# Learning from the CSU Student Success Dashboards

# Graduation Goals

- Currently, CSUCI is almost 20 points below 40% four-year goal
  - Around 15 points below 67% six-year goal

| CSUCI Student Graduation Rates | | | |
|---|---|---|---|
| Start Year | 4yr Grad. Rate | 5yr Grad. Rate | 6yr Grad. Rate |
| 2011 | 25.6 | 50.5 | 59.5 |
| 2012 | 23.8 | 48.5 | 54.8 |
| 2013 | 21.5 | 46.4 | 54.1 |
| 2014 | 21.5 | 48.4 | - |
| 2015 | 23.3 | - | - |
| Goal | 40.0 | - | 67.0 |
| Data sourced from the data tables tab of the Faculty Dashboard: "How quickly do they progress?" | | | |

* CSUCI students struggle to reach Sophomore status within 1 year

| For 2015 numbers to meet Graduation Initiative | Needed | Actual |
|---|---|---|
| Sophomore Status | 93% | 30% |
| Junior Status | 70% | 27% |
| Senior Status | 61% | 26% |
| Graduated | 40% | 23% |

# A&S Demographic Shift

- Increasingly more Underrepresented Minority (URM) students
  - Mainly Hispanic/Latino
  - May be larger (other)
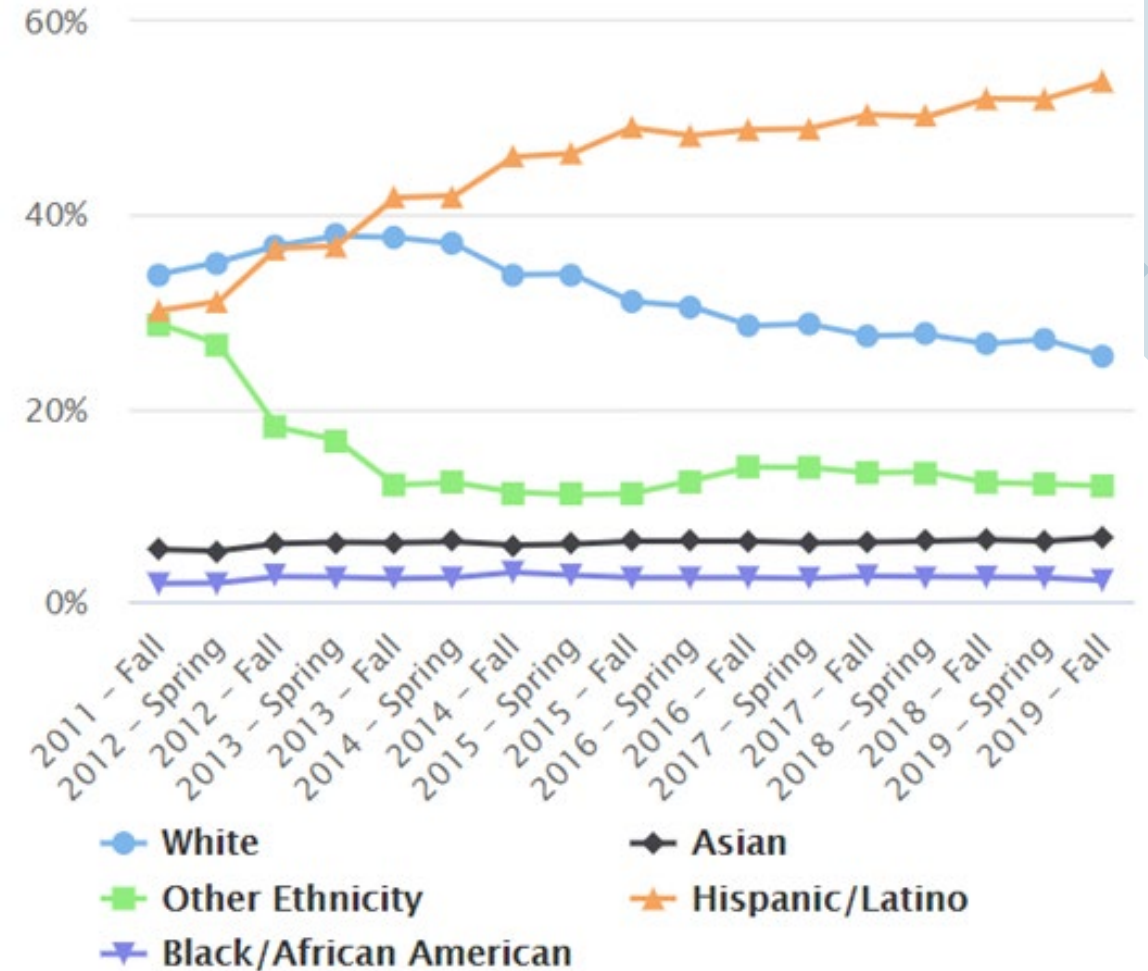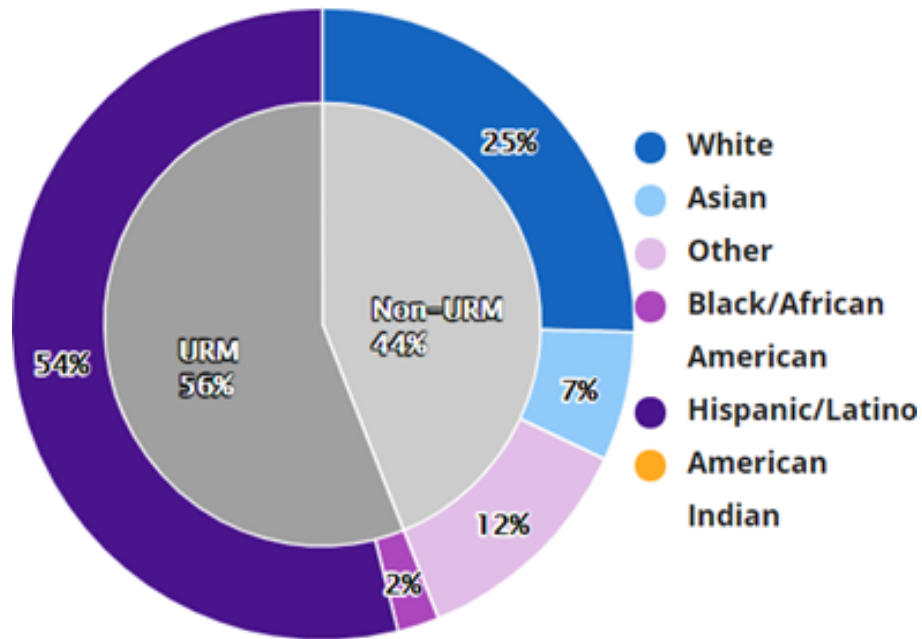


