**From Freshmen to Teachers**

Enrollment and Persistence of

Black Students in the CSU Teacher Pipeline

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# Background

In June 2023, the [CSU Black Student Success Workgroup issued a call to action](https://www.calstate.edu/impact-of-the-csu/diversity/Pages/Black-Student-Success.aspx) to examine what is critical and essential for the CSU to become a national leader in advancing Black student success. Their journey started by evaluating what currently exists to support Black excellence in the system and by inviting Black students, faculty, and staff to share their experiences and recommendations. These activities revealed an alarming gap between CSU's collective aspirations and a more challenging and complex reality.

The workgroup noted that the path to a CSU degree for a Black student in California is not an easy one. In fact, in looking at the class of 2022 who enrolled in fall 2016 as first-year students (full-time and part-time students), only 48 percent earned their degree in six years. As Black student enrollment and persistence continues to decline, the CSU is facing a potential future where Black students and Black excellence may be unrecognizable if action is not taken.

The present report was prepared in response to two recommendations in the Workgroup’s report:

Recommendation 3. Develop a Comprehensive Retention and Persistence Strategy for Black Students

“... As evidenced by CSU institutional data, there remains a growing gap between Black student retention and persistence compared to other peer groups. To address this, the workgroup recommends that each university implement a retention and persistence plan based on disaggregated data for Black students, and other student groups with similar retention gaps...”

Recommendation 10. Develop a Structure and Process for Systemwide Data-Driven Practices

“... the CSU will create a comprehensive and cohesive infrastructure for CSU presidents and other university leaders to leverage data-driven practices. The system will create learning spaces whereby the universities consistently and regularly consult disaggregated data and campus climate data, among other information, to improve academic outcomes.”

Although the workgroup’s report focused primarily on black undergraduates, these recommendations have direct implications for the students enrolling in and completing our teacher preparation programs. Consequently, this report seeks to add more to the picture of a Black student’s journey from their undergraduate institution through completing an teacher preparation program at each of our campuses.

# CSU Black Teacher Pipeline Dashboard

New dashboards have been developed by EdQ to help campus leaders explore data on the black teacher pipeline and inform decision making. The dashboard displays were inspired by the Black student enrollment and persistence charts on p. 7 of the [Advancing Black Student Success and Elevating Black Excellence in the CSU: A Call to Action](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/www.calstate.edu/impact-of-the-csu/diversity/Documents/CSU-Black-Student-Success-Workgroup-Report-2023.pdf) report. Specifically, the data in this report expands upon these funnel charts to examine Black student enrollment and persistence in the teacher preparation pipeline at four key stages:

1. **First-time freshmen enrollment** in the Fall 2016 undergraduate entry cohort.
2. The number of **graduates within five years** from the Fall 2016 entry cohort.
3. **First-time teacher preparation program (TPP) enrollment** in the Fall 2021 entry cohort. *Note: Students in this cohort are distinct from those above; graduates from the Fall 2016 entry cohort are not linked with TPP enrollments. This stage only includes postbaccalaureate programs and no integrated programs nor those earning a Clear credential.*
4. The **number of TPP completers of within two years** from the Fall 2021 entry cohort.

The first two stages include data for all 22 CSU campuses with undergraduate programs that also have a teacher credential program. The bottom two stages (TPP enrollment and completion) include data for 20 campuses that offer a TPP (data for Humboldt, Channel Islands, and CalStateTEACH was not available in time to include in the present dashboard).

**A five-year graduation rate** was chosen as a measure of undergraduate persistence because there is a notable systemwide increase from the four-year graduation rate (~31%) to the five-year graduation rate (~55%) for this freshman entry cohort.

