MULTIYEAR COMPACT PROGRESS REPORT OF THE CALIFORNIA STATE UNIVERSITY NOVEMBER 2024

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In May 2022, the California State University (CSU) and the administration of Governor Gavin Newsom 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 the state legislature, an investment evident in the 2023-24 state budget and planned through fiscal/academic year 2026-27.

The CSU, in turn, has committed to providing an annual update to the Newsom administration and the state legislature regarding progress toward these key goals to ensure transparency and evidence of the mindful stewardship of public dollars. The 2024 Multiyear Compact Progress Report is the third report of its kind detailing progress on shared metrics and articulating additional goals where specified in the Multiyear Compact requirements.

MULTIYEAR COMPACT GOALS

The following report outlines efforts and data that address the Multiyear Compact's 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.

Throughout this report, the metrics appear in boldface and are written using the language of the original Multiyear Compact of May 2022.

KEY HIGHLIGHTS

On October 1, 2024, Chancellor Mildred García completed her inaugural year as the CSU's eleventh chancellor, the first Latina in the nation to helm a four-year public university system. She has led the system in showcasing the value and impact of a CSU degree and in advancing the CSU's mission to drive innovation and to boost student success, especially among "America's new majority"—first-generation students, low-income students and students of color, as well as adult students looking for new and better opportunities.

The CSU is in the process of developing a new strategic plan for the statewide system. The development of this plan reflects a commitment to engage in long-term planning that will allow the CSU to realize its call to be, and its position as, the national model for public higher education and educating America's new majority. The work the system is embarking upon is extraordinarily consequential—and its impact will span generations of California's students. The plan will offer a guiding framework for alignment across campus-level plans while allowing universities to address their unique needs and serve their communities. It will define the CSU's overarching vision—providing clarity and ensuring that all constituents and stakeholders understand the CSU's identity, values and strategic priorities, as well as how the system intends to advance those priorities.

One of Chancellor García's recent innovations is the CSU Strategic Enrollment Advisory Council, which was established in September 2024 and will convene through June 2025. This new council will serve as the primary advisory body to Chancellor García and the Division of Academic and Student Affairs on matters related to long-range strategic enrollment forecasting and planning. Its initial goal is to develop a multiyear systemwide strategic enrollment plan that establishes a culture which engages decision-makers in the multiple dimensions of enrollment planning, as well as addressing changes in enrollment patterns and workforce demands, lifelong needs for postsecondary education and the full student enrollment lifecycle. The council will deliver a preliminary report to the CSU Board of Trustees in January 2025 and a final report in summer 2025.

The CSU's outstanding achievements for academic year 2023-24 include:

- Awarding 125,186 degrees—103,795 of which were bachelor's degrees;

- Enrolling a systemwide all-time high of 68,375 new first-time, first-year students in fall 2024, surpassing the previous CSU record set in fall 2023;

- Continuing the Year of Engagement, the CSU's comprehensive stakeholder engagement process to develop the first holistic, systemwide definition of student success and to design a new student success framework to succeed Graduation Initiative 2025;

- Implementing the CSU's dual-admissions program, the CSU Transfer Success Pathway, as well as launching the CSU Transfer Planner, a free online tool that allows community college students to track how their progress aligns with the CSU's general education and major-specific requirements, helping to transform the student transfer experience;

- Introducing Graduate365, a CSU-developed comprehensive progression-monitoring tool that leverages cohort-based information, as well as real-time data pulled from student data systems, to improve student outcomes;

- Encouraging students to become active participants in U.S. democracy and showcasing civic engagement efforts by registering more than 12,500 students to vote ahead of the November 2024 general election, as part of the California University and College Ballot Bowl; and

- Helping to create nearly 209,400 jobs and $26.9 billion in industry activity, as well as $1.6 billion in state and local tax revenue (for 2019, the most recent dataset available).

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INCREASING ACCESS TO THE CSU

With the 2022-23 academic year serving as the baseline, the CSU will add more than 14,000 full-time equivalent resident undergraduates over four years (1% annual undergraduate enrollment growth each year between 2023-24 and 2026-27). This enrollment growth will be supported by annual 5% General Fund base increases. 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 commits to maintaining access for all CSU-eligible transfers.

In academic years 2022-23 and 2023-24, the CSU exceeded its enrollment expectations as projected in the 2022 and 2023 annual reports. At the conclusion of the spring 2025 term, the system is projected to enroll more than 377,000 full-time equivalent California resident students during academic year 2024-25. These outcomes reflect intentional efforts by the CSU and its 23 universities to expand enrollment, growing by approximately 7,000 annualized full-time equivalent students (FTES) in state-support instruction. Fall 2024 new first-time, first-year student enrollment reached an all-time high of 68,375, surpassing the prior record achieved in academic year 2023-24. New transfer student enrollments saw year-over-year growth as well. The universities have seen growth in average unit load (that is, students are enrolled in more units), resulting in further gains in FTES enrollments and growth in 2024-25 enrollment systemwide.

The Chancellor's Office and university leadership are working together to maximize state resources to ensure that the CSU is positioned to meet enrollment targets and sustain growth by academic year 2026-27. As part of a coordinated systemwide response, a multiyear framework has been implemented systemwide 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 Multiyear Compact of May 2022, are allocated only to universities meeting or exceeding their targets in the prior academic year. Beginning in 2024, universities with sustained declines in enrollment have portions of existing enrollment targets and associated resources reallocated to those universities meeting or exceeding their goals.

All universities have been supported in their enrollment efforts with the appointment of a full-service firm tasked with developing a systemwide strategic enrollment model and plan. The plan includes current best practices in strategic enrollment management; incorporates feedback and insights from systemwide and external stakeholders; and provides greater guidance for campus-based strategic enrollment planning efforts. These enrollment planning efforts complement broader CSU strategic planning efforts.

As the nation's largest and most diverse four-year public university, the CSU is committed to serving its students by helping them to achieve their academic goals and empowering them to become workforce leaders in California and across the nation. Providing access to an affordable, quality education remains a key priority.

TABLE 1. FULL-TIME EQUIVALENT STUDENTS (FTES), ACADEMIC YEARS 2021-22 TO 2026-27

	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*
California Resident FTES Target	374,972	383,680	387,114	390,598	394,085	397,623
Planned FTES Target Increase (New undergraduate growth)	--	2.5%	1.0%	1.0%	1.0%	1.0%
California Resident FTES Actual (Numbers for 2024-25 and later are estimated)	375,152	362,254	369,906	377,025	387,091	397,823
Planned Annual FTES Change	--	--	--	1.9%	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, five are at, or within one point of meeting, the four-year graduation rate goal for first-time, first-year students, and 14 campuses are at, or within one point of meeting, the graduation rate goal for two-year transfer students. While the CSU continues to make progress toward increasing graduation rates systemwide—including achieving a record-high four-year graduation rate for first-time, first-year students for the third year in a row—the system remains focused on the critical work of eliminating equity gaps. As the CSU collaboratively and collectively addresses equity gaps, it strives to finish strong in the final year of Graduation Initiative 2025, which aspired to set a new national standard for providing high-quality, affordable degree opportunities for students across California.

Table 2 (below) shows four- and six-year graduation rates for CSU first-time, first-year students over the past seven years, disaggregated by race and ethnicity.

TABLE 2. 4-YEAR AND 6-YEAR GRADUATION RATES FOR FULL-TIME, FIRST-TIME, FIRST-YEAR STUDENTS, 2014 TO 2020 COHORTS

	Race/Ethnicity	2014	2015	2016	2017	2018	2019	2020
4-Year Graduation Rate	American Indian or Alaska Native	24.4%	25.9%	24.2%	30.8%	27.0%	20.8%	30.3%
	Asian	25.9%	29.1%	32.3%	37.2%	41.2%	42.2%	42.4%
	Black or African American	17.1%	16.3%	20.1%	21.8%	23.5%	23.4%	23.2%
	Hispanic/Latinx	18.7%	20.5%	24.5%	26.4%	28.8%	29.6%	29.9%
	International	21.0%	23.2%	27.4%	28.8%	31.1%	30.7%	33.0%
	Native Hawaiian or Other Pacific Islander	16.2%	23.8%	23.8%	24.5%	28.8%	32.4%	29.9%
	Two or More Races	30.8%	32.1%	35.1%	38.2%	37.8%	41.3%	40.2%
	Unknown	28.9%	34.3%	37.6%	37.0%	38.6%	33.2%	37.5%
	White	38.7%	42.5%	44.7%	47.2%	47.2%	47.4%	50.1%
	All Students	**25.5%**	**27.7%**	**31.0%**	**33.3%**	**35.1%**	**35.5%**	**36.2%**
6-Year Graduation Rate	American Indian or Alaska Native	53.3%	53.2%	50.8%	46.6%	54.1%	--	--
	Asian	70.1%	71.7%	70.6%	71.5%	72.7%	--	--
	Black or African American	49.2%	49.7%	49.2%	47.2%	49.0%	--	--
	Hispanic/Latinx	57.6%	57.6%	57.1%	56.3%	56.3%	--	--
	International	55.4%	57.8%	57.6%	57.7%	57.4%	--	--
	Native Hawaiian or Other Pacific Islander	51.8%	54.4%	49.7%	56.0%	55.8%	--	--
	Two or More Races	62.7%	64.1%	63.3%	64.9%	62.9%	--	--
	Unknown	62.2%	65.4%	64.7%	63.3%	63.5%	--	--
	White	69.7%	71.9%	71.3%	71.7%	70.6%	--	--
	All Students	**62.4%**	**63.2%**	**62.4%**	**62.2%**	**62.1%**	**--**	**--**

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

The six-year graduation rate for the first-time, first-year student cohort beginning in 2018 is 62.1%. Based on the most current national data from the National Center for Education Statistics' (NCES) Integrated Postsecondary Education Data Systems (IPEDS), as of October 23, 2024, the CSU's fall 2016 cohort's six-year graduation rate—computed as all cohort members who graduated in six years or fewer divided by all initial cohort members—is 62%. By this measure, the CSU ranks 60th among 400 public colleges and universities with similar Carnegie classifications, placing the system in the 85th percentile. As illustrated in Table 3 (below), for the most recent cohort (fall 2016), the CSU systemwide average six-year graduation rate is 10 percentage points higher than the average for all public four-year baccalaureate colleges and universities with similar Carnegie classifications (i.e., 62.4% versus 52.4%).

