

Report to the Executive Committee of the Senate on Sept. 25th 2013

Rika Yoshii, Graduation Initiative Steering Committee representative

This report summarizes the main points of graduation initiative at CSUSM. For more details and data, please visit the GISC web site at <http://www.csusm.edu/aa/gradinitiative/>.

Background

Much of the Graduation Initiative efforts at CSUSM has been to improve the retention/continuation rate by ensuring that our students will succeed in the first few years at CSUSM. GISC's goal is not to decrease the time to degree by pushing students out of the door. GISC identifies the "tools" the campus can use to improve the retention/continuation rate especially of our first year students. These tools are listed in the GISC Status Report of 2012 as well as the Goals and Plans for AY2013-2014. Most of the GISC members are also the implementers of these tools, and thus GISC receives status reports from these members.

GISC is concerned about the continuation rate of our students.

FTF students	Entry	After 1 year	After 2 years
CSU	Fall 2010	83.90%	74.80%
	Fall 2011	83.60%	
CSUSM	Fall 2010	79.6%	70.8%
	Fall 2011	80.6%	
Transfer students	Entry	After 1 year	
CSU	Fall 2010	86.2%	
CSUSM	Fall 2010	83.8%	

Asking for Faculty Participation

There are several effective ways in which **the faculty** can help to increase the retention/continuation rate as experienced by other campuses:

- Mentoring programs, and
- Other activities to engage students (For example, the College of Science and Mathematics has started the Meet and Greet orientation of new students.)

I hope the Senate will encourage faculty members to develop and/or be involved in these activities.

If the Senate wishes to receive more information on specific “tools”, I encourage the Senate to invite the implementers of the “tools” to your meetings.

If the Senate would like to recommend other “tools”, please feel free to contact me so that I can take your ideas to GISC meetings.

Finally, there have been concerns expressed by a number of faculty members on the percentage of students needing remediation and not seeing freshmen in their majors’ lower division courses; therefore, I have included in this packet some data on students needing remediation.

Table of Contents:

1. Glossary of acronyms and terms related to GISC.
2. GISC Status Report in 2012.
3. GISC Goals and Plans for AY2013-2014.
4. CSU and CSUSM continuation rate and time to degree for recent years.
5. Comparison with previous years to show how we have improved.
6. CSU and CSUSM data on students needing remediation for recent years.

Disclaimer: There have been factors influencing system-wide fluctuations, such as a drop in the cut-off score for the EPT from 151 to 147 in 2011-12 and the introduction of Early Start in Summer 2012.

GISC Glossary of Acronyms and Terms

CSU Graduation Initiative, The: The California State University (CSU) Graduation Initiative, **launched in January 2010**, is part of the nationwide Access to Success project of the National Association of System Heads (NASH) and The Education Trust. The CSU is among 24 public higher education systems across the nation that have pledged to cut the college-going and graduation gaps for low-income and minority students in half by 2016. Goals have been set by each of the CSU's twenty-three campuses **to raise the six-year graduation rates of our students to the top quartile of national averages for six-year graduation rates and to halve the existing achievement gap between our traditionally underrepresented students (URMs) and our non-traditionally underrepresented students (non-URMs)**. This six-year initiative also includes graduation targets for our transfer students. At Cal State San Marcos, a Graduation Initiative Steering Committee was formed to provide leadership and oversight for attaining the campus's goals.

Ed Trust: The Education Trust promotes high academic achievement for all students at all levels—pre-kindergarten through college. Our goal is to close the gaps in opportunity and achievement that consign far too many young people—especially those from low-income families or who are black, Latino, or American Indian—to lives on the margins of the American mainstream.

First-time freshman (FTF)/First-Year (FY) student: A student who has never attended a college or university after the summer following high school graduation.

URM – Underrepresented Minority Students: Underrepresented minority students are African Americans/ Blacks, Latino(a)s, and American Indians/ Native Americans. (Definition based on the footnote at this website: <http://www.calstate.edu/accesstoexcellence/accountability/partnership-indicators.shtml>)

TOOLS RELATES TO GISC

Block Registration: A registration tool used for first-time freshman students to ensure enrollment in the appropriate lower-division general education courses and enrollment in prerequisite courses for a declared major in the proper sequence. Using block registration, entering students will be placed in a group of courses rather than registering for them individually. Block registration helps students develop a sense of community with other students while also aiding colleges and departments in their planning.

Early Assessment Program: The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the CSU. The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year. The goal of the EAP program is to have California high school graduates enter the CSU fully prepared to begin college-level study. **As background, more than 60 percent of the nearly 40,000 first-time freshmen admitted to the CSU require remedial education in English, mathematics or both.** These 25,000 freshmen all have taken the required college preparatory curriculum and earned at least a B grade point average in high school. The cost in time and money to these students and to the State is substantial.

Moreover, these students are confused by seemingly having done the right things in high school only to find out after admission to the CSU that they need further preparation.

“Early Start” Program: On March 17, 2010, the CSU Board of Trustees adopted an “early start” policy to help students be better prepared in mathematics and English when they enter the CSU as incoming freshmen. Beginning in their senior year of high school, students will learn from their results on the Early Assessment Program about whether they are “CSU ready” in math and English. This information will help them choose from a variety of options to help them to become proficient in these subjects, and allow them to start immediately toward getting ready to start as CSU freshmen.

Early Warning System (EWS):

- Phase 1, implementation of the Student Outreach and Referral Service (SOAR), is complete. It is a centralized service to assist students in finding answers to questions and resolving concerns, whether personal or academic.
- Phase 2 will enable a faculty member to alert SOAR of a student need via the student roster.
- Phase 3 is the implementation of an automated system with additional resources and a tracking system.

Educational Opportunity Program (EOP): The Educational Opportunity Program (EOP) is the University's first access and equity program. It exists to serve historically low-income and educationally disadvantaged undergraduate students by providing academic support services that will improve both the access and retention of this population in a university setting. All EOP students are eligible for EOP grant consideration (distributed by the Financial Aid Office), provided the student has submitted and completed a current FAFSA, has fulfilled EOP requirements for the previous year, and pending the availability of funds. Please refer to the following website for more information: <http://www.csusm.edu/eop/index.html>

EOP's Summer Bridge: Educational Opportunity Program's Summer Bridge is an intensive 5-week transition program offered to select first-time freshman EOP students. Students participating in Summer Bridge have the opportunity to get a head start on their general education coursework, improve math and writing skills, attend cultural activities, and build a network of support. Please refer to the following website for more information: <http://www.csusm.edu/eop/prospectivestudents/summerbridge.html>

First-Year (FY) Council: A cross-divisional problem-solving and decision-making body formed to carry out action items developed through CSUSM's participation in the Foundations of Excellence® in the First College Year program. For information about Foundations of Excellence® at Cal State San Marcos, please refer to the following website: <http://www.csusm.edu/fycouncil/>.

