

Graduation Initiative 2025 Metrics Report

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Office of Institutional Research
February 22, 2021
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 🚩

✓ on track; 🚩 inconsistent progress; ✖ annual target missed

- CSUSB achieved its targeted four- and six-year graduation rate in 2019-20 for its first-year, full-time students.
- Equity gap of 3% remained between URM and non-URM and 3% between Pell and non-Pell students who came to CSUSB as first year students.
- Equity gaps increased to 7% between first generation and non-first-generation students and 10% between male and female students who came to CSUSB as first year students.
- Institutional attention needs to be deployed to specific student groups to increase retention, unit accumulation, and cumulative grade point average especially as they approach their third year. These are African American, Native American, Native Hawaiian, Pell, first generation, or male students.
- CSUSB achieved its targeted two- and four-year graduation rates for transfer students.
- There were no equity gaps between URM and non-URM transfer students. Minimal gap of 1% remained between Pell and non-Pell students and 2% between first gen and non-first gen.
- Equity gap widened by 4% between male and female transfer students. Male transfer students could benefit from programs and services to engage and graduate them.

Action Taken

from Sandy Bennett's Report

1. Examples of 2019-2020 efforts that supported Graduation Initiative 2025 Goals:

Academic Preparation:

Based on literature related to best practices for supplemental instruction (Birkett, Neff & Deschamps, 2017) early start programming (King, McIntosh & Bell-Ellwanger, 2018) and embedded tutoring (Uppal, Dhadral, Trujillo, 2017) were expanded at CSUSB. These highlights include:

- Expanded Supplemental Instruction to include offerings for three additional academic departments and five additional courses. Used an "all-in" model in Psychology statistics courses.
- Continuation of embedded tutoring: All mathematics courses for Coyote First Step program (CSUSB early start program for Category III & IV First Time Freshmen).
- Expansion of embedded tutoring: All entry level math concept courses. Also, embedded tutors put into select college algebra courses. In this we overall doubled embedded mathematics tutoring in the classroom for the 2019-2020 academic year.
- Implemented the I'm the First Alliance, a program funded to support first generation students to build community on campus and to provide resources and information to unveil the hidden curriculum of higher education. This work is critical to student graduation outcomes as illustrated in research from the National Resource Center for the First Year Experience and Students in Transition.
- Converted or transformed courses to support our new semester system. This extensive process also provided an opportunity for faculty to modernize courses and enhance student experiences.
- Implemented tutoring services at the Undocumented Student Success Center and a mentoring component to assist undocumented students with academic planning.

Enrollment Management:

Intrusive holistic advising (NACADA, 2018), targeted advising campaigns (EAB Guide, 2018) and new protocol for new student orientation resulted in many national best practices being implemented to assist with the enrollment management numbers for CSUSB. These highlights include:

- Completely revamped CSUSB advising structure. All freshmen and sophomore (0-44 units) advising is handled centrally through Undergraduate Studies while junior and senior (45+) advising is taking place in the Colleges. This reorganization allowed campus to focus on 2 important programs in advising 1) building good academic habits and patterns and 2) closely tracking students nearing graduation.
- Messaging at Summer 2020 SOAR (new student orientation) and during academic advising about full load vs. full time. Pushed message of 30/year and 15 per term.
- Pre-enrollment of all incoming freshmen students in the Fall 2020 cohort into 15 units. These course registrations allowed CSUSB to assure students were getting a full schedule comprised of courses that are GE and credit bearing based on major.
- Hired 39 tenure-track faculty.

Financial Support:

Through one-time funding from student fees, gift funds from donors and graduation initiative funds the university invested in the following High Impact Practice (Browness & Swaner, 2009) activities:

- Provided scholarships for educational supplies including text books for SAIL and EOP students.
- Utilized foundational moneys (Emergency Assistance Fund) to better meet student basic needs (emergency housing, food and etc.).
- Hired over 150 student employees serving as peer advisors, peer mentors, supplemental instructors, tutors, peer ambassadors and student assistants.

Student Engagement & Well-being:

The positive impact of engagement and well-being on student success has been well documented (Kuh, 2011). Several initiatives were launched or strengthened through investments in new leadership and innovation in an effort to support student retention and timely graduation.