Table 3 illustrates how the past five cohorts' graduation rates for the CSU composite compare to the non-CSU composite—53.5% for the most recent reported IPEDS cohort for fall 2016 through summer 2022—when grouped by Carnegie classification.

...the CSU systemwide average six-year graduation rate is 10 percentage points higher than the average for all public four-year baccalaureate colleges and universities...
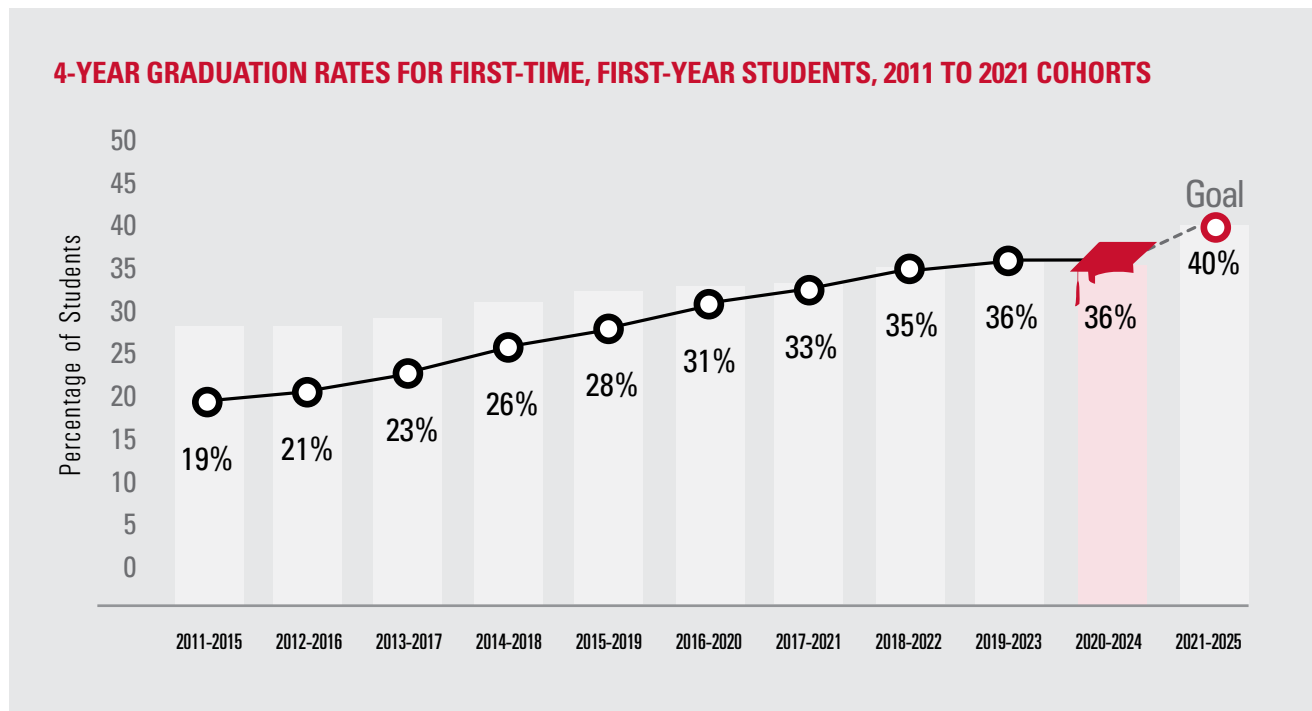
TABLE 3. 6-YEAR GRADUATION RATES (COMPUTED AS ALL COHORT MEMBERS WHO GRADUATED IN 6 YEARS OR FEWER DIVIDED BY ALL INITIAL COHORT MEMBERS), FALL 2012 TO FALL 2016 COHORTS

Carnegie Group	All Public 4-Year Colleges/Universities					CSU System					Total				
	Fa12 Cohort	Fa13 Cohort	Fa14 Cohort	Fa15 Cohort	Fa16 Cohort	Fa12 Cohort	Fa13 Cohort	Fa14 Cohort	Fa15 Cohort	Fa16 Cohort	Fa12 Cohort	Fa13 Cohort	Fa14 Cohort	Fa15 Cohort	Fa16 Cohort
Baccalaureate Colleges: Arts & Sciences Focus, Baccalaureate Colleges: Diverse Fields, Doctoral Universities: High Research Activity and Four More	49.5%	51.0%	51.8%	52.4%	52.4%	61.2%	62.1%	62.4%	63.2%	62.4%	50.7%	52.3%	53.0%	53.6%	53.5%
Doctoral Universities: Very High Research Activity	72.4%	73.1%	73.7%	74.4%	74.8%	N/A	N/A	N/A	N/A	N/A	72.4%	73.1%	73.7%	74.4%	74.8%
Total	**60.4%**	**61.7%**	**62.4%**	**63.1%**	**63.4%**	**61.2%**	**62.1%**	**62.4%**	**63.2%**	**62.4%**	**60.5%**	**61.8%**	**62.4%**	**63.1%**	**63.4%**

The Carnegie classifications used in Table 3 are: Baccalaureate Colleges: Arts & Sciences Focus; Baccalaureate Colleges: Diverse Fields; R2: Doctoral Universities: High Research Activity; D/PU: Doctoral/Professional Universities; M1: Master's Colleges & Universities: Larger Programs; M2: Master's Colleges & Universities: Medium Programs; and M3: Master's Colleges & Universities: Small Programs. Rates for public universities classified as R1: Doctoral Universities: Very High Research Activity are also shown in Table 3. No CSU campus is found in this Carnegie classification.

The CSU will improve four-year first-time, first-year student graduation rates by 30% (9 percentage points, to a 40% overall graduation rate) by 2025. The intermediate target for the cohort entering fall 2020 and graduating by 2024 is 39%.

The four-year graduation rate for the first-time, first-year student cohort beginning in fall 2020 is 36.2%, exceeding the previous all-time high of 35.5%, set last year by the fall 2019 cohort. These record-setting graduation rates reflect a dramatic improvement from the 19.3% graduation rate for the cohort beginning in fall 2011, at the start of Graduation Initiative 2025. This consistent and marked improvement places the CSU within four percentage points of reaching the ambitious 2025 goal of a 40% four-year graduation rate.

4-YEAR GRADUATION RATES FOR FIRST-TIME, FIRST-YEAR STUDENTS, 2011 TO 2021 COHORTS

Percentage of Students

| Cohort	Rate
2011–2015	19%
2012–2016	21%
2013–2017	23%
2014–2018	26%
2015–2019	28%
2016–2020	31%
2017–2021	33%
2018–2022	35%
2019–2023	36%
2020–2024	36%
2021–2025	Goal 40%

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, first-year (six-year) students and Pell Grant transfer (four-year) students, and their non-Pell Grant peers, by 2025. The intermediate targets for 2023-24 are a three-point gap for Pell Grant first-time, first-year students and a zero-point gap for Pell Grant transfer students.

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 equity gaps have narrowed, system equity gaps remain. For 2023-24, 21 of the 23 universities have equity gaps for Pell Grant first-time, first-year (six-year) students (previously called first-time freshmen, or FTF, students) that are lower than the system gap.

In its continuing mission to increase access, opportunity and graduation rates for students from all backgrounds through Graduation Initiative 2025 and beyond, the CSU community is reimagining its definition of student success to support America's new majority, comprising first-generation students, students of color, low-income students and adult students seeking new opportunities. To this end, the CSU has embarked on the most comprehensive and intentional consultation in the system's history to benefit from the wisdom and expertise of stakeholders from all 23 universities, as well as alumni and community partners in philanthropy, industry and intersegmental education across the state.

...the CSU has embarked on the most comprehensive and intentional consultation in the system's history to benefit from the wisdom and expertise of stakeholders from all 23 universities...

