

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 8:30 a.m., Wednesday, May 13, 2009
Glenn S. Dumke Auditorium

Herbert L. Carter, Chair
Roberta Achtenberg, Vice Chair
Carol R. Chandler
Debra S. Farar
Kenneth Fong
Margaret Fortune
George G. Gowgani
Curtis Grima
William Hauck
Peter G. Mehas
Henry Mendoza
Lou Monville
Craig R. Smith
Glen O. Toney

Consent Items

Approval of Minutes of Meeting of March 24-25, 2009

Discussion Items

1. Teacher Preparation Program Evaluation, *Information*
2. California State University Mathematics and Science Teacher Initiative, *Information*
3. Proficiency in English and Mathematics *Before* the First Year, *Action*
4. Online Education in the California State University, *Information*

**MINUTES OF THE 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**

March 24-25, 2009

Members Present

Herbert L. Carter, Chair
Roberta Achtenberg, Vice Chair
Carol R. Chandler
Debra S. Farar
Kenneth Fond
Margaret Fortune
George G. Gowgani
Curtis Grima
William Hauck
Peter G. Mehas
Lou Monville
Charles B. Reed, Chancellor
Craig R. Smith

Approval of Minutes

The minutes of the January 27-28, 2009 meeting were approved by consent as submitted.

Former Foster Youth

The state of California oversees the care of foster youth until the age of 18, at which time foster youth are emancipated and receive no benefits from the state. The CSU, along with the Stuart Foundation, has taken up the challenge of helping foster youth aspire to a college education. The Guardian Scholars program at CSU Fullerton, launched in 1998, was the first program in the nation to support the academic and personal aspirations of college-ready former foster youth. In 2008-2009, almost 500 former foster youth are enrolled in the CSU. Currently, eleven CSU campuses have established programs for former foster youth, and six CSU campuses are developing programs similar to CSU Fullerton's Guardian Scholars Program.

Academic Planning and Program Review

Ed. Pol.

This annual Board item reports program planning, program review, accreditation activity, and numbers of required units in a degree program. This includes fifty-one new degree program

projections (including six projected joint doctoral programs) and summary information on student-learning outcomes, the reduction of total units required for a bachelor's degree, program discontinuations, and WASC visiting team reports.

Proficiency in English and Mathematics *Before* the First Year

The CSU campuses have found a number of programs that encourage and enable CSU students to be successful in mathematics and English and to become proficient before they enter the first year at the university: early start programs, innovative programs utilizing ALEKS intelligent tutorial software, collaborations with high schools, and administering the Entry Level Math (ELM) exam and English Placement Test (EPT) in high schools. The CSU will facilitate the sharing of best practices in this regard and encourage individual institutions to increase their emphasis on such “pre-matriculation” programs, so that many more incoming freshmen will take the necessary steps to be fully proficient before beginning classes in the fall.

Online Education in the California State University

The CSU now has 3000 fully online courses. Most of them are at the master's level in extended education. In addition to online courses, there are smart classrooms, hybrid courses, multimedia, and many other tools. A video of East Bay students and faculty described the many reasons for having online environments. In addition, a set of draft “design principles” for the expansion of online education were presented to the Board. The Trustees agreed that further development of online courses will be a priority and an on-going item on the Educational Policy Committee agenda.

Trustee Carter adjourned the committee.

COMMITTEE ON EDUCATIONAL POLICY

Teacher Preparation Program Evaluation

Presentation by

Gary Reichard
Executive Vice Chancellor and
Chief Academic Officer

Beverly Young
Assistant Vice Chancellor
Teacher Education and Public School Programs

Introduction

The *CSU Systemwide Evaluation of Teacher Preparation* provides evidence of the sustained systemwide progress in preparing effective K-12 teachers. This evidence comes from the professional judgments of experienced school leaders who supervise CSU's first-year teachers. Meanwhile, the CSU Center for Teacher Quality is close to measuring and reporting *the effects of CSU teacher preparation on K-12 pupil learning scores* in mathematics, science, reading and other language skills. These recent developments are summarized here.

Results from the Annual Systemwide Evaluation of Teacher Preparation

For several years the Committee on Educational Policy has reviewed annual reports of the *CSU Systemwide Evaluation of Teacher Preparation*. For the first time in 2008, evaluation results indicated *that many improvements in the outcomes of teacher preparation are systemwide* (not limited to a few campuses) *and sustained* (not limited by substantive annual fluctuations).

