

## AGENDA

### COMMITTEE ON EDUCATIONAL POLICY

**Meeting: 3:45 p.m., Tuesday, November 13, 2007**  
**Glenn S. Dumke Auditorium**

Herbert L. Carter, Chair  
Carol R. Chandler, Vice Chair  
Jeffrey L. Bleich  
Debra S. Farar  
George G. Gowgani  
William Hauck  
Peter G. Mehas  
Henry Mendoza  
Lou Monville  
Jennifer Reimer  
Craig R. Smith  
Glen O. Toney

#### **Consent Items**

Approval of Minutes of Meeting of September 19, 2007

#### **Discussion Items**

1. New Developments in Issues of Access, Student Learning, Accountability, and Transparency: The Voluntary System of Accountability, *Information*
2. Assessment of Information and Communication Technology Literacy Skills, *Information*
3. Textbook Affordability: Results from a California State University Task Force Review, and Strong Practices to Help Keep California State University Affordable, *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**

**September 19, 2007**

**Members Present**

Herbert L. Carter, Chair  
Carol R. Chandler, Vice Chair  
Roberta Achtenberg, Chair of the Board  
Jeffrey L. Bleich  
Debra S. Farar  
William Hauck  
Peter G. Mehas  
Lou Monville  
Jennifer Reimer  
Charles B. Reed, Chancellor  
Craig R. Smith

**Approval of Minutes**

The minutes of May 15, 2007 were approved by consent as submitted.

**Meeting Accreditation-Driven Quality Standards in State-Supported Business Graduate Programs with Revenue Support Derived from a Professional Fee**

Accreditation is highly prized by CSU business programs, students and employers as a marker of quality. Gaining and maintaining AACSB International accreditation carries with it requirements for faculty qualifications that, in turn, provoke difficulties in hiring business faculty. To explore this issue and develop recommendations, a task force was convened, on which business faculty, business deans, provosts, and vice presidents for business and finance served. The group was co-chaired by Executive Vice Chancellors Reichard and West, who made a presentation to the Board on this subject for information, including a recommendation for a special \$210 per semester credit unit student fee to be assessed of students in professional business graduate programs. Trustee Hauck suggested that filling faculty vacancies should be considered a priority with revenue support from a professional fee. Trustees Chandler and Reimer both sought further information concerning the number of corporations who provide tuition reimbursement for their employees in MBA programs. Dr. Reichard explained how specific data were not readily available but that the task force specifically queried campuses about their desire to participate. Associate Vice Chancellor Keith Boyum noted that many campuses stated an interest in order to

retain or attain accreditation. Trustee Smith suggested that use of the resources in the area of financial aid could be made in the form of a loan to be paid back once the recipient attained a certain income rather than a grant. Trustee Monville felt some level of policy direction should be created on how funds are to be used. Academic Senate CSU Chair Barry Pasternack acknowledged that this item has been referred to campus senates for consultation and further discussion. Lieutenant Governor Garamendi voiced his displeasure at the item, and its potential impact on students.

### **Faculty-Student Research and Mentorship Special Focus: Engineering**

One of the most valuable aspects of a CSU education is the opportunity afforded to some students to work actively with faculty members on research and creative activities. To highlight this value, a dual presentation—introduced by Assistant Vice Chancellor Elizabeth Ambos and led by Professor Emily Allen (SJSU) and Professor Eric Besnard (CSULB)—highlighted research and mentoring accomplishments of CSU engineering faculty and students through brief testimony by campus groups from San José State University and California State University, Long Beach. The first presentation by Dr. Emily Allen (San José State University) provided a review of research as a collaboration of industry, students, faculty, and government labs. Information on the “Nanoscale Materials and Device Characterization Program” and “Improvement of Copper Thin Films for Computer Hard Disk Drives” were provided by SJSU students in the program. Similarly, students from CSULB provided a look at “Space Access, Technology Development” and included a media presentation of the launching of a low altitude spacecraft. Following faculty and student comments, Presidents Kassing and Alexander offered brief words on the competitive advantage each program brings to its respective campus. President Alexander noted that CSU creates new engineers at a much smaller cost than is typical in the United States. Trustee Fong discussed the economic significance of the SJSU and CSULB programs. Lieutenant Governor Garamendi noted that the CSU must continue to meet the challenges of educating students in fields needed by the state.

### **California State University Remediation Policies and Practices: Overview and Prospects**

Presented by Executive Vice Chancellor and Chief Academic Officer Gary W. Reichard, this item reviewed the history of proficiency and remediation policy in the California State University and—drawing from a survey of CSU campuses undertaken in summer 2007—appraised current practices on CSU campuses designed to bring entering first-time freshmen to college-level proficiency. Eight principles were offered at the end of the review for the Board’s consideration. The report will be made the subject of consultation and review with the Academic Senate CSU. That consultation and review process is expected to be complete in time for the Board’s January meeting. Dr. Reichard also recognized Dr. Kelley McCoy for her work related to the report.

### **Doctor of Education in Educational Leadership—Fall 2007**

Assistant Vice Chancellor, Teacher Education & Public School Programs Beverly Young and Executive Vice Chancellor and Chief Academic Officer Gary W. Reichard described how the first California State University (CSU) Education Doctorate (Ed.D.) programs in Educational Leadership are now beginning, each having been approved through the rigorous process of the Western Association of Schools and Colleges (WASC). The programs will enroll students in Fall 2007 at: CSU Fresno, CSU Fullerton, CSU Long Beach, CSU Sacramento, CSU San Bernardino, San Diego State University, and San Francisco State University.

Trustee Carter adjourned the meeting.

## COMMITTEE ON EDUCATIONAL POLICY

### **New Developments in Issues of Access, Student Learning, Accountability, and Transparency: The Voluntary System of Accountability**

#### **Presentation By**

Gary W. Reichard  
Executive Vice Chancellor  
and Chief Academic Officer

John D. Welty  
President  
California State University, Fresno

#### **Summary**

The Voluntary System of Accountability (VSA) is unprecedented in modern American higher education. Never before have so many universities joined together to formulate collective strategy on accountability to the public. If successful (as it seems likely to be), the initiative promises to change the way that colleges and universities interact with their publics. Clearly, public pressure—including issuance of the so-called Spellings Commission report in 2006—has provided significant stimulus for this cooperative venture. Given the possibility of a federal mandate that might have little flexibility for institutions, public universities and colleges have chosen to come together as partners to address the needs of policymakers, parents, students, and future students. It is gratifying that the CSU, because of its well-established practices of accountability to all of these constituencies, is in a position to provide leadership in this important national effort. It should be emphasized, however, that the Voluntary System of Accountability is very much a work in progress. Given the magnitude of the endeavor—and the number of participating institutions—it is to be expected that there will be changes as work proceeds on the VSA. The CSU is committed not only to participate fully, but to provide leadership to the developing initiative. Our taking such a role reflects the CSU's recognition of the validity of the public's desire for more transparency and accountability and will help to ensure that national accountability standards and systems for higher education will take into account the mission, goals, and student population of the CSU.

#### **Background**

In January 1998, the *Cornerstones* Report, the first systemwide strategic plan in the history of the California State University, was endorsed by the Board of Trustees. The first of *Cornerstones'* 10 principles has turned out to be a watershed for student learning and assessment in the CSU: "The California State University will award the baccalaureate on the basis of demonstrated learning."

In the decade since *Cornerstones* won adoption by the Board of Trustees, interest in defining and assessing the outcomes of student learning in the CSU has grown steadily, and the data collected have been used to improve academic programs. However, whereas assessment has been widely adopted, policymakers at the federal and state levels have continued to seek greater transparency and visibility of student work accomplished—and are asking for more accountability from institutions that the college degree adds value to what students bring at time of entry into college. Because the CSU has worked on assessment for a decade, we have made great strides in assessing and documenting student learning, and we are in a place to be accountable in ways that policy-makers seek. Data of the kind that the CSU stands ready to provide publicly can help future students and their families make decisions about college—especially as other universities in the United States follow the model that the CSU is helping to develop.

