Cal State Fullerton

FULLERTON FORWARD

2024-2029 Strategic Plan

Exploring the External Environmental Factors to Support Visioning for the Future

March 2023

CSUF | Institutional Effectiveness and Planning

Contents

Introduction

To plan for the future requires an understanding of the context and environment in which our institution is situated. Environmental scans are useful tools to help explore and analyze how opportunities and challenges afforded by various factors and changes can inform the university as part of its strategic planning process.

In order to understand CSUF's position in the broader regional environment, this environmental scan prioritizes the external environmental factors, and focuses primarily on trends in our immediate service region: **Los Angeles County, Orange County, Riverside County, and San Bernardino County.**

Please note that this Environment Scan is not meant to be an exhaustive review of all external environmental factors impacting CSUF. Instead, it is meant to stimulate conversations as we collectively vision our future as part of the strategic planning process.

Environmental Factors

🎓 DEMOGRAPHICS	👥 ENROLLMENT	📢 PUBLIC INTEREST	@ ECONOMY & LABOR MARKET	🛡 TECHNOLOGY & POLICY

Five environmental factors are included in this environmental scan. The pages corresponding to each factor are highlighted and color-coded at the top of each page.

Demographics

What does our **potential** student population look like?

The overall population is declining.

Approximately 17.5 million people call the CSUF's service region home today, which is nearly a 2% decline since 2018 (Table 1 and Figure 1). By 2029, the population is projected to decline by another 3% to about 17 million people, which is a greater rate of decline compared to California's projected decline rate of 1.3%. Perhaps on the optimistic side, within Orange County, the five cities that have experienced a growth in residents are all within a 30-mile radius of CSUF (Table 2).

Table 1. CSUF Service Region Population Trend and Projection, by County

	2018	2023	2029 (projected)	Change (2023-2029)	% Change (2023-2029)
Service Region	17,845,960	17,498,645	16,995,049	-503,596	-2.9%
Los Angeles County	10,061,533	9,644,752	9,053,803	-590,949	-6.1%
Orange County	3,175,579	3,166,361	3,145,509	-20,852	-0.7%
Riverside County	2,443,221	2,470,097	2,508,913	38,816	1.6%
San Bernardino County	2,165,627	2,217,435	2,286,824	69,389	3.1%
California	39,437,463	39,081,899	38,574,451	-507,448	-1.3%

Figure 1. Population Change in California and CSUF Service Region: 2018 to 2029
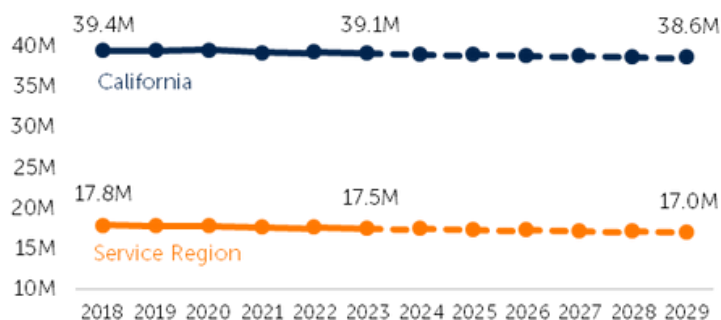
Source: Lightcast™ https://lightcast.io/, 2023.

Table 2. Orange County Cities that Experienced Population Growth: 2021 to 2022

City	% Change (2021-2022)
Irvine	3.0%
Stanton	2.6%
Fullerton	0.5%
Lake Forest	0.4%
Orange	0.1%

Source: CDR https://www.fullerton.edu/cdr/.

The age distribution of the service region population is changing.

Figure 2 indicates that the service region in general will be an aging population, with the only growth expected to occur among those aged 65 years and over between now and 2029. Additionally, the number of children (our future students) is decreasing. With that said, about 54% of the area is made up of the working age population (25-64 years of age), suggesting opportunities for expanding our potential student population.

**Figure 2. Service Region Population Change, by Age Group**
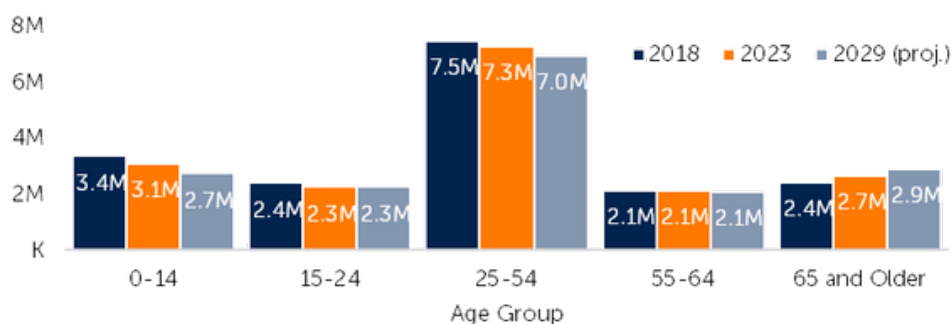
Source: Lightcast™ https://lightcast.io/, 2023.

The service region has become more diverse in terms of race and ethnicity.

Almost half (48%) of the service region residents are Hispanic, followed by White, Non-Hispanic (28%) and Asian (15%) residents. The Hispanic, Asian, and Two or More Races residents are projected to experience growth by 2023, further increasing the diversity of the population (Figure 3).

