AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **12:45 p.m., Wednesday, January 25, 2023**
Glenn S. Dumke Auditorium

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

Consent
1. Approval of Minutes of the Meeting of November 15, 2022, *Action*

Discussion
2. Academic Preparation, *Action*
3. Recommended Amendments to Title 5 Regarding the Doctor of Public Health, *Action*
4. Graduate Education in the CSU, *Information*
5. Student Financial Aid, *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 15, 2022

Members Present

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

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

Trustee Sabalius called the meeting to order.

Approval of the Consent Agenda, Action

A motion to approve the consent agenda without discussion passed. The minutes from the meeting on September 13, 2022 were approved as submitted.

Recommended Amendments to Title 5 Regarding the Doctor of Public Health, Information

Executive Vice Chancellor of Academic and Student Affairs Sylvia A. Alva introduced the proposed amendments to Title 5 that will allow the CSU to offer a Doctor in Public Health (DrPH). Dr. Alison Wrynn, associate vice chancellor for Academic Programs, Innovations and Faculty Development, provided additional details on how the amendments would create admissions criteria, core curricula and graduation requirements for the DrPH. Following the presentation, there was a question regarding the cost of the new doctoral program which may not exceed the tuition level at the University of California, Berkeley.

Graduation Initiative 2025, Information

Dr. Sylvia A. Alva, executive vice chancellor of Academic and Student Affairs, began this information item by summarizing the progress of Graduation Initiative 2025 since its launch. Dr. Jeff Gold, interim associate vice chancellor for Student Success, then provided updates on Graduation Initiative 2025 student success data including disaggregated graduation rates. He shared nationwide trends and societal factors that have had an impact on universities and particularly students from underserved communities. CSU Monterey Bay President Vanya Quiñones was invited to address the board regarding exemplary practices the university has employed to address equity gap and contribute to greater student success.

Following the presentation, trustees acknowledged the impact of the pandemic on students and observed that graduation rates appeared to remain steady, if not increase, amidst major challenges. Student equity gaps remain a cause for concern. Several trustees complimented the use of disaggregated data and suggested disaggregating data further to support more informed decision-making. Additionally, trustees asked questions regarding funding sustainability, the use of past cohort data and how it impacts current programming and whether the return on investment based on students' savings versus the funding invested in the initiative is considered in budget allocations. Lastly, trustees expressed an interest in hearing national best practices, how other universities foster student success and what additional strategies will be used to close equity gaps.

Academic Preparation, Information

Dr. Sylvia A. Alva, executive vice chancellor of Academic and Student Affairs, opened the presentation on academic preparation with an emphasis on the importance of this topic to student success. Dr. Alva invited Dr. Nathan Evans, associate vice chancellor and chief of staff for Academic and Student Affairs, to provide a summary of past efforts in academic preparation as well as previous work in exploring a proposed admissions requirement in quantitative reasoning. These efforts included the implementation of a third-party research study on the impact such a requirement might have on prospective students. Susan Sepanik, MDRC senior research associate, presented the findings of the study. She concluded that a vast majority of California high school graduates that may aspire to attend a CSU are already taking, and passing, an additional quantitative reasoning course even though it is not currently required. Following the report, Dr. Shireen Pavri, assistant vice chancellor for Educator and Leadership Programs, expanded on the CSU's current efforts to build teacher capacity, partnerships and additional strategies to support academic preparation.

Trustees shared comments and reflections on their experiences with the previously proposed quantitative reasoning requirement and academic preparation standards. A number of trustees expressed their support to not make an additional course in quantitative reasoning an admission requirement. Other trustees expressed appreciation for the MDRC report and the dedicated work that went into it.

Veterans Affairs Update, Information

Dr. Marshall Thomas, director of Veterans Affairs, provided an overview of the student-veteran population, how campuses support them and highlighted key successes and challenges in recent years. Dr. Thomas reported that while military-affiliated student enrollment is 2.5 percent lower than in 2020, the average number of military-affiliated students enrolling each semester remains consistent. To share a personal account of how students benefit from the variety of veteran resources offered by the CSU, Dr. Thomas invited Mr. Jersson Nieto, a Psychology major at CSU Fullerton and active member of the U.S. Army Reserve, to speak before the board. Mr. Nieto remarked on his military experiences as well as the challenges he faced as a veteran, first-generation student. At the conclusion of the presentation, Dr. Sylvia A. Alva, executive vice chancellor of Academic and Student Affairs, recognized two CSU presidents for their military service and invited Cal Poly Humboldt President Thomas Jackson to say a few words.

Following the presentation, trustees posed questions regarding funding for expanding resources for military-affiliated students.

Trustee Sabalius adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Academic Preparation

Presentation By

Sylvia A. Alva
Executive Vice Chancellor
Academic and Student Affairs

Nathan Evans
Associate Vice Chancellor and Chief of Staff
Academic and Student Affairs

Summary

Academic preparation matters. To earn a bachelor's degree, students must demonstrate acquisition of broad knowledge through general education and focused knowledge in their discipline of choice. To that end, the California State University continues to strongly recommend all incoming first year students complete, in addition to the current "a-g" high school course requirements, an additional college preparatory course supporting quantitative, scientific and data literacy. The system will not pursue a change to current admission requirements regarding quantitative reasoning.

Background

In January 2020, the CSU Board of Trustees adopted a resolution related to a proposed first-year student admission requirement that would become effective fall 2027. The resolution called for a progress report to the board that included, among other items, a third-party independent analysis of the planned implementation and potential impact of the proposed requirement on high school students' application to the CSU.

At the November 2022 board meeting, trustees were presented findings from the third-party independent analysis which did not present sufficiently compelling evidence that such a requirement would have a significant impact on inequities in student success. The findings also concluded that while the majority of CSU applicants are meeting "a-g" course requirements, and the majority of which would have met the proposed admission requirement in quantitative reasoning, there is a significant portion of California high school students who are in need of additional academic support.

Supporting PK-12 Academic Preparation

In light of this analysis, and in consideration of the significant challenges in PK-12 learning as a result of the COVID-19 pandemic, the CSU seeks to strengthen and expand its collaboration with PK-12 partners to ensure more students are prepared academically to pursue and complete a college degree. The CSU will partner with school districts and county offices of education across the state to encourage that high school students complete four years of college preparatory coursework in quantitative, scientific and data literacy appropriate to their chosen academic discipline or profession.

These efforts will include but not be limited to:

- Engaging in deliberate and targeted outreach to those school districts that do not currently offer four years of quantitative reasoning course options. Outreach will include making available the mathematics bridge courses developed by CSU faculty, providing professional development and learning to teachers to offer these transition courses, identifying other promising curricula in California schools and exploring expansion of dual enrollment opportunities for high school students.

- Partnering with high school counselors to support a successful and seamless transition to the CSU. CSU Early Assessment Program (EAP) coordinators and staff from the Center for the Advancement of Instruction in Quantitative Reasoning (CAIQR) will work with counselors in identifying ways to help students fulfill the recommended quantitative reasoning courses, and ways to communicate effectively with parents and guardians about the pathways to the CSU.

- Continuing to expand educator preparation opportunities in the CSU through the Mathematics Science Teacher Initiative (MSTI) to target outreach, preparation and retention of teachers prepared to teach mathematics, science, data literacy and computer science, and to provide added STEM authorizations and advanced degrees to practicing teachers.

2023 Board Resolution

To conclude the process undertaken as a result of the 2020 Board of Trustees resolution, and to reiterate the CSU's commitment to support PK-12 academic preparation, the following resolution is presented to the CSU Board of Trustees for approval.

RESOLVED, by the Board of Trustees of the California State University, that:

1. The academic preparation of future CSU students is critical to achieve equitable student outcomes and the equitable pursuit of the broadest range of academic disciplines and professions.
2. The Board of Trustees affirms the CSU's strong recommendation for all incoming first-year students to complete, in addition to the current "a-g" high school course requirements, an additional college preparatory course supporting quantitative, scientific and data literacy.
3. To further support academic preparation and equitable access, the CSU will help expand professional development for current California teachers, enhance PK-12 student outreach and engagement and increase partnerships that result in more STEM-qualified, CSU-educated teachers.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Amendments to Title 5 Regarding the Doctor of Public Health

Presentation By

Sylvia A. Alva
Executive Vice Chancellor
Academic and Student Affairs

Brent M. Foster
Assistant Vice Chancellor and State University Dean
Academic Programs

Summary

Recent changes in legislation amended the California Education Code to add sections 66044 and 66044.1 which grants the California State University (CSU) the authority to offer the doctoral degree in public health, called the Doctor of Public Health (DrPH) degree effective January 1, 2023. This proposal outlines additions to Title 5 to reflect this legislation and is presented to the CSU Board of Trustees as an action item for approval. A separate item to establish tuition for DrPH programs will be presented in the Committee on Finance.

