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March 16, 2021

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RE: California State University Report: State Performance Measures for 2019-20 Academic Year

The attached report highlights the progress made at the California State University to improve graduation rates for all students while also increasing access to more Californians.

Ongoing Graduation Initiative 2025 efforts are contributing to stronger student success outcomes, such as improved graduation rates and reduction in equity gaps. To continue to build on this progress – and to increase access to the university – sustained, predictable and sufficient state investment in the CSU will be necessary.

As required by Education Code 89295, the California State University shall report, by March 15 of each year, on performance measures for the preceding academic year and

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Channel Islands
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CSU Report: State Performance Measures for 2019-20 Academic Year

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goals for the three academic years immediately following. The purpose of this reporting is to inform budget and policy decisions and promote the effective and efficient use of available resources. Enclosed is the CSU's report highlighting progress in State Performance Measures and an appendix of the data tables for each of the required performance measures.

Should you have any questions about this report, please contact Nichole Muñoz-Murillo, assistant vice chancellor, Advocacy and State Relations at (916) 445-5983.

Sincerely,


Steven Relyea (Mar 16, 2021 13:40 PDT)

Steve Relyea
Executive Vice Chancellor and
Chief Financial Officer

SR:dr

Full report posted to <https://www.calstate.edu/legislativereports/>

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- Members, Joint Legislative Budget Committee (if applicable)
- Lisa Qing, Senior Fiscal & Policy Analyst, Legislative Analyst Office
- Joseph I. Castro, Chancellor, California State University
- Fred E. Wood, Interim Executive Vice Chancellor, Academic and Student Affairs
- Garrett Ashley, Vice Chancellor, University Relations and Advancement
- Nichole Muñoz-Murillo, Assistant Vice Chancellor, Advocacy and State Relations
- Ryan Storm, Assistant Vice Chancellor for Budget
- Jeni Kitchell, Executive Budget Director
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Progress in Performance Measures

Graduation Initiative 2025: Building Momentum

1 Introduction

Ensuring student success, improving graduation rates and increasing access to the California State University (CSU) are shared priorities of both the university and the state of California. According to the Public Policy Institute of California, by 2030 approximately two-in-five jobs will require a bachelor's degree. The U.S. Department of Education estimates that college graduates with a bachelor's degree typically earn 66 percent more than those with only a high school diploma and are far less likely to face unemployment. The CSU is committed to not only serving continuing students – from the day they enroll to the day they cross the commencement stage – but also increasing access to the university for new students.

Today, graduation rates for first-time, full-time freshmen and students transferring from a California community college are at an all-time high and some equity gaps between students from historically underserved communities are narrowing. However, the CSU is focused on driving completion rates even higher, to ensure that all students have the opportunity to graduate in a timely manner and pursue their future goals. In doing so, the CSU will continue to fulfill its founding mission to produce the graduates needed to power California's future prosperity.

Recent progress in degree completion is a result of the intentional work occurring on campuses and systemwide as the CSU moves forward with Graduation Initiative 2025, its ambitious plan to ensure student success, increase graduation rates and eliminate achievement and equity gaps for all students. This includes hiring more tenure-track faculty to teach additional courses, strengthening advising services, providing financial support and strategically targeting academic support services to students who need them most.

Meeting California's future workforce needs will require not only improved graduation rates but also increased enrollment, and achieving both goals will require sustained, predictable and sufficient state investment in the CSU. The CSU remains committed to working with the state and the legislature to ensure the university is appropriately funded and the shared priorities of student success, improved graduation rates and increased access are met.

2 Graduation Rates Continue to Climb

Since 2008, California State University graduation rates have consistently increased. This section of the report will demonstrate the upward trajectory of graduation rates for first-time, full-time freshmen and students transferring from the California community colleges, as well as the growth in the overall number of degrees conferred each academic year.

