

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 1:00 p.m., Tuesday, May 15, 2018
Glenn S. Dumke Auditorium

Lillian Kimbell, Chair
Jorge Reyes Salinas, Vice Chair
Silas H. Abrego
Jane W. Carney
Douglas Faigin
Debra S. Farar
Jean P. Firstenberg
Thelma Meléndez de Santa Ana
John Nilon
J. Lawrence Norton
Romey Sabalius

- Consent** 1. Approval of Minutes of the Meeting of March 20, 2018, *Action*
- Discussion** 2. Approval of Recommended Amendments to Title 5 Regarding Doctor of Nursing Practice Degree Programs, *Action*
3. Online Education, *Information*
4. Student Health Services, *Information*

**MINUTES OF MEETING OF
COMMITTEE ON EDUCATIONAL POLICY**

**Trustees of The California State University
Office of the Chancellor
Glenn S. Dumke Conference Center
401 Golden Shore
Long Beach, California**

March 20, 2018

Members Present

Lillian Kimbell, Chair
Jorge Reyes Salinas, Vice Chair
Silas H. Abrego
Jane W. Carney
Debra S. Farar
Jean Picker Firstenberg
Thelma Meléndez de Santa Ana
John Nilon
J. Lawrence Norton
Romey Sabalius
Rebecca D. Eisen, Chair of the Board
Timothy P. White, Chancellor

Trustee Kimbell called the meeting to order.

Approval of Minutes

The minutes of January 30, 2018, were approved as submitted.

Recommended Amendments to Title 5 Regarding Exemption from Nonresident Tuition

Loren J. Blanchard, executive vice chancellor for Academic and Student Affairs, introduced the action item, reminding trustees that the Title 5 amendments were presented as an information item during the March meeting. He provided an overview of the new options for qualifying for nonresident tuition exemption in the CSU.

The attendance requirement can still be met through three years of attendance at a California elementary and/or secondary school, but now attendance at California adult schools and community colleges will count toward the three years. Also, the graduation requirement can still be met through graduation from a California high school, but now it can also be met by earning an associate degree or fulfilling the minimum CSU transfer requirements at a California community college.

Following the presentation, trustees asked about the impact the change would have on revenue. Staff explained that it would be nearly impossible to provide those estimates, as there was no way of knowing how many students will be affected.

The committee recommended approval of the proposed resolution. **(REP 03-18-01)**

Enrollment Management

Nathan Evans, chief of staff and senior advisor for Academic and Student Affairs, introduced the action item. He noted that the 2017-18 California state budget called on the CSU to adopt policies related to two enrollment management topics and indicated that the purpose of the presentation was to prepare trustees to vote on the proposals that were presented as an information item during the January meeting.

April Grommo, director of enrollment management services, provided an overview of the two policy proposals, which incorporated feedback provided by the trustees during the January meeting. The first proposal, on redirection, would offer all CSU-eligible undergraduate applicants who have not been admitted to any CSU campus the opportunity to be redirected to an available campus. Under the second proposal, every impacted program at each CSU campus would be required to provide first priority – in the form of a finite advantage – to local applicants.

Following the presentation, trustees again expressed concern that the legislative directives were unfunded. Trustees also sought clarification on how enrollment planning is addressed from the systemwide perspective and how the new policies would affect acceptance rates in the CSU.

The committee recommended approval of the proposed resolution. **(REP 03-18-02)**

Academic Planning

Loren J. Blanchard, executive vice chancellor for Academic and Student Affairs, introduced the action item, noting that campuses and the Office of the Chancellor work to ensure that the CSU offers high quality, relevant degree programs that address workforce trends and student needs. Dr. Christine Mallon, assistant vice chancellor for academic programs and faculty development, presented the report, which sought board approval for 43 new degree programs and the removal of 39 degree programs.

During the presentation, President Soraya Coley spoke about California State Polytechnic University, Pomona's degree planning process. Also presenting was Dr. Michael Boytim, assistant director of the Kaiser Permanente School of Anesthesia, who spoke to the importance of CSU Doctor of Nursing Practice (DNP) programs.

Following the presentation, trustees had specific questions for Dr. Boytim related to the CSU's partnership with Kaiser. Trustees also sought a better understanding of the cost – or cost savings – of program changes and what happens to faculty and staff when programs are discontinued. Staff explained that, in many cases, these faculty and staff positions are incorporated into other departments.

The committee recommended approval of the proposed resolution. **(REP 03-18-03)**

Amendments to Title 5 Regarding Doctor of Nursing Practice Degree Programs

Loren J. Blanchard, executive vice chancellor for Academic and Student Affairs, introduced the information item, noting that the amendments are designed to bring Title 5 regulations into alignment with amended California Education Code regarding CSU Doctor of Nursing Practice (DNP) degree programs.

Christine Mallon, assistant vice chancellor for Academic Programs and Faculty Development, provided further detail, explaining that the Title 5 amendments: specify that the CSU is authorized to offer DNP programs on a permanent basis; explain that campuses may partner to offer joint programs, if desired; describe DNP programs and their purpose; list degree requirements; and identify criteria for admitting applicants.