LEARNING COMMUNITIES (LC)

- The San Marcos Experience (SME) Residential Learning Community
- First Year Business Learning Community (FYBLC)
- Athletics Learning Community
- Global Learning Community

Students who take GEL have a higher 1 year retention rate than the others, and LC students' rate is even higher. LC is not impacting the campus budget and is one of the most effective ways to increase the retention rate.

MAPS – Mathematics Acceleration Program in the Summer: MAPS is a program for students who want to enhance their math skills during the summer before their first semester of college. It is designed for incoming first-year students who did not pass the ELM. Students participate in a 6-week intensive summer mathematics program just prior to their first Fall semester. It combines an innovative on-line mathematics instruction tool, ALEKS, with highly individualized classroom instruction. Students retake the ELM exam at the end of the program and receive customized advising to insure placement in the correct math course for Fall. The small class size ensures plenty of time for one-on-one and small group instruction in a supportive environment.

San Marcos Experience (SME), The: The San Marcos Experience provides an opportunity for 100 students to live together on campus, take General Education classes within a cohort, and have a customized academic and social enhancement program designed specifically for them. Please refer to the following website for more information about the program: <http://www.aoinc.com/ros/unique/sme/experience/index.htm>

Summer Academy at Cal State San Marcos: A program that provides students with the opportunity to get a head start on their transition to college and prepares them for success during the most critical year of their college experience. Three structured summer programs that stress academic excellence in English and mathematics while building community within a very supportive environment are offered for either 5- or 6-week sessions and meet daily, Monday through Thursday. Please refer to the following website for information about the program: http://www.csusm.edu/academic_programs/fyp/summeracademy.html.

TERMS RELATED TO REMEDIATION

Entry Level Mathematics (ELM) Requirement and Exam: The Entry Level Mathematics (ELM) requirement must be cleared in the first year of a student's first year of enrollment at California State University San Marcos. Students who do not clear this requirement within their first year of enrollment at CSUSM will be disenrolled from the university and not allowed to return until they have done so. The Entry Level Mathematics (ELM) Placement Examination is designed to assess the skill levels of entering CSU students in the areas of mathematics typically covered in three years of rigorous college preparatory mathematics courses in high school (Algebra I, Algebra II, and Geometry). Please refer to the following website for additional information: http://www.csusm.edu/class/ept_elm/elm.html.

English Placement Test (EPT) Requirement and Exam: The English Placement Test (EPT) requirement must be cleared in the first year of a student's enrollment at CSUSM. Students who do not clear this requirement within their first year of enrollment at CSUSM will be disenrolled from the university and not allowed to return until they have done so. Please refer to the following website for additional information: http://www.csusm.edu/class/ept_elm/exams.html.

FOR THE FUTURE

“Jump Start” Summer Classes: This is to start a 6 week summer session for proficient incoming students (one to two courses).

Common Data Warehouse: 8 campuses will work on a common student data warehouse for graduation initiative.

**CSUSM Graduation Initiative
Action Plan Status Report
Year Two**

In October 2010, nearly a year after the commencement of CSU's Graduation Initiative (GI), the CSUSM Graduation Initiative Steering Committee (GISC) hosted a retreat for members of the campus community, including faculty, staff, students, alumni, and parents, to discuss the GI to date and to gather feedback for a revised action plan. A list of recommendations came out of the retreat that the GISC subsequently discussed, condensed, and incorporated into a revised campus action plan that prioritized 18 goals for the coming year and beyond. The GISC assigned one or two members from the group as the person responsible for leading and communicating activities or action steps associated with each goal and developed a matrix, available on the GI website, as a mechanism for tracking progress. This status report, organized around the 18 goals, summarizes our accomplishments in each area since last January and suggests areas for future work. The GISC will host a university town hall later in the fall term to provide an update to the campus community and to engage in a conversation about the initiative.

Early Start (Responsible Party: David Barsky)

Over the last year, CSUSM continued to offer summer programming for students requiring remediation, while developing curricula to build upon and leverage those efforts to meet the CSU Board of Trustees mandate to offer an "early start" to all first-year students needing remediation. CSUSM's Early Start curriculum was submitted by deadline to the Chancellor's Office and staff from both Student Affairs (SA) and Academic Affairs (AA) have been working together and with the Chancellor's Office to stay abreast of developments and directives and to be prepared to initiate Early Start programming in Summer 2012. *Recommended Next Steps: Charging an implementation team by the end of October 2011, led by David Barsky and Geoffrey Gilmore, and composed of additional representatives from SA, AA, Extended Learning, and Communications to ensure that all of the necessary steps are taken for implementation.*

Block Registration (Responsible Parties: David Barsky, April Grommo)

An action plan for this goal is still pending, but one necessary step—the completion of curricular roadmaps for the highest-unit majors—has been completed. In addition, this summer, block registration was piloted through an EOP Summer Bridge cohort; a report will be submitted to GISC by the end of October, 2011.

Recommended Next Steps: Discussion needs to take place at First-Year Council and with college administrations about the benefits and costs of block registration leading to a final decision about whether we move forward with this action step. If the decision is made to implement block registration, as either a pilot or for all FTF, then an action plan will have to be developed.

Professional Development for Instructors of First-Year Students (Responsible Party: David Barsky)

Over the last year, a planning group from the First-Year Council composed of the Associate Director of First Year programs and faculty closely associated with key first-year courses to develop a day-long workshop for instructors of first-year students. After consultation with groups and offices across campus, including the Faculty Center and student support offices, the planning group organized and held a well-attended, day-long session in August 2011.

Recommended Next Steps: Evaluate feedback from August 2011 session and develop plans for the coming year.

Learning Communities—development and assessment plan (Responsible Party: David Barsky)

The CSUSM learning community program expanded in several areas this year, including the addition of learning community programming for undecided students and the further development of learning communities for student athletes, for students planning to major in business and for those interested in global issues. Because of new contract procedures in the university's residence hall in Spring 2011, the long-standing residential learning community program—The San Marcos Experience (SME)—suffered from declining enrollment for Fall 2011. All learning communities developed student learning outcomes statements that go beyond the learning outcomes of the constituent courses to capture the outcomes associated with linking the courses and co-curricular activities.

Recommended Next Steps: Key next steps include implementing a data-gathering plan so that we can assess learning community effectiveness, assessment of practices that led to enrollment decline in SME, a plan for expansion of the LC program, and the development of PeopleSoft programming to address registration difficulties.

Early Warning System (Responsible Parties: Eloise Stiglitz, Lorena Meza, April Grommo)

A group from Student Affairs has investigated multiple Early Warning System models but has not yet made a recommendation to the GISC for a model or a timeline.

Recommended Next Steps: A model for an EWS needs to come to the GISC and, based on that model, further action steps, including the development of business requirements and process flow will need to be addressed with both the Student Affairs committee and IITS representatives with a communications plan for the campus and training and support for participants (faculty, advisors, etc.) of the EWS.

