CSU | The California State University

CSU GRADUATION INITIATIVE 2025 **SYMPOSIUM**

BUILDING FOR EQUITY:

FINISHING STRONG AND FRAMING SUCCESS

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Year of Engagement Overview

Year of Engagement: Student Success Framework

October 30, 2024

BUILDING FOR EQUITY

Why are we here today?

- The CSU has long upheld a commitment to student success

- The CSU still has work to do to achieve student success and close equity gaps

- The CSU is being very reflective and strategic during this Year of Engagement for what will constitute the next ambitious chapter of student success design

Today's Goals

Goal for this overview: *Recognize the work that's been done and highlight key themes from Discovery conducted to date.*

1. Provide CSU impact

2. Review the objectives of the Year of Engagement

3. Review preliminary Discovery findings

4. Primer for today's session

This context will propel three breakouts where we'll focus the rest of our morning.
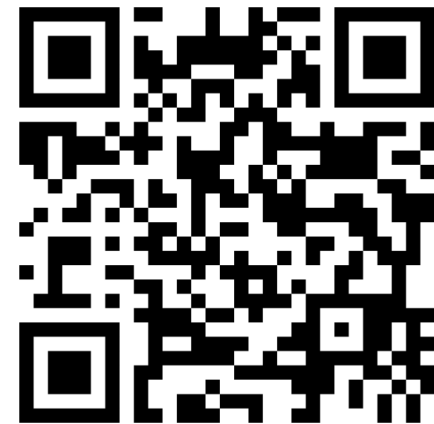
Energizer

Please **stand up!** Using Mentimeter on your device, **submit words or concepts that come to mind when you think of the definition of student success at the CSU.**

Go to

www.menti.com

Enter the code

5928 7719

Or scan the QR code

After you have submitted, **please share what you wrote with those around you!**

Impact of the CSU

The California State University

Impact of the CSU

CSU STUDENT BODY

53%

Of students are from **historically underserved backgrounds**

Over 25%

Of undergraduates are the **first in their families to attend college**

ALUMNI NETWORK

Over 4M

CSU alumni and counting

$70.6B

In earnings from CSU alumni active in California's labor force

ECONOMIC IMPACT OF THE CSU[1]

209,400

Jobs created annually

$26.9B

In industry activity throughout California
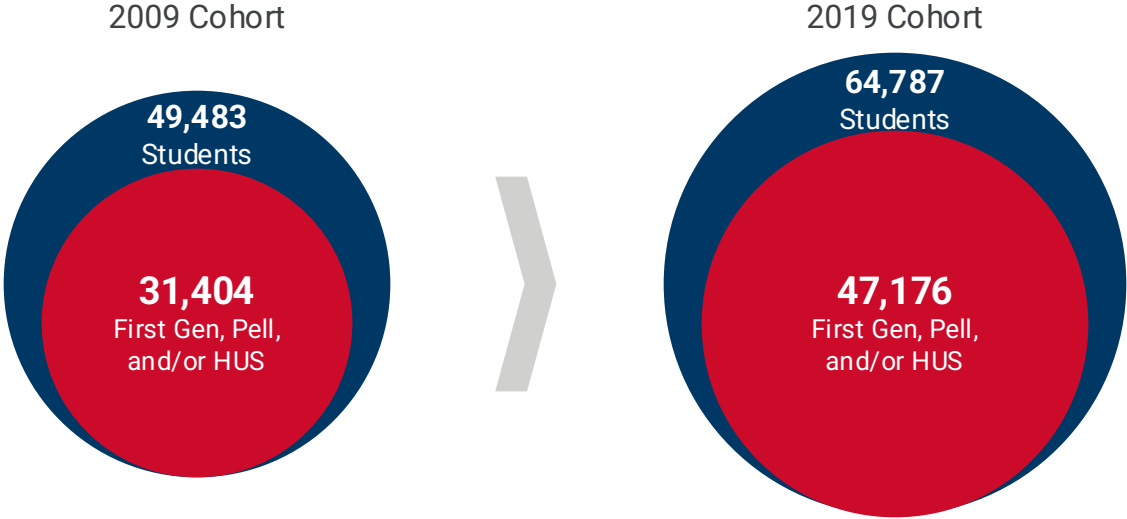
$1.6B

