

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 1:10 p.m., Tuesday, November 9, 2021
Glenn S. Dumke Auditorium

Christopher Steinhauser, Chair
Romey Sabalius, Vice Chair
Larry L. Adamson
Diego Arambula
Jane W. Carney
Jack Clarke, Jr.
Douglas Faigin
Jean P. Firstenberg
Wenda Fong
Julia I. Lopez
Krystal Raynes
Yammilette Rodriguez

- Consent**
- Discussion**
1. Approval of Minutes of the Meeting of September 14, 2021, *Action*
 2. Proposed Name Change for Humboldt State University, *Information*
 3. Recommended Amendment to Title 5 Regarding the Intersegmental General Education Transfer Curriculum (IGETC), *Information*
 4. Graduation Initiative 2025, *Information*

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

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

September 14, 2021

**Members Present
Virtually via Teleconference**

Christopher Steinhauser, Chair
Romey Sabalius, Vice Chair
Larry L. Adamson
Diego Arambula
Jane W. Carney
Jack Clarke, Jr.
Douglas Faigin
Jean P. Firstenberg
Wenda Fong
Krystal Raynes

Lillian Kimbell, Chair of the Board
Joseph I. Castro, Chancellor

Trustee Steinhauser called the meeting to order.

Approval of the Consent Agenda

The minutes from September 14, 2021 and the Academic Master Plan Update for Fast-Track Programs were approved as submitted.

Amendment to Title 5 Regulations: Credit for Prior Learning

Item number three, Amendment to Title 5 Regulations: Credit for Prior Learning, was an action item and approved as submitted.

***PLEASE NOTE: Due to the Governor's proclamation of a State of Emergency resulting from the threat of COVID-19, and pursuant to the Governor's Executive Orders N-25-20 and N-29-20 issued on March 12, 2020, and March 17, 2020, respectively, all members of the Board of Trustees may participate in meetings remotely, either by telephonic or video conference means. Out of consideration for the health, safety and well-being of the members of the public and the Chancellor's Office staff, the September 14-15, 2021, meeting of the CSU Board of Trustees was conducted entirely virtually via Zoom teleconference.**

Research, Scholarship and Creative Activities, Information

The presentation began with an overview from Executive Vice Chancellor of Academic and Student Affairs, Dr. Sylvia A. Alva, of the benefits students and faculty experience by participating in research, scholarship and creative activities across the CSU. Dr. Alva invited Dr. Ganesh Raman, assistant vice chancellor for Research, to share examples of CSU research and scholarly activity. Additionally, Dr. Raman discussed how campuses found a variety of new and innovative ways to ensure that student research could continue despite restrictions in place for COVID-19. Dr. Raman described the tangible and material outcomes of several campus projects. The presentation concluded with remarks from Mr. John Keisler, director of Economic Development for the City of Long Beach, regarding the importance and impact of the local Long Beach Accelerator program as an example of public-private partnerships in research.

Trustees posed questions regarding the number of students that participated in research during the past academic year and applauded the innovative approaches to research, scholarship and partnerships presented.

Graduation Initiative 2025, Information

The presentation began with a summary by Executive Vice Chancellor of Academic and Student Affairs Dr. Sylvia A. Alva of recent events in the university's strategy to accelerate progress toward Graduation Initiative 2025 goals. Dr. Alva invited Assistant Vice Chancellor and Senior Strategist for Academic Success and Inclusive Excellence, Dr. James Minor, and Assistant Vice Chancellor for Student Success Initiatives, Research and Innovation, Dr. Jeff Gold, to share how the CSU plans to advance and support the advisory committee recommendations and best practices. Dr. Minor outlined the challenges many CSU students faced during the pandemic that reinforced the CSU's commitment to student success through the initiative's six key priorities. Dr. Gold continued by highlighting potential interventions intended to amplify Graduation Initiative 2025 efforts in three key areas, opportunity, collaboration and a shared responsibility across the system. The presentation concluded with the announcement of the Graduation Initiative 2025 virtual convening where participants will have an opportunity to review the latest graduation rates, equity data and share best practices.

