

## AGENDA

### COMMITTEE ON EDUCATIONAL POLICY

**Meeting:** 2:20 p.m., Tuesday, November 7, 2023  
Glenn S. Dumke Auditorium

Diego Arambula, Chair  
Christopher Steinhauser, Vice Chair  
Diana Aguilar-Cruz  
Raji Kaur Brar  
Jack Clarke, Jr.  
Mark Ghilarducci  
Leslie Gilbert-Lurie  
Jonathan Molina Mancio  
Jose Antonio Vargas  
Darlene Yee-Melichar

**Consent** 1. Approval of Minutes of the Meeting of September 12-13, 2023, *Action*  
**Discussion** 2. Implementation of the Student Transfer Achievement Reform Act of 2021, *Information*  
3. Graduation Initiative 2025 and Student Success, *Information*

**MINUTES OF THE 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**

**September 12-13, 2023**

**Members Present**

Diego Arambula, Chair  
Christopher Steinhauser, Vice Chair  
Diana Aguilar-Cruz  
Raji Kaur Brar  
Jack Clarke, Jr.  
Mark Ghilarducci  
Leslie Gilbert-Lurie  
Jose Antonio Vargas

Wenda Fong, Chair of the Board  
Jolene Koester, Interim Chancellor

Trustee Arambula called the meeting to order.

**Approval of the Consent Agenda**

A motion to approve the consent agenda without discussion passed. The minutes from the meeting on May 23, 2023 were approved as submitted.

**Chancellor Strategic Workgroup on Black Student Success**

Deputy Vice Chancellor of Academic and Student Affairs Dilcie D. Perez began the presentation by acknowledging members of the Black Student Success strategic workgroup including former Executive Vice Chancellor of Academic and Student Affairs Sylvia A. Alva and workgroup co-chair and Fresno State University President Saúl Jiménez-Sandoval. Dr. Perez summarized key aspects of the workgroup's report, Advancing Black Student Success and Elevating Black Excellence in the CSU, including the methodology and process which informed its recommendations. Specifically, she expressed gratitude to CSU Black students, faculty and staff who participated in listening sessions conducted in Spring 2023.

CSU Dominguez Hills President and workgroup co-chair Thomas Parham continued the presentation by calling on all members of the CSU community to help advance the report's 13 recommendations. He shared that the recommendations are grouped in three categories: strategies that directly support Black student success; strategies that support faculty and staff who support Black student success; and systemwide strategies. President Parham then provided updates on progress from the system level including finalizing a Request for Proposal for an agency to implement outreach to increase Black student enrollment, reviewing the utilization of data dashboards and disaggregated data and the issuance of a university inventory to evaluate the current campus experience in context to the report's recommendations. As part of this work, universities will be asked to submit up to three action items that will support Black student success. President Parham invited Sacramento State University student Nedric Miller to share his personal story of resilience and his experience at the CSU.

Trustees expressed gratitude to the workgroup and to Mr. Miller for his willingness to share his story. A number of trustees shared ideas on how to continue the work of the report. Trustees posed questions regarding access to financial aid and work study, the status of the workgroup today and how students will be involved in the campus inventory. A request was made to schedule regular updates to the board.

### **Academic Planning**

Deputy Vice Chancellor of Academic and Student Affairs Nathan S. Evans began the presentation by emphasizing the importance of academic planning in connection with enrollment management and addressing future workforce needs. In his introduction, Dr. Evans also addressed an amendment to the agenda item to remove a projected academic program from CSU East Bay, leaving 12 projected programs for consideration. He outlined two goals of the presentation: to highlight a new summer projection cycle of which 12 programs are presented for board approval and to ask the board to reaffirm the active role of the Chancellor's Office in systemwide academic program planning.

Dr. Evans invited Interim Associate Vice Chancellor of Academic and Faculty Programs Laura Massa to provide further details on academic planning. Dr. Massa reviewed the process of academic review including the addition of a summer projection cycle for new degree programs. Projection is the first step in academic planning as a new degree program can only be developed after the board approves the projection. Five universities submitted proposed programs including CSU Channel Islands, Chico State, Sacramento State, San José State and Cal Poly San Luis Obispo. In preparation for the 2024 academic master plan review cycle, the Chancellor's Office will request and review two additional items: credit-bearing credential programs and suspended and discontinued subprograms. Additionally program reviews will examine enrollment, fiscal sustainability and workforce needs.

Dr. Massa also outlined the request for a re-affirmation of periodic program review at the system level with such considerations as alignment with the university mission and strategic plan, effectiveness in meeting student and employer demand, student success, academic quality and accreditation standards.

Prior to voting on the resolution, trustees engaged in conversation regarding the importance of providing additional information on projected programs and the need for program review. A request was made to be mindful of campus autonomy and existing campus policies and a question was posed as to how the Chancellor's Office would engage with the campuses in the review process. Dr. Evans clarified that the review should be seen as a program portfolio review looking broadly at the offerings rather than a program performance review as referenced in the 1971 memo. The board approved the resolution.

Trustee Arambula adjourned the Committee on Educational Policy.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Implementation of the Student Transfer Achievement Reform Act of 2021**

#### **Presentation By**

Nathan S. Evans  
Deputy Vice Chancellor  
Academic and Student Affairs

Laura Massa  
Interim Associate Vice Chancellor  
Academic and Faculty Programs

Beth Steffel  
Chair, Academic Senate of the CSU

#### **Summary**

The Student Transfer Achievement Reform Act of 2021, authored by Assemblymember Marc Berman as Assembly Bill 928 and signed into law on October 6, 2021, called for the consolidation of two existing general education transfer pathways for California Community College (CCC) students into a singular pathway to either the California State University (CSU) or University of California (UC) systems. It enacted Education Code Section 66749.8 which requires that the CCC place incoming students on an Associate Degree for Transfer (ADT) pathway – if one exists for their major – on or before August 1, 2024. It also required the Intersegmental Committee of the Academic Senates of the CSU (ICAS), the UC and the CCC to establish a single pathway that meets the academic requirements necessary for transfer admission to the CSU and UC. This singular lower division general education transfer pathway is to be made available to eligible students for the fall term of the 2025-26 academic year.

