Minutes of Meeting <mark>DRAFT</mark>
Friday, March 26, 2013
10:00 a.m. – 4:00 p.m.
UC Sacramento Center, Sacramento, CA
ICAS Website • http://icas-ca.org/

In Attendance:

<u>CCC Senate</u>: Michelle Pilati, President; Beth Smith, Vice President; Phil Smith, Member at Large; David Morse, Secretary

<u>CSU Senate</u>: Diana Wright Guerin, ASCSU Chair; Steven Filling, Vice Chair; Christine Miller, Member-at-Large; Catherine Nelson, Member-at-Large

<u>UC Senate</u>: Robert Powell, Chair; William Jacob, Vice Chair; John Yoder, UCEP Chair

<u>Guests</u>: Steve Juarez, Director, UC State Governmental Relations; Andrew Martinez, Legislative Advocate, CSU; Mufaddal Ezzy, Office of pro Tem Steinberg; Jason MacCannel, Office of Governor Brown; Kevin Powers, Office of Senator Block; Carole D'Elia, Executive Director, Little Hoover Commission; Barbara Illowsky, CCC Chancellor's Office; LeBaron Woodyard, CCC Chancellor's Office, Barry Russell, Vice Chancellor, Academic Affairs, CCC

<u>Staff</u>: Michael LaBriola and Martha Winnacker (UC); Julie Adams (CCC)

I.   Consent Calendar

> *Approval of the March 26, 2013 Agenda*
> *Approval of the January 11, 2013 Meeting Notes*

Action: ICAS approved the consent calendar.

II.   Executive Session

Notes were not taken for this portion of the meeting.

III.   Announcements

- o *Robert Powell, ICAS Chair and Chair, UC Academic Senate*
- o *Diana Wright Guerin, Chair, CSU Academic Senate*
- o *Michelle Pilati, President, CCC Academic Senate*

Robert Powell: The Senate chair and vice chair released an open letter to UC faculty expressing grave concerns about State Senate Bill 520, which would establish a process through which UC, CSU, and CCC students who are unable to enroll in classes they need to graduate could gain credit for courses taken through third party providers of Massive Open Online Courses (MOOCs). UC is organizing two systemwide meetings in mid-April to discuss the use of funding the Governor's budget sets aside for the development of online educational technologies, and the Senate's Educational Policy Committee is considering a policy for the approval of systemwide courses, including online courses, available to students at any UC campus. In addition, the Academic Council has endorsed the Faculty Welfare Committee's request for an updated total remuneration study of faculty and non-represented staff, and a statement from the Task Force on Investment and Retirement urging UC to maintain its current plan for funding UCRP.

Diana Wright Guerin: The ASCSU celebrated its 50th anniversary at its January plenary, and passed resolutions in support of a smoke-free CSU, new IGETC pathway for STEM majors, and evidence-based policy-making, and opposing a Board of Trustees proposal for graduation incentive, third-tier tuition, and course repeat fees and a WASC proposal to eliminate Guideline 2.2a from its Handbook of Accreditation. WASC has decided to retain the language. The Senate is emphasizing the large number of quality online courses already in place on CSU campuses; CSU's success in improving six-year graduation rates, despite students' increasing work/loan challenges; and the need to leverage the unique strengths of each CSU campus for the benefit the system. The Senate is also concerned about the increasing student-faculty ratio, and an aging faculty that is not being renewed quickly enough to keep pace with retirements and separations.

Michelle Pilati: The ASCCC is planning its upcoming April plenary session, the theme of which is "Rising to the Challenge: Responding to Disruptive Forces." The Community Colleges are concerned about several elements of the Governor's proposed budget—notably, the proposal to base funding on a census of students taken at the end of term and the proposal to limit the number of units the State would subsidize per student. The CCC is prioritizing course enrollment for fully matriculated entering students in response to the recommendations of a Student Success Task Force. The two colleges currently on "show cause" accreditation status are working to address their issues.

