



Graduation Initiative 2025 Metrics Report

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December 15, 2017

Executive Summary

The following are the goals set for CSUSB.

- 1) Increase four-year graduation rate for first time freshmen to 30% ✓
- 2) Increase six-year graduation rate for first time 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 appears to be making great progress in overall first time freshmen four-year graduation rates and transfer students two- and four-year graduation rates.
- Six-year graduation rate for first time freshmen requires some attention.
- Serious, intentional action need to be focused on student groups where equity gaps continue to persist.
- Intrusive advising and personalized engagement could be beneficial for African American and Hispanic first time freshmen students, Pell, first generation, and male students.
- African American, Hispanic, and Native American first time freshmen, Pell recipients, first generation, and male students have the least unit load attempted each term, have the least on-track unit accumulation each year, and have a high rate of cumulative GPA below 2.00 (academic probation) which contribute to equity gaps that occur as early as the first term and the first year at CSUSB.

Graduation Initiative 2025 Goals

In summer 2016, CSU campuses were asked to set new and ambitious goals for 2025. Various campus faculty and staff members convened to discuss methodology and set targets. Campus leadership was asked to begin discussions and generate specific strategies to reach their goals. By September 2016, the CSU Office of the Chancellor compiled 23 campus reports on goals and strategies, and presented them to the state legislature (Assembly Bill 1602). The purpose of this report is to summarize the targets for CSUSB, show progress thus far, and highlight areas for potential improvement as we move forward.

CSUSB's objectives for the Graduation Initiative 2025 (GI2025) were as follows:

- 1) Increase four-year graduation rate for first-time freshmen to 30%
- 2) Increase six-year graduation rate for first-time 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

Action Taken in 2016-17

CSUSB created a 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. During this first year of GI2025 implementation, the most active area has been the Nurturing Student Engagement & Advising because this subcommittee encompasses both Academic Affairs and Student Affairs.



For 2016-17, the list below summarizes actions taken by the Office of Undergraduate Studies (Academic Affairs) to support timely graduation particularly in the area of advising:

- Developed Coyote One Stop.
- Hosted 17 Graduation and Advising Workshops.

- Hired four new Graduate Retention Specialists (GRS) to support intrusive advising for each of the colleges.
- Launched over 10 ongoing advising campaigns on EAB Campus.
- Co-facilitated campus-wide retreats for GI 2025 focused on identifying institutional barriers to student success and developing strategies to address barriers (included the collection of qualitative data from campus constituents and dissemination of the information to the administration to support decision-making).
- Launched the myCAP pilot.
- Established the framework for the college Student Success Teams (SST).
- Established the Transparent Policy GI 2025 subcommittee and adopted timely graduation procedure.
- Supported the GI 2025 Rapid Data Analytics committee to closely monitor students' progress.
- Continued University Academic Advising Committee (UAAC) as an advising learning community.
- Expanded EAB Campus proliferation to college SST.
- Expansion of partnerships with academic departments to support implementation of student academic support programs, including Tutoring, Mentoring, and Supplemental Instructions (SI).
- Expansion of SI into new departments with underserved high-risk courses.
- Focus on closing the loop on assessment to improve the quality of services delivered to students.
- Creation of SI and Mentoring data dashboard to make information regarding program effectiveness publicly available and to inform decision-making.

The list below are action undertaken by the Division of Student Affairs addressing student engagement, retention, and graduation:

- The Career Center reached 4,987 students at its outreach programs; provided 1,280 unique career counseling appointments and over 200 workshops for students and alumni.
- The Career Center facilitated internship placements for 210 students at 94 sites as part of the Stand Up for San Bernardino Internship Award and the Student Success Initiative Award.
- 31 CSUSB students were selected to participate in the Hispanic Association of College and Universities 2016 annual conference held in San Antonio.
- Services to Students with Disabilities scheduled 2,649 exams during the 16-17 academic year an increase of 38% from the 15-16 academic year.
- The Student Health Center provided 15,258 student visits for both the San Bernardino and Palm Desert Campuses; engaged 10,636 students through presentations, workshops and other outreach activities.
- Counseling and Psychological Services provided 5,717 sessions on the San Bernardino and Palm Desert Campuses an increase of 7% from the 15-16 academic year.
- Awarded 1,393 CSUSB students a Middle Class Scholarship from the California Student Aid Commission for totaling \$1,789,688 dollars.

