

## AGENDA

### COMMITTEE ON EDUCATIONAL POLICY

**Meeting:** 3:35 p.m., Wednesday, November 20, 2024  
Glenn S. Dumke Auditorium

Diego Arambula, Chair  
Darlene Yee-Melichar, Vice Chair  
Raji Kaur Brar  
Douglas Faigin  
Wenda Fong  
Mark Ghilarducci  
Lillian Kimbell  
Jonathan Molina Mancio  
Sam Nejabat  
Yammilette Rodriguez  
Christopher Steinhauser

**Consent** 1. Approval of Minutes, *Action*

**Discussion** 2. CSU's Commitment to Fostering Healthy Discourse and Exchange of Ideas, *Information*  
3. Graduation Initiative 2025 Data Reveal, *Information*  
4. Year of Engagement: Reimagining Student Success, *Information*  
5. The California Cradle-to-Career Data System and CSU Enrollment Planning, *Information*

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

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

**September 25, 2024**

**Members Present**

Diego Arambula, Chair  
Darlene Yee-Melichar, Vice Chair  
Douglas Faigin  
Wenda Fong  
Mark Ghilarducci  
Lillian Kimbell  
Sam Nejabat  
Yammilette Rodriguez  
Christopher Steinhauser

Mildred García, Chancellor  
Jack B. Clarke, Jr., Chair of the Board

**Public Comment**

All public comments took place at the beginning of the meeting's open session, prior to all committees.

Chair Arambula called the meeting to order.

**Consent Agenda**

The minutes of the meeting on July 23, 2024, were approved as submitted.

Item 2, Resolution Approval for Academic Planning Summer Projects and Updates, was approved as submitted (REP 09-24-04).

### **The CSU's Commitment to Fostering Healthy Discourse and the Exchange of Ideas**

Deputy Vice Chancellor of Academic and Student Affairs Dilcie D. Perez began the presentation with an overview of the CSU's ongoing work to support and foster opportunities for robust discourse and the free exchange of ideas. Recently passed legislation mandated the CSU to "develop a systemwide framework to provide for consistency with campus implementation and enforcement" of a time, place and manner policy. In addition, the CSU is required to notify all students prior to the start of the 2024 fall term about policies and regulations applicable to freedom of speech and expression activities. Dr. Perez explained that in response, the chancellor organized an interdisciplinary workgroup to draft an interim systemwide Time, Place and Manner policy that compiles language drawn from existing university policies, as well as other related CSU systemwide policies, the Education Code and Title 5 regulations. In observance of the legislative deadline, the interim policy was published ahead of the fall term on August 15, 2024.

Dr. Perez briefly described a series of resources established to support members of the CSU community in exercising their right to engage in free speech activities. These resources include a website dedicated to informing the public about systemwide and university policies and regulations, trainings hosted by the CSU Chancellor's Office and funding allocated to helping universities develop and implement educational plans that support free speech activities on campus. Dr. Perez concluded the presentation by highlighting two university initiatives that promote positive civic engagement and demonstrate the potential for programs that can be adopted on a systemwide level.

Following the presentation, the trustees engaged in a broad discussion that encompassed consideration for public comments and examined the policy in further detail. Trustee Fong encouraged the inclusion of faculty and students in future listening sessions. Trustee Yee-Melichar asked how further input can be submitted and what metrics for success are in place to inform a permanent Time, Place and Manner policy in the future. Trustee Lopez advocated for contextualizing certain aspects of the policy and making the intent of the policy's procedures clear. Trustee Guajardo suggested clarification on the enforcement of certain procedures, particularly around those requiring individuals to identify themselves to administrators and/or law enforcement officers.

### **Year of Engagement: Reimagining Student Success**

Dr. Perez began the presentation by describing how the Year of Engagement connects the CSU community's effort to redefine student success with the CSU's larger strategic planning efforts. The Year of Engagement is a comprehensive and intentional consultation process focused on building on the achievements of Graduation Initiative 2025, the systemwide initiative launched to increase graduation rates and close equity gaps. Dr. Perez noted the transformative power that arises from observing different viewpoints and perspectives, further demonstrating the

significance of the information that will be provided through the Year of Engagement activities. In response to feedback received from the board in July, Dr. Perez affirmed that the process is student-centered and data-informed, and that the board will be actively engaged in this work.

Associate Vice Chancellor for Student Success and Inclusive Excellence Jennifer Baszile described the five principles guiding the consultation process and elaborated on the outcomes expected through various engagement opportunities. Dr. Baszile summarized several milestones that have been reached through preliminary inquiries made in partnership with the Deloitte consulting firm. To date, a comprehensive online survey has been made available to individuals across the CSU community and an in-depth review has been conducted of quantitative student data on a variety of metrics. Notably, more than one million individuals representing all major stakeholders across the CSU have been surveyed.

Correspondingly, universities continue to carry out the work of Graduation Initiative 2025 as it draws to its conclusion in May 2025. Dr. Baszile called attention to the Graduate365 tool that universities can use to support student degree progression and address achievement barriers. The Graduate365 tool is a comprehensive degree progression monitoring tool that also allows the universities to share what is learned. Dr. Baszile explained that the ability to share best practices reinforces the CSU's strategic effort to identify effective ideas that can be scaled across the system. The presentation concluded with Dr. Baszile describing a series of themes in eight broad categories that emerged during the initial discovery phase, as well as an overview of next steps through January.

Following the presentation, Trustee Fong asked for more detailed information about the data available through the Graduate365 tool and how it is used to support students in graduating. Trustee Yee-Melichar suggested including a broader range of external stakeholders in discovery sessions and stakeholder convenings, such as high school students, parents, community leaders and local industry leaders. Trustee Lopez requested that the committee periodically share an analysis of the Graduate365 data with the board, with an emphasis on aggregate and systemwide data to facilitate benchmarking, trends in student demographics and strategic planning. Chair Arambula highlighted the broad stakeholder groups engaged in the CSU's student success work, particularly the population of students who started but did not complete a degree. He emphasized how considering their input is illustrative of the CSU's commitment to finding more opportunities for growth and strategies for educational enrichment.

Chair Arambula adjourned the Committee on Educational Policy.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **CSU's Commitment to Fostering Healthy Discourse and Exchange of Ideas**

#### **Presentation By**

Dilcie D. Perez  
Deputy Vice Chancellor  
Academic and Student Affairs

Jamillah Moore  
Vice President of Student Affairs and Enrollment Management  
San Francisco State University

#### **Summary**

The CSU seeks to foster academic freedom, freedom of expression and the free exchange of ideas in a manner that complies with state and federal law and CSU policies, while always protecting student, staff, and faculty safety and access to educational opportunities. CSU seeks to support healthy discourse and vigorous debate that includes all viewpoints, including ones that are ideologically different, to best promote CSU's educational mission, and to have dialogue occur in a safe and peaceful manner. In the California State Budget Act of 2024, the Legislature mandated that the California State University (CSU) develop a "systemwide framework to provide for consistency with campus implementation and enforcement" of regulations governing when, where and how protests, rallies, leafletting and other forms of speech activities may occur, in a manner that will not disrupt the educational activities and work of the CSU. Drawing on many of those existing policies as well as best practices across the country, CSU issued an interim systemwide time, place, and manner policy on August 15, 2024. The interim policy includes a separate addendum for each university and the Chancellor's Office that describes campus-specific information for time, place, and manner regulations and other information.

The information contained in the policy is not new and it restates and clarifies what have been well-established values, rules and expectations throughout the CSU for decades. Namely, to uphold the constitutionally protected rights of all students, employees and community members regarding free expression, speech, and assembly, and to do so safely and without disrupting university operations and activities. Freedom of expression is a cherished right; however, it is not an absolute right. It coexists with other rights and the need for public order and safety. The exercise of freedom of expression and assembly rights must comply with all applicable federal, state, and local laws, and university policies, including CSU's Nondiscrimination Policy. Prohibited activity not protected by the First Amendment nor permitted by the systemwide policy includes unlawful discrimination, harassment, defamation, terrorist threats, false advertising, vandalism, property

damage, trespass, occupation of a building or facility, refusal to disperse, and the promotion or incitement of actual or imminent violence or harm.

