

**TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY  
California State University  
Office of the Chancellor  
401 Golden Shore  
Long Beach, CA 90802**

**AGENDA  
March 19-20, 2013**

**Long Beach, CA 90802**

<b>Time*</b>	<b>Committee</b>	<b>Place</b>
<b><u>Tuesday, March 19, 2013</u></b>		
<b>9:30 a.m.</b>	<b>Committee on Collective Bargaining—Closed Session Government code Section 3596[d]</b>	<b>Munitz Conference Room</b>
<b>10:00 a.m.</b>	<b>Committee on Collective Bargaining—Open Session</b> 1. Ratification of the Successor Collective Bargaining Agreement with the International Union of Operating Engineers (IUOE –Unit 10 Maritime Academy), <i>Action</i>	<b>Dumke Auditorium</b>
<b>10:30 a.m.</b>	<b>Committee on Audit</b> 1. Status Report on Current and Follow-up Internal Audit Assignments, <i>Information</i> 2. Status Report on Corrective Action for the Findings in the California State University A-133 Single Audit Reports and Auxiliary Organization Audit Reports for the Fiscal Year Ended June 30, 2012, <i>Information</i>	<b>Dumke Auditorium</b>
<b>11:00 a.m.</b>	<b>Committee on Governmental Relations</b> 1. 2013-2014 Legislative Report No. 1, <i>Action</i>	<b>Dumke Auditorium</b>
<b>11:30 a.m.</b>	<b>Committee on Campus Planning, Buildings and Grounds</b> 1. Status Report on the 2013-2014 State Funded Capital Outlay Program, <i>Information</i> 2. Approval of Schematic Plans, <i>Action</i>	<b>Dumke Auditorium</b>
<b>12:30 p.m.</b>	<b>Luncheon</b>	

\*The Board of Trustees is a public body, and members of the public have a right to attend and participate in its meetings. This schedule of meetings is established as a best approximation of how long each scheduled meeting will take to complete its business. Each meeting will be taken in sequence, except in unusual circumstances. Depending on the length of the discussions, which are not possible to predict with precision in advance, the scheduled meeting times indicated may vary widely. The public is advised to take this uncertainty into account in planning to attend any meeting listed on this schedule.

- 1:30 p.m.      Committee on Finance      Dumke Auditorium**
1. Report on the 2013-2014 Support Budget, *Information*
  2. List of Factors for Future Considerations of Fee Changes per AB 970, *Action*
  3. California State University Annual Debt Report, *Information*
  4. Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for a Student Housing Project at California State University Northridge, *Action*
- 2:30 p.m.      Committee on Educational Policy      Dumke Auditorium**
1. Academic Planning, *Action*
  2. Update on California State University Troops to College and Veterans Affairs Efforts, *Information*
  3. Proposed Addition to Title 5, California Code of Regulations, Bringing the California State University into Compliance with AB 1899, *Action*
  4. Update on SB 1440: Student Transfer Achievement Reform Act, *Information*
  - ~~5. Recommended Amendments to Title 5 Regarding Transfer Admission, *Information*~~  
*Item Withdrawn*
  6. Presentation of Apple Distinguished Program to the CalStateTEACH Program, *Information*
  7. The Center for Community Engagement: Inquire. Practice. Reflect, *Information*
- 3:45 p.m.      Committee on University and Faculty Personnel      Dumke Auditorium**
1. Executive Compensation: Interim General Counsel, *Action*
- 4:15 p.m.      Committee on Organization and Rules      Dumke Auditorium**
1. Proposed Schedule of Board of Trustees' Meetings, 2014, *Information*
- 4:20 p.m.      Committee on Institutional Advancement      Dumke Auditorium**
1. Measuring Advancement, *Information*
  2. Council for Advancement and Support of Education Awards, *Information*
- 5:00 p.m.      Committee of the Whole      Dumke Auditorium**
1. General Counsel's Report, *Information*

**Wednesday, March 20, 2013**

- 8:00 a.m.      Committee on Organization and Rules      Dumke Auditorium**
1. Proposed Schedule of Board of Trustees' Meetings, 2014, *Information*

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<b>8:05 a.m.</b>	<b>Committee on Institutional Advancement</b> 1. Measuring Advancement, <i>Information</i> 2. Council for Advancement and Support of Education Awards, <i>Information</i>	<b>Dumke Auditorium</b>
<b>8:30 a.m.</b>	<b>Committee of the Whole</b> 1. General Counsel's Report, <i>Information</i>	<b>Dumke Auditorium</b>
<b>8:30 a.m.</b>	<b>Board of Trustees</b>	<b>Dumke Auditorium</b>

**Call to Order and Roll Call**

**Public Comment**

**Chair's Report**

**Chancellor's Report**

**Report of the Academic Senate CSU: *Chair—Diana Guerin***

**Report of the California State University Alumni Council: *President—Guy Heston***

**Report of the California State Student Association: *President—David Allison***

**Approval of Minutes of Board of Trustees' Meeting of January 23, 2013**

**Board of Trustees**

1. Election of Five Members to Committee on Committees for 2013-2014, *Action*
2. Appointment of Member to the California State University Headquarters Building Authority, *Action*
3. Appointment of Three Members to the Fullerton Arboretum Commission, *Action*
4. Conferral of Title of General Counsel Emerita: Christine Helwick, *Action*

**Committee Reports**

**Committee on Collective Bargaining: *Chair—Lou Monville***

**Committee on Audit: *Chair—Henry Mendoza***

**Committee on Governmental Relations: *Chair—Steven M. Glazer***

1. 2013-2014 Legislative Report No. 1

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**Committee on Campus Planning, Buildings and Grounds: *Chair—Peter Mehas***

1. Approval of Schematic Plans

**Committee on Finance: *Chair—William Hauck***

2. List of Factors for Future Considerations of Fee Changes per AB 970
4. Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for a Student Housing Project at California State University Northridge

**Committee on Educational Policy: *Chair—Debra S. Farar***

1. Academic Planning
2. Proposed Addition to Title 5, California Code of Regulations, Bringing the California State University into Compliance with AB 1899

**Committee on University and Faculty Personnel: *Chair—Kenneth Fong***

1. Executive Compensation, Interim General Counsel

**Committee on Organization and Rules: *Chair—Glen O. Toney***

**Committee on Institutional Advancement: *Chair—Roberta Achtenberg***

**Committee of the Whole: *Chair—Bob Linscheid***

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## **Addressing the Board of Trustees**

Members of the public are welcome to address agenda items that come before standing and special meetings of the board, and the board meeting. Comments should pertain to the agenda or university-related matters and not to specific issues that are the subject of collective bargaining, individual grievances or appeals, or litigation. Written comments are also welcome and will be distributed to the members of the board. The purpose of public comments is to provide information to the board, and not to evoke an exchange with board members. Questions that board members may have resulting from public comments will be referred to appropriate staff for response.

Members of the public wishing to speak must provide written or electronic notice to the Trustee Secretariat two working days before the committee or board meeting at which they desire to speak. The notice should state the subject of the intended presentation. An opportunity to speak before the board on items that are on a committee agenda will only be provided where an opportunity was not available at that committee, or where the item was substantively changed by the committee.

In fairness to all speakers who wish to speak, and to allow the committees and Board to hear from as many speakers as possible, while at the same time conducting the public business of their meetings within the time available, the committee or board chair will determine and announce reasonable restrictions upon the time for each speaker, and may ask multiple speakers on the same topic to limit their presentations. In most instances, speakers will be limited to no more than three minutes. The totality of time allotted for public comment at the board meeting will be 30 minutes, and speakers will be scheduled for appropriate time in accord with the numbers that sign up. Speakers are requested to make the best use of the public comment opportunity and to follow the rules established.

**Note:** Anyone wishing to address the trustees who needs any special accommodation, should contact the Trustee Secretariat at least 48 hours in advance of the meeting so appropriate arrangements can be made.

Trustee Secretariat  
Office of the Chancellor  
401 Golden Shore, Suite 620  
Long Beach, CA 90802  
Phone: 562-951-4022  
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## AGENDA

### COMMITTEE ON COLLECTIVE BARGAINING

**Meeting: 9:30 a.m., Tuesday, March 19, 2013**  
**Munitz Conference Room—Closed Session**

**10:00 a.m., Tuesday, March 19, 2013**  
**Glenn S. Dumke Auditorium—Open Session**

Lou Monville, Chair  
Debra S. Farar, Vice Chair  
Roberta Achtenberg  
William Hauck  
Peter G. Mehas  
Henry Mendoza

**Closed Session – Munitz Conference Room**  
(Government Code Section 3596[d])

**Open Session – Glenn S. Dumke Auditorium**

#### **Consent Items**

Approval of Minutes of Meeting of January 22, 2013

#### **Discussion Items**

1. Ratification of the Successor Collective Bargaining Agreement with the International Union of Operating Engineers (IUOE –Unit 10 Maritime Academy), *Action*

**MINUTES OF MEETING OF  
COMMITTEE ON COLLECTIVE BARGAINING**

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

**January 22, 2013**

**Members Present**

Lou Monville, Chair  
Debra S. Farar, Vice Chair  
Roberta Achtenberg  
Edmund G. Brown, Jr., Governor  
Bob Linscheid, Chair of the Board  
Peter G. Mehas  
Henry Mendoza  
Gavin Newsom, Lt. Governor  
Timothy P. White, Chancellor

Trustee Lou Monville called the Committee on Collective Bargaining to order.

**Approval of Minutes**

The minutes of the November 13, 2012 meeting were approved as submitted.

**Action Items**

The Committee was asked to adopt initial proposals for salary and benefits re-opener bargaining with Bargaining Unit 8 (SUPA). Vice Chancellor Gail Brooks presented the item. After hearing from the speakers, the Committee unanimously adopted the proposal.

**Public Speakers**

CSUEU members, Pat Gantt, Alisandra Brewer, Mike Geck, and John Orr spoke about the issue of compensation and the compensation system. Tessy Reese spoke about the staffing levels at the healthcare centers. Rich McGee recommended greater use of systemwide bargaining on policies, and Lois Kugelmass addressed specific issues with Bargaining Unit 12 (Head Start).

Trustee Monville adjourned the Committee on Collective Bargaining.

## **AGENDA**

### **COMMITTEE ON AUDIT**

**Meeting: 10:30 a.m., Tuesday, March 19, 2013**  
**Glenn S. Dumke Auditorium**

Henry Mendoza, Chair  
William Hauck, Vice Chair  
Lupe C. Garcia  
Steven M. Glazer  
Hugo N. Morales  
Glen O. Toney

#### **Consent Items**

Approval of Minutes of Meeting of January 22, 2013

#### **Discussion Items**

1. Status Report on Current and Follow-up Internal Audit Assignments, *Information*
2. Status Report on Corrective Action for the Findings in the California State University A-133 Single Audit Reports and Auxiliary Organization Audit Reports for the Fiscal Year Ended June 30, 2012, *Information*



**MINUTES OF THE MEETING OF  
COMMITTEE ON AUDIT**

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

**January 22, 2013**

**Members Present**

Henry Mendoza, Chair  
Edmund G. Brown, Jr., Governor  
Steven M. Glazer  
Bob Linscheid, Chair of the Board  
Peter Mehas, Acting Member  
Hugo N. Morales  
Gavin Newsom, Lt. Governor  
Timothy P. White, Chancellor

Chair Mendoza called the meeting to order.

The minutes of the meeting of November 13, 2012, were approved as submitted.

**Status Report on Current and Follow-up Internal Audit Assignments**

Mr. Larry Mandel, university auditor, presented the Status Report on Current and Follow-up Internal Audit Assignments, Agenda Item 1 of the January 22-23, 2013, Board of Trustees agenda.

Mr. Mandel reminded everyone that updates to the status report are displayed in green numerals and indicate progress toward or completion of outstanding recommendations since the distribution of the agenda. He noted that the campuses have completed all recommendations pertaining to IT Disaster Recovery, ADA Compliance, Sensitive Data, and Academic Personnel, as well as for the four completed construction projects. He stated that the campuses deserve a note of recognition for their tremendous effort in this process. He reported that the CSU Chancellor's Office systemwide recommendations for IT Disaster Recovery and Sensitive Data have now been completed, and only one remains open pertaining to Academic Personnel. He added that the Office of the University Auditor is currently working with the CSU Chancellor's Office in order to complete the three systemwide recommendations pertaining to ADA Compliance by the March board meeting. In addition, Mr. Mandel stated that the audit assignments, including the construction projects, from the 2012 audit plan would also be completed by the March board meeting.

Chair Mendoza commended all the campus presidents and their staffs for their commitment and effort in the timely completion of the audit recommendations. He stated his appreciation for the

vast improvement on the number of months outstanding since the time he became the chair of the Committee on Audit.

Trustee Glazer asked whether there were any crime reporting issues noted in the Police Services audit at the various campuses.

Ms. Wendee Shinsato, audit manager, Office of the University Auditor, responded that the crime reporting section of the Police Services audit covered a limited scope, specifically the campus's procedures for reporting crimes. She added that the audit did not focus on what crimes are being committed on the campuses and their process for alleviating it.

Trustee Glazer inquired as to how the campuses acquire crime statistics.

Ms. Shinsato responded that The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires the distribution of an annual security report (Clery Report) to all current faculty, staff, and students and notice of its availability to prospective students, faculty, and staff. The Clery Report is posted to the California State University (CSU) website for each campus and includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the California State University, and on public property within, or immediately adjacent to and accessible from the campus.

Chancellor White also responded to Trustee Glazer's question regarding crime statistics. He stated that in order to serve the trustees' purpose regarding information on reported crime activity and public safety at the campuses, an integrated report would be completed and presented by either the March or May board meeting.

### **Assignment of Functions to Be Reviewed by the Office of the University Auditor for Calendar Year 2013**

Mr. Mandel stated that each year at the January meeting of the Board of Trustees, the Committee on Audit reviews the audit assignments for the Office of the University Auditor (OUA) and approves the audit plan for the year. In addition, Mr. Mandel noted that the OUA performed a risk assessment of the CSU in the last quarter of 2012 to determine the areas of highest risk to the system. The results of that risk assessment indicated the following six highest-risk areas for review in 2013: Centers and Institutes, International Programs, Sensitive Data Security and Protection, Hazardous Materials Management, Student Health Centers, and Conflict of Interest. He indicated that audits would be performed at those campuses where a greater degree of risk was perceived for each of these areas. He then explained that audits are periodically performed of high-profile areas in order to assure the board that appropriate policies and procedures are in place to mitigate risk to the system. Several years ago, the National Science Foundation requested the OUA to perform periodic reviews of sponsored programs; therefore, Sponsored Programs – Post Award has also been selected as a subject area for 2013. Mr. Mandel stated that audits will also be performed that address core financial areas. This year the OUA will complete an audit of Credit Cards, which includes procurement cards, travel cards, one-cards, etc. He

further indicated that along with the high-risk areas, auxiliary organizations and construction audits would continue to be included in the audit plan, along with any requested special investigations. He explained that auxiliary organizations audits are conducted at each campus on a three-year cycle for the approximately 92 auxiliary organizations. In addition, as part of the proposed 2013 audit plan, Mr. Mandel introduced a new function that the OUA would like to offer to all campuses, called Advisory Services. OUA Advisory Services would partner with management to identify solutions for business issues, offer opportunities to improve the efficiency and effectiveness of operating areas, and assist with special requests, while ensuring the consideration of related internal control issues. Advisory services are more consultative in nature than traditional audits and are performed in response to requests from campus management. The goal of OUA Advisory Services would be to enhance awareness of risk, control, and compliance issues and to provide a proactive independent review and appraisal of specifically identified concerns.

Chair Mendoza commented that the Advisory Services function would be a great benefit to the campuses, by assisting management in a proactive way.

Trustee Glazer also supported the audit plan for 2013. He asked for Mr. Mandel's insights as to whether there is a role for the OUA in the external audit process and whether it should be part of the 2013 audit plan. He suggested that specifically the OUA could review the current process to ensure good practices going forward and provide input and advice on the selection of the system external auditor and systemwide audit activities.

Mr. Mandel responded that the OUA could certainly carve out a portion of its resources to assist with the external audit process.

Trustee Glazer indicated that one option would be for Mr. Mandel to put forward a potential work plan, the costs associated with the plan, and how it would affect other reviews identified within the 2013 audit plan, in order to allow the Committee on Audit members to discuss whether having the OUA participate in the external audit process would be a productive course of action.

Chair Mendoza agreed with Trustee Glazer and wants to also include in the discussion the changing role of the Committee on Audit members pertaining to the external auditor selection process in order to provide better governance.

Mr. Mandel stated that he will present a work plan regarding the OUA's participation in the external audit process at the March board meeting.

Chair Mendoza called for a motion to approve the committee resolution (RAUD 01-13-01). A motion was then made, and the resolution was passed unanimously to approve the audit plan, as amended to include preparation of scope of work regarding input and advice on the selection of the system external auditor and systemwide audit activities, for calendar year 2013.

## **Report on the Systemwide Audit in Accordance with Generally Accepted Accounting Principles Including the Report to Management**

Dr. Benjamin F. Quillian, executive vice chancellor/chief financial officer, stated that as required by state law and federal requirements, the CSU system and all its recognized auxiliary organizations are subject to annual audits of the financial statements.

Mr. George V. Ashkar, assistant vice chancellor/controller, presented the financial statements for the CSU system for fiscal year ended June 30, 2012. Mr. Ashkar reported that total revenues for the university were \$6.2 billion in 2011-2012 and added that there was no significant change in total revenues from the prior year. He stated that there was an increase of \$317 million in student tuition and fees; an increase of \$38.9 million in grants, contracts and gifts; an increase of \$40.8 million in sales and services; and an increase of \$265.6 million in other sources such as investment income. He added that the increases in university revenues were offset by a decrease of \$580 million in noncapital state appropriations. He also noted that student tuition and fees are greater than state appropriation, noncapital and capital by 1 percent.

Mr. Ashkar reported that total operating expenses for the university increased by \$174 million (3 percent), from \$5.9 billion in 2010-2011 to \$6.0 billion in 2011-2012. The main factor was due to increased student enrollment (instruction expenses, grants and scholarships, and student services), as well as other factors in auxiliary enterprises due to housing and parking lot improvements, depreciation and amortization, and operating maintenance and repair. He noted that instruction and other educational support activity account for approximately 70 percent of the total operating expenses.

Mr. Ashkar reported that there were no significant changes in total net assets for fiscal year 2011-2012. Total net assets as of June 30, 2012, were \$5.8 billion. He further reported that there was an increase of \$77.3 million in unrestricted net assets, which is mainly due to increases in student fees in fiscal year 2011-2012. He added that the increase of \$77.3 million is the net of a \$140 million increase in designated and a \$56 million decrease in undesignated. He also noted that there was a decrease of \$107.5 million in unrestricted expendable net assets, mainly due to debt service repayments, spending down of existing capital appropriations, and not receiving new capital appropriations. Mr. Ashkar indicated that the ending balance of the unrestricted net assets reached \$1.9 billion – most of them are designated for very specific purposes. He further indicated that although unrestricted net assets are not subjected to externally imposed restrictions per accounting definition, most of them (\$1.33 billion) are designated for very specific purposes (i.e., enterprise activities, campus-based programs, etc.). He also added that approximately \$584 million are undesignated and dedicated primarily to working capital in the operating fund and reserve for contingencies.

Mr. Ashkar provided information pertaining to major events since June 30, 2012, as follows: The State Budget Act for fiscal year 2012-2013 provides the CSU with general fund appropriations of \$2.06 billion, approximately the same level as operating support as in the fiscal year 2011-2012 enacted budget. In addition, the CSU anticipates a \$51.5 million adjustment in university appropriations that was not included in the fiscal year 2012-2013 enacted budget to

account for fiscal year retirement cost increases. In November 2012, Proposition 30 was passed by voters. As a result, a potential decrease in the fiscal year 2012-2013 budget was avoided. Therefore, a rollback of tuition fees for terms beginning Fall 2012 occurred, and the CSU refunded \$132 million; it is anticipated that \$125 million of which will be recovered from the state in fiscal year 2013-2014.

Trustee Glazer commented on the lack of information in the agenda regarding the annual audit of the financial statements. He stated his belief that it serves the system well to be expansive with this type of information as there are so many issues that go into the financial health of the campuses. Given the vastness and complexity of the CSU financial systems, he believes that it would be more helpful if additional information were provided in summary form with as much detail as is reasonable for the trustees' review prior to board meetings.

Chair Mendoza agreed with Trustee Glazer that in the future, the Board of Trustees members should receive all reports/documentation pertaining to the annual financial statement audit prior to board meetings.

Mr. Ashkar apologized for the oversight. Copies of the CSU Financial Statements for the period ending June 30, 2012, had been mailed to the Board members prior to the Board meeting. However, copies of the CSU Financial Statements for and Single Audit Reports were then distributed during the meeting. He stated that he would ensure that the trustees are provided with this information prior to future board meetings.

### **Single Audit Report of Federal Funds**

Mr. Ashkar presented the findings of the A-133 Single Audit Report. He stated that every year the CSU system issues a Single Audit Report that includes the 23 campuses and the CSU Chancellor's Office. He further stated that the report discloses the findings and questioned costs relating to the following: financial statements reported in accordance with government auditing standards (GAS) and the federal awards in accordance with Office of Management and Budget (OMB) Circular A-133. He explained that an entity that expends \$500,000 or more in a year in federal awards is required to issue a single audit report. He noted that federal awards recorded by the campuses, including financial aid and nonfinancial aid programs, are disclosed in the systemwide Single Audit Report.

Mr. Ashkar then highlighted significant details in the report. He indicated that total federal awards received by the university increased by \$123 million (from \$2.33 billion to \$2.45 billion in fiscal year 2011-2012). Of the \$2.45 billion, \$1.60 billion was student loans and \$0.85 billion was grants. He further indicated that the \$123 million increase in federal awards was a result of a \$230 million increase in grants and loans of student financial aid, partly offset by a \$107 million decrease in American Recovery and Reinvestment Act (ARRA) funds provided through the State Fiscal Stabilization Fund. He added that the \$230 million consists of a \$192 million increase in loans and a \$33 million increase in grants.

Mr. Ashkar continued his presentation by providing a summary on the findings as a result of the A-133 Single Audit Report. He reminded the trustees that last year's audit noted six findings: one financial finding and five federal awards findings. He stated that this year, the CSU had another clean opinion from KPMG, with no financial findings and only one federal awards finding. He explained that the finding related to verification control procedures in the administration of federal financial aid programs at six campuses. Mr. Ashkar stated that since this is a repeat finding, more time is being expended on this area, and he added that there is a system now in place for verification of tax filings from students and more extensive training is being provided to campus staff. He further stated that all campuses have completed corrective action plans, and the CSU Chancellor's Office, in conjunction with the OUA, will review those plans to ensure appropriate corrective action is taken on the reported findings. Mr. Ashkar indicated that in addition to the campus audits, 20 of the auxiliary organizations receive stand-alone single audits because of the level of funding they receive from the federal government. As a result of these reviews, four auxiliaries had five significant deficiencies and two auxiliaries had two material weaknesses. Mr. Ashkar stated that he would provide a progress report on the status of the completion of all of the corrective action plans at the March board meeting. He then thanked all of the campus presidents, vice presidents of finance, and their accounting staffs for the great effort in completing the financial reporting process this year.

Mr. Ashkar then introduced the KPMG representatives: Mr. Mark Thomas, managing partner, and Tracy Hensley, partner in charge of the A-133 audit. Mr. Thomas reported that KPMG issued unqualified, clean opinions relating to the university's consolidated financial statements and the audit of federal funds for fiscal year ended June 30, 2012. He noted that there was a significant change in the audit scope this year because of recently passed legislation, i.e., stand-alone financial statement audits of the individual campuses are no longer required. However, he noted that there is a reporting requirement that each campus's financial statements must still be presented as a supplemental schedule.

Mr. Thomas stated that the other component of the annual audit is the single audit of federal funds. Because the CSU is a large recipient of federal funds, it is subject to OMB Circular A-133. He noted that the CSU receives approximately \$2.45 billion in federal funds, of that approximately \$2.38 billion is in student financial aid.

Mr. Thomas stated that the CSU audit is a significant effort and is a consolidation of more than 120 entities. He explained the makeup and complexity of the CSU reporting entity pertaining to the financial statement audit, noting that it is a substantial undertaking organizationally to bring so many components together into the consolidated financial statements. He noted that in addition to the audits of the 23 campuses, 92 auxiliary organizations receive individual audits of their financial statements as required by the Education Code. Of those 92 auxiliaries, 20 also receive stand-alone A-133 audits because of the level of funding they receive from the federal government. There are also a number of sub-audits occurring in the overall scope of the audit, such as NCAA reports at various campuses, the California State University Risk Management Authority, the Revenue Bond Program (\$4 billion plus in liabilities), etc. Mr. Thomas indicated that the State Controller's Office has a deadline where its goal is to have all state agencies report by mid-October each year; he stated that the CSU system historically has never made that

deadline. However, he reported that due to a change in scope and the improvement in the timing and efficiency of the audit, the financial statements for the CSU system were completed by mid-November this year; a significant accomplishment as the financial statements had never been issued in the month of November. He stated that it was a monstrous undertaking by everyone in the system and the process has improved substantially. He stated his belief that going forward there is a great possibility that compliance with the State Controller's Office reporting requirement is on the horizon.

Chair Mendoza and Trustee Glazer thanked the CSU Chancellor's Office, KPMG, and the campuses for the great effort in the completion of the financial statement preparation process.

Mr. Ashkar noted some of the many reasons for the success of the financial statement process this year. He explained that planning for the next year's audit begins two days after the January board meeting and includes discussions on improving the process. He stated that very intensive training is conducted for all of the campuses and auxiliary organizations and is offered on a repeated basis via the CSU website. He further explained that the interim audit preparation process begins in May, and governmental and nongovernmental fund reporting is now completed in mid-July so that the generally accepted accounting principles (GAAP) process can begin early. He stated that there is a tremendous amount of communication and coordination among the CSU Chancellor's Office, KPMG, and the campuses to help ensure a successful and timely audit.

Governor Brown asked if the big task in completing the annual financial statements is due to the audit of federal funds.

Mr. Thomas responded that the single audit of federal funds (i.e., student financial aid, student loans, grants, etc.) is only one aspect of the year-end audit.

Governor Brown asked why the financial statement preparation process is so complex and difficult and why has it taken several years to improve the process.

Mr. Thomas responded that student financial aid regulations are more much complex than even the tax code when it comes to calculating and refunding financial aid, reporting student status changes and withdrawals, etc. Because of the complexity of the regulations, it has taken years to refine the process to where the campuses are doing a better and better job. He added that the number of audit findings has decreased every year to where it is just one finding this year.

Governor Brown asked if the auditing of federal funds is more complicated than the welfare system and Medi-Cal.

Mr. Thomas responded that KPMG also audits the welfare system and Medi-Cal and stated that clearly, the audit of the CSU system is more complex.

Governor Brown asked whether there is something that we should be advocating by way of the Department of Education to help simplify the process.

Mr. Thomas stated that he is aware of many attempts for more simplicity but currently there is no real active movement toward this. He further stated that the Department of Education dictates the rules and regulations pertaining to federal funds, and as a result, complexities are continually added to the process.

Governor Brown asked whether it needs to be so complex or costly.

Mr. Thomas responded that in relation to the overall audits of the university system, it probably represents about 10 percent of the overall audit costs. He stated that it is a small number, relatively, in comparison and there are 23 campuses with specialized staff that have to constantly be trained on very, very technical areas.

Dr. Eduardo M. Ochoa, interim president, CSU Monterey Bay, stated that the Office of Post-Secondary Education was in charge of developing many of those rules. He stated that the department is limited by statute to developing a single set of rules for all institutions that qualify for federal student aid, including for-profit and very small institutions. His belief is that the rules end up being overly complicated and overly scrutinized of large, well-established institutions, but noted that those are the rules that are needed to catch the abuses that occur in other sectors.

Governor Brown asked if perhaps the same type of model used for K-12, where funds are distributed based on a limited number of simple criteria, would be beneficial in streamlining the process.

Mr. Thomas responded that there are some actions that are currently being proposed to raise some thresholds relating to when an audit has to be done, but those will still affect more lower-dollar recipients and will have zero effect on the CSU system, as well as the other big systems such as the community college systems, the K-12 system, etc.

Trustee Cheyne asked if the public has access to the financial statements and corresponding reports.

Mr. Ashkar responded that the financial statements and corresponding reports, including the consolidated financial statements, campus and auxiliary organization financial statements, the A-133 report, the systemwide Revenue Bond Program report, etc., are all public reports and are posted to the CSU website after the January board meeting.

The meeting adjourned.



## **COMMITTEE ON AUDIT**

### **Status Report on Current and Follow-up Internal Audit Assignments**

#### **Presentation By**

Larry Mandel  
University Auditor

#### **Summary**

This item includes both a status report on the 2013 audit plan and follow-up on past assignments. For the current year, assignments have been made to conduct reviews of Auxiliary Organizations, high-risk areas (International Programs, Sensitive Data Security, Centers and Institutes, Hazardous Materials Management, Student Health Centers, and Conflict of Interest), high profile area (Sponsored Programs – Post Awards), core financial area (Credit Cards), and Construction. In addition, follow-up on past assignments (Special Investigations, Auxiliary Organizations, ADA Compliance, Academic Personnel, Cost Allocation, Title IX, Data Center Operations, Facilities Management, Identity Management, International Programs, and Police Services) is currently being conducted on approximately 30 prior campus/auxiliary reviews. Attachment A summarizes the reviews in tabular form. An up-to-date Attachment A will be distributed at the committee meeting.

### **Status Report on Current and Follow-up Internal Audit Assignments**

#### *Auxiliary Organizations*

The initial audit plan indicated that approximately 305 staff weeks of activity (29.7 percent of the plan) would be devoted to auditing internal compliance/internal control at eight campuses/30 auxiliaries. Report writing is being completed for one campus/five auxiliaries.

#### *High-Risk Areas*

#### International Programs

The initial audit plan indicated that approximately 43 staff weeks of activity (4.2 percent of the plan) would be devoted to a review of program approvals, fiscal administration and controls; risk management processes; curriculum and credit transfers; utilization of third-party providers; compliance with U.S. Department of State and other regulatory international travel requirements;

and processes used to recruit international students, verify student credentials, and provide support on campus. Six campuses will be reviewed. Report writing is being completed for three campuses.

#### Sensitive Data Security

The initial audit plan indicated that approximately 43 staff weeks of activity (4.2 percent of the plan) would be devoted to a review of policies and procedures for handling confidential information; communication and employee training; tracking and monitoring access to sensitive data; and retention practices of key records. Six campuses will be reviewed. Report writing is being completed for one campus, and fieldwork is being conducted at one campus.

#### Centers and Institutes

The initial audit plan indicated that approximately 43 staff weeks of activity (4.2 percent of the plan) would be devoted to a review of campus policies and procedures for establishing, operating, monitoring, reviewing, and discontinuing centers, institutes, and similar entities; fiscal administration and controls; faculty workload including the potential for conflicts of interest; policies and procedures for identifying and reporting allegations of misconduct in research and other related activities; and campus processes for reporting entity activities including the implementation status of campus policies and procedures to the CSU Chancellor's Office. Six campuses will be reviewed.

#### Hazardous Materials Management

The initial audit plan indicated that approximately 43 staff weeks of activity (4.2 percent of the plan) would be devoted to a review of the systems and procedures for controlling the purchase, generation, storage, use and disposal of hazardous materials and wastes; employee training; emergency response plans; reporting requirements; and compliance with federal and state regulations. Six campuses will be reviewed.

#### Student Health Centers

The initial audit plan indicated that approximately 43 staff weeks of activity (4.2 percent of the plan) would be devoted to a review of compliance with federal and state laws, Trustee policy, and CSU Chancellor's Office directives; establishment of a student health advisory committee; accreditation status; staffing, credentialing and re-credentialing procedures; safety and sanitation procedures, including staff training; budgeting procedures; fee authorization, cash

receipt/disbursement controls and trust fund management; pharmacy operations, security and inventory controls; and the integrity and security of medical records. Six campuses will be reviewed.

#### Conflict of Interest

The initial audit plan indicated that approximately 43 staff weeks of activity (4.2 percent of the plan) would be devoted to a review of the process for identification of designated positions; monitoring, tracking and review of disclosures relating to conflicts of interest, such as research disclosures; faculty and CSU designated officials reporting; employee/vendor relationships; ethics training; and patent and technology transfer. Six campuses will be reviewed.

#### *High Profile Area*

#### Sponsored Programs – Post Awards

The initial audit plan indicated that approximately 43 staff weeks of activity (4.2 percent of the plan) would be devoted to a review of contract/grant budgeting and financial planning; indirect cost administration including cost allocation; cost sharing/matching and transfer processes; effort-reporting, fiscal reporting, and progress reporting; approval of project expenditures; sub-recipient monitoring; and management and security of information systems. Six campuses will be reviewed.

#### *Core Financial Area*

#### Credit Cards

The initial audit plan indicated that approximately 43 staff weeks of activity (4.2 percent of the plan) would be devoted to a review of credit card administration; compliance with campus policies and procedures; approval to use credit cards; monitoring and review of credit card purchases; enforcement of sanctions for misuse; and processes to deactivate credit cards upon employee termination or transfer. Six campuses will be reviewed.

#### *Construction*

The initial audit plan indicated that approximately 44 staff weeks of activity (4.3 percent of the plan) would be devoted to a review of design budgets and costs; the bid process; invoice processing and change orders; project management, architectural, and engineering services; contractor compliance; cost verification of major equipment and construction components; the closeout process and liquidated damages; and overall project accounting and reporting. Six

projects will be reviewed. Report writing is being completed for one project, and fieldwork is being conducted for one project.

#### *Advisory Services*

The initial audit plan indicated that approximately 171 staff weeks of activity (16.7 percent of the plan) would be devoted to partnering with management to identify solutions for business issues, offer opportunities to improve the efficiency and effectiveness of operating areas, and assist with special requests, while ensuring the consideration of related internal control issues. Reviews are ongoing.

#### *Information Systems*

The initial audit plan indicated that approximately 45 staff weeks of activity (4.4 percent of the plan) would be devoted to technology support for all high-risk and auxiliary audits. Reviews and training are ongoing.

#### *Investigations*

The Office of the University Auditor is periodically called upon to provide investigative reviews, which are often the result of alleged defalcations or conflicts of interest. In addition, whistleblower investigations are being performed on an ongoing basis, both by referral from the State Auditor and directly from the CSU Chancellor's Office. Forty-three staff weeks have been set aside for this purpose, representing approximately 4.2 percent of the audit plan.

#### *Committees*

The Office of the University Auditor is periodically called upon to provide consultation to the campuses and/or to perform special audit requests made by the chancellor. Seven staff weeks have been set aside for this purpose, representing approximately 0.7 percent of the audit plan.

#### *Special Projects*

The Office of the University Auditor is periodically called upon to provide non-investigative support to the CSU Chancellor's Office/campuses. Fifty-five staff weeks have been set aside for this purpose, representing approximately 4.9 percent of the audit plan.

*Follow-ups*

The audit plan indicated that approximately 11 staff weeks of activity (1.1 percent of the plan) would be devoted to follow-up on prior audit recommendations. The Office of the University Auditor is currently tracking approximately 30 prior audits (Special Investigations, Auxiliary Organizations, ADA Compliance, Academic Personnel, Cost Allocation, Title IX, Data Center Operations, Facilities Management, Identity Management, International Programs, and Police Services) to determine the appropriateness of the corrective action taken for each recommendation and whether additional action is required.

*Annual Risk Assessment*

The Office of the University Auditor annually conducts a risk assessment to determine the areas of highest risk to the system. Four staff weeks have been set aside for this purpose, representing approximately 0.4 percent of the audit plan.

Status Report on Current and Follow-Up Internal Audit Assignments  
 (as of 2/28/2013)

	2013 ASSIGNMENTS										FOLLOW-UP PAST/CURRENT ASSIGNMENTS				
	Aux Orgs	Int'l Prog	Credit Cards	Sen Data Security/Protection	Spon Prog	Health Ctrs	Conflict of Interest	Special Investigations	Auxiliary Organizations	ADA Compliance	*Recs	**Mo.	*Recs	**Mo.	
BAK															
CHI		RW						0/8	4	3	20/20	-			
CI				FW						3	15/15	-	4/4	-	
DH										3	22/22	-			
EB										3	21/21	-			
FRE										6	25/25	-			
FUL										4	28/28	-			
HUM										4	25/25	-			
LB		RW								3	34/34	-	3/3	-	
LA										4	13/13	-	4/4	-	
MA										2	2/4	11			
MB										2	16/16	-			
NOR			FW							5	13/22	4			
POM										3	12/12	-			
SAC										6	36/36	-			
SB			RW							3	24/28	6	5/5	-	
SD										4	24/24	-	6/6	-	
SF			RW							5	19/19	-			
SJ	RW									5		#			
SLO										4	12/12	-			
SM										3	13/13	-	4/4	-	
SON		RW								4	5/5	-			
STA			RW							4	18/18	-			
CO										2	0/0	-			
SYS													0/3	12	

\* The number of recommendations satisfactorily addressed followed by the number of recommendations in the original report.  
 \*\* The number of months recommendations have been outstanding.  
 ● The number of auxiliary organizations reviewed.  
 # Represents recommendations that are being held in abeyance pending compliance with new systemwide policies.

FW = Field Work In Progress  
 RW = Report Writing in Progress  
 AI = Audit Incomplete (awaiting formal exit conference and/or campus response)  
 AC = Audit Complete

Status Report on Current and Follow-Up Internal Audit Assignments  
 (as of 2/28/2013)

FOLLOW-UP PAST/CURRENT ASSIGNMENTS																
	Academic Personnel		Cost Allocation		Title IX		Data Center Operations		Facilities Management		Identity Mgmt/Comm Access		International Programs		Police Services	
	*Recs	**Mo.	*Recs	**Mo.	*Recs	**Mo.	*Recs	**Mo.	*Recs	**Mo.	*Recs	**Mo.	*Recs	**Mo.	*Recs	**Mo.
BAK									5/5	-						
CHI					2/2	-	0/2	5								
CI							0/7	5	4/4	-						
DH							4/4	-							0/7	3
EB	6/6	-					2/6	6								
FRE			2/4	10											0/6	5
FUL					1/3	8							1/4	4		
HUM	4/4	-	0/2	11							0/1	3				
LB	4/4	-					8/8	-								
LA					1/1	-							4/4	-		
MA									0/6	7						
MB											0/2	3				
NOR	5/5	-	2/2	-												
POM							0/8	5	4/4	-						
SAC			0/0	-					1/4	6						
SB																
SD					3/3	-					0/2	3				
SF																
SJ	4/4	-			7/7	-			4/4	-			8/8	-		
SLO			2/2	-												
SM	4/4	-			0/2	6					0/0	-				
SON			0/0	-												
STA													3/5	5		
CO																
SYS	2/3	11	0/1	9												

\* The number of recommendations satisfactorily addressed followed by the number of recommendations in the original report.

\*\* The number of months recommendations have been outstanding.

• The number of auxiliary organizations reviewed.

# Represents recommendations that are being held in abeyance pending compliance with new systemwide policies.





## **COMMITTEE ON AUDIT**

### **Status Report on Corrective Action for the Findings in the California State University A-133 Single Audit Reports and Auxiliary Organization Audit Reports for the Fiscal Year Ended June 30, 2012**

#### **Presentation By**

George V. Ashkar  
Assistant Vice Chancellor/Controller  
Financial Services

#### **Summary**

As explained at the previous Board meeting in January, there was one audit finding in the University's systemwide A-133 Single Audit Reports for the 2011/12 fiscal year. That audit finding 2012-01 was related to internal control over the verification of student aid application information regarding the Federal awards for student financial aid programs at six campuses. As part of the corrective action plan, the Chancellor's Office conducted a workshop for campus financial aid directors to identify best practices in January. In addition, campuses have taken steps to further strengthen internal controls to ensure application data are properly verified and any discrepancies in the Institutional Student Information Report (ISIR) are properly resolved and reported to the Department of Education. Corrective action is under review at this time and is expected to be completed before the date of the Board of Trustees meeting.

There were six audit findings involving five auxiliary organizations at three campuses. Five of the findings were related to preparation of financial statements and one finding was related to documentation for Federal awards. Corrective action for all except one is completed. Corrective action for the remaining audit finding is in progress and expected to be completed before the date of the Board of Trustees meeting. More detailed descriptions of the auxiliary organizations' audit findings are below:

- Overstatement of student fees and understatement of deferred revenue due to improper revenue recognition of advanced fee collections
- Incorrect adoption of FASB framework when GASB framework was the correct model
- Insufficient documentation for verification procedures regarding suspension/debarment status of contractors prior to making awards
- Improper revenue recognition of various revenue streams
- Improper recording of receivables related to expense allocations among projects
- Incorrect calculation of net present value of pledges receivable

## **AGENDA**

### **COMMITTEE ON GOVERNMENTAL RELATIONS**

**Meeting: 11:00 a.m., Tuesday, March 19, 2013**  
**Glenn S. Dumke Auditorium**

Steven M. Glazer, Chair  
Henry Mendoza, Vice Chair  
Bernadette Cheyne  
Rebecca D. Eisen  
Douglas Faigin  
Debra S. Farar  
Lupe C. Garcia  
William Hauck  
Peter G. Mehas  
Lou Monville  
J. Lawrence Norton  
Ian Ruddell

#### **Consent Items**

Approval of Minutes of Meeting of January 22, 2013

#### **Discussion Items**

1. 2013-2014 Legislative Report No. 1, *Information*

**MINUTES OF THE MEETING OF  
COMMITTEE ON GOVERNMENTAL RELATIONS**

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

**January 22, 2013**

**Members Present**

Steven M. Glazer, Chair  
Henry Mendoza, Vice Chair  
Bernadette Cheyne  
Rebecca D. Eisen  
Debra Farar  
Bob Linscheid, Chair of the Board  
Peter G. Mehas  
Lou Monville  
J. Lawrence Norton  
Jillian Ruddell  
Timothy P. White, Chancellor

**Approval of Minutes**

The minutes of November 13, 2012, were approved as submitted.

**Adoption of Trustees' Statement of Legislative Principles**

Mr. Garrett Ashley, vice chancellor for university relations and advancement and Karen Y. Zamarripa, assistant vice chancellor advocacy and state relations, presented this item. Mr. Ashley provided background information stating that at the beginning of each two-year legislative session, the Board of Trustees adopts a formal Statement of Legislative Principles for the California State University. The principles provide basic parameters to guide positions taken by the Chancellor and system representatives on matters pending before the California Legislature. The 2013-2014 principles reflect changes consistent with the CSU mission, strategic planning and initiatives.

Ms. Zamarripa provided an overview noting that the principles are the same as those adopted two years ago with the exception of the change in date and the separation of items four and five, the first of which preserves the integrity of teacher preparation, and the latter encouraging partnerships with K-12 schools and community organizations.

The following constitute the core principles guiding recommendations on legislation:

## Gov. Rels.

- Preserve the California State University's statutory and traditional authority over academic affairs and matters relating to internal governance of the university.
- Remain neutral on matters in which the state appropriately seeks to legislate the general public health and safety while not singling out the California State University uniquely.
- Preserve the integrity of the California State University's budgetary process, and seek adequate funding for ongoing operations, mandatory costs, contractual obligations, increased enrollment and state-mandated programs.
- Preserve the integrity of the California State University's efforts to prepare teachers and administrators for K-12 schools in California.
- Encourage the development and maintenance of partnerships with K-12 schools and community-based organizations to improve achievement, teaching and learning for all students.
- Support ongoing efforts by the California State University to provide a well-prepared workforce for the state including but not limited to science, technology and mathematics (STEM), agriculture, business, nursing and allied health, green technology and sustainability through our academic programs and applied research.
- Seek to influence the outcome of issues which, while not affecting the California State University alone, would have a disproportionate impact on the university's activities.
- Seek representation of the California State University on appropriate boards, commissions, task forces, study groups, etc., that may have an impact on the system.

Ms. Zamarripa introduced Frances Teves, Director of State Relations from CSU Fullerton, who was honored for her work advocating for her campus and the system.

The committee unanimously recommended approval by the board of the proposed resolutions (RGR 01-13-01) adopting the Trustees' Statement of Legislative Principles.

### **California State University Federal Agenda for 2013**

Mr. Garrett Ashley, vice chancellor for university relations and advancement, and Mr. Jim Gelb, assistant vice chancellor office for federal relations, presented this item. The presentation began with an update on the system's 2012 federal agenda. Mr. Gelb noted that some preliminary progress had been made toward a number of CSU goals, but that the outgoing Congress has left most of its work unfinished when it adjourned at the end of the year. Accordingly, the new Congress will have to address a wide range of unresolved fiscal and policy issues of interest to the CSU.

Looking ahead to 2013, Mr. Gelb stated that federal resources remain critical to CSU students, programs and research. The nation's economy and the ongoing fiscal debate in Washington continue to have significant implications for CSU priorities.

In 2013, most of the Higher Education Act, or HEA, is due to expire. Policymakers will begin to take a hard look at updating HEA programs like the Pell Grant, student loans, and those that benefit minority-serving institutions, to name a few.

In addition, important changes are occurring in Washington in light of last November's elections, including the largest turnover in the California Congressional delegation in twenty years.

Mr. Gelb explained that the items proposed for inclusion in the 2013 Federal Agenda reflect the current environment in Washington and the nation. Proposed agenda items advanced through several levels of review, including the Presidents Council and the Chancellor's Office leadership staff.

Mr. Gelb then outlined recommendations for the CSU 2013 Federal Agenda, which include the following broad goals:

- Ensure Access Through Aid to Students
- Prepare Students for College Success
- Foster Success for California's Diverse Population
- Train Students for Today's Workforce
- Solve Problems through Applied Research
- Promote State and Private Support for Public Universities

Mr. Gelb remarked that it made sense for the CSU to continue to advocate for policies similar to those prioritized in 2012, given how much had been left unresolved last year. He also opined that because of the inherently shifting nature of campus, state, and national priorities, the CSU federal agenda process recognized that priorities may evolve over time.

Vice Chancellor Ashley noted that similar to the state legislative principles, the federal agenda would guide work focused in Washington, D.C. throughout the year and especially during the system's annual Hill Day trip in March.

The committee unanimously recommended approval by the board of the proposed resolution California State University Federal Agenda for 2013 (RGR 01-13-02).

## **COMMITTEE ON GOVERNMENTAL RELATIONS**

### **2013-2014 Legislative Report No. 1**

#### **Presentation By**

Garrett Ashley  
Vice Chancellor  
University Relations and Advancement

Karen Y. Zamarripa  
Assistant Vice Chancellor  
Advocacy & State Relations

#### **Summary**

This item contains an initial review of the bills of interest for the California State University (CSU) introduced for the new year.

#### **Background**

The deadline to introduce legislation for the first year of 2013-2014 session was February 22<sup>nd</sup>. Over 2,200 measures have been introduced in both the Assembly and the Senate, with the bulk of them emerging in the last three days. While still a large number of measures, it is the smallest number of bills introduced at the start of a legislative session in almost a decade. Higher education issues are prominent among these new bills, including but not limited to, online education, tuition/fees, and financial aid.

#### **Accountability**

*SB 195 (Liu) California Postsecondary Education: State Goals:* This is the fifth attempt by the Legislature to establish statewide goals for all of higher education to help guide policy and budget decisions. Senator Liu has reintroduced her measure with notable changes that signal her interest in finding common ground with the Governor, who has expressed his desire to make colleges and universities more efficient and effective in meeting the needs of the state.

## **Bonds**

*AB 41 (Buchanan) Kindergarten-University Public Education Facilities Bond Act of 2014:* This bill is one of three placeholder or “spot bill” measures that have been introduced regarding a 2014 education bond.

*SB 45 (Corbett) The Leroy F. Greene School Facilities Act of 1998:* This is the second of the three placeholder bond measures.

*SB 301 (Liu) Education facilities: Kindergarten-University Public Education Facilities Bond Act of 2014:* This is the third measure introduced this legislative session which would be available for a K-12/higher education bond.

## **Executive Compensation**

*SB 8 (Yee) Public postsecondary education: executive officer compensation:* This measure is a reintroduction from the previous session, which would prohibit the CSU and discourage the University of California (UC) from increasing compensation for executive officers within two years after the mandatory systemwide fee has been increased, or in a year when the system receives the same or less revenue from the state. It would also prohibit a newly hired executive including system leaders, campus presidents and vice presidents from earning more than 105% of their predecessor. All of these provisions would apply to an employee hired after 2014 to 2024.

## **Financial Aid Disclosure**

*AB 330 (Chau) Student financial aid: disclosures:* This measure would require an institution participating in the state’s Cal Grant Program to provide their net price calculator and the average student loan debt of graduates to the California Student Aid Commission (CSAC) so that they could post this information on their website, duplicating federal law.

*AB 534 (Wieckowski) Postsecondary education: institutional and financial assistance information for students:* This bill would require most institutions of higher learning, including for-profits, to provide entrance and exit counseling, for any student receiving institutional or state-funded loans offered or recommended to the student by the institution or segment.

## **Governance**

*AB 46 (Pan) California State University: Trustees:* This measure has been reintroduced on behalf of the California Faculty Association (CFA) and would allow ex-officio members of the

Board of Trustees to designate a staff member to attend and vote in their absence. It also includes the one provision sought by our students last year – to allow the student designee to vote should the current Student Board of Trustee member be unable to attend a meeting.

*AB 736 (Fox) California State University: Antelope Valley campus:* This measure would require the CSU to conduct a feasibility study on a satellite campus in the Antelope Valley, but only after the system has certified that there is enough non-state dollars available to complete the study.

*AB 1348 (Pérez) Postsecondary education: California Higher Education Authority:* This measure would establish a 13 member panel called the “California Higher Education Authority” to replace the California Postsecondary Education Commission (CPEC) which has not been funded by the state in the last two years. This entity would then be responsible for developing, presenting, and monitoring postsecondary education goals for the state.

*SB 325 (Block) Trustees of the California State University: student members:* This measure expands the opportunity for students to serve as a Trustee by allowing those who are sophomore in good standing, instead of the now required junior year.

### **Proposition 39/ Energy Efficiency**

*AB 29 (Williams) Proposition 39 Implementation:* This proposal is only intent language at this point, but would seek to establish a revolving loan fund for the CSU, California Community Colleges (CCC), and UC for energy efficiency retrofit projects, clean energy installations, and other energy system improvements.

*SB 35 (Pavley) Higher education: energy conservation:* This measure would require the governing boards of the CSU and CCC, and requests the Regents of the UC, to each develop and administer a Systemwide Energy Solutions Action Plan for near- and long-term strategies to assess, evaluate, contract for, oversee, audit, measure, and communicate publicly concerning energy savings projects. The bill would also establish the Higher Education Energy Solutions Fund in the State Treasury funded by Proposition 39 dollars for this purpose.

*SB 64 (Corbett) Proposition 39: implementation:* This measure is a “spot bill” and simply states the intent of the Legislature to install clean energy at public schools, universities, and colleges and at other public buildings and facilities consistent with Proposition 39, the California Clean Energy Jobs Act of 2012 approved by the voters last November.

*SB 497 (Walters) California Global Warming Solutions Act of 2006: fees:* This year, the State Air Resources Board (ARB) has started the process of selling credits to those entities in California who are producing greenhouse gases, as a way to offset the potential damage caused to the earth’s climate, under the “Cap and Trade” requirements established by AB 32 in 2006. SB



497, would require ARB to freely allocate greenhouse gas emissions credits to the CSU and the UC for purposes of this compliance. The bill would also prohibit ARB from assessing a fee on both institutions as well.

### **Tuition Fees/Affordability**

*AB 51 (Logue) Public postsecondary education: Baccalaureate Degree Pilot Program:* The measure states legislative intent that K-12 schools, community colleges and CSU campuses in up to seven regions work together to develop a pilot program to give students a chance to complete a "\$10,000 degree." The measure has numerous requirements including full-time student attendance, completion of Advanced Placement (AP) and/or college credits earned through dual enrollment while in high school before transferring to the CCC, and priority enrollment for designated students studying in four fields - science, technology, engineering and math.

*AB 67 (Gorrell) Public postsecondary education: funding:* This measure would prohibit the CSU, CCC, and UC from increasing their mandatory systemwide tuition fees until 2018-19, when the taxes associated with Proposition 30 expire but then only states legislative intent to support the institutions with state General Fund dollars.

*AB 138 (Olsen) Public postsecondary education: undergraduate tuition and mandatory systemwide fees:* This measure would require the CSU and request the UC to set tuition fees for students at the same rate for four years.

*AB 159 (Chavez) Public postsecondary education: tuition and mandatory systemwide fees:* This measure would require the CSU and request the UC to set tuition fees for students at the same rate for six years.

*SB 32 (Price) Public postsecondary education: student costs:* This measure asks the CSU and UC to explore innovative ways of offering a bachelor's degree to an individual student at a cost, as specified, in an amount of no more than \$10,000.

*SB 58 (Cannella) Public postsecondary education: funding:* This measure is almost identical to AB 67, by Assembly Member Gorrell. Just as AB 67 states, this measure would prohibit tuition fee increases for the CSU, UC, and CCC systems until 2018-19, when the taxes associated with Proposition 30 expire and states their intent to maintain funding levels for the systems.

*SB 141 (Correa) Postsecondary Education: children of deported parents:* This measure would allow certain non-California students of the CSU, CCC, and UC to be exempt from out of state tuition if they had attended a school in California, and are a citizen of the United States, but now live in another country due to the deportation of their parents.

## **Veterans/Tuition Waivers**

*AB 13 (Chavez) Nonresident tuition exemption: veterans:* This measure would allow any member of the military who was discharged or released from activity duty in California, but is not a Californian resident, to receive a waiver for the non-resident fee regardless of whether they were stationed in California. Current law only provides this waiver for members of the military who were stationed in California while on active duty.

*SB 290 (Knight) Nonresident tuition exemption: veterans:* This proposal would allow all members of the military who were discharged honorably from paying the nonresident fee if they enroll at a California public institution two years after completing their service. Current law offers this benefit to those members of the military who were stationed here in California.

*SB 420 (Walters) Public postsecondary education: resident classification:* This bill would require the CSU to consider all members of the military and the reserve, as well as their dependents, as residents of California for the purposes of determining tuition fees regardless of when they served, where they were stationed or currently reside.

*AB 303 (I. Calderon) Student financial aid: Cal Grant Program: members and former members of the Armed Forces of the United States:* This measure would provide a student who is a member or former member of the Armed Forces of the United States, who meets certain requirements, including, being enrolled in a qualifying undergraduate certificate or degree program, a Cal Grant A Entitlement Award or a Cal Grant B Entitlement Award regardless of income.

## **Financial Aid**

*AB 1085 (Gaines) Cal Grant Program: maximum award amounts: private institutions:* This measure increases the size of Cal Grants for for-profit and non-profit institutions to \$4,000 and \$9,084, respectively. The current caps were developed in budget and legislative negotiations in the last two years to ensure that financial aid resources support student success.

*AB 1241 (Weber) Student financial aid: Cal Grant Program:* This proposal allows a high school student an additional three years after their graduation from high school to seek a Cal Grant entitlement award.

*AB 1285 (Fong) Student financial aid: Cal Grant Program:* Current law allows only 2% of Cal Grant B recipients to receive their full aid package in their first year of college. This proposal would delete the 2% limitation thus expanding the amount of aid available to students.

*AB 1364 (Ting) Student financial aid: Cal Grant Program:* This proposal creates a statutory formula to adjust the maximum Cal Grant B awards by the percentage increase, if any, in California per Capita Personal Income.

*SB 285 (De León) Student financial aid: Cal Grant Program:* This proposal would increase the award size from the now \$1,551 per student amount to almost \$5,000 per year using funds established in a companion measure, SB 284, by the same author.

### **Online Learning/Alternative Pathways**

*AB 386 (Levine) Public postsecondary education: cross-enrollment: online education at California State University:* This measure is intended to allow CSU students enrolled to take online courses offered throughout the system without formal admission or additional tuition or fees.

*AB 387 (Levine) Public postsecondary education: California State University: online education:* This measure has several provisions with regard to online education including: (1) the adoption of a uniform definition of online education on or before January 1, 2015; (2) a common course numbering system for courses offered entirely online; (3) require online education performance data be completed before January 1, 2015, and every two years after until 2019; and (4) requires any new academic programs offer no less than 10% of the courses online. The measure also requires the CSU to work with the CCC to jointly report to the Legislature, on or before January 1, 2015, on the feasibility of developing an accelerated bachelor's degree completion program consisting of distance learning courses, aimed at students who started college but never obtained a degree.

*AB 895 (Rendon) Postsecondary education: online education task force:* This measure would establish the California Postsecondary Online Education Task Force, consisting of 11 members to examine online education programs in other states, and analyze methods to implement online education programs in California postsecondary institutions.

*AB 944 (Nestande) Distance learning:* This measure would require the CSU and CCC, and request the UC, to report to the Legislature, by 2016, and every 2 years thereafter, on workload and key performance data on distance learning courses.

*AB 1025 (Garcia) Postsecondary education: College-level examination programs:* This bill would express the intent of the Legislature to enact legislation relating to the state use of college-level examination program credits.

*AB 1306 (Wilk) Public postsecondary education: New University of California:* This proposal would create a fourth public higher education segment known as the "New University of

California” with its own Chancellor and an 11 member Board of Trustees. This new entity would not provide instruction, but would issue college credit and baccalaureate and associate degrees to any person capable of passing examinations after taking courses from any source, such as massive open online courses (MOOCs). The exams would be created by the new segment, who would have the authority to contract out the formulation of peer-reviewed examinations.

*SB 520 (Steinberg) California Virtual Campus: leadership stakeholder meetings: representatives:* This bill would extend the California Virtual Campus until January 1, 2017 and would require the stakeholder group meetings to include faculty members.

*SB 547 (Block) Public postsecondary education: online courses:* This bill would require the academic senates of the three public segments to jointly develop and identify online courses that would be made available to students of each of the 3 segments for enrollment by the fall of 2014, focusing on high demand transferable lower division courses under Intersegmental General Education Transfer Curriculum (IGETC). The bill would also require the CCC to create an Internet portal through the California Virtual Campus that facilitates enrollment in the online courses.

## **Revenues**

*SB 241 (Evans) Oil Severance Tax Law:* This proposal would establish an oil severance tax of 9.9%. Of the revenues raised by this tax, 7% would be directed towards California’s state parks, while the remaining 93% would be divided up between the CSU, UC, and CCC equally.

*SB 284 (De León) Income Tax: Contribution to education fund:* This proposal would allow an individual taxpayer or corporate donor to contribute a tax credit towards the College Access Tax Credit Fund, with a total annual cap of \$500,000,000. These funds would then, per SB 285, be tied to increased Cal Grant B awards.

## **Transfer**

*SB 440 (Padilla) Public postsecondary education: Student Transfer Achievement Reform Act:* This measure is intended to serve as the legislative vehicle for any clean up legislation that may be needed related to the implementation of SB 1440, The CCC-CSU AA Transfer Degree pathway.

## **Veterans**

*AB 409 (Quirk-Silva) Student veteran: Services:* This measure would encourage the CSU, CCC, and the UC to offer on-campus counseling services for student veterans through campus military and veterans offices. It would also require the CSU and CCC, and request the UC to adopt an

Gov. Rel.  
Agenda Item 1  
March 19-20, 2013  
Page 8 of 8

online course, for one unit of credit, for student veterans to ease their transition to college and assist them in understanding the effects of postwar stress, post-traumatic stress disorder, and traumatic brain injuries.

## AGENDA

### COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS

**Meeting: 11:30 a.m., Tuesday, March 19, 2013**  
**Glenn S. Dumke Auditorium**

Peter G. Mehas, Chair  
Margaret Fortune, Vice Chair  
Kenneth Fong  
Lupe C. Garcia  
William Hauck  
Lou Monville  
J. Lawrence Norton  
Ian Ruddell  
Glen O. Toney

#### **Consent Items**

Approval of Minutes of Meeting of January 22, 2013

#### **Discussion Items**

1. Status Report on the 2013-2014 State Funded Capital Outlay Program, *Information*
2. Approval of Schematic Plans, *Action*

**MINUTES OF MEETING OF  
COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS**

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

**January 22, 2013**

**Members Present**

Peter Mehas, Chair  
Margaret Fortune, Vice Chair  
Edmund G. Brown, Jr., Governor  
Kenneth Fong  
Bob Linscheid, Chair of the Board  
Lou Monville  
Gavin Newsom, Lieutenant Governor  
J. Lawrence Norton  
Jillian Ruddell  
Timothy P. White, Chancellor

**Approval of Minutes**

The minutes for the November 2012 meeting were approved as submitted.

**Status Report on the 2013-2014 State Funded Capital Outlay Program—Governor's Budget**

Assistant Vice Chancellor Elvyra F. San Juan presented a report on the 2013-2014 State Funded Capital Outlay Program. The governor's budget for capital outlay supports equipment funding of \$3.6 million from old general obligation bond funds for four projects compared to the trustees' request of \$520 million. Ms. San Juan highlighted the funding need for infrastructure improvement projects. The utilities infrastructure project at CSU Fresno, the highest ranked campus infrastructure improvement project in the CSU capital program, had an electrical infrastructure failure over the holiday break closing the campus for three days.

Trustee Monville asked whether these infrastructure improvement projects, if not funded, may result in campus closures. Ms. San Juan responded in the affirmative. Trustee Monville suggested that the deferred maintenance projects be categorized and reported as such to the board to distinguish those that are health and safety; threaten campus closure; etc.

Ms. San Juan reported that the governor's budget proposed a significant change in that the CSU (as well as University of California) be responsible for paying its annual debt service on general obligation bonds and lease revenue bonds from its support budget appropriation. Specific

changes in the proposed budget bill would give the CSU authority to use support appropriations to design and construct capital projects. The proposal, allowing the CSU to address capital needs based on support budget funds would be a major departure from current practice. The governor's proposal would have the CSU submit projects to the Department of Finance for approval and would proceed with no further approvals.

Trustee Monville asked if reform of the California Environmental Quality Act (CEQA) was included in the governor's proposal. Ms. San Juan answered that a follow up with general counsel is needed on the interpretation of the language which is very broad. Trustee Monville noted having a comparison of the cost of the broad interpretation versus strict could be useful in discussions with Sacramento agencies.

Lieutenant Governor Gavin Newsom inquired if the CSU has prepared a program to seek funding via Prop 39 for energy efficiency opportunities as they relate to capital dollars. Ms. San Juan responded that the CSU prepared a \$160 million project proposal that went to the Department of Finance late 2012. Chancellor's Office staff met with Assembly Member Das Williams to further discuss how the CSU would use the funds for its energy efficiency program. However, it appears from the governor's budget that the Prop 39 funds went to K-14.

Lieutenant Governor Gavin Newsom noted the University of California is aggressively seeking Prop 39 funds and thinks CSU should as well. He asked Ms. San Juan to follow up with an email regarding this opportunity for energy efficiency funds.

### **Approve the Campus Master Plan Revision and Amendment of the 2012-2013 Non-State Funded Capital Outlay Program for the Motel Real Property Acquisition for the California Maritime Academy**

Ms. San Juan presented the action item to approve the campus master plan revision and amendment of the 2012-2013 non-state funded capital outlay program for the motel real property acquisition for the California Maritime Academy.

Thomas A. Cropper, President, Cal Maritime, explained the importance of the property acquisition. First, it would provide greater access to on campus residential living which has proved to accelerate graduation rates and release the *Golden Bear* from service as a residence hall and return it to the institution for teaching and research. Second, the campus can complete the property purchase with cash from housing reserves the cost of anticipated renovation would be afforded by new campus residents at current housing. Third, the motel, located at the entrance to the campus, is an eyesore and the target of numerous calls to the police for various criminal activities. The acquisition would eliminate the eyesore which affects the surrounding community as well as Cal Maritime.

Trustee Monville encouraged the board to approve the acquisition.

Trustee Ruddell urged the board to vote in favor for the project as well.



Chair Linscheid asked about the anticipated CEQA process and associated cost. Ms. San Juan responded that a mitigated negative declaration is planned and that it would cost in the neighborhood of \$30,000 to \$40,000.

Lieutenant Governor Newsom asked the approximate cost of the property. President Cropper responded that the seller asserts that the property appraises at \$3.1 million. Lieutenant Governor Newsom questioned using \$3.1 million in housing reserves for the acquisition versus deferred maintenance or some other pressing priority. President Cropper stated that the campus has built up its reserves and is prepared to make this investment which will help students graduate faster and provide them with a quality campus residential life while in school.

Trustee Achtenberg expressed her support for the acquisition having visited the campus on numerous occasions. She sees the acquisition as an important investment in both the sustainability and reputation of the campus in addition to providing an appropriate living environment for the students.

Trustee Monville asked if the cost of residential housing is less than shipboard housing and whether the current use of the ship for housing has limited the educational uses of the ship. President Cropper agreed that the cost per student in residential housing is less (than onboard the ship). He also concurred that the campus has been limited in its ability to use the *Golden Bear* for educational purposes for the cadets as well as a research platform.

Chair Linscheid commented on justifying the demand for more student beds. In addition to the previously stated need with students living on the *Golden Bear* and others in off-campus housing, he recently met with the Veterans Administration where the number of veterans being discharged from service into California over the next five years should bear a significant impact on applications to Cal Maritime and other CSU campuses.

Governor Brown reflected back to when he served as the governor of California the first time, 30 years ago during the Reagan administration, and there were serious considerations to close the Maritime Academy; he sees the proposed acquisition as a positive investment for the campus which is so unique and important to California.

Lieutenant Governor Newsom further asked would the proposed housing be for existing students or new students; is the property definitely for sale or could it be subject to improvements; and, is the quoted appraised value the real number or is it much higher reflecting costs to upgrade and renovate the property.

President Cropper responded that the new property would only accommodate 100 students and thus there would still be a shortage of on campus housing for existing students. He is doubtful that an entity would make improvements to the motel property President Cropper went on to state that the investment for the acquisition would have multiple paybacks: much needed land, improved campus entrance, increased number of on campus student beds; all within Cal

Maritime's capacity based on student fees at current rates.

