



Community for Excellence (C4E) Student Success Outcomes FA16-FA19

The Community for Excellence (C4E) creates an asset-based approach to equitable learning experiences for students from their first semester to their last. In addition to recognizing the critical importance of educational partners in students' home communities, C4E leverages the power of a network of campus partners to facilitate belongingness through scholar contact relationships and connections to programs and services, thus resulting in increased retention and graduation with an explicit focus on racially minoritized and/or limited income and/or first-generation college students.

The Community for Excellence is a collaborative effort, which leverages several strategic programs and offices into a network, all of which focus on education equity and includes the [Access Center](#), [Academic Advancement Center](#), [Collaborative for Student Achievement](#), and [Student Diversity Programs and Services](#). The honor of the award includes financial support augmented with a dedicated CSU staff member from the aforementioned network serving as a Scholar Contact, providing early connection, mentorship, support, and proactive outreach. Within the network, a total of 32 staff are dedicated (all or in part) to serving over 1600 students as a C4E Scholar Contacts: 10 from Student Diversity Programs and Services, 4 from the Access Center, 8 from the Academic Advancement Center, and 10 from the Collaborative for Student Achievement.

The goals of C4E are:

- Fostering mutually responsive relationships with educational partners in students' home communities in order increase student access to higher education.
- Building a holistic mentoring relationship with students that honors their identities and experiences and continues throughout their time at CSU and beyond.
- Through curricular and cocurricular experiences that engage students in holistic developmental environments, providing opportunities for deep learning, eliminating opportunity gaps for students.
- Providing navigational support to engage students with campus and community resources and opportunities in order to address the systemic challenges that impact access, retention, persistence, graduation, and on-time completion rates for marginalized students.
- Thinking with students about life beyond college to realize a meaningful and value-congruent first-destination outcome.

This study is the first comprehensive assessment of student success outcomes (e.g., persistence, GPA) for participants in the C4E program and includes first-year and transfer students from the FA16 through FA19 cohorts. While over 30 individual programs belong to C4E, this report focusses on C4E on-the-whole and only briefly describes variation across the different C4E programs; program-level analyses are available under separate cover as [Appendix B](#). The analyses in this report focus on comparisons between C4E and a comparable reference group or subgroups within C4E.

This report also includes the perspectives of students garnered from the Taking Stock (TS) program and from C4E's annual program evaluation. TS is an online survey sent to all new first-year and transfer students at CSU. Students complete the survey during the fourth week of the semester and are encouraged to reflect on their

experiences during the first few weeks at CSU and seeks to better understand students' first year experiences, further their opportunities for success, and improve first-year retention. While TS includes over 100 survey items, only a selected number of items from TS have been included in this report; results were available for FA16 through FA19 for a majority of the students included in this study. C4E's most recent annual program evaluation was conducted during the summer of 2019 and included responses from about 290 C4E participants.

Key Findings

- Overall, C4E is an inclusive community for students that promotes student success by providing academic, financial, and emotional support through the collaborative structuring of the campus environment across departments and divisions.
- First generation (FG), racially minoritized (RM), and Pell recipients are heavily overrepresented in C4E when compared to CSU overall, making the use of the reference groups for comparative purposes warranted.
- C4E students, both first-year and transfer, persisted at rates between six and seven percentage points (PP) higher than their reference groups. They were also more likely to complete at least 30 credits during their first year compared to the reference groups, and first-year C4E students completed 30 credits at a higher rate than transfer C4E students.
- After their first spring, new C4E student in three or more programs persisted at a rate about 12-13PP higher than those in one or two programs. Similarly, new transfer C4E students in two or more programs persisted at a rate about 7PP higher on average than those in one program. Both new and transfer C4E students in more than one C4E program had cumulative GPAs about one- to two-tenths of a grade point higher than those in one program.
- Half of new C4E students also participated in Key Communities (about 900 students), about 40 students (3%) participated in C4E and Academic Advancement Center (AAC), and about 80 students (5%) participated in all three programs. Students who participated in C4E in conjunction with AAC and/or Key have higher persistence rates than those participating in C4E only. Those in all three had the highest persistence rates and were more likely to complete 30 credits their first year than those participating in two or fewer programs.
- Three in five transfer students participated in only C4E, the remaining in C4E and ACC. (Only one transfer C4E student also participated in Key, though this would be expected given Key's target population of new first year students.) Similar to new students, transfers who participated in C4E and AAC and/or Key had higher persistence rates than those participating in C4E only. However, the C4E and AAC/Key transfer students were less likely to have completed 30 credits their first year compared to transfers in C4E only.
- On average, first-year and transfer students in C4E receive about \$8,000 more in grants and scholarships than students in the reference groups. Students (C4E and reference) who received higher levels of grants and scholarships tend to persist at higher rates than those with lower levels of aid.
- Second-year C4E participants (in the Puksta and Reisher programs) persisted at higher rates than first-year C4E participants and their comparable second-year reference groups. Their cumulative GPAs were also about one-half of one grade point higher than both first-year C4E participants and the second-year reference group.
- Overall, C4E participants who responded to the Taking Stock survey had similar experiences as those in the reference group (e.g., worrying about paying for college and feeling supported). However, C4E participants were less likely than those in the reference group to feel at home at CSU.

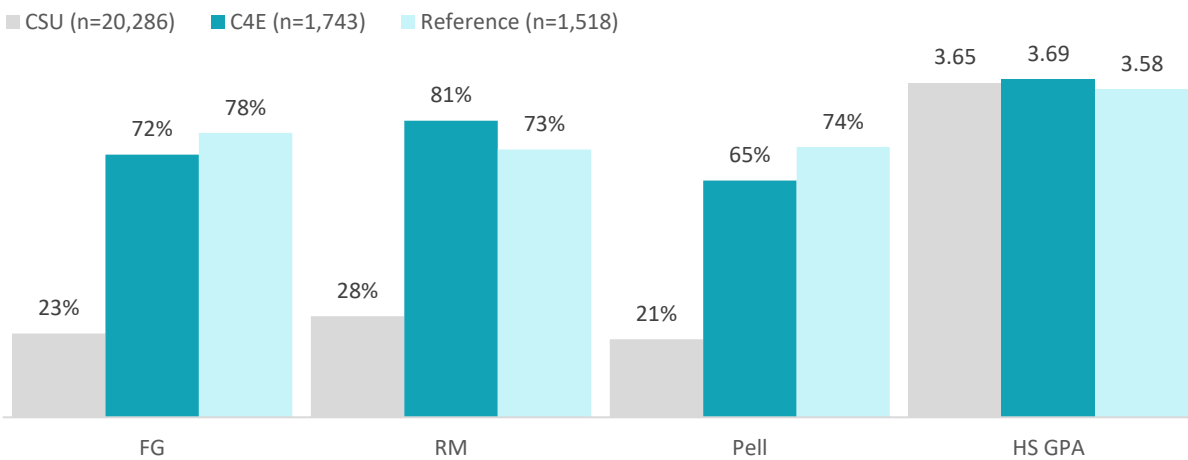
- Results of C4E annual program evaluation revealed the significance of the Scholar Contact to C4E participants. Almost all participant identified their contact by name and 45% of students associated their contact with AAC or an SDPS office.
- Through their Scholar Contacts and associated offices, students expressed appreciation for the support they received, from tutoring and help with financial aid and scholarships, to mental health and wellness support. Overall, the Scholar Contacts play an essential role in connecting with students and connecting students to knowledge and resources. They

CSU Overall, C4E & Reference Groups

Since much of C4E's work centers on structurally underserved populations, IRP&E identified appropriate reference groups to which comparisons could be made for both the new and transfer cohorts. These reference groups are students with at least two structurally underserved characteristics (i.e., racially minoritized, first generation, or Pell recipient), have Colorado residency, and are not participants in C4E, AAC, or Key.

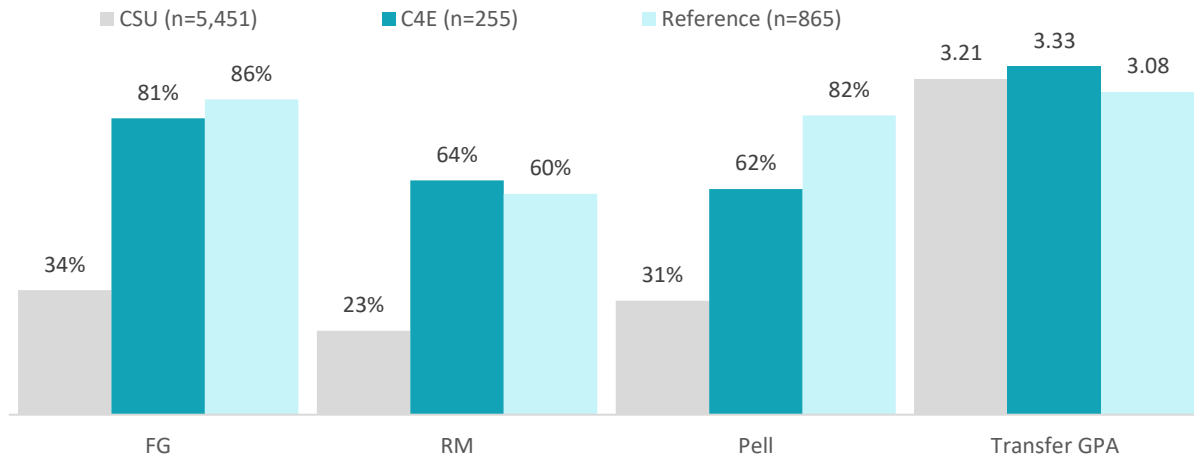
Figure 1 and Figure 2 display the demographic characteristics for CSU overall, C4E participants, and the reference groups for new and transfer students, respectively.

Figure 1: Demographic Characteristics of First-Year C4E and Reference Students Compared to CSU Overall



New first generation (FG), racially minoritized (RM), and Pell recipients are heavily overrepresented in C4E when compared to CSU overall. The reference group, identified with the aforementioned criteria, presents a more comparable peer group to C4E participants in terms of their demographic composition and high school GPA. Group sizes for C4E and the reference group are similar as well. Detailed demographics for each of these groups are available in Appendix A, Table 1, Table 5, and Table 9.

Figure 2: Demographic Characteristics of Transfer C4E and Reference Students Compared to CSU Overall



Similar to the new student cohort, transfer female students are represented similarly across CSU, C4E, and the reference group; transfer FG, RM, and Pell recipients are heavily overrepresented in C4E when compared to CSU overall. The transfer reference group, while generally comparable to transfer C4E participants, does have a larger portion of Pell recipients than C4E. Additionally, the transfer reference group is larger than the C4E transfer group (865 students compared to 255 students). Detailed demographics for each of these groups are available in Appendix A, Table 21, Table 25, and Table 29.

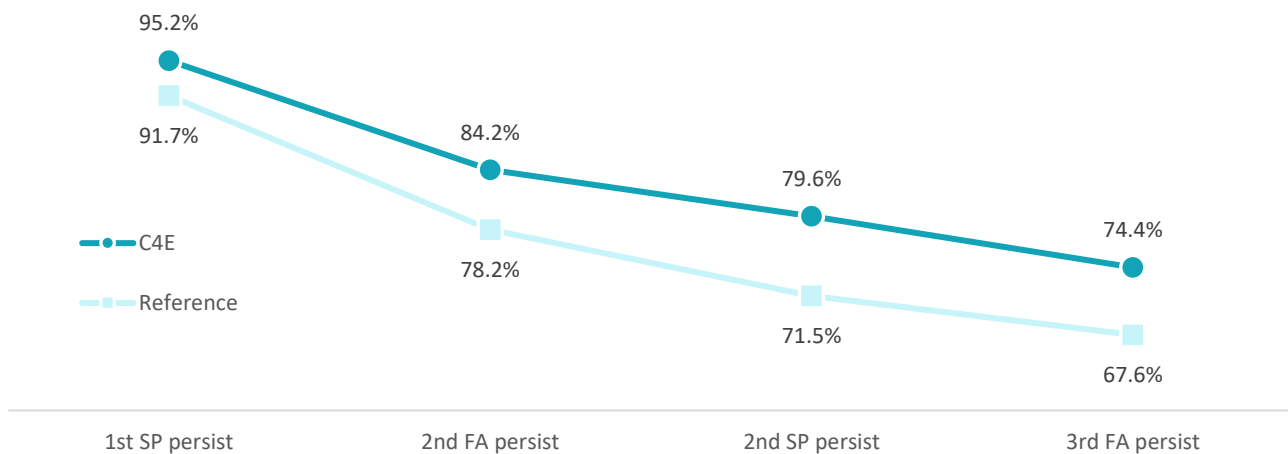
First-Year Student Success Outcomes

This section of the report focuses on persistence rates for C4E participants for each term between their first spring and third fall. Comparisons are provided for C4E and the reference group (Figure 3, Table 6, and Table 10) as well as within C4E, based on the total number of programs enrolled (Figure 5 and Table 14) and participation in AAC and/or Key (Figure 7 and Table 18).

C4E and the Reference Group

Figure 3 displays the first spring through third fall persistence rates for C4E participants and the reference group.

Figure 3: Persistence Rates of First-Year C4E and Reference Students

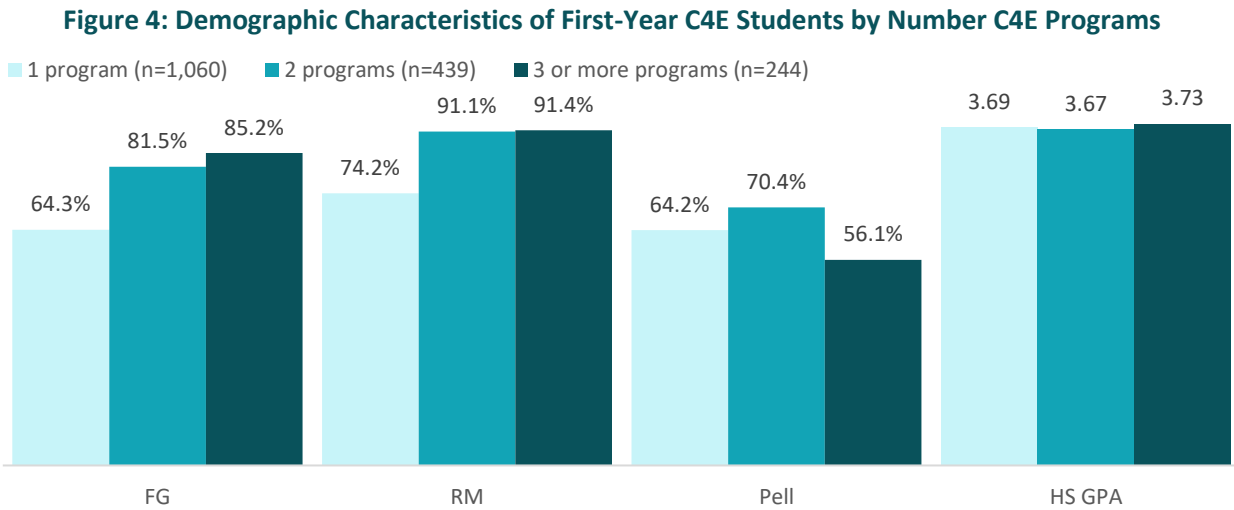


Compared to the reference group, C4E participants persisted at a higher rate, especially after their first spring. C4E students persisted at a rate between six and seven percentage points (PP) higher than the reference group. Additionally, 34% of C4E participants completed 30 credits their first years at CSU compared to 31% of students in the reference group. Despite these differences, the cumulative GPA for C4E participants and the reference group were similar across terms (see Table 6 and Table 10).