**Figure 3. Service Region Population Change, by Ethnicity**
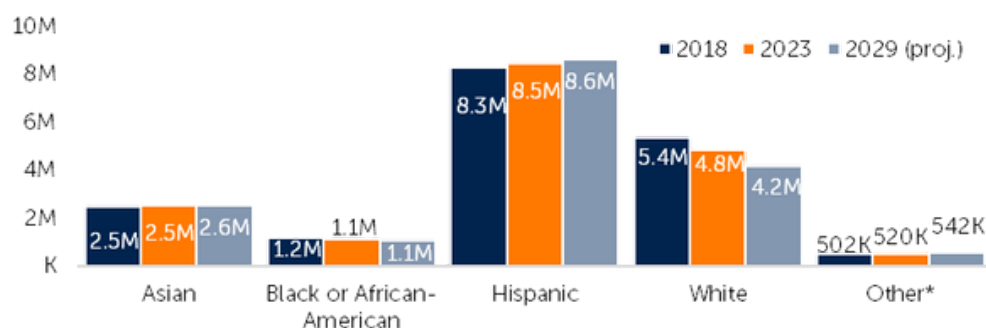
*Note: Other includes American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and Two or More Races (Non-Hispanic)

Source: Lightcast™ https://lightcast.io/, 2023.

Despite a rise in high school graduation rate amidst declining enrollment, college-going rates are not increasing accordingly.

Despite a decrease in high school enrollment in California, the number of high school graduates has increased, with senior graduation rate reaching its highest since 2016-17 in 2021-22, at 88% (Figure 4). More than half of the graduating class met UC/CSU requirement (California Department of Education). However, the number of high school graduates is expected to peak in 2025 (Bransberger, Falkenstern, & Lane, 2020), suggesting an impending decline in the traditional feeder population for higher education. Additionally, college-going rates among high school graduates have decreased, and is expected to decrease even more (Figure 5; EAB, 2022b; 2023).
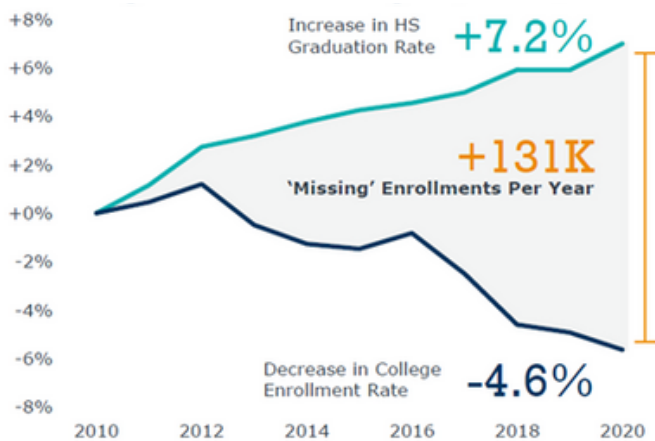
Figure 4. Trend in High School Senior Enrollment and Graduation in Service Region
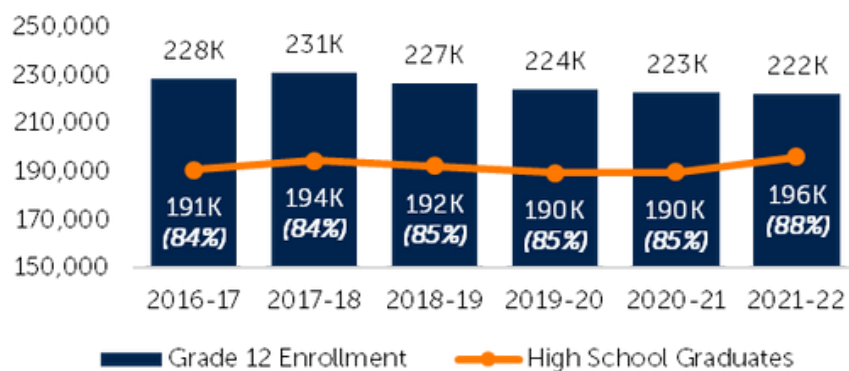
Note: % represents percentage of enrolled high school students who graduated.

Source: CDE Dataquest, https://www.cde.ca.gov/ds/ad/dataquest.asp, 2023.

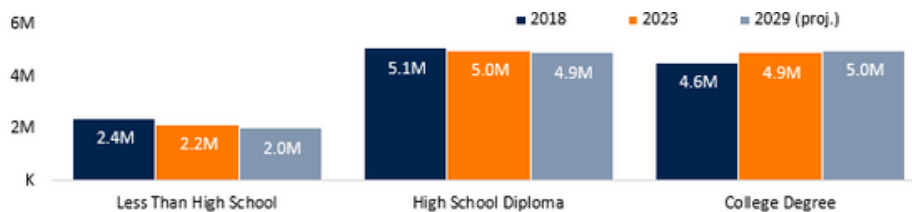**Figure 5. Change in K-12 to College Pipeline (2010 to 2020)**

Source: EAB, 2022b.

A growing number of the workforce population (25 years and older) is pursuing higher education.

Almost five million of the workforce population in the service region are pursuing at least a college degree, about 3% higher compared to 2018 (Figure 6). By 2029, it is projected that a greater number of the workforce population will have a college degree or higher. Consequently, there will be less residents with a high school diploma as their highest level of education.

Figure 6. Change in Educational Attainment of Service Region's Workforce Population

Source: Lightcast™ https://lightcast.io/, 2023.

The ethnic diversity of those who attain higher education is increasing.

Within the service region's workforce population (aged 25 years and older) obtaining a college degree or higher, a growing percentage will be Hispanic, while the percentage of those who are White is projected to decrease (Figure 7). This perhaps signals an increased opportunity for CSUF to strengthen targeted student support, and build upon its designation and commitment as a Hispanic-Serving Institution.

