

**Recent Trends in Undergraduate Persistence at Cal State Northridge:
The Progress of Fall 2002-14 Entrants**

by

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This report, which is designed to serve as background for CSUN's upcoming mid-cycle WASC review, examines several key indicators of undergraduate progress. More specifically, the following pages summarize the one-year continuation rates of the first time freshmen and upper division transfer students entering the University during the Fall 2002-14 period. Thereafter, two types of graduation rates are examined:

- the six-year rates of first time freshmen entering CSUN during the Fall 2002-09 period
- the three-year rates of upper division transfer students entering CSUN during the Fall 2005-12 period

In each case, separate persistence rates are presented for students stemming from backgrounds Traditionally Underserved by higher education and for those stemming from Better Served backgrounds.¹ Finally, the recent CSUN persistence rates are compared to those at other large CSU campuses, thereby locating the CSUN data within a broader context

In order to set the stage for the subsequent examination of persistence, this report begins with a review of several key characteristics of both freshman and transfer entrants. Given the range of persistence rates considered elsewhere, the initial review examines Fall terms during the 2002-14 period, with progressive changes in the composition of entering cohorts highlighted. Although the focus on this time period covers largely new ground, it overlaps, by a few years, the time period examined during the campus's most recent Educational Effectiveness Review. During that review, attention focused on the 1993-2004 time period.

For the sake of consistency, several small groups of students are excluded from the data relied on in this report. As Table 1 indicates, these exclusions include international students, who often come from

¹ Traditionally Underserved students include those stemming from American Indian, Pacific Islander, African American, and Latina/o backgrounds. All others are included in the "Better Served" grouping (i.e., Asian, White, Other, and Unknown). International students have been excluded from the data considered here.

quite different educational backgrounds, and students entering at atypical class levels. Thus, students not entering as freshmen were excluded from the first time freshman grouping, while those entering as freshmen or sophomores have been excluded from the transfer grouping. These exclusions are more consequential for the latter than for the former, with the transfer sample reduced by one-tenth as a result. Excluding these atypical subgroups, however, should have the effect of making the persistence rates reviewed more reliable.

Recent Changes in the Character of CSUN's New Undergraduates

During much of the thirteen-year time period considered here, CSUN's overall undergraduate enrollment generally increased from year to year. According to Figure 1, the greatest growth occurred during the 2004-2008 period, when undergraduate enrollment increased by one-fifth, climbing from 24,653 headcount students to 30,235. After a lull, brought on by the sharp economic downturn of late-2008, growth resumed, albeit at a more modest level. As a result, undergraduate enrollment increased by another fifth during the next five years, exceeding 35,000 students by Fall 2014.

The main engine of this enrollment growth has been a sometimes fitful increase in the number of first time freshmen and upper division transfer students entering the University each Fall (see Figure 2). Their numbers more than doubled during the 2004-14 period, with the transfer numbers growing more strongly than the freshman numbers (by 181% vs. 77%). By Fall 2014, therefore, the number of new transfer entrants outstripped the new freshmen entrants for the first time in more than a decade. As a result, just over 5,500 new transfer students entered CSUN in that Fall term, as did close to 5,200 first time freshmen.

Characteristics of Incoming First Time Freshmen

Throughout the period considered here, two background characteristics remained largely unchanged from one freshman entry cohort to the next: close to four-fifths of the entering students were 18 or younger, while the majority (56%-58%) were women. The other three characteristics considered in Table

2 underwent considerable change. Thus, the proportion of students from Traditionally Underserved backgrounds increased from 51% at the beginning of the period to close to 61% for the Fall 2009 cohort, increasing another one-fifth (from 62% to 70%) during the next five Fall terms. Similarly, the proportion of Pell-Grant recipients, a proxy for low-income status, grew from 42% in Fall 2007 to the mid-sixties by the 2011-14 period (see Figure 3).

Much of this change in composition was fueled, as Figure 4 indicates, by a sharp rise in the number of Latina/o freshmen entering the University. As a result, they accounted for three-fifths of the new freshmen in the Fall 2014 entry cohort. Throughout the period, racial and ethnic background and Pell-Grant status were closely linked, with students from Traditionally Underserved backgrounds more likely to be Pell-Grant recipients than those from Better Served backgrounds (60%-74% Pell vs. 30%-45%). Shifts in the educational achievements of the parents of entering freshmen mirror the changes in racial and ethnic background. As the last section of Table 2 and Figure 6 indicate, the proportion of incoming freshmen who report that both their parents have no more than a high school education grew by more than a quarter between the Fall 2002 and Fall 2009 entry cohorts, rising from 29% to 37%. Since then, the proportion grew by another 14%, rising to 51% within the Fall 2014 entry cohort. These figures suggest that the majority of CSUN's incoming freshmen are now first-generation college students.²

Despite these changes in background, entering students' high school GPAs and composite SAT scores changed remarkably little, as the first two sections of Table 3 indicate. During the period considered, the high school GPAs of entering freshmen grew modestly, from around 3.10 at the beginning of the period to 3.15-3.20 by the end of the period, while their average SAT scores remained in the low 900s.

² The federal definition of "first-generation" status is more inclusive than the one relied on here, encompassing students whose parents have completed some college. Under the federal definition, fully seven-tenths of CSUN's entering freshmen have been first generation college students since Fall 2011.

In contrast, proficiency at entry has undergone considerable change. Although the proportion of freshmen proficient in both mathematics and English at entry remained stable during the 2002-09 period, according to Figure 7, it has increased by 50% since then, rising from 26% to 38% for the Fall 2014 entrants. As one might expect, a complimentary decline in the proportion of students needing remedial work in both English and mathematics at entry has also been evident. This proportion has declined by two-fifths since 2009, dropping from 46% to 32% for the Fall 2014 entry cohort. Despite the increase in proficiency, clear gaps in preparedness are evident throughout the period. Thus, as Figures 8 and 9 indicate, freshmen stemming from Traditionally Underserved backgrounds remain considerably less likely to arrive at CSUN fully prepared for college work and considerably more likely to need remediation in both mathematics and English. Since such preparedness for college work affects persistence, it is to be expected that recent growth in the Traditionally Underserved segment of the entering freshman class might lead to a drop in the one-year continuation rate in particular.

Table 4 summarizes several elements of freshman performance during the first college year. Despite the just-described shift in the composition of recent incoming classes, little difference in performance is evident. Thus, close to nine-tenths of each incoming cohort attempts a full load during students' first semester at CSUN, while close to three-quarters end their first year in good academic standing. Further, average GPAs at the end of the first year remained largely unchanged, hovering between 2.50 and 2.70 throughout the period.

Some shifts in students' choice of major are evident, according to the first section of Table 4. The proportion of freshmen entering with no declared major declined by a third, going from 32% to 22% during the 2002-14 period. As a result, a number of majors gained adherents, with the proportion of students opting for majors housed in Health and Human Development or Social and Behavioral Sciences effectively doubling. In addition, the proportion of freshmen favoring majors housed in Science and Mathematics increased by 50% between the beginning and end of the period.

In short, CSUN's incoming freshmen continued to perform relatively well during their first year of college, despite the clear changes in the characteristics of entering classes. By the end of the Fall 2002-14 period, seven-tenths of CSUN's incoming freshmen stemmed from Traditionally Underserved backgrounds, while close to two-thirds received Pell Grants. In addition, at least half had parents with no more than a high school education, which means that they are first-generation college students. This picture contrasts with the typical characteristics of the Fall 2002 entrants. Of these, close to half stemmed from Better Served backgrounds and did not rely on Pell-Grant funding at entry. Further, at least half had parents with at least some college education, suggesting that they were not first-generation students.

Characteristics of Incoming Transfer Students

As was the case for the incoming freshmen, women have been dominant among CSUN's new transfer students throughout the period under study, with their percentage ranging from 52%-60% (see section 2 of Table 7). Incoming students' transfer GPAs demonstrate similar stability, with the average consistently hovering around 3.00 (see section 8 of Table 7). In terms of age, incoming transfer students tend to be older than their 18-year-old freshman counterparts. According to the third section of Table 7, two-thirds to three-quarters of the new transfer students have been 22 or older at CSUN entry throughout the period under study. At the same time, those between 22 and 26 years of age have tended to become more dominant. They represented 45%-48% of the incoming students at the beginning of the period, but accounted for 56% of the Fall 2013-14 entrants.

Changes in student background are more pronounced than those for age and tend to mirror the trends evident among the first time freshmen (see section 4 of Table 7). After a two-year dip at the beginning of the period under study, the proportion of transfer students stemming from Traditionally Underserved backgrounds increased from 29% to 46% during the 2004-14 period, a gain of almost two-thirds (see Figure 10). Although the increase in the proportion of Traditionally Underserved students was largely driven by gains in the numbers of Latina/o students enrolling, as Figure 11 indicates, growth in the

number of White students kept pace. Thus, the number of Latina/o transfer entrants did not exceed the number of White students until the entry of Fall 2014 cohort. This pattern is in clear contrast to that for the first time freshmen, where students from Latina/o backgrounds have been in the majority throughout the 2002-14 period.

Gains in the proportion of Pell-Grant recipients among the incoming transfer students are similar to those for the incoming freshmen. In both cases, their proportion rose fairly steadily during the 2007-14 period, going from 33% to 58% among the transfer entrants, according to Figure 10 and the fifth section of Table 7. A similar gap between students stemming from Traditionally Underserved and Better Served backgrounds is also evident. As Figure 12 indicates, the former are consistently more likely than the latter to be Pell-Grant recipients, though the gap is somewhat smaller at the end of the period under study than it was at the beginning (16%-18% vs, 10%-11%). In recent years, gains in the proportion of first-generation students have accompanied the shift in low-income status, as Figure 13 and section 7 of Table 7 indicate. After an initial period of stability, the proportion of students whose parents have no more than a high school education increased by almost two-fifths, rising from 26% for the Fall 2009 entry cohort to 36% for the Fall 2014 entry cohort.³

Table 8 summarizes several elements of transfer students' academic performance during their first year at CSUN. As was the case for the incoming freshmen, little difference in performance is evident through time, despite the just-described shift in the composition of recent entering classes,. Thus, 60%-70% of the incoming transfers attempted a full load during their first CSUN semester (i.e., 12-15 units) and 81%-87% ended their first academic year in good standing. Average CSUN GPAs were close to 3.00 throughout the period, generally ranging from 2.80 to 2.90. Although some fluctuation in preferred majors is evident, as the first section of Table 8 shows, consistent trends are few. Preference for majors

³ Again, the federal definition of "first-generation" status is more inclusive. Under its definition, fully three-fifths of the transfer students entering CSUN in Fall 2013 or Fall 2014 would be deemed first generation college students, since their parents can claim no more than a two-year college education.

housed in Health and Human Development did rise fairly consistently throughout the period, effectively doubling. Interest in majors housed in Business and Economics tended to decline after 2007, as did interest in Humanities majors.

In short, CSUN's incoming transfers, like their freshman counterparts, continued to perform relatively well during their first year of college, despite a clear shift in the composition of the entering classes. By the Fall 2002-14 period, close to four-tenths of CSUN's incoming transfer students stemmed from Traditionally Underserved backgrounds, while close to three-fifths received Pell Grants. In addition, close to a third were first-generation college students, whose parents had no more than a high school education. The typical characteristics of the Fall 2002 entrants present a contrast. Of these, three-fifths stemmed from Better Served backgrounds, with only a third relying on Pell-Grant funding at entry. Further, the majority had parents with at least some college education, suggesting that they were not first-generation students.

Persistence to Degree

Figures 14-17 summarize the most recently available one-year continuation and three-year graduation rates for CSUN's new transfer entrants.⁴ According to Figure 14, the one-year continuation rate for cohorts entering throughout the 2002-14 period has remained relatively unchanged, ranging from 81% to 85%. Clear gains are evident for the three-year graduation rate, however. This rate rose from 54% for the Fall 2007 cohort to 64% for the Fall 2010 cohort and has held steady for the next two entry cohorts. Similar gains are evident for the "likely" graduation rate, which combines the three-year graduates with those students still enrolled in their seventh term after entry. This likely rate rose quite steadily between the entry of the Fall 2006 and Fall 2010 cohorts, increasing from 71% to 78%. Like the three-year rate, it has held steady for the two most recent entry cohorts considered.

⁴ The counts underlying Figures 14-17 appear in Tables 9 and 10.

Figure 15 indicates that the one-year continuation rates of recent transfer entrants are largely equivalent for students from Traditionally Underserved and Better Served backgrounds, with the gap between them rarely exceeding 3%. Similar equivalence is evident for the Likely graduation rates considered, according to Figure 17. Although there was a noticeable gap in the three-year graduation rates of transfer students entering during the Fall 2005-07 period, it had disappeared almost entirely by the time the Fall 2009 entrants began to graduate (see Figure 16). It is noteworthy that this narrowing was largely due to disproportionate gains by student from Traditionally Underserved backgrounds, with the result that the overall three-year graduation rate rose at the same time.

The picture is more complicated for the first time freshmen entering CSUN during the Fall 2002-14 period, as is clear from the persistence rates summarized in Figures 18-20 and Tables 5-6. Although the one-year continuation rates of incoming first time freshmen, declined fairly steadily during the 2002-08 period, they have recovered fully since then. As Figure 18 indicates, the continuation rate rose from 71% for the Fall 2008 entry cohort to 74% for the next three entry cohorts and from there to 78% for the Fall 2014 entry cohort. Unfortunately, the gap in achievement remained largely unchanged during the 2008-14 period, with the continuation rates of students from Traditionally Underserved backgrounds consistently lagging the rates of those from Better Served backgrounds.

Undoubtedly, recent gains in the overall continuation rate are linked to gains in the entry-level proficiency of CSUN's entering freshmen during the same period, as is clear from a comparison of Figures 7 and 18. At least in part, however, these most recent gains can be attributed to the introduction of the CSU's mandatory Early Start Program in Summer 2012. Its aim is to facilitate persistence and eventual graduation by requiring incoming freshmen to begin fulfilling any remaining entry-level proficiency requirements in mathematics or English in the summer before their formal Fall-term matriculation. Thanks to the Program's rigorous implementation at CSUN, participating freshmen have made significant gains in their entry-level proficiency in mathematics in particular.

As is the case for the one-year continuation rates, gaps in the graduation rates of freshmen from Traditionally Underserved and Better Served backgrounds are evident within the entry cohorts considered. According to Figure 19, the overall six-year graduation rate has risen slowly, and fairly steadily, throughout the period under consideration, going from 40% for the Fall 2002 entrants to 50% for the Fall 2009 entrants. Similar, more modest gains, are evident for the Likely graduation rate, which rose from 51% for the Fall 2002 entrants to 58% for the Fall 2009 entrants (see Figure 20).⁵

Throughout, the Underserved-Better Served six-year graduation rate gap has rarely been less than 10 percentage points. It has diminished, however, for the three most recent entry cohorts considered. As the overall six-year graduation rate rose from 45% for the 2007 entry cohort to 50% for the 2009 entry cohort, the gap declined from 14 to 11 points. Much of the credit for these most recent gains, which will hopefully persist, can be attributed to an initiative led by staff in the Office of Undergraduate Studies, which is designed to make sure that students who are ready to graduate are not hindered from doing so by insignificant gaps in the of completion of required courses, which can be easily remedied if identified in a timely manner.

A Comparative Context for CSUN Persistence

In an effort to put student persistence at CSUN in comparative perspective, Tables 11-14 display recent persistence rates at the sixteen CSU campuses enrolling at least 10,000 undergraduate students in Fall 2014, the most recent term considered here. This limitation was placed on the comparison campuses included because campus size and scale have an important impact on campus structure and organization, both of which affect student persistence. Average enrollment at the comparison campuses was 21,367 headcount undergraduates in Fall 2014, with half enrolling between 15,500 and 25,775 students; CSUN's undergraduate enrollment of 33,144 was the largest. In contrast, the average undergraduate enrollment on

⁵ As noted above, likely graduates are those who have graduated within a set time period – six years for first time freshmen – or are still enrolled in the Fall term immediately following the end of that period.

the seven smaller CSU campuses was 6,204 students in Fall 2014, with no campus enrolling more than 8,500 undergraduates.

Tables 11-13 present summary data for the three most recent Fall terms for which comparison data are available, with three-year averages shown in Table 14 and Figures 21 and 22. The data used to assemble these tables and figures were downloaded from the Graduation Rates Dashboard housed on the web site of the CSU Chancellor's Office. Since the composition of the cohorts relied on in the Dashboard differs somewhat from the parameters outlined at the beginning of this report, the CSUN persistence rates shown in Tables 11-14 differ slightly from those appearing elsewhere in this report. More specifically, the freshman data posted on the Graduation Rates Dashboard are limited to those students attempting a full course load at entry (i.e., at least 12 units). In addition, no class-level limitation is imposed for either the incoming freshman or transfer cohorts appearing in the Dashboard, with international students included as well.

Table 11 presents the one-year continuation rates for the freshman and transfer students entering any one of the 16 CSU campuses during the Fall 2012-14 period. The listing by three-year average highlights the fact that the CSUN averages appear at the bottom of both lists. This is more consequential in the case of the freshmen than in the case of the transfers, since the latter are less dispersed than the former. That is, half of the transfer continuation rates shown fall between 86.1% and 89.3%, compared to a range of 81.8% to 88.1% for the freshman continuation rates.

Given the comparatively low CSUN continuation rates shown in Table 11, the campus's relative position in the graduation rate listings shown in Tables 12 and 13 is unexpected. Table 12 displays campus-by-campus three-year graduation rates for transfers students entering during the Fall 2010-12 period. Here, CSUN is ranked eighth of sixteen, above the average for the CSU as a whole and just above the median score for the 16 large campuses (63.2 vs. 59.6 and 62.7). CSUN's relative performance in terms of the six-year graduation rate for incoming freshmen is not as strong. It appears in 11th place in the

listing shown in Table 13, well below the overall CSU average and below the median rate for the 16 campuses considered. Nonetheless, given CSUN's relatively low one-year continuation rates, its performance in terms of persistence to graduation is noteworthy. The comparative findings also suggest that efforts to improve students' initial success at CSUN might lead to unexpectedly large gains in higher graduation rates.⁶

Given the recent shift in the character of CSUN's recent freshman entry cohorts, Table 14 presents figures designed to explore the possibility that campus differences in selected entry characteristics may account for differences in initial persistence. The figures indicate that CSUN had the largest freshman entry cohorts during the three-year period examined. In addition, it had the fourth largest proportion of freshmen from Traditionally Underserved backgrounds, the fifth largest proportion of Pell-Grant recipients and the fifth smallest proportion of students fully proficient in mathematics and English at entry.

The correlation coefficients appearing below the table suggest that one-year continuation rates are strongly linked to proficiency at entry, which, in turn, varies with the proportion of students stemming from Traditionally Underserved backgrounds.⁷ These links are summarized in Figures 21 and 22, with the red diamond identifying the CSUN values and those for the other Los Angeles campuses singled out. These seem to divide into two groups. Fullerton, Long Beach, and Pomona have relatively small proportions of entering freshmen from Traditionally Underserved backgrounds and relatively high proportions of students who are fully proficient at entry. As a result, their one-year continuation rates are among the highest appearing in Figure 22. CSUN, along with Los Angeles and Dominguez Hills, are at

⁶ Evidence for the utility of such a strategy comes from the experience of the Fall 2007-09 freshman entrants: 60%-64% of those who enrolled for a second year of college had graduated by the end of six years after entry.

