

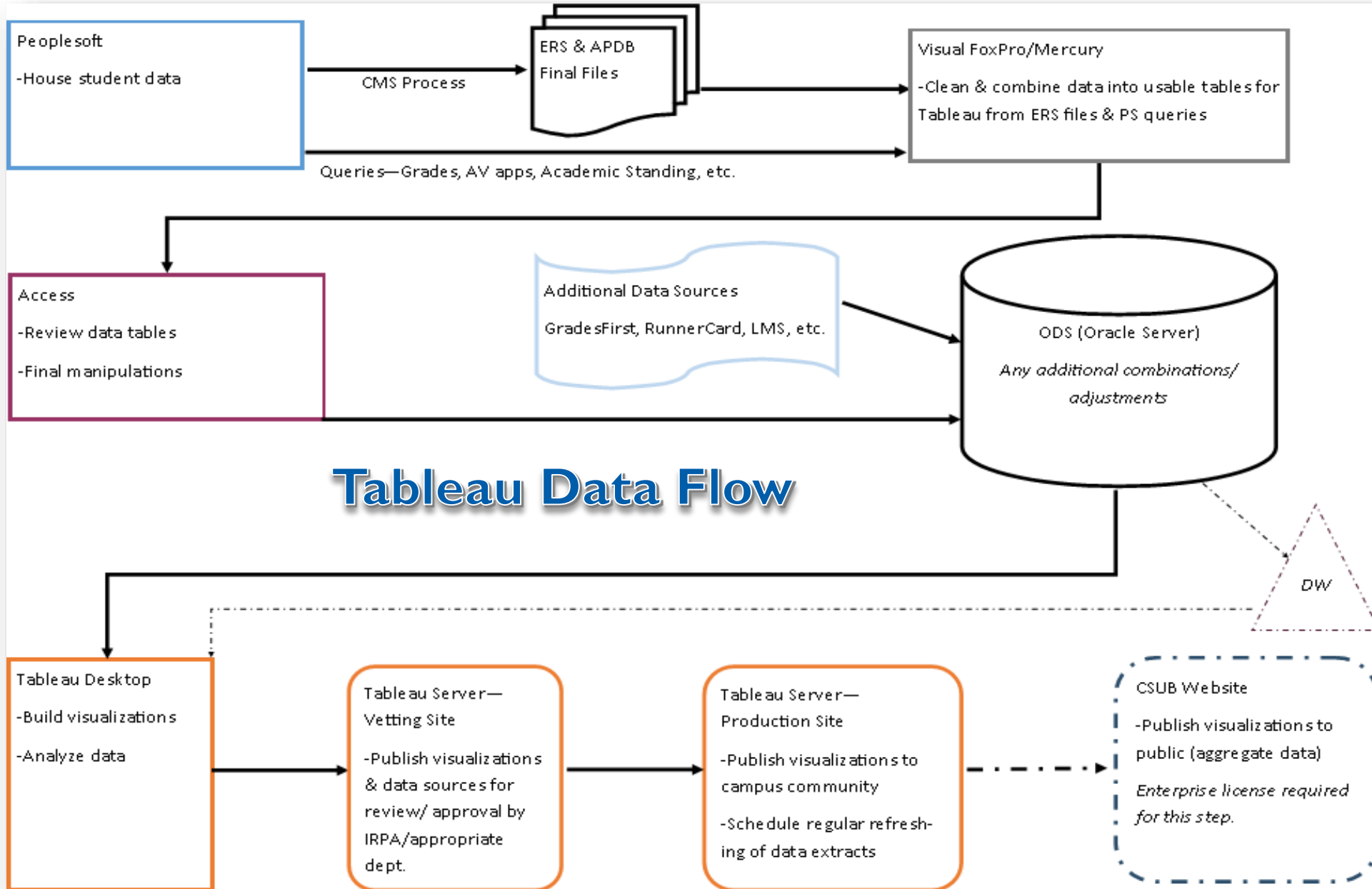
CSUB: INFORMED DECISION-MAKING

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Academic Program Profile

Time-To-Degree in Median Years

Use the drop-down menus to select the student population you would like to view.

