TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY
California State University
Office of the Chancellor—Glenn S. Dumke Auditorium
401 Golden Shore
Long Beach, CA 90802

Agenda
March 23-25, 2015

Time*	**Committee**	**Place**

Monday, March 23, 2015

12:00 p.m. **Board of Trustees—Closed Session** **Westin Long Beach Hotel**
Executive Personnel Matters
Government Code §11126(a)(1)

Tuesday, March 24, 2015

7:30 a.m. **Call to Order** **Dumke Auditorium**

Board of Trustees—Closed Session (3.5 hours) **Munitz Conference Room**
Executive Personnel Matters
Government Code §11126(a)(1)
(Trustee Day participating by teleconference Assistant Tribal Manager, Sycuan Band of the Kumeyaay Nation,1 Kwaaypaay Court, El Cajon, CA 92019−Government Code§11123)

Pending Litigation
Government Code §11126(e)(1)
Keller v. CSU
CSU v. Clark, et al.
Gibson v. CSU

Committee on Collective Bargaining—Closed Session
Government Code §3596(d)

12:15 p.m. **Luncheon**

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1:00 p.m. **Committee on Collective Bargaining—Open Session** **Dumke Auditorium**

1. Ratification of Collective Bargaining Agreement Between California State University and Bargaining Unit 8 (Statewide University Police Association), *Action*
2. Adoption of Initial Proposals for Successor Contract Negotiations with Bargaining Unit 6 (State Employees Trades Council), *Action*
3. Adoption of Initial Proposals for Successor Contract Negotiations with Bargaining Unit 4 (Academic Professionals of California), *Action*

1:30 p.m. **Committee on Educational Policy** **Dumke Auditorium**

1. Academic Planning, *Action*
2. The California State University Institute for Palliative Care at California State University San Marcos, *Information*
3. The Early Start Program and Academic Preparation Update, *Information*
4. The California State University Graduation Initiative 2025, *Information*

3:00 p.m. **Committee on Campus Planning, Buildings and Grounds** **Dumke Auditorium**

1. Amend the 2014-2015 Capital Outlay Program for California State Polytechnic University, Pomona and California State University, Sacramento, *Action*
2. Approval of Schematic Plans for California State University, Fullerton, California State Polytechnic University, Pomona and California State University, Sacramento, *Action*
3. Categories and Criteria for the Five-Year Capital Improvement Program 2016-2017 through 2020-2021, *Action*
4. Acceptance of Interest in Real Property for California State Polytechnic University, Pomona, *Information*

4:05 p.m. **Committee on Audit** **Dumke Auditorium**

1. Status Report on Current and Follow-up Internal Audit Assignments, *Information*
2. Status Report on Corrective Action for the Findings in the Single Audit Reports of Federal Funds for the Fiscal Year Ended June 30, 2014, *Information*
3. Report on Compliance with National Collegiate Athletic Association Requirements for Financial Data Reporting, *Information*

4:25 p.m. **Committee on Governmental Relations** **Dumke Auditorium**

1. Legislative Update, *Information*

4:45 p.m. **Committee on Organization and Rules** **Dumke Auditorium**

1. Approval of Schedule of Board of Trustees' Meetings, 2016, *Action*

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5:00 p.m. **Board of Trustees**

1. Election of Five Members to Committee on Committees for 2015/2016, *Action*
2. Conferral of Title of Trustee Emerita –Roberta Achtenberg, *Action*

Wednesday, March 25 2015

8:00 a.m. **Committee on Finance** **Dumke Auditorium**

1. Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for Projects at Sacramento State University, CSU Los Angeles, and CSU Northridge, *Action*
2. Conceptual Approval of a Public/Private Partnership Multi-Family Housing Development Project at California State University Channel Islands, *Action*
3. California State University Annual Debt Report, *Information*
4. Update on Administrative Efficiency Initiatives, *Information*

9:15 a.m. **Committee on Institutional Advancement** **Dumke Auditorium**

1. Naming of an Academic Program – San Diego State University, *Action*
2. Naming of a Facility – California State University, Long Beach, *Action*
3. Naming of a Facility – California State University, Sacramento, *Action*

9:45 a.m. **Committee of the Whole** **Dumke Auditorium**

1. General Counsel's Litigation Report, *Information*

10:15 a.m. **Board of Trustees** **Dumke Auditorium**

Call to Order and Roll Call

Public Comment

Chair's Report

Chancellor's Report

Report of the Academic Senate CSU: *Chair—Steven Filling*

Report of the California State University Alumni Council: *President—Kristin Crellin*

Report of the California State Student Association: *President—Devon Graves*

Approval of Minutes of Board of Trustees' Meeting of January 28, 2014

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Committee Reports

Committee on Collective Bargaining: ***Chair−Roberta Achtenberg***

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

1. Academic Planning

Committee on Campus Planning, Buildings and Grounds: ***Chair—J. Lawrence Norton***

1. Amend the 2014-2015 Capital Outlay Program for California State Polytechnic University, Pomona, and California State University, Sacramento
2. Approval of Schematic Plans for California State University, Fullerton, California State Polytechnic University, Pomona and California State University, Sacramento
3. Categories and Criteria for the Five-Year Capital Improvement Program 2016-2017 through 2020-2021

Committee on Audit: ***Chair—Lupe C. Garcia***

Committee on Governmental Relations: ***Chair—Douglas Faigin***

Committee on Organization and Rules: ***Chair—Steven G. Stepanek***

Committee on Finance: ***Chair—Roberta Achtenberg***

1. Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for Projects at Sacramento State University, CSU Los Angeles, and CSU Northridge
2. Conceptual Approval of a Public/Private Partnership Multi-Family Housing Development Project at California State University Channel Islands

Committee on Institutional Advancement: ***Chair—Steven Glazer***

1. Naming of an Academic Program – San Diego State University
2. Naming of a Facility – California State University, Long Beach
3. Naming of a Facility – California State University, Sacramento

Committee of the Whole: ***Chair−Lou Monville***

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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 Board of 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
Fax: 562-951-4949
E-mail: lhernandez@calstate.edu

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AGENDA

COMMITTEE ON COLLECTIVE BARGAINING

Meeting: **7:30 a.m., Tuesday, March 24, 2015**
Munitz Conference Room—Closed Session

1:00 p.m., Tuesday, March 24, 2015
Dumke Auditorium—Open Session

Roberta Achtenberg, Chair
Debra S. Farar, Vice Chair
Rebecca D. Eisen
Lupe C. Garcia
Hugo N. Morales

Closed Session – Munitz Conference Room
Government Code §35969(d)

Open Session−Dumke Auditorium

Consent Item
Approval of the Minutes of the Meeting of January 28, 2015

Discussion Items
1. Ratification of Collective Bargaining Agreement Between California State University and Bargaining Unit 8 (Statewide University Police Association), *Action*
2. Adoption of Initial Proposals for Successor Contract Negotiations with Bargaining Unit 6 (State Employees Trades Council), *Action*
3. Adoption of Initial Proposals for Successor Contract Negotiations with Bargaining Unit 4 (Academic Professionals of California), *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 28, 2015

Members Present

Roberta Achtenberg, Chair
Debra S. Farar, Vice Chair
Rebecca D. Eisen
Lupe C. Garcia
Lou Monville, Chair of the Board
Timothy P. White, Chancellor

Chair Achtenberg called the Committee on Collective Bargaining to order.

Approval of Minutes

The minutes of the November 12, 2014 meeting were approved as submitted.

Public Speakers

The Committee heard from the following public speakers.

Pat Gantt, President, CSUEU (Chico) thanked those responsible for reaching an agreement regarding Unit 13 and expressed concerns about fixing salary ranges. Tessy Reese, Bargaining Unit 2 Chair, CSUEU (San Diego) thanked Chancellor White and Vice Chancellor Lori Lamb for meeting with CSUEU representatives on conflict resolution issues.

Mike Geck, Vice President, CSUEU Organizing (San Marcos), Mike Chavez, Bargaining Unit 5 Chair, CSUEU (Stanislaus), Rocky Sanchez, Bargaining Unit 7 Vice Chair, CSUEU (Pomona), and Rich McGee, Bargaining Unit 9 Chair, CSUEU (San Bernardino) spoke about concerns regarding bullying.

Alisandra Brewer, CSUEU Vice President for Representation, thanked the Trustees for the success of the Unit 13 negotiations. Doug Domingo, Classics Department Faculty Member (Long Beach), spoke regarding campus-based equity programs, inversion and compression.

Ratification of Two Tentative Agreements

Vice Chancellor Lori Lamb presented the two tentative agreements to the Committee.

Action Items

The committee then unanimously approved the following action items:

1. Ratification of the Tentative Agreement with California State University Employees – Unit 13.
2. Ratification of the Tentative Agreement with Union of American Physicians & Dentists – Unit 1.

Chair Achtenberg then adjourned the meeting.

COMMITTEE ON COLLECTIVE BARGAINING

Ratification of Collective Bargaining Agreement Between California State University and Bargaining Unit 8 (Statewide University Police Association)

Presentation By

Lori Lamb
Vice Chancellor for Human Resources

Summary

The ratification of the collective bargaining agreement between the California State University and the Statewide University Police Association will be presented to the Board of Trustees.

Recommended Action

The following resolution is recommended for adoption:

> **RESOLVED**, by the Board of Trustees of the California State University, that the collective bargaining agreement between the California State University and the Statewide University Police Association for the period ending June 30, 2018 is hereby ratified.

COMMITTEE ON COLLECTIVE BARGAINING

Adoption of Initial Proposals For Successor Contract Negotiations With Bargaining Unit 6 (State Employees Trades Council)

Presentation By

Lori Lamb
Vice Chancellor for Human Resources

Summary

The initial proposals from the California State University (CSU) and the State Employees Trades Council will be presented to the Board of Trustees (Board) and to the public for their review. The Board of Trustees will be asked to adopt the initial proposals by CSU.

Background

Under the Higher Education Employer-Employee Relations Act (HEERA) initial proposals shall be presented at a public meeting of the Board and thereafter shall become public records. Negotiations may not commence on the initial proposals until a reasonable time has elapsed to enable the public to become informed and have an opportunity to express itself regarding the proposal at a meeting of the Board. (See HEERA Article 10, Section 3595).

Recommended Action

The following resolution is recommended for adoption:

> **RESOLVED**, by the Board of Trustees of the California State University, that the initial proposals by the California State University related to the collective bargaining agreement with the State Employees Trades Council are adopted.

The California State University
OFFICE OF THE CHANCELLOR

3/11/15

California State University: Initial Proposals for Successor Contract Negotiations with Bargaining Unit 6 (State Employee Trades Council)

Article 1 – Recognition

Review relevancy of classifications and propose amendments as appropriate.

Article 4 – Contracting Out

Modify language to provide operational flexibility and efficiencies in the way that work is contracted out.

Article 6 – Non-Discrimination

Align with current law and in conformity with Executive Orders.

Article 7 –Union Rights

Modify notice period for requesting union leave.

Article 9 – Grievance Procedure

Review process and propose amendments consistent with having grievances resolved in a timely manner and at the lowest level possible.

Article 10 - Appointment

Modify language allowing for temporary, limited hourly and emergency appointments and other associated language. Clean up language that is no longer applicable.

Article 11 - Probationary Period

Modify language related to permanent appointment status.

Article 13 – Personnel File

Update language to reflect technological changes.

Article 16 – Vacation

Modify to conform to current practice.

Article 18 – Leaves of Absence

Modify for consistency parental leave for those on compressed or alternate work schedules.

Article 20 – Assignment/Reassignment

Modify temporary assignments and other associated language.

Article 22 – Hours of Work

Align language to coincide with the date referenced in the agreement. Modify language that restricts operations and assignments. Modify and revise language that refers to CSU meal policy.

Article 24 – Salary

Propose a salary adjustment to all bargaining unit employees to be developed in bargaining.

Article 25 – Benefits

Review Benefits article and propose amendments to be developed in bargaining as appropriate.

Article 26 – Apprenticeship Program

Add Troops to Trade Program applicable to all campuses.

Article 27 – Training and Development

Clarify existing language provisions.

Article 28 – Health & Safety

Clarify existing language and the use and wearing of protective clothing. Remove and align language to campus-based policy.

Article 30 – Layoff

Modify re-employment rights and other associated language.

Modify rehire list language.

Article 32 - Duration and Implementation

Modify and revise the term of the contract and other associated language.

Appendices –Update, modify and delete where no longer relevant or applicable.

The University reserves the right to add to, modify, or delete proposals during the course of negotiations without prejudice.

SETC's Initial "Concept" Proposals: 2015 Bargaining For a Successor Collective Bargaining Agreement with the California State University

The State Employees Trades Council – United, "SETC," submits these initial "concept" proposals as a partial or an initial indication of the subjects it intends to pursue for possible modification or amendment during the negotiations of a successor collective bargaining agreement with the California State University ("CSU"), covering the skilled trades unit at CSU. SETC reserves its right to change, modify, withdraw or add to these initial "concept" proposals depending upon the course of bargaining with the CSU, matters discussed with management, management's responses to multiple outstanding information and documents requests and/or the preferences of its members in relation to initial "concepts." The statement herein that the Union does not propose changes to certain articles, i.e., a reference to "current contract language" is subject to modification and the submission of proposals relative to these subject matters, if on further reflection and the study and/or discussion of other topics, changes in these articles are deemed appropriate.

Article 1, Recognition: Among other changes to this Article, SETC will propose to modify the Qualifications and Classification Standards, (the "Classification Standards"), and/or the Job Descriptions for the Facilities Worker Series, (Facilities Worker I, II and Maintenance Mechanics), possibly to eliminate either of the FW classifications and/or to modify the Standards for either or both FW I & II, to prevent the use of these lower-skilled classifications to take away work from the skilled trades. Without limitation, SETC also will proposed to include multiple new classifications and provide for potential resolution of unresolved disputes over requested modifications in the Classification Standards or Job Descriptions for these or other classifications by a neutral party or other expedited arbitration procedure.

Article 2, Definitions: SETC will propose multiple new definitions to better or newly define various terms used in the CBA, including but not limited to new definitions for various levels of supervision and other terms or phrases.

Article 3, Management Rights: Current contract language.

Article 4, Contracting: SETC intends to make a more thorough review of this article during negotiations, and propose changes other than as stated below after receipt of management's responses to outstanding information requests and further study, but without limitation we are likely to propose, in addition to other changes restricting contracting, that when certain types of work are recurring, routinely performed and in sufficient volume to create additional unit positions, that management hire new personnel. Other proposals relative t contracting to follow after receipt of requested information and outstanding RFIs.

Article 5, Effect of Agreement: SETC contemplates proposals to narrow the language contained in this section, minimally, to make changes in subjects not specifically referred to or covered by the Agreement, and possibly subjects that *are* covered by the Agreement, be subject to meeting and conferring (bargaining collectively). Also, proposals likely will be made to include additional language changing the method of providing notice to the Union relative to possible changes in written policies and changes the final sentence of this article to refer to "meet and conferring" relative to proposed changes in written policies.

Article 6, Non-Discrimination: Current language or superseding language.

Article 7, Union Rights: Among other changes, SETC will propose a clarification in 7.12, Release Time, to clarify that in addition to *paid* release time to meet and confer, the University will provide *paid* release time to employees, (i.e., not reimbursable by the union), for the purposes stated elsewhere in the MOU, e.g., to prepare for, and/or to present grievances, as currently stated in Art. 9.31, to attend Health and Safety meetings, etc.

Article 8, Concerted Activities: The reference to "other concerted activities" need to be eliminated or narrowed to refer only to "*unprotected* concerted" activities.

Article 9, Grievance Procedure: The will propose multiple changes to what it believes is a dysfunctional grievance process and make major revisions in this article after discussion with management. But without limitation, the Union is likely to propose, among other proposals, elimination of the reference to individual grievances, e.g., under 9.1 and 9.37, provisions establishing the exclusive right of the union to prosecute or not prosecute or to withdraw or settle and to compromise on grievances, the elimination of Step 4 of the grievance process, changing the time limits for the processing of grievances, eliminating provisions providing for bifurcated arbitration proceedings, (no separate hearings/arbitrations on arbitrability), a clause providing that in the event the University does not issue a timely Step II, III or IV decision, (if Step IV survives the Union's effort to delete it in these negotiations), the Union can, at its option, move a grievance to the next step of the grievance process, but without relieving the employer of the duty to provide the written or other response required by the prior step, and other similar changes to the grievance procedure.

Article 10, Appointment: Among other changes in this article, the Union will propose to eliminate Limited Hourly appointments, language Increasing the involvement of Union representatives in the hiring process, the modification of 10.12 c, no probation period, other changes in 10.12, the elimination of portions or 10.12, e.g., 10.12 h and other changes.

Article 11, Probation Period: Current contract language.

Article 12, Evaluations: Among other changes, SETC may propose subjecting evaluations to either the grievance procedure or some other procedure to review for fairness and language providing that evaluations are inadmissible in the grievance process or in arbitration for any purpose.

Article 13, Personnel File: Among other proposals, the Union likely will propose to eliminate the retention of "working files" or alternatively, add language saying that a "Personnel File" shall include all files maintained by any University representative, not limited to HR/LR, and including such files (however named, and including "working files), maintained by the employee's Department supervisor, manager or other designee. Further, likely proposals to be made include modifying 13.6 making the destruction of documents relating to prior disciplinary action subject to elimination under the existing language, automatic, without the necessity of the employee making a written request for the same, and further, to provide such "stale" prior disciplinary action shall be inadmissible for any purpose in subsequent grievances/arbitrations. Other changes to follow in our formal proposals.

Article 14, Corrective Action: Among other changes, we are likely to propose modifying Art. 14 to provide that oral or written counselling memos or "a letter of expectation" shall not be considered disciplinary action, adding a "just cause" clause in this article, which we think already is required by the CBA as well as state law, but to make the same more explicit. Further, we anticipate making additional proposals to require management to provide an explanation for why an employee was placed on an administrative leave; a requirement that administrative leaves shall not last long than reasonably necessary to conduct an investigation, persons conducting a *Skelly* hearing and rendering the *Skelly* decision must be a disinterested party or person, that letters informing employees that they are placed on administrative leave, and Notices of Intent to Dismiss, shall state the specific reasons for the suspected misconduct; and other changes to this Article.

Article 15, Employee Rights: Among other changes in this article, we are likely to propose additions to employee rights beyond those enumerated in 15.1 to 15.6, a new definition in either Article 15 or possibly, Article 2 Definitions, of an "Investigatory Interview," including the same *Skelly* rights as set forth in At. 15 and other changes.

Article 16, Vacations: Among other changes in this article we are likely to propose language on scheduling vacations to provide that employees who request vacation 60 or more days in advance shall have their choice of vacation days be approved subject only to the existing rules on how to resolve possible conflicts between employees requesting the same or overlapping vacation days, and that employees requesting vacation days with less than 60 days but more than 30 days of notice shall have their request be granted (also subject to the rules for resolving vacation request conflicts among employees), and that employees requesting vacation with less than 30 days' notice shall have their request be approved, subject to "Operational Needs" for which we are likely to offer a new definition. In addition we are likely to propose the use of vacation days for any purpose including when the employee has exhausted his sick leave bank; that responses to vacation requests also shall be in written and be made within 5 days of the written request. Also, we will propose that Housing/Residential Life employees must be allowed to schedule two weeks of vacation during the summer months regardless of Operational Needs, provided such vacation request is requested in writing by May 1st. Further changes to follow.

Article 17, Holidays: Among other changes in this Article, we are likely to propose that employees who affirm that they are members of an organized religion other than Christianity may take a day off in lieu of December 25 on the date of a recognized Holiday of their faith, as well as four additional hours off preceding or following that Holiday in lieu of the "Governor's Informal Time Off."

Article 18, Leaves of Absences: Among other changes in this article, we are likely to propose to modify the Sick Leave provisions to provide that CTO and Vacation days may be used to for days of work missed because of illness when Sick Leave has been exhausted, deleting the reference in 18.9 to "by mutual agreement between the employee and the appropriate administrator…"; deleting the reference in 18.11 to "required duties" and instead refer to "essential functions of the classification or position," deleting the reference in 18.14 to "mutual agreement" and make other modification in the language of this section to allow employees to use unpaid sick leave, CTO or vacation days at their option, when sick leave has been exhausted. We reserve our right to propose and other changes in this Article.

Article 19, Leaves of Absence Without Pay: Among other changes in this article, we are likely to propose language providing that where an employee absent from work for five or more days without securing an authorized leave or his representative can demonstrate good cause for the failure to secure such authorized leave, the employee will be reinstated with the restoration of full back pay and all contract rights and benefits.

Article 20, Assignment, Reassignment: Among other changes in this article, we are likely to propose language in Section 20.2 modifying/clarifying the phrase "de minimis" and deleting the word/phrase to bar employees from performing work outside their skill or trade at all. We also are likely to propose to change 20.3 to require that after 10 (not 15) consecutive or un-consecutive days of work in a higher classification within a month, the employee will receive the rate of pay referenced in this section effective for all ten days. Further, we will provide language to say that management may not repeated assign employees to less than ten days of such out of classification work, and multiple other changes to this article expediting the time for the processing of a request for a re-classification review, and making disputed classification review decisions subject to an expedited arbitration or resolution by a neutral party. Other changes to be proposed; exact proposals to follow.

Article 21, Outside Employment: We are likely to propose that notwithstanding anything to the contrary in other articles of the MOU, employees who are known to be working a second job will be the last to be assigned to work during an Emergency or in the case of Mandatory Overtime.

Article 22, Hours of Work: Among other changes in this article, we are likely to propose to either eliminate the reference to Maintenance Mechanics in 22.3 and bar the use of Maintenance Mechanics or Facilities Workers on an Alt Shift under Art. 22.4 unless working under the Direct Supervision of a skilled tradesperson in the trade with jurisdiction over the work. Additional proposals to follow.

Article 23, Overtime/Compensatory Time Off: Among other changes in this article, we are likely to propose to allow employees –not administrators-- the choice to elect in writing CTO credit or paid OT for particular jobs, no caps on CTO accruals less than 240 hours, the use of CTO days for any purpose, including when the employee has exhausted his sick leave, that scheduling of CTO be up to the employee subject to the same rules for scheduling vacation days and possible proposals to standardize Overtime scheduling. Additional proposals may include a new mileage reimbursement for called-back employees, provisions for compensating called-back employees for "portal to portal" pay, changes in Article 23.12, Off Site non-Working Time possibly including a definition of compensable "working time," proposals to require management to clarify who is authorized to call off-duty employees and request them to perform work, and other changes to this article.

Article 24: Wages: Among numerous changes in this article, the Union will propose wage increases, both in the GSI and major changes in the "In-Range" progressions provisions of the current agreement, to make these more based on longevity, plus other increases in the rate of pay and close the gap with private sector wages. The amounts and kinds of increases are under study: likely our proposals will be based on longevity, e.g., x% increases for all personnel after each five-years, or possibly minimums based on prevailing wages as determined by the Department of Industrial Relations, and/or equity increases to bring all employees up to the rate of pay for employees hired over the minimum salary within the range. In addition, the Union will propose to increase Shift Differentials, 24.20 *et seq.*, to bring these differentials up to the federal average for such differentials, adding Saturdays to the existing "Sunday" Pay Differential (24.25), increases in the asbestos pay differential and to include lead abatement and possibly working on other hazardous substances, a possible increase the asbestos training stipend and to increase the backflow testing and water treatment stipends, the welding certification, the high voltage and other potential stipends/allowances, a substantial increase the rate of pay, possibly to 2.5 times the regular hourly rate of pay, for employees required to work during a campus closure and in an emergency and more general language providing that it shall be up to the employee to elect CTO or pay for Emergency Pay. Further, the Union will propose to re-introduce terms negotiated in the 2014 Salary Reopener, and to update the travel reimbursement/auto mileage rate, modifications of the travel reimbursement, and other changes to this article.

Article 26, Apprenticeship Program: Current contract language.

Article 27, Training and Development: Among other changes in this article, the Union is likely to propose that the dependents of employees eligible to take courses for credit towards a degree, shall receive the same fee waivers provided for in 27.11 for employees taking job-related course work, or courses part of an approved Career Development Program.

Article 28, Health and Safety: The Union requests a top to bottom review of the Health and Safety procedures and policies in effect at each campus, and that selective campuses with what are thought to be "Best Practices," make presentations in negotiations with the potential that the Union will propose to

institutionalize these "Best Practices" and safety procedures system-wide, including the content of Safety Meetings, and the authority of the Safety Committee at each campus, (and as the same may be modified). Specific proposals to follow.

Article 29, Work-Incurred Injury Or illness: Among other changes in this article, the Union is likely to propose to add to this Article a section concerning Non-Industrial Leaves and increase the benefit to double the highest rate of weekly benefits for non-industrial injuries.

Article 30, Layoff: Among other changes to this article, the union is likely to propose language requiring that before instituting a layoff or reducing hours, management shall first bring contracted work in house and discontinue JOC contracting/programs and to restore the Supplemental Agreement on Layoffs provided for in the 2009 – 2011 Agreement, and make other changes to require greater efforts by management to mitigate or avoid layoffs altogether. This includes bringing portions of jobs then being contracted, e.g., painting work, etc., in house. Also, we are likely to propose that alternatives to layoffs including reduced work time or furloughs, (also called "work" or "job sharing," etc.), require mutual agreement, and likely proposals providing for "bumping" rights for laid off employees, possibly limited to an occupational group, and with "red circled" wages; possibly also "retreat rights" to a lower classification or another unit for which the employee is qualified, at "red circled" wages. Other changes in the layoff article to be discussed and possibly proposed.

Article 31, Savings Clause: Current contract language.

Article 32, Duration and Implementation: The Union is considering proposing a four year agreement, but change expiration date to December 30th but we reserve the right to modify our position on this issue after discussion with management. Possible wage re-opener in second, etc. years; likely proposal for a "most favored nations" (or a "me too") proposal. And we shall propose to delete section 32.4 which provides that management may essentially nullify the entire economic package simply by not authorizing sufficient funds to pay for negotiated increases; no illusory contracts.

Appendices: The Union still is in the process of reviewing the appendices, and in addition to other changes noted in the text above, we shall proposed changes in the appendices, with specific proposals to follow.

COMMITTEE ON COLLECTIVE BARGAINING

Adoption of Initial Proposals for Successor Contract Negotiations With Bargaining Unit 4 (Academic Professionals of California)

Presentation By

Lori Lamb
Vice Chancellor for Human Resources

Summary

The initial proposals from the California State University (CSU) and the Academic Professionals of California will be presented to the Board of Trustees (Board) and to the public for their review. The Board of Trustees will be asked to adopt the initial proposals by CSU.

Background

Under the Higher Education Employer-Employee Relations Act (HEERA) initial proposals shall be presented at a public meeting of the Board and thereafter shall become public records. Negotiations may not commence on the initial proposals until a reasonable time has elapsed to enable the public to become informed and have an opportunity to express itself regarding the proposal at a meeting of the Board. (See HEERA Article 10, Section 3595).

Recommended Action

The following resolution is recommended for adoption:

> **RESOLVED**, by the Board of Trustees of the California State University, that the initial proposals by the California State University related to the collective bargaining agreement with the Academic Professionals of California are adopted.

The California State University
OFFICE OF THE CHANCELLOR

3/11/15

California State: Initial Proposals for Successor Contract Negotiations with Bargaining Unit 4 (Academic Professionals of California)

Article 10 – Grievance Procedure

Review process and propose amendments consistent with having grievances resolved in a timely manner and at the lowest level possible.

Article 11 – Personnel File

Update language to reflect technological changes.

Article 13 – Appointment

Modify Language relating to posting of vacancies and appointment into temporary vacancies, including adding provisions to cover emergency hires. Clarify language relating to permanency for temporary employees.

Article 18 – Evaluations and Appendix L

Review evaluation process and propose amendments to evaluations form in Appendix L.

Article 20 – Leaves of Absence with Pay

Clarify language in relation to the taking of parental leave.

Article 21 – Non-Discrimination

Align with current law and in conformity with Executive Orders.

Article 23 –Salary

Propose a salary adjustment to all bargaining unit employees to be developed in bargaining for fiscal year 2017/2018. Review salary increase programs and propose amendments to be developed in bargaining as appropriate.

Article 24 – Benefits

Review Benefits article and propose amendments to be developed in bargaining as appropriate for fiscal year 2017/18.

Article 28 – Hours of Work

Clarify language on meal allowances and exempt employee workload.

Article 32 - Duration and Implementation

Modify and revise the term of the contract and other associated language.

Appendices –Update, modify and delete where no longer relevant or applicable.

The University reserves the right to add to, modify, or delete proposals during the course of negotiations without prejudice.

Academic Professionals of California

Lee O. Norris, Labor Relations Manager 8726-D South Sepulveda Blvd., #C172, Los Angeles, CA 90045 (310) 745-8608 Fax (310) 439-1382 lnorris@apc1002.org

February 25, 2015

Via Email Only: jswarbrick@calstate.edu
Mr. John A. Swarbrick, Associate Vice Chancellor
The California State University
401 Golden Shore, 4th Floor
Long Beach, California 90802-4210

Re: APC's Sunshine Proposals

Dear Mr. Swarbrick:

In this letter you will find APC's "sunshine proposals" as required by HEERA, but on a more fundamental level you will find the concerns of our bargaining unit members: concerns that we believe need to be addressed during negotiations. These concerns were identified through consultation with the Union's Statewide Council, Executive Board and most importantly the membership.

Please understand the proposals included here are an overview of the Union's position on each Article it wishes to open, but this list should not be viewed as demonstrating either their order of priority or the entire list of Articles APC may choose to open during bargaining. Instead, these proposals should be seen as the beginning of a process in which the Parties work collaboratively to improve the working conditions of all of the employees APC represents.

APC hereby proposes modifications to the current collective bargaining agreement in the following areas:

- Article 7, Contracting Out –
  - Prevent displacement of bargaining unit members when services are contracted out.
- Article 8, Union Rights –
  - APC is seeking additional workplace demographic information about its membership;

- APC is asking to be afforded the opportunity to present information at new employee orientations.

- Article 11, Personnel File –
  - Making working files maintained by the University open to inspection.

- Article 12, Corrective and Disciplinary Action –
  - Correct a typo;
  - Modify the disciplinary process to allow for a hearing before either an arbitrator or the SPB;
  - Ensure release time for those accused of misconduct, their representatives and witnesses who are also University employees.

- Article 13, Appointment –
  - Giving priority to unit 4 employees when filling open bargaining unit positions;
  - Preclude the use of recurring/consecutive short-term temporary appointments (emergency appointments);
  - Provide an opportunity for unit 4 employees to receive an interview for open positions for which they are qualified;
  - Language clarifying the University will not reduce the time base or nature of a temporary appointment prior to an employee achieving permanence.

- Article 14, Probation and Permanency –
  - Reduce the probationary period for unit 4 employees who are reclassified.

- Article 16, Professional Development –
  - Permit part-time temporary employees to avail themselves of the fee waive program;
  - Grant priority admission to qualified employees and their dependents;
  - Enhance employees' ability to make use of release time under the fee waiver program;
  - Pro-rate certain fixed fees payable by fee waiver program participants based on their status as less-than-full-time students;
  - Make the fee waiver program available to those taking self-support classes.

- Article 17, Assignment/Reassignment –
  - Require that unit 4 employees receive update information, as necessary, concerning the name of the MPP to whom they report and their job descriptions;
  - Create definitions of what constitutes either a lateral or a higher classification;
  - Define the category of employee who can be classified as a student assistant for the purpose of performing bargaining unit work;
  - Prevent either student assistants or appropriate administrators from displacing unit 4 employees;
  - Establish protections against unreasonable employee transfers away from the employee's home campus.
- Article 18, Evaluation –
  - Clarify how often unit 4 employees may be evaluated;
  - Clarify the evaluation procedure's interactive process.
- Article 19, Sick Leave –
  - Provide for more familial relationships for which sick leave may be used.
- Article 20, Leaves of Absence With Pay –
  - Harmonize the familial relationships for the use of bereavement and sick leaves;
  - Clarify the period of time and manner in which a bargaining unit member may use parental leave.
- Article 26, Sick Leave –
  - Increase the rate at which unit 4 employees accrue vacation leave;
  - Establish a leave buy-back program.
- Article 28, Hours of Work –
  - Establish the minimum length of a lunch break;
  - Clarify what constitutes an excessive workload and the remedies for work overload situations.
- Article 30, Additional Employment –

- Clarify how additional employment hours are to be calculated.

➢ Article 32, Work Environment –

- Establish minimum standards for workplace civility.

I look forward to receiving the University's proposals and to beginning what I hope will be a collegial and productive experience.

Very truly yours,

Lee O. Norris,
Labor Relations Manager

cc: APC Executive Board
APC Bargaining Team

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **1:30 p.m., Tuesday, March 24, 2015**
Glenn S. Dumke Auditorium

Debra S. Farar, Chair
Margaret Fortune, Vice Chair
Roberta Achtenberg
Talar Alexanian
Rebecca D. Eisen
Douglas Faigin
Lupe C. Garcia
Steven M. Glazer
Lillian Kimbell
J. Lawrence Norton
Steven G. Stepanek

Consent Items

Approval of Minutes of Meeting of January 27, 2015

Discussion

1. Academic Planning, *Action*
2. The California State University Institute for Palliative Care at California State University San Marcos, *Information*
3. The Early Start Program and Academic Preparation Update, *Information*
4. The California State University Graduation Initiative 2025, *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 27, 2015

Members Present
Debra S. Farar, Chair
Roberta Achtenberg
Talar Alexanian
Rebecca D. Eisen
Douglas Faigin
Lupe C. Garcia
Steven M. Glazer
Lillian Kimbell
Lou Monville, Chair of the Board
J. Lawrence Norton
Steven G. Stepanek
Timothy P. White, Chancellor

Trustee Farar called the meeting to order.

Approval of Minutes

The minutes of November 12-13, 2014, were approved as submitted.

The California State University Libraries of the Future

Gerry Hanley, assistant vice chancellor for academic technology services provided an update on the California State University (CSU) Libraries of the Future (LOFT) initiative. He stated that in 2013, CSU provosts and library deans worked together to define the CSU LOFT initiative to enable the CSU to accelerate its capabilities to cost-effectively fulfill the CSU's educational mission. He said the vital role CSU libraries play in the success of students, faculty, administrators and the local campus community is representative of key priorities outlined in Chancellor White's State of the CSU Address of creating opportunities, sustaining quality, and enabling success.

Dr. Hanley noted that demand for library services, both in-person and online, is extensive. He said that over 40 million visits were recorded to CSU libraries last year, while the system's digital library services represent five of the CSU Chancellor's Office's ten most-visited websites. Through advancements in technology, digital content, and intercampus collaboration, the CSU Libraries are positioned to leverage the almost 1 billion digital assets currently in CSU library

collections as well as the millions of print materials, to develop and deliver cost-effective, equitable, sustainable, and innovative library collections and services. Dr. Hanley added that equitable access to academic resources is essential for the CSU Libraries of the Future in order to provide every student and faculty member cost-effective learning materials that enable them to learn and develop the necessary skills to compete and succeed in a knowledge-based economy. Also, libraries provide critical learning spaces for students who may not have access to dedicated learning environments. Over 800,000 students, faculty and community members visit CSU library facilities every week he said, adding that libraries provide access to quality and secure technologies for collaboration, learning, and innovation to every student from the moment they are on campus.

Dr. Hanley noted that affordability of instructional materials can be a significant barrier for many students. Working with faculty to choose and use eBooks, eJournals, and other digital resources as their course materials, libraries are able to provide free access to the required learning materials on the first day of class for every student in the class. He added that the CSU is working with the University of California (UC) and the California Community Colleges (CCC) to develop and deliver the California Open Online Library for Education (COOL4ed), which represents another example of the Chancellor's priority for collaboration across California's higher education systems. In an effort to create sustainable library resources and services, the CSU continues to adopt collaborative and cooperative business processes that have resulted in approximately $12 million in cost avoidance through systemwide contracts for digital library content as well as interlibrary loan programs with the UC and CCC systems that allow students free access to a major percentage of the entire library collection in the state. He also said that the CSU libraries' investment in collections, reference services, and shared expertise enables campus academic programs to meet accreditation requirements. The Council of Library Deans (COLD) in collaboration with the Chancellor's Office Academic Technology Services are currently focused on a strategic project to unify the library management systems for all 23 campuses. The goal of this unified system is to increase equity in the quality of library services delivered, enable analysis of print and digital collection usage to optimize library collections, leverage local campus expertise to benefit the entire CSU system, increase buying power through a competitive RFP process and shared licensing, and strengthen the foundation for ongoing campus collaboration. He said the migration to a unified system will cost approximately $2 million over three years. The LOFT initiative is poised to redefine and strengthen CSU libraries as shared networks of innovative learning materials, equitable places for teaching and learning, and a critical educational partner in supporting student and faculty success.

Trustee Lilian Kimbell asked for clarification regarding the Green Glass technology noted in the written agenda item. Dr. Hanley explained that this technology is a proprietary software analysis tool that enables CSU libraries enhanced abilities to evaluate the usage and overlap of the many millions of print resources at individual campuses, and across the CSU system, UC system, and other library consortia. Using the reliable and detailed knowledge provided by these technologies, libraries can collaboratively reshape their existing and future library collections to address the changing needs of students, faculty, and academic programs. He said twenty-one

campuses have already adopted the Green Glass technology for print collection management activities.

The California State University STEM Collaboratives

Ken O'Donnell, senior director for student engagement and academic initiatives and partnerships, presented an update on the activity of California State University (CSU) STEM Collaboratives undertaken since the CSU was awarded a $4.6 million dollar grant in spring 2014 from the Leona M. and Harry B. Helmsley Charitable Trust. The grant award focused on improving equity and persistence for science, technology, engineering, and math (STEM) majors. These collaboratives are part of a suite of CSU projects aimed at improving student success and closing achievement gaps in high-value, high-demand fields. Mr. O'Donnell noted that the CSU has been an important partner in improving STEM education in the state, particularly for under-represented minority (URM) students. He said across all majors, the CSU educates more Hispanic, African-American, and American Indian undergraduates than all other institutions in the state combined. This important performance metric was reinforced in 2011 when seven CSU campuses were awarded Department of Education grants totaling more than $6 million annually to explicitly improve STEM outcomes at Hispanic Serving Institutions. He referenced a letter from James T. Minor, the Department of Education's Deputy Assistant Secretary for Higher Education Programs, to Chancellor White highlighting the national significance of the work in STEM education specifically directed to URM students in the CSU as an exciting opportunity for the CSU to be a national leader in advancing STEM degree attainment. The letter also encouraged the CSU to collaborate broadly in order to marshal and analyze data points identifying common program interventions and student outcomes.

Mr. O'Donnell explained that eight CSU campuses (Channel Islands, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Los Angeles, Pomona, and Stanislaus) are currently involved in Helmsley grant funded CSU STEM Collaboratives focused on improving degree attainment in STEM majors. He presented a graph illustrating the percentage of students who declare a STEM major upon acceptance to the CSU noting that only 35 percent of non-URM students graduate with a STEM degree, a number that drops to 17 percent for URM students. Another 16 percent go on to graduate in majors other than STEM and others either transfer to another institution or fail to graduate. He said the CSU's overall student success rates for STEM are comparable to those for students in other majors; what makes STEM different is the disproportionate number of URM and first-generation students who do not make it all the way through. Mr. O'Donnell referenced a December 2014 report published in the New York Times citing similar programs to the CSU's STEM Collaboratives at a number of institutions nationwide gaining broad support and success, but that there is still much work to be done innovating lower division STEM curriculum. Dawn Digrius, STEM Collaboratives senior project manager, outlined four components comprising the collaboratives work including Summer Bridge programs, First-Year Experience programs, redesigned gateway curriculum, and integrating assessment and evaluation with the Student Success Dashboard. In early April 2015 STEM Collaboratives will host a meeting at Cal Poly Pomona for all CSU campuses pursuing work of this kind, not just those

who received an award, to share best practices, learn more about the project, and inform system-level proposals for follow-on funding. She added that additional support, if it materializes, could expand the project by adding demonstration sites, carrying themed, integrated interventions into the second year with a focus on undergraduate research, or involving the California Community Colleges. Ms. Digrius said the first cohort of students will begin in summer 2015, with the next cohort the following summer and that the program will periodically report to the board on its ongoing progress.

The Apple Distinguished Program Award

California State University, Northridge (CSUN) President Dianne Harrison introduced the item thanking Apple, Inc. for recognizing CSUN's myCSUNtablet initiative as a "distinguished program for innovation, leadership, and educational excellence." She said that this award is given to campuses that demonstrate visionary leadership, innovative teaching and learning, ongoing professional learning, evidence of success, and flexible learning environments. President Harrison said the tablet initiative began in 2013 with the goals of increasing student engagement and learning, improving the quality of instructional materials, and reducing costs for students. The initiative's initial vision included a campus where students would be able to learn anywhere, anytime – whether inside the classroom, using their tablets to actively participate, or outside the classroom, using tablets to access course materials more conveniently. She added that support for faculty (providing tablets and training) is funded by the university; and students bear the cost of their own iPads, which many students already own.

Since the inception of the initiative, tablet ownership at CSUN rose from 29 percent in 2013 to 57 percent in 2014. The initiative began with a cohort model to ensure incremental yet sustained success and today over 100 faculty in eight departments are teaching with tablets with student enrollment in these classes reaching over 5,600 to date. President Harrison also noted that the initiative is paired with an eText initiative that produces faculty-authored digital textbooks for delivery on tablet devices for free or low cost. In the early stages of the initiative, preliminary assessment results suggest that the use of tablets can have a significant, positive impact on student learning outcomes as evidenced by quiz scores, knowledge retention, and the increased attainment of skills and abilities. President Harrison said they have learned lessons early on in the initiative's adoption that using tablets properly to transform pedagogy requires conscious and sustained investment in faculty development. In CSUN's case, they are seeing the best results when tablets are used for active learning, untethered lecturing, and multimedia creation.

A brief video was presented highlighting faculty and students that have participated in the myCSUNtablet initiative. Anne VanMiddlesworth, national higher education development manager from Apple Education presented a plaque to President Harrison and stated that Apple looks at five distinct factors when determining recipients of this distinguished award. They look for visionary leadership, compelling evidence of success, ongoing professional development, flexible learning environments, and a strong sustained commitment to student success, of which

she said the CSUN initiative and campus community clearly embodied. Ms. VanMiddlesworth added that fewer than 20 universities nationwide have received this prestigious honor.

The Wang Family Excellence Award

Chancellor Timothy P. White began the award ceremony be recognizing and thanking Trustee Emeritus Stanley T. Wang for his family's generous gift of $300,000 to reinstate the Wang Family Excellence Award for the next three years. Trustee Emeritus Wang said he was honored to recognize the dedication and commitment of California State University's distinguished faculty and staff. Board of Trustees Chair Lou Monville also provided brief remarks thanking Trustee Emeritus Wang and the award selection committee as well as commending all nominees considered for the award. Chancellor White said the Wang Family Excellence Award was created to honor four faculty and one staff member each with a $20,000 award for distinguishing themselves through ground-breaking achievements in their academic disciplines and having an enormous impact on students through superior teaching. The awards for faculty are given to members of four groups of academic disciplines – Visual and Performing Arts and Letters; Natural Sciences, Mathematical and Computer Science and Engineering; Social and Behavioral Sciences and Public Service; and Education and Professional Applied Sciences. The award also pays tribute to staff members whose contributions significantly exceed expectations in their appropriate areas at the university.

Chancellor White read a brief biography and introduced each 2015 Wang Family Excellence Award recipient. They included:

- Professor Nate Thomas, CSU Northridge (CSUN), in the category of Visual and Performing Arts and Letters. As head of CSUN's Film Production Option for the past 13 years, Professor Thomas was recognized for having transformed and built the reputation of the university's film production operation by spearheading a revamp of the curriculum to address industry needs and emerging trends. He has also been lauded for mentoring past and current students to break barriers and achieve success in the entertainment industry, as well as for cultivating relationships with Hollywood icons that have resulted in more than $60,000 in scholarship monies given each year to students and CSUN's film program.
- Dr. Arne Jacobson, Humboldt State University, in the category of Natural Sciences, Mathematical and Computer Science and Engineering. Dr. Jacobson was recognized for his extensive campus, scholarly, and strong global dedication to the fields of physics and engineering coupled with his heart-felt desire to improve the lives of those less fortunate. He was commended for having inspired hundreds of students to take action, think more deeply, and bear witness to a farther horizon.
- Dr. Kevin Jordan, San José State University, in the category of Social and Behavioral Sciences and Public Service. Dr. Jordan was honored for his extensive work in perception and human factors that has received funding by NASA for more than $170 million. His

scholarly pursuits have been a model for innovative research, as well as peer and student involvement.

- Dr. Sora Park Tanjasiri, CSU Fullerton (CSUF), received the award in the category of Educational, and Professional and Applied Sciences. In addition to serving as the interim chair of the Department of Health Science and the director of the Health Promotion Research Institute at CSUF, Dr. Tanjasiri was honored for having made remarkable contributions to the campus learning community, research disciplines in cancer health disparities, and many underserved communities throughout California.
- Dr. William Franklin, CSU Dominguez Hills (CSUDH) received the Outstanding Administrator award. As the interim vice president for enrollment management and student affairs, Dr. Franklin was recognized for his unwavering passion, dedication and commitment to empowering thousands of low-income, first generation students from underserved communities to gain the knowledge and skills needed to access and persist through higher education.

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 accordance 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

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

1. Changes to program projections:
    - New projections proposed for addition to campus academic plans and to the CSU Academic Master Plan **(Attachment A)**
    - Existing projections that are proposed for extension beyond the original 5-year implementation timeframe
    - Projections that will be removed from the CSU Academic Master Plan and campus academic plans
2. Changes to existing degree programs:
    - Programs suspending new admissions
    - Discontinuances
3. Reducing total units required for a bachelor's degree
4. Summaries of Western Association of Schools and Colleges (WASC) accreditation activity
5. Assessment conducted through program review **(Attachment B)**
6. Accredited academic programs and departments **(Attachment C)**

1. Changes to Program Projections

New projections proposed for addition to campus academic plans and to the CSU Academic Master Plan

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 the March 24-25, 2015 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 currently offered at CSU campuses.

Submitted for trustee action this year are 29 projections for trustee planning authorization, just four more than last year and still fewer than before the economic downturn. The ratio of undergraduate to graduate projections is nearly equal this year, reflecting a continuing trend of increasing graduate program offerings as the system matures and as the workforce is expected to have a more specialized, advanced education. The projections listed below indicate campus intention to develop degree programs within the coming decade. Only after the trustees have approved a projection may the campus begin developing a degree implementation proposal. Degree proposals are reviewed by the Chancellor's Office, and new degree programs may only be implemented following the chancellor's authorization. While "fast-track" program implementation proposals may be submitted along with the projection proposal, the chancellor's authorization is still required before a new fast-track program may be implemented. Subsequent to Chancellor's Office review, 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.

Projected programs will be removed from campus academic plans if an implementation proposal is not developed within five years of the date originally projected for implementation and if an extension is not requested. This time limitation does not apply to "foundation" liberal arts and science programs.

Newly proposed program projections include:

Channel Islands

2016	MA	Psychology

Chico

2015	MA	Teaching

Dominguez Hills

2015	BS	Information Technology
2015	MS	Cybersecurity
2016	MHA	Healthcare Administration

Fresno

2015	BS	City and Regional Planning

Fullerton

2016	MS	Human Services

Long Beach

2015	MS	Hospitality Management

Los Angeles

2015	BA	Women's, Gender, and Sexuality Studies

Monterey Bay

2015	BS	Sustainable Hospitality Management
2016	BA	Human Development and Family Studies

Northridge

2015	BA	Geology
2015	MA	Instructional Design
2017	MS	Finance
2020	MS	Information Systems Management

Pomona

2016	BA	Physics
2016	MS	Architecture
2018	MS	Dietetics

San Bernardino

2015	BM	Bachelor of Music (Performance)
2016	MS	Information Systems and Technology

San Luis Obispo

2016	BS	Environmental Product Design
2016	BS	Health Science
2016	BS	Sustainable Designed and Built Environments
2016	MS	Business Analytics

San Marcos

2016	MS	Cybersecurity
2019	BS	Computer Engineering
2019	BS	Software Engineering
2024	BS	Electrical Engineering

Stanislaus

2017	MFA	Theatre Production

Projections Continued Beyond Initial 5-Year Projection Period

The following programs were not implemented within five years of the projected start date and have provided a justification for remaining on the CSU Academic Master Plan for another five years.

Bakersfield

MS	Computer Science

Fullerton

BS	Software Engineering
MS	Engineering Management

San Marcos

BA	Arts, Media, and Design
MS	Chemistry
BA	Music
BA	Philosophy

Projections Not Developed and Removed from the Master Plan
Campuses have requested that the following projections be removed from the CSU Academic Master Plan.

Channel Islands
MFA Art

Dominguez Hills
BS Exercise Science
MPH Public Health
MS Exercise Science

East Bay
BA Women's Studies

Fullerton
BFA Dance
MA Adult and Lifelong Learning
MS Integrated Marketing Communication

Maritime Academy
BS Electronic and Computer Engineering Technology
MS Global Supply Chain Management and Security

Northridge
MS Human Resources
MS Quality Management

San Diego
MA Translation and Interpreting
DNP Doctor of Nursing Practice
PhD Information Systems

Stanislaus
MAT Teaching

2. Changes to Existing Degree Programs

Programs Suspending New Admissions

Campuses have reported admission suspensions for the following degree programs, which remain on the Academic Master Plan because admission may be reinstated during a future academic term. While no new matriculations will be allowed, continuously enrolled students already admitted into these programs will be allowed to complete their degree objectives within a reasonable timeframe.

Bakersfield

MA	Anthropology
MAT	Mathematics
MS	Nursing

East Bay

MA	Sociology

Fresno

BA	Public Administration
BS	Industrial Engineering
MA	International Relations
MA	Mass Communication & Journalism
MS	Accountancy
MS	Family and Consumer Sciences
MS	Food and Nutritional Sciences

Fullerton

MA	French
MAT	Science

Long Beach

BA	Engineering Systems
MA	Applied Sociology
MA	Global Logistics
MFA	Dance
MS	Health Science
MS	Nursing/Master of Public Health
MS	Nursing/MS Health Care Administration

Los Angeles
- MA French
- MA Health Science

Monterey Bay
- MA Interdisciplinary Studies
- MS Management and Information Technology

Northridge
- MA Music
- MS Assistive Technology Engineering
- MS Assistive Technology Studies and Human Services
- MS Engineering

Pomona
- BA Behavioral Sciences
- BA Special Major
- BS Microbiology
- BS Zoology
- MBA Management (self-support)

San Diego
- MA Asian Studies

San José
- MS Recreation

San Luis Obispo
- BA Interdisciplinary Studies
- MS Business and Technology

Stanislaus
- BA Cognitive Studies
- MS Marine Sciences

Discontinuances

These programs will no longer be offered at the reporting campus, and the listing will be removed from the CSU Academic Master Plan and campus academic plans. Continuously enrolled students already admitted into these programs will be allowed to complete their degree objectives within a reasonable timeframe. Discontinuances are expected to be carried out according to each campus' discontinuation policy, per Coded Memorandum AAP-91-14.

