The California State University

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **3:15 p.m., Tuesday, November 17, 2026**
Glenn S. Dumke Conference Center

Leslie Gilbert-Lurie, Chair
Wenda Fong, Vice Chair
Raji Kaur Brar
Kelly M. Dermody
Andrea C. Evans
Kathleen Kelly Janus
Julia I. Lopez
Jackson A. Martinez
Yammilette Rodriguez

Consent

1. Approval of Minutes, *Action*

Discussion

2. Cradle to Career: Integrating Data Sources for Student Success and California's Future, *Information*
3. Supporting Veteran and Military-Affiliated Students, *Information*
4. Global Readiness and Student Success: Preparing CSU Students for California and the World, *Information*
5. Recommended Amendments to Title 5 Regarding Student Conduct, Academic Standards and Admission Requirements, *Action*

MINUTES OF THE MEETING OF THE COMMITTEE ON EDUCATIONAL POLICY

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

September 23, 2026

Members Present

Leslie Gilbert-Lurie, Chair
Wenda Fong, Vice Chair
Raji Kaur Brar
Kelly M. Dermody
Andrea C. Evans
Julia I. Lopez

Mildred García, Chancellor
Diego Arambula, Chair of the Board

Trustee Leslie Gilbert-Lurie called the meeting to order.

Consent Agenda

The minutes of the July 22, 2026, meeting of the Committee on Educational Policy were approved as submitted.

Discussion Agenda

Item 2 – Advancing Academic Planning and Program Innovation

Vice Chancellor for Academic Affairs and Chief Research Officer Junius J. Gonzales began the presentation and introduced Dr. David Song-Ruiter, the new Associate Vice Chancellor for Academic Programs, Innovation and Faculty Excellence. Dr. Song-Ruiter previously served as a tenured faculty member and Director of the Teaching + Learning Commons at the University of California, San Diego, and as Associate Provost at the University of Texas at El Paso, leading strategic initiatives in academic support, faculty development, educational innovation, and student success.

Dr. Gonzales then introduced Dr. Brent Foster, Assistant Vice Chancellor for Academic Programs and State University Dean.

Dr. Foster presented the Academic Planning update, which was organized around three priorities: modernizing the process, accelerating progress, and expanding opportunities for innovation.

Dr. Foster reported that the Chancellor's Office continues to modernize the process for proposing new academic programs through updated proposal tools, clearer guidance, and stronger evidence requirements. Proposals now incorporate student interest, projected enrollment, and workforce demand during planning and development. He also highlighted a new budget worksheet for state-supported programs, which weighed student interest, projected enrollment, program costs, and long-term financial sustainability in decision making.

Dr. Foster described new timelines and milestones for program development. Under the revised process, campuses are expected to submit a full program proposal within two years of degree projection approval and to implement the program within two years of Chancellor's Office approval. These milestones replace the prior five-year timeline for development and implementation. The revised process allows earlier decisions on whether a proposed program should advance, be revised, or be removed from the planning pipeline, while supporting purposeful planning and preserving rigorous faculty and campus review.

Dr. Foster noted that the accompanying written item highlighted three bachelor's degree designations recently added to Title 5: the Bachelor of Applied Studies, the Bachelor of Education, and the Bachelor of Professional Studies. These pathways are intended to expand access and flexibility for workforce-focused students, future educators, working adults, and other learners whose educational needs and prior learning may not fit traditional degree structures. The Chancellor's Office has also developed implementation guidance and launched Degree Innovation Catalyst Grants to support campus development of these programs. Several are expected to appear in future Academic Master Plan cycles.

Chancellor's Office received 16 new degree program projections from 10 campuses, including nine bachelor's programs, five master's programs, and two doctoral programs. The proposed programs span technology and engineering (artificial intelligence, cybersecurity, robotics, and biomedical engineering); health and life sciences (biotechnology, neuroscience, athletic training, and food science); and public and professional needs (special education, applied humanities, architecture, educational technology, and wildfire science). Most programs are expected to launch in 2027-28. A robotics program is projected for 2029 because it requires additional development.

Following the presentation, Trustee Adamson asked about Addendum B, which lists several degree programs at various stages of development and implementation. Noting that some programs date to 2015, he asked what determinations would be made to ensure these programs either proceed or are removed from the list.
Trustee Arambula expressed support for the modernization efforts and suggested using the three new degrees as case studies to identify further opportunities for innovation and streamlining.

Trustee Gilbert-Lurie encouraged the Chancellor's Office to treat the two-year development and two-year implementation milestones as a model for speeding up program build-out and building more responsiveness into the process.

The action item was approved by roll call vote with eight in favor (Trustees Gilbert-Lurie, Fong, Brar, Dermody, Evans, Lopez, Chair Arambula, and Chancellor García), with 0 opposed and 0 abstentions. (REDPOL 09-26-03).

Item 3 – Enhancing the Community College to CSU Transfer Pathway

Dr. Gonzales opened the item by reporting that 51% of new undergraduates entering the CSU last academic year arrived as transfer students, most from a California Community College. He said the presentation would highlight existing transfer successes and identify opportunities for greater collaboration and innovation with community college partners, in support of CSU Forward, the Student Success Framework, and the Strategic Enrollment Framework.

Dr. Gonzales then introduced Dr. Dilcie Perez, Vice Chancellor for Strategic Enrollment Management and Student Success.

Dr. Perez explained that transfer students have made up about half of new undergraduates across the system in each recent academic year. She noted that the post-pandemic decline in community college enrollment was reflected in CSU transfer applications and enrollment, but that the past two years have sustained increases, including an 8.3% rise in transfer admissions and enrollments. She reported that the CSU enrolls the most new transfer students of any state university system in the nation, nearly twice as many as the next largest system, and that five of the ten universities enrolling the most transfer students nationwide are CSU campuses. She added that the CSU has the third highest rate of bachelor's degree completion for transfers behind only the University of California and the University of Washington. Dr. Perez also stated that thousands of students who earn an Associate Degree in Transfer do not continue immediately to a four-year institution, and that this population, along with the tens of thousands of students who stop out earlier, represents an opportunity for future engagement.

Dr. Perez invited Dr. April Grommo, Assistant Vice Chancellor for Strategic Enrollment Management, to provide updates on the Associate Degree for Transfer (ADT) and the Transfer Success Pathway (TSP).

Dr. Grommo described the ADT, which Senate Bill 1440 created in 2010 to replace course-by-course alignment with degree-to-degree alignment. She reported that more than 45 ADT pathways now exist, that students who earn an ADT are guaranteed CSU admission, and that about 52% of community college transfers in 2025-26 held an ADT, up from 3% in 2012-13 and 36% in 2017-18. She said ADT holders graduate at a two-year rate of 52%, compared with 38% for transfers without the degree. Dr. Grommo then described the Transfer Success Pathway, the CSU's dual admission program launched in 2023, which offers eligible first-time community

college students guaranteed admission, specialized advising, and invitations to campus events. She reported that more than 71,000 community college students currently use the CSU's Transfer Planner, which supports the program.

Dr. Gonzales then introduced two CSU presidents to present how their campuses have expanded partnerships and strengthened transfer pathways with local community colleges, increasing student opportunities and aligning academic programs with regional workforce needs.

President Teniente-Matson said San José State has a strategic emphasis on making the transfer experience more seamless and creating pathways that lead to greater opportunities. She described the partnership with Evergreen Valley College as an example. Through a concurrent enrollment program, students work toward the associate degree in nursing at Evergreen while progressing toward the bachelor of science in nursing at San José State's Valley Foundation School of Nursing.

She called the pathway intentional, impactful, and innovative. It is intentional because students have a dedicated roadmap from the start and know how their work at both institutions fits together. It is impactful because earning a BSN is a nationwide priority that expands career opportunities, opens pathways to leadership and advanced degrees, and improves patient outcomes. It is innovative because the program uses modalities and scheduling that prioritize student success. San José State's portion of the Evergreen program is largely online. The university admits one cohort each fall, and current enrollment is 52 students.

She then described a rural concurrent enrollment program that San José State and De Anza College launched this past summer. Students take in-person clinical and didactic classes at the community college, then complete BSN classes online with San José State over two summer sessions and one fall semester, with one in-person clinical course in the fall. The pathway could make highly sought and impactful degrees accessible to students well beyond Silicon Valley and potentially anywhere in California. The program has 13 students, and five additional community colleges from around the state have expressed interest for summer 2027, particularly campuses without easy access to a BSN program. She said the model reflects the belief that California needs talented nurses in and from every region of the state.

President Rochon said Cal State Fullerton is proud of its partnership with Irvine Valley College, the Guaranteed Accounting Program, known as GAAP 4+1. The program welcomed its first cohort of 11 students in 2016 and now admits 30 students annually. It gives students interested in accounting and business a clear roadmap and addresses a persistent national shortage of accountants.

He explained that Irvine Valley College works closely with Fullerton's College of Business and Economics to connect students with the program early in their academic journey. Students spend two years at Irvine Valley College, then transfer to Fullerton for two years to complete the bachelor's degree. They can earn a master's degree in accountancy or taxation with one more year of study. Each cohort is guaranteed enrollment and access to key courses, so students can

finish on time, which he called key for the CSU. He said the program expands access, improves affordability, removes unnecessary barriers, and helps students connect with employers.

President Rochon reported that 93 percent of participating students secure paid internships during the program, and nearly 98 percent receive full-time job offers immediately after graduation. Of those students, 72 percent go on to top accounting firms, and nearly half join one of the Big Four: Deloitte, PricewaterhouseCoopers, Ernst & Young, or KPMG. He described the program as a powerful example of community colleges and the CSU working together to meet workforce needs and deliver outstanding outcomes for students well beyond graduation.

