Data Impact Session
Breaking Down Graduation Initiative 2025 Metrics

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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

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>6-Year Grad Rate Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>43</td>
<td>55</td>
</tr>
<tr>
<td>2007</td>
<td>41</td>
<td>55</td>
</tr>
<tr>
<td>2008</td>
<td>47</td>
<td>56</td>
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<tr>
<td>2009</td>
<td>51</td>
<td>57</td>
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<tr>
<td>2010</td>
<td>55</td>
<td>58</td>
</tr>
<tr>
<td>2011</td>
<td>55</td>
<td>59</td>
</tr>
<tr>
<td>2012</td>
<td>56</td>
<td>60</td>
</tr>
<tr>
<td>2013</td>
<td>56</td>
<td>61</td>
</tr>
<tr>
<td>2014</td>
<td>57</td>
<td>62</td>
</tr>
<tr>
<td>2015</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>60</td>
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</tr>
<tr>
<td>2018</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>2021</td>
<td>64</td>
<td></td>
</tr>
</tbody>
</table>

Transfer Students*

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>4-Year Grad Rate Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>59</td>
<td>64</td>
</tr>
<tr>
<td>2008</td>
<td>67</td>
<td>70</td>
</tr>
<tr>
<td>2009</td>
<td>74</td>
<td>76</td>
</tr>
<tr>
<td>2010</td>
<td>77</td>
<td>79</td>
</tr>
<tr>
<td>2011</td>
<td>78</td>
<td>80</td>
</tr>
<tr>
<td>2012</td>
<td>79</td>
<td>81</td>
</tr>
<tr>
<td>2013</td>
<td>80</td>
<td>82</td>
</tr>
<tr>
<td>2014</td>
<td>81</td>
<td>83</td>
</tr>
<tr>
<td>2015</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>83</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Goals</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Long-Term</strong></td>
<td></td>
</tr>
<tr>
<td>Advising</td>
<td>Hiring retention and graduation specialists</td>
</tr>
<tr>
<td>Enrollment management</td>
<td>Expand number of online and hybrid courses to fulfill demand for bottleneck courses</td>
</tr>
<tr>
<td>Remediation in Math</td>
<td>Offer developmental coursework in summer for freshmen prior to first semester at CSUSB</td>
</tr>
<tr>
<td><strong>Short-Term</strong></td>
<td></td>
</tr>
<tr>
<td>Advising</td>
<td>Intrusive advising by means of contacting students and offering assistance</td>
</tr>
<tr>
<td>Campus planning and organizing to foster a culture of student success</td>
<td>Provide more campus employment</td>
</tr>
<tr>
<td>General support services</td>
<td>Offer supplemental instruction</td>
</tr>
<tr>
<td>Success in low completion rate courses</td>
<td>Provide the colleges support to utilize funds effectively/efficiently to ensure timely graduation</td>
</tr>
</tbody>
</table>

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

2017 First-time Freshmen Survey
"How many years do you expect it will take you to graduate from CSUSB?"

- 2 years: 2% (n=1074)
- 3 years: 2% (n=1074)
- 4 years: 76% (n=1074)
- 5 years: 14% (n=1074)
- 6+ years: 2% (n=1074)
- I do not plan to graduate from this institution: 5% (n=1074)

Fall 2017 Average Unit Load
- 12 or less: 36% (n=750)
- 13-14: 32% (n=750)
- 15 or more: 32% (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?"

- 72% expect it to take 4 years
- 18% expect it to take 5 years
- 5% expect it to take 6+ years
- 3% do not plan to graduate from this institution

On Track vs Not on Track

- 49% On Track (45+ years)
- 51% Not on Track (< 45 years)

n = 1243

*Only 3% of “Not on Track” students took courses during the Summer.
FTF On Track vs Not on Track

Graduation Rates*

<table>
<thead>
<tr>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>on track</td>
<td>45+</td>
<td>90+</td>
</tr>
<tr>
<td>not on track</td>
<td>&lt; 45</td>
<td>&lt; 90</td>
</tr>
</tbody>
</table>

*Averages of the latest three cohorts*
Why are students only taking 12 units?

2017 Q2S Survey
"Why do you typically only take 3 courses per term?"

- I work Part-time: 38%
- I work Full-time: 23%
- I want to Graduate Faster: 9%
- I want to keep my GPA High: 16%
- Other: 14%

Common Themes for "Other" Explanation
- Concerned About Larger Workload: 23%
- Maintain Full-time Status to Receive Financial Aid: 14%
- Family/Children: 13%
- Timing of Classes: 6%
- Lack of Available Courses: 23%
- Other: 22%

n = 2146
n = 199
FTF with 15+ and 12-14 First Term Units

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

<table>
<thead>
<tr>
<th></th>
<th>HS GPA</th>
<th>SAT</th>
<th>Average 1st Term DFWI Counts</th>
<th>Average 1st Term GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>15+ Units</td>
<td>3.31</td>
<td>916.0</td>
<td>0.4002399</td>
<td>2.97</td>
</tr>
<tr>
<td>Select 15+ Units**</td>
<td>3.19</td>
<td>836.8</td>
<td>0.5</td>
<td>2.77</td>
</tr>
<tr>
<td>12-14 Units</td>
<td>3.19</td>
<td>835.0</td>
<td>0.4</td>
<td>2.71</td>
</tr>
</tbody>
</table>

* 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

**Graduation Rates***

- **Not Retained 1 or 2 Terms**
  - 1%

- **Retained All 3 Terms**
  - 12%
  - 54%
  - 6%

*4-Yr Graduation*

*6-Yr Graduation*

*Averages of the latest three cohorts*
FTF: Undeclared Major

4-Yr Graduation Rates*

- Undeclared at the start of 2nd Year
- No longer undeclared at the start of 2nd Year

