

# Graduation Initiative 2025 Metrics Report

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[www.csusb.edu/gi2025](http://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 achieved its four- and six-year graduation rate for its first-year, full-time students.
- Equity gaps decreased by 1% between URM and non-URM and by 6% between first-generation and non-first-generation students.
- Equity gaps increased by 4% between Pell and non-Pell and by 2% between male and female students.
- First year student groups who needed the most attention were African American and male students, and students who reported two or more races.
- CSUSB achieved its two- and four-year graduation rates for transfer students.
- Equity gaps diminished between URM and non-URM by 1% and by 6% between first-generation and non-first-generation.

- Equity gaps widened by 4% between Pell and non-Pell and by 2% between male and female students.
- Transfer students who needed the most attention were African American and Asian students, and those who reported two or more races.
- Recommendations included applying a cohort model in addressing specific student groups specifically Fall 2016 (four-year) and Fall 2014 (six-year) for first-year students and Fall 2018 (two-year) and Fall 2016 (four-year) for transfer students.
- Student groups who might need targeted interventions were first-year African American and male students, and students who reported two or more races. For transfer students, they were African American and Asian students, and those who reported two or more races.

## Action Taken in 2018-19

These are brief examples of efforts from the divisions of Academic Affairs and Student Affairs:

### Academic Preparation:

- Expanding Supplemental Instruction to include offerings for three additional academic departments and five additional courses.
- Implementation of embedded tutoring: All mathematics courses for Coyote First Step program (CSUSB early start program for Category III & IV First Time Freshmen).
- Implementation of a “freshman seminar” type course in the Coyote First Step Program featuring topics such as advising, study skills and campus involvement. Course was co-facilitated utilizing student mentors from the CSUSB Student Mentoring Program.
- CSUSB’s Undocumented Student Success Center has implemented tutoring services and a mentoring component.

### Enrollment Management:

- In cooperation with the six academic colleges at CSUSB a total of 14 additional professional academic advisors, two retention specialists and an EAB campus coordinator were hired, trained and deployed.
- Messaging at Summer 2019 SOAR (new student orientation) and during academic advising about full load vs. full time. Pushed message of 45/year and 15 per term.
- Ran comprehensive advising campaigns for “momentum year” (based on literature by Complete College America) encouraging completion of basic skills courses, 45 units and choosing a major by the end of the first year.
- Progress report campaigns were run by Athletics, EOP, Sail (TRIO program), and the graduation and retention specialists in an effort to create early intervention in historically high DFWI rate courses.
- During the spring of 2019, CSUSB’s Associated Students, Inc. (ASI) engaged with more than 2,300 students to actively market enrollment for the summer of 2019 to promote summer classes and students’ timely progress toward graduation.

### Financial Support:

- Professional Development funding for students of color through the Student African American Brotherhood and Student African American Sisterhood conferences.
- Scholarships for educational supplies including text books for SAIL and EOP students.
- An Emergency Assistance Fund was created utilizing foundational moneys in order to better meet student basic needs (emergency housing, food and etc.).
- The university hired over 150 student employees serving as peer advisors, peer mentors, supplemental instructors, tutors, peer ambassadors and student assistants.
- The Associated Students, Inc. (ASI) altered their scholarship policy to ensure funds would be available to all students that paid an ASI fee. International students and undocumented students did not have access to these funds prior to this alteration, as a FAFSA application was required.
- ASI increased student wages by 7% and the number of students employed by 30%, easing the financial cost of attendance.