Dr. Gonzales concluded the presentation by noting that enrolling, supporting, and launching transfer students is core to the CSU mission. Building on existing statewide frameworks, the CSU is seeking to create greater coherence among statewide and systemwide initiatives, including ADTs and locally responsive partnerships. Greater flexibility and upper-division capacity expansion will serve as defining features of the non-ADT partnership portfolio.

Dr. Gonzales explained that this work will require close collaboration with leaders from the California Community Colleges Chancellor's Office on areas of shared opportunity and mutual benefit. These efforts include leveraging the success of ADTs to expand pathways in critical STEM fields and supporting the implementation of common course numbering across California community colleges.

Dr. Gonzales added that the CSU is also developing a new Transfer Success Pathway Plus plan, which will include benchmarks and accountability measures to increase transfer student enrollment, create more closely aligned academic pathways, and support targeted growth in fields that address workforce and community needs.

Dr. Gonzales then invited comments or questions from the committee.

Following the presentation, Trustee Lopez asked what changes the state has seen in transfer increases in the 10 years since the ADT and the TSP. She noted that recent community college legislation sorts colleges into categories by transfer ratio, and she asked whether more colleges, not only more students, are raising their transfer rates. She added that the free college program, heavily marketed before the pandemic, coincided with fewer students entering four-year institutions.

Dr. Grommo responded that application numbers have fallen with community college enrollment, though the system is beginning to recover from the COVID decline. More students arrive with an ADT, she said, but community colleges have eliminated AA degrees in those pathways, which makes it hard to know whether a student intends to transfer. Grommo said statewide cradle-to-career data show no significant increase in transfer rates in recent years.

Trustee Lopez added that the free college program, heavily marketed before the pandemic, coincided with fewer students entering four-year institutions and choosing two-year institutions,

even though most were already receiving free tuition. She referenced the recent legislation, which she understood to include accountability measures, under which the legislature would hold community colleges responsible for raising transfer rates into four-year institutions before they pursue a baccalaureate degree. She said the issue concerns institutions as well as numbers: the CSU partners with innovative community colleges, but with 113 colleges and only a handful doing innovative work, the effort is not making a large dent.

Dr. Perez responded to Trustee Lopez's comments by noting that many CSU campuses have started similar promise programs, which she said she is encouraged to see. She pointed to CSU Forward's goal of creating pathways to debt-free graduation for students from families earning less than $75,000 annually. Humboldt, Dominguez Hills, and Fresno are among the campuses developing such programs. More campuses are adopting promise programs, she added, and campuses have room to enroll transfer students. Retention data show that students who start at the CSU graduate more promptly.

Dr. Perez added that the community colleges' 2030 vision calls for every high school student to take at least three dual enrollment classes, which is changing enrollment patterns. Many students now arrive with substantial college credit, sometimes 20, 30, or 60 units, so the traditional definition of a first-time student no longer fits. She concluded that the community college system is doing a better job of preparing students to transfer.

Chancellor García stated that she wanted to build on Vice Chancellor Perez's remarks, noting that every campus is doing something to support transfer. She had met with the CSU presidents the previous evening, and they agreed the system needs to be more visible about all of the programs underway. They discussed local to global, along with how the system can gather this information and let the public know about all of its programs. She said she has asked for a list from the campuses showing, at every campus, what programs are in place and how many there are, so the Board can see them. She added that the system should keep reaching communities that say they have nothing, as the presidents have done.

Trustee Dermody thanked the presenters and said she found the work under way at Fullerton and San Jose inspiring. She noted that in Sacramento, conversations about the educational system and community college and CSU relationships regularly return to a desire for more collaboration, particularly around nursing. She said she appreciated the Chancellor's comments on how much is already happening, and she was unsure how much of that work Sacramento is hearing about. She asked for a report at the next meeting on what the CSU is doing in these collaborations and, if nursing is a high-priority area, what the CSU is doing to drive more programming like San Jose State's.

Trustee Arambula added, building on Trustee Dermody's remarks, that the previous day's discussion of the new CRS reports likely points to a need around nursing: what is needed, why it is so hard to add new programs, and how the CSU can be part of the solution. He then raised the modular approach discussed earlier in relation to buildings. He thanked the presenters for the two examples and noted that building these partnerships likely took one campus months or years

of work. He asked what a modular approach to these solutions would look like and what is holding the CSU back from getting there. He also asked whether the nursing solution that one campus developed could be packaged, with its integrations and pieces defined, for any CSU and community college partner, so that each new partnership does not start from zero.

Dr. Gonzales responded to Trustee Arambula's question that nursing and accounting are professional, accredited programs whose tight requirements make them easier to modularize. He said increasing the CSU's capacity in both is on the agenda for Tuesday's provosts' retreat, a topic some presidents already know about. The challenge is finding a willing partner. The 116 community colleges vary in their readiness to partner, from extremely high to less so, and the governance involves some 76 districts. He is working with a colleague to select several regions where the colleague can help facilitate interest in reciprocal partnerships, and they have already named certain campuses. Nursing is one area, with a few others, so some of this work is already in play. He called the prospect exciting and said there are things to modularize, or perhaps transport.

Responding to Trustee Dermody's point about Sacramento, Trustee Arambula said the CSU should have 'dance card' partnerships ready, so that when legislators ask for more, the CSU can present the sets of conversations it has already had. He said he wants all 22 campuses to be equally ready, eager, and available to sign on. The CSU does not control the 116 community colleges across the districts, he noted, but it does control its own readiness.

Trustee Brar asked, referring to an earlier comment, why transfer students who receive an AA do not come to the CSU.

Dr. Perez responded that the answer varies by region and relates to the strategic enrollment management framework and student migration patterns. Some students do not enroll in a four-year institution at all, which EAB calls non-consumption. Affordability plays a role, she said, and the CSU has often said it does not want students to have to choose between living and learning. Some students need to work and choose work, weighing the immediate return on investment. Others attend private colleges, go out of state, or enroll at the UC, and she said the CSU can obtain data on those percentages. The CSU plans to keep pursuing the students who choose not to transfer to a four-year institution.

Trustee Gilbert-Lurie said her question also concerned the tens of thousands of students the CSU is losing, and she asked whether it leads into the Transfer Success Pathway Plus. She said the CSU should commit to a goal of being number one in graduating transfer students. A larger student body makes the goal harder, she noted, because the measure is a percentage. She said the more important question is not why AA students do not come to the CSU, but why students already enrolled do not graduate, and she asked for a deep dive.

Trustee Gilbert-Lurie asked for the development of the CSU's pitch. How we speak to others about the CSU. She acknowledged that some students cannot continue and that the data show higher earning potential five and ten years out, but she asked what the added value is, the one plus one

equals three. She proposed developing a shared elevator pitch for what students carry with them for life after a year at the CSU. The CSU should amplify what it does well, she said, and attract students on all kinds of professional trajectories who want the value of its education. She closed by saying she wants to see the CSU be number one for students on every professional path, and that the CSU must pursue all of these efforts at once.

Chancellor García said that CSU Forward holds that every student who comes to the CSU will either go into a career or go on to graduate school, and that if the CSU does this at scale, it will be number one in the country.

Item 4 – Proposed Amendments to Title 5 Regarding Student Conduct, Academic Standards and Admission Requirements

Strategic Enrollment Management and Student Success Vice Chancellor Dilcie D. Perez presented proposed amendments to four sections of Title 5 intended to align CSU policies with current law, system practices and student-centered approaches. The proposed changes address standards for student conduct, academic probation and disqualification, admission terminology and English language proficiency requirements.

Ray Murillo, interim assistant vice chancellor for Student Affairs, Equity and Belonging, explained that updating the Standards for Student Conduct would align the CSU's definition of hazing with new federal requirements under the Clery Act and modernize the conduct code using more accessible, student-centered language. The proposed changes are intended to take effect July 1, 2027, allowing time for the Chancellor's Office to update policy and campuses to make procedural changes.

Dr. Perez outlined academic and admission-related amendments, including updating terminology that aligns with broader higher education practices without altering academic standards, grade point average thresholds, student responsibilities or campus authority to disqualify students. She also described aligning Title 5 with the CSU's current systemwide redirection process, providing a durable framework for future redirection practices. Additionally, updated English language proficiency requirements would allow multiple campus-approved measures rather than relying on a specific examination and score. This flexibility may reduce barriers related to test availability, access and cost while maintaining the requirement that applicants demonstrate sufficient English proficiency for university-level study.
Dr. Perez concluded that the proposed amendments would be returned to the board for action in November 2026.

Following the presentation, trustees discussed the purpose of the Title 5 revisions and student redirection. Trustee Arambula asked whether the amendments reflected substantive changes or updated existing language. Trustee Martinez asked how the proposed redirection language would affect admissions.

Trustee Gilbert-Lurie adjourned the meeting of the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Cradle to Career: Integrating Data Sources for Student Success and California's Future

Presentation By

Junius J. Gonzales, M.D. M.B.A.
Vice Chancellor, Academic Affairs
Chief Academic Officer

Mary Ann Bates, Ph.D.
Executive Director, California Cradle-to-Career Data System

Summary

As CSU Forward enters its second year, with the Student Success Framework and the Strategic Enrollment Framework guiding systemwide efforts, the CSU must assess its progress against the commitments it has made to students and communities. Evaluating equitable access, student outcomes, affordability and California's competitive advantage requires trusted partners that hold longitudinal data, sustain a secure and reliable infrastructure and supply the analytical tools needed to ensure data are used ethically and effectively.

This written item and the accompanying Educational Policy Committee presentation provide an update on work currently underway with California's Cradle-to-Career Data System (C2C). The partnership supports measuring the CSU's impact across the dimensions of CSU Forward and strengthens the system's capacity to serve students and campuses through expanded data, analytical tools and dashboard services. The item also reviews the history of the partnership, describes its contribution to systemwide priorities and highlights opportunities for future collaboration.