**A two-year TPP completion rate** was chosen as a measure of EPP persistence to provide teacher candidates more than one academic year to complete the teacher credential program requirements. This also allowed the EdQ team to use the latest completer data from our campuses collected in February 2024, which includes AY 2022-2023 completers. *Feedback on different timelines to examine is welcome and appreciated (i.e. 1-year completion, 4-year completion, 6-year completion etc.)*

# Accessing the CSU Black Teacher Pipeline Dashboards

Click the link below to access the [new](https://tableau.calstate.edu/#/views/bssi_dashboard_new/JourneyfromUndergradtoTPPCompletion?:iid=3) dashboard tool:

[**Launch Dashboards**](https://tableau.calstate.edu/#/views/bssi_dashboard_new/JourneyfromUndergradtoTPPCompletion?:iid=3)

Full-screen view on a laptop or monitor is recommended. At present, only CSU Deans and Associate Deans of Education can access this dashboard.

# Navigating the CSU Black Teacher Pipeline Dashboards

Black student enrollment and persistence in the teacher preparation pipeline are visually represented in three different ways on the dashboard tool:

1. **Population Counts**
   * The number of students at each of four stages in the CSU teacher pipeline.
2. **Proportions**
   * The proportion of students within each stage. For example, if there were 1,000 First-Time Freshmen Enrollment in Fall Term 2016 for a campus, a value of 47.7% for Hispanic/Latino would mean 477 students were Hispanic/Latino.
3. **Graduation and Completion Rates**
   * The percentage of students who graduate or complete their credential program in the specified time frame.
   * The grey bar shows the ratio of TPP enrollments in Fall 2021 to the entire undergraduate student body starting in Fall 2016 who graduated within 5 years. This is not a yield because graduates from the Fall 2016 entry cohort are not linked with TPP enrollments.

You can navigate between each of the three dashboard views by clicking the three grey tabs at the top of the page:

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Description automatically generated

Filters on the right side of the page allow you to select and filter data displays for different racial and ethnic subgroups as well as by individual campuses or by the system as a whole.

By looking at the demographic makeup at each of these levels, we can see differences in who is advancing to degree completion between racial and ethnic groups.

# Key Takeaways

* At a systemwide level, black students made up 4.5% of all first-time freshmen in Fall 2016, yet only 2.2% of all TPP enrollments in Fall 2021.
* The 2-year TPP Completion Rate of Black students for the Fall 2021 entry cohort was the lowest among all racial/ethnic groups and lower than the overall completion rate (37.8% versus 58.4%).
* Among 20 campuses, only 98 students identified as Black in the Fall 2021 TPP entry cohort. *Among these same campuses, Black first-time TPP enrollment has decreased to 71 in Fall 2022 and 58 in Fall 2023.*

# Guiding Questions

1. What stands out to you in these reports?
2. There’s an opportunity to increase TPP enrollment of Black students to at least match the undergraduate student body. In addition to tapping into our undergraduate programs, where else could our teacher candidates come from?
3. What can we do to help our Black students complete our programs? How are our programs designed to help our students complete the program with a timeline that works for them? What is a realistic length of time for our students to complete our programs?
4. Is this type of data something you would want to see year-over-year?
5. What more do you want to know about the student journey from undergraduate to TPP enrollment and completion?
6. Who would you like to share this report with?