In state and local **tax revenue**

Shifts in Student Population

*From 2009 to 2019, undergraduate **first-year, first-time student population increased by 31%....***

2009 Cohort

2019 Cohort

49,483 Students

31,404 First Gen, Pell, and/or HUS

64,787 Students

47,176 First Gen, Pell, and/or HUS

*...And the first-year **first-generation, Pell-recipient, and/or historically underserved student** population **increased by 50%**[1]*

Year of Engagement Objectives

Engagement Objectives

Establish a **comprehensive definition** of student success for the CSU

Develop the first **systemwide student success framework** including methods for measurement

Eliminate **barriers** to enrollment and graduation and support path to **first career or graduate school**

Close persistent **equity and educational attainment** gaps

Through deep engagement with systemwide stakeholders and external partners, extensive data collection and analysis, and consideration of best practices, the Student Success Framework will ***establish a new model to further advance the CSU in student success***.

Comprehensive Engagement

1M+
Survey Recipients (All Students, Faculty, Staff)

400+
Stakeholder Discovery Session Participants

20
Board of Trustees Conversations

13
Executive Presentations

23
University Discovery Sessions

All internal California State University stakeholder groups have been engaged in the effort to develop a **holistic understanding** of the current state. Representatives included:

Students (incl. CSSA)
Former Students*
Alumni (incl. Alumni Council)
Faculty (incl. ASCSU)

University Leadership & Staff
(incl. President's Cabinet Members, VPs of Advancement, VPs of Student Affairs, Sr. Diversity Officers)
Board of Trustees

Office of the Chancellor Leadership & Staff
(incl. Academic & Student Affairs, Ext. Relations & Communications, Year of Engagement Workgroup, CSU Foundation)

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Students who attended the CSU but did not graduate

Preliminary
Discovery Findings

Effectiveness of GI 2025 Operational Priority Efforts

Effectiveness Ranking Counts by Graduation Initiative 2025 Operational Priority[1]

	Student Engagement	Academic Prep	Enrollment Mgmt.	Data-Based Decisions	Financial Support	Barrier Reduction
Most Effective (Ranked 1)	30%	30%	16%	13%	10%	9%
Very Effective	22%	20%	18%	14%	14%	10%
Somewhat Effective	16%	17%	18%	16%	18%	12%
Somewhat Ineffective	13%	13%	17%	18%	19%	17%
Very Ineffective	10%	10%	17%	20%	21%	20%
Least Effective (Ranked 6)	8%	10%	14%	17%	16%	30%

Low frequency of effectiveness rank → *High frequency of effectiveness rank*

Aggregate Effectiveness Rankings

N = 3537 (Univ. Staff: 1866, Faculty: 1563, Chancellor's Office Staff: 108)

1 **Student Engagement & Wellbeing** | *Avg. Ranking: 2.7*
Develop wrap-around services to address care needs.

2 **Academic Preparation** | *Avg. Ranking: 2.8*
Create academic prep approach with support programs.

3 **Enrollment Management** | *Avg. Ranking: 3.4*
Enhance experience and align course availability to needs.

4 **Data-Informed Decision Making** | *Avg. Ranking: 3.6*
Use data to develop effective student support programs.

5 **Financial Support** | *Avg. Ranking: 3.7*
Expand financial support to ensure student success.

6 **Administrative Barriers** | *Avg. Ranking: 4.2*
Streamline admin policies that hinder student success.

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Source: Year of Engagement Survey, as of 10/24/24
[1]*Staff were asked to rank their university's Graduation Initiative 2025 efforts in the 6 priority areas from most to least effective*

Core Challenges

Core Challenges — *Red* indicates the challenge was noted by the highlighted stakeholder group

Students · *Faculty* · *Univ. Staff* · *System Leads* · *Alumni*

1. Untapped Partnerships for Deep Impact

- Low awareness of the CSU among high school students
- Low alumni participation
- Inadequate external awareness of CSU accomplishments

2. Uneven Academic Advising Experiences

- Inconsistent and inaccurate information
- Limited advisor availability
- Lack of integration with career services

3. Insufficient Support for Inclusive Student Needs

- Inadequate hours for student services
- Minimal support for student caregivers, commuter students, and students with full-time jobs

