

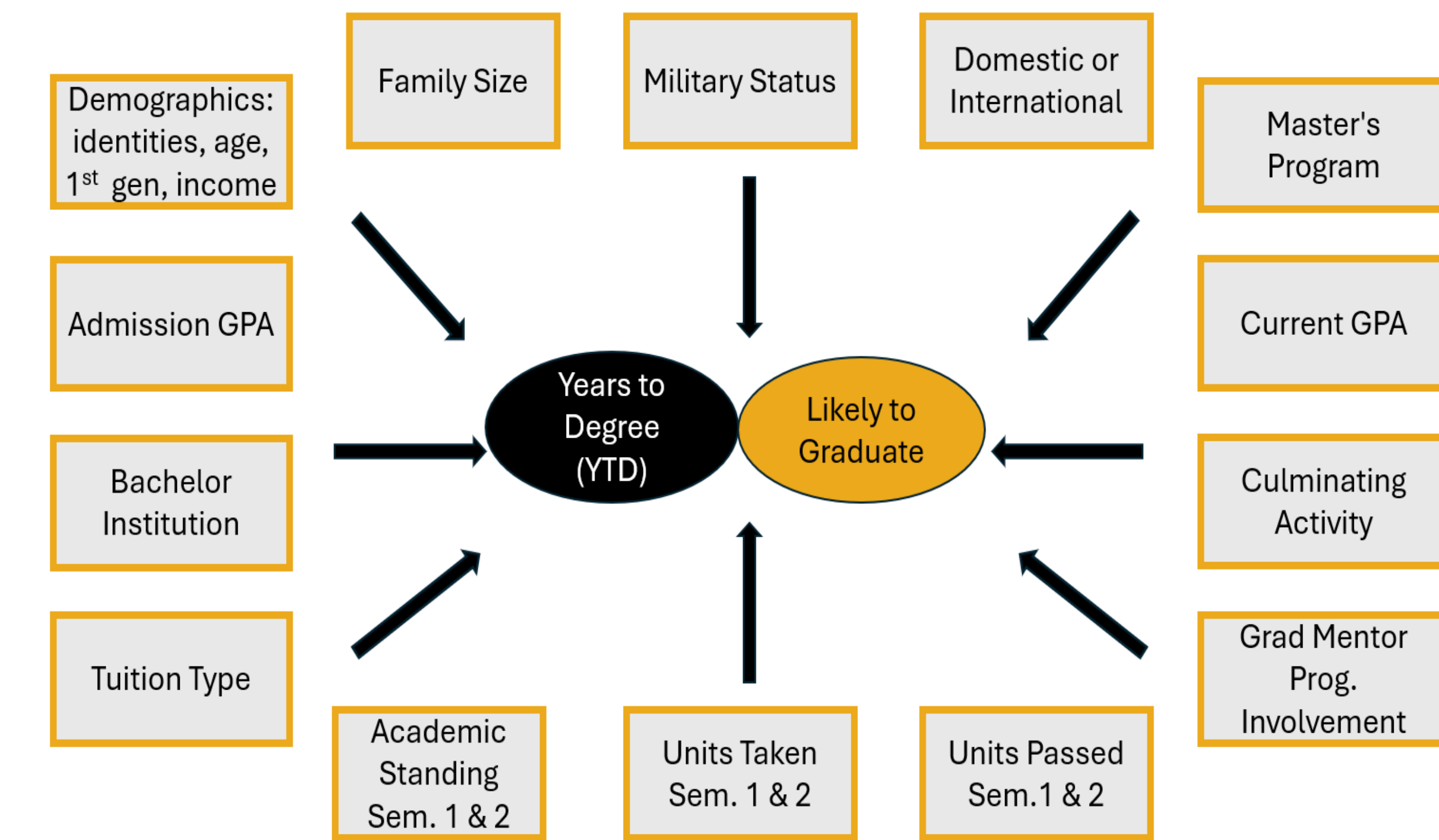
## The Research Questions

1. What factors impact graduate student time-to-degree and likelihood of graduating?
2. Did different factors impact time-to-degree and likelihood of graduating pre- and during pandemic?

