

# **“One Student at a Time”**

## **STUDENT ACHIEVEMENT REPORT**

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California Lutheran University



## Student Retention and Success Summary

Student retention and graduation success is a shared process. The goal of this report is to share retention and student success goals, accomplishments and where we can improve as a campus. Awareness is the first step in retention efforts. If all members of the campus community are not aware of how our students are doing and how each interaction we have with them impacts their education, then they cannot make informed decisions about how to do their work.

As increased scrutiny is given to student success by many constituencies (students, parents, accrediting bodies, federal, state and local government and the campus community as a whole) California Lutheran University is continually being asked to define, measure and compare our students' success.

The Cal Lutheran Student Achievement Report is just one of the ways we hope to disseminate information to these constituencies and share how all our students are progressing toward their goals.

The state of demographic, retention and student success report are shared with the whole campus community. We will load this report and the data tables associated with the visuals onto the Assessment Website for all to see.

This report can be located in Cal Lutheran Fact Book under Student Achievement/Student Achievement Report. We welcome feedback and ask that if there are retention initiatives and goals that you have questions about to please let us know.

Sincerely,



Angela Naginey  
Director of Retention



Cathy Alexander  
Institutional Research Officer

## Terms and Definitions

Term	Definition
ACT	A standardized test used in the college admission process. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. Subject test scores range from 1 to 36 and a composite score is calculated based on the average of all four tests.
Academic Year Cohorts	Academic year cohorts for traditional undergraduate transfer, bachelor's degree program for professionals and graduate program students include new students who begin in the summer, fall, winter and spring of the same fiscal year. Degree completion information for these cohorts is as of August each year.
Attrition or Attrit	Matriculated students that were not retained or graduated
Cohort	A group of matriculated students who enter at the same semester or term at the same level (i.e., first-time freshmen, transfers)
Commuter	A student who lives off campus in housing that is not owned by, operated by, or affiliated with the college. This category includes students who commute from home and students who have moved to the area to attend college.
Datatel (Colleague)	The administrative database used by Cal Lutheran.
Foreign National	Non-resident alien studying on an F1 or H1 Visa. A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.
FTE	Full-Time Equivalent. FTE for traditional undergraduates = total full-time headcount + (part-time credit hours/15). FTE for graduate and Professionals students = total credits /6 semester or term credit hours.
FTF	First-time freshmen. A student attending any institution for the first-time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first-time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).
Full-time student (traditional undergraduate)	A student enrolled for 12 or more semester credits.
Full-time student (Professionals)	A student enrolled for 8 or more term credits. (Beginning Fall 2013 a full time student will be enrolled for 6 or more term credits.)
Full-time student (graduate)	A student enrolled for 6 or more semester/term credits.
GPA	The sum of grade points a student has earned divided by the number of credits attempted. The most common system of assigning numbers to grades counts four points for an A, three points for a B, two points for a C, one point for a D, and no points for an F. In the admissions process unweighted GPA's assign the same weight to each course. Weighting gives students additional points for their grades in advanced or honors courses.

Graduation Rate	Based on the percentage of a cohort, this rate is calculated as the total number of completers minus any exclusions. Exclusions include deceased students, active duty military and non-matriculantes.
High School Class Rank	The relative numerical position of a student in his or her graduating class, calculated by the high school on the basis of grade-point average, whether weighted or unweighted.
International	A person who indicates a home country and/or citizenship other than the United States of America.
IPEDS	The <b>Integrated Postsecondary Education Data System</b> . It is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES).
National Student Clearinghouse	A national database of student enrollment and degree verification. Over 3000 universities that enroll 91% of national college students participate in submitting data.
Professionals	Bachelor's degree program for professionals.
Resident	Any student living in campus owned/operated housing.
Retention	Percent of matriculated students enrolled each semester or term that persist to the next semester or term.
SAT	A standardized test used in the college admission process. Three tests in math, critical reading, and writing are worth a possible 800 per section. Possible scores range from 600 to 2400 when test scores are combined. Cal Lutheran uses the math and critical reading scores when reporting total SAT for a possible score of 1600.
Traditional Undergraduate Student (TUG)	A student enrolled in a four-year bachelor's baccalaureate degree program that enters as a first-time freshmen or transfer student.
Underrepresented	Underrepresented ethnic groups at Cal Lutheran include: African American, Asian or Pacific Islander, American Indian or Alaska native, Hispanic, and Multi-Racial.

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# Demographic Executive Summary

Analyses of the data provide the following observations:

In fall 2013

- There are 4,282 total students at the fall census. 61% are traditional undergraduate students, 6% are in the Bachelor's Degree for Professionals Program and 33% are graduate students.
- 32% of all Cal Lutheran Students reside on campus. 53% of the traditional undergraduates are residential students. 81% of first-time freshmen and 31% of the entering traditional undergraduate transfer cohorts lived on campus.
- 56% of all Cal Lutheran students are female and 44% are male. 54% of all Cal Lutheran Traditional Undergraduate students are female and 46% are male.
- 10% of all Cal Lutheran students self-report as Lutherans, 40% Catholic or another Christian faith, 11% other religions such as Jewish, Hindu, Buddhist, and 39% report to be non-affiliated or unknown.
- 81% of all Cal Lutheran students report California as their permanent state of residence, 7% are from other states and 12% from other countries. 85% of Cal Lutheran Traditional Undergraduate students report California as their permanent state of residence, 10% from other states and 5% from other countries.
- The most represented age category of traditional undergraduate Cal Lutheran Students is 20-24 years old. The most represented age category of graduate and Professionals' programs is 25-29.
- 36% of all Cal Lutheran students self-report an underrepresented race or ethnicity (see glossary for categories). Professionals have the most diverse student body. An additional 12% of Cal Lutheran students are foreign national students.

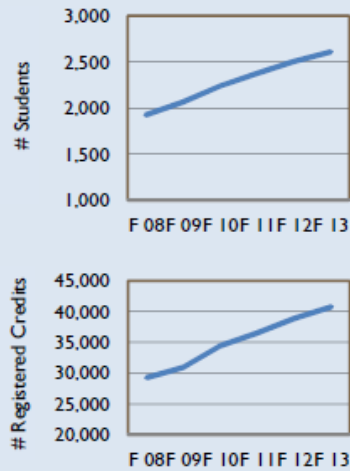
Compared to 2009:

- Cal Lutheran fall enrollment headcount has increased by 568 students (15%)
  - Traditional Undergraduate has increased by 547 students (27%)
  - Professionals' headcount has decreased by 11 students (4%) and their student credit units by 2%
  - Graduate headcount has increased by 32 students (2%) while their student credit units increased by 13% as more are attending full-time.
- The applicant pool for new first-time freshmen and transfer students who entered increased 86%. The freshmen applicant pool increased 89% and the transfer applicant pool increased 68%.
- Both the math and verbal SAT 25<sup>th</sup> percentiles increased 10 points. The 75<sup>th</sup> percentiles stayed steady.
- The percentage of new transfers matriculated from 2-year institutions increased by 10%.
- There has been a 8.3% decrease in the percentage of traditional undergraduates living on campus.
- There has been a 115% increase in the headcount of foreign national students attending in the fall.