- Provided over 700 laptops and 400 hotspots to students, faculty and staff who did not have access to reliable technology or connectivity to work remotely.
- Broaden the breadth and depth of the Basic Needs Program and its impact through new and innovative efforts to address student food, housing, and financial insecurity.
- Launched the YOU@CSUSB health and well-being platform, a confidential online space for students to take charge of their own well-being through engagement with activities, resources, and supports to promote their mental and physical health, while building healthy relationships and finding balance.
- The Student Health Center's Peer Health Educators delivered 33 interactive workshops and tabling events both on-campus and virtually, focused on sexual health, STIs, contraception options, alcohol and drug use, nutrition & fitness, mental health, self-care, and coping with stress that reached over 1,400 student participants. They also promoted health and wellness with 24 informational posts and videos to their more than 3,000 Instagram followers.
- Hired a full-time Assistant Director for Diversity & Inclusion in the Santos Manuel Student Union to provide oversight to its Cross-Cultural Center, Pan African Success Center, First People's Center, LatinX Center, Asian Pacific-Islander Center, Women's Resource Center, and Queer Trans Resource Center, which delivered 102 events reaching over 1,600 student participants.

Data-driven Decision Making:

In an effort to build on the practices of data driven decision making (Marsh & Farrell, 2014) CSUSB has developed and utilized data tools to better inform advising conversations and to aid in the campus-wide efforts around graduation and equity gaps. Some examples of these include:

- Developed an Advising dashboard library focused on the cohort level tracking data to meet the goals of GI 2025.
- Matched sample dashboards for EOP, Honors, Sail and undeclared students.
- To Increase data accessibility and reduce the demand for student level ad hoc data requests, lead advisors and associate deans were granted power user dashboard access to view curated student-level data within the campus dashboard platform. Through two

training sessions offered in May, power users were able to filter data to specific colleges/departments to support student success efforts.

- Created dashboards leveraging myCAP to course demand intelligence for department chairs to better inform planning and scheduling efforts.
- Held individual planning/strategy sessions with each college advisor lead. These sessions focused on priorities (e.g., target cohorts) and reporting (i.e., bottlenecks).
- To increase effective course enrollments for incoming freshmen and reduce barriers on students, IR collaborated with various offices to identify target courses through semester roadmaps, develop innovative technological processes, and coordinate with campus stakeholders to pre-register students in Fall 2020 courses.
- Supported by ACBI, student Major GPA and Degree Program Status were made available in PeopleSoft and IR data tables. These data allow for business process/practice changes including: improved cohort tracking for GI 2025 efforts, enhanced department and college queries, and added features to the in-progress Student Profile page.
- EMSI employment outcome data and dashboards, which provide intelligence on CSUSB alumni employers, locations, job titles, skills, and estimated earnings, were showcased to campus stakeholders. When leveraged, the software and underlying data will better inform program review, employer engagement and grant writing efforts, as well as academic and career advising.
- To advance a data-informed campus culture, IR has conducted various surveys to gain a better understanding of what student success means at CSUSB, what it means to have a degree from CSUSB, and what issues students are experiencing due to COVID-19 and the transition to virtual learning.

Administrative barriers:

As our campus neared the semester conversion several administrative and registration policies are being reviewed and modified. Many of these policies directly impact student equity and completion. The policies include:

- Implemented a process that automates grad check filing for eligible students.
- Revamped advising structure and as such re-assigned advisors in Peoplesoft and Navigate.
- Implemented online processes for change of major and permission request processes in the Office of the Registrar. This has allowed for processes to not only be responsive to the move to a virtual environment but also to smooth the workflow for staff, faculty and students.

2. A brief description on 2019-20 efforts to close equity gaps for low-income students, historically underrepresented students and first-generation students:

- Equity gaps were addressed using a three-pronged approach consisting of 1) advising, 2) academic support and 3) customized student services. In advising data driven campaigns were engineered around student completion and graduation. Campaigns consisted of progress reports for early intervention and graduation check campaigns for completion. Academic support was offered utilizing supplemental instruction, tutoring and mentoring to target students in historically high DFW courses and majors. Students were offered customized services through EOP, Sail, Honors and the 2- and 4-year pledge programs on campus.

