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December 1, 2023

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RE: CSU Budget Compact Report 2023

The California State University (CSU) Multi-year Compact Progress Report is attached for your review. This report addresses the metrics outlined in the Multi-year Compact, and where appropriate, provides updates on progress made and highlights areas of continuing opportunities for greater impact on student success.

The CSU is committed to providing an affordable, accessible and quality education for students seeking to earn a college degree. The CSU is a national leader in offering transformational opportunities for upward mobility to more than 450,000 students from all socioeconomic backgrounds. Through its unwavering focus on student success and equity, the system is helping to shape California's future workforce.

CSU Campuses
Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

CSU Report: CSU Multi-year Compact Progress Report

December 1, 2023

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The CSU Multi-year Compact Progress Report meets the requirement outlined in the [May 2022 Multi-year Compact Between the Newsom Administration and the California State University](#). This report is part of an annual update on the system's progress that will be provided throughout the duration of the compact.

As a courtesy and consistent with our current reporting practices, the CSU will provide a copy of this report to the Legislature.

Should you have any questions about this report, please contact Nathan Dietrich, Assistant Vice Chancellor, Advocacy and State Relations at (916) 445-5983.

Sincerely,



Bradley Wells (Dec 1, 2023 18:34 PST)

Steve Relyea
Executive Vice Chancellor and
Chief Financial Officer

SR:dr

Full report posted to <https://www.calstate.edu/impact-of-the-csu/government/Advocacy-and-State-Relations/Pages/legislative-reports.aspx>

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CSU

The California State University
OFFICE OF THE CHANCELLOR



MULTIYEAR COMPACT PROGRESS REPORT THE CALIFORNIA STATE UNIVERSITY NOVEMBER 2023

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In May 2022, the California State University (CSU) and the Newsom administration finalized a five-year compact that articulates shared goals centered on closing equity gaps and promoting student success, increasing access to and the affordability of a CSU education, and promoting workforce preparedness and intersegmental partnerships, among other key priorities. These efforts require the intentional and consistent investment in the CSU by the administration and state legislature, an investment evident in the 2022-23 budget and planned through 2026-27.

The CSU, in turn, has committed to providing an annual update to the Newsom administration and state legislature regarding progress towards these key goals to ensure transparency and evidence of the stewardship of public dollars. The 2023 Multiyear Compact Progress Report is

the second report of its kind detailing progress on shared metrics as well as articulation of additional goals where specified in the compact requirements.

COMPACT GOALS

The following report outlines efforts and data that address the compact's more than 25 student success-centered goals. Information is organized by the compact's main themes of increasing access to the CSU, improving student success and advancing equity, increasing the affordability of a CSU education, increasing intersegmental collaboration to benefit students, supporting workforce preparedness and high-demand career pipelines and providing access to online course offerings.

KEY HIGHLIGHTS

In fall 2023, the CSU completed the successful search for its 11th chancellor. Dr. Mildred García, the former president of the American Association of State Colleges and Universities, is the first Latina appointed to lead the CSU in this role. Additional highlights of the year include:

- Nearly 127,000 students earning their degrees including 105,841 earning their bachelor's degrees;
- The initiation of the CSU's most comprehensive stakeholder engagement process to define a holistic, systemwide student success framework and re-envision the system's signature Graduation Initiative 2025;
- The launch of the CSU's dual admissions program, the CSU Transfer Success Pathway, as well as the creation of the CSU Transfer Planner to help transform the student transfer experience;
- The publication of the Black Student Success Report: *Advancing Black Student Success and Elevating Black Excellence in the CSU* and the identification of 13 recommendations to support student success; and
- Helping to create more than 209,000 jobs and generating more than \$26 billion in industry activity.

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INCREASING ACCESS TO THE CSU

With the 2022-23 academic year serving as the baseline, CSU will add more than 14,000 full-time equivalent resident undergraduates over four years (one-percent annual enrollment growth each year between 2023-24 and 2026-27). In the first annual report, CSU will provide specific estimated enrollment increases for each year between 2023-24 and 2026-27. This growth must maintain, at a minimum, a share of new undergraduate transfer student enrollments during the college year consistent with existing admissions practices for new undergraduate enrollments.

The CSU projects that at the conclusion of the spring 2024 term, the system will have enrolled more than 368,000 California residents during College Year 2023-24. This outcome reflects intentional efforts by the system and its 23 universities to expand College Year enrollments through growth of approximately 5,000 annualized full-time enrolled students in state support summer instruction. Fall first-time first-year student enrollment increased by approximately 3,000 students compared to fall 2022. Strong headwinds facing higher education nationally continued to impact the CSU as well. In fall 2023, less than 50,000 students transferred to the CSU compared to 62,000 new transfer students in fall 2020 prior to the pandemic. This has contributed to a relatively flat Academic Year 2023-24 enrollment systemwide.

The Chancellor’s Office and university leadership are working together to maximize state resources to ensure the CSU is positioned to meet enrollment targets and sustain growth by 2026-27. As part of a coordinated systemwide response, a multiyear framework has been implemented to better align current and future resources with the realities of current student demand and enrollment trends. Allocations of new enrollment

resources, as provided in the Governor’s Budget Compact, will only be provided to universities already meeting or exceeding their prior college year target. Beginning in 2024, universities with sustained declines in enrollment will have portions of existing enrollment targets and associated resources reallocated to those universities that are meeting or exceeding their goals. All universities will be supported in their enrollment efforts with the appointment of a full-service firm tasked with developing a statewide strategic enrollment management model and plan. The plan will include current best practices in strategic enrollment management, incorporate feedback and insights from systemwide stakeholders and provide greater guidance for campus-based strategic enrollment planning efforts.

The CSU also has invested in technology to support enrollment and retention and has advanced other policy and administrative steps to increase access to the CSU. As one example, CSU-sponsored legislation signed into law has simplified the process for campuses seeking to discontinue admission impactation. This summer, the CSU also launched its Transfer Success Pathway program which offers students dual admission to a community college and the CSU. This program is designed to help bolster transfer student enrollment by connecting with students sooner in their journey to a four-year degree. The program features a new CSU Transfer Planner, a transformative online tool that gives students greater insights in tracking academic credit from a community college to a CSU.

As the nation’s largest and most diverse four-year public university, the CSU is committed to serving California’s students in achieving their goals of a college degree and empowering them to become leaders of California’s and the nation’s workforce. Providing access to an affordable, quality education remains a key priority for the system.

	2021-22	2022-23	2023-24*	2024-25*	2025-26*	2026-27*
CA Resident FTES Target	374,246	383,680	387,114	390,582	394,085	397,623
Planned FTES Target Increase (New Undergraduate Growth)		2.5%	1.0%	1.0%	1.0%	1.0%
CA Resident FTES Actual	374,972	362,254	368,042	376,794	387,091	397,823
Planned Annual FTES Change			1.6%	2.4%	2.7%	2.8%

*Projected

IMPROVING STUDENT SUCCESS AND ADVANCING EQUITY

The CSU will demonstrate that it is making annual progress toward these goals on a systemwide basis and will demonstrate that at least 12 individual campuses are making progress toward these goals each year.

Of its 23 universities, 12 are at, or within, one point of meeting the four-year first-time student interim graduation rate goal, and another 13 campuses are at, or within one point, of meeting the two-year transfer student interim graduation rate goal. While the CSU continues to make progress toward increasing graduation rates systemwide — including achieving a record high four-year graduation rate for first-time students — it remains focused on the critical work of eliminating equity gaps. As the system

collaboratively and collectively addresses these gaps, it strives to finish strong in the last two years of its Graduation Initiative 2025 which aspired to set a new national standard for providing high-quality, affordable degree opportunities for students across California.

Of its 23 universities, 12 are at, or within, one point of meeting the four-year first-time student interim graduation rate goal...

The chart below shows four- and six-year graduation rates for CSU first-time students over the past seven years disaggregated by race and ethnicity.