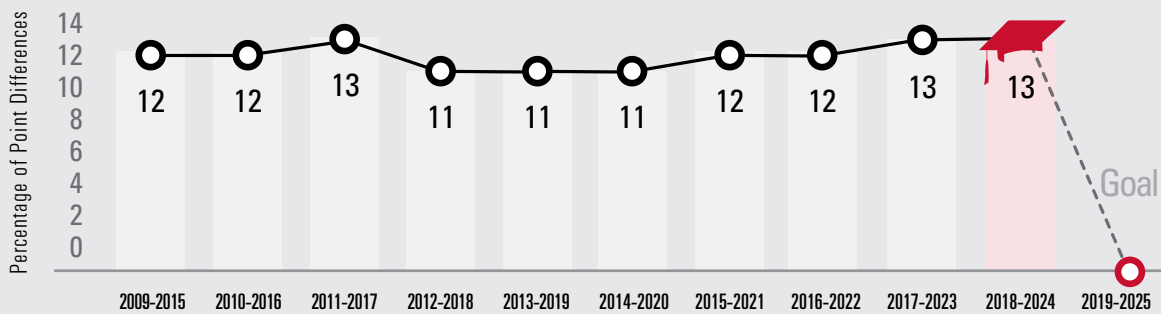**6-YEAR PELL GRANT FIRST-TIME, FIRST-YEAR STUDENT EQUITY GAP, 2009 TO 2019 COHORTS**
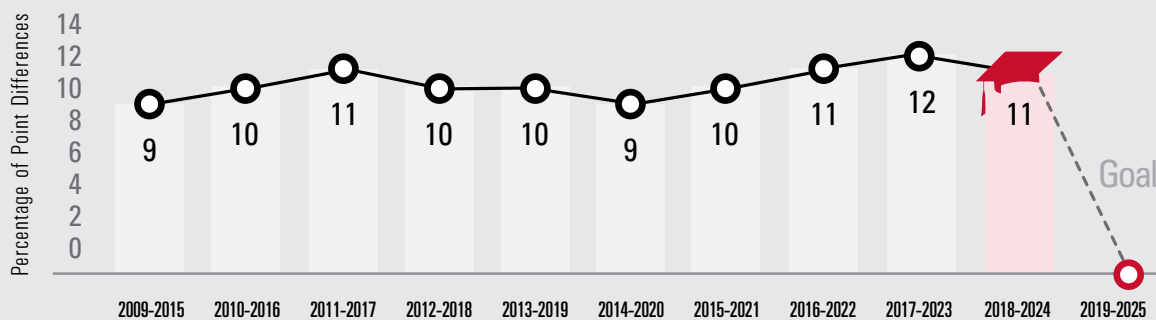
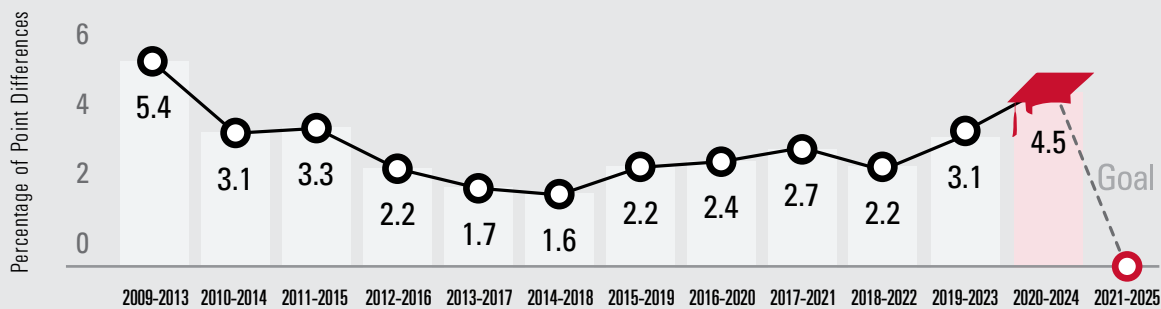**4-YEAR PELL GRANT TRANSFER STUDENT EQUITY GAP, 2009 TO 2021 COHORTS**
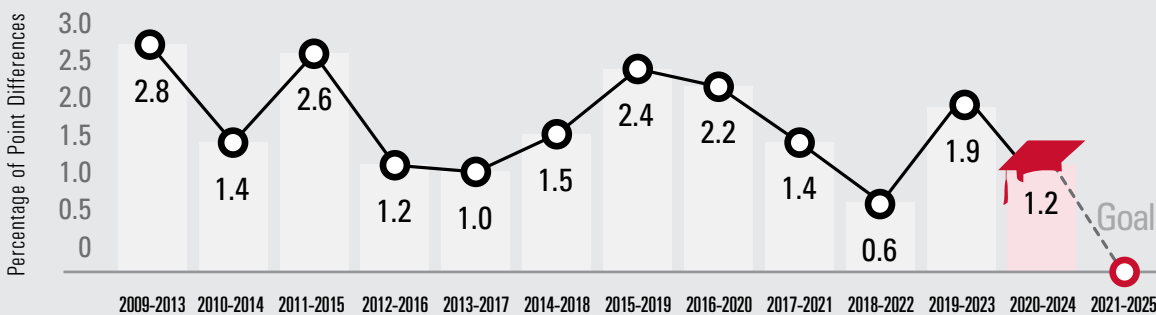
The CSU will eliminate equity gaps in graduation rates between underrepresented minority (URM) first-time, first-year (six-year) students and URM transfer (four-year) students, and their non-underrepresented minority peers, by 2025. The intermediate targets for 2023-24 are a three-point gap for URM first-time, first-year students and a zero-point gap for URM transfer students.

For the 2018 to 2024 time period, the systemwide equity gap between historically underserved first-time, first-year (six-year) students (previously called first-time freshmen, or FTF, students) and their non-underrepresented minority peers remained stable, at 13.1 points. From 2020 to 2024, the equity gap between historically underserved transfer (four-year) students and their non-underrepresented minority peers increased to 4.5 points, up from 3.1 points for the 2019 to 2023 time period. Twenty of the 23 universities have historically underserved student gaps that are lower than the system gap for first-time, first-year (six-year) students.

6-YEAR HISTORICALLY UNDERREPRESENTED FIRST-TIME, FIRST-YEAR STUDENT EQUITY GAP, 2009 TO 2019 COHORTS

Percentage of Point Differences

2009-2015	2010-2016	2011-2017	2012-2018	2013-2019	2014-2020	2015-2021	2016-2022	2017-2023	2018-2024	2019-2025
12	12	13	11	11	11	12	12	13	13	Goal

4-YEAR HISTORICALLY UNDERREPRESENTED TRANSFER STUDENT EQUITY GAP, 2009 TO 2021 COHORTS

Percentage of Point Differences

2009-2013	2010-2014	2011-2015	2012-2016	2013-2017	2014-2018	2015-2019	2016-2020	2017-2021	2018-2022	2019-2023	2020-2024	2021-2025
5.4	3.1	3.3	2.2	1.7	1.6	2.2	2.4	2.7	2.2	3.1	4.5	Goal

The CSU will compile reliable baseline data for the graduation rates of first-time, first-year 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 offers services to support students with verified disabilities, and the CSU currently serves more than 25,000 students with disabilities. The universities work with students who have a range of physical and invisible (e.g., learning, ADHD/ADD, psychological) disabilities, and provide them with an array of reasonable accommodations to facilitate their success in the university environment. However, due to past case law, the CSU and other institutions do not ask applicants for admission to provide information regarding disabilities or differences for which accommodations may previously have been provided. Instead, admitted students can self-identify and provide supporting documentation to university-based offices that coordinate services and provide accommodations to support students with disabilities or learning differences.

The four-year graduation rate for the 2020 cohort of all students with a verified disability improved by more than 18 percentage points as compared with the 2014 cohort, and the six-year graduation rate improved by more than four percentage points during the same period.

TABLE 4. 4-YEAR AND 6-YEAR GRADUATION RATES FOR FULL-TIME, FIRST-TIME, FIRST-YEAR STUDENTS WITH A VERIFIED DISABILITY, 2014 TO 2020 COHORTS

	Race/Ethnicity*	2014	2015	2016	2017	2018	2019	2020
4-Year Graduation Rate	Asian	16.7%	23.9%	27.8%	27.4%	31.9%	32.9%	43.3%
	Black or African American	7.1%	6.5%	20.0%	12.3%	18.8%	21.5%	20.0%
	Hispanic/Latinx	15.3%	15.8%	20.8%	18.8%	21.8%	27.8%	30.6%
	International	5.0%	28.6%	15.8%	33.3%	12.5%	20.6%	44.4%
	Two or More Races	20.0%	27.4%	26.3%	31.5%	36.3%	30.4%	31.9%
	Unknown	13.0%	19.0%	27.4%	25.6%	24.0%	41.4%	38.2%
	White	26.4%	35.4%	35.3%	35.0%	43.9%	41.9%	47.9%
	All Students with a Disability	**19.6%**	**24.9%**	**27.4%**	**26.3%**	**31.5%**	**33.6%**	**38.7%**
6-Year Graduation Rate	Asian	65.4%	63.6%	62.5%	68.4%	67.3%	--	--
	Black or African American	33.9%	41.3%	53.3%	41.1%	56.5%	--	--
	Hispanic/Latinx	50.5%	51.0%	54.3%	51.8%	50.7%	--	--
	International	50.0%	57.1%	36.8%	61.1%	34.4%	--	--
	Two or More Races	52.9%	58.9%	52.6%	61.6%	60.4%	--	--
	Unknown	42.6%	55.6%	54.8%	56.4%	53.3%	--	--
	White	60.1%	63.9%	63.4%	65.3%	68.2%	--	--
	All Students with a Disability	**54.4%**	**57.5%**	**57.8%**	**58.5%**	**59.1%**	**--**	**--**

* Percentages for first-time, first-time year students with a verified disability who identify as American Indian or Alaska Native or Native Hawaiian or Other Pacific Islander have been omitted due to cell size limitations in computing reliable cohort graduation rates.