As with previous independent professional doctoral programs, Chancellor's Office staff will immediately begin the process of collaborating with faculty to develop and finalize systemwide policy that will include more detailed information and procedures related to the DrPH programs following the January 2023 board meeting. Universities have been informed that they may propose DrPH programs for approval as part of the March 2023 Board of Trustees academic master planning process.

Senate Bill 684, authored by Senator Ben Hueso and supported by the CSU Board of Trustees, added Sections 66044 and 66044.1 permitting the CSU to offer independent DrPH programs. This legislation was signed into law by Governor Newsom on September 30, 2022.

Correspondingly, additions of the following Title 5 sections are recommended:

- **§ 40519.2. The Doctor of Public Health Degree.**
  This addition will establish the DrPH degree program scope and the minimum number of degree units.

- **§ 40519.3. The Doctor of Public Health Degree: Requirements.**

This addition will establish the minimum requirements for completion of the program.

- **§ 41025. Admission to Doctor of Public Health Programs.**
  This addition will establish admission requirements for the degree program.

The following recommended additions to Title 5 are requested for adoption.

Title 5, California Code of Regulations
Division 5 – Board of Trustees of the California State Universities
Chapter 1 – California State University
Subchapter 2 – Educational Program
Article 7 – Graduate Degrees

§ 40519.2. The Doctor of Public Health Degree.

(a) A California State University program leading to a Doctor of Public Health degree shall be distinguished from a University of California doctoral degree program by its conformity with the following criteria:

(1) the program shall be focused on health and scientific knowledge translation and transformative community leadership;

(2) the program shall be designed to address the community public health workforce needs of California;

(3) the program shall prepare qualified professionals to be leaders and experienced practitioners who apply their advanced knowledge in service to California's diverse communities.

(4) the program shall enable professionals to earn the degree while working full time.

(b) Each campus offering a program leading to a Doctor of Public Health degree shall establish requirements for admission to the program. The requirements for admission shall include, at a minimum, the requirements stated in Section 41025.

(c) The program leading to the Doctor of Public Health degree shall conform to the following specifications:

(1) The curriculum shall include learning experiences that balance research, theory and practice, including field experiences. The core curriculum shall provide professional preparation for leadership in community public health, including but not limited to theory and research methods,

the structure and culture of public health, and health and scientific knowledge translation and transformative community leadership.

(2) The pattern of study shall be composed of at least 48 semester units earned in graduate standing. At least 36 semester units required for the degree shall be in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized primarily for doctoral students or courses organized primarily for master's and doctoral students.

(3) At least 33 semester units shall be completed in residence at the campus or campuses awarding the degree. The appropriate campus authority may authorize the substitution of credit earned by alternate means for part of this residence requirement. The campus may establish a transfer policy allowing application to degree requirements of relevant coursework and credits completed as a matriculated student in another graduate program, on the condition that the other program is appropriately accredited.

(4) A qualifying examination shall be required.

(5) The pattern of study shall include completion of a dissertation subject to the following:

(A) The dissertation shall be the written product of systematic, rigorous research on a significant professional issue related to community public health. The dissertation is expected to contribute to an improvement in health and scientific knowledge translation and transformative community leadership. It shall evidence originality, critical and independent thinking, appropriate form and organization, and a rationale.

(B) The dissertation shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, set forth the appropriate sources for and methods of gathering and analyzing the data, and offer a conclusion or recommendation. It shall include a written abstract that summarizes the significance of the work, objectives, methodology, and a conclusion or recommendation.

(C) No more than 12 semester units shall be allowed for a dissertation; and

(D) An oral defense of the dissertation shall be required.

(d) Each campus shall create and distribute to all students enrolled in a Doctor of Public Health degree program a student manual or handbook detailing, at a minimum, the following:

(1) requirements for admission with classified standing;

(2) policies on the transfer of credit earned at other institutions;

(3) policies on professional ethics and academic integrity;

(4) policies on student fees;

(5) provisions for advising and mentoring;

(6) policies and procedures for petitioning for a variance in academic requirements;

(7) policies and procedures for obtaining a leave of absence or for withdrawing from the university;

(8) policies and procedures regarding student grievances;

(9) policies on harassment and discrimination;

(10) policies and procedures for establishing and amending a plan of study;

(11) requirements for satisfactory progress in the program;

(12) policies on academic probation;

(13) requirements for field experience embedded in the program;

(14) requirements for advancement to candidacy;

(15) policies and procedures for the formation of a committee for administering a qualifying examination (if the qualifying examination is unique to the individual student);

(16) dissertation requirements;

(17) policies and procedures for the formation of a committee for supervising a dissertation;

(18) forms to be completed by students in the course of the degree program;

(19) the names and areas of expertise of faculty members affiliated with the degree program.

Credits

NOTE: Authority cited: Sections 66044 (effective January 1, 2023 per SB 684 [2022]), 66044.1 (effective January 1, 2023 per SB 684 [2022]), 66600, 89030 and 89035, Education Code. Reference: Sections 66044, 66044.1, 66600, 89030 and 89035, Education Code.

§ 40519.3. The Doctor of Public Health Degree: Requirements.

(a) Advancement to Candidacy. For advancement to candidacy for the Doctor of Public Health degree, the student shall have achieved classified graduate standing and met such particular requirements as the Chancellor and the appropriate campus authority may prescribe. The requirements shall include a qualifying examination.

(b) To be eligible for the Doctor of Public Health degree, the candidate shall have completed a pattern of study, including a dissertation, that is consistent with the specifications in subdivision (c)(5) of Section 40519.2 and that is approved by the appropriate campus authority. A grade point average of 3.0 (grade of B) or better shall have been earned in coursework taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.

(c) The student shall have completed all requirements for the degree within five years of achieving classified standing in the doctoral program. The appropriate campus authority may extend the time for completion of the requirements if:

(1) the extension is warranted by individual circumstances, and

(2) the student demonstrates current knowledge of research and practice in public health, as required by the campus.

Credits

NOTE: Authority cited: Sections 66044 (effective January 1, 2023 per SB 684 [2022]),, 66044.1 (effective January 1, 2023 per SB 684 [2022]), 66600, 89030 and 89035, Education Code. Reference: Sections 66044 (effective January 1, 2023 per SB 684 [2022]), 66044.1 (effective January 1, 2023 per SB 684 [2022]), 66600, 89030 and 89035, Education Code.

§ 41025. Admission to Doctor of Public Health Programs.

(a) An applicant may be admitted with classified graduate standing to a program leading to a Doctor of Public Health degree established pursuant to Section 40519.2 if the applicant satisfies the requirements of each of the following numbered subdivisions:

(1) The applicant holds an acceptable baccalaureate degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.

(2) The applicant holds an acceptable master's degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.

(3) The applicant has attained a cumulative grade point average of at least 3.0 in upper-division and graduate study combined.

(4) The applicant is in good standing at the last institution of higher education attended.

(5) The applicant has demonstrated sufficient preparation and experience pertinent to community public health to benefit from the program.

(6) The applicant has met any additional requirements established by the Chancellor in consultation with the faculty and any additional requirements prescribed by the appropriate campus authority.

(b) An applicant who does not qualify for admission under the provisions of subdivision (a) may be admitted with classified graduate standing by special action if on the basis of acceptable evidence the applicant is judged by the appropriate campus authority to possess sufficient academic and professional potential pertinent to community public health to merit such action.

(c) An applicant who is ineligible for admission under the provisions of either subdivision (a) or subdivision (b) because of deficiencies in prerequisite preparation that in the opinion of the appropriate campus authority can be rectified by specified additional preparation, including examinations, may be admitted with conditionally classified graduate standing. The student shall be granted classified graduate standing upon rectification of the deficiencies.

(d) Only those students who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to continue in Doctor of Public Health programs.

Credits

NOTE: Authority cited: Sections 66044 (effective January 1, 2023 per SB 684 [2022]), 66044.1 (effective January 1, 2023 per SB 684 [2022]), 66600, 89030 and 89035, Education Code. Reference: Sections 66044 (effective January 1, 2023 per SB 684 [2022]), 66044.1 (effective January 1, 2023 per SB 684 [2022]), 66600, 89030 and 89035, Education Code.

