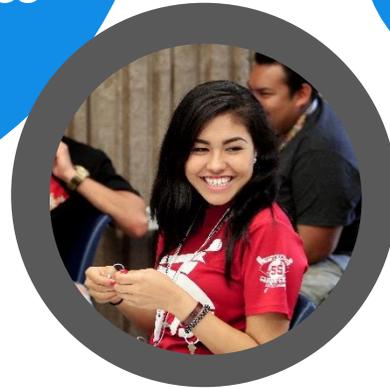
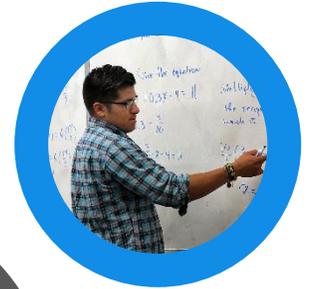


Data Impact Session

*Breaking Down Graduation
Initiative 2025 Metrics*

October 06 2017



IR Staff

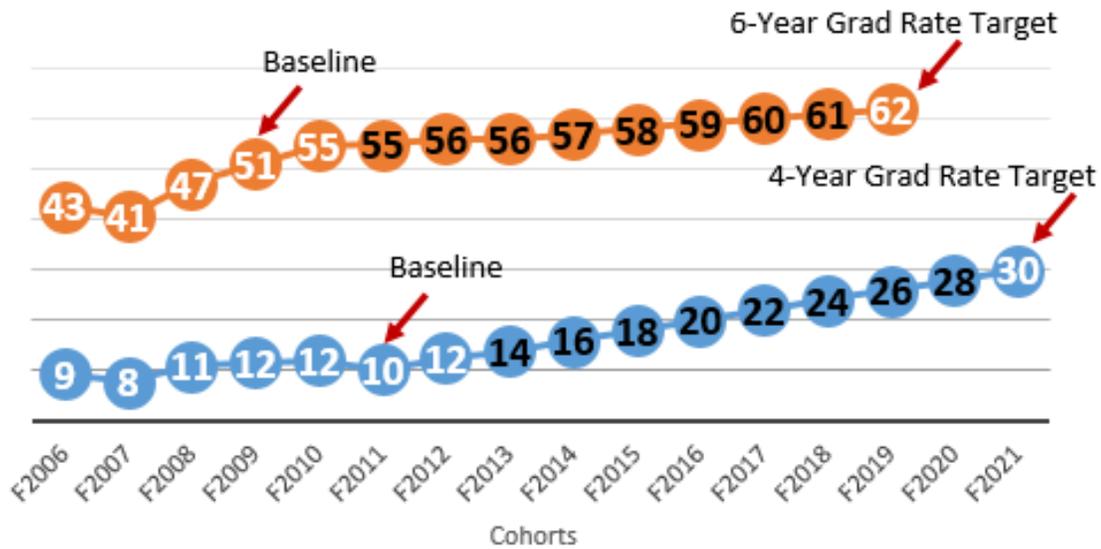
- AVP for Institutional Effectiveness and Director of IR
 - Muriel Lopez-Wagner
- Assistant Director
 - Tanner Carollo
- Institutional Effectiveness Associate
 - Joanna Oxendine
- Research Analyst
 - Akira Kanatsu
- Research Technicians
 - Mariela Monge & Andrew Montgomery
- Administrative Support Coordinator
 - Monica Villarruel

Graduation Initiative (GI) 2025

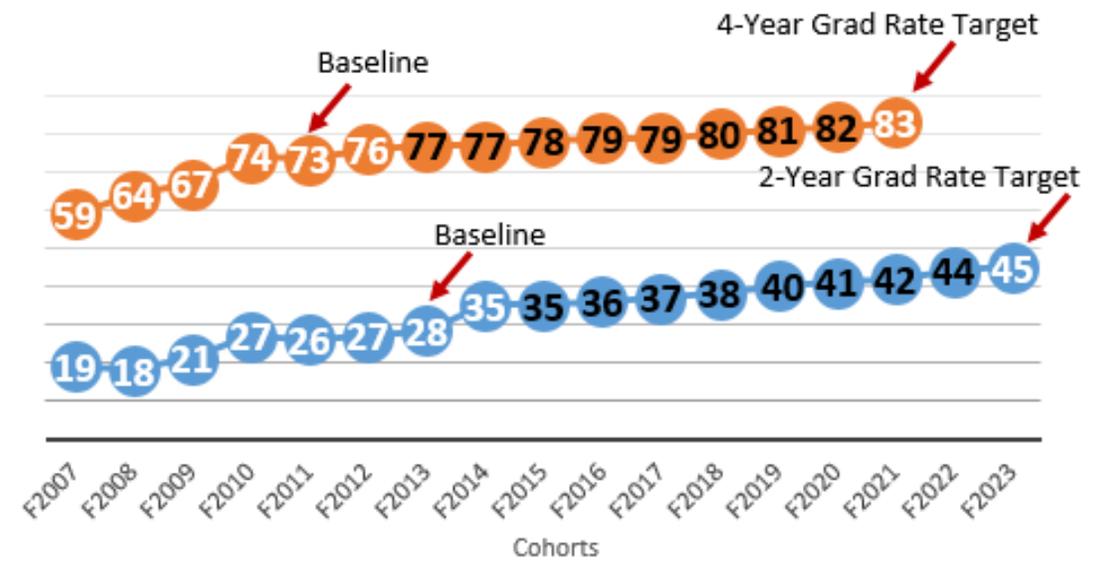
“Graduation Initiative 2025 is California State University’s ambitious initiative to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps. Through this initiative the CSU will ensure that all students have the opportunity to graduate in a timely manner according to their personal goals, positively impacting their future and producing the graduates needed to power California and the nation.” (Chancellor’s Office GI 2025 Website)

GI 2025 CSUSB Targets

First-time Full Time Freshmen



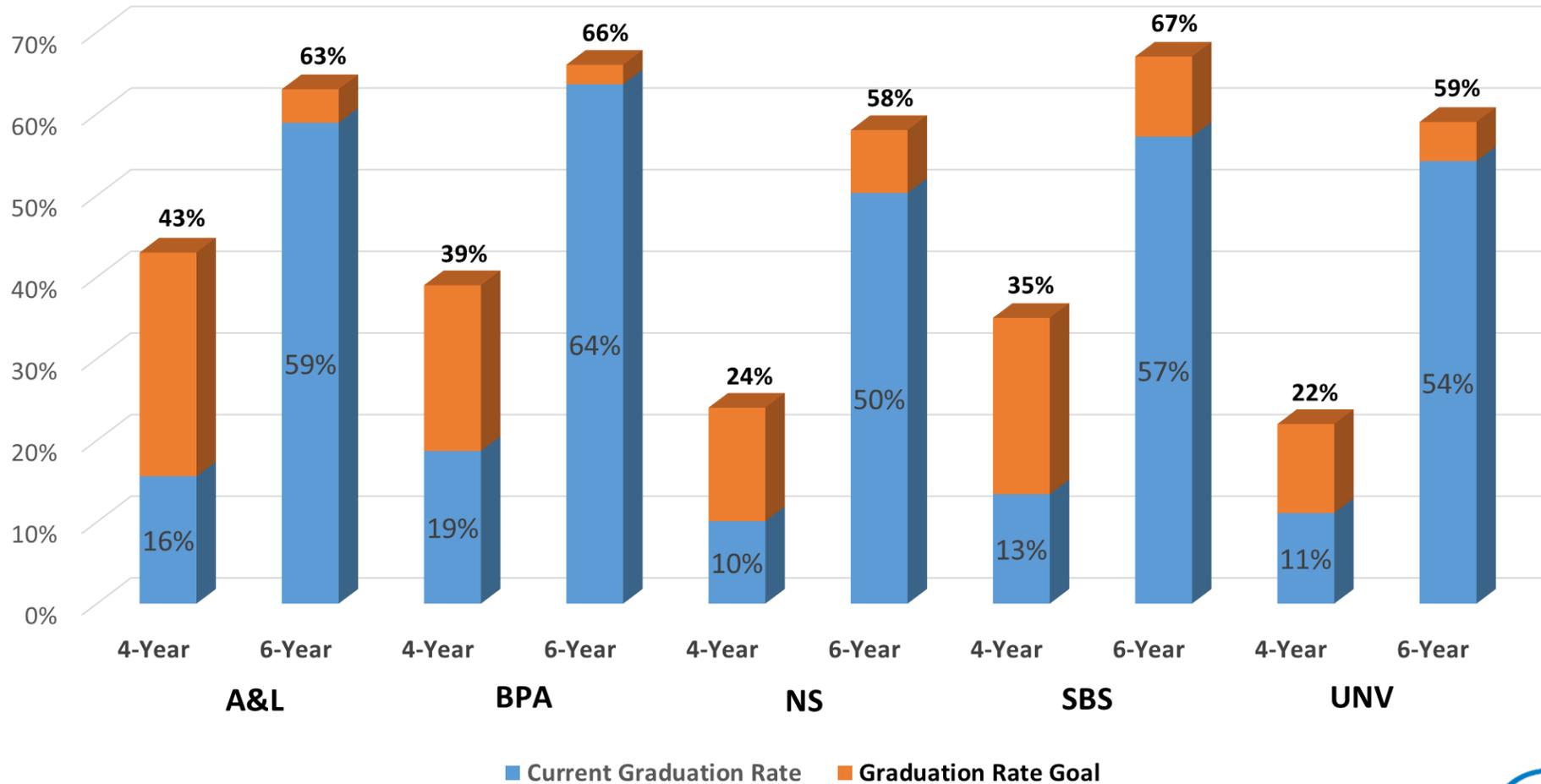
Transfer Students*



*GI 2025 definition = transfer students at Sophomore or above level from California Community Colleges