Chancellor White stated that the proposed acquisition successfully measures up to three areas of evaluation: first, the campus is financially able to afford the acquisition without state funds; second, it has been proven that students living on campus are more likely to succeed in both graduation and entering the workforce; and third, on an environmental level, this acquisition will change for the positive the current 'first look' for students and the community as they approach Cal Maritime.

The committee recommended approval by the board of the proposed resolution (RCPBG 01-13-01).

### **Approval of Schematic Plans**

With an audio-visual presentation, Ms. San Juan presented the approval of schematic plans for California State University, East Bay—Warren Hall Replacement Building. All CEQA requirements for the project have been completed and staff recommends approval.

Leroy Morishita, President, CSU East Bay, noted the iconic structure has been essentially vacant since January 2012. The replacement building will consolidate critical services and add 113 faculty offices. The building completion will also enable the removal of 15 temporary buildings.

Trustee Monville asked how will the vacated site (following demolition of the existing Warren Hall) be used. President Morishita responded that perhaps in the long term another structure funded from private funds would be constructed; in the short term, the site will be landscaped and a plaque for the Warren family installed.

Chair Linscheid asked Ms. San Juan to explain construction management at risk, the delivery method for the project. Ms. San Juan explained construction management at risk, commonly referred to as CM@Risk, is a collaborative delivery approach which brings in the contractor early in the project, ideally before schematic design, to provide input on the architect's design. The use of CM@Risk delivery method (versus design-bid-build) has resulted in the participation of quality contractors who previously would not bid on a CSU project and fewer claims and litigation.

The committee recommended approval by the board of the proposed resolution (RCPBG 01-13-02).

Trustee Mehas adjourned the meeting.

**COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS**

**Status Report on the 2013-2014 State Funded Capital Outlay Program**

**Presentation By**

Elvyra F. San Juan  
Assistant Vice Chancellor  
Capital Planning, Design and Construction

**Summary**

This item presents an update on the current status of the CSU's 2013-2014 state funded capital outlay program request, summarizes comments from the Legislative Analyst's Office on the governor's budget proposal, and includes an analysis on the funding for capital outlay.

**Trustees' Request**

The California State University's proposed state funded 2013-2014 capital outlay program was presented at the September 2012 Board of Trustees' meeting. The trustees approved the entire state funded priority list (38 projects) of \$520 million for the 2013-2014 capital outlay program. Of the \$520 million amount, program documentation for 21 projects totaling \$390.3 million, including seismic safety, renovation, new capacity and equipment programs, has been submitted to the Department of Finance.

The trustees were asked to approve the program even though program funding is uncertain and relies upon the governor's and legislature's approval of lease revenue bond financing, lease asset transfer financing, and the use of remaining general obligation bond funds.

**Governor's Budget**

The governor's budget released on January 10 proposed the use of \$3.6 million of remaining general obligation bond authority to fund the equipment (E) phase for four projects included in the CSU Capital Outlay Program, thus completing the funding needs for those projects:

<b>Campus</b>	<b>Project</b>	<b>Phase</b>	<b>Amount</b>
Bakersfield	Art Center and Satellite Plant	E	\$ 533,000
Fresno	Faculty Office/Lab Building	E	\$ 383,000
Maritime	Physical Education Replacement	E	\$1,295,000
San José	Spartan Complex Renovation (Seismic)	E	\$1,428,000
<b>Total</b>			<b>\$3,639,000</b>

The construction funding for these projects was approved by the legislature in 2008-09 (Bakersfield and Maritime) and 2011-12 (Fresno and San José) and will be funded from Public Works Board lease revenue bonds. The two projects approved in 2008-09 were delayed due to the state's suspension of capital projects in December 2008.

As discussed at the January 2013 Board of Trustees' meeting, the governor has also proposed a change to the CSU support budget whereby the current practice of the state to separately budget and annually adjust the debt service for general obligation and lease revenue bond financing for CSU capital improvement projects would change and no longer be budgeted separately. The governor proposes to fold these appropriations into CSU's base budget to provide a fiscal incentive to factor these costs into the CSU's fiscal outlook and decision-making process.

### **Legislative Analyst's Office's Position Regarding the Governor's Budget Proposal**

The Legislative Analyst's Office (LAO) has taken no position on the four projects included in the governor's proposed capital outlay program for the CSU. However, the LAO report, *The 2013-14 Budget: Analysis of the Higher Education Budget*, recommends rejecting the governor's proposal to combine universities' capital and support budgets based on the following findings:

- ***Proposed Rationale to Change Capital Outlay Budget Process.*** The proposal suggests the incentive to combine the capital and support budgets is to provide greater flexibility to universities given limited state funding. However, as the proposal fails to identify any specific problems with the current capital outlay policy, and falls short in showing how it would improve the existing capital outlay program, the LAO could not support the proposed change.
- ***Proposed Shift of Capital Program Control from the Legislature.*** A result of the proposal would remove the legislature from its current role in approving state capital programs for each segment. The CSU would still submit programs to the Department of Finance, but there would no longer be oversight and approval by the legislature ensuring the priorities of the state as a whole are being met versus the singular goals of the institution. This could result in less funding allocated to university capital programs in deference to other perceived needs.
- ***Ongoing Bond Debt Service Amount Determination Based Upon One Fiscal Year.*** The proposal uses the presumed debt service funding for one fiscal year (2013-14) as the amount of debt service funding to be added to the annual base budget. The state's total debt service for general obligation bonds and lease-revenue bonds for the University of California, Hastings, and the CSU has increased 64 percent over the

past decade<sup>1</sup>, yet no substantive evidence is provided to suggest that the selected amount (\$198 million for the CSU) is appropriate to meet the future needs of the university, nor has any methodology been offered on how to evaluate and adjust that number moving forward.

### **Legislative Questions Regarding Governor's Budget Proposal**

The governor's proposal would provide increased authority for the CSU to address support and capital budget priorities; however, during the Senate and Assembly budget overview hearings for the CSU, legislative members asked questions like the following:

- 1) What is the governor's proposal trying to fix?
- 2) Why is the proposal removing approval by the legislature for capital budgets?
- 3) Is the level of presumed debt service adequate for CSU's long term needs?

From a CSU perspective, on-going discussions with the executive leadership will further formulate the university's formal response to such questions. In framing the CSU's response to question one, the following issues were identified:

- a. Based on the age of university buildings, there is a need to re-invest funds to replace building and infrastructure systems that have passed their useful life. The CSU estimates renewal and reinvestment needs at \$1.7 billion.
- b. The last statewide general obligation bond was approved by the voters in 2006.
- c. The legislature has approved limited use of Public Works Board lease revenue bonds for critical projects absent general obligation bond funds.
- d. While the state is emerging from its fiscal crises, the governor remains concerned about the "wall of debt" and capital outlay funding will continue to be limited.
- e. The state has to balance and weigh its capital priorities which include not only higher education, but K-12 education, transportation, and water infrastructure, to name a few.
- f. The CSU does not have access to local bonds like the California Community Colleges – it is estimated that over \$13 billion in capital bonds have been approved by the voters for local community college districts.

The increased authority proposed by the governor could help the CSU address the lack of re-investment into the CSU physical plant by expanding our authority to issue debt. The Department of Finance recently released draft Trailer Bill language to implement the governor's proposal, and staff will continue to monitor and report on this as more information and analysis becomes available.

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<sup>1</sup> Legislative Analyst's Office, *The 2013-14 Budget: Analysis of the Higher Education Budget*, p. 19, figure 10, Debt Service costs for Universities Have Increased Significantly

As to the second question on the proposed removal of legislative approval, the Department of Finance has clarified the proposal:

- a. If general funds are proposed for a project, the CSU will submit a written report of project scope and the proposed funding, due July 1.
- b. Department of Finance would review and approve.
- c. The role of the legislature was silent; however, it could be modified to include the review and/or approval by the Joint Legislative Budget Committee.
- d. In the following April, the CSU would provide to Department of Finance a status report.

The CSU would modify the current process of submitting Capital Outlay Budget Change Proposals to Department of Finance and aim to simplify the amount of detail provided per project. This should be relatively easy to accomplish.

To answer the third question regarding the adequacy of proposed funding, a graph is provided (below) to summarize the information on current and planned debt.

The Department of Finance is proposing to increase the CSU's support budget by \$198 million to fund the annual general obligation bond debt service for state facilities. This amount has not previously been in the CSU budget, but is paid by the state based on the bonds that have been approved by the voters in statewide ballot measures. The general obligation bond debt will remain an obligation of the state.

In addition to general obligation bond debt, lease revenue bond financing has been issued by the state Public Works Board to fund capital projects. The legislature is able to approve Public Works Board bond financing for CSU capital projects. The annual debt service amount (due to the financing structure is also called a "rental payment") is estimated at \$90 million for 2013-14 and is typically funded by the state as part of the CSU Support Budget appropriation.

The combined general obligation and Public Works Board lease revenue bond debt service amount of \$288.6 million will increase to \$324.7 million by 2016-17 based on bonds sold to date. The proposed block grant funding approach by the governor will need to cover this cost increase in addition to planned general obligation bond and Public Works Board bond debt service increases, which include:

<b>No.</b>	<b>Campus</b>	<b>Project</b>	<b>Phase</b>	<b>Amount</b>
1	Channel Islands	West Hall	C	\$38,021,000
2	Chico	Taylor II Replacement Building	C	\$52,891,000
3	Fresno	Faculty Office/Lab Building	C	\$ 9,819,000
4	Monterey Bay	Academic Building II	C	\$41,291,000
5	Various	2013-14 Equipment	E	\$ 3,639,000
6	Systemwide	Infrastructure Improvements (May Revise request for 2013-14)	PWC	\$22,800,000
7	Various	2014-15 Equipment (planned)	E	\$ 7,925,000
	<b>Total</b>			<b>\$176,386,000</b>

The debt service is estimated to increase by another \$14 million for the above noted projects. The projects numbered one through four were previously approved by the legislature for \$142,022,000 of Public Works Board lease revenue bond financing and are currently headed for a spring 2013 bond sale. Items five through seven are projects proposed to utilize remaining general obligation bond funds including the proposed 2013-14 equipment requests of \$3,639,000 million (noted earlier in this agenda item).



The graph of the existing and planned debt service as it changes over time shows the governor’s proposal to provide \$288.6 million annually to fund the CSU capital outlay program is not sufficient. It is not sufficient to cover the existing debt service for prior bond sales and is not sufficient to pay for projects approved by the legislature that have not been included in a bond sale. The estimated shortfall is at its greatest in 2016-17 at \$50.1 million.

Lastly, this level of funding does not take into account the need to re-invest in our facilities and to renovate buildings to accommodate the academic program. The trustees will need to consider this expected capital debt obligation and funding need in addition to other support budget priorities such as enrollment and compensation in the budget deliberations.



## **COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS**

### **Approval of Schematic Plans**

#### **Presentation By**

Elvyra F. San Juan  
Assistant Vice Chancellor  
Capital Planning, Design, and Construction

The trustees previously approved these projects to be included in the capital outlay program. This item seeks approval of the schematic plans for three projects:

#### **1. California State University, Northridge—Student Housing, Phase II** *Design/Build Team: CW Driver/AC Martin Partners*

#### **Background and Scope**

California State University, Northridge proposes to construct a new 396-bed student housing project located in the northeast quadrant of the campus adjacent to the existing University Park Apartments complex (#180-182). The first phase, a 400-bed 'Freshman Suites' project, opened in fall 2009 with the specific intention of improving student success through a residential model that encourages student interaction and fosters a sense of community. Follow-up studies with residents of the first phase have demonstrated the project's success in promoting student engagement and improving academic success and student retention.

Phase II has been designed to meet the goals established by the 2006 master plan to develop student housing designed for first-time freshmen and continue the campus's progress in improving student outcomes. In addition, the project will provide growth and diversity in the campus student housing stock, both of which are important goals of the campus master plan. The project consists of two four-story buildings connected with common walls and one five-story building (#158), together comprising 92,700 GSF and a remodeled 1,000 GSF section of a single-story community center constructed in Phase I.

There will be 192 double-occupancy rooms with 384 beds distributed among the three "houses" with one single-occupancy resident advisor room per floor providing a total of 396 beds. Each house will have its own entry, study lounge, social/community room, and laundry. The five-story building includes multi-purpose rooms, community kitchen and a security counter on the ground floor. The first floor of the five-story building serves as a podium for one house and is constructed in concrete while the four residential floors of the three houses will be of wood

framed construction. The single-story community center (#182) will be remodeled to serve as a coffee shop with terrace seating. Exterior building finishes will be cement-plaster with accent areas of cement board siding and metal sunshades. Existing campus parking will provide for the parking needs of the new housing residents.

The buildings' orientation and massing will limit the impact of wind and create a sheltered central courtyard area, an outdoor projection wall, shade trees with seating, power outlets for student laptops and a water feature that serves as a bioswale.

Energy conservation is addressed through shading via overhangs on the commons building, day-lighting in rooms and common areas, and the use of high-efficiency light fixtures and energy saving controls. The project's mechanical systems are energy efficient and optimized by the use of energy management control systems located in each room. Additional energy efficiency measures include maximum insulation values for walls and roofs and enhanced window performance from double-glazed windows with low emission coatings. The design also specifies low-flow showerheads and automatic faucet shut-offs. Storm water run-off is mitigated through natural filtration and diffusion to landscaped areas. This building will be designed to achieve the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) Gold certification.

**Timing (Estimated)**

Preliminary Plans Completed	April 2013
Working Drawings Completed	July 2013
Construction Start	November 2013
Occupancy	April 2015

**Basic Statistics**

Gross Building Area	93,689 square feet
Assignable Building Area	62,000 square feet
Efficiency	65.81 percent

**Cost Estimate – California Construction Cost Index 5950**

Building Cost (\$239 per GSF)	\$ 22,412,000
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<i>Systems Breakdown (includes Group I)</i>	(\$ per GSF)
a. Substructure (Foundation)	\$ 9.05
b. Shell (Structure and Enclosure)	\$ 71.14
c. Interiors (Partitions and Finishes)	\$ 56.54

d. Services (HVAC, Plumbing, Electrical, Fire)	\$ 67.79
e. Special Construction	\$ .42
f. General Conditions	\$ 34.28

Site Development (includes Landscape)	<u>2,871,000</u>
Construction Cost	\$ 25,283,000
Fees, Contingency, Services	<u>7,633,000</u>
Total Project Cost (\$351 per GSF)	\$32,916,000
Group II Equipment	<u>1,500,000</u>
Grand Total	<u>\$34,416,000</u>

### **Cost Comparison**

The Student Housing, Phase II building cost of \$239 per GSF is greater than the \$206 per GSF building cost for the CSU Bakersfield Student Housing project, approved in November 2012 at CCCI 5950, primarily due to the smaller ratio of students to bathrooms and the additional cost of the concrete podium level in the five-story house.

### **Funding Data**

The proposed project will be financed through the CSU Systemwide Revenue Bond Program and from housing program reserves (\$12,705,950). Housing revenue will repay the bond financing.

### **California Environmental Quality Act (CEQA) Action**

This project was included in the Final Environmental Impact Report (FEIR) for the California State University, Northridge master plan revision which was certified by the trustees in March 2006. The university has completed an addendum to the master plan FEIR in June 2012. The addendum determined that implementation of the Student Housing, Phase II project would not result in any new or substantially more severe impacts than those identified in the 2006 master plan FEIR. An additional environmental analysis is not required because any additional effects of the project not previously identified or analyzed in the FEIR were fully analyzed in the addendum to the 2006 FEIR. This project is consistent with all required mitigation measures in the 2006 FEIR. Although CEQA does not require circulation of an addendum to a certified EIR, the university has circulated the document to the local neighborhood council and city council office in order to inform the community of campus development. A copy of the FEIR and the addendum will be available at the meeting.

The following resolution is presented for approval:

**RESOLVED**, by the Board of Trustees of the California State University, that:

1. The board finds that the March 2006 California State University, Northridge Master Plan Final EIR and the Addendum completed in June 2012 for the California State University, Northridge, Student Housing, Phase II project, have been prepared in accordance with the requirements of the California Environmental Quality Act.
2. The project before this board is consistent with the project description as analyzed in the Addendum to the previously certified Final EIR and does not propose substantial changes to the original project description, which would require major revision to the Final EIR or Findings adopted by this board in certifying said Final EIR.
3. With the implementation of the mitigation measures set forth in the master plan previously approved by the Board of Trustees, the proposed project will not have a significant effect on the environment, and the project will benefit the California State University.
4. The mitigation measures shall be monitored and reported in accordance with the requirements of the California Environmental Quality Act (Public Resources Code, Section 21081.6).
5. The schematic plans for the California State University, Northridge Student Housing, Phase II are approved at a project cost of \$34,416,000 at CCCI 5950.

**2. San Francisco State University—Recreation and Wellness Center**

*Project Architect: WRNS*  
*CM @ Risk: CW Driver*

**Background and Scope**

San Francisco State University proposes to construct a Recreation and Wellness Center (#98) on the northern edge of campus, on a sloping site along Winston Drive. The new facility is located on the combined sites of the former Sutro Library building, which will be demolished as part of this project's scope, and Lot 25, a surface parking lot.

The three-story, 118,618 GSF facility includes a two-court gymnasium, one multi-activity court, a climbing wall, weight and fitness space, an elevated jogging track, indoor recreation and lap

pools, and related support space. The project includes rough-grading for future softball and recreation fields. As part of this project, a new 20-foot-wide pedestrian tunnel will be constructed to connect the site to the main campus by traversing under Winston Drive.

The site gradient is accommodated by retaining walls and an engineered foundation that steps down the slope resulting in a building that ranges from one to three stories in elevation. The exterior cladding consists of glazed window wall systems, glass fiber reinforced concrete panels, terra cotta rain screen system and exposed architectural concrete walls. The primary structural system consists of steel framing with concrete decks.

Sustainability features include the reduction of the existing storm water flow rate by 25 percent, net zero water use goal for landscape, high-performance glazing, certified wood products and low-emitting materials. Other conservation measures include displacement ventilation to maximize cooling without air conditioning, cogeneration for heating hot water, demand-based control ventilation, low-flow plumbing fixtures, building and site plumbing for recycled water use, occupancy sensors and dimming daylighting controls, and LED underwater lighting for the pools. This building will be designed to achieve the U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED) Gold certification.

**Timing (Estimated)**

Preliminary Plans Completed	July 2013
Working Drawings Completed	March 2014
Construction Start	July 2014
Occupancy	January 2017

**Basic Statistics**

Gross Building Area	118,618 square feet
Assignable Building Area	87,302 square feet
Efficiency	73.64 percent

**Cost Estimate – California Construction Cost Index 5950**

Building Cost (\$409 per GSF)	\$ 48,572,000
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<i>Systems Breakdown (includes Group I)</i>	(\$ per GSF)
a. Substructure (Foundation)	\$ 55.89
b. Shell (Structure and Enclosure)	\$ 108.61
c. Interiors (Partitions and Finishes)	\$ 57.71
d. Services (HVAC, Plumbing, Electrical, Fire)	\$ 92.83
e. Equipment and Furnishings	\$ 16.66

f. Special Construction and Demolition	\$ 30.10
g. General Conditions	\$ 47.69
Site Development (includes Landscape)	<u>10,504,000</u>
Construction Cost	\$ 59,076,000
Fees, Contingency, Services	<u>18,410,000</u>
Total Project cost (\$653 per GSF)	\$ 77,486,000
Group II Equipment	<u>3,000,000</u>
Grand Total	<u>\$ 80,486,000</u>

### **Cost Comparison**

The project's building cost of \$409 per GSF is comparable to the CSU Northridge Student Recreation Center at \$395 per GSF, approved September 2008 and the CSU East Bay Recreation Wellness Center at \$423 per GSF, approved November 2008, both adjusted to CCCI 5950. This project's higher cost (than the Student Recreation Center at CSU Northridge) is primarily due to the drilled caisson foundation and retaining wall system required to accommodate the sloping site.

### **Funding Data**

This project will be financed through the CSU Systemwide Revenue Bond Program and student union program reserves of \$25,128,000. The bond financing will be repaid from student body center fee revenue which the university has been collecting since fall 2010. The fee increase was approved through the alternative consultative process in 2010. Student body center fees are being gradually increased commencing 2010-11 with an initial increase of \$70 per year to \$320 per year once the facility opens in 2017.

### **California Environmental Quality Act (CEQA) Action**

An Initial Study/Mitigated Negative Declaration was prepared to analyze the potential significant environmental effects of the proposed project in accordance with the requirements of CEQA and state CEQA Guidelines. The Final Mitigated Negative Declaration is presented to the Board of Trustees for review and certification as part of this agenda item. The public review period began on October 2, 2012 and closed on October 31, 2012. One comment letter was received from the San Francisco Public Utilities Commission relating to storm water, sewer, recycled water, and irrigation. A letter from San Francisco State University was prepared in response which conveyed that the project will result in a decrease in total storm water volume as compared to

existing conditions, and will not significantly impact the sewer system. The project will utilize recycled and non-potable water as feasible and incorporate water efficient landscaping and irrigation. The final documents are available online at: [Final Mitigated Negative Declaration](#).

The following resolution is presented for approval:

**RESOLVED**, by the Board of Trustees of the California State University, that:

1. The Final Initial Study/Mitigated Negative Declaration has been prepared to address any potential significant environmental impacts, mitigation measures and comments associated with approval of the San Francisco State University Recreation Wellness Center, and all discretionary actions related thereto, as identified in the Final Initial Study/Mitigated Negative Declaration.
  2. The Final Initial Study/Mitigated Negative Declaration was prepared pursuant to the California Environmental Quality Act and state CEQA Guidelines.
  3. This resolution is adopted pursuant to the requirements of Section 21081 of Public Resources Code and Section 15091 of the state CEQA Guidelines which requires that the Board of Trustees make findings prior to the approval of a project that the mitigated project as approved will not have a significant impact on the environment, that the project will be constructed with the recommended mitigation measures as identified in the mitigation monitoring program, and that the project will benefit the California State University. The Board of Trustees makes such findings with regard to this project.
  4. The chancellor is requested under Delegation of Authority granted by the Board of Trustees to file the Notice of Determination for the project.
  5. The schematic plans for the San Francisco State University Recreation Wellness Center are approved at a project cost of \$80,486,000 at CCCI 5950.
- 3. Sonoma State University—Joan and Sanford I. Weill Commons/MasterCard Pavilion**  
*Project Architect: Mark Cavagnero Associates*  
*CM @ Risk Contractor: Rudolph & Sletten, Inc.*

### **Background and Scope**

Sonoma State University proposes to construct the MasterCard Pavilion Structure (#52A) located within the Joan and Sanford I. Weill Commons at the Green Music Center (#52). The MasterCard Pavilion amphitheater will be located at the northeast corner of the main campus

within the nine-acre commons area bordered by the Joan and Sanford I. Weill Hall on the west, Rohnert Park Expressway on the north, Petaluma Hill Road on the east and Copeland Creek to the south. The project will complete the hardscape, landscape and supporting infrastructure master planned for the Joan and Sanford I. Weill Commons for the arts at the Green Music Center. The project as presented herein reflects a reduced scope in both size and cost from the item for same project (amend non-state) approved by the board in November 2012.

The project will construct a 42,000 GSF outdoor performance venue, including a 6,000 GSF performance shell and stage, acoustical banners, theatrical lighting on stage, stage rigging, and an amphitheater audio-visual package. The project scope includes table seating on a 20,900 GSF terraced amphitheater for 4,000 patrons for informal seating, with a surrounding lawn area accommodating an additional 6,000 attendees, for a total audience capacity of 10,000 patrons.

Improvements within the commons area will include concession pads, accessible pathways and fire lane, way-finding signage, site lighting on egress pathways and step lighting on the terraced lawn seating area, landscaping, and dedicated loading and tour bus support areas. Supporting infrastructure will provide required electrical, data, plumbing, irrigation, sanitary sewer, fire protection, domestic water, and storm drains.

The design of the performance shell will complement the Weill Hall and blend with the surrounding foot hills. The pavilion will consist of a concrete base with a steel structural frame supporting roof trusses with a stretched fabric roof covering in a color scheme that complements the campus architectural palette. The pavilion base and the performance shell wing walls will be concrete with a rustic form board finish. Sustainable features include high efficiency lighting and the use of reclaimed water for all landscaping and fire hydrants.

**Timing (Estimated)**

Preliminary Plans Completed	July 2013
Working Drawings Completed	October 2013
Construction Start	April 2014
Occupancy	April 2015

**Basic Statistics**

Gross Building Area	42,000 square feet
Assignable Building Area	42,000 square feet
Efficiency	100 percent

**Cost Estimate – California Construction Cost Index 5950**



Building Cost (\$107 per GSF)	\$ 4,478,000
<i>Systems Breakdown (includes Group I)</i>	<i>(\$ per GSF)</i>
a. Substructure (Foundation)	\$ 10.02
b. Shell (Structure and Enclosure)	\$ 35.52
c. Interiors (Partitions and Finishes)	\$ 4.31
d. Services (HVAC, Plumbing, Electrical, Fire)	\$ 18.12
e. Equipment and Furnishings	\$ 28.57
f. General Conditions	\$ 10.07
Site Development (includes Landscape)	<u>5,414,000</u>
Construction Cost	\$ 9,892,000
Fees, Contingency, Services	<u>3,429,000</u>
Total Project Cost (\$317 per GSF)	\$13,321,000
Group II Equipment	<u>2,379,000</u>
Grand Total	<u>\$15,700,000</u>

**Cost Comparison**

The building cost of \$107 per GSF is less than the CSU cost guide for typical theater arts buildings as the proposed project is less complex. No comparable CSU structures have been built recently and the CSU construction cost guide does not include comparative systemwide costs for open air amphitheater structures.

**Funding Data**

The project will be funded through a corporate sponsorship negotiated with MasterCard Worldwide, fundraising, and ticket fee revenue generated by the venue. Use of bond financing or commercial paper is anticipated and will be repaid from future payments received from the MasterCard corporate sponsorship and ticket fee revenue.

**California Environmental Quality Act (CEQA) Action**

Facilities for a music center were addressed in the Final Environmental Impact Report (FEIR) for the Sonoma State University Master Plan revision which was certified by the trustees in May 2000. The university completed an Addendum to the FEIR in February 2013 for the Sonoma State University Master Plan Revision and Joan and Sanford I. Weill Commons/MasterCard Pavilion project. It identified minor changes and determined that implementation of this project

would not result in any new or substantially more severe impacts as outlined in Section 15164(a) of the CEQA Guidelines. The project is consistent with required mitigation measures as previously certified.

The following resolution is presented for approval:

**RESOLVED**, by the Board of Trustees of the California State University, that:

1. The May 2000 Master Plan Final EIR and the February 2013 Addendum to the EIR, prepared for the Sonoma State University Master Plan Revision and Joan and Sanford I. Weill Commons/MasterCard Pavilion, has been prepared in accordance with the requirements of the California Environmental Quality Act.
2. The project before this board is consistent with the previously certified May 2000 Master Plan Final EIR as well as with the February 2013 Addendum to the EIR prepared for the Sonoma State University Master Plan Revision and Joan and Sanford I. Weill Commons/MasterCard Pavilion.
3. With implementation of the mitigation measures set forth in the master plan previously approved by the Board of Trustees, the proposed project will not have a significant adverse effect on the environment beyond those described in the May 2000 Master Plan Final EIR, and the project will benefit the California State University.
4. The schematic plans for the Sonoma State University, Joan and Sanford I. Weill Commons/MasterCard Pavilion project are approved at a project cost of \$15,700,000 at CCCI 5950.

## AGENDA

### COMMITTEE ON FINANCE

**Meeting: 1:30 p.m., Tuesday, March 19, 2013**  
**Glenn S. Dumke Auditorium**

William Hauck, Chair  
Roberta Achtenberg, Vice Chair  
Rebecca D. Eisen  
Douglas Faigin  
Kenneth Fong  
Margaret Fortune  
Steven M. Glazer  
Henry Mendoza  
Lou Monville  
Ian Ruddell  
Glen O. Toney

#### **Consent Items**

Approval of Minutes of Meeting of January 22, 2013

#### **Discussion Items**

1. Report on the 2013-2014 Support Budget, *Information*
2. List of Factors for Future Considerations of Fee Changes per AB 970, *Action*
3. California State University Annual Debt Report, *Information*
4. Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for a Student Housing Project at California State University Northridge, *Action*

**MINUTES OF THE MEETING OF  
COMMITTEE ON FINANCE**

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

**January 22, 2013**

**Members Present**

Roberta Achtenberg, Vice Chair  
Edmund G. Brown, Jr., Governor  
Rebecca D. Eisen  
Kenneth Fong  
Margaret Fortune  
Steven M. Glazer  
Henry Mendoza  
Lou Monville  
Gavin Newsom, Lt. Governor  
Jillian Ruddell  
Timothy P. White, Chancellor

**Approval of Minutes**

The minutes of November 14, 2012 were approved by consent as submitted.

**Public Speakers**

The committee heard from the following individuals: Pat Gantt, president, CSUEU, commented on the structure of the CSU budget and that the benefits of Proposition 30 will eventually expire. Every action by the legislature and the governor has benefits and consequences and encouraged the board to think diligently about the future and to look for long-term funding solutions; Carol Shubin, professor of mathematics, California State University, Northridge, commented on the mission of the CSU and how everyone has a part in supporting that mission.

**Report on the Support Budget, 2012-2013 and 2013-2014 Fiscal Years**

Dr. Benjamin F. Quillian, Executive Vice Chancellor and Chief Financial Officer, reported that the governor had issued the state's 2013-2014 budget proposal, which would increase funding for education. The CSU is already engaged in making changes and creating efficiencies called for in the governor's proposal. Additionally, the proposal devotes \$10 million for technology to increase the number of courses available on-line.

Dr. Quillian reminded the Board that the passing of Proposition 30 resulted in no additional reductions in the CSU budget, however, it did not restore any of the \$750 million reduction in state allocation to the CSU for 2012-2013.

Dr. F. King Alexander, president of California State University, Long Beach, presented nationwide comparisons showing the CSU as one of the most efficient university systems with some of the lowest tuition fees. It also showed that the amount the CSU spends per student falls well below the national average. The CSU serves some of the neediest and lowest income students, yet is among the nation's best in keeping students out of debt.

Mr. Edmund G. Brown, Jr., governor of California, commented that his 2013-2014 budget proposal will help fund school districts with a higher number of lower-income children.

Mr. Robert Turnage, assistant vice chancellor for budget, reported that in 2013-2014, the state will provide \$125 million of replacement revenue for the \$132 million loss of fee revenue due to the roll-back of tuition fee rates to 2011-2012 levels with the passing of Proposition 30. A significant change in the governor's 2013-2014 proposal is the CSU managing the debt service on lease revenue bonds and general obligation bonds.

Trustee Glazer inquired about the potential amount by which CSU could reduce spending if it were to negotiate an employer-employee cost-share of health benefit premiums equivalent to the current cost-share for the state government. Mr. Turnage stated that lowering the CSU's employer contribution to the same rate that the state contributes would reduce CSU annual spending by approximately \$70 million. This potential amount, however, would be subject to the collective bargaining process.

Trustee Cheyne noted that state workers may pay a larger percentage of their health benefits but they also receive pay increases on a yearly basis, versus CSU employees who have not had a raise in a long time. Trustee Achtenberg concurred.

Trustee Fortune asked what revenue sources are attached to the increased funding. Mr. Turnage replied that the revenue is from the state general fund as the governor indicated in his budget plan.

Dr. Timothy P. White, chancellor of California State University, stated that the CSU will be collecting input from its constituents and will present a "working plan" on the CSU support budget at the next board meeting.

Trustee Achtenberg adjourned the Committee on Finance.

## **COMMITTEE ON FINANCE**

### **Report on the 2013-2014 Support Budget**

#### **Presentation By**

Benjamin F. Quillian  
Executive Vice Chancellor and  
Chief Financial Officer

Robert Turnage  
Assistant Vice Chancellor  
Budget

#### **Background**

At the November 13-14, 2012 meeting of the Board of Trustees, the board approved the 2013-14 support budget request. That budget request called for an increase of \$441.8 million, including \$371.9 million from state funds and \$69.9 million of net student fee revenues tied to enrollment growth. The approved uses of the increase are as follows.

- \$48.2 million for mandatory cost increases (health benefits, new space, and energy)
- \$58.0 million for Graduation Initiative and Student Success
- \$86.3 million for a 3 percent compensation increase pool
- \$155.8 million for 5 percent enrollment growth
- \$50.0 million for urgent maintenance needs
- \$20.0 million for information technology infrastructure upgrade and renewal
- \$23.0 million for instructional equipment replacement
- \$0.5 million for Center for California Studies

As discussed at the January Board of Trustees meeting, Governor Brown issued his 2013-14 budget proposal in January. In addition to the combination of adjustments and expectations explained at the last board meeting, the Governor's proposal provides an additional \$125.1 million in State support, \$10 million of which is to be used to increase the number of courses available to matriculated undergraduates through the use of technology. This agenda item presents a reduced expenditure plan to align budgeted spending with the Governor's proposal.

## **Proposed Expenditure Plan**

### **Using Technology to Address Curricular “Bottlenecks” \$10 million**

The CSU has identified a number of courses that create bottlenecks for students, ultimately slowing down their time to degree. This funding will address the various types of bottlenecks experienced across the CSU and will use technology to:

- Re-design courses with high failure rates, thus reducing the seats needed for students repeating the course and allow students a faster path toward graduation;
- Scale-up best practices around the system in the use of hybrid teaching (combining elements of online and in-person instruction), web-based “virtual laboratories”, open source and electronic textbook use, and online teaching; and
- Upgrade student systems to provide support through electronic advising, optimized scheduling, and clearer degree pathways for all students.

Campuses will respond to a Request for Proposals (RFP) detailing their plan for addressing bottlenecks and improving academic student services.

### **Mandatory Costs \$48.2 million**

It will be necessary to use a portion of the augmentation to meet anticipated mandatory costs. Mandatory costs are the expenditures the university must pay regardless of the level appropriated by the state. These costs include the most recent increases for employee health benefits, operation and maintenance of newly constructed space, and energy. Without funding for the mandatory cost increases, campuses would have to redirect resources from other program areas to meet the obligations. Funding mandatory costs preserves the integrity of the CSU programs.

### **Employee Compensation Pool \$38.0 million**

At this juncture, there are critical salary-related concerns across CSU employee groups that require attention by the CSU leadership and in the collective bargaining process. Reduced levels of funding from the State over recent years and the necessary priority given to preserving the quality of academic programs, student services, and public safety have prevented the CSU from providing general compensation increases since June 30, 2008 for faculty and since 2007 for all other CSU employees. In fiscal year 2009-10 furloughs were imposed, and CSU employees experienced a 9 percent salary reduction. The proposed pool will provide resources to begin addressing the pressing need to compensate employees fairly for the work they perform and enhance the CSU’s ability to recruit and retain top quality faculty and staff. \$38 million amounts

to approximately a 1.2 percent increase in the total CSU compensation to employees. However, the distribution of the pool to various groups will depend on market factors, the collective bargaining process, and other factors. It is not anticipated that all employee categories will receive raises or receive the same amounts.

### **Enrollment Growth \$21.7 million**

Many CSU campuses are experiencing record levels of applications for Fall 2013. In spite of this, state budget cuts in recent years have constrained the ability of the CSU to admit eligible applicants. For example, in Fall 2011, the CSU had to turn away almost 22,000 CSU-eligible high school seniors and community college transfers. In addition, state budget cuts forced the CSU to close the Spring 2013 application cycle (with some narrow exceptions at ten campuses). As a partial consequence, community college transfer applications for Fall 2013 are up by 15.5 percent over the prior fall. A total of 314,100 individuals have applied to CSU campuses for Fall 2013, an increase of over 22,600, or 7.8 percent.

Restoring access to baccalaureate and master's instruction at the CSU is a vital and urgently needed investment for the sake of students themselves and for the sake of California's economic recovery and workforce development. The board's approval last November of a 5 percent increase in state-assisted enrollment was easily justified on the basis of burgeoning demands. This revised request attempts to achieve a balance between various critical program needs and a constrained proposed budget augmentation from the state.

The revised budget plan of \$21.7 million of new state funding will allow growth in state-assisted enrollment in the CSU system by 1.45 percent. This will allow the enrollment of about 5,700 more individual students than would otherwise be possible. The distribution of state funds to the campuses is based on consultation with the campus presidents and includes particular attention to the need to increase enrollments of the smaller campuses with capacity to grow and facilities sufficient to accommodate the growth. Consideration was also given to campuses located in areas of particularly high application demand.

### **Student Access and Success Initiatives \$7.2 million**

This funding will be used to address key factors that impact student access and success such as reducing time to degree, closing the achievement gap and improving graduation rates. Systemwide objectives will guide campus proposals to scale up existing best practices or implement new and innovative strategies to enhance academic advising; improve student services focused on retention and shortened time to degree; and close the achievement gap through targeted academic and student support, specifically to underserved and under-prepared first time freshman.



### **Summary**

After consulting with the campus presidents, as well as the Systemwide Budget Advisory Committee, regarding the most pressing needs, the above recommendations are presented for the consideration and input of the Board. Executive Vice Chancellor and Chief Academic Officer Ephraim Smith and Executive Vice Chancellor and Chief Financial Officer Benjamin Quillian are seeking alternative ways to address needed information technology upgrades and renewals, as well as critical maintenance of facilities and the replacement of instructional equipment. This will involve a review of undesignated cash balances and the results of increased operational efficiencies. However, it is unlikely resources will be available to fully fund all of those areas approved for funding by the Board.

## COMMITTEE ON FINANCE

### List of Factors for Future Considerations of Fee Changes per AB 970

#### Presentation By

Robert Turnage  
Assistant Vice Chancellor  
Budget

#### Background

Assembly Bill (AB) 970 was signed into law by Governor Brown last September and took effect January 1, 2013. The legislation established a set of procedures and limitations with regard to the consideration and timing of increases in “mandatory systemwide fees” by the CSU and the University of California. At this time the CSU is not considering an increase in tuition fees or any other mandatory systemwide fees. This agenda item addresses a specific provision of AB 970 that requires the respective university boards, on or before April 2, 2013, to adopt “...a list of factors that shall be taken into consideration when developing recommendations to adjust mandatory systemwide fees.” The legislation specifies that the factors include, at a minimum, levels of state support for the CSU, total cost of attendance for students, impacts on various categories of students—including historically underrepresented students and low- to middle-income students—as well as efforts to mitigate impacts.

#### Recommendation

The following resolution adopting a list of factors, as required by AB 970, is recommended for adoption by the Board of Trustees. The recommended list of factors was developed by staff in consultation with representatives of the California State Student Association, as required by AB 970.

**RESOLVED**, by the Board of Trustees of the California State University, the adoption of the following:

#### List of Factors in Considering Adjustments to CSU Mandatory Systemwide Fees

- The legislature in 2010 reaffirmed “access, affordability and high quality” as “...the essential tenets of the master plan...” [Education Code Section 66002 (d)] Adjustments to mandatory systemwide fees at the CSU should always be considered with these three master plan goals in mind.

- The state has a historic commitment to fund the master plan. State law affirms this commitment specifically with regard “...to provide an appropriate place in California public higher education for every student who is willing and able to benefit from attendance.” [Education Code Section 66201] State law affirms this commitment specifically with regard to providing “...adequate resources to support enrollment growth...” and that the annual state budget act contain appropriations necessary to accommodate all California residents who are continuing undergraduate students or eligible for admission as freshmen or sophomores or transfers from community colleges. [Education Code Section 66202.5] Adjustments to mandatory systemwide fees should be based on consideration of the extent to which the state is meeting the above commitments.
- Consideration shall be given to whether a fee adjustment is necessary, in combination with existing levels of state support, to assure adequate resources to admit all California resident CSU-eligible undergraduate applicants, and to provide all students with necessary courses, high-quality programs and support services that lead to improved student success and timely graduation.
- Adjustments to mandatory systemwide fees shall take into consideration the level of state support the university receives, total costs of student attendance, potential impacts on underrepresented and low to middle-income students, as well as efforts to mitigate impacts. [Education Code Section 66028.4 (a)]
- Consideration shall be given to the percentage of CSU baccalaureate recipients who graduate with education loan debt, the average amount of that loan debt, and how these measures compare with state and national averages. Consideration also shall be given to the availability of financial aid, including work-study, tax credits and institutional financial aid. [Education Code Section 66028.2 (a)]
- Consideration shall be given to the extent to which fee rates and institutional financial aid practices are maximizing the availability of federal financial aid, including tax credits, for CSU students and families.

- Consideration shall be given to comparisons of fee rates, as well as net costs of attendance, with other public higher education institutions in the state and the nation.
- Consideration shall be given as to whether adjustments to the fee structure would promote improvements in access to necessary courses, successful course completion, improved time to degree and graduation rates.
- Consideration shall be given as to whether the fee structure maintains adequate differentials between undergraduate and graduate/postbaccalaureate fees, in recognition of longstanding Board of Trustees policy, state priorities for access to baccalaureate education, typically higher costs of graduate/postbaccalaureate programs and typically higher benefits accruing to master's and doctoral degree recipients.
- If the state provides stable and predictable increases in funding, consideration shall be given to fee increases that are moderate, gradual, predictable and with ample notice to students.
- The Board of Trustees shall consider adjustments to mandatory systemwide fees and amendments to principles governing consideration of these fees only after appropriate consultation with the designated student association has taken place, as required by state statute and CSU fee policy. [Education Code Sections 66028.3 and 66028.4 (b)]

## **COMMITTEE ON FINANCE**

### **California State University Annual Debt Report**

#### **Presentation By**

George V. Ashkar  
Assistant Vice Chancellor  
Financial Services

#### **Summary**

This agenda item reports on the debt of the California State University Systemwide Revenue Bond (SRB) program, issued in accordance with the CSU Policy on Financing Activities.

#### **Background**

The Systemwide Revenue Bond (SRB) program, under the provisions and authorities of The State University Bond Act of 1947 (Education Code Sections 90010-90081), was established by the board at its March 2002 meeting. At the same meeting, the board also amended the CSU Policy on Financing Activities to recognize the principles that established the basis for the SRB program, established aspects of how auxiliary organization financings would occur in the future as part of the program, and provided the Chancellor with additional authority to establish management procedures to administer the program to ensure that the objectives of the SRB program would be met. In July 2003, following extensive consultation with campus Presidents and Chief Financial Officers, the Chancellor issued Executive Order 876 to establish more detailed management procedures to campuses. In October 2006, the chancellor issued Executive Order 994, which refined and superseded Executive Order 876. Executive Order 994, which incorporates the CSU Policy on Financing Activities RFIN 03-02-02, is included herein as Attachment A.

The SRB program provides capital financing for revenue-generating projects of the CSU— student housing, parking facilities, student union facilities, health center facilities, continuing education facilities, and certain auxiliary projects. Revenues from these projects are used to meet operational requirements for the projects and are used to pay debt service on the bonds issued to finance the projects. The strength of the SRB program is its consolidated pledge of gross revenues to the bondholders, which has improved credit ratings and reduced the CSU's cost of capital.

### **SRB Portfolio Profile**

As of June 30, 2012 and December 31, 2012, the outstanding SRB debt of the CSU was approximately \$3,543,000,000 and approximately \$3,605,000,000, respectively.

Other key characteristics of the SRB portfolio are as follows:

Debt Ratings:	Aa2 (Moody's) A+ with a Positive Outlook (Standard & Poor's)
Weighted Average Cost of Capital:	4.55%
Weighted Average Maturity:	15.0 Years
Interest Rate Mix:	100% Fixed Rate

### **SRB Operating Performance and Debt Service Coverage Ratios**

For the fiscal years ended June 30, 2010, June 30, 2011, and June 30, 2012, operating performance and debt service coverage ratios for the SRB program were as follows (amounts in millions)

	<u>June 30, 2010</u>	<u>June 30, 2011</u>	<u>June 30, 2012</u>
Operating Revenues	\$1,184	\$1,313	\$1,375
Operating Expenses	<u>863</u>	<u>918</u>	<u>999</u>
Net Revenues	321	395	376
Annual Debt Service	181	205	226
Debt Service Coverage <sup>1</sup>	<b>1.77</b>	<b>1.93</b>	<b>1.66</b>

(1) The minimum benchmark for the system, as established by Executive Order 994, is 1.45.

### **2012A and 2012B SRB Issuance**

In August 2012, the CSU issued \$452,920,000 of Systemwide Revenue Bonds. Of this amount, \$122,350,000 was issued for new money projects, including approximately \$20 million to pay off commercial paper. At the time of the sale, the most widely used tax-exempt interest rate index was near an all-time low, resulting in an all-in true interest cost for the new money component of the bond issuance of 3.69%. The CSU also took advantage of the low interest rate environment and issued \$330,570,000 in bonds to refund existing SRB and auxiliary debt, producing net present value savings of \$52.7 million, or 14.9% of the refunded bonds. The refunding of debt will benefit seventeen campuses and will save SRB programs across the system approximately \$3.0 million in combined cash flow per year.

THE CALIFORNIA STATE UNIVERSITY  
OFFICE OF THE CHANCELLOR

BAKERSFIELD

CHANNEL ISLANDS

October 23, 2006

CHICO

**MEMORANDUM**

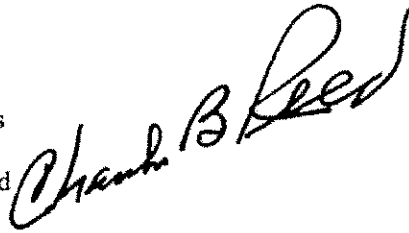
DOMINGUEZ HILLS

EAST BAY

**TO:** CSU Presidents

FRESNO

**FROM:** Charles B. Reed  
Chancellor



FULLERTON

HUMBOLDT

**SUBJECT:** Financing and Debt Management Policy — Project Development and the Systemwide Revenue Bond Program Executive Order No 994

LONG BEACH

Attached is a copy of Executive Order No 994 relating to the CSU's Financing and Debt Management Policy.

LOS ANGELES

MARITIME ACADEMY

In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

MONTEREY BAY

NORTHRIDGE

If you have questions regarding this executive order, please contact Colleen Nickles, Senior Director, Financing & Treasury, at (562) 951-4570 or [cnickles@calstate.edu](mailto:cnickles@calstate.edu).

POMONA

CBR/tr

SACRAMENTO

Attachment

SAN BERNARDINO

cc: Vice Presidents for Business/Administration  
Executive Staff, Office of the Chancellor

SAN DIEGO

SAN FRANCISCO

SAN JOSÉ

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

THE CALIFORNIA STATE UNIVERSITY  
Office of the Chancellor  
401 Golden Shore  
Long Beach, California 90802-4210  
(562) 951-4570

**Executive Order:** 994  
**Effective Date:** October 23, 2006  
**Supersedes:** Executive Order No. 876  
**Title:** Financing and Debt Management Policy — Project Development and the Systemwide Revenue Bond Program

**Section 1: General Policies Regarding Financing Activities of the CSU**

**1.1 Authority:** This policy statement provides information and procedures in connection with financing activities of campuses and auxiliary organizations. It is issued pursuant to Standing Orders of the Board of Trustees, Section 2, and the authority delegated to the Chancellor in the Trustees CSU Policy for Financing Activities, (RFIN 03-02-02; see Attachment B).

**1.2 General Rule:** Use of the capital markets to finance revenue-based, and in some limited cases, non-revenue-based non-state funded capital outlay projects of CSU campuses, auxiliaries, and other affiliated organizations shall be limited to the use of the Chancellor's Office tax-exempt or taxable commercial paper programs and the issuance of notes, bonds and other instruments, as approved by the Trustees, within the CSU Systemwide Revenue Bond Program as described below, hereafter referred to as the SRB Program. Additionally, the tax-exempt or taxable commercial paper program may also be used for the purpose of financing Chancellor's Office, campus, auxiliaries, and other affiliated organizations' personal property needs. The aspects of the Systemwide Revenue Bond Program and this policy are based on the fact that debt management is a dynamic undertaking, that evaluation of debt capacity and credit quality involves many different measures, and that the choice to use the specific criteria and measures in this policy may require change over time.

**1.3 Types of Debt:** The Trustees have traditionally issued variable-rate, short-term commercial paper for the construction period of a project, and fixed-rate, long-term debt for the permanent financing of a project. With the introduction of the commercial paper program use for personal property financing, the Trustees may not refinance these commercial paper issuances with long-term, fixed-rate debt, and the financed amounts will be amortized while the issuance remains in commercial paper.

Given this change in approach, the Trustees will establish a parameter that not more than 25% of its debt be unhedged variable rate debt, including commercial paper, to be consistent with rating agency expectations and market targets appropriate for the CSU's debt rating.

**1.4 Alternative Financing Activities:** An alternative financing structure to Section 1.2 above may be utilized if the Chancellor's Office or the campus is able to demonstrate significant benefits and if the Trustees approve the alternative structure. The Chancellor's Office or campus must not only demonstrate benefits for the use of an alternative structure, but must



also identify the detailed structure of the proposed financing. In reviewing the proposed structure, the Trustees shall evaluate such things as 1) impacts on the CSU's financial statements, 2) the extent to which the financing will be counted as a use of the Trustees' credit, 3) the relative cost of the proposed financing, 4) the proposed use of financing techniques that involve greater repayment risk than are typically used in the SRB Program, and 5) any other short-term or long-term impacts to the Trustees' credit profile.

## Section 2: Definitions

**2.1 "Project":** Construction of a facility or group of facilities related to the same use and constructed at the same approximate time (example; one or more dormitories constructed with one construction contract). Project may also be defined as personal property with a dollar value greater than \$100,000.

**2.2 "Stand-Alone Project":** For a campus, a Stand-alone Project is a campus self-supporting activity supported by an Established CSU Fee that provides the source for repayment of debt for only one campus-related Project (e.g. the first campus-operated student housing facility). For an auxiliary organization a Stand-alone Project is a single Project operated by the auxiliary that is supported by the project-related revenue, or all of the auxiliary organization's available revenue (e.g. the first auxiliary-operated bookstore facility).

**2.3 "Debt Program":** For a campus, a Debt Program is a campus self-supporting activity funded by an Established CSU Fee that provides the source for repayment of debt for more than one campus-related Project (e.g. two or more separately financed campus-operated student housing facilities). For an auxiliary organization, a Debt Program is a program operated by the auxiliary that provides the source for repayment of debt for more than one auxiliary-operated Project (e.g. two separately financed auxiliary-operated food service facilities). Note that a general revenue pledge of all available auxiliary organization revenue makes it possible for the entire auxiliary organization program to be classified as a single Debt Program.

**2.4 "Established CSU Fees":** The following fee categories established in the Education Code have been pledged to the repayment of bonds issued by the SRB Program:

- Parking Fees (Education Code Section 89701)
- Student Body Center Fees (i.e., Student Union Fees) (Education Code Section 89304)
- Rental Housing Fees (Education Code Section 89703)
- Health Center Facility Fees (Education Code Section 89702)
- Continuing Education Revenue Fund Fees (Education Code Section 89704)

**2.5 "Net Revenue Debt Service Coverage Ratios" (DSCR):** A DSCR consists of annual gross revenue, less annual operating expenses divided by annual debt service. This ratio serves as a benchmark at the systemwide and campus level for decisions about new debt and the management of debt (See Section 4).

**2.6 "Operating Expenses":** For a Project or Program, Operating Expenses are defined as all costs related to providing a good or service, including regular maintenance charges, expenses of reasonable upkeep, a properly allocated share of charges for insurance, direct or special administrative expenses directly chargeable to the Project or Program, and all other expenses incident to the operation of the Project or Program, but excluding depreciation expense and

other non-cash charges, general administrative expenses of the Board or the State, Extraordinary Expenses and Major Maintenance and Repairs, and Debt Service.

**2.7 "Extraordinary Expenses and Major Maintenance and Repairs":** For a Project or Program, Extraordinary Expenses and Major Maintenance and Repairs will not be included in the DSCR, and the expenses are expected to be paid from Building Maintenance and Equipment Reserves or from Prior Year Fund Balances.

**Note:** Operating Expenses, as defined in the SRB indenture, include extraordinary repairs in the calculation of debt service coverage; the indenture requires the Board to set rates, charges, and fees for all Projects so that Net Income Available for Debt Service is at least equal to Aggregate Debt Service for all indebtedness. Sections 2.5, 2.6, and 2.7 are intended for internal operations purposes and shall not result in a conflict with indenture requirements. Campuses are expected to monitor their Programs to ensure overall compliance with the indenture requirements for annual DSCR tests.

### **Section 3: Systemwide Revenue Bond Program (SRB)**

**3.1 Trustee Approval:** Each issuance of debt instruments under the SRB Program shall be approved by the Trustees.

**3.2 Gross Revenue Pledge:** Bonds issued under the SRB Program are secured by a gross revenue pledge of all Established CSU Fees.

**3.2.1** Lawfully available revenue may be pledged from a campus, auxiliary, or other organization through a formal binding agreement if approved by the Trustees.

**3.3 Commercial Paper Program:** Within the capacity of the CSU Chancellor's Office commercial paper program, each non-state funded capital outlay or personal property project may receive acquisition or construction funding through the issuance of commercial paper.

**3.4 Auxiliary Organization Projects:** Except as indicated in Section 1.3, Projects of auxiliary or other organizations (special purpose governmental units, such as a joint powers authority) shall be financed through the SRB Program.

**3.4.1** Each auxiliary or other organization SRB project financing shall be supported by the execution of a financing lease between the auxiliary organization and the CSU with a legal structure that is permitted by the provisions of the State University Bond Act and the SRB Master Resolution.

**3.4.1.1** For auxiliary or other organizations with no existing debt obligations, the lease shall contain provisions that 1) pledge all available corporation revenue to the Trustees for payment of the lease obligations; 2) require deposit of all pledged revenues (i.e., all revenues) into a pledged "gross revenue fund" bank account; 3) establish criteria for issuance of additional bonds; and 4) covenant that the auxiliary or other organization will set rates or otherwise maintain pledged income that will generate the required net revenue (See Section 4.4).

**3.4.1.2** For auxiliary or other organizations with existing debt obligations, the lease shall contain provisions that 1) require the corporation to abide by the criteria of existing bonds for the issuance of "parity" debt; 2) establish that Trustees share in

pledged revenue with all other bondholders on a parity basis; and 3) require that Trustees receive the same covenants as existing bondholders for the issuance of additional bonds and the same coverage required for a rate covenant for the existing bonds.

**3.4.1.3** The financing lease shall be considered parity debt with all other, existing auxiliary or other organization debt.

**3.4.1.4** The financing lease payment from the auxiliary or other organization to the CSU shall be calculated to include: 1) debt service associated with the bonds including the cost of participation in the commercial paper program, interest and principal on bonds issued to permanently finance the project and other debt management related costs of the CSU; and 2) any costs incurred by the auxiliary organization's campus for operation and maintenance for the financed facility. (See Executive Order No. 753)

**3.4.2** At each campus the aggregate annual direct and indirect debt service for other third-party financings and for auxiliary or other financings that are either part of or separate from the SRB Program is limited to a maximum amount of 25% of the respective allocation of debt capacity to the respective campus (See Section 5).

**3.5 Structure and Timing of Bond Transactions:** The structure and timing of each issuance of SRB bonds shall be determined by the Chancellor's Office.

**3.6 Allocation of Costs:** Debt service and other debt management costs shall be allocated to campuses on the basis of a formula determined by the Chancellor's Office.

#### **Section 4: DSCR Benchmarks**

**4.1 Systemwide (DSCR):** For the system, the DSCR is computed using the total of the gross revenue of the Established CSU Fee plus any pledged revenue supporting SRB capital lease payments from auxiliary or other organizations. Operating expenses and debt service for the computation consist of the total operating expenses and debt service relating to these programs. The systemwide DSCR should be maintained at or above 1.45. If the SRB systemwide DSCR falls below 1.45, the campus benchmarks may be changed to strengthen the credit position of the Program. (See also Attachment A)

**4.2 Combined Campus and Auxiliary Organizations (DSCR):** At the combined campus and auxiliary organization level, the DSCR is similar to the systemwide DSCR test except that the amounts of pledged revenue, operating expenses, and debt service are related to the combined pledged revenues of the campus and auxiliary organizations' Established CSU Fees plus pledged revenue, operating expense and debt service that is related to the specific auxiliary organization Debt Program. The minimum requirement of the DSCR for a Combined Campus and its Auxiliary Organizations is 1.35.

**4.3 Campus Debt Program (DSCR):** The DSCR for a campus Debt Program must be equal to a minimum of 1.10. The DSCR for a campus Stand-alone Project must be equal to a minimum of 1.10. For these requirements the DSCR is computed from pledged revenue, operating expense and debt service that is related to the specific Debt Program or the Stand-alone Project.

**4.4 Auxiliary Organization Project and Debt Program (DSCR):** The DSCR for a campus auxiliary organization Debt Program must be equal to a minimum of 1.25. The DSCR for a campus SRB auxiliary organization Stand-alone Project must equal a minimum of 1.25. For these requirements the DSCR is computed from pledged revenue, operating expense and debt service that is related to the specific auxiliary organization Debt Program or the Stand-alone Project.

**4.5 DSCR and Effective Year:** The chief financial officer of a campus is responsible to implement plans and budgets so that the required DSCRs for campus CSU Established Fee programs and campus auxiliary organizations be supportable and maintained at or above the minimum level for the first operating year, and at or above the minimum for all subsequent years of operation for Stand-alone or Debt Program Projects.

### **Section 5: Debt Capacity**

**5.1 General Rule:** Financing shall not be recommended by the Chancellor's Office if the issuance of new bonds will cause the total amount of issued and outstanding SRB bonds to exceed the CSU's debt capacity as determined by the Trustees.

**5.2 Calculation of the CSU's Debt Capacity:** Debt service on all issued and outstanding SRB bonds shall not at any time exceed an amount that would cause the quality of the CSU's credit to fall below a minimum level as determined by the Trustees.

**5.3 Allocation of Debt Capacity to Campuses:** Capacity, as measured by debt service on campus debt, shall be allocated to CSU campuses as follows:

**5.3.1 Campus general allocation:** The aggregate debt service related to a campus' individual projects shall not exceed an amount computed from its net unrestricted expenditures times two-thirds (2/3) of the same ratio that the Trustees have recognized as appropriate for the system.

**5.3.2 Chancellor's Office special allocation:** With concurrence of the Trustees, the Chancellor's Office may allocate portions of up to an additional one-third (1/3) of the CSU's debt service capacity to individual campuses for special priority purposes.

### **Section 6: General Financial Planning Principles For Projects**

**6.1 Project Size:** The CSU SRB Program is intended to provide a mechanism to finance revenue based, and in some limited cases, non-revenue-based non-state capital outlay projects pursuant to the State University Revenue Bond Act of 1947 and the issuance of debt to the public through a complex legal structure and financial marketing process. As such, the Program is suitable for projects of greater than \$3 million, and with a useful life of greater than ten years. For personal property financed through the commercial paper program, financings should be \$100,000 to \$5,000,000, with a useful life of 1-8 years. See Section 7 for program-related costs that should be funded through a reserve plan rather than through the issuance of debt.

**6.2 Allocation of Debt Service:** The plan of finance for SRB Projects shall assume level debt service and allocation of long-term debt over 25 or 30 years unless the useful life of the asset

financed is less. In some cases, the debt service may be structured to allow for accelerating debt service, bullet repayments of principal, shorter repayment terms, or other special arrangements as determined appropriate for a project. The Trustees will be notified in the Financing item at the time of approval if an alternative debt service repayment schedule will be utilized.

**6.3 Timing of Bond Sale:** The plan of finance shall assume the sale of long-term debt at the time of initiation of construction (i.e., including capitalized construction period interest) to meet net revenue debt coverage ratio tests.

**6.4 Interest Rate Assumptions:** The plan of finance for Projects shall incorporate a moderate interest rate contingency for unfavorable changes in interest rates between the time of the initial financial plan and the time long-term bonds will be sold.

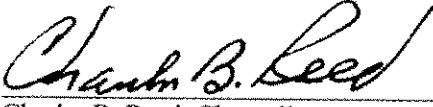
**6.5 Consistency of Computations:** Upon request the Chancellor's Office will provide the debt service information to be used in all financial plans relating to debt issuance in order to ensure that information regarding the debt is consistently prepared.

#### **Section 7: Reserves**

**7.1 Reserve Development:** The campus president and chief financial officer are responsible for developing and maintaining a campus policy to provide reserves from Project revenues for projects funded by debt issued by the Board of Trustees. The campus reserve policies, at a minimum, should address the following needs:

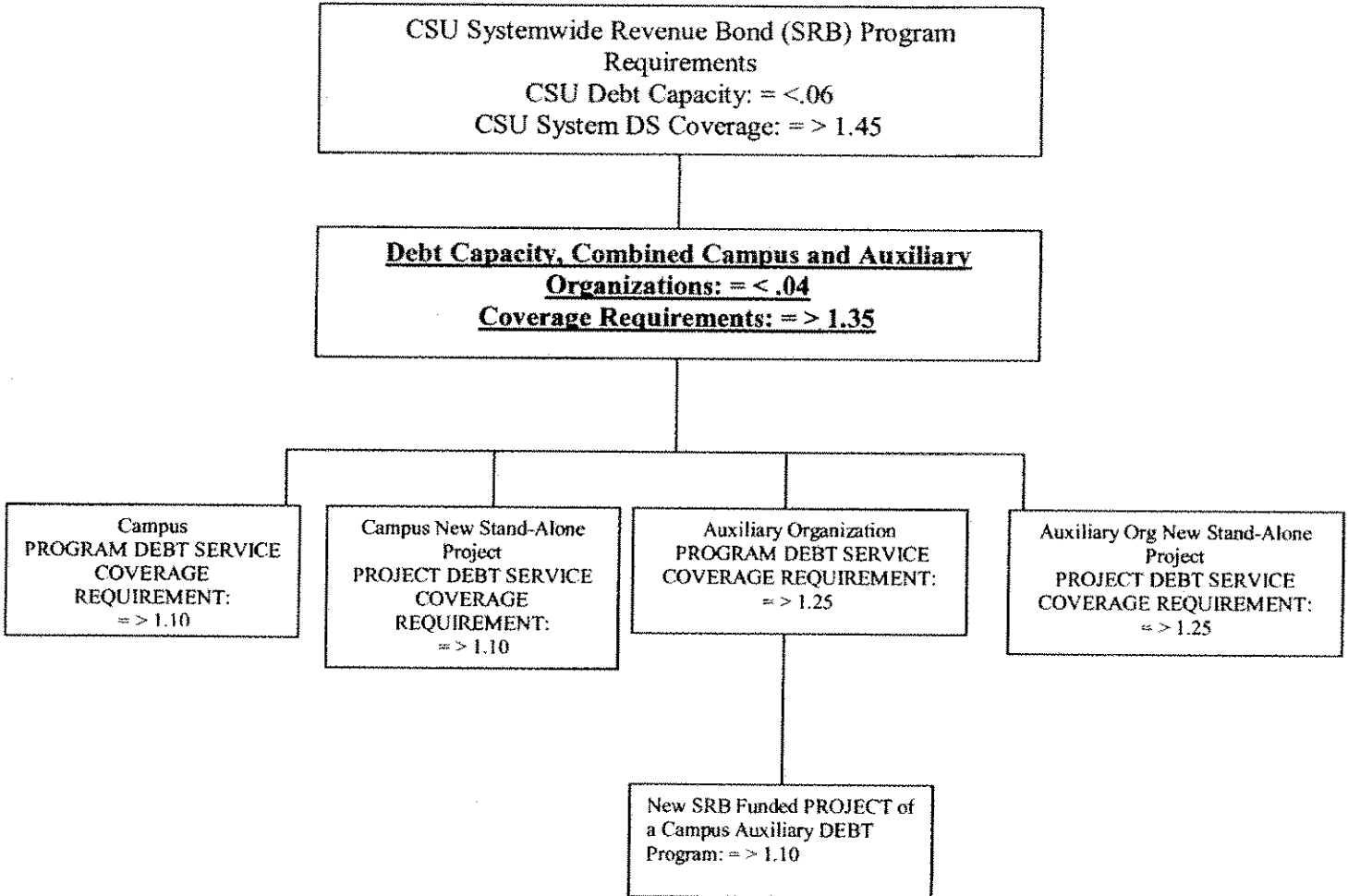
- Major Maintenance and Repair/Capital Renovation and Upgrade
- Working Capital
- Capital Development for New Projects
- Catastrophic Events

**7.2 Reserve Review:** At a minimum of once every three years, each campus shall conduct an in-depth review to assess the adequacy of the reserves and the campus reserve policies applicable to the projects funded by debt, and shall make necessary adjustments and changes to account for changing conditions. For Major Maintenance and Repair/Capital Renovation and Upgrade Reserves, the reviews should include formal studies of facility systems and necessary funding levels to cover all aspects of cost of replacement through the reserve-funding plan.

  
Charles B. Reed, Chancellor

Date: October 23, 2006

**Attachment A**



**Attachment B**

**CSU Policy for Financing Activities  
Board of Trustees' Resolution  
RFIN 03-02-02**

**WHEREAS**, The Board of Trustees of The California State University ("the Board" or "the Trustees") finds it appropriate and necessary to use various debt financing programs afforded to it through the methods statutorily established by the legislature, and to use to its advantage those programs available to it through debt financing by recognized auxiliary organizations of the California State University; and

**WHEREAS**, The Board wishes to establish and maintain policies that provide a framework for the approval of financing transactions for the various programs that enable appropriate oversight and approval by the Trustees; and

**WHEREAS**, Within a policy framework the Board desires to establish appropriate delegations that enable the efficient and timely execution of financing transactions for the CSU and its recognized auxiliary organizations in good standing; and

**WHEREAS**, The Board recognizes that there is a need from time to time to take advantage of rapidly changing market conditions by implementing refinancings that will lower the cost of debt financing for the CSU and its auxiliary organizations and that such refinancings could be better implemented by reducing the time required to authorize such refinancings; and

**WHEREAS**, The Board finds it appropriate to establish the lowest cost debt financing programs for the CSU, and to use the limited debt capacity of the CSU in the most prudent manner; and

**WHEREAS**, There are certain aspects of the tax law related to the reimbursement of up-front expenses from tax-exempt financing proceeds that would be more appropriately satisfied through a delegation to the Chancellor without affecting the Trustees' ultimate approval process for such financings; now, therefore be it

**RESOLVED**, by the Board of Trustees of The California State University as follows:

**Section 1. General Financing Policies**

1.1 The State University Revenue Bond Act of 1947 (Bond Act) provides the Board of Trustees with the ability to acquire, construct, or refinance projects funded with debt instruments repaid from various revenue sources.