4-YEAR AND 6-YEAR GRADUATION RATES FOR FIRST-TIME, FULL-TIME FRESHMEN

	Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019
4 YR Grad Rate	American Indian or Alaska Native	21.4%	24.4%	25.9%	24.2%	30.8%	27.0%	20.8%
	Asian	21.3%	25.9%	29.1%	32.3%	37.2%	41.2%	42.4%
	Black or African American	12.5%	17.1%	16.3%	20.1%	21.8%	23.5%	23.4%
	Hispanic/Latino	16.1%	18.7%	20.5%	24.5%	26.4%	28.8%	29.6%
	International	19.7%	21.0%	23.2%	27.4%	28.8%	31.1%	30.7%
	Native Hawaiian or Other Pacific Islander	19.8%	16.2%	23.8%	23.8%	24.5%	28.8%	32.4%
	Two or More Races	24.9%	30.8%	32.1%	35.1%	38.2%	37.8%	41.3%
	Unknown	28.8%	28.9%	34.3%	37.6%	37.0%	38.6%	33.2%
	White	35.7%	38.7%	42.5%	44.7%	47.2%	47.2%	47.4%
6 YR Grad Rate	American Indian or Alaska Native	50.7%	53.3%	53.2%	50.8%	46.6%		
	Asian	68.9%	70.1%	71.7%	70.6%	71.5%		
	Black or African American	47.5%	49.2%	49.7%	49.2%	47.2%		
	Hispanic/Latino	57.2%	57.6%	57.6%	57.1%	56.3%		
	International	56.9%	55.4%	57.8%	57.6%	57.7%		
	Native Hawaiian or Other Pacific Islander	48.8%	51.8%	54.4%	49.7%	56.0%		
	Two or More Races	62.4%	62.7%	64.1%	63.3%	64.9%		
	Unknown	62.5%	62.2%	65.4%	64.7%	63.3%		
	White	69.7%	69.7%	71.9%	71.3%	71.7%		
4 YR Grad Rate	All Students	22.7%	25.5%	27.7%	31.0%	33.3%	35.1%	35.5%
6 YR Grad Rate	All Students	62.1%	62.4%	63.2%	62.4%	62.2%		

The CSU will continue to maintain six-year graduation rates within the top 25 percent of comparable national peer institutions through 2025.

The six-year graduation rate for the first-time student cohort beginning in 2017 is 62%. Comparative Integrated Postsecondary Education Data Systems (IPEDS) data normally released by the National Center for Educational Statistics in the fall term reflecting the prior year’s six-year outcome rates has been delayed in 2023. Based on Integrated Postsecondary Education Data Systems (IPEDS) data pulled October 28, 2022, the CSU’s fall 2015 cohort six-year rate (63% for most recent IPEDS reported cohort fall 2015 through summer 2021) computed as all cohort members graduated in six years or less divided by all initial cohort members would rank 61st among 404 (85th percentile) public colleges and universities with similar Carnegie classifications. Carnegie classifications

used are: Baccalaureate Colleges: Arts & Sciences Focus; Baccalaureate Colleges: Diverse Fields; Doctoral Universities: High Research Activity,” “Doctoral/Professional Universities,” “Master’s Colleges & Universities: Larger Programs,” “Master’s Colleges & Universities: Medium Programs,” and “Master’s Colleges & Universities: Small Programs.”

The table below shows how the past five cohorts’ graduation rates of the CSU composite versus non-CSU composite (53% for most recent IPEDS reported cohort fall 2015 through summer 2021) compare when grouped by Carnegie classification. Rates for Doctoral Universities: Very High Research Activity classified public universities are also shown. No CSU campus is found in this Carnegie classification.

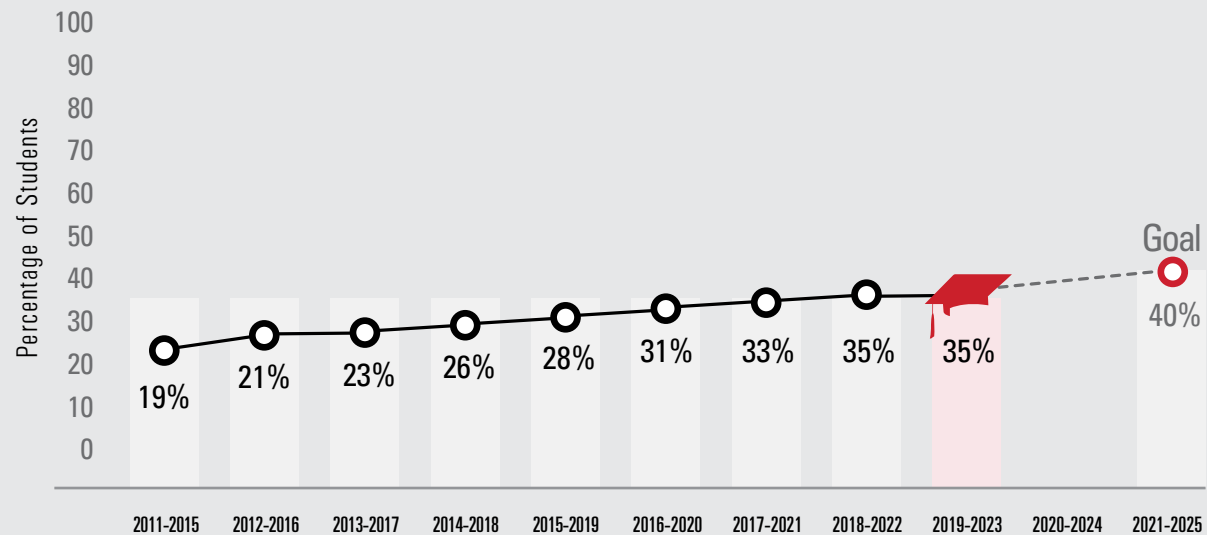
6 YEAR RATE COMPUTED AS ALL COHORT MEMBERS GRADUATED IN 6 YEARS OR LESS DIVIDED BY ALL INITIAL COHORT MEMBER

Carnegie Groups	All Public 4 YR Colleges/Universities					CSU Campuses					Total				
	fa11 cohort	fa12 cohort	fa13 cohort	fa14 cohort	fa15 cohort	fa11 cohort	fa12 cohort	fa13 cohort	fa14 cohort	fa15 cohort	fa11 cohort	fa12 cohort	fa13 cohort	fa14 cohort	fa15 cohort
Baccalaureate Colleges: Arts & Sciences Focus, Baccalaureate Colleges: Diverse Fields, Doctoral Universities: High Research Activity and Four more	48.1%	49.7%	51.4%	52.0%	52.5%	59.4%	61.2%	62.1%	62.4%	63.2%	49.2%	50.9%	52.6%	53.2%	53.7%
Doctoral Universities: Very High Research Activity	71.1%	72.1%	73.2%	73.7%	74.3%	N/A	N/A	N/A	N/A	N/A	71.1%	72.1%	73.2%	73.7%	74.3%
Total	58.8%	60.2%	61.7%	62.6%	63.2%	59.4%	61.2%	62.1%	62.4%	63.2%	58.8%	60.3%	61.7%	62.6%	63.2%

The CSU will improve four-year first-time student graduation rates by 30 percent (9 percentage points, to a 40-percent overall graduation rate) by 2025. An intermediate target for cohort entering Fall 2019 and graduating by 2023 = 38 percent.

The four-year graduation rate for the first-time student cohort beginning in 2019 has reached an all-time high of 35.5%, a dramatic improvement from the 19% rate at the start of Graduation Initiative 2025. This consistent and marked improvement places the CSU within five percentage points of reaching the ambitious 2025 goal of 40%.

4-YEAR FIRST-TIME STUDENT GRADUATION RATES

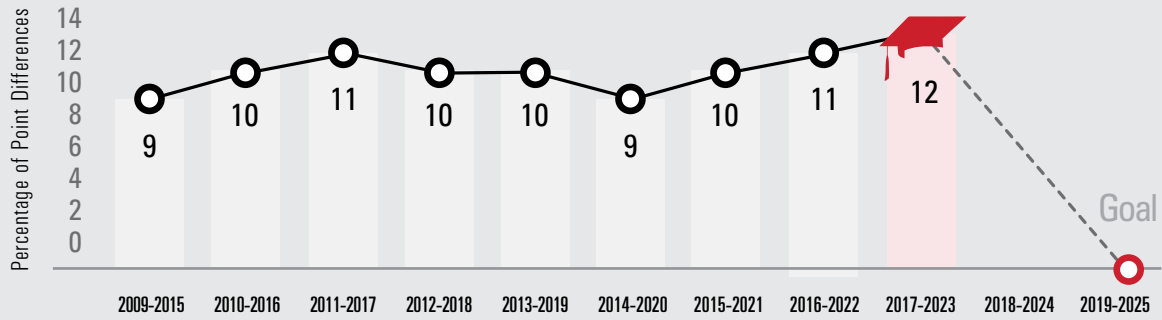


By 2025, the CSU will be the national leader of public comprehensive universities in terms of equity, with students from all backgrounds graduating at equitable rates. The CSU will eliminate equity gaps in graduation rates between Pell Grant first-time freshman (FTF, six-year) and Pell Grant transfer (four-year) students and their non-Pell Grant peers, by 2025. An intermediate target for 2022-23 is five points for FTF Pell Gap and one point for Transfer Pell Gap.

