

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 9:15 a.m., Wednesday, May 15, 2002
Glenn S. Dumke Auditorium

Debra S. Farar, Chair
William D. Campbell, Vice Chair
Roberta Achtenberg
Daniel N. Cartwright
Martha Fallgatter
Murray L. Galinson
Harold Goldwhite
Ricardo F. Icaza
Dee Dee Myers
Ralph R. Pesqueira

Consent Items

Approval of Minutes

Discussion Items

1. California State University Monterey Bay Student Outcomes Assessment,
Information

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

**Trustees of The California State University
The California State University, Sacramento
University Union Ballroom
6000 J Street
Sacramento CA 95819**

March 13, 2002

Members Present

Cruz Bustamante, Lt. Governor
Charles B. Reed, Chancellor
Laurence K. Gould, Jr., Chair of the Board
Debra S. Farar, Chair
Roberta Achtenberg
Daniel N. Cartwright
Martha Fallgatter
Murray L. Galinson
Harold Goldwhite
Ralph R. Pesqueira

Members Absent

William D. Campbell, Vice Chair
Ricardo F. Icaza
Dee Dee Myers

Other Trustees Present

Cruz Bustamante, Lt. Governor
Delaine Eastin, State Superintendent of Public Instruction
Bob Foster
William Hauck
Shailesh J. Mehta
Frederick W. Pierce IV
Stanley T. Wang

Chancellor's Office Staff

David S. Spence, Executive Vice Chancellor and Chief Academic Officer
Richard P. West, Executive Vice Chancellor and Chief Financial Officer
Jackie R. McClain, Vice Chancellor, Human Resources
Freda Hinsche Otto, Assistant Vice Chancellor, University Advancement
Christine Helwick, General Counsel
Gary A. Hammerstrom, Associate Vice Chancellor, Academic Affairs

Closed Session**Review and Recommendation of Nominees for Honorary Degrees**

The Subcommittee on Honorary Degrees of the Committee on Educational Policy met Tuesday, March 12 in closed session and acted on nominations for honorary degrees.

Open Session

Chair Farar called the meeting to order on Wednesday, March 13, 2002, at 9:36 a.m.

Approval of Minutes

The minutes of January 30, 2002, were approved by consent as submitted.

Academic Planning and Program Review

Chair Farar stated that each year the Trustees receive a report on academic planning and program review. Dr. Spence presented the annual report and commented that academic planning at each university involves both the development of new degree programs and regular review of existing programs. In approving the resolution, the Trustees would be granting the authority to plan a total of 14 new degree programs across the 22 existing CSU campuses. Dr. Spence added that the report includes summaries of campus program reviews and accreditation reports stemming from visits of the Western Association of Schools and Colleges (WASC) to three campuses.

Dr. Spence noted that 15 campuses have completed the process of reviewing all undergraduate degree programs to determine which programs could reduce the minimum total units required for a bachelor's degree to 120 units.

State Superintendent of Education Delaine Eastin stressed the importance of educational leadership to K-12 schools and inquired about the long-term plan for joint Doctor of Education degrees. Dr. Spence responded that the California State University and University of California will shortly issue a request for proposals for the planning, development, and implementation of joint EdD. programs; that a legislative resolution recognizing the CSU-UC agreement is likely to be introduced, and that several new joint doctoral programs will be enrolling students in 2003 or 2004.

Chancellor Reed commented that the CSU is currently conducting five pilot projects addressing reform in the preparation of school principals. Dr. Reed noted the importance of involving colleges of education and business and other university disciplines in preparing school administrators effectively.

Trustee Goldwhite congratulated his faculty colleagues on their program reviews. He briefly explained the review process, emphasizing the careful thought that faculty devote to the effort. Trustee Goldwhite also congratulated the campuses on their development of outcomes assessment practices, and looks forward to hearing further about this development in the first report on the Cornerstones Implementation Plan.

Trustee Pierce inquired about the elimination of CSU Northridge's Business Education degree program. President Koester replied that the discontinued program was a specialized program, formerly preparing high school teachers of Business. The campus will continue to offer all its other Business Administration programs.

Trustee Pesqueira thanked Secretary Eastin for her comments about the importance of the Ed.D. and inquired about the needed to create incentives for educational leaders to pursue the Ed.D. Secretary Eastin commented that principals and superintendents are likely to respond enthusiastically to new Ed.D. opportunities. She complimented Drs. Reed and Spence on their leadership role.

Trustee Foster asked about the nature of a projected master's degree in Bioinformatics. President Richard Rush, CSU Channel Islands, described the interdisciplinary field of Bioinformatics, which brings together the tools of Biology, Chemistry, Computer Science, and Mathematics to solve practical genetic, biochemical, biological, and medical problems.

