

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 9:30 a.m., Wednesday, March 13, 2002
CSU, Sacramento - University Union Ballroom

Debra S. Farar, Chair
William D. Campbell, Vice Chair
Roberta Achtenberg
Daniel N. Cartwright
Martha Fallgatter
Murray L. Galinson
Harold Goldwhite
Ricardo F. Icaza
Dee Dee Myers
Ralph R. Pesqueira

Consent Items

Approval of Minutes of Meeting of January 30, 2002

Discussion Items

2. Academic Planning and Program Review, *Action*
3. Community Service Learning in the California State University, *Information*
4. Approval of California State University Bakersfield, Antelope Valley Off-Campus Center, *Action*
5. Notable Accomplishments in California State University Teaching, Research, and Scholarship: California State University Sacramento, Center for California Studies, *Information*

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 8:00 a.m., Tuesday, March 12, 2002
Closed Session: Sheraton Grand Sacramento-Bondi Room

Debra S. Farar, Chair
William D. Campbell, Vice Chair
Roberta Achtenberg
Daniel N. Cartwright
Martha Fallgatter
Murray L. Galinson
Harold Goldwhite
Ricardo F. Icaza
Dee Dee Myers
Ralph R. Pesqueira

Discussion Items

1. Review and Recommendation of Nominees for Honorary Degrees, *Action*

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

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

January 30, 2002

Members Present

Debra S. Farar, Chair
William D. Campbell, Vice Chair
Roberta Achtenberg
Daniel N. Cartwright
Murray L. Galinson
Laurence K. Gould, Jr., Chair of the Board
Harold Goldwhite
Dee Dee Myers
Ralph R. Pesqueira
Charles B. Reed, Chancellor

Members Absent

Martha Fallgatter
Ricardo F. Icaza

Other Trustees Present

Bob Foster
Murray L. Galinson
William Hauck
Frederick W. Pierce IV
Ralph R. Pesqueira
Erene S. Thomas
Kyriakos Tsakopulous
Stanley T. Wang

Chancellor's Office Staff

David S. Spence, Executive Vice Chancellor and Chief Academic Officer
Richard P. West, Executive Vice Chancellor and Chief Financial Officer

Jackie R. McClain, Vice Chancellor, Human Resources
Louis Caldera, Vice Chancellor, University Advancement
Christine Helwick, General Counsel
Gary A. Hammerstrom, Associate Vice Chancellor, Academic Affairs

Closed Session

Review and Recommendation of Nominees for Honorary Degrees

The Subcommittee on Honorary Degrees of the Committee on Educational Policy met Tuesday, January 29, 2002 at 11:15 a.m. in closed session and acted on nominations for honorary degrees.

Open Session

Chair Farar called the meeting to order on Wednesday, January 30, 2002, at 8:35 a.m.

Approval of Minutes

The minutes of November 14, 2001, and the corrected minutes of July 10, 2001, were approved by consent as submitted.

Revision of Title 5—Credit Card Solicitation on Campus

With the concurrence of the committee, Chair Farar presented Agenda Item 2 as a consent action item.

The committee recommended approval by the board of the proposed resolution (REP-01-02-01)

Revision of Title 5—Nonresident Tuition Exemption for California High School Students

Chair Farar introduced this item stating that a new state law, effective January 1, 2002, requires the adoption of an exemption from nonresident tuition for certain students including undocumented immigrants who attend a California high school for at least three years, graduate or attain a graduate equivalent, and who enroll at a CSU campus commencing after January 1, 2002. The law requires the Trustees to prescribe rules and regulations for the implementation of this Education Code requirement. The proposed revision to Title 5 addresses this statutory mandate.

General Counsel Helwick stated a letter was received from the Mexican American Legal Defense Fund requesting a revision to the current Title 5 proposed change. This revision would include allowing in-state fees for students who entered the U.S. legally, whose visa has expired, and who have completed three years in a California high school.

Trustee Meyers questioned the logic behind not charging in-state fees if a student's visa expired and the student is in the country illegally. Chancellor Reed responded that if a student entered legally, their visa expired, and they attended a California high school for at least three years, they should be eligible for an exemption since they were likely under the control of their parents, the same situation as those students who entered illegally.

General Counsel Helwick commented that the requirement of AB 540 has not changed. The revision only pertains to those eligible for in-state fees. Trustee Cartwright asked if the California residency standard changed and Chancellor Reed responded it did not. These students would still be non-residents receiving an exemption from non-resident tuition. Trustee Campbell stressed the need for a standardization of forms. General Counsel Helwick added that the CSU, UC and CCC were working together to develop a common form.

With the requested revision, the committee recommended approval by the board of the proposed resolution (REP 01-02-02).

Remedial Education Policy Implementation Sixth Annual Report

Chair Farar introduced the sixth annual report by stating that the report provides information about systemwide implementation activities, the effectiveness of campus efforts to remediate students during their first year of enrollment, and campus plans for reducing the proportions of regularly-admitted freshmen needing a second year of remedial education.

Executive Vice Chancellor Spence commented that trustee policy on remedial education calls for annual reports on progress toward attainment of the remediation goals established in 1996. Dr. Spence explained that CSU's placement standards are the highest in the nation, and noted that virtually every student is being tested for English and mathematics proficiency prior to CSU enrollment.

Executive Vice Chancellor Spence reported on the academic preparation of students entering CSU in fall 2000 and the extent to which those underprepared students achieved competency in English and mathematics during their first year of enrollment. Dr. Spence stated that even though the 2001 proficiency goals in mathematics and English set by the Board were not met, 54 percent regularly admitted first-time freshmen enrolling in fall 2001 were proficient in English and 54 percent were proficient in mathematics. Dr. Spence pointed out that research in all sectors of education indicates that improvement of student proficiency in math is more easily achieved than in English. This is due in part because of the amount of English learners among students enrolled in K-12 and higher education. Dr. Spence stressed it is important not to adjust the goals but rather concentrate on how to meet them.

Dr. Spence added that 97 percent of regularly-admitted first-time freshmen who entered in fall 2000 and returned in the fall 2001, were proficient in English and mathematics. Of the fall 2000 cohort, 15 percent left CSU after their freshmen year compared with 18 percent for those who entered in fall 1999.