GI 2025 CSUSB College Targets

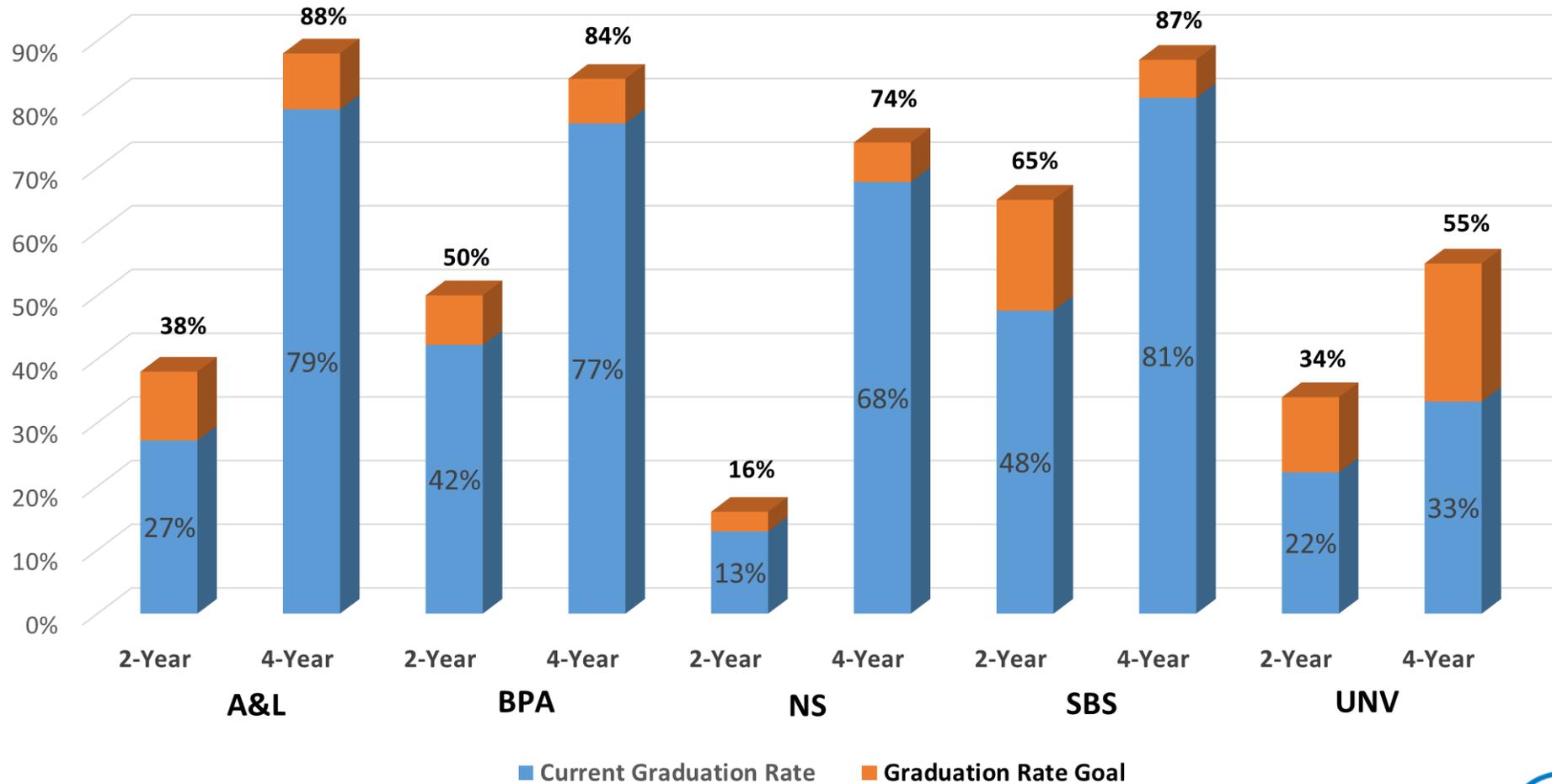
First-time Full Time Freshmen



*College of Education dropped from analysis due to very small incoming cohorts; most of their student population are graduate students.

GI 2025 CSUSB College Targets

Transfer Students



*College of Education dropped from analysis due to very small incoming cohorts; most of their student population are graduate students.

GI 2025 CSUSB Goals & Strategies

Goals	Strategies
<p>Long-Term</p> <ul style="list-style-type: none"> • Advising • Enrollment management • Remediation in Math 	<p>Long-Term</p> <ul style="list-style-type: none"> • Hiring retention and graduation specialists • Expand number of online and hybrid courses to fulfill demand for bottleneck courses • Offer developmental coursework in summer for freshmen prior to first semester at CSUSB
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising • Campus planning and organizing to foster a culture of student success • General support services • Success in low completion rate courses 	<p>Short-Term</p> <ul style="list-style-type: none"> • Intrusive advising by means of contacting students and offering assistance • Provide more campus employment • Offer supplemental instruction • Provide the colleges support to utilize funds effectively/ efficiently to ensure timely graduation

Key Metrics



Retention

Unit load



Terms to Degree

Supplemental Instruction

Metrics

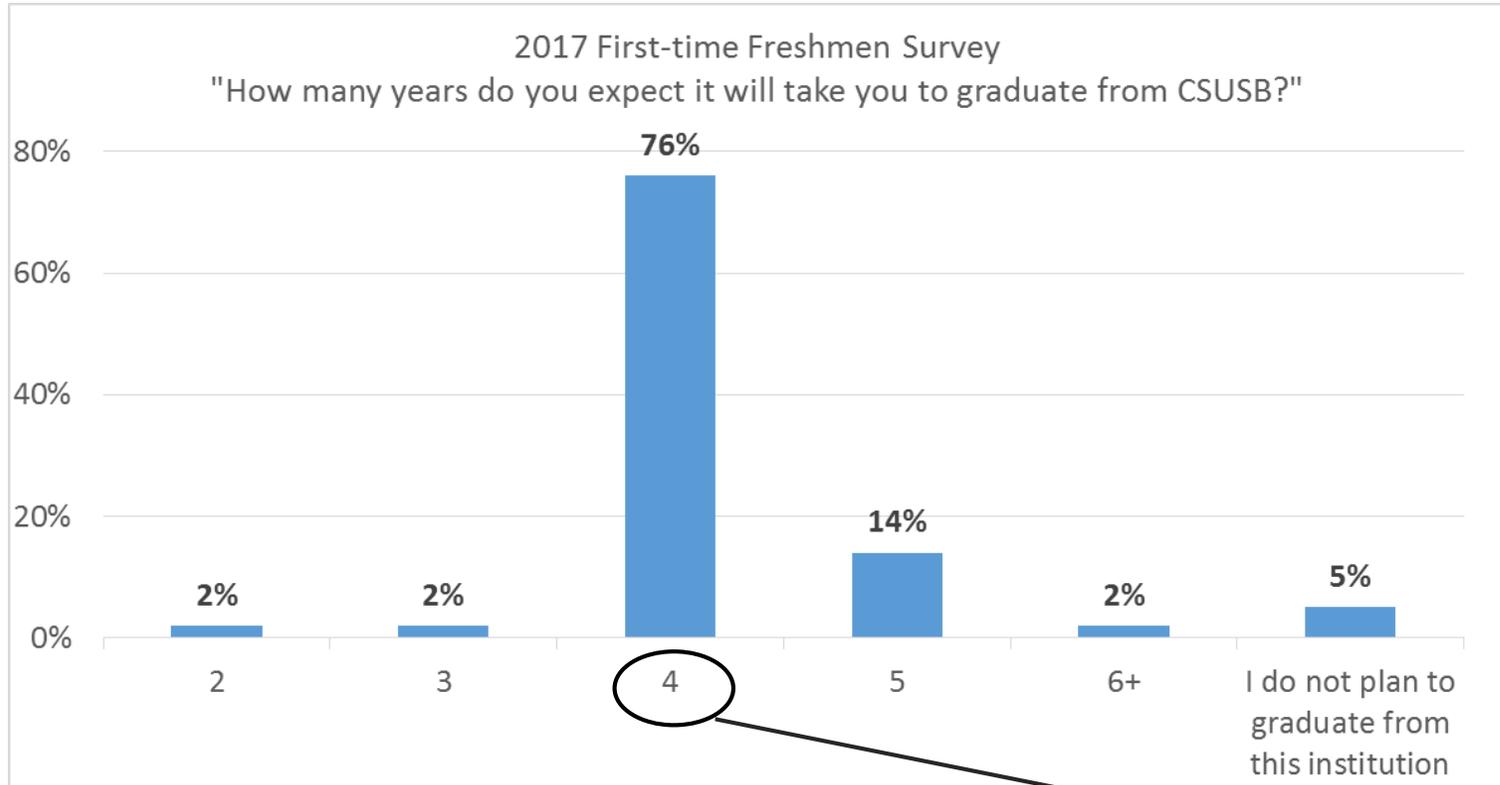
- [Golden Four completed end of 2nd year](#)
- [Grad check by start of senior year](#)
- [15 units each term Units towards a degree\(on track, retention\)](#)
- [Utilize summer classes to catch up](#)
- Intention to graduate
- 4-Year and 2 Year Pledge
- Minimize change in major
- [Utilize Supplemental Instruction](#)
- [Declaring a major start of 2nd year](#)

- [% of upper division students taking lower division GE](#)
- [DFWI rates for courses](#)
- [Repeats](#)
- [# Course offerings](#)
- [# Faculty and students](#)

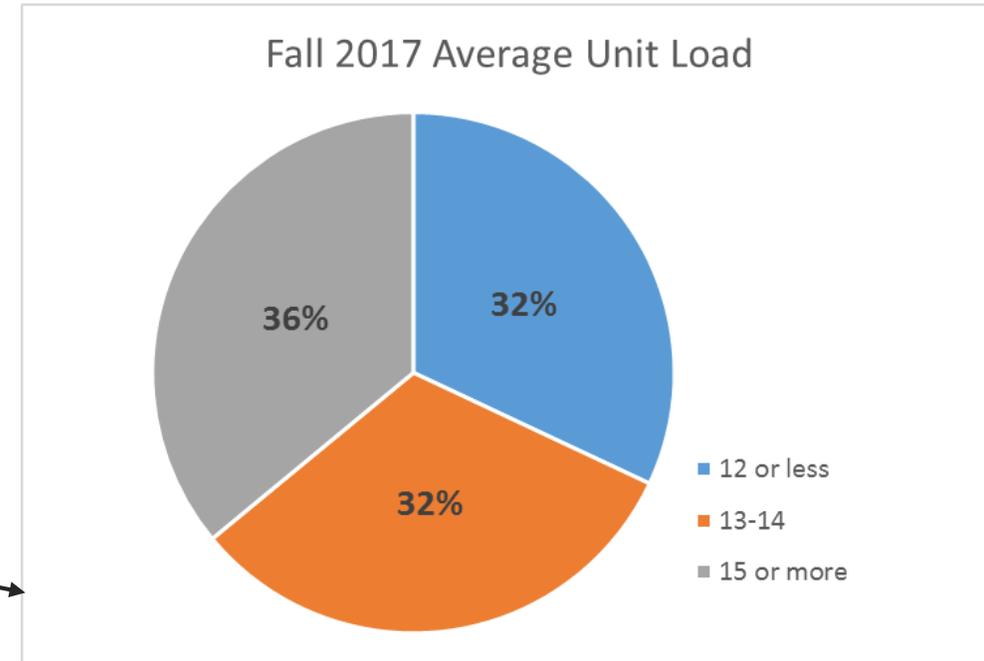
Other Resources

- [GI 2025 Website](#)
- [Chancellor's Office Student Success dashboard](#)