Trustees posed questions regarding how funds are allocated and used by campuses for basic needs and mental health services, the CSU's progress toward closing equity gaps, and expanding and scaling successful campus support strategies.

COMMITTEE ON EDUCATIONAL POLICY

Proposed Name Change for Humboldt State University

Presentation By

Sylvia A. Alva
Executive Vice Chancellor
Academic and Student Affairs

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

Tom Jackson, Jr
President
Humboldt State University

Summary

This information item proposes that the name of Humboldt State University (HSU) be formally changed to California State Polytechnic University, Humboldt. The proposed name change supports the university's proposal for designation as the third polytechnic university in the California State University system and the first polytechnic in Northern California.

The Board of Trustees has the authority to select and change the name of any campus of the California State University (Education Code 89034). If approved by the Board of Trustees in January, 2022, the name change would become effective immediately but would be implemented in phases on branded items such as merchandise. The university will be referred to informally as Cal Poly Humboldt.

Background

Humboldt State University was founded in 1913 as Humboldt State Normal School. Over the next few decades the institutional name changed four times to reflect the ongoing expansion of HSU's educational purpose and emerging role as the northernmost member of the California State University system.

1921—Humboldt State Teachers College and Junior College
1935—Humboldt State College
1972—California State University Humboldt
1974—Humboldt State University (HSU)

Humboldt has been included in the name of the institution since its inception and is a central aspect of its identity, present and future. The Humboldt name of the county and university is

in honor of Alexander von Humboldt, one of the most admired world figures in the early 19th century, who continues to be an appropriate namesake and model for HSU as a comprehensive polytechnic reflected in shared values and commitments. Humboldt was a visionary and interdisciplinary scholar, scientist and global citizen who theorized plate tectonics, mapped plant distribution on three continents, observed the relationship between deforestation and climate and promoted a unified and interdependent view of the natural world. He also promoted the arts, advocated for the rights of indigenous peoples, racial equality and just societies and denounced colonialism and slavery.

The proposed name change from Humboldt State University to California State Polytechnic University, Humboldt supports the university's proposal for designation as the third polytechnic university in the California State University system and the first polytechnic in Northern California. The designation is a comprehensive strategy to address the workforce shortage in science, technology, engineering and mathematics (STEM) fields, expand opportunities for students while addressing equity gaps and revitalize the North Coast economy. The university already holds federal designation as a Hispanic-Serving Institution. A polytechnic university in the northern part of the state would give more California students access to high-demand programs, provide hands-on learning experiences and create a strong understanding of sustainability.

A polytechnic designation will yield greater numbers of college-bound students choosing HSU, given its rich history of programming in STEM fields—particularly in the area of natural resources. The formal designation will be a clear signal to students regarding the innovative and quality education the campus offers. The campus will move quickly to offer several new degree programs by 2023 in areas like climate resiliency, wildfire management, mechanical engineering and software engineering, with a full buildout of depth and breadth across science, applied science, technology and engineering through phased-in program development through 2029. Cybersecurity, nursing (MS), energy systems engineering and sustainable agriculture are among several of the degree programs being contemplated. HSU-proposed initiatives not only will distinguish the campus as a polytechnic institution but will also enhance its ability to support the state's climate goals while being a model and leader for others across the country and around the world.

Following a semester-long process of research and deliberation by the 17-member working group of students, staff, faculty, alumni and community partners, President Tom Jackson, Jr. recommends the name change to California State Polytechnic University, Humboldt. The members of the working group conducted two public focus groups and several informal focus groups among various constituencies, including current students, staff, faculty, emeritus staff and faculty, alumni, business partners, local government, conservation organizations and parents. More than 250 individuals gave input on a potential new name for the university through these formal and informal focus groups. In addition, approximately 50 individuals submitted written comments through the Polytechnic Self-Study Google form or via direct email with the co-chairs of the working group. The Sense of the Senate Resolution, from the campus University Senate, in support for Humboldt State University to become California State Polytechnic University, Humboldt was approved on October 12, 2021.