COMMITTEE ON EDUCATIONAL POLICY

Graduate Education in the CSU

Presentation By

Sylvia A. Alva
Executive Vice Chancellor
Academic and Student Affairs

Brent M. Foster
Assistant Vice Chancellor and State University Dean
Academic Programs

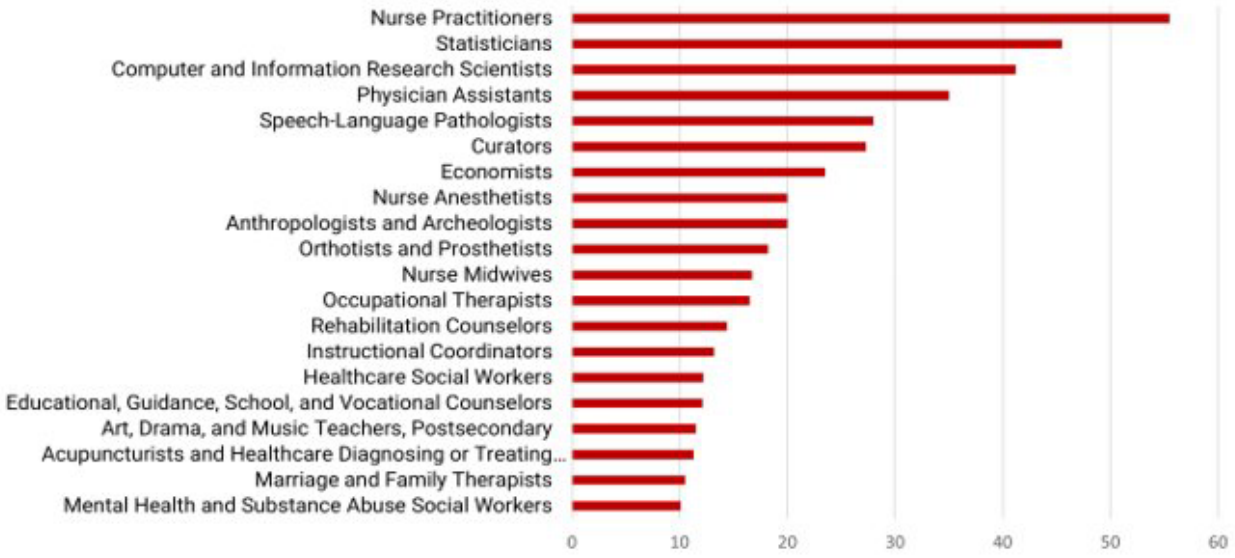
Summary

This information item presents the role of graduate education in the California State University (CSU) and the state of California. The Master Plan for Higher Education in California codified the role of graduate education in the CSU; however, in the intervening years this role has expanded and diversified and workforce demands and professional expectations evolved. Graduate education is vital to the CSU as it supports regional and statewide workforce needs for the expanding California 21st century economy. The CSU's cost-effective, high-quality graduate programs provide opportunities for California's diverse population to achieve upward mobility. Strong graduate programs also support undergraduate success and enhance CSU faculty work. Finally, robust master's degree programs in the CSU help prepare future faculty members for doctoral programs.

Background

Graduate programs are taking on greater significance in California and the nation. An increasing number of careers require an advanced degree, and graduate degrees are often required to keep knowledge, training and skills current. According to the National Association of Colleges and Employers (2022), the average starting salary for an individual with a master's degree will net an additional 22% or more per year than individuals with only a bachelor's degree. Those with professional or doctoral degrees, on average, earn even higher wages.

The following chart, based on data from the California Employment Development Department, demonstrates the anticipated growth in California jobs that require a master's degree from 2020 through 2030.



CSU Graduate Programs

The CSU provides graduate programs in the disciplines that represent the greatest regional, state and national need, including nearly every one of the areas listed in the chart above. Graduate programs produce students with advanced training that will drive California's future workforce. In addition, those with graduate degrees offer other benefits to communities as civic leaders or by bringing special qualities to the arts, culture and general discourse of their communities.

Graduate degrees in the CSU are comprised of both master's and doctoral programs. There are also numerous combined-degree and certificate or credential programs at many universities. Based on the Master Plan for Higher Education in California, the primary mission of the CSU is undergraduate education and graduate instruction through the master's degree. The CSU is also authorized to offer joint doctoral degrees with the University of California (UC), or with one or more independent institutions of higher education. The CSU also enrolls a number of post-baccalaureate credential-seeking students. These post-baccalaureate students – the majority of whom are seeking a teaching credential – are also critical to the CSU mission of meeting California's statewide and regional workforce needs.

Doctoral Programs

Doctoral degrees, the highest earned terminal degree, can be professional or academic in nature. Academic doctoral degrees (e.g., Doctor of Philosophy) focus on advancing knowledge through original research in a given academic field. Professional doctoral degrees (e.g., Doctor of Education) stress the practical application of knowledge and skills. Doctorate degrees typically take three to six years to complete.

The CSU has sought legislative authority to offer independent professional doctoral degrees in areas where there is an identified workforce or accreditation need that may not be fulfilled through existing educational opportunities in California. Currently, the CSU is authorized to offer the following independent doctoral degrees:

- Doctor of Education (Ed.D.)
- Doctor of Nursing Practice (DNP)
- Doctor of Physical Therapy (DPT)
- Doctor of Audiology (AuD)
- Doctor of Occupational Therapy (OTD)

CSU	**Degree**	**Discipline**
Bakersfield	Ed.D.	Educational Leadership (Community College)
Bakersfield	Ed.D.	Educational Leadership (PK-12)
East Bay	Ed.D.	Educational Leadership (PK-12)
Fresno	DNP	Nursing Practice
Fresno	DPT	Physical Therapy
Fresno	Ed.D.	Educational Leadership (Community College)
Fresno	Ed.D.	Educational Leadership (PK-12)
Fullerton	Ed.D.	Educational Leadership (Community College)
Fullerton	Ed.D.	Educational Leadership (PK-12)
Fullerton	DNP	Nursing Practice
Long Beach	DPT	Physical Therapy
Long Beach	Ed.D.	Educational Leadership (Community College)
Long Beach	Ed.D.	Educational Leadership (PK-12)
Long Beach	DNP	Nursing Practice
Los Angeles	AuD	Audiology
Los Angeles	Ed.D.	Educational Leadership (Community College)
Los Angeles	Ed.D.	Educational Leadership (PK-12)
Los Angeles	DNP	Nursing Practice
Northridge	AuD	Audiology
Northridge	DPT	Physical Therapy
Northridge	Ed.D.	Educational Leadership (Community College)

Northridge	Ed.D.	Educational Leadership (PK-12)
Pomona	Ed.D.	Educational Leadership (Community College)
Pomona	Ed.D.	Educational Leadership (PK-12)
Sacramento	AuD	Audiology
Sacramento	DPT	Physical Therapy
Sacramento	Ed.D.	Educational Leadership (Community College)
Sacramento	Ed.D.	Educational Leadership (PK-12)
San Bernardino	Ed.D.	Educational Leadership (Community College)
San Bernardino	Ed.D.	Educational Leadership (PK-12)
San Diego	AuD	Audiology
San Diego	DPT	Physical Therapy
San Diego	Ed.D.	Educational Leadership (Community College)
San Diego	Ed.D.	Educational Leadership (PK-12)
San Francisco	DPT	Physical Therapy
San Francisco	Ed.D.	Educational Leadership (Community College)
San Francisco	Ed.D.	Educational Leadership (PK-12)
San Jose	AuD	Audiology
San Jose	DNP	Nursing Practice
San Jose	Ed.D.	Educational Leadership (PK-12)
San Jose	OTD	Occupational Therapy
Stanislaus	Ed.D.	Educational Leadership (Community College)
Stanislaus	Ed.D.	Educational Leadership (PK-12)

Additionally, the CSU is finalizing authority to offer an independent Doctor of Public Health (DrPH) to cultivate experts in community public health in light of the global pandemic and the greater realization of workforce disparities in public health.

In addition to select independent professional doctoral degrees, the CSU is authorized by California Education Code to offer joint doctoral programs with other accredited California universities. Joint doctoral programs are created when there is a demonstrated need for a degree that is not being met by an existing Ph.D. program, or, in the case of the juris doctor, to create an accelerated pathway for eligible students to complete their advanced coursework simultaneously. Currently, there are 23 active joint Ph.D. programs, four joint J.D. programs and one joint Ed.D. available with the CSU.