Intent vs Action: Time-to-Degree



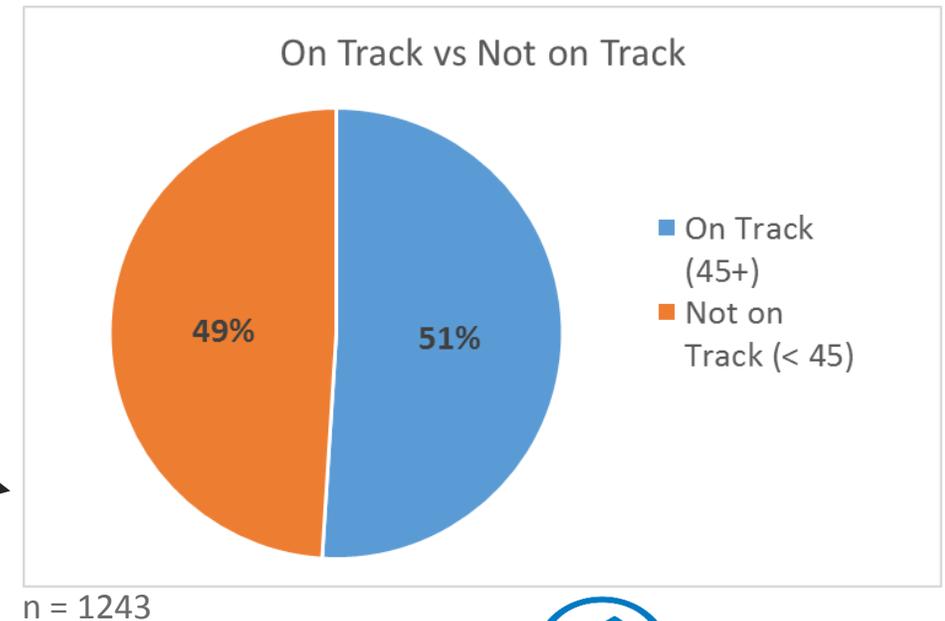
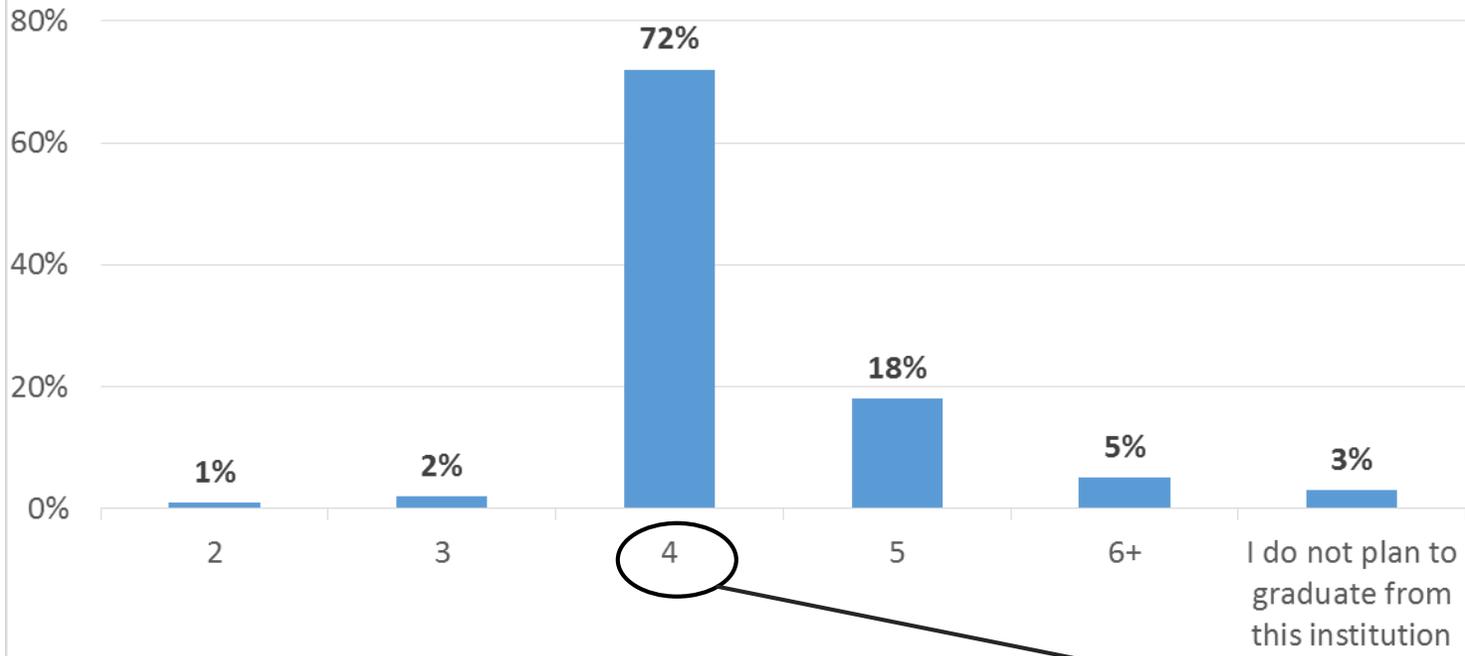
n = 1074