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

Bolstering student retention across all campuses and student levels is essential to meeting or exceeding the systemwide six-year graduation rate goal of 70%. Over the past year, campuses have continued to build on their promising practices, which are centered on outreach and on engaging students to remain on or return to their academic journeys in the CSU. Connecting with students and providing personalized messaging significantly addresses and breaks down barriers that can impede student retention.

One example of these efforts is the targeted outreach campaign at CSU Channel Islands that helped lead to 112 students reenrolling in the spring 2024 and fall 2024 terms, representing increases of 34% and 22%, respectively, over previous years. The campus focused its efforts on approximately 4,700 students who: had stopped out from the university; or had applied to graduate but did not; or were eligible to enroll for the fall term but did not. In addition, the university implemented strategies such as sending emails to students (with an impressive 64.6% open rate), placing social media ads (which garnered hundreds to thousands of clicks) and securing movie theater advertising, all of which resulted in increased public interest in CSU Channel Islands that the university continues to capitalize on. This strategy also indicates a cultural change in how the university engages with returning students.

The CSU expects that all universities and all student groups will 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. The systemwide average retention rate for fall year 2 is 83% in the 2023 cohort and the systemwide average retention rate for fall year 3 is 73% in the 2022 cohort. This reflects an increase of one percentage point in the retention rates for each of these cohorts over their respective cohorts for the prior year.

With regard to future goals, the CSU expects to attain a fall year 2 return rate of at least 85% for the fall 2024 cohort and at least 87% for the fall 2026 cohort. In addition, the CSU expects to attain a fall year 3 return rate of at least 75% for the fall 2024 cohort and at least 78% for the fall 2026 cohort.

TABLE 5. YEAR 2 AND YEAR 3 RETENTION RATES FOR FIRST-TIME, FIRST-YEAR STUDENTS, 2020 TO 2023 COHORTS

Campus	Initial Cohort				Returned in Fall of Year 2				Returned in Fall of Year 3			
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
Bakersfield	1,387	1,137	1,080	1,167	75%	73%	80%	79%	60%	63%	68%	--
Channel Islands	604	540	602	555	82%	75%	73%	72%	65%	61%	58%	--
Chico	2,238	1,877	1,970	2,134	81%	80%	84%	82%	66%	71%	73%	--
Dominguez Hills	2,062	1,920	1,908	1,533	70%	70%	66%	74%	57%	58%	56%	--
East Bay	1,066	921	882	975	80%	75%	79%	76%	63%	62%	64%	--
Fresno	3,478	3,170	3,236	3,413	77%	76%	78%	82%	66%	66%	70%	--
Fullerton	5,109	4,064	4,965	6,628	87%	86%	85%	82%	78%	78%	78%	--
Humboldt	532	609	930	937	74%	74%	76%	76%	60%	61%	65%	--
Long Beach	4,761	4,740	5,260	5,615	87%	85%	85%	87%	77%	77%	78%	--
Los Angeles	3,832	3,895	3,715	3,456	73%	73%	73%	72%	63%	62%	61%	--
Maritime	186	195	145	142	78%	73%	76%	77%	66%	72%	71%	--
Monterey Bay	855	767	891	929	81%	79%	79%	80%	68%	67%	65%	--
Northridge	3,967	4,617	4,899	5,475	82%	75%	74%	73%	72%	67%	67%	--
Pomona	4,189	3,386	3,576	4,209	88%	87%	88%	87%	78%	78%	81%	--
Sacramento	3,694	3,486	3,804	3,782	81%	80%	81%	82%	68%	69%	70%	--
San Bernardino	2,199	1,908	2,236	2,166	78%	80%	78%	80%	67%	66%	66%	--
San Diego	4,740	5,233	6,529	6,095	90%	89%	90%	91%	84%	83%	84%	--
San Francisco	2,617	2,952	3,186	2,850	85%	85%	84%	83%	69%	70%	69%	--
San José	3,221	4,009	3,877	4,340	89%	85%	86%	87%	77%	76%	76%	--
San Luis Obispo	4,752	4,859	5,099	5,258	95%	94%	95%	96%	84%	82%	81%	--
San Marcos	2,117	2,236	2,410	2,500	79%	72%	75%	79%	64%	62%	66%	--
Sonoma	877	803	940	899	83%	76%	75%	79%	69%	64%	64%	--
Stanislaus	1,166	874	963	992	79%	81%	80%	83%	67%	72%	70%	--
Total	**59,649**	**58,198**	**63,103**	**66,050**	**83%**	**82%**	**82%**	**83%**	**72%**	**72%**	**73%**	**--**

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, the 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 historically underrepresented students and Pell Grant recipients ensures that entering first-time, first-year students have the opportunity to graduate in a timely manner. To complete the required 120 semester units and graduate in four years, a student must earn 30 units per academic year. Ideally, students accomplish this by completing 15 units in each of 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 each semester.

Throughout the system, universities have engaged in multiple strategies to encourage students to pursue more credits each term, including providing priority registration, ensuring optimal sequences of course offerings, providing summer housing, reducing campus fees and offering financial aid for additional courses. These efforts have proven valuable in assisting historically underrepresented students and Pell Grant recipients, as groups, to move closer to achieving systemwide goals for graduating in a timely manner.

In addition, 16 universities currently offer the California Promise Program (previously called Finish in Four), in which entering first-time, first-year students commit to completing 30 semester units (or the quarter equivalent) each academic year, including the summer session, which allows them to complete their bachelor's degree in four years. Students in the program are given priority registration appointments for each state-supported enrollment period, and they receive regular academic advisement. Participants must be residents of California who are: low-income students; or Pell Grant–eligible; or first-generation college students; or from communities that are underrepresented in college attendance.

Using summer 2021 (boxed totals in Table 6, below) as a baseline for summer enrollment and unit-completion data, the CSU will continue to evaluate the effectiveness of university programs and to help promote promising practices systemwide. Declines in enrollments for summer year 1 (i.e., the summer before the first fall matriculation of the cohort) were expected to decrease as universities revised supportive instruction in written communication and mathematics/quantitative reasoning courses 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, third and fourth years by historically underrepresented students. By academic year 2026-27, the CSU expects the year three and year four summer participation rates to approach 20% of the entering cohort (i.e., approximately 12,500 students). More than 28,500 students in the fall 2021, fall 2022 and fall 2023 first-time student cohorts benefited from summer 2024 enrollments.

TABLE 6. SYSTEMWIDE SUMMER AND INTERSESSION STUDENT COUNTS BY COHORT AND ETHNICITY/RACE GROUPING, FALL 2019 TO FALL 2023 COHORTS

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	4,601	159	2,842	410	3,731	578	5,070
	NHUS	30,103	1,321	307	4,748	630	5,509	724	5,890
	Total	**64,787**	**5,922**	**466**	**7,590**	**1,040**	**9,240**	**1,302**	**10,960**
Fall 2020	HUS	32,997	934	319	3,119	434	3,656	625	5,125
	NHUS	26,653	244	498	4,221	621	4,767	748	5,775
	Total	**59,650**	**1,178**	**817**	**7,340**	**1,055**	**8,423**	**1,373**	**10,900**
Fall 2021	HUS	30,947	3,832	270	3,066	444	3,943	527	5,055
	NHUS	27,251	1,589	441	3,871	706	4,971	659	6,143
	Total	**58,198**	**5,421**	**711**	**6,937**	**1,150**	**8,914**	**1,186**	**11,198**
Fall 2022	HUS	34,977	2,962	310	3,670	470	4,483	--	--
	NHUS	28,127	924	473	4,052	628	5,575	--	--
	Total	**63,104**	**3,886**	**783**	**7,722**	**1,098**	**10,058**	**--**	**--**
Fall 2023	HUS	37,671	1,865	335	3,608	--	--	--	--
	NHUS	28,380	260	496	3,922	--	--	--	--
	Total	**66,051**	**2,125**	**831**	**7,530**	**--**	**--**	**--**	**--**

HUS: Historically Underserved Students   **NHUS**: Non-Historically Underserved Students   **Su**: Summer   **Int**: 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 in their efforts to engage all students in a comprehensive, holistic approach to align services and ensure student success. The digital degree planner, a regular curriculum cycle and improvements in transfer-credit articulation and processing will all help to clarify each student's degree requirements, course prerequisites and course sequencing to increase two- and four-year graduation rates and to close equity gaps for underserved and underrepresented students. Additionally, universities will implement mandatory proactive advising for these populations to ensure accurate use of the digital degree planner and to enhance additional degree-planning opportunities.

