

CSU UNDERGRADUATE OUTCOMES REPORT

Graduation Rates, Persistence Rates, and
Analysis of Factors Related to Outcomes

As required by the Budget Act of 2015



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This report was prepared by the CSU Office of the Chancellor in response to Senate Bill No. 97 (Budget Act of 2015) Chapter 11 SEC. 86 3.1.

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CSU Undergraduate Outcomes Report

Executive Summary

The California State University (CSU) is a recognized national leader in educating—and graduating—a broad, high-need, and historically underserved student population. We are proud of our working students, students with family responsibilities, active and retired service members, first-generation college-attending students, and those who speak English as a second language. We are proud to be the gateway to education for many communities that in the past were excluded from the traditional higher education models. Fifty-four percent of our fall 2015 entering freshmen seek to be among the first generation of their family to earn a bachelor degree (33 percent also are among the first generation of their families to attend college).

In that context, the CSU has dedicated itself over the past decades to improving measured outcomes of student success, including graduation rates. We have achieved marked and provable success in these measures. The CSU has done so while maintaining these core principles: 1) educational access must be broad, which means holding admission standards relatively level, and 2) a bachelor's degree must be earned, which means maintaining high academic standards.

The CSU continues to focus on improving measureable success outcomes. The CSU is also working diligently to ensure students gain the soft skills—such as teamwork, collaboration and problem solving—that California's employers demand.

While this report is responsive to data requests—and thus, very number-intensive—these figures should be understood in the context of public higher education's larger mission. If the CSU were only to educate those who are most-prepared and most-capable of a four-year graduation, then we would fail our larger mission. Instead, the CSU strives to empower its students to achieve all that they can in as timely and effective a manner possible.

Over the decades, we have learned a great deal about how best to serve our diverse student population. This report was developed—as required by the State Budget Act of 2015—to address freshman and transfer student graduation outcomes and the factors that may impact these rates. This report includes an analysis of success outcomes by race/ethnicity, gender, socioeconomic status, proficiency at entry, course of study, employment status, transfer units, and part-time or full-time status. This report also presents actionable changes and practices for addressing these barriers.

This report intends to address the following, as stated in Senate Bill 97 No. 97 Chapter 11 SEC. 86 3.1:

No later than April 1, 2016, the Trustees of the California State University shall report to the Director of Finance and, in conformity with Section 9795 of the Government Code, to the Legislature on factors that impact systemwide four-year and six-year graduation rates and systemwide two-year and three-year transfer graduation rates for all students and for low-income and underrepresented student populations in particular. The report shall include, but not be limited to, an analysis of the extent to which course availability, course of study, employment status, transferred in units, and part-time or full-time status impact graduation rates and time to

degree. The report shall also include an analysis of the extent to which particular barriers vary by campus and student population and present actionable changes in university policy and practices for addressing identified barriers.

The CSU 2009 Graduation Initiative aspired to increase six-year graduation rates for first-time full-time freshmen by eight percentage points to 54.0 percent. The fall 2009 first-time full-time freshman cohort surpassed this goal by three percentage points, with a six-year graduation rate of 57.0 percent. Many factors contributed to the gains in both persistence and graduation rates, including improved college readiness, increased and improved student services, and increased course availability. While the graduation rate goal was exceeded, attainment gaps remain.

While not a specified part of the 2009 graduation initiative, graduation rates have increased for students who enter the CSU system as undergraduate transfers in recent years. The two-year graduation rate for undergraduate transfer students for the fall 2011 cohort was 26.7 percent, the three-year graduation rate was 62.4 percent, and the four-year rate was 72.9 percent. The average earned transfer units at entry has also increased, contributing to these improved graduation rates. Similar to freshmen rates, attainment gaps remain.

Graduation rates for first-time freshmen who started in fall 1975 were 10.8 percent graduated in four years or less, and 33.5 percent graduated in six years or less. By the cohort of students who started in fall 1990, the four-year graduation rate had dipped to 6.6 percent and the six-year graduation rate had improved to 37.8 percent. The rates for the 2000 cohort were 13.1 percent graduated in four years or less, and 47.8 percent graduated in six years or less. The most recent graduation rates are the highest they have ever been. Additionally, over the last decade, actual mean time to degree has decreased by half of a year. More freshmen are earning their degrees in five years (or less) rather than six. Similarly, transfer students are earning their degrees in a shorter timeframe.

Advanced statistical analyses revealed that for first-time freshmen, preparation at entry is the strongest indicator of collegiate success outcomes. Preparation is affected by economic advantage and K-12 resources and quality. The CSU through pre-matriculation efforts and supplemental academic support seeks to mediate historic differences in preparation. For transfers, major choice and employment in the first term of enrollment were strong indicators of success outcomes. Through partnerships with community colleges (SB 1440), improved advisement, and flexible scheduling the CSU works to ensure efficient paths to success.

By reviewing the descriptive and analytical findings in this report, as well existing literature on student success, the following actionable changes/foci in campus policies, programs, and practices to further improve persistence and graduation rates merit consideration. These and other efforts by our campuses are making a difference.

The recommendations resulting from this report for actionable changes focus on:

- Preparation
- Sense of belonging/connectedness
- Academic support
- Efforts to mediate the influence of socioeconomic differences
- Efforts to articulate clear pathways to degree and career

- Actively leveraging data
- Efforts to minimize administrative hurdles

The actionable changes reflect opportunities to better inform student paths through advisement, to provide courses and services at critical moments, to establish improved academic and social integration, and to increase engagement in academic discourse with faculty who are experts in their chosen fields. Providing high-quality interaction with faculty and advisors for our students remains a CSU priority. Campuses have seen gains from purposeful efforts in these actionable areas and expect continued improvement in student outcomes in coming years.

The CSU has and will continue to meet its Master Plan role of serving California's educational need, as such we need to remain cognizant of the variation of experience, backgrounds, priorities, expectations, resources, and goals of our students as they pursue higher education.

For freshmen who expect to earn their degrees in four years or less and transfers with similar expectations to graduate in two years or less, we persevere to ensure they have every opportunity to do so. We also recognize that some of our students will explore opportunities across disciplines which may require studies to extend a little longer. We see attainment of all types as critical in the academic and social growth of the student who will in turn add to California and its economy for decades to come.

Our students are California. We meet them where they are when they arrive. We are proud of who they become as part of our ever growing CSU community.

Introduction

The CSU is a nationally recognized leader in serving students of diverse backgrounds. As the gateway to education for many communities that were in the past excluded in the traditional higher education models, the CSU has dedicated itself to student success. That means holding admission standards relatively level, while ensuring that bachelor's degrees are earned. That also means working diligently to ensure students have the soft skills that are increasingly demanded by California's employers.

This report responds to the 2015 Budget Act, and demonstrates our persistent focus on the individualized successes of students. The CSU strives to empower students to achieve their academic goals in as timely and effective a manner possible.

In fall 2015, the CSU system served more than 470,000 undergraduate, post-baccalaureate, and graduate students. As the largest university system in the nation, the CSU takes great pride in providing affordable, accessible, and high-quality education to a diverse population and in turn, also aims to prepare students to become successful leaders in the workforce. Improved graduation rates result in more students earning degrees, entering the workforce earlier, and possibly spending less money on tuition and enrollment fees. It also creates greater access for the next cohort of students as they pursue their degree aspirations.

The expectation of continued improvement in graduation rates comes with the task of providing meaningful services and opportunities to our students. CSU students are a reflection of California and bring different experiences as they pursue their degrees.

Graduation rates are improving for both freshmen and transfer cohorts. The Graduation Initiative 2025 includes noteworthy goals to further improve graduation rates while also eliminating achievement gaps between low-income and race/ethnicity groups. In order to do so, we must continue to improve supportive paths to earn an academically rigorous degree with an eye toward time to completion.

First-Time Freshmen

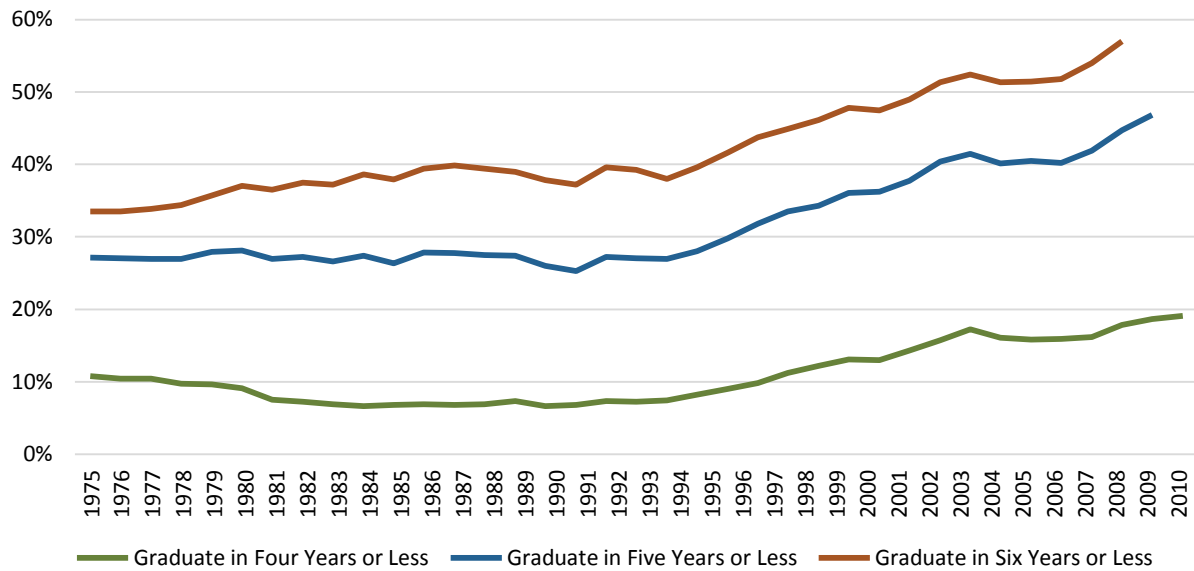
First-Time Full-Time Graduation Rates and Persistence

Refer to Appendix A Table A1.1.

Graduation rates have increased for students who enter the CSU system as first-time full-time freshmen (students enrolled in 12 or more units in their first term of enrollment). As shown in Table A1.1, the graduation rates for the cohort of these students that entered in fall 2004 were: 17.2 percent graduated in four years or less, 41.4 percent graduated in five years or less, and 52.4 percent graduated in six years or less. The fall 2009 cohort, the most recent cohort for which there exists a six-year graduation rate, had higher graduation rates at all three time points: 17.8 percent, 44.7 percent, and 57.0 percent, respectively. We see improvements in the four- and five-year graduation rates for more recent cohorts. The fall 2010 cohort had a five-year graduation rate of 46.8 percent and the fall 2011 cohort had a four-year graduation rate of 19.1 percent. The first-time full-time freshman cohort size has increased by over 23,000 students from fall 2004 to fall 2014. Improved graduation rates alongside larger entering cohorts has resulted in growth in earned degrees adding to an increased educated workforce for California. As

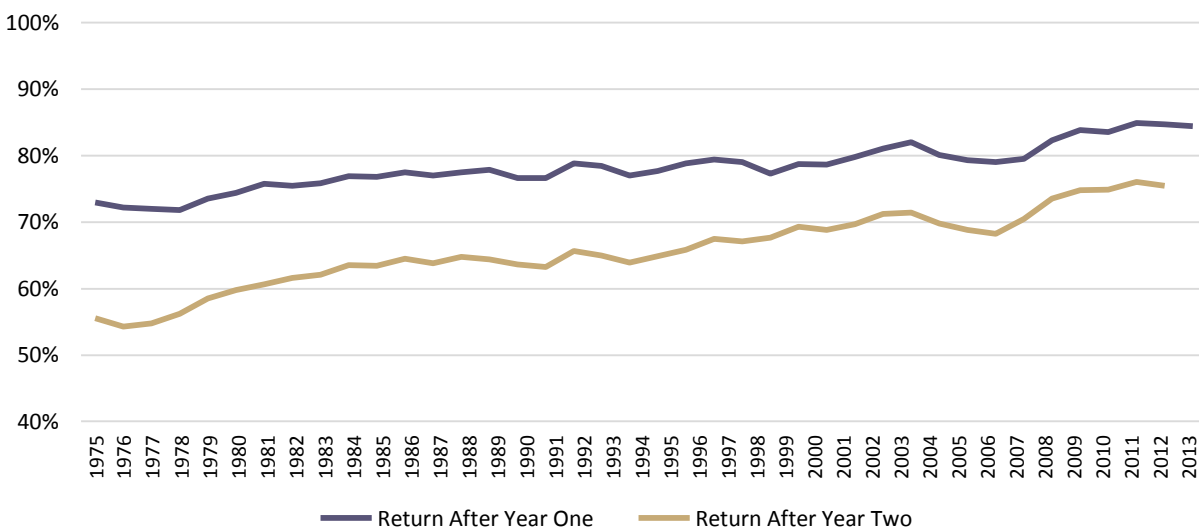
displayed in Figure 1, our graduation rates at all three measurement points have improved greatly over the past four decades.

Figure 1: CSU Graduation Rates for First-Time Full-Time Freshmen - Fall 1975 through Fall 2011 Cohorts.



While the graduation rates have improved for first-time full-time freshmen, one-year and two-year persistence rates have leveled for recent cohorts, with the systemwide one-year persistence rate for the fall 2014 cohort just under 85.0 percent and the two-year persistence rate just above 75.0 percent, at or near all-time highs, as shown in Figure 2. Many support programs are underway aimed at further improving these persistence rates.

Figure 2: CSU Persistence Rates for First-Time Full-Time Freshmen - Fall 1975 through Fall 2014 Cohorts.



First-Time Part-Time Graduation Rates and Persistence

Refer to Appendix A Table A1.2.

Graduation rates for the first-time part-time cohorts (students enrolled in less than 12 units in their first enrolled term) are unsurprisingly much lower—degree programs take longer to finish on a part-time basis, so it would be unrealistic to expect part-time rates to be the same as the full-time rates. Additionally, part-time students are less prepared at entry, as seen by their lower mean high school GPA and mean SAT¹ score than their full-time counterparts, and have far lower persistence rates. Even still, Table A1.2 shows that both the preparation measures (mean high school GPA and mean SAT) and persistence rates for first-time part-time students have been improving in recent years, and we see the same trend of improvement in graduation rates over recent years for both the five-year and six-year rates. The first-time part-time freshman cohort size increased from fall 2004 to fall 2009, peaking in 2009 and remaining steadily below 2,000 students in the most recent five cohorts.

For students who entered in fall 2013 (the most recent year for whom we have two-year persistence rates), 65.7 percent returned after year one and 57.5 percent continued after year two. Part-time student one-year persistence rates in recent years are between 62.7 to 66.0 percent, and two-year persistence rates between 55.4 to 57.5 percent.

Race/Ethnicity

Refer to Appendix A Tables A2.1-A2.4.

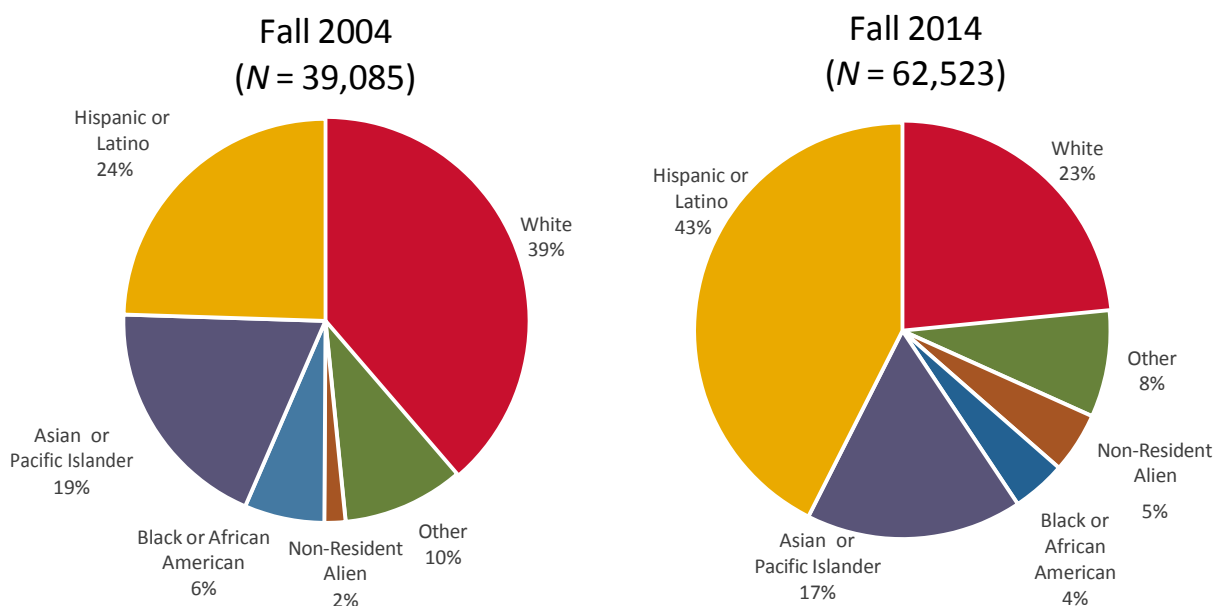
The racial and ethnic composition of California and the nation as a whole has become more diverse, and the CSU student body reflects this changing diversity (see Figure 3 below). As displayed in Table A2.1, the share of white students has been steadily decreasing over the past eleven cohorts, and the share of Hispanic or Latino students has been steadily increasing, while the share of black or African American students and Asian or Pacific Islander has been generally decreasing over the same eleven-year period, partly due to changes in self-reported identity or classification. The share of Hispanic or Latino students in the first-time full-time cohort that entered in 2014 was 42.5 percent systemwide. Beginning with the 2009 entering class, federal higher education ethnic-race reporting standards were aligned with US Census reporting standards accounting for some of the change in ethnic-race seen in Table A2.1, including more than one race/ethnic category.²

While the mean high school GPAs and mean SAT scores in Table A2.2 have generally increased in recent cohorts for all racial/ethnic groups, there are noticeable differences in preparation at entry by race/ethnicity. The differences in SAT scores in Table A2.2 are on the order of 200 points between white students and black or African American students. The differences among groups in mean high school GPA shows a less dramatic but consistent trend, reflecting clear differences in preparation at entry between racial/ethnic groups.

¹ The majority of our students take the SAT instead of the ACT. ACT scores for students with no SAT scores have been converted to SAT scores for analyses and values reflected in this report. For more information on the SAT-ACT Concordance Table, see <http://research.collegeboard.org/programs/sat/data/concordance>.

² For more information on the change in race-ethnic classifications in 2009, see Federal Register / Vol. 72, No. 202: <https://www.gpo.gov/fdsys/pkg/FR-2007-10-19/pdf/E7-20613.pdf>

Figure 3: Race/Ethnicity for First-Time Full-Time Freshmen - Fall 2004 and Fall 2014 Cohorts.



While preparation at entry clearly varies across racial/ethnic groups (see Table A6.1), the one-year persistence rates are all within a much tighter range (see Table A2.3), within 11 percentage points: one-year persistence rates by racial/ethnic group range between 78.1 percent (black or African American) and 89.2 percent (Asian or Pacific Islander). The two-year persistence rates diverge a bit more: ranging from 66.5 percent (black or African American) to 81.8 percent (Asian or Pacific Islander). There has not been much change in persistence rates over the recent years for any particular group, which is consistent with the overall persistence rates leveling.

Graduation rates on the other hand are improving over time for every racial/ethnic group, as shown in Table A2.4. While the overall graduation rates for our fall 2009 first-time full-time freshman cohort were 17.8 percent, 44.7 percent, and 57.0 percent for students earning their degree in four years or less, five years or less, and six years or less respectively, there were noticeable differences among racial/ethnic groups. The percentages for white students in the fall 2009 first-time full-time cohort who graduated in those three measurement points were 27.1 percent, 55.6 percent, and 64.1 percent; compared to 8.2 percent, 29.6 percent, and 41.8 percent for black or African American students, and 11.7 percent, 37.0 percent and 51.5 percent for Hispanic or Latino students in the fall 2009 cohort.

Gender

Refer to Appendix A Tables A3.1-A3.3.

The gender ratio of the overall student body has held steady at around >57 percent female, <43 percent male. Females have a higher mean high school GPA whereas males have a higher mean SAT score. Females have slightly higher persistence rates: 85.4 percent versus 83.1 percent, and 76.4 percent versus 74.3 percent for one-year and two-year persistence rates, respectively.

The gender difference in graduation rates also favors females. The female graduation rates for the fall 2009 cohort of first-time full-time freshmen were 21.3 percent, 48.4 percent, and 60.0 percent for the three graduation time points (four years or less, five years or less, and six years or less), whereas the male rates were 13.0 percent, 39.6 percent, and 53.0 percent.

High School Institution of Origin

Refer to Appendix A Table A4.1-A4.4.

The University of California (UC), CSU, and California Community College (CCC) systems aim to provide access and opportunity for California students. This is reflected in the CSU student population. In fall 2014, over 94 percent of first-time full-time freshmen were graduates from California high schools, both public and private. California public high school students make up the vast majority of CSU first-time full-time freshmen, with almost 88 percent of the fall 2014 freshman cohort. In fall 2014, California private high school students accounted for only 6.7 percent of the overall cohort. The population of CSU freshmen from California private high school students have decreased over time in both count and overall percentage, peaking in fall 2007 and steadily decreasing to the present cohort. The proportion of both out of state and international students has increased since fall 2004 at the CSU (see Table A4.1). The share of out of state students increased from 2.7 percent to 3.3 percent, and the share of international students increased from 0.7 percent to 2.2 percent. The count of GED/other students has remained fewer than 40 in the last 11 cohorts.

As seen in Table A4.2, out of state students have the highest high school GPAs and mean SAT composite scores upon entry to the CSU. California public high school students have higher GPAs than their private high school counterparts, yet lower SAT scores. On the contrary, international students have higher SAT scores than California private and public students, yet lower high school GPAs. Over time, high school GPA has increased for all institutions of origin, yet SAT scores have remained fairly level.

When examining persistence, we see that students of California origin have the highest one-year persistence rates (see Table A4.3). Nearly 85 percent of these fall 2014 first-time full-time freshmen returned the following fall term. One-year persistence rates for California high school students have increased slightly since fall 2004 but have remained level in the last few cohorts. By comparison, persistence rates for international students have increased steadily, with a two-year persistence rate identical to their California counterparts for the fall 2014 cohort.

There also exists about a nine percentage point difference between one-year and two-year persistence rates. That is to say that approximately 85 percent of fall 2014 freshmen from California public and private students persisted to their second fall term, while only about 76 percent persisted to their third fall term. Campuses continue to improve current efforts and establish new efforts to raise persistence rates.

The four-year graduation rate gap between California public and private high school students has recently increased. For the fall 2004 through fall 2006 cohorts, public students had higher four-year rates. From the fall 2007 to the more present cohorts, private school students had greater rates, with a three percentage point difference for the fall 2011 cohort. Despite this difference in four-year graduation rates, public school students narrow the gap in five- and six-year rates. Overall, out of state students have higher four- and five-year graduation rates though lower six-year rates. Graduation and

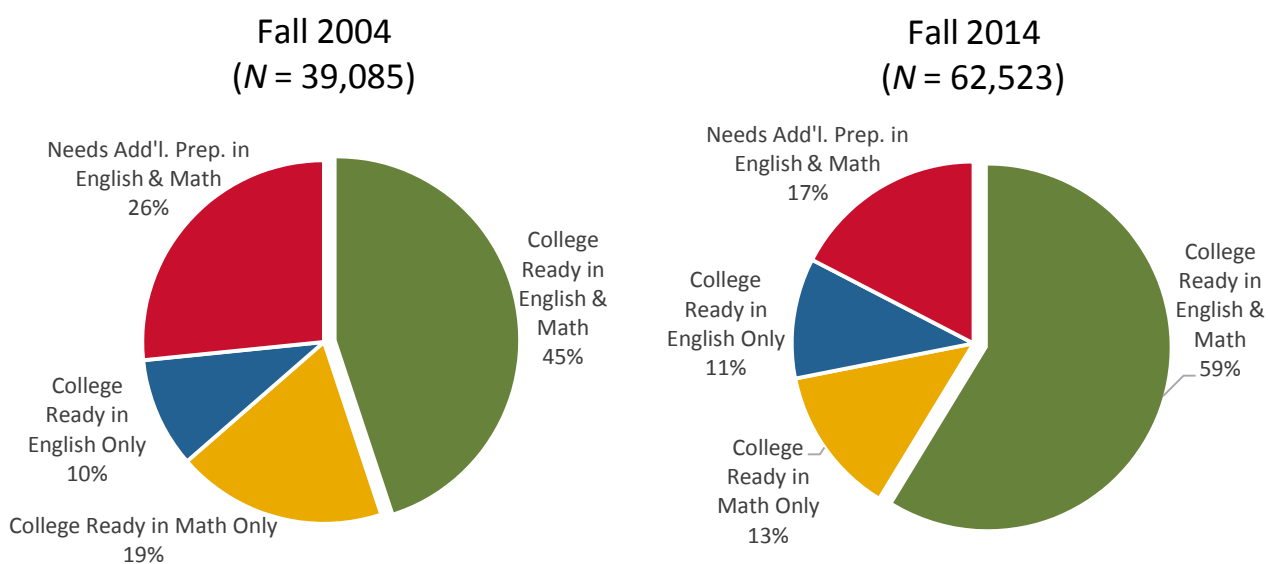
persistence rates for GED/other students are difficult to interpret consistently, as they represent a small subsample of the overall population ($Ns < 40$).

Proficiency at Entry

Refer to Appendix A Tables A5.1-A8.2.

In the last 11 cohorts, proficiency at entry has improved greatly (see Figure 4 below). In fall 2014, 58.7 percent of students entered proficient in both English and math, compared to only 44.9 percent in fall 2004. Moreover, the percentage of students who enter needing additional preparation in both subjects has dropped by approximately nine percentage points.

Figure 4: Proficiency at Entry for First-Time Full-Time Freshmen - Fall 2004 and Fall 2014 Cohorts.



As expected, students who enter college ready in both English and math have higher high school GPAs and SAT scores on average, as well as persistence and graduation rates (see Table A5.4). Students who enter college ready in math only had higher high school GPAs yet lower SAT scores than students who entered college ready in English only. For the fall 2009 cohort, students who entered college ready in math only had lower four- and five-year graduation rates, yet higher six-year graduation rates than students entering college ready in English only.

By race/ethnicity. When examined by race/ethnicity, we see disproportionate distributions of proficiency at entry. As seen in Table A6.1, white students in the fall 2009 cohort were far more likely to enter proficient in both subjects. Over 63 percent of white students entered proficient in both subjects, in comparison to only 27.8 percent of Hispanic or Latino students and 17.1 percent of black or African American students. Only 12.9 percent of white students needed additional preparation in both subjects, while 42.4 percent of Hispanic or Latino students and 57.7 percent of black or African American students were in this group.

Asian or Pacific Islander students had the highest persistence rates across all proficiency groups, while black or African American students had below average persistence rates across all proficiency groups.

For example, as seen in Table A6.2, Asian or Pacific Islander students who entered needing additional preparation in both subjects had a one-year persistence rate of 80.9 percent, while black or African American students in the same proficiency group had a one-year persistence rate of 69.0 percent. Moreover, as seen in Table A6.3, graduation outcomes for non-proficient white students were similar to those of fully proficient black or African American students. Four-year graduation rates for white students needing additional preparation in both subjects were similar to graduation rates for black or African American students who entered college ready in both English and math (14.0 percent and 16.9 percent, respectively). This pattern is also true for five-year graduation rates (41.9 percent and 43.3 percent) and six-year graduation rates (53.8 percent and 55.4 percent).

By gender. Females enter the CSU with higher GPAs yet lower SAT scores (see Table A3.1). Additionally, among the fall 2009 cohort, females were more likely to need additional preparation in math only or in both subjects. In other words, of the students who needed preparation in only one subject, females were more likely to enter college ready in English only, whereas males were more likely to enter college ready in math only. Females who entered college ready in both English and math had the highest persistence and graduation rates, whereas males who entered needing additional preparation in both subjects had the lowest persistence and graduation rates.

By Pell Grant Status. Among the fall 2009 cohort, students who received the Pell Grant in their fall entry term were far more likely to need additional preparation in both subjects (see Table A8.1). Although Pell recipients had equal if not higher one- and two-year persistence rates compared to non-Pell students among all proficiency groups, they had lower graduation outcomes. Only 20.6 percent of fall 2009 college-ready Pell students graduated within four years, whereas 28.8 percent of college-ready non-Pell students graduated within that timeframe. The six-year rates converge a bit more, as 67.1 percent of the fall 2009 college-ready non-Pell students graduated in six years, and only 61.7 percent of the fall 2009 college-ready Pell students did (see Table A8.2).

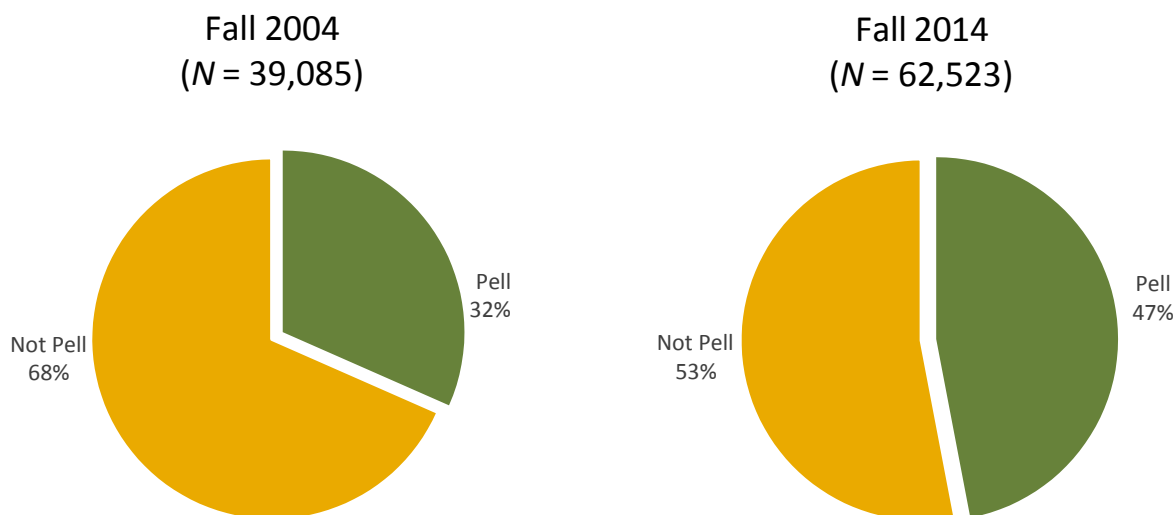
Socioeconomic Factors and Pell Grant Status

Refer to Appendix A Tables A9-A10.3.

The share of CSU students who receive Pell Grants (see Figure 5) as well as the share of CSU students who are among the first generation of their family to attend college at entry has increased substantially over the past 11 cohorts. The systemwide share of students in the fall 2004 first-time full-time cohort who received Pell Grants was 31.6 percent, compared to 47.0 percent of the fall 2014 cohort. Similarly, the proportion of those who were the first generation to attend college rose from 23.8 percent in fall 2004 to 36.1 percent in fall 2014.

While the students receiving Pell Grants are generally less prepared at entry compared to those not receiving Pell Grants (see Table A8.1), the persistence rates for the two groups are very similar—within three percentage points in most years for both the one-year and two-year persistence rates. Graduation rates on the other hand are much higher for those not receiving Pell Grants. The graduation rates for students not receiving Pell Grants for the fall 2009 cohort of first-time full-time freshmen were 21.9 percent, 49.7 percent, and 60.3 percent for the three graduation time points (four years or less, five years or less, and six years or less), whereas the rates for those receiving Pell Grants were 11.2 percent, 36.4 percent, and 51.7 percent.

Figure 5: First-Time Full-Time Freshmen Pell Recipients at Entry - Fall 2004 and Fall 2014 Cohorts.



The CSU is increasingly serving more low-income and first-generation students. Our graduation rates have increased over the years both overall and for these groups specifically. Pell funding provides students who otherwise would not have been able to afford college an opportunity to pursue their academic goals. It mediates in part a need to work while attending. Without access to Pell and a variety of other financial aid programs, many of our CSU students who earn degrees would not have had the opportunity to attend college.

We can see the distribution of students who receive Pell Grants by race/ethnicity in Tables A10.2-A10.3. Of the fall 2009 cohort, nearly 61 percent of black or African American students received Pell Grants their fall entry term, in comparison to 17 percent of white students. The distribution of Pell recipients among Asian or Pacific Islander students was 43 percent, and among Hispanic or Latino students was 58 percent.

Even within the group of students who receive Pell Grants, there are large racial and ethnic differences in outcomes. Among the fall 2009 cohort, persistence rates were highest among Asian or Pacific Islander students, regardless of Pell receipt. Black or African American Pell Grant recipients had the lowest one- and two-year persistence rates, with two-year persistence rates 17 percentage points lower than Asian or Pacific Islander Pell recipients. We see similar patterns when examining graduation rates for the fall 2009 cohort. Black or African American Pell recipients had the lowest four-, five-, and six-year graduation rates across all groups (excluding non-resident alien Pell recipients, whose count is fewer than 10), whereas white Pell recipients had the highest four- and five-year graduation rates, and Asian and Pacific Islander Pell recipients had the highest six-year graduation rates.

Academic Discipline at Entry

Refer to Appendix A Tables A11-A12.5.

Over 22 percent of the fall 2009 first-time full-time freshman cohort entered having not formally declared a major (undeclared). The next largest majors were business and management students (13.7 percent) and engineering (9.3 percent). Students in architecture and environmental design, agriculture

and natural sciences, engineering, and mathematics had some of the highest high school GPAs and SAT scores on average.

Students who entered as architecture and environmental design majors had the highest one-year persistence rate (90.5 percent) while public affairs and services majors had the lowest persistence rates (77.7 percent). This was also consistent with two-year persistence rates (83.6 percent and 69.0 percent, respectively). Agriculture and natural sciences and area studies also had among the highest persistence rates. This may be because agriculture and architecture programs are focused disciplines and draw in students who have specific interests and career outcomes in these majors.

The range of graduation rates by discipline was greater than the range of persistence rates. Four-year graduation rates ranged by over 18 percentage points. Interdisciplinary studies and agriculture and natural sciences had the highest four-year graduation rates (27.6 percent) while engineering had the lowest (9.3 percent). Students who entered as undeclared majors had among the lowest graduation rates at the four-, five-, and six-year graduation marks. Increased purposeful advising efforts can assist students to choose majors or begin coursework broadly leading to a cluster of potential majors of interest earlier in their CSU career, which in turn may help them to earn their degree within shorter timeframes.

Five-year programs like architecture and environmental design have low four-year rates, but have among the highest five- and six-year rates. Students in these programs are highly qualified at entry and have the highest persistence rates. As defined in Title 5 s. 40505 and Title 5 s. 40507, Bachelor of Architecture and Bachelor of Landscape Architecture programs shall be distributed over a ten-semester period or equivalent and can require up to 150 semester units.

Similarly, there was a 34 percentage point change between the four- and five-year graduation rates for foreign language majors. This may be due in part to study abroad participation, double majors, minors, and other specific major requirements.

Science Technology Engineering Math (STEM) at Entry. The increase in CSU STEM majors at entry has reflected the 21st century's high demand for STEM careers. The proportion of STEM students at entry has increased from 21.8 percent in fall 2004 to 28.5 percent in fall 2014 and has more than doubled in count. STEM majors have higher high school GPA and SAT scores than their non-STEM counterparts. Although STEM majors have generally had higher persistence rates, their graduation rates are consistently lower than non-STEM students. The gap in the six-year graduation rate is lower than the gap in four- and five-year rates, which means over time, STEM majors catch up to their non-STEM classmates with regard to graduation rates. This may imply that although STEM students persist, they take longer to graduate due to program and curricular constraints. Similar to CSU architecture programs, the range of units required for an engineering degree is as low as 120 semester units to as high as 136.

Tables A12.3-A12.4 show the outcomes for the fall 2009 cohort by STEM and proficiency at entry. Over 55 percent of STEM majors entered college ready in both English and math, in comparison to 39 percent of non-STEM majors. Of the students who did not enter college ready in English and math, STEM majors were more likely to enter college ready in math. In the fall 2009 cohort, 78.1 percent of freshmen in STEM majors entered as college-ready in math, compared to 56.4 percent of non-STEM majors. Across

all proficiency groups, STEM majors also had higher high school GPAs and SAT scores in comparison to their non-STEM counterparts.

STEM students who entered college ready in both English and math had higher persistence rates than non-STEM majors. However, non-STEM students had slightly higher persistence rates for all other proficiency groups. Additionally, college ready/non-STEM students had the highest graduation rates.

Term Units Attempted

Refer to Appendix A Table A13.1-A14.2.

In order for students to graduate within four years, it is imperative that they successfully complete 15 semester units per term or 30 semester units per academic year. Table A13.1 shows the distribution of students in three groups:

- Attempted 30 or more semester units (full-time/on-track)
- Attempted 24 to less than 30 semester units (full-time/not on-track)
- Attempted less than 24 semester units (part-time/not on-track)

Although all students in this cohort were full-time at fall entry, students in the last group had less than full-time status over the course of the academic year, which is why that group can be considered part time, not on-track. Note that quarter units were converted to semester units in Tables A13.1-A13.2.

The distribution of units attempted by students in the first-time full-time freshman cohorts has shifted since 2004. In 2004, the distribution of students in the three groups was more even. The share of students in the part-time/not on-track group has not shifted much over the 11 cohorts, staying within a range of 6.2 to 8.8 percent. Thus, we see that in the last 11 cohorts, more freshmen have moved out of the full-time/on-track group to the full-time/not on-track group. In 2004, 40.9 percent were on-track their first year, whereas in 2014, only 30.7 percent were on-track. A closer look at the full-time/not on-track group revealed that 32.3 percent of the fall 2014 cohort were approximately one course away from being on track (27 to less than 30 units in their first year), a slight increase from 29.7 percent of the fall 2004 cohort. Thus, although the same share of students are full-time over the course of the entire academic year, students are taking fewer units and are less likely to be on-track to graduating within four years.

Students who were full-time/on-track had the highest persistence rates. Although the persistence rates of students in the part-time/not on-track has increased by nine percentage points in the last 11 cohorts, there still exists about a 60 percentage-point difference in one-year persistence between this group and the full-time/on-track group.

