino population and the effectiveness of a single culturally sensitive 40-minute educational intervention with Latino teens to commit to donating organs and tissue. She found that there was a 20 percent increase. Through a foundation she established, her DNP research will touch the lives and save the lives of people she never will know. Dr. Mallon mentioned that this research and other research conducted by DNP students would be on display at a poster session. The DNP is one of three doctoral programs that the state legislature authorized for the CSU. Prior to 2005, the CSU could only offer joint programs with the University of California or a private institution. The CSU doctoral authority independently was given first with the doctor of education degree in 2005 and that was followed in 2010 by legislation that allowed CSU to offer the doctor of physical therapy and doctor of nursing practice. CSU DNP programs serve a diverse population of students who are already registered nurses and have master's degrees when they enter the programs. This spring marks the graduation of the inaugural DNP cohorts: there are 31 new doctor of nursing practice graduates at the Fresno State and San José State collaborative, and 28 at the Long Beach-Los Angeles collaborative.

Pre-Doctoral Program

Dr. Mallon said that the CSU pre-doctoral program and its Sally Casanova scholarships invite CSU students into a pathway that leads them to doctoral education. The pre-doctoral program helps students develop graduate-level writing and research skills, prepares them to choose and apply to appropriate doctoral programs, supports their attending and presenting at academic conferences and awards a limited number of summer internships where students are placed at universities across the country where they participate in ongoing research with established faculty. The program aims to prepare a diverse future faculty for the CSU by encouraging Ph.D.-minded students to return to the CSU for an academic career teaching, mentoring, researching and advancing the creative arts. Results from a survey last year of 1,860 past pre-doctoral scholars showed that 57 percent had completed a Ph.D., which is comparable with the national average of 10-year completion rate for Ph.D. programs. Thirty-five percent are now CSU faculty.

The CSU Graduation Initiative

Robyn Pennington, chief of staff for business and finance, presented the update, saying that the initiative has and will continue to improve access, quality and persistence to degree completion by focusing on programs such as Early Start and reducing bottlenecks, she said. Working with faculty leadership, the CSU has defined success not only in terms of degree completion, but also as the attainment of a quality education through engaged learning and the use of high-impact practices. This initiative began in 2009 and was focused on the six-year graduation rate of the 2009 cohort of first-time full-time freshmen targeted to graduate in 2015. All 23 campuses helped set the system goals as well as individual campus goals which were to raise the six-year graduation rates to the top quartile of national averages among their peer groups, which are a group of similar universities in the United States. As 2015 approaches the CSU anticipates that the campuses will likely hit the overall target of 54 percent, which is an 8 percent increase from the baseline graduation rate of 46 percent. The 54 percent target is 7 percent higher than the graduation rate of comprehensive public universities, which is currently at 47 percent. It is also higher than the 50 percent graduation rate at all comprehensive universities, including private universities.

At his State of the CSU address in January, Chancellor White charged the CSU to further improve overall six-year graduation rates by 10 percent to nearly 60 percent by 2025. The CSU is the largest provider of baccalaureate degrees in the state. For the initiative's next phase the system office will work with presidents and their leadership and a handful of national advisers to set targets that are ambitious, feasible, sensitive to local context and considers available resources. The focus will continue on closing the achievement gap between underrepresented minorities and others with an expansion of Early Start, freshmen learning communities, and other high-impact practices shown to particularly benefit underserved populations. They will use the student success dashboard to track progress. Trustee Morales asked about freshmen learning communities. Ken O'Donnell explained that they are a way to improve student success in terms of persistence and in terms of deepening the learning, making it more contextualized. One

dimension is putting students together into cohorts where they get to know each other, not just in a social setting, but also in an educational one. They take freshman courses, such as composition, develop a theme and let that become the centerpiece of the learning community, so that students are picking up that proficiency with each other at the same time. All the CSU campuses have some type of learning communities, he said. The CSU does not have the number of student participating yet, but will begin to put that information into the student success dashboard once there is a consistent definition of learning communities.