1.2 The long-term debt programs of the Board of Trustees established pursuant to the Bond Act shall be managed by the Chancellor to credit rating standards in the "A"e category.

1.3 The intrinsic rating of any debt issued by the Trustees shall be at investment grade or better.

1.4 The Trustees debt programs should include the prudent use of variable rate debt and commercial paper to assist with lowering the overall cost of debt.

1.5 The Trustees programs shall be designed to improve efficiency of access to the capital markets by consolidating revenue bond programs where possible.

1.6 The Chancellor shall develop a program to control, set priorities and plan the issuance of all long-term debt consistent with the five-year non-state capital outlay program.

1.7 The Chancellor shall annually report to the Trustees on the activity related to the issuance of long-term debt.

## **Section 2. Financing Program Structure of the CSU's Debt Program**

2.1 To use the limited debt capacity of CSU in the most cost effective and prudent manner, all on-campus student, faculty and staff rental housing, parking, student union, health center, and continuing education capital projects will be financed by the Trustees using a broad systemwide multi-source revenue pledge under the authority of the Bond Act in conjunction with the respective authority of the Trustees to collect and pledge revenues.

Other revenue-based on-campus and off-campus projects will also be financed through this program and the Bond Act unless there are compelling reasons why a project could not or should not be financed through this program (see Section 3 below).

2.2 The Chancellor shall establish minimum debt service coverage and other requirements for Bond Act financing transactions and/or for the related campus programs, which shall be used for implementation of the Trustees' debt programs. The Chancellor shall also define and describe the respective campus program categories.

2.3 The Chancellor, the Executive Vice Chancellor and Chief Financial Officer, the Assistant Vice Chancellor Financial Services, the Senior Director of Financing and Treasury, and each of them (collectively, "Authorized Representatives of the Trustees"), are hereby authorized and directed, for and in the name and on behalf of the trustees, to take any and all actions necessary to refinance any existing bonds issued pursuant to the Bond Act of 1947 if the refinancing transaction will result in net present value savings, as determined by an Authorized Representative of the Trustees and which determination shall be final and conclusive. Authorized Representatives of the Trustees are authorized to execute, acknowledge and deliver, and to prepare and review, as each of them deems appropriate, all bond resolutions, bond indentures, official statements and all other documents, certificates, agreements and information necessary to accomplish such refinancing transactions.

## **Section 3. Other Financing Programs**

3.1 The Board recognizes that there may be projects, or components of projects, that a campus wishes to construct that are not advantaged by, or financing is not possible, or is inappropriate for the Bond Act financing program. A campus president may propose that such a project be financed as an auxiliary organization or third party entity financing if there is reason to believe that it is more advantageous for the transaction to be financed in this manner than through the Bond Act financing program.

3.1.1 Such financings and projects must be presented to the Chancellor for approval early in



the project's conceptual stage in order to proceed. The approval shall be obtained prior to any commitments to other entities.

**3.1.2** These projects must have an intrinsic investment grade credit rating, and shall be presented to the Trustees to obtain approval before the financing transaction is undertaken by the auxiliary organization or other third party entity.

**3.1.3** If a project is approved by the Trustees, the Chancellor, the Executive Vice Chancellor and Chief Financial Officer, the Assistant Vice Chancellor Financial Services, the Senior Director of Financing and Treasury, and each of them (collectively, "Authorized Representatives of the Trustees") are hereby authorized and directed, for and in the name and on behalf of the Trustees, to execute, acknowledge and deliver, and to prepare and review, as each of them deems appropriate, any and all documents and agreements with such insertions and changes therein as such Authorized Representatives of the Trustees, with the advice of the General Counsel, may require or approve, such approval to be conclusively evidenced by the execution and delivery thereof, in order to assist with the planning, design, acquisition, construction, improvement, financing, and refinancing of the projects.

**3.2** The Chancellor may require campus presidents to establish campus procedures applicable to campus auxiliary organizations for the issuance of debt instruments to finance or to refinance personal property with lease purchase, line-of-credit, or other tax-exempt financing methods. The procedures issued by the Chancellor need not contain a requirement for approval of the Trustees or the Chancellor but may include authority for campus presidents to take all actions to assist the auxiliary organization on behalf of the Trustees to complete and qualify such financing transactions as tax-exempt.

#### **Section 4. State Public Works Board Lease Revenue Financing Program**

**4.1** The authorizations set forth in this section shall be in full force and effect with respect to any State Public Works Board project which has been duly authorized by the Legislature in a budget act or other legislation and duly signed by the Governor and which is then in full force and effect.

**4.2** The Chancellor, the Executive Vice Chancellor and Chief Financial Officer, the Assistant Vice Chancellor Financial Services, the Senior Director of Financing and Treasury, and each of them (collectively, "Authorized Representatives of the Trustees") are hereby authorized and directed, for and in the name and on behalf of the Trustees, to execute, acknowledge and deliver, and to prepare and review, as each of them deems appropriate, any and all construction agreements, equipment agreements, equipment leases, site leases, facility leases and other documents and agreements with such insertions and changes therein as such Authorized Representatives of the Trustees, with the advice of the General Counsel, may require or approve, such approval to be conclusively evidenced by the execution and delivery thereof, in order to provide for the planning, design, acquisition, construction, improvement, financing, and refinancing of the projects.

#### **Section 5. Credit of the State of California**

**5.1.** The delegations conferred by this resolution are limited and do not authorize the Chancellor or other Authorized Representatives of the Trustees to establish any indebtedness

of the State of California, the Board of Trustees, any CSU campus, or any officers or employees of any of them. Lending, pledging or otherwise using the credit established by a stream of payments to be paid from funds appropriated from the State of California for the purpose of facilitating a financing transaction associated with a capital project is permitted only if specifically authorized by a bond act or otherwise authorized by the legislature.

**Section 6. Tax Law Requirement for Reimbursement of Project Costs**

6.1 For those projects which may be financed under the authority of the Trustees, the Chancellor, the Executive Vice Chancellor and Chief Financial Officer, the Assistant Vice Chancellor Financial Services, the Senior Director of Financing and Treasury, and each of them (collectively, "Authorized Representatives of the Trustees"), are hereby authorized to make declarations on behalf of the Trustees solely for the purposes of establishing compliance with the requirements of Section 1.150-2 of the U.S. Treasury Regulations; provided, however that any such declaration:

6.1.1 Will not bind the Trustees to make any expenditure, incur any indebtedness, or proceed with the project or financing; and

6.1.2 Will establish the intent of the Trustees at the time of the declaration to use proceeds of future indebtedness, if subsequently authorized by the Trustees, to reimburse the Trustees for expenditures as permitted by the U.S. Treasury Regulations.

**Section 7. Effective Date and Implementation**

7.1 Within the scope of this financing policy, the Chancellor is authorized to further define, clarify and otherwise make and issue additional interpretations and directives as needed to implement the provisions of this policy.

7.2 This resolution supercedes RFIN 11-98-18 and shall take effect immediately. However, the Chancellor shall have the authority to authorize on a individual basis, auxiliary organization projects that are in the planning stage as of the adoption of this policy to proceed under the previous policy in order to prevent situations that would result in additional project costs or additional time-to-completion.

## COMMITTEE ON FINANCE

### **Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for a Student Housing Project at California State University Northridge**

#### **Presentation By**

George V. Ashkar  
Assistant Vice Chancellor  
Financial Services

#### **Summary**

This item requests the Board of Trustees to authorize the issuance of Systemwide Revenue Bonds and the issuance of Bond Anticipation Notes to support interim financing under the commercial paper program of the California State University in an aggregate amount not-to-exceed \$24,075,000 to provide financing for a student housing project at the CSU Northridge. The board is being asked to approve resolutions related to the project. The long-term bonds will be part of a future Systemwide Revenue Bond sale and are expected to bear the same ratings from Moody's Investors Service and Standard and Poor's as the existing Systemwide Revenue Bonds.

The project is as follows:

#### **Northridge Student Housing, Phase II**

The Northridge Student Housing project was approved by the board in May 2011 as part of the 2012/13 Nonstate Capital Outlay program and is also being presented to the board at this meeting for schematic approval during its Committee on Campus Planning, Buildings and Grounds. The Housing Proposal Review Committee, a seven member committee made up of a vice president of student affairs, two vice presidents of administration and finance, two housing directors, a director of a campus auxiliary organization, and chaired by a campus president, reviewed the housing plan in March 2012 and provided a positive recommendation for the project. The proposed 400 bed facility will consist of double occupancy rooms, study lounges, social/community rooms and laundry facilities totaling approximately 88,000 gross square feet. In addition, a 6,000 gross square foot community center comprised of multipurpose spaces, administration space, a learning center, recreation space, and a coffee house will be constructed. The project will be located within the University Park student housing complex, in the north-eastern quadrant of campus. The site is currently occupied by parking lot F8, an underutilized 900 space lot, which consistently uses no more than 50 spaces. Parking needs will be met through existing parking

within the University Park complex and adjacent surface lot F10 located within a short distance from the project site.

The not-to-exceed par value of the proposed bonds is \$24,075,000 and is based on a total project budget of \$34,416,000 with a housing program reserve contribution of \$12,705,950. Additional net financing costs (estimated at \$2,364,950) are to be funded from bond proceeds. Good bids were received in January for design-build delivery of the project. The project is scheduled to start construction November 2013 with completion in April 2015.

The following table summarizes key information about this financing transaction.

Not-to-exceed amount	\$24,075,000
Amortization	Approximately level over 30 years
Projected maximum annual debt service	\$1,565,750
Projected debt service coverage including the new project:	
Net revenue – Northridge pledged revenue programs: <sup>1</sup>	2.20
Net revenue – Projected for the campus housing program:	1.72

1. Combines 2011/12 information for all of the campus' pledged revenue programs and projected 2015/16 operations of the project with expected full debt service.

The not-to-exceed amount for the project, the maximum annual debt service, and the ratios above are based on an all-in interest cost of approximately 5.28%, reflective of adjusted market conditions plus 100 basis points as a cushion for changing financial market conditions that could occur before the permanent financing bonds are sold. The financial plan includes level amortization of debt service, which is the CSU program standard. The campus financial plan projects a program net revenue debt service coverage of 1.72 in the first full year of operations in 2015/16, which exceeds the CSU benchmark of 1.10. When combining the project with 2011/12 information for all campus pledged revenue programs, the campus' overall net revenue debt service coverage for the first full year of operations is projected to be 2.20, which exceeds the CSU benchmark of 1.35.

**Trustee Resolutions and Recommended Action**

Orrick, Herrington & Sutcliffe LLP, as bond counsel, is preparing resolutions to be presented at this meeting that authorize interim and permanent financing for the projects described in this agenda. The proposed resolutions will be distributed at the meeting and will achieve the following:

1. Authorize the sale and issuance of Systemwide Revenue Bond Anticipation Notes and the related or stand-alone sale and issuance of the

Trustees of the California State University Systemwide Revenue Bonds in an aggregate amount not-to-exceed \$24,075,000 and certain actions relating thereto.

2. Provide a delegation to the Chancellor; the Executive Vice Chancellor and Chief Financial Officer; the Assistant Vice Chancellor, Financial Services; and the Senior Director, Financing and Treasury; and their designees to take any and all necessary actions to execute documents for the sale and issuance of the bond anticipation notes and the revenue bonds.

Approval of the financing resolutions for the project as described in this Agenda Item 4 of the Committee on Finance at the March 19-20, 2013, meeting of the CSU Board of Trustees is recommended for:

**Northridge Student Housing Phase II**

**AGENDA**

**COMMITTEE ON EDUCATIONAL POLICY**

**Meeting: 2:30 p.m., Tuesday, March 19, 2013  
Glenn S. Dumke Auditorium**

Debra S. Farar, Chair  
Peter G. Mehas, Vice Chair  
Roberta Achtenberg  
Bernadette Cheyne  
Kenneth Fong  
Margaret Fortune  
Lupe C. Garcia  
Steven M. Glazer  
William Hauck  
Lou Monville  
J. Lawrence Norton  
Ian Ruddell  
Glen O. Toney

**Consent Items**

Approval of Minutes of Meeting of January 23, 2013

**Discussion**

1. Academic Planning, *Action*
2. Update on California State University Troops to College and Veterans Affairs Efforts, *Information*
3. Proposed Addition to Title 5, California Code of Regulations, Bringing the California State University into Compliance with AB 1899, *Action*
4. Update on SB 1440: Student Transfer Achievement Reform Act, *Information*
- ~~5. Recommended Amendment to Title 5 Regarding Transfer Admission, *Information-Item Withdrawn*~~
6. Presentation of Apple Distinguished Program to the CalStateTEACH Program, *Information*
7. The Center for Community Engagement: Inquire. Practice. Reflect, *Information*

**MINUTES OF 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**

**January 23, 2013**

**Members Present**

Debra S. Farar, Chair  
Peter G. Mehas, Vice Chair  
Roberta Achtenberg  
Bernadette Cheyne  
Kenneth Fong  
Margaret Fortune  
Steven M. Glazer  
Bob Linscheid, Chair of the Board  
Lou Monville  
J. Lawrence Norton  
Timothy P. White, Chancellor

Chair Debra S. Farar called the meeting to order.

**Approval of Minutes**

The minutes of November 13, 2012, were approved as submitted.

There were two speakers. John Halcon from CSU San Marcos who spoke on mental health services and the need for more funding and counselors at the campuses. Steve Teixeira from Cal State Los Angeles spoke on the CSU's Early Start program.

**Systemwide and Campus-wide Mental Health Services**

Executive Vice Chancellor and Chief Academic Officer Ephraim P. Smith reported the Chancellor's Office has been working with the 23 campuses to review student mental health services, and has created committees to assess student needs and ascertain resources available for the services. Ray Murillo, CSU associate director of student programs, presented a PowerPoint and said good mental health services are tied to student success. After 18 months of study, the Select Committee on Mental Health Services, established in 2009, issued a report citing eight recommendations, four of which he discussed: (1) develop a systemwide policy on student mental health; (2) establish a mental health services advisory committee; (3) coordinate systemwide data collection; and (4) identify adequate resources for basic services. The CSU issued Executive Order 1053 authorizing the campuses to establish new campus-based fees or increase existing student fees. In 2011, the CSU created the Student Mental Health Services

Advisory Committee (SMHSAC) comprised of campus administrators, faculty, staff, students and veterans, as well as Chancellor's Office representatives. The advisory committee plans to administer a survey in summer 2013 regarding services provided and student requests for services for the 2011-2012 academic year. Mr. Murillo said the CSU anticipates some preliminary data within the year.

Mr. Murillo reported that the CSU received \$6.9 million from the California Mental Health Services Authority (CalMHSA) through Proposition 63, which was authored by state Senator Darrell Steinberg. The grant has three strategic directions: curriculum development and training; peer-to-peer support programs; and suicide prevention. The trainings focus on train-the-trainer models that will create a core group of certified trainers on each campus who can train a broader group. In addition to the \$6.9 million grant, the CSU received a supplemental grant to fund two additional mental health first-aid trainings as well as interactive video simulation training for campus police.

CSU Police Chief Nathan Johnson reported that while 450 sworn police officers make up only 1 percent of the CSU employee base, they have a significant impact on keeping the campuses safe. The grant extends police capabilities and enhances effectiveness in working with students with mental illnesses. All California peace officers are required to receive at least four hours of training dealing with persons with disabilities and mental illnesses. While most receive the training in the police academy, there is no supplemental training in this specific area. The training covered in the CSU grant will be a tremendous help as a resource for police officers to (1) participate in hands-on, realistic interactive training; (2) help identify various types of mental illnesses that officers will encounter in the field; and (3) provide a tool for providing prevention assistance for those who may be suicidal or experiencing suicidal tendencies.

Trustee Bernadette Cheyne asked about the training interns receive, what their certifications are and the timeline. Mr. Murillo said interns are supervised by clinical psychologists. The advisory committee continues to ensure that the campuses with training programs and internships adhere to proper guidelines. There is no timeline in the executive order for all campuses to have training programs, but if they have interns, they must follow the training and supervision guidelines, he said.

Trustee J. Lawrence Norton asked about the cost of on-campus counseling services provided to students, any costs if students are referred to outside providers and the protocols concerning suicide and personal violence services. Mr. Murillo said the campus cost is low or no cost. Some campuses are fully funded by the state so there is no additional fee for students. None of those centers has a user fee. However, many of the campuses do have a specific campus-based mental health services fee that all students pay, which gives them access to services, whether in the psychological services center or health center. For referrals, some students carry their own insurance so they could have a co-pay. Many students do not have insurance, so the campuses work with county or community-based services to ensure low cost services to students.

Trustee Glazer wanted to know how the CSU is doing since the task force was established four years ago. He questioned student suicides and whether the number is growing or shrinking; the



time it takes for a student to see a mental health counselor; and the number of staff available for services. Mr. Murillo said the office has 2010 report data now to use as baseline numbers. The advisory committee is collecting additional data, so he said he could not give specific data at this point. He cited national data that showed that depression and anxiety are the top reasons students nationally seek services. Seven percent of students nationally have seriously considered suicide, with about 1.1 percent actually following through.

Cal State Northridge President Dianne Harrison, whose background is in social work, added she has been very impressed with the scope and range of mental health services for students since becoming CSUN president last year. The campus has well supervised interns. Counselors are prepared to work with the campus's hearing impaired and deaf students.

Trustee Lou Monville asked that a follow-up report be made to the board on the collaboration between the Troops to College initiative and mental health services. He said it is easier to recognize veterans who have been wounded and have physical scars, but that the mental scars are a challenge for the campuses to face. He wants to know what is being done at the campus level to create a helpful environment to the men and women who have served the country. His second request for follow-up dealt with the coordination between the campus counseling services and the campus law enforcement related to incident responses and interactions on a day-to-day basis.

Chief Johnson acknowledged the CSU has been effective in implementing campus crisis intervention teams. Virtually all CSU campuses have teams of participants from the police department, student affairs, counseling centers, risk management and others. These teams communicate the issues with each other without violating the privacy rights of students. The teams can get out ahead of the curve when there is someone needing some kind of intervention and the campus can take action. It is hard to manage what you prevent, he said. Suicides do not always happen on campus; sometimes they happen in a park where the campus could not get to the student for support. By having the crisis intervention teams and improving communication, the campus can better identify and intervene with students with mental health issues.

CSU Bakersfield President Horace Mitchell, who is a licensed psychologist, said the CSUB interdisciplinary team that Chief Johnson mentioned is called BART - the Behavioral Assessment and Response Team, which includes the police chief and representatives from housing, counseling center and student affairs. BART meets weekly and provides its members an opportunity to look at what is happening on campus to make sure that as people observe behaviors that appear to be problematic; it is shared. They are careful about privacy regulations and sharing information.

Trustee Monville asked President Mitchell about the process of how a faculty member or student can get information to the BART team. President Mitchell said information can be presented to any team member or anyone in student affairs. They also have information for faculty on how to deal with difficult students as a way of helping them identify early warning signs. Then the faculty member can make a referral and have it shared with the team. Chief Johnson, who used to

be the police chief at Sonoma State, said any member of the campus team can call the team together. It has been very effective. He said the other campuses work in a similar manner.

Trustee Hugo Morales asked about the waiting period if a student requests mental services. Mr. Murillo said that is one issue the advisory committee is looking at in the survey. The campuses that increased fees used it for additional staffing so that wait period has to be looked at before and after the fees. Plus, they will study peak and non-peak request periods. There are times when the counselors are in far more demand. The campuses never want a student in need to wait. All of the centers have a triage approach, so that if the student is in crisis, he/she is not going to wait two weeks. They will come in for assessment and see someone immediately.

Trustee Rebecca Eisen asked how many of the campuses have programs similar to BART, and how is the program information given to students and faculty. Chief Johnson believes that every campus has a crisis intervention team similar to BART. The information is disseminated through training programs and training resident advisers and student leaders and other reporting authorities on campus. Many times, if a person is a perceived threat to others or a direct threat to themselves, the campus would recommend the person be referred to another agency for a 72-hour evaluation hold. It is important that the campuses ensure that resources and services are available to students because the CSU must become less reliant on county services as they are unable to provide services as they once were.

Mr. Murillo said all campuses have crisis teams with different titles but the concept is the same. There are trainings for student health educators and resident assistants in housing departments. There is also the student electronic newsletter, "Student Health 101," with various articles that address the issues. Trustee Norton asked that the issue be brought back with preliminary information from the survey as soon as feasible so that trustees can begin to be aware of the gaps in the system and start the discussion of what might be able to be done to fill those gaps.

### **Update on SB1440, the Associate Degree for Transfer program**

Executive Vice Chancellor Smith began the presentation saying the program provides community college students a direct path to a CSU bachelor's degree once they have completed the required 60 units of an accepted associate's degree at the community college. They are guaranteed admission to the CSU to complete an additional 60 units to receive a bachelor's degree. This transfer program is efficient because it saves the students' time and money and results in more Californians earning university degrees and contributing to the state's economy.

Nathan Evans, director of enrollment management, presented the PowerPoint and began with the program's short history. He said SB 1440 called for the creation of an associate degree for transfer within the California Community Colleges (CCC). The two-year degrees act as the first half of the CSU baccalaureate degree. California has traditionally kept the production of an associate's degree and the transfer function separate, but the CSU sees this as an opportunity to blend both and increase overall degree production with students essentially obtaining two degrees for one. The law provides a clear pathway to the four-year degree while making better use of scarce resources and more efficient use of credit and time to degree. It creates more opportunities

for future students by streamlining the pathway for current students and freeing up space. Leadership from the CCC and CSU faculty senates immediately began creating transfer model curriculum (TMC). These were created for the most popular majors and were the basis for the two-year degrees. The TMC method has resulted in thousands of consistent pathways between the CCC and the CSU.

The new associate degrees were promoted through CSU campus outreach recruitment offices and through a new website, which has been receiving considerable traffic, assisted by radio spots promoting the degrees. Mr. Evans said the biggest single factor that should increase enrollment is time. The degrees created under SB 1440 are just two years old, so as students are progressing in a normal full-time manner through the community colleges, the CSU can expect to see large numbers this year. The CCCs and the CSU are looking at different curriculum pathways. For example, a student completing a psychology degree at a community college can transfer to a CSU psychology department, but that student also could look at sociology or criminology with the associate degree in psychology.

Trustee Glazer asked how the transfer model curriculum will be put in place for all the community colleges. Eric Forbes, assistant vice chancellor for student support services, said not all the community colleges have launched even two programs, which is a concern. The CSU needs to see the transfers actually happen and for the students to apply for a baccalaureate program. It will take a couple more years for more students to obtain the associate degrees; additionally, there needs to be more incentives and more advising within the community colleges. Very few students were admitted to the CSU in spring 2013 with an associate degree. Mr. Forbes said the CSU is hopeful that the numbers will increase, which is one reason why the CSU favors the compatible degree approach.

Trustee Glazer asked what issues should be pushed more to eliminate the roadblocks to success. Mr. Forbes said the Legislative Analyst's Office (LAO) asked a similar question. Some ideas include improving the methodology as much as possible and stimulating the electronic transfer of data from both segments so that transcripts can be exchanged immediately. He also cited better advising from one system to the other. The CSU is trying to encourage early registration for both segments so that if a student signs up for an SB 1440 degree at a community college, the student would get high priority in course selection and the same at the CSU. Financial aid is another area that needs to be better pursued.

Dr. Smith said one challenge is communications to students. If a student has only two-to-five TMCs on his/her campus, the communication is difficult since a low percentage would be enrolled in those programs. The community colleges have committed to many more TMCs by 2014, which would make it easier to communicate to students. Another challenge: the legislation was passed without a phase-in, so students were asking if they could apply when the programs were just being developed. There are about 25 TMCs now and programs are still being approved. Trustee Roberta Achtenberg asked if two-thirds of the students who receive a baccalaureate from the CSU transfer from community colleges. Dr. Smith replied approximately yes. She also asked if the proportion of community students receiving CSU degrees after full implementation of SB

1440 will increase. Dr. Smith said not necessarily, but it will create more access for both community college and freshmen.

Trustee Eisen asked about the mechanism for getting information to students through the website and radio ads. Mr. Forbes said it is largely the responsibility of the community college to create those media opportunities since it is their students who we want to enroll in the program. He also said a bill has been signed that would help them identify students and provide them with appropriate advisement. The website is [www.adegreewithaguarantee.com](http://www.adegreewithaguarantee.com). It also can be used with .org or .gov. It is externally grant funded, but the grant is ending, so the systems are talking about different ways to communicate. Last year at the CSU counselor conferences, 6,000 high school and community college counselors were told about the program. There were also a variety of train-the-trainer workshops to get the information to students.

Trustee Peter Mehas asked how the CSU and CCC can move the process forward for students and get the community colleges to approve more transfer programs. Because the community colleges have no admission criteria and all students can attend, Mr. Forbes said there are problems with registration and students finding the classes they need. If that were organized so that SB 1440 students had priority, that would be a huge benefit, he said. Another problem is that community college students need to know the AA degree is a value in its own right, not just as a certificate to get into the CSU. Dr. Smith added that some students had applied through SB 1440, and were accepted but then they did not see a need to finish the AA degree since they were already accepted into the CSU. The community colleges have to communicate to the students the value of the degree, and the CSU has to do more work with high school counselors, Dr. Smith said, to encourage high school students to sign up for the transfer program.

Trustee Vargas asked about impacted majors and the TMCs. Mr. Evans said there are high-unit majors that have been excluded from the transfer program so far. For example, nursing has a separate pathway. For impacted majors and campuses, students who obtain the AA degree can get into the major with slightly lower grade point averages. In addition, they have priority in the admissions process which reinforces that the degree is valuable.

In addressing Trustee Monville's question, Mr. Evans said 38 of the 112 have not done anything about electronic transcripts. There are still large parts of the state where that is not an option, so students have to request a traditional paper transcript and mail it to a CSU campus. The incentive program launched at the community colleges to help increase the production expired in December 2012, and those 38 colleges, even with the availability of that incentive, did not move forward. Having the legislature mandate electronic transcripts would be a good idea, Trustee Monville said. As a former member of the state's CCC Board of Governors, Trustee Monville complemented the governor's proposal to limit the number of units for community college students, and asked if it would be a further incentive for community college students who want to transfer to incentivize that program to refine the pipeline and help them get through that system. Dr. Smith said the benefits come from the students being focused, but the pathway has to be clear. There is a model curriculum for students and they can follow it. The budget challenges of the last few years limited the number of advisers, but the TMCs are well known to them.

Trustee Monville expressed concern about the ability of the community colleges to communicate to their own students, and asked about the CSU offering its own AA degrees. Mr. Forbes said that the CSU does not want to get into degree wars with the community colleges. The CSU would rather help the community colleges develop a mindset about the transfer degree's value. Both systems need to get more TMCs approved. Dr. Smith said the purpose of the SB1440 was to be more efficient and save the state money. Perhaps if the students were given a financial incentive to take the pathway, more students might be attracted. Chancellor White said the problem may simply be a communication issue. He suggested a possible rebranding of the transfer program as the "California Starship," which will get students "from here to there." It really is about branding, early awareness, making sure there is the capacity to do it for some students and not getting bogged down by trying to do it for all students.

Audrey Dow, community affairs director from the Campaign for College Opportunity, spoke in favor of full implementation of SB 1440.

### **Baccalaureate Unit Limits, Proposed Title 5 Changes (REP 01-13-01)**

Dr. Smith said the proposal reflects changes resulting from consultation with various constituencies and campus administration personnel that began in September 2012. In November, trustees were presented with the final amendments to the proposed Title 5 changes. The proposal will move as many programs as possible to 120 units, and for those remaining above 120 units, it would require the total number of units to be as close to 120 units as possible.

Christine Mallon, assistant vice chancellor for academic programs and faculty development, said the item addresses three concerns: access, cost and quality. She presented a history of the 120-unit discussion, beginning in 1995. In 1996, the CSU system began developing its Cornerstone strategic plan in which the 120-unit bachelor's degree was introduced. In 1997, the Senate published the study on bachelor's degrees and drew attention to a new idea of shifting emphasis away from the number of units required to focusing on what students learn and the knowledge and competency they develop through education. In 1998, trustees endorsed the final Cornerstones report that said the trustees would amend Title 5 to reduce requirements from 124 units to 120 units. In 1999, Gov. Pete Wilson's said both CSU and UC must shorten the time to graduate, and CSU must reconcile its 124-unit requirement with the UC's lower 120-unit requirement. In 2000, the trustees amended Title 5 to make 120 units the minimum requirement for all CSU bachelor degrees, and the board item specified "allowing no greater total unit requirement for a degree program that can be strongly justified." The CSU is now proposing to formalize the maximum unit count of 120 units for most bachelor programs, to allow programs to exceed that maximum only if allowed by Title 5, or if the chancellor's exception is granted.

Since 2000, the requirement was reduced on most CSU bachelor's programs, but it has fluctuated around 80 percent for five years. Dr. Mallon said what has been learned is there are more high-unit programs than previously understood. She shared a PowerPoint with the number of programs exceeding the 120-unit limit. In 2013, there were 504 above 120 units. Many campuses have said they have renewed attention to the issue because of the pending changes proposed in

today's item. The 120-unit requirement is fairly standard for bachelor's degrees across the country. The Western Association of Schools and Colleges (WASC) defines a bachelor's degree as equivalent to four years, 120 semester or 180 quarter units. At the CSU, the discussion is more on 120 units rather than a four-year degree because so many CSU students transfer in from a community college, work and may not attend full-time. As of January, the degrees database shows 2,780 bachelor's degree programs and concentrations, with 18 percent (504) requiring more than 120 units. Of that number, 239 programs or 58 percent require between 121 and 129 units, and 42 percent (211) require 130 units or more. Some 20 percent of CSU undergraduates are in programs requiring more than 120 units.

Dr. Mallon said it takes longer to graduate from a high-unit program, so reducing the number of units will allow students to graduate in a shorter period of time and provide access for future students. The high-unit majors primarily are in fine arts, engineering, international business and music. It is estimated that 5,000 to 6,000 CSU-eligible applicants were denied admission because the resources were assigned to high-unit majors. Another benefit of reducing the unit count is that the CSU can include more bachelor's programs in the SB 1440 associate degree for transfer initiative. A full-time student would pay \$2,736 for an additional semester while a part-time student would pay \$1,587 for an additional semester in high-unit programs. It is estimated that students lose \$22,000 in potential wages for each semester of postponed employment. Some degree programs will not be able to reduce to 120 units. The Title 5 change allows a provision for exceptions and the chancellor can intervene if necessary to reduce units. A similar provision exists for the American Institution requirements, and that authority has never been exercised.

This limit is not imposed on every program; some programs have a higher limit in Title 5 and those will remain above 120 units, Dr. Mallon said. The item does limit the number of units a student can take; it does not require them to attend full-time; nor does it force students to graduate in four years. It is not related to the student's ability to perform well academically and it is not associated with academic quality. Quality is ensured through faculty integration of student learning outcomes across the curriculum, not necessarily with unit counts. Instituting the 120-unit cap is an issue of access, quality and cost. The university will retain quality and still benefit students and the state of California.

Humboldt State University President Rollin Richmond said increasing the time it takes students to graduate increases their costs, decreases access for other students who want to attend the university and commits university resources that could be used to serve others. Students must take the courses necessary to achieve the student learning outcomes set by the university. Those programs requiring more than 120 units need to undergo scrutiny to ensure that resources are being used effectively to help students achieve the learning outcomes.

CSU Sacramento President Alex Gonzalez said the campus has been involved in curricular revision for a long time. The campus faculty senate is engaged in the curriculum review and possibly looking at a substantial change in the general education requirements and graduation requirements. They are reviewing (1) a more extensive use of course double-counting for the major and general education; (2) more flexibility in how the requirements for laboratory science

can be met; and (3) a reduction of 3 units in general education social science requirements. Individual departments are reviewing the curricula and making modifications that bring down the number of units throughout course redesign. They have moved from 12 concentrations in business to three.

Cal State Long Beach President King Alexander said this is the number one issue at the National Governors' Association and a top issue in the Department of Education. Pell grants have been dropped from 18 semesters to 12 semesters, which means that students lose their Pell grant eligibility if they go beyond six years. The Department of Education is debating whether to raise the full cap of what the student can take from 12 to 15 hours to get Pell grants. More than 500 students were not admitted to CSULB because current students are taking up slots at a time when California has never seen so many applications. Higher units have cost and access consequences for students.

San José State University President Mo Qayoumi explained the history of how the item changed from September 2012 when it originally proposed eliminating upper-division general education requirements to bring programs to 120 units. His academic senate was upset with that elimination, and after a discussion suggested looking at getting down to 120 credit units rather than deleting upper division specifically, which is what the current item proposes. The senate and campus departments have been active in looking at ways to reduce programs to 120 credits. SJSU has the highest number of high-unit programs - 42 programs above 120 units, which are going through the senate review process. At the end of the day, employers are expecting what CSU students know, not necessarily number of credits they have.

Trustee Roberta Achtenberg said it was helpful to be reminded that the CSU has been involved in this issue for many years and that progress has been made. She trusts the Chancellor's Office, presidents and campus faculty senates to make sure that the lower unit counts do not mean diminished quality or diminished reputation. She also commended Trustee Cheyne for the piece she wrote with an alternate proposal but said it is time to move ahead not slow down.

Trustee Cheyne said she would agree with all that the presidents said, but disagreed that the changes had to be in Title 5 with authority given to the chancellor to make curricular changes. The presidents said significant strides are being made, so she questioned the need to make Title 5 changes. She also expressed what she called the "egregious lack of consultation and collaboration" with the faculty that led to the changes in the item. She said the faculty do not agree with the Title 5 changes. She said there was no consultation regarding changes to Title 5 but there was some discussion about the value of attempting to meet the maximum unit count whenever possible. For that reason she said the board should not move forward.

Chancellor White said he brings many hats to the discussion: (1) campus leader in three states who went through three different accreditations; (2) faculty member on many campuses; (3) department chair, which he called the most difficult academic leadership job; (4) dean with a fixed budget; (5) provost, another difficult leadership job; (6) California taxpayer; and (7) parent of a CSU student. He said CSU graduates compete well, and CSU degrees, regardless of the

number of credits associated with them, are academically rigorous. The CSU, he said, is good supporting the students who are on a slope of personal, academic and intellectual change. He said higher education has to recognize the “new normal” of resources. The CSU is as close to 50-50 in the system about how much money the students pay and how much taxpayers pay to educate a CSU student. Turning to shared governance, he said faculty are the strength of America's higher education and nothing about the proposed measure diminishes that role or his respect for that role. He will convene a group of academic faculty who are experts in the content area and a few provosts so he will have consultation to see whether a waiver above 120 units is given if a request comes to him. He encouraged the trustees to support the motion.

Dr. Smith explained why Title 5 had to be changed, saying the CSU has been working on the matter for the past 15-17 years and there has been very little movement. If the item is approved there will be a formal process for review that leads to the chancellor for any exceptions. Setting the boundaries and moving forward will lead to success.

Superintendent Tom Torlakson said the issues of articulation, alignment, access, coordination and credits for remediation should be discussed at an upcoming intersegmental roundtable meeting. He also expressed concern that not all students have access to technology and asked that everyone consider discussing what can be done to better prepare a pipeline of students coming from the public schools who will be better prepared technologically to enter higher education.

Trustee Monville stressed that the CSU maintain the highest level of academic programs and that the CSU is preparing students to perform well in the workforce. He wants to make sure that CSU students remain competitive for non-loan-based financial aid coming from the federal government even with the unit changes. Students must have access to all the financial aid possibilities available to them, particularly to Pell grants. Dr. Mallon reminded trustees that the way that the CSU ensures quality is the faculty has to decide what skills, knowledge and values they want the students to know then build that into the curriculum and measure it. She also addressed consultation saying that the upper-division general education item was not given significant notice before it went to the trustees. The current item is different in that it came from a campus and went straight to the senate's Executive Committee, where Dr. Mallon spoke about it. She also spoke at three senate academic affairs committee meetings about the 120-unit limit, listening to concerns and objections. There were several documents created and reviewed by both the administration and senate. Additionally, the documents went to the campus senates.

### **Update on the Early Assessment Program**

Beverly Young, assistant vice chancellor for teacher education and public school programs, said the Early Assessment Program (EAP) began in 2006 working in partnership with the state Department of Education and Board of Education and the CCCs. It was started as part of the goal to reduce remediation. The program now has three goals: (1) give students an early signal of college readiness; (2) enhance collaboration with K-12 public education for better alignment; and (3) allow students to use the senior year of high school more effectively. There are five main components: (1) the 11<sup>th</sup> grade test; (2) supplemental high school preparation; (3) teacher/



administrator professional development; (4) parent/family communication; and (5) pre-service teacher preparation. When students receive their results they are told they are ready, conditionally ready or not yet ready. The EAP is for placement, not admission. California is one of 46 states that has adopted the common core curriculum standards in English, language arts and mathematics. California is one of 26 states that is part of the Smarter Balanced assessment program, a federally funded initiative to develop a new K-12 achievement assessment system. The CSU currently is the only university system in the nation that already uses high school testing for college readiness determination with the EAP model serving as the model being used by Smarter Balanced. The EAP augments the existing 11<sup>th</sup> grade test with optional questions and a writing sample to assess skills for college readiness. The CSU has provided professional development to more than 12,000 high school English teachers and professional development for almost 3,000 high school math teachers. Approximately 82 percent of high-school students took the EAP, a 10 percent increase from the first year.

Marsha Hirano-Nakanishi, assistant vice chancellor for research and resources, presented a PowerPoint showing the number of college-ready students in English almost doubled, rising from 48,000 to almost 87,000, an increase of 39,000 students. Turning to math, she said K-12 encouraged more students to take algebra I, geometry and algebra II. In 2006, about 54 percent of the students completed algebra II or higher; in 2011, it was 64 percent. The number of college-ready high school students in math has nearly doubled. This year marks the first time that the CSU been able to track EAP test-takers into the CSU first-time freshmen class. In fall 2012, the CSU attracted 18 percent of the college-ready students from the spring 2011 EAP test. With the spring 2011 conditionally ready math students, 90 percent reached readiness.

Chair Linscheid asked what would happen if the EAP were administered in the 10<sup>th</sup> grade. Dr. Young said the new common core standards will have a much greater emphasis in the earlier grades on expository reading and writing, which is what CSU faculty have said is the most common reason for students to test not-college ready. The new standards should result in greater proficiency. K-12 testing will be in different grades with the Smarter Balanced design. There will be a standardized test administered in grades 3 through 8, and 11<sup>th</sup> grade, which will be the only high school test. The CSU currently looks at 8<sup>th</sup>-10<sup>th</sup> grades to help predict which students are going to need intervention by looking at their earlier grades. Under the new assessment, the CSU will have to go back to 8<sup>th</sup> grade, because that will be the only previous grade with results.

Superintendent Torlakson said the Department of Education is developing new diagnostic tools that can be used to assess progress in math and English language arts, science, art and other topics. Trustee Mehas said the EAP is one of the most significant programs to impact students preparing for college. Trustee Achtenberg said this year, 480,000 eleventh graders took the test. The CSU is deservedly a national leader in this area, she said.

### **Update on the Early Start Program**

Dr. Smith said this program is another vehicle to help high-school students become college ready before entering the CSU. The program was approved by the trustees in May 2009 with a directive

that all students needing math would enroll in summer 2012 along with those in the bottom quartile in English in 2012 and the bottom quartile in English in summer 2013. It will be fully implemented by summer 2014 for all students needing to raise their math and English scores. Eric Forbes, assistant vice chancellor for student academic support, said the CSU admits the top third of high school freshmen. Even though they are eligible for the CSU, many are not prepared in English and/or math. For the last 15 years, the CSU has insisted that all non-exempt students be tested and finish their remedial work in their first year.

Drawing on the success of several pilot programs and as well as the Summer Bridge program, a collection of software was joined together for a mandatory statewide Early Start program, Mr. Forbes said. By immersing themselves exclusively in remedial math and English classes before the start of the fall term, there was strong evidence in the pilots to suggest that participating students might complete remediation before the subsequent summer; might persist at a greater rate into their sophomore and junior years; and might earn better grades in their fall courses. The software package enabled students to participate in Early Start across the state. In 2012, the CSU offered a total of 466 course sections, 68 of which were exclusively online and 50 were hybrid sections. The Chancellor's Office is gathering lessons learned from the first year and preparing to launch the second cycle in summer 2013. By summer 2014, all students needing remediation in English will be added to the Early Start program. Many campuses reported that students wanted to do more than the minimum; they wanted to finish their remediation in the summer. The success of Early Start resulted from early communication with high school counselors across the state. Marsha Hirano-Nakanishi, assistant vice chancellor for research and resources, presented preliminary results from summer 2012, showing that 12,000 math public high school students registered for classes. About 84 percent took classes on their home campus, the place where they now are enrolled in college. The vast majority of the 12,000 students took the short one-plus unit courses. Almost all the students in the three-unit courses completed the program. She said the CSU is assessing Early Start, hopeful that it will pay off in increased first-year retention and quicker completion of remediation.

### **Proposed amendment to Title 5 concerning AB1899**

Dean Kulju, CSU director of financial aid, said that AB1899, which went into effect January 1, 2013, allows holders of T and U non-immigrant visas to qualify for the waiver of non-resident tuition as established by AB 540. The proposed new Title 5 section puts the CSU in conformity with these changes to the Education Code. He said AB540 became law in 2001 and grants a waiver of non-resident tuition to certain students if they meet the following requirements: (1) graduation from a California high school or received an equivalent like a GED; (2) attended the California high school for three or more years; and (3) enrollment in a college or university. Since holders of T and U visas have a lawful immigration status, they do not have to file an affidavit which is commonly required for the undocumented students. If the three requirements are met, the students would be eligible for the waiver of non-resident tuition.

### **A report on the Commission of the Extended University**

Karen Haynes, president of Cal State San Marcos and chair of the Commission on the Extended University, presented a video highlighting people and programs that demonstrate the positive impact Extended Education has on Californians. CSU campuses are maximizing Extended Education to support the CSU mission and expanding overall access to affordable, high-quality education. It offers more than 40 online programs along with numerous courses and certificates. While complementing the traditional curriculum, the Extended University offers opportunities to make each CSU a model of adaptability, entrepreneurialism and community outreach.

Trustees heard from Anne Smith, an Extended Education nursing student at Cal State Stanislaus, who already had a bachelor's degree in finance and had worked for 10 years in health care finance, and Miguel Saldana, a veteran and Fresno State student currently enlisted in the California National Guard and the president Fresno State chapter of the Student Veterans of America. Both students expressed thanks to their campus Extended Education programs for giving them the opportunity to further their educations.

Trustee Linscheid asked that the board receive an update on the Troops to College program to learn more about what the CSU is doing to facilitate the veterans that are coming out of the service and into college.

Trustee Farar adjourned the Committee on Educational Policy.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Academic Planning**

#### **Presentation By**

Christine Mallon  
Assistant Vice Chancellor  
Academic Programs and Faculty Development

#### **Summary**

In accord with Board of Trustees policy established in 1963, this item summarizes the California State University (CSU) academic planning process, and reports the long-range program planning activity that took place the past year. The proposed resolution approves additions and modifications to campus academic plans and the CSU Academic Master Plan.

#### **Background**

Five areas of academic planning activity are reported in this item, and a proposed resolution concerning changes to the Academic Master Plan is presented. The academic planning topics include:

1. Program projections proposed for addition to campus academic plans and to the CSU Academic Master Plan (Attachment A);
2. Reducing total units required for a bachelor's degree;
3. Program discontinuations;
4. Summaries of Western Association of Schools and Colleges (WASC) accreditation activity (Attachment B); and
5. Accredited CSU degrees and programs (Attachment C).

#### **1. Program Projections Proposed for Addition to Campus Academic Plans and to the CSU Academic Master Plan (Attachment A)**

The office of Academic Program Planning at the Chancellor's Office maintains the CSU Academic Master Plan, a comprehensive list of existing degree programs, projected programs and program-review schedules for authorized degree programs. The CSU Academic Master Plan, which guides program, faculty and facility development, will be updated to reflect the resolution made by the board at today's meeting. Subsequently, the revised plan will be posted online as a resource for university planning.

In addition to the CSU Academic Master Plan, the Chancellor's Office maintains the CSU Degrees Database, an online inventory of all authorized degree programs and associated concentrations (a focused area of study within the degree program). Campuses submit program information to the online database, and the Chancellor's Office accepts confirmed authorized degree programs and concentrations. The Degrees Database informs the public CSU Search Degrees website (<http://degrees.calstate.edu/>), a tool for exploring the baccalaureate and graduate degree programs and concentrations offered at CSU campuses. To date, the annual reporting of units required in established bachelor's degree programs (Attachment C) has not been completely reconciled with the data in the Degrees Database. In future annual reports the Degrees Database will be the only source of information for reporting to the trustees the number of units required in CSU bachelor's degrees programs.

The campuses submitted 21 projections for trustee planning authorization this year. The degree projections recommended for the board's planning authorization are listed below and also appear in bold type in **Attachment A**. The projections indicate campus intention to develop degree programs. Only after the trustees have approved a projection may the campus begin developing a degree implementation proposal. Degree implementation proposals are reviewed by the Chancellor's Office, and new degree programs may only be implemented following the chancellor's authorization. While "fast-track" proposals may be submitted along with the projection proposal, the chancellor's implementation authorization is still required. Pilot programs are authorized to operate for five years and must be submitted and approved for conversion to regular status before students may be enrolled in subsequent terms.

**Newly proposed program projections include:**

**Bakersfield**

2013 BS Biochemistry

**Channel Islands**

2014 BA Global Studies  
MA Digitally Integrated Media Arts

**Dominguez Hills**

2018 MA International Peace and Security

**Fresno**

2014 BS Emergency Management and Homeland Security

**Fullerton**

2014 BA Vietnamese  
MS Accounting and Finance

**Humboldt**

2014 BA International Studies  
2015 BA Child Development  
BA Recreation Administration  
BS Marine Biology

**Long Beach**

2014 MS Accountancy  
MS Global Supply Management

**Maritime Academy**

2013 BS Electronic and Computer Engineering

**Cal Poly Pomona**

2013 MS System Engineering  
2014 MS International Apparel Management

**Sacramento**

2013 MS Finance

**San Luis Obispo**

2014 BS Marine Science  
MS Food Science

**San Marcos**

2013 MS Kinesiology  
2014 BS Communicative Sciences and Disorders  
2015 BA Theatre

Projected programs will be removed from campus academic plans if an implementation proposal is not developed within five years or by the date originally projected for implementation (whichever is later), unless a new justification is submitted. This time limitation does not apply to “foundation” liberal arts and science programs.

**2. Reducing Total Units Required for a Bachelor’s Degree**

In July 2000, the Board of Trustees amended Title 5 to reduce the minimum total units required for all bachelor’s degrees to 120 semester units (180 quarter units). In January 2013, the board added to that minimum a required maximum of 120 semester units (180 quarter units) for most bachelor’s degrees. Only bachelor of fine arts, music, architecture and

landscape architecture will be allowed higher unit totals. The amended Title 5 section 40508 now reads:

Each campus shall establish and maintain a monitoring system to ensure that justification is provided for all program requirements that extend the baccalaureate unit requirement beyond 120 semester units. As of the fall term of the 2014-15 academic year, no baccalaureate degree programs shall extend the unit requirement beyond 120 semester units, with the exception of the Bachelor of Architecture, Bachelor of Music, Bachelor of Fine Arts, and Bachelor of Landscape Architecture degrees. The Chancellor may authorize exceptions to system or campus requirements for degree programs. In fulfillment of this regulation, the Chancellor after consultation with discipline faculty and other appropriate individuals may require adjustments to program requirements in order to achieve the 120-unit maximum.

In previous years, campuses have self-reported their number of programs at 120 units and above. Last year 1,296 bachelor's programs were reported, and 247 (19 percent) were reported as requiring more than 120 units. This year, the numbers come from campus entries in the CSU Degrees Database, which show a total of 2,780 bachelor's degrees and associated concentrations across the system. Of those offerings, 495 (18 percent) now require more than 120 units. Two points require clarification: The first is that there are not twice as many programs offered this year compared to last year. Instead, the accuracy of the CSU Degrees Database allows us to see all of the concentrations offered in association with the bachelor's degrees available to students. Second, while the proportion of programs above 120 has fallen from 19 percent to 18 percent, it cannot be determined to what degree the change is due to improved data reporting nor to what extent increased campus efforts have decreased total units across curricula. Campuses have informed the Chancellor's Office, however, that the September board item on this issue initiated much campus effort toward reviewing program requirements and making appropriate adjustments to unit counts.

### **3. Program Discontinuations**

Campuses have reported plans for discontinuation of the following 13 degree programs:

#### **Chico**

- BA Music Industry & Technology
- BS Instructional Design & Technology
- MA Interdisciplinary Studies: Mathematics Education
- MS Instructional Design & Technology

**Fresno**

BS Environmental Sciences  
BS Industrial Engineering  
BS Interdisciplinary Health and Rehabilitation Sciences  
MS Forensic Science

**Pomona**

BS Social Science

**Sacramento**

BA Physical Science

**San José**

BS Occupational Therapy  
EdD Joint Doctorate, Educational Leadership with UC Santa Cruz  
EdD Joint Doctorate, Educational Leadership with UC Berkeley

**4. Summary of WASC Visiting Team Reports (Attachment B)**

The Board of Trustees adopted a resolution in January 1991 that requires the annual agenda item on academic planning and program review to include information on recent campus accreditation visits from the Western Association of Schools and Colleges (WASC). Summaries of campus WASC visits can be found in **Attachment B**. This year's report contains updates on the first-wave CSU independent Doctor of Education (Ed.D.) programs.

**5. Accredited Programs and Departments**

Campuses are expected, as reasonable, to seek professional accreditation for degree programs and academic departments, schools, and colleges. **Attachment C** contains the list of all reported accredited units and degree programs.



Ed. Pol.  
Agenda Item 1  
March 19-20, 2013  
Page 6 of 6

The following resolution refers to changes in the campus Academic Plans, described in **Attachment A**, and is recommended for adoption.

**RESOLVED**, by the Board of Trustees of the California State University, that the amended projections to the Academic Plans for the California State University campuses (as contained in Attachment A to Agenda Item 1 of the March 19-20, 2013 meeting of the Committee on Educational Policy), be approved and accepted for addition to the CSU Academic Master Plan and as the basis for necessary facility planning; and be it further

**RESOLVED**, that those degree programs proposed to be included in campus Academic Plans be authorized for implementation, at approximately the dates indicated, subject in each instance to the chancellor's approval and confirmation that there exists sufficient societal need, student demand, feasibility, financial support, qualified faculty, facilities and information resources sufficient to establish and maintain the programs; and be it further

**RESOLVED**, that degree programs not included in the campus Academic Plans are authorized for implementation only as pilot programs, subject in each instance to current procedures for establishing pilot programs.

**CSU Academic Master Plan Ten-Year Overview  
Projections Proposed to the Board of Trustees  
and planned for implementation between 2013-2014 and 2023-2024**

(Bold type and asterisk denote new proposed program projections)

**CSU BAKERSFIELD**

2013 BS Biochemistry  
2016 EdD Educational Leadership (2011)

2016 MA Spanish (2011)  
MA Theatre Arts (2010)  
**2018 MA International Peace and Security\***

**CSU CHANNEL ISLANDS**

2014 **BA Global Studies\***  
EdD Educational Leadership  
MFA Art (2010)  
MPA Public Administration (2012)  
**MA Digitally Integrated Media Arts\***  
2015 BA Freedom and Justice Studies  
BS Health Science (2102)  
  
MA English  
MA History (2012)  
MS Coastal Sustainability (2012)  
MSN Nursing  
2016 BA Philosophy  
BS Computer Engineering (2012)  
MS Applied Sociology  
MS Biology (2012)  
2019 BS Kinesiology/Athletic Training  
BS Nutrition/Dietetics

**CSU EAST BAY**

No programs are projected at this time.

**CSU FRESNO**

2013 MS Water Resource Management (2012)  
2014 BS **Emergency Management and Homeland Security\***

**CSU FULLERTON**

2013 BA Chinese Studies (2012)  
BFA Dance (2010)  
BS Software Engineering (2009)  
MA Adult and Lifelong Learning (2009)  
MA Criminal Justice (2011)  
MA Japanese (2010)  
MA Liberal Studies (2010)  
MS Computer Engineering (2012)  
MS Engineering Management (2012)  
MS Environmental Engineering (2102)  
MS Integrated Marketing Communication (2009)  
MS Statistics (2009)  
2014 **BA Vietnamese\***  
**MS Accounting and Finance\***

**CSU CHICO**

2013 BA Environmental Policy and Planning (2011)  
MS Mechatronic Engineering (2012)

**HUMBOLDT STATE**

2013 BA Criminology and Justice Studies  
*--pilot*  
BA Film  
BA Theatre

**CSU DOMINGUEZ HILLS**

2014 MA Communication Disorders (2011)  
BS Exercise Science (2010)  
MPH Public Health (2009)  
2015 BS Environmental Engineering  
MS Exercise Science (2009)

**2014 BA International Studies\***  
2015 **BA Child Development\***  
**BA Recreation Administration\***  
**BS Marine Biology\***

Some projected implementation dates have been adjusted on this document to meet societal need, student demand, or resource requirements. Original trustee-approved implementation dates remain on campus academic plans.

\*Newly proposed for trustees "planning authorization." Implementation subject to review and approval by the chancellor.

**CSU LONG BEACH**

2013	MS	Geographic Information Systems (2012)
2014	BFA	Theatre Arts (2011)
	<b>MS</b>	<b>Accountancy*</b>
	<b>MS</b>	<b>Global Supply Management*</b>
	<b>MS</b>	<b>Information Systems*</b>

**CSU LOS ANGELES**

2014	BA	Computer Science (2012)
	PhD	Complex Systems (with Claremont Graduate University) (2011)
2015	AuD	Audiology (with Western University of Health Sciences) (2011)
	MS	Aerospace Engineering (2011)
	MS	Systems Engineering (2012)
	MS	Technology (2009)
2016	BA	Urban Studies (2012)
	MA	Liberal Studies (2013)
	PhD	Forensic Sciences (joint doctoral partner to be determined) (2012)

**MARITIME ACADEMY**

2013	<b>BS</b>	<b>Electronic and Computer Engineering*--pilot</b>
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**CSU MONTEREY BAY**

2014	BA	Liberal Arts (2012)
	MPA	Public Administration (2013)
2016	EdD	Educational Leadership (2012)
	MA	Critical and Applied Multicultural Studies (2014)

**CSU NORTHRIDGE**

2013	MS	Finance
	MS	Human Resources
	MS	Information Technology
	MS	Marketing
2014	<b>MA</b>	<b>Sustainability Practices*</b>

**CSU NORTHRIDGE** (continued)

	<b>MA</b>	<b>Urban Planning*</b>
	MFA	Screenwriting
	MS	Management
	MSN	Nursing (2013)
2018	<b>MS</b>	<b>Entertainment and Tourism Management*</b>
	<b>MS</b>	<b>Entrepreneurship*</b>

**CAL POLY POMONA**

2013	MS	Geological Sciences (2012)
	<b>MS</b>	<b>System Engineering*--pilot</b>
2014	<b>MS</b>	<b>International Apparel Management*</b>

**CSU SACRAMENTO**

2013	<b>MS</b>	<b>Finance*</b>
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**CSU SAN BERNARDINO**

2014	BS	Information Systems and Technology (2011)
	MA	Applied Archaeology (2012)
	MA	Music (2011)
	MA	STEM Education (2010)
	MFA	Art (2011)
	MS	Special Education (2010)
2015	MS	Kinesiology

**SAN DIEGO STATE**

2014	BFA	Graphic Design (2012)
	EdD	Special Education (with UCSD) (2010)
	MA	Translation and Interpretation (2012)
	MFA	Film, Television, and Digital Media (2012)
	MS	Biomedical Quality Systems (2012)
	MS	Information Systems
	PhD	Applied Social Science Emphasis in Substance Abuse (2012)
	PhD	English and Children's Literature (with UC Riverside)

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\*Newly proposed for trustees "planning authorization." Implementation subject to review and approval by the chancellor.

**SAN DIEGO STATE (continued)**

PhD Information Systems (with Claremont  
Graduate University) (2012)  
PhD Social Work (with USC)  
BA Rhetoric and Writing Studies  
PhD Communication (with Fielding  
Graduate Institute) (2012)  
PhD Hearing Science (with UC San Diego)

**SONOMA STATE**

2014 EdD Education Leadership (2010)

**CSU STANISLAUS**

2013 BS Health Science (2011)  
MA Teaching (2009)  
MS Digital Media and Visual (2011)  
Anthropology—*pilot*

**SAN FRANCISCO STATE**

2014 MA Sociology

**SAN JOSÉ STATE**

2013 MS Biomedical Devices

**CAL POLY SAN LUIS OBISPO**

2013 MA Disaster Management and  
Homeland Security (2011)  
MPS Dairy Products Technology  
MS Printed Electronics and Functional  
Imaging (2012)  
MS Architectural Engineering  
2014 MS Nutrition (2012)  
**BS Marine Science\***  
**MS Food Science\***

**SAN MARCOS**

2013 BA Child and Adolescent Development  
(2009)  
BA Digital and Media Arts (2008)  
BA Ethnic Studies (2010)  
BA Music (2009)  
BA Philosophy (2008)  
EdD Educational Leadership (2010)  
MPH Public Health  
MS Chemistry (2008)  
**MS Kinesiology\***  
MSW Social Work (2011)  
2014 **BS Communicative Sciences and  
Disorders\***  
2015 **BA Theatre\***

Some projected implementation dates have been adjusted on this document to meet societal need, student demand, or resource requirements. Original trustee-approved implementation dates remain on campus academic plans.

\*Newly proposed for trustees “planning authorization.” Implementation subject to review and approval by the chancellor.

**Report on Western Association of Schools and Colleges (WASC)  
Accreditation Activities Conducted in 2011-2012**

Only campuses that engaged in WASC accreditation activities appear in this report.

**California State University, Bakersfield**

At its meeting February 22-24, 2012, the WASC Commission considered the report of the Educational Effectiveness Review (EER) team that conducted a visit to California State University, Bakersfield November 16-18, 2011. The commission acted to reaffirm CSU Bakersfield's accreditation. An off-site review is scheduled in fall 2019 with a visit tentatively scheduled for spring 2020.

CSU Bakersfield's institutional proposal outlined two themes for this comprehensive review: (1) student success and (2) student learning. The commission wrote "the excellent analysis and plans that resulted, are significant indicators of CSU Bakersfield's commitment to quality and its deep understanding of key policy concerns."

The commission's commendations addressed:

- The thoroughness of the CSU Bakersfield self-review
- The progress made in vital areas
- The engagement with the entire comprehensive review process
- The university's efforts in gathering data and evidence
- The strong infrastructure and support for faculty assessment efforts and the level of faculty engagement
- The university's commitment and recent initiatives to promote, support, and assess student success

The commission emphasized the following areas for further attention and development and requested an interim report in fall 2015 on these issues:

- Expanding and refining the assessment of student learning
- Continuing graduation and retention rates as a high priority
- Advancing the strategic planning initiative
- Budgeting and planning in view of declining state funding

CSU Bakersfield is responding to the commission's recommendations in the following ways:

- Efforts to sustain assessment and program review over time to yield evidence to inform needed improvements are recognized as important.
- A plethora of programs and processes to improve graduation and retention rates has been developed. Progress on improving degree completion will continue to be a high priority.

- The university has begun to gather important information and data to determine the effectiveness of its efforts.
- The university will move to establish metrics for evaluating completion of strategic planning initiatives, especially in a time of continuing economic stresses that may tend to undermine these plans.

### **California State University, Dominguez Hills**

Following the 2008 EER visit, the WASC Commission action letter reaffirmed a 10-year reaccreditation for California State University, Dominguez Hills and requested an interim report, to be submitted in March 2012. As requested by WASC, the interim report focused on “progress in the incorporation of assessment of learning in academic and co-curricular units within the institution, and the linkage of the results of such assessment with its strategic planning process.” The Interim Report Committee Panel reviewed the interim report in June 2012. Based on this review, WASC accepted CSU Dominguez Hills’s interim report with no further action required. According to the timeline of the redesigned WASC review process, the university is expected to submit its institutional proposal in spring 2016 and its institutional report in fall 2017.

### **California State University, Fresno**

California State University, Fresno was visited by the WASC team in October 2012. The team conducted the required five-year review of the first, independent doctoral program, the Ed.D.

The team commended the program for its accomplishments and efforts in the following areas:

- The pride and enthusiasm of program faculty and students in the Ed.D
- The loyalty and dedication the director and faculty have for the students in the program
- The students’ overwhelming appreciation of the rigor of the program and the competence, accessibility and caring of the faculty
- The program’s involvement with the Carnegie Project on the Education Doctorate (CPED) and its national recognition through this involvement
- The program’s vast resources supporting the program including fiscal support, physical support and faculty and staff support
- The program’s signature pedagogy, embedded fieldwork, which is a site-based service learning doctoral project that is directly related to the curriculum content of each course
- The partnerships with students in publishing and presenting at conferences, and the establishment of a Center for Research and Publication to assist students in publishing their research
- The community outreach, collaboration with school districts and engagement with the region

- The redesign of the student outcomes assessment plan and the part the plan plays in the five-year review process
- The responsiveness to needs that had emerged through various assessments (closing the loop) and that the program acted upon concerns raised by students, faculty and external partners in a timely manner

### **Recommendations and Response:**

- *Assessment and Program Review:* CPED principles had not been included in a singular framework to guide future assessment activities. A new assessment plan is being developed including the CPED principles as well as other changes that emerged as a result of the actual review process.
- *Program Review – increased external data:* Abundant assessments of the embedded fieldwork assignments that are the signature pedagogy of the program were not part of the review. The graduate group has formed an ad hoc committee to redesign data gathering procedures for embedded fieldwork activities to be implemented during the spring 2013 semester.
- *Capacity – ability to offer three programs (CSU Fresno, CSU Bakersfield and online with CSU Channel Islands):* CSU Bakersfield administration is currently in the process of building the university's faculty capacity so that the CSU Fresno faculty can be phased out of teaching and serving on dissertation committees. That process is going as planned. The new online (hybrid) program with CSU Channel Islands is not slated to commence until the CSU Bakersfield program has transitioned to Bakersfield.
- *Range of Quality of Dissertations:* The reviewers recommended all dissertations meet a minimum acceptable standard. The current rubrics are under review to see how these issues might be addressed.
- *Diversity of Core Faculty:* There is agreement that more efforts to recruit diverse faculty should be a priority when searches are conducted. Two searches are underway with diligence to ensure students are being taught by diverse doctoral faculty.

### **California State University, Fullerton**

The California State University, Fullerton EER visit took place March 7-9, 2012. On July 3, 2012, the WASC Accreditation Commission issued an action letter reaffirming the university's accreditation with an off-site review in spring 2019 and an on-site visit in fall 2019. An interim report was requested for submission in spring 2015.

The commission endorsed the four recommendations of the EER team, which included the following areas: strategic planning; assessment of student learning, including general education; the application of assessment findings to improve educational effectiveness in off-campus and

distance learning and planning related to possible expansion; and unevenness in academic advising.

CSU Fullerton was visited by the WASC EER team in March 2012 to conduct the fifth-year review of the first independent doctoral program, the Ed.D.

The visit team commended the campus for the Ed.D. program's consistency with the purpose and character of CSU Fullerton and for keeping with the expectations of the College of Education. The curricula are structured to foster ongoing student engagement in research and high-level professional practice. Expectations for learning and student attainment are developed and widely shared among faculty, students, staff and external stakeholders. Ed.D. faculty members and community partners take collective responsibility for establishing, reviewing, fostering and demonstrating the attainment of these expectations. The Ed.D. program collects and analyzes student data, disaggregated by demographic categories and areas of study. It tracks achievement, student satisfaction and employer satisfaction to support student success. The program regularly identifies the characteristics of its students and assesses their preparation, needs and experiences. Faculty members and community partners interviewed were able to describe elements of the assessment system, how data are discussed and how data is used to improve programs. Financial backing has supported the creation of a culture of research to serve as the foundation for the program through increased library support, teaching release time for advisement and faculty research, research seminars and support for the Center for Research on Educational Access and Leadership (C-REAL).

Four recommendations were offered:

- Continue to participate in the Carnegie Project on the Education Doctorate (CPED), as it will provide a good opportunity for CSU Fullerton to learn from other programs around the country, and it will also place the university in a position of national leadership in defining the nature of the Ed.D. The university is advised to see itself as a leader in this effort.
- Continue to financially support the Ed.D. and the "research culture" that it is developing for the College of Education, the institution as a whole and the local community.
- Continue to connect with alumni to keep them engaged and to assess their impact on the field.
- Continue to improve the three- and four-year graduation rates to a level of at least 75 percent.



### **California State University, Long Beach**

California State University, Long Beach was one of the first seven CSU campuses to be authorized to offer the doctorate in Educational Leadership independently. CSU Long Beach received approval for the Ed.D. from WASC in 2007. On November 6-7, 2012, a special visit team evaluated the CSU Long Beach Ed.D. program.

The purpose of the visit was to focus on the continuing development of issues specifically noted in the WASC visit of 2007 and reflected in the WASC Commission's 2007 action letter granting approval to offer the doctoral program. The following four issues were identified:

- The need to hire additional faculty with expertise in the community college track of the program
- The need to further develop the program assessment plan
- The need for rubrics to evaluate student performance in qualifying examinations and dissertations
- The need for a program review process that includes assessment findings and results

The visiting team found that CSU Long Beach had responded commendably to each of the 2007 recommendations. The team reported that additional faculty members for the community college track had been hired; that a full range of assessment processes had been put into place; that evaluative rubrics had been developed; and that a campus-wide process for program review was in place. The team commended the CSU Long Beach program for its overall quality, the strength of its institutional support, its collaborative nature and its responsiveness to issues raised by earlier WASC reviews as well as student feedback and faculty self-reflection.