Similarly, graduation rates for the part-time/not on-track group are very low. The four-year graduation rate for this group has never been higher than 1.9 percent (fall 2009), which is expected, as is it difficult to graduate in competitive time if one does not bear the appropriate unit load. On the other hand, students who attempted 30 or more units their first year had above-average graduation rates for all three graduation time points. Students in this group in the fall 2009 cohort had four-, five- and six-year graduation rates of 30.5 percent, 59.8 percent and 68.8 percent, respectively, compared to the entire fall 2009 cohort's rates of 17.8 percent, 44.7 percent, and 57.0 percent. Encouraging students to take a

full unit load if academically prepared to do so, together with advisement and academic support services such as tutoring, can increase the graduation rates for students in the full-time/not on-track group. Additionally, increased course availability in the summer can help students with other obligations complete units in the summer and remain on-track.

Tables A14.1-A14.2 show a similar breakdown of students, by fall term units attempted. Note that these units are not adjusted to semester units, as opposed to what was done in Tables A13.1-A13.2. Because students are considered part of the first-time full-time freshman cohort if they were full-time at their fall entry term, there are only two groups here: full-time/on-track and full-time/not on-track. We see here that the majority of first-time full-time students were not on-track in their fall entry term. In fact, only 37.3 percent were in the fall 2014 cohort. This percentage has slightly fluctuated over time, but has never been greater than 42.1 percent (fall 2007).

Persistence rates are greater for students in the on-track group, though not more than about five percentage points. This gap is much wider when examining graduation rates. Fall 2009 freshmen who entered on-track their fall term had 25.3 percent, 52.9 percent, and 62.5 percent four-, five-, and six-year graduation rates, compared to not on-track students who had 14.0 percent, 40.4 percent, and 54.2 percent graduation rates. As seen in Tables A13.1-A13.2 and discussed earlier in this section, students who maintain that on-track status throughout the entire academic year had even greater success.

Employment at Entry

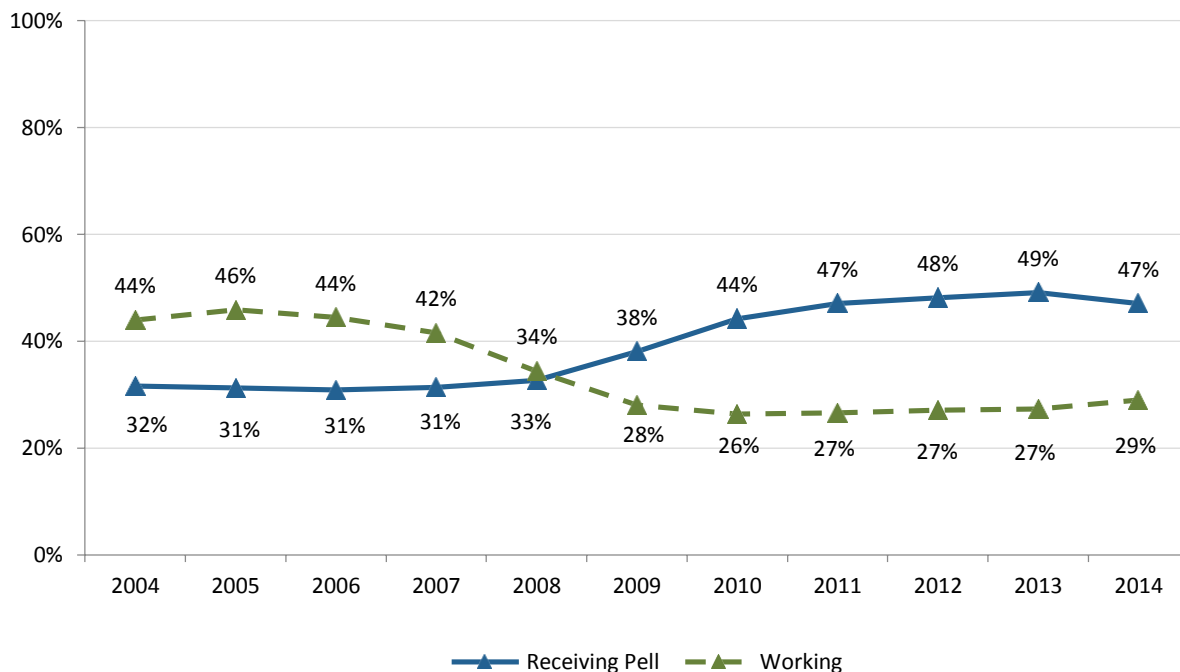
Refer to Appendix A Tables A15.1-A16.2.

Based on cohort records matched with Employment Development Department Unemployment Insurance data, the share of first-time full-time freshmen who are employed in their fall term has decreased in the last 11 cohorts. In fall 2004, 44.0 percent of freshmen worked their fall term, whereas 28.5 percent of fall 2014 freshmen worked their entry term. Students who did not work had slightly higher persistence and graduation rates.

In fall 2008, there was a big drop in the share of students who worked and a spike in the share of students who received Pell Grants (see Tables A15.3-A15.4 and Figure 6 below). Persistence rates are consistently highest for students who did not work and did not receive the Pell Grant, and lowest for Pell recipients who worked. This pattern is consistent for graduation rates. Though graduation rates have improved overall in the last 11 cohorts, non-Pell students who did not work in their entry term had above-average graduation rates. For example, the fall 2009 cohort had an overall five-year graduation rate of 44.7 percent. Non-Pell/not working students had a five-year graduation rate of 60.8 percent, in comparison to Pell/working students who had a graduation rate of 33.9 percent.

When cross-tabulated by employment at entry and first-year units attempted (see Table A16.1), we see that the biggest share of fall 2009 students were in the group that did not work during their first fall term and were full-time/not on-track. The group that was most likely to work their fall entry term were the students in the part-time/not on-track group. This group also had far lower persistence rates, regardless if they worked or not. Students who worked and were part-time/not on-track had a one-year persistence rate of 31.7 percent, while students who did not work and were on-track had a one-year persistence rate of 90.9 percent.

Figure 6: Percentage of Freshmen Receiving Pell Grants and Working in their First Term - Fall 2004 through Fall 2014 Cohorts.



As expected, students who were full-time/on-track had the greatest graduation rates, though there were small differences between on-track students who worked and did not work during their first fall term. The CSU serves a non-traditional student population that has commitments including families and jobs which bear weight on the ability to attempt a full unit load. Increased advising, course availability, and education about available services can help students to balance their commitments and successfully complete their degrees.

Graduation Rates and Persistence by Campus

Refer to Appendix A Tables A17.1-17.23

There is considerable variation in persistence and graduation rates across campuses. In general, the more selective or impacted in admission a campus is, the better the persistence and graduation rates. The same four campuses had the highest one-year and two-year persistence rates for first-time full-time freshmen who entered in fall 2011: San Luis Obispo, Long Beach, Pomona, and Fullerton were the only four campuses with above 80 percent for both one-year and two-year persistence rates. Similarly, the same three campuses had some of the lowest one-year and two-year persistence rates. These campuses were Bakersfield, Humboldt, and Channel Islands. While persistence rates are generally level or even increasing at most campuses, there were some slight decreases in the persistence rates at Bakersfield and Channel Islands.

The two campuses that stand out for their exceptionally high four-year graduation rates for the fall 2009 cohort are: Maritime Academy at 41.8 percent and San Luis Obispo at 40.2 percent. San Luis Obispo also had the strongest five-year graduation rate for the same cohort, at 71.9 percent. San Diego State had

the second-highest five-year graduation rate for the fall 2009 cohort at 58.6 percent. The three campuses with the highest six-year graduation rates for the same fall 2009 cohort were San Luis Obispo, San Diego, and Long Beach.

Campuses with the lowest four-year graduation rates for the same cohort were Dominguez Hills, Sacramento, and Los Angeles, all under 7.0 percent. San José was the only other campus below 10 percent, at 9.2 percent. Dominguez Hills, Los Angeles, Bakersfield, and Sacramento were the only campuses to have a five-year graduation rate for the fall 2009 cohort below 30.0 percent. Dominguez Hills and Bakersfield had the lowest six-year graduation rates for the same cohort. San José had a five-year graduation rate of 39.4 percent and a six-year graduation rate of 56.8 percent for the same fall 2009 cohort.

It is important to note that the students enrolling meet or exceed state validated eligibility standards. They enroll at our campuses with different experiences, expectations, resources, and goals. The campuses provide an offer of admission and the student determines where they will enroll.

California Community College Transfers

Graduation Rates and Persistence

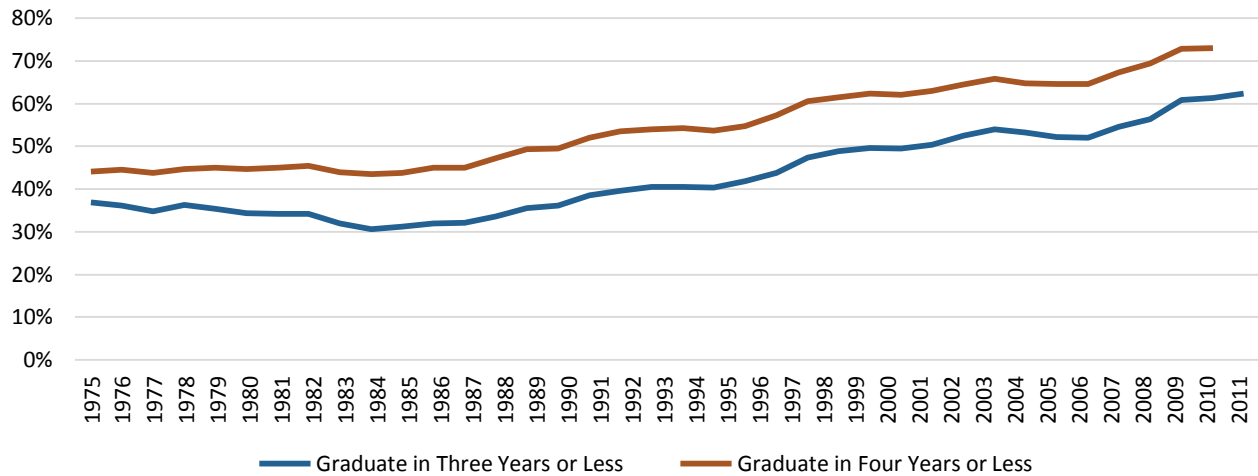
Refer to Appendix A Table A18.

Graduation rates have increased for students who enter the CSU system as undergraduate transfers. As shown in Table A18, the graduation rates for the cohort of undergraduate transfer students that entered in fall 2004 were 24.4 percent earning their degree in two years or less, 53.9 percent in three years or less, and 65.7 percent in four years or less. The fall 2011 cohort, the most recent cohort for which there exists a four-year graduation rate for transfers, had higher graduation rates at all three measurement points: 26.7 percent, 62.4 percent, and 72.9 percent respectively. We already see improvements in the two- and three-year graduation rates for more recent cohorts of transfer students. The number of semester transfer units earned at entry has also increased, which is consistent with improving graduation rates. The size of the undergraduate transfer cohort was the largest in fall 2013 at 48,614 students, and fell slightly in fall 2014. For this report, we are looking at cohorts of students who enter in fall only with 60 transfer units or more, which allows easy comparison to various rates for freshmen, so this excludes transfer cohorts who enter in winter or spring, as well as transfer students who do not have a minimum of junior standing.

Just as our freshman graduation rates have improved greatly over the past few decades, so too have our undergraduate transfer graduation rates. As shown in Figure 7, our transfer graduation rates in recent years are at a four-decade high.

Persistence is defined as the share of students who graduated before or returned for the following fall term. Both one-year and two-year persistence has consistently improved since 2007. The cohort of undergraduate transfer students who started in fall 2013 had a one-year persistence rate of 87.4 percent and a two-year persistence rate of 81.1 percent, with 30.5 percent having graduated in two years or less.

Figure 7: CSU Graduation Rates for Undergraduate Transfer Students - Fall 1975 through Fall 2012 Cohorts.

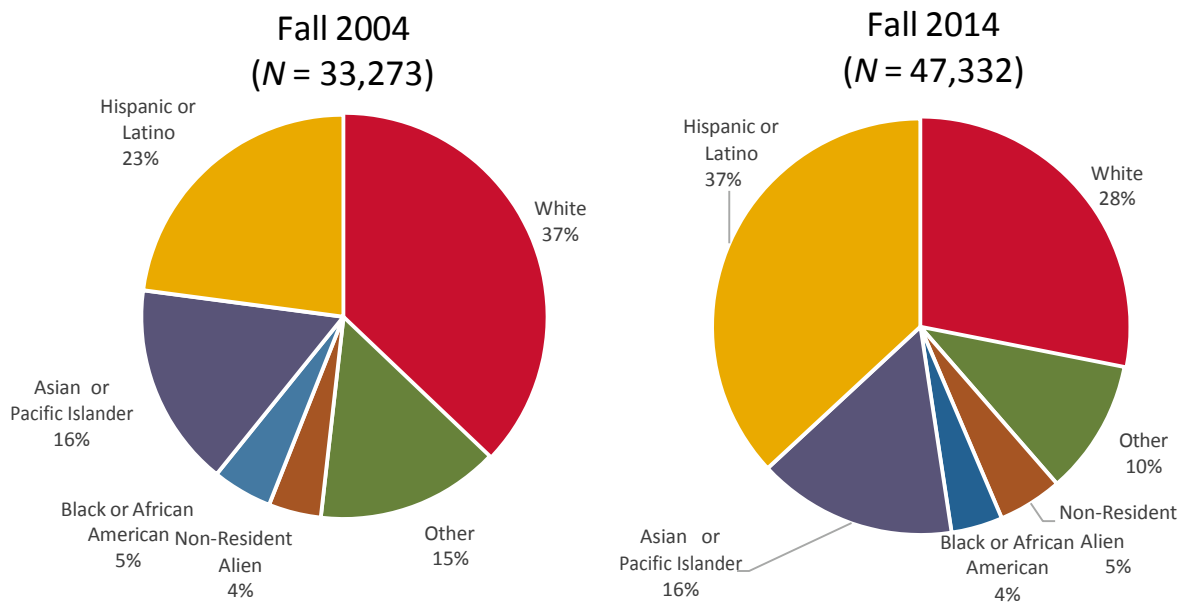


Race/Ethnicity

Refer to Appendix A Tables A19.1-19.3.

Just as the racial/ethnic composition of the CSU first-time freshmen student body has become more diverse over the past 11 cohorts, so too has the CSU undergraduate transfer student body. As shown in Table A19.1, the share of white students has been steadily decreasing and the share of Hispanic or Latino students has been steadily increasing. Figure 8 below shows a comparison of fall 2004 and fall 2014 race/ethnicity distribution.

Figure 8: Race/Ethnicity for California Community College Transfers - Fall 2004 and Fall 2014 Cohorts.



While the mean transfer GPAs in Table A19.1 have generally increased systemwide in recent years, there are differences in mean transfer GPA by race/ethnicity. Transfer students who are white, non-resident alien, other, or Asian or Pacific Islander have a mean transfer GPA of above 3.00, whereas Hispanic or Latino and black or African American transfer students have mean transfer GPAs just under 3.00. The mean transfer GPA has been slightly increasing annually for most racial/ethnic groups.

One-year persistence rates for undergraduate transfers are very similar across racial/ethnic groups, as they have all been within less than six percentage points of each other for the past cohorts. For example, black or African American students in the fall 2013 undergraduate transfer cohort had the lowest one-year persistence rate of 84.7 percent, and white students in the same cohort had the highest, at 88.1 percent. The two-year persistence rates of race/ethnic groups diverge slightly, but were still within just over six percentage points of each other. White students in the fall 2013 cohort of undergraduate transfers had the highest two-year persistence rate of 83.0 percent, followed closely by Asian or Pacific Islander students and Hispanic or Latino students in the same cohort. Both one-year and two-year persistence rates for undergraduate transfers have generally increased for the four major race/ethnic groups over the past 11 cohorts.

Graduation rates for undergraduate transfers have improved by and large over the past 11 years for every racial/ethnic group with the exception of non-resident aliens, as shown in Table A19.3. There are however noticeable differences in the undergraduate transfer graduation rates between racial/ethnic groups. While the overall graduation rates for our fall 2011 undergraduate transfer cohort were 26.7 percent, 61.3 percent, and 72.9 percent for students graduating in two years or less, three years or less, and four years or less respectively, the rates for white students in this cohort were 29.8 percent, 64.8 percent, and 75.4 percent compared to 20.7 percent, 51.4 percent, and 65.6 percent for black or African American students, and 25.6 percent, 59.5 percent, and 71.8 percent for Hispanic or Latino students.

Just as discussed in the previous section, the diversity of the student body of the CSU system is one of our strengths, as we are the largest, most diverse, and one of the most affordable university systems in the country. The CSU system is deeply committed to eliminating attainment gaps between groups.

Gender

Refer to Appendix A Tables A20.1-20.2.

The gender ratio of the cohorts of undergraduate transfers has held steady in recent years at around 55 percent female, 45 percent male, much like the gender ratio of the overall CSU student body, which is similar to many postsecondary institutions. Females have a higher mean transfer GPAs, which is consistent with female freshmen having slightly higher mean high school GPAs.

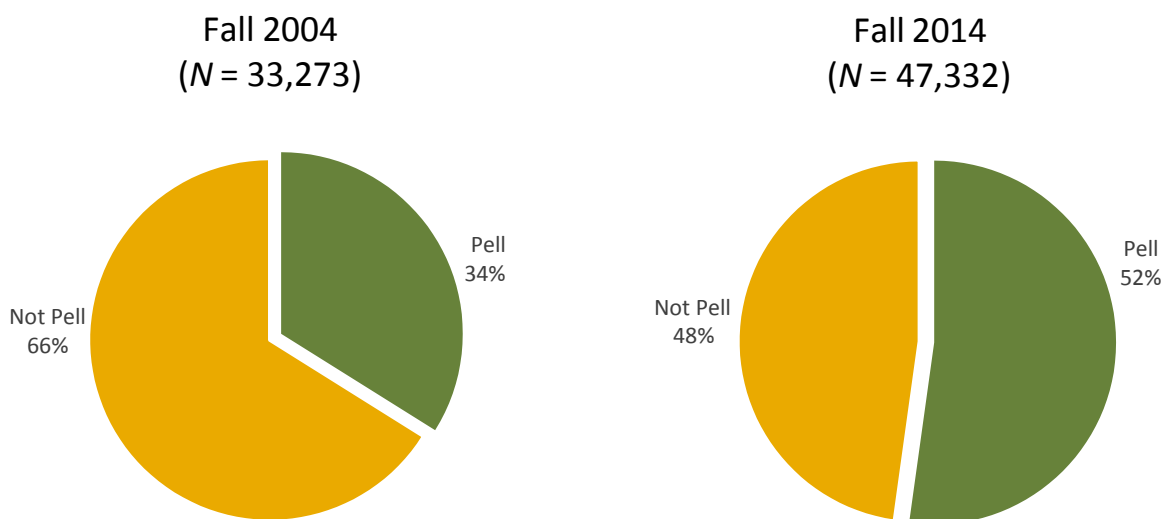
Female undergraduate transfer students also have slightly higher one-year and two-year persistence rates than their male transfer counterparts. For all race/ethnicity groups, female undergraduate transfer students have noticeably higher graduation rates than male undergraduate transfer students at all three time points (two years, three years, and four years). The female graduation rates for the fall 2011 cohort of undergraduate transfers were 30.1 percent, 64.9 percent, and 75.4 percent compared to the male rates for the same cohort: 22.6 percent, 56.9 percent, and 69.9 percent systemwide.

Socioeconomic Factors and Pell Grant Status

Refer to Appendix A Tables A21-A22.3.

The share of CSU undergraduate transfers who receive Pell Grants (see Figure 9) as well as the share of CSU students who are the first generation of their family to attend college at entry has increased substantially over the past 11 years, and the share of undergraduate transfers who are independent (for financial aid purposes) at entry and living off-campus at entry has also increased. The fact that undergraduate transfers' persistence and graduation rates continue to increase even as cohorts evolve speaks to our students' commitment to earn their degrees.

Figure 9: California Community College Transfers Pell Recipients at Entry - Fall 2004 and Fall 2014 Cohorts.



While the students receiving Pell Grants have a slightly lower mean transfer GPA compared that of those not receiving Pell Grants, the persistence rates for those receiving Pell Grants are slightly higher. The one-year persistence rate for undergraduate transfers receiving Pell Grants was 87.7 percent for the fall 2013 cohort, compared to 87.1 percent for their counterparts; and the two-year persistence rate for the same cohort receiving Pell Grants was 81.9 percent, one-tenth of a percent above their counterparts who were not receiving Pell Grants, at 81.8 percent.

Graduation rates for undergraduate transfers, on the other hand, favor those not receiving Pell Grants, although the graduation rates are very close for the two groups at all three measurement points. For the fall 2011 cohort of undergraduate transfers, the two-year and three-year graduation rates for those receiving Pell Grants versus those not receiving Pell Grants were within four percentage points, and the four-year graduation rates were within three percentage points.

Tables A22.2-A22.3 display the breakdown of fall 2011 transfer students by race/ethnicity and Pell. Similar to the fall 2009 freshman cohort, only 40.9 percent of white students were Pell recipients at entry, while 70.7 percent of black or African American students and 62.3 percent of Hispanic or Latino students were Pell recipients. When examining persistence rates, there were few differences between Pell Grant recipients by race/ethnicity. For example, black or African American Pell students had a one-

year persistence rate of 82.5 percent compared to black or African American non-Pell students who had a one-year persistence rate of 82.1 percent. The biggest differences were between race/ethnicity, which was discussed in the Race/Ethnicity section above.

White, non-Pell students had the highest graduation rates, while black or African American students who received the Pell Grant had the lowest graduation rates. Non-Pell black or African American students had lower three- and four-year graduation rates than Pell recipients in all other race/ethnicity groups.

As noted for freshmen, Pell provides students who otherwise would not have been able to afford to attend college with an opportunity to attain their academic goals.

Academic Discipline at Entry

Refer to Appendix A Tables A23-A24.2.

Business and management students represented the largest declared major at entry for the fall 2011 California Community College transfer student cohort. Over 19 percent of students entered as business and management students, followed by 11.6 percent in social sciences and 8.9 percent in psychology. As expected, fall 2011 transfer students were less likely to enter undeclared in comparison to their fall 2009 first-time freshmen counterparts. Transfers were also less likely to enter as engineering majors.

Transfer students in architecture and environmental design had among the highest transfer GPAs and persistence rates, yet had among the lowest two-, three-, and four-year graduation rates. This may be due to program structure and requirements. As stated earlier in the first-time full-time freshmen section, Bachelor of Architecture and Bachelor of Landscape Architecture programs may require up to 150 units for graduation, as defined by Title 5 s. 40505 and Title 5 s. 40507. Communications students, on the other hand, had below average persistence but had among the highest graduation rates. Transfer students who enter undeclared had the lowest average transfer GPAs and outcomes. Increased advising in their first term to better position students on a path to their academic goal could help improve these outcomes.

STEM. California Community College transfers are less likely to enter as STEM majors in comparison to first-time full-time freshmen. Over 28 percent of the fall 2014 cohort of first-time full-time freshmen were STEM majors at entry and only 16 percent of fall 2014 transfer students were STEM. STEM and non-STEM transfer students had nearly equal one- and two-year persistence rates. Non-STEM transfer students have higher graduation rates than STEM students. Fall 2011 cohort non-STEM students had two-, three-, and four-year graduation rates of 29.8 percent, 64.1 percent, and 74.4 percent, respectively. STEM students had graduation rates of 10.1 percent, 44.9 percent, and 64.1 percent.

Term Units Attempted

Refer to Appendix A Table A25.1-A26.2.

In order for transfer students to graduate within two years, it is imperative that they successfully complete 15 semester units per term or 30 semester units per academic year. Table A25.1 shows the distribution of students in three groups:

- Attempted 30 or more semester units (full-time/on-track)
- Attempted 24 to less than 30 semester units (full-time/not on-track)
- Attempted less than 24 semester units (part-time/not on-track)

Note that quarter units were converted to semester units in Tables A25.1-A25.2.

Transfer students are more likely than first-time full-time freshmen to attempt less than 24 semester units, though this is expected because the transfer cohort includes students who were both part-time and full-time in their fall entry term. Since fall 2004, the share of students in the part-time/not on-track group has only ranged between 27.8 to 29.7 percent, except for a peak in fall 2009 with 34.0 percent which was most likely due to the Great Recession. Similar to the freshmen trend, more recently transfer students have shifted out of the full-time/on-track group and into the full-time/not on-track group. In other words, the same share of students maintain full-time status over the course of their first year. However, students are now taking fewer units. This may be in part due to enrollment priority for new transfers limiting access to courses.

Students in the full-time/on-track group have the highest persistence rates. Fall 2009 transfer students who were on-track to graduating within two years had a 94.6 percent persistence rate compared to 71.4 percent for the students who took less than 24 units their first year. The gap between the three groups is even larger when looking at graduation rates. Students who attempted 30 or more units their first year had a two-year graduation rate of 55.8 percent compared to 9.1 percent for the students who attempted less than 24 units. Again, this is expected, as students who do not attempt a full unit load would have difficulty completing enough credits to graduate within two years. Although there also exists a gap between full-time/on-track and full-time/not on-track students, it should be noted that both of these groups have above average two-, three-, and four-year graduation rates when looking at the cohort as a whole.

Tables A26.1-A26.2 show a similar breakdown of students, but by fall term units attempted. Note that these units are not adjusted to semester units, unlike the previous tables. We see here that the majority of transfer students enter full-time but not on-track. In fall 2014, 59.2 percent of California Community College transfer students took between 12 and less than 15 units.

Employment at Entry

Refer to Appendix A Tables A27.1-A28.2.

In the last 11 cohorts, the share of transfer students employed in their entry term has decreased from 63.7 percent in 2004 to 57.4 percent in 2014 based on cohort data matched to Employment Development Department Unemployment Insurance data. These numbers are interesting to examine in conjunction with the number of units students attempted, as discussed in the section above. Not only are recent transfer cohorts less likely to be employed their fall term, they are also more likely to take a smaller (yet still full-time) unit load.

Students who did not work their fall entry term had higher persistence rates, though the gaps were small (less than three percentage points). Students who did not work their entry term also had higher

graduation rates than students who worked, with the exception of the fall 2013, where employed students had a 1.1 percentage-point advantage over unemployed students in their two-year graduation rate. However, like persistence rates, the gap in graduation rates was less than two percentage points.

In fall 2008, there was a drop in the share of students who worked and an increase in the share of students who received Pell grants (see Tables A27.3-A27.4), likely due to the Great Recession. Persistence rates are consistently highest for students who did not work and did not receive the Pell Grant, and lowest for Pell recipients who worked, though these differences are small.

This pattern is consistent for graduation rates. Though graduation rates have improved overall in the last 11 cohorts, non-Pell transfer students who did not work in their entry term had the highest graduation rates. For example, the fall 2011 cohort had an overall two-year graduation rate of 26.7 percent. Non-Pell/not working students had a two-year graduation rate of 29.2 percent, in comparison to Pell/working students who had a graduation rate of 26.1 percent.

When cross-tabulated by employment at entry and first-year units attempted (see Table A28.1), we see smaller differences in distributions compared to first-time full-time freshmen. As we might expect, students who took 30 or more semester units and did not work had the highest persistence rates. On the contrary, students who took 30 or more semester units and did work had the highest two-, three-, and four-year graduation rates. Overall, the biggest differences were between unit load rather than employment.

Graduation Rates and Persistence by Campus

Refer to Appendix A Tables A29.1-29.23.

Unlike the CSU first-time full-time freshman group, there is remarkable consistency in persistence rates across campuses for transfer students. For the fall 2013 cohort of undergraduate transfer students, one-year persistence rates were all within ten percentage points of each other. Bakersfield had the lowest one-year persistence rate at 82.3 percent, and San Luis Obispo had the highest at 91.6 percent followed closely by Long Beach, Pomona, and San Diego whose one-year persistence rates were all above 90 percent. The two-year persistence rates for the same cohort diverged a bit more, from 74.7 percent at Bakersfield to 89.7 percent at Long Beach.

While the persistence rates are quite similar across campuses for transfer students, graduation rates vary considerably. For transfer students who entered in fall 2011, Sonoma had by far the highest two-year graduation rate at 47.4 percent. There were three campuses that had two-year graduation rates in the 30-40 percent range: San Francisco, San Diego, and East Bay, with 36.4 percent, 35.3 percent, and 35.0 percent respectively. A similar group of campuses: Sonoma, San Luis Obispo, and San Diego had the strongest three-year graduation rates for transfer students for this same cohort. For the four-year graduation rate for transfer students who entered in fall 2011, the top schools were San Luis Obispo at 82.8 percent, Sonoma at 80.8 percent, and Long Beach and San Diego, both at 80.7 percent.

Time to Degree

Refer to Appendix A Tables A30.1-A30.3.

In addition to tracking graduation rates at conventional intervals (see Tables A1.1, A1.2, and A18), we also track students that earn degrees and the amount of time they take to complete. While graduation rates typically follow the federal standard, time to degree (TTD) can be measured multiple ways. Several examples are provided (see Tables A30.1, A30.2, and A30.3), including cohort-based estimated median time to degree, cohort-based actual median and mean time to degree, and non-cohort based actual median and mean time to degree. Each provides different lenses on completion and has associated advantages and disadvantages. Unlike graduation rates, only those who earn degrees are included in time-to-degree calculations.

Table A30.1 shows the estimated median time to degree for first-time, full-time students, which has remained at around 4.7 years for the most recent cohorts that have six years of completion outcomes (Fall 2004-Fall 2009). The estimated median is computed directly from published annual graduation rates. However, because such estimates are based on grouped data, it does not allow for precise measurement of the median.

Table A30.2 includes actual mean and median time to degree for the freshmen and transfer cohorts completing within six years. These cohort-based measures use information about the actual proportion of completers in each term, which allows for greater precision and direct comparison to cohort-based graduation rates within this timespan.

Both mean and median time to degree are stable for both California Community College transfers and native freshmen among recent entering fall classes. For California Community College Transfers, actual mean and median time to degree have been at 2.9 and 3.0 years respectively. The actual median time to degree is 5.0 years for both full-time and part-time portions of the freshmen class, whereas full-time freshmen have slightly shorter mean time to degree in comparison to part-time freshmen at entry (4.72 vs 4.99 years in the 2009 cohort).

The small gap reflects that full-time and part-time status at entry are not permanent enrollment identities. Many part-timers at entry enroll as full-time students in subsequent terms; and, to a lesser extent, full-timers at entry sometimes enroll as part-timers as they make progress toward their degrees. Additionally, since freshmen that are enrolled predominantly on a part-time basis will typically graduate in more than six years,³ their outcomes would not be captured in the measure presented in Tables A30.1 and A30.2.

Another common way to calculate time to degree uses all undergraduate degree completions within the year compared to each student's term of matriculation, regardless of cohort membership. Table A30.3 shows actual mean and median time to degree for first-time freshmen and community college transfers using the completions-based method. These measures reflect improvement for both groups, with mean time to degree decreasing by half of a year for each group over the last decade (5.49 in 2004-2005 vs

³ Those consistently taking 15 units per term could complete a 120-unit degree program in eight semesters. Those consistently taking nine units would need more than 13 semesters to do the same.

5.05 in 2014-2015) for earned bachelor's degrees freshman matriculants. While median time to degree for freshmen has remained at 5.0 years, time to degree for community college transfers has improved to 2.5 years from 3.0 years over the same period.

Statistical Analysis of Variables Influencing Freshmen and Transfer Student Success

In an effort to increase the transparency of analytical findings, the CSU Office of the Chancellor's Analytic Studies department partnered with Associate Professor Michal Kurlaender of the School of Education at the University of California, Davis to run statistical models for freshman persistence and graduation outcomes. The section that follows contains the analyses provided by Kurlaender and associates. Analyses and narrative in this section reflect the insights and findings of their efforts.

I. Background⁴

Students who enter college fail to complete a degree for many reasons: loss of interest in college, lack of preparation or academic ability to persist, financial constraints, and/or institutional practices. First, many students arrive at college unprepared for college level work (Kurlaender & Howell, 2012; Snyder, Tan, & Hoffman, 2004). Academic skills and preparation in high school are key predictors of college completion and success (Adelman, 1999; 2006; Dougherty, Mellor, & Jian, 2006; Fletcher & Tienda, 2009; Long, Conger, & Iatarola, 2012; Mattern, Marini, & Shaw, in press). Moreover, when students arrive at college in need of additional preparation to become college-ready they are less likely to persist in college when compared to their peers who arrive better prepared academically (Bettinger & Long, 2009; Calcagno & Long, 2008; Boatman & Long, 2010; Martorell & McFarlin, 2011). It is, therefore, no surprise that CSU freshmen with higher high school GPA and higher SAT scores are more likely to complete their college degree than their lower performing counterparts (Kurlaender, Jackson, & Howell, 2012).

In addition to academic preparation, financial constraints remain a barrier to college completion. Researchers have found direct evidence of the causal impacts of college costs and financial aid on college outcomes. Several studies have demonstrated that reducing college costs increases college *enrollment* (Bound & Turner, 2002; Dynarski, 2003; Kane, 1994) and influences students' choice of institution (Hurwitz, 2012), especially among students with lower family incomes (Avery, Hoxby, Jackson, Burek, Pope, & Raman, 2006; Hurwitz, 2012). Income is also a determinant of college attendance, as well as the quality of the colleges students attend (Belley & Lochner, 2007). Less is known about the causal impact of college cost on college *completion*, but what we do know suggests that costs matter (Bettinger, 2004; Dynarski, 2005). Overall, this body of work suggests that financial constraints matter, however financial considerations beyond the direct costs of college require closer examination (Carneiro & Heckman, 2002; Stinebrickner & Stinebrickner, 2009).

Finally, institutional policies and practices may also play an important role in predicting degree

⁴ This section is adapted from: Kurlaender, M., Howell, J. & Jackson, J. (2015) Improving Collegiate Outcomes at Broad-Access Institutions: Lessons for Research and Practice. In M. L. Stevens & Kirst, M. W., (Eds), *Remaking College: The Changing Ecology of Higher Education*. Stanford University Press.

completion. Colleges vary widely with respect to the percentage of entering freshmen that graduate within four, five or six years. Prior research suggests that student interaction with faculty, student peers and sense of community, active engagement with the institution, and mentoring all contribute to higher rates of persistence (Astin, 1993; Tinto, 1993; Lotkowski, Robbins, & Noeth, 2004; Habley, Bloom, & Robbins, 2012). Although these provide promising directions for future research, many of these studies fail to adequately control for observable and unobservable differences between students who select different kinds of colleges or collegiate experiences (Astin, 1993; Braxton, 2000; Tinto, 1993) and thus likely conflate the contributions of student characteristics to institutional rates of postsecondary persistence with those of institutional practices. College selectivity accounts for an appreciable share of the institutional variation in college graduation overall (Small & Winship, 2007; Melguizo, 2008; Smith, 2013), though work focusing specifically on community colleges has found less consistent evidence on the role of institutional quality measures on student outcomes (Smith & Stange, 2013; Stange, 2012; Calcagno et al., 2008; Sandy et al., 2006). More recently, several papers have suggested that cohort crowding and declining resources (particularly at less selective public institutions) may also lead to reductions in rates of college completion and increases in time to degree (Bound, Lovenheim, & Turner, 2010; 2012).

II. Sample and Analytic Strategy

We rely on data provided by the CSU Office of the Chancellor on the census of students enrolled in years 2004 to 2014. We separate all our analyses by first-time freshmen and community college transfer students. We explore four outcomes for first-time freshmen: Persistence to year two, bachelor's degree completion in four years or less, and bachelor's degree completion in six years or less. We conduct all analyses controlling for fall entering cohorts, and presenting results from the most recent cohort available. Given that some recent cohorts have not had the full number of years to experience the outcome of interest (i.e. degree completion), we truncate the sample to address this censoring. Thus, for models exploring first-time freshmen, we include cohorts 2004-2014 for predicting persistence rates to year two, cohorts 2004-2011 for four-year bachelor's degree completion, and cohorts 2004-2009 for six-year bachelor's degree completion. For models exploring transfer students, we include cohorts 2004-2013 for bachelor's degree completion in two years or less, and cohorts 2004-2012 for bachelor's degree completion in three years or less.

To investigate the determinants of college persistence and degree completion we fit a series of regression models for each of our outcomes, for first-time freshmen and transfer students respectively. Our model building strategy is straightforward, and all tables are set up in the same way. In Model 1, we account for students' demographic characteristics (i.e. elements that are not malleable by institutional or policy changes), specifically race/ethnicity, gender, and low-income status (measured by receipt of Pell Grants). Next, in Model 2, we add pre-collegiate academic characteristics, specifically high school grade point average (GPA), composite score on the SAT, and whether a student graduated from a California public high school. In Model 3, we add remediation status at time of admission to CSU: no need for remediation, remediation needed in just English or math, and remediation needed in both subjects. In Model 4 we include categories representing declared major in broad fields: biological sciences, business engineering/computer science, education, health sciences, other STEM, other non-STEM, and undeclared. In Model 5, we include enrollment status, first comparing those enrolled in 15 or more credits to those who enroll full time but do not enroll in a full load (typically 12 to less than 15 credits) and second, total units attempted in the first year. We exclude freshmen enrolled part-time

because they represent a small fraction of the sample (4.2 percent). In Model 6, we include a work status variable for whether a student worked during their first term of enrollment, and a proxy for how much they worked measured in quarterly earnings (the last quarter of the year—October to December—that corresponds to their first fall term) of \$4,000 or more.⁵ Finally, to address differences over time and by campus, we include cohort and campus fixed effects. Given the binary outcomes explored, all models were fit using both Logistic regression and Linear Probability models using OLS, and we report Logistic regression with marginal effects or fitted probabilities for ease of interpretation.

For ease of interpretation, we present only figures and fitted values from models in the body of the report (noting the source of the regression model specification), and full models are all available in Appendix B.

III. College Persistence and Completion for First-Time Freshmen at CSU

The overall average second-year persistence rates at CSU have been relatively stable over the past 11 cohorts. Four-, five-, and six-year graduation rates are stable for early cohorts in this study, with improvements in more recent cohorts (see Figure 1). These rates have also been relatively stable for the past 11 cohorts, as illustrated earlier in Figure 1. Persistence and completion rates vary considerably by campus, as presented in Tables A17.1-A17.23. Importantly, these rates also vary by a host of student characteristics, which we turn to next.

