

## AGENDA

### COMMITTEE ON EDUCATIONAL POLICY

**Meeting:** 3:05 p.m., Tuesday, July 12, 2022  
Glenn S. Dumke Auditorium

Romey Sabalius, Chair  
Diego Arambula, Vice Chair  
Douglas Faigin  
Jean Picker Firstenberg  
Maria Linares  
Julia I. Lopez  
Yammilette Rodriguez  
Christopher Steinhauser

- Consent** 1. Approval of Minutes of the Meeting of May 25, 2022, *Action*  
**Discussion** 2. Recommended Amendments to Title 5 Regarding Blended Academic  
Programs, *Action*  
3. Graduation Initiative 2025, *Information*  
4. The CSU Certificate Program in Student Success Analytics, *Information*

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

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

**May 25, 2022**

**Members Present**

Romey Sabalius, Vice Chair  
Larry L. Adamson  
Diego Arambula  
Jack Clarke, Jr.  
Douglas Faigin  
Jean Picker Firstenberg  
Wenda Fong  
Julia I. Lopez  
Krystal Raynes  
Yammilette Rodriguez

Lillian Kimbell, Chair of the Board  
Jolene Koester, Interim Chancellor

Trustee Sabalius called the meeting to order.

**Approval of the Consent Agenda, Action**

A motion to approve the consent agenda without discussion passed. The minutes from the meeting on March 22, 2022 were approved as submitted.

**Recommended Amendments to Title 5 Regarding Blended Academic Programs, Information**

In this presentation Dr. Sylvia A. Alva, executive vice chancellor of Academic and Student Affairs, introduced the proposed change to Title 5 that would allow the double counting of up to 12 semester units for both a bachelor's and master's degree in a blended academic program. As a result, the total number of units would be revised to 138 from 150. Dr. Alva explained how a

blended program offers an accelerated pathway to a master's degree and noted that no CSU campus would be compelled to offer them. Dr. Alison Wrynn, associate vice chancellor for Academic Programs, Innovations and Faculty Development outlined the criteria that would need to be met to allow under the Title 5 change, including the requirement that undergraduate classes do not replace any required graduate classes and that graduate classes that are counted toward the bachelor's degree either assume the more rudimentary knowledge taught at the undergraduate level or cover the content of the undergraduate courses that they replace. Dr. Wrynn concluded the presentation by summarizing the benefits of the blended programs for both CSU students and the state of California.

Trustees posed questions regarding the Academic Senate's position in which Academic Senate Chair Robert Collins responded that it had been reviewed and commented upon in longstanding discussion with faculty in this area. Questions were also raised regarding student feedback on the recommended changes, details about the application process and how outreach will be conducted to recruit future applicants. In addition, an inquiry was made as to what happens if a student chooses not to pursue a master's degree while in the program, to which it was affirmed that options would be provided to ensure no harm to the student. Trustees further discussed the influence blended programs may have in connecting more students, particularly students of color, to post-graduate degree programs and how that may positively influence workforce diversity. Lastly, a question was posed about why there are only three CSU campuses currently offering blended programs.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Recommended Amendments to Title 5 Regarding Blended Academic Programs**

#### **Presentation By**

Sylvia A. Alva  
Executive Vice Chancellor  
Academic and Student Affairs

Alison M. Wrynn  
Associate Vice Chancellor  
Academic Programs, Innovations and Faculty Development

#### **Summary**

This proposed amendment to Title 5 § 40510 would allow blended degree programs – those which combine a bachelor’s and a master’s degree into a single program – to double count up to 12 semester units. As a result, the required semester units to complete both degree programs could be reduced to a minimum 138 semester units. The CSU currently requires a minimum 120 semester units for the bachelor’s degree and minimum 30 units for the master’s degree in a blended degree program. As a further provision in double-counting units, the recommended change would require that 1) none of the required graduate classes is replaced by an undergraduate class and 2) graduate classes that are counted toward the bachelor’s degree either assume the more rudimentary knowledge taught at the undergraduate level or cover the content of the undergraduate courses that they replace.

The availability of blended programs likely will provide access for a larger population of CSU students to obtain graduate degrees. Such an accelerated program is not mandated for campuses to provide, but simply an optional path. Should the proposed Title 5 change be approved, a revised academic policy would be articulated and campuses would follow an established process in developing curricula that begins at the academic department level and which would subsequently require faculty and campus leadership review and approval.

