# AGENDA

## COMMITTEE ON EDUCATIONAL POLICY

**Meeting:** **11:00 a.m., Wednesday, September 25, 2024**
**Glenn S. Dumke Auditorium**

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

**Consent**

1. Approval of Minutes, *Action*
2. Academic Planning: Summer Projects and Updates, *Action*

**Discussion**

3. CSU's Commitment to Fostering Healthy Discourse and Exchange of Ideas, *Information*
4. Year of Engagement: Reimagining Student Success, *Information*

# MINUTES OF THE MEETING OF THE COMMITTEE ON EDUCATIONAL POLICY

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

**July 23, 2024**

## Members Present

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

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

## Public Comment

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

Chair Clarke called the meeting to order.

## Approval of Minutes

The minutes of the meeting on May 21, 2024, were approved as submitted.

**Recommended Amendments to Title 5 Regarding California State University Doctoral Programs**

Deputy Vice Chancellor of Academic and Student Affairs Dilcie D. Perez began the presentation by briefly introducing the proposed amendments to Title 5 related to professional and applied doctoral programs. Dr. Brent Foster, assistant vice chancellor and State University Dean of Academic Programs, began by highlighting the positive impact doctoral programs at the CSU have had on California's workforce.

Dr. Foster proceeded to explain that the proposed Title 5 amendments will simplify the process for establishing new doctoral degree programs by updating and consolidating the existing CSU Title 5 doctoral regulations into a single, comprehensive set of regulations that will be applicable to all doctoral degree programs. Dr. Foster continued to outline the criteria for assessing doctoral program proposals that will be instituted to avoid degree-duplication and ensure program sustainability and curricular quality. Dr. Perez concluded the presentation by emphasizing that the recommended amendments to Title 5 will allow the CSU to more efficiently produce qualified doctoral graduates to continue to help meet California's future workforce needs.

Following the presentation, Trustee Yee-Melichar asked if recruitment and admissions criteria will be considered in the implementation process for new doctoral programs and how the CSU will ensure adequate resources are available to support and sustain new programs. Trustee Guajardo asked how the Chancellor's Office determines which campus proposals are submitted to the UC if the number of proposals received exceeds the annual allowance.

Through a roll call vote, the motion to approve the proposed resolution and changes to Title 5 passed unanimously (REP 07-24-03).

**Californians For All College Corps**

Dr. Perez began the presentation by describing the broad reach of the Californians for All College Corps program initiative in engaging Californians in volunteer and civic action. California Chief Service Officer Josh Fryday provided additional insights on the foundation of the CSU College Corps program and how it is on track to become a model program that can be scaled across the state of California and nationwide.

Interim Assistant Vice Chancellor for Student Affairs, Equity and Belonging Ray Murillo, summarized the demographics of the CSU College Corps Fellows, participating campus locations and notable program outcomes. Elizabeth Arevalo Vazquez, a College Corps Fellow and most recently a College Corps ambassador, was invited to share her experience in the program in which she served as a K-12 tutor at Valley Oaks Charter School in Bakersfield. The presentation concluded with Dr. Perez promoting the program's value and extending her appreciation to Mr. Fryday, Dr. Murillo and Ms. Arevalo Vasquez for their remarks.

Following the presentation, several trustees commended Ms. Arevalo Vasquez for her perseverance and dedicated service and wished her continued success in her future endeavors. Trustee Rodriguez asked what prevents the program from being offered at all 23 universities. Trustee Gilbert-Laurie asked if data is available on the program's impact on career pathways and if participating in College Corps can negatively affect financial aid packages.

**Graduation Initiative 2025 Year of Engagement**

Dr. Perez began the presentation by illustrating the forthcoming Year of Engagement that will inform the next phase of the CSU's student success work. Dr. Perez then described Graduation Initiative 2025's growth since its inception, milestones and future trajectory. Dr. Perez expanded on the guiding principles informing the Year of Engagement, ensuring it is a process that is meaningful and impactful.

Dr. Jennifer Baszile, associate vice chancellor of Student Success and Inclusive Excellence, explained that preliminary discussions about redefining student success have revealed that the CSU must expand consultations with various stakeholders throughout the university system. As a result, the Year of Engagement is designed to be the most comprehensive and intentional stakeholder engagement process in the CSU's history. Dr. Baszile described the intended outcomes of the Year of Engagement and provided additional details about the specific goal of developing a student success framework. A timeline was shared outlining engagement opportunities and other important milestones planned until January 2025. Dr. Perez concluded the presentation with closing remarks, restating the CSU's commitment to leading the way in student success.

Following the presentation, Trustee Steinhauser recommended sharing the findings of the Year of Engagement with K-12 partners and enlisting the CSU's statewide offices as the clearinghouses for that information. Trustee Yee-Melichar asked how the constituency groups are selected for feedback, how the feedback will be used in developing initiative strategies and how resources will be allocated to support implementation. Trustee Rodriguez suggested including a renewed basic needs assessment to the Year of Engagement strategy. Chair Clarke recommended engaging with each trustee directly to capture input based on their individual expertise and requested that, upon board action, specific accountability measures and requirements are considered for publication through the policy-making process. Trustee Fong asked for additional details regarding advancements in data collection and its analysis.

The meeting was adjourned**.**

# COMMITTEE ON EDUCATIONAL POLICY

## Academic Planning: Summer Projections and Updates

## Presentation By

Nathan Evans
Deputy Vice Chancellor
Academic and Student Affairs

Brent Foster
Assistant Vice Chancellor and State University Dean
Academic Programs

## Summary

In accordance with California State University (CSU) Board of Trustees policy established in 1963, this item summarizes the long-range program planning activity that took place since March 2024. The proposed resolution approves projections for academic degree programs and their addition to the Ten-Year Overview of Planned Programs as part of the CSU Academic Master Plan. Additionally, this item provides an update on the strategic actions campuses have planned to address their low-conferring degree programs.

## Background

Core to the mission of the CSU, the academic planning process ensures quality academic programs that advance diverse learners and serve regional and statewide skilled workforce needs. The CSU now must navigate through substantive enrollment and fiscal declines by setting its compass on long-term strategic innovation and appropriate growth of academic programs. Such long-range academic planning begins with well-informed ideas for new degree programs and is sustained by robust, periodic review of approved programs.

The objectives of this item are twofold: (1) to highlight the summer 2024 projection cycle, in which 18 projections for new degree programs await Board approval, and (2) to provide an update to the Board on campus reports on designated low-conferring degree programs.

