

California State University System

In fall 2007, the leaders of nearly two dozen public higher education systems—all members of the National Association of System Heads—came together to form the Access to Success Initiative (A2S). With support from The Education Trust, the chief executives of 24 systems have agreed to pursue aggressive goals aimed at improving student success and cutting in half by 2015 the gaps in college-going and completion that separate low-income and minority students from their peers. These leaders recognize that increasing quality, attainment, and equity on their campuses is essential to the well-being of their states and our nation. By voluntarily addressing these challenges, these leaders are setting an example of transparency, accountability, and responsibility for the higher education community.

Access

Does the system's entering class reflect the socioeconomic and racial/ethnic diversity of the state's high school graduates?

- Among students entering bachelor's programs as freshmen, there were fewer underrepresented minorities (37 versus 48 percent) and fewer low-income students (31 versus 38 percent) than would be expected if such students entered at the same rates as other students in the state.
- Among students entering as transfers, there were fewer underrepresented minorities (35 versus 50 percent) and roughly as many low-income students (33 versus 34 percent) as would be expected if such students entered at the same rates as other students in the state.

Success

How do the graduation rates of low-income and underrepresented minority students compare with those of others within the system?

- Freshman students from underrepresented minority groups graduated with bachelor's degrees at lower rates than other students, 38 versus 53 percent. Low-income students, identified by having received Pell Grants, graduated at lower rates than other students, 42 versus 53 percent.
- Among students entering as transfers, underrepresented minorities graduated with bachelor's degrees at lower rates than other students, 63 versus 67 percent. Low-income students graduated at lower rates than other students, 65 versus 67 percent.

Access+Success

Do the system's graduates reflect the diversity of the state's high school graduates?

- Among graduates who had entered the system as freshmen, there were fewer underrepresented minorities (27 versus 45 percent) and fewer low-income students (30 versus 39 percent) than would have been expected if such students had entered and graduated at the same rates as other students in the state.
- Among graduates who entered the system as transfers, there were fewer underrepresented minorities (28 versus 47 percent) and roughly as many low-income students (33 versus 34 percent) than would have been expected if such students entered and graduated at the same rates as other students in the state.

About California State University System

Number of four-year colleges	23
Total undergraduate enrollment in Fall 2007	361,303
Undergraduates attending system institutions as percent of all undergraduates attending college in the state	16%
Undergraduates attending system institutions as percent of all undergraduates attending public colleges in the state	18%
Underrepresented minority undergraduates attending system institutions as a percent of all underrepresented minority undergraduates in the state	14%
Pell Grant recipients attending system institutions as a percent of all Pell Grant recipients in the state	20%

Sources: Enrollment Data - Integrated Postsecondary Education Data System 2007; Pell Data - Office of Postsecondary Education, 2007

Key Definitions and Notes for the Access to Success Metrics

The **A2S metrics measure access and success within the entire system. Unlike in the Integrated Postsecondary Education Data System (IPEDS) and most other public reports on higher education, all A2S metrics include full-time and part-time students who enroll in or graduate from any institution within the system.**

Bachelor's cohort refers to an entering class of students who are seeking bachelor's degrees. These students attend four-year colleges in the system.

Underrepresented minority students (URM) include African-American, Hispanic, and American-Indian students. Non-URM students include white and Asian/Pacific Islander students. (Note: In Hawaii, Native Hawaiians and Filipinos are included as URM students.) Students whose race was classified as unknown or other were excluded from the race metrics. Nonresident aliens were excluded from all metrics.

Pell Grant recipient status is used as a proxy for students' income status because family income data are not available across all systems. Pell Grant recipients are considered to be from low-income families. There are limitations to using Pell Grant recipient status as a proxy for income status; see Technical Appendix for more information.

Freshmen are those 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 the system from which the current institution accepted college credits as well as those who moved from an associate-level program to a baccalaureate-level program anywhere within the system.