In addition, projections are provided for the next three years. These projections are based on the linear trajectory necessary to meet the following Graduation Initiative 2025 goals:

- A 40 percent four-year freshman graduation rate
- A 70 percent six-year-or-less freshman graduation rate
- A 45 percent two-year transfer graduation rate
- An 85 percent four-year-or-less transfer graduation rate

These goals are predicated on eliminating equity gaps that exist by race/ethnicity and for students from low socio-economic backgrounds.

As campuses continue to implement their local Graduation Initiative 2025 plans and as systemwide efforts continue, the CSU's graduation rates should continue to rise. While actual increases may not be linear from year to year, campuses are expected to make progress toward their goals over the duration of the initiative. Maintaining this momentum will require continued state investment in the CSU's student success efforts.

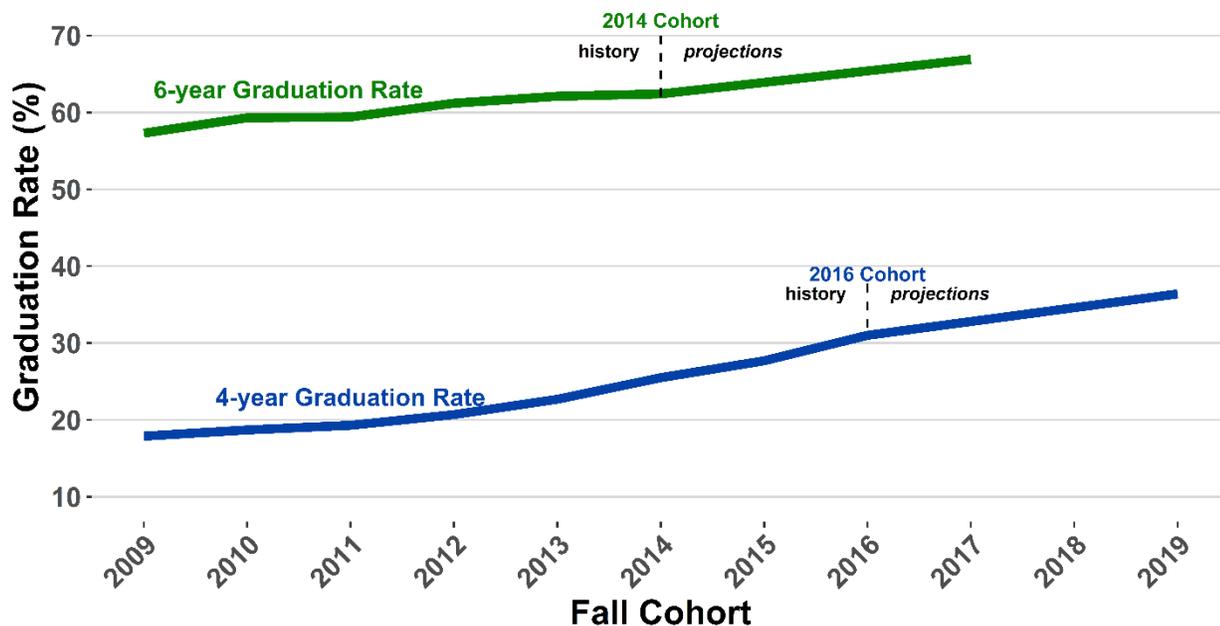
2.1 First-time, Full-time Freshmen

As demonstrated in the figure below (to the left of the dotted line), both the four-year and six-year graduation rates for first-time, full-time freshmen continue to increase. Four-year completion rates increased by five and a half percentage points for the most recent graduating cohorts. For the fall 2016 cohort, 31 percent of students graduated in four years, up from 27.7 percent for the fall 2015 cohort, and 25.5 for the fall 2014 cohort.

For the fall 2014 cohort, 62.4 percent of students graduated within six years, an increase from the 62.1 percent of students from the fall 2013 cohort.