The State of California created C2C as a centralized repository of longitudinal data, enabling institutions to answer questions that extend beyond the capacity of internal data and operational systems. C2C links previously siloed data across the state’s education, workforce and social services agencies into a longitudinal data set that charts Californians’ paths from childhood to adulthood. That data set powers public dashboards, downloadable data files and the C2C Secure Data Enclave for research studies. California statute names the CSU among the partner entities required to share data with C2C.

C2C collects no new information from students or families. It links records the state's agencies have already gathered, holds them under standardized legal agreements with each partner and releases public data only in aggregate, applying suppression protocols that protect individual identities. Person-level data stays de-identified inside the Secure Data Enclave, where approved researchers work and from which findings leave but data does not. Where new linkages require

matching records across agencies, C2C builds them to avoid transferring personally identifiable information, as in the tokenization system developed with the Department of Motor Vehicles.

C2C was designed to protect privacy and security while enabling the responsible use of data to improve outcomes for Californians. The system builds on existing state data infrastructure, employs standardized data-sharing agreements and safeguards and is structured to adapt as California's information needs evolve. It provides tools for educators, parents, advisors and students, supports evidence-based planning and program improvement across public agencies and enables research on educational and workforce outcomes from early childhood through career.

Background: The Origin Story of California Cradle-to-Career Data System

In 2019, the Legislature passed the California Cradle-to-Career Data System Act, which established a planning process for a statewide longitudinal data system. The Office of Cradle-to-Career Data was established in the 2021 State Budget through Assembly Bill 132, which charged it to serve as "a source for actionable data and research on education, economic and health outcomes for individuals, families and communities, and provide for expanded access to tools and services that support the navigation of the education-to-employment pipeline." C2C is now a whole-of-government effort supported by the Governor's Office, the Legislature and the state's education and workforce leaders, researchers, advocates and practitioners. Its governing board includes representatives of the data providers, among them the CSU, along with members of the public and legislators. The non-partisan non advocacy Public Policy Institute of California (PPIC) has described it as one of the most ambitious data systems in the nation.

The CSU has partnered with C2C since the system's inception and holds a seat on its governing board. It contributes data under that statutory obligation and draws on C2C's statewide data for its own analysis. CSU records join those of the California Department of Education, the California Community Colleges, the University of California, the California Student Aid Commission, the Employment Development Department and the California Workforce Development Board among other partners. From those records C2C built its Student Pathways dashboard, which combines CSU data with data from TK-12 schools, the community colleges, the University of California and the Employment Development Department. The public tool shows how students move from high school to college, how long they take to complete their degrees and what they earn during and after college. The CSU, the University of California and the California Community Colleges have also used C2C to send data to the California Student Aid Commission, which is required to report on the return on investment of the state's Cal Grant financial aid program. That one submission met each segment's own legislative reporting requirement, and the aggregated files are now available online.

Enrollment

The CSU partnership with C2C has already yielded meaningful value .In November 2024, the board reviewed the ways CSU was using C2C data in enrollment planning, including analyzing regional student pipelines and aligning programs with workforce needs. In 2023-24, 41,562 students used CaliforniaColleges.edu, a public-facing tool incubated by C2C, to transfer their high school records into Cal State Apply, launching 162,746 applications, about 30 percent more than the year before. A $750,000 Lumina Foundation grant, awarded in 2024, expanded that platform's use. The same platform provided the data that identified eligible students for the CSU's first direct admission pilot, with the Riverside County Office of Education. Applications from the county rose 15 percent and commitments rose 43 percent, and under SB 640, direct admission is now offered statewide.

Access, Academic Preparation and Mobility

The CSU's partnership with C2C expands the system's capacity for innovation across the academic enterprise. Together, the CSU and C2C are building tools and evidence that connect educational experiences to long-term outcomes. That work strengthens the CSU's ability to evaluate what contributes to student success, identify effective practices and pursue new applications that span the education-to-workforce continuum. Those capabilities have the potential to inform future work across admissions, curriculum, majors and degrees, academic programs, research, student support and workforce alignment.

Longitudinal Data

C2C's foundation is a linked, longitudinal data set that combines records from multiple data providers and includes at least ten years of historical data. The number of data providers has doubled since 2023, from eight to 16. C2C also now stewards the state's earnings records, which connect education to employment outcomes. The data set allows analysis of students' paths across segments, from high school through college and into the workforce.

Dashboards

C2C launched its first public dashboard, Student Pathways, in April 2025, drawing on data from the California Department of Education, the California Community Colleges, the CSU, the University of California and the Employment Development Department. It tracks how students move from high school to college, how long they take to complete degrees and certificates and what they earn during and after college, and it allows comparisons across student populations. Student Pathways is the first of eight planned dashboards. Two in development relate directly to the CSU: a transfer dashboard that will follow students from community colleges to four-year universities and a teacher training and retention dashboard that will draw on CSU teacher preparation data.

Data Tools and Query Access

Beyond dashboards, C2C offers tools for more detailed analysis. Its Query Builder provides public, aggregated data files, including 9,000 data cuts that can be disaggregated by demographic characteristics and region. Nonpartisan third-party researchers, including PPIC, have drawn on C2C data for policy research and analysis. For person-level research, the C2C Secure Data Enclave allows researchers to work with de-identified data in a controlled environment; findings leave the enclave, but the data does not. The Chancellor's Office can work with other C2C partners to share data in the enclave for its own analyses, and CSU researchers will be able to submit data requests in the future. C2C's next phase, including a Data Insights and Research Gateway and a Jobs and Opportunity Hub, will expand the custom reports and regional analyses available to partners such as the CSU.

Workforce and Opportunity Hub

One of C2C's future priorities is a Jobs and Opportunity Hub. The hub would publish data reports and custom analyses to help Californians choose among education and career paths, including regional analyses and reports on specific programs and initiatives. C2C is also expanding its workforce data. It now manages the state's earnings records, and new data partnerships will make it possible to adjust earnings for regional cost of living. Together, the hub and this expanded data could show the CSU how graduates of specific academic programs fare in regional job markets.

Conclusion

The CSU continues to advance strategic partnerships that strengthen its capacity to serve students, communities and the state. Through its collaboration with C2C, the CSU is expanding the infrastructure, information and analytical capabilities needed to support CSU Forward, assess progress toward strategic priorities and better understand student outcomes over time. By integrating institutional expertise with statewide collaboration, the CSU is enhancing its ability to make informed decisions, improve student success and ensure that its investments are guided by evidence, accountability and impact. This work positions the CSU to better meet the evolving needs of California while advancing opportunities for the students it serves.

COMMITTEE ON EDUCATIONAL POLICY

Supporting Veteran and Military-Affiliated Students

Presentation By

Dilcie D. Perez
Vice Chancellor
Strategic Enrollment Management and Student Success
Chief Student Affairs Officer

Marshall Thomas
Systemwide Director
Veterans Affairs and Student Accessibility Services
Student Affairs, Equity and Belonging

Summary

This item updates the Board on the CSU's support for military-affiliated students and its leadership in statewide research on veteran well-being. Since fall 2022, military-affiliated enrollment has grown 16.9 percent from 18,527 to 21,658 students. The system's systemwide infrastructure to support veteran students and military-affiliated students is in alignment with CSU Forward and the system's strategic frameworks to support and serve all students through clear, flexible pathways into and through the university. The presentation describes the supports available to them, reports on their progress and highlights the CSU's systemwide infrastructure for support and the system's leadership in statewide research.

Background

Nearly 22,000 military-affiliated students attend the 22 universities of the CSU. They bring a wide range of life experiences that enrich the CSU community and enter through multiple pathways. Each university has a Veterans Resource Center (VRC), a dedicated space that brings academic, financial and well-being support together. The Board last received an update on veterans' programming in November 2022.

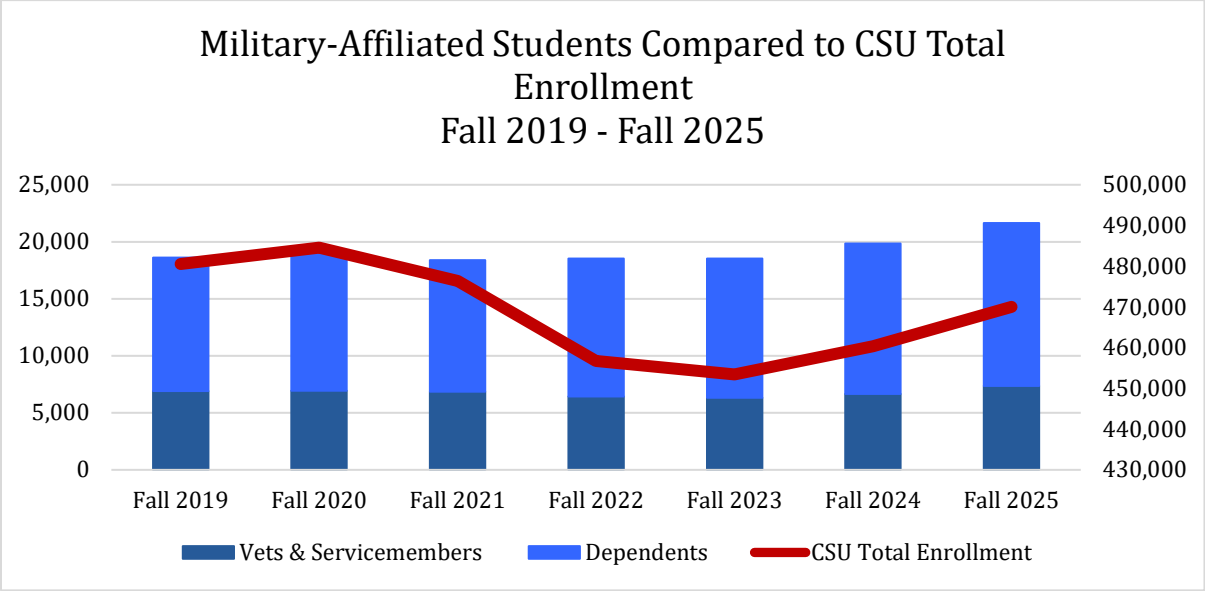
Who We Serve

The CSU serves three groups:

- **Veterans**, who have served in the U.S. armed forces and been discharged;
- **Servicemembers**, who continue to serve on active duty, in the reserves or in the National Guard; and

- **Dependents**, who are dependents of a servicemember or veteran and use or are eligible for state or federal veterans' education benefits.