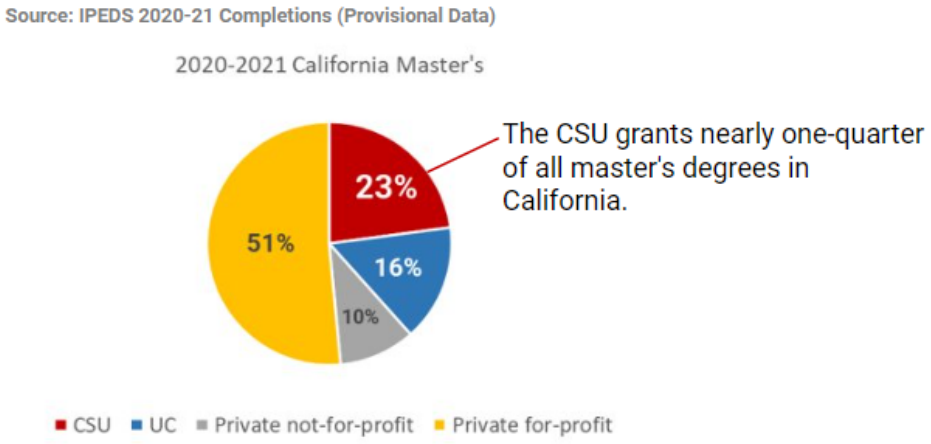
CSU	**Partner**	**Degree**	**Discipline**
Long Beach	Claremont Graduate University	Ph.D.	Engineering and Industrial Applied Mathematics
Los Angeles	UC Los Angeles	Ph.D.	Special Education
Sacramento	UC Santa Barbara	Ph.D.	Public History

San Diego	California Western School of Law	M.S.W./J.D.	Social Work (Administration & Community Development)
San Diego	California Western School of Law	M.S.W./J.D.	Social Work (Direct Practice)
San Diego	California Western School of Law	MBA/J.D.	Business and Management
San Diego	Claremont Graduate University	Ph.D.	Education
San Diego	UC Davis	Ph.D.	Ecology
San Diego	UC Irvine	Ph.D.	Computational Science
San Diego	UC Riverside	Ph.D.	Evolutionary Biology
San Diego	UC San Diego	Ph.D.	Bioengineering
San Diego	UC San Diego	Ph.D.	Biology
San Diego	UC San Diego	Ph.D.	Chemistry
San Diego	UC San Diego	Ph.D.	Clinical Psychology
San Diego	UC San Diego	Ph.D.	Electrical and Computer Engineering
San Diego	UC San Diego	Ph.D.	Epidemiology
San Diego	UC San Diego	Ph.D.	Global Health
San Diego	UC San Diego	Ph.D.	Health Behavior
San Diego	UC San Diego	Ph.D.	Interdisciplinary Substance Use Studies
San Diego	UC San Diego	Ph.D.	Language and Communicative Disorders
San Diego	UC San Diego	Ph.D.	Mathematics and Science Education
San Diego	UC San Diego	Ph.D.	Mechanical and Aerospace Engineering
San Diego	UC San Diego	Ph.D.	Structural Engineering
San Diego	UC San Diego/Scripps Institute of Oceanography	Ph.D.	Geophysics
San Diego	UC Santa Barbara	Ph.D.	Geography
San Francisco	UC Berkeley	Ph.D.	Education
San Luis Obispo	UC Hastings College of the Law	B.A./J.D.	Political Science/Government
San Marcos	UC San Diego	Ed.D.	Educational Leadership
CSU	Partner	Degree	Discipline

Master's Programs

Approximately 97% of graduate degrees earned in the CSU are master's degrees. Master's degree programs offered can be professional or academic in nature and are obtainable in a wide range of fields. Academic degrees (e.g., Master of Science or Master of Arts) are designed for intellectual growth and are sometimes a prerequisite for doctoral work within a given discipline. Professional degrees (e.g., Master of Business Administration or Master of Social Work) are designed for employment or advancement within a particular career or field of study. Master's degrees typically take two to three years to complete.

As shown in the chart below, the CSU prepares 23% of the master's degree students in California, while the UC prepares 16% and private not-for-profit and for-profit institutions award the remaining master's degrees.



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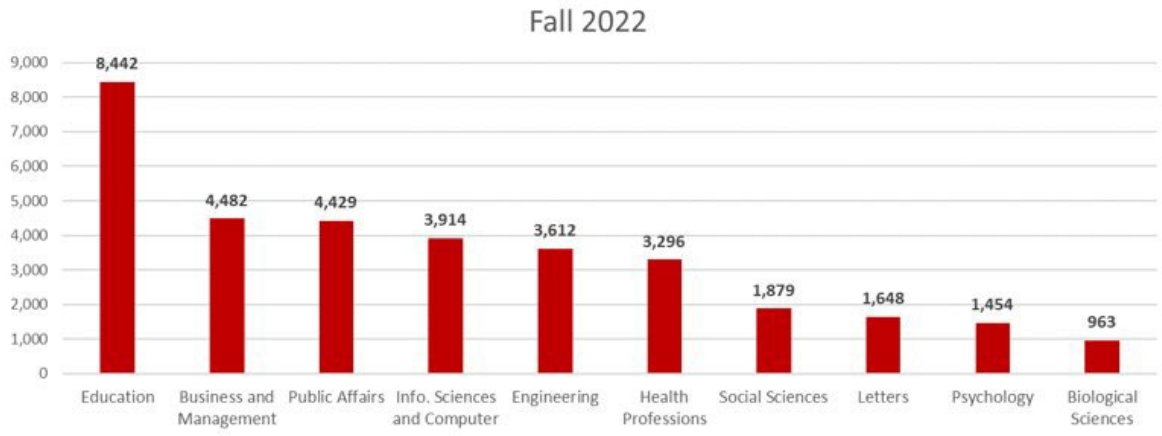
The CSU currently offers 27 distinct types of master's degrees:

- Master of Arts (MA)
- Master of Science (MS)
- Master of Music (MM)
- Master of Agricultural Education (MAgEd)
- Master of Archives and Records Administration (MARA)
- Master of Architecture (Marche)
- Master of Arts in Teaching (MAT)
- Master's in Business Administration (MBA)
- Master of Biotechnology (MBt)
- Master of City Planning (MCP)
- Master of City and Regional Planning (MCRP)

- Master of Design (MDes)
- Master of Engineering (MEng)
- Master of Fine Arts (MFA)
- Master of Health Administration (MHA)
- Master of Landscape Architecture (MLA)
- Master of Library and Information Science (MLIS)
- Master of Public Administration (MPA)
- Master of Public Health (MPH)
- Master of Public Policy (MPP)
- Master of Public Policy and Administration (MPPA)
- Master of Social Work (MSW)
- Master of Urban Planning (MUP)
- Master of Urban and Regional Planning (MURP)
- Master of Interior Architecture (MIA)
- Master of Professional Accountancy (MPACC)
- Education Specialist (Ed.S.)

Within these 27 distinct master's degrees, there are 934 individual master's degree programs – and options within those programs – across the 23 CSU campuses. The top 10 enrolled master's degree disciplines in the CSU are shown below. The discipline with the highest enrollment is education, demonstrating the CSU's role in educating the future teachers and educational leaders for the state.



Online Programs

Graduate education in the CSU has adapted to the needs of 21st century learners and working professionals. In addition to traditional on-campus or onsite programs, the CSU offers over 120 online master's programs. The table below shows some of the subject areas in which online master's programs are offered in the CSU.

Discipline	Number of Online Master's Programs
Education	40
Business and Management	27
Health Professions	17
Public Affairs	15
Engineering	9
Computer and Information Sciences	4
Interdisciplinary Studies	4
Social Sciences	2
Letters	1
Agriculture and Natural Resources	1

Quality Assurance

Program quality is of primary importance for CSU graduate programs. Degree programs that are eligible for accreditation from a national accrediting body are expected to seek such accreditation. All graduate degree programs undergo regularly scheduled campus-based program review, typically every five years, and are assessed by faculty on a continual basis.

Graduate programs at CSU campuses are among the best in the nation according to *U.S. News & World Report* rankings in 2023. The publication recognized 65 graduate programs from 14 CSU campuses in its 2023 rankings. Programs at eight campuses — Dominguez Hills, Fullerton, Los Angeles, Long Beach, Northridge, San Diego, San Francisco and San José — were ranked among the top 100 nationally in areas including nursing, psychology, occupational therapy, fine arts, public affairs and rehabilitation counseling. The rankings are a testament to the CSU's high-quality graduate programs, which integrate specialized training in the theory, research methodologies and critical analyses within a given discipline.