A major development in recent years has propelled the CSU to take a serious look at student learning. It is the series of CSU meetings with industry leaders in the fields in which the CSU provides most of the new employees: agriculture, engineering, hospitality management, and entertainment. When asked what skills college graduates need to have to be successful in their careers, these industry leaders almost unanimously agreed that key skills include abilities to think critically, to write with clarity and power, to make clear and persuasive oral presentations, to find and deploy with skill and authority information from sources that include the Internet, to show understanding of a language other than English, and to work in teams. Such skills are developed throughout an undergraduate career, in general education breadth learning as well as in the major field of study.

#### **National Context: Calls for Institutional Accountability**

There is also national context for the CSU's strengthening commitment to accountability. In September 2006, the report entitled *A Test of Leadership: Charting the Future of U.S. Higher Education* was issued by the commission appointed by U.S. Secretary of Education Margaret Spellings. Although the report covered topics as varied as federal loans and accreditation, the hallmark of the report was its serious concern about institutional accountability for student learning:

Too many decisions about higher education . . . rely heavily on reputation and rankings derived to a large extent from inputs such as financial resources rather than outcomes. Better data about real performance and lifelong working and learning ability is absolutely essential if we are to meet national needs and improve institutional performance.

. . . Despite increased attention to student learning results by colleges and universities and accreditation agencies, parents and students have no solid evidence, comparable across institutions, of how much students learn in colleges or whether they learn more at one college than another.

A host of other higher-education organizations in the United States likewise expressed interest in what students learn:

In many respects, the current approach to gauging institutional and programmatic quality promotes a prestige- and amenity-driven arms race that will leave some universities academically and financially bankrupt.

Redefining quality essentially means shifting focus from inputs to outcomes, specifically, completion of programs, as well as student learning and preparation in key areas (analysis/reasoning, communications).

- *Renewing the Promise: The Public Universities in a Transforming World.* American Association of State Colleges and Universities. November 2005

Capstone or culminating assessments should provide designated moments in the curriculum where students strive to do—and are assessed on—their best, most advanced work. The expected standards should be made public, and should periodically be reviewed by external experts to ensure appropriate quality. For purposes of external reporting, the results of diverse performances can be either sampled or aggregated. Some states already require that assessment standards and findings be made public; this practice should become much more widespread.

- *Fulfilling the Promise: Principles of Excellence for Student Learning in College.* Association of American Colleges & Universities. Draft. January 2006

The evolving national conversation regarding higher education's academic outcomes, buttressed by data showing significant proficiency gaps for college graduates, make clear that the call for better measurement of learning outcomes cannot be evaded. At the same time, university leaders are eager for tools that strengthen their instructional programs, and unfolding advances in value-added measures offer prime opportunities for doing so. Failing to take advantage of these opportunities may leave higher education vulnerable to 'one size fits all' solutions that yield little useful information or do little to advance states' human capital needs.

- *Value-Added Assessment: Accountability's New Frontier.* Perspectives. American Association of State Colleges and Universities. Spring 2006

This groundswell for accountability about "outputs" has developed recently and rapidly across the country, especially for and on behalf of students in public colleges and universities, and has created a sense of urgency: the public is paying

to educate students, and the public wants to know what it is getting in return. Specific evidence of student learning has become a frequently heard demand from policy makers at both state and federal levels.

### **CSU Response: From Assessment to Accountability**

Last year, in preparation for a new CSU strategic plan, the leadership of the California State University did a thorough review of *Cornerstones*. The comment below summarizes where the CSU currently stands in relationship to the need to provide public indicators of learning.

CSU faculty have worked assiduously to define outcomes and assessments for courses and for major degree programs. Course and program reviews are firmly in place. Capstone courses and standardized tests in professional programs (such as business, nursing, engineering, and many others) are widely in use. These assessments have pointed the way to program improvements. Whereas we have made great progress in outcomes and assessments, we are still experimenting with ways to assess the baccalaureate as a whole and ways to provide public indicators of 'value-added' learning.

- *Evaluation of Achievements under Cornerstones*. CSU Office of the Chancellor. September 2006

### **The Voluntary System of Accountability**

Across the nation, responses of colleges and universities to the calls for accountability by policy-makers have been rapid and innovative. After the issuance of the Spellings report, two of the largest higher-education associations in the country--the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC)--immediately began to lay plans to provide clear, easily accessible information about students that would be useful to parents, students, future students, legislatures, and the general public. An important thrust of these plans was that the new modes of accountability would be voluntary, rather than a direct or indirect federal mandate.

As a member of both AASCU and NASULGC, the CSU decided early to participate in these efforts. As a result, CSU institutions have had considerable input into the Voluntary System of Accountability. The VSA intends to demonstrate that universities can and will provide the accountability data that are of interest to federal and state governments, as well as to students and their families. It is intended that each participating institution will ensure transparency concerning student learning outcomes, such as critical and analytical thinking, information literacy, and communication skills—as well as data about to what degree and how students are engaged in their college experience and how smoothly they progress toward the baccalaureate degree.

More than 80 higher education leaders from 70 public colleges and universities across the United States have so far contributed to the development of the VSA. Chancellor Reed and President



John Welty of CSU Fresno have served on the VSA Presidential Advisory Commission, the national oversight body, and Presidents King Alexander (CSU Long Beach) and Jolene Koester (CSU Northridge) have served as chairs of technical work groups on the project (Student Growth and Learning Outcomes, respectively). Five additional appointments to VSA work groups have come from the CSU, as well:

- Student and Family Information Task Force – Lori Varlotta, Vice President for Student Affairs, CSU Sacramento
- Student Growth Technical Work Group – James Kitchen, Vice President for Student Affairs, San Diego State University
- Learning Outcomes Technical Work Group – David Conn, Vice Provost for Academic Programs and Undergraduate Education, Cal Poly San Luis Obispo
- Campus Engagement Task Force – Jeronima Echeverria, Provost and Vice President for Academic Affairs, CSU Fresno
- The System Design and Information Task Force – Marsha Hirano-Nakanishi, Assistant Vice Chancellor, Academic Affairs, Office of the Chancellor

The work of these CSU leaders with colleagues from across the nation has been important in developing a mechanism through which public higher education can truly be more transparent and accountable. Specifically, the emerging VSA partnership has identified three key areas of importance, to which every participating institution has agreed to respond. They are:

- *Student and family information.* Examples: student characteristics, graduation rates, retention rates, costs of attendance and financial aid, undergraduate admissions, degrees and areas of study, future plans of bachelor's degree recipients. All institutions will provide data on these topics and others, on a standard template that has been developed by the national work groups.
- *Student experiences and perceptions.* Examples: group learning experiences, active learning experiences, experiences with diverse groups of people and ideas, student satisfaction, institutional commitment to student learning and success, student interaction with campus faculty and staff. An institution will select one of four student surveys to conduct at its campus and report results.
- *Student learning.* Critical thinking, analytic thinking, and written communication. Institutions will provide evidence of student learning in two ways: (1) program assessments and professional licensure exams, and (2) completing one of three instruments that measure "value added" by the undergraduate experience in terms of broad cognitive skills.

### **CSU Presidents' Council on Accountability**

At the same time that individuals from the CSU have provided expertise to help guide the VSA on a national level through their involvement in various work groups, the CSU has also convened

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a Presidents' Council on Accountability (PCA) to guide the system's participation in the initiative. This Presidents' group includes: King Alexander, Long Beach; Milton Gordon, Fullerton; Dianne Harrison, Monterey Bay; Karen Haynes, San Marcos; Jolene Koester, Northridge; Mohammed Qayoumi, East Bay; Richard Rush, Channel Islands; and John Welty (chair), Fresno. The job of this group has been to provide feedback to CSU members on the national VSA groups and to identify how the VSA will be implemented on CSU campuses. The PCA has met several times since February 2007 to make decisions about how the CSU will participate in both the VSA itself and the public release of information about the initiative.