#### **Supporting Student Success**

One of the most significant benefits of a blended academic program is the cost and time savings to students who could potentially save up to a semester of study time and associated tuition costs. The CSU enrolls a significant number of Pell Grant-eligible students. As enrollment in master’s degree programs has grown nationwide and expected for mobility in many disciplines and industries, offering blended programs is likely to increase the social and economic mobility of a

more diverse student population. Students would also enjoy a more streamlined administrative process, as there would only be one formal application to the university at the undergraduate level. Once they are accepted into the university, only an internal program application is needed. In addition, their coursework will seamlessly apply to their undergraduate and graduate degree objectives.

### **Addressing California's Workforce Needs**

The practice of double counting units for both degrees is currently allowed at public universities in other states including Arizona, Colorado, Florida, Massachusetts, New Jersey and New York. In Massachusetts, for example, blended programs are referred to as "accelerated Bachelor's/Master's programs". Bridgewater State University permits 12 units of overlap for its MBA program. The University of Massachusetts, Amherst has an Accelerated Master's Degree Option that allows double counting of 6-12 units of credit for both the bachelor's and master's degree, depending on the number of units per master's degree program.

This additional flexibility is anticipated to help increase access for a larger population of CSU students to obtain graduate degrees and help address current and future workforce needs in California. These offerings can help strengthen the state's ability to compete globally with a more skilled and diverse base of knowledge workers. As illustrated in the San José State University Spartan Accelerated Graduate Education (SAGE) Programs, blended degree programs offer more pathways into high-demand fields that have traditionally lacked diversity or that are actively recruiting more diverse workers to better reflect the population the field serves. In the case of Chemical Engineering, graduates can go on to contribute to such areas as biotechnology, pharmaceuticals, energy and environmental engineering. What's more, blended academic programs likely will increase campus enrollments in both undergraduate and graduate programs as well as increase the CSU's ability to compete with other state university systems and private universities who offer similar options.

The following resolution is proposed for adoption:

**RESOLVED**, by the Board of Trustees of the California State University, acting under the authority prescribed herein and pursuant to Sections 66600, 89030, and 89035 of the Education Code, to amend Section 40510 of Title 5 of the California Code of Regulations. The amendment is as follows:

### **Proposed Revisions – § 40510. The Master's Degree.**

**Title 5, California Code of Regulations**  
**Division 5 – Board of Trustees of the California State Universities**  
**Chapter 1 – California State University**

**Subchapter 2 – Educational Program**  
**Article 7 – Graduate Degrees**

**§ 40510. The Master's Degree.**

To be eligible for the Master's degree, the candidate shall have completed the following minimum requirements:

(a) Advancement to Candidacy. For advancement to candidacy for the Master's degree, the applicant shall meet the requirements of Section 41011, and such particular requirements as the Chancellor and the campus may prescribe.

(b) Requirements for the Degree.

(1) The completion of a specified pattern of study approved by the appropriate campus authority.

(2) A minimum of thirty semester units of approved graduate work completed within a maximum time to be established by each campus. Such maximum time shall be no more than seven years nor less than five years for each particular program. An extension of time beyond the limit may be granted by appropriate campus authority if warranted by individual circumstances and if the outdated work is validated by examination, in the relevant additional course or subject field of work or such other demonstration of competence as may be prescribed. In the degree program:

(A) Not less than 21 semester units (32 quarter units) shall be completed in residence. The appropriate campus authority may authorize the substitution of credit earned by alternate means for a part of this residence requirement.

(B) Not less than one-half of the units required for the degree shall be in courses organized primarily for graduate students.

(C) Not more than six semester units shall be allowed for a thesis or project.

(D) For programs that combine a Bachelor's and a Master's degree into a single program (referred to as blended programs), up to 12 semester units may be double counted for both the Bachelor's degree and the Master's degree so that the total number of units may be 138 semester units, provided that 1) none of the required graduate classes is replaced by an undergraduate class, and 2) the graduate classes that are also counted toward the Bachelor's

degree either assume the more rudimentary knowledge taught at the undergraduate level or cover the content of the undergraduate courses that they replace.

(3) Satisfactory completion of a thesis, project, or comprehensive examination, defined as follows:

(A) A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Normally, an oral defense of the thesis is required.

(B) A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation. An oral defense of the project may be required.

(C) A comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. The results of the examination evidences independent thinking, appropriate organization, critical analysis and accuracy of documentation. A record of the examination questions and responses shall be maintained in accordance with the records retention policy of The California State University.

(4) A grade point average of 3.0 (grade of B) or better in all courses taken to satisfy the requirements for the Master's degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.