n = 750

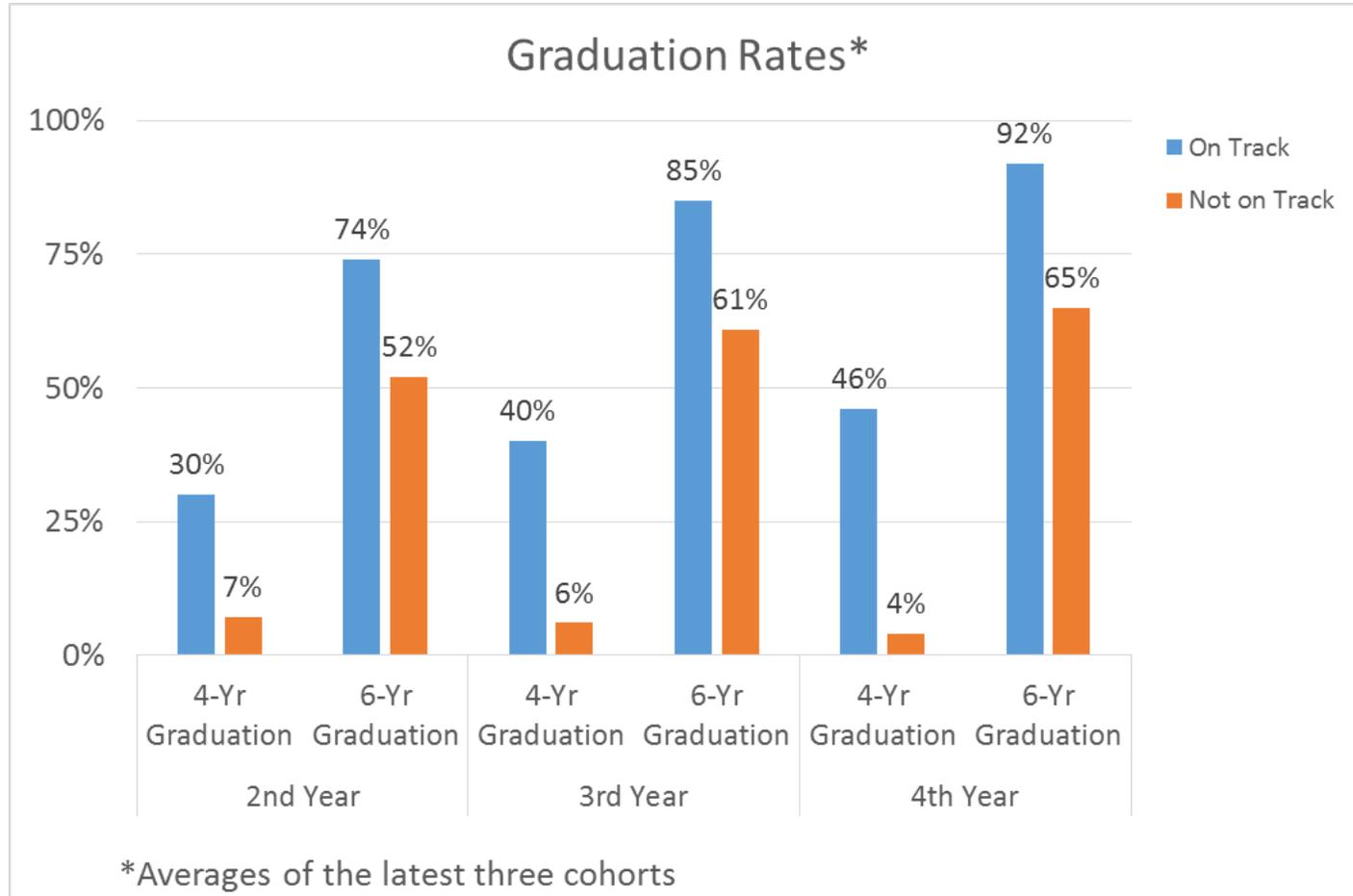
Intent vs Action: Time-to-Degree

2016 First-time Freshmen Survey
"How many years do you expect it will take you to graduate from CSUSB?"



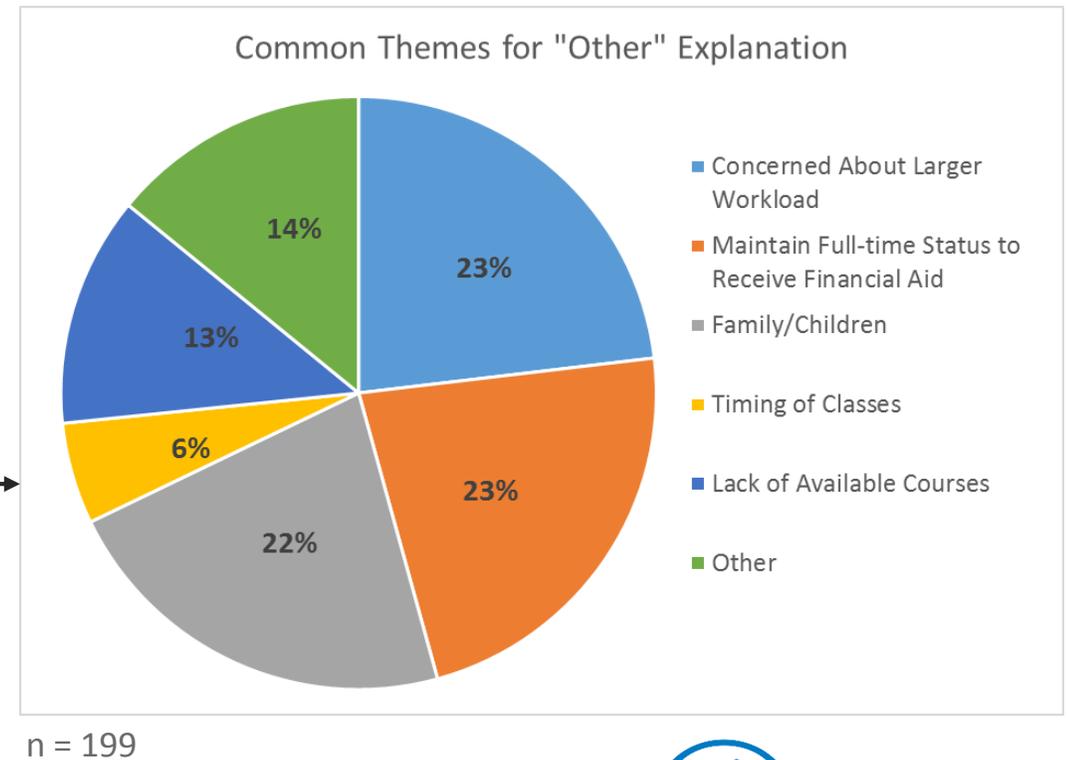
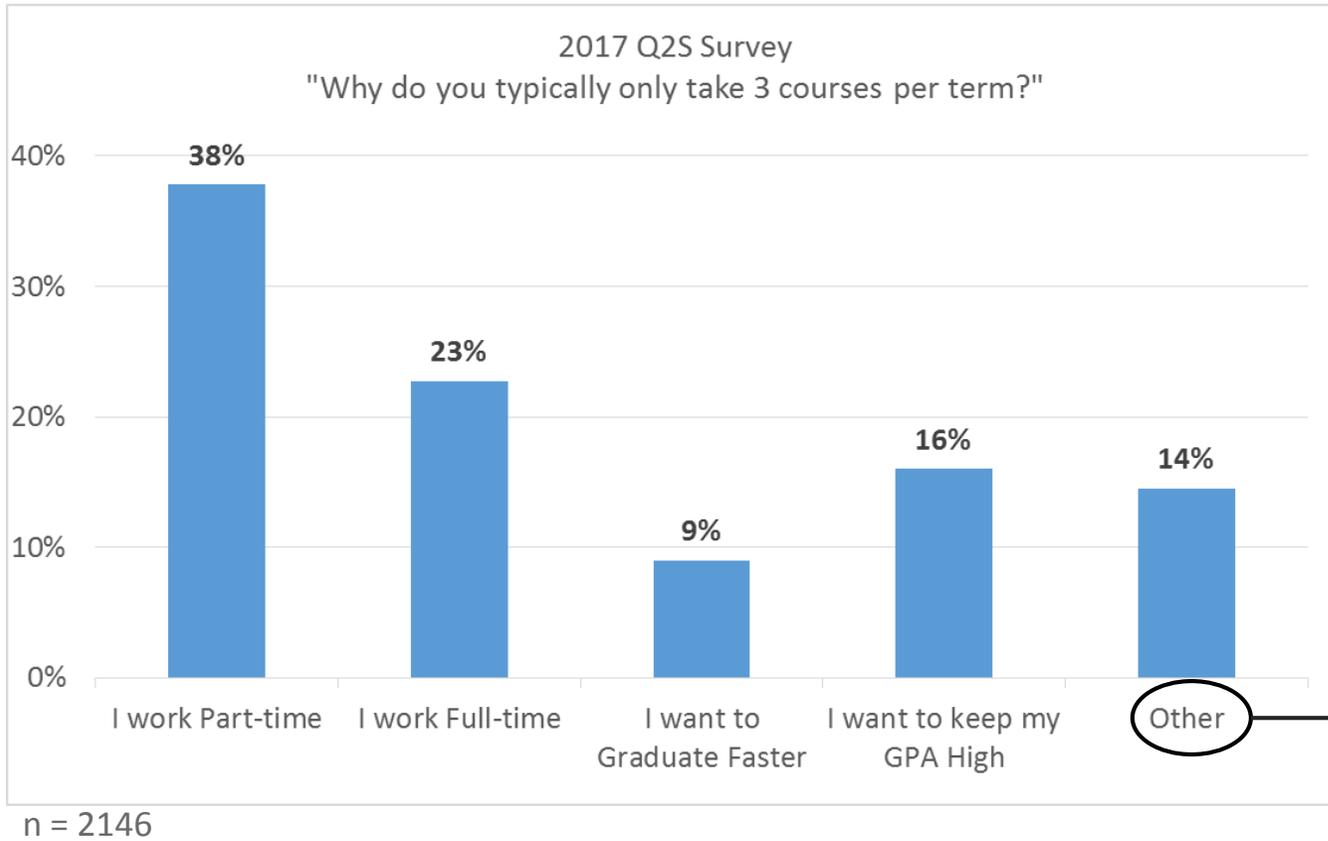
*Only 3% of "Not on Track" students took courses during the Summer.

FTF On Track vs Not on Track

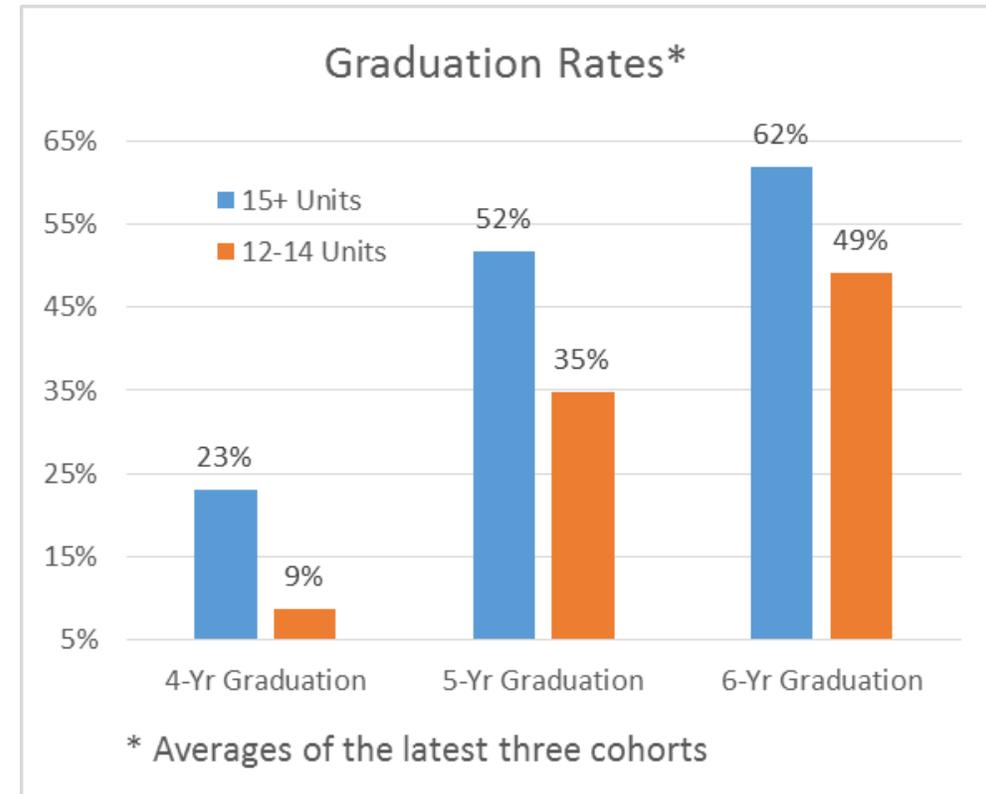
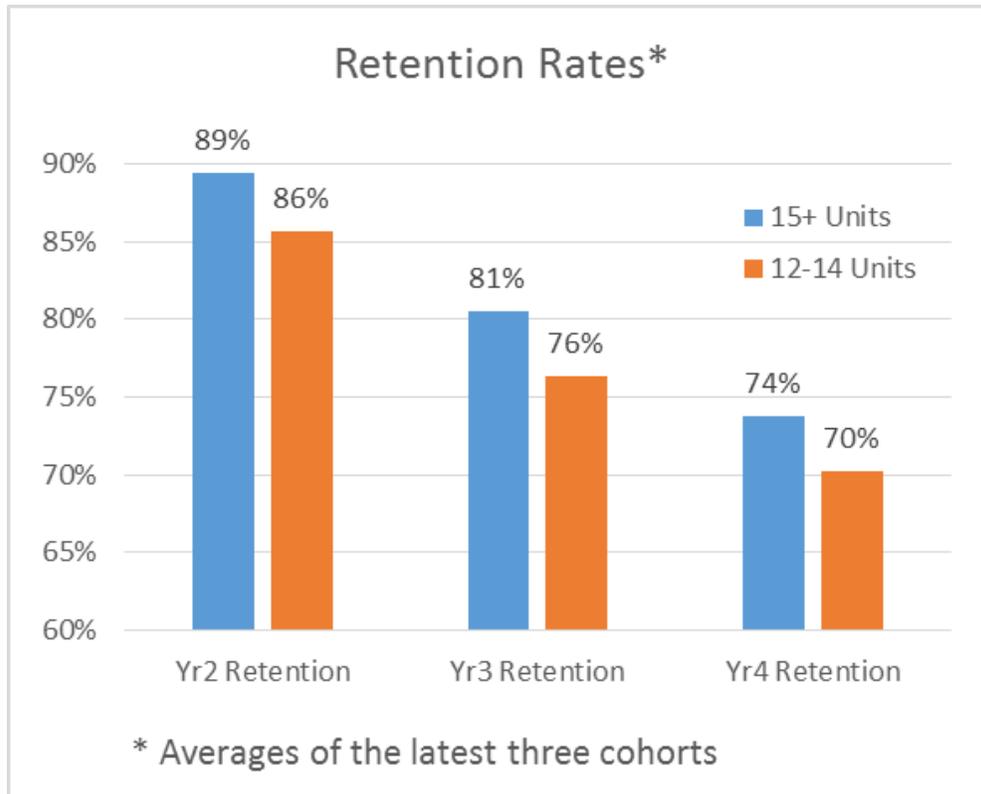


	2nd Year	3rd Year	4th Year
on track	45+	90+	135+
not on track	< 45	< 90	< 135

Why are students only taking 12 units?