Figure 7. Change in Distribution of Service Region's Workforce Population Obtaining at Least a College Degree, by Ethnicity

*Note: Other includes American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and Two or More Races (Non-Hispanic)

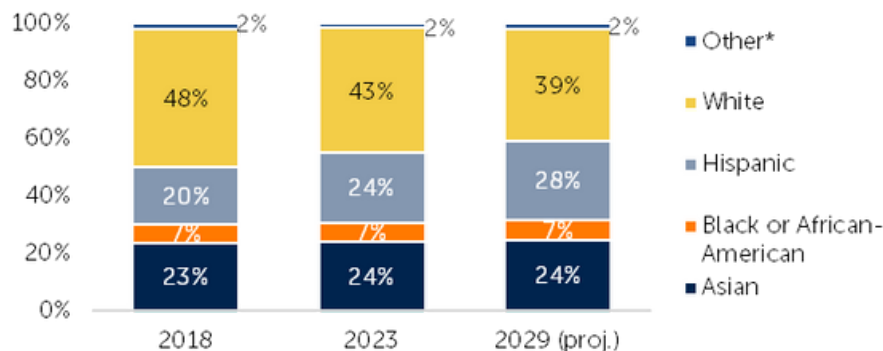Source: Lightcast™ https://lightcast.io/, 2023.

Points to Ponder

1. How can CSUF adapt to the decline in the traditional college-aged population, the increased demand for higher education of the workforce population, and the growth of the older population?

2. How can CSUF position itself to support the increasingly diverse population in our service region?
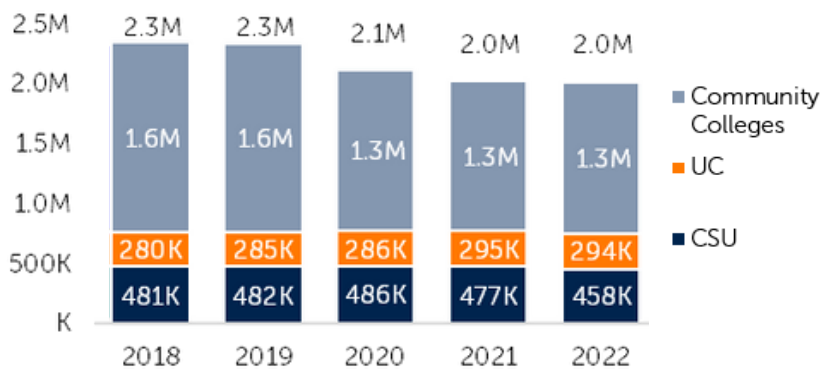
Enrollment
What does our **current** student population look like?

Higher education enrollment has been on a steady decline.

California, like the rest of the nation, faced a decline in higher education enrollment in recent years (Figure 8). Community colleges (CCs) had the most rapid decline since 2018, by 20%. CSU also experienced a decline by 5%. While the National Center for Education Statistics (NCES, 2022a) projects a national increase in undergraduate enrollment by 8% between 2020 and 2030, the enrollment will remain lower than that at the "peak time" of higher education (Fischer, 2022). This could be further exacerbated by growing skepticism of the value of a college degree; reasons for the perceived lack of value of higher education include rising tuition, insufficient financial aid, and the perception that colleges do not meet the current student population's needs (Brink, 2022).

Figure 8. Higher Education Enrollment Trend for California Public Higher Education Institutions, by Fall Term
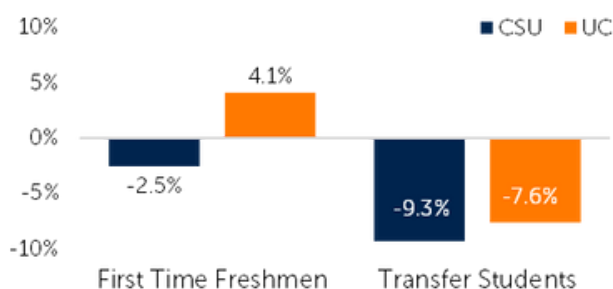

Sources: California Community Colleges, datamart.cccco.edu, 2023; California State University, calstate.edu, 2023; University of California, ucop.edu, 2023.

Decrease in transfer students is a significant reason for the recent enrollment decline.

At least 40% of new CSU undergraduate students are made up of community college (CC) transfer students. The large decrease in enrollment at California CCs, coupled with the increased recruitment effort of these students from UC (Burke, 2023), has contributed to the decline of new CSU transfer students, particularly post-pandemic (Figure 9). This is particularly concerning as the first-time freshmen enrollment at the CSU also decreased, though to a lesser degree, during the same time period.

Figure 9. Percent Change in New Undergraduate Enrollment Trend at CSU and UC, by Degree Level Between Fall 2018 and Fall 2022
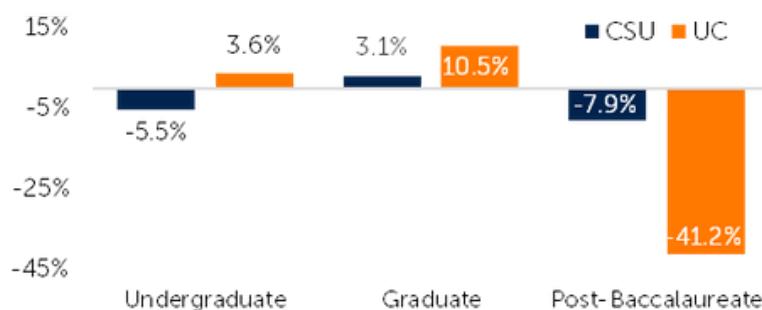

Sources: California State University, calstate.edu, 2023; University of California, ucop.edu, 2023.

Graduate student enrollment is becoming more important.