C4E by Program Participation Level

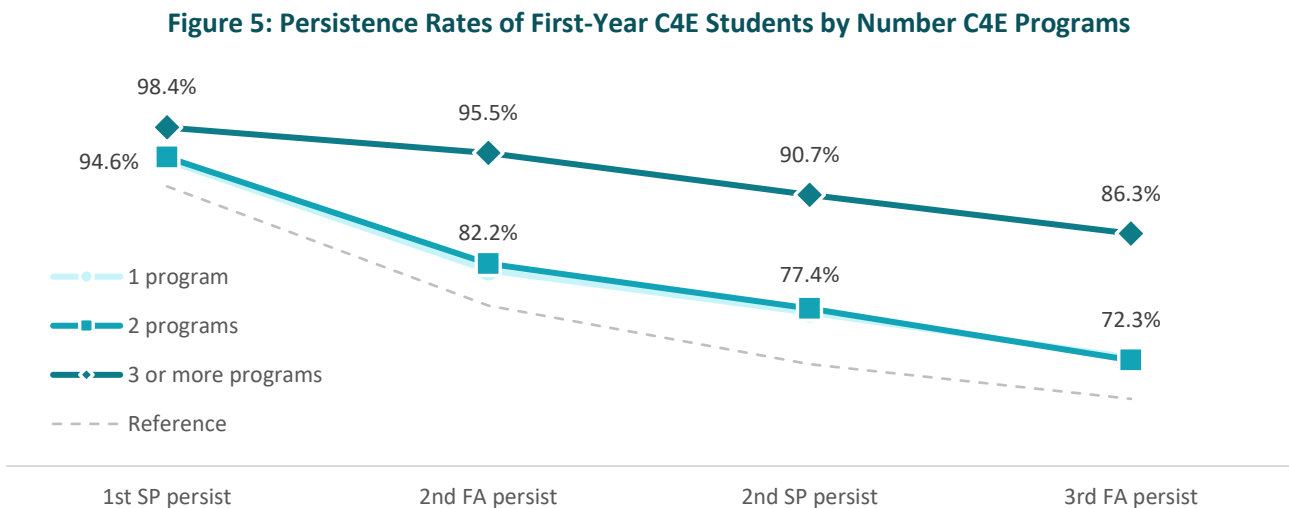
About 60% of C4E students participated in one program, one-quarter participated in two programs, and the remaining 15% of students participated in three or more programs (see Table 13).

Figure 4 compares the demographics characteristics of new, first year C4E student by the number of C4E programs in which they participate.

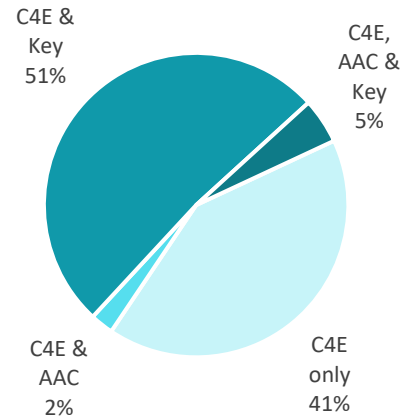


Demographically, students participating in three programs had significantly higher proportions of FG and RM students than those in only one program but a lower proportion of Pell recipients; Pell recipients were highest in those enrolled in two programs.

Overall, persistence rates varied by the number of programs in which a student participated (Figure 5).



After the first spring, students associated with three or more programs persisted at a rate about 12-13PP higher on average than those in one or two programs (see Table 14). Additionally, two in five C4E students who participate in three or more programs completed 30 credits their first year compared to about one-third of students who participate in one or two programs. Interestingly, students in one program had cumulative GPAs about one-tenth of a grade point *higher* than those in three or more programs while students in two programs had cumulative GPAs about one-tenth of a grade point *lower* than those in three or more programs. Regardless of the number of programs, C4E students persisted at higher rates than the reference group.



C4E by AAC and Key Participation

CSU operates several programs that support structurally underrepresented population and students may participate in any number of these programs. Of interest in this study was the overlap of C4E participation with the Academic Advancement Center (AAC) and Key Communities (Key).

Overall, about 7% of C4E participants were also AAC participants and 56% were also Key participants (see Table 5). Broken down further, 51% participated in both C4E and Key (almost 900 student), 3% participated in C4E and AAC (about 40 students), and 5% participated in all three programs (about 80 students). About 40% (about 720 students) participated in only C4E and in neither AAC nor Key.

Demographically, student characteristics varied by their program participation (Table 17). Compared to the C4E only group, the C4E, AAC & Key group had much higher representation of FG, RM, and Pell students.

Figure 6: Demographic Characteristics of First-Year C4E Students by Participation in C4E, AAC, and Key

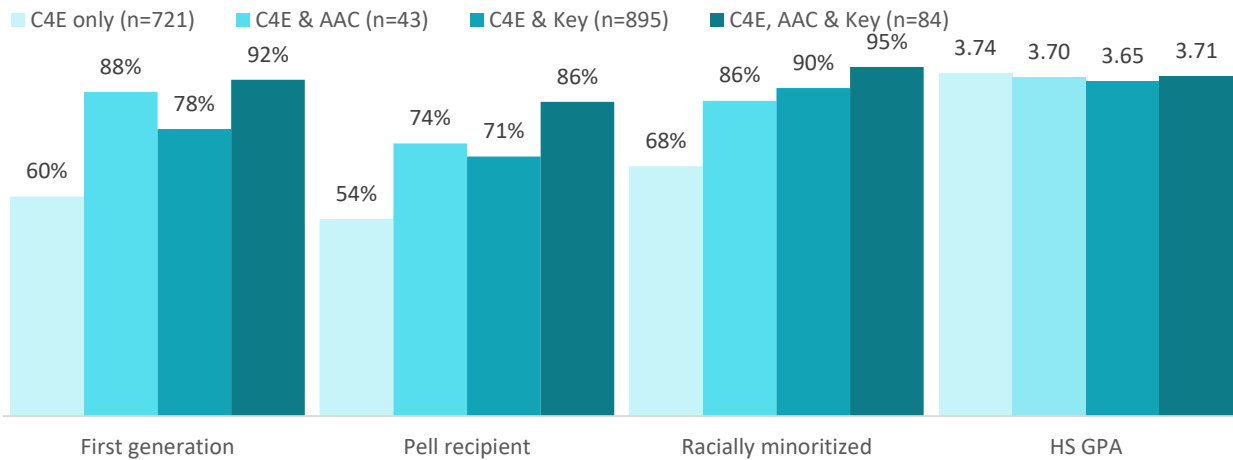
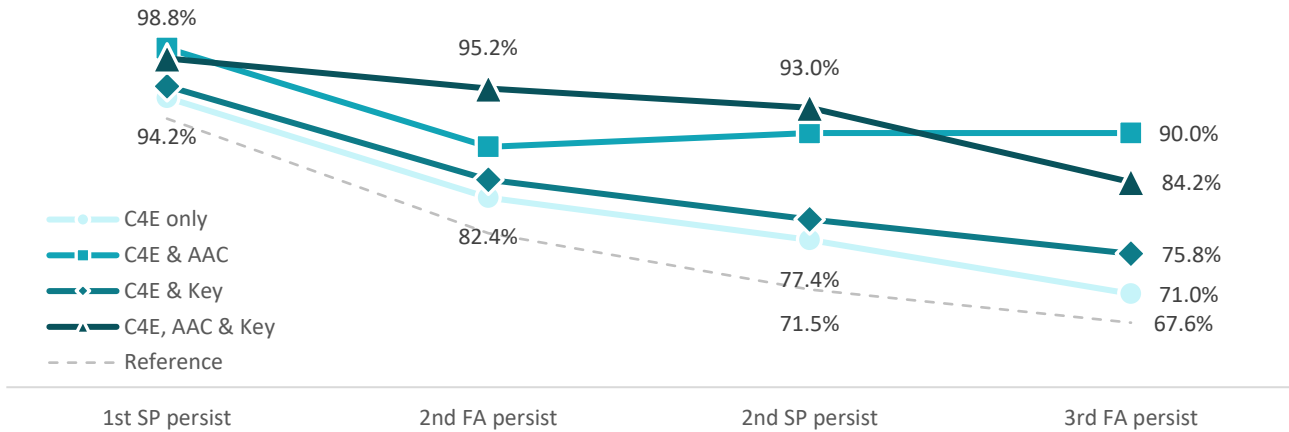


Figure 7 displays persistence rates by the combination of these three programs.

Figure 7: Persistence Rates of First-Year C4E Students by Participation in C4E, AAC, and Key

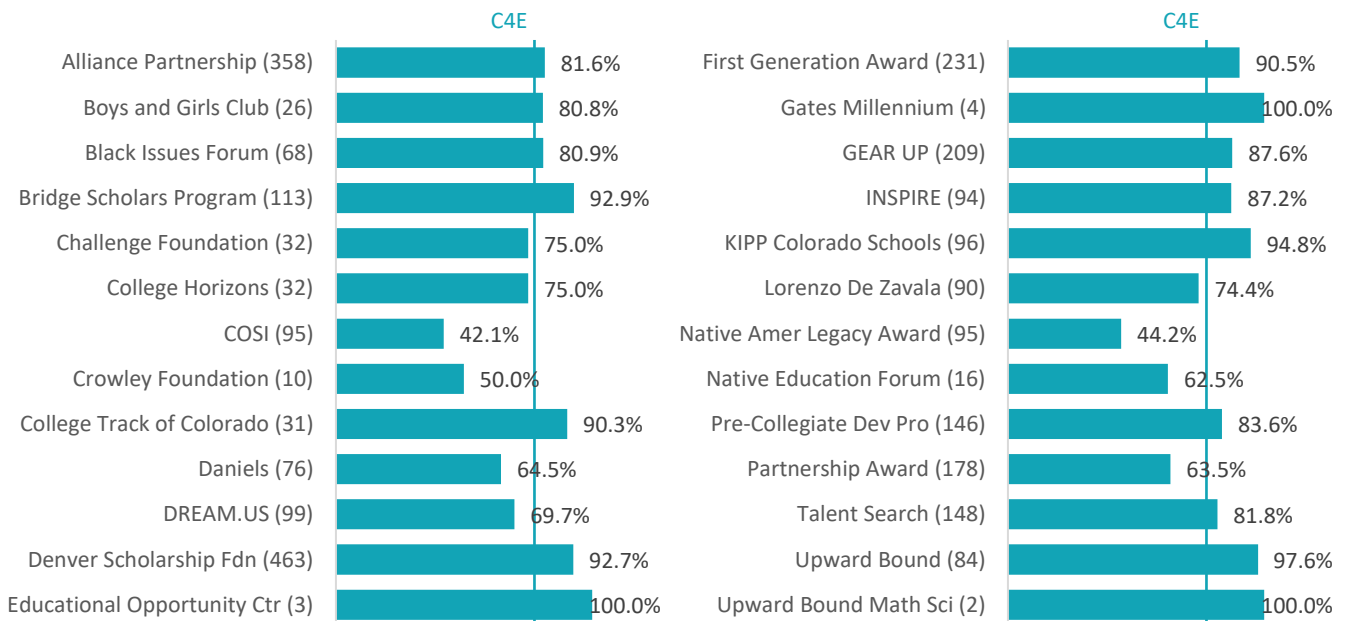


When compared by participation in C4E, AAC, and Key, students participating in C4E and AAC or all three programs tended to have higher persistence rates than those participating in C4E only or C4E and Key (Table 18), though this represents about 130 total students compared to over 1,600. Students participating in all three programs typically had cumulative GPA above 3.0 while students in two or fewer programs tended to have GPAs about one- to two-tenths a of a grade point lower. Further, 63% of students in C4E, AAC, and Key completed 30 credits their first year compared to about 35% of students in two or fewer programs. Regardless, enrollment in AAC and/or Key, C4E students persisted at higher rates than the reference group.

Individual C4E Programs

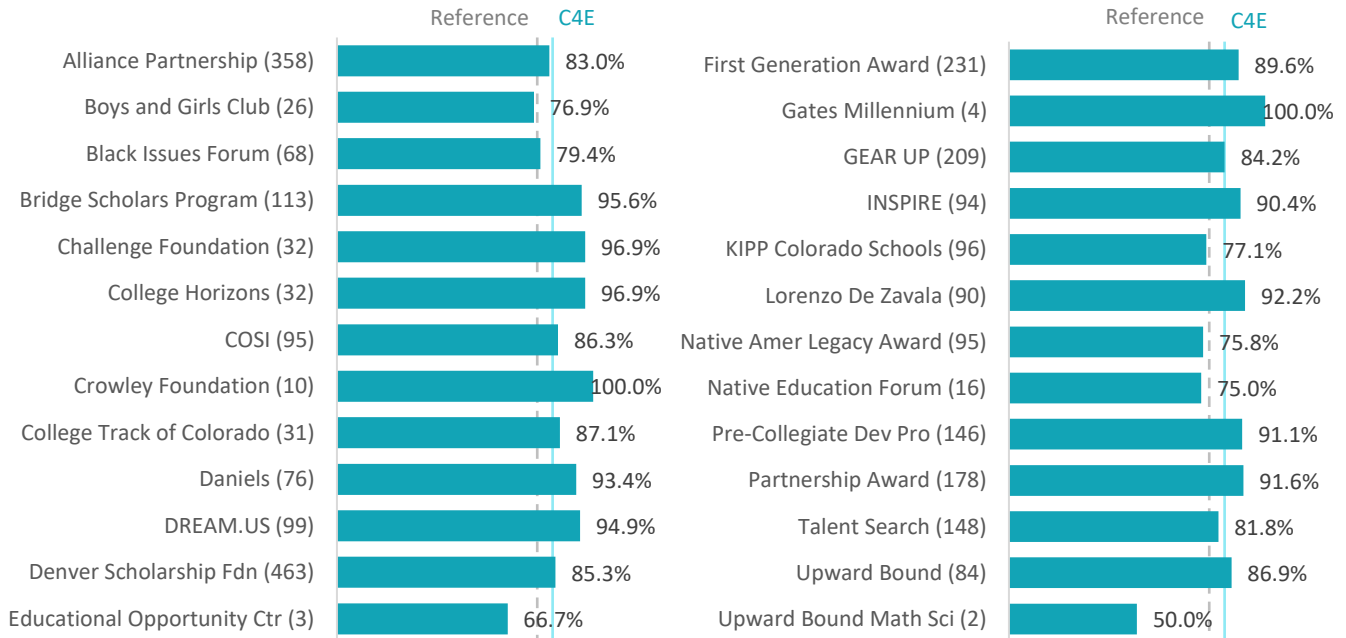
Detailed demographics and student success outcomes by individual C4E program are available in [Appendix B](#) (provided under separate cover) though a brief overview is provided herein. Figure 8 displays the portion of participants with at least two structurally underserved attributes and Figure 9 provides the second fall persistence for each C4E program included in this study.

