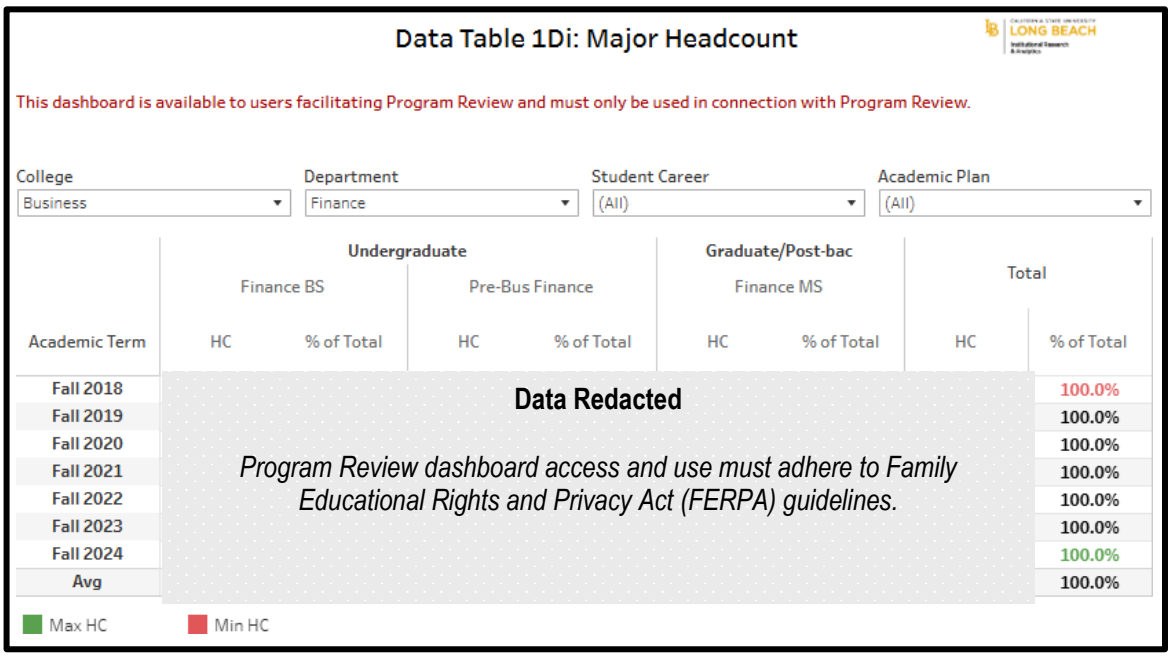
STUDENT ENROLLMENT:
(1Di) MAJOR HEADCOUNT

Major headcount is a measure of the size of the department or program(s). **Major headcount is the distinct count of students actively enrolled in an academic plan as their first major** for a specified census date. Disaggregated by student career (undergraduate or graduate/post-bac) and academic plan.



Data Table 1Di: Major Headcount

This dashboard is available to users facilitating Program Review and must only be used in connection with Program Review.

College: Business | Department: Finance | Student Career: (All) | Academic Plan: (All)

	Undergraduate				Graduate/Post-bac		Total	
	Finance BS		Pre-Bus Finance		Finance MS			
Academic Term	HC	% of Total	HC	% of Total	HC	% of Total	HC	% of Total
Fall 2018	Data Redacted							100.0%
Fall 2019								100.0%
Fall 2020								100.0%
Fall 2021								100.0%
Fall 2022								100.0%
Fall 2023								100.0%
Fall 2024								100.0%
Avg								100.0%

Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.

Max HC Min HC

Analysis can include:

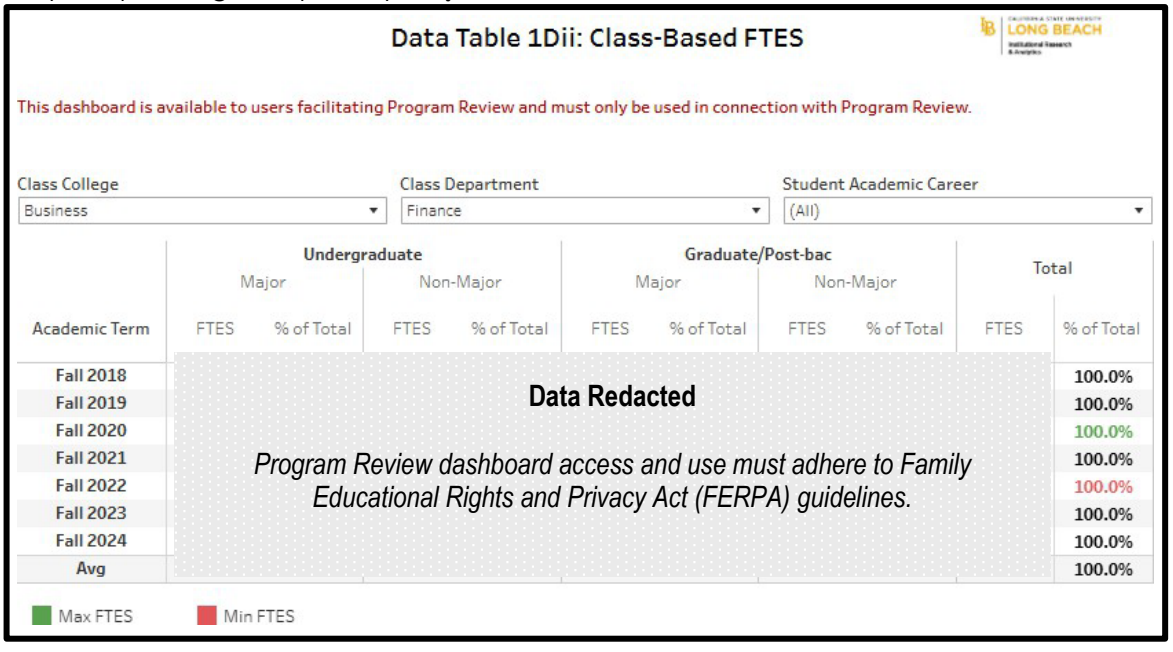
- **Student demand** for the program
  - What does major headcount indicate about student interest in the program?
  - How does enrollment compare to capacity? Is there impaction or under enrollment?
  - How does major headcount align with new cohort headcount (data available in Section 4)?
  - If applicable, what is the distribution between pre-majors versus declared majors?
- **Enrollment trends** over the period of review
  - Does headcount grow, decline, remain steady? Were there any explained fluctuations?
  - Have there been program changes, suspended admissions, discontinuances, etc.?
- **Position of the program** within the department
  - What is the enrollment distribution across programs? Are there interdisciplinary opportunities?
  - Is there any institutional or industry context driving programs and/or enrollment?
- **Other student enrollment** not captured in major headcount
  - Does the program serve students pursuing second majors, additional bachelors, or minors? (program to provide supplementary data if desired)

Note:

- Student headcount is different than cohort count, which captures a group of students attending CSULB for the first time in a specified term. E.g., Fall 2022 student headcount can include students from Fall 2022, Fall 2021, Fall 2020, Fall 2019, and prior cohorts.

