

**Academic Senate CSU**  
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## ASCSU Chair's Report Diana Guerin January 13, 2014

### Announcements

- Happy New Year!
- 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.
- Senator Loretta Kensing (Fresno) is the ASCSU representative serving on the Ethnic Studies Task Force formed by Chancellor White. Thanks to all senators who volunteered to serve!
- Calls for ASCSU senators interested in serving on two committees were sent to the list serve on 1/10/14: (1) the CSU Commission on Online Education (successor to Cal State Online Advisory Board-description attached) and (2) the search committee for the CSU Vice Chancellor Human Resources. Senators interested in serving are requested to reply to the message with a brief statement of qualifications by 1/17/14.
- I will attend the Academic Conference (meeting of the Provosts) in Los Angeles this Wednesday and Thursday.
- Senators Chong, Eadie and I will attend the 20 Million Minds session on student perspectives on online education on 1/17/14 in Los Angeles. Faculty Trustee Stepanek will also attend.
- On 1/21/14, I will attend the [California Education Round Table Intersegmental Coordinating Committee](#) meeting in Sacramento.

### January Standing Committee Meetings (1/22/14) and Plenary (1/23/14 and 1/24/14)

Agendas for the plenary (<http://www.calstate.edu/AcadSen/Records/>) and standing committees (<http://www.calstate.edu/AcadSen/Committees/index.shtml>) should be posted later today for your review. On 1/7/14, several items were sent to the ASCSU list serve for senators to review, including the four first reading items, an overview of the plenary schedule, and the November 2013 minutes. Senate Executive Committee has invited Dr. Brett Christie (Sonoma) to speak at the plenary about the work of CSU faculty in supporting academic quality in online instruction. He has provided the attached document for your review in advance of the plenary.

### Committee Assignments – Get Ready for Spring

Senators, please review your committee assignments and be sure you have upcoming meetings on your calendar. Committee assignments are posted at the following URL:  
<http://www.calstate.edu/AcadSen/Committees/SystemwideCommList.shtml>

#### 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

### **Faculty Trustee Legislative Proposal**

A proposal to allow the Faculty Trustee to continue to serve on the Board of Trustees beyond his/her term until a successor has been appointed by the Governor will be on the Board's January agenda for approval as part of the BOT 2014 Legislative Program. Karen YZ, Assistant Vice Chancellor of Advocacy and State Relations, will call into our plenary to give us an update and answer questions.

### **Legislative Briefing**

As a result of our Capitol visits during fall, we have been invited to organize a legislative briefing on the topic of online education. Vice Chair Filling and I have developed an outline, and we reached out to the academic senate leaders in the other segments and CSSA to participate. More details to follow.

### **California Open Education Resources Council (COERC)**

A grant from the Hewlett Foundation provides funding for the first year of this project funding faculty in the CCC, CSU, and UC to review and compile open education resources. Two CSU faculty (Lawrence Hanley from SFSU and Diego Bonilla from Sac State) have been appointed by ASCSU in coordination with the Intersegmental Committee of Academic Senates (ICAS). Candidates for Project Director are being interviewed this week. We will seek a faculty member from a southern CSU campus to join the COERC later this year. Recall that this project resulted from SB 1052 and SB 1053 in 2012.

### **ASCSU Faculty to Faculty Newsletter**

Please encourage your campus colleagues to subscribe to the *Faculty to Faculty* newsletter of the ASCSU and work with your campus senate chair to have it forwarded to all faculty and administrators when you receive it. The December 2013 issue is now available. To subscribe, sign up at <http://www.calstate.edu/AcadSen/Newsletter/> .

Attachments:

Description of CSU Commission on Online Education  
Quality Online Learning and Teaching (QOLT) Handout

## **Growing CSU's Online Education Strategy: CSU Commission on Online Education**

### **Background:**

The CSU continues to expand and evolve its online education strategies and Cal State Online will evolve as a critical component. A goal of Cal State Online will continue to be one of increasing the quality and quantity of fully online education offerings to existing and prospective CSU students, resulting in successful completion of courses and graduation.

The re-visioning of Cal State Online will include a shift to a communication strategy for fully online campus degree programs, credentials, certificates, and courses supported by opt-in shared services. Cal State Online's shared services will be designed, delivered, and managed to:

- 1) Make it easy for prospective and existing students to discover, decide, enroll, and successfully complete their CSU online education opportunities.
- 2) Make it cost-effective for CSU campuses to develop, deliver, and sustain their fully online degree programs and courses.