Following the presentation, trustees did not have any questions.

Academic Preparation

Loren J. Blanchard, executive vice chancellor for Academic and Student Affairs, introduced the information item, highlighting that the CSU's ongoing work to improve and address academic preparation is a core component of Graduation Initiative 2025 efforts.

James Minor, assistant vice chancellor and senior strategist for Academic Success and Inclusive Excellence, provided updates related to the implementation of Executive Order 1110 – the recent policy changes to improve placement and assessment, strengthen the Early Start Program and restructure developmental education. During the presentation, Cherie Ichinose, an associate professor at California State University, Fullerton, shared her experience as a faculty member redesigning mathematics courses and implementing the recent policy changes.

Following the presentation, trustees expressed support for the ongoing implementation efforts and asked about faculty concerns and plans for evaluating the effectiveness of the policy change. Staff indicated that the CSU has contracted with WestEd as an external evaluator.

Trustee Kimbell adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Approval of Recommended Amendments to Title 5 Regarding Doctor of Nursing Practice Degree Programs

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Summary

This item presents for board action Title 5 amendments introduced during the March 19-21, 2018 meeting. Recent changes in legislation regarding California State University (CSU) Doctor of Nursing Practice (DNP) degree programs require corresponding Title 5 amendments. Resolutions are proposed for board adoption regarding DNP regulations.

Background

CSU DNP programs have graduated 196 doctors of nursing practice. These alumni now serve as faculty, benefiting the CSU. They also advance in their careers, receiving promotions and taking new leadership positions in health care.

Title 5 amendments to regulations governing CSU DNP programs are proposed in response to Assembly Bill 422, *California State University: Doctor of Nursing Practice Degree Program* (Arambula). This legislation was signed into law by Governor Brown on October 12, 2017, and gave the CSU permanent DNP degree-granting authority. The resulting Education Code changes eliminated four features of the 2010 legislation that temporarily authorized the CSU to award DNP degrees. DNP-related Education Code changes removed the following:

1. Temporary pilot status, which was to expire on July 1, 2018;
2. The limitation to only three campuses operating DNP programs;
3. The restriction to admitting only applicants with earned master's degrees in nursing; and
4. The legislative reporting requirement for DNP programs.

Correspondingly, amendments to the following Title 5 sections are recommended.

- **§ 40050.2 Function: Instruction Leading to the Doctor of Nursing Practice Degree.**
This amendment establishes CSU independent authority to offer DNP degrees permanently.
- **§ 40100.1 Cooperative Curricula.**
This section updates Education Code sections specified in the “Reference” citations.
- **§ 40513 The Doctor of Nursing Practice Degree.**
This section expands previously established DNP degree program scope, allowing a post-baccalaureate entry pathway (as well as a post-master’s pathway) and removing the pilot end date. New language establishes an 80 percent residence requirement, in reflection of the post-baccalaureate pathway. Revised language reflects professional conventions regarding the doctoral project, changing language from “research” to “evidence-based endeavor,” for example. Further revisions include updating the Education Code sections specified in the “Authority” and “Reference” citations.
- **§ 40514 The Doctor of Nursing Practice Degree: Requirements.**
This section updates Education Code sections specified in the “Authority” and “Reference” citations.
- **§ 41021 Admission to Doctor of Nursing Practice Programs.**
Revised admission requirements allow post-baccalaureate entry (as well as post-master’s entry). Further revisions include updates to Education Code sections specified in the “Authority” and “Reference” citations.

The following resolution is proposed for adoption:

RESOLVED, by the Board of Trustees of the California State University, acting under the authority prescribed herein and pursuant to Section 89030 and 89030.1 of the Education Code, that sections 40050.2, 40100.1, 40513, 40514 and 41021 of Title 5 of the California Code of Regulations are amended as follows:

Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter 2 – Educational Programs
Article 1 – General Function

§ 40050.2. Function: Instruction Leading to the Doctor of Nursing Practice Degree.

Notwithstanding Section 40050, the Doctor of Nursing Practice degree may be awarded independently of any other institution of higher education, provided that the program leading to the degree is one of the three pilot programs authorized by the Board of Trustees and satisfies the criteria of Section 40513 and Section 40514. NOTE: Authority cited: Sections 66040, 66600, 89030, 89035, 89280, and 89281, 89282, 89283 and 89284, Education Code. Reference: Sections 89280, and 89281, 89282, 89283 and 89284, Education Code.

**Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter 2 – Educational Programs
Article 2 – Curricula**

§ 40100.1. Cooperative Curricula.

Curricula leading to the bachelor's, master's, or doctoral degree may be established cooperatively by two or more campuses. The Chancellor is authorized to establish and from time to time revise such procedures as may be appropriate for the administration of this section.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66040, 66042, 66600, 89030, 89280, and 89281, 89282, 89283 and 89284, Education Code.

**Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter 2 – Educational Programs
Article 7 – Graduate Degrees**

§ 40513. The Doctor of Nursing Practice Degree.