This information item provides an overview of the new singular general education transfer path, CSU General Education (GE)-Breadth and possible considerations for changes to GE as a result of the Student Transfer Achievement Reform Act. The CSU has consistently maintained that the development of degree program requirements and academic courses is the longstanding purview of duly elected faculty via campus-based senates and the ASCSU. General education requirements are included within the educational program elements articulated in Title 5, as adopted by the Board of Trustees. This background item is intended to provide context for future proposed amendments to Title 5 sections governing transfer admission and general education requirements.

## **Background**

Every year the CSU admits tens of thousands of transfer students from the 116 community colleges across the state. Historically, half of new CSU undergraduate students enroll as transfer students. A transfer student is a person who has left or graduated from high school and enrolled in an institutionally accredited college *after leaving high school graduation or equivalent*. The CSU has four transfer pathways for students who have previously or are currently attending a community college or another four-year university. The majority of students transfer as an upper division transfer (UDT) student with or without earning an ADT prior to attending a CSU. Both ADT and UDT students have completed at least 60 transferable semester units at a college, followed both a lower division general pattern, and completed major specific preparation. Lower division transfer (LDT) students have completed fewer than 60 transferable semester units and have fulfilled their college-level English and mathematics/quantitative reasoning requirements. In August 2023, the CSU accepted the first cohort of its dual admissions program which reflects the newest path for eligible students to transfer.

In the 2022-23 college year, the CSU received over 120,000 applications and admitted more than 103,000 transfer applicants, equating to an 86% admission rate with 63% of admitted transfer students electing to enroll at a CSU campus. These numbers reflect an ongoing decline in the student transfer population since the onset of the COVID-19 pandemic.

In addition to traditional transfer student populations who pursue enrollment at another college or university before attending the CSU, an increasing number of new first-time undergraduate students arrive with college credit also earned, most typically in general education subjects. For fall 2023, more than half of new first-year undergraduate applicants to the CSU had earned college credit during high school, either through simultaneous “dual enrollment” or through examinations such as Advanced Placement (AP) or International Baccalaureate (IB). These students, as well as those CSU students concurrently enrolled in CSU and community colleges, increasingly resemble the omnidirectional nature of college credit accumulation and transfer.

## **CSU Transfer Admission Eligibility**

Consistent with the California Master Plan and California Education Code, the current CSU admission eligibility requirements seek to ensure that qualified applicants have access to the CSU. The CSU gives the highest priority transfer admission consideration to CCC students who have earned an ADT. All other CCC students who meet the CSU upper-division transfer admission requirements are given the next highest priority admission consideration. To qualify for admission as an upper division transfer student, applicants must meet the following requirements:

- Complete 60 or more transferable semester units;
- Complete at least 30 semester units of general education courses;

- Complete transfer courses in the following general education areas with a C- or better:
  - Written Communication
  - Oral Communication
  - Critical Thinking
  - Mathematics or Quantitative Reasoning
- Have achieved a cumulative GPA of 2.0 or better in all transferable college units attempted;
- Be in good standing at the last college or university attended.

### **Associate Degree for Transfer**

In September 2010, the Student Transfer Achievement Reform Act (SB 1440) was signed into law. This legislation enacted Education Code Sections 66745-66749 which enabled community colleges to confer ADTs to students once they have met specified general education and major requirements for the degree. ADT frameworks were developed collaboratively by CCC and CSU faculty. Students who earn an ADT are eligible for transfer with junior standing into the CSU. In October 2013, subsequent related legislation, SB 440, was signed into law; SB 4400 amended Education Codes Sections 66746 and 66747 and added Section 66748.5, and required further expanding the program in the CCC and CSU:

- A student who earns an ADT shall be deemed eligible for transfer into a CSU baccalaureate program when the student meets both of the following requirements:
  - Completion of 60 semester that are eligible for transfer to the CSU
  - Obtainment of a minimum grade point average of 2.0
- Guarantee admission with junior status to any community college student who meets the above requirements.
- Grant a student priority admission to his or her local CSU;
- Provide ADT applicants admission priority over all other community college transfer students;
- Redirect ADT students that are CSU eligible, but were not accepted to the CSU campus that they applied;
- Guarantee admission to the CSU but not to a specific campus or major;
- Admit applicants to a program or major and concentration, as applicable, that meets either of the following:
  - Is similar to the student's ADT as determined by the admitting CSU campus; or
  - May be completed with 60 semester units of study beyond the ADT, with completion ability determined by the admitting CSU campus.
- Take additional courses at the CSU campus so long as the ADT student is not required to take any more than 60 additional semester units at the CSU.

## **GE Breadth**

CSU GE requirements have been designed to complement the major program and electives completed by each baccalaureate candidate, to assure that graduates have made noteworthy progress toward becoming truly educated persons. These requirements are designed to provide the knowledge, skills, experiences and perspectives that will enable CSU students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning. Faculty are encouraged to assist students in making connections among disciplines to achieve coherence in the undergraduate educational experience.

Policies adopted by the CSU Board of Trustees in July 1991 provide three possible patterns for undergraduate students to fulfill CSU GE requirements for a CSU undergraduate degree:

### CSU General Education Breadth

Fulfillment of CSU GE requirements (Title 5, Section 40405.1), includes lower-division certification by a CCC or a CSU, and also includes the completion of 9 upper-division semester units consisting of a minimum of 3 semester units each in Areas B, C and D; or

### Intersegmental General Education Transfer Curriculum (IGETC)

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) (Title 5, Section 40405.2), as certified by a CCC, and includes the completion of 9 upper-division semester units at the CSU consisting of a minimum of 3 semester units each in Areas B, C and D; or

### University of California (UC) Campus Lower-Division General Education

Completion of lower-division general education requirements of a University of California campus (Title 5, Section 40405.3), as certified by that campus, and also includes the completion of 9 upper-division semester units at the CSU consisting of a minimum of 3 semester units each in Areas B, C and D.