In recognition of the need for an agile governance process for providing advice and recommendations on policies, procedures, principles, and priorities for the CSU's Online Education Strategy, the CSU Commission on Online Education (CoE) will be a newly established body charged by the CSU Chancellor to provide such advice and recommendations to the Executive Vice Chancellor for Academic Affairs and Chief Academic Officer of the CSU. The functions of the current Cal State Online Advisory Board will be absorbed by this new Commission and, as a result, the Cal State Online Advisory Board will be disbanded.

## **Commission on Online Education in the CSU**

### **Mission, Vision, Organization**

**Vision:** To expand access to CSU academic offerings through the coordinated, effective, and innovative use of transformational educational technologies.

**Mission:** To support the delivery of the highest quality campus based online academic offerings to CSU student populations, especially those who cannot take advantage of on-campus academic offerings. Effectively share systems, tools and technologies, eliminate redundancies, and identify efficiencies where appropriate. Support, facilitate, and enable faculty delivery and students' success completion of online academic offerings.

**Goals:**

- A. Create an agile process for the development, delivery, and administration of CSU online academic offerings;
- B. Create opportunities to share systems, tools, and technologies and share exemplary practices;
- C. Encourage effective online educational models that engage students along the lines of a “high tech, high touch” models;
- D. Provide a student-centric public higher education web portal interface to access CSU’s online academic offerings;
- E. Facilitate innovative opportunities for the CSU campuses to collaborate to offer academic offerings

**Responsibilities:**

- A. Advise the Executive Vice Chancellor and Chief Academic Officer (EVC/CAO) on policies, procedures, principles, and priorities pertaining to online courses and degrees to improve access, quality, and efficient coordination across the system.
- B. Advise and recommend the development of coordinated new campus-based online academic offerings to meet student needs and demand.
- C. Advise on the CourseMatch academic offerings.
- D. Meet quarterly and have virtual meetings as necessary.
- E. Make recommendations on the level of budgetary support for the Cal State Online services, and other system-wide online learning initiatives.
- F. Provide regular informational updates to the Council of Presidents and to the Presidents’ Technology Steering Committee.
  
- G. Other advisory roles as may be requested by the EVC/CAO.
- H. The responsibilities of the Commission will be facilitated by work groups. Initial standing work groups might include Policy, Academic Standards and Assessment, Communication and Marketing, Emerging Technologies and Pedagogies, and Sustainability and Business Plans. Work groups will be determined by the CoE and chaired by Commissioners and draw on members throughout the CSU system, as is appropriate.

**Membership:** (19 voting members)

The membership of the Commission should be as broadly representative as possible and shall be comprised of:

- A. Four campus presidents (one of whom shall serve as commission chair as appointed by the Chancellor);
- B. Two Provosts/Vice-Presidents for Academic Affairs;
- C. One Vice President for Student Affairs;
- D. Four faculty members nominated by the Academic Senate, CSU;
- E. Chair, Academic Senate of the CSU;
- F. Two Extended Education Deans;
- G. Two campus CIOs;
- H. One campus Director of Academic Technology;
- I. Two CSSA student representatives one of whom shall be a fully online student

Ex-officio non-voting members:

- Vice-Chancellor and Chief Academic Officer;

- State-wide Labor Relations
- State-wide Dean of Extended Education;
- State-wide CIO;
- Executive Director of Cal State Online;
- Chancellor's Office AVC Communications;
- Chancellor's Office AVC Academic Technology Services;
- Chancellor's Office AVC Student Affairs;
- Chancellor's Office Senior Director, Budget and Strategic Projects;
- Chancellor's Office Senior Director, Project Management Office

**Commission Member Expectations:**

- Participate in all CoE meetings and contribute to the activities and reports.
- Report to their respective stakeholder groups of the CoE's activities.
- Collect input from their respective stakeholder groups related to current COE's activities.