Proposed Revisions - § 40051. California Polytechnic State University, San Luis Obispo and California Polytechnic State University, Pomona, Special Emphases.

**Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter 2 – Educational Program
Article 1 – General Function**

§ 40051. California Polytechnic State University, San Luis Obispo, ~~and California State Polytechnic State University, Pomona,~~ and California State Polytechnic University, Humboldt, Special Emphases.

In addition to the functions provided by Section 40050, California Polytechnic State University, San Luis Obispo, ~~and California State Polytechnic State University, Pomona,~~ and California State Polytechnic University, Humboldt, shall each be authorized to emphasize the applied fields of agriculture, engineering, business, ~~home economies~~ and other occupational and professional fields. This section shall be liberally construed.

Note: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Section 90404, Education Code.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Amendment to Title 5 Regarding the Intersegmental General Education Transfer Curriculum (IGETC)

Presentation By

Sylvia A. Alva
Executive Vice Chancellor
Academic and Student Affairs

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

Summary

The amendment to Title 5 introduced at this meeting and presented for board action at a future meeting of the Board of Trustees proposes to amend Title 5 § 40405.2 Intersegmental General Education Transfer Curriculum. The Intersegmental General Education Transfer Curriculum (IGETC) is an alternative general education pathway that fulfills lower division general education requirements for both the California State University and University of California. This item proposes to include a 3 semester unit lower-division course requirement in Ethnic Studies in the Intersegmental General Education Transfer Curriculum requirements (40405.2) in compliance with Section 89032 of the California Education Code. This amendment would parallel the change to Title 5 § 40405.1 California State University General Education – Breadth Requirements, approved by the board in November, 2020.

Background

Assembly Bill 1460 was signed into law by Governor Newsom on August 17, 2020, and it created Section 89032 of the California Education Code. In order to comply with Education Code Section 89032, Title 5 § 40405.2 must be revised to include this requirement.

Proposed Revisions - § 40405.2. Intersegmental General Education Transfer Curriculum.

**Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter 2 – Educational Program
Article 5 – General Requirements for Graduation**

§ 40405.2. Intersegmental General Education Transfer Curriculum.

(a) Students transferring from California Community Colleges under the provisions of this subdivision may satisfy General Education-Breadth requirements for the California State University bachelor's degree through satisfactory completion of the Intersegmental General Education Transfer Curriculum and a minimum of 9 semester units or 12 quarter units of upper division general education coursework. All upper division general education requirements shall be completed no sooner than the term in which the candidate achieves upper division status at the California State University campus granting the degree.

All lower division requirements can be fulfilled by completing the Intersegmental General Education Transfer Curriculum which shall include lower division courses distributed as follows:

- (1) A minimum of 9 semester units or 12 quarter units in English communication, to include one course in English composition of no fewer than 3 semester units or 4 quarter units, one course in oral communication of no fewer than 3 semester units or 4 quarter units, and one course in critical thinking-English composition of no fewer than 3 semester units or 4 quarter units.
- (2) A minimum of 3 semester units or 4 quarter units in mathematical concepts and quantitative reasoning.
- (3) At least three courses totaling a minimum of 9 semester units or 12 quarter units in arts and humanities, to include at least one course in the arts and at least one course in the humanities.
- (4) At least ~~three~~ two courses totaling a minimum of ~~9~~ 6 semester units or ~~12~~ 8 quarter units in the social and behavioral sciences, including courses in a minimum of two disciplines or in an interdisciplinary sequence.
- (5) At least two courses totaling a minimum of 7 semester units or 9 quarter units in the physical and biological sciences, to include at least one course in physical science and one course in biological science, at least one of which incorporates a laboratory.