⁷ Previous research indicated that proficiency in mathematics is key to the initial success of first time freshmen. Unfortunately, the data posted on the Graduation Rates Dashboard do not allow one to distinguish between students needing remediation in mathematics rather than English. Only two categories of preparation are identified: fully proficient and not proficient.

the other end of the background spectrum, with larger proportions of students from Traditionally Underserved backgrounds, relatively few of whom are fully prepared for college work at entry. As a result, all three have among the lowest one-year continuation rates shown in Figure 22.

Taken together, Figures 21 and 22 suggest that the entry-level preparedness of CSUN's freshmen is in keeping with the relatively large proportion stemming from Traditionally Underserved backgrounds. To some degree, the campus's one-year continuation rate is in keeping with the character of its incoming freshman cohorts as well. At the same time, several campuses, whose incoming freshman display characteristics similar to those of the incoming CSUN students, do a better job of insuring their students' first-year success. Thus, CSUN might have lessons to learn from their practices and procedures.

Major Findings

The continuation and graduation rates reviewed in preceding pages fall within a thirteen-year period bounded by the Fall 2002 and Fall 2014 entry cohorts. This period has been one of rapid growth for CSUN, with undergraduate enrollment rising fairly steadily from approximately 28,000 headcount students to 35,200 undergraduates, a gain of more than a third. Much of this growth was fueled by a steadily growing number of new first time freshmen and upper division transfer students. The latter more than doubled in number during the period under study (from 2,627 to 5,548), while successive freshman cohorts grew by 43% (from 3,623 headcount students to 5,185). More importantly, the character of the incoming undergraduates changed, with the more dramatic changes evident for the first time freshmen. Among these, the proportion of students from Traditionally Underserved backgrounds grew from 51% to 70%, while the number of Pell Grant recipients increased by two-fifths (from 46% of the entry cohort to 65%). Associated with these changes was an increase in first-generation college students. Taken together, these changes in size and composition have proven challenging, as CSUN faculty and staff have striven to maintain and enhance the levels of student persistence typical of the early 2000s.

As noted above, four in five of the upper-division transfer students entering CSUN during the Fall

2005-12 period persisted into their second year of study, with the proportion graduating within three years rising from 54% to 63% for the Fall 2007-12 entry cohorts. Similar gains are evident for “likely” graduates, whose rates increased from 72% to 78% within the same time period.⁸ More striking than these gains in successful college completion is the fact that, from the Fall 2009 entry cohort onwards, there has been virtually no difference in the persistence or graduation rates of transfer entrants from Traditionally Underserved and Better Served backgrounds. Finally, when compared to other large CSU campuses, recent three-year graduation rates at CSUN fall in the upper half of the distribution. Given that the recent one-year continuation rates for CSUN’s transfer students are comparatively low, this level of performance is noteworthy.

The data reviewed above reveal a more complex picture for CSUN’s first time freshmen. Overall six-year graduation rates have undoubtedly improved during the period considered, rising from 40% for the Fall 2002 entry cohort to 50% for the Fall 2009 cohort, a gain of one-fourth. Likely graduation rates grew as well, albeit more modestly (from 51% to 58%). Although the six-year graduation rates of Traditionally Underserved students lagged those of students from Better-Served backgrounds throughout the period, their six-year graduation rate grew apace, rising from 35% for the Fall 2002 entry cohort to 45% for the Fall 2009 entry cohort. Such gains are noteworthy, given the consistent growth in freshman numbers and the gaps in preparation that so many of these new students continued to arrive with.

The most recent freshman entry cohorts considered suggest the emergence of a new pattern. The six-year graduation rate for freshmen entering during the Fall 2007-09 period grew from 45% to 50%, while the Underserved-Better Served gap declined from 14 percentage points to 11. As noted above, these most recent gains are a consequence of a relatively new initiative designed to prevent easily remedied obstacles to graduation from impeding student progress.

⁸ “Likely” graduates are those who have graduated within a set period—three years for transfer students and six years for First Time Freshmen—or are still enrolled at the University in the semester following the end of the period in question.

Figure 1. Number of Undergraduate Students Enrolled at CSUN During the 2002-14 Period

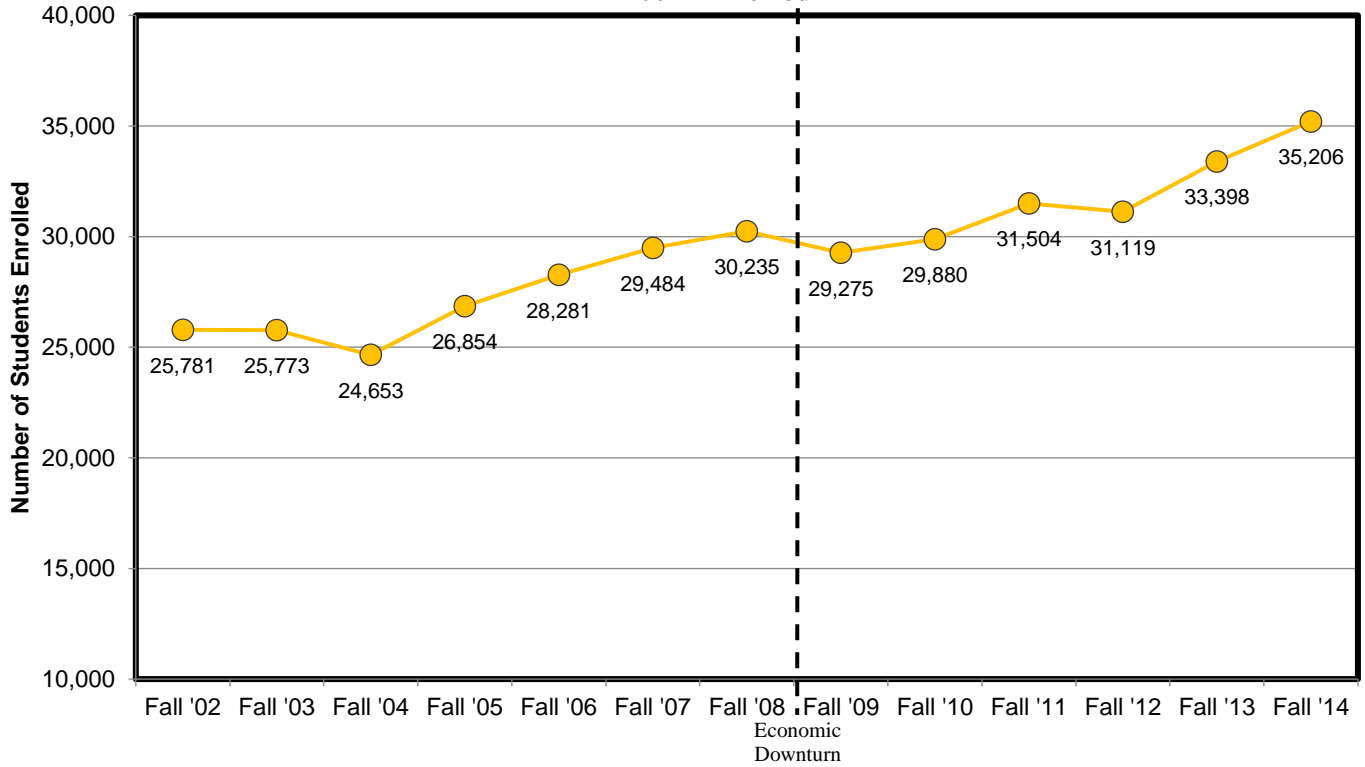


Figure 2. Number of New Undergraduate Students Enrolling at CSUN During the 2002-14 Period by Entry Status

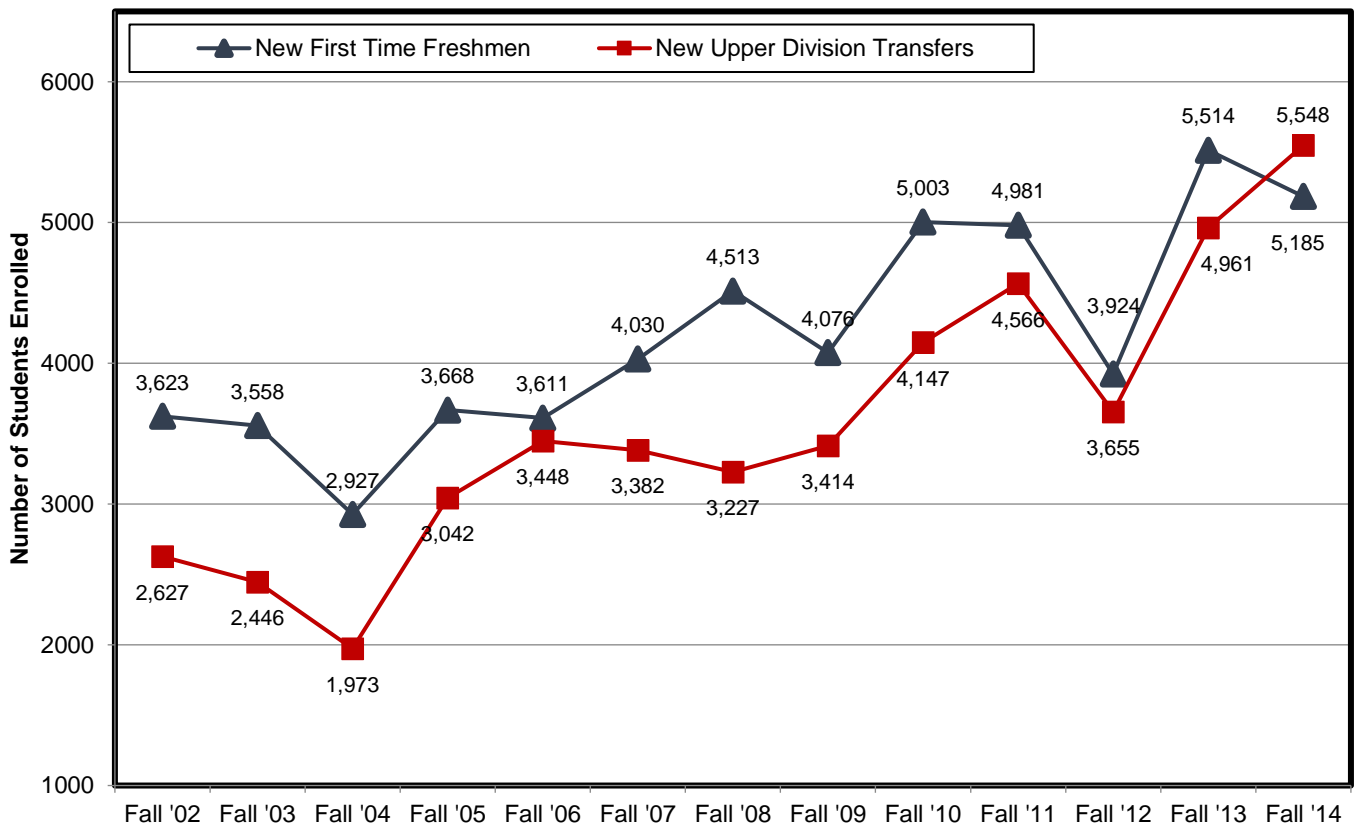


Figure 3. Percentage of First Time Freshmen Stemming From Traditionally Underserved Backgrounds or Receiving Pell Grants by Fall Term

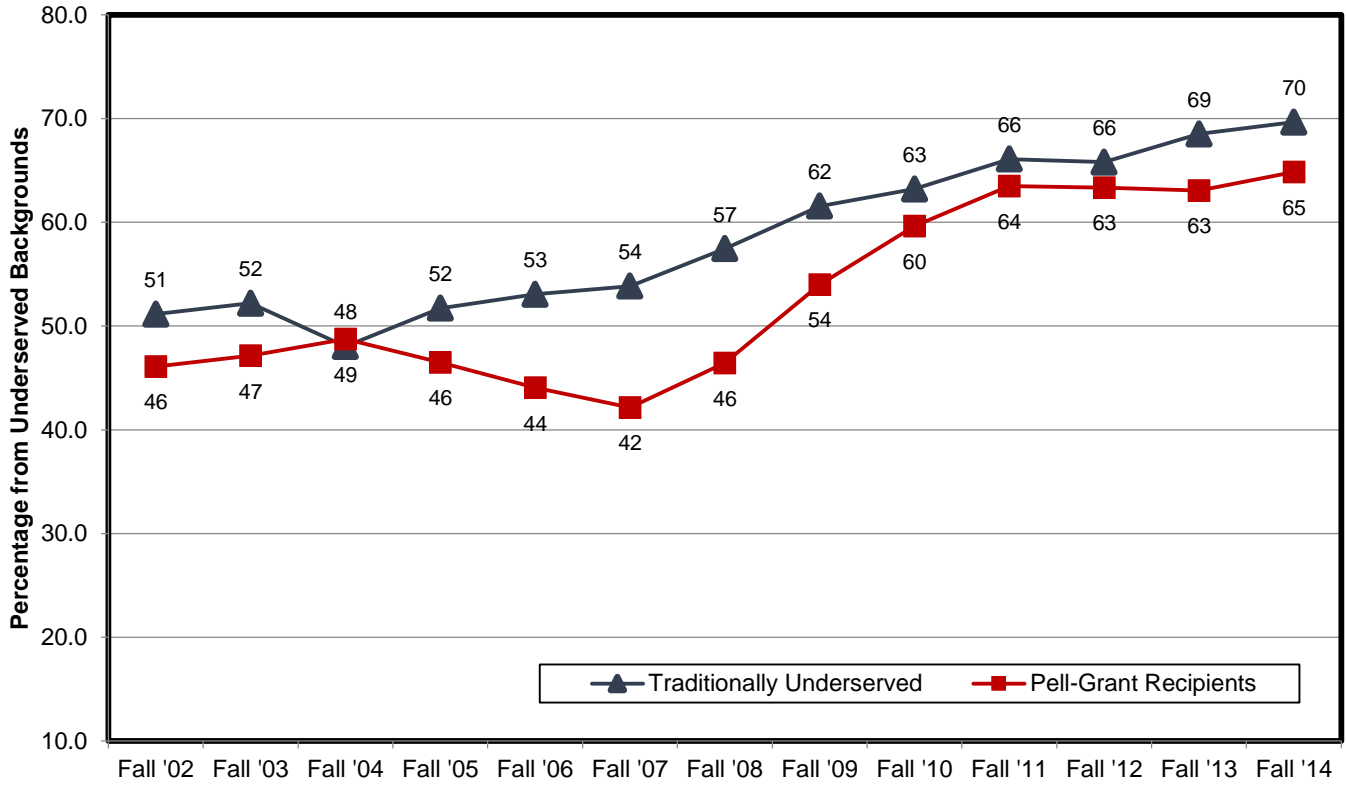


Figure 4. Number of First Time Freshmen Enrolling at CSUN by Racial and Ethnic Background and Entry Term

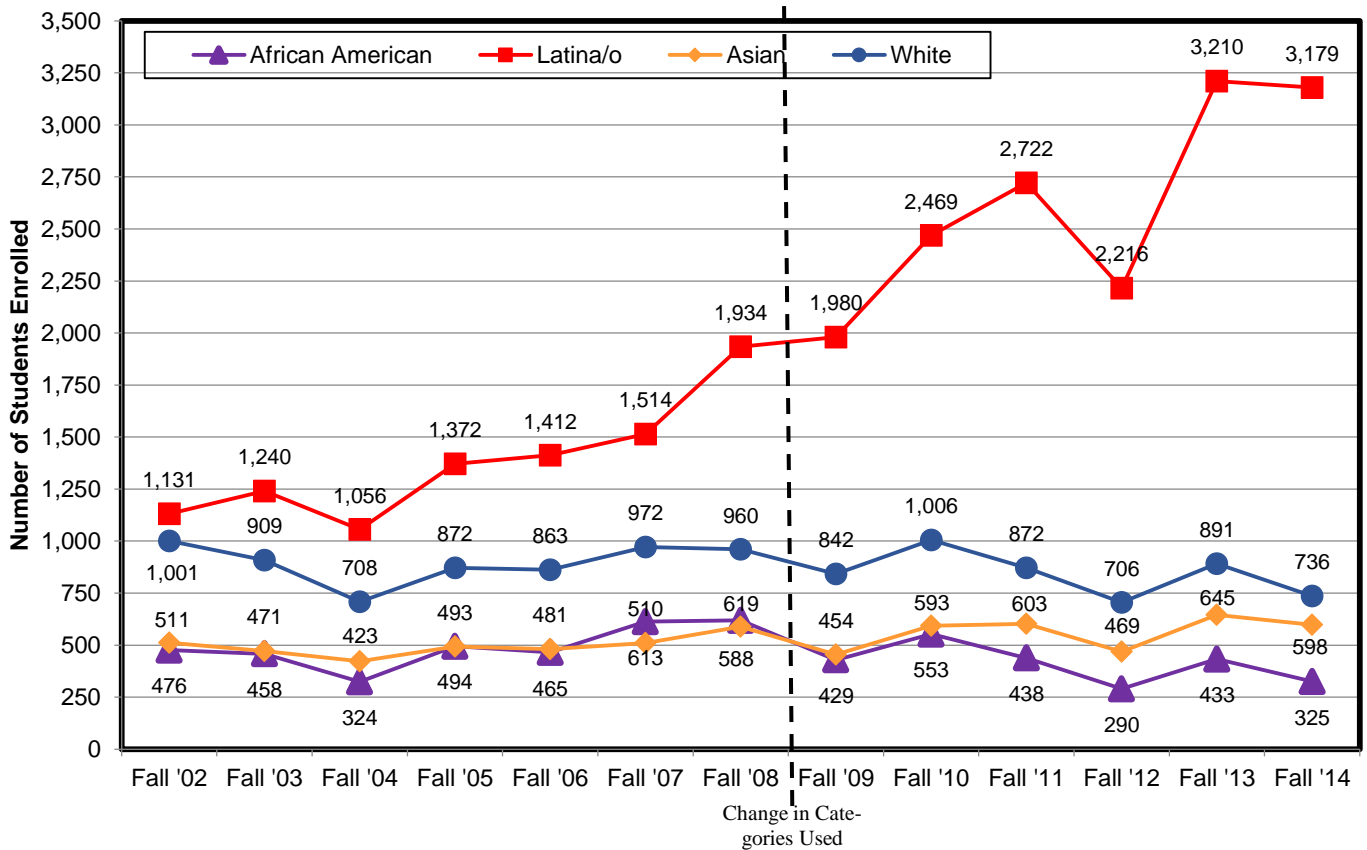


Figure 5. Proportion of Pell Grant Recipients Among First Time Freshmen by Racial and Ethnic Background and Fall Entry Term

