

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meetings: **9:30 a.m., Tuesday, January 22, 2008**
 Munitz Conference Room – Closed Session

4:30 p.m., Tuesday, January 22, 2008
 Glenn S. Dumke Auditorium – Open Session

8:00 a.m., Wednesday, January 23, 2008
 Glenn S. Dumke Auditorium

Herbert L. Carter, Chair
Carol R. Chandler, Vice Chair
Jeffrey L. Bleich
Debra S. Farar
George G. Gowgani
William Hauck
Peter G. Mehas
Lou Monville
Jennifer Reimer
Craig R. Smith
Glen O. Toney

Meeting: **9:30 a.m., Tuesday, January 22, 2008**
 Munitz Conference Room – Closed Session

Discussion Items

1. Honorary Degree Nominations, *Action*

Meeting: **4:30 p.m., Tuesday, January 22, 2008**

Consent Items

Approval of Minutes of Meeting of November 13, 2007

Discussion Items

2. Community Engagement in the California State University, *Information*
3. Troops to College: A California Initiative, *Information*
4. California State University Remediation Policies and Practices: Board Expectations and Directives, *Action*
5. Proposed Title 5 Revision: Amendment to Student Conduct Code, *Action*

****Note**

Meeting: **8:00 a.m., Wednesday, January 23, 2008**
 Glenn S. Dumke Auditorium

Consent Items

Approval of Minutes of Meeting of November 13, 2007

Discussion Items

2. Community Engagement in the California State University, *Information*
3. Troops to College: A California Initiative, *Information*
4. California State University Remediation Policies and Practices: Board Expectations and Directives, *Action*
5. Proposed Title 5 Revision: Amendment to Student Conduct Code, *Action*

****Note:** *Depending on the length of discussions on Tuesday, January 22, 2008, Educational Policy items may have to be carried over to Wednesday for consideration.*

**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**

November 13, 2007

Members Present

Herbert L. Carter, Chair
Craig R. Smith, Vice Chair
Roberta Achtenberg, Board of Trustee Chair
Debra S. Farar
William Hauck
Peter G. Mehas
Henry Mendoza
Lou Monville
Charles B. Reed, Chancellor
Jennifer Reimer
Glen O. Toney

Approval of Minutes

The minutes of September 19, 2007 were approved by consent as submitted.

**New Developments in Issues of Access, Student Learning, Accountability, and
Transparency: The Voluntary System of Accountability**

Presented by Executive Vice Chancellor and Chief Academic Officer Gary W. Reichard and John Welty, President, CSU Fresno, this information item provided a description of a newly developed voluntary accountability and reporting system. The system has been developed over the past year and a half by a number of major higher education institutions with leadership from the American Association of State Colleges and Universities—AASCU, and the National Association of State Universities and Land-Grant Colleges—NASULGC. Executive Vice Chancellor Reichard summarized the background and context for the Voluntary System of Accountability (VSA) effort, while President Welty described the system's key elements and purposes. Although very much a work in progress, Dr. Reichard explained that the CSU is committed to participating fully, and to providing leadership to the developing initiative. The Board also heard comments from one public speaker including concerns related to process, workload, cost, effectiveness, and need.

Assessment of Information and Communication Technology Literacy Skills

In a closely related item to the Voluntary System of Accountability, Executive Vice Chancellor and Chief Academic Officer Gary W. Reichard summarized an innovative online assessment instrument (*iSkills*) that the CSU, in partnership with six other universities, helped the Educational Testing Services develop as a measure of students' mastery of information and communication technology skills and understandings.

Textbook Affordability: Results from a CSU Task Force Review, and Strong Practices to Help Keep CSU Affordable

The California State University commissioned a task force in early 2007 to review the issue of rising cost of textbooks and other learning materials and to identify strong practices that contribute to making textbooks and other learning materials affordable. Executive Vice Chancellor and Chief Academic Officer Gary W. Reichard summarized the work of the task force in this item, including a number of existing cost reduction strategies identified by the taskforce. In addition, Dr. Reichard introduced some possibilities to be studied more comprehensively such as the development of the "Digital Marketplace"—a systemwide collaboration that permits leveraging of purchasing power to secure price advantages from publishers.

Chair Carter adjourned the committee meeting.

