AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **3:15 p.m., Tuesday, January 27, 2015**
                Glenn S. Dumke Auditorium

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

Consent Items
Approval of Minutes of Meeting of November 12, 2014

Discussion
1. California State University Libraries of the Future, *Information*
2. California State University STEM Collaboratives, *Information*
3. The Apple Distinguished Program Award, *Information*
4. The Wang Family Excellence Award, *Information*

Trustee Farar called the meeting to order.

Approval of Minutes

The minutes of September 9-10, 2014, were approved as submitted.

Associate Degrees for Transfer: SB 1440 Update

Ephraim Smith, executive vice chancellor and chief academic officer, introduced the item stating that since the bill was passed in 2010 the California State University (CSU) has been working closely with the California Community Colleges (CCC) to develop and approve 30 Transfer Model Curriculum (TMCs) to date with more in the pipeline every day. Ken O'Donnell, senior director for student engagement and academic initiatives and partnerships, presented an update on the progress and implementation challenges of the program. He first reminded the board that the CSU's implementation of SB 1440 is part of a broader set of systemwide initiatives organized around the student experience and commitment to provide all students with an equitable chance at graduation.

Many of these initiatives, such as the Early Assessment and Early Start programs, focus on students at entry, but a large majority of CSU students transfer in from community colleges, he said. For these students, SB 1440 provides new clarity on the courses to take prior to transfer so

that students will be better prepared for success in particular majors and able to earn two degrees with 60 semester-units of coursework on each side. He noted that the intent was not necessarily to add to the total number of transfer students, but instead to provide a more streamlined pathway for those already planning on transferring to the CSU. To make this work, the CSU worked closely with faculty in both systems to create TMCs, which are patterns of lower-division courses, in 30 of the state's most popular majors. Mr. O'Donnell stated that this approach gives much-needed statewide consistency and clarity to programs that used to fit together haphazardly, or not at all. He noted, however, that trend data suggests transfer students are likelier than freshmen to remain close to their home community college, so in this opening phase of implementation student demand appears sensitive to the degree of compliance at local community colleges. He presented a diagram depicting two CSU campuses, one in the northern part of the state and one in the south, to explain the impact of local area compliance at the community college level. The two examples showed similar transfer populations but significantly different numbers and rate at which TMCs were being approved and offered at the local feeder community colleges. This is believed to account for the difference in participation of SB 1440 identified students at the two relatively similar CSU campuses highlighted in the example. He noted to address some of these disparities both the CSU and CCC are working collaboratively to approve more TMCs as well as synchronize student records with respect to these degrees.

He cautioned that while this work is continuing it is important to take reports on the progress and number of SB 1440 degrees as estimates. Mr. O'Donnell referenced a report citing that 12,000 Associate Degrees for Transfer (ADT) were conferred at the community colleges in 2013-2014. He explained that on the receiving end, the CSU did not see that many but instead saw closer to approximately 7,200 ADT students for the current year. There are numerous possible contributing factors to account for the discrepancy in reported numbers such as many of the incoming students with an ADT do not self-identify as holding that degree, CSU deadlines for transfer admission come before the community colleges confer their degrees in spring, and finally students do not always apply to the CSU for the first term after they leave the community college. He said that this kind of ambiguity within the data in the early stages of implementation will become clearer as work to streamline data sharing and reporting between the two systems improves.

In response to questions posed by the board at the September meeting regarding concerns that the mandated legislation to provide priority admission to transfer students with ADTs could potentially crowd out freshmen admits, Mr. O'Donnell presented a diagram that explained that the early data shows that the number of transfer students since the legislation passed has not varied greatly from the historic numbers of transfer admits but that the *composition* of these admits is what is changing. A similar number of transfer students are being admitted to the CSU but the number of those being admitted with the new ADT has increased, again not changing the overall number but the composition of transfer students admitted. He added that at this stage of the implementation process appropriate action consists of continuing with aggressive marketing, including increased outreach efforts and online presence, to attract more students, many of whom

are already planning to transfer to the CSU, to opt in to an ADT to better streamline their path to a successful and timely graduation from the CSU. Mr. O'Donnell also noted that increased interest and participation is also expected with the increase in broader "area of emphasis" ADTs to be offered.