Dr. Spence highlighted the importance and success of The Collaborative Academic Preparation Initiative (CAPI) that targeted 172 California high schools that sent CSU the majority of students who need remediation in 2000-01. CAPI works with faculty on the alignment of standards, providing early assessment and student assistance. Dr. Spence stressed that CSU needs to continue early testing and to this end, CSU is working closely with the State Board of Education to augment the 11th grade California Standards Test. By knowing the results early, students will then have their senior year to prepare if they are not fully CSU proficient in English or mathematics. Trustee Wang stressed the importance of early testing and assessment and stated that the test results should be used as a signal to the student and high school pointing out any deficiencies to be corrected prior to matriculation. Trustee Pierce concurred. Dr. Spence pointed out the importance of high school and CSU faculty collaboration. Trustee Thomas commented on the effectiveness of this initiative.

Trustee Pesqueira stressed the importance of encouraging more students to attend summer school prior to fall enrollment in order to become proficient. Trustee Campbell stated that high standards are positive and applauded the direction of trying to alleviate the remediation problem prior to CSU matriculation. Trustee Campbell inquired where a disenrolled student goes and if there is any tracking system in place. Dr. Spence responded that students are directed to a community college when disenrolled. In addition, Dr. Spence commented that the Legislature has requested that the CSU develop a system to monitor students when they leave. The results of that report will be known in about a year.

Trustee Achtenberg asked why some students need more assistance in reading because she assumed if a student is reading they would be also English proficient. Dr. Spence commented it is surprising how many students are proficient in writing, but not reading comprehension. Dr. Jacquelyn Kegley, Chair, Academic Senate, commented that although students may be able to read, they not necessarily fully comprehend what they are reading. This skill is needed.

Trustee Goldwhite commented that the movement to align standards is positive. Dr. Goldwhite noted that while teaching remediation occurs at the college level, most professors would not prefer these classes. He inquired about incentives to encourage students to enroll in remedial classes prior to matriculation, such as waving fees for courses taken in the summer.

Trustee Cartwright asked about mathematics proficient tests and if proficiency could be different for those students who were not going to need advanced mathematics for their major. Dr. Cherny commented that placement tests are geared to the same level of ability as admission standards. Since a large majority of students are not sure of their major, they need to be prepared for all

options. President Gordon, CSU Fullerton, stressed that students need core knowledge of mathematics.

Trustee Pierce asked how student proficiency is determined for those students who are assessed in their 11th year, need remediation, and receive assistance during their senior year. Dr. Spence commented these students would be expected to take the EPT and ELM at the end of their senior year.

Trustee Galinson asked when the results of the 11th grade California Standards Test are given to the students. Dr. Spence responded that CSU is working with the Board of Education to obtain these results faster to help assess students proficiency. Trustee Galinson stressed that remediation must be reduced and encouraged more timely test results to that end.

Chair Farar congratulated all involved in their efforts to reduce the need for remediation. Dr. Susan Meisenhelder, President, California Faculty Association, added that she had taught remedial English courses at the college level and while difficult and labor intensive, these courses are critical at the CSU at the present time.

Revision of Title 5—Special Session Credit

Chair Farar commented that this item recommends adoption of revisions to Title 5 to limit the amount of credit earned in self-support Special Session that a non-matriculated student may apply to a degree.

Executive Vice Chancellor Spence added that students who have more than 24 semester units in self-support Special Session courses would be encouraged to matriculate by this revision to Title 5.

The committee recommended approval by the board of the proposed resolution (REP 01-02-03).

California State University Channel Islands Charter School

Chair Farar stated that land has been set aside in the CSU Channel Islands East Campus Residential Development for a grade K-8 school to serve as a neighborhood school for the CSUCI residential development and as a professional development school that will become an integral part of the CSU Channel Islands education program. However, funding is not currently available. Therefore, the Pleasant Valley School District and CSU Channel Islands have mutually developed a plan for a Grade K-5 Charter School to be located in an existing Pleasant Valley School District school site.

Vice Chancellor Spence introduced President Richard Rush, CSU Channel Islands. Dr. Rush commented that the school districts unanimously supported this proposal, and will provide funding.

Revision of Standing Orders—Extension Program Service Areas

Chair Farar commented that this item recommends the repeal of the section of Standing Orders of the Board of Trustees authorizing the Chancellor to annually review and effect changes in the Extension Program Service Areas.

Executive Vice Chancellor Spence stated that Extended Education Service Areas have become an unwieldy and obsolete concept. Dr. Spence noted that CSU campus extended education units face constraints when they should be presented with more opportunities to serve California students. Dr. Spence stated this item would be presented as an action item in the Committee on Organization and Rules.

Notable Accomplishments in CSU Teaching, Research, and Scholarship: CSU Summer Arts

Chair Farar stated that in the summer of 2001, CSU film/video students from across the system were given an unusual opportunity to participate in a video experience rarely available to students, a live television variety show. The live program presented the opportunity to showcase the entire CSU system to a cable television audience throughout the Central Valley and enabled 40 CSU students to participate in this unique course.

Executive Vice Chancellor Spence introduced Summer Arts director Jim Spaulding who presented a video highlighting the live program, which was recorded at CSU Fresno.

Adjournment

The meeting adjourned at 10:25 a.m.

COMMITTEE ON EDUCATIONAL POLICY

Review and Recommendation of Nominees for Honorary Degrees

Presentation By

Debra S. Farar, Chair
Committee on Educational Policy

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

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

COMMITTEE ON EDUCATIONAL POLICY

Academic Planning and Program Review

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

This annual report on academic planning and program review is in accord with Board of Trustees policy established in 1963. While academic planning at each university involves the planning and development of new programs, it also includes the regular review of existing programs, which can lead to program consolidation and discontinuation.

The five-year curricular plans for each campus have been updated to cover the years 2002-03 through 2006-07 (a few campuses have curriculum development and review processes that require longer planning time frames). These campus academic plans are in Attachment A to this agenda item. This is the fifth year that the planning approval process adopted by the Board in July 1997 is in effect; programs that are taking advantage of the alternatives to the traditional process are noted. Summaries of academic program review activities for each campus appear in Attachment B. In 2000-01, three campuses received visits by teams from the Western Association of Schools and Colleges (WASC); summaries of the teams' reports are included as Attachment C. The attachments have been distributed separately.

The proposed resolution would approve the updated campus academic plans and specify the conditions under which projected programs may be implemented.