**Degree Program Projections for Summer 2024**

This summer, the Office of the Chancellor received 18 new proposals for degree program projections (ten bachelor's and eight master's programs) from nine campuses, as summarized in the following table. This new set of projections demonstrates CSU's commitment to meeting the evolving needs of our students and our state.

| CAMPUS | DEGREE DESIG-NATION | PROJECTED PROGRAM TITLE | SUPPORT MODE | DELIVERY MODE | PROJECTED IMPLEMEN-TATION |
|---|---|---|---|---|---|
| **Chico** | BS | Economics | State | Face-Face | 2026 |
| | MPH | Public Health | Self | Hybrid | 2025 |
| **Fresno** | MFA | Art | State | Face-Face, Hybrid | 2026 |
| **Los Angeles** | MS | Marketing | State | Face-Face | 2026 |
| **Monterey Bay** | BS | Interdisciplinary Studies | State, Self | Face-Face, Hybrid | 2025 |
| | MS | Computer Science | State | Face-Face | 2026 |
| **Pomona** | BS | Energy Systems Engineering | State | Face-Face | 2026 |
| | BS | Software Engineering | State | Face-Face | 2026 |
| | MS | Computer Engineering | State | Face-Face | 2026 |
| **San Bernardino** | BA | Applied Business | Self | Online | 2025 |
| | BA | Tourism and Hospitality Management | State | Face-Face, Hybrid, Online | 2025 |
| | BS | Data Science | State | Hybrid | 2026 |
| | BS | Health Science | State | Hybrid | 2025 |
| | MS | Industrial and Engineering Management | State | Face-Face, Hybrid, Online | 2025 |
| **San Luis Obispo** | BS | Sustainable Food Systems | State | Face-Face | 2027 |
| **San Marcos** | MS | Business Analytics | Self | Face-Face | 2026 |
| **Stanislaus** | BSW | Social Work | State | Face-Face | 2026 |
| | MAT | Teaching | State | Hybrid | 2025 |

When new degree programs are projected, campuses must revise their Ten-Year Overviews of Projected Programs to include the new projections. The updated Ten-Year Overviews for each of the nine campuses proposing new degree program projections are found in **Attachment A**.

Recommendations for board approval to add degree program projections to Campus Academic Plans follow Office of the Chancellor review of campus degree program projection proposals. Review includes consideration of "declared policy of the board to encourage broadly based degrees of high academic quality and to avoid unnecessary proliferation of degrees and terminologies." Projected degree programs are removed from campus academic plans if a full degree proposal is not submitted to the Office of the Chancellor within five years of the date originally projected for implementation. Campuses may request an extension of this five-year deadline if there are compelling circumstances for such an extension.

After the board approves a degree program projection, the campus may begin developing a full degree implementation proposal, which is submitted to the Office of the Chancellor for review and final approval by the Chancellor as a program. A flowchart of the full degree program and approval process is shown in **Attachment B.**

**Update on Campus Action Plans to Grow Low-Conferring Degree Programs**

Last year, campuses were asked to critically consider the sustainability of their academic programs and identify their low-conferring degree programs (LCDs) in which action plans were recommended. As part of the process, campuses detailed the qualitative and quantitative metrics used to determine whether and how an LCD was "actionable," and revisited their policies on and processes for suspension and discontinuation of degree programs as part of their strategic academic planning. Then, in mid-May 2024, campuses provided their refined list of LCDs and reported on the development of and progress on the action plans for their designated LCDs to the Office of the Chancellor.

This deeper analysis of LCDs had impactful effects. One significant impact was on rectifying several discrepancies in the CSU Degrees Database and Enrollment Report System, as many of the LCDs were programs that had been suspended or discontinued but not recorded accurately. Furthermore, several campuses reported on how a comprehensive and meaningful campus-wide consultative process resulted in the development of the qualitative and quantitative metrics used to determine whether an LCD program needed an action plan for growth and which strategies would be employed. Some campuses reported on how the LCD analysis informed improvements to their campus' established periodic academic program review process. Campus reports detailed multifaceted, diverse, and targeted ways to promote program growth and sustainability. Examples of these strategies include the following:

- Intensifying outreach/recruitment, marketing, and program visibility
- Increasing community engagement
- Expanding online offerings
- Revising curricula to streamline progress to degree and update currency

- Improving pedagogy to integrate more high impact practices
- Increasing/improving transfer pathways
- Establishing cross-disciplinary partnerships/mergers and meta-majors
- Creating more 4+1 blended (accelerated bachelor's + master's degree) programs
- Improving advising and other academic support services/resources
- Providing internships and career preparation

**Action Requested**

The following resolution is recommended for adoption and refers to a change in the CSU Academic Master Plan pertaining to new degree program projections as described in this agenda item.

> **RESOLVED,** by the Board of Trustees of the California State University, that the amended academic degree program projections to the Academic Plans for the California State University campuses (as identified in Agenda Item 2 of the September 22-25, 2024 meeting of the Committee on Educational Policy) be approved and accepted for addition to the CSU Academic Master Plan and as the basis for necessary facility planning; and be it further
>
> **RESOLVED,** that the projected academic degree programs proposed to be included in the Ten-Year Overview of Planned Programs be authorized for implementation, at approximately the date indicated on Attachment B, subject in each instance to the chancellor's review, approval, and confirmation that there exists sufficient societal need, student demand, feasibility, financial support, qualified faculty, facilities and information resources sufficient to establish and maintain the programs.

# CSU Academic Master Plan
## Ten-Year Overview of Planned Programs
Projections Proposed to the CSU Board of Trustees
Planned for Implementation between 2024-25 and 2033-34

Planned degree programs ("program projections") appear in bold red font and are proposed for board approval at the September 2024 meeting. Existing, previously approved program projections appear in black font. Projected degree programs may remain on the CSU Academic Master Plan for five years after the year approved by the Board of Trustees, which appears in the second column from the left. Within that five-year window, planned launch years may be adjusted in response to societal need or campus schedules and resources. Current planned implementation years appear in the column to the left of the degree designation. Subsequent to approval of a projection, the campus may develop a full degree implementation proposal, which requires the chancellor's approval in order for a program to enroll students.