### Student Engagement & Well-being:

- A Second Year Mentoring program focusing on college to career connections was designed and launched. Students in the program are assigned a peer mentor to assist them with campus resources, career exploration and leadership development.
- Due to a joint task force on African American student retention at CSUSB, the Pan African College Scholars Program was developed and implemented this year. In this program Pan-African/African American students receive holistic academic and career advising, cultural awareness/exposure, professional development and advocacy.
- The Santos Manuel Student Union houses the university's Cross-Cultural Center and separate affinity centers that serve Latinx, Pan African, Asian & Pacific-Islander, Native American, and LGBTQ students, which provide safe spaces for students to gather & find community, while also working collaboratively to develop and deliver cultural programming.
- Significant investment was made in both The Obershaw DEN and the Palm Desert Campus' Food Pantry. These investments included the hiring of a full-time Basic Needs Coordinator, seven student staff members, in-kind support from various areas on campus, numerous campus-wide and smaller food drives, as well as solicitation of monetary investments from both on- and off-campus donors to support on-going efforts.
- The Department of Housing and Residential Education addressed student housing insecurity by providing emergency housing to 25 CSUSB students for a total of 464 days. The average length of stay for emergency residents was 18 days; the minimum stay was two days; and the maximum was 39. All students worked with Housing, the CARE team, campus, and community resources to transition to a stable housing environment.
- The CARE team responded to 231 referrals during 2018-2019. Of these, 72 referrals were for mental health concerns, 74 were for general health and wellbeing concerns, 8 were for food insecurity, and 29 were for housing insecurity. Research conducted by the CSU Chancellor's Office demonstrates that students who are able to resolve challenges involving Basic Needs are more likely to persist.
- The campus chartered more than 160 clubs and processed 3,700 student-led events through the new event process on Coyote Connection.
- The university launched a new signature event called Engagement Expo, which encourages students to find leadership positions on campus through student employment, assisting faculty members through research or involvement with a student organization.

#### Data-driven Decision Making:

- Matched sample dashboards for EOP, Honors, Sail and undeclared students
- Developing a comprehensive assessment plan for all of the departments within the Office of Undergraduate Studies
- Utilizing Institutional Research Dashboards to inform advising campaigns
- Preloading of courses for new students
- Cross-divisional partnerships on data accessibility and alignment with student campaigns
- Implemented a system to track high impact practices in curricular and co-curricular activities

#### Administrative Barriers:

- Priority Registration: Registration priority now exists for mandated (SSD, MILT, GNLF, NOTE & ATHL) groups first and then by priority within the class level.

- **Course Repeats:** Students must now receive special permission to take a class more than two times (previously was three times).
- **Assigned Advisors:** In August of 2019 every current student was given an assigned professional academic advisor. The advisors were assigned through PeopleSoft and the EAB platform. Students can now see who their advisor is while logged onto the My Coyote portal.

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 DFWI courses and majors. Students were offered customized services through EOP, Sail, Honors and the 2- and 4-year pledge programs on campus.