## The Data

- IR&A Data
- Master's students in stateside programs
- Entered between Fall 2016 and Fall 2021

## The Two Models



## The Data Analysis

1. Linear Regression for YTD for Who Graduated
2. Logistic Regression for Likely to Graduate
3. Separate Analyses for Domestic Students

## The Sample

**Cis-female = 65.1%**  
Cis-male = 34.4%  
Nonbinary/Trans = 0.6%

**Heterosexual = 60.7%**  
Queer = 7.4%  
Decline to say = 31.9%

**Latine = 42%**  
White = 25%  
Asian = 16%  
Black/AA = 5%  
Other = 11%

**35% First Gen**

**2% Military**

**3% International**

**Avg. Age = 29.6 years**

**Annual Income:**  
Less than \$6K = 19%  
\$6K - \$11,999 = 12%  
\$12K - \$23,999 = 17%  
\$24K - \$35,999 = 13%  
\$36K - \$47,999 = 10%  
\$48K - \$59,999 = 7%  
\$60K or more = 21%

**3.31 Avg. Admit GPA**

**Avg. GPA 1<sup>st</sup> Sem = 3.18**  
**Avg. GPA 2<sup>nd</sup> Sem = 3.09**

**Avg. Units in 1<sup>st</sup> & 2<sup>nd</sup> Sem. = 9**

**Avg. Pass Rate 1<sup>st</sup> Sem. = 83%**  
**Avg. Pass Rate 2<sup>nd</sup> Sem. = 80%**

**First Semester**  
1<sup>st</sup> Academic Warning = 3.1%  
2<sup>nd</sup> Academic Warning = 0.1%

**Second Semester**  
1<sup>st</sup> Academic Warning = 1.67%  
2<sup>nd</sup> Academic Warning = 1.80%  
Disqualified = 0.04%

**Comp. Exam = 37%**  
**Project = 32%**  
**Thesis = 15%**

**Entry Fall 2016-Fall 2021**

**79 Master's Programs**

**68.5% Graduated**

**Avg. YTD = 2.30 years**

## The Sig. Predictors of YTD For Who Graduated (N=5026; p<0.05)

Shorter YTD	Longer YTD
Accountancy MS	Art MFA
Marketing Analytics MS	Linguistics MA
Finance MS	French & Francophone Stds MA
Special Education MS	School Psychology Educ Spec
Educational Administration MA	Theatre Management MBA/MFA
Sexual Identity: Heterosexual	Sexual Identity: Decline to Say
High Admission GPA	Low Admission GPA
Bachelor Institution: CSULB	Bachelor's Institution: UC and Other CSU
Good Academic Standing 1 <sup>st</sup> & 2 <sup>nd</sup> Sem.	Academic Warning 1 <sup>st</sup> & 2 <sup>nd</sup> Sem.
More Units Taken in 1 <sup>st</sup> & 2 <sup>nd</sup> Sem.	Fewer Units Taken 1 <sup>st</sup> & 2 <sup>nd</sup> Sem.
Culminating Activity: Comp. Exam	Culminating Activity: Thesis or Project
Low Course Pass Rate in 2 <sup>nd</sup> Sem.	High Course Pass Rate in 2 <sup>nd</sup> Sem.
Domestic Only: Other Racial Groups (N=4896)	Domestic Only: All Racial Groups but Other

## The Significant Predictors of Graduating (N=7346; p<0.05)

Likely to Graduate	Less Likely to Graduate
School Psychology EdS	Applied Math MS
Education MA	Civil Engineering MS
Criminology/Criminal Justice MS	Aerospace Engineering MS
Asian Studies MA	Accountancy MS
Educational Administration MA	Finance MS
Bachelor's Institution: Not CSULB	Bachelor's Institution: CSULB
Good Academic Standing 2 <sup>nd</sup> Sem.	Academic Warning 2 <sup>nd</sup> Sem.
Low GPA 1 <sup>st</sup> Sem.	Low GPA 1 <sup>st</sup> Sem.
High GPA 2 <sup>nd</sup> Sem.	High GPA 2 <sup>nd</sup> Sem.
More Units taken 2 <sup>nd</sup> Sem.	Fewer Units in 2 <sup>nd</sup> Sem.
High Course Pass Rate in 2 <sup>nd</sup> Sem.	Low Course Pass Rate in 2 <sup>nd</sup> Sem.