| Campus | Year Approved by BOT | Year Originally Approved for Implementation | Currently Planned Implementation Year | Degree Designation | Title |
|---|---|---|---|---|---|
| **Bakersfield** | 2018 | 2019 | 2025 | BA | Latina/o/x and Chicana/o/x Studies |
| | 2018 | 2019 | 2025 | MS | Applied Analytics |
| | 2020 | 2021 | 2026 | BS | Environmental Sciences |
| | 2020 | 2022 | 2024 | BM | Music |
| | 2020 | 2022 | 2026 | MS | Behavioral Neuroscience |
| | 2021 | 2023 | 2025 | DNP | Nursing Practice |
| | 2024 | 2026 | 2026 | MA | Mass Communication |

| Campus | Year Approved by BOT | Year Originally Approved for Implementation | Currently Planned Implementation Year | Degree Designation | Title |
|---|---|---|---|---|---|
| **Channel Islands** | 2014 | 2014 | 2025 | BA | Philosophy |
| | 2023 | 2024 | 2025 | BA | Black Studies |
| | 2023 | 2024 | 2025 | MS | Business Analytics |
| | 2023 | 2024 | 2024 | MA | Psychology |
| | 2023 | 2024 | 2024 | MPA | Public Administration |
| | 2023 | 2024 | 2024 | MS | School Counseling |
| | 2023 | 2024 | 2024 | EdD | Educational Leadership |
| | 2023 | 2025 | 2025 | MS | Biology |

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|---|---|---|---|---|---|
| | 2023 | 2023 | 2025 | BA | Cinema and Creative Media Arts |
| | 2023 | 2025 | 2025 | BA | Spanish/English Translation and Interpretation |
| | 2023 | 2025 | 2025 | BS | Data Science |
| | 2023 | 2025 | 2025 | MS | Digital Marketing |
| | 2023 | 2025 | 2025 | MA | English |
| | 2023 | 2025 | 2025 | MHA | Health Administration |
| | 2023 | 2026 | 2026 | BS | Cybersecurity |
| | 2023 | 2026 | 2026 | BS | Forensic Science |
| | 2023 | 2027 | 2027 | BS | Statistics |
| | 2023 | 2027 | 2027 | BA | Native American Indigenous Studies |
| | 2023 | 2027 | 2027 | MPH | Public Health |
| | 2023 | 2025 | 2025 | BA | Emerging Media and Social Change |
| | 2024 | 2024 | 2026 | MPA | Professional Accountancy |
| | 2024 | 2024 | 2027 | MSW | Social Work |

| **Campus** | **Year Approved by BOT** | **Year Originally Approved for Implemen-tation** | **Currently Planned Implemen-tation Year** | **Degree Designation** | **Title** |
|---|---|---|---|---|---|
| **Chico** | 2020 | 2021 | 2025 | MS | Business Analytics |
| | 2022 | 2023 | 2025 | Ed.S. | Education Specialist in School Psychology |
| | 2023 | 2024 | 2024 | MS | Mathematics |
| | 2023 | 2024 | 2024 | BA | Interdisciplinary Studies |
| | 2023 | 2024 | 2024 | BS | Interdisciplinary Studies |
| | **2024** | **2025** | **2025** | **MPH** | **Master of Public Heath** |
| | **2024** | **2025** | **2026** | **BS** | **Economics** |

| **Campus** | **Year Approved by BOT** | **Year Originally Approved for Implemen-tation** | **Currently Planned Implemen-tation Year** | **Degree Designation** | **Title** |
|---|---|---|---|---|---|
| **Dominguez Hills** | 2018 | 2019 | 2024 | MS | Business Analytics |
| | 2019 | 2020 | 2024 | BM | Music |
| | 2019 | 2020 | 2027 | BS | Orthotics and Prosthetics |
| | 2019 | 2020 | 2026 | MA | Teaching of the Spanish Language |
| | 2020 | 2024 | 2025 | MS | Bioanalytical Chemistry |
| | 2020 | 2021 | 2024 | MPH | Public Health |
| | 2021 | 2022 | 2024 | BS | Biophysics |
| | 2021 | 2022 | 2027 | BS | Public Health |
| | 2021 | 2022 | 2025 | MS | Financial Economics |

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|---|---|---|---|---|---|
| | 2021 | 2022 | 2025 | MS | Management of Information Systems and Technology |
| | 2022 | 2023 | 2024 | EDD | Leadership for Justice in Education |
| | 2022 | 2024 | 2024 | BS | Environmental Science |
| | 2022 | 2024 | 2025 | DNP | Family Nurse Practitioner |

| Campus | Year Approved by BOT | Year Originally Approved for Implementation | Currently Planned Implementation Year | Degree Designation | Title |
|---|---|---|---|---|---|
| **East Bay** | 2022 | 2023 | 2024 | BA | History-Social Science Studies |
| | 2023 | 2024 | 2024 | BS | Business Analytics |
| | 2023 | 2024 | 2024 | MS | Marketing Analytics |
| | 2024 | 2025 | 2025 | BSW | Bachelor of Social Work |

| Campus | Year Approved by BOT | Year Originally Approved for Implementation | Currently Planned Implementation Year | Degree Designation | Title |
|---|---|---|---|---|---|
| **Fresno** | 2020 | 2021 | 2023 | BS | Biomedical Engineering |
| | 2020 | 2022 | 2023 | BFA | Studio Art |
| | 2022 | 2022 | 2023 | BA | Asian American and Asian Studies |
| | 2023 | 2023 | 2023 | MS | Environmental Sciences |
| | 2023 | 2023 | 2023 | BS | Neuroscience |
| | 2023 | 2023 | 2023 | BA | Native American Studies |
| | 2023 | 2024 | 2024 | BS | Wine Business |
| | 2023 | 2023 | 2023 | BA | Sports Administration |
| | **2024** | **2026** | **2026** | **MFA** | **Art** |

| Campus | Year Approved by BOT | Year Originally Approved for Implementation | Currently Planned Implementation Year | Degree Designation | Title |
|---|---|---|---|---|---|
| **Fullerton** | 2019 | 2020 | 2024 | MS | Applied Computer Science |
| | 2019 | 2021 | 2026 | MS | Engineering Management |
| | 2022 | 2023 | 2025 | BFA | Theatre Arts-Design and Production |
| | 2022 | 2024 | 2024 | BA | Urban Learning |
| | 2023 | 2025 | 2025 | DrPH | Doctor of Public Health |