- ASI hosted CSUSB's annual Snow Day attracting over 3,000 students.
- ASI hosted the PEAK Spring Concert attracting over 7,000 students.
- Recreation and Wellness hosted the annual Late Night event attracting over 7,500 students.
- The CARE Team responded to 315 unique referrals.
- The Office of Student Engagement chartered 177 clubs and/or organizations in 16-17 an increase of 9.0% from 15-16.
- Student clubs and Greek letter organizations contributed to the 27,000 hours of community service coordinated through the Office of Community Engagement.
- The Office of Student Engagement held 1,724 student organized activities.
- The Santos Manuel Student Union opened two new affinity centers: Pan-African Student Success Center and the LatinX Center.
- The Department of Housing and Residential Education established the University's first Faculty-in-Residence Program.

First Years

Goal 1 sets the four-year graduation rate target at 30% for first year students (first time, full-time freshmen). This goal is the steepest and most difficult to achieve because historical four-year graduation rate for CSUSB freshmen has been below 10% for many years until five years ago. The current challenge CSUSB is facing is the ability to sustain an increase each year until at least 30% is reached by the last cohort of Fall 2021 expected to graduate in 2025. Thus far, Figure 1 below shows Fall 2011 cohort from two years ago had a graduation rate of 10% while last year's cohort of Fall 2012 reached a 12% graduation rate. The latest cohort of Fall 2013 thus far achieved the highest four-year graduation rate of 14%. From this result, it appears we are on track in achieving this goal. It is anticipated that the next cohort of Fall 2014 will reach a four-year graduation rate of 16% by end of summer 2018.

Goal 2 specifies the six-year graduation rate target for first time, full-time freshmen at 62%. Two years ago, the Fall 2009 cohort was the first to ever have crossed the 50% mark and reached a six-year graduation rate of 51%. Last year's cohort of Fall 2010 increased significantly to a new high of 55%. The latest cohort of Fall 2011 decreased slightly to 54%. This goal actually surpasses expected yearly targets especially if the next cohort of Fall 2012 goes above the 55% mark by end of summer 2018.

Figure 1.