A **ratio** is calculated by dividing the performance of the target group (URM or Pell students, for example) by the performance of the reference group (non-URM or non-Pell students) on a given indicator. A ratio below 1 indicates that the target group lags the reference group, and a ratio of 1 indicates equity between the target and the reference group. Ratios are capped at a maximum of 1.

RATIO
.66

Where information is marked as **not available**, the system was not able to provide the requested data. Where information is marked as **not applicable**, the system does not have students who meet the specified criteria.

NASH
NATIONAL ASSOCIATION OF SYSTEM HEADS

The National Association of System Heads (NASH) is a membership organization of chief executive officers of the 52 public higher education systems in 38 states and Puerto Rico that works to improve the governance of public higher education systems. Its member systems enroll the lion's share of college students nationwide—about 70 percent of all four-year college undergraduates.

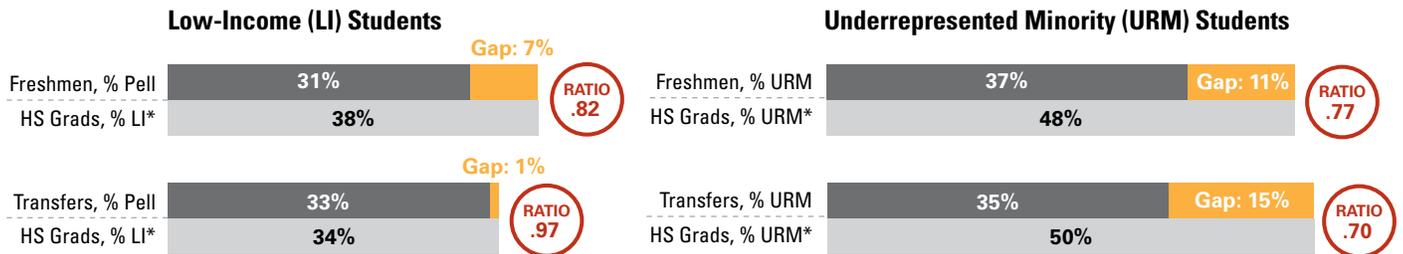


The Educati

The Education Trust promotes high academic achievement for all students at all levels—pre-kindergarten through college. We work alongside educators, parents, policymakers, and community and business leaders to help transform schools and colleges into institutions that serve all students well. Lessons learned in these efforts, together with unflinching data analyses, shape our state and national policy agendas. Our goal is to close the gaps in opportunity and achievement that consign far too many young people—especially those who are black, Latino, American Indian, or from low-income families—to lives on the margins of the American mainstream. WWW.EDTRUST.ORG

The Access metrics compare the economic and racial diversity of the system's entering undergraduates with the diversity of the state's high school graduates.

Comparing the Profile of Entering Bachelor's Students With State High School (HS) Graduates, 2005-06



* Data are three-year averages drawn from the "2003-05 American Community Survey." Freshmen are compared with 18-24 year-old high school graduates without bachelor's degrees in the state; transfer students are compared with 18-34 year-olds without bachelor's degrees in the state.

These charts compare the economic and racial diversity of the system's entering bachelor's degree-seeking students with the state's population. For income, the percentage of entering students who were Pell Grant recipients in 2005-06 is compared with the percentage of high school graduates in the state classified as low-income (below 200

percent of the poverty level) in 2005. For race/ethnicity, the percentage of entering students who were URMs in 2005-06 is compared with the percentage of high school graduates who were URMs in the state. The ratio is calculated by dividing these respective percentages. The charts combine part-time and full-time undergraduates.

Characteristics of Entering Bachelor's Students, 2005-06

	By Income Status						By Underrepresented Minority (URM) Status			
	Freshmen			Transfers			Freshmen		Transfers	
	Total	Pell	Non-Pell	Total	Pell	Non-Pell	URM	Non-URM	URM	Non-URM
Total (#)	44,650	13,872	30,778	54,286	18,019	36,267	15,074	25,662	16,574	30,577
% Part-Time	6	6	6	29	22	33	7	5	32	28
% Female	58	64	56	57	60	56	62	56	61	55
% URM	37	59	27	35	46	30	-	-	-	-
% Pell	31	-	-	33	-	-	50	21	44	28

This table provides demographic and enrollment characteristics about the system's entering first-time and transfer students in bachelor's degree programs in 2005-06.