As part of the CSU's continuing efforts to support student success and retention, the Division of Academic and Student Affairs has entered into systemwide contracts with two outside providers of digital degree planners—HighPoint and uAchieve by CollegeSource—to modernize and consolidate the CSU's digital degree planner solutions from six tools to two. To ensure that the best possible tools are made available to students, the CSU conducted a request-for-proposal process throughout 2023. The procurement process included 13 committee members from nine campuses, including two students, two chief information officers and a variety of expert practitioners from Student Affairs, Enrollment Management and Academic Affairs. The digital degree-planning tools that have now been procured will provide students with an accurate, real-time understanding of which courses they need to graduate and with real-time corrections when key academic milestones are missed.

The CSU has set aside funds to help offset the licensing costs for each campus and to centrally support the implementation process and technical integration requirements for the HighPoint and uAchieve tools across the system. Implementation is scheduled for completion at all 23 universities by December 31, 2025.

INCREASING THE AFFORDABILITY OF A CSU EDUCATION

The CSU will reduce the cost of instructional materials by 50% by 2025, saving CSU students $150 million annually compared with a 2019-20 baseline. The target for 2023-24 is $168 million ($132 million annual savings).

Through its Affordable Learning Solutions (AL$) initiative, the CSU has continued to raise faculty awareness of options for low- and zero-cost course materials and has provided faculty with access to these resources to support student savings on course materials. Via the adoption of zero- and low-cost course materials, including library materials, digital and customized textbooks, and faculty-authored materials, potential student savings through the AL$ initiative increase each year. Since the launch of the program more than 20 years ago, students have saved more than $390 million on their course materials.

With the support of Senate Bill 1052, Assembly Bill 798 and Senate Bill 1053, the CSU also continues to collaborate with the California Community Colleges and the University of California systems to expand and maintain a zero-cost referatory, the California Digital Open Source Library, also known as COOL4Ed.org. Most CSUs are participating in this organized effort and receive small funding incentives to expand awareness of the availability of zero- and low-cost course materials to their faculty and students. For academic year 2023-24, students have potentially saved more than $117 million on course materials. The current cumulative total, as compared with the 2019-20 baseline, is more than $185 million. The CSU is on target to meet the 2025 goal of $150 million in student savings.

All of the campus bookstores have made inroads into increasing access to and decreasing costs for instructional materials, and their cost savings are included in the AL$ savings reporting process. For example, San Diego State's Aztec Shops textbook accessibility program, Day1Ready (formerly known as Equitable Access), ensures timely access to textbooks and digital materials for a flat rate and has saved students close to $14 million on new printed materials and more than $7 million on digital course materials since the program's inception in 2022. The voluntary program currently serves 80% of all SDSU undergraduates, which means that approximately 25,000 students have all of their course materials in hand on the first day of class. First- and second-year students have a combined 90% adoption rate for the program, according to the SDSU Bookstore. The Aztec Shops have been the leaders in course materials shops for the CSU for several years.

Cal State Long Beach's bookstore launched a similar program, Day 1 Digital Access, in fall 2024, which provides students with access to all of their required textbooks on the first day of classes for a flat fee (currently $250 per semester for full-time students and $165 per semester for part-time students), regardless of the student's major. The university negotiates discounted pricing with publishers and provides students with access to textbooks through the Canvas learning management system in a digital format. Student participation in the program is voluntary.

Without low-cost course materials strategies such as these, which are generated by all the university bookstores, CSU students would not be experiencing the robust savings opportunities on course materials outlined above.

For academic year 2023-24, students have potentially saved more than $117 million on course materials.

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

Addressing housing insecurity and the high cost of housing in most CSU communities presents a complex challenge. The CSU is approaching overall on-campus housing affordability issues 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 the emergency housing needs of students and to address short-term affordability issues through emergency grants, short-term on-campus housing placements and rapid rehousing programs.

One example of a university program that supports affordable student housing is San Francisco State's Reduced-Rate Student Housing, launched in academic year 2024-25. Under this program, SF State offers on-campus housing at a reduced rate—approximately 25% less than the traditional rate—to students who qualify to receive a Cal Grant A or B financial aid award.

With funding from the state's Higher Education Student Housing Grant Program, a total of more than 3,600 affordable beds have been added or are in development at 12 CSU campuses. Other efforts to increase the availability of affordable on-campus student housing in the CSU include:

- CSU Dominguez Hills began construction in February 2024 on the Affordable Student Housing and Dining Commons Project. This consists of a four-story residence hall that will house 288 students in a combination of single-, double- and triple-occupancy dormitory-style rooms, plus a separate dining facility with 315 indoor seats and 50 outdoor seats.

- Fresno State is in the design phase of a $59 million Affordable Student Housing Expansion Project that will provide 175 new apartment-style bedrooms, including units that will accommodate students with children.

- Cal State Fullerton broke ground in October 2024 on Sequoia, a six-story, apartment-style building that will house 510 seniors and graduate students in two-bedroom, two-bathroom units. Sequoia is scheduled for completion in fall 2026.

- Cal Poly Humboldt is developing the Craftsman/ St. Louis Road Housing Project, a 964-bed housing complex that will provide apartment-style residence units for undergraduate and graduate students.

- Cal State Long Beach began construction on the $126.4 million La Playa Hall (formerly known as Hillside North Student Housing), a student housing complex of three five-story buildings, in summer 2024. Upon its completion in summer 2026, La Playa Hall will house 424 students in single- and double-occupancy rooms.

With funding from the state's Higher Education Student Housing Grant Program, a total of more than 3,600 affordable beds have been added or are in development at 12 CSU campuses.

- Sacramento State began construction on the Student Housing III Project in October 2024. The $69 million, five-story building will accommodate 335 students in 164 single-, 75 double- and seven triple-occupancy units. The facility is scheduled to open in June 2026.

- San Francisco State opened West Grove Commons (formerly known as West Campus Green), a $116.3 million housing, dining and health center complex, in August 2024. The six-story residence hall houses 751 first-year students in a "pod-style" living environment. Each pod features 12 triple-occupancy rooms that surround a shared all-gender bathroom and lounge area, with every floor containing four pods and a shared kitchenette. The adjacent new building, which will serve as the home for a dining commons and the Gator Health Center, will open in early 2025.

- San José State opened Spartan Village on the Paseo in fall 2024, consisting of 679 student beds and a dining commons. Formerly a hotel, the project is the Bay Area's largest post-pandemic conversion of a downtown commercial property to residential housing. More than 120 beds will be leased at below-market rates to students who demonstrate significant financial need.

- Cal Poly San Luis Obispo launched its $1 billion, 10-Year Future Housing Plan in August 2024, which will add 4,100 student beds to its campus housing in nine eight- and nine-story buildings. In fall 2026 and fall 2027, the first 1,348 beds will open in three buildings. Subsequent phases are anticipated to open every year thereafter, with the final phase of new construction scheduled for completion in 2030.

- CSU San Marcos broke ground in January 2024 for its University Village Student Success Housing and Dining Project, which will accommodate 550 students in a five-story residence hall and will feature a two-story, 10,000-square-foot dining hall. The project is scheduled for completion in summer 2026.

- Stanislaus State has plans for Residence Life Village IV, a new $19.2 million facility that will house 120 students. Construction is scheduled to begin in December 2025 and will be completed in June 2027.

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 (C2C) 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, and CSU staff have been responsive to ongoing inquiries and requests for participation from C2C staff and leadership. Current activities for fall 2024 include data and dashboard validation ahead of C2C public releases that are scheduled for late 2024 or early 2025.

Further, the CSU continues to remain supportive of the expansion of the CCGI's operating tool and has already integrated it into the application process.

This integration allows prospective students from partner districts and students who have used the CaliforniaColleges.edu platform to import their high school and transcript data, halving the time required to complete the CSU application for admission. The CSU has pursued philanthropic support to leverage the CCGI tool to launch direct admission of high school seniors in targeted districts and counties in 2024. In addition, the CSU's outreach and recruitment teams regularly partner with high school counselors to utilize these reports and data as a primary tool and a resource for college and career planning.

CSU campuses have worked closely with local PK-12 school districts to support broader adoption and implementation of the CCGI tool set, as well as hosting school district leaders and counselors for professional development and providing technical assistance. In addition, a number of CSU campuses have signed memoranda of understanding with districts which include expectations of support for and usage of CCGI tools in their schools to support 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 Colleges (CCC) systems.

In academic year 2021-22, the CSU received $2 million to migrate its seven remaining universities to a common learning management system. With all CSU campuses now utilizing Canvas as the common learning management system, the Chancellor's Office is exploring the possibility of the campuses sharing student and course information within the system. In addition, the Academic Technology Services department has been selected to participate on the vendor advisory board.