(a) California State University programs leading to a Doctor of Nursing Practice degree shall be ~~operated as pilot degree programs, with student enrollment permitted prior to July 1, 2018 and student course work allowed to be completed~~

~~on or after July 1, 2018 distinguished from a University of California Doctor of Philosophy in Nursing program.~~

~~(b) The programs shall not supplant nursing programs offered by the CSU at the master's level as of January 1, 2010.~~

~~(e)~~ California State University Doctor of Nursing Practice degree programs shall conform to the following criteria:

(1) The clinical degree programs in advanced nursing practice shall prepare graduates for leadership and clinical roles and to engage in evidence-based inquiry; and programs may also prepare graduates to serve as faculty in postsecondary nursing education programs.

~~(2) Programs shall enable professionals to earn the degree while working full time.~~

~~(3)~~ Programs shall be consistent with the requirements of a professional nursing accrediting body and the regional accrediting association.

~~(d)~~ Each campus offering a program leading to a Doctor of Nursing Practice degree shall establish requirements for admission to the program. The requirements for admission shall include, at a minimum, the requirements stated in Section 41021.

~~(e)~~ Programs leading to the Doctor of Nursing Practice degree shall conform to the following specifications:

(1) The curriculum may be organized as a cohort-based program and shall include learning experiences that balance research, theory, and practice. The core curriculum for each DNP program shall provide professional preparation in advanced nursing practice, including but not be limited to theory, application and evaluation of and research findings methods and evaluation, curriculum development and evaluation, professional practice, management and leadership, and essential curricular concepts for advanced nursing at the doctoral level.

(2) The pattern of study for the post-bachelor's degree in nursing to the Doctor of Nursing Practice degree program shall include at least 27 semester units in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized for specialty advanced nursing coursework as identified by national nursing specialty certification agencies. No more than 12 semester doctoral project units shall be allowed toward the degree program requirements.

~~(3)~~ The pattern of study for the post-master's Doctor of Nursing Practice degree program shall be composed of at least 36 semester units ~~(54 quarter units)~~ earned in graduate standing. At least 27 semester units ~~(40.5 quarter units)~~ required for the degree shall be in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized primarily for doctoral students or courses organized primarily for master's and doctoral students.

~~(34)~~ At least 2480 percent of required Doctor of Nursing Practice semester units (36 quarter units) shall be completed in residence at the campus awarding the

degree or campuses jointly awarding the degree. The appropriate campus authority may authorize the substitution of credit earned by alternate means for part of this residence requirement. The campus may establish a policy allowing the transfer of relevant coursework and credits completed as a matriculated student in another graduate program, on the condition that the other program is appropriately accredited.

(45) A doctoral qualifying examination or assessment shall be required.

(56) The pattern of study shall include completion of a doctoral project.

(A) The doctoral project shall be the written product of a systematic, rigorous, research-evidence-based endeavor focused on a significant advanced-nursing practice issue. The doctoral project is expected to contribute to an improvement in professional practices, ~~or policy,~~ or patient outcomes. It shall evidence originality, critical and independent thinking, appropriate form and organization, and a adequate rationale.

(B) The doctoral project shall reflect a command of the ~~research~~ scholarly literature and shall demonstrate the student's mastery of evidence-based practice at the doctoral level.

(C) The written component of the doctoral project shall be organized in an appropriate form and shall identify the ~~research~~ problem statement and question(s) purpose, state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, identify the methods of gathering and analyzing the data, and offer a conclusion or recommendation.

(D) No more than 12 semester units (~~18 quarter units~~) shall be allowed for the doctoral project.

(E) An oral defense presentation of the doctoral project shall be required.

NOTE: Authority cited: Sections 66600, 89030, 89035, 89280; and 89281, ~~89283 and 89284~~, Education Code. Reference: Sections: 66600, 89280 and 89281, ~~89283 and 89284~~, Education Code.

Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter 2 – Educational Programs
Article 7 – Graduate Degrees

§ 40514. The Doctor of Nursing Practice Degree: Requirements.

(a) To be eligible for the Doctor of Nursing Practice degree, the candidate shall have completed a program of study that includes a qualifying assessment and a doctoral project consistent with the specifications in subdivision (ed) of Section 40513 and that is approved by the appropriate campus authority. A grade point

average of 3.0 (grade of B) or better shall have been earned in courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.

(b) Advancement to Candidacy. For advancement to candidacy for the Doctor of Nursing Practice degree, the student shall have achieved classified graduate standing and met such particular requirements as the Chancellor and the appropriate campus authority may prescribe. The requirements shall include a qualifying assessment.

(c) The student shall have completed all requirements for the degree within five years of matriculation into the doctoral program. The appropriate campus authority may extend by up to two years the time for completion of the requirements under the following circumstances;

- (1) the student is in good standing,
- (2) the extension is warranted by compelling individual circumstances, and
- (3) the student demonstrates current knowledge of research and practice in advanced nursing practice, as required by the campus.

NOTE: Authority cited: Sections 66600, 89030, 89035, 89280; and 89281, ~~89283 and 89284~~, Education Code. Reference Sections: 66600, 89030, 89280; and 89281, ~~89283 and 89284~~, Education Code.

Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter 3 – Admission Requirements
Article 8 – Admission of Post-Baccalaureate and Graduate Students

§ 41021. Admission to Doctor of Nursing Practice Programs.

An applicant may be admitted with classified graduate standing to a program leading to a Doctor of Nursing Practice degree established pursuant to Section 40513 if the applicant satisfies the requirements of each of the following numbered subdivisions:

- (1) The applicant holds an acceptable bachelor's degree in nursing or master's degree in nursing earned at an institution accredited by a regional accrediting association and a national professional accrediting association, as applicable; or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.
- (2) The applicant has attained a cumulative grade point average of at least 3.0 in an acceptable bachelor's degree in nursing or master's degree in nursing program as determined by the appropriate campus authority.

(3) The applicant maintains active licensure to practice as a registered nurse in the state in which practicum experiences will be completed.

(4) The applicant meets all requirements for credentialing or certification eligibility as appropriate to the nursing specialty area.

(5) The applicant has demonstrated sufficient preparation and experience pertinent to ~~advanced~~ nursing practice to be successful in doctoral education.

(6) The applicant has met any additional requirements established by the chancellor and any additional requirements prescribed by the appropriate campus authority.

NOTE: Authority cited: Sections 66600, 89030, 89035, 89280, and 89281, ~~89283,~~
~~and 89284,~~ Education Code. Reference: Sections 66600, 89030, 89280, and 89281,
~~89283, and 89284,~~ Education Code.

COMMITTEE ON EDUCATIONAL POLICY

Online Education

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Gerry Hanley
Assistant Vice Chancellor
Academic Technology Services

Summary

The California State University (CSU) has a long, rich history of meeting the needs of students through online education. Online and hybrid programs at the undergraduate and graduate levels, along with professional development certificates, credentials and individual courses increase access and add to the vibrancy of the CSU's course offerings.

Today, online education provides students the flexibility to take courses when – and where – best fits their circumstances. As a result, student demand for online education continues to increase. However, while online education offers a number of benefits to students, its natural limitations mean it is not always the best learning mode for all students.

To meet the demand for online education and best serve CSU students, campuses continue to expand their online offerings while taking strides to encourage students to consider if online education is the best option to ensure their success and completion.

National Landscape

According to a recent Hanover Research study, *Trends in Higher Education*, the number of students taking online courses nationally has increased steadily since 2012. With nearly 2.1 million students studying online, and another 2.8 million enrolled in hybrid programs, approximately one-in-three students nationally will participate in an online offering. In addition, 1-in-14 students at public, four-year institutions are enrolled in an online program.

At the same time, the online learning space has grown exceedingly competitive, with more public and private institutions expanding outreach and offerings. Students are also more selective in choosing an online program, looking at an average of three institutions before making a final enrollment decision program.

The State Authorization Reciprocity Agreement

In addition to institutional and student trends, nationwide legislative actions also have implications for CSU campuses. Established in 2013, the State Authorization Reciprocity Agreement (SARA) is an agreement among states, districts and territories that establishes national standards for postsecondary online education offerings. The intended goal of SARA is to make it easier for students to take online courses offered in other states by providing a standard of student consumer protection.

With Massachusetts recently passing legislation to join SARA, California is the only state that is not either a member or in the process of joining SARA. Legislation to join SARA was introduced in 2015 but was pulled from consideration following opposition from consumer advocacy groups.

Definitions

The CSU offers online education to students through degree programs, certificate programs, credentials and individual online courses. Online education is offered in two formats: online or hybrid. For both formats, courses are either asynchronous or synchronous.

Online Versus Hybrid Course Formats

“Online” refers to courses where all instruction is delivered online. Online courses either have no scheduled face-to-face meetings or face-to-face interactions are limited to orientation and/or examinations.

Hybrid courses are those that contain instruction delivered online and also require face-to-face meetings. For example, a hybrid course might meet online once a week and on campus once a week.

Asynchronous Versus Synchronous

Regardless of the course format (online or hybrid), courses are designed as asynchronous or synchronous. Asynchronous refers to courses where the instruction is available to students at any time online. Synchronous refers to courses that have pre-scheduled days and hours for students to receive instruction online.

Online Degree Programs

The CSU currently offers 234 online degree programs across its 23 campuses. This includes 80 bachelor’s degree programs (31 fully online, 49 hybrid); 147 master’s degree programs (88 fully online, 59 hybrid); and 7 doctoral degree programs (four fully online, three hybrid). Approximately two-thirds of these programs are self-support; the remaining programs are state-support.

In January 2018, online degree programs at the CSU were ranked among the best in the nation, according to U.S. News & World Report's *2018 Best Online Programs*. U.S. News & World Report rated online bachelor's and graduate programs across the country based on student engagement, student services and technology, admission selectivity, faculty credentials and training and peer reputation. The publication recognized programs at nine CSU campuses: Chico, Dominguez Hills, East Bay, Fullerton, Long Beach, Sacramento, San Bernardino, San Diego and San Luis Obispo.

