

Analysis of Access and Graduation Rates

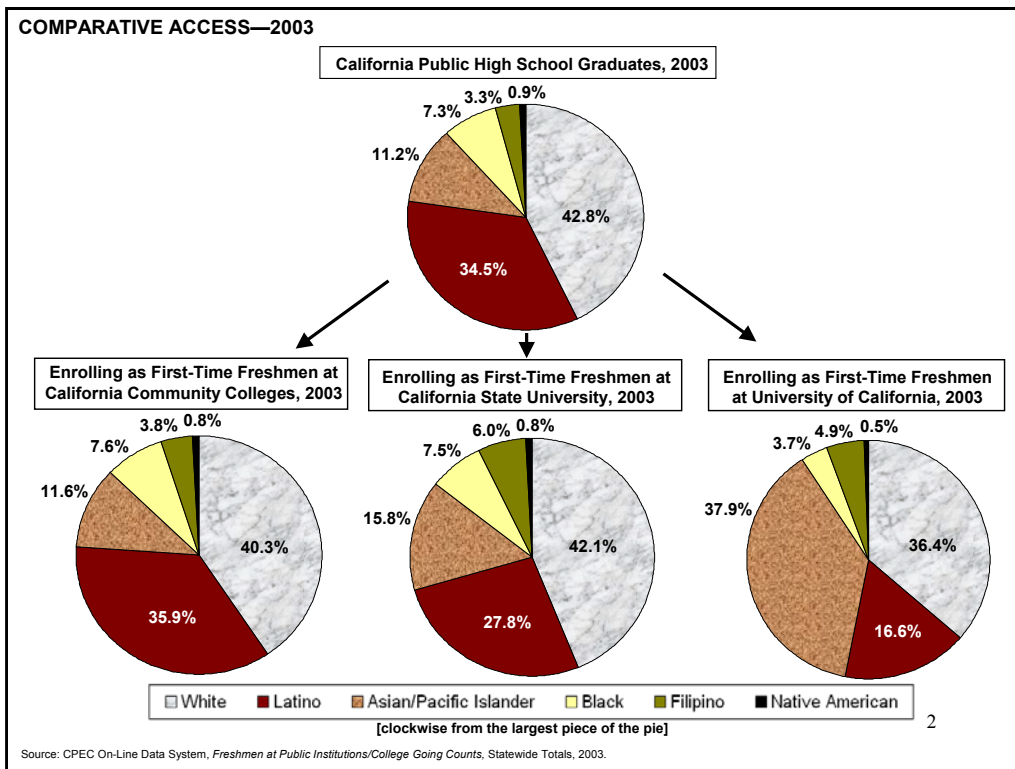
Presentation to the CSU Board of
Trustees

January 26, 2005

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**Presented by Executive Vice Chancellor
& Chief Academic Officer**

The following graphs and notes are presented to the California State University (CSU) Board of Trustees to supplement the written report of the same title, distributed at the meeting and available at the CSU home page, <http://www.calstate.edu>, in the Trustee agenda area.



Access

California high school graduates are diverse (and increasingly so). In the graph above, the top pie chart presents the racial and ethnic distribution of 2003 California public high school graduates. From the next three pie charts, you can see on the far left that the California Community College’s (CCC’s) racial and ethnic distribution of first-time freshmen generally reflects that of public high school graduates. In fact, the CCC has a greater representation in all groups, except White and Native Americans, compared to the composition of high school graduates.

The University of California’s distribution – shown on the far right -- is most dissimilar to public high school graduates. It reflects rough proportionality for only Filipinos and Native Americans. The UC is disproportionately low for Latinos (16.6 vs. 34.5%), African Americans (3.7% vs. 7.3%), and White (36.4% vs. 42.8%) and disproportionately high for Asian Pacific Islanders (37.9% vs. 11.2%).