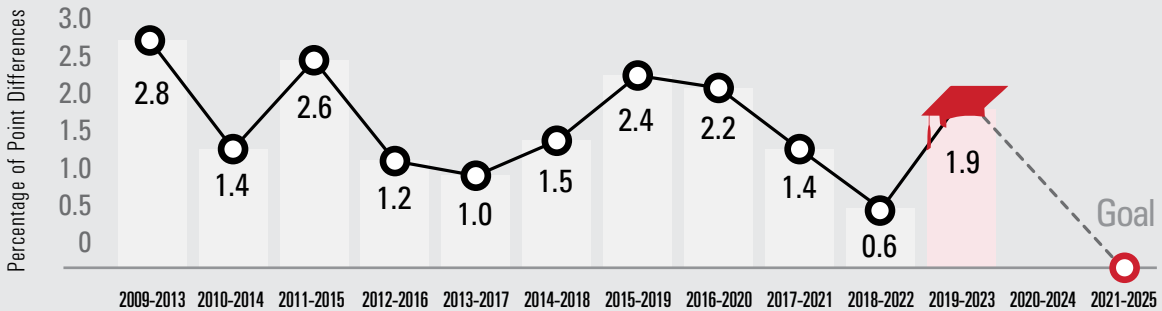
The CSU is among very few higher education institutions across the nation that have publicly set the aspirational goal of eliminating equity gaps in graduation rates between historically underserved students and their peers. While graduation rates for students from all backgrounds have increased to record highs since the onset of Graduation Initiative 2025, and some campus gaps have narrowed, system gaps remain. Nineteen of the 23 campuses have traditionally underserved student gaps that are lower than the system gap, and 21 of the 23 campuses have Pell student gaps that are lower than the system gap.

...21 of the 23 campuses have Pell student gaps that are lower than the system gap.

6-YEAR FIRST-TIME STUDENT PELL EQUITY GAP GOAL



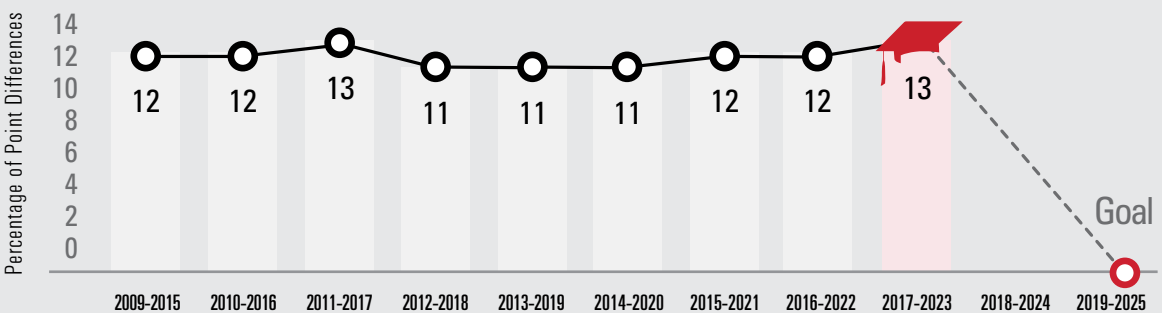
4-YEAR TRANSFER STUDENT PELL EQUITY GAP GOAL



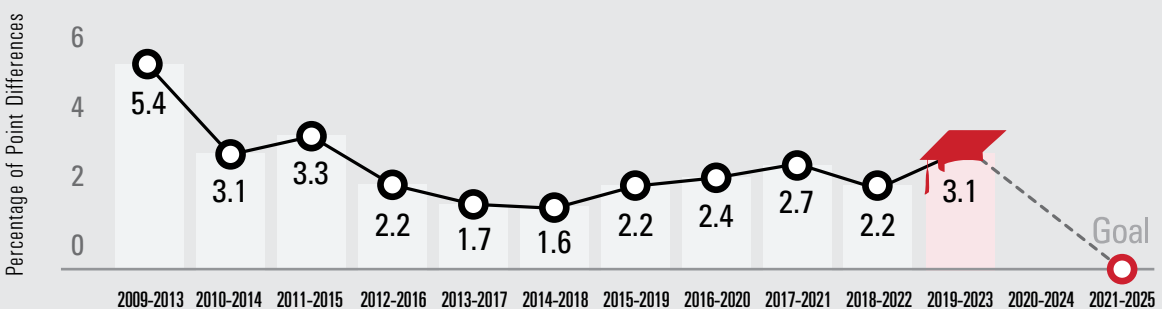
The CSU will eliminate equity gaps in graduation rates between underrepresented minority (URM) first-time (six-year) and underrepresented minority transfer (four-year) students and their non-underrepresented minority peers by 2025. An intermediate target for 2022-23 is six points for FTF historically underserved students gap and one point for Transfer historically underserved students gap.

Over the past three years, the gap between historically underserved students and non-historically underserved students who graduated within six years was roughly 12 percentage points. This year, the overall gap for underrepresented students increased to 13 points.

6-YEAR FIRST-TIME STUDENT HISTORICALLY UNDERSERVED EQUITY GAP GOAL



4-YEAR TRANSFER STUDENT HISTORICALLY UNDERSERVED EQUITY GAP GOAL



The CSU will compile reliable baseline data for the graduation rates of first-time students with a disability and will include this information in the November 2022 annual report. The CSU will use this baseline data to establish metrics that seek to close any equity gap between students with disabilities and their peers by 2030, which will be included in the November 2023 annual report.

The CSU is committed to providing a diverse and supportive academic and work environment that facilitates learning, teaching, working and conducting research for all. It is leveraging the existing metrics outlined in Graduation Initiative 2025 to address equity gaps. Every CSU campus has services to support students with verified disabilities, and the CSU

system serves more than 23,000 students with disabilities. The universities work with students with a range of physical and invisible (e.g., learning, ADHD/ADD or psychological) disabilities, and provide them with an array of reasonable accommodations to facilitate their success in the university environment. However, as a result of past case law, the CSU and other institutions do not request that applicants for admission self-identify information regarding disabilities or differences for which accommodations may have previously been provided. Instead, admitted students have the opportunity to self-identify by providing supporting documentation to campus-based offices that coordinate services to support students with disabilities or learning differences.