Additional national recognition came in 2022 when the total number of CSUs designated as Research 2 (R2) Carnegie Classification grew to seven. The R2 universities include:

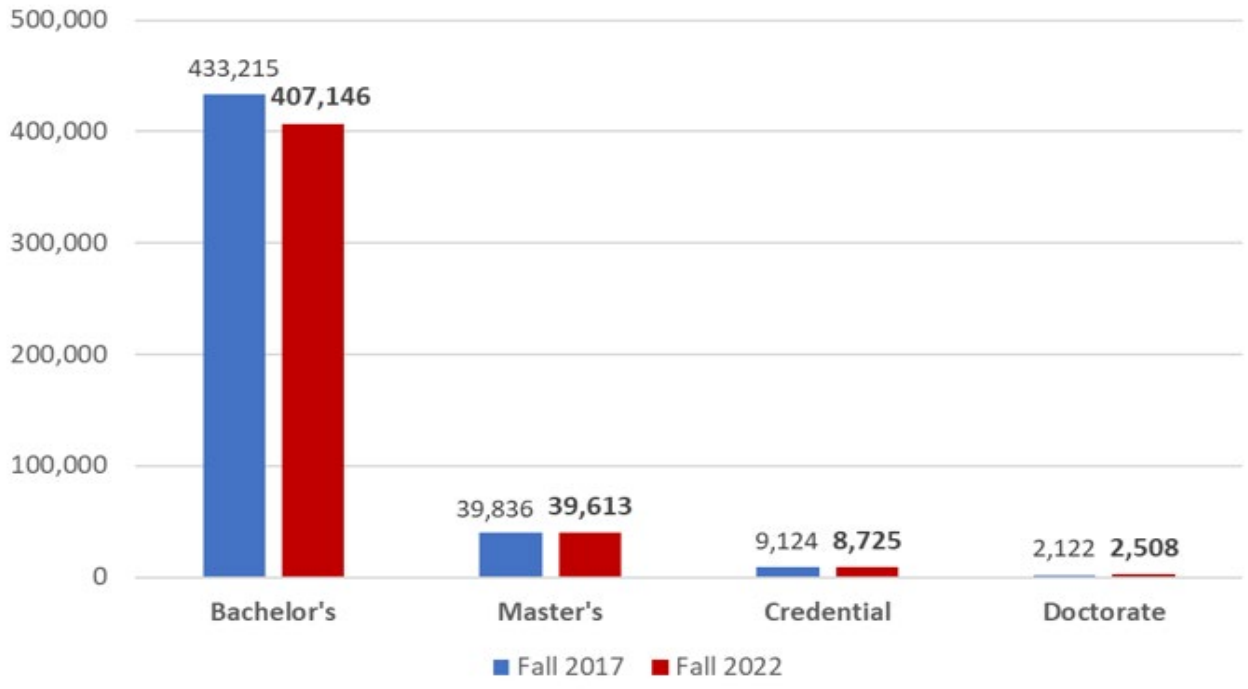
- East Bay
- Fresno
- Fullerton
- Long Beach
- San Bernardino
- San Diego
- San José

The R2 status indicates a high-level of research activity, which bolsters the institution's ability to attract external funding, industry partners, and private donors, as well as enhances the recruitment of faculty and graduate students.

Graduate Enrollment (Fall 2022)

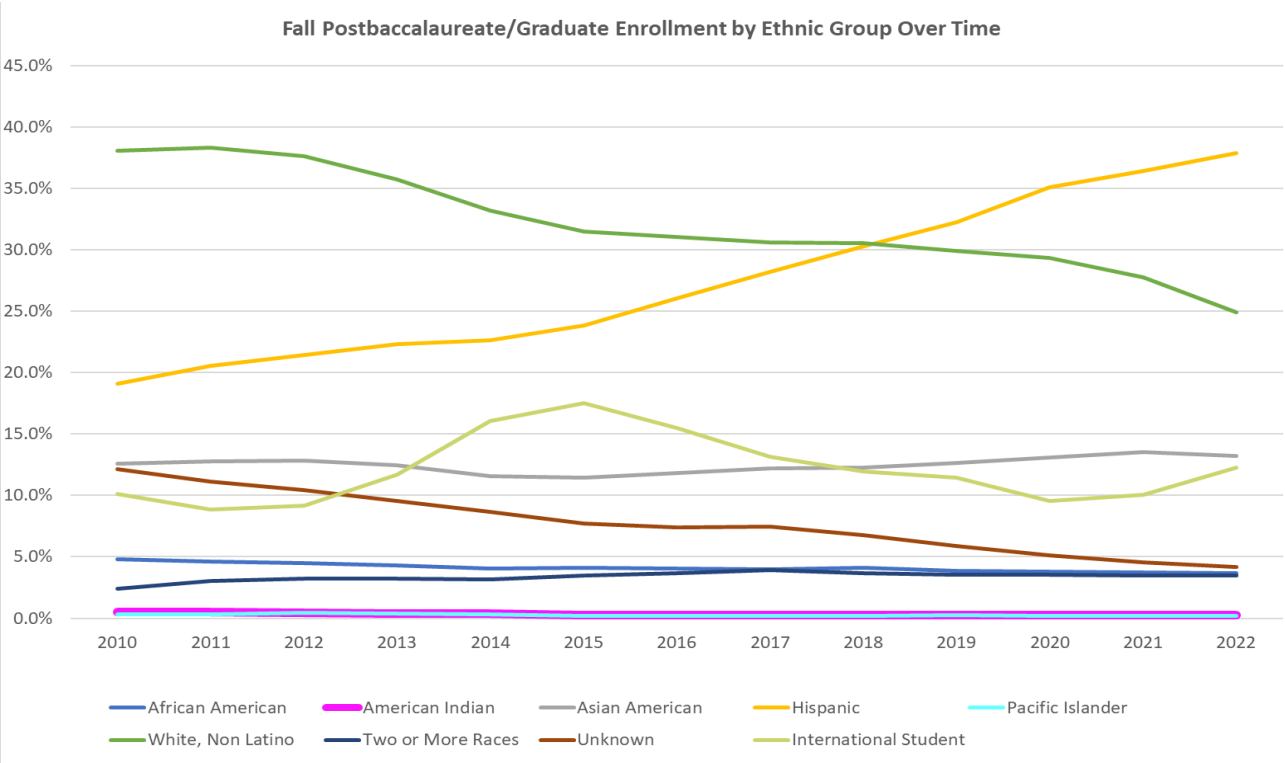
Reflective of the CSU mission, the vast majority of students enrolled in fall 2022 were enrolled as undergraduates. As shown in the graph below, 407,146 students were enrolled in a baccalaureate program, 39,613 were enrolled in a master's program and 2,508 were enrolled in a doctoral program.

In addition, 8,725 post-baccalaureate credential-seeking students were enrolled at the CSU in fall 2022. These students may also be reflected in the enrollment count for the master's degrees, depending on if they were simultaneously enrolled in a CSU graduate program.



Student Diversity in CSU Graduate Programs

As shown in the graph on the following page, during the past 12 years, the percentage of the enrolled graduate student population at the CSU that identified as Hispanic has grown from 19% in 2010 to nearly 38% in 2022. The enrollment of students who identify as White, Non-Latino has decreased from 38% to just under 25%. Other ethnic groups have largely remained steady. Although a pandemic-induced decline in international students has been revealed, there is growing evidence of a recovery on the horizon (Source: CSUCO Institutional Research & Analyses).



Future Faculty Programs

In addition to addressing current and future workforce needs, CSU graduate programs are also incubators for future faculty, many of whom return to teach in the CSU. The CSU Pre-Doctoral Program and the Chancellor's Doctoral Incentive Program provide support to graduate and undergraduate students as they prepare for and undertake doctoral education.

California Pre-Doctoral Program

The California Pre-Doctoral Program began in 1989. It is designed to increase the pool of potential CSU faculty by supporting the doctoral aspirations of CSU students who have experienced economic and educational disadvantages. All matriculated students enrolled on a CSU campus are eligible to participate. Current CSU faculty members are an integral component of this program as they work closely with applicants to prepare them for graduate studies.

In 2022-23, the California Pre-Doctoral Program awarded funds to 75 juniors, seniors and graduate students in the CSU. These funds enable current students to explore and prepare to succeed in doctoral programs in their chosen field of study. Selected applicants are designated a "Sally Casanova Pre-Doctoral Scholar" and work closely with a CSU faculty mentor to develop an overall plan that leads to enrollment in a doctoral program. Plans are tailored to the specific goals and career objectives of the student. On average, approximately 40% enter fully funded Ph.D. programs at the end of their scholarship year.