College persistence and completion rates are, in large part, a function of the inputs of students enrolled. Figure X earlier displays the percentage of students enrolled at the CSU by the key characteristic associated with college completion, pre-collegiate academic readiness, reported here as the percentage of students requiring additional preparation. Most notable on this figure is the increase in those who are college-ready starting with the 2011 cohort. This is due to multiple factors including CSU's Early Start policy, requiring freshmen in need of additional preparation to begin so in the summer prior to enrolling as a freshman. We, nevertheless, note that roughly 41 percent of all fall 2014 first-time freshmen enrolled at CSU require some additional preparation in English, math, or both subjects. In the most recent year, about 13 percent of students required additional preparation just in math, while another 11 percent required additional preparation only in English. About 17 percent of students required remediation in both, and the remaining 59 percent were deemed college ready.

Other key academic readiness indicators, such as average high school GPA and standardized test scores have been remarkably stable over the past ten years. The average high school GPA among CSU freshmen has been consistently between 3.2-3.3 since 2004, and SAT scores have stayed consistently between 1000 and 1100 during the same time period. Note that ACT scores were converted to SAT scores in these analyses and in all tables found in Appendix A.

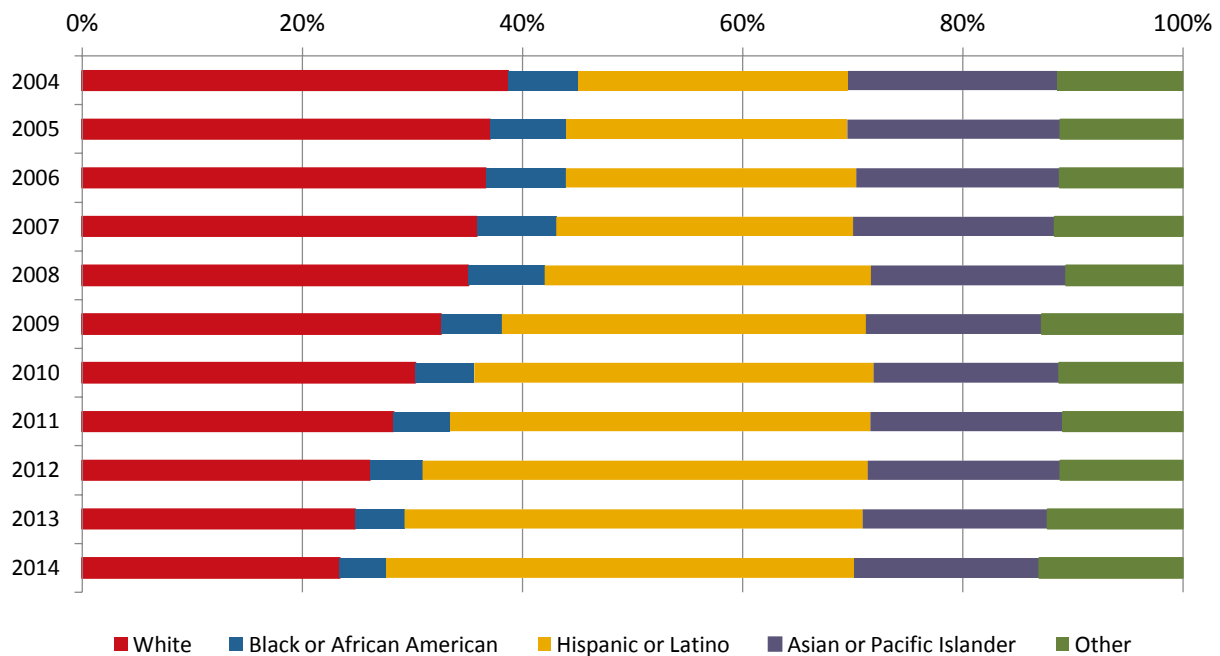
As noted above, demographic characteristics that may be associated with financial constraints may also influence college completion. Figure X in the first-time full-time freshmen Employment section earlier display changes in the percentage of students who received Pell Grants, and the percentage of students

⁵ These data come from the California Employment Development Department's Unemployment Insurance data. These data exclude those working in jobs not covered by the EDDUI wage data including self-employment, the military and federal government.

that work during their first term of enrollment for the past 11 cohorts. Here we note that the percentage of students receiving Pell Grants has been consistently on the rise; in 2004 only about one in every three first-time freshmen received Pell Grants, and most recently that number is closer to one in two. The rise in Pell Grant awards very clearly begins in 2008 at the height of the Great Recession, with a steady increase since. Interestingly, during the same period, we witness a reduction in the percentage of students working during their first term. Freshmen employed in paid work constituted about 44 percent of all freshmen in 2004, but slightly less than 30 percent in recent years.

Finally, in Figure 10, we display changes in the racial/ethnic make-up of first-time freshmen enrolled at CSU. Following the demographic trends in the state of California, we note that over the past 11 cohorts, there is a significant rise in the percentage of Hispanic or Latino origin students. In 2004, Hispanic or Latino students constituted about one-quarter of all first-time freshmen, and in 2014, Hispanic or Latino students are at 43 percent. This trend mirrors the decline in the proportion of white students, which made up 40 percent of the freshman cohort ten years ago, and most recently, represent only about 24 percent. The black or African American population has witnessed a steady decline since 2006, about two to three percentage points overall in the last decade, partly due to the change in race/ethnic federal reporting categories that changed beginning with the 2009 entering cohort. Finally, Asian or Pacific Islander enrollment has been consistent at about 16 to 19 percent over the last decade.

Figure 10: Race/Ethnicity Distribution of CSU Freshmen - Fall 2004 through Fall 2014 Cohorts.



Individual Determinants of College Persistence and Degree Completion

Demographic Characteristics. Consistent with prior research, student demographics are related to persistence and completion. Specifically, results from our models reveal that black or African American and Hispanic or Latino students are less likely to complete their degree, for both four-year and six-year

outcomes (and have an overall longer time to degree), relative to white or Asian or Pacific Islander students. Differences for Asian or Pacific Islander students are not consistent across all models, likely the result of this very heterogeneous racial group. It is also worth noting that for two-year persistence rates, differences between Hispanic or Latino and white students are not statistically significant once we control for pre-collegiate academic characteristics, or in some cases even switch signs (i.e., controlling for academic characteristics, Hispanic or Latino students have statistically significant better two-year persistence outcomes, relative to white students).

In all cases, the association between race/ethnicity and each of these persistence and completion outcomes are substantially reduced in models that condition for all the pre-collegiate academic characteristics and remediation status. That is, much of the racial/ethnic differences in these outcomes are likely related to differential pre-collegiate preparation for different sub-groups (the result, at least in part, of differential K-12 experiences). Overall, the differences in persistence rates to year two between different racial/ethnic groups of otherwise average characteristics is only about one to two percentage points, but for six-year bachelor's degree completion those differences are closer to eight percentage points between black or African American students (with an average six-year completion rate of 49 percent) when compared to white and Asian or Pacific Islander students (with an average six-year completion rate of 57 percent); and about four percentage points for Hispanic or Latino students (with an average six-year completion rate of 53 percent) when compared to white and Asian or Pacific Islander students (at 57 percent).

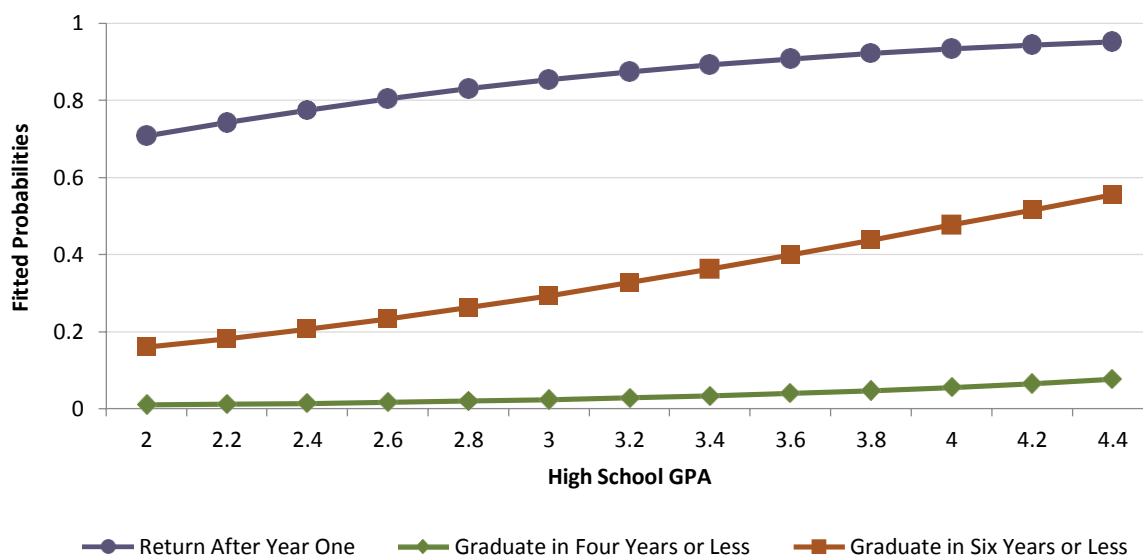
Male students have lower persistence and completion outcomes than their female counterparts, a difference that is smaller in magnitude upon control for other characteristics, but nevertheless persists. Finally, students receiving Pell Grants demonstrate lower persistence rates and completion, even upon control for academic and enrollment characteristics. This suggests that students entering the university with financial constraints face continuing challenges. All of these results are detailed in Tables B3-B8 in Appendix B.

Academic Readiness. High school preparation remains the single biggest indicator of college success. Proxies for academic preparation such as high school GPA and SAT scores are important predictors of both persistence and degree completion. In Figure 11, we plot the probability of persistence to year two, four-year degree receipt and six-year degree receipt as a function of high school GPA for the otherwise average student enrolled. We note the differences in the fitted probabilities of six-year degree receipt between students in the bottom and top GPA quartile is over 20 percentage points.

CSU has its own indicator for college readiness, allowing students to demonstrate their readiness for college level work through prior testing (11th grade state assessments, SAT, or Advanced Placement scores), or via a home grown entry level exam in English and math respectively, taken by all entering freshmen that do not meet the prior high school assessment thresholds. A great majority of students enter CSU not yet ready for college level work, and CSU has invested considerable efforts to address this gap.⁶ Nevertheless, until recent years with the advent of Early Start and increased awareness of college readiness in the junior year of high schools resulting from the Early Assessment Program (EAP) over half of all entering freshmen arrived at CSU in need of some additional preparation in either English, math, or both.

⁶ For example, see the Early Assessment Program and Early Start Program.

Figure 11: Fitted Probabilities of Persistence and Degree Completion as a Function of High School GPA.



Note. Calculations based on Model 6 in Tables B1, B3, & B5 in Appendix B.

In our models, college-ready status is a statistically significant predictor of all of our outcomes: persistence to year two, four-year degree completion, six-year degree completion, and overall time to degree, even upon control for a host of individual characteristics, and for the campus attended. The difference in the probability between students who are college-ready and those that require additional preparation (in English and math), after controlling for a host of other characteristics is about five percentage points for persistence to year two, four percentage points for graduating in four years, and five percentage points for graduating in six years.

Enrollment Status. After accounting for pre-collegiate academic readiness and demographic characteristics, we next turn to enrollment factors. First, we explore whether the type of major declared at entry seems to make a difference on persistence and degree completion outcomes. Findings from our fitted models suggest that after controlling for all other variables, students declaring a major in the biological sciences or other STEM related majors have lower predicted probabilities to persist to year two or to graduate within four or six years, relative to those undeclared or in other declared majors. Although there are other differences across majors, they are not consistently statistically significant across model specifications. The fitted probabilities of persistence and four-year and six-year degree completion by initial declared major are presented in Table 1.

Turning to credit load, we test whether students enrolled full-time but not full load in the first term of enrollment take longer to complete their degree. First, it is interesting to note that these students (enrolled in less than 15 units, but carrying the necessary 12 to be considered full-time for federal reporting and financial aid eligibility) are actually significantly more likely to persist to year two than their full-time, full-load counterparts. They are, however, as we'd expect, on average, less likely to complete a bachelor's degree in four years, but are no less likely to complete the degree in six years, than their counterparts who first enrolled in a full load of at least 15 units. When we explore total units

attempted, we find that enrollment in more units in the first and second year of study is associated with higher four-year degree and six-year degree completion.

Table 1: Predicted Probabilities of Persistence and Degree Completion by Initial Declared Major.

Academic Discipline	Persist to Year Two	Graduate in Four Years or Less	Graduate in Six Years or Less
Biological Sciences	0.88	0.05	0.51
Business	0.90	0.12	0.62
Engineering/Computer Science	0.88	0.03	0.45
Education	0.90	0.09	0.57
Health Sciences	0.89	0.10	0.56
Social Sciences	0.89	0.15	0.61
Other STEM	0.87	0.05	0.51
Other non-STEM	0.89	0.11	0.57
Undeclared	0.90	0.07	0.53

Note. Calculations based on Model 6 in Tables B3, B5, & B7 in Appendix B.

Table 2 below displays the predicted probability of 4-year and 6-year graduation utilizing multiple individual determinants of the models, including high school performance and readiness, receiving Pell, and whether the student attempted sufficient units to be on-track to four year graduation. By varying these characteristics, we can use the models to show how these factors combine to influence a student’s predicted probability of completion at these intervals. The expected probabilities shown are based on prototypical CSU entering first-time full-time freshmen students identifying as Hispanic or Latino and female. This reference group was chosen as Latinas make up over 25 percent of new first-time freshman enrolling at CSU.

Taken together, student background characteristics, preparation for college, and ability to accumulate sufficient units towards degree have a substantial impact on predicted completion rates. A typical student that is college ready at entry, high performing in high school, not receiving the Pell Grant, and enrolls in 30 units in their first two years will have an over 40 percentage point higher prediction for graduating in six years and over 20 percentage point higher predicted probability of graduating in four years than a student that is not college ready, below average in high school performance, receiving the Pell Grant, and enrolls in 24 units in each of their first two years. Not surprisingly, not enrolling in sufficient units in the first two years to stay on track to four year completion is associated with low predicted completion in four years, across different levels of prior preparation and low-income status.

Table 2: Predicted Probabilities of Bachelor’s Degree Completion for Prototypical First-Time, Full-Time Freshman by Selected Factors.

HS Performance / College Readiness	Pell Recipient at Entry	On Track	Graduate in Four Years or Less	Graduate in Six Years or Less
Above Average / Fully Prepared in English & Math	No	Yes	0.25	0.73
	Yes	Yes	0.20	0.69
	No	No	0.08	0.50
	Yes	No	0.06	0.45
Average / Partially Prepared (Requires Additional Preparation in Math)	No	Yes	0.13	0.65
	Yes	Yes	0.10	0.61
	No	No	0.03	0.41
	Yes	No	0.02	0.36
Below Average / Not Prepared (Requires Additional Preparation in English & Math)	No	Yes	0.06	0.58
	Yes	Yes	0.05	0.53
	No	No	0.02	0.33
	Yes	No	0.01	0.30

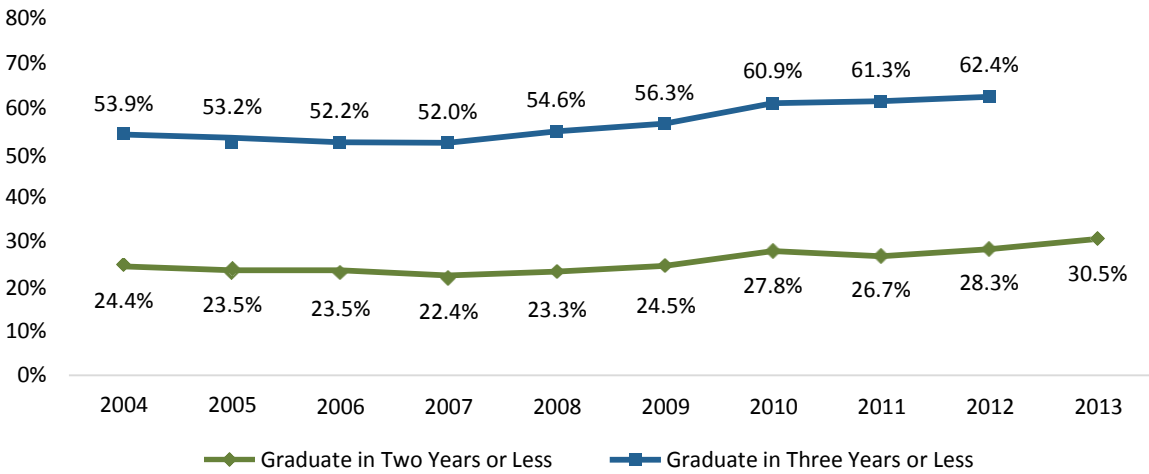
Note. HS Performance corresponds to 3.75 GPA and 1200 SAT Score for Above Average, 3.3 GPA and 950 GPA for Average, and 2.75 GPA and 850 GPA for Below Average. Not on Track / On Track is operationalized as enrolling in 24 and 30 semester units at entry in the first two years.

Work Status. The last predictor of college persistence and degree completion we test is work status. Our fitted models suggest that first-time freshmen who work while they are enrolled in their first term of enrollment have lower predicted probabilities to persist to year two, regardless of how much they earn (measured as less than \$4,000 or \$4,000 or more in quarterly earnings), by a difference of about one to two percentage points. However, working while enrolled in the first year of college is actually positively associated with bachelor’s degree completion (four-year and six-year rates), a difference of about 1-1.5 percentage points in the predicted probability of six-year degree completion. It is not entirely clear what might explain these somewhat discrepant findings, but our analysis is limited in that we cannot account for continued work while in school. Thus, we do not know if the positive finding of work while enrolled in the first term on degree completion is the result of students quitting or reducing their work time in subsequent years, or if it is simply adjustment, beyond the first term of college, to working while in school. Again, results from all of these models are available in Appendix B, Tables B1-B6.

IV. College Persistence and Completion for CSU Transfer Students

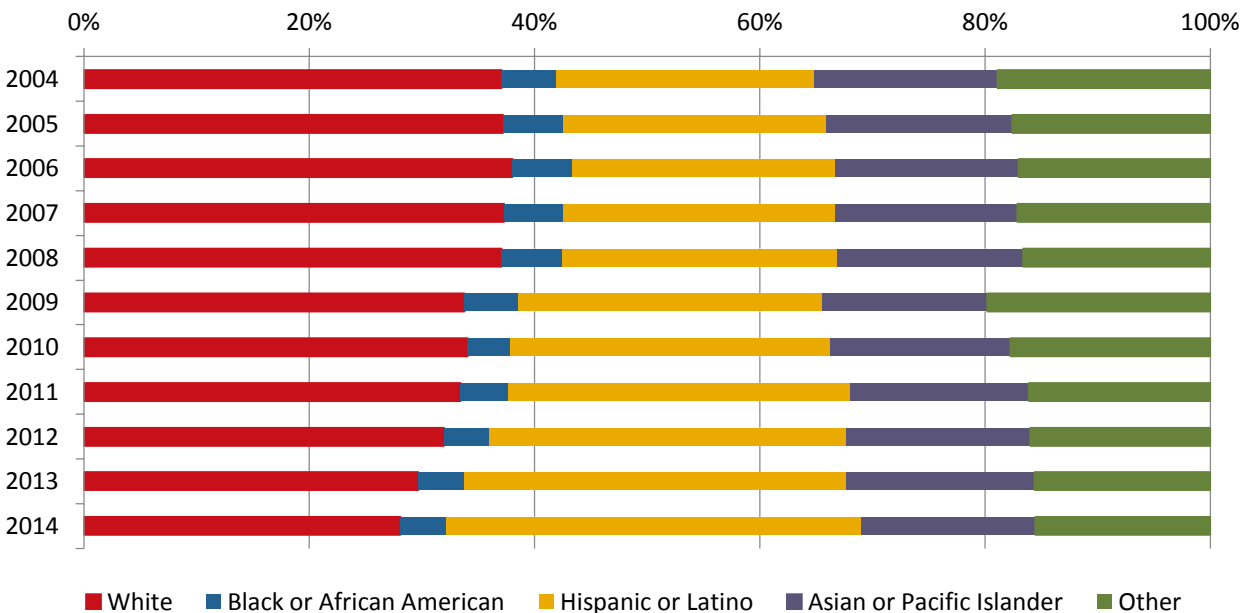
Approximately 45 percent of CSU students are transfer students, a great majority of them (88 percent) from the California community college. In this section, we explore the completion outcomes of transfer students, two and three years after transfer. We begin by reviewing the trends in the characteristics of transfer students over the last decade (see Figure 12). The two-year completion rate among CSU transfer students has been steadily rising over the past five years, reaching 30 percent for the most recent cohort. The three-year completion rate has also been on the rise by as much as ten percentage points, from a low of 52 percent in 2006 and 2007 to over 62 percent in recent years.

Figure 12: Two-year and Three-year Bachelor’s Degree Completion Rates for CSU Transfer Students - Fall 2004 through Fall 2013 Cohorts.



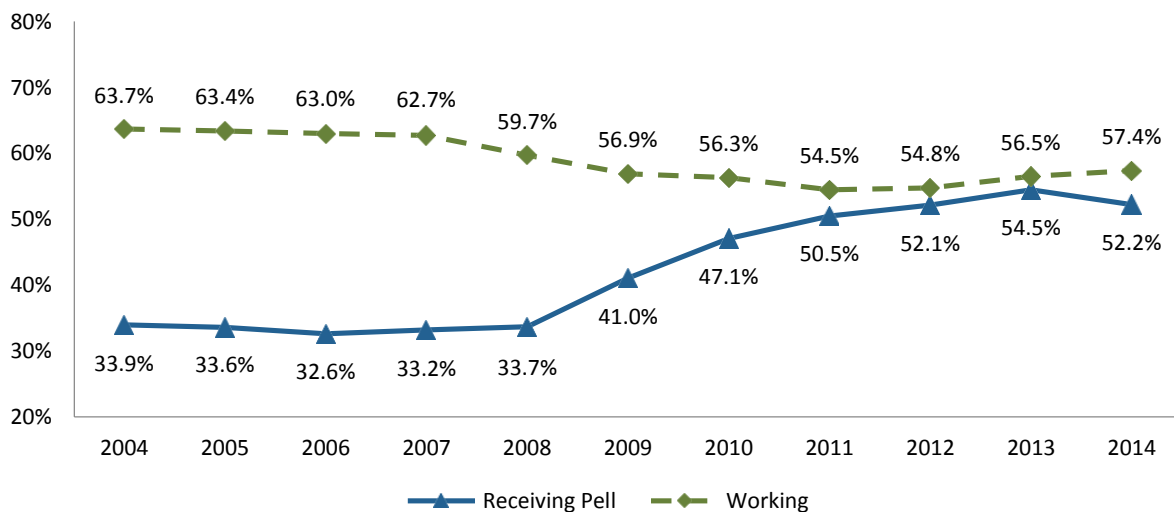
The demographic makeup of the CSU transfer population has shifted considerably over the past decade, consistent with the demographic shifts observed in K-12 and in freshman cohorts (an increase in the population of Hispanic or Latino students, and a decreasing white student population). As illustrated in Figure 13, in 2004, white students constituted 37 percent of the transfer population, Hispanic or Latino students 23 percent, black or African American students 4.8 percent, Asian or Pacific Islander students 16 percent, and all other groups (including multi-racial and those who don’t report race) at 19 percent. Ten years later, white students represent 28 percent of the transfer cohort, Hispanic or Latino students 37 percent, black or African American students 4 percent, Asian or Pacific Islander students 15 percent, and other groups 16 percent.

Figure 13: Race/Ethnicity Distribution of CSU Transfer Students - Fall 2004 through Fall 2014 Cohorts.



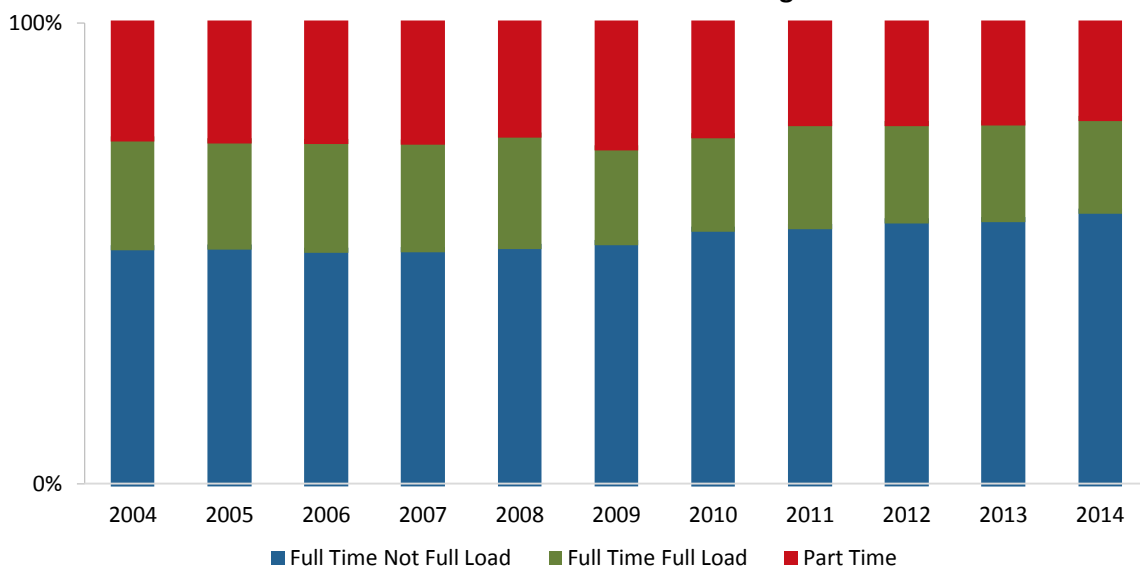
In Figure 14, we display changes in the percentage of transfer students who receive Pell Grants, and the percentage of students that work while in school for the past ten years. Here we note that Pell Grant awards have been on the rise since 2008 (at the height of the economic recession); prior to 2008, only slightly more than 30 percent of transfer students received Pell Grants, and today over 50 percent of transfer students receive Pell Grants. In 2004, about 65 percent of transfer students were also employed, a trend that declined starting in 2007 and continued to decline to about 54 percent in 2011; in more recent years the percent of transfer students who were employed has risen to 58 percent.

Figure 14: Percentage of CSU Transfer Students Receiving Pell Grants and Working in their First Year - Fall 2004 through Fall 2014 Cohorts.



In Figure 15 we see that over time, more students are full-time yet not taking a full load. Less students are full-time with a full load or part-time.

Figure 15: CSU Transfer Students Enrollment Status - Fall 2004 through Fall 2014 Cohorts.



Individual Determinants of College Persistence and Degree Completion among Transfer Students

Demographic Characteristics. Similar to results investigating first-time freshmen, demographic characteristics are significant predictors of college completion among transfer students. Specifically, results from our models reveal that black or African American, Hispanic or Latino, and Asian or Pacific Islander students are less likely to complete their degree in two or three years, relative to white students. In all cases, the association between race/ethnicity and each of the completion outcomes are substantially reduced in models that condition for other characteristics. Nevertheless, there are significant differences in two-year and three-year bachelor's degree completion rates by race/ethnicity for all groups, but especially black or African American students (Table 3). For example, the fitted probability of completing a bachelor's degree in two years for white students is 23 percent, compared to 16 percent for black or African American students and 20 percent for Hispanic or Latino students. For three-year completion, those differences are even bigger when comparing black or African American students to other racial/ethnic groups; for white students we predict 66 percent complete, for Hispanic or Latino students 63 percent, compared to only 50 percent of black or African American students. Asian or Pacific Islander students do have lower predicted completion outcomes relative to white students, but those differences are much smaller.

Table 3: Predicted Probabilities of Bachelor's Degree Completion for Transfer Students by Race/Ethnicity.

Race/Ethnicity	Graduate in Two Years or Less	Graduate in Three Years or Less
White	0.23	0.66
Black or African American	0.17	0.51
Asian or Pacific Islander	0.19	0.62
Hispanic or Latino	0.21	0.63
Other	0.22	0.65

Note. Calculations based on Model 6 in Tables B7 and B9 in Appendix B.

Male students have lower persistence and completion outcomes than their female counterparts, a difference that is smaller in magnitude upon control for other characteristics, but nevertheless persists. Finally, students with Pell Grants demonstrate lower two-year and three-year completion rates. All of these results are detailed in Tables B7-B10 in Appendix B.

Enrollment Status. Our fitted models reveal several patterns of time to completion by declared major (Table 3). The fitted probabilities of persistence, two-year and three-year degree completion by initial declared major are presented in Table 4. Our fitted models suggest that students who enter with declared majors in engineering/computer science and other STEM disciplines have lower predicted probabilities to graduate within two and three years.

Table 4: Predicted Probabilities of Bachelor’s Degree Completion for Transfer Students by Initial Declared Major.

Academic Discipline	Graduate in Two Years or Less	Graduate in Three Years or Less
Biological Sciences	0.07	0.39
Business	0.20	0.67
Engineering/Computer Science	0.05	0.39
Education	0.17	0.59
Health Sciences	0.31	0.77
Social Sciences	0.38	0.74
Other STEM	0.09	0.42
Other non-STEM	0.23	0.62
Undeclared	0.11	0.56

Note. Calculations based on Model 6 in Tables B7 and B9 in Appendix B.

Turning to credit load, we test whether students enrolled full-time but not full load in the first year take longer to complete their degree. We do not find consistent evidence that enrollment in 15 units (versus 12 to less than 15 units) in the first year is associated with increased probabilities of two-year or three-year bachelor’s degree completion. However, when we explore total units attempted, we find that, not surprisingly, enrollment in more units in the first and second year of study is associated with higher two-year and three-year degree completion. Results from all of these models are available in Appendix B, Tables B7-B10.

Work Status. The last predictor of degree completion for transfer students that we test is work status. As provided in Table 5, we find that students who work while they are enrolled in their first year of school are actually more likely to graduate by the end of year two and three (regardless of how much they earn). Again, results from all of these models are available in Appendix B, Tables B7-B10.

Table 5: Predicted Probabilities of Bachelor’s Degree Completion for Transfer Students by Work Status.

Work Status	Graduate in Two Years or Less	Graduate in Three Years or Less
No Work	0.19	0.66
Quarterly earnings less than \$4,000	0.21	0.64
Quarterly earnings \$4,000 or more	0.27	0.68

Note. Calculations based on Model 6 in Tables B7 and B9 in Appendix B.

Recommendations

The CSU lives its mission and role to serve the students of California. This means the CSU meets students where they arrive and provides them with the opportunities and tools to achieve their academic goals. The CSU recognizes that all CSU students have the ability to earn their chosen degree and understands that for some students this includes augmenting existing core skills. Campuses are actively involved in

identifying and addressing barriers affecting student success, recognizing that as barriers are resolved additional challenges are surfaced. Improvement is an iterative, ongoing, and recursive process.

The descriptive and statistical analyses in the report reveal opportunities related to preparation, course load, socioeconomic influences, and academic program selection. Additionally, retention literature points to connectedness to the institution as an important factor in persistence and graduation outcomes.

The recommendations resulting from this report for actionable changes focus on preparation, sense of belonging/connectedness, academic support, efforts to mediate the influence of socioeconomic differences, efforts to articulate clear pathways to degree and career, actively leveraging data, and efforts to minimize administrative hurdles. Our campuses regularly share information on efforts and have shown progress in addressing these issues, ensuring gains are not limited to individual campuses.

Preparation

The CSU system is committed to increasing student preparation. This is evidenced by the number of CSU campuses that have programs and partnerships with K-12 schools and community colleges in their service areas in order to support growing a pipeline of students who arrive college-ready.

Exploration, augmentation, and expansion of the following should be considered:

- Expand K-12 outreach/preparation including Early Assessment Program efforts;
- Expand curricular alignment efforts between CSU, K-12, and California Community College faculty;
- Consider increasing high school mathematics eligibility expectation from three years to four years;
- Augment existing Early Start Program efforts to include Summer Bridge-like activities;
- Increase admissions pathway agreements with local K-12 and CCC campuses;
- Increase SB 1440 pathway access;
- Explore early talent identification/development pathways with K-12 and potential paths to accelerated collegiate completion programs;
- Explore accelerated 2+2 agreements with CCC campuses that leverage full-time summer instruction to shorten time to degree;
- Explore CSU campus mentorship relationships with local K-12 districts to provide augmented/ongoing academic discipline and pedagogical development opportunities; and
- Augment use of concurrent enrollment across higher education segments for pre-collegiate mathematics and English.

Sense of Belonging/Connectedness

Universities bring together persons from diverse experiences in a setting that is often very different from their K-12 and, in some cases, community college experience. The ability for a new student to find campus resources, establish peer groups, accommodate the academic rigor of coursework, balance life demands with those of being a college student, and recognize that they are equally, if not more, capable of success as peers around them affect their likely success. Campuses actively facilitate development of student sense of belonging and connectedness through enriching educational experiences and academic- and social-focused programs.

Exploration, augmentation, and expansion of the following should be considered:

- Re-imagine orientation programs considering potential for ongoing common experience or seminar series throughout the first year;
- Exploration and potential re-imagination of the first-year experience;
- Exploration of block or common major focused scheduling for new undergraduates;
- Evaluation and potential augmentation of first-year experience programs into lower division (first two years) experience programs;
- Explore and develop strategies for bringing enriching educational experiences to scale;
- Increase awareness of academic and social resources prior to start of courses and throughout the academic year;
- Augment resources available for commuting students to develop academic and social connections;
- Augment and scale mentoring opportunities (peer and faculty);
- Increase visibility of faculty and university leaders outside of the classroom through informal events on campus; and
- Involve families of students in the first-year experience/provide opportunities for families to experience the university beyond cultural and sporting events.

Academic Support

Efforts that ensure students can achieve the academic rigor required of their chosen programs is critical to success. The efforts range from curricular to advisement to tutoring/supplemental instruction to counseling. Quality and timeliness of efforts are also critical.

Exploration, augmentation, and expansion of the following should be considered:

- Expand academic curricular assessment and alignment of major pathways;
- Expand purposeful in-person academic and career advisement;
- Explore and deploy student level specific advisement tools;
- Explore early warning efforts that can be triggered and employed in the first weeks of classes;
- Expand faculty guided peer led supplemental instruction in core pathway courses to augment lecture/lab content;
- Develop and potentially expand scalable undergraduate research/internship/public service opportunities;
- Explore models for timely student referral to counseling and support resources; and
- Explore models to augment academic skills (including learning styles, study, and time management).

Efforts to Mediate the Influence of Socioeconomic Differences

CSU students are a reflection of California and its diversity of people, experiences, and resources. The CSU is able to mediate some socioeconomic differences through outreach, financial aid, orientation, academic and student programs.

Exploration, augmentation, and expansion of the following should be considered:

- Expand awareness of the importance and value of the Early Assessment Program;
- Explore CSU campus mentorship relationships with local K-12 districts to provide augmented/ongoing academic discipline and pedagogical development opportunities;

- Augment and expand Year-Round-Operations (state-support summer instruction) focused on undergraduate core pathway courses. Student eligibility for the State University Grant (SUG) would likely increase participation of lower socioeconomic status students in summer instruction accelerating progress to degree;
- Restore summer Pell grants;
- Expand mentorship through academic and student programming;
- Increase awareness of success of similar students from prior years;
- Expand awareness of financial aid application process and priority periods;
- Expand on-campus work opportunities;
- Explore expanded listings of off- but near-campus part-time job opportunities;
- Increase opportunities for living learning communities in on-campus housing;
- Expand access awareness and availability of emergency grants and loans;
- Expand efforts to reduce CSU student food insecurity concerns;
- Expand family/parent orientation in parent native languages; and
- Expand family opportunities to establish new and/or participate in campus affinity/support groups.

Efforts to Articulate Clear Pathways to Degree and Career

There are many paths to the bachelor degree. The ability to provide a preferred path, timely advice, sufficient courses, alternative paths, and reflections of the impacts of choices affects student success.

Exploration, augmentation, and expansion of the following should be considered:

- Expand use of degree audit and planning software to inform students of their progress towards degree;
- Leverage eAdvisement tools to provide major/concentration/program specific guidance beyond traditional face-to-face advisement sessions;
- Explore and potentially augment support for academic advisement;
- Explore and potentially augment support for career advisement;
- Explore tools that would allow students to designate a preferred schedule with alternative choices to provide an early indicator of scheduling demand;
- Leverage degree audit and course scheduling tools to anticipate course demand and proactively adjust available courses in core major pathways;
- Explore tools that demonstrate to students the impacts of course choices on their established path to degree; and
- Explore impact of default academic planning settings of a four-year degree path for freshmen and two-year degree path for transfers on progress and time to degree metrics.

Actively Leveraging Data

CSU campuses actively use data to inform decisions. The ability to leverage analytical approaches on big data provides campuses with additional insights on potential areas of opportunity.

Exploration, augmentation, and expansion of the following should be considered:

- Augment existing in-person advisement/counseling/outreach efforts with early warning systems monitoring cross-sectional campus data;
- Leverage data to explore, identify, and resolve major core bottleneck and gateway issues;

- Leverage data to explore fidelity of campus processes for advisement and enrollment management;
- Leverage campus datasets to identify potential efficiencies that can be gained through support program consolidation or expansion; and
- Explore use of data to sequentially identify and address student progress milestones and trip points.

Efforts to minimize administrative hurdles

Administrative hurdles are often artifacts of processes established to handle procedures that required in-person transfer of information. Despite gains resulting from improved technology, some artifacts remain. They are often manifested as registration holds, information change fees, signature gathering, and rigid deadlines.

Exploration, augmentation, and expansion of the following should be considered:

- Evaluate and potentially augment campus enrollment prioritization practices;
- Evaluate differential impacts of registration hold policies with consideration of group biases/impacts;
- Evaluate and potentially augment availability of advisement staff to ensure high quality and timely advisement;
- Explore tools to provide timely evaluation of transferred coursework;
- Explore mandatory advisement in the middle of the junior year to establish a clear plan for timely graduation;
- Explore and augment online collection of mandatory forms required to change majors and minors, establish candidacy for degrees, and change degree candidacy term;
- Explore automatically establishing students as candidates for degree one and a half years in advance of commencement point and provide course requirements to be met for completion;
- Explore use of degree audit programs to identify students who failed to apply for graduation
- Explore impacts of transaction fees for administrative changes; and
- Explore rationale for use of rigid administrative process deadlines, particularly related to consideration and conferral of degree and make modifications where appropriate.

