

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 3:45 p.m., Tuesday, January 26, 2021
Virtually via Teleconference

Wenda Fong, Chair
Romey Sabalius, Vice Chair
Silas H. Abrego
Larry L. Adamson
Diego Arambula
Jane W. Carney
Jack Clarke, Jr.
Douglas Faigin
Debra S. Farar
Maryana Khames
Christopher Steinhauser

Consent 1. Approval of Minutes of the Meeting of November 17, 2020, *Action*
Discussion 2. Associate Degree for Transfer, *Information*
3. The Wang Family Excellence Award, *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**

November 17, 2020

Members Present

Wenda Fong, Chair
Romey Sabalius, Vice Chair
Silas H. Abrego
Larry L. Adamson
Jane W. Carney
Douglas Faigin
Debra S. Farar
Maryana Khames
Christopher Steinhauser

Lillian Kimbell, Chair of the Board
Timothy P. White, Chancellor

Trustee Fong called the meeting to order.

Approval of Minutes

The minutes from September 22, 2020 were 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 November 17-18, 2020 meeting of the CSU Board of Trustees was conducted entirely virtually via Zoom teleconference.**

Student-Veterans Services, Information

The presentation began with opening remarks from Executive Vice Chancellor of Academic and Student Affairs Loren J. Blanchard. Dr. Blanchard gave an acknowledgment of Veterans' Day and an appreciation for those who serve or have served the nation in the military. Dr. Marshall Thomas, director of Veterans Affairs, provided an update on services for veterans and military students within the CSU, including federal advocacy that has helped protect and sustain their benefits through the pandemic. He discussed important new programs and resources that are aiding student-veterans' progress toward completing their degrees. Dr. Marshall invited Mr. Todd Kennedy, a retired first sergeant who spent 22 years in the U.S. Marine Corps, to share his experience both as a San Diego State student-veteran and as the university's director of military and veterans program.

Trustees posed questions and comments regarding student recruitment, highlighting the CSU's commitment to student-veterans and support for service members and veterans at large.

Recommended Amendment to Title 5 Regarding Ethnic Studies, Action

This presentation was a request for action by the Board of Trustees to approve amending Title 5 language regarding the requirement of an ethnic studies course in general education. The change would delete three words, "and social justice," to align with the recent passage of Assembly Bill 1460. Associate Vice Chancellor for Academic Programs, Innovation and Faculty Development Alison Wrynn also provided an update on the implementation of the new course requirement in order to meet the new legislation's timeline. These efforts included outreach and communications with various stakeholders, including members of the statewide Academic Senate and the CSU Council on Ethnic Studies. In conclusion, Dr. Blanchard briefly addressed three topics that reflected primary questions raised regarding the implementation of the requirement: upper division Ethnic Studies courses approved by campus curricular committees may satisfy a lower-division requirement, courses used to meet the new lower-division general studies requirement in Ethnic Studies could also be used to satisfy a major, minor or campus requirement and that faculty have autonomy in determining which courses fulfill the requirement through campus curricular committees and processes.

Trustees posed questions and comments regarding issues raised in a recently published resolution by the Academic Senate, discussed the legislative intent of AB 1460 and concerns shared in the public comment portion of the board meeting and by other stakeholders.

Through a roll call vote, the recommended amendment to Title 5 regarding ethnic studies was approved. (REP 11-20-08)

Graduation Initiative 2025, Information

This informational item on the Graduation Initiative 2025 was presented by Executive Vice Chancellor for Academic and Student Affairs Loren J. Blanchard and Assistant Vice Chancellor and Senior Strategist for Academic Success and Inclusive Excellence James Minor. Dr. Blanchard provided an overview of progress made in increasing graduation rates and the record-breaking fall 2020 enrollment numbers. Dr. Minor continued by highlighting consistent advancements in Graduation Initiative 2025 goals for first-time and transfer students as well as the narrowing of equity gaps for Pell-eligible and underrepresented students. The presentation concluded with a brief overview of the Graduation Initiative 2025 convening that took place virtually in October 2020.

Trustees did not raise any questions or comments following the presentation.

Trustee Fong adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Associate Degree for Transfer

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

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

Nathan S. Evans
Chief of Staff and Senior Advisor
Academic and Student Affairs

Summary

A decade ago, a student's journey from a California community college to the California State University (CSU) could be complex and confusing. The Student Transfer Achievement Reform Act (STAR Act) (SB 1440), signed into law in 2010, addressed many of these challenges by creating a consistent and efficient path for transfer students seeking a CSU baccalaureate degree. The law required community colleges to grant an Associate Degree for Transfer (ADT) for students who met general education and major requirements for the degree. Once completed, students were eligible for transfer into the CSU system with junior standing and guaranteed admission. To facilitate the implementation of SB 1440, administrators and faculty from both the California Community Colleges (CCC) and the CSU participated in intersegmental collaboration placing student success at the center of their goals.