<table>
<thead>
<tr>
<th>Year</th>
<th>4%</th>
<th>15%</th>
<th>15%</th>
<th>8%</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>14%</td>
<td>13%</td>
<td>15%</td>
<td>15%</td>
<td>8%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>5%</td>
<td>1%</td>
<td>4%</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>5%</td>
<td>13%</td>
<td>15%</td>
<td>15%</td>
<td>8%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>5%</td>
<td>13%</td>
<td>15%</td>
<td>15%</td>
<td>8%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>5%</td>
<td>13%</td>
<td>15%</td>
<td>15%</td>
<td>8%</td>
</tr>
</tbody>
</table>

*Preliminary data for Fall 2013 cohort.

6-Yr Graduation Rates*

- Undeclared at the start of 2nd Year
- No longer undeclared at the start of 2nd Year

<table>
<thead>
<tr>
<th>Year</th>
<th>50%</th>
<th>52%</th>
<th>53%</th>
<th>53%</th>
<th>58%</th>
<th>68%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>50%</td>
<td>50%</td>
<td>52%</td>
<td>53%</td>
<td>60%</td>
<td>64%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>50%</td>
<td>52%</td>
<td>53%</td>
<td>60%</td>
<td>58%</td>
<td>60%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>50%</td>
<td>52%</td>
<td>53%</td>
<td>60%</td>
<td>58%</td>
<td>60%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>50%</td>
<td>52%</td>
<td>53%</td>
<td>60%</td>
<td>58%</td>
<td>60%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>50%</td>
<td>52%</td>
<td>53%</td>
<td>60%</td>
<td>58%</td>
<td>60%</td>
</tr>
</tbody>
</table>

*Preliminary data for Fall 2011 cohort.
Supplemental Instruction

AY 2016-17 Supplemental Instruction: Graduated or Retained in Fall 2017

SI Participants = 880; Non-SI Participants = 5753
Utilizing Summer Courses

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

Demographics
- 42% Underrepresented Minorities
- 10% Pell Grant Recipients
- 58% Female

First Term
- 91% Full Time
- 63% Attended on-time
- 42% Declared a Major

Start of Second Year
- 70% Completed GE Courses
- 95% Declared a Major

Graduation
- 84% First-Generation College Graduates
- 712 Average Units
- 3.30 GPA
- 4% Double Majors

Pre-Collegiate
- 77% Required Developmental Class
- 54% Earned College Units in High School
- 14% HS GE

Summer Courses
- 29% Enrolled in 2+ Summer Terms
- 56% Took Summer Coursework
- 44% Took a GE course

56% Took Summer Coursework
44% Took a GE course

Institutional Research
Golden Four Completion

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

Golden Four completion during the first year for F2011 & F2012 first year cohorts

<table>
<thead>
<tr>
<th>Course Selection</th>
<th>Graduation Rate in 4 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>All four courses</td>
<td>17%</td>
</tr>
<tr>
<td>Three of the four</td>
<td>12%</td>
</tr>
<tr>
<td>Two of the four</td>
<td>7%</td>
</tr>
<tr>
<td>One of the four</td>
<td>5%</td>
</tr>
<tr>
<td>None of the four</td>
<td>1%</td>
</tr>
</tbody>
</table>

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.

Critical Thinking
COMM110
HUMS10A
MATH180
PHIL100
PHIL500
PSY100
SOC100

Oral Communication
COMM120
HUMS10C

Written Communication
ENGL10A
ENGL10B
ENGL10C
ENGL10D

July 2017
Major Changes: Terms to Degree

*Graduated students from Fall 2005 and later cohorts.

*Graduated students from Fall 2005 and later cohorts.
Major Changes: Graduation Rates

FTF: Graduation Rates* by Number of Major Changes

- 0 or 1 (n=5442): 27% 4-Yr Graduation, 91% 6-Yr Graduation
- 2 or 3 (n=1703): 14% 4-Yr Graduation, 82% 6-Yr Graduation
- 4+ (n=109): 12% 4-Yr Graduation, 67% 6-Yr Graduation

Junior TR: Graduation Rates* by Number of Major Changes

- 0 or 1 (n=12141): 31% 2-Yr Graduation, 92% 4-Yr Graduation
- 2 or 3 (n=651): 9% 2-Yr Graduation, 74% 4-Yr Graduation
- 4+ (n=15): 0% 2-Yr Graduation, 40% 4-Yr Graduation

*Graduated students from Fall 2005 and later cohorts.
DFWI: Terms to Degree

*Graduated students from Fall 2005 and later cohorts.

*Graduated students from Fall 2005 and later cohorts.
**DFWI: Graduation Rates**

**FTF: Graduation Rates* by Number of DFWI**

- 0 to 2 (n=3575): 39% 4-Yr Graduation, 97% 6-Yr Graduation
- 3 to 5 (n=1427): 15% 4-Yr Graduation, 92% 6-Yr Graduation
- 6+ (n=2252): 4% 4-Yr Graduation, 74% 6-Yr Graduation

**Junior TR: Graduation Rates* by Number of DFWI**

- 0 to 2 (n=10346): 35% 2-Yr Graduation, 95% 4-Yr Graduation
- 3 to 5 (n=1581): 13% 2-Yr Graduation, 84% 4-Yr Graduation
- 6+ (n=880): 3% 2-Yr Graduation, 61% 4-Yr Graduation

*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.
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