Trustee Garcia asked about closing the achievement gap. Mr. O'Donnell said the expansion of Early Start should help, as well as developing different interventions since not all underserved populations are the same. The use of the student success dashboard will let campuses drill down and see exactly where the leaks are; the ability to push data back out to local decision-makers is going to be one of the most powerful ways for closing the gap. Ms. Pennington said the CSU also will look at what is working at other similar campuses nationally. Trustee Monville said the CSU needs to tell the story of what it does for the economy, for California and what it means to the state when the CSU graduates 100,000 students into the economy annually. He added that the system needs to continue to make the case for additional resources to hire more faculty to teach students. Trustee Eisen mentioned the *New York Times* article about the University of Texas at Austin also struggling to close the gap and increase graduation rates. She asked how the CSU learns what other universities are doing. Dr. Smith said the CSU has been part of the Ed Trust group since 2009. It is a national foundation that is working to improve graduation rates in K-12 and at the university level. The systems come together quarterly to discuss best practices. Several CSU campuses have presented their findings. Dr. Vogel said that UC Riverside had been written up under Chancellor White's former leadership there as an institution that closed the gap on both ends. He mentioned the Alliance group, where the CSU is a member, that consists of 11 presidents who are sharing their data. The Alliance is funded through several foundations. Chancellor White said the CSU also belongs to the national association of system heads (NASH) where system leaders and provosts gather, and the issue of graduation and better serving underserved communities is a part of that conversation. Many CSU presidents have leadership positions in other professional organizations. What is making a difference for students, he said, is the recognition that while CSU is a large system, individual students have personal needs and a large part of their ability to succeed is, first of all, getting the right academic and financial aid support from staff members, academic insights from faculty members around the style of their learning and around their family circumstance and their personal circumstances. He said the real opportunity for the CSU going forward is finding a way to personalize the CSU student experience. The CSU is focused on those levels of support to enable students who have all the intellect in the world and just need a little more guidance because they do not receive it in their family, or they came out of a low-performing public school or private school. California needs them to succeed and that is what the CSU is about.

Trustee Farar adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

The State of Higher Education in California: Opportunities for Policy and Institutional Change

Introduction By

Roberta Achtenberg
Member, Board of Trustees

Presentation By

Michele Siqueiros
Executive Director
Campaign for College Opportunity

We invited the Campaign for College Opportunity to present their perspective on the state of college achievement in California.

Background on the Campaign for College Opportunity

The Campaign for College Opportunity is focused on a single mission: to ensure that the next generation of California students has the chance to attend college and succeed to keep the workforce and economy strong.

The Campaign is a California non-profit organization co-founded in 2003 by the unique alliance of prominent organizations including the Mexican American Legal Defense and Educational Fund (MALDEF), the California Business Roundtable and the Community College League of California. This alliance believed strongly in the power of Californians to preserve the historic promise of the 1960 California Master Plan for Higher Education to provide an opportunity to go to college for every eligible student in the state.

The Campaign's work is guided by three main priorities: to engage a broad coalition of California leaders and organizations in support of higher education access and success; to raise public awareness and share research highlighting the challenges and opportunities facing California; and to support policy solutions and reforms to our higher education system so that we can produce the one million additional college graduates our state needs.

At the forefront of the Campaign's work is an ambitious policy agenda. First, is to call on the Governor and Legislature to articulate statewide goals for college access and completion and

prioritize funding and policy reforms to help meet these goals. This is critical to ensuring that the next generation of Californians is not less educated than the current generation. In addition, the Campaign encourages our state policymakers and higher education leaders to:

1.   Invest in higher education
2.   Increase access and preparation for college
3.   Meet capacity and ensure a spot for all eligible students
4.   Maintain affordability for low-income students
5.   Improve the transfer pathway from two-year colleges to four-year universities
6.   Promote policy and finance reforms that support improved student outcomes.

The Campaign for College Opportunity Perspective

California's diversity is increasing as is the demand by employers for educated workers. Business leaders and civil rights activists agree that the state's economic future will depend on our ability to better prepare and educate the populace. The low educational attainment rates of California's Latinos coupled with little or no improvement over time for African Americans is startling and unacceptable. We believe that more Californians deserve the opportunity to go to college and graduate, and that gaps in educational success must be closed. And there is no way we can do this without the California State University (CSU) system playing a critical role.