Smarter Balanced Assessment Collaborative Meeting: ICAS members Michelle Pilati, Beth Smith, Phil Smith, David Morse, and George Johnson attended an intersegmental meeting in Sacramento on February 22 to discuss implementation of a new K-12 assessment system that will align with the Common Core to test college readiness in English and math. In general, ICAS participants view the new assessments as imperfect but significantly better than current or prior assessments. There are still questions about the role of existing tools such as the CAHSEE, how "career readiness" as opposed to college readiness will be defined, and the consequences for students who do not meet the college-ready standard. It was noted that the stakes for community colleges may be particularly high if they are asked to address the gaps of students who are interested in college but do not meet the standards. There is also concern that the Smarter Balanced message about career and college readiness is too severe and may encourage "tracking." There is support for a proposed math assessment that would supplement the 11th grade cumulative assessment.

IGETC for STEM Majors: The CSU Senate supports a new IGETC sequence to accommodate students majoring in STEM fields, and the UC Senate is reviewing modifications to its regulations that will codify an IGETC for STEM sequence. After the California Intersegmental Articulation Council appoints one articulation officer from each segment to the ICETC Standards Subcommittee, the Subcommittee will review CSU and UC's approved language to ensure consistency with the *IGETC Standards* document.

Subcommittee to Update ICAS Statement on Preparation in Natural Science: The segments have sent three nominees each to ICAS for a subcommittee that will write a charge for a second subcommittee to revise the 1986 ICAS *Science Competencies Statement*.

Update to Math Competencies Statement: A small group led by Professor Jacob has updated the ICAS Math Competencies Statement to reference the Common Core Standards and include a preamble about the standards of mathematical practices and habits of mind. The California Department of Education is reviewing the language.

IV. Legislation Affecting the Higher Education Segments
   o *Steve Juarez, Director, UC State Governmental Relations*

SB 520: State Senate President pro Tem Steinberg's amendment to SB 520 stipulates that the faculty-led California Open Education Resources Council would identify the 50 most impacted lower division courses for which third party online courses could be approved for credit. Faculty and administrative leaders from the segments have been meeting with Senator Steinberg and his staff to discuss the bill. The Senator has indicated that his main goal is to help more students graduate. UC is saying that it recognizes the important and evolving role of technology in the delivery of curriculum, but does not believe that outsourcing education to third party providers is an appropriate solution to time to degree and access problems, which the University is addressing successfully already. UC is open to discussing goals for access and time to degree but believes it should continue to have the authority to decide how best to achieve those goals.

SB 547: UC, CSU, and CCC are also reviewing Senator Block's SB 547, which would require the segments to develop or identify high demand lower division online courses that are transferable under IGETC, and make them available to students at the three segments for enrollment by fall 2014.

SB 440 (Padilla) requires each community college district to develop SB 1440 associate degrees for transfer in all fields for which transfer model curricula have been developed. It clarifies that a transfer curriculum developed by a community college for an SB 1440 degree should apply to all options within a major.

Discussion: Several ICAS members noted that they oppose outsourcing to for-profit providers and believe that MOOCs do not provide the level of educational quality and preparation normally expected by the segments. Moreover, the segments already have robust online course offerings and are working hard to improve and increase those opportunities. It was noted that policymakers may not be fully aware of these efforts. They should also consider research showing that online education is most effective at the upper division and graduate level and least effective for students from underserved backgrounds. Moreover, the segments serve different populations, and one-size-fits-all policies and goals are inappropriate.

It was noted that UC, CSU, and CCC students may have access to fewer or less convenient course options now compared to the past, but they do have access to the courses they need to graduate, and more importantly, to the higher education system. Although budget cuts have increased the financial pressures on students and have made the traditional four year degree more difficult to obtain, both UC and CSU have improved graduation outcomes. Legislation that intends to increase "access" should be fashioned to reflect that goal by incorporating appropriate metrics. The Compacts of the 1990s challenged UC to improve outcomes to great effect.

