

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 1:30 p.m., Tuesday, May 15, 2007
Glenn S. Dumke Auditorium

Herbert L. Carter, Chair
George G. Gowgani, Vice Chair
Jeffrey L. Bleich
Carol R. Chandler
Moctesuma Esparza
Debra S. Farar
Kenneth Fong
Melinda Guzman
William Hauck
Lou Monville
Craig R. Smith
Kyriakos Tsakopoulos

Consent Items

Approval of Minutes of Meeting of March 13, 2007

Discussion Items

1. Recommended Changes to Title 5, California Code of Regulations, Impacting California State University Student Housing Operations, *Information*
2. Early Assessment Program Evaluation of the Professional Development Activities for English Preparation Reading Institutes for Academic Preparation (RIAP) and the Expository Reading and Writing Course (ERWC) Workshops, *Information*
3. Faculty-Student Research and Mentorship Special Focus: Life Sciences, *Information*
4. Report of Peer Visits Focused on Campus Actions to Facilitate Graduation, *Information*
5. Recommended Changes to Title 5, California Code of Regulations, Non Resident Tuition (Minor Aliens), *Action*

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

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

March 13, 2007

Members Present

Herbert L. Carter, Chair
George G. Gowgani, Vice Chair
Roberta Achtenberg, Chair of the Board
Jeffrey L. Bleich
Carol R. Chandler
Debra S. Farar
Kenneth Fong
Melinda Guzman
William Hauck
Lou Monville
Charles B. Reed, Chancellor
Craig R. Smith

Approval of Minutes

The minutes of January 23, 2007, were approved by consent as submitted.

Academic Planning and Program Review

Six areas of academic planning activity and a proposed resolution that would approve additions and modifications to campus academic plans were presented by Executive Vice Chancellor and Chief Academic Officer Gary W. Reichard. The item summarized the California State University academic planning process and reported the program planning, review, learning-outcomes assessment efforts and WASC activities that took place over the last year. The committee unanimously recommended approval by the board of the proposed resolution (REP 03-07-03).

Remedial Education Policy Implementation: Eleventh Annual Report

Information about systemwide efforts and partnerships to address college readiness, as well as information about the extent to which freshmen entering the CSU in fall 2006 were ready for college-level work, was presented by Executive Vice Chancellor and Chief Academic Officer Gary W. Reichard. Dr. Reichard's remarks included a review of some campus programs that bring students to proficiency during their first year enrollment. After Board members had offered comments on the report, Trustee Carter asked that a further, comprehensive report be developed by staff in Academic Affairs. Trustee Carter requested a history of remediation in the CSU, a review of existing policies together with costs related to remediation, some analysis of remediation in national context, and a review of innovative practices for bringing CSU students to proficiency. Trustee Carter encouraged Dr. Reichard to work with the Academic Senate, CSU on the document, and to gain perspective from CSU presidents as well. Chancellor Reed spoke about the need to educate more Californians, and the complexities of outreach and helping to assure proficiency at entry to college. Superintendent of Public Instruction Jack O'Connell discussed his support of the Early Assessment Program and its ability to create seamlessness between high school and college. Superintendent O'Connell said the CSU should not be discouraged by remediation results as the number of students continues to increase. The Committee also heard from one public speaker.

Teacher Preparation Program Evaluation

This report—presented by Bill Wilson, assistant vice chancellor, academic affairs and David Wright, Director, CSU Center for Teacher Quality (CTQ)—updated the Trustees on the work of the CSU Center for Teacher Quality on measuring the impact of CSU teacher preparation on learning gains by K-12 students who are taught by CSU-prepared teachers. A conceptual model that guides development of the CSU Systemwide Evaluation, the “CSU Mosaic,” was used to further the discussion on teacher preparation outcomes.

Teacher Education Faculty Professional Development Event

On March 9, nearly 300 CSU teacher education faculty convened in San Francisco for a day of professional learning, discussion, and planning. Every campus sent faculty representatives, and members of the Statewide Senate also were in attendance. Dr. Reichard presented this item with a focus on several topics, including work aligned with annual campus teacher evaluation results and other major initiatives of the CSU such as the Early Assessment Program.

Report of Peer Visits Focused on Campus Actions to Facilitate Graduation

Item was deferred to the May meeting of the Board of Trustees.