Trustee Rebecca Eisen asked if transfer students have better graduation rates and shorter time-to-degree when compared to CSU native freshmen. Mr. O'Donnell noted that when comparing transfers from their junior year forward to freshman from their first year forward that transfer students are outperforming freshmen with higher graduation rates. He cautioned however that the comparison is somewhat apples to oranges and when both student populations are compared at the midpoint the comparison is on more parity, given that attrition tends to happen more likely within the freshmen and sophomore years.

The California State University Graduation Initiative Update

Ephraim Smith, executive vice chancellor and chief academic officer, introduced the item with a brief overview of the Graduation Initiative's initial commitment when it began in 2009 to raise overall six-year graduation rates by eight percentage points, from 46 percent to 54 percent, and to cut the achievement gap in half. At the request of the board, to clarify how data for first-time freshmen is captured, calculated, and reported regarding graduation rates, associate vice chancellor for academic research and resources Ed Sullivan explained that statute from 1990 requires colleges to report on the proportion of students completing their program within 150 percent of the normal time to completion. For four-year colleges and universities, this is the proportion of students who earn bachelor's degrees in six years or less. The data are collected through the Integrated Postsecondary Education Data System, commonly known as IPEDS, in a manner that allows reporting by race/ethnicity and gender. He said that cohorts under study for IPEDS purposes are established with each entering CSU freshmen class and that 97.1 percent of more than 62,000 entering fall 2013 freshmen were enrolled full-time in their first fall semester and are part of a cohort under study that will be subject to IPEDS reporting in February 2020. He added that once a student is part of a cohort, they remain in the cohort, even if their status changes to part-time or they drop out or transfer out of the institution. As part of CSU's participation in the Consortium for Student Retention Data Exchange (CSRDE), a consortium of 409 four-year colleges and universities including all 23 CSU campuses, the CSU also reports retention and graduation rate outcomes for California Community College (CCC) transfer students. Dr. Sullivan reported that 99.8 percent of the approximately 49,000 fall 2013 entering full- and part-time CCC transfers are included in cohorts referenced in the CSRDE reporting. Both approaches for calculating first-time freshmen and CCC transfer graduation rates in the CSU align with reporting standards used nationally.

Ken O'Donnell, senior director for student engagement and academic initiatives and partnerships, presented an update on the Graduation Initiative's next phase, known as Graduation Initiative 2025, which officially launched with a systemwide summit on October 15, 2014, that included all 23 campus presidents, provosts, vice presidents for student affairs, and senate chairs. The next

phase aligns with a report published by the Public Policy Institute of California (PPIC) that said the state will be one million baccalaureate degree holders short by 2025. Although the initiative set out to both raise graduation rates as well as close the achievement gap, the CSU is on track to meet and even exceed the initial graduation rate targets though the achievement gap persists. The next phase of the initiative, as outlined at the systemwide summit, aims to expand targets to include those for freshmen four- and six-year and transfer two-year graduation rates. Mr. O'Donnell added that work in the next phase will also track differences in graduation rates for students who are eligible for Pell grants, as well as for those who are African-American, Latino, or Native American.

The systemwide summit also marked the launch of the CSU Student Success Dashboard which campuses will be able to use to capture, share, and report data as well as compare their own historical and projected campus data to the targets derived by the Education Trust to develop and modify approaches to reach each of their targets in the next phase of the Graduation Initiative 2025. Mr. O'Donnell concluded his report stating that the chancellor would provide greater detail on the systemwide targets in his State of the CSU address at the January board meeting.

Trustee Roberta Achtenberg requested that in subsequent reports the foundational work done prior to the launch of the Graduation Initiative in 2009, such as Cornerstones and Access to Excellence, be mentioned or referenced in order to acknowledge the work that had been accomplished laying the groundwork that evolved into the rebranded Graduation Initiative.

Trustee Rebecca Eisen asked about the perceived emphasis on the four-year graduation rate as being somewhat preferable in relation to the six-year graduation rate. Mr. O'Donnell prefaced the answer by saying that the goal of the CSU is to first and foremost serve our students which encompasses a diverse student population that may be able to complete the degree in four years but also we serve students that have other responsibilities and may work full time and will need to take a five or six year track to successfully graduate. The emphasis is on providing students with accurate, accessible advising, support services and required courses they need to graduate in a timely manner that is conducive to their success. President Leroy Morishita noted a past study that used enrolled time-to-degree as a metric and cited that this metric could be an alternative index of success.