During the aforementioned time of enrollment declines, institutions have begun to seek other sources of enrollment, one of which is enrollment in graduate programs (EAB, 2022). Graduate enrollment has surpassed pre-pandemic levels as of Fall 2022, both at CSU and UC campuses (Figure 10). However, post-baccalaureate enrollment experienced a decline during the same time period.

Figure 10. Percent Change in Enrollment at CSU and UC, by Student Status Between Fall 2018 and Fall 2022

Sources: California State University, calstate.edu, 2023; University of California, ucop.edu, 2023.

California public institutions are attracting more out-of-state students.

While international enrollment has experienced a significant decline over the past few years, there has been an increase in the enrollment of out-of-state students in both CSU and UC (Figure 11). This is an interesting trend as more Californian students are leaving to other states to attend college (NCES, 2020; Reese, 2022), suggesting perhaps a need to look beyond our traditional service regions and state borders to recruit potential students.

Figure 11. Percent Change in Enrollment at CSU and UC, by Residence Status Between Fall 2018 and Fall 2022
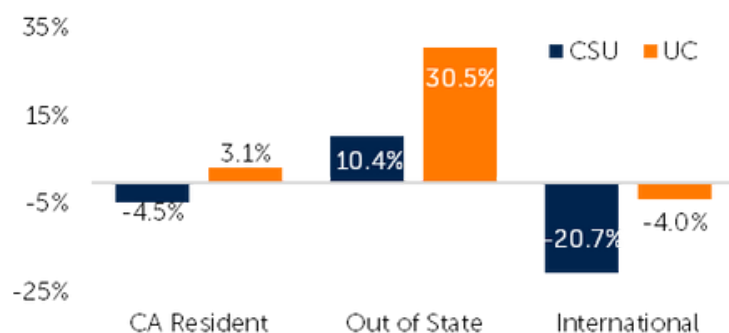
Sources: California State University, calstate.edu, 2023; University of California, ucop.edu, 2023.

Six-year graduation rates are changing at different pace for different student populations.

Progress in overall college completion rate for four-year institutions has been largely at a standstill (Causey, Lee, Ryu, Scheetz & Shapiro, 2022). However, the pattern of change is different for different student populations. In comparing 2016 Cohort's completion rate to that of the previous cohorts, completion rates remained largely unchanged for Asian and White students, while completion rates decreased by 3.2 percentage points for Hispanic students and 1.1 percentage points for Black students (Figure 12). On the other hand, Native American students experienced an increase in completion rates by 1.3 percentage points.

Points to Ponder

1. What can we do to reverse the trend of enrollment decline and continue to expand access to affordable and high-quality higher education?

2. How can CSUF better support the experiences for ALL students in terms of degree completion and post-completion outcomes?

Figure 12. Trend in Six-Year Completion Rate for Four-Year Public Institutions: 2012 to 2016 Cohorts
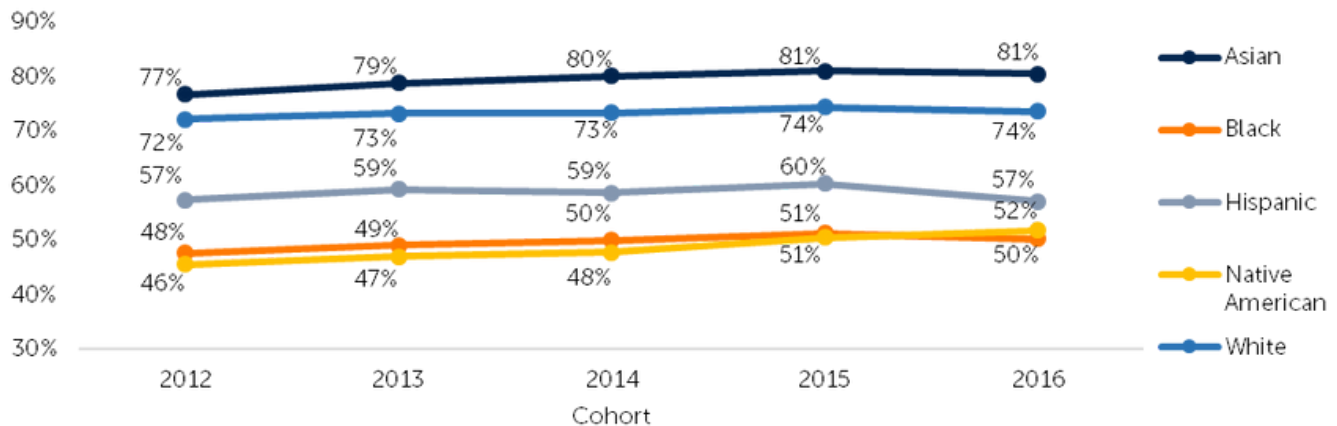
Source: National Student Clearinghouse (NSC), https://nscresearchcenter.org/completing-college/, 2022.

Public Interest in Higher Education

What are the **public expectations** for higher education?

CSU and UC are experiencing shifts in enrollment in different fields of study.

Comparison of systemwide data of both CSU and UC between 2018 and 2022 suggests an increased enrollment in fields such as computer science and business, and a decreased enrollment for undeclared majors as well as those in fields such as physical sciences and art and humanities, though the nature and extent of change differs by student level and campus.