Military-affiliated enrollment grew 16.9 percent from fall 2022 to fall 2025, from 18,527 to 21,658 students. This far outpaced the 2.9 percent growth in total CSU enrollment over the same period (456,743 to 470,031). Both groups have grown: veterans and servicemembers by 14.5 percent and dependents by 18.2 percent. Fall 2025 military-affiliated enrollment is also 16 percent above fall 2019, the last fall before the pandemic. The growth is reflected in benefit use as well. Since fall 2022, the number of students using federal veterans' education benefits has increased 36 percent and the number using the California Department of Veterans Affairs College Fee Waiver has increased 18 percent.



The CSU Leading in Research and Collaboration

The CSU's leadership on behalf of veterans extends beyond its campuses. Two efforts show the CSU leveraging its scale and relationships to lead for California.

California Veterans Health Initiative

The U.S. Department of Veterans Affairs reported 6,488 veteran suicides nationally in 2024. In California, each of the 58 counties records veteran status and cause of death differently, resulting in unclear and inconsistent counts of how many veterans die by suicide.

To address this gap in reporting, the CSU is partnering with CalVet to investigate how effectively California is reporting veteran suicide. Led by CSU Long Beach faculty member and Army Veteran, Dr. Jeremy Ramirez, assistant professor of Health Care Management, the research team is

collecting information from all 58 counties to learn how each determines veteran status and reports it to the state. Findings will inform policy recommendations for most consistent and accurate reporting. Reliable data is the starting point for effective prevention and treatment, and these findings may support other agencies in understanding the causes of veteran suicide and how to reduce it in California and beyond.

Intersegmental Veterans Summit

The CSU has long brought together the staff who serve military-affiliated students through monthly calls and an annual summer professional development conference, a tradition of more than 15 years. In 2024, the conference merged with the California Community Colleges' Veterans Summit, a natural partnership because more than 80 percent of CSU student-veterans transfer from a community college. The combined event offers a wider range of training, draws presenters from both state and federal veterans affairs agencies, and has attracted private universities and public universities from other states. Approximately 300 higher education professionals who serve veterans attend each year. In 2027, the University of California will join as a sponsoring partner, bringing all three of California's public higher education systems together.

How the CSU Supports Student-Veterans

Every VRC serves a different community, so the scale of support varies by campus. San Diego State and Cal State San Marcos together serve about one in four military-affiliated students in the system. Since 2022, 17 campuses have grown, led by Bakersfield (80 percent), Monterey Bay (61 percent) and Fullerton (51 percent).

Table 1. Military-Affiliated Student Enrollment by Campus, Fall 2025

Campus	Veterans and Servicemembers	Dependents	Total
San Diego State University	801	2,646	3,447
Cal State San Marcos	531	1,487	2,018
Cal State Fullerton	527	1,463	1,990
Sacramento State	589	1,047	1,636
Cal State Long Beach	583	840	1,423
Cal Poly Pomona	422	721	1,143
Cal State Northridge	460	675	1,135
San Francisco State University	694	434	1,128
San José State University	423	564	987

Campus	Veterans and Servicemembers	Dependents	Total
Cal State San Bernardino	439	535	974
Fresno State	310	658	968
Chico State	210	635	845
Cal Poly San Luis Obispo	86	632	718
Cal State Bakersfield	232	252	484
Cal State LA	223	199	422
CSU Monterey Bay	90	329	419
Cal State East Bay	160	206	366
CSU Dominguez Hills	188	172	360
CSU Channel Islands	103	254	357
Stanislaus State	142	159	301
Cal Poly Humboldt	70	206	276
Sonoma State University	59	130	189
Cal Maritime	27	45	72
All campuses	**7,369**	**14,289**	**21,658**

Note: Fall 2025 data were provided by each campus's VRC and count students using or eligible for benefits; campuses' own counts of military-connected students may be broader.

A veteran at the CSU navigates two sets of rules: the campus's degree requirements and the VA's requirements for benefits. VA educational benefits generally cover coursework that satisfies the requirements of a student's approved educational program, subject to applicable federal rules. As a result, credits that do not apply toward a degree or additional semesters of enrollment can affect a student's ability to complete a degree before exhausting available benefits. Because 94 percent of student-veterans enter as transfer students, and more than 80 percent come from a California Community College, many arrive with credits to apply, and benefits already partly used.

Military-affiliated students may be eligible for eight federal education benefits and one California state benefit, in addition to the financial aid available to most CSU students. Eligibility is set by the federal or state agency that manages each benefit. In fall 2025, 83.1 percent of student-veterans and servicemembers used a federal education benefit.

Table 2. Benefits Usage, Fall 2025

Benefit	Veterans	Servicemembers	Dependents
Post-9/11 G.I. Bill	2,887	443	1,367
Vocational Rehabilitation and Employment	2,301	–	–
Dependents' Educational Assistance	–	–	6,297
Fry Scholarship	–	–	38
Montgomery G.I. Bill and Reserve programs	138	220	–
DoD Tuition Assistance	–	136	–
CalVet Fee Waiver	–	–	10,630†
Using no benefits	962	282	–

Note: Students may use more than one benefit, so rows should not be added together. †Includes 4,043 fee waiver recipients who also use G.I. Bill benefits. Servicemembers include active duty and Reserve/National Guard.

Some students do not use educational benefits because of eligibility restrictions related to their military service or discharge status, applicable time limits, or exhaustion of available benefits. Dependents qualify when a servicemember parent or spouse has transferred benefits, has a service-connected disability or died in service.

Around those benefits, campuses support veteran students from first contact through graduation.

Before they arrive. Campuses keep community college veterans programs current on admission requirements, and staff at campuses such as Cal State San Marcos attend education fairs at community colleges and on military bases. Cal State Fullerton adds Cal State Apply workshops and campus tours.

When they arrive. VRC orientations explain how to access benefits and School Certifying Officials (SCOs) certify enrollment and bill the VA every semester. VRC staff also help faculty and university staff understand such as full-time enrollment and courses that count toward the degree so they can provide students with accurate guidance. Campuses host welcome events so new veteran students meet current students, staff and faculty on day one.

As they progress. Advisors help students make the most of their benefits. For example, Cal State San Bernardino, encourages students to use financial aid first to preserve G.I. Bill funds for graduate school, and CSU Channel Islands counsels veterans with disabilities on Vocational Rehabilitation and Employment as another way to preserve those funds. Peer mentors, such as Fullerton's Peer Advisors for Veterans Education (PAVE) program, and Student Veterans Organizations help students build community. When students need additional support, staff connect them with campus counseling and Student Accessibility Services, local Vet Centers and, on campuses that host one, a VA VetSuccess on Campus counselor.

As they finish. Cal State Fullerton offers resume and LinkedIn workshops and graduate school support. Programs such as Troops to Engineers at San Diego State and Veterans to Naval Careers at Cal State San Marcos pair students with paid internships and mentors. Many campuses also honor graduates with cords, stoles or medallions.

Behind the campus centers is a systemwide network. The systemwide director of Veterans Affairs convenes campus staff monthly, tracks state and federal legislation, guides campuses through changes in laws and regulations, and provides military cultural awareness training for faculty and staff. The VA recommends one SCO for every 125 military-affiliated students using G.I. Bill benefits. Many VRC leaders bring lived experience to their roles.

Looking Ahead: Veteran Students in a New Era of Student Success

The CSU is building shared infrastructure across CSU Forward, the Student Success Framework and the Strategic Enrollment Management Framework to help every student move into, through and beyond the university with fewer barriers. Veteran students show why that work matters, and the CSU's three strategic frameworks address the pathway challenges they face along with those of all learners.

Conclusion

CSU Veterans Resource Centers show what it means to meet learners where they are, and the CSU's research and partnerships show what it means to lead. Together these efforts help veterans, service members and their families who have served, and their families move through the university toward a degree, reflecting the commitment at the heart of CSU Forward.

COMMITTEE ON EDUCATIONAL POLICY

Global Readiness and Student Success: Preparing CSU Students for California and the World

Presentation By

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Strategic Enrollment Management and Student Success
Chief Student Affairs Officer

Jaishankar Raman
Executive Director
International Affairs

Summary

Global readiness is part of student success. In a state whose economy, communities and institutions are deeply connected to the world, California State University (CSU) graduates need the knowledge, skills and confidence to work across cultures, apply their learning in unfamiliar settings and build relationships across borders.

This presentation describes how the CSU is expanding global learning through study abroad, international classrooms, applied learning, faculty collaboration, and systemwide partnerships. It then highlights the CSU's growing engagement and partnership with Mexico as a strategic example of this work. This expansion is an investment in individual students and, in alignment with the commitments outlined in *CSU Forward*, is a demonstration of the CSU's responsibility to the state.