The CSU will collaborate with the 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 the goals of Graduation Initiative 2025 requires the CSU to consistently measure progress and take stock of its efforts to identify barriers that delay or prevent students' timely completion of their degrees. With more than 92,000 page views just last year by 3,600 unique faculty, staff and administrative visitors, the Student Success Dashboard has fostered a culture of evidence across the CSU that empowers university leaders to identify and dismantle impediments to timely degree completion and to encourage more equitable outcomes. In addition, Academic and Student Affairs recently led a presentation and information exchange about the Student Success Dashboard to the Institutional Research Community of Practice of the UC's Office of the President.

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

The CSU has decreased application barriers for students by partnering with operational data tools as outlined in the Cradle-to-Career Data System. The CSU application for admission (Cal State Apply) and the CCC system's application for admission are fully integrated with CaliforniaColleges.edu, which allows students to link their accounts and transfer data from their CaliforniaColleges.edu account to their CSU application. This innovation has greatly reduced the average application completion time and provides data to the CSU from California school districts to provide a more streamlined admissions process for high school students.

The CSU has been collaborating on data integration with CaliforniaColleges.edu, the online college and career planning platform of the California College Guidance Initiative, for more than a decade. This data integration: allows students to track their progress in meeting CSU requirements; pre-populates student applications for CSU admission; and since 2018, has provided each student's application status back to schools. During academic year 2023-24, 41,562 students launched 162,746 Cal State Apply applications connected to CaliforniaColleges.edu, representing an increase of approximately 30% in both the number of students using the platform to launch their applications and in the number of applications received as compared with academic year 2022-23. These numbers are expected to grow significantly in the future due to the requirements of Senate Bill 153 (Chapter 38, Statutes of 2024), which mandates that all public schools that offer grades nine through twelve partner with the California College Guidance Initiative to provide transcript-informed accounts to their students by June 30, 2026.

The CSU also piloted a final high school transcript process with CaliforniaColleges.edu in the summer of 2023 and is analyzing the lessons learned to continue to improve the process. The goal is to eventually eliminate the need for paper transcripts from high school students and to automate the final clearance of admission for first-time, first-year students.

Twenty CSU campuses currently accept electronic transcripts from the California Community Colleges system via eTranscript California.

Twenty CSU campuses currently accept electronic transcripts from the California Community Colleges system via eTranscript California. From January through June 2024, the Office of Cradle-to-Career Data System convened a task force, in which the CSU participated, to develop strategies for how to expand eTranscript California and to build a Career Passport. When the recommendations of that task force have been fully implemented and eTranscript California has been expanded, the platform will allow CCC students to more easily transfer their official transcripts to the CSU.

These developments will allow future integration of eTranscript California with both Cal State Apply and the CSU Transfer Planner. Launched in August 2023, the CSU Transfer Planner is a digital portal that allows all CCC students to research individual CSU campuses and degree programs, track transferable units and determine their Transfer Success Pathway eligibility or enroll in a Transfer Success Pathway agreement with the university of their choice.

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 to 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 Chapter 566, Statutes of 2021 (Assembly Bill 928).

Specifically, the 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 on 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 the CSU annually, including academic and demographic profiles, and admissions decisions by campus per year**

- **Student-level data on CCC students enrolled at the CSU, including academic profiles and academic persistence and performance**

The CSU and the CCCs enacted an updated master data-sharing agreement in spring 2023 that addresses issues of access so that the CSU and the CCC Chancellor's Office can meet the expectations of the Multiyear Compact, as well as creating a memorandum of understanding (MOU) regarding detailed data elements in spring 2024 and an MOU for collaborative investigation of transfer student progression with the CCCs and the Public Policy Institute of California. Staff have leveraged data shares that inform the mutual priorities of the CCC and CSU systems.

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% increase in the number of students enrolling in these disciplines by 2026-27. The overarching goal is to support high-demand career pipelines for climate action, health care, social work and education, as well as areas of regional need identified by Community Economic Resilience Fund (CERF) partnerships. Broad CSU STEM disciplines for purposes of this goal are architecture, engineering, life sciences, physical sciences and other health sciences. The CSU's primary education focus for purposes of this goal is to produce future K-12 educators.

In the last year, the CSU has increased the number of potential full-degree programs that address STEM, health care, social work and education. The CSU Board of Trustees recently approved 11 STEM-related programs in fields such as data science and computational modeling; quantum information science and technology; biomedical engineering; and automation engineering. In addition, preliminary intersegmental meetings are underway to begin the development of a Transfer Model Curriculum (TMC) template for electrical engineering. CSU faculty and Chancellor's Office staff have also engaged in intersegmental work regarding aligning lower-division preparation for STEM transfer students. This work is expected to continue into the coming years, with the ultimate goal of creating a seamless transfer experience for students.

The CSU has also had success in creating a college-to-career pipeline in nursing, another high-demand field. Twenty universities offer nationally accredited Bachelor of Science in Nursing (BSN) degree programs that collectively enroll more than 7,600 and graduate more than 3,250 nursing students each year. Currently, 13 universities offer formal concurrent-enrollment nursing programs in partnership with 33 community colleges across the state. These concurrent-enrollment initiatives increase nursing baccalaureate enrollment capacity, lower cumulative tuition costs and reduce the average time needed for students to complete their BSN degrees. In addition, 13 universities offer online Associate Degree in Nursing (ADN)-to-BSN programs, which allow students to complete all upper-division baccalaureate nursing coursework remotely.

To increase opportunities for students to seek federal careers in health, Chancellor García recently signed a memorandum of understanding with the U.S. Department of Health and Human Services. The memorandum will expand collaboration in channeling students to work in federal health roles and establishes a model for how universities and federal agencies can work together to meet critical workforce needs.

In March 2024, the Board of Trustees approved a Bachelor of Social Work (BSW) degree at Cal State East Bay that was developed, in part, with a $1.2 million grant from the California Department of Health Care Access and Information (HCAI). The new BSW program is focused on educating and serving communities within the San Francisco Bay region.

The CSU has also been awarded $3.2 million to help address the state's behavioral health workforce crisis through the development and expansion of the Certified Wellness Coach (CWC) program. This initiative is part of the state's larger effort, led by the HCAI, to build a more diverse, skilled workforce that focuses on early intervention and prevention

for children and youth. Ten CSU campuses—Chico, Dominguez Hills, East Bay, Fresno, Humboldt, Long Beach, Los Angeles, Sacramento, San Francisco and San José—will align their baccalaureate degree programs in social work with the CWC certification requirements, with the expected launch of these programs to occur as early as fall 2025. These programs will equip students with the necessary skills and field experience to become Certified Wellness Coaches, contributing to the behavioral health workforce by offering critical support services in schools, community centers and underserved areas.

Finally, the CSU has made a concerted effort to increase the teacher education pipeline. Although the number of qualified teachers has decreased in recent years, both in California and nationwide, the CSU is committed to promoting the education profession. Throughout the last year, the CSU worked collaboratively to develop new pathways to meet California's workforce needs in early childhood education. To that end, San José State, Fresno State and CSU Dominguez Hills were the first higher education institutions in the state to be approved

to offer the new PK-3 early childhood teaching credential that the California Commission on Teacher Credentialing adopted in April 2024. San José State launched its program in fall 2024, CSU Dominguez Hills will enroll its first cohort in January 2025, and Fresno State's program will launch in spring 2025. Additional campuses are expected to receive state approval of their PK-3 teaching credential programs in the near future, further increasing the CSU's capacity to prepare early childhood educators.

Concurrently, the Strategic Enrollment Management and Education and Leadership Programs departments have partnered to ensure that high school and community college counselors are aware of the education-related academic programs and opportunities available at the CSU. Education careers have been promoted at college fairs and CSU counselor conferences, and the CSU is partnering with the CCC system in developing new undergraduate integrated pathways to earning teaching credentials. In addition, the Chancellor's Office and the universities are promoting the Golden State Teacher Grant Program to students interested in pursuing and those currently enrolled in education majors.

...2024 data represent a gain of nearly 8,000 students in high-demand programs.

Using 2022 data to form a baseline, 2024 data represent a gain of nearly 8,000 students in high-demand programs. This is a gain of 5% since 2022.

TABLE 7. UNDERGRADUATE DEGREE–SEEKING STUDENTS BY MAJOR (INCLUDING STUDENTS SEEKING A SECOND BACHELOR'S DEGREE), 2017 TO 2024

Major	2017	2018	2019	2020	2021	2022	2023	2024
STEM	114,935	115,134	115,002	116,448	114,749	112,272	114,989	119,402
	27%	27%	27%	27%	27%	28%	29%	29%
Health	21,573	21,401	21,264	22,270	22,148	21,188	21,031	21,747
	5%	5%	5%	5%	5%	5%	5%	5%
Education	31,946	31,607	32,266	32,627	31,837	30,640	30,975	31,141
	7%	7%	8%	8%	8%	8%	8%	8%
Social Work	3,842	4,040	3,961	3,802	3,621	3,173	2,865	3,062
	1%	1%	1%	1%	1%	1%	1%	1%
All Other Degrees (incl. Undeclared)	254,918	252,887	254,906	256,023	247,654	234,661	229,395	229,457
	60%	59%	60%	59%	59%	58%	57%	57%
Total	**427,214**	**425,069**	**427,399**	**431,170**	**420,009**	**401,934**	**399,255**	**404,809**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

The 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. The CSU will include this information in the November 2022 annual report.