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|---|---|---|---|---|---|
| | 2024 | 2026 | 2026 | MS | Finance |

| Campus | Year Approved by BOT | Year Originally Approved for Implementation | Currently Planned Implementation Year | Degree Designation | Title |
|---|---|---|---|---|---|
| **Humboldt** | 2022 | 2026 | 2026 | BFA | Media Arts |
| | 2022 | 2026 | 2026 | BA | Health Advocacy |
| | 2022 | 2026 | 2026 | BS | Biotechnology |
| | 2022 | 2026 | 2026 | BS | Computer and Information Technology |
| | 2022 | 2026 | 2026 | BS | Indigenous Science and the Environment |
| | 2022 | 2026 | 2026 | MS | Nursing |
| | 2023 | 2024 | 2024 | MA | Applied Anthropology |

| Campus | Year Approved by BOT | Year Originally Approved for Implementation | Currently Planned Implementation Year | Degree Designation | Title |
|---|---|---|---|---|---|
| **Long Beach** | 2020 | 2022 | 2025 | BA | Multi-Disciplinary Science |
| | 2020 | 2022 | 2026 | MAT | Special Education |
| | 2021 | 2022 | 2026 | MS | Biomedical Engineering |
| | 2023 | 2024 | 2025 | BS | Applied Data Science |
| | 2023 | 2024 | 2025 | DrPH | Doctor of Public Health |
| | 2023 | 2024 | 2025 | MS | Applied Nutrition and Dietetics |
| | 2023 | 2024 | 2025 | MA | Comparative Racial and Ethnic Studies |

| Campus | Year Approved by BOT | Year Originally Approved for Implementation | Currently Planned Implementation Year | Degree Designation | Title |
|---|---|---|---|---|---|
| **Los Angeles** | 2017 | 2018 | 2024 | MS | Business Analytics |
| | 2022 | 2024 | 2024 | BA | American Indian and Indigenous Studies |
| | 2023 | 2024 | 2024 | BS | Environmental Science |
| | 2023 | 2024 | 2024 | BA | Environmental Studies |
| | 2023 | 2025 | 2025 | EdS | School Psychology |
| | **2024** | **2024** | **2024** | **MS** | **Marketing** |

| Campus | Year Approved by BOT | Year Originally Approved for Implemen-tation | Currently Planned Implemen-tation Year | Degree Designation | Title |
|---|---|---|---|---|---|
| **Maritime Academy** | 2024 | 2026 | 2026 | BS | Data Science and Computational Modeling |
| | 2024 | 2026 | 2026 | BS | Automation Engineering |

| Campus | Year Approved by BOT | Year Originally Approved for Implemen-tation | Currently Planned Implemen-tation Year | Degree Designation | Title |
|---|---|---|---|---|---|
| **Monterey Bay** | 2015 | 2015 | 2025 | MS | Accounting |
| | 2016 | 2016 | 2024 | BS | Mechatronics Engineering |
| | 2017 | 2018 | 2025 | MPH | Public Health |
| | 2021 | 2025 | 2025 | MS | Applied Behavior Analysis |
| | 2020 | 2022 | 2026 | MS | Family Nurse Practitioner |
| | **2024** | **2026** | **2026** | **MS** | **Computer Science** |
| | **2024** | **2026** | **2026** | **BS** | **Interdisciplinary Studies** |

| Campus | Year Approved by BOT | Year Originally Approved for Implemen-tation | Currently Planned Implemen-tation Year | Degree Designation | Title |
|---|---|---|---|---|---|
| **Northridge** | 2020 | 2025 | 2025 | MS | Accounting Analytics |
| | 2021 | 2023 | 2024 | MS | Data Science |
| | 2023 | 2025 | 2025 | MA | Design and Innovation |
| | 2023 | 2026 | 2026 | MS | Autonomous Technologies and Systems Design and Development |
| | 2024 | 2025 | 2025 | BS | Diagnostic Medical Sonography |
| | 2024 | 2025 | 2025 | MS | Biomedical Engineering |
| | 2024 | 2025 | 2025 | MS | Healthcare Data Analytics |
| | 2024 | 2026 | 2026 | MS | Medical Device Engineering |
| | 2024 | 2026 | 2026 | MS | Quantum Information Science and Technology |

| Campus | Year Approved by BOT | Year Originally Approved for Implemen-tation | Currently Planned Implemen-tation Year | Degree Designation | Title |
|---|---|---|---|---|---|
| **Pomona** | 2017 | 2017 | 2025 | MS | Mechatronic and Robotics Engineering |
| | 2018 | 2020 | 2025 | BS | Materials Engineering |
| | 2018 | 2020 | 2025 | MUD | Urban Design |
| | 2020 | 2022 | 2024 | MS | Financial Analysis |
| | 2021 | 2022 | 2025 | MS | Management of Architectural Practices |
| | 2022 | 2023 | 2024 | MS | Statistics and Applied Mathematics |
| | 2023 | 2024 | 2024 | MS | Human Resources Leadership |
| | 2024 | 2025 | 2025 | MS | Counseling in Higher Education |
| | 2024 | 2026 | 2026 | MBA | Technology |
| | **2024** | **2026** | **2026** | **BS** | **Energy Systems Engineering** |
| | **2024** | **2026** | **2026** | **BS** | **Software Engineering** |
| | **2024** | **2026** | **2026** | **MS** | **Computer Engineering** |

| Campus | Year Approved by BOT | Year Originally Approved for Implementation | Year Currently Planned for Implement ation | Degree Designation | Title |
|---|---|---|---|---|---|
| **Sacramento** | 2020 | 2022 | 2022 | BA | Public Policy and Administration |
| | 2020 | 2022 | 2024 | MS | Environmental Studies |
| | 2022 | 2024 | 2024 | BA | Japanese |
| | 2022 | 2024 | 2024 | MS | Physics |
| | 2023 | 2024 | 2024 | BFA | Pre-Architectural Studies |
| | 2023 | 2024 | 2024 | BS | Statistics |
| | 2023 | 2024 | 2024 | MA | Education, Equity and Social Justice |
| | 2023 | 2024 | 2024 | MS | Human Resources |
| | 2023 | 2025 | 2025 | MA | Ethnic Studies |
| | 2024 | 2025 | 2025 | BS | Rehabilitation Services |
| | 2024 | 2025 | 2025 | MS | Sports Leadership and Performance |
| | 2024 | 2026 | 2026 | DNP | Nursing Practice |

| Campus | Year Approved by BOT | Year Originally Approved for Implementation | Currently Planned Implementation Year | Degree Designation | Title |
|---|---|---|---|---|---|
| **San Bernardino** | 2020 | 2021 | 2027 | MA | Speech-Language Pathology |
| | 2020 | 2022 | 2024 | MS | Material Science |
| | 2022 | 2022 | 2024 | BS | BioHealth Science |
| | 2022 | 2023 | 2024 | BS | Design |
| | 2022 | 2023 | 2025 | MS | Applied Data Science |
| | 2022 | 2024 | 2025 | MS | Physician Assistant |
| | 2023 | 2024 | 2025 | MS | Human Resources Management |
| | 2023 | 2024 | 2025 | DrPH | Public Health |
| | 2024 | 2024 | 2024 | BA | Music Therapy |
| | 2024 | 2025 | 2025 | BA | Public Service |
| | 2024 | 2026 | 2026 | DNP | Nursing Practice |
| | **2024** | **2025** | **2025** | **BA** | **Applied Business** |
| | **2024** | **2025** | **2025** | **BA** | **Tourism and Hospitality Management** |
| | **2024** | **2026** | **2026** | **BS** | **Data Science** |
| | **2024** | **2025** | **2025** | **BS** | **Health Science** |
| | **2024** | **2025** | **2025** | **MS** | **Industrial and Engineering Management** |

