



Graduation Initiative 2025 Metrics Report

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www.csusb.edu/gi2025

Executive Summary

The following were the goals set for CSUSB.

- 1) Increase four-year graduation rate for first-year students (i.e., freshmen) to 30% ✓
- 2) Increase six-year graduation rate for first-year students (i.e., freshmen) to 62% ✓
- 3) Increase two-year graduation rate for transfer students to 45% ✓
- 4) Increase four-year graduation rate for transfer students to 83% ✓
- 5) Eliminate equity gaps 🚨

- CSUSB reached the highest four- and six-year graduation rate for its first-year, full-time students.
- The lowest four-year graduation rate was found for Hispanic and male first-year, full-time students; the lowest six-year graduation rate was found for African American and male first-year, full-time students.
- Equity gaps diminished to 1% for URM/non-URM and Pell/non-Pell first-year, full-time students.
- Equity gaps for first-generation/non-first-generation (8%) and female/male (3%) first-year, full-time students continue to be substantial.
- CSUSB also reached the highest two- and four-year graduation rate for its overall transfer students.
- The lowest two-year graduation rate was found for Asian and two or more races transfer students; the lowest four-year graduation rate was found for African American and Asian transfer students.
- Equity gaps reversed. URM (2%), Pell (3%), and first-generation (2%) transfer students had higher four-year graduation rate than non-URM, non-Pell, and non-first-generation.
- Equity gap persisted where female transfer students had a higher (3%) four-year graduation rate than male students.
- Recommendation includes a focus on men of color for both first-year and transfer students.

Action Taken in 2017-18

Under CSUSB's comprehensive framework which brings together five major areas of action: progressive pedagogy, rapid data analytics, informed enrollment management, nurturing student engagement and advising, and transparent policies and procedures, Academic Affairs accomplished the following activities in 2017-18 to support students' timely graduation.

- Expanded Supplemental Instruction and student mentoring programs targeting tutoring for high DFWI courses.
- Promoted proactive advising for undeclared, probation, 2- and 4-year pledge, super seniors, honors, EOP, and SAIL students.
- Began cohort based proactive advising for first time first-year, transfer, super seniors through quarterly campaigns by the Graduation and Retention Specialists.
- Several departments in SBS have also engaged in strategic course redesign to reduce bottlenecks and improve upon student success rates in the College.
- The JHBC Student Success Center launched a Student Ambassador Program. These Ambassadors help students gain structural support in terms of college resources and career events.
- Providing resources like academic tutoring, teaching assistance, academic advising, Faculty advising, Peer advising, etc.
- The JHBC Professional Writing Office has averaged a 72% utilization rate for the 2017-2018 academic year.
- A number of CNS courses began taking advantage of SI support in 2016-17 or earlier, and continued or expanded the number of sections served in 2017-18.
- The instructor of HSCI 441 (Nutritional Biochemistry) provided extra review sessions each week to help the students integrate their understanding of biochemical pathways. In virtually all Chemistry courses faculty hold "study sessions" for students either before exams, weekly, or multiple times per week.
- There was a significant increased BIOL 100 and 223 seats by expanding Saturday offerings.
- These efforts consisted mainly of increasing the capacity of one of the two lectures by finding a larger classroom and by increasing the numbers of labs (and hiring more TAs) from 14 in Fall 2016 to 17 in Fall 2017.
- SBS faculty, particularly in programs offering online courses, have created virtual student communities and support programs to promote student success.
- All departments in SBS work in close partnership with our professional advising team to offer "intrusive advising" in order to help meet Graduate Initiative 2025 goals.
- All SBS departments (particularly larger departments) have increased outreach to students, adopted requirements that students attend group advising sessions, the development of informational sessions, and the assignment of students to individual faculty for advising with regard to specific content areas, graduate school, and careers.

Student Affairs similarly accomplished activities that were designed to improve timely graduation.