Chair Carter adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Changes to Title 5, California Code of Regulations, Impacting California State University Student Housing Operations

Presentation By

Richard P. West
Executive Vice Chancellor and
Chief Financial Officer

Summary

Provisions of Title 5 and the State University Administrative Manual (SUAM) related to student housing operations have not been updated in many years. This item recommends changes aimed at making the California Code of Regulations (Title 5) relevant and responsive to on-campus housing operations in an increasingly changing environment.

Background

Various Title 5 regulations and SUAM provisions govern CSU on-campus housing. The majority of regulations have not been updated in more than 30 years. During that time, student lifestyles have changed dramatically, and Title 5 and SUAM student housing regulations should be reviewed and updated to keep pace with student cultural shifts as well as advances in technology and institutional-specific changes. In the mid-1970's for example, some campuses still had 'dorm mothers.' The late 1980's brought the transition from 'dorm mothers' to professional live-in staff managing facilities, with the trend in higher education to entrust the residential community to student services staff holding graduate degrees in counseling. The recommendations are directed at the following general areas:

- Clarity in definitions
- Title 5 relationship to "Landlord-Tenant Law"
- More flexibility and leeway in filling all campus housing facilities
- Greater ability to balance significant logistical, administrative and financial challenges
- Realistic and effective administrative policies
- Consistency between Title 5 and system or campus policies and procedures
- Allowing campuses to best serve its campus stakeholders

The review of Title 5 and SUAM was conducted by a task force of student housing directors drawn from CSU campuses working in conjunction with Financing and Treasury staff in the Chancellor's Office, and was initiated because of a system-wide internal audit completed in May

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2006. In order to respond to that audit, the task force was convened, but it soon became evident that changes beyond those addressed in the audit were necessary.

Public comments on proposed Title 5 changes are taken in the ordinary course during scheduled Board of Trustees meetings. The opportunity for these public comments is required by Education Code 89030.1(c). This item is being presented as an information item so that those public comments can be heard, documented, and considered for action. It is anticipated that an action item for these Title 5 changes will be presented at the July 2007 Trustees meeting.

The changes for consideration are indicated as follows:

Title 5. Education

Division 5 – Board of Trustees of the California State Universities

Chapter 1 – California State University

Subchapter 5 – Administration

Article 5 – Housing

§ 42000. Definitions.

Unless the context otherwise requires, the definitions hereafter set forth shall govern the construction of Articles 5 and 6 of this Subchapter.

(a) Licensee. Licensee means any student or other person who has executed a license and who has been granted permission to use a housing facility for a fee period. Where the context requires it, the term licensee also means any student or other person who has a reservation for a housing facility.

(b) License. License means the document approved by the president which grants permission to use a housing facility and which contains the terms and conditions upon which such use is permitted. The license shall have imprinted thereon the words, "The use of housing facilities is subject to Articles 5 and 6 of Subchapter 5 of Chapter 1 of Part V (Sections 42000 through 42103) of Title 5 of the California Administrative Code of Regulations."

(c) Campus. Campus means any campus issuing licenses to students or other persons for the use of housing facilities.

(d) Housing Facility. Housing facility includes, but is not limited to, any individual or group living unit in a state owned or operated residence hall, family dwelling, apartment, trailer or trailer space which is operated under the authority of Sections 90000-90002 or Section 90012 of the Education Code.

(e) President. President means the campus president or his or her authorized representative or representatives.

(f) Student. Student means any individual currently ~~enrolled in six (6) or more semester units of instruction, or an equivalent number of quarter units of instruction,~~ matriculated and/or enrolled in the regular program of the campus where the student housing facility is located or any individual currently enrolled in one or more courses during a special session ~~of such campus provided enrollment is during the summer.~~

(g) Fee Period. Fee period means a period for which a license is granted and may extend for an academic year, semester, quarter, or other period or session established by the president.

(h) License Fee. License fee means the consideration required of a licensee for the right to use a campus housing facility for a fee period.