| Campus | Year Approved by BOT | Year Originally Approved for Implementation | Currently Planned Implementation Year | Degree Designation | Title |
|---|---|---|---|---|---|
| **San Diego** | 2021 | 2022 | 2024 | MS | Quality Management |
| | 2022 | 2023 | 2024 | BS | Electrical Engineering (Georgia) |
| | 2022 | 2023 | 2024 | MS | Health Informatics |
| | 2022 | 2024 | 2025 | DNP | Nursing |
| | 2023 | 2023 | 2024 | BS | Child and Family Development, Child Observation and Early Childhood Development |
| | 2023 | 2023 | 2024 | MS | Food Science |
| | 2023 | 2024 | 2024 | MM | Music Education, Elementary or Secondary Emphasis |
| | 2023 | 2023 | 2024 | MS | Toxicology |
| | 2024 | 2024 | 2024 | BA | Asian American Studies |

| Campus | Year Approved by BOT | Year Originally Approved for Implemen-tation | Currently Planned Implemen-tation Year | Degree Designation | Title |
|---|---|---|---|---|---|
| **San Francisco** | 2020 | 2021 | 2024 | MS | Environmental Science |
| | 2020 | 2021 | 2024 | AuD | Audiology |
| | 2022 | 2022 | 2022 | MS | Applied Nutrition |

| Campus | Year Approved by BOT | Year Originally Approved for Implemen-tation | Currently Planned Implemen-tation Year | Degree Designation | Title |
|---|---|---|---|---|---|
| **San José** | 2023 | 2024 | 2024 | BA | Mass Communications |
| | 2023 | 2025 | 2025 | MS | Applied Behavior Analysis |
| | 2023 | 2024 | 2024 | MS | Geographic Information Science |
| | 2023 | 2025 | 2025 | MS | Instructional Design and Technology |
| | 2023 | 2024 | 2024 | PhD | Engineering Sciences |
| | 2023 | 2024 | 2024 | PhD | Marine Science |
| | 2023 | 2024 | 2024 | BA | Music Technology |
| | 2024 | 2024 | 2024 | MS | Computational Linguistics |
| | 2024 | 2025 | 2025 | BS | Health Science |
| | 2024 | 2025 | 2025 | MS | Packaging |

| Campus | Year Approved by BOT | Year Originally Approved for Implementa tion | Currently Planned Implementati on Year | Degree Designation | Title |
|---|---|---|---|---|---|
| **San Luis Obispo** | 2023 | 2026 | 2027 | BA | Women's, Gender and Queer Studies |
| | 2023 | 2026 | 2026 | MS | Computer Engineering |
| | 2024 | 2027 | 2027 | MA | Comparative Ethnic Studies |
| | **2024** | **2027** | **2027** | **BS** | **Sustainable Food Systems** |

| Campus | Year Approved by BOT | Year Originally Approved for | Currently Planned Implemen-tation Year | Degree Designation | Title |
|---|---|---|---|---|---|

| | | Implementation | | | |
|---|---|---|---|---|---|
| **San Marcos** | 2008 | 2016 | 2026 | BA | Philosophy |
| | 2016 | 2016 | 2026 | BA | Chicano/a Studies |
| | 2018 | 2019 | 2026 | MS | Clinical Counseling |
| | 2023 | 2024 | 2024 | DNP | Doctor of Nursing Practice |
| | 2024 | 2025 | 2025 | BS | Public Health |
| | 2024 | 2025 | 2025 | BA | Organizational Leadership |
| | 2024 | 2025 | 2025 | MS | Supply Chain Analytics |
| | **2024** | **2026** | **2026** | **MS** | **Business Analytics** |

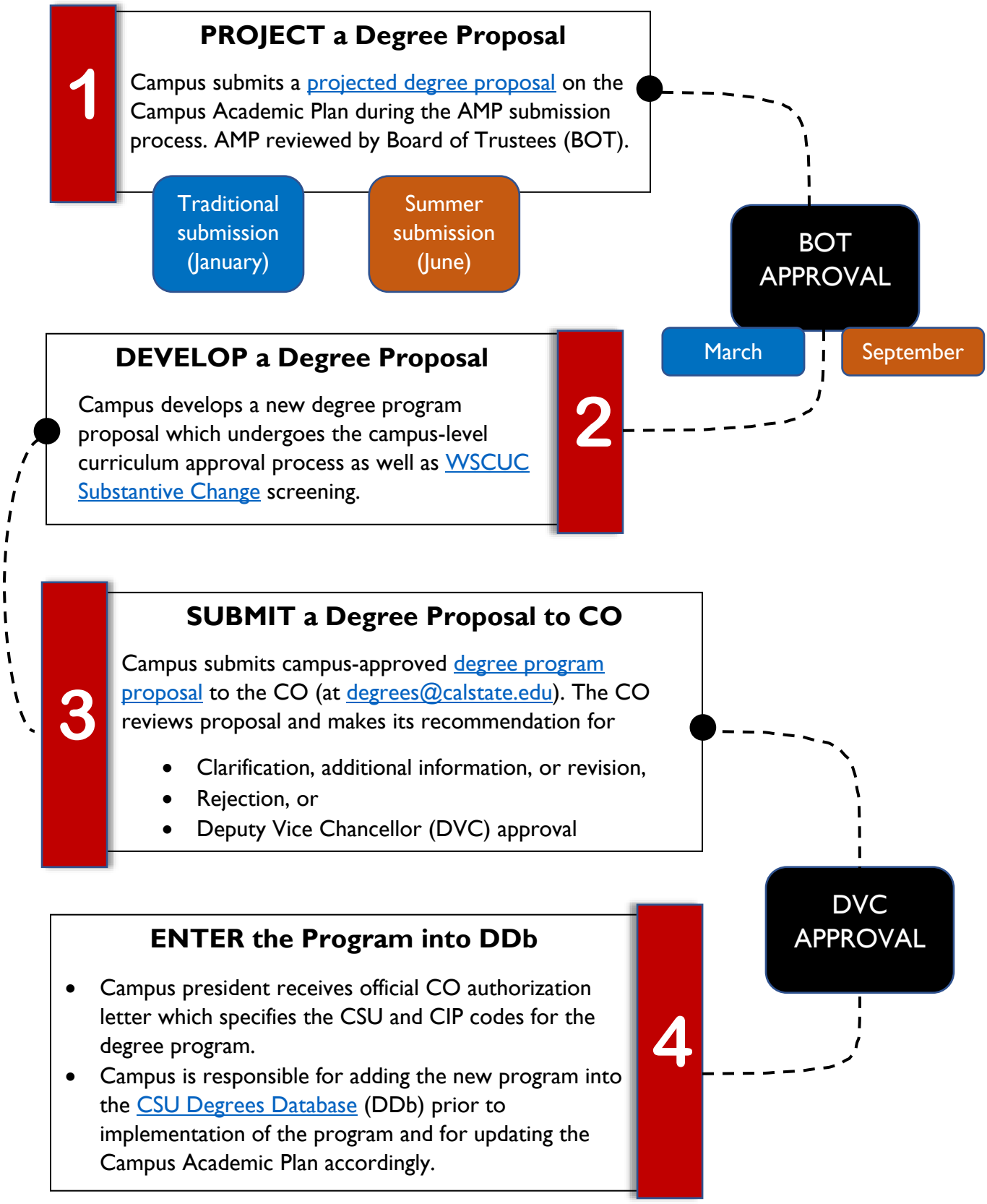
| Campus | Year Approved by BOT | Year Originally Approved for Implementation | Currently Planned Implementation Year | Degree Designation | Title |
|---|---|---|---|---|---|
| **Sonoma** | 2022 | 2023 | 2025 | BA | Native American Studies |
| | 2022 | 2023 | 2025 | BS | Health Sciences |