## **First-Year Students Results**

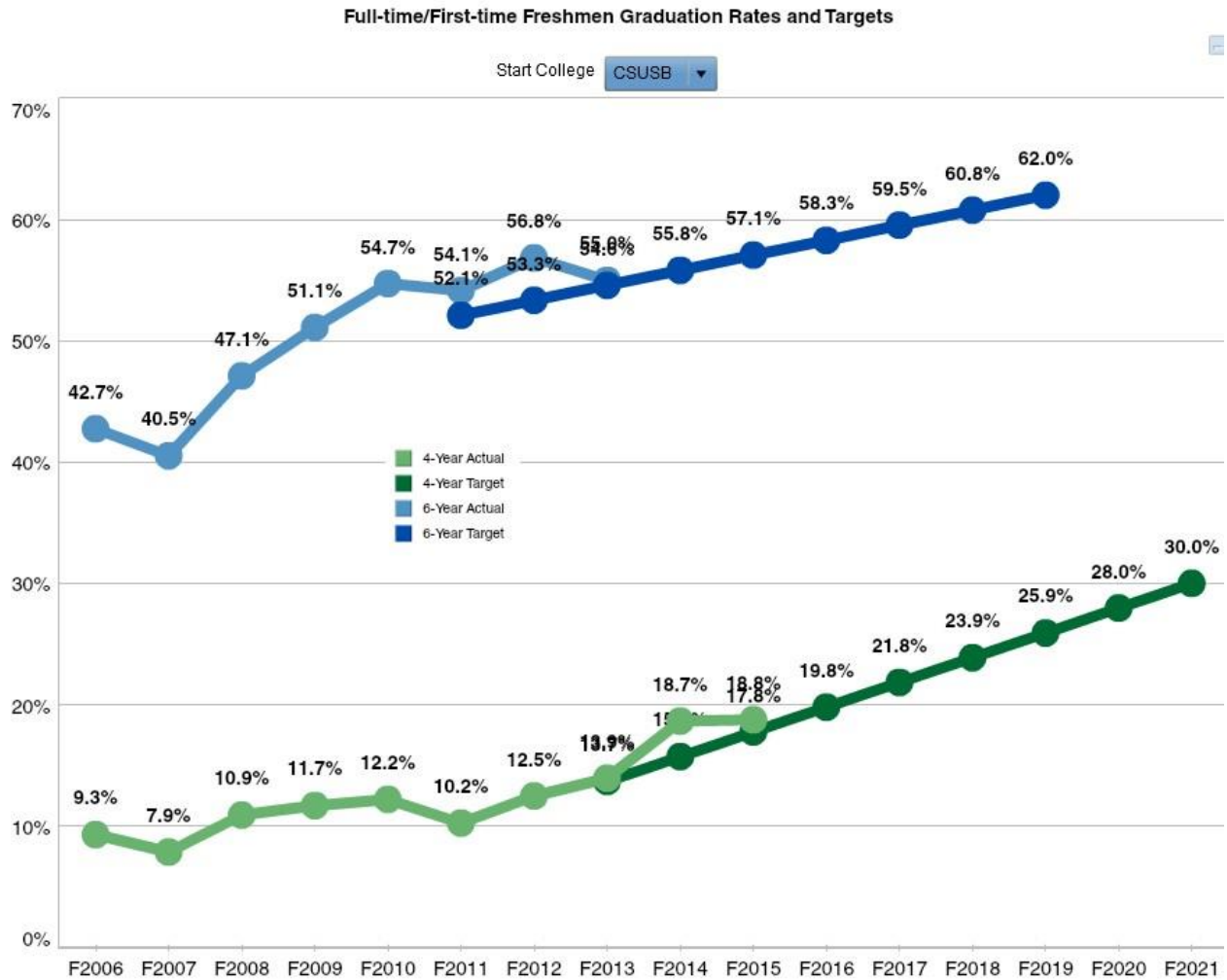
**Four-Year Graduation Rate.** Goal 1 sets the four-year graduation rate target at 30% for first-year, full-time students (i.e., first-time, full-time freshmen). This goal is the steepest and most difficult to achieve because historical four-year graduation rate for CSUSB first-year students has been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

Figure 1 shows the latest Fall 2015 cohort exceeded the predicted rate of 17.8% and reached 19% just as previous cohorts exceeded their targets. From this result, CSUSB continues to be on track in achieving this goal. To maintain this positive trend for the next Fall 2016 cohort, that group is anticipated to surpass the 19.8% mark by the end of summer 2020. 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.

**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 2013 surpassed the predicted rate of 54.6% by a sliver and reached an actual rate 55%. This continues to be a positive trend towards the 2025 goal. The next cohort of Fall 2014 is anticipated to stay above the 55.8% mark if we were to stay on track for 2025.

The co-occurrence of semester conversion may pose a challenge for our campus due to the shortened summer 2020 term as our campus converts to semester by fall 2020. At this time, advising and semester conversion awareness for our campus community have been implemented for at least three years now which has resulted in students showing the highest average load and largest number of graduation checks to date. The challenge lies in the continuation of strong progress to degree after the semester conversion occurs and into 2025.

Figure 1.