Background

This item summarizes the California State University academic planning process over the past year and submits the campus academic plans for the next five years (up to ten years for campuses that require a longer planning time frame). While academic planning at each university involves the planning and development of new programs, it also includes the regular review of existing programs. This sometimes leads to program consolidation and discontinuation. Program consolidation and discontinuation is likely to be an increasingly active concern of the campuses over the next several years as a result of Cornerstones recommendations, opportunities for

increased collaboration through technology, a more concerted effort by the campuses to focus their program offerings in accord with their missions, and budgetary constraints.

Six academic planning topics (and a proposed resolution) are addressed in this item:

1. Campus Academic Plans (Attachment A)
2. Implementation of Revised Process for Review and Approval of Academic Programs
3. Review of Existing Degree Programs (Attachment B)
4. Reduction of Total Units Required for a Bachelor's Degree
5. Program Discontinuations
6. Summary of WASC Visiting Team Reports (Attachment C)

1. *Campus Academic Plans (Attachment A)*

Each year, campuses update and submit to the Board of Trustees the academic plans guiding program, faculty, and facility development. These plans list the existing degree programs offered, the proposed new programs, and the dates for review of existing programs. They are the product of extensive consultation and review at each campus.

The academic plans are reviewed annually by the Office of the Chancellor before their submission to the trustees. This review is grounded in a body of trustee and state policy which has been developed over the last three decades. The Board of Trustees authorizes the inclusion of these proposed programs on the academic master plan. Consequently, the "proposed" columns of the academic plans in Attachment A represent only "planning authorization." If and when a campus decides to pursue implementation of a new program (other than a pilot program), a detailed degree proposal must be submitted to the chancellor before the planned implementation date. The trustees have delegated to the chancellor the authority to approve implementation of degree programs that have been authorized. In most cases, the concurrence of the California Postsecondary Education Commission must also be sought before a degree program can be established. Not all projected programs are eventually implemented; campuses request occasionally that projected programs be removed from their academic plans. Five previously projected programs have been removed this year.

With the arrival of its first complement of faculty, California State University, Channel Islands has reorganized the curricula it is planning. Nearly all the fields of study represented in the new projections were incorporated in some form in the previously projected array of programs, but the program titles and the scope of individual programs have been modified.

In addition to the programs under consideration for the Channel Islands campus, fourteen new bachelor's and master's degree programs have been proposed for addition to campus academic plans. Six of those represent conversions to full degree programs of well-established options, concentrations, or other opportunities for specialization. Two are bachelor's degree programs in fields in which the campuses already offer master's degrees, on a self-support basis, through special sessions. Three are closely related to existing programs in the computing field, for which demand remains strong. Several are master's or bachelor's degree programs especially designed to serve teachers or prospective teachers. Most of the newly requested programs can be initiated in existing facilities. The programs for which "planning authorization" is requested are listed below.

| | |
|------------------|---|
| Bakersfield | MA, Economics |
| Channel Islands | BA, Anthropology |
| | MS, Bioinformatics |
| | BA and BS, Chemistry |
| | BA, Economics |
| | BA, English |
| | BA, Fine Arts |
| | BA, History |
| | BA, Psychology |
| Chico | BA, Music Industry and Technology |
| Dominguez Hills | BS, Quality Assurance |
| Hayward | Master of Social Work |
| Maritime Academy | BS, Global Studies and Maritime Affairs |
| Northridge | BA, Public Sector Management |
| Pomona | BS, Computer Engineering |
| | BS, Integrated Earth Studies |
| San Bernardino | MA, Child Development |
| | BS, Information Systems |
| | MA, Spanish |
| | Master of Public Health |
| San Luis Obispo | MS, Agribusiness |
| | BS, Software Engineering |

Also included in the academic plans are proposed joint doctoral programs that have been granted permission to negotiate. In the past year, programs receiving permission to negotiate include two EdDs in Educational Leadership, one being developed by Cal Poly San Luis Obispo and UC Santa Barbara and one by San José State and UC Santa Cruz; a doctoral degree in Public Policy/Higher Education, being developed by CSU Sacramento and the University of Southern California; a PhD in Social Work, being developed by San Diego State and the University of Southern California; and a Doctor of Audiology, a PhD in Hearing Science, and a PhD in Earth Sciences (with emphasis in Geophysics) being developed by San Diego State and UC San Diego.

2. Implementation of Revised Process for Review and Approval of Academic Programs

In July 1997, the Board adopted revised procedures for the review and approval of new degree programs. In addition to the long-established process described above, campuses have two new alternative processes for establishing programs: the “fast track” and the pilot program.

The fast track combines the program projection and program implementation phases of the traditional process for proposed programs that meet certain criteria. Three of the newly projected programs on the updated academic plans are on the fast track and have been proceeding through campus and system proposal review processes.

The pilot program process allows campuses, under certain conditions, to implement a limited number of programs without prior review and approval by the Chancellor or the California Postsecondary Education Commission. A pilot program may admit students for no more than five years, unless converted to regular-program status; conversion requires a thorough program evaluation, review and comment by the Chancellor’s Office and the California Postsecondary Education Commission, and approval by the Board and the Chancellor. The following new pilot programs have been established and acknowledged: an MS in Geology and a BA with a major in Photography at CSU Sacramento, an MS in Global Logistics and a BA with a major in Translation and Interpretation Studies at CSU Long Beach, and an MS in Management and Information Technology at CSU Monterey Bay.

The alternative processes are congruent with the Cornerstones recommendations, which have called for “streamlin[ing] the process governing program development and program approval, minimizing standardization and maximizing institutional flexibility.”

The revised procedures also specify that projected programs be removed from campus academic plans if an implementation proposal is not developed within five years or by the

date originally projected for implementation (whichever is later), unless a new justification is submitted. This provision does not apply to “foundation” liberal arts and science programs. No existing projections were subject to automatic removal from the academic plans this year.

3. *Review of Existing Degree Programs (Attachment B)*

In 1971, the Board of Trustees adopted policy requiring that each campus review every academic program on a regular basis. Since that time, summaries of campus program reviews have been provided annually to the board. The summaries appear as Attachment B to this item. For the future, we are considering streamlining such campus reporting on existing programs and other reporting related to accountability.

In the early 1990s, several campuses were unable to use external reviewers in the program review process because of budget difficulties. Campuses are again employing external reviewers on a regular basis, some from other CSU campuses and some from outside the system. A few campuses have recently revised their program review processes, often better to coordinate reviews with campus strategic planning initiatives. Several campuses have also substituted, for one cycle of traditional program review, the intensive development of outcomes assessment processes. In general, the campus review processes are as rigorous in determining areas for improvement as in recognizing program strengths.