The data include income (by Pell Grant recipient status), race (by URM status), gender, and part-time status.

Number of Additional Bachelor's Students Who Would Have Entered in 2005-06 if Access Gaps Were Halved

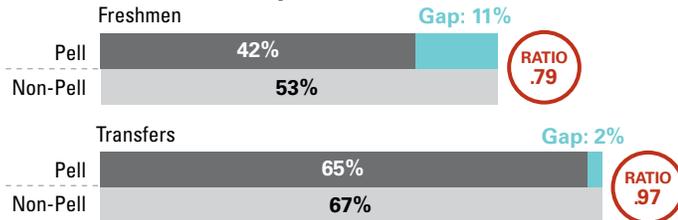
	Low-Income Students	Underrepresented Minority (URM) Students
Freshmen	1,548	2,240
Transfers	219	3,501

This chart illustrates the potential impact of A2S by showing the additional number of low-income (Pell) and URM students who would have entered bachelor's degree programs in 2005-06 if the system's access gaps had been cut in half in the baseline year.

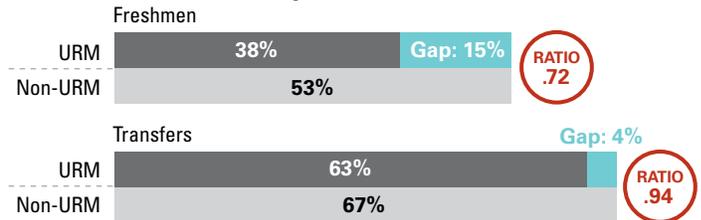
The Success metrics compare the graduation rates of low-income and underrepresented minority students with those of other students.

Comparing Low-Income and Underrepresented Minority (URM) Graduation Rates With Other Students, Fall 1999 Bachelor's Cohort

Six-Year Rates by Income Status



Six-Year Rates by URM Status



These charts compare the percentage of Pell Grant recipients and URM students who entered bachelor's degree programs in fall 1999 and who graduated in the system within six years with the percentage of non-Pell and non-URM students who graduated in the

system within six years (by summer 2005). The charts combine part-time and full-time undergraduates.

First-Year Retention and Seventh-Year Still-Enrolled Rates in Bachelor's Degree Program for Students Who Entered in Fall 1999

	By Income Status				By Underrepresented Minority (URM) Status			
	Freshmen		Transfers		Freshmen		Transfers	
	Pell	Non-Pell	Pell	Non-Pell	URM	Non-URM	URM	Non-URM
Number in Entering Cohort	12,180	22,346	11,641	23,160	10,253	19,735	8,761	20,717
1st Year Retention (%)	78	81	83	80	74	82	80	82
7th Year Still Enrolled (%)	8	5	1	1	7	5	1	1

This table compares the percentage of Pell Grant recipients and URM students who entered bachelor's degree programs in the system in fall 1999 and maintained their enrollment in fall 2000 with the percentage of non-Pell and non-URM students who did the same. The table also compares the percentage of Pell Grant recipients and URM students who entered the system in fall 1999 and were still enrolled in the bachelor's degree program seven years later (in fall 2005) with the percentage of non-Pell and non-URM who did the same. When added to the percentage of students who graduated, the still enrolled rates provide an outside limit of potential graduation rates for this cohort. The table combines part-time and full-time undergraduates.