The Chancellor's Office created a systemwide website (<https://www.calstate.edu/tpm>) where all applicable policies, a student facing informational video, and resources can be found. All campus addenda to the Interim Systemwide Time, Place, and Manner Policy can also be found on this website (which includes information regarding campus-based webpages as well). All students were informed of the systemwide policy through a systemwide message signed by the Chancellor and all twenty-three university presidents and an additional directive was sent by the Chancellor for clarification to all employees.

The policy remains interim as the Chancellor's Office participates in the meet and confer process with bargaining units.

### **Educational Programs, Activities and Communications that Support the Balance of Free Speech Activities, Educational Mission, and Campus Safety**

The CSU is committed to ensuring that students, faculty, and staff are aware of and understand the policies and regulations that govern the use of all university property. The intention of this policy is to encourage and support all members of our university community to participate in a wide range of expressive activity while also advancing our educational mission and ensuring campus safety.

The Chancellor's Office has allocated two million dollars in academic year 2024-2025 to support campuses as they enhance existing programs or create new programs and activities that support the balance of free speech activities, educational mission, and campus safety. Since the policy's implementation, the Chancellor's Office and universities have hosted trainings, townhalls, listening sessions, and educational workshops related to time, place and manner, freedom of expression, and difficult dialogue.

This presentation will highlight the work that San Francisco State University is doing to advance educational programming, activities, and communication to support the balance of free speech, educational mission and campus safety.

### **Conclusion**

On October 1, 2024, the Chancellor's Office reported all activities and progress to date to the Legislature.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Graduation Initiative 2025 Data Reveal**

#### **Presentation By**

Dilcie D. Perez  
Deputy Vice Chancellor  
Academic and Student Affairs

Jennifer Baszile  
Associate Vice Chancellor  
Student Success and Inclusive Excellence

#### **Summary**

The California State University (CSU) has led the nation in its commitment to public measurement and systemwide evaluation of progress on graduation rates and educational achievement gaps for all students. Students of all backgrounds have seen significant gains in persistence, retention, and graduation rates while student demographics shifted significantly. At the same time, educational achievement gaps have not closed. Many key insights have emerged and been applied through intentional efforts made across the system. Scaling proven practices, reimagining our student success efforts, deepening the work of data disaggregation hold promise for increasing the impact of commitment to student success.

#### **Graduation Initiative 2025 Goals**

The California State University has been guided by its Graduation Initiative 2025 to set a new national standard for providing high quality affordable degree opportunities. The initiative's bold goals are to achieve the following milestones by 2025:

- A 40 percent 4-year graduation rate goal for first-time students;
- A 70 percent 6-year graduation rate goal for first-time students;
- A 45 percent 2-year graduation rate goal for transfer students;
- An 85 percent 4-year graduation rate goal for transfer students;
- Elimination of equity gaps between CSU students who identify as African American, Native American or Latinx and their peers; and
- Elimination of equity gaps between Pell recipient students and their peers.

#### **2024 Graduation Rate Data**

The following data provide insights on graduation rates based on specific student populations including first-time, transfer, underrepresented students of color and Pell Grant recipients.

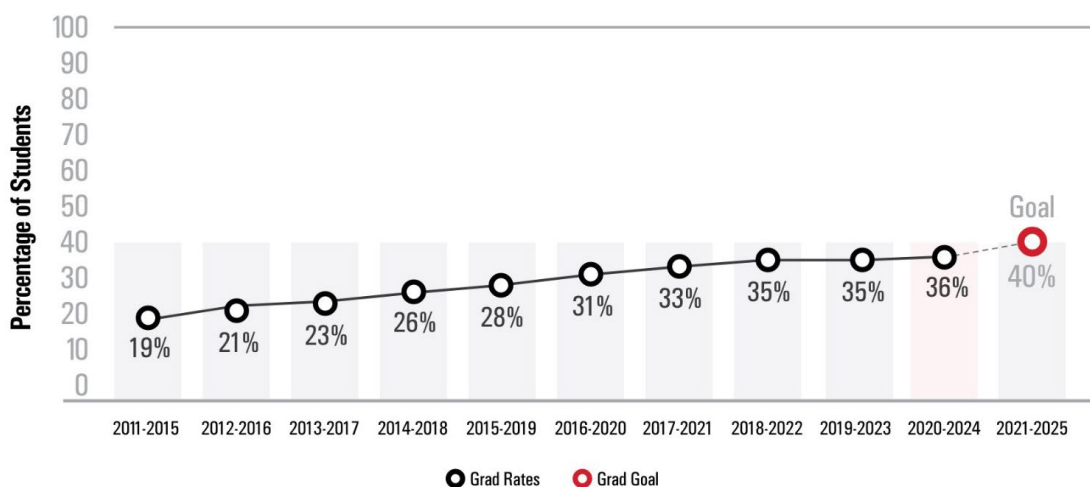
Please note numbers have been rounded up in all graphs.

#### *4-Year Graduation Goal for First-Time Students*

The 4-year graduation rate for the first-time student cohort that began in 2020 and graduated in 2024 or earlier was 36.2 percent.

| Cohort           | Grad Rate (%) |
|------------------|---------------|
| 2009-2013        | 17.9          |
| 2010-2014        | 18.7          |
| 2011-2015        | 19.3          |
| 2012-2016        | 20.7          |
| 2013-2017        | 22.7          |
| 2014-2018        | 25.5          |
| 2015-2019        | 27.7          |
| 2016-2020        | 31.0          |
| 2017-2021        | 33.3          |
| 2018-2022        | 35.1          |
| 2019-2023        | 35.5          |
| 2020-2024        | 36.2          |
| <b>2025 Goal</b> | <b>40</b>     |

#### **FIRST-TIME 4-YEAR GRADUATION RATE**



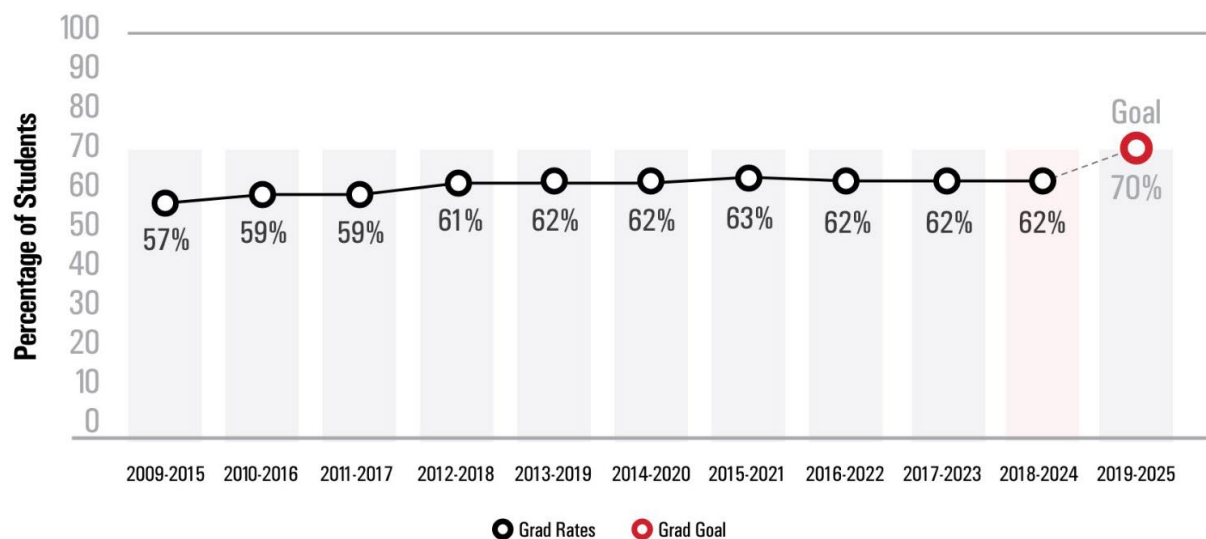


### *6-Year Graduation Goal for First-Time Students*

The 6-year graduation rate for the first-time student cohort that began in 2018 and graduated in 2024 is at 62.1 percent.

| Cohort           | Grad Rate (%) |
|------------------|---------------|
| 2009-2015        | 57.3          |
| 2010-2016        | 59.3          |
| 2011-2017        | 59.4          |
| 2012-2018        | 61.2          |
| 2013-2019        | 62.1          |
| 2014-2020        | 62.4          |
| 2015-2021        | 63.2          |
| 2016-2022        | 62.4          |
| 2017-2023        | 62.2          |
| 2018-2024        | 62.1          |
| <b>2025 Goal</b> | <b>70</b>     |