Trustee Farar thanked Dr. Spence and the campuses for their work.

The resolution was moved and seconded. The committee recommended approval of the proposed resolution (REP 03-02-04).

Community Service Learning in the California State University

Chair Farar commented that in April 1999, Governor Gray Davis called for a community service requirement for all students enrolled in California's public institutions of higher education. In March 2000, the California State University Board of Trustees passed a resolution calling on the chancellor and each CSU president to "ensure that all students have opportunities to participate in community service, service learning or both."

Dr. Spence noted that the CSU system was the first to respond to the Governor's call. The CSU committed to developing 220 courses with new service-learning components and to reporting on an annual basis our efforts to create service-learning opportunities. In developing 327 courses with new service learning components during the 2000-2001 academic year, the CSU exceeded its commitment of 220 courses by 45 percent. Over 475 course sections offered an additional 12,000 students the opportunity to participate in service learning. Each CSU campus has

developed a service-learning office and over \$2,279,000 was secured from external sources. Dr. Spence introduced Erika Randall, Director of Community Service Learning.

Ms. Randall commented that the success of community service learning is due to student enthusiasm and faculty interest. Additionally, research has demonstrated the impact of service learning on students. Ms. Randall shared specific examples of service-learning courses on CSU campuses. At CSU Northridge, microbiology students master course concepts by conducting water tests when residents of a local community expressed concern about contamination from leaky septic tanks. At CSU Dominguez Hills, students in an introductory philosophy course provide community service at a center for victims of domestic violence to examine the role of values as motivations and goals in our lives, and to construct solutions to various problems of value. And finally, students at San Francisco State University in both the marketing and art departments work collaboratively in an interdisciplinary course to develop and produce public service announcements for nonprofit agencies. Service learning occurs in a multitude of various disciplines.

Dr. Spence recognized and congratulated Robert Corrigan, President of San Francisco State and Chair of the CSU Advisory Group on Community Service, for his contribution to community service learning. Dr. Corrigan praised Ms. Randall for her leadership role. President Corrigan commented that the CSU is taking a leadership role in the Jumpstart program. Jumpstart involves college students as tutors and mentors for pre-school children. President Corrigan commented that because of community service-learning programs, students have become civically engaged in their communities.

Dr. Spence introduced John Welty, President CSU Fresno and a commissioner to the Governor's Office on Service and Volunteerism. President Welty commented that over 3,800 students and 70 faculty at CSU Fresno provide service to the community. Dr. Welty stated that 73 new service-learning courses have been added to the curriculum in the last year. Dr. Welty also stated that the Governor's Office on Service and Volunteerism has made a significant investment in the CSU's efforts to create service opportunities for students. The CSU has been competitive in securing over \$1,360,000 in AmeriCorps funding and over \$900,000 in Cesar Chavez Day funding this year.

Trustee Galinson commended all involved with this program and commented that this program is what CSU is all about. Chancellor Reed commented that CSU students and faculty have donated over 34 million hours of service to their communities. Trustee Cartwright stated he has personally benefited from community service learning at CSU Stanislaus, and on behalf of the students, thanked the Board for their leadership.

Secretary Eastin thanked President Corrigan for his work as a co-sponsor of the Forum on the Civic Mission of Education, and complimented the CSU for its commitment to service learning.

Chair Farar added her thanks to Ms. Randall, Chancellor Reed, and all involved with community service-learning programs.

Chancellor Reed acknowledged Ms. Randall's leadership role in community service learning, and Ms. Randall was congratulated with applause from the Board and audience.

Approval of California State University Bakersfield, Antelope Valley Off-Campus Center

Chair Farar introduced this item stating that Board policy establishes the criteria for approval of permanent off-campus centers with over 500 full-time equivalent students, prior to review by the California Postsecondary Education Commission. The Antelope Valley Education center, an off-campus center operated by CSU Bakersfield, now exceeds the required amount, and the campus is requesting approval of this center as a permanent off-campus center.

Dr. Spence introduced President Tomãs Arciniega, CSU Bakersfield. President Arciniega stated that the need for an off-campus center is in response to the needs of the fast growing area.

Trustee Hauck commented that it is important that the Governor and legislature be aware of the need for funding. President Arciniegna responded that he was working with the legislature and that both Lancaster and Antelope Valley have each contributed \$100,000. Lieutenant Governor Bustamante commented that although this is a difficult year for funding, there may be money available through a bond bill or in connection with a student housing bill.

Chair Farar inquired if California Postsecondary Education Commission (CPEC) review would qualify the off-campus center for state funding and Dr. Spence responded that it would.

The resolution was moved and seconded. The committee recommended approval of the proposed resolution (REP 03-02-05).