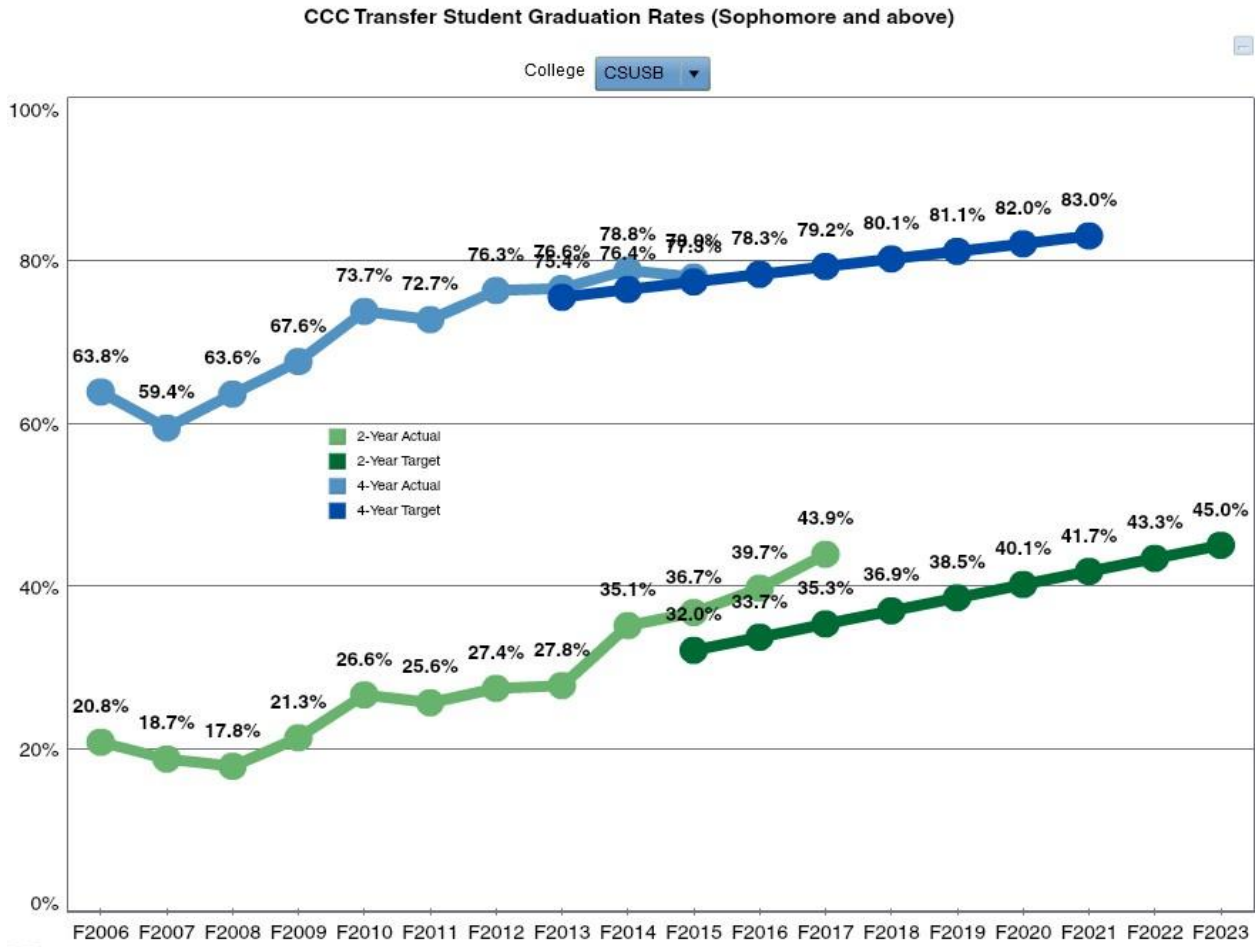


## Transfers

**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 2017 surpassed its predicted rate of 35.3% and reached 44% which is the highest two-year graduation rate for transfers at CSUSB. It would appear that this group of students is already 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 2015 also exceeded our expectations of 77.3% by a sliver and reached 78%.

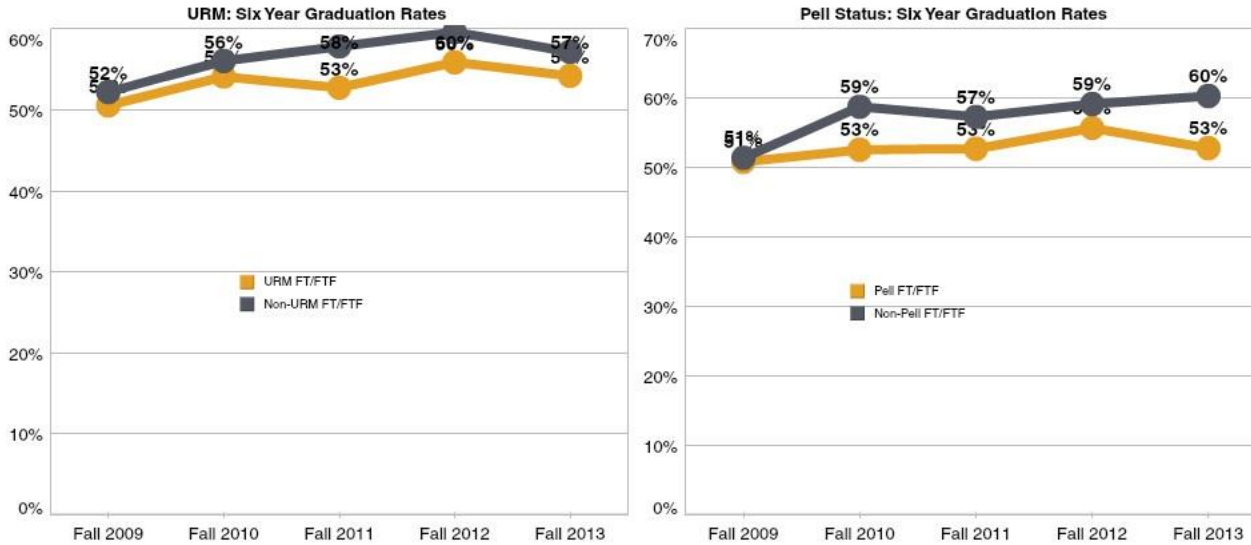
Figure 2.