Certificate and Credential Programs

The CSU offers several hundred certificate and credential programs, many of which are offered online. These programs may be offered as for credit or not for credit, and are largely sought after by individuals looking to advance in their careers. The most popular categories for certificate programs are business and finance, health care, leadership and management, and trade and transportation.

One of the largest of these programs is CalStateTEACH. CalStateTEACH is designed for individuals who wish to become a multiple subject credentialed teacher but are unable to attend a traditional, classroom-based teacher education program and for those who are already teaching without a credential. CalStateTEACH is particularly beneficial for students from rural and remote communities. In fall 2017, 46 percent of incoming CalStateTEACH program candidates were from rural communities.

CalStateTEACH continues to integrate new models of educational technology – including the creation of multi-touch books and the development of applications to deliver instruction. For the third time, the CSU CalStateTEACH program has been recognized as an Apple Distinguished School for its innovative one-to-one iPad implementation. The program's mobile learning initiative provides access to CalStateTEACH candidates so that they can access the curriculum via an iPad.

Online Courses

The majority of CSU students who participate in online education enroll in individual online courses on their path to a bachelor's degree. As demand for these courses continues to increase, campuses continue to grow the number of online course sections. In fall 2015, CSU campuses offered 4,004 online course sections. Two years later, in fall 2017, campuses offered 5,254 course sections online – an increase of more than 1,000 sections.

The vast majority of CSU students enroll in online courses through their "home" campus – the campus in which they are enrolled for their face-to-face classes. However, the CSU also provides opportunities for eligible students to enroll in courses at other CSU campuses. To be eligible, a student must:

- Have completed at least one term at their home campus;
- Have attained at least a 2.0 grade point average; and
- Be in good standing and enrolled at the home campus as a full-time student.

Cross-campus enrollment provides additional opportunities for students seeking online courses. However, cross-campus enrollments represent only a small fraction of all online enrollment at the CSU, as many students prefer to enroll in online courses offered at their home campus.

Qualities of Online Education at the CSU

Online education at the CSU provides students the opportunity to master academic content with the flexibility of learning that fits their specific circumstance. For example, students who work full-time or have family obligations often benefit from the flexibility of taking courses in the evening or on weekends. And students who live some distance from a university campus – and for whom moving is not an option – benefit from being able to take courses in their own home.

Students who enroll in online education through the CSU have access to many of the same benefits of students taking courses on campus. Students taking courses online may be eligible for, and receive, financial aid. Online courses use the same curriculum and are typically taught by the same faculty members as in-person courses. And students who graduate from online degree programs have the opportunity to participate in commencement ceremonies on campus.

Quality online education includes a number of elements, including, but not limited to:

- Person-to-person interactions via online discussions;
- Online homework problems;
- Video conferencing;
- Online lectures and presentations;
- Collaborative student projects within online environments;
- Online proctored exams; and
- Virtual labs.

In addition to the many benefits online education provides students, it is also an important tool for the CSU as the university seeks to meet its Graduation Initiative 2025 goals and produce its share of the 1.1 million graduates California needs to address its looming degree gap. Through online education, campuses are able to better manage enrollment in courses, particularly those that are high-demand and high-enrollment. For example, lab courses offered face-to-face are constrained by space and equipment limitations. Offering that same course online, through innovative technology, allows campuses to essentially double the number of students enrolled in that course.

Limitations of Online Education

Despite the many positive traits of online education, this form of learning does have natural limitations and is not the best option for all students. For example, virtual conferencing tools may not provide students with the same personal opportunities to develop teamwork skills or to build a social network of peers that can be beneficial throughout their studies and in their future career pursuits. Students engaged in online education also have fewer options to avail themselves of co-curricular or extracurricular activities that are available on campus, such as leadership opportunities and career- and interest-based organizations.

Success in online programs and courses also depends on the readiness, skills and knowledge that a student brings to the course. The Cal State Online website currently includes a survey designed to help students self-assess their readiness for online education. This voluntary tool asks questions about traits that make success in online courses more likely. These traits include:

- Time management skills;
- Comfortability with individual study;
- Ability to learn from a variety of formats (lectures, video, podcasts, etc.);
- Ability to stay on task; and
- Reliable access to a computer.

For students who are considering online education and connect with Cal State Online via phone or email, “coaches” provide preliminary guidance. These coaches help prospective students find the campus academic programs that will best suit their needs and connect them with campus advisors to ensure these students receive the best and most relevant advice about pursuing online education.

Additionally, there are challenges to growing online course offerings and expanding enrollment in these courses and programs. One such challenge is ensuring students receive the academic support they need to be successful in the course. For students enrolled in face-to-face courses, there is the option to meet with advisors, mentors and tutors on campus. While there are some opportunities for support through online education, they are fewer and more difficult for the campus to provide, especially outside normal hours of operation.

The costs related to recruitment, retention, student support and maintaining academic integrity may also be higher than those for face-to-face education. While the CSU Office of the Chancellor continues to negotiate contracts with commercial providers to provide services in a cost-effective manner, there remains a cost for campuses. To strengthen the CSU’s online capacities, investments in these student support services will be needed.