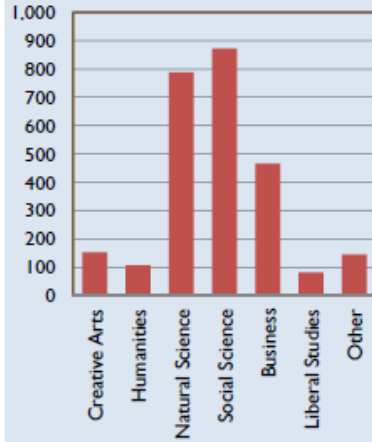
# California Lutheran University

## Traditional Undergraduate Program (TUG)

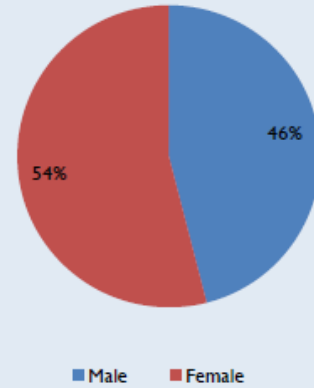
### Enrollment Trends



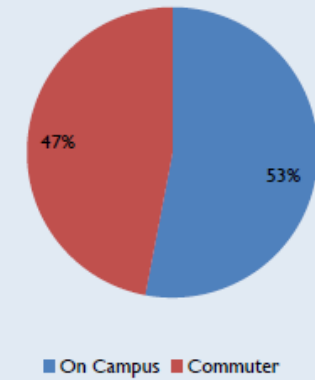
### Fall 2013 Majors by Division



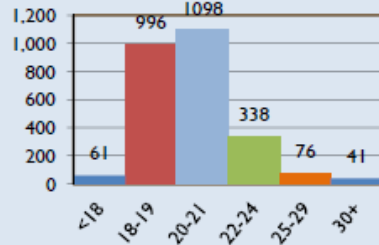
### Fall 2013 Gender



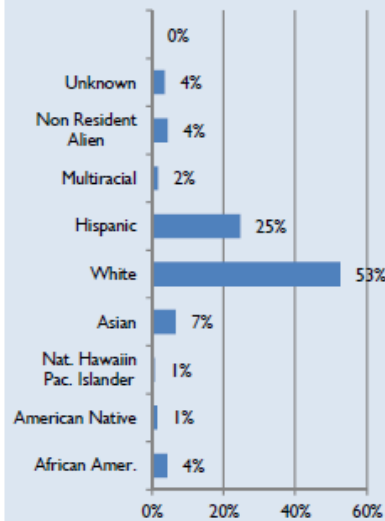
### Fall 2013 Residency Status



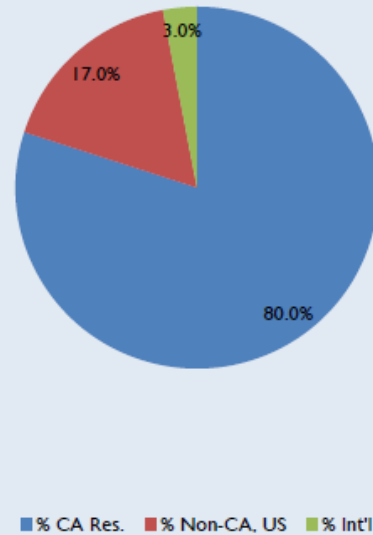
### Fall 2013 Age Distribution



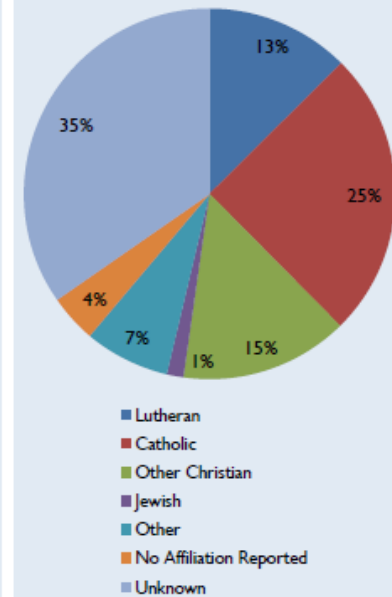
### Fall 2013 Race/Ethnicity



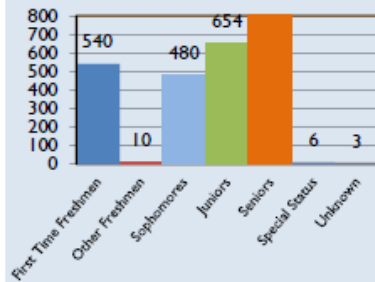
### Fall 2013 Geographic Origin



### Fall 2013 Religious Affiliation



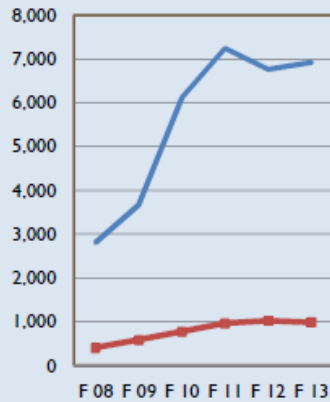
### Fall 2013 Class Distribution



# California Lutheran University

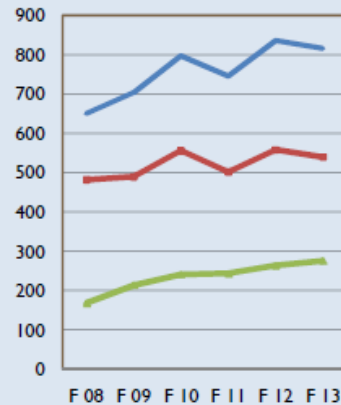
## New Fall 2013 Traditional Undergraduates (TUG)