Background

The California State University has a long history of preparing students for an international and multicultural society. In 1962, the Board of Trustees approved a systemwide program of overseas study that became CSU International Programs. Since 1963, more than 24,000 students have participated in immersive study abroad programs. This year the CSU Florence center celebrates its 60th anniversary.

The world our students enter is more interconnected than ever. California's economy depends on global trade, research, technology, agriculture, health care, education, and cultural exchange. The CSU therefore has a responsibility to ensure that students can develop global knowledge and experience as part of a high-quality education, regardless of their major, campus or personal circumstances.

The Significance of International Education

International education develops global readiness: the ability to communicate across differences, understand other perspectives, adapt to new environments, and apply disciplinary knowledge in a connected world. These capacities strengthen students' academic, professional, and civic lives. They also connect directly to the CSU's responsibility to advance economic mobility and prepare graduates for California's workforce and communities. As part of this effort, the CSU is committed to expanding opportunities for students to participate in meaningful international learning experiences.

A global experience can take many forms:

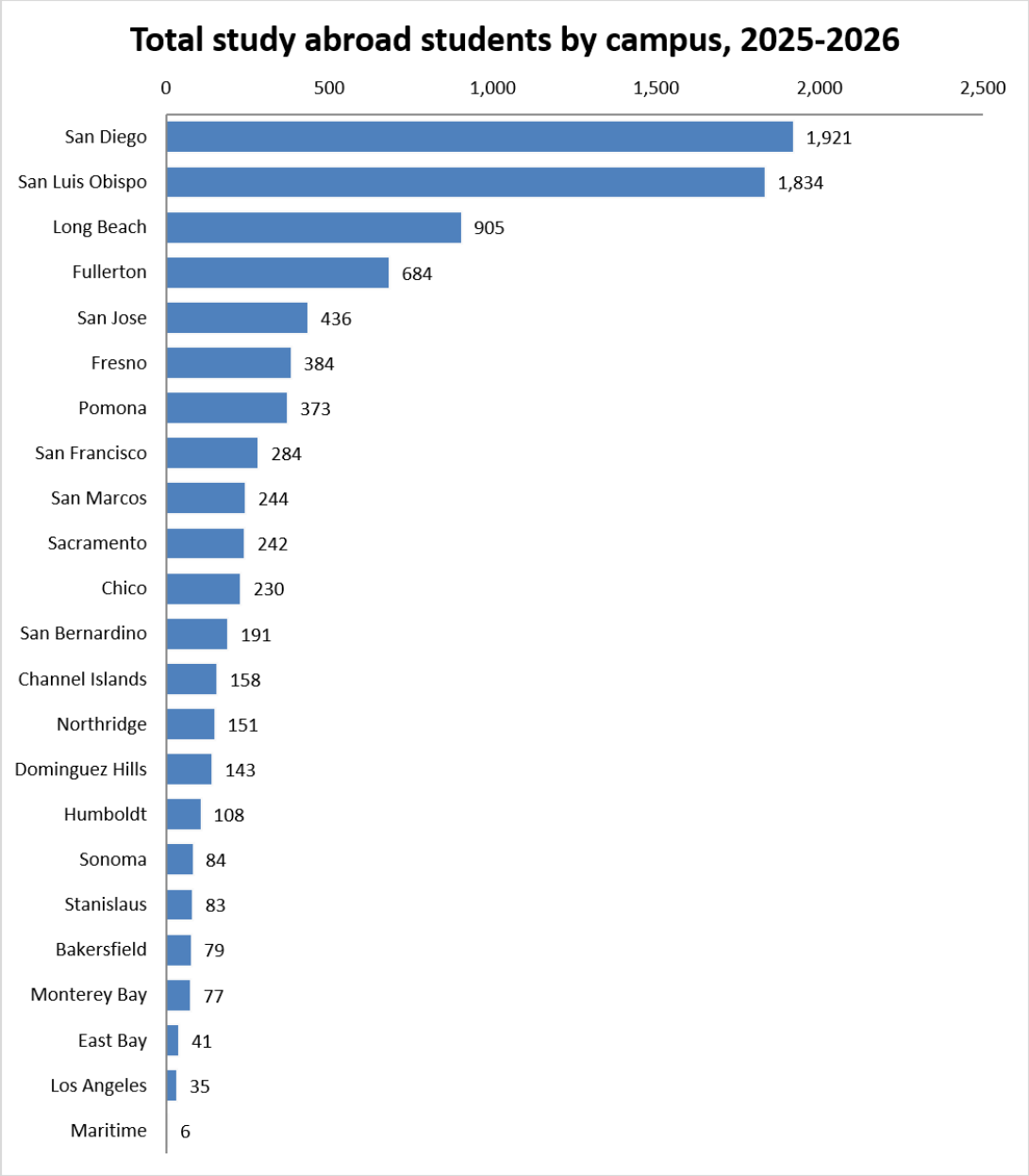
- Study Abroad: Students may study abroad for a year, a semester or a few weeks;
- Collaborative Online International Learning (COIL): COIL courses link a CSU class with a class at a partner university abroad;
- International Students and Global Communities: International students bring the world into CSU classrooms, residence halls and student organizations;
- Faculty-Led Research: Traveling alongside faculty and peers for experiential learning;
- Globally Informed Curriculum: Study the global dimensions of their profession through the curriculum.

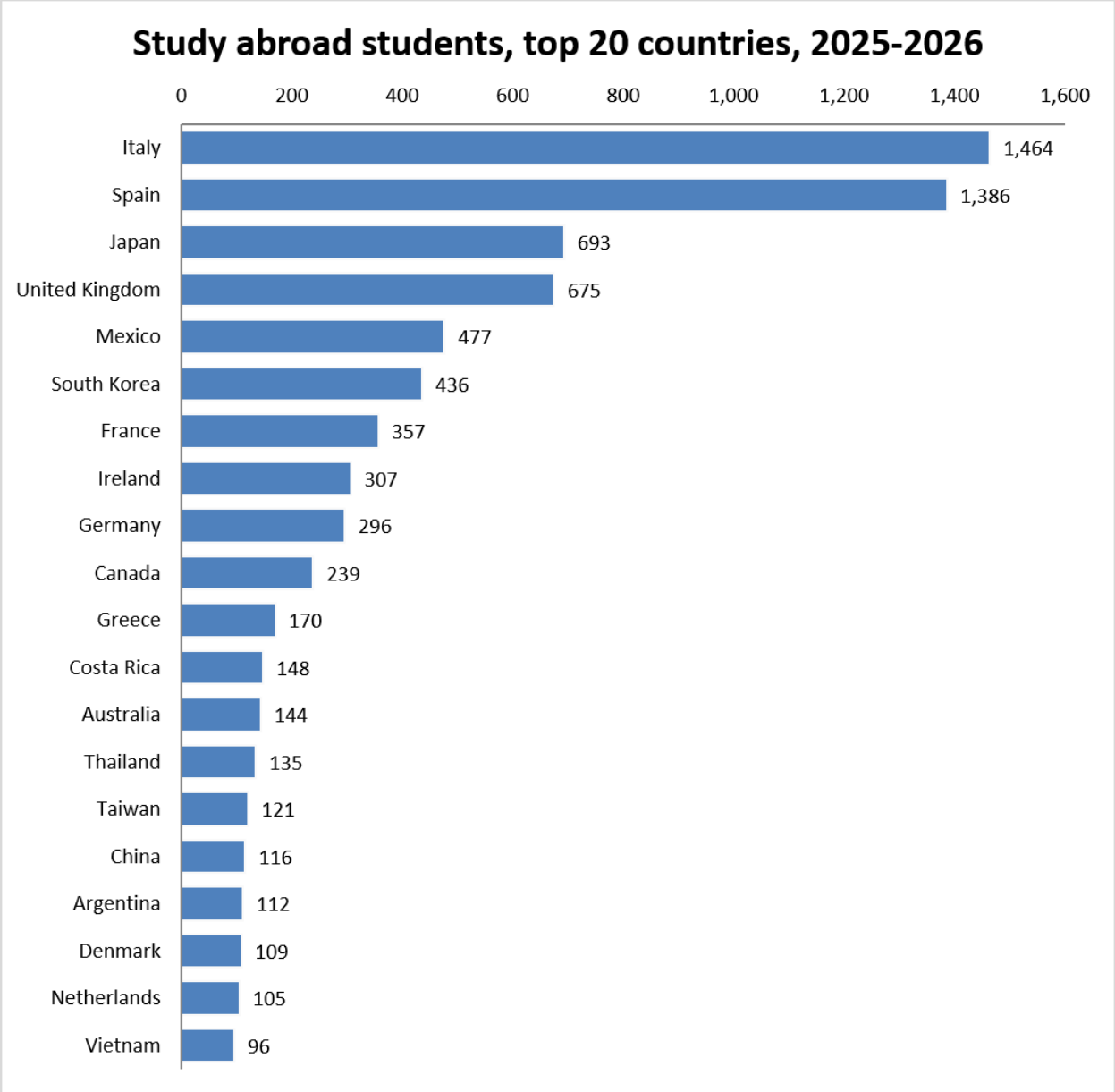
This broader definition matters because not every student can leave California for an extended period. Students work, care for family members, attend part time and manage other responsibilities. A strong systemwide approach expands the range of opportunities so that global learning is not limited to students who can participate in traditional yearlong, semester or short-term programs.

Expanding Access Across the CSU

CSU International Programs has remained an important foundation for study abroad programs since its inception in 1963. In 2025–26, 652 students participated in either a yearlong, semester, or summer program across the globe.

In addition, CSU students have opportunities for a variety of study abroad options through their campuses and in 2025-2026, 8060 students participated through such campus-based programs. While all universities participated in study abroad San Diego State and Cal Poly SLO sent over 40 percent of the total students abroad.


