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Academic Senate Ratings of Themes and Initiatives in the March 2011 Draft of the Campus Strategic Plan

Diana Wright Guerin

The commitment to develop a strategic plan for CSUF has been in place for several years. Thus, perhaps a quick review may be useful. Through a consultative process engaging the campus community throughout spring 2007, the WASC Steering Committee identified Campus-Wide Planning as one of three themes to frame the campus re-accreditation review. The process used to select this theme is elaborated in our institutional proposal, which was submitted to WASC in October 2007. In that document, a multi-year plan of action was delineated for each of the three themes with specific milestones and participants for each stage of the re-accreditation process.

The WASC Steering Committee has sought to engage the campus and to be transparent in its work throughout the re-accreditation process. Both the institutional proposal and the subsequent Capacity and Preparedness Review (or "CPR report"; dated Fall 2009) were circulated to the campus community for review and comment prior to their submission to WASC. In addition, teams of the WASC Steering Committee members visited various campus groups to discuss the reports and listen to feedback during the campus comment periods.

We are now preparing for the third and final stage of the WASC re-accreditation process, called the Educational Effectiveness Review (EER). For the EER report, the outcomes the campus committed to achieve with respect to the Campus-Wide Planning theme were as follows: (1) a long-term integrated university strategic plan, (2) a concept map of all planning processes showing how they contribute to the university strategic plan, and (3) general consensus about and understanding of the campus strategic plan and priorities. These are shown on page 11 of the institutional proposal.

Launching the final phase of activities related to the Campus-Wide Planning theme, President Gordon outlined the strategic planning process in a memo dated September 17, 2010. During fall 2010, planning events to identify possible strategic initiatives for the university were organized for students, faculty, staff, and community members. The Academic Senate Executive Committee

worked with Acting Vice President Steve Murray to nominate the faculty participants, with special care to include faculty at all stages of their careers and from all colleges. Based on input from participants in these events, a campus-wide survey was constructed and administered in fall 2010. In response to the survey results subsequently circulated to the campus, the Academic Senate Executive Committee provided feedback (see item B) on December 10, 2010 (ASD 10-176). The University Planning Committee was convened in January 2011 to review the data and make recommendations. A draft strategic plan including four themes and several strategic initiatives was circulated to the campus for comment on March 10, 2011. The campus community was invited to provide comments through March 25, 2011. The campus Strategic Planning website chronicles the developments of this year and campus responses at various points in the process. Work in prior years on Campus-Wide Planning is also reported in the CPR.

The survey results reported herein are in response to the themes and initiatives proposed in the March 2011 draft. The survey was developed by Executive Committee and forwarded in advance to senators with a request for each to be prepared to use an individual response clicker to rate each theme/initiative at the Academic Senate meeting on April 14, 2011. The rating scale options were as follows: 1 = lowest priority or do not include in plan; 2 = lower priority, but include in plan; 3 = moderate priority; 4 = higher priority; 5 = highest priority, essential to include. Of the 32 senators in attendance, 28 were faculty and 4 were administrators. The process followed was as follows: each theme or initiative was displayed, each senator indicated his/her rating using the response clicker, and the results for the item were displayed prior to moving to the next item. Themes were rated first, then initiatives, in the order they were included in the draft plan.

Themes: The ratings showed strong support for the four themes as priorities, particularly the first three. As shown in Table 1, the mean ratings for the themes ranged from 3.47 to 4.50 out of a possible maximum of 5.00. Examining the frequency data, 88%, 81%, 79%, and 57% of senators rated the four respective themes as "higher" or "highest" priorities (that is, indicated a rating of either "4" or "5").

Table 1. Average Ratings of the Four Strategic Themes

Theme	Mean Rating*
A. Strengthen the Intellectual Climate of the University and the Region	4.50
B. Provide the Technological Infrastructure, Facilities, and Services to Support 21st Century Learning and Achievement	4.16
C. Prepare Leaders, Professionals, and Citizens for the Next Generation	4.06
D. Secure a Sustainable and Efficient Future for CSUF	3.47

Rating anchors: 1 = Lowest priority or do not include in plan; 2 = Lower priority, but include in plan; 3 = Moderate priority; 4 = Higher priority; 5 = Highest priority, essential to include.

Senators also endorsed a large majority (79%) of the individual initiatives as either moderate, higher, or highest priorities for the campus strategic plan. Because the initiatives in the rough

draft sometimes included multiple approaches, some initiatives were split into multiple items for the purpose of the clicker survey; 24 separate items were rated.

Three general patterns of responses were evident to the casual eye. A large number (14 of 24, or 58%) of initiatives showed a pattern of high frequencies of "4" and "5" ratings, indicating the initiatives were viewed as high priorities. A few initiatives (5/24, or 21%) did not show a strong pattern of low or high ratings. A similar minority (5/24, or 21%) showed a pattern of high frequencies of "1" and "2" ratings, indicating they were viewed by senators as low priorities.

Mean ratings of the strategic initiatives are displayed in Tables 2, 3, and 4 for each of these respective groups; items are displayed from highest to lowest mean ratings in each table. Within the parentheses following each item, the first letter denotes the theme (A, B, C, or D) and the numeral shows the strategic initiative number as designated in the rough draft of the strategic plan; letters following numerals indicate that the initiative shown in the rough draft of the plan was split into components in the survey in order to gauge response to each part.

Higher/Highest Priorities: Of the 24 separate initiatives rated, 14 garnered ratings by 50% or more senators as "higher" or "highest" priorities for the campus. These are displayed in Table 2. Mean ratings for these initiatives ranged from 3.20 to 4.28. These initiatives touched on all divisions of the campus, including academic affairs, administration (facilities), student affairs, information technology, and advancement.

Table 2. Strategic Initiatives Rated as "Higher" or "Highest" Priority by 50% or More Senators

Strategic Initiative	Mean Rating*
Provide more reassigned time for faculty to undertake scholarly and creative projects and to collaborate with students on such projects. (A.1.)	4.28
Address the maintenance and deferred maintenance needs of the campus to ensure that our facilities and services are modern and functional. (B.4.)	4.16
Streamline campus processes and procedures using emerging technologies. (D.1.)	3.88
Develop a plan and secure funds to design and outfit all classrooms and teaching spaces to incorporate modern technology and optimize teaching, learning, and accessibility. (B.1.)	3.84
Significantly increase the scope and quality of graduate programs and the numbers of CSUF graduate students. (C.4.)	3.72
Provide resources and an organizational structure to significantly improve campus support for obtaining and administering external funds for grant and contract funds, developing pilot programs and partnerships, furthering advancement efforts. (A.2.)	3.69
Enhance existing and develop new services that improve our students' ability to persist in higher education and to graduate in a timely way. All services should be conveniently available both in person and on-line. (C.1.)	3.63

Table 2 (Continued)

Prepare students for the professional and workforce positions of the future. (C.3.)	3.63
Strategically recruit and hire faculty to pursue emerging disciplines and new areas within existing disciplines. (A.4.)	3.53
Create new facilities and acquire land to complete "College Town." (B.2.A.)	3.52
Create a consistent and robust information security system using emerging best practices. (B.3.D.)	3.47
Develop and implement a campus sustainability plan which includes coordination and optimization of facilities and other resources. (D.2.)	3.44
Reevaluate the General Education Program with an emphasis on creating twenty-first century learning experiences for CSUF students. (C.5.)	3.25
Provide technologies that prepare students for life in the twenty-first century. (B.3.C.)	3.20

*Rating anchors: 1 = Lowest priority or do not include in plan; 2 = Lower priority, but include in plan; 3 = Moderate priority; 4 = Higher priority; 5 = Highest priority, essential to include.

Moderate Priorities: A second set of 5 initiatives had mean ratings suggesting they were viewed as moderate in priority. They were not rated by 50% or more of the senators as "higher" or "highest" priorities, nor did a majority rate them as "lowest" or "lower" priorities. These are displayed in Table 3. Mean ratings for these initiatives ranged from 2.81 to 3.16.

Table 3. Strategic Initiatives Rated as Moderate Priorities by Senators

Strategic Initiative	Mean Rating*
Strategically recruit and train staff to maximize their effectiveness (A.5.)	3.16
Establish a campus culture that facilitates and promotes timely communication and collaboration throughout the university using comprehensive strategies. (B.5.)	2.97
Institute a new planning process for the future that addresses all primary aspects of the university and builds upon past planning experience. (B.6.)	2.94
Implement a campus web presence that uses module prototypes and integrates with emerging social media and mobile devices to provide new levels of support and advising services for students. (B.3.B.)	2.87
Strengthen and expand international programs. (A.6.A.)	2.81

*Rating anchors: 1 = Lowest priority or do not include in plan; 2 = Lower priority, but include in plan; 3 = Moderate priority; 4 = Higher priority; 5 = Highest priority, essential to include.