Figure 8: Portion of First-Year Students with Two or More Underserved Attributes by C4E Program



Of the 26 programs with new students, only four have more than 200 participants; most programs have fewer than 100 participants. Overall, about three-quarters of C4E participants hold two structurally underserved attributes (noted as the blue line in Figure 8) and almost all programs have a similar profile. Only two programs have less than a majority of students with multiple underserved attributes.

Figure 9: 2nd Fall Persistence of First-Year Students by C4E Program

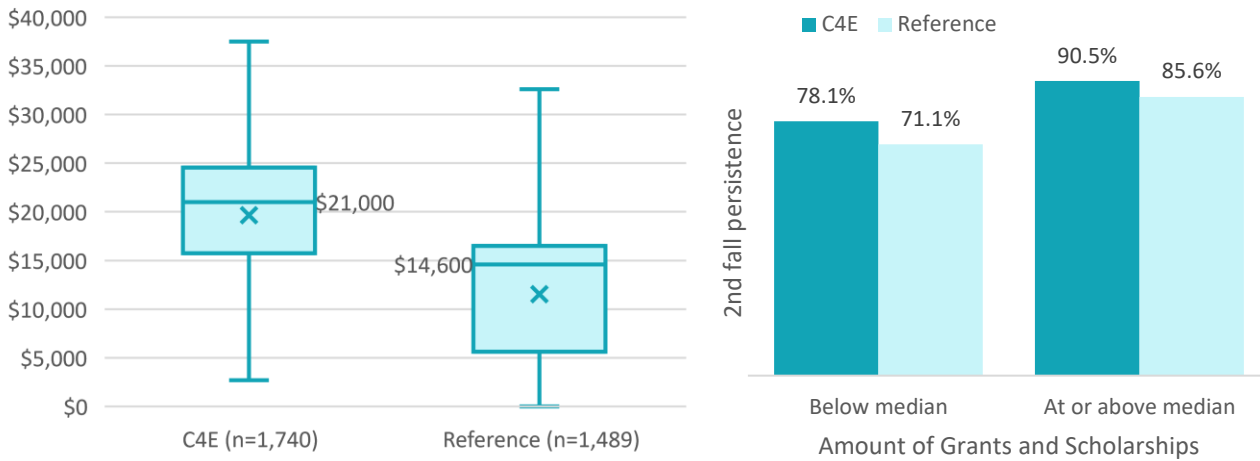


The overall second fall persistence rate for C4E was 84.2% (see Figure 3; noted as the blue line in Figure 9). Of the 26 programs with new students, 17 had second fall persistence rates above the overall C4E rate and 7 had rates below the first year reference group (78.2%, noted as the grey dashed line in Figure 9).

Grants and Scholarships of First-Year C4E Participants

As all C4E programs have a financial award component and [previous work](#) has found positive associations between student success and financial aid, Figure 10 displays the amount of grants and scholarships for the first fall (from all sources including federal, state, institutional, and other) for C4E participants and the reference group as well as second fall persistence rates based on the amount of aid. Additional financial details are available in Appendix A, Table 3, Table 7, and Table 11.

Figure 10: Grants and Scholarships and Second Fall Persistence of First-Year C4E and Reference Students



Overall, C4E participants received a greater amount of aid in the form of grants and scholarships than the reference group. The median amount of aid received by C4E students was \$21,000 compared to \$14,600 for the reference group; average aid amounts were about \$19,650 and \$11,550, respectively (see Table 7 and Table 11).

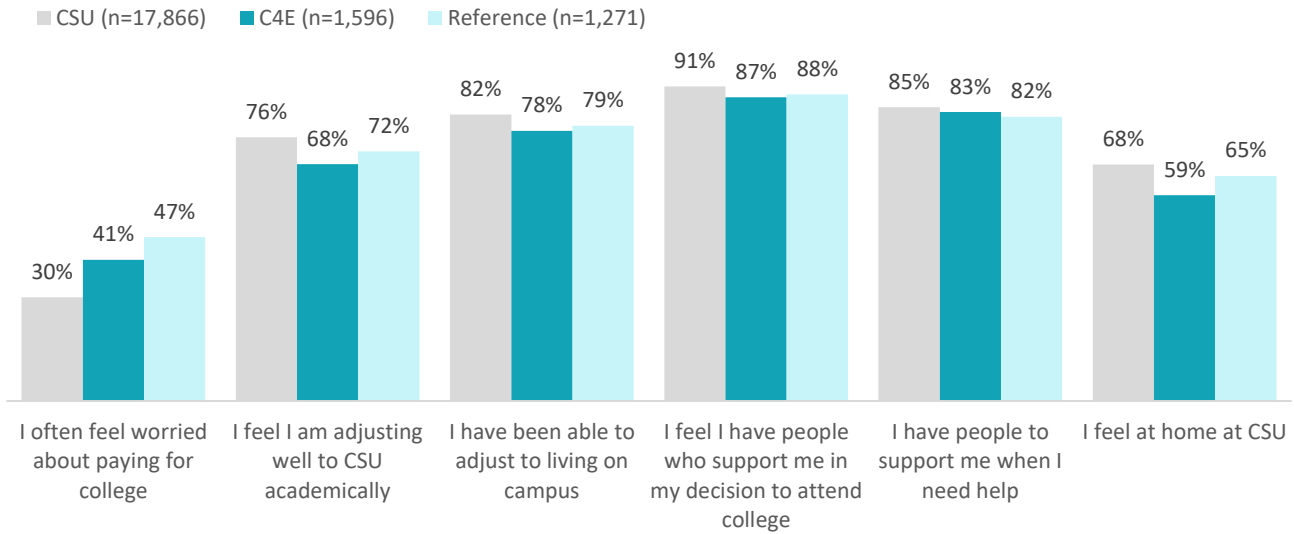
Students (both C4E participants and in the reference group) who received aid at or above the median had higher second fall persistence rates than those receiving aid below the median. For C4E participants, those at or above median (at least \$21,000) persisted about 12PP higher than those below median and in the reference group, those at or above median (at least \$14,600) persisted about 15PP higher than those below the median. Among students with aid levels at or above median, C4E students persisted about 5PP higher than the references group. Similarly, among students with aid levels below median, C4E student persisted about 7PP higher than the reference group.

Additionally, first-year students participating in three or more C4E programs received about \$5,000 more in grants and scholarships than those participating in only one C4E program; their second fall persistence was about 13PP higher as well (see Table 14 and Table 15). A similar pattern was observed for students participating in C4E, AAC, and Key versus those in C4E only; higher grants and scholarships (+\$4,000) and higher persistence rates (+13PP; see Table 18 and Table 19).

Selected Taking Stock Survey Results of First-Year C4E Participants

Taking Stock (TS) is an online survey administered to all new first-year and transfer students at CSU. Students complete the survey during the fourth week of the semester and are encouraged to reflect on their experiences during the first few weeks at CSU. Selected survey items most salient to C4E's mission are displayed in Figure 11; additional survey results are available in Table 8, Table 20, and Table 32 in the appendix.

Figure 11: Taking Stock Survey Items of First-Year C4E and Reference Students

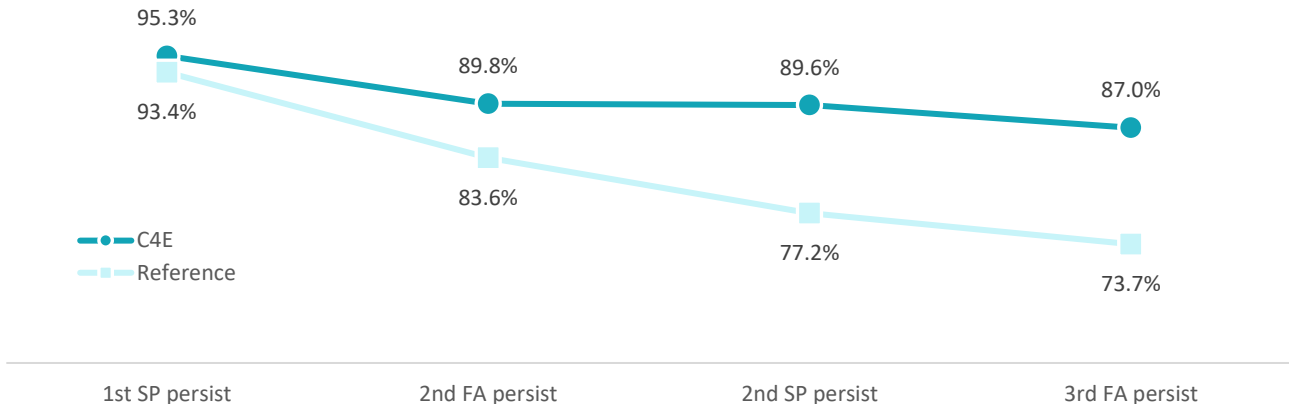


Compared to CSU overall, C4E participants and reference students worried more about paying for college and were not adjusting as well academically. Students expressed similar levels of agreement when thinking about having people who supported their decision to attend college and when they needed help. C4E students were less likely to feel at home at CSU than the university overall and the reference group. For the most part, students participating in 3 or more C4E programs tended to have fewer financial concerns (e.g., more confident they will be able to pay next semester's tuition and fees, less worried about paying for college, financial obligations less likely to interfere with focusing on academics) than those in 2 or fewer programs (see Table 16). They were also more likely to adjust to CSU academically and have support when they needed help. When compared by participation in C4E, AAC, and/or Key (see Table 20), students in C4E only and C4E & Key reported higher levels of financial concerns (e.g., financial obligations more likely to interfere with focusing on academics, college expenses causing a strain on the family, worrying about paying for college) than those in C4E & AAC and C4E, AAC & Key.

Transfer Student Success Outcomes

This section of the report focuses on persistence rates for transfer C4E participants for each term between their first spring and third fall. Comparisons are provided for C4E and the reference group (Figure 12, Table 26 and Table 30) as well as within C4E, based on the total number of programs enrolled (Figure 13, Figure 5 and Table 34) and participation in AAC and/or Key (Figure 14 and Table 38).

Figure 12: Persistence Rates of Transfer C4E and Reference Students Compared to CSU Overall



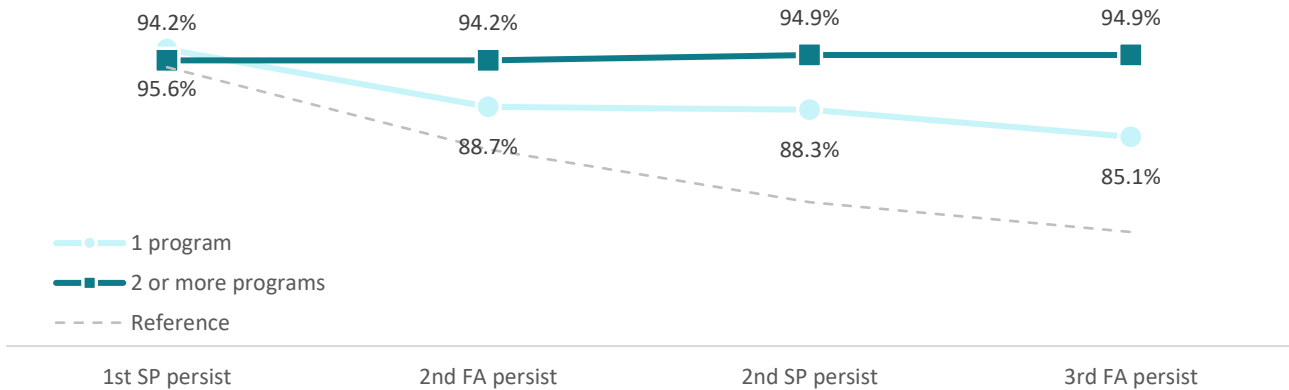
Compared to the reference group, transfer C4E participants persisted about 6PP higher than the reference group in the second fall and 12PP higher in the second spring and third fall. Additionally, 22% of C4E participants completed 30 credits their first year at CSU compared to 18% of students in the reference group (see Table 26 and Table 30).

C4E by Program Participation Level

Over 80% of transfer students participated in one C4E program and the remaining students participated in two or more programs (see Table 33). Students participating in two or more programs had a higher proportion of FG students, a similar proportion of RM student, and a lower proportion of Pell recipients compared to students in only one C4E program.

Overall, persistence rates varied by the number of programs in which a student participated (Figure 13).

Figure 13: Persistence Rates of Transfer C4E Students by Number C4E Programs



After the first spring, students associated with at least two programs persisted at a rate about 7PP higher on average than those in one program (see Table 34). Transfer C4E students in two or more programs were slightly more likely to have completed 30 credits their first year compared to students in one program (23% versus 21% respectively). Additionally, students in two or more programs had cumulative GPAs about one- to two-tenths of a grade point higher than those in one program. Overall, C4E transfer students, regardless of the number of programs in which they participated, persisted at higher rates than the reference group.

C4E by AAC and Key Participation

Overall, 36% of transfer C4E participants were also AAC and Key participants and 64% participated only in C4E. Unlike in the new student cohort, there were no transfer students who participated in all three programs. There was only one transfer C4E student who also participated in Key, though the low Key representation would be expected since the majority of the Key Communities target only new first year students.

Demographically, student characteristics varied by their program participation (Table 37). Students participating in C4E & AAC/Key had higher proportions of FG and Pell students and a lower proportion of RM students compared to students in only C4E only. The average transfer GPA for C4E & AAC/Key group was slightly lower than the C4E only group, as well, 3.2 compared to 3.4.