Total study abroad students by campus, 2025-2026
0
500
1,000
1,500
2,000
2,500
San Diego 1,921
San Luis Obispo 1,834
Long Beach 905
Fullerton 684
San Jose 436
Fresno 384
Pomona 373
San Francisco 284
San Marcos 244
Sacramento 242
Chico 230
San Bernardino 191
Channel Islands 158
Northridge 151
Dominguez Hills 143
Humboldt 108
Sonoma 84
Stanislaus 83
Bakersfield 79
Monterey Bay 77
East Bay 41
Los Angeles 35
Maritime 6


Study abroad students, top 20 countries, 2025-2026
0
200
400
600
800
1,000
1,200
1,400
1,600
Italy
1,464
Spain
1,386
Japan
693
United Kingdom
675
Mexico
477
South Korea
436
France
357
Ireland
307
Germany
296
Canada
239
Greece
170
Costa Rica
148
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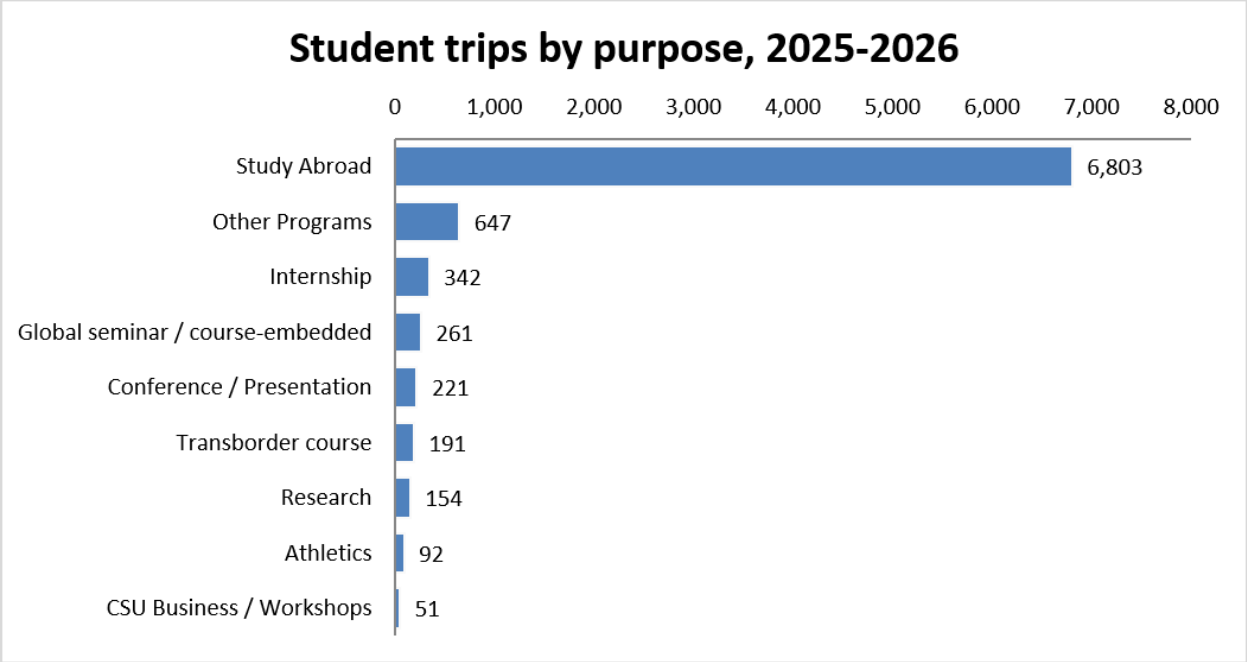
Argentina
112
Denmark
109
Netherlands
105
Vietnam
96



At the Chancellor's direction, CSU International Programs has recently expanded summer study-abroad opportunities for students who may not be able to be away for a full semester or academic year. These programs make international learning more compatible with students' work, family and financial responsibilities while preserving the academic and cultural value of studying abroad.

The expansion is a direct expression of the CSU's commitment to access and of CSU Forward's expectation that the system uses its scale and resources to widen opportunity.

As part of a pilot program in 2025, 19 students spent two weeks in July at Universidad Autónoma de Baja California and CETYS Universidad in Ensenada. Since then, CSUIP has expanded to offer summer programs with 4 partners for 2026 and in 2027, will offer 10 programs with 6 faculty led programs in Granada, Ghana and Florence.

Campuses also contribute through faculty-led research trips, field-based courses, and other partnerships shaped by their academic strengths and regional relationships. These activities demonstrate the range of ways students can apply their learning in international settings and return with deeper disciplinary knowledge, cultural understanding, and professional confidence.

The CSU aims to ensure that more students graduate with at least one meaningful international experience, whether that experience takes place abroad, online, in a classroom with international peers or through an applied project with a global partner. This effort aligns well with the CSU

Promise: students should leave the CSU with the preparation, skills and networks to pursue a rewarding career or continue their education.

Mexico as a Strategic Partnership

Mexico is a core strategic relationship for California and for the CSU. Geographic proximity, shared communities, cultural ties, economic interdependence, and common workforce needs create an opportunity for sustained collaboration. CSU universities already engage Mexican partners through study abroad, faculty-led programs, research, exchange and academic agreements.

In 2025-2026, a total of 477 students traveled to Mexico from across the CSU campuses. Nearly 80 percent of these trips were for 2 weeks or less. San Diego State represents nearly 50 percent of the total with 241 students traveling to Mexico. Of this number nearly 190 students were engaged in transborder programs that take place during the semester at the San Diego State University campus.

The CSU-Mexico Engagement Expansion Plan gives this work a coordinated direction. Its priorities include student programs, practicum and applied learning, faculty and research, partnership infrastructure and a planned CSU Center in Mexico City. Together, they move the CSU from individual activities toward a durable relationship that can benefit students, faculty, universities, and communities across the system.

This approach is consistent with the way the CSU creates opportunity at its best: individual universities bring distinctive strengths, while the system provides the scale and coordination to make those strengths available more broadly. Mexico is an especially important setting for this model because the relationship is simultaneously academic, economic, cultural and regional.

The California–Mexico Leadership Forum

The California–Mexico Leadership Forum in Mexico City in early November 2026 demonstrated the value of engaging Mexico as one CSU. CSU leaders met with Mexican higher education institutions, government representatives and diplomatic partners to deepen educational and institutional relationships. The CSU also signed a memorandum of understanding with the Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES), creating a foundation for continued collaboration across Mexico's higher education sector.

Faculty Collaboration as a Pathway to Student Opportunity

The CSU-Mexico faculty seminar held in Ensenada in June 2026 illustrates how international engagement develops through faculty work and ultimately reaches students. Sponsored through CSU International Programs and the Academic Council on International Programs, the seminar brought together over 40 faculty members from CSU universities and partner institutions in Mexico.

The theme, "Two Regions, One Future: Exploring the California–Mexico Scientific, Economic and Cultural Ties," invited participants to consider shared challenges through scientific, economic and cultural lenses. The seminar was hosted in collaboration with the Universidad Autónoma de Baja California and CETYS Universidad.

These partnerships created a setting for interdisciplinary dialogue, regionally relevant research, and deeper understanding of the institutions and communities with which CSU faculty may collaborate. Participants explored opportunities to strengthen teaching, research and student mobility, while also considering how to expand international opportunities for students who have historically had less access to them.

As a direct consequence of the seminar, CSU faculty returned with new partnerships, new course content, new research questions, and new opportunities for students to engage in international learning. Faculty development therefore serves as an important bridge between institutional relationships and the student experience.

The Planned CSU Center in Mexico City

The planned CSU Center in Mexico City is the central institutional initiative in the CSU-Mexico Engagement Expansion Plan. It would establish a durable CSU presence in Mexico not simply another study-abroad location, but a platform for student opportunity, faculty collaboration, research, academic partnerships and workforce engagement.

The Center is envisioned as a Chancellor's Office-administered initiative serving all 22 CSU universities, developed in partnership with Tecnológico de Monterrey's Santa Fe campus and informed by the CSU International Programs Florence Study Center. Its planned work includes:

- Expanding faculty-led, semester and other student learning experiences in Mexico.
- Supporting internships, practicums and applied learning connected to students' fields of study.
- Creating a platform for CSU faculty research and teaching partnerships with Mexican colleagues.
- Strengthening academic pathways and institutional agreements with Mexican universities and other partners.
- Coordinating scholarships, student support and program development so students from across the CSU can participate.

The Engagement Expansion Plan anticipates a phased development. Initial work would establish governance, academic program development, staffing, and pilot activity. A subsequent phase would support student cohorts, co-taught courses, scholarships and practicum opportunities. Over time, the initiative could expand toward a dedicated facility and broader participation from

universities across the system. Development of the Center will be subject to applicable legal, financial, and operational reviews and approvals. The Center would give the CSU a durable institutional home for its Mexico strategy while preserving and strengthening campus leadership.

The Center's significance is therefore both practical and symbolic. Practically, it can make it easier to organize programs, support students, connect faculty and sustain partnerships. Institutionally, it would signal that Mexico is a long-term priority for the CSU and that the system is prepared to invest in relationships that advance student success, economic mobility and California's future.

International Students and Scholars

International students are one of the avenues to a global experience for all CSU students, their enrollment and well-being matter to the whole system. Degree-seeking international students attending the CSU on student visas generally pay nonresident tuition and are accounted for separately from state-funded resident enrollment. Their enrollment can also help campuses support additional course sections and services that benefit the broader student community.

However, the number of international students on the CSU campuses has seen a decline over the past decade, accelerated by actions at the federal level in the past few years. As part of the overall internationalization efforts, system resources are being used to assist campus efforts to increase recruitment of international students at the CSU.