| Campus | Year Approved By BOT | Year Originally Approved for Implementation | Currently Planned Implementation Year | Degree Designation | Title |
|---|---|---|---|---|---|
| **Stanislaus** | 2022 | 2024 | 2025 | BS | Quantitative Economics |
| | 2022 | 2023 | 2025 | MA | Mathematics |
| | 2023 | 2024 | 2024 | BA | Musical Theatre |
| | 2024 | 2025 | 2025 | MS | Speech-Language Pathology |
| | 2024 | 2025 | 2025 | DNP | Doctor of Nursing Practice - Family Nurse Practitioner |
| | **2024** | **2026** | **2026** | **BSW** | **Social Work** |
| | **2024** | **2025** | **2025** | **MA** | **Teaching** |

The California State University
ACADEMIC & STUDENT AFFAIRS

# CSU DEGREE PROGRAM PROPOSAL AND APPROVAL FLOWCHART

Bachelor's and Master's Degrees | State Support and Self Support | Excludes Pilot Programs*




*Pilot Programs are experimental degree programs that may be offered without prior review and approval by the board.
For more information, guidance, and templates for developing academic programs: Program Development.

## COMMITTEE ON EDUCATIONAL POLICY

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

**Presentation By**

Dilcie D. Perez
Deputy Vice Chancellor
Academic and Student Affairs

**Summary**

The search for knowledge requires the freedom to speak openly about all concerns and issues. The CSU is committed to fostering robust discourse and exchange of ideas without disruption and in a safe and peaceful manner, by sustaining a learning environment that supports the free and orderly exchange of ideas, values, and opinions, recognizing that individuals grow and learn when confronted with differing views, alternative ways of thinking, and conflicting values.

In the California State Budget Act of 2024, the Legislature mandated that the California State University (CSU) develop a "systemwide framework to provide for consistency with campus implementation and enforcement" of regulations governing when, where and how protests, rallies, leafletting and other forms of speech activities may occur, in a manner that will not disrupt the educational activities and work of the CSU. Previously, each university and the Chancellor's Office had individual policies addressing these matters. Drawing on many of those existing policies as well as best practices across the country, CSU issued a systemwide time, place, and manner policy on August 15, 2024 which includes a separate addendum for each university and the Chancellor's Office that describes campus-specific information for time, place, and manner regulations and other information. The Chancellor's Office also developed an easy to navigate website that includes links to the new systemwide policy, other relevant systemwide policies, each campus addendum, frequently asked questions, and other useful information.

All members of the university community and the public are free to lawfully exercise their right to freedom of expression on university property within the content and viewpoint neutral rules and regulations established by the policy and each addendum, and they must do so in a lawful, safe and peaceful manner. The new systemwide time, place and manner policy sets forth prohibited and unlawful activities and permitted activities on all university property. The policy was effective on August 15, 2024, except that it is in interim status as to represented employees until the meet and confer process is complete. Nonetheless, no one may engage in prohibited and unlawful activities, including represented employees, because they are already prohibited by law and by systemwide directive above and beyond the new policy.

Each university has prepared a campus-specific addendum to the systemwide policy that provides details of the requirements that will be enforced at that respective university. These addenda outline appropriate uses of buildings, quads, walkways, open areas, and all other campus areas and facilities. Each university also has an interdisciplinary response team, led by a Designated University Official, that is responsible for the implementation, oversight, and ultimate enforcement of the systemwide policy and campus addendum.

**Supporting CSU's Values and Educational Mission**

The CSU seeks to foster academic freedom, freedom of expression and the free exchange of ideas that complies with state and federal law and CSU policies while always protecting student, staff, and faculty safety and access to educational opportunities, and must do so by fostering healthy discourse even when viewpoints are ideologically different, to best promote CSU's educational mission in a safe and peaceful manner. To that end, together we developed and issued a systemwide time, place and manner policy. The policy is not new and merely restates and clarifies what have always been well-established values, rules and expectations throughout the CSU for decades. Namely, to uphold the constitutionally protected rights of all students, employees and community members regarding free expression, speech, and assembly, and to do so safely and without disrupting university operations and activities.

Freedom of expression is the cornerstone of a democratic society and is essential to the educational process. Institutions of higher education have a special obligation to encourage and support the free expression of ideas, values, and opinions, even where they may be unpopular or controversial. The CSU embraces this obligation, recognizing that such expression may take a variety of forms, including, but not limited to, speeches, signs, written materials, assemblies, parades, marches, demonstrations, protests, and artistic representation. Acknowledging the significant role the unfettered exchange of information and ideas plays in learning and in a free society, the CSU will ensure that individuals and groups have wide latitude to lawfully exercise the right of free expression and that their constitutionally protected rights are not abridged.

All members of the university community should recognize that causing discomfort or causing offense is not a basis for the university to limit free expression. At the same time, we must recognize that freedom of expression includes a responsibility to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to do so in a lawful manner. Sometimes, freedom of expression activities (including posted or published materials) direct hurtful and/or hateful messages toward an individual or group. In these instances, the university will provide appropriate and reasonable supportive measures to those affected. While there will be disagreements over what may constitute acceptable or appropriate comment, there can be no question, particularly in a university setting, that freedom of expression, as guaranteed by the First Amendment, is a cherished and protected right. Freedom of expression is allowed and supported as long as it does not violate other laws or University policies and procedures.