Student Trustee Kelsey Brewer asked about capacity and enrollment capabilities and the ability to meet the 2025 graduation targets given moderate state funding for increased enrollments. Mr. O'Donnell clarified that the targets are based on percentages of total enrollments.

Trustee Steven Glazer raised the question regarding the role of the board in setting graduation targets. Trustee Roberta Achtenberg commented that the board's role had been and should continue to be to strike an authentic balance playing its correct role of oversight while respecting the leadership role of the chancellor, his staff, the individual presidents and campuses to determine their metrics of success.

Trustee Doug Faigin commented that adding the four-year graduation rate to the 2025 targets is important to include in the conversations but the CSU should perhaps review the standards of how graduation rates are currently calculated. Chancellor White explained that the calculation rates, as explained by Dr. Sullivan earlier in the presentation, are based on national standards established by congressional statute as reported in IPEDS. Chancellor White stressed again that the mission and goal of the CSU is to serve all of its students and support their individual success.

Trustee Adam Day asked about the problem with students who delay their graduation due to factors such as a weak job market and how this affects access and strategies to address what are referred to as super seniors. Mr. O'Donnell said that the number of super seniors has declined and may come to the board to discuss potential policies to continue to decrease that number. Executive Vice Chancellor Smith noted that the super senior population represents about 8 percent of the total senior class.

Chancellor White concluded the discussion by saying he has convened a task force to review and develop a sustainable financial model for the CSU that incorporates policies to address resource acquisition and distribution, fiscal management, and financial aid. He added that all three of these areas are interrelated pieces of the university ecosystem that have an important bearing on the discussion at hand.

Student Success and Completion Initiatives

Ephraim Smith, executive vice chancellor and chief academic officer introduced the item stating the report was in response to the board's request at its September meeting to discuss how the California State University (CSU) evaluates spending on student success and completion initiatives, in particular with regards to the $38 million allocation request in the 2015-2016 support budget. In addition, trustees requested more information regarding accountability and assessment measures of current student success and completion initiatives. Ken O'Donnell, senior director for student engagement and academic initiatives and partnerships, presented a PowerPoint explaining the CSU's proposed spending on student success arises from the system's longstanding commitments to educational quality and access to both admission and a timely, successful graduation.

In order to quantify these gains and address questions raised by the board and others, Mr. O'Donnell highlighted the six items comprising the $38 million budget request allocation for student success and completion initiatives that include: faculty hiring ($11 million), high-impact practices for student retention ($9 million), improved advising ($7 million), student preparation ($5 million), data-driven decision making ($4.5 million), and course design ($1.5 million). He prefaced the remaining discussion with the fact that the budget request was not necessarily for new initiatives but critical funding to continue many student success and completion initiatives already underway. He said two of the biggest-ticket items are an effort to restore some of the educational infrastructure, most importantly funding for faculty and advisors, lost in the

recession. Through the CSU Graduation Initiative, the CSU has made remarkable strides improving four- and six-year graduation rates and in order to continue that momentum, more people are needed on the ground to interact with students, expertly guiding their successful development both in and out of the classroom, he said. The student preparation and course design items are in response to recent board directives, including the Graduation Initiative and Early Start Program, where data has revealed that academic preparation is the biggest single predictor of success for CSU students, swamping other factors like socioeconomic status and parents' educational attainment. Mr. O'Donnell said evaluating the success of these two interventions continues to be promising and would provide regular updates to the board.

He noted that one of the biggest ticket items in the budget request that is harder to evaluate, is the investment in high-impact practices. Because it is both difficult and crucial to evaluate the effectiveness of these initiatives, Mr. O'Donnell explained that while the nomenclature is somewhat new the pedagogy is not; stating that early evidence of the value of high-impact practices is promising. Researchers in the CSU and elsewhere have used the National Survey of Student Engagement to identify strong correlations between participation in high-impact practices and positive educational outcomes such as deeper learning, improved persistence and graduation rates, and narrower achievement gaps. He added that continuing work to better capture student engagement and performance, which research to date has been derived mostly from student surveys, the CSU is now leading national efforts to develop more reliable and robust evaluations of high-impact practices, derived not from survey responses but from institutionally validated student academic records. With the $7.2 million from the 2014-2015 budget allocation, the CSU awarded 15 campuses with funding to develop reliable definitions of high-impact practices like "undergraduate research" and "learning communities," which resulted in taxonomies that help to better define and report the data systemwide. Additionally, grant funded projects to improve student academic records will contribute to greater data capture and more robust research.