The CSU has made significant strides in strengthening early education degree pathways by fostering collaboration between the CCCs and the departments of education, child development and early childhood education at individual campuses. Through intersegmental convenings, the CSU has created opportunities for these institutions to work together to enhance the preparation of future early childhood educators. This partnership not only helps to align program offerings but also facilitates smoother transitions for students progressing from CCCs to the CSU, ultimately creating more cohesive and accessible pathways into the early education field.

One key collaboration between the CCCs and the CSU has been the development of literacy curriculum modules that align with California's Teaching Performance Expectations (TPEs) for literacy foundations. By ensuring that these modules meet state standards, the CSU and its partners are equipping future educators with the essential knowledge and skills they need to support young children's literacy development— an area critical for early academic success. This approach also addresses the broader state goal of improving literacy outcomes for all students, starting with foundational skills in early education.

The CSU will collaborate with the CCCs to develop educator (early, primary and secondary), health care, 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 more "2+2+2" programs focused on developing teachers from their own communities, and to increase

enrollment in these programs. The CSU's initial priority will be educator pathways and programs.

The CSU encourages and supports faculty participation in the intersegmental development of Transfer Model Curriculum (TMC) programs and similar pathways. Recent improvements to the online databases that allow users to search for available undergraduate degree programs, ADT majors and campuses, and TMC programs have increased accuracy and detail in reporting. In turn, this facilitates the CSU's ability to track and communicate with campus communities about pathways between programs.

The CSU is identifying gaps and opportunities within the specified areas outlined by the Multiyear Compact of May 2022, as well as seeking feedback from discipline-specific experts about current CSU programs that do not have TMCs but could greatly benefit from establishing them. Common potential programs include nursing, engineering, cyber security, fire science and ecology. Intersegmental work continues to recommend criteria for higher-unit STEM majors, including the possibility of six additional units being allowed in these programs. The CSU's position is that allowing additional units in these programs will facilitate growth in TMCs for high-unit STEM fields such as engineering.

Finally, CSU faculty members are engaging with the CCCs in fall 2024 through the C-ID process to establish a TMC in electrical engineering. Once the TMC framework is generated and agreed upon, efforts will be made to finalize this new path. The CSU is also collaborating with the intersegmental Transfer Alignment Project to align STEM TMCs with UC Transfer Pathways.

As for educator pathways and programs, the CSU has continued to implement more 2+2+1 and 2+2+2 blended pathways in multiple disciplines and degree programs.

The CSU will collaborate with the CCCs to expand dual-enrollment opportunities available to high school students through the CCCs. The goal is to develop pathways for high school students through the CCCs in the education (early, primary and secondary), health care, 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. The 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 annual metrics for expanding dual-enrollment opportunities by 2030 will be included in the November 2023 annual report.

The CSU accepts CCC 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 obtaining an undergraduate degree.

More than half (51%) of fall 2024 first-time, first-year students entered the CSU with some type of college credit—such as college coursework, Advanced Placement (AP) exam credits or International Baccalaureate (IB) exam credit—that can be articulated toward their bachelor's degrees, accelerating these students on their paths to graduation.

Currently, the CSU does not have the ability to differentiate in students' academic records between CCC courses taken through a dual-enrollment program and those taken of students' own accord.

As CSU campuses and the CCC system continue to expand their dual-enrollment opportunities, the CSU will continue to honor these courses in admissions and for college credit. In addition to supporting the expansion of dual-enrollment opportunities at CCCs, individual CSU campuses are also supporting and launching dual-enrollment programs, even without state funding.

For example, in fall 2024, CSU Bakersfield and CSU San Marcos launched dual-enrollment programs that allow local high school students to earn college credit. At CSU Bakersfield, students in the Kern High School District can earn up to 10 units of college credit that can be applied to any of three kinesiology bachelor's degree concentrations. Three dual-enrollment sections of 30 students each will be held each semester at the district's new Career Technical Education Center in southwest Bakersfield, for a total of up to 90 participants per semester. The courses feature the same curriculum and academic rigor as those offered at the university.

At CSU San Marcos, students in the Vista Unified School District can take college courses that earn credits toward one of two new undergraduate degrees—public health or human development with a concentration in counseling—in the College of Education, Health and Human Services. In addition to earning their bachelor's degrees in as little as three years, public health students complete the requirements for the Community Health Education Specialist certification, while human development students complete the requirements for becoming a wellness coach. These opportunities to earn additional certifications prepare dual-enrollment graduates for more advanced work and provide them with the possibility of earning higher salaries upon graduation.

The 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. The 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 of the CSU's 23 universities value the integration of career-relevant knowledge and skills as part of an experiential learning component of the student's

educational experience. Student experiential learning is defined as the process of learning by doing and then reflecting on that 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 forms, including experiences embedded in the curriculum; undergraduate research; 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 the CSU in academic year 2023-24, 89% had participated in at least one experiential component as part of their studies. This reflects an increase of two percentage points over the 87% rate for 2021-22 graduates, as reported in the November 2023 annual report. These numbers include experiential components embedded in the curriculum, as well as experiences outside the classroom. The CSU expects that this participation rate will exceed 90% for 2024-25 graduates and may increase even more by 2029-30.

TABLE 8. 2023-24 BACHELOR'S DEGREE EARNERS WITH AT LEAST ONE ENRICHING ACTIVITY DURING THEIR CSU ACADEMIC CAREER

Campus	First-Time, First-Year Students			Transfer Students			Entered as Graduates/Postbaccs			Total		
	Headcount	Has at Least 1 Experience	Avg. Has at Least 1 Experience	Headcount	Has at Least 1 Experience	Avg. Has at Least 1 Experience	Headcount	Has at Least 1 Experience	Avg. Has at Least 1 Experience	Headcount	Has at Least 1 Experience	Avg. Has at Least 1 Experience
Bakersfield	813	809	100%	1,319	1,314	100%	16	16	100%	2,148	2,139	100%
Channel Islands	414	392	95%	1,224	1,067	87%	25	23	92%	1,663	1,482	89%
Chico	1,564	1,446	92%	1,674	1,492	89%	15	15	100%	3,253	2,953	91%
Dominguez Hills	988	968	98%	2,107	2,045	97%	65	62	95%	3,160	3,075	97%
East Bay	805	731	91%	2,369	2,082	88%	33	30	91%	3,207	2,843	89%
Fresno	2,298	1,976	86%	2,843	2,301	81%	18	18	100%	5,159	4,295	83%
Fullerton	3,496	3,113	89%	5,826	5,150	88%	99	94	95%	9,421	8,357	89%
Humboldt	394	376	95%	903	836	93%	24	23	96%	1,321	1,235	93%
Long Beach	3,756	3,490	93%	5,001	4,121	82%	35	20	57%	8,792	7,631	87%
Los Angeles	2,219	2,023	91%	3,050	2,674	88%	42	42	100%	5,311	4,739	89%
Maritime	167	166	99%	54	53	98%	3	3	100%	224	222	99%
Monterey Bay	557	555	100%	1,196	1,185	99%	24	24	100%	1,777	1,764	99%
Northridge	3,011	2,804	93%	5,120	4,543	89%	79	79	100%	8,210	7,426	90%
Pomona	2,808	2,667	95%	3,050	2,818	92%	1	1	100%	5,859	5,486	94%
Sacramento	2,395	2,169	91%	5,106	4,228	83%	57	42	74%	7,558	6,439	85%
San Bernardino	1,596	1,407	88%	2,720	2,423	89%	12	11	92%	4,328	3,841	89%
San Diego	4,143	3,733	90%	4,460	3,257	73%	8	7	88%	8,611	6,997	81%
San Francisco	1,825	1,592	87%	3,152	2,610	83%	79	44	56%	5,056	4,246	84%
San José	2,616	2,323	89%	3,639	3,056	84%	38	38	100%	6,293	5,417	86%
San Luis Obispo	4,176	4,144	99%	807	783	97%	2	2	100%	4,985	4,929	99%
San Marcos	1,246	1,168	94%	1,876	1,747	93%	187	186	99%	3,309	3,101	94%
Sonoma	754	698	93%	910	815	90%	19	19	100%	1,683	1,532	91%
Stanislaus	859	812	95%	1,561	1,472	94%	47	46	98%	2,467	2,330	94%
Total	**42,900**	**39,562**	**92%**	**59,967**	**52,072**	**87%**	**928**	**845**	**91%**	**103,795**	**92,479**	**89%**

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 academic year 2023-24, 85.2% participated in at least one research/scholarly/creative activity and/or internship during their undergraduate years, an increase of two percentage points as compared with the 83.2% participation rate for 2022-23. While the 82.1% participation rate for Pacific Islander students lagged the systemwide average by approximately four percentage points, systemwide data did not show any significant gaps in the participation rates between Asian, Black, Hispanic/Latinx, international, multiple-race, Native American and White students. The 2023-24 numbers reflect an encouraging increase in the participation rate of Native American students over academic year 2022-23, growing from 79.6% to 87.7%. The CSU is committed to providing myriad opportunities for all students to participate in research, scholarly and creative activities and/or internships as part of their studies.