### Equity Gaps in Graduation Rate

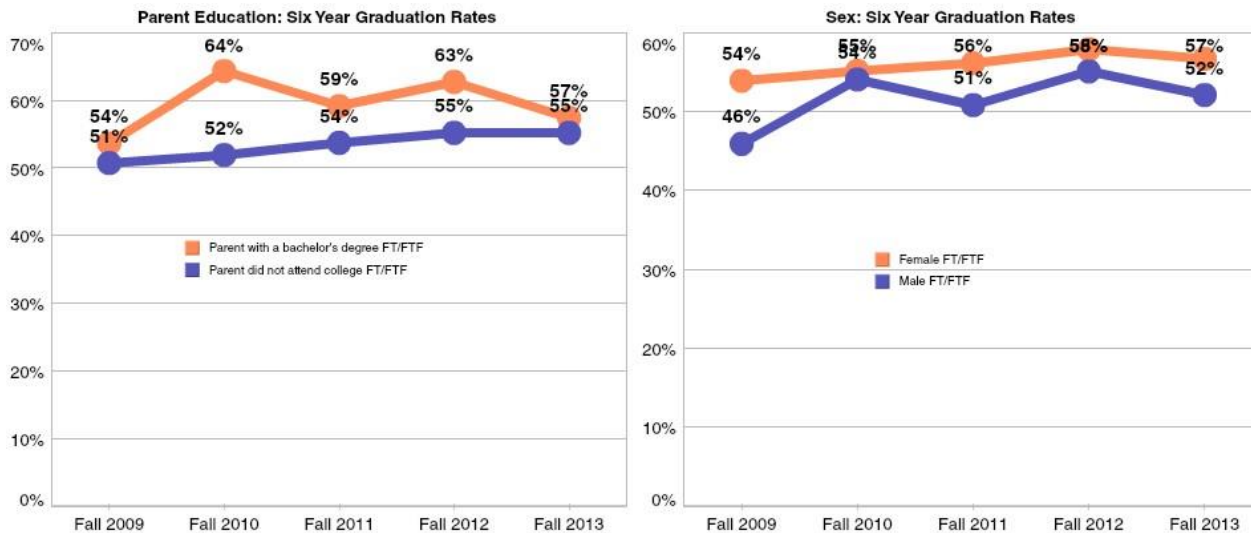
GI2025 at the Chancellor’s Office designated a gap of 3% and over as requiring attention. Figure 3 shows a diminished gap in six-year graduation rate between URM and non-URM from 4% (Fall 2012 cohort) to 3% (Fall 2013 cohort). However, the gap between Pell and non-Pell students increased from 3% (Fall 2012 cohort) to 7% (Fall 2013 cohort).

Figure 3.



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 decreased from an 8% (Fall 2012 cohort) gap to 2% (Fall 2013 cohort). The gap between male and female students increased from a 3% (Fall 2012 cohort) gap to 5% (Fall 2013 cohort).