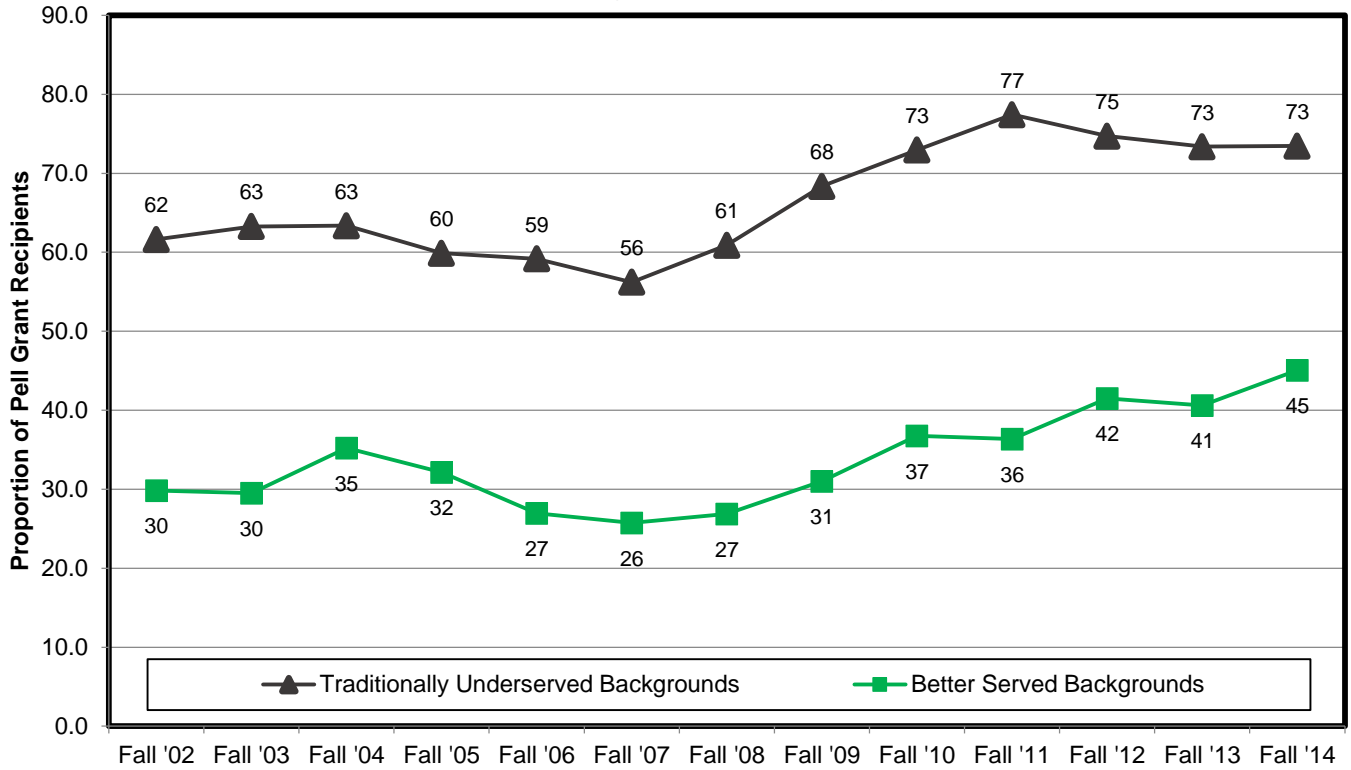


Figure 6. Proportion of First Time Freshmen with Parents Who Have Completed No More Than a High School Education or Some College by Fall Term

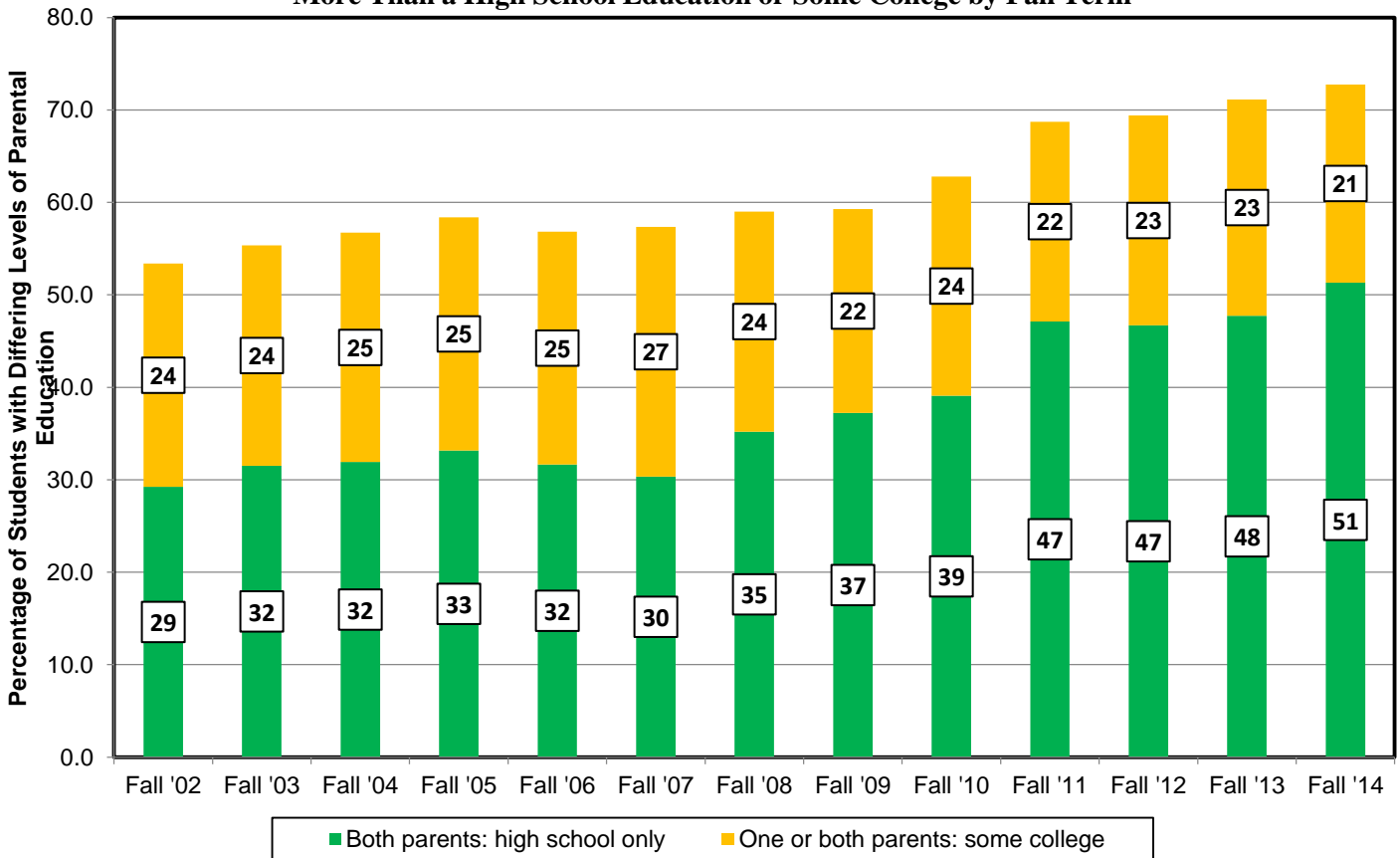


Figure 7. Percentage of New First Time Freshmen Fully Proficient at Entry or Needing Remediation in Both English and Mathematics by Fall Term

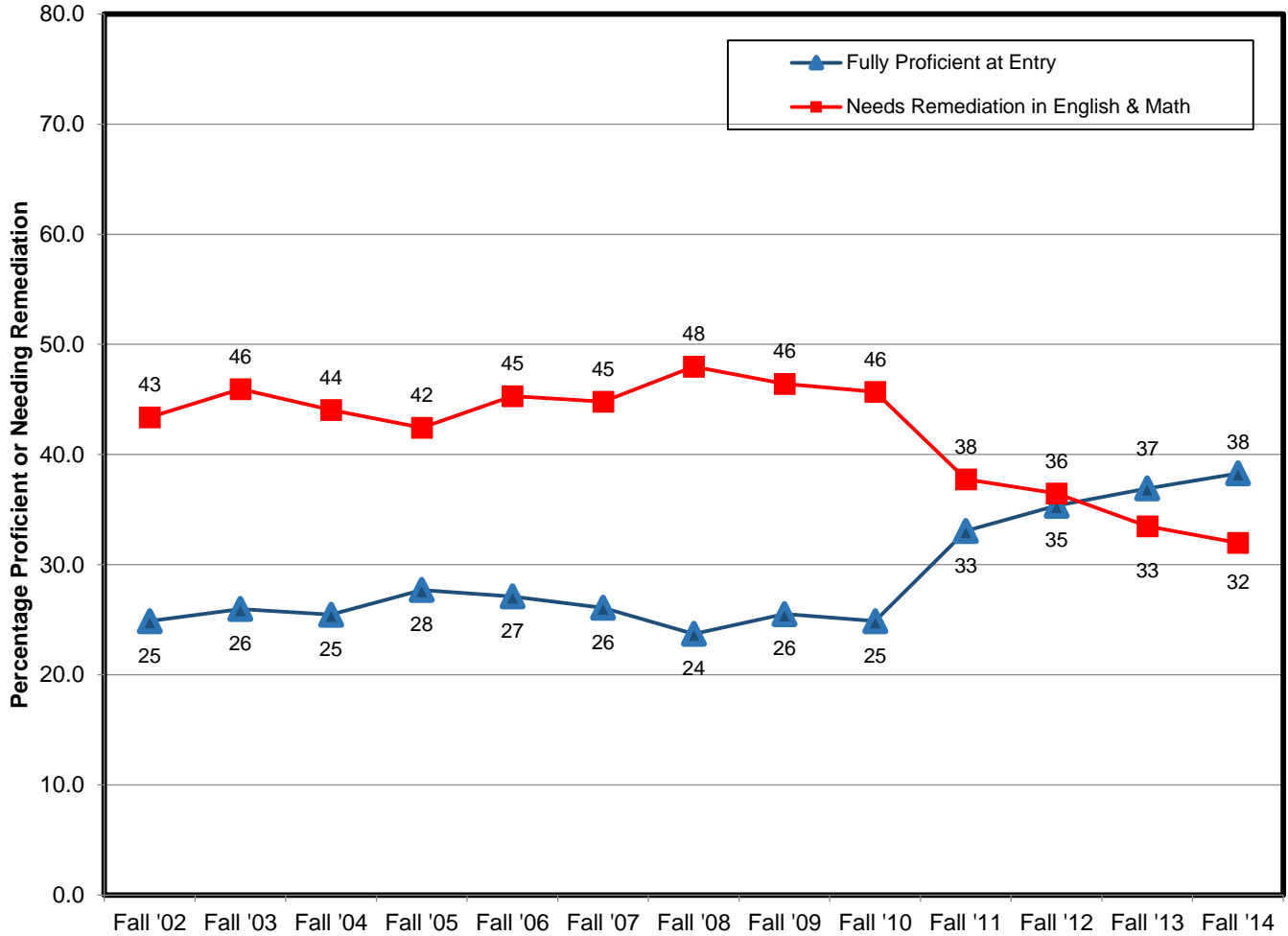


Figure 8. Percentage of First Time Freshmen Fully Proficient at Entry by Racial and Ethnic Background and Fall Term

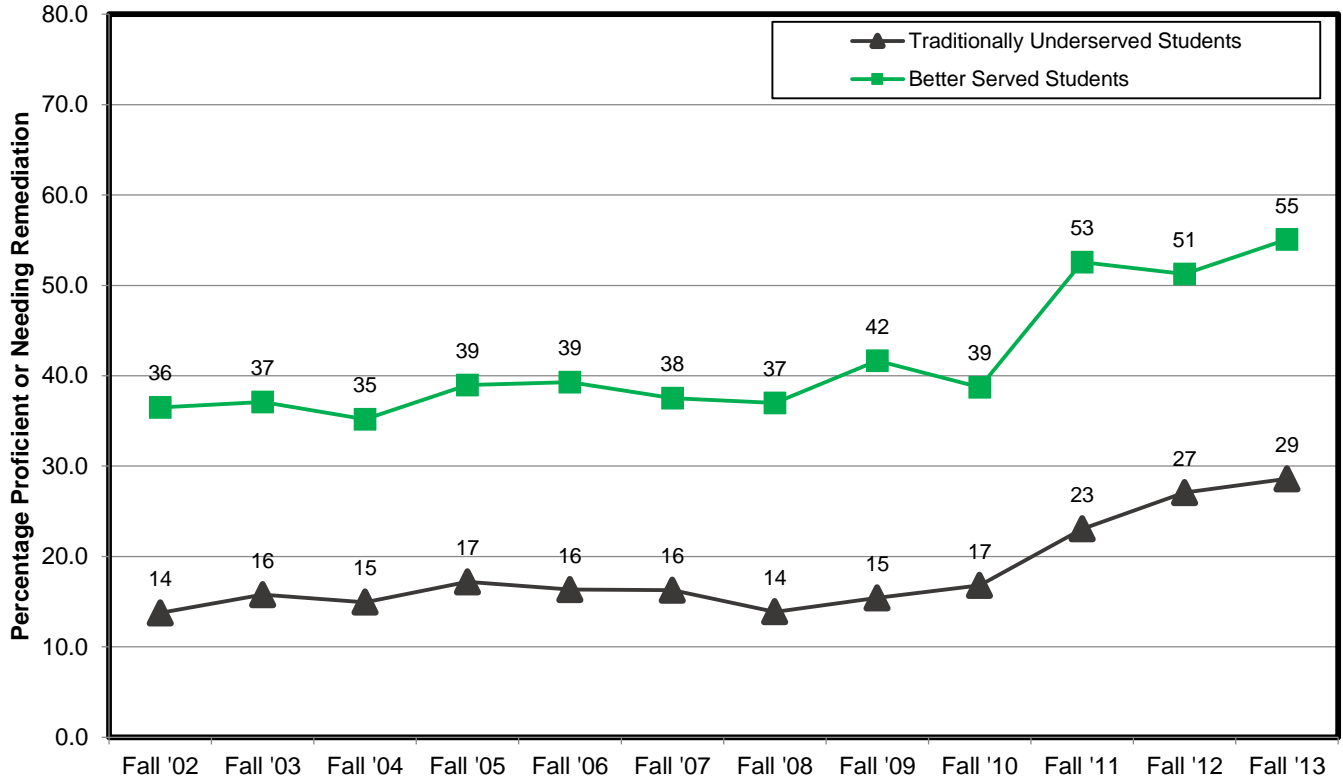


Figure 9. Percentage of First Time Freshmen Needing Remediation in Both English and Mathematics at Entry by Racial and Ethnic Background and Fall Term

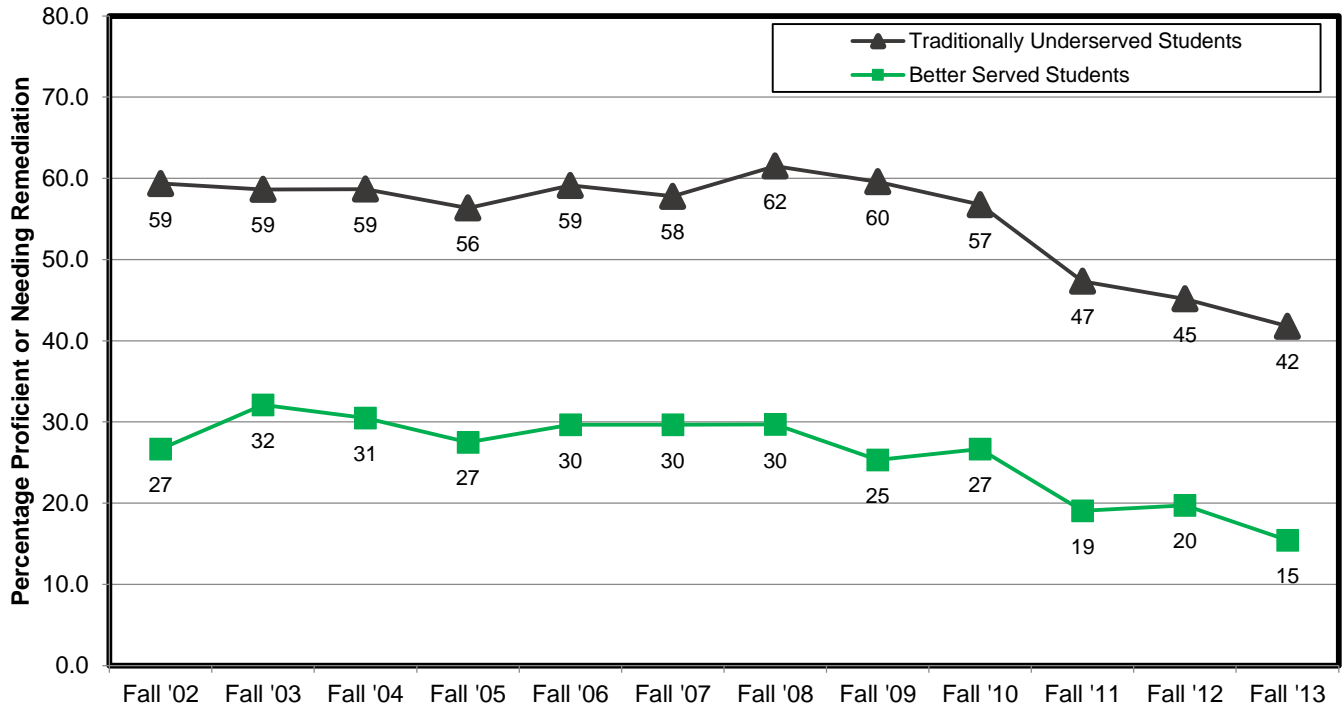


Figure 10. Percentage of New Transfer Students Stemming From Traditionally Underserved Backgrounds or Receiving Pell Grants by Fall Term