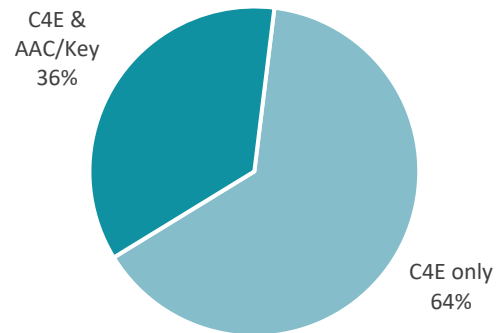
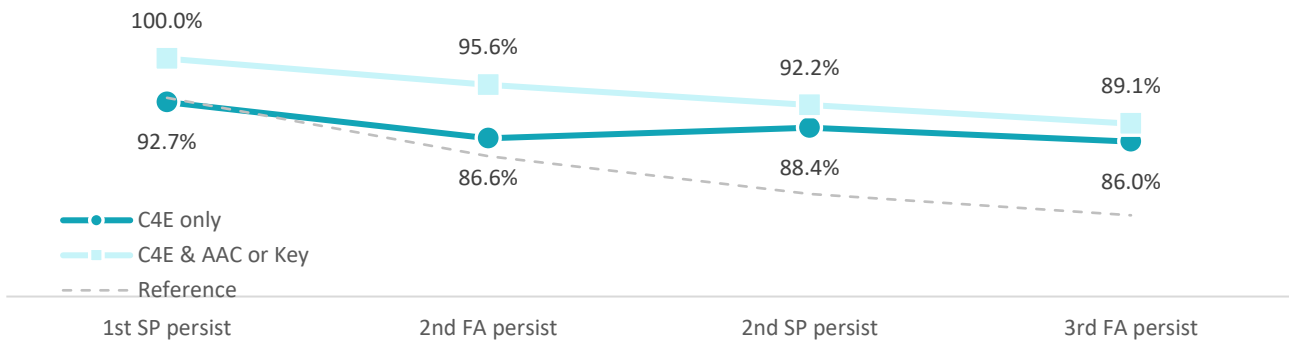


Figure 14 displays persistence rates by the participation in C4E, AAC, and Key.

Figure 14: Persistence Rates of Transfer C4E Students by Participation in C4E, AAC, and Key



When compared by participation in C4E, AAC, and Key, students participating in C4E along with AAC or Key had higher persistence rates than those participating in C4E only (Table 38); this presents about 90 of the 255 total transfer students. The cumulative GPA of these two groups tended to be similar, generally within one-tenth of one grade point of each other. Transfer students in C4E only were more likely to have completed 30 credits their first year compared to students in multiple programs (26% compared to 14%). Overall, C4E students (alone or in combination with AAC or Key) persisted at higher rate than the reference group.

Individual C4E Programs

Detailed demographics and student success outcomes by individual C4E program are available in [Appendix B](#) (provided under separate cover) though a brief overview is provided herein. Figure 15 displays the portion of participants with at least two structurally underserved attributes and Figure 16 provides the second fall persistence for each C4E program included in this study.

Figure 15: Portion of Transfer Students with Two or More Underserved Attributes by C4E Program

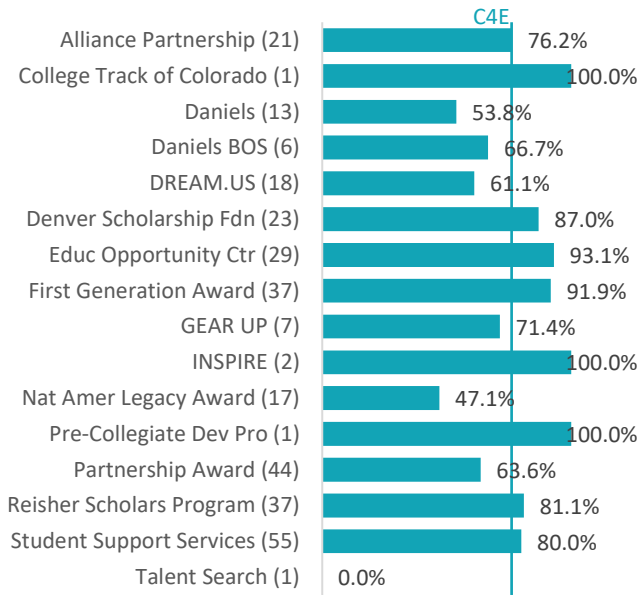
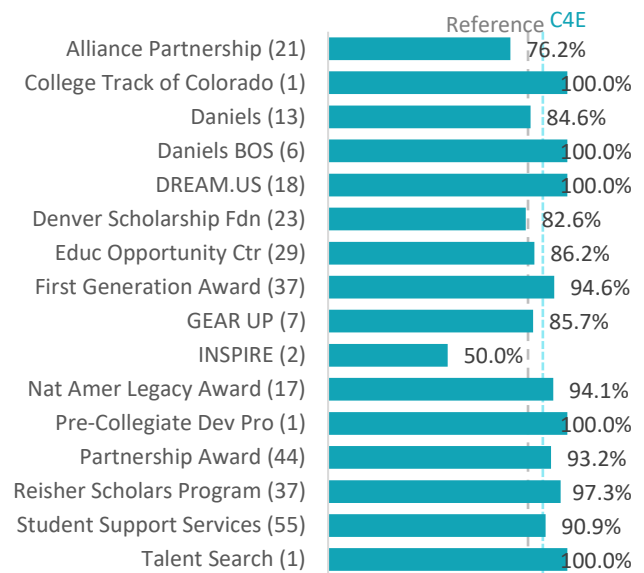


Figure 16: Second Fall Persistence of Transfer Students by C4E Program



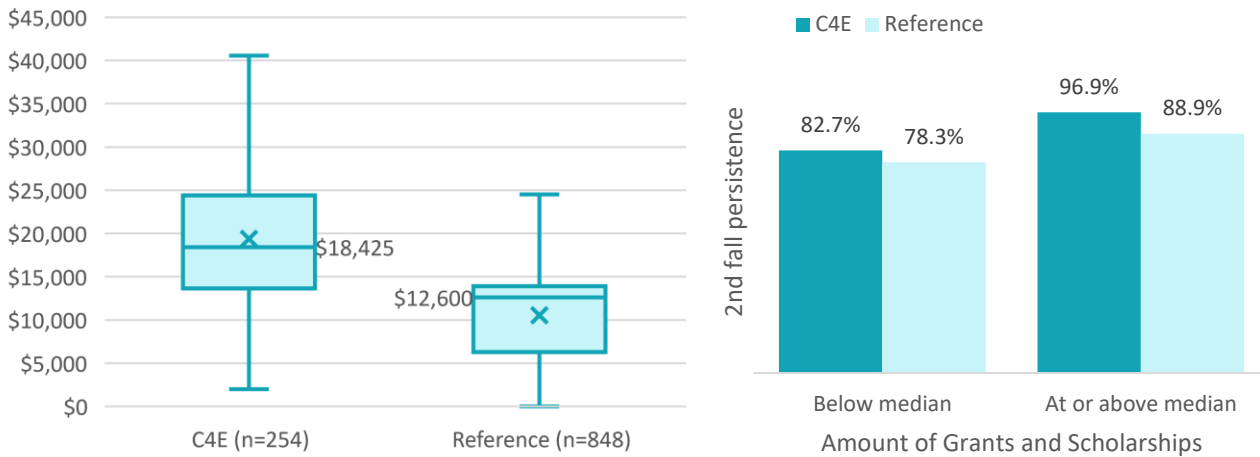
Most the programs serving transfer students have fewer than 30 participants; the larger program serves 55 students. Overall, about three-quarters of transfer C4E participants hold two structurally underserved attributes (noted as the blue line in Figure 15) and most programs have a similar profile. Only two programs have less than a majority of students with multiple underserved attributes.

The overall second fall persistence rate for transfer C4E students was 89.8% (see Figure 12; noted as the blue line in). The reference transfer second fall persistence rate was slightly lower at 82.6% (noted as the grey dashed line in Figure 16). Of the 16 programs with transfer students, 10 had second fall persistence rates above the overall C4E rate and 3 had rates below the reference transfer rate.

Grants and Scholarships of Transfer C4E Participants

As all C4E programs have a financial award component and [previous work](#) has found positive associations between student success and financial aid, Figure 17 displays the amount of grants and scholarships for the first fall (from all sources including federal, state, institutional, and other) for transfer C4E participants and the reference group as well as second fall persistence rates based on the amount of aid. Additional financial details are available in Appendix A, Table 23, Table 27, and Table 31.

Figure 17: Grants and Scholarships and Second Fall Persistence of Transfer C4E and Reference Students



Overall, transfer C4E students received a greater amount of aid in the form of grants and scholarships than the reference group. The median amount of aid received by transfer C4E students was \$18,425 compared to \$12,600 for the reference group; average aid amounts were about \$19,400 and \$10,560, respectively (see Table 27 and Table 31). Transfer students received slightly lower amounts of aid than first-year students.

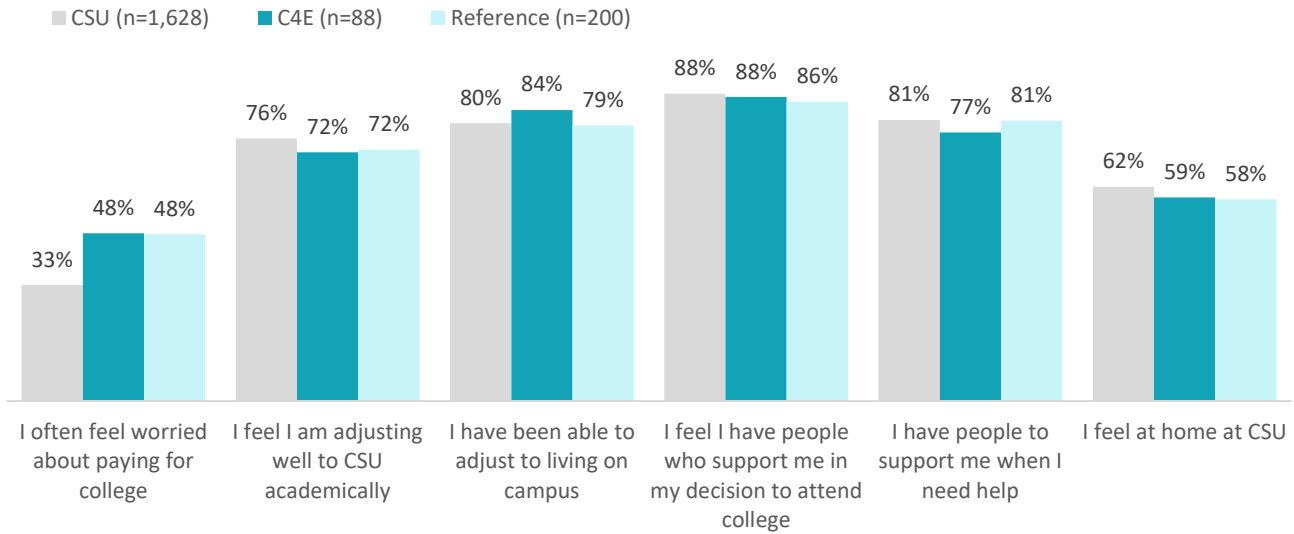
C4E participants and reference group students who received aid at or above the median had higher second fall persistence rates than those receiving aid below the median. For C4E participants, those at or above median (at least \$18,425) persisted about 14PP higher than those below median, and in the reference group, those at or above median (at least \$12,600) persisted about 11PP higher than those below median. Among students with aid levels at or above median, C4E students persisted about 8PP higher than the reference group. Similarly, among students with aid levels below median, C4E students persisted about 4PP higher than the reference group.

Transfer students participating in two or more C4E programs received about \$8,000 more in grants and scholarships than those participating in only one C4E program; their second fall persistence was about 6PP higher as well (see Table 34 and Table 35). Students participating in C4E and AAC/Key versus received about \$2,000 less than those in C4E only but had higher second fall persistence rates (+9PP; see Table 38 and Table 39).

Selected Taking Stock Survey Results of Transfer C4E Participants

Taking Stock (TS) is an online survey administered to all new first-year and transfer students at CSU. Students complete the survey during the fourth week of the semester and are encouraged to reflect on their experiences during the first few weeks at CSU. Selected survey items most salient to C4E's mission are displayed in Figure 18; additional survey results are available in Table 24, Table 28, and Table 32 in the appendix.

Figure 18: Taking Stock Survey Items of Transfer and Reference Students

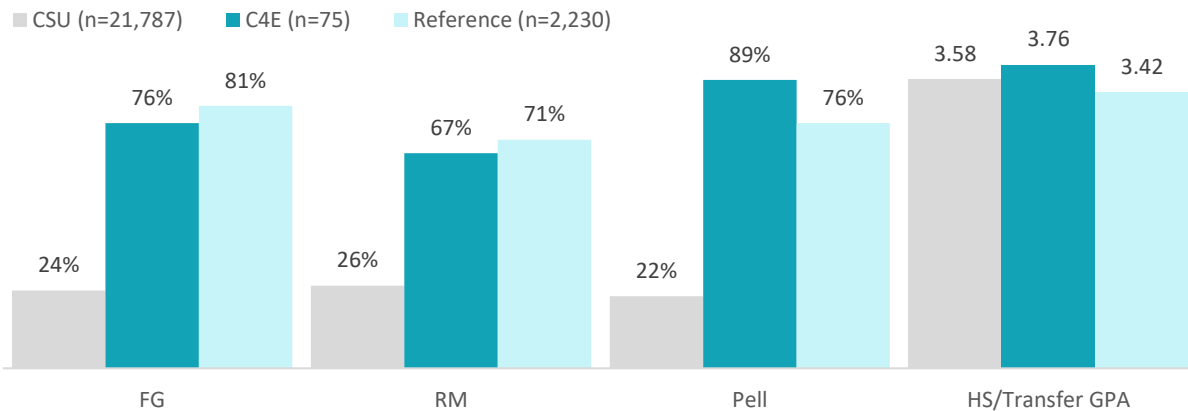


In general C4E participants and reference students worried more about paying for than the university overall, and results for the other survey items tended to be similar among the comparison groups. However, this may be largely due to the small number of survey response available for C4E transfer students (88 survey respondents). Results by number of C4E programs (Table 36) and participation in AAC and/or Key (Table 40) were generally similar across subgroups.

Second Year Student Success Outcomes

While most C4E programs concentrate on first-year students, two programs (Puksta and Reisher) serve students during their second year at CSU. Demographic comparisons are provided for C4E and the reference group (Figure 19 and in Appendix A Table 44 and Table 47) as well as persistence rates (Figure 20 and in Appendix A Table 45 and Table 48). Due to the relatively small number of students in second-year C4E programs (about 250 students), new and transfer students have been combined and are not examined separately.

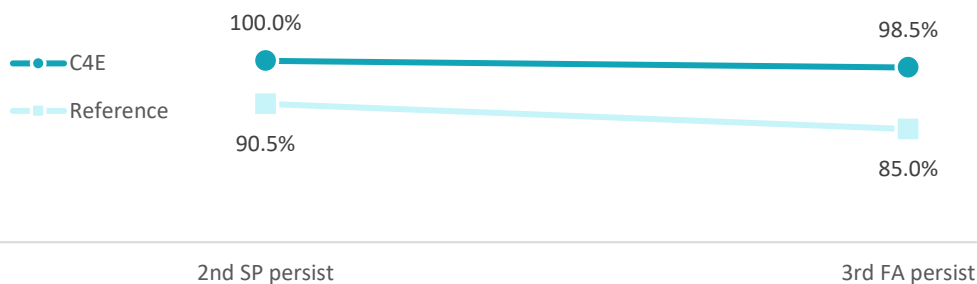
Figure 19: Demographic Characteristics of Second-Year C4E and Reference Students Compared to CSU Overall



Similar to first-year comparisons, FG, RM, and Pell recipients are heavily overrepresented in second-year C4E programs when compared to CSU overall. The reference group is comparable to C4E participants in terms of

their demographic composition, though high school/transfer GPA in the reference group is slightly lower as is the proportion of Pell recipients.