COMMITTEE ON EDUCATIONAL POLICY

Community Engagement in the California State University

Presentation By:

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Season Eckardt
Administrative Director,
Center for Community Engagement
(formerly Community Service Learning)

Jean Egan
President, Founder,
Long Beach BLAST – Better Learning After School Today

Background

Beginning in the 1990s, the California State University (CSU) started to recognize the value of service learning as a vehicle that would meet the state's changing educational needs while also imparting vital civic skills and knowledge. In 1997, with the establishment of the first strategic plan on community service learning, this systemwide effort began to take shape. Infrastructure was established at campuses and at the systemwide office, the Board of Trustees passed a landmark resolution calling for the creation of service opportunities for all students, and outside funding was secured.

Since that time, the CSU's reputation as a leader in community service learning has risen to national prominence, and there has been a wide array of noteworthy achievements:

- In March 2000, the CSU Board of Trustees passed a landmark resolution ensuring that all CSU students have the opportunity to participate in community service and/or service learning. This strong level of support from the Board of Trustees has allowed the systemwide office and campuses to amplify student and faculty interest in service learning and leverage financial investment by government and private funders.
- Nearly 1.4 million CSU students have engaged in a variety of community service-learning activities since 1999; their contribution to their communities calculated on a minimum wage rate, equates to a value of \$1.5 billion.

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- Since 2000, partnerships with private foundations and federal agencies have brought the CSU \$16.5 million in support of community engagement activities.
- Each year, the CSU triples the minimum requirement of Federal Work Study funds designated for community service placements, amounting to nearly \$29 million since 1997.

These successes underscore that service learning has become a signature teaching methodology in the CSU, and yet, there is opportunity and challenge for the CSU to continue to be forward-thinking in its multi-dimensional efforts to serve the public good.

Throughout the nation and within the CSU, the community engagement (also referred to as civic engagement) movement has taken hold, resulting in expansion of the roles of service-learning offices in higher education. National organizations, such as the American Association of State Colleges and Universities (AASCU) and Carnegie Foundation for the Advancement of Teaching and Learning, spearhead initiatives that have elevated the importance of community engagement in higher education. It is important to note that service learning continues to play a prominent role in community engagement efforts; however, there is a range of other activities that encompass the definition of community engagement (e.g., voter registration drives, community-based research, community-centered forums).

As the CSU began to examine ways in which it could adapt and meet a broader mission of engagement, having a clear and coherent understanding among our 23 campuses and the systemwide office was crucial. Therefore, during the 2006-2007 Academic Year, CSL in the Chancellor's Office asked all campus service-learning offices (some of which have been renamed to reflect a community/civic engagement focus) to undertake a strategic planning process, if current plans were not in place. In addition, CSL in the Chancellor's Office undertook such a strategic planning process.

Early indications suggest that this year-long process has been successful. Community engagement/service-learning offices at 20 CSU campuses plus the Chancellor's Office now have current strategic plans; and the remaining 3 offices are currently engaged in a strategic planning process. The new strategic plans point to some clear convergence of priorities and strategies and yet also leave room for unique demonstration projects that can ultimately serve as best practices for other campuses. Other outcomes include:

- 10 campus offices, along with the systemwide office, have been formally renamed to reflect the broader mission of community/civic engagement.
- Campus administrators have pledged to elevate the profile of civic engagement and service-learning programs among students and faculty.
- New financial resources have been secured to support these programs.

CSU Chancellor's Office, Center for Community Engagement

Executive Summary of Strategic Plan, 2008-2013

At the systemwide level, there will be a new name for the office, along with a broader vision, mission and five-year strategic directions.

New Office Name:

The Office of Community Service Learning at the CSU Chancellor's Office will be renamed to the Center for Community Engagement.

Vision:

In 2013, the CSU Chancellor's Office, Center for Community Engagement is a full partner in the California State University's service to the public good through the work of its 23 campuses and its local and global communities.

Mission:

The CSU Chancellor's Office, Center for Community Engagement is a driving and innovative force that advances the California State University's systemwide and multi-campus commitment to serving the economic, public policy and social needs of our state.

Strategic Directions:

According to the Institute for Cultural Affairs, strategic directions are "broad directions or proposals that impact the future" (2005). To achieve each strategic direction of the CCE, five-year goals have been identified, with possible action steps and an accountability plan. The four strategic directions are:

- Strategic Direction 1 - Build CSU-wide capacity to advance community engagement
- Strategic Direction 2 - Mobilize partnerships to fuel and expand community engagement
- Strategic Direction 3 - Raise awareness and visibility for the importance of community engagement and its connection to CSU priorities
- Strategic Direction 4 – Seek new, stable, sustainable financial resources

Conclusion

In the last ten years, an educational revolution has occurred that has expanded our traditional notions of where learning takes place. Service learning, as a primary in- and out-of-class teaching method, is now widely accepted and practiced in the CSU as a vehicle to prepare our next generation of leaders to be active, informed, and committed to community issues. Ultimately, it is the nexus between this historic momentum, with service learning at the core, and the limitless potential ahead that serve as the driving force behind the Center for Community Engagement's vision to be a full partner with the CSU in serving the public good.