Evaluation of Programs and Policies to Inform Improvement Efforts

Evaluation of programs and monitoring of outcomes ultimately guide allocation of scarce resources so they most efficiently reach the students that are most in need. The CSU is committed to ongoing assessment and evaluation of efforts related to student success. The continued review and improvement of support programs and efforts lead to better outcomes for our students.

Conclusions

The CSU provides the academic opportunities that our students turn into family destiny changing moments. We are proud of the students we serve. They are, among others, working students, students with family responsibilities, active and retired service members, first-generation students, and those who speak English as a second language. We are proud to be a gateway to education for many communities that have historically not seen a path in traditional higher education models.

In that context, the CSU has dedicated itself to student success, including graduation rates. We have achieved provable success in these measures. The CSU has done so while knowing our students bring rich and diverse experiences and expectations to our campuses.

If the CSU were to only educate those who are most-prepared and most-capable of a four-year graduation, then we would fail our larger mission. Instead, the CSU strives to empower its students to achieve all that they can in as timely and effective a manner possible.

As a sign post to our larger commitment to student achievement, the CSU system celebrates gains in our persistence and graduation rates in recent years. We are deeply committed to meeting and exceeding the Graduation Initiative 2025 targets. There are many promising programs and practices underway, from alleviating bottlenecks for courses, changes leading to more focused and purposeful academic advising, to many other various support programs. We will continue to monitor our progress on achieving our goals, and make informed adjustments as needed, all while recognizing that the full impact of these practices on graduation rates will take time to mature and be fully realized.

As we continue to raise our persistence and graduation rates, the CSU system will not simply choose to raise eligibility requirements, just as we will not simply lower standards for graduation. As part of California's Master Plan, the CSU provides accessible quality university education to further California's economy. The CSU focus is not vocational, and not primarily focused on preparation for professional or graduate school; rather, the focus is on preparing students with subject-matter knowledge and expertise, the ability to adapt to the rapidly changing world, and the leadership skills demanded by industry. We succeed in this role by providing an academically rigorous, quality, and highly-accessible university education.

CSU graduates are California's K-12 teachers, public policy and criminal justice workers, and general knowledge-workers. The CSU, more than any other public or private university in the state, produces talent for the state's largest and most competitive industries. Furthermore, the economic function of the CSU campuses as regional employers, research centers, and innovation hubs cannot be understated. Each of the CSU's 23 campuses have significant social and economic impacts in their local communities and regions, just as the system has significant impacts on the state as a whole. The CSU system is central to California's economy and directly or indirectly impacts *everyone* in the state, as one in ten employees in California is a CSU graduate. An investment in the CSU system is not only an investment in the next generation of college students, it is also an investment in California.

In 2015-2016, the CSU's budget was increased so that we could make needed investments in three areas: 1) expanding student access, 2) supporting student success and completion, and 3) addressing critical infrastructure needs. The CSU delivered on those commitments. Going forward, the CSU will do everything we can to ensure California's students have a seat in public higher education. The CSU will also ensure that classrooms, laboratories, buildings, and utility systems are safe and sufficient for education and student support activities. The CSU also continues to improve graduation rates, shorten time to degree, and narrow the achievement gap. The CSU has made significant contributions to California's society and economy over the last decade, while still being funded below pre-recession levels and serving 40,000 additional students.

This report shared current data on student success outcomes for CSU students. The majority of gains achieved were in a period of purposeful action resulting from the 2009 Graduation Initiative by faculty, staff, student leadership, and administrative leadership. The improvement efforts commenced in a

period of funding uncertainty and reduction. Innovative thinking by campus teams informed by best practices from system peers, data analyses, and academic research led to changes that at first improved persistence rates and then began to inform efforts leading to improvements in graduation rates. Yet, ongoing persistence and achievement gains will require state investment in our students and their efforts.

Many of the efforts initiated during the past six years have not fully matured and will result in improved outcomes for cohorts that began after 2009. As such this report is a reflection on our past and a starting point for future comparisons related to impacts of recent state investments in the CSU and the success of its students. We are optimistic that we will exceed the goals of our 2025 graduation initiative because we know that our faculty, staff, and leadership expect no less for our students. With the appropriate commitment, resources, and support the CSU has and will continue to ensure all CSU students have every opportunity to attain their academic goals.

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Appendix A

Descriptive Outcomes Tables

Table A1.1: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	39,085	3.27	1018	82.0%	71.4%	17.2%	41.4%	52.4%
Fall 2005	43,428	3.26	1017	80.1%	69.8%	16.1%	40.1%	51.3%
Fall 2006	47,551	3.23	1007	79.3%	68.9%	15.8%	40.5%	51.4%
Fall 2007	50,866	3.22	1009	79.0%	68.4%	15.9%	40.2%	51.8%
Fall 2008	51,409	3.22	1006	79.5%	70.6%	16.2%	41.9%	54.0%
Fall 2009	49,483	3.25	1014	82.3%	73.7%	17.8%	44.7%	57.0%
Fall 2010	47,967	3.29	1016	83.9%	74.8%	18.6%	46.8%	
Fall 2011	54,698	3.29	1014	83.6%	74.9%	19.1%		
Fall 2012	55,465	3.30	1013	84.9%	76.1%			
Fall 2013	60,382	3.33	1013	84.7%	75.5%			
Fall 2014	62,523	3.36	1013	84.4%				

Note. ACT scores were converted to SAT scores.

Table A1.2: First-Time Part-Time Freshmen Cohort, Persistence and Graduation Rate Trend - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	1,976	3.20	960	62.7%	52.8%	8.1%	25.0%	35.1%
Fall 2005	2,391	3.16	950	59.2%	50.1%	6.4%	21.2%	31.8%
Fall 2006	2,804	3.17	933	57.8%	47.3%	6.2%	21.4%	31.5%
Fall 2007	3,077	3.14	929	58.0%	47.2%	6.1%	21.2%	31.1%
Fall 2008	2,613	3.13	924	58.7%	50.6%	5.8%	21.4%	31.8%
Fall 2009	3,276	3.15	935	64.6%	55.7%	5.9%	24.8%	36.3%
Fall 2010	1,498	3.23	980	66.0%	56.6%	9.1%	26.7%	
Fall 2011	1,676	3.21	964	63.4%	55.4%	6.9%		
Fall 2012	1,873	3.17	959	64.1%	55.5%			
Fall 2013	1,795	3.13	963	65.7%	57.5%			
Fall 2014	1,720	3.22	961	62.7%				

Note. ACT scores were converted to SAT scores.

Table A2.1: First-Time Full-Time Freshmen Cohort Trend by Race/Ethnicity - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Count						% of Total					
	White	Black or African Amer.	Asian or Pacific Islander	Hispanic or Latino	Other	Non-Res Alien	White	Black or African Amer.	Asian or Pacific Islander	Hispanic or Latino	Other	Non-Res Alien
Fall 2004	15,112	2,514	7,420	9,581	3,796	662	38.7%	6.4%	19.0%	24.5%	9.7%	1.7%
Fall 2005	16,092	3,011	8,443	11,079	3,984	819	37.1%	6.9%	19.4%	25.5%	9.2%	1.9%
Fall 2006	17,438	3,461	8,810	12,560	4,212	1,070	36.7%	7.3%	18.5%	26.4%	8.9%	2.3%
Fall 2007	18,211	3,673	9,293	13,753	4,749	1,187	35.8%	7.2%	18.3%	27.0%	9.3%	2.3%
Fall 2008	18,055	3,534	9,118	15,253	4,419	1,030	35.1%	6.9%	17.7%	29.7%	8.6%	2.0%
Fall 2009	16,146	2,709	7,894	16,369	5,311	1,054	32.6%	5.5%	16.0%	33.1%	10.7%	2.1%
Fall 2010	14,531	2,548	8,115	17,389	4,415	969	30.3%	5.3%	16.9%	36.3%	9.2%	2.0%
Fall 2011	15,478	2,787	9,576	20,913	4,748	1,196	28.3%	5.1%	17.5%	38.2%	8.7%	2.2%
Fall 2012	14,480	2,679	9,702	22,403	4,735	1,466	26.1%	4.8%	17.5%	40.4%	8.5%	2.6%
Fall 2013	14,987	2,715	10,155	25,116	5,074	2,335	24.8%	4.5%	16.8%	41.6%	8.4%	3.9%
Fall 2014	14,646	2,612	10,511	26,599	5,214	2,941	23.4%	4.2%	16.8%	42.5%	8.3%	4.7%

Note. "Other" includes Native American, Alaska Native, Two or More Races and Unknown.

Table A2.2: First-Time Full-Time Freshmen Preparation at Entry Trend by Race/Ethnicity - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Mean HS GPA						Mean SAT					
	White	Black or African Amer.	Asian or Pacific Islander	Hispanic or Latino	Other	Non-Res Alien	White	Black or African Amer.	Asian or Pacific Islander	Hispanic or Latino	Other	Non-Res Alien
Fall 2004	3.37	3.04	3.27	3.20	3.28	2.93	1089	908	999	935	1054	953
Fall 2005	3.36	3.02	3.26	3.19	3.26	3.08	1094	907	1003	936	1044	962
Fall 2006	3.33	2.98	3.23	3.17	3.25	2.99	1081	898	998	930	1040	955
Fall 2007	3.33	2.96	3.23	3.16	3.25	2.86	1085	896	1008	932	1033	960
Fall 2008	3.33	2.97	3.25	3.16	3.24	2.71	1085	893	1007	929	1037	969
Fall 2009	3.37	3.00	3.30	3.19	3.24	2.82	1096	891	1015	942	1042	985
Fall 2010	3.41	3.05	3.32	3.22	3.32	2.92	1105	903	1019	941	1067	992
Fall 2011	3.42	3.06	3.32	3.21	3.32	2.98	1107	898	1029	942	1061	988
Fall 2012	3.43	3.08	3.34	3.24	3.33	2.94	1107	914	1035	944	1065	981
Fall 2013	3.48	3.11	3.37	3.27	3.38	3.08	1116	915	1042	944	1069	942
Fall 2014	3.50	3.14	3.42	3.30	3.40	3.09	1117	918	1051	942	1073	954

Note. "Other" includes Native American, Alaska Native, Two or More Races and Unknown. ACT scores were converted to SAT scores.

Table A2.3: First-Time Full-Time Freshmen Persistence Trend by Race/Ethnicity - Fall 2004 Through Fall 2014 Cohorts.

Cohort	One-Year Persistence						Two-Year Persistence					
	White	Black or African Amer.	Asian or Pacific Islander	Hispanic or Latino	Other	Non-Res Alien	White	Black or African Amer.	Asian or Pacific Islander	Hispanic or Latino	Other	Non-Res Alien
Fall 2004	83.1%	77.0%	85.6%	79.2%	81.3%	77.9%	72.1%	64.2%	76.0%	69.1%	71.1%	68.1%
Fall 2005	81.3%	73.2%	84.0%	77.5%	80.6%	76.8%	70.5%	61.1%	74.9%	67.2%	70.8%	65.8%
Fall 2006	81.0%	70.1%	83.7%	76.4%	79.4%	79.5%	70.0%	57.6%	74.6%	66.4%	68.9%	67.7%
Fall 2007	80.5%	70.4%	83.8%	76.5%	78.8%	75.4%	70.4%	57.3%	73.8%	65.2%	68.5%	64.3%
Fall 2008	82.1%	69.6%	83.1%	77.2%	78.0%	75.8%	73.1%	58.7%	74.9%	68.5%	69.5%	63.2%
Fall 2009	84.2%	74.3%	87.4%	80.2%	80.2%	77.2%	75.2%	64.9%	80.4%	71.9%	70.2%	68.1%
Fall 2010	85.7%	75.4%	88.2%	81.9%	83.2%	80.9%	76.0%	65.3%	80.8%	73.0%	74.4%	68.4%
Fall 2011	86.1%	75.1%	88.8%	81.0%	82.3%	77.7%	77.1%	64.1%	81.9%	72.4%	72.4%	71.5%
Fall 2012	86.6%	78.4%	89.6%	83.1%	83.6%	80.5%	76.9%	68.9%	81.9%	74.7%	73.8%	72.2%
Fall 2013	86.4%	77.0%	89.6%	82.9%	84.3%	81.9%	76.7%	66.5%	81.8%	73.8%	74.3%	72.8%
Fall 2014	86.4%	78.1%	89.2%	82.8%	83.4%	80.3%						

Note. "Other" includes Native American, Alaska Native, Two or More Races and Unknown.

Table A2.4: First-Time Full-Time Freshmen Graduation Rate Trend by Race/Ethnicity - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Graduated in 4 Years or Less						Graduated in 5 Years or Less						Graduated in 6 Years or Less					
	White	Black or African Amer.	Asian or Pacific Islander	Hispanic or Latino	Other	Non-Res Alien	White	Black or African Amer.	Asian or Pacific Islander	Hispanic or Latino	Other	Non-Res Alien	White	Black or African Amer.	Asian or Pacific Islander	Hispanic or Latino	Other	Non-Res Alien
Fall 2004	22.8%	10.9%	14.2%	11.8%	19.0%	15.7%	49.9%	28.8%	38.7%	33.2%	43.1%	37.6%	58.8%	38.3%	53.2%	45.4%	53.8%	47.0%
Fall 2005	22.6%	8.5%	12.6%	11.0%	17.6%	13.3%	49.6%	25.6%	37.6%	31.6%	42.5%	34.3%	58.5%	35.1%	52.8%	44.0%	53.3%	44.6%
Fall 2006	22.5%	8.3%	12.6%	10.4%	17.7%	14.5%	49.7%	24.7%	39.1%	32.4%	42.4%	39.4%	58.4%	34.7%	53.4%	44.6%	52.6%	49.3%
Fall 2007	23.1%	7.8%	12.2%	10.3%	17.8%	14.6%	50.3%	24.9%	38.0%	32.1%	42.6%	33.9%	58.9%	35.9%	54.3%	44.9%	53.6%	46.3%
Fall 2008	24.2%	8.0%	12.7%	10.4%	17.1%	17.1%	53.0%	25.7%	39.6%	34.1%	42.2%	37.7%	61.8%	37.4%	55.6%	48.3%	53.7%	47.3%
Fall 2009	27.1%	8.2%	14.1%	11.7%	18.8%	18.2%	55.6%	29.6%	43.3%	37.0%	44.8%	44.0%	64.1%	41.8%	61.0%	51.5%	55.0%	54.2%
Fall 2010	29.2%	8.7%	14.6%	12.1%	22.1%	18.5%	58.2%	31.9%	46.1%	39.4%	49.4%	42.5%						
Fall 2011	30.5%	9.0%	16.6%	12.4%	22.2%	22.0%												
Fall 2012																		
Fall 2013																		
Fall 2014																		

Note. "Other" includes Native American, Alaska Native, Two or More Races and Unknown.

Table A3.1: First-Time Full-Time Freshmen Cohort and Preparation at Entry Trend by Gender - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Count		% of Total		Mean HS GPA		Mean SAT	
	Female	Male	Female	Male	Female	Male	Female	Male
Fall 2004	22,817	16,268	58.4%	41.6%	3.31	3.21	991	1056
Fall 2005	25,293	18,135	58.2%	41.8%	3.31	3.19	990	1054
Fall 2006	27,697	19,854	58.2%	41.8%	3.28	3.17	981	1043
Fall 2007	29,115	21,751	57.2%	42.8%	3.26	3.16	984	1044
Fall 2008	29,702	21,707	57.8%	42.2%	3.26	3.16	983	1038
Fall 2009	28,655	20,828	57.9%	42.1%	3.29	3.20	987	1050
Fall 2010	27,579	20,388	57.5%	42.5%	3.33	3.24	989	1052
Fall 2011	31,412	23,286	57.4%	42.6%	3.32	3.24	987	1050
Fall 2012	31,576	23,889	56.9%	43.1%	3.33	3.25	983	1053
Fall 2013	34,664	25,718	57.4%	42.6%	3.37	3.29	984	1054
Fall 2014	35,747	26,776	57.2%	42.8%	3.40	3.31	984	1052

Note. ACT scores were converted to SAT scores.

Table A3.2: First-Time Full-Time Freshmen Persistence Trend by Gender - Fall 2004 Through Fall 2014 Cohorts.

Cohort	One-Year Persistence		Two-Year Persistence	
	Female	Male	Female	Male
Fall 2004	82.6%	81.1%	72.2%	70.4%
Fall 2005	80.5%	79.6%	70.2%	69.3%
Fall 2006	79.8%	78.7%	69.4%	68.1%
Fall 2007	79.8%	78.0%	69.1%	67.3%
Fall 2008	80.1%	78.6%	71.5%	69.3%
Fall 2009	82.8%	81.6%	74.2%	72.9%
Fall 2010	84.3%	83.4%	75.6%	73.8%
Fall 2011	84.0%	83.0%	75.4%	74.3%
Fall 2012	85.6%	83.9%	76.9%	75.0%
Fall 2013	85.4%	83.8%	76.4%	74.4%
Fall 2014	85.4%	83.1%		

Table A3.3: First-Time Full-Time Freshmen Graduation Rate Trend by Gender - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Graduated in 4 Years or Less		Graduated in 5 Years or Less		Graduated in 6 Years or Less	
	Female	Male	Female	Male	Female	Male
Fall 2004	20.7%	12.3%	45.1%	36.3%	54.9%	49.0%
Fall 2005	19.3%	11.7%	43.3%	35.6%	53.8%	47.9%
Fall 2006	18.9%	11.6%	43.5%	36.2%	53.9%	47.9%
Fall 2007	19.3%	11.3%	43.8%	35.3%	54.9%	47.7%
Fall 2008	19.2%	12.1%	45.6%	36.8%	57.1%	49.8%
Fall 2009	21.3%	13.0%	48.4%	39.6%	60.0%	53.0%
Fall 2010	21.6%	14.5%	50.7%	41.6%		
Fall 2011	22.3%	14.8%				
Fall 2012						
Fall 2013						
Fall 2014						

Table A4.1: First-Time Full-Time Freshmen Cohort Trend by Institute of Origin - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Count					% of Total Number of Records				
	CA Private HS	CA Public HS	Out of State	Int'l.	GED / Other	CA Private HS	CA Public HS	Out of State	Int'l.	GED / Other
Fall 2004	4,848	32,869	1,069	287	12	12.4%	84.1%	2.7%	0.7%	0.0%
Fall 2005	5,134	36,814	1,160	292	28	11.8%	84.8%	2.7%	0.7%	0.1%
Fall 2006	5,483	40,272	1,339	423	34	11.5%	84.7%	2.8%	0.9%	0.1%
Fall 2007	5,945	42,850	1,515	521	35	11.7%	84.2%	3.0%	1.0%	0.1%
Fall 2008	5,700	43,676	1,441	555	37	11.1%	85.0%	2.8%	1.1%	0.1%
Fall 2009	5,323	42,139	1,398	587	36	10.8%	85.2%	2.8%	1.2%	0.1%
Fall 2010	4,662	41,526	1,240	526	13	9.7%	86.6%	2.6%	1.1%	0.0%
Fall 2011	4,988	47,723	1,294	668	25	9.1%	87.2%	2.4%	1.2%	0.0%
Fall 2012	4,498	48,616	1,510	819	22	8.1%	87.7%	2.7%	1.5%	0.0%
Fall 2013	4,318	53,232	1,796	1,010	26	7.2%	88.2%	3.0%	1.7%	0.0%
Fall 2014	4,167	54,899	2,086	1,345	26	6.7%	87.8%	3.3%	2.2%	0.0%

Table A4.2: First-Time Full-Time Freshmen Preparation at Entry Trend by Institute of Origin - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Mean HS GPA					Mean SAT				
	CA Private HS	CA Public HS	Out of State	Int'l.	GED / Other	CA Private HS	CA Public HS	Out of State	Int'l.	GED / Other
Fall 2004	3.20	3.29	3.33	2.12	2.97	1047	1010	1120	1088	1189
Fall 2005	3.19	3.27	3.45	2.44	3.11	1048	1009	1143	1064	1076
Fall 2006	3.16	3.24	3.47	2.32	3.20	1032	1000	1110	1078	1099
Fall 2007	3.16	3.23	3.49	2.16	2.24	1035	1001	1119	1070	1136
Fall 2008	3.18	3.23	3.49	2.10	2.42	1032	999	1120	1056	1209
Fall 2009	3.22	3.26	3.50	2.23	2.59	1043	1006	1127	1066	1141
Fall 2010	3.24	3.30	3.58	2.34	2.98	1047	1008	1150	1066	1199
Fall 2011	3.27	3.29	3.57	2.60	3.27	1047	1006	1158	1053	1089
Fall 2012	3.27	3.31	3.58	2.53	3.21	1053	1005	1156	1037	1168
Fall 2013	3.31	3.34	3.61	2.70	3.03	1057	1004	1167	1055	1163
Fall 2014	3.33	3.37	3.62	2.75	3.25	1055	1004	1169	1064	1110

Note. ACT scores were converted to SAT scores.

Table A4.3: First-Time Full-Time Freshmen Persistence Trend by Institute of Origin - Fall 2004 Through Fall 2014 Cohorts.

Cohort	One-Year Persistence					Two-Year Persistence				
	CA Private HS	CA Public HS	Out of State	Int'l.	GED / Other	CA Private HS	CA Public HS	Out of State	Int'l.	GED / Other
Fall 2004	80.1%	82.4%	77.6%	75.6%	66.7%	70.2%	71.8%	66.5%	66.2%	66.7%
Fall 2005	80.3%	80.3%	75.4%	76.0%	75.0%	69.3%	70.2%	62.8%	62.3%	64.3%
Fall 2006	78.3%	79.6%	74.2%	80.1%	76.5%	68.3%	69.2%	61.2%	69.3%	55.9%
Fall 2007	77.6%	79.4%	73.9%	77.7%	88.6%	66.8%	68.8%	61.7%	66.0%	74.3%
Fall 2008	79.5%	79.7%	73.2%	79.5%	91.9%	69.9%	71.1%	59.7%	65.2%	81.1%
Fall 2009	82.1%	82.7%	72.8%	79.2%	72.2%	73.4%	74.2%	61.4%	69.5%	61.1%
Fall 2010	83.8%	84.1%	78.7%	79.8%	69.2%	73.3%	75.3%	65.9%	70.7%	69.2%
Fall 2011	84.3%	83.7%	78.9%	81.0%	68.0%	75.1%	75.2%	65.6%	71.1%	56.0%
Fall 2012	84.7%	85.1%	79.9%	80.7%	81.8%	75.1%	76.5%	68.3%	71.3%	77.3%
Fall 2013	85.7%	84.8%	80.0%	83.8%	96.2%	75.7%	75.7%	69.8%	75.7%	88.5%
Fall 2014	84.8%	84.6%	80.4%	80.4%	73.1%					

Table A4.4: First-Time Full-Time Freshmen Graduation Rate Trend by Institute of Origin - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Graduated in 4 Years or Less					Graduated in 5 Years or Less					Graduated in 6 Years or Less				
	CA Private HS	CA Public HS	Out of State	Int'l.	GED / Other	CA Private HS	CA Public HS	Out of State	Int'l.	GED / Other	CA Private HS	CA Public HS	Out of State	Int'l.	GED / Other
Fall 2004	16.5%	17.2%	18.5%	19.5%	8.3%	41.9%	41.3%	43.5%	45.3%	33.3%	52.2%	52.5%	52.9%	51.9%	33.3%
Fall 2005	16.3%	16.0%	17.5%	20.2%	14.3%	40.4%	39.9%	41.7%	44.5%	42.9%	51.4%	51.4%	50.1%	51.0%	53.6%
Fall 2006	15.1%	15.7%	20.5%	23.4%	23.5%	40.5%	40.2%	43.4%	52.5%	35.3%	51.5%	51.4%	48.6%	59.1%	47.1%
Fall 2007	16.4%	15.5%	21.5%	20.7%	28.6%	40.6%	39.9%	43.5%	43.8%	60.0%	51.3%	51.9%	50.3%	52.4%	71.4%
Fall 2008	15.8%	15.9%	23.0%	21.8%	43.2%	41.8%	41.8%	44.8%	44.3%	59.5%	53.9%	54.2%	50.9%	51.2%	70.3%
Fall 2009	19.0%	17.4%	23.2%	27.3%	19.4%	46.9%	44.2%	45.9%	53.0%	30.6%	57.9%	57.1%	51.3%	58.1%	38.9%
Fall 2010	19.8%	18.1%	29.0%	24.5%	30.8%	47.1%	46.6%	52.5%	50.0%	53.8%					
Fall 2011	21.5%	18.5%	29.2%	26.5%	28.0%										
Fall 2012															
Fall 2013															
Fall 2014															

Table A5.1: First-Time Full-Time Freshmen Cohort Trend by Proficiency at Entry - Fall 2004 Through Fall 2014 Cohorts

Cohort	Count				% of Total			
	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math
Fall 2004	17,536	7,320	3,843	10,386	44.9%	18.7%	9.8%	26.6%
Fall 2005	19,147	7,961	4,351	11,969	44.1%	18.3%	10.0%	27.6%
Fall 2006	20,584	8,144	5,366	13,457	43.3%	17.1%	11.3%	28.3%
Fall 2007	22,032	8,987	5,260	14,587	43.3%	17.7%	10.3%	28.7%
Fall 2008	21,893	9,320	5,463	14,733	42.6%	18.1%	10.6%	28.7%
Fall 2009	21,234	9,221	4,883	14,145	42.9%	18.6%	9.9%	28.6%
Fall 2010	20,942	9,347	4,288	13,390	43.7%	19.5%	8.9%	27.9%
Fall 2011	28,673	7,043	6,851	12,131	52.4%	12.9%	12.5%	22.2%
Fall 2012	30,445	7,522	6,008	11,490	54.9%	13.6%	10.8%	20.7%
Fall 2013	33,825	8,246	6,497	11,814	56.0%	13.7%	10.8%	19.6%
Fall 2014	36,720	8,240	6,661	10,902	58.7%	13.2%	10.7%	17.4%

Table A5.2: First-Time Full-Time Freshmen Preparation at Entry Trend by Proficiency at Entry - Fall 2004 Through Fall 2014 Cohorts

Cohort	Mean HS GPA				Mean SAT			
	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math
Fall 2004	3.42	3.22	3.20	3.08	1141	979	990	836
Fall 2005	3.41	3.22	3.19	3.07	1146	975	988	834
Fall 2006	3.39	3.19	3.16	3.04	1136	968	977	829
Fall 2007	3.39	3.19	3.14	3.01	1140	973	975	829
Fall 2008	3.40	3.19	3.14	3.00	1141	968	977	828
Fall 2009	3.43	3.22	3.16	3.04	1149	975	979	834
Fall 2010	3.46	3.25	3.18	3.08	1152	971	980	833
Fall 2011	3.44	3.20	3.15	3.06	1129	927	955	812
Fall 2012	3.43	3.22	3.16	3.06	1121	918	950	810
Fall 2013	3.47	3.24	3.20	3.08	1118	919	943	804
Fall 2014	3.50	3.25	3.21	3.08	1113	899	923	800

Note. ACT scores were converted to SAT scores.

Table A5.3: First-Time Full-Time Freshmen Persistence Trend by Proficiency at Entry - Fall 2004 Through Fall 2014 Cohorts

Cohort	One-Year Persistence				Two-Year Persistence			
	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math
Fall 2004	84.8%	84.2%	79.8%	76.4%	74.5%	73.8%	68.5%	65.7%
Fall 2005	83.9%	82.3%	76.4%	74.1%	73.3%	73.0%	66.2%	63.5%
Fall 2006	83.8%	81.5%	75.8%	72.7%	73.5%	71.4%	65.4%	61.6%
Fall 2007	83.3%	81.2%	74.9%	72.7%	73.3%	71.5%	64.3%	60.4%
Fall 2008	84.5%	81.9%	76.2%	71.8%	76.2%	73.0%	67.3%	61.9%
Fall 2009	87.1%	84.7%	77.9%	75.0%	78.4%	76.9%	68.4%	66.2%
Fall 2010	88.2%	85.7%	79.6%	77.2%	79.2%	76.7%	70.0%	68.2%
Fall 2011	87.7%	85.2%	79.2%	75.3%	79.0%	76.9%	70.3%	66.8%
Fall 2012	88.7%	86.5%	79.4%	76.7%	79.7%	77.8%	70.6%	68.3%
Fall 2013	88.2%	85.5%	79.4%	77.1%	79.2%	77.0%	70.1%	67.1%
Fall 2014	88.0%	84.7%	78.9%	75.7%				

Table A5.4: First-Time Full-Time Freshmen Graduation Rate Trend by Proficiency at Entry - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Graduated in 4 Years or Less				Graduated in 5 Years or Less				Graduated in 6 Years or Less			
	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math
Fall 2004	23.2%	14.3%	17.4%	9.0%	49.6%	39.5%	41.6%	28.9%	59.7%	52.3%	50.6%	41.0%
Fall 2005	23.0%	12.5%	16.0%	7.5%	49.6%	37.4%	41.1%	26.3%	59.5%	51.2%	51.0%	38.4%
Fall 2006	23.2%	12.3%	15.4%	6.9%	50.7%	38.7%	39.1%	26.4%	60.1%	51.9%	49.2%	38.8%
Fall 2007	23.6%	12.0%	15.6%	6.8%	50.7%	37.1%	39.8%	26.2%	60.6%	51.9%	50.2%	39.1%
Fall 2008	24.7%	11.8%	14.8%	6.9%	52.9%	39.4%	41.1%	27.5%	63.3%	54.0%	51.9%	41.0%
Fall 2009	26.8%	13.9%	16.3%	7.4%	55.8%	42.8%	42.2%	30.0%	65.8%	57.5%	52.9%	45.0%
Fall 2010	28.5%	13.7%	16.9%	7.0%	57.9%	43.6%	44.4%	32.6%				
Fall 2011	27.0%	12.8%	15.2%	6.4%								
Fall 2012												
Fall 2013												
Fall 2014												

Table A6.1: First-Time Full-Time Freshmen Cohort by Proficiency at Entry and Race/Ethnicity - Fall 2009 Cohort.

Cohort	Race/Ethnicity	Count				% of Total			
		College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math
Fall 2009	White	10,182	2,003	1,882	2,079	63.1%	12.4%	11.7%	12.9%
	Black or African Amer.	462	363	322	1,562	17.1%	13.4%	11.9%	57.7%
	Asian or Pacific Islander	3,159	2,388	372	1,975	40.0%	30.3%	4.7%	25.0%
	Hispanic or Latino	4,548	3,193	1,694	6,934	27.8%	19.5%	10.3%	42.4%
	Other	2,685	830	575	1,221	50.6%	15.6%	10.8%	23.0%
	Non-Res Alien	198	444	38	374	18.8%	42.1%	3.6%	35.5%
Grand Total		21,234	9,221	4,883	14,145	42.9%	18.6%	9.9%	28.6%

Note. "Other" includes Native American, Alaska Native, Two or More Races and Unknown.

Table A6.2: First-Time Full-Time Freshmen Persistence by Proficiency at Entry and Race/Ethnicity - Fall 2009 Cohort.

Cohort	Race/Ethnicity	One-Year Persistence				Two-Year Persistence			
		College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math
Fall 2009	White	86.9%	83.2%	77.6%	77.5%	78.0%	74.1%	67.7%	69.1%
	Black or African Amer.	84.6%	81.3%	77.0%	69.0%	75.5%	75.5%	64.0%	59.4%
	Asian or Pacific Islander	90.4%	89.4%	83.9%	80.9%	83.7%	83.5%	75.0%	72.3%
	Hispanic or Latino	86.5%	84.0%	78.5%	74.9%	77.9%	75.5%	70.2%	66.6%
	Other	85.7%	81.3%	73.7%	70.5%	75.3%	73.5%	63.8%	59.8%
	Non-Res Alien	82.8%	80.0%	76.3%	71.1%	75.3%	71.8%	65.8%	60.2%
Grand Total		87.1%	84.7%	77.9%	75.0%	78.4%	76.9%	68.4%	66.2%

Note. "Other" includes Native American, Alaska Native, Two or More Races and Unknown.

Table A6.3: First-Time Full-Time Freshmen Graduation Rates by Proficiency at Entry and Race/Ethnicity - Fall 2009 Cohort.

Cohort	Race/Ethnicity	Graduated in 4 Years or Less				Graduated in 5 Years or Less				Graduated in 6 Years or Less			
		College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math
Fall 2009	White	32.1%	20.8%	20.9%	14.0%	60.9%	50.5%	47.3%	41.9%	68.5%	60.5%	55.5%	53.8%
	Black or African Amer.	16.9%	7.2%	13.4%	4.8%	43.3%	35.0%	37.0%	22.7%	55.4%	47.7%	45.7%	35.7%
	Asian or Pacific Islander	22.1%	10.8%	14.2%	5.3%	54.1%	42.6%	41.7%	27.1%	68.8%	61.7%	59.4%	47.8%
	Hispanic or Latino	20.3%	10.9%	12.6%	6.2%	48.6%	37.9%	39.0%	28.6%	61.3%	53.8%	51.5%	44.0%
	Other	25.5%	15.3%	15.3%	8.0%	53.0%	42.7%	39.3%	30.8%	61.9%	55.4%	48.5%	42.7%
	Non-Res Alien	19.2%	23.9%	7.9%	12.0%	49.0%	51.8%	28.9%	33.7%	61.1%	59.2%	47.4%	45.2%
Grand Total		26.8%	13.9%	16.3%	7.4%	55.8%	42.8%	42.2%	30.0%	65.8%	57.5%	52.9%	45.0%

Table A7.1: First-Time Full-Time Freshmen Cohort and Persistence by Proficiency at Entry and Gender - Fall 2009 Cohort.

Cohort	Gender	Count				% of Total				One-Year Persistence				Two-Year Persistence			
		College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math
Fall 2009	Female	11,050	4,440	3,567	9,598	38.6%	15.5%	12.4%	33.5%	88.4%	87.2%	78.6%	75.8%	79.6%	79.9%	69.2%	67.3%
	Male	10,184	4,781	1,316	4,547	48.9%	23.0%	6.3%	21.8%	85.7%	82.3%	76.1%	73.2%	77.1%	74.2%	66.4%	63.9%
Grand Total		21,234	9,221	4,883	14,145	42.9%	18.6%	9.9%	28.6%	87.1%	84.7%	77.9%	75.0%	78.4%	76.9%	68.4%	66.2%

Table A7.2: First-Time Full-Time Freshmen Graduation Rate by Proficiency at Entry and Gender - Fall 2009 Cohort.

Cohort	Gender	Graduated in 4 Years or Less				Graduated in 5 Years or Less				Graduated in 6 Years or Less			
		College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math
Fall 2009	Female	33.9%	18.6%	18.6%	9.0%	62.0%	50.2%	45.4%	33.0%	70.5%	63.6%	55.4%	47.8%
	Male	19.1%	9.5%	10.0%	4.0%	49.0%	36.0%	33.5%	23.8%	60.6%	51.7%	46.0%	39.1%
Grand Total		26.8%	13.9%	16.3%	7.4%	55.8%	42.8%	42.2%	30.0%	65.8%	57.5%	52.9%	45.0%

Table A8.1: First-Time Full-Time Freshmen Cohort and Persistence by Proficiency at Entry and Pell Status - Fall 2009 Cohort.

Cohort	Pell at Entry	Count				% of Total				One-Year Persistence				Two-Year Persistence			
		College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math
Fall 2009	Not Pell	16,184	5,247	3,127	6,095	52.8%	17.1%	10.2%	19.9%	87.0%	83.8%	77.1%	73.9%	78.1%	75.9%	67.5%	65.5%
	Pell	5,050	3,974	1,756	8,050	26.8%	21.1%	9.3%	42.8%	87.4%	85.9%	79.2%	75.8%	79.5%	78.3%	70.0%	66.8%
Grand Total		21,234	9,221	4,883	14,145	42.9%	18.6%	9.9%	28.6%	87.1%	84.7%	77.9%	75.0%	78.4%	76.9%	68.4%	66.2%

Table A8.2: First-Time Full-Time Freshmen Graduation Rates by Proficiency at Entry and Pell Status - Fall 2009 Cohort.

Cohort	Pell at Entry	Graduated in 4 Years or Less				Graduated in 5 Years or Less				Graduated in 6 Years or Less			
		College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Math Only	College Ready in Eng. Only	Needs Add'l. Prep. in Eng. & Math
Fall 2009	Not Pell	28.8%	16.3%	18.4%	10.1%	57.7%	45.9%	43.9%	34.8%	67.1%	58.2%	53.8%	47.4%
	Pell	20.6%	10.7%	12.5%	5.4%	49.5%	38.8%	39.1%	26.4%	61.7%	56.5%	51.3%	43.2%
Grand Total		26.8%	13.9%	16.3%	7.4%	55.8%	42.8%	42.2%	30.0%	65.8%	57.5%	52.9%	45.0%

Table A9: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend with Socioeconomic Factors at Entry - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Count	Pell	Mean EFC at Entry	First Generation at Entry	Independent at Entry	Live Off Campus at Entry	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	39,085	31.6%	10,898	23.8%	1.3%	44.8%	82.0%	71.4%	17.2%	41.4%	52.4%
Fall 2005	43,428	31.2%	11,799	25.0%	1.4%	45.2%	80.1%	69.8%	16.1%	40.1%	51.3%
Fall 2006	47,551	30.9%	12,636	24.9%	1.5%	35.9%	79.3%	68.9%	15.8%	40.5%	51.4%
Fall 2007	50,866	31.3%	12,967	24.7%	1.4%	42.2%	79.0%	68.4%	15.9%	40.2%	51.8%
Fall 2008	51,409	32.7%	13,675	26.7%	1.3%	42.4%	79.5%	70.6%	16.2%	41.9%	54.0%
Fall 2009	49,483	38.1%	13,484	27.5%	1.7%	44.7%	82.3%	73.7%	17.8%	44.7%	57.0%
Fall 2010	47,967	44.2%	11,329	30.4%	1.7%	45.3%	83.9%	74.8%	18.6%	46.8%	
Fall 2011	54,698	47.0%	11,570	32.3%	2.2%	46.3%	83.6%	74.9%	19.1%		
Fall 2012	55,465	48.1%	11,265	34.1%	1.9%	47.4%	84.9%	76.1%			
Fall 2013	60,382	49.1%	11,487	34.7%	1.7%	43.9%	84.7%	75.5%			
Fall 2014	62,523	47.0%		36.1%	0.0%	0.0%	84.4%				

Note. EFC (Expected Family Contribution) is calculated for all students with information provided on the FAFSA, is a measure of a student's family's financial strength and is used by universities to determine the amount of federal aid a student is eligible to receive. First Generation is defined as first to attend college. Independent is defined by a student's dependency status as reported on the FAFSA. Off-Campus is defined as students who live off-campus with their parents or off-campus without their parents.

