

# Year of Engagement

Systemwide Student  
Success Framework



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## Presentation Overview

Today's presentation will cover key insights from our conversations with Appointed Trustees, takeaways from the Graduation Initiative 2025 Symposium, and analysis of the impact of student stopouts.



### TRUSTEE CONVERSATIONS

Share key takeaways and insights gleaned from 20 Board of Trustee conversations



### GI 2025 SYMPOSIUM

Recap the Grad. Initiative 2025 Symposium and share dichotomies that have emerged from Discovery to date



### DATA ANALYSIS

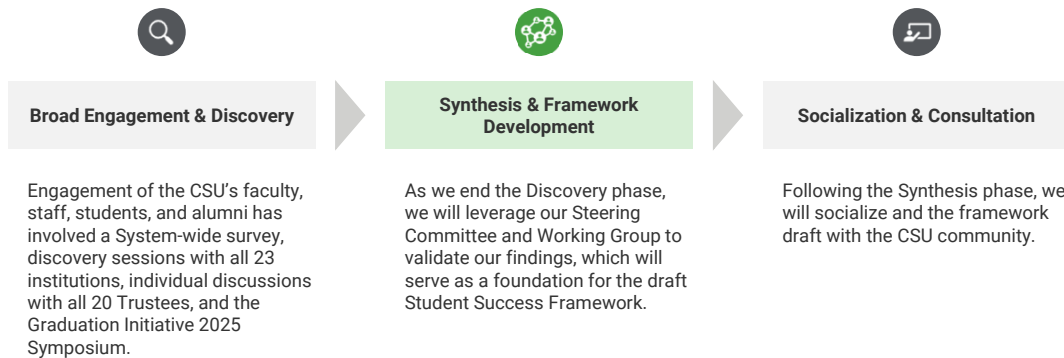
Discuss the financial impact of stopouts on students, the CSU, and California's economy

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## Year of Engagement Status: Transition into Synthesis

We are transitioning from the Discovery Phase into the Synthesis Phase, where we will analyze findings from our broad stakeholder engagement and data analysis conducted to date to inform the foundation of the Student Success Framework.








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## Trustee Insights

Across our conversations with 20 Trustees, student success was unanimously identified as the highest priority of the CSU. The discussions covered a range of feedback that will be reflected in the developing framework. Below, we have highlighted the five themes that came up most frequently in our conversations (i.e., minimum of 50% of Trustees).

### Framework Implications

-  **1. Promote** the CSU to Grow Community Investment
-  **2. Leverage** Data-Based Targets for Continuous Improvement
-  **3. Engage** Alumni & the Local Community to Serve the Regional Economy
-  **4. Collaborate** with Education Partners to Differentiate the CSU
-  **5. Center** Equity & Inclusion to Meet Diverse Student Needs

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## Graduation Initiative 2025 Symposium Recap

During the Graduation Initiative 2025 Symposium, we engaged **291** CSU and community stakeholders to understand our shared definition of student success, equitable support services, and metrics for student success.

### Overview

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### Guiding Questions

What is the shared definition of student success?

How do we ensure equitable universities?

How do we measure student success?



Attendee responses to how they define student success

## Emerging Dichotomies

Several dichotomies have emerged through the Year of Engagement to date, highlighting key areas of contrast and opportunity that the Student Success Framework will need to address.

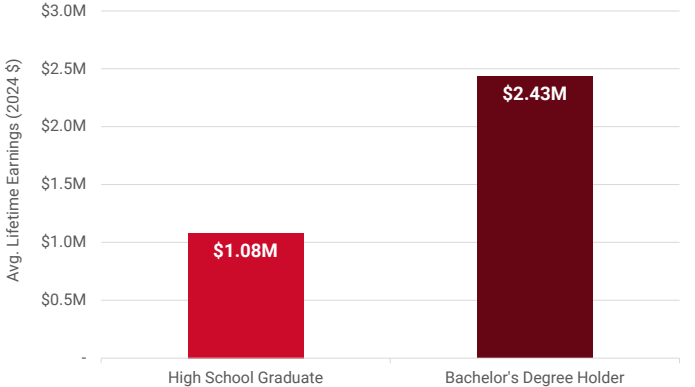
<b>1</b>	<b>How Do We Holistically Measure Student Success?</b>	We all agree that "student success" is much more than <b>retention</b> and <b>graduation</b> ...	...but a lack of a <b>shared definition</b> or <b>measurable metrics</b> inhibits progress for everyone
<b>2</b>	<b>How Do We Get Resources To Meet Student Needs?</b>	Students recognize that support <b>resources</b> exist across campuses...	...but student <b>usage</b> of many academic, career, financial, health, and other supports remains low
<b>3</b>	<b>How Do We Leverage External Support?</b>	We need -- and deserve! -- better external support, including from our <b>alumni</b> ...	...but we do not have sufficient local or System <b>resources</b> or expertise to effectively advocate for it
<b>4</b>	<b>How Do We Scale Technological Solutions?</b>	We see the potential for <b>technology and data</b> to help us better support our students...	...but often <b>lack the resources</b> we need to acquire, implement, and maximize the benefit of new solutions
<b>5</b>	<b>How Do We Implement Sustainable Student Success Interventions?</b>	We are aware that there are <b>proven interventions</b> that can help our students...	...but are often unsure how to effectively <b>implement, adapt, and/or scale</b> them
<b>6</b>	<b>How Do We Ensure Framework Effectiveness and Sustainability?</b>	We recognize the need and impact of a <b>systemwide approach</b> to student success...	...but also understand that each university has <b>unique needs and contexts</b> that must be addressed

The nuances driving these dichotomies offer new insights into the CSU's past challenges with achieving further student success and point to potential opportunities to address in the next framework.