As has been affirmed by the CSU Executive Council, CSU campuses have committed to providing three types of public information by means of the following actions, in connection with their participation in the VSA:

- **Measures of effectiveness.** Undergraduate Success and Progress: All CSU campuses will submit data on enrollments and graduations to the national Student Clearinghouse by Fall 2008 for the period Fall 2001 to present.
- **Student engagement.** Each CSU institution can choose to use any one of several instruments to assess student engagement: National Survey of Student Engagement (NSSE), College Student Experiences Questionnaire (CSEQ), College Senior Survey (CSS), or University of California Undergraduate Experience Survey (UCUES).
- **Student learning.** The VSA permits participating institutions to choose to use one of three instruments to assess students' learning:
  - Measure of Academic Proficiency and Progress (MAPP) – developed by ETS
  - Collegiate Assessment of Academic Proficiency (CAAP) – developed by ACT
  - Collegiate Learning Assessment (CLA) – developed by CAE

Given that CLA is the only assessment that measures “value-added” learning, the Presidents' Council on Accountability, in consultation with the CSU Executive Council, has chosen it as the preferred instrument for CSU campuses to use (in both 2007-2008 and 2008-2009). The CLA is a 90-minute assessment based upon student performance in real-life tasks, such as creating a memo or policy recommendation that draws upon a series of documents that each student must review, evaluate, and summarize. Several CSU campuses (including Los Angeles, Monterey Bay, Pomona, Northridge, Sonoma, and Stanislaus) have previous experience with administration of the CLA, from which the entire system should be able to benefit. In fall 2007, every CSU campus is administering the CLA to 100 freshman students, and in spring 2008, each institution will test 100 seniors.

Because approximately 55% of CSU baccalaureate degrees are awarded to transfer students, the CSU faces a challenge: the CLA is designed to assess students who enter as freshmen and graduate as seniors from the same university. Because of the size and transferability issues in the CSU, CLA has been willing to experiment and break new ground in testing junior transfers. It is

hoped that the CLA can help us better understand this important segment of our student population.

To help CSU campuses prepare for these unprecedented systemwide assessments, in summer 2007 faculty and staff from across the system attended workshops sponsored by the Chancellor's Office in the northern and southern regions of the state to learn more about what the CLA is, how it works, what it tells us, how to administer the assessment, and how to understand and use the results.

### **The VSA *College Portrait***

To address the need for student/family information, universities participating in VSA are expected to adopt the *College Portrait* that has been endorsed by the VSA Presidents' Council (see Attachment A). This is a web-based template designed specifically to communicate accountability data to the public. As presently formulated, the *College Portrait* includes, among other things, data that describe:

- Student characteristics
- Student level
- Enrollment status
- Undergraduate profile
- Classroom environment
- Degrees and areas of study
- Financial aid awarded
- Undergraduate cost per year
- Student experiences and perceptions
- Student learning outcomes

Although all universities participating in the VSA will use the same *College Portrait* template to showcase their data, individual institutions will have the ability to add to and complement the required standardized data. CSU campuses will take advantage of this opportunity by adopting a special CSU template with a focus on the CSU's contributions to the "public good" that address the interests and needs of the general public at-large, rather than the interests of only student "consumers" and their parents. The CSU-specific data that will be entered into this addendum to the standard VSA *College Portrait* will include, among others, number and percentage of lower-income students enrolled, number and percentage of lower-income students graduating, and "net tuition" paid per Full-Time Equivalent Student (see Attachment B).

It is possible that the CSU will add other additional special features. Under consideration, for example, is reporting the scores of students who have taken the ICT Literacy (iSkills) assessment of students' information literacy. (In addition to student scores, institutional scores are also available.) Several CSU institutions have used this 75-minute, online, scenario-based assessment

to gather data for WASC accreditation, program improvement, and baseline awareness for entering freshmen. The PCA will consider its possible inclusion at a future meeting.

### **CSU Statement of Commitment to the Voluntary System of Accountability**

As noted above, the CSU Executive Council has formally endorsed participation in the VSA, including the specific commitments below. Included in the "Statement of Commitment" are the topics and timelines for implementation and the data needed to create each campus's *College Portrait*.

- Undergraduate success and progress: Data on enrollments and graduations submitted to the national Student Clearinghouse by fall 2008 for the period fall 2001 to present.
- Undergraduate success and progress rate reported on template by fall 2009.
- Future plans of bachelor's degree recipients (via survey results) reported on template by fall 2009.
- Student engagement: Each campus shall administer the National Survey of Student Engagement (NSSE), CSEQ, CSS or UCUES at least every three years. Results must be reported on the template no later than fall 2009.
- Learning outcomes: All CSU campuses will administer the Collegiate Learning Assessment (CLA) instrument to freshmen and seniors for two years beginning with the academic year 2007-08. After this pilot period, a determination will be made as to the frequency of administration, which shall be at least every three years.<sup>1</sup>

Six CSU campuses will also experiment with an administration of the CLA to transfer students in 2007-08. Based upon the results, a decision shall be made whether to administer the CLA at all campuses with 25% or more transfer students on a regular basis, as recommended by the national VSA Presidential Advisory Commission.

The learning outcomes data are to be reported in a narrative statement and to be accompanied by a tabular report on the raw scores of freshmen and seniors on the CLA.

Finally, it is recommended that the Office of the Chancellor conduct a review of all current accountability reports and data required of the campuses and eliminate any data reporting that is no longer needed as the result of the adoption of the VSA comprehensive system of accountability.

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<sup>1</sup> A cross-sectional administration of the sample is recommended over the longitudinal method. That is, two separate groups of freshmen and seniors will be selected for testing, rather than testing a single group of students as freshmen and then again as seniors.

# Accountability University

Washington, DC • 202.478.6043 • [www.AccountabilityU.edu](http://www.AccountabilityU.edu)

NOTE: All data on "Accountability University" are fabricated.

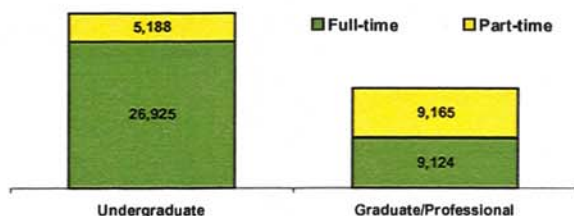
Text box for institutions to add description of campus (100 words)

NOTE: Most data in the first 3 pages are from existing data sources (Common Data Set, IPEDS)

## Student Characteristics (Fall 2006) [More](#)

**TOTAL NUMBER OF STUDENTS** 50,402

### Student Level and Enrollment Status



### UNDERGRADUATE PROFILE

**Total** 32,113

#### Gender

Women	17,158	53%
Men	14,955	47%

#### Race/Ethnicity

African American / Black	1,483	5%
American Indian / Alaskan Native	284	1%
Asian / Pacific Islander	3,048	9%
Hispanic	652	2%
International	588	2%
White	24,616	77%
Race/Ethnicity Unknown	1,442	4%

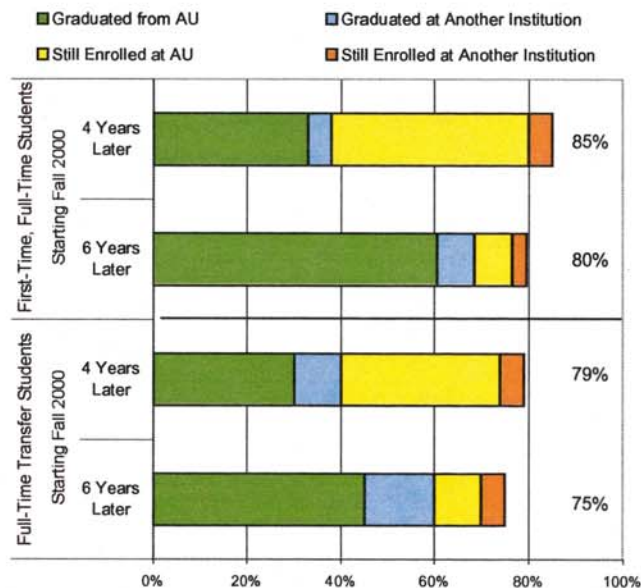
#### Geographic Distribution

<institution's state>	22,950	71%
Other US	8,575	27%
Other Countries	588	2%

#### Age

Average Age	21
Percent of Undergraduates Age 25 or Older	11%

## Undergraduate Success & Progress Rate [More](#)



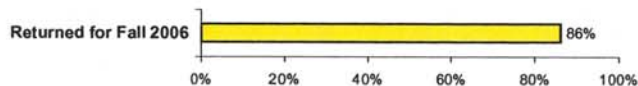
A 85% four-year success and progress rate means that 85% of students starting in Fall 2000 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2000 entering class shown in the graph above.