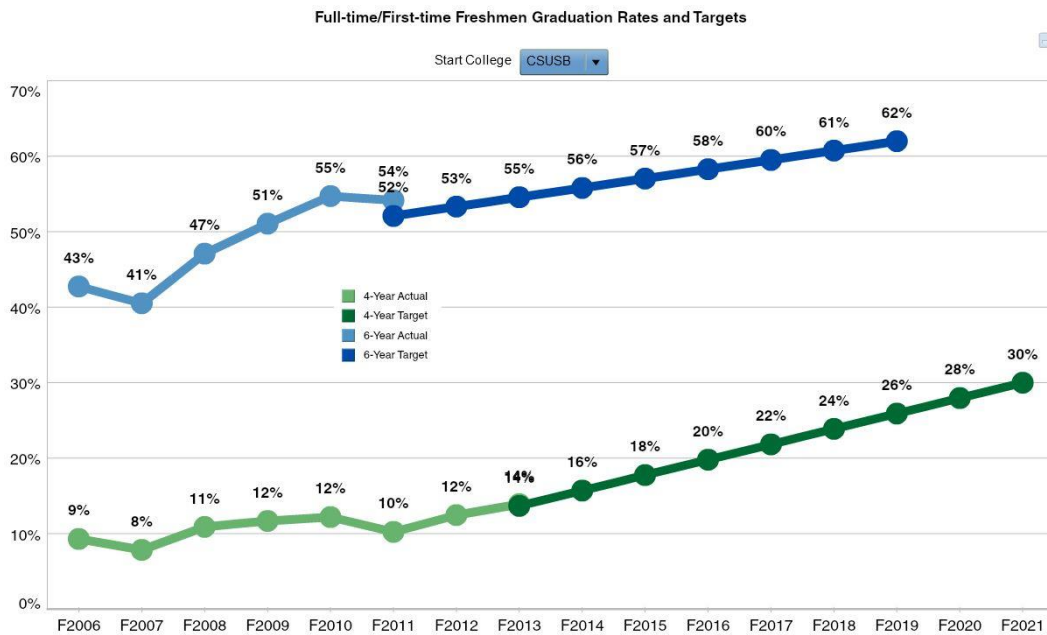


Table 1 below highlights first time full-time freshmen student groups who were below the 14% four-year graduation rate and below the 54% six-year graduation rate. Results indicate that a more robust support from CSUSB might be needed for African American and Hispanic first time full-time freshmen students, Pell, first generation, and male students. These are student groups who appear to lag behind the overall four- and six-year graduation rate. Caution is recommended when interpreting very small cohorts of students which are Native American and Native Hawaiian/Pacific Island students.

Table 1.

First Time Full-Time Graduation Rate	Four Years		Six Years	
	Cohort Size	Fall 2013	Cohort Size	Fall 2011
All	2319	14%	2090	54%
African American	126	6%	151	48%
Asian	130	12%	163	55%
Hispanic/Latino	1576	13%	1346	53%
Native American	3	0%	5	60%
Native Hawaiian/Pacific	7	14%	3	50%
White	247	17%	263	59%
Two or More Races	71	15%	68	49%
Pell	1651	11%	1434	53%
Non-Pell	668	21%	656	57%
First Gen	1846	13%	1611	52%
Non-First Gen	427	17%	450	59%
Female	1472	15%	1328	56%
Male	847	12%	762	51%

Transfers

The GI2025 definition of a transfer student is a new sophomore, junior, or senior student transferring from a California Community College which excludes out-of-state and those coming in as transfer freshmen. According to Goal 3, the two-year graduation rate goal for new transfer students is 45% by 2025. Results show in Figure 2 that the Fall 2013 cohort from two years ago achieved 28% while last year's cohort of Fall 2014 reached the highest at 35%. The most recent cohort of Fall 2015 achieved a new high of 37% which surpassed last year's numbers. Clearly, we are on track in achieving this goal.

Goal 4 refers to the four-year graduation rate of transfer students which was set at 83% by 2025. Two years ago, the Fall 2011 cohort of transfer students graduation rate was 73%. Last year's cohort of Fall 2012 achieved the highest at 76%. The latest cohort of Fall 2013 increased even higher at 77% and also surpassed our expectations. We are also on track in achieving this goal.

Figure 2.