This chart also shows the CSU's projections for both the four-year and six-year graduation rates over the next three years (to the right of the dotted lines). Projections are based on the linear trajectory necessary to meet the Graduation Initiative 2025 goals for first-time, full-time freshmen; however, it is anticipated that annual progress will not always occur in a linear fashion.

Graduation Rates First-time Full-time Freshmen

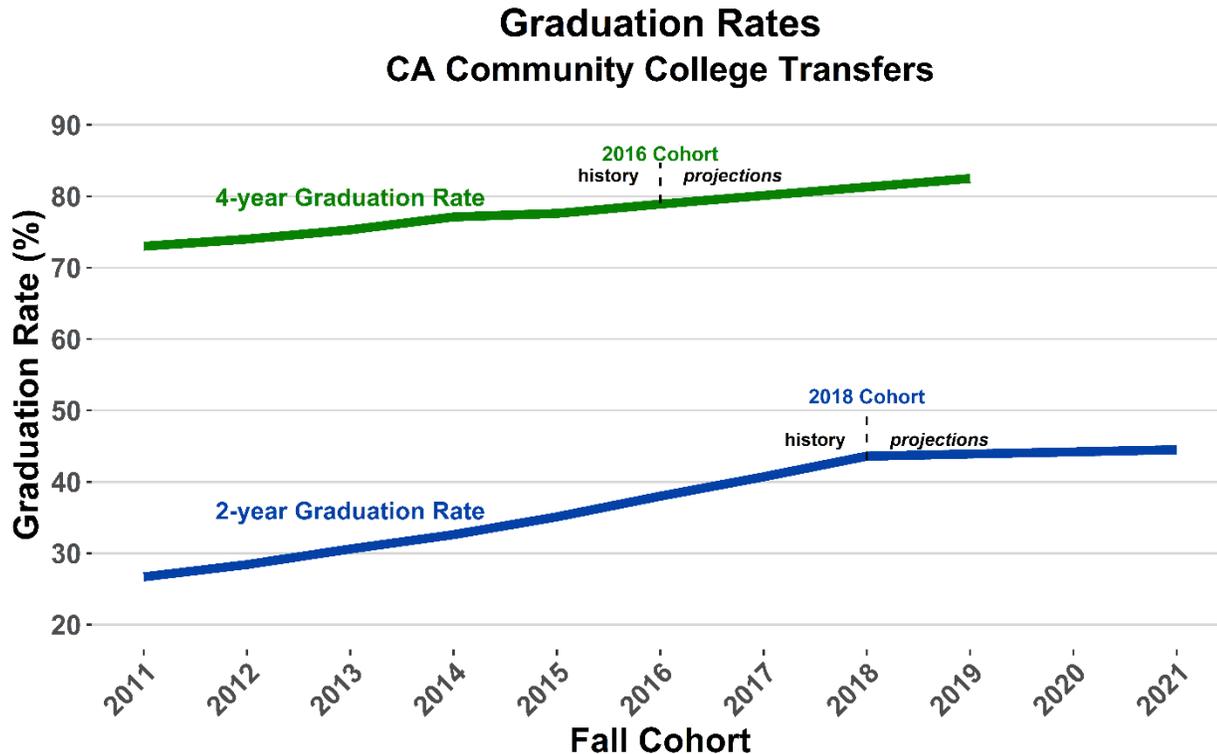


2.2 California Community College Transfers

As demonstrated in the figure below (to the left of the dotted line), both the two-year and four-year graduation rates for students transferring from a California community college continue to increase. Two-year completion rates for community college transfer graduates have increased most rapidly in recent years. For the fall 2018 cohort, 43.6 percent of transfer students graduated in two years, up from 40.7 for the fall 2017 cohort and 38 percent for the fall 2016 cohort.

For the fall 2016 cohort, 78.9 percent of transfer students graduated within four years, an increase from the 77.6 percent of transfer students who graduated within four years from the fall 2015 cohort. In all instances, the graduation rates increased for both Pell and non-Pell recipients.