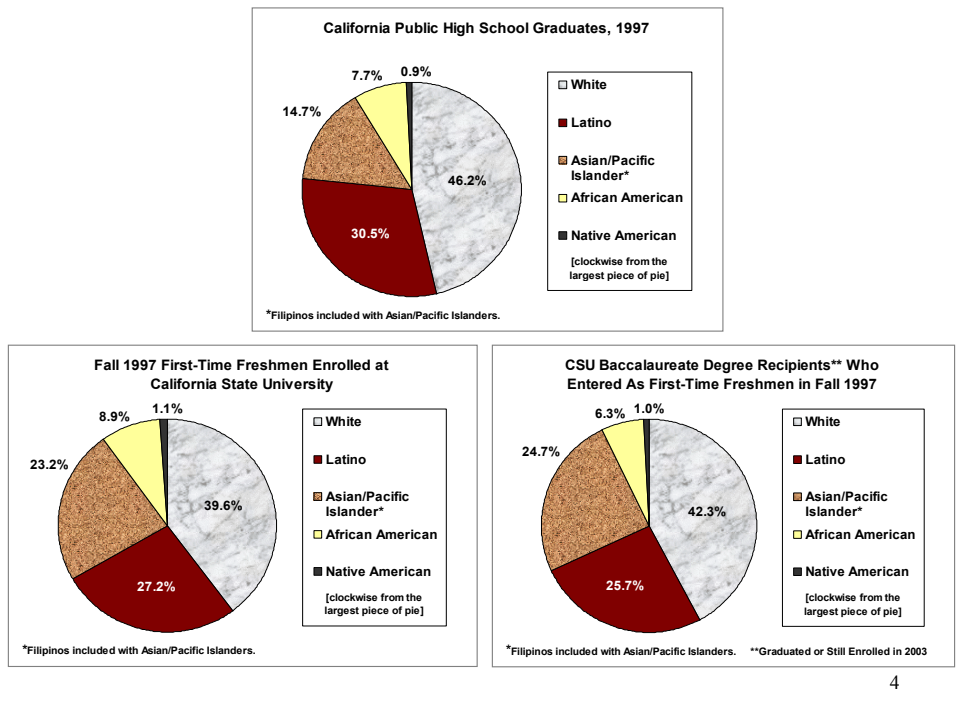
The racial and ethnic distribution of the California State University’s (CSU’s) first-time freshmen – shown in the middle of the three pie charts -- is more reflective of the composition of high school graduates than that of the UC and less reflective than that of the CCC. The CSU’s distribution is roughly proportionate for Whites, African Americans, and Natives, and is disproportionate for Latinos (27.8% vs. 34.5%), Asian/Pacific Islanders (15.8% vs. 11.2%), and Filipinos (6.0% vs. 3.3%).

Why the Underrepresentation?

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- Lesser proportions of African American and Latino high school graduates are eligible for CSU (and UC) admission.
- 95,000 high school graduates (2003) were eligible for admission by CSU standards (top third).
 - * 19,000 Latinos (20% of the eligibility pool was Latino compared to 34.5% of high school graduates)
 - * 4,700 African Americans (5% of the eligibility was African American compared to 7.3% of the high school graduates).
- The CSU's 2003 first-time freshman cohort is 27.8% Latino and 7.5% African American.
- The real challenge is for all groups to have proportional representation in the eligibility pool.
 - * Proportionate eligibility requires access for all groups to rigorous academic preparation in high school.
 - * From 1997 to 2003, CSU eligibility rose for Latinos (13 to 18%) and African Americans (13 to 21%).

1997 FIRST-TIME FRESHMEN



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Progression of CSU First-Time Freshmen to the Baccalaureate Degree by Race/Ethnicity

- Asian/Pacific Islanders evidence a higher representation in the CSU's 1997 first-time freshman class compared with 1997 public high school graduates (compare top pie chart with bottom left).
- Whites and Asian/Pacific Islanders reflect a higher representation of 1997 first-time freshmen who earn baccalaureate degrees (in 2003 and beyond) compared to their representation in the 1997 cohort (compare bottom two pie charts).
- Latinos were underrepresented in the 1997 entering class compared with the distribution of public high school graduates (27.2% vs. 30.5%). Latinos lost ground as a proportion of degree earners (25.7%) compared with their representation at entry to the CSU as freshmen.
- African Americans had a slightly higher representation in the 1997 entering class compared with the distribution of public high school graduates (8.9% vs. 7.7%). Like Latinos, African Americans lost ground as a proportion of degree earners (6.3%) compared with their representation at entry.