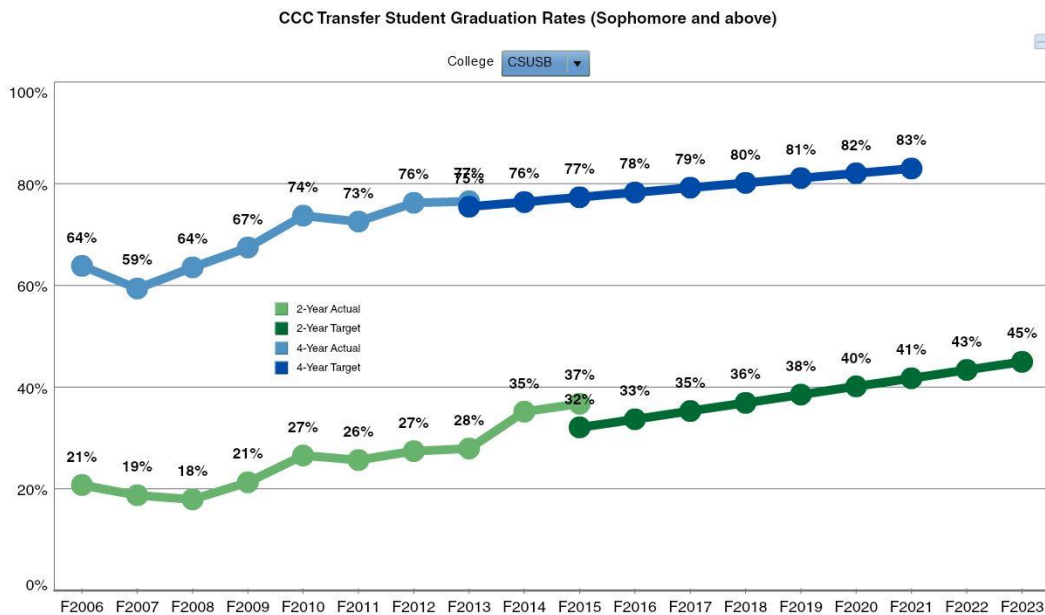


Table 2 below highlights transfer student groups who were below the 37% two-year graduation rate or 77% four-year graduation rate. African American, Native American, and Native Hawaiian/Pacific Island transfer students, those who identified themselves as Two or More Races, Pell, and male students appear to need intrusive and vigorous support from CSUSB in order to graduate in a timely manner. Again, caution is recommended when interpreting very small cohorts of students which are Native American and Native Hawaiian/Pacific Island students.

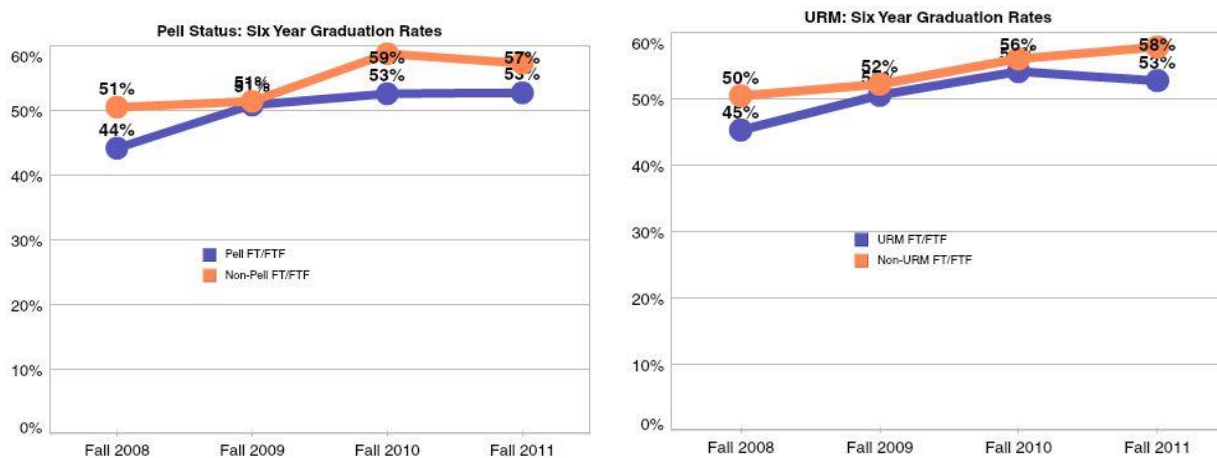
Table 2.

Transfer Students Graduation Rate	Two Years		Four Years	
	Cohort Size	Fall 2015	Cohort Size	Fall 2013
All	2331	37%	1826	77%
African American	118	29%	121	66%
Asian	128	34%	113	83%
Hispanic/Latino	1261	38%	895	76%
Native American	6	17%	4	100%
Native Hawaiian/Pacific	2	0%	5	100%
White	475	38%	456	77%
Two or More Races	83	30%	47	74%
Pell	1545	36%	1232	76%
Non-Pell	786	37%	594	78%
First Gen	1609	39%	1345	76%
Non-First Gen	422	33%	438	78%
Female	1373	38%	1100	78%
Male	958	35%	726	74%

Equity Gaps

The two equity gaps stated in GI2025 for six-year graduation rates were for Pell and underrepresented (URM) students who started at CSUSB as first time full-time freshmen. As shown in Figure 3, two years ago, the gap between Pell and non-Pell students was almost non-existent for the Fall 2009 cohort. This gap widened to 6% for last year’s cohort of Fall 2010 and lessened to 4% for Fall 2011 cohort. Two years ago, the gap between URM and non-URM with the Fall 2009 cohort was minimal at 1%, increased to 2% for last year’s cohort of Fall 2010, and increased to a 5% gap for the latest cohort of Fall 2011. Therefore, Goal 5 results indicate that CSUSB needs to scale up efforts to reduce equity gaps for Pell and URM students who started at CSUSB as freshmen.