Term	International Students (on a Visa)	Total CSU Enrollment	Percent of Total Enrollment
Fall 2023	13789	454,640	3.00
Fall 2024	12734	461,612	2.75
Fall 2025	10987	471,451	2.33

Looking Ahead

The CSU is expanding international education from a collection of valuable programs into a more coherent system of global learning. The work will require continued collaboration across universities and divisions. It will also require attention to affordability, student support, academic quality, and meaningful measures of participation and outcomes. The goal is not simply to increase the number of students who travel abroad. It is to ensure that more students graduate with the experience of engaging across cultures, applying their learning in new contexts and building networks that prepare them for the world they will enter.

Global preparedness is part of the value of a CSU education and part of California's future. By expanding access to international learning and building partnerships at system scale, the CSU is preparing more students to succeed in an interconnected world—and demonstrating the leadership that California's students, communities and economy require.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Amendments to Title 5 Regarding Student Conduct, Academic Standards and Admission Requirements

Presentation By

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Student Affairs, Equity and Belonging

Summary

As the California State University (CSU) advances the bold vision of *CSU Forward*, the system must ensure that its policies and procedures are student-centered and updated to best support students through their educational journey. This review is a critical component of realizing the goals of the system's Student Success and Strategic Enrollment Management Frameworks and strengthening the system's infrastructure to support student success.

This agenda item is presented to the CSU Board of Trustees as an action item for approval. It proposes amendments to the following sections of Title 5 of the California Code of Regulations:

- § 41301. Standards for Student Conduct
- § 41300. Academic Probation and Disqualification
- § 40601. Particular Terms
- § 40752. English Language Examination

The proposed Title 5 amendments ensures CSU policies are in compliance with federal law and align with contemporary student success practices and language, evolving approaches in higher education, and the system's commitment to creating a supportive and student-centered academic environment.

Background

Standards for Student Conduct

In fall 2024, House Resolution 5646, commonly referred to as the Stop Campus Hazing Act, amended portions of the Clery Act and created a federal definition of hazing for higher education institutions. The CSU Standards for Student Conduct required an update to align the definitions. This update also prompted the opportunity to review and modernize language in the code of conduct with a student-centered approach.

The proposed resolution considers this alignment of definitions and recommendations to provide greater clarity on the code of conduct for students. It is intended to be effective on July 1, 2027, allowing the Chancellor's Office to make appropriate updates to policy and allow universities to make appropriate procedural updates.

Academic Probation and Disqualification

The proposed resolution to Title 5, section 41300, Academic Probation and Disqualification, and section 41300.1, Administrative-Academic Probation and Administrative-Academic Disqualification, would modernize the terminology used to describe academic standing by replacing "academic probation" with "academic notice." The change would better align Title 5 with contemporary student-success practices and the CSU's commitment to a supportive, student-centered academic environment.

The term "probation" has historically been used to identify students whose academic performance falls below established standards. However, the term is also commonly associated with disciplinary or legal consequences and can imply wrongdoing or punishment. A student experiencing academic difficulty has not engaged in misconduct; rather, the student's academic standing indicates a need for timely information, advising, intervention, and support.

The term "academic notice" more accurately describes the purpose of this academic standing. It communicates that a student has reached an established academic threshold requiring attention while reinforcing that the institution's response should focus on supporting the student's return to good academic standing.

The proposed change has been supported by the Academic Senate of the CSU (ASCSU) and reflects a broader shift in higher education toward terminology that reduces stigma and emphasizes academic recovery. The University of California and several CSU campuses, among other institutions, have moved away from "academic probation" in favor of terms such as "academic notice" or "academic warning." Updating Title 5 would establish greater consistency across the CSU and support campuses in implementing contemporary academic-support practices.

The amendments would also align with the CSU Student Success Framework by shifting the emphasis from a punitive designation to early identification and intervention. Academic notice can serve as a clear signal for both the student and the university to engage in advising, academic planning, and other appropriate supports designed to promote persistence and academic recovery.

Importantly, the proposed resolution would not change the academic standards or grade point average thresholds used to determine academic standing and disqualification. Students would remain responsible for meeting established academic requirements, and campuses would retain authority to disqualify students who do not meet those requirements. The amendments instead modernize the terminology and institutional response associated with academic difficulty, recognizing that rigorous academic standards and supportive pathways to recovery are complementary objectives.

Particular Terms

The CSU has a longstanding commitment to providing eligible California students with pathways to admission when enrollment capacity prevents a student from being accommodated at a particular campus or program.

The CSU's redirection requirements initially developed in connection with California's transfer reform efforts. In 2010, Senate Bill 1440 established the Student Transfer Achievement Reform Act and created the Associate Degree for Transfer (ADT), providing qualifying ADT students priority admission to the CSU, although not necessarily to a particular campus or major. Consistent with this framework, Title 5 incorporated “redirection” in relation to eligible ADT applicants, requiring a campus accepting undergraduate applications to admit eligible ADT applicants or forward their applications to another CSU campus with capacity.

Redirection subsequently expanded beyond the ADT population. As part of the 2017-18 California State Budget Act, the Legislature directed the Board of Trustees to adopt policies to mitigate the effects of enrollment impaction, including a policy to redirect CSU-eligible applicants who could not be accommodated at the impacted campuses or programs to which they applied. In March 2018, the Board adopted a systemwide redirection policy for CSU-eligible undergraduate applicants who had not been admitted to any CSU campus, with implementation beginning in the 2019-20 academic year.

Today, redirection serves as a systemwide enrollment management and student access strategy for eligible California resident first-time first-year, upper-division transfer and ADT applicants who have not received admission because of limited enrollment capacity. Eligible applicants receive information about participating campuses and may indicate campus preferences through Cal State Apply. Their existing application may then be forwarded to a campus with available capacity for admission consideration without requiring a new application or additional application fee.

The current Title 5 definition has not fully kept pace with these statutory, policy, and operational developments. It continues to define redirection primarily in relation to ADT applicants and as an obligation of an individual campus, while current CSU policy operates redirection as a coordinated systemwide process serving a broader population of eligible undergraduate applicants. The proposed amendment would update the regulatory definition to reflect this evolution and provide a durable framework for the CSU's current and future redirection practices

English Language Examination

The proposed resolution would modernize the English language proficiency requirement for undergraduate admission by removing the reference to a specific examination and numerical score and replacing it with a test-agnostic proficiency standard.

The existing regulation identifies the Test of English as a Foreign Language (TOEFL) and a specific minimum score as the required measure of English language proficiency. This language is outdated and no longer reflects the range of assessments and methods currently used to evaluate English proficiency.

Retaining a specific examination and score in Title 5 creates unnecessary regulatory limitations and increases the likelihood that the regulation will become obsolete as assessment instruments, scoring methodologies, and testing practices change. The proposed resolution would instead focus Title 5 on the underlying academic standard: that an applicant demonstrate English language proficiency at a level sufficient to participate successfully in and benefit from university-level study.

A more flexible examination approach would support a student-centered admissions process by allowing applicants to demonstrate English language proficiency through multiple approved examinations rather than requiring a single specified examination. Applicants would continue to be required to demonstrate English language proficiency through an approved examination, while the CSU would have flexibility to recognize different examinations and appropriate proficiency standards. This approach can reduce barriers related to test availability, access, and cost while allowing the CSU to respond to changes in assessment instruments, scoring methodologies, and testing practices. The proposed resolution does not eliminate or lower the English language proficiency requirement. Rather, it preserves the academic expectation while providing a more current, flexible, and durable regulatory framework for determining how that proficiency may be demonstrated.

Conclusion

Taken together, these proposed resolutions reflect the CSU’s continued commitment to ensuring that its policies are meeting the needs of today’s learners. Consistent with CSU Forward, the Student Success Framework and the Strategic Enrollment Management Framework, these changes advance a more student-centered, accessible and supportive CSU while maintaining clear academic standards and systemwide expectations.

Recommended Action

The following resolution is proposed for adoption:

RESOLVED, by the Board of Trustees of the California State University, acting under the authority prescribed herein and pursuant to Sections 66600 and 89030, of the Education Code, that Sections 41301, 41300, 41300.1, 40601, and 40752 are amended as follows:

Title 5. Education
Division 5 -Board of Trustees of the California State Universities
Chapter 1- California State University
Subchapter 4- Student Affairs
Article 2- Student Conduct

§ 41301**. Standards for Student Conduct**

(a) Campus Community Values

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should ~~choose behaviors that contribute toward this end. Students are expected to be good citizens and to~~ engage in responsible behaviors that reflect ~~well upon their university, to be civil to one another and to others in the campus community,~~ this commitment and contribute positively to student and university life.

(b) Grounds for Student Discipline

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety, respect for community standards ~~and good citizenship~~ and, when necessary, impose appropriate consequences.
The following are the grounds upon which student discipline can be based:(1) Dishonesty, including:

(A) Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
(B) Furnishing false information to a University official, faculty member, or campus office.
(C) Forgery, alteration, or misuse of a University document, key, electronic device or identification instrument.
(D) Misrepresenting one~~'s~~ self to be an authorized agent of the University or one of its auxiliaries.

(2) Unauthorized entry into, presence in, use of, or misuse of University property.

(3) Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.

(4) Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.

(5) Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or ~~an off-campus~~at a University related activity.

(6) Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.

(7) Conduct that is directed to, threatens or endangers the health or safety of, or denies or substantially limits another person's ability to access services, benefits, or opportunities provided by the university including: ~~of any person within or related to the University community, including~~ physical abuse, violence, threats, intimidation, harassment, discrimination, doxing, or sexual misconduct.