- Efforts were made to ensure student access to a wide range of programs and services to: 1) engage students in campus life, leadership opportunities, and inclusive programs, 2) promote students' academic, professional, and personal development, and 3) provide students with holistic support services to ensure their success and well-being while in college and beyond.

First-Year Students Results

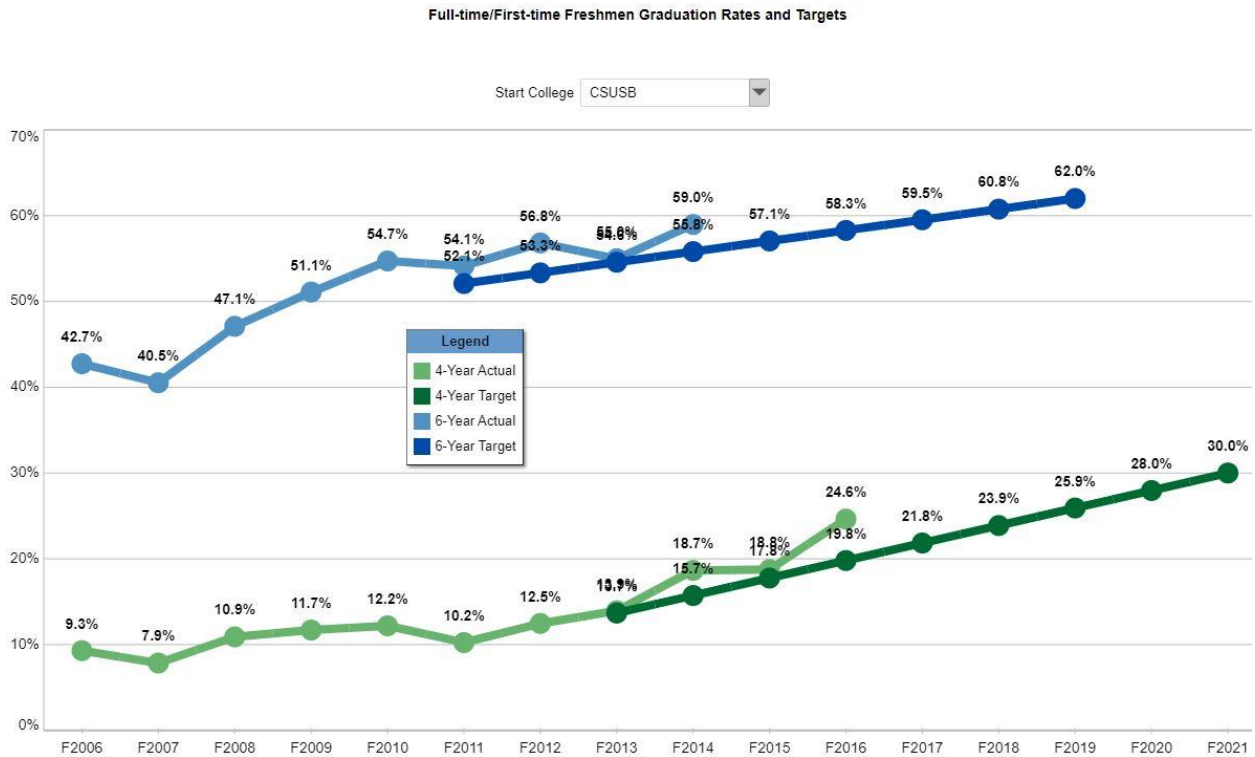
Four-Year Graduation Rate. Goal 1 sets the four-year graduation rate target at 30% for first-year, full-time students (i.e., first-time, full-time freshmen). This goal is the steepest and most difficult to achieve because historical four-year graduation rate for CSUSB first-year students has been below 10% for many years in the past.

Figure 1 shows the latest Fall 2016 cohort exceeded the predicted rate of 19.8% and reached 24.6% just as previous cohorts exceeded their targets. This is the highest four-year graduation rate ever achieved at CSUSB. From this result, CSUSB continues to be on track in achieving the goal by 2025. To maintain this positive trend for the next Fall 2017 cohort, this group has to surpass the 21.8% mark by the end of summer 2021.