Note: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Section 89030, Education Code.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Graduation Initiative 2025**

#### **Presentation By**

Sylvia A. Alva  
Executive Vice Chancellor  
Academic and Student Affairs

Darlene Daclan  
Director of Business Systems  
Academic and Student Affairs

#### **Summary**

The goal of Graduation Initiative 2025 is to ensure that every California State University (CSU) student has a fair and equal opportunity to earn their degree, contribute to the California workforce and thrive in their community. Although significant progress has been made to reach the initiative's graduation rates goals, there is still work to be done to advance student success and close the equity gap between students from historically underserved backgrounds and their peers. In November 2021, the Office of the Chancellor identified five equity priorities – informed by recommendations from an advisory committee composed of faculty, staff and students – designed to inspire creative and innovative strategies to eliminate inequities. This update pertains to the first of the five equity priorities: the reengagement with and reenrollment of students who recently left the CSU.

#### **Background**

In 2009, the CSU launched its first concerted graduation initiative to improve six-year completion rates and cut in half achievement gaps for first-time first-year by 2015. When these goals were met, collaboratively developed new goals were presented for the Board of Trustees' approval for the year 2025. Reflecting guidance from faculty, student and campus leaders, Graduation Initiative 2025 efforts are informed by six pillars, or areas of focus, that include:

- Academic preparation: Providing CSU students, including those who arrive academically underprepared, the opportunity and support needed to complete 30 college-level semester units before beginning their second academic year.
- Enrollment management: Ensuring students are able to enroll in the courses they need, when they need them.



- Student engagement and well-being: Addressing the wellbeing of all CSU students while fostering a strong sense of belongingness on campus.
- Financial support: Ensuring that financial need does not impede student success.
- Data-informed decision making: Using data-rich evidence to identify and advance the most successful academic support programs.
- Administrative barriers: Identifying and removing unnecessary administrative impediments.

In the 2016-17 academic year, the year following the approval of these goals and pillars, nearly 99,000 CSU students earned their baccalaureate degree.

### **Five Equity Priorities**

The COVID-19 pandemic and the disparate impacts across communities of color and low-income families have created a renewed urgency in the CSU to close the gaps that exist between underserved and vulnerable students and their peers. Five priorities, identified to build upon one another, reflect actionable steps designed to eliminate these equity gaps. The priorities are an extension of the Chancellor's Graduation Initiative 2025 Advisory Committee recommendations and are listed below.

#### Reengage and Reenroll Underserved Students

Reenrollment campaigns were initiated for spring 2022 term and will continue over the next three years. Specific focus is placed on students of color, Pell Grant recipients and first-generation students. Each CSU campus is charged to leverage all available resources and strategies including leading change management initiatives, re-imagining reenrollment processes and academic policy and addressing administrative barriers. Additional details on this effort are outlined on page 3.

#### Expand Credit Opportunities through Summer and Intercession

Summer sessions and intersessions provide additional credit accumulation opportunities for students who arrived at the CSU with fewer Advanced Placement courses or dual enrollment credits or who maintain part-time jobs requiring more flexibility in their course schedule. With increased advisement support and additional funding of summer enrollment, students who may be falling behind in academic credits can be redirected to timely degree completion.

#### Access to a Digital Degree Planner

As the CSU moves towards more responsive and dynamic advisement, the implementation of a digital degree planner, or roadmap, at all 23 campuses systemwide will be essential as it ensures that CSU students are provided a consistently clear path to graduation. A digital degree planner is defined as a personalized, app-based tool that prepopulates degree

requirements and course-taking options offering students real-time, semester-by-semester planning for registration and degree completion. The digital tool should be maintained for accuracy and account for all previously earned and applicable credit prior to registration.

#### Eliminate Administrative Barriers to Graduation

Administrative barriers disproportionately impact historically underserved students who are often more susceptible to academic disruptions such as fee assessments, registration holds and cumbersome processes. Eliminating these barriers has been identified as a key priority which can significantly and positively enhance students' ability to graduate in a timely manner.

#### Promote Equitable Learning and Reduce DFW Rates

The CSU is committed to be student-ready and support all students where they are – a collective responsibility to student success shared among faculty, staff, administrators and students. Without compromising academic rigor, an intensified systemwide strategy will explore why first-time completion rates for certain courses are consistently lower for underrepresented minority students. Working closely with faculty to reevaluate course design, refine instructional practices and identify how to provide learning support more effectively for students will further help to promote equitable learning and eliminate equity gaps.