Speaking to evidence of how efficacy and cost-effectiveness of student success and completion initiatives has helped inform top-level decision making on CSU campuses, President Joseph Sheley said CSU Stanislaus had recently won praise from Education Trust for its work raising graduation rates and closing achievement gaps. Campus leadership attributes these gains in part to its commitment to engaged learning for all students, reflected in the recently won Carnegie designation for community engagement, and a Title V grant to support expansion of its successful First-Year Experience. He said that because they arise from peer review, such grant awards and third party recognition provide some of the strongest qualitative evidence that these programs improve not only student success metrics, but also the depth and quality of the educational experience.

President Leroy Morishita noted the student engagement programs and high-impact practices in effect at CSU East Bay have won repeated recognition in national publications, and qualitative evidence of their efficacy has been strong for years. However, he added that campus leadership has been frustrated that these programs have failed to result in acceptable six-year graduation

rates. Last year the university proposed spending part of the chancellor's $7.2 million allocation for Academic and Student Success Programs for a program called Gaining Access 'N Academic Success (GANAS), targeting first-year persistence for Latino students in particular. President Morishita said early quantitative evidence of the program's success and cost effectiveness is extremely strong, prompting the institution to add to its own match to the chancellor's support.

Finally, President Mildred Garcia said CSU Fullerton's institutional commitment to engaged learning is unusually explicit. She cited that the university's strategic plan commits it to providing at least 75 percent of its students with at least two high-impact practices by 2018 – a scale of delivery that will reach tens of thousands, and may be the first of its kind in the nation. She said to operationalize this commitment, the university has had to create administrative structures in enrollment management, information technology, and business practices that other CSU campuses are learning from, in a Gates-funded project called "Preparing to Bring High-Impact Practices to Scale." She concluded by stressing that this forward-thinking, systematic approach to making engaged learning available to all students on an equitable basis is cutting edge, yet also epitomizes longstanding values of the CSU.

Trustee Lupe Garcia applauded the system and campuses for their efforts and ability to quantify difficult metrics with regards to student success and asked if these and other examples could be included in the proposed Academic Sustainability Plan to further support and stress the critical need for improved state funding.

Preparing Educators for the Common Core State Standards

Dr. Beverly Young, assistant vice chancellor for teacher education and public school programs, presented a brief update on the significant work of the California State University (CSU) in preparing educators for the Common Core State Standards (CCSS), the aligned Next Generation Science Standards (NGSS), and the new assessment system for California's K-12 schools. Dr. Young said that with support of the S.D. Bechtel, Jr. Foundation, the CSU launched the Preparing a New Generation of Educators for California Initiative. She said the foundation would provide an initial $3 million grant to launch this systemwide initiative, with a commitment to continuing to support the work in preparing educators for the challenges of the new standards, requiring transformation in the ways new educators are prepared. The funding is meant for big ideas and major strategic reforms intended to transform educator preparation.

Dr. Young stressed the importance that central to the vision of transformative teacher preparation is close collaboration with K-12. The goal is to ensure that all teacher candidates are working side-by-side with outstanding practitioners in developing the knowledge, skills, and dispositions they need to be future leaders of the new generation. She next discussed the federal Teacher Quality Partnership (TQP) program has one that has become the nation's premiere teacher education federal funding program that provides substantial five-year grants to programs selected through a highly competitive process. Judged to be among the best in the nation, the goal of the TQP grants is to provide support to develop and sustain models, particularly in STEM education,

that can then be used for other institutions to learn from and emulate. Across the nation, only 24 institutions were selected in 2014 for TQP grants, seven of the 24 were CSU campuses. Dr. Young said the CSU was successful in winning nearly one-third of all federal funding for the nation with CSU Dominguez Hills receiving the highest amount of any campus. Like the Bechtel initiative, the TQP program also reflects that clinical residencies with excellent mentors result in the best prepared teachers, she noted. The TQP grants also provide for two years of induction. This had been a high priority across the state and the CSU is exploring ways to continue to address that.