This chart also shows the CSU's projections for both the two-year and four-year graduation rates over the next three years (to the right of the dotted lines). These projections are based on the linear trajectory necessary to meet the Graduation Initiative 2025 goals for students transferring from a California community college.

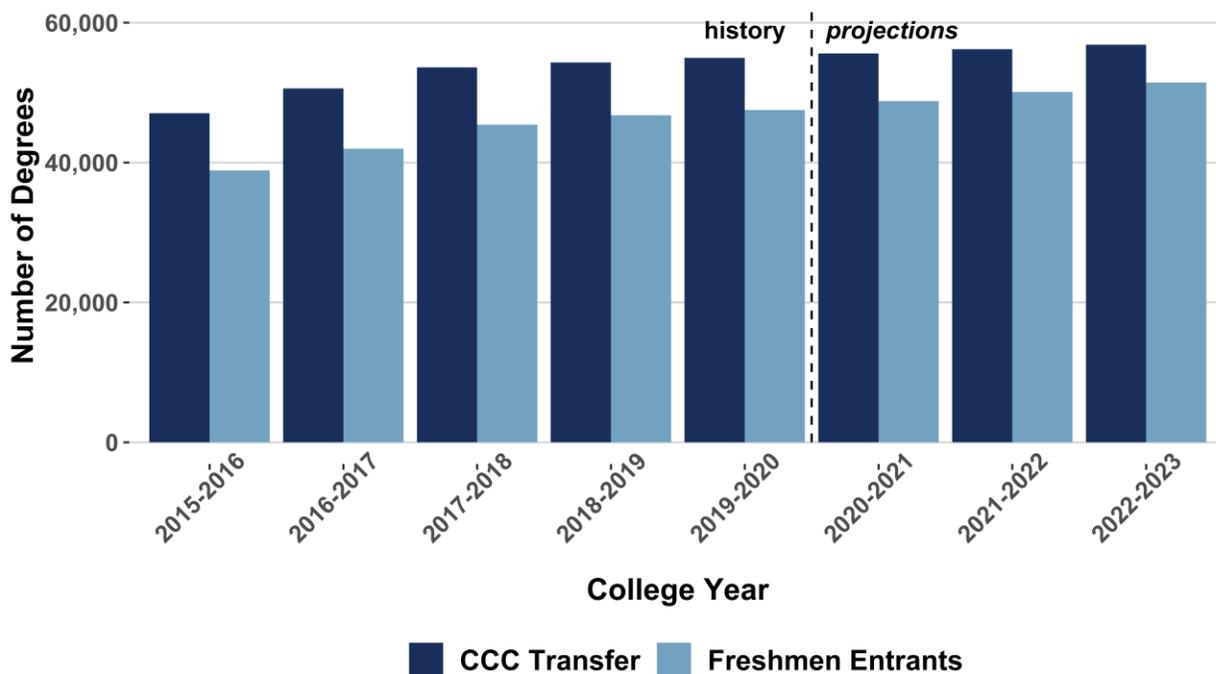


2.3 Annual Degree Completions

As demonstrated in the figure below (to the left of the dotted line), the total number of bachelor's degrees conferred at the CSU to freshmen entrants and students transferring from a California community college continues to increase. Since 2015-16, degree completions have increased by more than 14 percent. In 2019-20, 128,925 degrees were earned, a record high for the CSU. This includes more than 109,000 bachelor's degrees, an increase of 2,100 from 2018-19.

With continued additional investment, the CSU will be able to continue to invest in new tenure-track faculty, hire additional advisors and add class sections to ensure students have access to the courses they need. With this investment, it is anticipated that the number of degree completions will continue to increase.