*Figures sourced from the trends tab of the Faculty Dashboard: "Who are my students?"*

# CSUCI Freshmen Intersectionality
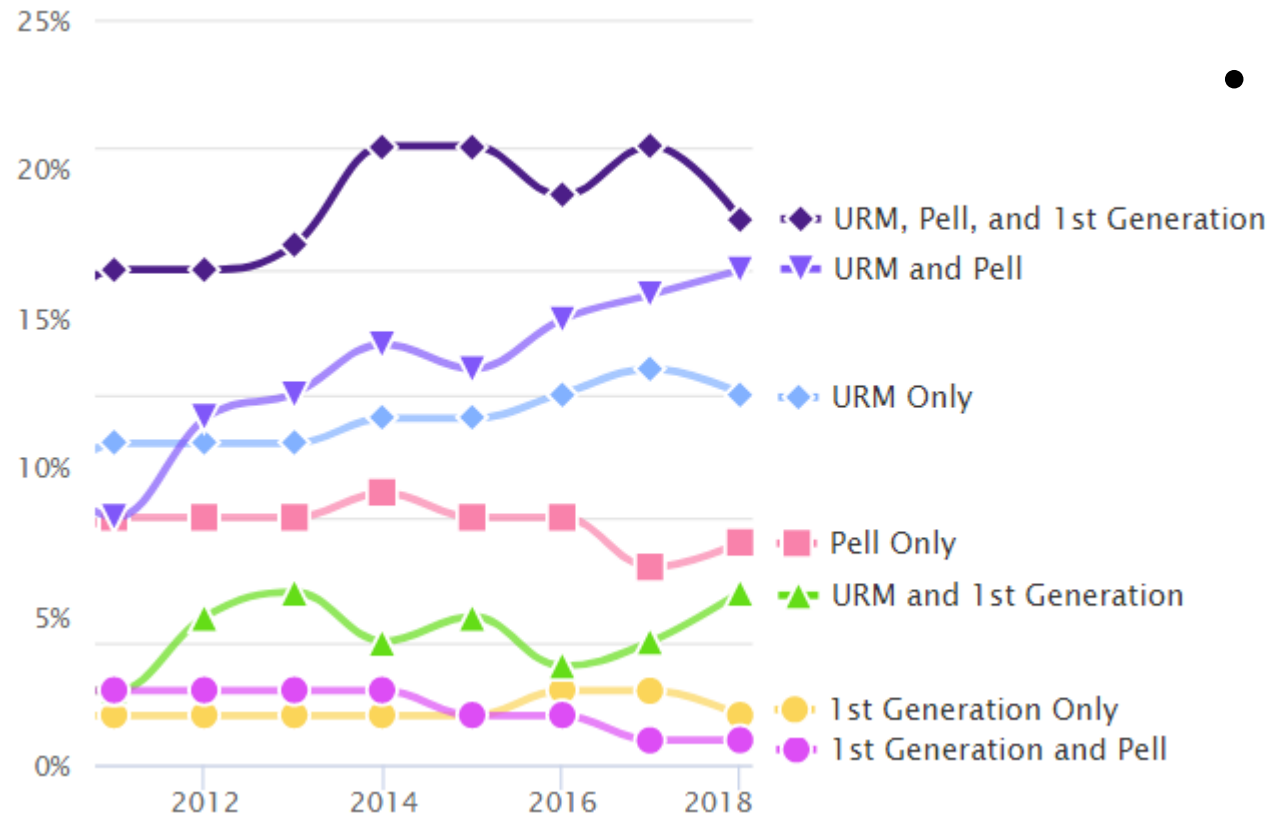