In addition to successful external funding, the CSU has been devoting much attention internally to ensure that faculty in educator preparation programs are not only expert in these new areas, but have opportunities to share with their colleagues across the system. Dr. Young said that the CSU hosted six regional meetings, led by a group of CSU faculty experts, with over 300 faculty from every campus participating in the discussion. She added that continuing discussions with funders are aimed at supporting an expansion of this model for the coming spring and that the CSU is developing a proposal to support the creation of a statewide group of CSU faculty with expertise in teacher education. Dr. Young highlighted that two CSU campuses, Northridge and San Bernardino, had recently been awarded $3 million each from the U.S. Department of Education's Investing in Innovation Fund (i3) program for developing innovative approaches to improving student achievement that can serve as models for best practices across the nation. On Veteran's Day, the CSU also received a renewal award for $300,000 for the California STEM Military Pathway to Teaching program that supports preparation for veterans transitioning to become math and science teachers in CCSS and NGSS. The CSU's ongoing collaborations and partnerships with K-12, state and national agencies, and external connections and funders such as Chevron, Boeing, Southern California Edison, and the James Irvine, David and Lucile Packard, Noyce, and S. D. Bechtel, Jr. foundations will continue to provide the critical framework of support to advance the vision for outstanding teacher preparation programs. Dr. Young acknowledged the important work of Dr. Joan Bissell, CSU Director for Teacher Education and Public School Programs, for her extensive expertise and critical contributions in securing each of the awards.

Trustee Margaret Fortune asked about how teacher preparation for the new standards is specifically addressing bridging the gap in preparation needed form the old state content standards to new CCSS. Dr. Young explained that the shift to the new standards requires new pedagogical approaches and one way this is being addressed is through a co-teacher model with student teachers working with expert mentor teachers and also incorporating the use of a digital library for greater access to instructional materials and curriculum.

Trustee Adam Day asked how success would be defined given these new efforts and initiatives in teacher preparation and what are some of the expected outcomes. Dr. Bissell stated that these new programs are focused on first defining what new teachers need to know in regards to teaching the new content standards, starting with math as an area of concentration and looking at what the best measures are nationally to gauge effectiveness. Additionally, for years the CSU has

conducted surveys on individual self-assessments and principal assessments of teacher effectiveness and utilize that data to evaluate teacher performance and subsequently teacher preparation in the CSU and will continue to use these methods.

Trustee Farar adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

California State University Libraries of the Future

Presentation By

Gerry Hanley
Assistant Vice Chancellor
Academic Technology Services

Anna Gold
Library Dean
California Polytechnic State University, San Luis Obispo

Background

Libraries are vital to fulfilling the mission of the California State University (CSU). CSU libraries provide foundational, inclusive, and effective academic support to 450,000 students, 22,000 faculty, and to millions of California community members. At each of CSU's 23 diverse campuses, libraries are critical to student success. Together, they play an irreplaceable role in advancing education in California.

CSU libraries:
- Assure every CSU student has equitable access to quality **academic content** for learning, quality **learning environments** that demonstrably increase student academic success, and quality **technologies** that prepare students to contribute to the 21st century workforce. The demand for library services, both in-person and online, is tremendous. Over 40 million visits were recorded to CSU libraries in 2014, with the system's digital library services representing five of the CSU Chancellor's Office's ten most-visited websites.
- Provide CSU faculty with the resources needed to **positively impact student learning** and contribute to California's vibrant culture and economy through **research, scholarship, innovation, and creative activities**. CSU library services ensure that each member of the CSU faculty, regardless of campus or discipline, can draw on a knowledge base of high quality, continuously updated, and accessible journals, books, multimedia, data, and primary resources.
- Are critical to meeting the demands of **regional and disciplinary accreditation,** the backbone for CSU's institutional success. Academic programs across every discipline are required to demonstrate that students and faculty have access to quality academic content and that students are learning the information and skills critical to lifelong and professional success. CSU libraries are uniquely capable of ensuring that every CSU campus and program meets these requirements.

Libraries are leading innovations and modeling efficiency. The CSU libraries have been leaders in transformational technologies and business models for years and continue to break new ground in achieving efficiencies and savings across the entire CSU system.

- CSU libraries and the Chancellor's Office save over $12 million dollars each year by cooperatively purchasing tens of thousands of digital ejournals and ebooks, licensing shared technologies, and leveraging the size of the CSU to negotiate significant savings.
- CSU digital library services manage about one billion digital academic assets with six million searches and five million full-text downloads each year, using local and systemwide discovery and access tools. The scale and scope of these services is one of the largest in the nation.
- CSU digital library services designed and developed a library technology platform, Xerxes, in an open source environment that has saved the CSU millions of dollars annually and has been adopted around the world.
- CSU digital library services partnered with major library companies to create innovative library technologies that provide CSU library users reliable, easy, and cost-effective ways to get access to the academic content they need.