Step 1: Select School

Arts & Humanities

Step 2: Select Program

Communications

Color Legend

First-Time Freshmen

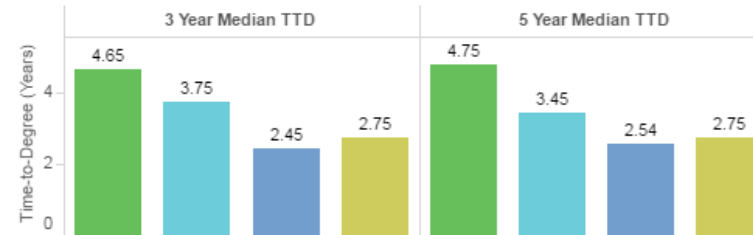
Upper-Division Transfer Students

Lower-Division Transfer Students

Graduate Students

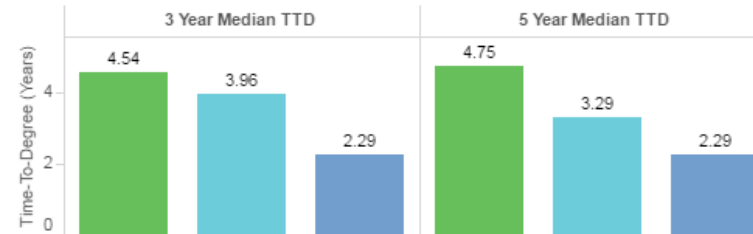
Median Time-to-Degree for Arts & Humanities

	3 Year N	3 Year Median TTD	5 Year N	5 Year Median TTD
First-Time Freshmen	188	4.65	318	4.75
Lower-Division Transfer Students	53	3.75	120	3.45
Upper-Division Transfer Students	284	2.45	528	2.54
Graduate Students	70	2.75	124	2.75



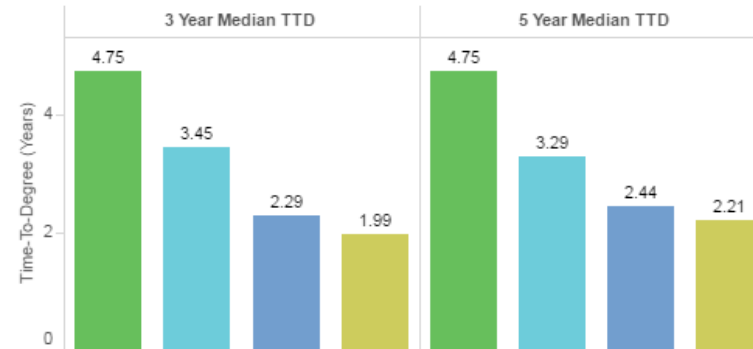
Median Time-to-Degree for Communications

	3 Year N	3 Year Median TTD	5 Year N	5 Year Median TTD
First-Time Freshmen	71	4.54	104	4.75
Lower-Division Transfer Students	13	3.96	36	3.29
Upper-Division Transfer Students	87	2.29	147	2.29



Median Time-to-Degree for CSUB

	3 Year N	3 Year Median TTD	5 Year N	5 Year Median TTD
First-Time Freshmen	1,633	4.75	2,488	4.75
Lower-Division Transfer Students	428	3.45	789	3.29
Upper-Division Transfer Students	2,256	2.29	3,867	2.44
Graduate Students	807	1.99	1,402	2.21