- 76% of students at CSUCI URM, Pell, First-Generation
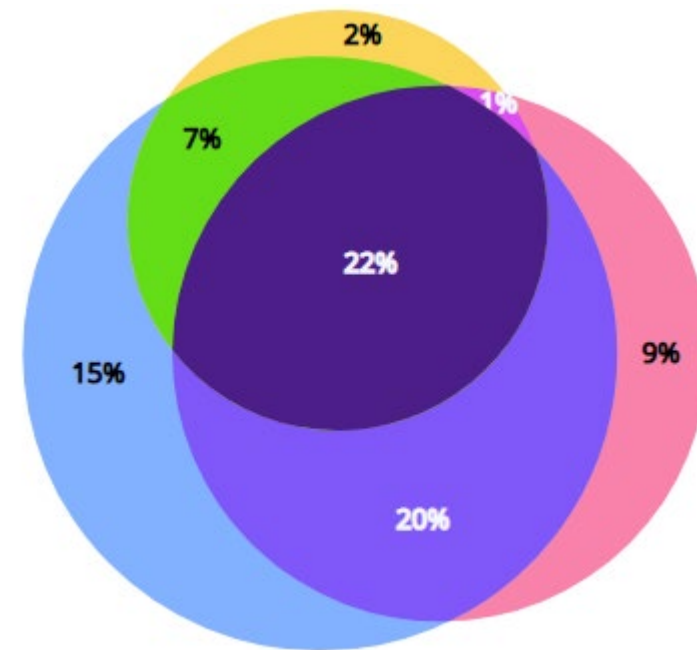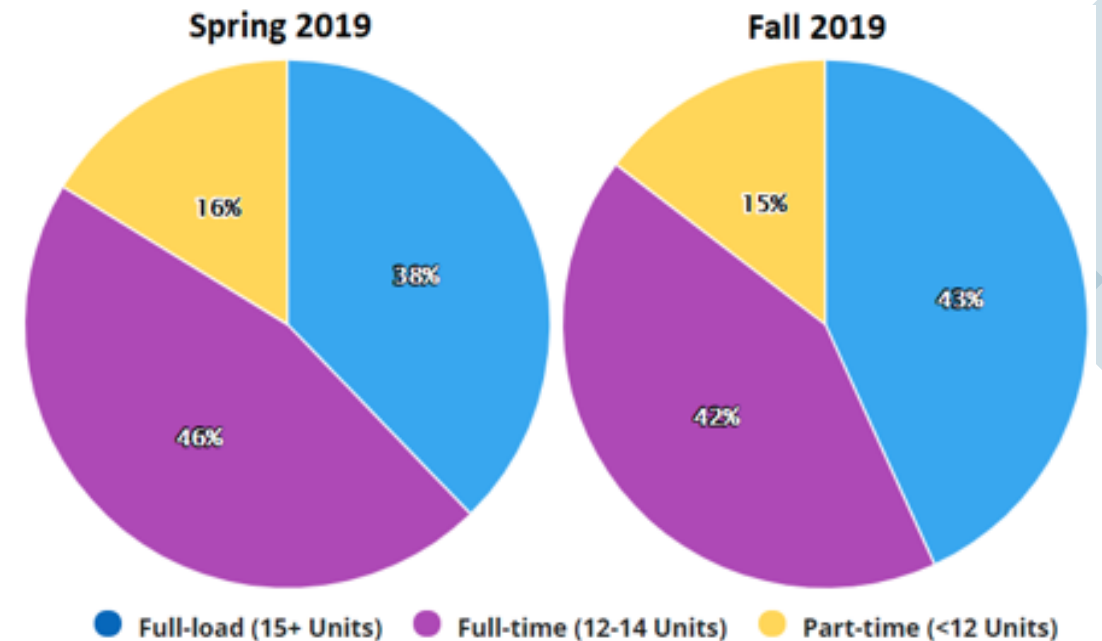  - Up from 55% in 2011