Table A10.1: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Pell Status at Entry - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Count		% of Total		Mean HS GPA		Mean SAT		One-Year Persistence		Two-Year Persistence		Graduated in 4 Years or Less		Graduated in 5 Years or Less		Graduated in 6 Years or Less	
	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell
Fall 2004	12,359	26,726	31.6%	68.4%	3.21	3.30	929	1058	81.2%	82.3%	70.3%	72.0%	11.5%	19.8%	33.0%	45.3%	45.6%	55.6%
Fall 2005	13,532	29,896	31.2%	68.8%	3.19	3.29	926	1058	78.8%	80.8%	68.7%	70.4%	10.2%	18.7%	31.1%	44.1%	44.3%	54.5%
Fall 2006	14,684	32,867	30.9%	69.1%	3.17	3.26	922	1044	77.6%	80.1%	66.6%	69.9%	10.0%	18.4%	31.2%	44.6%	44.2%	54.6%
Fall 2007	15,927	34,939	31.3%	68.7%	3.16	3.25	927	1046	78.3%	79.3%	66.7%	69.1%	9.6%	18.7%	31.6%	44.1%	45.4%	54.7%
Fall 2008	16,823	34,586	32.7%	67.3%	3.16	3.25	924	1046	78.0%	80.2%	69.0%	71.3%	10.0%	19.2%	33.2%	46.2%	47.9%	57.0%
Fall 2009	18,830	30,653	38.1%	61.9%	3.19	3.29	937	1061	81.3%	82.9%	72.9%	74.1%	11.2%	21.9%	36.4%	49.7%	51.7%	60.3%
Fall 2010	21,219	26,748	44.2%	55.8%	3.24	3.33	947	1070	82.5%	85.0%	73.5%	75.9%	11.8%	24.0%	39.3%	52.8%		
Fall 2011	25,699	28,999	47.0%	53.0%	3.22	3.34	944	1075	81.5%	85.4%	73.0%	76.7%	12.0%	25.5%				
Fall 2012	26,703	28,762	48.1%	51.9%	3.25	3.34	948	1074	83.5%	86.2%	74.9%	77.2%						
Fall 2013	29,655	30,727	49.1%	50.9%	3.28	3.39	948	1077	83.2%	86.1%	74.0%	77.0%						
Fall 2014	29,367	33,156	47.0%	53.0%	3.31	3.40	948	1072	83.4%	85.4%								

Note. ACT scores were converted to SAT scores.

Table A10.2: First-Time Full-Time Freshmen Cohort and Persistence by Pell Status at Entry and Race/Ethnicity - Fall 2009 Cohort.

Cohort	Race/Ethnicity	Count		% of Total		Mean HS GPA		Mean SAT		One-Year Persistence		Two-Year Persistence	
		Pell	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell
Fall 2009	White	2,813	13,333	17.4%	82.6%	3.32	3.37	1049	1106	82.7%	84.5%	73.1%	75.6%
	Black or African Amer.	1,642	1,067	60.6%	39.4%	2.96	3.05	863	935	73.3%	75.8%	64.3%	65.8%
	Asian or Pacific Islander	3,404	4,490	43.1%	56.9%	3.30	3.30	960	1055	87.7%	87.2%	81.0%	79.9%
	Hispanic or Latino	9,451	6,918	57.7%	42.3%	3.17	3.22	902	995	80.7%	79.7%	72.2%	71.3%
	Other	1,513	3,798	28.5%	71.5%	3.14	3.28	965	1072	77.6%	81.3%	68.1%	71.0%
	Non-Res Alien	7	1,047	0.7%	99.3%	3.35	2.81	918	986	71.4%	77.3%	57.1%	68.2%
Grand Total		18,830	30,653	38.1%	61.9%	3.19	3.29	937	1061	81.3%	82.9%	72.9%	74.1%

Note. "Other" includes Native American, Alaska Native, Two or More Races and Unknown.

Table A10.3: First-Time Full-Time Freshmen Graduation Rate by Pell Status at Entry and Race/Ethnicity - Fall 2009 Cohort.

Cohort	Race/Ethnicity	Graduated in 4 Years or Less		Graduated in 5 Years or Less		Graduated in 6 Years or Less	
		Pell	Not Pell	Pell	Not Pell	Pell	Not Pell
Fall 2009	White	20.6%	28.5%	46.3%	57.6%	57.0%	65.6%
	Black or African Amer.	6.8%	10.3%	26.7%	33.9%	39.6%	45.3%
	Asian or Pacific Islander	10.6%	16.8%	39.2%	46.3%	59.8%	61.8%
	Hispanic or Latino	9.2%	15.1%	34.1%	41.1%	49.8%	53.8%
	Other	12.7%	21.2%	36.7%	48.0%	48.6%	57.5%
	Non-Res Alien	0.0%	18.3%	42.9%	44.0%	57.1%	54.2%
Grand Total		11.2%	21.9%	36.4%	49.7%	51.7%	60.3%

Note. "Other" includes Native American, Alaska Native, Two or More Races and Unknown.

Table A11: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Discipline at Fall Entry - Fall 2009 Cohort (Rates Based on Graduation from any Major).

Cohort	Discipline at Entry	Count	% of Total Number	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2009	Agriculture and Natural Sciences	1,075	2.2%	3.43	1082	88.9%	80.3%	27.6%	63.0%	70.6%
	Architecture and Environmental Design	347	0.7%	3.71	1170	90.5%	83.6%	11.8%	56.5%	70.6%
	Area Studies	21	0.0%	3.23	1027	85.7%	81.0%	19.0%	42.9%	61.9%
	Biological Sciences	3,651	7.4%	3.30	1024	83.0%	74.5%	13.2%	39.6%	55.1%
	Business and Management	6,779	13.7%	3.20	1018	82.6%	74.1%	23.1%	51.0%	61.5%
	Communications	1,705	3.4%	3.20	1019	81.6%	72.6%	26.6%	52.7%	61.4%
	Computer and Info. Sciences	1,079	2.2%	3.20	1065	81.2%	74.1%	11.2%	38.1%	51.4%
	Education	2,371	4.8%	3.25	1006	82.2%	74.1%	21.0%	48.4%	59.2%
	Engineering	4,626	9.3%	3.44	1114	85.5%	77.8%	9.3%	38.3%	55.1%
	Fine and Applied Arts	2,822	5.7%	3.26	1036	80.7%	72.3%	17.6%	43.1%	55.0%
	Foreign Languages	221	0.4%	3.28	998	81.0%	74.2%	19.0%	52.9%	60.2%
	Health Professions	749	1.5%	3.26	945	82.1%	74.1%	13.4%	39.9%	56.3%
	Home Economics	516	1.0%	3.34	1020	86.2%	78.7%	21.9%	57.0%	66.3%
	Interdisciplinary Studies	1,922	3.9%	3.26	987	84.4%	76.1%	27.6%	56.0%	64.4%
	Letters	1,523	3.1%	3.26	1044	81.9%	73.7%	28.0%	52.8%	60.5%
	Mathematics	614	1.2%	3.42	1064	87.1%	77.2%	20.4%	45.0%	57.8%
	Physical Science	792	1.6%	3.37	1065	83.6%	75.5%	14.5%	41.4%	54.9%
	Psychology	2,999	6.1%	3.19	970	80.1%	71.7%	22.3%	46.4%	57.1%
	Public Affairs and Services	1,935	3.9%	3.12	910	77.7%	69.0%	17.7%	42.3%	53.1%
	Social Sciences	2,742	5.5%	3.19	1021	80.5%	72.0%	26.9%	50.7%	58.7%
Undeclared	10,994	22.2%	3.20	970	81.2%	71.6%	11.1%	37.0%	51.9%	
Grand Total		49,483	100.0%	3.25	1014	82.3%	73.7%	17.8%	44.7%	57.0%

Note. ACT scores were converted to SAT scores.

Table A12.1: First-Time Full-Time Freshmen Preparation at Entry and Persistence Trend by STEM at Entry - Fall 2004 Through Fall 2014 Cohorts (Rates Based on Graduation from any Major).

Cohort	Count		% of Total		Mean HS GPA		Mean SAT		One-Year Persistence		Two-Year Persistence	
	Not STEM	STEM	Not STEM	STEM	Not STEM	STEM	Not STEM	STEM	Not STEM	STEM	Not STEM	STEM
Fall 2004	30,578	8,507	78.2%	21.8%	3.24	3.38	1002	1076	81.4%	84.0%	70.8%	73.8%
Fall 2005	34,399	9,029	79.2%	20.8%	3.24	3.35	1004	1067	79.8%	81.4%	69.3%	71.7%
Fall 2006	37,259	10,292	78.4%	21.6%	3.21	3.32	991	1064	78.9%	81.0%	68.4%	70.6%
Fall 2007	39,375	11,491	77.4%	22.6%	3.19	3.32	992	1066	78.4%	81.3%	67.6%	70.8%
Fall 2008	39,798	11,611	77.4%	22.6%	3.19	3.33	989	1065	79.0%	81.1%	70.0%	72.7%
Fall 2009	37,797	11,686	76.4%	23.6%	3.22	3.36	995	1074	81.6%	84.5%	72.9%	76.3%
Fall 2010	36,110	11,857	75.3%	24.7%	3.25	3.40	997	1074	83.2%	85.9%	74.2%	76.9%
Fall 2011	40,750	13,948	74.5%	25.5%	3.25	3.40	991	1079	82.7%	86.0%	74.1%	77.3%
Fall 2012	40,741	14,724	73.5%	26.5%	3.26	3.40	991	1073	84.3%	86.5%	75.4%	77.9%
Fall 2013	43,283	17,099	71.7%	28.3%	3.30	3.43	988	1078	84.2%	86.0%	74.9%	77.2%
Fall 2014	44,720	17,803	71.5%	28.5%	3.32	3.45	988	1078	83.9%	85.9%		

Note. STEM follows the definitions used by the Consortium for Student Retention Data Exchange (CSRDE) and includes disciplines in agriculture, natural resources and conservation, computer and information sciences, engineering and engineering technologies, biological and biomedical sciences, mathematics and statistics, nutrition sciences, and physical sciences. ACT scores were converted to SAT scores.

Table A12.2: First-Time Full-Time Freshmen Graduation Rate Trend by STEM at Entry - Fall 2004 Through Fall 2014 Cohorts (Rates Based on Graduation from any Major).

Cohort	Graduated in 4 Years or Less		Graduated in 5 Years or Less		Graduated in 6 Years or Less	
	Not STEM	STEM	Not STEM	STEM	Not STEM	STEM
Fall 2004	18.7%	11.6%	42.5%	37.6%	52.6%	51.7%
Fall 2005	17.5%	10.6%	41.5%	34.7%	52.1%	48.4%
Fall 2006	17.4%	9.9%	41.7%	36.0%	52.0%	49.2%
Fall 2007	17.6%	10.1%	41.6%	35.3%	52.5%	49.3%
Fall 2008	17.6%	11.3%	43.4%	36.7%	54.8%	51.5%
Fall 2009	19.4%	12.8%	45.8%	40.9%	57.4%	55.9%
Fall 2010	20.1%	13.9%	48.2%	42.7%		
Fall 2011	20.5%	15.2%				
Fall 2012						
Fall 2013						
Fall 2014						

Note. STEM follows the definitions used by the Consortium for Student Retention Data Exchange (CSRDE) and includes disciplines in agriculture, natural resources and conservation, computer and information sciences, engineering and engineering technologies, biological and biomedical sciences, mathematics and statistics, nutrition sciences, and physical sciences.

Table A12.3: First-Time Full-Time Freshmen Preparation at Entry by STEM at Entry and Proficiency at Entry - Fall 2009 Cohort (Rates Based on Graduation from any Major).

Cohort	Intended STEM Major at Entry	Count				% of Total				Mean HS GPA				Mean SAT			
		College Ready in Eng. & Math	College Ready in Eng. Only	College Ready in Math Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Eng. Only	College Ready in Math Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Eng. Only	College Ready in Math Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Eng. Only	College Ready in Math Only	Needs Add'l. Prep. in Eng. & Math
Fall 2009	Not STEM	14,786	4,325	6,547	12,139	39.1%	11.4%	17.3%	32.1%	3.40	3.16	3.19	3.03	1135	978	970	833
	STEM	6,448	558	2,674	2,006	55.2%	4.8%	22.9%	17.2%	3.51	3.16	3.27	3.07	1183	982	986	839
Grand Total		21,234	4,883	9,221	14,145	42.9%	9.9%	18.6%	28.6%	3.43	3.16	3.22	3.04	1149	979	975	834

Note. STEM follows the definitions used by the Consortium for Student Retention Data Exchange (CSRDE) and includes disciplines in agriculture, natural resources and conservation, computer and information sciences, engineering and engineering technologies, biological and biomedical sciences, mathematics and statistics, nutrition sciences, and physical sciences. ACT scores were converted to SAT scores.

Table A12.4: First-Time Full-Time Freshmen Persistence by STEM at Entry and Proficiency at Entry - Fall 2009 Cohort (Rates Based on Graduation from any Major).

Cohort	Intended STEM Major at Entry	One-Year Persistence				Two-Year Persistence			
		College Ready in Eng. & Math	College Ready in Eng. Only	College Ready in Math Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Eng. Only	College Ready in Math Only	Needs Add'l. Prep. in Eng. & Math
Fall 2009	Not STEM	86.7%	78.2%	85.0%	74.7%	77.7%	68.6%	77.2%	66.2%
	STEM	88.0%	75.4%	83.8%	76.6%	80.1%	67.0%	76.3%	66.6%
Grand Total		87.1%	77.9%	84.7%	75.0%	78.4%	68.4%	76.9%	66.2%

Note. STEM follows the definitions used by the Consortium for Student Retention Data Exchange (CSRDE) and includes disciplines in agriculture, natural resources and conservation, computer and information sciences, engineering and engineering technologies, biological and biomedical sciences, mathematics and statistics, nutrition sciences, and physical sciences.

Table A12.5: First-Time Full-Time Freshmen Graduation Rate Trend by STEM at Entry and Proficiency at Entry - Fall 2009 Cohort Cohorts (Rates Based on Graduation from any Major).

Cohort	Intended STEM Major at Entry	Graduated in 4 Years or Less				Graduated in 5 Years or Less				Graduated in 6 Years or Less			
		College Ready in Eng. & Math	College Ready in Eng. Only	College Ready in Math Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Eng. Only	College Ready in Math Only	Needs Add'l. Prep. in Eng. & Math	College Ready in Eng. & Math	College Ready in Eng. Only	College Ready in Math Only	Needs Add'l. Prep. in Eng. & Math
Fall 2009	Not STEM	30.4%	17.5%	16.5%	8.1%	57.7%	43.7%	46.6%	31.6%	66.5%	53.8%	59.9%	46.2%
	STEM	18.5%	7.0%	7.5%	3.0%	51.3%	30.3%	33.5%	20.3%	64.2%	45.9%	51.5%	37.8%
Grand Total		26.8%	16.3%	13.9%	7.4%	55.8%	42.2%	42.8%	30.0%	65.8%	52.9%	57.5%	45.0%

Note. STEM follows the definitions used by the Consortium for Student Retention Data Exchange (CSRDE) and includes disciplines in agriculture, natural resources and conservation, computer and information sciences, engineering and engineering technologies, biological and biomedical sciences, mathematics and statistics, nutrition sciences, and physical sciences.

Table A13.1: First-Time Full-Time Freshmen Cohort and Persistence Trend by First Year Units Attempted - Fall 2004 through Fall 2014 Cohorts.

Cohort	Count			% of Total			One-Year Persistence			Two-Year Persistence		
	Less than 24 Sem. Units	24 to Less than 30 Sem. Units	30 or More Sem. Units	Less than 24 Sem. Units	24 to Less than 30 Sem. Units	30 or More Sem. Units	Less than 24 Sem. Units	24 to Less than 30 Sem. Units	30 or More Sem. Units	Less than 24 Sem. Units	24 to Less than 30 Sem. Units	30 or More Sem. Units
Fall 2004	2,843	20,272	15,970	7.3%	51.9%	40.9%	22.5%	83.6%	90.5%	17.6%	72.5%	79.7%
Fall 2005	3,679	22,643	17,106	8.5%	52.1%	39.4%	24.0%	82.1%	89.6%	18.5%	71.1%	79.1%
Fall 2006	4,123	24,283	19,145	8.7%	51.1%	40.3%	23.3%	81.3%	88.9%	17.8%	69.8%	78.7%
Fall 2007	4,481	26,219	20,166	8.8%	51.5%	39.6%	22.0%	81.4%	88.5%	16.8%	69.8%	78.0%
Fall 2008	4,165	28,087	19,157	8.1%	54.6%	37.3%	22.7%	81.4%	89.0%	19.1%	71.9%	79.9%
Fall 2009	4,315	30,181	14,987	8.7%	61.0%	30.3%	30.2%	85.4%	90.9%	25.1%	76.3%	82.3%
Fall 2010	2,968	28,943	16,056	6.2%	60.3%	33.5%	25.9%	85.5%	91.6%	21.1%	75.9%	82.9%
Fall 2011	3,953	32,407	18,338	7.2%	59.2%	33.5%	28.5%	85.5%	92.1%	22.9%	76.3%	83.7%
Fall 2012	3,839	34,075	17,551	6.9%	61.4%	31.6%	31.0%	86.9%	92.7%	25.5%	77.6%	84.3%
Fall 2013	4,004	38,121	18,257	6.6%	63.1%	30.2%	27.3%	86.9%	92.7%	22.0%	77.3%	83.6%
Fall 2014	4,856	38,480	19,187	7.8%	61.5%	30.7%	31.5%	86.8%	93.0%			

Note. For first year term units attempted, quarter units were adjusted to semester units.

Table A13.2: First-Time Full-Time Freshmen Graduation Rate Trend by First Year Units Attempted - Fall 2004 through Fall 2014 Cohorts.

Cohort	Graduated in 4 Years or Less			Graduated in 5 Years or Less			Graduated in 6 Years or Less		
	Less than 24 Sem. Units	24 to Less than 30 Sem. Units	30 or More Sem. Units	Less than 24 Sem. Units	24 to Less than 30 Sem. Units	30 or More Sem. Units	Less than 24 Sem. Units	24 to Less than 30 Sem. Units	30 or More Sem. Units
Fall 2004	1.4%	12.0%	26.5%	6.1%	37.2%	53.1%	10.1%	50.1%	63.0%
Fall 2005	1.4%	11.3%	25.6%	5.5%	36.4%	52.4%	9.9%	49.6%	62.5%
Fall 2006	1.3%	11.0%	25.0%	5.4%	36.8%	52.7%	9.8%	49.5%	62.8%
Fall 2007	1.3%	11.3%	25.0%	5.6%	36.6%	52.5%	9.6%	50.4%	63.0%
Fall 2008	1.6%	11.5%	26.3%	6.3%	38.6%	54.5%	10.9%	53.0%	64.9%
Fall 2009	1.9%	13.8%	30.5%	8.7%	42.3%	59.8%	15.3%	57.1%	68.8%
Fall 2010	1.7%	13.4%	31.1%	7.5%	42.8%	61.3%			
Fall 2011	1.4%	13.8%	32.4%						
Fall 2012									
Fall 2013									
Fall 2014									

Note. For first year term units attempted, quarter units were adjusted to semester units.

Table A14.1: First-Time Full-Time Freshmen Cohort and Persistence Trend by Fall Term Units Attempted - Fall 2004 through Fall 2014 Cohorts.

Cohort	Count		% of Total		One-Year Persistence		Two-Year Persistence	
	12 to Less than 15 Units	15 or More Units	12 to Less than 15 Units	15 or More Units	12 to Less than 15 Units	15 or More Units	12 to Less than 15 Units	15 or More Units
Fall 2004	23,003	16,082	58.9%	41.1%	80.0%	84.7%	69.7%	74.0%
Fall 2005	26,237	17,191	60.4%	39.6%	78.4%	82.8%	68.2%	72.3%
Fall 2006	27,903	19,648	58.7%	41.3%	77.5%	82.0%	66.7%	71.9%
Fall 2007	29,428	21,438	57.9%	42.1%	76.7%	82.1%	65.9%	71.8%
Fall 2008	31,283	20,126	60.9%	39.1%	77.3%	82.9%	68.5%	73.8%
Fall 2009	32,714	16,769	66.1%	33.9%	80.9%	85.0%	72.5%	76.0%
Fall 2010	31,748	16,219	66.2%	33.8%	82.2%	87.3%	73.1%	78.3%
Fall 2011	34,098	20,600	62.3%	37.7%	81.9%	86.3%	73.1%	77.9%
Fall 2012	34,959	20,506	63.0%	37.0%	83.2%	87.8%	74.6%	78.6%
Fall 2013	38,987	21,395	64.6%	35.4%	83.4%	87.1%	74.4%	77.7%
Fall 2014	39,206	23,317	62.7%	37.3%	82.8%	87.1%		

Note. For fall term units attempted, quarter units were not adjusted to semester units.

Table A14.2: First-Time Full-Time Freshmen Graduation Rate Trend by Fall Term Units Attempted - Fall 2004 through Fall 2014 Cohorts.

Cohort	Graduated in 4 Years or Less		Graduated in 5 Years or Less		Graduated in 6 Years or Less	
	12 to Less than 15 Units	15 or More Units	12 to Less than 15 Units	15 or More Units	12 to Less than 15 Units	15 or More Units
Fall 2004	13.0%	23.2%	37.0%	47.8%	49.1%	57.3%
Fall 2005	12.2%	22.1%	35.7%	46.7%	48.2%	56.1%
Fall 2006	11.6%	21.8%	36.0%	46.7%	47.9%	56.3%
Fall 2007	11.6%	21.8%	35.0%	47.2%	47.9%	57.2%
Fall 2008	12.2%	22.4%	37.5%	48.7%	50.8%	59.0%
Fall 2009	14.0%	25.3%	40.4%	52.9%	54.2%	62.5%
Fall 2010	14.0%	27.5%	42.1%	56.2%		
Fall 2011	14.7%	26.5%				
Fall 2012						
Fall 2013						
Fall 2014						

Note. For fall term units attempted, quarter units were not adjusted to semester units.

Table A15.1: First-Time Full-Time Freshmen Cohort and Persistence Trend by Fall Entry Term Employment - Fall 2004 through Fall 2014 Cohorts.

Cohort	Count		% of Total		One-Year Persistence		Two-Year Persistence	
	Did Not Work	Worked	Did Not Work	Worked	Did Not Work	Worked	Did Not Work	Worked
Fall 2004	21,869	17,216	56.0%	44.0%	83.8%	79.7%	73.0%	69.4%
Fall 2005	23,532	19,896	54.2%	45.8%	82.6%	77.3%	72.2%	67.0%
Fall 2006	26,433	21,118	55.6%	44.4%	81.3%	76.9%	71.4%	65.7%
Fall 2007	29,697	21,169	58.4%	41.6%	81.0%	76.3%	70.4%	65.5%
Fall 2008	33,743	17,666	65.6%	34.4%	81.0%	76.6%	72.1%	67.7%
Fall 2009	35,667	13,816	72.1%	27.9%	83.1%	80.1%	74.5%	71.6%
Fall 2010	35,364	12,603	73.7%	26.3%	84.7%	81.7%	75.8%	72.2%
Fall 2011	40,269	14,429	73.6%	26.4%	84.3%	81.5%	75.9%	72.2%
Fall 2012	40,647	14,818	73.3%	26.7%	85.9%	82.2%	77.3%	72.7%
Fall 2013	44,082	16,300	73.0%	27.0%	85.9%	81.6%	76.9%	71.8%
Fall 2014	44,695	17,828	71.5%	28.5%	85.4%	82.0%		

Table A15.2: First-Time Full-Time Freshmen Graduation Rate Trend by Fall Entry Term Employment - Fall 2004 - Fall 2014 Cohorts.

Cohort	Graduated in 4 Years or Less		Graduated in 5 Years or Less		Graduated in 6 Years or Less	
	Did Not Work	Worked	Did Not Work	Worked	Did Not Work	Worked
Fall 2004	18.2%	16.0%	43.7%	38.6%	54.4%	49.9%
Fall 2005	17.3%	14.6%	43.0%	36.6%	54.1%	48.1%
Fall 2006	17.3%	13.9%	43.4%	36.8%	54.1%	48.1%
Fall 2007	17.0%	14.3%	42.2%	37.3%	53.7%	49.1%
Fall 2008	17.3%	14.1%	43.6%	38.6%	55.6%	51.1%
Fall 2009	18.4%	16.3%	45.7%	42.0%	57.7%	55.2%
Fall 2010	19.2%	16.9%	47.7%	44.4%		
Fall 2011	19.6%	17.8%				
Fall 2012						
Fall 2013						
Fall 2014						

Table A15.3: First-Time Full-Time Freshmen Cohort and Persistence by Employment and Pell Status at Entry - Fall 2004 through Fall 2014 Cohorts.

Cohort	Pell at Entry	Count		% of Total Number of Records		One-Year Persistence		Two-Year Persistence	
		Did Not Work	Worked	Did Not Work	Worked	Did Not Work	Worked	Did Not Work	Worked
Fall 2004	Not Pell	15,260	11,466	57.1%	42.9%	84.0%	80.0%	73.3%	70.3%
	Pell	6,609	5,750	53.5%	46.5%	83.1%	79.0%	72.5%	67.7%
Fall 2005	Not Pell	16,668	13,228	55.8%	44.2%	83.0%	77.9%	72.5%	67.7%
	Pell	6,864	6,668	50.7%	49.3%	81.5%	76.0%	71.6%	65.6%
Fall 2006	Not Pell	18,930	13,937	57.6%	42.4%	81.8%	77.8%	71.8%	67.2%
	Pell	7,503	7,181	51.1%	48.9%	80.0%	75.0%	70.1%	62.9%
Fall 2007	Not Pell	21,160	13,779	60.6%	39.4%	80.9%	76.9%	70.7%	66.6%
	Pell	8,537	7,390	53.6%	46.4%	81.1%	75.0%	69.7%	63.3%
Fall 2008	Not Pell	23,269	11,317	67.3%	32.7%	81.5%	77.5%	72.5%	68.9%
	Pell	10,474	6,349	62.3%	37.7%	79.9%	74.9%	71.1%	65.5%
Fall 2009	Not Pell	22,367	8,286	73.0%	27.0%	83.5%	81.1%	74.7%	72.5%
	Pell	13,300	5,530	70.6%	29.4%	82.5%	78.7%	74.0%	70.2%
Fall 2010	Not Pell	19,995	6,753	74.8%	25.2%	85.7%	82.7%	76.7%	73.8%
	Pell	15,369	5,850	72.4%	27.6%	83.3%	80.5%	74.7%	70.3%
Fall 2011	Not Pell	21,638	7,361	74.6%	25.4%	85.9%	83.9%	77.4%	74.5%
	Pell	18,631	7,068	72.5%	27.5%	82.5%	79.0%	74.2%	69.8%
Fall 2012	Not Pell	21,482	7,280	74.7%	25.3%	87.1%	83.7%	78.2%	74.1%
	Pell	19,165	7,538	71.8%	28.2%	84.5%	80.8%	76.3%	71.3%
Fall 2013	Not Pell	23,312	7,415	75.9%	24.1%	86.9%	83.8%	77.8%	74.4%
	Pell	20,770	8,885	70.0%	30.0%	84.7%	79.7%	75.9%	69.6%
Fall 2014	Not Pell	24,581	8,575	74.1%	25.9%	86.0%	83.4%		
	Pell	20,114	9,253	68.5%	31.5%	84.6%	80.7%		

Table A15.4: First-Time Full-Time Freshmen Graduation Rate Trend by Employment and Pell Status at Entry - Fall 2004 through Fall 2011 Cohorts.

Cohort	Pell at Entry	Graduated in 4 Years or Less		Graduated in 5 Years or Less		Graduated in 6 Years or Less		Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
		Did Not Work	Worked	Did Not Work	Worked	Did Not Work	Worked	Total	Total	Total
Fall 2004	Not Pell	20.9%	18.5%	47.7%	42.3%	57.6%	53.0%	19.8%	45.3%	55.6%
	Pell	12.0%	10.9%	34.4%	31.3%	47.2%	43.8%	11.5%	33.0%	45.6%
Fall 2005	Not Pell	19.9%	17.3%	47.0%	40.6%	57.0%	51.4%	18.7%	44.1%	54.5%
	Pell	11.2%	9.3%	33.3%	28.7%	47.0%	41.5%	10.2%	31.1%	44.3%
Fall 2006	Not Pell	19.7%	16.6%	47.3%	40.9%	56.9%	51.5%	18.4%	44.6%	54.6%
	Pell	11.2%	8.6%	33.6%	28.7%	47.0%	41.3%	10.0%	31.2%	44.2%
Fall 2007	Not Pell	19.7%	17.2%	45.9%	41.3%	56.3%	52.4%	18.7%	44.1%	54.7%
	Pell	10.2%	8.9%	33.0%	30.0%	47.4%	43.1%	9.6%	31.6%	45.4%
Fall 2008	Not Pell	20.3%	17.0%	47.7%	43.0%	58.2%	54.6%	19.2%	46.2%	57.0%
	Pell	10.8%	8.8%	34.6%	30.8%	49.7%	44.8%	10.0%	33.2%	47.9%
Fall 2009	Not Pell	22.4%	20.4%	50.6%	47.4%	60.8%	58.9%	21.9%	49.7%	60.3%
	Pell	11.7%	10.2%	37.5%	33.9%	52.6%	49.7%	11.2%	36.4%	51.7%
Fall 2010	Not Pell	24.6%	22.1%	53.7%	50.2%			24.0%	52.8%	
	Pell	12.1%	10.9%	39.8%	37.8%			11.8%	39.3%	
Fall 2011	Not Pell	26.2%	23.4%					25.5%		
	Pell	12.0%	11.9%					12.0%		

Table A16.1: First-Time Full-Time Freshmen Cohort and Persistence by First Year Units Attempted and Employment - Fall 2009 Cohort.

Cohort	1st Year Semester Units Attempted	Count		% of Total Number of Records		One-Year Persistence		Two-Year Persistence	
		Did Not Work	Worked	Did Not Work	Worked	Did Not Work	Worked	Did Not Work	Worked
Fall 2009	Less than 24 Sem. Units	2,823	1,492	65.4%	34.6%	29.4%	31.7%	24.9%	25.4%
	24 to Less than 30 Sem. Units	21,216	8,965	70.3%	29.7%	86.0%	84.1%	76.9%	75.0%
	30 or More Sem. Units	11,628	3,359	77.6%	22.4%	90.9%	91.1%	82.2%	82.9%
Grand Total		35,667	13,816	72.1%	27.9%	83.1%	80.1%	74.5%	71.6%

Note. For first year term units attempted, quarter units were adjusted to semester units.

Table A16.2: First-Time Full-Time Freshmen Graduation Rate Trend by First Year Units Attempted and Employment - Fall 2009 Cohort.

Cohort	1st Year Semester Units Attempted	Graduated in 4 Years or Less		Graduated in 5 Years or Less		Graduated in 6 Years or Less	
		Did Not Work	Worked	Did Not Work	Worked	Did Not Work	Worked
Fall 2009	Less than 24 Sem. Units	2.1%	1.7%	8.7%	8.6%	14.8%	16.4%
	24 to Less than 30 Sem. Units	14.1%	13.2%	42.8%	41.1%	57.5%	56.3%
	30 or More Sem. Units	30.2%	31.3%	59.9%	59.4%	68.7%	69.3%
Grand Total		18.4%	16.3%	45.7%	42.0%	57.7%	55.2%

Note. For first year term units attempted, quarter units were adjusted to semester units.

Table A17.1: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - Bakersfield.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	745	3.22	939	78.8%	64.8%	17.2%	36.6%	43.0%
Fall 2005	766	3.18	934	76.8%	61.0%	14.9%	32.0%	41.4%
Fall 2006	854	3.15	920	72.8%	56.8%	14.1%	30.8%	38.6%
Fall 2007	859	3.11	914	73.2%	57.3%	15.0%	32.5%	39.5%
Fall 2008	901	3.06	901	73.9%	60.3%	16.0%	32.9%	41.2%
Fall 2009	1,061	3.04	909	67.9%	54.7%	13.1%	29.1%	38.8%
Fall 2010	1,013	3.14	924	71.3%	58.5%	14.6%	34.7%	
Fall 2011	1,209	3.11	915	71.7%	60.2%	14.1%		
Fall 2012	1,294	3.15	921	74.4%	62.1%			
Fall 2013	1,323	3.16	906	73.2%	59.2%			
Fall 2014	1,402	3.21	910	75.7%				

Table A17.2: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - Channel Islands.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	296	3.13	1002	80.7%	68.9%	25.3%	53.7%	58.4%
Fall 2005	375	3.12	1025	79.2%	66.4%	26.4%	46.4%	53.9%
Fall 2006	450	3.10	1000	75.6%	60.9%	23.1%	43.1%	51.1%
Fall 2007	512	3.15	986	78.1%	66.6%	20.7%	45.9%	51.6%
Fall 2008	525	3.18	1011	79.4%	73.1%	27.0%	55.4%	61.5%
Fall 2009	483	3.24	1007	76.0%	64.2%	24.4%	49.7%	56.5%
Fall 2010	516	3.20	991	81.8%	68.8%	23.6%	52.5%	
Fall 2011	602	3.19	978	83.9%	73.4%	25.4%		
Fall 2012	732	3.15	965	78.1%	67.6%			
Fall 2013	823	3.17	964	76.4%	65.9%			
Fall 2014	929	3.23	953	78.7%				

Table A17.3: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - Chico.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	2,198	3.27	1046	84.7%	74.8%	19.8%	51.9%	61.8%
Fall 2005	2,300	3.18	1042	81.9%	73.3%	19.1%	49.3%	59.0%
Fall 2006	2,430	3.14	1025	80.1%	70.9%	17.3%	47.6%	57.2%
Fall 2007	2,710	3.13	1021	79.5%	69.5%	16.9%	47.3%	56.1%
Fall 2008	2,727	3.12	1025	82.3%	73.9%	19.7%	51.0%	59.3%
Fall 2009	2,468	3.11	1021	85.2%	76.9%	22.7%	54.9%	63.7%
Fall 2010	1,880	3.27	1041	87.6%	80.9%	25.7%	60.2%	
Fall 2011	2,396	3.22	1028	86.7%	78.8%	26.0%		
Fall 2012	2,659	3.21	1033	86.6%	75.7%			
Fall 2013	2,316	3.27	1023	87.4%	76.4%			
Fall 2014	2,907	3.26	1008	83.7%				

Table A17.4: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - Dominguez Hills.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	673	3.05	850	73.3%	60.8%	5.2%	22.4%	30.9%
Fall 2005	705	2.94	832	62.4%	49.9%	6.0%	16.9%	24.4%
Fall 2006	984	2.95	818	61.2%	47.0%	4.2%	16.4%	27.6%
Fall 2007	913	2.92	821	64.5%	53.5%	3.8%	16.2%	29.4%
Fall 2008	889	2.89	819	68.3%	57.7%	4.7%	18.0%	32.3%
Fall 2009	1,069	2.96	836	69.0%	61.7%	6.2%	22.0%	34.7%
Fall 2010	982	3.07	854	79.6%	68.4%	5.1%	27.2%	
Fall 2011	1,100	3.05	848	76.8%	68.0%	6.0%		
Fall 2012	1,133	3.08	862	79.3%	70.1%			
Fall 2013	1,460	3.07	853	79.7%	68.6%			
Fall 2014	1,285	3.12	856	81.6%				

Table A17.5: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - East Bay.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	840	2.95	943	81.2%	67.7%	14.5%	37.1%	45.1%
Fall 2005	686	3.06	945	80.3%	65.9%	16.0%	35.1%	43.3%
Fall 2006	881	2.87	916	75.7%	61.3%	14.9%	32.5%	41.0%
Fall 2007	1,032	2.91	919	73.9%	59.0%	10.8%	29.7%	38.1%
Fall 2008	1,356	2.94	901	71.2%	53.7%	10.4%	29.2%	38.1%
Fall 2009	1,436	2.93	925	74.2%	61.5%	12.8%	33.6%	45.1%
Fall 2010	1,192	2.94	927	76.5%	66.0%	14.1%	36.9%	
Fall 2011	1,212	2.92	918	75.2%	64.0%	10.3%		
Fall 2012	1,549	2.97	930	77.5%	68.4%			
Fall 2013	1,477	2.98	920	80.6%	68.4%			
Fall 2014	1,430	2.99	914	80.0%				

Table A17.6: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - Fresno.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	2,243	3.34	962	85.4%	73.7%	16.9%	39.5%	50.6%
Fall 2005	2,356	3.27	948	82.0%	72.7%	13.7%	37.2%	49.4%
Fall 2006	2,528	3.29	939	80.7%	69.7%	13.6%	35.9%	48.1%
Fall 2007	2,552	3.25	934	81.7%	70.4%	13.7%	35.7%	48.6%
Fall 2008	2,731	3.27	940	80.1%	73.3%	14.7%	38.0%	52.4%
Fall 2009	2,619	3.28	954	86.5%	79.7%	15.5%	44.4%	58.5%
Fall 2010	2,582	3.34	953	85.9%	77.4%	16.3%	41.4%	
Fall 2011	2,830	3.33	939	83.4%	76.6%	15.3%		
Fall 2012	3,036	3.30	938	83.2%	74.8%			
Fall 2013	3,166	3.31	938	83.0%	75.4%			
Fall 2014	3,387	3.36	924	82.6%				

Table A17.7: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - Fullerton.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	3,539	3.23	994	82.1%	73.0%	16.5%	40.7%	51.4%
Fall 2005	3,816	3.21	994	77.9%	68.9%	13.7%	37.9%	50.1%
Fall 2006	3,736	3.19	989	78.7%	69.6%	13.4%	39.6%	51.2%
Fall 2007	4,040	3.18	983	79.3%	69.9%	13.6%	40.4%	53.5%
Fall 2008	4,519	3.20	990	80.2%	72.8%	13.9%	42.2%	55.7%
Fall 2009	3,842	3.27	1007	84.4%	78.9%	17.3%	46.9%	61.9%
Fall 2010	3,749	3.27	1012	85.0%	78.4%	17.6%	48.8%	
Fall 2011	4,091	3.37	1031	88.2%	81.7%	21.9%		
Fall 2012	4,419	3.39	1040	88.5%	82.8%			
Fall 2013	4,512	3.48	1029	88.6%	82.1%			
Fall 2014	4,243	3.53	1040	88.1%				