### Applicant Trends



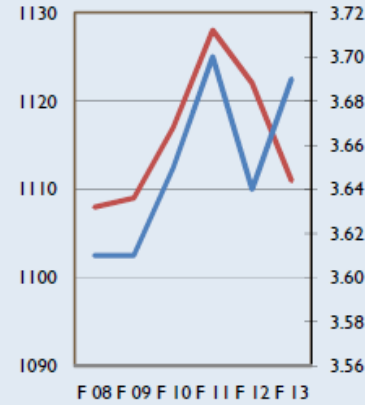
— FTF — Transfers

### New Student Trends



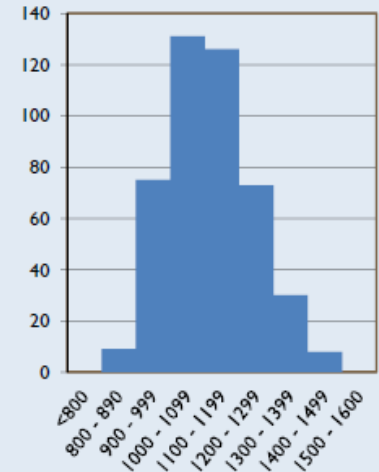
— New TUGs — FTF — Transfers

### Freshmen Quality Trends

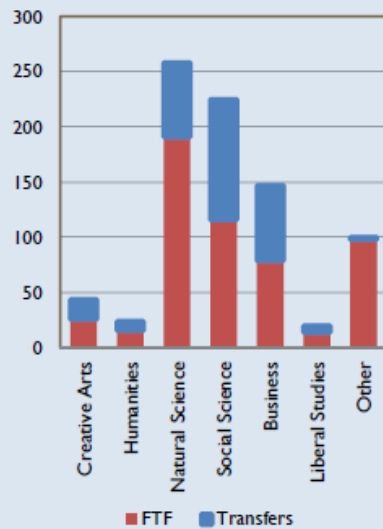


— SAT — HS GPA

### Fall 2013 SAT Distribution

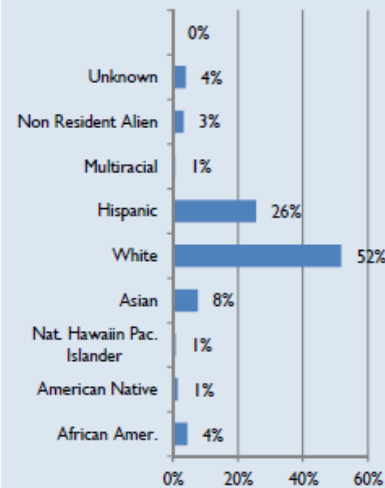


### New Fall 2013 Intended Majors

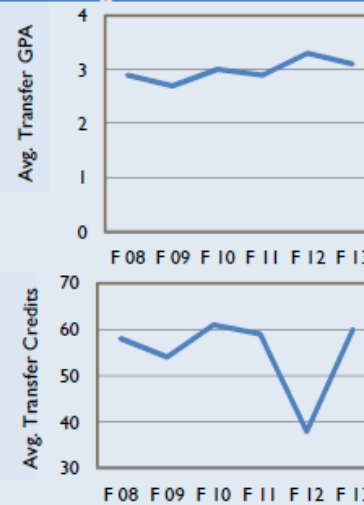


■ FTF ■ Transfers

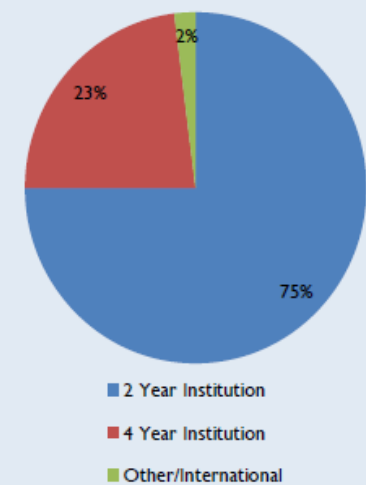
### Fall 2013 Race/Ethnicity



### Entering Transfer GPA Trends



### Sources of Transfers

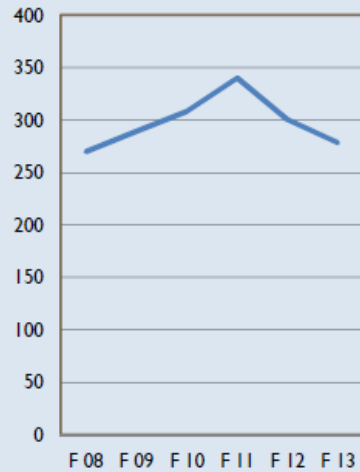




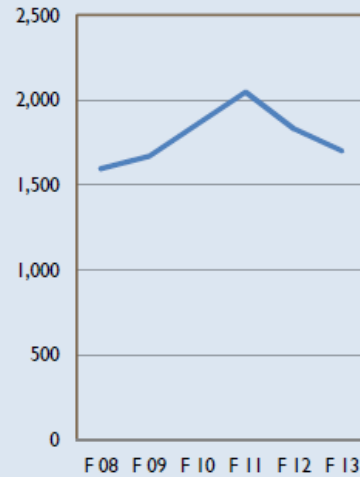
# California Lutheran University

## Bachelor's Degree for Professionals

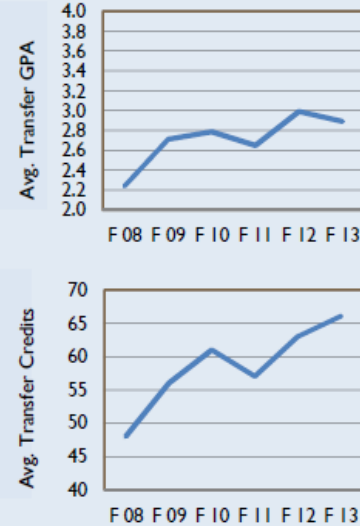
**Headcount**



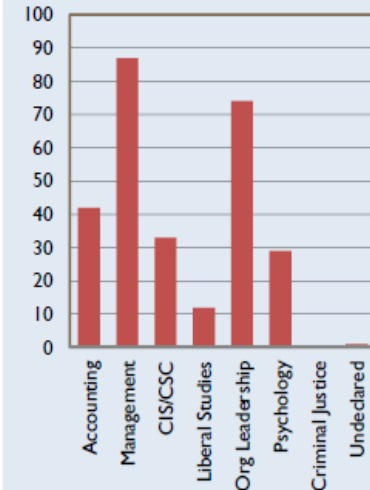
**Credit Units**



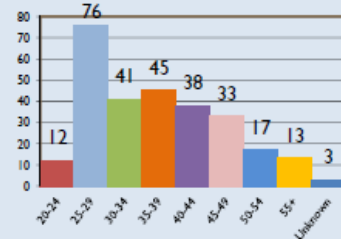
**Entering Transfer GPA Trends**



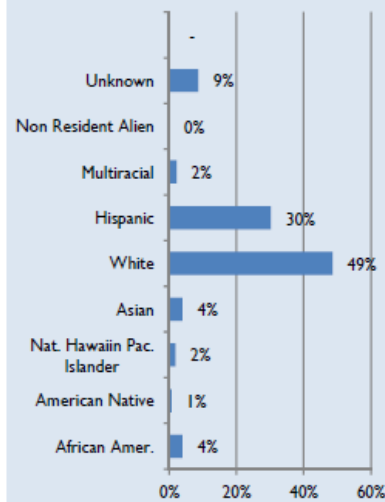
**Fall 2013 Majors**



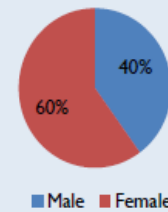
**Fall 2013 Age Distribution**



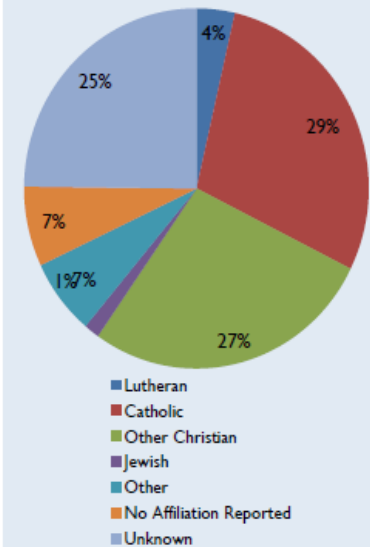
**Fall 2013 Race/Ethnicity**



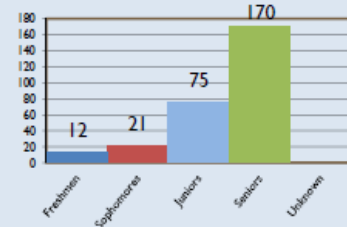
**Fall 2013 Gender**



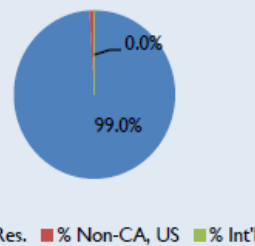
**Fall 2013 Religious Affiliation**



**Fall 2013 Class Distribution**



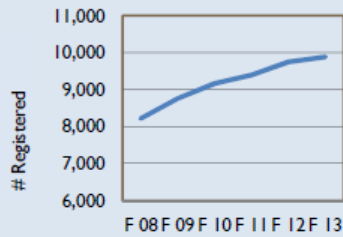
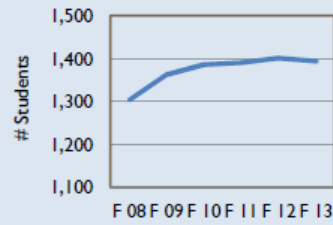
**Fall 2013 Geographic Origin**



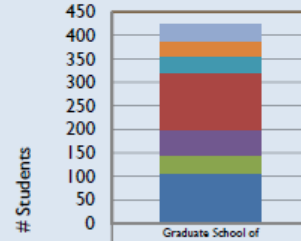
# California Lutheran University

## Graduate Programs

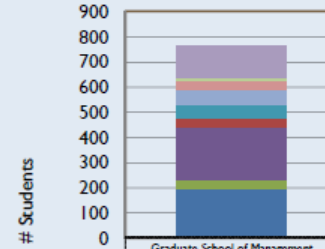
### Graduate Enrollment Trends



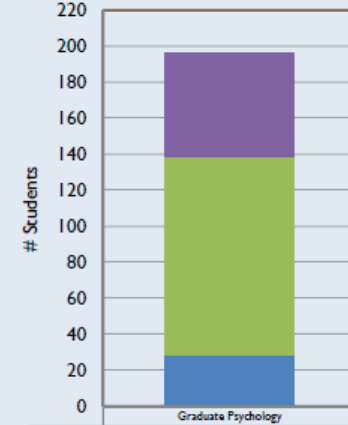
### Fall 2013 Graduate Programs



Ed.D. Higher Ed	34
Ed.D. K-12	34
Deaf and Hard of Hearing (Master/Credentia)	35
Teacher Education (Master/Credentia)	122
Special Education (Master/Credentia)	52
Ed Leadership (Master/Credentia)	39
Counseling & Guidance (Master/Credentia)	107

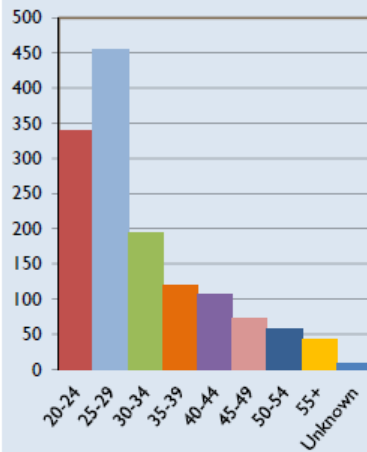


MPPA	129
MS Economics	14
MS Info Systems & Technology	31
MS Computer Science	58
Online MBA Financial Planning OC	1
Online MBA Financial Planning	57
Online MBA	35
International MBA	210
Online MBA, Gratz	36
On Campus MBA	195