4. Disconnected Systemwide Tech Systems

- Incompatible tech systems and data assets, limiting real-time data and predictive analytics
- Minimal data sharing across departments or systems
- Decreased ability to glean actionable insights from data

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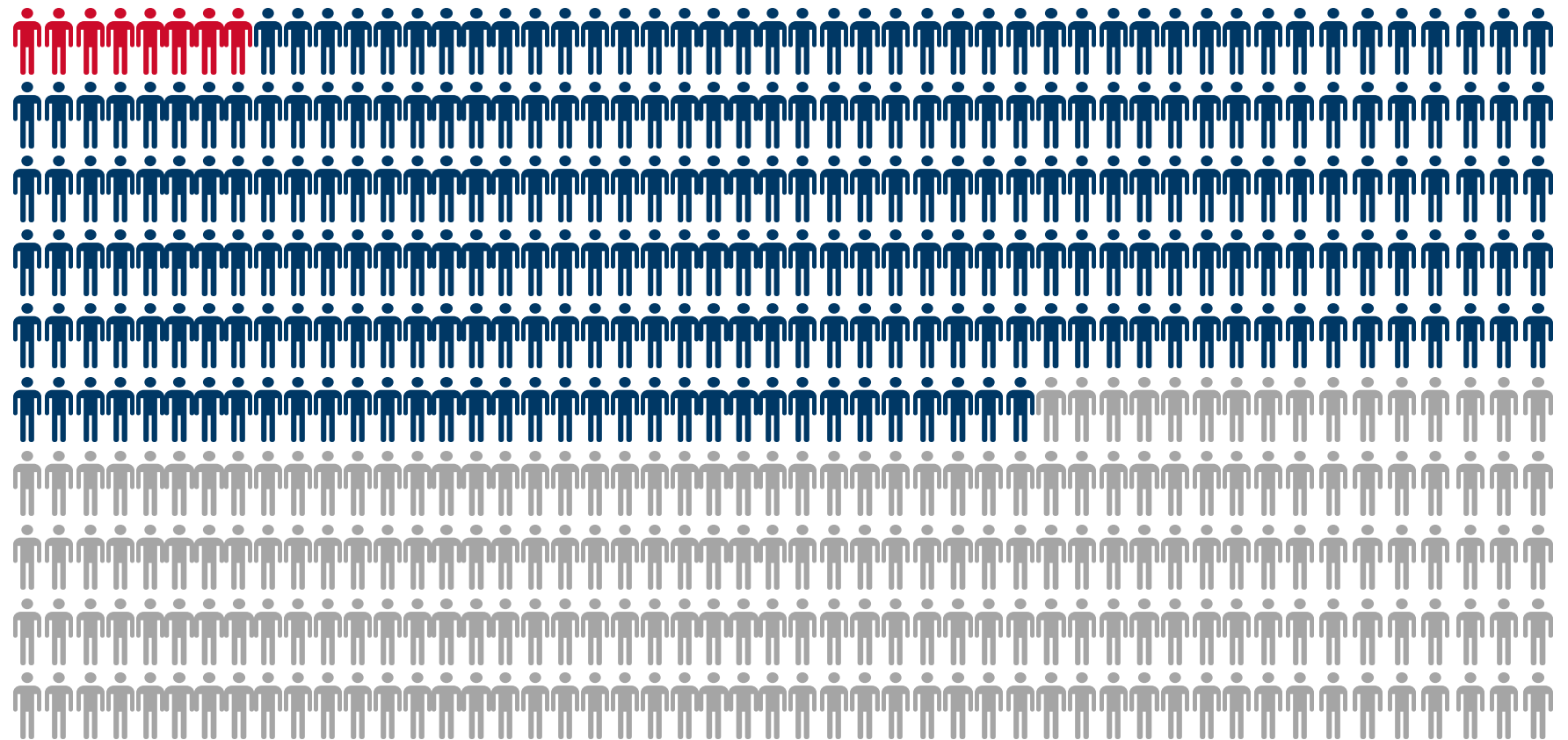# 3% of Solicited Alumni Donated in 2022-23

