



*Strategic Enrollment
Management Planning
2010-2015*

Planning Kickoff Event

March 16, 2010



Overview of the Workshop

- ***Brief information on SEM Planning***
 - ***Current environment for CSUDH in California and the South Bay Region***
 - ***Retention***
 - Data on CSUDH
 - Closing the Achievement Gap
 - Title V
 - ***Recruitment – focused discussions; working lunch***
 - ***Structure and time line for planning and implementation***
-



What a SEM plan is not . . .

- ***Short-term***
 - ***Driven by next year's budget concerns***
 - ***Focused on fixing operational issues***
 - ***Based on anecdotes (although these may be cause for further research)***
-

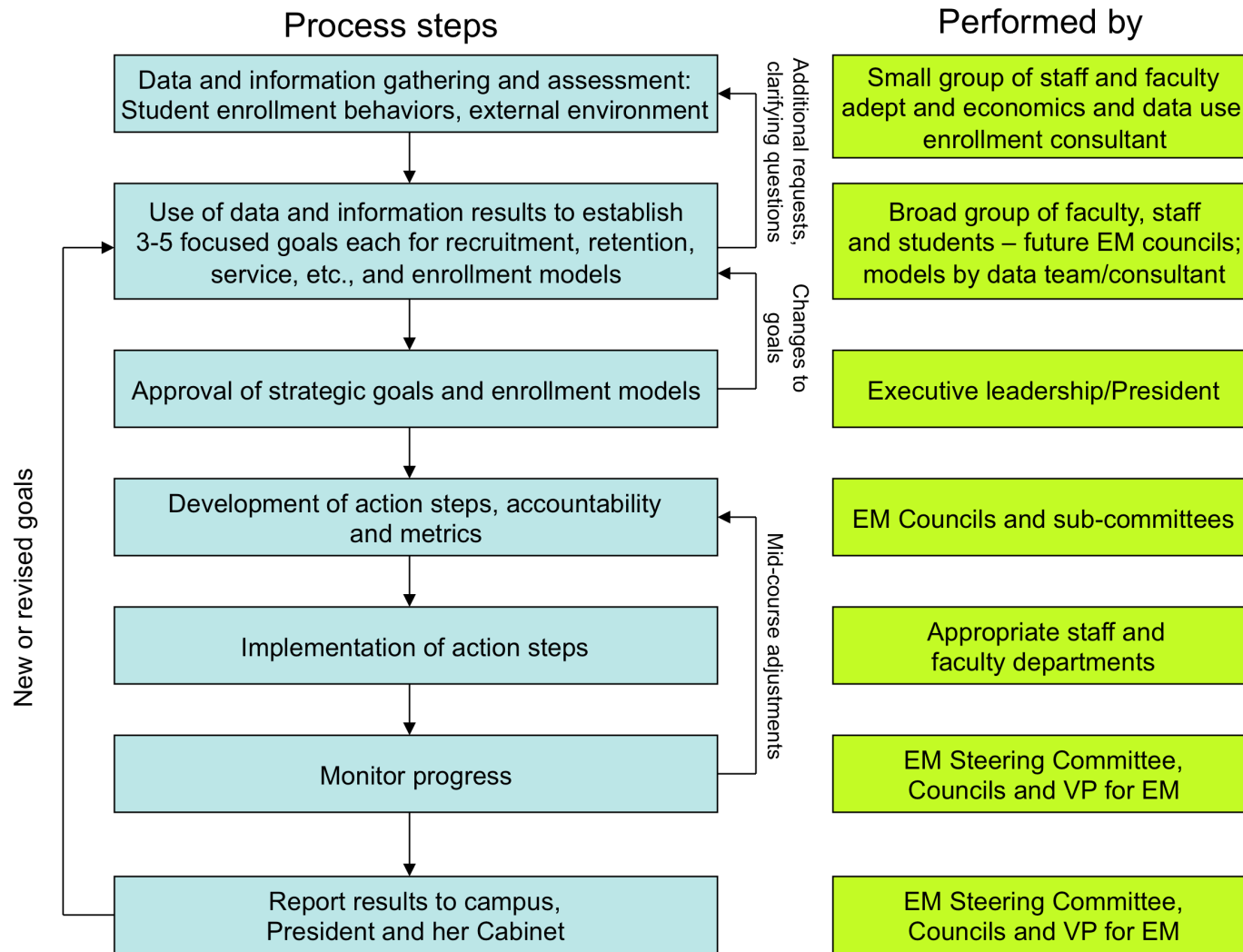


What is a SEM plan?

- *Guiding document to help the institution focus its resources*
 - *Research and data-supported case for the future enrollments of an institution*
 - *Based on strategic goals – what should CSUDH's enrollment look like five years from now?*
 - *Focused on both recruitment and retention*
 - *Action-oriented*
 - *Specific in terms of accountability for implementation and expected results*
-



SEM Plan Continuous Improvement Process





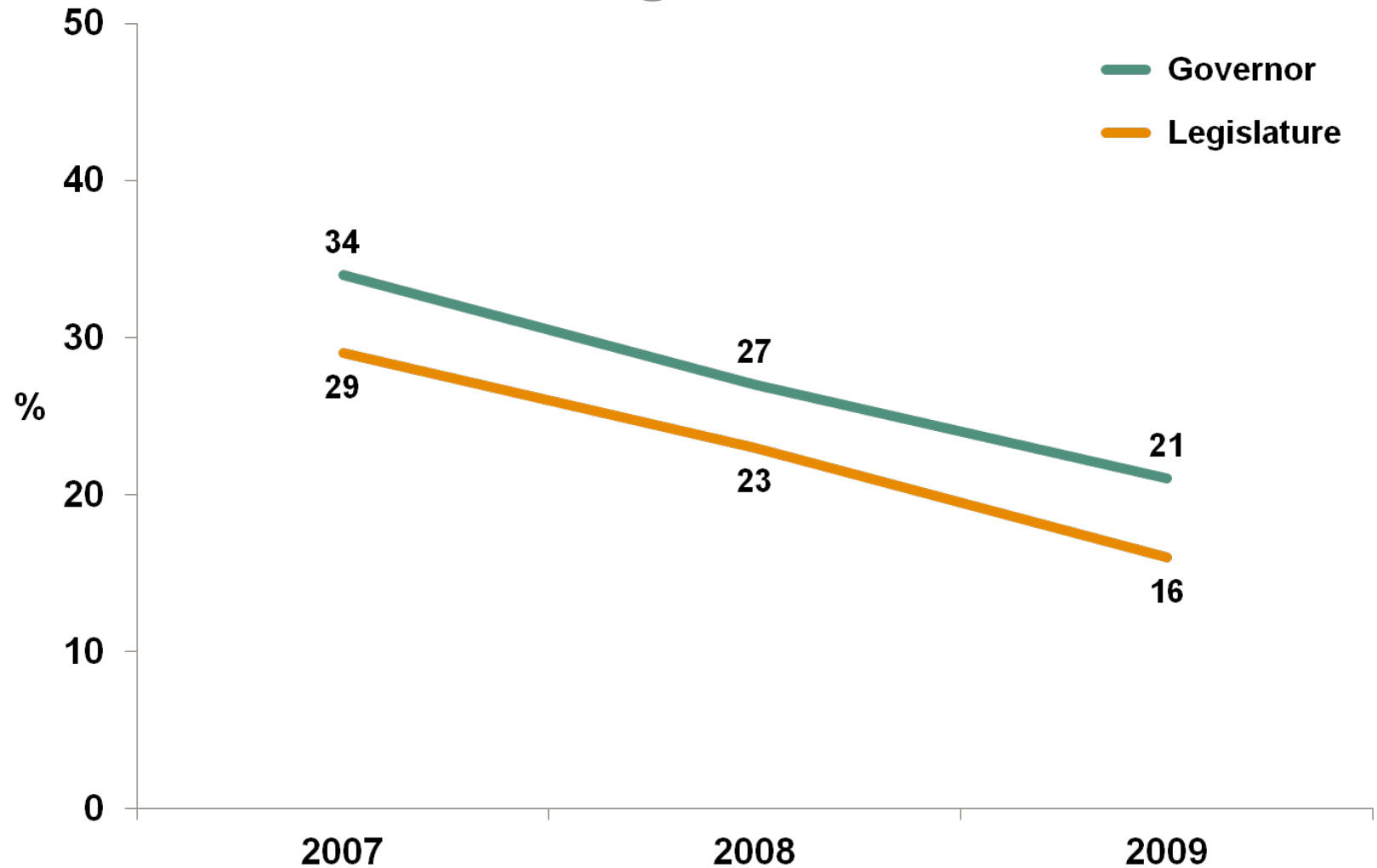
California's Political Climate for Higher Education

***Slides in the following section are
taken from "PPIC Statewide
Surveys: Californians and Higher
Education"***

Mark Baldassare, February 2010



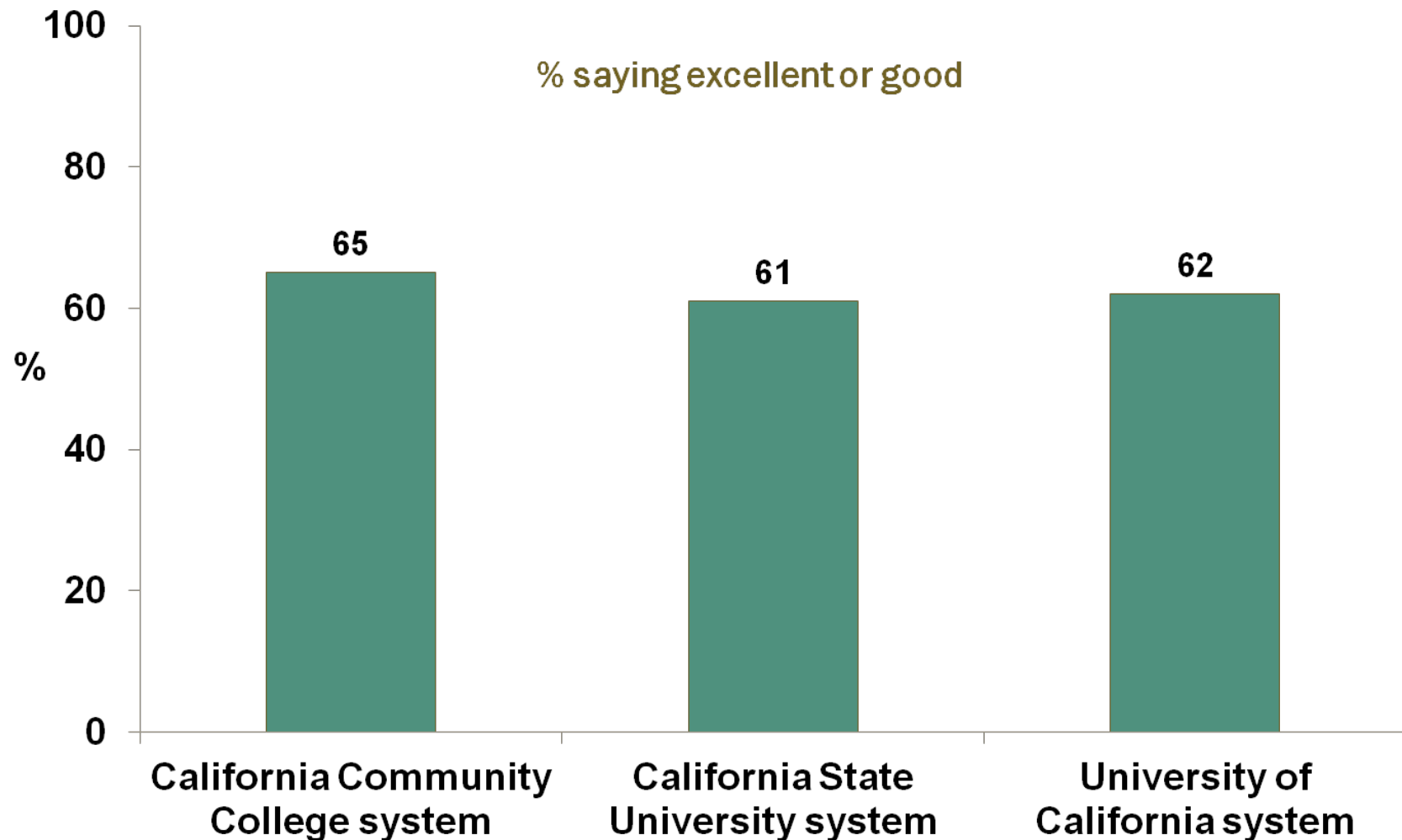
Approval Ratings of State Officials on Higher Education





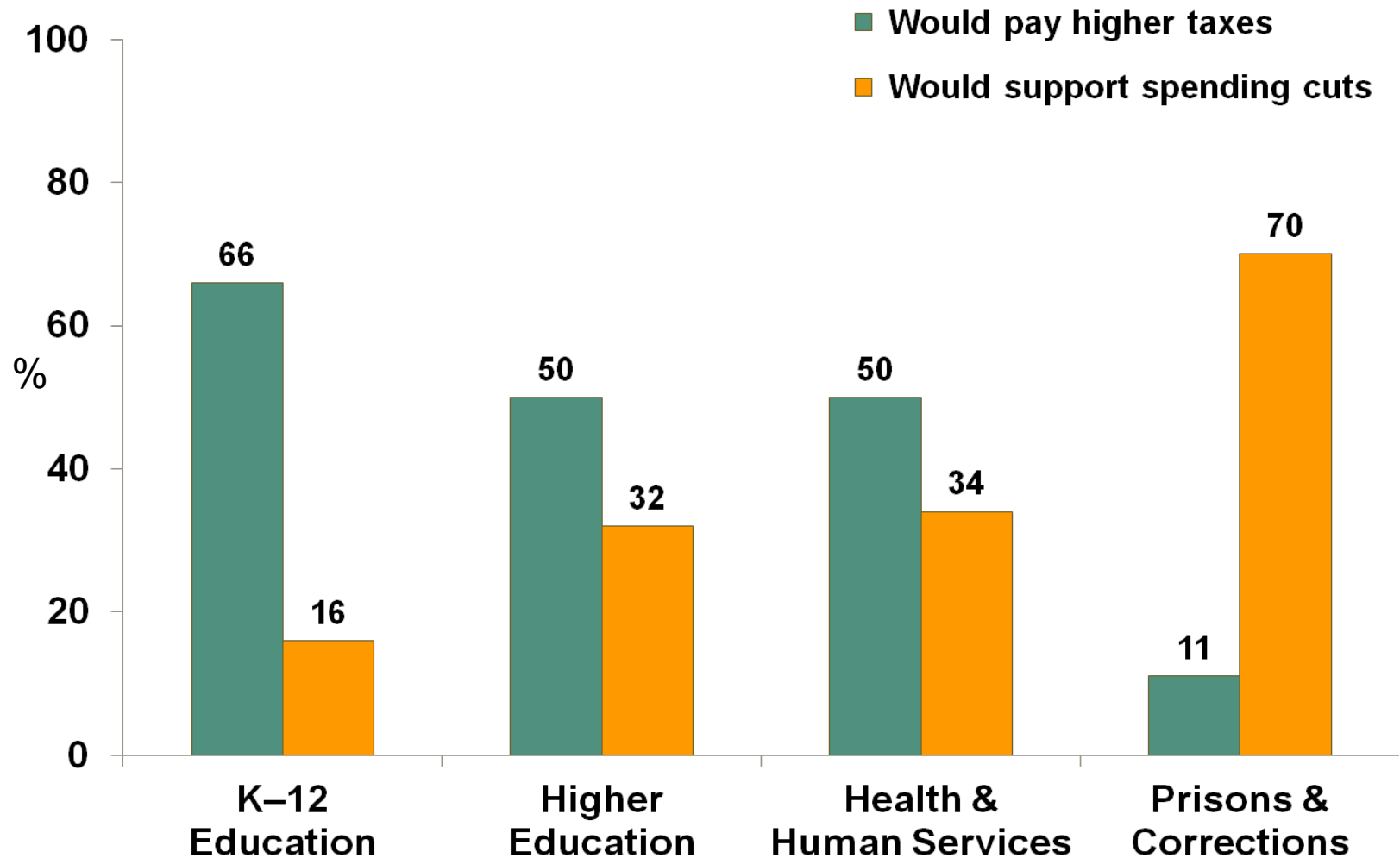
Overall Institutional Ratings

Overall, is the _____ doing an excellent, good, not so good, or poor job?





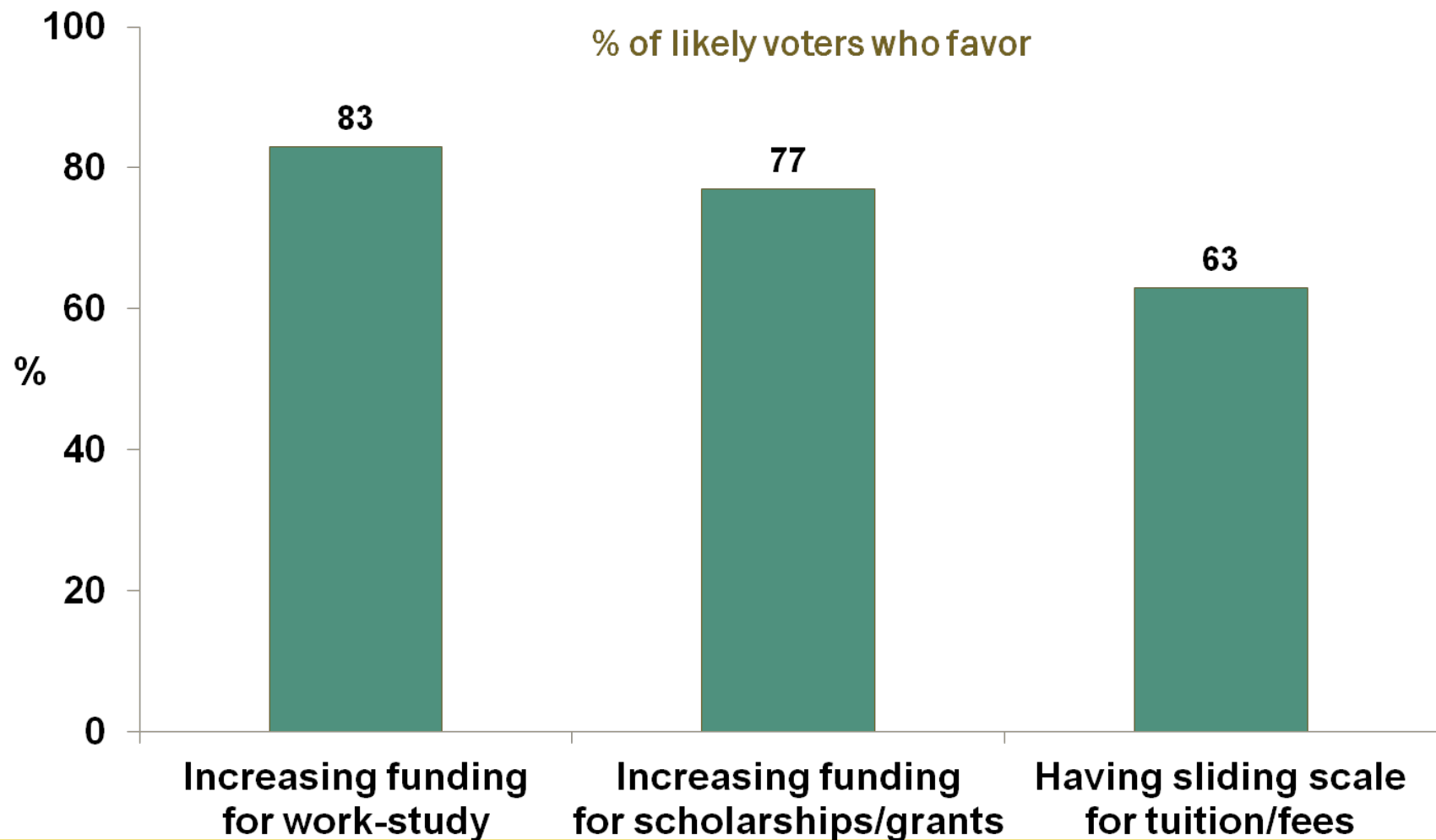
Preferences for Major Budget Areas (January 2010 Survey)