- 4865 First-Time, Full-Time Students
- 2500 Full-Time Transfer Students

For Detailed Success & Progress Rate Tables [CLICK HERE](#)

### Retention of Fall 2005 First-Time, Full-time Students



## COLLEGE PORTRAIT

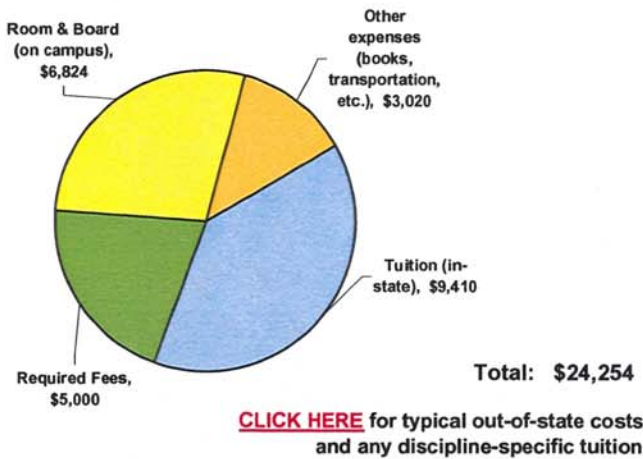
A VOLUNTARY SYSTEM OF ACCOUNTABILITY (VSA<sup>SM</sup>)

ONE OF THE STRENGTHS OF U.S. HIGHER EDUCATION IS THE BROAD RANGE OF DIVERSE INSTITUTIONS, EACH WITH ITS OWN DISTINCTIVE MISSION. COLLEGE STUDENTS HAVE THE OPPORTUNITY TO SELECT THE INSTITUTION THAT IS THE BEST MATCH FOR THEIR INTERESTS, ABILITIES, AND GOALS. WE PRESENT THIS INFORMATION TO HELP STUDENTS AND THEIR FAMILIES BETTER UNDERSTAND HOW COLLEGES ARE ALIKE IN SOME WAYS, DIFFERENT IN OTHERS. THE ITEMS IN THE COLLEGE PORTRAIT WERE SELECTED BASED ON RECOMMENDATIONS FROM MANY FOCUS GROUPS AS WELL AS EXPERTS IN HIGHER EDUCATION. WHILE THESE ITEMS WILL GIVE YOU VALUABLE INSIGHT INTO COLLEGE LIFE, THEY WILL NOT CAPTURE THE FULL RANGE AND RICHNESS OF THE EXPERIENCE. WE ENCOURAGE YOU TO CHECK OUT COLLEGE WEB SITES AND VISIT CAMPUSES TO GET A MORE COMPLETE PICTURE OF THE OPPORTUNITIES AVAILABLE TO YOU.

**Costs of Attendance and Financial Aid**

[More](#)

**Typical Undergraduate Cost per Year without Financial Aid (Full-Time, In-State Students)**



The cost to attend AU varies based on the individual circumstances of students and may be reduced through grants and scholarships.

[CLICK HERE](#)  
To get a cost estimate for students like you!

**Financial Aid Awarded to Undergraduates**

**Overall Financial Aid**

• 93% of Fall 2005 full-time undergraduates received financial aid of some type (including loans); their average financial aid award for the year was \$12,162.

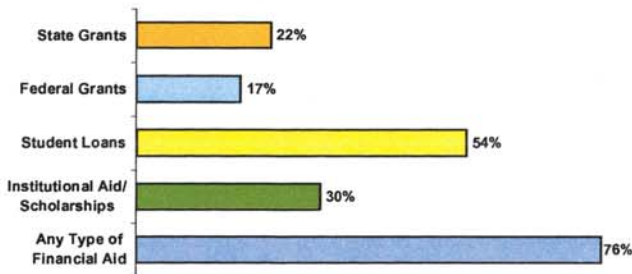
**Family Income-Based Aid**

• 70% of Fall 2005 full-time undergraduates received family income-based grants or scholarships; their average award for the year was \$7,596.

**Loans**

• 62% of Fall 2005 full-time undergraduates received loans (not including parent loans); their average loan amount for the year was \$5,922.

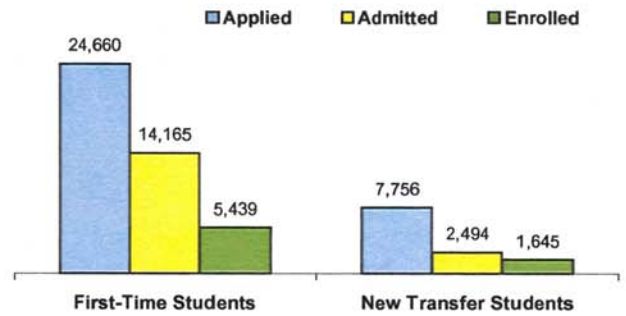
**Percent of Fall 2005 First-Time Students Receiving Each Type of Financial Aid**



NOTE: Students may receive aid from more than one source.

**Undergraduate Admissions**

[More](#)



**Test(s) Required for Admission:**

**SAT or ACT**

50% of admitted students have test scores in the following ranges. 25% have scores above and 25% have scores below.

Middle 50% of Score Range	ACT	SAT
Combined Score	23-28	1120-1360
Math	23-28	580-690
English	21-28	
Critical Reading		540-670

Percent in top 25% of High School Graduating Class	77%
Percent in top 50% of High School Graduating Class	97%
Average High School GPA (4-point scale)	3.00

**Degrees and Areas of Study**

[More](#)

**Degrees Awarded at AU in 2005-06**

Bachelor's	6,319
Master's	2,962
Doctoral	751
Professional (e.g., Law, Medicine)	785
<b>Total</b>	<b>10,817</b>

**Areas of Study at AU with Largest Number of Undergraduate Degrees Awarded**

Social sciences	13%
Business/marketing	12%
Engineering	9%
Psychology	7%
Biological/life sciences	7%
All other degree areas	52%
<b>Total</b>	<b>100%</b>

For a list of undergraduate and graduate programs [CLICK HERE](#)

## The AU Community

[More](#)

Institution Text Box (100 words) to highlight campus



## Study at AU

[More](#)

### Classroom Environment

Students per Faculty	15 to 1
Undergraduate classes with fewer than 30 students	69%
Undergraduate classes with fewer than 50 students	84%

### Instructional Faculty

Total Full-time Instructional Faculty	1,991
% Women Faculty	31%
% Faculty from Minority Groups	13%
% Faculty with Highest Degree	69%

## Carnegie Classification of Institutional Characteristics

[More](#)

### Basic Type

Research University with very high research activity

### Size and Setting

Large four-year, primarily nonresidential

### Enrollment Profile

Majority undergraduate

### Undergraduate Profile

Full-time four-year, more selective, higher transfer-in

### Undergraduate Instructional Program

Balanced arts & sciences/professions, high graduate coexistence

### Graduate Instructional Program

Comprehensive doctoral with medical/veterinary

#### NOTE:

Institutional classifications based on the Carnegie 2005 edition.  
[CLICK HERE](#) for more information on the Carnegie Classification system.