## **Recent CSU General Education Actions**

A systemwide Chancellor's General Education Advisory Committee (GEAC) was established in 2017 and still exists today, with membership including at minimum six instructional CSU faculty, one CCC faculty and one CSU student, among others. The committee is responsible in part for reviewing the implications of CSU GE policy for students transferring to the CSU and for the institutions from which they transfer and propose any necessary changes to policies and practices that may better serve students. Within the established GE framework, each CSU campus can exercise creativity in identifying courses, disciplines and learning outcomes. Campus faculty have primary responsibility for developing and revising their university's particular GE program.



In 2017, the Academic Senate of the CSU (ASCSU), with the concurrence of the CSU Chancellor's Office, also established a [GE Task Force](#), which met between 2017 and 2019. The Task Force was comprised of several members of the CSU faculty, two CSU trustees, two CSU students, a staff member from the CSU Office of the Chancellor, and one faculty representative from both the UC and CCC. The culminating report recognized that “the basic structure of CSU GE requirements has remained largely unmodified for several decades” and proposed a new conceptual framework for CSU GE of 36 semester units. The final report sought “to provide a solid starting point for discussion and reflection” for next steps. At that time, however, the ASCSU, while receiving the report, decided not to take further action on the proposed framework.

Most recently, in 2020, Title 5 language and CSU policy governing CSU GE Breadth was amended to add a legislatively required course in Ethnic Studies. This requirement was a result of Assembly Bill 1460. To accommodate the additional requirement, one course requirement in Social Sciences was removed from the pattern. The addition honored the history of Ethnic Studies in the CSU, the requirement can be fulfilled through a broad spectrum of course offerings in African American, Asian American, Latinx and Native American studies that address historical, current and emerging ethnic studies and social justice issues.

### **CSU GE Subject Areas**

Existing CSU GE Breadth subject requirements have been designed to complement the major academic program and electives completed by each undergraduate student. These requirements are designed to provide the knowledge and perspectives that will enable CSU students to apply academic learning across personal, moral, social and workforce contexts. These areas require a minimum of 39 semester units, or 13 courses, of lower division coursework.

In addition to lower division courses, CSU GE Breadth includes nine semester units of upper division course requirements in Scientific Inquiry and Quantitative Reasoning (3 semester units), Arts and Humanities (3 semester units) and Social Sciences (3 semester units).

Area A	English Language Communication and Critical Thinking
Area B	Scientific Inquiry and Quantitative Reasoning
Area C	Arts and Humanities
Area D	Social Sciences
Area E	Lifelong Learning and Self-Development
Area F	Ethnic Studies

## **The Student Transfer Achievement Reform Act of 2021**

Transfer among California's public postsecondary institutions has been a hallmark of the state's vision for higher education. A goal of the Student Transfer Achievement Reform Act of 2021 was to streamline the process by which CCC students may transfer to a four-year university. The act establishes an Intersegmental Implementation Committee to facilitate coordination for the ADT and focuses on improving student transfer outcomes. The act also directed the Intersegmental Committee of Academic Senates (ICAS) to establish one lower division general education pathway, of no more than 34 semester units (the number of units included within IGETC), that meets admission requirements for both the CSU and UC systems. Intended to simplify transfer across the higher education segments, the single lower division general education pathway is to commence with the fall term of the 2025-26 academic year.

The goal is for more students to benefit from the ADT pathway and to:

- Reduce the number of units accumulated by CCC students before transferring;
- Eliminate repeat courses at four-year institutions taken by CCC students who successfully transfer; and
- Increase the number of CCC students who transfer to a four-year institution with an ADT.

## **Intersegmental Committee of the Academic Senates**

The Intersegmental Committee of the Academic Senates (ICAS) is the designated group of academic senate leaders from each of the three segments of public higher education in California: CCC, CSU and UC. It meets jointly to address matters of academic importance to all three segments. The respective chairpersons for each segment alternate leadership of ICAS on an annual basis.

While each of the academic senates of the three ICAS partners provide leadership for faculty in their own segments, ICAS members also collaborate on policy positions and publications to the degree that such cooperation has the potential to improve intersegmental cooperation and better serve the students and people of California. Issues subject to cooperation among ICAS members include advising California high school students on preparation for California higher education, facilitating admission and transfer, and keeping California higher education affordable.

## **Development of Cal-GETC**

As stipulated by AB 928, ICAS was charged with developing a single lower division general education pathway, of no more than 34 semester units, that meets admission requirements for both the CSU and UC systems. Beginning in 2025, the pathway would replace both the existing CSU GE Breadth and IGETC pathways available to community colleges students.

In the 2021-22 and 2022-23 academic years, ICAS engaged in discussion of AB 928 curriculum and reached consensus in creating a proposed singular, lower-division general education transfer curriculum framework entitled the California General Education Transfer Curriculum (Cal-GETC). The proposed Cal-GETC pathway was disseminated to the faculty of the three systems in May 2022 for vetting through fall 2022. Following the outcomes of system vetting and then consideration by the academic senates of all three systems, in spring 2023, ICAS approved the final Cal-GETC framework which would require 34 semester units of lower division coursework.

### Comparison of CSU GE and Cal-GETC

AB 928 stipulated that a new singular lower division general education pathway would not include more units than the existing IGETC pattern, which is 34 semester units. In comparison, Cal-GETC requires five fewer units than CSU GE Breadth as a result of:

- Including a one-unit required laboratory for Biological or Physical Sciences
- Removing one of the three Arts or Humanities courses (in Area C)
- Removing Area E, Lifelong Learning and Self Development