Libraries are designing services for CSU's future. A foundation based on vital services, innovative practices and collaboration have enabled CSU libraries to recognize emerging needs and opportunities. Libraries can then take the necessary steps to deliver innovative services for CSU's faculty, students, and universities. Working with a group of CSU provosts, the CSU Council of Library Deans (COLD) has begun four major projects that will meet evolving needs by taking advantage of new library technologies. The four major projects include:

1. UNIFIED LIBRARY MANAGEMENT SYSTEM:
   The CSU Council of Library Deans (COLD) is in the process of adopting an innovative, unified, cloud-based service platform to manage and deliver library content and services. The benefits of a single integrated and unifying library management system include:
   - Increased equity in the quality of library services delivered to every student and faculty member on all CSU campuses.
   - Increased effectiveness and efficiency to leverage the extensive local library expertise across campuses through systemwide library services.
   - Increased buying power through our competitive Request for Proposals (RFP) process and shared licensing.
   - Increased campus collaboration that provides the basis for higher quality and more cost effective services as the libraries evolve.

   The RFP process for an advanced Unified Library Management System is currently underway. A decision is expected to be made in late spring 2015. Strategic investments of $2 million over the next three years will migrate 23 separate systems to one unified system.

Annual operational costs will be funded collaboratively by pooling the campus resources previously used to fund separate systems.

2. PRINT COLLECTION MANAGEMENT:
    As the demand for and usage of digital content increases, the demand and usage of print journals and books decreases. Libraries, working with their academic departments and programs, have to re-balance their investment strategies to provide access to print and digital collections. Using nationally-tested algorithms and data analysis tools, the CSU libraries have greatly enhanced their abilities to evaluate the usage and overlap of the many millions of print resources at individual campuses, and across the CSU system, UC system, and other library consortia. Using the reliable and detailed knowledge provided by these technologies, libraries can collaboratively reshape their existing and future library collections to address the changing needs of students, faculty, and academic programs. Twenty-one campuses have adopted the "Green Glass" technology for print collection management activities.

3. LEARNING SPACES:
    CSU libraries guarantee each CSU student a place to study, collaborate, use technology and receive just-in-time help to succeed academically. CSU library services also bring together learning support services from other campuses, such as writing centers and tutoring services, in technologically rich, collaboration-friendly spaces. To better serve the more than 800,000 library visits every week, CSU libraries are redesigning their facilities to align with student learning styles and faculty's changing pedagogies. At every stage of their work, from first-year undergraduates establishing consistent study habits to students completing complex capstone projects, CSU students benefit from the integrated learning they experience in CSU libraries. Libraries provide students the collaboration spaces and tools they need, as well as technologies to access, create, and share learning products that will prepare them for the professional workplace.

4. AFFORDABLE LEARNING SOLUTIONS:
    As reported at the July 22, 2014 Board of Trustees meeting, the CSU is leading the nation in providing students low and no-cost course materials which in turn greatly improve the affordability of a CSU education. CSU librarians are working with faculty to find and adopt ebooks and collections of ejournals that are freely available to students and faculty from digital library collections. The CSU has also created technologies that enable faculty to rapidly identify high quality, free and open online materials and ebooks simply by typing in the ISBN of the textbook they have used in their course. The CSU leadership, by designing and delivering the California Open Online Library for Education (www.cool4ed.org) has recently been recognized by the Directors of Educational Technology/California Higher Education with the "Outstanding Instructional Technology Website" award.

The CSU libraries provide vital services that lie at the foundation of CSU's ability to deliver equitable access to education. They continue to be leaders in educational innovations that directly benefit our students, faculty, staff, community members, and institution. In addition, CSU libraries are exemplary in their efforts to adopt efficient and collaborative practices and solutions that deliver sustained high returns on investment. Strategic investments in CSU libraries are critical to providing an equitable, competitive education inclusive of the quality learning, teaching, research, scholarship, and creative activities that serve as the hallmark of every CSU campus.