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Lowest/Lower Priorities: Five of the proposed initiatives were rated as "lowest" or "lower" priorities ("1" or "2") by more than 50% of the senators. These are shown in Table 4. Mean ratings ranged from 1.84 to 2.50 on the 5.00 scale. More specifically, 53%, 55%, 54%, 54%, and 76% of senators rated these five initiatives, respectively, as "1" or "2" in priority.

Table 4. Strategic Initiatives Rated as "Lower" or "Lowest" Priority by a Majority of Senators

Strategic Initiative	Mean Rating*
Work with the City of Irvine, Five Points Communities and the Chancellor's Office to acquire new land and buildings for a permanent south county campus. (B.2.B.)	2.50
Exploit existing and emerging technologies that maximize access to services and learning opportunities (both curricular and co-curricular) in a customizable manner. (B.3.A.)	2.48
Expand quality on-line courses and programs. (C.2.)	2.47
Bring to the campus noted scholars and other influential individuals from non-academic professions who will contribute to the intellectual and cultural discourse and "learning" by faculty, students, staff, alumni, and the greater university community. (A.3.)	2.32
Raise external funds for an international student center. (A.6.B.)	1.84

*Rating anchors: 1 = Lowest priority or do not include in plan; 2 = Lower priority, but include in plan; 3 = Moderate priority; 4 = Higher priority; 5 = Highest priority, essential to include.

Conclusion: Senators rated the four themes in the draft strategic plan as high priorities. Likewise, 14 of the initiatives were viewed by a majority of senators as high priorities. Subsequent versions of the strategic plan should reflect these themes and initiatives. Five initiatives received a mixed response from senators; their centrality as priorities in the plan should be reviewed. In contrast, 5 initiatives were viewed by a majority of senators as lower priorities, or even as lowest priorities that should not be included in the plan. These initiatives should be carefully re-examined. In their current formulation, the elected leadership of the campus failed to endorse them as priorities.

These survey results were forwarded to Mike Parker for inclusion in the campus strategic planning record and consideration as subsequent drafts of the strategic plan are developed (ASD 11-80; ASD 11-81). Although only a small sample, the Academic Senate is the recognized voice of the campus community. The responses of other campus community constituencies, for example staff, students, or even the faculty as a whole, may vary from those of the senators.

The results of this survey represent the response of the senators to the themes and initiatives as presented in the most recent draft of the strategic plan. There may be other important initiatives not included in the plan that would serve the campus well as we move into the future. I encourage all campus community members to provide their suggestions via the administrative email account currently active at strategicplanning@exchange.fullerton.edu.

About the Author

Diana Wright Guerin is professor and past chair of the Department of Child and Adolescent Development. She is currently chair of the Academic Senate. Her research focuses on antecedents, correlates, and consequences of children's temperament, which she has studied in a sample followed from age 1 through 29 in the Fullerton Longitudinal Study, a project initiated by Psychology professor Allen Gottfried. Diana serves on the WASC Steering Committee and on the Executive Committee of the CSU Academic Senate. She received the Faculty Leadership in Collegial Governance Award in 2008-09.

SB 1440:
Understanding the New Legislation

Barry Pasternack

What is SB 1440? SB 1440 is a bill written by Senator Alex Padilla and signed into law this past September. It is the latest attempt to streamline student transfer from the California Community College (CCC) System to the California State University (CSU). The bill requires that beginning with the 2011-12 academic year, any student who completes an associate degree for transfer at a California Community College would be guaranteed admission to the California State University as a junior. Although the bill would not guarantee a student admission for a particular major or campus, it does require the CSU to grant the student priority admission to his or her local campus and to a program or major that is similar to the major or area of emphasis that the student studied at community college. The bill also prohibits the CSU from requiring a student to have to repeat courses that were **similar** to those taken at the community college and were part of the transfer degree curriculum. SB 1440 further specifies that, except for high unit majors, a student who completes the associate degree for transfer must be able to complete his or her baccalaureate degree by taking no more than 60 units at the CSU campus.

A Brief History of Articulation
While only about 20% of students attending community colleges transfer to a four year institution, roughly 60% of the students who graduate from a the CSU campus do their lower division course work at a community college. This is in keeping with the State's Master Plan for Higher Education. Hence, although transfer education is only a small part of a community college's focus, it is of tremendous importance to the CSU.

There have been a number of programs developed to aid students who wish to transfer from a community college to the CSU. Perhaps the most successful of these is GE Breadth. Under this program, a community college can submit courses which they believe satisfy lower division GE requirements to a CSU system committee for review. A community college student can satisfy lower division general education requirements by taking the courses that have been approved for GE Breadth or by taking the courses approved under the Intersegmental General Education

Transfer Curriculum (IGETC), a project of the University of California, which the CSU will also accept. Community college students who wish to learn which courses are eligible for transfer can look this information up on [ASSIST](#) .

In terms of transfer courses in the major, there have also been a number of programs to assist students. The California Articulation Numbering (CAN) system was a bilateral system in which community colleges could articulate their courses to a CAN descriptor; if the community college could get at least three campuses to agree to the articulation, the course would be given a CAN number. Representation on the CAN Board was made up of faculty and administrators from both the community colleges and CSU systems. One major shortcoming with the CAN process was that the descriptors were only one or two lines and could therefore not be used to develop articulation standards across the CSU system. While the CAN Board was in the process of modifying the descriptor requirements, the CSU decided about six years ago to drop out of CAN and moved to a new process known as the Lower Division Transfer Patter (LDTP).

LDTP developed was in response to [SB 1785](#), a 2004 bill authored by Senator Jack Scott, a former community college president. This bill mandated that the CSU develop statewide transfer patterns consisting of at least 45 units for the 20 largest majors across the 23 campuses. The remaining units (bringing the total up to 60) would be campus and major specific and a student who opted to follow this curriculum would (subject to space and enrollment limitations) be guaranteed admission into his or her desired CSU campus and major. Although 45 units may seem like a lot, as 39 units were general education, a major needed to only identify as few as 6 units that would be accepted on all CSU campuses for articulation in the major.

Following the enactment of SB 1785, disciplines held statewide meetings to develop course descriptors in the major that would be acceptable to 75% of the campuses offering that major. These descriptors were far more detailed than those that were in use under the CAN system. Although there were some community college faculty members involved in the descriptor development, the descriptor development was pretty much a CSU faculty driven process. The idea was to develop the descriptors and have community colleges submit courses to be evaluated for transfer based on these descriptors. Unfortunately, while there were descriptors developed for more than 40 majors, the process broke down during the evaluation phase. Many community colleges refused to submit courses for review and for courses submitted by community colleges, many were rejected as meeting the approved descriptors. Given this failure and the lack of adequate funding for this process, the CSU abandoned LDTP.

As the CSU was moving ahead with LDTP, the CCC needed to develop a replacement program for CAN to allow students to get credit for transferring courses between community colleges. The [Course Identification Numbering System (C-ID)](#) program was developed to carry on the work of CAN, but by using descriptors which were far more detailed in nature. The C-ID Board (consisting of CCC, CSU, and UC faculty and administrators) agreed to accept those LDTP descriptors developed by the CSU.

Enter SB 1440
Given the failure of LDTP, the State looked to another process that could achieve efficiencies of transfer between the CCC and CSU. SB 1440 was supported by the Chancellor of the California State University, Charles Reed, and the Chancellor of the California Community College System,

Jack Scott (the author of SB 1785). Although the Academic Senate of the California State University (ASCSU) supported the goal of making student transfer more efficient, it did note several areas of concern with SB 1440, prompting it in May 2010 to pass a resolution titled A Detailed Response to SB 1440 (Padilla), "Student Transfer Achievement Reform Act". This resolution indicated that the ASCSU could not support SB 1440 as it was currently drafted. Despite this, the bill was passed and signed into law by Governor Schwarzenegger.