Table A17.8: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - Humboldt.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	760	3.17	1057	70.8%	56.4%	8.7%	26.1%	36.6%
Fall 2005	813	3.16	1053	76.1%	63.3%	12.2%	30.9%	39.7%
Fall 2006	966	3.12	1033	74.5%	59.0%	13.7%	32.3%	40.5%
Fall 2007	1,039	3.09	1036	72.4%	60.3%	10.8%	29.1%	40.1%
Fall 2008	1,168	3.17	1051	71.7%	61.6%	12.6%	34.2%	43.8%
Fall 2009	1,345	3.17	1053	74.1%	60.4%	15.9%	38.4%	45.6%
Fall 2010	1,282	3.17	1038	73.7%	60.5%	14.7%	36.3%	
Fall 2011	1,245	3.14	1033	73.0%	61.1%	14.5%		
Fall 2012	1,199	3.15	1024	77.6%	67.1%			
Fall 2013	1,344	3.21	1015	74.1%	63.5%			
Fall 2014	1,364	3.20	1009	74.9%				

Table A17.9: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - Long Beach.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	3,300	3.39	1019	84.6%	76.5%	12.3%	38.3%	54.0%
Fall 2005	4,241	3.35	1029	84.7%	75.5%	12.4%	39.4%	54.0%
Fall 2006	4,334	3.35	1019	85.5%	77.2%	12.7%	40.8%	56.9%
Fall 2007	4,134	3.34	1015	86.1%	78.4%	14.1%	42.6%	60.3%
Fall 2008	4,536	3.38	1027	86.5%	80.6%	14.9%	47.6%	65.2%
Fall 2009	3,473	3.42	1036	88.2%	82.7%	15.9%	48.9%	67.0%
Fall 2010	3,913	3.44	1040	88.6%	82.4%	15.0%	51.6%	
Fall 2011	3,908	3.43	1040	87.6%	82.8%	16.1%		
Fall 2012	4,145	3.43	1028	88.8%	81.7%			
Fall 2013	4,119	3.49	1063	89.9%	83.1%			
Fall 2014	4,236	3.52	1067	89.3%				

Table A17.10: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - Los Angeles.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	1,087	3.06	896	75.6%	66.4%	8.0%	25.8%	37.4%
Fall 2005	1,253	3.14	912	77.2%	65.5%	8.9%	24.3%	36.5%
Fall 2006	1,542	3.06	888	73.6%	63.8%	7.3%	25.1%	36.5%
Fall 2007	1,767	3.03	877	74.2%	63.4%	6.7%	21.6%	35.7%
Fall 2008	1,676	3.03	880	74.2%	69.5%	6.3%	25.0%	41.1%
Fall 2009	1,877	3.09	881	82.3%	74.2%	6.8%	27.9%	45.3%
Fall 2010	2,013	3.13	899	81.3%	72.4%	6.3%	28.7%	
Fall 2011	2,367	3.09	886	80.5%	71.3%	6.3%		
Fall 2012	2,765	3.13	896	82.1%	74.3%			
Fall 2013	2,895	3.15	894	83.9%	74.6%			
Fall 2014	3,140	3.14	892	84.0%				

Table A17.11: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - Maritime Academy.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	131	3.08	1093	84.0%	74.8%	48.1%	58.8%	61.1%
Fall 2005	146	3.15	1111	79.5%	69.9%	49.3%	58.2%	62.3%
Fall 2006	145	3.05	1064	74.5%	62.8%	39.3%	52.4%	57.9%
Fall 2007	155	3.01	1062	74.2%	65.2%	42.6%	56.8%	58.7%
Fall 2008	153	3.12	1074	76.5%	64.7%	41.8%	51.6%	54.2%
Fall 2009	146	3.07	1073	80.8%	67.8%	41.8%	55.5%	57.5%
Fall 2010	161	3.09	1084	86.3%	78.3%	45.3%	55.9%	
Fall 2011	142	3.17	1076	82.4%	80.3%	47.2%		
Fall 2012	196	3.16	1091	82.1%	75.5%			
Fall 2013	199	3.33	1111	82.9%	75.4%			
Fall 2014	206	3.36	1089	81.6%				

Table A17.12: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - Monterey Bay.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	636	3.09	998	71.2%	57.1%	13.4%	34.3%	40.9%
Fall 2005	540	3.09	995	70.0%	55.6%	10.0%	30.4%	37.8%
Fall 2006	514	3.07	981	66.5%	52.3%	8.9%	29.4%	36.8%
Fall 2007	734	3.04	974	67.2%	50.3%	12.0%	31.7%	38.3%
Fall 2008	899	3.09	998	71.1%	60.7%	16.6%	39.7%	45.3%
Fall 2009	944	3.09	990	74.8%	64.6%	21.4%	46.3%	53.4%
Fall 2010	823	3.19	976	78.7%	65.9%	21.3%	48.2%	
Fall 2011	866	3.18	988	80.1%	68.2%	23.1%		
Fall 2012	900	3.22	984	81.2%	69.2%			
Fall 2013	862	3.22	990	83.5%	71.1%			
Fall 2014	1,295	3.22	983	82.3%				

Table A17.13: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - Northridge.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	2,871	3.09	946	77.5%	70.5%	14.2%	35.2%	47.9%
Fall 2005	3,602	3.09	944	76.8%	66.9%	13.3%	34.5%	46.1%
Fall 2006	3,603	3.08	936	75.4%	67.9%	13.6%	36.5%	48.0%
Fall 2007	3,978	3.08	937	73.6%	61.8%	13.2%	35.4%	45.8%
Fall 2008	4,512	3.07	930	71.3%	62.2%	11.9%	34.7%	46.8%
Fall 2009	4,049	3.11	942	75.0%	67.7%	11.4%	37.2%	50.4%
Fall 2010	5,066	3.14	942	74.8%	65.1%	10.4%	36.4%	
Fall 2011	5,162	3.13	933	74.8%	66.7%	12.6%		
Fall 2012	4,088	3.14	932	78.3%	70.8%			
Fall 2013	5,758	3.15	929	77.2%	69.0%			
Fall 2014	5,449	3.18	925	78.7%				

Table A17.14: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - Pomona.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	2,115	3.28	1040	84.6%	76.8%	19.5%	41.7%	56.6%
Fall 2005	3,089	3.22	1033	77.9%	71.3%	12.3%	35.1%	50.3%
Fall 2006	3,138	3.23	1021	79.5%	71.9%	10.9%	35.4%	50.8%
Fall 2007	3,414	3.24	1025	79.7%	71.8%	10.0%	34.4%	52.4%
Fall 2008	2,538	3.30	1053	84.8%	77.1%	11.8%	38.8%	56.4%
Fall 2009	2,728	3.37	1068	87.8%	81.5%	14.7%	43.5%	62.9%
Fall 2010	1,923	3.41	1089	89.7%	84.1%	18.3%	52.9%	
Fall 2011	3,152	3.32	1063	88.6%	82.0%	17.8%		
Fall 2012	3,021	3.41	1079	90.0%	84.8%			
Fall 2013	3,169	3.44	1066	88.8%	82.5%			
Fall 2014	3,555	3.42	1076	88.6%				

Table A17.15: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - Sacramento.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	2,268	3.20	965	80.6%	66.0%	10.6%	30.2%	42.0%
Fall 2005	2,436	3.21	971	76.9%	63.4%	10.5%	31.3%	41.6%
Fall 2006	2,590	3.18	959	76.8%	64.5%	10.2%	30.5%	41.4%
Fall 2007	2,357	3.18	964	78.2%	65.2%	8.2%	29.6%	42.9%
Fall 2008	2,536	3.17	957	78.8%	67.4%	7.5%	29.3%	43.7%
Fall 2009	2,954	3.19	963	79.9%	70.8%	6.6%	29.4%	46.0%
Fall 2010	2,625	3.21	966	82.9%	73.5%	9.1%	32.9%	
Fall 2011	2,800	3.22	959	81.9%	72.0%	8.5%		
Fall 2012	2,990	3.26	968	82.5%	72.7%			
Fall 2013	3,202	3.25	960	82.7%	73.9%			
Fall 2014	3,473	3.27	956	80.4%				

Table A17.16: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - San Bernardino.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	1,587	3.15	899	80.2%	67.4%	13.1%	34.0%	44.0%
Fall 2005	1,645	3.13	915	82.1%	69.0%	12.9%	32.7%	44.6%
Fall 2006	1,774	3.09	905	80.8%	66.7%	11.3%	31.3%	43.5%
Fall 2007	1,656	3.01	896	77.9%	64.4%	9.4%	28.7%	41.1%
Fall 2008	1,916	3.07	907	83.1%	68.6%	12.6%	35.1%	48.0%
Fall 2009	1,968	3.12	913	85.6%	73.9%	13.5%	37.9%	52.1%
Fall 2010	1,747	3.19	918	89.1%	79.5%	14.4%	41.6%	
Fall 2011	2,090	3.18	918	88.4%	77.8%	12.1%		
Fall 2012	2,390	3.17	913	88.8%	77.9%			
Fall 2013	2,319	3.17	903	87.6%	77.0%			
Fall 2014	2,652	3.20	905	86.7%				

Table A17.17: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - San Diego.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	3,527	3.49	1111	83.5%	73.9%	30.4%	58.8%	66.2%
Fall 2005	3,439	3.50	1110	82.1%	72.6%	29.4%	57.5%	65.6%
Fall 2006	4,109	3.48	1093	83.1%	73.9%	31.9%	59.2%	66.0%
Fall 2007	4,506	3.48	1102	81.0%	73.2%	32.7%	58.8%	66.2%
Fall 2008	3,578	3.51	1091	81.1%	73.8%	29.4%	55.8%	66.0%
Fall 2009	3,291	3.52	1098	85.6%	77.4%	30.1%	58.6%	68.1%
Fall 2010	3,031	3.64	1118	89.0%	80.3%	33.6%	64.6%	
Fall 2011	3,628	3.62	1116	89.3%	80.6%	35.6%		
Fall 2012	3,829	3.62	1119	87.8%	79.7%			
Fall 2013	4,432	3.62	1133	87.8%	78.5%			
Fall 2014	4,779	3.70	1142	88.7%				

Table A17.18: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - San Francisco.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	2,739	3.16	1009	80.7%	68.8%	14.2%	36.6%	48.0%
Fall 2005	2,999	3.18	1008	77.6%	65.7%	12.0%	33.9%	46.5%
Fall 2006	3,117	3.10	1003	77.1%	65.3%	13.4%	37.4%	47.3%
Fall 2007	3,341	3.04	1006	75.1%	61.5%	12.7%	35.0%	45.5%
Fall 2008	3,512	3.04	1018	75.0%	63.8%	14.9%	39.8%	49.7%
Fall 2009	3,855	3.07	1018	77.1%	65.8%	18.3%	41.8%	51.2%
Fall 2010	3,609	3.09	1015	81.3%	69.7%	18.0%	43.4%	
Fall 2011	3,468	3.14	1015	80.1%	70.8%	17.8%		
Fall 2012	3,756	3.11	1005	82.1%	71.6%			
Fall 2013	3,549	3.18	999	83.6%	72.3%			
Fall 2014	3,629	3.19	998	81.8%				

Table A17.19: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - San Jose.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	2,276	3.10	1001	81.6%	71.7%	7.9%	31.5%	48.0%
Fall 2005	2,439	3.14	990	80.4%	70.8%	6.8%	31.1%	46.4%
Fall 2006	2,594	3.13	1000	80.0%	69.9%	7.4%	30.7%	46.9%
Fall 2007	3,090	3.11	1000	80.4%	69.7%	7.7%	32.7%	48.1%
Fall 2008	3,463	3.15	1008	80.7%	73.8%	9.5%	35.2%	51.6%
Fall 2009	2,621	3.21	1012	85.3%	78.7%	9.2%	39.4%	56.8%
Fall 2010	2,697	3.28	1036	87.4%	79.4%	11.2%	44.2%	
Fall 2011	3,857	3.19	1015	83.3%	74.7%	10.1%		
Fall 2012	3,300	3.28	1044	87.8%	78.6%			
Fall 2013	3,644	3.32	1045	86.6%	77.1%			
Fall 2014	3,396	3.38	1050	86.4%				

Table A17.20: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - San Luis Obispo.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	2,900	3.76	1219	91.3%	81.9%	26.4%	63.3%	72.9%
Fall 2005	3,318	3.73	1212	90.7%	80.9%	30.8%	66.6%	74.6%
Fall 2006	3,761	3.68	1192	89.9%	79.3%	27.8%	65.1%	72.2%
Fall 2007	4,419	3.69	1195	89.2%	79.2%	29.0%	61.4%	69.7%
Fall 2008	3,448	3.77	1218	91.3%	81.3%	36.1%	68.9%	75.0%
Fall 2009	3,877	3.77	1220	91.2%	81.5%	40.2%	71.9%	75.8%
Fall 2010	3,459	3.81	1238	93.0%	82.2%	47.2%	75.3%	
Fall 2011	4,243	3.80	1247	92.6%	82.3%	45.6%		
Fall 2012	3,620	3.84	1252	92.5%	82.4%			
Fall 2013	4,765	3.83	1256	92.6%	83.0%			
Fall 2014	4,647	3.85	1259	93.1%				

Table A17.21: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - San Marcos.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	599	3.10	1002	72.8%	61.8%	13.4%	36.2%	44.2%
Fall 2005	680	3.13	1007	79.0%	68.5%	19.3%	38.8%	48.5%
Fall 2006	1,142	3.13	996	73.6%	60.2%	12.7%	35.6%	44.6%
Fall 2007	1,075	3.15	998	72.7%	60.7%	12.9%	36.9%	47.9%
Fall 2008	1,296	3.11	999	76.2%	66.4%	12.2%	38.8%	48.5%
Fall 2009	1,114	3.16	1005	80.9%	71.5%	15.2%	41.7%	51.4%
Fall 2010	1,159	3.18	978	81.9%	73.3%	13.6%	40.8%	
Fall 2011	1,359	3.17	985	81.6%	71.7%	13.5%		
Fall 2012	1,633	3.16	971	82.3%	72.0%			
Fall 2013	2,100	3.17	956	82.8%	71.9%			
Fall 2014	2,127	3.24	966	80.9%				

Table A17.22: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - Sonoma.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	1,102	3.25	1047	80.3%	64.4%	31.2%	51.0%	56.9%
Fall 2005	1,043	3.26	1049	78.0%	65.9%	29.6%	50.6%	56.7%
Fall 2006	1,513	3.15	1028	74.3%	63.1%	27.1%	48.3%	54.9%
Fall 2007	1,673	3.13	1027	74.3%	63.7%	25.9%	48.0%	53.9%
Fall 2008	1,631	3.15	1032	75.6%	65.3%	27.2%	50.3%	55.5%
Fall 2009	1,465	3.23	1044	79.8%	68.5%	28.2%	53.3%	58.6%
Fall 2010	1,547	3.17	1037	80.3%	72.7%	27.8%	55.7%	
Fall 2011	1,779	3.18	1029	80.4%	70.3%	29.3%		
Fall 2012	1,729	3.16	1021	84.0%	73.0%			
Fall 2013	1,767	3.21	1006	81.3%	71.5%			
Fall 2014	1,794	3.21	1005	81.2%				

Table A17.23: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - Stanislaus.

Cohort	Count	Mean HS GPA	Mean SAT	One-Year Persistence	Two-Year Persistence	Graduated in 4 Years or Less	Graduated in 5 Years or Less	Graduated in 6 Years or Less
Fall 2004	653	3.27	979	81.8%	69.1%	23.4%	41.8%	49.5%
Fall 2005	741	3.26	965	80.6%	69.1%	20.4%	42.0%	49.1%
Fall 2006	846	3.28	962	81.0%	67.4%	17.5%	39.8%	48.7%
Fall 2007	910	3.25	964	81.6%	70.8%	18.2%	40.5%	52.0%
Fall 2008	899	3.17	966	82.5%	73.4%	14.8%	41.7%	53.3%
Fall 2009	798	3.23	965	85.7%	75.7%	15.5%	43.1%	54.9%
Fall 2010	998	3.08	941	86.9%	76.9%	15.6%	44.5%	
Fall 2011	1,192	3.13	934	82.5%	72.7%	11.5%		
Fall 2012	1,082	3.23	934	87.2%	77.8%			
Fall 2013	1,181	3.20	933	84.7%	75.4%			
Fall 2014	1,198	3.25	922	81.4%				

Table A18: California Community College Transfer Cohort, Persistence and Graduation Rate Trend - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Count	Mean Transfer GPA	Semester Transfer Units Earned	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	33,273	3.01	68.5	83.9%	75.8%	24.4%	53.9%	65.7%
Fall 2005	33,742	3.02	69.3	83.3%	75.6%	23.5%	53.2%	64.7%
Fall 2006	35,652	3.01	69.6	83.5%	75.5%	23.5%	52.2%	64.6%
Fall 2007	35,860	3.00	70.3	83.3%	75.0%	22.4%	52.0%	64.6%
Fall 2008	32,848	3.03	71.8	84.1%	76.9%	23.3%	54.6%	67.2%
Fall 2009	35,288	3.01	72.3	85.3%	78.4%	24.5%	56.3%	69.3%
Fall 2010	39,046	3.05	74.9	86.6%	80.8%	27.8%	60.9%	72.8%
Fall 2011	37,774	3.04	74.5	86.3%	80.7%	26.7%	61.3%	72.9%
Fall 2012	41,072	3.06	75.8	86.7%	81.2%	28.3%	62.4%	
Fall 2013	48,614	3.05	76.5	87.4%	81.8%	30.5%		
Fall 2014	47,332	3.06	77.6	87.5%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A19.1: California Community College Transfer Cohort Trend by Race/Ethnicity - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Count						% of Total						Mean Transfer GPA					
	White	Black or African Amer.	Asian or Pacific Islander	Hispanic or Latino	Other	Non-Res Alien	White	Black or African Amer.	Asian or Pacific Islander	Hispanic or Latino	Other	Non-Res Alien	White	Black or African Amer.	Asian or Pacific Islander	Hispanic or Latino	Other	Non-Res Alien
Fall 2004	12,336	1,612	5,429	7,614	4,887	1,395	37.1%	4.8%	16.3%	22.9%	14.7%	4.2%	3.07	2.81	2.92	2.93	3.05	3.15
Fall 2005	12,538	1,830	5,554	7,872	4,448	1,500	37.2%	5.4%	16.5%	23.3%	13.2%	4.4%	3.09	2.83	2.95	2.94	3.05	3.13
Fall 2006	13,560	1,892	5,786	8,338	4,680	1,396	38.0%	5.3%	16.2%	23.4%	13.1%	3.9%	3.08	2.81	2.97	2.93	3.04	3.15
Fall 2007	13,375	1,894	5,801	8,643	4,713	1,434	37.3%	5.3%	16.2%	24.1%	13.1%	4.0%	3.06	2.80	2.96	2.92	3.04	3.14
Fall 2008	12,203	1,766	5,434	8,000	4,060	1,385	37.1%	5.4%	16.5%	24.4%	12.4%	4.2%	3.10	2.86	2.99	2.94	3.04	3.18
Fall 2009	11,914	1,689	5,170	9,522	5,478	1,515	33.8%	4.8%	14.7%	27.0%	15.5%	4.3%	3.09	2.82	2.97	2.92	3.03	3.11
Fall 2010	13,261	1,503	6,259	11,090	5,044	1,889	34.0%	3.8%	16.0%	28.4%	12.9%	4.8%	3.12	2.87	3.03	2.98	3.07	3.19
Fall 2011	12,623	1,569	5,985	11,491	4,362	1,744	33.4%	4.2%	15.8%	30.4%	11.5%	4.6%	3.12	2.85	3.01	2.95	3.07	3.17
Fall 2012	13,138	1,629	6,689	13,063	4,674	1,879	32.0%	4.0%	16.3%	31.8%	11.4%	4.6%	3.13	2.88	3.03	2.99	3.09	3.14
Fall 2013	14,420	1,964	8,127	16,535	5,284	2,284	29.7%	4.0%	16.7%	34.0%	10.9%	4.7%	3.13	2.86	3.04	2.98	3.09	3.14
Fall 2014	13,281	1,912	7,313	17,478	4,979	2,369	28.1%	4.0%	15.5%	36.9%	10.5%	5.0%	3.15	2.88	3.06	2.98	3.09	3.13

Note. "Other" includes Native American, Alaska Native, Two or More Races and Unknown.

Table A19.2: California Community College Transfer Persistence Trend by Race/Ethnicity - Fall 2004 Through Fall 2014 Cohorts.

Cohort	One-Year Persistence						Two-Year Persistence					
	White	Black or African Amer.	Asian or Pacific Islander	Hispanic or Latino	Other	Non-Res Alien	White	Black or African Amer.	Asian or Pacific Islander	Hispanic or Latino	Other	Non-Res Alien
Fall 2004	84.6%	78.8%	84.1%	83.1%	83.9%	86.3%	77.1%	69.6%	74.4%	75.3%	76.1%	79.8%
Fall 2005	84.1%	79.0%	83.3%	82.6%	83.4%	85.9%	77.0%	67.1%	75.0%	75.1%	75.6%	79.5%
Fall 2006	84.2%	78.3%	83.1%	83.3%	83.4%	86.2%	76.9%	68.0%	75.1%	75.1%	74.8%	79.5%
Fall 2007	84.2%	76.0%	83.3%	83.3%	83.5%	84.4%	76.9%	66.4%	73.9%	74.2%	75.3%	76.2%
Fall 2008	85.5%	79.0%	84.3%	82.8%	83.7%	85.6%	78.6%	67.0%	77.5%	76.4%	75.9%	77.3%
Fall 2009	87.0%	79.2%	85.6%	84.7%	84.4%	83.8%	80.4%	71.2%	79.2%	77.8%	77.2%	75.6%
Fall 2010	87.9%	84.3%	85.9%	86.2%	85.7%	86.2%	82.5%	78.4%	79.5%	80.3%	80.0%	80.1%
Fall 2011	87.6%	82.4%	86.9%	85.8%	85.4%	84.3%	82.2%	73.2%	81.3%	80.1%	79.6%	81.8%
Fall 2012	88.2%	83.2%	86.3%	86.6%	85.5%	84.9%	82.6%	74.8%	81.3%	81.6%	79.2%	79.6%
Fall 2013	88.1%	84.7%	87.7%	87.6%	86.3%	85.9%	83.0%	76.6%	82.3%	82.1%	80.4%	78.9%
Fall 2014	88.8%	83.1%	87.5%	87.5%	86.8%	86.5%						

Note. "Other" includes Native American, Alaska Native, Two or More Races and Unknown. Persistence rates include the share of students who graduated or returned the following fall term.

Table A19.3: California Community College Transfer Graduation Rate Trend by Race/Ethnicity - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Graduated in 2 Years or Less						Graduated in 3 Years or Less						Graduated in 4 Years or Less					
	White	Black or African Amer.	Asian or Pacific Islander	Hispanic or Latino	Other	Non-Res Alien	White	Black or African Amer.	Asian or Pacific Islander	Hispanic or Latino	Other	Non-Res Alien	White	Black or African Amer.	Asian or Pacific Islander	Hispanic or Latino	Other	Non-Res Alien
Fall 2004	27.6%	18.7%	20.8%	21.8%	24.8%	29.7%	57.8%	42.2%	51.0%	50.7%	53.6%	62.0%	69.1%	54.7%	63.0%	63.4%	65.7%	72.8%
Fall 2005	26.5%	18.4%	19.3%	21.7%	24.5%	26.2%	57.3%	41.3%	49.9%	50.4%	52.6%	61.7%	68.3%	52.6%	62.8%	62.0%	64.4%	70.8%
Fall 2006	26.4%	18.3%	20.1%	21.7%	23.7%	26.1%	56.5%	40.5%	49.3%	49.1%	51.4%	58.7%	68.4%	51.8%	62.4%	62.0%	64.0%	71.7%
Fall 2007	25.6%	16.6%	18.8%	20.8%	22.7%	23.8%	56.5%	38.8%	48.9%	49.5%	51.0%	58.3%	68.3%	50.3%	62.7%	62.9%	64.2%	69.2%
Fall 2008	27.1%	15.9%	19.3%	21.3%	24.2%	23.9%	59.1%	42.2%	53.1%	51.1%	54.0%	59.3%	70.8%	53.4%	67.2%	64.7%	65.9%	70.3%
Fall 2009	28.5%	16.9%	19.4%	22.9%	25.5%	25.5%	61.5%	41.9%	53.4%	53.6%	56.2%	58.3%	73.5%	56.4%	68.0%	67.1%	68.7%	69.6%
Fall 2010	30.8%	23.5%	22.2%	27.3%	28.4%	30.2%	65.0%	51.6%	57.4%	59.0%	59.8%	64.3%	75.8%	65.6%	70.7%	71.4%	71.8%	74.8%
Fall 2011	29.8%	20.7%	22.4%	25.6%	27.5%	30.1%	64.8%	51.4%	59.7%	59.5%	60.1%	65.1%	75.4%	63.3%	72.6%	71.8%	71.8%	74.7%
Fall 2012	31.5%	23.8%	23.6%	28.2%	28.0%	28.6%	66.0%	51.3%	59.5%	62.3%	60.9%	62.1%						
Fall 2013	34.0%	26.5%	25.2%	30.8%	31.0%	28.6%												
Fall 2014																		

Note. "Other" includes Native American, Alaska Native, Two or More Races and Unknown.

Table A20.1: California Community College Transfer Cohort and Persistence Trend by Gender - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Count of Number of Records		% of Total		Mean Transfer GPA		One-Year Persistence		Two-Year Persistence	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Fall 2004	19,312	13,961	58.0%	42.0%	3.05	2.95	84.3%	83.3%	76.8%	74.6%
Fall 2005	19,466	14,276	57.7%	42.3%	3.05	2.97	83.4%	83.1%	76.1%	75.0%
Fall 2006	20,481	15,171	57.4%	42.6%	3.05	2.95	83.6%	83.3%	75.8%	75.2%
Fall 2007	20,104	15,756	56.1%	43.9%	3.04	2.95	83.3%	83.4%	75.5%	74.2%
Fall 2008	18,566	14,282	56.5%	43.5%	3.07	2.98	84.1%	84.0%	77.1%	76.6%
Fall 2009	19,954	15,334	56.5%	43.5%	3.05	2.95	85.3%	85.3%	78.7%	77.9%
Fall 2010	21,497	17,549	55.1%	44.9%	3.09	3.01	86.9%	86.2%	81.2%	80.2%
Fall 2011	20,728	17,046	54.9%	45.1%	3.07	2.99	86.5%	86.2%	81.4%	79.8%
Fall 2012	22,405	18,667	54.6%	45.4%	3.09	3.02	86.8%	86.6%	82.0%	80.3%
Fall 2013	26,514	22,100	54.5%	45.5%	3.08	3.01	87.9%	86.9%	82.8%	80.7%
Fall 2014	25,899	21,433	54.7%	45.3%	3.09	3.01	87.9%	87.1%		

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A20.2: California Community College Transfer Graduation Rate Trend by Gender - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Graduated in 2 Years or Less		Graduated in 3 Years or Less		Graduated in 4 Years or Less	
	Female	Male	Female	Male	Female	Male
Fall 2004	27.4%	20.3%	56.9%	49.7%	68.0%	62.6%
Fall 2005	26.1%	19.9%	56.2%	49.1%	66.8%	61.7%
Fall 2006	25.9%	20.2%	54.9%	48.5%	66.5%	62.0%
Fall 2007	24.7%	19.4%	54.6%	48.7%	66.3%	62.6%
Fall 2008	25.9%	19.9%	56.8%	51.8%	68.6%	65.3%
Fall 2009	27.0%	21.2%	58.9%	52.9%	71.0%	66.9%
Fall 2010	31.0%	23.9%	64.3%	56.6%	75.1%	69.9%
Fall 2011	30.1%	22.6%	64.9%	56.9%	75.4%	69.9%
Fall 2012	32.0%	23.9%	66.2%	57.9%		
Fall 2013	34.9%	25.3%				
Fall 2014						

Table A21: California Community College Transfer Trend with Socioeconomic Factors at Entry - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Count	Pell	Mean EFC at Entry	First Generation at Entry	Independent at Entry	Live Off Campus at Entry	One-Year Persistence	Two-Year Persistence	Graduated in	Graduated in	Graduated in
									2 Years or Less	3 Years or Less	4 Years or Less
Fall 2004	33,273	33.9%	5,947	29.2%	31.3%	57.5%	83.9%	75.8%	24.4%	53.9%	65.7%
Fall 2005	33,742	33.6%	6,462	28.9%	30.9%	58.4%	83.3%	75.6%	23.5%	53.2%	64.7%
Fall 2006	35,652	32.6%	6,975	28.0%	30.3%	49.8%	83.5%	75.5%	23.5%	52.2%	64.6%
Fall 2007	35,860	33.2%	7,369	28.2%	30.9%	60.0%	83.3%	75.0%	22.4%	52.0%	64.6%
Fall 2008	32,848	33.7%	7,625	29.0%	31.1%	61.5%	84.1%	76.9%	23.3%	54.6%	67.2%
Fall 2009	35,288	41.0%	6,773	29.3%	34.2%	66.0%	85.3%	78.4%	24.5%	56.3%	69.3%
Fall 2010	39,046	47.1%	5,967	30.9%	36.0%	68.1%	86.6%	80.8%	27.8%	60.9%	72.8%
Fall 2011	37,774	50.5%	5,948	33.0%	35.9%	71.1%	86.3%	80.7%	26.7%	61.3%	72.9%
Fall 2012	41,072	52.1%	5,783	33.9%	36.1%	72.3%	86.7%	81.2%	28.3%	62.4%	
Fall 2013	48,614	54.5%	5,369	35.7%	39.1%	73.8%	87.4%	81.8%	30.5%		
Fall 2014	47,332	52.2%		37.6%	0.0%	0.0%	87.5%				

Note. EFC (Expected Family Contribution) is calculated for all students with information provided on the FAFSA, is a measure of a student's family's financial strength and is used by universities to determine the amount of federal aid a student is eligible to receive. First Generation is defined as first to attend college. Independent is defined by a student's dependency status as reported on the FAFSA. Off-Campus is defined as students who live off-campus with their parents or off-campus without their parents. Persistence rates include the share of students who graduated or returned the following fall term.

Table A22. 1: California Community College Transfer Persistence and Graduation Rate Trend by Pell Status at Entry - Fall 2004 Through Fall 2014 Cohorts.

Cohort	Count		% of Total		Mean Transfer GPA		One-Year Persistence		Two-Year Persistence		Graduated in 2 Years or Less		Graduated in 3 Years or Less		Graduated in 4 Years or Less	
	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell
Fall 2004	11,282	21,991	33.9%	66.1%	2.99	3.02	84.6%	83.5%	75.9%	75.8%	23.2%	25.1%	51.7%	55.0%	64.5%	66.4%
Fall 2005	11,338	22,404	33.6%	66.4%	3.00	3.02	84.1%	82.9%	75.6%	75.6%	21.9%	24.3%	51.1%	54.3%	62.7%	65.6%
Fall 2006	11,618	24,034	32.6%	67.4%	3.00	3.02	84.3%	83.1%	75.8%	75.4%	21.8%	24.3%	49.5%	53.4%	62.3%	65.7%
Fall 2007	11,916	23,944	33.2%	66.8%	2.98	3.01	83.8%	83.1%	75.3%	74.8%	21.0%	23.1%	49.2%	53.4%	62.6%	65.7%
Fall 2008	11,064	21,784	33.7%	66.3%	3.01	3.04	84.7%	83.7%	77.0%	76.8%	20.9%	24.5%	51.8%	56.1%	65.1%	68.2%
Fall 2009	14,467	20,821	41.0%	59.0%	2.98	3.03	85.9%	84.9%	78.7%	78.2%	22.9%	25.6%	54.2%	57.8%	67.6%	70.4%
Fall 2010	18,374	20,672	47.1%	52.9%	3.02	3.08	87.2%	86.1%	81.0%	80.6%	26.1%	29.3%	59.7%	61.9%	72.0%	73.4%
Fall 2011	19,066	18,708	50.5%	49.5%	3.00	3.08	86.4%	86.3%	80.2%	81.2%	24.9%	28.6%	59.4%	63.2%	71.6%	74.2%
Fall 2012	21,401	19,671	52.1%	47.9%	3.03	3.08	86.9%	86.6%	81.2%	81.3%	27.3%	29.4%	61.7%	63.2%		
Fall 2013	26,509	22,105	54.5%	45.5%	3.02	3.08	87.7%	87.1%	81.9%	81.8%	29.8%	31.4%				
Fall 2014	24,700	22,632	52.2%	47.8%	3.03	3.08	87.9%	87.2%								

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A22.2: California Community College Transfer Persistence by Pell Status at Entry and Race/Ethnicity - Fall 2011 Cohort.

Cohort	Race/Ethnicity	Count		% of Total		Mean Transfer GPA		One-Year Persistence		Two-Year Persistence	
		Pell	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell
Fall 2011	White	5,166	7,457	40.9%	59.1%	3.11	3.13	87.7%	87.6%	81.5%	82.6%
	Black or African Amer.	1,110	459	70.7%	29.3%	2.83	2.89	82.5%	82.1%	72.4%	75.2%
	Asian or Pacific Islander	3,592	2,393	60.0%	40.0%	3.00	3.02	87.1%	86.6%	81.3%	81.2%
	Hispanic or Latino	7,154	4,337	62.3%	37.7%	2.93	3.00	86.0%	85.5%	80.4%	79.7%
	Other	2,022	2,340	46.4%	53.6%	3.04	3.11	84.9%	85.7%	78.9%	80.2%
	Non-Res Alien	22	1,722	1.3%	98.7%	2.68	3.18	95.5%	84.1%	86.4%	81.8%
Grand Total		19,066	18,708	50.5%	49.5%	3.00	3.08	86.4%	86.3%	80.2%	81.2%

Note. "Other" includes Native American, Alaska Native, Two or More Races and Unknown. Persistence rates include the share of students who graduated or returned the following fall term.

Table A22.3: California Community College Transfer Graduation Rate by Pell Status at Entry and Race/Ethnicity - Fall 2011 Cohort.

Cohort	Race/Ethnicity	Graduated in 2 Years or Less		Graduated in 3 Years or Less		Graduated in 4 Years or Less	
		Pell	Not Pell	Pell	Not Pell	Pell	Not Pell
Fall 2011	White	28.6%	30.7%	62.7%	66.3%	73.7%	76.5%
	Black or African Amer.	20.2%	22.0%	51.3%	51.9%	62.4%	65.4%
	Asian or Pacific Islander	20.5%	25.2%	59.2%	60.6%	72.6%	72.7%
	Hispanic or Latino	24.7%	26.9%	59.1%	60.0%	71.5%	72.2%
	Other	26.1%	28.7%	57.0%	62.9%	69.3%	73.9%
	Non-Res Alien	27.3%	30.1%	63.6%	65.2%	86.4%	74.6%
Grand Total		24.9%	28.6%	59.4%	63.2%	71.6%	74.2%

Note. "Other" includes Native American, Alaska Native, Two or More Races and Unknown. Persistence rates include the share of students who graduated or returned the following fall term.

Table A23: California Community College Transfer Persistence and Graduation Rate by Discipline at Fall Entry - Fall 2011 Cohort (Rates Based on Graduation from any Major).

Cohort	Discipline at Entry	Count	% of Total Number	Mean Transfer GPA	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2011	Agriculture and Natural Sciences	475	1.3%	3.08	88.6%	84.0%	17.1%	59.4%	75.4%
	Architecture and Environmental Design	160	0.4%	3.33	86.3%	80.0%	5.6%	31.3%	54.4%
	Area Studies	27	0.1%	2.99	77.8%	77.8%	25.9%	63.0%	70.4%
	Biological Sciences	1,415	3.7%	3.03	83.8%	78.2%	9.8%	42.7%	62.1%
	Business and Management	7,294	19.3%	3.04	86.4%	81.2%	24.6%	63.4%	74.0%
	Communications	1,850	4.9%	3.03	88.1%	81.2%	36.8%	70.5%	77.8%
	Computer and Info. Sciences	903	2.4%	3.01	86.5%	78.3%	12.0%	48.4%	64.6%
	Education	2,292	6.1%	3.03	86.4%	81.2%	21.4%	59.3%	72.9%
	Engineering	1,835	4.9%	3.06	89.2%	84.4%	3.5%	41.8%	64.4%
	Fine and Applied Arts	1,936	5.1%	3.17	88.0%	81.5%	18.3%	56.4%	71.8%
	Foreign Languages	280	0.7%	3.06	84.3%	77.9%	27.1%	60.4%	75.7%
	Health Professions	2,105	5.6%	3.15	85.5%	81.5%	29.0%	67.8%	77.6%
	Home Economics	524	1.4%	3.09	87.2%	83.0%	15.5%	57.4%	75.6%
	Interdisciplinary Studies	2,015	5.3%	3.02	88.7%	82.3%	26.2%	62.6%	75.3%
	Letters	1,883	5.0%	3.05	87.5%	80.6%	39.7%	68.4%	76.6%
	Mathematics	465	1.2%	3.09	83.2%	76.6%	14.0%	45.6%	63.0%
	Physical Science	461	1.2%	2.99	83.9%	76.6%	10.8%	41.6%	57.7%
	Psychology	3,355	8.9%	3.06	85.9%	80.9%	38.5%	69.7%	76.9%
	Public Affairs and Services	2,356	6.2%	3.01	89.0%	83.2%	40.2%	72.2%	79.8%
	Social Sciences	4,380	11.6%	2.99	85.8%	80.4%	39.0%	67.2%	75.0%
Undeclared	1,763	4.7%	2.83	77.9%	71.6%	14.7%	44.6%	58.1%	
Grand Total		37,774	100.0%	3.04	86.3%	80.7%	26.7%	61.3%	72.9%

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A24.1: California Community College Transfer Cohort and Persistence Trend by STEM at Entry - Fall 2004 Through Fall 2014 Cohorts (Rates Based on Graduation from any Major).