Bachelor's Degree Completions

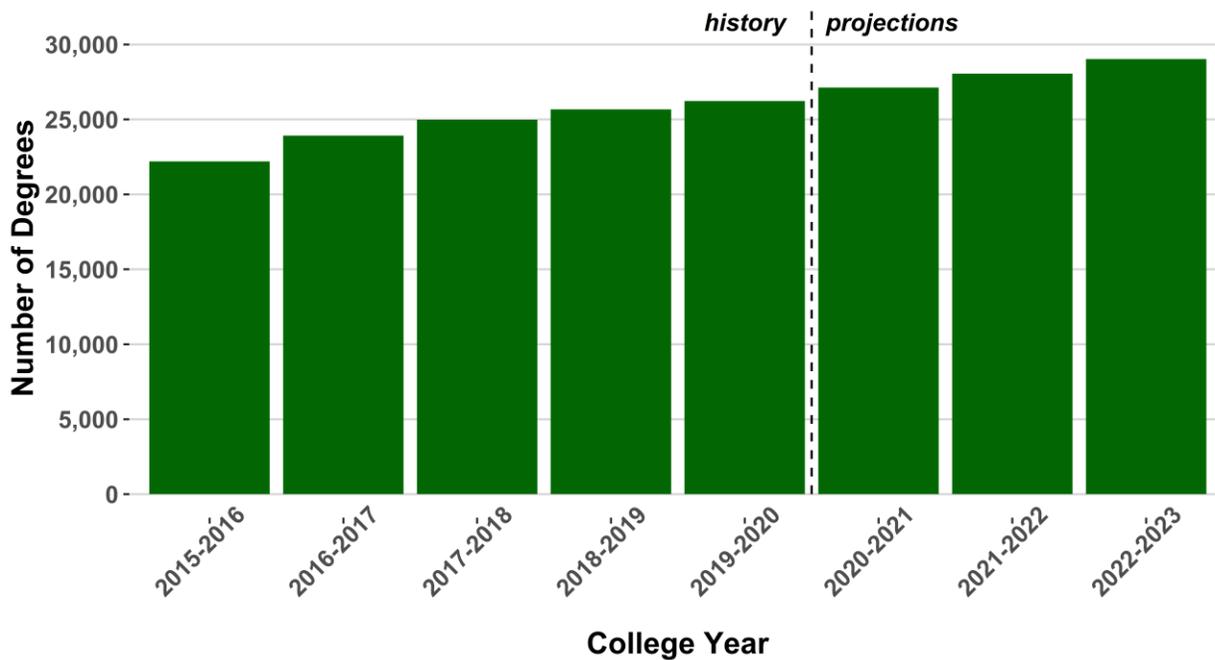


2.4 STEM Degrees Conferred at the CSU

There is significant demand in California and across the country for graduates with degrees in the fields of science, technology, engineering and mathematics (STEM). Between 2015-16 and 2019-20, the number of undergraduate STEM degrees earned at the CSU increased by over 5,100 or 31 percent, as demonstrated in the chart below (to the left of the dotted line).

The CSU continues to take steps to close equity and achievement gaps in STEM education by supporting underrepresented students pursuing STEM degrees. As a result, the projections (to the right of the dotted line) indicate expectations that the number of STEM degrees awarded will continue to increase.

STEM Degrees (Excluding Health Professions)



3 More Students are On Track to Graduate in Four Years

According to surveys conducted at the University of California, Los Angeles, more than 84 percent of freshmen at U.S. public four-year colleges expect to graduate in four years or less. However, the actual percentage of students nationally who accomplish this is less than 40 percent. Achieving this goal requires students to complete an average of 30 units each year.

To increase student awareness and support, and encourage students interested in graduating in four years, a number of CSU campuses have implemented targeted campaigns as part of their Graduation Initiative 2025 efforts. For example, at California State University, Sacramento the *Finish in Four* program (and *Through in Two* for transfer students) provide incentives and support for students who commit to taking 30 units each year. Benefits include priority registration and grants of up to \$1,000 for summer session courses.