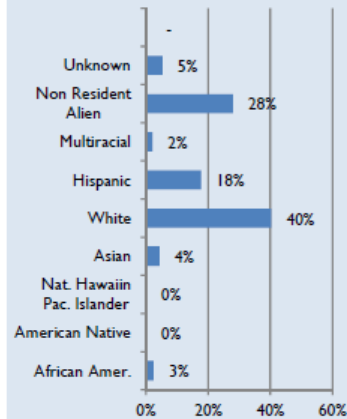


Psy.D.	57
MFT	110
Psychology	29

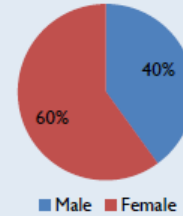
### Fall 2013 Age Distribution



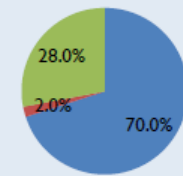
### Fall 2013 Race/Ethnicity



### Fall 2013 Gender

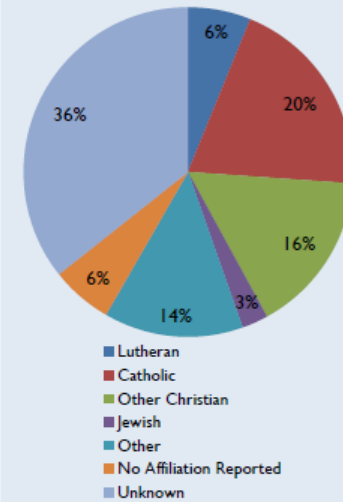


### Fall 2013 Geographic Origin



■ % CA Res. ■ % Non-CA, US ■ % Int'l

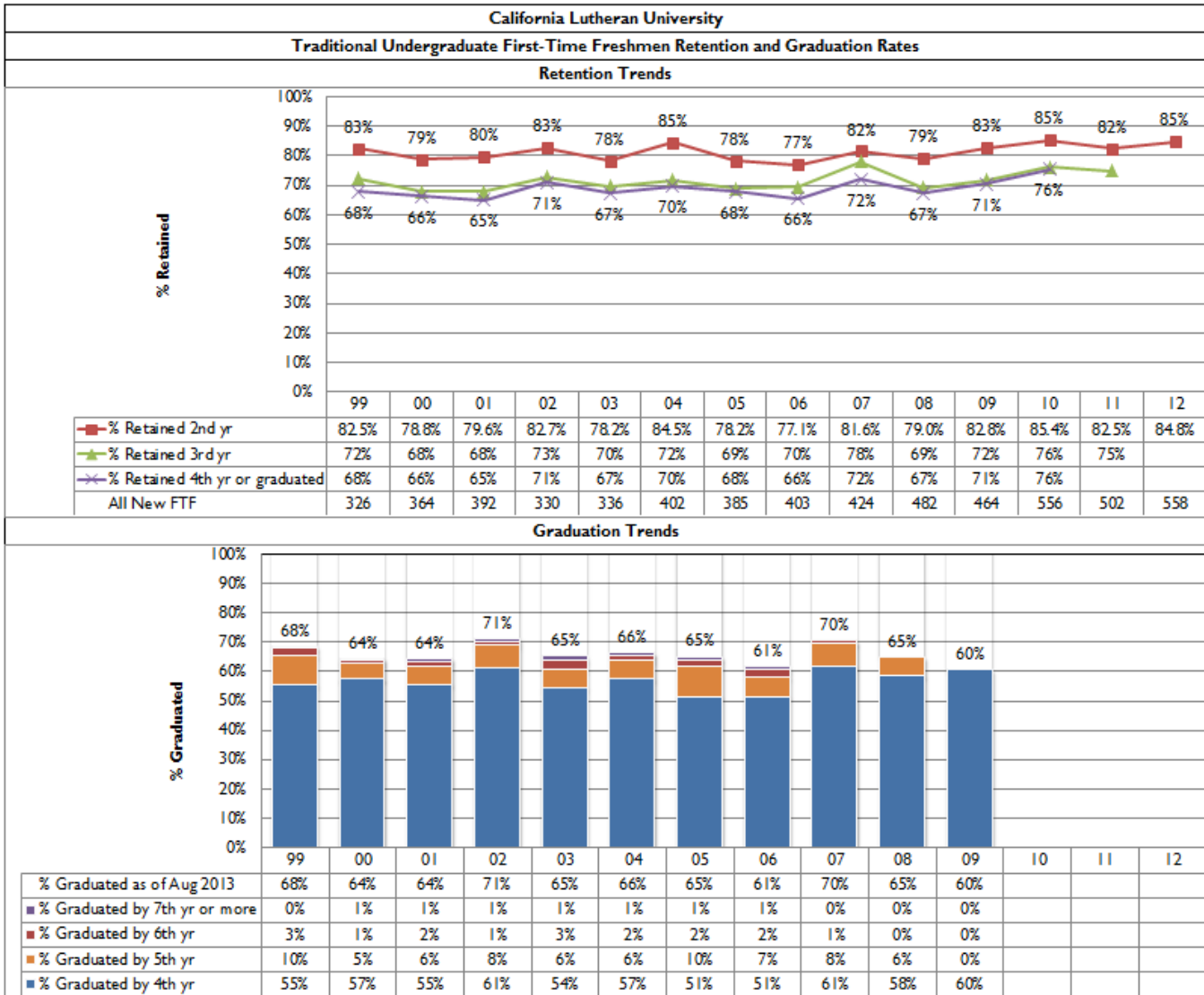
### Fall 2013 Religious Affiliation



## **Traditional Undergraduate First-Time Freshmen Retention and Graduation Trends**

Analyses of the data provide the following observations (includes special status students who may qualify for matriculation in the spring semester):

- Second-year persistence has increased 5.8% from 79% from the fall 2008 entering cohort to 85% for the fall 2012 entering cohort.
- The five-year average attrition to the second year is 17%. We lose, on average, an additional 9.1% from the sophomore to the junior year.
- The five-year average of students that retain to the fourth year is 71%.



## Pell Grant Status

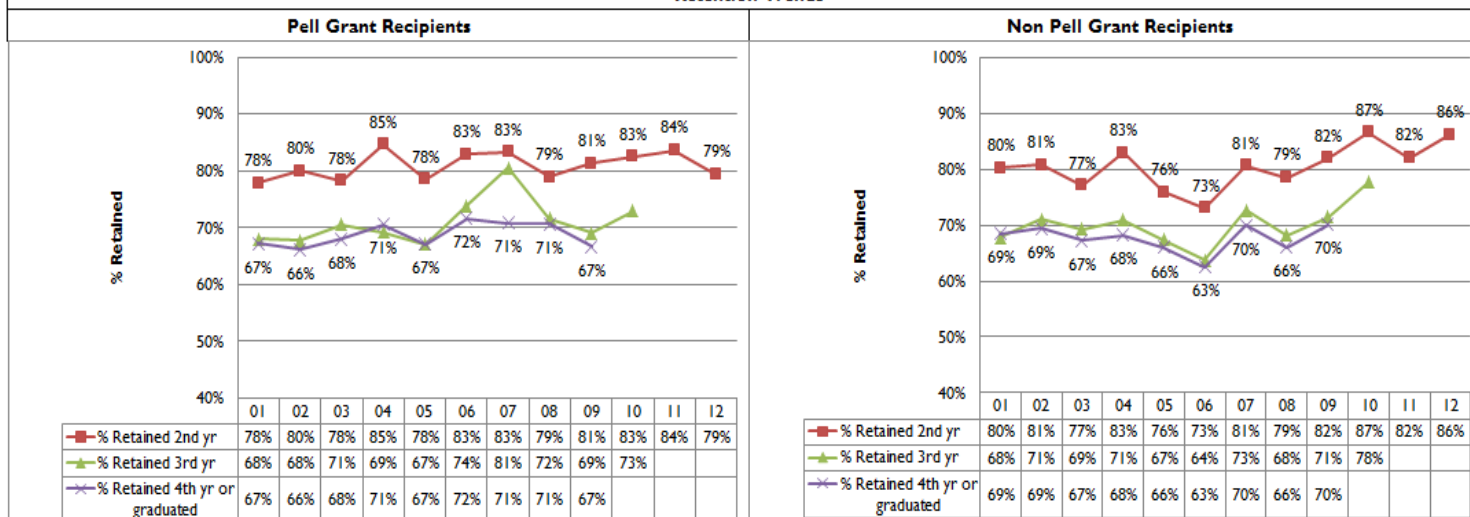
The Federal Pell Grant Program provides need-based grants to low-income undergraduate and certain post-baccalaureate students to promote access to postsecondary education. Students may use their grants at any one of approximately 5,400 participating postsecondary institutions. Grant amounts are dependent on: the student's expected family contribution (EFC) (see below); the cost of attendance (as determined by the institution); the student's enrollment status (full-time or part-time); and whether the student attends for a full academic year or less.-U.S. Department of Education

- The five-year average of the second-year retention rate for students that receive the Pell Grant (81%) is the 2% lower than those students who are not Pell Grant recipients (83%).
- The five-year average of the six-year graduation rate for students that receive the Pell Grant (60%) is 2% lower rate than those students who are not Pell Grant recipients (62%).

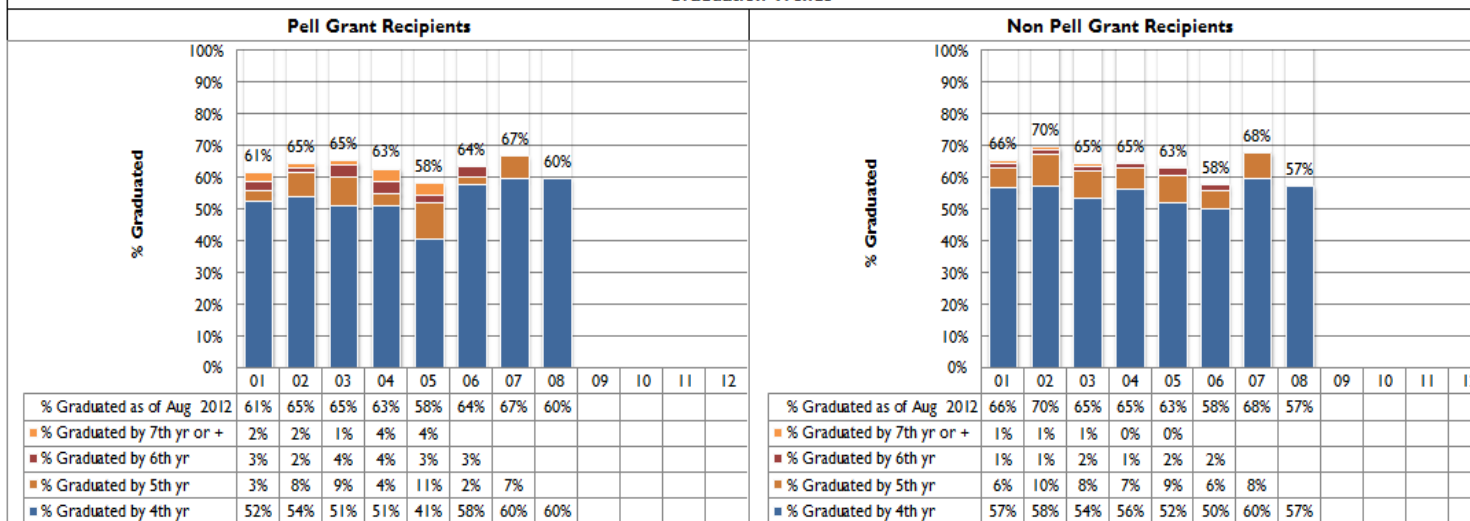
**California Lutheran University**

**Pell Grant Recipient First-Time Freshmen Retention and Graduation Trends**

**Retention Trends**



**Graduation Trends**



## Aggregated FTF Graduated Student Data Charts

### FTF Six-Year Graduation Data (first enrolled in a fall term between Fall 2003-2007)

Analyses of the data provide the following observations:

#### Race and Ethnicity

Racial and ethnic data is self-reported in the Cal Lutheran application process. Categories available for students to select include: American Indian/Alaskan Native, Black/African American, Asian/Pacific Islander, White, Hispanic/Latino, Two or More Races, or they may decline to state. Although non-resident international students are asked to provide this information, they are not reported by a racial or ethnic category.