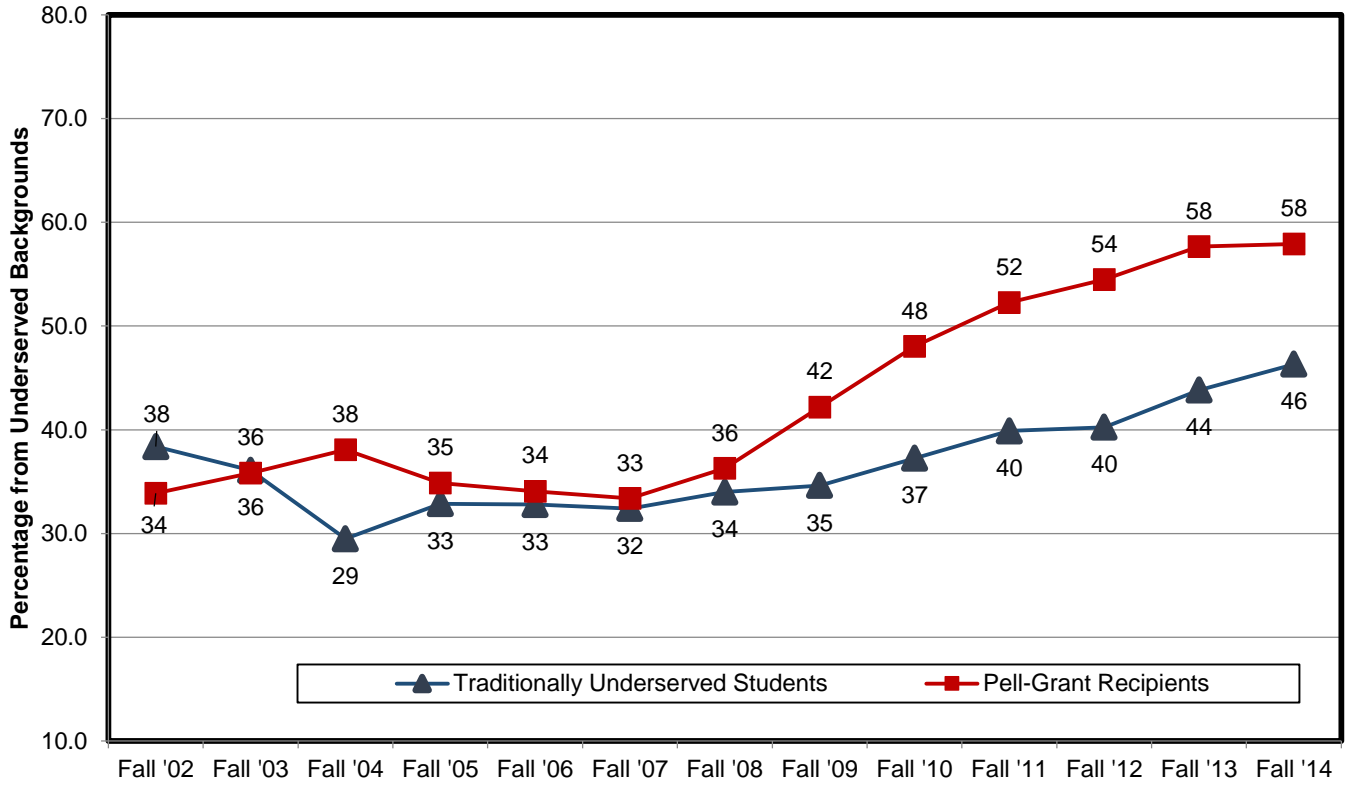


Figure 11. Number of New Transfer Students Enrolling at CSUN by Racial and Ethnic Background and Entry Term

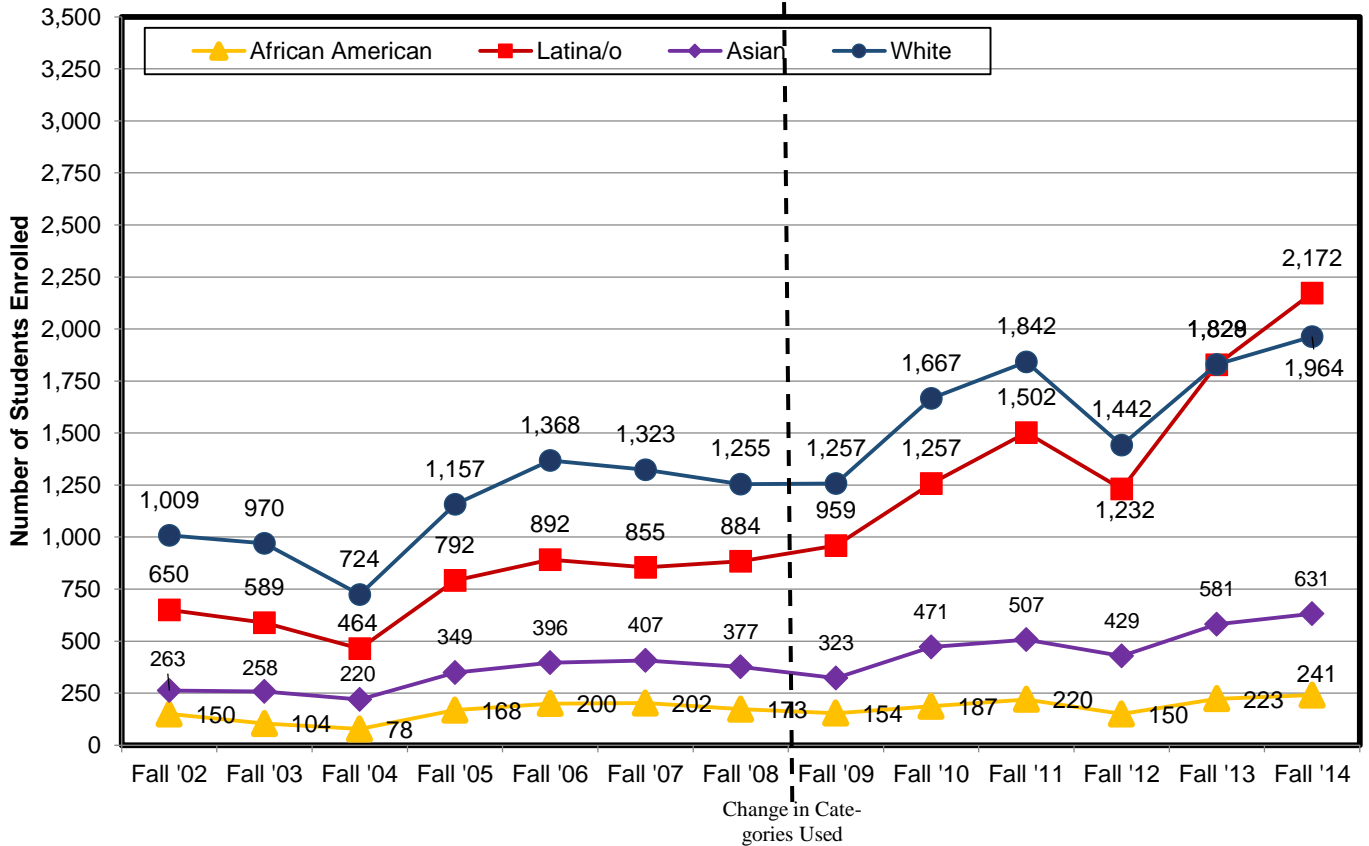


Figure 12. Proportion of Pell Grant Recipients Among New Transfer Students by Racial and Ethnic Background and Fall Entry Term

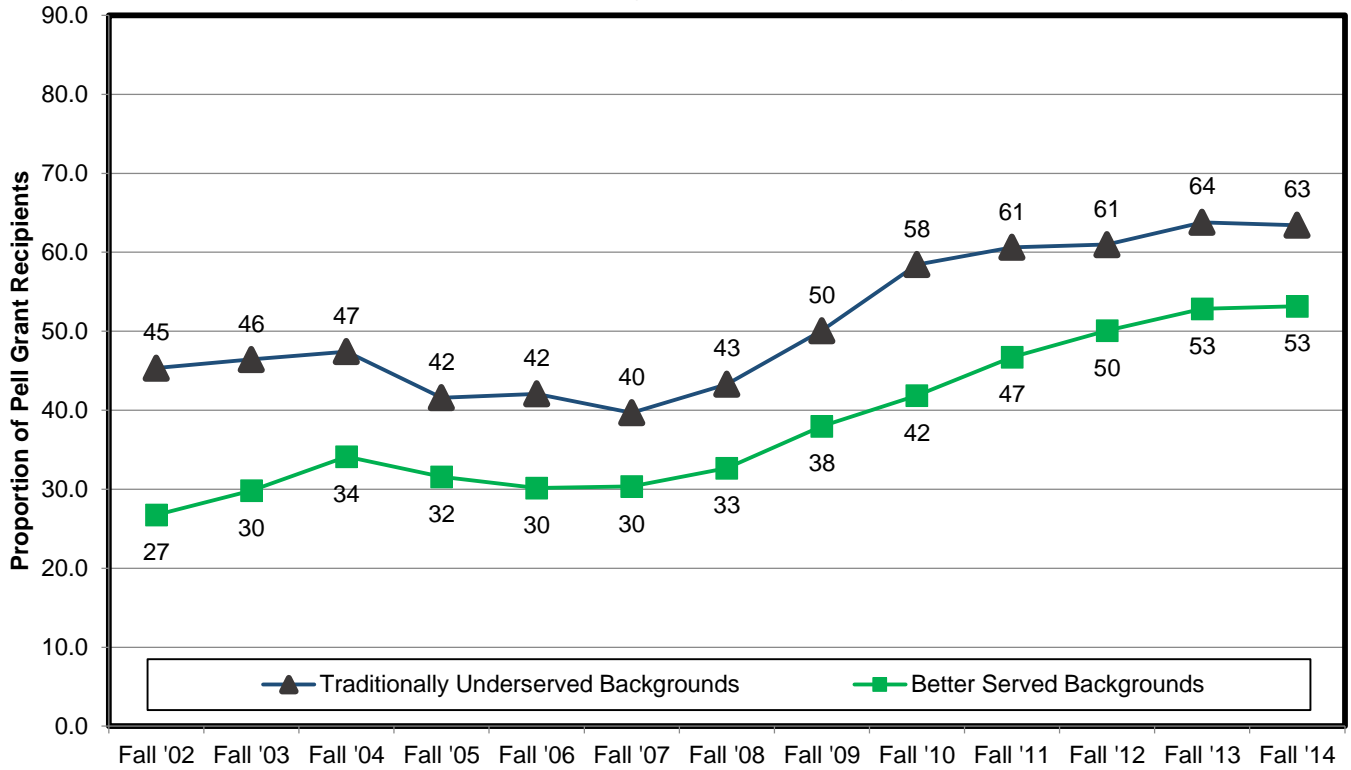


Figure 13. Proportion of New Transfer Students with Parents Who Have Completed No More Than a High School Education or Some College by Fall Entry Term

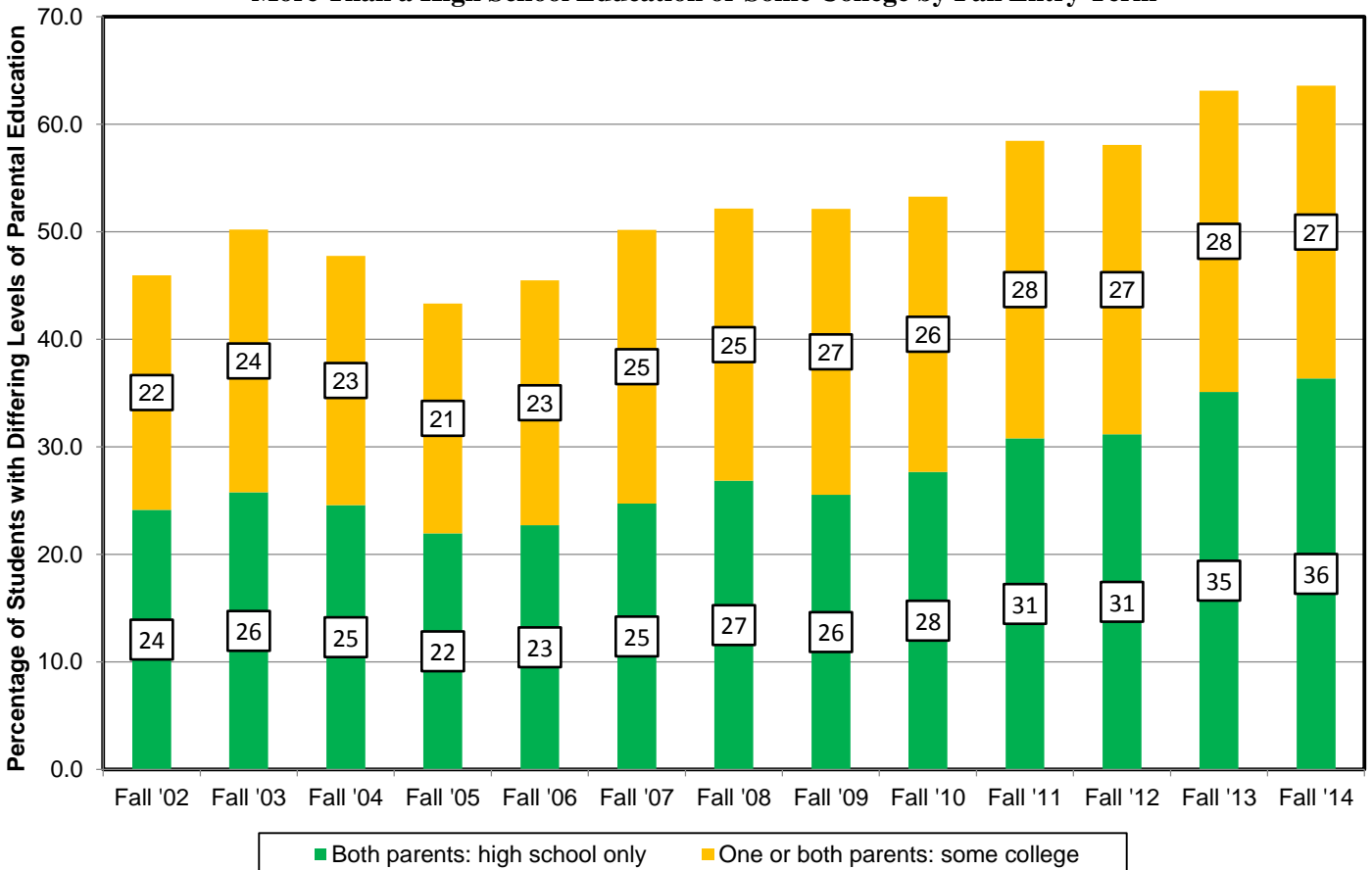


Figure 14. Continuation and Graduation Rates of New Transfer Entrants by Fall Entry Term

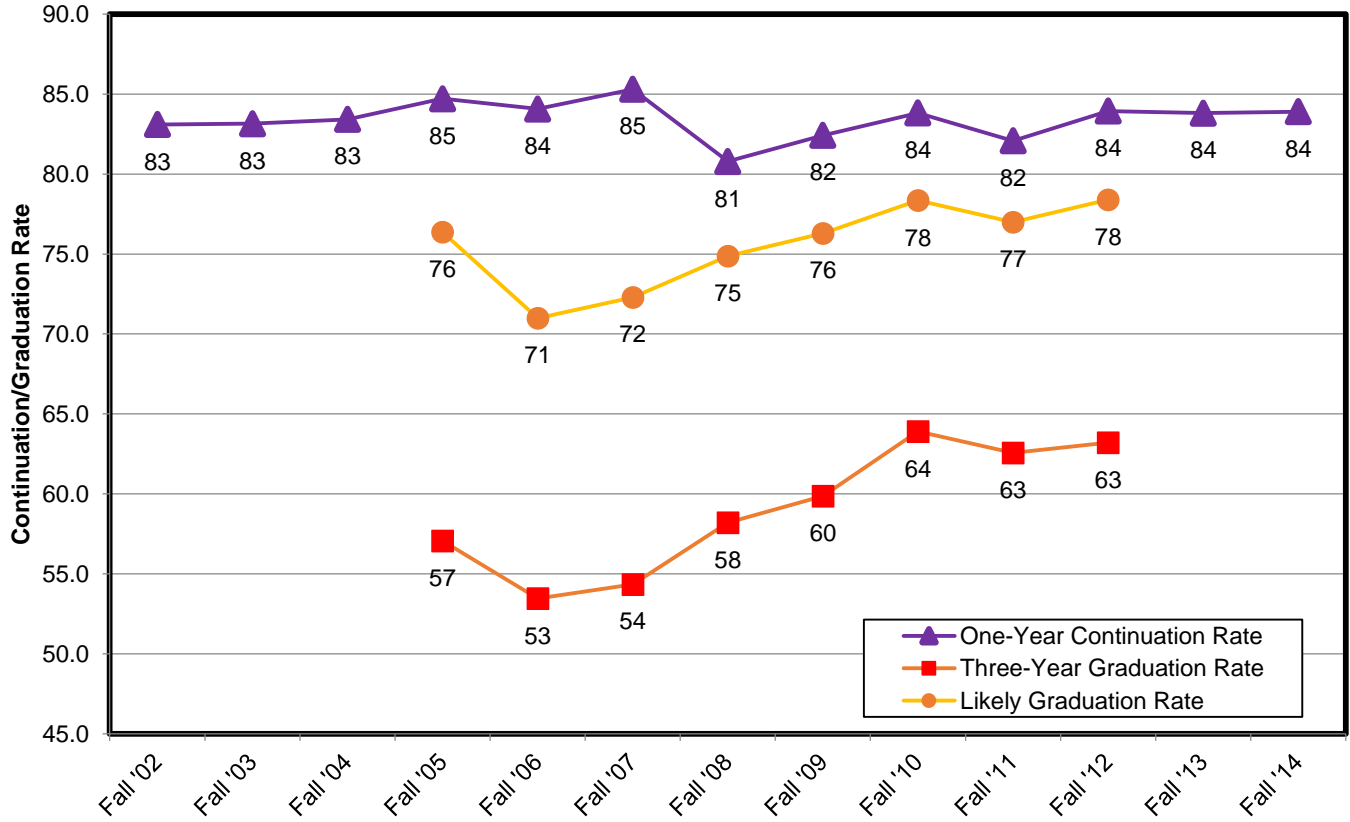


Figure 15. One-Year Continuation Rate of Upper Division Transfer Entrants by Racial and Ethnic Background and Fall Entry Term

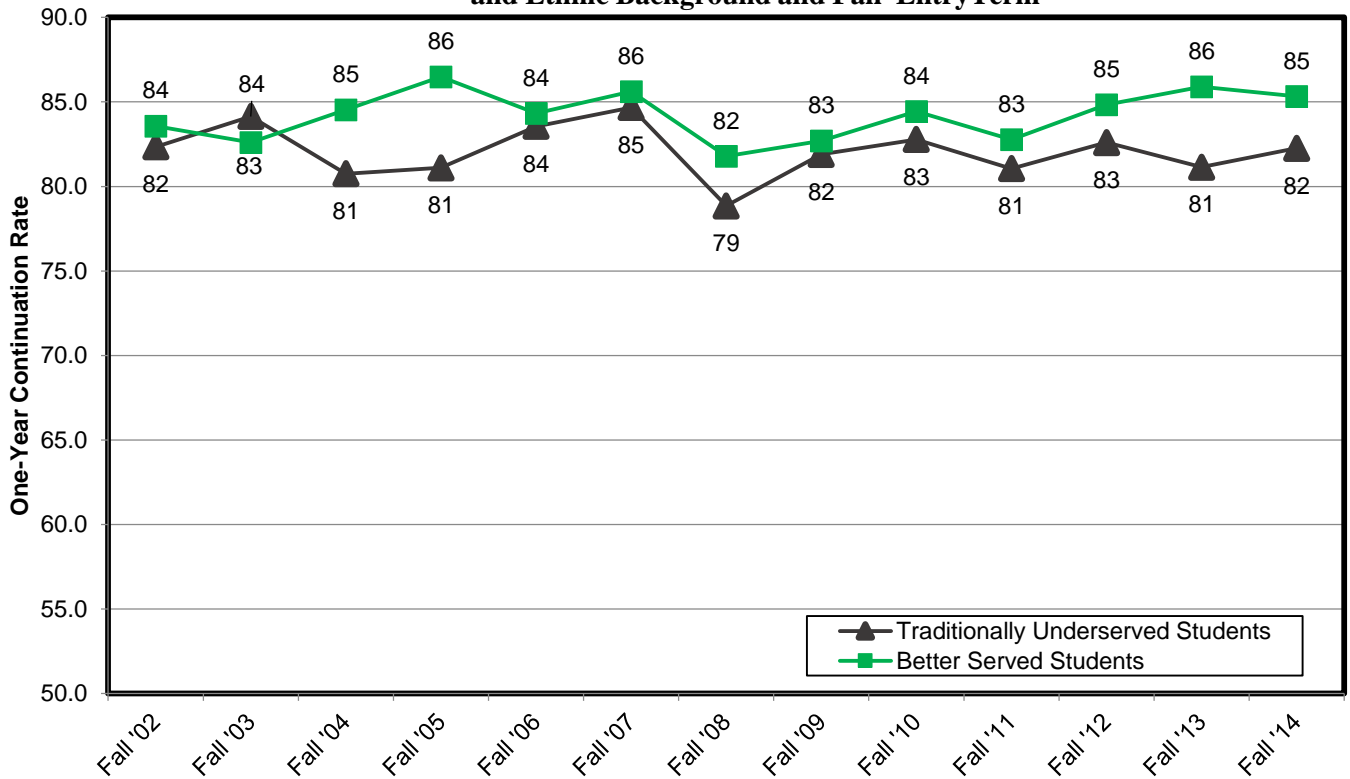


Figure 16. Three-Year Graduation Rates of Upper Division Transfer Entrants by Racial and Ethnic Background and Fall EntryTerm