Senator Block's policy consultant Kevin Powers noted that the Senator believes it is important to set clear goals, priorities, and incentives for the online education funding in the Governor's budget, and SB 547 is intended to provide some guidance in that regard. The Senator understands that the segments are different, but he believes that online education could increase access for certain kinds of students and learners, and the Academic Senate is best equipped to lead the efforts outlined in the bill.

V. CA Open Education Resources Council (Senate Bills 1052 and 1053)

ICAS discussed the implementation of [SB 1052](#) and [SB 1053](#) with Senator Steinberg's policy consultant Mufaddal Ezzy. SB 1052 asks ICAS to appoint by April 1, a California Open Education Resources Council (COERC), composed of three Senate members from each segment, to assemble a list of 50 lower division courses for which open source textbooks and materials can be identified or developed, and to establish a competitive RFP process for funds to produce the textbooks. SB 1053 establishes a CA Digital Open Source Library administered by CSU. The State has promised CSU $10 million for administration of the library ($5 million from the State and $5 million in matching funds from private sources).

Mr. Ezzy noted that faculty, through the COERC, will oversee choosing content for the Open Source Library, and while there will be no mandate for usage of the materials, the COERC will be expected to help faculty understand the value of the resources and to provide support and training to faculty who wish to adopt the textbooks for their courses. The legislation recognizes that existing OER resources can be leveraged for use in the library. Several foundations have expressed interest in funding the project, and the legislature is looking at tapping into the Governor's online education budget. COERC faculty also can help identify potential funding partners. Senator Steinberg's office will be organizing a meeting of key stakeholders to develop a document that details the specific roles and responsibilities of COERC and the CSU Chancellor's office.

Discussion: It was noted that ICAS had not received a response to a proposed budget for the COERC it sent Mr. Ezzy in January. COERC members may be reluctant to commit time to the project without stronger assurances from the State about funding, as well as more certainty about the scope of their work, particularly since SB 520 has proposed COERC as the managing body for its activities. It was noted that there should be no "strings attached" to the private funding, and that COERC should include an ICAS liaison to facilitate communication with ICAS, data collection, and a direct link to faculty at the three segments. It was noted that the possibility of influencing faculty decisions about fall 2013 textbooks had passed.

Mr. Ezzy said the scope of COERC's work will not extend beyond the roles and responsibilities outlined in SB 1052/1053 and that COERC alone would set governance policy and make decisions about open source resources for the library. At the same time, a public-private partnership involves a balance, and funders may want to see some tangible benefit to their funding.

VI.   Senate Bill 520

Mr. Ezzy noted that the Senate Education Committee will hold a public hearing on SB 520 in late April. If the bill is approved there, it would move to the Appropriations Committee and then to the full Senate for a vote. He said Senator Steinberg believes there are UC, CSU, and CCC students unable to access the courses they need to progress in their education who could satisfy a portion of their general education with online courses offered by outside providers. The bill provides a statutorily enacted framework for faculty approval of those courses to ensure quality. It helps fill the gap between the newest innovations in online education and what the segments are providing.

Discussion: ICAS members noted that Senator Steinberg has been a great friend to higher education through difficult times for many years, but they expressed strong concerns about SB 520. They noted that the bill attempts to solve a problem the segments are already addressing; it

inappropriately asks the Senate to provide cover for unaccredited instruction offered at for-profit institutions; it removes faculty control of course content; and it standardizes content. It was noted that faculty are open to a conversation about how to improve access and time to degree, but there is no online education "gap" and the segments do not need a statutory framework to ensure quality. The segments have a long history with online instruction, and the UC, CSU, and CCC faculty are the right people to lead the way and to ensure quality with existing course development and approval processes. It is inappropriate to farm out education to providers whose priorities are different from those of the segments and who are exempt from accreditation and peer review processes.