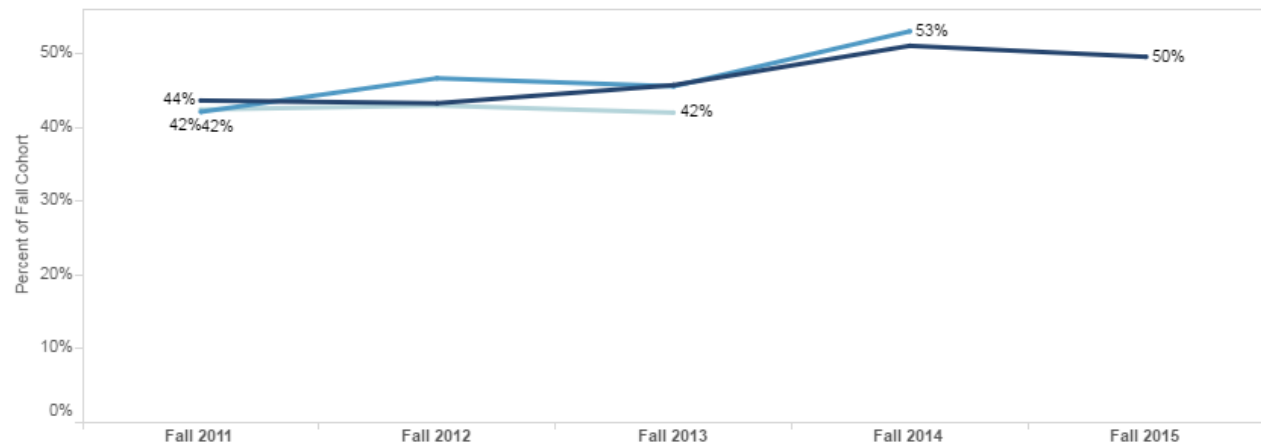
Note: Median Time-to-Degree is calculated based on cohorts of students who earned degrees between Summer 2011 and Spring 2016 for the 5-Year Median and Summer 2013 and Spring 2016 for the 3-Year Median. Students with a Time-to-Degree of less than 1 year or more than 10 years are excluded from the median Time-to-Degree calculation. Only the student's primary major is included in these calculations. For information on secondary degrees, see the "Academic Program Profile: Degrees by College Year" visualizations.

Academic Program Profile Student Success Outcomes First-Time Freshmen on Track for Graduation in 5 - 6 Years*

More Information

Use the drop-down menus below to select the student population you would like to view.

Step 1: Select School (All) |
 Step 2: Select Program (All) |
 Step 3 (Optional): Select Major (All) |
 Step 4 (Optional): Select Concentration (All)



Color Legend

- % of Cohort, Year 1
- % of Cohort, Year 2
- % of Cohort, Year 3

First-Time Freshmen Persistence and Unit Completion Statistics

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Fall Cohort Size	1,232	1,328	1,342	1,425	1,464
Cohort persisting and completing at least 36 units in Year 1	538	575	614	728	726
% of Cohort, Year 1	44%	43%	46%	51%	50%
Cohort persisting and completing at least 72 units in Year 2	519	620	612	756	*
% of Cohort, Year 2	42%	47%	46%	53%	*
Cohort persisting and completing at least 108 units in Year 3	523	571	564	*	*
% of Cohort, Year 3	42%	43%	42%	*	*

*Based on non-remedial units earned and the major and concentration declared at matriculation.

Block Course Scheduling

Rv. 7-25-2016 v1

Overview

Block Course Scheduling is the process whereby incoming students are assigned their first-term course schedule rather than allowing the students to self-schedule. Primarily, Block Course Scheduling is a tactic to improve student retention and graduation.

Under-Enrolled in Units

The data indicate that first-time students who self-register will consistently “under-enroll units” in their first term schedules. By under-loading, students unknowingly increase their time-to-degree and increase the likelihood that they will not graduate (see sidebar). For the upcoming Fall semester 52% (n=721), will likely begin their careers behind schedule by enrolling in fewer than 15 units.

Fall 2016: 2016 Enrolled Units for First Time Students



“WHEN STUDENTS START WITH JUST 12 CREDIT HOURS PER SEMESTER, THEY ARE ALREADY ON THE FIVE YEAR PLAN,” -- PRESIDENT STAN JONES. “WE HAVE TO TAKE STEPS THAT INCENT STUDENTS TO TAKE AT LEAST 15 CREDITS PER SEMESTER AND GET THE WORD OUT THAT ON-TIME GRADUATION IS MUCH MORE LIKELY WHEN STUDENTS TAKE ‘15 TO FINISH.’”