- (i) Service Fee. Service fee means a non-refundable fee required of a licensee to cover the added costs incurred in collecting and processing a license fee by installments.
- (j) Late Fee. Late fee means a payment required of a licensee who fails to pay any fee when due.
- (k) Advance Payment of Fees. Advance payment of fees means the receipt by the president of the license fee and any security deposit or service fee from a licensee on or before the first day of the fee period or due date of any payment by installment.
- (l) Reservation. Reservation means a confirmation by the president, upon receipt of the designated advance payment of fees, which a housing facility will be made available in accordance with this Article.
- (m) Cancellation. Cancellation means the termination of a reservation by the licensee as provided in this Article, prior to the beginning of the fee period.
- (n) Vacating. Vacating means the termination of a license by the licensee as provided in this Article, on or after the beginning of the fee period.
- (o) Revocation. Revocation means the termination of a reservation or license by the president as provided in this Article, whether before, on, or after the beginning of a fee period.
- (p) Visitor. Visitor means any person permitted by the licensee or president to visit a housing facility.
- (q) Guest. Guest means any person, ~~including a visitor but other than a licensee~~ other than a Licensee, who is permitted by a Licensee and approved by ~~or the campus president or designee~~ to make use occupy and/or reside in ~~of~~ any housing facility. ~~Such use shall be deemed to mean the use of any housing facility for sleeping or bathing purposes.~~
- (r) Guest Fee. Guest fee means the consideration required of a guest for the use of a campus housing facility.
- (s) Administrative Necessity. Administrative necessity exists when any condition not reasonably foreseen at the time of confirming a reservation, issuing a license, or renewing a license occurs and prevents the campus from making or continuing to make a housing facility available to the licensee. Such conditions shall include, but not be limited to, damage caused by floods, slides, fire, earthquake, other natural disasters and vandalism; civil disorder; compliance with state or federal law; or interruption of basic services because of labor strife. Such conditions shall also include a drop in the rate of cancellations not reasonably foreseen by the campus, if such drop results in an overbooking of available housing facilities.
- (t) Shall and May. The word "shall" means that the action is mandatory. The word "may" means that the action is permissive.

§ 42002. Assignment of Priority.

Students of a campus shall have first priority to use student housing facilities of that campus, with the exception of space granted to special programs by the campus president as outlined in ~~The president may permit others, including groups as authorized by Section 42003, to use such facilities only when student demand is insufficient to fill all campus housing facilities.~~

§ 42003. Special Group Arrangements.

University ~~H~~housing facilities may be made available to individuals and groups, ~~provided a representative authorized to do so executes by the campus president or designee.~~ Groups must authorize a representative to execute an appropriate agreement on behalf of the group, which agreement shall set forth the fee established by the Chancellor to be charged of such groups. Any group may, at the discretion of the campus president or designee, be ~~excepted~~ exempted from the payment of a security deposit. A charge in addition to the fee established by the Chancellor pursuant to Section 42004 may be made by the campus of individuals or of groups to cover additional costs whenever ~~the group requires~~ additional services, materials, goods, or special supervision are required.

§ 42004. Schedule of Fees.

All fees authorized by this Article shall be charged in accordance with a schedule of fees periodically established by the Chancellor.

§ 42005. Approved Guests.

(a) Guests of a Licensee. Licensees shall secure such approval as is required by the campus president or designee prior to inviting any person to be a guest of the Licensee. ~~The president may charge a guest fee of any guest for the first two days of housing facility use per calendar month and shall charge a guest fee of all guests for each day of such use in excess of two days per calendar month.~~

(b) ~~Guests of a Campus.~~ ~~Guests of a campus shall be charged fees in accordance with the schedule of fees established pursuant to Section 42004.~~

Guest-related policies and approved length of stay shall be in accordance with the guest-related policies as determined by the campus and stated in the Housing License Agreement. Licensee will be responsible for non-compliance of guest registration and may be held responsible for the behavior of his/her guest (registered or not).

§ 42006. Non-Approved Guests.

Non-approved guests of a Licensee ~~shall~~ may be charged a fee established pursuant to Section 42004 of this Article. If a Licensee knew or should have known that one of his ~~or~~/her ~~invites~~ invitees would make use of a housing facility their assigned living space and failed to secure approval of the campus president or designee prior to such use, that Licensee shall be ~~jointly and severally~~ jointly and severally liable for the fees and other guest-related charges. ~~charged of such guest.~~

§ 42007. Licensee's Responsibility for Conduct of Visitors and Guests.