In November 2013, the Campaign for College Opportunity launched a new series of reports on the *State of Higher Education in California* to bring attention to the critical challenges facing higher education in the state and the opportunities for solving them. *The State of Latinos in Higher Education in California* was the first report in this series, followed by *The State of Blacks in Higher Education in California, The Gender and Racial Gap Analysis,* and a performance report conducted by California State University, Sacramento's Institute for Higher Education Leadership and Policy (IHELP) titled *Average Won't Do.* And, on July 1st, a first of its kind analysis on the real cost of college based on time to degree for CSU graduates was released.

In comparison to other states, California finds itself average at best in six key performance categories. In preparation, how prepared students are for college-level work, CA is worse than most states despite improvements over the last decade. In affordability, how easily families can pay for college, CA is average compared to other states but in the last decade, affordability is on the decline. In participation, the number of students going to college, CA is better than most states, a consistent trend over the last ten years. In completion, the number of students earning a certificate or degree, CA is average compared to other students with no significant improvement over the last ten years. In terms of the benefits of a college degree to the student and state, CA is better than most states. And, in terms of how well financed our colleges and universities are, CA is average.

Key findings from our Latino, Black and Real Cost of College reports related to the CSU include:

- Latinos make up 41% of first-time freshman at the CSU but only 33% of the total undergraduate population.
- Black students represent less than 5% of the undergraduate student body at the CSU. Black enrollment from high school directly to CSU has increased by only half of one percentage point from 8.9 percent in 2000 to 9.4 percent in 2010.
- In 2011, 83 percent of entering Blacks require remediation compared to 75 percent of Latinos, and 41 percent of Whites.
- Across the CSU system, just over half of freshman receive a bachelor's degree within six years; less than twenty percent receive a bachelor's degree within four years.
- Only 10 percent of first-time Latino freshmen and 8 percent of Black freshmen will graduate from CSU within four years. 45 percent of Latinos and 35 percent of Blacks graduate within six years. However, almost 24 percentage points separate White and Black six-year graduation rates.
- The median time and amount of credits to earn a degree from the CSU is 4.7 years with 135 credits. That means half of all CSU students take longer than 4.7 years to graduate and earn more than 135 credits.

The full reports, webinars and media coverage are on the Campaign's website at www.collegecampaign.org.

These reports shine a light on some of the critical challenges facing higher education in California, and while revealing, few of the statistics are particularly surprising although still disturbing. The reports are a catalyst for conversations centered on solutions. This includes urging the Governor, state policymakers and higher education leaders to make college going, success and equity a top priority in expectations of CSU leaders and in policy and budget decisions. More funding, more accountability and a clear public agenda with intentional goals to increase college-going and success are critical pieces of the puzzle. Through these reports, the goal is developing good data and discussing race as an opportunity to design solutions for closing gaps and reversing negative trends - instead of assigning blame.

The CSU already has led the way in many areas: serving more than 400,000 students who make up one of the more diverse student bodies in the world, and vigorously supporting the passage of historic transfer reform legislation (SB 1440) which the Campaign championed and CSU leaders implemented. Several years ago the CSU launched the Graduation Initiative in a strategic effort to increase college graduation rates for all students and close the racial/ethnic gaps, and the CSU was revolutionary in the development of an Early Assessment Program (EAP) that began addressing the low rates of college readiness in the incoming freshman class. Much of this was accomplished in spite of a series of devastating budget years for the system that forced deep cuts.

And yet, much more needs to be done and attention must be sustained on some of these efforts for the sake of improving college access and success for students and for the benefit of California's economic future.

In April, the Campaign embarked on a statewide Listening Tour that is engaging prominent community, business, civil rights and education leaders to discuss a new plan for higher education that will be presented to state policymakers and education leaders in the fall. If California is to significantly increase the number of college graduates that can help meet the workforce needs of the future, there is no way for this to be done without the CSU. And in particular, it is impossible without increasing the number of underrepresented students who enroll and graduate from the CSU system and improving the transfer pathway for receiving community college students.