The visiting team made the following recommendations to the program:

- Institute a periodic review of research productivity for maintaining membership in the doctoral faculty.
- Pilot a different model for the timing of dissertation chair selection.
- Put in place an overall program evaluation that allows students to reflect on the program as a whole.

### **Sacramento State University**

Sacramento State University received the WASC visit team in October 2012 to conduct the fifth-year review of its first doctoral program, the Ed.D. In its report, the visit team commended the program for its efforts and accomplishments in the following areas:

- Significant progress in the development and implementation of its comprehensive assessment plan to include clearly defined learning outcomes, the use of multiple assessments, rubrics, the use of inter-rater reliability procedures, and the sharing of assessment findings resulting in curriculum, program design, admissions procures and support services changes
- Intentional efforts to build systematic policies that form a formal structure of collaboration between the two colleges' partnering in the delivery of the Ed.D. degree
- Administrative support through the strategic design of program funding for the program contributing to its sustainability over time

The following recommendations were offered:

- The university and both colleges should continue to be mindful of the potential challenges inherent in cross-disciplinary shared programs and work deliberately to openly discuss and broadly approve the newly designed workload for doctoral-level faculty in the program.
- The university should maintain the same commitment to budget flexibility and transparency at the local management level that was used to design the program funding at the university level.
- Faculty should continue developing the assessment of program learning outcomes to include a course-level learning outcomes assessment and, to the degree appropriate, represent institutional-level outcomes as part of the program assessment protocol.

### **San Diego State University**

San Diego State University received the WASC visit team in October 2012 to conduct the fifth-year review of its education doctorate program. In its report to the campus, the review panel noted:

- Ed.D. faculty and administration are strongly committed to the mission of the program and dedicated to maintaining the quality of the program even during challenging times of state budget cuts.
- Faculty are highly qualified and student-centered. There is a good balance between full-time research faculty and part-time practitioners.
- The program is built on a strong foundation of doctoral education at San Diego State.
- The program is well designed with direct and indirect assessment, clear goals, learning outcomes and rubrics.
- The curriculum is intentional and cohesive, with well-sequenced courses and integration of the dissertation.

- The faculty and administration are committed to feedback and continuous improvement and the collaboration with community partners is impressive. Retention and graduation rates are very strong, with students attributing this to the cohort model and to faculty support.
- Outcomes of alumni are evident in the increased leadership roles that students and graduates have taken to transform schools and community colleges.

The review panel offered the following recommendations:

- The College of Education will need to continue to think in innovative ways to maximize resources. One specific suggestion is to determine parameters for admitting students who are employees of San Diego State.
- The faculty and administration should focus on best strategies in hybrid and online learning.
- An effort is needed to work on building a culture that spans PK-12 and CC/PSE and to consider structural changes to better integrate these concentrations.
- The faculty should continue the focus on assessment of learning outcomes and program improvement.

### **California Polytechnic State University, San Luis Obispo**

At its meeting on June 13-15, 2012, the WASC Commission considered the report of the EER team that visited California Polytechnic State University, San Luis Obispo on April 3-5, 2012. The institutional proposal originally outlined an overarching theme of “Our Polytechnic Identity in the Twenty-First Century” and three subthemes: (1) learn by doing, (2) the teacher-scholar model, and (3) integration and student learning. The commission found that, despite the turnover in top leadership positions, Cal Poly San Luis Obispo successfully maintained its focus on the review themes and made significant progress in achieving the intended outcomes. These included achieving a growing consensus about what it means to be a polytechnic university, implementing a series of academic senate actions about important academic matters such as learning outcomes and program review, and adopting several new initiatives to support student success.

The commission's Capacity and Preparatory Review (CPR) action letter of June 24, 2010, highlighted two major issues for special attention during the interval between the CPR and EER visits: further defining Cal Poly San Luis Obispo's polytechnic identity and clarifying leadership structures. In the EER letter of July 3, 2012, the commission found that Cal Poly San Luis

Obispo effectively addressed these two issues and commended the university for taking the following steps:

- Maintaining strong faculty, staff and student morale given the major reductions in state funding
- Balancing many competing priorities at a time when the CSU mandated major enrollment caps
- Adopting well-framed learning outcomes in most programs
- Employing effective assessment practices and a well-developed program review process
- Ensuring that students have access to faculty and effective student advising
- Establishing support programs for freshmen and other initiatives that promote student success
- Increasing the six-year graduation rates from 65 percent for the 1996 cohort to an “impressive” 76 percent for the 2005 cohort

In addition, the commission specifically commended Cal Poly San Luis Obispo students for voting to approve an additional fee to support essential resources for “learn by doing” in each major and to increase course offerings and student-support services.

The commission endorsed the recommendations of the EER team and emphasized the following areas for further attention and development:

- *Promoting diversity and inclusive excellence:* The team found that “Cal Poly needs to quickly and aggressively address these negative effects [of the campus climate] and actively increase the diversity of students, staff and faculty as part of its responsibility to serve the citizens of California.” The commission supported this finding and expected to see progress in achieving a more diverse faculty and student body; increases in the retention, persistence and completion rates of under-represented students; and measurable improvements in campus climate.
- *Assessing and improving undergraduate learning:* The commission commended Cal Poly San Luis Obispo for its pilot project to assess the university’s learning objectives. This was intended to compare learning results for freshmen and seniors in five core areas: writing, oral communication, diversity learning, lifelong learning and ethic reasoning. The results were used to identify areas needing improvement. As a corollary to this project, the university conducted a campus-wide assessment of the senior project to determine how the required capstones in all majors could be used to assess senior-level learning in such areas as writing and critical thinking. As the team observed, “these efforts led to important cross-unit conversations and collaborations on assessment that have not previously been part of Cal Poly’s culture.” The

commission noted that projects like these position Cal Poly San Luis Obispo as a leader in assessing undergraduate achievement of core competencies, which will be one of the primary foci of WASC's new reaccreditation model, and it urged Cal Poly San Luis Obispo to continue to undertake such assessment projects.

California State University Accredited Programs, by Campus

Programs	First Granted	Renewal Date
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**CSU Bakersfield**

Business Administration BS	not specified	2013-2014
Business Administration MBA	not specified	2013-2014
Chemistry BS	not specified	2014-2015
Counseling MS	not specified	2013-2014
Education MA	not specified	2013-2014
Nursing BS	not specified	2022
Public Administration MPA	not specified	2013-2014
Social Work MSW	not specified	2013-2014

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
<b>CSU Channel Islands</b>		
Education MA – Administrative Services	2009	2016
Education – Administrative Services Preliminary Credential	2009	2016
Education MA – Education Specialist	2009	2016
Education – Mild/Moderate Disabilities Credential	2009	2016
Education – Mild/Moderate Disabilities Intern Credential	2009	2016
Education – Multiple Subject Credential	2009	2016
Education – Multiple Subject Intern Credential	2009	2016
Education – Single Subject Credential	2009	2016
Education – Single Subject Intern Credential	2009	2016
Nursing BS	2006	2017

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
<b>CSU Chico</b>		
Art BA	not specified	2015
Art BFA	not specified	2015
Art MA	not specified	2015
Art MFA	not specified	2015
Business Administration BS	1997	2014
Business Administration MBA	1997	2014
Business Information Systems BS	1997	2014
Chemistry BS	not specified	2015
Civil Engineering BS	1968	2016
Communication Design BA – Graphic Design Option	not specified	2015
Communication Sciences and Disorders BA	2003	2018
Communication Sciences and Disorders MA	2003	2018
Computer Engineering BS	1989	2016
Computer Information Systems BS	2007	2016
Computer Science BS	1987	2016
Construction Management BS	1987	2013
Education MA	not specified	2015
Electrical / Electronic Engineering BS	1971	2016
Health Science BS	2004	2015
Journalism BA	1997	2016
Mechanical Engineering BS	1971	2016
Mechatronic Engineering BS	1998	2016
Music BA	1995	2019



**Chico** (continued)

Musical Theatre BA	2009	2015
Nursing BS	1995	2018
Nursing MS	1995	2018
Nutrition and Food Sciences BS	1999	2021
Nutritional Science MS	2001	2021
Psychology MA (PPSC)	1998	2014
Public Administration MPA	1996	2017
Recreation Administration BS	1986	2019
Recreation Administration MA	1986	2019
Social Work BA	not specified	2016
Social Work MSW	not specified	2016
Sustainable Manufacturing BS	1980	2014
Theatre Arts BA	2009	2015

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU Dominguez Hills**

Clinical Science BS	1995	2016
Clinical Science BS – Cytotechnology	1993	2014
Computer Science BS	1996	2016-2017
Computer Science MS	1996	2016-2017
Education MA	not specified	2012
Education MA – Special Education	not specified	2012
Music BA	not specified	2017
Nursing BSN	not specified	2013 (BRN) / 2018(CCNE)
Nursing MSN	not specified	2013 (BRN) /2018(CCNE)
Occupational Therapy MS	2007	2012-2013
Orthotics Certificate	2006	2013- 2014
Orthotics and Prosthetics, Certificate	2006	2013-2014
Public Administration BS	2005	2015-2016
Public Administration MPA	2005	2015-2016
Social Work MSW	2007	2014
Theatre Arts BA	1987	2014

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU East Bay**

Business Administration BS – Information Systems; Decision Sciences, Management and Marketing	1973-1974	2013-2014
Business Administration MS	1982-1983	2013-2014
Business Administration MBA	1982-1983	2013-2014
Chemistry BS	1970-1971	2015-2016
Counseling MS	1982-1983	2016-2017
Education MS	1974-1975	2016-2017
Educational Leadership MS	1994-1995	2016-2017
Industrial Engineering BS	2006-2007	2015-2016
Music BA	1973-1974	2013-2014
Music MA	1973-1974	2013-2014
Nursing BS	1974-1975	2016-2017
Social Work MSW	2006-2007	2017-2018
Special Education MS	1987-1988	2016-2017
Speech Pathology and Audiology MS	1992-1993	2019-2020

**California State University Accredited Programs, by Campus**

Programs	First Granted	Renewal Date
<b>CSU Fresno</b>		
Accountancy MS	1967	Suspended 2012
Agricultural Education MS	1967	2015
Animal Sciences BS	1967	2015
Animal Sciences MS	1967	2015
Business Administration BS – Accountancy, Information Systems and Decision Sciences, Management, and Marketing	1967	2015
Business Administration MBA	not specified	not specified
Civil Engineering BS	1986	2012-2013
Civil Engineering MS	1986	2012-2013
Communicative Disorders BA	1979, 1994, 2004	2010-2011, 2013, 2015-16, 2018-19
Communicative Disorders MA	1979, 1994, 2004	2010-2011, 2013, 2015-16, 2018-19
Computer Engineering BS		2012
Construction Management BS	1995	2013-2014
Counseling MS – MFT	1996	2015
Counseling and Student Services MA	not specified	2012
Counseling – Pupil Personnel Services Credential	not specified	2012
Dietetics – Certificate of Advanced Study	not specified	2013
Education MA – English Single Subject Credential	1967, 1988	2015
Education MA – Multiple Subject	not specified	2012
Education MA – Single Subject (all subject matters)	not specified	2012
Educational Leadership EdD	not specified	2012
Electrical Engineering BS	not specified	2012

**Fresno** (continued)

Food and Nutritional Sciences BS – Dietetics and Food Administration Option	2003, 1979	2013
Food and Nutritional Sciences BS – Internship Program	2005, 1979	2013
Geomatics Engineering BS	not specified	2013
Interior Design BA	1988	2017
Kinesiology BS	2008	2017-2018
Liberal Studies BA	not specified	2012
Mechanical Engineering BS	not specified	2012
Music BA	1979	2019-2020
Music MA	1979	2019-2020
Nursing BS	2005	2014-2016
Nursing MS	2005	2014-2016
Physical Therapy MPT	1979, 2003	2014
Public Administration MPA	1993	2012-2013
Public Health MPH	1998	2013
Recreation Administration BS	1986	2014
Rehabilitation Education MS	1979	2017-2018
School Psychology EdS	1994	2015
Social Work BA	1967	2016
Social Work MSW	1967	2016
Theatre Arts BA	1989	2013-2014

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU Fullerton**

Accounting MS	1966	2009/2010-2013/2014
Art BA	1974	2003-2013
Art BFA	1994	2003-2013
Art MA	1974	2003-2013
Art MFA	1994	2003-2013
Business Administration BA	1965	2009/2010-2013/2014
Business Administration MBA	1972	2009/2010-2013/2014
Chemistry BS	1970	2004-2011, submitted, under review
Civil Engineering BS	1985	2009-2015
Communications BA	1971	2008-2015
Communications MA	1971	2008-2015
Communicative Disorders BA	1969	2011-2018
Communicative Disorders MA	1969	2011-2018
Computer Engineering BS	2007	2007-2015
Computer Science BS	1988	2009-2015
Credentials	1960	2007-2015/2016
Counseling MS	2007	2007-2015
Dance BA	1993	2002-2012, extended to 2014
Education MS	1970	2007-2014-2015
Electrical Engineering BS	1985	2009-2015
General Business	1965	2009/2010-2013/2014
Human Services BS	1982	2010-2016
Information Systems MS	1981	2009/2010-2013/2014
International Business BA	1984	2009/2010-2013/2014
Kinesiology BS (Athletic Training Program)	2001	2017
Mechanical Engineering BS	1985	2009-2015
Music BA	1966	2002-2012
Music BM	1975	2002-2012
Music MA	1966	2002-2012

**Fullerton** (continued)

Music MM	1975	2002-2012
Nursing BS	NLN accreditation (1981-2007); Commission on Collegiate Nursing Education (CCNE) accreditation since 2007	2011-2021
Nursing MS	2002	2007-2017
Public Administration MPA	1989	2011-2015
Public Health MPH	2008	2008-2013
Social Work MSW	2011	2011-2015
Taxation MS	1996	2009/2010-2013/2014
Theatre Arts BA	1974	2005-2015
Theatre Arts BFA	2005	2005-2015
Theatre Arts MFA	1985	2005-2015

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**Humboldt State**

Art	1978	2014-2015
Chemistry	prior to 1976	2014
Child Development Laboratory, Child Development	1989	2017
Environmental Resources Engineering (ERE) BS	1979	2013
Forestry Curriculum – Society of American Foresters (SAF)	1979	2015
Music	1979	2021-2022
Sociology – MA	2004	2014
Psychology-MA-School of Psychology	2002	Spring 2015
Psychology MA- Counseling	1986	Annual self-report
Education – Administrative Services	2002	Spring 2015
Education – Multiple Subjects Credential	2002	Spring 2015
Education – Single Subjects Credential	2002	Spring 2015
Education – Special Education Credential	2002	Spring 2015
Education and Kinesiology – Adapted Physical Education Credential	2002	Spring 2015
Social Work BA	1992	2019
Social Work MSW	2004	2019



**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
<b>CSU Long Beach</b>		
Aerospace Engineering BS	2001	2013
Athletic Training BS	2006	2014
Art BA	1974	2016
Art BFA	1974	2016
Art MA	1974	2016
Art MFA	1974	2016
Business Administration BS	1972	2014
Business Administration MBA	1972	2014
Chemical Engineering BS	1980	2013
Chemistry BS	1958	2013
Civil Engineering BS	1963	2013
Communicative Disorders MA	1970	2015
Computer Engineering BS	1974	2013
Computer Science BS	1995	2013
Construction Engineering Management BS	2012	2018
Dance BA	1982	2013
Dance BFA	1982	2013
Dance MA	1982	2013
Dance MFA	1982	2013
Didactic Program in Dietetics	1975	2021
Dietetic Internship	1975	2011, in review
College of Education: Teaching Credentials and School Professionals	2001	2014
Electrical Engineering BS	1963	2013
Family and Consumer Sciences BA	1977	2017
Family and Consumer Sciences BA, Option in Family Life Education	2003	2013

**Long Beach** (continued)

Family and Consumer Sciences BS, Option in Child Development and Family Studies	1993	2017
Health Care Administration BS	1992	2015
Health Care Administration MS	2002	2014
Hospitality Foodservice & Hotel Management BS	2010	2017
Industrial Design BS	1974	2016
Interior Design BFA	1974	2016
Mechanical Engineering BS	1963	2013
Music BA	1968	2015
Music BM	1968	2015
Music MA	1968	2015
Music MM	1968	2015
Nursing BS	1967	2021
Nursing MS	1978	2021
Nursing MS / HCA MS	2002, not specified, 1990	2021
Physical Therapy MPT	1968	2022
Public Health MPH	1990	2015
Theatre Arts BA	1973	2015
Theatre Arts MFA	1973	2015
Public Administration MPA	1988	2016; self-study in progress
Recreation BA	1976	2012; self-study in progress
Social Work BA	1975	2016
Social Work MSW	1985	2016

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU Los Angeles**

Art BA	1974	2019-20
Art MA	1974	2019-20
Art MFA	1974	2019-20
Accountancy MS	1964	2015-16
Business Administration BS	1960	2015-2016
Business Administration MS	1964	2015-2016
Business Administration MBA	1964	2015-2016
Communication Disorders BA	1987	2016-2017
Communication Disorders MA	1987	2016-2017
Computer Science BS	2005	2012-2013
Criminalistics MS	2011	2014-2015
Education Credentials	1959	2018-2019
Education MA	1959	2018-2019
Education Administration MA	1959	2018-2019
Special Education PhD	1971	2018-2019
Special Education MA	1959	2018-2019
Teaching English to Speakers of Other Languages MA	1989	2018-2019
Engineering BS	1965	2012-2013
Civil Engineering BS	1965	2012-2013
Electrical Engineering BS	1965	2012-2013
Mechanical Engineering BS	1965	2012-2013
Music BA	1970	2015-2016
Music BM	1970	2015-2016
Music MA	1970	2015-2016
Music MM	1995	2015-2016
Nursing BS	2007	2012-2013
Nursing MS	2007	2012-2013
Nutritional Science BS - Coordinated Dietetics Program (CDP)	1974	2013-2014

**Los Angeles (continued)**

Nutritional Science MS - (CDP)	1974	2013-2014
Nutritional Science BS - Didactic Program in Dietetics (DPD)	1976	2013-2014
Nutritional Science MS - Didactic Program in Dietetics (DPD)	1976	2013-2014
Public Administration MS	1984	2014-2015
Rehabilitation Counseling MS	1956	2016-2017
School Counseling and Student Personnel Services MS	1978	2013-2014
Social Work BA	1979	2017-2018
Social Work MSW	1979	2017-2018

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**California Maritime Academy**

Business Administration BS –		2010-11 (Ongoing)
Facilities Engineering Technology BS		2013-2014
Global Studies and Maritime Affairs-BA		2010-2011(Ongoing)
Global Supply Chain Management and Security-MS (on-line/hybrid)		2008*SE
Marine Engineering Technology BS		2013-2014
Marine Transportation-BS**		2015-2016
Mechanical Engineering BS		2013-2014
Transportation and Engineering Management-MS (on-line)		2014-2015
Electronic and Computer Engineering Technology-BS	Pilot 2013	2017-2018

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU Monterey Bay**

Social Work, MSW (CSWE)	in progress, estimated approval in 2014	2013, site visit fall 2013
Teacher Education (NCATE)	2009	2011, site visit in spring 2014

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU Northridge**

Administrative Services: Educational Leadership and Policy Studies	1997	2016
Athletic Training BS	1995	2016-17
Art BA	1992	2020
Art MA	1992	2020
Art MFA	2006	2020
Business BS	1976	2014
Business MBA	1976	2014
Business MS Tax	1976	2014
Civil Engineering BS	1996	2013
Communication Disorders and Sciences Speech Language MS	1976	2012
Computer Engineering BS	2007	2013
Computer Science BS	1987	2013
Construction Management Technology BS	2010	2016
Counseling MA, School Psychology Option	1997	2016
Didactic Program in Dietetics BS	1985	2019
Dietetic Internship	1985	2019
Education MA, CLAD Option	1997	2016
Education MA, Computers and Education Technology Option	1997	2016
Education MA, Curriculum and Instruction Option	1997	2016
Education MA, Language and Literacy Option	1997	2916
Education MA, Development, Learning and Instruction Option	1997	2016
Education MA, Early Childhood	1997	2016

**Northridge (continued)**

Education MA, English Education Option	1997	2016
Education MA, Mathematics Education Option	1997	2016
Education MA, Multilingual / Multicultural Option	1997	2016
Education MA, Reading Improvement	1997	2016
Education MA, Science Option	1997	2016
Education MA, Social Science Option	1997	2016
Education Special Authorization Advanced Credential – Autism Spectrum	2010	2016
Education Special Authorization Advanced Credential – Resource Specialist	2010	2016
Education Special Authorization Advanced Credential– Emotional Disturbance	2010	2016
Education Special Authorization MA– Autism Spectrum	2010	2016
Education Special Authorization MA – Emotional Disturbance	2010	2016
Education Special Teaching – Deaf/Hard of Hearing – Lev I	1997	2016
Education Special Teaching – Deaf/Hard of Hearing – Lev II	1997	2016
Education Special Teaching – Early Childhood – Lev I	1997	2016
Education Special Teaching – Early Childhood – Lev II	1997	2016
Education Special Teaching – Mild/ Moderate – Lev I	1997	2016



**Northridge** (continued)

Education Special Teaching – Mild/ Moderate – Lev II	1997	2016
Education Special Teaching – Mod/ Severe – Lev I	1997	2016
Education Special Teaching – Mod/ Severe – Lev II	1997	2016
Education Special Teaching, Lev I – Mild/Moderate + BA Liberal Studies	2002	2016
Educational Administration MA	1997	2016
Educational Psychology and Counseling	1997	2016
Education Specialist – Preliminary	1974	2016
Electrical Engineering BS	1996	2013
Environmental and Occupational Health BS	1973	2013
Environmental and Occupational Health MS	1978	2013
Environmental Health BS	1972	2011
Environmental Health MS	1972	2011
Family and Consumer Sciences BS	1992	2017-2018
Health Administration BS – Health Science Option	1971	2016
Interior Design BS	1998	2017
Journalism BA	1967	2016
Manufacturing Systems Engineering BS	2003	2013
Mechanical Engineering BS	1996	2013
Multiple Subject – Elementary Education	1974	2016
Multiple Subject Teaching – Preliminary	1974	2016
Multiple Subject Teaching – Preliminary – Intern	2002	2016
Multiple Subject Teaching – Preliminary – CLAD	1997	2016

**Northridge** (continued)

Multiple Subject Teaching – Preliminary – BCLAD	1997	2016
Multiple Subject Teaching Preliminary + BA Liberal Studies	2002	2016
Music BA	1968	2018
Music BM	1968	2018
Music MM	1968	2018
Nursing BS	1999	2019
Physical Therapy MPT	1968	2013
Preliminary Administrative Services Credential	1997	2016
Professional Administrative Services Credential	1997	2016
Public Health Education MPH	1980	2018
Pupil Personnel Services Credential– School Counseling, pending final report	1997	2016
Pupil Personnel Service Credential – School Counseling Intern	1997	2016
Pupil Personnel Services Credential – School Psychology	1997	2016
Pupil Person Services Credential – School Psychology Intern	1997	2016
Radiologic Technology BS – Health Sciences Option	1977	2010
Reading and Language Arts Specialist Credential MA	2002	2016
Reading Certificate MA	2002	2016
Single Subject - Secondary Education	1974	2016
Single Subject Teaching - Preliminary + BA English or Math	2002	2016

**Northridge** (continued)

Single Subject Teaching - Preliminary – Intern	2002	2016
Single Subject Teaching - Preliminary – CLAD	1997, 2008	2016, 2017
Single Subject Teaching – Preliminary – BCLAD	1997	2016
Social Work MSW	2008	2012
Special Education MA, Early Childhood Option	1997	2016
Special Education MA, Early Childhood – Level II	1997	2016
Special Education MA, Deaf/Hard of Hearing Option	1997	2016
Special Education MA, Early Childhood/Deaf/Hard of Hearing Option	1997	2016
Special Education MA, Early Childhood/Deaf/Hard of Hearing Option – Level II	1997	2016
Special Education MA, Educational Therapy Option	1997	2016
Special Education MA, Gifted Option	1997	2016
Special Education MA, Mild/Moderate Option	1997	2016
Special Education MA, Mild/Moderate –Level II	1997	2016
Special Education MA, Moderate/Severe Option	1997	2016
Special Education MA, Moderate/Severe – Level II	1997	2016
Special Education MA, Serious Emotional Disturbance Option	1997	2016
Special Education MA, Undeclared	1997	2016
Theatre BA	1991	2014
Theatre MA	1991	2014

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
<b>Cal Poly Pomona</b>		
Adaptive Physical Education Authorization	1997	2013-2014
Administrative Services Preliminary (Tier 1) and Preliminary (Tier 1) Intern Credentials	2002	2014-2015
Aerospace Engineering BS	1970	2018
Agricultural Specialist Authorization	1976	2013-2014
Animal Health Science BS	1997	2013
Architecture BArch	1981	2014
Architecture MArch	1978	2014
Art (Art History, Fine Art) BA	1997	2018-2019
Business Administration BS	1995	2014-2015
Business Administration MBA	1995	2014-2015
Business Administration MS	1995	2014-2015
Chemical Engineering BS	1972	2018
Civil Engineering BS	1970	2018
Civil Engineering Geospatial Engineering Option BS	1993	2018
Computer Engineering BS	2004	2018
Computer Science BS	1994	2014-2015
Construction Engineering Technology BS	1976	2014
Didactic Program in Dietetics	1993	2013-2014
Dietetic Internship Program	1993	2013-2014
Education Specialist Mild/Moderate Level I and Level II Teaching and Intern Credentials	1997	2014-2015

Education Specialist Mild/Moderate Preliminary and Preliminary Intern Credential	2011	2012-2013
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**Pomona, continued**

Education Specialist Moderate/Severe Level 1 and Level II Teaching and Intern Credentials	1997	2014-2015
Education Specialist Moderate/Severe Preliminary and Preliminary Intern Credential	2011	2013-2014
Electrical Engineering BS	1970	2018
Electronics and Computer Engineering Technology BS	1976	2015-2016
Engineering Technology BS	1976	2018
Graphic Design BFA	1997	2018-2019
Hospitality Management BS	1994	2018
Industrial Engineering BS	1976	2018
Interior Architecture MIA	2010	2014
Landscape Architecture BS	1963	2013
Landscape Architecture MLA	1975	2017
Manufacturing Engineering BS	1988	2012
Mechanical Engineering BS	1970	2012
Multiple Subject Intern Teaching Credentials	1998, 2003 – SB 2042	2014-2015
Multiple Subject Preliminary Teaching Credentials	1973, 2003 – SB 2042	2013-2014
Public Administration MPA	2006	2016
Single Subject Intern Teaching Credentials	1998, 2003 – SB 2042	2014-2015
Single Subject Preliminary Teaching Credentials	1973/, 2003 – SB 2042	2014-2015
Urban and Regional Planning BURP	1972	2015-17
Urban and Regional Planning MURP	1974	2015-16

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU Sacramento**

Administrative Services Credential, Level I, Preliminary, EDLP	1984	2014
Administrative Services Credential, Intern, EDLP	1974	2014
Administrative Services Credential, Level II, Professional, EDLP	1985	2014
Art, Art Studio, Art History	1974	2015
Art Education	~ 1984	2018
Athletic Training	1976	2013
Business Administration	1963	2017
Civil Engineering	1965	2015
Computer Engineering	1989	2015
Computer Science	1985	2015
Construction Management	1989	2013
Didactic Program in Dietetics	1996	2016
Dietetic Internship	1996	2016
Education Specialist, Mild/Moderate, EDS	not specified	2018
Education Specialist, Mild/Moderate w/Multiple Subjects, EDS	not specified	2018
Education Specialist, Moderate/Severe and Moderate/Severe with Multiple Subjects, EDS	not specified	2018
Education Specialist, Early Childhood Special Education, EDS	1974	2018
Education Specialist, Level II, EDS	not specified	2018

**Sacramento** (continued)

Electrical & Electronic Engineering	1969	2015
English Education	<1980	2016
Graphic Design	2005	2015
Interior Design	2001	2018
Liberal Studies	2004	2004, in review
Mechanical Engineering	1965	2015
Mechanical Engineering Technology	1980	2010, discontinued MET Program fall 2010
Multiple Subjects, BMED	not specified	2018
Multiple Subjects BCLAD Emphasis (Bilingual Authorization), BMED	1975	2018
Multiple Subjects, EDTE	not specified	2018
Music	1964	2021
Music Education	not specified	2019
Nursing-Pre Licensure	1962	2019(CCNE) BRN (2022)
Nursing-Post Licensure	1962	2019(CCNE) BRN (2022)
Nursing Graduate	1986	2019(CCNE) BRN (2022)
Photography	2005	2015
Physical Education	1952	2012
Physical Therapy	1997	2014
Pupil Personnel Services, School Counseling, EDC	1975	2018
Pupil Personnel Services, School Social Work	1999	2019
Pupil Personnel Services Credential, School Psychologist, EDS	1977	2018
Reading Specialist Certificate and Credential, EDTE	1974	2018
Recreation, Parks and Tourism Administration	1978	2014
Rehabilitation Counselor Education Program	not specified	2018
School Counseling; Career Counseling; Marital, Couple and Family	2006	2014

Counseling/Therapy, EDC <b>Sacramento</b> (continued)		
School Psychology, EDS	2001	2018
Single Subject, BMED	not specified	2018
Single Subject BCLAD Emphasis (Bilingual Authorization, BMED	1975	2018
Single Subject, EDTE	not specified	2018
Social Science	not specified , ~ 1992	2013
Social Work	1966	2016
Speech Pathology	1950, 1998	2019



**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU San Bernardino**

Administration BA	not specified	2013-14
Administration BS	not specified	2013-14
Administration MBA	not specified	2013-14
Art BA	not specified	2012-13
Chemistry BS	not specified	2016
Computer Science BS	not specified	2014-15
Education	not specified	2015-16
Health Science, Environmental Health BS	not specified	2013-14
Music BA	not specified	2012-13
Nursing BS	not specified	2021-22
Nutrition and Food Sciences BS – Didactic Program in Dietetics	not specified	2018-19
Public Health	not specified	2013-14
Public Administration MPA	not specified	2017-18
Rehabilitation Counseling MA	not specified	2016-17
Social Work BA	not specified	2017-18
Social Work MSW	not specified	2012-13
Theatre Arts BA	not specified	2012-13

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
<b>San Diego State</b>		
School of Accountancy	1979	2013
Administration, Rehabilitation and Postsecondary Education	1978	2017-2018
Aerospace Engineering	1964	2016
Art	1975	2011, in review
Art – Interior Design	1984	2020
College of Business Administration	1955	2013
Chemistry	1950	2017
Civil Engineering	1964	2016
Computer Engineering	2004	2016
Computer Science	1994	2015-2016
Construction Engineering	2009	seeking accreditation
Counseling and School Psychology	1998, 1989	2016-2017, 2013
Education	1998	2016-2017
Educational Leadership	1998	2016-2017
Educational Technology	2003	2017-2018
Electrical Engineering	1964	2016
Engineering	2004	2016
Environmental Engineering	2004	2016
Exercise and Nutritional Sciences	before 1961, 2000	2019, 2012
Health Management and Policy division in the Graduates School of Public Health	1983	2019
Journalism and Media Studies	1971-1978 and 1985-1997	2014-2015
Marriage and Family Therapy	2009	2015
Mechanical Engineering	1964	2016
Nursing	not specified, 1998, 1953, 2001	2016, 2012, 2016, 2016

**San Diego** (continued)

Nursing – School Nursing (admission currently suspended)	not specified	2016
Nutrition	~ 1980	2015
Policy Studies in Language and Cross-Cultural Education	1998	2016-2017
Preventive Medicine Residency Certificate Program - SDSU/UCSD; Graduate School of Public Health	1983	2017
Public Health, Graduate School	1983, 1985	2014
Recreation and Tourism Management	1981	2012, Not seeking reaccreditation
School Counseling	1998	2016-2017
Social Work BS	1974	2018
Social Work MSW	1966	2018
Special Education	1998	2016-2017
Speech, Language, and Hearing Sciences – Speech-Language Pathology Credential	1979	2017
Speech, Language, and Hearing Sciences – Audiology Program	2006	2019
Speech, Language, and Hearing Sciences – Speech-Language Pathology Program	1987	2019
Teacher Education	1998	2016-2017
Theatre, Television, and Film	1975	2012-2013 (Currently under review)

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**San Francisco State**

Accountancy MS	1979	2014
Apparel Design & Merchandising BS	2003	2011, in review site visit scheduled for spring 2013
Art BA	1983	2015
Art MA	1983	2015
Art MFA	1983	2015
Business Administration BS	1963	2014
Business Administration MBA	1963	2014
Cinema BA	1983	2015
Cinema Studies MA	1983	2015
Cinema MFA	1983	2015
Civil Engineering BS	1988	2018
Clinical Laboratory Science Graduate Internship Program	1977	2019
Communicative Disorders MS	1971	2017
Computer Science BS	1992	2014
Counseling MS	1978	2018
Didactic Program in Dietetics BS	1987	2019
Dietetics BS and Graduate Internship Program	1991	2019
Drama BA	1982	2021
Drama MA	1982	2021
Education MA	1954	2017 Not to be renewed
Electrical Engineering BS	1988	2018
Family and Consumer Sciences BA	2003	2011, in review site visit scheduled for spring 2013
Health Education BS	2009	2017
Hospitality and Tourism Management BS	1990	2014
Interior Design BS	2003	2011, in review site visit scheduled for spring 2013

Journalism BA	1985	2013-2014
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**San Francisco** (continued)

Mechanical Engineering BS	1988	2018
Music BA	1963	2017-2018
Music MA	1963	2017-2018
Music BM	1963	2017-2018
Music MM	1963	2017-2018
Nursing BS	2003	2013-2014
Nursing MS	2003	2013-2014
Physical Therapy DPT	2001	2013
Public Administration MPA	2000	2013
Public Health MPH	2003	2017
Recreation, Parks, and Tourism Administration BS	1990	2017
Rehabilitation Counseling MS	1976	2020
Social Work BA	1975	2018
Social Work MSW	1971	2018
Special Education MA and Concentration in PhD in Education	1954	2017
Teacher Education Credential Programs	1900	2017 Not to be renewed
Theatre Arts MFA: Concentration in Design and Technical Production	1982	2021

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**San José State**

Accountancy MSA	1964	2015
Advertising BS	1971	2014
Art BA	1974	2020
Art BFA	1974	2020
Art MA	1974	2020
Athletic Training	not specified	2019
Athletic Training MS	1989	2019
Business Administration BS	1964	2015
Business Administration MBA	1973	2015
Business Administration MSA	1964	2015
Business Administration MST	1964	2015
Business Administration MSTM	1964	2015
Chemistry and Materials Science BS	not specified	2010
Chemical Engineering BS	1958	2018
Child and Adolescent Development Counselor Education Credential	1958	2018
Civil and Environmental Engineering BS	1958	2018
Communicative Disorders EDAU BA	1974, 1989	2018
Communicative Disorders EDAU MA	1989	2018
Computer Engineering BS	1958	2018
Computer Science BS	1996, 2001	2018
Dance BA	1987	2014
Dance BFA	1987	2014
Dietetics	1986	2015
Educational Leadership Credential	1958	2018

**San José** (continued)

Elementary Education Credential	1958	2018
General Engineering BS	1958	2018
Food Science	1988	2015
Industrial and Systems Engineering BS	1958	2018
Industrial Design BS	1974	2020
Industrial Technology BS	1980, 2010	2015
Journalism BS	1971	2014
Kinesiology MS	1989	2019
Mechanical Engineering BS	1958	2018
Aerospace Engineering BS		2014
Music BA	1958	2013
Music BM	1958	2013
Music MA	1958	2013
Nursing BS	not specified	not specified
Nursing MS	1959, 1998	2013
Nutritional Science BS – Food Science Technology Conc.	1988	2015
Nutritional Science BS – Dietetics	1986	2015
Occupational Therapy MS	1991	2016
Organization and Management BS	not specified	not specified
Political Science MPA	1988	2017
Public Health MPH	1974, 1976	2014
Public Relations BS	1971	2014
Pupil Personnel Services Credential	1958	2018
Recreation BS	1987	2014
Secondary Education Credential	1958	2018
Social Work BS	1977	2015
Social Work MS	1977	2015
Special Education Credential	1958	2018
Speech Pathology Credential	1958	2014
Taxation MS	1964	2018

**San José** (continued)

Teacher/Librarian Services Credential	1958	2018
Theatre Arts BA	1982	2013
Transportation Management MS	1964	2018
Urban Planning MUP	1972, 1988	2016



**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**Cal Poly San Luis Obispo**

Aerospace Engineering BS	1969	2015
Art and Design BFA	1995	2016
Architectural Engineering BS	1975	2015
Architecture BArch	1980	2017
BioResource and Agricultural Engineering BS	1973	2015
Business Administration BS	1981	2012-2013 in review
Business Administration MBA	1981	2012-2013 in review
City and Regional Planning BS	1973	2017
City and Regional Planning MCRP	1993	2017
Civil Engineering BS	1973	2015
Computer Engineering BS	1997	2015
Computer Science BS	1986	2015
Construction Management BS	1978	2014
Dietetic Internship	2008	2018
Economics BS	1981	2012-2013 in review
Education-Multiple Subject Credential	2012	2018-19
Education- Single Subject Credential	2012	2018-19
Education – Agriculture Specialist Credential	2012	2018-2019
Education – Administration	2012	2018-19
Education – Education Specialist Credential	2012	2018-19
Electrical Engineering BS	1969	2015
Environmental Engineering BS	1971	2015
Forestry and Natural Resources BS	1994	2014
Graphic Communication BS	2003	2016
Industrial Engineering BS	1969	2015

Industrial Technology BS <b>Cal Poly San Luis Obispo</b> (continued)	1974	2014
Landscape Architecture BLA	1975	2014
Manufacturing Engineering BS	1997	2015
Materials Engineering BS	1971	2015
Mechanical Engineering BS	1969	2015
Music BA	2003	2018-2019
Nutrition BS – Applied Nutrition Concentration	2005	2015
Recreation, Parks, and Tourism Administration BS	1986	2017
Software Engineering BS	2007	2015

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU San Marcos**

Biochemistry BS	2007-2008	2014
Chemistry BS	2003	2014
Education MA	1995	2014
Nursing BS	2008	2014
Nursing MS	2012	2017

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**Sonoma State**

Art/Art History	1982	2019-2020
Business Administration	2007	2012, deferred to 2012
Chemistry	not specified	not specified
Counseling	1984	2014
Education	2005	2020
Music	1972	2016-2017
Nursing	1974	2013

**California State University Accredited Programs, by Campus**

<b>Programs</b>	<b>First Granted</b>	<b>Renewal Date</b>
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**CSU Stanislaus**

Art BA	1983	2019-2020
Art BFA	1983	2019-2020
Business BS	2003	2012-2013
Business MS	2003	2012-2013
Business MBA	2003	2012-2013
Education BA	1991	2017-2018
Education MA	1991	2017-2018
Education EdD	2008	2014-2015 (WASC)
Genetic Counseling MS	2008	2016-2017
Music BA	1981	2012-2013
Music BM	1981	2012-2013
Nursing BS	1986	2013-2014/2016-2017
Nursing MS	2010	2016-2017
Psychology MS	2002	2013-2014
Public Administration MPA	1982	2016-2017
Social Work MSW	1998, retroactive to class of 1996	2017-2018
Theatre BA	1983	2012-2013

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Update on California State University Troops to College and Veterans Affairs Efforts**

#### **Presentation By**

Ephraim P. Smith  
Executive Vice Chancellor  
and Chief Academic Officer

Bucky Peterson  
Colonel (Ret.)  
U.S. Marine Corp.

Casey Roberts  
Special Consultant to the Chancellor  
for Veterans

#### **Summary**

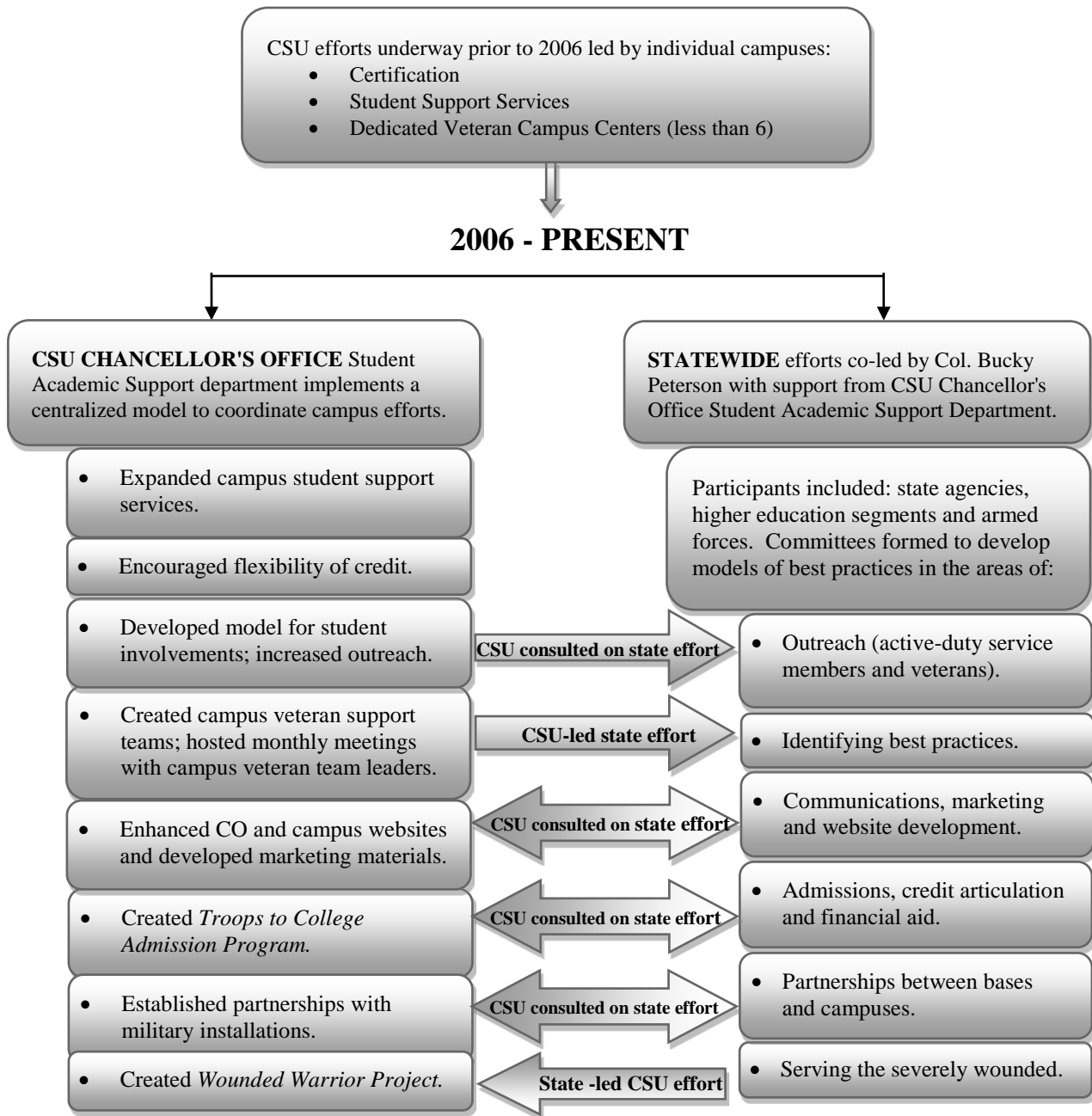
In March 2006, Governor Arnold Schwarzenegger charged the California Community Colleges (CCC), California State University (CSU), University of California (UC) and the Departments of Veterans Affairs and Labor and Workforce Development to expand educational opportunities for active-duty service members and veterans. The vision was for California to become the nation's leader in providing educational opportunities for service members and veterans. To this end, the three higher education segments agreed to expand outreach programs, academic and financial aid advising, on-base classes and admission opportunities.

To oversee the development, implementation and evaluation of the Troops to College programs, the governor appointed an ad hoc oversight committee. The day-to-day implementation of the Troops to College program was directed by the Veterans' Workgroup co-chaired by Colonel Bucky Peterson, USMC (Ret.), former vice president for development at Sonoma State University. Col. Peterson also served as liaison to California's Secretary of Education and special assistant to the chancellor on matters pertaining to active duty and veterans' postsecondary education.

At the same time that statewide initiatives were developing, the CSU Chancellor's Office Student Academic Support department was operationalizing internal processes to make the CSU a friendlier place for active-duty service members and veterans; the goal was to make the CSU their first choice and to create a welcoming and comfortable environment for current students. The CSU's parallel efforts led to the development of models that informed the statewide initiative.

**Background**

This item’s purpose is to update the Board of Trustees (BOT) on veteran’s efforts in the CSU and its campuses. The chart below illustrates the parallel veteran affairs efforts undertaken by the CSU and the state from 2006 to present. The arrows indicate where CSU efforts overlapped with the broader statewide initiatives under Col. Peterson’s leadership.



The timeline below covers a time span from March 2006 to the present, which is the period of time when the CSU developed most of its campus programs. The documentation referenced in the timeline may be accessed from the CSU Veterans Affairs online document library at [www.calstate.edu/sas/veterans.shtml](http://www.calstate.edu/sas/veterans.shtml).

#### March 2006

- Partnership with Governor Arnold Schwarzenegger's Office, California Community Colleges, California State University, University of California, California Departments of Veterans Affairs, Education, Labor and Workforce Development, as well as the six military branches. The effort is known as the *Veterans Education Opportunity Program*.
- Col. Bucky Peterson, USMC (Ret.) appointed as one of the task force co-chairs.
- The goal was to expand educational opportunities for veterans and active-duty service members within California public higher education.
- Formed task groups: (1) Communications/marketing and website; (2) veterans outreach; (3) admission/credit articulation/financial aid; (4) partnerships (5) best practices.
- Student Academic Support in the CSU Chancellor's Office (CSUCO) participated on various task force committees and supported Col. Peterson's efforts.

#### April 2007

- Chancellor Charles B. Reed and Sonoma State University President Ruben Armiñana formally make an arrangement for Col. Peterson to work as a representative of the CSU via a Memorandum of Understanding – July 25, 2007. ([Document 1](#))
- CSUCO Student Academic Support leads campuses through discussions of challenges, best practices, needs, etc.
- CSU campuses develop a communication and service model, assign a campus veteran lead office/department/point person, participate in monthly conference calls, and work through challenges faced on campuses.
- Campuses begin focus groups/discussions with veteran/active-duty military students.

#### April 2008

- CSUCO Student Academic Support begins meeting with campus veteran leads/teams once a year.
- CSUCO Student Academic Support provided an update on the statewide effort – April 29, 2008. ([Document 2](#))
- Campuses continue efforts to maintain discussions/host focus groups with transitioning veteran/active duty military students.
- A survey and inventory of veterans' enrollments and program activities on CSU campuses is conducted. ([Documents 3 and 4](#))



- A summary report of the task force for the period of June 1, 2006, through December 31, 2007, is issued. ([Document 5](#))
- Department of Veterans Affairs issues proposed rules for Post 9/11 GI Bill. ([Document 6](#))

### 2009

- Chancellor Reed directs all campuses to develop comprehensive programs.
- Chancellor Reed agrees to the CSU Special Admission Program based on commanding officer recommendations (now called the *CSU Troops to College Admission Program*). ([Document 7](#))
- CSUCO Student Academic Support conducts a second assessment/inventory of campuses. ([Document 8](#))
- New Post 9/11 GI Bill goes into effect significantly changing certification due to the CSU tuition structure and CSU issues direction how to proceed to campuses. ([Document 9](#))

### 2011

- CSU campus veteran teams develop, coordinate and implement first professional development conference (CSU Fullerton).
- CSUCO coordinates comprehensive systemwide assessment and issues a report. ([Document 10](#))
- CSU and Military Leader Summit held in August at Camp Pendleton.
- Department of Defense (DoD) issues Tuition Assistance Program MOU's for signature.
- CSUCO staff did not recommend campuses to sign the MOU due to its complicated nature. CSU staff members were concerned about the ability to comply with the MOU.
- Executive Vice Chancellor and Chief Academic Officer Ephraim P. Smith issues memo to campus presidents on internal activities. ([Document 11](#))
- Governor Jerry Brown signs Executive Order B-09-11 that established the California Interagency Council on Veterans (ICV) to identify and prioritize the needs of California's veterans and to coordinate the activities at all levels of government. He requests the CCC, CSU and UC leadership appoint a representative from their respective systems to serve as members of the ICV.
- Chancellor Reed formally appoints Col. Bucky Peterson to the ICV.

2012

- Col. Peterson provides an update on state efforts to Governor Brown's staff. ([Document 12](#))
- DoD re-issues Transition Assistance MOU for signature without addressing concerns raised by universities across the nation. CSUCO staff continues to recommend that CSU campuses NOT sign the MOU.
- CSU overhauls Veteran/Troops to College website: <http://www.calstate.edu/veterans/>
- CSU campuses host annual professional development conference (San Francisco State).
- CSU provides annual Troops to College Admission Program Guidelines.
- CSU conducts American Council of Education (ACE) training for campuses and CCCs to more than 200 participants.
- Col. Peterson announces retirement and is replaced by Col. Casey Roberts effective March 1, 2013. An updated position description was developed. ([Document 13](#))
- President Barak Obama signs *Principles of Excellence Executive Order*; CO staff review and make recommendations. ([Document 14](#))
- DoD, U.S. Department of Education and U.S. Department of Veterans Affairs issue a request to sign an MOU that includes both the Principles of Excellence and the Transition Assistance Program.
- Military begin a pilot of the Transition Assistance Program.
- Dec. 2012, DoD reissues the MOU with significant improvements and removes the Principles of Excellence section. CSU staff agrees to review and provide a recommendation to campuses in early 2013.
- A review is conducted of admitted versus enrolled CSU Troops to College applicants from 2009 to 2012. ([Document 15](#))
- A systemwide survey indicates 17 campuses have veteran centers or dedicated space. ([Document 16](#))
- California Mental Health Services Authority (CalMHSA) grant identified the veteran population as a recipient of services.
- CSUCO begins identifying the most common courses submitted by veteran students on their SMART Transcripts to begin discussion with campuses for application of similar credit across all campuses.

2013

- CSU campuses begin planning annual professional development conference at CSU Los Angeles.
- Campuses begin admission process for Troops to College Admission Program (only Navy and Marines have submitted names to date).
- CSU staff are in the process of reviewing the latest version of the DoD MOU and will be providing a recommendation to campuses.

**COMMITTEE ON EDUCATIONAL POLICY**

**Proposed Addition to Title 5, California Code of Regulations, Bringing the California State University into Compliance with AB 1899**

**Presentation By**

Dean Kulju  
Director, Financial Aid  
Student Academic Support

**Background**

Nonresident students at the California State University (CSU) who meet specified criteria established by AB 540 are exempt from paying nonresident tuition/fee rates. Students who hold non-immigrant visas currently are excluded from qualifying for this exemption. Effective January 1, 2013, AB 1899 adds Section 68122 to the Education Code and extends to holders of T and U non-immigrant visas (individuals who are victims of trafficking, domestic violence and other serious crimes) eligibility for in-state tuition fees and state financial aid programs that are available to persons admitted to the United States as refugees. Students who have been granted a visa under Section 1101(a)(15)(T)(i) or (ii), or Section 1101(a)(15)(U)(i) or (ii) of Title 8 of the U.S. Code shall be exempt from paying nonresident tuition if they attended a California high school for three years and graduated.

**Proposed Revision**

This item came before the board for information in January 2013. The following resolution is proposed to modify Title 5 by adding a new section 41906.6, bringing CSU regulations into compliance with the new law:

**RESOLVED** by the Board of Trustees of the California State University that the following section be added to Title 5 of the California Code of Regulations:

**Title 5. Education**  
**Division 5. Board of Trustees of the California State Universities**  
**Chapter 1. California State University**  
**Subchapter 5. Administration**  
**Article 4. Nonresident Tuition**

Ed. Pol.  
Agenda Item 3  
March 19-20, 2013  
Page 2 of 2

**§ 41906.6. Nonresident Tuition Exemption for Crime Victims.**

Students who are victims of trafficking, domestic violence, and other serious crimes who have been granted T or U visa status under Title 8, U.S.C. Sections 11101(a)(15)(T) or (U), are exempt from paying nonresident tuition if they (1) attended high school in California for three or more years; (2) graduated from a California high school or attained the equivalent; and (3) registered as an entering student or are currently enrolled at a CSU campus.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Update on SB 1440: Student Transfer Achievement Reform Act**

#### **Presentation By**

Ephraim P. Smith  
Executive Vice Chancellor  
and Chief Academic Officer

Eric Forbes  
Assistant Vice Chancellor  
Student Academic Support

Ken O'Donnell  
Senior Director  
Student Engagement and  
Academic Initiatives and Partnerships

#### **Summary**

Implementation of the Student Transfer Achievement Reform Act (SB 1440) continues to focus on curriculum development, enrollment management and marketing. Since the last report to the Board of Trustees in January 2013, California State University (CSU) campuses have completed their initial review of each of the published Transfer Model Curricula (TMCs). Each TMC represents a common list of courses for a given transfer major used by the California Community Colleges (CCC) to construct two-year degrees. CSU campuses then report which academic programs, if any, may be completed within two years of coursework (either 60 semester units or 90 quarter units) for students to receive a bachelor's degree.

The more pathways the CSU can accommodate, the likelier that students will choose to pursue Associate Degrees for Transfer while still in community college. Staff in the CSU Chancellor's Office present reports to presidents and the Board of Trustees to share up-to-the-minute rankings of campus compliance and TMC effectiveness as a way to demonstrate how the legislation is working.

Although these progress reports will continue to include such rankings, the curriculum charts have two significant shortcomings. First, they represent trailing data: this information is used by the state's transfer students, their advisers and families to learn what is currently offered, and not what may be in the works. So when a CSU campus agrees to modify existing curriculum to

accommodate the new degrees – something the project leadership encourages – the results do not appear publicly until the next catalog cycle.

Second, the successful implementation of the law will depend on serving students, not academic programs. Having 100 percent of the Transfer Model Curricula covered throughout the CSU is less important than having a high percentage of students covered, and that will mean prioritizing work on the majors with the greatest enrollment. The clearest example of this is the transfer major in business. It works very well in the sense that nearly every CSU campus is able to accommodate it with at least one academic program, but business faculty report that many of their most popular majors and concentrations can't be completed within two years of coursework after transfer.

To address this, the Chancellor's Office Academic Affairs division is asking discipline faculty to take a second look at the business TMC, and offering campuses guidance from Marc Siegall, professor of business at CSU Chico. Dr. Siegall has studied the business programs at every CSU campus and developed detailed questions and recommendations that may make more programs available to transfer students who hold these associate's degrees. The most popular CSU transfer major is business. It is important that it work well for students, the CSU and the CCCs. If the current approach is successful then other popular majors may adopt the same approach.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Recommended Amendment to Title 5 Regarding Transfer Admission**

#### **Presentation By**

Eric Forbes  
Assistant Vice Chancellor  
Student Academic Support

#### **Summary**

While the California State University has an enrollment management policy adopted by the Board of Trustees in 2002 that defines the term “impaction” and specifies its use, this term is not currently defined in Title 5. Since the term has been adopted in the Education Code, it is appropriate for it to be included in the list of other particular terms related to admission in section 40601.

The long-standing practice of requiring transfer applicants to earn a grade of “C” or better in what are commonly referred to as the four basic subjects is now clarified in the changes recommended for section 40803. At minimum, transfer students also must obtain at least a grade point average of 2.0 in the remaining units of transferable college credit. Higher criteria may be established for those programs or campuses that are determined to be impacted. It is also appropriate that this section contain a statement about the conditions under which an eligible student who also completes an Associate Degree for Transfer at a California Community College will be provided admission priority.

The proposed adjustments to sections 40804 and 40804.1 specify the conditions under which exceptions may be permitted for transfer applicants who have earned fewer than 60 transferable units. These students may have been eligible as first-time freshmen or may have achieved first-time freshmen eligibility based on their academic work after high school. In both cases, the proposed change now requires that these students also must have completed with a grade of C or better a course in written communication in the English language and a course in mathematics or quantitative reasoning at a level satisfying general education requirements. By including these two requirements, the admitting campus will not be required to provide any remedial courses for these entering students.

Section 40805 introduces language that will permit the California State University to admit eligible veterans regardless of the number of transferable credits earned. The changes to section

**Item Withdrawn**

Ed. Pol.

Agenda Item 5

March 19–20, 2013

Page 2 of 11

40806, 40900, and 40901 each updates the minimum number of transfer units required from 56 to 60 without referencing the expired date of enactment.

The proposed changes to these sections of Title 5 would bring clarity to CSU transfer admission practices. An item will be presented at the May meeting for board action to adopt the following recommended changes to Title 5.

**Title 5, California Code of Regulations**  
**Division 5 – Board of Trustees of the California State Universities**  
**Chapter 1 – California State University**  
**Subchapter 3 – Admission Requirements**  
**Article 1 – Construction and Definitions**

**§ 40601. Particular Terms.**

The following terms, whenever used or referred to in this subchapter, shall have the following meanings, respectively, unless a different meaning appears from the context:

(a) The term “Chancellor” means the Chancellor of the California State University or designee.

(b) The term “the campus” means the campus to which application for admission is made.

(c) The term “appropriate campus authority” means the president of the campus or designee.

(d) The term “college” means:

(1) Any institution of higher learning which is accredited to offer work leading to the degree of Bachelor of Arts or to the degree of Bachelor of Science, by the applicable regional accrediting agency recognized by the United States Department of Education, except an institution which is accredited only as a “specialized institution”;

(2) Any foreign institution of higher learning which, in the judgment of the Chancellor, offers course work equivalent to that offered by institutions included within subdivision (d)(1) of this section.

(e) The term “application” means the submission to the campus by the person applying for admission of all documents including official transcripts of all the applicants academic records and information which the applicant is required to personally submit, and the payment of any application fee due pursuant to Section 41800.1.



~~(1) For admissions prior to fall term 2004, that number derived from a weighted combination of the grade point average for the final three years of high school or of the grade point average for the final three years of high school excluding the final year or final term thereof, and in any case excluding courses in physical education and military science, and the score on either the American College Test or the Scholastic Aptitude Test pursuant to Section 40752 or Section 40802; such weighing of grade point averages and test scores shall be determined and adjusted by the chancellor on the basis of the probability of academic success in the California State University.~~

(f) The term “eligibility index” means ~~(2) For admissions commencing with fall term 2004,~~ the number derived for admission from a weighted combination of the grade point average for courses taken in the comprehensive pattern of college preparatory subjects during the final three years of high school and the score on either the ~~American College Test~~ ACT Examination or the ~~Scholastic Aptitude Test~~ SAT Reasoning Examination pursuant to Section 40752 or Section 40802; such weighing of grade point averages and test scores shall be determined and adjusted by the Chancellor on the basis of the probability of academic success in the California State University.

(g) The term “good standing at the last college attended” means that at the time of application for admission and at the time of admission, the applicant was not under disciplinary or academic suspension, dismissal, expulsion or similar action by the last college attended and was not under disciplinary suspension, dismissal, expulsion or similar action at any institution of The California State University.

(h) The term “first-time freshman” means an applicant who has earned college credit not later than the end of the summer immediately following high school graduation or an applicant who has not earned any college credit.

(i) The term “undergraduate transfer” means any person who is not a first-time freshman pursuant to Section 40601(h), and who does not hold a baccalaureate degree from any college.

(j) The term “full-time student” means any student whose program while in attendance at a college averaged twelve or more semester units per semester, or the equivalent.

(k) The term “resident” shall have the same meaning as does the same term in Section 68017 of the Education Code, and shall include all persons so treated by the provisions of that section.

(l) The term “unit” means a semester unit within the meaning of Section 40103, or the equivalent thereof.

**Item Withdrawn**

Ed. Pol.

Agenda Item 5

March 19–20, 2013

Page 4 of 11

(m) The term “transferable” when used in connection with college units, college credit or college work, shall mean those college units, credit or work which are determined to be acceptable (either for specific requirements or as electives) toward meeting the requirements of a baccalaureate degree. The Chancellor is authorized to establish and from time to time to revise procedures for the implementation of this subdivision.

~~(n) For admissions prior to fall term 2003, the term “comprehensive pattern of college preparatory subjects” means four years of English, three years of mathematics, one year of United States history or United States history and government, one year of laboratory science, two years of foreign language, one year of visual and performing arts, and three years of electives from any combination of English, mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and other fields of study determined by the Chancellor to be appropriate preparation for California State University study.~~

~~(o)(n) Commencing with admissions for the fall term 2003, The term “comprehensive pattern of college preparatory subjects” means, in each area of study, at least four years of English, three years of mathematics, two years of history or social science, two years of laboratory science, two years of foreign language, one year of visual and performing arts, and one year of electives from any combination of English, mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and other fields of study determined by the Chancellor to be appropriate preparation for California State University study.~~

(o) The terms “impacted campus” or “impacted programs” at any campus means that the number of applications from eligible applicants received during the initial application filing period exceeds the number of available admission spaces.

**Note:** Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

**Title 5, California Code of Regulations  
Division 5 – Board of Trustees of the California State Universities  
Chapter 1 – California State University  
Subchapter 3 – Admission Requirements  
Article 5 – Admission as an Undergraduate Transfer**

**§ 40803. Applicants Who Are California Residents and Who Have Completed the Prescribed Number of Units of College Credit.**

~~(a) An applicant who is a resident of California may be admitted to a campus as an undergraduate transfer upon satisfaction of the requirements of subdivisions (1), (2), and (4) or (1), (3), and (4), as appropriate:~~

~~(1) Commencing with admissions to the fall term 2000, the applicant has completed satisfactorily at least 30 semester (45 quarter) units in courses at a level at least equivalent to General Education Breadth courses, including courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics and quantitative reasoning;~~

~~(2) For admission prior to fall term 2005, the applicant has attained a grade point average of 2.0 (grade of C) or better in at least 56 semester (84 quarter) units of transferable college credit;~~

~~(3) Commencing with admission to the fall term 2005, the applicant has attained a grade point average of 2.0 (grade of C) or better in at least 60 semester (90 quarter) units of transferable college credit;~~

~~(4) The applicant was in good standing at the last college attended.~~

~~(b) Commencing with admission to the fall term 2006, an applicant who has attended a California community college and who has committed to a major and campus of the California State University before earning more than 45 semester (68 quarter) units will receive the highest priority for admission to that campus and major if the applicant has completed successfully the systemwide lower division transfer pattern for that major and the campus specific lower division transfer pattern for that major and campus, as defined in Section 40530. "Highest priority" as used herein means a guarantee of admission subject to enrollment demand, available space, and satisfactory completion of any impact criteria for that campus and major.~~  
if the applicant:

- (1) has completed with a grade of C or better courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics or quantitative reasoning at a level satisfying general education requirements;
- (2) has completed at least 60 semester (90 quarter) units of transferable college credit of which 30 semester (45 quarter) units are at a level equivalent to general education breadth courses;
- (3) has attained a grade point average of 2.0 (grade of C) or better in all transferable college courses attempted; and
- (4) is in good standing at the last college attended.

**Item Withdrawn**

Ed. Pol.

Agenda Item 5

March 19–20, 2013

Page 6 of 11

Supplemental admission criteria including a higher grade point average as well as additional course completion requirements may be utilized by those programs or campuses determined to be impacted.

Eligible students who meet the above admission requirements, and who earn an appropriate Associate Degree for Transfer from a California Community College will receive a guarantee of admission with junior status to the California State University, but not to any particular campus or academic program. Students admitted with an Associate Degree for Transfer will receive priority over all other community college transfer students, and will have priority for admission to his or her local campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the campus to which the student is admitted.

**NOTE:** Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

**Title 5, Education**

**Division 5 – Board of Trustees of the California State Universities**

**Chapter 1 – California State University**

**Subchapter 3 – Admission Requirements**

**Article 5 – Admission as an Undergraduate Transfer**

**§ 40804. Applicants Who Were Eligible for Admission As First-Time Freshmen and Who Have Completed Fewer Than the Prescribed Number of Units of College Credit.**

An applicant who has completed fewer than ~~56 semester (84 quarter) units of college credit for admission prior to fall term 2005 and fewer than 60 semester (90 quarter) units of college credit commencing with admission to the fall 2005 term~~ may be admitted to a campus as an undergraduate transfer upon satisfaction of the requirements of each of the following lettered subdivisions:

(a) The applicant was eligible for admission to a campus as a first-time freshman, either

(1) on the basis of the admission requirements in effect at the time of the application, other than the provisions of Sections 40757, 40758, 40900, or 40901, and including satisfactory completion of the comprehensive pattern of college preparatory subjects as defined in subsection (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent; or

(2) on the basis of the admission requirements in effect at the time of the applicant's graduation from high school, other than the provisions of Sections 40757, 40758, 40900, or 40901, including satisfactory completion of any college preparatory course requirements in effect at that time or an alternative program determined by the Chancellor to be equivalent, if the applicant has been in continuous attendance at a college since graduation;

(b) The applicant will have completed with a grade of C or better a course in written communication in the English language and a course in mathematics or quantitative reasoning at a level satisfying general education requirements.

~~(b)~~(c) The applicant has attained a grade point average of 2.0 (grade of C) or better in all transferable college units attempted; and

~~(c)~~(d) The applicant is in good standing at the last college attended.

**NOTE:** Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

**Title 5, Education**  
**Division 5 – Board of Trustees of the California State Universities**  
**Chapter 1 – California State University**  
**Subchapter 3 – Admission Requirements**  
**Article 5 – Admission as an Undergraduate Transfer**

**§ 40804.1. Applicants Who Were Ineligible for Admission As First-Time Freshmen for Failure to Meet Course Requirements and Who Have Completed Fewer Than the Prescribed Number of Units of College Credit.**

An applicant who has completed ~~fewer than 56 semester (84 quarter) units of college credit for admission prior to fall term 2005 and fewer than~~ 60 semester (90 quarter) units of college credit ~~commencing with admission to the fall 2005 term~~ and who was not eligible for admission to a campus as a first-time freshman solely because of failure to complete satisfactorily the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent may be admitted to a campus as an undergraduate transfer upon satisfaction of each of the following lettered subdivisions:

**Item Withdrawn**

Ed. Pol.