FTF with 15+ and 12-14 First Term Units



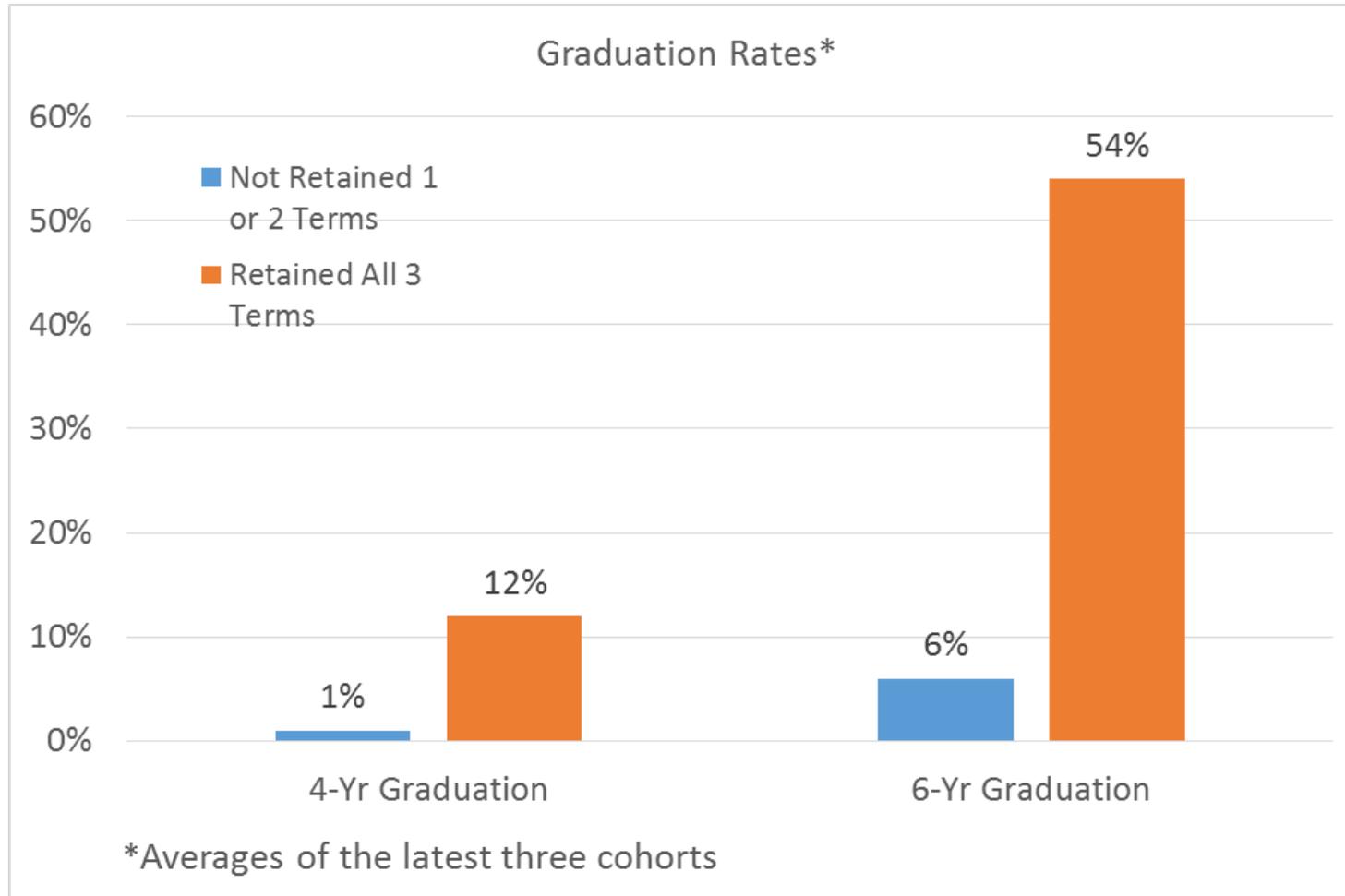
High School GPA, SAT Scores and First Term Course Performance*

	HS GPA	SAT	Average 1st Term DFWI Counts	Average 1st Term GPA
15+ Units	3.31	916.0	0.4002399	2.97
Select 15+ Units**	3.19	836.8	0.5	2.77
12-14 Units	3.19	835.0	0.4	2.71

*Averages of Fall 2014-2016 cohorts

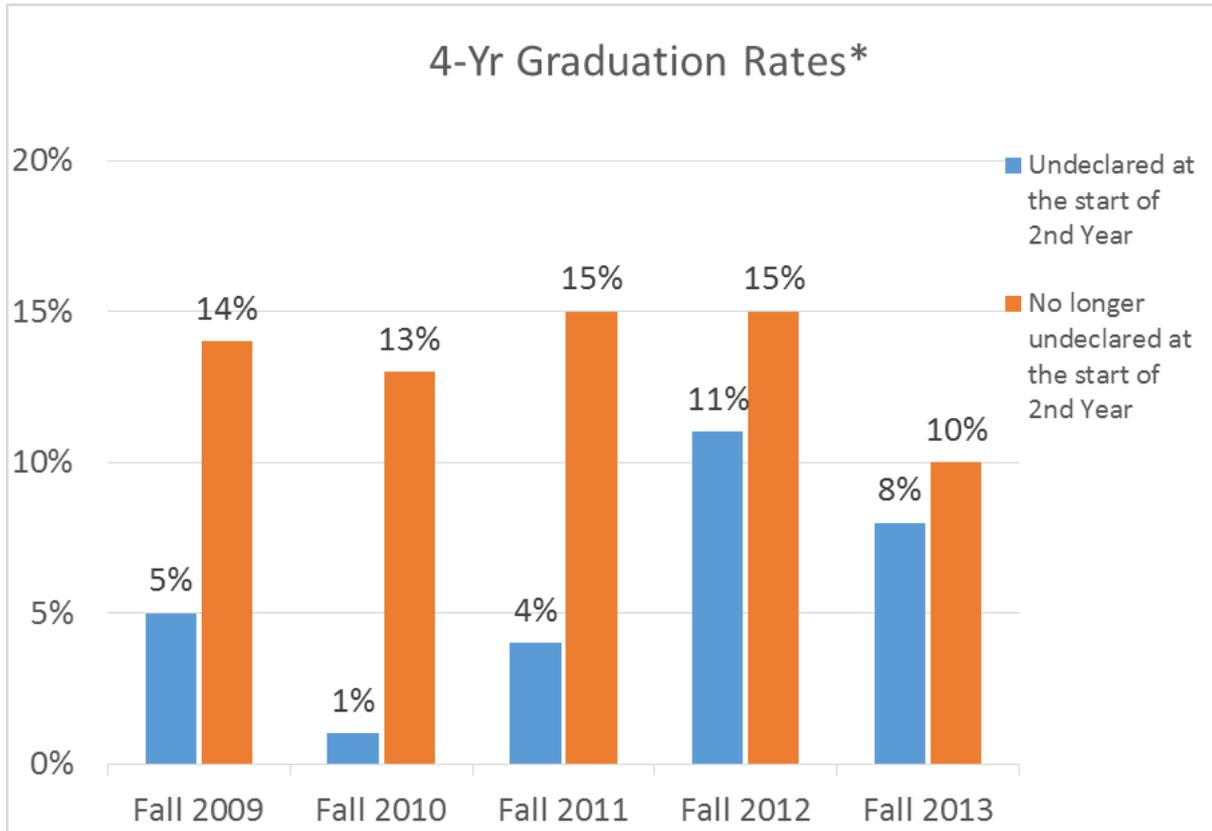
**FTF with 15 or more attempted units and similar HS GPA and SAT scores as FTF with 12-14 attempted units