Spending Government Money to Make College More Affordable

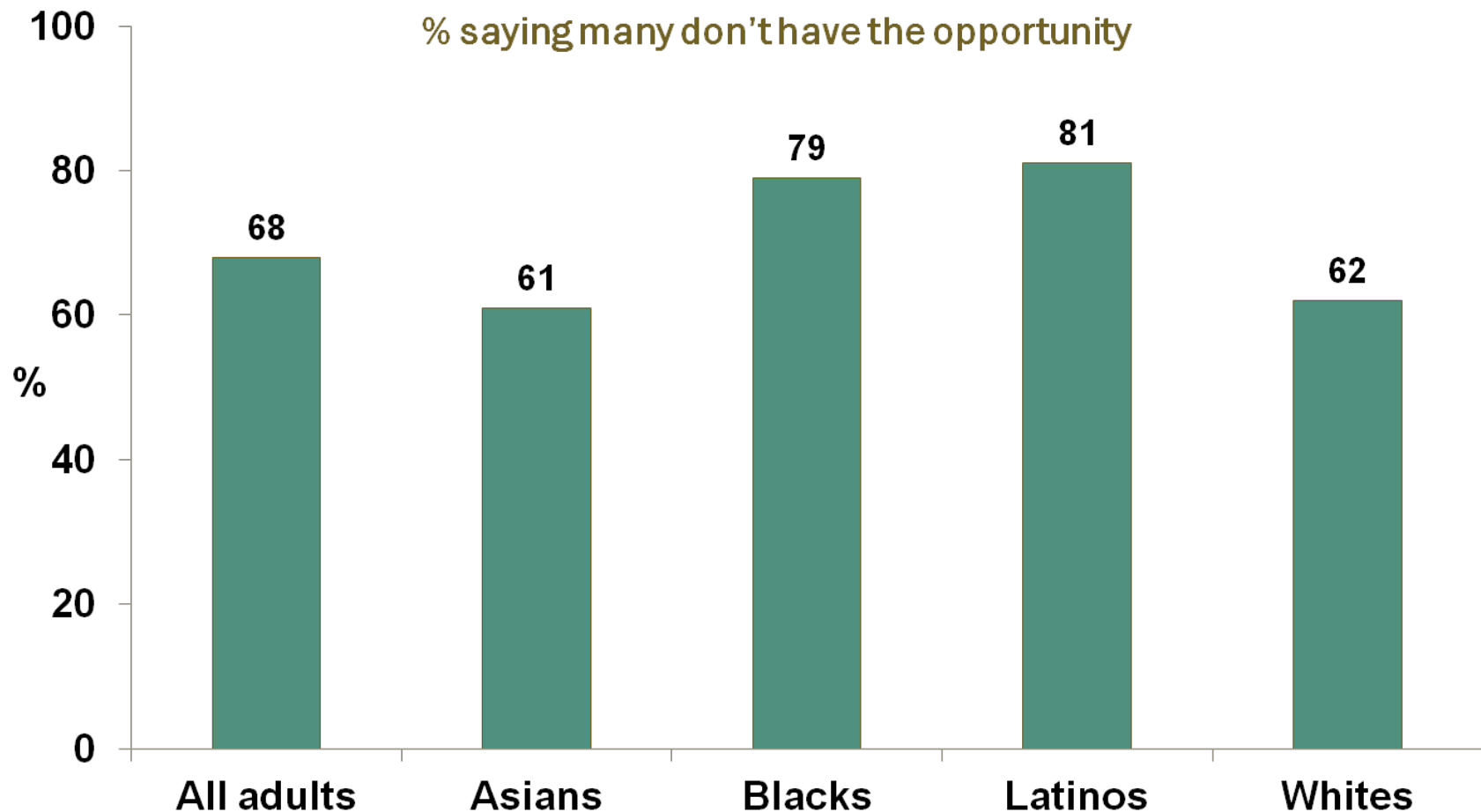
For each of the following, please say if you favor or oppose the proposal.





Perception of College Opportunities

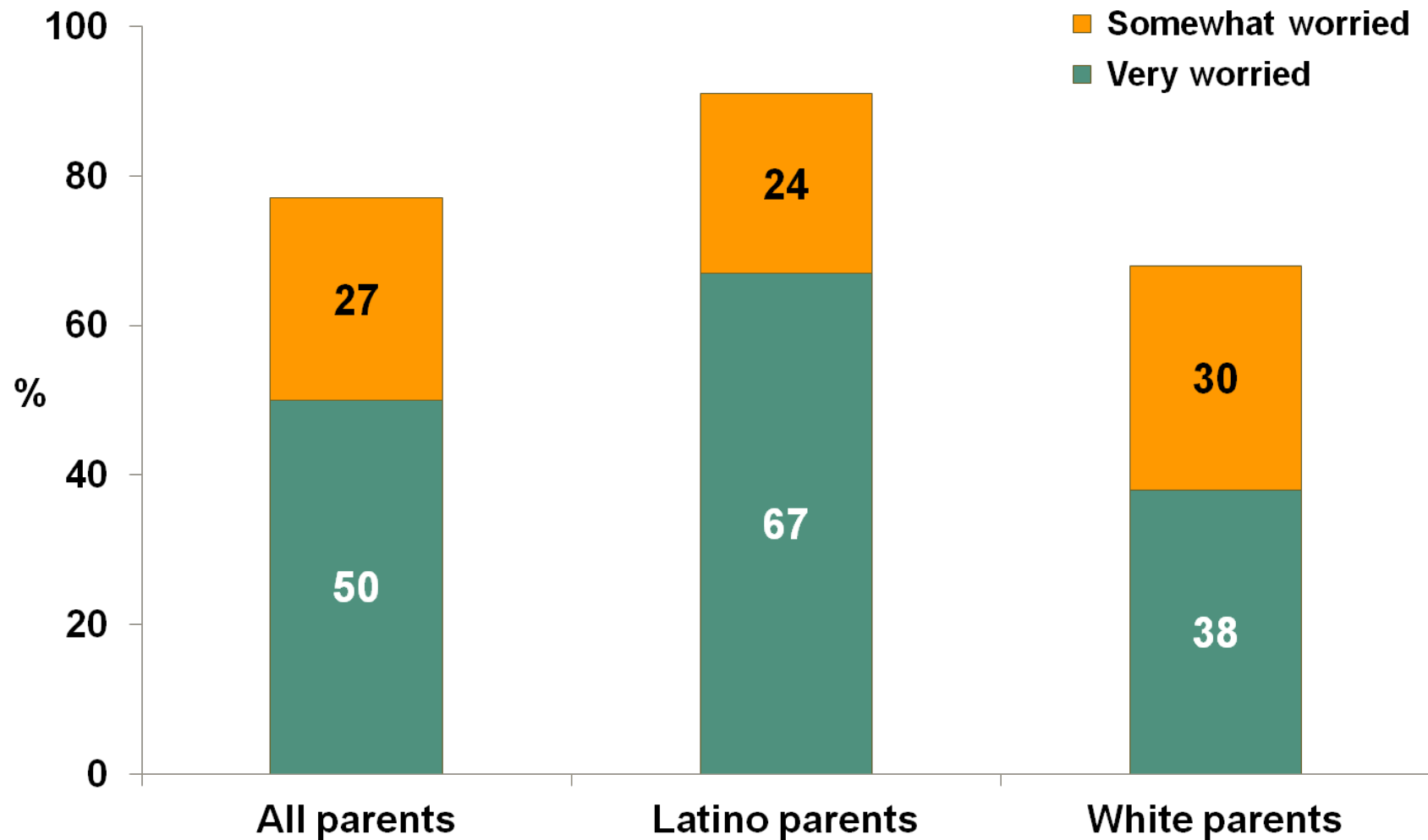
Do you think that currently, the vast majority of people who are qualified to go to college have the opportunity to do so, or do you think there are many people who are qualified to go but don't have the opportunity to do so?





Concern about Affording College

How worried are you about being able to afford a college education for your youngest child?

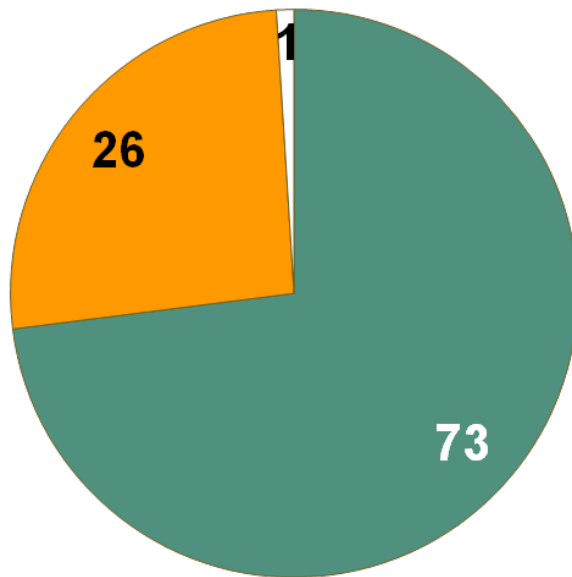




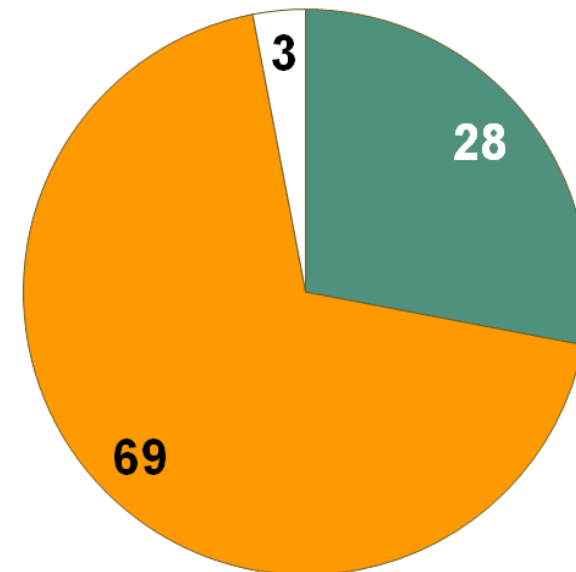
Student Loans and Family Savings

Students have to borrow too much money to pay for their college education.

Most families today do a good job of saving for their children's college education.



Parents

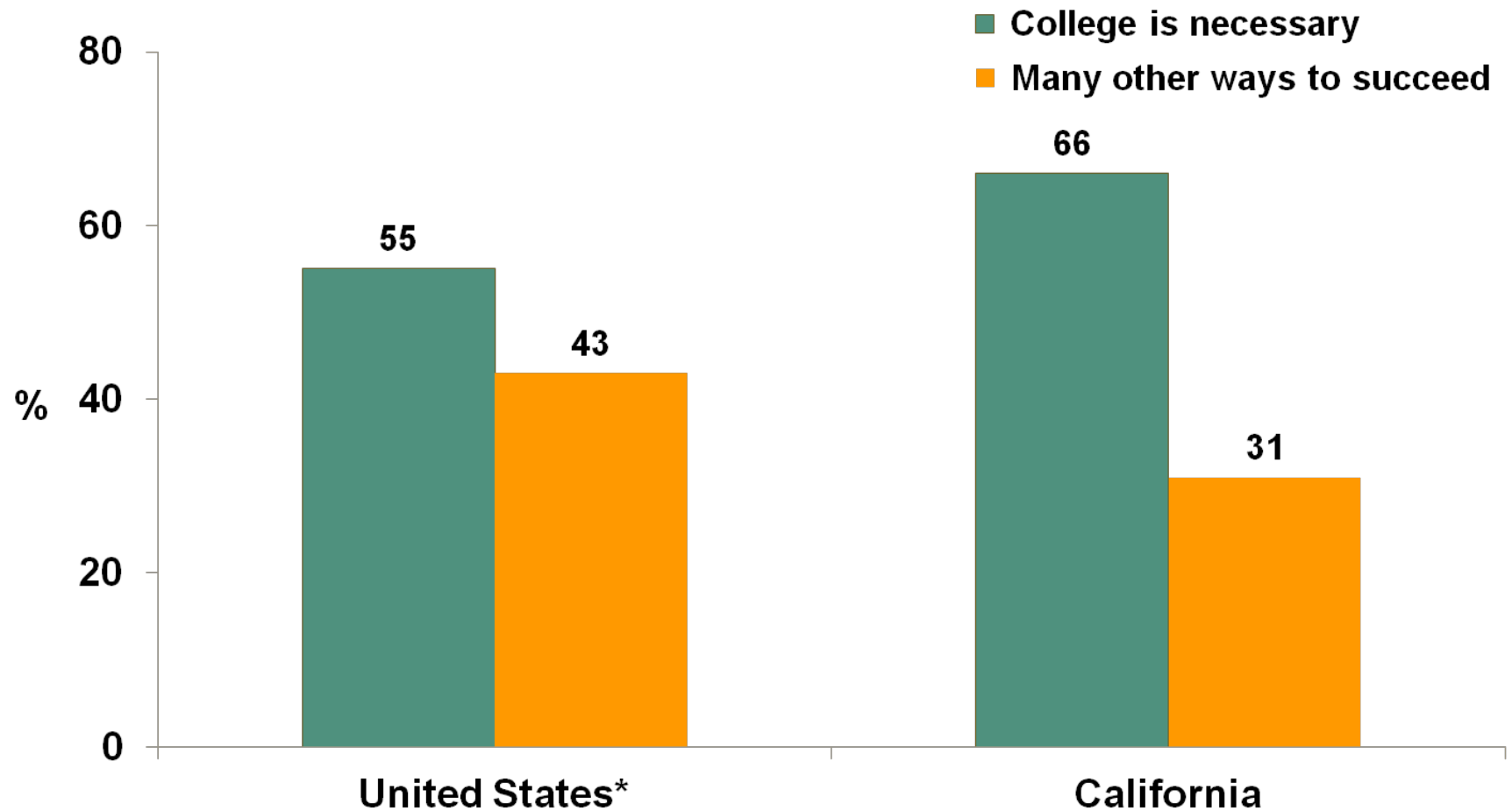


- Agree
- Disagree
- Don't know



College Education is Necessary

Do you think that a college education is necessary for a person to be successful in today's work world, or do you think that there are many ways to succeed in today's work world without a college education?

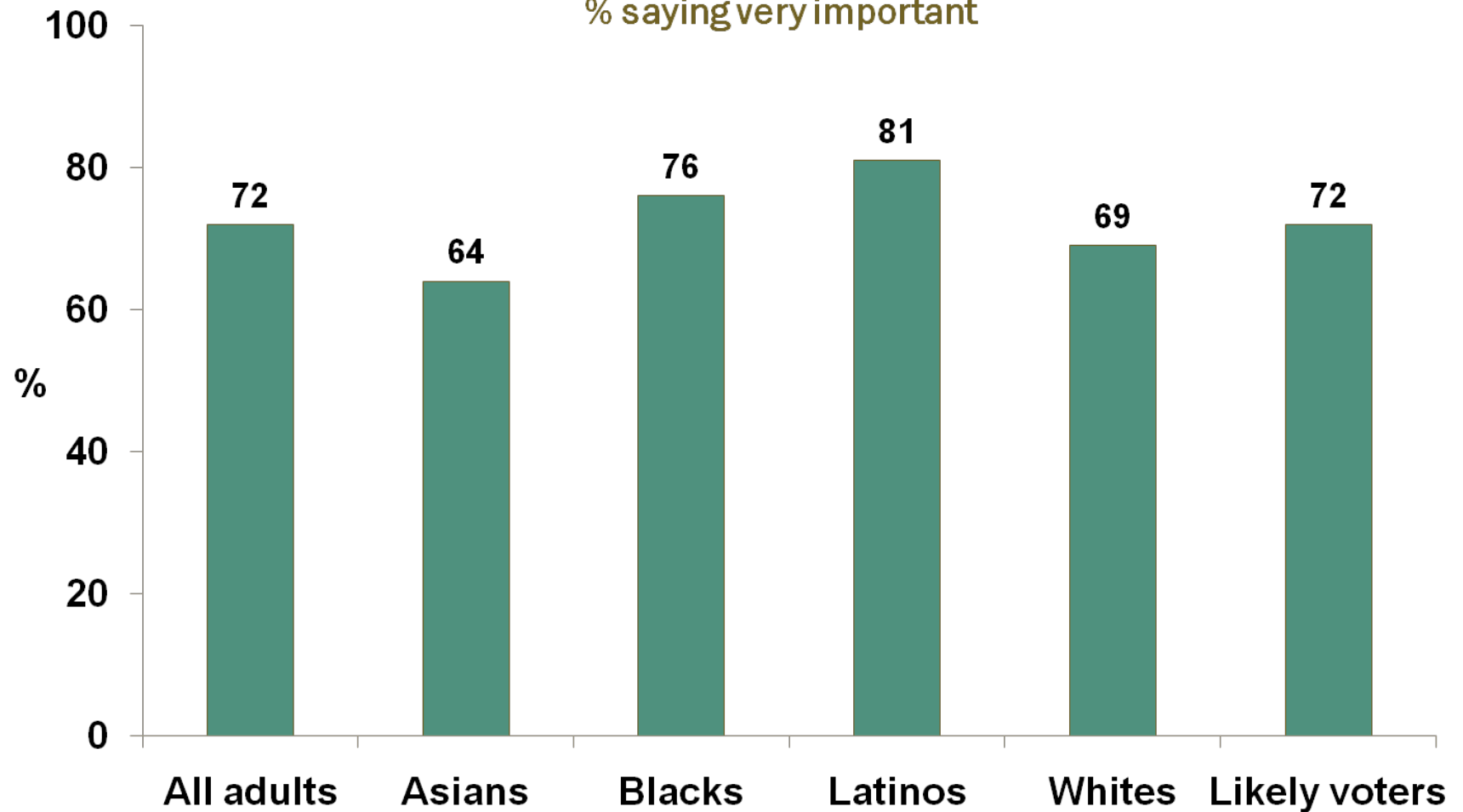




Importance of Higher Education to California's Future

In general, how important is California's higher education system to the quality of life and economic vitality of the state over the next 20 years?

% saying very important

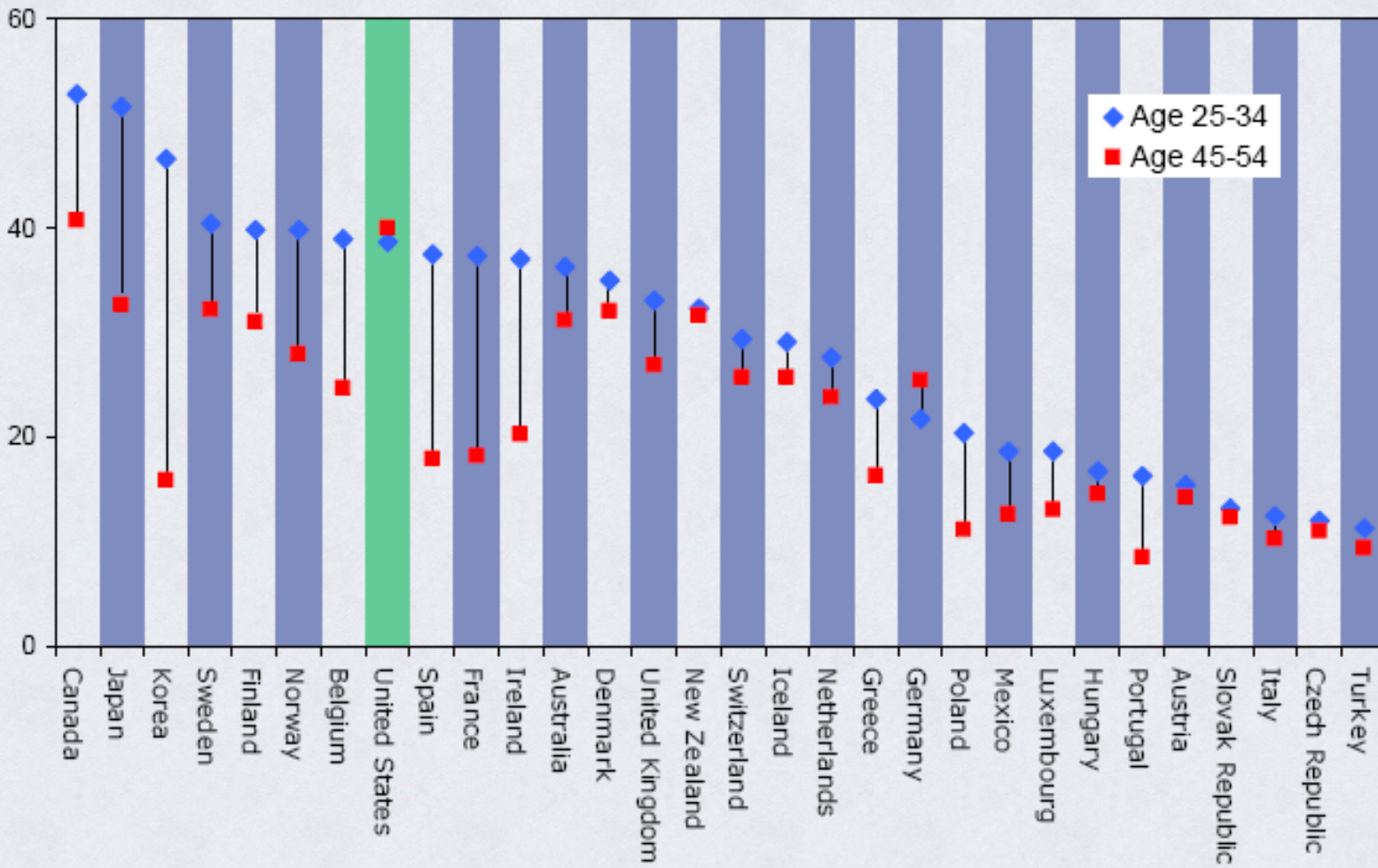




*Selected Slides from
“Converging Concerns: An
External Analysis of
California 2009 (draft)”*