Agenda Item 5

March 19–20, 2013

Page 8 of 11

(a) Except for satisfactory completion of the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an acceptable alternative program, the applicant who was eligible for admission to a campus as a first-time freshman, either

(1) on the basis of the admission requirements in effect at the time of the application, other than the provisions of Sections 40757, 40758, 40900, or 40901; or

(2) on the basis of the admission requirements in effect at the time of the applicant's graduation from high school, other than the provisions of Sections 40757, 40758, 40900, or 40901, if the applicant has been in continuous attendance at a college since graduation;

(b) Subsequent to high school graduation, the applicant has completed satisfactorily whatever college preparatory course requirements were in effect at the time of the applicant's graduation from high school, or an alternative program determined by the Chancellor to be equivalent;

(c) The applicant will have completed with a grade of C or better a course in written communication in the English language and a course in mathematics or quantitative reasoning at a level satisfying general education requirements.

~~(e)~~(d) The applicant has attained a grade point average of 2.0 (a grade of C) or better in all transferable college units attempted;

~~(d)~~(e) The applicant is in good academic standing at last college attended.

**NOTE:** Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

**Title 5, Education**  
**Division 5 – Board of Trustees of the California State Universities**  
**Chapter 1 – California State University**  
**Subchapter 3 – Admission Requirements**  
**Article 5 – Admission as an Undergraduate Transfer**

**§ 40805.1. Veterans.**

An applicant who does not meet the requirements of Sections 40803, 40804 and 40805, but who is eligible for admission as a first-time freshman on the basis of the admission requirements in effect at the time of the application for admission as an undergraduate transfer, other than the provisions of Section 40759, or who has completed 60 semester (90 quarter) units of transferable

college credit, and who is not otherwise eligible under the provisions of this Article, may be admitted to a campus as an undergraduate transfer if the applicant is an “eligible veteran” as that term is defined in subdivision (a)(1) of Section 3452, Title 38, United States Code and a California resident.

An applicant who is not eligible for admission as a first-time freshman on the basis of the admission requirements in effect at the time of application for admission as an undergraduate transfer, who has not completed ~~56 semester (84 quarter) units of college credit for admission prior to fall term 2005 and~~ 60 semester (90 quarter) units of college credit ~~commencing with admission to the fall 2005 term,~~ and who is not otherwise eligible under the provisions of this Article, may be admitted to a campus as an undergraduate transfer if the applicant is an “eligible veteran” as that term is defined in subdivision (a)(1) of Section 3452, Title 38, United States Code and a California resident. ~~The Chancellor is authorized to establish and from time to time revise procedures appropriate for the administration of this section.~~

The Chancellor is authorized to establish and from time to time revise procedures appropriate for the administration of this section.

**NOTE:** Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66600 and 89030, Education Code.

**Title 5, Education**  
**Division 5 – Board of Trustees of the California State Universities**  
**Chapter 1 – California State University**  
**Subchapter 3 – Admission Requirements**  
**Article 5 – Admission as an Undergraduate Transfer**

**§ 40806. Other Applicants.**

An applicant who does not meet the requirements of Sections 40803, 40804 and 40805, but who is eligible for admission as a first-time freshman on the basis of the admission requirements in effect at the time of the application for admission as an undergraduate transfer, other than the provisions of Section 40759, or who has completed ~~56 semester (84 quarter) units of transferable college credit for admission prior to fall term 2005 and~~ 60 semester (90 quarter) units of transferable college credit ~~commencing with admission to the fall 2005 term,~~ may be admitted to a campus as an undergraduate transfer, if in the judgment of the appropriate campus authority, the applicant can succeed at the campus, and:

(a) The applicant is in good academic standing at last college attended; and

**Item Withdrawn**

Ed. Pol.

Agenda Item 5

March 19–20, 2013

Page 10 of 11

(b) The admission status will be uniquely identified in the admission process.

**NOTE:** Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66600 and 89030, Education Code.

**Title 5, Education**  
**Division 5–. Board of Trustees of the California State Universities**  
**Chapter 1– California State University**  
**Subchapter 3– Admission Requirements**  
**Article 6 – Admission of Undergraduate Applicants Not Otherwise Eligible**

**§ 40900. General Exceptions.**

An applicant who is not otherwise eligible for admission as either a first-time freshman pursuant to Article 4 (commencing with Section 40751) or as a transfer student with fewer than ~~56 semester (84 quarter) units for admission prior to fall term 2005 and fewer than~~ 60 semester (90 quarter) units ~~commencing with admission to the fall 2005 term~~ pursuant to Article 5 (commencing with Section 40801) may be admitted to a campus provided that the number of applicants enrolled in The California State University pursuant to this Section for any college year shall not exceed 4% of all undergraduate students who enrolled for the first time in The California State University during the previous college year exclusive of those who enrolled after being admitted under the provisions of this article. The Chancellor may prescribe, and may from time to time revise, procedures for the administration of this Section.

**NOTE:** Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66600 and 89030, Education Code.

**Title 5, Education**  
**Division 5 – Board of Trustees of the California State Universities**  
**Chapter 1 – California State University**  
**Subchapter 3 – Admission Requirements**  
**Article 6 – Admission of Undergraduate Applicants Not Otherwise Eligible**

**§ 40901. Exceptions for Applicants to Special Compensatory Programs.**

(a) An applicant who is not otherwise eligible for admissions either as a first-time freshman pursuant to Article 4 (commencing with Section 40751) or as a transfer student with fewer ~~56~~



Item Withdrawn

Ed.Pol.

Agenda Item 5

March 19-20, 2013

Page 11 of 11

~~semester (84 quarter) units for admission prior to fall term 2005 and fewer than 60 semester (90 quarter) units commencing with admission to the fall 2005 term~~ pursuant to Article 5 (commencing with Section 40801) may be admitted to a campus provided that he or she is a disadvantaged applicant for whom special compensatory assistance is available, and provided further that the number of applicants enrolled in The California State University pursuant to this Section for any college year shall not exceed 4% of all undergraduate students enrolled for the first time in The California State University during the previous college year exclusive of those who enrolled after being admitted under the provisions of this article. The Chancellor may establish, and may from time to time revise, procedures for the administration of this Section.

(b) As used in this Section, the term “disadvantaged applicant” means an applicant who comes from a low-income family, who has the potential to perform satisfactorily on the college level, but who has been and appears to be unable to realize that potential without special assistance because of economic, or educational background.

**NOTE:** Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

## COMMITTEE ON EDUCATIONAL POLICY

### **Presentation of Apple Distinguished Program to the CalStateTEACH Program**

#### **Presentation By**

Beverly Young  
Assistant Vice Chancellor  
Teacher Education and  
Public School Programs

Jay Matheson  
Development Executive  
Apple Education  
Apple, Inc.

#### **Summary**

CalStateTEACH has been named an Apple Distinguished Program for the 2012-2013 school year for its innovative design and implementation of a one-to-one iPad mobile learning initiative.

The Apple Education Recognition Program 2012-2013 recognizes outstanding schools and programs that are centers of innovation, leadership, educational excellence and exemplary learning environments. Apple Distinguished Programs are K–20 academic implementations that provide one-to-one access to Apple devices to all program participants. In addition, they establish innovative learning environments that engage students and provide tangible evidence of academic accomplishment. In 2012-2013, there were 103 programs recognized nationally; three were selected in California. CalStateTEACH is the first California State University (CSU) program to be recognized.

After the nomination to the Recognition Program, CalStateTEACH was required to create a multimedia iBook illustrating the five program criteria: visionary leadership, innovative learning and teaching, ongoing professional learning, compelling evidence of success and flexible learning environment. To review the CalStateTEACH iBook download this link on an iPad with the iBooks 2 app: <https://d36reqp8unf9ig.cloudfront.net/sub03/CalStateTEACH.4.1.0.ibooks>.

The selection of CalStateTEACH as an Apple Distinguished Program highlights its successes in enhancing and extending teaching and learning with thoughtful and innovative implementations of technology.

Through the iPad initiative and the creation of iBooks and iTunesU courses, the program has integrated new models of educational technology that foster creative critical thinking, group problem solving and collaboration, and reinforced core and interdisciplinary content knowledge. Faculty and staff have created e-Supervision software to streamline the work of faculty and deepen the reflective process for candidates. CalStateTEACH teacher candidates use interactive technology to engage students in critical thinking and learning.

CalStateTEACH is an online site-based Multiple Subject Teacher Preparation Program serving the entire state of California. The program is eco-sensitive and techno-inventive. It has a complex mobile learning initiative dedicated to preparing tomorrow's teachers and eliminating the digital divide in rural remote and urban underserved schools.

In fall 1998, former CSU Chancellor Charles B. Reed envisioned and secured funding to develop a site-based, technology-supported multiple-subject program to provide quality teacher preparation to all Californians who did not have ready access to a campus-based program. Faculty from teacher education programs across the CSU created the curriculum in a one-year span. Since its beginning in fall 1999, CalStateTEACH has worked with more than 7,000 candidates and prepared more than 3,000 credentialed teachers.

Over the years, the program has consistently provided evidence of a quality program demonstrated by the high ratings awarded it by program graduates and employers in the Center for Teaching Quality annual evaluations. Some quality markers:

- Results on the exit study demonstrate a high level of candidate satisfaction with the program with nearly all ratings falling above 90 percent; candidates report that they are well or adequately prepared and that the positive statements about the program are true or mostly true.
- Consistently scoring at 85 percent or better and above the CSU system average on the overall effectiveness of CSU multiple subject credential programs on the systemwide evaluation of teacher preparation, administered by the CSU Center for Teacher Quality.
- A 12-year grade point average (GPA) of 3.55.
- A 98 percent average passage rate on the Reading Instruction Competence Assessment (RICA) (2001- 2012).
- A 91 percent passage rate on the California Teacher Performance Assessment with an average 3.17 score on a 4.0 rubric.

In 2011, CalStateTEACH was awarded full accreditation by the California Commission on Teacher Credentialing with no stipulations or professional notes.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **The Center for Community Engagement: Inquire. Practice. Reflect.**

#### **Presentation By**

Ephraim Smith  
Executive Vice Chancellor  
and Chief Academic Officer

Judy Botelho  
Director  
Center for Community Engagement

#### **Summary**

In March 2000, the California State University (CSU) Board of Trustees passed a landmark resolution in response to the governor's request for a community service requirement for all students in California's public institutions of higher education. In a strong display of support for community engagement, the trustees' resolution called for the chancellor and each CSU president to "ensure that all students have opportunities to participate in community service, service learning (deemed academically appropriate by faculty), or both." In response to CSU's commitment to ensure all students have opportunities to participate, the state of California has authorized \$1 million annually the past 13 years to support the expansion of service opportunities on CSU campuses.

#### **Impact**

Celebrating 15 years of innovation and growth, the CSU Center for Community Engagement, established in March 1997 as the first of its kind in the country, advances the CSU's commitment to serving the economic, public policy and social needs of California. Highlights include:

- CSU students contribute 32 million hours of community service annually to California's communities, resulting in an economic impact of \$697 million\* to the state.
- Since 1998, the CSU has seen a 114 percent increase in service learning. Today, 85,000 engaged students contribute 1.2 million hours of service to their communities through 2,600 service-learning courses and partnerships with 2,300 community organizations. Each year, the CSU designates 23 percent of federal work study funds for community service placements, well above the national average of 14 percent and more than triple the minimum requirement.

- CSU's community engagement programs help graduate diverse, highly skilled and socially responsible students. Five CSU campuses (Fresno, Fullerton, Los Angeles, Northridge and San Bernardino) were named in the top 10 of Hispanic Serving Institutions with the most Peace Corps volunteers in 2011.
- Investing in service learning not only enhances student learning and persistence to graduation, but also provides a great return on investment. Annually, CSU service-learning offices bring in \$3 from outside sources for every \$1 invested by the state.

### **In Practice**

Service learning and community engagement help to enhance students' subject knowledge, develop their job ready skills and increase their sense of responsibility and efficacy. As a result of these experiences, students gain an understanding of community and democracy and further their relationships to one another and those around them.

- **Restoration efforts in the Gulf Coast.** Thousands of CSU students continue to help with rebuilding efforts after Hurricane Katrina devastated the Gulf Coast in 2005. For the past six years, CSU Channel Islands professor Sean Anderson and his students have made repeated trips to Louisiana, restoring wetlands and building sustainable food systems and community gardens. San José State Professor Scott Myers-Lipton and his students began a national movement to pass the Gulf Coast Civic Works Act, a federal bill to create 100,000 jobs for Gulf Coast residents and evacuees to rebuild their public infrastructure.
- **Providing free income tax assistance.** In 1971, CSU Northridge professor Gary Iskowitz created a program to provide local taxpayers with free tax return preparation by accounting students. Iskowitz's effort grew into a national Internal Revenue Service program called Volunteer Income Tax Assistance (VITA). More than 40 years since VITA was founded, the CSU still plays an active role. The IRS reports that 275,000 returns were filed at California VITA locations last year—thousands filed by CSU students. Nearly every CSU campus facilitates a VITA program in which business and accounting students provide no-cost advice and assistance to senior citizens, people with disabilities and anyone with an annual income less than \$50,000.
- **Greening campuses and communities.** Through a variety of "green" engagement activities, CSU students and faculty have led the sustainability movement across California. CSU Chico students enrolled in Dr. Mark Stemen's geography course began the "Take Back the Tap" campaign, resulting in free purified water systems installed on campus to replace the sale of water bottles. At San Francisco State, apparel design and merchandising students in Dr. Connie Ulasewicz's class partnered with Goodwill

Industries to design trendy new clothing from unwanted garments found at Goodwill stores. “They deconstructed pieces of clothing only to redesign and reconstruct it into another piece of clothing,” said Ulasewicz. “The project went hand in hand with Goodwill’s mission to help reconstruct people’s lives.”

To learn about community engagement and service learning across the California State University, visit: <http://www.calstate.edu/cce/> where student and faculty experiences are shown through stories, photos and videos illustrating the impact of community engagement extending beyond each of the 23 campuses.

\*Based on the accepted 2011 national volunteer rate of \$21.79 per hour by the Independent Sector.

## **AGENDA**

### **COMMITTEE ON UNIVERSITY AND FACULTY PERSONNEL**

**Meeting:**     **3:45 p.m., Tuesday, March 19, 2013**  
                  **Glenn S. Dumke Auditorium**

Kenneth Fong, Chair  
Lou Monville, Vice Chair  
Roberta Achtenberg  
Bernadette Cheyne  
Steven M. Glazer  
William Hauck  
Peter G. Mehas  
Ian Ruddell  
Glen O. Toney

#### **Consent Items**

Approval of Minutes of Meeting of January 22, 2013

#### **Discussion Items**

1. Executive Compensation, Interim General Counsel, *Action*

**MINUTES OF THE MEETING OF  
COMMITTEE ON UNIVERSITY AND FACULTY PERSONNEL**

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

**January 22, 2013**

**Members Present**

Kenneth Fong, Chair  
Lou Monville, Vice Chair  
Roberta Achtenberg  
Bernadette Cheyne  
Steven M. Glazer  
Peter G. Mehas  
Jillian Ruddell  
Bob Linscheid, Chair of the Board  
Timothy P. White, Chancellor

Trustee Fong called the meeting to order.

**Approval of Minutes**

The minutes of the November 14, 2012 meeting were approved as submitted.

**Recommended Change to Title 5 – Outside Employment Disclosure Requirements**

Agenda Item 1 was an action item regarding a Title 5 change concerning outside employment disclosure requirements that will affect Management Personnel Plan and executive employees. Vice Chancellor Gail Brooks explained that this item was presented for information at the November 2012, Board of Trustees meeting. Ms. Brooks stated that the action item proposes the addition of a new section to Title 5, Division 5 of the California Code of Regulations, which pertain to the administrative laws that apply to the California State University, and that Trustees have the authority to approve, change, and add to Title 5. This change will require the disclosure of outside employment by management and executive employees. As noted in November, Ms. Brooks explained that due to a 2007 audit of CSU compensation practices, the California Bureau of State Audits recommended that the CSU require disclosure of outside employment for full-time faculty, management and executive employees. Ms. Brooks noted that in accordance with the California Faculty Association Collective Bargaining Agreement, effective September 18, 2012, full time faculty will be required to disclose outside employment within certain parameters.

The committee approved the motion to adopt the Title 5 change for outside employment disclosure requirements. (RUFPP 1-13-01).



**COMMITTEE ON UNIVERSITY AND FACULTY PERSONNEL**

**Executive Compensation: Interim General Counsel**

**Presentation By**

Timothy P. White  
Chancellor

**Summary**

This item sets compensation for the interim general counsel of the California State University system.

**Executive Compensation**

This item recommends that Mr. G. Andrew Jones receive an annual salary of \$208,000 effective April 6, 2013, the date of his appointment as interim general counsel of the California State University. In accord with existing policy, Mr. Jones will receive a vehicle allowance of \$1,000 per month as a result of serving as interim general counsel. Mr. Jones will receive standard benefit provisions afforded CSU executive classification employees. He will not be eligible for any executive transition program as a result of serving as interim general counsel.

The following resolution is recommended for adoption:

**RESOLVED**, by the Board of Trustees of the California State University, that Mr. G. Andrew Jones shall receive a salary set at the annual rate of \$208,000 effective April 6, 2013, the date of his appointment as interim general counsel of the California State University; and be it further

**RESOLVED**, Mr. Jones shall receive additional benefits as cited in Agenda Item 1 of the Committee on University and Faculty Personnel at the March 19-20, 2013, meeting of the CSU Board of Trustees.

## AGENDA

### COMMITTEE ON ORGANIZATION AND RULES

**Meeting: 4:15 p.m., Tuesday, March 19, 2013**  
**Glenn S. Dumke Auditorium**

**8:00 a.m., Wednesday, March 20, 2013**  
**Glenn S. Dumke Auditorium**

Glen O. Toney, Chair  
Roberta Achtenberg, Vice Chair  
Douglas Faigin  
Debra S. Farar  
Kenneth Fong  
Margaret Fortune  
Hugo N. Morales

**4:15 p.m., Tuesday, March 19, 2013**  
**Glenn S. Dumke Auditorium**

#### **Consent Items**

Approval of Minutes of May 7, 2012

#### **Discussion Items**

1. Proposed Schedule of Board of Trustees' Meetings, 2014, *Information*

**\*\*Note**

**8:00 a.m., Wednesday, March 20, 2013**  
**Glenn S. Dumke Auditorium**

#### **Consent Items**

Approval of Minutes of May 7, 2012

#### **Discussion Items**

1. Proposed Schedule of Board of Trustees' Meetings, 2014, *Information*

**\*\*Note:** Depending on the length of discussions on the afternoon of Tuesday, March 19, 2013, items may have to be carried over to Wednesday, March 20, 2013, for consideration.

**MINUTES OF MEETING OF  
COMMITTEE ON ORGANIZATION AND RULES**

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

**May 7, 2012**

**Members Present**

Glen O. Toney, Chair  
Roberta Achtenberg, Vice Chair  
Carol R. Chandler  
Kenneth Fong  
Margaret Fortune  
Melinda Guzman  
Lou Monville  
Charles B. Reed, Chancellor

Trustee Toney called the meeting to order.

**Approval of the Minutes**

The minutes of the March 20, 2012 meeting were approved as submitted.

Trustee Toney introduced one action item on the agenda, approval of the Schedule of Meetings for 2013 and asked the chancellor to comment. Chancellor Reed stated that every effort was made to ensure that the CSU Board of Trustees and the UC Board of Regents meetings did not conflict. The committee voted in favor of the resolution (ROR 05-12-02).

Trustee Toney adjourned the meeting.

**COMMITTEE ON ORGANIZATION AND RULES**

**Proposed Schedule of Board of Trustees' Meetings, 2014**

**Presentation By**

Christine Helwick  
General Counsel

**Summary**

The following schedule of the CSU Board of Trustees' meetings for 2014 is presented for information and will be proposed for action at the May 2013 meeting.

**Proposed 2014 Meeting Dates**

January 28-29, 2014	Tuesday – Wednesday	Headquarters
March 25-26, 2014	Tuesday – Wednesday	Headquarters
May 20-21, 2014	Tuesday – Wednesday	Headquarters
July 22, 2014	Tuesday	Headquarters
September 9-10, 2014	Tuesday – Wednesday	Headquarters
November 12-13, 2014	Wednesday – Thursday	Headquarters

## AGENDA

### COMMITTEE ON INSTITUTIONAL ADVANCEMENT

**Meeting: 4:20 p.m., Tuesday, March 19, 2013**  
**Glenn S. Dumke Auditorium**

**8:05 a.m., Wednesday, March 20, 2013**  
**Glenn S. Dumke Auditorium**

Roberta Achtenberg, Chair  
Kenneth Fong, Vice Chair  
Bernadette Cheyne  
Rebecca D. Eisen  
Douglas Faigin  
Debra S. Farar  
Margaret Fortune  
Peter G. Mehas  
Hugo N. Morales  
Ian Ruddell

**4:20 p.m., Tuesday, March 19, 2013**  
**Glenn S. Dumke Auditorium**

#### **Consent Items**

Approval of minutes of meeting of January 22, 2013

#### **Discussion Items**

1. Measuring Advancement, *Information*
2. Council for Advancement and Support of Education Awards, *Information*

**\*\*Note**

**8:05 a.m., Wednesday, March 20, 2013**  
**Glenn S. Dumke Auditorium**

#### **Consent Items**

Approval of minutes of meeting of January 22, 2013

#### **Discussion Items**

1. Measuring Advancement, *Information*
2. Council for Advancement and Support of Education Awards, *Information*

**\*\*Note:** Depending on the length of discussions on the afternoon of Tuesday, March 19, 2013, items may have to be carried over to Wednesday, March 20, 2013, for consideration.

**MINUTES OF THE MEETING OF  
COMMITTEE ON INSTITUTIONAL ADVANCEMENT  
Office of the Chancellor  
Glenn S. Dumke Auditorium  
401 Golden Shore  
Long Beach, California**

**January 22, 2013**

**Members Present**

Roberta Achtenberg, Chair  
Kenneth Fong, Vice Chair  
Edmund G. Brown, Jr., Governor  
Bernadette Cheyne  
Rebecca D. Eisen  
Debra S. Farar  
Margaret Fortune  
Bob Linscheid, Chair of the Board  
Peter G. Mehas  
Hugo N. Morales  
Gavin Newsom, Lt. Governor  
Jillian Riddell  
Timothy White, Chancellor

Chair Achtenberg called the meeting to order.

**Approval of Minutes**

The minutes of November 13, 2012 were approved by consent.

**Approval of the 2011-2012 Annual Report on Philanthropic Support to the California State University**

Garret Ashley, vice chancellor, University Advancement, extended thanks to presidents, their campus teams, and donors for achieving over \$297 million in gift commitments. Overall, gift commitments were down 14 percent, he noted that when you account for the extraordinary \$42 Million commitment to Cal Poly Pomona from the Kellogg Foundation last year, gift commitments were actually relatively consistent. Mr. Ashley emphasized that maintaining gift commitments at prior year levels is an achievement considering that the economy remains tepid.

Mr. Ashley acknowledged the passing of former Board of Trustees' Chair Murray Galinson, who gave generously to both the system and campuses, and established the Murray Galinson scholarship. The philanthropic report was dedicated in his honor. He asked Ms. Lori Redfearn, assistant vice chancellor advancement to present the report's data.

Ms Redfearn began by noting that during Chancellor Reed's tenure the amount of contributions increased 200 percent from \$339 million to \$1.02 billion. During his 15 years of service, Chancellor Reed oversaw \$3.6 billion in gift receipts to the CSU, an average of \$240 million per year, of that nearly \$200 million was raised for student scholarship. After his retirement, Chancellor Reed's philanthropic legacy lives on with the Chancellor Charles B. Reed Endowed Scholarship, which recognizes an exemplary Hearst/CSU Trustees' recipient.

Ms Redfearn provided an overview of the 2011-2012 data with the assistance of a slide presentation which includes information on philanthropic support received by the 23-campus California State University (CSU) system from July 1, 2009 to June 30, 2012. Section 89720 of the Education Code requires that an annual gift report be submitted to the California Joint Legislative Budget Committee and the California Department of Finance.

The report and additional campus highlights are available for viewing on the system website at [www.calstate.edu/ua/philanthropic](http://www.calstate.edu/ua/philanthropic)

Charitable gift receipts, a combination of new gifts and pledge payments, totaled \$240 million—no change from last year. Of all charitable gifts received, 97 percent were designated to specific interests identified by the donor leaving only \$7.7 million as unrestricted.

On average, the endowment investment returns for 2011-2012 were slightly down by about 1 percent. The market value remained over \$1 billion, with \$46 million in new gifts.

Ms. Redfearn concluded her presentation by introducing Rudy Silva, a student at CSU Long Beach student who shared how philanthropy impacted his education.

The committee recommended approval of the proposed resolution (RIA 01-13-01).

Trustee Achtenberg adjourned the committee.

## **COMMITTEE ON INSTITUTIONAL ADVANCEMENT**

### **Measuring Advancement**

#### **Presentation By**

Garrett Ashley  
Vice Chancellor  
University Relations and Advancement

Lori A. Redfearn  
Assistant Vice Chancellor  
Advancement Services

#### **Summary**

The information item will present campus university advancement goals for performance.

#### **Background**

In March 2005, the Board of Trustees adopted a set of four guiding principles that measures the productivity of, and investment in, advancement operations.

1. Campuses should ensure that the advancement enterprise has resources sufficient to achieve goals. Goals and results should be consistent with the investment.
2. Campuses should establish and evaluate performance goals annually. Goals should reflect percentage increases in private support and growth in endowments, with recognition that fluctuations will occur because of the somewhat unpredictable flow of very large gifts.
3. Campuses should operate a well-rounded development program. Over time, a full range of advancement functions should be created to increase opportunities for success. These functions should include major gifts, planned giving, corporate and foundation relations, and an active annual fund.
4. A culture of philanthropy should be nurtured on each campus. Advancement goals should find their way into strategic plans, faculty at all levels should be engaged in advancement, the role of private support should be highlighted in campus communications, and volunteers should find ways for meaningful involvement in the quest by campuses to increase private support.

With the guidance of these principles, the Chancellor and campus presidents develop annual goals and performance review recommendations.



## **Goal Dashboards**

Each campus has submitted data indicating past performance, as well as goals for both gift commitments and investment in advancement programs. These dashboards are attached and may also be viewed at [www.calstate.edu/universityadvancement/](http://www.calstate.edu/universityadvancement/) (select Reports, then Campus Advancement Plans).

An overview of the campus university advancement goals for performance will be presented at the meeting.

## **CSU Advancement Classification Model**

Campuses are divided into three peer groups that take into consideration the maturity of a campus advancement program based on the number of full time professional fundraisers, endowment market value, and the number of individual donors.

Group I campuses typically have fewer than ten full-time fundraising professionals, less than 5,000 individual donors, and endowments of less than \$25 million. The primary focus for these programs is to build infrastructure and develop a donor base. The development operation may also be engaged in some limited capital or themed campaigns. These institutions are striving to achieve a fundraising benchmark that is comparable to 10 percent of the state general fund allocation.

Group II campuses typically have ten to twenty full-time fundraising professionals, five to ten thousand individual donors, and endowments valued between \$25 million to \$100 million. Development programs at these institutions are striving to be more comprehensive and may include specialists in annual giving, planned giving and corporate/foundation relations. These campuses are commonly engaged in capital or themed campaigns. The expectation is that these campuses will raise private funds comparable to 10 percent to 15 percent of the state general fund allocation.

Group III campuses typically have over twenty full-time fundraising professionals, more than ten thousand individual donors, and more than \$100 million in endowment funds. Group III campuses have greater opportunity to increase investment in fundraising from non-state sources such as unrestricted gifts and endowment management fees. These programs have engaged in or are positioning for comprehensive campaigns. The fundraising benchmark for Group III campuses is 15 percent of the state general fund allocation.

The following chart compares gift commitments to the state general fund allocation for the last three years. Evaluation of progress in reaching benchmarks is focused on the three-year average, which helps to level fluctuations that may occur due to the receipt of significant major gifts.

**Gift Commitments Compared to State General Fund Allocation**

<b>Campus</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>Three Year Ave.</b>
<b>Group I</b>				
Bakersfield	10%	8%	5%	8%
Channel Islands	8%	4%	5%	5%
Dominguez Hills	4%	5%	7%	5%
East Bay	8%	8%	8%	8%
Humboldt	12%	17%	13%	14%
Los Angeles	10%	5%	6%	7%
Maritime Academy	7%	10%	8%	8%
Monterey Bay	8%	9%	11%	9%
San Bernardino	6%	3%	5%	5%
San Marcos	6%	5%	8%	6%
Stanislaus	5%	3%	5%	5%
<b>Group I Average</b>	<b>8%</b>	<b>7%</b>	<b>7%</b>	<b>7%</b>
<b>Group II</b>				
Chico	8%	7%	9%	8%
Fullerton	8%	6%	6%	7%
Northridge	9%	6%	9%	8%
Pomona	8%	47%	11%	24%
Sacramento	8%	10%	10%	9%
San Francisco	13%	10%	15%	12%
San Jose	16%	18%	25%	19%
Sonoma	7%	25%	27%	20%
<b>Group II Average</b>	<b>10%</b>	<b>15%</b>	<b>13%</b>	<b>13%</b>
<b>Group III</b>				
Fresno	13%	12%	23%	16%
Long Beach	19%	15%	21%	18%
San Diego	37%	38%	50%	41%
San Luis Obispo	22%	20%	30%	24%
<b>Group III Average</b>	<b>24%</b>	<b>22%</b>	<b>32%</b>	<b>25%</b>
<b>System Average</b>	<b>13%</b>	<b>14%</b>	<b>15%</b>	<b>14%</b>

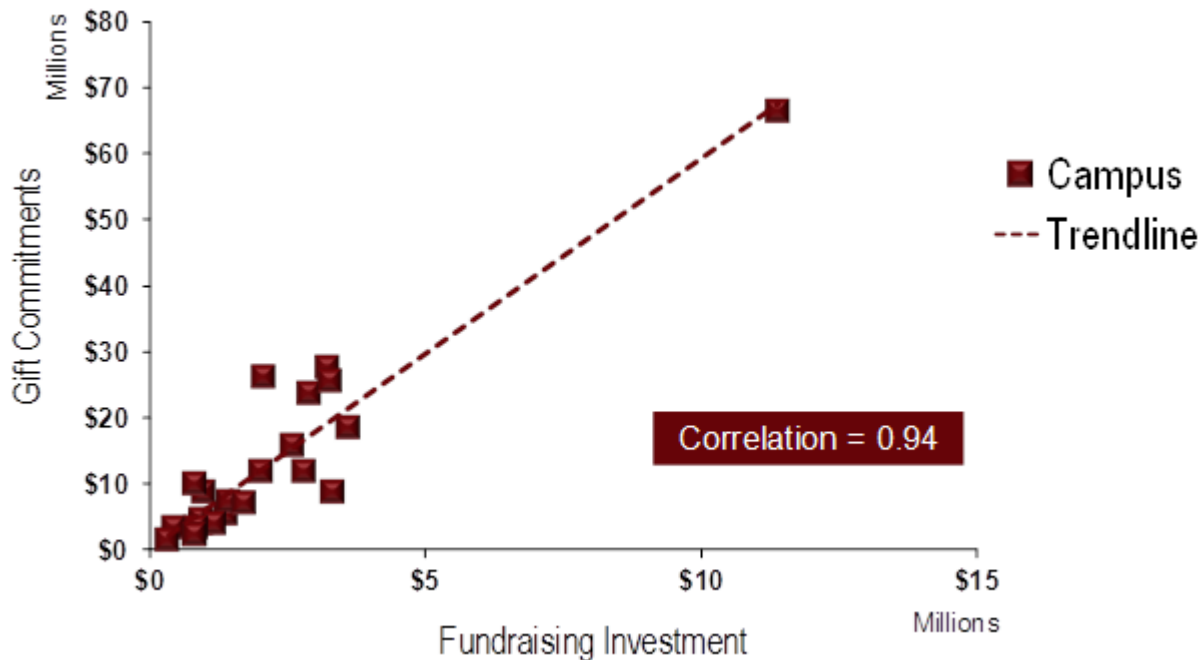
### Investments in Advancement

For 2011-2012, the California State University system's return on fundraising investment in relation to gift commitments of over \$297 million was 585 percent. The median campus return on investment was 485 percent. When viewed over a three-year period, the CSU return on investment was 610 percent. This means for every dollar invested in fundraising \$6.10 was returned to support the university.

The three-year average cost to raise a dollar for the system was 16 cents. For a comprehensive fundraising operation, the target range for the cost to raise a dollar is 15 to 25 cents.

The next chart compares the three-year average of gift commitments compared to the three-year average of fundraising investments. With a 94 percent positive correlation between investments in fundraising and resulting gift commitments, the trend line shown is a good indicator for understanding the investment that is necessary to reach fundraising goals.

### Dollars Invested is Significantly Related to Dollars Raised



Alumni Relations on many campuses is taking an increasing role in fundraising. In addition to managing annual fund solicitation programs, some campuses have added discovery programs.

Discovery programs train students to interview high capacity alumni about their student experiences and explore ways to re-engage them with the university. The alumni are often more receptive to meeting with a student than accepting a call from a major gifts officer. The program has the added impact of providing the student with practical career advice and often ongoing mentor relationships.

In Communications and Public Relations, there is a growing trend to re-allocate positions to dedicated digital media experts to enhance the university's presence on social networking sites, blogs and other digital media. Digital media provides an opportunity to push messaging and share positive stories about our students, faculty and academic achievements.

Overall, funding for Advancement has not recovered to its funding level in 2007-2008 and still falls short by \$5 million. Programs have experienced much re-organization as positions are held vacant to meet budget restraints. There were 90 vacant positions out of 974 in Advancement across the system as of January 1, 2013.



**The California State University**  
OFFICE OF THE CHANCELLOR

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# University Advancement

## Campus Plans Dashboards

2012-13

The California State University  
Office of the Chancellor

[www.calstate.edu/UA](http://www.calstate.edu/UA)

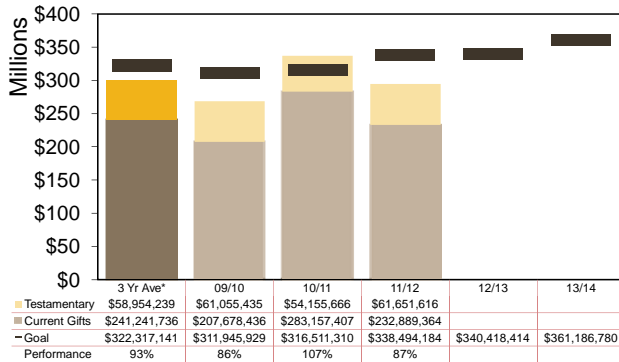
Campus: **CSU**  
 Peer Group: **Systemwide**

\*Three Year Average: 09/10 10/11 11/12

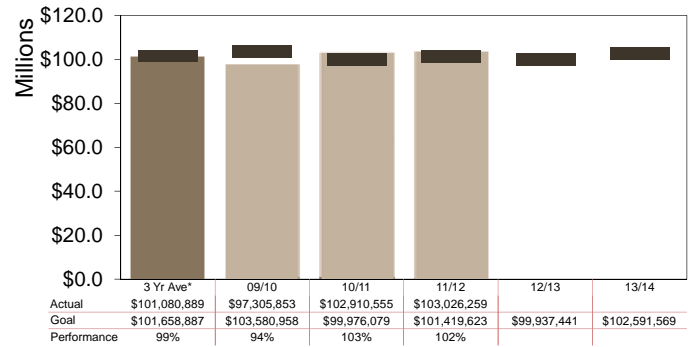
**GOAL MATRIX DASHBOARD**

■ Actual    ■ Goal

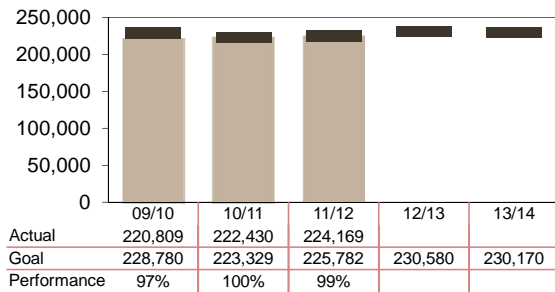
**Gift Commitments**



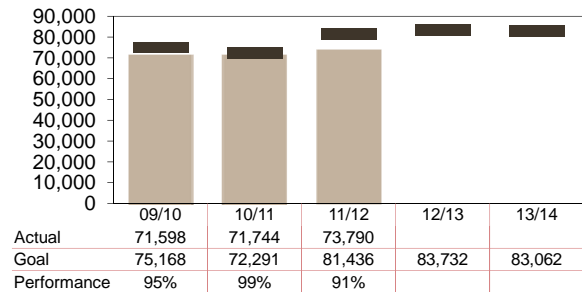
**Total Advancement Investment**



**Number of Individual Donors**



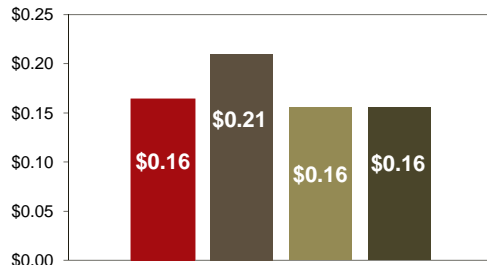
**Number of Alumni Donors**



**MEASURING ADVANCEMENT (Three Year Average\*)**

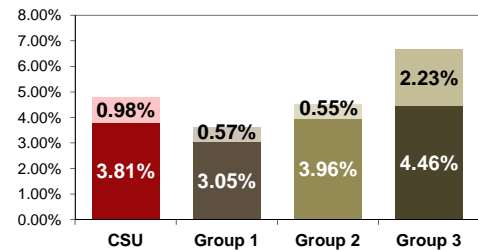
**Cost Benefit Analysis**

**Cost to Raise a Dollar**

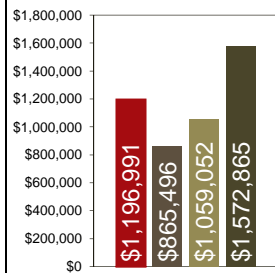


**Investment as a Percentage of State General Fund**

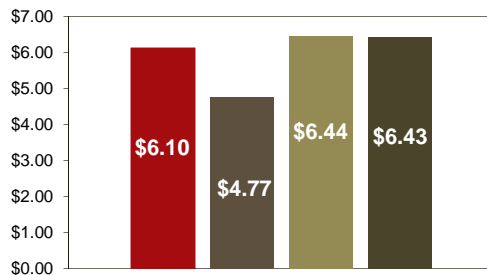
**Total Advancement Expenditures**



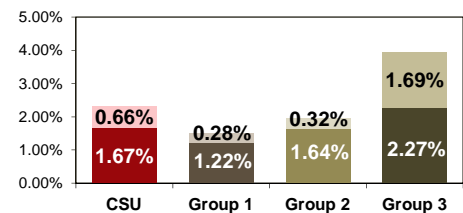
**Gift Commitments per FTE Fundraising Professional**



**Return on Investment**



**Fundraising Expenditures**



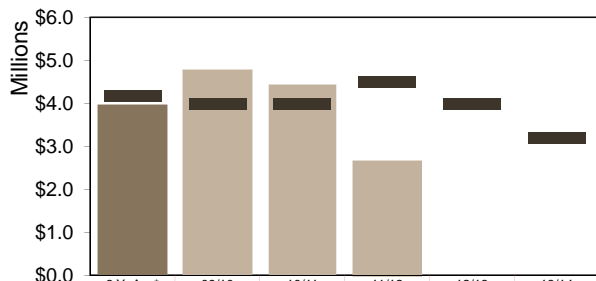
Campus: **Bakersfield**  
Peer Group: 1

\*Three Year Average: 09/10 10/11 11/12

**GOAL MATRIX DASHBOARD**

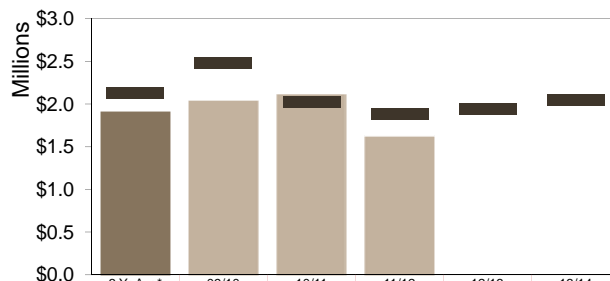
■ Actual    ■ Goal

**Gift Commitments**



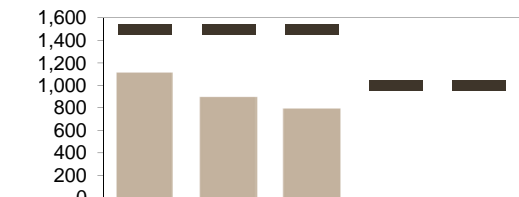
	3 Yr Ave*	09/10	10/11	11/12	12/13	13/14
Testamentary	\$0	\$0	\$0	\$0		
Current Gifts	\$3,947,474	\$4,768,964	\$4,427,718	\$2,645,739		
Goal	\$4,166,667	\$4,000,000	\$4,000,000	\$4,500,000	\$4,000,000	\$3,200,000
Performance	95%	119%	111%	59%		

**Total Advancement Investment**



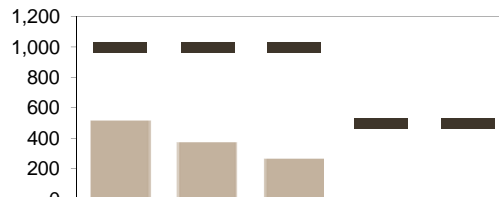
	3 Yr Ave*	09/10	10/11	11/12	12/13	13/14
Actual	\$1,905,358	\$2,018,069	\$2,091,508	\$1,606,497		
Goal	\$2,131,752	\$2,480,561	\$2,026,994	\$1,887,700	\$1,940,392	\$2,045,044
Performance	89%	81%	103%	85%		

**Number of Individual Donors**



	09/10	10/11	11/12	12/13	13/14
Actual	1,106	889	785		
Goal	1,500	1,500	1,500	1,000	1,000
Performance	74%	59%	52%		

**Number of Alumni Donors**

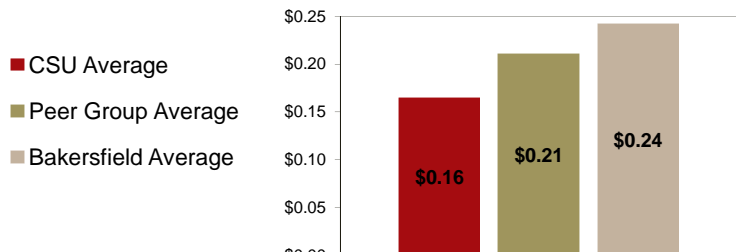


	09/10	10/11	11/12	12/13	13/14
Actual	511	370	259		
Goal	1,000	1,000	1,000	500	500
Performance	51%	37%	26%		

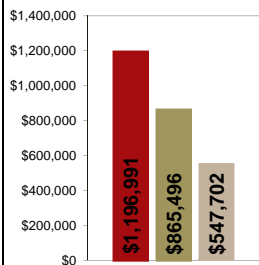
**MEASURING ADVANCEMENT (Three Year Average\*)**

Cost Benefit Analysis

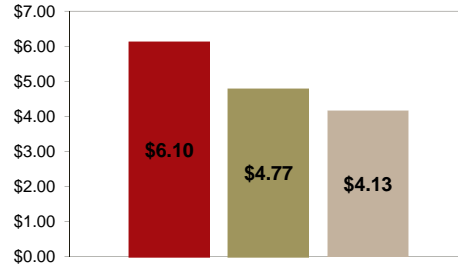
**Cost to Raise a Dollar**



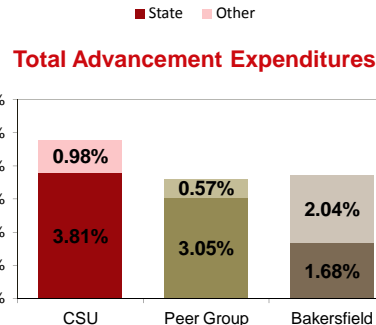
Gift Commitments per FTE Fundraising Professional



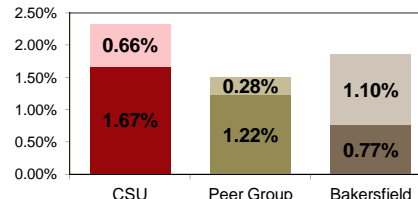
**Return on Investment**



Investment as a Percentage of State General Fund



**Fundraising Expenditures**



**ENVIRONMENTAL SCAN / COMMENTS**

CSUB remains committed to providing a quality, accessible education that advances the mission of the California State University system. The University's Advancement Department plays a vital role in achieving this goal by working with local, regional and national stakeholders that can provide the level of resources that enhance the work of the University and extends its reach in the greater community to increase the educational attainment of students. In 2011-12, University Advancement continued to increase philanthropic support from alumni, community members, corporations, and foundations vested in the success of the University and the California State University system. The university garnered major grants through the reporting period including \$920,000 supporting sciences-based undergraduate programs, \$274,000 for undergraduate scholarship support, and \$100,000 for industry-based training programs that prepare students to enter a competitive workforce. University Advancement has also initiated a reorganization of its departments that will poise it to increase its fundraising success, engage and greater number of constituents in its support of University initiatives, and prepare it to scale its activities beginning in the spring of 2013. There have been significant personnel changes within the division, including the appointment of a new Director of Public Affairs and a new Director of Alumni Affairs. In addition, three new positions focused on major gift fundraising and donors relations that will be recruited in the winter of 2013.

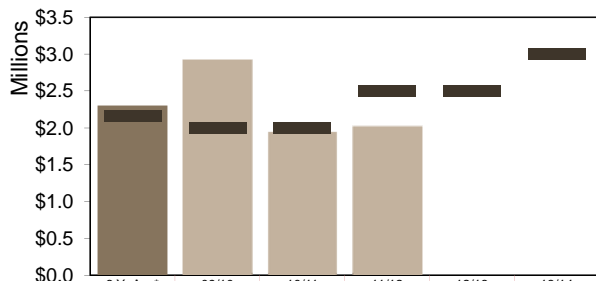
Campus: **Channel Islands**  
Peer Group: **1**

\*Three Year Average: 09/10 10/11 11/12

**GOAL MATRIX DASHBOARD**

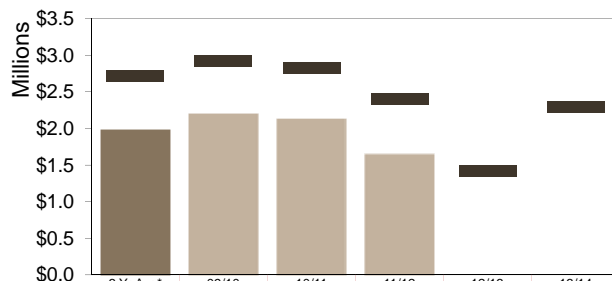
■ Actual    ■ Goal

**Gift Commitments**



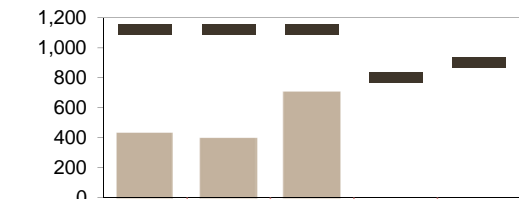
	3 Yr Ave*	09/10	10/11	11/12	12/13	13/14
Testamentary	\$0	\$0	\$0	\$0		
Current Gifts	\$2,289,655	\$2,920,661	\$1,933,365	\$2,014,940		
Goal	\$2,166,667	\$2,000,000	\$2,000,000	\$2,500,000	\$2,500,000	\$3,000,000
Performance	106%	146%	97%	81%		

**Total Advancement Investment**



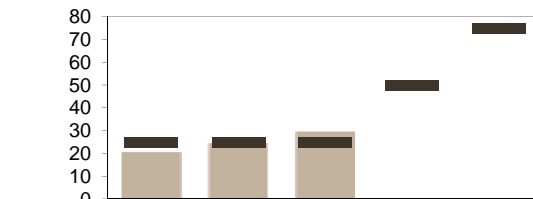
	3 Yr Ave*	09/10	10/11	11/12	12/13	13/14
Actual	\$1,978,256	\$2,186,837	\$2,113,746	\$1,634,184		
Goal	\$2,714,000	\$2,917,000	\$2,825,000	\$2,400,000	\$1,415,997	\$2,300,000
Performance	73%	75%	75%	68%		

**Number of Individual Donors**



	09/10	10/11	11/12	12/13	13/14
Actual	424	394	701		
Goal	1,125	1,125	1,125	800	900
Performance	38%	35%	62%		

**Number of Alumni Donors**

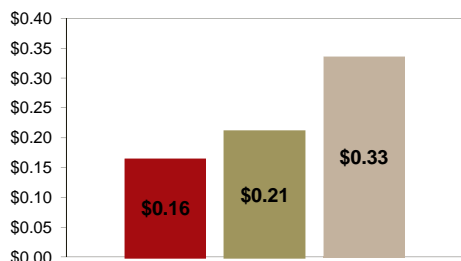


	09/10	10/11	11/12	12/13	13/14
Actual	20	24	29		
Goal	25	25	25	50	75
Performance	80%	96%	116%		

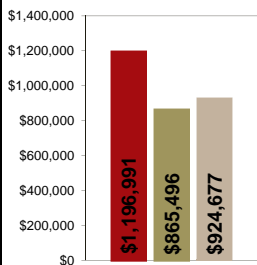
**MEASURING ADVANCEMENT (Three Year Average\*)**

**Cost Benefit Analysis**

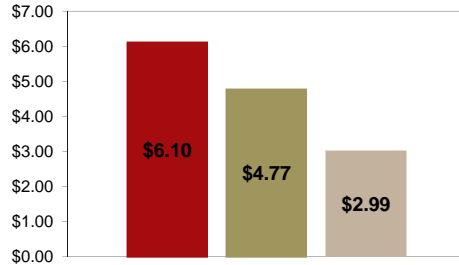
**Cost to Raise a Dollar**



**Gift Commitments per FTE Fundraising Professional**

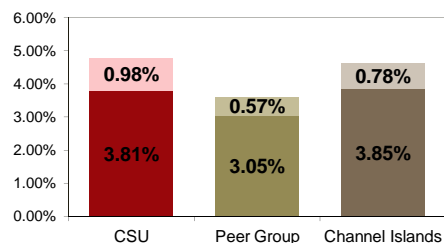


**Return on Investment**

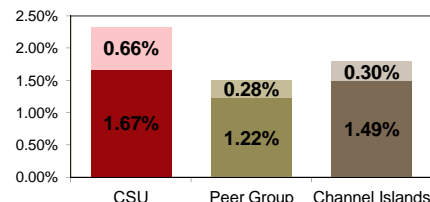


**Investment as a Percentage of State General Fund**

**Total Advancement Expenditures**



**Fundraising Expenditures**



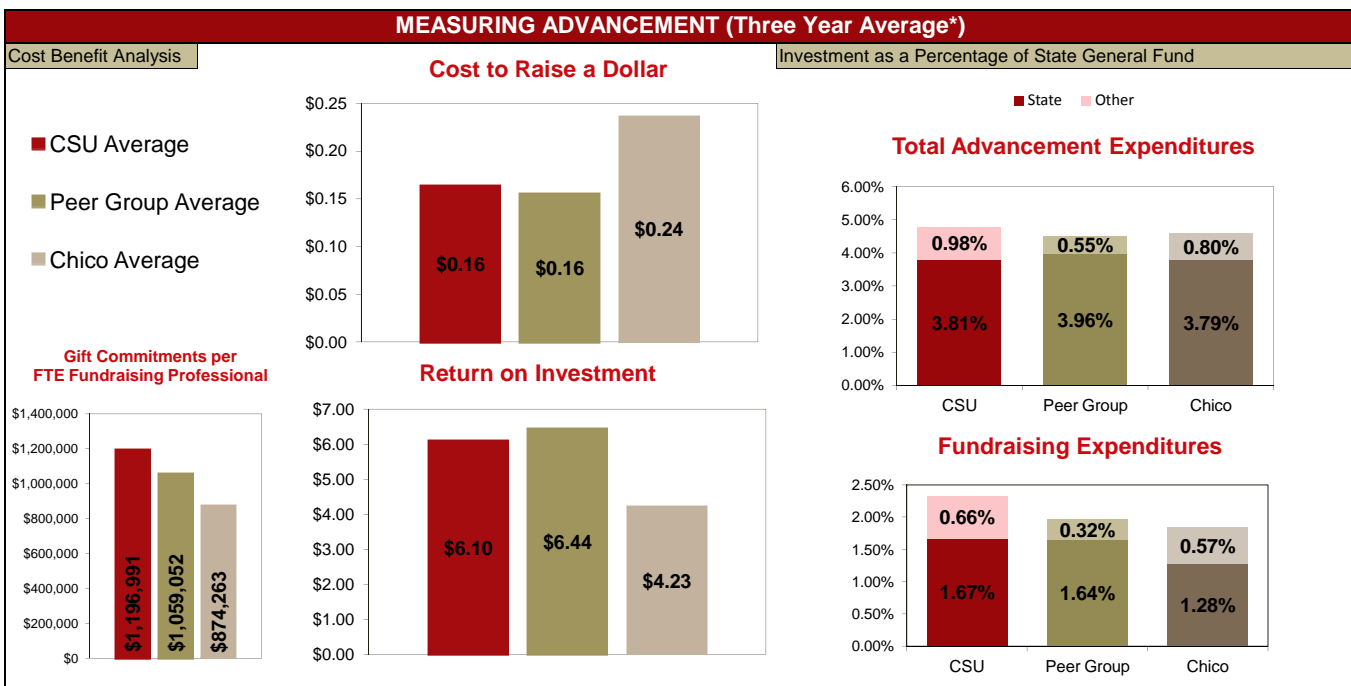
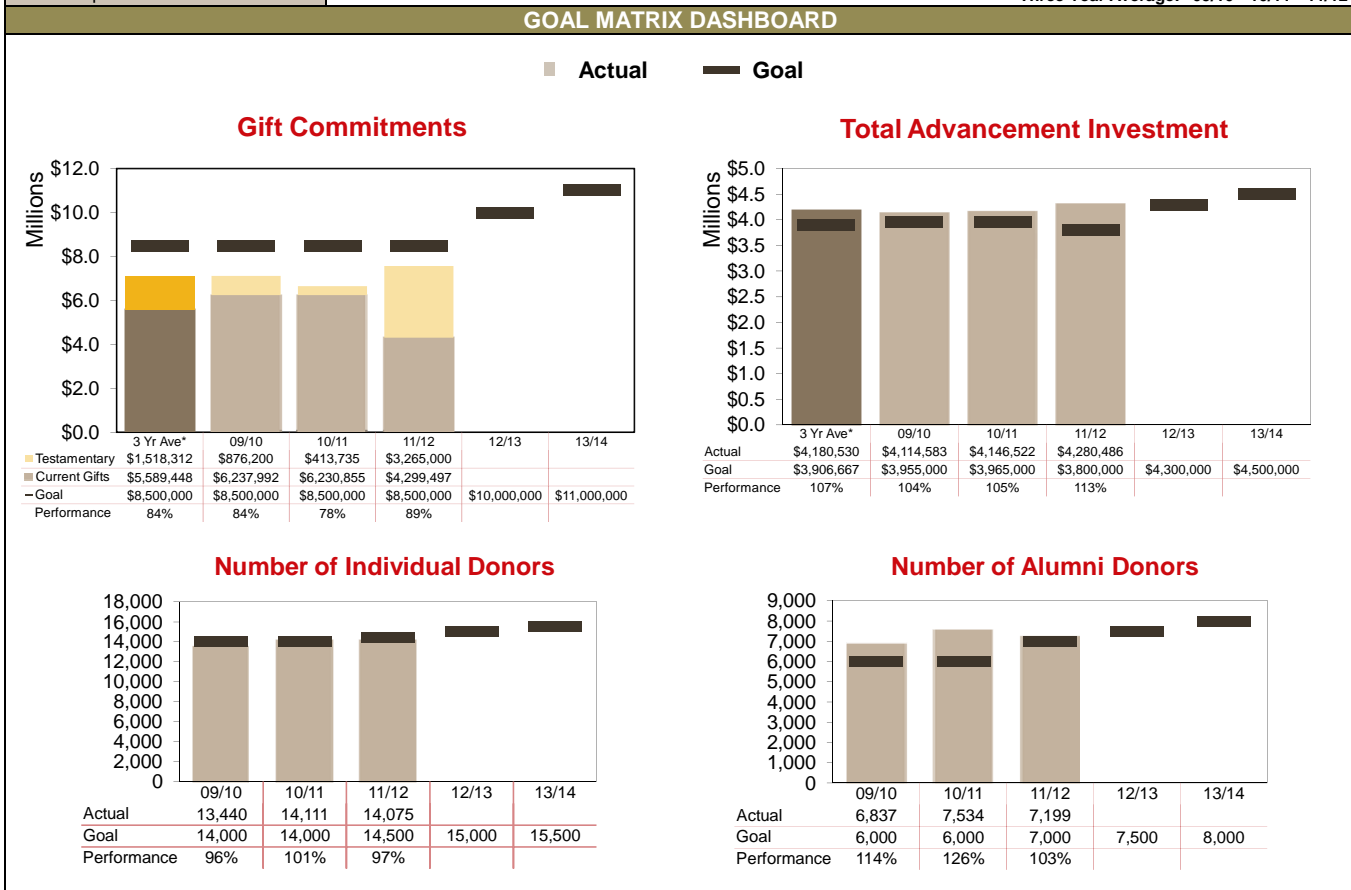
**ENVIRONMENTAL SCAN / COMMENTS**

As CSU Channel Islands celebrates its 10th anniversary, regional demand is increasing student enrollment. Thus, to ensure CI meet its strategic goals through placing students at the center of the educational experience, Advancement is playing a larger and more critical role. The reorganization of Advancement into the Office of the President has resulted in a leaner, but stronger and more effective division. An outcomes-based strategic plan has created challenging, yet attainable goals to increase resources to the campus; maximize partnership opportunities connecting the University with business and the community; and promote a positive image of the university's unique and innovative accomplishments. The Foundation Board has been expanded and re-invigorated with the appointment of key, high-level community leaders. Under the leadership of President Rush, the Foundation has pinpointed six critical campus needs and developed engaged task forces that are utilizing creative public private partnerships to make significant progress toward meeting those needs. One example is the Leave your Mark campaign, which is helping CI renovate neglected exterior spaces on campus. CI is also planting the seeds for tomorrow's alumni donors. Through creative and targeted social media strategies CI's young alumni are becoming more engaged with the campus, as exemplified by over 550 alumni and friends attending CI's annual Dodger Days, where President Rush threw out the first pitch. Mentorship and networking nights are proving to be another successful strategy that keeps alumni engaged by proving the relevance of staying connected with CI.



Campus: **Chico**  
Peer Group: **2**

\*Three Year Average: 09/10 10/11 11/12



### ENVIRONMENTAL SCAN / COMMENTS

In 2012, Chico State celebrated our 125th anniversary, helping the campus launch a new level of alumni, parent, community, and student engagement and setting the stage for the University's first comprehensive campaign. The energy harnessed during this yearlong celebration underscored Chico State's areas of distinction and the affinity of our alumni and the community. As campaign preparations moved forward, University Advancement also prepared for the retirement of five long-time staff. The loss of their leadership, institutional knowledge, and established relationships was significant to the campus. Although difficult, this situation provides opportunities to welcome new talent, streamline operations, and create new synergies for the campaign. Helping shepherd a renewed vision are Leslie Schibsted, interim associate vice president for development, and Dwight Seuser, director of advancement services and annual fund. With the recent appointment of Provost and Vice President for Academic Affairs Belle Wei, Chico State is well positioned to engage the campus and constituents in the quiet phase of our campaign.

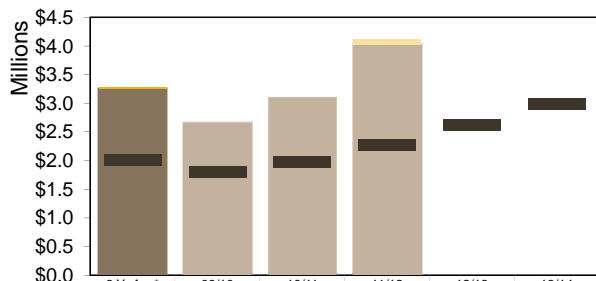
Campus: **Dominguez Hills**  
Peer Group: **1**

\*Three Year Average: 09/10 10/11 11/12

**GOAL MATRIX DASHBOARD**

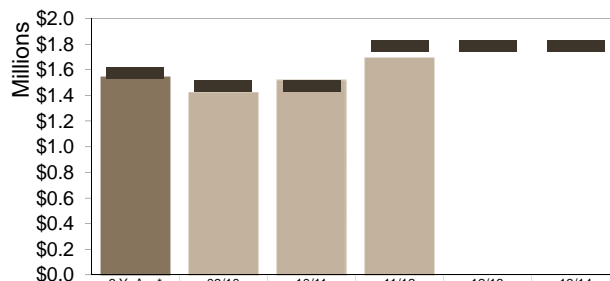
■ Actual ■ Goal

**Gift Commitments**



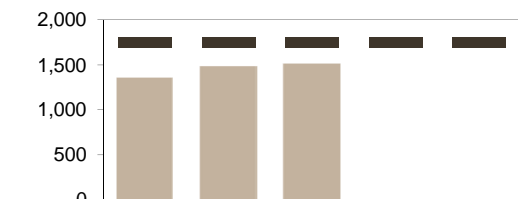
	3 Yr Ave*	09/10	10/11	11/12	12/13	13/14
Testamentary	\$33,333	\$0	\$0	\$100,000		
Current Gifts	\$3,254,936	\$2,655,893	\$3,086,913	\$4,022,003		
- Goal	\$2,019,000	\$1,800,000	\$1,980,000	\$2,277,000	\$2,618,550	\$3,000,000
Performance	163%	148%	156%	181%		

**Total Advancement Investment**



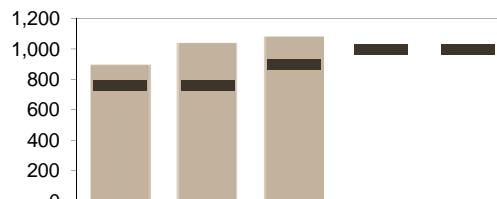
	3 Yr Ave*	09/10	10/11	11/12	12/13	13/14
Actual	\$1,540,340	\$1,421,712	\$1,512,487	\$1,686,822		
Goal	\$1,578,368	\$1,475,213	\$1,475,213	\$1,784,678	\$1,784,678	\$1,784,678
Performance	98%	96%	103%	95%		

**Number of Individual Donors**



	09/10	10/11	11/12	12/13	13/14
Actual	1,356	1,480	1,509		
Goal	1,750	1,750	1,750	1,750	1,750
Performance	77%	85%	86%		

**Number of Alumni Donors**

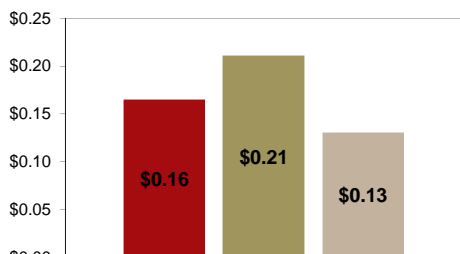


	09/10	10/11	11/12	12/13	13/14
Actual	888	1,033	1,080		
Goal	760	760	900	1,000	1,000
Performance	117%	136%	120%		

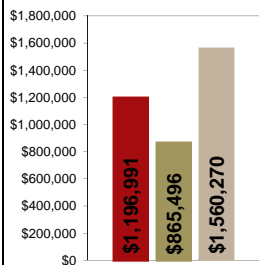
**MEASURING ADVANCEMENT (Three Year Average\*)**

**Cost Benefit Analysis**

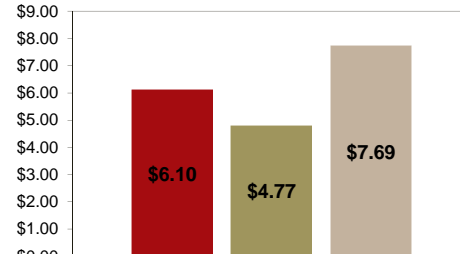
**Cost to Raise a Dollar**



**Gift Commitments per FTE Fundraising Professional**

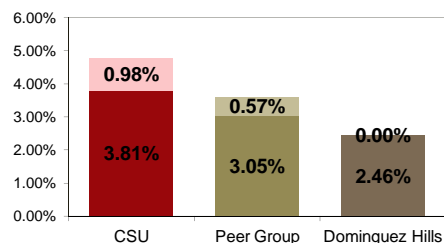


**Return on Investment**

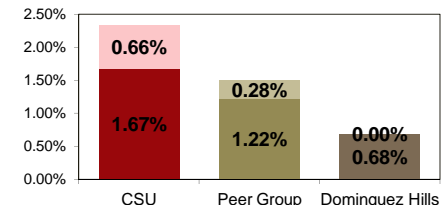


**Investment as a Percentage of State General Fund**

**Total Advancement Expenditures**



**Fundraising Expenditures**



**ENVIRONMENTAL SCAN / COMMENTS**

Under the leadership of Interim President Willie Hagan, the Division of University Advancement at CSU Dominguez Hills will continue its role as a leader in creating a culture of philanthropy on campus and a catalyst to grow the influence and impact of CSU Dominguez Hills in the South Bay and Greater Los Angeles. By using the goals outlined by Interim President Hagan as our compass, University Advancement continues to thoughtfully, and comprehensively, expand the opportunities for student success and resource enhancement for our on-campus community. Although not immune to the lingering economic crisis, in the six months of FY 2012-13, CSU Dominguez Hills is 18% ahead of this point last year in cash and 8% ahead in alumni donors. In addition, we have maintained pace in the number of media placements and estimate that over 60,000 guests, including many state and federal legislators, have visited the campus through events organized by University Advancement. By continuing to leverage the many existing relationships we have with the political, civic, and business community, CSU Dominguez Hills will be able to grow our brand and the resources for our institution.