Faculty development activities to support graduation success (Responsible Party: Rika Yoshii)

The Senate Chair, Rika Yoshii, surveyed faculty to learn what development activities they would find useful and found out that the Concierge and Early Warning Systems are what they want instead of workshops. The list of useful contact information has been given to all faculty members so that they can refer students to correct offices.

Recommended Next Steps: Continue to work with the Faculty Center to offer workshops on “how to deal with at-risk students” and “how to avoid making your class a DFW class”.

Information Resource Center/Person/Concierge (Responsible Party: Eloise Stiglitz)

Student Affairs has initiated Student Outreach and Referral (SOAR) to provide referral for all students and provide outreach and programming for first-generation students. SOAR is presently being publicized across campus, and it has a web presence.

Recommended Next Steps: Further outreach to campus departments (both academic and administrative) to make them aware of service; tracking and assessment of effectiveness

Male retention gap study (Responsible party: Pat Morris)

Pat Morris has prepared data on continuation and graduation rates by male/female categories and posted on the IPA website.

Recommended Next Steps: GISC needs to study data and develop action plans, as needed, to address gaps between male and female students.

Programmatic accountability for graduation success (Responsible party: Emily Cutrer)

Pat Morris has gathered data on graduation rates by major as well as a study of DFW rates, which will be available to departments after discussion with deans. The biology department piloted the use of the retention/graduation data in its self-study for program review in spring 11.

Recommended next steps: The provost will schedule a meeting with deans and Pat Morris to determine the best way to use the data and to set goals for colleges/departments.

Evaluate Ed Trust milestones relative to CSUSM (Responsible party: Pat Morris)

Pat Morris and April Grommo are working on gathering this data from PeopleSoft.

Recommended Next Steps: Complete study and discuss in GISC. Based on that discussion, develop action steps.

Mentoring Programs—peer and faculty (Responsible parties: Lorena Meza and Rika Yoshii)

As part of its initiative for undeclared majors, the Career Center has piloted an on-line mentoring tool for students which draws upon the expertise of alumni from two programs—the MBA and Human Development. There has been no action to develop/expand peer and faculty mentoring programs.

Recommended Next Steps: Ask Student Affairs and Academic Affairs to do an environmental scan of existing peer programs and to bring that information back to GISC. Assign a GISC member to report to the GISC on the “best practice” peer mentoring program at CSU East Bay. Continue to work with the Faculty Center to make faculty mentoring programs available to all students.

Parent Outreach/Involvement (Responsible party: Eloise Stiglitz)

Student Affairs has conducted research about parent programs at other universities and surveyed parents at new student orientations about their interest in such a program. Information for parents is being posted on Facebook.

Recommended Next Steps: Share model with GISC, develop newsletter, website and hotline, and invite parents to campus events.

K-12 Outreach (Responsible parties: Rika Yoshii and Emily Cutrer)

CSUSM has nine memoranda of understanding with local school districts and foster youth programs. The Office of Community Engagement is working with the school districts and the President’s Office to develop funding for programming associated with the MOUs. In the meantime, very preliminary discussions have begun about using Early Start as a means of reaching out to the school districts and communicating university expectations.

Recommended Next Steps: Explore piloting Early Start with an MOU district and follow-up with Office of Community Engagement about status of other MOU programming.

DFW Study (Responsible party: Pat Morris)

Pat Morris has developed a DFW report that has been submitted to the Provost to share with deans.

Recommended Next Steps: Fold into goal on programmatic accountability, including next steps in that goal.

EO 1037 impact study (Responsible party: Pat Morris)

Data is being gathered for report to GISC.

Recommended Next Step: GISC discussion of data and development of action steps, as appropriate.

Programming for “Undecided” students and those changing majors (Responsible party: Andres Favela)

A learning community for undecided students with programming to help those students choose a major has been established, as has a pilot program connecting students with alumni from two degree programs (see Mentoring). Other action steps are underway.

Recommended Next Steps: Complete tasks on goal matrix and communicate programming and/or recommendations to GISC. Determine whether any policy changes need to be referred to the Senate Academic Policy or Student Affairs committees.

Utilize RaDAR for reporting (Responsible parties: April Grommo and Pat Morris)

A process for establishing data governance and sharing is being developed at the Vice President level.

Recommended Next Steps: GISC to work with data governance system to ensure that reports needed for tracking student success are available on RaDAR.

Re-examination of English remediation:

Literature and Writing Studies Department initiated a search for a tenure-line GEW instructor during the Spring 2011 semester and closed it without a hire. The search has been reopened.

Recommended Next Steps: Gather data on English remediation and share with GISC in preparation for the hiring of GEW director.

**Graduation Initiative Steering Committee
Goals, AY 2013/14**

Draft after the meeting in June 2013.

Enumeration is for purposes of facilitating discussions only and does not indicate a ranking or prioritization of the themes/goals included in the table.

Theme/Goal		Status	Facilitator(s)
1	Jump Start	New	Favela, Shapiro
2	Analysis of Cohort 2009 and Intervention	New	Grommo, Meza, Morris
3	Predictive Analytics (ties to milestones and the Fullerton model)	New	Grommo, Morris
4	Campus High-Impact Practices (e.g., in the classroom, undergraduate research, community service learning, learning communities. Data collection and analysis; research best practices on other campuses)	New	Pedersen, Oberem, et al
5	Early Start (Phase 2 implementation in Summer 2014)	Ongoing	Barsky, Pedersen
6	Faculty activities to support graduation; programmatic accountability for graduation success.	Ongoing	Grant-Vallone, Yoshii
7	Mentoring Students Programs (by faculty, peers, staff, etc.)	Ongoing	Grant-Vallone, Yoshii
8	Early Warning System (first phase “live”; second phase: develop roll-out plan to faculty – to a pilot group or to all faculty?)	Ongoing	Meza, Grommo
9	Student survey regarding campus climate/other topics – form a task force to plan and conduct survey	Ongoing	Blanshan, Student Reps, Morris + invite AVP Ocampo
10	Academic Advising and Visioning project (Study completed in AY 12/13; recommend enhancements based on results to meet student needs.)	Ongoing	Meza
11	Block Registration (phase-in with Learning Communities)	Ongoing	Grommo, Pedersen
12	Professional Development for Instructors of 1 st Year Students	Ongoing	Pedersen
13	Learning Communities – development and assessment plan	Ongoing	Pedersen
14	K-12 Outreach / District MOUs	Ongoing	Meza (+ C. McAlister, P. Prado-Olmos, J. Jackson, D. Formo)
15	Undecided/Major Change Advising	Ongoing	Favela
16	Ed Trust Milestones (CO is working on data)	Ongoing	Oberem, Morris