Case Study: Cal Poly Pomona's Experience Introducing Block Course Scheduling

Block Course Scheduling was introduced at Cal Poly roughly 7 years ago. After consulting with Mary Pedersen (SVP Cal Poly) and Debbie Arseneau (Associate Registrar), it is clear that Block Course Scheduling has improved retention and graduation of the Cal Poly students. Similar to CSUB, Cal Poly had an issue with under-enrolled units for first-time students.

- 🔗 Cal Poly's Outcomes after Implementing Block Course Scheduling
 - Fewer students on Academic Probation
 - Higher Enrolled units for entering class
 - Better Resource Allocation



Course Block Scheduling Impact on the General Education Program

The AIMMS program was originally conceived as a budgeted academic unit with more control over student enrollment and course offerings. If Course Block Scheduling were implemented and guided by the Faculty Director of General Education the positive outcomes would be the following:

- Higher student retention and graduation rates
- Predictability of courses offerings for departments participating in General Education
- Better matching of student preparation to development and scaffolded courses
- A fairer distribution of FTES across departments participating in General Education

Right Data With Right Strategies - Moving the needle on graduation rates and closing the achievement gap





Challenge: None of the students on Leave of Absence returned to graduate from CSUB

Strategy 1: Develop a dashboard that easily tracks students on remediation

Strategy 2: Improve success rates in Early Start using Supplemental Instruction

Strategy 3: Co-requisite model in math/Stretch program in English

Strategy 4: Intrusive advising for students in lowest developmental math

Strategy 5: Based on the success of Early Start Math, implement Supplemental Instruction in fall developmental math classes.