**Gaps Between Representation at
Entry and Representation in
Degree Conferral – Derives
Largely from Differential High
School Academic Preparation and
Proficiency at College Entry**

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Fall 1997 First-Time Freshmen

African Americans -- 64% need remediation in English and 80% needed remediation in mathematics

Asian-Pacific Islanders -- 62% need remediation in English and 46% needed remediation in mathematics

Latinos -- 63% need remediation in English and 70% needed remediation in mathematics

Native Americans -- 34% need remediation in English and 55% needed remediation in mathematics

Whites -- 28% need remediation in English and 47% needed remediation in mathematics

How to Eliminate Degree-Earning Gaps

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•**Improved School Preparation**

*More access to rigorous coursework and effective instruction from elementary grades through ALL of high school.

*Early Assessment of Readiness for College English and Mathematics – the 11th Grade California Standards Tests and CSU Augmentation – the Early Assessment Program (EAP)

*12th grade instruction provided following the EAP.

*Summer programs

•**More Effective Remedial Education**

*Reading focus

•**More Effective Student Support and Guidance**

*EOP and other student intensive models

*First-year orientation, experiences, communities

*Clear requirements

*Advising

How Effective is the CSU in Helping Student (and Different Groups of Students) Earn the Baccalaureate Degree?

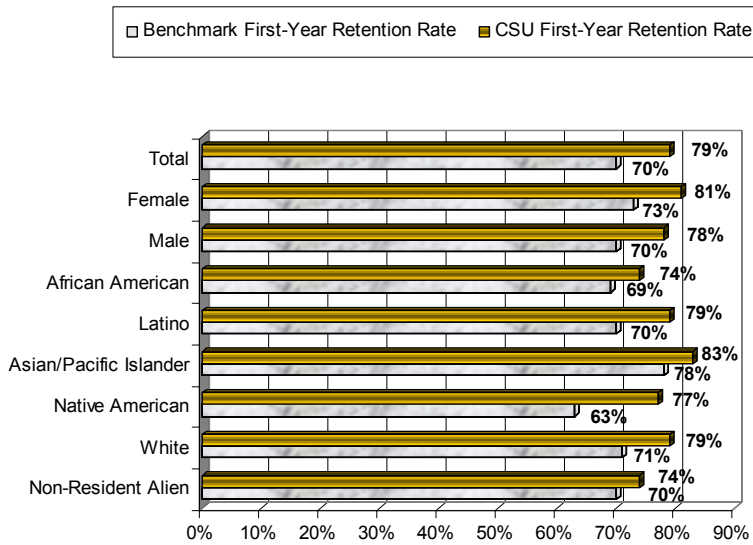
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Graduation rates across the nation range widely. The most selective and expensive institutions, like Harvard, Yale, and Princeton, have the highest graduation rates – almost everyone who is selected (and whose families pay up to \$50,000 per year) graduates within four years and certainly within six. Four-year institutions with open admissions whose largely adult students juggle work, family, and school often have no students graduating in four years and a only small proportion within six.

Until recently, there have been no easy ways for universities and colleges to assess how effectively they are serving their students, compared with other institutions *servng similar students*. Through its membership in the Consortium for Student Retention Data Exchange (CSRDE), all CSU campuses have been able to benchmark themselves and the CSU system has been able to assess how its students progress to degree compared with peers at institutions across the nation (<http://www.occe.ou.edu/csrde>). CSRDE indicators are used in this section.

FIRST-YEAR RETENTION FOR FALL 1997 FIRST-TIME FRESHMEN:

CSU RATES AND NATIONAL BENCHMARKS

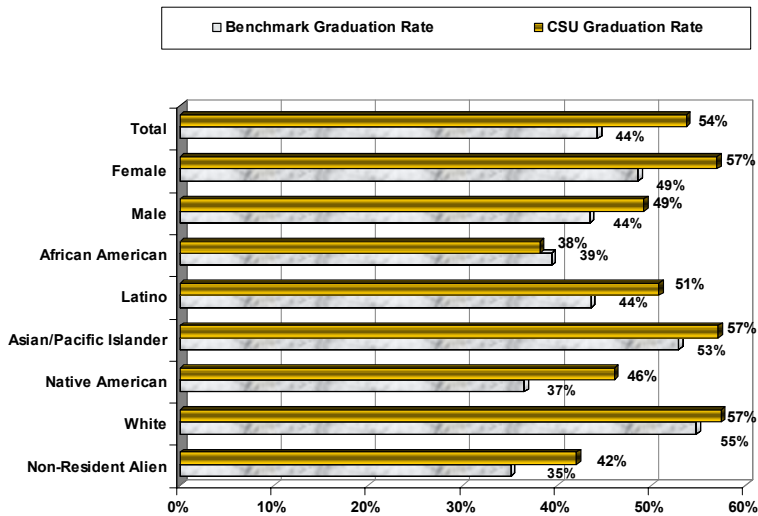


First-Year Retention

Nationally, about half of the students who leave an institution before earning the baccalaureate degree do so before the fall of the second year (the sophomore year). As such, CSU accountability focuses attention on first-year retention.

The CSU retention rates are much higher as a system and for all student groups compared to national benchmarks.

**GRADUATION RATES FOR FALL 1997 FIRST-TIME FRESHMEN:
CSU RATES AND NATIONAL BENCHMARKS**



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Graduation Rates

- The graduation rate for CSU students combined exceeds benchmark for peer students at four-year institutions nationally (54% to 44%).
- CSU women (57%), Asian Pacific Islanders (57%), and Whites (57%) achieve the highest rates.
- The graduation rate for CSU Latinos (51%) is seven percentage points higher than that for Latino peers (44%).
- CSU African American graduation rate (38%) is lower than national benchmark (39%).
- CSU Native American rate (46%) is nine percentage points higher than peers (37%).

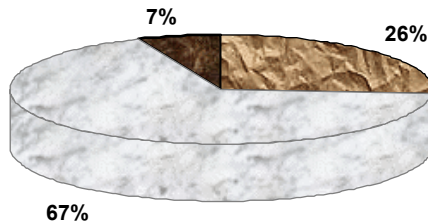
CSU Goals for Improving Graduation

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- 54% is not high enough – notwithstanding the fact that the graduation rate for CSU students exceeds that for national peers.
- Even though underrepresented CSU minorities generally are graduating at rates that are higher than similarly prepared peers, there ought to be a baseline graduation rate that is the minimum goal for all CSU subgroups – because the students, their families, and the State deserve that.
- CSU graduation rates have been improving over time – largely due to the CSU college preparatory coursework initiative, K-12's provision of college preparatory coursework, and emphasis on high standards for placement in mathematics and English:
 - * 1977 first-time freshman graduation rate – 38%
 - * 1987 first-time freshman graduation rate – 47%
 - * 1997 first-time freshman graduation rate – 54%
- Just in the last week, the Education Trust introduced a new database, College Results Online (<http://www.CollegeResults.org>). One of the Education Trust's major goals is to encourage all institutions to review themselves against institutions that serve similar students, to do further inquiry to see what can be learned from institutions a notch or two above, and to make the appropriate improvements that students, their families, and the nation deserve.

FALL 1997 FIRST-TIME FRESHMEN—PACE TO DEGREE

■ Traditional Full-Time Students □ Persistent Part-Time Students ■ Partial Load/Stop-out Students



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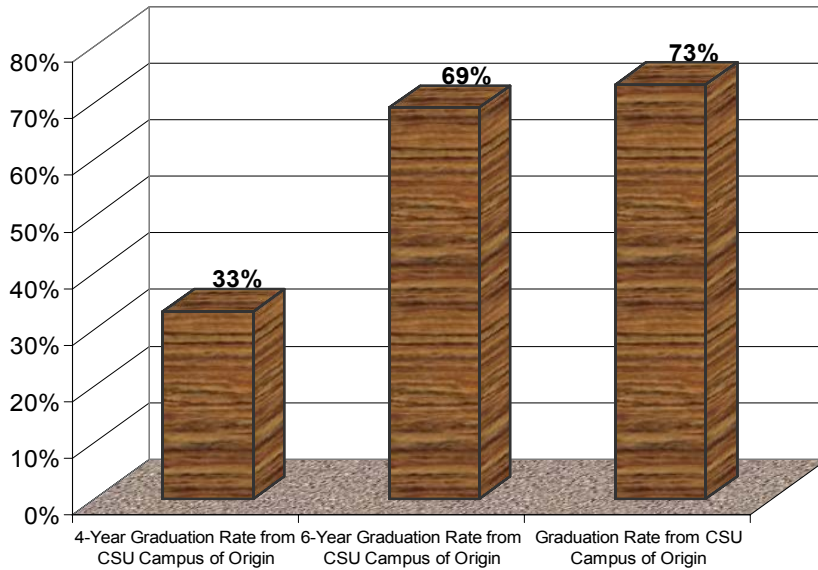
Units-to-Degree and Pace-to-Degree