Figure 20: Persistence Rates of Second-Year C4E and Reference Students



Compared to the reference group, second-year C4E participants persisted 5PP higher than the reference group in the second spring and almost 14PP higher in the third fall. Additionally, second-year C4E participants' cumulative GPAs for second spring and third fall were about one-half of one grade point higher than the reference group (see Table 45 and Table 48).

C4E Annual Program Evaluation

In June 2019, C4E administered its annual program evaluation survey to its participants. The online survey included demographic questions, participation in other programs and organizations, experiences with scholar contacts, and asked students to express in their own words, areas where the program has been most helpful. The results of the survey are intended to provide insight into what aspects of the program are meeting students' needs and where improvements could be made.

A total of 291 students completed the evaluation, 45% were first-year students, another 40% were second- and third-year students, and the remaining were fourth- and fifth-year students. Almost two in five respondents had participated in Key Communities, about one in six in AAC, and about 1 in 10 in the honors program or fraternity and sorority life. Almost all students were able to identify their Scholar Contact by name, and 45% of students associated their Scholar Contacts with either AAC or Student Diversity Programs and Services. Of the Scholar Contacts with an association (about 100), about 48% were connected to AAC, 29% with El Centro, about 10% with the Black/African American Cultural Center, and less than 10% with the Native American Cultural Center, Pride Resource Center, or the Access Center; no SCs were associated with the Asian/Pacific American Cultural Center.

In a follow-up question, students wrote about the ways in which the SC and associated office supported them during their time at CSU. Several themes emerged from the students' response and are presented below by theme; quotes appear as written by the students and have not been edited for spelling or grammar.

Many students mentioned receiving academic and financial support:

They have provided tutoring, scholarship opportunities, and mentoring

Advising and assistance with finances, FAFSA, work study and volunteer opportunities.

Provided tutoring and meetings allowing me to review my progress and future plans

They help me find academic and financial opportunities on campus as well as health and mental well being.

They have looked over my grades and kept me on track

Gets me scholarships, tutoring, graduate school help, personal assistance, etc.

Students also mentioned feeling safe and supported by the offices:

This office has provided a safe, welcoming space that allowed me to grow and get the guidance needed

It's the BEST support I'm receiving

They are always checking up on me, weather it's mentally, physically and or academically. They have supported me in many ways and are the best.

Students found a community or second home:

made me feel like my voice is heard, made me feel like i fit in here at CSU

Always gave me space to feel like I was at home because I was outta place at CSU

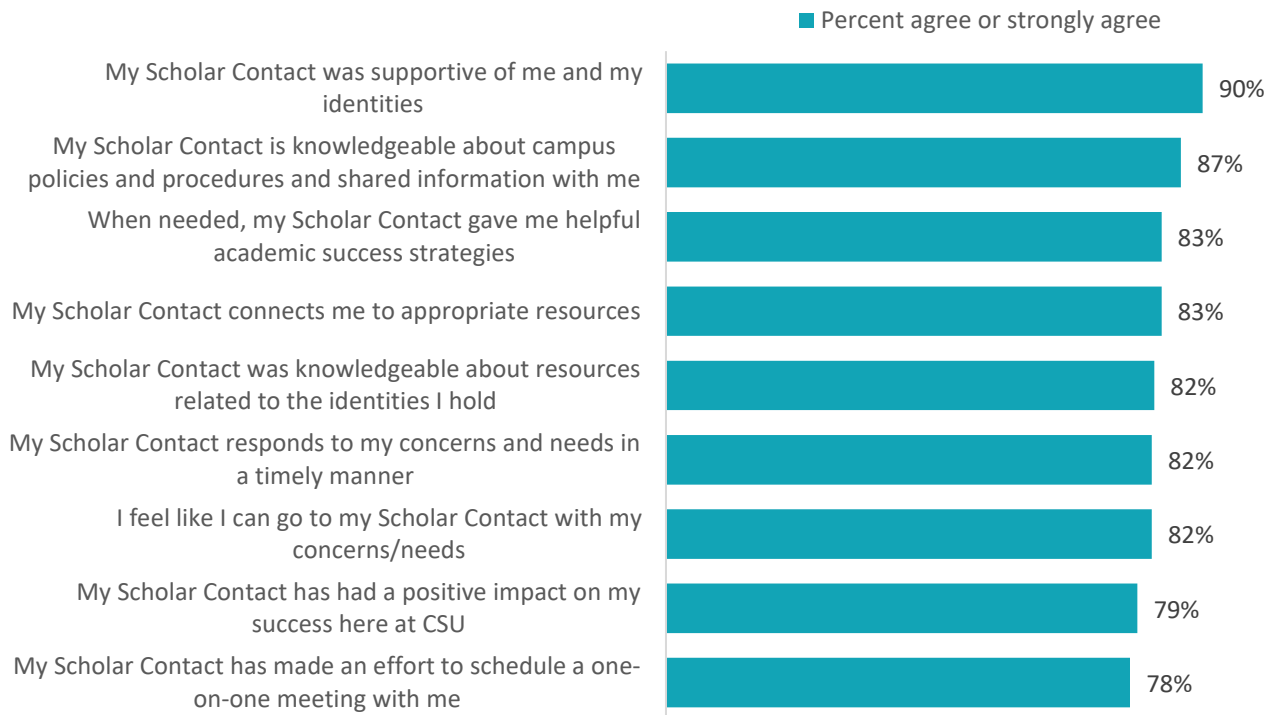
Although I don't go often, it has created a home away from home and it feels good to see that I am still recognized regardless of how often I go.

It has made me feel included on campus by letting me meet more people that I can identify with culturally

Offering a welcoming and inclusive study space for students with a similar background.

A portion of the evaluation included ratings for Scholar Contacted. Students indicated the extent to which they agreed with nine statements about their Scholar Contacts, assessing aspects of their supportiveness, responsiveness, and knowledge levels. Figure 21 summarizes students' perceptions of their Scholar Contacts.

Figure 21: Student Perceptions of C4E Scholar Contacts



Overall, at least four in five C4E participants agreed with each statement about their Scholar Contact. About 9 in 10 participants agreed that their contact was supportive of the students and their identities and was knowledgeable about campus policies and procedures. About four in five C4E participants agreed their contacts were able to connect them to appropriate resources, including those related to the students' identities.

Students reflected on their one-on-one meetings with their Scholar Contacts, and reiterated the different kinds of support and encouragement they received:

Giving me support and encouragement. Guiding me to the right direction.

Connecting to the resources I need

Being able to talk about how I have been navigating school and getting advice and encouragement.

We talked about how I could deal with depression and how to take care of myself.

Ability to connect with resources and planning strategies

Several students expressed their appreciation of the special connections they had with their Scholar Contacts, often emphasizing being able to go to their contacts for anything:

We have created that personal bond within each other and be able to know that I can go with him when something is needed.

Having somebody who you can go to for help on literally anything. Always being there for you

Just knowing that someone was in my corner supporting me through it all.

She is a wonderful support system for me. I don't know how I will ever repay her for the things she has done for me.

When reflecting on the strengths of their Scholar Contacts, many students mentioned their communication skills (especially being good listeners), levels of knowledge, positive attitudes, and compassion.

Observant, good listener, good communication style, friendly/approachable, dependable

understanding, open minded, encouraging, agreeable, care for others

Knowledge, genuine compassion, and enthusiasm for the program and opportunities at the university

Caring, loving, welcoming

Several students expressed the importance of sharing identities with their Scholar Contacts:

He identifies as a Latino as well so it is easier to speak with him.

She identifies as Native American and she is very knowledgeable on college life

he just understands the full extent of my concerns and situation as a first-generation student. Who identifies as a Latina and who is paying my way through college.¹

She is from a similar background

Overall, the Scholar Contacts play an essential role in connecting with students and connecting students to knowledge and resources. They are conduits to success, whom students value and cherish.

Conclusions

Overall, C4E participants exhibit higher levels of success than the reference populations and students participating in at least three C4E programs have higher levels of success than those participating in just one or two C4E programs. Coupling C4E with AAC and/or Key Communities results a more diverse population that achieves even higher levels of success than C4E alone. Students who participate in all three programs not only persist at rates similar to the overall university but also have cumulative GPAs on par with the overall university.

Much of this success would not be possible without the close coordination of people and resources, largely done by the Scholar Contacts. Students expressed their appreciation for their Scholar Contacts, citing their knowledge and welcoming attitudes. Many students described having a special bond with their Scholar Contacts.

Since first generation, racially minoritized students, and Pell recipients are heavily overrepresented in C4E, using comparable reference groups is warranted when assessing student success outcomes. However, the sizes of the reference groups (about 1,500 first-year and 850 transfer students) indicates a large pool of structurally underserved students who would likely benefit from C4E and other intentional programs, both academically and financially. Expanding the programs through more aggressive recruitment into these programs would help to bolster success outcomes for underserved groups at the university.

Appendix A: Student Demographics and Success Outcomes for CSU, C4E, and Reference

The following tables display characteristics of the FA16 through FA19 cohorts included in this study. These analyses are unique by student and reflect student level outcomes (e.g., persistence, GPA, completion of 30 credits within the first year). Reported percentages for racial and ethnic classifications are not mutually exclusive as students may identify with more than one racial or ethnic group.

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First-Year Students

Table 1: CSU First-Year Overall Student Demographics

	FA16	FA17	FA18	FA19	Overall
Headcount	4,916	4,983	5,280	5,107	20,286
First generation	22.8%	22.8%	22.5%	23.4%	22.9%
Pell recipient	20.8%	21.9%	21.4%	21.2%	21.3%
Racially minoritized	25.3%	27.7%	28.1%	28.9%	27.5%
- Single race, not white	9.1%	8.5%	7.9%	7.3%	8.2%
- Multi-race, with white	14.8%	17.3%	18.7%	20.0%	17.7%
- Multi-race, not white	1.4%	1.9%	1.5%	1.7%	1.6%
Hisp/Latinx	14.8%	17.2%	16.9%	17.2%	16.6%
Asian/Pac Amer	6.8%	6.9%	7.3%	7.6%	7.2%
Black/Afr Amer	4.7%	4.6%	4.6%	4.7%	4.6%
Nat Amer/Amer Ind	2.1%	2.8%	3.3%	3.9%	3.0%
White	86.7%	87.9%	89.1%	89.6%	88.3%
Female	56.1%	53.9%	53.8%	57.0%	55.2%
Nonresident	31.8%	33.4%	36.7%	35.8%	34.5%
Rural	21.6%	19.6%	19.9%	20.3%	20.3%
HS GPA	3.62	3.62	3.65	3.70	3.65
Admit with support	12.7%	12.6%	14.6%	10.9%	12.7%
C4E participant	7.8%	8.4%	9.7%	8.3%	8.6%
- 2 or more C4E programs	41.9%	45.1%	35.0%	35.9%	39.2%
AAC participant	0.6%	1.2%	0.8%	1.3%	1.0%
Key participant	10.3%	12.0%	11.8%	13.0%	11.8%

Table 2: CSU First-Year Overall Student Success Outcomes

	FA16	FA17	FA18	FA19	Overall
Headcount	4,916	4,983	5,280	5,107	20,286
1st SP complete 30 credits	39.9%	38.8%	40.5%	39.9%	39.8%
1st SP persist	93.9%	93.7%	94.4%	94.9%	94.2%
2nd FA persist	83.7%	83.2%	85.1%	85.3%	84.3%
2nd SP persist	78.6%	79.4%	80.7%		79.6%
3rd FA persist	74.6%	75.5%	75.8%		75.3%
1st FA GPA	2.92	2.88	2.95	3.01	2.94
1st SP GPA	2.96	2.97	3.01	3.12	3.02
2nd FA GPA	3.02	3.01	3.04	3.24	3.08
2nd SP GPA	3.07	3.05	3.12		3.08
3rd FA GPA	3.10	3.08	3.18		3.12

Table 3: CSU First-Year First Fall Grants and Scholarships

	FA16	FA17	FA18	FA19	Overall
Headcount	4,916	4,983	5,280	5,107	20,286
Lower quartile	\$0	\$0	\$0	\$0	\$0
Median	\$4,000	\$3,500	\$5,000	\$5,000	\$4,000
Mean	\$6,804	\$6,691	\$7,119	\$7,375	\$7,004
Upper quartile	\$10,815	\$10,250	\$11,000	\$11,000	\$11,000

Table 4: CSU First-Year Overall Student Taking Stock Survey Results

	FA16	FA17	FA18	FA19	Overall
Headcount	4,360	4,373	4,665	4,468	17,866
College expenses are causing a strain on my family	26.2%	25.7%	18.9%	18.4%	22.2%
I feel confident that I will be able to pay for next semester's tuition and fees	61.6%	61.7%	60.9%	60.2%	61.1%
Financial obligations are interfering with my ability to focus on my academics	10.1%	10.0%	7.5%	8.2%	8.9%
I often feel worried about paying for college	32.7%	33.8%	25.9%	27.5%	29.9%
I have concerns about my ability to pay for my college education through graduation	28.8%	27.9%	22.3%	22.3%	25.3%
I feel I am adjusting well to CSU academically	80.7%	79.8%	72.8%	70.7%	75.9%
I have been able to adjust to living on campus	83.7%	84.9%	81.0%	80.4%	82.5%
I feel I have people who support me in my decision to attend college	91.8%	91.3%	90.3%	88.8%	90.5%
I have people to support me when I need help	86.4%	86.4%	84.2%	81.3%	84.5%
I feel at home at CSU	68.7%	71.8%	67.1%	65.0%	68.1%