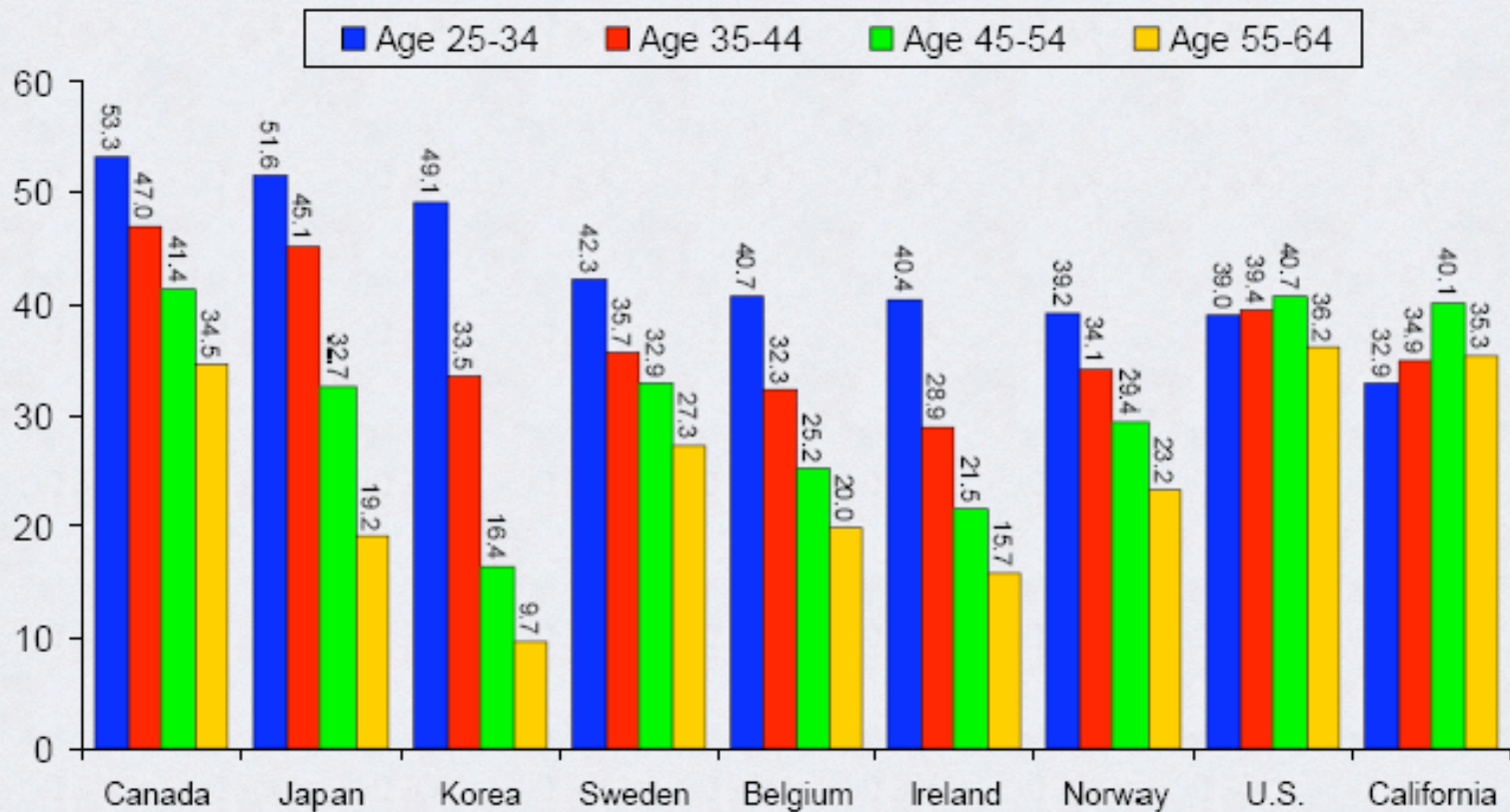
Differences in College Attainment (Associate and Higher) Between Young and Older Adults—U.S. and OECD Countries, 2004



Source: Organisation of Economic Co-operation and Development (OECD)



*Percent of Adults with an Associate Degree or Higher by Age Group—
California, U.S. and Leading OECD Countries, 2004*



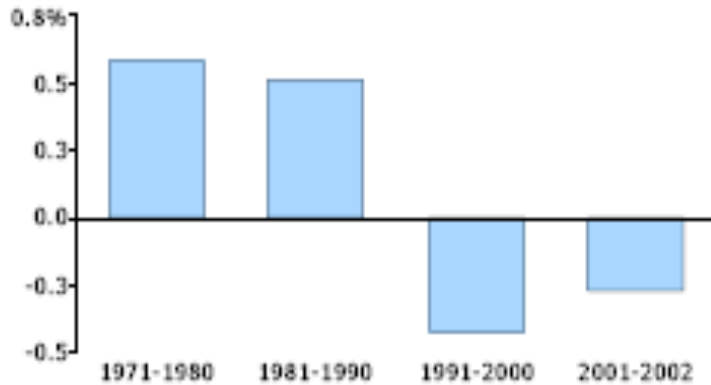
Source: OECD, *Education at a Glance 2005*



Don't Be Fooled by Our 8th Place Rank

California's Economic Growth Has Been Below Average For Many Years

Avg Annual % Change in Per Capita -
Variance: CA GSP vs. US GDP (1996 Real dollars)



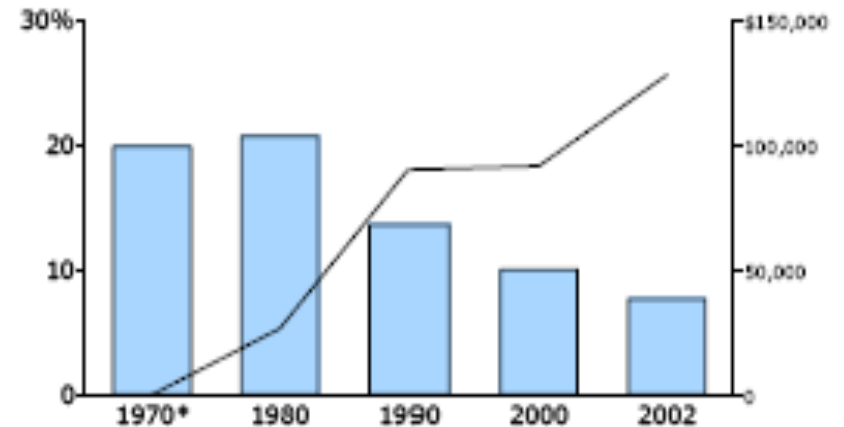
CA's GSP growth has lagged the US rate since 1990

Source: Bureau of Economic Analysis, Consumer Pricing Index

Californians' Income Growth Advantage Has Eroded Over Past 20 Years

Per capita income growth variance (CA vs. US)

Median home price variance (CA - US)



*Note: Used median home price in 1970 for 1970 due to lack of available data.
Median home price in 1970 (CA = \$30,000) / US = \$20,000) variance = \$10K

Source: US Census Bureau, Office of Federal Housing Enterprise Oversight, Bureau of Economic Analysis



California Is Becoming Less Educated Than Other States

(Numbers in Table Show Rank Among States in Percent of Population with College Degrees)

Age Group:	AA or Higher	BA or Higher
>64	2 nd	5 th
45-64	11 th	10 th
35-44	21 st	16 th
25-34	30 th	23 rd



Migration Into and Out of CA, Age 22-64, U.S. and Other Countries 1995-2000

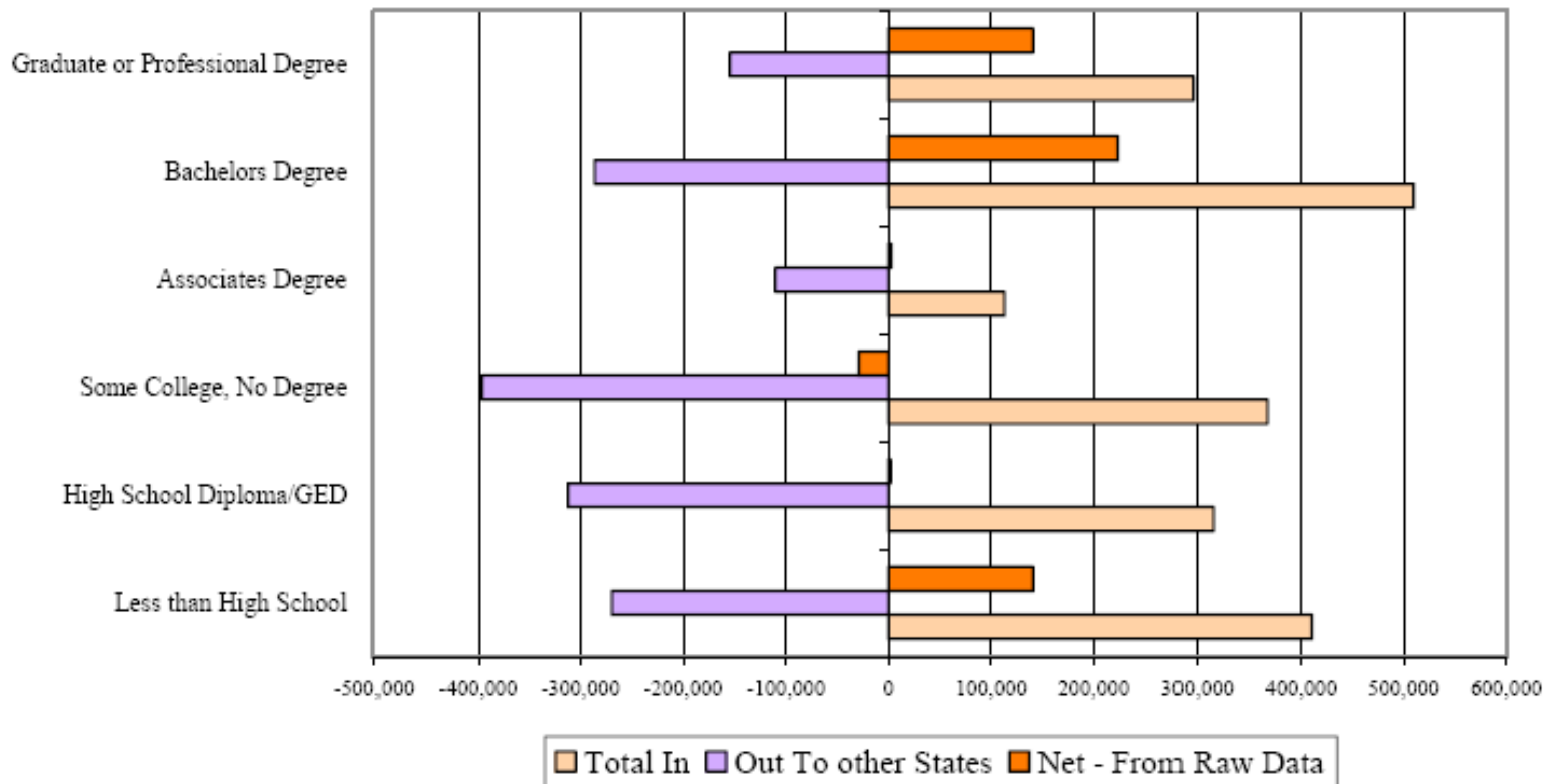
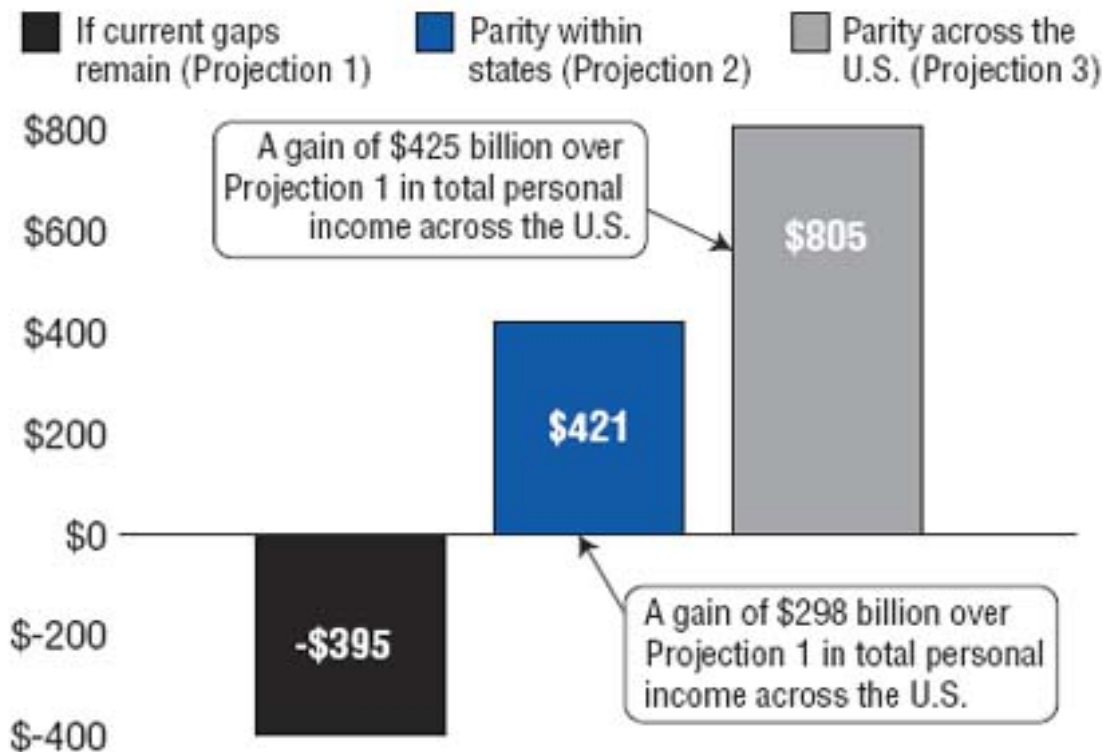




Figure 8. If current educational gaps remain, there will likely be a decline in personal income per capita in the United States.

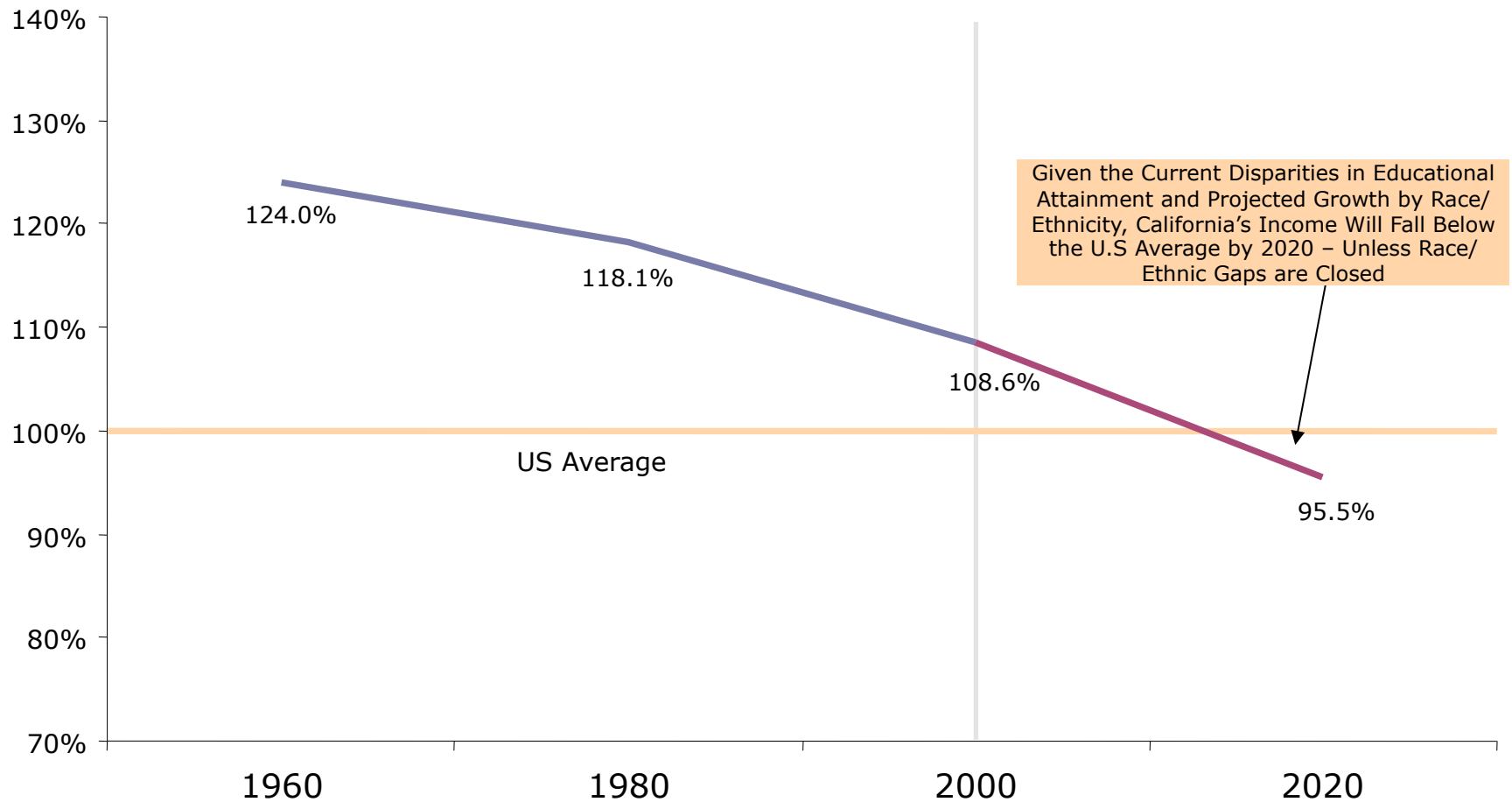
Projected Changes in Personal Income Per Capita, 2000 to 2020, Based on Three Assumptions



Source: U.S. Census Bureau, 5% Public Use Microdata Samples (based on 2000 Census).