- The Division of Student Affairs worked closely with Math and English department chairs, the new Dean of Undergraduate Studies and the former Interim AVP/Dean of Undergraduate Studies to implement the Coyote First Step (CFS) 2017 summer program while also working with the CFS 2018 Core Team to adapt CFS 2018 to reflect new and evolving CSU Early Start Executive Order guidelines. The Summer 2017 program, per the external Cobblestone annual evaluation, resulted in 89% of 1,136 student participants reducing the number of developmental courses needed to be deemed CSU GE-ready by at least one course.
- In support of Student Success, Dr. Satterlund co-chaired the Student Success Initiative, with Dr. Craig Seal, Dean of Undergraduate Studies to ensure a student-majority committee provided oversight to the 2017-2018 funding of \$3 million in student-fee funded projects and services related to Advising, Career Services and Student Engagement. Funds supported numerous projects across campus including college-based advising initiatives, the Palm Desert Student Success Center, the annual “Know Your SSI Fee” Fair, undergraduate and graduate research, and the 2018 Social Justice Summit (csusb.edu/ssi).
- Institutional Research and the Office of the Registrar collaborated in order for IR to integrate the undergraduate degree audit data within a reporting system that is easily accessible to end users. End users can identify batches and cohorts of students based on criteria such as high unit students, students who have missed one or two quarters but are within two to three classes of degree completion, students whose degree completions hinge on courses graded “incomplete”, etc. The options are limitless. With the autonomy to identify targeted student populations, the Graduation & Retention Specialists and Professional Academic Advisors have successfully launched a number of campaigns to move students toward graduation. Due to their efforts, the Fall 2014 FTF cohort has filed graduation checks for a four-year degree completion at a rate of 5.4% greater than the Fall 2013 FTF cohort. Additionally, summer 2018 senior enrollment has seen an increase of 13% compared with summer 2017. The Office of the Registrar has also collaborated with Administrative Computing & Business Intelligence in developing online processes that will streamline the student experience when submitting Graduation Checks and Change of Majors. Workflow rules are built into these processes to connect students with Professional Advisors for meaningful conversations that keep students moving toward a timely graduation.
- The Task Force on African American Student Recruitment and Retention works directly to meet the goals of Graduation Initiative 2025 to eliminate achievement gaps between historically underrepresented students and their peers. The Task Force on African American Recruitment and Retention was charged in fall 2017 to conduct a thorough review and analysis of current recruitment and retention programs, services, and initiatives for African American students; Identify and implement current best practices that would serve to increase the African American student recruitment, enrollment,

persistence, and graduation rates and to identify community and regional-based organizations to develop and implement collaborative partnerships for the purpose of creating an affinity for higher education and establishing pipelines and pathways for recruiting, enrolling, retaining, and graduating African American students. Co-Chaired by the Vice President for Student Affairs and the Provost and Vice President for Academic Affairs, the Task Force met throughout the year, engaged stakeholders, and presented their findings and recommendations to the VPSA and Provost in June 2018.

- In May, the University hosted an Associate's Degree Transfer Summit whereby eleven local community colleges were invited to participate in conversations related to increasing the number of students who transfer to CSUSB with an ADT. These partnerships are designed to help transfer students more easily gain access to CSUSB and graduate in two years.
- The Office of the Registrar has partnered with Advising and Academic Services to identify students within two quarters of graduation to assist with their enrollment and subsequent graduation. In collaboration with the College of Extended Learning, the Office of Financial Aid and Scholarships has awarded aid to students on track to graduate this summer and fall 2018.
- The Associate Vice President for Student Success and Educational Equity serves on the GI 2025 Steering Committee as the liaison to the Division of Student Affairs. She also chairs the Division of Student Affairs Q2S Advising Task Force to ensure staff in the division are informed about the progress of the conversion and the role they play in guiding prospective and current students through this process.
- The Department of Housing and Residential Education collaborated with Human Resources and the Office of Student Engagement to re-position an SSPIII assignment into a Student Success Specialist position to serve on the CARE Team and support CSUSB students facing both Housing and Food Insecurity. Dr. Satterlund chaired the GI2025 subcommittee on Nurturing Student Engagement, Advising and Wellness (NSEAW). These areas have been identified as contributors to the enhancement of the academic experience, bolstering student coping and resiliency and improving retention and graduation rates. The GI2025 NSEAW subcommittee conducted a Commuter Student Survey (n=3,000) and a CSUSB-wide Think Tank for Pathways to enhance student engagement and launched a wellness website hub for students (www.csusb.edu/be-well-yoties).
- The Commuter Student website, which was informed by the Commuter Student Survey findings, provides a one-stop website for resources targeted to this student population. Infused through the offerings are ways for commuter students to become more engagement through various campus activities. The Office of Student Engagement hosted several commuter student-focused programs to meet students' specific needs and interests.
- The Office of Student Engagement convened a campus Think Tank to develop a framework of Pathways to Student Engagement. The resulting pathways are parallel and complementary to the academic major roadmaps. With further consultation and

alignment in 18/19, the goal is to use the tool for professional advising, mentoring conversations and as part of SOAR/First Year Experience and other transition programs.