= 8.5K Alumni

4.3M
Living Alumni

2.4M
Alumni Solicited in 2022-23

71K
Alumni Donors in 2022-23

Survey Takeaways

Undergraduate Student Sentiment Responses[1]

Chart axis: 0% 20% 40% 60% 80% 100%

- I understand how my major and courses relate to my future career: 9% Disagree, 80% Agree, 11% Neutral
- I have access to appropriate tools and technology to plan my academic path: 9% Disagree, 79% Agree, 12% Neutral
- I know how to find the resources I need when I encounter barriers to my academic success: 14% Disagree, 74% Agree, 12% Neutral
- I have access to internship opportunities: 20% Disagree, 57% Agree, 23% Neutral
- The courses I need for graduation are available when I need them: 29% Disagree, 54% Agree, 17% Neutral
- My university has identified and removed administrative barriers for students: 24% Disagree, 39% Agree, 37% Neutral
- I have considered or decided to take a lower courseload to meet my financial obligations: 49% Disagree, 36% Agree, 15% Neutral
- I perceive microaggressions within my classroom interactions: 59% Disagree, 21% Agree, 20% Neutral

Legend: % Disagree   % Agree   % Neutral

Key Insights

N = 2,988

80% of students indicated a clear understanding of how their course of study aligns to their desired career.

While students noted the availability of degree planning tools, 5th Year+ student responses revealed degree progression inefficiencies may be driven by **course availability**. The proportion of 5th Year+ students who felt required courses were unavailable was **17pp higher** than overall responses.

The proportion of 5th Year+ students who disagreed with this sentiment was **16pp higher** than overall responses.

Black and 5th Year+ students noted the highest cost impacts with 45% and 49% agreeing with this sentiment, respectively.

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Service Utilization Rates

Proportion of Undergraduates Reporting Low Support Service Utilization[1]

	Overall	White	Latinx	Asian	Black	5th Year+
Academic Advising	48%	50%	47%	53%	39%	62%
Career Services	77%	82%	75%	70%	69%	81%
Counseling and Mental Health & Wellness Services	79%	79%	80%	80%	79%	80%
Tutoring	71%	73%	69%	67%	70%	75%
Diversity & Inclusion Programs	81%	88%	78%	76%	58%	85%
Financial Aid Office	64%	71%	58%	68%	46%	69%
Student Clubs & Organizations	54%	49%	62%	47%	55%	61%

Group with highest utilization — *Group with lowest utilization*

Key Insights

N = 903 (White), 1047 (Latinx), 414 (Asian), 109 (Black), 153 (5th Year+)

5th Year+ students noted the **lowest support service utilization rates** across advising, career services, and tutoring.

Across the board, students noted **low career service usage**. This held true for Master's students, with **80%** of respondents noting they "rarely" or "never" use career services.

Latinx students and 5th Year+ students noted lower involvement in **student organizations**. Student organizations are crucial in driving resource awareness and belonging.
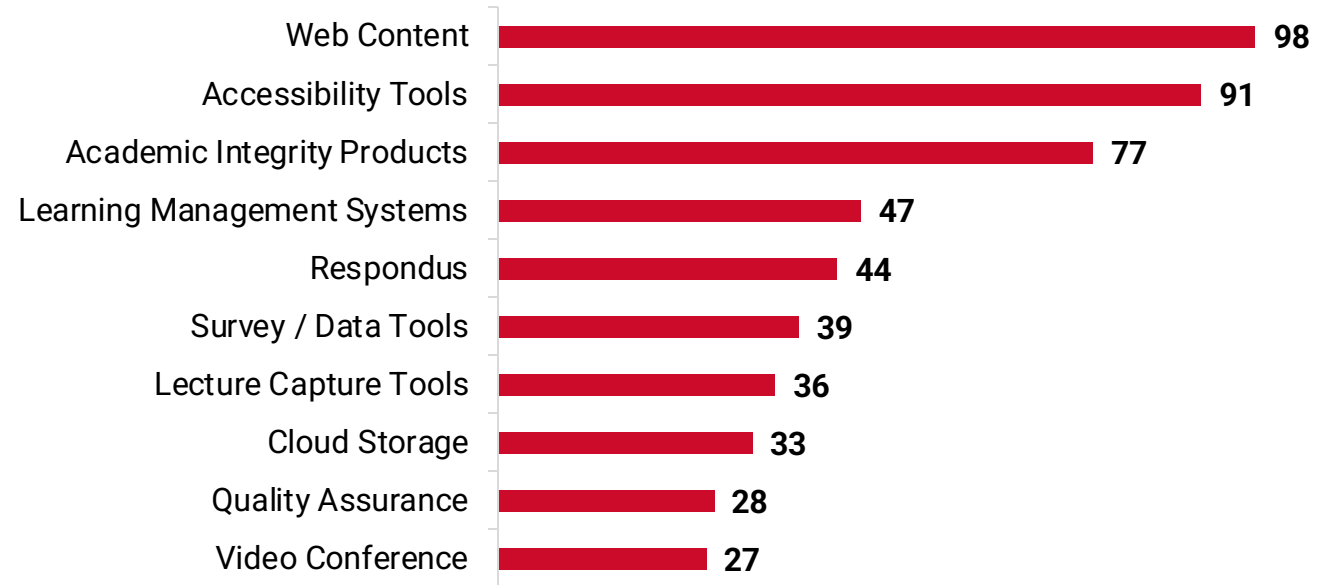
Lack of Standardized Tech Solutions