### **Equity Priority One: Reengagement and Reenrollment of Underserved Students**

The impact of the pandemic has been a catalyst for many campuses to reimagine existing reenrollment practices and, for some, prioritize reenrollment efforts as a consistent and repeatable strategy year-round. It also has provided an opportunity to reevaluate how campuses and the system as a whole engage with students, specifically those who have recently left the CSU. Under the leadership of Chancellor Office task force leads Dr. Cynthia Alvarez, Dr. Carolina Cardenas and Dr. Darlene Daclan, campuses convened to share insights, exchange experiences and develop strategies. Emerging from these discussions are a set of promising practices that capture the strong potential of a number of campus strategies and tactics. These strategies and tactics have been highlighted in seven focus areas summarized below.

#### Reenrollment

Some campuses leveraged technology such as chatbots to connect and engage with disenrolled students while others customized enrollment efforts to returning students and eased barriers for applications. Other campuses extended returning student deadlines and launched initiatives to standardize and automate reenrollment campaigns. In some cases, wellness surveys for students who did not reenroll were implemented with the goal to meet students where they were and identify barriers preventing them from returning to campus.

#### Change Management

For campuses to support innovative changes in reenrollment and reengagement practices, it may require organizational or administrative changes. Such changes could range from how departments collaborated with each other – such as financial services, student support services and student affairs – to revisions in policy and administrative processes. Some campuses reimaged their terminology in student communications to come from a place of support rather than compliance. Others changed staff reporting structures and moved retention specialists to specific colleges with a dotted line reporting to the AVP of University Advisement.

#### Communication and Outreach

Campuses used a variety of approaches to reenroll and reengage students who left the 2019 and 2020 cohorts as well as continuing students. Efforts ranged from phone banking strategies, showcasing faculty, staff and administrators as part of communication campaigns, and leveraging and maintaining current outreach relationships with community colleges. Many campuses used their student success management systems to assist in identifying student sub-populations and barriers students may be facing, and personalized messaging for greater impact. For example, seniors who left within 15 units of graduating who were identified as Pell-eligible or who faced COVID-19 related challenges received customized information.

#### Credit Opportunities through Summer/Intercession/Extended Learning

Earning academic credit in a timely manner is a key strategy to help students stay on track to graduate. Many campuses identified intercession, summer session and other extended learning opportunities as ways to help students return and reengage with their academic journey, acquiring the additional academic units that can put a CSU degree within reach. Some campuses expanded summer and intercession offerings to help entice and reengage returning and continuing students. Others worked with various campus entities, particularly Extended Learning, to secure funds to help offset the costs of summer offerings.

#### Data Practices

The use of data has been critical for a number of CSU campuses in their efforts to identify the most vulnerable of students as well as to provide impactful tools to reengage with them. Some campuses leveraged the National Student Clearinghouse data to track stopped out students for their attendance or degree completion at another institution, while others created a data framework to better understand which students needed to be contacted and how to better track their progress through reenrollment.

#### Debt Relief and Incentives

There is no doubt that financial hardship plays a factor for many students in stepping away from their academic studies. As part of reenrollment efforts, many campuses identified areas to waive student fees that were owed. Some campuses offered financial incentives to returning students for use towards the purchase of textbooks and others secured funds to clear debt for returning students.

#### Student Support

While reenrollment is the first important step for returning students, ensuring that they remain engaged with their campus and access resources – especially student support services – is also critical to student success. Several campuses recognized student wrap-around services as an important part of their overall reenrollment efforts. Campus efforts included offering one-unit academic resiliency courses to help students build academic momentum, or mentor programs to provide essential peer support and to better track and respond to their needs. A few campuses launched after-hours advising to better align with the flexibility returning students need, especially those who are employed part-time.

### **Systemwide Support**

In addition to the tremendous efforts of campuses to support the return of CSU students, the Chancellor's Office also responded to systemwide campus needs. One example included the need for a more convenient and efficient reapplication process. In collaboration with campus content experts and the Chancellor's Office IT department, the team developed an easy-to-use, one-page "Welcome Back" form. Now, students who reach out to a campus interested in returning to the CSU – or for students whose former campuses contacted them as part of a reenrollment campaign – can forgo the full, traditional application process and instead complete their Welcome Back form in a matter of minutes. The form also allows campuses to electronically upload data into the student information system eliminating the need for manual data entry.

Laurie Tuck

Empl ID 00569

Submit Date

Last Updated 06/14/22 12:04:07PM

## Welcome Back Form

Welcome back! Thank you for your interest in returning to Sonoma State University home of Lobo the Seawolf.