Table 5: C4E First-Year Overall Student Demographics

	FA16	FA17	FA18	FA19	Overall
Headcount	384	421	512	426	1,743
First generation	69.5%	71.0%	69.3%	76.8%	71.6%
Pell recipient	64.3%	64.4%	63.3%	66.7%	64.6%
Racially minoritized	76.6%	84.8%	76.8%	85.9%	80.9%
- Single race, not white	34.6%	28.5%	20.5%	26.1%	26.9%
- Multi-race, with white	36.7%	50.4%	51.0%	53.5%	48.3%
- Multi-race, not white	5.2%	5.9%	5.3%	6.3%	5.7%
Hisp/Latinx	53.9%	65.1%	58.2%	58.5%	59.0%
Asian/Pac Amer	5.5%	6.2%	4.9%	6.1%	5.6%
Black/Afr Amer	17.4%	14.0%	13.3%	13.8%	14.5%
Nat Amer/Amer Ind	7.3%	8.1%	9.0%	17.8%	10.6%
White	53.6%	63.2%	73.2%	65.7%	64.7%
Female	60.4%	59.4%	60.5%	63.8%	61.0%
Nonresident	5.7%	3.1%	5.1%	11.5%	6.3%
Rural	16.7%	12.4%	18.0%	13.6%	15.3%
HS GPA	3.71	3.65	3.69	3.71	3.69
Admit with support	31.0%	29.2%	23.4%	16.9%	24.9%
C4E participant	100.0%	100.0%	100.0%	100.0%	100.0%
- 2 or more C4E programs	41.9%	45.1%	35.0%	35.9%	39.2%
AAC participant	6.2%	9.0%	4.9%	9.4%	7.3%
Key participant	52.3%	61.0%	51.4%	60.6%	56.2%

Table 6: C4E First-Year Overall Student Success Outcomes

	FA16	FA17	FA18	FA19	Overall
Headcount	384	421	512	426	1,743
1st SP complete 30 credits	36.5%	33.3%	35.4%	29.3%	33.6%
1st SP persist	95.6%	92.9%	96.5%	95.8%	95.2%
2nd FA persist	88.0%	81.7%	84.6%	82.9%	84.2%
2nd SP persist	82.8%	76.2%	79.9%		79.6%
3rd FA persist	78.4%	72.0%	73.4%		74.4%
1st FA GPA	2.80	2.63	2.78	2.71	2.73
1st SP GPA	2.83	2.76	2.83	2.85	2.82
2nd FA GPA	2.88	2.81	2.89	3.01	2.90
2nd SP GPA	2.90	2.86	2.97		2.92
3rd FA GPA	2.95	2.88	3.03		2.96

Table 7: C4E First-Year First Fall Grants and Scholarships

	FA16	FA17	FA18	FA19	Overall
Headcount	384	421	512	426	1,743
Lower quartile	\$15,450	\$13,975	\$14,110	\$19,000	\$15,800
Median	\$20,398	\$20,715	\$20,850	\$21,800	\$21,000
Mean	\$19,547	\$19,043	\$18,900	\$21,250	\$19,652
Upper quartile	\$23,341	\$24,100	\$23,750	\$25,800	\$24,547

Table 8: C4E First-Year Overall Student Taking Stock Survey Results

	FA16	FA17	FA18	FA19	Overall
Headcount	361	383	467	385	1,596
College expenses are causing a strain on my family	28.1%	30.5%	19.7%	21.3%	24.5%
I feel confident that I will be able to pay for next semester's tuition and fees	47.3%	41.1%	41.1%	37.7%	41.7%
Financial obligations are interfering with my ability to focus on my academics	14.6%	12.3%	9.9%	11.4%	11.9%
I often feel worried about paying for college	45.8%	46.2%	37.3%	34.3%	40.6%
I have concerns about my ability to pay for my college education through graduation	42.6%	42.9%	34.6%	29.9%	37.2%
I feel I am adjusting well to CSU academically	77.3%	72.8%	61.2%	63.4%	68.2%
I have been able to adjust to living on campus	81.2%	79.6%	76.1%	74.7%	77.8%
I feel I have people who support me in my decision to attend college	88.3%	89.4%	88.4%	83.6%	87.4%
I have people to support me when I need help	85.9%	85.1%	81.0%	81.2%	83.2%
I feel at home at CSU	63.4%	62.9%	58.2%	53.0%	59.2%

Table 9: Reference First-Year Overall Student Demographics

	FA16	FA17	FA18	FA19	Overall
Headcount	382	385	357	394	1,518
First generation	78.0%	80.0%	74.2%	77.7%	77.5%
Pell recipient	72.3%	73.2%	74.5%	74.9%	73.7%
Racially minoritized	72.0%	71.2%	73.9%	74.9%	73.0%
- Single race, not white	23.8%	23.9%	20.2%	17.8%	21.4%
- Multi-race, with white	42.7%	41.6%	50.7%	52.3%	46.8%
- Multi-race, not white	5.5%	5.7%	3.1%	4.8%	4.8%
Hisp/Latinx	44.8%	45.7%	45.1%	46.2%	45.5%
Asian/Pac Amer	17.5%	17.1%	15.7%	17.8%	17.1%
Black/Afr Amer	11.5%	9.9%	14.3%	14.0%	12.4%
Nat Amer/Amer Ind	8.1%	7.8%	6.2%	7.9%	7.5%
White	70.7%	70.1%	76.5%	77.4%	73.6%
Female	61.0%	58.4%	55.7%	64.7%	60.1%
Nonresident	0.0%	0.0%	0.0%	0.0%	0.0%
Rural	15.1%	18.3%	14.4%	18.3%	16.6%
HS GPA	3.57	3.53	3.55	3.66	3.58
Admit with support	18.6%	17.1%	22.7%	14.0%	18.0%
C4E participant	0.0%	0.0%	0.0%	0.0%	0.0%
- 2 or more C4E programs					
AAC participant	0.0%	0.0%	0.0%	0.0%	0.0%
Key participant	0.0%	0.0%	0.0%	0.0%	0.0%

Table 10: Reference First-Year Overall Student Success Outcomes

	FA16	FA17	FA18	FA19	Overall
Headcount	382	385	357	394	1,518
1st SP complete 30 credits	35.1%	27.3%	28.0%	33.8%	31.1%
1st SP persist	91.6%	93.5%	91.0%	90.6%	91.7%
2nd FA persist	77.5%	78.4%	77.0%	79.7%	78.2%
2nd SP persist	71.5%	70.9%	72.3%		71.5%
3rd FA persist	68.6%	66.8%	67.5%		67.6%
1st FA GPA	2.71	2.62	2.69	2.87	2.72
1st SP GPA	2.81	2.74	2.80	3.04	2.85
2nd FA GPA	2.91	2.84	2.85	3.15	2.94
2nd SP GPA	2.96	2.89	2.95		2.94
3rd FA GPA	2.98	2.96	3.03		2.99

Table 11: Reference First-Year First Fall Grants and Scholarships

	FA16	FA17	FA18	FA19	Overall
Headcount	382	385	357	394	1,518
Lower quartile	\$5,796	\$3,550	\$5,776	\$6,751	\$5,645
Median	\$12,600	\$13,682	\$16,100	\$16,500	\$14,600
Mean	\$10,961	\$10,644	\$11,660	\$12,898	\$11,546
Upper quartile	\$15,600	\$15,800	\$16,100	\$17,500	\$16,500

Table 12: Reference First-Year Overall Student Taking Stock Survey Results

	FA16	FA17	FA18	FA19	Overall
Headcount	327	319	295	330	1,271
College expenses are causing a strain on my family	37.7%	34.0%	27.5%	25.8%	31.2%
I feel confident that I will be able to pay for next semester's tuition and fees	38.5%	40.8%	40.7%	37.0%	39.2%
Financial obligations are interfering with my ability to focus on my academics	16.8%	13.3%	12.9%	14.2%	14.3%
I often feel worried about paying for college	52.2%	51.3%	41.8%	43.0%	47.2%
I have concerns about my ability to pay for my college education through graduation	46.8%	41.1%	33.8%	36.7%	39.7%
I feel I am adjusting well to CSU academically	75.7%	75.4%	69.8%	66.4%	71.8%
I have been able to adjust to living on campus	84.3%	80.3%	75.1%	76.8%	79.2%
I feel I have people who support me in my decision to attend college	90.3%	87.4%	87.6%	87.6%	88.2%
I have people to support me when I need help	84.3%	85.8%	79.7%	77.6%	81.8%
I feel at home at CSU	68.4%	69.6%	63.3%	57.9%	64.8%

Table 13: First-Year Student Demographics by C4E Participation Level

	1 program	2 programs	3 or more programs	Overall
Headcount	1,060	439	244	1,743
First generation	64.3%	81.5%	85.2%	71.6%
Pell recipient	64.2%	70.4%	56.1%	64.6%
Racially minoritized	74.2%	91.1%	91.4%	80.9%
- Single race, not white	26.3%	29.6%	24.6%	26.9%
- Multi-race, with white	41.6%	56.3%	63.1%	48.3%
- Multi-race, not white	6.3%	5.2%	3.7%	5.7%
Hisp/Latinx	49.1%	71.1%	80.3%	59.0%
Asian/Pac Amer	5.8%	5.0%	5.7%	5.6%
Black/Afr Amer	15.4%	16.2%	7.8%	14.5%
Nat Amer/Amer Ind	13.5%	7.7%	2.9%	10.6%
White	65.7%	61.5%	66.0%	64.7%
Female	60.7%	57.9%	68.4%	61.0%
Nonresident	9.2%	2.7%	0.0%	6.3%
Rural	18.3%	11.4%	9.0%	15.3%
HS GPA	3.69	3.67	3.73	3.69
Admit with support	22.9%	29.2%	25.8%	24.9%
C4E participant	100.0%	100.0%	100.0%	100.0%
- 2 or more C4E programs	0.0%	100.0%	100.0%	39.2%
AAC participant	4.9%	9.3%	13.9%	7.3%
Key participant	46.3%	68.3%	77.0%	56.2%

Table 14: First-Year Student Success Outcomes by C4E Participation Level

	1 program	2 programs	3 or more programs	Overall
Headcount	1,060	439	244	1,743
1st SP complete 30 credits	30.9%	34.4%	43.9%	33.6%
1st SP persist	94.6%	95.0%	98.4%	95.2%
2nd FA persist	82.2%	82.9%	95.5%	84.2%
2nd SP persist	77.4%	77.8%	90.7%	79.6%
3rd FA persist	72.3%	72.0%	86.3%	74.4%
1st FA GPA	2.75	2.64	2.79	2.73
1st SP GPA	2.86	2.71	2.83	2.82
2nd FA GPA	2.97	2.78	2.83	2.90
2nd SP GPA	2.97	2.79	2.89	2.92
3rd FA GPA	3.02	2.84	2.93	2.96

Table 15: First-Year First Fall Grants and Scholarships by C4E Participation Level

	1 program	2 programs	3 or more programs	Overall
Headcount	1,060	439	244	1,743
Lower quartile	\$12,300	\$18,800	\$21,535	\$15,800
Median	\$19,990	\$22,000	\$24,673	\$21,000
Mean	\$17,896	\$21,686	\$23,603	\$19,652
Upper quartile	\$22,600	\$25,400	\$27,746	\$24,547

Table 16: First-Year Overall Student Taking Stock Survey Results by C4E Participation Level

	1 program	2 programs	3 or more programs	Overall
Headcount	963	401	232	1,596
College expenses are causing a strain on my family	26.8%	24.4%	15.4%	24.5%
I feel confident that I will be able to pay for next semester's tuition and fees	41.4%	38.5%	48.5%	41.7%
Financial obligations are interfering with my ability to focus on my academics	12.7%	12.8%	7.0%	11.9%
I often feel worried about paying for college	43.7%	38.7%	31.0%	40.6%
I have concerns about my ability to pay for my college education through graduation	38.1%	35.7%	36.4%	37.2%
I feel I am adjusting well to CSU academically	67.1%	67.5%	73.7%	68.2%
I have been able to adjust to living on campus	77.2%	78.2%	79.6%	77.8%
I feel I have people who support me in my decision to attend college	87.5%	86.9%	88.2%	87.4%
I have people to support me when I need help	81.2%	84.5%	89.2%	83.2%
I feel at home at CSU	57.8%	61.3%	61.7%	59.2%

Table 17: First-Year Student Demographics by C4E, AAC, and Key Participation

	C4E only	C4E & AAC	C4E & Key	C4E, AAC & Key	Overall
Headcount	721	43	895	84	1,743
First generation	59.9%	88.4%	78.3%	91.7%	71.6%
Pell recipient	53.8%	74.4%	70.8%	85.7%	64.6%
Racially minoritized	68.2%	86.0%	89.5%	95.2%	80.9%
- Single race, not white	23.0%	20.9%	29.6%	34.5%	26.9%
- Multi-race, with white	40.5%	60.5%	53.0%	59.5%	48.3%
- Multi-race, not white	4.7%	4.7%	6.9%	1.2%	5.7%
Hisp/Latinx	47.0%	67.4%	66.9%	72.6%	59.0%
Asian/Pac Amer	5.0%	7.0%	5.9%	7.1%	5.6%
Black/Afr Amer	10.8%	4.7%	17.9%	15.5%	14.5%
Nat Amer/Amer Ind	13.3%	11.6%	9.1%	2.4%	10.6%
White	69.6%	72.1%	60.4%	63.1%	64.7%
Female	59.9%	60.5%	61.3%	67.9%	61.0%
Nonresident	11.1%	0.0%	3.4%	0.0%	6.3%
Rural	22.8%	23.3%	8.3%	21.4%	15.3%
HS GPA	3.74	3.70	3.65	3.71	3.69
Admit with support	17.2%	18.6%	30.8%	31.0%	24.9%
C4E participant	100.0%	100.0%	100.0%	100.0%	100.0%
- 2 or more C4E programs	24.8%	37.2%	47.9%	70.2%	39.2%
AAC participant	0.0%	100.0%	0.0%	100.0%	7.3%
Key participant	0.0%	0.0%	100.0%	100.0%	56.2%

Table 18: First-Year Student Success Outcomes by C4E, AAC, and Key Participation

	C4E only	C4E & AAC	C4E & Key	C4E, AAC & Key	Overall
Headcount	721	43	895	84	1,743
1st SP complete 30 credits	34.5%	34.9%	30.1%	63.1%	33.6%
1st SP persist	94.2%	100.0%	95.5%	98.8%	95.2%
2nd FA persist	82.4%	88.4%	84.5%	95.2%	84.2%
2nd SP persist	77.4%	90.0%	79.8%	93.0%	79.6%
3rd FA persist	71.0%	90.0%	75.8%	84.2%	74.4%
1st FA GPA	2.74	2.83	2.69	3.08	2.73
1st SP GPA	2.84	2.93	2.77	3.11	2.82
2nd FA GPA	2.96	2.91	2.84	3.07	2.90
2nd SP GPA	2.99	2.83	2.84	3.10	2.92
3rd FA GPA	3.05	2.89	2.88	3.10	2.96

Table 19: First-Year First Fall Grants and Scholarships by C4E, AAC, and Key Participation

	C4E only	C4E & AAC	C4E & Key	C4E, AAC & Key	Overall
Headcount	721	43	895	84	1,743
Lower quartile	\$11,350	\$16,550	\$18,600	\$19,828	\$15,800
Median	\$19,600	\$21,304	\$21,800	\$23,309	\$21,000
Mean	\$18,099	\$20,296	\$20,622	\$22,298	\$19,652
Upper quartile	\$23,600	\$24,100	\$24,643	\$26,700	\$24,547

Table 20: First-Year Overall Student Taking Stock Survey Results by C4E, AAC, and Key Participation