COMMITTEE ON EDUCATIONAL POLICY

Troops to College: A California Initiative

Presentation By

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Allison G. Jones
Assistant Vice Chancellor
Academic Affairs, Student Academic Support

Col. Bucky Peterson, USMC (ret.)
Liaison to California's Secretary of Education and
Special Assistant to the Chancellor of the California State University
Troops to College

Summary

California is home to an extraordinary number of veterans and service members. For example, the state leads the nation in the number of veterans: approximately 9.2% (2.2 million) of the nation's 24 million veterans reside in California. Of active duty men and women in the U.S. Armed Forces, 11.7% (170,000 of 1.45 million) are from California. Over 12% of all active duty personnel are stationed in California (175,000 of 1.45 million). In addition, more than 20,000 active Air Force and Army National Guard are stationed in California, over 3,000 of whom are currently deployed worldwide. In addition to military personnel in the National Guard, many Californians who serve in the Reserves have been deployed as well.

The Montgomery GI Bill education benefit is a principal reason American men and women enter the U.S. military. Each member of the military who either serves in California or is a California resident is a potential candidate for admission to one of California's 109 California Community Colleges, 23 California State University campuses, and 10 University of California campuses.

The U.S. Department of Veterans Affairs (USDVA) estimates that 27,000 veterans migrate to California annually. According to USDVA, the average age of these exiting veterans is 27.3. Eighty-four percent are male, and sixteen percent are female. Ninety-six percent of exiting veterans are enrolled in the Montgomery GI Bill. According to the USDVA, approximately 70% utilize some portion of their benefits, but sources at military.com have estimated that fewer than

50% actually use their education benefits toward the completion of a degree. According to USDVA, just 14,000 veterans are currently using such benefits in California.

While current usage of benefits is difficult to pin down precisely, it is clear that veterans (and active duty service members) are underutilizing the outstanding and affordable public educational options available to them in California. The California Community Colleges, the California State University, and the University of California represent tremendous untapped opportunities for exiting veterans, both for California residents and for service members stationed in California.

California's Troops to College Initiative

Because of California's role in leading the nation in the number of veterans and active duty personnel and the availability of California public higher education, in March 2006 Governor Arnold Schwarzenegger charged the California Community Colleges, the California State University, and the University of California, working in collaboration with all military branches, and the California Departments of Veterans Affairs, Education, and Labor and Workforce Development to expand education opportunities for active duty service members and veterans to achieve the vision that California will become the nation's leader and model in providing them with educational opportunities and assistance. To achieve this outcome, the California Community Colleges, the California State University, and the University of California have agreed to expand their respective outreach programs, academic and financial aid advising, and admission opportunities for active duty service members and eligible veterans, in addition to providing on-base classes and distance education.

To oversee the development, implementation, and evaluation of effective programs, the Governor appointed a committee to review the status and achievements, and to establish the future goals of *Troops to College*. The oversight committee provides policy direction and guidance to both state and military organizations on key active duty and eligible veteran's issues. The Oversight Committee includes the California Secretaries of Education, Labor and Workforce Development, and Veterans Affairs, the chancellor of the California State University, the chancellor of the California Community Colleges, the president of the University of California, and the following military commanders: Commander Marine Corps Installations West; Commander Navy Region Southwest; Commander Space and Missile Systems Center (Los Angeles Air Force Base); Commander National Training Center (U.S. Army, Fort Irwin); Commander U.S. Coast Guard, Pacific Area (Alameda); and the Adjutant General, California National Guard.

The day-to-day implementation of the *Troops to College* is overseen by the Veterans' Workgroup chaired by Colonel Bucky Peterson, USMC (Ret.), the former Vice President for Development at Sonoma State University, who is now the Liaison to California's Secretary of Education and Special Assistant to the Chancellor of the California State University on matters

pertaining to active duty and veterans post secondary education. Allison G. Jones, Assistant Vice Chancellor, Academic Affairs, Office of the Chancellor, the California State University, provides Colonel Peterson and the initiative with broad support from the Chancellor's Office and expertise on all facets of student academic support.