COMMITTEE ON EDUCATIONAL POLICY

California State University STEM Collaboratives

Presentation By

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

Dawn M. Digrius
Senior Project Manager, STEM Collaboratives

Summary

Last spring the California State University (CSU) was awarded a $4.6 million dollar grant from the Leona M. and Harry B. Helmsley Charitable Trust to improve equity and persistence for science, technology, engineering, and math (STEM) majors. The funding launched "STEM Collaboratives," a new approach to engaging students in high-demand subjects during their first years of college. This report summarizes the project rationale, progress to date, and expected outcomes.

In 2011-2012, the 23 CSU campuses awarded 76,427 baccalaureate degrees, 10,651 in STEM majors, of which, more than a quarter were earned by Hispanic, Native American, or African American students (Under-Represented Minority or URM). Across all majors, the CSU educates more Hispanic, African-American, and American Indian undergraduates than all other institutions in the state combined.

Of the students who declare a STEM major upon acceptance to the CSU, approximately 35 percent of non-URM students graduate with a STEM degree, a number that drops to 17 percent for URM students. Another 16 percent go on to graduate in majors other than STEM and others either transfer to another institution or fail to graduate. The CSU's overall student success rates for STEM are comparable to those for students in other majors; what makes STEM different is the disproportionate number of URM and first-generation students who do not make it all the way through.

Consistent with national patterns identified by the President's Council of Advisors on Science and Technology, the CSU experiences a sharp drop-off among all students between admission to a STEM major and graduation. Some reports demonstrate the challenge is not always tied to college readiness but rather the initial foundational (gateway) courses, which could do more to engage and excite STEM students. Thus, revisions to these courses, together with enhanced pre-

entry campus climate orientations and early academic advising, appear to be key factors in developing an early support structure for aspiring scientists and engineers.

Since receiving the Helmsley grant, the Chancellor's Office invited campuses to propose an integrated suite of interventions to redesign STEM education. These strategies begin with immersive, hands-on education the summer before freshman year; continue with first-year experiences that cross departmental, disciplinary, and divisional lines to fully engage STEM students through the following spring; and incorporate the redesign of introductory, gateway courses like chemistry, calculus, and physics, critical for engagement and success in the major.

Of the 19 CSU campuses that made proposals, eight were selected as first-round "demonstration sites." Each of these "STEM Collaboratives" is now designing purposeful, integrated pathways for their incoming students, through close collaboration across academic departments and divisions of academic and student affairs. The first cohorts will enroll in summer 2015.

Within the project's overall framework, interventions are tailored to local needs and opportunities:
    Channel Islands - Redesigning Science, Math, and First-Year STEM Seminars
    Dominguez Hills - First-Year Undergraduate Experiences (FUSE) with Peer Mentoring
    East Bay - Integrating Redesign, Mentoring, First-Year Experience in Biology
    Fresno - Sustainability as a Lens for STEM Education Engagement
    Fullerton - Integrating Redesign, Faculty Development, and First-Year Experiences
    Humboldt - Sustainability and Local Native Americans
    Los Angeles - Redesigning Math, Engineering, and STEM Advising
    Pomona - Integrating Mentoring, Redesign, and "Learning by Doing"

Critical to the success of the overall project will be robust, built-in assessment and evaluation so the CSU can better understand how to structure STEM education to attract, engage, and retain students of all backgrounds. The CSU expects to learn about the interactive effects of multiple, concurrent high-impact practices, the benefits of intentional cultural change at the department level, and the cost effectiveness of bringing very high quality programs to scale.

Campus teams at the demonstration sites are encouraged by the project leaders at the Chancellor's Office to live up to the name *Collaborative*, and has in turn partnered with multiple system-level programs and departments including:
    Center for Community Engagement
    CSU Program for Education and Research in Biotechnology (CSUPERB)
    Early Start Program
    Graduation Initiative
    Institute for Teaching and Learning (ITL)
    CSU STEM VISTA (Volunteers in Service to America)

Enrollment Bottleneck Solutions
Research Initiatives and Partnerships
Student Success Dashboard

In early April 2015 STEM Collaboratives will host a meeting at Cal Poly Pomona for *all* CSU campuses pursuing work of this kind, not just those who received an award, to share best practices, learn more about the project, and inform system-level proposals for follow-on funding. Additional support, if it materializes, could expand the project by adding demonstration sites, carrying themed, integrated interventions into the second year with a focus on undergraduate research, or involving the California Community Colleges.

COMMITTEE ON EDUCATIONAL POLICY

The Apple Distinguished Program Award

Presentation By

Dianne F. Harrison
President
California State University, Northridge

Anne VanMiddlesworth
National Higher Education Development Manager, Apple Education
Apple, Inc.