# Links to Data Sources and Historical Trends for Each Stage of the Pipeline

1. **Undergraduate Enrollment and Graduation Rates**
   1. [Graduation and Headcount data from CO Institutional Research & Analyses](https://tableau.calstate.edu/views/GraduationRatesPopulationPyramidPrototype_liveversion/SummaryDetails?iframeSizedToWindow=true&:embed=y&:display_count=no&:showAppBanner=false&:showVizHome=no)
   2. [CSU Student Success Dashboard](https://csusuccess.dashboards.calstate.edu/csu-by-the-numbers/historical-grad-rates)
      1. Note: The IR&A dashboard includes student counts for students who identified as “International Student” for “Race/Ethnicity” in the “All” category for “Race/Ethnicity”. These students were *not* included in the data for the EdQ dashboard.
      2. The EdQ dashboards provided here do not include undergraduate student data from the Maritime campus because the campus does not offer a teacher credential program.
      3. For groups with n < 10, counts **are not shown** on the Graduation and Headcount data dashboard nor the CSU Student Success Dashboard. They will show as “0” on those dashboards and “0 or n<10” in the data tables accompanying this report.
2. **Teacher Credential Program Enrollment**
   1. [Teaching Credential Enrollment data from CO Institutional Research & Analyses](https://tableau.calstate.edu/#/views/CredentialsEnrollmentProduction/TeachingCredentialEnrollment?:iid=1?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no&:origin=viz_share_link)
      1. This dashboard can be used to reference teacher credential enrollment over time, given that similar filters are chosen for Ethnicity, the 20 campuses represented, and “New” is chosen for “Enrollment Status” to filter down to first-time students.
      2. Note: Groups with n < 10 **are shown** for this stage (First-Time TPP Enrollment(s) Fall 2021 in the Population and Proportion visuals) in the Black Teacher Pipeline dashboards. Groups with n < 10 **are not shown** in the Teacher Credential Enrollment data dashboard. The Teacher Credential Enrollment data dashboards also include those seeking a Clear credential. This means that the total enrollment records (n<100) shown may differ slightly between these two dashboards.
3. **Completer Data**
   1. Refer to your campus’s completer list submissions for AY 2021-2022 and AY 2022-2023
   2. Groups with n < 10 **are shown** for this stage (TPP Completers within 2 Years on the Population visual, 2-Year Completers on the Proportion visual) of the visualizations) in the Black Teacher Pipeline dashboards.

# How to Recreate These Reports

1. Undergraduate and graduation data can be sourced directly from 1a and 1b above.
2. Teaching credentials enrollment can be accessed from 2a. Note that data in these dashboards *does not disaggregate between Clear and Preliminary Credentials*. To recreate the bottom two levels of the visuals with only Preliminary Credential seekers, the following data processing is required:
   1. Start with your campus ERSS (enrollment) submission to the Chancellor’s Office for AY 2021-2022.
   2. Filter down to teaching credential students in Table C-5 (Postbaccalaureate or Graduate Students in a Regular Credential Program) and Table C-6 (Students in an Internship Program) according to [Appendix C](https://asd.calstate.edu/ded/index.asp?ded=4&fid=3) from the Enrollment Reporting System Data Dictionary.
   3. Filter out those who already have a first credential (we only focus on Preliminary credentials for this report).
   4. Filter down to new students.
   5. To connect these records to completer data, join the enrollment records to your campus’s completer records using a unique identifier (i.e. an SSN). For this report, an anonymized identifier created from the record’s SSN was used. For this report, if a a record is missing an SSN (n = 20), it was not joined to a completer record.

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# Feedback, Questions, and Suggestions are Welcome

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# Definitions and Acronyms

**AY**

Academic Year

**Completer**

A teacher candidate who completes a preliminary teacher preparation program within a select program year. Program years follow Title II reporting timelines. For academic year 2021-2022, the dates were September 1, 2021, and ended August 31, 2022. For academic year 2022-2023, the dates were September 1, 2022, and ended August 31, 2023.

**Demographic Groups**

"**American Indian**" includes students who identified themselves solely as "American Indian or Alaska Native" on their CSU application. (This matches the Dept. of Education\'s (IPEDS) definition for this race/ethnicity.)

"**Asian**" includes students who meet the IPEDS definition of Asian (US residents who identify as Asian only (e.g., Not Two or More Races. Not Hispanic/Latino/Asian.)).

"**Black**" includes students who meet the IPEDS definition of Black or African American (US residents who identify as African American, Black, Haitian, or Other Black or African American).

"**Hispanic/Latino**" includes all students who selected "Hispanic or Latino" on their CSU application.

"**Pacific Islander**" includes students who meet the IPEDS definition of Native Hawaiian or other Pacific Islander (US residents who identify only as members of this race (e.g., are not Two or More Races, are Not Hispanic/Latino/Asian, etc.)).

"**Two or More Races**" includes students who selected two or more races on their application but did not identify themselves as Hispanic/Latino. This group includes only US citizens/residents.

"**Unknown**" includes students who declined to identify a race or ethnicity on their CSU application.

"**White**" includes students who meet the IPEDS definition of White (US residents who identify as White only (e.g., Not Two or More Races. Not Hispanic/Latino /White, etc.)).

**TPP**

Teacher Preparation Program

**IPEDS**

Integrated Postsecondary Education Data System