### **FIRST-TIME 6-YEAR GRADUATION RATE**

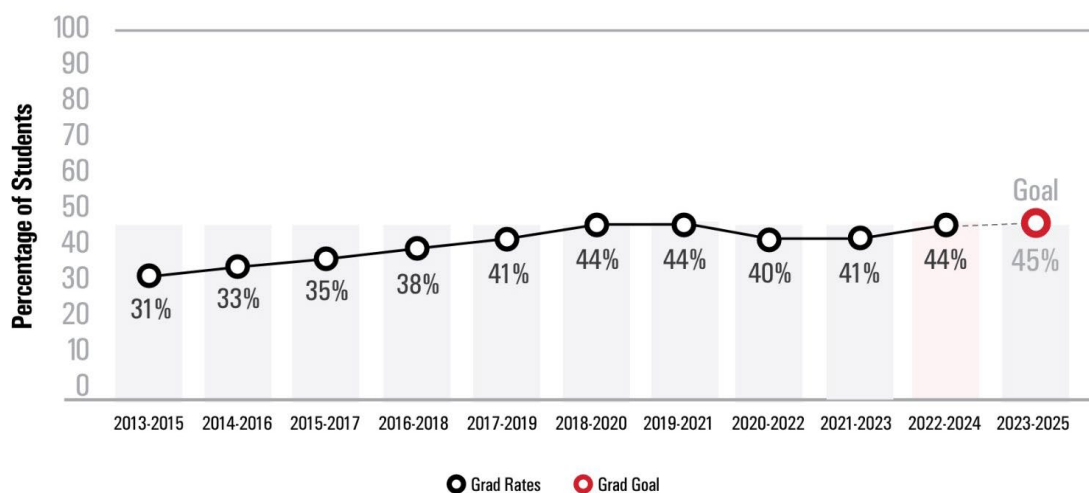


### *2-Year Graduation Goal for Transfer Students*

The 2-year graduation rate for the transfer cohort that began in 2022 and graduated in 2024 or earlier was 44.3 percent.

| Cohort           | Grad Rate (%) |
|------------------|---------------|
| 2009-2011        | 24.5          |
| 2010-2012        | 27.8          |
| 2011-2013        | 26.7          |
| 2012-2014        | 28.4          |
| 2013-2015        | 30.6          |
| 2014-2016        | 32.6          |
| 2015-2017        | 35.1          |
| 2016-2018        | 38.0          |
| 2017-2019        | 40.7          |
| 2018-2020        | 43.6          |
| 2019-2021        | 44.3          |
| 2020-2022        | 40.3          |
| 2021-2023        | 41.5          |
| 2022-2024        | 44.3          |
| <b>2025 Goal</b> | <b>45</b>     |

### 2-YEAR TRANSFER GRADUATION RATE

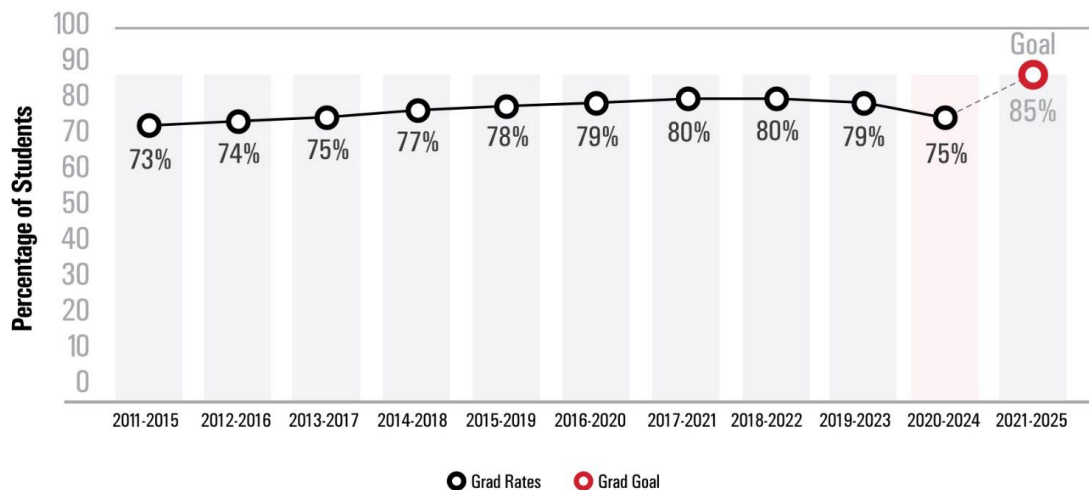


#### *4-Year Graduation Goal for Transfer Students*

The 4-year graduation rate for the transfer cohort that began in 2020 and graduated in 2024 was 75.6 percent.

| Cohort           | Grad Rate (%) |
|------------------|---------------|
| 2009-2013        | 69.3          |
| 2010-2014        | 72.8          |
| 2011-2015        | 73.0          |
| 2012-2016        | 74.0          |
| 2013-2017        | 75.3          |
| 2014-2018        | 77.1          |
| 2015-2019        | 77.6          |
| 2016-2020        | 78.9          |
| 2017-2021        | 79.6          |
| 2018-2022        | 80.4          |
| 2019-2023        | 79.4          |
| 2020-2024        | 75.6          |
| <b>2025 Goal</b> | <b>85</b>     |