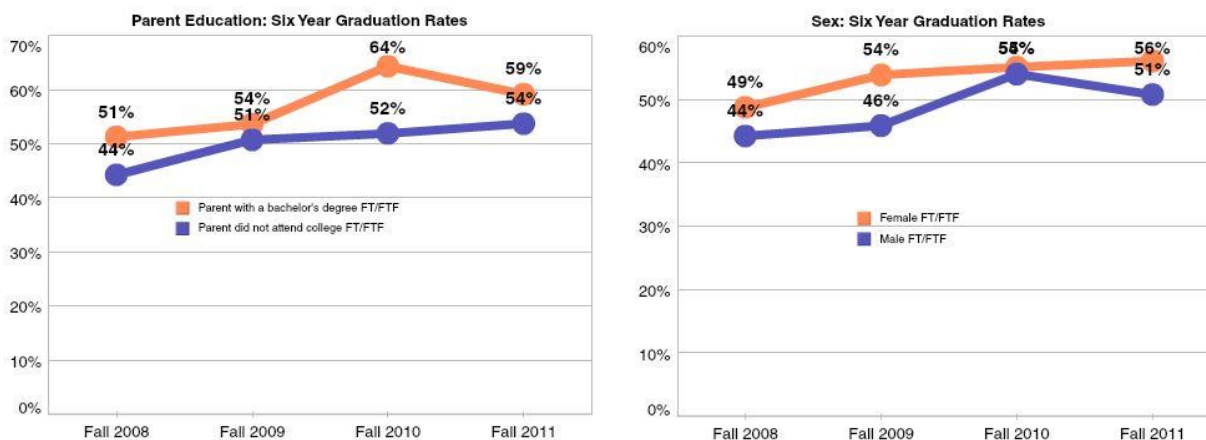
Figure 3.



In addition to equity gaps for Pell and URM students, CSUSB identified in the Strategic Plan two other student groups to monitor (Figure 4). Those gaps are between first generation and

non-first generation students, and between male and female students. Two years ago, the Fall 2009 cohort had a gap of 3% between first generation and non-first generation students which increased significantly to 12% for last year's cohort of Fall 2010. The latest cohort of Fall 2011 had reduced the gap to 6%. Gender differences also appeared for the Fall 2009 cohort where male students were 8% lower in six-year graduation rate than female students. Male students from Fall 2010 cohort were 1% lower than female students and the latest cohort of Fall 2011 were 5% lower than female students in six-year graduation rate. Clearly, equity gaps exist for first generation and male students who arrived at CSUSB as first time freshmen.

Figure 4.



In summary, CSUSB appears to be making great progress in first time freshmen four-year graduation rates and transfer students two- and four-year graduation rates. Equity gaps appear to look minimal for transfer students. On a different note, serious work will need to focus on equity gaps that persist for those who began as first time freshmen. More specifically, efforts will need to be deployed to African American and Hispanic first time freshmen students, Pell, first generation, and male students. The personalized style of advising and engagement may be needed to get them focused on a timely graduation. At the same time, African American transfer students, those who identified themselves as Two or More Races, Pell, and male transfer students might similarly benefit from these types services.

Where do the equity gaps begin?

To strategically address the issue of equity gaps between student groups, this section identifies other factors that occur earlier in students' time in college and could be areas of focus for interventions. Three factors have been identified by Institutional Research as highly correlated with timely graduation: unit load attempted, on-track unit accumulation, and cumulative grade point average (GPA). Analyses were performed for first time, full-time freshmen from multiple cohorts (Fall 2012 through Fall 2016) to minimize fluctuations of small sample groups.