CSU Chancellor's Doctoral Incentive Program

The CSU Chancellor's Doctoral Incentive Program (CDIP) is the largest program of its kind in the U.S. Established by three CSU presidents in 1987, CDIP prepares promising doctoral students for CSU faculty positions by providing financial support, mentorship by CSU faculty and professional development and grant resources. The goal of CDIP is to increase the number of faculty with the qualifications, motivation and skills needed to teach the diverse students of the CSU. CDIP publishes a directory of CDIP Fellows currently applying for faculty positions and will reimburse expenses if Fellows are invited to an on-campus interview.

The key feature of CDIP is mentoring. Every applicant to the program identifies a tenured or tenure-track CSU faculty member to serve as a mentor throughout the scholar's doctoral program as well as in the scholar's search for a faculty position. Together, the applicant and mentor develop a comprehensive plan, called the Collaborative Plan of Support, which details how they will work together to foster the scholar's development in the three components of faculty life: teaching, research and service.

Through CDIP grants, the CSU supports the collaborative activities of CDIP scholars and their faculty members. Scholars have the opportunity to use grant funds to further their doctoral training and to attend professional conferences and workshops. Through research and scholarly attendance at conferences, scholars can enhance their professional development. Finally, CDIP also offers a subsidized educational loan of up to $30,000 with a potential for loan cancellation if the student, upon completion of their doctorate, becomes a CSU faculty member.

Conclusion

Graduate education is integral to the CSU mission of preparing students to be successful in their future workforce and academic endeavors. By offering doctoral and master's programs in fields of high workforce demand, the CSU is developing the diverse workforce California needs for the future.

COMMITTEE ON EDUCATIONAL POLICY

Student Financial Aid

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Summary

The California State University (CSU) is committed to providing access and opportunity to California students, regardless of their financial circumstances. To that end, the CSU continues to offer one of the most affordable educations in the nation with 56% of students graduating with a bachelor's degree and zero student loan debt.

Student financial aid programs play an important role in helping students pay for their postsecondary educational expenses. Financial aid is a critical element that enables students to continue their education at the CSU and ultimately earn a college degree. The CSU disbursed over $4.2 billion in financial aid funds during the 2020-21 academic year, the most recent financial aid period for which final federal data is available. Without this assistance, a college education would likely not be an option for many students. Based on data for 2020-21, 81% of all CSU students received some form of financial aid. What's more, 60.5% of all undergraduates had the full cost of tuition covered by non-loan aid in the form of grants, scholarships or waivers.

As the cost of living, housing and inflation are of increasing concern to students and families, college affordability and financial aid are often the differentiator between students attending college or going straight into the workforce. The CSU continues to offer robust financial aid packages and the state has introduced new financial aid programs, but more funding is needed to reflect the increased cost of living.

This information item provides an overview of financial aid participation, the various forms of financial aid students receive at the CSU and how this aid is packaged to meet a student's individual need.

Financial Aid Programs Institutional Participation

Participation in federal and state financial aid programs is based on an institutional commitment to abide by the federal and state laws and policies as well as adherence with administrative capability requirements. Many of the items required for financial aid participation fall across the institution (e.g. consumer information reporting, disclosures on campus crime and Constitution Day requirements).

The Program Participation Agreement (PPA) conditions the institution's eligibility to participate in federal Title IV student financial aid programs upon compliance with various requirements that include establishing and maintaining such administrative and fiscal procedures and records as may be necessary to ensure proper and efficient administration of funds received from the Secretary of Education [20 U.S.C. 1094(a)(3)].

Regulations for Title IV student financial aid programs provide in 34 Code of Federal Regulations (C.F.R.), Section 668.16 that participation in these programs requires that, among other standards, an institution demonstrate administrative capability as evidenced by:

- designating an individual to be responsible for administering all Title IV student aid programs and coordinating those programs with all other programs of student financial assistance;
- communicating to that designated individual all the information received by any institutional office that bears on a student's eligibility for Title IV student aid programs; and
- developing and applying an adequate system to identify and resolve discrepancies in information that the institution receives with respect to a student's application for Title IV programs including any information normally available to the institution regarding a student's citizenship, previous educational experience, documentation of the student's social security number or other factors relating to the student's eligibility for Title IV program funds.

Part of administrative capability involves coordination with other divisions and departments within the system. For instance, the requirements for adequate staffing, the incentive compensation prohibition and hiring restrictions related to the misuse of government funds might apply to the human resources office. Similarly, a school's academic divisions and business office will need to be aware of the satisfactory academic progress standards, readmission of service members and in-state tuition rates for service members and their families.

Financial aid offices are responsible for distributing information and coordinate that universities within the system have provided all required notices to students. A few of the notices or activities that financial aid offices are responsible for reviewing are: textbook information, voter registration forms, accountability for programs that prepare teachers, Constitution Day activities, drug and alcohol abuse prevention programming, Equity in Athletics Disclosure Act, annual security reports, fire safety and Family Educational Rights and Privacy Act (FERPA). This is just a small number of requirements outside of financial aid administration.

Cost of Attendance (Estimated Student Expenses)

The cost of attendance is an important component used to determine financial need. Recognition of student expenses is not limited to mandatory tuition and fees. Federal Title IV financial aid program regulations require institutions to develop cost of attendance allowances that include mandatory tuition and fees as well as allowances for books and supplies, food and housing, transportation and personal expenses.

Institutions develop these allowances, also referred to as standard student budgets, differentiating among students living at home with their parents, students living in campus residence facilities and students living off-campus, typically in a shared apartment. For context, in 2020-21, 45% of CSU students lived at home, 11% lived on campus and 44% lived off campus.

To determine the estimated cost of attendance, CSU campuses and most other California institutions utilize data from the Student Expenses and Resources Survey (SEARS) that is administered by the California Student Aid Commission. Each year, these figures are indexed for inflation.

For 2022-23, the CSU cost of attendance estimates are shown on the following page. Importantly, these figures are systemwide averages and do not represent the amount paid by any one student.

2022-2023 Estimated Average Cost of Attendance

Undergraduate Academic Year Costs (9 months)

	At Home	On Campus	Off Campus
Tuition	$5,742	$5,742	$5,742
Campus-based Fees	$1,810	$1,810	$1,810
Books and Supplies	$1,156	$1,156	$1,156
Room and Board	**$8,522**	**$15,210**	**$17,297**
Transportation	**$1,504**	**$1,059**	**$1,451**
Personal	$2,399	$2,198	$2,735
TOTAL	**$21,132**	**$27,175**	**$30,191**

* Systemwide averages, actual amounts vary by CSU campus

Determination of Financial Need

To develop a financial aid package for a CSU student, the university first determines that student's financial need – the difference between the Cost of Attendance (COA) at a CSU campus and the amount of a student's Expected Family Contribution (EFC). The process of determining the extent to which a student and his or her family can contribute toward postsecondary educational expenses is referred to as need analysis. The parameters and formulas in the need analysis for all federal student aid funding are approved by the U.S. Congress as federal methodology.

Cost of Attendance (COA) − Expected Family Contribution (EFC) = Financial Need

Applicants for federal student aid must annually complete a Free Application for Federal Student Aid (FAFSA). The State of California utilizes the FAFSA to determine eligibility for Cal Grants, and the CSU uses the FAFSA to determine eligibility for State University Grants and other need-based aid programs administered at the university level.

The California Dream Act Application (CADAA) is used by students who qualify for an AB 540 Non-Resident Tuition Waiver to apply for state and institutionally funded financial aid. The California Dream Act application is provided by the California Student Aid Commission and uses the same need analysis formula as the FAFSA.

Overview of Student Financial Aid Programs

There are four types of financial aid programs: grants (including federal, state and institutional grants), scholarships, loans and work-study. At the CSU, student financial aid programs are authorized and funded by the U.S. Congress, the California State Legislature and governor, the individual university, and various private entities such as philanthropic organizations, foundations, civic clubs and community groups.

Grants and scholarships do not have to be repaid and are also referred to as "gift aid." Loans and work-study are often referred to as "self-help aid," as they require that a student repay the amount from future earnings (for loans) or earn the funding through a subsidized employment program while pursuing an education (for work-study).

Once a student has applied for financial aid, the campus must confirm that certain general eligibility requirements are met. To be eligible for financial aid a student must:

- Be a U.S. citizen or a permanent resident of the U.S. with a valid Social Security number.
    - Alternately, the California Dream Act makes state and institutional funding available to students who qualify for an AB 540 Non-Resident Tuition Waiver.
- Have a high school diploma or recognized equivalent.
- Be enrolled, or accepted for enrollment, as a regular student who will be working toward a degree or certificate in an eligible program.
- Maintain satisfactory academic progress for financial aid.
- Not owe a repayment on a federal grant or be in default on a federal educational loan.
- Demonstrate financial need, except some federal loans.
- Reapply for aid each year.