Bakersfield
- BA Economics
- MA Psychology

Dominguez Hills
- BA Recreation and Leisure Studies

East Bay
- BA Latin American Studies

Fresno
- BS Environmental Sciences
- BS Interdisciplinary Health and Rehabilitation Sciences
- MS Forensic Science

Fullerton
- BA Special Major
- MA Comparative Literature

Los Angeles
- BA Chemistry

Sacramento
- MA Liberal Arts

San José
- BA German

Monterey Bay
- MPP Public Policy

Northridge
- MS Human Resources
- MS Quality Management

San Diego

MS Biomedical Quality Systems

San José
BS Occupational Therapy

3. Reducing Total Units Required for a Bachelor's Degree

Fourteen years ago, 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), down from 124 semester units (186 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, bachelor of music, bachelor of architecture and bachelor of landscape architecture are by Title 5 definition allowed higher unit totals.

This year, campuses have reported that 94 percent of BA and BS majors and concentrations require only 120 units to graduate. In accordance with Title 5 regulations, in fall 2014 Chancellor White granted exceptions to 61 bachelor of science majors and concentrations, allowing them to require more than 120 units because of accreditation requirements and campus curricular commitments. The majority of Title 5 exceptions granted were for programs in the engineering disciplines.

All BA and BS programs at these campuses require no more than 120 (180) units:

Bakersfield
Channel Islands
Fullerton
Humboldt
Long Beach
Monterey Bay
San José
San Marcos
Sonoma
Stanislaus

CSU Los Angeles and Cal Poly Pomona continue to work on reducing units in connection with their conversion from a quarter to a semester academic calendar. As newly proposed BA and BS programs are reviewed at the Chancellor's Office, the 120-unit limit remains a central consideration in evaluating curricular coherence and quality, as well as student-learning, quality assurance, access, fiscal responsibility, and service to students and employers.

4. Summaries of Western Association of Schools and Colleges (WASC) Accreditation Activity

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). There was no such activity this year.

5. Assessment Conducted Through Program Review

Assessment of student learning is best carried out when it is a faculty-driven practice. Faculty have the responsibility of identifying the skills and knowledge that students are expected to demonstrate by the time they complete a degree program. Faculty also determine how they will measure the extent to which learning has been accomplished, and faculty evaluate evidence of student learning so that improvements to curricula and pedagogies can be adjusted to facilitate improved student learning in the future. Assessment is an analytical program-improvement process that focuses on student learning; it should not be used to evaluate faculty performance. The Division of Academic Affairs encourages assessment activities to be meaningful (reflective of program goals), measurable (faculty can determine whether the learning has been accomplished), and manageable (simple enough to provide useful data and be sustainable over time). This report lists a sample of the student learning outcomes for programs reviewed in the past year; a summary of the findings from analyzing student achievement of the learning outcomes; and brief descriptions of the faculty's improvement actions taken or planned, based on the findings. **Attachment B** contains a sample of the assessment activities carried out in conjunction with the previous year's program review cycle. A full listing of campus assessment activities can be found online at http://www.calstate.edu/app/programs/index.shtml.

6. Accredited Academic 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.

The following resolution is recommended for adoption and refers to changes in the campus Academic Plans described in this agenda item.

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 identified in Agenda Item 1 of the March 24-25, 2015 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 of Future Programs
Projections Proposed to the Board of Trustees
and planned for implementation between 2015-16 and 2025-26

(Bold type and asterisk denote newly proposed program projections)

CSU BAKERSFIELD
No programs are projected at this time.

CSU CHANNEL ISLANDS

2015	BA	Freedom and Justice Studies
	BA	Global Studies (2014)
	MA	Digitally Integrated Media Arts (2014)
	MA	History (2012)
	MPA	Public Administration (2012)
	MS	Coastal Sustainability (2012)
	MS	Nursing
2016	BA	Philosophy
	BS	Computer Engineering (2012)
	MA	**Psychology***
	MS	Applied Sociology
	MS	Biology (2012)
2019	BS	Kinesiology/Athletic Training
	BS	Nutrition/Dietetics

CSU CHICO

2015	BA	Environmental Policy and Planning (2011)
	MA	**Teaching***
	MS	Mechatronic Engineering (2012)

CSU DOMINGUEZ HILLS

2015	BS	Environmental Engineering
	BS	Exercise Science (2010)
	BS	**Information Technology***
	MA	Communication Disorders (2011)
	MS	**Cybersecurity***
2016	MA	Spanish (2011)
	MHA	**Healthcare Administration***
2018	MA	International Peace and Security

CSU EAST BAY
No programs are projected at this time.

CSU FRESNO

2015	**BS**	**City and Regional Planning***
	BS	Emergency Management and Homeland Security
	MS	Food and Agricultural Science

CSU FULLERTON

2015	BA	Chinese Studies (2012)
	BA	Vietnamese
	MA	Criminal Justice (2011)
	MA	Japanese (2010)
	MA	Liberal Studies (2010)
	MS	Accounting and Finance
	MS	Financial and Risk Engineering
2016	BS	Software Engineering
	MA	Adult and Lifelong Learning
	MS	Digital Marketing
	MS	Engineering Management
	MS	**Human Services***

HUMBOLDT STATE

2015	BA	Child Development
	BA	Critical Race, Gender, and Sexuality Studies
	BA	International Studies (2010)
	BA	Recreation Administration
	BFA	Art
	BS	Marine Biology

CSU LONG BEACH

2015	BFA	Theatre Arts (2011)
	MS	Engineering Management
	MS	Global Financial Management
	MS	**Hospitality Management***
	MS	Information Systems
	MS	Professional Physics

Some projected implementation dates have been adjusted on this document to meet societal need, student demand, or resource requirements. Original trustee-approved implementation dates are in parentheses and may stay on the CSU Academic Master Plan until five years after original implementation date.

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

CSU LOS ANGELES

2015	BA	Computer Science (2012)
	BA	**Women's, Gender, and Sexuality Studies***
	MS	Aerospace Engineering (2011)
	MS	Systems Engineering (2012)
2016	BA	Urban Studies (2012)
	MA	Liberal Studies (2013)
	AuD	Audiology (with Western University of Health Sciences) (2011)
	PhD	Forensic Sciences (joint doctoral partner to be determined) (2012)

MARITIME ACADEMY

2015	BS	Electronic and Computer Engineering—*pilot* (2014)

CSU MONTEREY BAY

2015	**BS**	**Sustainable Hospitality Management***
	MPA	Public Administration (2013)
	MS	Accounting
2016	**BA**	**Human Development and Family Studies***
	BS	Computer Engineering
	EdD	Educational Leadership (2012)

CSU NORTHRIDGE

2015	**BA**	**Geology***
	MA	**Instructional Design***
	MA	Sustainability Practices (2014)
	MS	Market Analytics (2013)
	MS	Nursing (2014)
2016	BFA	Art
2017	BA	Criminology and Justice Studies
	MS	**Finance**
	MS	Human Resources (2013)
	MS	Real Estate
2018	MS	Entertainment and Sports Management (2014)
2018	MS	Entrepreneurship

CSU NORTHRIDGE (continued)

2019	BA	Interdisciplinary Social Science
	MS	Management
2020	**MS**	**Information Systems Management***
2021	BS	Neuroscience

CAL POLY POMONA

2016	**BA**	**Physics***
	MS	**Architecture***
2017	BA	Early Childhood
	BS	Regenerative and Sustainable Studies
	MS	International Apparel Management
	MS	Mechatronics and Robotics Engineering
2018	**MS**	**Dietetics***

SACRAMENTO

2015	MS	Finance (2013)

CSU SAN BERNARDINO

2015	**BM**	**Bachelor of Music (Performance)***
	BS	Information Systems and Technology (2011)
	MA	Music (2011)
	MFA	Art (2011)
	MS	Kinesiology
	MS	Special Education (2010)
2016	**MS**	**Information Systems and Technology***

SAN DIEGO STATE

2015	BFA	Graphic Design (2012)
	MFA	Film, Television, and Digital Media (2012)
	EdD	Special Education (with UCSD) (2010)
	PhD	Communication (with Fielding Graduate Institute) (2012)
2015	PhD	Hearing Science (with UC San Diego)
	PhD	Social Work (with USC)

Some projected implementation dates have been adjusted on this document to meet societal need, student demand, or resource requirements. Original trustee-approved implementation dates are in parentheses and may stay on the CSU Academic Master Plan until five years after original implementation date.

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

SAN FRANCISCO STATE
No programs are projected at this time.

SAN JOSÉ STATE
No programs are projected at this time.

CAL POLY SAN LUIS OBISPO

2015	BS	Marine Science
	MEng	Civil and Environmental Engineering
	MPS	Forage and Feed Science
	MS	Nutrition (2012)
2016	**BS**	**Environmental Product Design***
	BS	**Health Science***
	BS	**Sustainable Designed and Built Environments***
	MA	Disaster Management and Homeland Security (2011)
	MS	Architectural Engineering
	MS	**Business Analytics***
	MS	Food Science

SAN MARCOS

2015	BA	Ethnic Studies (2010)
	BA	Theatre
	BS	Communicative Sciences and Disorders
	MS	Kinesiology--*pilot*
	MS	Speech Language Pathology
2016	BA	Arts, Media, and Design
	BA	Philosophy
	BA	Music
	MS	**Cybersecurity***
	MS	Health Information Management
2017	MS	Chemistry
2019	**BS**	**Computer Engineering***
	BS	**Software Engineering***
2024	**BS**	**Electrical Engineering***

SONOMA STATE
No programs are projected at this time.

CSU STANISLAUS

2015	MA	Teaching (2009)
	MS	Digital Media and Visual Anthropology—*pilot* (2011)
2017	**MFA**	**Theatre Production***

Some projected implementation dates have been adjusted on this document to meet societal need, student demand, or resource requirements. Original trustee-approved implementation dates are in parentheses and may stay on the CSU Academic Master Plan until five years after original implementation date.

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

Assessment Conducted Through Program Review:
Student-Learning Outcomes, Findings, and Improvement Actions
Conducted in 2013-2014

This report lists a sampling of the student-learning outcomes for each program reviewed, a summary of the findings from student-learning outcome assessments, and brief descriptions of improvement actions. Please note that some programs do not assess all expected student-learning outcomes each year.

The abbreviations "SLO" and "PLO" refer to student-learning outcome and program-learning outcome respectively. General education is abbreviated as "GE."

California State University, Bakersfield

Nursing, BS
Students will successfully pass the RN licensure examination (NCLEX).

Students in the winter capstone nursing course were assessed for their understanding of basic nursing practice as indicated by scores on the Registered Nurse (RN) Comprehensive Predictor exam. Test results indicated that 88 percent of all students met the required 74 percent benchmark. A score of 74 percent is aligned with a 95 percent predicted probability of passing the National Council Licensure Examination-Registered Nurse (NCLEXRN) examination. Student success on the RN Comprehensive Predictor exam guides faculty remediation efforts since they can procure a list of topics related to missed items in the individual and group score reports. The faculty have implemented the following changes to course content: reduced class size and added more practice in the computer lab to improve access for computer testing, established appropriate benchmarks and acceptable percentages in each course before the capstone experience, and reviewing Assessment Technologies Institute (ATI) data to evaluate effectiveness for each course.

Sociology, BA/MA
Students will understand theoretical perspectives of sociology and be able to apply them to interpret everyday life.

Students critically reviewed select sociological concepts and applied them to the examination of a specific social phenomenon. Assessment results indicated mixed success. In the area of terminology, approximately 70 percent met or exceeded expectations, approximately 60 percent met or exceeded expectations by demonstrating their understanding of several theoretical paradigms, and another 74 percent of the students met or exceeded expectations in application. These results indicated that most students accomplished the goals of the course, including

understanding the building blocks of theoretical perspectives and applying them to real life conditions. Some students were able to meet and exceed expectations in large part because the class examined social dynamics and social interactions. The faculty will continue to improve student learning by implementing the following changes to the course: include in-class quizzes focused on terms; intentionally relate paradigms to current events; develop in-class learning communities to give more "hands on" practice using terms and applying theoretical perspectives to everyday life; and provide in-class opportunities to students to share their papers with someone else for comments before submitting final drafts to improve student writing.

Environmental Resource Management, BS
Students should be able to understand the legal, political, and economic policy processes as they relate to environmental issues.

In an upper-division fall class, approximately 90 percent of all students were able to identify the stages of policymaking using a bio-fuels case study. The faculty also wanted to assess students' knowledge of political resources but disaggregated that element of the SLO because of its significance. That objective will be measured in subsequent years.

Liberal Studies, BA
Students will be able to read and correctly interpret texts from all basic arts and sciences fields.

Students in an online course on the structure of the English language met the target for the course's learning outcomes. Systematic examination of student learning of modern English phonology, morphology, and syntax language structure and components as measured by pre- and post-tests indicated that: liberal studies majors had a high value added and some students who had "the farthest to go" gained greatly from their learning experience; even "better" students were able to take advantage of the course content (improved outcomes between pre- and post-test); and total units were negatively correlated indicating that students who had completed more units did not gain as much from the courses as those with fewer completed units. Since the course is fundamental to external validation of understanding of language development in children, these assessment results provided verification that the course is at an appropriate level.

California State University Channel Islands

Economics, BA
Students will be prepared for employment in a variety of public and private organizations and for further study in graduate or professional schools; apply economic analysis to evaluate everyday decisions and policy proposals; propose viable solutions to practical problems in economics; use empirical evidence to support an economic argument; conduct statistical analyses of data, and

interpret statistical results; and communicate effectively in written, spoken and graphical form about economic issues.

The economics program administered a test to assess students' knowledge of pre-requisite material in the following core economics courses: Econ 110, Econ 111, Econ 310, Econ 311, and the economics capstone. A comparison of quiz scores across all sections suggests that students come into the course less prepared than desired, usually scoring below 60 percent on the quizzes covering pre-requisite material. There is some evidence that students in the evening Econ 110 class are less prepared than those enrolled in morning and afternoon classes. There is some evidence that the group of students coming into intermediate-level courses is less prepared in several areas. This may reflect transfer students coming in less prepared than incoming freshman. Students performed particularly badly in questions requiring knowledge of percentage changes, real versus nominal values, and general high-school algebra. According to results from the quiz taken by capstone students, high school algebra seems to be a strong predictor of success in the economics program.

It is worth noting that any collection or analysis of data for the economics program, independent of the business program, remains an emerging effort, and was an area of improvement noted in the economics program review. Therefore, the economics program is currently drafting an assessment plan which allows faculty to assess one or two program-learning outcomes per year so that prior to their next review, they will have data and proposed modifications on the other six of their seven outcomes. As a result of their program review, economics produced an action plan.

Information Technology, BS

Students will demonstrate critical thinking and problem solving skills by identifying, evaluating, analyzing and presenting fundamental software solutions and their applications; demonstrate the knowledge of current computing practices and broad technology use in industry and society, including a working knowledge of software development techniques; be cognizant of emerging new technologies and industrial practices connected to the computer industry; demonstrate communication, research and cooperation skills by working effectively with others in interdisciplinary group settings--both inside and outside the classroom; and demonstrate a sense of exploration that enables them to pursue rewarding careers in high-tech and bio-tech industries with life-learning.

Student-learning outcomes data are not available yet. The program began in 2005 as a completion degree in partnership with local community colleges. The program found that it attracted more native freshmen and non-partner transfers and identified a need to better distinguish its outcomes from those of the computer science program. The program began a complete restructuring in 2011, which included the new outcomes listed above.

Political Science, BA

Students will write clearly and with purpose on issues of international and domestic politics and public policy; participate as a civically engaged member of society; analyze political and policy problems and formulate policy options; use electronic and traditional library resources to research key local, state, national and international policy issues and present results; demonstrate competency with basic tools underlying modern social science research including competency in statistics and qualitative analysis; demonstrate critical thinking, including the ability to form an argument, detect fallacies, and martial evidence about key issues of public policy and politics; discuss the major theories and concepts of political science and its subfields; and deliver thoughtful and well-articulated presentations of research findings.

The program has implemented an assessment plan that involves the annual evaluation of one program-learning outcome. This year, demonstrate competency with basic tools underlying modern social science research including competency in statistics and qualitative analysis was assessed.

Forty-eight student capstone projects, completed during the period between fall 2012 and fall 2013, were evaluated using a rubric designed to assess student competency conducting social science research. Findings revealed students were not using quantitative methods taught in the social science statistics class in their analyses.

Not a single capstone project (of the 48 capstone papers completed by program students over the past three semesters), used any statistical technique whatsoever in their analysis. The overall inclusion of qualitative methods of analysis was better in the papers.

Based on this data, the social science statistics course (POLS 303) will be revisited. Based on preliminary discussions by program faculty, there is a range of opinions as to how to modify the curriculum (for example, eliminate the course requirement, alter the statistics course into a more broad political analysis class, replace the course with a political science specific approach to statistics). Another possibility is to eliminate the capstone altogether and replace it with a senior seminar that does not require original student research.

Sociology, BA
Students will demonstrate an understanding of the role of evidence in the social sciences and how to conduct both quantitative and qualitative sociological research; demonstrate effective communication, written and oral, about the field of sociology; demonstrate substantive knowledge of core areas and controversies in sociology and the ability to think critically about them; and demonstrate an understanding of the history and evolution of the discipline of sociology.

For oral communication, the fall capstone students were divided into six groups. Three of the six groups received consistently high marks across all of the raters for delivering a clear message in

a compelling manner, for engaging the audience appropriately, and for message delivery. What was assessed less successfully was how well the substance of an argument is developed. Assessment of the capstone papers across the six groups completed in the spring semester underscores the need to consider the wide range of students' relative written communication skills. Using general education rubrics, all students scored between "developing" and "highly developed."

For written communication, a subset of ten papers was chosen to represent the class; faculty read each paper and assigned an overall ranking based on the same general education rubrics. Faculty raters judged the written essays nearly a full point lower than oral presentations, rating student capability as ranging from "emerging" to "developing" in their written work and ability to appropriately use the sociological method, identify theoretical perspectives, and sustain an argument.

The results led to faculty discussions on what kind of a capstone experience is possible and positive for students as the program moves forward. Sociology faculty believes that the capstone course is valuable, as students gain a great deal from the individualized learning experience and attention they receive. Faculty also value student work culminating presentations, which is often less about the quality of the work itself and more about marking students' progress.

Faculty feels it is important to reflect on the rest of the curriculum and address issues faced by transfer students who are in the program for only a year or two. Sociology would like to see an improvement in the overall quality of capstone reports and therefore intends to increase the number of writing assignments in prerequisite courses. In addition, faculty will revisit their curriculum. Modifications will soon be underway in the possible form of a seminar for transfer students from community colleges to help set the stage for program expectations. Additionally, the exercise of program review led faculty to consider how they might better incorporate the steps of doing research and using theory in all of their undergraduate courses leading up to the capstone course.

California State University, Chico

Communication Design, BA

The program assesses five student-learning outcomes: 1) to write and think critically; 2) to recognize the principal theories and practices of mediated communications; 3) to identify the issues and ethics of the media professions; 4) to understand the design process; and 5) to be technologically and visually literate.

Assessment of SLO 1 revealed that students were underperforming. In response, the faculty redesigned the course where this outcome is assessed from a three-hour lecture based course, to two hours of lecture and two hours of activity. The activity portion of the course allows the

faculty to interact more intensively with students on their writing and provide multiple opportunities for feedback. The department will continue to assess this outcome to examine impact on student performance.

Economics, BA
Economics assesses six student-learning outcomes: 1) to apply the market model to explain and predict price changes and economic behavior in individual markets; 2) to identify and assess the opportunity costs involved in any economic activity, whether the decision-maker is in a household, a business firm, or a social organization; 3) to apply mainstream macroeconomic theory to explain and predict events in the aggregate economy, including roles played by fiscal and monetary policies; 4) to identify economic issues and problems, gather data needed to evaluate them, and analyze the data to gain insights into economic behavior and formulate possible solutions; 5) acquire and develop an in-depth understanding of several specialized areas in economics, thereby learning how to apply microeconomic and macroeconomic theory to specific policy issues; and 6) to communicate with written and spoken word in the discipline.

Most recently, the department assessed SLO 6 (written and oral communication) and SLO 2 (assess opportunity costs). On SLO 6, 93 percent of the students performed at or above the minimum standard established by the department. In contrast, on SLO 2, only 11 percent of students exceeded the minimum standard. The department is reviewing introductory level curriculum to ensure that students are receiving clear and consistent information on this topic. The department is also adopting a nationally validated set of questions on this core economic principle from the Council on Economics Education, to ensure that the assessment process is valid.

German, BA
The German program assesses four student-learning outcomes: 1) to understand and produce oral communications at an advanced level in the target language, demonstrating the ability to analyze and critically discuss cultural, literary and/or linguistic topics; 2) to develop advanced proficiency in the written expression of the target language, demonstrating the ability to analyze and critically discuss cultural, literary and/or linguistic topics with fluent and coherent organization, a sophisticated range of vocabulary, complex language constructions, and mastery of mechanics; 3) to develop advanced proficiency in reading comprehension, in order to be able to analyze and interpret authentic texts from the target language and culture, and 4) to achieve the necessary target cultural literacy in order to analyze and interpret cultural and literary texts and traditions as they emerge from their context; and, 5) by exposing the students to competing narratives, they will develop the foundation for a pluralistic cultural literacy.
In examining SLO 3 (reading comprehension), students in German 102 and 301 were assessed for reading comprehension, appropriate to their learning level. All students in German 102 performed at a satisfactory level. At the 301 level, 83 percent of students (five of six assessed) performed at a satisfactory level. Students in German 301 receive intensive support from faculty

to achieve proficiency. This practice will continue and no substantive curricular changes are planned.

Latin American Studies, BA
Latin American studies defines ten learning outcomes: 1) students can describe key elements of two or more of these domains (geography, environment, politics, economics, social and cultural systems and/or literature and arts) with broad regional and temporal scope; 2) students can read basic text in Spanish and respond orally or in writing to questions derived from that text; 3) students read texts from two or more disciplines and summarize, compare, and synthesize the material in a coherent written essay; 4) students can write a coherent essay on two or more of the domains mentioned in SLO 1 and/or make an effective oral presentation of this material; 5) students can describe, contrast and summarize patterns of cultural diversity in at least two regions of Latin America; 6) students can describe, give examples and summarize current social and political issues in at least two regions of Latin America; 7) students can identify, describe and appraise cultural practices and products from Latin America; 8) students can identify, discuss and analyze the impacts of globalization on the economies and societies of Latin America; 9) students can write an essay or make an oral presentation that recognizes and compares differing world views and explains their social significance for the people of Latin America, and; 10) students can identify and describe the cultural products or performances of differing cultural groups in Latin America and explain the benefits of pluralism to world society and culture.

The program assessed ten papers from the capstone seminar to assess SLO 8, impacts of globalization. None scored at or above the satisfactory level. All papers dealt substantially with indigenous people in Latin America and examined the impacts of globalization on these diverse populations. The faculty adopted a writing process in the capstone seminar that takes a multi-stage approach to writing. This has proved effective and the faculty would like to extend this process.

Philosophy, BA
Students will 1) explain theories and arguments of major philosophers, from major areas of philosophy; 2) be aware of developments in contemporary philosophy; 3) abstract, analyze, and construct logical arguments and recognize fallacies, using formal and informal methods of reasoning, including conceptual analysis; 4) interpret philosophical texts from a variety of traditions with sensitivity to context; 5) use specialized philosophical terminology; 6) employ standard methods of philosophical research, including awareness of print and electronic resources; and 7) compose an essay in philosophy that demonstrates clear thought, depth of understanding, ability to apply philosophical methods, and mastery of relevant writing skills.

Faculty assessed SLO 7. Sample term papers were assessed as "poor," "adequate," or "polished." No papers were found to be poor. Forty-two percent were "polished," and 58 percent were "adequate." The program just completed its five-year review this year. After running through the

"cycle" of seven SLOs, students perform well in this capstone SLO. But through the assessment process in previous years, some concerns about writing in the major emerged. A redesign of the major is forthcoming. Part of the action plan in the five-year review is a reconsideration of the SLOs, rubrics, and program mission statement.

Spanish, BA
Spanish student-learning outcomes parallel those of the German BA. Students will 1) understand and produce oral communications at an advanced level in the target language, demonstrating the ability to analyze and critically discuss cultural, literary and/or linguistic topics; 2) interact successfully in a variety of practical and academic situations; 3) develop advanced proficiency in the written expression of the target language, demonstrating the ability to analyze and critically discuss cultural, literary and/or linguistic topics with fluent and coherent organization; 4) possess a sophisticated range of vocabulary, complex language constructions, and mastery of mechanics; 5) develop advanced proficiency in reading comprehension, in order to be able to analyze and interpret authentic texts from the target language and culture; 6) achieve the necessary target cultural literacy in order to analyze and interpret cultural and literary texts and traditions as they emerge from their context; and, 7) by exposing the students to competing narratives, they will develop the foundation for a pluralistic cultural literacy.

Spanish program faculty assessed reading comprehension last year. Thirteen quizzes were administered over the course of the semester, and for each of the quizzes at least 90 percent of the students passed with at least a C. This would be indicative of an "intermediate high" on the American Council on the Teaching of Foreign Languages scale. Of those, about 35 percent earned an A on each quiz. No curricular changes are contemplated based on these assessment results.

California State University, Dominguez Hills

Anthropology, BA
Students will summarize the evidence and processes of world cultural development and the basic sub-disciplines of anthropology; understand basic anthropology theory and methods and can explain how these relate to the conduct of fieldwork and research; and demonstrate in-depth knowledge of specific cultures.

The program completed curriculum mapping given the revision of learning outcomes and changes in the discipline. The program has set expectations that 85 percent of students will achieve basic competency with a letter grade of C or better, and the program has identified courses with course work aligned to each learning outcome. Four courses were examined given specific assignments linked to learning outcomes. Analysis of student grades, as well as mean scores on specific assignments, indicates that 85 percent or more of the students have achieved the learning outcomes.

The core faculty for ANT 388 recommended establishing passing the Graduate Writing Exam (GWE) as a prerequisite for taking ANT 388 (a writing intensive course).

Applied Studies, BS
Students will design a professional development plan for a future career which may include changes in careers or objectives; and demonstrate integration of technical, management, and liberal arts knowledge and skills in the current work settings.

For this review period, these SLOs were assessed based on a capstone writing assignment and career plans in APS 490. A rubric was used for evaluation of the assignment. Results noted a basic understanding of technical, management and liberal arts knowledge for a majority of the students, but not integration. As a result, the capstone assignment was revised and additional course activities were developed for students to practice comparison and application of contrasting knowledge concepts.

California State University, East Bay

Business Administration, BS
Students will recognize and recall foundation knowledge relevant to business management; integrate and think critically across functional areas to solve business problems; understand and apply quantitative methods and tools in evaluating business problems; apply technology to analyze business problems; apply effective oral communication skills; apply effective written communication skills; apply effective team working skills; and understand ethical issues and derive solutions for ethical problems.

Students performed well in ethical responsibility and integrative and strategic perspectives. Areas for improvement include data-driven decision making and communication and teamwork.

The dean provided instructional improvement grants to address coursework in supply chain management to improve data-driven decision outcomes. Changes to the capstone course to emphasize group projects were implemented. A new communications workshop series is under development. A business simulation program has been implemented in the capstone course.

Business Administration, MBA
Students will recognize and analyze legal and ethical issues in decision making; identify global business opportunities, analyze global business challenges, and develop business strategies; apply advanced written communication skills; apply advanced oral communication skills; demonstrate leadership and teamwork skills; analyze and integrate knowledge across disciplines to make managerial decisions to reach solutions to complex business problems; and perform quantitative analyses and apply advanced technological tools to solve complex business problems.

Overall, leadership, teamwork and communication skills met performance targets, while legal and ethical decisions and data-driven decision-making showed room for improvement.

The MBA program has been revised to cover a more general, common body of business knowledge that has resulted in increased ability among MBA students to integrate their business knowledge from different functional areas.

Economics, BA
Students graduating with a BA in economics will recognize and recall microeconomic principles; recognize and recall macroeconomic principles; demonstrate effective oral communication skills in presenting coherent, logical economic arguments grounded in economic theory; demonstrate effective written communication skills in presenting coherent, logical economic arguments grounded in economic theory and methods in writing; and employ mathematics and statistics to solve economic problems.

General economic knowledge was assessed through an examination and two-thirds of students show complete proficiency. Communication and technology use show proficiency in the 96-100 percent level. Faculty report they will continuously review and revise curriculum as needed.

Economics, MA
Students will show an advanced understanding of economic theory; show an advanced understanding of econometrics; apply economic theory and methods to strategic and policy issues; and examine and analyze economic data using appropriate specialized software.

Assessment of the new curriculum and student-learning outcomes is under development.
However, through an instructional improvement grant, the faculty found that the MA program would benefit from being more quantitative in nature; the curriculum is being revised.

Environmental Science, BS
Students will apply knowledge of the principles of form, function and organization of organisms at the levels of molecules, cells, tissues, organs, organisms, populations, and communities; apply knowledge of the fundamental principles of chemistry, chemical structure, bonding, equilibrium, dynamics, and reactions, as well as classes of organic compounds and reactions; characterize the nature and distribution of earth materials, the processes by which the materials are formed and altered, and the nature and development of the landscape; synthesize knowledge of the major components of the physical environment, including landforms, climate, vegetation, and soils; critically analyze environmental issues through the evaluation of scientific literature, and present their positions clearly and persuasively in written and oral form.

All students met the desired level of achievement of the program-learning outcomes that were

assessed via the senior seminar course. However, room for improvement was noted in the area of communication of discipline-specific information.

Faculty members are reviewing the results to determine appropriate improvement actions.

Geology, BA/BS
Students will identify and classify geologic materials, including minerals, rocks, and fossils, and know their material and/or biological properties or characteristics; collect, organize, and analyze qualitative and quantitative data from both field and laboratory investigations such as lithostratigraphic and biostratigraphic correlations, geologic maps, geophysical surveys, cross-sections, soil tests, and geochemical and groundwater quality analyses; synthesize, interpret and critically analyze geologic datasets (2D and 3D) and reports using discipline-specific methods, techniques, and equipment; critically analyze geological and environmental issues through the evaluation of scientific literature, and present their positions clearly and persuasively in written and oral form; and understand geologic time, evolution, earth's place in the universe, and global-scale processes such as plate tectonics, earth systems interactions, and climate change.

The vast majority of students are successfully achieving desired learning outcomes based on their accomplishments in course activities. Most of the students in the capstone course demonstrate mastery of PLOs; all students have demonstrated at least adequate competency.

Continually monitoring individual students by instructors and advisors on a quarterly basis allows the identification of students who require additional help in achieving specific learning goals. It allows faculty to either work with them on an individual basis, or direct them to appropriate resources.

Geology, MS
Students will conduct independent geologic research, including preparation of a project or thesis of high enough quality to be presented at a professional meeting; write a technical report based on research carried out on behalf of an employer; evaluate reports written by other earth scientists, and to use written materials and data sets available from the library and internet; and communicate complex geological concepts.

Assessment of learning outcomes show that all students but one have achieved the desired achievement levels. Faculty will continue to monitor assessment findings and make modifications as needed.

Hospitality and Tourism, BS
Students will analyze and generate effective, sustainable solutions based on evidence and technology and provide relevant references; demonstrate significant knowledge of effective leadership and teamwork strategies, management skills, and evaluation of service quality and

consumer needs through investigation and practical experience; articulate clearly (speak and write) ethical, philosophical, historical, and current practices and administrative foundations of the profession; and demonstrate techniques that contribute to a work place culture of dignity and respect.

Assessment results over the last five years have shown that critical thinking, research, and professional knowledge are areas for improvement. As a result, research assignments will include citation requirements to improve this skill. Professional knowledge assignments will be revised to require additional research and discussion. Critical thinking assignments will be deliberately designed and expectations will be better defined.

Recreation, BS
Students will analyze and generate effective, sustainable solutions based on evidence and technology and provide relevant references; demonstrate significant knowledge of effective leadership and teamwork strategies, management skills, and evaluation of service quality and consumer needs through investigation and practical experience; articulate clearly (speak and write) ethical, philosophical, historical, and current practices and administrative foundations of the profession; demonstrate techniques that contribute to a culture of dignity and respect in the workplace.

Assessment results over the last five years have shown that critical thinking, research, and professional knowledge are areas for improvement.

Research assignments will include citation requirements to improve this skill. Professional knowledge assignments will be revised to require additional research and discussion. Critical thinking assignments will be designed and expectations will be better defined.

Recreation and Tourism, MS
Students will analyze and use evidence-based research and technology to identify challenges and generate effective, sustainable solutions related to personnel, program and logistics areas, and provide relevant references; demonstrate significant knowledge of exemplary leadership and teamwork strategies, innovative and effective management skills, and evaluation of service quality and consumer needs through professional experience; articulate clearly (speak and write) the ethical, theoretical, philosophical, and current management practices and administrative foundations of the profession; and develop a systems approach to create a culture of dignity and respect among individuals, communities, and organizations.

Assessment of the master’s program is in the planning stage.

Kinesiology, BS
Students will demonstrate the ability to synthesize and apply perspectives from the humanities, and the social, behavioral, and life sciences (cross-disciplinary knowledge); use disciplinary knowledge to design and implement innovative professional application (problem solving); characterize thought processes by the exploration of discipline-relevant issues, ideas, artifacts, and events before accepting or formulating a perspective (critical thinking); use contextually-grounded and compelling content to articulate physical activity issues in both oral and written form (communication skills), and demonstrate professional dispositions – such as integrity, personal and cultural sensitivity and collaboration, as well as commitment to social justice for physical activity participants when leading others in a kinesiology-relevant domain.

An assessment of critical thinking showed that graduating kinesiology majors demonstrate minimally developed critical thinking skills.

Faculty plans to create a standardized signature assignment for assessment purposes. A rubric will be used as a guideline for discussion of current pedagogical practice at the next faculty retreat.

Kinesiology, MS
Students will demonstrate the ability to synthesize and apply perspectives from the humanities, and the social, behavioral, and life sciences; use disciplinary knowledge to design and implement innovative professional application; characterize thought processes by the exploration of discipline-relevant issues, ideas, artifacts, and events before accepting or formulating a perspective; use contextually grounded and compelling content to articulate physical activity issues in both oral and written form; demonstrate professional dispositions – such as integrity, personal and cultural sensitivity, and collaboration – as well as commitment to social justice for physical activity participants when leading others in a kinesiology-relevant domain.

Assessment of the graduate program is in the planning stage.

Public Administration, MPA
Students will lead and manage in public governance while demonstrating an understanding of the role of theory in public governance and the application of these theories toward administrative inquiry; participate in and contribute to the policy process; analyze, synthesize, think critically, solve problems, and demonstrate an understanding of interpretive and quantitative research methodologies; articulate and apply a public service perspective; communicate and interact productively with a diverse and changing workforce and citizenry.

The student-learning outcomes were updated very recently and assessment results are not available. Earlier assessment based on previous learning outcomes showed that all students

achieved proficiency. Faculty meets and discusses assessment results at the fall retreat and makes adjustments as indicated.

California State University, Fresno

The campus reported that programs scheduled for program review needed additional time to complete the assessment, analysis, and reporting process. SLO assessment results will be included on the next program review report in January 2016.

California State University, Fullerton

Art, BA/BFA/MA/MFA
The 2014 National Association of Schools of Art and Design (NASAD) accreditation report was accepted in lieu of a program performance review (PPR).

Students achieve core competencies in foundation principles, project-based learning, and independently initiated projects.

Patterns of conflicts in course scheduling "blocks" were identified. Students were limited to the days and times for taking required courses. Student achievement was deemed compromised because students often took classes out of sequence and class use was inefficient.

Class-scheduling patterns were adjusted to create compatible days and times for all department classes.

Long-time administrators have either recently left/retired or are about to leave/retire. As a result, the department, working with the Office of Assessment and Educational Effectiveness, (OAEE), is engaged in developing new strategic goals and specific three to five year plans, as well as developing and implementing new college-level student learning goals, program-level student-learning outcomes and an assessment plan that follows the university six-step assessment process. In addition, the department is developing new, student-centered practices to remove bottlenecks and assist students with completing their degrees in a timely basis.

Dance, BA
The 2014 National Association of the Schools of Dance (NASD) accreditation report was accepted in lieu of a program performance review (PPR).

Graduates will be competent and reflective practitioners of the art of dance.

Dance faculty assesses students each semester through both the dance concert performance and a series of showcase performances. The faculty meets monthly and assesses the strengths and weaknesses of the students. A mid-year assessment of students who need to achieve the fourth level of either ballet or modern for graduation is planned.

The visiting team recommended the development of a system where feedback given to students is documented in writing and included in student files (electronic or hard copy). The unit was asked to consider developing proficiency standards for each level of technique in ballet and modern to clarify further the process to students. The Department of Theatre and Dance is developing new college-level student learning goals, program-level student-learning outcomes and an assessment plan that follows the university six-step assessment process.

Music, BA/BM/MA/MM
The 2014 National Association of Schools of Music (NASM) accreditation report was accepted in lieu of a program performance review (PPR). Details of assessment activities were not reported. As such, only the assessment approach is described.

Students will be competent and reflective practitioners of the art of music through the study of cultural diversity, musical literature and criticism as expressed in a final synthesis essay for MUS 462.

Synthesis essays are analyzed for trends regarding successful and unsuccessful outcomes. Noted trends are shared among world music faculty. Expectations and strategies for success will be clarified and disseminated to faculty and students as appropriate.

The department has an existing assessment plan and timeline and it is in the process of implementing the plan. The department is currently refining the student-learning outcomes, as well as the associated assessment activities.

Child and Adolescent Development, BS
Students will write in American Psychological Association (APA) style and effectively take purpose and audience into account.

A senior paper signature assignment representing a final product without faculty scaffolding was scored with a rubric. Students met competency in formatting and content, but were challenged in APA style for in-text citations, reference page, syntax and mechanics, synthesis and narrative style.

Online support tutorials requested by department faculty to enhance student writing (grammar, plagiarism) were created. Department expectations for “essentials” in APA style were identified and posted. APA style tutorials were posted. Faculty workshops on writing instruction were held.

Criminal Justice, BA
Students understand how crime is measured and how criminal justice research is conducted, including the skills needed to be a knowledgeable consumer of criminal justice research; and have the opportunity through internships to experience the criminal justice system directly.

For the first SLO, a pre-test at the start of class and a post-test at the end of class in two sections of course CRJU 340 were administered. A measurement of learning was accomplished by comparing the test scores in this sample.

Class	Pretest	Post-test	Percentage Change*
CRJU-340	41%	78%	+ 93%
CRJU-340	42%	76%	+ 83%
*Percentage change is calculated as [(post-test-pretest)/pretest]			

For the second SLO, small focus groups comprised of criminal justice majors were conducted. Results indicated areas for improvement including the desire for more hands-on experience, whether that is through internships, field trips, guest speakers, greater involvement in existing groups within the major, and campus-sponsored job fairs. Further, students suggested offering more class times for classes like CJ-340 Research Methods, offering more online classes, and hiring more professors with different areas of interest and experience.

The program indicated that they are currently overhauling their assessment process and data to demonstrate changes in teaching and learning practices. External reviewers echoed the need to strengthen the connection between current assessment activities and changes in curriculum or teaching practices.

The department was encouraged to create a program-based assessment plan that gathers direct and indirect evidence and use it to reshape their curriculum and their teaching practices.

Psychology, BA/MA/MS
Students can apply psychological theory to scientific questions and real-world problems.

Ten student papers from PSYC 351 consisting of a single assignment applying psychological theory to solve an applied problem were scored with a rubric by two raters. The success rate was 90 percent, therefore, the student-learning outcome was considered met.

MA and MS programs are assessed through an evaluation of students' theses.

When an SLO is not adequately met, feedback is given to the curriculum committee, which will then implement changes in the curriculum.

The department was encouraged to strengthen assessment efforts by further demonstrating how evidence is used to reshape their undergraduate and graduate curriculum. Work on improving PSYC 101 pass rates and creating a capstone class should continue. Additionally, the department should better correlate MA and MS admissions decisions to match the availability and research interests of faculty, and develop a tracking system to monitor the post-graduate professional experiences of their MA and MS alumni.

Sociology, BA/MS

At the undergraduate level, students will understand the design of research, including: 1) sampling, measurement, and data collection; 2) sampling design construction that illustrates the principles of random selection and stratification; 3) identification of possible measures of concepts; 4) distinguishing between reliability and validity; and 5) identifying the strengths and weaknesses of alternative methods of data collection.

At the graduate level, students will understand sociological imagination, possess research skills and knowledge, and develop communication, professionalization, and leadership skills.

SLO 5 was measured in spring 2013 by giving an assessment to 167 students who were either in a 300- or 400-level sociology course. Most of the students were sociology majors (73 percent). About half of the questions were answered correctly, and this number improved from 300-level students (51 percent) to 400-level students (57 percent). Some aspects of the SLO (such as an understanding of research methods) were achieved by a high percentage of students (about 80 percent), whereas other aspects needed improvement, as only a minority of students responded successfully (about 35 percent).

The main measure of graduate assessment is conducted in the terminal option; thesis, project or comprehensive examination. The quality of a thesis or project is maintained by the graduate committee, which ensures that it is well designed. In the case of comprehensive exams, students are provided the opportunity to take as many exams as needed up to two times. Although four students have failed one or more exams the first time in the last five years, with additional studying, all have been able to pass the second time, and complete their MA.

Faculty has been organized into concentration areas to highlight core areas of teaching and research expertise; these faculty direct students to faculty for mentorship, research opportunities, and course instruction. Faculty organizes meetings with part-time faculty to align full and part-time faculty's teaching best practices, departmental and course SLOs, and course substance. Additionally, syllabi for all core courses have been aligned with course and department SLOs.

In the near future, the graduate committee hopes to formalize the areas for comprehensive exams including a bibliography, faculty in the area, and sample questions and post these on a new

website. Students will then be able to plan ahead in their studying of theory, stats/methods, and substantive areas. It is anticipated that this will improve first time pass rate, and improve the quality of the work of those passing (e.g., more high passes and fewer low passes). In addition, changes to the sequence of courses and/or reorganization of the sequence and content of the methods sequence are being considered.

The department was advised to revise its undergraduate curriculum and integrate more high-impact practice experiences into courses, and consider reinstating a capstone course or experience as a major requirement. Additionally, it is suggested to rethink the sequencing of the MA courses and work on decreasing the time to degree rates for MA students.

Earth Science, BA
Geology, BS/MS
The Department of Geological Sciences submitted a combined program performance review (PPR) for three degree programs.

BA Earth Science: The department is delaying the institution of a formal assessment program for two to three years to allow time to resolve any obvious administrative or structural problems with the relatively new BA program, established fall 2011.

BS Geology: Students will describe, integrate, and interpret data; read, interpret, and construct graphical or spatial representation of data; apply concepts of geologic time; apply and/or integrate aspects of math and/or other related fields; relate earth science to its broader impacts on society; perform research by applying the scientific method; and effectively communicate research results and interpretations.

MS Geology: Assessment activity for MS Geology was not described in the 2013-14 PPR, and is currently in the process of development.

BS Geology: The BS in Geology is assessed via the undergraduate thesis (GEOL 498) using a rubric which rates each of the SLOs on a scale of 1 (insufficient) to 5 (excellent). Eleven theses were assessed in this initial exercise. The results are summarized below.

Student-learning outcome	Number of theses that address the outcome	Average score (only including theses that address the outcome)	Number of theses that score sufficient or higher
1. Skills, concepts, and processes			
a. Describe, integrate, and interpret data	11	3.6	10
b. Read, interpret, and	11	3.7	10

construct spatial representation of data			
c. Apply concepts of geologic time.	10	3.2	8

2. Integrative approach to Earth science problems

a. Apply and/or integrate aspects of math and/or other related fields.	11	3.2	8
b. Integrate earth systems and cycles.	11	2.5	7
c. Demonstrate and/or relate the role of earth sciences in everyday life.	4	1.5	1

3. Scientific method

a. Perform research by applying the scientific method	11	3.0	7

This assessment suggests that students are achieving most of the desired learning outcomes for the BS degree. Students performed particularly well on the SLOs related to the collection, description, and analysis of data. Students also demonstrated a sufficient mastery of the scientific method and were sufficiently able to apply and/or integrate concepts and principles of math, chemistry, physics, and biology into their work.

The primary area of concern found during the assessment was students' ability to integrate earth system and cycles and demonstrate the role of the earth sciences in everyday life. It is possible these deficiencies are not necessarily indicative of students' actual mastery of the learning outcomes, but flaws in both the assessment rubric and the way the thesis assessment are administered.

The faculty agreed to place greater emphasis on broader impact topics when advising students in the final writing stages of their theses. The department also plans to make the evaluation rubric available to students so that they understand their expectations in advance.

For the BA program, the department's priority is to develop assessment strategies in the capstone courses (GEOL 470 and 420) or a new capstone course GEOL 4XX. For the MS program, they will assess the thesis in a similar fashion to the BS assessment.

General Education
Students taking courses in subarea A2 will develop and present clearly written messages in English; express and advocate ideas clearly and effectively in writing; present well organized written messages exhibiting sound reasoning and advocacy that depend on the critical evaluation of relevant information; understand the rhetorical principles that underlie form, content, context, and effectiveness of choices made in written messages including how matters of style affect successful communication; improve one's own writing skills through the critique of the writing of others; and use writing to synthesize creative and innovative ideas, solutions, and knowledge.

In spring 2010, a single scoring rubric, which can be used for assessing writing across disciplines and over time, was pilot tested in several sections of Introduction to College Writing. In terms of focus, analysis and organization, and readability and style, the essays from the introductory course were most frequently rated as "developing" and "proficient." The findings also indicated that students in the introductory classes scored lowest in the area of readability and style.

While it is possible that additional instruction would be helpful, this may also be an area in which skills development occurs outside of formal writing instruction. Given that this is likely the final academic writing instruction that students will have at CSU Fullerton, instructors may need to give more attention to students' analytic and organizational skills.

In 2011-2012, it became apparent to members of the GE committee that the prospect of carrying out such an ambitious assessment program was beyond the resources available to the committee. To address this issue, in spring 2012 an appeal was made to the Academic Senate to consider the creation of a new committee dedicated to assessment of GE. In fall 2012, a standing Committee on Assessment and Educational Effectiveness was formed. The piloting of new assessment plans in Areas C and D have been temporarily suspended until a strategy for assessing the GE program can be forged in collaboration with this new committee, although efforts in subarea C4 are proceeding according to the original plan.

Humboldt State University

Having revised the program review process and guidelines effective 2011-2012, at which time Humboldt moved from a seven-year cycle to a five-year cycle, the university had only one program scheduled for its periodic program review in 2013-2014. That program, art, requested a one-year delay to align its program review with its external accreditation schedule; that request was granted.

California State University, Long Beach

Aerospace Engineering, BS

Based on the Accreditation Board for Engineering and Technology (ABET) standards, students will carry out simplified design problems from the conceptual level to the realization of a manufacturing plan, or design complex systems; engage in projects that address economic and business aspects such as commercial viability; design and conduct experiments, as well as analyze and interpret data; articulate professional and ethical responsibility; build on their knowledge and be trained to be lifelong partners, pursuing and interested in independent study, research and development; possess good oral, written, and graphical communication skills; will be trained in the role of the engineer in society, and have an awareness of environmental concerns in the engineering profession; and have knowledge of contemporary issues and current projects in aerospace engineering, including the technical, design, and business challenges faced by the aerospace industry.

Results of assessments show that students remain fairly weak in solving real-world engineering problems and require further exposure to current industry standards and projects. To address this systemic concern, the department expanded problem solving in multiple courses, and the assessment committee will discuss questions on multiple section exams that remain problematic at mid-semester so that instructors can review those concepts with classes. Students also require improvement in oral and written communication. To address these issues, the department has reformatted MAE 390 to emphasize oral, written, and graphical communication skills by changing report format and structure. Finally, to address student weakness in the learning outcome of professional and ethical responsibility, the department expanded the modules addressing these issues in MAE 479.

Anthropology, BA/MA

Students are expected to possess an understanding and appreciation of human biological, linguistic, and cultural diversity, especially those features that separate humans from other species; an appreciation and awareness of the origin of both cultural and human biological diversity through time; a positive appreciation of the diversity in contemporary and past societies and cultures; an understanding of the three main anthropological approaches to the study of humanity: cross-cultural comparison, holism, and evolutionary theory, and the uses of each; familiarity with anthropological literature and data sources, and a knowledge of how to critically access such information; knowledge of the methodologies used to collect and assess critical anthropological data; the ability to present and communicate appropriately in at least one of the sub-disciplines of anthropology; knowledge of the history of anthropology (theoretical approaches) and the major current issues in the sub-disciplines; and an understanding and appreciation for the role of anthropology in the workplace and the real world.

The department's previous program-learning outcomes were difficult to assess because several lacked a degree of measurability. To improve this situation, the department has held faculty retreats to discuss the language of their outcomes and to ensure better coverage throughout the curriculum. The department invited the university director of program review and assessment to

its retreats to discuss language for learning outcomes, alignment, and curriculum development. It is in the process of rewriting its learning outcomes over this academic year and changing its curriculum to introduce a core set of three courses to cover the stated program-learning outcomes better.

Chemical Engineering, BS
Based on the Accreditation Board for Engineering and Technology (ABET) standards, students will apply knowledge of mathematics, science and engineering; design and conduct experiments, as well as analyze and interpret data; design a system, component or process to meet desired needs within realistic constraints; function on multi-disciplinary teams; identify, formulate and solve engineering problems; possess an understanding of professional and ethical responsibility; communicate effectively; possess the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and social context; recognize the need for engaging in life-long learning; possess knowledge of contemporary issues; and use the techniques, skills, and modern engineering tools necessary for engineering practice.