First, we examined unit load attempted per term which represents units towards a degree in Table 3. Results suggest that equity gaps are salient during students' first term on campus and persists throughout the four years. Highlighted numbers indicate unit load attempted that are below the overall average. Those highlighted in orange indicate the lowest unit load attempted for a

particular student group in a particular term. It appears that African American, Hispanic, and Native American students as well as Pell, first generation, and male students might benefit the most from interventions that address unit load towards a degree and a robust support system to keep them connected with campus.

Table 3.

Unit Load Attempted	Yr1: Fall	Yr1: Winter	Yr1: Spring	Yr2: Fall	Yr2: Winter	Yr2: Spring	Yr3: Fall	Yr3: Winter	Yr3: Spring	Yr4: Fall
All	12.25	13.26	13.53	13.76	13.64	13.61	13.80	13.78	13.87	14.12
African American	11.36	12.45	12.86	13.18	13.46	13.18	13.61	13.68	13.92	14.11
Asian	13.39	14.14	14.03	14.25	13.87	13.84	13.96	13.92	13.86	14.12
Hispanic/Latino	12.15	13.21	13.49	13.71	13.59	13.53	13.70	13.70	13.72	14.03
Native American	11.43	12.09	12.78	13.29	13.77	12.33	12.00	13.83	14.43	13.00
Native Hawaiian/Pacific	11.67	14.13	13.62	14.14	14.00	13.48	13.45	13.65	14.53	14.33
White	13.14	13.89	14.05	14.11	14.01	13.86	14.21	14.11	14.15	14.49
Two or More Races	12.77	13.53	13.62	13.90	13.90	13.75	13.95	13.97	14.10	14.11
Pell	12.07	13.15	13.46	13.67	13.60	13.55	13.72	13.70	13.74	14.04
Non-Pell	12.63	13.49	13.68	13.94	13.73	13.74	13.97	13.95	14.14	14.30
First Gen	12.01	13.11	13.42	13.68	13.57	13.54	13.71	13.74	13.79	14.02
Non-First Gen	12.96	13.73	13.94	14.09	13.92	13.82	14.01	13.98	14.10	14.33
Female	12.12	13.24	13.57	13.81	13.74	13.68	13.84	13.84	13.88	14.15
Male	12.46	13.30	13.47	13.67	13.49	13.50	13.73	13.67	13.84	14.06

Next, we examined the accumulation of on-track units which is essentially linked to unit load attempted. Table 4 indicates the percentage of students returning for Year 2, Year 3, or Year 4 and achieving a sophomore, junior, or senior status based on unit accumulation. African American, Hispanic, and Native American students, Pell, first generation, and male students lag behind the overall average accumulation of units which clearly delay their time to graduation.

Table 4.

On-Track Unit Accumulation	Year 2	Year 3	Year 4
All	29%	18%	11%
African American	15%	9%	6%
Asian	38%	26%	15%
Hispanic/Latino	28%	16%	10%
Native American	25%	10%	5%
Native Hawaiian/Pacific	29%	14%	11%
White	37%	26%	18%
Two or More Races	32%	20%	12%
Pell	27%	16%	10%
Non-Pell	33%	21%	14%
First Gen	28%	16%	10%
Not First Gen	37%	23%	16%
Female	30%	19%	12%
Male	27%	16%	10%

Finally, we examined their cumulative GPA and reported the percentage of students whose GPA declined below the 2.00 threshold at any term during the academic year. Implications of a low cumulative GPA suggest that students are placed on academic probation and are required to complete a plan with the dean of Undergraduate Studies to improve their GPA. Table 5 indicates that African American and Hispanic students, Pell recipients, first generation and male students have a higher rate of falling below the 2.00 cumulative GPA threshold and place them at risk for academic probation. These student groups might best benefit from Supplemental Instruction or peer tutoring.

Table 5.