- Recreation & Wellness, Counseling & Psychological Services and the Student Health Center collaborated to expand wellness awareness, knowledge and activities across campus. They implemented the holistic Dimensions of Wellness model and presented it to various student populations as well as marketing the Be Well Yoties websites and campus programs, services and outreach activities that are geared towards education and support. These activities help enhance coping skills, help seeking behavior and resiliency.

First-Year Students Results

Goal 1 sets the four-year graduation rate target at 30% for first-year, full-time students (i.e., first-time, full-time freshmen). This goal is the steepest and most difficult to achieve because historical four-year graduation rate for CSUSB first-year students has been below 10% for many years until six years ago. The current challenge CSUSB is facing is the ability to sustain an increase each year until 30% is reached by the last cohort of Fall 2021 expected to graduate in 2025. Thus far, Figure 1 below shows the latest Fall 2014 cohort exceeded the predicted rate of 16% and reached 19% which is the highest four-year graduation rate in CSUSB's history. From this result, it appears we are on track in achieving this goal. To maintain this positive trend, the next Fall 2015 cohort should reach at least 18% by the end of summer 2019.

Goal 2 specifies the six-year graduation rate target for first-year, full-time student at 62% by the Fall 2019 cohort who arrives this coming fall quarter. So far, the latest cohort of Fall 2012 surpassed the predicted rate of 53% and reached 57% which is also the highest six-year graduation rate at CSUSB. The next cohort of Fall 2013 is anticipated to stay above the 55% mark if we were to stay on track by 2025.

Figure 1.

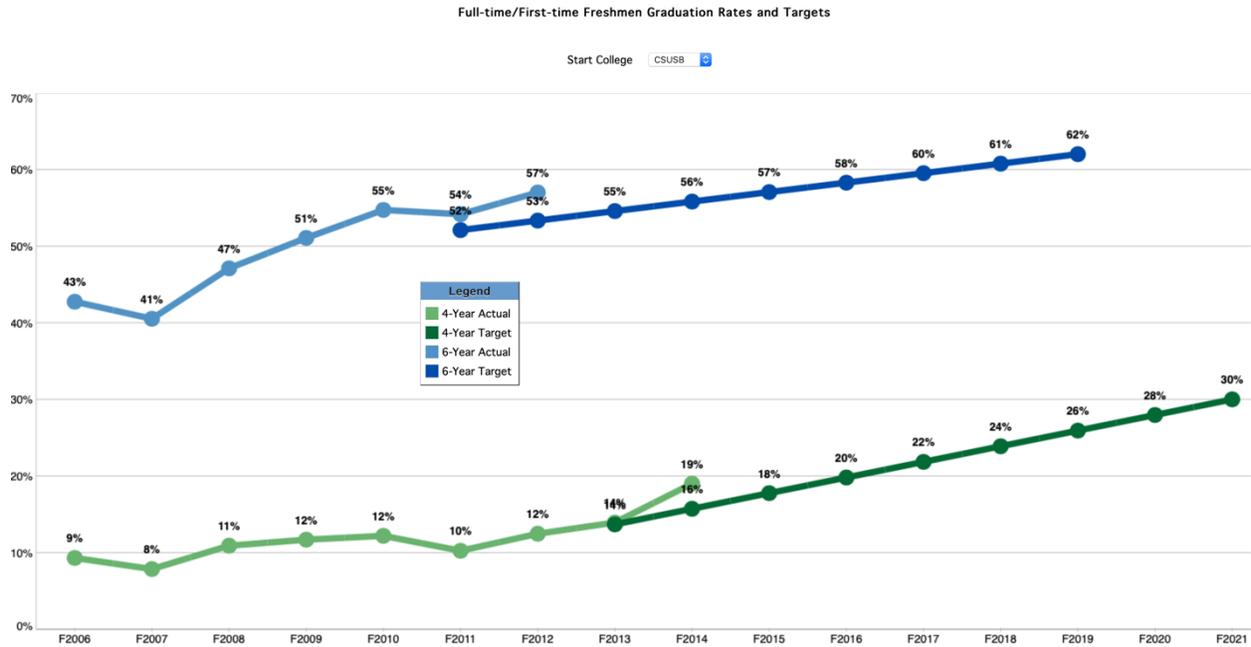


Table 1 below highlights the two, lowest four- and six-year graduation rates for first-year, full-time students. Hispanic and male students from the Fall 2014 cohort had the lowest four-year graduation rate while African American and male students from the Fall 2012 cohort had the lowest six-year graduation rate. Caution is recommended when interpreting very small cohorts of students especially for Native American and Native Hawaiian/Pacific Island students.

