

Academic Senate CSU
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ASCSU Chair's Report Diana Guerin January 23, 2014

Announcements

- The 2014 State of the CSU Address by Chancellor White is scheduled for Wednesday, January 29, 2014 at 11:00 a.m. It should be available via streaming video from the BOT meeting.
- Calls for ASCSU senators interested in serving on two committees were sent to the list serve on 1/10/14. Thank you to all who expressed interest in serving. Appointments are as follows:
 - CSU Commission on Online Education: 1-year terms through spring 2015-Otto Benavides and Deborah Roberts; 2-year terms through spring 2016-Betsy Eudey and Robert Keith Collins. Thanks to senators who served on the Cal State Online Board: Jodie Ullman and Otto Benavides.
 - Search Committee for the CSU Vice Chancellor Human Resources: Jim Postma
- Extended Education Task Force on Defining "Supplant": The call went out earlier this week, and appointments will be made later today.

Update: California Open Educational Resources Council (COERC)

Katherine Harris (SJSU) has been appointed Project Director of the COERC by ICAS. Gerry Hanley has been an excellent partner in working on the grant proposals and attaining the matching funds from the State. COERC will have its first telephone meeting this Monday and meet in person the following Monday. ASCSU has one more faculty member to appoint, and we hope to appoint a faculty member from the southern part of the state to complement our existing CSU members (Lawrence Hanley from SFSU and Diego Bonilla from Sacramento) and project director.

Summary: Academic Council in Los Angeles, Jan 15-16

I gave an update on ASCSU, discussing the Outstanding Faculty Website, upcoming legislation, and our January plenary.

The provosts heard a presentation about the Long Beach College Promise (partnership among K-12, CCC, and CSULB) to support student success. They are looking at student success at the city level; I believe they said that 72% of students in Long Beach going on to college. (Perhaps we should invite them to ASCSU in March?).

We saw a presentation on the CSU Student Success Data Dashboard being developed (we should invite Jeff Gold and Desdemona Cardoza to ASCSU). Quite impressive!

CSU Campuses

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

We met the new CSU Director of Active Duty and Veteran's Affairs (will be introduced tomorrow at our plenary).

Gerry Hanley gave a report on CourseMatch, SB 1052/1053 implementation, and supporting quality and student integrity in online courses (working on enabling contract with various vendors to insure student authentication for exams). I raised a question about how enrollment in CourseMatch is being funded (centrally and with one-time money; impacted campuses can participate without exceeded FTES target); not an issue now, but as CourseMatch grows it could be (CSU this year piloted less than 100 courses; by 2015, SB 386 requires all online courses be shown – about 3,000 to 4,000). He showed that on MERLOT faculty can enter the ISBN number of the textbooks they use and find out the open texts that are similar.

Ryan Storm reviewed governor's proposed budget for CSU and discussed the mood in Sacramento (increasing revenues, governor who is more cautious than legislature—my words, not his). I believe I heard him say that our FTES is increasing by 8,000 across the system.

On the 120 unit baccalaureate limit, CSULB gave a presentation on how they reduced their engineering to 120. They showed a chart of reductions.

Sheila Thomas (CO Extended Education) said she is working through the findings of the state audit of Extended Ed that was released in December. She is also working on SARA (cross state authorization to teach online courses). Consumer protection for students is important focus of SARA.

Bev Young gave an update on EAP and transition to Common Core. State testing is voluntary this year; EAP will be offered this year, and there is close monitoring to ensure that districts are signing up for it.

On enrollment, 11 of our campuses are closed. CSU may be turning away 20,000 to 30,000 students this year. We are getting more UC-eligible students now than in the past.

Karen YZ gave a legislative report. Mentioned our faculty trustee legislative proposal and other efforts to change reporting requirements. Watch for her report at the BOT for more details.

The change of Cal State Online Board to Commission on Online Education was discussed. CSU Online is now a portal where all (self-support and state-support) online course offerings will be displayed. Courses must be fully online to be included. Pearson contract changes were mentioned, such as using any LMS, not just Pearson's ecollege.

20 Million Minds EVOLVE Conference Jan 17

Senators Sandra Chong, Bill Eadie and I attended the session on student perspectives on online education on 1/17/14 in Los Angeles. Faculty Trustee Stepanek also attended. This was time well spent, in my opinion. My notes are attached.

Summary: [California Education Round Table Intersegmental Coordinating Committee meeting in Sacramento on Jan 21](#)

Senators should be familiar with much of the content. Governor's budget proposal, SB 1440/440 progress (Nathan Evans from CSU CO gave a great presentation). The transition to Common Core State Standards was discussed, and ways that the ICC supports students across transition from K-12 to college. An important message that is being sent this year is that the leaders of the CCC, CSU, and UC are working together – they will attend each other's Board meetings and it was also mentioned that they might submit one proposal for the Governor's \$50 mil innovation funding. This includes possibility of sharing of data across segments, building a seamless system to support students as they move across segments, joint business opportunities/sharing resources. It was mentioned that we already have much cooperation across segments that should be recognized as a baseline.