STUDENT ENROLLMENT:
(1Dii) CLASS-BASED FTES

Class-based FTES (Full-Time Equivalent Students) is a measure of the amount of instruction/service provided to the campus by a department. **Class-based FTES is FTES of all students taking classes offered by a given department regardless of students major.** Disaggregated by undergraduate majors, undergraduate non-majors, graduate/post-bac majors, and graduate/post-bac non-majors, where non-major refers to units taken by students outside the department they are pursuing their primary major.



Data Table 1Dii: Class-Based FTES

This dashboard is available to users facilitating Program Review and must only be used in connection with Program Review.

Class College: Business | Class Department: Finance | Student Academic Career: (All)

	Undergraduate				Graduate/Post-bac				Total	
	Major		Non-Major		Major		Non-Major			
Academic Term	FTES	% of Total	FTES	% of Total	FTES	% of Total	FTES	% of Total	FTES	% of Total
Fall 2018	Data Redacted									100.0%
Fall 2019										100.0%
Fall 2020										100.0%
Fall 2021										100.0%
Fall 2022										100.0%
Fall 2023										100.0%
Fall 2024										100.0%
Avg										100.0%

Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.

Max FTES Min FTES

Analysis can include:

- **Student utilization of courses** offered by the department
  - What student groups are taking courses offered by the department?
  - Is Major FTES in alignment with Major Headcount?
  - Does the department offer courses that are required for majors in other departments or that fulfill General Education requirements?
- **Course enrollment trends** over the period of review
  - Does FTES grow, decline, remain steady? Were there sharp fluctuations?
  - Do all student groups follow the same trends?
- **Department course enrollment priorities** and overall health
  - How does class-based FTES compare to both student HC and faculty resources?
  - Are there sufficient enrollments to offer required and elective courses frequently enough to ensure students can complete their degree requirements and graduate on time?
  - Have there been or are there any plans to make appropriate changes in course offerings and/or resource allocations?

Note:

- Class-based FTES is different than student-based FTES, which is the FTES all students within a department, regardless of what department they're taking courses in.
- FTES is calculated by taking total units enrolled divided by 15 for undergraduate and post-bac students and divided by 12 for graduate students, which are respectively the units for a full load. (Full-time enrollment unit load for federal financial aid regulations are defined differently).

FACULTY WORKLOAD:
(1E) FACULTY AND INSTRUCTIONAL WORKLOAD

Faculty and Instructional Workload contains metrics on faculty distribution and teaching load. Disaggregated by tenured/tenure-track and lecturer.

- Faculty headcount is a measure of resource allocation. **Faculty headcount is the number of faculty appointed to the department** in a specified term.
- FTEF (Full-Time Equivalent Faculty) is a measure of faculty workload. **FTEF is the calculation of faculty headcount at their percentage of a full-time teaching load.**
- Tenure density if a measure of faculty that are permanent employees. **Tenure density is the percent of tenured/tenure-track FTEF.**
- Student Faculty Ratio (SFR) is a measure of the number of students per instructor; (which is not the same as class size). **SFR is the total class-based FTES divided by the total FTEF.**

Data Table 1E: Faculty and Instructional Workload

This dashboard is available to users facilitating Program Review and must only be used in connection with Program Review.

College: Business

Department: Finance

Academic Term	Lecturers HC	Lecturers FTEF	TT HC	TT FTEF	Total HC	Total FTEF	Tenure Density	Student Faculty Ratio (SFR)
Fall 2018	Data Redacted							
Fall 2019								
Fall 2020								
Fall 2021								
Fall 2022								
Fall 2023								
Fall 2024								
Avg								

Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.

NOTES:
1) TT is an abbreviation for Tenured / Tenure-Track
2) Tenure Density = TT FTEF / Total FTEF
3) SFR = Total Class-Based FTES / Total FTEF

Analysis can include:

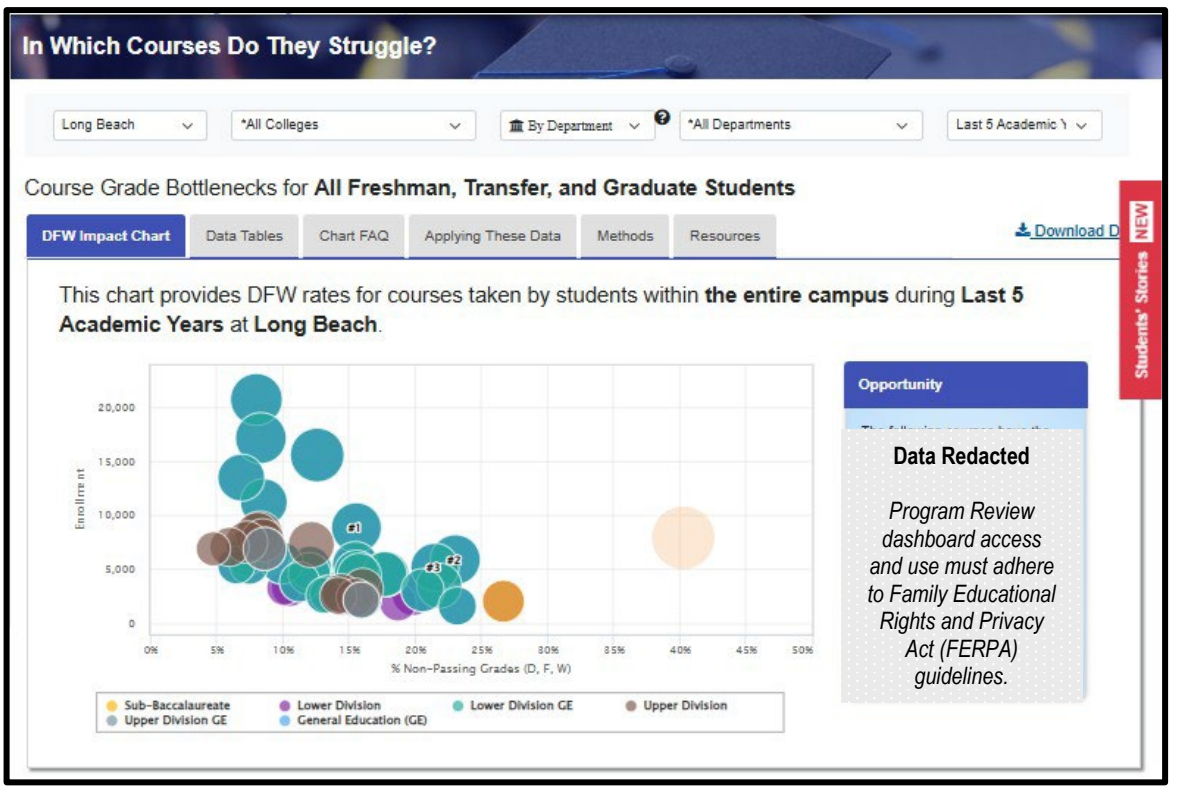
- **Faculty distribution**
  - What is the tenure density? Is the department heavily leveraged by non-tenured faculty?
  - How are faculty utilized across curriculum and program delivery? What part of the program's/department's academic offerings are taught by each faculty group?
  - Are there different teaching loads across different faculty groups?
- **Availability of faculty** compared to students
  - How many students are enrolled in courses compared to the number of faculty teaching? Does SFR align with the ability for faculty to deliver quality educational experiences?
  - Do faculty trends align to student trends?
- **Faculty and workload trends** over the period of review
  - Does Headcount, FTEF, and/or Tenure Density grow, decline, remain steady?
  - Have there been changes in the faculty allocation to the department?
  - Are there known future new hires, retirements, FERP's, resignations, etc.?
- **Faculty strengths and areas of concern** as related to fostering student success
  - How do faculty affect the program's academic offerings?
  - How are teaching, research/scholarship/creative activity, and service requirements balanced?
  - What are priorities for future faculty hiring plans?