Major Areas of Concern with SB 1440

While SB 1440 indicates that a student will not have to retake a course at the CSU that is similar to one taken at the community college, the bill does not define what a "similar" course is, nor does it delineate who would do the adjudication if there are disputes. One of the important issues in this is whether a course is taught at the lower division or upper division. Students who have done lower division course work cannot automatically receive credit for upper division courses (they may, however, take a challenge exam to demonstrate proficiency and receive credit for the course). In fact, the bill clearly states that community college transfer units shall not be applicable to upper division requirements of the CSU unless agreed upon by the local Academic Senates of the CSU and CCC. However, the bill also indicates that the CSU cannot require a student to take more than 60 units of additional course work at the CSU campus.

Because the C-ID process has funding, it is being used to coordinate the work needed to develop statewide patterns that community colleges could use in the development of the transfer associates degree (it is important to note that while the CSU will need to accept the course work from students completing these degrees, as the degree is issued by the community colleges, the CSU has no direct control over what is taught in the degree).

Although the 60 unit limit may not pose a problem for some disciplines, it may pose problems for others. This could occur, for example, if the 120 units in a given major are almost all prescribed and there is an inconsistency across CSU campuses as to whether a course is taught at the upper or lower division. The problem is exacerbated if students from a community college transfer to multiple CSU campuses. To date, meetings have been held for a number of disciplines. For example, sociology and psychology have a fair number of "free" electives at both the upper and lower division levels and appear to have successfully identified statewide lower division patterns that can be used in the development of a transfer associates degree. This may prove more difficult for disciplines such as business where courses in the major make up pretty much all of the non general education curriculum in the degree and there is an inconsistency among campuses regarding certain courses as to whether they are taught at the lower division or the upper division. Also, some courses (e.g. finance, management, and marketing) are only taught at the upper division, and some may wonder how a student can get an associate degree in business, transfer or otherwise, without having exposure to these topics.

Another shortcoming with SB 1440 is that for some courses the CSU requires a grade of C or better for transfer, but a student who receives a grade of C- in these courses at a CCC would have the course count towards the associate degree for transfer. This issue is currently being worked on by a committee made up of CSU and CCC faculty and staff.

A third issue deals with a student who wishes to transfer to an impacted campus or program. While SB 1440 guarantees admission to the student to a CSU campus and program, the student

still must meet the impaction standards of the campus he or she wishes to transfer to. Hence, it may be possible for a student to complete the requirements of the associate degree for transfer and find that he or she still cannot get into the campus or major desired.

The fourth issue is that it is unknown how popular will the associate degree for transfer be with students. In states that have such degrees, there appears to have been limited appeal. It is not clear whether this program will be embraced by community college students who wish to transfer to a particular CSU campus and major.

SB 1440 – What's Next?

As mentioned above, there will be discipline based meetings held in the upcoming months to try to work on statewide curriculum patterns that can facilitate student transfer between community colleges and the CSU. The goal of SB 1440 to reduce the number of units a student takes at his her community college down to 60 (it currently averages over 70) is an admirable one. It is not clear, given the previous track record in this area, whether it will be successful. What is clear, however, is that CSU faculty need to be involved in this effort as the lower division work done by transfer students plays a critical role in their success at the upper division.

About the Author

Barry Pasternack is an Emeritus Professor in the Information Systems and Decision Sciences (ISDS) Department. Prior to his joining the FERP in July 2010, he served as the Chair of the ISDS Department since 1995. He has been a member of the Academic Senate of the California State University (ASCSU) since 1996. In 2007/08 he served as Chair of this body. He chaired the CSU Statewide Computer Science and Information Systems Discipline Council from 1999 through 2007. He currently represents the CSU on the C-ID Advisory Committee.

Dr. Pasternack received his Ph.D. from the University of California, Berkeley in the field of Operations Research in 1974. Prior to joining the ISDS department in 1977, he was a Member of Technical Staff at Bell Laboratories and an Assistant Professor at Stevens Institute of Technology. He is the author of some twenty-five publications including articles in journals such as Marketing Science, Naval Research Logistics, SIAM Journal on Applied Mathematics, and Journal of the Operational Research Society. He is also the coauthor of two editions of the text Applied Management Science published by John Wiley. He has served as an international consultant in the area of information systems to the governments of three countries and has lectured at several domestic and international universities. In 1999 he was named Outstanding Faculty Member in the Mihaylo College of Business and Economics and in 2002 he received the Faculty Leadership in Collegial Governance Award for CSU Fullerton.

Impaction and Undergraduate Admissions to CSUF

Steve Murray and Edward Sullivan

T he California Master Plan for Higher Education calls for the California State University to provide space for the top one-third of graduating high school seniors and to provide access to undergraduate degree programs for qualified students transferring from community colleges. The CSU has established eligibility requirements for first-time freshmen and transfer students consistent with the Master Plan. For first-time freshmen, admission of students who have completed all course requirements is based on an Eligibility Index (EI), which is calculated from a student's high school GPA and SAT scores. To qualify for CSU admission, a student currently needs an EI of 2900 or greater. Transfer students meet CSU admission requirements by compiling a 2.0 GPA and completing 60 units, including courses in four specified areas.

Each year the campus attempts to admit sufficient numbers of undergraduate and graduate students to achieve its enrollment target. For CSUF, the number of applicants seeking admission to our undergraduate programs during the fall term now exceeds 50,000. For the last four years, we have planned to admit about 4,000 first-time freshmen, and for the past seven years we have planned to admit nearly 4,000 new upper division transfers each fall (in the fall 2008 cycle, the CSU Chancellor's Office closed the undergraduate transfer period sooner than we expected resulting in a smaller than expected entering transfer class). Freshmen admission has been restricted to the fall. When the budget has allowed, we have admitted additional upper division transfer students in the spring (as we did this year). We have not admitted lower division transfers for several years. Targets are also set for graduates, post-baccalaureates, and credential students to arrive at the number of new and continuing students needed to achieve our annual Full Time Equivalent Students (FTES) target.

To control admissions of undergraduates, CSU campuses rely on ***impaction***, a California State University construct that allows a campus to employ admissions standards that exceed the CSU minimum admission requirements. These impaction plans must be approved by the Chancellor's Office. Impaction significantly improves the ability to control admissions at CSUF and other

popular campuses where the number of undergraduate applications far exceeds the number spaces for admission.

There are two levels of impaction that apply to our campus. The first is **campus impaction**, whereby we establish admission standards for students outside our local admissions area that are greater than those for students residing inside our admissions area. Thus, campus impaction provides local admissions area applicants with an admissions advantage over outside admissions area peers with similar qualifications. For first-time freshmen, our local admissions area includes all high school districts within Orange County plus a few nearby districts in Los Angeles, San Bernardino, and Riverside Counties. For upper division transfer students, our local admissions area includes all Orange County community colleges. The second level of impaction is referred to as **major or program impaction**. This allows elevated admissions standards for all applicants seeking a particular major. Thus, when major or program impaction is employed, students from our local admissions area will need to exceed the minimum CSU requirements in designated majors to be admitted.

Our initial campus impaction plan was submitted and approved in spring 2004 due to an anticipated surge in California high school graduates, a significant budget downturn in the state of California in 2003-04, and additional budget uncertainty for 2004-05. CSUF has employed campus impaction for freshmen since fall 2004 and has implemented campus impaction for upper division transfers since fall 2008. The campus has exclusively employed campus level impaction from fall 2004 through fall 2010.

The impacts of campus impaction became severe in order to manage fall 2010 admissions because of the budget-driven need to downsize enrollment. For out of area freshmen, the EI threshold was 3700 instead of the CSU minimum of 2900, while a GPA of 3.7 was used for upper division transfers instead of the CSU threshold of 2.0; local admissions area students were admitted according to the historical CSU eligibility standards. The impaction criteria employed by CSUF during the fall 2010 admissions cycle resulted in the denial of 4,456 CSU eligible first-time freshmen and 6,371 CSU eligible upper division transfers. This severe impaction distorted the traditional distribution of enrolled local admissions area students to outside admissions area students. During fall 2010, 70% of our new freshmen and 89% of our new upper division transfers attended local admissions area schools compared to historical trends of 50% local admissions area freshmen and 60% upper division transfers.

The impaction criteria employed by CSUF during the fall 2010 admissions cycle resulted in the denial of 4,456 CSU eligible first-time freshmen and 6,371 CSU eligible upper division transfers.

During the fall 2010 semester, the results of campus impaction were shared along with plans for 2011-12 with various university audiences. Given the likely reduction in state support funding for the CSU and the growing demand for admission to CSUF, we submitted and gained approval of a new impaction plan during the fall. We now have approval to implement both campus impaction and major or program impaction and began to do so in admitting students for Spring

2011. Although major or program impaction is new for CSUF, this level of impaction has been in use at San Diego State, Cal Poly San Luis Obispo, and in a lesser way at CSU Long Beach.