Core ERP Systems

23 Individual Student Information Systems (Campus Solutions)

19 Individual HR systems, currently undergoing single-system consolidation through CHRS

1 Common Financial System supporting all universities (besides SDSU)
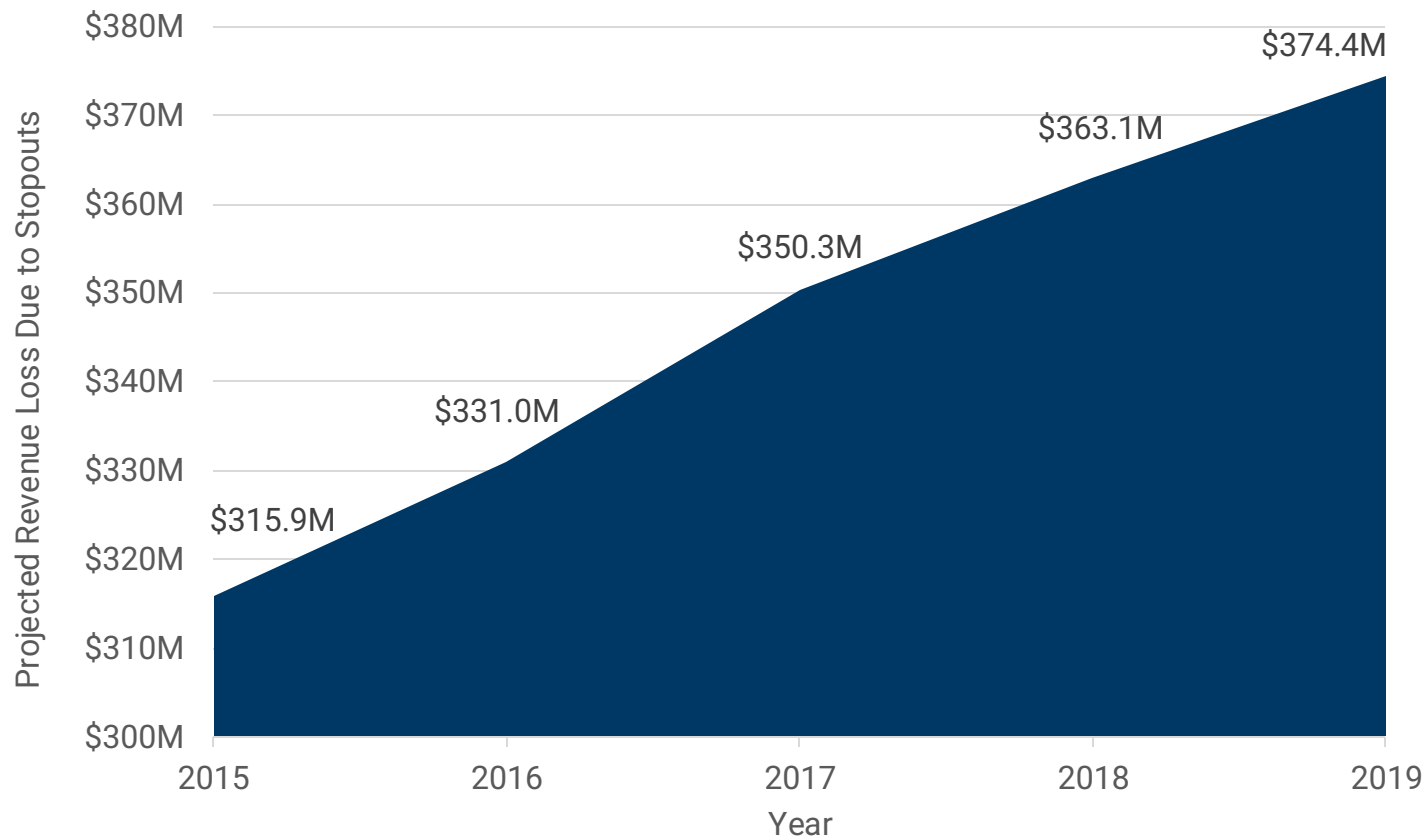
Supporting Systems with Highest Number of Usage Instances