Chair's Notes: 20 Million Minds EVOLVE Conference Jan 17

Senator Holly Mitchell opened the event, and she discussed California's poverty statistics. She stated the online education means broadening access and that it must be designed to encourage completion. An impressive student panel composed of students from University of Phoenix, CCC, CSU, and UC participated throughout the event. They spoke about their experiences with online courses, mentioning both positives and negatives. CSU students mentioned that the availability of online courses gave them scheduling flexibility so that they could participate in student government and work and also that it gave introverts a voice. However, another CSU student said that online did not give her the 1-to-1 experience with the faculty that was critical to her success. One student from UC said that he had taken online courses during high school to get a head start on college. A CCC student who commented that he had failed an online course during his first semester (and I believe had not completed a second one) said that it is hard to develop personal relationships in the online courses, that online courses were "a mixed bag" in terms of quality. He said students have to "know themselves" because online courses require motivation and self-discipline; students have to keep up and not procrastinate to succeed. The moderator asked the eight student panelists if "all things being equal" they would take online courses or traditional. Only 1 (a 37-year-old UoP student) of the panel (of 8, I believe) raised his hand.

Some data about online courses in higher education. In 2012-13, CCC offered over 41,246 sections to 643,000 students (doing the math, average section size = 15.6); 56 colleges offer fully online degree programs. They base their decisions on the needs of students and whether the content is suited to online. They are moving to coordinate online courses statewide, and they will focus on AA-T and AS-T degrees, removing barriers to accessing online courses, building capacity, and building a one-stop shop for students. They are moving to a common statewide assessment (remember, they are open to all). They said that faculty, counseling, and library are involved (I observed that the speaker (administrator) on the CCC online strategy received a standing ovation from several hundred faculty at the last CCC academic senate meeting). In the CCC, the vast majority of students taking online courses are also taking on ground courses. Their students find that online courses help them manage their complicated schedules. The UC reported that faculty are committed to quality and their attitudes toward online instruction are becoming more favorable. UC has no online undergraduate degrees, but some online master's degrees. Students in UC can now enroll across campuses in online courses. UC has a small number of courses online, and they are targeting development of lower division courses. The University of Phoenix reported 300,000 students, with vast majority taking fully online courses. The main barrier to student completion is financial. They have online services, including career and motivation support. They have very small class sizes. The UoP students said that the personal relationships they have are very important for their success (including connecting with faculty, students, and organizations).

Interesting ideas mentioned: "Millennials are not so much tech savvy but tech dependent;" students want preparation on how to be successful in online courses and navigate the course; should students should be able to sample/preview online the course prior to registering (minimize drops and increase access); can online courses be used to prep for placement tests; group assignments are hard to complete online want online tutors and frequent communication with faculty to support their success.

The coordinator of a CCC freshman experience program said that economic factors are the biggest barrier in her students. Basic skills students do not have computer access at home (several students on the panel agreed), so campus access needs to be provided. These students have problems when courses are online or hybrid, because they have to get to campus and find a computer. She said the maturity level of the student is very important factor, and that a self-survey

for students on tech skills to see if they are good candidates for online/hybrid courses is important to provide.

Notes from faculty panel: One from UCLA used games to teach ethics. Course involved playing a game and then relating that experience to write a paper integrating with reading. She noted that this could not be scaled well. A CCC faculty uses the first week of her course to show the flow of the course and then started the content in the second. She said if students can't complete the first week, they won't succeed in the course. Another CCC faculty member teaching basic skills said that providing structure is critical for student success and that hybrid, but not fully online, worked for remediation. He also said that he offered successful students (they had to earn) the opportunity to participate virtually instead of on ground, the students almost always chose on ground. A CSU faculty member said that some parts of the educational process don't scale. He wanted more information about who his students in online courses are. Another faculty (not sure from where) said that a great deal of time training faculty at the front end is needed. Faculty are expected to be available 24-7; their office hours never end. Students cannot hide in online courses. Captioning is very expensive, and this is a barrier. Students commented in response to faculty panel: important to see their faculty engaged in lifelong learning; multiple delivery methods in online help students succeed. Some discussion of open source materials by both faculty and students. Faculty wanted materials that they could modify, students want low cost/free.

What helps students stay motivated in online courses? Students said updates from faculty member; faculty member constantly engaging them; reminders from faculty about course assignments; linking the course to current events; social media; want lectures and then students comment (not just readings).

(I had to leave before the last panel; perhaps the others in attendance will have comments).