The Department of Chemical Engineering found that several of the learning outcomes were not being met. These include solving problems using mathematics and science, written and oral communication, and knowledge of contemporary issues and lifelong learning. The department has established both indirect and direct measures of learning to monitor these concerns. It has developed a short and long range plan to ensure that students are meeting the learning outcomes for the department.

First, to improve problem-solving abilities, the department changed the prerequisite structure to ensure that students are learning appropriate concepts at appropriate stages in the major. The department has also introduced appropriate and industry-standard software for student use. Second, to address issues of student familiarity with contemporary issues, the department developed new elective courses focused on emergent fields in chemical engineering, such as renewable energy and materials purification. To ensure that students engage fully with these concepts and to set a framework for lifelong learning, the department is developing a lab course focused on active learning. The department has also begun to encourage student participation in campus lecture series and economic forums. Finally, the department has created a longitudinal plan to improve written and oral communication as well as critical thinking and has established a partnership with the Writer's Resource Center and the Hauth Center for Communication Skills so students can utilize campus resources and services. All students are required to engage in peer editing of drafts and will submit multiple drafts of specific reports. In addition, to encourage writing in the discipline, students in ChE 330 will write several technical reports and memos.

Electrical Engineering, BS
Based on the Accreditation Board for Engineering and Technology (ABET) standards, students will apply the knowledge of math, science, and engineering that is required in the electrical

engineering (EE) profession; design and conduct electrical engineering experiments, as well as analyze and interpret data; design an electrical or electronic system or component to meet desired needs within realistic constraints; identify, formulate, and solve electrical engineering problems; use effective written and oral communication skills to understand different disciplines; possess knowledge of contemporary issues (not necessarily in engineering.); use the techniques, skills, and modern engineering tools necessary for electrical engineering practice; function on multidisciplinary teams; understand professional and ethical responsibility of engineers and the broad education necessary to understand the impact of engineering solutions in a global and societal context; continue to learn and improve new skills and knowledge; possess in-depth understanding in one area in electrical engineering.

The department has set in place a variety of assessment procedures, including an electrical engineering examination taken at the end of lower-division and again at the end of upper-division work. The department's assessment of student ability to apply mathematical principles to engineering problems and the ability to formulate and solve engineering problems has resulted in the increase of tutoring services available for students enrolled in three EE courses (210, 211, and 310). The hiring of senior-level tutors involved in these classes has resulted in higher student retention and pass rates. In addition, previous assessments determined that students lacked hands-on learning opportunities, so the department invested in new laboratory equipment so that students in mid-level EE courses have the opportunity to engage in active learning. Introduction of new equipment also resulted in increased collaborative learning.

Geological Sciences, BS/MS
Earth Sciences, BS
Students in all three programs are expected to write a professional-quality technical report; produce a reliable geologic map; have a broad understanding of scientific concepts; observe and describe natural phenomena and data; and think quantitatively and have the mathematical ability to do so.

The Department of Geological Sciences assessment reports suggest that students are strong in quantitative reasoning and the ability to explain natural phenomena, but their skills are not as strong in their abilities to write technical reports or produce reliable geographic maps. The department has responded to these results by creating a new class to improve students' field training. The department will also work with the director of program review and assessment to align its learning outcomes vertically and to make the learning outcomes more operational by expressing them in measurable language.

Kinesiology, BA/BS, MA/MS
At the undergraduate level, students are expected to understand the biomechanical, physiological, psychological, and sociocultural bases of human movement within and across diverse populations, historical periods, and environmental conditions and apply this knowledge

in academic and professional settings; apply their kinesiology-related knowledge and skills to think critically and ethically in examining issues and solving problems associated with their chosen sub-discipline; communicate effectively and persuasively, both verbally and in writing, in academic and professional settings; demonstrate the importance of physical activity in fostering optimal health by maintaining a physically active lifestyle; demonstrate professional and community engagement through participation in fieldwork, internships, and/or service learning activities.

Upon completion of the MA/MS Degree, students are expected to apply their kinesiology-related knowledge and skills to think critically and ethically in examining issues and solving problems associated with their chosen sub-discipline, communicate effectively and persuasively, both verbally and in writing, in academic and professional settings; and interpret, evaluate, and apply the professional literature of their chosen kinesiology sub-discipline.

The department regularly submits assessment reports for all program-learning outcomes. As a result of its assessments, it has transformed several fitness courses by introducing "hands-on" active learning components. The department created an introduction to kinesiology course that will be required of all majors to help them navigate the various sub-disciplines and make successful choices as to majors and minors. Further, the department has expanded its undergraduate curriculum by introducing a writing-intensive course focused on the social science aspects of the discipline of kinesiology.

Mechanical Engineering, BS
Based on the Accreditation Board for Engineering and Technology (ABET) standards, students are expected to apply knowledge of mathematics, science, and engineering; design and conduct experiments, as well as analyze and interpret data; design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability; function on a multi-disciplinary team; identify, formulate and solve engineering problems; engage in professional and ethical responsibilities; communicate effectively; possess the broad education necessary to understand the impact of engineering solutions in a global and societal context; recognize the need for, and engage in, lifelong learning; and engage in contemporary techniques, skills, and modern engineering tools necessary for engineering practice.

While the department began a process of assessment based on its 2007 accreditation report, it had not systematically reported its findings to the university. It did find in its local assessments that the curriculum was not as well mapped to the PLOs as it might be.

As a result of its findings with regard to the curriculum, the department mapped its curriculum to its PLOs. It then mapped those PLOs to specific rubrics to be used for assessment purposes. It

has also established a system of indirect assessment, primarily through exit surveys, to triangulate the data.

As a result of its assessments, the department developed a final examination for MAE 330 based on the collaborative work of the four faculty members assigned to teach the course. In addition, they discovered a problem with their 471/472 courses in which the first was not listed as a prerequisite (though it was a requirement). The courses have been realigned so that students can properly develop and defend their capstone projects. This change required further revision of the curriculum to integrate material previously covered in 471 more completely throughout the curriculum and then through various "steps" of the 471/472 sequence. This led to better preparation of students in the area of system design and consequently better capstone projects.

Theatre Arts, MBA/MFA
Students are expected to produce professional level materials for public relations, press releases, brochures, grant proposals and development; acquire a broad, critical knowledge of both management practices and theoretical business practices; possess an in-depth knowledge of the theory and methodology of theatre and business; have an analytical and practical knowledge of emergent theatre and business strategies; and complete a documented original project pertaining to the chosen field of study.

The MBA/MFA is a new program and was reviewed in accordance with CSU policy on new programs. As a consequence, its assessments are rather new. Since the program is small, most assessment is course-embedded, though the faculty members monitor internships as well and use internships to obtain direct and indirect evidence of student learning. The program has changed the timeline for mentoring students as they write their culminating projects as a result of the assessment of the quality of work produced by the first cohort. Additionally, since the internship program has shown to be of great value both for students and internship on-site supervisors, it has been changed to be a mandatory component of the program.

California State University, Los Angeles

Anthropology, BA/MA
Students will possess a general understanding of human, cultural, and biological differences and similarities across the world and through time in terms of anthropological data and theories; a solid understanding of the nature of the four sub-fields of anthropology (archaeology, physical anthropology, cultural anthropology and anthropological linguistics), and how these interrelate to provide a holistic approach to understanding human differences and similarities across the world and through time; proficiency in basic anthropological concepts and terminology; knowledge of the significant findings of archaeology, physical anthropology, cultural anthropology, and anthropological linguistics and familiarity with the important issues in each sub-discipline;

knowledge of the history of anthropological thought and its place in modern intellectual history; comprehension of multiculturalism as a significant phenomenon shaping global society; familiarity with the forms of anthropological data and literature, and working knowledge of how to access such information; basic abilities in critical thinking and reasoning as applied to anthropological problems and issues; knowledge of the research methods of the sub-disciplines of anthropology, and ability to apply appropriate research methods in at least one sub-discipline; and an ability to write, speak and communicate anthropological knowledge and the results of anthropological research to different audiences.

The department implemented a direct and indirect assessment plan for graduate students in the master's program. Graduate assessment focuses on professional development and option-specific needs within the larger epistemological framework of the discipline. Graduate assessment tools include student self-evaluations and individualized mentoring. The completion of theses, the passage of comprehensive exams, and scholarly accomplishments such as conference presentations and peer-reviewed publications act as indirect and sometimes direct measures of assessing anthropological competence. Undergraduate assessment takes place in upper division major and capstone courses, where expectations about discipline-specific and discipline-wide knowledge are assessed.

Both undergraduate and graduate students attained the desired levels of achievement.

It was determined that the department needs to develop separate SLOs for BA and MA degrees with concrete measures for each and that are appropriate for specializations within the MA program. Also, the department should designate key faculty members to work with the Center for Effective Teaching and Learning (CETL) to develop an assessment plan that employs measurement of baseline knowledge for separate SLOs within BA and MA degrees and which are focused on determining the growth of students' knowledge by creating a baseline measure at the beginning of a term which can be compared to another measure at the end of a term.

Industrial Technology, BS

Industrial Technology graduates will demonstrate a balance of technical and managerial knowledge; knowledge of science, math, and technical management; an understanding of the role of technical management in the public and private sector; knowledge of systems and the integration of technologies; knowledge of information technology including its use in a digital enterprise; knowledge of contemporary technology/management issues; apply business practices, information technology, and other technical skills necessary to collaborate with, organize, and lead interdisciplinary teams; apply theories and principles to solve technical and management problems; design, test, and analyze a system or process to meet desired needs; demonstrate good written and oral communication and presentation skills; exhibit supervisory and team leadership skills; collect, analyze, and interpret data; collaborate within a digital enterprise with a multi-disciplinary project team; select and use computer applications software associated with desired

needs; a cooperative and inquisitive spirit that supports the desire to pursue lifelong learning and adapt to contemporary issues in the workplace; help advance the goals of their organization; have an understanding of ethical responsibility; exhibit professionalism in their area of expertise; have a recognition of the need for, and an ability to engage in lifelong learning; stay current on issues; achieve a balance of workplace and personal goals; exhibit the desire to adopt emerging technologies to improve their area of expertise; and support and promote the goals of their organization.

It was determined that not all the program outcomes were easily measurable and aligned to institutional learning outcomes. The program solicited input and feedback from faculty, advisory board members, and external experts in the review of program outcomes. The unique characteristic of the industrial technology program is that lecture and a laboratory experience combine for a hands-on approach when delivering instruction. Assessment indicated that an appropriate balance of lecture and lab experiences has been achieved.

The program developed a program assessment system that met compliance with the standards for initial Association for Technology, Management, and Applied Engineering (ATMAE) accreditation. As stated in the ATMAE accreditation visiting team report, "The program is about where it is expected for an initial accreditation status, with outcome measures identified and the beginnings of data collection in place."

California Maritime Academy

No programs were scheduled for program review during the 2013-2014 academic year.

California State University, Monterey Bay

Japanese Language and Culture, BA (pilot)
Students will communicate effectively in Japanese in three modes: interpersonal, interpretive, and presentational and in a culturally appropriate manner in a variety of social and professional settings and circumstances at the intermediate-high level of language proficiency; gain competency in the Japanese language including phonetics, phonology, morphology, syntax, semantics, and discourse, and compare and analyze the structural differences between Japanese and English; develop a comprehensive understanding, appreciation, and knowledge of Japanese culture: perspectives (ideas, beliefs, attitudes, values, philosophies), practices (patterns of social interactions) and products (both tangible, for example, art, history, literature, music); develop analytical and critical thinking in areas such as how Japan's cultural background influences modern Japanese life, how to compare their own culture with the Japanese culture, or how Japanese culture relates to other world cultures in an age of global inter-relatedness; describe

concepts of culture and use that understanding in their comparison of the target culture with the second culture; analyze and make connections among the ways of thinking and perspectives, behavioral practices and cultural products of a second culture; become familiar with appropriate research methodologies and are able to apply such in their studies; use appropriate technologies in research and studies relative to Japanese language and culture; collect, manage, and analyze current and emerging technology-based resources to develop and produce their scholarly work; demonstrate that they have actively immersed themselves in authentic Japanese cultural and linguistic environments and have internalized the language and cultural experience, from which they have developed a personal understanding and new perspectives of the community.

The department employs multiple ways of measuring language proficiency. Faculty utilize exit oral proficiency interviews and proficiency writing tests; capstone presentations in Japanese for 20 minutes using Japanese PowerPoint presentations, followed by spontaneous question and answer sessions; capstone papers written in Japanese--all of which are demonstrated through the major portfolio.

All students passed and exceeded the Japanese-language proficiency expectations on the capstone presentation, paper, and question and answer session. The oral proficiency test shows that 20 percent of students tested slightly under the target proficiency, 20 percent met the target proficiency, and 60 percent exceeded the target proficiency.

Per the CSUMB program review policy and process, a program improvement plan is developed after a campus review committee examines the program review portfolio and sends the program additional feedback. Because the BA in Japanese language and culture is a pilot program, any changes to improve the program will be captured in the proposal to convert to regular status, which is currently under development.

Spanish, BA (pilot)
Students will sustain performance in speaking, listening, reading, and writing at the advanced level of language proficiency, as outlined by the American Council on the Teaching of Foreign Languages (ACTFL); satisfy the requirements of everyday situations and routine school and work requirements; communicate facts and talk casually about topics of current public and personal interest, using general vocabulary; be understood without difficulty by native speakers; understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation; read prose selections of several paragraphs in length, particularly if printed clearly and if prose is in familiar sentence patterns; understand the main ideas and facts but may miss some details; read such texts as descriptions, narratives, short stories, news items, and routine personal and business correspondence; write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics, and is able to express him/herself simply with some circumlocution; have good control of the most frequently used syntactic structures; write understandably to natives not used to the writing of

non-natives; develop an understanding of the structure of the Spanish language and is able to use an appropriate level of formality according to the situation, whether in writing or in speech; develop a reasonable understanding of the ways of thinking (ideas, beliefs, attitudes, values, philosophies), the behavioral practices (patterns of social interactions) and the cultural products – both tangible and intangible (for example, art, history, literature, music), of Hispanic cultures; demonstrate a general knowledge of a socio-cultural group other than a Hispanic one or mainstream American culture; develop a basic understanding of the ways of thinking (ideas, beliefs, attitudes, values, philosophies), the behavioral practices (patterns of social interactions) and the cultural products—both tangible and intangible (for example, art, history, literature, music)—of the second culture; demonstrates that he or she has been actively immersed in and has internalized Hispanic culture; demonstrate an ability to use technology in support of his or her scholarly work, including gathering, organizing, and analyzing sources; and employing appropriate delivery techniques in both written and oral formats.

Judging from student comments and their understanding of the SLOs, the program must provide more clarity for the particular goals and objectives of each SLO, especially cultural praxis: cultural internalization and language immersion. The faculty's assessment plan has focused its attention on assessing the capstone. The faculty will clarify and fine tune the language, and then proceed with a comprehensive assessment of each.

Business Administration, MBA

Students will attain a working level of proficiency with basic statistics and introductory accounting, as well as team building and ethical philosophies to apply in the remainder of the MBA program, in addition to the business world; understand and apply team building and ethical concepts to be able to participate and facilitate team/group interactions and projects in face-to-face and online environments; understand and apply leadership models in business organizations; understand and apply leadership concepts and theory in business organizations; understand and apply accounting principles and processes in business organizations; understand and apply financial principles and knowledge of financial statements to business problems and decisions; understand and apply macroeconomic concepts and theory to business operations.; understand and apply microeconomic concepts and theory to business decision making processes; understand and apply concepts and principles of technological management and leadership to specific domestic and/or global business problems and issues; understand and apply information technologies to domestic and international enterprises; understand and apply marketing and entrepreneurial principles and models in operating businesses; understand and apply innovation theory and models in business organizations; understand and apply concepts and theory associated with global business to the leadership of both domestic and international enterprises; understand and apply international business concepts and theory to better address issues such as diversity and sustainability in a global environment; understand business planning strategies and techniques that are based on sound organizational structures and strategy concepts as well as become grounded in theory that lead to success in dynamic business markets; and understand

business planning strategies and techniques based on sound financial, technological and human resource theory and practice that takes into account human and market diversity as well as the capability to be sustainable and socially responsible.

Faculty reviewed students' ability to think critically. Findings revealed students cannot perform the critical thinking process very well or the assignments that were selected for this study were not constructed well enough to elicit sound application of critical thinking processes. It was also noted that the BUS-632 assignment used in this assessment project provided students with a context to do a better job of performing critical thinking processes than the BUS-626 assignment selected for this study based on the results of the single element and the multi-element scales employed. Based on the faculty measurement ratings that were gathered in this study, it is suggested that the usage of the multi-element scale appears to be a more rigorous rating tool.

Improvement actions include a review and revision (if necessary) of the structure, format, duration and schedule of the MBA program; a review and reduction of the number of SLOs and development of assessment methods/measures to assess SLOs and core competencies. An external reviewer's recommendation is to streamline the SLOs to a realistically assessable number. The reviewer also encouraged the program to consult Bloom's Taxonomy if/when the SLOs are revised to ensure that higher-level skills appropriate to graduate education, such as analysis, synthesis or evaluation.

California State University, Northridge

Anthropology, BA

Students successfully learn and apply basic anthropological precepts and values; demonstrate key strengths of broad anthropological knowledge and ability to read critically; and apply anthropological methods and perspectives to socially, politically and economically important issues.

Direct assessments of all three SLOs indicate successful student-learning outcomes in each area, with the exception of a finding that students in ANTH 490C "require further training in information literacy and writing mechanics." Further review of five years of program assessment data reveal student weakness in two areas: "insufficient preparation to conduct and write up research," and "insufficient preparation to present research verbally."

Actions taken to address these concerns include enforcing a requirement that students take both ANTH 303 and ANTH 475 prior to taking ANTH 490, and that ANTH 303 become a required prerequisite for taking any 400-level class. Increased sections of ANTH 303 are to be offered to facilitate the new requirements.

Computer Science, MS

Software Engineering, MS
Students will work productively in team or collaborative settings to achieve common goals or purposes, including the ability to lead a team.

Students will understand software engineering concepts, techniques, practices and tools, and apply them to real problems in a variety of contexts; and demonstrate a knowledge and competence in such fundamental areas of computer science as algorithms, design and analysis, computational theory, computer architecture and software-based systems.

Indirect assessment reveals students do work productively in teams, but show weakness in communication skills, especially in seeking help from, and offering help to, their team members. Faculty that assign student team projects are working on ways to improve communication in these areas. Direct assessment of the graduate SLOs via a test consisting of sample questions from the Institute for Electrical and Electronics Engineers (IEEE) Certified Software Development Associate (CSDA) exam, indicates that graduate students are prepared for the full Certified Software Development Associate exam.

Deaf Studies, BA
Students will demonstrate their ability to communicate in American Sign Language (ASL) with deaf people; an understanding of the impact of power, privilege, and oppression on the deaf community that result in deaf people's experience of prejudice, discrimination, and inequality; an application of the contributions of deaf arts and humanities for shedding light on what it means to be deaf; and reflect critically on one's abilities in interacting with deaf individuals, socially and professionally, and evaluate the level of integration achieved.

Indirect assessment (student surveys) indicates weakness in three SLOs with strength in one. Future actions to address student-learning weaknesses include more instructor emphasis on the development of "fluency/accent, classifiers/space, and non-manual signs, as well as refinements to assessment procedures to better capture student learning needs. A new course, DEAF 200 (Introduction to Deaf Studies) was also inaugurated in 2007 to support student achievement with respect to one of the SLOs.

Family and Consumer Sciences, MS
Students will apply the American Association of Family and Consumer Sciences (AAFCS) code of ethics in scholarship as professionals; demonstrate ongoing synthesis and application of relevant literature, current trends, and emerging issues within their professional area of interest; and design a research study/creative project investigating topics within their professional area of interest including diverse populations.

Direct assessment of the first outcome indicates satisfactory results (83 percent receiving full credit on an embedded exam question), while direct assessment of student research projects

reveals satisfactory performance with respect to the second student outcome, with high scores (96 percent mean) on the literature review portion of a research proposal assignment achieved in three of four assessed classes. The fourth course appears as an outlier, with an average grade of 63 percent. Direct assessment of the third SLO reveals satisfactory overall student-learning outcomes with mean scores ranging from 88-90 percent in four sections of two different courses. The department notes that since this is its first program review for the graduate program, any actions taken were not outlined since the previous program review to improve graduate program effectiveness or the department's assessment process for evaluating the graduate program.

Humanities, MA

Students will understand the origins and transformations of worldviews or "big ideas" as they move through different social, historical, and cultural contexts; discover how ideas and values from the past inform present expectations, practices, and policies, both explicitly and implicitly; analyze and develop the skills to step out of their world views and question assumptions about self, society, and others; refine skills in critical thinking, reading, speaking and writing across a variety of disciplines in the humanities; refine the skills of close reading which makes visible the form, structure, and function of texts and artifacts in a variety of genres and media; and develop the skills to apply theory and methodology appropriate to the humanities.

Assessment of student portfolios indicates student success in the first four SLOs. Student feedback with respect to the fifth SLO led to program adjustment to allow more time between classes to accomplish the reading of assigned texts, as well as plans to provide reading guides and more focused feedback on the readings. With respect to the 6th SLO, HUMA 607 has been moved to an earlier stage in the program to enhance student mastery of the skills necessary for portfolio construction and the culminating experience.

Modern Jewish Studies, BA

Students will define and analyze significant Jewish religious beliefs, ethics, religious practices, philosophies, and cultural expressions.

Assessment of JS 200 in spring 2007 (Introduction to Judaism) revealed poor student performance. To address this result, Jewish studies created course outcomes for JS 200 and 300, and offered an online version of JS 200, with some student improvement noted as a result of the online offering. Unspecified assessments of the program reveal a continuing need to develop student critical thinking skills. Assessment of JS 499C, a program capstone course, revealed that students were not writing essays outside of class in their other, non-capstone classes, and thus were not prepared to construct an adequate portfolio. As a result, the program has been modified to require students to take, in consultation with the program advisor, an additional upper-division elective in place of the capstone.

Linguistics--TESL, BA/MA

Students will express what linguists mean by "knowing a human language" by demonstrating knowledge of such core fields as phonetics, phonology, morphology, syntax, semantics, and pragmatics; verbalize what is involved in the acquisition and development of language and discuss its biological and social foundations); demonstrate a familiarity with the study of language in context in such fields as sociolinguistics, pragmatics, and discourse analysis; and define the connections between linguistic study and its practical applications.

Assessments of these SLOs fall generally in the satisfactory to excellent range, while indicating areas for further program development, including the addition of several new courses (LING 300: Approaches to Linguistic Analysis; LING 403: Morphology; LING 404: Syntax; LING 447: Bilingualism in the U. S.), and the modification of ENGL 611: Historical Linguistics to become LING 411. Graduate degree changes in response to observations that students were not being prepared effectively for Teaching English as a Second Language (TESL) careers include five new courses, as part of a new masters in TESL: LING 530, LING 555, LING 566, LING 568, and LING 578. The comprehensive exam for the MA in linguistics was also revised in response to student weakness in data analysis to include a data analysis component in syntax and phonology, as well as a literature review.

Religious Studies, BA
Students will interpret texts and other cultural phenomena, such as rituals, myths, and architecture in a specific historical, social, and political context that have religious presuppositions or implications.

Direct assessment of this SLO via a test indicate mixed results, with below benchmark (70 percent) performance overall in response to six test questions. Faculty were informed of the need to emphasize this SLO in their classes, and the department chair has reviewed all course syllabi to assure their alignment with this SLO.

Recreation and Tourism Management, BS
The report focuses on the alignment of programmatic outcomes with General Education SLOs, including oral communication, math applications, information competence, and critical thinking, identifying those classes that address these GE outcomes and the assignments that engage them. No specific assessment results are indicated, though general departmental student portfolio reviews indicate mixed results, with "some success and some inconsistency in quality" noted.

California State Polytechnic University, Pomona

Sociology, BA
Students will obtain a sociological understanding of diverse social groups, organizations, and institutions; have the knowledge and skills to apply sociological perspectives to their own lives

and to the social environment of which they are a part; gain an understanding of the "sociological imagination" where they are able to see how their biography relates to the time in history in which the live; and understand the effects of domestic and global forces on social institutions, on their own lives, and on the lives of others.

Focus group findings indicated that coursework was over-emphasizing the basic principles of research, but that students had few opportunities to apply these principles to the knowledge acquired in other coursework. As a result, the department has increased the applied research experiences available to students. A review of course papers indicated that students put considerable effort into ambitious projects, but are lacking in the areas of critical thinking, creativity and methodology, in particular in the explanation of why results may differ from previous findings. The department plans to review survey research and experimental psychology courses. The department also plans to develop a rubric that clearly articulates their evaluation of final papers to the learning outcomes.

Agribusiness and Food Industry Management, BS
Students will obtain facts and qualitative information related to food marketing and agribusiness management and present this information in a written format and will have proficiency with the concepts and terminology of accounting and be able to solve applicable finance problems.

From an evaluation of students' work, students were able to find facts regarding market structure and practices and present this information in a written format. They were also able to find information about a major food company, evaluate its strategic significance and summarize in a written format. However, they were not able to use the internet to identify the location of additional resources. Students' knowledge of the terminology of accounting was sufficiently high that the expectations in this area will be raised for the next assessment cycle. Based on student performance on finance problems, more emphasis will be placed on evaluation of financial statements and applying valuation principles to bonds and securities. An external review indicated a need for a revision of the student-learning outcomes and the inclusion of student-learning outcomes on all syllabi.

Science, Technology and Society, BA
Students will demonstrate scientific literacy; skills in reasoning; skills in written and oral presentation; the ability to place particular developments in science and technology in historical context; the ability to place particular developments in science and technology in social and cultural context; the ability to identify and critically evaluate normative considerations relevant to science and technology; and will demonstrate research skills.

This was this programs' first program review. The program director indicated that no assessment had been undertaken because it was felt that there was an insufficient number of students in the program for assessment to be meaningful. The program intends to use embedded questions,

evaluation of term papers, an exit survey, and an alumni survey. External reviewers recommended that the program begin collecting data and analyzing student performance immediately.

California State University, Sacramento

Business Administration, BS
Students will write informational, analytical, and technical documents, which are organized, precise, and relevant.

To assess this SLO, students in the Business Communications class were provided a research memo assignment. Students wrote a two-page memo addressing an issue stated in a case. They were required to cite five to six of the most relevant sources to back-up the argument and provide a list of references at the end of the memo. Target performance was set at the 70th percentile. After two assessment cycles, achievement decreased to just below the 70th percentile. To close the loop, the faculty implemented clearer writing tools throughout the semester and changed the administration of the measurement tool from early in the semester to late in the semester.

Business Administration, MBA
Students will formulate strategies that are feasible, effective, and understandable to achieve organizational goals and social responsibilities.

To assess this SLO, students were asked to read an article and design a strategic plan for the company described in the article. Students prepared an outline of the strategic plan (three to four pages) for the Board of Directors that included the following: 1) a brief explanation of the theoretical frameworks upon which the strategic plan is based, 2) major elements of the strategic plan; and 3) a brief feasibility analysis of the strategic plan. Student success was expected at the 70th percentile. Over a two-period cycle, student performance increased from just the 33rd to the 50th percentile. To close the loop, the faculty implemented an improvement plan that includes delivery of an additional case exercise in the classroom, incorporating the assessment of this learning objective as part of the final grade (minimum five percent), and clarifying the instructions and aligning them with the rubric expectations.

Accountancy, MS
Students will prepare financial information reports tailored to the needs of both external and internal users as an important skill to be gained in the area of financial accounting.

To assess this SLO, students were given a set of company financial and accounting facts. Students were asked to prepare a balance sheet and income statement and to discuss the business conditions and financial results for this company. Students were expected to perform at the 70th percentile or better, but only performed at the 54th percentile. To close the loop, the faculty

implemented an improvement plan that includes the incorporation of additional lecture materials in the course related to detailed explanations of the calculation process in the application of financial accounting theories. The measurement tool was revised to ensure that it aligns with the accounting terminology used in the classroom.

Business Administration (Executive), EMBA
Students will recognize and seize opportunities that allow the redirection of organizational resources to shape the internal and/or external environment for the long-term benefits of organizations.

To assess this SLO, students were given a case to analyze as a consultant. It was found students needed more information than provided to address the issues of profitability, differentiation, and competitive advantages for the company.

Students were expected to perform at the 70th percentile, but performed at the 60th percentile. To close the loop, faculty implemented a plan that increased the amount of classroom time spent on concepts related to this learning objective. Specifically, an emphasis was placed on internal and external analyses in shaping the environment through lectures and case analyses.

California State University, San Bernardino

Year 2013-14 was the first year program reviews were required based on learning outcomes. The department self-study reports address student outcomes to various degrees.

Arabic, BA
Program faculty conducted a self-study, however student-learning outcomes and assessment data were not submitted. Faculty members are currently developing program specific outcomes and intend to submit data addressing student achievement during the next review period. They are considering the adoption of third-party assessment tools such as iCAN, by Advant Assessment, as supplementary assessment mechanisms.

Computer Systems, BA
Students will apply knowledge of computing and mathematics appropriate to the discipline; analyze a problem, and identify and define the computing requirements appropriate to its solution; design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs; function effectively on teams to accomplish a common goal; demonstrate understanding of professional, ethical, legal, security and social issues and responsibilities; communicate effectively with a range of audiences; analyze the local and global impact of computing on individuals, organizations, and society; recognize the need to and an ability to engage in continuing professional development; use current techniques, skills, and tools

necessary for computing practice; apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices; and apply design and development principles in the construction of software systems of varying complexity.

The self-study conducted by the department reports outcome scores ranging from 78 to 85, indicating all outcomes had been met. These statistics form part of the accreditation report, helping the program to maintain accreditation status.

Geography, BA
Students will apply concepts within a geographic/spatial perspective at local, regional, and global scales; apply concepts and models of spatial organization to analyze relationships within and between places; analyze relevant contemporary issues and policies using maps, geographic concepts, and models; develop and understand of the special characteristics of natural landscapes and ecosystems; identify and describe the components and processes that shape the Earth's lithosphere, hydrosphere, atmosphere, and biosphere at various scales; explain how Earth's physical processes are dynamic and interactive; develop an understanding of the diversity and geographic variations of human landscapes and societies; describe and explain how cultural landscapes evolve and how they vary geographically; describe the criteria used to define regions and explain why places and regions are important; demonstrate an understanding of cross-cultural dynamics; recognize and understand geographic relationships between humans and the environment; identify and describe ways in which human systems and settlement patterns develop in response to conditions in the physical environment; explain how human use of the physical environment is affected by culture; explain how humans alter earth systems and how change in one location may impact other locations; learn skills and the utility of important tools needed to analyze and communicate geographic information; formulate geographical research questions; apply appropriate data collection methods and analytical techniques; analyze geographical data, draw conclusions, and identify questions warranting further research; communicate geographic ideas and information through maps, graphs, tables, and written and oral reports; use maps to navigate and interpret scale, distance, terrain and other spatial information.

Department faculty submitted multiple student-learning outcomes. They have developed curriculum maps to match the SLOs with the courses and mechanisms to collect student portfolios and to conduct student surveys. The external reviewer suggested “a few feedback loops in the already established assessment process” and the department, in their action plan, agreed to do so.

Health Science, BS
Students will apply principles of the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health outcomes and health disparities;

describe the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice; explain the underlying science of human health and disease including opportunity for promoting and protecting health across the life course; discuss the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government; demonstrate an understanding of the basic principles of planning, organizing, human resources management, leadership, and budgeting; and demonstrate personal and social responsibility, civic knowledge and engagement, local and cross-cultural knowledge, and competence based on ethical reasoning.

Department faculty have designed a set of "performance measures" to assess these outcomes. Of those measures reported, data indicated that most of the outcomes had been met. Department faculty reported students were "weak in knowledge of the health care environment and in leadership" by preceptor evaluations. They plan to review curriculum to determine steps to remediate those concerns.

History, BA
Students will demonstrate knowledge of relevant historical facts and context; the ability to frame historical questions; an awareness of historical interpretative differences; the ability to thoroughly use a broad range of historical sources; the ability to evaluate and analyze primary historical sources; the ability to develop an historical interpretation based on evidence; the ability to write and speak clearly; and the ability to present research to an audience.

To assess these SLOs, department faculty designed a culminating course, HIST 594. Outcome data for 2013-2014 were not submitted, however faculty will analyze data when it becomes available and explore appropriate closing the loop strategies.

Physics, BS
Students should have in-depth knowledge of the foundational subjects in physics (primarily classical mechanics, electrodynamics, thermodynamics and statistical mechanics, special relativity, and quantum mechanics) and be able to apply that knowledge to problem solving; and design and perform a physics experiment, analyze the acquired data, draw meaningful conclusions from the data, and communicate the results at a professional level.

To assess these outcomes, each required course is assigned a level of proficiency to be attained by each SLO. Specific examples of outcomes that pertain to the subject matter are then defined and reflected in the course syllabus. Examples of student work are then collected and compared to predefined examples to ascertain the extent to which the SLO has been achieved. The department faculty plans to begin collecting data using this system for the next review cycle.
Sociology, BA

Students will demonstrate competency in 1) concepts, theories and reasoning; 2) research methods; 3) basic academic skill; and 4) how sociology benefits students.

The department plans to assess these SLOs via a system of five components: 1) re-test, 2) post-test, 3) project in Soc 309, 4) research paper in Soc. 590, and 5) exit survey. The SLOs will be assessed by the 2017-2018 academic year, in time for the next program review.

San Diego State University

Anthropology, BA
Students will demonstrate analytical skills and experience using methods in at least one of the subfields to conduct basic research.

The program assessed the above SLO by asking their sixty-seven graduating seniors to submit their best undergraduate anthropology research paper for evaluation. Twenty-two research papers were submitted and fifteen were deemed eligible for evaluation using a faculty-developed rubric for paper content, structure and style, and citation and information literacy, with item rankings from 1 (not acceptable) to 4 (exemplary). While targets for student achievement were not explicitly stated, the presented findings were that overall mean rubric score was 3.0±0.6 and more granular results identified three areas for improvement: statement of purpose and thesis, literature review, and citation of literature respectively). These findings informed a faculty discussion that encouraged greater course-embedded attention to demonstrating the importance of the thesis statement in a paper, instructing students on how to better organize papers around a thesis statement, and showing students how to appropriately use and cite references.

Chemistry, BS/BA
Students will quantitatively determine the composition of chemical unknowns through the use of classical and modern analytical techniques and instrumentation.

To assess this SLO, students were provided with nine chemical samples and quantitatively analyzed each unknown to determine their respective weight percent of chloride in a solid. Target performance for this assessment was that 50 percent of students would demonstrate "mastery" (i.e., reported values within 0.5 percent of the true value) and 50 percent of students would demonstrate "proficiency" (i.e., reported values within 1.0 percent of the true value). Findings were 44 percent mastery and 56 percent proficiency, and the resulting action plan highlights the need for additional opportunities for practice and achievement in analytical techniques and methodology.

Communication, BA

The communications program has developed a highly integrated and holistic undergraduate program assessment process in which one of eight "performance assessment scales" are used, as appropriate, to score student achievement with respect to one or more of their 26 SLOs (e.g., evaluate arguments by established tests of reasoning and evidence; demonstrate awareness of the role of communication in context, etc.), based on one or more major assignments within each major-required course during each of its offerings. The developing series of course-SLO matrices affords the ability to examine student achievement within a given semester or academic year (i.e., a snapshot approach) as well as over sequential semesters and academic years (i.e., a cohort approach). Initial course SLO matrix findings for the fall 2012 and spring 2013 semesters were presented, and the program is using these initial results as a framework for developing and implementing course and program-level action plans as necessary.

Communication, MA
Students will demonstrate competency in communication theory and method, interrelationships and applications; and for oral comprehensive exams demonstrate competency in cogent/effective arguments, synthesizing/analyzing research, and generating independent ideas.

Program faculty assesses student achievement within their graduate program through a M.A. defense evaluation form, which provides rubric items for written theses. Findings based on data from 34 MA thesis defenses from 2010 to 2012 were that 50 percent required "moderate revisions," 25 percent required "minor revisions," and 25 percent required "no revisions." These results are consistent with similar graduate programs and were therefore viewed as requiring no action.

Gerontology, BA
The gerontology program was transferred to the School of Social Work in 2011. During 2012-2013, the curriculum was reviewed and revised to reflect current disciplinary knowledge and workforce expectations. This revised curriculum was approved and implemented in 2013-2014 and incorporates specific opportunities for course-embedded assessment of ten new SLOs, although no assessment results were available prior to the recent program review.

New program-level SLOs: Upon completion of their degree, students are expected to be able to 1) identify as a professional social worker and conduct themselves accordingly; 2) apply social work ethical principles to guide professional practice; 3) apply critical thinking to inform and communicate professional judgments; 4) engage diversity and difference in practice; 5) advance human rights and social and economic justice; 6) engage in research-informed practice and practice-informed research; 7) apply knowledge of human behavior and the social environment; 8) engage in policy practice to advance social and economic well-being and to deliver effective social work services; 9) respond to contexts that shape practice; and 10) engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Gerontology, MS
The gerontology program was transferred to the School of Social Work in 2011. During 2012-2013, the curriculum was reviewed and revised to reflect current disciplinary knowledge and workforce expectations. This revised curriculum was approved and implemented in 2013-2014 and incorporates specific opportunities for course-embedded assessment of ten new SLOs, although no assessment results were available prior to the recent program review.

New program-level SLOs: Upon completion of their degree, students are expected to be able to 1) describe various aging services and programs at local, state, and federal levels such as senior centers, senior service organizations, area and state agencies on aging, supportive senior housing, public, non-profit and corporate settings, long-term care facilities; 2) demonstrate knowledge and skills in administration and management of services/program and organizations to better meet the needs of older persons and their families; 3) demonstrate knowledge of the aging network consisting of programs and policies for the aging population; 4) demonstrate knowledge and skills in planning, developing, implementing, and evaluating innovative programs to meet the needs of older persons; 5) describe and understand the diverse needs of the older population in terms of age, gender, race and ethnicity, and/or diverse abilities; 6) understand and apply basic concepts of research methods necessary to describe and discuss efficacy and effectiveness of the aging services and programs as informed by empirical evidence; and 7) understand the ethical complexities which surround issues with respect to aging.

Marketing, BS
Students will define and apply knowledge of key concepts such as the marketing concept, segmentation, targeting, positioning, branding, buyer behavior in both consumer and industrial markets, global marketing applications, the role of the product/service planning, pricing, distribution, and integrated marketing communications in the marketing process, and the importance of developing a market orientation in the organization to business situations.

Upon completion of their degree, students are expected to be able to explain and demonstrate how marketing decisions are influenced by various forces in the external business environment and recognize significant trends and developments affecting current and future marketing practices.

The above two SLOs are assessed each year through a forty-question exam with four questions dedicated to each of the ten functional areas within the above two SLOs. This exam is administered to all students within MKT 479 Strategic Marketing Management, a senior capstone course for the major. Target achievement for each functional area is that 70 percent of students will get all four questions correct. Findings for 2011-2012 were that targets were not met for five of the ten functional areas (i.e., pricing, distribution, trends in marketing, branding, and product decisions). Notably, pricing was the worst performer, as has been the case since implementation of the exam. In 2008, the department initiated a required pricing assignment in

MKT 370 Principles of Marketing, but this "loop closing" activity appears to have had little impact on improving performance in the topic of pricing.

Women's Studies, BA
Students will identify mechanisms of oppression and resistance.

This SLO was assessed using a faculty-developed rubric to score writing-based assignments in 100- and 500-level courses. Findings reveal in three of the four courses evaluated, students showed "significant improvements in their ability to define, use, and provide examples to illustrate the concept of oppression." The highest average rubric score was in WMNST 536 Gender, Race, and Class, a class that explicitly explores oppression in several forms, which confirms that majors are, for the most part, able to demonstrate a nuanced understanding of this concept. The lowest average score was in WMNST 102 Women: Images and Ideas, which led to an examination of, and improvement in the articulation of, the course's content and SLOs with this program-level SLO.

San Francisco State University

Not all programs submit assessments every year, and some were granted extensions during the leadership transition in the Academic Planning division.

Africana Studies, BA
Students will demonstrate college level writing.

The Africana studies department focused its assessment on students' demonstration of college-level writing, rating samples of student writing by a rubric for mastery that assessed: 1) thesis organization; 2) originality of prose; 4) quality of supporting evidence; 5) awareness of audience; 6) grammar, punctuation and spelling; 7) critical thinking, research, and writing.

Findings indicate that successful student writing resulted from intensive tutoring and editing practice. The program concluded that students would benefit from a tutorial program geared to the needs of struggling writers—tutors trained by faculty for writing in the discipline, especially for lower division undergraduate students.

Biology, BS
Students will demonstrate comprehension of core biology concepts.

The curriculum committee conducts a graduating biology major exit survey that probes student comprehension of core biology concepts that thread throughout majors courses and the various

biology major concentrations. An ongoing survey of basic concepts in plant physiology has revealed steady improvement in students' comprehension that correlates to the department's adoption of active learning and other principles of scientific teaching in a core course.

Chemistry, BA/BS
Although SLOs were not submitted, the chemistry department has been working to map the programmatic learning goals onto individual courses. In the process, it has paid special attention to courses with high levels of D/W/F grades, determining a need to evaluate teaching methods and support provided to students, and to encourage graded homework systems and in-class group problem-solving activities, supplemented by online tutorials. Based on similar assessment results last year, the department has modified the structure of its introductory chemistry courses to introduce a discussion section and develop a cohort approach for majors in prerequisite courses.

Community Health Education, BS
Students will demonstrate facility with key concepts of the discipline, including understanding of the ecological model of health, the ability to conduct a health education needs assessment, and competency in necessary intrapersonal and professional skills.

The community health education department conducts regular assessment of key SLOs, many of them in line with competencies recognized by the National Commission for Health Education Credentialing (NCHEC). Because mean scores on most of these competencies were high for both fall and spring semesters, faculty feels confident that the program and curriculum are achieving its learning outcomes. However, the faculty has also been engaged in a yearlong, close examination of the undergraduate curriculum, and has already made changes they hope will address weak spots. For example, a new course in health care administration will introduce students to the U.S. health care system and help address student competencies around "administration and management of health education," which assessment indicates to be a strong need.

Community Health Education, MPH
Students will demonstrate competency in community assessment, program planning, evaluation, diversity and culture.

Students conduct a formative peer review process and exchange detailed feedback through ePortfolios. Students scored high for their reflective statement and evidence of competency components. One hundred percent report a high level of learning in assessing social, environmental, and political conditions that may impact the success of health education programs, interventions, and policies, while 29.4 percent report that they are able to solve problems and think creatively with this skill.

As a result, the faculty decided to build stronger curricular scaffolds to support students' understanding and application of core skills. A future department retreat will be devoted to this topic. Further support will also be provided to strengthen students' application of these skills in writing and oral communication.

Consumer and Family Sciences, MA
Graduates will design and conduct research.

The program's last review recommended all students take common classes each semester to ensure the culminating experience is worked on each of four semesters. Common rubrics for evaluating culminating experiences were developed. In response to this recommendation, program faculty chose one text, which discussed aspects of all areas of the sub-disciplines and had the students make connections between their areas in class discussions. The text was used in the other graduate classes as well, providing a sense of continuity. As a result, students became extremely engaged and enthusiastic about the different topics of everyone in class. It was noted that not only did students keep up to date with their own research topics, but they also brought in updated information for others in the class, as they became enthused with similarities between topics or research frameworks.

English, BA, concentration in English Education
Students will demonstrate achievement in the key domains of reading, language, linguistics, and literacy, composition and rhetoric and communications.

This concentration requires students to complete an electronic portfolio during their final undergraduate semester. Students are required to submit evidence for their achievements in each domain and to assess the competencies that their work represents.

While students were found to demonstrate competency in a number of areas, such as reading literature and informational texts and analysis of craft and structure, they demonstrated lower levels of achievement in several core areas, such as tracing the development of major literary movements in historical periods and delineating and evaluating the reasoning in seminal U.S. texts. As a result of these findings, faculty are reviewing the curriculum in areas that correlate to student weaknesses in order to strengthen core competencies.

French, BA
Students in intermediate classes will demonstrate competency in spoken fluency.

Faculty observed a wide range of abilities, but inconsistent levels of mastery among intermediate students. As a result, the department is recommending that faculty systematically incorporate more structured vocabulary-building activities into upper division French courses. It will also

begin to offer an advanced grammar course to refresh and deepen understanding of key grammar principles for upper division students.

French, MA
Students will demonstrate competency in the use of appropriate resources, materials, and format for writing a research paper.

Assessed through a sampling of student dossiers and masters' theses as well as a survey of students, students expressed a need for greater facility in the use of research tools and methods, a need that was corroborated by faculty findings in this area. As a result, the program plans to offer workshops on specific writing and research skills to meet student need. Student proficiencies in other areas, including written and oral communication and knowledge of culture, language, and literature, were considered to be sufficiently strong.

German, BA
Students demonstrate competency in language comprehension in oral, written, and spoken contexts.

In these areas through coursework, faculty identified a wide range of achievement, with around half of the program's students falling below expectations of spoken proficiency. As a result of these determinations, the program intends to build in stronger curricular scaffolds to support development of oral comprehension, vocabulary, and speaking ability. The program will be urged to develop future assessment processes that can take place outside of coursework in order to determine the overall coherence and effectiveness of the curriculum.

Italian, BA
Students demonstrate competency in language comprehension in oral, written, and spoken contexts.

Individual faculty members report that students possess strong oral comprehension and advanced reading comprehension, but some weakness in the area of writing. To address this weakness, faculty plan to implement a number of changes, including inviting students to review their written notes with their instructor during office hours and to review course material before final exams. The program will be urged to develop assessment processes that can determine the overall coherence and effectiveness of the curriculum.

Italian, MA
Students will demonstrate competency in literary history, genre, and context.

Faculty finds that students show acceptable levels of understandings in the areas of literary history, genre, and context. However, students show greater levels of difficulty in their writing

assignments, particularly those that involve scholarly research. As a result, faculty have begun to ask students to submit abstracts and sometimes first drafts to instructors, in order to receive early feedback that can help them improve the final results.

Kinesiology, BS
Students will show competency in how motor skills are acquired and refined in relation to various contextual and developmental factors.

Through student self-assessment as well as direct assessment in students' final examinations, student learning in this area was found to be inconsistent, with about 65 percent of seniors reaching acceptable levels. The department is now discussing the possibility of refining this objective in order to better identify when and how students might meet specific targets within the larger objective, and whether these might be more effectively introduced and supported throughout the curriculum.

Kinesiology, MS
Students will be able to apply multiple perspectives to the study of various forms of physical activity (e.g. exercise, fitness, movement, and skill) across the lifespan and in a variety of contexts.

SLO assessment was conducted in Kin 795 through faculty critique of research papers and an integrative grant proposal. Students demonstrated knowledge of broad perspectives that dominate the study of physical activity identifying contextual factors that influence the forms of activity. Students demonstrated less skill transferring theoretical knowledge to applied physical activity settings across the lifespan.

Lack of skill concerning the transference of theoretical knowledge to applied settings was addressed through use of performance assignments such as field observations, critical essays and literature searches that show evidence of applied and integrated approaches to physical activity across the lifespan. The thesis advisor encouraged application of multiple perspectives to the culminating experience at the initiation of the project. This approach was also incorporated into Kin 710 and 715.

Mathematics, MA
Students will present technical information clearly in a written and oral format.

This SLO is regularly assessed using a rubric through master's theses and the thesis defense. A program-wide assessment of graduate student writing in the program's culminating experience revealed that graduate students need to be shown how to communicate mathematics effectively when dealing with various media.

A faculty National Science Foundation grant—Creating Momentum through Communicating Mathematics—provided the funding for designing and launching a new course to address precisely such a need. The program introduced an exclusively graduate course, MATH 729, which teaches the way mathematics should be communicated (written or orally) in different media (book, research paper, poster, popular science article, grant proposals, technical seminars, conference talks, etc.).

Psychology, BA
The psychology department has been refining its assessment process through the inclusion of web-based surveys and focus groups targeting recent and current students. It has also developed a new curriculum map that links student-learning outcomes to well-defined pathways, which has resulted in a new matrix of measurable learning objectives, assessment strategies, and findings for program improvement. In its most recent implementation, the matrix has helped the program identify the need for more courses with a practicum laboratory or activity focus, which the department is attempting to address by opening up more opportunities for involvement in faculty research and community engagement.

Sexuality Studies, MA
Students will demonstrate writing competency in theory, method, writing, and advocacy.

Findings via writing samples indicate students' strong engagement with literature in the field and methodological innovation and sophistication across a range of research modes. Areas for improvement include the need for stronger presentation of empirical research, critical perspectives, and quantitative analyses. As a result of this assessment, the program will move its required professional development course into "year one" to support development of students' writing skills and consider changes to the core methods and theory sequence to achieve greater articulation of methodological and theoretical topics.

School of Social Work, BASW
Students will engage in research-informed practice and practice-informed research; apply knowledge of human behavior and the social environment; will engage in policy and practice to advance social and economic well-being; and will deliver effective social work services.
Students scored high in the second category (92 percent) but lower in the first and third (both in the 50 percent range). The program expects to develop a rubric based on these indicators for the use of faculty in all courses in order to measure the effectiveness and coherence of the undergraduate curriculum.

School of Social Work, MSW
Students will demonstrate knowledge in the core competencies: profession identity, ethical practice, critical thinking, diversity in practice, human rights and social justice, research and policy based practice.

Following a matrix, social work faculty identified core and advanced practice for assessment. They also developed a student exit survey to collect qualitative data to inform the program development process over the next two years. As the School of Social Work moves toward preparation for the Council on Social Work Education 2018 reaccreditation self-study and site visit, competency indicators are being developed for the ten core competencies and related practice behaviors. Their next assessment report will provide summary data on student attainment and provide more substantive data on particular curricular areas.

Physical Therapy, MS (Joint Program with UCSF)
Students will write clearly in a formal manner.

Evidence of students' writing ability is assessed through a comprehensive written exam of physical therapy knowledge and skills taken following year two, and the culminating experience in year three. Both are assessed through the use of a scoring rubric. Results of assessments are reviewed during bi-monthly faculty meetings or the faculty retreat. Overall, the faculty finds that students graduate with the ability to write proficiently, as a result of a curriculum that addresses writing with an increase in complexity of the writing assignments as students progress. In order to delineate the level of writing mechanics expected in the early years more clearly, the program has begun to recommend that faculty include criteria in their assignment, including grading rubrics that specifically address writing mechanics, content, and flow.