COMMITTEE ON EDUCATIONAL POLICY

The California State University Graduation Initiative

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

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

Summary

This is the latest in a series of regular updates on the California State University Graduation Initiative as requested by the board at its January 2014 meeting. As related in January, this initiative began in 2009 when the presidents and provosts of all 23 CSU campuses committed to raising systemwide six-year graduation rates by 8 percentage points, and closing the gap by half in those rates between students of color and other students. In his 2014 "State of the CSU" address, Chancellor Timothy P. White committed the system to continuing its focus on student success, and to raising graduation rates by additional 10 percent by 2025.

The CSU is on track to meet those overall goals, and in so doing should provide the state with its share of the additional graduates needed to close the million-degree shortfall first identified in a 2009 report from the Public Policy Institute of California (PPIC).

Efforts to close the achievement gap have been less successful. Going forward we expect to sharpen our focus by making widespread use of the Student Success Dashboard (demonstrated at past board meetings), to assist campuses identify and target resources to specific populations and programs.

Also we are exploring the systematic use of interventions meant to support successful "habits of mind," as identified in the recent *New York Times* article "Who Gets to Graduate?" At the system level such work is just beginning, but one example is a recent expansion of CSU's Early Start program intended to extend the socialization and cohorting benefits of summer remediation

into the first regular term of the freshman year, with coordinated advising, tutoring and faculty- and student-led mentoring. The project is piloted on four campuses this year and next, with possible expansion the year after, as part of the chancellor's $50 million commitment to Student Success.

In the meantime, the Chancellor's Office is expected to convene campus groups in the coming academic year to agree on 2025 goals specific to each campus that, in the aggregate, will meet the systemwide commitment laid out in the Chancellor's January 2014 "State of the CSU address."

COMMITTEE ON EDUCATIONAL POLICY

The California State University Affordable Learning Solutions Initiative: Update

Presentation By

Gerry Hanley
Assistant Vice Chancellor
Academic Technology Services

Summary

A significant factor of the affordability of a college education is the cost of course materials like text books and lab supplies, with an average annual cost exceeding $1,000 per student. The California State University's Affordable Learning Solutions initiative (AL$, www.affordablelearningsolutions.org) has produced a number of systemwide business strategies and technologies and campus-based programs that are driving down the cost of course materials for students while offering greater access to no-cost or low-cost academic instructional content for faculty. Twenty CSU campuses have customized their own AL$ programs to fit their campus culture. Four other state systems of higher education have adopted the CSU's AL$ program through the CSU's MERLOT program (Multimedia Educational Resources for Learning and Online Teaching, www.merlot.org).

Background

The 2008 California Bureau of State Audits report indicated that CSU students paid $812 per year for textbooks. Applying a historic textbook inflation trend of 6.1 percent annually means CSU students now are paying more than $1,000 per year for textbooks.

In the 2012 Florida student textbooks survey, a sample of more than 20,000 Florida students reported that the high cost of textbooks had caused them to, frequently, occasionally, or seldom:
- Not purchase the required textbook (64%)
- Not register for a course (45%)
- Take fewer courses (49%)
- Drop a course (27%)
- Withdraw from a course (21%)
- Fail a course (17%)

The affordability of course materials is a significant barrier for student success. Strategies for improving the affordable choices of course materials for CSU students has become part of a number of campus Graduation Initiative programs.

In 2010, the CSU launched the first phase of the AL$ initiative with a website for faculty and students to explore the range of no-cost and low-cost instructional materials (http://affordablelearningsolutions.org). The initial focus was to provide faculty with information and strategies to incorporate Open Educational Resources (OER: free, online instructional resources that can be reused and remixed) and CSU licensed library resources in their courses through learning management systems and other technologies.