State Benefits for Veterans and Service Members

California law waives the state's non-resident tuition for active duty men and women and their dependents who are not California residents and who enroll in college while stationed in California. Non-resident tuition is also waived for veterans who were on active duty for more than one year immediately prior to discharge. Non-resident tuition is waived for their dependents as well. Thereafter, it is expected that veterans and their dependents who enroll in California public universities will become California residents (a relatively simple process); thus, effective with their second year of enrollment they would continue to be entitled to pay only the in-state fees.

This is an important benefit. At the California State University, for example, all students, both California residents and non-residents, are required to pay the undergraduate California State University State University Fee of \$2,772. California State University non-resident tuition (an additional \$10,170) is waived for qualified non-California residents.

The Board of Trustees sponsored AB 950 (Salas) *Public Postsecondary Education; Student Residency Requirements: Active Duty Military*. The Governor signed AB 950 in October that establishes a consistent policy regarding non-resident fee waivers for members of our armed forces, stationed in California, who are not residents of California and are graduate students at CSU by increasing the waiver of non-resident tuition from one to two years.

California provides high academic quality, low cost California colleges and universities, which represent tremendous untapped opportunities for exiting Veterans as well as men and women on active duty, both for California residents and for service members stationed in California. Yet, with 42 two- and four-year public colleges and universities with a combined enrollment over 3.1 million students, only 14,000 veterans are enrolled on these campuses using their education benefits.

Implementation

A number of challenges arose in implementing *Troops to College*. These included improving communications among all the stakeholders, and especially increasing understanding in the higher education community about relevant military and veteran matters, and conversely, improving understanding in the military community about California's public institutions of higher education.

Under the aegis of the Veterans' Workgroup, California higher education began to implement programs to support the *Troops to College* initiative in May 2006. Five issue and program areas were identified that needed special attention, and a task force was assigned to each area to develop and implement programs that would support this initiative. These five task forces and the achievements to date are outlined below.

Communications, Marketing, and Website Task Force

This task force developed and implemented a veteran website template for use by colleges, universities, and the military, including links between the military and colleges and universities, military.com, and the Office for Veteran's Affairs. All institutions established a "Vets Corner" on their respective websites in support of providing timely information to active-duty service members and veterans interested in earning a baccalaureate or graduate degree. Information about college admission requirements, costs, transfer of military credit, and other campus veteran support programs is included on these websites, and this information was also distributed to all Education Service Officers (ESO).

Veteran's Outreach Task Force

The Veteran's Outreach Task Force developed and implemented information outreach programs targeted to those on active duty and to veterans about educational opportunities at California public colleges and universities. Community events, organizations, and agencies that work directly with veterans, in addition to county veterans services and veterans hospitals, were identified and provided with information about the *Troops to College* initiative.

This task force has provided information to active-duty service members and veterans about education requirements for careers related to military experience, implemented the *Hire a Hero, Hire a Vet* Initiative, incorporated *Troops to College* into the California Department of Veterans Affairs training program, and provided outreach briefings to Veterans Service Organizations and County Veterans Services Offices. Participation in the Transition Assistance Program (TAP) was identified as an effective means to introduce information about California public colleges and universities in a more focused way.

While outreach to veterans was initially addressed, it became clear early in the implementation phase that California needed to reach active-duty personnel well before they began to transition out of the military. As a result, the task force turned its attention to identifying and implementing programs to reach men and women on active duty. To achieve this outcome, all colleges and universities were asked to join the Servicemembers Opportunity College (SOC) and to become active in GoArmy and in the Education Support Center (National Guard). Colleges

and universities were encouraged to invite all Education Service Officers to their campuses and to conduct Montgomery GI Bill education benefit workshops.

Admission and Financial Aid Task Force

Conversations between military and university representatives quickly highlighted the areas of confusion about university admission policies, including the transferability of military credit. As a result, the task force is reviewing The American Council on Education (ACE) Guide on acceptance and transferability of credit and service experience, with the goal of providing a seamless transition between the military and higher education and shortening the veteran's time to earn a baccalaureate degree.

The Admission and Financial Aid Task Force is also engaged in reviewing the Armed Forces Vocational Aptitude Test (ASVAB) in order to develop an SAT equivalency. The ASVAB was originally designed to predict future academic and occupational success in military occupations. Validation studies indicate that ASVAB assesses academic ability and predicts success in a wide variety of occupations, and there is interest from some colleges and universities in using the ASVAB for admission purposes.