Six-Year Graduation Rate. Goal 2 specifies the six-year graduation rate target for first-year, full-time student at 62%. So far, the latest cohort of Fall 2014 surpassed the predicted rate of 55.8% and reached an actual rate 59% which is also the highest six-year graduation rate achieved at CSUSB. This continues to be a positive trend towards the 2025 goal. The next cohort of Fall 2015 is anticipated to stay above the 57.1% mark if we were to stay on track for 2025.

The co-occurrence of semester conversion in Fall 2020 and global pandemic posed significant challenges for our campus. In general, the effect of the global pandemic on college-going rates and attendance has been observed at other universities. Thus far, CSUSB saw a substantial decrease in mean unit load and retention rate as a result of the pivot to fully online instruction in Spring and Fall 2020. This could have significant impact on graduation rate for next year unless Summer and Fall 2021 become catch-up terms for students. Heavy marketing for Summer and Fall 2021 as catch-up terms could mitigate the substantial loss in mean unit load and enrollment.

Figure 1. First-Time, Full-Time Students

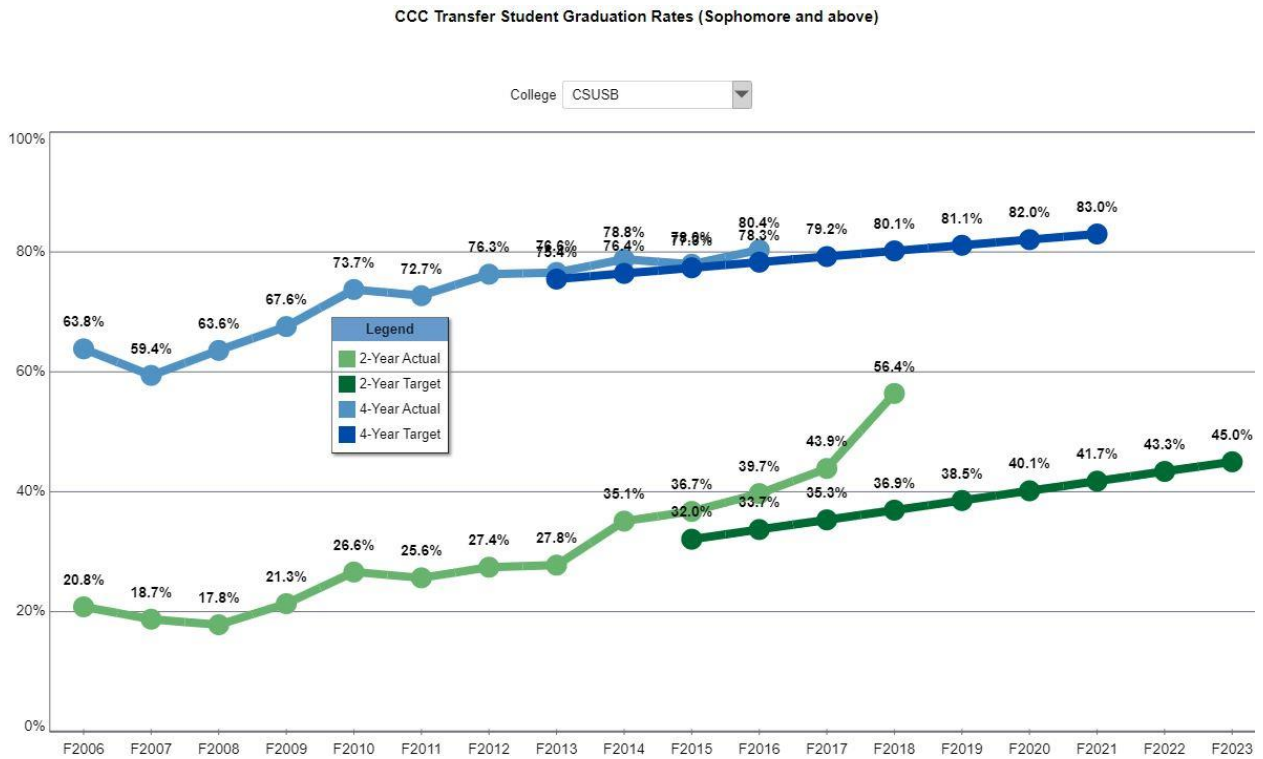


Transfers

Two-Year Graduation Rate. 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 2018 surpassed its predicted rate of 36.9% and reached 56.4% which is the highest two-year graduation rate for transfers at CSUSB. It would appear that this group of students is close to achieving the 2025 target.