Table 1.

First-Time Full-Time Graduation Rate	Four Years		Six Years	
	Cohort Size	Fall 2014	Cohort Size	Fall 2012
All	2654	19%	2391	57%
African American	128	20%	153	49%
Asian	172	19%	140	59%
Hispanic/Latino	1832	16%	1642	56%
Native American	4	0%	2	100%
Native Hawaiian/Pacific	8	25%	7	57%
White	261	28%	273	62%
Two or More Races	59	20%	60	55%
Pell	1782	17%	1644	56%
Non-Pell	872	23%	747	59%
First Gen	2087	17%	1899	55%
Non-First Gen	522	24%	442	63%
Female	1604	21%	1481	58%
Male	1050	15%	910	55%

Transfers

The GI2025 definition of a transfer student is a new sophomore, junior, or senior student transferring from a California Community College. This excludes out-of-state students and those coming in as new, transfer freshmen. According to Goal 3, the two-year graduation rate goal for new transfer students is 45% by 2025. In Figure 2, results show that the latest cohort of Fall 2016 surpassed its predicted rate of 33% and reached 40% which is the highest two-year graduation rate for transfers at CSUSB.

Goal 4 refers to the four-year graduation rate of transfer students which was set at 83% by 2025. The latest cohort of Fall 2014 also exceeded our expectations of 76% and reached 79% which is also the highest achieved.

Figure 2.

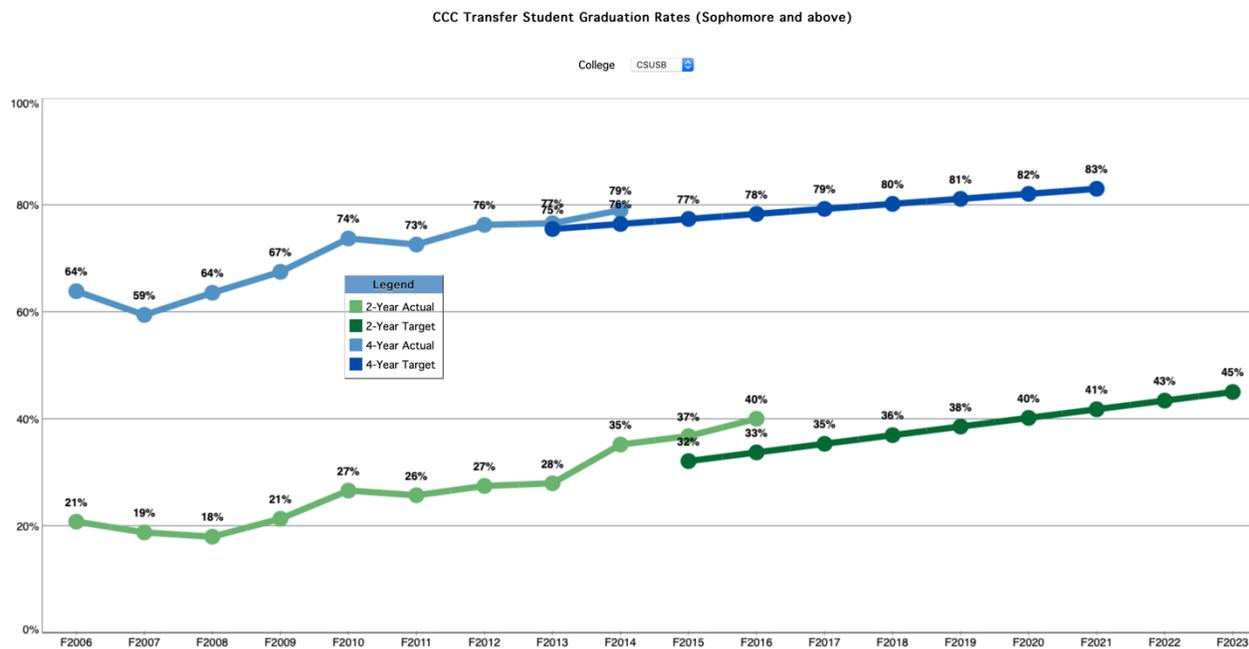


Table 2 highlights below the two, lowest rate for two- and four-year graduation rate of transfer students. Transfer students who are Asian and two or more races had the lowest two-year graduation rate from the Fall 2016 cohort. African American and Asian students had the lowest four-year graduation rate from the Fall 2014 cohort of transfer students. Again, caution is recommended when interpreting very small cohorts of students especially for Native American and Native Hawaiian/Pacific Island students.