Today, the ADT program continues to grow and thrive. In fall 2020, transfer students entering the CSU with an ADT represented nearly half of new fall community college transfers. As ADT student enrollment increases, the ADT student graduation rates remain strong with more than half graduating within two years. The CSU will continue to explore ways to support the success of transfer students, consistent with the mandates of the California Education Code Section 66202, which requires the CSU prioritize enrollment of transfer students before California residents entering at the first year or sophomore levels, or as a junior without an ADT.

This information item provides an overview of the ADT program and progress in student enrollment and persistence rates as the program marks its 10th anniversary milestone.

Overview

The ADT places transfer students on a path to earn a baccalaureate degree from the CSU while attending a community college. Students are required to complete 60 semester units, of which 39 units are allocated for general education, 18 units are comprised of lower division courses related to a major and three units are reserved for one elective course. Once completed, students earn an ADT and are guaranteed admission to the CSU, though not guaranteed entry to a particular campus or major. Once enrolled at the CSU, students also are guaranteed to complete their baccalaureate degree with an additional 60 semester units. This guarantee is contingent on their enrolling in a “similar pathway” – one in which their major has been deemed similar, or related to, the student’s ADT by faculty at the CSU campus. Faculty from both segments continue to collaborate to ensure pathways remain up-to-date and are relevant to California’s workforce needs.

Pathways

There are currently 40 ADT pathways and all but one CCC offer ADT programs. When reviewing the major preferences of students transferring from a CCC to a CSU, these pathways account for 90 percent of their preferred majors.

- Administration of Justice
- Agriculture Animal Sciences
- Agriculture Business
- Agriculture Plant Sciences
- Anthropology
- Art History
- Biology
- Business Administration
- Chemistry
- Child and Adolescent Development
- Communication Studies
- Computer Science
- Early Childhood Education
- Economics
- Elementary Teacher Education
- English
- Environmental Science
- Film, Television, & Electronic Media
- Geography
- Geology
- Global Studies
- History
- Hospitality Management
- Journalism
- Kinesiology
- Law, Public Policy, and Society
- Mathematics
- Music
- Nutrition and Dietetics
- Philosophy
- Physics
- Political Science
- Psychology
- Public Health Science
- Social Justice Studies
- Social Work and Human Services
- Sociology
- Spanish
- Studio Arts
- Theatre Arts

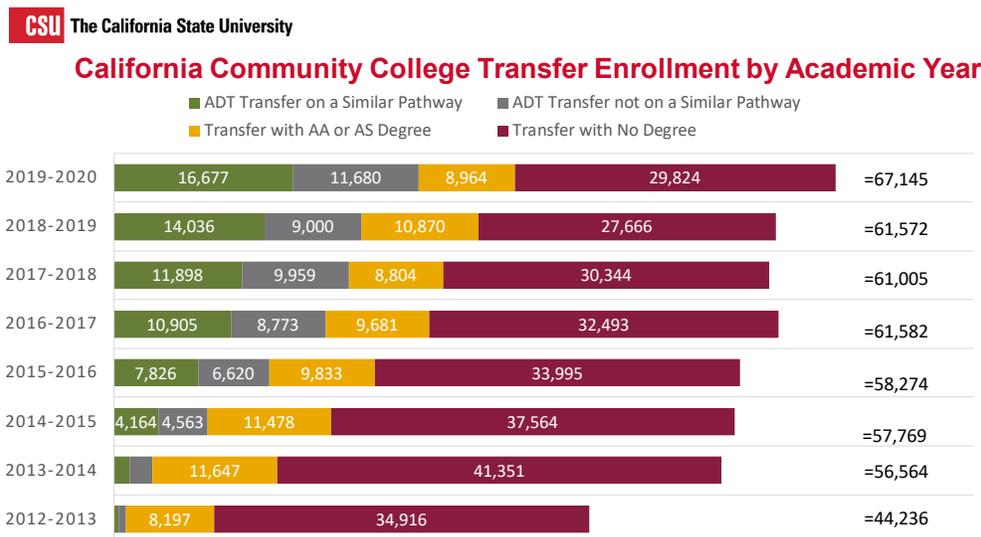
Transfer Student Enrollment

While the CCC and the CSU strongly encourage the ADT as the most effective path to a CSU degree, and students who complete an ADT receive a priority advantage in their admission criteria, students can choose from one of four paths. They are:

- *ADT Transfer on a Similar Pathway* – Students transferring with an ADT who are enrolling in a major deemed similar or related to their ADT by faculty at the enrolling CSU campus. These students are guaranteed to earn a CSU degree after completing an additional 60 units.
- *ADT Transfer not on a Similar Pathway* – Students transferring with an ADT, but who are **not** enrolling in a major deemed similar or related to their ADT. As such, they are not guaranteed to earn a degree after earning an additional 60 units.
- *Transfer with AA/AS Degree* – Students transferring to a CSU campus with an Associate of Arts (AA) or Associate of Science (AS) degree, not an ADT, and all minimum CSU transfer admission requirements fulfilled.
- *Transfer with No Degree* – Students transferring to a CSU campus without a degree and all minimum CSU transfer admission requirements fulfilled.

Year-Over-Year Enrollment

Since the first transfer students entered the CSU with an ADT in 2012-13, the ADT has quickly grown in popularity. The table below shows the growth in transfer students, by category:



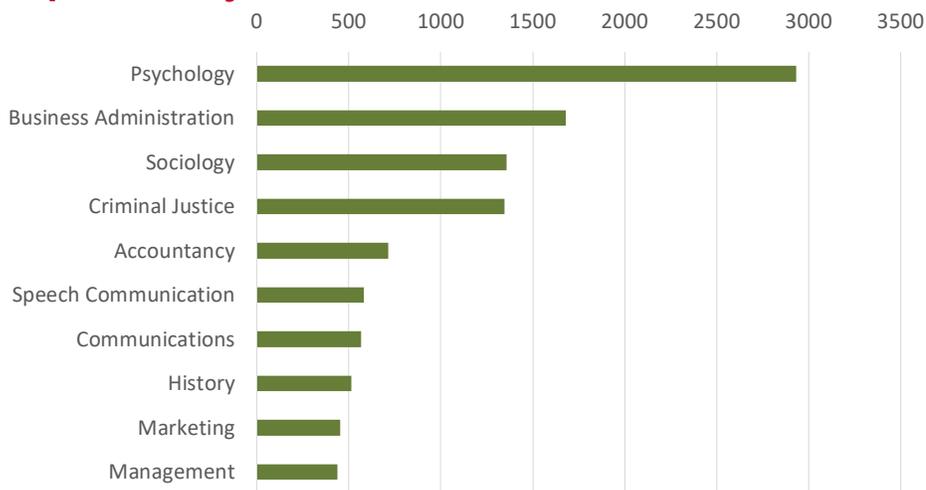
The preceding chart illustrates the consistent growth in transfer student enrollment in the ADT pathways. In academic year 2019-20, more than 28,000 new transfer students enrolled at the CSU having first earned an ADT. This figure represents a five-percentage point increase over the preceding academic year. Since 2012, the percent of students transferring with this degree has increased more than tenfold – from three percent to 42 percent. At the same time, the number of students transferring without a degree has steadily decreased, further highlighting the growing popularity of the ADT.

2019-20 Enrollment by CSU Major

The chart below shows the majors that were favored by ADT students transferring to the CSU on a similar or related pathway in academic year 2019-20. The data show that psychology was the most popular major, with nearly 3,000 students enrolling. These majors, including business administration, sociology and criminal justice, also represent the majors in which the greatest number of CSU graduates annually. Importantly, they position CSU graduates for success in a number of the most high-demand careers and will help drive California's economic recovery through innovation, entrepreneurship and public service.



Top CSU Majors of ADT Transfer Students



2019-20 Enrollment by Campus

The following chart shows the 2019-20 enrollment of new transfer students by CSU campus.