CSU GE Breadth		Cal-GETC	
A1 – Oral Communication	3	Oral Communication	3
A2 – Written Communication	3	English Composition	3
A3 – Critical Thinking	3	Critical Thinking and Composition	3
B1 – Physical Sciences	3	Physical Sciences	3
B2 – Life Sciences	3	Biological Sciences	3
B3 – Laboratory (included in B1/B2 units)		Laboratory (for Science course)	<b>1</b>
B4 – Mathematics/QR	3	Mathematical Concepts/QR	3
C1 – Arts	3	Arts	3
C2 – Humanities	3	Humanities	3
C3 – Additional course from C1 or C2	<b>3</b>		
D1 – Social and Behavioral Sciences	3	Social and Behavioral Sciences	3
D2 – Social and Behavioral Sciences	3	Social and Behavioral Sciences	3
E – Lifelong Learning and Self-Development	<b>3</b>		
F – Ethnic Studies	3	Ethnic Studies	3
<b>UNIT TOTALS</b>	<b>39</b>		<b>34</b>

## **Next Steps**

California Education Code additions that resulted from AB 928 and subsequent development of Cal-GETC necessitate amendments and updates to multiple Title 5 provisions, CSU system policies and individual university policies governing CSU admission and general education requirements for graduation. The CSU Board of Trustees, through its delegation of authority in California Education Code and standing orders, has purview to establish and amend both admission requirements and undergraduate educational program requirements, including general education, as reflected in Title 5.

To inform the board's future actions, the following processes and consultations have been undertaken or initiated:

- During fall 2022 and spring 2023, the ASCSU gathered input from university faculty senates on the proposed Cal-GETC framework for the purposes of admission and degree requirements for transfer students. By May 2023, the three academic senates represented by ICAS endorsed Cal-GETC as the subject areas for a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to the California State University and the University of California.
- The CSU Admission Advisory Council (AAC), the representative body charged with advising the chancellor on systemwide admission policies and practices, is evaluating and identifying necessary changes to CSU admission policies as a result of the development of Cal-GETC. The AAC will provide recommendations to the Chancellor by December 2023.
- The Chancellor's General Education Advisory Council has been asked to identify considerations related to Cal-GETC implementation by December 2023.
- The CSU Office of the Chancellor is continuing to regularly consult with ASCSU leadership as well as the California State Student Association in considering how the Cal-GETC framework may interact with the CSU GE Breadth pattern for all undergraduate students upon its implementation in 2025.

## **Conclusion**

Achieving equitable student access and success is a shared objective of CSU faculty, staff, leaders and students. Ensuring clear, consistent educational pathways for all students is paramount to this success. In the coming weeks, the Chancellor's Office and the Academic Senate of the CSU will engage in continued consultation on the implementation of the Student Transfer Achievement Reform Act in order to serve all CSU students equitably. The collective guidance and recommendations from the various consultation processes will inform proposed amendments to Title 5 to support current and future CSU undergraduate students.

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Graduation Initiative 2025 and Student Success**

#### **Presentation By**

Mildred García  
Chancellor  
California State University

Dilcie D. Perez  
Deputy Vice Chancellor  
Academic and Student Affairs

Jennifer Baszile  
Associate Vice Chancellor  
Student Success and Inclusive Excellence

#### **Summary**

As the nation's largest and most diverse system of four-year higher education, the California State University (CSU) is a beacon for educational opportunity and social mobility. Nearly 15 years ago, the system embraced and embodied its dedication to advance student success and access through a bold inquiry of, and public commitment to, increasing student graduation rates across its 23 universities. More recently, the collective recommendations of the Chancellor's Strategic Workgroups for strategic enrollment management and planning, the Graduation Initiative and Black Student Success present, the opportunity for the CSU to build on the insights and knowledge culled from Graduation Initiative 2025 and lead at a national level work focused on equity-centered access and student success.

As California's greatest engine of economic mobility and prosperity, the CSU is committed to building upon the important work of Graduation Initiative 2025 as it engages in meaningful dialogue on the future of student success and access. This information item provides detailed information on university-wide graduation rate data for 2023 and highlights what lies ahead after 2025.

#### **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.

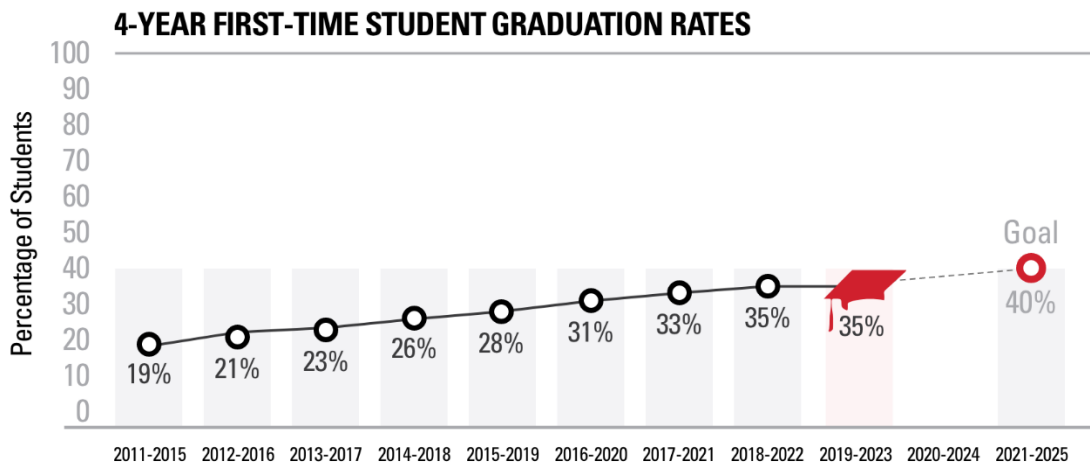
**2023 Graduation Rate Data**

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.

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

The 4-year graduation rate for the first-time student cohort that began in 2019 and graduated in 2023 or earlier was 35.5 percent. This rate is the highest ever for the CSU and marks a small increase from the previous year as illustrated in the table and graph below. Please note numbers have been rounded in all graphs.

