Tim White  
Chancellor

Ephraim Smith  
Academic Affairs

Jeff Gold  
Academic Technology

Ken O’Donnell  
Student Engagement

Bill Covino  
CSU Los Angeles

David Dowell  
Lynn Mahoney  
Van Novack  
CSU Long Beach
systemwide persistence

- **2008**: 80% (first-year continuation), 71% (second-year continuation), 66% (third-year continuation)
- **2009**: 82% (first-year continuation), 74% (second-year continuation), 69% (third-year continuation)
- **2010**: 84% (first-year continuation), 75% (second-year continuation)
- **2011**: 84% (first-year continuation)
Achievement Gap

6-Year Graduation Rates, 2000-2006 Cohorts

- Non-Underrepresented Minorities: 42.5%
- Underrepresented Minorities: 39.8%
- Overall: 51.4%

2000-2006: 51.1%
2001-2007: 56.0%
2002-2008: 47.8%
2003-2009: 47.8%
2004-2010: 51.4%
2005-2011: 56.0%
2006-2012: 51.4%
Key Uses of Data

1. **Tracking retention & graduation:**
   By freshman / transfer, college, department, cohort, & advising group

2. **Achievement Gaps:**
   Tracking retention & graduation by ethnicity, gender, Pell status

3. **Low completion courses:**
   Tracking section pass rates to identify low completion courses; tasking colleges with revision

4. **College targets:**
   Assigning graduation targets for URM & Non-URM students to colleges for transfers & native students (using a native junior methodology)

5. **Leading indicators:**
   Forecasting grad rates using total retention
CSULB: Subgroup Tracking
### CSULB: Subgroup Tracking

#### 1-6-Year Freshman Retention & Graduation Rates by Demographic and Admissions Characteristics

<table>
<thead>
<tr>
<th>3-Year</th>
<th>Semester of Entry</th>
<th>Year</th>
<th>Initial Cohort Count</th>
<th>Graduated</th>
<th>Grad within College</th>
<th>Grad Rates within College</th>
<th>Persist Rates</th>
<th>Retention Rates</th>
<th>Retention Rates within College</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2003</td>
<td>3-Year</td>
<td>1,183</td>
<td>4</td>
<td>3</td>
<td>0.34%</td>
<td>66.95%</td>
<td>67.29%</td>
<td>33.39%</td>
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<td>Fall 2004</td>
<td>3-Year</td>
<td>1,250</td>
<td>2</td>
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<td>0.16%</td>
<td>68.48%</td>
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<td>Fall 2005</td>
<td>3-Year</td>
<td>1,542</td>
<td>3</td>
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<td>0.19%</td>
<td>65.63%</td>
<td>65.82%</td>
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<td>Fall 2006</td>
<td>3-Year</td>
<td>1,607</td>
<td>8</td>
<td>3</td>
<td>0.50%</td>
<td>67.70%</td>
<td>68.20%</td>
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<td>3-Year</td>
<td>1,605</td>
<td>5</td>
<td>4</td>
<td>0.31%</td>
<td>68.10%</td>
<td>68.41%</td>
<td>37.94%</td>
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<td>Fall 2008</td>
<td>3-Year</td>
<td>1,839</td>
<td>4</td>
<td>1</td>
<td>0.22%</td>
<td>72.21%</td>
<td>72.43%</td>
<td>37.63%</td>
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<td>Fall 2009</td>
<td>3-Year</td>
<td>1,572</td>
<td>7</td>
<td>5</td>
<td>0.45%</td>
<td>76.65%</td>
<td>77.10%</td>
<td>40.71%</td>
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<td>3-Year</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
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<tr>
<td></td>
<td>Fall 2011</td>
<td>3-Year</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
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</table>
CSULB: Tracking progress
3y retention & 8y grad rates

3y retention x 8y grad rate

$R^2 = 0.9785$

$y = 1.2893x - 0.2947$

All students 3y tot retention
All students 8y grad
Linear (All students 3y tot retention)
CSULB: Tracking Achievement Gaps with 3y Retention

![Graph showing annual retention rates from Fall 1995 to Fall 2009 for different groups: ALL, African American, Latino. The graph indicates an increasing trend in retention rates over the years.]
Goal:  
Fall 2009 first-time freshman cohort – Raise the six-year graduation rate by 6 percentage points to 51%.

Overall Strategy:  
Create strategies each year of the cohort’s progress toward degree.  
• Focus each year on the threats to retention  
• To benefit future cohorts, institutionalize strategies that work

Year One Threats:  
• More than 60% of entering students remedial in English and/or Math  
• Under-developed university-level academic success skills

Year One Strategies:  
• Spring Academic Success Course for students whose Fall GPA fell below 2.0  
• Mandatory advising before enrollment for third semester is allowed  
• Peer coaches use social media to engage and support first year students
Year Two Threats:
- Requirements of major courses more rigorous than GE requirements
- Chosen major daunting or not engaging
- Lack of orientation to major

Year Two Strategies:
- Send names, GPA, units completed to Departments for all declared majors in their second year
- Provost meets with Department Chairs to learn best practices for engaging second year students, and to encourage it
- The most active Department Chairs “buddy” with others.

Results of Year One Strategies:
- Record one-year retention rate of 86.6%. Typically, was in lower 80s.
- Typically, 33% of students with low GPAs return for the third semester. For those completing Academic Success course, now 77% returning.
- Pattern of success suggests we will exceed highest established six year rate, and meet the 6-year goal.
Additional Components of the Current Initiative:

• Redesign of high failure rate courses
• Faculty development to improve student writing and critical thinking, using software programs, resulting in higher scores on the Collegiate Learning Assessment and improved student writing from first to last paper
• Expansion of “Support Net” early warning system to include more courses
• Title V grant to improve the Hispanic student four and five year graduation rates through the development of enhanced learning environments
• EDGE initiative to improve graduation rates for African American students, through engagement and mentoring initiatives
• Expansion of support for undergraduate research
• Super seniors asked for graduation plans
• Student government involvement to create conversation around improving the graduation rate
• Self-Paced Online Tutorial (SPOT) — a Blackboard hosted portfolio-based around-the-clock free writing tutorial — introduced to alleviate the writing proficiency testing bottleneck