A similar program at California State University, Los Angeles, *15 to Finish*, works to correct the common misconception among students that 12 units per term will place students on track to graduate in four years. On Cal State LA's *15 to Finish* website, students can see a breakdown of how much they will save by graduating in four years and can connect to advising resources from that same website.

Data demonstrate that these programs and initiatives are having an impact as the percent of students entering their second year at the CSU having completed 30 or more units has consistently increased. In the past five years this number has increased more than 15 percentage points, from 51.5 percent in 2015 to 67.3 percent in 2019. As campuses continue to educate students about the benefits of taking 15 units per semester, this trend is expected to continue.

4 Increasing Access Is a CSU Priority

Over the past five years, new undergraduate resident headcount enrollments increased by more than 9,500 students, with new resident transfer student enrollment increasing from more than 56,500 in 2015-16 to more than 65,300 in 2019-20. Per statute, the CSU is required to project enrollment figures for the next three academic years. While 2020-21 enrollment is not yet final, new resident undergraduate enrollment is expected to increase by 1-2%. California community college transfers, are expected to reach more than 71,000.

The opportunity for new student enrollment growth results from a prepared applicant pipeline, GI2025 improvements that have led to shorter time to degree, and sustained and predictable enrollment growth funding commitments from the state. The current public health crisis has modified the way student instruction and other services are delivered in the CSU. Based on early fall 2021 applicant data, we expect that in the near future, student decision-making related to enrollment at the CSU may be affected by state/county COVID-19 policy and any resulting economic uncertainty in the upcoming years. While we remain optimistic and focused on greater access for eligible Californians, new enrollment growth estimates beyond the 2020-21 college year remain conservative. CSU affirms its commitment to access and success in college for Californians, both first-time and transfer students, who enroll in the system.

Increasing access to the CSU remains a key university value. The CSU will continue working closely with the state and the legislature to achieve this shared priority and ensure that more Californians have access to a high-quality education at the 23 campuses.

5 Conclusion

The CSU's role in California's higher education framework has never been more important than it is today. In the current global economy, more students need a degree or credential beyond high school as the necessary pathway to a career. This shift coincides with the increase in the size and diversity of the state's college-going population. At the same time, California is facing a looming shortage of skilled, educated workers to drive its economy, spur innovation and lead its largest industries.

As demonstrated in this report, the CSU is making positive strides toward increasing graduation rates for freshmen and transfer students. Ongoing Graduation Initiative 2025 efforts promise to continue this momentum, to the benefit of students, their families and the state of California.

To maintain and build on this progress, sustained, predictable and sufficient state funding is necessary for the CSU's student success efforts. However, increasing graduation rates is only part of the equation. Meeting California's future workforce needs also requires investment to expand access to the CSU, providing the life-changing benefits of a college degree to more Californians.

With more than 100,000 Californians earning bachelor's degrees at the CSU every year – and with this figure poised to continue growing – there is no other investment that has the same potential to positively impact the future of the state.

Measure 1**Resident CCC Transfer Enrollment**

Fall Term	Headcount	Percent of Total Undergraduates
2016	146,364	36.4%
2017	149,130	36.5%
2018	146,825	36.1%
2019	151,366	36.9%
2020	161,012	38.9%
2021	162,622	38.9%
2022	164,248	38.9%
2023	165,890	38.9%

*projection***Measure 2****New Resident CCC Transfer Enrollment**

College Year	Headcount	Percent of Total New Undergraduates
2015-2016	56,539	46.1%
2016-2017	59,904	48.4%
2017-2018	59,059	46.8%
2018-2019	59,619	46.4%
2019-2020	65,320	49.4%
2020-2021	71,412	53.2%
2021-2022	72,126	53.2%
2022-2023	73,569	53.2%

*projection***Measure 3****Low-Income Student Enrollment**

Fall Term	Headcount	Percent of Total Undergraduates
2015	205,920	49.2%
2016	205,757	48.5%
2017	217,658	50.1%
2018	213,578	49.3%
2019*	212,651	48.9%
2020	214,778	48.9%
2021	216,925	48.9%
2022	219,095	48.9%

projection

* 2019 is the last Fall Term for which Pell data are available.