Evidence that CSU campuses are improving their *outcomes* is provided by experienced leaders of California public schools who evaluate the performances of first-year CSU teachers and then answer a series of questions at our request. To ensure validity and reliability in CTQ reports, the Center (1) aligns its evaluation questions with *California's Standards for Mathematics, Science and Reading-Language Arts in Grades K-12*, (2) reports only the judgments of school supervisors who have worked with six or more new teachers in their careers, and (3) reports only the judgments of supervisors who have observed the individual teachers' classrooms and discussed instructional issues with their CSU teachers on four or more occasions. Additionally, CTQ encourages supervisors to not answer particular evaluation questions if they do not have sufficient first-hand evidence to answer the questions accurately.

Sustained CSU Progress in Preparing Elementary Teachers

Instruction in reading and other language skills are among the most important responsibilities of teachers in grades K-8. From the initial evaluation in 2002 until the most recent one in 2008, CSU campuses made important progress in producing first-year K-8 teachers who were reported by experienced supervisors to be *well-prepared* or *adequately-prepared* in seven major domains of K-8 reading instruction, as follows:

- (1) Teaching *phonemic awareness* and other essential *decoding skills*.
- (2) Teaching *vocabulary* and *concept development* skills in English.
- (3) Teaching *comprehension* of narrative and literary reading selections.
- (4) Teaching *oral speaking* skills and *listening comprehension* skills.
- (5) Increasing the *fluency* and *automaticity* of students' reading skills.
- (6) Using specific *reading-language arts textbooks* adopted by the school district.
- (7) Teaching reading-language arts according to *California's Content Standards*.

In the Trustees' meeting, staff from Academic Affairs will project graphs showing how much the CSU has progressed in these major areas of elementary teacher preparation. The presentation will also suggest similar CSU progress in preparing K-8 teachers for instruction in elementary mathematics, elementary science, elementary history, and the development of student leadership skills in grades K-8.

Sustained CSU Progress in Preparing Elementary and Secondary Teachers

Some instructional responsibilities are important in *all grades* and *all subjects of the curriculum*. While evaluating specific K-8 instructional skills like those mentioned above, CTQ also assessed CSU outcomes in *general instructional skills* that all teachers are expected to learn and use. The staff presentation will include graphic evidence of sustained progress in:

- (1) Teachers' assessed *knowledge* and *understanding* of the curriculum *subjects* they teach.
- (2) Teachers' ability to *plan* their *instruction* and the classroom *activities* of their students.
- (3) Teachers' ability to *manage* the *activities* of *students* during classroom instruction.
- (4) Teachers' *success* in meeting the instructional needs of *culturally-diverse students*.
- (5) Teachers' ways of creating and maintaining *positive rapport* and *student motivation*.
- (6) Teachers' *assistance to individual students* when they begin to fall behind in school.

Districts have expected teachers to be competent in these professional skills for many decades. More recently, districts have also counted on universities to prepare new teachers to be effective in using *computer-based instructional applications* and other forms of *instructional technology*. The presentation will also summarize CSU progress in preparing K-12 teachers in *both* the long-term expectations of school districts *and* in recent methods of computer-assisted instruction.

Effects of CSU Teacher Preparation on K-12 Student Learning Measures

Academic Affairs previously reported to Trustees that the CSU Center for Teacher Quality (CTQ) asked school districts for *evidence of student learning* so CTQ could link that evidence to the preparation of CSU teachers. Fortunately, CTQ is now receiving such evidence from school districts in California. Unfortunately, data files from the cooperating districts are consistently incomplete or defective, so CTQ analysis of the data has been delayed. School districts are responding productively to CTQ requests that the data omissions and flaws be corrected. As soon as CTQ has statistical evidence of CSU impact on K-12 student learning, a report will be included in Trustees' agenda.