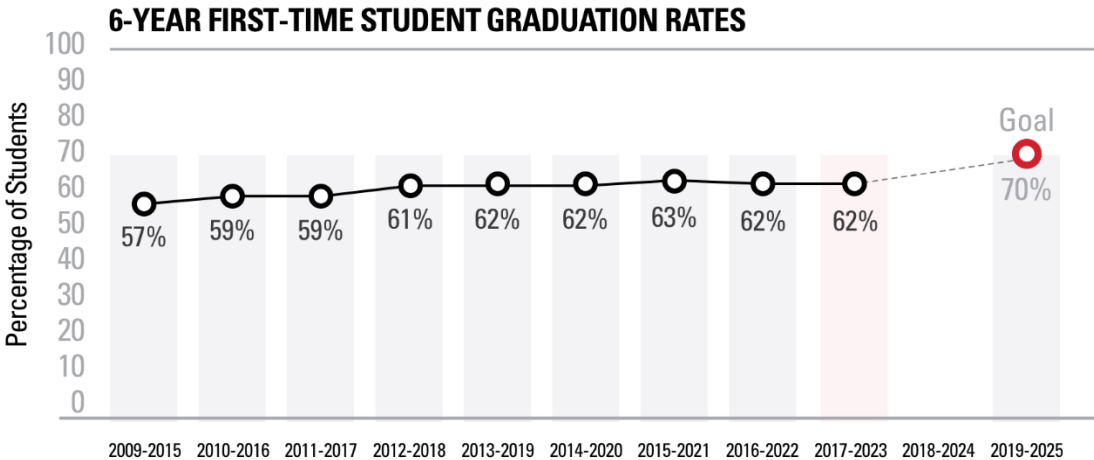
<b>Cohort</b>	<b>Grad Rate (%)</b>
2009-2013	17.9
2010-2014	18.7
2011-2015	19.3
2012-2016	20.7
2013-2017	22.7
2014-2018	25.5
2015-2019	27.7
2016-2020	31.0
2017-2021	33.3
2018-2022	35.0
2019-2023	35.5
<b>2025 Goal</b>	<b>40</b>



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

The 6-year graduation rate for the first-time student cohort that began in 2017 and graduated in 2023 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	62.0
2017-2023	62.1
<b>2025 Goal</b>	<b>70</b>

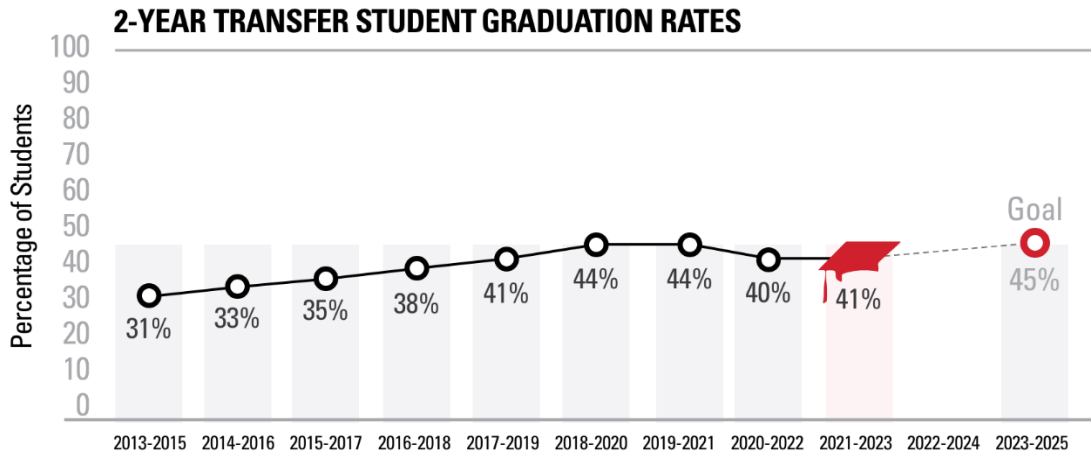


*2-Year Graduation Goal for Transfer Students*

The 2-year graduation rate for the transfer cohort that began in 2021 and graduated in 2023 or earlier was 41.5 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
<b>2025 Goal</b>	<b>45</b>

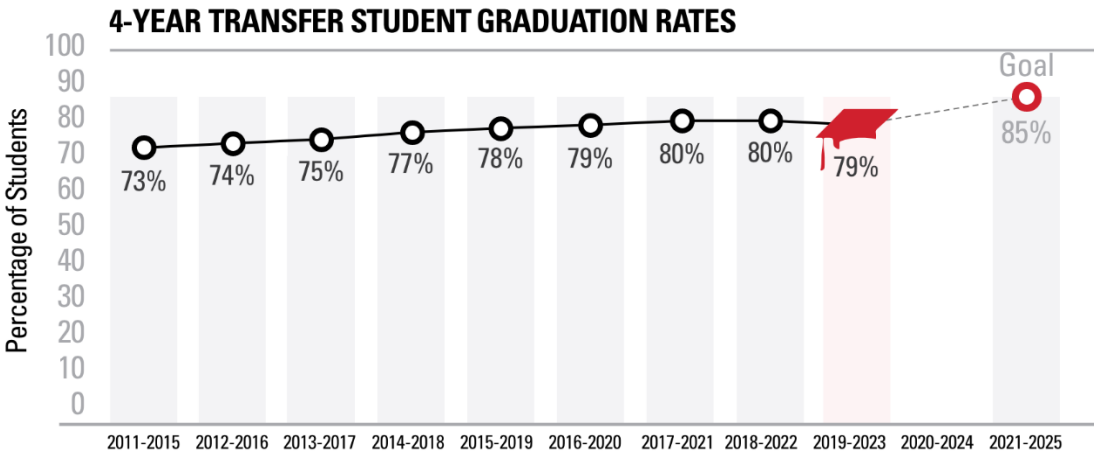




#### *4-Year Graduation Goal for Transfer Students*

The 4-year graduation rate for the transfer cohort that began in 2019 and graduated in 2023 or earlier declined slightly to 79.4 percent. This rate still puts the university within six percentage points of the 2025 goal of 85 percent.