4-YEAR AND 6-YEAR GRADUATION RATES FOR FIRST-TIME, FULL-TIME FRESHMEN WITH A VERIFIED DISABILITY

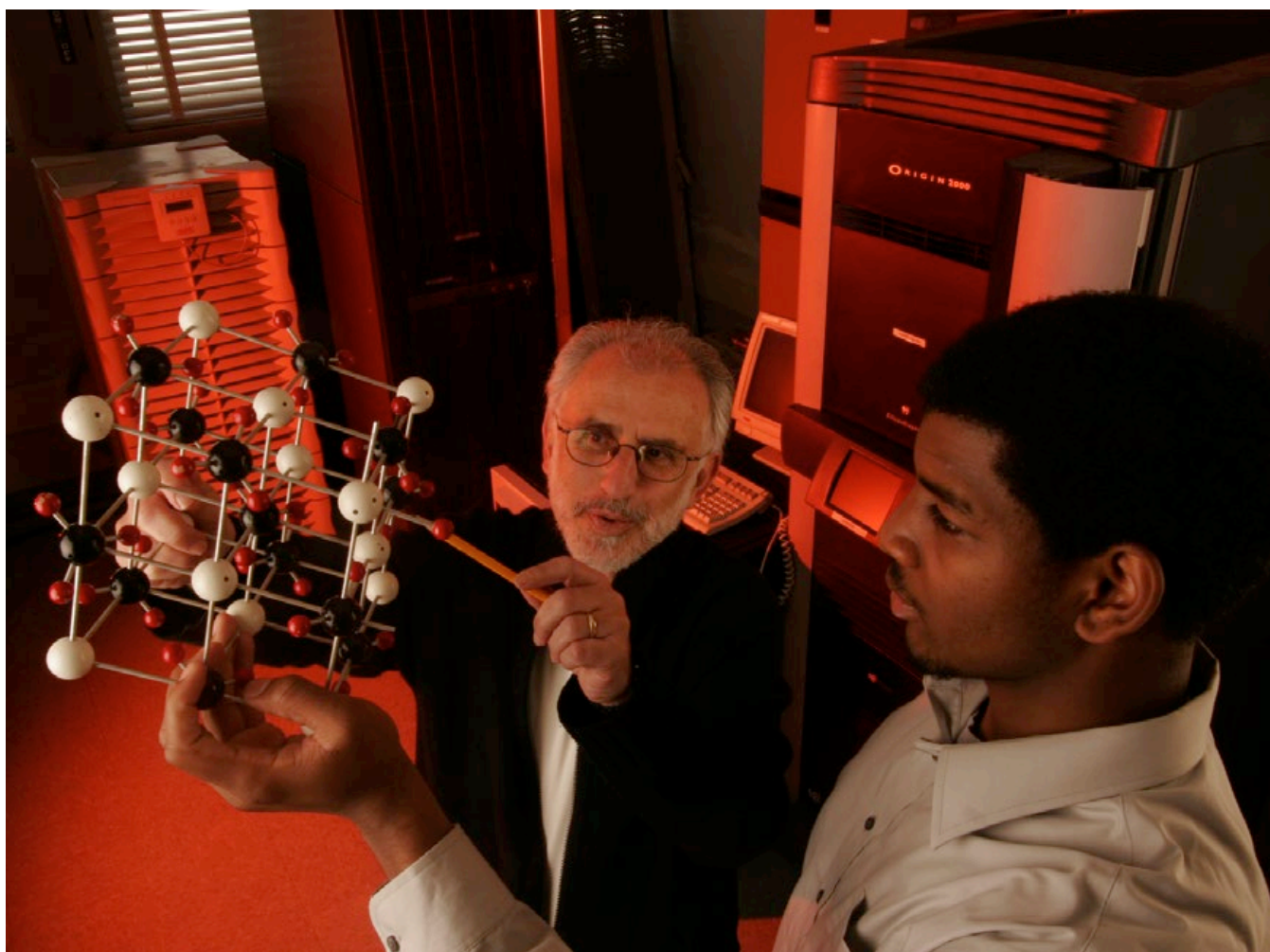
	Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019
4 YR Grad Rate	American Indian or Alaska Native	25.0%	33.3%	0.0%		75.0%	25.0%	25.0%
	Asian	20.7%	16.7%	23.9%	27.8%	27.4%	31.9%	32.9%
	Black or African American	5.1%	7.1%	6.5%	20.0%	12.3%	18.8%	21.5%
	Hispanic/Latino	15.7%	15.3%	15.8%	20.8%	18.8%	21.8%	27.8%
	International	12.5%	5.0%	28.6%	15.8%	33.3%	12.5%	20.6%
	Native Hawaiian or Other Pacific Islander	50.0%	0.0%	50.0%	33.3%	0.0%	0.0%	66.7%
	Two or More Races	17.5%	20.0%	27.4%	26.3%	31.5%	36.3%	30.4%
	Unknown	11.1%	13.0%	19.0%	27.4%	25.6%	24.0%	41.4%
	White	25.1%	26.4%	35.4%	35.3%	35.0%	43.9%	41.9%
6 YR Grad Rate	American Indian or Alaska Native	50.0%	66.7%	33.3%		100.0%		
	Asian	72.4%	65.4%	63.6%	62.5%	68.4%		
	Black or African American	30.8%	33.9%	41.3%	53.3%	41.1%		
	Hispanic/Latino	50.9%	50.5%	51.0%	54.3%	51.8%		
	International	75.0%	50.0%	57.1%	36.8%	61.1%		
	Native Hawaiian or Other Pacific Islander	50.0%	0.0%	50.0%	33.3%	100.0%		
	Two or More Races	57.9%	52.9%	58.9%	52.6%	61.6%		
	Unknown	61.1%	42.6%	55.6%	54.8%	56.4%		
	White	62.3%	60.1%	63.9%	63.4%	65.3%		
4 YR Grad Rate	All Students with a Disability	19.6%	19.6%	24.9%	27.4%	26.3%	31.5%	33.6%
6 YR Grad Rate	All Students with a Disability	57.4%	54.4%	57.5%	57.8%	58.5%		

The CSU will begin establishing campus retention targets in spring 2022. CSU will compile reliable baseline data to advance system and campus-level re-enrollment campaigns and will include this information in the November 2022 annual report. The CSU will use this baseline data to establish annual metrics for re-enrollment improvements through 2030, which will be included in the November 2023 annual report.

Strengthening student retention across all campuses and student groups is vital if all students and campuses are expected to meet or exceed the system six-year graduation rate goal of 70%. Over the last year, the Chancellor's Office and campuses have continued to collaborate on promising practices centered on addressing proactive interventions that can prevent the interruption of a student's academic journey in the CSU. Such practices also address those administrative policies that may be creating unintentional barriers to timely graduation.

As way of example, at California State University, Sacramento, the creation of a single, fee-free readmission application for returning students resulted in 404 returning students reenrolling (from the 759 students who were readmitted) from spring 2023 through June 2023. Since January 2023, the university has implemented 36 enrollment campaigns encouraging students to register for courses, submit their Intent to Enroll, sign up for orientation or submit financial aid documents. In spring 2023, 606 out of the 3,600 contacted students enrolled within three days of receipt of a chatbot message.

The CSU expects that all universities and all student groups must attain improved rates of students returning for the fall of their second and third years of study to ensure continued improvements in student success outcomes. All universities and student groups would be expected to attain a return fall year 2 rate of at least 85% for the fall 2024 cohort and at least 87% for the fall 2026 cohort. All universities and student demographic groups would be expected to attain a return fall year 3 rate of at least 75% for the fall 2024 cohort and at least 78% for the fall 2026 cohort.



FIRST AND SECOND YEAR RETENTION RATES FOR CSU FIRST-TIME STUDENTS

Campus	Initial Cohort				Returned in Fall of Year 2				Returned in Fall of Year 3			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
Bakersfield	1,545	1,387	1,137	1,080	83%	75%	73%	80%	63%	60%	63%	
Channel Islands	872	604	540	602	83%	82%	75%	73%	71%	65%	61%	
Chico	2,539	2,238	1,877	1,970	83%	81%	80%	84%	75%	66%	71%	
Dominguez Hills	2,414	2,062	1,920	1,908	78%	70%	70%	66%	63%	57%	58%	
East Bay	1,424	1,066	921	882	78%	80%	75%	79%	65%	63%	62%	
Fresno	3,279	3,478	3,170	3,236	87%	77%	76%	78%	74%	66%	66%	
Fullerton	4,692	5,109	4,064	4,965	89%	87%	86%	85%	82%	78%	78%	
Humboldt	815	532	609	930	73%	74%	74%	76%	60%	60%	61%	
Long Beach	5,066	4,761	4,740	5,260	89%	87%	85%	85%	79%	77%	77%	
Los Angeles	3,229	3,832	3,895	3,715	83%	73%	73%	73%	69%	63%	62%	
Maritime	190	186	195	145	77%	78%	73%	76%	67%	66%	72%	
Monterey Bay	1,036	855	767	891	81%	81%	79%	79%	75%	68%	67%	
Northridge	4,757	3,967	4,617	4,899	83%	82%	75%	74%	74%	72%	67%	
Pomona	3,643	4,189	3,386	3,576	87%	88%	87%	88%	82%	78%	78%	
Sacramento	4,098	3,694	3,486	3,804	84%	81%	80%	81%	72%	68%	69%	
San Bernardino	2,846	2,199	1,908	2,236	85%	78%	80%	78%	71%	67%	66%	
San Diego	5,189	4,740	5,233	6,529	89%	90%	89%	90%	85%	84%	83%	
San Francisco	3,517	2,617	2,952	3,186	82%	85%	85%	84%	70%	69%	70%	
San José	3,867	3,221	4,009	3,877	86%	89%	85%	86%	79%	77%	76%	
San Luis Obispo	4,602	4,752	4,859	5,099	94%	95%	94%	95%	90%	84%	82%	
San Marcos	2,131	2,117	2,236	2,410	84%	79%	72%	75%	74%	64%	62%	
Sonoma	1,531	877	803	940	79%	83%	76%	75%	69%	69%	64%	
Stanislaus	1,505	1,166	874	963	87%	79%	81%	80%	70%	67%	72%	
Total	64,787	59,649	58,198	63,103	85%	83%	82%	82%	76%	72%	72%	

The CSU will compile reliable baseline data in the November 2022 annual report to expand intersession and summer session credit opportunities for underrepresented minority students and Pell Grant students, with the goal of closing gaps in credit accumulation by 2030. In expanding intersession and summer session, CSU will strive to offer opportunities that permit students' use of financial aid and grant funds. Metrics for improvement will be included in the November 2023 annual report.