Cohort	Count		% of Total		Mean Transfer GPA		One-Year Persistence		Two-Year Persistence	
	Not STEM	STEM	Not STEM	STEM	Not STEM	STEM	Not STEM	STEM	Not STEM	STEM
Fall 2004	28,639	4,634	86.1%	13.9%	3.01	3.01	84.0%	83.3%	75.9%	75.3%
Fall 2005	29,238	4,504	86.7%	13.3%	3.02	3.02	83.5%	82.1%	75.6%	75.6%
Fall 2006	30,958	4,694	86.8%	13.2%	3.01	3.00	83.5%	83.0%	75.7%	74.9%
Fall 2007	31,307	4,553	87.3%	12.7%	3.00	2.99	83.5%	82.2%	75.1%	73.8%
Fall 2008	28,533	4,315	86.9%	13.1%	3.04	2.99	84.3%	82.8%	77.1%	75.1%
Fall 2009	30,718	4,570	87.0%	13.0%	3.01	2.98	85.4%	84.4%	78.4%	78.0%
Fall 2010	33,591	5,455	86.0%	14.0%	3.05	3.06	86.7%	86.1%	80.8%	80.9%
Fall 2011	32,202	5,572	85.2%	14.8%	3.04	3.05	86.3%	86.3%	80.8%	80.4%
Fall 2012	34,705	6,367	84.5%	15.5%	3.06	3.04	86.7%	86.7%	81.3%	80.8%
Fall 2013	40,795	7,819	83.9%	16.1%	3.06	3.02	87.5%	87.0%	82.0%	80.7%
Fall 2014	39,707	7,625	83.9%	16.1%	3.06	3.03	87.6%	87.3%		

Note. STEM follows the definitions used by the Consortium for Student Retention Data Exchange (CSRDE) and includes disciplines in agriculture, natural resources and conservation, computer and information sciences, engineering and engineering technologies, biological and biomedical sciences, mathematics and statistics, nutrition sciences, and physical sciences. Persistence rates include the share of students who graduated or returned the following fall term.

Table A24.2: California Community College Transfer Graduation Rate Trend by STEM at Entry - Fall 2004 Through Fall 2014 Cohorts (Rates Based on Graduation from any Major).

Cohort	Graduated in 2 Years or Less		Graduated in 3 Years or Less		Graduated in 4 Years or Less	
	Not STEM	STEM	Not STEM	STEM	Not STEM	STEM
Fall 2004	26.8%	9.9%	56.4%	38.6%	67.3%	56.0%
Fall 2005	25.6%	9.5%	55.7%	37.2%	66.2%	54.8%
Fall 2006	25.7%	8.7%	54.6%	35.8%	66.1%	54.7%
Fall 2007	24.5%	8.0%	54.4%	35.6%	66.1%	54.3%
Fall 2008	25.7%	7.4%	57.4%	36.0%	69.0%	55.2%
Fall 2009	26.7%	9.6%	58.9%	38.8%	70.8%	59.1%
Fall 2010	30.7%	10.1%	63.7%	43.2%	74.4%	62.7%
Fall 2011	29.8%	9.1%	64.1%	44.9%	74.4%	64.1%
Fall 2012	31.5%	10.7%	65.6%	45.3%		
Fall 2013	34.3%	10.8%				
Fall 2014						

Note. STEM follows the definitions used by the Consortium for Student Retention Data Exchange (CSRDE) and includes disciplines in agriculture, natural resources and conservation, computer and information sciences, engineering and engineering technologies, biological and biomedical sciences, mathematics and statistics, nutrition sciences, and physical sciences.

Table A25.1: California Community College Transfer Cohort and Persistence Trend by First Year Units Attempted - Fall 2004 through Fall 2014 Cohorts.

Cohort	Count			% of Total			One-Year Persistence			Two-Year Persistence		
	Less than 24 Sem. Units	24 to Less than 30 Sem. Units	30 or More Sem. Units	Less than 24 Sem. Units	24 to Less than 30 Sem. Units	30 or More Sem. Units	Less than 24 Sem. Units	24 to Less than 30 Sem. Units	30 or More Sem. Units	Less than 24 Sem. Units	24 to Less than 30 Sem. Units	30 or More Sem. Units
Fall 2004	9,559	12,947	10,767	28.7%	38.9%	32.4%	64.9%	89.0%	94.5%	57.5%	80.6%	86.4%
Fall 2005	9,891	13,048	10,803	29.3%	38.7%	32.0%	64.4%	88.6%	94.2%	57.6%	80.6%	86.1%
Fall 2006	10,462	13,629	11,561	29.3%	38.2%	32.4%	64.5%	88.5%	94.7%	56.9%	80.6%	86.4%
Fall 2007	10,578	14,112	11,170	29.5%	39.4%	31.1%	64.9%	88.7%	94.0%	56.8%	80.0%	85.7%
Fall 2008	9,379	13,523	9,946	28.6%	41.2%	30.3%	66.2%	89.1%	94.0%	59.3%	81.8%	86.7%
Fall 2009	12,004	17,001	6,283	34.0%	48.2%	17.8%	71.4%	91.6%	94.6%	64.6%	84.4%	88.4%
Fall 2010	11,579	19,488	7,979	29.7%	49.9%	20.4%	72.1%	91.9%	94.7%	65.8%	86.2%	89.1%
Fall 2011	10,897	18,974	7,903	28.8%	50.2%	20.9%	70.8%	91.6%	95.2%	64.7%	85.9%	90.3%
Fall 2012	11,525	21,870	7,677	28.1%	53.2%	18.7%	70.9%	91.9%	95.8%	65.6%	86.3%	90.4%
Fall 2013	13,730	26,141	8,743	28.2%	53.8%	18.0%	71.6%	92.9%	95.9%	65.7%	87.1%	91.3%
Fall 2014	13,164	25,756	8,412	27.8%	54.4%	17.8%	71.5%	93.0%	95.9%			

Note. For first year term units attempted, quarter units were adjusted to semester units. Persistence rates include the share of students who graduated or returned the following fall term.

Table A25.2: California Community College Transfer Graduation Rate Trend by First Year Units Attempted - Fall 2004 through Fall 2014 Cohorts.

Cohort	Graduated in 2 Years or Less			Graduated in 3 Years or Less			Graduated in 4 Years or Less		
	Less than 24 Sem. Units	24 to Less than 30 Sem. Units	30 or More Sem. Units	Less than 24 Sem. Units	24 to Less than 30 Sem. Units	30 or More Sem. Units	Less than 24 Sem. Units	24 to Less than 30 Sem. Units	30 or More Sem. Units
Fall 2004	4.1%	21.0%	46.5%	25.2%	57.1%	75.5%	40.2%	70.2%	83.0%
Fall 2005	4.1%	20.0%	45.3%	26.0%	56.1%	74.7%	39.8%	69.2%	82.0%
Fall 2006	3.7%	19.6%	45.9%	23.9%	55.1%	74.3%	38.6%	69.0%	82.9%
Fall 2007	3.7%	19.4%	43.9%	23.6%	55.5%	74.4%	38.7%	69.7%	82.8%
Fall 2008	4.4%	20.5%	45.0%	25.9%	59.0%	75.8%	42.0%	72.6%	83.6%
Fall 2009	7.1%	27.2%	50.5%	33.3%	64.3%	78.5%	49.9%	76.8%	85.8%
Fall 2010	7.5%	30.0%	51.8%	35.0%	68.2%	80.4%	51.1%	79.8%	87.0%
Fall 2011	7.5%	28.2%	49.7%	36.0%	67.8%	80.5%	51.1%	79.5%	87.2%
Fall 2012	7.8%	30.5%	52.8%	36.6%	69.3%	81.7%			
Fall 2013	9.1%	33.3%	55.8%						
Fall 2014									

Note. For first year term units attempted, quarter units were adjusted to semester units.

Table A26.1: California Community College Transfer Cohort and Persistence Trend by Fall Term Units Attempted - Fall 2004 through Fall 2014 Cohort.

Cohort	Count			% of Total			One-Year Persistence			Two-Year Persistence		
	Less than 12 Units	12 to Less than 15 Units	15 or More Units	Less than 12 Units	12 to Less than 15 Units	15 or More Units	Less than 12 Units	12 to Less than 15 Units	15 or More Units	Less than 12 Units	12 to Less than 15 Units	15 or More Units
Fall 2004	8,394	17,054	7,825	25.2%	51.3%	23.5%	75.7%	85.9%	88.3%	67.7%	77.5%	80.9%
Fall 2005	8,616	17,331	7,795	25.5%	51.4%	23.1%	74.7%	85.3%	88.3%	67.1%	77.8%	80.1%
Fall 2006	9,162	18,085	8,405	25.7%	50.7%	23.6%	75.5%	85.3%	88.3%	67.1%	77.7%	80.2%
Fall 2007	9,266	18,241	8,353	25.8%	50.9%	23.3%	75.4%	85.6%	87.2%	66.9%	77.1%	79.1%
Fall 2008	7,987	16,906	7,955	24.3%	51.5%	24.2%	75.3%	86.0%	88.7%	67.7%	78.9%	81.6%
Fall 2009	9,580	18,486	7,222	27.1%	52.4%	20.5%	77.4%	87.6%	89.8%	70.7%	80.6%	82.9%
Fall 2010	9,541	21,573	7,932	24.4%	55.3%	20.3%	78.4%	89.1%	89.8%	72.1%	83.2%	84.6%
Fall 2011	8,272	21,063	8,439	21.9%	55.8%	22.3%	77.0%	88.1%	91.1%	70.8%	82.6%	85.6%
Fall 2012	8,973	23,441	8,658	21.8%	57.1%	21.1%	77.8%	88.5%	91.2%	72.0%	83.0%	86.2%
Fall 2013	10,530	27,899	10,185	21.7%	57.4%	21.0%	77.5%	89.5%	92.1%	71.6%	83.8%	86.9%
Fall 2014	9,800	27,998	9,534	20.7%	59.2%	20.1%	78.0%	89.3%	92.1%			

Note. For fall term units attempted, quarter units were not adjusted to semester units. Persistence rates include the share of students who graduated or returned the following fall term.

Table A26.2: California Community College Transfer Trend by Fall Term Units Attempted - Fall 2004 through Fall 2014 Cohort.

Cohort	Graduated in 2 Years or Less			Graduated in 3 Years or Less			Graduated in 4 Years or Less		
	Less than 12 Units	12 to Less than 15 Units	15 or More Units	Less than 12 Units	12 to Less than 15 Units	15 or More Units	Less than 12 Units	12 to Less than 15 Units	15 or More Units
Fall 2004	9.6%	24.6%	40.0%	35.0%	56.7%	68.0%	50.4%	68.4%	76.5%
Fall 2005	9.8%	23.6%	38.2%	35.4%	56.0%	66.6%	49.6%	67.8%	74.3%
Fall 2006	8.9%	23.9%	38.6%	33.6%	55.1%	66.1%	49.0%	67.7%	75.0%
Fall 2007	9.0%	22.6%	36.8%	33.4%	55.2%	65.5%	49.0%	68.1%	74.3%
Fall 2008	9.0%	22.6%	39.3%	34.1%	57.5%	69.2%	50.2%	70.4%	77.3%
Fall 2009	9.4%	25.2%	42.9%	37.6%	60.3%	70.8%	55.1%	72.7%	79.3%
Fall 2010	10.7%	28.8%	45.7%	40.6%	65.1%	73.9%	57.1%	76.6%	81.3%
Fall 2011	9.4%	26.8%	43.4%	40.7%	64.1%	74.4%	56.7%	75.6%	82.0%
Fall 2012	10.8%	28.6%	45.8%	42.2%	65.4%	75.2%			
Fall 2013	12.1%	31.0%	48.4%						
Fall 2014									

Note. For fall term units attempted, quarter units were not adjusted to semester units.

Table A27.1: California Community College Transfer Cohort and Persistence Trend by Fall Entry Term Employment - Fall 2004 through Fall 2014 Cohorts.

Cohort	Count		% of Total		One-Year Persistence		Two-Year Persistence	
	Did Not Work	Worked	Did Not Work	Worked	Did Not Work	Worked	Did Not Work	Worked
Fall 2004	12,085	21,188	36.3%	63.7%	84.8%	83.4%	76.5%	75.5%
Fall 2005	12,345	21,397	36.6%	63.4%	84.7%	82.5%	76.8%	75.0%
Fall 2006	13,182	22,470	37.0%	63.0%	85.1%	82.5%	77.1%	74.7%
Fall 2007	13,365	22,495	37.3%	62.7%	84.5%	82.6%	76.3%	74.2%
Fall 2008	13,235	19,613	40.3%	59.7%	85.3%	83.2%	78.1%	76.0%
Fall 2009	15,215	20,073	43.1%	56.9%	86.1%	84.7%	78.8%	78.0%
Fall 2010	17,078	21,968	43.7%	56.3%	87.4%	86.0%	81.6%	80.2%
Fall 2011	17,194	20,580	45.5%	54.5%	87.5%	85.3%	81.5%	80.1%
Fall 2012	18,572	22,500	45.2%	54.8%	87.9%	85.8%	82.6%	80.1%
Fall 2013	21,146	27,468	43.5%	56.5%	88.7%	86.5%	82.9%	81.0%
Fall 2014	20,160	27,172	42.6%	57.4%	88.9%	86.6%		

Table A27.2: California Community College Transfer Graduation Rate Trend by Fall Entry Term Employment - Fall 2004 through Fall 2014 Cohorts.

Cohort	Graduated in 2 Years or Less		Graduated in 3 Years or Less		Graduated in 4 Years or Less	
	Did Not Work	Worked	Did Not Work	Worked	Did Not Work	Worked
Fall 2004	25.3%	23.9%	54.4%	53.6%	66.7%	65.2%
Fall 2005	24.3%	23.0%	54.3%	52.6%	65.4%	64.2%
Fall 2006	24.4%	23.0%	53.5%	51.4%	66.2%	63.6%
Fall 2007	22.4%	22.4%	52.8%	51.5%	65.5%	64.1%
Fall 2008	23.6%	23.1%	55.5%	54.0%	68.0%	66.6%
Fall 2009	24.9%	24.2%	56.6%	56.0%	69.6%	69.0%
Fall 2010	28.0%	27.6%	61.3%	60.5%	73.3%	72.3%
Fall 2011	26.8%	26.6%	61.5%	61.1%	73.2%	72.7%
Fall 2012	28.4%	28.3%	63.1%	61.8%		
Fall 2013	29.9%	31.0%				
Fall 2014						

Table A27.3: California Community College Transfer Cohort and Persistence Trend by Fall Entry Term Employment and Pell Status at Entry - Fall 2004 through Fall 2014 Cohorts.

Cohort	Pell at Entry	Count		% of Total		One-Year Persistence		Two-Year Persistence	
		Did Not Work	Worked	Did Not Work	Worked	Did Not Work	Worked	Did Not Work	Worked
Fall 2004	Not Pell	7,385	14,606	33.6%	66.4%	84.4%	83.0%	76.8%	75.3%
	Pell	4,700	6,582	41.7%	58.3%	85.3%	84.1%	76.0%	75.8%
Fall 2005	Not Pell	7,539	14,865	33.7%	66.3%	84.0%	82.3%	76.7%	75.1%
	Pell	4,806	6,532	42.4%	57.6%	85.9%	82.8%	76.8%	74.7%
Fall 2006	Not Pell	8,310	15,724	34.6%	65.4%	84.9%	82.1%	77.1%	74.6%
	Pell	4,872	6,746	41.9%	58.1%	85.6%	83.3%	77.1%	74.8%
Fall 2007	Not Pell	8,257	15,687	34.5%	65.5%	84.5%	82.3%	76.3%	74.0%
	Pell	5,108	6,808	42.9%	57.1%	84.5%	83.4%	76.4%	74.5%
Fall 2008	Not Pell	8,161	13,623	37.5%	62.5%	85.2%	82.8%	78.3%	75.9%
	Pell	5,074	5,990	45.9%	54.1%	85.4%	84.2%	77.9%	76.1%
Fall 2009	Not Pell	8,317	12,504	39.9%	60.1%	86.1%	84.0%	78.8%	77.8%
	Pell	6,898	7,569	47.7%	52.3%	86.1%	85.7%	78.9%	78.5%
Fall 2010	Not Pell	8,581	12,091	41.5%	58.5%	86.7%	85.7%	81.4%	80.1%
	Pell	8,497	9,877	46.2%	53.8%	88.1%	86.5%	81.7%	80.3%
Fall 2011	Not Pell	8,299	10,409	44.4%	55.6%	87.4%	85.4%	82.0%	80.5%
	Pell	8,895	10,171	46.7%	53.3%	87.7%	85.2%	81.0%	79.6%
Fall 2012	Not Pell	8,839	10,832	44.9%	55.1%	87.3%	85.9%	82.4%	80.4%
	Pell	9,733	11,668	45.5%	54.5%	88.4%	85.7%	82.7%	79.9%
Fall 2013	Not Pell	9,676	12,429	43.8%	56.2%	88.3%	86.1%	82.7%	81.1%
	Pell	11,470	15,039	43.3%	56.7%	89.0%	86.7%	83.0%	80.9%
Fall 2014	Not Pell	9,579	13,053	42.3%	57.7%	88.1%	86.5%		
	Pell	10,581	14,119	42.8%	57.2%	89.5%	86.7%		

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A27.4: California Community College Transfer Graduation Rate Trend by Fall Entry Term Employment and Pell Status at Entry - Fall 2004 through Fall 2013 Cohorts.

Cohort	Pell at Entry	Graduated in 2 Years or Less		Graduated in 3 Years or Less		Graduated in 4 Years or Less	
		Did Not Work	Worked	Did Not Work	Worked	Did Not Work	Worked
Fall 2004	Not Pell	26.7%	24.2%	57.2%	54.0%	68.6%	65.3%
	Pell	23.1%	23.3%	50.1%	52.8%	63.9%	64.9%
Fall 2005	Not Pell	25.8%	23.5%	56.3%	53.2%	67.2%	64.9%
	Pell	22.0%	21.8%	51.0%	51.1%	62.6%	62.8%
Fall 2006	Not Pell	25.5%	23.7%	55.6%	52.3%	67.9%	64.5%
	Pell	22.5%	21.3%	49.9%	49.2%	63.3%	61.7%
Fall 2007	Not Pell	23.1%	23.1%	54.8%	52.6%	67.3%	64.8%
	Pell	21.2%	20.8%	49.5%	49.0%	62.6%	62.6%
Fall 2008	Not Pell	25.0%	24.2%	58.1%	54.8%	69.9%	67.2%
	Pell	21.4%	20.5%	51.3%	52.2%	64.9%	65.3%
Fall 2009	Not Pell	26.7%	24.9%	59.0%	56.9%	71.6%	69.6%
	Pell	22.7%	23.1%	53.8%	54.6%	67.1%	68.0%
Fall 2010	Not Pell	29.8%	28.9%	62.9%	61.1%	74.4%	72.8%
	Pell	26.2%	26.1%	59.8%	59.7%	72.3%	71.8%
Fall 2011	Not Pell	29.2%	28.2%	64.3%	62.3%	75.2%	73.5%
	Pell	24.7%	25.0%	58.9%	59.9%	71.3%	71.8%
Fall 2012	Not Pell	29.3%	29.5%	63.6%	62.9%		
	Pell	27.5%	27.1%	62.7%	60.8%		
Fall 2013	Not Pell	30.7%	32.0%				
	Pell	29.2%	30.3%				

Table A28.1: California Community College Transfer Cohort and Persistence by First Year Units Attempted and Fall Entry Term Employment - Fall 2011 Cohort.

Cohort	1st Year Semester Units Attempted	Count		% of Total		One-Year Persistence		Two-Year Persistence	
		Did Not Work	Worked	Did Not Work	Worked	Did Not Work	Worked	Did Not Work	Worked
Fall 2011	Less than 24 Sem. Units	3,989	6,908	36.6%	63.4%	70.1%	71.2%	62.8%	65.7%
	24 to Less than 30 Sem. Units	9,023	9,951	47.6%	52.4%	91.6%	91.5%	85.5%	86.3%
	30 or More Sem. Units	4,182	3,721	52.9%	47.1%	95.3%	95.0%	90.5%	90.1%
Grand Total		17,194	20,580	45.5%	54.5%	87.5%	85.3%	81.5%	80.1%

Note. For first year term units attempted, quarter units were adjusted to semester units. Persistence rates include the share of students who graduated or returned the following fall term.

Table A28.2: California Community College Transfer Graduation Rates by First Year Units Attempted and Fall Entry Term Employment - Fall 2011 Cohort.

Cohort	1st Year Semester Units Attempted	Graduated in 2 Years or Less		Graduated in 3 Years or Less		Graduated in 4 Years or Less	
		Did Not Work	Worked	Did Not Work	Worked	Did Not Work	Worked
Fall 2011	Less than 24 Sem. Units	7.1%	7.7%	34.4%	36.9%	48.8%	52.4%
	24 to Less than 30 Sem. Units	26.3%	29.9%	65.4%	70.0%	77.7%	81.1%
	30 or More Sem. Units	46.7%	53.0%	79.0%	82.2%	86.6%	87.9%
Grand Total		26.8%	26.6%	61.5%	61.1%	73.2%	72.7%

Note. For first year term units attempted, quarter units were adjusted to semester units.

Table A29.1: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - Bakersfield.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	697	74.5%	69.4%	24.7%	52.1%	61.3%
Fall 2005	654	78.4%	69.7%	23.9%	50.9%	60.2%
Fall 2006	717	78.9%	71.0%	23.2%	49.0%	60.5%
Fall 2007	588	76.0%	67.9%	21.3%	47.1%	59.2%
Fall 2008	559	81.4%	71.6%	27.9%	52.4%	61.7%
Fall 2009	671	73.9%	66.6%	26.1%	50.7%	60.1%
Fall 2010	809	71.9%	66.9%	26.6%	48.5%	57.5%
Fall 2011	644	80.4%	70.2%	29.5%	56.4%	64.4%
Fall 2012	690	77.1%	69.7%	30.0%	56.7%	
Fall 2013	565	82.3%	74.7%	36.5%		
Fall 2014	668	83.8%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.2: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - Channel Islands.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	341	82.7%	78.6%	38.1%	65.7%	74.8%
Fall 2005	443	84.2%	77.4%	30.7%	61.4%	69.8%
Fall 2006	522	81.2%	74.5%	29.9%	60.0%	67.4%
Fall 2007	538	82.3%	73.0%	25.1%	57.2%	65.4%
Fall 2008	459	87.6%	78.6%	32.7%	66.0%	74.5%
Fall 2009	559	86.9%	79.8%	37.0%	67.8%	76.0%
Fall 2010	653	87.6%	81.5%	38.3%	68.8%	77.2%
Fall 2011	673	82.9%	74.3%	32.7%	61.4%	67.9%
Fall 2012	885	83.1%	75.3%	30.7%	63.2%	
Fall 2013	859	86.5%	81.8%	42.1%		
Fall 2014	1,033	83.1%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.3: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - Chico.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	1,296	81.6%	73.9%	18.9%	50.2%	63.0%
Fall 2005	1,134	79.0%	71.2%	17.1%	48.6%	62.0%
Fall 2006	1,283	84.1%	74.5%	17.9%	50.9%	65.2%
Fall 2007	1,204	80.8%	73.8%	19.4%	51.5%	64.4%
Fall 2008	1,129	84.7%	77.2%	21.3%	52.9%	66.9%
Fall 2009	1,187	88.0%	80.7%	23.2%	62.8%	73.5%
Fall 2010	1,191	88.7%	82.9%	24.4%	62.6%	73.6%
Fall 2011	1,196	90.2%	83.9%	28.0%	63.4%	75.6%
Fall 2012	1,208	89.1%	82.9%	27.3%	68.7%	
Fall 2013	1,414	89.6%	84.1%	30.8%		
Fall 2014	1,293	89.2%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.4: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - Dominguez Hills.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	1,118	81.8%	75.1%	22.4%	47.5%	60.8%
Fall 2005	1,139	77.5%	68.7%	19.2%	42.4%	53.5%
Fall 2006	1,022	78.5%	71.7%	19.2%	42.2%	53.7%
Fall 2007	988	77.6%	70.0%	17.2%	37.4%	48.9%
Fall 2008	1,161	78.0%	66.7%	13.7%	35.7%	49.0%
Fall 2009	2,100	79.0%	70.0%	17.0%	40.9%	55.0%
Fall 2010	1,947	82.1%	74.4%	24.6%	51.7%	64.3%
Fall 2011	1,789	82.6%	75.6%	22.2%	53.5%	65.5%
Fall 2012	1,607	84.6%	76.9%	27.6%	57.1%	
Fall 2013	2,406	85.1%	77.6%	27.6%		
Fall 2014	2,496	86.0%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.5: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - East Bay.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	1,341	80.2%	69.9%	27.4%	53.5%	63.5%
Fall 2005	1,225	80.1%	70.5%	27.6%	56.7%	64.5%
Fall 2006	1,261	79.5%	69.9%	27.5%	53.1%	62.5%
Fall 2007	1,286	78.7%	71.2%	27.7%	55.2%	63.5%
Fall 2008	1,547	77.1%	65.4%	25.7%	51.1%	60.7%
Fall 2009	1,521	81.0%	73.2%	29.3%	58.8%	68.0%
Fall 2010	1,222	85.6%	80.8%	36.8%	68.1%	75.9%
Fall 2011	1,338	84.4%	77.3%	35.0%	64.6%	72.6%
Fall 2012	1,556	82.3%	74.0%	32.1%	60.3%	
Fall 2013	1,806	85.3%	78.5%	37.0%		
Fall 2014	1,924	85.7%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.6: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - Fresno.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	1,513	83.9%	76.8%	18.0%	48.3%	63.1%
Fall 2005	1,368	82.2%	76.3%	15.6%	49.1%	63.9%
Fall 2006	1,468	80.5%	74.4%	16.0%	46.5%	60.1%
Fall 2007	1,509	83.5%	77.0%	18.5%	48.4%	61.4%
Fall 2008	1,379	82.4%	78.2%	18.3%	50.2%	64.0%
Fall 2009	1,437	85.1%	79.5%	18.8%	51.4%	67.0%
Fall 2010	1,996	87.6%	82.2%	19.5%	55.4%	71.8%
Fall 2011	1,829	85.9%	81.1%	16.6%	56.2%	70.4%
Fall 2012	1,542	88.1%	82.3%	18.6%	56.2%	
Fall 2013	2,164	87.3%	81.7%	22.2%		
Fall 2014	1,747	87.2%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.7: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - Fullerton.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	3,467	83.6%	75.9%	26.9%	55.7%	66.2%
Fall 2005	3,361	83.2%	75.6%	25.4%	54.2%	65.0%
Fall 2006	3,560	82.1%	75.5%	26.6%	54.1%	66.0%
Fall 2007	3,637	82.5%	72.6%	24.3%	52.6%	64.7%
Fall 2008	2,895	83.5%	75.2%	23.3%	55.1%	67.8%
Fall 2009	3,493	85.6%	77.8%	25.2%	57.3%	70.8%
Fall 2010	4,058	84.3%	78.5%	28.9%	60.0%	71.5%
Fall 2011	3,392	87.4%	82.8%	28.9%	62.2%	75.2%
Fall 2012	4,112	86.6%	82.5%	29.5%	63.4%	
Fall 2013	4,560	86.2%	81.8%	31.8%		
Fall 2014	3,819	89.7%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.8: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - Humboldt.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	606	83.8%	71.1%	18.2%	47.2%	61.9%
Fall 2005	556	80.2%	71.2%	21.4%	44.1%	56.7%
Fall 2006	558	80.5%	72.6%	15.8%	40.0%	53.6%
Fall 2007	603	80.9%	70.6%	14.8%	41.3%	56.7%
Fall 2008	517	77.0%	66.2%	14.3%	39.8%	53.2%
Fall 2009	524	81.5%	71.0%	15.1%	45.2%	60.5%
Fall 2010	725	82.8%	77.7%	20.4%	53.1%	66.9%
Fall 2011	699	83.7%	77.5%	19.3%	52.1%	68.5%
Fall 2012	732	84.4%	77.6%	21.7%	56.4%	
Fall 2013	828	84.8%	79.0%	26.3%		
Fall 2014	836	86.6%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.9: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - Long Beach.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	2,485	89.7%	80.0%	21.8%	52.2%	67.1%
Fall 2005	2,588	88.3%	80.5%	21.3%	54.9%	68.6%
Fall 2006	3,165	89.6%	81.8%	22.9%	52.5%	67.7%
Fall 2007	3,024	88.8%	82.0%	21.8%	53.0%	69.5%
Fall 2008	2,863	88.6%	83.9%	21.9%	55.0%	71.5%
Fall 2009	1,902	90.9%	86.4%	25.4%	60.4%	77.6%
Fall 2010	2,108	90.2%	87.2%	26.3%	65.2%	79.2%
Fall 2011	2,499	91.0%	87.4%	26.1%	65.4%	80.7%
Fall 2012	3,659	89.2%	86.2%	29.8%	67.2%	
Fall 2013	3,049	92.1%	89.7%	36.6%		
Fall 2014	3,568	92.0%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.10: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - Los Angeles.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	1,717	75.4%	64.1%	16.9%	39.7%	48.1%
Fall 2005	1,696	77.8%	64.4%	18.9%	38.0%	47.5%
Fall 2006	1,654	76.7%	64.1%	18.8%	39.5%	54.2%
Fall 2007	1,851	78.6%	66.0%	20.2%	43.7%	59.0%
Fall 2008	1,492	77.5%	68.2%	15.9%	47.9%	58.2%
Fall 2009	1,604	84.5%	75.6%	15.9%	48.6%	61.8%
Fall 2010	2,376	83.9%	76.5%	24.2%	54.8%	68.7%
Fall 2011	2,278	86.7%	80.3%	22.2%	58.3%	70.7%
Fall 2012	1,971	85.1%	79.4%	18.6%	54.5%	
Fall 2013	3,076	88.8%	82.5%	24.5%		
Fall 2014	2,793	87.8%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.11: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - Maritime Academy.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	33	97.0%	81.8%	9.1%	27.3%	75.8%
Fall 2005	39	76.9%	64.1%	0.0%	7.7%	41.0%
Fall 2006	35	88.6%	88.6%	0.0%	20.0%	60.0%
Fall 2007	32	93.8%	90.6%	0.0%	21.9%	46.9%
Fall 2008	39	84.6%	71.8%	5.1%	20.5%	33.3%
Fall 2009	51	88.2%	80.4%	3.9%	17.6%	56.9%
Fall 2010	67	88.1%	73.1%	3.0%	22.4%	65.7%
Fall 2011	60	96.7%	91.7%	5.0%	21.7%	58.3%
Fall 2012	79	96.2%	84.8%	1.3%	27.8%	
Fall 2013	52	86.5%	84.6%	7.7%		
Fall 2014	68	85.3%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.12: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - Monterey Bay.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	320	77.5%	71.6%	12.8%	46.3%	56.6%
Fall 2005	359	78.0%	68.5%	16.4%	42.1%	51.5%
Fall 2006	268	78.4%	66.4%	17.2%	44.8%	54.5%
Fall 2007	319	77.1%	66.5%	11.3%	41.4%	54.5%
Fall 2008	331	74.9%	68.6%	14.2%	46.5%	58.9%
Fall 2009	474	83.5%	74.1%	21.5%	54.6%	65.6%
Fall 2010	451	86.9%	79.6%	27.1%	63.2%	72.9%
Fall 2011	505	81.0%	74.7%	22.8%	62.4%	70.5%
Fall 2012	591	85.6%	78.7%	30.8%	65.5%	
Fall 2013	661	86.1%	79.3%	34.2%		
Fall 2014	798	86.0%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.13: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - Northridge.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	2,361	83.7%	79.0%	28.6%	59.3%	71.2%
Fall 2005	3,145	85.0%	78.2%	25.9%	56.4%	67.9%
Fall 2006	3,312	85.5%	77.2%	26.3%	54.3%	66.8%
Fall 2007	3,255	85.5%	74.7%	24.9%	54.6%	67.5%
Fall 2008	3,104	81.7%	77.3%	26.4%	58.7%	70.2%
Fall 2009	3,255	82.2%	77.2%	27.7%	59.5%	71.3%
Fall 2010	4,025	84.2%	79.5%	31.2%	64.0%	73.9%
Fall 2011	4,335	81.8%	78.2%	29.8%	62.1%	71.5%
Fall 2012	3,525	83.9%	80.0%	29.2%	63.1%	
Fall 2013	4,773	84.1%	80.8%	30.7%		
Fall 2014	5,315	84.0%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.14: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - Pomona.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	1,447	85.3%	78.0%	15.8%	52.1%	66.7%
Fall 2005	1,340	85.7%	79.3%	19.0%	50.6%	66.0%
Fall 2006	1,263	85.9%	77.3%	14.3%	47.0%	63.6%
Fall 2007	1,205	85.6%	79.5%	11.1%	44.9%	63.0%
Fall 2008	1,215	87.8%	81.7%	9.7%	44.0%	64.8%
Fall 2009	1,457	87.5%	83.0%	10.9%	45.2%	67.5%
Fall 2010	1,371	91.4%	86.1%	14.8%	58.9%	75.3%
Fall 2011	1,256	90.8%	86.1%	15.6%	57.4%	75.1%
Fall 2012	1,907	89.8%	85.0%	13.9%	50.8%	
Fall 2013	2,280	90.7%	86.5%	16.8%		
Fall 2014	2,479	91.0%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.15: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - Sacramento.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	2,665	83.6%	76.1%	23.0%	52.9%	63.3%
Fall 2005	2,568	81.7%	74.0%	20.1%	51.4%	61.5%
Fall 2006	2,805	81.1%	74.2%	20.9%	50.6%	61.4%
Fall 2007	2,717	82.6%	74.1%	19.9%	47.8%	59.8%
Fall 2008	2,564	84.2%	75.8%	22.3%	51.4%	64.1%
Fall 2009	3,140	85.3%	78.3%	19.8%	51.1%	65.0%
Fall 2010	3,234	89.9%	83.2%	24.0%	58.4%	72.0%
Fall 2011	3,182	85.9%	80.3%	23.1%	59.1%	71.0%
Fall 2012	3,258	85.9%	80.3%	23.8%	59.7%	
Fall 2013	4,028	85.7%	79.7%	25.6%		
Fall 2014	3,279	87.2%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.16: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - San Bernardino.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	1,424	84.4%	76.3%	29.2%	55.8%	66.9%
Fall 2005	1,279	84.2%	79.7%	28.1%	55.7%	68.1%
Fall 2006	1,324	84.9%	76.5%	25.8%	53.6%	64.8%
Fall 2007	1,342	82.2%	74.1%	23.7%	49.8%	60.4%
Fall 2008	1,398	83.5%	75.0%	22.2%	50.4%	64.7%
Fall 2009	1,460	84.8%	75.9%	25.3%	56.6%	68.4%
Fall 2010	1,433	87.8%	81.4%	30.4%	62.7%	74.0%
Fall 2011	1,334	87.0%	80.8%	29.7%	61.1%	73.2%
Fall 2012	1,245	88.4%	82.5%	31.5%	64.8%	
Fall 2013	1,826	88.7%	83.8%	33.0%		
Fall 2014	2,138	88.8%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.17: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - San Diego.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	2,947	86.9%	79.4%	33.5%	64.3%	75.0%
Fall 2005	3,274	85.5%	79.4%	32.5%	65.7%	74.3%
Fall 2006	3,312	84.5%	78.1%	29.6%	61.9%	71.7%
Fall 2007	3,394	85.3%	79.5%	29.0%	64.0%	73.7%
Fall 2008	2,752	89.6%	84.0%	35.1%	69.6%	79.4%
Fall 2009	2,399	89.7%	84.2%	38.4%	68.6%	78.6%
Fall 2010	2,085	90.7%	87.0%	43.5%	74.4%	83.4%
Fall 2011	1,888	90.6%	84.4%	35.3%	70.7%	80.7%
Fall 2012	3,131	90.5%	85.9%	38.7%	73.9%	
Fall 2013	3,249	90.0%	86.0%	39.3%		
Fall 2014	2,952	91.7%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.18: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - San Francisco.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	2,612	85.6%	77.3%	26.2%	57.5%	69.1%
Fall 2005	2,493	86.4%	78.9%	26.7%	57.5%	69.0%
Fall 2006	2,675	85.9%	78.3%	27.7%	58.2%	68.8%
Fall 2007	2,595	84.5%	76.7%	25.2%	58.5%	69.1%
Fall 2008	2,396	86.0%	77.6%	28.3%	60.9%	70.1%
Fall 2009	2,815	87.4%	78.8%	31.8%	63.5%	72.4%
Fall 2010	3,391	88.3%	80.4%	34.7%	66.2%	74.7%
Fall 2011	2,825	88.0%	81.0%	36.4%	67.1%	75.9%
Fall 2012	3,126	87.2%	78.5%	36.5%	65.1%	
Fall 2013	3,401	88.6%	77.9%	36.5%		
Fall 2014	2,874	83.8%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.19: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - San Jose.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	1,751	84.2%	74.6%	15.1%	44.7%	59.7%
Fall 2005	2,252	80.6%	71.3%	13.2%	42.9%	56.7%
Fall 2006	2,145	82.8%	74.7%	15.6%	44.1%	60.2%
Fall 2007	2,449	82.5%	72.4%	14.5%	43.6%	58.0%
Fall 2008	2,276	83.8%	78.2%	17.3%	50.4%	65.6%
Fall 2009	1,929	85.6%	78.9%	17.2%	51.1%	67.2%
Fall 2010	2,660	88.1%	82.1%	18.3%	53.6%	69.8%
Fall 2011	2,703	86.3%	81.1%	19.0%	56.9%	69.7%
Fall 2012	2,859	86.8%	82.1%	21.5%	58.3%	
Fall 2013	3,481	87.0%	80.4%	23.8%		
Fall 2014	3,516	86.7%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.20: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - San Luis Obispo.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	691	91.0%	82.6%	17.9%	54.6%	71.8%
Fall 2005	792	90.5%	84.2%	19.4%	54.3%	72.5%
Fall 2006	659	89.5%	82.2%	17.0%	52.5%	72.1%
Fall 2007	700	92.7%	84.1%	16.1%	58.1%	77.4%
Fall 2008	612	92.0%	83.8%	18.8%	60.3%	77.9%
Fall 2009	628	92.8%	86.3%	28.0%	69.1%	83.1%
Fall 2010	482	93.4%	86.7%	18.3%	63.1%	77.8%
Fall 2011	720	93.9%	88.6%	23.9%	72.6%	82.8%
Fall 2012	698	91.5%	85.1%	28.7%	69.8%	
Fall 2013	853	91.6%	86.4%	32.6%		
Fall 2014	646	93.8%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.21: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - San Marcos.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	1,049	85.0%	74.7%	31.6%	59.0%	67.9%
Fall 2005	730	83.8%	76.7%	27.4%	58.4%	68.8%
Fall 2006	1,128	83.4%	72.3%	23.6%	52.8%	62.4%
Fall 2007	1,066	81.0%	73.5%	26.0%	53.3%	64.4%
Fall 2008	863	85.5%	80.8%	26.1%	61.3%	71.0%
Fall 2009	1,449	85.2%	78.5%	21.0%	56.0%	67.9%
Fall 2010	1,274	84.8%	78.7%	24.6%	60.0%	69.4%
Fall 2011	1,027	85.7%	77.1%	22.1%	57.0%	67.5%
Fall 2012	1,261	85.7%	80.9%	28.9%	58.0%	
Fall 2013	1,499	86.4%	78.9%	28.1%		
Fall 2014	1,536	85.5%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.22: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - Sonoma.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	619	83.0%	75.6%	35.9%	64.1%	74.0%
Fall 2005	572	83.6%	76.2%	37.6%	62.4%	70.5%
Fall 2006	692	83.4%	75.3%	37.3%	63.3%	73.0%
Fall 2007	754	81.4%	75.5%	35.4%	61.8%	71.5%
Fall 2008	601	85.5%	79.5%	37.6%	68.4%	75.5%
Fall 2009	501	88.6%	84.6%	46.9%	75.2%	81.2%
Fall 2010	599	87.6%	82.5%	48.4%	72.6%	77.5%
Fall 2011	608	88.0%	80.8%	47.4%	74.3%	80.8%
Fall 2012	694	87.3%	81.0%	51.3%	73.9%	
Fall 2013	775	89.5%	82.3%	51.7%		
Fall 2014	700	89.4%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A29.23: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - Stanislaus.