Measure 4**New Low-Income Student Enrollment**

College Year	New Pell-	Percent of Total
2015-2016	67,295	51.2%
2016-2017	66,463	50.1%
2017-2018	69,987	51.7%
2018-2019	70,080	51.0%
2019-2020	72,328	51.4%
2020-2021	73,051	51.4%
2021-2022	73,782	51.4%
2022-2023	74,520	51.4%

projection

Measures 5 & 6
Graduation Rates
First-Time, Full-Time Freshmen

Cohort	4-Year			6-Year		
	All	No Pell	Received Pell	All	No Pell	Received Pell
Fall 2010	18.7%	24.1%	11.8%	59.3%	63.9%	53.6%
Fall 2011	19.3%	26.0%	12.0%	59.4%	64.8%	53.6%
Fall 2012	20.7%	27.5%	13.7%	61.2%	66.0%	56.2%
Fall 2013	22.7%	30.0%	15.3%	62.1%	67.2%	57.1%
Fall 2014	25.5%	32.7%	18.4%	62.4%	67.0%	57.8%
Fall 2015	27.7%	35.5%	19.8%	63.9%	67.9%	60.0%
Fall 2016	31.0%	38.1%	23.2%	65.4%	68.9%	62.3%
Fall 2017	32.8%	38.8%	25.9%	66.9%	69.9%	64.6%
Fall 2018	34.6%	39.1%	28.7%			
Fall 2019	36.4%	39.4%	32.0%			

projection

Measures 7, 8, & 9
Graduation Rates
California Community College Transfers

Cohort	2-Year			3-Year			4-Year		
	All	No Pell	Received Pell	All	No Pell	Received Pell	All	No Pell	Received Pell
Fall 2010	27.8%	29.3%	26.1%	60.8%	61.8%	59.7%	72.8%	73.4%	72.0%
Fall 2011	26.7%	28.7%	24.8%	61.4%	63.3%	59.5%	73.0%	74.3%	71.7%
Fall 2012	28.4%	29.6%	27.3%	62.5%	63.4%	61.8%	74.0%	74.6%	73.4%
Fall 2013	30.6%	31.5%	29.8%	64.5%	65.3%	63.8%	75.3%	75.8%	74.9%
Fall 2014	32.6%	34.2%	31.4%	67.1%	68.3%	66.1%	77.1%	77.9%	76.5%
Fall 2015	35.1%	36.8%	33.8%	68.5%	69.8%	67.5%	77.6%	79.0%	76.5%
Fall 2016	38.0%	40.0%	36.4%	70.1%	71.6%	68.8%	78.9%	80.1%	77.9%
Fall 2017	40.7%	41.5%	40.0%	71.6%	72.5%	70.9%	80.1%	81.1%	79.3%
Fall 2018	43.6%	43.5%	43.6%	71.9%	72.4%	71.5%	81.3%	82.1%	80.7%
Fall 2019	43.9%	43.8%	43.9%	72.8%	73.2%	72.6%	82.5%	83.0%	82.2%
Fall 2020	44.2%	44.1%	44.2%	72.9%	73.3%	72.7%			
Fall 2021	44.5%	44.4%	44.5%						

projection

Measure 10
Annual Degree Completions

College Year	Freshmen Entrants	CCC Transfer Students	Graduate Students	Total*	Low-Income Students
2015-2016	38,867	47,053	20,788	112,955	53,433
2016-2017	41,970	50,597	20,503	119,365	57,935
2017-2018	45,403	53,609	20,489	125,920	61,590
2018-2019	46,760	54,304	20,081	127,400	63,020
2019-2020	47,506	54,969	19,475	128,925	64,772
2020-2021	48,783	55,588	19,586	130,932	65,932
2021-2022	50,094	56,214	19,698	132,981	67,113
2022-2023	51,440	56,847	19,810	135,072	67,644

projection

* Total includes all degree recipients, including those not reflected in the categories above (e.g. Non-California Community College transfers, etc.).