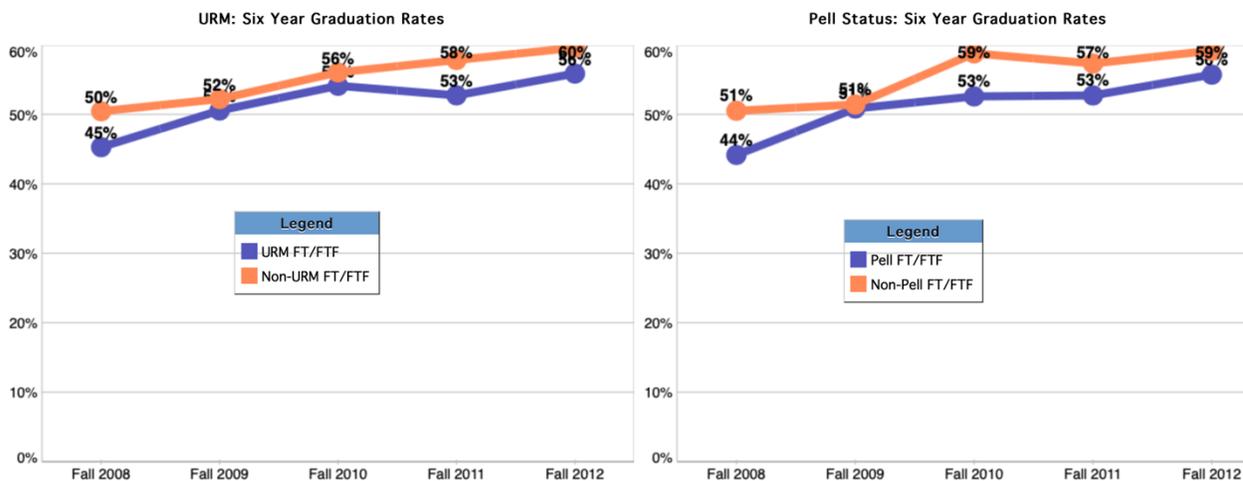
Table 2.

Transfer Students Graduation Rate	Two Years		Four Years	
	Cohort Size	Fall 2016	Cohort Size	Fall 2014
All	2387	40%	2138	79%
African American	148	43%	137	71%
Asian	115	32%	90	76%
Hispanic/Latino	1414	41%	1140	81%
Native American	10	60%	5	100%
Native Hawaiian/Pacific	8	38%	5	100%
White	409	39%	496	79%
Two or More Races	63	37%	52	77%
Pell	1586	39%	1411	80%
Non-Pell	801	40%	727	77%
First Gen	1746	41%	1600	79%
Non-First Gen	456	40%	476	79%
Female	1427	41%	1347	80%
Male	960	38%	791	77%

Equity Gaps in Graduation Rate

GI2025 at the Chancellor’s Office designates a gap of 3% and over as requiring attention. For underrepresented (URM) and Pell students who started at CSUSB as first-year, full-time students, Figure 3 shows a diminished equity gap of 1% for the latest cohort of Fall 2012 for URM and Pell students compared to last year’s cohort of a 5% gap for URM/non-URM and a 4% gap between Pell/non-Pell students.