San José State University

Multiple programs from four colleges were reviewed in 2013-14. Data from a sampling of all programs reviewed follows.

Mechanical Engineering, BS
Upon graduation, students will have an understanding of professional and ethical responsibility.

To assess this program-learning outcome, students completed an ethics case assignment in a capstone course. In ME 157, Mechanical Systems Design, students reviewed the American Society of Mechanical Engineers code of ethics and the code of ethics for engineers by the National Society of Professional Engineers (NSPE). Several case studies were presented in the class for discussion. After the discussion in class, students were given a gateway assignment to review an engineering case related to public health and safety and draw conclusion(s) on the engineer's obligations in that case based on the given guidelines from the NSPE code of ethics. All students in that class participated in the assignment and scores ranged from 80 percent to 100 percent. Out of 45 students, 13 percent got 8 out of 10 points in this assignment, 69 percent got 9 out of 10 points, and 18 percent got 10 out of 10 points.

To close the learning loop, while the assessment of this learning outcome in ME 157 showed acceptable coverage and performance, the development of more challenging, in-depth assignments addressing ethics issues is also encouraged. Instructors will be asked to provide additional assignments in the capstone courses for future assessment.

General Engineering, BS
Graduates from the Department of General Engineering should have an ability to communicate effectively.

This learning outcome is assessed in ENGR100W, a required GE course for all engineering majors. Independent evaluators grade the E100W writing evaluation exit exams and assess the single-topic general essays based on features such as organization, clarity, consistency of point of view, cohesiveness, appropriateness of diction and syntax, correctness of mechanics and usage, and content with appropriate details to support a thesis or illustrate ideas. Scores are 0 – 12. These scores are compared to each student's writing skills test (WST) score.

In spring 2014, the average passing WST score was 7.6, and the average exit exam score was 8.7. After ENGR100W there was an increase of 1.1 on a scale of 12. This reflects an improvement of approximately 14.4 percent by students completing ENGR100W and taking the WST and exit exam versus students just taking the WST without taking the exit exam. Students who fail the exit exam do not pass ENGR100W.

Suggested closing the loop actions include further alignment of the ENG100W writing course learning outcomes with the WST and exit exam criteria in order to improve overall scores.

Environmental Studies, BA/BS
Students will write a logical, analytical paper using good writing style and construction supported by appropriate research.

Students are expected to demonstrate good to excellent levels of environmental research, writing, and analysis in a 15-page paper. Students' writing skills are developed in introductory classes (EnvS 001 and 010) and intermediate courses (EnvS 100W). This learning outcome is then evaluated in EnvS 117, Human Ecology, and EnvS 198, Senior Seminar, which are research and writing focused courses taken by juniors and seniors. Of 46 students in EnvS 117, for spring and fall, 13 percent (6 students) received a D, F or WU. The professor found that poor grades were typically not due to inadequate writing, but rather to poor citation style, not following assignment instructions, and/or not paying attention to details. In EnvS 198, only 1 of 53 students did not receive a C or better. In this capstone course, student writing was generally quite good, but students were still not clear on how to avoid plagiarism and often lost points due to their inability

to clearly discuss the meaning of their statistical findings (an issue more related to quantitative skills than writing skills).

Suggested closing the loop actions are to a) ensure all faculty are holding students to the same standards for citation of material and avoiding plagiarism; b) require faculty in writing intensive classes use Turnitin.com, if they are not already doing so; and c) increase the anti-plagiarism components in EnvS 100W.

Environmental Studies, MS
Students should be able to thoroughly review literature and research in a specific area of environmental studies and formulate original research questions based on critical analysis of aforementioned review.

This learning objective is assessed in EnvS297, Proposal Writing for Graduate Students. In this course, students must develop a proposal for the research they will undertake for their thesis. Having all three thesis committee members sign the proposal shows the student is ready, or nearly ready, to implement the research. A signature by the chair shows the student has produced a viable draft proposal. No signatures indicate students are some distance from implementing their research.

In 2013 and 2014, 67 percent and 80 percent of students respectively were able to achieve this goal. Faculty teaching these courses stated that students who did not secure signatures on their proposal lacked working theoretical frameworks and/or their research questions were not well developed. Students who come to EnvS 297 without well-developed research questions typically struggle to complete the proposal by the end of the semester.

Suggestions for closing-the-loop actions include seeking ways to provide advisors support, such as assigned time to support first-year graduate students, and seeking ways to fund graduate students to reduce their work obligations outside of school.

Geology, BS
Students will classify and identify geological materials, such as minerals, rocks, and fossils, and understand their relationships to each other and interacting earth systems.

This learning outcome was assessed by two quizzes and two comprehensive lab practicals in Geology 120, Fundamentals of Mineralogy, a required course for the major. Eighty-six percent (12 of 14) of students demonstrated a satisfactory to excellent ability to identify minerals on each of the two quizzes. The comprehensive lab practicals proved more challenging with about 70 percent of students demonstrating an average to excellent ability to identify common minerals in a hand sample and approximately 80 percent showing an average or better ability to recognize

minerals under the microscope. The lower scores on the lab practicals may result from students not spending a sufficient amount of time outside of lab to prepare for the lab test.

Proposed closing the loop actions include spending more time in class preparing for the lab test, creating more opportunities for students to practice lab skills, and preparing for the lab practicals. A related suggestion is to create a new introductory two-unit course (Geol 129A) to be taught in the spring prior to the summer field geology course (Geol 129), which students could take for either 2 or 4 units, to give more opportunities for practical application and identification of minerals.

Creative Arts, BA
Students will develop and use practice-based methodologies in research projects.

This learning outcome was assessed by a final thesis project and presentation in a capstone course. This project included the implementation of the final work and its documentation in some medium, such as a written thesis or thesis project video, etc. Out of 15 students, using a four tiered rubric for proficiency, no students responded at an emerging level, three at developmental, four at accomplished, and eight at exemplary.

Proposed closing the loop actions include spending more time in the capstone senior seminar on unpacking course readings on this topic. There might be more integration/braiding of practiced based research in the book(s) that the seminar would use for group presentations. This integration could show models of how practiced based research augments (not translates) into research inquiry.

California Polytechnic State University, San Luis Obispo

Agricultural and Environmental Plant Sciences, BS
Graduates will be technically competent in their concentrations by identifying the majority of economically important food and/or ornamental plants and demonstrating applications of theoretical sciences to their production, maintenance and post-harvest handling; effective at evaluating and adapting basic cultural practices, economic uses and environmental interactions in the production of food and/or ornamental plants; able to assess and implement appropriate, sustainable growing and/or design practices based on region and microclimate, especially as they relate to water, soil and other natural resources; make informed and ethical decisions regarding environmental, social and economic impacts of horticultural and agricultural activities and will contribute to their profession’s continued relevancy by identifying, evaluating and responding to changing public perceptions, governmental regulations and industry challenges such as invasive pests, labor issues and risk management; have experienced and practiced a range of complex problem solving exercises and will excel in diagnosing and resolving the majority of plant health issues in outdoor and enclosed plant production systems; able to organize, synthesize, evaluate

and reconfigure information about complex, multivariate, living systems to gain new insights and communicate their findings to multiple stakeholder groups clearly, scientifically and ethically.

In a direct, rubric scored assessment of student writing, students evidenced average attainment in the categories of purpose, style and mechanics; however, student work showed minimal attainment in the categories of support and synthesis. For critical thinking, students evidenced minimal attainment on all criteria except explanation of issues, which showed average attainment.

On the basis of an indirect student experience survey regarding senior projects, faculty concluded that students were formulating their own concepts about expected outcomes of their projects, and that these were most likely not in line with faculty expectations.

As a result of both the direct and indirect assessments of senior projects, the department committed to standardizing the senior project process, and making the process and guidelines more transparent both to students and faculty in the program.

Art and Design, BFA
Students will produce a strong body of work and/or professional portfolio; establish and maintain a rigorous creative practice that is productive and professional; develop an articulate, sophisticated visual, verbal, and technical vocabulary related to art and design from a broad range of styles and periods; apply comparative reasoning in evaluating works of art and design; contribute to diverse, cross-disciplinary, collaborative endeavors; resolve problems and challenge assumptions through innovative thinking and visual expression; demonstrate integrity and make ethical decisions in creative expression and professional practice; perpetuate a life-long commitment to learning, inquiry, and discovery.

In direct rubric scored assessments of student portfolios, external reviewers (alumni/industry professionals) concluded that student work showed above average achievement in three key learning outcome areas: strength and quality of work; demonstrating innovative thinking; and using professional concepts and vocabulary to explain and evaluate their work.

Findings from a number of surveys, administered to faculty, students and alumni/industry professionals, show a high level of student satisfaction with the program and their preparedness for professional work.

One key improvement has been the modification and improvement of the program's learning objectives. In addition, the program learning objectives (PLOs) have been clearly mapped to both program curriculum and the university's eight learning objectives.

Comparative Ethnic Studies, BA

Students will demonstrate an ability to define key concepts, terms, and scholarship in the ethnic studies discipline, including a critical understanding of the ways in which social, cultural, political, and economic factors construct historical and contemporary meanings of race, class, gender, and sexuality in the United States, as well as the ways in which these meanings shape and are shaped by scientific and technical knowledge production and educational and professional practices; employ these key concepts and terms to conduct independent analyses of historical and contemporary texts, the arts, popular culture, and social and occupational interactions; critically analyze discourses, ideologies, and practices that maintain or increase economic, social, political, legal, educational, environmental, scientific and technological inequality; engage with and create new knowledge that explores and promotes the expression of new social or cultural identities and cultural literacy in a multi-racial, multi-cultural society; engage with and create new knowledge that explores and promotes cultural, social, political, and economic self-determination and self-representation of under-represented groups, the expansion of human rights in a national and global context, and the diversity of cultural and social practices that promote social, economic, and environmental sustainability.

Data from direct rubric scored assessments of student artifacts show gains have been made in each of their program learning objectives and in institutional learning objectives; the greatest gains were ethnic studies learning objectives and diversity learning objectives. The program review report stated that interpretation of these gains should be cautious, as the number of student artifacts was small.

The program also used data from student focus groups and surveys of both alumni and students to confirm that their interactions during work on the senior project, both inside and outside the classroom, were central to their learning. Survey results indicate that students and alumni believe they have gained knowledge and have been educated in the PLO areas of the program.

Given findings, faculty on the review committee had no significant recommendations for change; instead, they believed the process of assessing senior projects was valuable and effective. In addition, they stated that data from the direct assessments and focus groups confirmed the importance and value of sequencing ES 390, 450 and 461.

Construction Management, BS
Students will demonstrate a readiness and ability to perform in the construction industry; demonstrate an ability to apply problem solving skills and integrate technical knowledge; demonstrate an ability to participate successfully within an interdisciplinary team environment; demonstrate an understanding of professional behavior, ethical standards, and leadership attributes; demonstrate an ability to communicate effectively, both orally and written, and professionally present ideas; and demonstrate a propensity for lifelong learning and service to the industry and community at large.

Based on the findings from the graduating student survey, faculty is currently addressing the consistency of teaching fundamental readiness skills across the curriculum. For example, Building Information Modeling has become a stand-alone elective topics course, and a variety of software directed toward project estimating, delivery, and quantity takeoff have been integrated into relevant courses (CM 415, 214 and 313). In addition, commercial construction management scheduling software is used in several courses, along with Microsoft Project. Contracts software is also used in CM 334, Construction Law. Finally, the program has addressed sustainability in a major way with the introduction of CM 317, Sustainability and the Built Environment.

Music, BA
Students will understand the role of music in today's world; understand the applications of technology to musical activities; form personal goals in the field of music and complete a capstone project related to those goals; demonstrate understanding of music theory; demonstrate understanding of music history; demonstrate competence in musical performance; demonstrate competence in musicianship skills; communicate effectively.

The department uses multiple direct, performance-based methods to assess student achievement of their PLOs, including juried performances at various points in the major course of study. In addition, they also conduct surveys of alumni and current students. On surveys, students either agreed or strongly agreed that they attained the department's program learning objectives through their musical experience. On their surveys, over 60 percent of alumni strongly agreed that they had attained the department's program learning objectives.

On the basis of direct and indirect evidence, the department finds that it is doing a very good job of preparing students for a wide variety of fields. Faculty do, however, desire to explore improvements in the areas of providing more available units of study, and strengthening the balance between the academic and performing elements of the program.

California State University San Marcos

Educational Leadership, Ed.D
Students will be expected to demonstrate their ability to: use evidenced-based decision making to better understand the underlying challenges faced by regional educational institutions; undertake research on professional practice to attain systematic changes to improve instruction and management of educational institutions; develop habits-of-action to more effectively lead and manage educational institutions; expand the disciplinary knowledge base on all aspects of educational leadership; use appropriate technology to support instruction and the management of educational organizations; focus on personal leadership capacity building to better serve organizational needs.

The main accomplishments since the last program review was to revise program student-learning outcomes, the curriculum map, and develop a multi-year assessment schedule.

Since the previous review, faculty made curricular improvements involving sequencing courses to cover qualitative and quantitative research methods in time for students to frame research questions and methods; provided earlier writing support to students; and engaged students from across cohorts in learning experiences focused on research to enable greater skill in reading, engaging in, and talking about, educational research and its application.

Literature and Writing, BA
Students will communicate in writing, speech, and other media according to professional practices and conventions for different audiences and purposes; closely analyze texts through a range of critical and theoretical approaches; identify the historical, political, social contexts that have led to the creation of canons and alternative traditions; and interpret multicultural and international texts in their local and global contexts.

Since the last review, two major revisions took place as a result of assessment: 1) core coursework was revised to require all literature and writing majors to complete at least one writing course, and 2) the creative writing and composition/rhetoric options were developed within the major. To accomplish these goals, faculty revised the creative writing course and developed two new courses: one that focused on developing students' skills for close reading and critical analysis and another, an advanced creative writing workshop that builds upon the core.

In addition, program student-learning outcomes were reviewed and aligned with LEAP outcomes. A revised matrix, demonstrating content introduction, reinforcement, and advanced learning was developed, along with a five-year annual assessment schedule through 2019.

Education, MA
Graduates will demonstrate interaction and communication skills that reflect professional dispositions and ethics, such as respect for diversity, educational equity, collaboration, and social justice; apply leadership skills to advance the profession; analyze educational and/or professional research; and integrate research and evidence-based practices into educational and professional settings.

Two significant curricular changes were incorporated as a results of assessment activities since the last review: 1) a significant increase in the emphasis on reviewing the literature and proposing a research methodology over providing support for students in writing their thesis/project; and 2) development of a protocol to better enable students to identify, interpret, and analyze educational research using collaborative reading and writing practices as well as peer reviews. Students who did not pass received one-on-one advising on reading and analyzing

research and strategies for writing.

Assessment results during this period also resulted in a revised set of more measurable SLOs and improved expectations, communication, and measurement tools.

Sociological Practice, MA
Students will locate, analyze, assess and skillfully articulate a range of sociological scholarship and discourse; critically apply a range of social theories to the development and assessment of social policies and programs in diverse contexts; deploy advanced quantitative and qualitative research skills to research and theorize critical social problems; demonstrate awareness of multiple standpoints, their social foundations in constructions of difference, inequality, privilege and oppression, and their implications for social theory and social justice; and demonstrate ability to advocate for sociologically informed decision-making.

Since its last program review, faculty conducted evaluations of syllabi for nine courses in order to determine which program goals were appropriate to each of the nine core and non-core courses and whether and how they were integrated into each syllabus. As a result of the findings, faculty established the inclusion of program goals in course syllabi as standard practice in the department and made clear the need to fully articulate the program's goals in the university catalog and to link them more explicitly to assignments in the program's core, required courses.

An additional result of these findings, SLOs found in course syllabi were synthesized to construct SLOs specific to the program, and created a curriculum map showing how SLO mastery is achieved across the curriculum.

An assessment of students' advanced research skills in applied and evaluation research using both quantitative and qualitative research methods provided mixed results: 1) students are not fully ready to employ qualitative methods by the beginning of their second year when they would normally begin their thesis proposal. Faculty explored moving the qualitative methods course from the beginning of the second year to the spring of the first year or delaying the thesis proposal process by a semester to enable students to take the qualitative methods course in the fall of the second year prior to beginning the proposal; and 2) students struggled with more advanced forms of sampling which suggested that they did not understand sampling design and its consequences for data analysis. First-year methods faculty held a retreat to coordinate and align their efforts as well as to intensify mentoring efforts related to acquiring methodological skills along with expectations for succeeding in graduate school more generally.

Biotechnology, MBt
Graduates will apply concepts and principles of the sciences that are fundamental to the discipline of biotechnology; describe the procedural and operational uniqueness of the highly regulated life science industry; employ quantitative, analytical and decision-making skills to

solve problems in the life science and technology oriented business sector; assess different leadership styles and the skills and techniques used to manage teams, budgets, projects and decisions in a business environment; apply communication principles and skills to translate and present both orally and in writing, scientific concepts, data and information for intended audiences; and identify regulatory, societal and environmental issues and their impact upon biotechnology advances, product offerings and business.

Faculty developed and implemented a rubric to assess in the capstone semester-in-residence (SIR) internship course in which students demonstrate their ability to absorb, integrate, and apply experiences and knowledge to a real-world problem through interaction between faculty, students, and representatives from the life science industry. The assessment included all stages of the SIR experience from the proposal to implementation and reporting the final project outcomes. Findings from this assessment revealed that SIR project proposals were better overall than the final presentations or reports. The program attributes this finding to the success of the proposal writing workshop and guidance provided in the early stage of the SIR experience. As a result of this assessment, faculty opted to include a student presentation to enhance students' abilities to report progress and further develop communication principles and skills.

Additional revisions as a result of assessment included refinement of SLOs clarifying and stating objectives using terms that lend themselves more readily to direct measurement, development of a course matrix and an assessment schedule that mapped SLOs to individual courses and included LEAP goal alignment, and an assessment plan was developed.

Sonoma State University

Anthropology, BA
Students are expected to demonstrate achievement of the four essential learning outcomes in 1) comparative perspectives; 2) four-field coverage – sociocultural, biological, archaeological, and linguistic anthropology; 3) integration of the four field approach; and 4) ethical awareness. Additionally, the department has identified the following nine curriculum goals: intellectual competence; intellectual relevance; critical comprehension; written and oral presentation; bibliographic search; computer and information technologies; professional ethics; responsible citizenship; and individual and collaborative work.

Integration of the four-field approach was assessed in anthropology field schools, internships, and through student scholarly papers. All graduating seniors showed competence in the integration of the four fields. The one field that revealed some lack of breadth was linguistic anthropology. The department is hoping to increase its capacity to enhance the breadth of courses offered and to provide more in-depth courses in linguistic anthropology.

Cultural Resources Management, MA
Student outcomes are assessed holistically through the thesis or project. The program is currently developing a rubric system to analyze data in more depth and to provide better data on student performance.

Economics, BA
Students are expected to articulate an understanding of economic terms, concepts, and theories; to identify subjective and objective aspects of economic policy; to use both qualitative and quantitative reasoning to analyze social and economic issues; and to demonstrate an awareness of current and historic economic issues and perspectives.

The economics program conducted a comparative evaluation between two delivery methods in its gateway economics course, Introduction to Macroeconomics, in order to achieve the learning outcomes of understanding economic terms, concepts and theories more effectively. Comparison data between a face-to-face, one day per week delivery format, and a hybrid section of on-line and face-to-face instruction, revealed students in the hybrid course did much more poorly than students in the face-to-face cohort. In the face-to-face section, 88.7 percent of the students received an A, B, or C on their final exam, compared to 54 percent and 55 percent in the two hybrid sections. The department has determined not to offer this service/gateway course in a hybrid model until it can further determine how best to have students prepared to engage in this format.

History, BA
Students are expected to analyze and use primary and secondary sources; understand historical debate and controversies; gain an understanding of historiography in a given region and time period; understand how to use evidence in writing research papers; and successfully use written and oral expression to articulate arguments regarding key historic events.

The program developed comprehensive student learning outcomes. At this time, faculty members are beginning the outcome assessment process. Prior to this program review, the program employed student exit surveys to assess the program. At the recommendation of the external reviewer, the program will develop a five-year assessment plan for the assessment of learning outcomes and share the plan in the spring.

Liberal Studies, BA (Napa Valley)
Students are expected to think critically; master oral and written analysis; generate a well-reasoned argument; write college essays across disciplines; apply theories to contemporary issues; and increase awareness across cultures.

Holistic assessment of all outcomes is conducted through a portfolio process. The program is in the process of developing a methodology to allow for better processing of results, analysis and reporting.

California State University, Stanislaus

Child Development, BA
Students will demonstrate child development knowledge/foundation; information competency; critical evaluation of research; understanding of developmental methods and use of ethical principles with child participants; demonstrate use of effective personal and interpersonal communication and ability to work in teams; demonstrate leadership skills; understand legal, ethical, and programmatic issues, acting in accordance with legal and ethical guidelines; demonstrate child guidance skills and developmentally appropriate practices; integrate child development knowledge and skills to articulate and defend a personal worldview related to child development.

A demonstration of child development knowledge/foundation occurs in the senior capstone course, CDEV 4965, where students create narratives that reflect their knowledge and understanding of various content areas (i.e., theoretical perspectives, research processes, ethical issues, etc.). To assess this outcome, faculty reviewed and rated a random sample of these student narratives using a four-point rubric. Faculty scores for the sample narratives were aggregated. The findings indicated that, overall, students were able to both describe and explain key theories; however, the assessment findings did prompt faculty to revisit the child development program competency matrix to discuss, and possibly modify, the CDEV courses where students are exposed to child development theories.

Integration of child development knowledge and skills to articulate and defend a personal worldview was assessed in CDEV 4965 (senior capstone) where seniors presented their worldviews to junior-level students in CDEV 3000 as part of their portfolio presentations. Juniors were asked to rate their level of understanding of the presented worldviews and their responses were collected and aggregated. Responses indicated that the CDEV 3000 students had a better understanding of the worldviews following the presentation. To close the loop, faculty will continue to explore ways to facilitate the emergence of students' worldviews by, for example, providing additional opportunities for students to articulate and defend their worldview throughout the child development program.

Computer Science, BS
Students will demonstrate a technical understanding of computer science; a familiarity with common themes and principles; an appreciation of the interplay between theory and practice; a system-level perspective; problem-solving skills; project experience; commitment to lifelong

learning; commitment to professional responsibility; communication and organization skills; awareness of the broad applicability of computing; and appreciation of domain-specific knowledge. These program objectives are aligned with the curricular guidelines established by the international Association for Computing Machinery (ACM).

Students demonstrated communication and organization skills through student writing examples collected from CS4100 Programming Languages, and were reviewed by faculty. A review of student work indicated students demonstrate general effectiveness in writing, but improvements are desired. To close the loop, the program will continue to focus on student communication skills, with particular emphasis on writing in the discipline. The program will also continue to embed writing assignments across the computer science curriculum.

California State University Accredited Programs, by Campus

California State University, Bakersfield

Programs	First Granted	Renewal Date
Business Administration BS	not specified	2017-2018
Business Administration MBA	not specified	2017-2018
Chemistry BS	not specified	2018-2019
Counseling MS	not specified	2021-2022
Education MA	not specified	2021-2022
Nursing BS	not specified	2021-2022
Public Administration MPA	not specified	2015-2016
Social Work MSW	not specified	2022-2023

California State University Accredited Programs, by Campus

California State University Channel Islands

Programs	First Granted	Renewal Date
Education--Administrative Services Preliminary Credential	2009	2017
Education--Bilingual Authorization Spanish	2011	2017
Education--Mild/Moderate Disabilities Credential	2009	2017
Education--Mild/Moderate Disabilities Intern Credential	2009	2017
Education--Multiple Subject Credential	2009	2017
Education--Multiple Subject Intern Credential	2009	2017
Education--Single Subject Credential	2009	2017
Education--Single Subject Intern Credential	2009	2017
Nursing BS	2006	2017

California State University, Chico

Programs	First Granted	Renewal Date
Art BA	not specified	2015
Art BFA	not specified	2015
Art MA	not specified	2015
Art MFA	not specified	2015
Business Administration BS	1997	2018
Business Administration MBA	1997	2018
Business Information Systems BS	1997	2018
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	2016
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
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

Chico (continued)

Sustainable Manufacturing BS	1980	2014
Theatre Arts BA	2009	2015

California State University Accredited Programs, by Campus

California State University, Dominguez Hills

Programs	First Granted	Renewal Date
Clinical Science BS	1995	2016
Clinical Science BS--Cytotechnology	1993	2017
Computer Science BS	1996	2016-2017
Computer Science MS	1996	2016-2017
Education MA	not specified	2019
Education MA--Special Education	not specified	2019
Health Science MS--Orthotics and Prosthetics	2014 (anticipated)	
Music BA	not specified	2017
Nursing BSN	not specified	2018
Nursing MSN	not specified	2018
Occupational Therapy MS	2007	2022
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

California State University, East Bay

Programs	First Granted	Renewal Date
Business Administration BS	1973-1974	2018-2019
Business Administration MS	1982-1983	2018-2019
Business Administration MBA	1982-1983	2018-2019
Chemistry BS	1970-1971	2015-2016
Counseling MS	1982-1983	2016-2017
Education MS	1974-1975	2016-2017
Economics BA	1973-1974	2018-2019
Economics MA	1973-1974	2018-2019
Educational Leadership MS	1994-1995	2016-2017
Industrial Engineering BS	2006-2007	2015-2016
Music BA	1973-1974	2019-2020
Music MA	1973-1974	2019-2020
Nursing BS	1974-1975	2015-2016
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

California State University, Fresno

Programs	First Granted	Renewal Date
Accountancy MS	1967	Suspended 2011
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	1963	2018-2019
Business Administration MBA	not specified	not specified
Civil Engineering BS	1986	2019
Civil Engineering MS	1986	2019
Communicative Disorders BA	1979, 1994, 2004	2015-2016, 2018-2019
Communicative Disorders MA	1979, 1994, 2004	2015-2016, 2018-2019
Computer Engineering BS		2019
Construction Management BS	1995	2013-2014
Counseling MS--MFT	1996	2015
Counseling and Student Services MA	not specified	2021
Counseling--Pupil Personnel Services Credential	not specified	2021
Dietetics--Didactic Program in Dietetics and Dietetic Internship	2005/1979	2013-2014
Education MA--English Single Subject Credential	1967, 1988	2021
Education MA--Multiple Subject	not specified	2021
Education MA--Single Subject (all subject matters)	not specified	2021
Educational Leadership EdD	not specified	2021
Electrical Engineering BS	not specified	2019
Food and Nutritional Sciences BS--Dietetics and Food Administration Option	2005, 1979	2021
Food and Nutritional Sciences BS--Internship Program	2005, 1979	2021

Fresno (continued)

Geomatics Engineering BS	not specified	2019
Interior Design BA	1988	2013
Kinesiology BS	2008	2017-2018
Liberal Studies BA	not specified	2021
Mechanical Engineering BS	not specified	2015
Music BA	1979	2019-2020
Music MA	1979	2019-2020
Nursing BS	2005	2015
Nursing MS	2005	2015
Physical Therapy MPT	1979, 2003	2014
Public Administration MPA	1993	2019
Public Health MPH	1998	2015
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	2014

California State University Accredited Programs, by Campus

California State University, Fullerton

Programs	First Granted	Renewal Date
Accounting MS	1966	2017-2018
Art BA	1974	2003-2014
Art MA	1974	2003-2014
Art BFA	1994	2003-2014
Art MFA	1994	2003-2014
Business Administration BA	1965	2017-2018
Business Administration MBA	1972	2017-2018
Chemistry BS	1970	2004-present (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	2007-2016
Counseling MS	2007	2007-2015
Dance BA	1993	2002-2014
Education MS	1970	2007-2015
Electrical Engineering BS	1985	2009-2015
General Business	1965	2017-2018
Human Services BS	1982	2010-2016
Information Systems MS	1981	2017-2018
International Business BA	1984	2017-2018
Kinesiology BS (Athletic Training Program)	2001	2017
Mechanical Engineering BS	1985	2009-2015
Music BA	1966	2002-2014
Music MA	1966	2002-2014
Music BM	1975	2002-2014
Music MM	1975	2002-2014

Fullerton (continued)

Nursing BS	NLN accreditation (1981-2007); Commission on Collegiate Nursing Education (CCNE) accreditation since 2007	2011-2021
Nursing MS	2002	2007-2017
Nursing DNP	Initial visit 11/13; accreditation pending	
Public Administration MPA	1989	2011-2015
Public Health MPH	2008	2013-2020
Social Work MSW	2011	2011-2015
Taxation MS	1996	2017-2018
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

Humboldt State University

Programs	First Granted	Renewal Date
Art	1978	2014-2015
Chemistry	prior to 1976	2014 pending (next review: 2019)
Child Development Laboratory, Child Development	1989	2017
Environmental Resources Engineering (ERE) BS	1979	2017
Forestry and Wildland Resources Curricula--Federal Office Personnel Management (OPM)	pending	
Forestry Curriculum--Society of American Foresters (SAF)	1979	2015
Music	1979	2021
Practicing Sociology--MA	2004	2017
Psychology	2002	2015
Public Sociology, Ecological Justice and Action MA	2004	2017
Registered Professional Foresters (RPF) License--State Board of Forestry (BOF)	not specified	periodic
School of Education--Administrative Services	2002	2015
School of Education--Multiple Subjects Credential	2002	2015
School of Education--Reading Certificate	2002	Certificate suspended
School of Education--Single Subjects Credential	2002	2015
School of Education--Special Education Credential	2002	2015
School of Education and Department of Kinesiology/ Recreation Administration--Adapted Physical Education	2002	2015
Social Work BA	2004	2019, reaffirmation

Humboldt (continued)

Social Work BA	2004	2019, reaffirmation
Social Work MSW	2004	2019, reaffirmation

California State University Accredited Programs, by Campus

California State University, Long Beach

Programs	First Granted	Renewal Date
Aerospace Engineering BS	2001	2018
American Language Institute	2007	2017
Athletic Training BS	2006	2016
Art BA	1974	2016
Art BFA	1974	2016
Art MA	1974	2016
Art MFA	1974	2016
Business Administration BS	1972	2019
Business Administration MBA	1972	2019
Chemical Engineering BS	1980	2018
Chemistry BS	1958	2013
Civil Engineering BS	1963	2018
Communicative Disorders BA	1970	2019
Communicative Disorders MA	1970	2019
Computer Engineering BS	1974	2018
Computer Science BS	1995	2018
Construction Engineering Management BS	2012	2017
Dance BA	1982	2013
Dance BFA	1982	2013
Dance MA	1982	2013
Dance MFA	1982	2013
Design BA	2007	2016
Didactic Program in Dietetics	1975	2021
Dietetic Internship	1975	2021
College of Education: Teaching Credentials and School Professionals	2001	2015 NCATE and CTC Review (Spring)
Electrical Engineering BS	1963	2018
Family and Consumer Sciences BA	1977	2017
Family and Consumer Sciences MA	1977	2017
Health Care Administration BS	1992	2015
Health Care Administration MS	2002	2016
Health Science MS	1990	2015

Long Beach (continued)

Hospitality Foodservice & Hotel Management BS	2010	2017
Industrial Design BS	1974	2016
Interior Design BFA	1974	2016
Journalism and Mass Communication	2014	2020
Mechanical Engineering BS	1963	2018
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	2010, 2011, 2015
Nursing DNP	2012	2019
Physical Therapy MPT	1968	2012
Public Health MPH	1990	2015
Recreation Administration MS	1976	2021
Social Work BS	1975	2016
Social Work MSW	1985	2016
Theatre Arts BA	1973	2015
Theatre Arts MFA	1973	2015

California State University Accredited Programs, by Campus

California State University, Los Angeles

Programs	First Granted	Renewal Date
Art BA	1974	2019-2020
Art MA	1974	2019-2020
Art MFA	1974	2019-2020
Accountancy MS	1964	2015-2016
Business Administration BS	1960	2015-2016
Business Administration MBA	1964	2015-2016
Business Administration MS	1964	2015-2016
Communicative Disorders BA	1987	2016-2017
Communicative Disorders MA	1987	2016-2017
Computer Information Systems BS	1964	2015-2016
Computer Information Systems MS	1964	2015-2016
Computer Science BS	2005	2018-2019
Counseling, Applied Behavioral Analysis Option, MS	1994	2018-2019
Criminalistics MS	2011	2015-2016
Education Credentials	1959	2018-2019
Education MA	1959	2018-2019
Educational Administration MA	1959	2018-2019
Educational Leadership EdD	2011	2018-2019
Engineering BS	1965	2018-2019
Engineering, Civil BS	1965	2018-2019
Engineering, Electrical BS	1965	2018-2019
Engineering, Mechanical BS	1965	2018-2019
Healthcare Management, MS		2015-2016
Music BA	1970	2016-2017
Music BM	1970	2016-2017
Music MA	1970	2016-2017
Music MM	1995	2016-2017
Nursing BS	2007	2019-2020
Nursing MS	2007	2019-2020
Nursing DNP	2011	2019-2020

Los Angeles (continued)

Nutritional Science MS--Coordinated Dietetics Program (CDP)	1974	2015-2016
Nutritional Science BS - Didactic Program in Dietetics (DPD)	1976	2015-2016
Nutritional Science MS - Didactic Program in Dietetics (DPD)	1976	2015-2016
Public Administration MS	1984	2015-2016
Rehabilitation Counseling MS	1956	2016-2017
School Counseling and Student Personnel Services MS	1978	2015-2016
Social Work BA	1979	2018-2019
Social Work MSW	1979	2018-2019
Special Education MA	1959	2018-2019
Special Education PhD	1971	2018-2019
Teaching English to Speakers of Other Languages MA	1989	2018-2019
Technology B.S.	2013	2017-2018

California State University Accredited Programs, by Campus

California Maritime Academy

Programs	First Granted	Renewal Date
Business Administration BS--International Business and Logistics	2003	2019-2020
Facilities Engineering Technology BS	1999	2019-2020
Marine Engineering Technology BS	1978	2019-2020
Mechanical Engineering BS	2002	2019-2020

California State University Accredited Programs, by Campus

California State University, Monterey Bay

Programs	First Granted	Renewal Date
Nursing	Accepted 2014	Site visit in 2016
Social Work, MSW	2014	2018
Teacher Education	2009	Site visit in 2013

California State University Accredited Programs, by Campus

California State University, Northridge

Programs	First Granted	Renewal Date
Accountancy BS	1976	2014
Accountancy MS	2009	2014
Athletic Training BS	1995	2016-2017
Art BA	1993	2020
Art MA	1993	2020
Art MFA	2006	2020
Business Administration BS	1976	2014
Business Administration MBA	1976	2014
Civil Engineering BS	1994	2019
Communicative Disorders MS	1976	2021
Computer Engineering BS	2006	2019
Computer Science BS	1985	2019
Construction Management Technology BS	2010	2016
Counseling MS	1997	2016
Counseling MS, Career Counseling Option	1996	2016
Education MA	1997	2016
Electrical Engineering BS	1994	2019
Environmental and Occupational Health BS	1972 1973	2016 2018
Environmental and Occupational Health MS	1972 1978	2016 2019
Family and Consumer Sciences BS	1973	2014
Family and Consumer Sciences BS--Didactic Program in Dietetics	1985	2019
Family and Consumer Sciences BS--Interior Design option	1998	2017
Family and Consumer Sciences MS--Dietetic Internship	1985	2019
Finance BS	1976	2014
Health Administration BS	1971	2017
Information Systems BS	1976	2014
Management BS	1976	2014
Journalism BA	1967	2016
Manufacturing Systems Engineering BS	2001	2019

Northridge Degree Programs (continued)

Marketing BS	1976	2014
Mechanical Engineering BS	1994	2019
Music BA	1968	2018
Music BM	1968	2018
Music MM	1968	2018
Nursing BS	1999	2023
Physical Therapy DPT	1969	2015
Public Health Education MPH	1980	2018
Radiologic Sciences BS	1977	2018
Social Work MSW	2008	2020
Special Education MA	1997	2016
Taxation MS	1976	2014
Theatre BA	1991	2015
Theatre MA	1991	2015

Credential Programs

Counseling--Pupil Personnel Services Credential	1997	2017
Educational Administration--Preliminary Administrative Services Credential	1997	2017
Educational Administrative Services Credential--Tier 1 and Tier 2	1997	2016
Elementary Education--Multiple Subject Preliminary Teaching Credential	1974	2017
Elementary Education--Multiple Subject Preliminary Teaching Credential--Blended or Intern	2002	2017
Elementary Education--Multiple Subject Preliminary Teaching Credential--CLAD	1997	2017
Elementary Education--Multiple Subject Bilingual Authorization	2011	2017
Elementary Education--Reading and Language Arts Specialist Credential	2002	2016
Secondary Education--Single Subject Teaching	1974	2017
Secondary Education--Single Subject Teaching Credential - Preliminary--Blended or Intern	2002	2017
Secondary Education--Single Subject Teaching Credential- Preliminary--CLAD	1997	2017

Northridge Credential Programs (continued)

Secondary Education--Single Subject Teaching Credential– Bilingual Authorization	2011	2017
Special Education--Education Specialist Authorization Advanced Teaching Credential	2010	2017
Special Education--Education Specialist Teaching Credential--Deaf/Hard of Hearing--Lev I and Lev II	1997	2017
Special Education--Education Specialist Preliminary Teaching Credential--Deaf/Hard of Hearing	2013	2017

California State University Accredited Programs, by Campus

California State Polytechnic University, Pomona

Programs	First Granted	Renewal Date
Adapted Physical Education Authorization	1997	2014-2015
Administrative Services Preliminary (Tier 1) and Preliminary (Tier 1) Intern Credentials	2002	2015
Aerospace Engineering BS	1970	2018
Agricultural Specialist Authorization	1976	2015
Animal Health Science BS	1997	2018
Architecture BArch	1981	2022
Architecture March	1978	2022
Art (Art History, Fine Art) BA	1997	2018-2019
Bilingual Authorization (Chinese and Mandarin Chinese)	2011	2014-2015
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
Computer Engineering BS	2004	2018
Computer Science BS	1994	2014-2015
Construction Engineering Technology BS	1976	2018
Didactic Program in Dietetics	1993	2020
Dietetic Internship Program	1993	2020
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	2015
Education Specialist Moderate/Severe Level 1 and Level II Teaching and Intern Credentials	1997	2015
Education Specialist Moderate/Severe Preliminary and Preliminary Intern Credential	2011	2015
Electrical Engineering BS	1970	2018
Electronics and Computer Engineering Technology BS	1976	2018
Engineering Technology BS	1976	2018
Graphic Design BFA	1997	2018-2019

Pomona (continued)

Hospitality Management BS	1994	2018
Industrial Engineering BS	1976	2018
Interior Architecture MIA	2010	2014
Landscape Architecture BS	1963	2017
Landscape Architecture MLA	1975	2017
Manufacturing Engineering BS	1988	2018
Mechanical Engineering BS	1970	2018
Multiple Subject Intern Teaching Credentials	1998, 2003--SB 2042	2015
Multiple Subject Preliminary Teaching Credentials	1973, 2003--SB 2042	2015
Music	2013	2018
Public Administration MPA	2006	2014
Reading Certificate Authorization	2012	2020
Single Subject Intern Teaching Credentials	1998, 2003--SB 2042	2015
Single Subject Preliminary Teaching Credentials	1973/, 2003--SB 2042	2015
Urban and Regional Planning BS	1967	2015-2016
Urban and Regional Planning MURP	1971	2015-2016

California State University Accredited Programs, by Campus

California State University, Sacramento

Programs	First Granted	Renewal Date
Administrative Services Credential, Level I, Preliminary, EDLP	1984	2015
Administrative Services Credential, Intern, EDLP	1974	2015
Administrative Services Credential, Level II, Professional, EDLP	1985	2015
Art, Art Studio, Art History	1974	2015
Art Education	~ 1984	2018
Athletic Training	1976	2018
Business Administration	1963	2017
Civil Engineering	1965	2015
Computer Engineering	1989	2015
Computer Science	1985	2015
Construction Management	1989	2019
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
Electrical & Electronic Engineering	1969	2015
English Education	<1980	2016
Graphic Design	2005	2015
Interior Design	2001	2018
Liberal Studies	2004	2018
Mechanical Engineering	1965	2015
Multiple Subjects, BMED	not specified	2018
Multiple Subjects BCLAD Emphasis (Bilingual Authorization), BMED	1975	2018

Sacramento (continued)

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	2018
Physical Therapy	1997	2015
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	2021
Rehabilitation Counselor Education Program	not specified	2018
School Counseling; Career Counseling; Marital, Couple and Family Counseling/Therapy, EDC	2006	In progress
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	2018
Social Work	1966	2016
Speech Pathology	1950, 1998	2019

California State University Accredited Programs, by Campus

California State University, San Bernardino

Programs	First Granted	Renewal Date
Administration BA	1994	2018-2019
Administration BS	1994	2018-2019
Administration MBA	1994	2018-2019
Ambulatory Health Care	2003	2015-2016
Art BA	1983	2021-2022
Chemistry BS	1970	2016-2017
Computer Engineering BS	2014	2020-2021
Computer Science BS	1988	2020-2021
Counselor Services	2010	2014-2015
Education Credential MA, MS	2002	2015-2016
Health Science BS	2009	2014-2015
Health Science, Environmental Health BS	2004	2018-2019
Music BA	2003	2021-2022
Nursing BS	1984	2015-2016
Nursing MS	1984	2014-2015
Nutrition and Food Sciences BS	1989	2017-2018
Public Administration MPA	1989	2017-2018
RAFMA (Art Museum)	2008	2022-2023
Rehabilitation Counseling MA	1988	2015-2016
Social Work BA	2006	2017-2018
Social Work MSW	1993	2021-2022
Theatre Arts BA	2004	2016-2017

California State University Accredited Programs, by Campus

San Diego State University

Programs	First Granted	Renewal Date
School of Accountancy	1979	2017-2018
Administration, Rehabilitation and Postsecondary Education	1978	2017-2018
Aerospace Engineering	1964	2016
Art	1975	2022
Art--Interior Design	1984	2015
College of Business Administration	1955	2018
Chemistry	1950	2017
Civil Engineering	1964	2016
Computer Engineering	2004	2016
Computer Science	1994	2015-2016
Construction Engineering	2009	2016
Counseling and School Psychology	1998, 1989	2016-2017, 2015
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, 2021-2022
Health Management and Policy division in the Graduate School of Public Health	1983	2019
Journalism and Media Studies	1971-1978 and 1985-1997	2014-15 in process
Marriage and Family Therapy	2009	2015
Mechanical Engineering	1964	2016
Nursing	not specified, 1998, 1953, 2001	2016, 2012, 2016, 2016
Nursing--School Nursing (admission currently suspended)	not specified	2016
Nutrition	~ 1980	2015

San Diego (continued)

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	2021
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	2015

California State University Accredited Programs, by Campus

San Francisco State University

Programs	First Granted	Renewal Date
Accountancy MS	1979	2014 In Progress Site visit planned for spring 2015
Apparel Design & Merchandising BS	2003	2023
Art BA	1983	2015
Art MA	1983	2015
Art MFA	1983	2015
Business Administration BS	1963	2014 In Progress Site visit planned for spring 2015
Business Administration MBA	1963	2014 In Progress Site visit planned for spring 2015
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	Computer science department has chosen not to renew accreditation
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
Electrical Engineering BS	1988	2018

San Francisco (continued)

Family and Consumer Sciences BA	2003	2023
Health Education BS	2009	2017
Hospitality and Tourism Management BS	1990	2014 In Progress Site visit planned for spring 2015
Interior Design BS	2003	2023
Journalism BA	1985	2020
Mechanical Engineering BS	1988	2021
Music BA	1963	2017-2018
Music MA	1963	2017-2018
Music BM	1963	2017-2018
Music MM	1963	2017-2018
Nursing BS	2003	2023
Nursing MS	2003	2023
Physical Therapy DPT	2001	2021
Journalism BA	1985	2020
Mechanical Engineering BS	1988	2021
Music BA	1963	2017-2018
Music MA	1963	2017-2018
Music BM	1963	2017-2018
Music MM	1963	2017-2018
Nursing BS	2003	2023
Nursing MS	2003	2023
Physical Therapy DPT	2001	2021
Public Administration MPA	2000	2021
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
Theatre Arts MFA: Concentration in Design and Technical Production	1982	2021

California State University Accredited Programs, by Campus

San José State University

Programs	First Granted	Renewal Date
Accountancy MSA	1964	2015
Advertising BS	1971	2014
Aerospace Engineering BS	Not specified	2018
Art BA	1974	2020
Art BFA	1974	2020
Art MA	1974	2020
Athletic Training	not specified	2019
Athletic Training MS	1989	2019
Biomedical Engineering	2011	2018
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	2018
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	2019
Dance BFA	1987	2019
Dietetics	1986	2015
Educational Leadership Credential	1958	2018
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

San José (continued)

Journalism BS	1971	2014
Kinesiology MS	1989	2019
Mechanical Engineering BS	1958	2018
Music BA	1958	2015
Music BM	1958	2015
Music MA	1958	2015
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	2018
Taxation MS	1964	2018
Teacher/Librarian Services Credential	1958	2018
Theatre Arts BA	1982	2018
Transportation Management MS	1964	2018
Urban Planning MUP	1972, 1988	2016

California State University Accredited Programs, by Campus

California Polytechnic State University, San Luis Obispo

Programs	First Granted	Renewal Date
Aerospace Engineering BS	1969	2015
Art and Design BFA	1995	2016-2017
Architectural Engineering BS	1975	2015
Architecture BArch	1980	2017
Bioresource and Agricultural Engineering BS	1973	2015
Business Administration BS	1981	2018
Business Administration MBA	1981	2018
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	2020
Economics BS	1981	2018
Electrical Engineering BS	1969	2015
Environmental Engineering BS	1971	2015
Forestry and Natural Resources BS	1994	2024
Graphic Communication BS	2003	2016
Industrial Engineering BS	1969	2015
Industrial Technology BS	1974	2014-2015
Landscape Architecture BLA	1975	2020
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	2018
Software Engineering BS	2007	2015

California State University Accredited Programs, by Campus

California State University San Marcos

Programs	First Granted	Renewal Date
Biochemistry BS	2007-2008	2014
Education MA	1995	2014
Nursing BS	2008	2015
Nursing MS	2012	2017

California State University Accredited Programs, by Campus

Sonoma State University

Programs	First Granted	Renewal Date
Art/Art History	1982	2019-2020
Business Administration	2007	2018-2019
Counseling	1984	2016-2017
Education	2005	2019-2020
Music	1972	2016-2017
Nursing	1974	2020-2021

California State University Accredited Programs, by Campus

California State University, Stanislaus

Programs	First Granted	Renewal Date
Art BA	1983	2019-2020
Art BFA	1983	2019-2020
Business BS	2003	2017-2018
Business MBA	2003	2017-2018
Education BA	1991	2017-2018
Education MA	1991	2017-2018
Educational Leadership 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 Arts BA	1983	2012-2013*

*Renewal date pending final commission action letters from specialized accreditation agencies.

COMMITTEE ON EDUCATIONAL POLICY

The California State University Institute for Palliative Care at California State University San Marcos

Presentation By

Roberta Achtenberg
Trustee

Karen S. Haynes, PhD.
President

Helen B. McNeal
Executive Director

Summary

In September 2012, Trustee Roberta Achtenberg and President Karen Haynes shared plans for the launch of the California State University (CSU) Institute for Palliative Care at CSU San Marcos (CSUSM). In its first two years, the Institute has successfully launched 17 certificate programs, both face-to-face and online, to train more than 800 health care professionals and over 2000 community members about palliative care, while integrating palliative care content into 29 courses for undergraduates in disciplines including nursing, psychology, sociology, and communicative and speech disorders at CSUSM. In addition the Institute has now established partnerships with six other campuses within the CSU system. This item will provide an update on the Institute's progress since the November 2013 presentation to the board, and will share plans for the continued replication of the Institute's model at other CSU campuses this year.

Background

In 2011 and 2012, Trustee Achtenberg, President Haynes and a small group of experts in palliative care who volunteered their time, worked together on the creation of the CSU Institute for Palliative Care. This concept was approved by then Chancellor Charles Reed, reviewed with the Board of Trustees in September 2012 and, thanks to funding received from the Archstone Foundation and California HealthCare Foundation, the Institute was launched on September 20, 2012 at its home campus, Cal State San Marcos.

Funded by grant dollars and major donor philanthropy, and projected to be self-supporting within five years, the Institute is the first statewide initiative in the country to focus on palliative care workforce development and community awareness. Launching at Cal State San Marcos, the

Institute was tasked to create a model program to educate current and future professionals and the community about palliative care. This model is now starting to be replicated, under the auspices of the Institute, at interested CSU campuses and other campuses around the country.

Palliative care, which focuses on quality of life and relief of suffering, whether physical, emotional, psychological or spiritual, is a complement to curative and life sustaining treatment for those with chronic and serious illness. Research has demonstrated that it improves patient and family satisfaction with care, improves longevity and outcomes, and reduces health care delivery costs. As such, it will be vitally important to California's aging population and health care systems, and will be a critical skill that will distinguish health care professionals trained by the CSU system.

COMMITTEE ON EDUCATIONAL POLICY

The Early Start Program and Academic Preparation Update

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Edward A. Sullivan
Assistant Vice Chancellor
Academic Research and Resources

Background

At its May 2009 meeting, the Board of Trustees approved the establishment of an Early Start program that would commence in summer 2012. Freshmen who did not demonstrate college-readiness in mathematics, English or both would be required to begin to address these deficiencies in the summer before their first term.

At its March 2014 meeting, the board received a detailed presentation providing an overview and progress report of the Early Start program. Summer 2014 marked the first time all new regularly admitted freshmen needing additional preparation in English and/or mathematics were required to participate in Early Start. Prior to 2014, only those students needing additional preparation in math and those most at risk in English (bottom quartile) were required to participate. In summer 2014 that expanded to include all students needing additional preparation in English. The Early Start program, in addition to various academic preparation efforts throughout the CSU, continues to provide students an opportunity to begin their first term of enrollment better prepared for the academic challenges they will face.

This information item provides a progress update since the last report to the board including data from summer 2014 Early Start, proficiency of the fall 2013 freshmen Early Start cohort one year later, and overall academic preparation trends.