Expanding intersession and summer session credit opportunities for traditionally underrepresented students and Pell Grant recipients ensures entering first-time students graduate in a timely manner. To complete the required 120 semester-units and graduate in four years, a student must earn 30 units per year. Ideally, students accomplish this by completing 15 units in the fall and spring semesters. Unfortunately, due to many factors including attempting fewer than 15 units each term and obligations beyond the classroom including those to family and to work, many students fall short of earning 15 units a semester.

Several CSU universities have engaged in strategies to encourage students to pursue additional credit accumulation

opportunities including implementing pledges to “Finish in Four”, providing priority registration, ensuring correct sequence of course offerings, offering summer housing, reducing campus fees and offering financial aid for additional courses. These efforts have proven valuable in assisting traditionally underrepresented students and Pell Grant students move closer to graduation in a timely manner.

Using summer of 2021 (boxed totals in charts below) as a baseline for summer enrollment and unit completion data, the CSU will continue to evaluate the effectiveness of university programs and help promote promising practices systemwide. Declines in summer year 1 (summer before the first fall matriculation of the cohort) enrollments are expected to decrease as universities revise supportive instruction in written communication and mathematics/quantitative reasoning from support in the first summer to support throughout the first academic year. The CSU is encouraged by the stability of participation in coursework in the summer of the second year, and small percentage gains in participation by traditionally underrepresented students in the summers of the third and fourth year. By 2026-27, the CSU expects the year three and year four summer participation rates to approach twenty percent of the entering cohort.

SUMMER AND INTERSESSION STUDENT COUNTS BY COHORT AND ETHNIC RACE GROUPING SYSTEMWIDE

Cohort Entering	Ethnicity/Race	Initial cohort	Enrolled in course(s) su1	Enrolled in course(s) int1	Enrolled in course(s) su2	Enrolled in course(s) int2	Enrolled in course(s) su3	Enrolled in course(s) int3	Enrolled in course(s) su4
Fall 2019	HUS	34,684	5,004	63	2,842	134	3,737	204	5,079
	NHUS	30,103	1,354	57	4,749	122	5,511	166	5,900
	Total	64,787	6,358	120	7,591	256	9,248	370	10,979
Fall 2020	HUS	32,997	991	133	3,119	173	3,659	237	5,129
	NHUS	26,653	249	116	4,221	168	4,773	215	5,777
	Total	59,650	1,240	249	7,340	341	8,432	452	10,906
Fall 2021	HUS	30,947	3,794	120	3,069	179	3,947		
	NHUS	27,251	1,561	135	3,872	218	4,937		
	Total	58,198	5,355	255	6,941	397	8,920		
Fall 2022	HUS	34,977	2,588	124	3,670				
	NHUS	28,127	835	133	4,054				
	Total	63,104	3,423	257	7,724				

HUS: Historically Underserved Students

NHUS: Non-historically Underserved Students

su: Summer

in: Intersession



The CSU will compile reliable baseline data and annual metrics for providing every student with access to a real-time digital degree planner by 2025. Baseline data will be included in the November 2022 annual report, and metrics for improvement will be included in the November 2023 annual report.

The CSU is assessing advising structures to address the diverse needs of its students. These new structures are clearly defining roles and responsibilities for professional staff advisors, faculty advisors and faculty mentors with efforts to engage all students in a comprehensive (holistic) approach to align services to ensure student success. The digital degree planner, a regular curriculum cycle and improvements in transfer credit articulation and processing will clarify each

student's degree requirements, course prerequisites and course sequencing to increase two- and four-year graduation rates and close equity gaps for underserved and underrepresented students. Additionally, universities will implement proactively mandatory advising for these populations to ensure accurate use of the tool and enhance degree planning opportunities.

As reported in the 2022 Governor's Budget Compact Report, 21 campuses have a digital planner tool in place. Utilization rate for fall 2022 was an average of 89% and 90% in spring 2023. These numbers represent an increase in utilization by students of 8% and 7% respectively over 2022. Through the Request for Proposal process, the CSU has partnered with CollegeSource and HighPoint to modernize its systemwide toolset which is partially funded and supported by the Chancellor's Office. The modernization project is underway with a goal of all students accessing their new planner tools by the end of the 2025 calendar year. During this transition period, utilization metrics will continue to be collected to assess progress. In addition, both toolsets offer the ability to use digital planner data to predict course demand as long as the planners are highly utilized by students.

...21 campuses have a digital planner tool in place.

INCREASING THE AFFORDABILITY OF A CSU EDUCATION

The CSU will reduce the cost of instructional materials by 50 percent by 2025, saving CSU students \$150 million annually compared to a 2019-20 baseline: 2019-2020 = \$300 million; 2020-2021 = \$225 million (\$75 million annual savings); 2021-2022 = \$206 million (\$94 million annual savings); 2022-2023 = \$187 million (\$113 million annual savings); 2023-2024 = \$168 million (\$132 million annual savings); 2024-2025 = \$150 million (\$150 million annual savings).

Through its Affordable Learning Solutions (ALS) initiative, the CSU has continued to raise faculty awareness of zero-cost course materials' options and provided faculty access to potential resources in order to support student savings on course materials. With the support of SB 1052, AB 798 and SB 1053, the CSU also continues to collaborate with the California Community Colleges to build and maintain the zero-cost referatory, COOL4Ed.org. Most CSUs are participating in this organized effort and receive small funding incentives to expand the awareness of adopting zero- or low-cost course materials to faculty and students on their campuses. With the combination of zero- and low-cost pricing strategies in collaboration with the campus bookstores, the CSU is on target to meet the \$150 million student savings on course materials in 2025. For 2021-22, the average overall savings for students was more than \$86,500,000, representing an increase from \$77 million the year before.

With the combination of zero- and low-cost pricing strategies in collaboration with the campus bookstores, the CSU is on target to meet the \$150 million student savings...

The CSU will implement strategies that increase the overall affordability of on-campus housing, such as including student housing as part of ongoing capital campaigns.

Addressing housing insecurity and the high cost of housing in most CSU communities presents a complex challenge for students. The CSU is addressing overall on-campus housing affordability by aligning new and repurposed resources as well as deepening its understanding of longer-term housing needs through enhanced data collection. Under its Basic Needs Initiative, the CSU has developed strategies to meet emergency housing needs of students and address short-term affordability issues through emergency grants, short-term on-campus housing placements and rapid rehousing. The system plans to increase the number of housing beds by nearly 4,600 within the next two years and by nearly 10,000 beds by 2026 based on projects approved for state grant funding. This will be achieved in part by CSU campuses submitting a market demand assessment and financial plan that outlines how a proposed housing project impacts affordability campuswide.

In fiscal year 2022-23, the CSU Board of Trustees has approved four affordable student housing projects at the following campuses: Dominguez Hills; Humboldt; San Francisco; and San Marcos. These four projects total 2,470 new beds for students.

In early 2023, a new strategic workgroup on Financial Aid was established to develop a new comprehensive CSU financial aid policy and address the necessary infrastructure and communication necessary to address student affordability. Complementing the finalization of the new policy in early 2024, a cross-functional systemwide committee will be convened to help better inform ongoing strategies and includes key university areas such as housing, financial aid, auxiliaries, administration and finance, capital planning and construction, and student affairs. The CSU will also review procedures and practices that may negatively impact the overall affordability of housing for students.