A Licensee ~~shall~~ may be jointly and severally liable with guests or visitors of such Licensee for all negligent or intentional damage to any university housing facility caused by such guests or visitors as described within the Housing License Agreement of said campus.

§ 42008. Advanced Payment of Fees.

Except as authorized by Section 42010, all fees are due and payable in advance. A late fee ~~shall~~ may be charged of a Licensee who fails to pay any fee when due.

§ 42009. Installment Payments.

A campus president or designee may permit a Licensee to pay license fees in installments, provided each installment is paid in advance of the period covered by the installment, and provided further that the Licensee pays the service fee established pursuant to Section 42004.

§ 42010. Deferment of Fee Payment.

A ~~resident~~ campus president or designee may defer payment of license fees for Licensees who are able to demonstrate that they will receive federal, state, or other financial aid and that such aid will be distributed to the Licensee subsequent to the beginning of the fee period. A demonstration of this kind shall include appropriate verification by the campus financial aid office. The Chancellor shall establish terms and conditions for the administration of this section.

§ 42011. Failure to Pay Fees.

Except as authorized by Section 42010, any Licensee who fails to pay all fees and charges in advance shall have his or her license revoked as of the last day covered by any prior license fee period.

§ 42012. Termination of Use of the Facility.

~~Every~~ The Licensee shall vacate the student housing facility to which the Licensee is assigned ~~used by that licensee~~ on the expiration of the license period, or upon termination of his or her license to use the facilities, whichever is sooner. Any Licensee who does not vacate the student housing facility as required by this section shall be evicted ~~there from~~ in the manner provided by the laws of the State of California and charged a daily rate through the length of stay. ~~The campus may charge any other applicable fees or charges. for the eviction of a licensee whose license has been terminated.~~ The matter shall be referred to the CSU Office of General Counsel either to a small claims court with jurisdiction over such matters or to the Attorney General of

~~the State of California~~ for appropriate legal action. Any property of the Licensee remaining in the student housing facility may be removed ~~without force and stored by the campus at the expense and risk of the licensee~~ and stored by the campus at the expense and risk of the Licensee and will be disposed of pursuant to the laws of the State of California as outlined in Title 5, Section 42375, entitled Care, Restitution, Sale or Destruction of Lost Property, and Section 42376, entitled Proceeds of Sale.

§ 42013. Revocation of Reservation or License.

A campus president or designee may revoke a reservation or license for the following reasons:

- (a) Disciplinary action taken against the licensee pursuant to Sections 41301- 41304 of Article 2 of Subchapter 4 of this Chapter;
- (b) Because of administrative necessity of the campus;
- (c) Licensee's failure to maintain status as a student as defined by Section 42000 (other than pursuant to discipline);
- (d) Licensee's breach of any of the terms and conditions of the license, including failure to pay required fees.

Whenever the campus president or designee revokes a reservation or a license, he or she shall give the licensee reasonable notice of the revocation. Notice of revocation of a license shall be served in the manner prescribed by Section 1162 of the Code of Civil Procedure.

§ 42018. Waiver of Notice.

Any notice period described in Sections 42015, 42016, or 42019 ~~shall~~ may be waived by the campus president or designee when the reason for the cancellation, vacating, or withdrawal is due to a cause beyond the control of the Licensee and the specified notice could not otherwise have been given. The campus president or designee shall determine whether such cause exists; based on verified documentation and his/ ~~er~~ her determination shall be final.

§ 42019. Cancellation, Vacating, or Revocation -Obligation of the Licensee.

The following table indicates the obligation of the licensee (as specified in Subsection C of this Section 42019) under conditions of cancellation, vacating or revocation.