The **top 10 systems** with the highest number of usage instances have more than 23 recorded instances, meaning that some institutions appear to be using **multiple versions of the same system** within their university.

System	Instances
Web Content	98
Accessibility Tools	91
Academic Integrity Products	77
Learning Management Systems	47
Respondus	44
Survey / Data Tools	39
Lecture Capture Tools	36
Cloud Storage	33
Quality Assurance	28
Video Conference	27

Impact of Stopouts on CSU Operations

Total Projected Revenue Loss Due to Student Stopouts[1]

Key Insights

Due to enrollment growth, projected revenue loss has risen 19% between 2015-2019, from **$316M to $374M**.

Supporting Insights

While the CSU's enrollment has grown, the proportion of stopouts within a cohort has remained stagnant at around **30%.**

Within the 2018 cohort, **47%** of stopouts occurred during the first year of enrollment.

Those who left received **4.7x** more DFW grades in their first year.

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Source: CSU Dashboard Data
[1]Student stopouts refers to students who entered the CSU as first-time, full-time freshmen and left within 4 years without graduating

Emerging Dichotomies

1 **How Do We Holistically Measure Student Success?** | We all agree that "student success" is much more than **retention** and **graduation**... | ...but a lack of a **shared definition** or **measurable metrics** inhibits progress for everyone

2 **How Do We Get Resources To Meet Student Needs?** | Students recognize that support **resources** exist across campuses... | ...but student **usage** of many academic, career, financial, health, and other supports remains low

3 **How Do We Leverage External Support?** | We need -- and deserve! -- better external support, including from our alumni... | ...but we do not have sufficient local or System resources or expertise to effectively advocate for it

4 **How Do We Scale Technological Solutions?** | We see the potential for **technology and data** to help us better support our students... | ...but often **lack the resources** we need to acquire, implement, and maximize the benefit of new solutions

5 **How Do We Implement Sustainable Student Success Interventions?** | We are aware that there are **proven interventions** that can help our students... | ...but are often unsure how to effectively **implement, adapt, and/or scale** them

6 **How Do We Identify and Mitigate "Easy Fixes"?** | There are seemingly a number of **"easy fixes"** to administrative policies and processes... | ...but we have challenges in **identifying and mitigating** them

7 **How Do We Address External Challenges with Limited Resourcing?** | We know the challenges our students face **beyond our campuses**... | ...but many of those feel **beyond our resources** and capability to solve