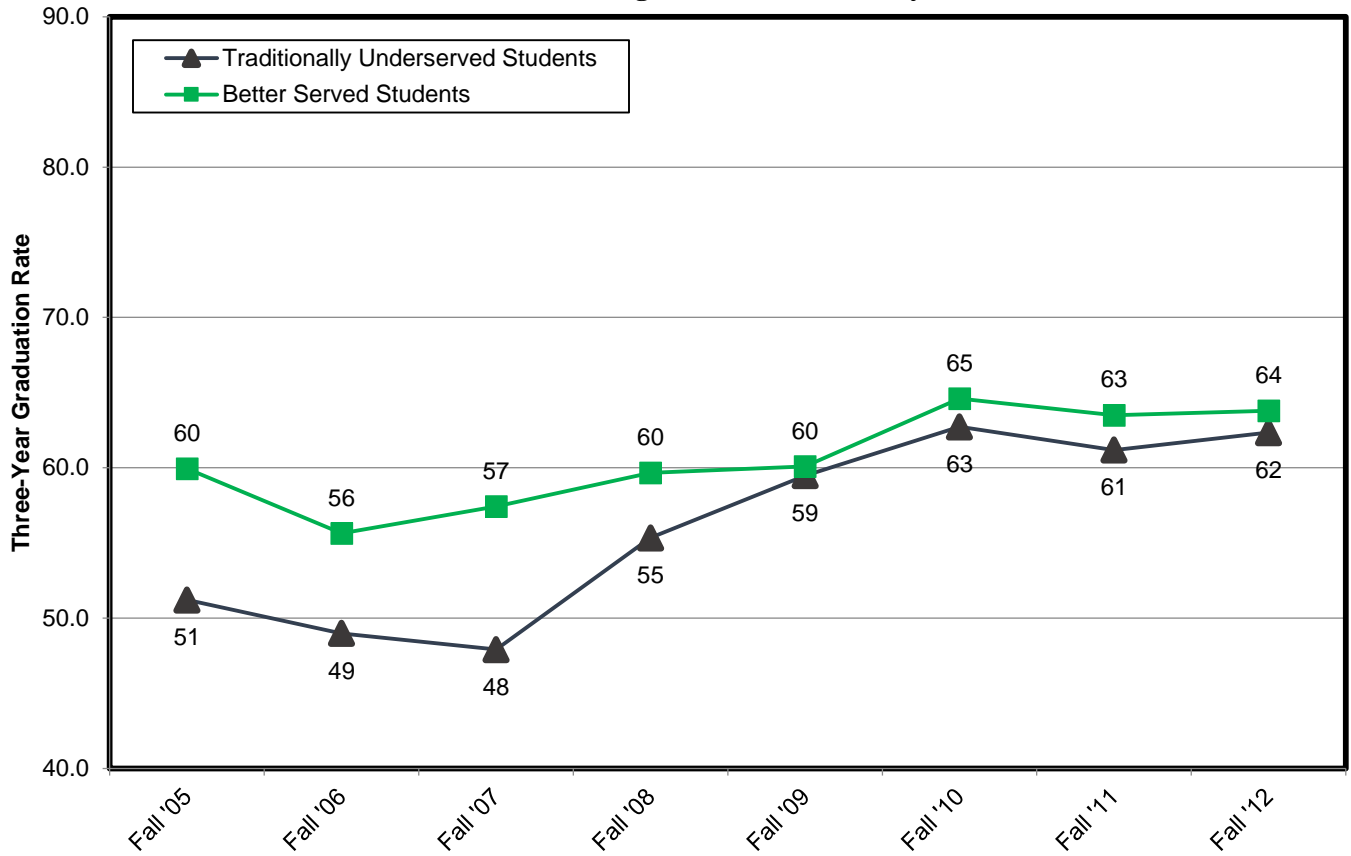


Figure 17. Likely Graduation Rates of Upper Division Transfer Entrants by Racial and Ethnic Background and Fall EntryTerm

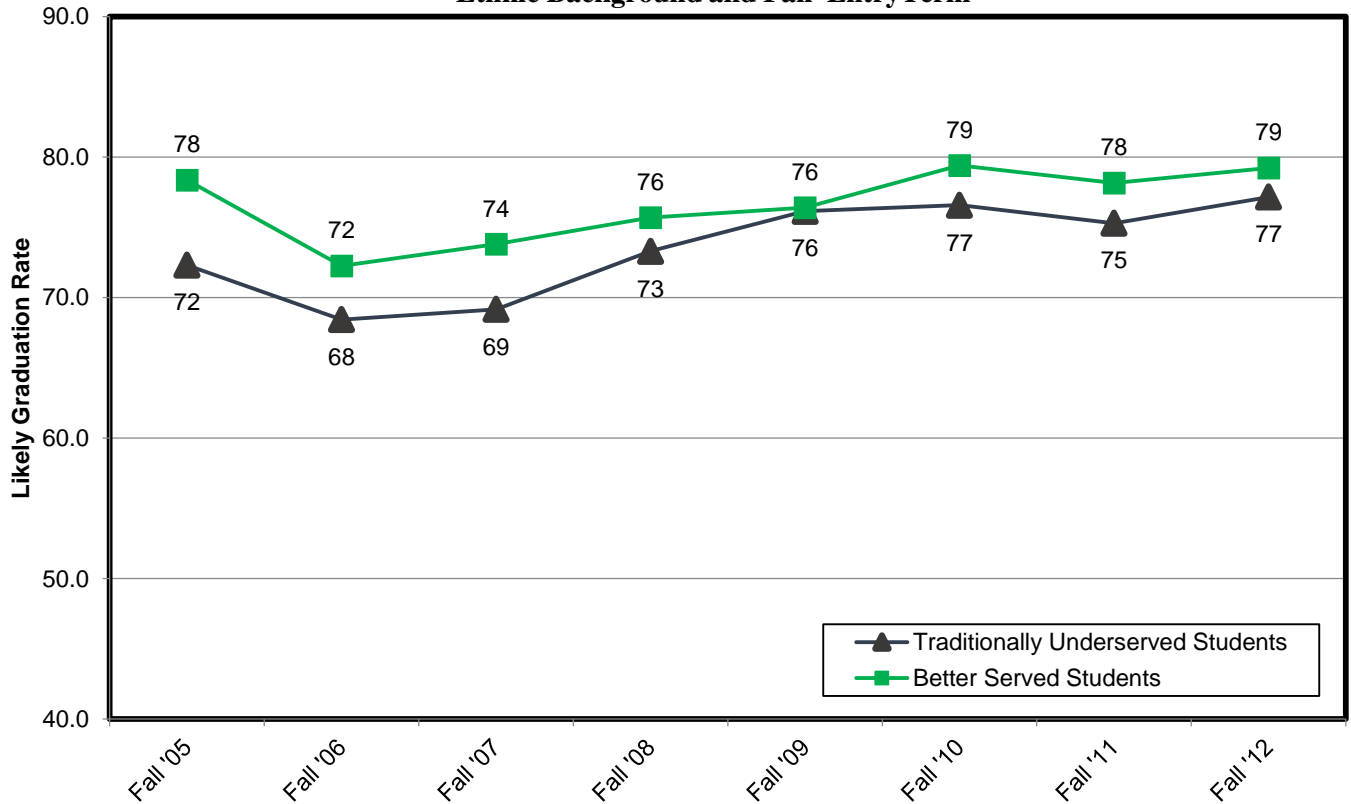


Figure 18. One-Year Continuation Rate of First Time Freshman Entrants by Racial and Ethnic Background and Fall Entry Term

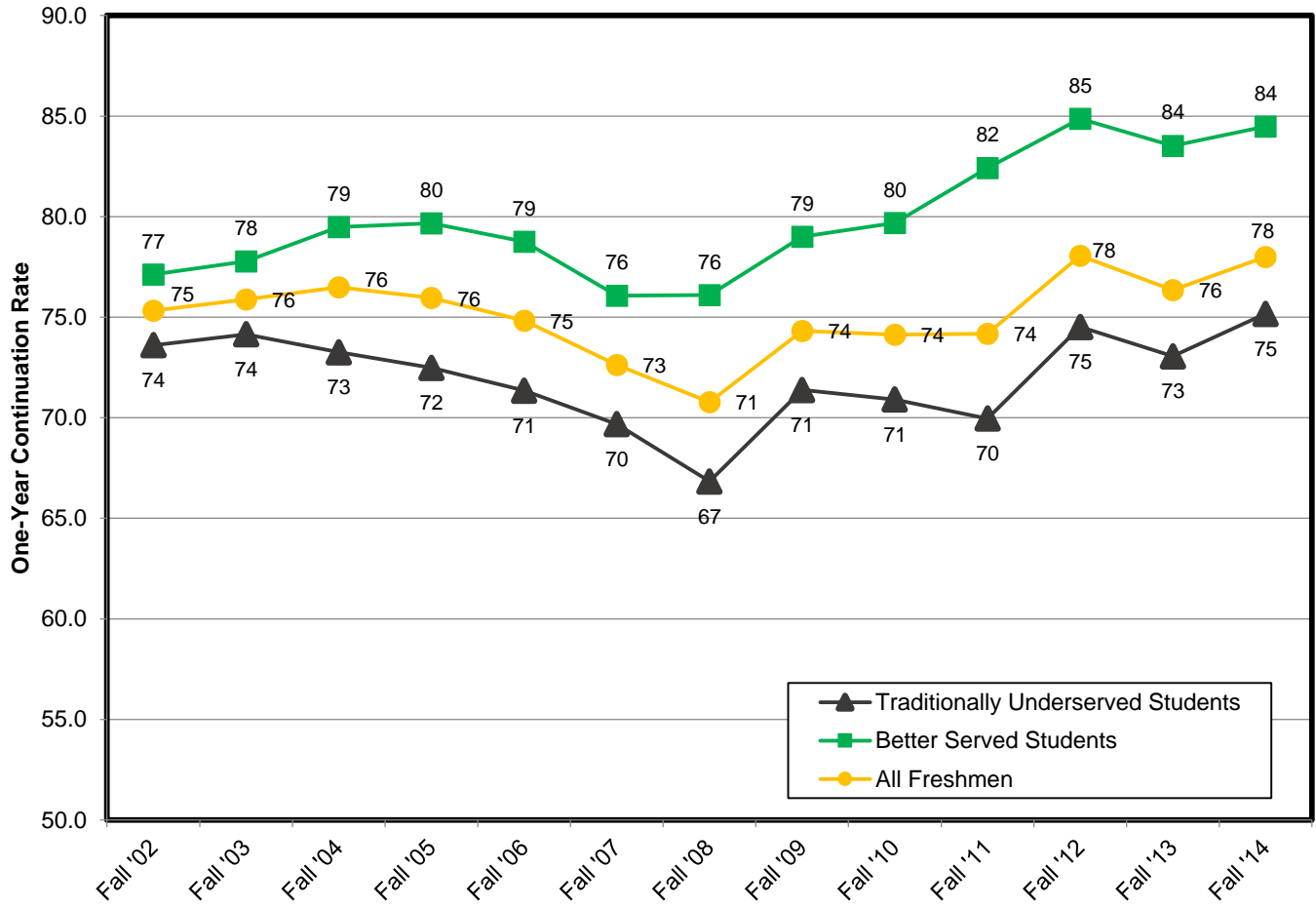


Figure 19. Six-Year Graduation Rates of First Time Freshman Entrants by Racial and Ethnic Background and Fall EntryTerm

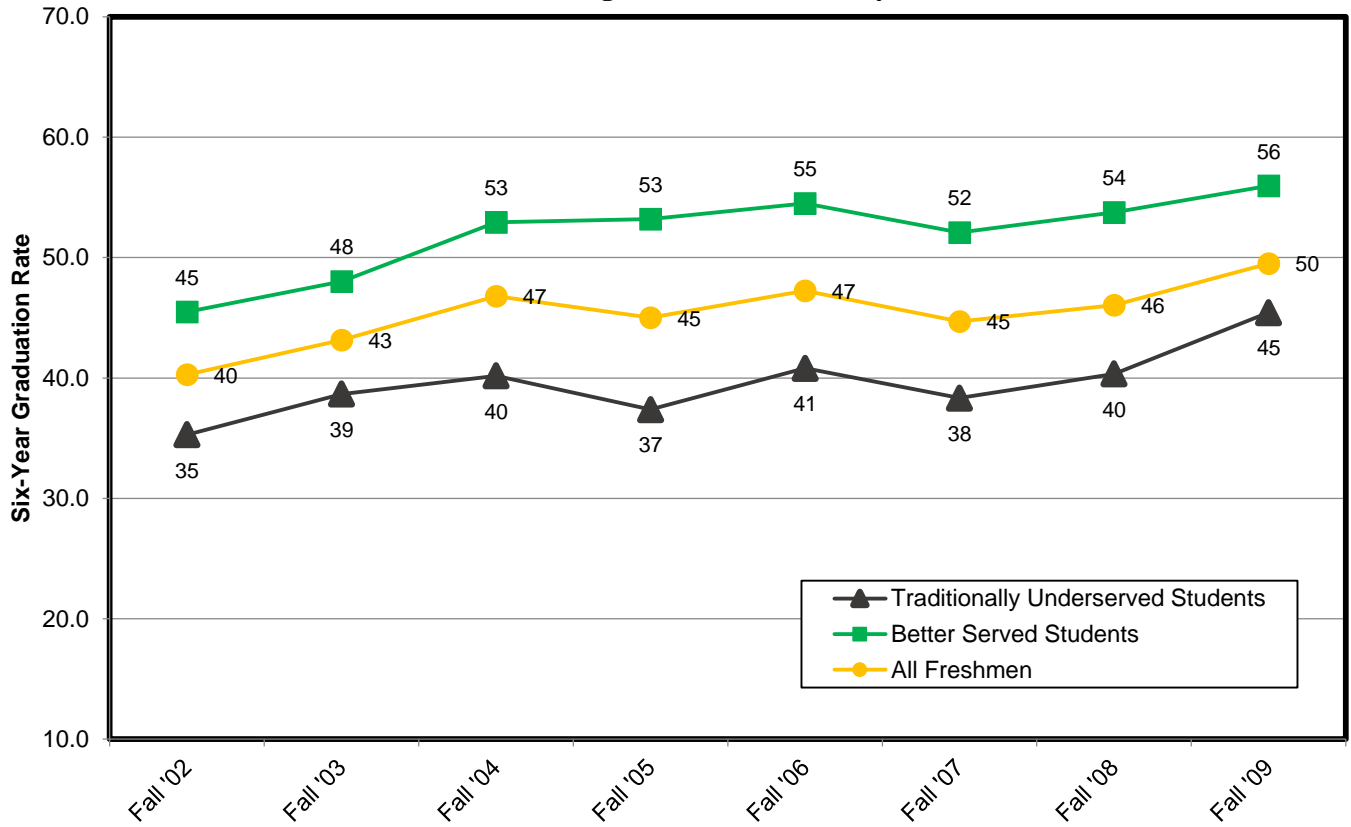


Figure 20. Likely Graduation Rates of First Time Freshman Entrants by Racial and Ethnic Background and Fall EntryTerm

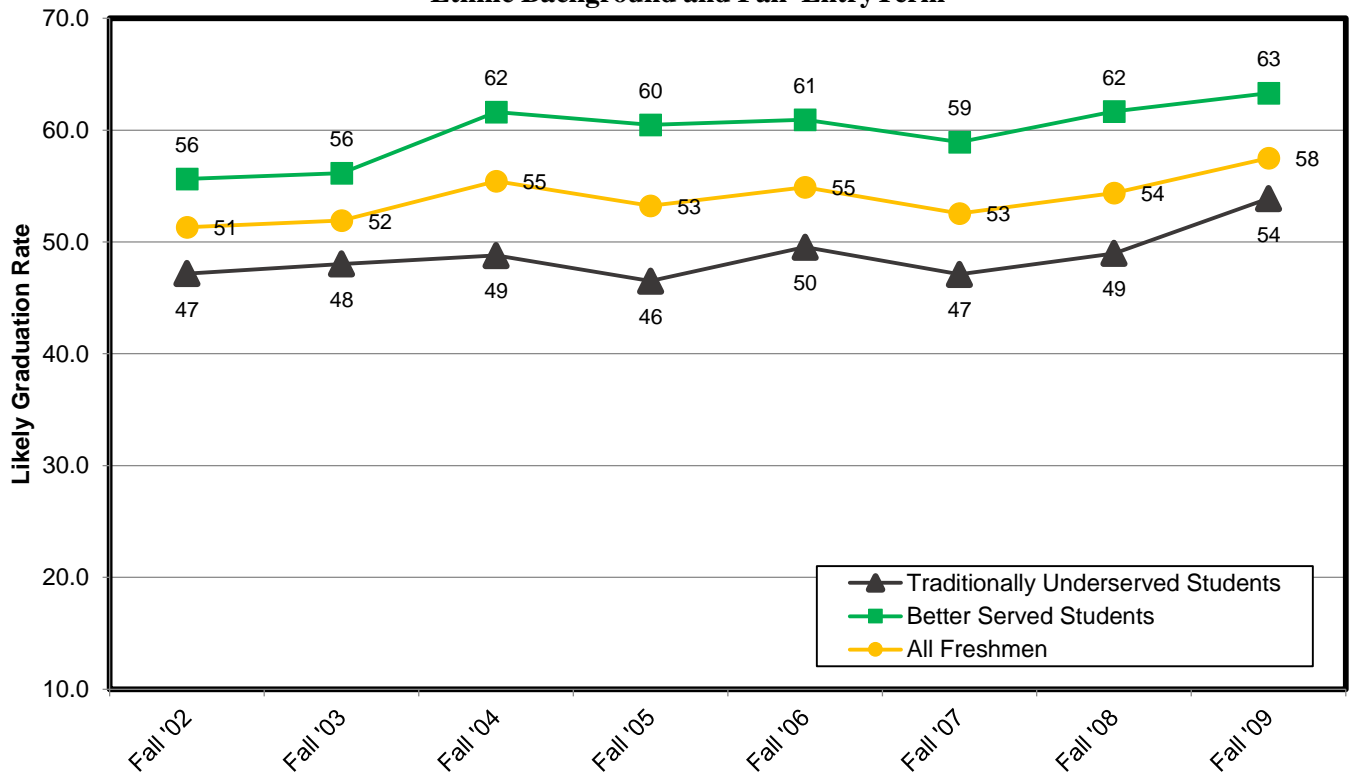


Figure 21. Proportion of First Time Full-Time Freshmen at Large CSU Campuses Stemming Traditionally Underserved Backgrounds by the Percentage Fully Proficient at Entry (Fall 2012-14 Entry Cohorts)