Individual award programs may have their own specific eligibility requirements. Those are covered in the following descriptions.

Federal Grants

Pell Grant

In 2020-21, 52% of CSU undergraduate students received a federal Pell Grant. Pell Grants provide a foundation of financial aid to which other aid may be added. They are typically awarded only to undergraduate students who have not earned a bachelor's degree. Under certain conditions, however, students enrolled in a postbaccalaureate teacher credential program may be eligible to receive federal Pell Grants.

For the 2020-21 award year, the maximum award a student can receive is $6,345. The Pell Grant has a lifetime limit of the equivalent of six years (12 semesters) of full-time enrollment, which allows for part-time enrollment.

Federal Supplemental Educational Opportunity Grant

The Federal Supplemental Educational Opportunity Grant (FSEOG) is restricted to undergraduate students with the greatest financial need. Eligible students must be a federal Pell Grant recipient. These funds are allocated to institutions, including the CSU, and are awarded by the school to eligible students in accordance with federal regulations.

The availability of FSEOG funds varies among universities. As such, there is no guarantee that every eligible student will be able to receive an FSEOG. The federal grants range from $100 to $4,000 per award year; however, as funds are limited, most eligible CSU students do not receive the maximum award.

Teacher Education Assistance for College and Higher Education Grant

In 2020-21, the CSU awarded nearly 840 Teacher Education Assistance for College and Higher Education (TEACH) Grants to students. The TEACH Grant program is a federal financial aid program available to students enrolled in eligible programs.

Students who receive a TEACH Grant must agree to teach in a high-need field, at a low-income elementary or secondary school as a highly qualified, full-time teacher for at least four years. For the purpose of the TEACH Grant, a high-need field is defined as mathematics, science, foreign language, bilingual education, English language acquisition, special education, reading specialist or any other field that has been identified as high-need by the federal or state government or a local educational agency. In California, these additional fields include English/drama/humanities, computer science and self-contained class (i.e. elementary classrooms). The maximum annual amount a student can receive through the TEACH Grant program is $4,000.

California State Grants

Cal Grant

Cal Grants are awarded to eligible California students by the California Student Aid Commission. Selection is based on financial need, academic performance and other factors. Eligible students may receive up to a maximum of four years of full-time grant payments.

There are multiple types of Cal Grants, including:

- **Cal Grant A Entitlement Award** – Cal Grant A Entitlement Awards are for a maximum of the mandatory systemwide fees at the CSU, which is currently $5,742. These awards are available to students who graduate from high school and achieve a minimum high school grade point average of at least 3.0 on a 4.0 scale. Eligible students must have financial need at least equal to the amount of the award plus $1,500, and have family income and assets below the established ceilings.

- **Cal Grant B Entitlement Award** – Cal Grant B Entitlement Awards provide grant funds to low-income students for a living allowance of $1,648 for an academic year. For a student's first year, these funds can be used for books and supplies, transportation expenses and living expenses. With the second and subsequent years of Cal Grant B benefits, students are also eligible to receive an additional amount for tuition and mandatory systemwide fees. At the CSU, the tuition and fee award is currently $5,742. These awards are available to students who graduate from high school with a minimum grade point average of at least 2.0 on a 4.0 scale. Eligible students must have a minimum financial need of $700 and have family income and assets below the established ceilings.

- **Cal Grant California Community College Transfer Entitlement Award** – Transfer Entitlement Awards provide grant funds to transfer students. These awards will be either A or B depending on which income and asset ceilings the student falls under. Award levels will be the same as those for the A and B entitlement programs. These awards are for students who graduated from a California high school, did not receive a Cal Grant Entitlement Award upon high school graduation and are transferring from a California Community College to an eligible four-year institution in California. Students must have a minimum grade point average of 2.4 on all transferrable community college coursework. Eligible students must be under the age of 28 and pursuing a bachelor's degree in order to be eligible for an award.

- **Cal Grant A and B Competitive Award** – A limited number of Cal Grant awards are available for students who are not eligible to be considered for entitlement awards. These awards are for students who are not graduating high school seniors or recent graduates; eligibility for these awards prioritizes nontraditional students. Students will receive either A or B awards at grant levels referenced above for the entitlement programs. Eligible students must meet all basic eligibility requirements, have financial need and be under the income and asset ceilings.

Scholarships

The CSU offers a wide variety of scholarships offered by generous donors to enrolled CSU students. These scholarships help students cover the costs of their education and come from a variety of sources. They help enhance the educational excellence of the CSU and strengthens the value of a CSU education. These scholarships help students pursue their goals. Scholarships are available every academic year to new and continuing students in every discipline of study. There are two types of scholarships, CSU and Private/Off-campus. The CSU scholarships are funded by donors to the CSU and administered by our campuses. There was a total of $95 million in CSU scholarships disbursed to students in CSU Scholarships during the 2020-21 academic year. Private/Off-Campus scholarships are scholarships that a student applies to on their own and a check is issued to the campus from the organization on behalf of the student. The CSU disbursed $60 million from private scholarships in 2020-21.

New State Programs

The state has introduced a number of new programs and redesigned an existing program to best serve California's students. It is important to note that new aid programs and significant changes to programs increase the need for improved financial aid technology and additional staffing in financial aid offices.

<u>Middle-Class Scholarship</u>

The Middle-Class Scholarship is a California program that provides a scholarship to undergraduate students with a maximum annual family income and household asset ceiling of $201,000 (for 2022-23 awards). To qualify, a student must be enrolled at a CSU or University of California campus, be a California resident or an eligible AB 540 student and have filed for financial aid.

Prior to 2022-23, students who qualified for a Middle-Class Scholarship were eligible for a scholarship of no less than 10%, and no more than 40%, of the mandatory systemwide tuition and fees. Recent legislative changes modified the program. Award amounts are now based on the cost of attendance for the school of the student's choice and the following program requirements:

- Available gift aid that the student is eligible for (i.e. federal, state, institutional or scholarship aid);
- A self-help student contribution of $7,898 (applied to all students); and
- A parent contribution for dependent students with a household income of over $100,000.

These three factors, collectively, are referred to as a student's "available resources". These amounts are deducted from the student's total cost of attendance to determine the MCS award. Under this formula, award amounts will vary widely among students, with each student's award reflecting their costs and available resources. Preliminary data shows that CSU students will be receiving over $400 million in MCS funding during the 2022-23 academic year.

Golden State Teacher Grant

The Golden State Teacher Grant (GSTG) is awarded to students currently enrolled in professional preparation programs approved by the Commission on Teacher Credentialling (CTC). Students must be pursuing their preliminary teacher credential or pupil personnel services credential. Students are eligible for up to $20,000.

Students must:

1. Complete their program and obtain their credential within three years from the first disbursement of their GSTG funds.
2. Commit to work at a priority school in California for four years within eight years of completing their credential program.

Golden State Education and Training Grant

The Golden State Education and Training Grant (GSETG) targets awards to students who lost their jobs due to the COVID-19 pandemic with a one-time grant of $2,500. Student eligibility requirements include:

1. Student is displaced from employment due to the COVID-19 pandemic.
2. Student is not enrolled in a training program or institution of higher education at the time they were displaced from employment.
3. Student has been unable to obtain employment that provides an average monthly wage that is equal to or greater than the average monthly wage received from their employment prior to the COVID-19 pandemic.
4. Student meets the income and asset criteria to be eligible for a Cal Grant A award (pursuant to subdivision (k) of California Education Code Section 69432.7).
5. Student is enrolled in a qualified education or training program, including at any California Community College, CSU or University of California.

Learning-Aligned Employment Program

The Learning-Aligned Employment Program (LAEP) is designed to provide students an opportunity to earn money to help defray education costs while gaining education-aligned, career-related employment. Students prioritized for the LAEP come from an underrepresented background, defined as first-generation or current or former foster youth, or homeless/at-risk for homelessness. Institutions will further prioritize eligible students who meet the aforementioned criteria and who are majoring in science, technology, engineering or math (STEM) disciplines. Employers must sign an employer agreement with the institution to participate. A student must only be placed in an educationally beneficial position that relates to the student's area of study, career objective or the exploration of career objectives. LAEP funds may provide up to 90% of a student's compensation for positions at public educational institutions or nonprofit corporations. This includes up to 100% of compensation for positions at the UC, CSU or California Community Colleges, and up to 50% of compensation for positions at for-profit employers.

