

MASTER PLAN GOALS

In broadest terms, the mission of the California State University is to provide affordable access to high-quality post-secondary education for all eligible Californians. The Information Technology Strategy (ITS) facilitates the use of new technologies in support of this mission. All 11 ITS initiatives adopted in the “first wave” in 1996 were designed to enhance accessibility, improve quality, and contain costs. The initiatives fell into four areas: technology infrastructure, administrative operations, student services, and academic programs.

The *infrastructure* initiatives are the prerequisite for achieving the overall goals of the ITS. They seek to provide each CSU campus a baseline telecommunications capability and personal productivity resources adequate to maintain institutional quality. The *administrative* initiatives contribute to containing costs over the long term by streamlining and integrating major campus support operations and automating labor-intensive processes. Gains in efficiency made possible by the *student services* initiatives lower institutional costs for processing admission applications while making services to students much more convenient. The *academic* initiatives expand student and faculty access to teaching and learning resources through collaborative acquisition, development, and distribution of technology-mediated instructional materials.

In developing the Integrated Technology Strategy, CSU presidents were aware that broadband network connectivity would, in the near-term future, be as common in American households as television or the telephone. Ubiquitous high-speed networks combined with affordable high-speed computer technologies would make it possible to provide interactive instruction over the World Wide Web using new multimedia and communications technologies. The intent to use information technology beyond the classroom walls is reflected in the ITS vision statement:

“...to provide the best possible environment for the education of CSU students through an integrated electronic environment that enables all CSU students, faculty and staff to communicate with one another and to interact with information resources from anyplace, to anyplace at anytime...”

The ITS complements policy options that were adopted by the CSU Board of Trustees in May 2003 to achieve enrollment and access goals. One of these policy options addresses academic technology expansion: “The Board further expects campuses to expand the use of academic technology in ways that maintain and improve the high quality of education provided by the CSU in order to free existing physical capacity and to expand access.”

Extending Existing Physical Capacity

The dominant instructional model in the California State University is a combination of lecture and discussion in a class of 40 students or less. In some fields of study, students are also required to participate in laboratory activities. Over 90 percent of all instruction occurs in these two venues. Thus, the capacity of a campus to accommodate enrollment growth is largely determined by availability of both lecture and laboratory space.

According to projections published in March 2005 by the California Department of Finance, CSU enrollments will grow from more than 400,000 students currently attending CSU campuses to over 500,000 students in 2013. If only traditional, face-to-face methodologies are employed, an increase of some 100,000 students suggests the need for roughly six medium-sized campuses of 12,000 FTES with physical plants worth about \$560–\$800 million each in construction costs. If the CSU is to absorb these additional students, greater efficiency must be achieved in the use of existing space and/or additional buildings must be constructed with all of the long-term expenditures these new facilities entail.

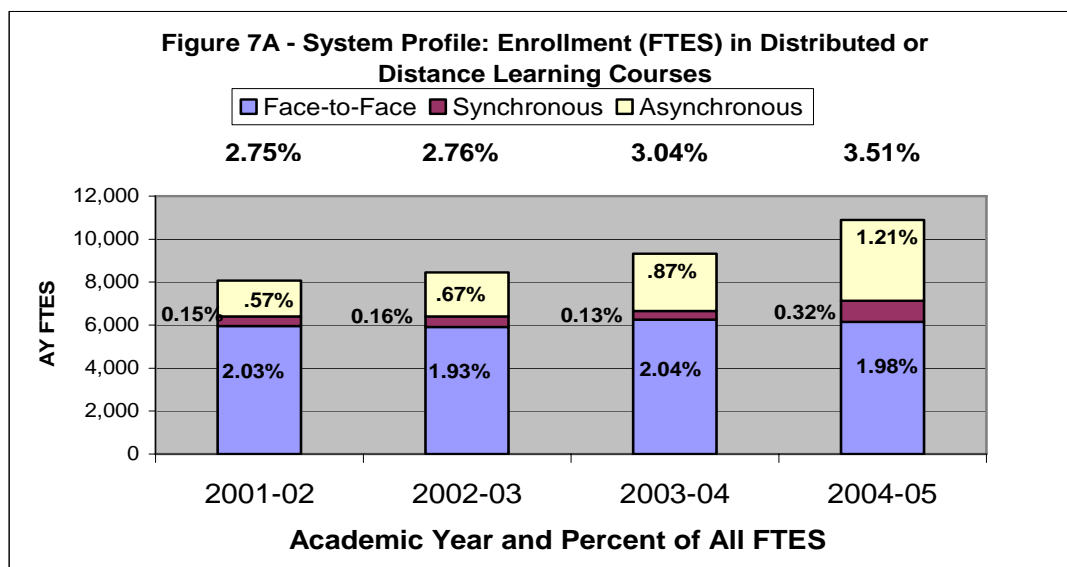
The CSU has taken several steps aimed at reducing the need for new construction to accommodate enrollment demand and facilitate graduation. One of those measures has been to convert to state-supported instruction on a year-round basis. With initial funding provided the legislature, in summer 2001, 10 campuses joined the 6 campuses that were already providing state-supported summer instruction. Five additional campuses are scheduled for conversion in CY 2006/07 through CY 2008/09. CSU Channel Islands will initiate state-supported summer operations as soon as enrollment at the campus warrants the added expense. Campuses continue to explore alternative scheduling practices aimed at making more efficient use of lecture and laboratory rooms. Expansion of distance