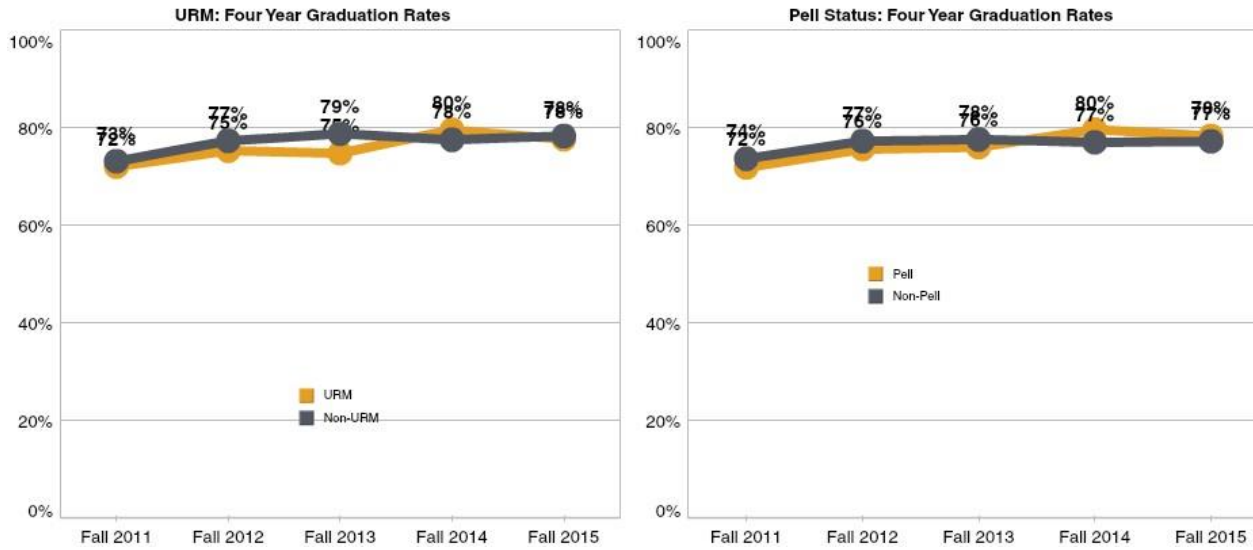
Figure 4.



Equity gaps for transfer students were much less pronounced. 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 the latest cohort. Pell students were 1% higher than non-Pell students in their four-year graduation rate for the latest cohort.

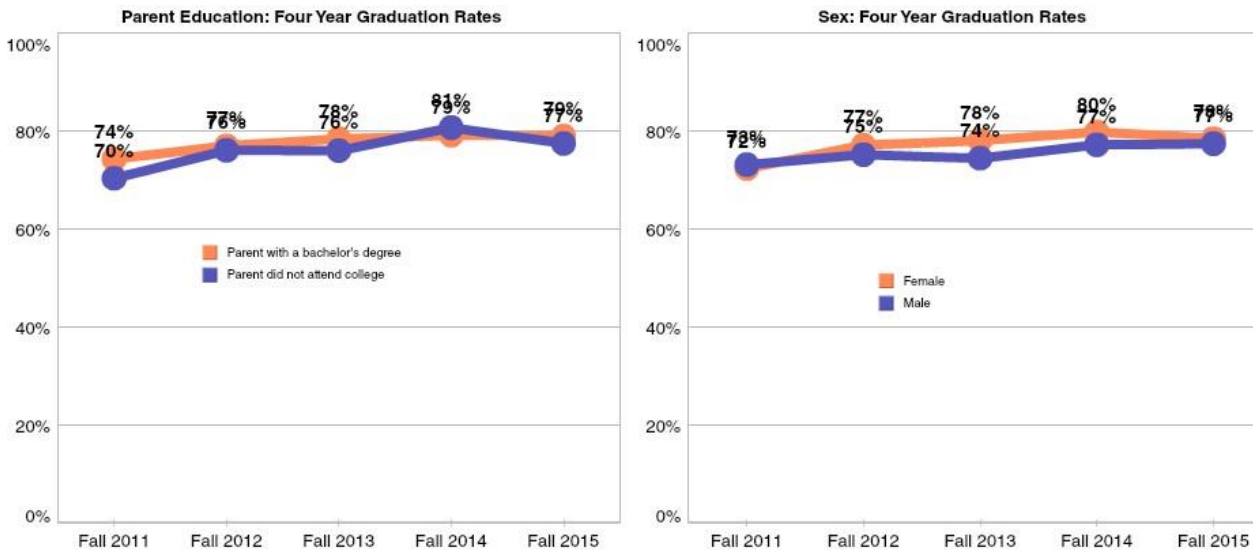


Figure 5.