Residency provisions in the California Education Code for members of the armed forces need to be reviewed and modified as necessary to provide greater access and waiver of non-resident tuition for all members in the Armed Forces, including the National Guard. On July 5, 2007, the *Los Angeles Times* reported that Governor Schwarzenegger will continue to seek ways to include support in the state's budget to provide assistance with college tuition to "the 27,000 active duty and National Guard members returning from overseas."

Finally, the task force is identifying policies and/or waivers currently available to help increase admission to and better transition of active duty personnel and veterans to public colleges and universities in California in addition to identifying financial assistance packages available to increase their access to higher education campuses.

Partnership Matrix Task Force

The Partnership Matrix Task Force has identified contacts at each California military base and college campus, implemented active on-base university outreach programs, developed regional service centers consisting of military bases and campuses to provide services, increased communication between military bases and campuses, developed policies and protocols for university access to military bases and military access to university campuses, and developed a college counseling corps consisting of veteran college alumni to work with active duty servicemen and women.

Best Practices Task Force

This task force has identified best practices among campuses and military services that support education for veterans in California public universities, and is encouraging all universities and colleges to implement these practices in order to reach out more effectively to active duty and veterans. As examples, this task force has developed guidelines for conducting successful education fairs on military installations, veterans support teams to assist “soldiers” to transition to becoming students, and effective outreach programs that include participation in job and education fairs, campus veterans support teams, and websites.

Significantly, the task force has identified a new program, “*Boots to Books*” that was developed at Citrus College, a community college located about 30 miles east of Los Angeles. This innovative program is designed to help veterans transition to civilian life and the college environment. It is the first of its kind in the nation to provide a positive transition step for combat veterans. Taught by a VA counselor who is a combat veteran, this course focuses on combat stress, post traumatic stress disorders, and other issues affecting veterans returning to civilian life. The curriculum is specifically designed to increase the veteran’s academic, work, and social success. The class teaches participants interpersonal skills, methods of adapting to civilian life and work careers, and techniques for managing military operational stress. In fall 2007, this course was a hybrid with an existing counseling course on a trial basis, but it is hoped that the course will become a stand-alone course in the near future. The *Troops to College* workgroup is exploring ways to expand the availability of courses like this one elsewhere in the state.

California State University Activities to Date

The California State University has taken the lead in implementing the *Troops to College* initiative. All 23 California State University campuses have established campus veterans support teams that include the deans/directors of enrollment management and admission, directors of academic outreach, campus veterans’ liaison (certifying official, military volunteer (retiree), veterans’ work-study program), directors of disabled student services, directors of health services and psychological services, and directors of career centers.

California State University campus veterans support teams have achieved the following outcomes:

- Implemented veterans’ web sites,
- Identified a campus contact person and office that active duty personnel and veterans can contact for individual advising,
- Implemented regional partnerships with military bases,

- Instituted “Veterans Orientation and/or Veterans Welcome Reception” programs to ease the transition from active duty to college attendance,
- Begun work with veterans on campus to establish student veteran associations,
- Met regularly with military education service officers,
- Regularly visited military bases to provide on-site counseling and information in addition to analyzing military personnel transcripts, and
- Met on a monthly basis via telephone conferencing to discuss implementation issues related to this initiative.

The CSU has developed a systemwide military brochure to be used on bases and campuses and is developing distance education programs that will serve active duty men and women.

The Best Practices Task Force identified the following best practice models at California State University campuses that have been recommended for implementation at all campuses: transition programs (San Diego State University), veterans affairs specialists (California State University Sacramento), regional partnership development (California State University San Marcos), outreach (Humboldt State University), and web pages (Humboldt State University, California State University Sacramento, California State University Chico).

The California State University recently met with the American Council on Education’s (ACE) Director of Program Evaluations, Center for Lifelong Learning, to discuss ways that the California State University can partner with ACE to provide advice to campuses on how to use more effectively the ACE *Guide to the Evaluation of Educational Experiences in the Armed Services* to assess military courses and experience. With ACE’s assistance and guidance, the CSU will be reviewing military courses and experience to determine if work that has been historically been acceptable as elective credit might satisfy campus general education and lower division major prerequisite courses. This would shorten the time to the degree. Because the acceptance of academic credit involves extensive faculty support and approval, ACE has offered to meet with campus officials and to send faculty from other universities who more routinely use the ACE guide to explain the content and rigor of the courses.