Four-Year Graduation Rate. Goal 4 refers to the four-year graduation rate of transfer students which was set at 83% by 2025. The latest cohort of Fall 2016 also exceeded our expectations of 78.3% and reached 80.4%, also the highest four-year graduation rate achieved by transfer students.

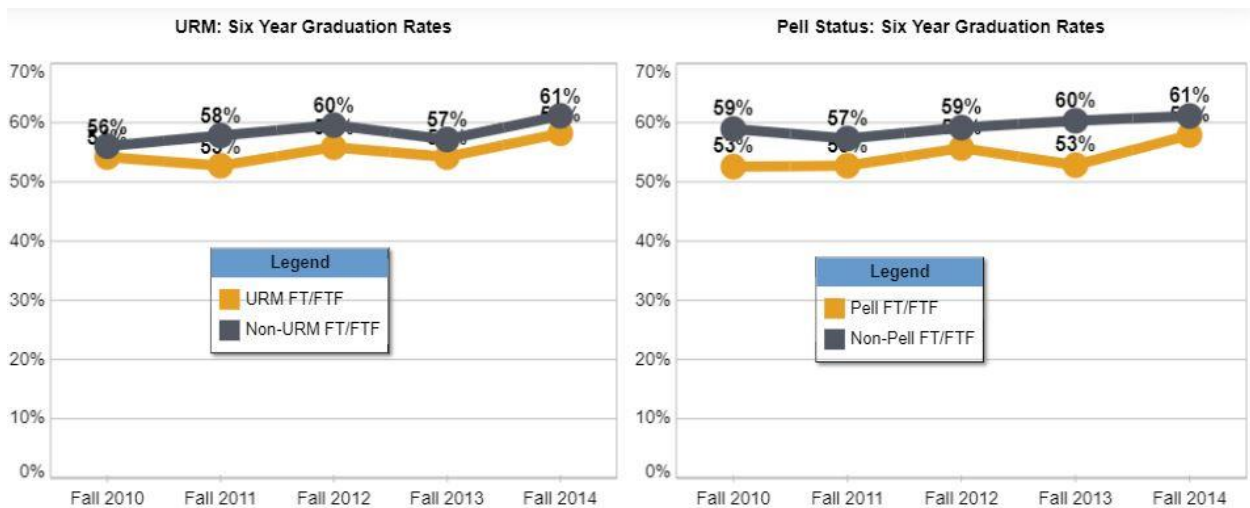
Figure 2. California Transfer Students



Equity Gaps in Graduation Rate

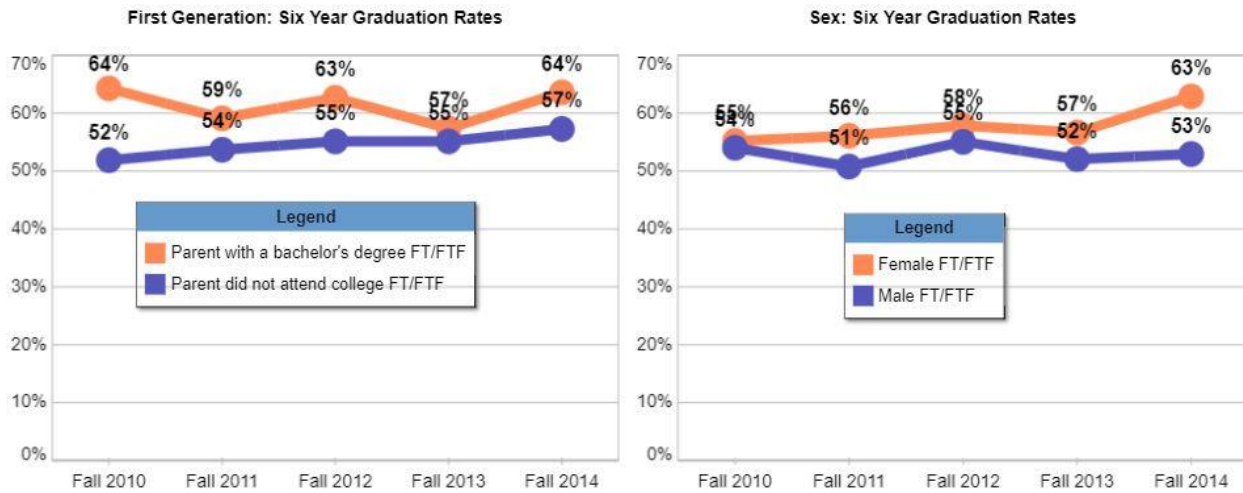
GI2025 at the Chancellor’s Office designated a gap of 3% and over as requiring attention. Figure 3 shows a 3% gap in six-year graduation rate between URM and non-URM that did not change between the last cohort (Fall 2013 cohort) and the recent cohort (Fall 2014 cohort). However, the gap between Pell and non-Pell students decreased from 7% (Fall 2013 cohort) to 3% (Fall 2014 cohort).