Quality Assurance

As CSU campuses continue to offer more online degree programs, certificates and courses, the university is committed to strengthening quality online teaching and learning, determining how to best assess it and making desired improvements. The CSU offers multiple services and resources to faculty who are designing and teaching online courses.

CSU Quality Assurance efforts are resulting in a significant and growing number of faculty and staff who are trained in exemplary online practices, become certified reviewers of online courses or have their online courses certified as meeting quality standards.

Quality Matters™

The CSU has a systemwide agreement with the national program Quality Matters™ (QM). QM is a faculty-centered, peer-review process designed to certify the quality of online courses. The QM primary components include:

- A set of standards for the design of online courses;
- A peer-review process for applying the standards to provide feedback for faculty in the continuous improvement of online courses; and
- Professional development opportunities for faculty.

Quality Online Learning and Teaching

Quality Online Learning and Teaching (QOLT) is a program that was developed to assist faculty in more effectively designing and delivering online courses. QOLT is an evaluation instrument – containing nine sections with 53 objectives – that provides guidance to instructors. CSU faculty use this feedback to design and improve their online courses.

The QOLT evaluation instrument was developed after review of related research and literature, as well as careful consideration of existing models for assessing effective online teaching and learning.

Formal Course Review Process

The CSU Office of the Chancellor established a process for formal course review of online courses across all campuses. Using a team approach, certified CSU reviewers analyze each course from the student perspective and apply the instrument to the course, providing feedback for course improvement. The goal is for each reviewed course to obtain at least 85 percent of the points possible while meeting all core standards in the evaluation instrument applied.

Once the course meets these criteria, the instructor receives a certification letter and is given a unique certification mark they may place inside the course. Courses meeting this level of certification are recognized on various campus and systemwide websites.

A Quality Assurance certified course provides assurance that the online course has been developed and delivered with all components necessary to enable students to be successful in meeting their educational goals. Over the past four years, the Office of the Chancellor has supported more than 2,500 CSU faculty in completing certified programs offered by nationally recognized QM and QOLT programs.

Enrollment Trends

While CSU campuses began offering online education in the late 1990s, the CSU Office of the Chancellor did not begin collecting more discrete enrollment data using standardized definitions of online education until 2014-15. Over the past three years, enrollment in online degree programs, certificate and credential programs and courses has largely grown as student demand has increased.

Online Degree Programs: Undergraduate

The following chart shows the number of undergraduate students participating in either online or hybrid degree programs at the CSU.

Year	Online	Hybrid	Total
2014-2015	1,859	4,592	6,451
2015-2016	2,373	4,805	7,178
2016-2017	2,903	5,123	8,026

Online Degree Programs: Graduate

The following chart shows the number of graduate students participating in either online or hybrid degree programs at the CSU.

Year	Online	Hybrid	Total
2014-2015	7,722	2,624	10,346
2015-2016	7,710	2,957	10,667
2016-2017	7,713	2,899	10,612

CalStateTEACH

The following chart shows the number of individuals who were enrolled in CalStateTEACH as well as the number of students who were recommended for credentials each year.

Year	Headcount	Credentials Recommended
2014-2015	1,137	326
2015-2016	1,272	384
2016-2017	1,454	414
2017-2018	1,455	438

Individual Online Courses: Undergraduate

This chart shows the number of undergraduate students who enrolled in at least one online or hybrid course.

Year	Online	Hybrid	Total	Percent of Undergraduate Student Population
2015	81,988	29,698	111,686	27%
2016	92,816	35,430	128,246	30%
2017	105,081	38,745	143,826	33%

Individual Online Courses: Graduate

This chart shows the number of graduate students who enrolled in at least one online or hybrid course.

Year	Online	Hybrid	Total	Percent of Student Population
2015	10,756	2,200	12,956	20%
2016	11,881	2,808	14,689	23%
2017	13,247	2,959	16,206	25%

Assembly Bill 386

In academic year 2012-13, the CSU expanded the opportunity for students to take courses at another CSU campus through intrasystem concurrent enrollment to include online courses. Building on this opportunity, in 2013, Assembly Bill (AB) 386 (Levine) directed the CSU to improve students' access to online coursework by:

- Providing an online website with the complete list of fully online courses offered by all CSU campuses;
- Providing a more seamless opportunity to enroll in online courses available at other CSU campuses;
- Providing a streamlined process of transferring units for credit at the home campus;
- Fostering greater coordination among all segments of higher education in the state;
- Establishing a series of uniform definitions for online education; and
- Reporting to the legislature on the feasibility of developing an accelerated bachelor's degree completion program consisting of online courses aimed at students who started college but never obtained a degree.

The CSU has made great progress in implementing AB 386. In 2014, the CSU developed definitions used by all campuses to designate the delivery format of online courses.

- “Completely online” is defined as an instructional delivery course section that contains both a synchronous component and an asynchronous component such that no intermittent face-to-face meetings are scheduled.
- “Online” is defined as an instructional delivery course section that contains both a synchronous component and an asynchronous component such that orientation and/or midterm and/or final exam face-to-face meetings are included.