Note:

- FTEF full-time teaching load calculation is 12 units for a tenured/tenure-track faculty and 15 units for a lecturer.
- Faculty re-assigned time is included within the FTEF calculation.

ACADEMIC PERFORMANCE:
(3Ai) IN WHICH COURSES DO THEY STRUGGLE?

DFW course rates are a measure of non-passing student outcomes and teaching effectiveness, (which is not the same as instruction quality). **DFW rates are the percentage of students who receive a D, receive an F, or unauthorized withdraw from a course** out of the total number of students enrolled in the course at the end of the add/drop period.

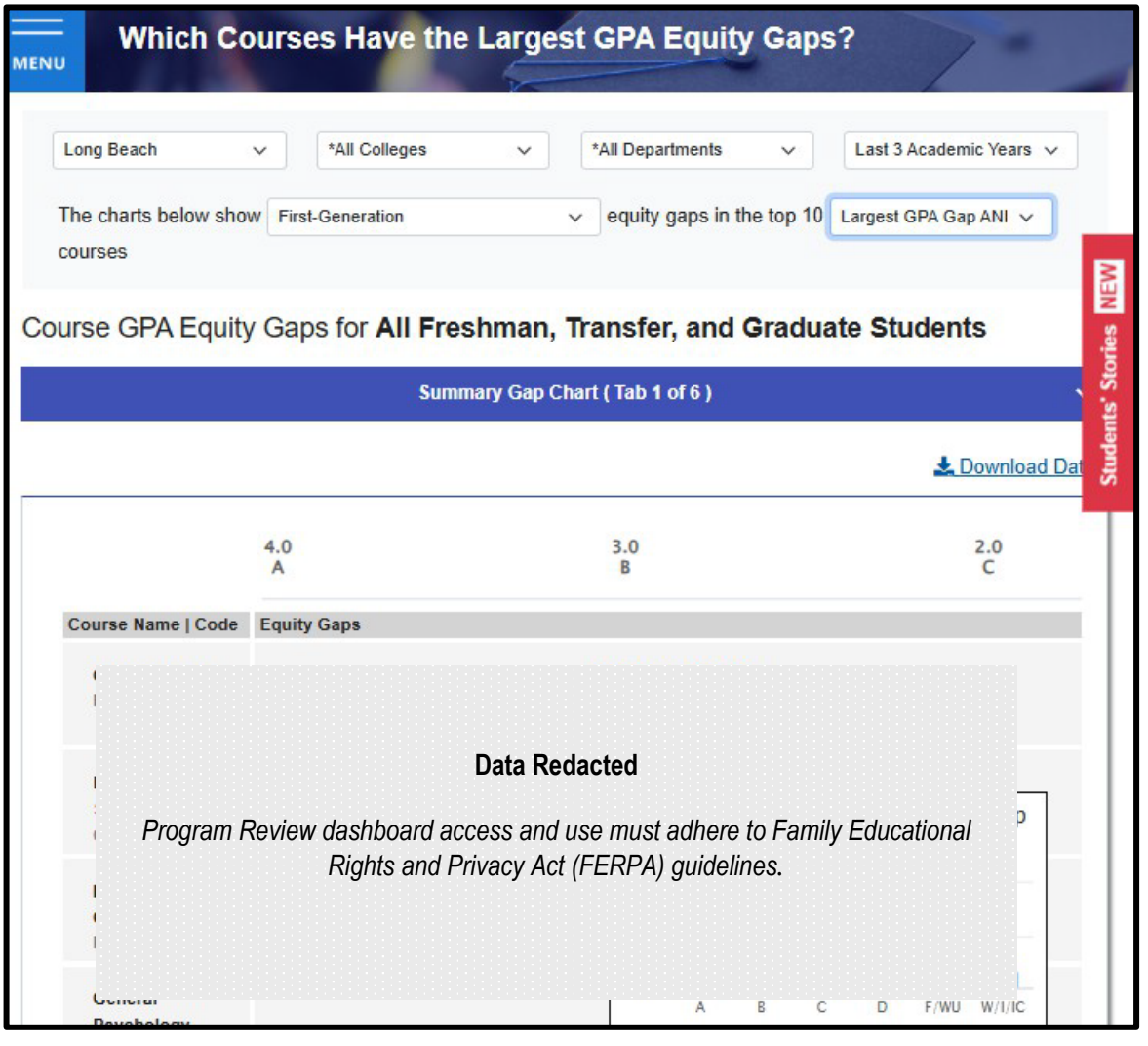


Analysis can include:

- **Courses with top DFW rates**
  - Do certain courses consistently have high DFW rates? Is this expected or an anomaly?
  - What courses are associated with both a larger number DFW grades and larger enrollments?
  - Are the student outcomes consistent across sections?
  - What are the reasons behind the courses with high DFW rates?
  - Have there been any curriculum changes to the top DFW courses?
- **Impact of courses with high DFW rates**
  - How many students are impacted?
  - At what point in the academic career are students taking the top DFW courses?
  - How does success in the top DFW courses impact a student's future progress?
- **Support for students** who receive a D, F, or W
  - What support are students being given to succeed in the top DFW courses?
  - What strategies or interventions can improve pedagogy and/or increase student support without sacrificing academic rigor?
  - What are options for students to retake the top DFW courses if needed?7

ACADEMIC PERFORMANCE:
(3Aii) WHICH COURSES HAVE THE LARGEST GPA EQUITY GAPS?