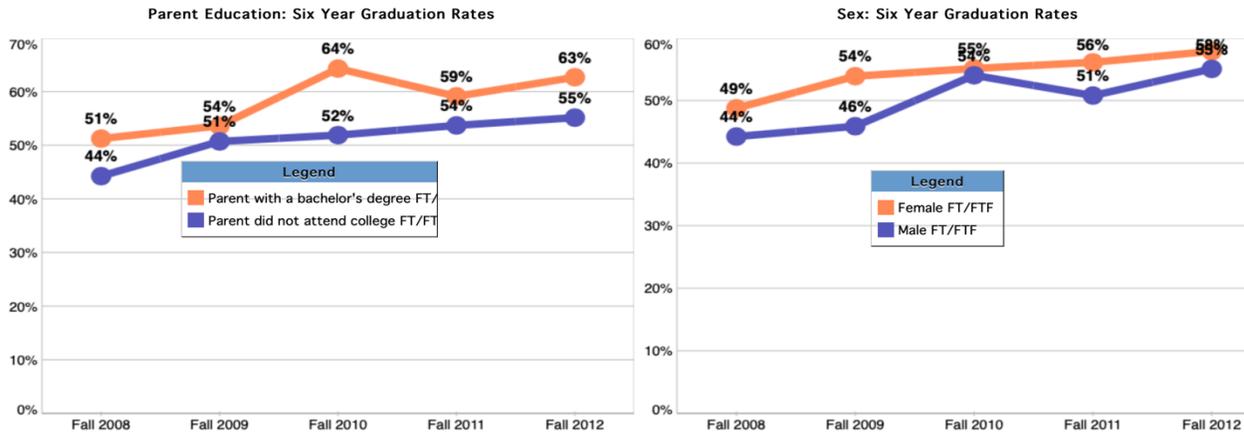
Figure 3.



In addition to equity gaps for URM and Pell students, CSUSB identified in the Strategic Plan two other student groups to monitor shown in Figure 4 which are for first-generation/non-first-generation students and female/male first-year, full-time students. For the latest Fall 2012 cohorts, the equity gap between first-generation and non-first-generation widened to 8%

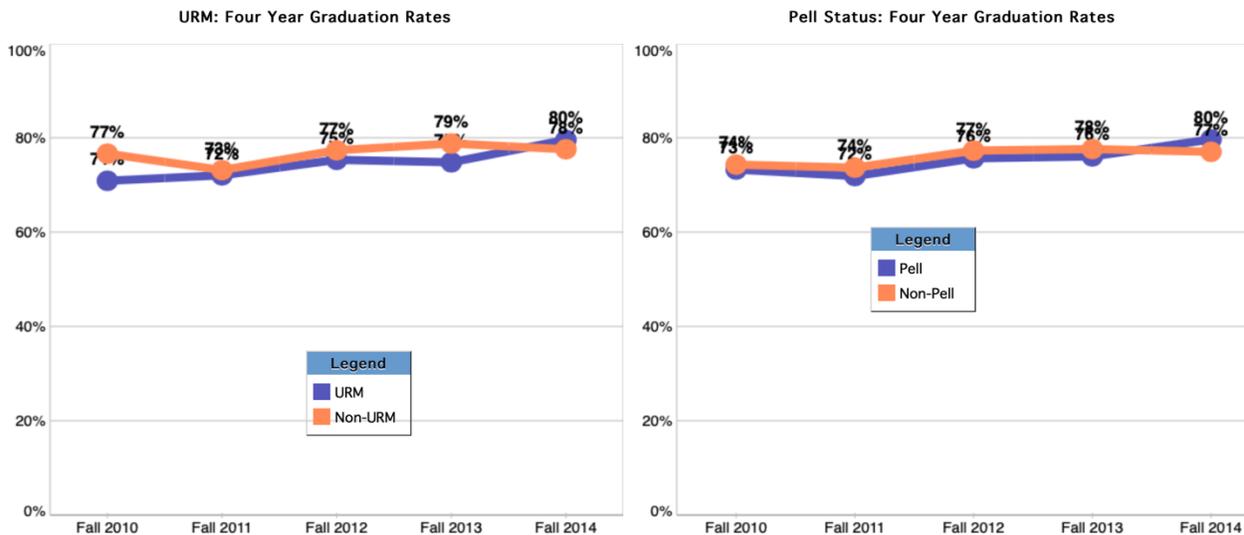
compared a 5% gap for the previous cohort. On the other hand, the gap between male and female students decreased to a 3% gap for the latest cohort compared to a 5% gap for the previous cohort.

Figure 4.



Equity gaps for transfer students were much less pronounced. Figure 5 shows that the gaps were reversed. URM students were 2% higher than non-URM students with the latest cohort while non-URM students in last year's cohort were 4% higher than URM students in their four-year graduation rate. Pell students were also 3% higher than non-Pell students in their four-year graduation rate for the latest cohort whereas non-Pell students were 2% higher than Pell students in their four-year graduation rate for last year's cohort.