Progress in Outcomes Materializes Gradually

The CSU evaluation departs from traditional means of assessing academic progress. Instead of evaluating the "inputs" of academic programs or "qualities" *within* the programs, the CSU evaluation focuses entirely on the "outcomes" of teacher preparation – e.g., what happens to teachers and their students *after* university-based preparation has been completed. Predictably, outcomes-focused evaluations take time to reveal academic progress because (1) it takes multiple years for the outcomes of academic programs to materialize, and (2) it takes additional time for academic institutions to examine evidence of outcomes and then implement changes based on the new evidence. The CSU's intent was to undertake data-based changes and then measure their effects in terms of subsequent outcomes. At the outset, it was legitimate to expect such a goal to require sustained effort. This report provides Trustees with the first-ever evidence of sustained progress in the outcomes of teacher preparation. Given the focus on outcomes, reasonable amounts of time were needed to realize the benefits of using evaluation data intensively and continuously.

Preparing to Teach English Learners: New Tools for Making Future Improvements

In preparing CSU teachers for English learners, progress has materialized more slowly than in other areas, and most campuses have not yet become as effective as the results reported above. Evaluation findings have identified some CSU campuses where particularly-effective practices are in place. One such campus, CSU San Marcos, has been invited to share their work with the Trustees. In addition, we plan to make such campus-specific information available to other CSU campuses so they can draw on new tools to begin realizing similar sustained progress in this and other critically-important aspects of teacher education. This presentation of evaluation results will conclude with a focused look at how a very effective campus prepares new teachers to be effective with English Learners in K-12 classrooms.

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New CSU Initiative: The CSU Center to Close the Achievement Gap

The CSU Center to Close the Achievement Gap represents a new partnership between the California business community through California Business for Education Excellence (CBEE) and the California State University, with the goal of transforming preparation and performance of new teachers and administrators in CSU Colleges of Education across the state. Through the leadership of Chancellor Reed and CSU Trustee Bill Hauck, this new Center is being established to lead the state and the CSU as we “step up” to best address challenging issues related to gaps in student achievement levels.

COMMITTEE ON EDUCATIONAL POLICY

Proficiency in English and Mathematics *Before* the First Year

Presentation By

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Background

This item is a follow-up to the information item on Proficiency that the Board of Trustees considered at its previous (March 2009) meeting. That item focused on the CSU's persistent "proficiency challenge"—that is, the need to provide, year after year, remediation in English and/or mathematics to more than 50 percent of fully eligible first-time freshmen. Recognizing the Board's continuing commitment to require all admitted students to achieve proficiency no later than the end of their first year in the CSU, the item focused on so-called "early start" remediation programs. A concluding recommendation was that, because of the substantial costs of providing remedial coursework to so many students and the disadvantages for the students themselves-- who must spend much of their effort during their first year taking courses that do not carry baccalaureate credit-- the CSU should seek to implement cost-effective ways to move admitted first-time freshmen to proficiency *before*—rather than during—their first year. After discussion, the Board generally concurred in this view, and asked the Chancellor to propose for the Board's consideration an action item that would move toward this goal. This action item is responsive to that request.

Context for Board Action

The information item presented to the Board of Trustees in March included descriptions of four examples of promising CSU practices in moving students to proficiency prior to the beginning of their freshman year. There are, in fact, many "early start" programs around the CSU, including, for example, programs at CSU Bakersfield (Jump Start and Early Start), CSU Chico (Invitational ELM Workshop), Humboldt State (Pilot redesign of mathematics assessment and placement), CSU Long Beach (Jump Start), CSU Monterey Bay (Pilot Summer Mathematics Intensive Workshop), CSU Northridge (Early Start), CSPU Pomona (Early Start), CSU San Marcos (Mathematics Acceleration Program), and CSU San Bernardino (Intensive Mathematics Programs and Reading Improvement Program).

REVISED

Ed. Pol.

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At least two CSU's—Humboldt State and San Diego State—are already moving toward *requiring* incoming students to engage in remediation in Math, English, or both prior to their enrollment in fall 2009. Efforts are underway at a number of other CSU's to expand existing “early start” proficiency activities to reach greater numbers of students than has been the case until now. Simultaneously, it will be important for campuses to explore means by which students can receive assurance of financial aid and/or campus employment opportunities where necessary to make it possible for students to participate in summer “early start” remediation work.