INCREASING INTERSEGMENTAL COLLABORATION TO BENEFIT STUDENTS

The CSU will fully participate in the implementation of the Cradle-to-Career Data System, including support for the System's proposed California College Guidance Initiative (CCGI) operating tool.

In October 2023, California's Cradle-to-Career Data System reached a key milestone in receiving its first data installment from data partners, including data that had been collected, validated and prepared by the Chancellor's Office on behalf of the CSU. The CSU continues to remain actively involved in the planning, discussions and activities of the Cradle-to-Career Data System. CSU staff have been responsive to inquiries from Cradle-to-Career staff and leadership. Further, the system continues to remain supportive of the expansion of the California College Guidance Initiative (CCGI) operating tool and has already integrated it in its application process. This integration allows prospective students from partner districts or who have used the public website to import their high school transcript or self-reported academic information, reducing the time required to complete the application for admission by half. The CSU has pursued philanthropic support to leverage CCGI to launch direct admission of high school

seniors in targeted districts and counties beginning in 2024. CSU outreach and recruitment teams also utilize the public website as a primary tool and resource for college and career planning.

The CSU will support efforts for its campuses to adopt a common learning management system with the University of California (UC) and California Community College (CCC) systems.

In 2021-22, the CSU received \$2 million to migrate seven remaining CSU universities to a common learning management system. With the common learning management system now in full production for all CSUs, inter-campus collaborations on technical strategies to build on the student usability and reduce potential technology barriers and foster campus and instructor communication is taking place on a daily basis. The CSU has been invited as a member of the Instructure Customer Advisory Board and is in the process of coordinating an intersegmental meeting with the UC, California Community Colleges and K-12 LMS representatives to discuss potential opportunities for reducing barriers and shared services.



The CSU will collaborate with UC and the CCCs to utilize the CSU Student Success Dashboard, or a similar tool, to identify granular equity data trends that can be used to address equity gaps.

Fulfilling Graduation Initiative 2025 requires the CSU to consistently measure progress and take stock of its efforts to identify barriers that delay or prevent our students' timely completion of a high-quality degree. With more than 20,000 annual visits, the Student Success Dashboard has fostered a culture of evidence across the CSU that empowers university leaders to identify and dislodge impediments to timely degree completion and more equitable outcomes.

The CSU will support efforts to establish an integrated admissions platform common to the UC, CSU, and CCCs. Such a platform should be integrated with, and informed by, the Cradle-to-Career Data System

The CSU is committed to decreasing the barriers for students to apply to the CSU by partnering with the operational data tools as outlined in the Cradle-to-Career Data System. The CSU application for admission and California Community Colleges application for admission are fully integrated with CaliforniaColleges.edu. This allows students to link their accounts and transfer data from their California Colleges account. This greatly reduces the application completion time and provides data to the CSU from the school district to provide a more streamlined admission process for students.

Last year the CSU began a project to use CaliforniaColleges.edu to receive final transcripts from school districts. This allows a CSU campus to clear admission eligibility for students without students having to order or pay for final high school transcripts. CCGI and the CSU are working jointly to promote this new process and increase the number of school districts participating.

Last year the CSU began a project to use CaliforniaColleges.edu to receive final transcripts from school districts.

The CSU is also ready to integrate the eTranscript California data into the planning and application process for transfer students as well as dual enrollment students when it becomes fully available. This will also greatly assist students participating in the CSU Transfer Success Pathway Program, the CSU dual admission program, that was launched in August 2023.

The CSU will collaborate with the CCC system to redesign CSU-CCC data sharing agreements as needed to more comprehensively uphold the commitment to enable, sustain, increase, and seamlessly support transfer students; to create standards, processes, and conditions to facilitate analysis of transfer data and understand CCC successes and improvement points. Such data is critical to meaningfully fulfilling the promise of the Associate Degree for Transfer (ADT) and the intent of Assembly Bill 928.

Specifically, CSU will collaborate with the CCC system to redesign data-sharing agreements, as needed, to facilitate the provision of information on CCC transfer students, including but not limited to the following: Student-level data on CCC students who upon matriculation indicate intent to transfer, and students who matriculate into and complete an Associate Degree for Transfer or the Intersegmental General Education Transfer Curriculum (IGETC) pathway. Student-level data on CCC applicants to CSU annually, including academic and demographic profiles, and admissions decisions by campus per year. Student-level data on CCC students enrolled at CSU, including academic profiles and academic persistence and performance.

The CSU and the California Community Colleges enacted an updated master data sharing agreement in spring 2023. Staff have framed and leveraged data shares that inform California Community Colleges, CSU and mutual priorities.

SUPPORTING WORKFORCE PREPAREDNESS AND HIGH-DEMAND CAREER PIPELINES

The CSU will compile reliable baseline data to increase the number of students who enroll in science, technology, engineering and mathematics (STEM); education or early education; and social work degree or credential programs, and will include this information in the November 2022 annual report. The CSU will use this baseline data to establish annual metrics for program-specific enrollment increases through 2030, which will include a 25 percent increase in the number of students enrolling in these disciplines by 2026-27. The CSU's primary education focus for purposes of this goal is to produce future K-12 educators.

The CSU has made a concerted effort to increase the teacher education pipeline. In California and nationally, states have witnessed a decrease

in qualified teachers. The CSU is committed to promoting the education profession. Throughout the last year, the CSU campuses have worked collaboratively to develop new pathways to meet the workforce needs in early childhood education. Concurrently, Strategic Enrollment Management and Educator Preparation departments have partnered together to ensure high school and community college counselors are aware of the academic programs and opportunities. Education-related careers have been promoted to college fairs and CSU Counselor Conferences. In addition, the Chancellor's Office and campuses have been promoting the Golden State Teacher Grant to students interested in and currently enrolled in education majors.

UNDERGRADUATE DEGREE-SEEKING STUDENTS BY MAJOR (INCLUDING STUDENTS SEEKING A SECOND BACHELOR'S) – FALL 2017-FALL 2023

Major	2017	2018	2019	2020	2021	2022	2023
STEM	114,935 27%	115,134 27%	115,002 27%	116,448 27%	114,749 27%	112,272 28%	114,989 29%
Health	21,573 5%	21,401 5%	21,264 5%	22,270 5%	22,148 5%	21,188 5%	21,031 5%
Education	31,946 7%	31,607 7%	32,266 8%	32,627 8%	31,837 8%	30,640 8%	30,975 8%
Social Work	3,842 1%	4,040 1%	3,961 1%	3,802 1%	3,621 1%	3,173 1%	2,865 1%
All Other Degrees (incl. Undeclared)	254,918 60%	252,887 59%	254,906 60%	256,023 59%	247,654 59%	234,661 58%	229,395 57%
Total	427,214 100%	425,069 100%	427,399 100%	431,170 100%	420,009 100%	401,934 100%	399,255 100%

CSU will compile reliable baseline data to establish a goal to increase the number of early education degree pathways available to students by 2025 and to increase student enrollment in these pathways. CSU will include this information in the November 2022 annual report.

The Commission on Teacher Credentialing (CTC) adopted proposed regulations to establish the PK-3 Early Childhood Specialist Credential in August 2022. The regulations set forth the structure of the credential including the authorization, credential requirements and provisions for current teachers to add the authorization. In 2023-24, the CTC approved the program standards, Teacher Performance Expectations and regulations for the new credential. The regulations are currently under review by the Office of Administrative Law. Once approved, the CTC will begin reviewing program proposals for approval to offer this new credential. Consequently, there are no approved PK-3 credential programs in the CSU, but several programs are under development.

The CSU will collaborate with the CCCs to develop educator (early, primary, and secondary), healthcare, technology, social work, and climate action Associate Degree for Transfer (ADT) pathways for transfer students interested in entering these fields, and to increase student enrollment in these pathways. The goal is to develop more “2+2” models for transfer students interested in entering these fields, and “2+2+2” programs focused on developing teachers from their own communities, and to increase enrollment in these programs. CSU’s initial priority will be educator pathways and programs.