As we look toward fall 2011, we plan to continue to use campus impaction and major or program impaction for all undergraduate admissions. This will raise the standards for undergraduates from our local admissions area across all majors and at the same time set higher standards for our out of area freshmen and transfer students. By employing major impaction, it will also become necessary to develop new rules for undergraduate students to change majors. Continuing students will now have to meet the GPA requirements for admission in order to switch to that major. For fall 2011, we do not plan to use different admission standards for different majors – all will require the EIs or GPAs used to admit local admission area students and these will be greater than the minimum CSU eligibility standards. However, it is likely we will move towards creating different admissions criteria for majors in the future and, based on the current California budget climate, full major impaction for all undergraduates will be a feature of the admissions process in the foreseeable future.

About the Authors

Steve Murray was appointed the Acting Vice President for Academic Affairs effective July 1, 2010. For the past five years, Dr. Murray has served as the Dean of the College of Natural Sciences and Mathematics and has been a faculty member in the college for 39 years. He has served in numerous leadership positions, including chair, acting chair and vice chair of biological science, acting associate dean of the then School of Mathematics, Science and Engineering and acting director of athletics. He is an international authority on coast marine ecosystems and has served five years as acting director of the CSU Ocean Studies Institute. Murray has garnered more than $5 million in external funding this last decade and has authored or co-authored more than 100 papers, reviews, book chapters and technical reports. Murray earned his doctorate from UCI, as well as bachelor's and master's degrees from UC Santa Barbara. He is actively involved and takes leadership roles in many professional organizations. Among his many honors and awards, Dr. Murray received the Cal State Fullerton Outstanding Professor award in 2002-03. He also received the Wheeler J. North Award for Scientific Excellence from the Southern California Academy of Sciences in 2007.

Ed Sullivan is the Assistant Vice President for Institutional Research and Analytical Studies. He routinely produces analyses on enrollment modeling, course enrollment patterns, graduation rates, time to degree, academic trends, demographic trends, and other significant assignments that support the data needs of the university as well as inform university decisions. He also provides university data and analyses for various state, regional, national, and special CSU system wide projects.

Impaction and the Undermining of Equal Opportunities for Higher Education in California

Nancy Fitch

C alifornia's Master Plan for Higher Education celebrated its fiftieth birthday last April, albeit on life support with at least some California citizens and politicians eager to pull the plug on it and finally put it out of its misery. Ambitious in its promises, the plan aimed to provide every Californian with an opportunity to pursue higher education. It became part of the California dream: everyone--regardless of race, class, gender, or background--could develop into an educated adult ready to make his/her own contributions to our state and society. Best of all, subsidized by the state, individuals' educational and career aspirations wouldn't cost **them** very much, and students could attend college anywhere in California if they had high enough grades and test scores.

The Master Plan emerged during the original "Sputnik moment" when an educated population seemed to be critical if we were to keep up with the Soviet Union or, better yet, win the Cold War. Students could obtain "national defense loans" to finance their educations and large numbers of new state universities sprung up everywhere, especially in growing states like California. CSU Fullerton came into its own in this era (it was founded in 1957), but many students from Orange County and other parts of the state continued to find their way to San Diego State University (my alma mater), which was older, larger and offered many more majors than its newly established rivals. My friends there in the late sixties had come from Tustin, Santa Monica, Palos Verdes, the Bay area, and had attended Mt. Sac., Rio Hondo, Chaffey, and El Camino Colleges. San Diego State was crowded then, too, as countless numbers of young men flocked to colleges to avoid the draft. Classes were large and hard to get into; students scrambled for whatever open classes were available; very few graduated on time even then, largely because of the lack of open classes in their majors.

But it all seemed to work. The Master Plan's offspring, well-educated college graduates, found good paying jobs as individuals, and in spite of the cost of the state's higher education subsidies

to students, California as a whole prospered, as its economy grew into one of the largest and most dynamic engines of growth in the world.

Yet the Master Plan has been eroding for decades. Fees have risen, especially in the last few years, and are now covering basic educational costs, not just sports, recreation centers, and parking garages. The Cal States are still a bargain, but if you don't have much money, the cost of college is a burden. Most attention has focused on this aspect of the Master Plan's demise: higher education in California is no longer nominally inexpensive; it has become a major personal investment often necessitating multiple jobs simply to stay in school. Even worse, while polls show that Californians generally value higher education, many citizens and politicians no longer see it as a public good with social benefits for everyone; hence it becomes an easy target for cuts in budget negotiations. This way of thinking has led to a certain acceptance of mediocrity as the status quo in the state and a decline in the attitude that brought us the Master Plan in the first place: that sense that we can be better off both as individuals and as a society and a state.

The rising cost of education is a serious matter, and I wonder if I would be here writing this now had it cost me what our students will be paying in tuition and fees next year. Yet I am far more disturbed by a much more illusive attack on the Master Plan: **impaction**, a situation which demands that campuses limit enrollments in the wake of higher costs, soaring demand, and reduced budgets. With massive budget cuts to higher education at a time when increasing numbers of students want college degrees, the majority of CSU campuses (and all but Dominguez Hills in southern California) will be forced to turn away qualified, even well-qualified, students. For example, in Fall 2010 CSUF received 33,565 freshman applications for approximately 4,000 seats, and 19,313 upper division transfer applications for 3,650 or so seats. Altogether over 10,000 eligible first-time freshmen and transfer students were denied admission, and **this was a good year**. Next year will be worse.

To assume that all CSUs are the same and offer the same educational opportunities is another aspect of the state's drive to mediocrity. Students are told to make do with what they have because that is what they can get and the most that they deserve.

Most colleges and universities turn away students, and CSU Fullerton's rankings among colleges and universities will undoubtedly rise as it becomes more selective. What disturbs me is that CSUF and other CSUs have added an additional requirement to determine which students will have a better chance of getting in on top of GPAs and test scores: you must live in or attend community college in the "**local service area**," which for CSUF is generally Orange County although students attending High School in Chino, Corona/Norco, Walnut, and Whittier (but not Rowland or Hacienda Heights) are also eligible.

If I understand the Power Point Presentation shown at the October 28, 2010 Academic Senate meeting and other web publications correctly, what this means is that if you live outside of the "local service area," you must meet much higher standards to be admitted. From the CSUF website, it appears officials estimate that local freshmen must have an eligibility index around 3200 SAT or 766 on the ACT along with a good high school record. The SAT scores jump to 3600

SAT or 866 on the ACT for those living outside of the local service area. The situation becomes worse for community college transfer students, where you need only a 2.0 GPA to transfer from an Orange County college, but a 3.0 GPA to transfer from an out-of-county college. If I understand the Power Point correctly, for 2011-2012, college officials are proposing to raise the GPA to 2.79 to be admitted from an Orange County community college and to 3.69 to be admitted from a non-Orange County college (making it harder to get into CSUF than it is to get into some of the most selective universities in the state).

As similar policies are put into practice across the state, especially in the dynamic southern half of it, I worry that the broader implication of denying access to students, especially through "local service areas" will reinforce the preexisting social consequences of class-, and sometimes race-based, housing patterns. Students from throughout the state will have continued access to a seat somewhere in a state college or university, but where they live will largely determine where they can go, hence, what they can major in, and what their opportunities might be for meeting successful people and contacts and where they might be able to go for graduate school. Creating "local service areas" undermines the notion of equal opportunity. I benefitted greatly at San Diego State from having friends from Santa Monica and San Francisco, who introduced me to larger cities and bigger museums and who planted the seed that I might someday go to UCLA. No one benefits from the educational autarky being encouraged throughout the state by limiting access and promoting "local service areas." It narrows our students' worlds as it narrows their opportunities. To assume that all CSUs are the same and offer the same educational opportunities is another aspect of the state's drive to mediocrity. Students are told to make do with what they have because that is what they can get and the most that they deserve.

But the impaction plan is not simply about serving local students. CSUF, partly because of its unique geographical location at the intersection of four counties, wants to achieve a ratio of 60% local students to 40% students from outside the service area. Thus, many students graduating from the "local service area" high schools and community colleges also will be faced with higher GPA and test score requirements to make room for "out of service area" students with even higher test scores and GPA requirements. This policy will deny admission to hundreds of local community college students who had assumed they would be able to transfer as long as they maintained a "C" average. Significantly, university projections suggest that it will increase the proportion of students from both very poor and rather well-off families, while diminishing access for those with middling incomes. Since most of the excluded transfer students are estimated to come from schools solidly in CSUF's "local service area," it is only partially clear what their options for a college degree might be (Orange Coast College is also in the impacted CSU Long Beach's local service area and Dominguez Hills is open to the entire state).