Notable Accomplishments in California State University Teaching, Research, and Scholarship: California State University Sacramento, Center for California Studies

Chair Farar stated that the Center for California Studies is a public policy, public service, and curriculum support unit of CSU Sacramento. Dr. Spence introduced President Gerth, CSU Sacramento. President Gerth acknowledged Tim Hodson, Executive Director of the Center for California Studies, Elizabeth Moulds, co-founder of the concept of the Center, and introduced Former California State Senator, Patrick Johnston.

Mr. Johnston thanked the CSU for supporting the Center and commented that it links the CSU system with state policy makers and the state Capitol. In an overview of the Center, Mr. Johnson highlighted the nationally recognized Capital Fellows Programs, which includes 64 members this

year who are assigned as Fellows to the Assembly, Senate, Executive, and Judicial branch offices in California.

Mr. Johnston stated that other programs of the Center include the Government Affairs and Research program, which links CSU's public policy research to needs of state policy makers and sponsors conferences and symposia as well as LegiSchool and Eureka. Mr. Johnston commented that the Center maintains an interdisciplinary focus in its California Studies activities and among its projects include an annual *Envisioning California Conference*, the Institute for Social Research, which maintains the state's only comprehensive database of local election results, and a joint project with the California Secretary of State. President Gerth introduced four fellows from the Capital Fellows Program: Merlyn Calderon, Sandra Jimenez, Scott Paul, and Tamara Warren.

Chair Farar commended the work of The Center for California Studies.

Adjournment

The meeting adjourned at 10:48 a.m.

COMMITTEE ON EDUCATIONAL POLICY

California State University, Monterey Bay: Outcomes-Based Education

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Diane Cordero de Noriega
Provost
CSU Monterey Bay

Summary

CSU Monterey Bay (CSUMB) developed its academic model in a context of outcomes-based education, thereby placing the focus on student learning and how student learning can be demonstrated. This approach not only focuses on curriculum and pedagogy, but also on assessment—an assessment that promotes student learning, is public, and, most importantly, improves practice and programs. Assessment of our University Learning Outcomes contributes to our accountability to students, families, community, and the CSU Trustees. It has been both a powerful process of learning as well as a powerful process of program improvement. In addition, faculty refer to it as a powerful faculty development experience.

CSUMB's Approach to Outcomes-Based Education

All academic programs at CSUMB, including both general education and the academic majors, stipulate specific learning outcomes for that program. These represent what students should know and be able to do as a result of participating in this learning experience. These outcomes are designed to focus curriculum and pedagogy on explicit learning outcomes and on the assessment of those outcomes. At CSUMB the faculty publicly articulate assessment information in advance of instruction so that all students know what is expected of them. Therefore students are able to direct their learning efforts to these clear expectations. The students' progress and completion are determined by achievement of the learning outcomes.

Kinds of Outcomes

CSUMB has general education outcomes, called University Learning Requirements, that apply to all students who plan to graduate from the university. In addition, each department or program has learning outcomes for the major, known as Major Learning Outcomes. These are always aligned with the outcomes of individual courses in the degree program.

Assessment Protocols

In order to effectively assess learning outcomes, it was necessary to develop assessment protocols. These protocols include not only the outcomes, but also the evidence that would demonstrate that outcome. The protocol also describes the criteria for evaluating the evidence and the standard by which the evidence will be measured. Outcomes describe student learning and performance in terms of actual skills, understandings, behaviors, attitudes and values. The outcome answers the question, "What do we expect of our students?" Evidence is student work that demonstrates achievement of the outcome, such as assignments, projects, papers, presentations, and action research. So that the evidence of student learning can be rich, varied, and robust, faculty provide opportunities for students to demonstrate learning in different ways. The criteria describe the qualities desired in the student work, qualities that will support the faculty in making objective evaluations of the students' work. The standards describe different levels of the criteria, that is, what represents excellent performance versus adequate or unacceptable performance.

CSUMB's Process of Assessment

CSUMB's process of assessment begins with the development of clear outcomes. Next, the faculty collect evidence of student achievement. Third, the faculty review and analyze the evidence. To close the loop, faculty then revise the outcomes and criteria and improve pedagogy, curriculum and programs.

Results and Insights

As a result of this process, faculty can continuously clarify outcomes, criteria and standards. The process improves the alignment of assignments and assessments with outcomes. Faculty also continue to enhance their pedagogy to support student achievement of outcomes. Finally, the process provides documentation of student achievement of learning outcomes.

The critical importance of assessing student learning outcomes is accountability on various levels. CSU's Cornerstones document outlines expectations for accountability for student learning. WASC's new standards are explicit with regard to assessing student learning and particularly using that information for continuous improvement. CSUMB has made great strides in demonstrating how to achieve these desired outcomes. There is, of course, still more work to do. It is an ongoing process.