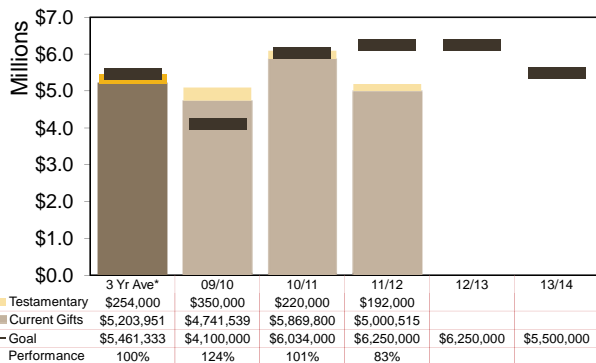
Campus: **East Bay**  
Peer Group: 1

\*Three Year Average: 09/10 10/11 11/12

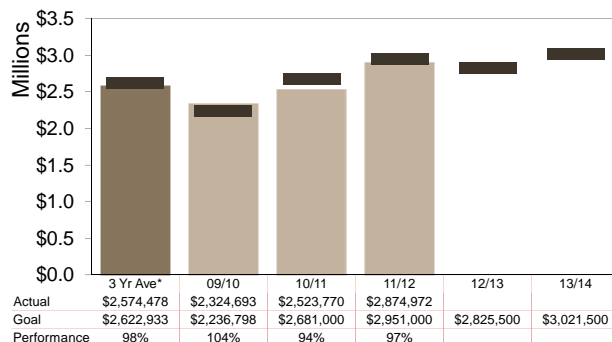
**GOAL MATRIX DASHBOARD**

■ Actual ■ Goal

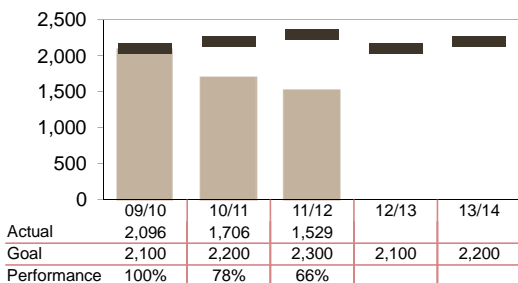
**Gift Commitments**



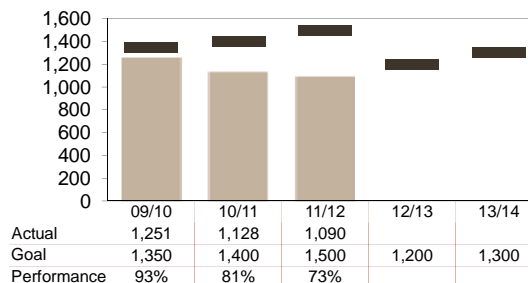
**Total Advancement Investment**



**Number of Individual Donors**



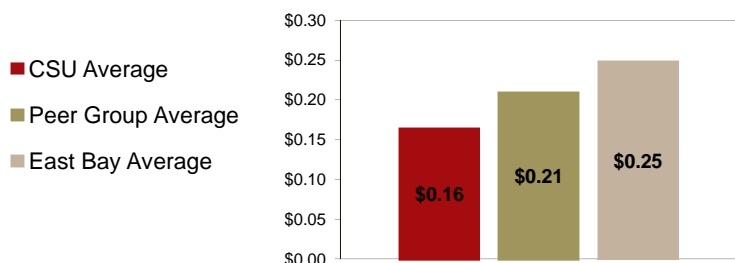
**Number of Alumni Donors**



**MEASURING ADVANCEMENT (Three Year Average\*)**

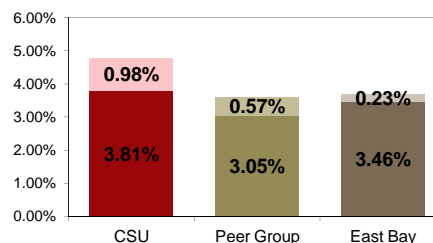
**Cost Benefit Analysis**

**Cost to Raise a Dollar**

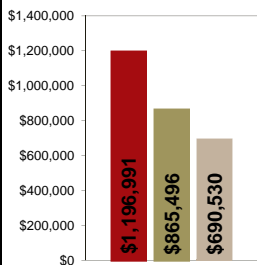


**Investment as a Percentage of State General Fund**

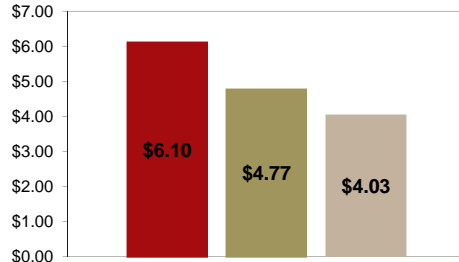
**Total Advancement Expenditures**



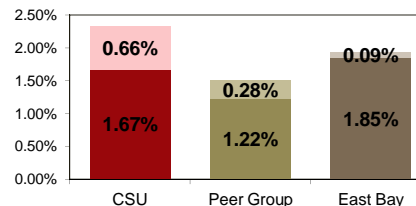
**Gift Commitments per FTE Fundraising Professional**



**Return on Investment**



**Fundraising Expenditures**



**ENVIRONMENTAL SCAN / COMMENTS**

Cal State East Bay will complete the 4th year of its first comprehensive campaign in July. In 2012, a strategic review of the campaign's goal and priorities was conducted by administration, deans, and development staff to ensure fundraising priorities supported the University's mission, and that the campaign goal could be successfully met. As a result, a campaign goal of \$40M (the tentative goal had been \$40-50M) was approved and fundraising priorities were updated to support the University's newly updated mission and shared commitments. Staffing changes continued in 2012. In February, Derek Aitken became the Director of Government Relations, a previously unfilled position, and has made an immediate impact on outreach efforts. The Director of Advancement Services left in March. This position was filled in August by Debbie Chaw who has made significant progress in correcting data information and mentoring staff. The AVP for Communications departed in July, and a retired annuitant was hired temporarily in August. A permanent Director will be hired by late spring. Finally, a national search for a vice president is underway with hopes of filling the position this spring. Anne Harris has served as Interim VP since October 2011 – during which time the AVP role remained vacant. An investment in Alumni Relations and the Annual Fund was made with full-time directors appointed effective January 2, 2013 (both areas had part-time staffing since April 2011). It is expected that this renewed focus will build more robust programs and engage young alumni and students as future and committed donors.

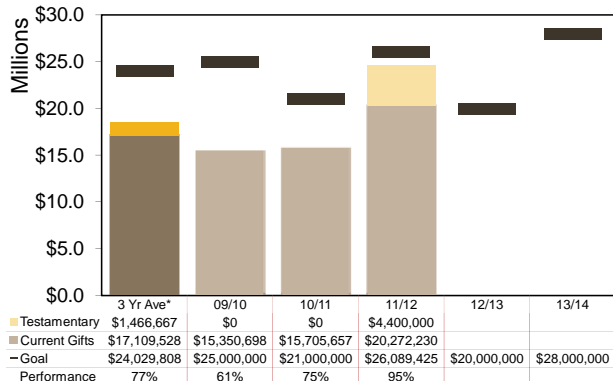
Campus: **Fresno**  
Peer Group: **3**

\*Three Year Average: 09/10 10/11 11/12

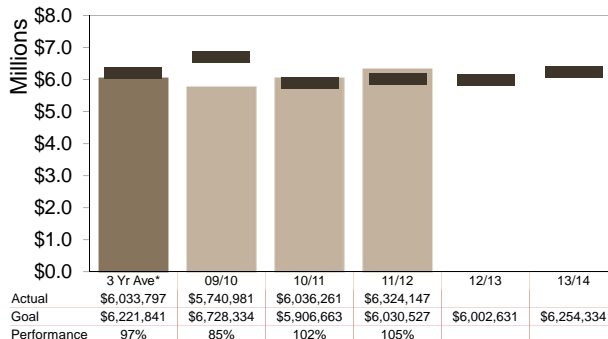
**GOAL MATRIX DASHBOARD**

■ Actual    ■ Goal

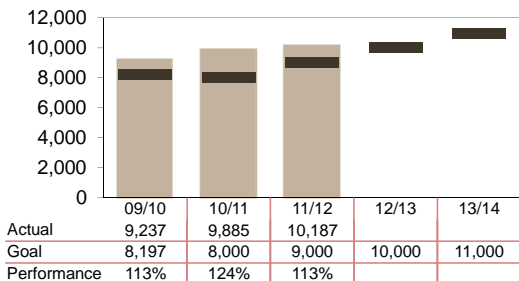
**Gift Commitments**



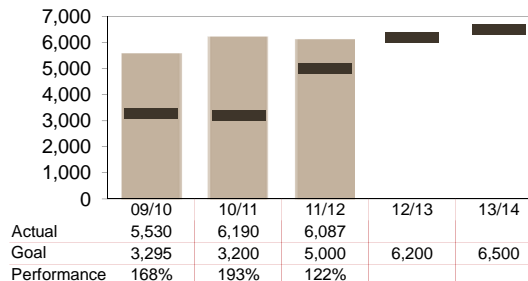
**Total Advancement Investment**



**Number of Individual Donors**



**Number of Alumni Donors**

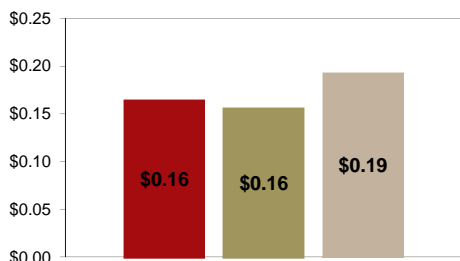


**MEASURING ADVANCEMENT (Three Year Average\*)**

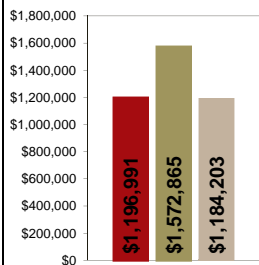
**Cost Benefit Analysis**

■ CSU Average  
■ Peer Group Average  
■ Fresno Average

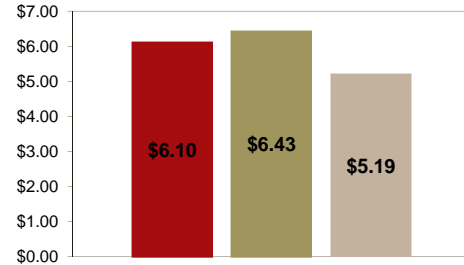
**Cost to Raise a Dollar**



**Gift Commitments per FTE Fundraising Professional**



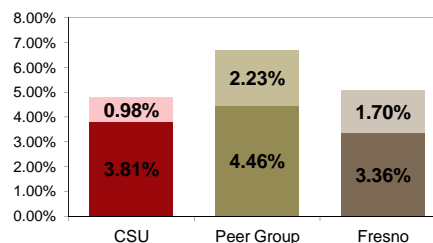
**Return on Investment**



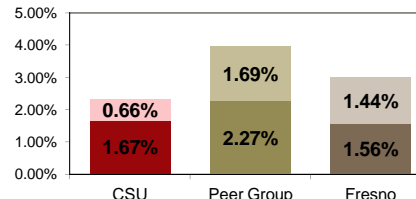
**Investment as a Percentage of State General Fund**

■ State    ■ Other

**Total Advancement Expenditures**



**Fundraising Expenditures**

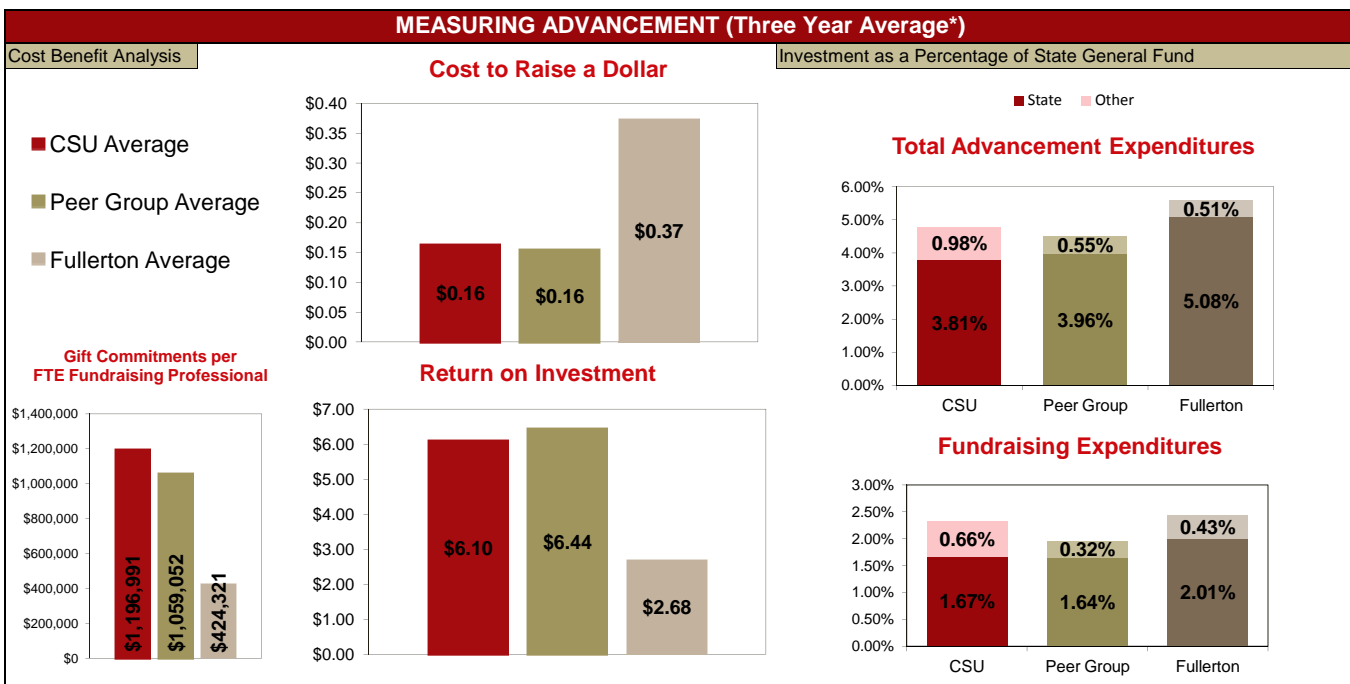
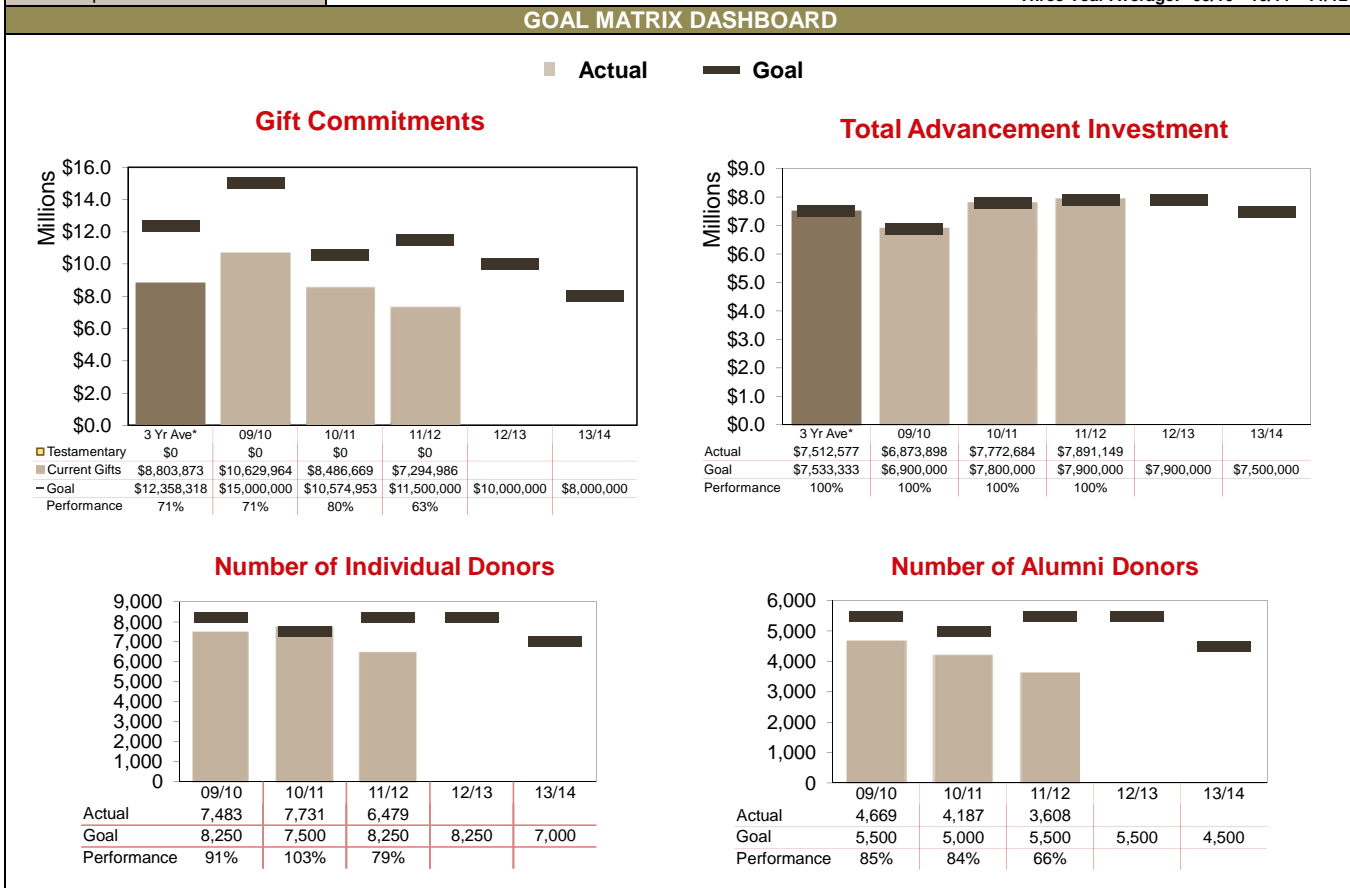


**ENVIRONMENTAL SCAN / COMMENTS**

The impact of America's and more importantly California's economic roller coaster continues to have a dramatic effect on our Advancement efforts at Fresno State, particularly the development program. Staff and volunteers continue to focus with laser-like precision on the Campaign for Fresno State. Monetary and non-monetary goals are being achieved, including the creation of a culture of philanthropy on and off the campus. Volunteer leadership continues to be effective, and we are rejoicing at the successes of our volunteers and staff. Budget downturns have significantly reduced state and non-state support to Advancement. Our environmental scan can hardly ignore the long-term negative impacts of the economy on the university's ability to sustain its private fundraising efforts. And yet, volunteers and staff are rising to meet the challenges and success seems achievable.

Campus: **Fullerton**  
Peer Group: **2**

\*Three Year Average: 09/10 10/11 11/12



### ENVIRONMENTAL SCAN / COMMENTS

Fiscal Year 2012 - 2013 provides California State University, Fullerton, with a host of opportunities. The installation of a new campus president and her subsequent recruitment of a new cabinet offer the University innovative and fresh initiatives to guide the mission and goals for the future. In September, President García outlined the three pillars to guide the campus: setting future horizon (the completion of a comprehensive strategic plan), ensuring student success (accessibility, retention, and graduation), and promoting Titan Pride (friend-raising and fundraising). It is the third pillar, Promoting Titan Pride, to which the Division of University Advancement will dedicate its efforts. Since the President's convocation, the Division has worked to strengthen the volunteer structure. Under the auspices of the Cal State Fullerton Philanthropic Foundation, new standing committees have been identified, duties defined, and membership assigned. These committees – Development, Advocacy, and Marketing – have already held initial meetings and agreed upon projects to which to direct their attention. Most notably, the Philanthropic Foundation has adopted the President's Strategic Fund, a new initiative to raise philanthropic dollars to further the President's pillars for success. In its first month, over \$125,000 has been committed for the identified campus priorities of President García.

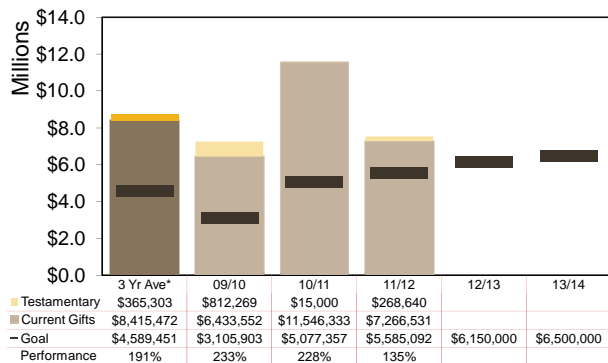
Campus: **Humboldt**  
Peer Group: **1**

\*Three Year Average: 09/10 10/11 11/12

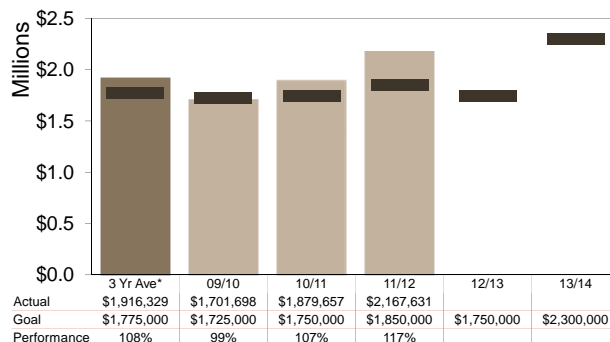
**GOAL MATRIX DASHBOARD**

■ Actual    ■ Goal

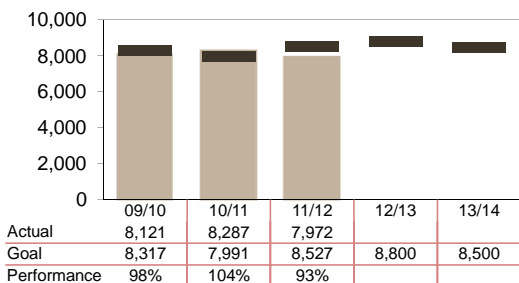
**Gift Commitments**



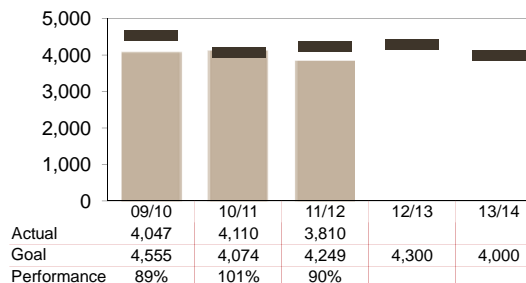
**Total Advancement Investment**



**Number of Individual Donors**



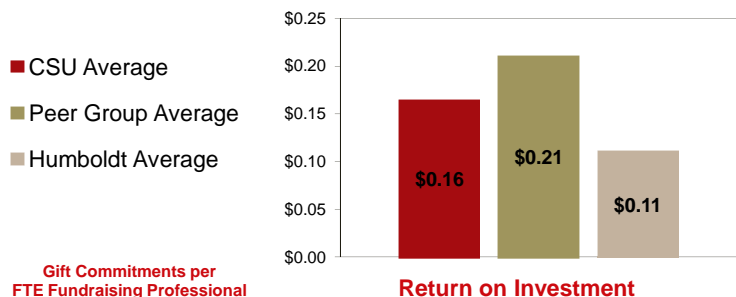
**Number of Alumni Donors**



**MEASURING ADVANCEMENT (Three Year Average\*)**

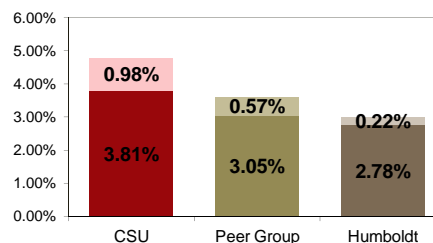
**Cost Benefit Analysis**

**Cost to Raise a Dollar**

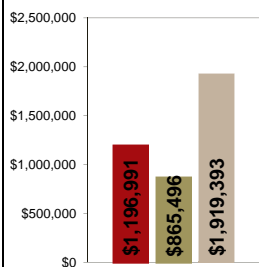


**Investment as a Percentage of State General Fund**

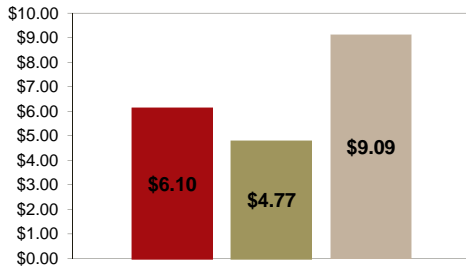
**Total Advancement Expenditures**



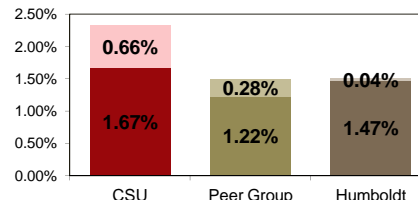
**Gift Commitments per FTE Fundraising Professional**



**Return on Investment**



**Fundraising Expenditures**



**ENVIRONMENTAL SCAN / COMMENTS**

Humboldt State University remains focused on establishing and strengthening the key components in its advancement organization: a quality Marketing & Communications Department; a Development & Alumni Relations Department with core operations and programs; and a philanthropic foundation comprised of philanthropic leaders who also provide professional oversight of the endowment and other investments. The University's public radio station, overseen by Advancement, has begun raising mid-level gifts for important capital projects, has expanded its broadcast reach, and is on the path to financial sustainability. This is a year of leadership and staffing transition for Advancement, even as the University prepares to celebrate its Centennial year in 2013-14. A new Vice President is starting mid-year, and there are a number of new positions as well as vacancies, particularly in the major gifts area, a result of HSU moving forward in securing the level of resources required to increase philanthropic support and build a foundation for the future. Philanthropy is one of HSU's options for replacing declining state funding and augmenting excellence.

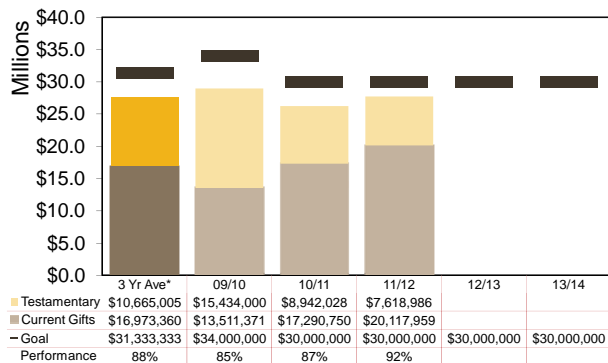
Campus: **Long Beach**  
Peer Group: **3**

\*Three Year Average: 09/10 10/11 11/12

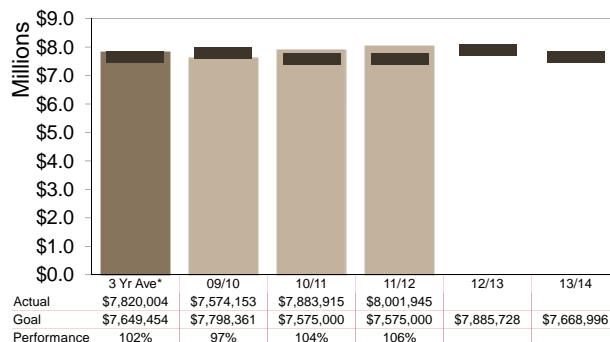
**GOAL MATRIX DASHBOARD**

■ Actual    ■ Goal

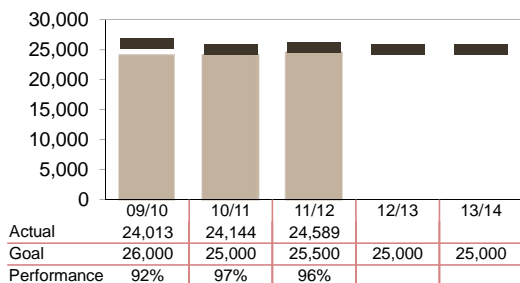
**Gift Commitments**



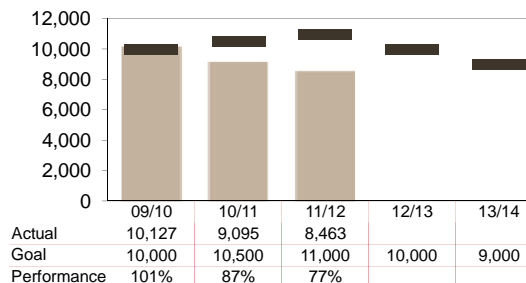
**Total Advancement Investment**



**Number of Individual Donors**



**Number of Alumni Donors**

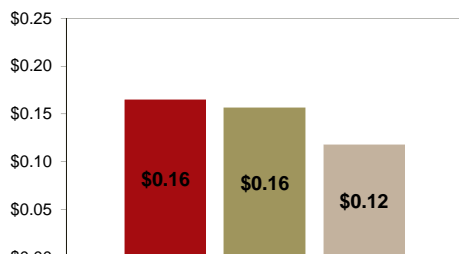


**MEASURING ADVANCEMENT (Three Year Average\*)**

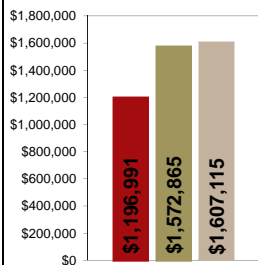
**Cost Benefit Analysis**

**Cost to Raise a Dollar**

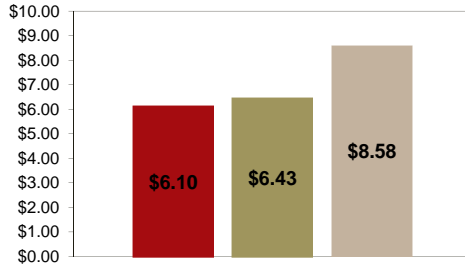
■ CSU Average  
■ Peer Group Average  
■ Long Beach Average



**Gift Commitments per FTE Fundraising Professional**

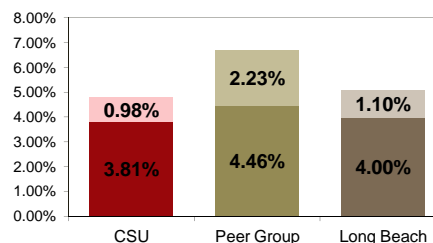


**Return on Investment**

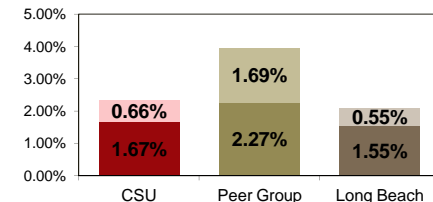


**Investment as a Percentage of State General Fund**

**Total Advancement Expenditures**



**Fundraising Expenditures**

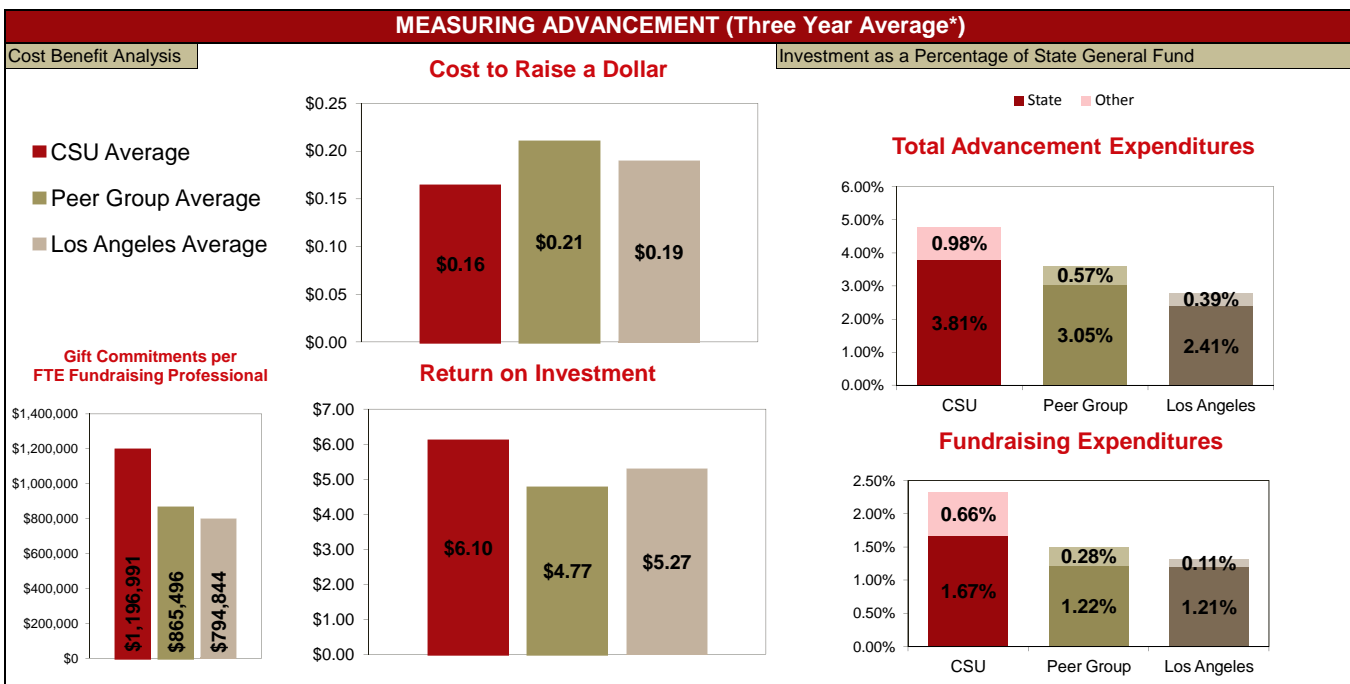
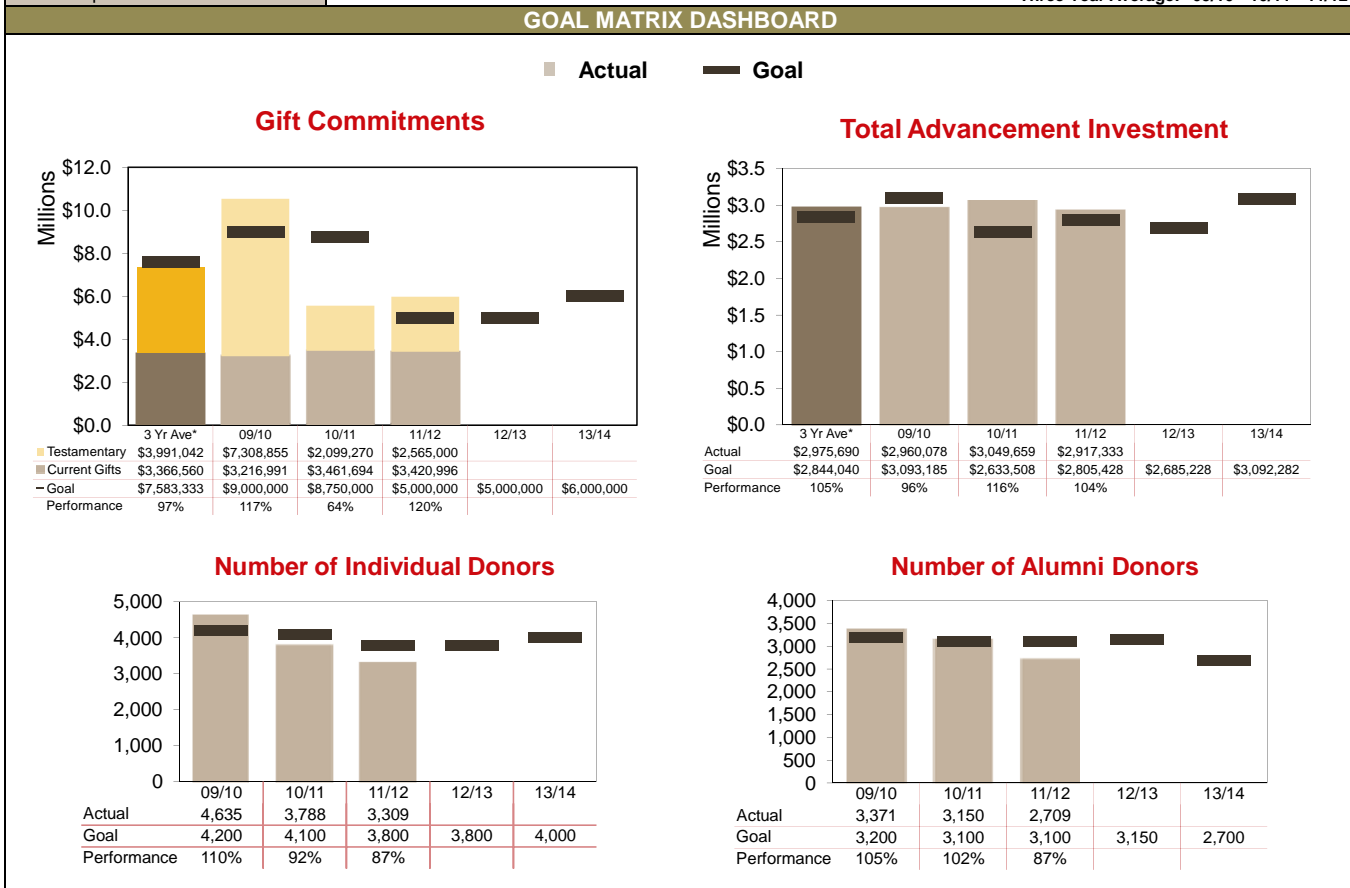


**ENVIRONMENTAL SCAN / COMMENTS**

CSULB raised \$27.7 million in FY 2011-2012, up 5.7% from the previous fiscal year. Additionally, annual fund programs started the year strong, another sign of continued progress in fundraising. Notable gifts included more than \$3 million from regional medical centers to support our nursing program, \$500,000 from Coca-Cola Foundation for scholarships, and \$500,000 from Beavers Charitable Trust to establish an engineering professorship. The campus continued the quiet phase of its campaign and reached a new milestone, having raised more than 60% of its \$250 million goal. 2013 will be an important year as CSULB prepares for the campaign's public launch, scheduled for October 2013. Beginning July 1, 2012, responsibility for private gifts and endowment shifted to the new CSULB 49er Foundation. The "two foundations" organizational model will maximize private support and allow the CSULB Research Foundation to return to its original mission of generating and administering grants, contracts, and non-philanthropic dollars. The CSULB 49er Foundation participated in fundraising activities and also strengthened fiduciary efforts through the adoption of a new investment and spending policy. The Advocacy program was active, meeting campus metrics and participating in Prop 30 and voter registration efforts. Additionally, President Alexander continued to advance higher education policy in Washington by meeting regularly with White House Domestic Policy Advisors to President Obama and Secretary Duncan. He will continue to work with these leaders to promote higher education policy for the benefit of California and the nation and is currently working with Undersecretary for Higher Education Martha Kanter.

Campus: **Los Angeles**  
Peer Group: 1

\*Three Year Average: 09/10 10/11 11/12



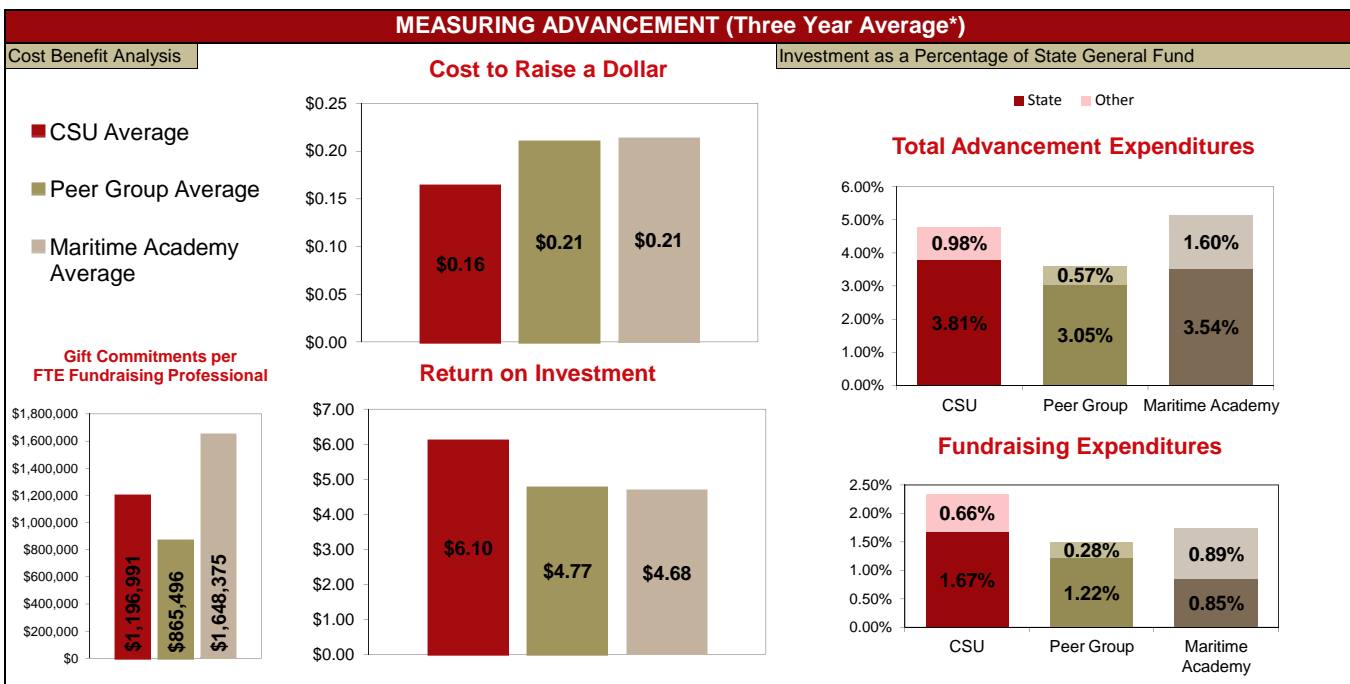
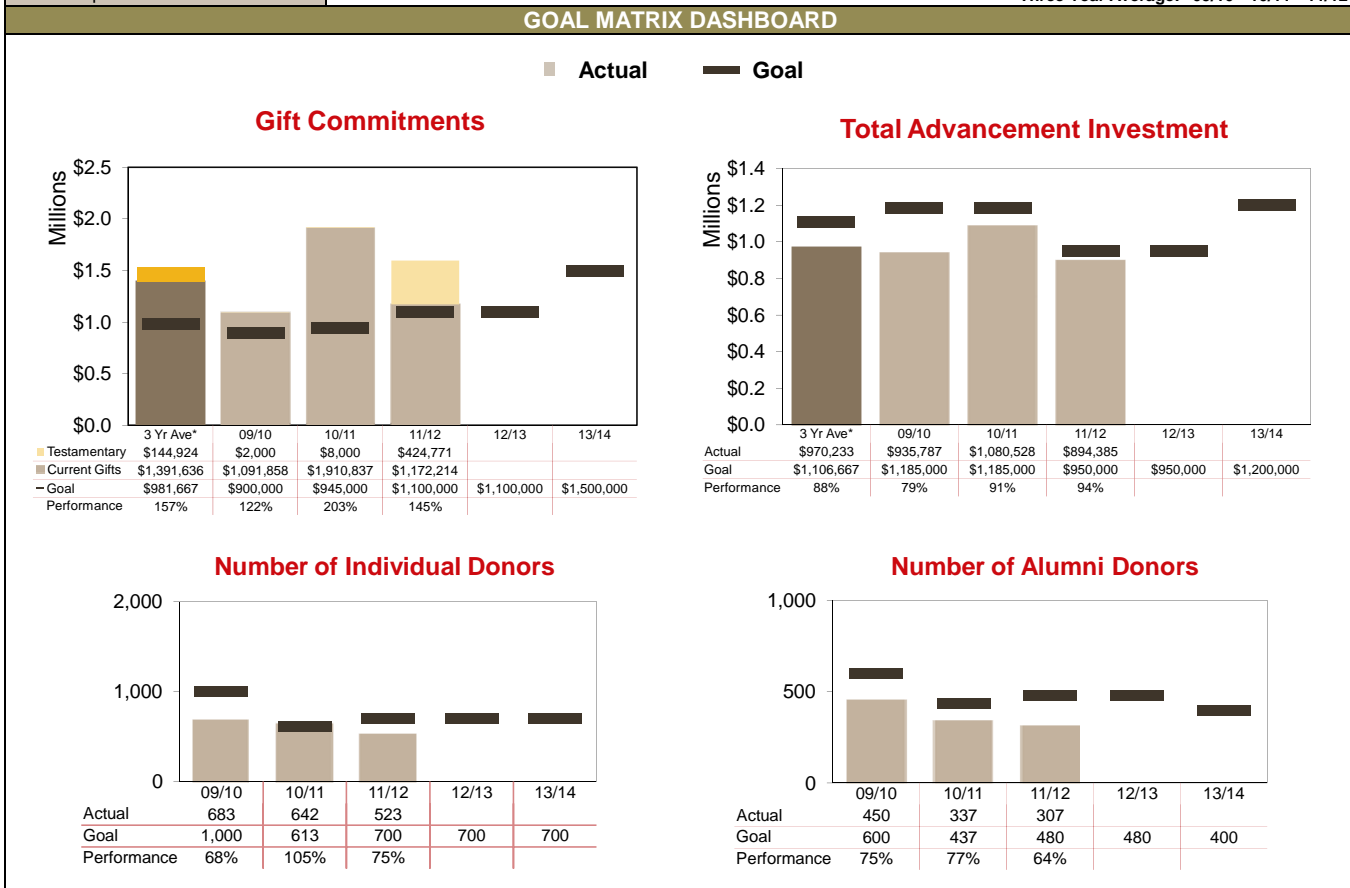
### ENVIRONMENTAL SCAN / COMMENTS

We began the academic year with the announcement of the retirement of our long-standing President, Dr. James M. Rosser for the end of June 2013. Much of this year has been focused on developing a plan for this executive transition, and beginning to implement that plan. This executive transition holds both opportunities and challenges for the Division of Institutional Advancement, the Offices of Public Affairs and University Development staff. All of these activities are intended to pay tribute and honor Dr. Rosser for his many years of dedication and service. They include coordinating the formal announcement; unveiling of a new website; the scheduling and planning of many events—including a Retirement Gala in April of 2013—and coordinating and overseeing the increased philanthropy that will come for his legacy programs, including The Honors College and the Billie Jean King Sports Complex. With the backdrop of this executive transition plan, the University's Advancement Plan continues to be an outgrowth of a comprehensive strategic planning process that takes into consideration opportunities to strengthen the University's efforts through private funding, public advocacy and an improved image. The Division of Institutional Advancement will be focused on five main themes for the year which shape this plan and its priorities: 1) transitioning of the campus President and the associated events, publications, and legacy funding raising; 2) expanding the Advocacy Programs to achieve the 2013 vice presidents of advancement advocacy plan metrics taking advantage of the election year and developing relationships with newly elected local, state and federal representatives and their staffs; 3) developing and expanding Civic and Community Engagement initiatives; 4) restoring the number of front-line fundraisers to generate more private funds to support academic and University priorities; and 5) deploying additional resources in Alumni Relations and Public Affairs to support and increase student success.



Campus: **Maritime Academy**  
Peer Group: 1

\*Three Year Average: 09/10 10/11 11/12



### ENVIRONMENTAL SCAN / COMMENTS

The 2012 year was special for the California Maritime Academy (Cal Maritime) with major changes in administration. In March of 2012, a new Vice President for Administration and Finance and a new Vice President for University Advancement joined the team. Rear Admiral Thomas Cropper (retired) was appointed as the new campus president in July and a new academic dean joined the administration in August. We are truly a team with new vision, goals, and practices as we plan for the future. New members for the Cal Maritime Foundation board will have knowledge of maritime and maritime related industries connections that will further energize and expand the scope of their support of the University programs. Donors continued to support our many unique programs. Vessel donations allow us to create named endowments and partnerships with key industries continue to grow. Federal grant collaboration with Chevron Oil will allow us to run their crisis management training center, and the \$2.6M Navigation Lab on the Training Ship Golden Bear has been completed. Our University Advancement program has been fully assessed and reorganized. With best practices now in place, the fiscal year of 2012-13 is the first year Cal Maritime will be able to analyze data, define benchmarks for the future and set realistic goals based on evidence. We have developed the first draft of a comprehensive university communication plan, expanded interaction and programming for our alumni, began expansion of the advancement database, and are revamping our Maritime development program. A full government relations plan develops ties with our local, federal and state legislators targeting CSU advocacy and transportation agency funding.

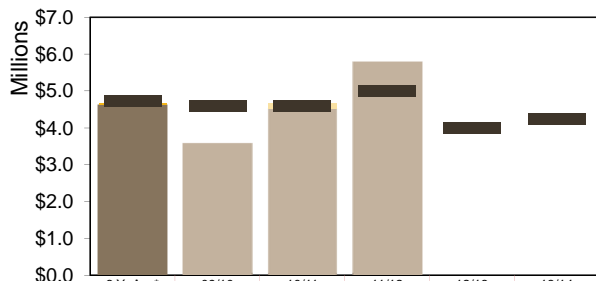
Campus: **Monterey Bay**  
Peer Group: 1

\*Three Year Average: 09/10 10/11 11/12

**GOAL MATRIX DASHBOARD**

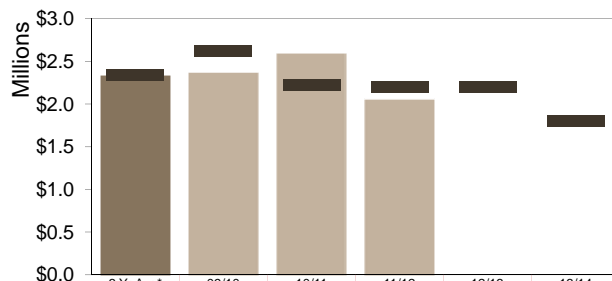
■ Actual ■ Goal

**Gift Commitments**



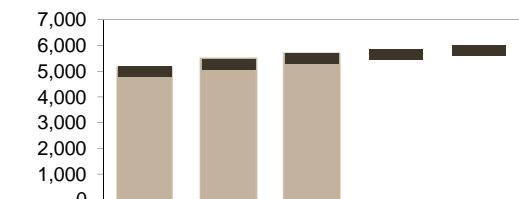
	3 Yr Ave*	09/10	10/11	11/12	12/13	13/14
Testamentary	\$50,000	\$0	\$150,000	\$0		
Current Gifts	\$4,613,584	\$3,565,397	\$4,507,111	\$5,768,245		
Goal	\$4,733,333	\$4,600,000	\$4,600,000	\$5,000,000	\$4,000,000	\$4,250,000
Performance	99%	78%	101%	115%		

**Total Advancement Investment**



	3 Yr Ave*	09/10	10/11	11/12	12/13	13/14
Actual	\$2,323,844	\$2,353,395	\$2,575,147	\$2,042,990		
Goal	\$2,346,278	\$2,619,432	\$2,219,403	\$2,200,000	\$2,200,000	\$1,800,000
Performance	99%	90%	116%	93%		

**Number of Individual Donors**



	09/10	10/11	11/12	12/13	13/14
Actual	5,156	5,526	5,702		
Goal	5,000	5,250	5,500	5,650	5,800
Performance	103%	105%	104%		

**Number of Alumni Donors**



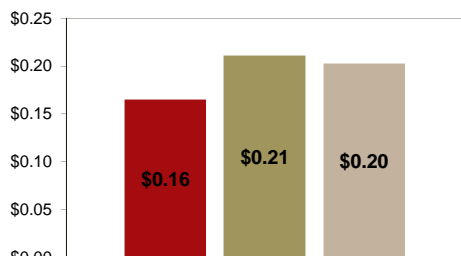
	09/10	10/11	11/12	12/13	13/14
Actual	131	110	106		
Goal	130	145	160	125	150
Performance	101%	76%	66%		

**MEASURING ADVANCEMENT (Three Year Average\*)**

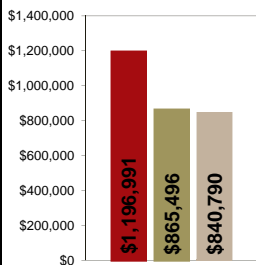
**Cost Benefit Analysis**

**Cost to Raise a Dollar**

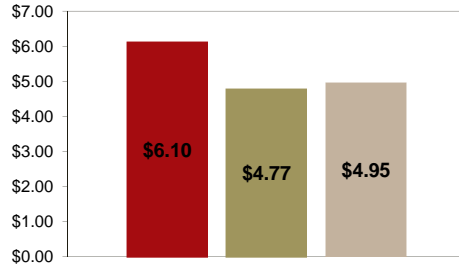
■ CSU Average  
■ Peer Group Average  
■ Monterey Bay Average



**Gift Commitments per FTE Fundraising Professional**



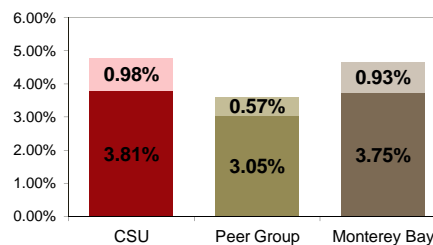
**Return on Investment**



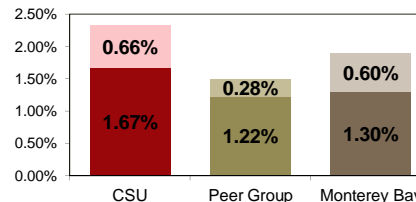
**Investment as a Percentage of State General Fund**

■ State ■ Other

**Total Advancement Expenditures**



**Fundraising Expenditures**



**ENVIRONMENTAL SCAN / COMMENTS**

Total fundraising gifts for FY 11-12 exceeded goals driven by two exceptional major gifts; a planned gift of \$1.3 million and a \$1 million gift from the Osher Foundation for the Osher Lifelong Learning Institute. Goals for FY13 remain consistent with prior years with an emphasis on developing an alumni culture of philanthropy, proactive corporation and foundation sourcing, academic faculty collaboration, planned giving cultivation and major gift prospect management. In all these efforts, the Development team will coordinate our fundraising focus on the strategic priorities set by the President and Senior Leadership of CSUMB.

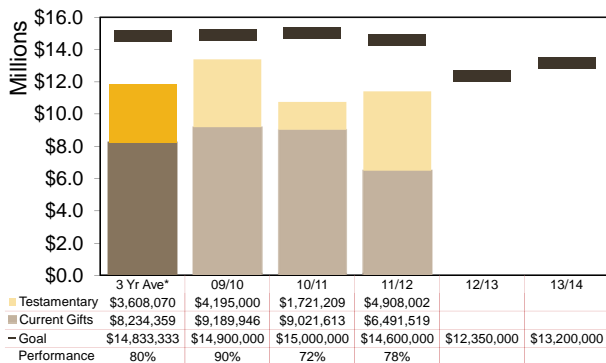
Campus: **Northridge**  
Peer Group: **2**

\*Three Year Average: 09/10 10/11 11/12

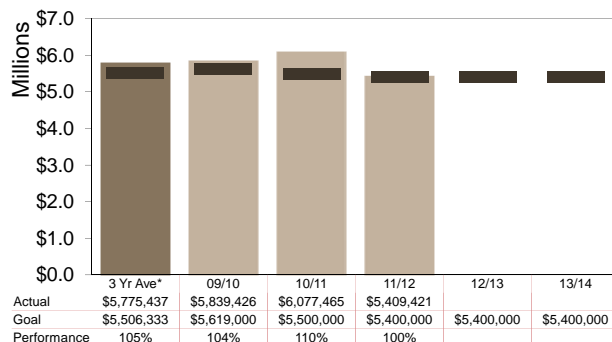
**GOAL MATRIX DASHBOARD**

Actual Goal

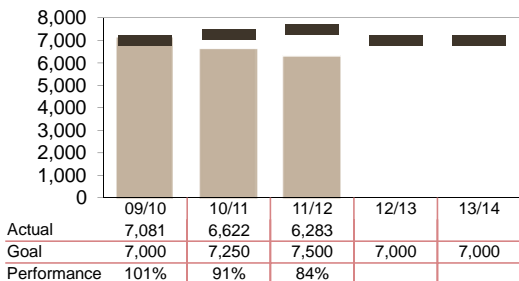
**Gift Commitments**



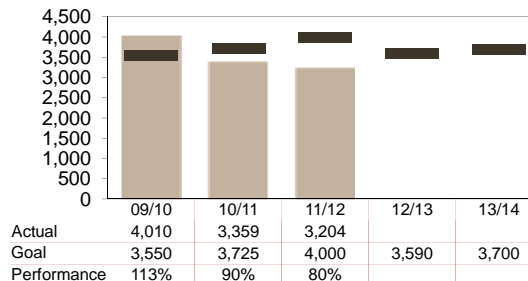
**Total Advancement Investment**



**Number of Individual Donors**



**Number of Alumni Donors**

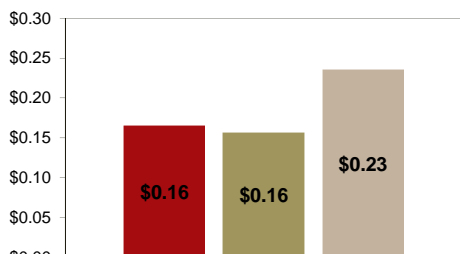


**MEASURING ADVANCEMENT (Three Year Average\*)**

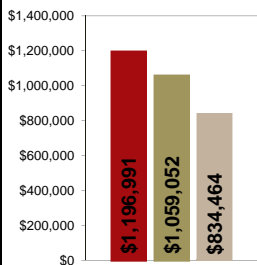
**Cost Benefit Analysis**

**Cost to Raise a Dollar**

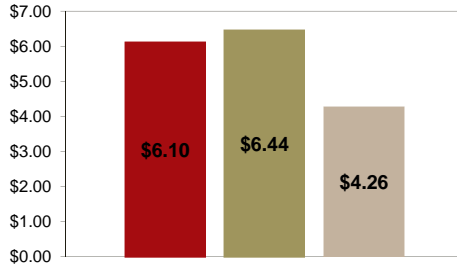
CSU Average  
Peer Group Average  
Northridge Average



**Gift Commitments per FTE Fundraising Professional**

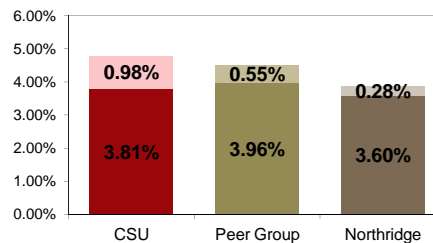


**Return on Investment**

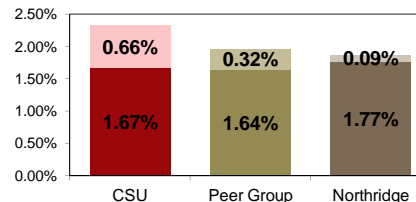


**Investment as a Percentage of State General Fund**

**Total Advancement Expenditures**



**Fundraising Expenditures**



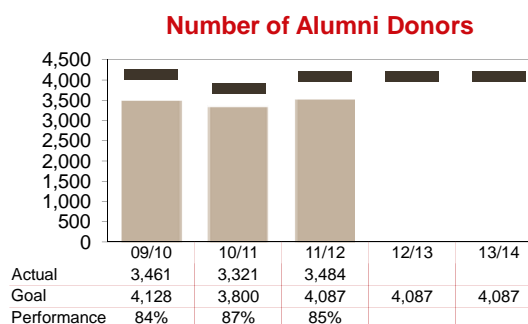
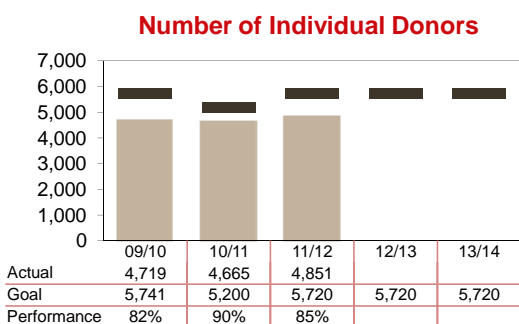
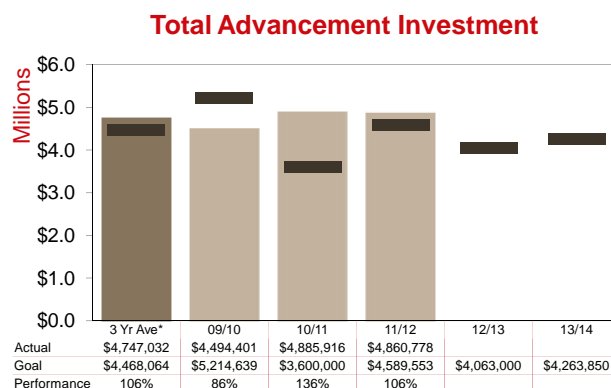
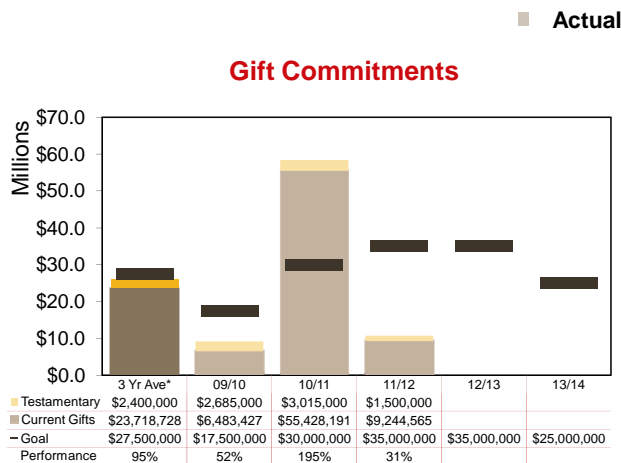
**ENVIRONMENTAL SCAN / COMMENTS**

With the arrival of President Dianne Harrison in June, University Advancement launched for her an extensive 'listening tour' of key internal and external stakeholders, allowing them to share their perceptions of the university. At the same time President Harrison laid out her vision for the future of California State University, Northridge under a new positioning platform entitled, CSUN Shine. This platform, with emphasis on the impact of the university's reputation in numerous areas, will direct attention to the value our faculty, staff, students and alumni bring to the region, the state, and the nation. Building on the recommendations of the Special Task Force on Engagement to create greater synergy among volunteer leaders and the momentum from the 2011 Volunteer Leadership Summit, the CSUN Foundation has begun to initiate three significant changes to increase its effectiveness: establishing a new standing committee focused on engaging board members into the life of the university to foster greater collaboration among volunteers at all levels; creating a new category of college-appointed members to the Foundation board; and increasing the giving expectations for board members. Staffing within the division was bolstered with two new and one re-defined position and in Marketing and Communications, correlating with a more dynamic approach to reporting news and stories. Development also restructured major gift staff to align with colleges and key departments such as Athletics. A development communications effort is underway, aligned with the positioning platform, to bolster the case for support.

Campus: **Pomona**  
Peer Group: **2**

\*Three Year Average: 09/10 10/11 11/12

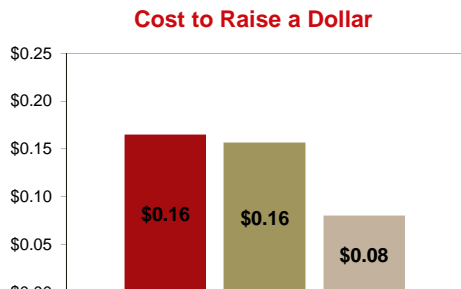
**GOAL MATRIX DASHBOARD**



**MEASURING ADVANCEMENT (Three Year Average\*)**

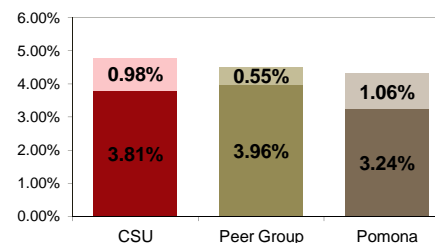
**Cost Benefit Analysis**

- CSU Average
- Peer Group Average
- Pomona Average

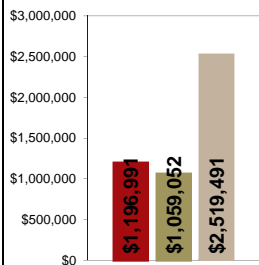


**Investment as a Percentage of State General Fund**

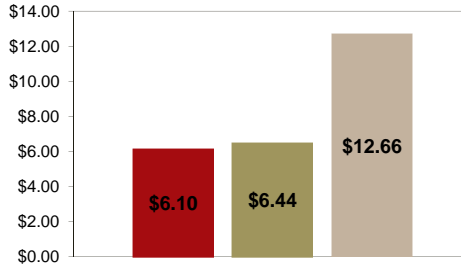
**Total Advancement Expenditures**



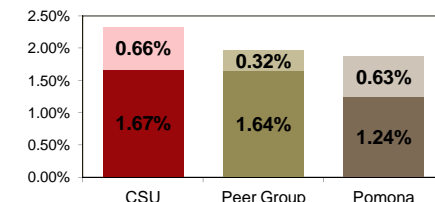
**Gift Commitments per FTE Fundraising Professional**



**Return on Investment**



**Fundraising Expenditures**



**ENVIRONMENTAL SCAN / COMMENTS**

September of 2013 will mark the start of Cal Poly Pomona's 75th Anniversary Celebration. Prior to this milestone, a new campus website will be unveiled. The ongoing comprehensive campaign will be in the final phase as University Advancement is close to achieving its \$150 million goal. Despite budgetary issues, the 2012-2013 academic year began with the campaign at 70% of its overall goal. This is an impressive achievement by leadership in development, as there have been challenges with limited resources, vacated fundraising positions and an inadequate donor database system. Regardless of these issues, a strategic focus continues to be advancement's main objective. One of University Advancement's key initiatives is to keep the campaign a priority for the campus and community.