## Student Housing

[More](#)

78% of new freshmen live on campus  
31% of all undergraduates live on campus

## Campus Safety

[More](#)

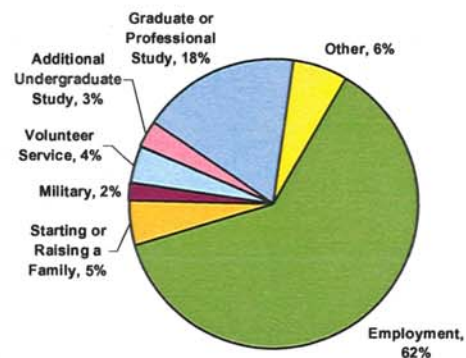
Institution Text Box (50 words)

[CLICK HERE](#) for Campus Crime Statistics Reports

## Future Plans of 2005-06

[More](#)

### Bachelor's Degree Recipients



[CLICK HERE](#) for information on survey administration, sample, and response rate.

# COLLEGE PORTRAIT

A VOLUNTARY SYSTEM OF ACCOUNTABILITY (VSA<sup>SM</sup>)

## Student Experiences and Perceptions

[More](#)

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful. Examples of how AU evaluates the experiences of its students can be found by [CLICKING HERE](#).

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2005-06 College Student Experiences Questionnaire (CSEQ). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

[CLICK HERE](#) for information on survey administration, the survey sample, and the response rate.

[CLICK HERE](#) for CSEQ comparison data.

### Group Learning Experiences

xx% of seniors participated with other students and faculty members outside of class.  
xx% of seniors worked on class assignments and projects with other students.  
xx% of seniors managed or provided leadership for a club or organization.

### Active Learning Experiences

xx% of seniors spend at least 6 hours per week outside of class on academic activities.  
xx% of seniors worked with a faculty member on a research project.  
xx% of seniors worked on an off-campus committee, organization, or project.  
xx% of seniors applied material learned in class to other areas such as jobs or internships.

### Experiences with Diverse Groups of People and Ideas

xx% of seniors had discussions with students from a different country than their own.  
xx% of seniors had discussions with students whose philosophy of life and personal values were very different from their own.  
xx% of seniors had discussions with students whose race or ethnic background was different than their own.

### Student Satisfaction

xx% of seniors would attend the same university again if they started over.  
xx% of seniors found campus staff to be helpful, considerate or flexible.

### Institutional Commitment to Student Learning and Success

xx% of seniors discussed career plans with a faculty member.  
xx% of seniors discussed academic programs and requirements with a faculty member.  
xx% of seniors used a learning lab or center to improve skills  
xx% of seniors talked with a faculty or staff member about personal concerns.  
xx% of seniors report working harder than they thought they could to meet an instructor's standards or expectations.

### Student Interaction with Campus Faculty and Staff

xx% of seniors worked harder after receiving feedback from an instructor.  
xx% of seniors participated in discussions with other students and faculty members outside of class.  
xx% of seniors discussed ideas for class assignments, term papers, or projects, with a faculty member.  
xx% of seniors requested feedback from instructors about academic performance  
xx% of seniors discussed grades, make-up work, assignments, with the instructor.

# COLLEGE PORTRAIT

A VOLUNTARY SYSTEM OF ACCOUNTABILITY  
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## Student Experiences and Perceptions

[More](#)

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful. Examples of how AU evaluates the experiences of its students can be found by [CLICKING HERE](#).

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected questions from the 2005-06 College Senior Survey (CSS) from the Cooperative Institutional Research Program (CIRP). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of AU seniors who participated in the survey.

[CLICK HERE](#) for information on survey administration, the survey sample, and the response rate.

[CLICK HERE](#) for CSS national comparison data.

### Group Learning Experiences

xx% of seniors have discussed course content with students outside of class.

xx% of seniors have studied with other students.

xx% of seniors spent one hour or more per week in student clubs/groups.

### Active Learning Experiences

% of seniors spend at least 6 hours per week studying and doing homework.

% of seniors report challenging a professor's ideas in class.

xx% of seniors have participated in an internship program.

xx% of seniors have participated in an independent study program.

xx% of seniors have performed community service as a part of the class.

xx% of seniors have participated in a study abroad program.

xx% of seniors report professors provided them with an opportunity to work on a research project.

xx% of seniors report they had an opportunity to apply classroom learning to "real-life" issues.

### Experiences with Diverse Groups of People and Ideas

xx% of seniors indicated they socialized with someone of another racial/ethnic group.

xx% of seniors indicated they often had meaningful and honest discussions about race/ethnic relations outside of class.

xx% of seniors stated that their knowledge of people from different races/cultures is stronger since entering college.

xx% of seniors stated that their ability to get along with people of different races/cultures is stronger since entering college.

### Student Satisfaction

xx% of seniors are satisfied with overall college experience.

xx% of seniors are satisfied with overall quality of instruction.

xx% of seniors state they would choose to enroll at this college again.

xx% of seniors are satisfied with the overall sense of community among students.

### Institutional Commitment to Student Learning and Success

xx% of seniors are satisfied with tutoring or other academic assistance.

xx% of seniors are satisfied with academic advising.

xx% of seniors are satisfied with career counseling and advising.

### Student Interaction with Campus Faculty and Staff

xx% of seniors are satisfied with the amount of contact with faculty.

xx% of seniors report they had an opportunity to discuss coursework outside of class.

xx% of seniors are satisfied with their ability to find a faculty or staff mentor.

## Student Experiences and Perceptions

[More](#)

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful. Examples of how AU evaluates the experiences of its students can be found by [CLICKING HERE](#).

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected questions from the 2005-06 National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of AU seniors who participated in the survey.

[CLICK HERE](#) for information on survey administration, the survey sample, and the response rate.

[CLICK HERE](#) for NSSE national comparison data.

### Group Learning Experiences

xx% of seniors worked with classmates on a group project.  
xx% of seniors tutored or taught other students.  
xx% of seniors spend at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports.

### Active Learning Experiences

xx% of seniors made at least one class presentation last year.  
xx% of seniors spend at least 6 hours per week preparing for class.  
xx% of seniors worked on a research project with a faculty member.  
xx% of seniors participated in an internship, practicum, or field experience.  
xx% of seniors participated in study abroad.  
xx% of seniors participated in community service or volunteer work

### Experiences with Diverse Groups of People and Ideas

xx% of seniors report that they often try to understand someone else's point of view.  
xx% of seniors report their experience at AU contributed to their understanding people of other racial and ethnic backgrounds.  
xx% of seniors often have serious conversations with students of a different race or ethnicity.

### Student Satisfaction

xx% of seniors would attend AU if they started over again.  
xx% of seniors rate their entire educational experience as good or excellent.  
xx% of seniors report that other students are friendly or supportive.

### Institutional Commitment to Student Learning and Success

xx% of seniors believe AU provides support for student success.  
xx% of seniors rate the quality of academic advising at AU as good or excellent .  
xx% of seniors report that AU provides help in coping with work, family and other responsibilities.  
xx% of seniors report working harder than they thought they could to meet an instructor's standards or expectations.

### Student Interaction with Campus Faculty and Staff

xx% of seniors believe that the campus staff are helpful, considerate, or flexible.  
xx% of seniors believe that faculty are available, helpful, or sympathetic.  
xx% of seniors report that faculty members provide prompt feedback on their academic performance.  
xx% of seniors discuss readings or ideas with faculty members outside of class.

## Student Experiences and Perceptions

[More](#)

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful. Examples of how AU evaluates the experiences of its students can be found by [CLICKING HERE](#).