FTF: First Year Quarterly Retention



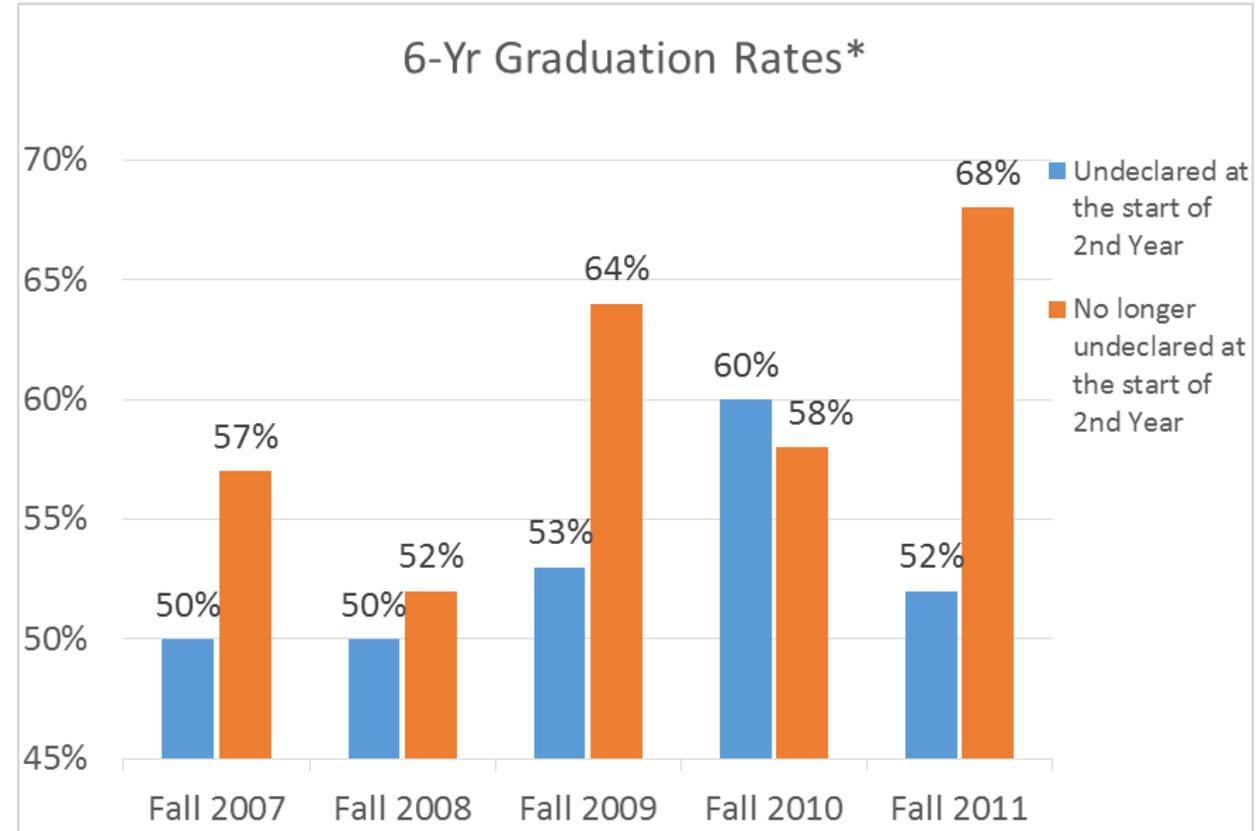
FTF: Undeclared Major

4-Yr Graduation Rates*



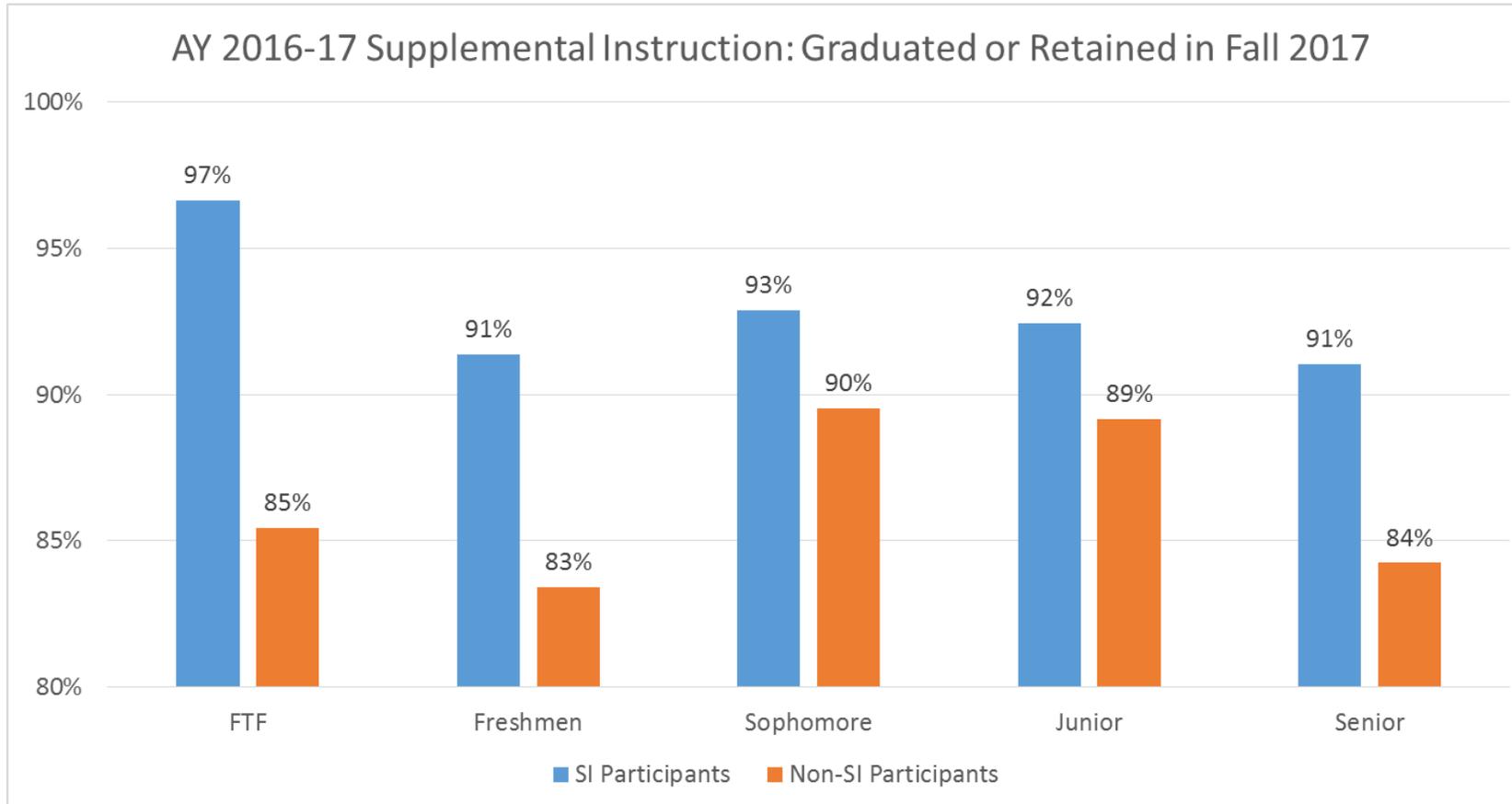
*Preliminary data for Fall 2013 cohort.

6-Yr Graduation Rates*



*Preliminary data for Fall 2011 cohort.

Supplemental Instruction



SI Participants = 880; Non-SI Participants = 5753

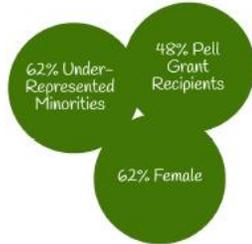
Utilizing Summer Courses

Did You Know



300 Fall 2012 first-time freshmen graduated in four years?

Demographics



Pre-Collegiate



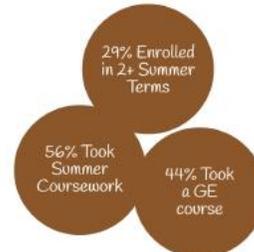
First Term



Start of Second Year



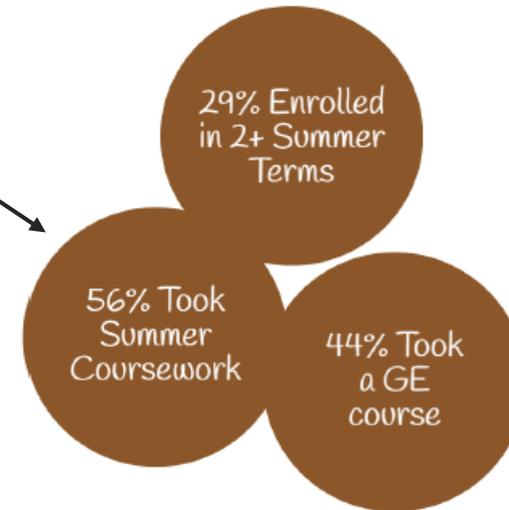
Summer Courses



Graduation



Summer Courses



Golden Four Completion

Did You Know

Completion of the Golden Four during the first year enhances 4 year graduation rate?

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO
Institutional Research

Golden Four completion during the first year for F2011 & F2012 first year cohorts	Graduation Rate in 4 Years
All four courses	17%
Three of the four	12%
Two of the four	7%
One of the four	5%
None of the four	1%

What is the Golden Four?
The Golden Four are foundational general education courses required by the CSU for all students. The four areas are Critical Thinking, Mathematics/Quantitative Reasoning, Oral Communication, and Written Communication. Students select one course under each area to fulfill the requirement.

Mathematics/Quantitative Reasoning
MATH110
MATH115
MATH120
MATH165
MATH192
MATH211