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education and distributed learning can further reduce the demand for new construction by increasing the amount of instruction that takes place in off-campus locations not maintained with university resources.

Full-time Equivalent Student (FTES) enrollment serves as a common yardstick for measuring academic credit earned in state-supported instruction. Credit earned in non-state support sites in 2004–05 totaled 10,895 FTES or 3.51 percent of the total 310,220 FTES reported for the academic year (excluding FTES from Summer Arts, the International Program, and CalStateTEACH). While the percentage of instruction contributed by learning in non-state support venues remains small, the aggregate FTES represents demand for space equal to a large classroom building. The biggest share of the enrollment growth in non-state support sites for 2004–05 is attributable to asynchronous or online instruction.

Figure 7A summarizes the volume of enrollment in classes where distributed or distance learning technologies are employed and learning activities occur apart from state-supported instructional space. These figures include both enrollment from classes taught entirely in a distance-learning mode and enrollment aggregated from classes using a combination of traditional and distance learning approaches. *Face-to-face* distance learning—where instructor and students meet together at scheduled times in non-state support sites (e.g., a hospital or a school)—accounted for over half (56 percent) of the credit earned in a distributed or distance learning mode in 2004–05. In 2001–02 the share of non-state support credit contributed by face-to-face instruction was close to three-fourths of the total. The share attributable to *asynchronous* (online) instruction grew from one-fifth in 2001 to one-third in 2004–05. The percentage of distance-learning FTES earned in *synchronous* mode (i.e., televised instruction requiring instructor and students to meet at fixed times and sometimes at fixed locations) rose to 9 from 5 percent in the previous three years.



Campuses differ greatly in the amount and kind of distance and distributed learning opportunities they provide. Figure 7B shows the amount of distance learning FTES earned in 2004–05 by learning mode. For purposes of reporting a fuller picture of instructional activity by learning mode, FTES from off-campus centers has been aggregated and is reported in the chart below as an additional campus. The total number of campuses thus is 24.