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected questions from the 2005-06 University of California Undergraduate Experience Survey (UCUES). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of AU seniors who participated in the survey.

[CLICK HERE](#) for information on survey administration, the survey sample, and the response rate.

[CLICK HERE](#) for comparison data.

### Group Learning Experiences

xx% of seniors work outside of class on class projects or study with classmates.

xx% of seniors spend one or more hours a week participating in student organizations or clubs.

xx% of seniors reporting serving as an officer or leader in a campus organization or club.

xx% of seniors help a classmate better understand course material.

### Active Learning Experiences

xx% of seniors report making class presentations.

xx% of seniors spend at least 6 hours per week studying and other academic activities outside of class.

xx% of seniors have enrolled in at least one service learning course.

xx% of seniors have enrolled in at least one independent research project.

xx% of seniors have participated in a study abroad program.

xx% of seniors have participated in an internship.

xx% of seniors have assisted faculty with research.

### Experiences with Diverse Groups of People and Ideas

xx% of seniors rate their ability to appreciate, tolerate, understand racial and ethnic diversity as good or better.

xx% of seniors rate their ability to appreciate cultural and global diversity as good or better.

xx% of seniors rate their ability to understand their own racial and ethnic identity as very good or excellent.

xx% of seniors rate their ability to understand racial and ethnic differences or issues as very good or excellent.

### Student Satisfaction

xx% of seniors are at least somewhat satisfied with the value of their education for the price they paid.

xx% of seniors are at least somewhat satisfied with their overall academic experience.

xx% of seniors would choose to attend this institution again.

xx% of seniors report that their campus has a strong commitment to undergraduate education.

### Institutional Commitment to Student Learning and Success

xx% of seniors are at least somewhat satisfied with advising by faculty on academic matters.

xx% of seniors are at least somewhat satisfied with advising by college staff on academic matters.

xx% of seniors are at least somewhat satisfied with availability of courses needed for graduation.

xx% of seniors report raising their standards for acceptable effort due to the high standards of a faculty member.

### Student Interaction with Campus Faculty and Staff

xx% of seniors sought academic help from an instructor or tutor.

xx% of seniors talked with an instructor outside of class about course material.

xx% of seniors worked with a faculty member on a campus activity other than coursework.

## Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

AU's approach to measuring student learning is as follows:

*Institution text block (100 words)*

*Includes link to other assessment initiatives and post graduation success examples.*

### Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the AU results from the College Assessment of Academic Proficiency (CAAP). The CAAP measures critical thinking and written communication using two test modules -- critical thinking and a writing essay.

[CLICK HERE](#) for a description of the test modules.

[CLICK HERE](#) for information on test administration, the test sample, and the response rate.

### Learning Gains Between Freshman Year and Senior Year

#### Critical Thinking

The increase in learning for the critical thinking module is *<what would be expected>* at an institution with students of similar academic abilities.

#### Writing Essay

The increase in learning for the writing essay is *<what would be expected>* at an institution with students of similar academic abilities.

### Average Institutional Scores

	Freshman Score	Senior Score
Critical Thinking	44	65
Writing Essay	38	57

CAAP Score Range: 20 to 80

## COLLEGE PORTRAIT

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### Reporting Notes

**Optional: Report Learning Gains Between Entering Transfer Students and Senior Transfer Students**

**Options for text in <brackets >:**

- > well above what would be expected;
- > above what would be expected;
- > what would be expected
- > below what would be expected
- > well below what would be expected

**If <below or well below expected> add text below:**

AU is examining the factors that may have contributed to the test results. More information on the evaluation and subsequent actions can be found by [CLICKING HERE](#).

## Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

AU's approach to measuring student learning is as follows:

*Institution text block (100 words)*

*Includes link to other assessment initiatives and post graduation success examples.*

### Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one three tests. Following are the AU 2006-2007 results from the Collegiate Learning Assessment (CLA). Such general skills are applicable and useful for both career and personal success and are important outcomes of college regardless of a student's major. The CLA measures critical thinking, analytic reasoning and written communication using two different tasks – a performance task and an analytic writing task.

[CLICK HERE](#) for a description and example the performance task and the analytic writing task.

[CLICK HERE](#) for information on test administration, the sample, and the response rate.

### Learning Gains Between Freshman Year and Senior Year

#### Performance Task

The increase in learning on the performance task is *<what would be expected>* at an institution with students of similar academic abilities.

#### Analytic Writing Task

The increase in learning on the analytic writing task is *<what would be expected>* at an institution with students of similar academic abilities.

### Average Institutional Scores

	Freshman Score	Senior Score
Performance Task	1003	1050
Analytic Writing Task	1021	1102

CLA Score Range: 400 to 1600

## COLLEGE PORTRAIT

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### Reporting Notes

**Optional: Report Learning Gains Between Entering Transfer Students and Senior Transfer Students**

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- > well below what would be expected

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## Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

AU's approach to measuring student learning is as follows:

*Institution text block (100 words)*

*Includes link to other assessment initiatives and post graduation success examples.*

### Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the AU 2006-2007 results from the Measure of Academic Proficiency and Progress (MAPP). The MAPP measures critical thinking, analytic reasoning, and written communication and reports separate scores on critical thinking and written communication.

[CLICK HERE](#) for a description of the test.

[CLICK HERE](#) for information on test administration, the test sample, and the response rate.

### Learning Gains Between Freshman Year and Senior Year

#### Critical Thinking

The increase in learning for critical thinking is *<what would be expected>* at an institution with students of similar academic abilities.

#### Written Communication

The increase in learning for written communication is *<what would be expected>* at an institution with students of similar academic abilities.

### Average Institutional Scores

	Freshman Score	Senior Score
Critical Thinking	112	121
Written Communication	108	118

MAPP Score Range: 100 to 130

## COLLEGE PORTRAIT

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### Reporting Notes

**Optional: Report Learning Gains Between Entering Transfer Students and Senior Transfer Students**

**Options for text in <brackets >:**

- > well above what would be expected;
- > above what would be expected;
- > what would be expected
- > below what would be expected
- > well below what would be expected

**If <below or well below expected> add text below:**

AU is examining the factors that may have contributed to the test results. More information on the evaluation and subsequent actions can be found by [CLICKING HERE](#).

# California State University, X

The information provided in this section addresses many important institutional contributions to California. This small collection of data is designed to ensure that many of our public universities are recognized for their societal contributions as well as demonstrating greater accountability to individual students, parents, and the public-at-large.

## "PUBLIC GOOD" CONTRIBUTIONS

### Degrees Granted 2005-06

Total Degree Awards	% of CSU	CSU	% of State
Bachelor's	2,900	69,350	46%
Master's	667	18,269	32%
Doctoral	5	61	1%
Total	3,572	87,680	41%

### Bachelor's Degrees

Race/ Ethnicity	% of CSU	CSU	% of State
African American/ Black	75	3,317	48%
American Indian/ Alaskan Native	23	509	46%
Asian/ Pacific Islander	232	11,933	38%
Latino	1,007	13,877	55%
White, Non-Latino	1,296	27,387	44%
International	474	2,845	45%
Other Ethnicity/ Unknown	591	9,482	54%
Total	3,698	69,350	46%

### High Demand

	% of CSU	CSU	% of State
Agriculture	201	863	65%
Engineering	153	3,794	43%
Life Science	412	5,161	38%
Nursing	87	1,656	62%
Public Administration	154	1,308	58%

### Economic Diversity: Access & Completion

Undergraduate Pell Grant Recipients (2005-06)	23,000
CSU, X Undergraduates	11,497
CSU, X Undergraduate Pell Grant Recipients	50%
Pell Percentage of Undergraduates	38%
System Pell Percentage of Undergraduates	27%
National Pell Percentage of Undergraduates	