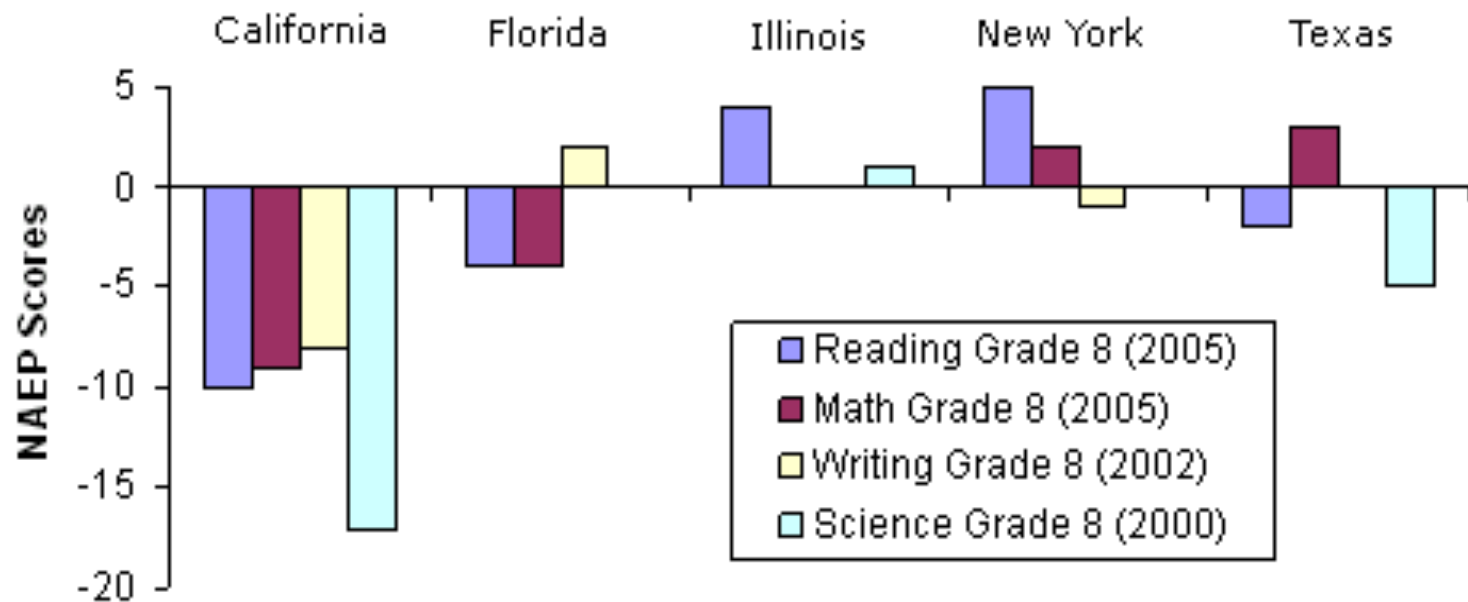


California's Per Capita Income will Fall Below U.S. Average if Race/Ethnic Education Gaps Remain





Of the five most populous states, only California students scored below average on every NAEP test that they took in 2005

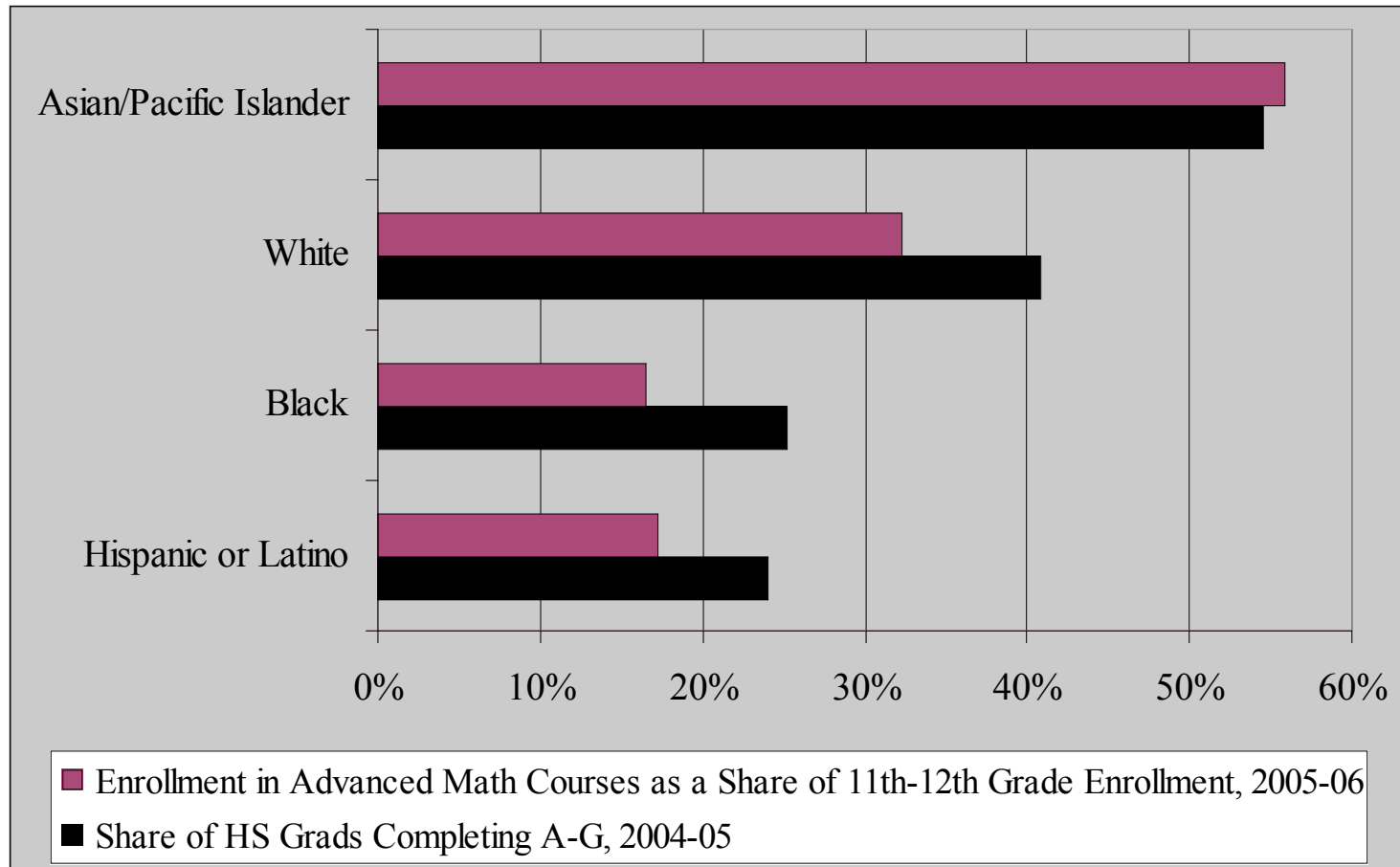


Data: National Center for Education Statistics (NCES)

EdSource 11/05



Racial/Ethnic Gaps in Preparation





The Pipeline

For every 10 students who start high school in California.



Seven will graduate from high school



Fewer than four (3.7) will go to college



Fewer than three (2.5) are still enrolled their sophomore year

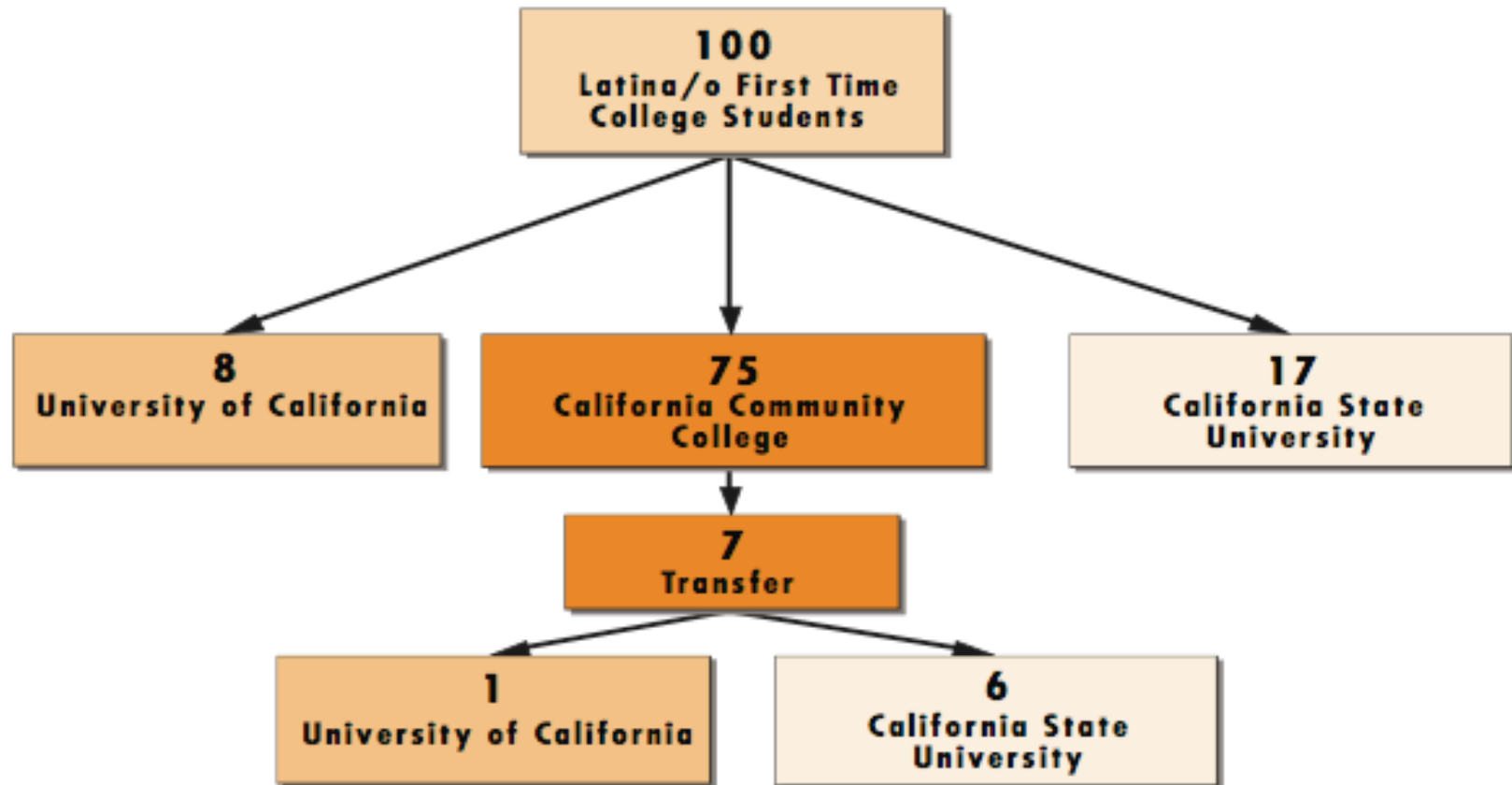


Fewer than two (1.9) will complete a degree within 150% of time (i.e., completing an associate's degree within three years or a bachelor's degree within six years)





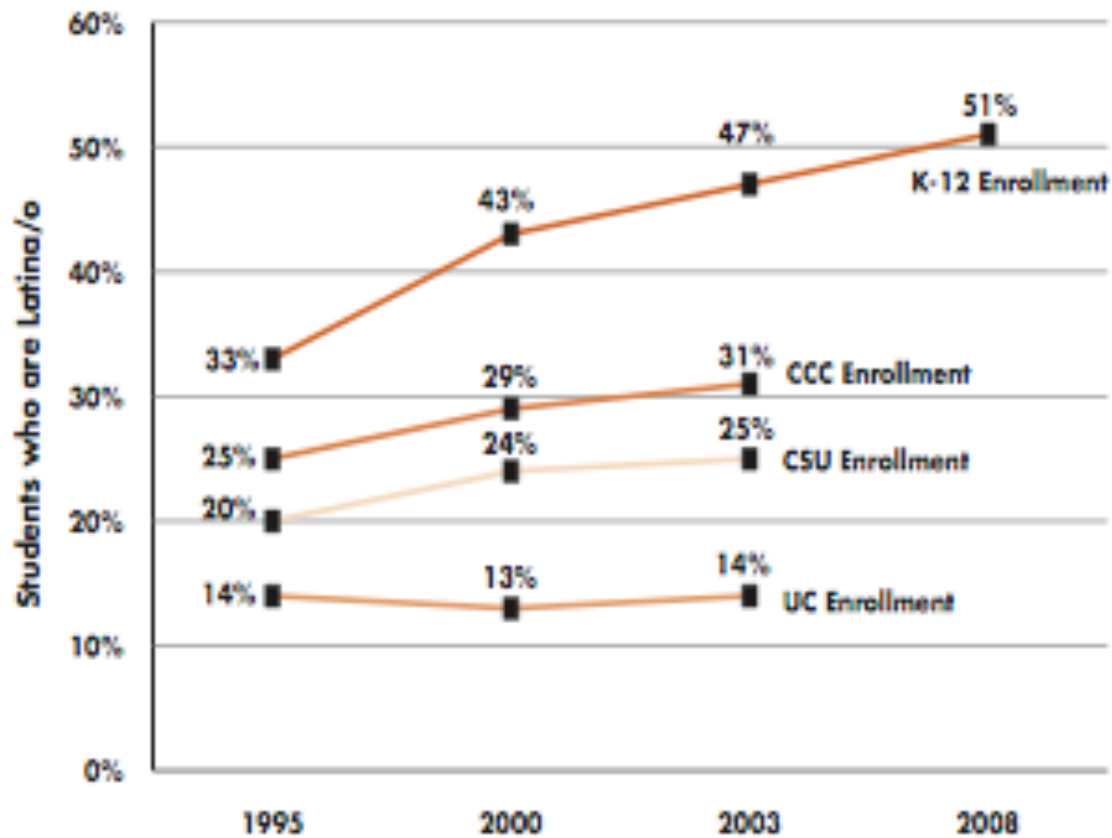
The Latina/o California Community College Pipeline, 2002-2003



Source: California Postsecondary Education Commission 2004; see also Ornelas and Solorzano 2004.



Percentage of Latina/o Students in Public K-12 Schools and Postsecondary Institutions In California

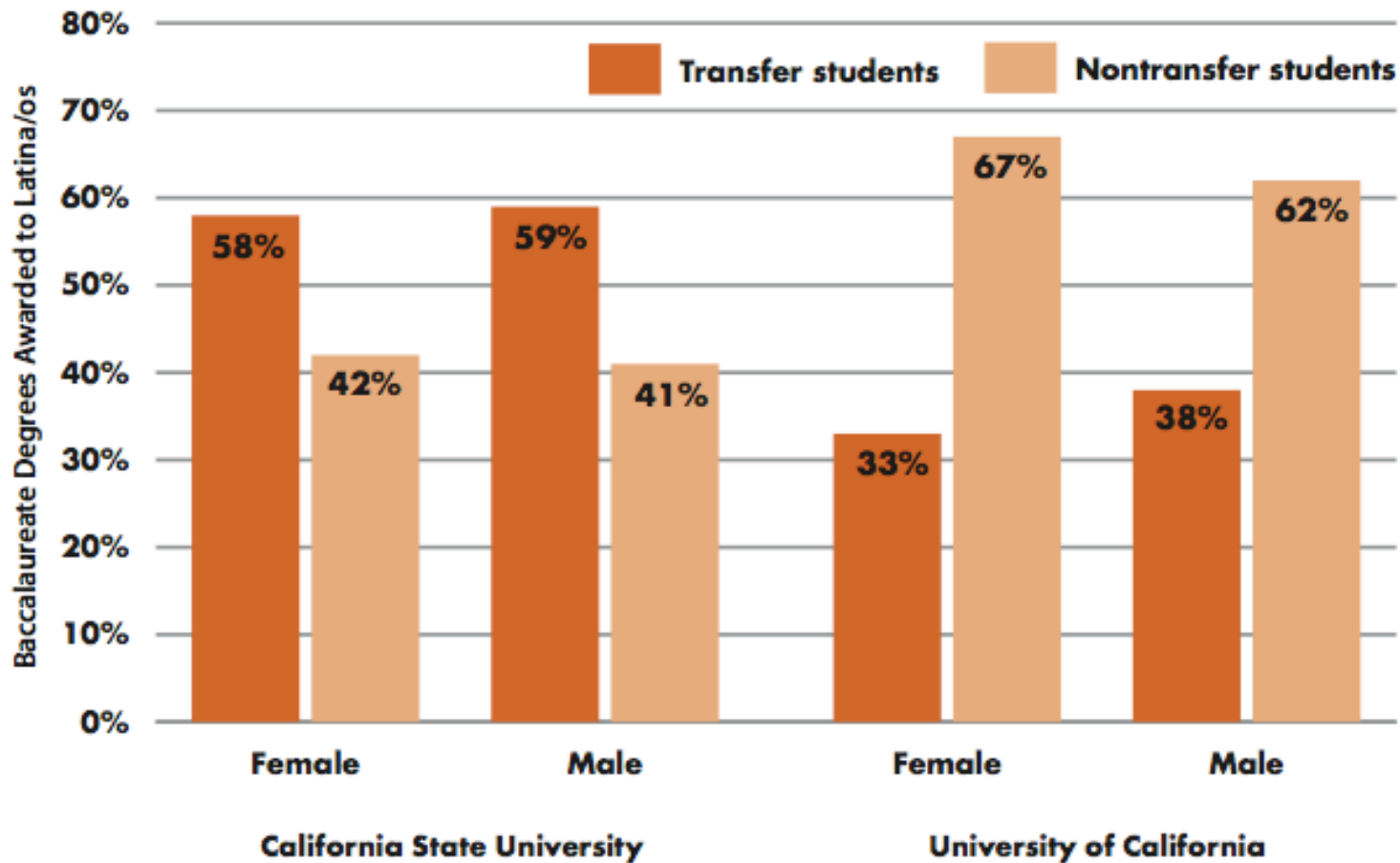


Source: Standardized data from California Community Colleges, Chancellor's Office 2007 (CCC Enrollment); California Department of Finance 2000 (K-12 Enrollment); and California Postsecondary Education Commission 2007 (CSU and UC Enrollment).

Note: K-12 projection data for 2003 and 2008 are from California Department of Finance 2000.



Percentage of Baccalaureate Degrees Awarded to Latina/o Transfer and Nontransfer Students at CSU and UC Campuses, 2005

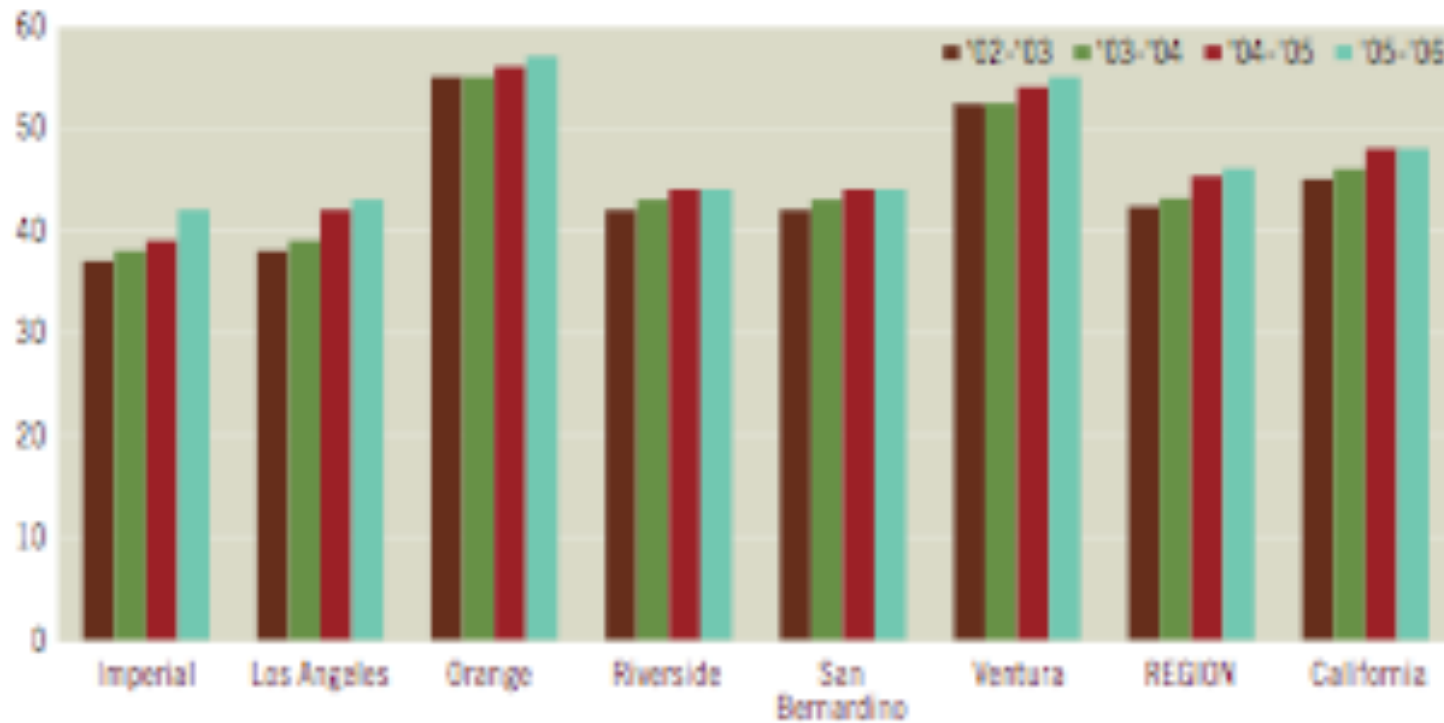


Source: California Postsecondary Education Commission 2007.