Recognizing the trends in the publishing industry toward digital textbooks, the CSU implemented business models for publishers' etextbooks, saving students significant amounts of money thus encourage all students to purchase or rent the textbook rather than foregoing the necessary materials due to prohibitive costs. For example, the CSU's Rent Digital program has negotiated at least a 60 percent discount on rented digital textbooks (which students can print if they choose). When the program began in fall 2012, the four etextbook distributors/publishers provided 5,000 etextbook titles at this discounted price.   In spring 2014, more than 50,000 etextbook titles from nine distributors/publishers were available to students and faculty. The estimate is that CSU bookstores saved CSU students more than $30 million in 2013-14 through a variety of programs, such as print rental programs, used book programs, digital textbook programs, and buy-back programs.

Affordable Learning Solutions Principles

> **Choice**—Enable the discovery of course-appropriate content, including commercial publisher content, library resources and a wide array of open educational resources.
> **Affordability**—Deploy technology and business solutions that reduce the cost of learning materials to the student and the institution.
> **Accessibility**—Every student, regardless of economic, physical or learning disability, is entitled to a high-quality education with complete access to all learning materials.

The CSU's AL$ initiative team supports leaders from across the university to implement their affordable learning solutions programs through collaborative teamwork among bookstores, libraries, centers for faculty development, disability services centers and faculty. For example,
- CSU Dominguez Hills: More than 200 of its 750 faculty members chose low-cost or no-cost alternatives to textbooks.
- Cal Poly Pomona: More than 140 of its 1,200 faculty chose low-cost or no-cost alternatives to textbooks. (2012-13 data)
- CSU San Marcos: Launched "CALMing Down Prices" with its Cougar Affordable Learning Materials program in which its Instructional Development Services office is building a community of faculty who showcase their strategies for choosing no-cost and low-cost alternatives.

- CSU Fullerton's Affordable Learning Solutions program includes the Titan Bookstore "Lowest Price Guarantee" program for course materials.

Combined with a systemwide marketing campaign coordinated with CSU Chancellor's Office Public Affairs/Communications Department and additional collaborations with the California State Students Association, local campus programs are creating the opportunities for students and faculty to discover and choose no-cost and low-cost, quality course materials and instructional resources, thereby lowering the total cost of attendance for CSU students.

CSU Leadership in Open Educational Resources

Since 1997, the CSU has been the national and international leader in open educational resource services for students and faculty. MERLOT (Multimedia Educational Resources for Learning and Online Teaching) currently provides more than 45,000 free instructional materials (e.g. animations, simulations, free online courses, free etextbooks, and more), and has been adopted by over 500 universities and colleges and engaged millions of students, faculty, staff, K-12 teachers, and other educators over the years.

In January 2013, the California state senate passed SB 1053, which designated the CSU to lead the development and delivery of an open, online library of free textbooks (and other open educational resources) for the faculty and students of California's three higher education systems. The legislation required the acquisition of external funds before match state funds would be available. The CSU developed and was awarded grants from the William and Flora Hewlett Foundation and the Bill and Melinda Gates Foundation totaling $1 million which is being matched by $1 million in state funds to build the open online library and support faculty leadership in building and reviewing the collection of open textbooks. The CSU is facilitating faculty academic senate appointees from the California Community Colleges, the California State University, and the University of California to identity and review a collection of free open textbooks that could be adopted by faculty in the top 50 courses across the three systems.

Leveraging the CSU's expertise and MERLOT technologies, CSU has recently created the "California Open Online Library for Education" (www.cool4ed.org) which showcases faculty who have adopted open etextbooks as well as the wealth of free and open educational resources in MERLOT. Currently, the COOL4ED website has more than 3,400 free and open etextbooks available in a wide range of disciplines. With a special focus on student needs, the CSU also created a student-centered portal for easy discovery, use and sharing of free and open instructional materials at www.merlotx.org.

CSU's leadership in Affordable Learning Solutions has been recognized by the State University of New York system, the University System of Georgia, the Tennessee Board of Regents, and

the Oklahoma State Regents for Higher Education. Each of these systems has become a CSU-MERLOT partner, paying for CSU resources, and adapting the CSU-MERLOT AL$ technology platform and services to meet their state system's needs.