TABLE 9. 2023-24 BACHELOR'S DEGREE EARNERS WITH AT LEAST ONE RESEARCH, SCHOLARLY AND/OR CREATIVE ACTIVITY AND/OR INTERNSHIP ACTIVITY DURING THEIR CSU ACADEMIC CAREER

Ethnicity/Race	Headcount	Has Research and/or Internship Activity	Avg. Has Research and/or Internship Activity
Asian	16,858	14,326	85.0%
Black	3,844	3,257	84.7%
Hispanic/Latinx	47,603	40,399	84.9%
International	3,750	3,188	85.0%
Multiple Races	4,281	3,700	86.4%
Native American	195	171	87.7%
Pacific Islander	340	279	82.1%
Unknown	3,405	2,782	81.7%
White	23,519	20,335	86.5%
Total	**103,795**	**88,437**	**85.2%**

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% above pre-pandemic levels.

For the past two academic years, the CSU has maintained approximately twice as many online course offerings when compared with the baseline year of 2019-20 (i.e., 102% in 2022-23 and 99% in 2023-24), well exceeding the goal of 15%.

TABLE 10. NUMBER OF CSU ONLINE COURSE SECTIONS BY ACADEMIC YEAR AND PERCENTAGE DIFFERENCE FROM PRE-PANDEMIC LEVELS, ACADEMIC YEARS 2019-20 TO 2023-24

Academic Year	Number of Sections	% Difference Relative to AY 2019-20
AY 2019-20	19,868	0%
AY 2020-21	164,728	729%
AY 2021-22	79,926	302%
AY 2022-23	40,215	102%
AY 2023-24	39,483	99%

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. The intermediate goal for 2023-24 is 3,500 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 to be made available for all CSU students to enroll in through a streamlined process. CourseMatch was launched in 2014 to address course bottlenecks and to support Graduation Initiative 2025.

CSU Fully Online is a concurrent enrollment program that allows eligible students to take one or more online courses at another CSU campus during the fall or spring semester along with coursework at their home university. Students are provided with a centralized schedule and an integrated process for enrollment. The additional units taken through CSU Fully Online are included in the full-time tuition rate. A "fully online" course is any class that is taught in a completely online environment, with no required in-person or on-campus meetings. Many of these courses are offered in an asynchronous learning mode, which means there are no scheduled meetings or exam times. Such courses provide students with greater flexibility, increasing access to courses that may otherwise conflict with work and family responsibilities, and help students stay on track to degree completion.

In 2021, the CSU expanded access to CSU Fully Online, allowing incoming transfer students to enroll in a CSU Fully Online course during their first semester at the university, rather than waiting until they had completed at least one term at their home campus.

Given the availability of fully online courses augmenting hybrid and face-to-face offerings through their matriculated universities during and after the COVID-19 pandemic, growth in concurrent enrollment has been slow, lagging the growth expectations of the Multiyear Compact. As noted in Table 10 (above), students continue to have significant opportunities to enroll in fully online instruction at their home campus and at other CSU campuses.

TABLE 11. SYSTEMWIDE CONCURRENT STUDENT ENROLLMENT IN ONLINE COURSES, ACADEMIC YEARS 2019-20 TO 2023-24

Academic Year	Number of Students Enrolled in Online Courses
AY 2019-20	1,662
AY 2020-21	1,188
AY 2021-22	1,307
AY 2022-23	2,114
AY 2023-24	2,211

Although the CSU has not yet met the Multiyear Compact goal for academic year 2023-24 of having 3,500 students enrolled in online courses, the number of such students has increased, year over year, since 2019-20. The CSU is working to increase student awareness of the CSU Fully Online program and is targeting online courses to support students' progress toward degree completion.

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 continue to have access to learning materials online. Universities collaborate on best practices for implementing and supporting their faculty and students with myriad additional technologies to support student instruction. The Academic Technology Services department facilitates multiple common interest groups to encourage the sharing of technology tools and their best practices. The key to student success in using digital learning tools continues to be faculty professional development strategies 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 campus bookstores to facilitate access to digital course materials provided by the publishers to increase student access to their course content and to narrow the digital divide for students.

In addition, the CSU has adapted to the widespread introduction and adoption of generative artificial intelligence (AI) tools by providing professional development opportunities in the form of online courses and webinars for faculty. Generative AI activities and programs from across the system are accessible via the Systemwide Generative AI Resources website (https://genai.calstate.edu).

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 has actively engaged in the transition of this council to focus on career education and has provided recommendations to the council on more immediate opportunities.

- Intersegmental Coordinating Committee (ICC): Composed of staff, faculty and student representatives from all sectors of education, the committee is responsible for fostering collaboration within California's educational community at all levels by conducting activities and supporting strategies that link public schools, community colleges, and baccalaureate-granting colleges and universities. The ICC recently completed multiyear strategic planning work with input from the CSU.

- California Community Colleges Chancellor's Office: Coordination is provided between system offices via meetings and data sharing.

- University of California Office of the President: Coordination is provided between system offices via meetings and data sharing.

- Cradle-to-Career (C2C) Data System: The CSU is one of 11 state agencies participating in the C2C Data System, which is intended to connect data from early education, K-12 education, financial aid, higher education, workforce, and health and human services programs. The C2C Data System connects individuals and organizations with information and resources that provide insights into critical milestones from early care to employment. The CSU regularly submits data files to the C2C and is engaged, through the governing board, in the continued rollout of the C2C's data tools.

- Associate Degree for Transfer Intersegmental Implementation Committee (AB 928 Committee): California Assembly Bill 928, the Student Transfer Achievement Reform (STAR) Act of 2021, established (until July 1, 2025) the AB 928 Committee to serve as the primary entity charged with the oversight of the Associate Degree for Transfer (ADT) program.

- California College Guidance Initiative (CCGI): The CCGI works to smooth the path to college for California students and to unify the efforts of the institutions that serve them. Combining data-driven tools and infrastructure with capacity building and student-focused curricula, the CCGI helps to close the gaps between systems and to ensure that all California students, especially those who have been historically underrepresented in higher education, can move seamlessly from K-12 to college and careers. The CSU has leveraged its relationship with the CCGI to pilot direct admissions of CSU-eligible high school students from Riverside County public high schools for fall 2025.

National Engagement

- American Association of State Colleges and Universities (AASCU): The AASCU is an organization of state-supported colleges and universities that offer degree programs leading to bachelor's, master's and/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 Latinx 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 Latinx students; promoting education policies and institutional practices that support their academic achievement; and organizing a network of professionals with a common cause of Latinx student success. Twelve CSU campuses have received the Seal of Excelencia, a certification that recognizes colleges and universities that intentionally serve Latinx students and demonstrate positive student outcomes.

- Hispanic Association of Colleges and Universities (HACU): HACU represents more than 500 colleges and universities in the U.S., Latin America and Spain, as well as school districts throughout the U.S. It is the only national association representing existing and emerging Hispanic-Serving Institutions (HSIs).

- National Association of Higher Education Systems (NASH): 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 leverages the power of systems to advance innovation and change in public higher education. The CSU has received several NASH grants to support innovation in curriculum, transfer and microcredentialing.

CONCLUSION

As the largest system of four-year higher education in the country—encompassing 23 universities, more than 460,000 students, and 63,000-plus faculty and staff—the CSU is a national leader in providing an affordable, accessible, quality education. The CSU awards almost half of California's bachelor's degrees; one in every 20 Americans holding a college degree is a graduate of the CSU; and the system boasts a network of more than 4 million living alumni. With an unwavering commitment to student success, superb teaching and innovative research, the CSU serves America's new majority, comprising first-generation students, students of color, low-income students and adult students seeking a brighter future. The CSU produces more than 125,000 graduates each year who are ready to advance to the next phase of their lives, be it graduate school or career. The California State University system powers California and, by extension, the nation.

23 UNIVERSITIES THROUGHOUT THE STATE

MORE THAN	MORE THAN	MORE THAN
4,000	**460,000**	**4 MILLION**
DEGREES/ PROGRAMS	STUDENTS	ALUMNI

THE CSU HAS CALIFORNIA COVERED

HUMBOLDT

CHICO

SACRAMENTO

SONOMA

MARITIME

SAN FRANCISCO

EAST BAY

STANISLAUS

SAN JOSÉ

FRESNO

MONTEREY BAY

SAN LUIS OBISPO

BAKERSFIELD

NORTHRIDGE

CHANNEL ISLANDS

SAN BERNARDINO

POMONA

LOS ANGELES

FULLERTON

DOMINGUEZ HILLS

LONG BEACH

SAN MARCOS

SAN DIEGO

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