In Figure 6, gaps in four-year graduation rate for first-generation transfer students reversed from a 2% gap with first-generation transfer students (Fall 2014 cohort) being higher to a 2% gap with first-generation transfer students being lower (Fall 2015 cohort). The gap between female and male students decreased from a 3% gap (Fall 2014 cohort) to 1% (Fall 2015 cohort) with female transfer students showing higher four-year graduation rate.

Figure 6.



### Student Groups and Persisting Equity Gaps

To further examine equity gaps in various student groups, Table 1 shows four-year graduation rates for first-time, full-time, first year students in the last three years since GI2025 began. In general, all underrepresented student groups improved in the last three years in their

four-year graduation rates. Those highlighted in yellow are graduation rates below the overall rates. It appears that African American and Hispanic students, Pell, first-generation, and male students fell below the overall four-year graduation rate which appear to persist into the six-year graduation rate (Table 2). Aside from student groups with small cohort sizes (i.e., Native American and Native Hawaiian/Pacific Island students), the two groups with the lowest four- and six-year graduation rates are for African American and male students.

Table 1

First-Time, Full-Time, First Year	Cohort Size			4-Year Graduation Rate			Changes in %
	Fall 2013	Fall 2014	Fall 2015	Fall 2013	Fall 2014	Fall 2015	
All	2319	2654	2944	14%	19%	19%	5%
African American	126	128	130	6%	20%	12%	5%
Asian	130	172	177	12%	19%	21%	9%
Hispanic/Latino	1576	1832	2101	13%	16%	17%	4%
Native American	3	4	7	0%	0%	29%	29%
Native Hawaiian/Pacific	7	8	5	14%	25%	20%	6%
White	247	261	236	17%	28%	31%	14%
Two or More Races	71	59	78	15%	20%	21%	5%
Pell	1651	1782	1981	11%	17%	18%	7%
Non-Pell	668	872	963	21%	23%	21%	0%
First Gen	1846	2087	2363	13%	17%	17%	4%
Non-First Gen	427	522	447	17%	24%	26%	10%
Female	1472	1604	1778	15%	21%	22%	6%
Male	847	1050	1166	12%	15%	14%	3%

The increase in six-year graduation rate in the last three years has been minimal. Highlighted in yellow were African American and Native Hawaiian students, students who reported two or more races, Pell, first-generation, and male students. Aside from groups with small cohort sizes (i.e., Native American and Native Hawaiian/Pacific Island students), African American students and students who reported two or more races had the two lowest six-year graduation rate.

Table 2

First-Time, Full-Time, First Year	Cohort Size			6-Year Graduation Rate			Changes in %
	Fall 2011	Fall 2012	Fall 2013	Fall 2013	Fall 2014	Fall 2015	
All	2090	2391	2319	54%	57%	55%	1%
African American	151	153	126	48%	49%	46%	-2%
Asian	163	140	130	54%	59%	55%	1%
Hispanic/Latino	1346	1642	1576	53%	56%	55%	2%
Native American	5	2	3	60%	100%	67%	7%
Native Hawaiian/Pacific	3	7	7	67%	57%	43%	-24%
White	263	273	247	59%	62%	55%	-3%
Two or More Races	68	60	71	49%	55%	51%	2%
Pell	1434	1644	1651	53%	56%	53%	0%
Non-Pell	656	747	668	57%	59%	60%	3%
First Gen	1611	1899	1846	52%	55%	54%	2%
Non-First Gen	450	442	427	59%	63%	57%	-2%

Female	1328	1481	1472	56%	58%	57%	1%
Male	762	910	847	51%	55%	52%	1%

For transfer students, the two-year graduation rate has increased dramatically in the last three years. It appears that African American, Asian, Hispanic students, and Native American students, non-Pell, non-first-generation, and male students had two-year graduation rate lower than overall (Table 3). The two student groups that had the lowest two-year graduation rate were African American and Asian students.