#### **4-YEAR TRANSFER GRADUATION RATE**

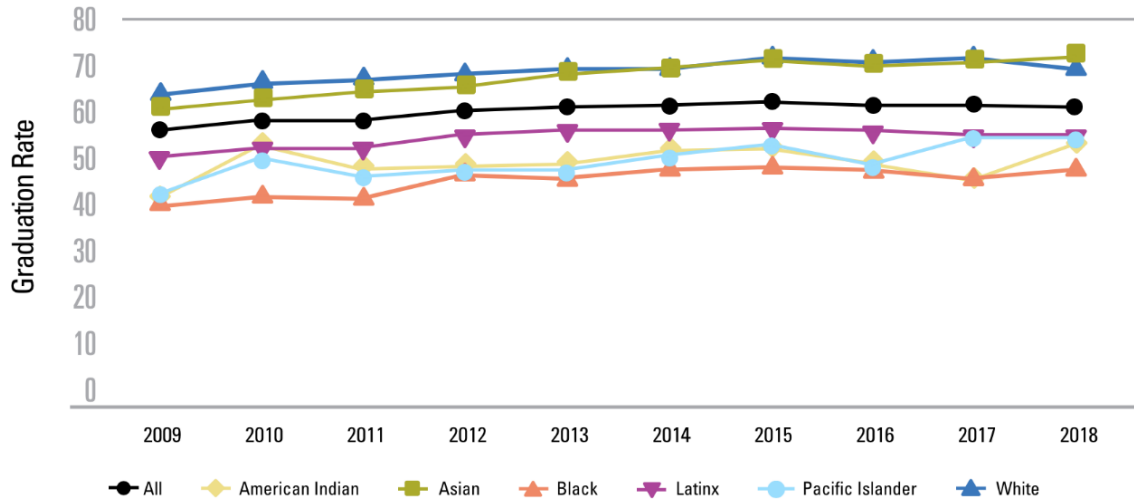


*Underrepresented Students of Color Equity Gap Goal*

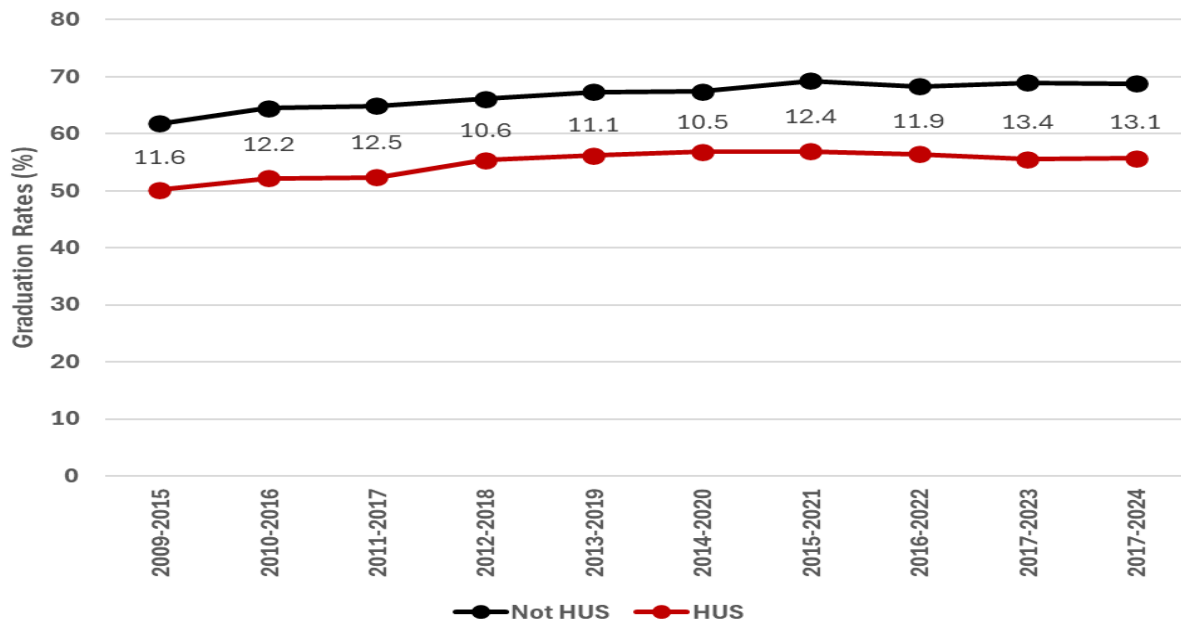
The CSU's commitment to student success is a commitment to equal opportunity for all students who seek to earn a degree regardless of their family income or background. Equity gaps are measured on the 6-year graduation rate for the first-time student cohort. Disaggregated graduation rate data for each student group can be found at <https://www.calstate.edu/public-dashboard> and is also provided in the following graphs. Please note that "underrepresented minority" was the category used at the beginning of the Graduation Initiative 2025 to refer to Black, Latino and Native American students, and has been replaced by the term "historically underserved students."

| <b>Cohort</b>    | <b>Grad Rate Gap (percentage points)</b> |
|------------------|------------------------------------------|
| 2009-2015        | 11.6                                     |
| 2010-2016        | 12.2                                     |
| 2011-2017        | 12.5                                     |
| 2012-2018        | 10.6                                     |
| 2013-2019        | 11.1                                     |
| 2014-2020        | 10.5                                     |
| 2015-2021        | 12.4                                     |
| 2016-2022        | 11.9                                     |
| 2017-2023        | 13.4                                     |
| 2017-2024        | 13.1                                     |
| <b>2025 Goal</b> | <b>0</b>                                 |

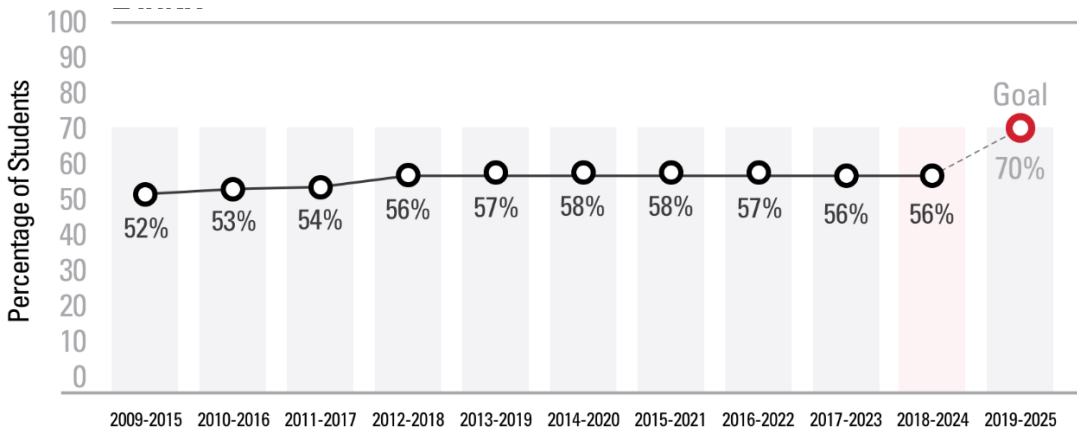
## 6-YEAR GRADUATION RATE BY RACE/ETHNICITY



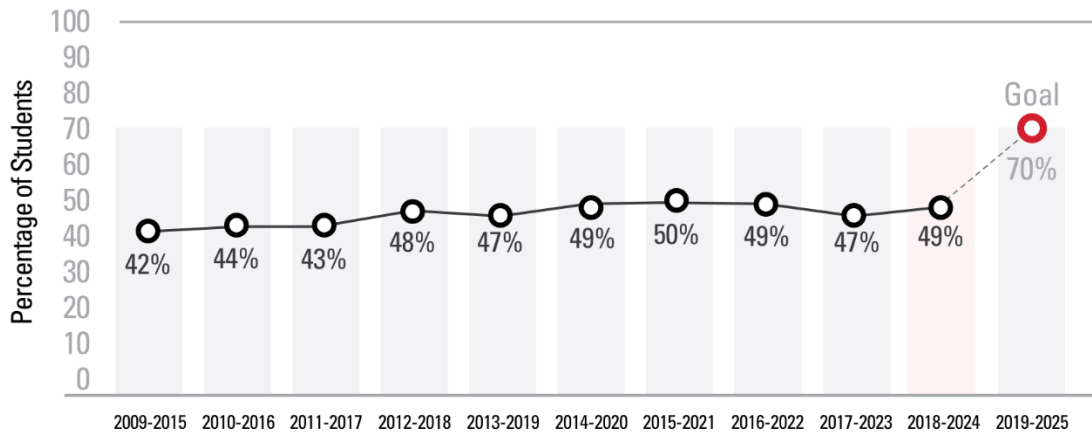
## UNDERREPRESENTED/ HISTORICALLY UNDERSERVED EQUITY GAP



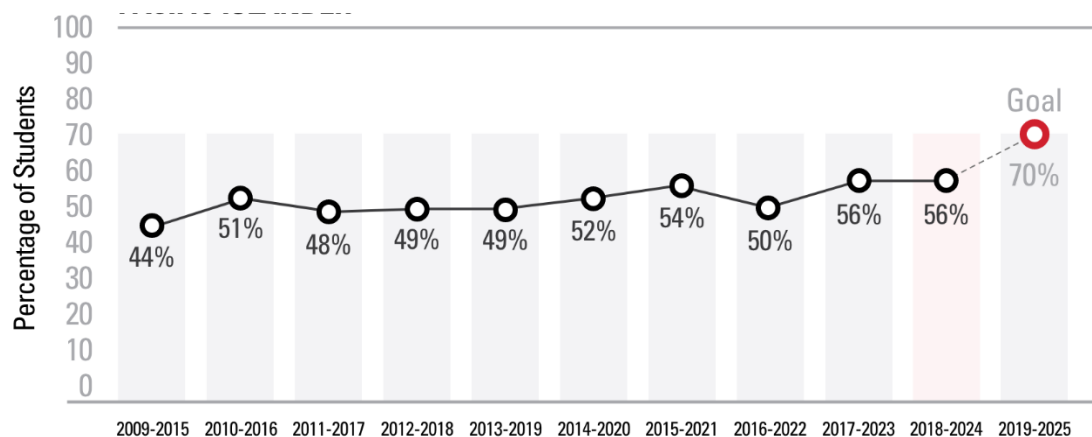
### 6-YEAR GRADUATION RATE FOR LATINX STUDENTS