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Today's Sessions
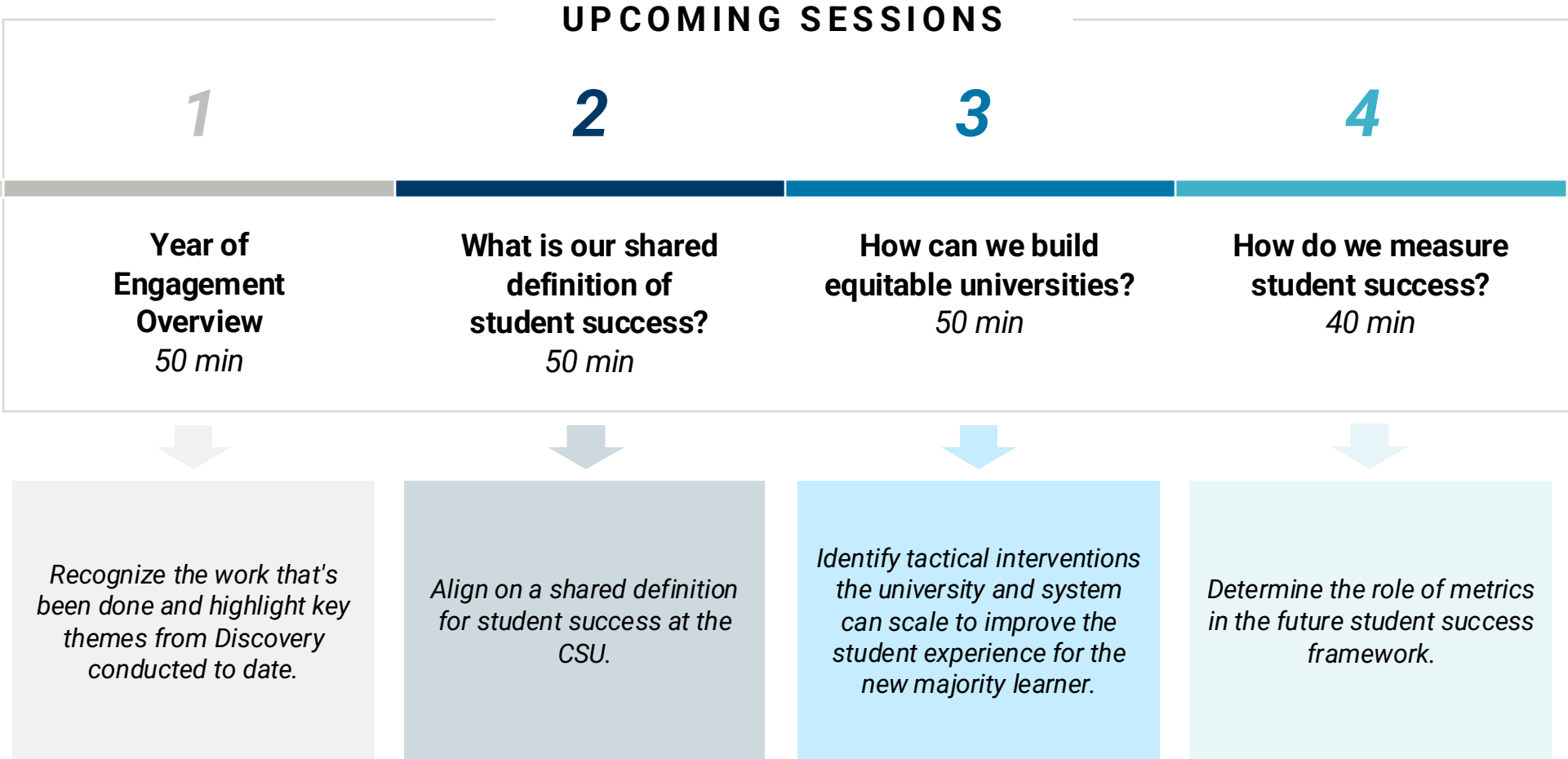
Breakout Room Assignments

The colored dot on the front of your name badge indicates your room for the first breakout session. The dot on the back indicates your room for the second breakout session.

Breakout Session #1 Defining Student Success		Breakout Session #2 Building Equitable Universities	
Color	**Room**	**Color**	**Room**
Blue	Pacific Coast 1	Red	Pacific Coast 1
Green	Pacific Coast 2	Light Pink	Pacific Coast 2
White	Pacific Coast 3	Purple	Pacific Coast 3
Orange	Pacific Coast 4	Black	Pacific Coast 4
Hot Pink	Pacific Coast 5	Yellow	Pacific Coast 5

Appendix

Equality vs Equity

▲Providing "Equality" to all -regardless of individual differences.

▲ Providing "Equity" to all -considering individual differences.

▲All are having Equal opportunities, without any structural barrier.