In 2015, CSU campuses engaged in Cal State Online identified expanding degree completion programs as a priority, but recognized that campuses would need to develop the capacities to deliver online programs that would fully meet the needs of students who started college but never obtained a degree. These prospective students would likely need extra support in finding programs and completing their applications, overcoming barriers to remain enrolled and earn a degree, using technologies related to online education and refreshing the skills and knowledge necessary for the courses. This feasibility report was delivered to the legislature in 2015.

Following significant work by campuses and the Office of the Chancellor to build those capacities, later this year Cal State Online will be launching “Cal State Online Complete,” a program to accelerate growth in the enrollment and completion of the CSU’s degree completion programs, particularly among students who started college but never obtained a degree.

The university continues to strengthen processes and infrastructure to improve the experience for students. For example, the CSU created its Fully Online Courses website, which provides a single access point for all CSU fully online courses that are offered each term. The CSU Office of the Chancellor has also embarked on a process to improve the website’s functionality and make it easier for students to find currently open sections of online courses across the CSU. This upgrade is expected to conclude by June 2018.

As part of its efforts to streamline cross-campus online opportunities, the CSU developed an enrollment process that is embedded in each campus' existing student portal. With this improved process, each of the conditions students must meet to be eligible for cross-campus enrollment is evaluated instantly if the student searches online courses. Additionally, grades earned in an online course completed at another CSU are transmitted to the home campus at the end of the term, without the need for students to order transcripts.

To foster greater coordination among all California higher education segments, the CSU is piloting a partnership with a technology company that provides students information and access to fully online courses offered at either the CSU or the California Community Colleges.

Legislative Analyst Office Report on AB 386

In January 2018, the Legislative Analyst Office (LAO) issued a report – *An Evaluation of CSU's Cross-Campus Online Education Program* – that assessed the CSU's implementation of AB 386. The report noted that cross-campus online enrollment in the CSU remains low. However, by reporting on only cross-campus enrollments, the LAO report did not provide or reflect the broader context of online education at the CSU.

While the LAO report concludes that the CSU could be taking greater steps to increase cross-campus enrollment in online courses, this was neither the charge of AB 386 nor is it aligned with student demand. Students are more inclined to enroll in online courses offered at their home campus for a number of reasons, including familiarity with instructors, more direct access to faculty and having the benefit of a single campus calendar. Additionally, California Education Code deliberately references the preference that should be given to students who wish to enroll in online courses at their home campus first, before opportunities are extended to students from other institutions.

As with any program, there are continuous improvement opportunities for cross-campus enrollment. As detailed above, the CSU continues to make enhancements to improve the experience for students. However, the enrollment trends for online education in the CSU demonstrate that the CSU is meeting the student demand for online courses.

Conclusion

Students elect to pursue online education opportunities for a variety of reasons. For some, an online credential or degree affords the only opportunity to access higher education. For other students, an online course allows a student to complete more units in a particular term than would otherwise be possible, given life circumstances.

For students who are well-equipped to succeed in online learning formats, online education at the CSU offers them the flexibility they need while they receive a high-quality education. Through these courses and degree programs, students have the opportunity to engage with CSU faculty and their peers while they utilize innovative educational technology to master their areas of study.

CSU campuses have established themselves as model institutions and leaders in a number of online education activities. The CSU continues to increase its online offerings – and improve the overall student experience – as an important tool for increasing access and meeting students’ needs. As the CSU continues to pursue its Graduation Initiative 2025 goals, online education plays a critical role, providing both students and campuses needed flexibility in course scheduling and supporting student success and degree completion. Ultimately, to meet the state’s impending degree drought, the CSU will need to continue investing in both face-to-face and online education.

COMMITTEE ON EDUCATIONAL POLICY

Student Health Services

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Summary

The California State University (CSU) considers investments in the health of students as investments in their success. Having access to health care services on campus makes it easier for students to receive the care they need. And when students are healthy and their medical needs are met, they are more likely to remain enrolled, attend classes, be engaged in their coursework and earn a degree.

All 23 CSU campuses have a student health center, at which licensed professionals provide basic health services, consultation and referral to off-campus providers as needed. Additionally, campuses provide health education on a variety of topics to students. This education is delivered in a number of forms, including websites, workshops and through student programs. At the majority of CSU campuses peer health educators actively promote health and wellness to their fellow students.

As the field of health care continues to rapidly change, the CSU is constantly seeking opportunities to be more innovative in providing students the health care they need. This includes developing new community and health care partnerships, improving how the university measures the impact of health services on students, integrating models of care and exploring the burgeoning field of telemedicine. With these innovations, the CSU seeks to continue improving the student experience, helping students be successful and earn a degree.

Student Health Centers

Student health centers are open throughout the academic year and during summer sessions. The centers also provide after-hours nurse advice lines and contact information for local medical centers for times when the student health center is closed. Students who are eligible for health services at one CSU campus are also eligible for health services provided by other CSU campuses at no additional charge.