- Asian and American Native students graduated within six-years at 4% above the aggregate graduation rate of 64%.
- Hispanic/Latino students graduated within six-years at 1% above the aggregate graduation rate of 64%.
- The students with the highest graduate rates report to be Multiracial. These students graduate 6% above the aggregate graduation rate of 70%.
- The students with the lowest graduate rates report to be Black/African American. These students graduated 25% below the aggregate graduation rate of 64%.
- 65% of the overall matriculated student population self-reported as White. 65% of the students who completed their bachelor's degree were white.

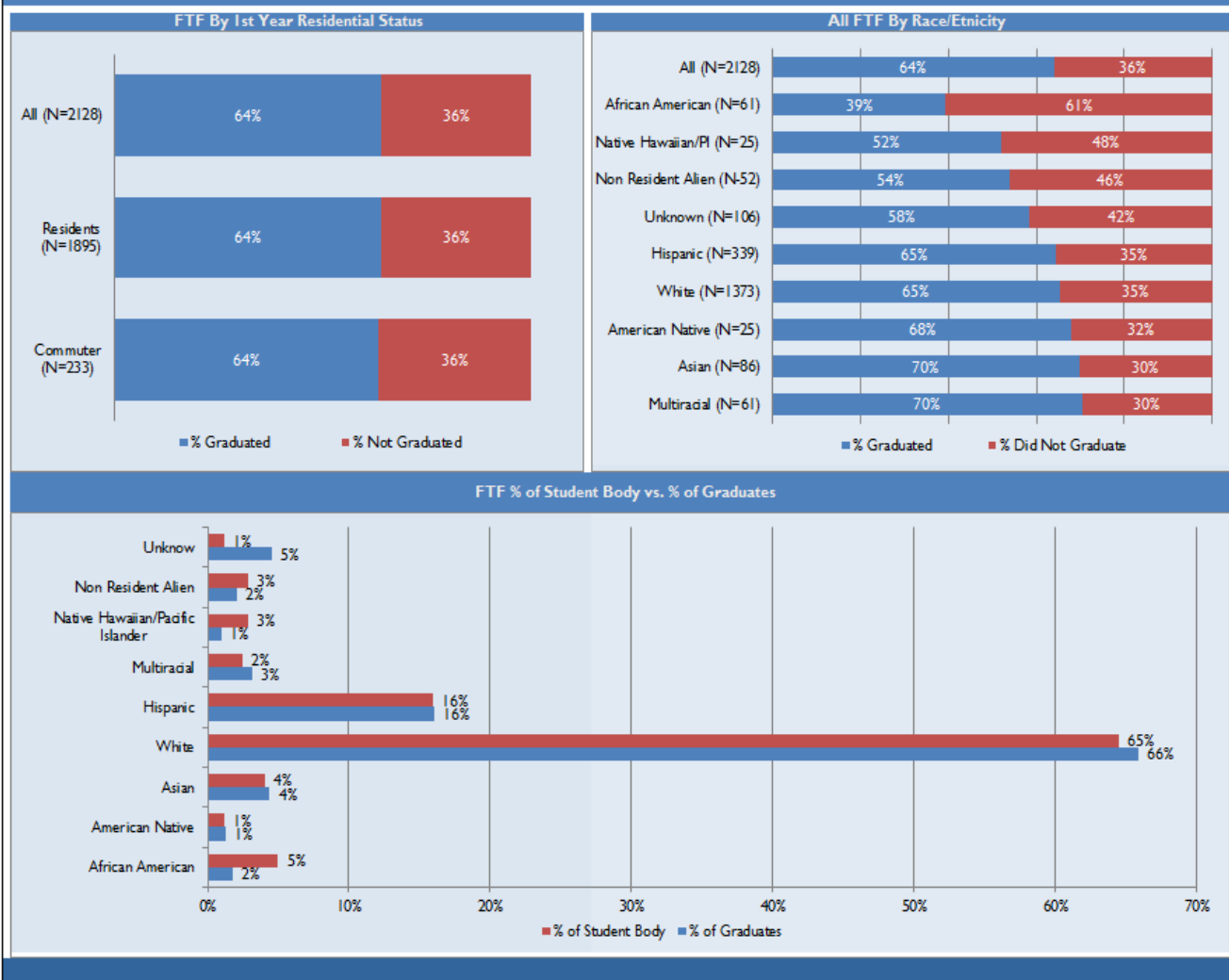
#### Residential Status

All full-time traditional undergraduate students are required to reside on campus through their junior year at Cal Lutheran. Seniors have the option of living off-campus. Exceptions to the requirements to live off-campus will normally fall into the following categories: married students, students living with their parents within thirteen miles of the campus, graduate and professional students, seniors or students who are 23 years of age or older. Graduate and professional students may request to live on campus. The residential status data reported is from the students' first semester at Cal Lutheran.

- 64% of all students graduate within six-years. Residential students graduate at the same rate as commuter students.