Strategy 1:
Develop a dashboard that easily tracks students on remediation

Students Needing English & Math Remediation

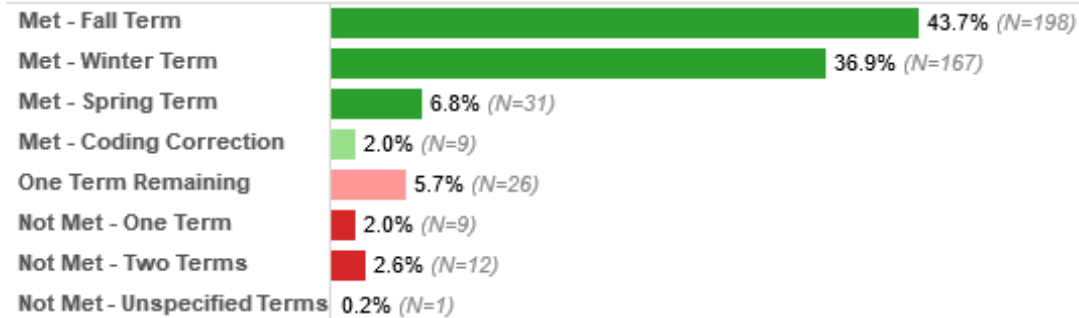
Overall Remediation Status

453 Students



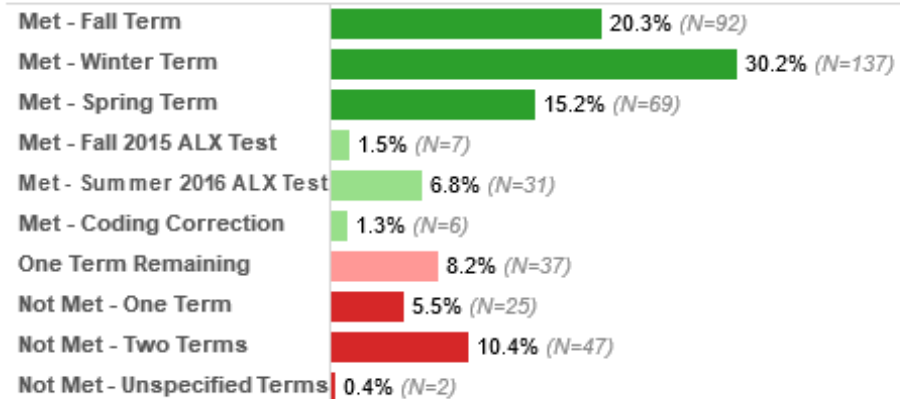
English Remediation Status

453 Students



Math Remediation Status

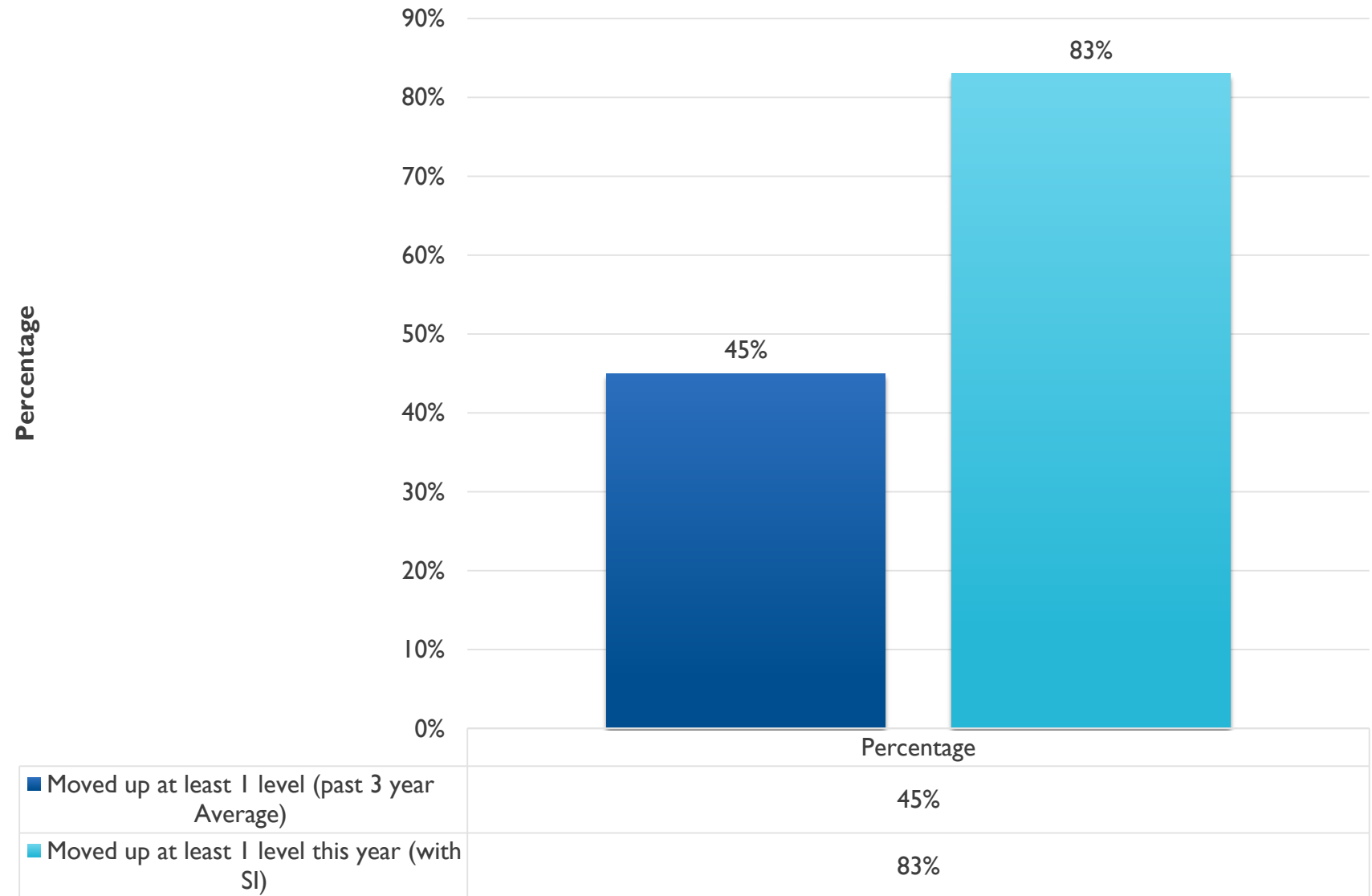
453 Students





Strategy 2:

Improve success rates in Early Start using Supplemental Instruction

Early Start Math Supplemental Instruction



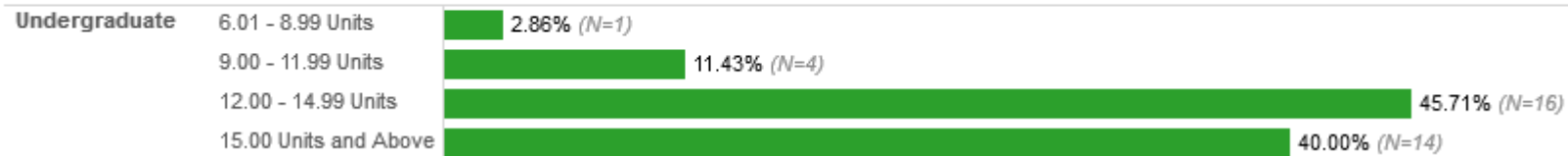
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- ✦ Co-Requisite Model in math/Stretch Program in English
 - ✦ Intrusive Advising for Students in Lowest Remedial Math
 - ✦ Supplemental Instruction in fall developmental math classes.
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Right Data With Right Strategies - Moving the needle on 2/4-year graduation rates and closing the achievement gap.

First-Time Freshmen:

Spring 2017 Registration - Enrolled Units by Academic Program

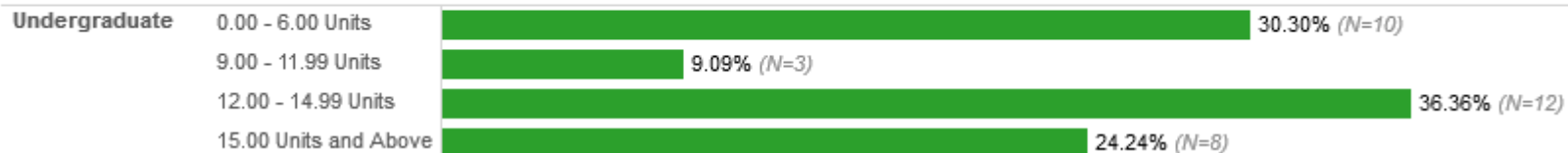
Data Updated: February 20, 2017



Transfers:

Spring 2017 Registration - Enrolled Units by Academic Program

Data Updated: February 20, 2017





Challenge: There is a subset of students who don't register for the subsequent term

Strategy 1: Pro-actively identify students not registered for future term

Strategy 2: Implement intrusive advising to follow up with students





Challenge: There is a subset of students who are close to 4-year/2-year graduation that have not applied for graduation

Strategy 1: Develop a dashboard that easily tracks student cohorts

Strategy 2: Implement intrusive advising to facilitate timely graduation



Right Data With Right Strategies - Moving the needle on 2/4-year graduation rates and closing the achievement gap

First-Time Freshmen:

Student Statuses

	N	Graduated	% Graduated	Enrolled Fall 2016	% Enrolled Fall 2016	Registered Spring 2017	% Registered Spring 2017	Grad App	% Grad App	Enrolled w/o Grad App	% Enrolled w/o Grad App	Inactive	% Inactive
Fall 2014	1,401	0	0.0%	910	65.0%	870	62.1%	56	4.0%	854	61.0%	463	33.0%
Fall 2015	1,447	0	0.0%	1,106	76.4%	1,050	72.6%	4	0.3%	1,102	76.2%	325	22.5%
Fall 2016	1,284	0	0.0%	1,284	100.0%	1,208	94.1%	0	0.0%	1,284	100.0%	0	0.0%

Details of Graduation Statuses

	Fall 2016 Grad App		Spring 2017 Grad App		Fall 2017 Grad App		Spring 2018 Grad App		No Grad App	
	N	%	N	%	N	%	N	%	N	%
Fall 2014	3	0.2%	10	0.7%	18	1.3%	25	1.8%	1,345	96.0%
Fall 2015	0	n/a	2	0.1%	0	n/a	2	0.1%	1,443	99.7%
Fall 2016	0	n/a	0	n/a	0	n/a	0	n/a	1,284	#####