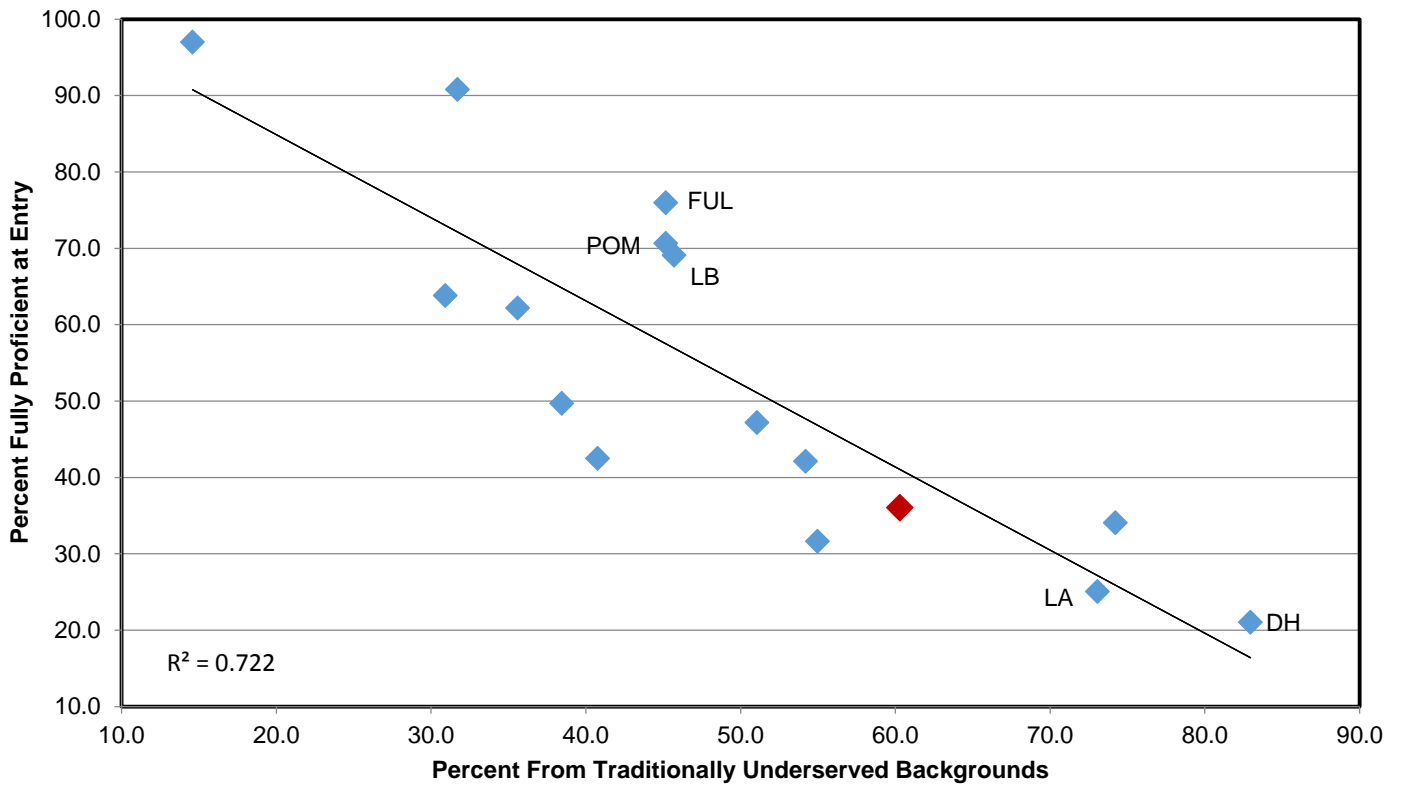


Figure 22. One-Year Continuation Rates at Large CSU Campuses by the Percentage of First Time Full-Time Freshmen Fully Proficient at Entry (Fall 2012-14 Entry Cohorts)

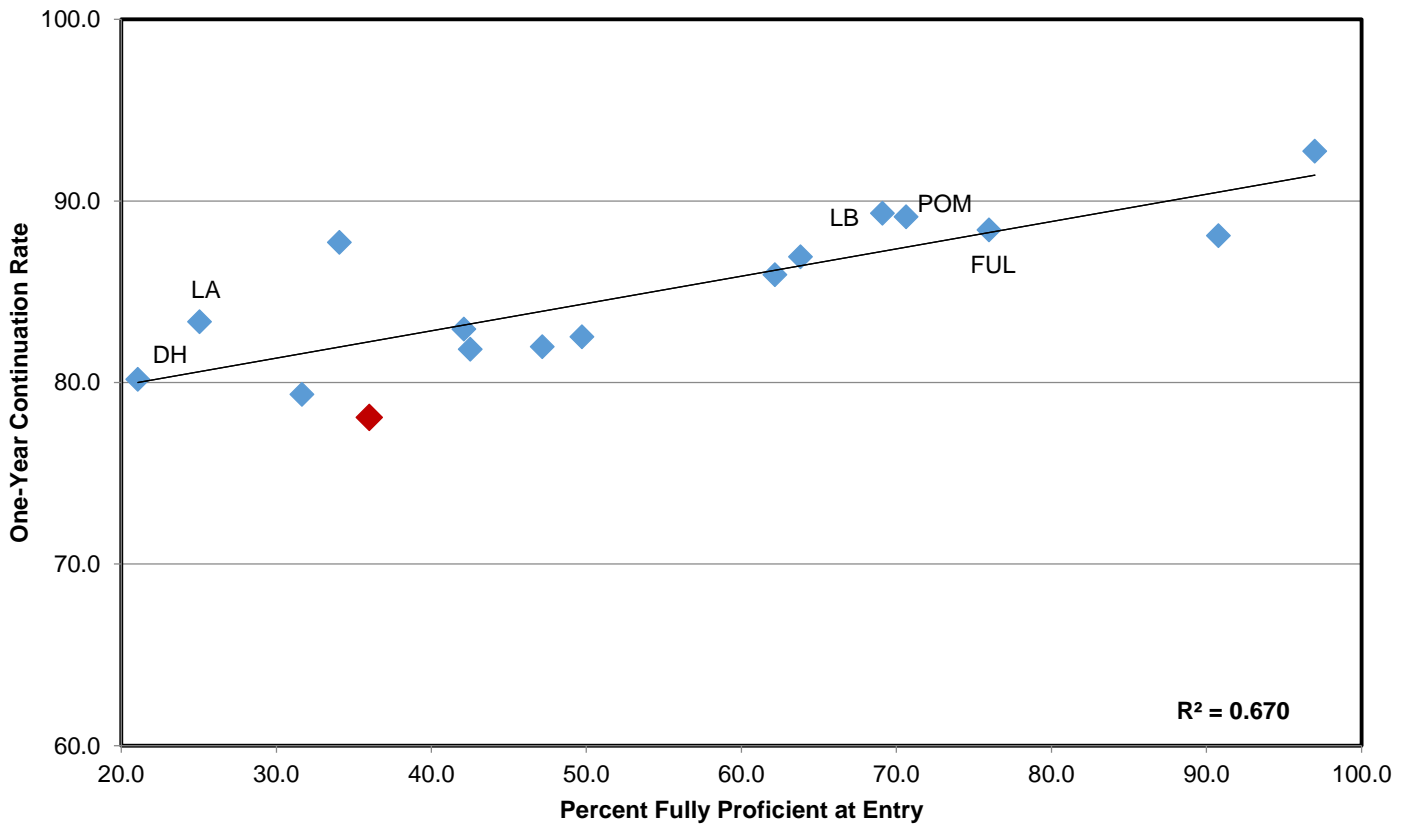


Table 1. Characteristics of the New Undergraduate Entrants Included in the Current Study by Entry Type

Characteristic	First Time Freshmen	New Transfer
Fall Entry Terms Considered		
Continuation Rates	2002-2014	2002-2014
Graduation Rates		
Three-year		2005-2012
Six-year	2002-2009	
Class Level at Entry ^		
Freshman	99.07	1.09
Sophomore	0.88	4.07
Junior	0.04	84.46
Senior	0.00	10.38
Total	100.00	100.00
(No. of entrants)	(56,480)	(51,606)
Residence Status		
Resident in the U.S.	97.6	94.2
Non-resident/international *	2.4	5.8
Total	100.0	100.0
(No. of entrants)	(56,480)	(51,606)
Entrants Excluded		
Number	1,867	5,170
Percent	3.3	10.0

 = excluded from consideration.

^ Since transfer students entering as Freshman or Sophomores have not been admitted in recent years, they are excluded from consideration here.

* This category includes entrants with F-, J-, & other visas.

Table 2. Background Characteristics of First Time Freshman Entrants by Fall Term (Percentages)

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
1. Overall Enrollment	3,623	3,558	2,927	3,668	3,611	4,030	4,513	4,076	5,003	4,981	3,924	5,514	5,185
2002-14 gain: 43.1%													
2002-09 gain: 12.5% *													
2. Gender													
Women	58.6	58.0	56.4	60.0	58.1	56.9	56.8	57.6	56.3	56.0	56.3	57.8	56.3
Men	41.4	42.0	43.6	40.0	41.9	43.1	43.2	42.4	43.7	44.0	43.7	42.2	43.7
Total (Number of Students)	100.0 (3,623)	100.0 (3,558)	100.0 (2,927)	100.0 (3,668)	100.0 (3,611)	100.0 (4,030)	100.0 (4,513)	100.0 (4,076)	100.0 (5,003)	100.0 (4,981)	100.0 (3,924)	100.0 (5,514)	100.0 (5,185)
3. Age at Entry													
18 or younger	79.8	80.4	82.1	81.5	83.7	81.5	83.1	82.1	82.3	80.1	78.3	80.4	79.6
19	17.8	17.7	15.7	16.2	14.3	16.1	16.0	16.5	16.0	18.0	19.6	17.8	18.1
20 or older	2.4	1.9	2.2	2.4	2.0	2.5	0.9	1.4	1.7	1.9	2.1	1.8	2.3
Total (Number of Students)	100.0 (3,623)	100.0 (3,558)	100.0 (2,927)	100.0 (3,668)	100.0 (3,611)	100.0 (4,030)	100.0 (4,513)	100.0 (4,076)	100.0 (5,003)	100.0 (4,981)	100.0 (3,924)	100.0 (5,514)	100.0 (5,185)
4. Racial and Ethnic Background													
<i>Traditionally Underserved</i>	51.1	52.2	48.0	51.7	53.1	53.8	57.5	61.6	63.2	66.1	65.8	68.5	69.7
American Indian/Alaskan Native	0.6	0.5	0.3	0.4	0.4	0.5	0.3	0.2	0.2	0.1	0.1	0.1	0.1
Native Hawaiian/Pacific Islanders	0.5	0.4	0.5	0.5	0.6	0.5	0.6	0.2	0.1	0.2	0.1	0.2	0.1
African American	13.1	12.9	11.1	13.5	12.9	15.2	13.7	10.5	11.1	8.8	7.4	7.9	6.3
Latina/o	31.2	34.9	36.1	37.4	39.1	37.6	42.9	48.6	49.4	54.6	56.5	58.2	61.3
Multi-Race	5.7	3.5	0.0	0.0	0.1	0.0	0.0	2.0	2.5	2.3	1.8	2.2	1.9
<i>Better Served</i>	48.9	47.8	52.0	48.3	46.9	46.2	42.5	38.4	36.8	33.9	34.2	31.5	30.3
Asian	14.1	13.2	14.5	13.4	13.3	12.7	13.0	11.1	11.9	12.1	12.0	11.7	11.5
Asian-White	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.4	1.5	1.3	1.4	1.2	1.2
White	27.6	25.5	24.2	23.8	23.9	24.1	21.3	20.7	20.1	17.5	18.0	16.2	14.2
Decline to state	7.1	9.0	13.3	11.1	9.7	9.4	8.2	5.2	3.3	3.0	2.9	2.4	3.4
Total (Number of Students)	100.0 (3,623)	100.0 (3,558)	100.0 (2,927)	100.0 (3,668)	100.0 (3,611)	100.0 (4,030)	100.0 (4,513)	100.0 (4,076)	100.0 (5,003)	100.0 (4,981)	100.0 (3,924)	100.0 (5,514)	100.0 (5,185)

* The six-year graduation rates considered in a later table, cover this period. It is shaded in light yellow in this table and the next two.

Table 2 cont'd. - 2

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
5. Pell Grant Status *													
Pell Grant recipient	46.1	47.1	48.8	46.5	44.1	42.2	46.4	54.0	59.6	63.5	63.4	63.1	64.8
No Pell Grant	53.9	52.9	51.2	53.5	55.9	57.8	53.6	46.0	40.4	36.5	36.6	36.9	35.2
Total (Number of Students)	100.0 (3,623)	100.0 (3,558)	100.0 (2,927)	100.0 (3,668)	100.0 (3,611)	100.0 (4,030)	100.0 (4,513)	100.0 (4,076)	100.0 (5,003)	100.0 (4,981)	100.0 (3,924)	100.0 (5,514)	100.0 (5,185)
6. Pell Grant Recipients Among													
Traditionally Underserved Groups (no. of students on which percent based)	61.6 (1,853)	63.3 (1,857)	63.4 (1,406)	59.9 (1,897)	59.2 (1,916)	56.2 (2,170)	60.9 (2,593)	68.4 (2,509)	73.0 (3,162)	77.4 (3,292)	74.7 (2,582)	73.4 (3,778)	73.4 (3,612)
Better Served Groups (no. of students on which percent based)	29.8 (1,770)	29.5 (1,701)	35.2 (1,521)	32.1 (1,771)	27.0 (1,695)	25.8 (1,860)	26.9 (1,920)	31.0 (1,567)	36.8 (1,841)	36.4 (1,689)	41.5 (1,342)	40.6 (1,736)	45.1 (1,573)
7. Parental Education (indicator of First-Generation College Status)													
Both parents: high school or less	29.2	31.5	31.9	33.2	31.7	30.3	35.2	37.2	39.1	47.1	46.7	47.8	51.3
One or both parents: some college	24.2	23.9	24.8	25.2	25.2	27.0	23.8	22.1	23.7	21.6	22.7	23.4	21.4
One or both parents: four-year degree	33.8	33.2	34.0	33.3	32.4	34.9	31.5	32.7	29.8	29.1	28.1	27.1	24.7
Unknown	12.8	11.5	9.3	8.3	10.8	7.8	9.5	8.0	7.4	2.1	2.5	1.7	2.5
Total (Number of Students)	100.0 (3,623)	100.0 (3,558)	100.0 (2,927)	100.0 (3,668)	100.0 (3,611)	100.0 (4,030)	100.0 (4,513)	100.0 (4,076)	100.0 (5,003)	100.0 (4,981)	100.0 (3,924)	100.0 (5,514)	100.0 (5,185)

Table 3. Entry Characteristics of First Time Freshman Entrants by Fall Term (Percentages)

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
1. High School GPA													
Below 2.25	1.8	1.6	1.8	1.3	1.6	1.6	1.5	1.2	0.8	0.9	1.1	0.7	0.7
2.25 - 2.49	5.2	4.2	3.4	3.6	4.0	4.6	3.8	2.6	2.0	2.5	2.9	2.5	2.3
2.50 - 2.74	16.7	15.2	14.1	13.3	16.2	15.6	16.8	11.4	10.3	12.4	12.7	10.1	10.7
2.75 - 2.99	20.3	19.8	18.9	20.4	18.9	19.4	19.9	20.0	20.3	20.9	20.8	19.8	18.0
3.00 - 3.24	23.9	25.9	26.5	27.1	25.5	25.3	25.7	28.2	29.4	25.3	23.5	25.8	24.4
3.25 - 3.49	13.8	15.1	17.2	15.6	15.4	16.6	16.1	17.9	18.3	18.5	16.7	19.5	17.8
3.50 - 3.74	10.5	10.8	10.1	11.1	10.6	10.3	9.8	12.0	11.7	12.0	13.4	12.8	15.4
3.75 - 3.99	5.7	5.3	5.5	5.6	5.2	4.5	4.2	4.6	5.4	5.4	6.1	6.0	7.2
4.0 or higher	2.2	2.1	2.5	2.0	2.5	2.1	2.2	2.2	2.0	2.2	2.9	2.7	3.6
Total (Number of Students)	100.0 (3,622)	100.0 (3,557)	100.0 (2,919)	100.0 (3,663)	100.0 (3,607)	100.0 (4,028)	100.0 (4,511)	100.0 (4,072)	100.0 (5,002)	100.0 (4,978)	100.0 (3,922)	100.0 (5,511)	100.0 (5,180)
Mean GPA	3.07	3.09	3.10	3.10	3.09	3.08	3.08	3.13	3.15	3.13	3.15	3.17	3.20
2. Composite SAT Scores *													
Below 700	8.6	7.3	6.6	7.9	6.5	7.1	7.9	6.8	6.9	6.9	6.8	7.2	6.7
700-799	13.9	13.8	13.0	12.3	14.5	14.0	14.8	14.2	13.3	14.5	14.8	14.9	15.8
800-899	21.0	22.2	20.6	19.5	23.0	21.2	22.3	21.5	22.2	22.9	23.6	22.9	24.6
900-999	23.1	21.0	23.0	22.8	22.3	23.5	23.1	23.0	23.6	24.2	22.3	24.3	23.3
1000-1099	17.5	17.8	18.0	19.0	18.1	18.4	17.1	17.1	18.1	17.0	17.3	16.9	16.0
1100-1199	10.4	11.3	12.2	12.2	10.3	10.3	9.8	11.5	10.5	10.1	10.3	9.7	9.3
1200 or higher	5.7	6.7	6.7	6.2	5.3	5.5	5.1	5.9	5.4	4.4	4.8	4.2	4.3
Total (Number of Students)	100.0 (3,415)	100.0 (3,293)	100.0 (2,670)	100.0 (3,161)	100.0 (3,145)	100.0 (3,282)	100.0 (3,774)	100.0 (3,508)	100.0 (4,312)	100.0 (4,967)	100.0 (3,908)	100.0 (5,500)	100.0 (5,177)
Mean Composite Score	925.8	933.0	941.2	938.4	929.4	930.6	921.8	933.0	931.3	923.6	924.1	919.7	915.6

* A relatively small number of students submit only ACT scores; in these instances, such scores were converted to their SAT equivalents for the purposes of the summary shown here.