Summer 2014 Early Start

Once admitted to the CSU, students have the opportunity to enroll in Early Start courses at the campus at which they intend to enroll (destination campus) or at a campus near their home (service campus) in the summer prior to their first term. The Early Start courses established by faculty at each of the 23 campuses provide the targeted foundation necessary for improving

student preparation. Students can choose from a 1-unit introductory course at minimum (15 hours) or a 3- or 4-unit course that will provide more in-depth preparation. In summer 2014, 83 percent of Early Start students enrolled at their destination campus. The majority of students elected to take the 1-unit course (87 percent in English and 65 percent in math).

In fall 2014, more than 60,000 freshmen enrolled in the CSU and more than 24,000 of them were required to participate in Early Start English (ESE) and/or Early Start mathematics (ESM), with just over 10,500 participating in both. Approximately 2,200 new freshmen finished their college-preparation requirements in English, and began their fall term college-ready. Nearly 3,700 entered college-ready in mathematics as a result of summer 2014 Early Start course completion. Of those students enrolled in Early Start English and/or Early Start mathematics, 94 percent of ESE and 93 percent of ESM students satisfactorily met the requirement.

Fall 2013 Early Start Cohort - Proficiency One Year Later

Of the freshmen entering in fall 2013 needing additional preparation in English and/or mathematics, after completing their Early Start requirement, 85 percent (22,107 students) reached proficiency within one year. Three percent (784 students) failed to achieve proficiency in one or both subjects after their first year but were permitted by the campus to enroll in fall 2014. Eleven percent (2,817 students) did not achieve proficiency in one or both subjects at the completion of their first year and were not allowed to re-enroll in fall 2014.

Academic Preparation Trends

The regularly admitted freshmen class has grown from just under 48,000 students in 2010 to nearly 63,000 students in fall 2014. The percentage of the entering freshmen class determined to be college-ready in both English and mathematics at the point of graduation from high school has increased from 43 percent (fall 2010) to 54 percent (fall 2014). Additionally, the percentage of the entering freshmen class who need additional preparation in both English and mathematics at the point of graduation from high school has declined from 28 percent in fall 2010 to 21 percent in fall 2014.

The Early Start program has successfully enhanced pre-existing campus and system efforts to improve the number of freshmen prepared for college-level mathematics and English when they begin their first term. In summer 2010, existing CSU programs improved proficiency in both English and mathematics by one percentage point resulting in 44 percent of the 2010 freshmen class starting their first term at the CSU college-ready in English and mathematics. Comparatively, summer 2014 Early Start courses improved proficiency in both English and mathematics by five percentage points resulting in 59 percent of the entering freshmen class being prepared for college-level English and mathematics.

Summary

Summer 2014 Early Start was the first time all freshmen needing additional preparation in English and/or mathematics were required to participate. The data indicates that the Early Start program, in combination with other academic preparation efforts, continues to provide students with the opportunity to begin their first term better prepared for the academic rigor they will face in the CSU. While student readiness and Early Start efforts differ by campus, all CSU campuses and their faculty focus ongoing and collaborative efforts on improving student success from admission through graduation. As the Early Start program continues to develop and adapt to student needs, it is expected that best practices will continue to emerge and further inform system efforts.

COMMITTEE ON EDUCATIONAL POLICY

The California State University Graduation Initiative 2025

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

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

Summary

The California State University (CSU) Graduation Initiative 2025 is the system's overarching student success strategy. It orients and drives work in the Office of the Chancellor, and it figured prominently in the chancellor's second annual "State of the CSU" address in January 2015.

This information item updates board members on the numerical targets the system has committed to, with respect to these six metrics:

	Baseline	2025 Target
Six-year graduation rate	51%	60%
Four-year graduation rate	16%	24%
Gap by ethnicity	14 points	7 points
Gap by Pell eligibility	11 points	5 points
Transfer four-year rate	70%	76%
Transfer two-year rate	27%	35%

For each metric, the baseline rate is performance of the most recent cohort for which data was available when Chancellor White met with campus leadership in fall 2014.

If the system meets its goals for growth and the Graduation Initiative, then the CSU estimates that by 2025 the state will realize an additional 100,000 CSU graduates, of which 70,000 will result from enrollment growth, and 30,000 from student success efforts.

The CSU will act on this commitment in three important ways:

1. **Support and oversight for campus action.** Representatives from the Chancellor's Office will visit the Graduation Initiative teams on all 23 campuses during the 2015-2016 academic year. Campus teams are co-led by vice presidents of academic affairs and student affairs, and typically include representation from faculty governance, institutional research, and enrollment management.

   Each visit will begin with a review of performance under the initiative's 2015 goals, which focused on six-year graduation rates for first-time full-time freshmen, and closing the gap in those rates between Under-Represented Minority (URM) students (African American, Latino, and Native American) and other populations. The agenda will then turn to the work ahead, and how campus teams will apply their experience to meet the six new goals for 2025.

2. **Connection to national research and innovation.** Action throughout the system is informed by the CSU's active connections to the National Association of System Heads (NASH), the Association of American Colleges and Universities (AAC&U), the American Association of State Colleges and Universities (AASC&U), the U.S. Education Delivery Institute, and the Association of Public and Land-grant Universities (APLU).

3. **Fostering the use of transparent and actionable data.** CSU campuses are designating Dashboard Coordinators to lead local work with the Student Success Dashboard, a systemwide tool developed by the Graduation Initiative to give all CSU faculty and staff access to current, meaningful information on student progress to degree. Campuses have begun customizing the dashboard and correlating it to local tools, while preserving the system-level interoperability that facilitates benchmarking, diagnosis, and the sharing of best practices across campuses.

AGENDA

COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS

Meeting: **3:00 p.m., Tuesday, March 24, 2015**
Glenn S. Dumke Auditorium

J. Lawrence Norton, Chair
Rebecca D. Eisen, Vice Chair
Talar Alexanian
Adam Day
Lillian Kimbell
Steven G. Stepanek

Consent Items

Approval of Minutes of Meeting of January 27-28, 2015

Discussion Items

1. Amend the 2014-2015 Capital Outlay Program for California State Polytechnic University, Pomona and California State University, Sacramento, *Action*
2. Approval of Schematic Plans for California State University, Fullerton, California State Polytechnic University, Pomona and California State University, Sacramento, *Action*
3. Categories and Criteria for the Five-Year Capital Improvement Program 2016-2017 through 2020-2021, *Action*
4. Acceptance of Interest in Real Property for California State Polytechnic University, Pomona, *Information*

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 27-28, 2015

Members Present

J. Lawrence Norton, Chair
Rebecca D. Eisen, Vice Chair
Talar Alexanian
Adam Day
Lillian Kimbell
Lou Monville, Chair of the Board
Steven G. Stepanek
Timothy P. White, Chancellor

Trustee Norton called the meeting to order.

Approval of Minutes

The minutes of November 12, 2014 were approved as submitted.

Amend the 2014-2015 Non-State Funded Capital Outlay Program for California State University Channel Islands and California Polytechnic State University, San Luis Obispo

Assistant Vice Chancellor Elvyra F. San Juan presented agenda item 1 which proposes to amend the 2014-2015 non-state funded capital outlay program with two projects: Dining Renovation, at California State University Channel Islands and Yosemite Hall Fire Sprinkler System, at California Polytechnic State University, San Luis Obispo. Staff recommended approval.

Ms. San Juan also spoke to two capital project reports requested by the trustees, included in their packets: the active project list and the completed project list as of July 31, 2014. The reports show that there is over $1.6 billion in capital outlay projects currently in the design or construction phase, with approximately 75 percent of the funding coming from non-state sources, a fact consistent with the trend reported to the board a few years ago as a result of the decline in state capital outlay funding.

The committee recommended approval of the proposed resolution (RCPBG 01-15-01).

Certify the Final Environmental Impact Report and Approve the Campus Master Plan Revision, the Amendment of the 2014-2015 Non-State Capital Outlay Program and Schematic Plans for the Parking Structure II for California State Polytechnic University, Pomona

President Soraya Coley along with Ms. San Juan presented item 2. President Coley provided an overview of the 1,400-acre campus noting that more than half of the open space is limited by topographical constraints not suited for building. This project will enable the campus to better serve the students, faculty and staff who commute to campus, while preserving open space and keeping vehicles out of the academic core. The new location will also provide better access and allow for a lower-profile structure.

Ms. San Juan reported that the environmental impact report prepared for the master plan revision (in compliance with the California Environmental Quality Act (CEQA)) concluded that the project will not result in any unavoidable significant impacts with the implementation of mitigation measures to reduce traffic impacts at two intersections and measures to reduce the short-term impacts during the project construction. The item proposes amendment of the 2014-2015 non-state funded capital outlay program with a 1,825-space parking structure, resulting in a net increase of 1,200 parking spaces, and approval of schematic designs for the three-story parking structure. Staff recommended approval.

Trustee Eisen inquired if the photovoltaic panels mentioned in the item are included in the cost of the project. Ms. San Juan responded that the structural requirements to install the panels are included, but the purchase and installation of the panels would be funded separately at a future date. Trustee Eisen also asked staff to report back when it is determined if the panels will be pursued.

The committee recommended approval of the proposed resolution (RCPBG 01-15-02).

Approval of Amendment of the 2014-2015 Non-State Capital Outlay Program and Schematic Plans for University Office Park, Phase I for California State University, Bakersfield

President Horace Mitchell along with Ms. San Juan presented item 3. President Mitchell introduced the proposed public-private partnership project which will construct a commercial office building along the southern perimeter of the campus. The project will benefit the university by not only generating revenues to support the educational mission, but also by providing students an opportunity to intern with the tenants of the business park and prepare them for the workforce.

Ms. San Juan reported that no public comment was received during the preparation of the Mitigated Negative Declaration that was approved by the trustees at the September 2014 board meeting, in compliance with the CEQA. The total project cost of $10.4 million is to be paid by the proposed developer Greg Bynum and Associates. The terms of the proposed public-private

development agreement was considered by the Committee on Finance at this meeting. Staff recommended approval.

The committee recommended approval of the proposed resolution (RCPBG 01-15-03).

Acceptance of Interest in Real Property at California State University, San Bernardino Palm Desert Off-Campus Center

President Tomás Morales along with Ms. San Juan presented item 4. President Morales provided background and perspective on the CSU San Bernardino Palm Desert Campus, stating that it evolved from a visionary group of Coachella Valley residents who saw the need for higher education in the desert region. The Palm Desert Campus is a story of tremendous support from the local community; funds from individuals, foundations and municipalities to build space for fine arts and health services academic programs that are well integrated to serve the local community. It is also notable that less than 20 percent of Coachella Valley residents have university degrees, one of the largest economic disparities in the state. More than 70 percent of the Palm Desert Campus students are the first in their families to graduate. President Morales thanked Assistant Vice Chancellor Elvyra F. San Juan and University Counsel Juanda Daniel and their staff from the Chancellor's Office for their outstanding support in successfully navigating the transfer of property from the City of Palm Desert.

Ms. San Juan reported that the conveyance of 113 acres reserved for the CSU was a result of recent legislation dissolving redevelopment agencies in the state. This prompted the need to complete the conveyance of land reserved for the CSU per the Disposition and Development Agreement. The acceptance of the additional 113 acres will allow the campus to seek additional partnerships with the community and create opportunities to meet the demand for higher education. The Palm Desert Campus is a great example of a public-public partnership and local support for higher education.

Chair Lou Monville, alumni of CSU San Bernardino, applauded the work and ongoing efforts of President Morales and his team at the Palm Desert Campus and encouraged trustees to take a tour of the campus.

California State University Channel Islands' CI 2025 Strategy

President Richard Rush along with Ms. San Juan presented item 5. President Rush provided background and an overview, remarking that CSU Channel Islands is the newest campus in the system and the fastest growing public university in the country as reported by the *Chronicle for Higher Education*. As the campus grows over the next decade, additional academic and support spaces are necessary to support the mission to facilitate learning through integrative approaches, emphasizing experiential and service learning. To meet this challenge, the campus has completed the initial phase of its "CI 2025 Vision Plan" which set the following goals:

1) Develop an economic plan that provides alternative funding to the academic needs while increasing the financial viability of the Channel Islands Site Authority;
2) Identify and leverage all potential revenue sources, including the Channel Islands Site Authority, public-public and public-private partnerships and other sources; and
3) Build upon existing community relationships through mutually beneficial financial partnerships.

The Channel Islands Site Authority (Site Authority), established by an act of the Legislature in 1998, is designed to facilitate and augment traditional financing methods for the development of the campus to enhance the economic, cultural and social development of the region. The Site Authority is governed by a board comprised of representatives of the County of Ventura, City of Camarillo and the CSU Board of Trustees. This unique and valuable entity provides CSU Channel Islands with an opportunity to develop a campus for the 21st century that fits within new models of financing and partnerships with the communities it serves. CSU Channel Islands proposes to use alternative financing that will provide new facilities, decrease existing debt and engage the local community through public-public and public-private partnerships.

Ms. San Juan presented an overview of the campus master plan, identifying the two parcels leased to the Site Authority. One small parcel has not been developed to date. The larger parcel—referred to as East Campus—has been the focus of efforts to develop projects that would provide a revenue stream to the campus, primarily affordable housing for faculty and staff in a development called University Glen. A Town Center was also built, a mixed-use development with retail and office spaces on the ground floor with upper floor rental apartments.

The larger parcel contains an area that was planned for additional for-sale housing. The infrastructure to support 242 homes was completed; however, the project was put on hold during the fiscal and housing crisis. This is one of the key areas of focus for CI 2025. The campus is working to develop an innovative approach to the shortage of resources to plan and grow the campus. It will return to the board at a future date for approval of a concept plan for the development and use of land. The Site Authority has been presented with the CI 2025 strategy as a potentially important innovation to serve the region; the Site Authority has agreed that development options be analyzed for their consideration. Trustee Debra Farar has been a member of the Site Authority since 2002 and Mr. Jim Considine, former CSU Board of Trustees' chair, is also a long-time representative on the Site Authority.

Trustee Lawrence Norton asked Trustee Farar if she would like to comment on her role with the Site Authority. Trustee Farar stated that CSU Channel Islands has greatly benefitted from the legislation that established the Site Authority. The campus first brought the concept of a potential public-private partnership to the Site Authority in September 2013 prior to the release of the Request for Proposal to select a consulting firm. The campus regularly reports to the Site Authority on the work progress and she was pleased President Rush was able to share his vision of CI 2025 with the board. She encouraged all the board members to visit the campus and see firsthand the quality neighborhood that has been created. Trustee Norton echoed Trustee Farar's sentiments regarding the University Glen community having recently visited the campus.

COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS

Amend the 2014-2015 Capital Outlay Program for California State Polytechnic University, Pomona and California State University, Sacramento

Presentation By

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

Summary

The California State University Board of Trustees approved the 2014-2015 capital outlay program at its November 2013 meeting. This item allows the board to consider the scope and budget of projects not included in the previously approved capital outlay program.

California State Polytechnic University, Pomona
Parking Structure for the Administration Replacement Building PWC[1] $27,504,000

California State Polytechnic University, Pomona wishes to proceed with the design and construction of an underground parking structure, located below the Administration Replacement Building (#121[2]) which was approved as part of the 2013-2014 Capital Outlay Program and is currently in design. The parking structure (129,536 gross square feet (GSF)) will build approximately 300 parking spaces below grade to replace the 366 surface parking spaces lost as part of the Administration Replacement Building project cited on the western portion of Parking Lot C.

Schematic approval for this parking structure is requested in Item 2 of this agenda as an integral component of the Administration Replacement Building project. The parking structure component will be financed through the California State University Systemwide Revenue Bond (SRB) Program. The bonds will be repaid from parking fee revenue.

California State University, Sacramento
Chemistry Labs Renovation PWCE $4,000,000

California State University, Sacramento wishes to proceed with the design and construction of organic chemistry lab renovations in two existing lab rooms in Sequoia Hall (#36). This project

[1] Project phases: P – Preliminary Plans, W – Working Drawings, C – Construction, E – Equipment
[2] Facility number shown on master plan map and recorded in Space and Facilities Database

will improve safety containment and address code compliance. Each of the two renovated labs will contain 10 new student station fume hoods, a preparation and storage fume hood and a waste fume hood. The project also includes Americans with Disabilities Act (ADA) path of travel improvements in the nearby restrooms and elevators.

The project will be funded from a loan issued by the California State University Risk Management fund. The loan will be repaid from campus interest income or CSU operating funds.

Recommendation

The following resolution is presented for approval:

> **RESOLVED**, by the Board of Trustees of the California State University, that the 2014-2015 Capital Outlay Program be amended to include:
>
> 1. $27,504,000 for preliminary plans, working drawings and construction for the California State Polytechnic University, Pomona Parking Structure for the Administration Replacement Building; and
> 2. $4,000,000 for preliminary plans, working drawings, construction and equipment for the California State University, Sacramento Chemistry Labs Renovation.

COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS

Approval of Schematic Plans for California State University, Fullerton, California State Polytechnic University, Pomona and California State University, Sacramento

Presentation By

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

Summary

Schematic plans for the following three projects will be presented for approval:

1. **California State University, Fullerton—Titan Student Union Expansion**
   Design/Build Contractor: PCL Construction Services
   Project Architect: Steinberg Architects

Background and Scope

California State University, Fullerton wishes to proceed with the design and construction of the Titan Student Union Expansion project (#60[1]) to establish a new focal point and entry for the building, located strategically on the southwest corner of the existing 140,000 gross square feet (GSF) Titan Student Union (#14), originally built in 1976 with one expansion in 1992. The project will address various programmatic shortcomings of Titan Student Union and will add needed public use spaces following significant enrollment growth since the last expansion. It will also provide additional lounges and study spaces which will alleviate crowding in the dining areas and improve circulation.

The three-story 26,500 GSF addition will activate, transform and unify the variety of program spaces that currently exist across the three levels of the Titan Student Union. The below grade lower level will have a grand stair leading to existing bowling and gaming areas. The grand stair creates an interior amphitheater that can accommodate informal lectures, performances and social events. The main entry level will provide social spaces with access to food and seating along the perimeter. The upper level will contain social spaces of diverse nature and scale, including the board room to the south, group study rooms flanking the light-filled atrium, and study lounges.

[1] Facility number shown on master plan map and recorded in Space and Facilities Database

The primary exterior surface of the new building is curtain wall glazing. The high performance glazing provides transparency that makes the new addition space welcoming to both students and visitors. The glazed curtain walls also maximize daylighting and views. Solar heat gain will be mitigated with the use of large overhangs, as well as a semitransparent screen material.

Site improvements include cast-in-place seat walls, precast modular seating, free form benches and community tables in the courtyard and plazas surrounding the Titan Student Union Expansion. The outdoor spaces will provide a variety of seating opportunities for groups or individuals and provide flexibility for larger campus events.

This project will be designed to achieve Leadership in Energy and Environmental Design (LEED) Gold equivalency. Sustainable design features include bio retention planters for storm water management, light color paving to reduce heat retention, water efficient landscaping, sub surface drip irrigation for water reduction measures, energy efficient LED lighting fixtures, indirect natural daylighting, low-flow plumbing fixtures, and the incorporation of a cool roof to better reflect sunlight.

Timing (Estimated)

Preliminary Plans Completed	May 2015
Working Drawings Completed	July 2015
Construction Start	September 2015
Occupancy	March 2017

Basic Statistics

Gross Building Area	26,478 square feet
Assignable Building Area	24,039 square feet
Efficiency	91 percent

Cost Estimate – California Construction Cost Index (CCCI) 6077[2]

Building Cost ($491 per GSF)	$13,004,000

Systems Breakdown	($ per GSF)
a. Substructure (Foundation)	$ 27.42
b. Shell (Structure and Enclosure)	$ 161.04
c. Interiors (Partitions and Finishes)	$ 62.13

[2] The July 2013 *Engineering News-Record* California Construction Cost Index (CCCI). The CCCI is the average Building Cost Index for Los Angeles and San Francisco.

d. Services (HVAC, Plumbing, Electrical, Fire)	$ 149.10	
e. Special Construction & Demolition	$ 20.96	
f. General Conditions and Insurance	$ 70.46	
Site Development (includes landscaping and demolition)		2,308,000
Construction Cost		$15,312,000
Fees, Contingency, Services		4,171,000
Total Project Cost ($736 per GSF)		$19,483,000
Fixtures, Furniture & Movable Equipment		517,000
Grand Total		$20,000,000

Cost Comparison

This project's building cost of $491 per GSF is higher than the $447 per GSF for the Student Union Addition at San José State University approved in March 2009, and slightly higher than the $488 per GSF for the Student Union at California State University Channel Islands approved in September 2007, both adjusted to CCCI 6077.

The higher costs for this project are due to several factors. The special construction and demolition costs are higher due to the removal of existing hardscape, the opening up of the existing building façade to connect the new addition, and the constrained project site location within the campus.

The foundation and shell costs are higher due to the below grade construction and curtain wall system, which includes high performance glazing to appropriately reduce solar heat gain. Building services costs are also higher than similar projects due to the replacement of an air handler that will serve both the expansion and part of the existing facility. Additionally, the unique design of the glass atrium will require a smoke evacuation system, and large dramatic cantilevered roof overhangs.

Funding Data

The project will be funded from student union and Associated Students, Inc. program reserve funds.

California Environmental Quality Act (CEQA) Action

A Notice of Exemption has been prepared pursuant to the requirements of the California Environmental Quality Act. The Notice of Exemption will be filed with the State Clearinghouse as required.

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 Categorical Exemption for the California State University, Fullerton Titan Student Union Expansion project has been prepared pursuant to the requirements of the California Environmental Quality Act.

2. The proposed project will not have significant adverse impacts on the environment, and the project will benefit the California State University.

3. The schematic plans for California State University, Fullerton, Titan Student Union Expansion are approved at a project cost of $20,000,000 at CCCI 6077.

2. California State Polytechnic University, Pomona—Administration Replacement Building
CM@Risk Contractor: C.W. Driver
Project Architect: CO Architects

Background and Scope

California State Polytechnic University, Pomona proposes to construct the Administration Replacement Building (#121). The project will be located on the western portion of Parking Lot C, near the University Library (#15). The replacement building will be 138,325 GSF, and will combine administrative offices and student services from the existing Classroom / Laboratory / Administration (CLA) building (#98) and other campus locations to create a one-stop student service center. A 129,536 GSF parking structure with approximately 300 spaces will be constructed below the replacement facility, off-setting 366 surface parking spaces lost as a result of this project.

This project is a replacement facility for the tower and registration portions of the CLA building, which has structural deficiencies that, combined with its proximity to a fault line, has resulted in the California State University Seismic Review Board determination of a Priority 1, level 6

seismic hazard[3]. The replacement building will be located at a safe distance from any fault lines, in conformance with the Alquist Priolo Earthquake Fault Zoning Act. The Administration Replacement Building will provide space for administrative offices and student services such as registration, tutoring and mentoring, student life, and financial aid.

The project is comprised of two buildings designed to mirror the rolling hills surrounding the site, creating a central promenade that serves as a major campus circulation corridor while also serving as a gathering and breakout area for students, visitors and staff. A courtyard is located in the center of the east building, allowing light to enter the inner portions of the building, while providing a view to the outdoors. An expansive metal panel roof ties together the two buildings.

The exterior walls are primarily clad in a curtain wall system with glass panels that are sized to maximize natural daylighting and views, and minimize the need for interior lighting. At points where the building abuts landscaped areas, the base of the building is clad in masonry veneer.

Sustainable features, particularly passive design elements, are incorporated throughout the project. Large windows and north-facing rooftop windows are incorporated to provide maximum daylighting to building occupants. The oversized roof is designed to shade the window system, reducing the demand on the mechanical system. Drought-tolerant landscape will surround the project, reducing heat gain on outdoor spaces. The administration replacement building portion of the project will be designed to achieve Leadership in Energy and Environmental Design (LEED) Silver equivalency.

Timing (Estimated)

Preliminary Plans Completed	September 2015
Working Drawings Completed	April 2016
Construction Start	June 2016
Occupancy	September 2018

Basic Statistics

Administration Replacement Building	
Gross Building Area	138,325 square feet
Assignable Building Area	90,052 square feet
Efficiency	65 Percent
Parking Structure	
Gross Building Area	129,536 square feet
Parking Spaces	300 Spaces

[3] As a part of the Trustee's seismic policy, the CSU Office of the Chancellor maintains two systemwide lists, identified by the CSU Seismic Review Board and based on Division of the State Architect standards, of existing facilities with potential hazards considered significant enough to warrant priority attention for seismic retrofit.

Cost Estimate – California Construction Cost Index (CCCI) 6077[4]

Administration Replacement Building Cost ($385 per GSF)		$53,221,000
Systems Breakdown	($ per GSF)	
a. Substructure (Foundation)	$ 14.25	
b. Shell (Structure and Enclosure)	$ 162.51	
c. Interiors (Partitions and Finishes)	$ 58.98	
d. Services (HVAC, Plumbing, Electrical, Fire)	$ 90.53	
e. Built-in Equipment and Furnishings	$ 13.74	
f. Special Construction	$ 7.59	
g. General Conditions and Insurance	$ 37.15	
Parking Structure Cost ($41,862 per space)		$12,559,000
Systems Breakdown	($ per GSF)	
a. Substructure (Foundation)	$ 14.61	
b. Shell (Structure and Enclosure)	$ 51.26	
c. Interiors (Partitions and Finishes)	$ 2.27	
d. Services (HVAC, Plumbing, Electrical, Fire)	$ 14.36	
e. Built-in Equipment and Furnishings	$ 0.17	
f. Special Construction	$ 5.29	
g. General Conditions and Insurance	$ 8.99	
Site Development		8,958,000
Construction Cost		$ 74,738,000
Fees, Contingency, Services		29,312,000
Total Project Cost ($388 per GSF)		$ 104,050,000
Fixtures, Furniture & Movable Equipment		$ 1,341,000
Grand Total		$105,391,000

Cost Comparison

Administration Building Component

This project's building cost of $385 per GSF is comparable to two buildings at CSU East Bay.

[4] The July 2013 *Engineering News-Record* California Construction Cost Index (CCCI). The CCCI is the average Building Cost Index for Los Angeles and San Francisco and is updated monthly.

The Student Services Replacement Building approved in March 2006 was $386 per GSF and the Warren Hall Replacement project approved in January 2013 was more costly at $426 per GSF, both adjusted to CCCI 6077. The Pomona project's exterior shell is more expensive however the cost for the HVAC and electrical system is significantly lower due to the passive design elements that reduce the need for lighting and cooling.

Parking Structure Component

The underground parking structure cost of $41,862 per space is significantly higher than the $35,918 per space for the Plaza Linda Verde Parking Structure at San Diego State University approved in May 2014, and the $17,975 per space for the South Housing Parking Structure at Cal Poly San Luis Obispo, approved in November 2014, primarily due to its small capacity and underground design. The facility is completely enclosed, with the building shell acting as a retaining wall for the structure and the Administration Replacement Building located above it. The foundation costs are higher due to the high water table on the site, requiring a mat slab and significant waterproofing. Additionally, building services costs are higher due to the need for air circulation in the facility as there is minimal fresh air ventilation.

Funding Data

The Administration Replacement Building component was approved in September 2012 as part of the 2013-2014 CSU Capital Outlay Program, with preliminary plans, working drawings and construction to be funded from Public Works Board Lease Revenue Bonds. To date the state has funded $1,576,000 for preliminary plans and is expected to fund $1,943,000 for working drawings (once the Public Works Board approves the preliminary plans) from existing lease revenue bond funds.

With the new financing authority, the Department of Finance has committed to provide the California State University with additional support budget funds for future debt service to fund the project construction phase in lieu of including the project in a future state Public Works Board Lease Revenue Bond sale. With the revised financing policy approved by the board in November 2014, the CSU will continue the discussion with the Department of Finance on the transition of this project to the new authority through the CSU Systemwide Revenue Bond (SRB) program. The Parking Structure component will be financed through the SRB with the bonds repaid from the parking fee revenue.

Financing approval for this project will be requested in spring 2016.

California Environmental Quality Act (CEQA) Action

The Final Mitigated Negative Declaration (Final MND) for the California State Polytechnic University, Pomona Administration Replacement Building project was adopted by the Board of Trustees in November 2013 pursuant to the California Environmental Quality Act. The Final MND concluded that the mitigated project would not have significant impacts on the environment with the recommended measures that include on-campus traffic mitigation.

The university completed an Addendum to the previously adopted Mitigated Negative Declaration in October 2014 for the Administration Replacement Building. These revisions primarily include a slight revision to the orientation of the building and the addition of an underground parking structure to accommodate approximately 300 spaces.

The Addendum to the Final MND 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 15162 of the CEQA Guidelines. No additional mitigation measures were noted. The Final MND and the Addendum to the Final MND are available at: http://www.cpp.edu/~fpm/public/EIRcalpolyadministrationreplacement.pdf.

The following resolution is presented for approval:

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

1. The Final Mitigated Negative Declaration for the California State Polytechnic University, Pomona Administration Replacement Building project included an analysis that addressed the potential significant environmental impacts, mitigation measures, comments and responses to comments associated with approval of the Administration Replacement Building project, and all discretionary actions related thereto. The Board of Trustees adopted the Final Mitigated Negative Declaration as adequate under CEQA and the project was approved in November 2013.

2. Subsequent to project approval, California State Polytechnic University, Pomona made certain minor revisions to the design of the approved project. An Addendum to the previously adopted Final Mitigated Negative Declaration has been prepared that has determined these revisions would not involve new significant environmental effects or a substantial increase in the severity of significant effects previously identified in the Final Mitigated Negative Declaration. The Board of Trustees has considered the Final Mitigated Negative Declaration and the Addendum to the Final Mitigated

Negative Declaration concurrent with its consideration of the proposed schematic design plans.

3. The chancellor is requested under Delegation of Authority granted by the Board of Trustees to file the Notice of Determination for the project.

4. The schematic plans for the California State Polytechnic University, Pomona Administration Replacement Building are approved at a project cost of $105,391,000 at CCCI 6077.

3. California State University Sacramento—Student Housing, Phase II
Design/Build Contractor: Otto Construction
Project Architect: Solomon Cordwell Buenz

Background and Scope

California State University, Sacramento proposes to design and construct a new 400-bed student housing complex (#21) located at the northern end of the campus, east of the existing American River Courtyard (#25) student housing and adjacent to the American River levee. The project will provide needed freshman and sophomore student housing for the campus.

The 124,930 GSF project will have two wings, a three-story wing for freshman and a four-story wing for sophomores. The design will provide for single and double occupancy rooms and shared bathroom facilities. The ground floor will have communal space including a large multipurpose room with kitchen, recreation and laundry facilities, and an administrative office suite for housing and residential education. Additional amenities include a roof terrace for outdoor common space with views to the American River and shared recreation rooms.

The new construction will be cement plaster with a single ply roof, consistent with the existing architectural style of the north housing quad. The building will utilize wood-framed walls, floor and roof deck systems. Site improvements include a courtyard with hardscape paths, large trees and drought tolerant landscape elements with an irrigation system that will use reclaimed water.

Sustainable features of the project will include extensive use of natural light and ventilation using large, low emission glazed operable windows in each room, solar water heating and energy efficient LED lighting with day lighting controls and occupancy sensors. The project is being designed to achieve Leadership in Energy and Environmental Design (LEED) Gold equivalency.

Timing (Estimated)

Preliminary Plans Completed	May 2015
Working Drawings Completed	October 2015
Construction Start	February 2016
Occupancy	July 2017

Basic Statistics

Gross Building Area	124,930 square feet
Assignable Building Area	82,462 square feet
Efficiency	66 percent

Cost Estimate – California Construction Cost Index 6151[5]

Building Cost ($323 per GSF)		$40,407,000
Systems Breakdown	*($ per GSF)*	
a. Substructure (Foundation)	$ 20.25	
b. Shell (Structure and Enclosure)	$ 84.36	
c. Interiors (Partitions and Finishes)	$ 48.31	
d. Services (HVAC, Plumbing, Electrical, Fire)	$129.14	
e. Equipment and Furnishings	$ 7.25	
f. General Conditions and Insurance	$ 34.13	
Site Development		2,989,000
Construction Cost		$43,396,000
Fees, Contingency, Services		$9,282,000
Total Project Cost ($422 per GSF)		$52,678,000
Fixtures, Furniture & Movable Equipment		$2,257,000
Grand Total		$54,935,000

[5]The July 2014 Engineering News-Record California Construction Cost Index (CCCI). The CCCI is the average Building Cost Index for Los Angeles and San Francisco and is updated monthly.

Cost Comparison

The project's building cost of $323 per GSF is lower than the $335 per GSF for Student Housing, Phase III at California State University Channel Islands and the $354 per GSF for Student Housing South at California Polytechnic State University, San Luis Obispo, both approved in November 2014, and the $357 per GSF for Plaza Linda Verde at San Diego State University, approved in May 2014, all adjusted to CCCI 6151. The lower building cost is primarily due to the less expensive exterior enclosure, interior construction and finishes and a less expensive structural system.

Funding Data

The project will be financed through the SRB Program and from housing program reserves ($11,400,000). Housing revenue will repay the bond financing. Financing approval is being requested for this project during the Committee on Finance at this meeting.

California Environmental Quality Act (CEQA) Action

The Final Mitigated Negative Declaration (Final MND) for the California State University, Sacramento Student Housing, Phase II project was approved in January 2015 pursuant to the California Environmental Quality Act and State CEQA Guidelines in conjunction with a minor master plan revision. During the environmental review process, there were no significant impacts identified and no adverse public comments received. The schematic plans for the project are consistent with the Final MND and the effects of the project were fully analyzed in the Final MND.

The following resolution is presented for approval:

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

1. The Final Mitigated Negative Declaration for the California State University, Sacramento Student Housing, Phase II project was prepared pursuant to the California Environmental Quality Act and State CEQA Guidelines.
2. The California State University, Sacramento Student Housing, Phase II project is consistent with the Final Mitigated Negative Declaration and the effects of the project were fully analyzed in the Final Mitigated Negative Declaration.
3. The schematic plans for the California State University, Sacramento Student Housing, Phase II are approved at a project cost of $54,935,000 at CCCI 6151.

COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS

Categories and Criteria for the Five-Year Capital Improvement Program 2016-2017 through 2020-2021

Presentation By

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

Summary

The California State University Board of Trustees annually adopts categories and criteria that are used in setting priorities for academic project requests in the Capital Outlay Program.

Priorities will be determined based upon the strategic needs of the system in consideration of existing deficiencies in the type, amount and/or condition of campus space to serve the academic master plan. In particular, priority will be given to projects that address critical seismic and infrastructure deficiencies, including life/fire safety, utilities infrastructure critical to campus-wide operations, capital renewal and minor capital outlay in existing facilities. Projects programmed for modernizing existing facilities or constructing new replacement buildings in response to academic needs or enrollment demand will be considered on a case-by-case basis. In keeping with CSU's new capital authorities, campuses will be encouraged to identify funding sources for projects to receive priority consideration, however such funding will not guarantee a higher prioritization for the project based on the strategic needs of the system.

A campus may submit a maximum of one major capital project for the 2016-2017 budget year, one project for the 2017-2018 planning year, and three projects per planning years 2018-2021, including health and safety projects. Exceptions to these limits will be considered on an individual project basis. Equipment and seismic strengthening projects are excluded from this limit. Seismic strengthening projects will be prioritized according to recommendations from the CSU Seismic Review Board.

Attachment A contains the proposed categories and criteria for the budget year 2016-2017 Capital Outlay Program and the Five-Year Capital Improvement Program for 2016-2017 through 2020-2021.

Recommendation

The following resolution is presented for approval:

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

1. The Categories and Criteria for the Five-Year Capital Improvement Program 2016-2017 through 2020-2021 in Attachment A of Agenda Item 3 of the March 24-25, 2015 meeting of the Committee on Campus Planning, Buildings and Grounds be approved; and

2. The chancellor is directed to use these categories and criteria to prepare the Five-Year Capital Improvement Program for 2016-2017 through 2020-2021.

Categories and Criteria to Set Academic Program Priorities

General Criteria

Priorities will be determined based upon the strategic needs of the system in consideration of existing deficiencies in the type, amount and/or condition of campus space to serve the academic master plan. In particular, priority will be given to projects that address critical seismic and infrastructure deficiencies, including life/fire safety, utilities infrastructure critical to campus-wide operations, capital renewal and minor capital outlay in existing facilities. Projects programmed for modernizing existing facilities or constructing new replacement buildings in response to academic needs or enrollment demand will be considered on a case-by-case basis. Campuses will be encouraged to identify funding sources for projects to receive priority consideration, however such funding will not guarantee a higher prioritization for the project based on the strategic needs of the system.

A campus may submit a maximum of one major capital project for the 2016-2017 budget year, one project for the 2017-2018 planning year, and three projects per planning years 2018-2021, including health and safety projects. Exceptions to these limits will be considered on an individual project basis. Equipment and seismic strengthening projects are excluded from this limit. Seismic strengthening projects will be prioritized according to recommendations from the CSU Seismic Review Board.

Approval of multi-phase projects may require the project funding to be allocated over more than one year. Campus requests for preliminary plans, working drawings, and construction (PWC) lump sum funding will be considered on an individual project basis based on the project's complexity, scope, schedule, and the availability of non-appropriated funds to augment the project.

Current trustee-approved campus physical master plan enrollment ceilings apply to on-campus seat enrollment only. These numbers are to be used as the basis of comparison for justifying capital projects that address enrollment demand to be accommodated on campus. Enrollment estimates that exceed these figures should be accommodated through distributed learning and other off-campus instructional means.

Individual Categories and Criteria

I. Existing Facilities/Infrastructure

A. Critical Infrastructure Deficiencies – CD (Critical Deficiencies)

These funds correct structural, health and safety code deficiencies by addressing life safety problems and promoting code compliance in existing facilities. Projects include seismic strengthening, correcting building code deficiencies, failing infrastructure, and addressing regulatory changes which impact campus facilities or equipment. These funds also include the Systemwide Infrastructure Improvement and Minor Capital Outlay programs.

B. Modernization/Renovation – FIM (Facilities Infrastructure/Modernization)

These funds make new and remodeled facilities operable by providing group II equipment (furnishings) and replacing utility services/building systems to improve facilities and the campus infrastructure. These funds also meet campus needs by modernizing existing facilities or constructing new replacement buildings in response to academic and support program needs as well as enrollment demand.

II. New Facilities/Infrastructure – ECP (Enrollment/Caseload/Population)

These funds eliminate instructional and support deficiencies to support campus growth, including new buildings and their group II equipment, additions, land acquisitions, and site development.

COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS

Acceptance of Interest in Real Property for California State Polytechnic University, Pomona

Presentation By

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

Summary

The State of California proposes to transfer the ownership and operation of a 287-acre parcel, the Lanterman Developmental Center (currently operated by the California Department of Developmental Services), to California State Polytechnic University, Pomona. The property is located adjacent to the southern end of the campus, an area known as Spadra Farm. This information item is to provide background on the site, to identify the campus' proposed uses of the site to support the academic program and to identify the next steps in the due diligence prior to seeking the board's approval of interest in the real property at a future meeting.

Background

The Lanterman Developmental Center (Center) was established by the state in 1927 at its present location as an institution for the care and treatment of persons with a variety of developmental disorders. The Center is comprised of 120 existing buildings totaling approximately one million square feet. For several decades, in partnership with the Center, Cal Poly Pomona used portions of the property for academic opportunities ranging from agricultural endeavors to engaging students and faculty in assisting with the Center's clients.

In December 2005, Cal Poly Pomona and the Center initiated discussions regarding the use of a portion of the property for the purpose of building faculty/staff housing, a need that had become critical to the effective recruitment of top-quality personnel. A collaborative agreement emerged to create housing that would serve both agencies' needs: faculty/staff housing for the university and client/staff housing for the Center. Concurrent to the development of this agreement was an expanded programmatic collaboration involving faculty and students from urban/regional planning, mechanical engineering, kinesiology, nutrition and food science departments, and the university's Center for Community Engagement.

Consultations continued during the ensuing years between Cal Poly Pomona, the Center, the Department of Developmental Services (DDS) and the Department of General Services (DGS). In summer 2009, DGS initiated a detailed facilities study of the Center property to determine a location for the proposed faculty/staff housing development. The study was completed and published in March 2010. However, those plans were put on hold when, in January 2010, DDS announced the closure of the Center facility, to occur at a future undetermined time.

In July 2013, DGS issued a "Notice of Availability of Excess State Owned Real-Property" to advise agencies and departments of the available property in anticipation of the Center's closure. As a result, in August 2013, the California State University formally expressed interest in obtaining the property to accommodate the expansion of its academic programs and to develop local public/private partnerships, as well as to provide the originally contemplated faculty/staff housing. DDS has now transferred all Center clients to alternative developmental center facilities, and the Center was officially closed as of December 31, 2014. Twenty-five staff members remain on-site to complete the shut-down process and provide limited maintenance service to facilities and grounds.

During the course of campus discussions with the Department of Finance, two other state agencies expressed interest in the property to accommodate their needs to construct new facilities, the California Highway Patrol (CHP) and the California Air Resources Board (CARB). The combined land requirement of the two agencies is 24 acres, far less than the 287 acres available. CHP is looking for a 10-acre site for a new station that has easy access to the Interstate 10 freeway and State Route 57. CARB is looking for a new 14-acre site that could consolidate and expand their existing motor vehicle and engine emissions testing and research facilities.

In the Governor's 2015-2016 Budget Proposal, the Administration proposed transferring the Lanterman Developmental Center to California State Polytechnic University, Pomona. The proposed transfer is contingent on CSU acknowledging that state funds will not be specifically appropriated for the operation, maintenance or development of the property and that the university will accommodate the needs of other state departments, namely CHP and CARB, on a portion of the land in the area. The campus is in discussions with the Department of Finance on possible site locations.

Plan and Vision Statement for the Lanterman Developmental Center

Although Cal Poly Pomona is comprised of over 1,400 acres, much of the land cannot be developed due to existing seismic faults and challenging terrain. The campus master plan identifies projects to be sited on remaining developable land, leaving limited land to expand academic programs into new facilities. The Center property offers an opportunity to expand programs where enrollment demand exceeds capacity. This can be accomplished by relocating

academic programs best suited for the new site, allowing remaining programs to expand into vacated space on campus. The identification of which programs would move to the Center property would be determined once the assessment of the property is complete. Initial thoughts under consideration include the relocation of the Agricultural Academic Programs to use existing buildings, and the relocation of the Farming, Grazing and Animal Husbandry Programs to the 115 acres of outdoor area.

A site map depicting the relationship of the Center property and its proximity to the Cal Poly Pomona campus is shown in Attachment A.

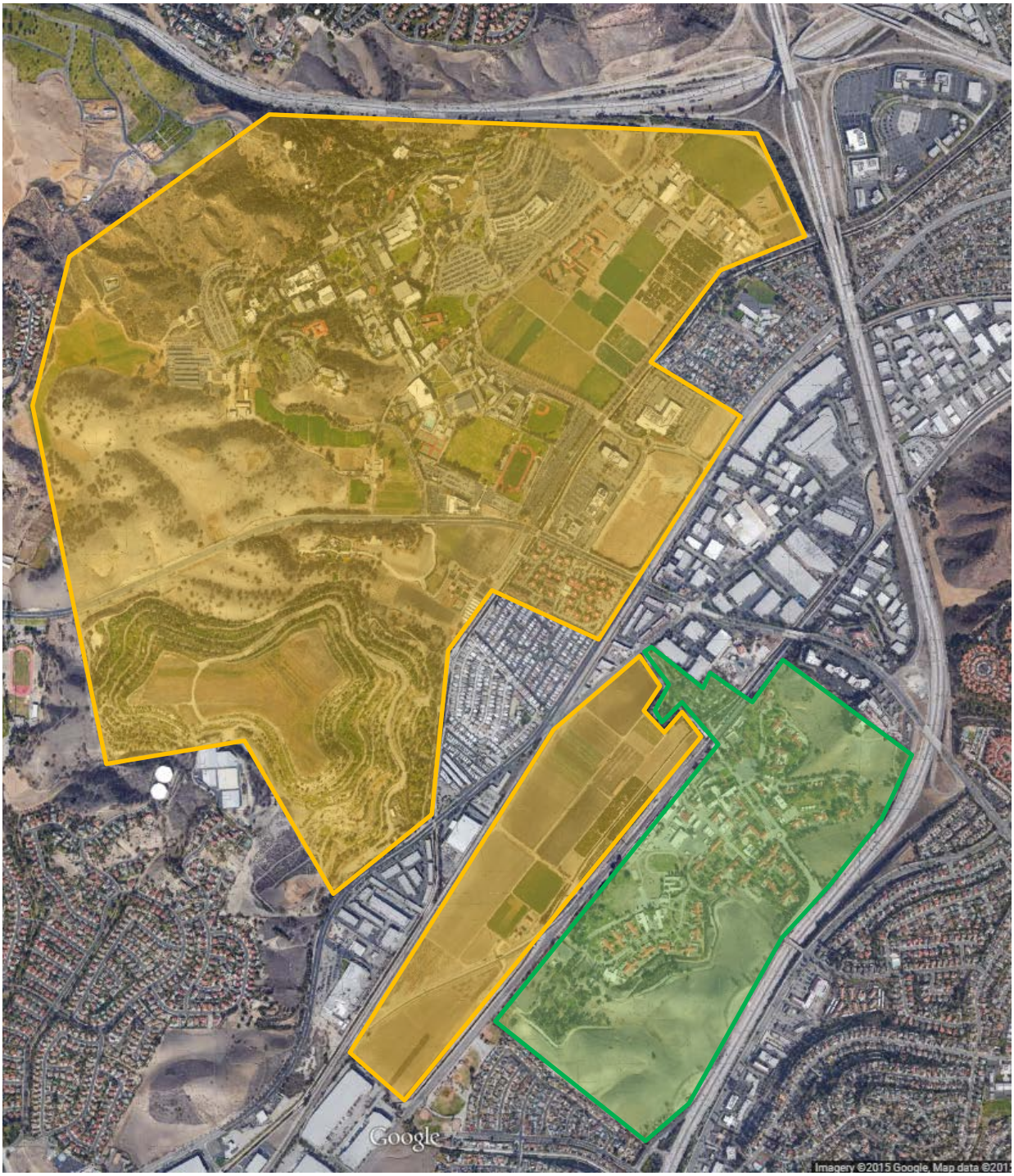
Next Steps

Cal Poly Pomona gained access to the Center's facilities in January 2015 after the property was closed. Preliminary site visits and a condition assessment report from 2010 revealed that many of the existing buildings will require significant upgrades or demolition. Most of the buildings were constructed between the 1920s and 1960s, are not up to code, and will require substantial hazardous material mitigation if renovated or demolished. Some of these buildings may be considered of historical significance, which could restrict options for their replacement or re-use. More information needs to be collected and analyzed now that Center is closed.

With the help of the Department of Finance, the Department of Developmental Services, and the Department of General Services, Cal Poly Pomona and Chancellor's Office staff are working to perform additional analysis and complete the due diligence for the land transfer. This includes access to the title report and review of agreements for other entities currently on the site, such as California Conservation Corps and City of Pomona relating to fire services.

The completion of the property due diligence and the campus development of a transition plan that includes estimated transition and operational costs will be developed for the board's consideration of the real property acceptance.

California State Polytechnic University, Pomona



Existing Cal Poly Pomona campus

Lanterman Developmental Center

AGENDA

COMMITTEE ON AUDIT

Meeting: **4:05 p.m., Tuesday, March 24, 2015**
Glenn S. Dumke Auditorium

Lupe C. Garcia, Chair
Adam Day, Vice Chair
Steven M. Glazer
Rebecca D. Eisen
Hugo N. Morales

Consent Items

Approval of Minutes of Meeting of January 27, 2015

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 Single Audit Reports of Federal Funds for the Fiscal Year Ended June 30, 2014, *Information*
3. Report on Compliance with National Collegiate Athletic Association Requirements for Financial Data Reporting, *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 27, 2015

Members Present

Lupe C. Garcia, Chair
Adam Day, Vice Chair
Rebecca D. Eisen
Steven M. Glazer
Lou Monville, Chair of the Board
Timothy P. White, Chancellor

Chair Garcia called the meeting to order.

Approval of Minutes

The minutes of the meeting of November 12, 2014, were approved as submitted.

Assignment of Functions to Be Reviewed by the Office of Audit and Advisory Services for Calendar Year 2015

Ms. Janice Mirza, senior director of the Office of Audit and Advisory Services, presented the agenda item on behalf of Larry Mandel, vice chancellor and chief audit officer. She 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 Audit and Advisory Services and approves the audit plan for the year. She added that the audit plan is also discussed with the chair of the Committee on Audit. Ms. Mirza stated that the Office of Audit and Advisory Services performs an annual risk assessment to determine the high-risk areas to the system. In addition, as reported at the November 2014 meeting of the Board of Trustees, incremental changes have been made to the risk assessment model for 2015. A separate information technology audit risk assessment was performed for the first time; and a fraud survey was also conducted for the first time. The results of those risk assessments were used to determine the high-risk areas for review in 2015.

Ms. Mirza reported that the following areas have been included in the 2015 audit plan: Information Security; the Clery Act; Scholarships; Admissions; Student Activities; Payment Card Industry Data Security Standards Compliance; Information Technology Procurement, and Cloud Computing. She explained that high-profile areas are areas that are not identified through the risk assessment process but have attracted attention or publicity. The high-profile area

included in the audit plan is College Department Reviews. She added that this was selected because of a recent high-publicity incident that resulted in a special audit, a concern over faculty release time noted in a special investigation in 2013, as well as concerns noted by several campuses in the fraud survey related to college department administrative and financial controls.

Ms. Mirza stated that a core financial area was not identified for the audit plan, as a major focus of review for the aforementioned high-profile area will be financial controls.

Ms. Mirza indicated that along with these other subject areas, auxiliary organizations and construction audits would continue to be included in the audit plan, along with any requested special investigations. She explained that auxiliary organizations audits are conducted at each campus on a three-year cycle; this year's audit plan includes approximately 30 auxiliaries at eight different campuses.

Ms. Mirza reminded the Trustees that advisory services was introduced as a new function in 2013 and added that it continues to be well received within the system. She explained that its goal is to essentially prevent risk, rather than conducting audits to detect problems after the fact. Approximately 20 percent of the audit plan is dedicated to advisory services.

Ms. Mirza stated that the remainder of the audit plan includes staff time for committees and special projects, technology support, follow-up on prior audit recommendations, risk assessment, and day-to-day administration of the office.