Growing Enrollment at CSU by Field of Study	% Change in Enrollment
Undergraduate Level	
Computer and Information Sciences	19.9%
Psychology	15.9%
Architecture and Environmental Design	15.4%
Graduate Level	
Business and Management	47.5%
Computer and Information Sciences	38.6%
Library Science	32.7%

Growing Enrollment at UC by Field of Study	% Change in Enrollment
Undergraduate Level	
Public Administration	67.1%
Education	54.6%
Other Health Science	22.4%
Graduate Level	
Computer Science	44.5%
Public Health	22.9%
Business	16.1%

Declining Enrollment at CSU by Field of Study	% Change in Enrollment
Undergraduate Level	
Undeclared	-31.1%
Area Studies	-29.9%
Physical Science	-21.0%
Graduate Level	
Mathematics	-20.9%
Home Economics	-19.9%
Letters	-16.9%

Declining Enrollment at UC by Field of Study	% Change in Enrollment
Undergraduate Level	
Undeclared	-7.8%
Physical Sciences/Math	-5.8%
Arts & Humanities	-2.7%
Graduate Level	
Architecture	-12.2%
Arts & Humanities	-7.9%
Education	-3.0%

Note. The names of the fields of study are unique to each university system.

Sources: California State University, calstate.edu, 2023; University of California, ucop.edu, 2023.

Higher education has the unique opportunity to help students develop "durable skills."

It is important to note that enrollment is not the only indicator of the importance of a field of study. The Lumina Foundation recently called upon higher education to prepare students with "Durable Skills" that transcend fields of study, or skills that define human (as opposed to artificial intelligence) contributions and have critical importance in transforming the workforce and the workplace (Merisotis, 2023).

Durable Skills: In-Demand Skills that Define Human Contributions in the Workplace

Creativity
Leadership
Communication
Problem Solving
Collaboration
Quantitative Reasoning
DURABLE SKILLS
Critical Thinking
Negotiation
Teamwork

Source: Lumina Foundation, 2023

Alumni research findings demonstrate the positive impact of higher education on post-completion outcomes.

Strada Alumni Outcomes Survey results suggest that Bachelor's degree recipients who believed they developed key durable skills (e.g., critical thinking, problem solving, communication, teamwork) during college (n = 3,230) earned $8,700 more in their first year of work than peers who reported low levels of skills development (Torpey-Saboe, 2022). However, outcomes beyond completion varied by ethnicity and gender. For example, female alumni and Black alumni were less likely to experience post-completion benefits. These research findings point out the importance for higher education to not only focus on supporting students in their development of a strong skill set, but also develop targeted solutions to ensure post-completion success for ALL students.

Among bachelor's degree recipients:

72%
Feel education helped achieve their goals.

65%
Believe their education was worth the cost

72%
Employed full-time and earned at least $50,000 per year.

Source: Strada Outcomes Survey, 2022.

Experiential learning provides many long-term benefits for students.

The multi-year compact between the CSU and Governor Newsom called upon the CSU to support workforce preparedness by engaging students in authentic experiential learning opportunities such as undergraduate research, internships, and service learning to gain career-relevant knowledge and skills. This demand is supported by a Strada Education Network study demonstrating that university graduates who participated in paid internships during their undergraduate studies received higher paying jobs, believed their education was beneficial and worth the cost, felt satisfied with their jobs, and showed greater levels of knowledge and confidence (Torpey-Saboe, Leigh, Clayton, 2022).

A rapidly evolving labor market constantly requiring new skills calls for higher education to serve the growing needs of adult learners.

An analysis of over 125M social media profile records shows that adults who return to higher education, compared to those who do not, are 22% more likely to achieve upward mobility, and receive 150% greater average annual salary (Clochard, Hatton, Nitschke, Taska, Vankudre, 2022). Given the much larger adult learner population and the significant needs for workforce "retooling" (Figure 13; Fong, 2022), adult learners have become an increasingly critical student population. Institutions may need to shift their traditional offerings, and carefully consider factors such as career skills relevant to the labor market, majors for which degrees or certificates are particularly beneficial, and specialized support that cater to adult learners' needs (Clochard et al., 2022; Fong, 2022).

Among students with paid internships:

86%
"Education will help me achieve my goals."

77%
Confident in having the skill set needed to succeed in the job market.

62%
Good understanding of the job market and career opportunities related to field of study.

+$3,096
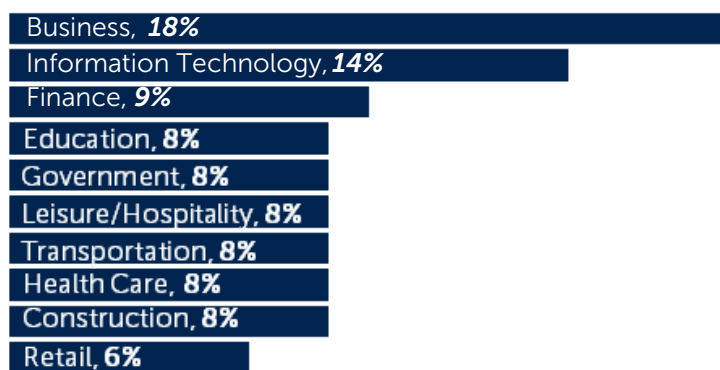Estimated increase in earnings associated with paid internship participation.

Source: Strada Outcomes Survey, 2022.

Figure 13. Traditional Higher Education Student Population vs. Adult Learner Population in USA (2022)
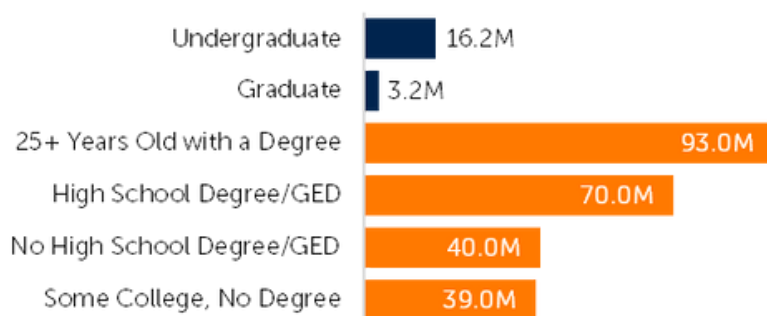
Source: NSC, from Fong (2022).