Math Test Scores for 7th Grade

(National Percentile Rank of Average Student Score)

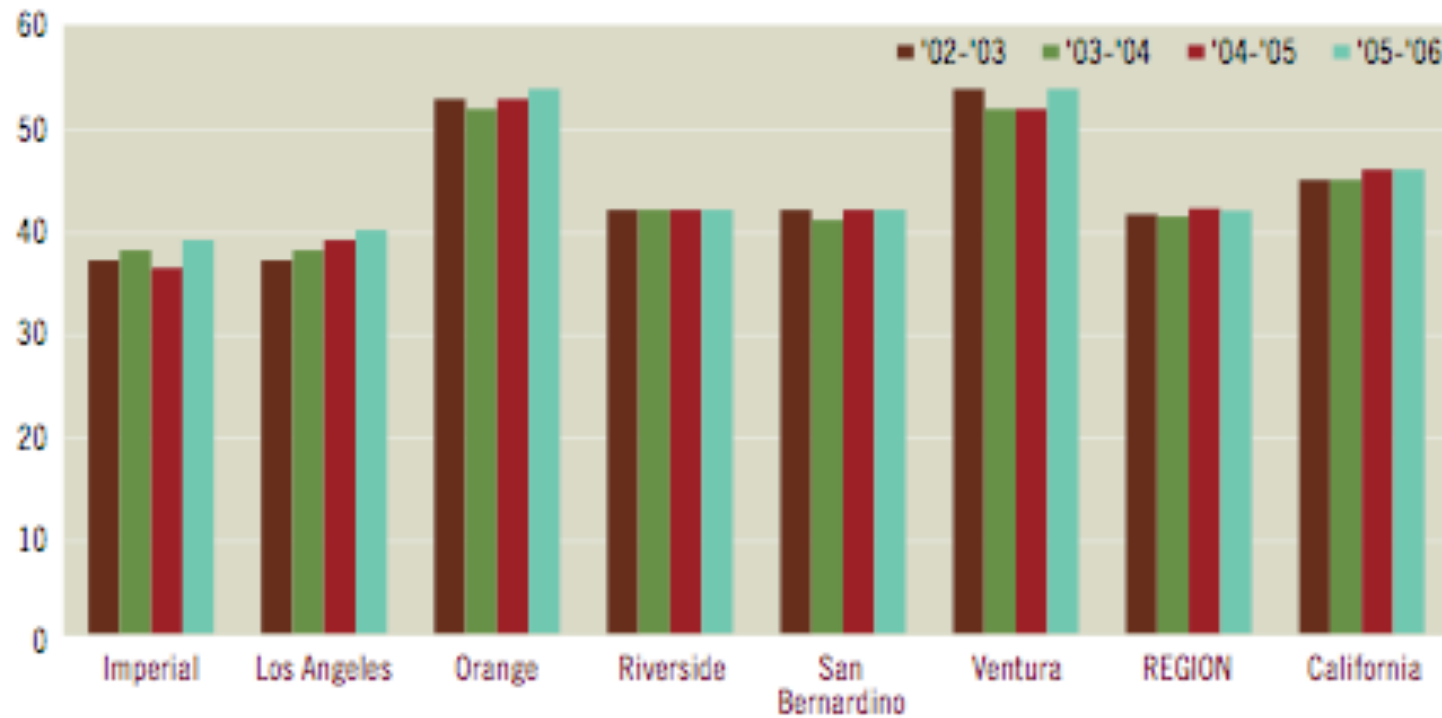


Source: California Department of Education



Reading Test Scores for 7th Grade

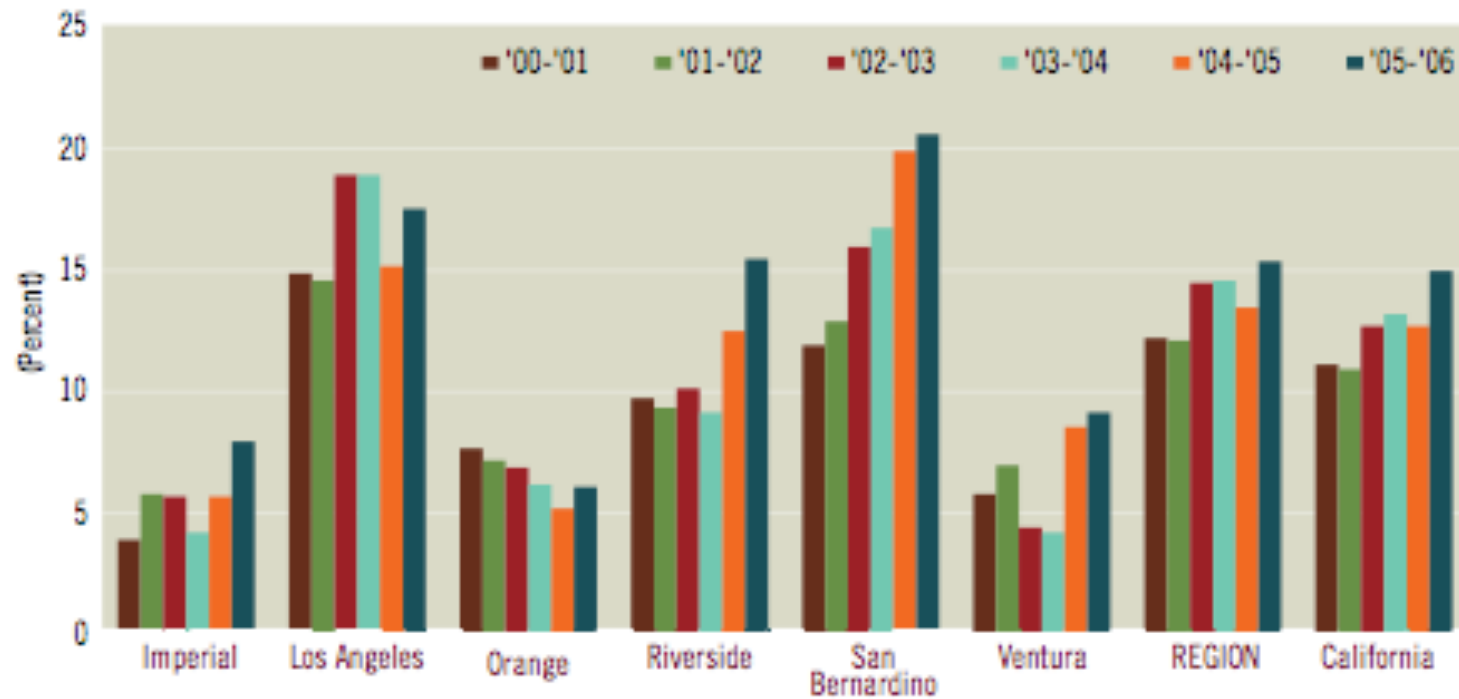
(National Percentile Rank of Average Student Scores)



Source: California Department of Education



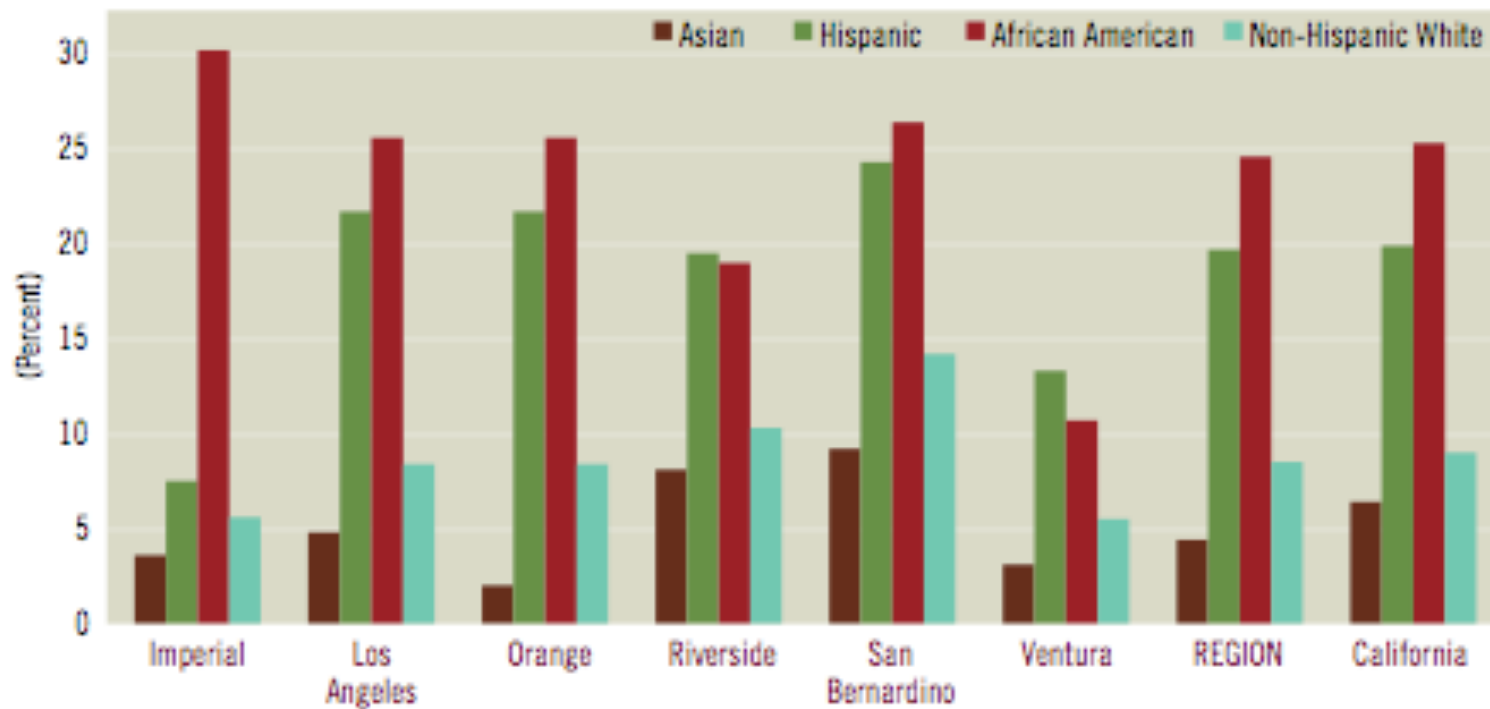
Dropout Rates in Public High Schools



Source: California Department of Education



Dropout Rates by Race/Ethnicity in Public High Schools, 2005/2006



Source: California Department of Education



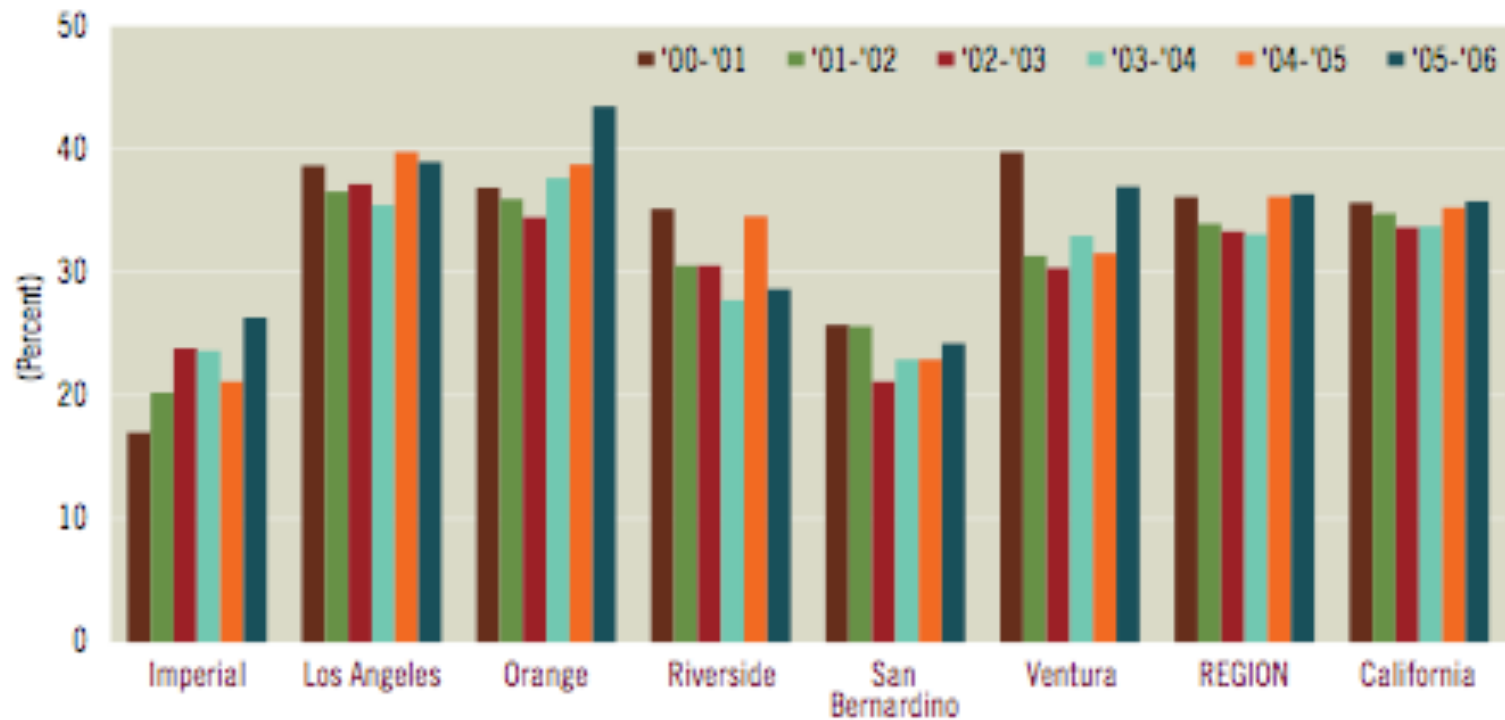
**Between 2000 and 2006, the
high school dropout rate rose
from 12% to 15%**

**Only 36% of
graduates
qualify for entry
to UC or Cal
State**





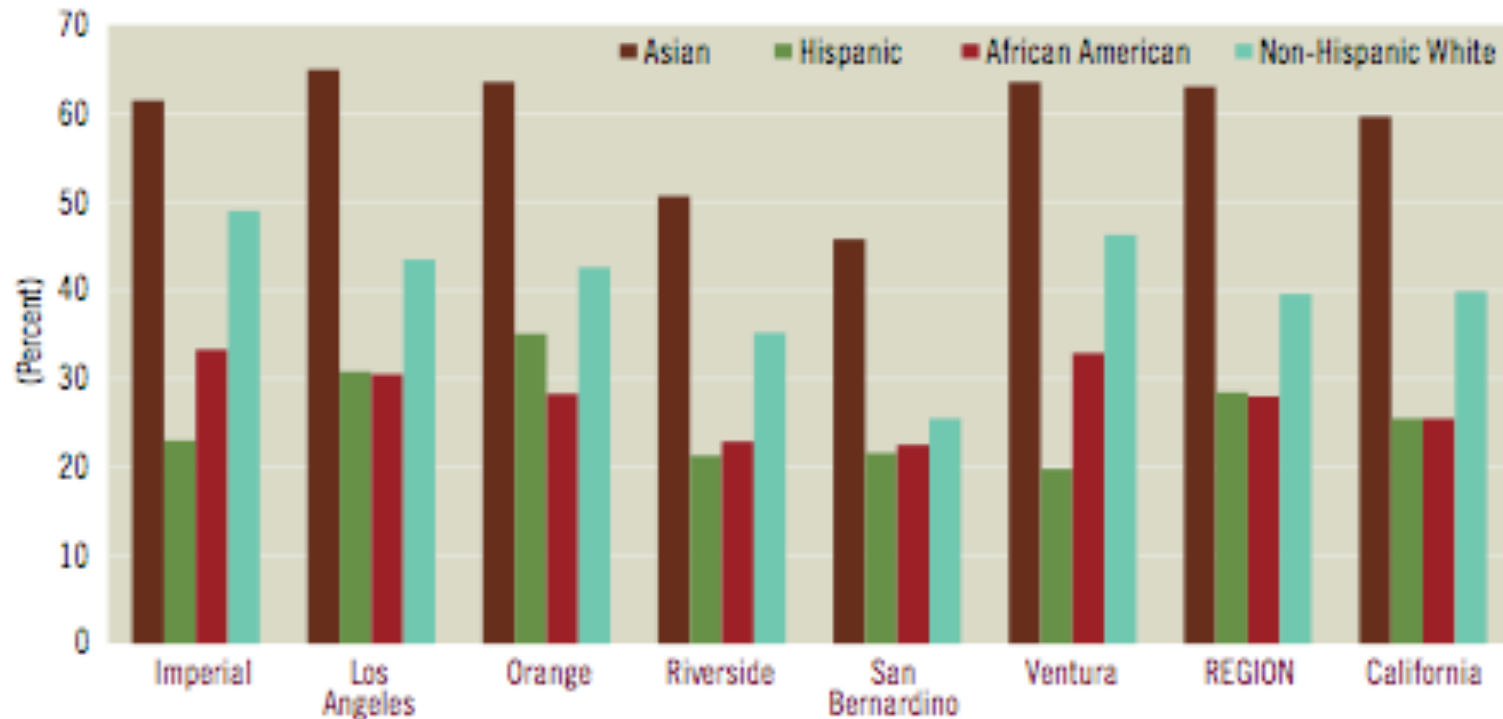
High School Graduates Completing Courses Required for UC or CSU Entrance



Source: California Department of Education



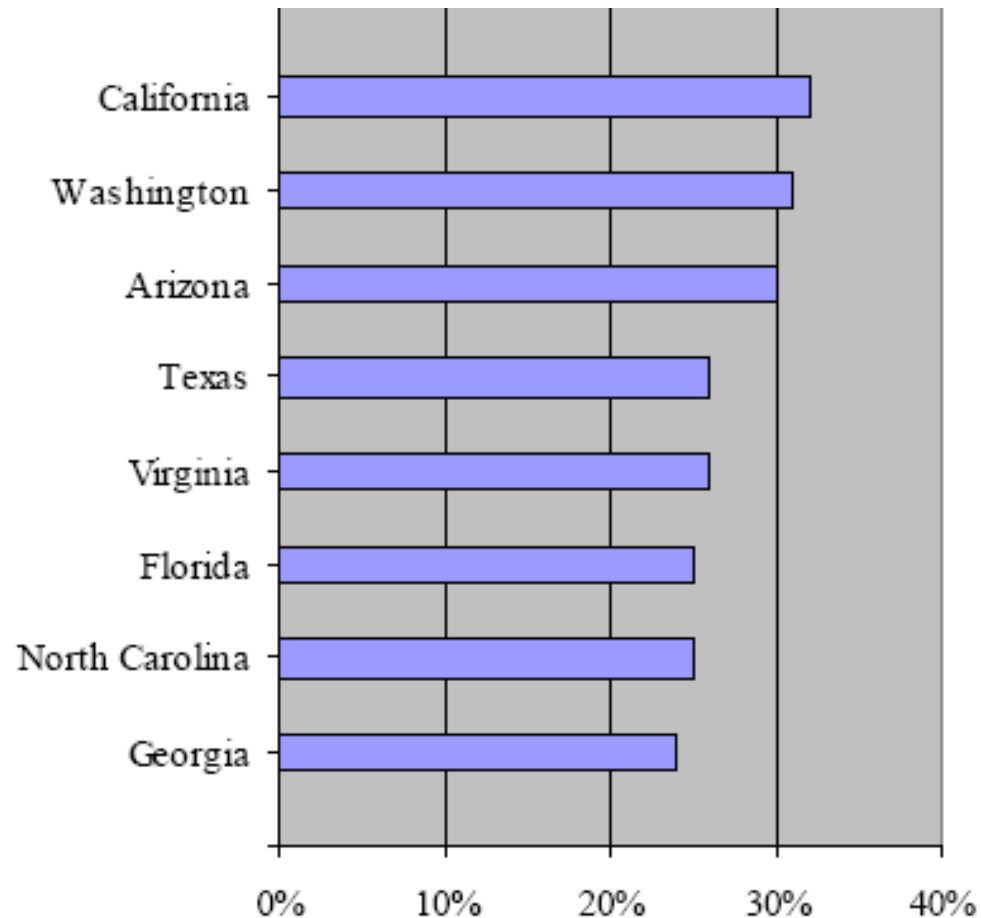
High School Graduates Completing Courses Required for UC/CSU Entrance by Race/Ethnicity, 2005/2006



Source: California Department of Education



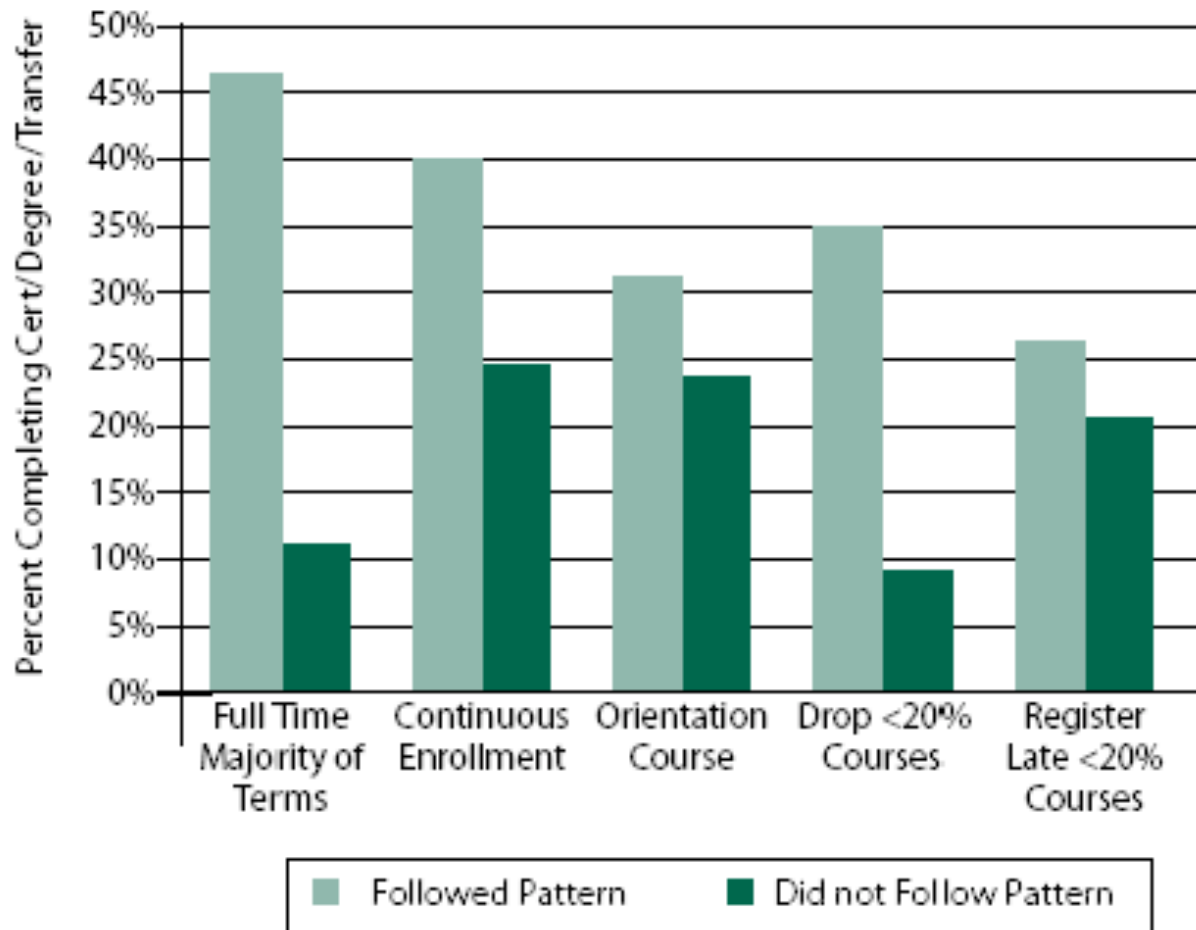
Percentage of Family Income Required to Pay for College, 2003