An equity gap is a measure of persistent disparity in educational attainment between different groups of students. **GPA equity gaps are differences in grades between students who are and are not from historically underserved demographic groups.** (E.g., between Underrepresented Minority (URM) and Non-URM students, between Pell recipient students and Not Pell recipient students, between first-generation students or not first-generation students, etc.).



Analysis can include:

- **Courses with top GPA equity gaps**
  - Do certain courses consistently have GPA disparities between historically underserved students and their counterparts?
  - Are the GPA disparities consistent across different groups of historically underserved students?
  - How do courses with the top GPA equity gaps compare to courses with high DFW rates?
  - What might be the reason(s) behind these GPA equity gaps?
- **Impact of courses with top GPA equity gaps**
  - Does the course GPA equity gaps contribute to other achievement gaps between historically underserved students and their counterparts?
- **Support for students** who receive a D, F, or W
  - How do the GPA disparities help to better understand different student groups?
  - What actions might be taken to addresses GPA equity gaps? How can all students have the opportunity to be successful across the same courses?

FIRST-TIME, FIRST-YEAR STUDENT PERSISTENCE, GRADUATION, AND TIME TO DEGREE: (4Ai) FIRST-TIME, FIRST-YEAR STUDENT SUCCESS RATES

Student success rates measure student outcomes and the timely completion of a quality degree.

- **Persistence rates are the cumulative percentage of students in a given cohort term who continue** to study at the university from one term to the next designated term.
- **Graduation rates are the cumulative percentage of students in a given cohort term who graduated within a designated period of time**. For example, 6-year graduation rate is the proportion of entering students who earned a degree within 6 years or less; this includes students who graduate in 4 years or less,.

Data Table 4Ai: First-Time, First Year Student Success Rates

CALIFORNIA STATE UNIVERSITY LONG BEACH Institutional Research & Analytics

This dashboard is available to users facilitating Program Review and must only be used in connection with Program Review.

Initial College: Business | Initial Department: Finance | Initial Plan: Pre-Bus Finance

Initial College	Cohort Term	Cohort Headcount	1-year Persistence Rate	4-year Graduation Rate	6-year Graduation Rate
Business	Fall 2014	Data Redacted. *Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.*			
	Fall 2015				
	Fall 2016				
	Fall 2017				
	Fall 2018				
	Fall 2019				
	Fall 2020				
	Fall 2021				
	Fall 2022				
	Fall 2023				
	Avg				

Initial Plan	Cohort Term	Cohort Headcount	1-year Persistence Rate	4-year Graduation Rate	6-year Graduation Rate
Pre-Bus Finance	Fall 2014	Data Redacted. *Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.*			
	Fall 2015				
	Fall 2016				
	Fall 2017				
	Fall 2018				
	Fall 2019				
	Fall 2020				
	Fall 2021				
	Fall 2022				
	Fall 2023				
	Avg				

Analysis can include:

- **Persistence and graduation rate trends** over the period of review
  - Do rates improve, get worse, remain steady? Were there any sharp fluctuations?
  - Do the 4-year and 6-year graduation rates follow the same pattern?
  - How do the cohort counts impact, if at all, persistence and graduation rates?
  - How do FTFY rates compare to transfer rates?
- **Policies, practices, or procedures** that influence and/or can improve persistence/graduation rates
  - Are mechanisms in place to allow for proactive interventions to improve student attrition?
  - Are mechanisms in place to identify and advise students on graduating in a timely manner?
  - Are there sufficient course offerings for the timely completion of a degree?
  - How do general education and/or major requirements impact graduations rates?
- **Graduation rate goals** (campus targets/college rates/internal benchmarks)
  - Comparison to GI2025 graduation goals of 4-year graduation rate at 39% and 6-year graduation rate at 77% (CSU | GI2025: Are We On Track To Meet Our Goals? (calstate.edu))
  - What graduation rates are anticipated for future cohorts?

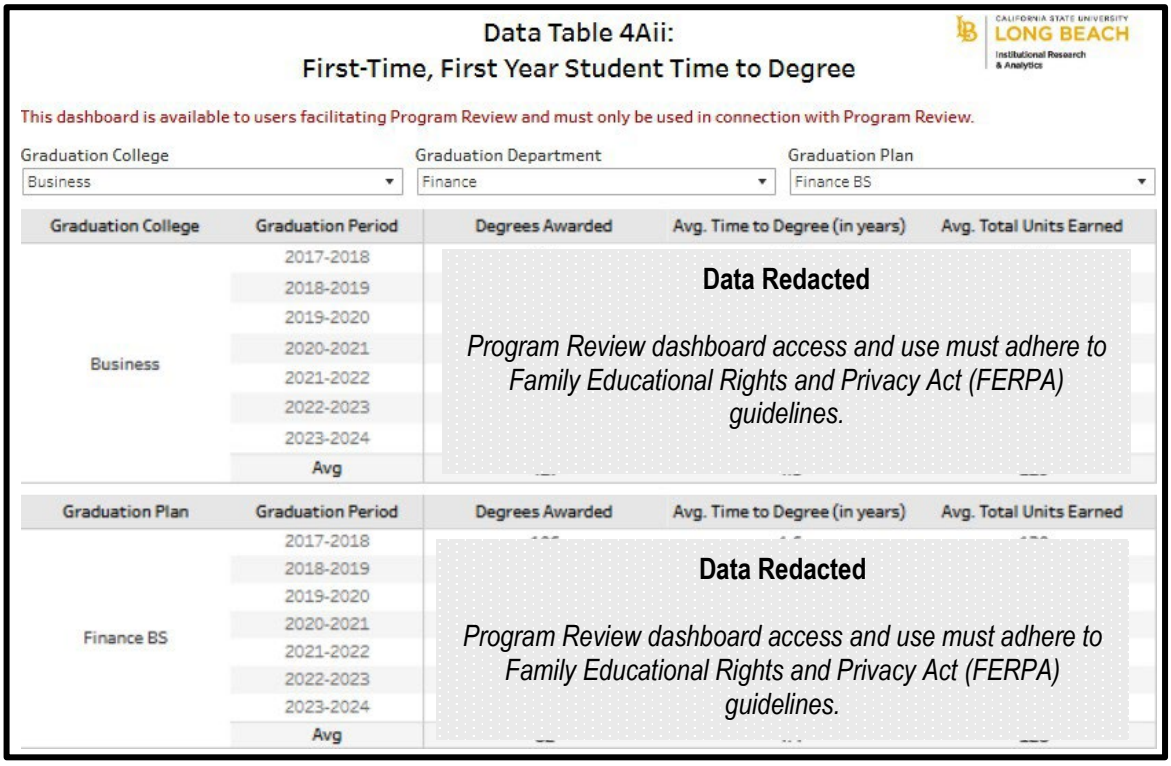
Note:

- Graduation rates provided are within department, meaning students who began and graduated within the same department.
- The most recent cohort's graduation rates are not available as there has not been enough years of historical data (since cohort entered) to current date. Additional graduation rates data outside of the period of review are provided for additional context for viewing the graduation rate trends.
- If major migration into/out of major is relevant to the program(s) graduation rates:
  - Persistence and graduation rates from FTFY students' fifth semester, a point when most have selected their final major, can be found at Fifth Semester FTFY Student Success

FIRST-TIME, FIRST-YEAR STUDENT PERSISTENCE, GRADUATION, AND TIME TO DEGRE: (4Aii) FIRST-TIME, FIRST-YEAR STUDENT AVERAGE TIME TO DEGREE

Average Time to Degree contains metrics on time and units taken by students who complete a degree. Disaggregated by graduation period.

- Degrees Awarded measures the overall number of program completions within a specific time period (Graduation Period is captured Summer term through Spring term). **A degree is an award conferred upon completion of all the requirements for graduation**.
- Time to Degree (TTD) is a measure of student outcomes/the timely completion of a degree. **TTD is the time elapsed between initial enrollment and degree completion.** Provided in academic years; for example, TTD of 4.5 is 4 years and 6 months not 4 years and 1 semester.
- Total units earned is a measure of the amount of coursework completed. **Total units earned is the cumulative number of units a student has earned** for all courses taken throughout enrollment.



Data Table 4Aii:
First-Time, First Year Student Time to Degree

CALIFORNIA STATE UNIVERSITY LONG BEACH Institutional Research & Analytics

This dashboard is available to users facilitating Program Review and must only be used in connection with Program Review.

Graduation College: Business | Graduation Department: Finance | Graduation Plan: Finance BS

Graduation College	Graduation Period	Degrees Awarded	Avg. Time to Degree (in years)	Avg. Total Units Earned
Business	2017-2018	Data Redacted		
	2018-2019			
	2019-2020			
	2020-2021			
	2021-2022			
	2022-2023			
	2023-2024			
	Avg			

Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.

Graduation Plan	Graduation Period	Degrees Awarded	Avg. Time to Degree (in years)	Avg. Total Units Earned
Finance BS	2017-2018	Data Redacted		
	2018-2019			
	2019-2020			
	2020-2021			
	2021-2022			
	2022-2023			
	2023-2024			
	Avg			

Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.

Analysis can include:

- **Factors which influence the time and units taken** to attain a degree
  - What are the student pathways affecting TTD and total units earned?
  - What are student course loads/student enrollment status?
- **Time to degree trends** over period of review
  - Does Degrees Awarded, TTD, and total units earned increase, decrease, remain steady? Were there any sharp fluctuations?
  - What is the correlation between TTD and total units earned?
- **Time to degree goals** (campus targets/graduation rate goals/internal benchmarks)
  - What is the expected on-time graduation outcomes for TTD and total units earned?
  - Are students taking more time and/or units than needed?
  - Is average units earned in alignment with 120 units for BA and132 units for BS or BFA degrees. (Policy Statement - 14-11 BA Degree Unit Limits - Academic Senate)

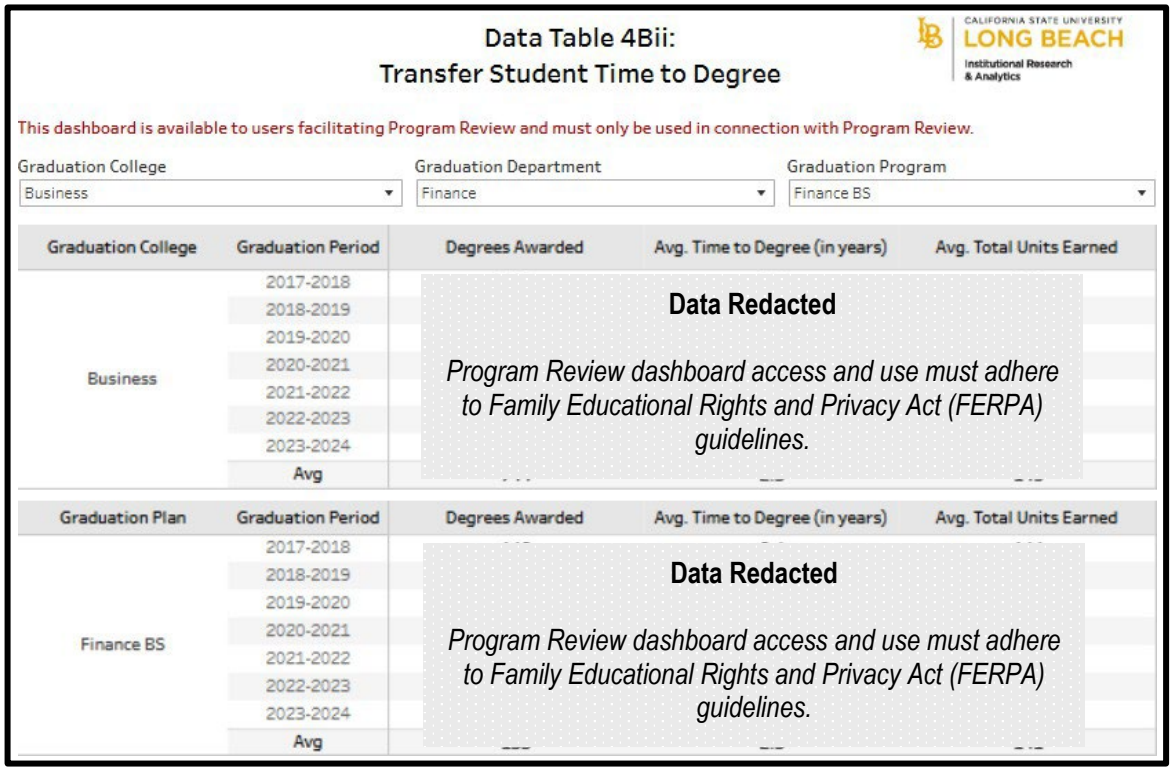
Note:

- Degrees Awarded counts the total number of awards earned for each program (first majors + second majors, etc.). Graduates who earned more than one degree are counted multiple times.
- TTD and average units earned provided are for students who graduate in a given department/pan, regardless of original department/plan.
- TTD does not necessarily reflect time enrolled, as a student may have taken educational leave.
- TTD is different than graduation rates. The 2020-2021 TTD captures the average amount of time it took to earn a degree for all students completing their degree within that academic year regardless of the cohort term(s) they began. The Fall 2017 Cohort 4-year graduation rate captures the portion of students who entered that term and earned a degree within 4 years or fewer (by Summer 2021).

TRANSFER STUDENT PERSISTENCE, GRADUATION, AND TIME TO DEGREE: (4Bi) TRANSFER STUDENT SUCCESS RATES

Student success rates measure student outcomes and the timely completion of a quality degree.

- **Persistence rates are the cumulative percentage of students in a given cohort term who continue** to study at the university from one term to the next designated term.
- **Graduation rates are the cumulative percentage of students in a given cohort term who graduated within a designated period of time**. For example, 6-year graduation rate is the proportion of entering students who earned a degree within 6 years or less; this includes students who graduate in 4 years or less.



Data Table 4Bii:
Transfer Student Time to Degree

CALIFORNIA STATE UNIVERSITY LONG BEACH
Institutional Research & Analytics

This dashboard is available to users facilitating Program Review and must only be used in connection with Program Review.

Graduation College: Business
Graduation Department: Finance
Graduation Program: Finance BS

Graduation College	Graduation Period	Degrees Awarded	Avg. Time to Degree (in years)	Avg. Total Units Earned
Business	2017-2018	Data Redacted		
	2018-2019			
	2019-2020			
	2020-2021			
	2021-2022			
	2022-2023			
	2023-2024			
	Avg			

Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.

Graduation Plan	Graduation Period	Degrees Awarded	Avg. Time to Degree (in years)	Avg. Total Units Earned
Finance BS	2017-2018	Data Redacted		
	2018-2019			
	2019-2020			
	2020-2021			
	2021-2022			
	2022-2023			
	2023-2024			
	Avg			

Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.

Analysis can include:

- **Persistence and graduation rate trends** over the period of review
  - Do rates improve, get worse, remain steady? Were there any sharp fluctuations?
  - Do the 2-year and 4-year graduation rates follow the same pattern?
  - How do the cohort counts impact, if at all, persistence and graduation rates?
  - How do FTFY rates compare to transfer rates?
- **Policies, practices, or procedures** that influence and/or can improve persistence/graduation rates
  - Are mechanisms in place to allow for proactive interventions to improve student attrition?
  - Are mechanisms in place to identify and advise students on graduating in a timely manner?
  - Are there sufficient course offerings for the timely completion of a degree?
  - How do general education and/or major requirements impact graduations rates?
- **Graduation rate goals** (campus targets/college rates/internal benchmarks)
  - Comparison to GI2025 graduation goals of 2-year graduation rate at 49% and 4-year graduation rate at 91% (CSU | GI2025: Are We On Track To Meet Our Goals? (calstate.edu))
  - What graduation rates are anticipated for future cohorts?

Note:

- Graduation rates provided are within department, meaning students who began and graduated within the same department.
- The most recent cohort's graduation rates are not available as there has not been enough years of historical data (since cohort entered) to current date. Additional graduation rates data outside of the period of review are provided for additional context for viewing the graduation rate trends

TRANSFER STUDENT PERSISTENCE, GRADUATION, AND TIME TO DEGREE:
(4Bii) TRANSFER STUDENT AVERAGE TIME TO DEGREE

Average Time to Degree contains metrics on time and units taken by students who complete a degree. Disaggregated by graduation period.

- Degrees Awarded measures the overall number of program completions within a specific time period (Graduation Period is captured Summer term through Spring term). **A degree is an award conferred upon completion of all the requirements for graduation**.
- Time to Degree (TTD) is a measure of student outcomes/the timely completion of a degree. **TTD is the time elapsed between initial enrollment and degree completion.** Provided in academic years; for example, TTD of 4.5 is 4 years and 6 months not 4 years and 1 semester.
- Total units earned is a measure of the amount of coursework completed. **Total units earned is the cumulative number of units a student has earned** for all courses taken throughout enrollment.

Data Table 4Aii:
First-Time, First Year Student Time to Degree

CALIFORNIA STATE UNIVERSITY LONG BEACH Institutional Research & Analytics

This dashboard is available to users facilitating Program Review and must only be used in connection with Program Review.

Graduation College: Business | Graduation Department: Finance | Graduation Plan: Finance BS

Graduation College	Graduation Period	Degrees Awarded	Avg. Time to Degree (in years)	Avg. Total Units Earned
Business	2017-2018	Data Redacted *Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.*		
	2018-2019			
	2019-2020			
	2020-2021			
	2021-2022			
	2022-2023			
	2023-2024			
	Avg			

Graduation Plan	Graduation Period	Degrees Awarded	Avg. Time to Degree (in years)	Avg. Total Units Earned
Finance BS	2017-2018	Data Redacted *Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.*		
	2018-2019			
	2019-2020			
	2020-2021			
	2021-2022			
	2022-2023			
	2023-2024			
	Avg			

Analysis can include:

- **Factors which influence the time and units taken** to attain a degree
  - What are the student pathways affecting TTD and total units earned?
  - What are student course loads/student enrollment status?
- **Time to degree trends** over period of review
  - Does Degrees Awarded, TTD, and total units earned increase, decrease, remain steady? Were there any sharp fluctuations?
  - What is the correlation between TTD and total units earned?
- **Time to degree goals** (campus targets/graduation rate goals/internal benchmarks)
  - What is the expected on-time graduation outcomes for TTD and total units earned?
  - Are students taking more time and/or units than needed?
  - Is average units earned in alignment with 120 units for BA and132 units for BS or BFA degrees. (Policy Statement - 14-11 BA Degree Unit Limits - Academic Senate)

Note:

- Degrees Awarded counts the total number of awards earned for each program (first majors + second majors, etc.). Graduates who earned more than one degree are counted multiple times.
- TTD and average units earned provided are for students who graduate in a given department/pan, regardless of original department/plan.
- TTD does not necessarily reflect time enrolled, as a student may have taken educational leave.
- TTD is different than graduation rates. The 2020-2021 TTD captures the average amount of time it took to earn a degree for all students completing their degree within that academic year regardless of the cohort term(s) they began. The Fall 2017 Cohort 4-year graduation rate captures the portion of students who entered that term and earned a degree within 4 years or fewer (by Summer 2021)

GRADUATE STUDENT PERSISTENCE, GRADUATION, AND TIME TO DEGREE: (4Ci) GRADUATE STUDENT SUCCESS RATES

Student success rates measure student outcomes and the timely completion of a quality degree.