(6) At least one course totaling a minimum of 3 semester units or 4 quarter units in ethnic studies.

(b) The president or an officially authorized representative of a California Community College may certify that the requirements of subdivision (a) of this section have been met through the satisfactory completion of courses approved by the California State University and the University of California for inclusion in the Intersegmental General Education Transfer Curriculum. California State University campuses shall accept certification of the fully completed Intersegmental General Education Transfer Curriculum as meeting all of the lower division general education requirements for the baccalaureate degree.

Note: Authority cited: Section 89030, Education Code. Reference: Section 89030, 89032, Education Code.

COMMITTEE ON EDUCATIONAL POLICY

Graduation Initiative 2025

Presentation By

Joseph I. Castro
Chancellor
California State University

Sylvia A. Alva
Executive Vice Chancellor
Academic and Student Affairs

Jeff Gold
Assistant Vice Chancellor
Student Success Strategic Initiatives

Summary

More than 112,500 students earned their California State University (CSU) bachelor's degrees in 2020-21, representing nearly 25,000 more graduates than those earning bachelor's degrees in 2014-15, the year Graduation Initiative 2025 was launched. Yet despite this record-breaking rise in graduation rates systemwide, the year saw a slight widening in student equity gaps. The COVID-19 pandemic and the disparate impacts across communities of color and low-income families have created a renewed urgency in the CSU to marshal its collective resources to address success for all students. This information item provides detailed information on university-wide graduation rate data for 2021 and key recommendations and funding priorities to address existing gaps between underserved students and their peers. Ultimately the goal of Graduation Initiative 2025 is to ensure that every CSU student has a fair and equal opportunity to earn their degree, contribute to the California workforce and thrive in their community.

Graduation Initiative 2025 Goals

As the largest and one of the most diverse four-year higher education systems in the country, 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.

Operational Priorities

Graduation Initiative 2025 is comprised of six operational priorities, or pillars, that have been identified as having significant impact on student success. They are:

- Academic preparation
- Enrollment management
- Student engagement and well-being
- Financial support
- Data-informed decision making
- Removal of administrative barriers

These pillars have served as guiding principles to support students when and where their need was most urgent and acute.

2021 Graduation Rate Data

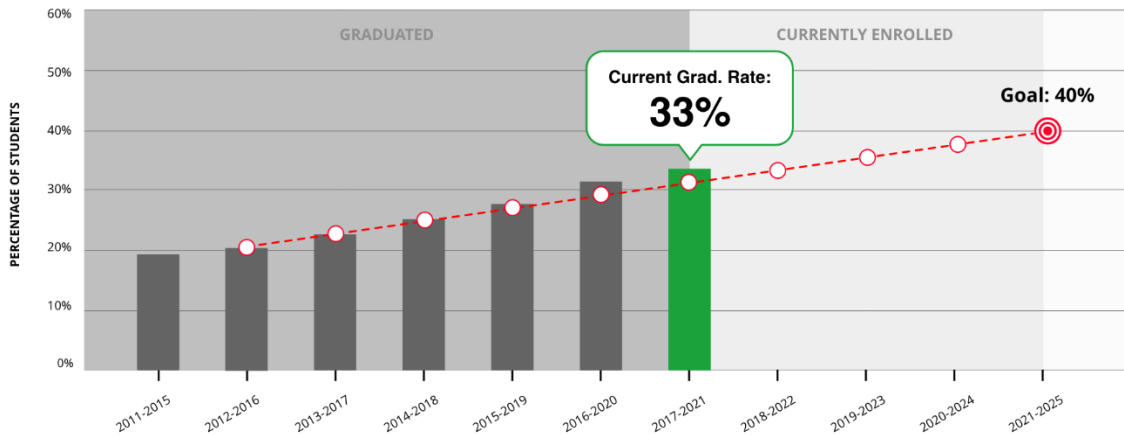
Despite the many challenges the last year presented to the CSU community, including a continuing public health crisis, economic uncertainty and political unrest, the university celebrated a significant milestone – four million living alumni. The following data provide insights on graduation rates based 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 2017 and graduated in 2021 or earlier was 33 percent. This rate is the highest ever for the CSU and marks an increase of 2.3 percentage points from the previous year as illustrated in the table and graph below. Please note numbers have been rounded up in all graphs.