To necessitate the development and growth of transfer pathways in the specified areas outlined by the compact, the CSU is readying efforts in three capacities. First, it has identified current Transfer Model Curricula (TMCs) in the areas of educator preparation, healthcare, technology, social work and climate action. There is a plan to incentivize CSU campuses that already house these existing arrangements, to recruit and grow the transfer enrollments by specifically reaching out to feeder

California community colleges and creating transfer campaigns. Alongside this work, CSU campuses are encouraged to accept more ADTs in these areas. In the past year, a total of 14 CSU major programs across 10 CSU campuses agreed to accept one or more ADTs in the identified fields.

The CSU also is identifying gaps and missing opportunities within the specified areas outlined by the Governor’s Budget Compact, and seeking feedback from discipline experts about current CSU programs that do not currently have TMCs but could greatly benefit by establishing one. Some common potential programs include nursing, engineering, cyber security, fire science and ecology. Intersegmental work is ongoing to recommend criteria for higher unit STEM majors, including the possibility of six additional units being allowed in these programs. The CSU believes the allowance of additional units for these programs will facilitate growth in TMCs for high-unit STEM fields, like engineering.

Finally, the CSU will engage the California Community Colleges with a goal of establishing faculty workgroups that will be tasked with developing the 60 units of lower-division criteria needed to complete the general education and major preparation courses for new TMCs in the areas outlined above. Once the TMC frameworks are generated and agreed upon, efforts will be made to finalize these new paths. For example, on September 1, 2023, an updated Public Health TMC was approved, and CSU campuses were asked to review and update similar pathways in time for a fall 2024 implementation.

As it relates to educator pathways and programs, the CSU offers a number of options. Specifically, the 2+2+1 pathway provided through the ADT allows students to transfer to a master’s degree. When developed, the PK-3 Early Childhood Education credential will also be an option. Currently the CSU offers 19 bachelor’s degree programs in Child Development, three bachelor’s degree programs in Early Childhood Education and 22 bachelor’s degree programs in Liberal Studies. There are administrators in 13 bachelor’s degree programs in Child Development/ Early Childhood Education/Liberal Studies who have indicated an interest in developing the new credential.



The CSU will collaborate with the CCCs to expand dual enrollment opportunities available to high school students through CCCs. The goal is to develop pathways for high school students through CCCs in the education (early, primary, and secondary), healthcare, technology, and climate action fields that ensure CCC course credits completed by high school students are accepted for transfer and apply toward CSU degree programs. CSU will develop and use baseline data to be included in the November 2022 annual report, and will establish annual metrics for expanding dual enrollment opportunities by 2030, with a particular focus on creating pathways in high schools that have had fewer A-G options.

The CSU accepts California Community College coursework taken by students while in high school. A semester length college course provides students with one year of A-G credit and honors points on their calculated GPA for admission. These courses are articulated and provide college credit for students who attend a CSU and can shorten their time to a CSU undergraduate degree.

Currently, the CSU does not have the ability on academic records to differentiate between

California Community College courses taken through a dual enrollment program or taken of students' own accord over the summer or other times of the year.

A number of CSU campuses, including Humboldt and San Francisco, also have begun expanding their own offerings of dual enrollment. Other campuses are actively engaged in consultation with their local PK-12 districts to grow these opportunities. As CSU campuses and California Community Colleges continue to expand their dual enrollment opportunities, the CSU will continue to honor these courses in admissions and for college credit.

CSU will compile reliable baseline data to expand efforts to integrate career-relevant knowledge and skills into the educational experience, and will include this information in the November 2022 annual report. CSU will use this baseline data to establish annual metrics for enabling all students to participate in at least one semester of undergraduate research, internships and/or relevant on-campus or community service learning by 2030. Metrics for improvement will be included in the annual report due in November 2023.

All 23 universities at the CSU value the integration of career-relevant knowledge and skills as part of an experiential learning component of student’s overall experience. Student experiential learning at the CSU is defined as the process of learning by doing and reflecting on the experience. It is a hands-on approach to education that allows students to apply what they learn in the classroom to real-world situations. These opportunities can take many different forms, including experiences embedded in the curriculum; undergraduate research and opportunities to make original, independent and creative contributions; mentor-guided and peer-guided skill building activities; study abroad; service learning; capstone projects; clinical rotations and internships.

Of the students who received their bachelor’s degrees at a CSU in 2022-23, over 87% had at least one experiential component. These numbers include both experiential components embedded in the curriculum as well as experiences outside of the classroom. The CSU expects that this rate will exceed 90% for 2024-25 graduates and possibly further by 2029-30.

2022-23 BACHELOR’S DEGREE EARNERS—% WITH AT LEAST ONE ENRICHING ACTIVITY DURING CSU ACADEMIC CAREER

Campus	First-Time Students			Transfers			Entered As Graduate/PostBac			Total		
	Headcount	Has At Least One Experience	Avg. Has At Least One Experience	Headcount	Has At Least One Experience	Avg. Has At Least One Experience	Headcount	Has At Least One Experience	Avg. Has At Least One Experience	Headcount	Has At Least One Experience	Avg. Has At Least One Experience
Bakersfield	827	823	100%	1,340	1,331	99%	21	21	100%	2,188	2,175	99%
Channel Islands	539	518	96%	1,248	1,017	81%	26	26	100%	1,813	1,561	86%
Chico	1,741	1,539	88%	1,774	1,378	78%	16	16	100%	3,531	2,933	83%
Dominguez Hills	965	941	98%	2,300	2,174	95%	37	37	100%	3,302	3,152	95%
East Bay	831	732	88%	2,444	2,164	89%	23	22	96%	3,298	2,918	88%
Fresno	2,262	1,867	83%	2,727	2,141	79%	6	6	100%	4,995	4,014	80%
Fullerton	3,330	2,894	87%	5,622	4,997	89%	113	112	99%	9,065	8,003	88%
Humboldt	491	472	96%	850	785	92%	19	15	79%	1,360	1,272	94%
Long Beach	3,589	3,319	92%	4,982	4,107	82%	62	46	74%	8,633	7,472	87%
Los Angeles	2,240	2,053	92%	3,305	2,911	88%	51	50	98%	5,596	5,014	90%
Maritime	102	93	91%	48	45	94%	1	1	100%	151	139	92%
Monterey Bay	645	635	98%	1,295	1,279	99%	27	27	100%	1,967	1,941	99%
Northridge	3,273	3,102	95%	5,168	4,586	89%	79	79	100%	8,520	7,767	91%
Pomona	2,902	2,726	94%	3,468	3,165	91%				6,370	5,891	92%
Sacramento	2,416	2,183	90%	5,075	4,112	81%	39	34	87%	7,530	6,329	84%
San Bernardino	1,687	1,481	88%	2,586	2,196	85%	13	12	92%	4,286	3,689	86%
San Diego	4,393	3,614	82%	4,137	2,964	72%	12	12	100%	8,542	6,590	77%
San Francisco	2,050	1,783	87%	3,193	2,501	78%	117	109	93%	5,360	4,393	82%
San José	2,938	2,504	85%	3,895	2,760	71%	27	27	100%	6,860	5,291	77%
San Luis Obispo	3,949	3,924	99%	892	881	99%	9	4	44%	4,850	4,809	99%
San Marcos	1,311	1,238	94%	1,923	1,755	91%	193	193	100%	3,427	3,186	93%
Sonoma	924	781	85%	925	716	77%	18	17	94%	1,867	1,814	81%
Stanislaus	866	805	93%	1,423	1,318	93%	41	41	100%	2,330	2,164	93%
Total	44,271	40,027	90%	60,620	51,283	85%	950	907	95%	105,841	92,217	87%

The CSU will compile reliable baseline data to increase opportunities for students who want to participate in research assistantships or internships—with an emphasis on underserved students—and will include this information in the November 2022 annual report. The CSU will use this baseline data to establish annual metrics for increasing research assistantship and/or internship opportunities through 2030, including a goal of doubling these opportunities for students by 2025. Metrics for improvement will be included in the November 2023 annual report.

Of the students who received their bachelor’s degrees in 2022-23, 83% have at least one research/scholarly/creative activity and/or internship. Many of these students had additional enriching experiences. Systemwide aggregate data did not show any gaps between Black, Hispanic, Asian, Pacific Islander and White students. Native American and Asian and Pacific Islanders lagged the other groups by about three percentage points. The CSU is committed to providing a myriad of research, scholarly, creative activities and internship opportunities for all students.