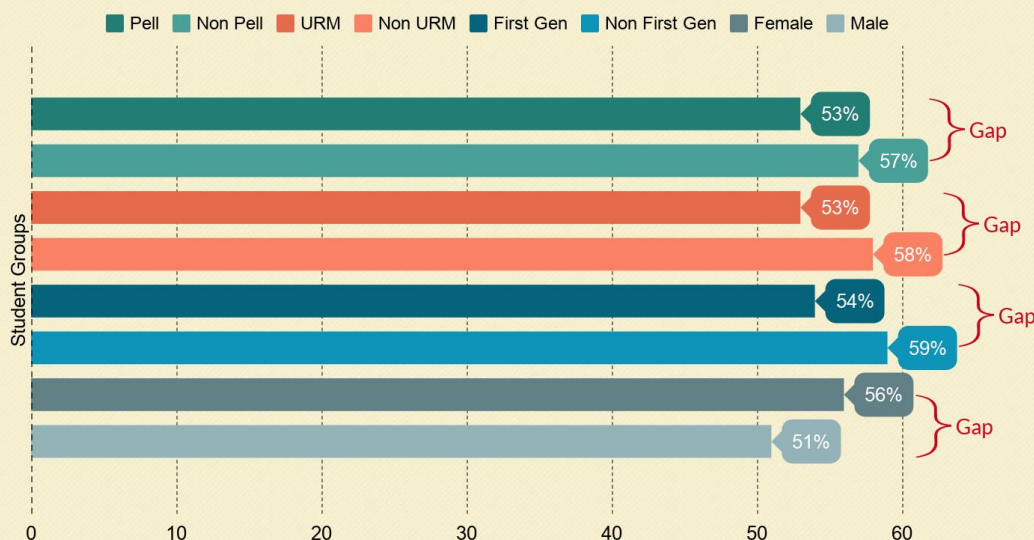
GPA less than 2.0*	Year 1	Year 2	Year 3	Year 4
All	24%	17%	10%	7%
African American	31%	21%	14%	12%
Asian	17%	10%	8%	7%
Hispanic/Latino	26%	18%	11%	7%
Native American	30%	21%		
Native Hawaiian/Pacific	41%	27%	7%	11%
White	16%	11%	6%	4%
Two or More Races	22%	15%	9%	9%
Pell	26%	19%	12%	8%
Non-Pell	20%	12%	7%	5%
First Generation	27%	18%	12%	8%
Not First Generation	17%	10%	7%	6%
Female	23%	16%	10%	6%
Male	27%	18%	11%	8%

In summary, African American, Hispanic, and Native American first time freshmen, Pell recipients, first generation, and male students have the least unit load attempted each term, have the least on-track unit accumulation each year, and have a high rate of cumulative GPA below 2.00 (academic probation). These persistent equity gaps between student groups can be addressed as early as the first term and the first year at CSUSB with the expectation that equity gaps will diminish as these student groups approach four-year or six-year graduation.

Did You Know

Equity gaps persist between student groups at CSUSB?

Equity Gaps in Six-Year Graduation Rate



Gaps occur as early as Year 1.

**AVERAGE UNIT LOAD
FIRST TERM YEAR 1**

Pell	12.07
Non-Pell	12.63
URM	12.09
Non-URM	12.75
First Gen	12.01
Non-First Gen	12.96
Female	12.12
Male	12.46

**CUMULATIVE GPA
< 2.0 YEAR 2**

Pell	19%
Non-Pell	12%
URM	18%
Non-URM	12%
First Gen	18%
Non-First Gen	10%
Female	16%
Male	18%

**ON TRACK UNIT
ACCUMULATION YEAR 3**

Pell	16%
Non-Pell	21%
URM	16%
Non-URM	23%
First Gen	16%
Non-First Gen	23%
Female	19%
Male	16%

More details on dashboard

Pell is PELL grant recipient.
 URM is historically underrepresented minority.
 First Gen is first generation college student based on parents' education at application.
 Data represent selection of multiple cohorts (Fall 2012 through Fall 2016) of first time, full time freshmen.