Freedom of expression, however, is not an absolute right. It coexists with other rights and the need for public order and safety. The exercise of freedom of expression and assembly rights must comply with all applicable federal, state, and local laws, and university policies, including CSU's Nondiscrimination Policy. Prohibited activity not protected by the First Amendment nor permitted by the systemwide policy includes unlawful discrimination, harassment, defamation, terrorist threats, false advertising, vandalism, property damage, trespass, occupation of a building or facility, refusal to disperse, and the promotion or incitement of actual or imminent violence or harm.

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

The CSU is committed to ensuring that students, faculty, and staff are aware of and understand the policies and regulations that govern the use of all university property. It is with this intention that the Chancellor's Office will provide two million dollars in academic year 2024-2025 to support campuses as they enhance existing programs or create new programs and activities that support the balance of free speech activities, educational mission, and campus safety. The Chancellor's Office is also conducting targeted training for Designated University Officials and a variety of campus stakeholders, in addition to providing written guidance and training.

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

The systemwide policy applies to all persons and groups who access and use university property, and clearly outlines and defines prohibited activities and uses on university property which includes no disruption or interference with the speech of others; no camping/encampments and overnight demonstrations; no temporary or permanent structures, walls, barricades, or barriers; and no disguises or concealment of identity for the purpose of evading or escaping discovery, recognition, or identification in the commission of violations of university policy or local, state or federal laws. Wearing masks or face coverings is always permissible so long as individuals are complying with policy and the law.

The policy also clearly outlines the CSU's response to activities that violate the systemwide policy, threaten safety, or disrupt university activities, and will be enforced to ensure safety and wellbeing of the university community while protecting lawful free expression activities. It sets forth the consequences for those who violate the policy, related policies, or applicable federal, state or local laws. All criteria for assessing events, activities, incidents, and violations shall be applied in a content and viewpoint neutral manner, which is also defined in the policy.

**Conclusion**

The Chancellor's Office will report all activities and progress of this work to the Legislature by October 1, 2024.

# COMMITTEE ON EDUCATIONAL POLICY

## Year of Engagement: Reimagining Student Success

**Presentation By**

Dilcie D. Perez
Deputy Vice Chancellor
Academic and Student Affairs

Jennifer Baszile
Associate Vice Chancellor
Student Success and Inclusive Excellence

## Summary

In its continuing mission to increase access, opportunity and graduation for students from all backgrounds through Graduation Initiative 2025 and beyond, the California State University (CSU) community is reimagining its definition of student success to support America's new majority, comprised of first-generation students, students of color, low-income students and adults seeking new opportunity. To this end, as detailed during the July 2024 Board of Trustees meeting, the CSU has embarked on the most comprehensive and intentional consultation in the system's history in order to benefit from the wisdom and expertise of stakeholders from all 23 universities as well as alumni, philanthropic, industry and intersegmental partners across the state.

This information item provides a periodic update on the CSU's Year of Engagement activities, which are shaping the creation of a new student success framework to provide a systemwide approach to increase persistence, close educational opportunity gaps, continue to raise graduation rates and place students on a clear path to graduate school or a professional career.

## Background

The CSU's Graduation Initiative 2025 was first launched in 2015 with audacious goals for increasing graduation rates and closing equity gaps across our 23 universities. Inspiring the collective efforts of the CSU community, the initiative has been instrumental in the CSU achieving all-time high graduation rates for students from all backgrounds and in preparing an additional 150,000 CSU graduates to power California's workforce. However, as we've emerged from the pandemic, persistent equity gaps remain. Moreover, as detailed in the July 2024 board presentation, since the initiative's launch, CSU undergraduate enrollment has reflected the changing demographics of Californians seeking to pursue a college degree. Between 2009 and 2019 the number of CSU incoming freshmen who were first-generation students, students of color

and/or Pell Grant recipients increased by 50%. With these shifts in demographics comes a growing need to reimagine a new framework for meeting students where they are and supporting all students in pursuing their academic, personal and professional success.

In crafting this framework, the CSU is encouraging all segments of each university community – as well as alumni and intersegmental, industry and philanthropic partners – to share their experiences and perspectives in order to bridge gaps in knowledge and illuminate and align shared values. The goal is to collectively establish a new national model in:

- Reimagining a comprehensive definition of student success at the CSU
- Developing a systemwide student success framework including a matrix and data assets
- Eliminating barriers to enrollment and graduation
- Closing persistent equity and educational attainment gaps

As a refresher from the July 2024 board presentation, the Year of Engagement is guided by five principles:

- Student-Centric
  Center decisions, strategies and actions around the needs, experiences and aspirations of students, striving to understand and empathize with their perspectives and address their challenges and concerns

- Equity-Driven
  Approach all aspects of the framework through an equity lens, identifying and addressing disparities in every decision, strategy and action

- Data-Informed
  Use data to inform recommendations, leveraging analytical insights to refine the approach and measure outcomes

- Collaborative
  Fully engage the CSU and statewide stakeholders, understanding and accounting for the diversity and identity of each university

- Transparent
  Foster trust and accountability by consistently communicating in an open manner, making sure decision-making, processes, and actions are accessible and understandable to all stakeholders

**Progress to Date**

*Data Review*

In partnership with the Chancellor's Office, through a "discovery phase" this spring and summer, Deloitte's Higher Education Practice has worked to develop a holistic understanding of the current student success ecosystem across the CSU. This has involved a comprehensive analysis of quantitative data from a variety of sources, including the Integrated Postsecondary Education Data System (IPEDS), CSU public-facing dashboards and CSU student success dashboards, to review enrollment and graduation trends, retention statistics and student demographics to identify actionable insights.

*Online Stakeholder Survey*

In August, Deloitte developed and deployed a comprehensive online survey to more than a million individuals across the CSU community, including leadership, students, faculty, staff and alumni, to understand the current student experience across the CSU. It must be noted that the survey was not sent to the CSU Board of Trustees, as board members will participate in comprehensive one-on-one conversations, noted below.

The survey was designed in collaboration with the Chancellor's Office Year of Engagement Workgroup and consists of multiple-choice questions that ask stakeholder groups to reflect on various dimensions of the student success experience at the CSU. Participants also have the option to respond to short answer questions if they wish to share additional insights on student success.