CSUSM

Students Entering as First-Time Freshmen				
Continuation Rates				
	%	%		
	Enrolled	Enrolled	Number	
	1 Year	2 Years	of	
By Entry Term	Later	Later	Students	
Fall 2010	79.6%	70.8%	1,256	
Fall 2011	80.6%		1,450	

By URM Status & Entry

Fall 2010

URM	73.9%	70.7%	529
Non-URM	79.9%	70.8%	727

Fall 2011

URM	81.5%	-	631
Non-URM	80.0%	-	819

URM: African American, Hispanic, Native American, Pacific Islander

By Gender & Entry

Fall 2010

Female	80.2%	71.6%	786
Male	78.7%	69.4%	470

Fall 2011

Female	83.0%	-	905
Male	76.7%	-	545

Time to Degree - In Years

By Graduation			Number
Year	Mean	Median	of students
2009-10	5.91	5.5	423
2010-11	6.35	6.5	576
2011-12	4.91	5.0	656

By URM Status &

2009-10

URM	6.04	6.0	121
Non-URM	5.87	5.5	302

2010-11

URM	6.53	6.5	153
Non-URM	6.28	6.5	423

2011-12

URM	4.99	5.0	210
Non-URM	4.87	5.0	446

By Gender & Graduation

2009-10

Female	5.79	5.5	289
Male	6.19	6.0	134

2010-11

Female	6.22	6.0	381
Male	6.61	6.5	195

2011-12

Female	4.80	5.0	445
Male	5.13	5.0	211

CSU overall				
Students Entering as First-Time Freshmen				
(Full-time only)				
	Continuation Rates			
By Entry Term	% Enrolled	% Enrolled	Number of Students	
Fall 2010	83.90%	74.80%	47,967	
Fall 2011	83.60%		54,698	

By Gender & Entry Term

Fall 2010

Female	84.30%	75.60%	27,579
Male	83.40%	73.80%	20,388

Fall 2011

Female	84.00%	-	31,412
Male	83.00%	-	23,286

Students Entering as Transfer Students				
(Full-time only)				
	Continuation Rates		Figures not updated for Fall 2011	
By Entry Term	% Enrolled	% Enrolled	Number of Students	% Full time
Fall 2010	86.20%	-	39,046	75.60%
Fall 2011	-	-	-	-

By Gender & Entry Term

Fall 2010

Female	86.40%	-	21,497
Male	85.90%	-	17,549

Fall 2011

Female	-	-	-
Male	-	-	-

Source: Calstate.edu California State University Graduation Rates Consortium for Student Retention Data Exchange (CSRDE)

Students Entering as Transfer Students
Continuation Rates

By Entry Term	% Enrolled %		% Enrolled %		Number of Students
	1 Year Later	Graduated	2 Years Later	Graduated	
Fall 2010	83.8%	0.6%	53.9%	22.4%	1,294
Fall 2011	85.0%	0.3%	-	-	1,070

By URM Status & Entry

Fall 2010

URM	83.4%	0.5%	55.3%	22.9%	367
Non-URM	83.9%	0.6%	53.4%	23.9%	927

Fall 2011

URM	85.8%	0.3%	-	-	302
Non-URM	84.6%	0.3%	-	-	768

URM: African American, Hispanic, Native American, Pacific Islander

By Gender & Entry

Fall 2010

Female	82.9%	0.8%	51.1%	25.8%	749
Male	85.0%	0.4%	57.8%	20.7%	545

Fall 2011

Female	85.8%	0.2%	-	-	620
Male	83.8%	0.4%	-	-	450

Time to Degree - In Years

By Graduation Year	Mean	Median	Number of students
2009-10	3.73	3.5	1,098
2010-11	3.85	3.5	1,094
2011-12	2.77	2.5	1,260