Critical Thinking
COMM180
HON104A
MATH180
PHIL105
PHIL200
PSYC105
SOC180

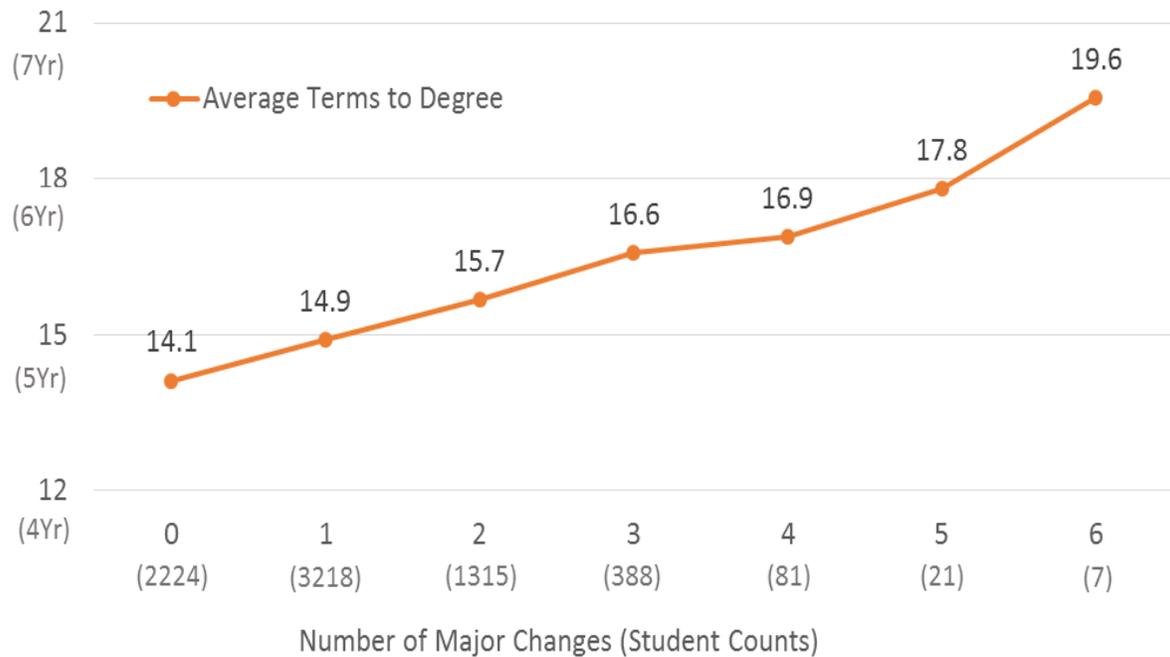
Oral Communication
COMM120
HON104C

Written Communication
ENG104A
ENG104B
ENG106A
ENG106B
ENG107

www.csusb.edu/institutional-research Office of Institutional Research July 2017

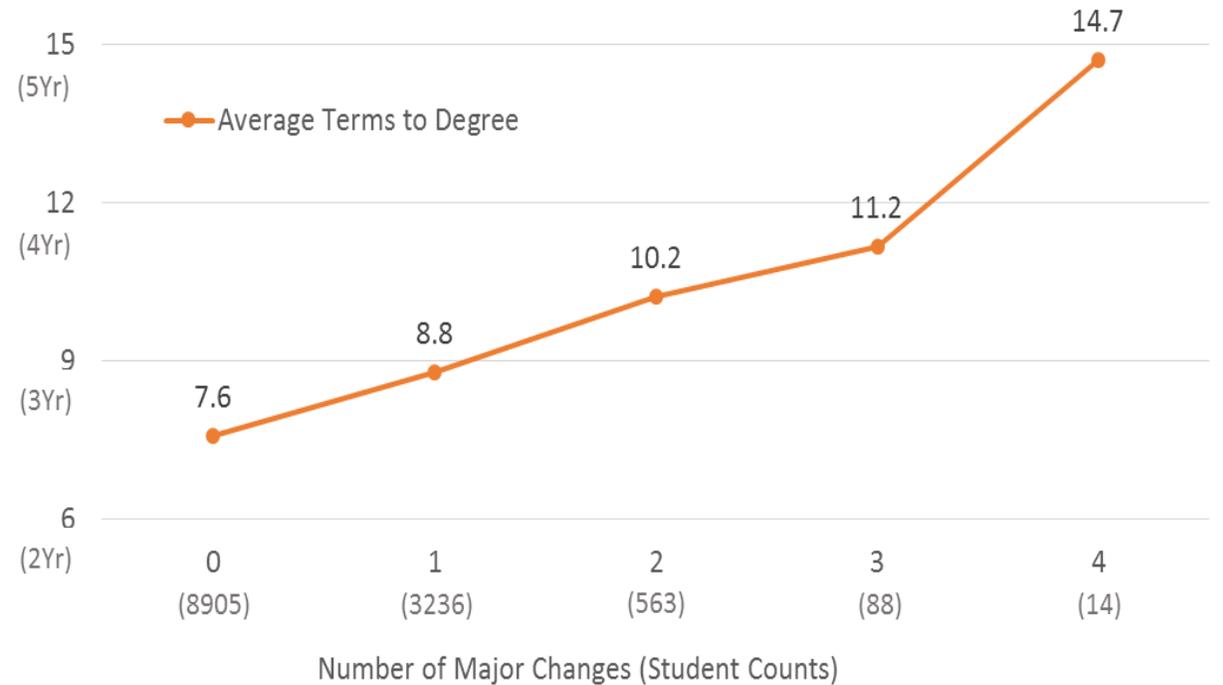
Major Changes: Terms to Degree

Terms to Degree: FTF* by Number of Major Changes



*Graduated students from Fall 2005 and later cohorts.

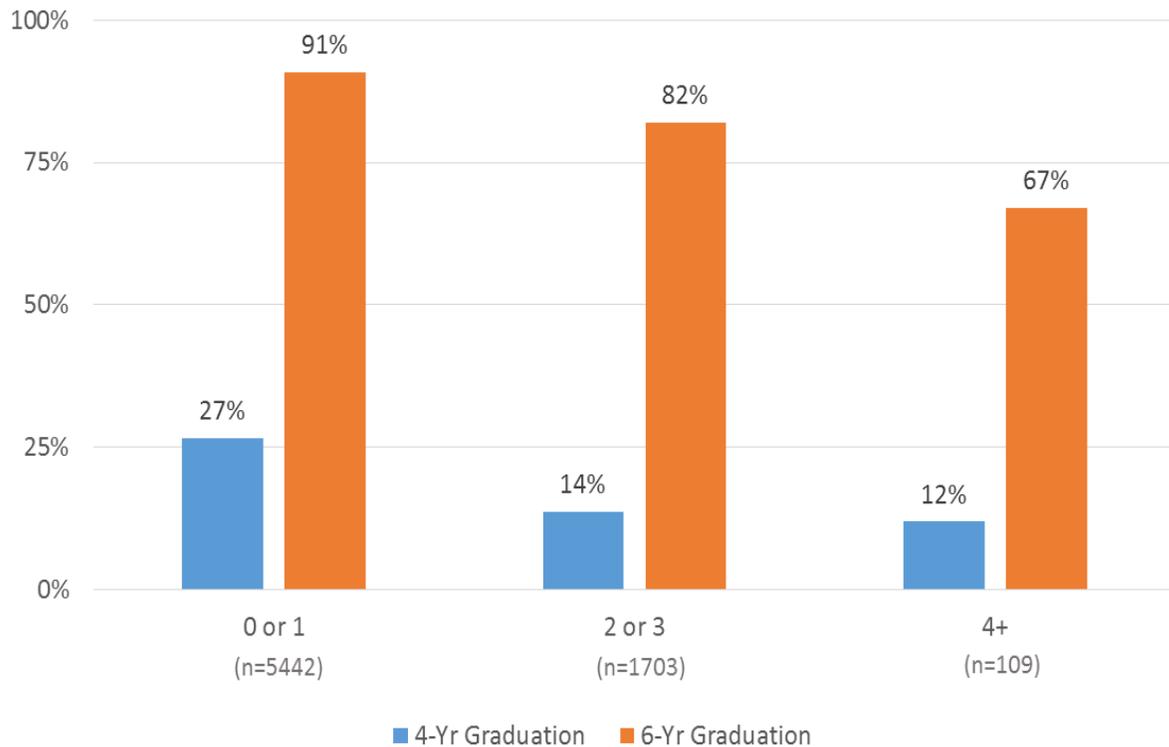
Terms to Degree: Junior TR* by Number of Major Changes



*Graduated students from Fall 2005 and later cohorts.

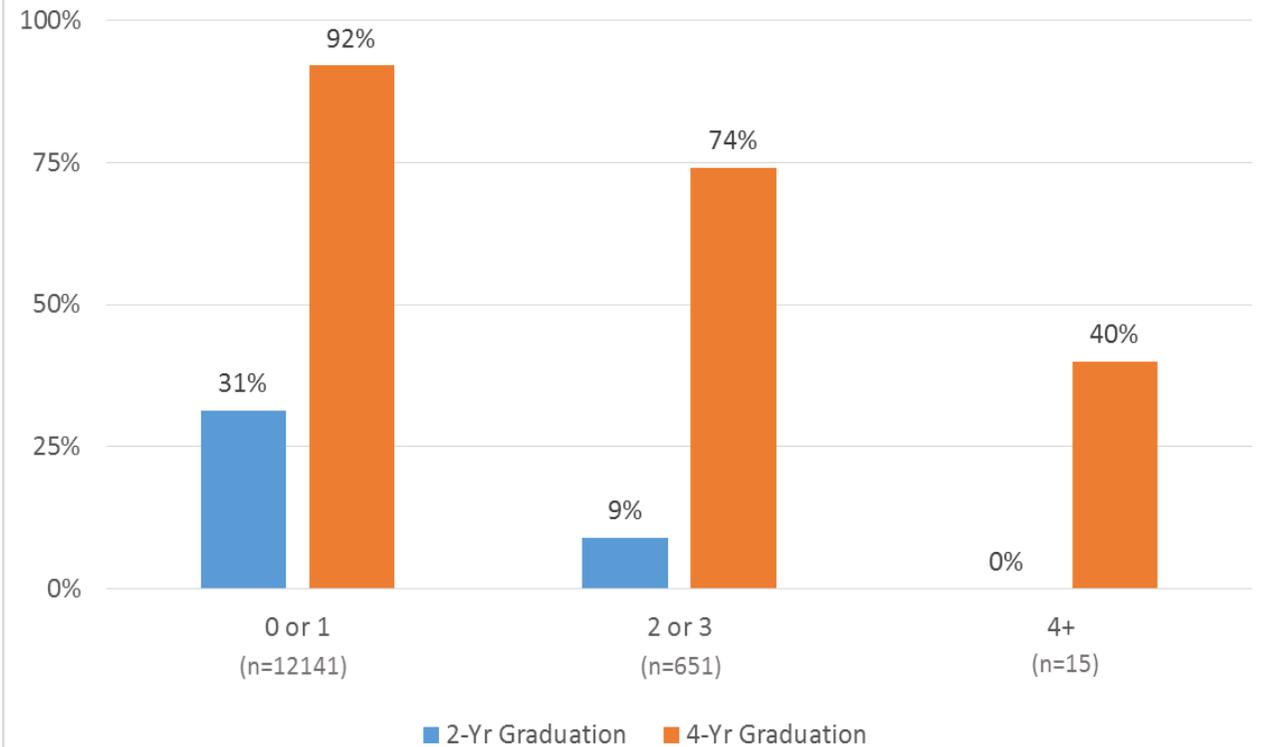
Major Changes: Graduation Rates

FTF: Graduation Rates* by Number of Major Changes



*Graduated students from Fall 2005 and later cohorts.

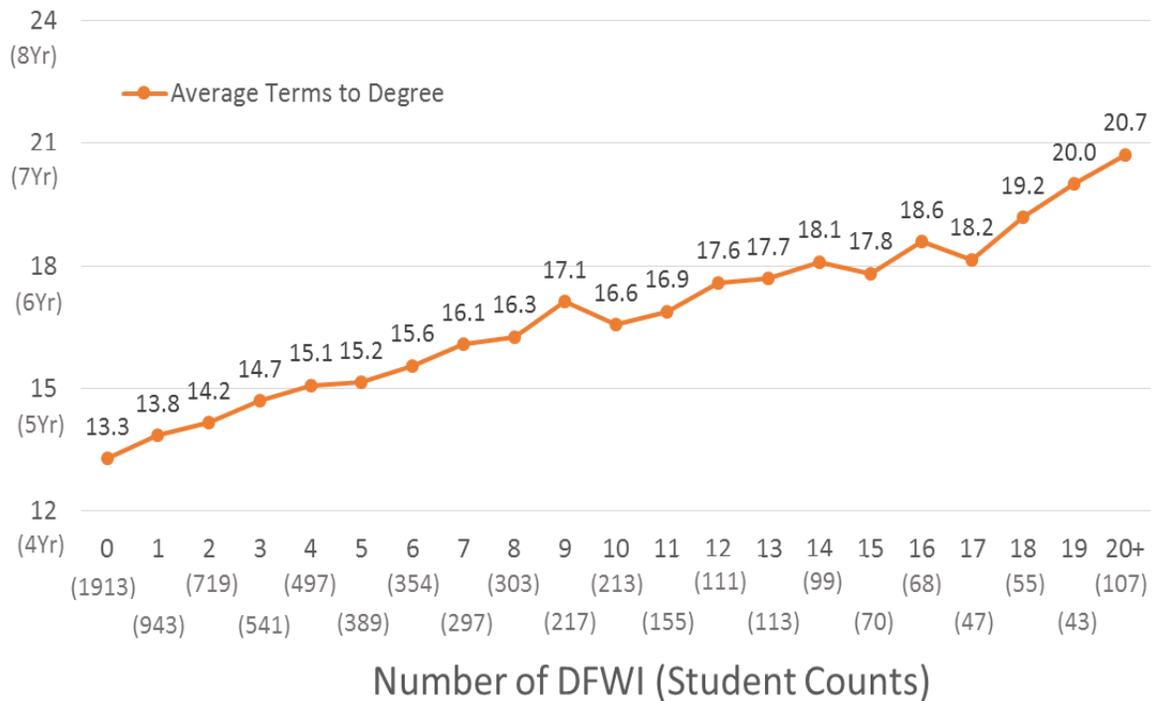
Junior TR: Graduation Rates* by Number of Major Changes



*Graduated students from Fall 2005 and later cohorts.