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
2025 Goal	40

4-Year Graduation Goal for First-Time Students

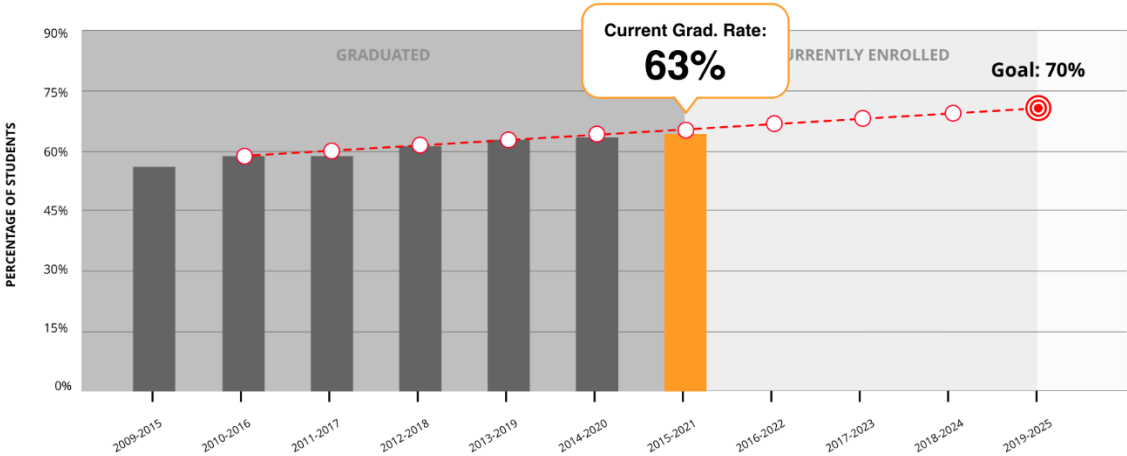


6-Year Graduation Goal for First-Time Students

The 6-year graduation rate for the first-time student cohort that began in 2015 and graduated in 2021 increased slightly to 63 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
2025 Goal	70