By URM Status &

2009-10

URM	3.78	3.5	256
Non-URM	3.72	3.5	842

2010-11

URM	4.48	4.0	186
Non-URM	3.72	3.5	908

2011-12

URM	3.64	3.5	80
Non-URM	2.71	2.5	1,180

By Gender & Graduation

2009-10

Female	3.78	3.5	256
Male	3.72	3.5	842

2010-11

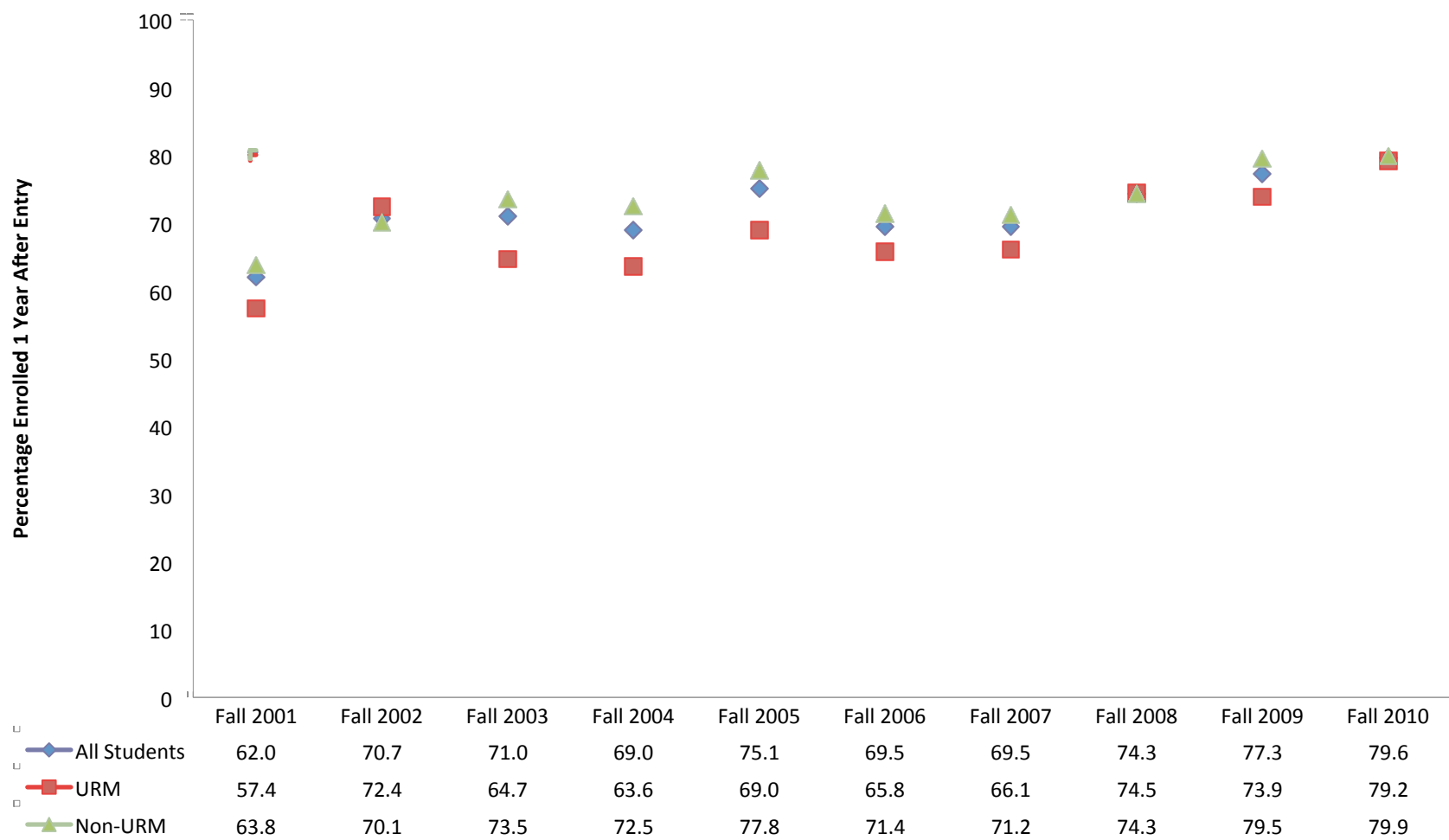
Female	4.48	4.0	186
Male	3.72	3.5	908

2011-12

Female	3.64	3.5	80
Male	2.71	2.5	1,180

Note: Figures are based on Degree file as of August 21, 2013

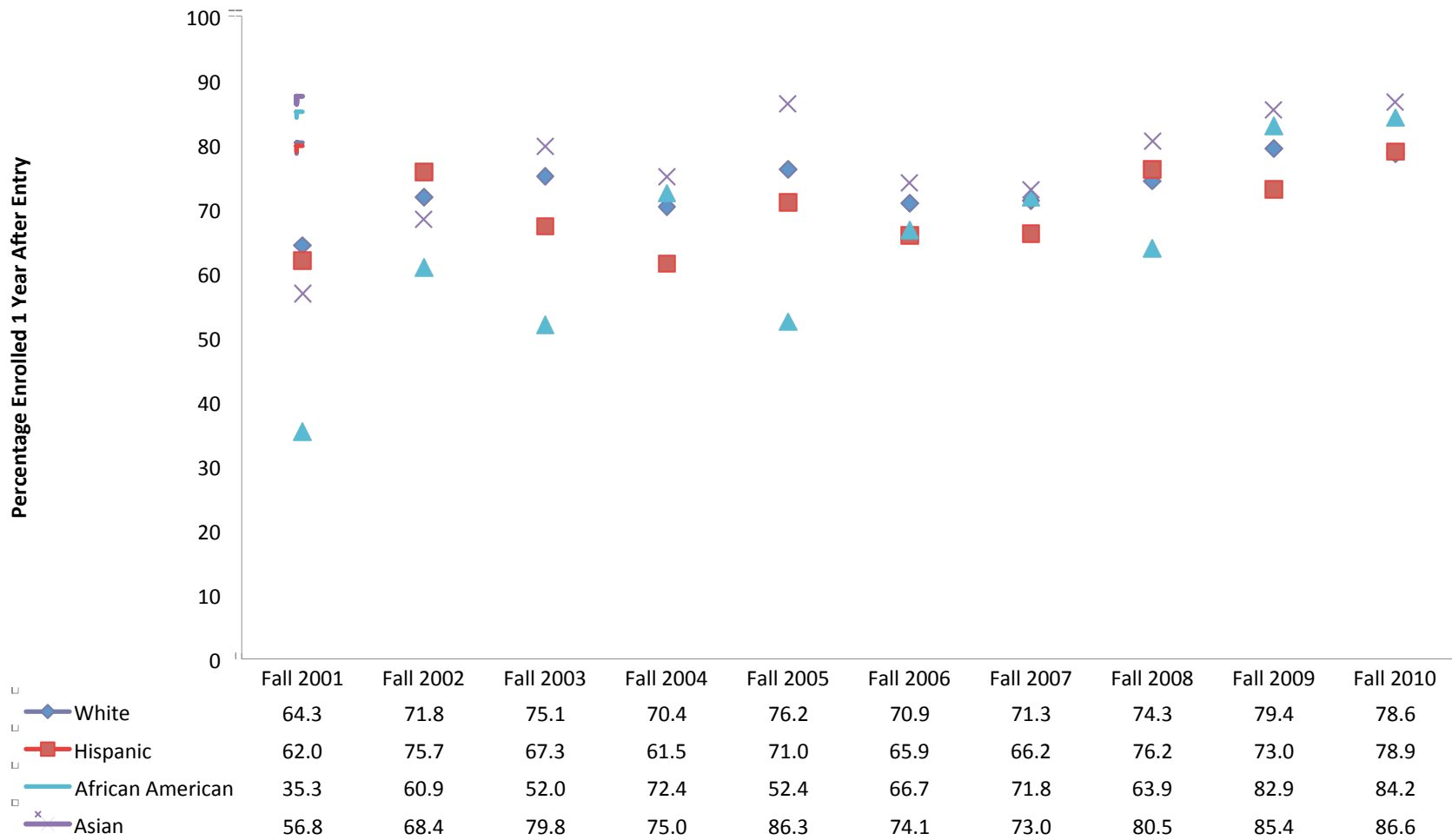
1-Year Continuation Rate by Entry Term - First-time Freshmen