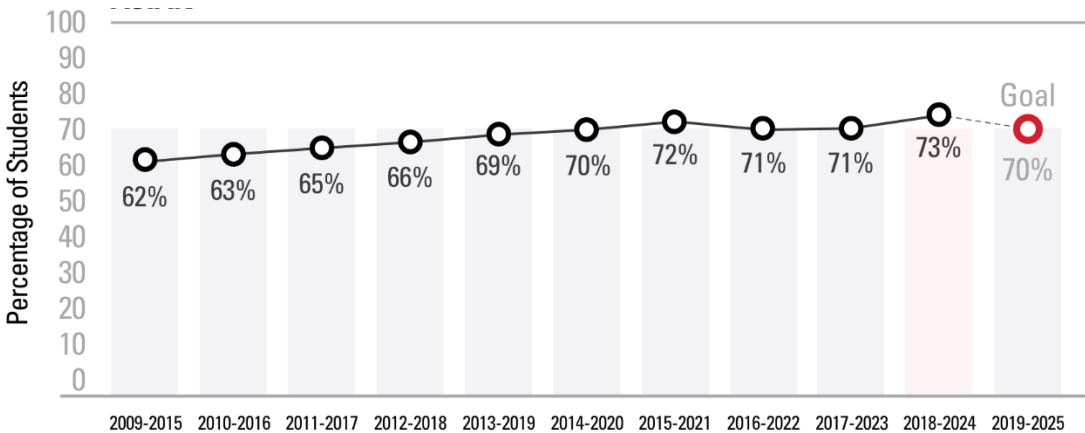
### 6-YEAR GRADUATION RATE FOR BLACK/AFRICAN AMERICAN STUDENTS



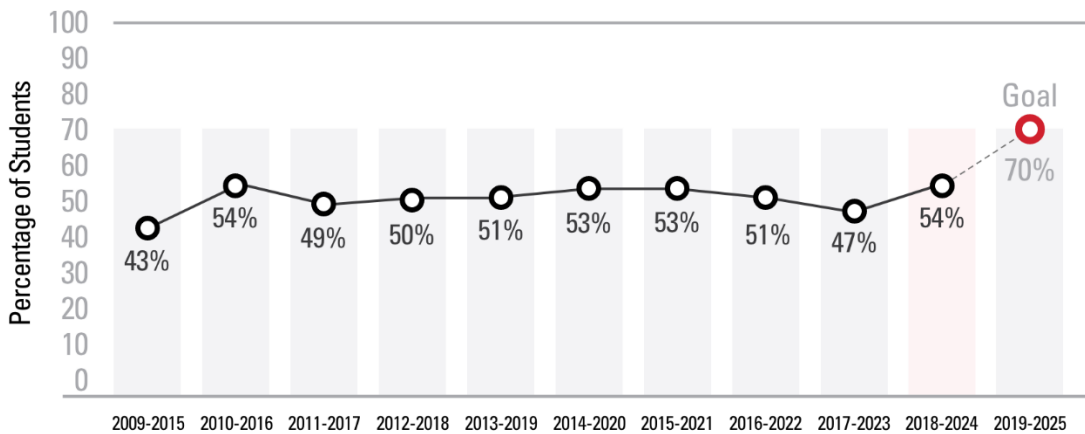
### 6-YEAR GRADUATION RATE FOR PACIFIC ISLANDER STUDENTS



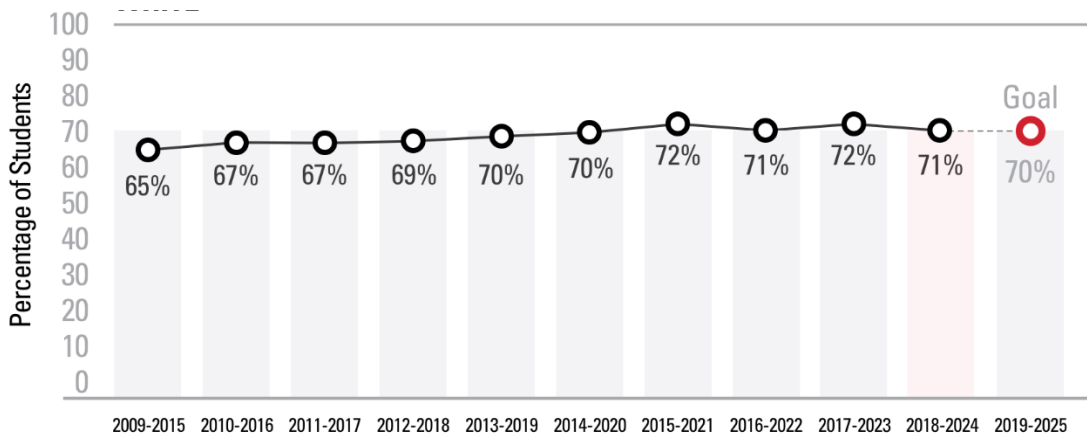
### 6-YEAR GRADUATION RATE FOR ASIAN AMERICAN STUDENTS



### 6-YEAR GRADUATION RATE FOR NATIVE AMERICAN STUDENTS



### 6-YEAR GRADUATION RATE FOR WHITE STUDENTS

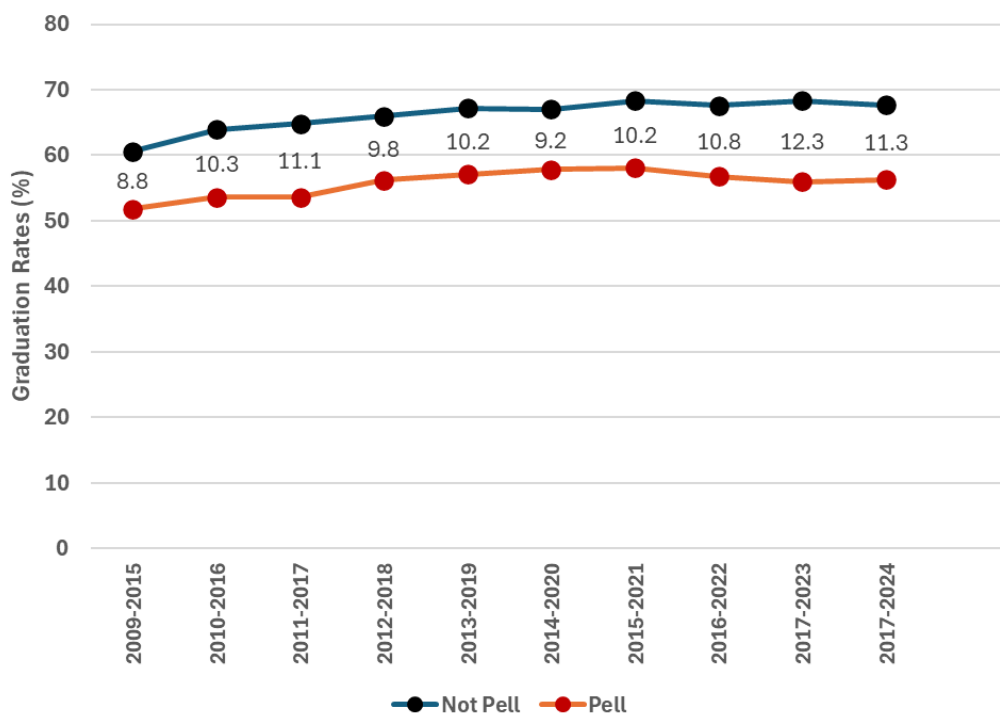


*Pell Equity Gap Goal*

The data also indicates that 6-year degree improved slightly but remains far from the goal of no gap.

| Cohort           | Grad Rate Gap<br>(percentage points) |
|------------------|--------------------------------------|
| 2009-2015        | 8.8                                  |
| 2010-2016        | 10.3                                 |
| 2011-2017        | 11.1                                 |
| 2012-2018        | 9.8                                  |
| 2013-2019        | 10.2                                 |
| 2014-2020        | 9.2                                  |
| 2015-2021        | 10.2                                 |
| 2016-2022        | 10.8                                 |
| 2017-2023        | 12.3                                 |
| 2018-2024        | 11.3                                 |
| <b>2025 Goal</b> | <b>0</b>                             |

**PELL EQUITY GAP**





## **Conclusion**

In the final year of the Graduation Initiative 2025, the California State University remains committed to maximizing the outcomes of the current work. The significant gains in graduation rates for students of all backgrounds hold promise for additional improvement in the ongoing work of student success.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Year of Engagement: Reimagining Student Success**

#### **Presentation By**

Dilcie D. Perez  
Deputy Vice Chancellor  
Academic and Student Affairs

Pete Fritz  
Lead Engagement Partner  
Deloitte Consulting

#### **Summary**

The CSU's Year of Engagement has conducted historic levels of outreach to involve the entire community in reflecting on student success opportunities for current and future students. Activities to date have included surveys sent to over one million recipients, 23 university discovery sessions, conversations with Trustees, and participation from over 400 additional stakeholders. Additionally, the discovery phase involved data asset analyses, NACADA Global Academic Advising Community report analyses, and executive presentations to identify core strengths and challenges and inform the Student Success Framework. These activities revealed a number of scalable practices and exemplar programs already in place across the CSU and dedicated teams working diligently in support of student success. The analysis also revealed several core challenges across the CSU system including untapped partnerships, uneven academic advising experiences, insufficient support for inclusive student needs, disconnected systemwide technology systems, and low external awareness of CSU accomplishments. Addressing these challenges within the Framework will be critical for advancing student success.