Figure 3. First-Time, First Year Students



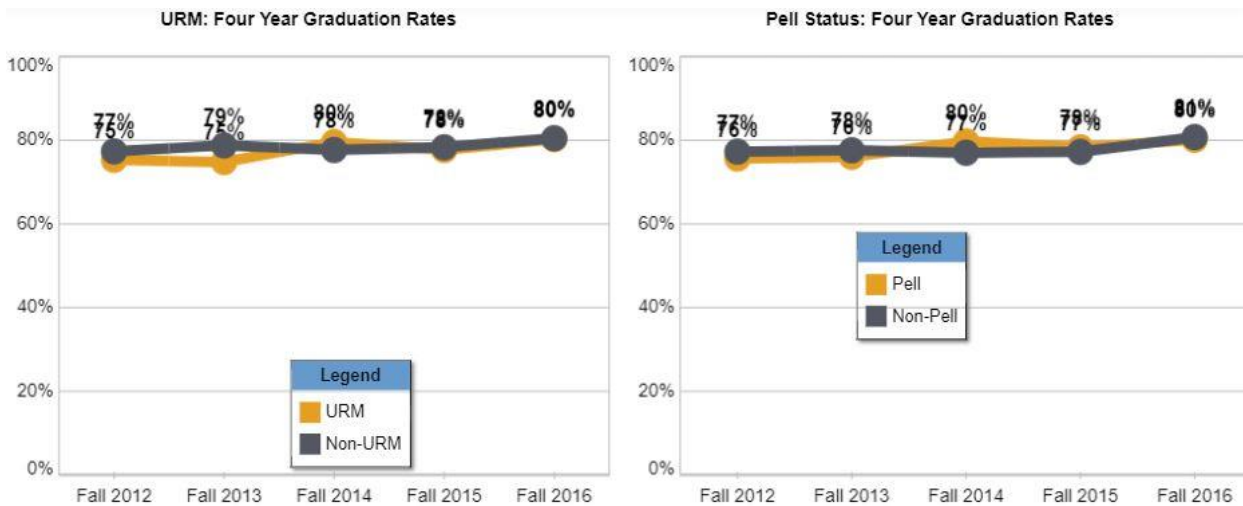
In addition to equity gaps in six-year graduation rate for URM and Pell students, CSUSB identified in their Strategic Plan two other student groups to monitor. Figure 4 shows the equity gap between first-generation and non-first-generation increased from 2% (Fall 2013 cohort) to 7% (Fall 2014 cohort). The gap between male and female students further increased from a 5% (Fall 2013 cohort) gap to 10% (Fall 2014 cohort).

Figure 4. First-Time, First Year Students



Equity gaps for transfer students have been minimal. Figure 5 shows that there is no gap in four-year graduation rate between URM and non-URM transfer students in their four-year graduation rate for last year's (Fall 2015) and this latest cohort (Fall 2016). Pell students were 1% higher than non-Pell students in their four-year graduation rate in the last cohort (Fall 2015) and 1% less than non-Pell students for the most recent cohort (Fall 2016).