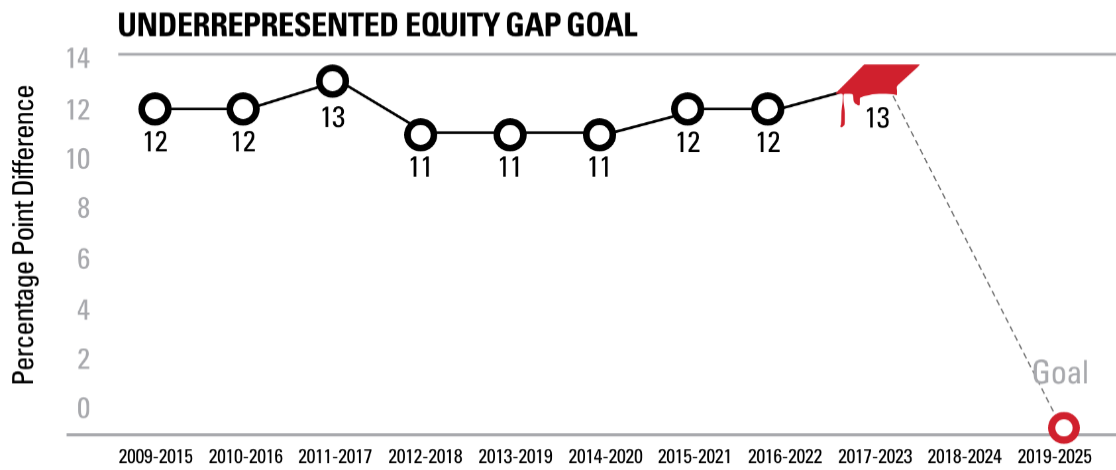
<b>Cohort</b>	<b>Grad Rate (%)</b>
2009-2013	69.2
2010-2014	72.8
2011-2015	73.0
2012-2016	74.0
2013-2017	75.3
2014-2018	77.1
2015-2019	77.6
2016-2020	78.9
2017-2021	79.6
2018-2022	80.4
2019-2023	79.4
<b>2025 Goal</b>	<b>85</b>

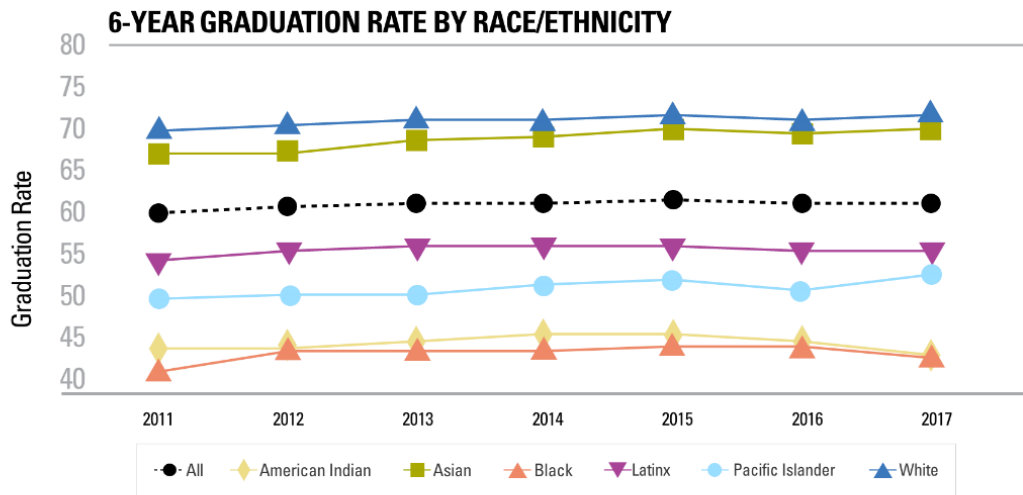


*Underrepresented Students of Color Equity Gap Goal*

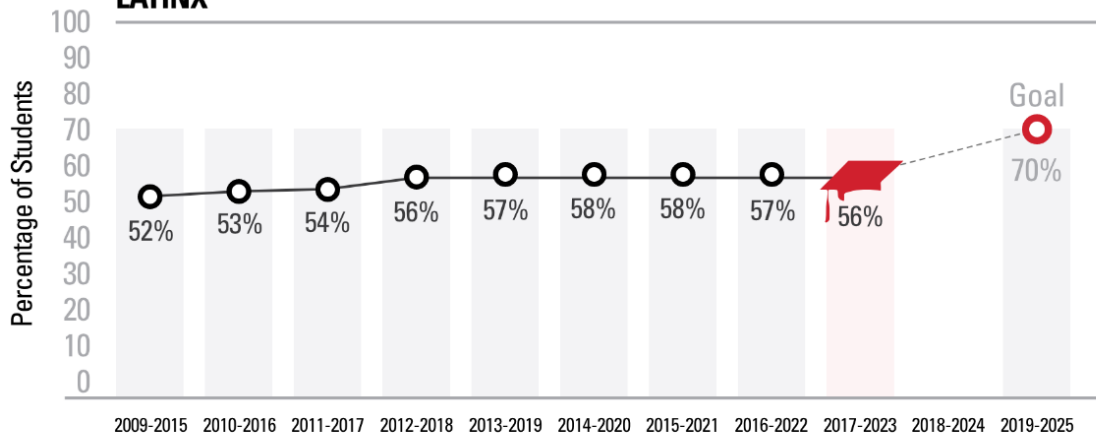
The CSU’s commitment to student success is a commitment to equal opportunity for all students who seek to earn a degree regardless of their family income or background. Equity gaps are measured on the 6-year graduation rate for the first-time student cohort. Communities from which students who are historically underrepresented in higher education – those who identify as African American, Native American or Latinx – have been impacted disproportionately by the global pandemic compared to their peers. While not directly attributable to the pandemic, this year the gap between the 2017 cohort that graduated within six years with their peer group widened to 13.4 percentage points. Disaggregated graduation rate data for each student group can be found at <https://public.dashboards.calstate.edu/public/csu-by-the-numbers/graduation-rates> and is also provided in the following graphs.