Cohort	Count	One-Year Persistence	Two-Year Persistence	Graduated in 2 Years or Less	Graduated in 3 Years or Less	Graduated in 4 Years or Less
Fall 2004	773	81.8%	74.5%	29.1%	55.6%	65.8%
Fall 2005	735	82.2%	76.3%	29.0%	56.1%	65.7%
Fall 2006	824	83.7%	76.6%	31.1%	55.1%	66.1%
Fall 2007	804	84.8%	77.6%	30.2%	53.1%	65.3%
Fall 2008	696	85.6%	76.7%	31.0%	56.6%	66.2%
Fall 2009	732	84.8%	80.1%	27.2%	56.6%	69.9%
Fall 2010	889	85.6%	80.8%	30.9%	60.4%	72.7%
Fall 2011	994	81.7%	77.1%	27.3%	56.9%	67.8%
Fall 2012	736	86.7%	82.5%	30.2%	65.5%	
Fall 2013	1,009	87.5%	81.5%	32.5%		
Fall 2014	854	85.5%				

Note. Persistence rates include the share of students who graduated or returned the following fall term.

Table A30. 1: Estimated Median Time to Degree First-Time Full-Time Freshmen Trend - Fall 2004 through Fall 2009 Cohorts.

Cohort	Cohort Members with Earned Degrees (6 Years or Less)	Estimated Median Time to Degree
Fall 2004	20,496	4.72
Fall 2005	22,290	4.74
Fall 2006	24,442	4.74
Fall 2007	26,353	4.75
Fall 2008	27,771	4.76
Fall 2009	28,216	4.74

Note. Time to degree was truncated to include one those who graduated in six years or less.

Table A30.2: Actual Time to Degree First-Time Freshmen and California Community College Transfer Trend - Fall 2004 through Fall 2009 Cohorts.

Cohort	Cohort Members with Earned Degrees (6 Years or Less)			Actual Mean Time to Degree			Actual Median Time to Degree		
	First-Time Full-Time Freshmen	First-Time Part-Time Freshmen	California Community College Transfers	First-Time Full-Time Freshmen	First-Time Part-Time Freshmen	California Community College Transfers	First-Time Full-Time Freshmen	First-Time Part-Time Freshmen	California Community College Transfers
Fall 2004	20,496	694	24,045	4.72	4.91	2.86	5.00	5.00	2.67
Fall 2005	22,290	760	24,129	4.75	4.99	2.88	5.00	5.00	2.67
Fall 2006	24,442	883	25,511	4.74	4.96	2.90	5.00	5.00	3.00
Fall 2007	26,353	956	25,732	4.76	4.98	2.92	5.00	5.00	3.00
Fall 2008	27,771	831	24,386	4.77	5.00	2.90	5.00	5.00	3.00
Fall 2009	28,216	1,188	26,727	4.75	5.02	2.87	5.00	5.00	3.00

Note. Time to degree was truncated to include only those who graduated in six years or less.

Table A30.3: Time to Degree by Degree Year - College Year 2004 through 2014.

Degree Year	Mean Time to Degree		Median Time to Degree	
	First-Time Freshmen	California Community College Transfers	First-Time Freshmen	California Community College Transfers
2004-2005	5.49	3.46	5.00	3.00
2005-2006	5.25	3.29	5.00	3.00
2006-2007	5.20	3.22	5.00	2.67
2007-2008	5.15	3.19	5.00	2.67
2008-2009	5.17	3.18	5.00	2.67
2009-2010	5.18	3.19	5.00	2.67
2010-2011	5.14	3.20	5.00	3.00
2011-2012	5.11	3.16	5.00	3.00
2012-2013	5.13	3.07	5.00	2.50
2013-2014	5.11	3.01	5.00	2.50
2014-2015	5.05	2.97	5.00	2.50

Note: Based on degrees earned in listed degree year. Average time to degree is subject to attenuation by outliers.

Appendix B

Statistical Analysis Tables

Table B1: Logistic Regression Results on Persist to Year 2 for First-Time Freshmen – Fall 2014 Cohort.

	(1)	(2)	(3)	(4)	(5)	(6)
Yr1 Grad / Retained to 2nd Year Fall						
Black	-0.408*** (0.056)	-0.091 (0.058)	-0.064 (0.058)	-0.062 (0.058)	-0.108* (0.065)	-0.119* (0.065)
Hispanic	-0.146*** (0.033)	0.006 (0.034)	-0.001 (0.034)	0.002 (0.034)	0.054 (0.039)	0.052 (0.039)
Asian	0.312*** (0.042)	0.347*** (0.043)	0.323*** (0.043)	0.322*** (0.043)	0.269*** (0.048)	0.259*** (0.048)
Race unknown	-0.211*** (0.041)	-0.118*** (0.041)	-0.123*** (0.041)	-0.122*** (0.041)	-0.079* (0.047)	-0.087* (0.047)
Male	-0.241*** (0.023)	-0.180*** (0.024)	-0.205*** (0.024)	-0.210*** (0.025)	-0.149*** (0.029)	-0.153*** (0.029)
Pell Status (at Entry)	-0.038 (0.025)	0.008 (0.026)	0.004 (0.026)	0.006 (0.026)	-0.111*** (0.029)	-0.109*** (0.029)
High School GPA		0.953*** (0.032)	0.912*** (0.033)	0.918*** (0.033)	0.877*** (0.037)	0.876*** (0.037)
SAT Composite (Derived)		0.010*** (0.001)	0.005*** (0.001)	0.005*** (0.001)	0.002 (0.001)	0.002 (0.001)
High School - CA public		0.174*** (0.038)	0.141*** (0.038)	0.144*** (0.038)	0.166*** (0.044)	0.178*** (0.044)
Remediation - Pass Both			0.357*** (0.042)	0.360*** (0.042)	0.418*** (0.047)	0.423*** (0.047)
Remediation - Pass English, Fail Math			0.030 (0.041)	0.031 (0.041)	0.080* (0.046)	0.086* (0.046)
Remediation - Pass Math, Fail English			0.384*** (0.042)	0.385*** (0.042)	0.412*** (0.046)	0.412*** (0.046)
Major - Biological Sciences				-0.099** (0.048)	-0.263*** (0.054)	-0.267*** (0.054)
Major - Business				0.013 (0.042)	-0.068 (0.048)	-0.064 (0.048)
Major - Engineering/Computer Science				-0.022 (0.045)	-0.234*** (0.050)	-0.240*** (0.050)
Major - Education				0.058 (0.054)	-0.056 (0.060)	-0.055 (0.060)
Major - Health Sciences				-0.033 (0.072)	-0.086 (0.078)	-0.088 (0.078)
Major - Social Sciences				-0.051 (0.038)	-0.119*** (0.042)	-0.118*** (0.042)
Major - Other STEM				-0.155*** (0.058)	-0.294*** (0.065)	-0.297*** (0.065)
Major - Other non-STEM				-0.042 (0.040)	-0.144*** (0.045)	-0.148*** (0.045)
Enrolled Full Time, Not Full Load					0.649*** (0.032)	0.651*** (0.032)
Total Units Attempted in First Year (Semester Units)					0.271*** (0.004)	0.270*** (0.004)
Job Fall Term - Less Than 4000						-0.136*** (0.029)
Job Fall Term - More Than 4000						-0.054 (0.078)
Constant	1.592*** (0.074)	-2.615*** (0.144)	-2.108*** (0.156)	-2.115*** (0.158)	-9.274*** (0.209)	-9.205*** (0.209)
Observations	61014	61014	61014	61014	61014	61014
R^2						

Notes: Robust standard errors presented in parentheses. Year of entry fixed effects and campus fixed effects not displayed.

Table B2: Logistic Regression Results on Persist to Year 2 for First-Time Freshmen – Fall 2004 through 2014 Cohorts.

	(1)	(2)	(3)	(4)	(5)	(6)
Yr1 Grad / Retained to 2nd Year Fall						
Black	-0.408*** (0.016)	-0.112*** (0.016)	-0.093*** (0.016)	-0.088*** (0.016)	-0.135*** (0.018)	-0.143*** (0.018)
Hispanic	-0.175*** (0.010)	-0.009 (0.011)	-0.010 (0.011)	-0.004 (0.011)	0.023** (0.012)	0.024** (0.012)
Asian	0.278*** (0.013)	0.347*** (0.013)	0.325*** (0.013)	0.329*** (0.013)	0.260*** (0.014)	0.250*** (0.014)
Race unknown	-0.142*** (0.013)	-0.074*** (0.013)	-0.078*** (0.013)	-0.075*** (0.013)	-0.055*** (0.015)	-0.064*** (0.015)
Male	-0.174*** (0.007)	-0.116*** (0.008)	-0.144*** (0.008)	-0.134*** (0.008)	-0.065*** (0.009)	-0.071*** (0.009)
Pell Status (at Entry)	-0.029*** (0.008)	0.031*** (0.009)	0.028*** (0.009)	0.032*** (0.009)	-0.079*** (0.009)	-0.079*** (0.009)
High School GPA		0.819*** (0.010)	0.789*** (0.010)	0.793*** (0.010)	0.739*** (0.011)	0.740*** (0.011)
SAT Composite (Derived)		0.010*** (0.000)	0.005*** (0.000)	0.005*** (0.000)	0.003*** (0.000)	0.003*** (0.000)
High School - CA public		0.139*** (0.011)	0.112*** (0.011)	0.114*** (0.011)	0.132*** (0.012)	0.141*** (0.012)
Remediation - Pass Both			0.297*** (0.014)	0.297*** (0.014)	0.380*** (0.015)	0.383*** (0.015)
Remediation - Pass English, Fail Math			0.024* (0.013)	0.021 (0.013)	0.106*** (0.015)	0.109*** (0.015)
Remediation - Pass Math, Fail English			0.321*** (0.013)	0.323*** (0.013)	0.404*** (0.014)	0.405*** (0.014)
Major - Biological Sciences				-0.028* (0.016)	-0.132*** (0.017)	-0.134*** (0.017)
Major - Business				0.046*** (0.013)	-0.005 (0.014)	0.000 (0.014)
Major - Engineering/Computer Science				-0.074*** (0.015)	-0.220*** (0.016)	-0.224*** (0.016)
Major - Education				0.040** (0.018)	-0.057*** (0.020)	-0.057*** (0.020)
Major - Health Sciences				-0.002 (0.024)	-0.055** (0.026)	-0.056** (0.026)
Major - Social Sciences				-0.031*** (0.012)	-0.076*** (0.013)	-0.075*** (0.013)
Major - Other STEM				-0.037* (0.020)	-0.136*** (0.022)	-0.139*** (0.022)
Major - Other non-STEM				0.024** (0.012)	-0.049*** (0.013)	-0.051*** (0.013)
Enrolled Full Time, Not Full Load					0.633*** (0.010)	0.635*** (0.010)
Total Units Attempted in First Year (Semester Units)					0.242*** (0.001)	0.241*** (0.001)
Job Fall Term - Less Than 4000						-0.129*** (0.009)
Job Fall Term - More Than 4000						-0.185*** (0.025)
Constant	1.266*** (0.027)	-2.409*** (0.047)	-1.944*** (0.051)	-1.976*** (0.052)	-8.708*** (0.067)	-8.614*** (0.067)
Observations	539789	539789	539789	539789	539789	539789
R^2						

Notes: Robust standard errors presented in parentheses. Year of entry fixed effects and campus fixed effects not displayed.

Table B3: Logistic Regression Results on Bachelor's Degree Completion in Four Years or Less for First-Time Freshmen - Fall 2011 Cohort.

	(1)	(2)	(3)	(4)	(5)	(6)
Graduated in 4th Year at Entry Campus						
Black	-0.875*** (0.072)	-0.461*** (0.074)	-0.413*** (0.075)	-0.413*** (0.075)	-0.392*** (0.078)	-0.381*** (0.078)
Hispanic	-0.635*** (0.032)	-0.397*** (0.033)	-0.387*** (0.033)	-0.369*** (0.034)	-0.353*** (0.036)	-0.350*** (0.036)
Asian	-0.369*** (0.036)	-0.294*** (0.037)	-0.290*** (0.037)	-0.166*** (0.038)	-0.308*** (0.041)	-0.298*** (0.041)
Race unknown	-0.275*** (0.039)	-0.218*** (0.040)	-0.212*** (0.040)	-0.181*** (0.041)	-0.166*** (0.045)	-0.161*** (0.045)
Male	-0.713*** (0.025)	-0.710*** (0.027)	-0.713*** (0.027)	-0.579*** (0.028)	-0.520*** (0.030)	-0.516*** (0.030)
Pell Status (at Entry)	-0.500*** (0.027)	-0.381*** (0.028)	-0.370*** (0.028)	-0.366*** (0.028)	-0.324*** (0.030)	-0.323*** (0.030)
High School GPA		0.989*** (0.033)	0.961*** (0.034)	1.083*** (0.035)	0.880*** (0.038)	0.882*** (0.038)
SAT Composite (Derived)		0.020*** (0.001)	0.011*** (0.001)	0.014*** (0.001)	0.009*** (0.001)	0.009*** (0.001)
High School - CA public		0.082** (0.036)	0.061* (0.036)	0.059 (0.037)	0.060 (0.040)	0.053 (0.040)
Remediation - Pass Both			0.709*** (0.055)	0.681*** (0.056)	0.668*** (0.057)	0.663*** (0.057)
Remediation - Pass English, Fail Math			0.505*** (0.055)	0.425*** (0.056)	0.440*** (0.058)	0.436*** (0.058)
Remediation - Pass Math, Fail English			0.478*** (0.057)	0.504*** (0.058)	0.444*** (0.059)	0.443*** (0.059)
Major - Biological Sciences				-0.201*** (0.056)	-0.374*** (0.059)	-0.373*** (0.059)
Major - Business				0.722*** (0.044)	0.607*** (0.047)	0.603*** (0.047)
Major - Engineering/Computer Science				-0.509*** (0.056)	-0.789*** (0.061)	-0.786*** (0.061)
Major - Education				0.445*** (0.060)	0.277*** (0.064)	0.277*** (0.064)
Major - Health Sciences				0.521*** (0.086)	0.459*** (0.089)	0.457*** (0.089)
Major - Social Sciences				0.936*** (0.042)	0.897*** (0.045)	0.896*** (0.045)
Major - Other STEM				0.016 (0.060)	-0.242*** (0.065)	-0.240*** (0.065)
Major - Other non-STEM				0.695*** (0.042)	0.505*** (0.045)	0.507*** (0.045)
Enrolled Full Time, Not Full Load					-0.001 (0.033)	-0.001 (0.033)
Total Units Attempted in First Year (Semester Units)					0.094*** (0.005)	0.094*** (0.005)
Total Units Attempted in Second Year (Semester Units)					0.145*** (0.004)	0.145*** (0.004)
Job Fall Term - Less Than 4000						0.110*** (0.031)
Job Fall Term - More Than 4000						0.130 (0.107)
Constant	-1.291*** (0.105)	-6.541*** (0.167)	-6.041*** (0.178)	-7.133*** (0.188)	-13.134*** (0.277)	-13.220*** (0.278)
Observations	53538	53538	53538	53538	53538	53538
R^2						

Notes: Robust standard errors presented in parentheses. Year of entry fixed effects and campus fixed effects not displayed.

Table B4: Logistic Regression Results on Bachelor's Degree Completion in Four Years or Less for First-Time Freshmen – Fall 2004 through Fall 2011 Cohorts.

	(1)	(2)	(3)	(4)	(5)	(6)
Graduated in 4th Year at Entry Campus						
Black	-0.802*** (0.026)	-0.381*** (0.026)	-0.344*** (0.027)	-0.326*** (0.027)	-0.338*** (0.028)	-0.334*** (0.028)
Hispanic	-0.623*** (0.013)	-0.372*** (0.013)	-0.358*** (0.013)	-0.341*** (0.014)	-0.303*** (0.015)	-0.303*** (0.015)
Asian	-0.397*** (0.014)	-0.295*** (0.014)	-0.282*** (0.015)	-0.180*** (0.015)	-0.314*** (0.016)	-0.310*** (0.016)
Race unknown	-0.234*** (0.015)	-0.170*** (0.016)	-0.161*** (0.016)	-0.141*** (0.016)	-0.143*** (0.017)	-0.140*** (0.017)
Male	-0.736*** (0.010)	-0.711*** (0.011)	-0.705*** (0.011)	-0.551*** (0.011)	-0.497*** (0.012)	-0.494*** (0.012)
Pell Status (at Entry)	-0.439*** (0.011)	-0.334*** (0.012)	-0.322*** (0.012)	-0.311*** (0.012)	-0.308*** (0.013)	-0.308*** (0.013)
High School GPA		1.025*** (0.013)	0.993*** (0.013)	1.102*** (0.013)	0.863*** (0.014)	0.863*** (0.014)
SAT Composite (Derived)		0.018*** (0.000)	0.009*** (0.000)	0.012*** (0.000)	0.007*** (0.001)	0.007*** (0.001)
High School - CA public		0.097*** (0.013)	0.082*** (0.013)	0.078*** (0.014)	0.068*** (0.015)	0.064*** (0.015)
Remediation - Pass Both			0.617*** (0.020)	0.582*** (0.020)	0.565*** (0.021)	0.564*** (0.021)
Remediation - Pass English, Fail Math			0.421*** (0.021)	0.344*** (0.021)	0.394*** (0.022)	0.393*** (0.022)
Remediation - Pass Math, Fail English			0.352*** (0.019)	0.378*** (0.019)	0.322*** (0.020)	0.321*** (0.020)
Major - Biological Sciences				-0.260*** (0.023)	-0.428*** (0.025)	-0.427*** (0.025)
Major - Business				0.619*** (0.016)	0.543*** (0.017)	0.541*** (0.017)
Major - Engineering/Computer Science				-0.760*** (0.024)	-0.992*** (0.025)	-0.991*** (0.025)
Major - Education				0.427*** (0.024)	0.310*** (0.025)	0.310*** (0.025)
Major - Health Sciences				-0.031 (0.036)	-0.047 (0.038)	-0.047 (0.038)
Major - Social Sciences				0.790*** (0.017)	0.777*** (0.018)	0.777*** (0.018)
Major - Other STEM				-0.024 (0.024)	-0.215*** (0.026)	-0.215*** (0.026)
Major - Other non-STEM				0.516*** (0.016)	0.337*** (0.017)	0.338*** (0.017)
Enrolled Full Time, Not Full Load					-0.111*** (0.012)	-0.112*** (0.012)
Total Units Attempted in First Year (Semester Units)					0.067*** (0.002)	0.068*** (0.002)
Total Units Attempted in Second Year (Semester Units)					0.130*** (0.001)	0.130*** (0.001)
Job Fall Term - Less Than 4000						0.058*** (0.012)
Job Fall Term - More Than 4000						0.093*** (0.035)
Constant	-1.264*** (0.039)	-6.516*** (0.063)	-5.858*** (0.068)	-6.820*** (0.071)	-11.588*** (0.100)	-11.636*** (0.101)
Observations	365431	365431	365431	365431	365431	365431
R^2						

Notes: Robust standard errors presented in parentheses. Year of entry fixed effects and campus fixed effects not displayed.

Table B5: Logistic Regression Results on Bachelor's Degree Completion in Six Years or Less for First-Time Freshmen – Fall 2009 Cohort.

	(1)	(2)	(3)	(4)	(5)	(6)
Graduated in 6th Year at Entry Campus						
Black	-0.631*** (0.046)	-0.308*** (0.048)	-0.296*** (0.048)	-0.290*** (0.048)	-0.374*** (0.057)	-0.368*** (0.057)
Hispanic	-0.360*** (0.026)	-0.198*** (0.028)	-0.196*** (0.028)	-0.181*** (0.028)	-0.191*** (0.033)	-0.191*** (0.033)
Asian	0.003 (0.031)	0.047 (0.032)	0.035 (0.032)	0.080** (0.033)	-0.037 (0.038)	-0.030 (0.038)
Race unknown	-0.279*** (0.033)	-0.211*** (0.034)	-0.215*** (0.034)	-0.208*** (0.034)	-0.184*** (0.041)	-0.180*** (0.041)
Male	-0.404*** (0.020)	-0.322*** (0.021)	-0.337*** (0.021)	-0.280*** (0.022)	-0.246*** (0.026)	-0.242*** (0.026)
Pell Status (at Entry)	-0.153*** (0.022)	-0.099*** (0.023)	-0.099*** (0.023)	-0.089*** (0.023)	-0.184*** (0.027)	-0.183*** (0.027)
High School GPA		1.012*** (0.027)	0.988*** (0.027)	1.022*** (0.027)	0.784*** (0.032)	0.784*** (0.032)
SAT Composite (Derived)		0.008*** (0.001)	0.003*** (0.001)	0.004*** (0.001)	-0.003** (0.001)	-0.003** (0.001)
High School - CA public		0.107*** (0.029)	0.087*** (0.029)	0.092*** (0.029)	0.071** (0.035)	0.068* (0.035)
Remediation - Pass Both			0.283*** (0.038)	0.284*** (0.038)	0.206*** (0.045)	0.205*** (0.045)
Remediation - Pass English, Fail Math			0.086** (0.039)	0.061 (0.039)	0.110** (0.047)	0.110** (0.047)
Remediation - Pass Math, Fail English			0.235*** (0.033)	0.255*** (0.033)	0.136*** (0.038)	0.135*** (0.038)
Major - Biological Sciences				-0.006 (0.042)	-0.089* (0.049)	-0.087* (0.049)
Major - Business				0.348*** (0.035)	0.364*** (0.041)	0.362*** (0.041)
Major - Engineering/Computer Science				-0.227*** (0.039)	-0.332*** (0.045)	-0.330*** (0.045)
Major - Education				0.242*** (0.049)	0.169*** (0.059)	0.170*** (0.059)
Major - Health Sciences				0.176** (0.084)	0.142 (0.096)	0.143 (0.096)
Major - Social Sciences				0.285*** (0.033)	0.328*** (0.039)	0.328*** (0.039)
Major - Other STEM				0.057 (0.051)	-0.080 (0.059)	-0.080 (0.059)
Major - Other non-STEM				0.231*** (0.032)	0.159*** (0.037)	0.159*** (0.037)
Enrolled Full Time, Not Full Load					0.068** (0.030)	0.068** (0.030)
Total Units Attempted in First Year (Semester Units)					0.030*** (0.004)	0.030*** (0.004)
Total Units Attempted in Second Year (Semester Units)					0.137*** (0.002)	0.137*** (0.002)
Job Fall Term - Less Than 4000						0.065** (0.027)
Job Fall Term - More Than 4000						0.034 (0.089)
Constant	0.230*** (0.060)	-3.884*** (0.119)	-3.449*** (0.133)	-3.794*** (0.135)	-6.774*** (0.203)	-6.811*** (0.203)
Observations	47024	47024	47024	47024	47024	47024
R ²						

Notes: Robust standard errors presented in parentheses. Year of entry fixed effects and campus fixed effects not displayed.

Table B6: Logistic Regression Results on Bachelor's Degree Completion in Six Years or Less for First-Time Freshmen – Fall 2004 through Fall 2009 Cohorts.

	(1)	(2)	(3)	(4)	(5)	(6)
Graduated in 6th Year at Entry Campus						
Black	-0.650*** (0.018)	-0.356*** (0.019)	-0.341*** (0.019)	-0.331*** (0.019)	-0.384*** (0.022)	-0.383*** (0.022)
Hispanic	-0.362*** (0.011)	-0.210*** (0.012)	-0.205*** (0.012)	-0.190*** (0.012)	-0.174*** (0.014)	-0.174*** (0.014)
Asian	-0.041*** (0.012)	0.025** (0.013)	0.019 (0.013)	0.058*** (0.013)	-0.078*** (0.015)	-0.076*** (0.015)
Race unknown	-0.178*** (0.014)	-0.131*** (0.014)	-0.131*** (0.014)	-0.120*** (0.014)	-0.117*** (0.017)	-0.115*** (0.017)
Male	-0.382*** (0.008)	-0.288*** (0.009)	-0.299*** (0.009)	-0.240*** (0.009)	-0.192*** (0.011)	-0.190*** (0.011)
Pell Status (at Entry)	-0.163*** (0.009)	-0.125*** (0.010)	-0.123*** (0.010)	-0.114*** (0.010)	-0.186*** (0.012)	-0.186*** (0.012)
High School GPA		1.004*** (0.011)	0.985*** (0.011)	1.018*** (0.011)	0.800*** (0.013)	0.800*** (0.013)
SAT Composite (Derived)		0.007*** (0.000)	0.002*** (0.000)	0.003*** (0.000)	-0.002*** (0.000)	-0.002*** (0.000)
High School - CA public		0.108*** (0.012)	0.095*** (0.012)	0.098*** (0.012)	0.078*** (0.014)	0.076*** (0.014)
Remediation - Pass Both			0.265*** (0.016)	0.267*** (0.016)	0.197*** (0.018)	0.196*** (0.018)
Remediation - Pass English, Fail Math			0.144*** (0.016)	0.122*** (0.016)	0.150*** (0.019)	0.149*** (0.019)
Remediation - Pass Math, Fail English			0.230*** (0.014)	0.252*** (0.014)	0.145*** (0.016)	0.145*** (0.016)
Major - Biological Sciences				-0.120*** (0.019)	-0.239*** (0.022)	-0.238*** (0.022)
Major - Business				0.258*** (0.014)	0.260*** (0.016)	0.259*** (0.016)
Major - Engineering/Computer Science				-0.322*** (0.016)	-0.443*** (0.019)	-0.442*** (0.019)
Major - Education				0.185*** (0.022)	0.125*** (0.026)	0.125*** (0.026)
Major - Health Sciences				-0.208*** (0.027)	-0.219*** (0.031)	-0.219*** (0.031)
Major - Social Sciences				0.201*** (0.014)	0.219*** (0.017)	0.219*** (0.017)
Major - Other STEM				-0.094*** (0.022)	-0.208*** (0.025)	-0.208*** (0.025)
Major - Other non-STEM				0.145*** (0.013)	0.060*** (0.015)	0.060*** (0.015)
Enrolled Full Time, Not Full Load					0.056*** (0.012)	0.055*** (0.012)
Total Units Attempted in First Year (Semester Units)					0.026*** (0.002)	0.026*** (0.002)
Total Units Attempted in Second Year (Semester Units)					0.130*** (0.001)	0.130*** (0.001)
Job Fall Term - Less Than 4000						0.036*** (0.010)
Job Fall Term - More Than 4000						-0.004 (0.030)
Constant	-0.010 (0.031)	-3.978*** (0.053)	-3.616*** (0.057)	-3.881*** (0.058)	-6.947*** (0.084)	-6.972*** (0.084)
Observations	265703	265703	265703	265703	265703	265703
R ²						

Notes: Robust standard errors presented in parentheses. Year of entry fixed effects and campus fixed effects not displayed.

Table B7: Logistic Regression Results on Bachelor's Degree Completion in Two Years or Less for California Community College Transfer Students – Fall 2013 Cohort.

	(1)	(2)	(3)	(4)
Graduated in 2nd Year at Entry Campus				
Black	-0.359*** (0.056)	-0.466*** (0.057)	-0.412*** (0.065)	-0.419*** (0.065)
Hispanic	-0.133*** (0.026)	-0.221*** (0.027)	-0.141*** (0.030)	-0.152*** (0.030)
Asian	-0.373*** (0.033)	-0.266*** (0.034)	-0.255*** (0.038)	-0.230*** (0.038)
Race unknown	-0.169*** (0.031)	-0.157*** (0.032)	-0.096*** (0.036)	-0.059 (0.037)
Male	-0.446*** (0.021)	-0.280*** (0.022)	-0.326*** (0.024)	-0.317*** (0.024)
Pell Status (at Entry)	-0.039* (0.021)	-0.066*** (0.022)	-0.177*** (0.024)	-0.162*** (0.024)
Major - Biological Sciences		-0.027 (0.120)	-0.510*** (0.139)	-0.496*** (0.140)
Major - Business		1.087*** (0.099)	0.660*** (0.116)	0.644*** (0.117)
Major - Engineering/Computer Science		-0.222* (0.113)	-0.940*** (0.130)	-0.929*** (0.131)
Major - Education		0.984*** (0.104)	0.478*** (0.122)	0.483*** (0.122)
Major - Health Sciences		1.403*** (0.104)	1.256*** (0.124)	1.240*** (0.124)
Major - Social Sciences		1.782*** (0.098)	1.550*** (0.115)	1.547*** (0.116)
Major - Other STEM		0.243** (0.117)	-0.326** (0.136)	-0.304** (0.137)
Major - Other non-STEM		1.303*** (0.099)	0.809*** (0.116)	0.812*** (0.117)
Enrolled Full Time, Not Full Load			-0.087** (0.042)	-0.059 (0.042)
Enrolled Full Time, Full Load			-0.001 (0.055)	0.026 (0.056)
Total Units Attempted in First Year (Semester Units)			0.171*** (0.004)	0.176*** (0.004)
Total Units Attempted in Second Year (Semester Units)			0.069*** (0.002)	0.070*** (0.002)
Job Fall Term - Less Than 4000				0.101*** (0.026)
Job Fall Term - More Than 4000				0.444*** (0.032)
Constant	-0.158*** (0.053)	-1.416*** (0.105)	-7.112*** (0.157)	-7.471*** (0.161)
Observations	48614	48614	48614	48614
R^2				

Notes: Robust standard errors presented in parentheses. Year of entry fixed effects and campus fixed effects not displayed.

Table B8: Logistic Regression Results on Bachelor's Degree Completion in Two Years or Less for California Community College Transfer Students – Fall 2004 through Fall 2013 Cohorts.

	(1)	(2)	(3)	(4)
Graduated in 2nd Year at Entry Campus				
Black	-0.471*** (0.021)	-0.542*** (0.021)	-0.520*** (0.024)	-0.528*** (0.024)
Hispanic	-0.205*** (0.010)	-0.277*** (0.010)	-0.180*** (0.011)	-0.192*** (0.011)
Asian	-0.362*** (0.012)	-0.255*** (0.013)	-0.312*** (0.014)	-0.297*** (0.014)
Race unknown	-0.122*** (0.011)	-0.103*** (0.011)	-0.076*** (0.013)	-0.052*** (0.013)
Male	-0.363*** (0.008)	-0.251*** (0.008)	-0.299*** (0.009)	-0.292*** (0.009)
Pell Status (at Entry)	-0.070*** (0.008)	-0.082*** (0.008)	-0.218*** (0.009)	-0.198*** (0.009)
Major - Biological Sciences		-0.221*** (0.041)	-0.578*** (0.046)	-0.566*** (0.046)
Major - Business		0.810*** (0.031)	0.442*** (0.035)	0.431*** (0.035)
Major - Engineering/Computer Science		-0.455*** (0.039)	-1.060*** (0.043)	-1.053*** (0.043)
Major - Education		0.738*** (0.033)	0.360*** (0.038)	0.365*** (0.038)
Major - Health Sciences		0.826*** (0.034)	0.668*** (0.039)	0.655*** (0.039)
Major - Social Sciences		1.427*** (0.030)	1.296*** (0.034)	1.292*** (0.034)
Major - Other STEM		0.071* (0.039)	-0.350*** (0.044)	-0.339*** (0.044)
Major - Other non-STEM		0.938*** (0.030)	0.570*** (0.034)	0.574*** (0.035)
Enrolled Full Time, Not Full Load			-0.008 (0.015)	0.024 (0.015)
Enrolled Full Time, Full Load			0.018 (0.019)	0.058*** (0.019)
Total Units Attempted in First Year (Semester Units)			0.160*** (0.001)	0.161*** (0.001)
Total Units Attempted in Second Year (Semester Units)			0.054*** (0.001)	0.055*** (0.001)
Job Fall Term - Less Than 4000				0.067*** (0.010)
Job Fall Term - More Than 4000				0.316*** (0.012)
Constant	-0.546*** (0.023)	-1.505*** (0.037)	-7.570*** (0.054)	-7.817*** (0.056)
Observations	373169	373169	373169	373169
R^2				

Notes: Robust standard errors presented in parentheses. Year of entry fixed effects and campus fixed effects not displayed.

Table B9: Logistic Regression Results on Bachelor's Degree Completion in Three Years or Less for California Community College Transfer Students - Fall 2012 Cohort.

	(1)	(2)	(3)	(4)
Graduated in 3rd Year at Same Campus				
Black	-0.568*** (0.054)	-0.630*** (0.055)	-0.644*** (0.069)	-0.646*** (0.070)
Hispanic	-0.141*** (0.027)	-0.183*** (0.028)	-0.130*** (0.034)	-0.137*** (0.034)
Asian	-0.225*** (0.032)	-0.181*** (0.033)	-0.191*** (0.040)	-0.176*** (0.040)
Race unknown	-0.193*** (0.032)	-0.188*** (0.032)	-0.079** (0.040)	-0.055 (0.040)
Male	-0.364*** (0.021)	-0.268*** (0.022)	-0.361*** (0.027)	-0.357*** (0.027)
Pell Status (at Entry)	-0.030 (0.021)	-0.029 (0.022)	-0.217*** (0.027)	-0.208*** (0.027)
Major - Biological Sciences		-0.094 (0.074)	-0.666*** (0.092)	-0.662*** (0.092)
Major - Business		0.767*** (0.059)	0.481*** (0.075)	0.466*** (0.075)
Major - Engineering/Computer Science		0.034 (0.066)	-0.683*** (0.082)	-0.676*** (0.082)
Major - Education		0.635*** (0.068)	0.152* (0.085)	0.146* (0.085)
Major - Health Sciences		0.928*** (0.070)	1.013*** (0.092)	0.985*** (0.092)
Major - Social Sciences		0.988*** (0.058)	0.841*** (0.074)	0.830*** (0.074)
Major - Other STEM		0.069 (0.075)	-0.558*** (0.093)	-0.552*** (0.094)
Major - Other non-STEM		0.754*** (0.059)	0.275*** (0.075)	0.271*** (0.075)
Enrolled Full Time, Not Full Load			-0.193*** (0.040)	-0.174*** (0.040)
Enrolled Full Time, Full Load			-0.236*** (0.058)	-0.212*** (0.058)
Total Units Attempted in First Year (Semester Units)			0.108*** (0.004)	0.110*** (0.004)
Total Units Attempted in Second Year (Semester Units)			0.132*** (0.002)	0.133*** (0.002)
Job Fall Term - Less Than 4000				0.089*** (0.029)
Job Fall Term - More Than 4000				0.274*** (0.036)
Constant	0.753*** (0.057)	0.052 (0.075)	-5.184*** (0.124)	-5.391*** (0.128)
Observations	41072	41072	41072	41072
R^2				

Notes: Robust standard errors presented in parentheses. Year of entry fixed effects and campus fixed effects not displayed.

Table B10: Logistic Regression Results on BA Completion in Three Years for Community College Transfer Students - Fall 2004 through Fall 2012 Cohorts.

	(1)	(2)	(3)	(4)
Graduated in 3rd Year at Same Campus				
Black	-0.581*** (0.018)	-0.619*** (0.018)	-0.628*** (0.023)	-0.636*** (0.023)
Hispanic	-0.236*** (0.010)	-0.273*** (0.010)	-0.195*** (0.012)	-0.207*** (0.012)
Asian	-0.235*** (0.011)	-0.183*** (0.012)	-0.236*** (0.014)	-0.220*** (0.014)
Race unknown	-0.141*** (0.011)	-0.132*** (0.011)	-0.105*** (0.013)	-0.079*** (0.013)
Male	-0.300*** (0.007)	-0.229*** (0.008)	-0.310*** (0.009)	-0.303*** (0.009)
Pell Status (at Entry)	-0.059*** (0.008)	-0.053*** (0.008)	-0.278*** (0.009)	-0.256*** (0.009)
Major - Biological Sciences		-0.059** (0.028)	-0.463*** (0.035)	-0.454*** (0.035)
Major - Business		0.811*** (0.022)	0.567*** (0.028)	0.552*** (0.028)
Major - Engineering/Computer Science		0.062** (0.026)	-0.507*** (0.031)	-0.501*** (0.031)
Major - Education		0.656*** (0.026)	0.310*** (0.032)	0.309*** (0.032)
Major - Health Sciences		0.835*** (0.027)	0.933*** (0.034)	0.908*** (0.033)
Major - Social Sciences		1.022*** (0.022)	0.937*** (0.027)	0.928*** (0.027)
Major - Other STEM		0.146*** (0.029)	-0.295*** (0.035)	-0.288*** (0.035)
Major - Other non-STEM		0.760*** (0.022)	0.406*** (0.028)	0.406*** (0.028)
Enrolled Full Time, Not Full Load			-0.191*** (0.013)	-0.161*** (0.013)
Enrolled Full Time, Full Load			-0.273*** (0.018)	-0.237*** (0.018)
Total Units Attempted in First Year (Semester Units)			0.106*** (0.001)	0.108*** (0.001)
Total Units Attempted in Second Year (Semester Units)			0.110*** (0.001)	0.111*** (0.001)
Job Fall Term - Less Than 4000				0.092*** (0.010)
Job Fall Term - More Than 4000				0.298*** (0.012)
Constant	0.523*** (0.022)	-0.239*** (0.030)	-5.441*** (0.045)	-5.687*** (0.047)
Observations	324555	324555	324555	324555
R ²				

Notes: Robust standard errors presented in parentheses. Year of entry fixed effects and campus fixed effects not displayed.

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