



The Education Trust

NASH

NATIONAL ASSOCIATION OF SYSTEM HEADS

California State University System

BACHELOR'S PROGRAMS

ACCESS: IS THE SYSTEM ENROLLING MORE UNDERREPRESENTED STUDENTS?

90,722 Total entering students (2010) (5-year change: ▼8%)	LOW-INCOME						UNDERREPRESENTED MINORITY					
	Freshmen			Transfers			Freshmen			Transfers		
	2010	5-year change	Campuses ▲	2010	5-year change	Campuses ▲	2010	5-year change	Campuses ▲	2010	5-year change	Campuses ▲
Number enrolled in entering class (#)	20,157	6,285 ▲45%	23 of 23	16,463	-1,556 ▼-9%	9 of 23	21,034	5,960 ▲40%	23 of 23	12,990	-3,584 ▼-22%	5 of 23
Percent enrolled in entering class (%)	39	8	23 of 23	42	9	22 of 23	46	9	23 of 23	40	5	18 of 23
Gap between percent enrolled in class and percent among high school graduates (%)	0	-7 ▼100%	23 of 23	-7	-8 ▼>100%	22 of 23	3	-8 ▼73%	22 of 23	12	-3 ▼20%	16 of 23
BOTTOM LINE	Increase in number and percentage of Pell freshmen closes access gap.			Decrease in number, but increase in percentage of Pell transfers closes the access gap.			Increase in number and percentage of URM freshmen cuts the access gap by more than half.			Decrease in number, but increase in percentage of URM transfers narrows access gap.		

SUCCESS: IS THE SYSTEM IMPROVING THE RATE AT WHICH UNDERREPRESENTED STUDENTS COMPLETE?

55% Freshmen 74% Transfers (5-year change: ▲6%) (5-year change: ▲8%)	LOW-INCOME						UNDERREPRESENTED MINORITY					
	Freshmen			Transfers			Freshmen			Transfers		
	2010	5-year change	Campuses ▲	2010	5-year change	Campuses ▲	2010	5-year change	Campuses ▲	2010	5-year change	Campuses ▲
Percent completing within six years (%)	47	5	19 of 23	73	8	16 of 23	46	8	20 of 23	71	8	17 of 22
Gap between percent completing and percent of peers completing in six years (%)	12	1 ▲9%	10 of 23	1	-1 ▼50%	14 of 23	14	-1 ▼7%	8 of 23	4	0 0%	11 of 22
BOTTOM LINE	Increase in Pell rate, but greater increase in non-Pell rate widens success gap.			Increase in Pell rate and increase in non-Pell rate; success gap cut in half.			Increase in URM rate and increase in non-URM rate; success gap narrows.			Increase in URM rate with equal increase in non-URM rate leaves success gap unchanged.		

DEGREES: IS THE SYSTEM PRODUCING MORE DEGREES EARNED BY UNDERREPRESENTED STUDENTS?

72,970 Total degrees (2010) (5-year change: ▲10%)	LOW-INCOME			UNDERREPRESENTED MINORITY		
	2010	5-year change	Campuses ▲	2010	5-year change	Campuses ▲
Number of degrees conferred (#)	30,834	11,911 ▲63%	22 of 23	19,607	1,909 ▲11%	20 of 23
BOTTOM LINE	Increase in number of degrees awarded to Pell students.			Increase in number of degrees awarded to URM students.		

ACCESS TO SUCCESS

California State University System

Midterm Report

Number of Campuses 23

Number of Undergraduates 383,801

Source: IPEDS, 12-month Unduplicated Headcount: 2009-2010

This report provides data on the progress of A2S systems over a five year period from the baseline year, 2005-06 to 2009-10. Launched in Fall 2007, the systems in the A2S initiative have committed to increasing overall attainment while cutting access and success gaps in half by 2015. For more details, please refer to the Technical Appendix.

Full- and part-time students are included in all A2S metrics. As a result, these numbers may vary from other publicly reported data in the system, particularly graduation rates, which may focus on first-time, full-time students only.

Associate's program refers to students seeking associate's degrees, most of whom attend two-year colleges, but some of whom attend four-year institutions in some systems.

Bachelor's program refers to students seeking bachelor's degrees, most of whom attend four-year institutions, but some of whom attend two-year colleges in some systems.

Freshmen are students who were not previously enrolled in a postsecondary institution inside or outside of the system (with the exception of students earning dual enrollment credits in high school).

Transfer students are those who previously attended a postsecondary institution outside of the system from which the institution accepted college credits as well as those who transitioned from an associate-level program to a baccalaureate-level program (or vice versa) within the system.

Underrepresented minority students (URM) refer to African American, Hispanic/Latino, and American Indian/Alaska Native students. Non-URM refers to White and Asian (including Pacific Islander) students. In this system, however, Native Hawaiians and Pacific Islanders are reported separately from other Asians and are included as URM students. The new IPEDS race reporting requirements were not in effect during the time period covered by this report. However, this system opted to adopt the separate category for Native Hawaiian and Pacific Islander students early in 2007-08, which is reflected in the Access, Success and Degree metrics.

Pell Grant recipient status is used as a proxy for income status in the metrics. Access and success metrics use Pell recipient status at entry; degree metrics use Pell recipient status at any time.

Non-resident aliens are excluded from all calculations as they are ineligible for Pell Grants and cannot be classified as URM or non-URM. Students with race unknown/other are also excluded from all race calculations since they cannot be assigned as URM or non-URM. Reported **totals** are the sum of all Pell and non-Pell students, which exclude non-resident aliens.

Access metrics compare the economic and racial diversity of the system's entering student population with that of the high school graduates in their state. For income, the percentage of entering students who are Pell recipients is compared with the percentage of high school graduates in the state below 200 percent of the poverty level. For race/ethnicity, the percentage of entering students who are URM is compared with the percentage of high school graduates who are URM in the state. Freshmen entering bachelor's programs are compared to 18-24 year olds; transfers and students entering associate's programs are compared to 18-34 year olds. Data are three-year averages drawn from the U.S. Census Bureau's American Community Survey.

Success metrics compare the completion rates of Pell and URM students with their peers. In bachelor's programs, success is defined as completing a bachelor's degree within six years anywhere in the system. In associate's programs, the success rate for freshmen is an unduplicated count of the percentage of students who transfer/transition into bachelor's programs, earn certificates, or earn associate's degrees within the system. For transfer students, the success rate only measures whether students earn associate's degrees within the system.

The **gap** is the reference group performance on a given indicator minus the target group performance on the same indicator. For example, the percentage of high school graduates who are low-income in the state minus the percentage of students who are Pell recipients among entering students. A positive difference means that the target group is lagging behind the reference group on the given indicator. A negative difference means that the target group is exceeding the reference group. A negative change in the gap indicates that the gap has narrowed and improved. A positive change in the gap means the gap has grown and gotten worse. A gap that has narrowed in full or in part due to a decline in non-Pell or non-URM performance is not considered progress.

The number of **campuses** that improved on each indicator is included in this report. For associate's programs, the total number of campuses includes all institutions offering associate's programs for which the system provided data, which may include four-year institutions. Likewise, bachelor's programs may include two-year campuses offering four-year degrees. Campuses were omitted from calculations when data were not available for or not applicable to the given indicator. Specifically, campuses with cohorts of less than 10 students in the relevant subgroup(s) were not counted in the number of institutions improving success rates and gaps due to fluctuation. Additionally, historically black institutions were not counted in the number of campuses improving success gaps due to the population served.