Student health centers are staffed by physicians, physician assistants, nurses and individuals who are qualified to provide health care services, as determined by state law, CSU standards and accreditation agency guidelines.

Basic Health Services

Executive Order (EO) 943, *Policy on University Health Services*, governs student health services at the CSU. Under EO 943, campus student health centers are required to offer a suite of basic services to all students who have paid the campus-based mandatory fees for student health services.

Under EO 943, campuses provide the following health services:

- Primary outpatient care consistent with the scope of service and the skills and specialties of clinical staff;
- The provision of family planning services (excluding surgical procedures), consistent with current medical practice;
- Public health prevention programs, including required immunizations and those immunizations required for participation in educational programs of the campus;
- Health education (e.g. nutrition, sexually transmitted infections, HIV, alcohol and substance abuse, eating disorders, preventive medicine);
- Evaluation and guidance for individual health problems;
- Clinical laboratory diagnostic services in support of basic services, including: complete blood count, urinalysis, screening cultures, and urine pregnancy tests;
- Basic diagnostic X-ray services;
- Pharmacy services (subject to “at cost” charge);
- Medical liaison services with other community health agencies and services (e.g., county health departments, medical and nursing schools);
- Consultation with and referral to off-campus health care providers and hospitals; and
- Consultative services on campus health issues.

While a common core of basic medical services are provided for students at the CSU, it is acknowledged that services may vary slightly from campus to campus due to the availability of medical personnel, facilities or equipment. In cases where a student requires care that is beyond the scope of authorized services, student health centers will refer that student to other community medical facilities. This includes cases where a student requires care for illnesses, injuries or conditions that necessitate hospitalization, after-hours, long-term or specialty care.

Augmented Health Services

In addition to the basic health services listed above, EO 943 specifies a number of augmented services that can be offered by student health centers, however are elective or specialized in nature. Augmented services include items such as elective physical examinations, allergy testing, physical therapy services, dental services and optometry services.

Before campuses can offer these augmented services, the campus must guarantee the following conditions are met:

- The service is provided consistent with CSU policy and in a manner that prevents diversion of resources or staff from the adequate provision of basic student health services;
- The student health center or contracted provider is equipped to provide the service;
- The medical qualifications and specializations of the staff are sufficient to provide the service;
- Justification of student need or demand for the service has been made;
- The method for providing the service is the most effective in terms of both treatment and cost; and
- Proposed services have been submitted for consideration to the student health advisory committee prior to review by the campus president or designee.

Student Health Advisory Committee

All campuses have established student health advisory committees that advise campus leadership and the student health center on critical issues relating to campus health services. These committees are chaired by students and include a representative from the student health center. The committee makeup can include faculty, administrators and staff, however the majority of the committee is required to be students.

Funding

Prior to the 1990s, student health centers were funded mainly through general fund allocations. However, in the 1990s, the state experienced a period of economic stress, during which the state was unable to sustain its level of support for higher education. To preserve the core mission of the CSU and ensure that university operations were sustainable, the Board of Trustees made the decision to transition the source of funding of health service operations to mandatory student health fees. This decision was based on the recommendation of the CSU Task Force on Student Health Services.

Today, all CSU campuses financially support student health centers through campus-based student fees as the sole or primary funding source. Campus-based student fees are not allowed to exceed substantially the cost of health services provided at the campus. Students are not charged additional fees for basic health services, except in cases where laboratory tests must be sent externally or for the actual cost of acquiring vaccines, medications and health devices.

These fees are set by the campus, and all revenue must be used to support the operation of the student health center. For the 2017-18 academic year, the average student health fee was \$272 with a range between \$90 and \$674. For qualifying students, student health fees may be covered by eligible student financial aid programs, such as Pell grants.

In accordance with EO 1102, *California State University Student Fee Policy*, campuses may enact or increase student health fees through a student referendum or through appropriate and meaningful consultation. An advisory student referendum is expected in order to measure student support prior to adjusting the fee. If a referendum is not conducted prior to adjusting the fee, the president must demonstrate to the campus fee advisory committee the reasons why the appropriate and meaningful consultation methods selected will be more effective.

External Review

Student health centers are required to be evaluated and accredited by an appropriate, nationally recognized independent review agency. Reaccreditation evaluations are conducted every three years, or as determined by the accrediting agency and the campus. As part of the campus quality of care assurance program, each student health center has adopted the quality assurance program required by the accrediting agency.

Conclusion

CSU campuses offer a robust spectrum of health care services to students while also providing health education and preventive care. The university continues to look to the future, identifying and pursuing strategies to improve student health services. This includes efforts to standardize health promotion practices to encourage the adoption of healthy habits during a students' college experience.

The CSU is also focused on developing opportunities to bridge health center programs with mental health services and basic needs resources to reduce stigma and increase access to these programs and services. CSU campuses are currently administering the National College Health Assessment to students. With the CSU data from that assessment available later this year, we plan to present an item on mental health during the upcoming academic year.

As the CSU pursues its Graduation Initiative 2025 goals, these investments and innovations in health services will be critical to ensuring students' well-being, success and completion.