*Figure sourced from the trends tab of CSU by the Numbers Dashboard: "How are our student populations changing?"*

# A&S Student Loads and Levels

- Few part-timers, many Full-time (12-14) and Full-load (15+)

- Full load students much more likely to graduate in four years
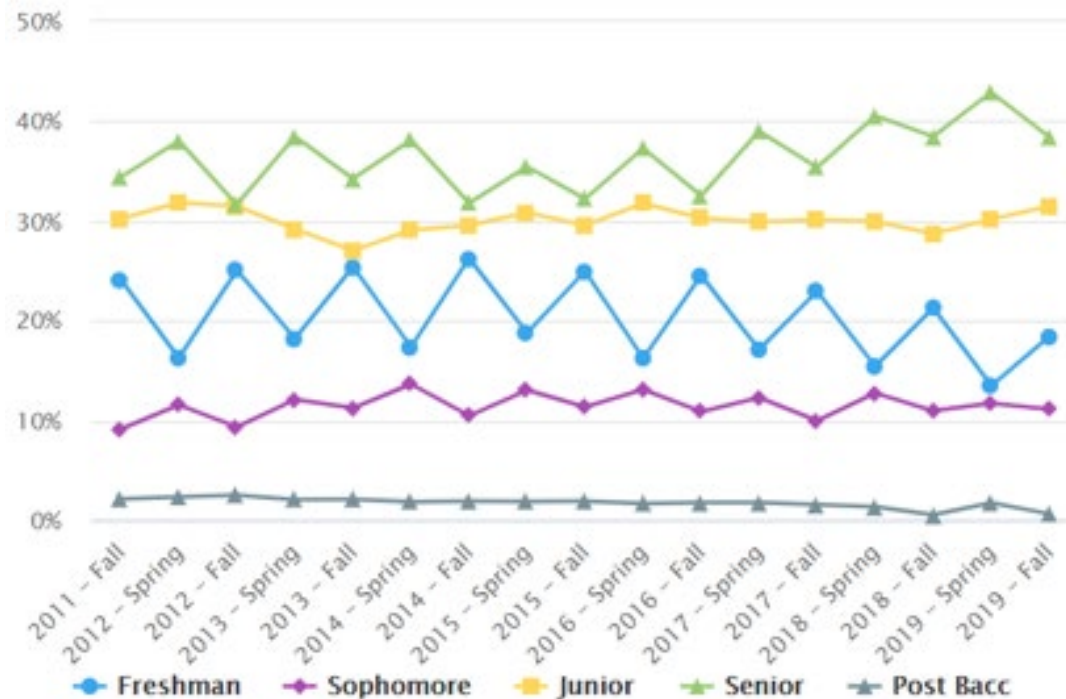