6-Year Graduation Goal for First-Time Students

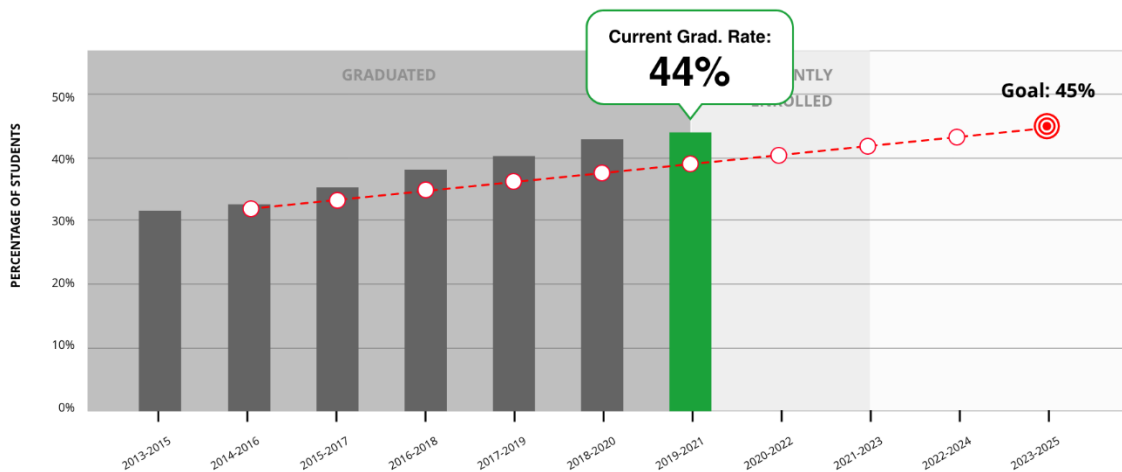


2-Year Graduation Goal for Transfer Students

The 2-year graduation rate for the transfer cohort that began in 2019 and graduated in 2021 or earlier was 44 percent. This rate is the highest ever for the CSU and places the university within a percentage point of the 2025 goal of 45 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
2025 Goal	45

Transfer 2-Year Graduation Goal

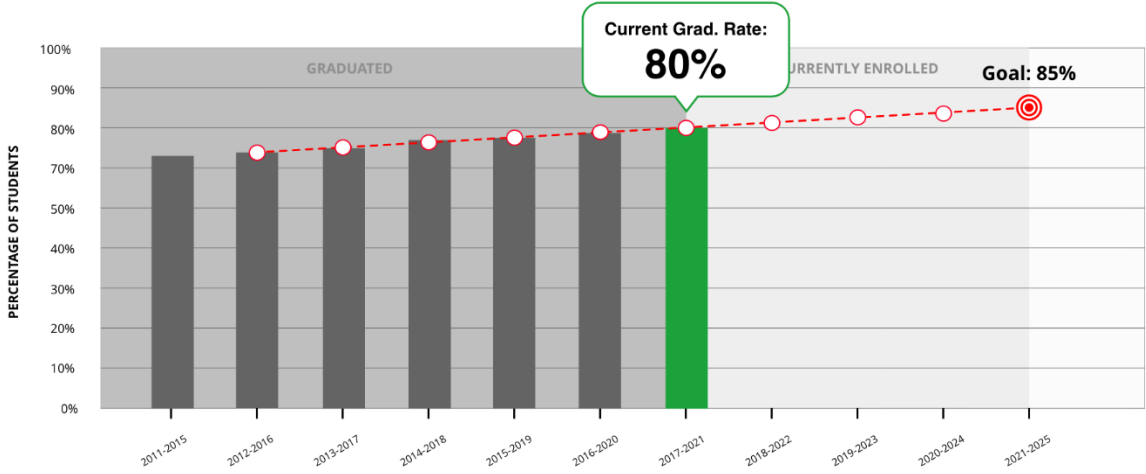


4-Year Graduation Goal for Transfer Students

The 4-year graduation rate for the transfer cohort that began in 2017 and graduated in 2021 or earlier increased to 80 percent. This rate is also the highest ever for the CSU, and puts the university within five percentage points of the 2025 goal of 85 percent.

Cohort	Grad Rate (%)
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
2025 Goal	85