It was noted that the CCCs offer many online courses, but there is no statewide mechanism to help students at a particular college find and take online courses offered at other community colleges. A similar problem exists at UC and CSU. Legislation could be directed toward developing a mechanism that harnesses existing online resources and reduces friction by facilitating concurrent enrollment and the seamless transfer of course credit, and also to new investments in counselors and articulation officers. The most appropriate way forward then, is to make students aware of the scope and quality of existing online resources, facilitate their participation, and invest in existing people and resources.

Mr. Ezzy noted that the bill is not intended to standardize education or remove the faculty's authority over course approval or quality. He said he appreciates the faculty's candor and willingness to engage on the issues. The need to reinvest in California's public institutions is much larger than the issue of online education.

VII.   Appointments to the California Open Education Resources Council

ICAS reviewed nominees for the California Open Education Resources Council (COERC) submitted by the three Academic Senates. It was noted that the individuals were identified and appointed by the Academic Senates through their own processes, and the segments will make or change their own appointments going forward.

Action: ICAS unanimously ratified the appointments of the nine faculty members to COERC submitted by the Academic Senates. A memo announcing the appointments will be sent to the office of Senator Steinberg.

VIII.   Transfer Admissions

UC wants to understand why UC transfer applications and enrollments fell or remained flat the past two years, after increasing the previous five years and at the same time that transfer applications to CSU increased. Some speculate that the economy is playing a role or that CCC students may be having trouble accessing impacted or cancelled classes required for transfer. Some students may also perceive that UC is unaffordable. It was noted that UCSD ended its participation in the Transfer Admission Guarantee (TAG) program over concerns that the TAG pathway was crowding out other transfer paths and disproportionately benefiting international transfer students enrolled at a small number of community colleges.

Each segment is working to increase and improve the transfer path. CCC and CSU continue to implement SB 1440, which requires the Community Colleges to develop major-based AA/AS Degrees for Transfer that guarantee degree-holders admission to a CSU campus and a bachelor's

degree upon completion of 60 upper division units. So far, faculty have developed 25 Transfer Model Curricula (TMC) for the degrees. The UC Senate recently established new transfer pathways to align UC policy with SB 1440. The policy guarantees a review to transfer applicants who complete an SB 1440 degree with a minimum GPA. UC BOARS has asked departments to establish UC Transfer Curricula defining their expected transfer preparation, and is encouraging departments to align their curricula as closely as possible to similar majors on other UC campuses and with the TMCs developed by CCC and CSU. Over the next two years, each UC campus department will establish a recommended set of major preparation courses for transfers. Their lists will be placed on the ASSIST website.

IX.   Online Education

ICAS members identified possible uses for the money the Governor's budget sets aside for online education, including course development, infrastructure to facilitate cross-campus enrollment, and professional development to help faculty incorporate new modes of educational delivery into classrooms. It was noted that the Governor wants the funding to be "transformative."

ICAS also reviewed an online education statement drafted by an ICAS subcommittee, which notes that faculty support the appropriate use of technology to facilitate teaching and learning, but that online instruction is not appropriate for some students and courses, is not a solution to access problems, and is not a means to educate more students at a lower cost. The statement also emphasizes the critical role of faculty in assuring educational quality, and of the instructor-student interaction in the structure of the learning experience.

ICAS members noted the importance of making evidence-based decisions, maintaining faculty authority over the curriculum and course approval, and maintaining student choice so that students are not forced to choose an online section because other sections are full.

Action: The subcommittee will continue work on a draft and circulate to ICAS for comment and approval.

X.   ICAS Legislative Day

For ICAS' April 29 Legislative Day, UC State Governmental Relations has secured a room at the Capitol building and provided the names and contact information of several key Senate and Assembly committee chairs, vice chairs, and staff. ICAS discussed potential topics, including identifying and defining outcomes for access and completion; the Governor's budget, and online education. Members decided that the CSU and CCC State Governmental Relations offices should provide input into the list of potential invitees before invitations are sent.

Meeting adjourned at 4:00 p.m.
Minutes prepared by Michael LaBriola