At the end of October, the CSU hosted its annual Graduation Initiative 2025 Symposium to build momentum to finish strong. On the final day of the Symposium, the conversation shifted from the progress that has been made to the work that still is to be done for student success across the system. This conversation represented a culminating moment in the discovery phase of the Year of Engagement/Student Success Framework collaboration between the CSU and Deloitte Consulting.

In the month of October, the Deloitte team also met one-on-one with the Trustees to discuss the current state of student success across the CSU. These conversations allowed us to deepen our understanding of where the individual and collective priorities of the Board align with the priorities of other stakeholder groups that have been engaged. These discussions also provided insight into

the role that the Board can play in supporting the future framework and setting the systemwide vision for student success. It was apparent from each conversation that student success is the highest priority of the Board and the discussions highlighted four key themes that will help to shape the development of the Student Success Framework.

First, in order to meet the diverse needs of students, the Trustees stressed how essential it is for the CSU to place equity and inclusion at the core of its mission and work. Trustees urged the CSU to develop an equitable definition of student success and to meet students where they are, which could include initiatives such as advocating for undocumented student rights or incorporating families into academic advising practices.

In alignment with the Trustees' expressed priority, developing an equitable definition of student success was the closing activity at the Graduation Initiative 2025 Symposium, where over 200 CSU and community stakeholders collaborated to draft a systemwide definition of student success and identify interventions for new majority learners. The definition of student success and interventions to achieve it took into consideration the emerging and dynamic attributes of the new majority learner, who are increasingly first-generation, low-income students, historically underserved students, full-time working commuter students, transfer students, graduate students, and students with dependents.

Second, working with universities to collaboratively develop and leverage data-based targets is seen as crucial for closing equity gaps and enabling socioeconomic mobility for students. This approach not only will hold the CSU accountable, but will also help to strengthen its brand as well as the public perception of its efficacy in delivering transformative educational experiences for all students. This will also encourage investment from state, philanthropic, and industry partners.

Third, trustees emphasized the importance of engaging alumni and the local community to both address affordability issues as well as to supply talent to meet regional economic demands. By fostering positive and productive relationships with service area communities, the CSU can more effectively support student needs. One trustee noted that alumni might be able to recruit from the system for internships/jobs and contribute to phone call campaigns to admitted students, thereby reinforcing from the start that CSU students are joining part of a lifelong family. Increasing two-way engagement with alumni—in which alumni support the universities, and the universities continue to provide connection, programming, and a community presence to alumni—represents an immediate channel to amplify support for students.

Finally, collaboration with intersegmental partners was identified as a means to differentiate the CSU within the state's higher education landscape. Examples of this include expanding dual enrollment offerings and streamlining graduate school admissions, both of which can position the CSU as a bridge among California's education sectors.

Looking ahead, the CSU will continue to engage stakeholders to gain a deeper understanding of the current student success ecosystem. Based on the insights gathered, the draft Student Success Framework will be developed and refined. Stakeholder input and feedback will be sought throughout this process and contextualized within established and emerging research and best practices nationally to ensure the framework effectively addresses the needs of all students.

In summary, the CSU is committed to enhancing student success through data-driven strategies, community engagement, educational partnerships, and a strong focus on equity and inclusion. The ongoing efforts to develop and refine the Student Success Framework reflect a collaborative and comprehensive approach to meeting the diverse needs of the CSU student body.

## **Additional Details**

### **I. Trustee Conversations Overview:**

While each conversation was unique given each Trustee's experience and area of focus, several clear themes emerged across all conversations. The following four priorities were cited within 50-75% of the discussions.

#### **1. Leverage Data-Based Targets to Grow Community Investment:**

Trustees discussed the role that real-time and public facing targets could continue to serve in the future framework. These targets will be developed collaboratively with each university as a way to hold CSU accountable to close equity gaps and contribute to socioeconomic mobility for students, both collectively and at the level of individual universities. This accountability will also serve as a channel by which to broadcast the CSU's progress as a system to build the CSU's brand and to stimulate investment from state, philanthropic, and industry partners.

#### **2. Engage Alumni & the Local Community to Serve the Regional Economy**

Trustees stressed the importance of developing or strengthening relationships with their alumni and with the residential and economic communities they serve. With the support of alumni community resources, the CSU would be better equipped to address issues related to affordability and basic needs, and to advance its mission to supply talent to meet regional economic demands.

#### **3. Collaborate with Intersegmental Partners to Differentiate the CSU**

Trustees positioned the CSU as the bridge between California's education partners, including PK-12, community college, and graduate schools. The CSU can differentiate itself in the PK-12 landscape, for example, through expanded dual enrollment offerings and enhanced presence on PK-12 campuses. For students interested in pursuing graduate study, the CSU might also differentiate itself by offering streamlined school admissions for students with diplomas from in-state public universities.

#### **4. Center Equity & Inclusion to Meet Diverse Student Needs**

In the development of an equitable student success definition, Trustees urged the CSU to understand and meet the needs of the current student body, meeting students where they are by ensuring services and resources as accessible and culturally informed. This may shape the form of specific academic or basic needs resources or may take the form of more aggressive advocacy for the rights of undocumented student rights or incorporating families into the academic advising process.

## **II. Graduation Initiative 2025 Symposium Recap**

During the Graduation Initiative 2025 Symposium, we engaged over 200 stakeholders from across the CSU community, including University Presidents and members of Cabinet, Trustees, Leadership of the Academic Senate of the California State University (ASCSU), Leadership of the Cal State Student Association (CSSA), Chancellor's Office representatives, and critical philanthropic and regional partners. Together this diverse group worked to better understand the experience of CSU students, to strategize approaches to meeting student needs, and to craft a reimagined definition of student success for the system.

### **Shared Definition of Student Success**

The following themes were the top recurring themes for inclusion in a definition of student success accompanied by the percentage of stakeholders that supported theme:

- 1. Community Impact (76%)**  
Empower students to be “glocal” citizens and make a difference in both their global and local communities
- 2. Mobility & Career Success (74%)**  
Provide post-degree opportunities to achieve social and economic mobility
- 3. Graduation and Academic Achievement (70%)**  
Equip students with the resources and support to thrive academically and graduate
- 4. Equitable, Individualized Experiences (62%)**  
Recognize individual student experiences and ensure equity is at the forefront of all student success work
- 5. Belonging (61%)**  
Foster a sense of community and belonging among all students

## **Student Support Structures**

Symposium attendees also worked in small groups to discuss current and aspirational support structures to improve the student experience across four specific domains: Academic Advising, Classroom, Financial Aid, and Career Services. After identifying five high priority practices, attendees voted on the approaches that were most promising in supporting the new majority learner. The practices that received the highest votes were:

### **1. Academic Advising:**

- a. Centralized advising models with specific transfer hubs and specialists
- b. One-stop-shop approach with personalized case management
- c. Developing or expanding orientation programs for transfer students

### **2. Classroom:**

- a. Engaging faculty to better understand and support student needs to help them succeed academically
- b. Tailoring advising to assess previous work, including credit for prior learning
- c. Creating opportunities to network with faculty in degree programs of interest

### **3. Financial Aid:**

- a. Improving articulation agreements to expedite transfer credit processing for more accurate financial aid eligibility
- b. Establishing a one-stop-shop of support services with dedicated financial aid advisors and coordinators
- c. Offering pre-college financial literacy counseling

### **4. Career Services:**

- a. Offering career assessments to identify majors and career opportunities of interest
- b. Creating individual career plans for students and connecting them with faculty mentors
- c. Increasing on-campus employment and paid internship opportunities

## **Metrics for Student Success**

Symposium attendees closed the morning with a brief discussion of the role metrics would play in a new framework and what additional measures or metrics might be collected to assess progress toward an expanded definition of student success. Working in small groups of colleagues from their home campuses, attendees prioritized potential measurements of post-degree outcomes, graduation and persistence, service utilization, financial need, and reasons for student departure in the next phase of student success. Half of all participants identified post-degree outcomes as the most critical metric to incorporate into a new framework.