4. *Reduction of Total Units Required for a Bachelor’s Degree*

In July 2000, the Board amended Title 5 to reduce the minimum total units required for a bachelor’s degree to 120 semester units (180 quarter units). A campus may establish a higher unit requirement for certain majors to ensure that students have achieved the knowledge and skills ordinarily expected of graduates in those fields, but the campus must establish and maintain a monitoring system to ensure that justification is provided for all program requirements that extend the baccalaureate unit requirement beyond 120 units. As indicated in the July 2000 agenda item, it was understood that baccalaureate unit requirements are to be reviewed on campuses by the faculty in the course of regularly scheduled program reviews, which are ordinarily conducted on a staggered schedule over a five-year period.

Many campuses have already made significant progress in implementing the letter and spirit of the Title 5 amendments. Their activity is noted in Attachment B, along with other information on program review processes.

5. *Program Discontinuations*

Campuses have informed the chancellor of the discontinuation of the following degree major programs since the last report on academic planning and program review.

| | |
|------------|---|
| Fresno | MA, Geography Bachelor of Vocational Education |
| Northridge | BS, Business Education MS, Taxation |
| Pomona | BA, Humanities |
| Sacramento | MA, French MA, German |

The Cornerstones plan encourages each university to “make special efforts to ensure that programs and courses are strengthened, added, retained, and eliminated according to explicit criteria and procedures.... [that are] designed to ensure that programs are continually responsive to ... societal needs and the needs of an increasingly diverse student population, changes in disciplines, and campus priorities.” We note that there has already been substantial consolidation of options or concentrations within existing degree programs on some campuses.

6. *Summary of WASC Visiting Team Report (Attachment C)*

The Board of Trustees adopted a resolution in January 1991 that requires information on recent campus accreditation visits to be included in the annual agenda item on academic planning and program review. Summaries of the results and recommendations resulting from visits by teams from the Western Association of Schools and Colleges during 2000-01 can be found in Attachment C.

Recommended Action

The proposed resolution refers to the campus academic plans in Attachment A. The following resolution is recommended for adoption:

RESOLVED, by the Board of Trustees of the California State University, that the amended projections on the Academic Plans for the California State University (as contained in Attachment A to Agenda Item 2 of the March 12-13, 2002, meeting of the Committee on Educational Policy), be approved and accepted as the basis for necessary facility planning; and be it further

RESOLVED, that those degree programs included in the Academic Plans are authorized for implementation, at approximately the dates indicated, subject in each instance to the chancellor's determination of need and feasibility, and provided that financial support, qualified faculty, facilities, and information resources sufficient to establish and maintain the programs will be available; and be it further

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

COMMITTEE ON EDUCATIONAL POLICY

Community Service Learning in the California State University

Presentation By:

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

In April 1999, Governor Gray Davis called for a community service requirement for all students enrolled in California's public institutions of higher education. The governor stated that the primary purposes of his initiative were to enable students to give back to their communities, to experience the satisfaction of contributing to those in need, and to strengthen an ethic of service among graduates of California universities.

The Academic Senate CSU, campus faculty senates, students, community partners, community service and service-learning coordinators, and the CSU Advisory Group on Community Service participated in months of intensive dialogues around ways to strengthen and build upon the service initiatives that have developed over decades. Capturing these conversations across the system, the California State University Board of Trustees passed a resolution in March 2000 on community service and service learning in the CSU, calling on the chancellor and each CSU president to "ensure that all students have opportunities to participate in community service, service learning (deemed academically appropriate by faculty), or both."

In response to CSU's commitment, Governor Davis authorized \$2.2 million in the fiscal year 2000-2001 state budget to support the development of new service-learning courses and to create or expand service-learning offices on all CSU campuses. The CSU committed to creating 220 courses with service-learning components and to matching the state funds with at least \$2 million from other sources. Through the CSU Service-Learning Curriculum and Infrastructure Development Initiative, in the fall of 2000 each CSU campus identified specific goals and outlined plans to achieve and assess those goals in order to develop service-learning courses and expand or create service-learning offices.

As a result of these efforts, CSU campuses reported that they developed 327 courses with new service-learning components in 2000-2001. This outcome exceeds by 45 percent CSU's commitment to create 220 courses. Many of the service-learning courses that were created offer more than one section and therefore, it is estimated that over 475 sections that include a service-

learning component are now being offered during the 2001-2002 academic year for an additional 12,000 students to experience service learning.

The development of new service-learning courses occurred in disciplines as varied as engineering, kinesiology, linguistics, history, education, health sciences, business administration, ethnic studies, philosophy, and chemistry. For example, California Maritime Academy students in a course on death and dying work at a hospice with terminally ill patients and their families, while CSU Sacramento students in a computer science course work with a local toddler immunization program to help that organization manage its web site and database.

These curriculum development efforts supported by the State of California have been strengthened with external support as well. Across the system, \$2,279,000 from external sources was secured in 2000-2001 to support service-learning and community service activity.

During this 2001-2002 year, the CSU is continuing to increase the number of faculty trained in the pedagogy of service learning and the number of students involved in service learning and community service; develop department-wide service-learning initiatives; and evaluate and document the impact of service learning and community service on students, universities, and communities. The California State University has provided national leadership in developing and offering service opportunities for its students. It is committed to preparing students who not only have mastery of subject matter, but also have an understanding of their civic role in applying that knowledge to the challenges that society faces.

COMMITTEE ON EDUCATIONAL POLICY

Approval of California State University Bakersfield, Antelope Valley Off-Campus Center

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Tomás Arciniega
President, CSU Bakersfield

Summary

Board policy (REP 05-99-04) establishes the criteria for approval by the Board of Trustees of permanent off-campus centers with over 500 FTES, prior to review by the California Postsecondary Education Commission. The Antelope Valley Education Center, an off-campus center operated by CSU Bakersfield, has now exceeded the 500 FTES enrollment threshold and the campus is requesting approval of this center as a permanent off-campus center.

Background

California State University, Bakersfield began its service to the Antelope Valley region in the late 1980s. Having been contacted by schools in the area about their difficulties in securing credentialed teachers, CSUB's Extended University Division began to offer self-support programs leading to the Liberal Studies Bachelor of Arts degree and the preliminary multiple subjects credential. As the population of the region increased, so did the demand for other educational programs. By the mid-1990s the CSU, facing significant pressure to meet regional education needs, charged several CSU campuses to provide programs in the valley. CSUB, assigned to be the lead campus in this effort moved quickly to convert its self-support programs to state-support and to work with Antelope Valley College, the local community college, to obtain access to land upon which CSUB could erect temporary building to house the instructional and administrative needs of a growing academic program.