**Commission Member terms:**

- Terms shall be for two years
- The initial appointment shall provide for a staggering of terms

## Quality Online Learning and Teaching (QOLT) CSU Academic Technology Services

### **About QOLT**

The CSU follows the national, accelerating trend of significant growth in hybrid-online teaching and learning. The evolution of the Internet and broadband access at home and via mobile devices make it certain that there will be continued growth in hybrid and online courses. As CSU campuses offer additional hybrid and online courses, it is important to define quality online teaching and learning, as well as to determine how to assess it and make desired improvements. Skeptics question the quality of online teaching and, therefore, it is necessary to identify how to prepare instructors to effectively teach hybrid and online courses. By doing so, we can best prepare instructors and learners for an experience that is equal-to-or-better-than traditional classroom experiences. If successful, the natural evolution of teaching and learning will drive the increased demand for online teaching and learning, as opposed to administrative decisions related to the desire to save money through simple leverage of technology as device.

The Quality Online Learning and Teaching (QOLT) program was developed in 2011 to assist faculty, faculty developers, and instructional designers to more effectively design hybrid and online courses. In addition, the QOLT program was developed to recognize and share exemplary practices in CSU hybrid-online courses.

### **QOLT Instruments**

The Quality Online Learning and Teaching evaluation instrument was developed after review of related research and literature, as well as careful consideration of existing models for assessing effective blended-online teaching and learning.

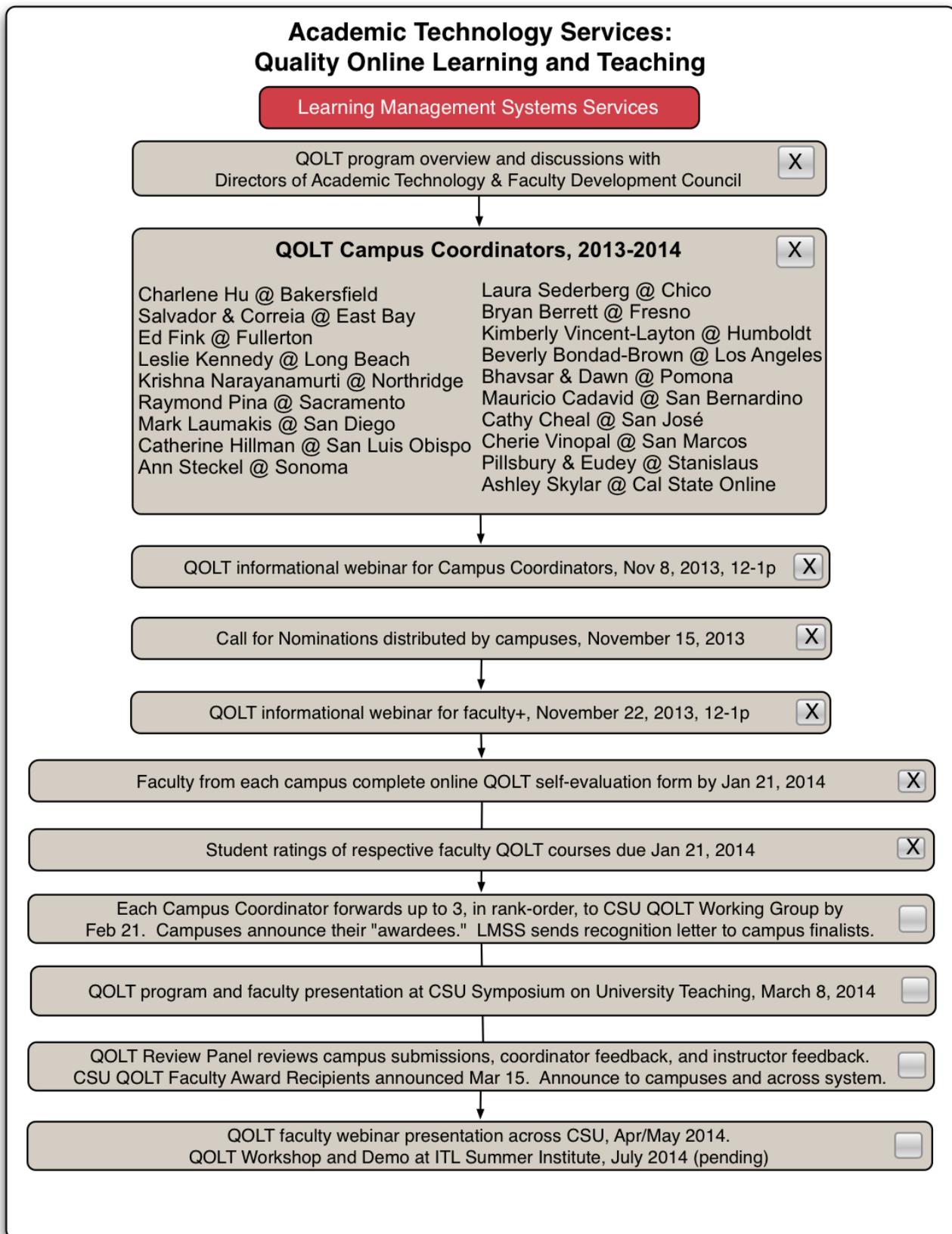
- *Rubric for Online Instruction*: Designed to assist development and evaluation of online courses while promoting dialog about the nature of student learning. Developed by faculty, staff, administration and students at CSU Chico in 2003, ROI is now adopted at over 100 institutions of higher education.
- *Quality Matters™*: Developed through a FIPSE grant from 2003-2006, QM is a faculty-centered, peer-review process designed to certify the quality of online and blended courses.
- *Quality Online Course Initiative*: An online course rubric and evaluation system developed in the state of Illinois to help colleges and universities improve accountability of their online courses.
- *National Survey of Student Engagement*: Annual survey since 2000 at hundreds of colleges and universities about student participation in programs and activities that institutions provide for learning and personal development.
- *Community of Inquiry*: Developed and validated by a collaborative team, the Community of Inquiry model addresses course quality on three aspects including Social Presence, Teaching Presence, and Cognitive Presence.
- QOLT was also informed by research on effective teaching and learning that pre-dates online teaching and learning (e.g., "7 Principles for Good Practice in Undergraduate Education" by Chickering & Gamson, 1987).