Campus	ADT Transfer on a Similar Pathway	ADT Transfer not on a Similar Pathway	Transfer with AA or AS Degree	Transfer with No Degree	Total
Bakersfield	417	418	172	698	1705
Channel Islands	290	531	266	463	1550
Chico	444	282	413	1115	2254
Dominguez Hills	445	784	899	1261	3389
East Bay	478	435	199	1593	2705
Fresno	1177	533	.	1275	2985
Fullerton	3018	425	1304	1542	6289
Humboldt	124	144	116	506	890
Long Beach	2037	996	.	3104	6137
Los Angeles	1038	528	690	574	2830
Maritime Academy	4	.	8	52	64
Monterey Bay	330	381	294	266	1271
Northridge	926	1657	1216	1741	5540
Pomona	424	556	285	2315	3580
Sacramento	1002	1435	5	2663	5105
San Bernardino	648	466	458	1070	2642
San Diego	1229	4	.	3011	4244
San Francisco	576	1063	704	1831	4174
San Jose	750	326	622	2884	4582
San Luis Obispo	93	11	359	238	701
San Marcos	503	147	559	628	1837
Sonoma	297	173	246	266	982
Stanislaus	427	385	149	728	1689
All	16677	11680	8964	29824	67145

Associate Degree for Transfer Persistence Rates

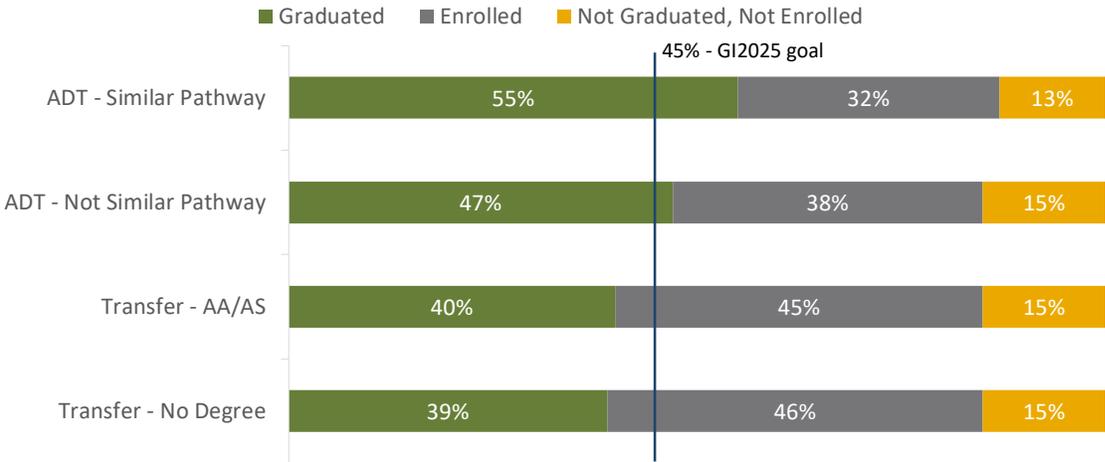
The charts below highlight the persistence and completion rates for students transferring to the CSU. Similar to the enrollment chart, these charts segment transfer students by the following categories: ADT transfer on a similar pathway; ADT transfer not on a similar pathway; transfer with AA/AS degree; and transfer with no degree.

Prior to the launch of the CSU’s signature program Graduation Initiative 2025, graduation rates for transfer students already were above the nation’s average. With added investment in student success, data indicate that students entering the CSU with an ADT – either on a similar pathway or not on a similar pathway – continue to graduate at higher rates than students transferring with a general AA/AS degree or with no degree. Moreover, equity gaps by race, ethnicity and Pell status are all but nonexistent for ADT transfer students. In some cases, campuses have eliminated the equity gap completely.

For students transferring to the CSU in fall 2018, 55 percent of those who earned an ADT and transferred on a similar pathway graduated in two years, compared to 40 percent of students who transferred with an AA/AS degree or with no degree. As denoted by the vertical line, both ADT pathways exceed Graduation Initiative 2025’s goal of a 45 percent graduation rate.



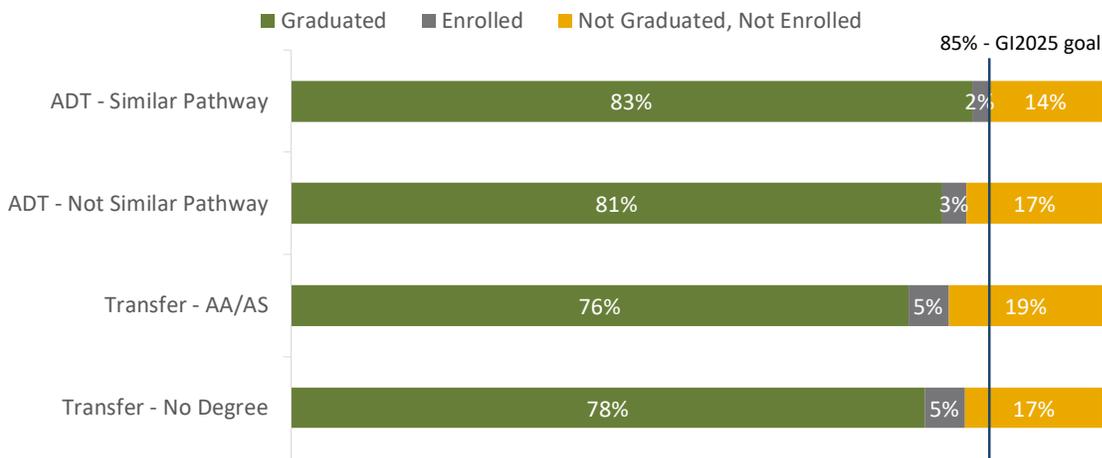
**California Community College Transfer Persistence Rates,
Within Two Years**