As was noted in the information item presented to the Board in March, our long-term goal is that students who are fully eligible for admission to the CSU will be proficient in English and mathematics by the time they graduate from high school. Achieving this will goal will require better integration of EAP with teacher preparation; continued collaboration with K-12 on curricular initiatives (including twelfth-grade curricula) and teacher professional development; and strengthened communication with students, parents, teachers, and school districts. Until such efforts have succeeded, however, systematic efforts are needed to establish remediation programs that will bring admitted freshmen to full proficiency before they commence their studies at the university. This will reduce pressures on limited instructional resources and, even more importantly, will be directly beneficial to students in giving them greater likelihood of academic success as they begin their baccalaureate studies.

The following resolution is proposed for Board consideration:

RESOLVED, that the Board of Trustees request the chancellor and campus provosts to explore strategies to increase proficiency and reduce the need for remediation among entering students before enrolling for the fall semester of their first year; and be it further

RESOLVED, that in order to test the validity of several approaches related to improving the outcomes of student remediation efforts, the Board supports and endorses the implementation of a number of pilot campus-based “early start” remediation programs for first-time freshmen who will enter the university in fall 2009. The goal of these pilot programs is to identify one or more successful, scalable programs which can be used for all students. And be it finally

RESOLVED, that based on the reported results of these pilot programs, by March 2010, the Board will consider and establish such policies as are required to achieve a full-scale implementation of pre-matriculation programs throughout the CSU, including a timeline for such implementation.

COMMITTEE ON EDUCATIONAL POLICY

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At least two CSU's—Humboldt State and San Diego State—are already moving toward *requiring* incoming students to engage in remediation in math, English, or both prior to their enrollment in fall 2009. Efforts are underway at a number of other CSU's to expand existing “early start” proficiency activities to reach greater numbers of students than has been the case until now. Simultaneously, it will be important for campuses to explore means by which students can receive assurance of financial aid and/or campus employment opportunities where necessary to make it possible for students to participate in summer “early start” remediation work.

As was noted in the information item presented to the Board in March, our long-term goal is that students who are fully eligible for admission to the CSU will be proficient in English and mathematics by the time they graduate from high school. Achieving this goal will require better integration of EAP with teacher preparation; continued collaboration with K-12 on curricular initiatives (including twelfth-grade curricula) and teacher professional development; and strengthened communication with students, parents, teachers, and school districts. Until such efforts have succeeded, however, systematic efforts are needed to establish remediation programs that will bring admitted freshmen to full proficiency before they commence their studies at the university. This will reduce pressures on limited instructional resources and, even more importantly, will be directly beneficial to students in giving them greater likelihood of academic success as they begin their baccalaureate studies.

The following resolution is proposed for Board consideration:

RESOLVED, that the Board of Trustees wishes to take whatever steps may be necessary and appropriate to ensure that students will complete any needed remediation before enrolling for the fall semester of their first year; and be it further

RESOLVED, that in order to test the validity of several approaches related to improving the outcomes of student remediation efforts, the Board supports and endorses the implementation of a number of pilot campus-based “early start” remediation programs for first-time freshmen who will enter the university in fall 2009. The goal of these pilot programs is to identify one or more successful, scalable programs which can be used for all students; and be it finally

RESOLVED, that based on the reported results of these pilot programs, by March 2010, the Board will consider and establish such policies as are required to achieve a full-scale implementation of pre-matriculation programs throughout the CSU, including a timeline for such implementation.

COMMITTEE ON EDUCATIONAL POLICY

Online Education in the California State University

Presentation By

Gary W. Reichard
Executive Vice Chancellor and
Chief Academic Officer

Summary

Acknowledging the strategic importance of online education in the CSU, the Board of Trustees has prioritized the careful expansion of distance education opportunities for students throughout California. CSU campuses currently offer a variety of technology-mediated instructional models including: technology-enhanced courses, hybrid courses, and fully online courses and degree programs. The successful expansion of these models requires strategic planning that takes into account student needs, campus capabilities, faculty support, cost effectiveness, scalability, and sustainability. This item will describe efforts to advance campus Presidents, Provosts, and Chief Information Officers (CIOs) in providing systemwide leadership on the strategic expansion of online education in the CSU. It will also highlight strategies for leveraging existing and developing academic technology services to sustain and scale online education.