Source: National Center for Public Policy and Higher Education, *Measuring Up 2004*



Certain Enrollment Patterns are Related to Higher Completion Rates



Source: Rules of the Game, Institute for Higher Education Leadership & Policy



Financing a College Degree at the CSU

CALIFORNIA STATE UNIVERSITY Three Sample Cost Analyses		
Student A Attends Full-Time	Student B Attends Part-Time	Student C Attends Part-Time
30 Units Per Year	20 Units Per Year	15 Units Per Year
4 Years to Completion	6 Years to Completion	8 Years to Completion
\$7,839 Subsidy per Year x 4 Years Total State Cost = \$31,356	\$5,252 Subsidy per Year x 6 Years Total State Cost = \$31,512	\$3,920 Subsidy per Year x 8 Years Total State Cost = \$31,360
Student pays full cost for two full-time terms plus campus fees \$3,164 student fees per year x 4 years Total Student Fee Cost = \$12,656	Student pays full cost for two full-time terms plus campus fees \$3,164 student fees per year x 6 years Total Student Fee Cost = \$18,984	Student pays cost for one full-time term and one part-time term plus campus fees \$1,260 (FT) + \$732 (PT) + \$679 student fees per year x 8 years Total Student Fee Cost = \$21,368

Source: CPEC, California Higher Education Accountability: Goal – Student Success

Measure: Full-Time/Part-Time Enrollment Ratio, March 2007



California Firms Will Create More Jobs for Knowledge Workers



Source: Actual data from Bureau of Labor Statistics



Leading Industries in LA County

Direct International Trade	290,300 jobs
Tourism	263,500 jobs
Motion Picture/TV Production	241,100 jobs
New Technology	207,300 jobs
Business & Professional Services	165,100 jobs

Source: Los Angeles County Economic Development Corporation



Major LA Business Expansions, 2007

By Industry	2005	2006	2007
Aerospace/Defense	9	8	1
Apparel/Textile	10	10	6
Autos	4	6	6
Biomed	8	12	2
Entertainment	11	11	9
Finance & Insurance	12	18	20
Food	6	9	4
Furniture/Home furnishings	5	10	6
Health	4	2	7
Logistics/Warehousing	26	18	13
Professional Services	53	49	50
Technology	9	7	6
Toys	2	2	0
Information (excl. Entertainment)	4	4	10
Other Manufacturing	46	38	39
Other Industries	<u>43</u>	<u>42</u>	<u>24</u>
TOTAL	252	246	203

Source: *2007 Major Business Expansion Activity in Southern California (Released 2008)*

<http://www.laedc.org/reports/index.html#stats>



The Educational Attainment of People in Los Angeles County

- ***70% of the population have a high school diploma***
 - ***25% of the population have a bachelor's degree or more***
-



Fastest Growing Occupations in LA County Requiring a Bachelor's Degree 2006-2016

- ***Physician Assistants***
- ***Computer Software Engineers, Applications***
- ***Graduate Teaching Assistants***
- ***Multi-Media Artists and Animators***
- ***Special Education Teachers, Preschool, Kindergarten, and Elementary School***

Source: Employment Development Department, CA
<http://www.labormarketinfo.edd.ca.gov/?PAGEID=146>



Occupations In LA County with the Most Job Openings, 2006-2016 *(Requiring a Bachelor's Degree)*

- ***Elementary School Teachers, Except Special Education***
- ***Accountants and Auditors***
- ***Secondary School Teachers, Except Special and Vocational Education***
- ***Multi-Media Artists and Animators***
- ***Computer Software Engineers, Applications***

Source: Employment Development Department, CA

<http://www.labormarketinfo.edd.ca.gov/?PAGEID=146>



Market Research Highlights

***Paskill, Stapleton and Lord
2010***



Project Overview

Quantitative studies of 6 audiences

- Current Students (online)
- Faculty and Staff (online)
- Inquiries and Applicants for Fall 2010 (online)
- High School Guidance Counselors (mail)
- Community College Transfer Counselors (online)
- Alumni (online)

Focus Groups

- Dr. Susan Borrego, Greg Saks, Brenda Knepper, and Dr. Ron Vogel
- Alumni, Development and Advancement Team
- Admissions Team and Athletic Coaches
- Randy Zarn, William Franklin, Kim Clark
- Current Students (4)
- Faculty
- Staff
- Alumni and Community Group

Competitor Assessment

Environmental Assessment

Background Review and Fact Finding



Awareness of CSUDH

Don't Know						
Factor	Inquiry and Applicant	Current Students	Faculty and Staff	HS Guidance Counselors	Transfer Counselors	Alumni
Convenient location	11%	7%	1%	27%	11%	9%
Attractiveness of the campus	11%	5%	0%	43%	28%	8%
Diversity among students	19%	5%	2%	35%	24%	6%
Overall reputation of the University	15%	5%	3%	26%	6%	6%
Affordable tuition	17%	1%	4%	9%	0%	3%
Safe campus environment	20%	-	-	-	-	16%
Fun college environment	22%	22%	18%	61%	72%	29%
Ability to offer students a desirable career path	25%	5%	11%	50%	67%	25%
Quality of academics	23%	2%	5%	27%	24%	5%
Availability of financial aid	23%	18%	30%	25%	39%	31%

Factors of Importance Determined by Inquiry and Applicant Survey
Don't Know Percentages Based on Perceptions by Audience



Institutions Considered By Respondents

Name of Institution	Inquiry and Applicant	Current Student	Alumni
California State University, Long Beach	163	558	133
California State University, Fullerton	114	222	39
University of California Los Angeles	114	254	48
University of California Irvine	86	39	-
California State University Los Angeles	57	174	28
University of Southern California	49	81	35
California State University, Dominguez Hills	43	31	13
California State Poly- Pomona	42	32	-
University of California Berkley	38	10	-
California State University San Bernardino	38	-	-
University of California San Diego	36	-	-



Ranking of Competitors

Institution	Inquiry and Applicant	Current Students	Faculty and Staff	HS Guidance Counselors	Transfer Counselors	Alumni
USC	1	1	2	2	-	1
UC – Los Angeles	2	2	1	1	-	2
CSU – Long Beach	3	3	3	3	1	4
CSU – Fullerton	4	4	4	4	2	4
CSUDH	5	6	9	7	5	3
CSU – Los Angeles	6	2	7	6	4	6
CSU – Northridge	7	5	5	5	3	5
CSU – San Bernardino	8	9	8	8	7	10
University of Phoenix	9	11	11	10	9	9
Santa Monica College	10	7	6	9	6	7
Long Beach City College	11	8	8	11	8	8
Los Angeles Southwest College	12	10	10	12	10	11



Colleges and Universities most similar to CSUDH in terms of academic quality

Institution	Inquiry and Applicant	Current Students	Faculty and Staff	Alumni Rank
CSU – Long Beach	204	497	87	161
CSU – Fullerton	193	289	60	80
CSU – Los Angeles	163	495	192	137
CSU – Northridge	108	317	61	82
CSU – San Bernardino	103	131	99	33
Santa Monica College	53	99	289	15
UC – Los Angeles	44	84	8	20
Long Beach City College	36	139	47	21
USC	33	63	8	19
University of Phoenix	25	51	15	16
Los Angeles Southwest College	18	73	15	8



Where students enroll if admitted to CSUDH

Institution Name	Unduplicated Total Enrolled Elsewhere
EL CAMINO COLLEGE	80
CALIFORNIA STATE UNIVERSITY - LONG BEACH	69
CALIFORNIA STATE UNIVERSITY - LOS ANGELES	46
CALIFORNIA STATE UNIVERSITY - NORTHRIDGE	35
CALIFORNIA STATE UNIVERSITY - FULLERTON	34
LONG BEACH CITY COLLEGE	28
SANTA MONICA COLLEGE	22
CALIFORNIA STATE UNIVERSITY - SAN BERNARDINO	15
LOS ANGELES SOUTHWEST COLLEGE	15
UNIVERSITY OF PHOENIX	15



Recruitment Market Research

***The following slides come from
Paskill, Stapleton and Lord's
research report, February 2010***



Prospective Students

20-25%

of the students could not offer a perception rating for the University.

36%

were not at all familiar with the University

Knowing these important factors and perceptions, the University can add language to its communications flows, web site, and information shared by the outreach teams with students and guidance counselors.



Top 10 Factors of Importance

- Availability of financial aid
- Strong academic program in your area of interest
- Safe campus environment
- Affordable tuition
- Successful graduates
- Prepares students to be leaders in the community
- Helpful/friendly Admissions staff
- Transferability of most of my credits
- Develops my values and ethics
- High level of faculty and student interaction

Top 10 Perceptions

- Convenient location
- Attractiveness of the campus
- Diversity among students
- Overall reputation of the University
- Affordable tuition
- Safe campus environment
- Fun college environment
- Ability to offer students a desirable career path
- Quality of academics
- Availability of financial aid



We observed:

When asked how they first learned of California State University, Dominguez Hills, most respondents referenced “Brochure/postcard/letter received in the mail.” The second most mentioned resource was “high school guidance counselor.”

Most helpful in their college search was:

- Campus visit and/or tour
- Visit with an admissions counselor
- Communications from an admissions counselor
- Communications from faculty and staff
- Online information/college specific web sites

Family members were listed as the most influential in the prospective student’s college search process

CSU – Long Beach is the most frequently referenced competitor institution and is considered most similar to California State University, Dominguez Hills

We recommend:

Stronger guidance counselor relationships developed through phone, email and ongoing communications, in addition to periodic visits to the high schools.

A review of the admissions communication sequence to ensure timely communications with students AND parents.

The inclusion of programmed contacts from outreach officers and faculty members. Specific stories of success will help parents see how California State University, Dominguez Hills may be a good “fit” for their child.

That outcomes reference successful transitions to the job market. As students apply and are admitted, the communication with parents should be more specific about financial aid and outcomes



We observed:

Most of the prospective students surveyed indicated that they plan to live in campus housing, yet only 17% of CSUDH first-time freshmen do.

We recommend:

If the University would like to increase its residential population, this identifies an opportunity to better market options to prospective students who clearly have an initial interest in living on campus. However, with a larger residential population, comes a need for stronger student activities.



High School Guidance Counselors

Top 10 Factors of Importance

- Affordable tuition
- Strong scholarship and financial aid
- Strong academic program in your student's area of interest
- Successful graduates with good jobs or are accepted into strong graduate programs
- Quality student services
- Friendly/helpful admissions staff
- Meets the needs of first generation college students
- Challenging curriculum
- Accessible faculty
- Overall strong reputation

Top 10 Perceptions

- Affordable tuition
- Availability of financial aid
- Convenient location
- Focused on meeting the needs of first generation college students
- Diversity among students
- Quality of academic programs
- Overall reputation of the University
- Helpfulness/Friendliness
- Attractiveness of the campus
- Openness to transfer students



Don't Know Percentages on Important Factors	
Affordable tuition	9%
Strong scholarship and financial aid	25%
Strong academic program in your student's area of interest	27%
Successful graduates with good jobs or are accepted into strong graduate programs	66%
Quality student services	61%
Friendly/helpful admissions staff	50%
Meets the needs of first generation college students	38%
Challenging curriculum	42%
Accessible faculty	66%
Overall strong reputation	26%



We observed:

- High School Guidance Counselors were unable to give a perception rating for the vast majority of the factors related to CSUDH.

We recommend:

- Revisit its current outreach plans to high schools
- Reconsider how admissions representatives engage with the region's high schools
- Include the messaging recommendations found in the report
- Distinctively define itself and the experience it provides students
- Communicate distinctives through marketing and admission outreach programs
- Modify outreach to include new language and approaches for the guidance staff and other influencers at the high schools
- Include a twice a semester communications flow
- Move beyond seeking documents for completing applications and include stronger storylines built around current students and successful alumni



We observed:

- Over half of the respondents indicated that they have never visited CSUDH.
- Note that when prospective students were surveyed, high school guidance counselors were the second highest referenced way students first learned of California State University, Dominguez Hills.
- 63% of high school guidance counselors indicated that an Admissions Representative had not been to the school in the past 1 or more years or had never visited their school. While they may be mistaken or have forgotten a visit, we know at a minimum it was not a memorable encounter.

We recommend:

- On-campus events should be developed and promoted to those in the primary operating area of the University. Along with other outreach efforts, guidance counselors can come to know the University, the students it serves, and the successes of alumni.
- That the outreach team strengthen this outreach and combine the effort with other approaches such as emails and visits by students back to their high schools.



We observed:

- 43 responding guidance counselors indicated that their high school is located in **Los Angeles County**

The Los Angeles County guidance counselors said:

They last visited the campus:

- 27.9% Never
- 25.5% 1-2 years ago
- 23.3% 2+ years ago
- 18.6% Less than 6 months ago
- 4.6% 7-12 months ago

An Admissions Representative last visited their school

- 19% Never
- 16.7% 1-2 years ago
- 11.9% Don't Know
- 35.7% Less than 6 months ago
- 4.7% 7-12 months ago
- 11.9% 2+ years ago



Transfer Counselors

We observed:

- A lack of awareness of CSUDH among the community college transfer counselors.
- Transfer counselors should be cultivated just like high school guidance counselors.

The outreach team should:

- Develop a visit strategy for community colleges
- Meet with transfer counselors as well as prospective students
- Center conversations and messages around the key brand messages with stories to support their claims
- Invite transfer counselors to campus
- Mail transfer counselors newsletters and the full communications sequence



Retention

***Most slides in the following section
come from an analysis of CSUDH
retention data by Teresa Farnum
and Associates***

December 2009



DFW Courses

- Learning and success are extremely important in retention. There are huge numbers of students being negatively affected in the courses listed on the following slide.
- The courses are primarily science and math—not an unusual situation.
- Changing these circumstances is possible and success is usually a result of curricular, structural and pedagogical changes that do not lower standards but support success.
- Supplemental Instruction (<http://www.umkc.edu/cad/SI/>) and Peer Led, Team Learning programs (http://www.aaas.org/publications/books_reports/CCLI/PDFs/03_Suc_Peds_Varma_Nelson.pdf) are especially helpful in such courses



At-risk Courses

Subject Code	Course Number	Course Title	Fall 2008 Enrollment	DFW Rate	Fall 2007 Enrollment	DFW Rate	Fall 2006 Enrollment	DFW Rate
MAT	3	Beginning Algebra	706	55.0%	81	56.8%	0	
BIO	102	General Biology	447	41.8%	386	45.6%	463	30.0%
ENG	99	Basic Writing Workshop	413	46.0%	470	37.9%	512	37.9%
MAT	14	Algebra Review Part 4	326	57.1%	245	52.7%	199	33.2%
MAT	010L	Algebra Review Lab	232	41.8%	1049	30.8%	0	
MAT	16	Algebra & Geometry Rev Part 6	201	45.8%	201	45.8%	74	78.4%
PSY	101	Gen St:Understand Hum Beh	187	42.8%	187	42.8%	212	32.5%
ACC	230	Financial Accounting	145	49.7%	111	55.0%	0	
MAT	153	Pre-Calculus	102	52.0%	123	64.2%	0	
SOC	368	Criminology	87	47.1%	91	17.6%	79	49.4%
GEO	200	Physical Geography	70	42.9%	97	35.1%	84	29.8%

Courses are sorted on decreasing size of 2008 enrollment



Freshman Retention





Three Years of Stability

- Overall, the freshman retention rate from first to second year has not varied widely in the three years, although there is some variation within admission statuses

Admission Status

Retention Rates	Fall 2007			Fall 2006			Fall 2005		
Admission Status	# In Cohort	# Retained	% Retained	# In Cohort	# Retained	% Retained	# In Cohort	# Retained	% Retained
EOP	83	43	51.8%	83	45	54.2%	82	56	68.3%
Non-EOP	284	158	55.6%	249	147	59.0%	201	121	60.2%
Regular Admit	541	387	71.5%	641	419	65.4%	420	281	66.9%
Others	0	0		1	1	100.0%	0	0	
All FTFT	908	588	64.8%	974	612	62.8%	703	458	65.1%



Where students enroll if they do not complete at CSUDH

Sum of # OF STUDENTS SCHOOL TYPE	PUBLIC-PRIVATE		Public	Grand Total	% of Total
	Private				
2	1		363	364	67.3%
4	58		119	177	32.7%
Grand Total	59		482	541	
% of Total	10.9%		89.1%		



Where students enroll if they do not complete at CSUDH

SCHOOL NAME	SCHOOL TYPE	PUBLIC-PRIVATE	STATE	% OF STUDENTS	# OF STUDENTS
EL CAMINO	2-year	Public	CA	10.00%	88
LOS ANGELES SW	2-year	Public	CA	3.86%	34
U OF PHOENIX	4-year	Private	AZ	2.95%	26
CSU LONG BEACH	4-year	Public	CA	2.50%	22
CSU LOS ANGELES	4-year	Public	CA	2.39%	21
LOS ANGELES HAR	2-year	Public	CA	2.27%	20
WEST LOS ANGELE	2-year	Public	CA	2.27%	20
CERRITOS	2-year	Public	CA	2.27%	20
LONG BEACH CC	2-year	Public	CA	2.16%	19
SANTA MONICA	2-year	Public	CA	2.05%	18



Ethnicity and Gender

- There is little difference between males and females in year-to-year retention (unusual, in fact since nationally males generally retain at lower rates than females)
- CSUDH third year retention is extraordinary. “Normal” attrition in second-to-third year is half that of first-to-second, but CSUDH does far better than that. For example, in the 2002 Cohort:

First-to-Second Year Attrition	Expected Second-to-Third Year Attrition	CSUDH Actual Attrition
38.5%	19.25%	2.6%

- Retention of Latino Students is good, considering that Hispanic students lead most ethnic groups in enrollment rates at universities, but they are less likely than other groups to earn undergraduate degrees. A study conducted by Richard Fry, senior research associate with the University of Southern California’s Pew Hispanic Center Latinos shows that Hispanic students are not as likely to remain in college long enough to earn a degree.



First Term GPA

- Not surprisingly, students whose first-term GPA is below 2.0 retain very poorly (2007: 30.3%).
- A relatively large percentage (2007: 30.2%) of the cohort performs poorly in the first term. The normal expectation is 20%.
- A significant number of students have no GPA. The most likely reason for no earned GPA is that these are students who withdraw from the university or are withdrawn. Unfortunately, if these students had loans, they will not be able to obtain federal loans or grants to return. This may result in a situation of a lifetime without the benefits of higher education.



Need and First Year GPA

- Only 26.5% of students who have high need and achieve below a 2.0 or have no earned GPA (2007) continue to the next year
- Students with low need retain significantly better than other need categories, regardless of academic performance (2007, though this was not true in previous years)
- 371 of the 908 (40.9%) of all first-time, full-time 2007 students had no FAFSA. 241 of these students were retained for a rate of 65.0%, a rate lower than the low need category. If these are not predominately undocumented students, it would be wise to implement an aggressive program to ensure that all students eligible for federal aid complete the FAFSA



Residential and Commuting Students

- It is not unusual that there is a 6–10 percentage point difference between these residential and commuting students, with commuters lower, no doubt because of the easier connections to the college that residential students enjoy.
- The fact that residential students are not being retained better than commuters reveals an opportunity to improve the experience of residents in a reasonable expectation that this will increase retention.