Many employees are considering changing their work field if they were to switch jobs.

A survey based on more than 11,000 responses conducted by Strada Education Network (2020) found that 35% of employees would consider changing their work field if they were to lose their jobs, and those considering changing fields are most interested in transitioning to information technology, finance, or business fields (e.g., human resources, consulting, communications; Figure 14). Furthermore, 62% indicated preference for non-degree and training options rather than degree programs, echoing the importance for higher education to proactively meet adult learners' needs.

Figure 14. Top Fields to Which Workers are Interested in Transitioning

Field	Percentage
Business	*18%*
Information Technology	*14%*
Finance	*9%*
Education	8%
Government	8%
Leisure/Hospitality	8%
Transportation	8%
Health Care	8%
Construction	8%
Retail	6%

Source: Strada, 2020

Points to Ponder

1. How should we improve our curricular and co-curricular offerings to help students develop the skills not only desired by the workforce but also important to their personal success?

2. How can CSUF better support the growing needs of the adult learner population? What community and industry partnerships would position our institution to become the first choice for "retooling"?
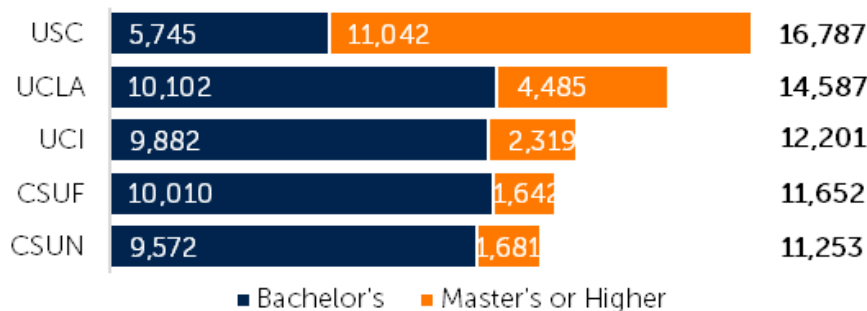
Economy & Labor Market

What are the status and outlook for **employment** opportunities?

More college graduates are being produced. In 2021, a total of 344,112 graduates within the service region received Associate's degree or higher, growing by 19% over the last five years (Lightcast, 2023).

Of the four-year universities within the service region, USC yielded the highest number of graduates, though 66% of them are at Master's level or higher. CSUF rivaled UCLA as the top institution to award Bachelor's degrees (Figure 15). About two-thirds of all CSUF graduates are employed in their fields of study (CSUF internal data, 2022).

Figure 15. Four-Year Universities within Service Region with the Greatest Number of Completions in 2021

	Bachelor's	Master's or Higher	Total
USC	5,745	11,042	16,787
UCLA	10,102	4,485	14,587
UCI	9,882	2,319	12,201
CSUF	10,010	1,642	11,652
CSUN	9,572	1,681	11,253

■ Bachelor's   ■ Master's or Higher

Source: Lightcast™ https://lightcast.io/, 2023.

Among the population aged 25-34 years, employment rate is the highest for those with a bachelor's degree or higher.

Data from National Center for Education Statistics or NCES (2022b) show that individuals with a college degree continue to experience better employment prospects compared to those without a college degree (Figure 16). In 2021, the employment rate was highest for those who received at least a Bachelor's degree (86%), followed by those who received some college education (75%). On the other hand, employment rate was at less than 70% for those with a high school diploma, and even lower for those with less than high school education. This points to the value of a college degree with respect to employability.

Figure 16. Employment Rates of 25- to 34-Year-Olds, by Educational Attainment: 2010 - 2021
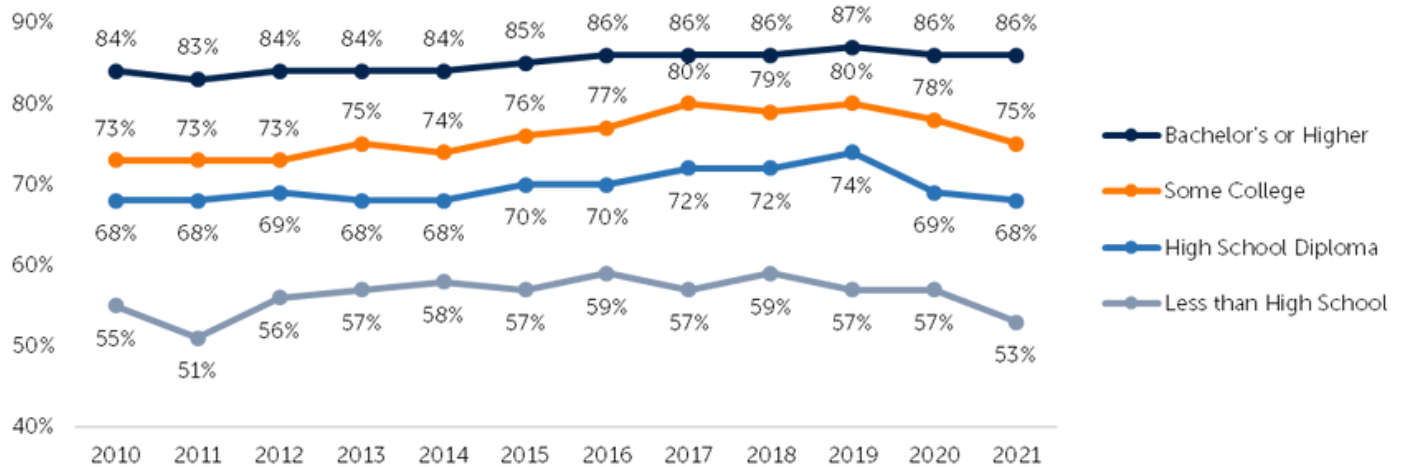

Source: NCES, 2022b.