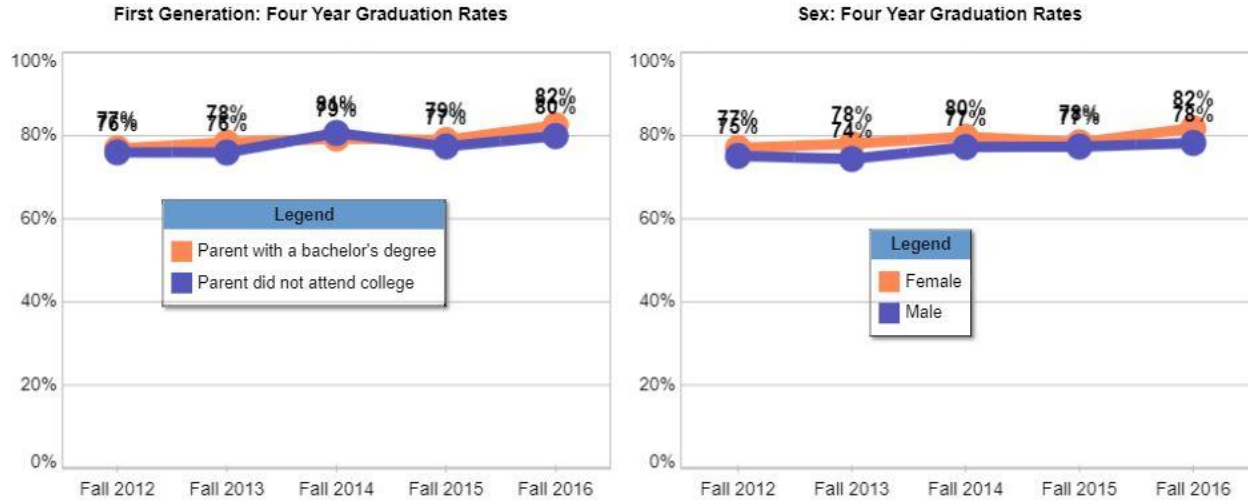
Figure 5. California Transfer Students



In Figure 6, gaps in four-year graduation rate continue to be reversed with a 2% gap with the previous cohort (Fall 2015) and the most recent cohort (Fall 2016) with first-generation

transfer students being higher in graduation rate than non-first-generation transfer students. The gap between female and male students increased from a 1% gap (Fall 2015 cohort) to 4% (Fall 2016 cohort) with female transfer students showing higher four-year graduation rate.

Figure 6. California Transfer Students



Student Groups to Focus

The semester conversion and global pandemic has affected continuing rates, mean unit load, and on-track unit accumulation which are key indicators of progress to degree. This section focuses on the Fall 2017 cohort who has one year left (expected to graduate in 2020-21) and Fall 2018 cohort who has two years left (expected to graduate in 2021-22) before graduating within four years. Knowledge gained from this should provide ample time to prepare the next Fall 2019 cohort who has three years left for a four-year graduation (expected to graduate in 2022-23). Their six-year graduation rate is 2024-25 which means Fall 2019 is the cohort marker for the GI2025 six-year graduation rate final target. The reason for this analysis is to demonstrate the need for immediate action to close the stubborn equity gaps.

Table 1 below shows that both Fall 2017 and Fall 2018 cohorts of African American students, students who report Two or More Races, and Native American and Native Hawaiian/Other Pacific Island students could benefit greatly from programs and services specifically to keep them in college. Highlighted areas in orange reflect a gap of 3% or more compared to the entire cohort.

Table 1. Retention into Third Year

First-Time, Full-Time, First Year	Cohort Size			Retained 3rd Year (%)		
	Fall 2016	Fall 2017	Fall 2018	Fall 2016	Fall 2017	Fall 2018
All	2736	2483	2654	75%	75%	76%
African American	159	105	111	71%	69%	71%
Asian	115	142	121	76%	82%	82%