- **Persistence rates are the cumulative percentage of students in a given cohort term who continue** to study at the university from one term to the next designated term.
- **Graduation rates are the cumulative percentage of students in a given cohort term who graduated within a designated period of time**. For example, 3-year graduation rate is the proportion of entering students who earned a degree within 3 years or fewer.

Data Table 4Ci: Graduate Student Success Rates

CALIFORNIA STATE UNIVERSITY LONG BEACH Institutional Research & Analytics

This dashboard is available to users facilitating Program Review and must only be used in connection with Program Review.

Initial College: Business | Initial Department: Finance | Initial Plan: Finance MS

Initial College	Cohort Term	Cohort Headcount	1-year Persistence Rate	2-year Graduation Rate	3-year Graduation Rate
Business	Fall 2016	Data Redacted *Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.*			
	Fall 2017				
	Fall 2018				
	Fall 2019				
	Fall 2020				
	Fall 2021				
	Fall 2022				
	Avg				

Initial Plan	Cohort Term	Cohort Headcount	1-year Persistence Rate	2-year Graduation Rate	3-year Graduation Rate
Finance MS	Fall 2019	Data Redacted *Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.*			
	Fall 2020				
	Fall 2021				
	Fall 2022				
	Avg				

Analysis can include:

- **Policies, practices, or procedures** that influence and/or can improve persistence/graduation rates
  - Are mechanisms in place to allow for proactive interventions to improve student attrition?
  - Are mechanisms in place to identify and advise students on graduating in a timely manner?
  - Are there sufficient course offerings for the timely completion of a degree?
- **Persistence and graduation rate trends** over the period of review
  - Do rates improve, get worse, remain steady? Were there any sharp fluctuations?
  - Do the 2-year and 3-year graduation rates follow the same pattern?
  - How do the cohort counts impact, if at all, persistence and graduation rates?
  - What graduation rates are anticipated for future cohorts?

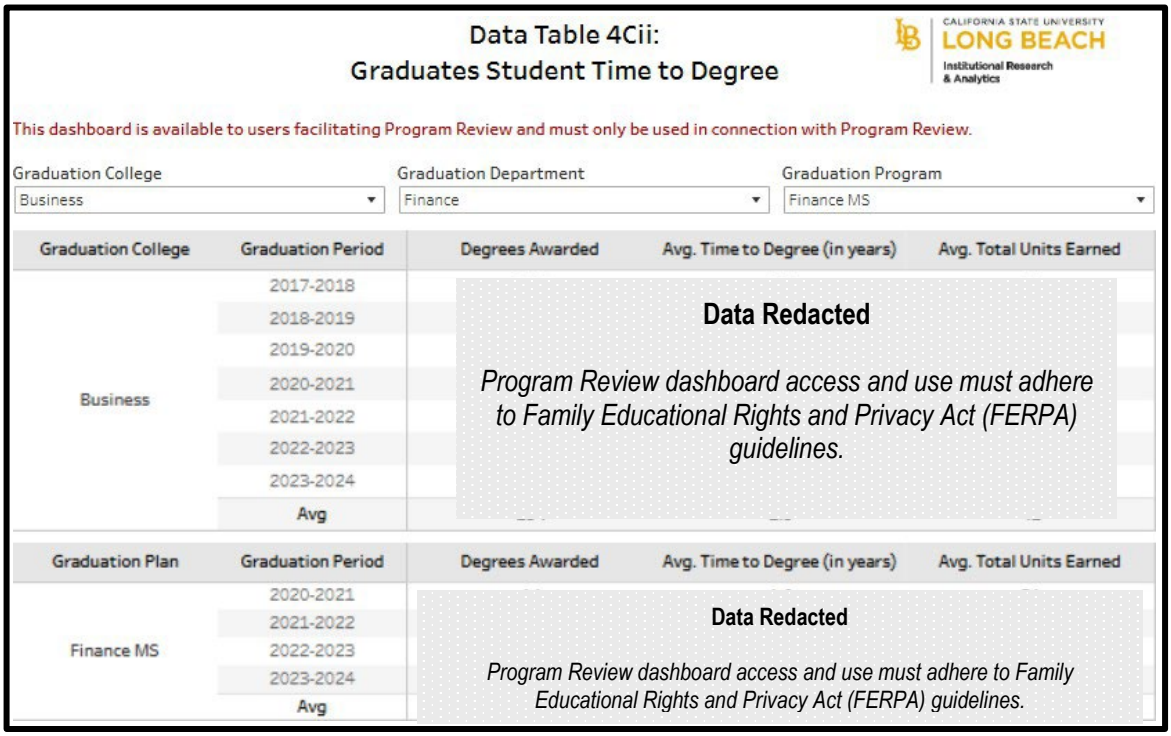
Note:

- Graduation rates provided are within department, meaning students who began and graduated within the same department.

GRADUATE STUDENT PERSISTENCE, GRADUATION, AND TIME TO DEGREE: (4Cii) GRADUATE STUDENT AVERAGE TIME TO DEGREE

Average Time to Degree contains metrics on time and units taken by students who complete a degree. Disaggregated by graduation period.

- Degrees Awarded measures the overall number of program completions within a specific time period (Graduation Period is captured Summer term through Spring term). **A degree is an award conferred upon completion of all the requirements for graduation**.
- Time to Degree (TTD) is a measure of student outcomes/the timely completion of a degree. **TTD is the time elapsed between initial enrollment and degree completion.** Provided in academic years; for example, TTD of 2.5 is 2 years and 6 months not 2 years and 1 semester.
- Total units earned is a measure of the amount of coursework completed. **Total units earned is the cumulative number of units a student has earned** for all courses taken throughout enrollment.



