

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 9:00 a.m., Tuesday, January 23, 2007
Munitz Conference Room – Closed Session

1:00 p.m., Tuesday, January 23, 2007
Glenn S. Dumke Auditorium – Open Session

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

Closed Session – 9:00 a.m. Munitz Conference Room

1. Review and Recommendation of Nominees for Honorary Degrees, *Action*
(Government Code Section 11126[c] [5])

Open Session – 1:00 p.m. Glenn S. Dumke Auditorium

Consent Items

Approval of Minutes of Meeting of November 15, 2006

Discussion Items

2. Proposed Title 5 Revision: Educational and Preventive Information Regarding Sexual Violence, *Action*
3. Proposed Title 5 Revision: To Update The Definition Of "Hazing" In The Student Conduct Code To Conform To New Legislation, *Action*
4. Report of Ways in Which the Common Management System (CMS) Supports the Graduation Initiative, *Information*

**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 15, 2006

Members Present

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

Approval of Minutes

The minutes of September 20, 2006 were approved by consent as submitted.

California State University Accountability Process

The CSU is committed, through Principle 9 of the *Cornerstones* report, to account for its performance through periodic reports to the public. Executive Vice Chancellor and Chief Academic Officer Gary Reichard summarized the fourth biennial report with a review of key characteristics of systemwide performance. Using 2004/05 academic data, Dr. Reichard surveyed nine Accountability Performance Indicators including Quality of Baccalaureate Degree Programs (*Indicator 1*), Access, (*Indicator 2*), Progress to Degree (*Indicator 3*), Persistence to Graduation (*Indicator 4*), Fully Prepared New Freshmen (*Indicator 6*), Remediation (*Indicator 7*), Facilities Utilization (*Indicator 8*), and Advancement (*Indicator 9*). Dr. Reichard pointed out that Areas of Special State Need (*Indicator 5*), was discussed during the last Biennial Report and would not be revisited at this time. The Board acknowledged that while good progress has been

made in a number of areas, those areas in need of further attention would be addressed during the development of the CSU's new strategic plan – Access to Excellence.

Report of Peer Visits Focused on Campus Actions to Facilitate Graduation

An overview of the conceptual approach to facilitating graduation taken by CSU Long Beach was provided to the Committee for information by Executive Vice Chancellor and Chief Academic Officer Gary W. Reichard and CSULB President F. King Alexander. Three members of the Long Beach campus—Vice Provost and Director of Strategic Planning David Dowell, Academic Senate Chair Praveen Soni, and ASI President Shefali Mistry joined President Alexander in the student success presentation.

Status Report on Strategic Planning: Access to Excellence

In July, the Board requested a review of *Cornerstones* and a proposal for a new CSU strategic plan. In September, Board members were provided with a substantial review of accomplishments under *Cornerstones*. Executive Vice Chancellor and Chief Academic Officer Gary W. Reichard provided the Board with further information on the planning project and plans for future work—already underway. Dr. Reichard described the recent comment period for suggested “domains” language and associated questions, outlined upcoming campus conversations, and provided the URL where additional resources could be obtained. Academic Senate Chair Marshelle Thobaben noted that while Principles 4, 6, and 8 have not been well addressed, the Academic Senate is encouraged that the process continues to be a high priority. Board Chair Achtenberg urged Trustees to participate in campus consultations, noting that the “conversations” will serve as a source of great pride and are an exceeding important part of the Board's legacy toward moving the process forward.

Teachers for a New Era Initiative

The Teachers for a New Era Initiative provides a unique opportunity for the CSU system—and California State University, Northridge (one of eleven flagship institutions selected to participate)—to contribute to a significant national reform effort. The fundamental focus is on examining teacher preparation and its relationship to learning in K-12 schools. Dr. Jolene Koester, President, CSU Northridge accompanied by Dr. Beverly Cabello, Professor and Chair of the Department of Educational Psychology, Dr. Michael Spagna, Professor and Eisner Endowed Chair in Teaching and Learning, and Dr. Stella Theodoulou, Dean, College of Social and Behavioral Sciences outlined the three design principles which serve as cornerstone to the improved teacher education curriculum. Chancellor Reed informed the Board that he has invited the head of the philanthropic Carnegie Corporation of New York to visit with the Board at a future meeting.

Campus Extended University Programs

Dr. James E. Lyons, CSU Dominguez Hills President and Chair of the CSU Commission on the Extended University presented an overview the many successful continuing education programs of the CSU's 23 campus-based self-supporting units. The item featured a nine minute DVD presentation spotlighting expanded access to regular CSU degree programs as well as the strength of distance learning technologies. Dr. Lyons noted the CSU Extended University enables Californians to benefit from the CSU's vast educational resources, and that efforts are made to ensure that costs are affordable.