Data from fall 2016 show similar trends for transfer students graduating within four years. For students who transferred with an ADT on a similar pathway, 83 percent graduated in four years, compared to 78 percent of students who transferred with no degree.



**California Community College Transfer Persistence Rates,
 Within Four Years**



Conclusion

The Associate Degree for Transfer has provided an effective pathway for community college students to earn a baccalaureate degree from the California State University. The result of Senate Bill 1440, co-sponsored by the CSU and its higher-education and legislative partners – including United States Senator-designate Alex Padilla – the ADT program continues to grow in popularity a decade later. Moreover, ADT transfer students continue to graduate at higher rates than their peers who transfer without an ADT.

As this transformational program marks its 10-year anniversary, the CSU will seek additional ways to support transfer students. Prior to the COVID-19 pandemic, many campuses already had reduced impaction to address a key challenge faced by transfer students. Other areas for potential enhancements include increased flexibility in how and where transfer students complete their studies, the development of additional ADT pathways to better address the needs of California’s workforce and additional investment in student resources – such as pre- and post-transfer advisement and tools like a CSU Transfer Planner currently in development to integrate with Cal State Apply. Building on the close collaboration with its CCC partners that began a decade ago, the CSU is committed to ensuring the ADT pathway leads to success for the next generation of California transfer students.

COMMITTEE ON EDUCATIONAL POLICY

The Wang Family Excellence Awards

Presentation By

Joseph I. Castro
Chancellor

Background

More than 20 years ago, the Wang Family Excellence Award was established when then-California State University (CSU) Trustee Stanley T. Wang provided \$1 million to recognize the remarkable contributions of four CSU faculty members and one staff member annually over a 10-year period. Each selected recipient received an award of \$20,000.

In 2014, Trustee Emeritus Wang pledged a \$300,000 gift to the CSU to reinstate the Wang Family Excellence Award, continuing this recognition for faculty and staff through 2017. And, at the January 2017 Board of Trustees meeting, Chancellor Timothy P. White announced that Trustee Emeritus Wang had gifted an additional \$2.5 million, allowing the Wang Family Excellence Award to continue in perpetuity.

Overview

The Wang Family Excellence Award recognizes and celebrates CSU faculty members who have distinguished themselves through extraordinary dedication and exemplary achievements in their academic disciplines, while significantly contributing to the success of students. A staff administrator is also recognized for outstanding performance in her or his university assignment.

The selection process for the award begins with each campus president nominating one probationary or tenured faculty member for each of the award categories. Award categories are:

- a) Outstanding Faculty Innovator in Student Success;
- b) Outstanding Faculty Scholarship;
- c) Outstanding Faculty Service; and
- d) Outstanding Faculty Teaching.

Campus presidents also nominate one staff administrator from their respective campuses for the Outstanding Staff Performance Award.

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Nominations are considered by the Wang Family Excellence Award Selection Committee, appointed in fall 2020 by Chancellor White in consultation with Trustee Emeritus Wang. This committee includes two members of the Board of Trustees, the executive vice chancellor for Academic and Student Affairs, the vice chancellor for Human Resources, chair of the Academic Senate CSU and a CSU faculty member who was previously awarded the Wang Family Excellence Award.

Nominees are reviewed and considered for selection based on the following criteria:

- Nominees should have made truly remarkable contributions to the advancement of their respective universities and/or the CSU system.
- Nominees should have a demonstrated record of unusually meritorious achievements documented by evidence of superior accomplishments and contributions to their academic discipline or university assignment.
- A nominee's activities must advance the mission of the university, bring benefit and credit to the CSU and contribute to the enhancement of the CSU's excellence in teaching, learning, research, scholarly pursuits, student support and community contributions.

The Wang Family Excellence Awards will be presented during a ceremony at the January 2021 Board of Trustees meeting.