Retention Rates	Fall 2007			Fall 2006			Fall 2005		
	# In Cohort	# Retained	% Retained	# In Cohort	# Retained	% Retained	# In Cohort	# Retained	% Retained
Campus Residence Hall									
All Residential Students	194	124	64%	184	124	67%	151	97	64%
Commuters	714	464	65%	790	488	62%	552	361	65%
All FTFT	908	588	64.8%	974	612	62.8%	703	458	65.1%



Majors

- Students who are undecided retain very well (usually significantly lower retention rates than those in majors) and there are many of them
- Majors that have more than 15 starting students who retain at the university at lower rates are highlighted in blue in the table on the following slide. This is typically a result of inadequate assistance in finding a “better fit” major, inability to succeed academically, instruction/curriculum issues
- Although the numbers are small, students who enter in math and chemistry may have a better academic profile. Their lower retention rates (in light green) may reflect a lack of intellectual challenge in other courses or unrealistic expectations and the need for more structured university to find majors that are appropriate

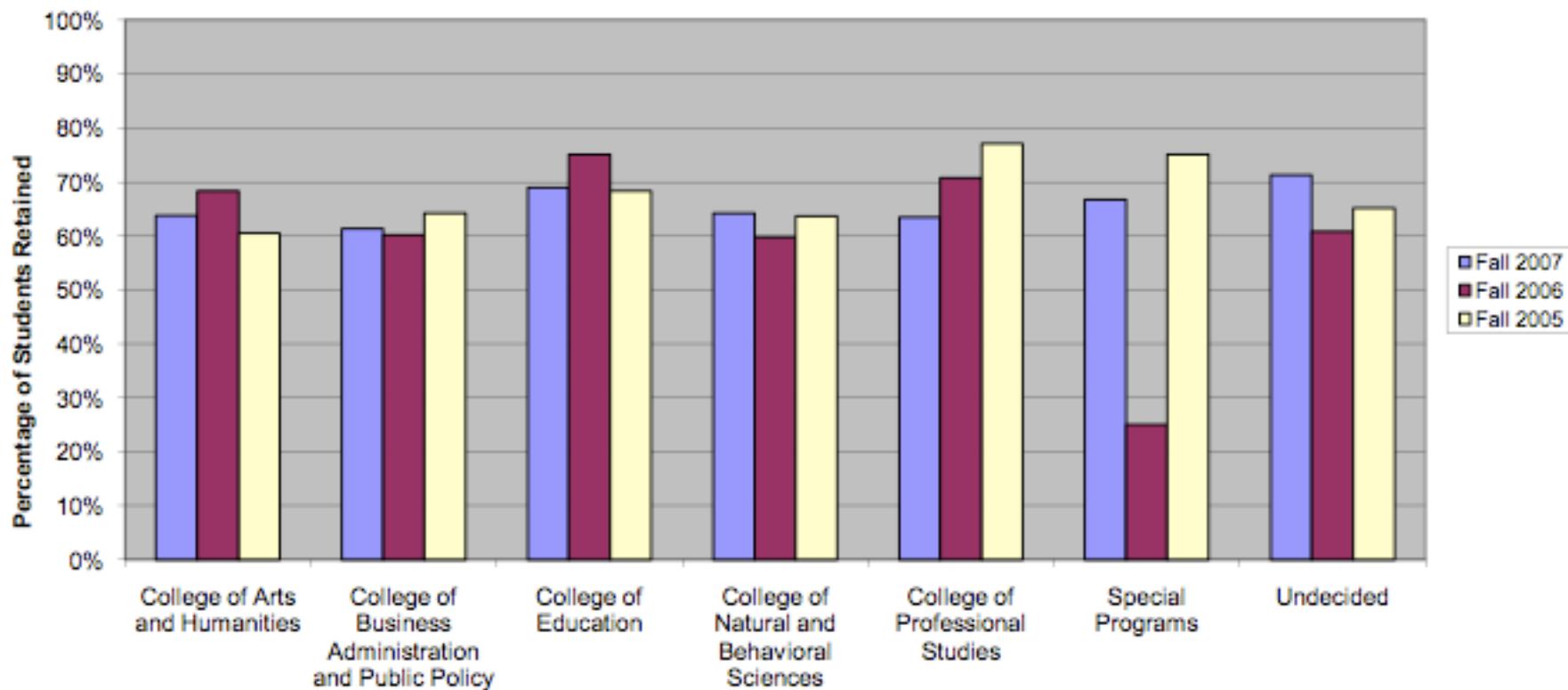


Major as of First Census Date

Retention Rates Major	Fall 2007			Fall 2006			Fall 2005		
	# In Cohort	# Retained	% Retained	# In Cohort	# Retained	% Retained	# In Cohort	# Retained	% Retained
Business Administration	169	104	61.5%	121	77	63.6%	112	69	61.6%
Undecided	153	109	71.2%	283	172	60.8%	215	140	65.1%
Psychology	91	57	62.6%	107	64	59.8%	66	40	60.6%
Criminal Justice Admin	63	39	61.9%	54	26	48.1%	3	3	100.0%
Liberal Studies	61	42	68.9%	60	45	75.0%	41	28	68.3%
Biology	51	39	76.5%	52	32	61.5%	33	26	78.8%
Communications	34	27	79.4%	26	15	57.7%	20	10	50.0%
Physical Education	34	22	64.7%	20	11	55.0%	19	14	73.7%
Computer Science	24	17	70.8%	23	14	60.9%	22	11	50.0%
History	24	14	58.3%	14	11	78.6%	4	3	75.0%
Sociology	23	10	43.5%	18	9	50.0%	15	10	66.7%
Health Science	19	12	63.2%	29	23	79.3%	15	14	93.3%
English	18	11	61.1%	22	17	77.3%	9	9	100.0%
Art	15	10	66.7%	27	19	70.4%	14	7	50.0%
Digital Media Arts	15	5	33.3%	18	12	66.7%	10	6	60.0%
Human Services	13	9	69.2%	6	5	83.3%	7	5	71.4%
Chemistry	12	7	58.3%	10	6	60.0%	11	9	81.8%
Music	11	9	81.8%	12	8	66.7%	5	2	40.0%
Theatre	11	7	63.6%	8	4	50.0%	10	6	60.0%
Political Science	10	6	60.0%	24	19	79.2%	17	12	70.6%
Mathematics	9	6	66.7%	9	7	77.8%	12	7	58.3%
Public Administration	7	3	42.9%	6	1	16.7%	17	12	70.6%
Spanish	7	5	71.4%	3	2	66.7%	2	1	50.0%
Special Major: Bacc	6	4	66.7%	4	1	25.0%	4	3	75.0%
All FTFT	908	588	64.8%	974	612	62.8%	703	458	65.1%



Retention Rate by College





Placement into Remedial Coursework

- In 2007 nearly 90% of FTFT students placed into either math or English placement program. Quite a challenge
- In 2007 of the students placed in math and enrolled for a third term, 13.2 % had not completed the program. English was better—5.7% had not completed the program.



Transfer Retention





Lower and Upper Level Entrance

- Students who transfer with fewer than 60 credits are similar in retention rates to FTFT students and should therefore have similar support programming

Lower (< 60 credits) and Upper (60+ credits) Level Entrance
Graduated or Retained by Fall 2008

Fall 2007 Starts						
	# Enrolled fall 2007	# graduated by fall 2008	% graduated by fall 2008	# re-enrolled fall 2008	% Retained or Graduated	Overall Retention Rate
Lower Level	185	0	0.0%	127	68.6%	75.9%
Upper Level	991	6	0.6%	759	77.2%	
Fall 2006 Starts						
	# Enrolled fall 2006	# graduated by fall 2008	% graduated by fall 2008	# re-enrolled fall 2008	% Retained or Graduated	Overall Retention Rate
Lower Level	214	31	14.5%	112	66.8%	70.7%
Upper Level	998	201	20.1%	513	71.5%	
Fall 2005 Starts						
	# Enrolled fall 2005	# graduated by fall 2008	% graduated by fall 2008	# re-enrolled fall 2008	% Retained or Graduated	Overall Retention Rate
Lower Level	230	50	21.7%	59	47.4%	60.8%
Upper Level	1144	518	45.3%	209	63.5%	
Fall 2004 Starts						
	# Enrolled fall 2004	# graduated by fall 2008	% graduated by fall 2008	# re-enrolled fall 2008	% Retained or Graduated	Overall Retention Rate
Lower Level	219	112	51.1%	35	67.1%	68.2%
Upper Level	1094	653	59.7%	95	68.4%	



Source by Type of College

- Clearly recruitment efforts are—and should be—aimed at students from community college. This makes sense from a retention viewpoint since CC transfer students retain at fairly high levels

College Source	Fall 2007		Fall 2008		% of all transfers	Fall 2006		Fall 2007		% of all transfers	Fall 2005		Fall 2006		% of all transfers
	N	# R or G	% R or G	N		# R or G	% R or G	N	# R or G		% R or G	N	# R or G	% R or G	
CA CC	1004	774	77.1%	85.4%	1034	817	79.0%	85.3%	1156	901	77.9%	84.1%			
CA Four-Year	68	51	75.0%	5.8%	65	48	73.8%	5.8%	69	46	66.7%	5.8%			
CA Private	28	15	53.6%	2.4%	29	20	69.0%	2.4%	38	25	65.8%	2.4%			
Non-CA	76	52	68.4%	4.4%	84	54	64.3%	4.4%	111	77	69.4%	4.4%			
Overall	1176	892	75.9%		1212	939	77.5%		1374	1049	76.3%				

N= Number in original cohort

R or G= Number Retained or Graduated

% R or G= Percent Retained or Graduated



Age and FY/PT Status

- Part-time transfers retain at about 10 percentage points lower than full-time students, as expected
- There are enough part-time older (<30 years old)—252 in 2007—to consider them to be an at-risk population, since their retention rate was 68% and the overall retention of transfer students was 75% (from analysis of transfers by upper and lower level entrance)

	Age	Fall 2007	Fall 2008	
		N	# R or G	% R or G
Full-Time	<=24	366	296	80.9%
	25-29	140	117	83.6%
	30-39	87	66	75.9%
	40+	64	47	73.4%
	All Full-Time	657	526	80.1%
	Age	Fall 2007	Fall 2008	
		N	# R or G	% R or G
Part-Time	<=24	149	105	70.5%
	25-29	118	89	75.4%
	30-39	126	86	68.3%
	40+	126	86	68.3%
	All Part-Time	519	366	70.5%
Overall Age		Fall 2007	Fall 2008	
		N	# R or G	% R or G
	<=24	515	401	77.9%
	25-29	258	206	79.8%
	30-39	213	152	71.4%
	40+	190	133	70.0%

	Age	Fall 2006	Fall 2007	
		N	# R or G	% R or G
Full-Time	<=24	388	305	78.6%
	25-29	127	108	85.0%
	30-39	70	62	88.6%
	40+	78	62	79.5%
	All Full-Time	663	537	81.0%
	Age	Fall 2006	Fall 2007	
		N	# R or G	% R or G
Part-Time	<=24	160	114	71.3%
	25-29	153	109	71.2%
	30-39	130	99	76.2%
	40+	106	80	75.5%
	All Part-Time	549	402	73.2%
Overall Age		Fall 2006	Fall 2007	
		N	# R or G	% R or G
	<=24	548	419	76.5%
	25-29	280	217	77.5%
	30-39	200	161	80.5%
	40+	184	142	77.2%

	Age	Fall 2005	Fall 2006	
		N	# R or G	% R or G
Full-Time	<=24	415	337	81.2%
	25-29	151	129	85.4%
	30-39	86	69	80.2%
	40+	59	48	81.4%
	All Full-Time	711	583	82.0%
	Age	Fall 2005	Fall 2006	
		N	# R or G	% R or G
Part-Time	<=24	191	142	74.3%
	25-29	148	106	71.6%
	30-39	174	110	63.2%
	40+	150	108	72.0%
	All Part-Time	663	466	70.3%
Overall Age		Fall 2005	Fall 2006	
		N	# R or G	% R or G
	<=24	606	479	79.0%
	25-29	299	235	78.6%
	30-39	260	179	68.8%
	40+	209	156	74.6%



Closing the Achievement Gap 2010-2015

CSUDH Graduation Initiative

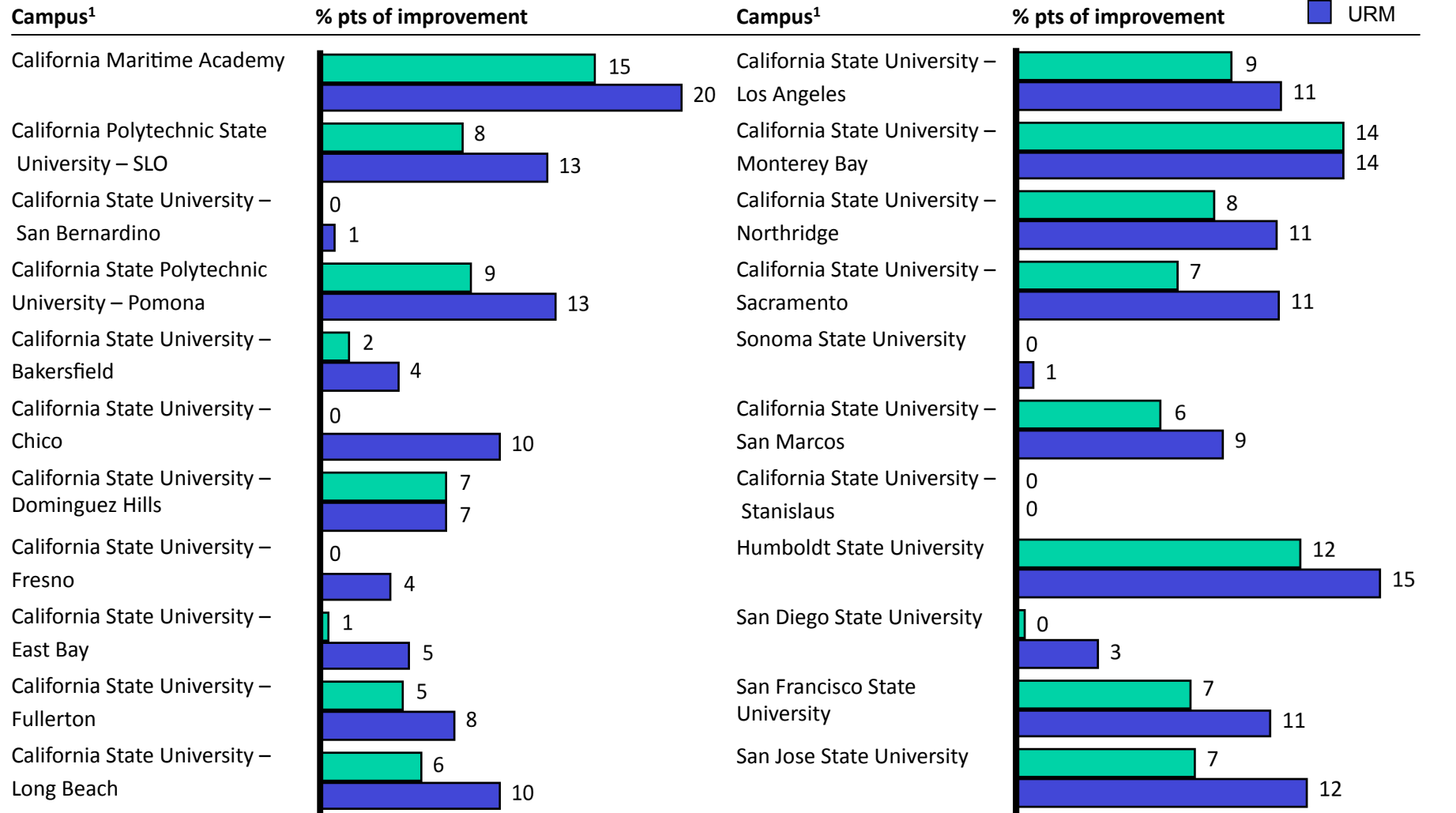


Chancellor's Office Initiative

- *All CSU campuses challenged to raise their graduation rates by at least 6% by 2015*
 - *Rate of improvement based upon achieving the median of their peer group, as established through Education Trust/IPEDS comparative data*
 - *When differences in rates by ethnic groups exist, those gaps are to be improved, as well*
-



The analysis showed target campus graduation rates if the goal of each reached the top quartile of its peer grad rate goal and halving gaps



¹ Channel Island is not included – Since it was rounded in 2002, there is insufficient data



The CSU adjusted the campus goals so that each campus either achieves **top quartile** performance within individual peer groupings or by an additional 6% point increase if already near top.

Campus ¹	Current graduation rate Percent	Top Quartile Percent	% pts of improvement ²
California Maritime Academy	53.5	71.2	18
California Polytechnic State University – San Luis Obispo	66.9	75.6	9
California State University – San Bernardino	44.3	43.1	6
California State Polytechnic University – Pomona	48.3	58.7	10
California State University – Bakersfield	41.5	43.8	6
California State University – Chico	53.5	55.0	6
California State University – Dominguez Hills	32.9	40.1	7
California State University – Fresno	45.5	45.7	6
California State University – East Bay	43.2	45.7	6
California State University – Fullerton	49.1	54.6	6
California State University – Long Beach	47.8	55.0	7
California State University – Los Angeles	34.8	44.3	10
California State University – Monterey Bay	35.6	49.3	14
California State University – Northridge	40.0	48.7	9
California State University – Sacramento	42.1	50.9	9
Sonoma State University	50.8	50.7	6
California State University – San Marcos	37.8	44.5	7
California State University – Stanislaus	50.1	44.6	6
Humboldt State University	44.2	57.2	13
San Diego State University	58.3	59.0	6
San Francisco State University	42.4	50.6	8
San Jose State University	41.4	50.6	9

1 Channel Island is not included – Since it was founded in 2002, there is insufficient data

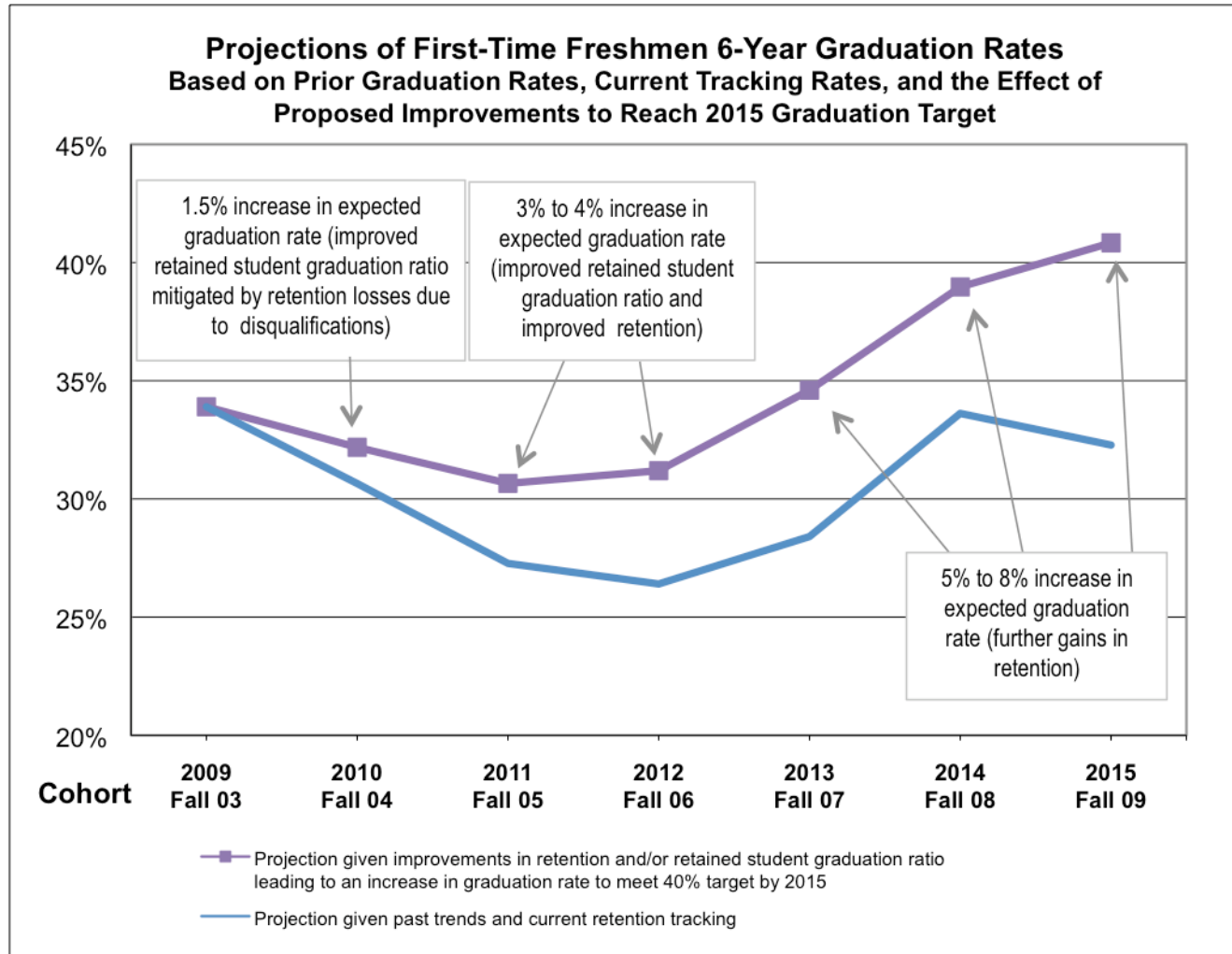
2 If campus already performs at or above the threshold, its target graduation rate remains constant