This is the most recent application information on file for you:

Last Application Term	Fall 2017	Appl Nbr	00305196
Academic Career	Undergraduate	Program	Undergraduate
Plan	Liberal Studies Hutchins (BA)	Sub-Plan	Hutchins School: Teach-Trk 2

Please review and complete the following information:

\*What term are you interested in returning?

Fall 2022

\*Have you attended another institution since attending Sonoma State University?

Yes

Please plan to submit official transcripts from the college/university(s) you attended since leaving Sonoma State University (institutions listed below). You may have transfer credit that can be applied toward your degree.

Please list the institution(s)

Santa Rosa Junior College

Are you eligible to reenroll in the institution(s) listed?

No

Please explain and indicate the institution(s)

Low GPA.

\*Our records indicate that you are a resident of California for tuition purposes only. Is this correct?

Yes

\*Our records indicate that you are a US Citizen. Is this correct?

Yes

\*Our records indicate that your military status is None. Is this correct?

Yes

\*Our records indicate that you are a None dependent. Is this correct?

Yes

\*What is the main reason you stopped attending Sonoma State University?

Other

Please explain

Needed to work full time and care for sister.



I certify that my statements on this application are true and complete to the best of my knowledge. I acknowledge that eligibility to enroll in courses at Sonoma State University is contingent upon taken care of any holds. I understand that any misrepresentation of information may be cause for denial or cancellation of admission or enrollment.

Submit

Return

## **Conclusion**

The CSU is committed to eliminating barriers to student success and ensuring equitable learning outcomes for all students. Through a focus on five equity priorities, the CSU Office of the Chancellor and campus leaders are pursuing innovative strategies to close equity gaps on all 23 campuses. Promising practices that prove to contribute consistently to student success, many outlined in this item regarding the reengagement and reenrollment of students, should be incorporated into campus culture as best practices in welcoming back all students.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **The CSU Certificate Program in Student Success Analytics**

#### **Presentation By**

Sylvia A. Alva  
Executive Vice Chancellor  
Academic and Student Affairs

Nele Hempel-Lamer  
Director, CSU Certificate Program in Student Success Analytics  
Professor of German  
California State University, Long Beach

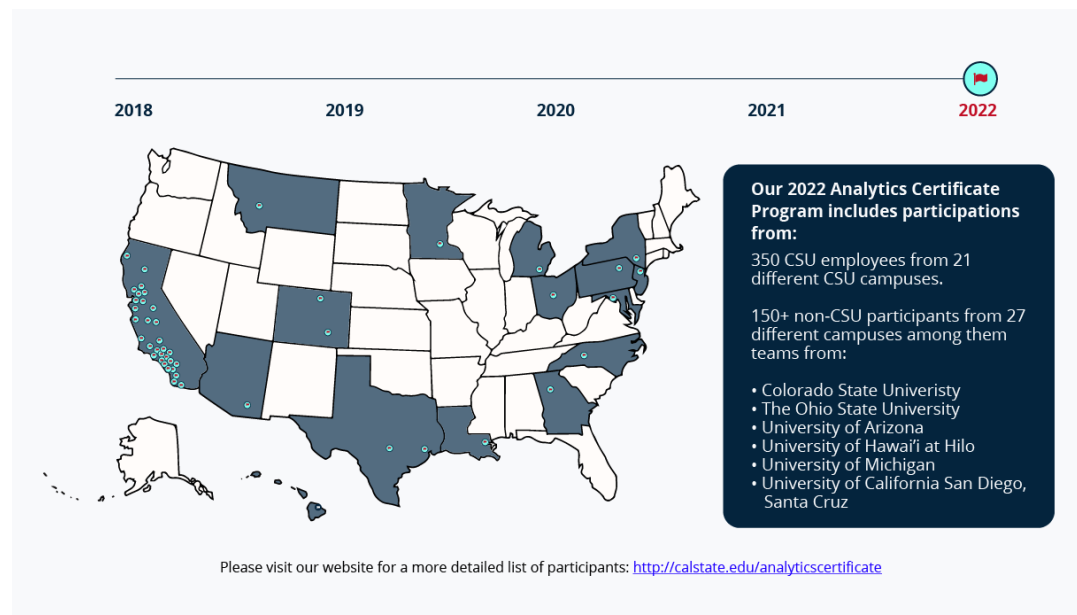
Cynthia L. Alvarez  
Assistant Director, Student Success  
Academic and Student Affairs

#### **Summary**

The California State University (CSU) Certificate Program in Student Success Analytics is an innovative and interactive professional development experience at the intersection of equity and evidence. It is designed to promote cross-divisional, collaborative action with a focus on student success to eliminate equity gaps between historically underserved students and their peers. With its data-based, equity-focused and action-oriented curriculum, the Analytics Certificate Program provides teams of higher education faculty, staff and administrators the opportunity to improve student success on their campus.