The Academic Technology Steering Committee

Following the strategic guidelines set forth in *Access to Excellence*, the Academic Technology Steering Committee (ATSC) was recently established to ensure that academic technology priorities would be closely aligned with the mission of the CSU. The charge of the ATSC is to provide systemwide leadership in the planning and implementation of strategic academic technology priorities aligned with *Access to Excellence*. The CSU's strategic academic technology priorities have been progressively defined over the past decade, beginning with the CSU's Integrated Technology Strategy (1996) http://its.calstate.edu/systemwide_it_resources/its_planning_documents.shtml and then in the CSU's 2003 academic technology strategic plan, "Expanding Academic Technology in the CSU" http://its.calstate.edu/academic_technology/ATPC_Report_FINAL_07162003.pdf). Recognizing budget constraints but also acknowledging the need to expand the CSU's online education programs, ATSC is developing frameworks to guide the management processes needed to leverage the resources, expertise, and capacity within the system for online education.

To ensure a balance between academic and technical leadership, the ATSC consists of seven Provosts, five CIOs, and the chair of the CSU Statewide Academic Senate. It is co-chaired by

CSU East Bay Provost Michael Mahoney and CSU Northridge CIO Hillary Baker, and meets frequently through virtual and face-to-face means. The ATSC collaborates with the Provosts' Academic Council, the CIO's Information Technology Steering Committee (ITAC), the faculty-based Academic Technology Advisory Committee (ATAC), and other systemwide councils concerned with academic technology. The ATSC will report and offer recommendations to the Presidents' Technology Steering Committee (TSC) on a regular basis, and will receive executive advice and direction from that group. One of the strengths of the CSU is its ability to integrate and leverage *campus* strategies for online education across the system, as well as *systemwide* strategies that benefit individual campuses. The ATSC is developing as the leadership forum for charting the CSU's course of blending campus and systemwide strategies for student and institutional success.

The ATSC has made progress on a variety of high-priority issues related to online education in the CSU, recognizing that the development and delivery of quality online education in scalable and sustainable ways will require significant collaboration. To accelerate the needed collaborations, the ATSC's first actions were to define and communicate CSU's shared purposes and principles for online education to the diverse and sometimes disconnected CSU academic, technology, administrative, and student-support communities.

1. Aligning Online Education Strategies with *Access to Excellence* Goals

As a starting point, the ATSC analyzed *Access to Excellence* goals to understand how online education could best be positioned to facilitate the execution of systemwide strategic priorities. This exercise included the identification of dependencies and success indicators for how online resources can be maximized to provide the greatest strategic benefit to the largest number of students. An abbreviated version of this alignment analysis is included in Appendix A.

2. Developing Design Principles for Accelerating Development and Delivery of Online Programs

Clearly, if the CSU is to accelerate its development and delivery of online degree programs, it must design and deploy additional support services for student success in such programs. It will also be important to be strategic in advancing such development—including development of a shared sense of parameters and agreed-upon priorities. With leadership from the Academic Technology Steering Committee and through an ongoing consultation process, the CSU has taken significant steps in such strategic planning by developing a set of design principles to guide the planning, implementation, and evaluation of additional CSU online degree programs. These design principles are included in Appendix B.

3. Defining Top Strategic Priorities for Online Education in the CSU

After developing a strategic alignment framework and general design principles, the ATSC is now in the process of defining online education priorities, keeping in mind that one size certainly will not fit all. As part of its analysis, the ATSC is focusing on how online education can meet the specific needs of three target student audiences: (1) first-time freshmen who need to improve math and English skills before arriving at the CSU, (2) CSU students who are forced to delay their path to graduation as a result of the inability to enroll in face-to-face courses at times that fit their schedules, and (3) post-baccalaureate students who wish to further their education while being employed full-time.

Building on a Foundation of Systemwide Online Education Services

The ATSC is defining the landscape of strategic issues that must be addressed if online education is to be expanded in a prudent way. Work is underway to facilitate the scalable expansion of online education by campuses, aided by system-level initiatives and services, including:

- **Identifying Policy Barriers:** Development of policies for sharing online courses and equitably allocating student fees among CSU campuses in both self-support and general fund-supported programs has been a recent systemwide effort engaging faculty, provosts, CIO's, deans of Extended Education, librarians, and other CSU constituents. This important work has recently been completed.
- **Accessing Quality and Affordable Content Easily.** Both students and faculty require high-quality instructional and scholarly digital content for their effective teaching and learning. Examples of such high-quality content provided via systemwide academic technology services include:
 - The CSU's Virtual Library initiative which envisions all students and faculty at every CSU campus having easy and equitable access to electronic library resources as well as timely and reliable access to library services. The Virtual Library is being built on an exceptional foundation of an electronic core library collection and collaboration among CSU libraries.
 - MERLOT (Multimedia Educational Resource for Learning and Online Teaching at www.merlot.org) is an online digital library of over 20,000 online materials for faculty and students to contribute and discover online instructional materials (e.g. simulations, animations, tutorials, online courses, online textbooks, etc) and pedagogical expertise that are open and free to teachers and students around the world (over 1.6 million visits to the website last year).

- **Sharing Exemplary Educational Practices:** Facilitating and supporting the learning and adoption of exemplary practices for online education is essential. Several systemwide initiatives have been undertaken to facilitate the sharing of exemplary educational practices, including:
 - **Learning Management Services Initiative:** Every CSU has a Learning Management System (LMS) that provides a 24x7 online environment enabling effective and efficient delivery of technology-enhanced, hybrid, and online courses and programs. Current campus operations of LMS's are supported by a variety of systemwide programs. The recently established Learning Management Services Futures Workgroup is developing strategic planning tools and recommendations for choosing the next generation of LMS's, as well as determining whether some learning management services might be provided centrally in order to reduce costs for campuses (for example, 24x7 help desks).
 - **Innovative Course Design Initiatives:** Both campuses and the Chancellor's Office are supporting a variety of programs that focus on sharing and adopting of exemplary practices for improving student learning outcomes and reducing the long term costs of instruction. The CSU provides an open online "teaching commons" for faculty both within specific disciplines and across all disciplines to share and learn about the practical implementation of instructional innovations and the efficacy of the strategies.
 - **Accessible Technology Initiative:** Another imperative in the delivery of online education is to assure that it is accessible and usable by all students, including those with disabilities. The Chancellor's Office has been providing policies, tools, expertise, and training to support campuses' continuous improvement of educational services to students and faculty with disabilities in scalable and cost-effective ways.
- **Preparing Students for Success:** Providing online education tools and services for our incoming freshman to be proficient in math and English has been and will continue to be a top priority for the CSU. Another high priority is the delivery of online services for matriculated students to develop their ICT literacy skills (information, communications, and technology literacy).
- **Supporting Professional Development:** As recognized in *Access to Excellence*, the expertise, experience, and talent's of CSU faculty, staff, and administrators are essential components in advancing the CSU's online education strategies. Expanding professional development opportunities through online education and about online education can be achieved by leveraging a number of current programs, such as the CSU East Bay's online degree and certificate program in online teaching and learning. The CSU's Institute for Teaching and Learning and campus faculty development programs can and will expand

the depth and reach of their services through additional professional development services online.

Conclusion

The CSU's online education strategies are being built on a strong foundation of governance and expertise from campuses and the Chancellor's Office. At the campus level, demand for online learning opportunities has increased steadily from year to year, and our campuses have responded. CSU campuses currently offer fifty-eight online degree and credential programs--a 26% increase over the number of programs offered in 2006. As these online learning opportunities have expanded, campuses have also made great strides in improving the student learning experience in such courses, in supporting faculty development in use of technologies, and in establishing a reliable technical infrastructure that enables "anytime anywhere" learning.

At the system level, the Chancellor's Office has provided strong leadership in identifying and remedying policy barriers, developing tools to allow students and faculty to easily access quality online content, and creating websites that share exemplary online practices within the CSU community. These solutions have succeeded in scaling campus expertise in a cost effective and sustainable way.

In spite of the good progress that has been made, there is still much to do in designing the online education architecture for both academic and technology innovations that will enable the CSU to excel in meeting the needs of students and the citizens of California in the 21st century. Continuous improvements in the CSU's systemwide academic technology initiatives will provide campuses the needed services to develop and deliver high quality and sustainable online education. The developing leadership and management capabilities of the ATSC, the leadership of the Presidents and Chancellor, and improvement of coordination across systemwide councils will be essential for CSU's online education strategy to deliver on the *Access to Excellence* commitments in a productive and timely manner.