All of the choices are bad and are a product of the selfishness that has come to pervade our state and our country. We no longer care about "the social good" or about ways of making our society better and richer. We no longer worry about creating educational opportunities to perhaps balance out social, racial, and gender inequities. We are degenerating into a Hobbesian world of all against all without regard to its social costs and what it means for the declining opportunities of our students and children and the economy of our state. The problem is way bigger than that which can be addressed by CSUF alone, but the discussion of how we determine who gets accepted into our university and under what criteria ought to be a much larger campus discussion involving both students and faculty

About the Author

Nancy Fitch is a professor of History. She has been at CSUF since 1986. She is also a CSU alum, earning A.B. and M.A. degrees in history from San Diego State University. She has published several articles including "Mass Culture, Mass Parliamentary Politics, and Modern Anti-Semitism: "The Dreyfus Affair in Rural France," **American Historical Review**, *97, 1 (February 1992): 55-95; "Revolutionary Festivals and the Politics of the Terror," in* **Essays on the French Revolution: Paris and the Provinces**, *ed. by Steven G. Reinhardt and Elisabeth A. Cawthon (College Station, Texas: Texas A&M Press, 1992), 90-115; and "Les Petits Parisians en Province: The Silent Revolution in the Allier,"* **Journal of Family History**, *11, 2 (1986):131-155. She has also explored the use of hypermedia in teaching and writing history in "The Conquest of Mexico," a web site of translated primary sources and lesson plans for use on the* **American Historical Association Teaching and Learning** *web site, www.theaha.org/tl, funded by a* **National Endowment for the Humanities** *Grant, June 2000; "History after the Web: Teaching with Hypermedia,"* **The History Teacher**, *August 1997; and "Teaching in Cyberspace: Using the World Wide Web to Enhance World History Instruction,"* **Proceedings 22nd International Conference on Improving University Learning and Teaching**, *July 1997.*
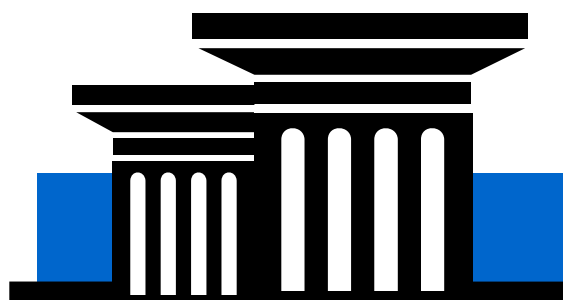
Vision for the Future: The Role of Student Affairs

Sy Abrego

Editor's Note: Dr. Sy Abrego has had a long and distinguished career in student services. He is known for his commitment to access and student success. A proficient grant writer, Dr. Abrego has brought many grants to campus, and he celebrates the partnership between faculty and student service personnel. He was recently appointed Acting Vice President for Student Affairs. Sy joined our campus in 1985. The Senate Forum Editorial Board asked Dr. Abrego to share his view of student affairs as he assumed this significant leadership role.

As a partner in the educational enterprise, the Division of Student Affairs cultivates a meaningful experience that enhances learning and supports the total development of the Cal State Fullerton student. The vision of Student Affairs includes providing quality services and building on the strengths that students bring to the institution. Student Affairs promotes change, social responsibility, personal growth, and empowerment. The Division provides opportunities for community involvement, encourages students to enhance sensitivity to issues concerning diversity, and advocates for student success. We know that the University organizes its primary activities around the academic experience: the curriculum, the library and the classroom. However, we understand, as the American College Personnel Association document <u>The Student Learning Imperative</u> states, that "the concepts of learning and personal development are inextricably intertwined and inseparable" (1996).

My perspective on the future of Student Affairs and my vision for the next 10 years is based on three areas: technology, changing demographics for the state of California, and the new role of the Student Affairs professional. Bill Gates predicts that technology will make "place-based" colleges less important in 5 years. Gates, in an article recently featured in the *Chronicle of Higher Education*, stated, "five years from now on the web for free, you'll be able to find the best lectures in the world" (2010). While this prediction may have some merit, I believe the institution of the academy will still be with us, but it may look very different.

Therefore, the university and Student Affairs will need to prepare for this reality by providing tools that assist the students in achieving a shorter time to a degree. The Cal State Fullerton campus is examining the need to graduate students in a more timely way, and Student Affairs is playing a key role in the planning to reach this goal. Additionally, technology will enhance how we develop student leadership and entrepreneurial skills. Future students need to be more creative, tolerant, and appreciative of the differences in society.

The next reality is the "changing face" of the university. Nearly half of all degrees granted in 2006-07 in California to people of color were earned at the CSU. As of 2006-07, 56% of all bachelor's degrees granted to Latinos in California were CSU degrees. These data are even more compelling given the estimate that Hispanic students will soon be or are presently 50% of high school students in the state of California. Many of these students come from low-income families and often are the first in their family to attend college. Student Affairs will evolve to meet the needs of the changing demographics, and one of its most important roles will be to assist these students as they transition to the university.

Lastly, the role of the Student Affairs professional in the future will be critical in the success and personal development of the various student populations that choose the CSU. Academic preparation does not stand alone in the university experience, and learning in preparation for a career is not the only purpose of a college degree. The Student Affairs professional must, in his or her daily contact with students, foster social skills development, have the ability to foster community and inclusion, and help students generate positive energy to propel them into a successful post-college life.

The future of Student Affairs will only be relevant to the educational partnership if it creates and supports activities that recognize that students benefit from many and varied experiences during their years at the university and that personal development and learning are cumulative and shaped by both the curriculum and co-curricular opportunities.

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About the Author

Dr. Silas H. Abrego joined the Titan family in 1985 and was appointed Acting Vice President for Student Affairs on January 1, 2011. As the University's Chief Student Affairs Officer, he has the responsibility for managing the following units within the Division of Student Affairs: Athletic Academic Services, Career Center, College-based Assistant Deans for Student Affairs, Dean of Students, Disabled Student Services, Educational Partnerships, Federal TRIO Programs, Financial

Aid, Guardian Scholars Program, Housing and Residence Life, International Education and Exchange, Student Academic Services, Student Health and Counseling Center, the University Learning Center and the WoMen's Center/Adult Re-entry/Veterans Student Services. He is also responsible for Intercollegiate Athletics and works collaboratively with Associated Students, Incorporated.

Prior to coming to Cal State Fullerton, Dr. Abrego served as coordinator of the California Education Policy Fellowship Program at the Institute for Educational Leadership, Tomas Rivera Center at Claremont Graduate School and later assistant to the Dean/Director of Special Projects, School of Education, University of Southern California.

Vision for the Future: The College of Health and Human Development

Shari McMahan

Editor's Note: Dr. Shari McMahan, recently appointed Acting Dean of the College of Health and Human Development, has established herself as a key player in health education. On campus, she has served in many governance roles, including but not limited to member of the Academic Senate Executive Committee, the General Education Committee, and Department Chair. The Senate Forum Editorial Board asked Dr. McMahan to share her vision of the college as she assumed the role of Acting Dean.

As acting dean of the College of Health and Human Development (HHD), I am excited to provide the vision and energy necessary to support and lead this dynamic college. Implementing theory into practice to better serve individuals, families, and communities is a cornerstone of my scholarship and service, providing me with a solid foundation to carry out the college's mission and goals.

The next generation of workforce leaders is dependent upon higher education to provide quality instruction that uses innovative strategies, cutting edge technology, and exposure to real world experiences. I look forward to collaborating with faculty, students, and staff to develop creative solutions for issues that face the college, such as growth and/or expansion of programs, innovation in curriculum and delivery, and strengthened external fundraising. As a college, we believe growth is positive; growth should never weaken the foundation of a high quality education. It is my belief that a balance of excellent teachers, scholars/external grant writers, and service providers is necessary to meet the needs of the university and community and to provide the foundation of high quality education for students-our future workforce leaders. Most importantly, recognizing all of our faculty for their contributions is imperative.

Orange County is unfortunately plagued with health disparities, and the urgency to prepare underrepresented students with knowledge and strategies to employ in their own communities

is unprecedented. As Orange County's population grows, particularly with a 65+ population, a shortage of health service workers is projected. A critical solution will be to work together with natural sciences to provide the necessary coursework to meet this increased demand for allied health professions with a strong science foundation.