Trustee Glazer stated that he had the opportunity to talk with staff prior to this meeting about the subjects chosen for the audit plan. He asked Chair Garcia for her acknowledgement of his understanding that as chair of the audit committee, she is consulted on the various options regarding audits and that this audit plan incorporates her advice to the audit team.

Chair Garcia confirmed that this is correct.

Trustee Faigan asked whether there were any significant findings that the Board should be made aware of from the audits that have been conducted.

Ms. Mirza responded that there are no significant findings that come to mind at this particular time. She explained that audit reports are issued for all audits and are posted on the Office of Audit and Advisory Services' website upon completion. In addition, she noted that the audit reports are also made available to the Trustees at the conclusion of a specific audit series.

Chair Garcia added that as chair of the audit committee, she would be notified by the audit team of any significant findings for the opportunity to discuss the next steps and resolutions as part of the conclusion of the audit.

Trustee Faigan requested that the Trustees be provided with a short summary of the most interesting trends noted in the audit reports at each Board meeting.

Ms. Mirza responded that a protocol could be established for presenting this type of information.

Ms. Garcia acknowledged Trustee Faigan's suggestion, noting that a high-level overview of some of the key recommendations could be informative for the Board.

Chair Garcia called for a motion to approve the committee resolution (RAUD 01-15-01). A motion was then made, and the resolution was passed unanimously to approve the audit plan for calendar year 2015.

Status Report on Current and Follow-Up Internal Audit Assignments

Ms. Mirza presented the Status Report on Current and Follow-Up Internal Audit Assignments. She reminded everyone that updates to the status report are displayed in green numerals and indicate progress toward or completion of recommendations since the distribution of the agenda. She reported that the campuses and the CSU Chancellor's Office are completing recommendations timely. She added that all of the 2014 planned audits are essentially complete.

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

Mr. George V. Ashkar, assistant vice chancellor/controller, presented a summary of the CSU systemwide financial statements for fiscal year (FY) ended June 30, 2014.

Mr. Ashkar reported that total revenues (operating, non-operating, capital and noncapital) were $6.82 billion for FY year ended June 30, 2014. The two largest sources of revenue were state appropriations and student tuition and fees. Sales and services included housing, parking, food services, and educational activities and are the auxiliary enterprises operated by the campuses. Mr. Ashkar provided an overview of revenues by source for FY 2013-2014 vs. FY 2012-2013. There was an increase in state appropriation noncapital of $277.3 million, which consists of $125 million to restore the university's revenue loss from the FY 2012-2013 tuition fee rollback and another $125 million increase in noncapital operating budget support. Overall expenses increased proportionately. There was an increase in student enrollment growth of $42 million (enrollment grew by 11,791 students, or 3.3 percent). There was an increase in grants, contracts, and gift revenues of $140.7 million. Sales and services as well as investment income were relatively unchanged, with slight differences from FY 2012-2013.

Mr. Ashkar reported that total expenses in FY 2014 were $6.76 billion, of which $6.53 billion were operating expenses and $226.3 million were non-operating expenses, attributable to interest expenses. He noted that the majority of operating expenses are for instruction and educational support activities. Mr. Ashkar then provided an overview of expenses by program for

FY 2013-2014 vs. FY 2012-2013. He stated that total expenses increased by $308.2 million, or 4.8 percent, in year-over-year comparison; operating expenses increased by $326.1 million; and non-operating expenses decreased by $17.92 million due to refunded revenue bonds and savings from refinancing's. Mr. Ashkar indicated there was an increase of $116.9 million in instruction expenses; $97.5 million in other educational support; $45.6 million in institutional support; $51.7 million in operating and maintenance; and $26.1 million in auxiliary enterprises. He added that there was a decrease of $11.72 million for depreciation and amortization.

Trustee Glazer acknowledged the massive amount of work that goes into the financial statements audits and he appreciated the simplistic presentation. He stated that he had two concerns. First, he noted that he did not see an explanation of how both revenues and expenses have gone up in the *Management's Discussion and Analysis* section. He stated that he appreciated that there was an explanation of net capital and net worth of the enterprise, but asked where in the document it indicated how the CSU did at the end of the year with regard to its budget.

Mr. Ashkar responded that in looking at the financial statements, revenues increased about $277 million, but yet expenses increased about $308 million, which means some of the reserves were used for operational costs. He stated that actuals to budget could be tracked and reported to the Board at the end of the year.

Trustee Glazer thanked Mr. Ashkar for his explanation and noted that this is likely a finance item rather than an audit item. He stated that it would be helpful to understand how the CSU did relative to its budget. He indicated that in his three years on the board, he did not recall receiving an accounting summary. He stated that if the CSU did dip into reserves, it is important to know how it happened and why.

Mr. Ashkar stated his belief that this information has never been provided to the board, but reassured the Trustees that tracking of actuals to budget is done on a daily basis.

Trustee Achtenberg acknowledged that Trustee Glazer made an excellent point. She stated that to her knowledge, finances have not been tracked in that way but agreed that it is important and should be done. She indicated that it would be important for the Board to know whether dipping into reserves is due to "overspending" in a particular category or whether it is just a timing issue. She added that there is nothing wrong with dipping into reserves as planned, but if it was not anticipated the board, which has responsibility for the finances of the institution, should be informed.

Mr. Ashkar responded that he believes there will be differences between the budget and actual numbers but staff should be able to explain those differences.

Trustee Glazer stated that he appreciated the feedback and that this information would be important to know going forward.

Chair Garcia asked for clarification as to whether this type of report would come to the Board on some periodic basis as part of the audit committee or finance committee. She stated that she believed it would be in the finance committee. Mr. Ashkar agreed.

Trustee Glazer continued with his second issue concerning the financial statements. He noted that on page 48 of the report, there is a review of the system's obligations in the areas of pensions and postretirement healthcare which shows a worrisome trend. He noted that the report reviews the university's pension contribution requirements from 2012 to 2014 and shows that in the last years, there has been an $82 million increase in the contribution obligations to CalPERS. He further noted that on page 49, the report also indicated a substantial increase in just the last few years in terms of the university's obligation for postretirement healthcare. Trustee Glazer stated that he would like to understand this issue better. He questioned where the $82 million came from in the budget. He inquired as to whether in the finance committee there should be a more thorough review of these costs and what the Board can expect going forward so that this information can be considered in the budgetary choices that will need to be made.

Mr. Ashkar stated that this would be discussed at the Committee on Finance in the Governmental Accounting Standards Board (GASB) 68 presentation. He noted that there has been a calculation change that will have a major impact on the way the university's financial statements are expressed and will affect every public education or government institution in the nation. He stated that this will be an accounting change in the balance sheet across the country for the FY 2014-2015 financial statements, which the CSU will be reporting on at the end of this fiscal year. Mr. Ashkar stated that this is a concern.

Trustee Glazer appreciated the explanation and understands the GASB requirement, which is a reporting requirement that is being forced upon us to acknowledge the system's liabilities. He agreed that is a good thing, but did not understand what the projections are going forward and how the budget will cover these costs. He stated that the CSU has gone to the legislature and the governor and asked for more funds to cover fixed and inflationary costs, but that he did not know exactly where these amounts show up in the budget. He asked Mr. Relyea for further explanation.

Mr. Steve Relyea, executive vice chancellor and chief financial officer, stated that each of the 23 campuses has their own budget process. He explained that staff tries to anticipate costs for the year and then pass on to the campuses an estimate that campuses need to set aside to cover the increases in various costs. Mr. Relyea further explained that each campus has a chief financial officer and most have budget committees that will consider these costs and other obligations as well as estimate revenues from all sources, when putting together the campus budget.

Chair Garcia asked for clarification on which category this is captured in.

Mr. Relyea responded that he believed it is in the mandatory cost category.

Trustee Eisen asked whether the benefits cost was included in one of the bars on the graph located on the slide entitled, Overview of Operating Expenses by Program – FY 2014 vs. FY 2013.

Mr. Ashkar stated that the benefits costs are included; it includes salary and benefits.

Mr. Relyea added that the cost of instruction, educational support, and institutional support includes the cost of faculty and lectures, including any associated benefits or pension costs.

Trustee Eisen commented that she was surprised to see that other educational support was higher than instruction, but understands that other educational support includes grants and scholarships. She asked what percentage of other educational support is made up of grants and scholarships as opposed to other support services.

Mr. Ashkar stated that on page 15 of the financial statements in the *Management's Discussion and Analysis*, a breakout of those numbers is provided and includes instruction, research, public service, academic support, etc.

Chancellor White observed that there are a couple related, but separate items being discussed. One question being asked is where are these costs in the budget. He stated that the question from Trustee Glazer related to the requirement to include pension costs in GASB reporting did not get answered deeply enough. Essentially, when pension costs are included, not only is there going to be a change in GASB reporting but there is a big change in the number. He suggested using numbers rather than percentages because percentages can be misleading. He added that this information can be cut and parsed in different ways, for example, by function or by cost within functions. Chancellor White stated that a fairly high level report to depict this would be presented at a future finance committee meeting.

Dr. Leroy M. Morishita, president of California State University, East Bay, stated that he thought Trustee Glazer's question was one, where is the money coming from and two, then how is it being spent. He stated that if he understands correctly, dollars for retirement benefits come from the state separate from the university's other budgetary allocations. For example, for the $119 million that is being proposed for next year, the state looks at the CSU's retirement contribution needs and separately funds those retirement contributions. The state has provided dollars to the CSU to cover those expenses separate from the other allocations that the CSU is constantly fighting for.

Trustee Faigan followed up on Trustee Glazer's initial question asking whether the CSU anticipated dipping into reserves again this year.

Mr. Ashkar responded that at this point in time, the budget seems to be adequate to cover all expenses. However, he did add that sometimes it is necessary just due to timing, but that he did not anticipate that this will occur.

Dr. Elliot Hirshman, president of San Diego State University, added that operationally on the campus, there is a fringe benefits pool; and when personnel are added, the campus makes sure that the pool is adequate.

Mr. Relyea added a comment to Trustee Faigan's question about balances in the future. He stated that campuses are encouraged to keep balances for a variety of purposes as any business would, such as capital projects. In any given year, the CSU could dip into balances because perhaps there is a big delay in time from when a project is authorized to the time the money is actually transferred to the contractor. As a result, it is hard to forecast from year to year because there are so many variables and so much lag time between making a decision on committing those capital reserves for a project or initiative and actually expending them. Mr. Relyea stated that he agrees with Mr. Ashkar that there are no current plans to dip into reserves.

Mr. Ashkar clarified his earlier comment about his belief that he does not anticipate dipping into reserves again this year. He stated that he meant it in the context as it relates to day-to-day activities.

Trustee Eisen asked for further clarification from Dr. Morishita and asked whether he was saying that there is a separate allocation from the state to cover the CalPERS amount that we need to put into the budget.

Dr. Morishita stated his belief that the budget goes up and down according to what the state determines to be the CSU retirement need.

Trustee Eisen asked if the amount the state allocates to the CSU includes the special amount for retirement.

Chancellor White responded that the recurring base stays constant except in recessions but there is a separate pool of money that gets allocated based on what CalPERS experiences, and that is on top of the CSU's recurring base. He stated that in the past, that liability was on the state's list, and now the change in GASB is requiring this amount to be included as an encumbrance on CSU's books. He added that this accounting change will affect other institutions across the nation. He commented that the finance and budget teams have their finger on the pulse, and added that alarms go off if there are indicators of unexpected spending or unexpected loss of revenues in any significant way.

Single Audit Reports of Federal Funds

Mr. Relyea introduced the item noting that the report is an information item to provide an overview of the results of the annual external audit performed by KPMG. He stated that the report will be provided by Mr. Ashkar, followed by remarks from the KPMG audit partner, Mr. Mark Thomas.

Mr. Ashkar stated that every year the CSU system issues a Single Audit Report that includes 23 campuses and the CSU Chancellor's Office. 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 (for example, research grants), are audited and disclosed in the CSU system's Single Audit Report. In addition, 22 discretely presented component units (i.e., auxiliary organizations and foundations) separately issued their own single audit reports. He indicated that total federal awards received by the CSU system in FY 2013-14 amounted to $2.44 billion.

Mr. Ashkar reported that there were no audit findings related to the financial statements for the system. In addition, there were no audit findings related to financial aid programs for the first time. There was one audit finding related to nonfinancial aid federal awards at a campus that was a significant deficiency. This significant deficiency was due to the low materiality threshold imposed by federal regulations. Specifically it was determined that the controls in place were ineffective in ensuring compliance with the federal procurement relative to suspension and debarment vendor requirements. He added that this finding is not a case of an award being given to a vendor inappropriately, but rather not having the controls in place for the processes for review.

Mr. Ashkar further reported that for the 92 discretely presented auxiliaries reported in the university's financial statements, there were 16 auxiliaries that had findings that were reported to their independent boards and reviewed by staff in financial services – none were repeat findings. He explained that the auxiliaries are audited by approximately 20 separate independent firms that have met the CSU qualification requirements. He also noted that the auxiliaries are preparing corrective action plans for the CSU Chancellor's Office review by the internal audit department and the internal controls group in financial services. 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 2015 Board meeting.

Mr. Ashkar indicated that the external audits conducted were 117 in number, and they were financial as well as single audits as per the list that was provided – they are all CSU audits. He stated that the financial reporting staff has reviewed these external audit reports and the internal audit team verified that copies of all of the audit reports were received. He noted that the list of external audit reports excludes the NCAA required reports; those reports will be discussed at the March 2015 Board meeting.

Chair Garcia asked for acknowledgement from Ms. Mirza as to whether an independent review of the findings noted in the external audit reports was conducted by the internal audit team.

Ms. Mirza responded that the internal audit team verified that all of the external audit reports were received. She stated that the internal audit team will also review all of the corrective action submitted by the campuses to close the findings noted in the external audits.

Mr. Ashkar thanked the campus presidents, their accounting staff, and all of the auxiliary organizations for their great work. He stated that all financial reporting deadlines were met relating to KPMG's schedule and the state controller's mid-October requirements. Mr. Ashkar then introduced Mr. Mark Thomas, the national client leader for the higher education, research, and not-for-profit practice at KPMG.

Mr. Thomas agreed with Trustee Glazer's earlier comment about the fact that the preparation of the CSU financial statements is a massive undertaking. For the overall audit every year, 20 plus audit firms converge on the CSU and conduct 118 different financial statement audits and bring them all together for the completion of these sets of financial statements. He stated that the various financial statements of the auxiliary organizations represent about 91 of those financial statements and are all subject to review by their own boards and audit committees. He indicated that the documents presented today are the systemwide financial statements, representing all of the entities. He added that there are also a number of sub-audits occurring in the overall scope of the audit. Mr. Thomas reported that an unmodified opinion was issued on the financial statements, explaining that is as clean as it gets. He indicated that the single audit report referenced approximately $2.4 billion in federal funds that are received by the university. He added that these funds are subject to very, very specified and prescriptive audit procedures as dictated by the federal government. He explained that the difference in scope of the single audit report is that it does include the auxiliary organizations; 21 of them received separate single audit reports and are subject to review by their own audit committees.

Mr. Thomas noted that there are required communications between the audit firm and the audit committee, the committee charged with governance over the audit. He stated that if there were significant disagreements with management, difficulties with management, or significant accounting issues, etc., these issues would be brought to the committee's attention verbally at this meeting; he reported that there were no significant issues.

Mr. Thomas stated that the big news story for next year is pension. He indicated that with the implementation of the new accounting pronouncements, the CSU will have additional requirements to bring the unfunded pension benefit onto the financial statements as of June 30, 2015. He stated that that number is not known yet, but expects it to be in the billions of dollars. He indicated that it will be a significant item and that there will be another statement that requires the CSU to bring unfunded benefits, postemployment benefits, onto the financial statements as well, probably within the following two years. He stated that KPMG is working with management, with the State Controller's Office, and with CalPERS on this issue. He explained that this is a complicated process because CalPERS initially allocates the number out to the state and then the State Controller's Office allocates the number out to the various state agencies. Mr. Thomas stated he hopes to know the CSU's number by the end of January and will start testing the accuracy of that number so that the CSU is ready to implement by June 30, 2015.

Chair Garcia asked for confirmation that the one significant deficiency noted in the report was not due to any identified wrongdoing but rather a lack of process policy that could cause a problem with respect to the selection of vendors.

Mr. Ashkar confirmed that that is correct. He explained that the reason it is a significant deficiency rather than a control deficiency is because the threshold of materiality is so low. He reiterated that every year in the past, there have been financial aid findings, and this is the first year ever that there are none. He added his viewpoint that this is remarkable because the materiality threshold is so low.

Chancellor White asked Mr. Thomas to put into context the type of clean report the CSU received in terms of the achievement of the CSU employees, especially in light of an organization of our size and geographic disbursement, which includes 23 campuses and the CSU Chancellor's Office. He added that he wanted to tie this question back into what he said in his State of the CSU address about every person who is employed in the CSU is helping create opportunities for our students and faculty to succeed.

Mr. Thomas responded that the first ever financial statement audit of the California State University happened about 1995. Before that point, there was no GAAP financial statements audit of the CSU system. At that point, the level of effort required to pull the information together and to report it in a GAAP basis was a massive undertaking. He explained that the State Controller's Office has had a deadline of October 15 for reporting financial information, but there was no possible way to pull the information together by that point. Last year for the first time, the CSU system was able to bring all of the information together, including 118 separate legal entities, in a massive consolidation of financial information to be able to present to the State Controller's Office by the deadline. Mr. Thomas stated that the results of the audit and the clean opinion on the financial statements should be the expectation of the CSU. He indicated that of the $2.4 billion in federal funds that the CSU receives annually, the massive majority of those ($2.394 billion) is student financial aid. He noted that the rules relating to student financial aid are very complex. He stated that the federal government has set a level of materiality of $10,000, whether you are a school of 300 or a school of 350,000. Anything that exceeds a $10,000 threshold gets reported just as a matter of rule by the federal government. He stated that the fact that the CSU had one finding that is a control finding and not a compliance finding is substantial.

Chair Garcia thanked Mr. Relyea, Mr. Ashkar, Mr. Thomas, the campus presidents, and all their teams for their diligence in helping achieve these results.

Chair Monville thanked Chair Garcia for her leadership of the audit committee. He shared his thanks with Mr. Relyea, Mr. Ashkar, and all of the teams at the campuses for the fine work and ongoing diligence of the proper stewardship of those dollars.

The meeting was adjourned.

COMMITTEE ON AUDIT

Status Report on Current and Follow-up Internal Audit Assignments

Presentation By

Larry Mandel
Vice Chancellor and Chief Audit Officer
Office of Audit and Advisory Services

Janice Mirza
Senior Director
Office of Audit and Advisory Services

Summary

This item includes both a status report on the 2015 audit plan and follow-up on past assignments. For the 2015 year, assignments were made to conduct reviews of Auxiliary Organizations, high-risk areas (Information Security, Clery Act, Information Technology Procurement, Payment Card Industry Data Security Standards, Admissions, Cloud Computing, Scholarships, and Student Activities), a high profile area (College Reviews), and Construction. In addition, follow-up on current/past assignments (Special Audit, Auxiliary Organizations, Sensitive Data Security, Sponsored Programs, Student Health Services, Conflict of Interest, Lottery Funds, Accessible Technology, Executive Travel, Information Security, and Continuing Education) was being conducted on approximately 40 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 267 staff weeks of activity (25.8 percent of the plan) would be devoted to auditing internal compliance/internal control at eight campuses/31 auxiliaries. Report writing is being completed for one campus/four auxiliaries, and fieldwork is being conducted at one campus/five auxiliaries.

High-Risk Areas

Information Security

The initial audit plan indicated that approximately 37 staff weeks of activity (3.7 percent of the plan) would be devoted to a review of the systems and managerial/technical measures for ongoing evaluation of data/information collected; identifying confidential, private or sensitive information; authorizing access; securing information; detecting security breaches; and security incident reporting and response. Five campuses will be reviewed. Report writing is being completed for one campus.

Clery Act

The initial audit plan indicated that approximately 50 staff weeks of activity (4.8 percent of the plan) would be devoted to a review of campus Clery Act policies and procedures to ensure compliance with CSU and federal requirements; review and testing of processes to compile required disclosures and statistics for the Annual Security Report (ASR); verification of the availability of educational programs for security awareness, and the prevention and reporting of crime; review and testing of ASR dissemination to required parties; review of campus good-faith efforts to comply with changes to the Clery Act imposed by the Violence Against Women Reauthorization Act (VAWA) for the 2014 ASR and progress in meeting the changes by the July 2015 deadline; and review of content and delivery of training. Six campuses will be reviewed. Report writing is being completed for two campuses, and fieldwork is being conducted at one campus.

Information Technology Procurement

The initial audit plan indicated that approximately 34 staff weeks of activity (3.3 percent of the plan) would be devoted to a review of policies and practices related to information technology procurement. Specific goals will include determining whether administration and management of information technology procurement activities provide an effective internal control environment, adequate local policies and operational procedures, current written delegations, and observance of good business practices in compliance with CSU policy. Five campuses will be reviewed. Report writing is being completed for two campuses.

Payment Card Industry Data Security Standards

The initial audit plan indicated that approximately 14 staff weeks of activity (1.4 percent of the plan) would be devoted to a review of campus and auxiliary compliance with regulations specific to Payment Card Industry (PCI) Data Security Standards related to the security and protection of

credit cards systems and data. The review would specifically include compliance with the new PCI 3.0 standard. Two campuses will be reviewed.

Admissions

The initial audit plan indicated that approximately 50 staff weeks of activity (4.8 percent of the plan) would be devoted to a review of the evaluation of student records, including residency determination; processing admission applications, including use of supplemental admission criteria for impacted majors or campuses, transfer students, and redirection of eligible applicants; security of applicant data; application fee processing and granting of fee waivers; and compliance with state legislation and CSU requirements. Six campuses will be reviewed.

Cloud Computing

The initial audit plan indicated that approximately 11 staff weeks of activity (1.1 percent of the plan) would be devoted to a review of campus and/or auxiliary activities pertaining to cloud computing, including review of policies and procedures to ensure compliance with CSU and other agency requirements; review of campus administration and oversight including but not limited to service availability, data ownership and backup and recovery, establishing contractual relationships with third-party service providers, and if sensitive data is maintained by a third party, review of involvement of campus information security personnel in the decision process; documentation of campus expectations for handling and securing the data; contract language covering security expectations; and monitoring third-party performance. One systemwide report will be issued.

Scholarships

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 and/or auxiliary activities pertaining to scholarships, including establishing student eligibility, awarding, and recordkeeping and protection of sensitive information; coordination between the financial aid department and awarding departments; and review of disbursement procedures for awarded scholarships. Six campuses will be reviewed.

Student Activities

The initial audit plan indicated that approximately 50 staff weeks of activity (4.8 percent of the plan) would be devoted to a review of activities relating to social and co-curricular programs, recreational sports, student clubs and organizations; review of policies and procedures to ensure compliance with CSU and other agency requirements; review of campus administration and

oversight of student activities; review and appropriate testing for compliance with charters, bylaws and/or other governing documents for selected student organizations, clubs and other programs; review and testing to ensure appropriate staffing of student programs by qualified individuals and volunteers, including student leaders; and assessment to determine that required policies regarding non-discrimination, alcohol and drugs, and hazing are monitored and enforced. Six campuses will be reviewed.

High Profile Area

College Reviews

The initial audit plan indicated that approximately 49 staff weeks of activity (4.8 percent of the plan) would be devoted to a review of college/department administrative and financial controls, such as handling of cash and cash equivalents, expenditure processing, contracting activities, acquisition and tagging of sensitive equipment, and use of trust funds; and review of faculty assigned time, release time and special payments. Six campuses will be reviewed. Report writing is being completed for one campus, and fieldwork is being conducted at two campuses.

Construction

The initial audit plan indicated that approximately 47 staff weeks of activity (4.6 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 216 staff weeks of activity (20.8 percent of the plan) would be devoted to partnering with management to identify solutions for business issues, offering opportunities to improve the efficiency and effectiveness of operating areas, and assisting with special requests, while ensuring the consideration of related internal control issues. Reviews are ongoing.

Technology Support

The initial audit plan indicated that approximately 14 staff weeks of activity (1.3 percent of the plan) would be devoted to technology support for non-information technology specific audits and advisory services reviews. Reviews and training are ongoing.

Investigations

The Office of Audit and Advisory Services 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/Special Projects

The Office of Audit and Advisory Services is periodically called upon to provide consultation to the campuses and/or to participate on committees such as those related to information systems implementation and policy development, and to perform special projects. Special projects for 2015 will include the implementation of automated working papers in the Office of Audit and Advisory Services. Forty staff weeks have been set aside for this purpose, representing approximately 3.8 percent of the audit plan.

Follow-ups

The audit plan indicated that approximately 15 staff weeks of activity (1.5 percent of the plan) would be devoted to follow-up on prior audit recommendations. The Office of Audit and Advisory Services is currently tracking approximately 40 current/past assignments (Special Audit, Auxiliary Organizations, Sensitive Data Security, Sponsored Programs, Student Health Services, Conflict of Interest, Lottery Funds, Accessible Technology, Executive Travel, Information Security, and Continuing Education) to determine the appropriateness of the corrective action taken for each recommendation and whether additional action is required.

Annual Risk Assessment

The Office of Audit and Advisory Services annually conducts a risk assessment to determine the areas of highest risk to the system. Eight staff weeks have been set aside for this purpose, representing approximately 0.8 percent of the audit plan.

Administration

Day-to-day administration of the Office of Audit and Advisory Services represents approximately 4.3 percent of the audit plan.

Status Report on Current and Follow-Up Internal Audit Assignments
(as of 3/12/2015)

	2015 ASSIGNMENTS										FOLLOW-UP PAST/CURRENT ASSIGNMENTS						
	Aux Orgs	Info Security	Clery Act	College Reviews	IT Procure	PCI	Adm	Cloud Comptg	Scholar	Student Activity	Special Audit		Auxiliary Organizations			Sen. Data Sec./Protect.	
											*Recs	**Mo.	●No.	*Recs	**Mo.	*Recs	**Mo.
BAK													4	18/35	5		
CHI													4	25/25	-		
CI													3	31/32	7	8/8	-
DH													3	19/19	-	9/9	-
EB													3	31/31	-		
FRE		RW											6	5/36	4		
FUL					RW								4	28/28	-		
HUM													4	30/30	-		
LB													3	27/27	-	6/6	-
LA			RW										4	18/18	-		
MA													2	4/4	-		
MB													3	16/16	-		
NOR				FW									5	22/22	-		
POM				RW									2	11/11	-		
SAC				FW									5	28/41	10		
SB	RW												4			14/14	-
SD			RW										4	21/21	-		
SF	FW												5			10/10	-
SJ											16/18	6	5	26/26	-		
SLO			FW										3	0/11	3		
SM													4	22/22	-		
SON					RW								3	5/5	-		
STA													4	14/14	-		
CO													2	5/5	-	12/12	-
SYS																1/2	7

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

***** 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.

Status Report on Current and Follow-Up Internal Audit Assignments
(as of 3/12/2015)

	FOLLOW-UP PAST/CURRENT ASSIGNMENTS															
	Sponsored Programs		Student Health Svcs.		Conflict of Interest		Lottery Funds		Accessible Technology		Executive Travel		Information Security		Continuing Education	
	*Recs	**Mo.	*Recs	**Mo.	*Recs	**Mo.	*Recs	**Mo.	*Recs	**Mo.	*Recs	**Mo.	*Recs	**Mo.	*Recs	**Mo.
BAK							2/2	-					0/10	3		
CHI	6/6	-			3/3	-										
CI	0/1	3									6/6	-				
DH									3/6	7						
EB							2/2	-							3/3	-
FRE					1/1	-	3/3	-								
FUL	10/10	-			2/2	-									0/2	3
HUM							1/1	-					4/4	-		
LB			6/6	-							3/3	-				
LA									5/5	-						
MA	0/7	4														
MB	3/3	-			1/1	-										
NOR	8/8	-													0/5	3
POM	1/3	6							7/7	-	0/4	2				
SAC			9/9	-	4/5	7										
SB															5/7	4
SD			14/14	-					7/7	-	0/6	3				
SF	4/4	-							1/1	-						
SJ			17/17	-							9/9	-				
SLO	7/7	-														
SM									0/4	5						
SON	0/0	-	7/7	-			1/1	-								
STA	6/7	7	6/6	-												
CO					1/1	-	0/7	6								
SYS			1/4	8	0/6	5	0/2	4								

***** 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.

Status Report on Current and Follow-Up Construction Audit Assignments
(as of 3/12/2015)

	Project	Project	Contractor	Construction	Start	Comp.	Managed	Current	Campus Follow-Up		CPDC Follow-Up	
	No.			Cost	Date	Date	By	*	**RECS	***MO.	**RECS	***MO.
2014	SLO-149	Center for Science	Gilbane Building Co.	$82,794,636	10/10/2010	Jan-14	Campus	AC	2/2	-		
	SM-1032	University Student Center	PCL Const. Services	$37,671,543	2/8/2012	Dec-13	Campus	AC			1/1	-
	STA-164	Science 1 Renovation Seismic	Acme Construction	$10,918,079	1/3/2012	Nov-13	Campus	AC	3/3	-		
	SO-768	University Center	Sundt Construction	$54,231,279	12/5/2011	Mar-14	Campus	AI				
	SD-1023	Aztec Center Student Union	Sundt Construction	$72,549,422	8/21/2011	Apr-14	Campus	RW				
2015	BAK-230	Art Center and Satellite Plant	Rudolph and Sletten	$14,290,932	5/27/2013	May-14	Campus	RW				
	POM-1039	Recreation Center	C W Driver	$42,076,290	8/20/2012	Jan-15	Campus	FW				
	*FW = Field Work in Progress; RW = Report Writing in Progress; AI = Audit Incomplete (awaiting formal exit conference and/or response); AC = Audit Complete											
	**The number of recommendations satisfactorily addressed followed by the number of recommedations in the original report.											
	***The number of months that recommendations have been outstanding.											

COMMITTEE ON AUDIT

Status Report on Corrective Actions for the Findings in the Single Audit Report of Federal Funds for the Fiscal Year Ended June 30, 2014

Presentation By

George V. Ashkar
Assistant Vice Chancellor/Controller
Financial Services

Summary

As presented at the January 2015 California State University Board of Trustees meeting, for the fiscal year ended June 30, 2014 there were no audit findings in the University's systemwide Single Audit Report of Federal Funds related to the financial statements for the system. Also, for the first time, there were no audit findings related to financial aid programs. There was one audit finding related to non-financial aid federal awards.

The single audit finding, 2014-001, was related to processes and controls to ensure compliance with federal procurement and suspension and debarment requirements at a campus. Corrective action has been taken to strengthen processes and controls to improve compliance with federal procurement guidelines for competitive bidding and add a certification clause to the CSU procurement general contract provisions where contractors will certify that they are not debarred, suspended or otherwise ineligible. Based on the Chancellor's Office staff review of the documentary evidence submitted by the campus, corrective action has been confirmed as completed.

COMMITTEE ON AUDIT

Report on Compliance with National Collegiate Athletic Association Requirements for Financial Data Reporting

Presentation By

George V. Ashkar
Assistant Vice Chancellor/Controller
Financial Services

Summary

Colleges and universities with intercollegiate athletic programs in the National Collegiate Athletic Association (NCAA) have two NCAA requirements for reporting financial data. First, there is an agreed-upon procedures (AUP) report submitted by campus staff to the campus president. Second, online reporting of financial data to the NCAA is required.

Of the twenty-three CSU campuses, nine campuses are in Division I, eleven campuses are in Division II, and three campuses do not have athletic programs with the NCAA. Division I schools are required to annually issue the AUP report, conducted by a qualified independent accountant, and then submit the financial data to the NCAA. Division II schools are required to issue the AUP report every three years, but must submit financial data to the NCAA annually.

All nine campuses in Division I met reporting requirements for fiscal year end June 30, 2014. All eleven Division II schools also met reporting requirements for fiscal year end June 30, 2014. Four of the eleven campuses in Division II issued the AUP report, including one campus that elected to issue the report, though not required. The remaining seven Division II campuses were not required to issue the AUP report due to the three year cycle, as mentioned. Additionally, all eleven Division II schools submitted financial data to the NCAA.

Based on the review of the submitted reports by Audit and Advisory Services as well as Financial Services staff at the Office of the Chancellor, all campuses are in compliance with the NCAA reporting requirements.

AGENDA

COMMITTEE ON GOVERNMENTAL RELATIONS

Meeting: **4:25 p.m., Tuesday, March 24, 2015**
Glenn S. Dumke Auditorium

Douglas Faigin, Chair
Steven M. Glazer, Vice Chair
Talar Alexanian
Adam Day
Debra S. Farar
Margaret Fortune
Lupe C. Garcia
Lillian Kimbell
J. Lawrence Norton
Steven G. Stepanek

Consent Items

Approval of Minutes of Meeting of January 27, 2015

Discussion Items

1. Legislative Update, *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 27, 2015

Members Present
Douglas Faigin, Chair
Talar Alexanian
Adam Day
Debra S. Farar
Lupe C. Garcia
Steven M. Glazer
Lillian Kimbell
Lou Monville, Chair of the Board
J. Lawrence Norton
Steven G. Stepanek
Timothy P. White, Chancellor

Trustee Faigin called the meeting to order.

Approval of Minutes

The minutes of November 12, 2014, were approved as submitted.

Federal Agenda for 2015

Mr. Garrett P. Ashley, vice chancellor for university relations and advancement, and Mr. Jim Gelb, assistant vice chancellor for federal relations, presented this item.

Mr. Ashley reported that the Higher Education Act is due to be reauthorized in 2015. Policymakers have begun to take a hard look at student aid programs such the Pell Grant and Work-Study, pipeline programs such as GEAR UP and TRIO, and programs that benefit minority-serving institutions.

Mr. Gelb provided an update on the CSU system's efforts in Washington and presented the recommendations for the 2015 Federal Agenda:

- **Improve College Access through Aid to Students**: The CSU remains one of the nation's best bargains. Significant state and institutional grant aid helps our neediest students. Federal financial aid programs remain critical to CSU students from low-income families, including

over 180,000 who rely upon need-based Pell Grants. More than 40,000 Pell recipients receive CSU bachelor's degrees each year.

- **Prepare Students for College**: The CSU is on the cutting edge of partnering with P-12 to improve student readiness and to measure the performance of CSU-trained teachers. The federal government is a vital partner.

- **Foster Degree Completion for California's Diverse Population**: The CSU provides more than half of all undergraduate degrees granted to California's Latino, African American and Native American students, and is a leader in transitioning veterans to the civilian workforce. Federal capacity building programs and targeted grants help bridge the completion gap.

- **Educate Students for Tomorrow's Workforce**: 100,000 annual graduates drive California's economy in the information technology, life sciences, agriculture, business, education, public administration, entertainment and multimedia industries.

- **Solve Societal Problems through Applied Research**: In laboratories, at field sites and through programs at the CSU, students, faculty and collaborating scientists advance California's capacity to address key issues of significance to our state and nation.

- **Enhance Campus Infrastructure, Health and Safety:** State-of-the-art facilities and innovative programs help make campuses safe and secure for all.

- **Promote State and Private Support for Public Universities**: State funding for public institutions of higher education is critical to keeping tuition affordable. Federal incentives can help boost state and private support for and partnerships with public universities.

The committee unanimously recommended approval by the board of the proposed resolution (RGR 01-15-01) adopting the Federal Agenda for 2015.

Statement of State Legislative Principles for 2015-2016

Mr. Garrett P. Ashley, vice chancellor for university relations and advancement, and Ms. Karen Y. Zamarripa, assistant vice chancellor for advocacy and state relations, presented this item.

The legislative session began in December with the swearing in of the 2015-2016 legislature. With the results of the election, over 70 of the 120 members are either freshmen or sophomore members.

At the beginning of every two-year legislative session, the Board of Trustees adopts a formal Statement of State 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:

- Work with the legislature and governor to continue the California State University's oversight of 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 to serve current and future students, support the work of faculty and staff, provide for ongoing operations, capital outlay and infrastructure needs, and to meet the workforce demands of the state.

- 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 to provide for representation of the California State University on appropriate boards, commissions, task forces, study groups, etc., that may have an impact on the system.

- The chancellor is recognized as the spokesperson for positions on behalf of the California State University system. Whenever practical, positions to be taken on significant policy or legislative matters should be discussed with the chair of the Committee on Governmental Relations and the chair of the Board of Trustees.

The committee unanimously recommended approval by the board of the proposed resolution (RGR 01-15-02) adopting the Statement of Legislative Principles for 2015-2016.

Sponsored State Legislative Program for 2015

Ms. Zamarripa presented the four proposals for CSU-sponsored legislative initiatives:

- **California State University and University of California Alumni Affinity Programs:** This proposal seeks permanent authority for the CSU and the University of California to participate in affinity programs, which benefit the campuses and their alumni associations.

- **Sonoma State Green Music Center Ad/Sponsorship Allowances:** This proposal would allow local wineries and beer manufacturers to purchase ad space, donate products for sale or provide sponsorship for events at the Sonoma State University Donald and Maureen Green Music Center.

- **State Authorization Reciprocity Agreement:** This proposal seeks statutory authorization to enter into a State Authorization Reciprocity Agreement through the Western Interstate Commission for Higher Education (WICHE), which is a system comprised of states and institutions who have volunteered to enter into a reciprocity agreement to collaboratively govern the regulation of higher education distance education programs.

- **CSU Investment Authority:** This proposal would allow the CSU to increase its investment earnings on its funds by providing the system with the ability to invest in a broader range of investments.

The committee unanimously recommended approval by the board of the proposed resolution (RGR 01-15-03) adopting the Sponsored Legislative Program for 2015.

Trustee Faigin adjourned the meeting.

COMMITTEE ON GOVERNMENTAL RELATIONS

Legislative Update

Presentation By

Garrett Ashley
Vice Chancellor
University Relations and Advancement

Karen Y. Zamarripa
Assistant Vice Chancellor
Advocacy and State Relations

Summary

This item contains an initial review of bills introduced this year that may impact or interest the California State University (CSU).

Background

The legislature has reached its first important deadline of the session – the deadline to introduce bills. This year, more than 2,400 bills were introduced – many in the last week of February. This number is higher than last session, reversing a trend of gradual reduction. The uptick in bill introduction may be the result of a large number of newer members and an improvement in the state's overall financial situation. Many of the bills introduced are spot bills that serve as placeholders in an area of interest to a legislator, while meeting the legislative deadline. Due to the spot bill status of many measures, we won't have a true sense of which bills potentially affect the CSU and its mission for some time. Additionally, bills must sit for 30 days prior to amendment or hearings. Because of this timeline, the process of hearing and debating most bills will occur after April 6.

Legislative Trends

Trending topics of introduced bills and anticipated spot bill amendments include:

- Financial aid
- Sexual assaults at institutions of higher education
- Privacy – with bills related to data, drone use and police body cameras
- Academic preparation for students
- Teacher training – especially given the numerous changes occurring in K-12

A number of proposed bond measures could benefit the CSU, but most of these bills are only in spot form as of this report. It remains to be seen how these bond bills will be shaped and how much aid they would provide the CSU to address its many capital needs.

Below is the status list of current BOT sponsored bills as well as some of the bills that have been introduced at this point and that the CSU will track.

Board of Trustees' Sponsored Legislation

AB 819 (Irwin) - California State University and University of California Alumni Affinity Programs: This proposal seeks permanent authority for the CSU and the University of California (UC) to participate in affinity programs, which benefit the campuses and their alumni associations. The current statutory authority for affinity programs sunsets in January 2016.

SB 462 (Wolk) Sonoma State Green Music Center Ad/Sponsorship Allowances: This proposal would allow local wineries and beer manufacturers to purchase ad space, donate products for sale, or provide sponsorship for events at the Sonoma State University Donald and Maureen Green Music Center.

SB 634 (Block) State Authorization Reciprocity Agreement (SARA): Federal regulations require every campus that offers online programs to be authorized to do so in every state where enrolled students reside. In response to the new federal regulations, accrediting agencies throughout the country have developed a collaboration, known as the State Authorization Reciprocity Agreement (SARA) to facilitate common standards and access for students and universities. This measure provides the statutory authorization necessary for California to enter into SARA through the Western Interstate Commission for Higher Education.

CSU Investment Authority: This proposal would increase the system's investment earnings on its funds through a broader range of investments. The goal is to provide the CSU with the same investment authority and flexibility that the UC has with its fund balances, helping the system address its numerous needs, including its deferred maintenance and critical infrastructure backlog of almost $2 billion. CSU has been in conversation with the Department of Finance and the State Treasurer's office and it is likely this proposal will be included in budget trailer bill language rather than introduced as a free-standing bill.

Initial Review of Key Measures for the CSU

AB 38 (Eggman) California State University: Stockton: This measure would request the Legislative Analyst's Office to conduct a study of the feasibility of converting CSU Stanislaus' Stockton satellite campus into an independent campus of the system.

AB 42 (Kim) Postsecondary Education Mandatory Fee Freeze: This measure would prohibit the CSU, California Community Colleges (CCC) and the UC from increasing mandatory tuition and fees until 2018-19 fiscal year when temporary taxes established by Proposition 30 expire. It also would prohibit a new student fee from being established without a 2/3 vote of the student body on or after January 1, 2016 and within the preceding 48 months, potentially impacting several campuses that enacted student fees in the last year.

AB 141 (Bonilla) Teacher Credentialing: Beginning Teacher Induction Programs: Under current law, new teachers are required to complete a program of support their first two years of teaching to assist them in transitioning into the classroom. Historically these programs had been financed through the state and were free of charge to new teachers. In recent years, due to the economic downturn, local school agencies and districts have not covered these costs and new teachers, still required to complete the programs, were forced to pay for them out of their own pockets. This bill would require that local school agencies and districts provide these programs at no charge to teachers.

AB 147 (Dababneh) Animal Research: This proposal would require California's institutions of higher education that conduct scientific research on either dogs or cats to offer the animals to animal rescue operations after they are no longer needed.

AB 148 (Holden) K-University Education Bond: This measure is a placeholder for any discussions on placing an education bond on the 2016 ballot. It should also be noted that in addition to this effort the California's Coalition for Adequate School Housing has an initiative circulating with voters for signature to qualify for the November 2016 ballot that would provide funding for K-14 only.

AB 340 (Weber) Campus Climate Report: This measure is currently a spot bill but is intended to require the CSU, CCC's and the UC starting in 2017-18 to provide a report once every two year to the legislature on new developments and efforts being undertaken within the institutions around campus climate. The report would be submitted to the legislature, Governor and the Attorney General.

AB 716 (Low) California State University Special Sessions: This measure would place into the Education Code a definition of "supplanting" as meaning: to reduce "the number of state-supported course offerings while increasing the number of self-supporting versions of that course." The measure would also require, to the extent possible, that any course offered as a condition of completing an undergraduate degree should be offered as a state-supported course.

AB 967 (Williams) Postsecondary Education, Sexual Assault: This measure would mandate that for institutions to receive state financial aid they must establish a uniform process for disciplinary proceedings for sexual assault that treats all students in the same manner regardless

of their major or their participation with an athletic program. It also would specify forms of discipline for violations including expulsion, suspension, loss of aid, and housing privileges. It would also require annual reporting on sexual assault cases; including the number of cases they have each year, and what their outcomes were.

AB 968 (Williams) Postsecondary Education, Transcripts: This proposal would mandate that when a student is ineligible to reenroll due to a suspension or expulsion that it be indicated on their transcript for as long as the prohibition should exist.

AB 1000 (Weber) California State University: Student Success Fees: This proposal codifies the recently adopted Board of Trustees' policy on Category II Student Success Fees. The measure would prohibit the creation of a student success fee unless certain protocols are followed, including the vote of the student body. It would also require a report from the Chancellor on all fees adopted and rescinded in each academic year to the Department of Finance and the Legislature.

AB 1317 (Salas) Executive Officer Compensation: This proposal would prohibit the Board of Trustees from providing salary increases for its executive officers if the system increased their tuition fees within the last four years. Per the bill, this would include: the chancellor, vice chancellors, executive vice chancellors, general counsel, trustees secretary, and the 23 campus presidents. The proposal would also request the UC system to adopt a similar salary policy as well.

AB 1349 (Weber) California First Act: This bill would require the university to guarantee undergraduate admissions to a CSU campus, though not necessarily at a campus or in a major of the applicant's choice, to all California residents who apply on time and satisfy the undergraduate admissions eligibility requirements of the university.

AB 1433 (Gray) Higher Education Facilities: Recommitment to Higher Education Bond Act of 2016: This proposal would place a bond measure on the November 2016 ballot that would provide an unspecified amount of monies to the CSU, UC and CCC for capital outlay purposes.

SB 8 (Hertzberg) The Upward Mobility Act: This proposal, which is at present only legislative intent language, would propose taxes on service-based industries. It would also examine the impact of lowering and simplifying the personal income California currently uses. The measure intends to generate an estimated $10 billion in new revenues going towards: $3 billion for K-14 education; $3 billion for local government services; $2 billion for low-income tax credits; and $1 billion each for the UC and the CSU.

SB 15 (Block) Postsecondary Education Financial Aid: This measure is currently a placeholder for the higher education proposal announced by Senate pro Tem de Leon last month.

CSU has been working with the author and legislative staff on a specific proposal that increases the system's budget in four areas – enrollment, course offering, student support services, and a new completion incentive program encouraging CSU students to complete at least 30 units a year towards their degree.

SB 42 (Liu) California Commission on Higher Education Performance and Accountability: This measure would recast and revise the currently unfunded California Postsecondary Education Commission (CPEC) as the Commission on Higher Education Performance and Accountability. This new commission would serve many of the same purposes as CPEC served, but would not include representation from the segments on the governing board.

SB 114 (Liu) Kindergarten-University Public Education Facilities Bond Act of 2016: This measure is another placeholder for discussions on placing an education bond on 2016 ballot.

SB 247 (Lara) Dream Centers: This proposal would allow high schools, CCCs, CSU campuses and the UC to establish on-campus "Dream Centers" to assist undocumented students with student support services, including financial aid.

SB 669 (Pan) California State University Personal Service Contracts: This proposal would alter the CSU's current authority to manage its employees and subject the CSU to the existing personal service contracts provisions that other state agencies are required to follow.

SB 707 (Wolk) Gun-Free School Zone: This proposal would prohibit a person with a concealed weapon permit from bringing a firearm onto a K-12 campus or an institution of higher education, including the CSU.

AGENDA

COMMITTEE ON ORGANIZATION AND RULES

Meeting: **4:45 p.m., Tuesday, March 24, 2015**
Glenn S. Dumke Auditorium

Steven G. Stepanek, Chair
Hugo N. Morales, Vice Chair
Roberta Achtenberg
Debra S. Farar
Margaret Fortune
Lupe C. Garcia
J. Lawrence Norton

Consent Items

Approval of Minutes of January 28, 2014

Discussion Items

1. Approval of Schedule of Board of Trustees' Meetings, 2016, *Action*

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

January 28, 2015

Members Present

Steven G. Stepanek, Chair
Hugo N. Morales, Vice Chair
Roberta Achtenberg
Debra S. Farar
Margaret Fortune
Lupe C. Garcia
Lou Monville, Chair of the Board
J. Lawrence Norton
Timothy P. White, Chancellor

Trustee Stepanek called the meeting to order.

Approval of the Minutes

The minutes of the May 21, 2014 meeting were approved as submitted.

Information Item

Trustee Stepanek introduced one information item on the agenda, proposed Schedule of Meetings for 2016, and commented that these dates do not conflict with any of the meetings with the UC Board of Regents. The Schedule of Meetings will return to the Board as an action item at the March 2015 meeting.

The meeting adjourned**.**

COMMITTEE ON ORGANIZATION AND RULES

Approval of Schedule of Board of Trustees' Meetings, 2016

Presentation By

Steven G. Stepanek
Chair
Committee on Organization and Rules

Summary

The following schedule of the CSU Board of Trustees' meetings for 2016 is presented for approval.

Board of Trustees' 2016 Meeting Dates

January 26-27, 2016	Tuesday – Wednesday	Headquarters
March 8-9, 2016	Tuesday – Wednesday	Headquarters
May 24-25, 2016	Tuesday – Wednesday	Headquarters
July 19-20, 2016	Tuesday– Wednesday	Headquarters
September 20-21, 2016	Tuesday – Wednesday	Headquarters
November 8-9, 2016	Tuesday – Wednesday	Headquarters

AGENDA

BOARD OF TRUSTEES

Meeting: **5:00 p.m., Tuesday, March 24, 2015**
Munitz Conference Room

Lou Monville, Chair
Rebecca D. Eisen, Vice Chair
Roberta Achtenberg
Talar A. Alexanian
Kelsey Brewer
Adam Day
Douglas Faigin
Debra S. Farar
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
Lillian Kimbell
Hugo N. Morales
J. Lawrence Norton
Steven G. Stepanek
Timothy P. White, Chancellor

Discussion Items

1. Election of Five Members to Committee on Committees for 2015/2016, *Action*
2. Conferral of Title of Trustee Emerita –Roberta Achtenberg, *Action*

BOARD OF TRUSTEES

Election of Five Members to Committee on Committees for 2015/2016

Presentation By
Lou Monville
Chair of the Board

At the January 28, 2015 meeting of the CSU Board of Trustees, five trustees were nominated to serve as members of the Committee on Committees for the 2015-2016 term.

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 2015-2016 term:
>
> Rebecca D. Eisen, Chair
> Debra S. Farar, Vice Chair
> Adam Day
> J. Lawrence Norton
> Lillian Kimbell

BOARD OF TRUSTEES

Conferral of the Title Trustee Emerita−Roberta Achtenberg

Presentation By:
Lou Monville
Chair

Summary

It is recommended that Trustee Roberta Achtenberg be conferred the title of Trustee Emerita for her service.

The following resolution is recommended for approval:

> **WHEREAS**, Roberta Achtenberg was appointed as a member of the California State University Board of Trustees in 1999 by Governor Gray Davis, was reappointed in 2007 by Governor Arnold Schwarzenegger, and has ably served for 16 years; and
>
> **WHEREAS**, Trustee Achtenberg, as chair of the Board of Trustees from 2006 through 2008, provided strong direction in the development of the California State University's graduation initiative as well as its strategic plan *Access to Excellence*; and
>
> **WHEREAS**, Trustee Achtenberg, having led eight of nine standing committees of the board as either chair or vice chair, leant her considerable wisdom and expertise to the deliberation of items before the trustees; and
>
> **WHEREAS**, Trustee Achtenberg empowered innovation throughout the system, including her instrumental support for the California State University Institute for Palliative Care at California State University San Marcos; and
>
> **WHEREAS**, Trustee Achtenberg advanced all higher education through her service on national boards, including the National Commission on College and University Board Governance; and
>
> **WHEREAS**, Trustee Achtenberg served as an excellent ambassador of the California State University in discussions with state and national policymakers; and

WHEREAS, Trustee Achtenberg continues to demonstrate the highest principles of consequential leadership in contribution to the California State University mission of opportunity, quality and success; now, therefore, be it

RESOLVED, by the Board of Trustees of the California State University, that the title of Trustee Emerita be conferred on Roberta Achtenberg, with all the rights and privileges thereto.