At present, the CSUB Antelope Valley Education Center utilizes four temporary buildings erected on the site plus additional classroom space leased from Antelope Valley College. In these facilities, the Center currently offers nine complete upper division degree programs, three credential programs, and one master's degree. Some coursework is offered utilizing an

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instructional television link established with the main campus in Bakersfield. CSUB has secured approval by the Western Association of Schools and Colleges (WASC) to offer all of its main campus programs at the Antelope Valley Off-Campus Center

Attachment A contains a report from the campus addressing the criteria for approval of a permanent off-campus center expressed in Board policy.

Proposed Resolution

Prior to review by the California Postsecondary Education Commission, the Board of Trustees must approve the establishment of a permanent off-campus center. A permanent off-campus center will qualify for expanded state funding, including capital funding for owned (as opposed to leased) facilities, subject to systemwide budgetary consideration set for in the criteria.

The following resolution is recommended for approval:

RESOLVED, By the Board of Trustees of The California State University that this board approves the establishment of a permanent off-campus center operated by CSU Bakersfield in the Antelope Valley.

**ESTABLISHMENT OF A
PERMANENT OFF-CAMPUS CENTER IN ANTELOPE VALLEY
CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**

Introduction

California State University, Bakersfield requests that its current Outreach Center located in Lancaster, CA be recognized as a Permanent Off-Campus Center. CSUB began offering degree programs in Lancaster in the late 1980s. The Extended University Division was responsible for the first several years. Under its aegis CSUB offered self-support BA degrees in Liberal Studies and Economics, a MA in Education with several concentrations, and a Multiple Subjects Credential Program. EUD rented space in the city and used available space on the Antelope Valley College campus to operate these programs.

While the demand was considerable from the outset, by the mid-1990s the demand had become too large for EUD to service. The region's educational and political leadership approached CSUB's administration with a request for a more extensive range of offerings and at regular student registration fees. The University conducted a needs assessment, administering an extensive survey to residents of the region. As the need for educational programming became evident, CSUB responded. It offered the first state support classes in the 1996/97 winter quarter. Over the next five years it added programs. Each has been well received. During 1999-2000 the CSU approved the establishment of an Outreach Center as provided for under Executive Order 720. The outreach center was designated Antelope Valley Center. The growth at AV Center has been so rapid that CSUB is now requesting a change in status and designation as a Permanent Off-Campus Center. If the University is to continue its role in the Antelope Valley region, it requires the financial support that comes with this designation. The sections below address the information requests found in Executive Order 720.

(1) Enrollment and Programs

- **Which academic programs are proposed for the center curriculum?** CSUB currently offers the following programs at its AV Center.
- Liberal Studies, BA
- English, BA
- Criminal Justice, BA
- Economics, BA
- Psychology, BA
- Communications, BA
- Nursing, BS

Education, MA
 Multiple Subjects Credential
 Special Education Credential
 Secondary Education Credential

What is the documented unmet need for higher education? The University has not undertaken any additional assessment of demand since the establishment of the Outreach Center. This will be undertaken in preparation for the CPEC submission. The marked increases in enrollment (see below) provide ample evidence of unmet need.

- **What unmet community educational needs will be met by the programs to be offered?** The primary unmet need will be for credentialed teachers. The Antelope Valley region has suffered from a severe deficit in credentialed teachers. The school districts have recruited throughout California and throughout the USA for teachers. Its efforts have not met the need. The educational leadership hopes “growing their own” will correct the problem.
 A secondary need is for college graduates that can staff and manage the various police, penal, and parole programs that exist in the area.
 From the perspective of the community leadership the primary need to be met is the provision of a broad range of educational opportunities to the region. The leadership sees it in need for a four-year institution that will produce an educated citizenry attractive to new industry and supportive of a more complicated community.
- **Are programs within the existing program structure of the main campus?** Yes.
- **What has been the enrollment growth for the existing center over the past three years?** The enrollment growth has been remarkable as can be seen in Table 1.

Table I. Antelope Valley

| Headcount | Summer | Fall | Winter | Spring | Annual | CY % Inc. |
|-----------|--------|------|--------|--------|--------|-----------|
| 1996/97 | 0 | 0 | 24 | 24 | 16 | |
| 1997/98 | 0 | 38 | 33 | 35 | 35 | 120.8% |
| 1998/99 | 0 | 49 | 70 | 254 | 124 | 251.9% |
| 1999/00 | 138 | 352 | 387 | 389 | 376 | 202.4% |
| 2000/01 | 191 | 492 | 593 | 612 | 566 | 50.4% |
| 2001/02 | 285 | 794 | 834 | | | |

| FTES | Summer | Fall | Winter | Spring | CY- Annual | AY- Annual | CY Incr. | % CY Incr. | % AY Incr. |
|----------|--------|-------|--------|--------|---------------|---------------|-------------|---------------|---------------|
| 1996/97 | 0.0 | 0.0 | 23.0 | 19.9 | 14.3 | 14.3 | | | |
| 1997/98 | 0.0 | 32.3 | 32.9 | 37.1 | 34.1 | 34.1 | 19.8 | 138.4% | 138.4% |
| 1998/99 | 0.0 | 35.6 | 64.4 | 195.0 | 98.3 | 98.3 | 64.2 | 188.3% | 188.3% |
| 1999/00 | 91.7 | 239.7 | 264.6 | 247.7 | 281.2 | 250.7 | 182.9 | 186.0% | 154.9% |
| 2000/01 | 112.0 | 307.1 | 372.0 | 385.3 | 392.1 | 354.8 | 110.9 | 39.4% | 41.5% |
| 2001/02* | 176.9 | 504.5 | 563.5 | | | | | | |

February 21, 2002

- **What is the projected population growth for the service region and enrollment growth for the center over 5 and 10 years into the future?** The cities of Lancaster and Palmdale and the surrounding communities are in Los Angeles County, and there are no population projections for this region.

Five and ten year projections are understandably speculative. In the case of CSUB's Permanent Off-Campus Center, the growth appears to relate directly to the resources available to support extant and future programs. Table II displays current enrollment projections.