Trustee Carter adjourned the committee.

COMMITTEE ON EDUCATIONAL POLICY

Review and Recommendation of Nominees for Honorary Degrees

Presentation By

Herbert L. Carter
Chair, Committee on Educational Policy

Gary W. Reichard
Executive Vice Chancellor and
Chief Academic Officer

Summary

Recommendations from the Committee on Educational Policy, Subcommittee on Honorary Degrees, will be addressed in closed session pursuant to Government Code Section 11126 (c) (5) [closed session “to consider the conferring of honorary degrees”].

COMMITTEE ON EDUCATIONAL POLICY

Proposed Title 5 Revision: Educational and Preventive Information Regarding Sexual Violence

Presentation By

Gary W. Reichard
Executive Vice Chancellor and
Chief Academic Officer

Christine Helwick
General Counsel

Summary

Assembly Bill 1088, filed with the Secretary of State on October 7, 2005, added Section 67385.7 to the Education Code. This section requires the CSU, in collaboration with campus-based and community-based victim advocacy organizations, (1) to provide educational and preventive information about sexual violence as part of established on-campus orientations at all campuses; (2) to post this information on the campus Internet website; and (3) to develop and adopt regulations setting forth procedures for the implementation of Education Code, section 67385.7. This item responds to this legislation and is presented for action at this meeting.

Proposed Revision

The following resolution, which was presented for information at the September 19-20, 2006 meeting of the Board of Trustees, is presented for approval:

RESOLVED, By the Board of Trustees of the California State University, acting under the authority prescribed herein and pursuant to Section 89030.1 of the Education Code, that the Board hereby adopts Section 41550 of Article 5, Subchapter 4, Chapter 1, Division 5 of Title 5 of the California Code of Regulations as follows:

§ 41550. Educational and Preventive Information Regarding Sexual Violence

Each campus, in collaboration with campus-based and community-based victim advocacy organizations, shall provide educational and preventive information about sexual violence as part of established on-campus orientations. For a campus with an existing on-campus orientation program, this information shall be provided, in addition to the sexual harassment information required to be provided pursuant to subdivision (e) of Section 66281.5 of the Education Code, during the regular orientation for incoming students. The campus shall also post the same information on its campus Internet website.

Each campus is responsible for implementing policies and procedures in accordance with Education Code Section 67385.7 (a) (b) (c) (d).

COMMITTEE ON EDUCATIONAL POLICY

Proposed Title 5 Revision: To Update The Definition Of "Hazing" In The Student Conduct Code To Conform To New Legislation

Presentation By

Gary W. Reichard
Executive Vice Chancellor and
Chief Academic Officer

Christine Helwick
General Counsel

Summary

This item proposes an update to the CSU Student Conduct Code in order to be consistent with new legislation that alters the definition of "hazing."

Background

The Student Conduct Code provides notice regarding what is expected and unacceptable behavior for CSU students. The code defines "hazing" as an offense that can subject students to discipline. Recent legislation repealed that Education Code definition of hazing and set out a new definition in the Penal Code. The existing Student Conduct Code relies on the now outdated Education Code definition of "hazing." The new Penal Code definition focuses on the physical dangers of hazing and upgrades the offense to a possible felony with sentence of jail time. The content of the proposed language for the section on hazing in the Student Conduct Code is not radically different from the substance of the existing code but it must be revised as it currently relies on an Education Code section that no longer exists.

The following resolution is presented for approval:

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.

- (8) Hazing, or conspiracy to haze, ~~Hazing is as defined as in Education Code Sections 32050 and 32051:~~

~~"Hazing" includes any method of initiation or pre-initiation into a student organization, or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, 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, or personal degradation or disgrace resulting in physical or mental harm, to any former, student or other current, or prospective student of person attending any school, community college, college, university, or other educational institution in this state; but the term "hazing" does not include customary athletic events or school sanction events other similar contests or competitions.~~

~~A group of students acting together may be considered a 'student organization for purposes of this section whether or not they are officially recognized. Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident while hazing is going on is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.~~

Note: Authority cited: Sections 66600, 89030, et seq. and 89035, Education Code.
Reference: Sections 32050, 32051 and 89030 et seq., Education Code. Penal Code 245.6.