AGENDA

COMMITTEE ON FINANCE

Meeting: **8:00 a.m., Wednesday, March 25, 2015**
Glenn S. Dumke Auditorium

Roberta Achtenberg, Chair
Steven M. Glazer, Vice Chair
Talar Alexanian
Adam Day
Rebecca D. Eisen
Debra S. Farar
Margaret Fortune
Lupe C. Garcia

Consent Items

Approval of Minutes of Meeting of January 28, 2015

Discussion Items

1. Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for Projects at California State University, Sacramento, California State University, Los Angeles, and California State University, Northridge, *Action*
2. Conceptual Approval of a Public/Private Partnership Multi-Family Housing Development Project at California State University Channel Islands, *Action*
3. California State University Annual Debt Report, *Information*
4. Update on Administrative Efficiency Initiatives, *Information*

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 28, 2015

Members Present

Roberta Achtenberg, Chair
Steven M. Glazer, Vice Chair
Talar Alexanian
Adam Day
Rebecca D. Eisen
Debra S. Farar
Margaret Fortune
Lupe García
Lou Monville, Chair of the Board
Timothy P. White, Chancellor

Trustee Achtenberg called the meeting to order.

Approval of Minutes

The minutes of November 13, 2014 were approved by consent as submitted.

Public Comments

Trustee Roberta Achtenberg introduced 14 public speakers. One spoke in favor of the recommendations made by the working group on Category II student success fee, particularly the binding student vote. The remaining speakers commented on the Statewide Student Involvement and Representation Fee (SIRF), with three speaking in opposition of the fee and the remainder in support of the fee.

Working Group on Category II Student Success Fee, *Action Item*

Chancellor Timothy White stated that the process and findings of the working group on Category II Student Success Fees were discussed at the November trustees meeting. He noted that the working group incorporated comments from the board, along with information gathered from students, faculty, staff and campus leadership to finalize the set of recommendations. Chancellor White explained that he believed the recommendations would both protect and enable students and the campus communities. He added that the recommendations would ensure that the adoption of campus-based Category II Student Success Fees truly reflect the will of the students

paying the fees and provide for ongoing transparency and accountability. Importantly, the recommendations include the ability of students to rescind the fees. He noted the importance of the moratorium on new student success fees through January 1, 2016 and added that staff would continue to work with legislators to address concerns, beginning with a report to the state by February 1, 2015. He then briefly summarized the final recommendations. First, he stated that campuses seeking future Category II Student Success Fees must have a process for adopting the fees approved in advance. As part of this process, campuses should continue rigorous upfront efforts to consult with students, faculty and staff. In addition, the process for adopting new fees will require a binding, 50 percent plus one vote of students to implement a new fee. He stated that this is true to the spirit of students choosing to support their own education and to the principle of local control. He added that the chancellor would then consult with the chair of the Board of Trustees before final approval is granted if the fees are used for direct instructional purposes historically covered by tuition or state appropriations. The approval of both the campus president and the chancellor would be required before any fee is implemented.

Chancellor White added that, based on the campus community's perception of the benefit of the fees, existing Category II Student Success Fees at twelve campuses are to remain unchanged and in place, unless rescinded by a vote of the students. He noted that the work group also heard from many in the CSU community about the pros and cons of a sunset provision for fees. In an effort to balance the many valid comments that were expressed, the workgroup recommended that fees could be terminated by a binding student vote after 6 years. Current fees may be voted on starting in 2021. He indicated that the process for bringing forward and voting on a proposal to rescind a fee would be similar to that of adopting a fee. If a vote to rescind passes, the president and chancellor would provide oversight to avoid any contractual liabilities.

Chancellor White stated that the campus community and public would have access to information related to the fees to ensure transparent accountability, include a web presence. In addition, reporting to the chancellor and the public will occur annually. Both campus and systemwide reporting should be easily accessible and understandable. Campuses should be held to this standard for all new and existing Category II Student Success Fees.

He concluded by thanking his fellow workgroup members, and the students, faculty and staff of the CSU community who took the time to have voice their opinions on this important matter. He added that what was brought forward today was a thoughtful response to the charge given to the group last year. He stated that the major concern is to make sure that the will of the students is heard. He acknowledged Trustee Talar Alexanian who, as a trustee and a student, brought tremendous insight to the deliberations. He then invited Trustee Alexanian to share her observations.

Trustee Alexanian stated that the group took into consideration comments from all constituencies. She added that the California State Student Association (CSSA) passed a resolution in support of the work group policy recommendations that included having a majority student support, maintaining individual campus autonomy, implementation, allocation of fees, maintaining an online transparent process, as well as a transparent reporting process of Category II fees to the board. Finally, she stated that allowing the flexibility of a sunset clause empowers students to initiate such a fee and to rescind it if the fee is not serving its purpose.

Trustee Adam Day complimented the working group on the proposal and indicated that almost everything he raised as a concern in November was addressed. He stated that he supports the recommendations and appreciates the work of the group.

Speaker Toni Atkins stated that she would later abstain from the vote because this would be a topic of discussion in the legislative review process. She commented that it addressed a lot of the legislative concerns and sets the course for accountability and transparency. She added that a question she and her colleagues may have during the legislative review process is related to the impact of the fees on low income students and if there would be a mechanism in place to deal with this issue. She also commended the work of the group.

Trustee Rebecca Eisen inquired if campuses are obligated to have a funding advisory group made up of a majority of students. Chancellor White responded that campuses are required to have such groups in place and invited President Mildred García to discuss how this group is working at CSU Fullerton. President García shared that at CSU Fullerton the committee works on documenting and implementing the fee, and is made up of mostly students. It also ensures that students receive information regarding the fee via email and visuals around campus. Currently the campus has a campaign called the Student Success Fee at Work.

Trustee Lou Monville stated that he is familiar with the student population at Fullerton and knows this is a population with high need. He asked how this issue is being addressed at Fullerton. President García informed him that when the campus first considered the fee, they looked at how it would affect low income students and ultimately factored it into the financial aid package. Chancellor White added that President Elliot Hirshman has a hardship clause at San Diego State with regard to student success fees. President Hirshman noted that low income students often benefit the most from having additional faculty, advisors and co-curricular programs.

Trustee Steven Stepanek inquired if the student success fees aimed at hiring tenured track positions would fall under the long term and ongoing obligation clause. Chancellor White responded that it would fall under that clause. He provided an example of an entry level assistant professor appointed to a campus and supported by a student success fee. He stated that if some time in the future the student success fee is rescinded, that portion of the student success fee that is supporting that faculty member would continue as long as that faculty remains employed at that campus.

Trustee Steven Glazer indicated he is supportive of this resolution. He added the only issue that he has with it is the long term obligations and inquired how campuses would be dealing with these. He would like to ensure that committees are aware of the long term obligations. Chancellor White responded that following the board's action it would be translated into executive orders and coded memorandum. He added that it would be very clear to campuses considering creating a fee with a 10-30 year horizon that it be part of the discussion. He stated that the executive orders would provide a clear direction to the campuses on these matters. Trustee Glazer thanked the Chancellor and asked that in the memorandum it be clear that as these committees and students change it has language about that long term obligation.

Trustee Douglas Faigin stated that he has two concerns about the process related to fees that are used in ways that are traditionally supported by tuition and fees that relate to long term tenure. He stated that tuition should be the role of the board, adding that the only difference between Category I and Category II fees are that one is for the entire system while the other is for individual campuses. However, he added that if the students wanted the fees then they should have them and the board should have oversight of the process with a final sign off by the administration.

The committee recommended approval for the Working Group on Category II Student Success Fee, (RFIN 01-15-01).

Policy on Voluntary Statewide Student Involvement and Representation Fee (SIRF), ***Action Item***

Mr. Steve Relyea, Executive Vice Chancellor and Chief Financial Officer, stated that this action item recommends the creation of the Student Involvement and Representation Fee (SIRF), a $2 per term voluntary fee to support the programs and operations of the California State Student Association (CSSA). The CSSA is the CSU's officially recognized statewide student body organization, and provides a collective voice for students to the trustees, chancellor, state government, and national stakeholders. CSSA is governed by a board of student leaders from the 23 Associated Students organizations, coordinating broad student involvement in policy-making and student leadership development. He stated that CSSA has proven to be an organization vital to the well-being and life of the university, providing representation on CSU committees, nominating student trustees, advocating in Sacramento and Washington, DC, and developing student programs.

He informed the board that CSSA has been a significant partner in the CSU's annual budget advocacy efforts. Last year CSSA encouraged legislators to "Stand with the CSU" and support additional resources for public higher education's most critical needs. In 2001, the trustees adopted the Student Participation in Policy Development statement. This statement established CSSA responsibility in both local and systemwide policy-making processes, and encouraged further student involvement at the systemwide level. CSSA is currently funded by a mixture of Associated Students membership dues and system allocations. He stated this proposal would create a new, central funding model that would enable CSU students to invest in their representative association directly and voluntarily.

Mr. Relyea added that CSSA's deliberations, research on similar models in other states, and development of strong outreach and communications strategies, indicate that this new funding model will provide a more stable and meaningful source of revenue to support statewide student leadership development and participation in policy-making. He stated that an affirmative vote on this item would direct the Chancellor's Office to add the additional fee category to the student financial system beginning in fall 2015, and provide a clear and unambiguous means for students to opt out of this fee. The revenue collected from the fees would be held in the Student Involvement and Representation Fund, and then expended by the CSSA Board of Directors with appropriate oversight.

He noted that nothing in the proposal would affect the composition of CSSA as a statewide student body organization and pointed out that this fee is unique and is supported by a stand-alone legal provision in the education code. Therefore, he stated the Board's approval of the proposal does not create precedence for the application of its voluntary nature to other CSU student fees. He then deferred to Mr. Devon Graves, Chair of the CSSA, to highlight the critical items that have been addressed since the March 2014 meeting.

Mr. Graves shared that the Chancellor's Office and CSSA felt it would be prudent to further review the statutory authority related to this fee policy, and in that review, determined that further clarification was needed from the state. This clarification was achieved through Assembly Bill 2736, signed by Governor Brown in September 2014. He added that CSSA also consulted with its student leaders and engaged student constituents on this proposal by allocating times at its monthly board meetings, beginning in July, to work through three primary elements of this proposal: communicating with students, ensuring accountability with regard to use of funds, and program planning and budgeting. With regard to communications, student leaders have focused on engaging their student bodies around the details of this proposal through student forums, discussion at student government meetings, and outreach and publicity through student and social media. He added that CSSA developed a comprehensive communications plan that includes individualized campus toolkits, which include messaging in hard-copy and digital content to be used to inform students as well as options not to pay this fee if they so choose. He indicated that with regard to accountability, the CSSA board has prepared revisions to its constitution and policies, which aim to ensure consistent representation from each campus Associated Students organization, and increased internal controls over use of funds.

Mr. Graves stated that CSSA's board is solely comprised of representatives from campus Associated Student bodies, which means that student leaders provide direction on all programs, budgets, and internal affairs. He highlighted some of the primary budget priorities which include; increased student participation with CSU initiatives, expanded grant funding for student-led sustainability projects, expanded funding for grassroots initiatives such as voter registration, budget education, and how to access financial aid and other resources, increased student advocacy training at the campus level, increased legislative visits between students and their legislators, and increased opportunities for student assistantships and internships. He concluded by stating that CSSA remains confident that this fee would expand CSSA's ability to coordinate additional student involvement in state, federal, and CSU system matters.

Mr. Relyea thanked Mr. Graves and added that together the CSSA and CSU have thoroughly considered the details of this proposal over the last ten months and feel that this is an appropriate new funding model that will provide CSSA with increased budget stability. He acknowledged that this proposal has required extensive involvement from many departments within the Chancellor's office.

Trustee Faigin asked if the Chancellor's contributions to CSSA would end if this were to be enacted. Chancellor White responded that was correct. Trustee Faigin stated that continued Chancellor's Office funding could be an inherent conflict. He further stated that this proposal is a good solution, and would like CSSA to report back to the board after a year to see how it went and see statistics on who declined to contribute the fee. He also asked about the ability for students to opt out of the fee and if the process would be clear. Mr. Graves responded that when

a student registers for classes, the next step would be to verify their fees. The student would then have the option to opt out of that fee and could provide reasons why they chose to opt out.

Trustee Lawrence Norton asked how long this concept had been under consideration. Mr. Graves responded that the CSSA had been looking for a sustainable funding model for decades. Trustee Norton commended CSSA for the thoughtful and collaborative process and added that he looks forward to what they will bring before the Board. Trustee Eisen echoed Trustee Norton's comments and cautioned the board that while it is a good idea to collect information on who has chosen to opt out of the fee, they have to ensure privacy.

Trustee Glazer added that respective of what happens with the fee, the trustees and chancellor are committed to ensuring that student consultation continues. However, he is troubled with the proposal because of the precedence it would create. He stated that it is important to note that student governments receive a high level of funding. He stated that campuses could choose to give more money to CSSA in lieu of this fee. He stated that he is troubled with the conflict it could create within the student community and it may create unexpected consequences down the road.

Trustee Alexanian reiterated some of the great comments shared by students during the public comment period. She stated that CSSA is the only avenue for students from all campuses to meet regularly and discuss the issues that are pertinent to them, share best practices, and deliver perspectives on a variety of matters. She further added that since its creation, almost 57 years ago, CSSA has grown stronger, more effective, and now has an opportunity to ensure that students have their voices heard in perpetuity. She added that an area of CSSA she is particularly interested in is the work at the federal level, in the past several years CSSA's presence in Washington, DC has increased. By implementing the voluntary fee, it puts the decision making in the hands of individual students to choose to invest in their present and future. She stated it would help stabilize the organization, create creditability with policy makers, and engage more students. Trustee Alexanian stated that voting to approve SIRF would ensure that students both now and in the future have a voice in making decisions that would affect their lives. She asked the board to join her in their support of SIRF and in turn allow the half a million students in the CSU system access to opportunities to shape higher education policy and truly advocate for the needs of the CSU.

Trustee Monville stated he is truly supportive of CSSA and this item. Chancellor White stated that he commends SIRF because it promotes the agenda of quality, opportunity and success and creates increased opportunities for students to become leaders and have their voices heard. He added that it is complimentary with campus leadership opportunities. He added that CSSA and campus governance structures are effective organizations and that the CSU is at its best when it is student centered.

The committee recommended approval of the Policy on Voluntary Statewide Student Involvement and Representation Fee (SIRF) (RFIN 01-15-02).

Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for Projects at California State University Channel Islands and California State Polytechnic University, Pomona, *Action Item*

Mr. Robert Eaton, Assistant Vice Chancellor for Financing, Treasury, and Risk Management stated that there were two projects approved earlier in the Committee on Campus, Planning, Buildings and Grounds for which financing is being requested. The financing would be done through the CSU's Systemwide Revenue Bond and Commercial Paper programs. The first project was the Dining Commons Expansion Project at the California State University Channel Islands campus. The requested not-to-exceed amount for this project was $12,420,000, based upon a project budget of just over $11.7 million and a reserve contribution of $750,000 from the campus housing program, which will operate the facility. The debt service coverage ratios for this project are good, exceeding the CSU benchmarks for both the campus and the program. Mr. Eaton stated that staff recommends approval of financing for the project as presented in the item.

The second project was the Parking Structure II Project at the California State Polytechnic University, Pomona campus. The requested not-to-exceed amount for this project was $38,640,000, based upon a project budget of just under $41 million and a reserve contribution of $6,000,000 from the campus parking program. The debt service coverage ratios for this project are good, exceeding the CSU benchmarks for both the campus and the program. He stated that staff also recommends approval of financing for the project as presented in the item.

The committee recommended Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for Projects at CSU Channel Islands and Cal Poly Pomona (RFIN 01-15-03).

Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for Systemwide Infrastructure Improvement Projects, ***Action Item***

Mr. Robert Eaton stated this item requested financing approval for a variety of deferred maintenance and critical infrastructure projects through the CSU's Systemwide Revenue Bond and Commercial Paper programs in an amount not to exceed $180,000,000. He stated this request represented the first financing to take advantage of the CSU's new capital financing authorities approved by the board at its last meeting.

Mr. Eaton stated that the annual debt service on the long term financing for these projects would be met with the $10 million earmarked for deferred maintenance and critical infrastructure initially approved by the board in the CSU's final 2014-2015 support budget. The final amount of debt to be issued would be determined based upon interest rates at the time long term bonds are sold and the annual maximum debt service would not exceed $10 million. He added that while the new capital financing authorities allow the CSU to pledge any of the CSU's revenues, including general fund and student tuition fees, to support the financing of capital projects, this financing would be supported by the existing pledge of Systemwide Revenue Bond program gross revenues. He stated that as of June 30, 2014, pledged revenues of the Systemwide Revenue Bond program totaled approximately $1.6 billion and provided systemwide debt service coverage on existing Systemwide Revenue Bond debt of 1.65, which exceeded the CSU systemwide minimum benchmark of 1.45. Mr. Eaton added that when adjusting for this financing, the systemwide debt service coverage still remained strong and dropped just slightly to 1.63.

Ms. Elvyra San Juan, Assistant Vice Chancellor for Capital Planning, Design and Construction, then stated that the board approved the 2014-2015 State Funded Capital Outlay Program in November 2013. She added that the proposed priority list was presented in Attachment A of the item, and served as the basis to prioritize projects to be financed. She indicated that if interest rates are favorable, additional priorities could be funded. Adjustments would be made, in consultation with the affected campuses, to the final list of projects in order to maximize use of the limited financing resource.

Trustee Glazer expressed concerned about the precedent set by this approach and possibility that the amount borrowed would increase over time. Additionally, should there be a decrease in state funding in the future, the CSU may have to turn to student tuition to cover the debt service. He stated that that he would not vote in favor of this action item.

Trustee Faigin shared some of the same concerns as Trustee Glazer. He noted that the board is continuously asked to approve increases on spending but is not provided information on how the money is being allocated. He added that he would like to see the board focus on the fact that there is not enough funding for all of the CSU's priorities. Trustee García commented that the board needs to fund important work in order to meet the CSU's mission, however, would like to look at ways to be more efficient, discuss the status of the various initiatives that have already occurred, and continue to explore different revenue streams. Trustee Achtenberg asked Mr. Relyea if he could share information about cost cutting and saving measures.

Mr. Relyea responded that staff continuously looks for efficiencies and cost cutting opportunities. He informed the board that the CSU has launched a collaborative effort with the University of California and the California Community Colleges to drive down the cost of services, including technology and procurement. He stated that shared services are important and, as recent examples, he noted that the Chancellor's Office has moved its email system to CSU Fullerton and its travel system is supported by CSU Northridge. He stated that presidents are continuously making strategic choices on their campuses about how to optimize the resources that are provided. In addition, presidents are coming to staff with creative and thoughtful ideas of leveraging other resources on their campus. Ms. San Juan further added that staff also works hard with campuses in the area of facilities and water and energy conservation. She shared that there are campuses that are contracting with the same vendor. Mr. Relyea committed to return to the board with an update on strategies being pursued to streamline operations and reduce costs.

Trustee Faigin stated that he is impressed with the efficiencies going on and thinks this is exactly what should be occurring. He understands that staff is working hard and agreed with the idea that we need to increase and pursue additional funds. He added that he wanted to communicate a general concern of needing to dip into reserves to cover operational costs. He inquired about the possibility of reducing expenses in order to allow the funds received from the state to cover additional needs. He would like to consider using zero based budgeting. Mr. Relyea responded that the CSU is always assessing the needs of the campuses to ensure that students have the resources and tools to be successful. He stated that campuses are examining operations and determining where there is an opportunity to generate revenue to go towards capital projects. He added that the university is focused on future cost reductions and generation of revenue for capital projects and other high priority needs.

Chancellor White commended the trustees for their thoughtful questions and Mr. Relyea, the presidents, and their respective staff for their continued work. He added that the board serves as fiduciaries and while there is a range of opinions it has to balance the optimism of a better future with the current realities. He added that this is a difficult decision but asked the board to think about the interest of the CSU students, faculty, staff and communities.

Trustee Rebecca Eisen agreed with Chancellor White and thanked Trustee Glazer for reminding the board of the possible consequences in the future. She added that she would like to see a report about the creativity and the level of activity that goes into reducing costs and being more efficient. Trustee Achtenberg stated she would like to see an information item on this issue. Mr. Relyea indicated that an information item could be provided at the next meeting. Trustee Achtenberg noted to include some of the innovative activities occurring on campuses.

The committee recommended approval of Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for Systemwide Infrastructure Improvement Projects (RFIN 01-15-04). Trustee Glazer voted against the item.

Approval of the Final Development Agreement for a Commercial Office Facility on Real Property at California State University, Bakersfield, ***Action Item***

Mr. George Ashkar, Assistant Vice Chancellor/Controller for Financial Services, stated that this California State University, Bakersfield office facility project was approved earlier in the Committee on Campus Planning, Buildings and Grounds. He added that the project would be financed entirely by the developer and that the action item request before the trustees is for approval of the CSU to enter into a ground lease with the developer. He stated that the main terms of the ground lease would include two phases and provided details regarding the terms.

Trustee García inquired about the level of due diligence and potential for a conflict of interest when working on these types of partnerships. Mr. Ashkar responded that the CSU legal team is always involved and that in this particular case the developer has a long history with the campus and construction in the area. President Horace Mitchell responded that the developers were present and has a long track record in the city and the area in developing and managing offices. He also added that the developer is an alumnus of CSU Bakersfield.

Staff recommended approval of the Final Development Agreement for a Commercial Office Facility on Real Property at CSU Bakersfield (RFIN 01-15-05).

2015-2016 Support Budget Update, ***Information Item***

Mr. Ryan Storm, Assistant Vice Chancellor for Budget, stated the purpose of the presentation is to provide an update on the state's response to the CSU's Support Budget request. He indicated that he would focus his attention on the first major state action of this budget cycle, which is the Governor's Budget proposal that was issued in January. He stated that, as anticipated, the Governor proposed a $119.5 million state General Fund increase for the CSU. He added that it is consistent with the Governor's multi-year plan funding plan for CSU and the funding could be used for any of the CSU's most pressing needs. He stated that the Governor also proposed a one-

time increase of $25 million to address CSU's most pressing maintenance and infrastructure needs. This money would not be conditioned upon state revenues reaching a certain level, as had been proposed in the past. Therefore, if the Senate and Assembly agree, these funds would be available to the CSU at the start of the fiscal year in July 2015.

He then moved on to discuss the Academic Sustainability Plan, approved by the board in November 2014. He added that state law requires the CSU to report on a number of student success measures, prepare a multi-year plan that would establish annual goals for the measure, and outline how the goals would be achieved. He added that the state budget also included a one-time $25 million allocation for the second year of the Awards for Innovation in Higher Education program. The purpose of the program is to identify and reward CSU and its partners in improving four-year graduation rates.

Mr. Storm then stated that in 2010, the state announced the closing of the Department of Developmental Services, Lanterman Developmental Center. The property consists of 120 buildings on 287 acres immediately adjoining part of the Cal Poly Pomona property. The state offered the property to all state departments and CSU expressed an interest in the transfer of the center to Cal Poly Pomona. The Governor's administration proposed the transfer of the property to the campus contingent on an agreement between the state and CSU that funding from the state would not be sought for the operation, maintenance, and development of the property, and that the CSU accommodate the needs of other state departments for a portion of the land in the area.

Mr. Storm stated there is a long way to go in the state budget development process. He indicated the Legislative Analyst's Office (LAO) would analyze the Governor's Budget proposal in more detail and issue reports through the end of February. The LAO, he added, indicated that there may be more state revenues at the end of this budget process than what is currently estimated and included in the Governor's proposal for 2015-2016.

Mr. Storm stated that over the coming months, budget hearings would be held by the Assembly and Senate to discuss these and other issues. By the mid May the Governor should release his May Revision, which is an effort to update revenue, caseload, and population estimates just prior to the beginning of the new fiscal year. He stated that between late May and early June the Assembly and Senate would finalize their decisions on the Governor's proposals as well as their own budget priorities. The CSU already has specific proposals and strong indications from Senate and Assembly Democrats that it is their desire to invest more in higher education. He stated it was encouraging news that an investment in higher education is a priority of the Governor, Assembly, and Senate leadership. He concluded with stating that CSU staff is committed to working with the Governor and Legislature through the budget process to ensure that the priorities of the trustee-approved support budget are met by the appropriate level of state support.

Trustee García inquired if any feedback would be provided regarding the Academic Sustainability Plan. Mr. Storm responded that they are not required to provide feedback but indicated that it is too early to tell what would come from that report.

CSU Investment Policy Review, *Information Item*

Mr. Robert Eaton stated the purpose of this item was to provide the Board with information regarding an initiative to review the legislative authority and policies governing CSU's investments, as well as a review of the existing portfolio structure, with the goal of exploring ways the University might increase investment earnings without adding inappropriate risk to the CSU. He noted that this initiative covers funds of the CSU only and does not include auxiliary funds. He added that the new capital financing authorities and the need to address the CSU's deferred maintenance and critical infrastructure backlog has compelled staff to look for new sources of revenue. One such source of revenue is increased investment earnings. Presently, he stated, the CSU is restricted by statute to investing its funds in high quality, fixed income investments such as US Treasury securities, US Agency securities (Fannie Mae or Freddie Mac), or highly rated US Corporate bonds. He stated that in the long run, those types of fixed income investments generally have had lower returns compared to other investment options. He added that, at prior Board meetings, members of the Board have commented on the low investment returns on CSU funds. He added that staff agrees with this view.

Mr. Eaton stated that, as Ms. Zamarripa presented the previous day in the Committee on Governmental Relations, the first step in this initiative would be to propose changes to the legislation currently governing the CSU's investments in order to provide the CSU with greater investment flexibility and increase earnings on its existing base of funds. He added the goal is to provide the CSU with broader latitude in the types of investments it may use when investing its funds. For example, the University of California has the ability to invest its funds in equity securities and as a result earns significantly higher returns than the CSU. He stated that the broader investment authority is consistent with the goal of giving the CSU greater autonomy and responsibility in making decisions on how best to utilize its limited resources and manage risks in meeting its educational mission. This potential for higher investment returns would have a meaningful impact on the CSU's ability to address a variety of needs such as its ever-growing capital needs and thereby reduce the amount that may be sought from the state or students. He stated that staff plans to review the investment policy structure and propose appropriate policy revisions for the Board's consideration at a future meeting, followed by a restructuring of the CSU's investment portfolio.

Trustee Achtenberg stated that the CSU's returns have been quite low and assuming a very modest level of risk could yield better returns.

Trustee Glazer stated he is in support of the initiative but cautioned staff not to oversell the benefits of this initiative as a solution to CSU's capital needs. Mr. Relyea agreed and stated staff would keep his comments in mind.

Implementation of GASB Statement No. 68 Accounting and Financial Reporting for Pensions- An Amendment of GASB Statement No. 27, *Information Item*

Mr. Steve Relyea, Executive Vice Chancellor and Chief Financial Officer, stated that this was an information item to provide the Board with background on a national accounting standard that would significantly impact how public universities, including CSU, would show pension

liabilities on future financial statements. He then deferred to Mr. Ashkar to provide background on this new financial reporting standard.

Mr. Ashkar stated that this report related to an upcoming change in the accounting standards for Fiscal Year 2014-2015. He added that prior to GASB 68, CSU reported no pension liability in the financial statements, under the existing rule, as CSU made contractually required plan contributions. He stated that under GASB 68, employers need to report the net unfunded pension liability and other disclosures in their financial statements. The CSU's retirement plan is a cost-sharing multiple-employer defined benefit pension plan through CalPERS. The net unfunded pension liability information originates at CalPERS then it is sent to the SCO for various state agencies. The SCO, he added then allocates the pension liability among the state agencies participating in the state pool including the CSU. He stated that the CSU would allocate its proportionate share of the pension liability to the Chancellor's Office and 23 campuses for campus level financial reports.

Mr. Ashkar reiterated that the change would affect all public higher education institutions and stated that staff would return with more information after they receive the necessary data and meet with the State Controller's office.

Trustee Kimbell asked for clarification about how this will affect the financial reports. Mr. Ashkar responded that the financial statements could reflect a negative position where it had previously reflected a positive position. Mr. Relyea provided an example of having to record future mortgage payments in a checking account. Trustee Eisen thanked Mr. Relyea for the example and inquired about the real life impact. Mr. Relyea stated that all of the rating agencies are aware of this change and the initial thinking is that it would not affect the CSU's rating because it is not a current cost. Trustee Norton inquired about the purpose behind this change and the benefit that will result from it. Mr. Ashkar responded that he believes the thought was that this is a potential liability and putting it into a footnote was not adequate. He stated that he did not see a benefit to the CSU. He stated that this is not a one-time calculation; there will be a new calculation every year. Trustee García inquired about the impact it would have on the cost of debt. Mr. Ashkar responded it is possible for rating agencies to bring the CSU down a notch which would increase the cost to borrow money.

Trustee Eisen inquired if there was a chance this could be rescinded. Mr. Ashkar responded that he has not thought about that and has focused on the implementation process and what it means to the CSU. Trustee Monville encouraged the Finance Committee to bring options back to the board for discussion in the spring. Trustee Kimbell stated she thought this was a good change because it is a reminder of these liabilities and she does not believe the change will be an issue for the CSU.

COMMITTEE ON FINANCE

Approval to Issue Trustees of the California State University Systemwide Revenue Bonds and Related Debt Instruments for projects at California State University, Sacramento, California State University, Los Angeles, and California State University, Northridge

Presentation By

Robert Eaton
Assistant Vice Chancellor
Financing, Treasury, and Risk Management

Background

The Systemwide Revenue Bond (SRB) program provides capital financing for projects of the California State University – student housing, parking, student union, health center, continuing education facilities, certain auxiliary projects, and other projects approved by the CSU Board of Trustees. Revenues from these programs 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 resulted in strong credit ratings and low borrowing costs for the CSU. Prior to issuance of bonds, some projects are funded through bond anticipation notes (BANs) issued by the CSU in support of its commercial paper (CP) program. The BANs are provided to the CSU Institute, a recognized systemwide auxiliary organization, to secure the CSU Institute's issuance of CP, proceeds from which are used to fund the projects. CP notes provide greater financing flexibility and lower short-term borrowing costs during project construction than would be available with long term bond financing. Proceeds from the issuance of bonds are then used to retire outstanding CP and provide any additional funding not previously covered by CP.

Summary

This item requests the CSU Board of Trustees to authorize the issuance of long term SRB financing and the issuance of BANs to support interim financing under the CP program in an aggregate amount not-to-exceed $70,800,000 to provide financing for one campus project and three auxiliary organization projects. The board is being asked to approve resolutions related to these financings. Long-term bonds will be part of a future SRB sale and are expected to bear the same ratings from Moody's Investors Service and Standard & Poor's as the existing SRBs.

The financing projects are as follows:

1. California State University, Sacramento Student Housing, Phase II

The California State University, Sacramento Student Housing, Phase II project was approved by the board for the amendment of the Capital Outlay Program in July 2014 and is being presented for approval of schematics during the March 2015 Committee on Campus Planning, Buildings and Grounds meeting. The project consists of a 400-bed housing facility (approximately 126,000 gross square feet) to be located at the northern end of the campus, adjacent to existing student housing. The project will include two wings, one with three stories for freshmen and one with four stories for sophomores. Additionally, it will include a large multipurpose room with communal kitchen, recreation, and laundry facilities, and an administrative office suite for housing and residential education. The campus received a positive recommendation for the project from the Housing Proposal Review Committee in May 2014.

The not-to-exceed par value of the proposed bonds is $50,200,000 and is based on a total project budget of $54,935,000 with a program reserve contribution of $11,326,000. Additional net financing costs, such as capitalized interest and cost of issuance (estimated at $6,591,000), are expected to be funded from bond proceeds. The project is scheduled to start construction in October 2015 with completion in April 2017.

The following table summarizes key information about this financing transaction.

Not-to-exceed amount	$50,200,000
Amortization	Approximately level over 30 years
Projected maximum annual debt service	$3,363,029
Projected debt service coverage including the new project: Net revenue – Sacramento pledged revenue programs: [1] Net revenue – Projected for the campus housing program:	 1.52 1.20

1. Based on campus projections of 2018-2019 operations of the project with 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 5.45 percent, reflective of adjusted market conditions plus 1.00 percent 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 housing program net revenue debt service coverage of 1.20 in 2018-2019, the first full year of operations, which exceeds the CSU benchmark of 1.10 for the program. When combining the project with 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 1.52, which exceeds the CSU benchmark of 1.35 for the campus.

2. California State University, Sacramento, University Enterprises, Inc. — Auxiliary Organization Bond Refinancing

University Enterprises, Inc. (the "Corporation"), a recognized auxiliary organization in good standing at CSU Sacramento, seeks board approval for the refinancing of the Corporation's existing standalone bonds through the SRB program. On March 9, 2015, the Corporation's board of directors adopted a resolution authorizing the refinancing of the auxiliary bonds through the SRB program.

The project will refinance $15,870,000 in total principal outstanding on the Corporation's Auxiliary Organization Refunding Revenue Bonds, Series 2005A (tax-exempt), which previously refinanced other Corporation bonds issued in 1995, 2001, and 2002. Proceeds from the original bonds were used to fund the construction of facilities to house operations of various campus academic programs, including continuing education.

The size of the proposed refinancing is at a not-to-exceed par amount of $15,160,000, and is estimated to generate a net present value savings of approximately $892,000, or 5.62 percent of the prior bonds. The not-to-exceed amount and the net present value savings are based on a current all-in true interest cost of 4.07 percent, which is reflective of market conditions plus a modest rate cushion for potential market rate increases prior to the issuance of the refinancing bonds, and an average remaining bond maturity of slightly over 10 years.

The loan agreement for the refunding of the stand-alone auxiliary organization bonds will be secured by a general obligation pledge of the Corporation's unrestricted revenues.

3. California State University, Los Angeles, Cal State L.A. University Auxiliary Services, Inc. — Commercial Loan Refinancing

In May 2010, the board granted approval for Cal State L.A. University Auxiliary Services, Inc. (the "Corporation"), a recognized auxiliary organization in good standing at CSU Los Angeles, to borrow up to $2,350,000 from a commercial lending institution for the purpose of acquiring a certain property adjacent to the campus to provide the necessary space for academic programs in television, film and media studies (the "Project"). The Project is comprised of a two-story building with a high-bay multi-use room, classrooms, conference rooms, offices, and support space on 0.44 acres, and a two-level parking structure with 61 parking spaces on 0.39 acres. The Corporation acquired the Project at a total purchase price of $2,350,000, which was under the appraised value of $2,375,000, and leased the project to the campus.

In June 2010, the Corporation borrowed $2,232,500 from the Cal State L.A. Federal Credit Union. The loan has been amortizing over the past four years at an annual debt service of $181,000, and has a balance of $1,896,309 as of March 1, 2015. Payments on the loan have been made from the revenues generated from the lease to the campus. Refinancing of the loan will allow the Corporation to lower its cost of borrowing, and do so on a longer-term permanent financing basis consistent with the board approval in May 2010. On March 6, 2015, the board of directors of the Corporation adopted a resolution authorizing refinancing of the existing loan through the SRB program.

The bonds will be issued at a not-to-exceed par amount of $1,940,000 to refinance the existing loan balance plus accrued interest ($1,897,823) and additional net financing costs (estimated at $42,177). The bonds will be amortized on a level debt service schedule over 15 years, with maximum annual debt service of $177,925. The bonds will be secured by a general obligation pledge of the Corporation's unrestricted revenues, including lease and parking revenues generated by the Project.

The not-to-exceed amount and debt service on the bonds is based on an all-in interest cost of 4.58 percent, reflective of adjusted market conditions plus 1.00 percent as a cushion to account for any market fluctuations that could occur before the permanent financing bonds are sold. Based on the financial plan, in 2015-2016, the first full year of debt service repayment for the Project, the debt service coverage for the Project is 1.62 and the Corporation's overall debt service coverage is 1.50, compared with the CSU benchmark of 1.25 for both the project and auxiliary debt program. When combining the Project with 2013-2014 information for all campus pledged revenue programs and the campus' existing auxiliary debt program, the campus' overall debt service coverage is projected at 2.39 in 2015-2016, which exceeds the CSU benchmark of 1.35.

4. California State University, Northridge,
The University Corporation—9324 Reseda Boulevard Building Acquisition

The University Corporation (the "Corporation"), a recognized auxiliary organization in good standing at CSU Northridge, is seeking financing approval to fund the purchase of an off-campus real property, commonly known as 9324 Reseda Boulevard Building (the "Project"). The Project is an existing 2-story wood-framed office building containing 11,050 net rentable square feet and 37 parking spaces on 0.35 acres of land in the City of Northridge. The property was built in 1981 and was appraised at a fair market value of $2,600,000 as of November 11, 2014.

On November 18, 2014, the Corporation's board of directors adopted a resolution authorizing the acquisition and financing of the Project through the SRB program. On November 20, 2014, the Corporation entered into a purchase and sale agreement with a private seller to acquire the

building at a total purchase price of $3,000,000, of which $400,000 in purchase premium will be funded internally through the Corporation's reserve and the remaining $2,600,000 financed externally through SRB. The Corporation's decision to pay higher than the appraised value was based on its long-standing goal of expanding its business presence within the desirable location on Reseda Boulevard. The purchase is subject to several contingencies, including approval by the CSU Board of Trustees for SRB financing. Escrow is scheduled to close on or before May 29, 2015.

The Project will provide long-term office leasing space for campus academic programs and short-term lease space to a technology incubator firm, as part of a three-year service agreement with the campus to promote collaborative research and internship opportunities among private industries within the business area, campus academic programs, and students. Upon the expiration of the private lease, the Corporation will lease the space on a long-term basis to the campus.

The total capital improvement cost associated with bringing the Project in compliance with CSU codes is estimated at $1,400,000, of which $800,000 will be funded through SRB financing and the remaining $600,000 through Corporation reserves. On January 23, 2015, Chancellor's Office staff approved a due diligence summary report performed by the Corporation and University that satisfactorily addressed certain code requirements for the proposed property acquisition.

The bonds will be issued on a tax-exempt basis at a not-to-exceed par amount of $3,500,000 to partially fund the Project's net purchase price ($2,600,000), a portion of the capital improvement costs ($800,000), and additional net financing costs such as capitalized interest and cost of issuance (estimated at $100,000). The bonds will be amortized on a level debt service schedule over 30 years, with maximum annual debt service of $233,253. The bonds will be secured by a general obligation pledge of the Corporation's unrestricted revenues, including rental and parking revenues generated by the Project.

The not-to-exceed amount and debt service on the bonds is based on an all-in interest cost of 5.36 percent, reflective of adjusted market conditions plus 1.00 percent as a cushion to account for any market fluctuations that could occur before the permanent financing bonds are sold. Based on the financial plan, in 2016-2017, the first full year of debt service repayment for the Project, the debt service coverage for the Project is 1.26 and the Corporation's overall debt service coverage is 4.70, compared with the CSU benchmark of 1.25 for both the project and auxiliary debt program. When combining the Project with 2013-2014 information for all campus pledged revenue programs and the campus' existing auxiliary debt program, the campus' overall debt service coverage is projected at 2.33 in 2016-2017, 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/or 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 $70,800,000 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 assistant vice chancellor, Financing, Treasury, and Risk Management; 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 1 of the Committee on Finance at the March 24-25, 2015, meeting of the CSU Board of Trustees is recommended for:

California State University, Sacramento
Student Housing, Phase II

California State University, Sacramento
University Enterprises, Inc. — Auxiliary Organization Bond Refinancing

California State University, Los Angeles
Cal State L.A. University Auxiliary Services, Inc. —Commercial Loan Refinancing

California State University, Northridge
The University Corporation—9324 Reseda Boulevard Building Acquisition

COMMITTEE ON FINANCE

Conceptual Approval of a Public/Private Partnership Multi-Family Housing Development Project at California State University Channel Islands

Presentation By

George V. Ashkar
Assistant Vice Chancellor/Controller
Financial Services

Richard Rush
President
California State University Channel Islands

Summary of Request and Educational Benefits

California State University Channel Islands requests conceptual approval to pursue the first project of the CI 2025 strategy, which was presented to the CSU Board of Trustees in January 2015. Concept approval of this project will enable the development of the final phase of the University Glen residential community. CSU Channel Islands continues to seek alternative methods to build out the campus, including opportunities made available through the California State University Channel Islands Site Authority (Site Authority), as appropriate, by establishing public/private partnerships or public/public partnerships. Developing the CI 2025 strategy is vital to the academic mission of CSU Channel Islands as it aims to provide a comprehensive method to increase access to a growing student demand.

Background

CSU Channel Islands is the 23rd campus of the CSU. In 1998, the CSU Board of Trustees acquired the campus property. A portion of the property was leased to the Site Authority, where the University Glen residential community is located.

Unlike more developed CSU campuses, Channel Islands is challenged to build critically needed facilities to accommodate enrollment expansion. Costs to transform the property for university purposes continue to increase and state capital facility funds are increasingly constrained. Therefore, alternative ways to fund and build academic and student support facilities for a growing student population are needed.

Project Description – CI 2025 Strategy – Rental Housing

To garner greater interest from possible developers, the campus is proposing two areas for possible development of rental housing. The primary area was originally slated for the construction of 242 for-sale units at the University Glen residential development. Known as Phase 2A/B, it was halted due to the housing market crash. The second area is currently used for surface parking adjacent to the existing Town Center mixed-use facility which consists of apartments, retail and office space.

University Glen currently comprises 658 units. Town Center currently includes 58 apartments and 30,000 square feet of retail space. It is proposed that the Site Authority enter into a public/private partnership for the development, construction, and operation of roughly 590 additional units at University Glen and 100 additional apartments for the Town Center. As part of the outreach process with the University Glen community, the campus held an open forum on February 18, 2015 to share the concept plan with the residents and obtain feedback. It is anticipated additional meetings will be held during the development plan process to hear any community concerns and proactively work to develop a project in consultation with an engaged community.

Budget and Financing

The Site Authority anticipates it will enter into a ground lease on the project site with a private developer, at a value to be determined, which will be responsible for the financing, construction, and management of the property during the term of the sublease. The Site Authority will require the developer to fund all costs associated with the environmental and entitlement processes in accordance with CSU requirements. Neither the campus nor the Site Authority will have an investment in the project, with the developer providing 100% financing. The Site Authority will ensure that the facilities revert to the Site Authority upon the agreement's expiration.

Existing Site Authority Debt

In total, the Site Authority has current outstanding Systemwide Revenue Bond debt totaling approximately $196.4 million with 2014 annual debt service of $11.6 million for the initial phase of University Glen and Broom Library, rising thereafter. Current revenues generated by the Site Authority from apartment rental operations, tax increment, home resale transaction fees, and cogeneration plant revenues are insufficient to pay the escalating annual Site Authority debt service obligations, requiring financial contributions from the Chancellor's Office. The development of this project, with the expected lease payments under the ground lease, would provide additional revenues to help meet Site Authority debt service.

Approval of the Final Development Plan

Per board policy, as the project moves forward, all related master plan revisions, amendments of the capital outlay program, proposed schematic plans, financial plans, proposed key business points of the finalized development plan, and the required environmental documents will be presented at future meetings for final approval by the Board of Trustees prior to execution of any commitments for development and use of the property.

Recommended Action

The following resolution is presented for approval:

> **RESOLVED**, by the Board of Trustees of the California State University, that the Trustees:
>
> 1. Approve the concept of a public-private partnership for an apartment development and the release of the Request for Qualifications / Proposals to pursue the first project of CI 2025;
>
> 2. Authorize the chancellor and the Site Authority to enter into negotiations for agreements as necessary to develop a final plan as explained in Agenda Item 2 of the March 24-25, 2015 meeting of the Committee on Finance;
>
> 3. Will consider the following additional action items relating to the final plan:
>   a) Certification of Final California Environmental Quality Act (CEQA) documentation;
>   b) Approval of a development and financial plan negotiated by the Site Authority and a developer with the advice of the chancellor;
>   c) Approval of any amendments to the campus master plan and the Site Authority Specific Reuse Plan as they pertain to the project;
>   d) Approval of an amendment to the Non-State Capital Outlay Program;
>   e) Approval of the schematic design.

THE CALIFORNIA STATE UNIVERSITY

OFFICE OF THE CHANCELLOR

BAKERSFIELD
CHANNEL ISLANDS
CHICO
DOMINGUEZ HILLS
EAST BAY
FRESNO
FULLERTON
HUMBOLDT
LONG BEACH
LOS ANGELES
MARITIME ACADEMY
MONTEREY BAY
NORTHRIDGE
POMONA
SACRAMENTO
SAN BERNARDINO
SAN DIEGO
SAN FRANCISCO
SAN JOSÉ
SAN LUIS OBISPO
SAN MARCOS
SONOMA
STANISLAUS

October 23, 2006

MEMORANDUM

TO: CSU Presidents

FROM: Charles B. Reed
Chancellor

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

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

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.

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

CBR/rr

Attachment

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

401 GOLDEN SHORE • LONG BEACH, CALIFORNIA 90802-4210 • (562) 951-4700 • Fax (562) 951-4986 • creed@calstate.edu

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:

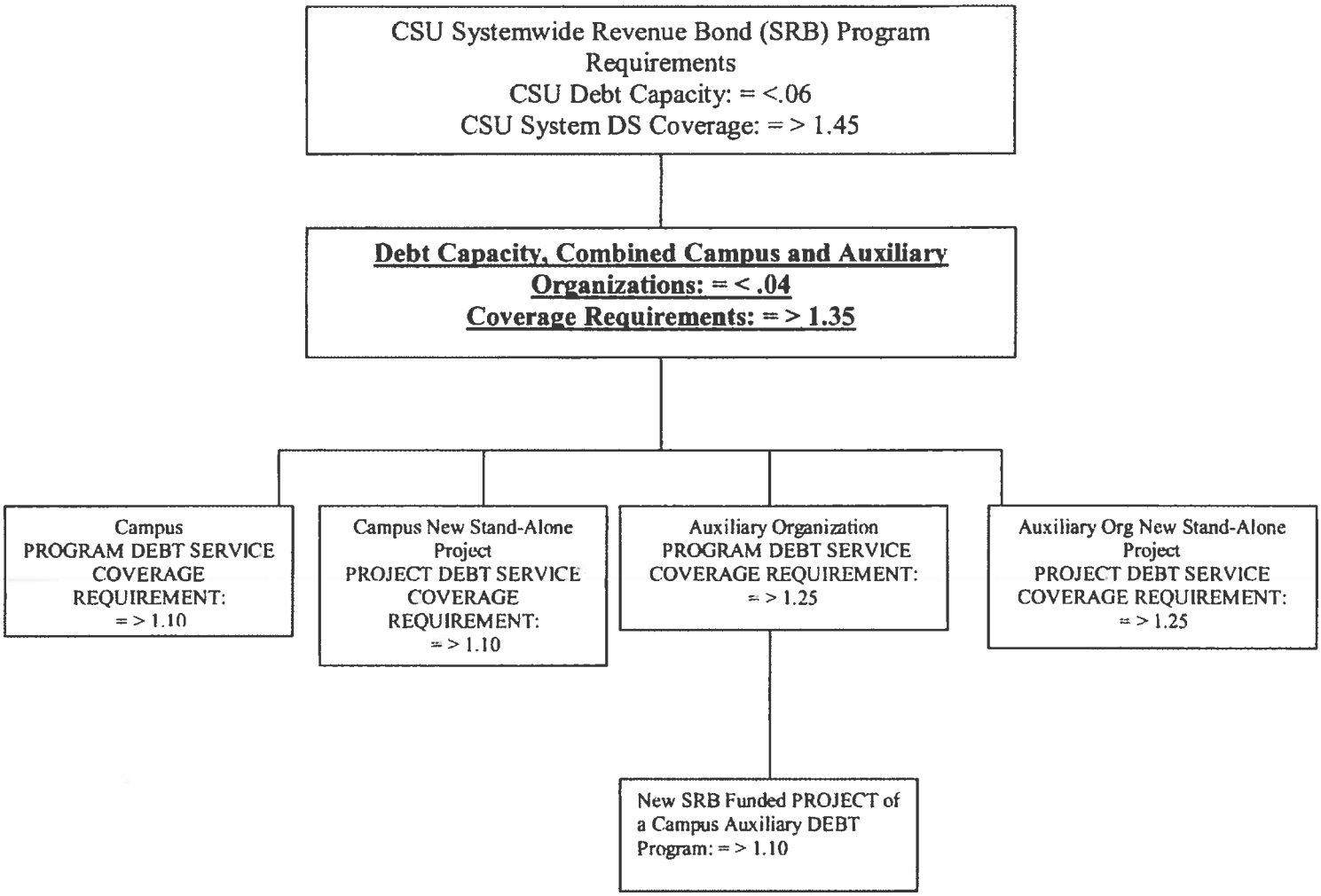
- Major Maintenance and Repair/Capital Renovation and Upgrade
- Working Capital
- Capital Development for New Projects
- Catastrophic Events

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.

CSU Policy for Financing Activities
Board of Trustees' Resolution
RFIN/CPBG 11-14-01

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 recognizes the capital needs of the CSU require the optimal use of all revenues to support its academic mission; 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 or restructurings; and

WHEREAS, The Board finds it appropriate 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 (1947 Bond Act) and Education Code Sections 89770-89774 (EC 89770-89774) (collectively, the "CSU Bond Acts") provide the Board of Trustees with the ability to acquire,

construct, finance, 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 CSU Bond Acts shall be managed by the Chancellor, to the greatest extent possible, to credit rating standards in the "A" category, at minimum.

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 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 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 Structure of the CSU's Debt Programs

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 CSU Bond Acts in conjunction with the respective authority of the Trustees to collect and pledge revenues.

Other on-campus and off-campus projects, including academic and infrastructure support projects, will also be financed through this structure under the authority of the CSU Bond Acts, unless there are compelling reasons why a project could not or should not be financed through this structure (see Section 3 below).