Data Table 4Cii:
Graduates Student Time to Degree

CALIFORNIA STATE UNIVERSITY LONG BEACH
Institutional Research & Analytics

This dashboard is available to users facilitating Program Review and must only be used in connection with Program Review.

Graduation College: Business
Graduation Department: Finance
Graduation Program: Finance MS

Graduation College	Graduation Period	Degrees Awarded	Avg. Time to Degree (in years)	Avg. Total Units Earned
Business	2017-2018	Data Redacted		
	2018-2019			
	2019-2020			
	2020-2021			
	2021-2022			
	2022-2023			
	2023-2024			
	Avg			

Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.

Graduation Plan	Graduation Period	Degrees Awarded	Avg. Time to Degree (in years)	Avg. Total Units Earned
Finance MS	2020-2021	Data Redacted		
	2021-2022			
	2022-2023			
	2023-2024			
	Avg			

Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.

Analysis can include:

- **Factors which influence the time and units taken** to attain a degree
  - What are the student pathways affecting TTD and total units earned?
  - What are student course loads/student enrollment status?
- **Time to degree trends** over period of review
  - Does Degrees Awarded, TTD, and total units earned increase, decrease, remain steady? Were there any sharp fluctuations?
  - What is the correlation between TTD and total units earned?
- **Time to degree goals** (campus targets/graduation rate goals/internal benchmarks)
  - What is the expected on-time graduation outcomes for TTD and total units earned?
  - Are students taking more time and/or units than needed?
  - Is average units earned in alignment with expectation?

Note:

- TTD and average units earned provided are for students who graduate in a given department/pan, regardless of original department/plan.
- TTD does not necessarily reflect time enrolled, as a student may have taken educational leave.
- TTD is different than graduation rates. The 2020-2021 TTD captures the average amount of time it took to earn a degree for all students completing their degree within that academic year regardless of the cohort term(s) they began. The Fall 2017 Cohort 4-year graduation rate captures the portion of students who entered that term and earned a degree within 4 years or fewer (by Summer 2021).

STUDENT AND FACULTY DEMOGRAPHICS:
(5Ai) STUDENT DEMOGRAPHICS
(5Aii) FACULTY DEMOGRAPHICS

Demographic data measures the representation of different statistical characteristics within student and faculty populations, revealing the diversity of students and faculty and the representation of various perspectives and backgrounds. Disaggregated by race/ethnicity, minority status, sex, first-generation status, and Pell eligibility as available.

- **Race/Ethnicity** refers to IPEDS (Integrated Postsecondary Education Data System) categorization of students based on perceived shared physical traits and/or cultural identity.
- **URM (Underrepresented Minorities) Status** refers to Race/Ethnicity categories that, historically, have been underrepresented; students identified as African American, American Indian, or Hispanic.
- **Gender** refers to student-reported biological sex.
- **First-Generation Status** refers to the parental education level of the students.
- **Pell Eligibility Status** refers to eligibility of an undergraduate student for a financial needs-based grant determined by incomes below a certain level.

Analysis can include:

- **Demographic distribution** and potential disparities
  - Across the demographic characteristics, are there any groups underrepresented?
  - Do faculty demographics reflect the student population which they are serving?
  - Is the student population similar to other majors/concentrations in the same discipline?
  - What factors have impacted the composition of student and faculty populations?
  - Are there areas that could benefit from targeted DEIA initiatives?
- **Impact of demographic representation** and potential interventions needed
  - How might the characteristics of student and faculty contribute to student outcomes?
  - Are there specific student groups that may need additional support or targeted?
  - Are diverse perspectives and experiences included in the learning environment?

NOTE:

- Demographic breakdowns reflect average Fall term enrollment over period of review
- Viewed as "average % (average HC)" of given student characteristic in relation to all students in given plan. Average HC is rounded to nearest whole number.
- IPEDS Race/Ethnicity categories include:
  - American Indian or Alaska Native (URM)
  - Asian
  - Black or African American (URM)
  - Hispanic or Latino (URM)
  - Native Hawaiian or Other Pacific Islander
  - White
  - Two or More Races
  - Visa Non-US
  - Unknown
- Pell Grant recipients can be:
  - Traditional – Eligibility for a Pell grant is established in the first term.
  - Non-traditional – Eligibility for a Pell grant is established after the first term.

Data Table 5Ai: Student Demographics

College: Business | Department: Finance | Academic Career: (All) | Academic Plan: (All)

This dashboard is available to users facilitating Program Review and must only be used in connection with Program Review.

Race/Ethnicity	Finance BS	Pre-Bus Finance	Financial Analytics MS	Total
American Indian or Alaska Native				
Asian				
Black or African American				
Hispanic/Latino				
Native Hawaiian or Other Pacific Islander				
Two or More Races				
Unknown				
Visa Non-U.S.				
White				

Data Redacted

Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.

URM Status	Finance BS	Pre-Bus Finance	Financial Analytics MS	Total
URM				
Non-URM				
Visa Non-U.S.				
Unknown				

Data Redacted

Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.

Gender	Finance BS	Pre-Bus Finance	Financial Analytics MS	Total
Female				
Male				
Non-binary				

Data Redacted

Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.

First Generation Status	Finance BS	Pre-Bus Finance	Financial Analytics MS	Total
First Generation to Attend College				
Parent Attended Some College				
Parent Graduated College				
Unknown				

Data Redacted

Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.

Pell Eligibility Status	Finance BS	Pre-Bus Finance	Total
Traditional			
Non Traditional			
Not Pell Eligible			
Unknown			

Data Redacted

Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.

Max Min

Data Table 5Aii: Faculty Demographics

This dashboard is available to users facilitating Program Review and must only be used in connection with Program Review.

College: College of Business Admin | Department: Finance

Race/Ethnicity	Non-Tenure/Temporary	Tenured/Tenure-Track	Total
Asian			
Black/African American			
Hispanic/Latino			
Not Specified			
White			

Data Redacted

Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.

URM Status	Non-Tenure/Temporary	Tenured/Tenure-Track	Total
URM			
Non URM			
Not Specified			

Data Redacted

Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.

Gender	Non-Tenure/Temporary	Tenured/Tenure-Track	Total
Female			
Male			

Data Redacted

Program Review dashboard access and use must adhere to Family Educational Rights and Privacy Act (FERPA) guidelines.

Max Min

NOTES:
1) Demographic breakdowns reflect average Fall term enrollment over Fall 2018 to Fall 2024
Viewed as "average % (average HC)" of given characteristic in relation to all faculty in given department. Average HC is rounded to nearest whole number.