### Bachelor's Degree Pell Grant Recipients (2005-06)

CSU, X Bachelor's Degrees	5,123
CSU, X Pell & Degree Recipients	1,824
Pell Percentage of Undergraduates	36%
System Pell Percentage of Undergraduates	43%
National Pell Percentage of Undergraduates	

### "Net Tuition & Fees Paid Per Student"

Full Year, Full-Time California Listed Fee per Student	\$2,986
Actual Tuition and Fees Paid per Student	\$371

### Loan Debt of Bachelor's Degree Recipients

Average Bachelor's Degree Recipient Loan Debt (2006)	\$13,726
CSU, X	\$17,270
State Average	\$18,126
National Average	

### Proportion of Graduates with Debt (2006)

CSU, X	32%
State Average	47%
National Average	67%

## COMMITTEE ON EDUCATIONAL POLICY

### **Assessment of Information and Communication Technology Literacy Skills**

#### **Presentation By**

Gary W. Reichard  
Executive Vice Chancellor  
and Chief Academic Officer

#### **Summary**

Conducting library research and writing college term papers have always presented difficulties to undergraduate students: not crediting the sources of their ideas and words, not using the most up-to-date information, or not consulting the appropriate materials. But with the technological explosion, and with information readily available outside the library, there are many more possible pitfalls for students writing college papers. To address this issue, the CSU, in partnership with other organizations, has developed an innovative online assessment of students' information-seeking and information-using skills.

#### **Assessment of ICT Literacy Skills**

A recent article posted on CNN's website was headlined "Students won't search for information offline"—a statement that comes as no surprise to faculty, professional staff, and administrators working at universities today. Nor is it a shock to see that the article's subheading succinctly describes the way many college students approach information-seeking: "Go to Google, search and scroll results, click and copy."

Some ten years ago, concerns about the accuracy, integrity, and reliability of information found on the Internet prompted the California State University to begin a major initiative to make sure that CSU students were able to find, evaluate, and use information effectively—in both electronic and print formats. The CSU has been one of the first and most prominent higher education leaders in trying to raise awareness of students' information, communication, and technology skills (ICT literacy skills), an effort that has been acknowledged and lauded in *Campus Technology*, *Chronicle of Higher Education*, *Change*, *Library Journal*, and other periodicals.

The ICT literacy project has been a joint effort involving CSU librarians, faculty, staff, students, and administrators. In 1998, the Academic Senate CSU passed a resolution promoting ICT literacy skills and urging campus senates to develop a university-wide comprehensive program in ICT literacy to ensure that all CSU graduates are able to locate, organize, critically evaluate, and



communicate information. In 2002, the Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California published “Academic Literacy: A Statement of Competencies Expected of Students Entering California’s Public Colleges and Universities.” This document endorsed programs that would enable students to “find, evaluate, use, and communicate information in all its various formats, including the plethora of electronic communications. In other words, information competence is the fusion or integration of library literacy, ethics, critical thinking, and communications skills.”

After a decade of raising awareness about information literacy, the CSU unveiled a remarkable new instrument for assessing students’ information-seeking and information-using skills. It was developed jointly by the California State University, the Educational Testing Service (ETS), and six other institutions of higher education: California Community College System, UCLA, University of Washington, University of Texas System, University of Louisville, and University of North Alabama. This assessment is a 75-minute, online, scenario-based simulation that asks students to perform real-life information tasks. The students tackle 14 short tasks that take four minutes each, and one long task that takes 15 minutes. Now known as *iSkills*, this assessment was administered in spring 2005 to over 3300 students on all 23 campuses in a “test of the test.” These are the skills that were tested:

- Define: Know how to articulate a need for and determine where to locate information
- Access: Search and collect information from the internet and databases
- Evaluate: Assess the relevance, veracity, and completeness of information for a specific purpose
- Manage: Develop and use a comprehensive organizational scheme
- Integrate: Synthesize, summarize, compare, and draw conclusions from information from multiple sources
- Create: Generate information by adapting and critically analyzing current data
- Communicate: Convey information persuasively to various audiences using the right medium

The subject matter of the various tasks included the humanities, social sciences, popular culture, and natural sciences. The technology topics necessary to perform the tasks included email, search engines, word processing, spreadsheets, presentation software, and graphics. Students responded favorably to the assessment. Ninety-four percent of the students said that “to perform well on this test requires thinking skills as well as technical skills.” Ninety percent said that “I have never taken a test like this one before,” and surprisingly, sixty percent said that “I enjoyed taking this test.”

A year after the “test of the test,” in August 2006, the *iSkills* assessment became a completed and finished product and began to be administered to CSU students in selected courses. The assessment was used, for example, in first-year experience courses to help students understand the skills needed to succeed in college; it was used by business students who could assess their current skills and perhaps be able to show a high *iSkills* score to a prospective employer; and it was used by some campuses to respond to WASC requirements for ensuring students’ information literacy skills.

The assessment provides score reports, and a wealth of information that can be useful to the institution, a department or program, or an individual student. A sample score report for a single student can be found in Attachment A. An aggregate feedback report can be found in Attachment B.

## INDIVIDUAL SCORE REPORT

All Sessions, Fall 2007

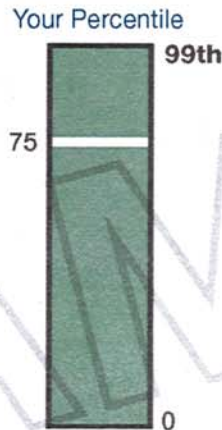
Version: Advanced Level

This report provides your score on the assessment and feedback on your performance on specific tasks.

You can find more information about the assessment and the tasks on our website: <http://www.ets.org/iskills>.

**Name:** Tanisha Beck  
**Date of Birth:** May 15, 1986  
**Test Location:** 1234 Revford College  
**ETS ID #:** 9999-9999  
**Date of Test:** March 10, 2006

**Your Score: 600    Percentile: 75**



Scores can range from 400 to 700. The midpoint of the scale (550) represents the average performance of all early 2006 test takers.

The bracket represents the range of scores you might expect to receive if you take this test again.

The percentile shows how you did compared with all the people who took the test early in 2006. For example, if you received a score in the 60th percentile, you did better than 60 percent of all test takers.

### Performance Feedback

The *iSkills*™ assessment measures seven different skill areas of information and communication technology literacy. The feedback below describes your performance on the tasks you saw, organized by these skill areas. This feedback is for your information only and is not predictive of future performance.

**Define:** Formulate a research statement to facilitate the search for information.

What was I asked to do?	How did I do?
Answer three questions to clarify a research project. (Clarifying a Project: <i>DoRight Foundation</i> )	<ul style="list-style-type: none"> <li>You selected the best initial question to help focus the topic.</li> <li>You chose a follow-up question that was reasonable, but not best.</li> <li>You selected the best additional information to clarify the topic.</li> </ul>
Choose a research topic according to specific criteria and explain your choice. (Finding a Topic: <i>Journalism Class</i> )	<ul style="list-style-type: none"> <li>You chose a research topic that did not fulfill one of the criteria given.</li> <li>You correctly reported the criteria fulfilled by the topic you selected.</li> </ul>

**Access:** Find and retrieve information from a variety of sources.

What was I asked to do?	How did I do?
Install a video player to download a video file. (Downloading a File: <i>Great Garloo</i> )	<ul style="list-style-type: none"> <li>You installed the video player successfully and played the video file.</li> <li>You installed the video player efficiently.</li> <li>You failed to save the video file to the proper folder on your hard drive.</li> </ul>

(Continued on next page)