California Lutheran University

First-Time Freshmen Who Entered in Fall 2003 - Fall 2007 Graduate Dashboard



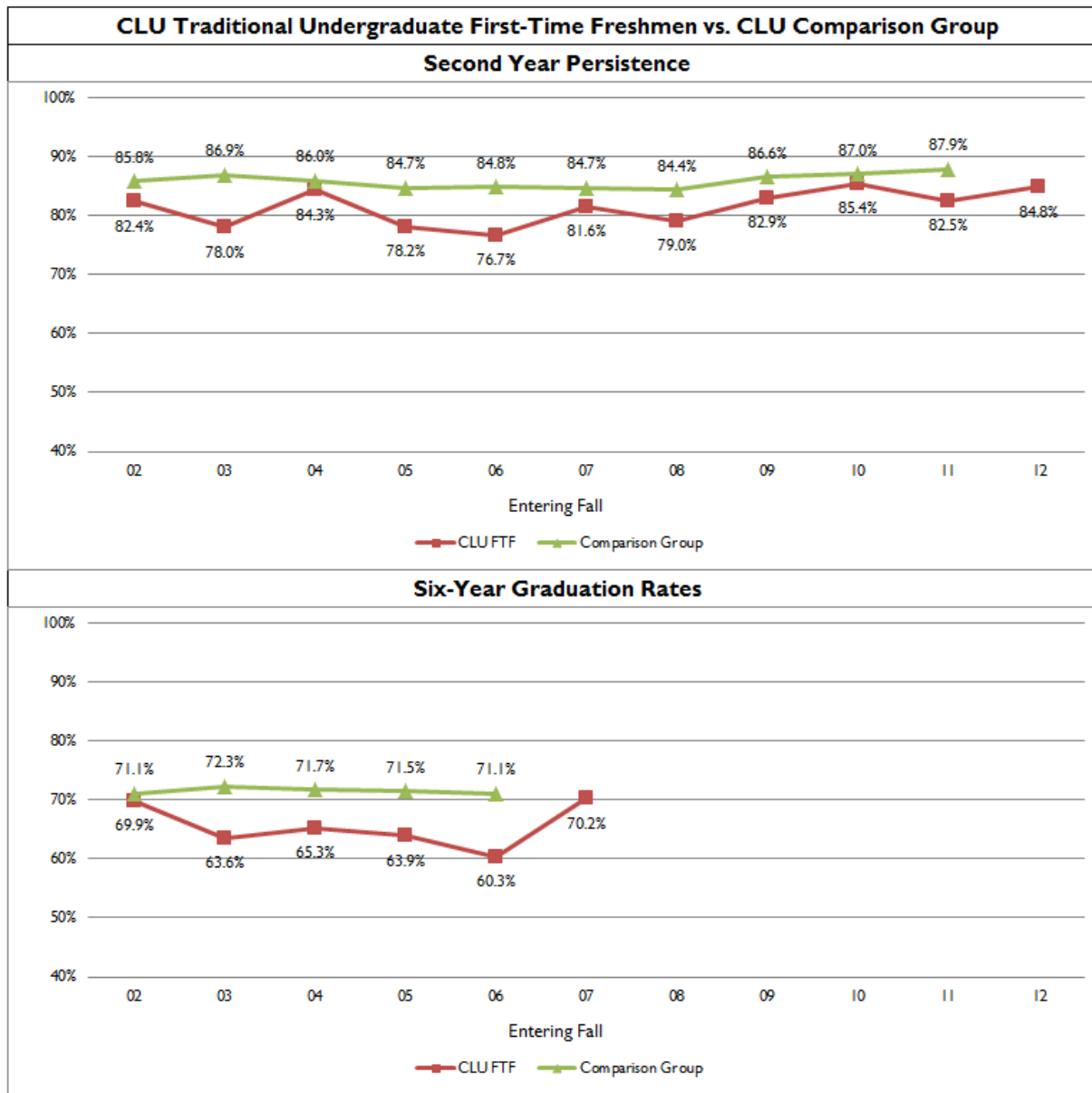


## Cal Lutheran Comparison School Summary

Cal Lutheran has identified the following schools as their comparison group. Most of these institutions have more financial strength and thus tend to be aspirational. One of Cal Lutheran's Key Performance Indicators tracks Cal Lutheran's student success (retention and graduation rates for traditional undergraduate students) against this group.

Azusa Pacific University	St. Mary's College of California
Chapman University	University of LaVerne
Creighton University	University of Redlands
Gonzaga University	University of San Diego
Hamline University	University of San Francisco
Loyola Marymount University	Valparaiso University
Pacific Lutheran University	Willamette University
Pepperdine University	

The five year average 2<sup>nd</sup> year retention gap of 3% is down from a 5% gap five years ago; California Lutheran University has a five year average of 83%, the comparison group 86%.



Source: IPEDS Data Center

## **Transfer Retention and Graduation Trends for Traditional Undergraduate**

Analyses of the data provide the following observations:

- The five-year average, second-year retention rate is 88%.
- The five-year average, six-year graduation rate is 75%.

## **Lower/Upper Division Status at Entry**

Analyses of the data provide the following observations:

- The five-year average, second-year retention rate for upper division entry transfer students (92%) is 11% higher than lower division transfers (81%).
- The five-year average, six-year graduation rate for upper division entry transfer students (83%) is 21% higher than lower division transfers (62%).

## **Residential Status**

Analyses of the data provide the following observations:

- The five-year average, second-year retention rate for commuter transfer students (88%) is the same as residential transfers.
- The five-year average, six-year graduation rate for commuter transfer students (78%) is 8% higher than residential transfers (70%).

## **Ventura County Community College Transfers**

Analyses of the data provide the following observations:

- The five-year average, second-year retention rate for transfer students who attended a Ventura County Community College (91%) is 8% higher than those that did not attend a Ventura County Community College (83%).
- The five-year average, six-year graduation rate for commuter transfer students (83%) is 20% higher rate than residential transfers (63%).

## **Aggregate Five-Year Graduation Trends**

Analyses of the data for traditional undergraduate transfers who entered between Fall 2004 and Spring 2009 provide the following observations:

- The six-year graduation rate for commuter transfer students who entered Cal Lutheran between fall 2004 and spring 2009 is 75%.
- The six-year graduation rate is 80% for those who matriculated from two-year institutions and 68% from four-year institutions.
- 60% of the overall matriculated student population self-reported as White. 63% of the students who completed their bachelor's degree were white.
- Females (79%) have a higher graduation rate than males (71%) by 8%.

## **Aggregated Traditional Undergraduate Transfer Student Athlete Persistence by Sport**

Analyses of the data provide the following observations:

- Overall, student athletes who started as transfers retain or graduate at 80%, 1% lower rate than transfers who did not participate in athletes (81%). Female athletes retain or graduate at 87%, a 13% higher rate than male athletes (74%) who enter as traditional undergraduate transfers.

## **TUG Transfer/Professionals Retention and Graduation Trend Comparison**

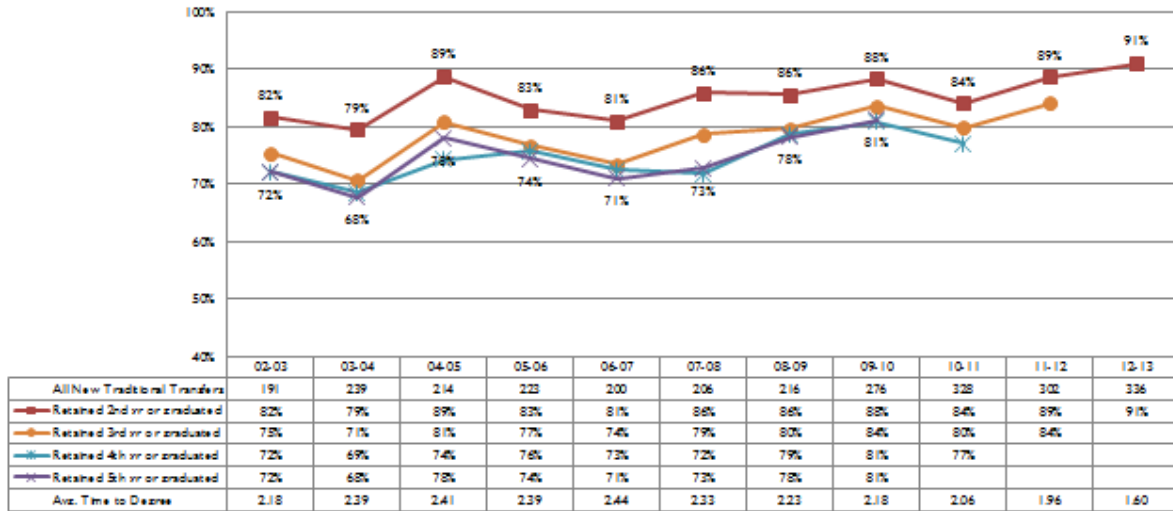
Analyses of the data provide the following observations:

- The five-year average TUG transfer, second-year retention rate is 88%, 8% above the Professionals rate of 80%.
- The five-year average TUG transfer, six-year graduation rate is 75%, 13% above the Professionals rate of 62%.

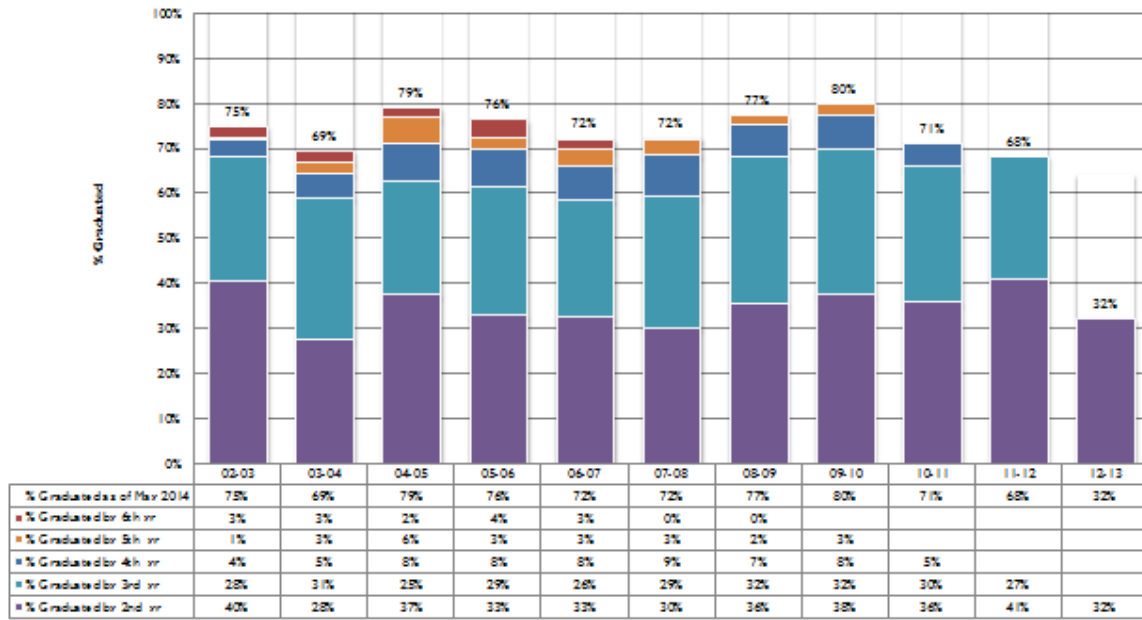
California Lutheran University

Traditional Undergraduate Transfer Retention and Graduation Trends

Retention Trends



Graduation Trends



## **Professionals Retention and Graduation Trends**

Analyses of the data provide the following observations:

- The five-year average, second-year retention rate is 80%.
- The five-year average, six-year graduation rate is 62%.