COMMITTEE ON EDUCATIONAL POLICY

Report of Ways in Which the Common Management System (CMS) Supports the Graduation Initiative

Presentation By:

Keith O. Boyum
Associate Vice Chancellor
Academic Affairs

David J. Ernst
Assistant Vice Chancellor and
Chief Information Officer

Summary

In May 2006, Academic Affairs and Information Technology Services staff presented summary information to the Board of Trustees on the relationship between the Common Management System (CMS) and the Board's initiatives designed to facilitate graduation particularly the ways in which CMS provided services support the graduation initiatives. Since that time, CMS staff, in cooperation with campus staff, have developed and are implementing several such services for students and faculty through Oracle/PeopleSoft software in the areas of Admissions, Financial Aid, Student Records, Student Financials, Campus Community (basic student information), Transfer Credit and Academic Advising. Central and campus staff have identified and have been developing and implementing several desirable enhancements in each of these areas. CMS efforts are currently focused in five areas: Lower Division Transfer Pattern (LDTP), Degree Progress, Degree Audit Usage Tracking, Repeat Functionality, and Improved Reporting and Analytics. Service development in these areas ranges from *completed* to *in progress* to *working with Oracle/PeopleSoft to enhance* the delivered product. The most recently delivered enhancements focus on advising and demonstrate the significant improvement in service quality and availability afforded by the CMS applications.

Background

CMS contributions address all three parts of the Board of Trustee's facilitating graduation initiative: improving preparation to begin college, strengthening the transfer process, and helping enrolled students to progress toward the degree. This report is one of a series of periodic reports on system and campus progress in meeting the initiative's stated goals.

The Oracle/PeopleSoft Student Administration application provides a full suite of services to manage the student administration function on campuses and to support the graduation initiative. While the delivered software meets many CSU graduation needs, others require enhancements to the software. Those enhancements are driven by such things as Executive Orders, state and legal requirements, or CSU specific business processes. As reported at the May 2006 Board of Trustees meeting, CMS has addressed the graduation initiative requirements through implementation of “as delivered” software, through local modifications to the software, and, in some cases, by seeking the assistance from the software vendor (Oracle/PeopleSoft) to make changes in the delivered product.

Following is a list of the Student Administration modules showing those services that directly impact the graduation initiatives, both the “as-delivered” service and the enhancements that CSU has implemented:

- Admissions provides the ability to process applicants and admit students; includes an interface with CSU Mentor to match and record student applicants and related information.
 - Delivered Services include automated loading of student test scores such as the SAT and the ability to track students from prospect to enrollment.
 - CMS Enhancements include automated admission application load from CSUMentor, automated admission evaluation, and automated loading of placement tests (ELM/EPT) and EAP test data to support admissions and remediation.
- Financial Aid provides a foundation for the budgeting, packaging, and awarding of aid; aid disbursement; and monitoring satisfactory academic progress.
 - Delivered Services include automated financial aid application loading and processing; the ability to use Admissions and Records data to determine, award and disburse financial aid funds; and, enabling students to interact with the Financial Aid Office in a self-service mode.
 - CMS Enhancements include automated Cal Grant processing and reporting, and document tracking and notification.
- Student Records provides a foundation for scheduling classes; registering students; producing transcripts; maintaining academic records; posting degrees; and, posting transfer credit.
 - Delivered Services include online self-service capability that provides students and faculty with 24-hour access and up-to-the-minute information. Registration, grading and wait list functions are also available, as are features such as auto-enrollment from a wait list, and the ability to reserve capacity for selected students (such as seniors who need a course to graduate).
 - CMS Enhancements include an automated process for enforcing, tracking and reporting CSU remediation requirements, decentralized class schedule creation by

department, and streamlined processes for collecting data for required system-wide reports (Enrollment Reporting System – ERS; Academic Planning Database – APDB; and Financial Aid Database - FADB)

- Student Financials provides a foundation for student financial data, including billing students; maintaining student accounts; tuition and fees calculation; and, processing payments.
 - Delivered Services include automated fee calculation based on enrollment, and the ability to take online payments in multiple forms. These features contribute to student satisfaction and thereby support student progress to the degree.
 - CMS Enhancements include automated Franchise Tax Board collections and tuition tax credit forms available through student self-service.
- Campus Community provides the foundation of all biographical and demographic information. This link integrates Oracle/PeopleSoft Human Relations and Student Administration modules.
 - Delivered Services include the ability to maintain detailed information on students and external organizations (high schools, community colleges, student loan lenders, etc.); the ability to create checklists, to-do lists and service indicators for students (holds), and to communicate to students via hard-copy letters, email and/or the Student Center portal.
 - CMS Enhancement includes creation of a standardized high school/college institution file resulting in consistent use of institutional information.
- Academic Advisement provides a foundation for processing degree audit reports and facilitating graduation through tracking student degree progress.
 - Delivered Services include the ability to load Community College transcripts electronically (EDI) and grant transfer credit automatically based on rules, thus ensuring accuracy and reducing manual effort. Degree Audit reports are also available in real time to students and faculty through Self-service, and an analysis database can be used to extract data for reporting information.
 - CMS Enhancements include transfer credit evaluation allowing for grade averaging of repeated courses and degree audit tracking, and improved degree audit displays.
- Self Service provides such functionality as:
 - Personal Portfolio, which allows users to view and maintain their own profiles, including name, address, phone, and email address.
 - Learner Services, which allows users to review the status of their admissions application and financial aid awards and to enroll in classes.
 - Learning Management, which allows advisors to review the student's academic progress and allows faculty to review student course schedule and class rosters.