Appendix A

Effective and scalable use of online education can facilitate the CSU's progress toward fulfilling the eight strategic commitments in the *Access to Excellence* strategic plan. Below are just a few scenarios that the CSU is already deploying but that can be significantly expanded to achieve system goals in *Access to Excellence*:

- To **reduce the achievement gap**, the CSU can increase the availability of online tutorials and advising support for high school students to meet math and English college readiness requirements. These programs are an integral part of the CSU's Early Assessment Program (EAP) to **expand student outreach**.
- To invest in **faculty experience**, the CSU can work to facilitate the easy sharing of online curriculum, pedagogical strategies, and electronic library resources and services to support timely and effective faculty development.
- To **improve public accountability for learning results**, the CSU can provide cost-effective learning management services and ePortfolios enabling students, faculty, departments, and the university as a whole to reliably capture, analyze, and report learning outcomes.
- To **enhance student opportunities for "active learning"**, the CSU can provide robust online communication and collaboration environments that enable faculty and students to connect classroom learning to research and community participation. These online environments are essential for ensuring that faculty and students' learning, research, and community efforts become internationalized in cost-effective ways, creating many **opportunities for global awareness**.
- To **act on the CSU's responsibilities to meet post-baccalaureate needs, including those of working professionals**, the CSU can expand online degree programs that enable working professionals to blend their current employment, home life, and continuing educational goals in flexible ways.

Appendix B

Draft Design Principles for Accelerating Development and Delivery of Online Programs

To guide the planning, implementation, and evaluation of additional CSU online degree programs, the CSU is developing design principles:

PEDAGOGY and DESIGN

- Meet the needs and desires of learners and foster multiple ways of learning (visual, audio, interactive). Pedagogy and learning outcomes should drive the choice and mode of use of technology. Use exemplary guidelines for online learning (e.g. CSU Chico rubrics; WASC accreditation guidelines; MERLOT evaluation standards). Different learning styles need to be considered, and accessibility for persons with disabilities must be built in from the inception. Designs should account for the current information competencies of our students and faculty.
- Provide flexibility in program delivery mode (e.g., full-online, blended, face-to-face) to address student time and place barriers. Working professionals are already comfortable with on-line communication and modes of learning and seek opportunities for learning online that align with their experience. Online/on-campus instruction models should make critical-need professional advancement possible while students maintain their jobs.

ACCESS:

- Focus online program development on areas of critical need for the state including health, education, engineering, and serving the military.
- Ensure that online curricula that are developed can be widely accessed throughout the CSU. This includes overcoming intellectual property issues and assuring sufficient similarity of design and approach to permit students easy access across the system. CSU's electronic library and multimedia repository services will provide an essential foundation for pervasive access to quality educational content to every student and faculty on every campus. More widespread use of academic technology would be enhanced by the creation of a virtual commons for cross-campus student collaboration.
- Provide online learning opportunities for current students to speed time to degree by offering options that allow shifting of time and place or student learning (e.g., hybrid course options and online course options as part of an on-campus student's curriculum, and mixtures of synchronous and asynchronous learning in a single online course). Create portability of individual courses.

- Enable international educational experiences by providing local access to the global community of experts, teachers, and learners and the global collections of educational content.

PROFESSIONAL DEVELOPMENT

- Provide faculty professional development for the effective use of academic technologies.
- Foster collaborative work among campuses to share faculty, student, and staff expertise in effective and efficient online education.

MANAGEMENT AND SUPPORT

- Support online instructional programs with 24x7 access to instructional materials, library resources, information technology support, and student services for both on-campus and off-campus students.
- New approaches to instruction using academic technology should be financially sustainable beyond startup funding. Online education is an investment in the future of the CSU. A business plan should accompany the academic plan for online education, where staffing, training, funding, and management are appropriately allocated in scope and scale.
- The integration of technology and administrative infrastructure should be part of online education and the requirements from academic programs should be a major driver of the technology and administrative infrastructure services.
- Assessment of learning outcomes and other success indicators should be a required part of online education. A variety of stakeholders (e.g. students, faculty, staff, librarians, administrators, industry, and other community constituents) should participate in the continuous assessment process, guide the management of online education, and improve the public accountability of learning results. Secure student evaluation of instruction need to be a core component of the assessment strategy.
- Online education is still changing in significant and innovative ways. Managing academic technology projects should include plans and processes for migrating from current practices to new practices.