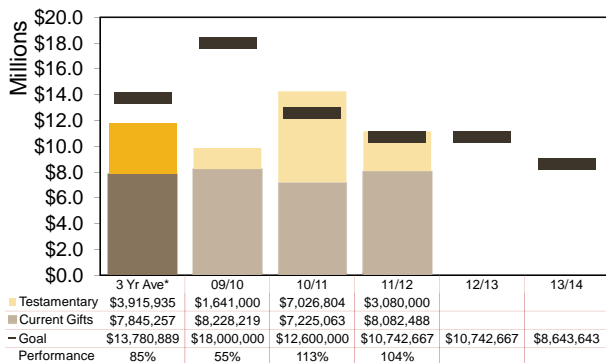
Campus: **Sacramento**  
Peer Group: **2**

\*Three Year Average: 09/10 10/11 11/12

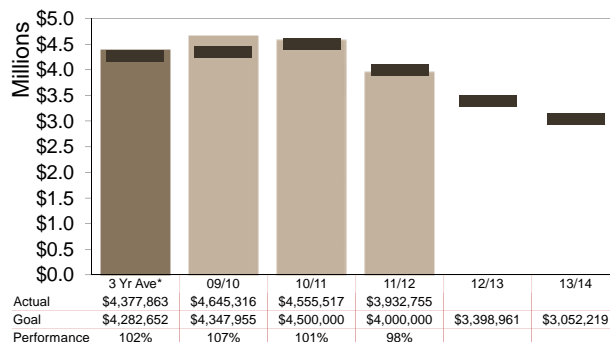
**GOAL MATRIX DASHBOARD**

■ Actual ■ Goal

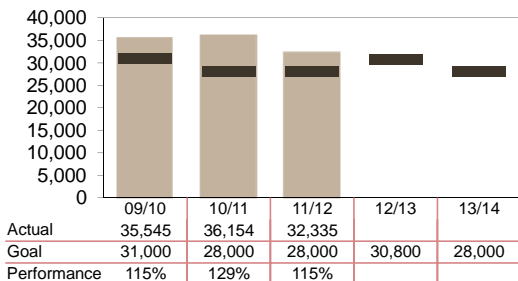
**Gift Commitments**



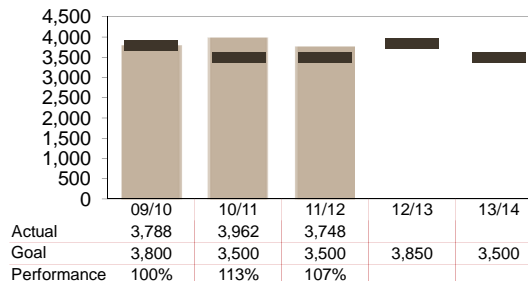
**Total Advancement Investment**



**Number of Individual Donors**



**Number of Alumni Donors**

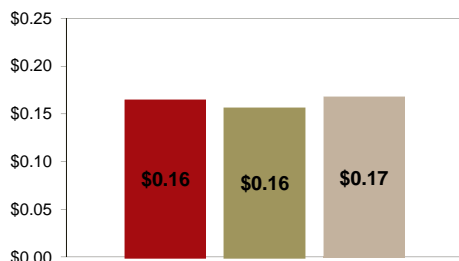


**MEASURING ADVANCEMENT (Three Year Average\*)**

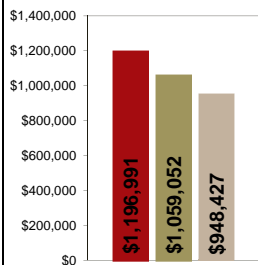
**Cost Benefit Analysis**

**Cost to Raise a Dollar**

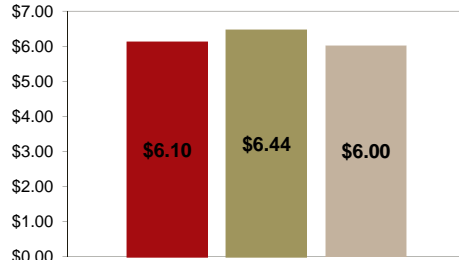
■ CSU Average  
■ Peer Group Average  
■ Sacramento Average



**Gift Commitments per FTE Fundraising Professional**



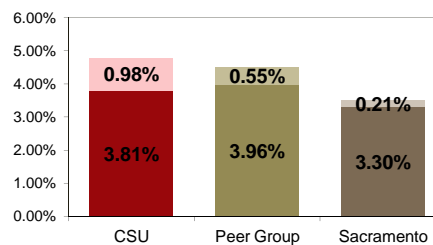
**Return on Investment**



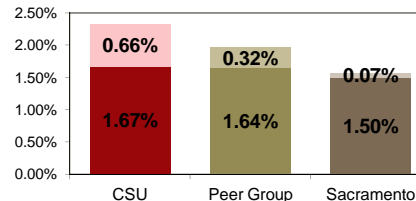
**Investment as a Percentage of State General Fund**

■ State ■ Other

**Total Advancement Expenditures**



**Fundraising Expenditures**

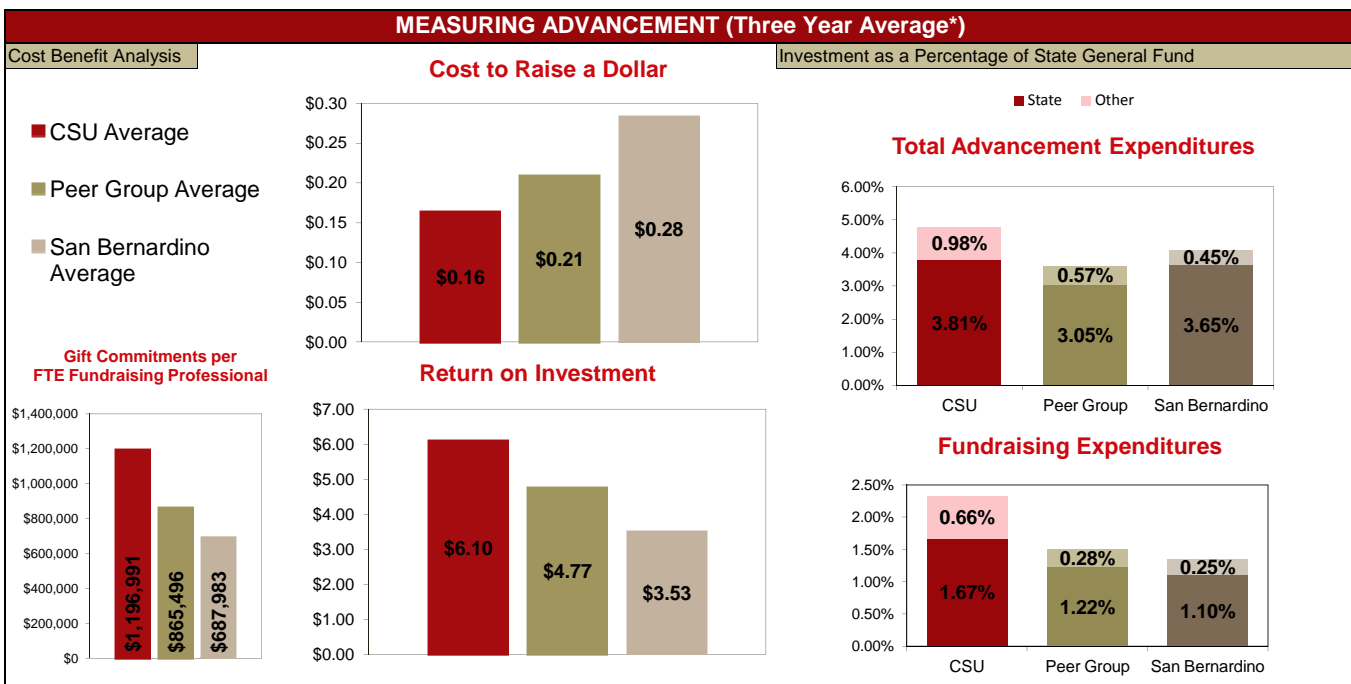
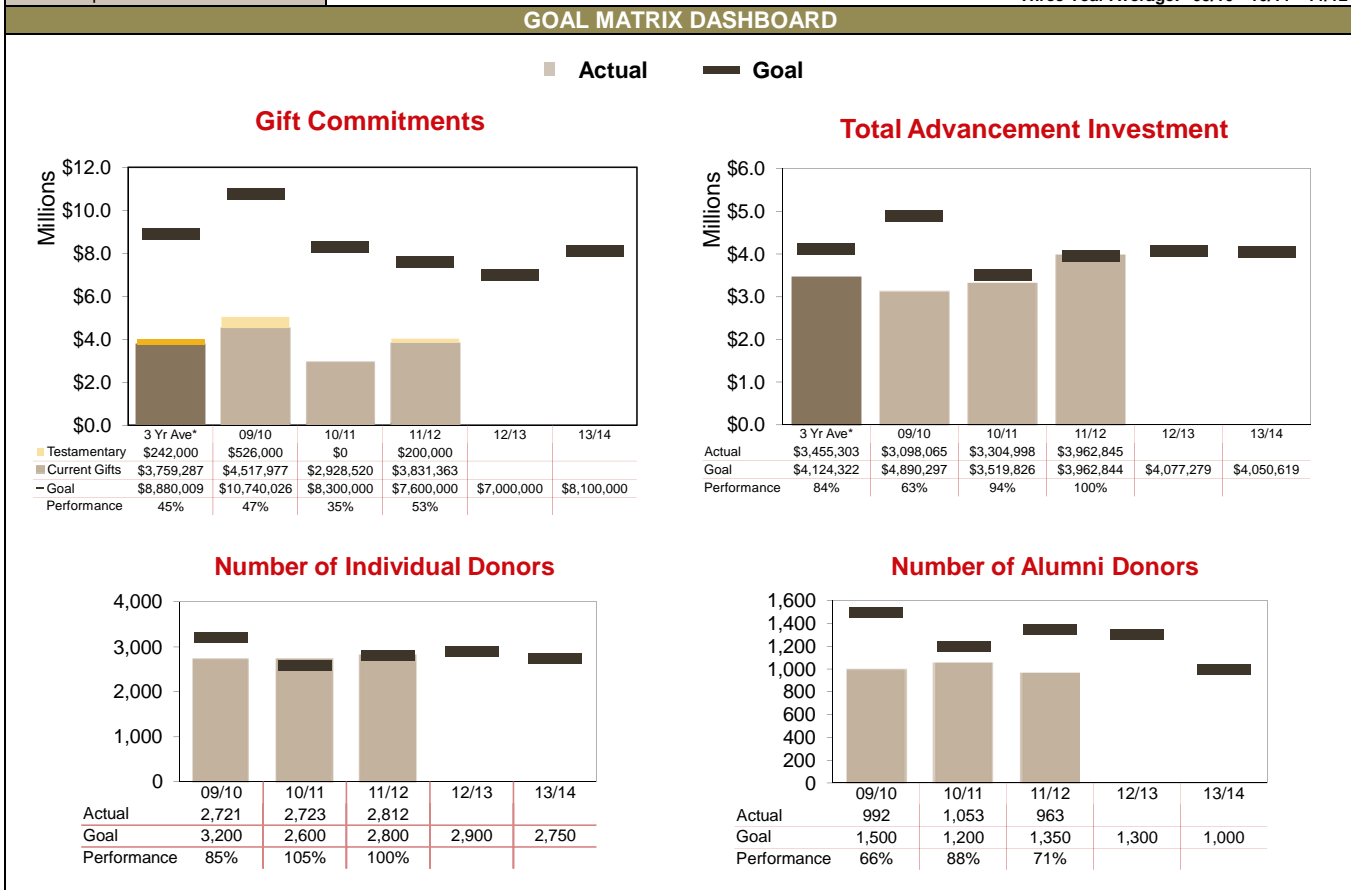


**ENVIRONMENTAL SCAN / COMMENTS**

Sacramento State's academic and student life programs are thriving under record applications, program maturation (to include a new doctorate in physical therapy) and a consistent trajectory of growth and success aligning with President Alexander Gonzalez' tenth year in leadership. The robust audience of alumni and donors whose personal and professional connections with the University has increasing returns in a record number of Alumni Association members, an endowment that has offered positive returns for the third consecutive year, resulting in 5 percent payouts to student scholarships and campus programs, and increased Annual Giving participation, both in number of donors and total dollars raised. Following a vice presidential leadership transition in 2012, University Advancement is into the first phase of a long-range strategic plan in support of three key goals: (1) strengthen University Advancement team to enhance University priorities; (2) identify, create and enhance relationships with alumni, donors and friends to strengthen their connection with and support for the University; and (3) actively connect with the academic enterprise to better serve our students. In 2013-2014, University Advancement will focus on four measurable objectives to position the division for greater alumni engagement and philanthropy from University donors.

Campus: **San Bernardino**  
Peer Group: 1

\*Three Year Average: 09/10 10/11 11/12

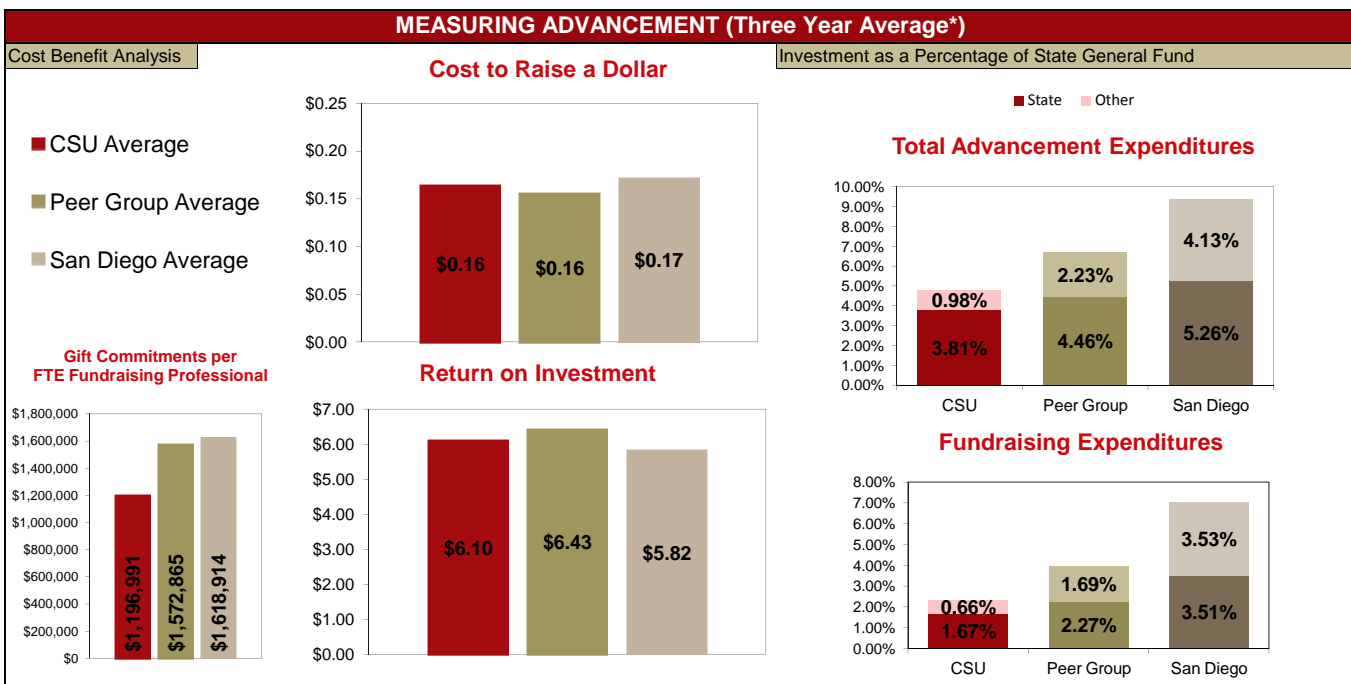
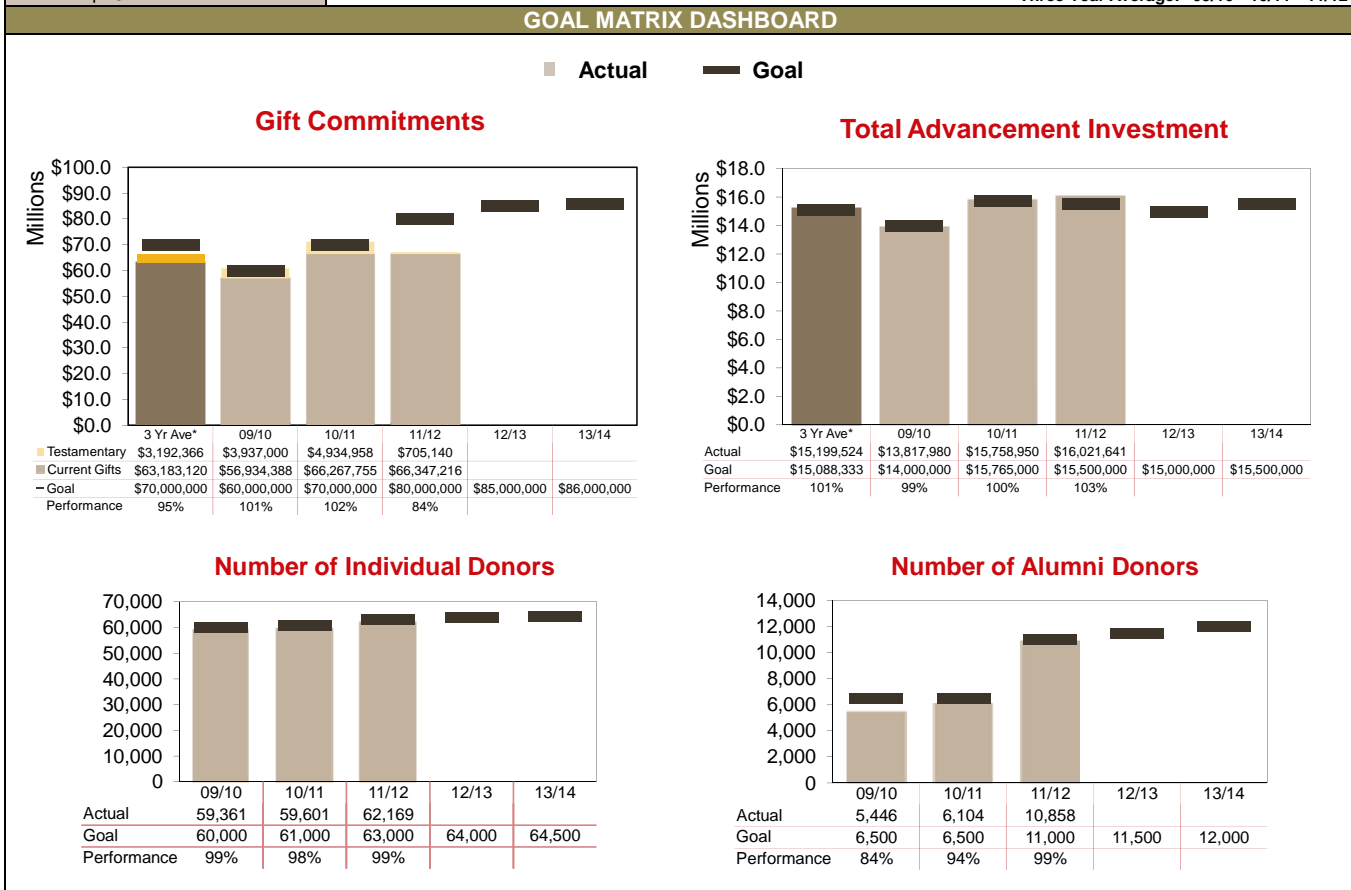


### ENVIRONMENTAL SCAN / COMMENTS

California State University San Bernardino has undergone a significant leadership and cultural shift over the past six months, highlighted by the addition of President Tomás D. Morales. Dr. Morales replaced Al Karnig, who enjoyed a 15-year tenure at the university. Over the past four years, CSUSB had struggled to realize its annual fundraising target, with four advancement vice presidents in four years. In his final year of office, then-President Karnig contracted with Grenzbach Glier and Associates to determine the university's readiness for a comprehensive campaign as well as conduct an analysis of the advancement division (UAD). The university will be celebrating its 50th anniversary in the fall of 2015 and campus leadership was looking to tie the campaign to the anniversary celebration. The firm offered a number of concrete suggestions, including new positions and enhanced funding. Past vice president Larry Sharp announced his retirement from the university in early summer. A successful search brought Ron Fremont in as the new vice president for university advancement. Fremont had previously served at Cal Poly Pomona for 24 years, most recently as the AVP for University Relations. He had driven Pomona's identity campaign and played a major role in the university's \$150 million comprehensive campaign. The transition in leadership launched a series of campus and external conversations at CSUSB, designed to get feedback on creating a strategic focus for development, communication, advancement services and alumni affairs.

Campus: **San Diego**  
Peer Group: **3**

\*Three Year Average: 09/10 10/11 11/12



### ENVIRONMENTAL SCAN / COMMENTS

San Diego State University's donors continue to support the institution at historic levels. For the fiscal year that ended June 30, 2012, the Campanile Foundation, SDSU's philanthropic foundation, received \$71.5 million in cash and pledges. That same fiscal year, The Campaign for SDSU – SDSU's first comprehensive campaign – entered its public phase. As of December, approximately \$365 million had been raised by the Campaign towards its \$500 million goal. With more than 40,000 individual donors, the Campaign is well on its way to a successful completion in 2014. Highlights from FY 2011-12 included a \$2 million planned gift from Lawrence, '71, and Madeline Petersen to support the College of Business Administration's Entrepreneurial Management Center; \$1.2 million from Jack McGroy to fund endowments and scholarships in the Department of Classics and Humanities, School of Public Affairs and the Joan and Art Barron Veterans Center; \$700,000 from Irwin Zahn to establish the Zahn Center for Engineering Innovation; and, \$500,000 from Sharp HealthCare to fund three new scholarships in the College of Health and Human Services and establish the Sharp HealthCare Professional Education and Research Institute. In 2011-12, SDSU's academic units raised more than \$40 million for endowed professorships, program support and student scholarships, the most in the past three years. For example, a nearly \$500,000 gift this year from Price Family Charitable Fund created the Price Community Scholars program which will fund four-year scholarships for fifteen high-achieving freshman from City Heights.

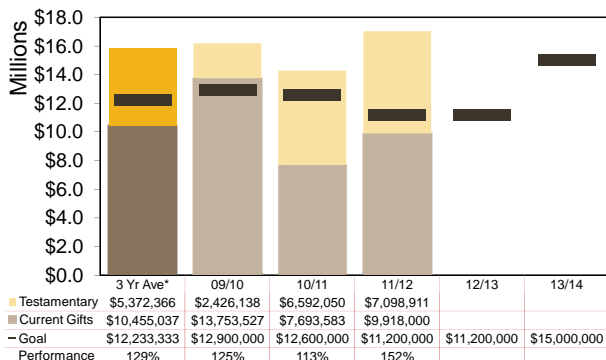
Campus: **San Francisco**  
Peer Group: **2**

\*Three Year Average: 09/10 10/11 11/12

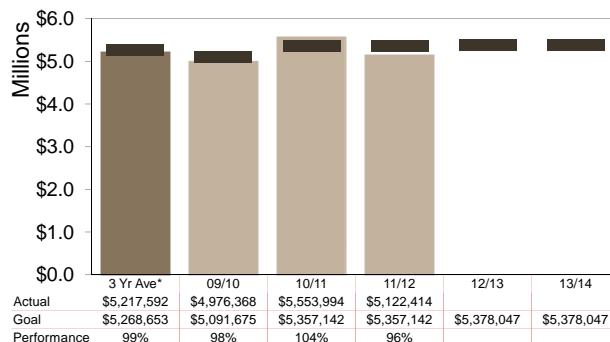
**GOAL MATRIX DASHBOARD**

■ Actual ■ Goal

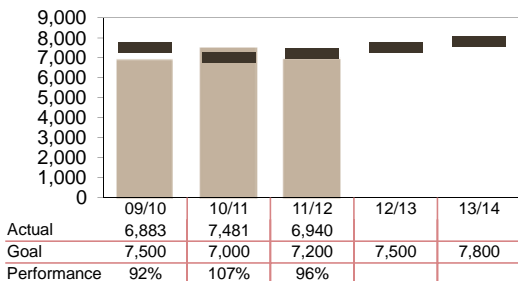
**Gift Commitments**



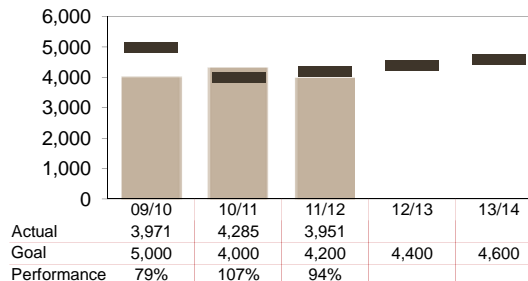
**Total Advancement Investment**



**Number of Individual Donors**



**Number of Alumni Donors**

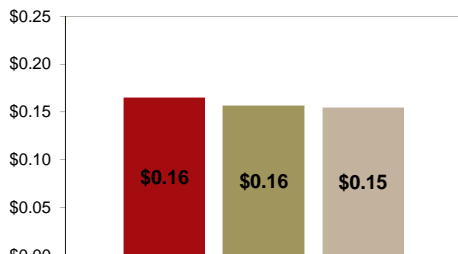


**MEASURING ADVANCEMENT (Three Year Average\*)**

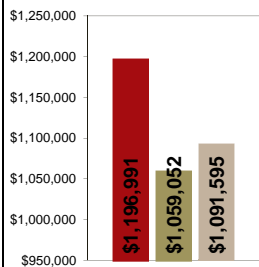
**Cost Benefit Analysis**

**Cost to Raise a Dollar**

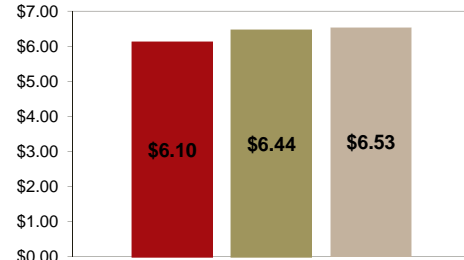
■ CSU Average  
■ Peer Group Average  
■ San Francisco Average



**Gift Commitments per FTE Fundraising Professional**

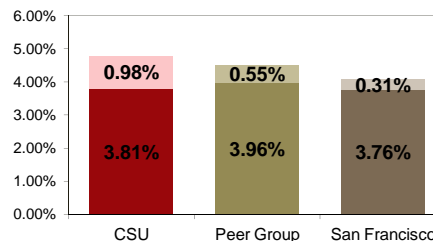


**Return on Investment**

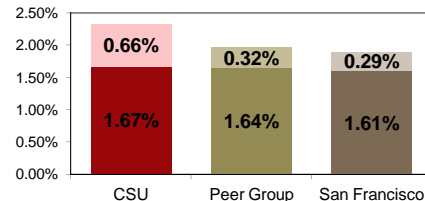


**Investment as a Percentage of State General Fund**

**Total Advancement Expenditures**



**Fundraising Expenditures**



**ENVIRONMENTAL SCAN / COMMENTS**

San Francisco State is at an important juncture in its growth as an institution within the California State University System. The University continues to make successful progress towards building pride and increasing recognition and revenue, especially as the Advancement Division prepares for a comprehensive campaign in 2014. In FY 2011/12, our development efforts continued upward with growing major support from alumni and other donors, especially enhanced by the launch of a new \$12M campaign for student support ("Students First" Campaign), a re-invigorated university foundation board and a new university president who has made it clear, in word and in action, that enhancing our production numbers will be a top university priority. In addition, we continue to engage alumni, business leaders and elected officials as advocates and strategic partners and last year, we successfully engaged federal legislators to support faculty grant applications to the Department of Education, resulting in a \$2.5M grant for "Metro Academies." This year, the University is strategically using the presidential transition as an opportunity to communicate its strengths and plans to a broad audience, including students, community residents, elected officials, and the news media. Under the direction of our new president, the University will undergo a campus-wide, inclusive strategic planning process to create the vision for SF State 2020. The new strategic plan will lay the foundation and framework for the planning of the university's first comprehensive campaign.



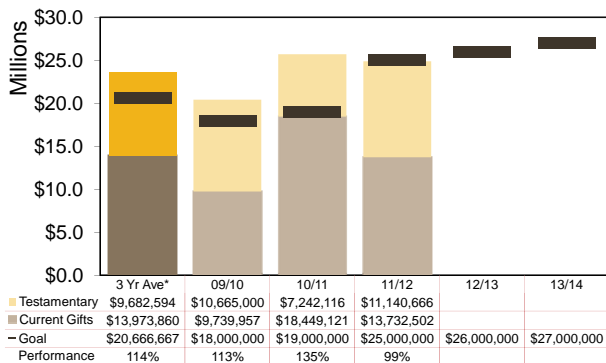
Campus: **San José**  
Peer Group: **2**

\*Three Year Average: 09/10 10/11 11/12

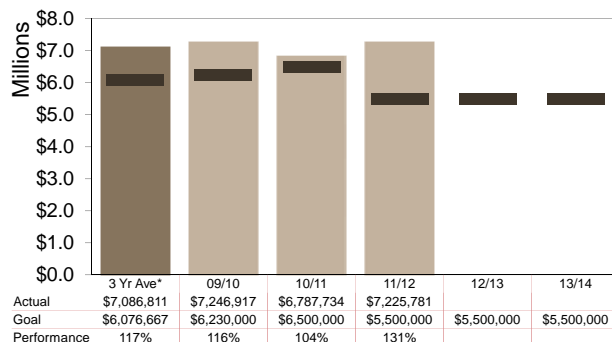
**GOAL MATRIX DASHBOARD**

■ Actual    ■ Goal

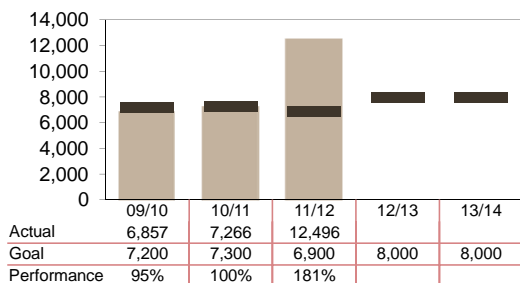
**Gift Commitments**



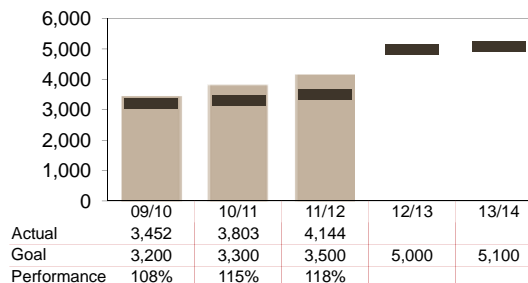
**Total Advancement Investment**



**Number of Individual Donors**



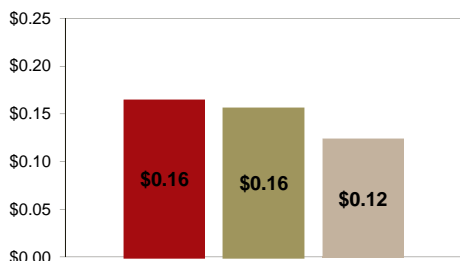
**Number of Alumni Donors**



**MEASURING ADVANCEMENT (Three Year Average\*)**

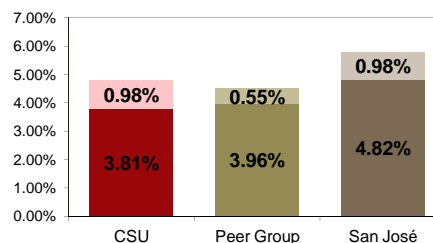
**Cost Benefit Analysis**

**Cost to Raise a Dollar**

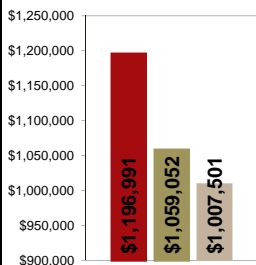


**Investment as a Percentage of State General Fund**

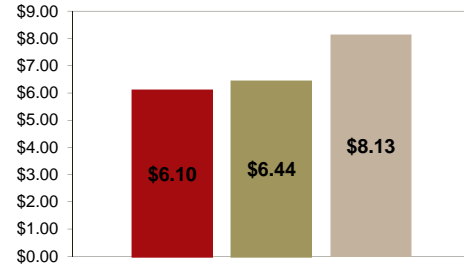
**Total Advancement Expenditures**



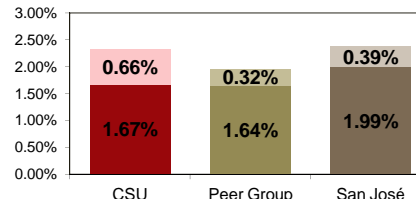
**Gift Commitments per FTE Fundraising Professional**



**Return on Investment**



**Fundraising Expenditures**

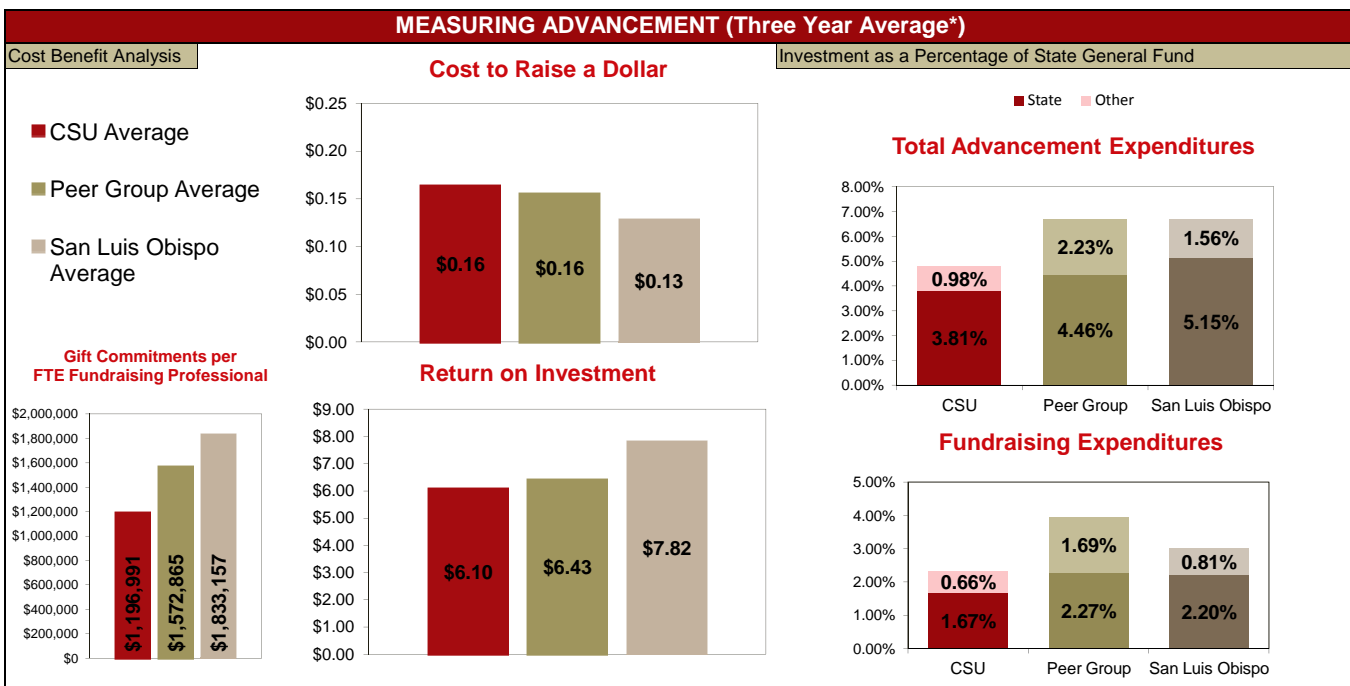
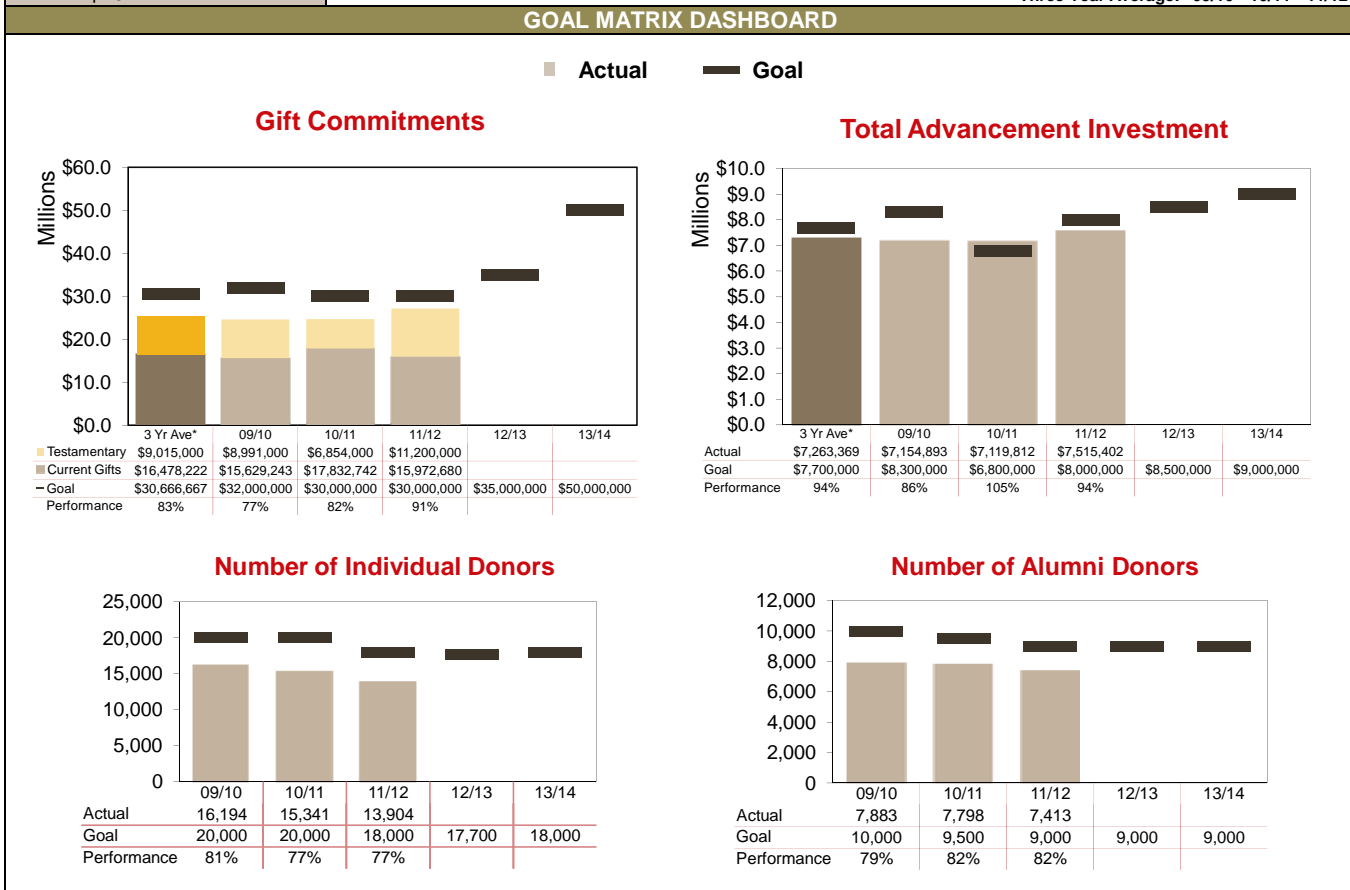


**ENVIRONMENTAL SCAN / COMMENTS**

San José State University was founded in 1857 as Minns' Evening Normal School, and is the oldest public school of higher education in California. From its beginnings as a normal school that trained teachers for the developing frontier, SJSU has matured into a major metropolitan university offering more than 134 bachelor's and master's degrees with 110 concentrations. San José State graduates number more than 7,000 annually, making the university the leading provider of educated workers in the San Francisco Bay Area. In July 2012, San José State entered the final year of its first ever comprehensive campaign. Acceleration: The Campaign for San José State University is on track to reach the \$200 million goal ahead of schedule, despite shaving a year off the public phase of the campaign. The campaign was shortened at the request of President Mohammad Qayoumi who began his tenure in July 2011 and immediately began a rigorous strategic planning process which was completed in spring 2012. As mentioned, the Advancement Division has made excellent progress towards the campaign goal as well as the other goals articulated in the 2011-12 advancement plan. This progress is detailed more fully below. The Tower Foundation of San José State University, our philanthropic foundation, added six new members to its board of directors during the past fiscal year. They are Major General Anthony Jackson (USMC Ret); Carolyn Lewis, president elect of the San José State Alumni Association; Jenny Ming, CEO of Charlotte Russe; Joe Parisi, Founder and President of Therma Corp.; SJSU Provost Ellen Junn and Athletic Director Gene Bleymaier. The addition of these board members brought new levels of energy and leadership to the board.

Campus: **San Luis Obispo**  
Peer Group: **3**

\*Three Year Average: 09/10 10/11 11/12



### ENVIRONMENTAL SCAN / COMMENTS

President Jeffrey D. Armstrong entered his second year of service at Cal Poly San Luis Obispo with the appointment of Deborah A.W. Read to Vice President for University Advancement (UA) and Kathleen Enz Finken to Provost, both of whom have substantial fundraising experience. New Deans for Liberal Arts and Architecture and Environmental Design bring additional new leaders to Cal Poly. UA is supporting Cal Poly's leadership with strong fundraising productivity. Much of Vice President Read's first-year focus has been on campaign preparation and infrastructure development. UA is drafting a campaign case statement supporting Cal Poly's strategic plan and creating a roadmap for creation of a campaign-ready advancement program. The activities of all advisory and leadership councils will become more fundraising focused. Consistent with recommendations from Marts & Lundy, and with the endorsement and funding of the Foundation, the University has begun to rebuild the UA staff. Critical vacancies among frontline fundraising staff have been filled through new appointments in Athletics and the Cal Poly Fund, in addition to searches for college based fundraising staff. The regional fundraising program has been converted to additional support for the colleges and units, building on alumni enthusiasm for their home departments and colleges. Our corporate relations program is being bolstered with greater leadership and support from the central advancement officer to a better focus on robust corporate partnerships. Over time, and based on funding availability, we intend to add as many as a dozen frontline staff to support our campaign goals.

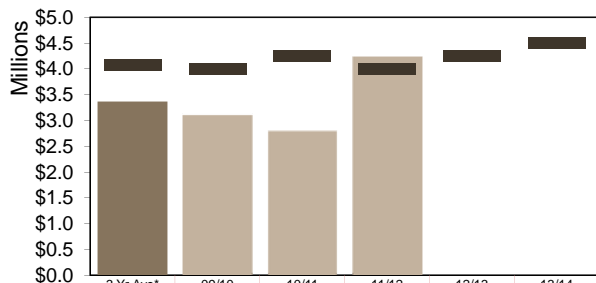
Campus: **San Marcos**  
 Peer Group: **1**

\*Three Year Average: 09/10 10/11 11/12

**GOAL MATRIX DASHBOARD**

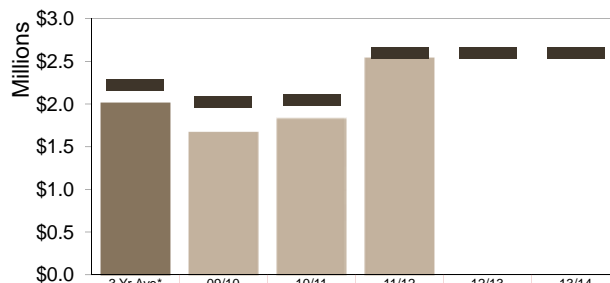
■ Actual ■ Goal

**Gift Commitments**



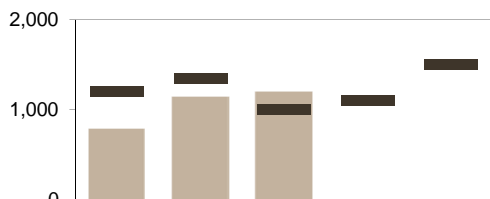
	3 Yr Ave*	09/10	10/11	11/12	12/13	13/14
Testamentary	\$0	\$0	\$0	\$0		
Current Gifts	\$3,360,972	\$3,093,646	\$2,775,288	\$4,213,983		
Goal	\$4,083,333	\$4,000,000	\$4,250,000	\$4,000,000	\$4,250,000	\$4,500,000
Performance	82%	77%	65%	105%		

**Total Advancement Investment**



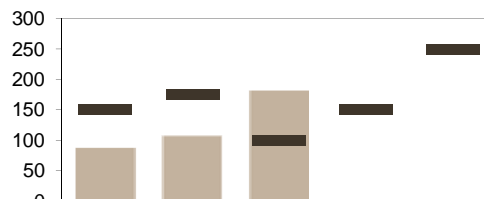
	3 Yr Ave*	09/10	10/11	11/12	12/13	13/14
Actual	\$2,005,486	\$1,665,118	\$1,821,564	\$2,529,777		
Goal	\$2,225,000	\$2,025,000	\$2,050,000	\$2,600,000	\$2,600,000	\$2,600,000
Performance	90%	82%	89%	97%		

**Number of Individual Donors**



	09/10	10/11	11/12	12/13	13/14
Actual	781	1,136	1,199		
Goal	1,200	1,350	1,000	1,100	1,500
Performance	65%	84%	120%		

**Number of Alumni Donors**



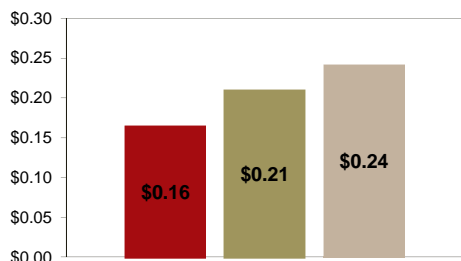
	09/10	10/11	11/12	12/13	13/14
Actual	86	106	181		
Goal	150	175	100	150	250
Performance	57%	61%	181%		

**MEASURING ADVANCEMENT (Three Year Average\*)**

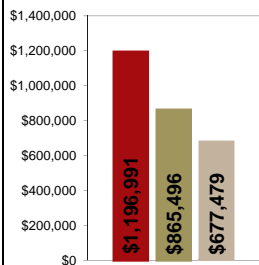
**Cost Benefit Analysis**

**Cost to Raise a Dollar**

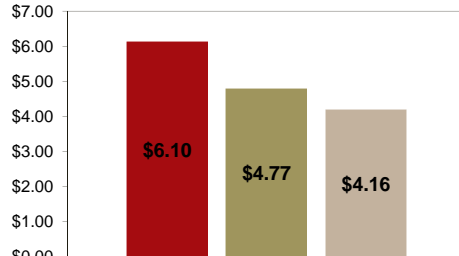
- CSU Average
- Peer Group Average
- San Marcos Average



**Gift Commitments per FTE Fundraising Professional**



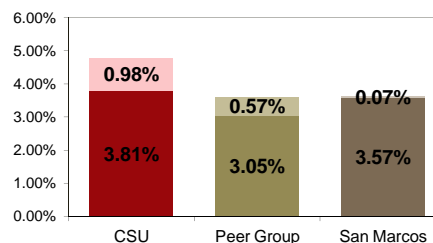
**Return on Investment**



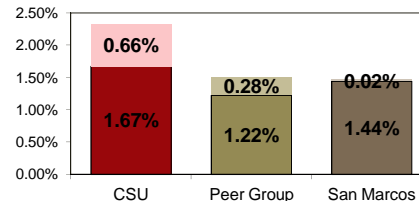
**Investment as a Percentage of State General Fund**

- State
- Other

**Total Advancement Expenditures**



**Fundraising Expenditures**



**ENVIRONMENTAL SCAN / COMMENTS**

California State University San Marcos continues to work to build a compelling case for support among all of its constituents as the campus moves forward with campaign planning. In September, the CSU Institute for Palliative Care at Cal State San Marcos launched as the first statewide educational and workforce development initiative focused on palliative care. University Advancement helped secure initial funding for the Institute totaling \$1.2 million in gifts from the Archstone Foundation and the California HealthCare Foundation. A local philanthropist donated an additional \$1.2 million on the day of the launch. This unique institute at CSUSM allows the University to be recognized as a leader in creatively meeting the needs of the region, state, and beyond in providing education and outreach for palliative care. CSUSM's Foundation Board, founded just three years ago, has continued to build momentum. Led by a new Board Chair, the Foundation welcomed six new community members, bringing the total number of board members to 25. A marketing sub-committee has been established to assist in CSUSM's campaign fundraising communication and public relations strategy. In the fall of 2012, University Advancement began a significant restructuring in an effort to create more fundraising capacity and capitalize on existing and emerging opportunities. This new look at organizational possibilities leverages current staffing and affords the ability for strategic staffing additions. With these exciting developments and many more, University Advancement at Cal State San Marcos is enthusiastic about a remarkable 2013.

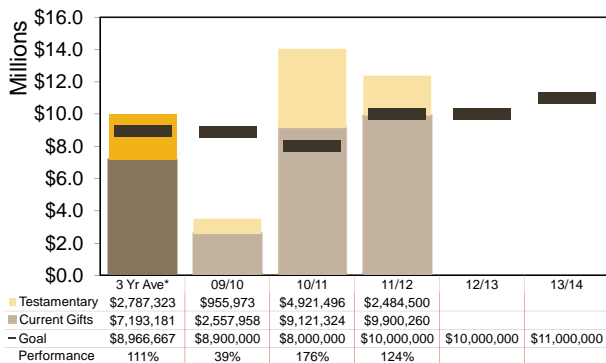
Campus: **Sonoma**  
 Peer Group: **2**

\*Three Year Average: 09/10 10/11 11/12

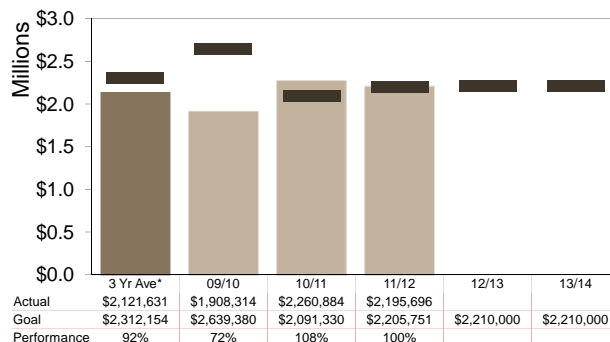
**GOAL MATRIX DASHBOARD**

■ Actual    ■ Goal

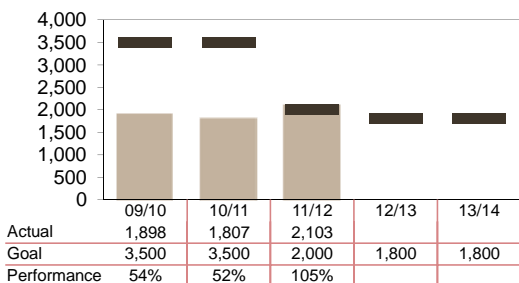
**Gift Commitments**



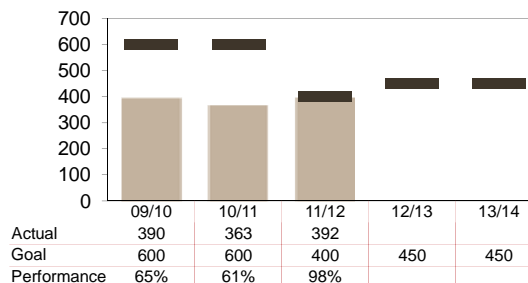
**Total Advancement Investment**



**Number of Individual Donors**



**Number of Alumni Donors**



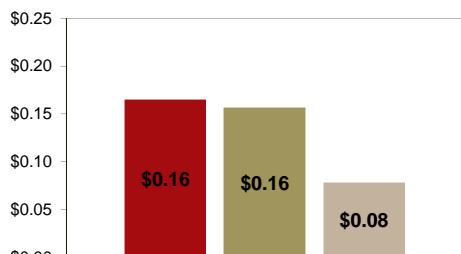
**MEASURING ADVANCEMENT (Three Year Average\*)**

**Cost Benefit Analysis**

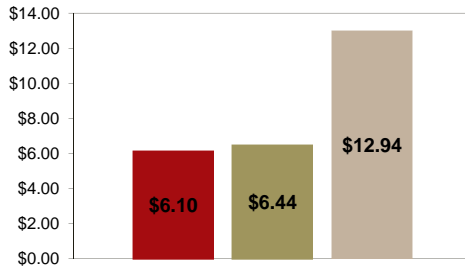
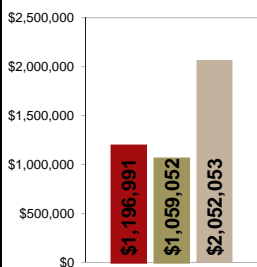
**Cost to Raise a Dollar**

■ CSU Average  
 ■ Peer Group Average  
 ■ Sonoma Average

**Gift Commitments per FTE Fundraising Professional**

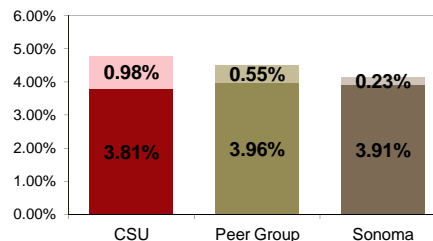


**Return on Investment**

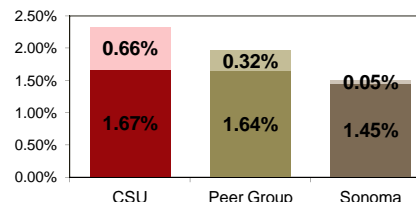


**Investment as a Percentage of State General Fund**

**Total Advancement Expenditures**



**Fundraising Expenditures**



**ENVIRONMENTAL SCAN / COMMENTS**

Sonoma State University's Advancement function crosses three divisions: University Affairs, University Development, and Accounting and Finance. The University Affairs Division includes communications, marketing, media relations, special events, website design and management, government affairs and community relations and has a staff of nine. University Development includes major gifts, annual giving, alumni relations and the Alumni Association as well as the University's Scholarship Coordinator. The Office of Accounting and Finance now handles all transactional gift processing. This was brought about through a key retirement in advancement services in the FY 10-11, reducing the gift processing team down to one individual. This did not allow for University Development to handle the increasing volume of gift transactions, which necessitated the move of development services to the Office of Accounting and Finance. University Development also saw the retirement of its Vice President for University Development in FY 2011-2012 and the Associate Vice President for University Development assuming the interim vice president role. The Associate Vice President position has subsequently been eliminated due to campus budget constraints. University Development now has a staff of eight.

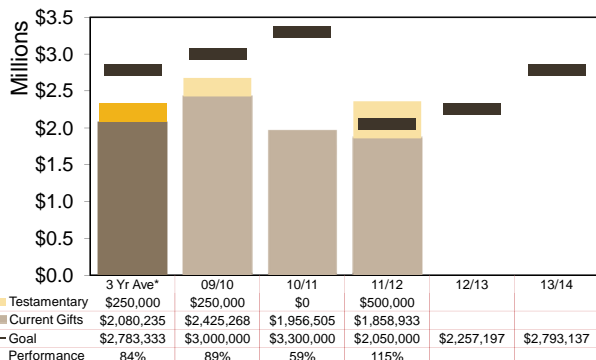
Campus: **Stanislaus**  
Peer Group: 1

\*Three Year Average: 09/10 10/11 11/12

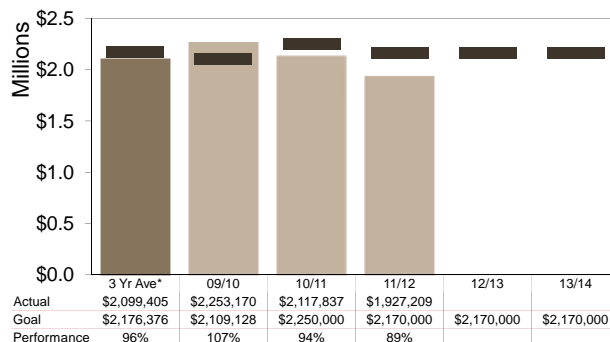
**GOAL MATRIX DASHBOARD**

■ Actual    ■ Goal

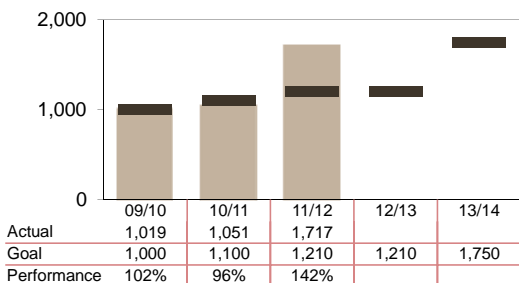
**Gift Commitments**



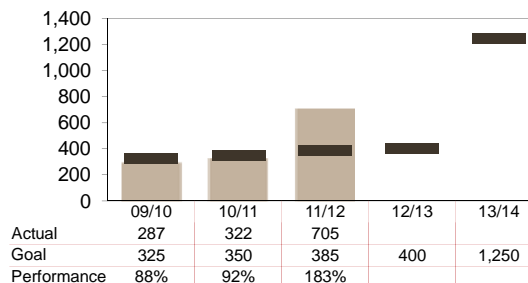
**Total Advancement Investment**



**Number of Individual Donors**



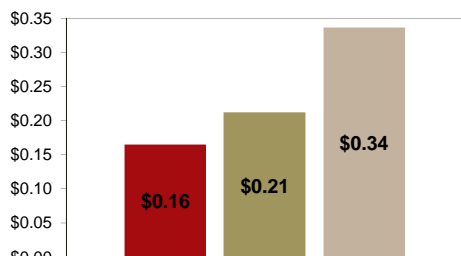
**Number of Alumni Donors**



**MEASURING ADVANCEMENT (Three Year Average\*)**

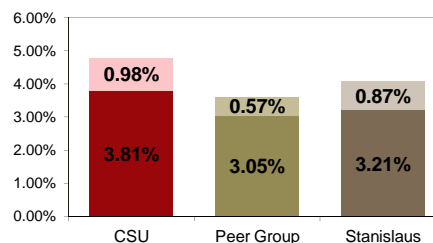
**Cost Benefit Analysis**

**Cost to Raise a Dollar**

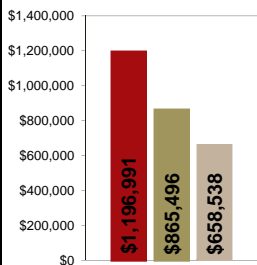


**Investment as a Percentage of State General Fund**

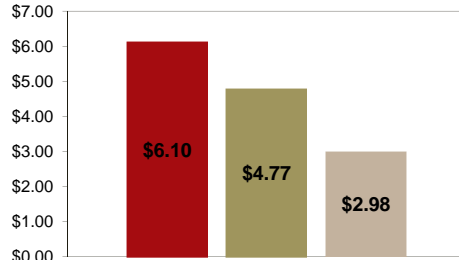
**Total Advancement Expenditures**



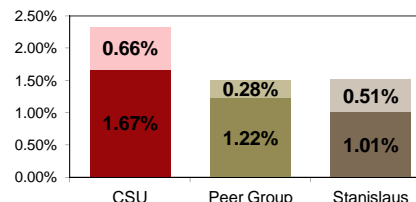
**Gift Commitments per FTE Fundraising Professional**



**Return on Investment**



**Fundraising Expenditures**



**ENVIRONMENTAL SCAN / COMMENTS**

The 2012/2013 academic year started with a new interim President, a Community Connection Tour, a fresh focus on Alumni Relations and Annual Giving and an integrated approach to identifying and prioritizing funding needs. This momentum will carry into 2013/2014 with measurable and meaningful outcomes, specifically those that move the campus toward raising gift commitments that are equivalent to 10 percent of the campus' state general fund allocation, over the next three years. University Advancement will bring to the forefront the impact of its nearly 50,000 alumni – in both economic and philanthropic contributions. Increased contact with this constituency will help expand opportunities for planned giving, annual giving and advocacy. Piloted in 2012/2013, and planned to continue in 2013/2014, University Advancement reinstated an in-house, student-staffed telephone fund drive, increasing the size of alumni gifts and reducing administrative costs and default rates. A sharpening of focus on funding priorities, established in cooperation with Academic Affairs and the CSU Stanislaus Foundation Board of Directors, will increase opportunities for major gifts, particularly in the areas of Arts, Athletics and Student Support, and will facilitate Regional Business Partnerships for academic programs in Food Safety, Agribusiness and Health Care. 2013/2014 also will be a year when University Advancement implements new technologies that positively affect private support while ensuring data integrity and honoring donor wishes. Finally, continued efforts in building an environment of advocacy among alumni, students and parents will ensure that CSU Stanislaus can quickly disseminate information and secure support for excellence in public higher education.

## **COMMITTEE ON INSTITUTIONAL ADVANCEMENT**

### **Council for Advancement and Support of Education Awards**

#### **Presentation By**

Garrett P. Ashley  
Vice Chancellor, University Relations and Advancement

#### **Summary**

This information item acknowledges California State University recipients of the 2012 Council for Advancement and Support of Education (CASE) Awards. The awards were given by CASE District VII, which encompasses Arizona, California, Guam, Hawaii, Nevada and Utah.

#### **Background**

Each year, CASE honors superior achievement in the field of university advancement. At this year's CASE District VII Conference, eleven CSU campuses and the Chancellor's Office were recognized for outstanding communications and best practices in advancement.

#### **Awards**

##### California State University, Channel Islands

- Gold in Alumni Relations Programs: Annual Alumni Programs, "CI Alumni & Friends Dodger Day"

##### California State University, Chico

- Bronze in Institutional Relations Publications: Print President's Reports and Annual Reports, "President's Report"
- Bronze in Excellence in Design: Covers, "Chico Statements, Spring 2012"
- Silver in Excellence in Design: Posters, "Recreation, Hospitality and Parks Management Reunion"
- Silver in Digital Magazines, "Chico Statements Online, Spring 2012"
- Gold in Integrated Advancement Programs: Visual Identity Systems, "125th Anniversary Visual Identity System"

##### California State University, Fresno

- Bronze in Alumni Relations Programs: Annual Alumni Programs Fresno State Alumni Association, "Fresno State: Grad In A Box"
- Gold in Integrated Advancement Programs: Branding Programs, "Fresno State Re-branding Program"

California State University, Fullerton

- Gold in Alumni Relations Programs: New Program Initiatives, “Vision & Visionaries Distinguished Alumni Campus Visits 2012”
- Silver in Alumni Relations Programs: Programming for Special Constituencies, “NYC Showcase Alumni Reception”
- Silver in Alumni Relations Programs: Volunteer Engagement and Leadership, “All Chapters Workshop”

California State University, Long Beach

- Bronze in Student Recruitment Publications: Print Student Recruitment Publications Packages, “Engineering at The Beach”

California State University, Monterey Bay

- Silver in Integrated Advancement Programs: Branding Programs, “CSU Monterey Bay Branding Campaign”

California State Polytechnic University, Pomona

- Silver in Special Constituency Magazines, “Collins Magazine”
- Silver in Video Fundraising Features, “Shaping the Future of Hospitality”

California State University, Sacramento

- Silver in Advancement Services Programs: Donor Relations, “Annual Report of Giving/Endowment Stewardship”

California State University, San Bernardino

- Bronze in Alumni Relations Programs: New Program Initiatives, “Welcome to the CSUSB Family”

San Francisco State University

- Gold in College and University General Interest Magazines: Circulation of 75,000 or More, “SF State Magazine”

San José State University

- Silver in College and University General Interest Magazines: Circulation of 75,000 or More, “Washington Square”
- Silver in Fundraising Publications: Print Individual Fundraising Publications, “San Jose State University Viewmaster”

California State University, Office of the Chancellor

- Silver in Advancement Services Programs: Overall Operations, “How to Get to College Program”



# District VII

## Awards of Excellence Winners 2013

CASE District VII is pleased to announce the winners of its 2013 Awards of Excellence program!