As a result of the *Troops to College* initiative and discussions between the he California State University chancellor and presidents with military leaders, CSU has confirmed ACE’s findings that the men and women who serve in today’s military frequently recognize that they are capable of handling college-level work after their training, regardless of their high school academic record. Moreover, much of the training received in the military is heavily grounded in science, mathematics, and technology. Therefore, the CSU is exploring with its administrative and faculty leadership the possibility of identifying alternative paths to admission for active duty personnel and veterans that recognize recent training and coursework received in the military, rather than basing admission solely on a high school academic record.

The CSU is also working with ACE and military personnel in California to provide academic advising and education opportunities to severely wounded soldiers. ACE has indicated that the U.S. Department of Veterans Affairs data suggests that 82% of those with a 20% disability rating enroll in postsecondary education. ACE is planning a series of web-based seminars for military vocational rehabilitation counselors who provide information about academic planning and advising. The CSU will participate in these seminars.

Proposed Legislation Regarding Education Benefits for Veterans

Several bills have been introduced in Congress to expand benefits to active duty service members and veterans of the armed forces. The CSU is committed to ensuring access to our nation's active duty personnel and veterans. The CSU strongly supports legislation aimed at increasing and improving benefits for veterans, and believes that efforts to enhance educational benefits for the Reserve and National Guard in particular would help broaden the scope and success of initiatives like *Troops to College*.

Leading the Nation

Col. Peterson and Allison Jones have discussed California's *Troops to College* Initiative with members of Congress, the U.S. Department of Veterans Affairs, the Department of Defense, and other Washington D.C. agencies. At a July 2007 senate hearing, Sen. Daniel H. Akaka (Hawaii) asked Allison Jones to ensure that California and the California State University continued to share its *Troops to College* initiatives with other states and higher education so that the nation could learn how to overcome the obstacles that California has overcome to ensure that its active duty personnel and veterans are aware of the education opportunities available to them and enroll in college in larger numbers.

Next Steps

To build upon the achievements to date, the *Troops to College* initiative will continue to implement the following programs:

- Implement a statewide roll out of *Troops to College* with Governor Arnold Schwarzenegger as the keynote speaker;
- Expand advertising and promotion, including a bus tour to each military base in California with representatives from admission, advising, financial aid, and faculty;
- Expand regional institution/military base partnerships;
- Expand consistent use of the ACE Guide in the evaluation of military training for academic credit;

- Continue discussions with military leaders to open “one stop” locations on military bases where active duty and veterans can find information about education, careers, benefits, other support services;
- Review and recommend additional academic programs for inclusion in the military’s Transition Assistance Program (TAP);
- Expand alumni outreach to connect veterans with alumni organizations who will assist with employment and other services to veterans;
- Develop statewide veterans’ website;
- Expand student veterans clubs;
- Explore university services to wounded veterans;
- Explore deferred payment plans on university campuses for veterans who have filed for Montgomery GI Bill education benefits but who typically do not receive their first check until well in the initial term;
- Work with Congressional members who are seeking advice from the *Troops to College* participants about changes needed to support veterans, e.g., eliminate the ten-year limitation on use of education benefits, merge various education programs, expand eligibility for campus-based Title IV federal financial aid;
- Pilot distance learning programs that are attractive to military personnel;
- Support national legislation to provide enhanced educational benefits to National Guard; and
- Review best practices of other states that could be imported into California to improve services to veterans.

Active and constructive collaboration between the State of California, the U.S. Armed Forces and veterans’ entities is already yielding results. More active duty personnel and veterans are exploring high quality, affordable public educational opportunities in California as a result of the increased partnerships between all stakeholders in California. More classes are being offered on base to active duty personnel. State institutions are offering improved advice and services to veterans and military personnel. The California Community Colleges, the California State University, and the University of California are becoming the schools of choice for active duty service members and eligible veterans.

Led by Chancellor Charles B. Reed, the CSU has taken a leadership role in this initiative, whose mission is to make California the nation’s leader and model in providing educational opportunities and assistance to active duty service members and veterans. As part of this effort, the CSU has been working with stakeholders throughout the state to expand its outreach programs, academic advising, and financial aid advising in addition to providing on-base classes and distance education opportunities.

COMMITTEE ON EDUCATIONAL POLICY

California State University Remediation Policies and Practices: Board Expectations and Directives

Presentation By

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Summary

In summer 2007, staff in Academic Affairs surveyed CSU campuses to appraise promising practices designed to bring entering first-time freshmen to college-level proficiency. The survey was described in a report for Information at the Board's September 18-19, 2007 meeting. The report to the Board included eight principles that emerged from the summer survey. They are as follows.