Whether we are helping an abused woman, providing information on shelters to a homeless family, addressing health care needs of older adults, decreasing obesity in children through physical activity and healthy nutrition, promoting youth sports, or addressing issues yet to surface, the college prepares students to meet present and future workforce needs.

My vision is reflected in the vision of the College of HHD as our academic departments in Child and Adolescent Studies, Counseling, Health Science, Human Services, Kinesiology, Military Science, Social Work, and School of Nursing work together to meet the needs of the public with the highest degree of professionalism and integrity, compassion and community responsibility, and respect.

About the Author

Shari McMahan received her B.A. and Ph.D. in Social Ecology from the University of California, Irvine and her M.S. in Health Science from California State University, Northridge. Dr. McMahan held faculty positions at the University of California, Irvine and at Arizona State University before coming to Cal State Fullerton in 2000 as an associate professor of Health Science.

Dr. McMahan has established herself as a successful faculty member and administrator through her commitment to shared governance, collegiality, and academic excellence. She has served on the Academic Senate, the Academic Senate Executive Committee (as Secretary), and on numerous other university-wide committees including General Education, Graduate Education (as Chair), Professional Leaves, Instructionally Related Activities, University Advancement, School of Nursing Proposal Review Committee, WASC Sub-Committee on Student Research, the Gerontology Program Council, the Environmental Studies Program Council, and on a number of other special project and faculty/staff search committees

Dr. McMahan also has demonstrated her commitment to scholarship through her more than 40 peer-reviewed publications and over $1,000,000.00 in external grants, most of which have been in support of her research which utilizes a social ecological approach in the study of healthy lifestyles and prevention of obesity. Shari McMahan recently served as Vice President of Health Education for the Southwest District of the American Alliance for Health, Physical Education, Recreation, and Dance and serves as Co-Editor of the California Journal of Health Promotion. She was founding director of CSUF's Center for Prevention of Childhood Obesity and of the Health Promotion Research Institute, both of which have been highly active in generating external funding.
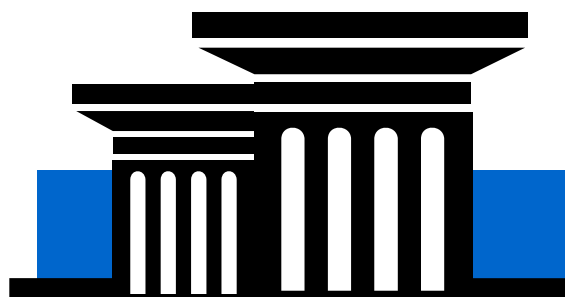
A New Vision for the Faculty Development Center: More Than a Location

Chris Renne

When you think of the Faculty Development Center (FDC), what comes to mind? Attending workshops or institutes? Trouble finding it? Perhaps some of the previous directors…maybe Ellen Junn or Tony Rimmer? Getting help with Blackboard?

Each of us has our own memories of tapping into the resources offered by the FDC (or perhaps not!).   When I first thought about applying for the Director position, I thought about my own experiences with the FDC and what I envisioned it could be. Some key ideas emerged: quality communication…more variety in the workshops offered…updated facilities and hardware…and the list went on.

Our faculty deserve the opportunity to find support, timely information, and a focal point of service. According to UPS 102.001 (currently being revised by the FDC Board), the Faculty Development Center was established "to promote faculty development, enrichment and engagement in all areas including teaching, learning, scholarly/creative, professional and service activities and the use of technology." The staff (Susan Gaitan and Catherine Dinh, Academic Technology Consultants; Kelly Donovan, Graphic Designer; and Anh Nelson, Administrative Analyst) provide excellent service to our faculty and campus; but what else could or should the FDC do?

Also, the FDC should serve faculty at various stages of their careers. One way of visualizing this is with a graphic (see next page). The three areas of teaching, research/creative activity, and service are represented across the top while different stages of a faculty member's career are represented along the side. The RTP process runs throughout. For example, new faculty members seek tenure and promotion, mid-career and senior faculty mentor or serve on personnel committees along with completing post-tenure reviews. Academic technology

supports our work in all areas. Our partnerships with OASIS and Instructional Technology further enhance our capabilities to accomplish our mission.

Initial Priorities and Outcomes

Based on the charge for the FDC, results from multiple campus-wide surveys, and discussions with numerous faculty, staff, and administrators, initial priorities for the first year emerged and included:

- Implement better communications
- Establish that the FDC provides services across the campus
- Expand types of workshops and opportunities offered
- Enhance the role of the FDC Board
- Improve and update facilities

Although there is continued room to improve, our initial efforts have successfully addressed the priorities.

- **Better communications.** The FDC News is more widely distributed, is formatted to read easily and on mobile devices, contains information for multiple weeks so people can plan ahead, and contains other information besides workshop schedules. Outreach to colleges and departments has included the director meeting with each dean and the Council of Chairs for each college and the faculty coordinators meeting with departments.

- **Establish that the FDC provides services across the campus.** The FDC is more than a location; we offer support and are willing to meet with faculty at department meetings or special sessions. The FDC hosts the monthly department chairs meeting with the intent of being informative and timely. We also sponsored a "chairs only" meeting. Faculty coordinators are currently providing workshops and overviews for departments, colleges, and special interest groups.

- **Expand types of workshops and opportunities offered.** New workshops are constantly being offered, such as "How to Write a New Course Proposal" or "Creating an Accessible Syllabus." We are enhancing our ability to reach out to faculty through webinars such as Easy Tech Tools: Incorporating Technology into Your Teaching. The SLATE (Student Learning and Teaching Excellence) Academy is an opportunity for faculty to explore in-depth their teaching and research related to their own classroom experiences.
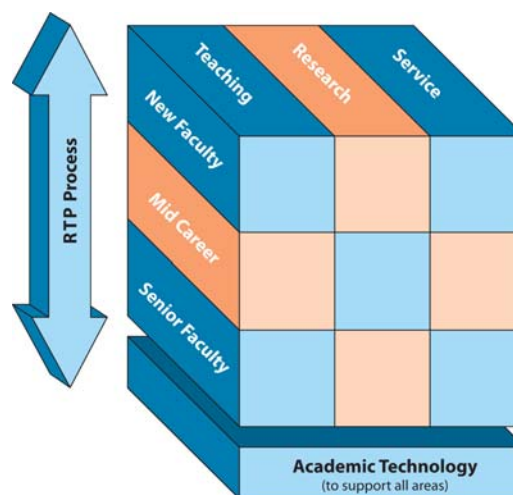
- **Enhance the role of the FDC Board.** The FDC Board is now very actively engaged in shaping the future of the FDC through addressing issues, updating the FDC Intramural Grants, and rewriting the UPS document concerning the FDC.

- **Improve and update facilities.** If you haven't visited the FDC lab recently, come on down! We now have new laptops, giving us the flexibility to better use the space for meetings. A new desktop computer and printer support the Scantron equipment.

- **Online Grant Applications.** All of the FDC Intramural grants are handled online from submitting applications to reviewing and providing feedback. The overall process includes more information to the colleges, leading to a better system for the allocation of funds and recognition.

- **Faculty coordinator redesign.** A significant change in the process and delivery system of faculty coordinators occurred. Previously, three Faculty Coordinators were hired, each for a half-time, three year commitment. What would happen if the roles of the Faculty Coordinators could be reconceptualized? As a result, and with a little extra one-time funding, seven Faculty Coordinators were hired for spring 2011. The energy and vision of these seven faculty members have been extraordinary. Their unique strengths, abilities, and interests to serve the campus are highlighted in this and in upcoming issues of the *Senate Forum*. The new vision of the FDC is exemplified through their instantiations and commitment to providing high-quality experiences for all faculty here at CSUF.

Future Challenges and Opportunities

The FDC faces several upcoming challenges and opportunities. Beginning this summer, the FDC will provide training for the transition to Moodle (which will eventually replace Blackboard). As technology progresses (e.g., iPad2 or Epson BrightLink projectors), we will continue to offer workshops, webinars, and online resources to assist and support faculty in learning how to further enhance their ability to teach with sound pedagogical practices using technology.

In addition to technological support, faculty can benefit from timely and relevant workshops pertaining to the RTP process, the transition to new categories for General Education advising, and year-long professional development for first year tenure-track faculty.

Another future consideration is possible relocation. Currently in the basement of the Library, the FDC is not easy to find and would benefit from a better designed layout.

In the future, we will continue to refine our services and expand our abilities to reach faculty at all career levels.