2.2 The Chancellor is hereby authorized to determine which revenues may be added to the broad systemwide multi-source revenue pledge under the authority granted by the CSU Bond Acts, to determine when such revenues may be added,

and to take appropriate action to cause such additional revenues to be pledged to CSU debt in accordance with the CSU Bond Acts.

2.3 The Chancellor shall establish minimum debt service coverage and other requirements for financing transactions undertaken under the CSU Bond Acts 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.

2.4 The Chancellor, the Executive Vice Chancellor and Chief Financial Officer, the Assistant Vice Chancellor Financial Services, the Deputy Assistant Vice Chancellor for Financing, Treasury, and Risk Management, 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 issue bonds pursuant to the CSU Bond Acts to acquire or construct projects. Authorized Representatives of the Trustees, with the advice of the General Counsel, 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 financing transactions.

2.5 The Chancellor, the Executive Vice Chancellor and Chief Financial Officer, the Assistant Vice Chancellor Financial Services, the Deputy Assistant Vice Chancellor for Financing, Treasury, and Risk Management, 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 CSU Bond Acts. Authorized Representatives of the Trustees, with the advice of the General Counsel, 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 for, or are inappropriate for financing under the CSU Bond Acts. 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 CSU Bond Acts 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 Deputy Assistant Vice Chancellor for Financing, Treasury, and Risk Management, 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 Deputy Assistant Vice Chancellor for Financing, Treasury, and Risk Management, and Assistant Vice Chancellor for Capital Planning, Design and Construction 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 Deputy Assistant Vice Chancellor for Financing, Treasury, and Risk Management, 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 supersedes RFIN 03-02-02 and shall take effect immediately.

COMMITTEE ON FINANCE

California State University Annual Debt Report

Presentation By

Robert Eaton
Assistant Vice Chancellor
Financing, Treasury, and Risk Management

Summary

This 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 CSU Board of Trustees at its March 2002 meeting. At the same meeting, the board also amended the CSU Policy on Financing Activities (RFIN 03-02-02) 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 for campuses. In October 2006, the chancellor issued Executive Order 994, which refined and superseded Executive Order 876. In November 2014, the board again amended the CSU Policy on Financing Activities (RFIN/CPBG 11-14-01) in response to State legislation passed in June 2014 that affected the CSU's capital financing programs and authorities. Executive Order 994 and the CSU Policy on Financing Activities RFIN/CPBG 11-14-01 are included herein as Attachments A and B, respectively.

The SRB program has traditionally provided 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 resulted in strong credit ratings and low borrowing costs for the CSU.

SRB Portfolio Profile

As of June 30, 2014 and December 31, 2014, the outstanding SRB debt of the CSU was approximately $3,507,000,000 and approximately $3,688,000,000, respectively.

Other Key Characteristics of the SRB Portfolio are as follows:

Debt Ratings:	Aa2 (Moody's) AA- (Standard & Poor's)
Weighted Average Cost of Capital:	4.32%
Weighted Average Maturity:	13.8 Years
Interest Rate Mix:	100% Fixed Rate

SRB Operating Performance and Debt Service Coverage Ratios

For the fiscal years ended June 30, 2012, June 30, 2013, and June 30, 2014, operating performance and debt service coverage ratios for the SRB program were as follows (amounts in millions):

	June 30, 2012	June 30, 2013	June 30, 2014
Operating Revenues	$1,375	$1,475	$1,571
Operating Expenses	981	1,058	1,122
Net Revenues	394	417	449
Annual Debt Service	226	243	259
Debt Service Coverage[1]	**1.74**	**1.72**	**1.73**

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

2014A SRB Issuance

In August 2014, the CSU issued $747,740,000 of SRBs. Of this amount, $307,430,000 was issued for new money projects at an all-in true interest cost of 3.90%. The CSU also took advantage of low interest rates and issued $440,310,000 in bonds to refund existing SRB and auxiliary debt, producing net present value savings of $52.9 million, or 11% of the refunded bonds. The refunding of debt will save SRB programs across the system approximately $3 million in combined cash flow per year.

COMMITTEE ON FINANCE

Update on Administrative Efficiency Initiatives

Presentation By

Steve Relyea
Executive Vice Chancellor and
Chief Financial Officer

Summary

The California State University challenges itself to become an organization that seeks to continuously evaluate and improve its effectiveness and efficiency, and reviews its business processes that support the academic mission. Such efforts include exploring and implementing strategic procurement, simplifying and streamlining administrative processes, and organizing services in order to meet increasing workload associated with campus growth and compliance.

AGENDA

COMMITTEE ON INSTITUTIONAL ADVANCEMENT

Meeting: **9:15 a.m., Wednesday, March 25, 2015**
Glenn S. Dumke Auditorium

Steven M. Glazer, Chair
Douglas Faigin, Vice Chair
Roberta Achtenberg
Debra S. Farar
Margaret Fortune
Hugo N. Morales
J. Lawrence Norton
Steven G. Stepanek

Consent Items

Approval of minutes of meeting of January 27, 2015

Discussion Items

1. Naming of an Academic Program – San Diego State University, *Action*
2. Naming of a Facility – California State University, Long Beach, *Action*
3. Naming of a Facility – California State University, Sacramento, *Action*

MINUTES OF THE MEETING OF
COMMITTEE ON INSTITUTIONAL ADVANCEMENT
Office of the Chancellor
Glenn S. Dumke Auditorium
401 Golden Shore
Long Beach, California

January 27, 2015

Members Present

Steven M. Glazer, Chair
Roberta Achtenberg
Douglas Faigin
Debra S. Farar
Lou Monville, Chair of the Board
Hugo N. Morales
J. Lawrence Norton
Steven G. Stepanek
Timothy P. White, Chancellor

Trustee Glazer called the meeting to order.

Approval of Minutes

The minutes of November 12, 2014, were approved as submitted.

Annual Report on Philanthropic Support for 2013-2014

Mr. Garrett P. Ashley, vice chancellor for university relations and advancement, and Ms. Lori Redfearn, assistant vice chancellor for advancement services, presented this item.

Last year, gift commitments increased 35% to a record $457 million, and gift receipts increased by 4.5%. As a result, philanthropy funded $43 million in scholarships in 2013-2014. Mr. Ashley thanked the trustees, presidents, faculty, staff and generous donors for this achievement.

For the third consecutive year, the total endowment market value reached a historic high. The $1.3 billion represents an increase of nearly 16 percent over last year. Investment earnings were comparable to the national average.

Overall, the CSU raised an equivalent of 22% of the state funded budget.

The committee unanimously recommended approval by the board of the proposed resolution (RIA 01-15-01) to adopt the Annual Report on Philanthropic Support for 2013-2014 for submission to the California Joint Legislative Budget Committee and the California Department of Finance.

Naming of a Facility – San Francisco State University

Mr. Ashley reported that this request substitutes recognition for a previously approved naming in 2008 for the Mashouf Creative Arts Center. Mr. Manny Mashouf and his family contributed $10 million for a proposed performing arts center. The initial plans for the performing arts facility have been deferred, and Mr. Mashouf expressed interest in redirecting his gift to the new recreation and wellness center.

The committee unanimously recommended approval by the board of the proposed resolution (RIA 01-15-02) that RIA 07-08-11 be rescinded, and that the recreation and wellness center at San Francisco State University be named the Mashouf Wellness Center.

Trustee Glazer adjourned the meeting.

COMMITTEE ON INSTITUTIONAL ADVANCEMENT

Naming of an Academic Entity – San Diego State University

Presentation by:

Garrett P. Ashley
Vice Chancellor
University Relations and Advancement

Summary

This item will consider naming the Honors College at San Diego State University as the Susan and Stephen Weber Honors College.

This proposal, submitted by San Diego State University, meets the criteria and other conditions specified in the Board Policy on Naming California State University Academic Entities including approval by the system review panel and the campus university senate.

Background

The proposed naming of the Honors College recognizes Susan and Stephen Weber, and the $1 million contribution by Darlene Shiley, Trustee for the D-D Shiley Trust. The Honors College is fashioned on the idea of bringing high achieving students together to study in smaller class environments while at a large research university. In this setting, honors students engage in challenging ideas, work side-by-side with research professors, pursue interdisciplinary challenges and apply their understanding to real world problems.

The gift will be used to fund scholarships for students enrolling in the Honors College and, as available, will provide faculty fellowships for exceptional faculty who lecture in the Honors College.

Stephen Weber was the seventh president of San Diego State University and he and his late wife, Susan, were strong advocates of the idea of an Honors College. It is fitting that such an entity be named after the Webers because of their commitment to provide scholarships for high achieving students aspiring to attend San Diego State University who chose to join the Honors College.

Darlene Shiley is among the most generous philanthropists in the history of San Diego State University. She forged a close relationship with the Webers during their decade and a half in San Diego. Her generous spirit has advanced San Diego State University, KPBS and much, much more in San Diego and beyond. Her enthusiasm for the Honors College and her appreciation for

Susan and Stephen Weber provide a significant foundation for our student success at San Diego State University.

Recommended Action

The following resolution is recommended for approval:

> **RESOLVED,** By the Board of Trustees of the California State University, that the Honors College at San Diego State University, be named The Susan and Stephen Weber Honors College.

COMMITTEE ON INSTITUTIONAL ADVANCEMENT

Naming of a Facility – California State University, Long Beach

Presentation by:

Garrett P. Ashley
Vice Chancellor
University Relations and Advancement

Summary

This item will consider naming the Education 1 (ED-1) Building at California State University, Long Beach as the Bob and Barbara Ellis Education Building.

This proposal, submitted by CSU Long Beach, meets the criteria and other conditions specified in the Board of Trustees Policy on Naming California State University Facilities, including approval by the system review panel and the campus academic senate.

Background

The proposed naming of the facility recognizes the $1.4 million irrevocable bequest by Bob and Barbara Ellis to the CSU Long Beach College of Education. When realized, the bequest will be used to create a scholarship endowment, which will generate $63,000 per year (present value) in support of College of Education credential students.

Bob and Barbara Ellis are both retired educators and highly esteemed in the Long Beach educational community.

Mrs. Ellis graduated from CSU Long Beach in 1964 with a degree in English and a teaching credential. She taught English for 36 years at Hughes Middle School (18 years as English Department head) and 14 years at Lakewood High School (13 years as English Department head). She is active in Alpha Delta Kappa, a women-in-education professional sorority that provides scholarships to CSU Long Beach students, and the California Retired Teachers Association (CalRTA). As chair of the Long Beach CalRTA Scholarship Foundation, she has directed over $200,000 in scholarships to CSU Long Beach credential students.

Mr. Ellis earned his general administration credential and master's degree in education at CSU Long Beach in 1958. He began his career as a teacher and counselor at Jordan High School in 1950 and concluded it as a principal in 1997. He first became a principal in 1957 at the K-12 Catalina Schools and went on to serve as principal at six other Long Beach Unified School

District (LBUSD) elementary, middle and high schools. He also served at the district level as director of the Gifted and Talented Education program. Mr. Ellis has served the community by contributing his time to many organizations, including Avalon Rotary, East Long Beach Kiwanis Club and North Long Beach Lions Club. He served on the LBUSD Personnel Commission for five years and on the Long Beach City Human Relations Commission for nine years. He is active in the Long Beach Fire Ambassadors, Bixby Village Community Association, CalRTA, Dramatic Results Board of Directors, and Long Beach City College Foundation.

Both Mr. and Mrs. Ellis are active at CSU Long Beach. They are members and supporters of the Legacy Society, Director's Circle of the Carpenter Performing Arts Center, Earl Burns Miller Japanese Garden (where they were married and subsequently celebrated Mr. Ellis's 90th birthday this past July), College of the Arts Medici Society, and Osher Lifelong Learning Institute. Mr. Ellis is a member of the College of Education Dean's Development Committee and was honored with the CSU Long Beach Distinguished Alumni Award in 2011. Together, over many years, Bob and Barbara Ellis have demonstrated an extraordinary commitment to the field of education, to CSU Long Beach, and to the surrounding community.

Recommended Action

The following resolution is recommended for approval:

> **RESOLVED,** By the Board of Trustees of the California State University, that the ED-1 Building at California State University, Long Beach, be named the Bob and Barbara Ellis Education Building.

COMMITTEE ON INSTITUTIONAL ADVANCEMENT

Naming of a Facility – California State University, Sacramento

Presentation by:

Garrett P. Ashley
Vice Chancellor
University Relations and Advancement

Summary

This item will consider naming the Alumni Center at California State University, Sacramento as the Leslie and Anita Harper Alumni Center.

This proposal, submitted by Sacramento State, meets the criteria and other conditions specified in the Board of Trustees Policy on Naming California State University Facilities and Properties, including approval by the system review panel and the campus faculty senate.

Background

The proposed naming of the facility recognizes combined gifts of $375,000 in cash, securities and real estate as well as the $8.1 million bequest gift intention by Leslie (Les) and Anita Harper.

The $375,000 in cash, securities and real estate helped contribute to the success of Sacramento State's Alumni Campaign – providing resources that will be used to support scholarships, programmatic goals and the Alumni Center.

Les Harper graduated in 1955 with a bachelor's in business administration and was a graduate of the first class on Sacramento State's current campus. Les is a retired real estate developer and continues to manage properties. Les and Anita are strong ambassadors of Sacramento State who regularly attend football games and campus events.

Recommended Action

> **RESOLVED**, by the Board of Trustees of the California State University, that the Alumni Center at California State University, Sacramento, be named The Leslie and Anita Harper Alumni Center.

AGENDA

COMMITTEE OF THE WHOLE

Meeting: **9:45 a.m., Wednesday, March 25, 2015**
Glenn S. Dumke Auditorium

Lou Monville, Chair
Rebecca D. Eisen, Vice Chair
Roberta Achtenberg
Talar A. Alexanian
Kelsey Brewer
Adam Day
Douglas Faigin
Debra S. Farar
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
Lillian Kimbell
Hugo N. Morales
J. Lawrence Norton
Steven G. Stepanek

Consent Items

Approval of Minutes of Meeting of November 13, 2014

Discussion Items

1. General Counsel's Litigation Report, *Information*

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

November 13, 2014

Members Present

Lou Monville, Chair
Rebecca D. Eisen, Vice Chair
Roberta Achtenberg
Talar A. Alexanian
Kelsey Brewer
Adam Day
Douglas Faigin
Debra S. Farar
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
Lillian Kimbell
J. Lawrence Norton
Steven Stepanek
Timothy P. White, Chancellor

Approval of Minutes

Chair Monville, hearing no objections, approved the minutes of March 26, 2014.

Information Item

Framroze Virjee, Executive Vice Chancellor and General Counsel, Dianne Harrison, President, California State University, Northridge and Leslie E. Wong, President, San Francisco State University provided an update regarding preventing, addressing and eliminating sexual violence on CSU campuses.

COMMITTEE OF THE WHOLE

General Counsel's Litigation Report

Presentation By

Fram Virjee
Executive Vice Chancellor & General Counsel

Litigation Report

This is the 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 82 currently active litigation files; in 3 CSU is the party pursuing relief.

New Cases

Alliance of SLO Neighborhoods v. CSU
San Luis Obispo
San Luis Obispo County Superior Court

Alliance of SLO Neighborhoods (ASLON), an affiliation of San Luis Obispo residents, filed suit challenging the Trustees' May 2014 approval and certification of a project Environmental Impact Report for a 1,475-bed freshman student housing complex on the southeastern edge of the Cal Poly campus. The proposed project will be located on campus land in close proximity to homes owned by ASLON members. ASLON's primary contention is that CSU failed to adequately analyze alternative project sites that would have placed the dorms further away from their homes and the surrounding community, but which would also place them further away from other student freshman housing and amenities like dining facilities, which are located near the project site. The matter is being briefed and is scheduled for hearing on April 20, 2015.

Burns v. SDSU, et al.
San Diego
San Diego County Superior Court

Former women's basketball coach, Beth Burns, has sued the University for breach of contract, breach of the covenant of good faith and fair dealing, and retaliation. She contends that she was forced to resign for having demanded that women's basketball be given all of the same facilities, equipment, marketing, and staffing as the men's basketball program. She further contends that the reasons given by the University were a pretext. The case is in the discovery stage.

CSU v. Pacific Gas & Electric Company
Chico
Butte County Superior Court

The University and the CSU Chico Research Foundation have sued PG&E to recover money spent on costly remedial activities and disposal of waste discovered during the construction of an activity center on the Chico campus. The waste was created by an old manufactured gas plant. PG&E is responsible for the manufactured gas plant. The case is in the discovery phase.

CSU v. SELF
Systemwide
Los Angeles County Superior Court

This is a coverage dispute with the Schools Excess Liability Fund (SELF), a joint powers authority. During the time CSU was a member of and insured by SELF, CSU was involved in six lawsuits/claims. CSU requested that SELF reimburse it for monies expended and/or paid by CSU in connection with those matters. SELF denied CSU's requests for reimbursement. As required by their underlying agreement, CSU and SELF proceeded to non-binding arbitration in 2014. CSU was awarded $5.2 million. Subsequently, CSU filed a lawsuit against SELF seeking reimbursement of all expenses and monies expended in connection with the six lawsuits/claims at issue. The case is in the discovery stage.

Dell'Osso v. CSU
Fullerton
Orange County Superior Court

Gary Dell'Osso is a 61 year old student that has been continuously enrolled since 1980. In January 2014, he was administratively graduated and was awarded a B.A., B.S and 3 minors. He alleges violation of California Code of Regulations, Title 5, Section 40411 and violation of the due process clause under the U.S. and California constitutions. He seeks to be re-enrolled to complete a B.S. in Mathematics and damages. The case is in the discovery phase. Trial is set for July 6, 2015.

In re: Albert Stephen Moriarty, Jr. (USBK - CA)
In re: Albert Stephen Moriarty, Jr. (USBK - WA)
San Luis Obispo
U.S. Bankruptcy Court

Bankruptcy Trustee, Michael P. Klein, filed this 2014 action to recover a 2009 $625,000 gift made by alumnus Albert Moriarty whose 2012 Chapter 7 Bankruptcy is pending in the State of Washington. Pursuant to the gift agreement, the funds were used to build a scoreboard in Cal Poly SLO's Spanos Stadium, bearing the name "Moriarty Enterprises" for the life of the scoreboard. The Trustee alleges that Moriarty was insolvent at the time of the gift and that it was a product of Moriarty's fraudulent conduct in connection with a Ponzi scheme. The Trustee claims that Cal Poly SLO should have known it was benefitting from Moriarty's fraudulent activity, and alleges causes of action for avoidance of fraudulent transfer and recovery of avoided transfer. The case is in the pleading stage and is set for status conference on March 12, 2015.

The second matter is related to the Moriarty bankruptcy matter described above. CSU filed a Motion for Abandonment and Relief from Stay in the Chapter 7 bankruptcy proceedings pending in the State of Washington asking the court to abandon the bankruptcy estate's alleged rights and interests in the Moriarty Scoreboard Fund Gift Agreement because it has no current value or benefit to the bankruptcy estate. CSU requested relief from the automatic stay in order to immediately cover or remove the Moriarty name from the scoreboard. The court reluctantly denied the motion.

J.A.L. v. Santos, et al.
San Jose
U.S. District Court, San Jose

SJSU police officers Mike Santos and Frits Van Der Hoek confronted Antonio Guzman Lopez, a homeless man holding a sharp object, on the edge of campus. After Lopez ignored their instructions and moved quickly toward Van Der Hoek, Officer Santos fired, killing Lopez. Plaintiff J.A.L. is Lopez' minor son. Through his guardian ad litem, J.A.L. brings claims against Santos and Van Der Hoek, for unreasonable search and seizure, violation of due process, wrongful death and negligence. The case is in the pleading stage.

Jennum v. CSU, et al.
San Marcos
San Diego County Superior Court

Plaintiff is the former women's basketball coach at CSU San Marcos. She contends that the defendants wrongfully concluded after an investigation that she had discriminated against, harassed, and retaliated against players on her team on the bases of race and disability. Based on the results of this investigation, she alleges, the campus notified her that her employment was being terminated. In this lawsuit, she alleges causes of action for defamation based on the campus having disclosed her termination prior to it being final and intentional infliction of emotional distress. The case is in the pleading stage.

Lor, et al. v. CSU, et al.
Chico
Butte County Superior Court

On August 27, 2013, Pa Houa Lor, a student at CSU Chico, was struck by two falling tree limbs while sitting in a courtyard on the CSU Chico campus. Ms. Lor died as a result of the injuries she sustained. The complaint, filed by Ms. Lor's parents, is asserted against the University, as well as Richard's Tree Service, Inc., the CSU vendor responsible for tree maintenance at CSU Chico. The single cause of action is for wrongful death. The matter was filed in June 2014, and the case is in the pleading stage.

Richardson v. CSU, et al.
San Diego
U.S. District Court, San Diego

Plaintiff alleges that, in the early morning hours of June 16, 2013, he was stopped by a SDSU police officer as he was attempting to climb the fence into a gated housing facility. He alleges that the officer used excessive force in attempting to stop him. As a result, he alleges, he fell down a flight of stairs, suffering injuries to his face and arm. He alleges causes of action for violation of Section 1983 of the federal Civil Rights Act, negligence, battery, and violation of the California Bane Act (California Civil Code Section 52.1). The case is in the discovery stage.

Sackos, et al. v. NCAA; NCAA Division I Member Schools; et al.
Systemwide
United States District Court

This case is a collective action brought under the federal Fair Labor Standards Act, filed by Samantha Sackos (a student-athlete from the University of Houston) against the NCAA and all Division I member institutions. She alleges that the NCAA and all D-I institutions have conspired to violate the wage-and-hour laws by unlawfully failing to classify student-athletes as

temporary employees. The complaint compares student-athletes to work study employment, and suggests that athletes should earn minimum wage for all time spent in athletics programs. Plaintiff contends that athletics is a non-academic function, earning her no academic credit, and is actually work that benefits the member schools and the NCAA. Plaintiff also contends that scholarship funds are not compensation. She seeks monetary damages and injunctive relief. The NCAA has retained the Littler law firm (at the NCAA's expense) to represent it and all D-I institutions at the pleading stage. The preliminary strategy will be to seek dismissal on various theories, such as: lack of standing; failure to state a claim; 11th Amendment immunity (for public institutions); and lack of personal jurisdiction. The case is still in the pleading stage, with motions to dismiss due to be filed in April 2015.

Construction Cases

CSU v. Clark, et al.
San Jose
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 for 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's complaint seeks approximately $29 million in damages. *CSU has settled in principle with all defendants. Trial is scheduled for July 6.*

Employment Cases

Fayek v. CSU, et al.
Chico
Butte County Superior Court

Plaintiff, Abdel-Moaty Fayek, was a faculty member in the Department of Computer Science. He contends he entered into a self-funded buy-out agreement with the campus where he would gain industry experience while on an approved leave. From approximately 1997 to 2006, plaintiff received his campus salary and reimbursed it to the Research Foundation as part of the alleged agreement. The campus discovered this arrangement and immediately contacted CalPERS and the State Controller's Office to correct the employee's payroll records. Plaintiff has sued the campus, the Research Foundation, three individual defendants and CalPERS to restore his service credit. *The Court granted CSU Defendants' motion challenging all claims except one, and dismissing CalPERS. Plaintiff accepted CSU's offer of $27,000 to resolve the remaining claim. We are awaiting Court's final judgment pursuant to resolution of remaining claim.*

Gibson v. CSU, et al.
Chancellor's Office
Los Angeles County Superior Court

Plaintiff Bruce Gibson was the former Senior Director of Human Resource Services and Systemwide EEO & Whistleblower Compliance. CSU terminated Gibson's employment in September 2012. This lawsuit claims the termination was in retaliation for his having made various disclosures he claimed were protected. *The matter proceeded to trial in February 2015 and the jury found in favor of CSU on all counts.*

Liu v. CSU
East Bay
Alameda County Superior Court

Jerry Liu, a former East Bay Assistant Professor of Finance, was denied tenure and promotion. He filed claims for national origin discrimination, hostile work environment, and retaliation, arguing his failure to advance resulted from having blown the whistle on alleged favoritism and various financial irregularities in the College of Business and Economics, and for filing various grievances, discrimination complaints, and participating anonymously in the Dean's five-year review. Liu was also disciplined (suspended and then terminated during his terminal year) for a wide variety of escalating and disruptive, harassing, disturbing and threatening behaviors toward colleagues, administrators and staff. *After a month-long jury trial ending in April 2014, CSU prevailed with a complete defense verdict and an award of its costs in the amount of $42,615.00 against Liu. Liu appealed the verdict. The appeal has been briefed. Liu requested oral argument which has not yet been scheduled.*

Ohlund v. CSULA, et al.
Los Angeles
Los Angeles County Superior Court

Following her 2012 evaluation, assistant professor of English Jennifer Ohlund (the plaintiff), received a terminal year of employment during which she failed to submit for review materials for her Working Professional Action File. She sued the department chair and University for gender-based discrimination and harassment, claiming her assigned workload was disproportionately different in quality and quantity than her male counterparts. She further alleged that when she complained about the workload and harassment the University failed to prevent the conduct and retaliated. She claimed she refused to submit her documentation because the University did not act when she reported discrimination. *The case went to trial in January 2015, and CSU achieved a defense verdict.*

SETC-United v. CSU, et al.
Systemwide
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. It is CSU's contention that because CSU pays SETC employees on a monthly, not an hourly basis, the Education Code requirement should not apply. *CSU won its motion to dismiss for failure to prosecute in April 2014, and the case is now closed.*

Sharp v. CSU, et al.
Sacramento
Sacramento County Superior Court

Jeffrey Sharp, a Development Associate Alumni Relations at Sacramento State, has filed a complaint against CSU and a former employee alleging sexual harassment, retaliation and disability discrimination. *The case was set for trial on March 3, 2015. The University settled the case and Sharp signed a general release of all claims and agreed to resign and not seek re-employment in the CSU. The settlement amount was $123,000.00 (which included $35,000.00 for wages, $3,000.00 for COBRA, and attorney's fees).*

Environmental Cases

City of Hayward v. CSU
East Bay
Court of Appeal

The City of Hayward filed a CEQA challenge to the 2009 CSU East Bay Master Plan Environmental Impact Report, claiming the University failed adequately to analyze impacts on public services, 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 CSU East Bay 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, which is awaiting oral argument.

City of San Diego, et al. v. CSU (and related cases)
San Diego
San Diego County Superior Court

The Environmental Impact Report ("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 which was challenged again by the City of San Diego, and also by the San Diego Metropolitan Transit System and the San Diego Association of Governments (SANDAG). Each alleged that the EIR did not adequately address necessary mitigation measures and that the University 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 the University 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, and that the University 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 and was supported by substantial evidence, that the University 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 the University'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 Bay
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 CSU Monterey Bay 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.
Fresno
Fresno County Superior Court

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 that it had failed to meet its burden to show the cost of bringing the litigation transcended the monetary benefits it received, the trial court denied LandValue's request. LandValue appealed the attorneys' fees decision.

In its January 2014 ruling, the Court of Appeals upheld the trial court's decision and denied LandValue's request for attorneys' fees. *On February 26, 2014, LandValue filed a petition for review with the California Supreme Court. The petition for review was denied on April 16, 2014.*

Personal Injury Cases

Khosh v. CSU, et al.
Channel Islands
Ventura County Superior Court

On March 16, 2013, Al Khosh, an outside electrical contractor, sustained catastrophic arc flash burn injuries while working on the CSUCI campus. CSUCI planned a power shutdown to allow technicians to complete a back-up power project which would enable the campus to energize in the event of an area power outage. Al Khosh was one of those technicians. An explosion occurred while Khosh and his co-worker, Edgar Martinez, were inside the sub-station. Khosh was not authorized to be in the cabinet where he was injured, nor was that within the scope of his work for that day. Both Khosh and Martinez were employed by an electrical contractor, Myers Systems. Khosh has already incurred nearly $5,000,000 in medical bills. The case remains in the discovery phase.

Naghash v. CSU, et al.
Sacramento
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, first and second amended complaints, but gave plaintiff an opportunity to amend. Plaintiff did not amend her complaint and the court subsequently granted CSU's motion to dismiss and for entry of judgment. Plaintiff has filed a notice of appeal. *The appeals court has granted Naghash several extensions. Her appellate brief is now due March 2, 2015.*

Student Cases

Donselman, et al. v. CSU
Systemwide
San Francisco County Superior Court

Five students brought this class action to challenge the increases to state university fee and non-resident tuition rates, and the implementation of the new Graduate Business Professional fee, in 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's motion to decertify the class was denied. The parties filed competing motions for summary judgment. All of plaintiffs' motions were denied. CSU won partial summary judgment on all of the breach of contract claims. The court denied CSU's motion for judgment on the claims for breach of implied covenant of good faith and fair dealing, so that theory will proceed to trial. *The parties attempted mediation in December 2014 but that was futile. Plaintiffs filed a motion to bifurcate liability from damages, but that motion was denied. CSU filed a motion to bifurcate the subclass challenging the Graduate Business Professional Fee from the main class challenging the State University Fee and Non-Resident Tuition, and the court granted that motion. The first trial (main class) is set for April 6, 2015, and the GBPF subclass trial is set for October 26, 2015. The court recently assigned a new judge to this case, and she is still getting up to speed on the background, facts, and legal issues. One of the named class representatives was recently dropped from the case due to her falling out of contact with class counsel. The discovery phase is closing, and significant trial preparations are under way.*

Meyers v. CSU
Fullerton
Orange County Superior Court

Student Kurt Meyers claims he was denied access to early class registration in Spring 2011 because of his status as a disabled student. Plaintiff did register and attend classes during Spring 2011. *The case went to a bench trial in May 2014 and resulted in a defense victory for the University.*

Scoras, etc. v. CSU
Sacramento
U.S. District Court, Sacramento

Scoras is the sister of a former student (Ken Costello) at Sacramento State who is now deceased. She has filed a claim under the Americans with Disabilities Act alleging that CSU failed to provide appropriate accommodation to Mr. Costello and as a result Costello suffered emotional distress and took his life. *The University settled the lawsuit in exchange for a general release of all claims. The settlement amount is $5,000.00 which the plaintiff agreed to gift to the University's foundation to establish a scholarship in memory of Ken Costello. The University also agreed to additional training for employees who handle student accommodation requests*

Other Cases

Barrett v. Greenup, et al.
Fullerton
U.S. District Court, Santa Ana

John Barrett, a CSU Fullerton student, is suing another CSU Fullerton student, Nolan Greenup, a CSU Fullerton Parking Services Officer, who wrote Barrett a ticket for not displaying a disabled parking placard on his car that was parked in a disabled parking space. Barrett backed out of the space as the ticket was being written, ran over Greenup's foot, and drove away. Barrett was later arrested and subjected to student discipline. Barrett is suing Greenup for defamation, malicious prosecution, violation of federal civil rights and false imprisonment. CSU filed a motion to strike on Greenup's behalf, arguing that in writing his report and speaking to the police, he was supporting a criminal prosecution and immune. CSU's motion was sustained on the defamation, malicious prosecution and false imprisonment causes of action. CSU was awarded approximately $5,500 for its fees and costs in filing (and winning) the motion to strike which Plaintiff now owes CSU. In a second amended complaint Plaintiff added two new CSU defendants Jose Rosales and Peter Dupree, University police officers involved in his arrest. Plaintiff then filed a third amended complaint adding new causes of action against new non-CSU defendants, the Orange County Sheriff's Department and certain employees of the Orange County Jail. In September 2014 CSU's motion to move the case to federal court was granted. In September 2014 the Orange County defendants settled with the Plaintiff but despite efforts to do so, CSU was unable to settle with Plaintiff. *Trial started on January 6, 2015; at the end of the second day CSU successfully moved for mistrial. The basis for the motion was Plaintiff's failure to comply with pre-trial orders of the court excluding evidence of the disposition of the criminal charges against the defendant. A new trial date has been set for September 22, 2015.*

City and County of San Francisco v. Regents of the UC, et al.
San Francisco
San Francisco County Superior Court

The City and County of San Francisco filed a lawsuit against the University, as well as the University of California and U.C. Hastings College of the Law. The City and County of San Francisco are asking the court to require the University to collect the S. F. Parking Tax of 25% on all University parking spaces. *The court ruled in favor of the Universities. The City and County of San Francisco just filed an appeal.*

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 25, 2015

Presiding: Lou Monville, Chair

10:15 a.m. Board of Trustees **Dumke Auditorium**

Call to Order and Roll Call

Public Comment

Chair's Report

Chancellor's Report

Report of the Academic Senate CSU: ***Chair—Steven Filling***

Report of the California State University Alumni Council: ***President—Kristin Crellin***

Report of the California State Student Association: ***President—Devon Graves***

Approval of Minutes of Board of Trustees' Meeting of January 28, 2014

Committee Reports

Committee on Collective Bargaining: ***Chair−Roberta Achtenberg***

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

1. Academic Master Plan Update

*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.

Committee on Campus Planning, Buildings and Grounds: ***Chair—J. Lawrence Norton***

1. Amend the 2014-2015 Capital Outlay Program for California State Polytechnic University, Pomona, and California State University, Sacramento
2. Approval of Schematic Plans for California State University, Fullerton, California State Polytechnic University, Pomona and California State University, Sacramento
3. Categories and Criteria for the Five-Year Capital Improvement Program 2016-2017 through 2020-2021

Committee on Audit: ***Chair—Lupe C. Garcia***

Committee on Governmental Relations: ***Chair—Douglas Faigin***

1. Schedule of Board of Trustees' Meetings, 2016

Committee on Organization and Rules: ***Chair—Steven G. Stepanek***

Committee on Finance: ***Chair—Roberta Achtenberg***

1. Approval to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for Projects at Sacramento State University, CSU Los Angeles, and CSU Northridge
2. Conceptual Approval of a Public/Private Partnership Multi-Family Housing Development Project at California State University Channel Islands

Committee on Institutional Advancement: ***Chair—Steven Glazer***

1. Naming of an Academic Program – San Diego State University
2. Naming of a Facility – California State University, Long Beach
3. Naming of a Facility – California State University, Sacramento

Committee of the Whole: ***Chair−Lou Monville***

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Corrected

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 28, 2015

Trustees Present

Lou Monville, Chair
Roberta Achtenberg
Talar Alexanian
Toni Atkins, Speaker of the Assembly
Kelsey Brewer
Adam Day
Rebecca D. Eisen
Douglas Faigin
Debra S. Farar
Lupe Garcia
Steven Glazer
Lillian Kimbell
J. Lawrence Norton
Steven Stepanek
Timothy P. White, Chancellor

Chair Monville called the meeting to order.

Public Comment

The board of heard from several individuals during the public comment period: Jennifer Ovalle, student, Dominguez Hills, spoke on behalf of students for quality education with regards to student success fees; Alicia Morales, Long Beach immigrant rights coalition, spoke about the effect success fees would have on the undocumented student; Lizzy Naameh, organizer, National Association of working women, spoke about student success fees and the rising cost of tuition at California State University; Ernesto Chavez, student, Cal Poly Pomona, spoke about the rising cost of tuition; Daisy Gallardo, student, Long Beach, spoke about student success fees; Andrea Donadi, student Long Beach community college, spoke about the financial burden to get an education; Mitchell Kobayashi, Student, Maritime Academy, spoke about student success fees and how coded memorandums should be put in place for all category 2 fees so there are no loop holes in fees; Andrea Guerra, student, Long Beach, addressed the board regarding rolling back student success fees; Pat Gantt, president, CSUEU addressed the board about the effect budget cuts have had on the system and abandonment of the

master plan; Mike Chavez, bargaining unit 5, chair, CSUEU, spoke about systemwide policies; Rocky Sanchez, bargaining unit 7, chair, CSUEU, spoke about the budget and easing the burden on students tuition fees.

Chair's Report

Chair Monville's complete report can be viewed online at the following URL: http://calstate.edu/BOT/chair-reports/jan2015.shtml

Chancellor's Report

Chancellor Timothy P. White's complete report can be viewed online at the following URL: http://calstate.edu/bot/chancellor-reports/150127.shtml

Report of the Academic Senate CSU

CSU Academic Senate Chair, Steven Filling's complete report can be viewed online at the following URL: http://www.calstate.edu/AcadSen/Records/Chairs_Reports/documents/January_2015_Chairs_BOT_Rept.pdf

Report of the California State University Alumni Council

Alumni Council President, Kristin Crellin's complete report can be viewed online at the following URL: http://www.calstate.edu/alumni/council/bot/20150128.shtml

Report from the California State Student Association

CSSA President Devon Grave's complete report can be viewed online at the following URL: http://www.csustudents.org/wp-content/uploads/public-documents/pdf/January-2015_CSSA.pdf

Committee Reports

Approval of Minutes of Board of Trustees Meeting

The minutes of the meeting of November 13, 2014, were approved.

Committee on Institutional Advancement

Trustee Glazer reported the committee heard two action items as follow:

Annual Report on Philanthropic Support for 2013-2014 (RIA 01-15-01)
Trustee Glazer moved the item. The Board of Trustees approved the following resolution:

> **RESOLVED**, by the Board of Trustees of the California State University, that the Annual Report on Philanthropic Support for 2013-14 be adopted for submission to the California Joint Legislative Budget Committee and the California Department of Finance.

Naming of a Facility−San Francisco State University (RIA 01-15-02)

Trustee Glazer moved the item. The Board of Trustees approved the following resolution:

> **RESOLVED,** by the Board of Trustees of the California State University, that RIA 07-08-11 be rescinded, and that the recreation and wellness center at San Francisco State University be named the Mashouf Wellness Center.

Committee on Governmental Relations

Trustee Faigin reported the committee heard three action items as follow:

Federal Agenda for 2015 (RGR 01-15-01)

Trustee Faigin moved the item. The Board of Trustees approved the following resolution:

> **RESOLVED**, by the Board of Trustees of the California State University, that the Federal Agenda for 2015 be adopted.

Statement of State Legislative Principles for 2015-2016 (RGR 01-15-02)

Trustee Faigin moved the item. 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 for 2015-2016 be adopted; and be it further
>
> **RESOLVED**, that the chancellor is authorized to take positions on pending legislation on behalf of the California State University system; but prior to taking such positions on significant policy or legislative matters, the chancellor shall consult, when practical, with the chair of the Committee on Governmental Relations or the chair of the Board of Trustees; and be it further
>
> **RESOLVED**, that the Chancellor shall keep the Board of Trustees regularly informed of the positions taken and of such other matters affecting governmental relations as deemed necessary and desirable.

Sponsored State Legislative Program for 2015 (RGR 01-15-03)

Trustee Faigin moved the item. The Board of Trustees approved the following resolution:

> **RESOLVED**, by the Board of Trustees of the California State University, that the Sponsored Legislative Program for 2015 be adopted.

Committee on Audit

Trustee Garcia 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 Audit and Advisory Services for Calendar Year 2015 (RAUD 01-15-01)

Trustee Garcia moved the item. The Board of Trustees approved the following resolution:

> **RESOLVED,** By the Committee on Audit of the California State University Board of Trustees that the 2015 internal audit plan, as detailed in Agenda Item 1 of the Committee on Audit at the January 27-28, 2015 meeting, be approved.

Committee on Educational Policy

Trustee Farar reported the committee heard four information items: California State University Libraries of the Future, California State University STEM Collaboratives, The Apple Distinguished Program Award, and The Wang Family Excellence Award.

Committee on Organization and Rules

Trustee Stepanek reported the committee heard one information item: Proposed Schedule of Board of Trustees' Meetings, 2016.

Committee on University and Faculty Personnel

Trustee Kimbell reported the committee heard one information item: Executive Compensation: Individual Transition Program and two action items as follow:

Executive Compensation: Executive Vice Chancellor for Academic and Student Affairs (RUFP 01-15-01)

Trustee Kimbell moved the item. The Board of Trustees approved the following resolution:

RESOLVED, by the Board of Trustees of the California State University, that Dr. Loren J. Blanchard shall receive a salary set at the annual rate of $319,300 effective the date of his appointment as executive vice chancellor for academic and student affairs for the California State University; and be it further

RESOLVED, Dr. Blanchard shall receive additional benefits as cited in Item 1 of the Committee on University and Faculty Personnel at the January 27-28, 2015 meeting of the Board of Trustees.

California State University Chancellor's Evaluation Policy (RUFP 01-15-02)

Trustee Kimbell moved the item. The Board of Trustees approved the following resolution with one abstained vote from Chancellor White:

RESOLVED, by the Board of Trustees of the California State University, that the Chancellor's Annual Conference and Evaluation Process begin in March 2015, and proceed thereafter in the manner as presented in Agenda Item 2 of the Committee on University and Faculty Personnel at the January 27-28, 2015 meeting of the CSU Board of Trustees.

Committee on Campus Planning Buildings and Grounds

Trustee Eisen reported the committee heard two information items: Acceptance of Interest in Real Property at California State University, San Bernardino Palm Desert Off-Campus Center, California State University Channel Islands' CI 2025 Strategy and three action items as follow:

Amend the 2014-2015 Non-State Funded Capital Outlay Program for California State University, Channel Islands and California Polytechnic State University, San Luis Obispo (RCPBG 01-15-01)

Trustee Eisen 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 2014-2015 non-state funded capital outlay program is amended to include: 1) $11,706,000 for preliminary plans, working drawings, construction and equipment for the California State University Channel Islands Dining Renovation; and 2) $5,603,000 for preliminary plans, working drawings and construction for the California Polytechnic State University, San Luis Obispo Yosemite Hall Fire Sprinkler System.

Corrected

Certify the Final Environmental Impact Report and Approve the Campus Master Plan Revision, the Amendment of the 2014-2015 Non-State Capital Outlay Program and Schematic Plans for the Parking Structure II for California State Polytechnic University, Pomona (RCPBG 01-15-02)

Trustee Eisen 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 board hereby certifies the Final EIR for the California State Polytechnic University, Pomona Parking Structure II project dated November 2014 as complete and in compliance with CEQA.

2. The mitigation measures identified in the Mitigation Monitoring Program are hereby adopted and shall be monitored and reported in accordance with the Mitigation Monitoring Program for the Agenda Item 2 of the January 27-28, 2015, meeting of the Board of Trustees' Committee on Campus Planning Buildings and Grounds, which meets the requirements of CEQA (Public Resources Code, Section 21081.6).

3. The above information is on file with The California State University, Office of the Chancellor, Capital Planning, Design and Construction, 401 Golden Shore, Long Beach, California 90802-4210, and at California State Polytechnic University, Pomona Facilities Planning and Management, 3801 West Temple Avenue, Pomona, California 91768.

4. The California State Polytechnic University, Pomona Campus Master Plan Revision dated January 2015 is approved.

5. The chancellor is requested under Delegation of Authority granted by the Board of Trustees to file the Notice of Determination for the project.

6. The 2014-2015 non-state funded capital outlay program is amended to include $40,997,000 for preliminary plans, working drawings, and construction for the California State Polytechnic University, Pomona Parking Structure II project.

7. The schematic plans for the California State Polytechnic University, Pomona, Parking Structure II are approved at a project cost of $40,997,000 at CCCI 6151.

Corrected

Approval of Amendment of the 2014-2015 Non-State Capital Outlay Program and Schematic Plans for University Office Park, Phase I for California State University, Bakersfield (RCPBG 01-15-03)

Trustee Eisen 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 was prepared pursuant to the California Environmental Quality Act and State CEQA Guidelines.

2. The California State University, Bakersfield University Office Park Phase I project is consistent with the Final Mitigated Negative Declaration prepared pursuant to the California Environmental Quality Act and State CEQA Guidelines and that the effects of the project were fully analyzed in the Final Mitigated Negative Declaration.

3. The 2014-2015 non-state funded capital outlay program is amended to include $10,400,000 for preliminary plans, working drawings and construction for the California State University, Bakersfield University Office Park, Phase I project.

4. The schematic plans for the California State University, Bakersfield University Office Park, Phase I, are approved at a project cost of $10,400,000 at CCCI 6151 and in accordance with the timing schedule identified in this Board Agenda Item 3.

Committee of Finance

Trustee Achtenberg reported the committee heard three information items: Report on the 2015-2016 Support Budget, California State University Investment Authority, Policy and Portfolio Review Initiative, Implementation of Governmental Accounting Standards Board Statement No. 68 – Accounting and Financial Reporting for Pensions – an amendment of Governmental Accounting Standards Board Statement No. 27 and four action items as follow:

Working Group on Category II Student Success Fee (RFIN 01-15-01)

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, a binding student vote shall be taken on implementation of any proposed new student success fee. All students who are eligible to vote in student government

elections shall be eligible to vote on such student success fee proposals. A rigorous consultation process shall be undertaken to inform and educate students on the uses, impact and cost of any proposed student success fee prior to the binding student vote. In the process of establishing new student success fees, and before the student vote occurs, it must be made clear to the students that if a portion of that fee is intended to support ongoing and/or long-term obligations, that portion of the fee will remain in place until the obligations are satisfied regardless of any subsequent vote to rescind the fee.

BE IT FURTHER RESOLVED, all student success fees now in place shall remain unchanged, including any previously established increments. However, a campus that considers a net new addition to an existing student success fee shall proceed as described in the above paragraph. Any campus proposing a new student success fee or an increase not already scheduled to an existing student success fee will consult with the chancellor and must receive approval on the process that will be followed to obtain approval for the fee before proceeding. Student success fee proposals may not be brought before the student body more frequently than once per academic year,

BE IT FURTHER RESOLVED, if the proposed student success fee is accepted by a simple majority of the students voting, imposition of the fee shall still be contingent on approval by the campus president and chancellor. If the proposed student success fee is for direct instructional purposes that historically were covered by tuition and state funding, then the chancellor shall consult with the chair of the Board of Trustees before final approval is granted,

BE IT FURTHER RESOLVED, newly enacted student success fees shall be in force for at least six years. Student success fees may be rescinded at any time after six years with another binding student vote wherein a simple majority of those students voting vote to rescind the fee. The campus decision to have a vote shall be made by the recognized student government. Rescission vote proposals may not be brought before the student body more frequently than once per academic year. If a vote to rescind passes, the chancellor, in consultation with the board chair and the president, shall ensure that no ongoing contractual or other obligation/liability exists which will remain unsatisfied if the student success fee is rescinded. If any such obligation(s) exist, that portion of the student success fee funding the obligation(s) shall remain in effect and the obligation(s) shall continue to be funded by the student success fee until the obligations are satisfied. No new contractual or other obligation which would be supported by the rescinded student success fee may be entered into following

a vote to rescind the fee. In the process of reconsidering a student success fee, and before the student vote occurs, it must be made clear to the students that if a portion of that fee is intended to support ongoing obligations, that portion of the fee will remain in place until such time as the obligations are satisfied,

BE IT FURTHER RESOLVED, existing student success fees as of the date this resolution is adopted may also be rescinded by a binding student vote under the same procedures described above for rescinding a fee, but no such student vote may be held until after January 1, 2021. If a vote to rescind passes, the chancellor, in consultation with the board chair and the president, shall ensure there are no ongoing, contractual or other obligations which will remain unsatisfied if the student success fee is rescinded. If any such obligations exist, that portion of the student success fee funding the obligations shall remain in effect and the obligations shall continue to be funded by the student success fee until the obligations are satisfied. No new contractual or other obligations which would be supported by the rescinded student success fee may be entered into following a vote to rescind the fee,

BE IT FURTHER RESOLVED, each campus shall be required to have a transparent, online accountability protocol that clarifies the decision process and allocation of student success fees, with annual reporting to the Chancellor and public by October 15. All campuses shall be held to this standard for any existing and new student success fees imposed in the future. In addition, all campus advisory groups that recommend or make final decisions on student success fee allocations shall include majority student representation.

Policy on Voluntary Statewide Student Involvement and Representation Fee (SIRF) (RFIN 01-15-02)

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 trustees act to implement the voluntary Student Involvement and Representation Fee (SIRF) at a rate of $2 per term. Collection of the fee shall occur twice annually in the fall and spring academic terms. The fee assessment shall commence in the fall of 2015. Each time the fee is assessed, students will be provided a clear and unambiguous means to decline the payment of the fee.

Corrected

Approved to issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for Projects at California State University Channel Islands and California State Polytechnic University, Pomona (RFIN 01-15-03)

Trustee Achtenberg moved the item: there was a second. The Board of Trustees approved the following resolution:

Orrick, Herrington & Sutcliffe LLP, as bond counsel, prepared resolutions presented in Agenda Item 3 of the Committee on Finance at the January 27-28, 2015, meeting of the CSU Board of Trustees that authorize interim and permanent financing for projects at California State University Channel Islands (Dining Commons Expansion) and California State Polytechnic University, Pomona (Parking Structure II). The proposed resolutions will achieve the following:

1. Authorize the sale and issuance of Systemwide Revenue Bond Anticipation Notes and/or 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 $51,060,000 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 deputy assistant vice chancellor, Financing, Treasury, and Risk Management; 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 to Issue Trustees of the California State University, Systemwide Revenue Bonds and Related Debt Instruments for Systemwide Infrastructure Improvement Projects (RFIN 01-15-04)

Trustee Achtenberg moved the item: there was a second. The Board of Trustees approved the following resolution:

Orrick, Herrington & Sutcliffe LLP, as bond counsel, prepared resolutions presented in Agenda Item 4 of the Committee on Finance at the January 27-28, 2015 meeting of the CSU Board of Trustees that authorize interim and permanent financing for the projects noted in Attachment A. The proposed resolutions will achieve the following:

1. Authorize the sale and issuance of Systemwide Revenue Bond Anticipation Notes and/or 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 $180,000,000 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 deputy assistant vice chancellor, Financing, Treasury, and Risk Management; 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.

In addition, the following resolution was approved:

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

1. $10,000,000 per year be set aside from its annual operating funds for the payment of debt service and direct project expenditures related to the funding of its capital improvement program noted in Attachment A.

2. The chancellor is authorized to make adjustments in the projects to be financed as noted in Attachment A as necessary to maximize use of the limited financing resource.

Approval of the Final Development Agreement for a Commercial Office Facility on Real Property at California State University, Bakersfield (RFIN 01-15-05)

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 Trustees approve the development of the Commercial Office Facility at California State University, Bakersfield as described in Agenda Item 5 of the Committee on Finance at the January 27-28, 2015 and delegate to the chancellor, the executive vice chancellor and chief financial officer, and their designees' the authority to execute agreements necessary to implement the plan for this project.

Committee on Collective Bargaining

Trustee Achtenberg reported the committee approved the meeting minutes of November 12, 2014.She noted that after hearing from several speakers, the committee unanimously passed the following agreements: CSU/CSUEU, Unit 13 English Language Program Contract Ratification and CSU/Union of American Physicians & Dentists Contract Ratification.