Principle one states that the 1996 Board of Trustees policy goal, that 90% of incoming first-time freshmen should be fully proficient, is consistent with the existing CSU strategic plan. However, as that plan is reviewed and updated, the quantified student proficiency goal should be reassessed, and revised as appropriate.

Principle two tasks campuses to assess the effectiveness of their approaches to meet students' varying developmental needs, and to continue to identify—and share—practices that are found to be particularly effective.

Principle three encourages all campuses to establish or expand “early start” programs, including strong financial support to include both improved financial aid opportunities and opportunities for summer employment, for students with both significant and moderate remedial needs.

Principle four stipulates that the CSU should continue to expect freshmen to attain proficiency within one year, especially as students are directed to an energetic early start in the initial summer, as called for in principle three.

Principle five asks campuses to explore alternatives to redirection to Community Colleges, while maintaining the basic principle that students must achieve proficiency before enrolling in their second year in the CSU.

Principle six encourages campuses to develop, for students who begin their mathematics or English study at a demonstrated “nearly proficient” level, courses that offer baccalaureate credit while requiring enrolled students meet specific proficiency objectives along with goals for general education.

Principle seven encourages all campuses to develop and use technology-assisted, Internet-based learning programs for remedial English and mathematics. Consortial efforts that involve several campuses in the development of these programs are encouraged.

Principle eight calls for a review and validation study of the English Placement Test, Entry Level Mathematics, and other related instruments (such as the Early Assessment Program (EAP), the SAT; and the ACT), and the results used to inform campus experimentation with directed self-placement and other innovative remediation placement practice.

At the September Board meeting, Academic Affairs was asked to forward the proposed principles to the Academic Senate CSU for review and comment, before returning with a resolution for final Board action. The elements in this proposed Board resolution have been developed in the context of near-final drafts of an Academic Senate CSU resolution set for final action in January 2008.

The following resolution is recommended for adoption:

RESOLVED, by the Board of Trustees of the California State University, that systemwide policy on the attainment of readiness for university-level learning in English and mathematics (i.e., the attainment of proficiency) by first-time freshman students include the following.

1. It is the goal and continuing expectation of the Board of Trustees that regularly-admitted first-time freshmen be fully ready for postsecondary learning in English and mathematics (i.e., be proficient) based upon their work and learning through secondary school; and that entering first-time freshmen be assessed as to this learning based upon reasonable standards and via appropriate instruments and tests. In light of this goal and expectation, the Chancellor is directed to continue the engagement of the California State University with the public schools of this State, via the Early Assessment Program (EAP) and other means consistent with priorities and directions to be identified in the new CSU systemwide strategic plan, *Access to Excellence*.
2. In the light of the priorities and directions in the forthcoming *Access to Excellence* systemwide strategic plan, and as a product of the continuing engagement of the California State University with California public

- schools, the Chancellor is further directed to review the current numeric goal of 90% proficiency in English and mathematics at entry among first time freshmen; to report to the Board of Trustees the results of this review; and to propose to the Board of Trustees any changes to this goal that may be appropriate.
3. It is the expectation of the Board of Trustees that the validity of commonly-used tests and assessments of proficiency in English and mathematics be well established. In light of this expectation, the Chancellor is directed to review and freshly evaluate, in consultation with CSU faculty experts, the validity of the English Placement Test, the Entry Level Mathematics assessment, and other related instruments (such as the Early Assessment Program assessment, or EAP; the SAT; and the ACT).
 4. It is the expectation of the Board of Trustees that first-time freshmen who are unable to show English and mathematics proficiency at entry shall attain such proficiency during their initial college year of study at the California State University, including the summer prior to initial fall matriculation, plus the fall and spring semesters (or, on quarter campuses, in the fall, winter and spring quarters). To that end, the Chancellor is directed to engage CSU campuses in implementing recommended effective practices to guide and support first-time freshmen in attaining this proficiency. As appropriate, this engagement may include providing campus faculty and staff with opportunities to collaborate and share effective practices, and developing comprehensive periodic reports on successful programs.
 5. It is the expectation of the Board of Trustees that programs that demonstrate success in bringing students to full proficiency be widely replicated in the CSU. To that end, the Chancellor and Presidents are directed to collaborate with CSU faculty in experimenting with, or piloting, programs such as the following, which were reported to show evidence of success in a summer 2007 survey of remediation practices on CSU campuses; to assess with care any such experiments and/or pilot programs; and to implement on a widespread basis those programs shown to be successful. To the extent that it is judged convenient and beneficial, collaboration with community colleges is encouraged.
 - A. “Early start” programs, including strong financial support to include both improved financial aid opportunities and opportunities

for summer employment, for students with both significant and moderate remedial needs.