Transfer 4-Year Graduation Goal

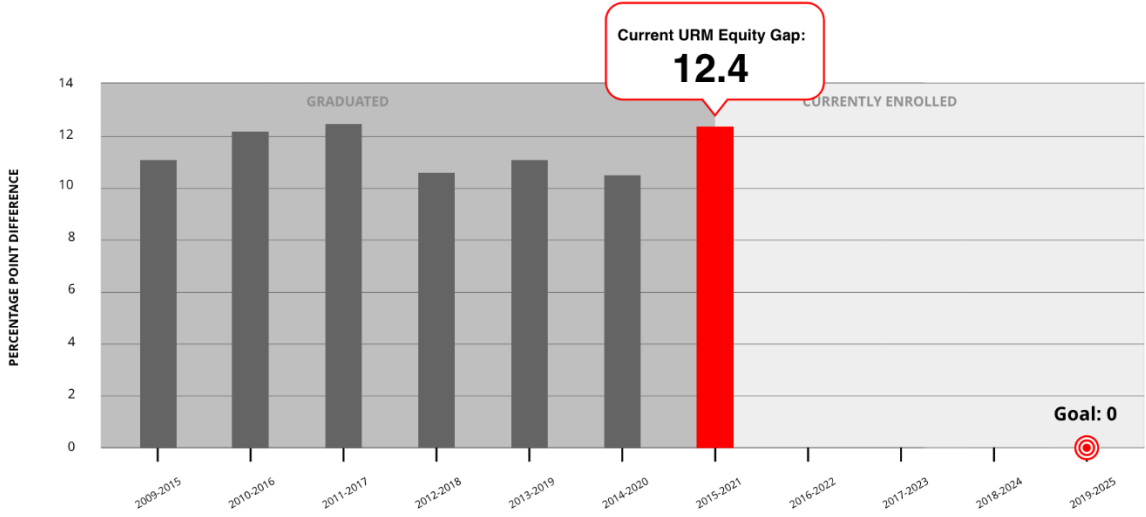


Underrepresented Students of Color Equity Gap Goal

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 2015 cohort that graduated within six years with their peer group widened to 12.4 percent.

Cohort	Grad 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
2025 Goal	0

Underrepresented Minority Equity Gap Goal

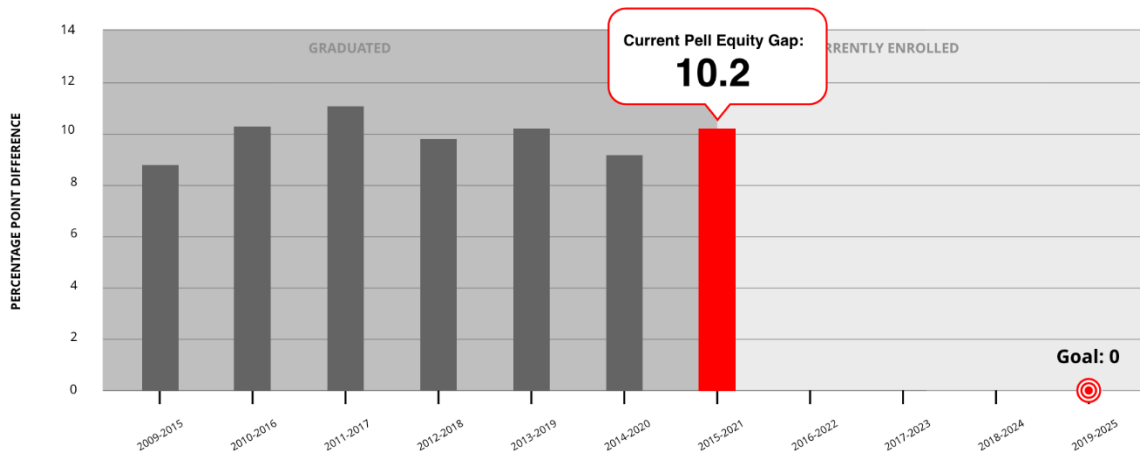


Pell Equity Gap Goal

The data also indicates that 6-year degree completion outcomes for Pell recipient students trailed those of their peers. The gap for the 2015 cohort that graduated within six years increased to 10.2 percentage points.

Cohort	Grad Rate (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
2025 Goal	0

Pell Equity Gap Goal



Equity Goals and Operational Priorities

As one of his first actions as the eighth CSU chancellor, Dr. Joseph I. Castro formed the Graduation Initiative 2025 Advisory Committee composed of students, faculty, staff and other key stakeholders. The committee was charged to explore bold and creative ways to accelerate the university's progress toward Graduation Initiative 2025's goals, with a specific focus on eliminating equity gaps. After intensive reflection and discussion, the committee submitted a report to Chancellor Castro in July with a set of recommendations and strategic imperatives for his consideration. The following five priorities build on the committee's report with an emphasis on systemwide interventions to address some of the most urgent and acute factors contributing to equity gaps.