Number of Additional Bachelor's Students Who Entered in Fall 1999 Who Would Have Graduated if Success Gaps Were Halved

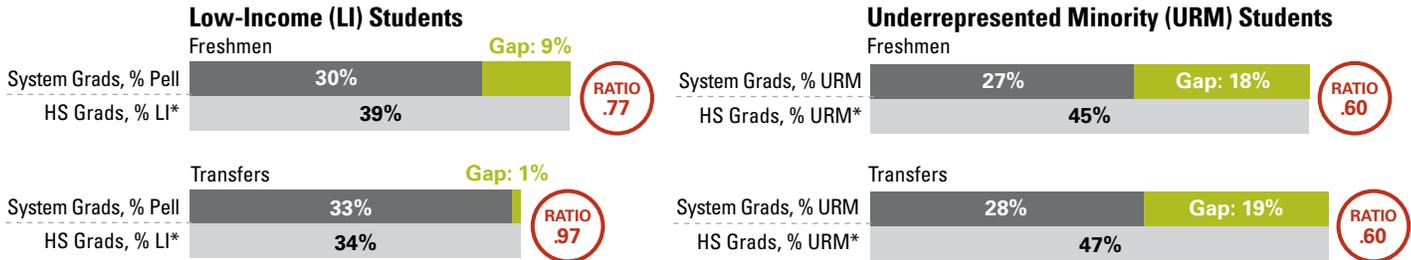
	Low-Income Students	Underrepresented Minority (URM) Students
Freshmen	700	755
Transfers	117	178

This chart illustrates the potential impact of A2S by showing the additional number of low-income (Pell) and URM students who would have graduated by 2005 if the system's success gaps had been cut in half for the fall 1999 cohort.

Access+Success

The Access+Success metrics compare the diversity of the system's graduates with the diversity of the state's high school graduates.

Comparing the Profile of System Graduates With State High School (HS) Graduates, Fall 1999 Bachelor's Cohort



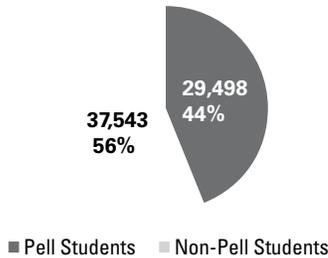
* Data are three-year averages drawn from the "2000-02 American Community Survey" as a proxy for 1999 since earlier data were not available. Freshmen are compared with 18-24 year-old high school graduates without bachelor's degrees in the state; transfer students are compared with 18-34 year-olds without bachelor's degrees.

These charts compare the percentage of Pell and URM students among those who graduated within the system by 2005 with the percentage of low-income and URMs among the state's high school graduates in 1999, when they entered bachelor's degree programs. The ratio is calculated by dividing these respective percentages. The gaps displayed

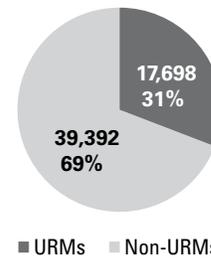
in these charts represent the combined effects of gaps in both access and success for students entering the system in fall 1999. Note: This cohort entered in 1999 and does not match the 2005-06 cohort tracked in the Access metric. The charts combine part-time and full-time undergraduates.

Number of Bachelor's Degrees Conferred, 2005-06

By Income Status



By Underrepresented Minority (URM) Status



These charts show the number of bachelor's degrees conferred overall as well as to students who were Pell Grant recipients (at any time during their undergraduate tenure) and URMs in the baseline year 2005-06. To the extent that systems meet both their access and success goals without constraining enrollment, the number of degrees conferred to

Pell and URM students also should increase over the course of the Access to Success Initiative. The charts combine part-time and full-time undergraduates, and degree recipients come from multiple cohorts.