Table II. Antelope Valley Ten-Year FTES Projections

| CY | Summer | Fall | Winter | Spring | CY | AY | % AY Change |
|-----------|--------|---------|---------|---------|---------|---------|----------------|
| 1999/2000 | 88.4 | 239.7 | 256.4 | 247.7 | 277.4 | 247.9 | |
| 2000/01 | 110.0 | 307.1 | 372.0 | 385.3 | 391.2 | 354.8 | 43.10% |
| 2001/02 | 176.9 | 504.7 | 561.0 | 521.1 | 587.9 | 528.9 | 49.08% |
| 2002/03 | 230.0 | 667.8 | 724.9 | 670.0 | 764.3 | 687.6 | 29.99% |
| 2003/04 | 250.0 | 837.1 | 904.4 | 833.3 | 941.6 | 858.3 | 24.82% |
| 2004/05 | 270.0 | 1,024.4 | 1,104.2 | 1,014.5 | 1,137.7 | 1,047.7 | 22.07% |
| 2005/06 | 290.0 | 1,233.6 | 1,329.1 | 1,217.4 | 1,356.7 | 1,260.0 | 20.27% |
| 2006/07 | 310.0 | 1,461.0 | 1,571.9 | 1,434.6 | 1,592.5 | 1,489.2 | 18.18% |
| 2007/08 | 330.0 | 1,607.1 | 1,729.1 | 1,578.0 | 1,751.8 | 1,638.1 | 10.00% |
| 2008/09 | 350.0 | 1,751.8 | 1,884.7 | 1,720.1 | 1,909.4 | 1,785.5 | 9.00% |
| 2009/10 | 370.0 | 1,900.7 | 2,044.9 | 1,866.3 | 2,071.7 | 1,937.3 | 8.50% |
| 2010/11 | 390.0 | 2,052.7 | 2,208.5 | 2,015.6 | 2,237.5 | 2,092.3 | 8.00% |
| 2011/12 | 410.0 | 2,206.7 | 2,374.2 | 2,166.7 | 2,405.3 | 2,249.2 | 7.50% |

- **What student services will be provided on-site?** Student services at the CSUB-Antelope Valley (AV) campus have been on going, with limited staff on-site and through the offering of services by program offices on the Bakersfield campus. The

University recognized immediately that the distance between the AV region and the Bakersfield campus made it difficult for AVC students to avail themselves of some of the student services. As a result of this, the Offices of Admissions and Records, Financial Aids, Services for Students with Disabilities, Counseling Center, Student Health Center and others regularly sent staff to the AV campus to meet with students and to provide services, and while the distance and time involved for staff travel was often problematic, the services were necessary and well received. The Office of Financial Aids assigned a half-time person to the AV Center to provide counseling, information, and training to AV students and staff, to attend orientations and registrations and to take direct-line phone calls from AV students. The Career Development Center offered services by staff visiting the AV campus and via distance communication to assist students with their career needs. The Academic Advancement Center also offered tutoring. The Director of Services for Students with Disabilities regularly went to the campus to assist students.

In the 2000-2001 year, the Student Health Center expanded its health services on-site by placing a Nurse Practitioner, and Clinical Aide at the site. Exam rooms and the nurse's private office enhanced what could be done in health care. At the same time a student services officer was hired to handle a broad range of services. The Associated Students (ASI) from the Bakersfield campus also began working with representatives from the AV campus to establish enrichment programs and opened an ASI office on the AV campus in 2001-2002.

Since the center opened, academic advising was provided by faculty, some who traveled from Bakersfield, and some who were assigned to the AV campus, and by effective peer advisors located at the AV campus.

Future plans include continuing assessment of needs for student services, but with the expectation that students enrolled at the AV campus would receive the same level of assistance in reaching their educational goals as those enrolled at the main campus. Additional staff will be needed in Admissions, Evaluations, Career Planning, and in Counseling. Training of staff located at the AV campus is continuing in order to insure that they are aware of and can work successfully with the various processes established at the Bakersfield campus. Staff from the Bakersfield campus will continue to visit the AV campus on a regular basis to insure that they are available to assist students and on-site staff as well.

(2) Distance Learning and Alternative Education Delivery Modes

- **What alternative education modes are in place at the main campus that could serve distance education needs identified above?** CSUB has three broadcast studios. These have been used from the outset to meet partially the educational needs in Antelope Valley. In the four temporary buildings that now constitute the Antelope Valley Center, there are three receive/broadcast sites. These both receive broadcasts but also serve as broadcast sites to the main campus.
CSUB also offers a variety of internet courses in which AVC students enroll. CSUB has invested in software and staff to expand its internet course offerings.
- **What modes of instruction are proposed for the new center?** CSUB will use warm body instruction offered by faculty located at the center as well as by faculty who travel from the main campus. CSUB will also use ITV courses as another mode. Finally, asymmetrical courses will be available over the internet.

(3) Impact on Other Institutions

- **What other higher education institutions exist in the region?** In the region served by the AVC, there are no longer other educational institutions. Several private institutions did operate, but have left the area. CSU Northridge is the nearest CSU campus, but does not have any significant number of offerings in the area.
- **Do any of these other institutions offer programs similar to those proposed for the center; if so, what are they?** No.
- **Will there be any significant negative impact on existing local institutions or their academic programs?** Since the institutions have the immediate area, there will be no impact.

(4) Academic and Financial Resources

- **What is staffing and program budget support required to meet operational needs for the first five years? Provide justification.** Instruction will be funded from fee revenue and the marginal cost state fund (approximately \$7,100 per FTES). Although many business/administrative services and student support services will be covered from fee revenues and marginal FTES cost funding, the 90-mile distance between the Bakersfield campus and Antelope Valley Center necessitates an administrative budget to cover services requiring a physical presence in the Antelope Valley. When enrollment grows on the main campus, it can be accommodated much easier through marginal cost funding since the administrative and student support service infrastructures are in place. However, a distinct infrastructure must be established to manage operations and to provide face-to-face services at the Center.

In order to provide direction and coordinate all aspects of the Center, the AVC will require a Director (MPP) and Assistant Director (MPP). The Director will report to the Dean of the Extended University Division. An SSP-III position will be required to support the Director and Assistant Director (ASC).

The Center will require a number of staff to carry out student support functions. The center's cashiering and business accounting functions will require an on-site position, which will work at a distance with the campus's Business and Administrative Services unit. Another SSP (SSP II) position will be required to conduct both Admissions and Records and Financial Aid services relating to admissions, transfer credit evaluation, new student orientations, academic records maintenance, graduation checks, and financial aid applications.