Summary

California State University, Northridge (CSUN) has been recognized by Apple, Inc. as a "distinguished program for innovation, leadership, and educational excellence" for its myCSUNtablet initiative. This award is given to campuses that demonstrate visionary leadership, innovative teaching and learning, ongoing professional learning, evidence of success, and flexible learning environments.

The myCSUNtablet initiative began in fall 2013 with the goals of increasing student engagement and learning, improving the quality of instructional materials, and reducing costs. Today over 100 faculty in eight departments are teaching with tablets with student enrollment in these classes reaching over 5,600 to date. The initiative is paired with an eText initiative that produces faculty-authored digital textbooks for delivery on tablet devices for free or low cost. Early assessment results suggest that the use of tablets can have a significant, positive impact on student learning outcomes as evidenced by quiz scores, knowledge retention, and the increased attainment of skills and abilities. By encouraging a culture of innovation, myCSUNtablet serves to mobilize learning so that it can be delivered inside the classroom or out, anywhere and anytime. CSUN produced a multimedia iBook telling the story of the initiative that contains photos, videos, and evidence of success. The iBook, entitled *myCSUNtablet,* is available at the Apple iBooks store.

Anne VanMiddlesworth, National Higher Education Development Manager, Apple Education, from Apple, Inc., will present a congratulatory plaque for this significant award to President Dianne F. Harrison at the January board meeting.

COMMITTEE ON EDUCATIONAL POLICY

The Wang Family Excellence Award

Presentation By

Timothy P. White
Chancellor

Background

At the March 2014 Board of Trustees meeting, Chancellor Timothy White announced Trustee Emeritus Stanley T. Wang had generously pledged a $300,000 gift to the California State University (CSU) to reinstate the Wang Family Excellence Award. During his tenure as a trustee, Trustee Emeritus Wang established the Wang Family Excellence Award and also created a fund at the CSU for student and faculty overseas study. The award was originally established in 1998 when then-CSU Trustee Wang provided $1 million to recognize the remarkable contributions of the CSU's faculty and administrators over a 10-year period with a $20,000 award to each of four faculty members and one staff member annually. With his most recent pledge, the Wang Family Excellence Award will be reinstated for the next three years, to once again provide a $20,000 award to each of four outstanding faculty members and one outstanding administrator.

The purpose of the Wang Family Excellence Award is to recognize and celebrate those CSU faculty members who, through extraordinary commitment and dedication, have distinguished themselves by exemplary contributions and achievements in their academic disciplines, while having a discernable effect on students. Similarly, an administrator is also recognized for extraordinary accomplishments in appropriate areas of his or her university assignment. Their exemplary activities and achievements advance the university's mission, bring benefit and credit to the CSU, and enhance the CSU's excellence in teaching, scholarship, and service.

The selection process for the award consists of each campus president annually nominating for consideration by the Wang Award Selection Committee one probationary or tenured faculty member from each of the following academic discipline groupings:
   a) Visual and Performing Arts and Letters;
   b) Natural Sciences, Mathematical and Computer Sciences and Engineering;
   c) Social and Behavioral Sciences and Public Service; and
   d) Education, and Professional and Applied Sciences.

The campus presidents also may nominate one outstanding administrator from their respective campuses.

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Agenda Item 5
January 27-28, 2015
Page 2 of 2

The Wang Family Excellence Award Selection Committee, appointed by Chancellor White in consultation with Trustee Emeritus Wang, includes: two members of the Board of Trustees, the Executive Vice Chancellor and Chief Academic Officer, the Vice Chancellor for Human Resources, chair of the CSU Systemwide Academic Senate, and a CSU faculty member previously recognized by the Wang Family Excellence Award for outstanding accomplishments. Nominees are reviewed and considered for selection based on the following criteria:

- Awards will be made to those who have made truly remarkable contributions to the advancement of their respective universities and/or the CSU system.
- Nominees should have a demonstrated record of unusually meritorious achievements documented by evidence of superior accomplishments and contributions to the discipline or achievements in an assignment.
- The activities must advance the mission of the university, bring benefit and credit to the CSU, and contribute to the enhancement of the CSU's excellence in teaching, learning, research, scholarly pursuits, student support and community contributions.

The Wang Family Excellence Award will be presented during a ceremony at the January 2015 Board of Trustees meeting.