We at CSUF are fortunate to have very talented and knowledgeable faculty members who care deeply about the mission of the university "where learning is preeminent" is more than a slogan. As faculty members, we are charged with the responsibility of teaching, creating and applying knowledge, and being good citizens of our campus, community, region, and beyond. It is

imperative that the Faculty Development Center offers high-quality opportunities for faculty members to hone their skills, find support, and further enhance their abilities.

We hope you will become part of the new vision of the Faculty Development Center.

About the Author

Chris Renne currently is the Director of the Faculty Development Center. Previously she served as the Director of the Center for Careers in Teaching. As the campus lead for a $2.24 million, two-year U.S. Department of Education Collaborative CCRAA grant, Dr. Renne worked to expand the supplemental instruction program in NSM and to support the preparation of prospective teachers in math and science. Her scholarly interests include classroom discourse analysis and the professional development of teachers through the intersection of research, student engagement, and teaching.

Understanding the Accessible Technology Initiative

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ATI: Policy, Formatting, and Design

In short, accessibility is about serving as many students and members of the public who use campus facilities as is possible, within our resources. For the campus community, accessibility may be introduced as **policy** and implemented in instructional materials by adhering to **formatting** and **design** standards suitable for a variety of readers or users.

Policy

Accessibility is a child of the universal design movement started by architects and mimicked by educators who created standards for universally designed classrooms and accessible instructional design. The CSU Accessible Technology Initiative regards accessibility as a pedagogical imperative, and aims to ensure compliance with the 1998 amendment (Section 508 laws) to the Rehabilitation Act of 1973.[i] "By signing Executive Order 926, CSU Chancellor Charles Reed confirmed the CSU's commitment to accessibility and cited that Section 11135 of the California Government Code was amended (by Senate Bill 302, Chapter 784, Statutes of 2003) to clarify that Section 508 of the 1973 Rehabilitation Act applies to the CSU."[ii] California State University, Fullerton is currently in phase two of the CSU Accessible Technology Initiative, which focuses on implementation by way of ATI staff and consultants, experts and respected authorities, and campus coordinators.

Everybody Benefits

Accessible design affects all types of users. It is not limited to an audience consisting only of disabled students. In *The Universally Designed Classroom: Accessible Curriculum and Digital Technologies,* authors Meyer and Rose demonstrate the benefits of universal design with a case study: the growth of television captioning as a standard component on all new consumer televisions. Television captioning was first developed for a targeted audience of people with hearing impairments. Consumers interested in captioning had to purchase expensive add-ons for their televisions in order to access captioning. Later, the "add-ons"

were built into standard television sets, which diminished the price of the technology, resulting in product enhancement for a wide range of customers. Now captioning is used widely in public spaces such as gyms, airports, and waiting rooms, as well as in private for learning a language, or watching a program with reduced volume.[iii] The lesson is that consumer design meant to aid the function of a product for a niche audience increases the functionality of the product for the general public in ways that surprise the product developers. As faculty, we can assume that all students have the capacity to benefit from instructional materials designed to fit accessibility standards. We may not predict how these materials will benefit a range of future students, but we can be sure that what is helpful for just one student will likely be helpful for many others.

Formatting: Where to Begin?

Accessibility is achieved by using digital mark-up in instructional materials for a variety of "readers" and by offering students multiple points of entry (or access) to course content. Readers may be students who read the syllabus from a computer screen, students who print course materials to read on paper, or students using adaptive technologies, such as a text-to-speech or text-to-American Sign Language device. In some instances, "readers" may be better described as "listeners" or "users."

Revising course materials is more difficult than starting anew. So begin by creating a new digital document. The following tips will help you adhere to accessible standards in Microsoft Word – consider implementing the following strategies the next time you write a syllabus.
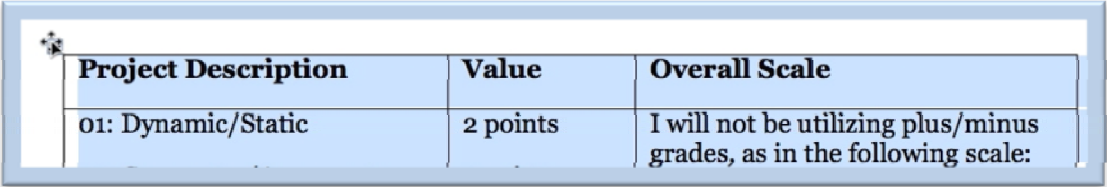
■ Formatting Strategy 1: Use Styles
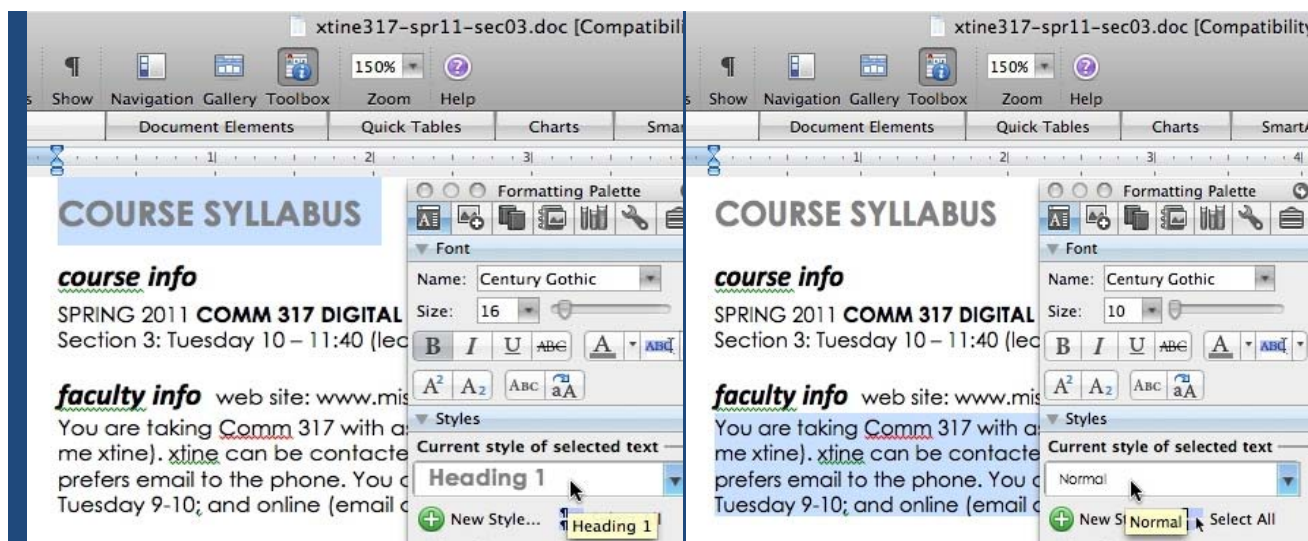
The Styles section of the Formatting Palette in Microsoft Word is significant. It adds semantic mark-up (or code) to the document that provides information for a digital reader about various sections of the text. While it may seem as if the differences between the styles *Heading 1* or *Normal* are simply a matter of visual formatting, the styles actually add code to the document to signify a change of formatting. Styles control the visual design

within a document *and* communicate an idea about styled elements, such as "this selection of text is a heading," or "this selection of text is a caption." Students who use adaptive technology devices, such as a text-to-speech reader, greatly benefit from this additional mark-up. They are able to scan a document for headings and captions, just as a sighted-student would by looking for large or bold visual cues.