(8) Hazing, or conspiracy to haze. Hazing is any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons regardless of the willingness of such other or persons to participate, that is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in a student organization; and causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution or organization. ~~defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution.~~ The term "hazing" does not include customary athletic events or school sanctioned events.

Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.

The hazing definition is derived and authorized by federal (section 485(f) of the Higher Education Act) and state (Penal Code 245.6; Education Code 66305-66309) law.

(9) Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.

(10) Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.

(11) Theft of property or services from the University community, or misappropriation of University resources.

(12) Unauthorized destruction, or damage to University property or other property in the University community.

(13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.

(14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.

(15) Misuse of computer facilities, network or other resources, including:
(A) Unauthorized entry into a file, for any purpose.
(B) Unauthorized transfer of a file.
(C) Use of another's identification or password.
(D) ~~Use of computing facilities, campus network, or other resources~~ to interfere with the work of another member of the University community.
(E) ~~Use of computing facilities and resources~~ to send harassing, obscene or intimidating and abusive messages.
(F) ~~Use of computing facilities and resources~~ to interfere with normal University operations.
(G) ~~Use of computing facilities and resources~~ in violation of copyright laws.
(H) Violation of a campus computer use policy.
(16) Violation of any published University policy, rule, regulation or presidential order.

(17) Failure to comply with directions or, or interference with, any University official or any public safety officer while acting in the performance of ~~his/her~~ their duties.

(18) Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.

(19) Violation of the Student Conduct ~~Procedures~~Process, including:

(A) Falsification, distortion, or misrepresentation of information related to a student discipline matter.

(B) Disruption or interference with the orderly progress of a student discipline proceeding.

(C) Initiation of a student discipline proceeding in bad faith.

(D) Attempting to discourage another from participating in the student discipline matter.

(E) Attempting to influence the impartiality of any participant in a student discipline matter.

(F) Verbal or physical harassment or intimidation of any participant in a student discipline matter.

(G) Failure to comply with the sanction(s) imposed under a student discipline proceeding.

(20) Encouraging, permitting, or assisting another to do any act that could subject that individual ~~him or her~~ to discipline.

(c) Procedures for Enforcing This Code

The Chancellor shall adopt ~~procedures~~ a policy to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code. The policy shall define terms in this code.

(d) Application of This Code Sanctions for the conduct listed above can be imposed on individuals who, at the time of the incident, are applicants, enrolled students, students between academic terms, ~~graduates~~ students awaiting degree~~s~~ conferral, ~~and~~ or students who withdraw from school while a disciplinary ~~matter~~ process is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code Section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

(e) These regulations will take effect July 1, 2027.

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 4. Student Affairs
Article 1. Scholastic ~~Probation~~ Notice and Disqualification

§ 41300. Academic ~~Probation~~ Notice and Disqualification.

For purposes of determining a student's eligibility to remain at the campus both quality of performance and progress toward ~~his or her~~ their objective shall be considered. Such eligibility shall be determined by use of grade points, and grade point average and by application of guidelines provided for in Section 41300.1.

Campuses shall adhere to the following criteria to ensure satisfactory student progress toward the degree:

(a) An undergraduate student shall be subject to ~~probation~~ notice if, in any academic term the student fails to maintain a cumulative grade point average of at least 2.0 (grade of C);

(b) An undergraduate student shall be subject to disqualification if the student's cumulative grade point balance displays a deficiency in excess of the number permitted for ~~his or her~~ their class level pursuant to deficiency levels established by the Chancellor;

(c) An undergraduate student who is not on ~~probation~~ notice may be disqualified if at any time the student's cumulative grade point average falls below 1.0 (grade of D) and, in the opinion of the appropriate campus authority it is unlikely in light of the student's overall educational record, that the resultant grade point deficiency will be removed in subsequent terms.

(d) A student who is enrolled in a graduate degree program in conditionally classified or classified standing shall be subject to academic ~~probation~~ notice if the student fails to maintain a cumulative grade point average of at least 3.0 (grade of B) in all units attempted subsequent to admission to the program;

(e) A student who is enrolled in any post-baccalaureate status other than in conditionally classified or classified standing shall be subject to academic ~~probation~~ notice if the student fails to meet criteria established by the campus. Such criteria shall not be less than those established for undergraduate students;

(f) A graduate or post-baccalaureate student shall be subject to disqualification if while on ~~probation~~ notice the student fails to earn sufficient grade points to be removed from probationary status. Disqualification may be either from further

registration in a particular program or from further enrollment at the campus as determined by appropriate campus authority.

A student disqualified for scholarship deficiency may not enroll in any regular session of the campus without permission from the appropriate campus authority, and may be denied admission to other educational programs operated or sponsored by the campus.

Title 5. Education
Division 5. Board of Trustees of the California State Universities
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Article 1. Scholastic ~~Probation~~ Notice and Disqualification

§ 41300.1. Administrative Academic Disqualification.

An undergraduate or graduate student may also be placed on ~~probation~~ notice or may be disqualified by appropriate campus authorities for unsatisfactory scholastic progress regardless of cumulative grade point average or progress points. Such actions shall be limited to those arising from repeated withdrawal, failure to progress toward an educational objective and noncompliance with an academic requirement, and shall be consistent with guidelines issued by the Chancellor.

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 3. Admission Requirements
Article 1. Construction and Definitions

§ 40601. Particular Terms

The following terms, whenever used or referred to in this subchapter, shall have the following meanings, respectively, unless a different meaning appears from the context:

(a) The term “Chancellor” means the Chancellor of the California State University or designee.

(b) The term “the campus” means the campus to which application for admission is made.

(c) The term “appropriate campus authority” means the president of the campus or designee.

(d) The term “college” means:

(1) Any institution of higher learning that is accredited to offer work leading to the degree of Bachelor of Arts or to the degree of Bachelor of Science, by the applicable regional accrediting agency recognized by the United States Department of Education, except an institution which is accredited only as a “specialized institution”;

(2) Any foreign institution of higher learning which, in the judgment of the Chancellor, offers course work equivalent to that offered by institutions included within subdivision (d)(1) of this section.

(e) The term “application” means the submission to the campus, by the person applying for admission, of all documents, including official transcripts of all the applicant's academic records and information that the applicant is required personally to submit, and the payment of any application fee due, pursuant to Section 41800.1.

(f) The term “eligibility index” means the number derived for admission determination, from a weighted combination of the grade point average for courses taken in the comprehensive pattern of college preparatory subjects during the final three years of high school and other factors that shall be determined by the chancellor. The weighting of grade point averages and other factors shall be determined and adjusted from time to time by the chancellor.

(g) The term “good standing at the last college attended” means that at the time of application for admission and at the time of admission, the applicant was not under disciplinary or academic suspension, dismissal, expulsion or similar action by the last college attended and was not under disciplinary suspension, dismissal, expulsion or similar action at any institution of the California State University.

(h) The term “first-time freshman” means an applicant who has earned college credit not later than the end of the summer immediately following high school graduation or an applicant who has not earned any college credit.

(i) The term “undergraduate transfer” means any person who is not a first-time freshman pursuant to Section 40601(h), and who does not hold a baccalaureate degree from any college.

(j) The term “full-time student” means any student whose program while in attendance at a college averaged twelve or more semester units per semester, or the equivalent.

(k) The term “resident” shall have the same meaning as does the same term in Section 68017 of the Education Code, and shall include all persons so treated by the provisions of that section.

(l) The term “unit” means a semester unit within the meaning of Section 40103, or the equivalent thereof.

(m) The term “transferable” when used in connection with college units, college credit or college work, shall mean those college units, credit or work which are determined to be acceptable (either for specific requirements or as electives) toward meeting the requirements of a baccalaureate degree. The Chancellor is authorized to establish and from time to time to revise procedures for the implementation of this subdivision.

(n) The term “comprehensive pattern of college preparatory subjects” means, in each area of study, at least four years of English, three years of mathematics, two years of history or social science, two years of laboratory science, two years of foreign language, one year of visual and performing arts, and one year of electives from any combination of English, mathematics, social science, history, laboratory science, foreign language, visual and performing arts, CSU-approved career technical education courses, and other fields of study determined by the Chancellor to be appropriate preparation for California State University study.

(o) The terms “impacted campus” or “impacted programs” at any campus mean that the number of applications from eligible applicants received during the initial application filing period exceeds the number of available admission spaces.

(p) ~~The terms "redirection" or "redirect" refer to the responsibility of each CSU campus that opens to receive new undergraduate applications for any given term to admit eligible transfer applicants with Associate Degrees for Transfer or to forward their application to another CSU campus with the capacity to admit.~~ The terms “redirection” or “redirect” refer to a California State University process through which an eligible undergraduate applicant who cannot be accommodated at a CSU campus to which the applicant applied because of enrollment capacity may have their application considered for admission by another CSU campus with available capacity. Eligibility criteria and procedures for redirection shall be established by the Chancellor.

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 3. Admission Requirements
Article 4. Admission as First-Time Freshman

§ 40752. English Language Examination.

To be admitted to a campus as a first-time freshman, an applicant who has not attended for at least three years an educational institution at the secondary level or beyond where English is the principal language of instruction ~~must receive a minimum score of 500 on the Test of English as a Foreign Language (TOEFL)~~ must demonstrate English language proficiency at a level sufficient to participate satisfactorily in and benefit from university study. Appropriate campus authority may prescribe a higher minimum score, based on such campus factors as the nature of the instruction offered, availability of instruction in English as a second language, student enrollment demand, and availability of funds. Achieving a ~~the~~ minimum score shall be evidence of the applicant's English competency at a level which will allow the applicant to participate satisfactorily in and benefit from university study. Exceptions may be granted by the appropriate campus authority when there is convincing evidence that the applicant's competence in English is at a level which will allow satisfactory participation in and benefit from university study.