# Financial Benefits of Persistence for Students

California has the largest educational wage gap and the third highest cost of living in the US.

## Average Lifetime Earnings Comparison



## Key Insight

CSU students who complete their Bachelor's degree are estimated to earn **\$1.35M** more across their lifetime.

When applied to the 2018 cohort's 8.26K stopouts, these CSU students collectively could have earned an estimated **\$11.16B** in lifetime earnings had they completed their degrees.

*Assumptions: The average worker lifetime is estimated to be 40 years. Future lifetime earnings have been adjusted to net present value (2024) at a 3% discount rate. Expected lifetime earnings gap = California Individual Median Income for Bachelor's Degree (\$81K) - California Individual Median Income for High School Graduate (\$36K).*

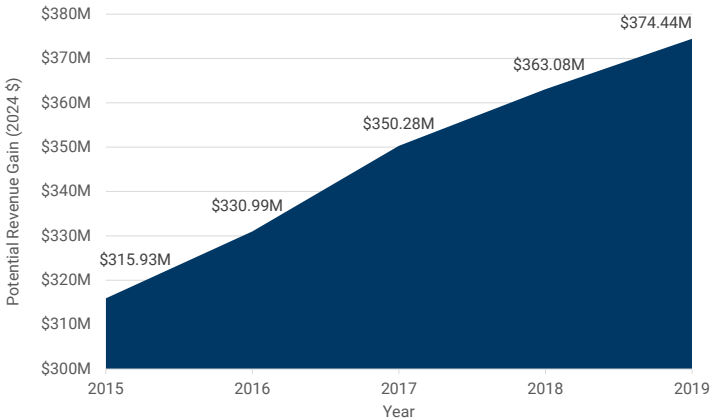
Source: CSU Dashboard Data, Public Policy Institute of California  
 Note: Student stopouts refer to students who entered the CSU as first-time, full-time freshmen and left within 4 years without graduating

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# Growing Educational Resources Through Persistence

While the CSU's mission to support students is paramount, it is important to note that improved student retention and progression towards degrees can also have a substantive financial impact to the System and its member universities.

## Potential Revenue Gain



## Key Insight

As an example of the impact of improving persistence, if the CSU had reduced stopouts<sup>1</sup> by 1% from 2015 - 2019, it would have resulted in **\$17.35M** in additional resources to grow and expand educational programs and support services.

*Assumptions: Assuming that the students who stopped out<sup>1</sup> would have graduated in 4 years, the graph to the left depicts potential tuition and fees revenue gain by decreasing student departures who entered the CSU as first-time, full-time freshmen (FTFF). For a student who left following their first semester in 2015, their 2015 potential revenue gain is the systemwide average AY 2023-24 semester cost of tuition and fees. For 2016, 2017, and 2018, their potential revenue gain is the systemwide average AY 2023-24 annual cost of tuition and fees. AY 2023-24 figures were used to show present day impact.*

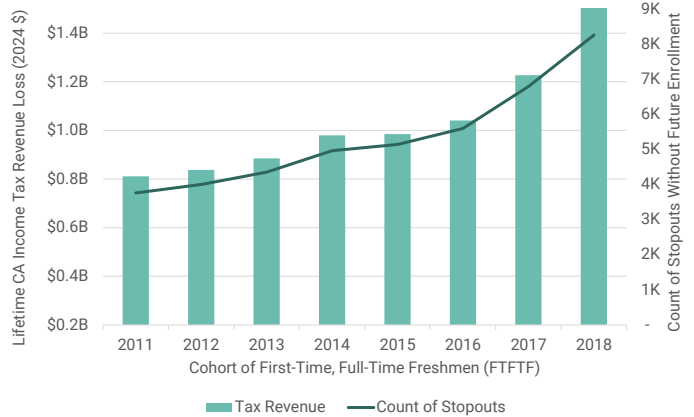
Source: CSU Dashboard Data  
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## Benefits of Persistence for California's Economy

California can gain significant state tax revenues by investing in student success.

### Lifetime State Income Tax Revenue Loss



### Key Insight

Increasing the proportion of CSU students who complete their degree represents a **\$1.51B opportunity** each year in terms of state income tax revenue alone.

This does not account for other types of tax revenue or other secondary or tertiary impacts on the economy which would be the result of higher completion rates.

**Assumptions:** The average worker lifetime is estimated to be 40 years. Future tax revenues have been adjusted to net present value (2024) at a 3% discount rate. Expected college tax revenue = California Individual Median Income for Bachelor's Degree (\$81K)\*2024 California Income Tax Rate (9.3%). Expected high school tax revenue = California Individual Median Income for High School Graduate (\$36K)\*2024 California Income Tax Rate (4%).

Source: CSU Dashboard Data, Public Policy Institute of California, H&R Block (2024 Income Tax Rate used to show present day impact)  
<sup>1</sup>Note: Student stopouts refer to students who entered the CSU as first-time, full-time freshmen and left within 4 years without graduating

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## Next Steps

As we finalize the Discovery Phase, we will continue to engage stakeholders to guide framework construction and roadmap development.



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