Table 3

New Transfers	Cohort Size			2-Year Graduation Rate			Changes in %
	Fall 2015	Fall 2016	Fall 2017	Fall 2015	Fall 2016	Fall 2017	
All	2331	2387	2176	37%	40%	44%	7%
African American	118	148	108	29%	43%	40%	11%
Asian	128	115	101	34%	32%	40%	5%
Hispanic/Latino	1261	1414	1219	38%	41%	43%	5%
Native American	6	10	8	17%	60%	25%	8%
Native Hawaiian/Pacific	2	8	5	0%	38%	60%	60%
White	475	409	407	38%	39%	49%	11%
Two or More Races	83	63	72	30%	37%	46%	16%
Pell	1545	1586	1414	36%	39%	44%	8%
Non-Pell	786	801	762	37%	40%	43%	5%
First Gen	1609	1746	1614	39%	41%	45%	7%
Non-First Gen	422	456	418	33%	40%	41%	7%
Female	1373	1427	1311	38%	41%	46%	8%
Male	958	960	865	35%	38%	41%	6%

For four-year graduation rate, Table 4 shows that African American and Native American students, those who reported two or more races, non-Pell, and male students had four-year graduation rate below overall. After removing those with small cohort sizes (i.e., Native American and Native Hawaiian/Pacific Island students), the two groups with the lowest two-year graduation rates are African American and Asian students. For four-year graduation rates, the two lowest groups are African American students and those who reported two or more races.

Table 4

New Transfers	Cohort Size			4-Year Graduation Rate			Changes in %
	Fall 2013	Fall 2014	Fall 2015	Fall 2013	Fall 2014	Fall 2015	
All	1826	2138	2331	77%	79%	78%	1%
African American	121	137	118	66%	71%	69%	3%
Asian	113	90	128	83%	76%	78%	-5%
Hispanic/Latino	895	1140	1261	76%	81%	79%	3%
Native American	4	5	6	100%	100%	67%	-33%
Native Hawaiian/Pacific	5	5	2	100%	100%	100%	0%
White	456	496	475	77%	79%	81%	4%
Two or More Races	47	52	83	74%	77%	72%	-2%
Pell	1232	1411	1545	76%	80%	78%	2%
Non-Pell	594	727	786	78%	77%	77%	0%

First Gen	1345	1600	1609	76%	79%	78%	2%
Non-First Gen	438	473	422	78%	79%	79%	1%
Female	1100	1347	1373	78%	80%	78%	0%
Male	726	791	958	74%	77%	77%	3%

**Summary**

In summary, first-year students appear to be on track in their four- and six-year graduation rates as shown by achieving their targets this year. Equity gaps decreased by 1% between URM and non-URM and by 6% between first-generation and non-first-generation students. However, gaps increased by 4% between Pell and non-Pell and by 2% between male and female students. More specifically, student groups who needed the most attention were African American and male students for four-year graduation rates, and African American students and students who reported two or more races for six-year graduation rates.

Two- and four-year graduation rates for transfer students were the strongest and also appear to be on track for 2025. Equity gaps diminished between URM and non-URM by 1% and by 6% between first-generation and non-first-generation. On the other hand, gaps widened by 4% between Pell and non-Pell and by 2% between male and female students. Specifically, African American and Asian transfer students had the lowest two-year graduation rate while African American students and those who reported two or more races had the lowest four-year graduation rate.

**Recommendations**

To recap recommendations from two years ago, it was suggested that interventions could focus on factors highly correlated with timely graduation such as unit load attempted, on-track unit accumulation, and cumulative grade point average (GPA) which were particularly salient for African American, Hispanic, Native American students as well as Pell, first-generation, and male students. Last year, recommendations included a focus on men of color for both first-year and transfer students. It was pointed out that the efficient 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 extra support for students.

This year, it is recommended to apply a cohort model in addressing specific target groups because it is more sustainable over time especially when there are not enough advisors for the number of students. For instance, the next cohort of first-year students approaching four-year graduation will be the Fall 2016 cohort and Fall 2014 cohort for six-year graduation. A specific focus on student groups needing the most guidance from advisors and student services are African American and male students, and students who reported two or more races. Also, the next cohort of transfer students will be the Fall 2018 cohort for two-year graduation and Fall 2016 cohort for the four-year graduation. A serious attention to African American and Asian transfer students, and those who reported two or more races might boost their graduation. Due to the unusual effect of semester conversion, these students might need additional guidance about the meaning of the conversion in their path to graduation.