In addition, the QOLT instrument and process were greatly informed by a pilot that took place from August – December 2011 and was shaped by the input of several CSU groups: Learning Management Systems Services; Moodle CIG; BlackBoard CIG; Directors of Academic Technology; Faculty Development Council. In addition, QOLT was revised in September 2012, based on input from these groups, as well as Campus Coordinators and faculty participants from the 2011-2012 program cycle.

### **QOLT Advisory Panel, Awards and Recognition, 2013-2014**

- Brett Christie, Ph.D., Program Manager, Course Redesign Services, CSU Academic Technology Services
- Cherie Vinopal, M.A., QOLT Program Coordinator / Instructional Developer, CSU San Marcos
- Victoria Bhavsar, Ph.D., Director of Faculty Development, Cal Poly Pomona
- Beverly Bondad-Brown, Associate Director of Education Technology, CSU Los Angeles
- Terre Allen, Ph.D., Director of Faculty Development, CSU Long Beach
- Linda Woods, Instructional Designer, San Diego State University
- Ann Steckel, Director of Educational Design & Curricular Innovation, Sonoma State University
- Shiree Martinez, Instructional Designer, CSU Bakersfield

*Quality Online Learning and Teaching, Program Timeline and Milestones*



## *Quality Online Learning and Teaching, Evaluation Instrument Sections and Objectives*

### **1. Course Overview and Introduction**

- a. Instructor uses course environment to provide clear and detailed instructions for students to begin accessing all course components, such as syllabus, course calendar, assignments, and support files
- b. Detailed instructor information is available to students and includes multiple formats for being contacted by students, availability information, brief biographical information, and a picture of the instructor.
- c. Course description includes the purpose and format of the course, as well as prerequisite knowledge and competencies, if applicable.
- d. Online etiquette expectations for various forms of course communication and dialog (e.g., chat, "hangout," email, online discussion) are presented and clear to the student.
- e. Academic integrity or "code of ethics" is defined. Related institutional policies for students to adhere are clearly stated and/or links to those policies (e.g., online catalog; institution web page) is provided.
- f. A list of technical competencies necessary for course completion is provided, identifying and delineating the role/extent the online environment plays in the total course.
- g. Instructor provides samples of prior student work and an opportunity for students to ask related questions.
- h. Instructor asks students to share their own learning goals for the course.

### **2. Assessment and Evaluation of Student Learning**

- a. All student learning outcomes are specific, well-defined, and measurable.
- b. Grading policy is provided in a manner that clearly defines expectations for the course and respective assignments.
- c. The learning activities (including graded assignments as well as ungraded activities) promote the achievement of the student learning outcomes.
- d. The assessment instruments (e.g., rubrics) are detailed and appropriate to the student work and respective outcomes being assessed. This includes assessing modes of online participation and contributions.
- e. Throughout the semester, instructor provides multiple opportunities to give feedback on student learning, as well as helping students "self-check" their learning.
- f. Periodically, instructor solicits feedback from students regarding their learning and potential improvements that may be made to the course.