URM=Hispanic, African American, Native American & Pacific Islander

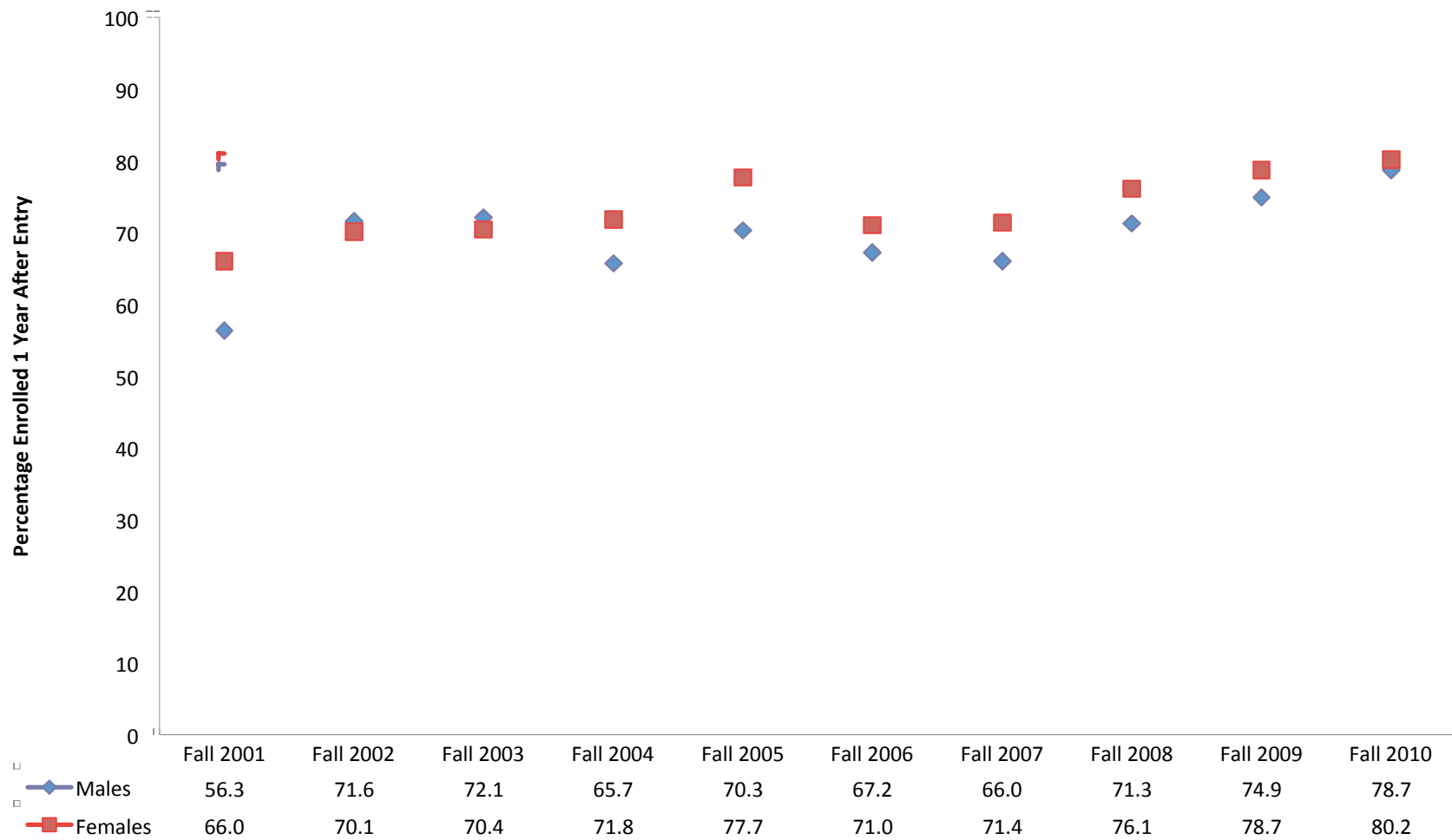
Source: Retention files maintained by IPA

1-Year Continuation Rate by Entry Term - First-time Freshmen



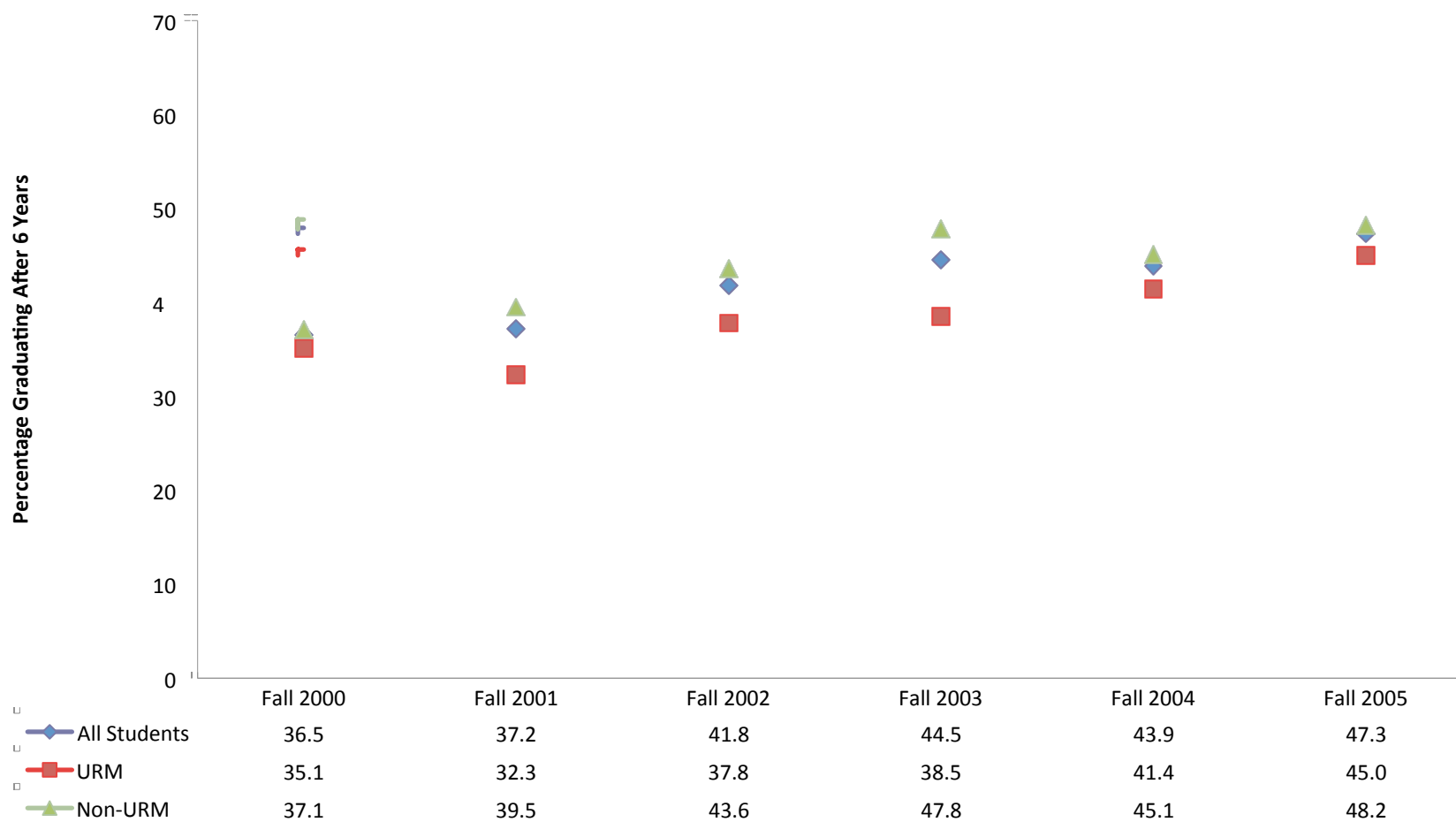
Source: Retention files maintained by IPA