B. Alternatives to redirection to Community Colleges for students who narrowly miss achieving full proficiency in the course of an initial college year, including, for example, hosting Community College instruction at CSU campuses, while maintaining the basic principle that students must achieve proficiency before enrolling in their second year in the CSU.

C. For students who begin their mathematics or English study at a demonstrated “nearly proficient” level, courses that offer baccalaureate credit for the attainment of college-level course outcomes, while requiring enrolled students also to meet specific proficiency objectives.

D. Technology-assisted, Internet-based learning programs for remedial English and mathematics. Consortial efforts that involve several campuses in the development of these programs are encouraged.

COMMITTEE ON EDUCATIONAL POLICY

Proposed Title 5 Revision: Amendment to Student Conduct Code

Presentation by:

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Christine Helwick
General Counsel

Summary

This item proposes an amendment to the CSU Student Conduct Code in response to a recent court decision, to clarify that the statement of expected “Student Responsibilities” does not establish grounds for a student disciplinary charge.

Background

The Student Conduct Code is designed to provide notice of what is expected and what is unacceptable behavior for CSU students. The current version of the Code starts with a positive statement of values and is followed a statement of “Student Responsibilities,” which reads: “Students are expected to be ... civil to one another and to others in the campus community...” That is then followed by a statement of specific grounds upon which a campus can bring a student discipline charge.

The ‘civility’ language was never intended to form the basis of a disciplinary charge and has recently been challenged as unconstitutionally overbroad and vague in a lawsuit brought by two San Francisco State students. The court expressed concern that the ‘civility’ language might be used to punish so-called ‘incivility’ - behavior that conceivably encompasses First Amendment-protected expression – and entered a preliminary injunction against that portion of the CSU Code. This proposed amendment does not alter the substance of the Code, and the change will avoid confusion about the bases for student disciplinary charges.

This is a non-substantive change, and therefore the following resolution is presented for action at this meeting:

RESOLVED by the Board of Trustees of the California State University that Section 41301 of Title 5 of the California Code of Regulations be amended as follows:

§ 41301. Standards for Student Conduct

(a) Campus Community Values

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community must choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life. ~~Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.~~

~~(a) Student responsibilities~~

~~Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.~~

(b) Grounds for Student Discipline

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

The following ~~behavior is subject to disciplinary sanctions~~ are the grounds upon which student discipline can be based:

- (1) Dishonesty, including:
 - (A) Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
 - (B) Furnishing false information to a University official, faculty member, or campus office.
 - (C) Forgery, alteration, or misuse of a University document, key, or identification instrument.

(D) Misrepresenting one's self to be an authorized agent of the University or one of its auxiliaries.

(2) Unauthorized entry into, presence in, use of, or misuse of University property.

(3) Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.

(4) Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.

(5) Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.

(6) Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.

(7) Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.

(8) Hazing, or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term "hazing" does not include customary athletic events or school sanctioned events.

Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.

(9) Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.

(10) Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.

(11) Theft of property or services from the University community, or misappropriation of University resources.

(12) Unauthorized destruction, or damage to University property or other property in the University community.

(13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.

(14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.

(15) Misuse of computer facilities or resources, including:
(A) Unauthorized entry into a file, for any purpose.
(B) Unauthorized transfer of a file.
(C) Use of another's identification or password.
(D) Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.

(E) Use of computing facilities and resources to send obscene or intimidating and abusive messages.

(F) Use of computing facilities and resources to interfere with normal University operations.

(G) Use of computing facilities and resources in violation of copyright laws.

(H) Violation of a campus computer use policy.

(16) Violation of any published University policy, rule, regulation or presidential order.

(17) Failure to comply with directions or, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.

(18) Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.

(19) Violation of the Student Conduct Procedures, including:

(A) Falsification, distortion, or misrepresentation of information related to a student discipline matter.

(B) Disruption or interference with the orderly progress of a student discipline proceeding.

(C) Initiation of a student discipline proceeding in bad faith.

(D) Attempting to discourage another from participating in the student discipline matter.

(E) Attempting to influence the impartiality of any participant in a student discipline matter.

(F) Verbal or physical harassment or intimidation of any participant in a student discipline matter.

(G) Failure to comply with the sanction(s) imposed under a student discipline proceeding.

(20) Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.