Deloitte noted strong enthusiasm for this engagement opportunity from the CSU community. The survey will remain open into the fall term to allow as many community members to participate as possible. In the design of this survey, we recognize the value of independent question responses. We are continuing to work to promote participation in the survey and aim to reach a baseline response rate of 1.5%; this represents 15,000 responses.

| **Respondent Type** | **% of Total Responses** |
|---|---|
| CSU student: Currently pursuing a degree (graduate or undergraduate) or credential at the CSU. | 38.6% |
| CSU alumni: Graduated with a degree (graduate or undergraduate) from CSU. | 5.6% |
| CSU former student: Previously enrolled at CSU and completed at least one course, but are no longer enrolled and did not graduate. | 0.5% |

| | |
|---|---|
| CSU faculty: Currently employed by a CSU university in a faculty role. | 23.8% |
| CSU non-instructional staff or administrator: Currently employed by a CSU university in a non-instructional staff or supervisory role. | 29.1% |
| CSU Office of the Chancellor's staff or administrator: Currently employed by the CSU system in a system managerial or supervisory role, typically involving the oversight of the system's operations or services. | 2.4% |

In addition to the online survey, the Deloitte team is conducting discovery sessions with a broad range of stakeholders this fall to gauge their perspectives on priorities, challenges and best practices for advancing student success and equity into the future. To date, the team has completed discovery sessions that have involved more than 300 participants, including the chancellor and other system leaders; representatives of the Cal State Student Association (CSSA), the Executive Committee of the Academic Senate of the CSU (ASCSU) and Alumni Council; all vice presidents for Student Affairs; campus Senior Diversity Officers; the Year of Engagement Workgroup; and each member of the Academic and Student Affairs Leadership Team at the Chancellor's Office, including every assistant and associate vice chancellor.

Deloitte is now in the process of scheduling comprehensive discovery sessions with the relevant leadership teams from each university to reflect on their work to positively impact student success as well as to identify the challenges and gaps that remain. Additionally, Deloitte is scheduling cross-university "functional" discovery sessions with a goal of bringing together student services professionals from across the system to discuss specific areas of focus related to student success. These functional discovery sessions will focus on well-being and basic needs, faculty success, degree pathways, career pathways, affordability and learning success.

While working to define a systemwide vision for the future, a central goal of all discovery sessions is to help the CSU "finish strong" by improving near-term student outcomes as the system marks the conclusion of Graduation Initiative 2025 in May. At the conclusion of the fall discovery sessions, we anticipate nearly 1,000 participants will have had an opportunity to join these small group conversations.

Through these sessions, our team is building a full understanding of resources and barriers that may exist on campus and in the classroom, identifying scalable and promising practices as well target areas for improvement, and reflecting on past student success efforts – both within the CSU and nationally – to determine success factors that create lasting and sustainable impact. The insights gained from the discovery phase will guide the development of the framework, ensuring that it aligns with the most critical priorities for the CSU and drives sustainable long-term success across the system.

*Trustee Conversations*

Similar to the discovery sessions with campus leaders, Deloitte is also in the process of scheduling one-on-one conversations with each member of the CSU Board of Trustees, to be completed by the end of October. The goal of these conversations is to tap into the experience and expertise of board members as it relates to both their experience on the board and in committee or leadership roles, as well as in their personal and professional experiences beyond the CSU. Board members will be asked to share their perspectives on priorities and challenges in advancing student success and equity across the CSU.

*Stakeholder Convenings*

In preparation for substantive discussions this fall as part of the Year of Engagement, the Chancellor's Office team introduced the topic in the spring during meetings with a comprehensive list of university stakeholders, including CSSA, ASCSU, the Executive Leadership Team, the vice presidents for Student Affairs, the Chancellor's Council, Academic and Student Affairs leadership, the Senior Diversity Officers, the Year of Engagement Workgroup, the Alumni Council, the Chancellor's Office External Relations and Communications team, the CSU Foundation and campus vice presidents for Advancement.

The team will return to these groups this fall, with the benefit of insights generated from the campus discovery sessions as well as data analysis from the online stakeholder survey to frame discussions on a shared vision of future success for the CSU and its students. Stakeholder groups will be guided through discussions that will encourage them to think strategically about current challenges, consider factors and trends most likely to impact the CSU in the future, identify actions the CSU can take to influence the external environment in positive ways, and develop a perspective on how the CSU must evolve – taking a broader view of student success that extends beyond graduation.

*Emerging Themes*

Several themes have emerged during the initial discovery phase:

- **Community, Engagement & Belonging:** Scale proven programs, services and resources to create even more inclusive environments in which every student experiences support and connection and builds social capital.
- **Equity-Centered Learning:** Prioritize equity in the classroom and academic-related programs and initiatives, centering on the non-traditional student and ensuring that policies, support systems and course delivery support students of all backgrounds.
- **Affordability and Basic Needs:** Address basic needs and the rising total cost of attendance in creative and holistic ways reflective of the needs of new-majority learners.

- **Post-Degree Careers and Graduate Education:** Strive to ensure that every enrolled student graduates with a first-career opportunity or admission to graduate study to better serve our students and our communities.
- **Degree Planning & Completion:** Provide transparent degree planning and flexible requirement structuring to help students navigate the registration process, select core courses and stay on track for personalized graduation goals**.**
- **Data-Informed Interventions:** Leverage real-time data to provide appreciative student interventions and inform the development and advancement of effective student support programs.
- **Student-Centered Administrative Practices:** Identify, evaluate and discontinue policies and procedures identified as barriers to persistence, retention or student success.
- **Pre-College Preparation:** Improve the college preparation and enrollment pipelines statewide and engage earlier with future CSU students at the PK-12 level.

**Next Steps**

The Year of Engagement survey remains open, and board member interviews, discovery sessions and stakeholder convenings will be conducted through October. In addition, a Year of Engagement Steering Committee, including two members of the Board of Trustees as well as representatives from a cross-section of stakeholder groups from across the CSU, will be appointed and begin meeting this fall. The steering committee will work with the Deloitte team as they analyze and distill all collected feedback and begin crafting the new student success framework.

This fall, the Board of Trustees will be invited to the CSU's annual Graduation Initiative 2025 Symposium in late October, which will be preceded this year by a one-day Affordability Summit, hosted in partnership with CSSA, focusing on the key barriers to – and solutions for – increasing affordability at the CSU. The symposium and summit will provide an important opportunity to continue dialogue with campus stakeholders and begin to design and inform a student success framework.

With the promise of deeper collaboration and innovation, renewed transparency and shared accountability across all universities, the Year of Engagement to date has elicited participation and excitement from an unprecedented cross-section of the Cal State community as we seek to lead the nation in student access, success and equity. A progress report will be presented to the Board of Trustees in November 2024, with a finalized framework presented to the board in January 2025.