## **Upper Division/Lower Division**

Analyses of the data provide the following observations:

- The five-year average, second-year retention rate for upper division entry Professionals students (87%) is 18% higher than lower division Professionals (69%).
- The five-year average, six-year graduation rate for upper division entry Professionals students (77%) is 39% higher than lower division Professionals (38%).

## **Aggregate Six-Year Graduation Trends**

Analyses of the data provide the following observations:

- The six-year graduation rate is highest for students who were under 30 year of age at their first term. Students in the 35-45 year old age also completed above the average of 60%.
- 54% of the overall matriculated student population self-reported as White. 56% of the students who completed their bachelor's degree were white.
- Males have a higher graduation rate than females by 1%.

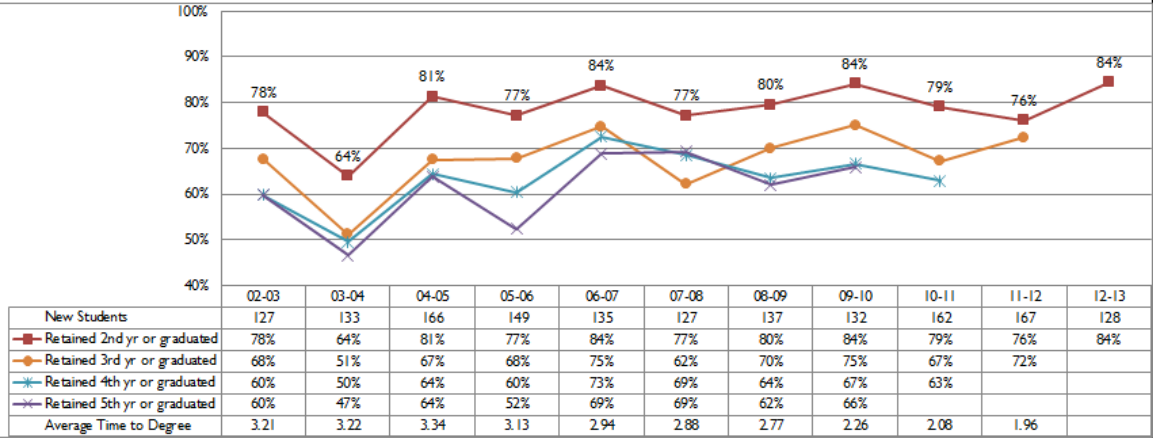
## **TUG Transfer/Professionals Retention and Graduation Trend Comparison**

Analyses of the data provide the following observations:

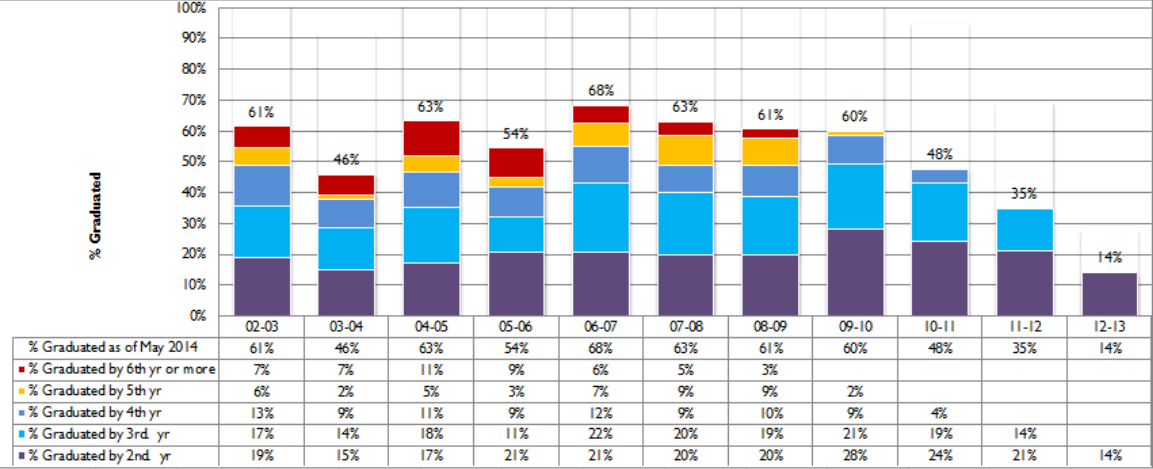
- The five-year average TUG transfer, second-year retention rate is 88%, 8% above the Professionals rate of 80%.
- The five-year average TUG transfer, six-year graduation rate is 75%, 13% above the Professionals rate of 62%.

**California Lutheran University  
Bachelor's Degrees for Professionals (PROS)**

**Retention Trends**



**Graduation Trends**

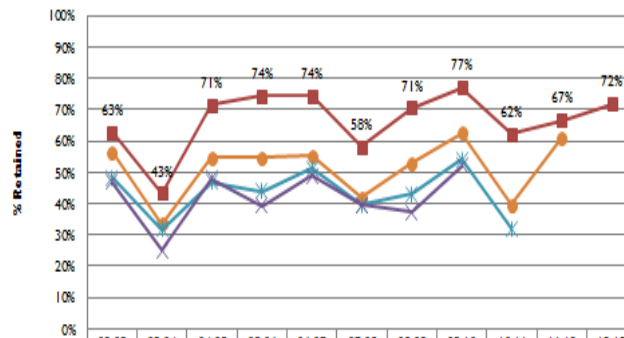


California Lutheran University

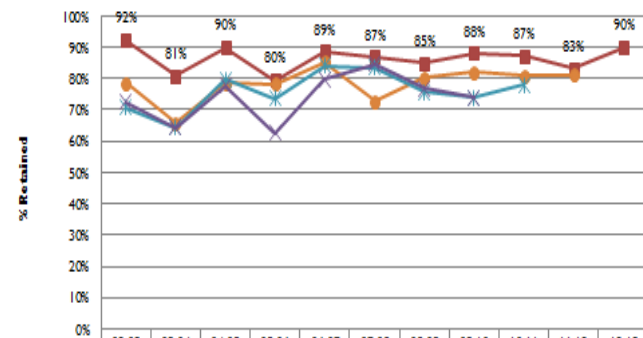
PROS Retention and Graduation Trends

Retention Trends

Started as Lower Division (<60 Credits)

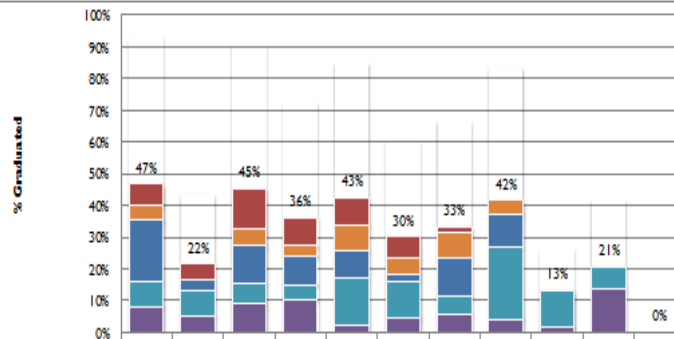


Started as Upper Division (60+ Credits)

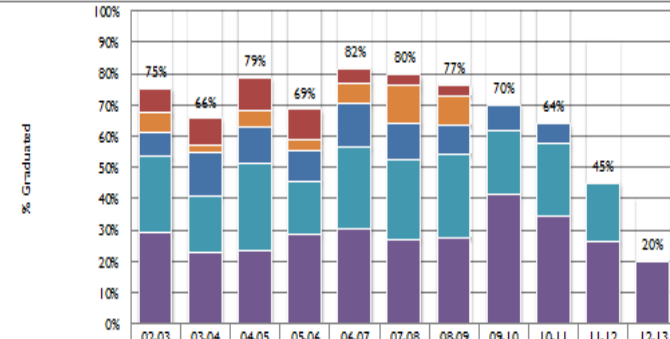


Graduation Trends

Started as Lower Division (<60 Credits)



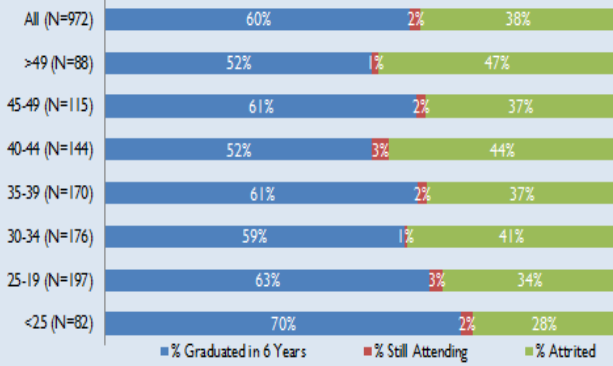
Started as Upper Division (60+ Credits)