Amount of Obligation

- A. Prior to beginning of fee period.
 - 1. Request by licensee to cancel reservation.
 - a. with 30 day notice 1
 - b. with less than 30-day notice
 - 1) president waives notice 1

- 2) president does not waive notice but does grant request to cancel 3
- 3) president does not waive notice and does not grant request to cancel 2
- 2. Revocation of reservation by the president, all instances 1

B. On or after beginning of fee period

- 1. Request by a licensee to vacate
 - a. with 30-day notice
 - 1) president approves the request 3
 - 2) president denies the request 4
 - b. with less than 30-day notice
 - 1) president approves the request and waives notice 5
 - 2) president approves the request but full notice .. 3
 - 3) president denies the request 4
- 2. Revocation of license by the president.
 - a. as a result of disciplinary pursuant to Sections 41301-41304 of Article 2 of Subchapter 4 of this Chapter 4
 - b. because of administrative necessity. 5
 - c. because licensee is no longer a student (other than pursuant to discipline):
 - 1) academically dismissed..... 5
 - 2) all other withdraws:
 - a) with 30-day notice of withdraw 3
 - b) with less than 30-day notice of withdraw
 - (1) president waives notice 5
 - (2) president does not waive notice 3
 - d. breach of terms or conditions of the license, including nonpayment of fees 4

C. Amount of obligation to the licensee.

- 1. Licensee has no financial obligation other than the non-refundable service fee.
- 2. Except as provided in Subsection D of this Section, licensee shall owe the amount due under the full fee period of the license.
- 3. Except as provided in Subsection D of this Section, licensee shall owe an amount equal to a prorated charge for each day from the beginning of the fee period, through the end of the required notice period, plus any charge authorized by Section 42021 of this Article.

4. Except as provided in Subsection D of this Section, licensee shall owe the amount due under the full fee period of the license, plus any charge authorized by Section 42021.

5. Licensee shall owe an amount equal to a prorated charge for each day from the beginning of the fee period through the last day of occupancy, plus any charge authorized by Section 42021.

D. Mitigation. The campus president or designee shall minimize the obligation of a Licensee by applying a prorated credit for each day during the fee period that the campus has been able to cover its damages. Factors to be considered in determining whether the campus has been able to cover its damages for purposes of this Subsection ~~shall~~ may include, but not be limited to: (1) whether the ~~president has been~~ campus is able to re-license the student housing facility to someone else prior to the end of the fee period; (2) the amount of the fee at which the student housing facility is re-licensed; ~~and~~ (3) the vacancy rate of the residence hall (or other state owned or operated dwelling) within which the housing facility is located; and (4) financial considerations of the campus housing system.

COMMITTEE ON EDUCATIONAL POLICY

Early Assessment Program Evaluation of the Professional Development Activities for English Preparation Reading Institutes for Academic Preparation (RIAP) and the Expository Reading and Writing Course (ERWC) Workshops

Presentation By

Gary W. Reichard
Executive Vice Chancellor and
Chief Academic Officer

Beverly Young
Assistant Vice Chancellor
Academic Affairs

Summary

The Early Assessment Program (EAP) includes professional development initiatives to prepare high school teachers to help their students improve their skills during their high school years. Under the purview of EAP, there are two major California State University professional development efforts in English: the Reading Institutes for Academic Preparation (RIAP) for high school teachers who teach in a variety of subject areas and grade levels, and the Expository Reading and Writing Course (ERWC) workshops for high school English teachers in grades 11 and 12.

At the request of the Teacher Education and Public Schools Programs unit in Academic Affairs, the Program Evaluation and Research Collaborative (PERC) at California State University, Los Angeles has performed its second external independent evaluation of RIAP and ERWC professional development to assess program effectiveness. Findings of this evaluation will be provided, including (a) evidence of professional development impact on student English proficiency; (b) results of surveys with participating teachers; (c) steps to address evaluation results; and (d) plans for continued evaluation.

Additionally, findings will be presented from the Just for the Kids *EAP Best Practice Study*, which identifies effective school practices in support of EAP. Further, information will be presented on adoption of the EAP English course by high schools in the state. Finally, use of the ERWC instructional modules within the CSU itself will be discussed.

COMMITTEE ON EDUCATIONAL POLICY

Faculty-Student Research and Mentorship Special Focus: Life Sciences

Presentation By

Elizabeth L. Ambos
Assistant Vice Chancellor for
Research Initiatives and Partnerships

Rollin Richmond
President
Humboldt State University

Jacob Varkey
Professor, Biological Sciences
Humboldt State University

James Rosser
President
California State University, Los Angeles

Carlos Gutiérrez
Professor, Chemistry and Biochemistry
California State University, Los Angeles

Summary

One of the most valuable aspects of a CSU education for many students is the opportunity to work actively with faculty members on research, creative activities, community service work, and internships. Students actively involved in research and creative activities with faculty mentors often develop creative and critical skills, as well as broadened professional opportunities.