2022-23 BACHELOR’S DEGREE EARNERS—% WITH AT LEAST ONE RESEARCH/SCHOLARLY/ CREATIVE ACTIVITY OR/AND INTERNSHIP ACTIVITY DURING ACADEMIC CAREER

Ethnicity-Race	Headcount	Has Research and or Internship	Avg. Has Research and/or Internship
Black	3,865	3,236	83.7%
Hispanic	47,333	39,353	83.1%
Asian	17,281	14,233	82.4%
White	24,260	20,410	84.1%
Native American	216	172	79.6%
Pacific Islander	360	299	83.1%
Multi-race	4,491	3,795	84.5%
Unknown	3,661	2,968	81.1%
International	4,374	3,643	83.3%
Total	105,841	88,109	83.2%



PROVIDING ACCESS TO ONLINE COURSE OFFERINGS

The CSU will ensure that by 2025, every student who wants to take online courses will be able to do so by increasing online course offerings by 15 percent above pre-pandemic levels.

CSU throughout the pandemic saw a rise in the number of sections that are online throughout the college year. It is expected that in the near-term enrollments in synchronous and asynchronous courses will remain well above pre-pandemic levels. However, in the coming years the number of offerings will decline from pandemic highs where almost all courses were taught through a distance modality.

CSU ONLINE COURSE SECTIONS BY COLLEGE YEAR AND PERCENTAGE DIFFERENCES FROM THE PREVIOUS YEAR

College Year	% Difference Relative to CY 2019-20	Number of Sections
CY 2019-20	0%	19,873
CY 2020-21	713%	161,505
CY 2021-22	302%	79,935
CY 2022-23	94%	38,609
Total		299,922



The CSU will more than triple concurrent student enrollment in online courses delivered by sister CSU campuses from 1,500 enrollments in 2021-22 to 5,000 enrollments in 2024-2025. 2021-2022 = 1,500 enrollments (preliminary data); 2022-2023 = 2,000 enrollments; 2023-2024 = 3,500 enrollments; 2024-2025 = 5,000 enrollments.

CSU Fully Online was launched in fall 2015 and comprises two concurrent student enrollment programs, Assembly Bill 386 and CourseMatch. Assembly Bill 386 expanded the existing intrasystem concurrent enrollment policy (Section 40808 of Title 5) by requiring state-supported, online courses offered across the system be made available for enrollment by students at other CSU campuses through a streamlined process. A number of processes were put in place to provide a streamlined enrollment experience for students. CourseMatch was first launched in 2014 to address course bottlenecks and support the Graduation Initiative.

Students are provided with a centralized schedule and an integrated process for enrollment in CSU Fully Online courses at sister campuses.

CSU CONCURRENT STUDENT ENROLLMENT IN ONLINE COURSES: SYSTEMWIDE

College Year	Course Enrolled
CY 2019-2020	1,662
CY 2020-2021	1,188
CY 2021-2022	1,307
CY 2022-2023	2,114

The CSU will expand digital tools available to students to access learning material online so that every student has access to appropriate technology for online learning by 2030.

With the common learning management system, CSU students and faculty will continue to have access to learning materials online. Campuses collaborate on the best practices for implementing and supporting their faculty and students with a myriad of additional technologies to support student instruction. The CSU Office of the Chancellor’s Academic Technology Services department facilitates multiple common interest groups to encourage the sharing of technology tools and their best practices. Key to student success using digital learning tools continues to be faculty professional development including topics such as universal design for learning, course design based on student learning course outcomes, and innovative instructional strategies for high impact student engagement. Academic Technology Services also is collaborating with CSU campus bookstores who facilitate access to digital course materials provided by the publishers in order to increase student access to their course content and lower the digital divide for the students.



INTERSEGMENTAL COLLABORATION

Each annual report will include summary updates on strategic collaborations with intersegmental partners, including how the partnerships contributed to advancing the performance outcomes, structural or process changes achieved and needed, and projected annual priority focus areas for collaboration.

The CSU Office of the Chancellor has a long history of intersegmental partnership and collaboration with key California and national organizations. The following is a list of current partners and activities.

California Engagement

- **Governor’s Council for Post-Secondary Education:** The Council envisions an integrated statewide system for post-secondary education that better serves California’s diverse students as part of a cradle-to-career educational continuum. The CSU will actively engage in the transition of this council to focus on career education.
- **Intersegmental Coordinating Committee:** Composed of staff, faculty and student representatives from all sectors of education, the Committee has responsibility for fostering collaboration within California’s educational community at all levels through conducting activities and supporting strategies that link the public schools, community colleges and baccalaureate-granting colleges and universities.
- **California Community College Chancellor’s Office:** Coordination is provided via system office to system office meetings and data sharing.
- **University of California Office of the President:** Coordination is provided via system office to system office meetings and data sharing.
- **Cradle-to-Career Data System:** The CSU is one of 11 state agencies participating in the C2C Data System, a system intended to connect data from early education, K-12 education, financial aid, higher education, workforce and health and human services. The C2C Data System will connect individuals and organizations with information and resources that provide insights into critical milestones from early care to employment. The CSU successfully submitted its first comprehensive file to C2C in October 2023.
- **Associate Degree for Transfer Intersegmental Implementation Committee (AB 928):** Assembly Bill No. 928 Student Transfer Achievement Reform Act of 2021 established, until July 1, 2025, the Associate Degree for Transfer Intersegmental Implementation Committee (“AB 928 Committee”) to serve as the primary entity charged with the oversight of the Associate Degree for Transfer (ADT).
- **California College Guidance Initiative:** The California College Guidance Initiative works to smooth the path to college for California

students and unify the efforts of the institutions that serve them. Combining data-driven tools and infrastructure with capacity building and student-focused curricula, it helps close the gaps between systems and ensure that all California students, especially those who have been underrepresented in higher education, can move seamlessly from K-12 to college and career.

National Engagement

- **American Association of State Colleges and Universities:** The AASCU is an organization of state-supported colleges and universities that offer degree programs leading to bachelor’s, master’s or doctoral degrees. It grew out of the Association of Teacher Education Institutions that had been organized in 1951 to serve public comprehensive institutions.
- **Excelencia in Education:** Founded in 2004, this organization accelerates Latino student success in higher education to address the U.S. economy’s need for a highly educated workforce and for civic leadership by: providing data-driven analysis of the educational status of Latinos; promoting education policies and institutional practices that support their academic achievement; and organizing a network of professionals with common cause for Latino student success. Eight CSU campuses have received the Seal of Excelencia.
- **Hispanic Association of Colleges and Universities:** HACU represents more than 500 colleges and universities in the U.S., Latin America, Spain and school districts throughout the U.S. It is the only national association representing existing and emerging Hispanic-Serving Institutions (HSIs).
- **National Association of System Heads:** NASH is the association of the chief executives of the college and university systems of public higher education in the U.S. Formed with the purpose of seeking improvement in the organization and governance of public higher education systems, NASH serves as a forum for the exchange of views and information among its members and on leveraging the power of systems to advance innovation and change in public higher education.



CONCLUSION

As the largest system of four-year higher education in the country, with 23 campuses, nearly 460,000 students and 56,000 faculty and staff, the CSU is a national leader in providing an affordable, accessible and quality education. The CSU serves America's new majority. With an unwavering commitment to student success, the CSU is renowned for superb teaching, innovative research and for producing job-ready graduates. Each year, the CSU awards more than 132,000 degrees. One in every 20 Americans holding a college degree is a graduate of the CSU and its alumni are now four million strong.

23 UNIVERSITIES THROUGHOUT THE STATE

HUMBOLDT

CHICO

SONOMA

SACRAMENTO

MARITIME

SAN FRANCISCO

EAST BAY

STANISLAUS

SAN JOSÉ

MONTEREY BAY

FRESNO

SAN LUIS OBISPO

BAKERSFIELD

CHANNEL ISLANDS

NORTHRIDGE

SAN BERNARDINO

LOS ANGELES

POMONA

FULLERTON

DOMINGUEZ HILLS

LONG BEACH

SAN MARCOS

SAN DIEGO

MORE THAN

4,000

DEGREES/
PROGRAMS

NEARLY

460,000

STUDENTS

MORE THAN

**4
MILLION**

ALUMNI

THE CSU HAS CALIFORNIA COVERED



CSU The California State University

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