- **Re-Engage and Re-Enroll Underserved Students**
Reflecting a nationwide trend aggravated by the pandemic, student retention has decreased at a number of CSU campuses—particularly among students of color. To achieve our bold Graduation Initiative 2025 goals, addressing the loss of our most vulnerable students should and must be prioritized
- **Ensure Equitable Access to Digital Degree Roadmaps**
Historically underrepresented students and first-generation students benefit significantly

when given access to a degree planner as they often accumulate fewer credits in their first year, are retained at a lower percentage and more likely to struggle with navigating the course registration process. Digital degree planners are one critical element for solidifying what are commonly referred to as “guided pathways” that, among other benefits, help students select and enter degree plans and stay on track for timely graduation.

- **Expand Credit Opportunities with Summer/Intersession Funds**

Summer sessions and intersessions can provide additional credit accumulation opportunities which can be critical for students of color and first-generation students who often arrive at the CSU with fewer Advanced Placement courses or dual-enrollment credits. What’s more, these students are more likely to maintain jobs while enrolled, requiring more flexibility in their course schedule. Additional funding for summer and intersession enrollment will support those students who may otherwise fall behind in academic credits and help facilitate timely degree completion.

- **Promote Equitable Learning Practices and Reduce DFW Rates**

Earning a non-passing grade negatively impacts a student’s academic trajectory and increases the risk of attrition—negatively impacting the CSU’s ability to close equity gaps. What happens in classrooms plays a significant role in whether students feel a sense of belonging, whether they gain or lose academic confidence or if they ultimately earn a degree. Students of color and first-generation students are more likely to earn low and non-passing grades in first-year foundational courses leading towards their major. Without compromising academic rigor, an intensified systemwide strategy must be deployed to both more effectively provide learning support for students and to reconsider course design and pedagogical practices in courses with persistent high failure rates.

- **Eliminate Administrative Barriers to Graduation**

Administrative barriers disproportionately affect low-income and first-generation students who are often more susceptible to academic disruption due to campus fee assessments or holds. Bureaucratic procedures in higher education can often have a compounding effect—typically adding to, rather than reducing, administrative processes. Campuses will be asked to review administrative processes with an equity-centered framework, and will be asked to re-evaluate drop for non-payment policies, registration hold policies and the graduation filing process.

2021 Graduation Initiative 2025 Convening

On October 22, the CSU community gathered virtually for the sixth annual Graduation Initiative 2025 Convening. This popular event was an opportunity to celebrate student success and record-high graduation rates while recognizing the dedicated efforts of CSU students, faculty and staff during the pandemic. This year’s theme, Advancing Equity Together, placed an added emphasis

on the CSU's renewed commitment to close equity gaps across all 23 campuses. Hosted by Cal State LA professor Ji Son, the event also featured an inspiring and equity-focused conversation with Chancellor Joseph Castro and CSSA President Isaac Alferos. Executive Vice Chancellor Sylvia Alva shared preliminary graduation rates and equity data to evaluate where the CSU stands in its path to meet GI 2025 goals, and select CSU faculty shared some ways they promote equitable learning opportunities to help close equity gaps. The Convening concluded with Chancellor Castro challenging the CSU family to engage in creative and innovative work to accelerate the elimination of equity gaps.

Conclusion

In four years, the Class of 2025 will celebrate earning their CSU degrees and joining an alumni network four million strong. Today, the CSU renews its commitment to ensuring that graduating class, and all CSU classes, are given the strongest of foundations for their success. This commitment is made with a deep appreciation for, and recognition of, the substantial efforts put forth by students, faculty and staff over the last 18 months to persevere in the face of unprecedented challenges. By identifying immediate and impactful priorities, supported by essential resources provided through funding of Graduation Initiative 2025 from which to expand campus capacity, it is the university's intention to continue its positive momentum in raising graduation rates while eliminating equity gaps across all 23 campuses.