- Percentage of seniors on the rise
  - Juniors following suit
  - Students taking longer to finish?

*Figures sourced from the trends tab of the Faculty Dashboard: "Who are my students?"*

# When Do CSUCI Students Leave?

| Student Persistence | | | |
|---|---|---|---|
| Start Year | 1yr Persistence | 2yr Persistence | 3yr Persistence |
| 2011 | 83.9 | 73.4 | 68.8 |
| 2012 | 78.1 | 67.6 | 63.3 |
| 2013 | 76.4 | 65.9 | 60.8 |
| 2014 | 78.7 | 68.0 | 63.2 |
| 2015 | 81.2 | 69.8 | 65.3 |
| 2016 | 79.9 | 66.5 | 63.1 |
| 2017 | 77.7 | 65.7 | - |
| 2018 | 77.0 | - | - |
| Data sourced from the data tables tab of the CSU by the Numbers Dashboard: "What are our historical persistence and graduation rates?" | | | |

- Persisting does not necessarily mean progressing

# Who Does A&S Lose? (2014 data)

| 79% of those who left, did so in two years | 51% in one year |
|---|---|

- 2.36 average DFW grades year 1
  - Students who stay or graduate have 0.69 average DFW grades year one

- First year students in select majors have higher attrition rates
  - 43% of Computer Science (19 students)
  - **40% of Undeclared (50 students)**
  - 39% Pre-Nursing (62 students)
  - 35% of Psychology (34 students)
  - 32% of Biology (38 students)

Around 80% of Undeclared students join Arts & Sciences

- 82% of students enrolled at another 2- or 4-year university

# What Do A&S Students Take?

| 2011-2019 Arts & Sciences High DFW/Impact Courses | | | | |
|---|---|---|---|---|
| Code | Title | Enrollment | DFW | Impact |
| MATH105 | Pre-Calculus | 3384 | 36% | 1213 |
| SOC100 | Intro to Sociology | 3599 | 25% | 908 |
| MATH150 | Calculus I | 2588 | 33% | 860 |
| COMP101 | Computer Literacy | 5866 | 11% | 657 |
| CHEM105 | Introduction to Chemistry | 2043 | 30% | 617 |
| POLS150 | American Political Institution | 6966 | 9% | 617 |
| BIOL200 | Organismal and Pop Biology | 2562 | 24% | 605 |
| PSY100 | Intro to Psychology | 5214 | 11% | 595 |
| MATH399 | Modern Tools in Math | 4884 | 12% | 592 |
| MATH95 | Intermediate Algebra | 2634 | 21% | 559 |
| Data sourced from the Graduation Initiative Dashboard: "Which courses have the lowest passage rates?" | | | | |

# Aligning the Educational Experience

- How can we better serve our students?
  - Population has changed; are we meeting student needs?
  - Does our current model work?

- Pell, URM, and First-Generation student equity
  - Graduation gaps

To close the four-year equity gaps, we would only need to graduate…

36 more Pell students

30 more URM students

13 more First-Generation students

- GPA gaps in courses, especially high DFW/Impact
  - Around 0.30 GPA gap

# The Time is Now: Closing the Gap by 2025

- Recognize the critical importance that advisors and other staff play in promoting the success of underserved students.

- Encourage faculty to conduct analyses of degree requirements and course sequencing within majors to identify opportunities to better prepare students for courses that have high DFW rates.

- Explore nuances in the ways in which ethnicity, gender, first-generation designation, academic preparation, and financial hardship intersect at campus and college levels to influence student success.