CSUB faculty either housed at the Center or at the main campus will be responsible for advising. Due to remoteness of most program faculty, however, a Peer Advising Center will perform academic advising for matriculated students as well as informal advising and outreach for prospective transfer students. A Student Services Officer (SSP II) reporting to the Center Director will oversee the Peer Advising Center, serve as liaison to the AVC Transfer Center, and work with student organizations. Administrative support for the Student Services Officer, including upkeep of advising folders and overseeing the Information Desk, will require one support position (ASA).

Technology-mediated instruction is an integral part of the Center's programming. Personal computers and collateral equipment are located in a computing lab, learning resource center, advising center, and faculty and staff offices. Two on-site positions connected to CSUB's Information Resources Division are necessary to provide on-site technology support. A computer, media, and telecommunications support position (ITC classification, career level) with advanced skills is another necessary position due to remoteness of the Center. Finally in the technical area an Operations Specialist is needed to oversee the three instructional television studios.

A Learning Resource Center will be established to provide linkage to library services. Due to the long hours of operation, two positions will be required in the Learning Resource Center to staff the reference desk, provide instruction in information competency, and provide other library services (Senior Assistant Librarian, Library Assistant II).

One hybrid position reporting to the Counseling Center Director is required to provide counseling and disability services (SSP III).

The health center is staffed by a nurse practitioner and clinical aid whose positions are funded by the student health fee.

Student assistants provide many several essential services: information desk, peer advising, instructional television studio assistance, computer lab and learning resource center assistants, administrative support, and website maintenance. The cost of student assistants is considerable since long hours (8:00am to 10:00pm) are maintained in the broadcasting studios, computer lab, learning resource center, peer advising center, and information desk.

The supplies and services budget must provide for ground and building leases travel between campuses, and classroom rentals for the overflow of sections offered during peak time blocks.

Equipment in the three broadcasting studios should be replaced every seven years, while we anticipate replacing one-third of the PCs in the computer lab and learning resource center each year from the administrative budget. PCs for faculty and staff offices will not require an augmentation of the main campus budget. We estimate telecommunications expenses of \$28,000 per year.

Finally, the Antelope Valley Center will require outreach and development activities distinct from those occurring in Bakersfield. Funds will be required for print publications, advertising, hospitality, and community memberships.

To provide an engineering curriculum to the Antelope Valley, CSUB is partnering with CSU Fresno and CSU Northridge. These campuses deliver the third year of the baccalaureate program in electrical and computer engineering via instructional television. Discussions with Antelope Valley College are ongoing to explore opportunities to jointly deliver student services (e.g., library, health, disability services). Antelope Valley College often provides classroom space to CSUB, while the recent addition of the Center's portable classroom building has enabled CSUB to return the favor during morning and afternoon time blocks.

What is the proposed budget?

| | Projected Administrative Budget | Total: | \$1,093,660 |
|-----------|--|------------------|--------------------|
| 1. | Salaries and Benefits | Subtotal: | \$589,100 |
| | Director (MPP) | \$75,000 | |
| | Assistant Director (MPP) | \$50,000 | |
| | Administrative Support Coordinator (ASC) | \$30,700 | |
| | Cashier/Accounting/Payroll (ASA) | \$23,000 | |
| | Admissions/Records/Financial Aid Officer (SSP II) | \$38,800 | |
| | Advising Center Student Services Officer (SSP II) | \$38,800 | |
| | Student Services Administrative Support (ASA) | \$23,000 | |
| | Computer, Media, Telecomm (ITC-Career Level) | \$45,400 | |
| | Instructional Television (Operations Specialist) | \$28,000 | |
| | Senior Assistant Librarian | \$48,200 | |
| | Library Assistant II | \$32,200 | |
| | Counselor/Disability Services Officer (SSP III) | \$42,000 | |
| | Salary Subtotal | \$475,100 | |
| | Benefits @ 24% | \$114,000 | |
| | | | |
| 2. | Student Assistants | Subtotal: | \$153,400 |
| | Administration (20 hrs/wk x 50 wks x \$8) | \$8,000 | |
| | Receptionist / Info Desk (260 days x 12 hrs x \$8/hr) | \$24,960 | |
| | Peer Advising (2 @ 12 hrs/day x 220 days x \$8/hr.) | \$42,220 | |
| | Instructional Television (1.5 positions @ 12 hrs/day x 200 days x \$8) | \$28,800 | |
| | Computer Lab & Learning Resource Center (12 hrs/day x 220 days x \$8/hr x 2 positions) | \$42,220 | |
| | Website (20 hrs/wk x 40 wks x \$9.00/hr.) | \$7,200 | |
| | | | |
| 3. | Supplies & Services | Subtotal: | \$233,760 |
| | Portable Buildings (5-year lease) | \$116,400 | |
| | Ground & Security Lease | \$10,100 | |
| | Classroom Rental | \$20,000 | |
| | Travel (\$.345/mi. x 180 mi./trip x 600 trips/yr.) | \$37,260 | |
| | Other | \$50,000 | |
| | | | |
| 4. | Instructional & Telecommunications Equipment | | \$84,400 |
| | Instructional Television Studios (7-year refresh) 3 studios x \$100,000/studio x .14 (amortization) | \$42,000 | |
| | PC Labs (3-yr refresh, 36 @ \$1200 x .333) | \$14,400 | |
| | Telecommunications | \$28,000 | |
| | | | |
| 5. | Outreach & Development | | \$33,000 |
| | Memberships | \$3,000 | |
| | Design & Printing | \$10,000 | |
| | Hospitality | \$10,000 | |
| | Advertising | \$10,000 | |

- **What program or cost sharing opportunities with other CSU campuses, or cooperative arrangements with other institutions in the service region, are being proposed?** CSUB has provided the bulk of the funds to move the center to its current level of operation. This means that we are paying for the staff and leasing the buildings. However, there is some current cost sharing. Antelope Valley College has leased us space for the Center's four buildings; the lease arrangements are reasonable, reflective of its commitment to the Center. Antelope Valley College also provides some classroom space to CSUB, while the recent addition of the Center's portable classroom building has enabled CSUB to return the favor during morning and afternoon time blocks.

Another example of cost sharing is our partnership with CSU Fresno and CSU Northridge to provide an engineering curriculum to the Antelope Valley region. These campuses deliver the third year of the baccalaureate program in electrical and computer engineering via instructional television. Finally discussions with Antelope Valley College are ongoing to explore opportunities to jointly deliver student services (e.g., library, health, disability services).