#### **Background**

Initially funded through a grant from the Stupski Foundation, the Analytics Certificate Program began in 2018 as a pilot with California State University, East Bay, and San Francisco State University. Since that time, every CSU campus has sent at least one team to the program, with many campuses participating annually. Cohorts have also expanded outside of the CSU to include participants from The Ohio State University, The Minnesota State University System and Stanford University, among others. The spring 2022 cohort included 500 participants, of which 350 were employees of the CSU. At the conclusion of this term, the CSU awarded its 1,000<sup>th</sup> certificate of completion.



## Creating Actionable Insights through Data

*"I feel profoundly grateful to share this space with my faculty colleagues. It has been a transformational experience to have this time together to think through our equity gaps and strategies to address them."* – S. Terri Gomez, associate provost, Student Success, Equity & Innovation, California State Polytechnic University, Pomona

For many in the campus community – including advisors, faculty, and student affairs professionals – data is often difficult to obtain and interpret. The CSU Student Success Dashboard helps to make data accessible to all CSU employees to support data-informed decision-making concerning student success. The dashboard provides snapshots of campus information with easy-to-interpret data graphics. The Analytics Certificate Program subsequently provides a professional development opportunity for staff, faculty and administrators to develop data literacy skills to glean insights on their respective campuses and engage in hands-on action research projects. This effort empowers campuses with the data to design student success interventions that produce equitable learning and graduation outcomes for all students.

Program topics include:

- Student Success: A Story with Data
- Who Gets to Graduate? Equity-Minded Data Literacy
- Becoming a Student-Ready Institution: Shifting the Paradigm



- Transformative Assessment: Changing Culture by Measuring Impact
- Navigating Transitions: The Journey Towards Timely Degree Completion
- Overcoming Barriers: A Holistic Approach to Closing Equity Gaps
- Celebrating the Learning Community: Turning Insights into Action

### **Fostering Collaboration and Evidence-Based Culture to Eliminate Equity Gaps**

The Analytics Certificate Program provides the opportunity for participants to forge meaningful, cross-campus collaborations that leverage data to identify ways to better serve students and eliminate equity gaps. Examples of this equity-minded, data-informed collaborative work include:

#### *At the Faculty Level*

California State University, Long Beach faculty Dr. Adam Kahn and Dr. Nielan Barnes created a project in which they revisited their classroom pedagogy and curriculum with an equity lens to better support historically underserved students. Pairing the data they gathered during the certificate course with a cultural curriculum audit they attended at Long Beach City College, Dr. Khan and Dr. Barnes developed a Student Success Dashboard workshop in which they taught fellow faculty in their home college to examine their course section data and to equitize their course syllabi.

#### *At the Systemwide Level*

The CSU Student Success Committee of the Library Deans' Council was the first systemwide team with a project objective to understand the effects of low- and zero-cost textbooks across a variety of CSU campuses. The team was able to demonstrate the positive effect of low- and zero-cost textbooks on course passing rates. The project also supported the CSU's Affordable Learning Solutions project, helping the committee to use data for program assessment and resource allocation purposes.

#### *At the Intersegmental Level*

California State University Channel Islands and Oxnard College represent the program's first intersegmental team. Their project's goal was to identify the "leaks" in the pipeline for students who begin their academic journey at Oxnard College and are enrolled at CSU Channel Islands. This partnership intends to help make data-driven and student-centered decisions by improving cross-institution resources and data sharing.

### **Conclusion**

The CSU Certificate Program in Student Success Analytics is grounded in data-informed decision making – one of the six pillars of Graduation Initiative 2025. By helping to promote an evidence-based culture and democratize data in support of eliminating barriers to student success, the certificate program plays an important role in ensuring successful outcomes for all students.

Ed. Pol.  
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Applications for the program's first-ever fall cohort are being accepted through Friday, July 29, 2022. Teams will meet virtually from August 2022 through November 2022. In support of Graduation Initiative 2025, there is no cost for participation by CSU campuses. For more information, visit [www.calstate.edu/AnalyticsCertificate](http://www.calstate.edu/AnalyticsCertificate).