### **III. Discovery Phase Findings:**

The Graduation Initiative 2025 Symposium represented a final chapter in the Discovery Phase in which Deloitte has been engaged for several months. This phase has included collection and analysis of both qualitative and quantitative data from within the CSU and from national research and resources. Quantitative data that has been taken into consideration includes figures available from the National Center for Education Statistics, the U.S. Bureau of Labor Statistics, National Student Clearinghouse, raw and analyzed data from the CSU's internal dashboards, and anonymized student data provided by CSU's Office of Institutional Research. Qualitative research included a student success survey sent to over 1 million recipients, as well focus groups, interviews, and discovery sessions with over 700 participants representing faculty, staff, students, and leadership from all 23 universities and the Chancellor's Office. The team also conducted meta-analysis of 13 university self-studies conducted in collaboration with NACADA. Below is a selection of initial findings from the synthesized research.

#### ***A. Growing Educational Resources Through Improved Stopout Rates***

The CSU continues to welcome larger and more diverse cohorts of first-time students. Over the last several years, the stopout rate for students has stayed consistent: approximately 30% of CSU students face challenges that lead them to stop out. Within the 2018 cohort, nearly half of the stopouts occurred during the first year of enrollment and those who left received significantly more DFW grades.

**Key Takeaway:** By focusing on first-year student success and reducing DFW rates, we can help an additional 10% of each cohort persist toward their degrees. This improved student retention would generate over \$251M in additional resources to grow and expand educational programs and support services, creating a continuous cycle of student achievement and institutional excellence.

#### ***B. Unrealized Lifetime Earnings of Student Stopouts***

California has the highest wage gap and third-highest cost of living in the US. In 2017, workers with a bachelor's degree earned a median annual wage of \$81K in California, significantly higher than the \$36K median for high school graduates. CSU students who currently stop out and do not enroll in a different institution lose \$11B per cohort in unrealized lifetime earnings. By supporting these students to persist through to completion of their degree programs, the CSU could help them capture these lifetime earnings in support of economic mobility across our California communities.

**Key Takeaway:** California college graduates are projected to earn \$1.4M more over their lifetime than if they did not complete an undergraduate degree, illustrating the long-term financial advantages of completing a Bachelor's degree and reinforcing the importance of higher education in achieving socioeconomic mobility.

***C. Impact of Stopouts on California's Economy***

The state of California has the opportunity to recoup \$1.5B in lifetime income tax revenue per cohort by reducing stopouts who do not re-enroll at another college. This deficit has dramatically risen between the 2011 and 2018 cohorts due to a 20% rise in cohort size and a six-percentage point increase in the proportion of student departures not enrolling in a different 2-year or 4-year institution following the CSU. Given that this analysis is limited to only income tax revenue, the full economic benefit to the state is significantly higher.

**Key Takeaway:** A 1% reduction in the 2018 cohort stopout rate for students not enrolling in a different academic institution would have translated into \$122 million dollars in state income tax revenue. Given the size and impact of the CSU, investing in the success of CSU students is an investment in the future health of the California economy.



## **COMMITTEE ON EDUCATIONAL POLICY**

### **The California Cradle-to-Career Data System and CSU Enrollment Planning**

#### **Presentation By**

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#### **Summary**

In fall 2024, the California State University (CSU) reached a systemwide all-time high for new first-time, first-year student enrollment, surpassing the previous enrollment record set in fall 2023. At the conclusion of the spring 2025 term, the system is projected to have enrolled more than 377,000 California residents during academic year 2024-25. New transfer student enrollments have seen year-over-year growth as well. The universities have also experienced growth in students' average unit loads (that is, students are enrolled in more units per term), resulting in further gains in enrollment numbers for full-time equivalent students (FTES) and growth in enrollment systemwide.

These outcomes are the result of intentional efforts by the system and its 23 universities to expand enrollment through the use of data-informed strategies for planning, outreach and recruitment. As the CSU system continues to rebuild enrollment after the Covid-19 pandemic, California's investment in resources to support more equitable outcomes for all residents offers a new opportunity for alignment with CSU strategic planning and resources.

California's Cradle-to-Career Data System (C2C) was named in state legislation to be California's source of actionable data and research on education, economic and health outcomes for individuals, families and communities. C2C is envisioned to be the most inclusive data system of its kind in the nation. The launch of C2C creates innovative opportunities to inform and expand the CSU's strategic enrollment planning efforts to connect PK-12, community college and workforce data, and to better serve California's diverse population in connecting to educational opportunities and sustaining careers. The CSU's new direct admissions pilot with the Riverside

County Office of Education demonstrates the power of these new opportunities to fundamentally create more equitable access to a CSU education.

### **The California Cradle-to-Career Data System (C2C)**

The California Cradle-to-Career Data System, one of the CSU's most important data-sharing partners, was established in 2021 by Assembly Bill 132 to serve as "a source for actionable data and research on education, economic and health outcomes for individuals, families and communities, and provide for expanded access to tools and services that support the navigation of the education-to-employment pipeline."

C2C collects data from multiple state agencies and institutions, including the CSU, the University of California, the California Community Colleges, the California Student Aid Commission, the California Department of Education, the Commission on Teacher Credentialing and the Bureau for Private Postsecondary Education, as well as independent postsecondary institutions. As an indication of the breadth and depth of the data collected, in its initial exchange with C2C, the CSU shared more than 21 million rows of data and more than 330 million individual data points.

One of the strategic tools that is part of the C2C ecosystem is the CaliforniaColleges.edu online platform, which is managed by the California College Guidance Initiative (CCGI). The CaliforniaColleges.edu platform helps students and families prepare for their college and career journeys by providing college and career planning resources, CSU admissions-eligibility monitoring, electronic transcript requests and an integration feature that allows students to transfer their high school and course information to the Cal State Apply application for admission. During the 2023-24 academic year, 41,562 students launched 162,746 Cal State Apply applications connected to CaliforniaColleges.edu. This represents a roughly 30% increase in both the number of students using CaliforniaColleges.edu to launch their applications and in the number of applications received, as compared to the 2022-23 academic year. By July 2026, this tool will be expanded to every California public school district that serves the ninth through twelfth grades.

C2C is also working to expand eTranscript California, an automated transcript exchange that supports electronic transcript requests and delivery across all California postsecondary systems as a systemic solution to more easily allow community college students to share their coursework with the CSU. This, in turn, will support these students in the transfer process. This eTranscript California expansion will also allow high school students who participate in dual-enrollment courses to share their college coursework through the system.

The CSU is now actively using data from C2C and other external sources to better inform its approaches to many important initiatives, such as:

- Enrollment management and planning, including:
  - analyzing the regional student pipeline;
  - aligning with workforce needs;
  - increasing access to educational programs; and
  - ensuring student progression through completion of an undergraduate degree; and
- Increasing student retention by:
  - turning faculty and staff eyes to real-time data to proactively address student needs; and
  - identifying areas for additional academic and other types of student support.

By utilizing the CSU's systemwide data and connecting it to the data provided by C2C, the CSU can identify trends and leverage insights to inform its ongoing enrollment planning strategy. The broad adoption of C2C data and community- and partner-facing tools also creates new opportunities never before possible in California.

### **Strategic Workgroup on CSU Enrollment Planning**

In August 2022, Interim Chancellor Jolene Koester convened the Chancellor's Strategic Workgroup on CSU Enrollment Planning to address an unprecedented systemwide decline in enrollment in the wake of the Covid-19 pandemic and overall decreases in university enrollments, both in California and nationally. As part of the report it released in April 2023, the workgroup codified a CSU Student Enrollment Lifecycle, which is composed of five distinct phases:

1. Awareness: Outreach and Pipeline
2. Consideration: Recruit, Apply and Admit
3. Decision: Yield and Onboarding
4. Commitment: Engagement and Retention
5. Achievement: Success and Completion

The workgroup also identified five key areas as the focus for strategic, system-level enrollment planning to be driven by the Chancellor's Office:

- Leveraging consistent data-sharing and technology
- Promulgating best practices
- Sustained strategic marketing
- Re-envisioning Cal State Apply
- Aligning academic program planning

The achievements discussed below are examples of recent steps taken by the CSU to utilize the insights and implement the recommendations of the workgroup.