(5) Physical Facilities and Operations

- **What are the costs for site acquisition, utility infrastructure, building construction and/or renovation?** How are these costs to be funded? The initial temporary building was purchased in 1999 by CSUB as a commodity and erected for a total of \$877,085. The University currently holds a 10-year ground lease with Antelope Valley College to which we pay lease fees amounting to \$10,100 per year.

The second group of buildings was leased by California State University, Bakersfield with anticipated future Chancellor's Office support. The Antelope Valley Expansion project includes three additional modular buildings. The lease of these three buildings amounts to \$116,352.00 per year.

The site development and other miscellaneous costs were approximately \$316,927 including utility infrastructure costs of \$100,000.

Monies have been pledged from the cities of Lancaster and Palmdale amounting to \$100,000 each to augment this funding.

- **What other sites were considered?** Describe review process and selection criteria used. CSUB did not consider other sites. The offer from Antelope Valley College for a long-term lease of land had compelling features—the easy transfer by their

students from AVC to our center, the possible use of their space, and the sharing of staff. This offer was the culmination of many years of CSUB providing outreach programs to community and the recognition by AVC that our two Institutions could develop a partnership that would enhance the opportunities for higher education in the Antelope Valley. After reviewing the opportunities that would result from this offer, CSUB entered into a unique relationship with AVC to provide academic programs to the Antelope Valley community in facilities developed on the land leased from AVC.

- **What are the anticipated operating costs from the permanent facilities and how would these additional funds be provided?** The anticipated support budget is approximately \$122,500 for operations including personnel, custodial, security, maintenance, utilities, etc. CSUB assumes that the CSU will provide the funding for these services.
- **Please describe any off-site improvements, required as environmental impact mitigation measures, that must be implemented as part of the development of the center? What are the costs and how will those costs be funded?** Because the center was developed on the Antelope Valley College site, no off-site improvements were required. AVC provided all off-site improvements including required environmental impact studies during the early development of its campus.

(6) Community Support

- **Please describe the local civic and governmental bodies' expressions of support for the center. Include whether the support is financial, director or in-kind.** During the past five years there has been an outpouring of support from local civic, industrial, and governmental leadership groups. Assemblymen George Runner has been in the forefront in the efforts on behalf of our Center. City councils, education boards, and corporations have attended meetings on behalf of our Center as well as sending letters of support to the CSU.

The support has been in the form of direct financial contributions. The City of Lancaster and the City of Palmdale have both contributed \$100,000 to assist with the development of the current buildings. Local agencies have also contributed \$3500 to support the development of a Library Resource Center. Citizens have begun to contribute monies to establish scholarships for area students.

As the Center becomes permanent, CSUB expects significant direct contributions from the corporate community. The engineering programs at the Center are very important to the aerospace corporations operating in this region.

In-kind support has been more widespread. The major in-kind contribution comes from Antelope Valley College, which allows the use of classrooms, science labs, faculty, computer lab access, learning center/tutoring access, and library access.

The Antelope Valley Union High School District has provided a variety of in-kind assistance. This has ranged from mentoring, tutoring, and internship placements for our students to the use of its classrooms, science lab classrooms, and student teaching placements. Other school districts have been almost as equally supportive.

Community organizations such as the Hispanic Chamber of Commerce, the Antelope Valley Board of Trade and the Greater Antelope Valley Economic Alliance have all pledged future support.

- **To what extent are economic development on the site, revenue-lease, or other joint ventures proposed as part of the permanent development?** CSUB has no such current plans for its permanent Center.
- **How would such economic development support the academic mission of the center and CSU?** Not applicable.
- **Please describe how local government and utility agencies have identified development of the center facilities as a component of their long-range use plans?** Not applicable.

COMMITTEE ON EDUCATIONAL POLICY

Notable Accomplishments in California State University Teaching, Research, and Scholarship: California State University Sacramento, Center for California Studies

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Donald R. Gerth
President, CSU Sacramento

Patrick Johnston
State Senator (retired)

Summary

The Center for California Studies is a public policy, public service, and curriculum support unit of CSU Sacramento. Center projects fall into four basic areas: Capitol Fellows Programs, Government Affairs and Research, Civic Education, and California Studies:

Capitol Fellows Programs. The Center administers the *Assembly, Executive, Judicial Administration*, and *Senate Fellowship Programs*. The Programs are nationally recognized postgraduate programs offering opportunities to engage in public service and prepare for future careers while actively contributing to California public policy. This year's class numbers 64 Fellows. Fellows are paid as university employees while working for eleven months as full-time members of a legislative, executive branch, or judicial office. Fellows are also graduate students at CSUS and are required to attend academic seminars conducted by CSUS faculty. Currently, the staffs of more than half of all legislative offices include Fellow alumni.

Government Affairs and Research. The Center operates a number of projects and programs designed to link the public policy research and other resources of the California State University with the research needs of state policy makers. The Center's *Faculty Research Fellow Program* has, for example, distributed more than \$570,000 to 56 individual CSU faculty members from 13 different campuses who completed 47 research reports for the state Assembly, state Senate and the Governor. The Center also provides training and orientation programs for newly elected County supervisors and participates in similar programs from senior state civil servants and managers.

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Civic Education. The Center fosters civic literacy through traditional conferences and symposia as well as non-traditional methods such as *LegiSchool* and *Eureka!*. *LegiSchool* is a highly successful high school civics curriculum program annually involving thousands of students and teachers. *LegiSchool Town Hall Meetings* engage high school classes across California with legislators and other policy makers in televised debates on issues of interests to high school students. *Eureka! California's Budget Balancer* is a computerized simulation of the state budget process designed to educate community leaders, students and citizens about the practical, constitutional and political realities of balancing a multi-billion dollar state budget.

California Studies. The Center maintains an interdisciplinary focus because it feels understanding the public policy and governance issues facing California today also requires understanding California's history, geography, economics, cultures and peoples. California Studies activities include an annual *Envisioning California Conference*; *Legislative Oral History Program*, a partnership with the Legislature, State Archives and the CSUS Public History Program; *The California Election Data Archive*, a joint project with the California Secretary of State and the Institute for Social Research at CSUS which maintains the state's only comprehensive data base of local election results; *California Cases Project*, which, in cooperation with the Institute of Governmental Studies at UC Berkeley, publishes California based casebooks; and an annual *California Journalism Awards and Conference*.