Table 3 cont'd. - 2

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
3. Proficiency at Entry of First Time Freshmen **													
Fully Proficient at Entry	24.9	26.0	25.5	27.7	27.1	26.1	23.7	25.5	24.9	33.1	35.3	36.9	38.3
Needs Remediation at Entry in	75.1	74.0	74.5	72.3	72.9	73.9	76.3	74.5	75.1	66.9	64.7	63.1	61.7
<i>English Only</i>	20.5	18.0	18.9	19.4	15.9	16.2	16.4	17.9	21.3	14.3	14.3	16.8	20.0
<i>Mathematics Only</i>	11.2	10.1	11.6	10.5	11.7	12.9	11.9	10.2	8.1	14.9	13.8	12.8	9.7
<i>Both Subjects</i>	43.4	46.0	44.0	42.4	45.3	44.8	48.0	46.4	45.7	37.7	36.5	33.5	32.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(Number of Students)	(3,623)	(3,558)	(2,927)	(3,668)	(3,611)	(4,030)	(4,513)	(4,076)	(5,003)	(4,981)	(3,924)	(5,514)	(5,185)
Traditionally Underserved Freshmen													
Fully Proficient at Entry	13.8	15.8	14.9	17.2	16.3	16.3	13.9	15.4	16.8	23.1	27.1	28.6	31.0
Needs Remediation at Entry in	86.2	84.2	85.1	82.8	83.7	83.7	86.1	84.6	83.2	76.9	72.9	71.4	69.0
<i>English Only</i>	17.6	15.6	14.3	16.4	13.6	14.1	12.9	15.8	18.6	13.5	14.2	16.3	20.3
<i>Mathematics Only</i>	9.2	10.0	12.1	10.1	10.9	11.8	11.7	9.2	7.8	16.1	13.6	13.3	10.0
<i>Both Subjects</i>	59.4	58.6	58.7	56.4	59.1	57.8	61.5	59.6	56.8	47.3	45.2	41.8	38.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(Number of Students)	(1,853)	(1,857)	(1,406)	(1,897)	(1,916)	(2,170)	(2,593)	(2,509)	(3,162)	(3,292)	(2,582)	(3,778)	(3,612)
Better Served Freshmen													
Fully Proficient at Entry	36.5	37.1	35.2	39.0	39.3	37.5	37.0	41.7	38.7	52.6	51.3	55.1	55.0
Needs Remediation at Entry in	63.5	62.9	64.8	61.0	60.7	62.5	63.0	58.3	61.3	47.4	48.7	44.9	45.0
<i>English Only</i>	23.6	20.6	23.1	22.6	18.5	18.7	21.2	21.1	26.1	15.9	14.6	17.8	19.3
<i>Mathematics Only</i>	13.3	10.2	11.2	10.9	12.5	14.1	12.1	11.9	8.5	12.5	14.4	11.7	9.0
<i>Both Subjects</i>	26.7	32.1	30.5	27.5	29.7	29.7	29.7	25.3	26.7	19.1	19.7	15.4	16.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(Number of Students)	(1,770)	(1,701)	(1,521)	(1,771)	(1,695)	(1,860)	(1,920)	(1,567)	(1,841)	(1,689)	(1,342)	(1,736)	(1,573)

Table 4. Initial Choices and Performance of First Time Freshman Entrants by Fall Term (Percentages)

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
1. Colleges Housing Majors Planned at Entry													
Arts, Media, & Communication	14.1	12.7	12.1	13.8	15.4	15.4	14.7	14.4	14.3	12.6	11.7	11.9	10.0
Business & Economics	15.7	17.0	17.7	17.6	18.1	16.7	16.5	14.1	12.4	11.5	11.9	12.0	13.6
Education	0.6	0.6	0.7	0.8	1.1	0.8	1.1	0.7	0.7	0.6	0.8	0.8	0.9
Engineering & Computer Science	7.1	7.1	7.4	6.5	5.8	6.0	6.9	7.6	8.4	9.1	8.9	10.0	10.9
Health & Human Development	7.1	7.8	8.8	9.0	9.4	9.7	11.1	10.8	11.4	12.3	13.2	14.9	14.8
Humanities	7.9	8.2	6.3	7.0	5.7	5.7	5.8	5.4	4.2	3.5	3.2	2.8	2.4
Science & Mathematics	9.5	12.1	10.7	11.7	11.8	12.9	13.2	14.8	15.4	15.2	15.8	15.1	14.9
Social & Behavioral Sciences	5.4	6.6	6.8	7.4	8.1	8.4	7.8	8.7	10.1	10.4	10.6	11.0	10.9
Undeclared	32.4	27.7	29.6	26.2	24.7	24.5	22.9	23.4	23.2	24.8	23.8	21.3	21.5
Total (Number of Students)	100.0 (3,623)	100.0 (3,558)	100.0 (2,927)	100.0 (3,668)	100.0 (3,611)	100.0 (4,030)	100.0 (4,513)	100.0 (4,076)	100.0 (5,003)	100.0 (4,981)	100.0 (3,924)	100.0 (5,514)	100.0 (5,185)
2. Units Attempted in First Term													
6 or fewer	0.3	0.4	0.5	0.7	0.5	0.7	0.4	0.7	0.5	0.4	0.5	0.3	0.3
7-11	2.8	2.0	3.0	2.4	2.0	2.8	1.9	2.6	1.7	1.7	0.9	0.7	1.0
12-15	86.0	87.3	87.7	85.4	84.0	80.0	85.0	85.3	87.1	86.1	85.5	88.9	89.5
16 or more	10.9	10.2	8.7	11.5	13.6	16.5	12.8	11.4	10.7	11.8	13.2	10.1	9.2
Total (Number of Students)	100.0 (3,623)	100.0 (3,558)	100.0 (2,927)	100.0 (3,668)	100.0 (3,611)	100.0 (4,030)	100.0 (4,513)	100.0 (4,076)	100.0 (5,003)	100.0 (4,981)	100.0 (3,924)	100.0 (5,514)	100.0 (5,185)
Mean units attempted	13.6	13.5	13.4	13.6	13.8	13.9	13.7	13.4	13.4	13.6	13.8	13.7	13.6
3. Academic Standing at end of first year													
In Good Standing	72.6	73.1	76.8	71.3	71.9	69.7	72.3	76.1	76.1	77.0	80.4	78.3	76.6
on Probation	23.5	17.9	16.1	18.9	17.8	18.7	17.4	15.3	14.0	14.6	12.4	13.4	14.2
Disqualified	3.9	8.9	7.1	9.8	10.3	11.6	10.3	8.6	9.9	8.4	7.2	8.3	9.3
Total (Number of Students)	100.0 (3,623)	100.0 (3,558)	100.0 (2,927)	100.0 (3,668)	100.0 (3,611)	100.0 (4,030)	100.0 (4,513)	100.0 (4,076)	100.0 (5,003)	100.0 (4,977)	100.0 (3,924)	100.0 (5,506)	100.0 (5,185)

Table 4 cont'd. - 2

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
4. CSUN GPA at end of first year (among students earning at least one unit)													
Below 2.25	34.1	32.3	29.4	34.7	33.8	35.8	33.7	29.9	29.9	28.7	25.3	27.8	29.2
2.25 - 2.49	9.9	9.5	10.2	10.8	9.7	9.3	9.3	9.2	9.1	9.5	9.1	9.0	8.7
2.50 - 2.74	12.1	11.3	12.6	11.0	11.5	10.3	11.3	10.7	10.9	10.9	10.5	12.3	11.1
2.75 - 2.99	11.2	11.5	11.5	10.9	11.8	11.2	12.0	11.6	11.2	11.3	12.5	12.3	11.6
3.00 - 3.24	11.5	12.9	12.1	12.0	11.3	11.4	11.3	12.9	12.9	12.6	13.4	12.8	12.2
3.25 - 3.49	9.3	9.9	10.7	8.6	9.5	10.0	10.3	10.8	11.8	11.4	11.4	10.9	12.2
3.50 - 3.74	7.7	7.6	8.2	7.3	6.8	7.1	7.9	9.5	8.5	9.4	10.2	9.0	8.5
3.75 - 3.99	4.0	4.4	4.5	4.3	5.2	4.4	3.9	4.9	5.1	5.7	6.8	5.1	5.8
4.0 or higher	0.2	0.6	0.7	0.4	0.5	0.5	0.4	0.5	0.7	0.5	0.8	0.8	0.7
Total (Number of Students)	100.0 (3,468)	100.0 (3,393)	100.0 (2,853)	100.0 (3,519)	100.0 (3,475)	100.0 (3,837)	100.0 (4,359)	100.0 (3,954)	100.0 (4,870)	100.0 (4,842)	100.0 (3,837)	100.0 (5,380)	100.0 (5,036)
Mean CSUN GPA	2.51	2.55	2.60	2.50	2.52	2.48	2.52	2.61	2.60	2.64	2.71	2.64	2.63

Table 5. One-Year Continuation Rates of First Time Freshmen Entering CSUN During the 2002-14 Period by Racial and Ethnic Background

Entry Term	Continuation Rates			All Students		Traditionally Underserved *		Better Served	
	All Students	Traditionally Underserved *	Better Served	Size of Entry Cohort	Enrolled One Year Later	Size of Entry Cohort	Enrolled One Year Later	Size of Entry Cohort	Enrolled One Year Later
Fall 2002	75.3	73.6	77.1	3,623	2,729	1,853	1,364	1,770	1,365
Fall 2003	75.9	74.2	77.8	3,558	2,700	1,857	1,377	1,701	1,323
Fall 2004	76.5	73.3	79.5	2,927	2,239	1,406	1,030	1,521	1,209
Fall 2005	76.0	72.5	79.7	3,668	2,786	1,897	1,375	1,771	1,411
Fall 2006	74.8	71.3	78.8	3,611	2,702	1,916	1,367	1,695	1,335
Fall 2007	72.6	69.7	76.1	4,030	2,927	2,170	1,512	1,860	1,415
Fall 2008	70.8	66.8	76.1	4,513	3,194	2,593	1,733	1,920	1,461
Fall 2009	74.3	71.4	79.0	4,076	3,029	2,509	1,791	1,567	1,238
Fall 2010	74.1	70.9	79.7	5,003	3,709	3,162	2,242	1,841	1,467
Fall 2011	74.2	70.0	82.4	4,981	3,695	3,292	2,303	1,689	1,392
Fall 2012	78.1	74.5	84.9	3,924	3,063	2,582	1,924	1,342	1,139
Fall 2013	76.4	73.1	83.5	5,514	4,210	3,778	2,760	1,736	1,450
Fall 2014	78.0	75.2	84.5	5,185	4,044	3,612	2,715	1,573	1,329
Net Gain (2008-14)	7.2	8.3	8.4						

* Traditionally underserved students are those from the following backgrounds: American Indians/Alaskan Natives, Native Hawaiians/Pacific Islanders, African American, and Latina/o. The "Better Served" grouping includes all others, except international students.

Table 6a. Six-Year and Likely Graduation Rates of First Time Freshmen Entering CSUN During the 2002-09 Period by Racial and Ethnic Background

Entry Term	Six-Year Graduation Rates			Likely Graduates		
	All Students	Traditionally Under-served *	Better Served	All Students	Traditionally Under-served *	Better Served
Fall 2002	40.3	35.3	45.5	51.3	47.2	55.6
Fall 2003	43.1	38.7	48.0	51.9	48.0	56.1
Fall 2004	46.8	40.2	52.9	55.4	48.8	61.6
Fall 2005	45.0	37.4	53.2	53.2	46.5	60.5
Fall 2006	47.2	40.8	54.5	54.9	49.5	60.9
Fall 2007	44.7	38.3	52.1	52.6	47.1	58.9
Fall 2008	46.0	40.3	53.8	54.4	49.0	61.7
Fall 2009	49.5	45.4	56.0	57.5	53.9	63.3
Net Gain	9.2	10.1	10.5	6.2	6.7	7.7

* Traditionally underserved students are those from the following backgrounds: American Indians/Alaskan Natives, Native Hawaiians/Pacific Islanders, African American, and Latina/o. The "Better Served" grouping includes all others, except international students.

Table 6b. Number of First Time Freshmen Entering CSUN During the 2002-09 Period Who Graduated within Six Years or Are Still Entrolled at the Beginning of the Seventh Year Since Entry by Racial and Ethnic Background

Entry Term	All Students			Traditionally Underserved *			Better Served		
	Size of Entry Cohort	Graduated	Still Enrolled at CSUN	Size of Entry Cohort	Graduated	Still Enrolled at CSUN	Size of Entry Cohort	Graduated	Still Enrolled at CSUN
Fall 2002	3,623	1,459	400	1,853	654	220	1,770	805	180
Fall 2003	3,558	1,535	312	1,857	718	174	1,701	817	138
Fall 2004	2,927	1,370	253	1,406	565	121	1,521	805	132
Fall 2005	3,668	1,651	302	1,897	709	173	1,771	942	129
Fall 2006	3,611	1,706	276	1,916	782	167	1,695	924	109
Fall 2007	4,030	1,801	317	2,170	832	190	1,860	969	127
Fall 2008	4,513	2,078	376	2,593	1,046	224	1,920	1,032	152
Fall 2009	4,076	2,017	327	2,509	1,140	212	1,567	877	115

* Traditionally underserved students are those from the following backgrounds: American Indians/Alaskan Natives, Native Hawaiians/Pacific Islanders, African American, and Latina/o. The "Better Served" grouping includes all others, except international students.

Table 7. Entry Characteristics of New Transfer Entrants by Fall Term (Percentages)

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
1. Overall Enrollment	2,627	2,446	1,973	3,042	3,448	3,382	3,227	3,414	4,147	4,566	3,655	4,961	5,548
2002-14 gain: 111.2%													
2005-11 gain: 50.0% *													
2. Gender													
Women	59.7	58.4	59.1	59.4	59.0	57.4	58.7	57.1	55.8	54.1	52.0	55.5	55.6
Men	40.3	41.6	40.9	40.6	41.0	42.6	41.3	42.9	44.2	45.9	48.0	44.5	44.4
Total (Number of Students)	100.0 (2,627)	100.0 (2,446)	100.0 (1,973)	100.0 (3,042)	100.0 (3,448)	100.0 (3,382)	100.0 (3,227)	100.0 (3,414)	100.0 (4,147)	100.0 (4,566)	100.0 (3,655)	100.0 (4,961)	100.0 (5,548)
3. Age at Entry													
21 or younger	31.1	30.7	27.9	31.8	33.4	32.1	34.8	36.8	32.7	29.1	30.5	25.4	24.4
22-23	28.4	27.4	29.0	27.4	27.3	28.9	26.2	27.2	30.7	31.3	33.2	34.6	34.7
24-26	15.2	17.5	18.8	18.1	18.4	18.6	16.8	16.1	17.7	19.5	17.6	21.2	21.6
27 or older	25.4	24.3	24.3	22.6	20.9	20.3	22.2	19.9	18.9	20.1	18.7	18.8	19.3
Total (Number of Students)	100.0 (2,627)	100.0 (2,446)	100.0 (1,973)	100.0 (3,042)	100.0 (3,448)	100.0 (3,382)	100.0 (3,227)	100.0 (3,414)	100.0 (4,147)	100.0 (4,566)	100.0 (3,655)	100.0 (4,961)	100.0 (5,548)
4. Racial and Ethnic Background													
<i>Traditionally Underserved</i>	38.4	36.1	29.5	32.9	32.8	32.4	34.0	34.6	37.3	39.9	40.2	43.8	46.3
American Indian/Alaskan Native	0.8	0.4	0.5	0.6	0.6	0.4	0.6	0.2	0.2	0.2	0.2	0.2	0.2
Native Hawaiian/Pacific Islanders	0.3	0.4	0.3	0.7	0.5	0.7	0.6	0.1	0.1	0.2	0.1	0.1	0.0
African American	5.7	4.3	4.0	5.5	5.8	6.0	5.4	4.5	4.5	4.8	4.1	4.5	4.3
Latina/o	24.7	24.1	23.5	26.0	25.9	25.3	27.4	28.1	30.3	32.9	33.7	36.8	39.1
Multi-Race	6.8	7.0	1.2	0.0	0.0	0.1	0.1	1.7	2.1	1.8	2.1	2.1	2.6
<i>Better Served</i>	61.6	63.9	70.5	67.1	67.2	67.6	66.0	65.4	62.7	60.1	59.8	56.2	53.7
Asian	10.0	10.5	11.2	11.5	11.5	12.0	11.7	9.5	11.4	11.1	11.7	11.7	11.4
Asian-White	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.7	1.7	2.0	1.9	1.4
White	38.4	39.7	36.7	38.0	39.7	39.1	38.9	36.8	40.2	40.3	39.5	36.9	35.4
Decline to state	13.2	13.7	22.7	17.6	16.0	16.4	15.4	18.1	9.5	7.0	6.6	5.7	5.5
Total (Number of Students)	100.0 (2,627)	100.0 (2,446)	100.0 (1,973)	100.0 (3,042)	100.0 (3,448)	100.0 (3,382)	100.0 (3,227)	100.0 (3,414)	100.0 (4,147)	100.0 (4,566)	100.0 (3,655)	100.0 (4,961)	100.0 (5,548)

* The three-year graduation rates considered in a later table, cover this period. It is shaded in light yellow in this table and the next.