CSU Grants

State University Grant

The State University Grant (SUG) program provides need-based awards to eligible undergraduate and graduate/postbaccalaureate students who are California residents or are otherwise determined as eligible (e.g. AB 540-eligible students). Based on preliminary data, more than 140,000 CSU students received SUG awards in 2020-21.

For the 2020-21 academic year, more than $658 million in SUG funding was paid to students. Each university has established local awarding policies and priorities for these funds. Systemwide, the priority is to award a SUG equal to the amount of the State University Fee ($5,742 for undergraduates; $6,660 for students in teaching credential programs; and $7,176 for graduate and postbaccalaureate students) to eligible students who apply for financial aid by March 2; who have an EFC of $4,000 or less; and who are not receiving a Cal Grant or other award designated to cover fees.

The number of units a student has earned also affects SUG eligibility. Undergraduates in most programs may receive SUG for up to 150 completed units. Transfer students are reviewed for eligibility based on the number of units transferred. Graduate and credential students are also limited based on their program length.

Educational Opportunity Program Grant

The Educational Opportunity Program (EOP) Grant provides need-based awards to eligible undergraduate students who are California residents or otherwise determined as eligible (e.g. AB 540-eligible students). Based on preliminary data, approximately 21,450 CSU students received an EOP award in 2020-21.

The program is designed for students from economically disadvantaged backgrounds who are admitted to the CSU via the EOP program. Each campus receives a fixed allocation, which is awarded to students with the highest financial need (as demonstrated by a low EFC). The determination of "highest financial need" varies by campus, depending on its student profile.

Doctoral Grants

The CSU currently offers doctoral programs in education, nursing, physical therapy, occupational therapy and audiology. Students who apply for financial aid through the FAFSA or Dream Act application – and who are enrolled in a doctoral program at a CSU campus – will be automatically considered for a grant in that program. Should a student qualify, they will be notified by their campus.

Work-Study

The federal Work-Study Program provides jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay for expenses related to their education. The program encourages community service work and work related to a student's course of study.

Federal Work-Study earnings are equal to, or greater than, federal minimum wage, depending on the type of work a student is doing and the skills required. A federal Work-Study award depends on the availability of funding at the institution, the institution's awarding policies for federal Work-Study, the student's financial need and their commitment to obtaining a qualified federal Work-Study position and performing the work required.

Federal Work-Study Program employment may be on-campus or off campus. Off-campus opportunities are typically with private, nonprofit organizations or public agencies, with the work performed advancing the public interest. CSU campuses typically limit a student's work hours to a maximum of 20 hours per week when classes are in session.

Loans

At the CSU, financial aid is packaged to prioritize grants, scholarships, work-study and only then – as needed – loans. Reviewing national data from 2019-20, it is clear that CSU students who do apply for a loan graduate with lower loan debt than their peers at other institutions. For 2019-20, the CSU average loan debt was $17,966. This amount was significantly lower than the rate for other state four-year institutions average ($21,125).

Packaging of Financial Aid Awards

Once a student's financial need is determined, the campus works to provide a package of financial aid to meet that need. This package takes into consideration a student's eligibility for a federal Pell Grant and a state Cal Grant before the institution adds additional grants, work-study employment and – if needed – student loans.

Financial aid offices attempt to use all available financial aid program funding in an effort to meet as much of a student's financial need as possible. Each university establishes its own packaging approach within the constraints of award limits that apply to individual aid programs, the funding priorities for the various aid programs, and, where applicable, the allocation of funds available for the program. One of the overriding considerations in the packaging process is to ensure that it provides for the fair and equitable treatment of all potentially eligible aid applicants and ensures that students in like circumstances are awarded in essentially the same manner.

Future Changes to Financial Aid

<u>AB 288 – Scholarship Displacement Bill</u>

California Assembly Bill 288 was passed in 2021 and will take effect for the 2023-24 academic year. This bill would prohibit each public and private institution of higher education in the state that receives, or benefits from, state-funded financial assistance, or that enrolls students who receive state-funded student financial assistance, from reducing certain students' institution-based gift aid offer below their financial need, except as specified. Commencing with the 2023–24 academic year, an institution of higher education shall not reduce the institutional gift aid offer of a student who is eligible to receive a federal Pell Grant award or financial assistance under the California Dream Act for an academic year as a result of private scholarship awards designated for the student unless the student's gift aid exceeds the student's annual cost of attendance.

Institutional gift aid means gift aid that is paid for by the institution of higher education from its funds and the recipient of the aid is selected by the institution. This would include university or systemwide scholarships, fee waivers, State University Grant and any graduate fellowships from the university. These are funds from the CSU or administered by the CSU.

Private scholarship means financial assistance awarded to students based on one or more factors, including, but not limited to: academic merit; talent or a particular area of study; by a private company, foundation or nonprofit organization; or a public charity or service group. Private scholarships are not funded by the CSU and the CSU is not involved in the administration of these funds.

Cal Grant Reform

The 2022 state budget committed to prioritize the Cal Grant Reform Act that makes major changes to the state's largest financial aid program. The current Cal Grant program will be replaced with a new version that provides a Cal Grant 2 for California Community College students and a Cal Grant 4 for students attending eligible four-year public or private universities. *The program will begin in 2024-25 if a determination is made in the spring of 2024 that California General Funds are available to support the program over a multi-year forecast.* Highlights of the changes include:

- Collapsing the current eight types of Cal Grants to Cal Grant 2 and Cal Grant 4.
- Aligning eligibility for Cal Grant with the new federal Student Aid Index (SAI).
- Removing age limitations, time since graduation and Grade Point Average requirements.
- Eliminating Cal Grant B access awards that CSU students currently receive as a living allowance.

The changes to the Cal Grant program could significantly impact the awards provided to CSU students. The Chancellor's Office and the California Student Aid Commission are currently undertaking data analysis and modeling to better understand the impact to students. If the decision is not made until the spring of 2024 to enact this reform, for the 2024-25 aid year, significant delays in awarding and packaging state aid will most likely occur. In addition, the changes to the Cal Grant program may necessitate State University Grant (SUG) policy and awarding changes, so these awards could also be delayed. The CSU aims to award newly admitted students in the February/March time frame so students and families can make informed decisions regarding enrolling and paying for college. The timing of these changes could negatively impact students starting college in 2024-25. Continuing students, receiving Cal Grant, will continue to be funded under the current program.

FAFSA Simplification Act

The FAFSA Simplification Act and the follow-up legislation, the FAFSA Simplification Act Technical Corrections Act, were passed in 2021 and 2022 respectively. Both bills were part of the Consolidated Appropriations Acts. These acts make important amendment to the Higher Education Act of 1965. The majority of changes will go into effect for the 2024-25 financial aid award year. Changes were originally enacted with a general effective date of July 1, 2023. In 2022, the FAFSA Simplification Act Technical Corrections Act pushed the general effective date back one year to July 1, 2024. Although the effective date was pushed back, some changes will go into effect for the 2023-24 financial aid award year.

This overhaul updates the Free Application for Federal Student Aid (FAFSA) Form, need analysis and many policies and procedures for schools to participate in the federal student aid programs.

Major highlights of the legislation include:

- 2023-24 Award Year Changes
    - Reinstates Pell Grant eligibility for students in federal and state penal facilities starting in the 2023-24 award year.
    - Restores Lifetime Eligibility Used (LEU) regarding loan discharges associated with closed schools, false certifications, identity theft and successful borrower defense claims.
    - Changes some components of cost of attendance (COA).
    - Updates determination process for unaccompanied homeless youth.
    - Implements additional flexibilities for assisting students with unusual circumstances and who cannot provide parental information.
    - Updates professional judgement provisions.

- 2024-25 Award Year Changes
    - Replacing the Expected Family Contribution (EFC) with the Student Aid Index (SAI).
    - Decreases the number of questions on the FAFSA and allows for a higher number of fields to be imported from a federal income tax form.
    - Ties federal Pell Grant eligibility to federal poverty guidelines based on adjusted gross income (AGI). The AGI threshold is either 175% or 225% depending on student's dependency status and marital status.
    - Provides Education Department authority to regulate all COA components except tuition and fees.

The FAFSA Simplification Act requires changes to most aspects of the policies, procedures, processes and systems used to award federal student aid.

Conclusion

Financial aid is critical to providing California's students access to a high-quality CSU education. By determining a student's financial need and packaging aid in a manner that prioritizes grant awards, campuses are able to provide individualized packages that minimize the financial burden wherever possible while providing aid to the maximum number of students. While the CSU continues to offer robust financial aid packages, and the state has introduced new financial aid programs, more aid will be needed that addresses the increasing cost of living for CSU students.