Measure 11
Freshmen Entrants with 30 or more Total Units at the start of Year 2

Fall Enrollment	% of Students with 30 Units or More
2015	51.5%
2016	53.4%
2017	55.4%
2018	60.5%
2019	67.3%
2020	68.8%
2021	70.3%
2022	71.8%

projection

Measure 12**CCC Transfers "on-track" to degree at the start of Year 2**

To address Measure 12: The number of units taken by CCC transfers in their first year at the CSU is an unreliable proxy measure for that student being "on track" to graduate in 2 years. Most CCC transfer students have taken well over 60 transferrable units when they transfer to the CSU, and the CSU will accept up to 70 units. The determination of which of those 60-plus units will apply toward their bachelor's degree cannot be determined until a student applies for graduation, at which time a different set of transfer credits may be applied to the degree than was intended when the student first enrolled.

Measure 13**Revenue per Completion - All Students**

College Year	Completions	Total Funds Received	Dollars per Completion
2019-20	138,903	\$6,569,335,200	\$47,294
2020-21 est.	141,581	\$5,877,584,000	\$41,514
2021-22 est.	144,312	\$6,321,128,000	\$43,802
2022-23 est.	147,097	\$6,321,128,000	\$42,973

projection

Measure 14**Revenue per Degree - Undergraduates Only**

College Year	Undergraduate Degrees	Estimated Funds Received from Undergraduates	Dollars per Undergraduate Degree
2019-20	109,450	\$5,929,301,612	\$54,174
2020-21 est.	111,639	\$5,304,945,969	\$47,519
2021-22 est.	113,872	\$5,705,276,607	\$50,103
2022-23 est.	116,149	\$5,705,276,607	\$49,120

projection

Measure 15**Total Units Earned, per Bachelor's Degree**

College Year	All Undergraduate Students		CCC Transfer Students		Freshmen Entrants	
	CSU Units	Total Units	CSU Units	Total Units	CSU Units	Total Units
2019-2020	91.8	137.2	64.4	137.7	126.6	135.6
2020-2021	90.8	136.2	63.4	136.7	125.6	134.6
2021-2022	90.8	136.2	63.4	136.7	125.6	134.6
2022-2023	90.8	136.2	63.4	136.7	125.6	134.6

projection

Measure 16a
STEM Degrees (excluding Health Professions)

College Year	Undergraduate Students	Graduate Students	Total	Low-Income Students
2015-2016	16,673	5,520	22,193	8,905
2016-2017	18,426	5,487	23,913	10,032
2017-2018	20,159	4,815	24,974	10,986
2018-2019	21,134	4,534	25,668	11,466
2019-2020	21,867	4,355	26,222	12,011
2020-2021	22,742	4,377	27,119	12,485
2021-2022	23,652	4,399	28,051	12,985
2022-2023	24,598	4,421	29,019	13,504

projection

5,194 0.311521622

Measure 16b
STEM Degrees (Health Professions* only)

College Year	Undergraduate Students	Graduate Students	Total	Low-Income Students
2015-2016	7,065	2,140	9,205	3,947
2016-2017	7,544	2,053	9,597	4,356
2017-2018	8,085	2,162	10,247	4,537
2018-2019	8,081	2,245	10,326	4,600
2019-2020	7,773	2,188	9,961	4,354
2020-2021	8,050	2,217	10,267	4,580
2021-2022	8,337	2,246	10,583	4,744
2022-2023	8,634	2,275	10,909	4,913

projection

* Health professions do not include all psychology or social work degrees.