Orange County has been able to recover from employment loss due to COVID-19.

State-mandated business closures as a result of the COVID-19 pandemic had led to a great number of unemployment, by around 269,000 in Orange County alone, within two months in 2020 (Figure 17). By the end of 2022, however, employment grew by around 288,400 workers, gaining an additional 19,400 employees compared to the pre-pandemic level of 1,683,400 workers. Education & Health Services industry experienced the greatest recovery, followed by Professional & Business Services (Figure 18).

Figure 17. Change in Employment in Orange County: February 2020 to December 2022
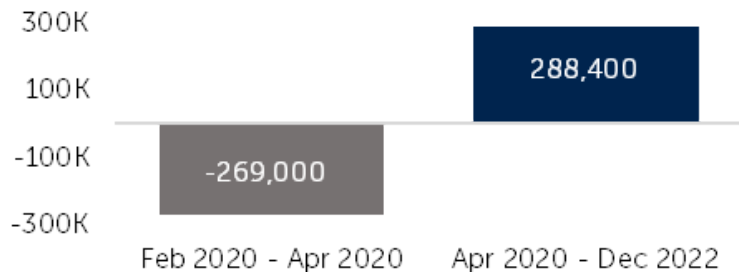
Source: Small Business Development Center, from Labor Market Information, from SBDC, 2023.

Figure 18. Orange County Employment Recovery between February 2020 and December 2022: Surplus in Jobs by Industry
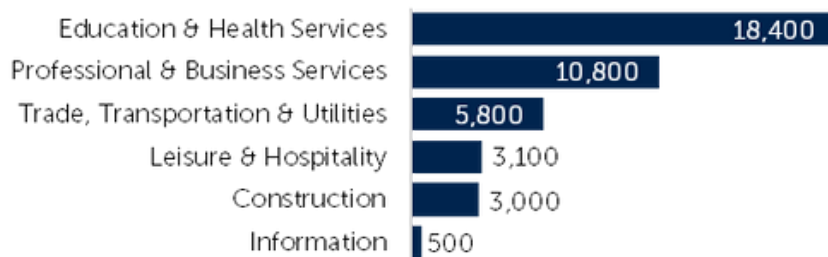
Source: Small Business Development Center, from Labor Market Information, from SBDC, 2023.

Workforce Demand Trends (Based on Job Postings) in the Past Year

The number of job postings (i.e., vacancies) in our service region has declined by one-third in the past year, between March 2022 and February 2023, signaling a cooling job market (Figure 19). The following data points provide an overview of the "top" trends for the 642,679 unique job postings (excluding staffing companies) during the same time period. Numbers indicate the frequency of unique job postings (Lightcast, 2023).

FAST FACTS*

642,679
UNIQUE POSTINGS

$78.2K
MEDIAN SALARY

26 DAYS
MEDIAN POSTING DURATION

Figure 19. Trends in Unique Job Postings: March 2022 to February 2023*

TOP IN-DEMAND SKILLS SOUGHT BY EMPLOYERS			
Mar. 2022-Feb. 2023			
SPECIALIZED SKILLS		COMMON SKILLS	
Marketing	86,760	Communications	310,383
Auditing	65,381	Management	237,849
Accounting	65,165	Leadership	174,902
Finance	63,617	Operations	154,732
Computer Science	58,121	Customer Service	138,497
Nursing	47,456	Planning	130,121
Data Analysis	42,458	Writing	126,746
Workflow Management	38,690	Problem Solving	124,135
Project Management	36,209	Sales	120,035
Process Improvement	34,284	Detail Oriented	117,558

TOP 10 COMPANIES HIRING	
Mar. 2022-Feb. 2023	
COMPANY	POSTINGS
Boeing	9,832
University of California	8,558
Northrop Grumman	8,408
Elevance Health	8,130
Cedars-Sinai	7,215
Disney	5,758
Deloitte	5,323
Providence	4,893
California State University	4,420
Amazon	4,412

TOP 10 POSTED OCCUPATIONS	
Mar. 2022-Feb. 2023	
OCCUPATION	POSTINGS
Registered Nurse	23,885
Software Developer/Engineer	18,986
Project Manager	12,189
Business Development/Sales Manager	10,952
Sales Representative	10,933
Operations Manager/Supervisor	10,161
Accountant	9,298
Computer Systems Engineer/Architect	8,651
Office/Administrative Assistant	8,545
Human Resources/Labor Relations Specialist	8,429

TOP 10 CITIES HIRING	
Mar. 2022-Feb. 2023	
CITY	POSTINGS
Los Angeles	183,942
Irvine	54,074
Long Beach	16,326
El Segundo	13,654
Riverside	13,361
Pasadena	13,350
Anaheim	13,076
Santa Monica	12,459
Orange	12,327
Costa Mesa	11,651

*Source: Lightcast™ https://lightcast.io/, 2023.

The number of filled jobs in our service region is projected to continue to grow into 2027.

Despite the setback caused by the pandemic, the number of filled jobs increased by 2.2% between 2017 and 2022 from 9.1 million jobs to 9.3 million jobs (Figure 20). This growth was a little less than the national growth of 2.4%, but the projection (Lighcast, 2022) suggests the region is on its way to recovery from the impact of COVID-19 on employment. Furthermore, more jobs are expected to be filled, increasing by another 7% between 2022 to 2027.