Hispanic	1948	1811	1992	75%	75%	76%
Native American	4	3	4	50%	67%	100%
Native Hawaiian or Other Pacific Islander	1	5	5	100%	40%	80%
Non-Resident	177	127	153	74%	74%	76%
Two or More Races	64	51	47	78%	71%	70%
Unknown	67	54	76	81%	83%	75%
White	201	185	145	71%	74%	77%
Pell	1813	1653	1745	75%	75%	77%
Non-Pell	923	830	909	75%	74%	73%
First Gen	1474	1400	1538	74%	74%	76%
Non-First Gen	1188	1024	1079	76%	75%	76%
Female	1680	1510	1661	77%	75%	77%
Male	1056	973	993	71%	74%	75%

Tracking their progress towards degree, two powerful indicators of a timely graduation are unit accumulation and passing grades. Table 2 below demonstrates that a high percentage of African American, Native American, Hispanic, Pell, first generation, or male students were not on track in their unit accumulation at the start of their third year at CSUSB. In addition, a high percentage of African American and Native American students' cumulative grade point average are less than 2.00 at the start of their third year which also suggest a call for academic support. Highlighted areas in orange reflect a gap of 3% or more compared to the entire cohort.

Table 2. Progress to Degree Indicators

First-Time, Full-Time, First Year	Not on Track at the Start of 3rd Year			Cumulative GPA <2.00 at Start of 3rd Year		
	Fall 2016	Fall 2017	Fall 2018	Fall 2016	Fall 2017	Fall 2018
All	68%	63%	51%	6%	5%	2%
African American	82%	79%	65%	9%	7%	9%
Asian	53%	50%	31%	6%	6%	3%
Hispanic	69%	66%	53%	6%	5%	2%
Native American	100%	100%	75%	-	50%	-
Native Hawaiian or Other Pacific Islander	100%	-	25%	100%	-	-
Non-Resident	66%	55%	51%	8%	6%	1%
Two or More Races	66%	50%	48%	8%	-	-
Unknown	69%	49%	39%	4%	2%	-
White	56%	50%	38%	3%	5%	1%
Pell	71%	67%	53%	6%	5%	3%
Non-Pell	62%	56%	47%	5%	4%	1%
First Gen	70%	67%	53%	7%	5%	2%
Non-First Gen	65%	59%	48%	6%	5%	2%
Female	67%	63%	48%	6%	5%	3%

Male	69%	63%	57%	6%	5%	2%
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Summary

In summary, first-year students achieved the highest four- and six-year graduation rates and surpassed the targets for this year. Equity gaps of 3% remained between URM and non-URM and decreased by 4% between Pell and non-Pell. However, gaps increased by 5% between first generation and non-first-generation, and by 5% between female and male students.

Two- and four-year graduation rates for transfer students were also the strongest and were on track for 2025. Equity gaps increased by 3% between male and female transfer students, while no gaps were found between URM and non-URM. Equity gaps reversed for Pell and non-Pell students, and between first generation and non-first-generation students but these gaps were minimal.

As established in previous annual reports, gaps emerge much earlier than students' senior year. Rather, gaps occur in the first term of their first year. Past research has also shown that a strong predictor of four-year graduation is retention into the third year. Analysis in this report has shown that African American students, students who report Two or More Races, and Native American and Native Hawaiian/Other Pacific Island students have lower percentages of retention into the third year. Also, a high percentage of African American, Native American, Hispanic, Pell, first generation, or male students were not on track in their unit accumulation at the start of their third year at CSUSB. A high percentage of African American and Native American students' cumulative grade point average are less than 2.00 at the start of their third year. Retention, unit accumulation and grade point average are important factors linked to a timely graduation.

Recommendations

CSUSB needs to examine various and creative ways to retain specific student groups into their third and fourth year. Once they are retained, we need to ensure that they are receiving academic support to strengthen their performance in classes. Advising might need to focus on their unit load each term so that they are on track in unit accumulation to graduate on time. Although the semester conversion and pandemic slowed many students, or prevented students from returning to campus as evidenced by the low return rate and mean unit load, there is still some time to catch up for Summer (online) and Fall 2021 (face-to-face). When we do return to face-to-face instruction in Fall 2021, these newly recalibrated programs should be ready to intervene.

California legislature has been tracking progress for GI2025 and seem to think that programs and services that address equity gaps might need additional funding. To be prepared for the challenge ahead, we might be well poised if our programs and services are 1) designed systematically and strategically, 2) delivered consistently, and 3) delivered to scale to affect the highest number of students possible.