### ADVANCEMENT SERVICES PROGRAMS

Advancement Services Programs – Donor Relations

*Gold:* University of California, San Diego, "Invent the Future Thank You Postcards"

*Silver:* California State University, Sacramento, "Annual Report of Giving/Endowment Stewardship"

*Bronze:* University of California, San Diego, "Stewardship Impact Reports"

Advancement Services Programs – Overall Operations

*Gold:* University of California, Berkeley: University Relations, "UC Berkeley Advancement Reporting Solution"

*Silver:* California State University: Office of the Chancellor, "How to Get to College Program"

*Bronze:* ASU Foundation for a New American University, "Financial Literacy for Development"

*Bronze:* University of California, Berkeley: University Relations, "Reunion Campaign Research Enhancement"

### ALUMNI RELATIONS PROGRAMS

Alumni Relations Programs – Annual Alumni Programs

*Gold:* California State University, Channel Islands, "CI Alumni & Friends Dodger Day"

*Silver:* Claremont McKenna College, "Claremont McKenna College Summer Athenaeum Retreat"

*Bronze:* California State University, Fresno: Fresno State Alumni Association, "Fresno State: Grad In A Box"

*Bronze:* University of Utah, "Young Alumni Homecoming Scholarship 5K and Kids K"

Alumni Relations Programs – Innovative Use of Technology

*Gold:* University of California, San Diego, "Commencement 2012: TweetWall"

*Silver:* University of California, San Diego, "Increasing Alumni Engagement Through Facebook Giveaways"

*Bronze:* University of California, Berkeley, "@cal Alumni Network"

Alumni Relations Programs – Marketing and Branding

*Gold:* University of California, San Diego, "Engagement Kits"

*Silver:* University of California, San Diego, "We Are Tritons"

*Bronze:* University of California, San Diego, "Commencement 2012: The Journey Continues"

Alumni Relations Programs – New Program Initiatives

*Gold:* California State University, Fullerton, "Vision & Visionaries Distinguished Alumni Campus Visits 2012"

*Silver:* University of California, Irvine Alumni Association, "Career Building in a Tough Economy: Networking Webinar"

*Bronze:* California State University, San Bernardino, "Welcome to the CSUSB Family"

Alumni Relations Programs – Programming for Special Constituencies

*Gold:* Chapman University, "Parent Spring Meeting"

*Silver:* California State University, Fullerton, "NYC Showcase Alumni Reception"

*Bronze:* UC Davis: Cal Aggie Alumni Association, "Parent Orientation Experience"

Alumni Relations Programs – Student Alumni Initiatives

*Gold:* University of California, Riverside, "UCR Career Conference Series"

*Silver:* UC Davis: Cal Aggie Alumni Association, "100th Anniversary Pajamarino"

*Bronze:* University of California, San Diego, "Student Engagement, Loyalty and Philanthropy at UC San Diego"

Alumni Relations Programs – Volunteer Engagement and Leadership

*Silver:* California State University, Fullerton, "All Chapters Workshop"

*Bronze:* UC Davis: Cal Aggie Alumni Association, "International Chapter and Network Leaders Conferences"



## COMMUNICATIONS AND MARKETING PROGRAMS

### Individual Public Relations, Media Relations, and Community Relations Projects

*Gold:* University of California, Santa Cruz, "San Francisco Giants Public Relations Opportunity"

*Silver:* University of California, "Onward California Public Outreach"

*Bronze:* University of Redlands, "University of Redlands Faculty Experts"

### Excellence in News Writing

*Gold:* Lawrence Berkeley National Laboratory/University of California, "Berkeley Lab Science News"

*Silver:* University of California, Irvine, "Promoting Daily Research Breakthroughs and Student Achievement Stories"

*Bronze:* University of California, Los Angeles, "Ampersand Online Magazine"

### College and University General Interest Magazines, Circulation: 75,000 or More

*Gold:* San Francisco State University, "SF State Magazine"

*Silver:* San Jose State University, "Washington Square"

*Bronze:* Brigham Young University, "BYU Magazine"

### College and University General Interest Magazines, Circulation: 30,000 to 74,999

*Gold:* Chapman University, "Chapman Magazine"

*Silver:* University of Redlands, "Och Tamale Magazine"

*Bronze:* USC Dornsife College of Letters, Arts and Sciences, "USC Dornsife Magazine"

### College and University General Interest Magazines, Circulation: Less than 29,999

*Gold:* University of California, Berkeley: College of Natural Resources, "Breakthroughs Magazine"

*Silver:* Scripps College, "Scripps Magazine"

*Bronze:* Westminster College, "The Westminster Review Fall 2012"

### Special Constituency Magazines

*Gold:* UC Davis Graduate School of Management, "Innovator Magazine"

*Silver:* Cal Poly Pomona: The Collins College of Hospitality Management, "Collins Magazine"

*Bronze:* BYU Marriott School of Management, "Marriott Alumni Magazine"

### Print Independent School Periodicals

*Gold:* Francis Parker School, "Parker Magazine"

*Silver:* The Pegasus School, "Pegasus Magazine"

*Bronze:* Marlborough School, "Marlborough Alumnae Association Magazine"

### Print External Audience Tabloids and Newsletters

*Gold:* Pepperdine University, "Waves of Change Campaign Newsletter"

*Silver:* University of California, Berkeley, "Promise of Berkeley"

### Digital External Audience Newsletters

*Gold:* Brigham Young University, "BYU Today"

*Silver:* University of California, Los Angeles, "GSE&IS Ampersand E-Newsletter"

*Bronze:* UC Davis School of Law, "King Hall Briefs"

*Bronze:* University of California, San Diego, "Giving Impact"

### Print Internal Audience Periodicals

*Gold:* Mount St. Mary's College, "Mount Matters"

### Digital Internal Audience Periodicals

*Gold:* Chapman University, "Chapman University Happenings"

*Silver:* University of the Pacific, "The Pacific Insider"

### Periodical Staff Writing

*Gold:* Occidental College, "Occidental Periodical Staff Writing"

*Silver:* Saint Mary's College of California: College Communications, "Teresa Castle -- Periodical Staff Writing"

*Bronze:* Biola University, "Biola Magazine"

*Bronze:* UC Davis School of Education, "Staff Writing, Catalyst-Justice"

## COMMUNICATIONS AND MARKETING (Continued)

### Best Articles of the Year

- Gold:* Brigham Young University, "A Diplomatic Life,' BYU Magazine"
- Silver:* UC Berkeley: College of Natural Resources, "The New Grid"
- Silver:* USC Dornsife College of Letters, Arts and Sciences, "Emotional Economics"
- Bronze:* Chapman University, "'Get Creative!' Chapman Magazine"
- Bronze:* Loyola Marymount University, "'Rockin' the Bard' LMU Magazine"
- Bronze:* University of Phoenix Alumni Association, "'Running for Hope,' Phoenix Focus"

### Student Recruitment Publications: Print Viewbooks and Prospectuses

- Gold:* University of California, Davis, "UC Davis + You"
- Silver:* University of California, Davis, "UC Davis 'You Are' Admit Brochure"
- Bronze:* Chapman University, "Viewbook 2012-2013"

### Student Recruitment Publications: Print Individual Student Recruitment Publications

- Gold:* Occidental College, "Occidental Student Recruitment"
- Gold:* Scripps College, "'Rosie' Admission Recruitment Brochure"
- Silver:* University of California, Davis, "Gunrock Diecut"
- Bronze:* University of California, Davis, "Undergraduate Admissions International Parent Fliers"

### Student Recruitment Publications: Print Student Recruitment Publications Packages

- Gold:* University of San Diego, "Undergraduate Admissions Materials"
- Silver:* UC Davis Graduate School of Management, "MBA Brochures"
- Bronze:* California State University, Long Beach, "Engineering at The Beach"

### Institutional Relations Publications: Print President's Reports and Annual Reports

- Gold:* Naval Postgraduate School, "NPS 2011 Annual Report"
- Silver:* University of Southern California, "USC Financial Report 2011-12 'New Beginnings'"
- Bronze:* California State University, Chico, "President's Report"

### Institutional Relations Publications: Annual Magazines

- Gold:* Western University of Health Sciences, "Humanism Journal"
- Silver:* University of San Diego, "Fall 2012 USD Engineer"
- Bronze:* Western University of Health Sciences, "Excellence In Nursing Magazine"

### Institutional Relations Publications: Books

- Gold:* Chapman University, "Chapman University: Celebrating the Past, Shaping the Future"

### Institutional Relations Publications: Print Promotional Publications

- Gold:* University of San Diego, "2012 Journeys"
- Silver:* USC Dornsife College of Letters, Arts and Sciences, "We Are USC Dornsife"
- Bronze:* USC Dornsife College of Letters, Arts and Sciences, "USC Dornsife 100"

### Fundraising Publications: Print Case Statements/General Cultivation Publications

- Gold:* University of California, Davis, "UC Davis College of Letters and Science Campaign Brochure"
- Silver:* University of California, San Francisco, "'Inspiring Leaders,' Health Sciences Education Case Statement"
- Bronze:* UC Davis School of Education, "Mini Case Statements: Dinner with a Scientist and The Guardian Teacher Scholarship"

### Fundraising Publications: Digital Case Statements/General Cultivation Publications

- Gold:* University of the Pacific: Arthur A. Dugoni School of Dentistry, "Campaign iBook"

### Fundraising Publications: Print Annual Reports and Fund Reports

- Gold:* University of Utah, "Visionary Philanthropy, 2011 Donor Report"
- Silver:* Point Loma Nazarene University, "PLNU Annual Report"
- Bronze:* Scripps College, "Scripps College Honor Roll of Donors"

### Fundraising Publications: Print Individual Fundraising Publications

- Gold:* Scripps College, "Scripps College Academy: 10 Years of Empowering Young Scholars"
- Silver:* San Jose State University, "San Jose State University Viewmaster"
- Bronze:* ASU Foundation for a New American University, "Top Secret Guide to Student Success"

## **COMMUNICATIONS AND MARKETING (Continued)**

### Fundraising Publications: Print Fundraising Publications Packages

*Gold:* University of California, Berkeley, "We're Not Resting on Our Laureates"

*Silver:* University of California, Irvine, "Newkirk Alumni Center Fundraising"

### Individual Photography

*Gold:* Brigham Young University, "'Fluid Motion,' by Mark Philbrick"

*Silver:* University of Southern California, "USC Financial Report 2011-12: Commencement Photography by Mark Berndt"

### Photographer of the Year

*Silver:* Brigham Young University, "Mark Philbrick"

*Bronze:* Brigham Young University, "Jaren Wilkey"

*Bronze:* Stanford University, "Linda A. Cicero"

*Bronze:* University of California, "Elena Zhukova"

### Excellence in Design: Periodicals

*Gold:* BYU Marriott School of Management, "Marriott Alumni Magazine"

*Silver:* University of California, Berkeley: Haas School of Business, "BerkeleyHaas Magazine, Spring 2012"

*Silver:* USC Dornsife College of Letters, Arts and Sciences, "USC Dornsife Magazine, Fall 2012/Winter 2013"

### Excellence in Design: Covers

*Gold:* Biola University, "Biola Magazine"

*Silver:* University of San Diego, "USD Magazine, Summer 2012"

*Bronze:* California State University, Chico, "Chico Statements, Spring 2012"

*Bronze:* University of Southern California, "USC Financial Report 2011-12, 'New Beginnings'"

### Excellence in Design: Editorial Design

*Gold:* BYU Marriott School of Management, "'Why My First Job Mattered,' Marriott Alumni Magazine"

*Bronze:* University of San Diego, "'Show Me The Bunny,' USD Magazine"

### Excellence in Design: Illustrations

*Silver:* BYU Marriott School of Management, "'Planes, Brains & Behavioral Theories,' Marriott Alumni Magazine"

### Excellence in Design: Multi-Page Publications

*Gold:* University of California, "University of California Brochures"

*Silver:* University of California, Berkeley, "Builders of Berkeley"

*Silver:* University of Southern California, "USC Financial Report 2011-12, 'New Beginnings'"

*Silver:* USC Dornsife College of Letters, Arts and Sciences, "We Are USC Dornsife"

*Bronze:* National University System, "National University 2012 Annual Report"

*Bronze:* University of California, Merced, "Inventions"

*Bronze:* USC Dornsife College of Letters, Arts and Sciences, "USC Dornsife 100"

### Excellence in Design: Posters

*Silver:* California State University, Chico, "Recreation, Hospitality and Parks Management Reunion"

*Bronze:* Westminster College, "Westminster Concert Series"

### Excellence in Design: Invitations

*Bronze:* Visual Asylum, "La Jolla Country Day School Open House Invitations"

### Excellence in Design: Specialty Pieces

*Silver:* USC Sol Price School of Public Policy, "Price School Naming Gift Celebration Centerpieces"

*Bronze:* BYU Marriott School of Management, "Deans' Christmas Card"

### Digital Magazines

*Gold:* University of Phoenix Alumni Association, "Phoenix Focus, September Small Business Issue, 2012"

*Silver:* California State University, Chico, "Chico Statements Online, Spring 2012"

*Bronze:* Biola University, "Biola Magazine"

### Video News and Research Features

*Gold:* Brigham Young University, "The BYU Mathlete Rap"

*Silver:* University of California, San Francisco, "UCSF Anatomy Lab Video"

*Silver:* University of Southern California, "Beijing Air Pollution Study: Health Disease Links"

*Bronze:* University of Arizona, "UANews Presents Top 10 Stories of 2011"

## **COMMUNICATIONS AND MARKETING (Continued)**

### Video Fundraising Features

*Gold:* University of California, Berkeley, "You're Not Berkeley Enough..."

*Silver:* Cal Poly Pomona: The Collins College of Hospitality Management, "Shaping the Future of Hospitality"

*Bronze:* Pitzer College, "50Forward Campaign Video"

*Bronze:* University of the Pacific: Arthur A. Dugoni School of Dentistry, "Kids in the Clinic: Supporting Smiles for Children in Need"

### Video General Information Features

*Gold:* University of California, "Onward California Video Series"

*Silver:* Brigham Young University, "The Whirling Diva, 'BYU Magazine'"

*Silver:* Saint Mary's College of California: College Communications, "Year of the Gael: Part One"

*Silver:* University of San Francisco, "Thank You from USF"

*Silver:* University of Southern California: University Publications, "I Am a Trojan"

*Bronze:* Pitzer College, "Robert Redford Conservancy Announcement"

*Bronze:* University of California, San Diego, "Alumni Celebration Video"

*Bronze:* University of Southern California, "First Year Investigations (FYI)"

### Video Recruitment Features

*Gold:* University of Southern California, "Master of Professional Writing Program"

*Silver:* University of California, Merced, "This is UC Merced"

*Bronze:* Pepperdine University, "Executive MBA Video - Graziadio School of Business and Management"

*Bronze:* Salt Lake Community College, "SLCC High School Digital Signage Recruitment Video Series"

### Video PSAs and Commercial Spots

*Gold:* National University System, "National University 2012 Golf Academy TV Spot"

*Silver:* Pepperdine University, "Pepperdine University 60 Sec Spot"

*Bronze:* Northern Arizona University: Alumni Relations, "Northern Arizona University App Commercial"

*Bronze:* University of California, "Anthem"

## **FUNDRAISING PROGRAMS**

### Fundraising Programs – Annual Giving Programs

*Gold:* Brigham Young University, "BYU Fall Mailer"

*Silver:* Brigham Young University, "BYU Employee Giving Campaign"

*Bronze:* University of California, San Diego, "An Extraordinary Outlier: UCSD Alumni Giving"

### Fundraising Programs – Campaigns

*Gold:* Westmont College, "\$75K-in-75 Hours Campaign"

*Silver:* Westminster College, "Your Passion, Their Future scholarship brochure"

### Fundraising Programs – Principal, Major, or Special Giving Programs

*Gold:* Westminster College, "Planned Giving Legacy Postcards"

*Silver:* Brigham Young University, "BYU Engineering Building Alumni Mailing"

### Fundraising Programs – Stewardship

*Gold:* University of California, San Diego, "Stewardship Impact Reports"

*Silver:* University of California, San Diego, "ArtPower! at UC San Diego Stewardship Program"

*Bronze:* University of the Pacific, "Pacific's New Stewardship Program"

## **INTEGRATED ADVANCEMENT PROGRAMS**

### Integrated Advancement Programs – Advertising Campaigns

*Gold:* University of California, "Onward California Advertising"

*Silver:* Pepperdine University, "Stand Up, Step Forward, Take Flight"

*Bronze:* National University System, "National University 2012 Spring Campaign"

### Integrated Advancement Programs – Best Use of Social Media

*Gold:* University of Redlands, "Win a Date with Thurber' Social Media Campaign"

*Silver:* Biola University, "#MakingItMatter Campaign"

*Bronze:* University of Phoenix, "Phoenixing Fun Homecoming Social Media Engagement Campaign"

### Integrated Advancement Programs – Branding Programs

*Gold:* California State University, Fresno, "Fresno State Re-branding Program"

*Silver:* California State University, Monterey Bay, "CSU Monterey Bay Branding Campaign"

### **INTEGRATED ADVANCEMENT PROGRAMS (Continued)**

#### Integrated Advancement Programs – Complete Institutional Websites

*Gold:* Saint Mary's College of California: College Communications, "Saint Mary's College Website"

*Silver:* Chapman University, "Chapman University Website"

*Bronze:* Occidental College, "Occidental College Website Redesign"

#### Integrated Advancement Programs – Individual Ads

*Gold:* University of San Diego, "USD Changemaker 2012 Outdoor Billboard"

#### Integrated Advancement Programs – Individual Special Events

*Gold:* Pepperdine University, "2012 Pepperdine Associates Dinner"

*Silver:* University of the Pacific, "The Ted Robb and Chris Robb Community Garden Dedication Ceremony"

*Bronze:* Lawrence Berkeley National Laboratory, "Lawrence Berkeley Lab 2012 Open House"

#### Integrated Advancement Programs – Individual Sub-Websites

*Gold:* University of San Diego, "USD Admissions Interactive Chalkboard"

*Silver:* Biola University, "Open Biola"

*Bronze:* University of California, Davis, "Giving to UC Davis Website"

#### Integrated Advancement Programs – Overall Advancement

*Gold:* University of La Verne, "LEAD Conference"

#### Integrated Advancement Programs – Visual Identity Systems

*Gold:* California State University, Chico, "125th Anniversary Visual Identity System"

*Silver:* USC Dornsife College of Letters, Arts and Sciences, "USC Graphic Identity Program"

*Bronze:* Visual Asylum, "La Jolla Country Day School Visual Identity System"

#### Integrated Advancement Programs – Year-Long Special Events

*Gold:* University of the Pacific: Arthur A. Dugoni School of Dentistry, "New San Francisco Campus Groundbreaking and Construction Kickoff Events"

## AGENDA

### COMMITTEE OF THE WHOLE

**Meeting: 5:00 p.m., Tuesday, March 19, 2013**  
**Glenn S. Dumke Auditorium**

**8:30 a.m., Wednesday, March 20, 2013**  
**Glenn S. Dumke Auditorium**

Bob Linscheid, Chair  
Lou Monville, Vice Chair  
Roberta Achtenberg  
Bernadette M. Cheyne  
Rebecca D. Eisen  
Douglas Faigin  
Debra S. Farar  
Kenneth Fong  
Margaret Fortune  
Lupe C. Garcia

Steven M. Glazer  
William Hauck  
Peter G. Mehas  
Henry Mendoza  
Hugo N. Morales  
J. Lawrence Norton  
Ian L. Ruddell  
Glen O. Toney  
Cipriano Vargas

**5:00 p.m., Tuesday, March 19, 2013**  
**Glenn S. Dumke Auditorium**

#### **Consent Items**

Approval of Minutes of Meeting of September 18, 2012

#### **Discussion Items**

1. General Counsel's Report, *Information*

**\*\*Note**

**8:30 a.m., Wednesday, March 20, 2013**  
**Glenn S. Dumke Auditorium**

#### **Consent Items**

Approval of Minutes of Meeting of September 18, 2012

#### **Discussion Items**

1. General Counsel's Report, *Information*

**\*\*Note:** Depending on the length of discussions on the afternoon of Tuesday, March 19, 2013, items may have to be carried over to Wednesday, March 20, 2013, for consideration.

**MINUTES OF MEETING OF  
COMMITTEE OF THE WHOLE**

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

**September 18, 2012**

**Members Present**

Bob Linscheid, Chair  
Roberta Achtenberg  
Bernadette M. Cheyne  
Debra S. Farar  
Kenneth Fong  
Lupe Garcia  
Steven M. Glazer  
William Hauck  
Peter G. Mehas  
Henry Mendoza  
Lou Monville  
Hugo Morales  
Lawrence Norton  
Charles B. Reed, Chancellor  
Jillian L. Ruddell  
Glen O. Toney  
Cipriano Vargas

**Approval of Minutes**

The minutes the meeting of March 20, 2012 were approved as submitted.

**General Counsel's Report**

General Counsel Helwick presented her semi-annual update on legal issues facing the CSU, including a PowerPoint presentation of litigation and claim statistics.

The meeting adjourned.

## **COMMITTEE OF THE WHOLE**

### **General Counsel's Report**

#### **Presentation By**

Christine Helwick  
General Counsel

#### **Litigation Report**

This is the semi-annual report on the status of significant litigation confronting the CSU, and is presented for information. "Significant" for purposes of this report is defined as litigation: (1) with the potential for a systemwide impact on the CSU; (2) that raises significant public policy issues; (3) brought by or against another public agency; or (4) which, for other reasons, has a high profile or is likely to generate widespread publicity. *New information since the date of the last report is printed in italics.*

The cases contained in this report have been selected from 68 active litigation files; CSU is the party pursuing relief in two of those cases.

#### **New Cases**

##### *Howard Jarvis Taxpayers Association, et al. v. CSU, et al.*

*Monterey County Superior Court*

*Howard Jarvis Taxpayers Association and Matthew Bolner, a student, sued CSU and a CSUMB professor alleging the professor unlawfully used state resources to advocate for political purposes when he sent an email from his CSUMB email account to a long list of students, urging them to vote in favor of Proposition 30. The plaintiffs seek the monetary value of the communication and a permanent injunction against CSU to cease from engaging in any future political advocacy. The professor has hired his own counsel. The case is in the pleading stage.*

##### *Western Association of Schools & Colleges v. CSU, et al.*

*Alameda County Superior Court*

*John Sheehan submitted requests for records under the California Public Records Act to multiple CSU campuses, seeking communications between campus personnel and the Western Association of Schools & Colleges. CSU agreed to produce some of the requested records. WASC filed a writ petition to seek a court order barring disclosure of all the records, alleging the documents regarding accreditation issues are confidential and proprietary. The case is in the pleading stage.*



## **Information Item**

Agenda Item 1

March 19-20, 2013

Page 2 of 8

### **Construction Cases**

#### CSU v. Clark, et al.

Santa Clara County Superior Court

CSU filed this complaint for breach of contract and negligence against the architect and general contractor for plumbing repair and replacement costs because of leaks that have occurred at SJSU's Campus Village dormitory complex. Construction was completed in 2005. CSU has repaired or replaced major portions of the plumbing system with final repair work completed in summer 2012. CSU has filed a statement of claims seeking \$29 million from the defendants. The case is in the discovery stage. *The parties have scheduled mediation for late June 2013.*

### **Employment Cases**

#### Corrales v. CSU

Los Angeles County Superior Court

Gretchen Corrales, a former cross country and track and field assistant coach at CSU Los Angeles, was not renewed in July 2010, because of several NCAA violations. Corrales alleges she was not renewed, and was falsely accused of violating NCAA rules, because she had complained about a sexual relationship between another coach and a track and field athlete, and her unequal pay. Corrales alleged discrimination, sexual favoritism, a failure to investigate or take remedial measures, and retaliation. The case is in the discovery phase. *In November 2012, Corrales was murdered, allegedly by her estranged husband. Plaintiff's counsel is attempting to substitute plaintiff's heirs as parties in the case.*

#### Gromacki v. CSU, et al.

Orange County Superior Court

Michelle Gromacki, the former head softball coach at CSU Fullerton, was placed on paid administrative leave in February 2011 because of potential misconduct. She alleges this action was intended to harass and retaliate against her because she had complained about the inequities between women's softball and men's baseball. Gromacki also raises a breach of contract claim stemming from the 10% reduction in pay because of furloughs imposed on all CSU employees during the 2009-2010 fiscal year, and that the deterioration in her performance during her three-year appointment resulted from a head injury she suffered while working that CSU allegedly failed to accommodate. Her lawsuit was filed and served two weeks before her three year appointment ended. Her appointment was not renewed. *The case settled at mediation. CSU will pay \$100,000 in cash and will reappoint Gromacki to a research position for 18 months to bridge her to retirement.*

Lee v. CSU, et al.

Los Angeles County Superior Court

Jonathan Lee was a tenure-track faculty member in the College of Business at CSU Long Beach. He alleged the University, the dean and two faculty members discriminated against him on the basis of national origin, ethnicity, age and physical disability. Lee alleged that because of the discrimination he was denied tenure and suffered emotional and psychological distress. *The case settled on September 19, 2012, for \$25,000.*

Mattiuzzi v. CSUS, et al.

U.S. District Court, Sacramento

Cici Mattiuzzi is the Director of Career Services in the College of Engineering and Computer Science at CSU Sacramento. In 2009 she filed her first lawsuit under various theories, including gender discrimination. That case was settled. This is her second lawsuit in which she alleges she was retaliated against for filing the first lawsuit, because she was excluded from meetings, denied office space, and subjected to other unfair actions. *The case has been stayed because of the bankruptcy filing of one of the individual defendants.*

Riulli v. CSU, et al.

Sacramento County Superior Court

Laura Riulli is a faculty member at CSU Sacramento. Following a similar and successful claim brought by one of her Business School colleagues, Riulli alleged violation of the California Equal Pay Act because she makes less money than the males in her department, which she claims has been a discriminatory practice since 2002. *CSU's motion for summary judgment was granted and judgment entered in favor of CSU in November 2012.*

Schulter v. CSU, et al.

U.S. District Court, San Jose

Martin Schulte, the former SJSU Director of Disability Services, sued SJSU and the administrator who decided to non-renew his employment, alleging this decision was based on his disability and was in retaliation for his work for disabled students and employees. *This case went through two rounds of mediation and ultimately settled for \$500,000.*

**Environmental Cases**

City of Hayward v. CSU

California Supreme Court

The City of Hayward filed a CEQA challenge to the 2009 CSUEB Master Plan Environmental Impact Report, claiming the University failed to adequately analyze impacts on public services,

## **Information Item**

Agenda Item 1

March 19-20, 2013

Page 4 of 8

including police, fire, and emergency services. The City demanded that the University provide funding for additional fire facilities.

The Hayward Area Planning Association and Old Highlands Homeowners Association, two local residential homeowners' associations, filed a second CEQA challenge to the 2009 CSUEB Master Plan EIR, alleging shortcomings in nearly every aspect of the environmental findings, with an emphasis on the University's alleged failure to consider bus and other improvements to public transit access to the campus. On September 9, 2010, the trial court ruled in favor of the petitioners on nearly every issue and enjoined the University from proceeding with construction. The University appealed.

In June 2012, the Court of Appeal ruled the CSU East Bay Master Plan EIR is adequate, except for failing to analyze impacts on local recreational facilities. The Court's ruling includes a finding that CSU's determination that new fire protection facilities will not result in significant environmental impacts was supported by substantial evidence. Importantly, the Court also held that the obligation to provide adequate fire and emergency services is the responsibility of the City of Hayward, and the need for additional fire protection services is not an environmental impact that CSU must mitigate. The City and HAPA/OHHA filed a petition for review with the California Supreme Court.

*The petition for review was granted in October 2012, but the matter has been deferred pending resolution of the SDSU Master Plan EIR case (below) awaiting oral argument.*

### City of San Diego, et al. v. CSU

California Supreme Court

The EIR for the 2005 SDSU Master Plan was challenged in three lawsuits filed by the City of San Diego, Alvarado Hospital and Del Cerro Neighborhood Association, each alleging the EIR did not adequately address necessary mitigation measures. The Alvarado lawsuit was dismissed.

After the Supreme Court's City of Marina decision, SDSU prepared a revised 2007 Master Plan EIR challenged again by the City of San Diego, the San Diego Metropolitan Transit System and the San Diego Association of Governments. Each alleged that the EIR did not adequately address necessary mitigation measures and that the CSU must fund all mitigation costs, irrespective of Legislative funding. The Del Cerro lawsuit and these three lawsuits have been consolidated.

In February 2010, the court denied the challenges to SDSU's 2007 Master Plan EIR, finding CSU met all of the requirements of the City of Marina decision and CEQA by requesting Legislative funding to cover the cost of local infrastructure improvements. CSU is not required to fund those projects on its own, or to consider other sources of funding for them. The decision also held that the EIR properly considered potential impacts, was supported by substantial evidence,

that CSU properly consulted with SANDAG, and that petitioners were barred from proceeding on other sources of funding because it was not raised in the underlying administrative proceedings. Del Cerro agreed to dismiss its lawsuit for CSU's waiver of costs; the City of San Diego, SANDAG and MTS appealed.

On December 13, 2011, the Court of Appeal reversed the trial court's decision and ordered the Master Plan be vacated. The California Supreme Court granted CSU's petition to review the case. *The matter has been briefed and is awaiting oral argument.*

Keep Fort Ord Wild v. County of Monterey, et al.

Monterey County Superior Court

Keep Fort Ord Wild filed a petition against the Fort Ord Reuse Authority and the County of Monterey alleging they failed to comply with the California Environmental Quality Act in connection with a proposed roadway project. Keep Fort Ord Wild also named CSUMB as a party because a portion of the roadway is on property that will be deeded to the campus in the future. The case is in the briefing phase.

LandValue 77, et al. v. CSU, et al.

Court of Appeal

LandValue 77, a private business entity in Fresno, filed a CEQA challenge to the Campus Pointe project, with a claim of conflict of interest involving former Trustee Moctezuma Esparza, whose company was slated to operate a movie theater in the project. In July 2009, the court determined the environmental impact analysis for Campus Pointe fully complies with CEQA, except for additional analysis required on overflow parking and traffic, and certain water and air quality issues. The court also determined that because former Trustee Esparza had a financial interest in a sublease between Maya Cinemas and Kashian Enterprises, the developer on the project, an irresolvable conflict of interest existed when the Board took the vote on the Campus Pointe EIR, and the theater sublease must be voided. LandValue appealed the trial court's ruling.

In February 2011, the appellate court ruled that voiding the Esparza theater sublease was a sufficient remedy to address the conflict of interest issue. The court formally set aside the EIR, and did not expand the scope of the required environmental review. The University was given an opportunity to fix the original three deficiencies identified by the trial court and reissue the EIR. A revised EIR addressing the court's concerns was circulated for public review and subsequently approved by the Board. In February 2012, the trial court found CSU had addressed all CEQA issues.

LandValue had requested attorneys' fees and costs as the prevailing party. Finding LandValue had pursued this action for primarily its own financial interests, and not for the benefit of the

## **Information Item**

Agenda Item 1

March 19-20, 2013

Page 6 of 8

public, the court denied LandValue's request. LandValue appealed the attorneys' fees decision. The appeal is in the briefing stage.

## **Personal Injury Cases**

### Baird-Olson v. Fernandez, et al.

Los Angeles County Superior Court

Karren Baird-Olson, a 74 year old Associate Professor of Sociology, alleges that while she was participating in a March 4, 2010 demonstration at CSU Northridge protesting student fee increases, certain CSUN and LAPD officers knocked her to the ground, broke her arm and stomped on her chest while moving in to arrest a fellow protestor. She asserts causes of action for excessive force, and assault and battery. The case is in the discovery phase. *CSU's motion for summary judgment has limited the case to a claim for assault and battery only and the CSU was dismissed from the case, leaving the three individually-named CSU police officers and the LAPD. Trial has been set for September 30, 2013.*

### Lane v. CSU, et al.

San Luis Obispo County Superior Court

Donna Lane is a member of the Cal Poly Presidential Advisory Board, and was injured on May 2, 2010, when she fell off the Cal Poly Performing Arts Center stage while attending an advisory board function. The insurance carrier for the Performing Arts Center accepted CSU's tender of defense. *The parties agreed to settle the case for \$1,000,000, paid by the insurance carrier.*

### Naghash v. CSU, et al.

Sacramento County Superior Court

Ashley Naghash, a freshman at CSU Sacramento, alleges she was sexually assaulted in a campus dormitory by a fellow student after she had consumed numerous alcoholic beverages. She claims that CSU failed to prevent the incident from occurring and failed to provide adequate protection in the dorm. *The court granted CSU's challenge to the sufficiency of the original and first amended complaints, but gave plaintiff an opportunity to amend. CSU subsequently moved to dismiss plaintiff's second amended complaint and a hearing has been set for April 11, 2013.*

### Sanchez-Graves v. CSU, et al.

San Bernardino County Superior Court

Yvonne Sanchez-Graves was a student in an Outdoor Education class at CSU Northridge that participated in a field trip to Joshua Tree National Park. As the group was preparing dinner, one of the gas camping stoves lit by a faculty member flamed up and plaintiff was significantly burned. The faculty member, Alan Wright, is also a named defendant. *CSU filed product liability cross-complaints against three entities that manufactured and sold the camping stove;*

*plaintiff then amended her complaint to name these three entities. The case is in the discovery phase.*

Steward v. Guseman

San Diego County Superior Court

Norma Steward alleges that Dennis Guseman, an employee of CSU San Marcos, struck her and her husband with his car while they were walking in an intersection. Steward suffered severe injuries and her husband died. Guseman was driving to meet friends for breakfast. Steward contends he was acting in the course and scope of his employment. On December 5, 2011, the court granted summary judgment in favor of CSU. Steward appealed. *The matter has been briefed and argued.*

**Student Cases**

Alpha Delta-Chi-Delta Chapter, et al. v. Reed, et al.

U.S. District Court, San Diego

A group of Christian student organizations and students at the San Diego and Long Beach campuses sued under various legal theories to challenge the constitutionality of the CSU anti-discrimination policy, which refuses recognition of student organizations that discriminate on the basis of religion, sexual orientation or marital status. The plaintiff groups exclude non-Christians, homosexuals and others from joining or becoming officers. They allege their First Amendment rights of freedom of religion and association trump CSU's anti-discrimination prohibition, and that they must be recognized and provided full access to University facilities. The court denied plaintiffs' motion for a preliminary injunction, and both sides filed summary judgment motions. In 2009, the court found CSU's non-discrimination policy constitutional, and granted CSU's summary judgment motion. Plaintiffs appealed. In 2010, the United States Supreme Court affirmed a judgment upholding a similar University of California policy.

On August 2, 2011, the Ninth Circuit Court of Appeals issued a ruling affirming CSU's non-discrimination policy is constitutional. The court also remanded the matter back to the trial court to examine whether the campus evenhandedly applied the policy to other student groups. Plaintiffs' petition for review with the United States Supreme Court was denied. *The case is back in the discovery stage. The court permitted discovery to be reopened to address the issues specified in the Ninth Circuit's decision (whether plaintiffs were treated differently than other groups).*

## **Information Item**

Agenda Item 1

March 19-20, 2013

Page 8 of 8

### Donselman, et al. v. CSU

San Francisco County Superior Court

Five students brought this class action to challenge the state university fee and non-resident tuition increases, and the Graduate Business Professional fee, from fall 2009. The court granted plaintiffs' motion to certify two subclasses that exclude four campuses where fees were posted late and/or students received financial aid to cover their increased fees. The two subclasses comprise approximately 175,000 students (down from over 400,000). CSU filed writs in the court of appeal and the California Supreme Court to challenge the class certification decision. Both were denied. Notice of the litigation was provided to the class members. After plaintiffs changed their legal theories to add alternative contract formation arguments, CSU moved to decertify the class, which was denied. *The case remains in the discovery phase. Trial has been set for March 17, 2014.*

## **Other Cases**

### SETC-United v. CSU, et al.

San Francisco County Superior Court

The State Employees Trades Council's collective bargaining agreement with CSU expired on June 30, 2008. The Education Code requires prevailing wages be paid to certain hourly laborers unless a collective bargaining agreement states otherwise. SETC claims that when its collective bargaining agreement expired, its employees should have been paid prevailing wages. Because CSU pays SETC employees on a monthly, not an hourly basis, the Education Code requirement should not apply. The case is in the discovery phase.

## **Administrative Hearings**

There is one administrative hearing result during this reporting period that raises significant public policy issues that have broad impact on the CSU system.

### Beal v. CSU Fresno

He Yan Beal, a tenure-track professor at Fresno was dismissed because she was simultaneously employed in another tenure-track position at a different university on the East Coast and not adequately fulfilling her responsibilities at Fresno. In this appeal from her dismissal, Beal claimed she had no obligation to disclose this additional employment and that she was fulfilling her Fresno faculty responsibilities. The arbitrator disagreed and affirmed the dismissal, concluding Beal's clandestine employment on the other side of the continent was in conflict with her position as a CSU Fresno faculty member. Newly negotiated terms in the CFA contract will strengthen faculty additional employment reporting requirements going forward.

**TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY**

**California State University  
Office of the Chancellor  
Glenn S. Dumke Auditorium  
401 Golden Shore  
Long Beach, CA 90802**

**March 20, 2013—8:30 a.m.**

***Presiding: Bob Linscheid, Chair***

**Public Comment**

**Chair's Report**

**Chancellor's Report**

**Report of the Academic Senate CSU: *Chair—Diana Guerin***

**Report of the California State University Alumni Council: *President—Guy Heston***

**Report of the California State Student Association: *President—David Allison***

**Approval of Minutes of Board of Trustees' Meeting of January 23, 2013**

**Board of Trustees**

1. Election of Five Members to Committee on Committees for 2013-2014, *Action*
2. Appointment of Member to the California State University Headquarters Building Authority, *Action*
3. Appointment of Three Members to the Fullerton Arboretum Commission, *Action*
4. Conferral of Title of General Counsel Emerita: Christine Helwick, *Action*

**Committee Reports**

**Committee on Collective Bargaining: *Chair—Lou Monville***

**Committee on Audit: *Chair—Henry Mendoza***

**Committee on Governmental Relations: *Chair—Steven M. Glazer***

1. 2013-2014 Legislative Report No. 1

**Committee on Campus Planning, Buildings and Grounds: *Chair—Peter Mehas***

1. Approval of Schematic Plans



**Committee on Finance: *Chair—William Hauck***

2. List of Factors for Future Considerations of Fee Changes per AB 970
4. Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for a Student Housing Project at California State University Northridge

**Committee on Educational Policy: *Chair—Debra S. Farar***

1. Academic Planning
2. Proposed Addition to Title 5, California Code of Regulations, Bringing the California State University into Compliance with AB 1899

**Committee on University and Faculty Personnel: *Chair—Kenneth Fong***

1. Executive Compensation, Interim General Counsel

**Committee on Organization and Rules: *Chair—Glen O. Toney***

**Committee on Institutional Advancement: *Chair—Roberta Achtenberg***

**Committee of the Whole: *Chair—Bob Linscheid***

**MINUTES OF THE MEETING OF  
BOARD OF TRUSTEES**

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

**January 23, 2013**

**Trustees Present**

Bob Linscheid, Chair  
Lou Monville, Vice Chair  
Roberta Achtenberg  
Bernadette Cheyne  
Rebecca Eisen  
Douglas Faigin  
Debra S. Farar  
Kenneth Fong  
Margaret Fortune  
Steven M. Glazer  
Peter G. Mehas  
Hugo N. Morales  
J. Lawrence Norton  
Jillian L. Ruddell  
Glen O. Toney  
Tom Torlakson, Superintendent of Public Instruction  
Cipriano Vargas  
Timothy P. White, Chancellor

**Public Comment**

The board heard from the following individuals: Lillian Taiz, president, CFA, stated that this was a day of new beginnings and time for a fresh start. She noted that although at times the CFA and the administration would find themselves on different sides of an issue, that where the two shared values they could work together to overcome difficult circumstances. She noted that although the governor has restored some needed funding to the CSU, hard work still needed to be done by all constituencies to protect this investment; Pat Gantt, president, CSUEU welcomed the chancellor to the CSU. He also spoke about the governor's budget and hoped that he would find more money for the CSU for compensation as he was able to do for other state workers. He asked everyone to continue to work together to get the CSU story to the public and the legislature; Tessy Reese, chair bargaining unit 12, CSUEU spoke about the continued need for mental health and noted and that more needs to be done to address the needs of staff who are the

first to address the issues facing troubled students; Rich McGee, chair, bargaining unit 9, CSUEU, spoke about contracting out and stated that the CSU should turn to its highly trained workforce to complete the jobs instead of contracting out that often results in wasted resources; John Orr, chair bargaining unit 7, CSUEU, spoke about the need for increased education about workforce bullying. He noted that often bullies are unaware that their behavior is causing others so many problems or even that their behavior is bullying; Rich Anderson, president UAW Local 4123, spoke about the need for financial aid for graduate students. He asked that the chancellor and the trustees go to the legislature to ask them to preserve the services that have been slashed from the CSU since the budget collapse.

### **Chair's Report**

Chair Linscheid's complete report can be viewed online at the following URL:  
<http://www.calstate.edu/BOT/chair-reports/jan2013.shtml>

### **Chancellor's Report**

Chancellor Timothy P. White's complete report can be viewed online at the following URL:  
<http://www.calstate.edu/bot/chancellor-reports/130123.shtml>

### **Report of the California State University Alumni Council**

Alumni Council President, Guy Heston's complete report can be viewed online at the following URL: <http://www.calstate.edu/alumni/council/bot/20130222.shtml>

### **Report from the California State Student Association**

CSSA President David Allison's complete report can be viewed online at the following URL:  
<http://www.csustudents.org/publicresources/reports/January-2013-%20Reportby-CSSA-to-CSU-Trustees.pdf>

### **Report of the Academic Senate CSU**

CSU Academic Senate Chair, Diana Guerin's complete report can be viewed online at the following URL: [http://www.calstate.edu/AcadSen/Records/Chairs\\_Reports/documents/January-23-2013\\_Chairs\\_BOT\\_Rept.pdf](http://www.calstate.edu/AcadSen/Records/Chairs_Reports/documents/January-23-2013_Chairs_BOT_Rept.pdf)

### **Approval of Minutes of Board of Trustees Meeting**

The minutes of the meeting of November 14, 2012, were approved as amended.

## **Board of Trustees**

### **Conferral of Title of Chancellor Emeritus: Charles B. Reed**

Chair Linscheid moved the item; there was a second. The Board of Trustees approved the following resolution:

**WHEREAS**, Dr. Charles B. Reed served as chancellor of The California State University from February 1998 to December 2012; and

**WHEREAS**, during his 15 years as chancellor, Dr. Reed earned national and international recognition as an innovator, problem-solver, and strategic thinker; steadfastly defended the mission of public higher education; and fought to maintain affordable, accessible education for thousands of students; and

**WHEREAS**, at the California State University Dr. Reed managed enrollment growth of more than 100,000 students; oversaw the opening of a new campus at Channel Islands; and led development of efforts to serve more students such as year-round operations, off-campus centers, non-tradition instructional hours, and innovative instructional technology; and

**WHEREAS**, Dr. Reed spearheaded the creation of the Early Assessment Program to assess 11<sup>th</sup> grade student readiness for college and minimize the need for remedial education; launched Super Sunday outreach days and other efforts to reach students from traditionally under-served populations; and created ongoing partnerships with business and industry to improve workforce preparation; and

**WHEREAS**, Dr. Reed helped the California State University secure the authority to grant the independent doctor of education (Ed.D.) degree in educational leadership, one of the most significant changes in the CSU's mission since its founding;

**WHEREAS**, Dr. Reed led the way for the California State University to become a national leader in outreach to veterans; community service; emergency preparedness; and high-quality teacher education; and set a national model for university accountability with its "Contributions to the Public Good" reports; and

**WHEREAS**, Dr. Reed has managed budget cuts totaling more than \$1 billion, or 35 percent of the CSU's budget, in the past four years, while still focusing on access and affordability for students; and

**WHEREAS**, Dr. Reed has given ongoing support and loyalty to the 23 California State University campus presidents; and

**WHEREAS**, Dr. Reed has signed more than 1.5 million diplomas over the course of his service as chancellor both in California and Florida; and

**WHEREAS**, Dr. Reed has spent his life and career in public service and higher education, and in view of his contributions, it is fitting that he be recognized by the California State University; now therefore, be it

**RESOLVED**, by the Board of Trustees of the California State University, that this board confer the title of Chancellor Emeritus on Dr. Charles B. Reed, with all the rights and privileges thereto.

## **Committee Reports**

### **Committee on Collective Bargaining**

The Committee was asked to adopt initial proposals for salary and benefits re-opener bargaining with Bargaining Unit 8 (SUPA). Vice Chancellor Gail Brooks presented the item. After hearing from the speakers, the Committee unanimously adopted the proposal. He also reported that the committee heard from CSUEU members, Pat Gantt, Alisandra Brewer, Mike Geck, and John Orr, Tessy Reese, Rich McGee and Lois Kugelmass.

### **Committee on Finance**

Trustee Achtenberg reported the committee heard one information item, Report on the Support Budget, 2012-2013 and 2013-2014 Fiscal Years.

### **Committee on Institutional Advancement**

Trustee Achtenberg reported the committee heard one action item as follows:

#### **Approval of the 2011-2012 Annual Report on Philanthropic Support to the California State University (RIA 01-13-01)**

Trustee Achtenberg moved the item; there was a second. The Board of Trustees approved the following resolution:

**RESOLVED**, by the Board of Trustees of the California State University, that the Board adopts the *2011-2012 Annual Report of Philanthropic Support to the California State University* for submission to the California Joint Legislative Budget Committee and the California Department of Finance.

## **Committee on Campus Planning Buildings and Grounds**

Trustee Mehas reported the committee heard one information item, Status Report on the 2013-2014 State Funded Capital Outlay Program—Governor’s Budget and two action items as follow:

### **Approve the Campus Master Plan Revision and Amendment of the 2012-2013 Non-State Funded Capital Outlay Program for the Motel Real Property Acquisition for the California Maritime Academy (RCPBG 01-13-01)**

Trustee Mehas moved the item; there was a second. The Board of Trustees approved the following resolution:

**RESOLVED**, By the Board of Trustees of California State University, that:

1. The California Maritime Academy’s campus master plan revision, dated January 2013, is approved.
2. The 2012-2013 non-state funded capital outlay program is amended to include the acquisition of Motel Real Property for the California Maritime Academy.
3. The chancellor, or his designee, is delegated the authority to negotiate the final purchase price for the Motel Real Property acquisition within the not-to-exceed amount of the appraised value and contingent upon the results of the due diligence.

### **Approval of Schematic Plans (RCPBG 01-13-02)**

Trustee Mehas moved the item; there was a second. The Board of Trustees approved the following resolution:

**RESOLVED**, by the Board of Trustees of the California State University, that:

1. The Final Initial Study/Mitigated Negative Declaration has been prepared to address any potential significant environmental impacts, mitigation measures and comments associated with approval of the California State University, East Bay Warren Hall Replacement building, and all discretionary actions related thereto, as identified in the Final Initial Study/Mitigated Negative Declaration.
2. The Final Initial Study/Mitigated Negative Declaration was prepared pursuant to the California Environmental Quality Act and state CEQA Guidelines.

3. This resolution is adopted pursuant to the requirements of Section 21081 of Public Resources Code and Section 15091 of the state CEQA Guidelines which requires that the Board of Trustees make findings prior to the approval of a project that the mitigated project as approved will not have a significant impact on the environment and that the project will be constructed with the recommended mitigation measures as identified in the mitigation monitoring program, and the project will benefit the California State University.
4. The chancellor is requested under Delegation of Authority granted by the Board of Trustees to file the Notice of Determination for the project.
5. The schematic plans for the California State University, East Bay Warren Hall Replacement Building are approved at a project cost of \$50,018,000 at CCCI 5732.

### **Committee on Audit**

Trustee Glazer reported the committee heard three information items, Status Report on Current and Follow-up Internal Audit Assignments, Report of the Systemwide Audit in Accordance with Generally Accepted Accounting Principles Including the Report to Management, Single Audit Reports of Federal Funds and one action item as follows:

#### **Assignment of Functions to Be Reviewed by the Office of the University Auditor for Calendar Year 2013 (RAUD 01-13-01)**

**RESOLVED**, By the Committee on Audit of the California State University Board of Trustees that the 2013 internal audit plan, as detailed in Agenda Item 2 of the Committee on Audit at the January 22-23, 2013 meeting, as amended to include preparation of scope of work regarding input and advice on selection of system external auditor and systemwide audit activities, be approved.

### **Joint Meeting of the Committees on Educational Policy and Finance**

Trustee Farar reported the committee heard two action items as follow:

#### **Proposed Addition to Title 5, California Code of Regulations, to Describe Delivery of Educational Services through Cal State Online (REP-FIN 01-13-01)**

Trustee Farar moved the item; there was a second. The Board of Trustees approved the following resolution:

**RESOLVED** by the Board of Trustees of the California State University that the following Section be added to Title 5 of the California Code of Regulations:

### **§ 40203. Cal State Online**

Expanding access through innovative technology, Cal State Online is authorized to support delivery of online curricula offered by degree-granting campuses. The Chancellor is responsible for implementing this section.

### **Proposed Changes to the California State University Student Fee Policy, Related to Cal State Online (REP-FIN 01-13-02)**

Trustee Farar moved the item; there was a second. The Board of Trustees approved the following resolution:

**RESOLVED** by the Board of Trustees of the California State University that the California State University Student Fee Policy be updated as follows:

#### **II. Definitions**

- E. Category V fees – Fees paid to self-support programs such as extended education, Cal State Online Extended Education offerings, parking and housing including materials and services fees, user fees, fines, deposits. Self-support programs are defined as those not receiving state general fund appropriations; instead, fees are collected to pay the full cost of a program. Costs of self-support instructional programs include support and development of the academic quality of the university.

#### **III. Authority**

- B. The chancellor is delegated authority for the establishment, oversight and adjustment of Category II, Category III, and Category V Cal State Online fees Extended Education offerings. The chancellor is not delegated authority for Category I fees.
- C. The president is delegated authority for the establishment, oversight and adjustment of Category IV and Category V fees (with the exception of Cal State Online fees Extended Education Offerings), and for the oversight and adjustment of Category II and III fees. The president is not delegated authority to establish Category I, Category II or Category III fees, or to adjust Category I fees. The president does however, have authority to establish Category III fees within a range established by the chancellor.

### **Committee on University and Faculty Personnel**

Trustee Fong reported the committee heard one action item as follows:

### **Recommended Changes to Title 5, California Code of Regulations, Regarding Outside Employment Disclosure Requirements (RUF 01-13-01)**

Trustee Fong moved the item; there was a second. The Board of Trustees approved the following resolution:



**RESOLVED** by the Board of Trustees of the California State University that Section 42740 of Title 5 of the California Code of Regulations be added as follows:

**Title 5, California Code of Regulations**  
**Division 5 – Board of Trustees of the California State Universities**  
**Chapter 1 – California State University**  
**Subchapter 7 – Employees**  
**Article 2.3 – Outside Employment Disclosure Requirements**

**§ 42740. Outside Employment – Management and Executive Employees.**

Management Personnel Plan and executive employees shall be required to report outside employment for the identification of and to preclude any conflict of commitment. The Chancellor is responsible for implementing this section.

NOTE: Authority cited: Sections 89030 and 89500, Education Code. Reference cited: Section 89030 and 89500, Education Code.

**Committee on Governmental Relations**

Trustee Glazer reported the committee heard two action items as follow:

**Adoption of Trustees’ Statement of Legislative Principles (RGR 01-13-01)**

Trustee Glazer moved the item; there was a second. The Board of Trustees approved the following resolution:

**RESOLVED**, by the Board of Trustees of the California State University, that the Statement of Legislative Principles in Agenda Item 1 of the January 22-23, 2013 meeting of the Trustees’ Committee on Governmental Relations be adopted as amended, and be it further

**RESOLVED**, by the Board of Trustees of the California State University, that the Chancellor is authorized to take positions on pending legislation on behalf of the California State University system; but in taking such positions, the Chancellor shall consult, when practical, with the Chair of the Committee on Governmental Relations, the Committee on Governmental Relations, the full Board or the Chair of the Board of Trustees; and be it further

**RESOLVED**, that the Chancellor shall keep the Board regularly informed of the positions taken and of such other matters affecting governmental relations during regularly scheduled meetings and as deemed necessary and desirable.

## **California State University Federal Agenda for 2013 (RGR 01-13-02)**

Trustee Glazer moved the item; there was a second. The Board of Trustees approved the following resolution:

**RESOLVED**, by the Board of Trustees of the California State University, that the federal legislative program described in the Agenda Item 2 of the Committee on Governmental Relations on January 22-23, 2013 is adopted as the 2013 CSU Federal Agenda.

## **Committee on Educational Policy**

Trustee Farar reported the committee heard six information items, Systemwide and Campus-wide Student Mental Health Services, Update on SB 1440: Student Transfer Achievement Reform Act, Update on the Early Assessment Program, Update on the Early Start Program, Recommended Amendment to Title 5 Regarding AB 1899, The Commission on the Extended University, and one action item as follows:

## **Baccalaureate Unit Limits, Title 5 Changes (REP 01-13-01)**

Trustee Farar moved the item; there was a second. The Board of Trustees approved the following resolution:

**RESOLVED**, by the Board of Trustees of the California State University, acting under Section 89030 of the Education Code, that sections 40405.1, 40405.4, 40500, 40501, 40505, 40506, 40507, 40508, of Title 5 of the California Code of Regulations are amended as follows:

### **Title 5. Education**

#### **Division 5. Board of Trustees of the California State Universities**

#### **Chapter 1. California State University**

#### **Subchapter 2. Educational Program**

#### **Article 5. General Requirements for Graduation**

#### **§ 40405.1. California State University General Education - Breadth Requirements.**

(a) Each recipient of the bachelor's degree completing the California State University General Education-Breadth Requirements pursuant to this subdivision (a) shall have completed a program which includes a minimum of 48 semester units or 72 quarter units of which 9 semester units or 12 quarter units shall be upper division level and shall be taken no sooner than the term in which the candidate achieves upper division status. At least 9 of the 48 semester units or 12 of the 72 quarter units shall be earned at the campus granting the degree. The 48 semester units or 72 quarter units shall be distributed as follows:

(1) A minimum of 9 semester units or 12 quarter units in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.

(2) A minimum of 12 semester units or 18 quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

(3) A minimum of 12 semester units or 18 quarter units among the arts, literature, philosophy and foreign languages.

(4) A minimum of 12 semester units or 18 quarter units dealing with human social, political, and economic institutions and behavior and their historical background.

(5) A minimum of 3 semester units or 4 quarter units in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological, social, and psychological entities.

The specification of numbers of units implies the right of discretion on each campus to adjust reasonably the proportions among the categories in order that the conjunction of campus courses, credit unit configurations and these requirements will not unduly exceed any of the prescribed semester or quarter unit minima. However, the total number of units in General Education-Breadth accepted for the bachelor's degree under the provisions of this subdivision (a) ~~should~~ shall not be less than 48 semester units or 72 quarter units unless the Chancellor grants an exception.

(b) The president or an officially authorized representative of a college which is accredited in a manner stated in Section 40601 (d) (1) may certify the extent to which the requirements of subdivision (a) of this section have been met up to a maximum of 39 semester units (or 58 quarter units). Such certification shall be in terms of explicit objectives and procedures issued by the Chancellor.

(c) In the case of a baccalaureate degree being pursued by a post-baccalaureate student, the requirements of this section shall be satisfied if:

(1) The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or

(2) The student has completed equivalent academic preparation, as determined by the appropriate campus authority.

NOTE: Authority cited: Section 89030, Education Code. Reference: Sections 66055.8 and 89030, Education Code.

**Title 5. Education**  
**Division 5. Board of Trustees of the California State Universities**  
**Chapter 1. California State University**  
**Subchapter 2. Educational Program**  
**Article 5. General Requirements for Graduation**  
**§ 40405.4. Procedures for Implementing Programs to Meet General Education Requirements.**

(a) The Chancellor shall establish procedures to implement the objectives and requirements of Section 40405.1-40405.3, including provision for exceptions in individual cases of demonstrable hardship, and including periodic review of the extent to which the objectives and requirement are being met.

(b) The Chancellor may grant exceptions to the requirements of subdivision (a) of Section 40405.1 for high unit ~~professional~~ degree major programs on a program-by-program basis.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

**Title 5. Education**  
**Division 5. Board of Trustees of the California State Universities**  
**Chapter 1. California State University**  
**Subchapter 2. Educational Program**  
**Full text of all sections at this level Article 6. Undergraduate Degrees**  
**§ 40500. Bachelor of Arts Degree: Required Curriculum.**

To be eligible for the Bachelor of Arts degree, the candidate shall have completed the following requirements:

(a) General Education-Breadth Requirements. The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.

(b) Major 24 semester units (36 quarter units).

There shall be one major with a minimum of 24 semester units (36 quarter units). At least 12 semester units (18 quarter units) in the major shall be upper division courses or their equivalent. The maximum number of units shall be determined by the campus.

(c) Additional Units. Units to complete the total required for the degree may be used as electives or to meet other requirements.

(d) Total. For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Arts Degree, of which at least 40 (60 quarter units) shall be in the upper division credit, shall be 124 semester units (186 quarter units). For candidates for the Bachelor of Arts degree who are meeting graduation requirements established ~~during or after~~ between the 2000-01 and 2013-14

academic years, a minimum of 120 semester units shall be required, including at least 40 semester units in upper-division courses or their equivalent. For candidates for the Bachelor of Arts degree who are meeting graduation requirements established during or after the 2013-14 academic year, no fewer and no more than 120 semester units shall be required, including at least 40 semester units in upper-division courses or their equivalent, unless the Chancellor grants an exception.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

**Title 5. Education**  
**Division 5. Board of Trustees of the California State Universities**  
**Chapter 1. California State University**  
**Subchapter 2. Educational Program**  
**Article 6. Undergraduate Degrees**  
**§ 40501. Bachelor of Science Degree: Required Curriculum.**

To be eligible for the Bachelor of Science degree, the candidate shall have completed the following requirements:

(a) General Education-Breadth Requirements. The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.

(b) Major 36 semester units.

There shall be one major with a minimum of 36 semester units. At least 18 semester units in this major shall be upper division courses or their equivalent. The maximum number of units shall be determined by the campus.

(c) Total. For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Science degree shall be 124 to 132 semester units, as determined by each campus, except that 140 semester units may be required in engineering. For candidates for the Bachelor of Science degree who are meeting graduation requirements established ~~during or after~~ between the 2000-01 and 2013-14 academic years, a minimum of 120 semester units shall be required. ~~The number of semester units for each curriculum shall be determined by each campus.~~ For candidates for the Bachelor of Science degree who are meeting graduation requirements established during or after the 2013-14 academic year, no fewer and no more than 120 semester units shall be required, unless the Chancellor grants an exception.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

**Title 5. Education**  
**Division 5. Board of Trustees of the California State Universities**  
**Chapter 1. California State University**  
**Subchapter 2. Educational Program**  
**Article 6. Undergraduate Degrees**  
**§ 40505. Bachelor of Architecture Degree: Required Curriculum.**

To be eligible for the Bachelor of Architecture degree, the candidate shall have completed the following requirements:

- (a) General Education-Breadth Requirements. The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.
- (b) Major 45 semester units.

The major shall consist of a minimum of 45 semester units. At least 27 semester units in the major shall be in upper division courses or their equivalent. The maximum number of units shall be determined by each campus.

- (c) Total. For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Architecture degree shall be 165 to 175 semester units. For candidates for the Bachelor of Architecture degree who are meeting graduation requirements established ~~during or after~~ between the 2000-01 and 2013-14 academic years, a minimum of 120 semester units shall be required. For candidates for the Bachelor of Architecture degree who are meeting graduation requirements established during or after the 2013-14 academic year, no fewer than 120 semester units and no more than 150 semester units shall be required, unless the Chancellor grants an exception. The total number of units required for the Bachelor of Architecture degree shall be distributed over a ten-semester period or equivalent.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

**Title 5. Education**  
**Division 5. Board of Trustees of the California State Universities**  
**Chapter 1. California State University**  
**Subchapter 2. Educational Program**  
**Article 6. Undergraduate Degrees**  
**§ 40506. Bachelor of Music Degree and Bachelor of Fine Arts Degree: Required Curriculum.**

To be eligible for either the Bachelor of Music degree or the Bachelor of Fine Arts degree, the candidate shall have completed the following requirements:

(a) General Education-Breadth Requirements. The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.

(b) Major -70 semester units. The major shall consist of a maximum of 70 semester units with at least one-fourth of these units devoted to theory and content as distinguished from studio, production, and performance.

(c) Total. For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Music degree and the Bachelor of Fine Arts degree shall be 132 semester units. For candidates for the Bachelor of Music degree and the Bachelor of Fine Arts degree who are meeting graduation requirements established ~~during or after~~ between the 2000-01 and 2013-14 academic years, a minimum of 120 semester units shall be required. For candidates for the Bachelor of Fine Arts degree or Bachelor of Music degree who are meeting graduation requirements established during or after the 2013-14 academic year, no fewer than 120 semester units and no more than 132 semester units shall be required, unless the Chancellor grants an exception.

Note: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

**Title 5. Education**  
**Division 5. Board of Trustees of the California State Universities**  
**Chapter 1. California State University**  
**Subchapter 2. Educational Program**  
**Article 6. Undergraduate Degrees**  
**§ 40507. Bachelor of Landscape Architecture: Required Curriculum.**

To be eligible for the Bachelor of Landscape Architecture degree, the candidate shall have completed the following requirements:

(a) General Education-Breadth Requirements. The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.

(b) Major ----- 45 semester units. The major shall consist of a minimum of 45 semester units, exclusive of those courses used to meet the General Education-Breadth Requirements. At least 27 units in the major shall be in upper division courses or their equivalent. The maximum number of units shall ~~be determined by each campus.~~ not exceed 150 semester units.

(c) Total. For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Landscape Architecture degree shall be 155 to 165 semester units. For candidates for the Bachelor of Landscape Architecture degree who are meeting graduation requirements established ~~during or after~~ between the 2000-01 and 2013-14 academic years, a minimum of 120 semester units shall be required. For candidates for the Bachelor of Landscape Architecture degree who

are meeting graduation requirements established during or after the 2013-14 academic year, no fewer than 120 semester units and no more than 150 semester units shall be required, unless the Chancellor grants an exception. The total number of units required for the Bachelor of Landscape Architecture degree shall be distributed over a ten-semester period or equivalent.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

**Title 5. Education**  
**Division 5. Board of Trustees of the California State Universities**  
**Chapter 1. California State University**  
**Subchapter 2. Educational Program**  
**Article 6. Undergraduate Degrees**  
**§ 40508. The Bachelor's Degree: Total Units.**

Each campus shall establish and maintain a monitoring system to ensure that justification is provided for all program requirements that extend the baccalaureate unit requirement beyond 120 semester units. As of the fall term of the 2013-14 academic year, no baccalaureate degree programs shall extend the unit requirement beyond 120 semester units, with the exception of the Bachelor of Architecture, Bachelor of Music, Bachelor of Fine Arts, and Bachelor of Landscape Architecture degrees. The Chancellor may authorize exceptions to system or campus requirements for degree programs. In fulfillment of this regulation, the Chancellor after consultation with disciplinary faculty and other appropriate individuals, may require adjustments to program requirements in order to achieve the 120 semester unit maximum.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

**Committee on Committees**

Trustee Farar reported the committee heard one action item as follows:

**Appointment of Trustee to Committee Assignments (RCOC 01-13-01)**

Trustee Farar moved the item; there was a second. The Board of Trustees approved the following resolution:

**RESOLVED**, By the Board of Trustees of the California State University, on recommendation by the Committee on Committees that newly appointed Trustee Douglas Faigin be appointed to the Committee on Institutional Advancement; the Committee on Finance; Committee on Governmental Relations and the Committee on Organization and Rules for the year 2012-2013.

The meeting was adjourned.



**BOARD OF TRUSTEES**

**Election of Five Members to Committee on Committees for 2013-2014**

**Presentation By**

Bob Linscheid  
Chair of the Board

**Summary**

In accord with the Rules of Procedure of the Board of Trustees of the California State University (Article VI, Item 2), Chair Linscheid nominated five trustees to serve as members of the Committee on Committees for the term 2013-2014 at the January 23, 2013 meeting of the Board of Trustees.

The following resolution is recommended for approval:

**RESOLVED**, By the Board of Trustees of The California State University, that the following trustees are elected to constitute the board's Committee on Committees for the 2013-2014 term:

William Hauck, Chair  
Roberta Achtenberg  
Debra Farar, Chair  
Peter G. Mehas  
Lou Monville

## **BOARD OF TRUSTEES**

### **Appointment of Member to the California State University Headquarters Building Authority**

#### **Presentation By**

Benjamin F. Quillian  
Executive Vice Chancellor and  
Chief Financial Officer

#### **Summary**

The California State University Office of the Chancellor facility has been financed and operated through a joint powers agreement (JPA) with the city of Long Beach since 1976. The JPA established the California State University Headquarters Building Authority to ensure provisions of the agreement are carried forward. The trustees appoint two members to the Authority, the city appoints two members, and those four members jointly appoint a fifth member. An appointment is needed for the term which expired on November 30, 2012. The proposed resolution seeks to re-appoint the trustee representative, Ms. Lenore Rozner, for the four-year term of November 30, 2012 through November 30, 2016. The position is uncompensated and must be held by a California elector.

Ms. Lenore Rozner, former assistant vice chancellor, Business Planning and Information Management, at the CSU Office of the Chancellor, is recommended to serve as the trustees representative to the Authority. Ms. Rozner combines knowledge, experience and allegiance to both the CSU and to the City of Long Beach, where she has been involved in community service throughout her life-time residence.

**RESOLVED**, By the Board of Trustees of the California State University, that Ms. Lenore Rozner be re-appointed a commissioner of the CSU Headquarters Building Authority to the four-year term of November 30, 2012 through November 30, 2016.

## **BOARD OF TRUSTEES**

### **Appointment of Three Members to the Fullerton Arboretum Commission**

#### **Presentation By**

Christine Helwick  
General Counsel

Millie Garcia  
President, CSU Fullerton

#### **Background**

At the March 23, 1976 meeting, the CSU Board of Trustees approved the Joint Exercise of Powers Agreement with the Redevelopment Agency of the City of Fullerton, creating the Fullerton Arboretum Authority.

Under that Agreement, the trustees are authorized to appoint three members to the Fullerton Arboretum Commission. The terms are for four years and two years, respectively. Three appointments by the trustees are now due. President García recommends the appointment of Dr. José Cruz, provost and vice president for Academic Affairs, CSU Fullerton, for the term March 1, 2013 to March 1, 2017, and of Mr. Greg Saks, vice president for University Advancement, CSU Fullerton, and Mr. Frank Mumford, executive director, CSU Fullerton Auxiliary Services Corporation, for the terms of March 1, 2013 to March 1, 2015.

The following resolution is recommended for adoption:

**RESOLVED**, By the Board of Trustees of the California State University, that the following appointments are made, effective immediately:

Dr. José Cruz is appointed Commissioner of the Fullerton Arboretum Authority for term March 1, 2013 to March 1, 2017.

Mr. Greg Saks is appointed Commissioner of the Fullerton Arboretum Authority for term March 1, 2013 to March 1, 2015.

Mr. Frank Mumford is appointed Commissioner of the Fullerton Arboretum Authority for term March 1, 2013 to March 1, 2015.

**BOARD OF TRUSTEES**

**Conferral of Title of General Counsel Emerita: Christine Helwick**

**Presentation By**

Bob Linscheid  
Chair of the Board

It is recommended that the title of General Counsel Emerita be conferred on Christine Helwick for her distinguished service. The following resolution is recommended for approval:

**WHEREAS**, Christine Helwick served as General Counsel of The California State University from April 1996 to April 2013; and

**WHEREAS**, during her 17 years as General Counsel, Ms. Helwick has skillfully managed a vast array of complex legal issues and has employed a proactive problem-solving philosophy to dramatically reduce the systemwide litigation caseload during her tenure; and

**WHEREAS**, Ms. Helwick has reorganized and revitalized the Office of General Counsel and has implemented technological innovations to increase the efficiency of the legal staff; and

**WHEREAS**, Ms. Helwick has led by example and has brought the CSU Office of General Counsel to the forefront of professionalism; and

**WHEREAS**, Ms. Helwick has provided service to the higher education legal community on a national level, and has been honored with the Distinguished Service Award by the National Association of College and University Attorneys; and

**WHEREAS**, Ms. Helwick has devoted her career to public service and higher education, and in view of her contributions, it is fitting that she be recognized by the California State University; now therefore, be it

**RESOLVED**, by the Board of Trustees of the California State University, that the board confers the title of General Counsel Emerita on Christine Helwick, with all the rights and privileges pertaining thereto.