- http://affordablelearninggeorgia.org
- http://affordablelearningtbr.org
- http://affordablelearningok.org
- http://teachingcommons.cdl.edu/als_suny

Affordable Learning Solutions Initiative is a top priority within the CSU. Continuous development and implementation of programs to deliver a variety of quality academic content that is both affordable and accessible to our faculty and students will support CSU students' success in completing their CSU education.
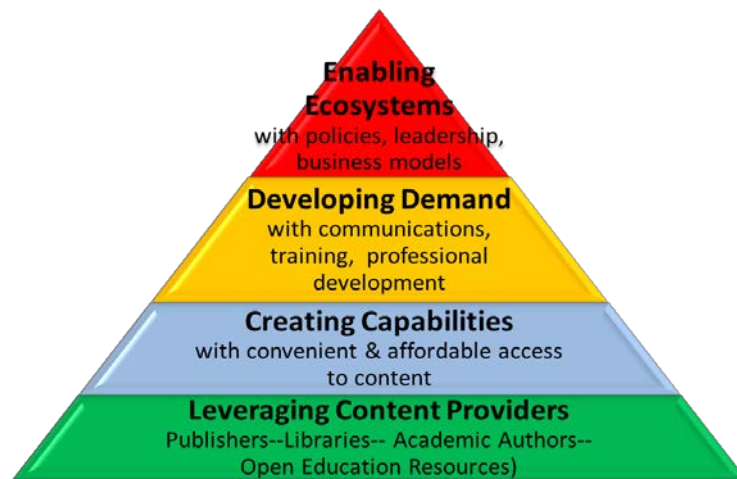
2014 Priorities for Affordable Learning Solutions Initiative:

1. Strengthen collaborations with California State Student Association (CSSA), the Chancellor's Office public affairs office and CSU stakeholder communities to expand the systemwide marketing campaign for the Affordable Learning Solutions Initiative.
2. Focus on scaling and sustaining campus affordable learning campaigns to accelerate the adoption and effective use of more affordable course materials. Continue to share exemplary practices and facilitate the adoption of such practices.
3. Continue developing CSU-business partnerships that result in high-quality, more accessible, and more affordable content for CSU institutions and students.
4. Continue to streamline the technologies that result in more convenient and cost-effective delivery of quality and accessible digital content.

5. Improve accountability strategies and tools that will enable CSU campuses to measure the student cost savings produced by affordable learning initiatives.

COMMITTEE ON EDUCATIONAL POLICY

California State University Partnership with the Corporation for National and Community Service AmeriCorps*VISTA Program (Volunteers In Service To America)

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Kristina Barger
VISTA Program Manager

Summary

AmeriCorps*VISTA (Volunteers in Service to America) is a part of the national service movement through the Corporation for National and Community Service and is often referred to as the domestic Peace Corps. VISTA members volunteer to serve full-time for one year on poverty-alleviation projects with a non-profit organization or public agency. As with the Peace Corps, competition is intense; the recent graduates selected for these slots are bright and committed.

In the first agreement of its kind, VISTA has partnered with the California State University system to support CSU science, technology, engineering and math (STEM) departments and colleges with 15 VISTA members in 2014-2015, and the program is anticipated to grow to 30 the following year. VISTA members will build partnerships with CSU faculty, staff, students, alumni and local communities to support the academic and professional success of traditionally underrepresented students in STEM.

CSU STEM VISTA members will collaborate with industry partners, local community organizations and schools to increase hands-on learning experiences such as service learning, internships and undergraduate research. These high-impact practices have been shown to increase graduation rates and close achievement gaps.

Along the way, CSU STEM VISTA will contribute to broader system-level efforts to improve STEM degree production overall; in particular by bringing the most engaging educational practices at CSU campuses to a greater share of the students majoring in STEM fields. At the intersection of research, teaching and service, CSU STEM VISTA members epitomize the CSU and its value to California.

This report will profile the 15 outstanding individuals selected to serve in CSU STEM departments or colleges in the program's inaugural year. It will highlight the significant number who are CSU alumni and representative of the depth and diversity of CSU students. Their success as graduates is a powerful symbol of the CSU's educational impact and a model for other CSU STEM students to emulate. The report will close with a forecast of the program's benefits in addressing issues of poverty, empowering communities, building organizational capacity and strengthening educational effectiveness.