## A Pandemic Comparison of Sig. Predictors of YTD (p<0.05)

Shorter YTD Pre-Pandemic (Fall 2016 - Spring 2019) N=3,018	Shorter YTD in Pandemic (Fall 2019 - Fall 2021) N=2,008
<b>Identified Sexuality (not decline to say)</b>	<b>Younger</b>
<b>Out-of-State-Tuition</b>	<b>Annual Income \$48K or More</b>
<b>Bachelor Institution: CSULB</b>	<b>Cisgender/Binary</b>
Culminating Activity: Comp. Exam	Culminating Activity: Not Thesis
High GPA 1 <sup>st</sup> Sem.	Low 1 <sup>st</sup> Sem. GPA
High GPA 2 <sup>nd</sup> Sem.	Low 2 <sup>nd</sup> Sem. GPA
More Units Taken in 1 <sup>st</sup> Sem.	More Units Taken in 1 <sup>st</sup> Sem.
More Units Taken in 2 <sup>nd</sup> Sem.	More Units Taken in 2 <sup>nd</sup> Sem.
<b>High Course Pass Rate in 2<sup>nd</sup> Sem.</b>	<b>Not on Academic Warning in 1<sup>st</sup> Sem.</b>
	<b>High Course Pass Rate in 1<sup>st</sup> Sem.</b>

## A Pandemic Comparison of Sig. Predictors of Graduating (p<0.05)

Graduating Pre-Pandemic (Fall 2016 - Spring 2019) N=3,723	Graduating in Pandemic (Fall 2019 - Fall 2021) N=3,623
<b>Younger</b>	<b>Annual Income \$6K or More</b>
Bachelor's Institution: Not CSULB	<b>International Student Status</b>
High GPA 1 <sup>st</sup> Sem.	<b>Low GPA 1<sup>st</sup> Sem.</b>
<b>High GPA 2<sup>nd</sup> Sem.</b>	More Units Taken in 2 <sup>nd</sup> Sem.
More Units Taken in 2 <sup>nd</sup> Sem.	Good Standing in 2 <sup>nd</sup> Sem.
Academic Warning in 2 <sup>nd</sup> Sem.	

## Overall Summary

- Program matters.
- Admit GPA matters.
- Sexual Identity matters.
- Academic standing in 2<sup>nd</sup> sem. matters— both YTD and likelihood of earning degree.
- Race did **not** emerge as a significant predictor with exception of *Other (shorter YTD)*.
- Grad students with a bachelor's from CSULB are **less likely** to graduate.
- When CSULB baccs graduate, they graduate **faster** than non-CSULB baccs.
- Grad students taking a comp rather than completing a thesis or project have shorter YTD.

## Pandemic Summary

The pandemic disproportionately impaired the likelihood of graduating and YTD for grad students who are:

- CSULB Baccalaureate Recipients
- Older (YTD only)
- Nonbinary/Trans-Identified (YTD only)
- Annual Income Earners Below 6K
- Annual Income Earners Below 48K (YTD only)

## Implications

1. Consider relying on GPA to determine admission
2. Offer help to those with lower admit GPAs
3. Provide grad students on academic warning in 2<sup>nd</sup> semester with additional supports
4. Extend services to thesis & project students to aid completion

## Future Research

Assess program-level factors on grad student success and timely achievement of degree, including

- Advising Structure
- Graduate Advising Support
- Cohort Structure?
- Culminating Activity Options and Supports

## Acknowledgments

Thank you, Laura Vlad and Tiffanie Graves, for your timely delivery of – and help with – the data.  
A special thanks to Data Fellows for its support.