### ■ Formatting Strategy 2: Captions, Labels and Alternative Text

Project Description	Value	Overall Scale
01: Dynamic/Static	2 points	I will not be utilizing plus/minus grades, as in the following scale:

Captions, labels, and alternative text should be applied to anything that would require a description in the case of a reader using adaptive technologies. Tables and images are commonly sorted or labeled with captions and ALT descriptions. You do not need to label every image in your document, but anything that is significant to the course (for instance, materials that contribute to a pool of test questions) should be accessible.
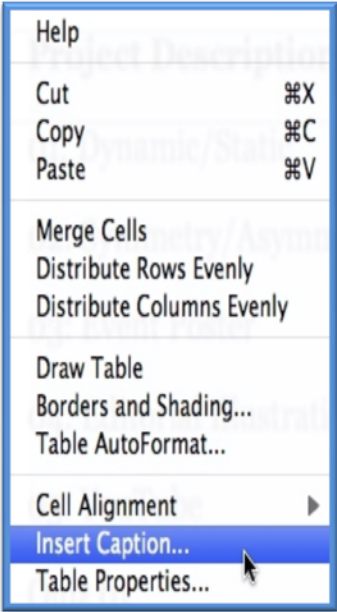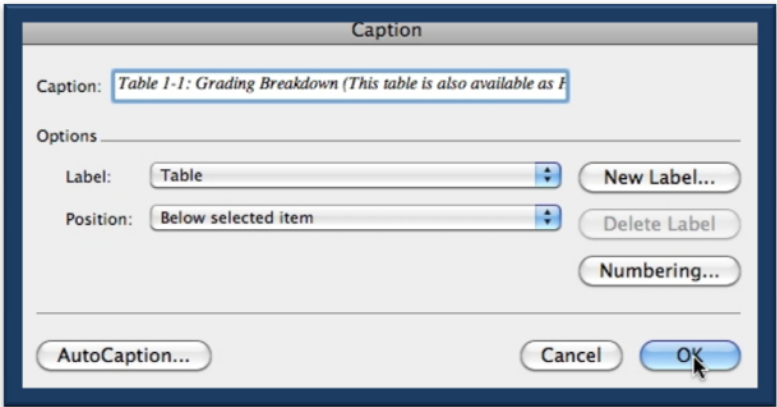
■ Formatting Strategy 3: Alternative Viewing Options

Aside from using styles, captions, and alternative text, you can also help your students by reminding them of their options for viewing or using digital materials. While most students have Microsoft Word, we cannot assume that the software is installed in every student's computer. Athough there is no downside to adding a link (on Blackboard or in your syllabus, for instance) to Open Office or Acrobat Reader, the upside is it may help a student learn of new options, and it demonstrates your commitment to providing access for all students.

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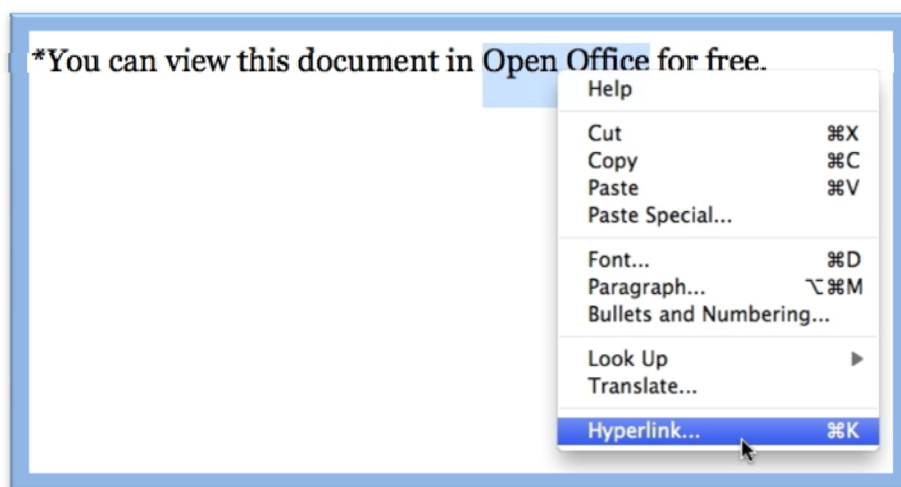
Design & Legibility

Keeping accessibility in mind when preparing handouts and online content may seem obvious to a sensitive educator, but accessibility can also be aided with a practice that takes design and legibility into account when developing presentation materials. On-screen presentations, including PowerPoint documents, and printed signs posted on campus should be accessible to students and campus facility users.

For on-screen presentations, you can increase the legibility of your instructional materials by implementing the following strategies.

    ■ **Design & Legibility Strategy 1: Size Matters.**

Use the *Comfortable Viewing Distance for Text on Presentation Visuals* chart developed by Dave Paradi to determine the smallest point size to use when formatting type for your classroom.[iv]

    ■ **Design & Legibility Strategy 2: Contrast is King.[v]**

Avoid ambiguity in the contrast of values between background colors or images and foreground materials (usually text). Black on white or white on black is easy to read because of the extreme contrast in values. If you use a range of colors, make sure you present a dark value (for instance, dark text) on a light value (a light background). The same rule applies for headings and subheadings—the contrast in sizes, typefaces, or values should be obvious at a quick glance.

    ■ **Design & Legibility Strategy 3: Serif or Sans Serif?**

Eye-tracking studies have demonstrated that on-screen readers find sans serif fonts easier to read than serif fonts, while the reverse is true for printed body copy text.[vi] Try setting the body copy of your next on-screen presentation in Verdana, Helvetica, or Arial. (Note: of course some students will print your screen-presentations rendering this a "glass half empty" situation). You can still use your favorite serif font for headings or small type elements. In terms of viewing body copy, reading a box of type is the visual equivalent of seeing a shaded rectangle. In fact, projected or on-screen letterforms are made of pixels,

small squares of color, rather than free-form lines that can be drawn in ink. Sara Dickenson Quinn reminds us that reading pixels results in a loss of subtlety as compared to reading text (especially a serif font) on paper. "At the size of body text, the long, vertical spine of the letter "k" for example, might be converted to either one or two pixels wide — nothing in-between. Subtleties are lost, along with readability."[vii]

On Campus Resources

As my colleague Kristin Stang often says when we make presentations on the Accessible Technology Initiative together, "ATI is not one person's responsibility." The CSU supports a collaborative approach to learning and implementing standards to reach ATI campus goals. One goal is for all instructional materials and instructional websites for all course offerings to be accessible by Fall Term, 2012.[viii] This seems awfully soon, but there are on campus resources for faculty new to ATI.

The Faculty Development Center offers workshops, presentations, hand-outs, and online screen-casts about implementing standards in instructional materials to meet accessibility guidelines. Brian Resnik is the Information Technologies full time staff assigned to the ATI group. Dr. Kristin Stang is a Faculty Coordinator who works with Mr. Resnik to help reach the goals set forth by the Accessible Technology Initiative. The CSU hosts a web page with resources for faculty new to designing and formatting electronic materials while adhering to accessibility standards.[ix] While this may seem like a burden, it is a simple matter of developing new digital habits. Once you learn how to build Word and Power Point files that meet accessibility standards, formatting new documents to meet these standards will become second nature; and our campus will be more accessible. If all of our Fall Term 2011 syllabi are accessible, we may even meet the Fall Term 2012 deadline for full accessibility in all instructional materials.

About the Author

xtine burrough is a media artist, educator, and co-author of Digital Foundations: Intro to Media Design with the Adobe Creative Suite (New Riders/AIGA 2009). At CSUF she bridges the gap between histories, theories, and production in communication design and new media education. Her commitment to accessible technology began during her first full-time job as a web designer in 1997. As the Faculty Coordinator supporting the Accessible Technology Initiative (ATI), xtine is creating a cohesive set of guidelines for faculty new to creating digital files in compliance with accessibility standards. She is available for workshops, demonstrations, and presentations (cburrough@fullerton.edu).

References

[i] See www.Section508.gov.

[ii] *Accessible Technology Initiative*, http://www.fullerton.edu/IT/ati/index.asp.

[iii] Anne Meyer and David H. Rose, *The Universally Designed Classroom: Accessible Curriculum and Digital Technologies,* edited by David H. Rose, Anne Meyer, and Chuck Hitchcock (Cambridge: Harvard Educational Publication Group, 2005), 20.

[iv] Dave Paradi, How Big of a Font Should I Use? *Think Outside the Slide* (Download the PDF file from) http://thinkoutsidetheslide.com/fontsize.htm

[v] Leslie Jensen-Inman, Contrast is King, *A List Apart,* http://www.alistapart.com/articles/contrast-is-king/

[vi] Sheree Josephson, Keeping Your Readers' Eyes on the Screen: An Eye-Tracking Study Comparing Sans Serif and Serif Typefaces, *Visual Communication Quarterly* (15, 1), 67-79. Also see studies made by the Poynter Institute at http://eyetrack.poynter.org/.

[vii] Sara Dickenson Quinn, In Search Of: The Best Online Reading Experience, *Poynter Institute* (http://www.poynter.org/uncategorized/32363/in-search-of-the-best-online-reading-experience/), updated 2011.

[viii] Benjamin F. Quillian, CSU Office of the Chancellor, *Memorandum*, June 14, 2010, Appendix E, http://www.calstate.edu/AcadAff/codedmemos/AA-2010-13.shtml

[ix] See the CSU website, http://teachingcommons.cdl.edu/access/. Also see CSUF's ATI site, maintained by Brian Resnik, http://www.fullerton.edu/ati/.