1-Year Continuation Rate by Entry Term - First-time Freshmen



Source: Retention files maintained by IPA

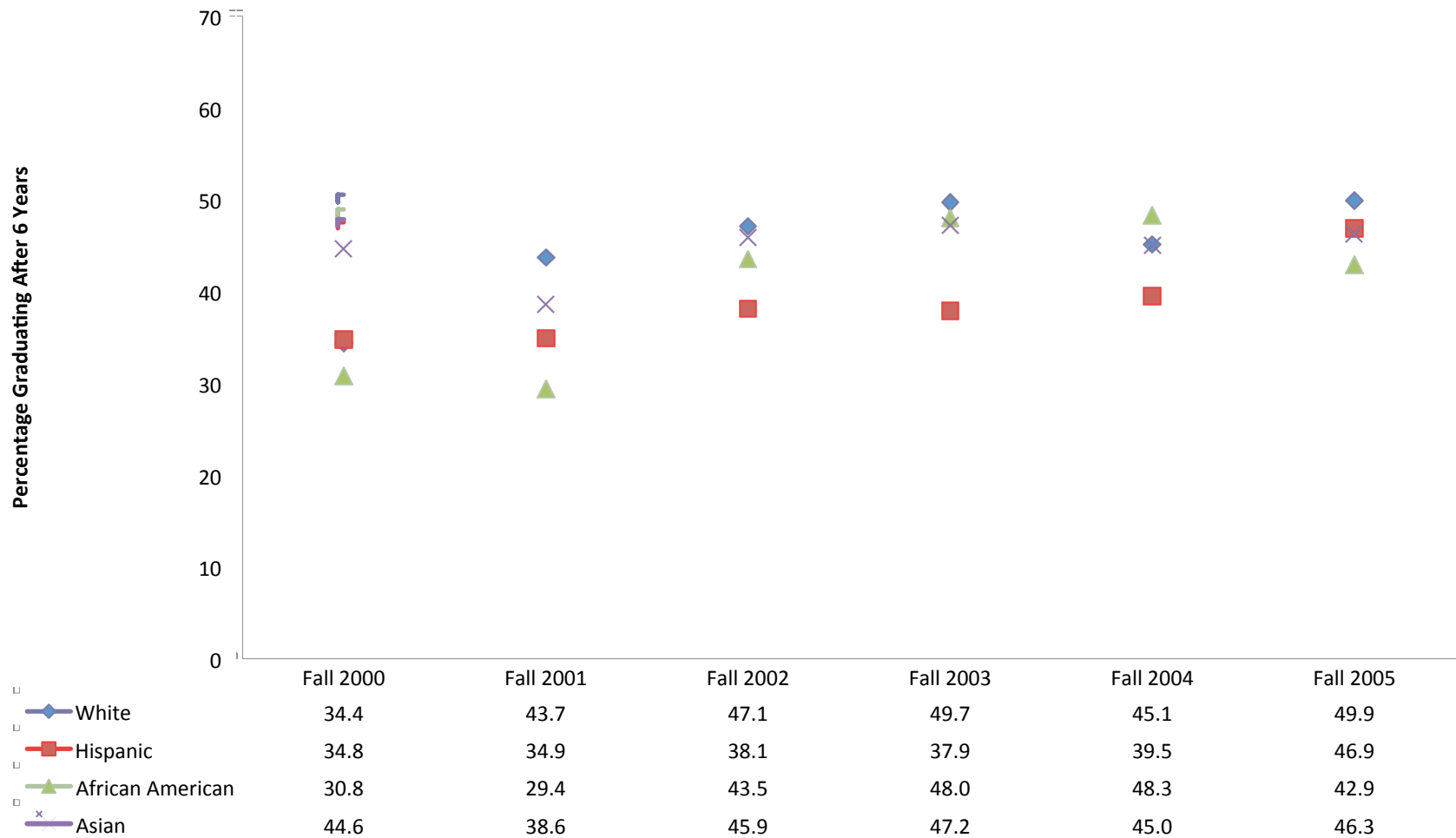
6-Year Graduation Rate by Entry Term - First-time Freshmen



URM=Hispanic, African American, Native American & Pacific Islander (Excludes Other, Unknown & Non-citizen)

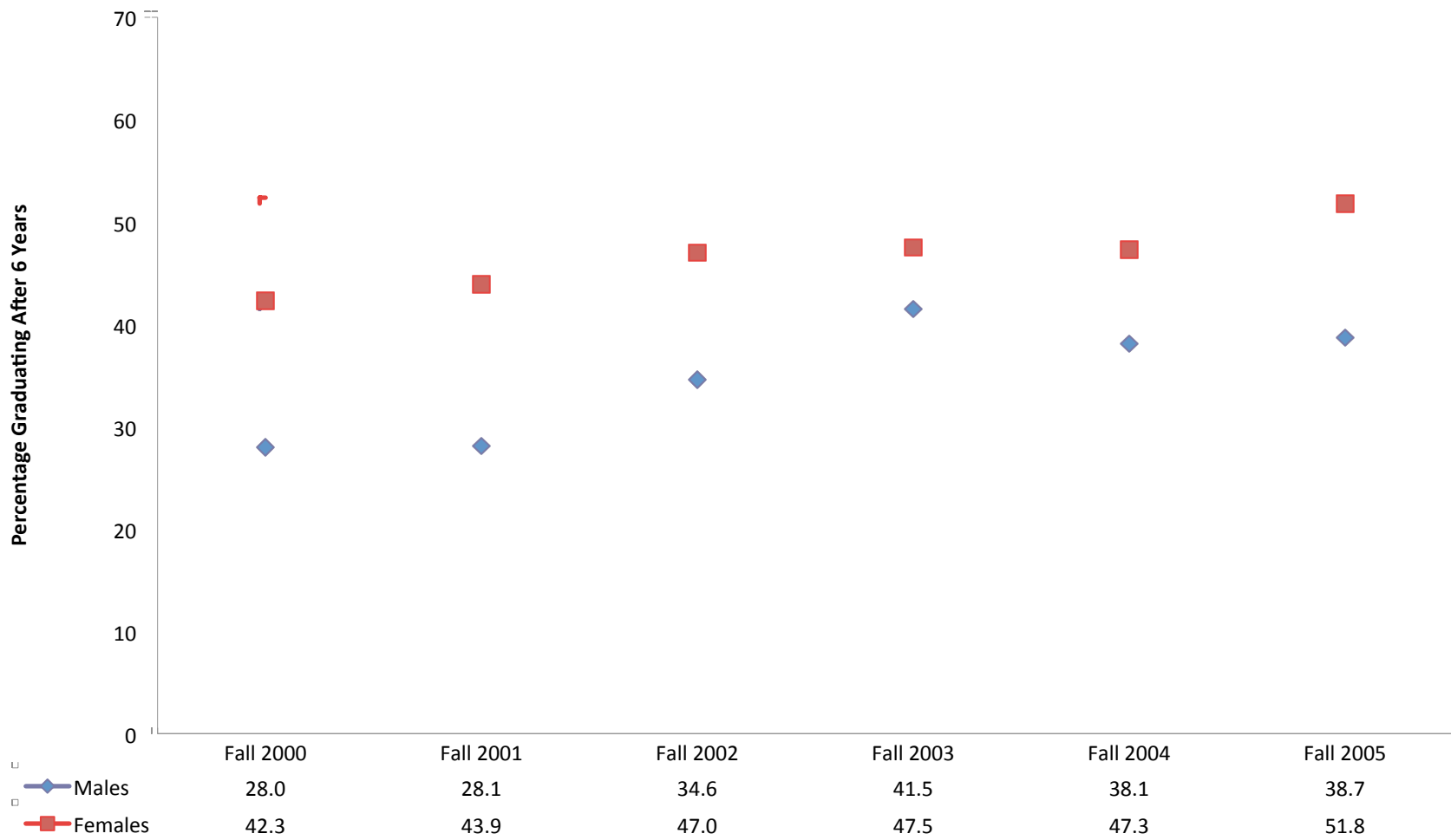
Source: Retention files maintained by IPA