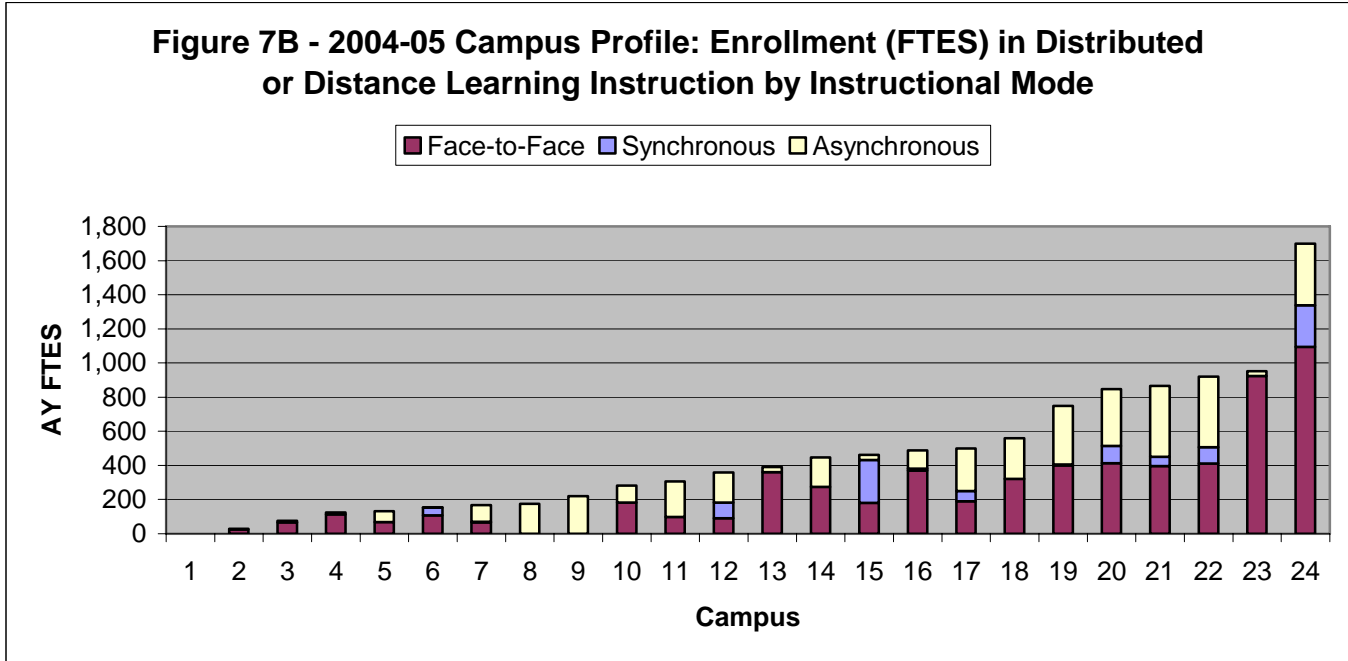
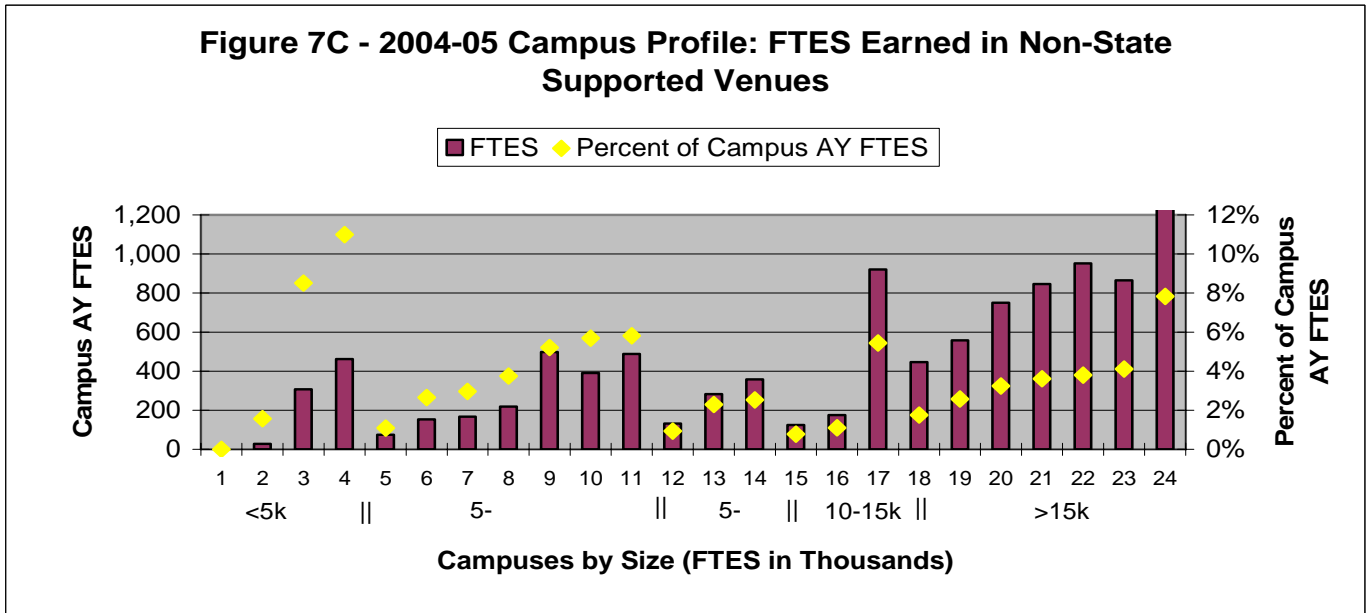


Figure 7C shows the amount of distance learning FTES earned on each campus, and on all off-campus centers as a group, and the percentage of total academic year FTES it represents. Campuses are grouped by relative size, as indicated by the enrollment ranges in increments of 5,000. The percentage of FTES earned in a distance or distributed learning mode ranges from near zero to 11 percent of total campus FTES with the median of 3.1 percent.



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