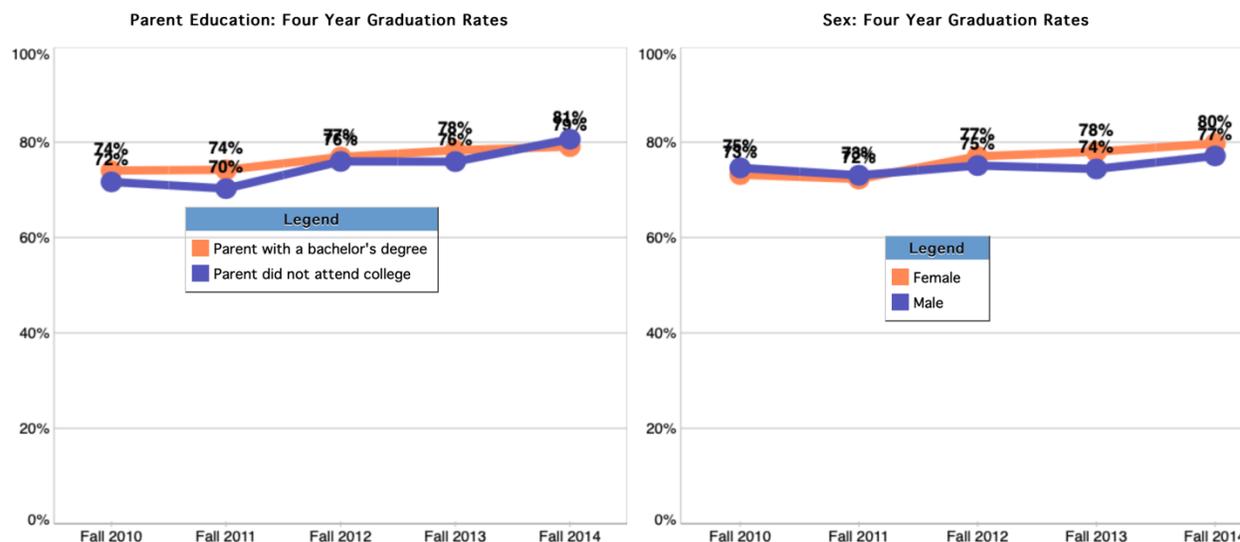
Figure 5.



In Figure 6, first-generation transfer students were also 2% higher in four-year graduation rate than non-first-generation students for the latest cohort compared to last year's cohort where non-first-generation students were 2% higher than first-generation students. For the latest cohort,

female students were 3% higher in their four-year graduation rate than male students. The gap for last year's cohort was 4%.

Figure 6.



In summary, first-year students appear to be on track in their four- and six-year graduation rates. However, Hispanic and male first-year students had the lowest four-year graduation rate and African American and male first-year students had the lowest six-year graduation rate. While equity gaps diminished for URM/non-URM and Pell/non-Pell first-year students, gaps were pronounced for first-generation/non-first-generation students and female/male students. Transfer students two- and four-year graduation rates also appear to be on track. However, Asian and two or more races transfer students had the lowest two-year graduation rate and African American and Asian transfer students had the lowest four-year graduation rate. Equity gaps reversed for URM/non-URM, Pell/non-Pell, and first-generation/non-first-generation but the 3% gap exists for female/male students.

Recommendations

Last year's GI2025 report described that interventions could be focused specifically on three factors previously identified as highly correlated with timely graduation. Those factors are unit load attempted, on-track unit accumulation, and cumulative grade point average (GPA). The report indicated that equity gaps were salient during students' first term and first year on campus. Equity gaps in unit load attempted, accumulation of on-track units, and cumulative GPA were particularly salient for African American, Hispanic, Native American students as well as Pell, first-generation, and male students, and thus, delaying graduation. These recommendations from last year remain relevant today.

In this current report, while progress has been made in equity gaps, a more practical approach this year is to focus perhaps on men of color for both first-year and transfer students. This particular student group cuts across students of color who may need advisors, mentors, and peer support to assist them in laying out their graduation trajectory particularly in areas of unit load

attempted, on-track unit accumulation, and cumulative grade point average (GPA). The implementation of recommendations from the Task Force on African American Students and Task Force on Native American students, and the role of Student Affairs (clubs, organizations, living/learning community, events) would provide the support for students who need it the most.