### **Developing the CSU Strategic Enrollment Plan**

Building on the recommendations in the report from the Chancellor's Strategic Workgroup on CSU Enrollment Planning, in summer 2024, Chancellor Mildred García sponsored the CSU Strategic Enrollment Advisory Council to convene through June 30, 2025. CSU Trustee Christopher Steinhauser and Dr. Ellen Neufeldt, president of CSU San Marcos, serve as council co-chairs. Thirteen additional council members hold leadership positions at CSU campuses, the Cal State Student Association, the Academic Senate of the CSU, the California Community Colleges system, school districts, and community and educational organizations.

This new council will serve as the primary advisory body to Chancellor García and the Division of Academic and Student Affairs on matters related to long-range strategic enrollment and planning. The council is charged with providing a vision of excellence for the CSU in serving America's new majority: first-generation students, low-income students and students of color, as well as adult students looking for new and better opportunities. The council's initial goal will be to develop a multiyear, systemwide strategic enrollment plan that establishes a culture that engages decision-makers in the multiple dimensions of enrollment planning and that addresses changing enrollment patterns and workforce demands, lifelong needs for postsecondary education and the full student enrollment lifecycle.

The council, working with Education Strategy Group—a national thought partner organization for educational planning—will develop an initial systemwide strategic enrollment management plan and model, delivering a preliminary report to the board in January 2025 and a final report in summer 2025.

### **Lumina Foundation Grant for the Great Admissions Redesign**

In February 2024, the CSU was named one of seven winners of the Great Admissions Redesign, a competition held by the Lumina Foundation to revolutionize the college admissions process and increase accessibility to higher education for all students. The Lumina Foundation, a private, independent foundation dedicated to making opportunities for learning beyond high school available to everyone, awarded the CSU a \$750,000 implementation grant to expand its partnership with the CCGI to increase outreach and support to high school students through a series of communications and opportunities via the [CaliforniaColleges.edu](https://californiaColleges.edu) platform.

As of October 1, 2024, the CSU has also expanded its Cal State Apply online application for admission to provide automatic admissions to most CSU campuses for high school seniors who have completed their application or are in the process of completing an application. The feature

provides an immediate assessment of the student's CSU eligibility within Cal State Apply. This feature will be expanded to include transfer applicants in 2025.

Ultimately, consistent guidance and support communications will be sent to ninth through eleventh grade students by leveraging the partnership with the CCGI. Qualified twelfth grade students will be offered direct admission to most CSU campuses and will also be given the opportunity to apply to more competitive universities and impacted majors. The partnership will also include the electronic delivery of final high school transcripts.

### **CSU Dual-Enrollment Programs**

More than half (51%) of first-time, first-year students come to the CSU with some type of college credit—such as college coursework, Advanced Placement exam credits or International Baccalaureate exam credit—that can be articulated towards their bachelor's degrees, accelerating these students on their paths to graduation. Dual-enrollment programs, in which students take CSU courses while they are still in high school, are excellent for introducing the college experience to high school students and encouraging them to enroll at their local CSU upon graduation. Numerous universities are developing or expanding their dual-enrollment programs, including CSU Bakersfield, Cal State Long Beach, Cal Poly Humboldt, Sacramento State and CSU San Marcos, among others.

### **On-the-Spot Admissions**

Seven universities—Bakersfield, Channel Islands, Humboldt, Northridge, San Francisco, San Marcos and Sonoma—offer programs that provide applicants with immediate admissions decisions when they apply. Current models include:

- San Francisco State conducts a *Fast Track to SF State* program in which students are provided assistance with completing their SFSU application and then SFSU staff hand-deliver the admissions-decision letters to students at their high schools.
- In November 2024, CSU Northridge will hold on-site admissions events at Pasadena City College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Valley College and Antelope Valley College. At these on-site admissions events, community college students bring their transcripts for review by CSUN admissions and outreach staff to receive a same-day admissions decision.

### **Ongoing Outreach Efforts**

Complementing campus-based outreach and student recruitment efforts, the Division of Academic and Student Affairs leads and supports numerous outreach and recruitment programs, including

partnerships with K-12 schools, the California Community Colleges system and community organizations, to reach future students.

*CSU Counselor Conferences and College Nights:* Multiple virtual and in-person CSU Counselor Conferences are scheduled each fall at locations across the state for high school and community college counselors, educators and community-based organizations to connect with CSU outreach and enrollment specialists. Attendees are provided with both systemwide and campus-specific updates, as well as details about unique academic programs and specialized pathways available to future CSU students. CSU College Nights are held in conjunction with the CSU Counselor Conferences, allowing students and families to connect with representatives from all 23 universities. Informational presentations about the admissions process for both first-year, first-time students and transfer students are available, as well as financial aid workshops.

*CSU Partnerships:* The CSU holds events with the Los Angeles Unified School District and the Oakland Unified School District called College Admissions Nights, where students and their families can meet with representatives of all 23 campuses at one time.

*High School and Community College Admissions Fairs:* The CSU and its 23 universities participate in college fairs across California, including supporting the coordination of the statewide Transfer Days and College Nights program. CSU campuses are also actively promoted at the Black College Expos and Latino College Expos organized through the National College Resources Foundation.

*CCGI Convenings:* In early 2024, the Chancellor's Office and the CCGI began hosting leadership teams from local feeder high schools on CSU campuses for a series of two-day meetings focused on developing student pipelines to support enrollment. These convenings were designed to support relationships with CCGI partner districts to leverage the reporting from CaliforniaColleges.edu to: identify CSU-eligible and potentially CSU-eligible students for targeted outreach; support students through a streamlined application experience; and reduce the time it takes to verify courses for the purposes of admission. The convenings also provide an overview and training on CaliforniaColleges.edu to non-CCGI partner districts to better understand how to use the platform to support students in their college planning.

### **Direct Admissions Pilot with the Riverside County Office of Education**

In October 2024, the CSU announced its first-ever direct admissions pilot program with the Riverside County Office of Education (RCOE), which offers eligible students at every public high school in Riverside County direct admission to the CSU for the fall 2025 term, before they even initiate an application for admission. This will streamline and simplify the CSU application and admissions process for approximately 15,000 high school seniors, potentially leading to higher fall 2025 enrollment numbers for the 10 universities participating in the pilot: Channel Islands, Chico,

East Bay, Humboldt, Maritime Academy, Monterey Bay, San Bernardino, San Francisco, San Marcos and Sonoma.

Qualifying high school seniors in Riverside County—those on track to meet college preparatory courses (i.e., a-g requirements)—are offered immediate, conditional admission to the 10 participating universities, although additional criteria may need to be met if a student applies to an impacted program or campus. Students then use [CaliforniaColleges.edu](https://california.colleges.edu) to launch their Cal State Apply application and select their preferred CSU campus(es), complete any remaining questions (such as intended major) and submit their information. The application fee is waived via a code provided to the student. No essays, letters of recommendations or portfolios are required in support of the application. Students must continue to meet the a-g requirements and graduate from high school, as well as completing the necessary enrollment steps.

Riverside County was chosen for the direct admissions pilot because it includes a population of more than two million residents, with more than 431,000 students from a variety of diverse backgrounds, and is racially, ethnically and economically representative of California. In addition, the RCOE was an early adopter of C2C's [CaliforniaColleges.edu](https://california.colleges.edu) platform. Since 2020, all school districts in the RCOE use data-informed [CaliforniaColleges.edu](https://california.colleges.edu) accounts for their high school students, which provides the RCOE with the data needed to determine which students meet the CSU's minimum eligibility requirements.

This pilot program is a prime example of how data-sharing strategies with organizations such as C2C are informing the CSU's innovative recruitment and enrollment initiatives.

## **Conclusion**

The CSU continues to support and promote strategic partnerships to fulfill its mission to educate the new majority in California. The partnerships described above with the Cradle-to-Career Data System, the California College Guidance Initiative, the Riverside County Office of Education, the Los Angeles Unified School District, the Oakland Unified School District and other organizations across the state are just a few examples of how the CSU is consistently working to promote admissions and enrollment opportunities at its 23 universities. The system continues to work purposefully through initiatives such as the systemwide strategic enrollment management plan, the Lumina Foundation Grant for the Great Admissions Redesign and the future implementation of direct admission for all eligible California students.

The CSU constantly strives to expand access to eligible students and to ensure that the system is educating the future workforce the State of California needs to continue to be a national and worldwide leader.