	C4E only	C4E & AAC	C4E & Key	C4E, AAC & Key	Overall
Headcount	639	37	843	77	1,596
College expenses are causing a strain on my family	24.6%	24.3%	24.9%	20.0%	24.5%
I feel confident that I will be able to pay for next semester's tuition and fees	42.8%	44.4%	40.5%	44.2%	41.7%
Financial obligations are interfering with my ability to focus on my academics	12.2%	8.1%	12.1%	9.1%	11.9%
I often feel worried about paying for college	41.5%	32.4%	40.4%	39.0%	40.6%
I have concerns about my ability to pay for my college education through graduation	33.6%	32.4%	39.1%	49.4%	37.2%
I feel I am adjusting well to CSU academically	67.1%	67.6%	69.0%	67.5%	68.2%
I have been able to adjust to living on campus	79.3%	76.5%	77.4%	70.1%	77.8%
I feel I have people who support me in my decision to attend college	88.5%	86.5%	86.7%	87.0%	87.4%
I have people to support me when I need help	81.1%	81.1%	84.6%	85.7%	83.2%
I feel at home at CSU	56.7%	66.7%	61.3%	54.5%	59.2%

Transfer Students

Table 21: CSU Transfer Overall Student Demographics

	FA16	FA17	FA18	FA19	Overall
Headcount	1,424	1,326	1,381	1,320	5,451
First generation	31.2%	35.0%	36.9%	32.9%	34.0%
Pell recipient	30.5%	31.8%	32.4%	29.5%	31.1%
Racially minoritized	21.0%	21.8%	24.4%	24.5%	22.9%
- Single race, not white	6.1%	6.0%	6.2%	5.4%	5.9%
- Multi-race, with white	13.6%	14.6%	16.7%	17.0%	15.4%
- Multi-race, not white	1.3%	1.2%	1.6%	2.0%	1.5%
Hisp/Latinx	12.6%	13.3%	15.4%	15.2%	14.1%
Asian/Pac Amer	6.9%	8.3%	7.8%	8.3%	7.8%
Black/Afr Amer	3.2%	4.0%	3.9%	4.6%	3.9%
Nat Amer/Amer Ind	2.9%	2.1%	3.0%	3.5%	2.9%
White	83.6%	84.7%	85.4%	86.1%	84.9%
Female	47.4%	49.8%	50.0%	49.4%	49.1%
Nonresident	31.2%	28.7%	31.6%	27.6%	29.8%
Rural	20.6%	21.9%	21.2%	20.5%	21.0%
Transfer GPA	3.20	3.19	3.20	3.23	3.21
Admit with support	0.0%	0.3%	0.1%	0.5%	0.2%
C4E participant	3.6%	5.5%	5.0%	4.7%	4.7%
- 2 or more C4E programs	27.5%	19.2%	15.9%	21.0%	20.4%
AAC participant	1.3%	1.7%	2.5%	2.8%	2.1%
Key participant	0.1%	0.2%	0.1%	0.1%	0.1%

Table 22: CSU Transfer Overall Student Success Outcomes

	FA16	FA17	FA18	FA19	Overall
Headcount	1,424	1,326	1,381	1,320	5,451
1st SP complete 30 credits	30.1%	27.7%	28.3%	26.7%	28.2%
1st SP persist	93.7%	94.3%	94.4%	94.1%	94.1%
2nd FA persist	85.5%	85.5%	86.8%	84.9%	85.7%
2nd SP persist	81.5%	82.7%	81.9%		82.0%
3rd FA persist	79.2%	78.5%	78.8%		78.8%
1st FA GPA	2.89	2.93	2.90	2.97	2.92
1st SP GPA	2.95	2.99	2.97	3.08	3.00
2nd FA GPA	3.00	3.03	2.99	3.19	3.05
2nd SP GPA	3.04	3.05	3.08		3.06
3rd FA GPA	3.01	3.03	3.06		3.03

Table 23: CSU Transfer First Fall Grants and Scholarships

	FA16	FA17	FA18	FA19	Overall
Headcount	1,424	1,326	1,381	1,320	5,451
Lower quartile	\$0	\$0	\$0	\$0	\$0
Median	\$3,665	\$4,000	\$5,000	\$4,215	\$4,145
Mean	\$5,692	\$6,549	\$7,023	\$6,897	\$6,548
Upper quartile	\$11,374	\$12,600	\$13,100	\$13,500	\$12,100

Table 24: CSU Transfer Student Taking Stock Survey Results

	FA16	FA17	FA18	FA19	Overall
Headcount	337	495	407	389	1,628
College expenses are causing a strain on my family	30.4%	26.9%	22.9%	21.1%	25.2%
I feel confident that I will be able to pay for next semester's tuition and fees	54.4%	58.1%	59.5%	60.2%	58.2%
Financial obligations are interfering with my ability to focus on my academics	16.2%	16.7%	12.8%	13.6%	14.9%
I often feel worried about paying for college	34.4%	35.5%	30.5%	32.8%	33.4%
I have concerns about my ability to pay for my college education through graduation	30.6%	28.9%	22.3%	25.0%	26.7%
I feel I am adjusting well to CSU academically	77.4%	80.8%	70.3%	72.8%	75.5%
I have been able to adjust to living on campus	81.9%	82.3%	79.6%	75.9%	80.0%
I feel I have people who support me in my decision to attend college	87.4%	89.3%	87.6%	88.9%	88.4%
I have people to support me when I need help	82.0%	83.5%	79.3%	78.3%	80.9%
I feel at home at CSU	60.4%	65.8%	61.2%	57.9%	61.6%

Table 25: C4E Transfer Overall Student Demographics

	FA16	FA17	FA18	FA19	Overall
Headcount	51	73	69	62	255
First generation	82.4%	79.5%	85.5%	75.8%	80.8%
Pell recipient	72.5%	54.8%	60.9%	61.3%	61.6%
Racially minoritized	58.8%	53.4%	69.6%	74.2%	63.9%
- Single race, not white	23.5%	15.1%	20.3%	16.1%	18.4%
- Multi-race, with white	27.5%	31.5%	42.0%	56.5%	39.6%
- Multi-race, not white	7.8%	6.8%	7.2%	1.6%	5.9%
Hisp/Latinx	37.3%	38.4%	53.6%	54.8%	46.3%
Asian/Pac Amer	5.9%	8.2%	7.2%	0.0%	5.5%
Black/Afr Amer	7.8%	8.2%	5.8%	11.3%	8.2%
Nat Amer/Amer Ind	17.6%	9.6%	13.0%	14.5%	13.3%
White	51.0%	72.6%	69.6%	79.0%	69.0%
Female	49.0%	53.4%	47.8%	48.4%	49.8%
Nonresident	7.8%	5.5%	7.2%	11.3%	7.8%
Rural	13.7%	13.7%	20.3%	21.0%	17.3%
Transfer GPA	3.27	3.36	3.29	3.37	3.33
Admit with support	0.0%	0.0%	1.4%	0.0%	0.4%
C4E participant	100.0%	100.0%	100.0%	100.0%	100.0%
- 2 or more C4E programs	27.5%	19.2%	15.9%	21.0%	20.4%
AAC participant	29.4%	26.0%	42.0%	43.5%	35.3%
Key participant	0.0%	1.4%	0.0%	0.0%	0.4%

Table 26: C4E Transfer Overall Student Success Outcomes

	FA16	FA17	FA18	FA19	Overall
Headcount	51	73	69	62	255
1st SP complete 30 credits	27.5%	20.5%	23.2%	16.1%	21.6%
1st SP persist	96.1%	93.2%	97.1%	95.2%	95.3%
2nd FA persist	92.2%	89.0%	92.8%	85.5%	89.8%
2nd SP persist	90.2%	89.0%	89.9%		89.6%
3rd FA persist	92.2%	86.3%	84.1%		87.0%
1st FA GPA	2.92	2.98	2.66	2.77	2.83
1st SP GPA	3.09	3.00	2.81	2.92	2.94
2nd FA GPA	2.97	3.03	2.95	3.00	2.99
2nd SP GPA	2.98	3.07	3.06		3.04
3rd FA GPA	2.93	2.92	2.97		2.94

Table 27: C4E Transfer First Fall Grants and Scholarships

	FA16	FA17	FA18	FA19	Overall
Headcount	51	73	69	62	255
Lower quartile	\$12,993	\$11,950	\$13,652	\$17,252	\$13,650
Median	\$18,205	\$17,774	\$18,700	\$19,675	\$18,425
Mean	\$18,352	\$18,188	\$18,858	\$22,173	\$19,373
Upper quartile	\$23,984	\$22,980	\$24,279	\$27,367	\$24,399

Table 28: C4E Transfer Student Taking Stock Survey Results

	FA16	FA17	FA18	FA19	Overall
Headcount	11	32	26	19	88
College expenses are causing a strain on my family	18.2%	22.6%	23.1%	31.6%	24.1%
I feel confident that I will be able to pay for next semester's tuition and fees	72.7%	46.9%	50.0%	63.2%	54.5%
Financial obligations are interfering with my ability to focus on my academics	18.2%	9.4%	11.5%	21.1%	13.6%
I often feel worried about paying for college	54.5%	41.9%	50.0%	52.6%	48.3%
I have concerns about my ability to pay for my college education through graduation	36.4%	35.5%	42.3%	31.6%	36.8%
I feel I am adjusting well to CSU academically	81.8%	84.4%	57.7%	63.2%	71.6%
I have been able to adjust to living on campus	87.5%	80.0%	81.8%	87.5%	83.8%
I feel I have people who support me in my decision to attend college	100.0%	87.5%	80.8%	89.5%	87.5%
I have people to support me when I need help	90.9%	71.9%	73.1%	84.2%	77.3%
I feel at home at CSU	63.6%	64.5%	61.5%	42.1%	58.6%

Table 29: Reference Transfer Overall Student Demographics

	FA16	FA17	FA18	FA19	Overall
Headcount	226	213	233	193	865
First generation	85.0%	86.9%	84.1%	88.6%	86.0%
Pell recipient	79.6%	85.4%	82.4%	78.8%	81.6%
Racially minoritized	60.6%	57.3%	58.4%	65.3%	60.2%
- Single race, not white	17.7%	16.9%	13.7%	16.1%	16.1%
- Multi-race, with white	39.8%	38.5%	40.3%	44.6%	40.7%
- Multi-race, not white	3.1%	1.9%	4.3%	4.7%	3.5%
Hisp/Latinx	35.4%	35.7%	39.9%	42.0%	38.2%
Asian/Pac Amer	11.5%	9.4%	12.4%	9.8%	10.9%
Black/Afr Amer	10.6%	12.2%	9.0%	14.0%	11.3%
Nat Amer/Amer Ind	8.4%	5.2%	3.9%	11.4%	7.1%
White	78.3%	79.3%	81.5%	77.7%	79.3%
Female	45.1%	46.5%	49.4%	50.8%	47.9%
Nonresident	0.0%	0.0%	0.0%	0.0%	0.0%
Rural	16.0%	20.3%	19.8%	14.2%	17.7%
Transfer GPA	3.14	3.06	3.09	3.03	3.08
Admit with support	0.0%	0.5%	0.0%	0.5%	0.2%
C4E participant	0.0%	0.0%	0.0%	0.0%	0.0%
- 2 or more C4E programs					
AAC participant	0.0%	0.0%	0.0%	0.0%	0.0%
Key participant	0.0%	0.0%	0.0%	0.0%	0.0%

Table 30: Reference Transfer Overall Student Success Outcomes

	FA16	FA17	FA18	FA19	Overall
Headcount	226	213	233	193	865
1st SP complete 30 credits	21.2%	16.9%	19.3%	15.5%	18.4%
1st SP persist	92.9%	93.4%	95.3%	91.7%	93.4%
2nd FA persist	84.5%	83.1%	85.8%	80.3%	83.6%
2nd SP persist	78.3%	76.5%	76.8%		77.2%
3rd FA persist	74.3%	71.8%	74.7%		73.7%
1st FA GPA	2.69	2.71	2.73	2.91	2.75
1st SP GPA	2.78	2.78	2.78	3.08	2.85
2nd FA GPA	2.86	2.86	2.81	3.21	2.92
2nd SP GPA	2.92	2.88	2.94		2.92
3rd FA GPA	2.87	2.87	2.95		2.89

Table 31: Reference Transfer First Fall Grants and Scholarships

	FA16	FA17	FA18	FA19	Overall
Headcount	226	213	233	193	865
Lower quartile	\$6,051	\$6,300	\$6,551	\$6,195	\$6,300
Median	\$12,100	\$12,600	\$13,100	\$13,500	\$12,600
Mean	\$10,204	\$10,436	\$10,962	\$10,593	\$10,554
Upper quartile	\$13,100	\$13,600	\$15,350	\$14,500	\$13,885

Table 32: Reference Transfer Student Taking Stock Survey Results

	FA16	FA17	FA18	FA19	Overall
Headcount	42	72	50	36	200
College expenses are causing a strain on my family	37.5%	32.4%	30.0%	33.3%	33.0%
I feel confident that I will be able to pay for next semester's tuition and fees	38.1%	39.4%	40.0%	38.9%	39.2%
Financial obligations are interfering with my ability to focus on my academics	19.0%	23.6%	18.0%	22.2%	21.0%
I often feel worried about paying for college	42.9%	44.4%	52.0%	55.6%	48.0%
I have concerns about my ability to pay for my college education through graduation	41.5%	42.0%	41.7%	45.7%	42.5%
I feel I am adjusting well to CSU academically	73.8%	83.1%	60.0%	66.7%	72.4%
I have been able to adjust to living on campus	85.7%	73.1%	78.9%	78.6%	79.3%
I feel I have people who support me in my decision to attend college	85.4%	90.1%	81.3%	85.7%	86.2%
I have people to support me when I need help	87.8%	77.5%	78.3%	82.4%	80.7%
I feel at home at CSU	59.5%	65.3%	52.0%	50.0%	58.0%

Table 33: Transfer Student Demographics by C4E Participation Level

	1 program	2 or more programs	Overall
Headcount	203	52	255
First generation	76.8%	96.2%	80.8%
Pell recipient	63.1%	55.8%	61.6%
Racially minoritized	64.0%	63.5%	63.9%
- Single race, not white	21.2%	7.7%	18.4%
- Multi-race, with white	37.4%	48.1%	39.6%
- Multi-race, not white	5.4%	7.7%	5.9%
Hisp/Latinx	43.3%	57.7%	46.3%
Asian/Pac Amer	6.4%	1.9%	5.5%
Black/Afr Amer	8.4%	7.7%	8.2%
Nat Amer/Amer Ind	15.3%	5.8%	13.3%
White	70.4%	63.5%	69.0%
Female	50.7%	46.2%	49.8%
Nonresident	9.9%	0.0%	7.8%
Rural	18.2%	13.5%	17.3%
Transfer GPA	3.32	3.34	3.33
Admit with support	0.5%	0.0%	0.4%
C4E participant	100.0%	100.0%	100.0%
- 2 or more C4E programs	0.0%	100.0%	20.4%
AAC participant	36.5%	30.8%	35.3%
Key participant	0.5%	0.0%	0.4%