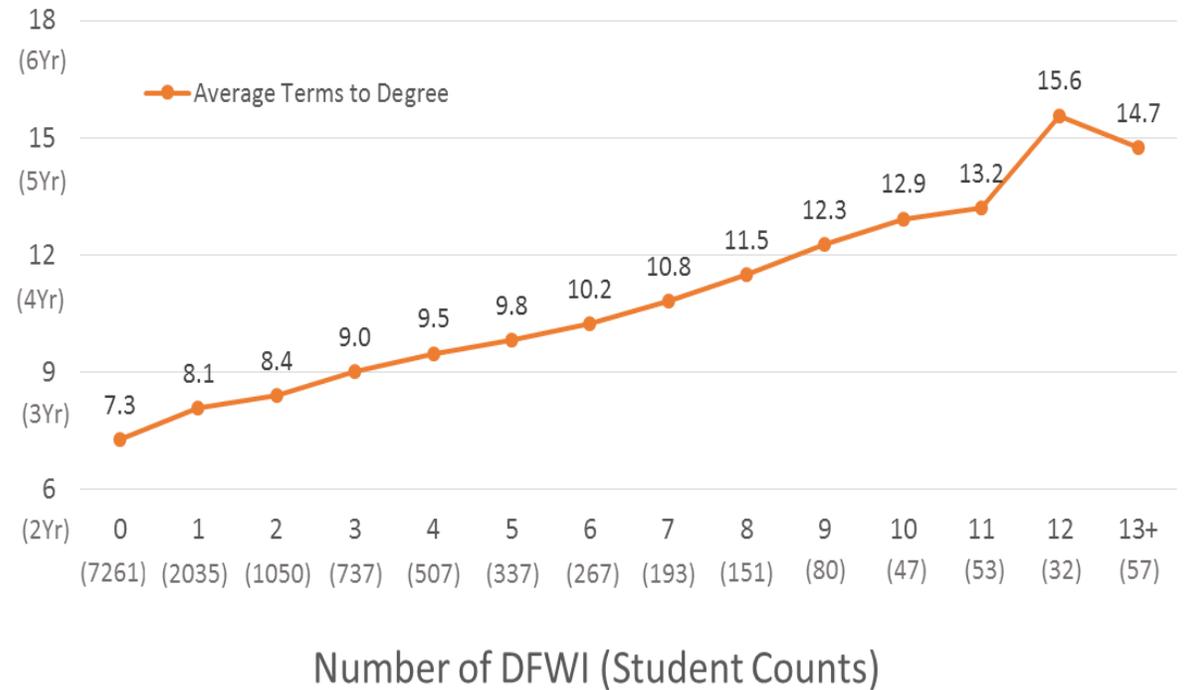
DFWI: Terms to Degree

Terms to Degree: FTF* by Number of DFWI



*Graduated students from Fall 2005 and later cohorts.

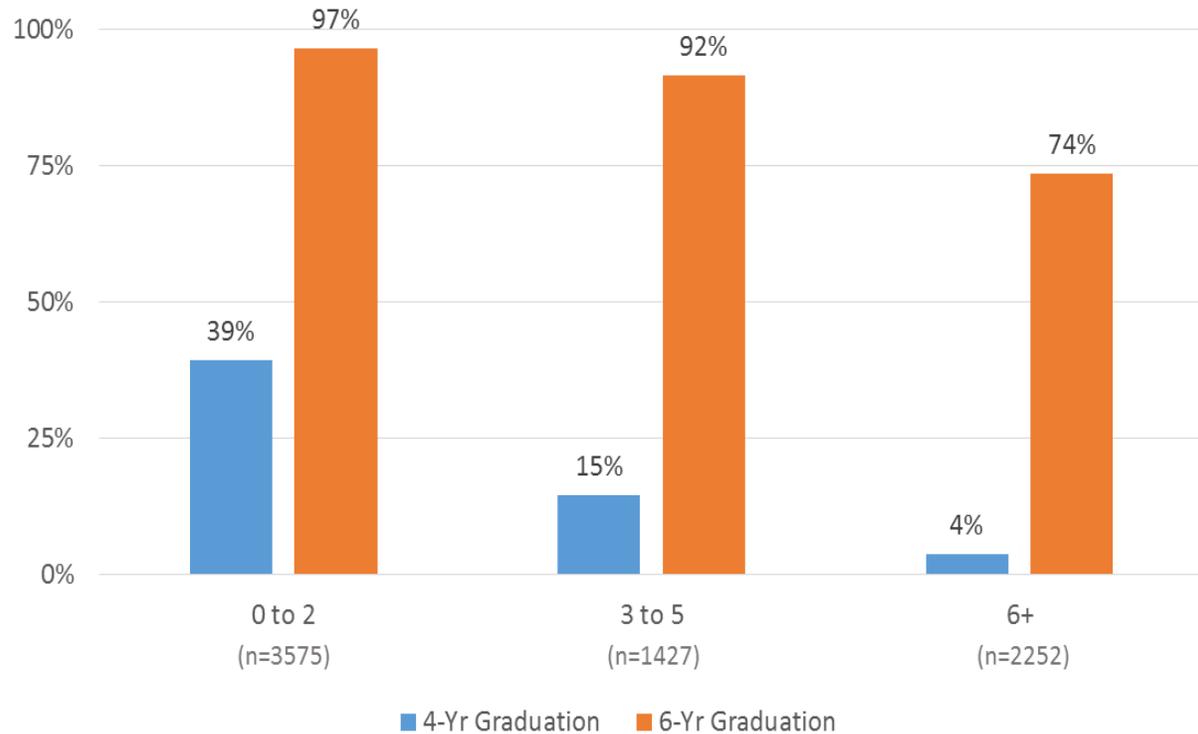
Terms to Degree: Junior TR* by Number of DFWI



*Graduated students from Fall 2005 and later cohorts.

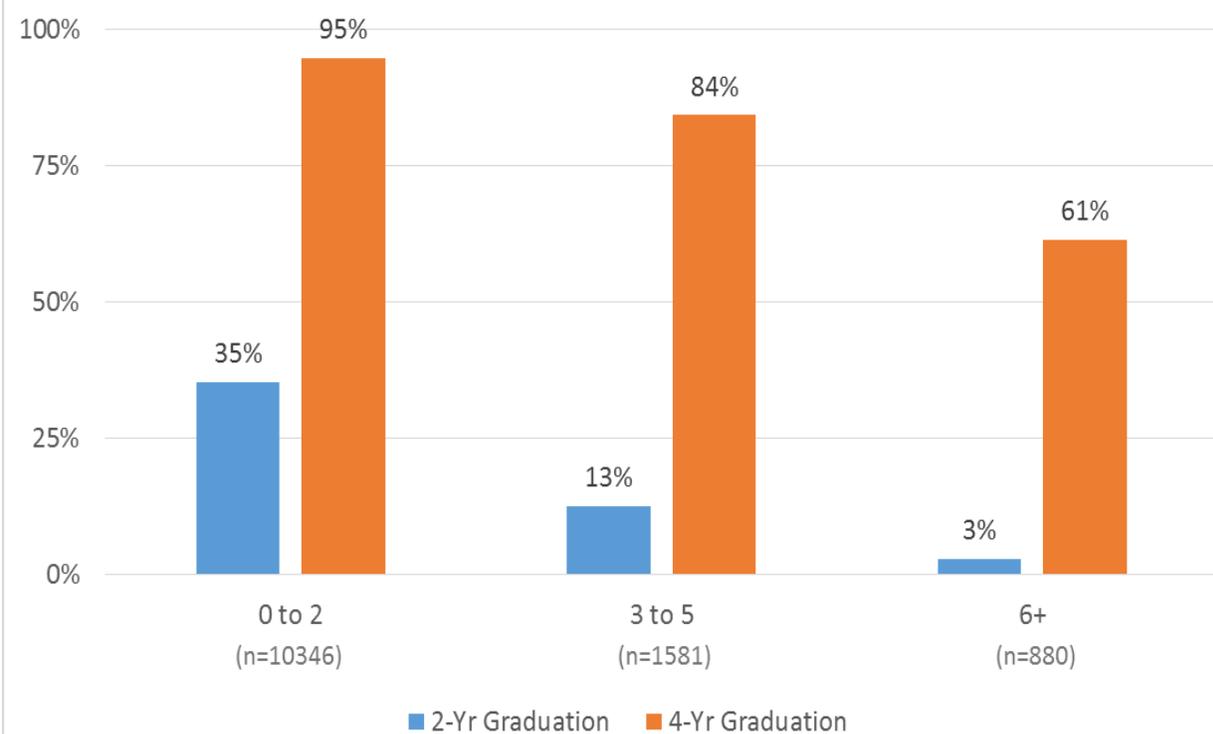
DFWI: Graduation Rates

FTF: Graduation Rates* by Number of DFWI



*Graduated students from Fall 2005 and later cohorts.

Junior TR: Graduation Rates* by Number of DFWI



*Graduated students from Fall 2005 and later cohorts.

Brainstorming/Work Session

- Alone or with your tablemates, identify the intentional, programmatic ways in which your department either already does or easily could support:
 - 15 units per quarter;
 - Minimize changes in major;
 - Utilization of Supplemental Instruction;
 - Reduce DFWI rates;
 - Etc.
- Write each strategy/activity on a Post-It note (one strategy per Post-It; please include your name or department name).
- For each strategy/activity, identify at least *one* way in which you either already do or could measure the effectiveness of said strategy or provide evidence as to its effectiveness.
- When you are finished, please place your Post-It(s) on the appropriate poster paper.

AD-170
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 [Contact us](mailto:institutional_research@csusb.edu)