In this first presentation to the Board of Trustees, the research and mentoring accomplishments of CSU faculty and students will be highlighted through brief testimony by campus groups from Humboldt State University and California State University, Los Angeles, who are engaged in life sciences research. These presentations will underscore the critical connections between faculty and student scholarly activity, mentoring, and professional success.

Faculty-Student Research and Mentorship: Humboldt State University

Dr. Jacob Varkey is a Professor in Biological Sciences at Humboldt State University. After completing undergraduate and MS degrees in India, he earned his PhD in cell biology at Illinois State University, Normal, Illinois. Post doctoral appointments at Johns Hopkins University and the Carnegie Institute of Embryology preceded his appointment to the faculty at Humboldt State in 1994. Active in research, he has acquired over \$3 million in funding, and serves as the

Humboldt State University coordinator for the National Science Foundation Alliance for Minority Participation (AMP) program.

Dr. Varkey's research work focuses on spermatogenesis and the contribution of sperm during embryogenesis. Undergraduate students are at the heart of a research project in Dr. Varkey's laboratory involving genetics and molecular characterization of specific RNA molecules that may be delivered to the early embryo at the time of fertilization as components of the sperm. Participation in this research has allowed the students access to careers in academia and industry, with many going on to graduate programs to pursue degrees in life science fields.

These student opportunities were made possible through generous grant support to Dr. Varkey from the National Science Foundation, National Institutes of Health, and the Howard Hughes Medical Institute (HHMI). Recent grants from HHMI have significantly enhanced undergraduate research in cell molecular biology fields at Humboldt State University. With HHMI support, Dr. Varkey and his colleagues have been able to establish a successful summer undergraduate research program, as well as fund a state-of-the-art biotechnology laboratory facility. The Pre-Med Association at Humboldt State has benefited from the HHMI grants, as well. Though small, the HSU Pre-Med program has posted a very high acceptance rate: since 1998, 85% of the HSU student applicants to medical school have been accepted.

Faculty-Student Research and Mentorship: California State University, Los Angeles

Dr. Carlos Gutiérrez is a Professor in Chemistry and Biochemistry at California State University, Los Angeles. Born in Mexico in 1949, he moved with his family to Los Angeles, CA when he was seven years old. He was educated in the Los Angeles public schools (Norwood Street School; Walter Reed Junior High School; Hollywood High). After completing his BS degree in chemistry from UCLA, he subsequently earned a PhD in synthetic organic chemistry at the University of California, Davis (1975), and joined the faculty at Cal State LA in 1976.

Gutiérrez is a synthetic organic chemist, with interests at the interface of organic, inorganic and biological chemistry. With his students, he designs and synthesizes molecules used as probes to study the details of iron acquisition, transport, and utilization by bacteria. He has been principal investigator or program director on more than \$50 million in external grants to Cal State LA, and has received numerous honors and awards. These include the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring in 1996, the Wang Family Excellence – Outstanding Faculty in the Natural Sciences Award, among many others. He is particularly proud of the Honored Faculty Award given him by the Associated Students of California State University, Los Angeles, in 1996; and of the Outstanding Chemistry Professor Award from the students of the Department of Chemistry & Biochemistry presented in 2005.

Along with colleagues in the Cal State LA departments of Chemistry & Biochemistry, Biological Sciences, Psychology, Mathematics, Electrical and Computer Engineering, he has worked to increase the participation by minority group members in scientific careers.

He has directed the Cal State LA Minority Access to Research Careers (MARC) program since 1978 and the Minority Biomedical Research Support (MBRS) program since 1992. He is very proud of the achievements of the many Cal State LA MARC and MBRS students who have participated in these programs with MARC honors undergraduates co-authors of 121 publications in refereed journals. MBRS faculty and students have published 628 journal articles, and many graduates of the Cal State LA MARC and MBRS programs have earned a PhD and are in independent research careers in academia and industry.