Cohort	Grad Rate Gap (percentage points)
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	12.0
2017-2023	13.4
<b>2025 Goal</b>	<b>0</b>

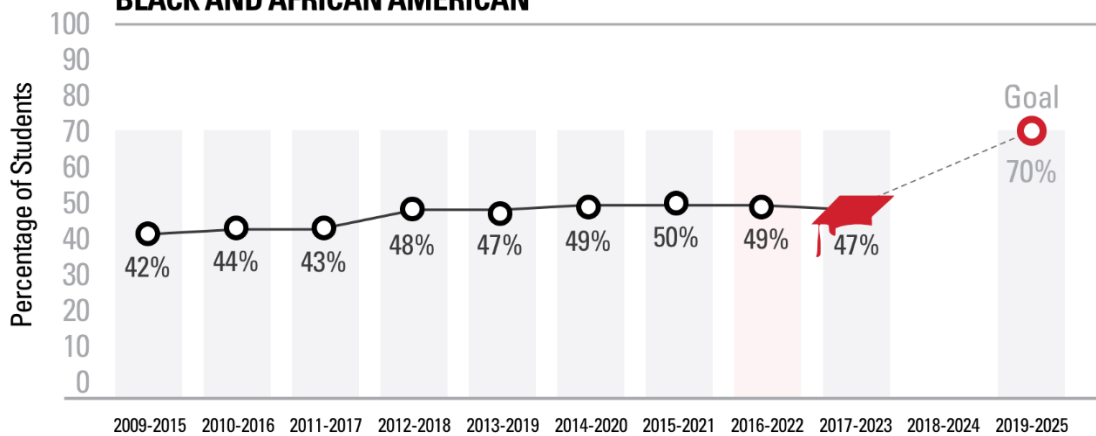




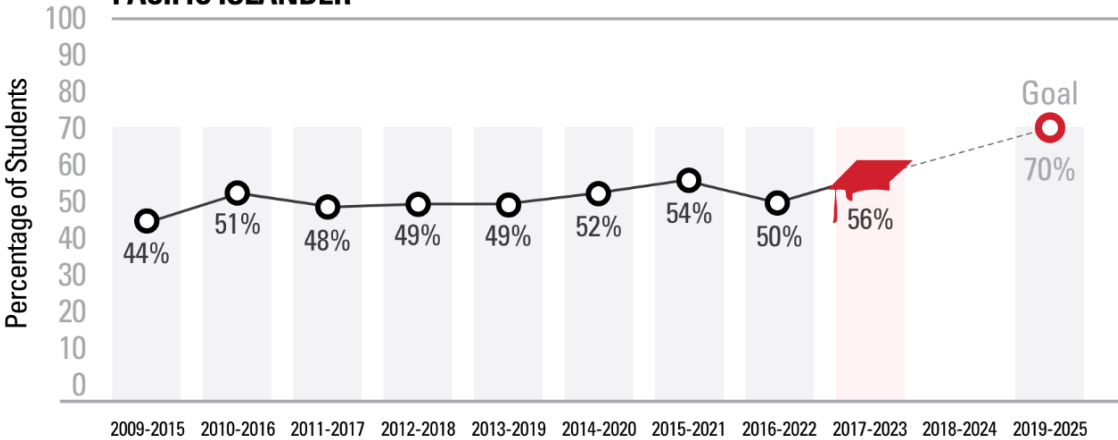
### 6-YEAR FIRST-TIME STUDENT GRADUATION RATES LATINX



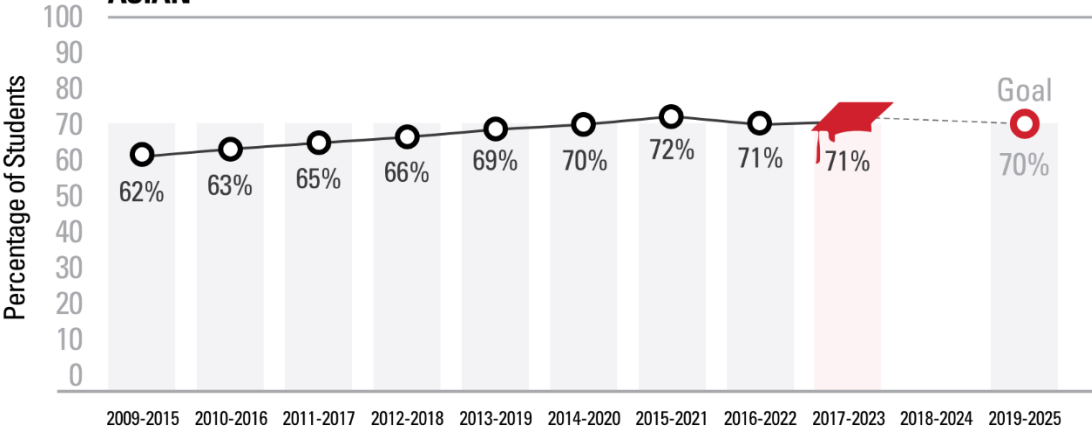
### 6-YEAR FIRST-TIME STUDENT GRADUATION RATES BLACK AND AFRICAN AMERICAN



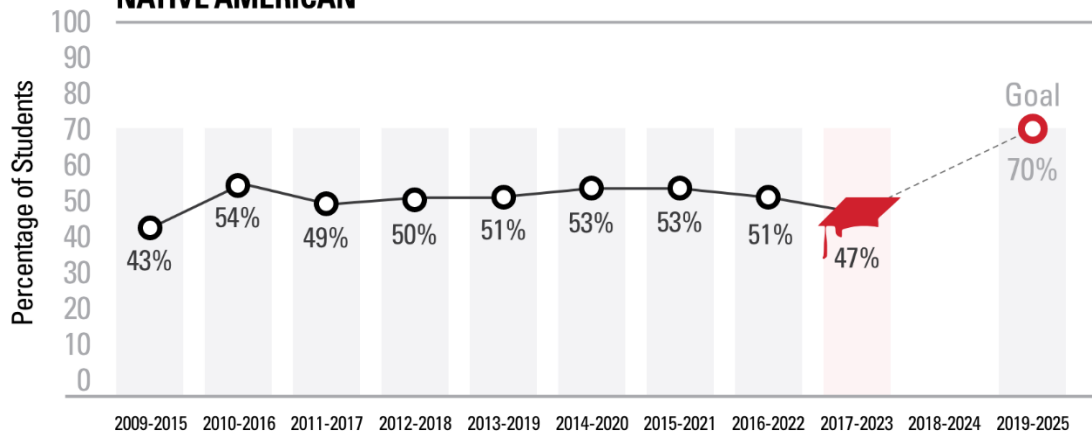
### 6-YEAR FIRST-TIME STUDENT GRADUATION RATES PACIFIC ISLANDER



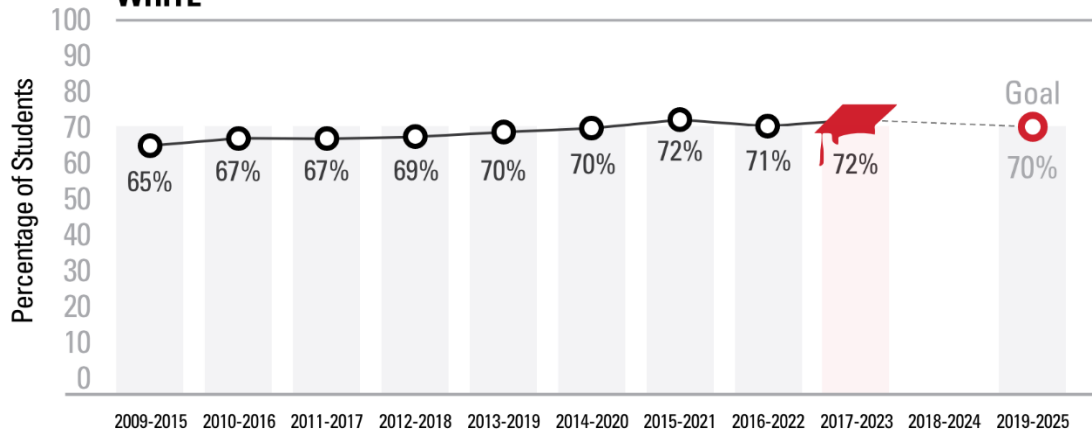
### 6-YEAR FIRST-TIME STUDENT GRADUATION RATES ASIAN



### 6-YEAR FIRST-TIME STUDENT GRADUATION RATES NATIVE AMERICAN



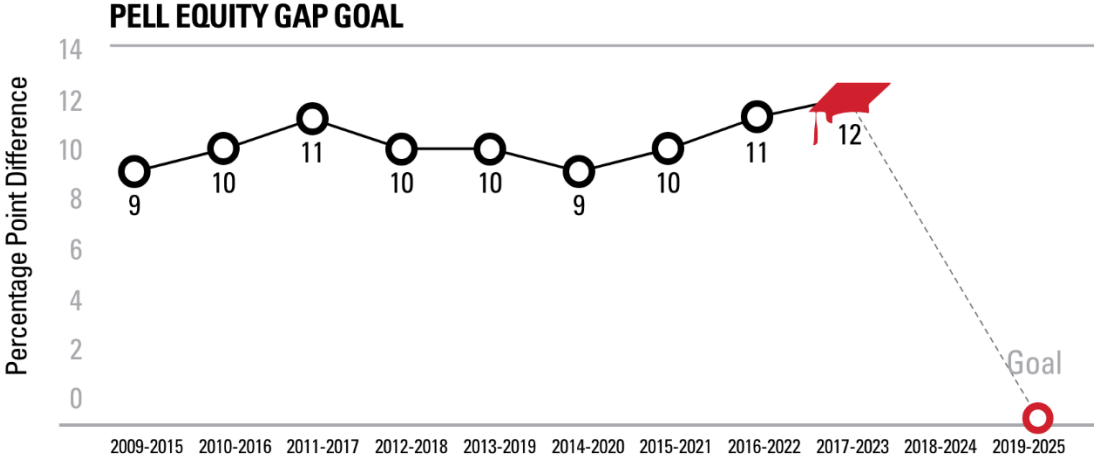
### 6-YEAR FIRST-TIME STUDENT GRADUATION RATES WHITE



*Pell Equity Gap Goal*

The data also indicates that 6-year degree completion outcomes for Pell recipient students trailed those of their peers. The gap for the 2017 cohort that graduated within six years increased to 12.3 percentage points.

Cohort	Grad Rate Gap (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	11.0
2017-2023	12.3
<b>2025 Goal</b>	<b>0</b>





### **The Year Ahead: CSU Stakeholder Engagement**

It is vital that the CSU intentionally engage with a broad range of stakeholders to help inform and develop a bold path forward in access, student success and equity. The CSU appreciates the considerable efforts of California Competes, the Campaign for College Opportunity, the Education Trust-West, the Public Policy Institute of California and other community-based organizations who share its commitment in spotlighting access and student success in California. Over the next year, the system will host strategic consultations, roundtables and convenings with industry, community, philanthropic, educational, governmental and intersegmental partners. Additionally, CSU consultations will provide all segments of each university community the opportunity to share their experiences and perspectives. The central outcome of this work is to ensure key stakeholders are heard, engaged and thoroughly consulted through an intentional process of appreciative listening.

The goals of this year of engagement are threefold:

- To reflect on the infrastructure built during GI 2025, understand the momentum it created on campuses and within the system, and address how gaps have impeded progress.
- To engage in action-oriented discussion, grounded by the reflections above, to finalize a needed systemwide vision and definition of student success (with aligned metrics) that will underpin the next phase of the GI initiative and inform the next set of milestones and goals.
- Educate industry and philanthropic partners about the value of the CSU's focus on student success and articulate a vision of shared interest for closer collaboration in the forthcoming initiative.

### **Conclusion**

With under two years to the completion of Graduation Initiative 2025, the CSU is marshalling its resources to finish strong and, more importantly, to ensure every CSU student has the opportunity to realize their academic goal of earning a college degree. Student success will remain the North Star of the CSU and the system will be leveraging its best thinking and most promising practices – as well as the essential insights of stakeholders at every level and in every category – to lead the nation in student access, success and equity.