Number of Additional Bachelor's Students Who Would Have Graduated if Access and Success Gaps Were Halved for Students Who Entered in Fall 1999

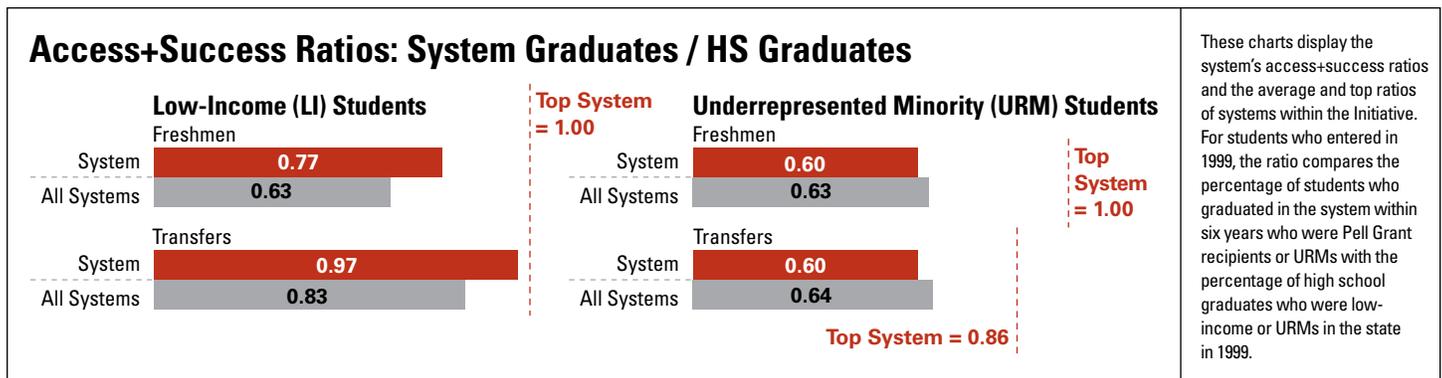
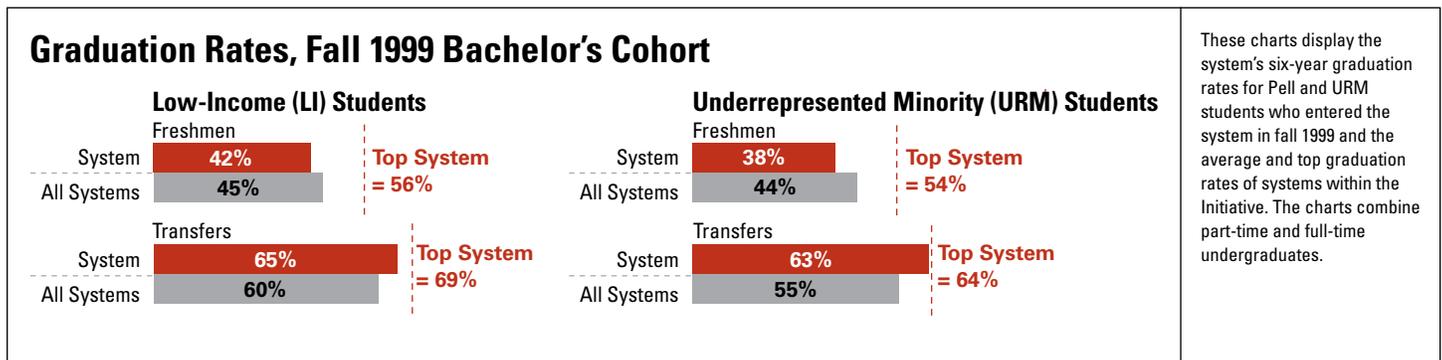
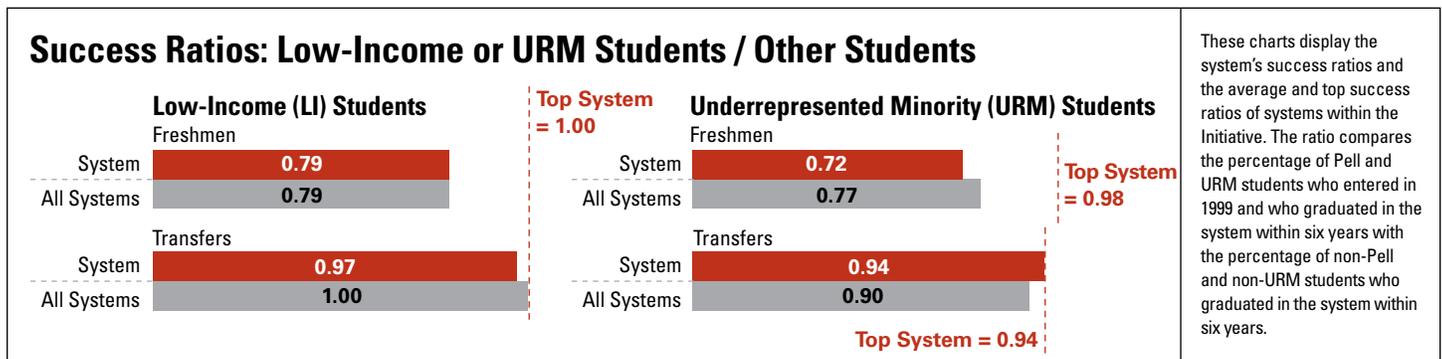
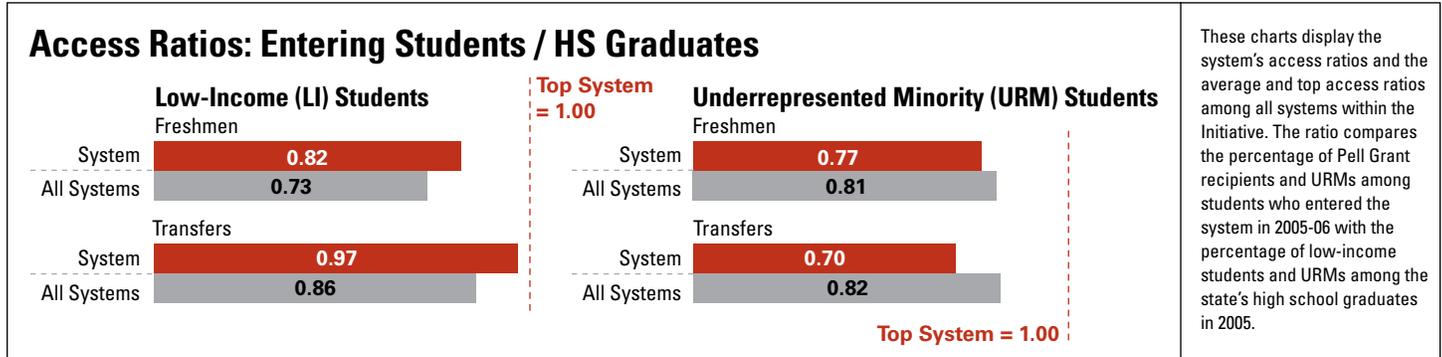
	Low-Income Students	Underrepresented Minority (URM) Students
Freshmen	747	1,273
Transfers	122	1,817

This chart illustrates the potential impact of A2S by showing the additional number of low-income (Pell) and URM students who would have entered and graduated in the system within six years if the system's access and success gaps had been cut in half for the fall 1999 bachelor's cohort.

Across the Initiative

These measures display the system's performance and the average and top performers among all systems in the Access to Success Initiative.

It is important to provide a frame of reference for each system's A2S data. Accordingly, this page shows how the system is performing in relation to the Initiative as a whole. Comparisons between different systems should be made with caution and consideration of the unique circumstances, such as size, student profile, and resources, that face each system.



Note: The "All Systems" data represent the average access and success rates and ratios across all students in the Initiative. In effect, the entire Initiative is treated as one system. For example, the Initiative-wide success rate is calculated by dividing the total number of students across all systems who succeeded within four years by the total number of students who entered across all systems in fall 2001. However, for the URM ratios, the average and top system calculations omit the University of Puerto Rico System and the Southern University A & M College System because these systems do not have appropriate non-minority comparison groups. Systems with cohorts with less than 30 students also were excluded from the top system ratios and rates due to data reliability concerns.