Right Data With Right Strategies - Moving the needle on 2/4-year graduation rates and closing the achievement gap

Transfers:

Student Statuses


	N	Graduated	% Graduated	Enrolled Fall 2016	% Enrolled Fall 2016	Registered Spring 2017	% Registered Spring 2017	Grad App	% Grad App	Enrolled w/o Grad App	% Enrolled w/o Grad App	Inactive	% Inactive
Fall 2014	659.0	287.0	43.6%	236.0	35.8%	171.0	25.9%	176.0	26.7%	70.0	10.6%	121.0	18.4%
Fall 2015	835.0	11.0	1.3%	690.0	82.6%	620.0	74.3%	442.0	52.9%	256.0	30.7%	115.0	13.8%
Fall 2016	902.0	0.0	0.0%	898.0	99.6%	861.0	95.5%	89.0	9.9%	809.0	89.7%	2.0	0.2%

Details of Graduation Statuses

	Graduated		Fall 2016 Grad App		Spring 2017 Grad App		Summer 2017 Grad App		Fall 2017 Grad App		Spring 2018 Grad App		Fall 2018 Grad App		No Grad App	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2014	287	43.6%	56	8.5%	98	14.9%	8	1.2%	11	1.7%	2	0.3%	1	0.2%	196	29.7%
Fall 2015	11	1.3%	43	5.1%	296	35.4%	18	2.2%	74	8.9%	11	1.3%	0	n/a	382	45.7%
Fall 2016	0	n/a	1	0.1%	4	0.4%	4	0.4%	36	4.0%	44	4.9%	0	n/a	813	90.1%



One year later – Results based on Data Driven Decision Making

- ✦ For the 2013 FTF cohort and the 2015 Transfers cohort, we were able to derive the following results:
 - 2% increase in 4 year graduation rate for the FTF cohort
 - 1% increase in 2 year graduation rate for the transfer cohort
 - 2% increase in the 4.5 year/2.5 year graduation rate
- 

Next Steps:

CSUB Simple 4-Year FTFT Graduation Forecast for 2025							
25 Student Compounding							
Cohort YR	Grad YR	Incoming FTFT Enrollment (ACTUAL/FORECAST)	Baseline # Cohort Headcount Graduated (PLUGIN)	Tactical Increase in Graduating Cohort (COMPOUND 25 Students)	TOTAL Graduating Cohort with tactical increase	4YR Cohort Grad Rate (NO CHANGE)	4YR Grad Rate (W TACTICAL INCREASE)
AY13	AY17	1293	245	25	270	19%	21%
AY14	AY18	1323	245	50	295	19%	22%
AY15	AY19	1401	245	75	320	17%	23%
AY16	AY20	1441	245	100	345	17%	24%
AY17	AY21	1284	245	125	370	19%	29%
AY18	AY22	1348.4	245	150	395	18%	29%
AY19	AY23	1348.4	245	175	420	18%	31%
AY20	AY24	1348.4	245	200	445	18%	33%
AY21	AY25	1348.4	245	225	470	18%	35%
	Avg. FTFT	1348.4					


Next Steps:

Transfer Cohort:

Cohort YR	Incoming Transfer Cohort	Baseline # Cohort Headcount Graduated/Applied for Graduation	Tactical Increase in Graduating Cohort	TOTAL Graduating Cohort with tactical increase	2YR Cohort Grad Rate	2YR Grad Rate (W TACTICAL INCREASE)
Fall 2013	603	210		210	34.8%	34.8%
Fall 2014	659	287		287	43.6%	43.6%
Fall 2015	835	353	12	365	42.3%	43.7%



Next Steps:

- Start early with 2014 FTF and 2016 Transfer cohort
 - Identify trends in roadblocks
 - Work with academic departments on:
 - Course needs
 - Substitution/Waivers
 - Implement periodic advising holds
 - Require students to check in at key milestones
 - Apply for graduation at 90-100 units
 - Super-senior hold
- 

QUESTIONS?

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