**Access:** Find and retrieve information from a variety of sources. (Continued)

What was I asked to do?	How did I do?
Locate a web page and two database abstracts for a research project. (Researching a Topic: <i>Child Psychology Class</i> )	<ul style="list-style-type: none"> <li>You used search terms that were reasonable, but not precise, in your web searches.</li> <li>You used search terms that were precise and useful in your database searches.</li> <li>You used some, but not all, of the proper search delimiters in your database searches.</li> <li>You selected database abstracts that were mostly, but not entirely, useful and relevant.</li> </ul>
Search a store's database in response to a customer's inquiry. (Finding an Item: <i>Vinylove</i> )	<ul style="list-style-type: none"> <li>You chose the correct store database on your first search.</li> <li>You selected the most appropriate category for searching.</li> <li>You chose the best search term for the database you selected.</li> <li>You selected all of the appropriate items for the customer.</li> <li>You selected one inappropriate item for the customer in addition to appropriate ones.</li> </ul>

**Evaluate:** Judge the usefulness and sufficiency of information for a specific purpose.

What was I asked to do?	How did I do?
Judge the probable usefulness of sites returned in a web search for a particular research topic. (Evaluating Search Results: <i>Vegetarianism</i> )	<ul style="list-style-type: none"> <li>You judged the sites correctly with regard to timeliness.</li> <li>You judged one site incorrectly with regard to bias.</li> <li>You judged the sites correctly with regard to authority.</li> <li>You chose the best site for your research need.</li> </ul>
Judge the usefulness of web pages and article abstracts. (Researching a Topic: <i>Child Psychology Class</i> )	<ul style="list-style-type: none"> <li>You visited some irrelevant web pages.</li> <li>You failed to open the best web page the first time it was presented in your search results.</li> <li>You bookmarked the best web page for the assignment.</li> <li>You selected the two best abstracts from the article database.</li> </ul>
Evaluate flyers according to their fulfillment of particular criteria and choose the best one. (Evaluating Documents: <i>Radio Station Flyers</i> )	<ul style="list-style-type: none"> <li>You ranked the flyers reasonably, but not optimally.</li> <li>You chose a flyer that was reasonable, but not the best.</li> <li>You filled out the justification form explaining your choice of flyer accurately.</li> </ul>

**Manage:** Organize information for later retrieval.

What was I asked to do?	How did I do?
Organize files into folders on a hard drive. (Managing Files: <i>Professor Konstantakis</i> )	<ul style="list-style-type: none"> <li>You moved some, but not all, of the files into the proper folders.</li> <li>You deleted the unnecessary folders appropriately.</li> </ul>
Place e-mails into correct folders and identify those requiring later action. (Managing E-mails: <i>Nature Center</i> )	<ul style="list-style-type: none"> <li>You moved the mail into the proper folders.</li> <li>You used the software features to complete the work efficiently.</li> </ul>

**Integrate:** Summarize or otherwise synthesize information from a variety of sources.

What was I asked to do?	How did I do?
Combine several electronic suggestions to plan a scientific experiment. (Planning an Experiment: <i>Candle</i> )	<ul style="list-style-type: none"> <li>You identified the distinct elements of the experiment correctly.</li> <li>You organized the experiment reasonably, but not optimally.</li> <li>You identified the correct conclusion for the experiment.</li> <li>You did not correctly observe ethical or legal considerations.</li> </ul>
Compare several reviews to choose the best product. (Summarizing Product Research: <i>Minivans</i> )	<ul style="list-style-type: none"> <li>You created table rows and columns that summarized your needs effectively.</li> <li>You filled in the table accurately.</li> <li>You ranked the products correctly.</li> </ul>

(Continued on next page)

**Create:** *Generate or adapt online information to express and support a point.*

What was I asked to do?	How did I do?
Choose material to create a web page. (Creating a Web Page: <i>Toy Store</i> )	<ul style="list-style-type: none"> <li>You selected the necessary and desirable content for the web page.</li> <li>You organized the web page content logically and effectively.</li> <li>You did not always observe ethical or legal considerations.</li> </ul>
Create a data display. (Creating a Graph: <i>Movie Trends</i> )	<ul style="list-style-type: none"> <li>You selected the necessary content for the data display.</li> <li>You organized the display of data logically and effectively.</li> <li>You drew reasonable, but incorrect, conclusions based on the data display.</li> </ul>

**Communicate:** *Adapt information for an audience or for delivery via a different medium (e.g., e-mail, slide presentation, word-processed document, spreadsheet).*

What was I asked to do?	How did I do?
Make a slide arguing a position on telecommuting based on information presented in an e-mail. (Creating a Presentation Slide: <i>Telecommuting</i> )	<ul style="list-style-type: none"> <li>You included most of the key points necessary for effective communication.</li> <li>You included some points irrelevant to your audience's needs.</li> <li>You chose the most effective title for the presentation slide.</li> </ul>
Select the best way to advertise an event to the users of an electronic mailing list. (Communicating to a Group: <i>Reality Television Mailing List</i> )	<ul style="list-style-type: none"> <li>You correctly analyzed the key details of all the advertisements.</li> <li>You made one mistake in analyzing the bulletin board policy.</li> <li>You chose the appropriate advertising content for your audience.</li> <li>You chose an advertisement with language and tone not best suited to your audience.</li> </ul>



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## **COMMITTEE ON EDUCATIONAL POLICY**

### **Textbook Affordability: Results from a California State University Task Force Review, and Strong Practices to Help Keep California State University Affordable**

#### **Presentation By**

Gary W. Reichard  
Executive Vice Chancellor  
and Chief Academic Officer

#### **Summary**

Many recent media reports have focused on the rising cost of textbooks and other learning materials, drawing the attention of policy-makers at all levels. The California State University commissioned a task force in early 2007 to review the issue, and to identify strong practices that contribute to making textbooks and other learning materials affordable. Provost William Covino of CSU, Stanislaus chaired the group, which included students, faculty, campus bookstore managers, and Chancellor's Office staff. The task force report was made available in fall 2007, and is presently being reviewed by the Academic Senate, CSU.

The taskforce identified a number of existing cost reduction strategies and suggested some new possibilities that should be studied more comprehensively. The existing strategies identified include: textbook rentals, used books, digital offerings, custom publishing, library resources, and custom course packs. The new suggested possible strategies include: Licensing fee, revenue sharing rental programs, quantity discounts, and systemwide purchases.

When Academic Senate recommendations are complete, the Chancellor's Office will consider whether and how to implement the task force recommendations, which include campus-based showcases of cost reduction strategies, and further evaluation of new models of textbook adoption and delivery.

#### **Background**

The U.S. General Accounting Office reported in its 2005 national study that the average estimated cost of books and supplies per first-time, full time student for academic year 2003-2004 was \$898. Moreover, that considerable price has been rising. According to the National Association of College Stores, textbook costs have increased by 40% in the past five years.

Consequences are several. Some students may find that this price, when added to other costs of attendance (fees, transportation, living expenses, and other necessities), renders a university

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education unaffordable. Other students may attempt to get by without textbooks or other for-purchase learning materials, resulting in diminished learning and the likelihood of poor grades for their performance.

The task force identified a number of existing cost reduction strategies, together with some new possible cost reduction strategies. Some may be ready for showcasing and immediate adoption where feasible and consistent with learning goals and objectives that faculty adopt for their classes. Others need to be studied more comprehensively.

Existing strategies identified include:

- Offering students the opportunity to rent textbooks, rather than purchasing (and re-selling);
- Adopting a more systematic program of offering used books for sale;
- Providing book content digitally, by computer, where students' learning styles and preferences make it appropriate;
- Publishing learning materials in "custom" fashion as developed by instructors themselves, escaping some costs that publishers require in order to make profits;
- Drawing more than now on books and materials available in campus library collections, and including in those collections more materials suitable for course learning;
- Encouraging more widespread use of "course packs" in which instructors can direct the purchase of portions of texts rather than whole books.

New possible strategies identified include:

- Securing from publishers via licensing fees the content that is now sold in their books;
- Engaging in revenue sharing arrangements with publishers to make rental programs viable;
- Seeking quantity discounts more aggressively, where professors can agree on common books; and
- Considering systemwide purchases of books (or materials in other forms, not necessarily in bound volumes) to secure per-unit cost reductions.