Table 34: Transfer Student Success Outcomes by C4E Participation Level

	1 program	2 or more programs	Overall
Headcount	203	52	255
1st SP complete 30 credits	21.2%	23.1%	21.6%
1st SP persist	95.6%	94.2%	95.3%
2nd FA persist	88.7%	94.2%	89.8%
2nd SP persist	88.3%	94.9%	89.6%
3rd FA persist	85.1%	94.9%	87.0%
1st FA GPA	2.81	2.91	2.83
1st SP GPA	2.90	3.10	2.94
2nd FA GPA	2.95	3.13	2.99
2nd SP GPA	3.04	3.04	3.04
3rd FA GPA	2.96	2.81	2.94

Table 35: Transfer Student First Fall Grants and Scholarships by C4E Participation Level

	1 program	2 or more programs	Overall
Headcount	203	52	255
Lower quartile	\$12,200	\$19,275	\$13,650
Median	\$17,600	\$25,252	\$18,425
Mean	\$17,728	\$25,764	\$19,373
Upper quartile	\$21,342	\$30,094	\$24,399

Table 36: Transfer Student Taking Stock Survey Results by C4E Participation Level

	1 program	2 or more programs	Overall
Headcount	68	20	88
College expenses are causing a strain on my family	22.4%	30.0%	24.1%
I feel confident that I will be able to pay for next semester's tuition and fees	54.4%	55.0%	54.5%
Financial obligations are interfering with my ability to focus on my academics	13.2%	15.0%	13.6%
I often feel worried about paying for college	46.3%	55.0%	48.3%
I have concerns about my ability to pay for my college education through graduation	37.3%	35.0%	36.8%
I feel I am adjusting well to CSU academically	73.5%	65.0%	71.6%
I have been able to adjust to living on campus	81.5%	90.0%	83.8%
I feel I have people who support me in my decision to attend college	86.8%	90.0%	87.5%
I have people to support me when I need help	77.9%	75.0%	77.3%
I feel at home at CSU	64.2%	40.0%	58.6%

Table 37: Transfer Student Demographics by C4E, AAC, and Key Participation

	C4E only	C4E & AAC/Key	Overall
Headcount	164	91	255
First generation	76.8%	87.9%	80.8%
Pell recipient	53.7%	75.8%	61.6%
Racially minoritized	65.2%	61.5%	63.9%
- Single race, not white	21.3%	13.2%	18.4%
- Multi-race, with white	36.6%	45.1%	39.6%
- Multi-race, not white	7.3%	3.3%	5.9%
Hisp/Latinx	44.5%	49.5%	46.3%
Asian/Pac Amer	6.1%	4.4%	5.5%
Black/Afr Amer	6.7%	11.0%	8.2%
Nat Amer/Amer Ind	17.7%	5.5%	13.3%
White	62.2%	81.3%	69.0%
Female	50.0%	49.5%	49.8%
Nonresident	12.2%	0.0%	7.8%
Rural	15.9%	19.8%	17.3%
Transfer GPA	3.39	3.22	3.33
Admit with support	0.6%	0.0%	0.4%
C4E participant	100.0%	100.0%	100.0%
- 2 or more C4E programs	22.0%	17.6%	20.4%
AAC participant	0.0%	98.9%	35.3%
Key participant	0.0%	1.1%	0.4%

Table 38: Transfer Student Success Outcomes by C4E, AAC, and Key Participation

	C4E only	C4E & AAC/Key	Overall
Headcount	164	91	255
1st SP complete 30 credits	25.6%	14.3%	21.6%
1st SP persist	92.7%	100.0%	95.3%
2nd FA persist	86.6%	95.6%	89.8%
2nd SP persist	88.4%	92.2%	89.6%
3rd FA persist	86.0%	89.1%	87.0%
1st FA GPA	2.81	2.88	2.83
1st SP GPA	2.95	2.94	2.94
2nd FA GPA	2.99	2.98	2.99
2nd SP GPA	3.01	3.10	3.04
3rd FA GPA	2.91	3.01	2.94

Table 39: Transfer Student First Fall Grants and Scholarships by C4E, AAC, and Key Participation

	C4E only	C4E & AAC/Key	Overall
Headcount	164	91	255
Lower quartile	\$12,790	\$15,600	\$13,650
Median	\$19,100	\$17,600	\$18,425
Mean	\$20,271	\$17,765	\$19,373
Upper quartile	\$26,420	\$20,724	\$24,399

Table 40: Transfer Student Taking Stock Survey Results by C4E, AAC, and Key Participation

	C4E only	C4E & AAC/Key	Overall
Headcount	55	33	88
College expenses are causing a strain on my family	25.9%	21.2%	24.1%
I feel confident that I will be able to pay for next semester's tuition and fees	50.9%	60.6%	54.5%
Financial obligations are interfering with my ability to focus on my academics	9.1%	21.2%	13.6%
I often feel worried about paying for college	48.1%	48.5%	48.3%
I have concerns about my ability to pay for my college education through graduation	35.2%	39.4%	36.8%
I feel I am adjusting well to CSU academically	80.0%	57.6%	71.6%
I have been able to adjust to living on campus	80.8%	90.9%	83.8%
I feel I have people who support me in my decision to attend college	87.3%	87.9%	87.5%
I have people to support me when I need help	74.5%	81.8%	77.3%
I feel at home at CSU	63.0%	51.5%	58.6%

Second-Year Students

Table 41: CSU Second-Year (New and Transfer) Overall Student Demographics

	FA16	FA17	FA18	FA19	Overall
Headcount	5,338	5,281	5,687	5,481	21,787
First generation	23.5%	24.2%	24.7%	24.1%	24.1%
Pell recipient	22.3%	22.8%	22.4%	21.7%	22.3%
Racially minoritized	23.5%	25.4%	26.5%	27.0%	25.6%
- Single race, not white	9.2%	8.8%	8.4%	7.3%	8.4%
- Multi-race, with white	13.9%	16.2%	17.9%	19.1%	16.8%
- Multi-race, not white	1.4%	1.6%	1.5%	1.7%	1.5%
Hisp/Latinx	13.9%	15.7%	15.9%	16.4%	15.5%
Asian/Pac Amer	6.6%	6.8%	7.5%	7.5%	7.1%
Black/Afr Amer	4.3%	4.3%	4.0%	4.1%	4.2%
Nat Amer/Amer Ind	2.0%	2.5%	3.1%	3.6%	2.8%
White	86.0%	87.8%	88.5%	89.6%	88.0%
Female	54.3%	53.2%	53.7%	55.9%	54.3%
Nonresident	30.8%	31.3%	34.6%	33.3%	32.5%
Rural	21.0%	20.2%	20.4%	20.2%	20.5%
HS/Transfer GPA	3.55	3.56	3.58	3.63	3.58
Admit with support	9.4%	9.2%	10.8%	7.8%	9.3%
C4E participant	7.5%	7.9%	3.5%	7.7%	6.6%
- 2 or more C4E programs	41.4%	44.4%	7.5%	34.0%	35.4%
AAC participant	0.9%	1.6%	1.2%	1.6%	1.3%
Key participant	1.1%	1.7%	1.2%	1.5%	1.4%

Table 42: CSU Second-Year (New and Transfer) Overall Student Success Outcomes

	FA16	FA17	FA18	FA19	Overall
Headcount	5,338	5,281	5,687	5,481	21,787
1st SP complete 30 credits	42.5%	41.2%	42.3%	41.5%	41.9%
1st SP persist	99.4%	99.6%	99.5%	99.6%	99.5%
2nd FA persist	99.6%	99.6%	99.8%	99.6%	99.7%
2nd SP persist	93.3%	94.7%	94.1%		94.1%
3rd FA persist	88.6%	89.5%	88.4%		88.8%
1st FA GPA	3.03	3.03	3.06	3.10	3.05
1st SP GPA	3.03	3.04	3.06	3.17	3.08
2nd FA GPA	3.01	3.01	3.03	3.23	3.07
2nd SP GPA	3.06	3.06	3.11		3.08
3rd FA GPA	3.09	3.08	3.16		3.11

Table 43: CSU Second-Year (New and Transfer) Second Fall Grants and Scholarships

	FA16	FA17	FA18	FA19	Overall
Headcount	5,338	5,281	5,687	5,481	21,787
Lower quartile	\$0	\$0	\$1,000		\$0
Median	\$4,000	\$4,714	\$5,000		\$4,578
Mean	\$6,890	\$7,172	\$7,545		\$7,213
Upper quartile	\$12,162	\$11,561	\$12,195		\$12,000

Table 44: C4E Second-Year (New and Transfer) Overall Student Demographics

	FA16	FA17	FA18	FA19	Overall
Headcount	20	26	22	7	75
First generation	85.0%	57.7%	90.9%	71.4%	76.0%
Pell recipient	90.0%	92.3%	86.4%	85.7%	89.3%
Racially minoritized	75.0%	57.7%	72.7%	57.1%	66.7%
- Single race, not white	25.0%	15.4%	22.7%	14.3%	20.0%
- Multi-race, with white	40.0%	42.3%	50.0%	42.9%	44.0%
- Multi-race, not white	10.0%	0.0%	0.0%	0.0%	2.7%
Hisp/Latinx	45.0%	38.5%	59.1%	57.1%	48.0%
Asian/Pac Amer	5.0%	7.7%	13.6%	0.0%	8.0%
Black/Afr Amer	25.0%	19.2%	0.0%	0.0%	13.3%
Nat Amer/Amer Ind	10.0%	0.0%	9.1%	0.0%	5.3%
White	60.0%	84.6%	77.3%	85.7%	76.0%
Female	60.0%	57.7%	72.7%	42.9%	61.3%
Nonresident	0.0%	0.0%	0.0%	0.0%	0.0%
Rural	5.0%	4.0%	28.6%	0.0%	11.0%
HS/Transfer GPA	3.72	3.78	3.83	3.58	3.76
Admit with support	10.0%	15.4%	9.1%	0.0%	10.7%
C4E participant	100.0%	100.0%	100.0%	100.0%	100.0%
- 2 or more C4E programs	55.0%	53.8%	22.7%	42.9%	44.0%
AAC participant	15.0%	19.2%	9.1%	28.6%	16.0%
Key participant	10.0%	19.2%	4.5%	0.0%	10.7%

Table 45: C4E Second-Year (New and Transfer) Overall Student Success Outcomes

	FA16	FA17	FA18	FA19	Overall
Headcount	20	26	22	7	75
1st SP complete 30 credits	45.0%	46.2%	36.4%	28.6%	41.3%
1st SP persist	100.0%	100.0%	100.0%	100.0%	100.0%
2nd FA persist	100.0%	100.0%	100.0%	100.0%	100.0%
2nd SP persist	100.0%	100.0%	100.0%		100.0%
3rd FA persist	100.0%	100.0%	95.5%		98.5%
1st FA GPA	3.49	3.52	3.57	3.51	3.52
1st SP GPA	3.48	3.50	3.59	3.58	3.53
2nd FA GPA	3.43	3.48	3.58	3.59	3.50
2nd SP GPA	3.42	3.45	3.56		3.48
3rd FA GPA	3.37	3.38	3.61		3.44

Table 46: C4E Second-Year (New and Transfer) Second Fall Grants and Scholarships

	FA16	FA17	FA18	FA19	Overall
Headcount	20	26	22	7	75
Lower quartile	\$22,351	\$23,249	\$23,290		\$23,085
Median	\$25,660	\$25,352	\$25,231		\$25,553
Mean	\$24,480	\$24,735	\$26,186		\$25,129
Upper quartile	\$27,322	\$27,700	\$28,107		\$27,585

Table 47: Reference Second-Year (New and Transfer) Overall Student Demographics

	FA16	FA17	FA18	FA19	Overall
Headcount	518	532	659	521	2,230
First generation	80.7%	82.3%	81.2%	81.0%	81.3%
Pell recipient	76.1%	77.4%	75.6%	75.0%	76.0%
Racially minoritized	68.5%	67.1%	73.3%	73.7%	70.8%
- Single race, not white	23.0%	20.9%	18.7%	17.3%	19.9%
- Multi-race, with white	41.3%	41.0%	49.5%	51.6%	46.1%
- Multi-race, not white	4.2%	5.3%	5.2%	4.8%	4.9%
Hisp/Latinx	42.1%	44.0%	49.5%	46.6%	45.8%
Asian/Pac Amer	15.8%	13.3%	12.6%	16.1%	14.3%
Black/Afr Amer	11.2%	11.1%	13.7%	13.1%	12.3%
Nat Amer/Amer Ind	7.1%	7.0%	6.2%	8.8%	7.2%
White	72.4%	73.3%	75.9%	77.4%	74.8%
Female	55.4%	52.6%	52.8%	57.6%	54.5%
Nonresident	0.0%	0.0%	0.0%	0.0%	0.0%
Rural	15.1%	19.4%	16.2%	16.2%	16.7%
HS/Transfer GPA	3.42	3.39	3.42	3.47	3.42
Admit with support	12.5%	11.3%	15.8%	10.9%	12.8%
C4E participant	0.0%	0.0%	0.0%	0.0%	0.0%
- 2 or more C4E programs					
AAC participant	0.0%	0.0%	0.0%	0.0%	0.0%
Key participant	0.0%	0.0%	0.0%	0.0%	0.0%

Table 48: Reference Second-Year (New and Transfer) Overall Student Success Outcomes

	FA16	FA17	FA18	FA19	Overall
Headcount	518	532	659	521	2,230
1st SP complete 30 credits	35.7%	28.2%	29.3%	34.7%	31.8%
1st SP persist	99.4%	99.6%	99.7%	99.6%	99.6%
2nd FA persist	99.6%	99.4%	100.0%	99.6%	99.7%
2nd SP persist	90.7%	89.7%	91.0%		90.5%
3rd FA persist	86.5%	83.6%	84.8%		85.0%
1st FA GPA	2.87	2.81	2.80	3.01	2.87
1st SP GPA	2.90	2.84	2.82	3.10	2.91
2nd FA GPA	2.89	2.81	2.80	3.16	2.91
2nd SP GPA	2.96	2.86	2.92		2.91
3rd FA GPA	2.95	2.90	2.97		2.94

Table 49: Reference Second-Year (New and Transfer) Second Fall Grants and Scholarships

	FA16	FA17	FA18	FA19	Overall
Headcount	518	532	659	521	2,230
Lower quartile	\$4,832	\$3,750	\$6,750		\$5,645
Median	\$12,600	\$12,141	\$13,500		\$12,607
Mean	\$10,257	\$9,680	\$11,698		\$10,638
Upper quartile	\$14,166	\$14,187	\$16,000		\$15,000