*How will CSUDH achieve a
7% increase by 2015?*

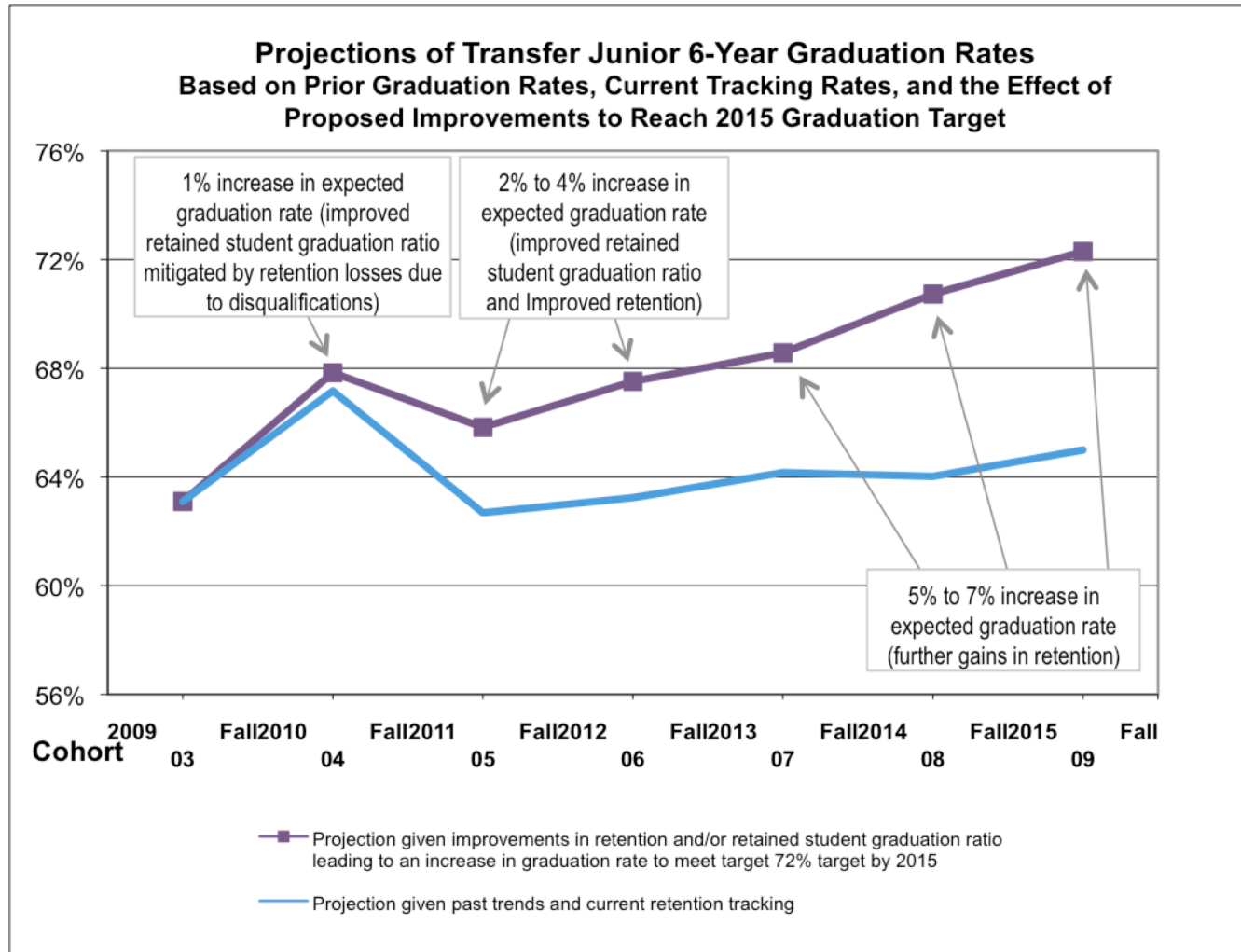


Freshman Trajectory





Transfer Trajectory





Goal 1: Improve Retention Rates for First-time Freshmen

- ***First and Second Year Experience (FSYE) Program***
 - ***FSYE Developmental Education Academy***
 - ***FSYE Summer Bridge Program***
 - ***FSYE Supplemental Instruction Program***
 - ***FSYE Learning Community***
 - ***FSYE Developmental Education Academy - Faculty Training Initiative***
 - ***FSYE Developmental Education Academy T³ System***
 - Transition, Tracking, Triage
 - ***FSYE Academy Advising Program***
-



Goal 2: Recalibrate the University Advisement Center

- ***Strategic Plan for Advising***
 - ***Mandatory Freshman Advising***
 - ***Mandatory Undeclared Sophomore Advising***
 - ***Upper Division Transfers***
 - Online tutorial
 - ***Graduating Seniors***
 - Group advising sessions
 - ***Academic Probationary Students***
 - STEPS Probationary Workshops
 - ***Academic Advising Impact: Tracking and Reporting***
 - ***Enhanced Service Delivery***
-



Goal 3: Recast Outreach Resources

- *Prospective student information sessions*
 - *Pre-enrollment advising*
 - *New student support and transfer advocacy*
-



Goal 4: Course Offering, Course Planning and Degree Roadmaps

- ***Clarity of degree requirements***
 - ***Degree audit becomes the core of reliable data on student progress toward degree***
 - ***Process changes to support degree audit***
 - ***Collaborative course planning across academic departments and with academic advising***
-



Initiatives Already Underway

- *A summer math academy has been piloted for two years with early strong results. The Academy was held for students testing into the lowest level of remedial math. The successful non-credit bearing summer math academy moved 75% of the students up one or two levels in math.*
 - *Students needing remediation and those on multiple terms of probation have been notified of the need to complete necessary requirements by spring 2010.*
 - *The University Advising Center has delivered 25 probation workshops to assist students with building academic recovery plans.*
 - *Registrar staff built 41 degree audits and have 5 more ready to be tested.*
-



Initiatives Already Underway

- ***Electronic and print communication plans/materials have been developed to increase communication with new and returning students.***
 - ***This summer, CSUDH piloted an early warning system targeting students in remedial math and English courses.***
 - ***The Academic Senate and the University GE Committee have been reviewing CSUDH GE requirements and will have recommendations in February.***
 - ***The President introduced the African-American and Latino Male Initiative to address the attrition of these students.***
-



Initiatives Already Underway

- ***CSUDH embarked on customer service and cross-training programs for the Enrollment Management and Student Financial Services areas in fall 2009. A customer service training session was held for all staff in these areas in July. In the fall, cross training for this same group started with sessions on financial and student financial services. Increased knowledge of what each office does and how these actions integrate with each area is one way that service will be improved.***
 - ***Between January and May 2010, cross-training sessions on admissions, records and outreach will be conducted. Staff are required to attend these training sessions and a database of training has been established to track participation or the need to make-up training when illnesses or other unforeseen circumstances occur.***
-



Initiatives Already Underway

- ***Efforts started on moving students with 120+ credits toward graduation***
 - ***Throughout the coming year, additional service initiatives will be developed, including telephone/web services, an expanded customer service program for all campus personnel, and an initiative related to more coherent major and upper-division GE advising with special attention given to majors in the arts and sciences (e.g., Biology, Physics, Music Art) where requirements are dictated.***
-



External Support for our Strategic Retention Initiatives

- ***Title V***
 - \$2.8 Million – 5 years/Renewable
 - ***Student Support Services****
 - \$1.1 Million – 5 years/Renewable
 - ***Gilbert Foundation***
 - \$50,000 – 1 year/Renewable
 - ***Verizon Foundation***
 - \$35,000 – 1 year/Renewable
-

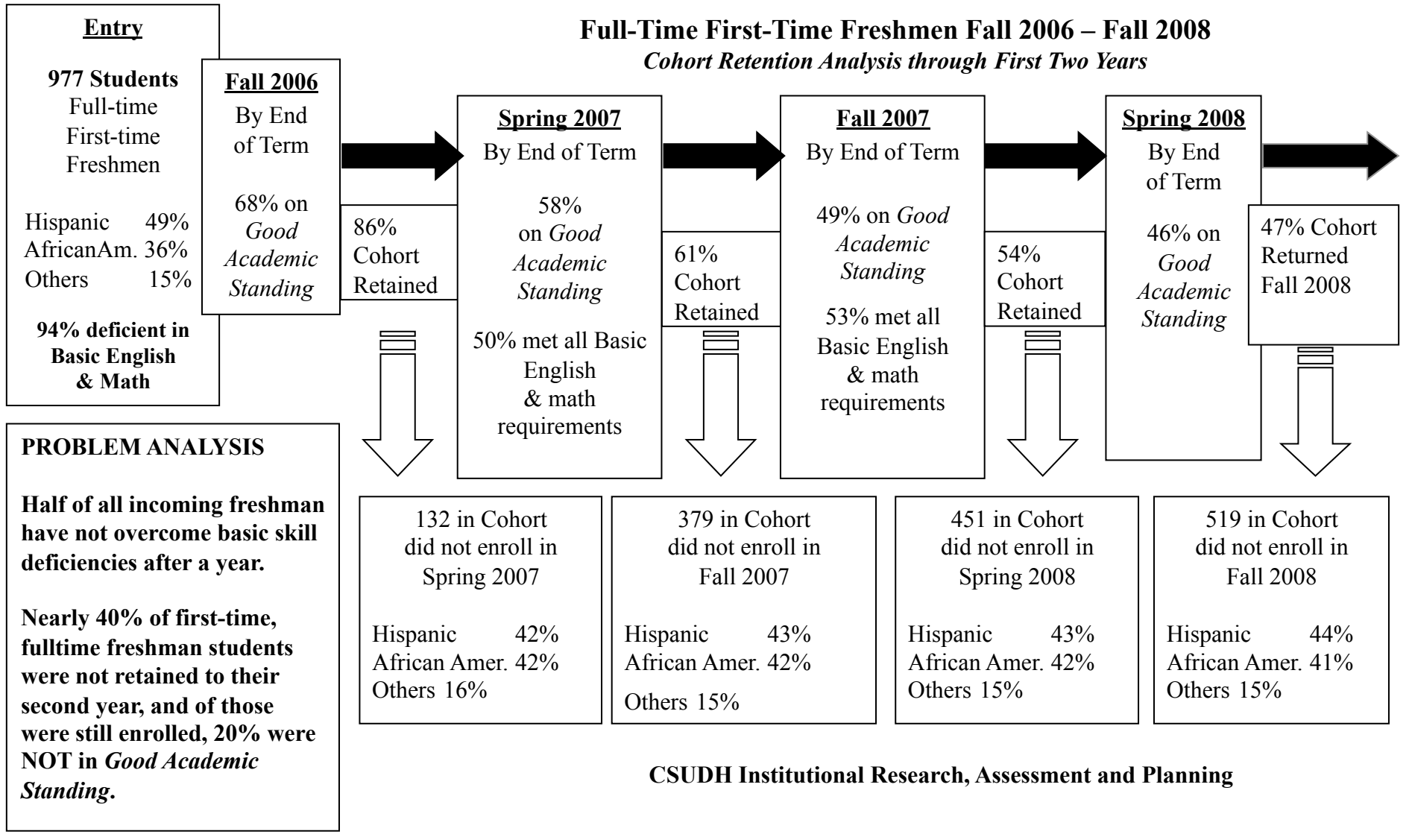


Title V – First and Second Year Experience Program

- ***The purpose of the First and Second Year Experience Program for incoming freshmen is to provide students with a robust transition experience in the summer and culminate in the academic year with a variety of linked learning communities designed to support students in making vital connections and successful transitions to university life.***
 - ***Priority will be given to those students who, after taking EPT and ELM, test into the lowest levels of both math and English.***
-



Full-Time First-Time Freshmen Fall 2006 – Fall 2008
Cohort Retention Analysis through First Two Years



Fall 2006 Full-Time First-Time Freshmen Retention and Remediation



Entry Status	Courses	Fall 06 Cohort		Students should satisfy requirements by start of spring 08 term											
				Enrolled in Spring 07		Enrolled Spr 07 and Prep/ Satisfied Requirement by End of Sum 07		Enrolled in Fall 07		Enrolled Fall 07 and Prep/ Satisfied Requirement by End of Fall 07		Enrolled in Spr 08		Enrolled in Fall 08	
Needed English Remediation	One ENG	263	27%	232	88%	214	81%	177	67%	176	67%	168	64%	139	53%
	Two ENG	588	60%	498	85%	322	55%	332	56%	312	53%	282	48%	254	43%
Prepared for College English		126	13%	115	91%	115	91%	89	71%	89	71%	76	60%	65	52%
Totals		977	100%	845	86%	651	67%	598	61%	577	59%	526	54%	458	47%
Needed Math Remediation	One MAT	122	12%	116	95%	109	89%	85	70%	84	69%	80	66%	69	57%
	Two MAT	722	74%	610	84%	332	46%	413	57%	348	48%	362	50%	316	44%
Prepared for College Math		133	14%	119	89%	119	89%	100	75%	100	75%	84	63%	73	55%
Totals		977	100%	845	86%	560	57%	598	61%	532	54%	526	54%	458	47%
Needed English and Math Remediation	One ENG & One MAT	49	5%	49	100%	44	90%	38	78%	38	78%	37	76%	30	61%
	Two ENG & One MAT	45	5%	40	89%	24	53%	28	62%	25	56%	24	53%	23	51%
	One ENG & Two MAT	183	19%	156	85%	88	48%	116	63%	101	55%	111	61%	93	51%
	Two ENG & Two MAT	496	51%	414	83%	169	34%	269	54%	216	44%	227	46%	202	41%
Needed English or Math Remediation	One ENG	31	3%	27	87%	26	84%	23	74%	23	74%	20	65%	16	52%
	Two ENG	47	5%	44	94%	34	72%	35	74%	32	68%	31	66%	29	62%
	One MAT	28	3%	27	96%	25	89%	19	68%	18	64%	19	68%	16	57%
	Two MAT	43	4%	40	93%	28	65%	28	65%	27	63%	24	56%	21	49%
Prepared for Both		55	6%	48	87%	48	87%	42	76%	42	76%	33	60%	28	51%
Totals		977	100%	845	86%	486	50%	598	61%	522	53%	526	54%	458	47%

One ENG: English 99 or equivalent, Two ENG: English 88 and English 99 or equivalents, One MAT: Math 095 or equivalent, Two MAT: Math 003 and Math 095 or equivalents

The two English courses could be taken concurrently, but the math courses had to be taken consecutively

As per C/O reports to IPEDS, cohorts include FTF with >29 units.

Most of the Fall 2006 Full-time First-time Freshmen cohort (94%) did not meet college requirements for English (8%), Math (7%) or both (79%) at entry. Students' level of preparation, measured by scores on the EPT and ELM tests, determined how much course work must be successfully completed at CSUDH to meet English and math requirements within their first 3 full terms. A majority of students (51% of all in cohort and 54% of Hispanic Students - see next table) needed to complete two English and two math courses to meet requirements. These students had the lowest overall remediation rates and the lowest retention rates throughout their first two years of college.



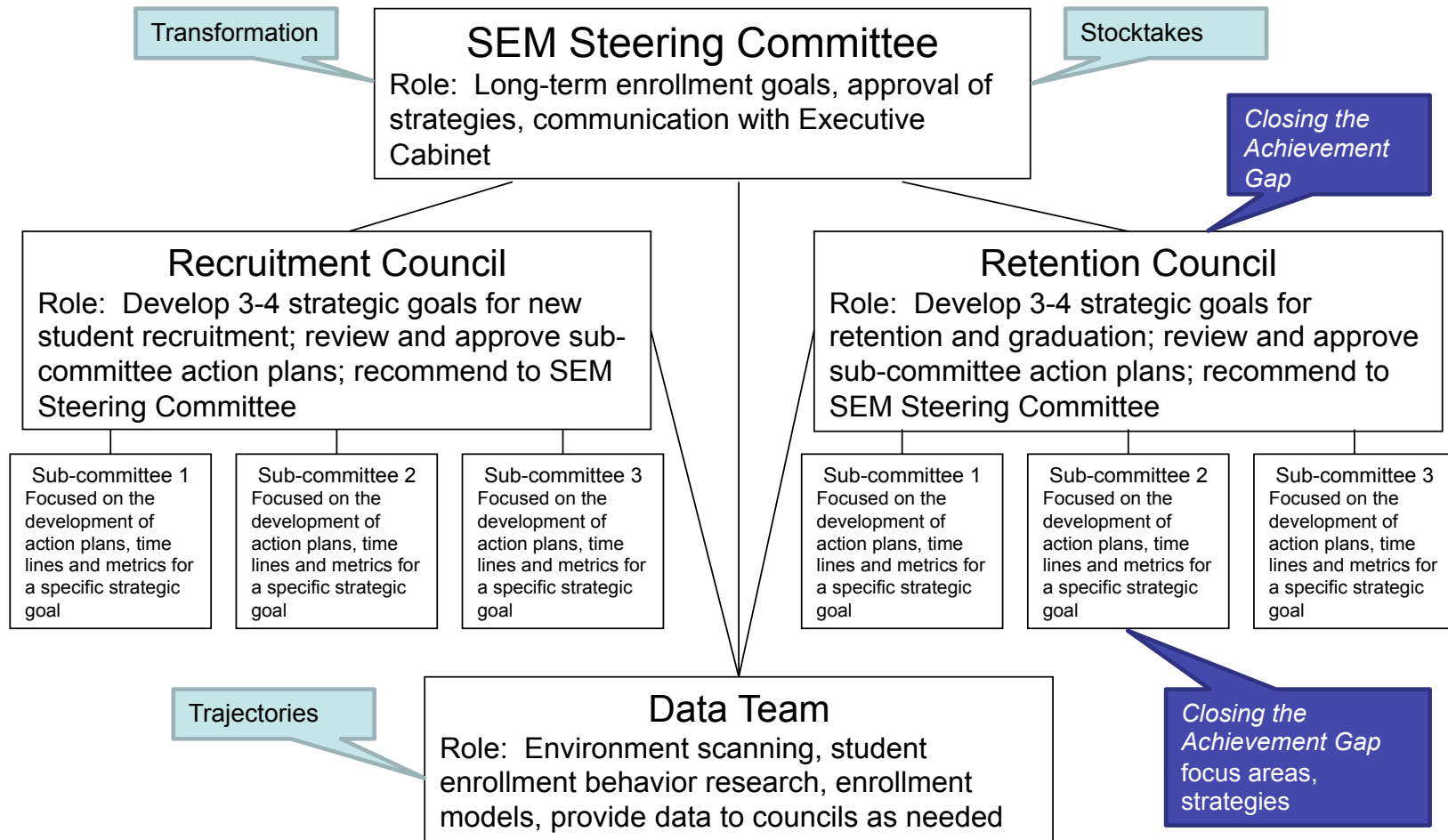


Lunch: Focused Table Discussions

- ***How can CSUDH better prepare students in the areas of academic preparation and financial literacy through its outreach efforts?***
 - ***How can CSUDH provide transition services to transfer students, veterans and returning adults through a service center?***
 - ***How can CSUDH create clear degree pathways for students starting at community colleges?***
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CSUDH SEM Organizational Framework





SEM Planning Process

- ***Councils develop well-informed and supported goals***
 - Make recommendations to the Steering Committee
 - In the case of retention, goals were established and set through the “Closing the Achievement Gap” process
 - ***Based upon goals approved by the Steering Committee, councils develop detailed action plans***
 - Make recommendations to the Steering Committee
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Time Line

- ***By April 13***

- Retention council reviews goals and develops initial plans for action steps
- Recruitment council establishes goals and recommends to Steering Committee
- Steering committee receives recommendations and report of action step progress

- ***By May 3***

- Action steps are drafted and ready for steering committee review
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Time Line

- ***By June 7***
 - Action steps completed and submitted to Steering Committee for review
 - ***July 2010***
 - SEM Plan document completed
 - ***Fall 2010***
 - Monitoring groups established and commence regular meetings to evaluate progress on action steps and goals
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