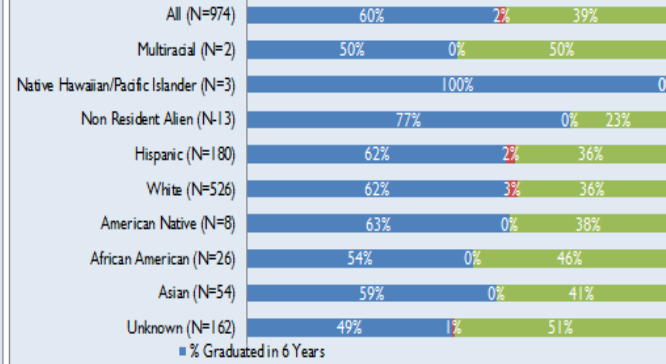
California Lutheran University

Bachelors' Degree for Professionals 6 Year Graduation Dashboard  
Entered New Fall 2002 to Spring 2009

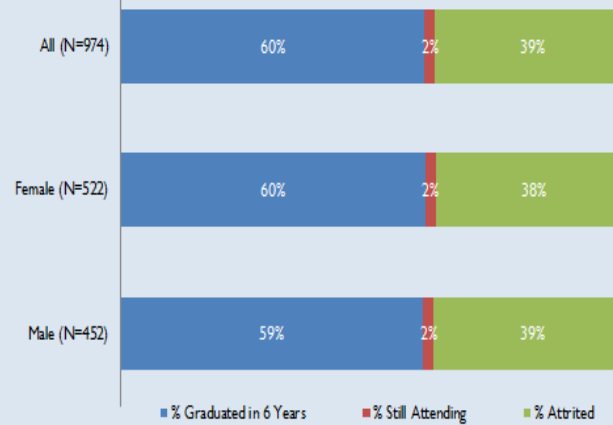
By Transfer Institution Type



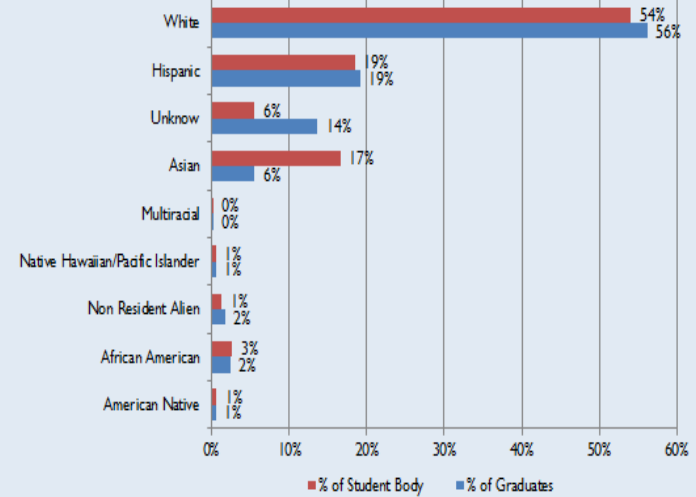
By Race/Ethnicity



By Gender

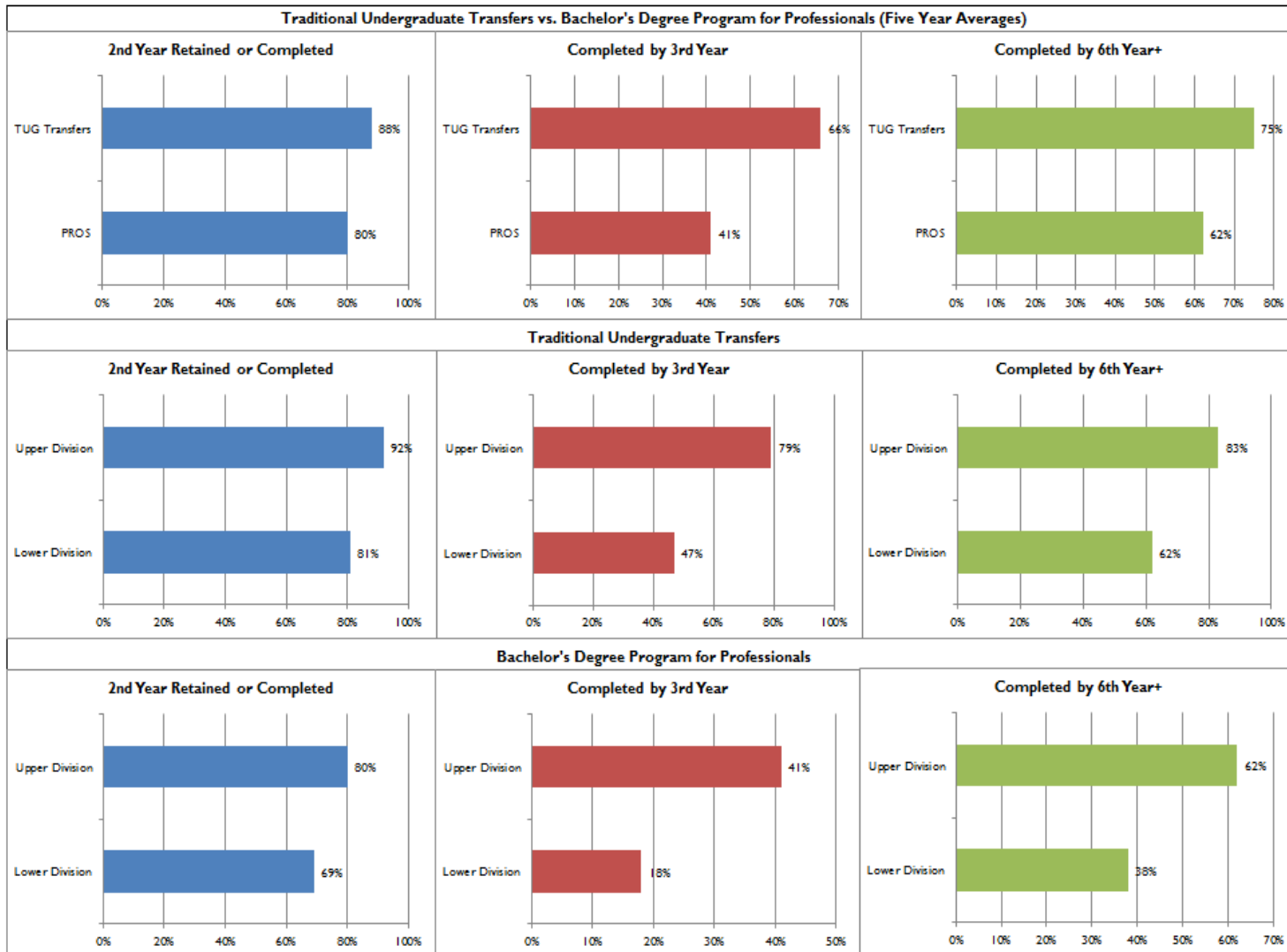


Racial/Ethnic Breakdown of Students vs. Graduates

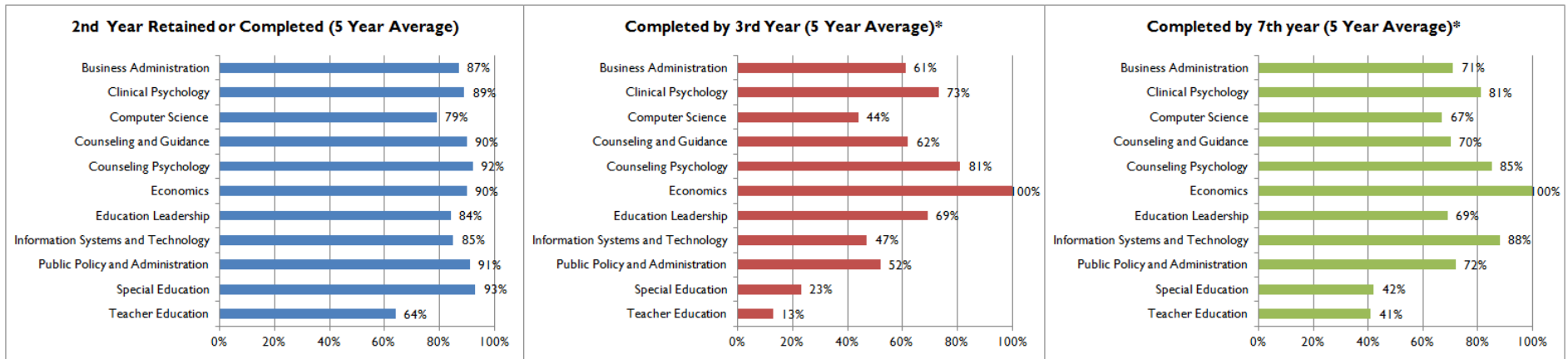




# Traditional Undergraduate Transfer vs. Bachelor's Degree for Professionals Comparison Chart



# Graduate Master's Degree Program Comparison



\*The MS Information Systems and Technology and Economics programs have not been active for seven years. Data points reflect as many years as were available and are not a five year average.

Note: Students in Special Education and Teacher Education Programs are admitted to both credential and master's programs. Completion of the credential program is required professionally. Students in these programs often adjust their educational goals upon completion of the credential and subsequently do not intend to complete a master's degree.