Points to Ponder

1. How can CSUF partner with employees to help build a "college to career" pathway for our students?

2. How do we better equip our graduates with the in-demand skills to help them prepare for the workforce?

Figure 20. Job Trends and Projections in Service Region: 2017 to 2027

TOP 5 GROWING INDUSTRIES	
INDUSTRY	**CHANGE IN JOBS (2017-2022)**
Transportation & Warehousing	121,191
Health Care & Social Assistance	120,600
Professional, Scientific, & Technical Services	44,839
Administrative & Support & Waste Mgmt.	33,538
Educational Services	24,557

TOP 5 GROWING OCCUPATIONS	
OCCUPATION	**CHANGE IN JOBS (2017-2022)**
Management	121,946
Healthcare Support	104,600
Business & Financial Operations	83,171
Transportation & Material Moving	79,150
Healthcare Practitioners & Technical	49,219

Source: Lightcast™ https://lightcast.io/, 2023.

Technology and Policy

How might current **technological and policy issues** inform the future of higher education?

The cost of higher education is playing a greater role in how potential students and families select colleges.

According to a 2018 statewide survey conducted by the Public Policy Institute of California's (PPIC), 90% of Californians agreed that higher education is valuable. A more recent PPIC survey indicated that while parents (73%) want their children to obtain a four-year college degree, the majority of them are greatly concerned about the affordability of college education (Baldassare, 2022; EAB, 2023). Relatedly, in the post-pandemic era, more students choose to forego college and enter the workforce (Motley, 2022). As such, how to balance accessibility, affordability, and quality is an important question facing higher education, particularly public institutions.

The competitive landscape of higher education has expanded to the online space.

Growing price sensitivity of prospective college students has made online learning an attractive choice for many. This calls for greater flexibility and innovation in order for higher education institutions to draw in various students that are not in their traditional "pipeline". For example, in an effort to reach a wider network of non-traditional learners, Arizona State University (ASU) partnered with YouTube and Crash Course to offer open and low-cost online credit-bearing courses that are available via YouTube (D'Agostino, 2023). The newly opened ASU California Center in Los Angeles offers flexible online classes in addition to in-person choices, aiming to attract students by offering accessible and affordable education options (Waiss, 2022).

High quality online learning experiences could help foster equity, inclusion and accessibility, particularly for underrepresented students.

Students from underrepresented groups who may be uncomfortable in in-person environments may feel more comfortable in virtual settings, increasing their likelihood of participating in and contributing to discussions (Motley, 2002b). Abundant anecdotal observations at CSUF also indicate greater participation of underrepresented students in virtual office hours and student services. While online learning experiences could be an effective vehicle to promote equity, inclusion and accessibility, such experiences must be of high quality. As such, providing adequate support to faculty in areas related to equitable and inclusive online teaching and learning is critical.
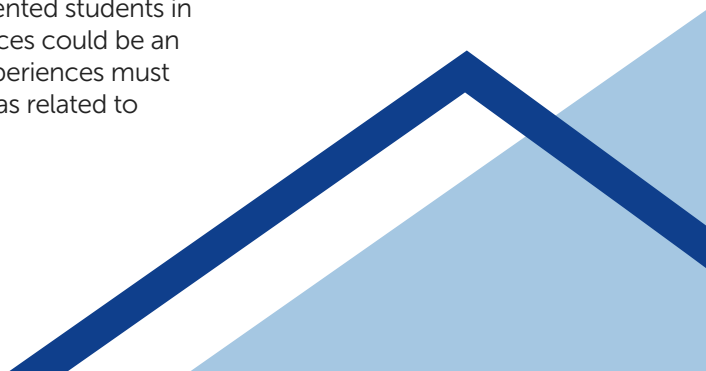
In addition to students, there is increased pressure for institutions to offer remote working options.

The COVID-19 pandemic served as an impetus for putting in place an infrastructure allowing for remote work. Employees have found that remote work has various benefits, including higher productivity and better work-life balance (Orr & Savage, 2021). As a result, in addition to the pressure to offer more online classes, higher education institutions are also facing the challenge of retaining faculty and staff who seek greater flexibility in their teaching and/or working environment (Bichsel, Fuesting, & McCormack, 2021).

ChatGPT as an opportunity for higher education

Chatbots have played an important role during the pandemic in fostering a sense of belonging, connecting students to their colleges, and contributing to student retention (Motley, 2022a; Viano, 2023). The latest AI-powered chatbot, ChatGPT, however, has led some to view it as a serious threat to education whereas others see it as an opportunity for change. Perhaps one way to look at it – borrowing the words of Dr. Jason Wingard, President of Temple University – is that "… ChatGPT is more hype than harm—and it might even offer some help." Institutions could utilize this opportunity to push for a curriculum refresh to ensure our graduates have the needed skills to adapt to any changes, including the rise of artificial intelligence.

Points to Ponder

1. How do we balance online and in-person learning to meet student demand and at the same time, ensure the quality of online teaching and learning?

2. How can we take advantage of technology to enhance accessibility and affordability, strengthen students' connection to the university, promote equity and inclusion, and facilitate innovation at the institution level?

Governor's commitment and support for higher education in California

Despite California's $22 billion budget shortfall, Governor Newsom's new budget proposal released in January 2023 includes a 5% base funding increase ($227.3 million) for 2023-24 with the caveat that CSU will be committed to increasing enrollment, improving timely graduation, eliminating equity gaps, and helping students successfully enter the workforce.

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