### **3. Instructional Materials and Resources Utilized**

- a. Instructor provides students with adequate notice and time to acquire course materials.
- b. Syllabus clearly indicates whether textbooks and materials are required or recommended.
- c. Instructor articulates the purpose of each instructional material and how it is related to the course, activities, learning objectives, and success of the student.
- d. When possible, instructor promotes or provides options in terms of how students acquire course materials, including Open Educational Resources.
- e. There are a variety of instructional material types and perspectives, while not overly relying on one content type such as text.
- f. Modeling academic integrity, instructor appropriately cites all resources and materials used throughout the course.

### **4. Student Interaction and Community**

- a. At the beginning of the course, instructor provides an opportunity for students to introduce themselves to develop the sense of community.
- b. Instructor provides information about being a successful online learner.
- c. Navigation throughout the online components of the course is logical, consistent, and efficient.
- d. Learning activities facilitate and support active learning that encourages frequent and ongoing peer-to-peer engagement.
- e. The modes and outcomes for student interaction are clearly communicated.
- f. Instructor clearly explains his or her role regarding participation in the online environment. Instructor participates and manages, yet lets students take reasonable ownership.
- g. The course learning activities help students understand fundamental concepts, and build skills useful outside of the course.

**5. Facilitation and Instruction**

- a. Instructor helps identify areas of agreement and disagreement on course topics.
- b. Instructor helps students understand importance of course topics and related outcomes.
- c. Instructor actively strives to keep course participants engaged and participating in productive dialogs.
- d. Instructor encourages students to explore new concepts through the course experience.
- e. Instructor helps focus discussions on relevant issues.
- f. Instructor provides feedback in a timely manner.
- g. Instructor sends communications about important goals and course topics as opportunities arise.
- h. Instructor sends reminders of due dates and duration of respective modules, as well as other instructions to keep students on task.

**6. Technology for Teaching and Learning**

- a. Technological tools and resources employed support the student learning outcomes.
- b. Instructor takes advantage of the current tools provided by the Learning Management System (or similar) to enhance learning.
- c. Technological tools and resources used in the course enable student engagement and active learning.
- d. Instructor provides clear information regarding access to the technology and related resources required in the course.
- e. Acceptable technological formats for assignment completion and submissions have been articulated.

**7. Learner Support and Resources**

- a. Instructor states her or his role in the support process.
- b. The course syllabus (or related) lists and/or links to a clear explanation of the technical support provided by the campus and suggestions as to when and how students should access it.
- c. Course syllabus (or related) provides an introduction to campus academic (non-technical) support services and resources available to support students in achieving their educational goals. E.g., Disability Support Services, Writing Center, Tutoring Center.
- d. Course syllabus (or related) provides information regarding how the institution's student support (non-academic, non-technical) services and resources (E.g., advising, mentoring) can help students succeed and how they can use these services.

**8. Accessibility and Universal Design**

- a. Syllabus (or similar) links to the campus accessible policy, whether it is required or recommended that instructors do so.
- b. Instructor articulated how s/he proactively supports a wide range of learning styles and abilities of all students, as opposed to just making reactive accommodations for those with registered disabilities. Note: This support does not entail sacrificing academic rigor or student learning outcomes. The goal is supporting the needs of all learners as opposed to having an inflexible teaching and learning process.
- c. Students are given accessibility information and policies related to the online course environment.
- d. Students can clearly ascertain the role of the instructor in providing support for those officially registered with the campus disability services office.
- e. Course materials created by the instructor or from external sources are in formats that are accessible to students with disabilities.
- f. All tools used within learning management system or that are third-party are accessible and assistive technology ready.
- g. If accessibility of a particular course resource or activity is not practicable, instructor provides an equally effective accessible alternative for students.

**9. Course Summary and Wrap-Up**

- a. Instructor provides students with opportunities to ask questions as a form of closure and to foster insight into their accomplishments.
- b. Instructor provides students with feedback about their overall learning and progress made during the term.
- c. Instructor provides opportunities for students to reflect on their learning and connect their individual learning goals with the expectations (stated learning objectives and outcomes) of the instructor.