Table 7 cont'd. - 2

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
5. Pell Grant Status (proxy for Low Income Status) *													
Pell Grant recipient	33.9	35.8	38.1	34.9	34.1	33.4	36.3	42.2	48.0	52.3	54.5	57.6	57.9
No Pell Grant	66.1	64.2	61.9	65.1	65.9	66.6	63.7	57.8	52.0	47.7	45.5	42.4	42.1
Total (Number of Students)	100.0 (2,627)	100.0 (2,446)	100.0 (1,973)	100.0 (3,042)	100.0 (3,448)	100.0 (3,382)	100.0 (3,227)	100.0 (3,414)	100.0 (4,147)	100.0 (4,566)	100.0 (3,655)	100.0 (4,961)	100.0 (5,548)
6. Pell Grant Recipients Among													
Traditionally Underserved Groups (no. of students on which percent based)	45.3 (1,008)	46.4 (883)	47.4 (582)	41.6 (1,000)	42.1 (1,131)	39.7 (1,096)	43.3 (1,097)	50.1 (1,182)	58.4 (1,545)	60.6 (1,821)	61.0 (1,471)	63.8 (2,174)	63.4 (2,570)
Better Served Groups (no. of students on which percent based)	26.7 (1,619)	29.8 (1,563)	34.1 (1,391)	31.6 (2,042)	30.2 (2,317)	30.4 (2,286)	32.7 (2,130)	38.0 (2,232)	41.9 (2,602)	46.7 (2,745)	50.1 (2,184)	52.9 (2,787)	53.2 (2,978)
7. Parental Education (indicator of First-Generation College Status)													
Both parents: high school or less	24.1	25.8	24.6	22.0	22.7	24.7	26.8	25.5	27.7	30.8	31.2	35.1	36.4
One or both parents: some college	21.8	24.4	23.2	21.4	22.8	25.5	25.3	26.6	25.6	27.7	26.9	28.0	27.2
One or both parents: four-year degree	31.6	32.4	33.1	33.5	33.0	37.3	35.4	35.3	36.8	37.0	36.6	34.0	32.9
Unknown	22.4	17.4	19.2	23.1	21.5	12.5	12.5	12.6	10.0	4.5	5.3	2.9	3.6
Total (Number of Students)	100.0 (2,627)	100.0 (2,446)	100.0 (1,973)	100.0 (3,042)	100.0 (3,448)	100.0 (3,382)	100.0 (3,227)	100.0 (3,414)	100.0 (4,147)	100.0 (4,566)	100.0 (3,655)	100.0 (4,961)	100.0 (5,548)
8. Transferl GPA													
Below 2.25	5.8	4.3	5.2	4.6	5.3	5.4	4.1	4.3	3.1	3.4	3.1	3.0	2.5
2.25 - 2.49	10.5	10.2	9.3	9.3	11.2	11.2	9.0	9.2	9.4	9.5	9.2	8.6	8.6
2.50 - 2.74	18.6	16.3	14.8	16.4	16.3	16.9	16.9	16.3	16.2	17.6	17.3	16.8	17.3
2.75 - 2.99	19.9	20.1	19.6	20.1	20.7	20.3	20.6	20.6	22.0	22.1	21.5	22.5	20.8
3.00 - 3.24	18.3	19.4	21.6	19.3	19.2	18.2	18.9	19.9	20.8	20.3	19.9	20.9	20.3
3.25 - 3.49	13.5	14.9	14.8	14.9	13.7	14.0	15.2	14.4	15.0	14.2	15.0	14.7	15.7
3.50 - 3.74	8.7	8.7	9.7	9.7	9.1	9.0	9.7	10.0	8.7	8.5	8.7	8.9	9.4
3.75 - 3.99	4.2	5.5	4.2	5.0	3.9	4.6	4.8	5.1	4.3	4.0	4.6	4.1	4.7
4.0 or higher	0.4	0.6	0.7	0.8	0.5	0.5	0.7	0.3	0.5	0.4	0.7	0.5	0.6
Total (Number of Students)	100.0 (2,621)	100.0 (2,443)	100.0 (1,962)	100.0 (3,038)	100.0 (3,433)	100.0 (3,328)	100.0 (3,218)	100.0 (3,403)	100.0 (4,147)	100.0 (4,566)	100.0 (3,655)	100.0 (4,960)	100.0 (5,548)
Mean GPA	2.95	2.99	3.00	3.00	2.96	2.96	3.00	3.00	3.00	2.98	3.00	3.00	3.02

Table 8. Initial Choices and Performance of New Transfer Entrants by Fall Term (Percentages)

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
1. Colleges Housing Majors Planned at Entry													
Arts, Media, & Communication	17.9	16.8	15.3	18.6	17.2	19.1	17.7	19.1	17.5	17.1	17.7	17.1	15.9
Business & Economics	23.9	26.3	26.6	25.0	25.8	25.6	24.3	24.1	22.6	20.7	20.5	21.0	21.2
Education	1.6	1.2	1.5	1.7	1.2	1.8	1.5	1.8	1.6	1.9	2.6	2.1	2.1
Engineering & Computer Science	5.0	3.9	4.1	4.2	3.5	3.6	4.3	4.0	6.2	6.5	6.6	6.8	6.7
Health & Human Development	10.3	12.1	11.5	12.3	13.7	13.0	13.7	14.1	15.6	16.7	17.0	18.9	19.7
Humanities	13.6	14.4	13.7	12.1	10.6	10.8	10.8	9.5	8.3	6.7	6.9	5.7	5.8
Science & Mathematics	21.5	19.5	19.2	19.7	20.7	19.6	22.0	21.3	23.0	24.7	21.8	22.6	22.7
Social & Behavioral Sciences	5.0	4.5	6.1	5.6	6.6	5.5	5.2	5.8	5.1	5.6	6.8	5.9	5.8
Undeclared	1.1	1.3	2.0	0.7	0.8	1.0	0.5	0.3	0.0	0.0	0.1	0.0	0.0
Total (Number of Students)	100.0 (2,627)	100.0 (2,446)	100.0 (1,973)	100.0 (3,042)	100.0 (3,448)	100.0 (3,382)	100.0 (3,227)	100.0 (3,414)	100.0 (4,147)	100.0 (4,566)	100.0 (3,655)	100.0 (4,961)	100.0 (5,548)
2. Units Attempted in First Term													
6 or fewer	13.5	16.1	15.3	13.0	15.3	15.8	13.4	16.6	14.4	13.2	12.6	11.0	12.2
7-11	15.8	14.6	14.5	16.4	17.3	18.7	18.6	18.3	18.6	16.6	16.6	14.3	16.9
12-15	64.3	63.2	64.9	62.9	59.9	57.8	60.0	58.3	63.0	63.6	65.6	69.0	66.7
16 or more	6.4	6.1	5.3	7.7	7.5	7.6	8.1	6.7	4.0	6.7	5.2	5.6	4.2
Total (Number of Students)	100.0 (2,627)	100.0 (2,446)	100.0 (1,973)	100.0 (3,042)	100.0 (3,448)	100.0 (3,382)	100.0 (3,227)	100.0 (3,414)	100.0 (4,147)	100.0 (4,566)	100.0 (3,655)	100.0 (4,961)	100.0 (5,548)
Mean units attempted	11.6	11.4	11.4	11.6	11.4	11.3	11.5	11.1	11.1	11.5	11.4	11.7	11.4
3. Academic Standing at end of first year													
In Good Standing	85.1	86.7	87.0	84.8	81.3	83.6	84.9	84.1	86.6	85.5	85.9	86.5	86.6
on Probation	10.5	7.5	7.0	8.6	10.6	9.4	8.6	9.1	7.5	8.2	7.3	7.6	7.6
Disqualified	4.4	5.8	5.9	6.6	8.1	6.9	6.5	6.7	5.8	6.3	6.8	5.9	5.7
Total (Number of Students)	100.0 (2,627)	100.0 (2,446)	100.0 (1,973)	100.0 (3,042)	100.0 (3,448)	100.0 (3,382)	100.0 (3,227)	100.0 (3,411)	100.0 (4,147)	100.0 (4,563)	100.0 (3,655)	100.0 (4,955)	100.0 (5,548)

Table 8 cont'd. - 2

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
4. CSUN GPA at end of first year (among students earning at least one unit)													
Below 2.25	21.3	18.7	17.5	20.0	23.6	22.2	19.8	21.3	18.1	19.2	20.4	19.5	17.5
2.25 - 2.49	8.9	8.7	7.7	8.3	8.8	8.9	8.2	9.0	8.1	8.0	8.2	7.9	8.0
2.50 - 2.74	10.9	11.3	10.3	10.5	10.7	10.3	11.5	11.1	11.0	11.0	10.5	10.1	10.8
2.75 - 2.99	13.0	11.5	11.8	12.1	12.8	11.5	11.2	12.3	12.5	12.3	12.0	12.2	11.9
3.00 - 3.24	13.9	14.2	13.2	13.6	12.1	13.7	13.6	13.4	14.4	13.5	15.0	14.3	14.0
3.25 - 3.49	12.1	13.0	14.3	12.8	12.0	13.1	13.1	12.5	12.9	13.9	12.7	13.2	13.7
3.50 - 3.74	10.9	11.8	13.5	11.9	10.2	9.6	11.7	11.0	12.2	11.2	10.7	11.6	12.2
3.75 - 3.99	7.2	9.1	9.8	9.0	8.0	8.6	8.9	7.7	9.0	9.0	8.9	9.5	9.5
4.0 or higher	1.8	1.7	2.0	1.9	1.8	2.1	2.0	1.9	1.9	1.8	1.6	1.7	2.3
Total (Number of Students)	100.0 (2,583)	100.0 (2,404)	100.0 (1,929)	100.0 (2,975)	100.0 (3,354)	100.0 (3,303)	100.0 (3,149)	100.0 (3,336)	100.0 (4,067)	100.0 (4,473)	100.0 (3,590)	100.0 (4,888)	100.0 (5,459)
Mean CSUN GPA	2.81	2.87	2.92	2.85	2.77	2.80	2.85	2.82	2.89	2.86	2.84	2.87	2.90

Table 9. One-Year Continuation Rates of New Transfer Students Entering CSUN During the 2002-14 Period by Racial and Ethnic Background

Entry Term	Continuation Rates			All Students		Traditionally Underserved *		Better Served	
	All Students	Traditionally Underserved *	Better Served	Size of Entry Cohort	Enrolled One Year Later ^	Size of Entry Cohort	Enrolled One Year Later ^	Size of Entry Cohort	Enrolled One Year Later ^
Fall 2002	83.1	82.3	83.6	2,627	2,183	1,008	830	1,619	1,353
Fall 2003	83.2	84.1	82.6	2,446	2,034	883	743	1,563	1,291
Fall 2004	83.4	80.8	84.5	1,973	1,646	582	470	1,391	1,176
Fall 2005	84.7	81.1	86.5	3,042	2,577	1,000	811	2,042	1,766
Fall 2006	84.1	83.6	84.3	3,448	2,899	1,131	945	2,317	1,954
Fall 2007	85.3	84.7	85.6	3,382	2,885	1,096	928	2,286	1,957
Fall 2008	80.8	78.9	81.8	3,227	2,607	1,097	865	2,130	1,742
Fall 2009	82.4	81.9	82.7	3,414	2,814	1,182	968	2,232	1,846
Fall 2010	83.8	82.8	84.4	4,147	3,476	1,545	1,279	2,602	2,197
Fall 2011	82.1	81.1	82.8	4,566	3,748	1,821	1,476	2,745	2,272
Fall 2012	83.9	82.6	84.8	3,655	3,068	1,471	1,215	2,184	1,853
Fall 2013	83.8	81.1	85.9	4,961	4,158	2,174	1,764	2,787	2,394
Fall 2014	83.9	82.3	85.3	5,548	4,655	2,570	2,114	2,978	2,541
Net Gain	0.8	-0.1	1.8						

* Traditionally underserved students are those from the following backgrounds: American Indians/Alaskan Natives, Native Hawaiians/Pacific Islanders, African American, and Latina/o. The "Better Served" grouping includes all others, except international students.

^ The small number of transfer students who have graduated by the beginning of their second year after entry are included among the Still Enrolled.

**Table 10a. Three-Year and Likely Graduation Rates of New Transfer Students Entering CSUN
During the 2005-12 Period by Racial and Ethnic Background**

Entry Term	Three-Year Graduation Rates			Likely Graduates		
	All Students	Traditionally Under-served *	Better Served	All Students	Traditionally Under-served *	Better Served
Fall 2005	57.1	51.2	59.9	76.4	72.3	78.4
Fall 2006	53.5	49.0	55.6	71.0	68.4	72.2
Fall 2007	54.3	47.9	57.4	72.3	69.2	73.8
Fall 2008	58.2	55.3	59.7	74.9	73.3	75.7
Fall 2009	59.9	59.5	60.1	76.3	76.1	76.4
Fall 2010	63.9	62.7	64.6	78.3	76.6	79.4
Fall 2011	62.6	61.2	63.5	77.0	75.3	78.1
Fall 2012	63.2	62.3	63.8	78.4	77.2	79.2
Net Gain	6.1	11.1	3.8	2.0	4.9	0.9

* Traditionally underserved students are those from the following backgrounds: American Indians/Alaskan Natives, Native Hawaiians/Pacific Islanders, African American, and Latina/o. The "Better Served" grouping includes all others, except international students.

Table 10b. Number of New Transfer Students Entering CSUN During the 2005-12 Period Who Graduated within Three Years or Are Still Enrolled at the Beginning of the Seventh Year Since Entry by Racial and Ethnic Background

Entry Term	All Students			Traditionally Underserved *			Better Served		
	Size of Entry Cohort	Graduated	Still Enrolled at CSUN	Size of Entry Cohort	Graduated	Still Enrolled at CSUN	Size of Entry Cohort	Graduated	Still Enrolled at CSUN
Fall 2005	3,042	1,736	587	1,000	512	211	2,042	1,224	376
Fall 2006	3,448	1,843	605	1,131	554	220	2,317	1,289	385
Fall 2007	3,382	1,838	607	1,096	525	233	2,286	1,313	374
Fall 2008	3,227	1,878	538	1,097	607	197	2,130	1,271	341
Fall 2009	3,414	2,044	561	1,182	703	197	2,232	1,341	364
Fall 2010	4,147	2,650	599	1,545	969	214	2,602	1,681	385
Fall 2011	4,566	2,857	659	1,821	1,114	257	2,745	1,743	402
Fall 2012	3,655	2,310	555	1,471	917	218	2,184	1,393	337

* Traditionally underserved students are those from the following backgrounds: American Indians/Alaskan Natives, Native Hawaiians/Pacific Islanders, African American, and Latina/o. The "Better Served" grouping includes all others, except international students.

Table 11. Recent One-Year Continuation Rates at Large CSU Campuses by Entry Status and Entry Term *

Campus	Entry Cohort			3-year Average
	Fall 2012	Fall 2013	Fall 2014	
First Time Full-Time Freshman Entrants				
San Luis Obispo	92.5	92.6	93.2	92.8
Long Beach	88.8	89.9	89.3	89.3
Pomona	90.0	88.8	88.6	89.1
Fullerton	88.5	88.6	88.1	88.4
San Diego	87.8	87.8	88.7	88.1
San Bernardino	88.8	87.6	86.7	87.7
San Jose	87.8	86.6	86.4	86.9
Chico	86.6	87.4	83.8	85.9
Los Angeles	82.1	83.9	84.1	83.3
Fresno	83.2	83.0	82.6	82.9
San Francisco	82.1	83.6	81.8	82.5
San Marcos	82.3	82.8	80.9	82.0
Sacramento	82.5	82.7	80.3	81.8
Dominguez Hills	79.3	79.7	81.6	80.2
East Bay	77.5	80.6	79.9	79.3
Northridge	78.3	77.2	78.7	78.1
*CSU System	82.6	82.3	82.3	82.4
New Transfer Entrants				
San Luis Obispo	91.5	91.5	94.3	92.4
Long Beach	89.1	92.0	91.6	90.9
Pomona	90.0	90.8	91.2	90.7
San Diego	90.1	89.2	91.1	90.1
Chico	89.1	89.6	89.0	89.3
San Bernardino	88.6	88.0	88.2	88.3
Fresno	88.2	87.0	87.2	87.4
Los Angeles	85.0	88.6	87.7	87.1
Fullerton	86.1	85.5	89.4	87.0
San Jose	86.7	86.9	86.5	86.7
San Francisco	86.5	88.2	83.6	86.1
Sacramento	85.7	85.5	87.0	86.1
San Marcos	85.6	86.2	85.8	85.9
Dominguez Hills	84.2	84.7	85.5	84.8
Northridge	83.9	83.9	84.1	83.9
East Bay	80.7	82.6	83.6	82.3
*CSU System	86.7	87.1	87.5	87.1

* Large campuses" are defined as those enrolling 10,000 or more headcount students in Fall 2014.

Source: The California State University; Graduation Rates Dashboard

Table 12. Three-Year Graduation Rates of Transfer Entrants Enrolled at Large CSU Campuses by Entry Term *

Campus	Entry Cohort			3-year Average
	Fall 2010	Fall 2011	Fall 2012	
San Diego	74.4	71.0	74.0	73.1
San Luis Obispo	63.4	72.6	69.9	68.7
San Francisco	66.3	67.1	65.1	66.2
Long Beach	65.3	65.7	67.4	66.1
Chico	62.9	63.5	68.9	65.1
East Bay	68.1	65.0	60.7	64.6
San Bernardino	62.8	62.3	65.2	63.4
Northridge	64.2	62.2	63.2	63.2
Fullerton	60.1	62.4	63.4	62.0
Sacramento	58.5	59.3	59.9	59.2
San Marcos	60.0	57.4	58.1	58.5
San Jose	53.6	56.9	58.4	56.3
Los Angeles	54.9	58.9	54.7	56.2
Fresno	55.3	56.5	56.5	56.1
Pomona	59.2	57.3	51.2	55.9
Dominguez Hills	52.0	53.9	57.3	54.4
*CSU System	58.3	59.0	61.5	59.6

* Large campuses" are defined as those enrolling 10,000 or more headcount students in Fall 2014.

Source: The California State University; Graduation Rates Dashboard

**Table 13. Six-Year Graduation Rates of First Time Full-Time Freshman Entrants
Enrolled at Large CSU Campuses by Entry Term ***

Campus	Entry Cohort			3-year Average
	Fall 2007	Fall 2008	Fall 2009	
San Luis Obispo	69.7	75.0	75.8	73.5
San Diego	66.2	66.0	68.1	66.7
Long Beach	60.3	65.2	67.0	64.2
Chico	56.1	59.3	63.7	59.7
Pomona	52.4	56.4	62.9	57.2
Fullerton	53.5	55.7	61.9	57.0
Fresno	48.6	52.4	58.5	53.1
San Jose	48.1	51.6	56.8	52.2
San Marcos	47.9	48.5	51.4	49.3
San Francisco	45.5	49.7	51.2	48.8
Northridge	45.8	46.8	50.4	47.6
San Bernardino	41.1	48.0	52.1	47.1
Sacramento	42.9	43.7	46.0	44.2
Los Angeles	35.7	41.1	45.3	40.7
East Bay	38.1	38.1	45.1	40.4
Dominguez Hills	29.4	32.3	34.7	32.1
*CSU System	51.8	54.0	57.0	54.3

* "Large campuses" are defined as those enrolling 10,000 or more headcount students in Fall 2014.

Source: The California State University; Graduation Rates Dashboard

Table 14. Selected Entry Characteristics and One-Year Continuation Rates of First Time Full-Time Freshman Enrolled at Large CSU Campuses (Fall 2012, 2013, & 2014 entrants) *

CSU Campus	One-Year Contin. Rate	Three-Year Averages (2012-14)			Entrants in Cohort
		Tradit. Underserved Background ^	Pell-Grant Recip	Fully Profic. at Entry	
Northridge	78.1	60.3	59.4	36.0	5,098
Fullerton	88.4	45.2	45.1	76.0	4,391
San Diego	88.1	31.7	31.8	90.8	4,347
San Luis Obispo	92.8	14.6	16.7	97.0	4,344
Long Beach	89.3	45.7	50.2	69.1	4,167
San Francisco	82.5	38.4	47.4	49.7	3,645
San Jose	86.9	30.9	42.8	63.8	3,446
Pomona	89.1	45.2	45.1	70.6	3,248
Sacramento	81.8	40.8	57.2	42.5	3,222
Fresno	82.9	54.2	62.2	42.1	3,196
Los Angeles	83.3	73.1	72.7	25.1	2,933
Chico	85.9	35.6	41.2	62.2	2,627
San Bernardino	87.7	74.2	67.2	34.1	2,454
San Marcos	82.0	51.1	47.5	47.2	1,953
East Bay	79.3	55.0	55.6	31.7	1,485
Dominguez Hills	80.2	82.9	73.2	21.1	1,293
*CSU System	82.4	46.2	48.9	57.0	59,456

* "Large campuses" are defined as those enrolling 10,000 or more headcount students in Fall 2014.

^ This grouping includes students stemming from American Indian, African American, and Latina/o backgrounds.

Source: The California State University; Graduation Rates Dashboard

	2012-14 Averages
Correlation Coefficients [r]	
Proportion Traditionally Underserved and Proportion with Pell Grants	0.931
Fully Proficient at Entry	0.850
Continuation Rate and Proportion	
Fully Proficient at Entry	0.818
Traditionally Underserved	0.555
with Pell Grants	0.648