COMMITTEE ON EDUCATIONAL POLICY

Report of Peer Visits Focused on Campus Actions to Facilitate Graduation

Presentation By:

Gary W. Reichard
Executive Vice Chancellor and
Chief Academic Officer

J. Michael Ortiz
President
California State Polytechnic University, Pomona

Summary

Late last year, a peer review team visited California State Polytechnic University, Pomona to review campus efforts to support success for students and to implement the 2005 Trustee “Facilitating Graduation” initiatives. The visit was a useful catalyst in a number of ways. The six member team met with over 80 faculty, students, and campus administrators throughout the day and oral feedback was delivered to the president and other campus leaders noting commendations as well as areas where improvements could be considered. An overview of the conceptual approach to facilitating graduation taken by Cal Poly Pomona will be provided for information—in particular, how a strong partnership between Student Affairs and Academic Affairs advances the learning-centered focus at Cal Poly Pomona. Representatives from both divisions lead and participate in major initiatives concerning advisement, enrollment, and remediation among others, ensuring that students receive consistent informed support as they progress toward graduation.

Background

In Fall 2002, the Board of Trustees adopted a graduation initiative with three parts: improving preparation to begin college, strengthening the transfer process, and helping enrolled students to progress toward the degree. Since that time, the Board has received regular progress reports on the general topic of campus efforts to facilitate graduation. At its May 10-11, 2005 meeting, Executive Vice Chancellor David S. Spence presented to Trustees a list of twenty-two recommendations that set forth strong campus practices for facilitating student progress to the baccalaureate degree. The Board reviewed the list and adopted a resolution directing the

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Chancellor to charge the campus presidents and faculty to implement the recommendations in Dr. Spence's report, and to file periodic reports on campus progress in meeting its stated goals.

Among the actions that the Board directed campuses to take is to welcome teams of peer visitors who will supply fresh and independent reviews of campus plans and progress. The general process is familiar to campuses, who regularly welcome teams of visitors for accreditation purposes.

In putting this Board mandate into effect, the Division of Academic Affairs in the Chancellor's Office has successfully partnered with the Academic Senate, CSU to recruit, train and deploy teams of visitors who bring to the task both many years of CSU experience, and practiced judgment. Drawn from a roster of distinguished faculty and administrators, teams of six visitors assemble on the evening prior to a visit to finalize logistics and identify points of emphasis. They then spend an intense day on the campus in interviews and observations that are informed by specific campus plans for facilitating graduation. The team finishes its day with a report-out meeting that includes the campus president, other senior administrators, and faculty and student leaders.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Changes to Title 5, California Code of Regulations, Non Resident Tuition (Minor Aliens)

Presentation By

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Christine Helwick
General Counsel

Summary

Among other things, Title 5 of the California Code of Regulations sets forth Trustee policy for determining the residency of students for purposes of tuition and financial aid, in accord with the requirements of the Education Code. Section 41916 currently calls for minor students of undocumented parents to be classified as nonresidents, even if the student was born in the United States, has lived here all his/her life, and is a U.S. citizen. This interpretation of the Education Code was recently questioned in litigation in the San Francisco Superior Court, and caused a careful reexamination of the CSU policy. After considerable reflection and analysis, it was determined that this policy is contrary to the intent of the California Education Code and should be changed. While the residence of an unmarried minor child is determined by the residence of his/her parent, the residence of the parent for this purpose should be determined by whether the parent has been present in the state for a period of one year with the intent to remain, irrespective of immigration status. This analysis was submitted to the court for review in the litigation, and ultimately resulted in the entry of a Consent Decree, which calls for the repeal of Title 5 section 41916. That is the purpose of this amendment.

The following resolution is recommended for adoption:

RESOLVED, by the Board of Trustees of the California State University, under Section 89030 of the Education Code, that Section 41916 of Article 4, Subchapter 5, Chapter 1, Division 5 of Title 5 of the *California Code of Regulations* is repealed:

~~§ 41916. Minor Aliens.~~

~~A minor alien shall be entitled to a resident classification if (1) both the student and the student's parent(s) are not precluded by the Immigration and Nationality~~

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~~Act from establishing domicile in the United States and (2) the parent(s) have established a residence in California more than one year prior to the residence determination date.~~

~~**NOTE:** Authority cited: Sections 68044 and 89030, Education Code.
Reference: Section 68062(i), Education Code.~~