Self service supports the graduation initiative in each of the application areas.

The ongoing development of CMS services and enhancements related to facilitating graduation has been organized around five major objective areas. CMS is at various stages of project activity in each of these areas.

- Lower Division Transfer Pattern (LDTP)
 - Objective: Streamlined loading and maintenance of transfer credit data along with mechanisms to identify LDTP students and to verify completion of program requirements.
 - Status: Working with vendors and Chancellor's Office staff to clarify requirements and begin design.
- Degree Progress
 - Objective: Electronic roadmap and individualized study plans that feed into registration and degree audit and display not only completed requirements, but requirements remaining with a timeline for completion. A first step in this effort is enhancing the delivered degree audit report to be more user-friendly and useful.
 - Status: Campus testing is complete and final development is in progress.
- Degree Audit Usage Tracking
 - Objective: Implement a method to identify student and advisor usage.
 - Status: This enhancement has been delivered to campuses.
- Repeat Functionality
 - Objective: Additional options are needed in the enrollment process to improve enforcement of campus rules that govern repetition of courses.
 - Status: Working with Oracle to provide enhancements that meet CSU requirements.
- Improved Reporting and Analytics
 - Objective: Enhancements to existing reports and creation of new ones required by specific initiatives. Enhanced sharing of information and timely access to data for campus decision-making.
 - Status: Pilot is in progress to identify reporting capabilities.

An important attribute of services to facilitate graduation is the effective presentation of information to students and faculty. CMS has made significant improvements in degree audit presentation, which will be available to those campuses using the student module of Oracle/PeopleSoft in January 2007. Campuses determined that there are several important features of effective degree audit presentation including *usability*, *focusing attention* on important information, *ADA compliance*, *student options*, *accuracy of information*, and *campus driven processes*. These requirements have been used in the development of the new degree audit screens. Based on these requirements, CMS and the campuses developed the following specifications for the degree audit presentation screens:

- Setup should allow campuses to configure their own graduation requirements.
- Information must be accurate and consistent for all users.

- Summary area must include GPA and term totals.
- Users should have options during processing.
- Reports must be ADA compliant with usage of contemporary fonts and web design principles.
- Campuses should be able to further enhance the product.
- Transfer credit should present a clear indication of external and internal course information.

The new degree audit presentation enhances usability by focusing students' attention on critical information; simplifying understanding; providing interactive features; use of colors symbols and grids; and ADA compliance. All information can now be found in one location including course history, transfer credit, and test credit. These capabilities enhance flexibility for students and advisors.

There are significant benefits in this new degree audit presentation. Campus requirements determine development and maintenance of CMS software. There is interactive presentation for users. More information is available in one place for students and advisors. The availability of information encourages self-advising. There is a separate place provided through a campus tab for campuses to address unique needs.

Future enhancements are anticipated in the next Oracle/PeopleSoft version release. CMS campuses currently using the Student Administration application are on Version 8.9 or will upgrade to that version this year. Version 9.0 will be available for campuses to start upgrading in early 2008 with an expected completion of the upgrade by approximately October 2008. Version 9.0 will provide an "enrollment backpack" that allows students to plan their entire course of study in advance. "What-if" capability will be enhanced for additional user options. There will be both reporting/transcript options for more flexibility and the ability to check course history for compliance with campus repeat policies.

As reported at the May 2006 Board of Trustees meeting, implementation of the CMS Student Administration (SA) application began after the "first-wave" implementation of Human Resources and Finance. Three pilot campuses (Fresno, California Maritime Academy, and Sonoma) were the first to "go live" with Student Administration in 2002. Seven other campuses have followed with ten now live on the Student Administration application, and four in progress, scheduled to complete this calendar year.

Current Campus SA Implementation Schedule

Implemented	California Maritime Academy, Channel Islands, Chico, Fresno, Long Beach, Northridge, Pomona, San Jose, San Luis Obispo, Sonoma
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Ed. Pol.
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In Process	Los Angeles (July 2007), East Bay, Sacramento, San Bernardino (October 2007)
In Development	Dominguez Hills, Fullerton, and the SA Collaborative (current Banner campuses), Bakersfield, Humboldt, Monterey Bay, San Marcos, Stanislaus (October 2008)
Not Yet Committed	San Diego, San Francisco