CSU graduation initiatives should focus on a student's preferred or required "pace-to-degree" and the units that the student attempts on the path to degree.

Concepts like "time-to-degree" almost always assume a traditional four-year pace to degree.

But only about a quarter (26%) of fall 1997 CSU first-time freshmen were on a traditional four-year pace-to-degree.

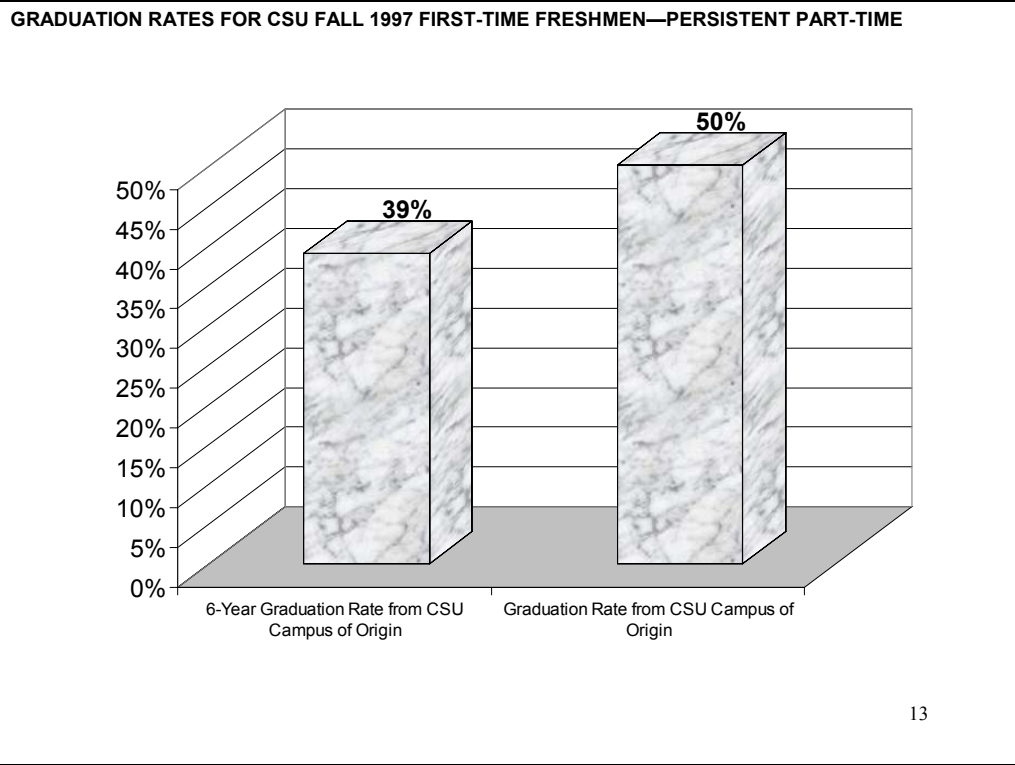
GRADUATION RATES FOR CSU FALL 1997 FIRST-TIME FRESHMEN—TRADITIONAL FULL-TIME



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Four-Year Pace-to-Degree & Degree Completion

The CSU is concerned that only one-third of the fall 1997 students who were on a pace to complete the degree in four years did so.



Persistent Part-Time Students (6-Year Pace-to-Degree) and Degree Completion

The CSU is more concerned that only four in 10 of the fall 1997 students who were on a pace to complete the degree in six years years did so. The CSU is more concerned about persistent part-timers, because they comprise two-thirds of their freshman cohort. The extent to which these students stay and attempt coursework beyond what is necessary for graduation can greatly and negatively impact the ability of the CSU to admit all eligible high school graduates and eligible community college transfers.