6-Year Graduation Rate by Entry Term - First-time Freshmen



Source: Retention files maintained by IPA

6-Year Graduation Rate by Entry Term - First-time Freshmen



Source: Retention files maintained by IPA

2010-2011 CSU Cam	FY Class	Remediation Need	Remediation Need %
Dominguez Hills	994	884	89%
Los Angeles	1,912	1,630	85%
East Bay	1,022	808	79%
San Bernardino	1,645	1,275	78%
Northridge	5,065	3,764	74%
Fresno	2,606	1,860	71%
Stanislaus	926	631	68%
Monterey Bay	772	517	67%
Sacramento	2,623	1,689	64%
Channel Islands	504	324	64%
San Marcos	1,201	766	64%
San Francisco	3,593	2,120	59%
Bakersfield	932	536	58%
Fullerton	3,878	2,126	55%
San Jose	2,713	1,487	55%
Sonoma	1,527	824	54%
Humboldt	1,236	638	52%
Long Beach	3,975	2,026	51%
Chico	1,817	911	50%
Pomona	2,012	855	42%
Maritime Academy	163	62	38%
San Diego	3,313	1,081	33%
San Luis Obispo	3,456	384	11%

2011-2012 CSU Cam	FY Class	Remediation Need	Remediation Need %
Dominguez Hills	1,124	893	79%
Los Angeles	2,279	1,729	76%
East Bay	936	664	71%
Northridge	5,129	3,346	65%
Fresno	2,753	1,747	63%
Bakersfield	1,120	674	60%
San Bernardino	1,968	1,177	60%
Stanislaus	1,149	684	60%
Sacramento	2,836	1,657	58%
Channel Islands	590	312	53%
Monterey Bay	821	409	50%
San Marcos	1,433	720	50%
San Francisco	3,468	1,709	49%
San Jose	3,818	1,751	46%
Sonoma	1,748	739	42%
Humboldt	1,201	497	41%
Long Beach	3,968	1,613	41%
Chico	2,347	929	40%
Pomona	3,241	1,163	36%
Fullerton	4,168	1,257	30%
Maritime Academy	140	34	24%
San Diego	3,994	682	17%
San Luis Obispo	4,247	195	5%

CSU Campus	Remediation Need	Remediation Cleared After One Year	Remediation Cleared After One Year %
Bakersfield	536	521	97%
Maritime Academy	62	60	97%
San Luis Obispo	384	371	97%
Pomona	855	795	93%
San Jose	1,487	1,372	92%
Chico	911	839	92%
Sacramento	1,689	1,547	92%
Stanislaus	631	576	91%
Fullerton	2,126	1,919	90%
Monterey Bay	517	466	90%
Long Beach	2,026	1,800	89%
Fresno	1,860	1,646	88%
San Francisco	2,120	1,871	88%
San Marcos	766	667	87%
Los Angeles	1,630	1,416	87%
Humboldt	638	554	87%
San Bernardino	1,275	1,102	86%
San Diego	1,081	930	86%
Sonoma	824	678	82%
Northridge	3,764	3,009	80%
Dominguez Hills	884	661	75%
Channel Islands	324	234	72%
East Bay	808	570	71%

CSU Campus	Remediation Need	Remediation Cleared After One Year	Remediation Cleared After One Year %
San Luis Obispo	195	187	96%
Fullerton	1,257	1,151	92%
Sacramento	1,657	1,522	92%
Monterey Bay	409	373	91%
Stanislaus	684	606	89%
Fresno	1,747	1,528	87%
Pomona	1,163	1,014	87%
San Francisco	1,709	1,481	87%
Humboldt	497	426	86%
San Jose	1,751	1,513	86%
Maritime Academy	34	29	85%
Long Beach	1,613	1,361	84%
San Marcos	720	594	83%
Chico	929	763	82%
Northridge	3,346	2,732	82%
San Diego	682	560	82%
San Bernardino	1,177	958	81%
Sonoma	739	600	81%
Los Angeles	1,729	1,374	79%
Dominguez Hills	893	697	78%
Channel Islands	312	240	77%
Bakersfield	674	506	75%
East Bay	664	354	53%

CSU Campus	FY Class	Continued to Second Year	Continued to Second Year %
San Luis Obispo	3,456	3,213	93%
Pomona	2,012	1,806	90%
San Bernardino	1,645	1,464	89%
Long Beach	3,975	3,514	88%
San Diego	3,313	2,923	88%
Stanislaus	926	811	88%
Chico	1,817	1,587	87%
San Jose	2,713	2,364	87%
Maritime Academy	163	139	85%
Fresno	2,606	2,219	85%
Fullerton	3,878	3,272	84%
Sacramento	2,623	2,180	83%
Channel Islands	504	413	82%
Los Angeles	1,912	1,566	82%
San Francisco	3,593	2,903	81%
Sonoma	1,527	1,220	80%
San Marcos	1,201	959	80%
East Bay	1,022	803	79%
Monterey Bay	772	606	78%
Dominguez Hills	994	771	78%
Northridge	5,065	3,752	74%
Bakersfield	932	687	74%
Humboldt	1,236	906	73%

CSU Campus	FY Class	Continued to Second Year	Continued to Second Year %
San Luis Obispo	4,247	3,933	93%
San Diego	3,994	3,534	88%
Pomona	3,241	2,857	88%
San Bernardino	1,968	1,727	88%
Fullerton	4,168	3,646	87%
Long Beach	3,968	3,462	87%
Chico	2,347	2,024	86%
Fresno	2,753	2,306	84%
Channel Islands	590	494	84%
San Jose	3,818	3,182	83%
Maritime Academy	140	116	83%
Stanislaus	1,149	939	82%
Sacramento	2,836	2,311	81%
Monterey Bay	821	666	81%
San Marcos	1,433	1,161	81%
Los Angeles	2,279	1,835	81%
Sonoma	1,748	1,401	80%
San Francisco	3,468	2,766	80%
East Bay	936	743	79%
Dominguez Hills	1,124	847	75%
Northridge	5,129	3,815	74%
Bakersfield	1,120	824	74%
Humboldt	1,201	871	73%