LEADING INDICATORS OF ACADEMIC PROGRESS

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CSU Graduation Rate Improvement Project (GRIP) GOALS

• Increase Graduation Rates for all students by 12% by 2015

• Increase Graduation Rates for URM students by 15% by 2015

• Need an 80% FTF retention rate to stay on track
Humboldt County Degree Attainment

http://chronicle.com/article/Adults-With-College-Degrees-in/125995/
Milestone Events in Student Pathway to Completion

- **Retained Yr 1**
  - Complete College Success Course
  - Enroll Remedial Coursework
  - Earn 24 CL Credits
  - Maintain consistent credit accumulation
  - Maintain GPA

- **Graduation 4, 5, 6 years**
  - File paperwork
  - Complete Major Requirements
  - Complete Major Pre-requisites
  - Complete Gen Ed Requirements
  - Declare Major
  - Complete Remedial

Source:
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Data Analysis

- Ten Years of Longitudinal Data 2000-2010
- Benchmarks of Educational Success and Non-Success
- Analyze Students from Freshman through Senior
- Measure Achievement Gaps Between Males and Females and URM and Non-URM Students
First-Time Freshmen

**AVG 2000-2010**
- 56% Female
- 30% URM
- 36% From Southern CA
- 37% Pell Grant
- 45% First Generation
- 82% Live on Campus
- 17% Undeclared
- Average SAT: 1042
- Average HGPA 3.18
- Remedial Students 38%

**Fall 2011**
- 55% Female
- 38% URM
- 44% From Southern CA
- 46% Pell Grant
- 50% First Generation
- 84% Live on Campus
- 15% Undeclared
- Average SAT: 1022
- Average HGPA 3.15
- Remedial Students 47%
## First Year Benchmarks - Fall 2009 Cohort

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Remedial Work</td>
<td>68% of Students Finished Remediation within One Year</td>
</tr>
<tr>
<td>Earn 24 College Level Units</td>
<td>57% Earned 24 College Level units within their First Year</td>
</tr>
<tr>
<td>Complete a College Level Course</td>
<td>90% had a cumulative GPA of &gt;2.0</td>
</tr>
<tr>
<td>Retain 80% to meet GRIP Goals</td>
<td>74.0% retention rate (73.8% for Fall 2010)</td>
</tr>
</tbody>
</table>
## Second Year Benchmarks - Fall 2009 Cohort

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete 48 Units</td>
<td>81% completed 48 units total</td>
</tr>
<tr>
<td>Complete 48 College Level Units</td>
<td>68% completed 48 College Level units</td>
</tr>
<tr>
<td>Declare a Major</td>
<td>92% Declared a Major</td>
</tr>
<tr>
<td>Retain 73% to meet GRIP Target</td>
<td>60% were retained</td>
</tr>
</tbody>
</table>
Two Key Retention Issues for First Time Freshman:

- Remedial students (1/2 of FTF cohort)
- Probationary students (20% of FTF cohort)
Interventions for Remedial Students

- Mandatory First Year Freshmen Experience (FYFE) for all single and dual remedial students

- Course transformations in Remedial Math and English Courses

- Use of the Learning center, Tutorial Services and Supplemental Instruction

- Early Start that identifies College Readiness
Interventions for Students on Academic Probation

- Identify FTF on Academic Probation after 1st semester
- Enroll in Intrusive Academic Probation Counseling
- Measure students who go off probation by end of 1st year and track students who remain on probation
- Measure retention the next fall
Characteristics of Students on Academic Probation

- 20% of Freshmen are on Academic Probation or Disqualification at the end of the First Year
- Half of all probationary/disqualified students drop out after their first year
- 18% of probationary students graduate within 6 years
- Probationary students are more likely to have a HSGPA <3.0
  - Are more likely to be male and/or URM
- Accumulate less units after their first semester
### One Year Retention Rates

<table>
<thead>
<tr>
<th></th>
<th>Fall 06</th>
<th>Fall 07</th>
<th>Fall 08</th>
<th>Fall 09</th>
<th>Fall 10</th>
<th>5 yr avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>% returned</td>
<td>74%</td>
<td>73%</td>
<td>72%</td>
<td>74%</td>
<td>74%</td>
<td>73%</td>
</tr>
<tr>
<td>Female</td>
<td>76%</td>
<td>76%</td>
<td>77%</td>
<td>76%</td>
<td>74%</td>
<td>76%</td>
</tr>
<tr>
<td>Male</td>
<td>73%</td>
<td>69%</td>
<td>66%</td>
<td>71%</td>
<td>73%</td>
<td>69%</td>
</tr>
<tr>
<td>URM</td>
<td>71%</td>
<td>71%</td>
<td>74%</td>
<td>74%</td>
<td>74%</td>
<td>72%</td>
</tr>
<tr>
<td>Non-URM</td>
<td>75%</td>
<td>76%</td>
<td>75%</td>
<td>74%</td>
<td>75%</td>
<td>74%</td>
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### Two Year Retention Rates

<table>
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<tr>
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<th>Fall 08</th>
<th>Fall 09</th>
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</tr>
</thead>
<tbody>
<tr>
<td>% returned</td>
<td>63%</td>
<td>59%</td>
<td>61%</td>
<td>62%</td>
<td>60%</td>
<td>61%</td>
</tr>
<tr>
<td>Female</td>
<td>67%</td>
<td>60%</td>
<td>65%</td>
<td>65%</td>
<td>62%</td>
<td>65%</td>
</tr>
<tr>
<td>Male</td>
<td>57%</td>
<td>58%</td>
<td>56%</td>
<td>58%</td>
<td>58%</td>
<td>57%</td>
</tr>
<tr>
<td>URM</td>
<td>66%</td>
<td>54%</td>
<td>56%</td>
<td>64%</td>
<td>60%</td>
<td>61%</td>
</tr>
<tr>
<td>Non-URM</td>
<td>62%</td>
<td>63%</td>
<td>67%</td>
<td>64%</td>
<td>61%</td>
<td>64%</td>
</tr>
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Six Year Graduation Rates

- Declining Graduation Rates since Fall 2000
- Ongoing Gaps between URM and Non-URM students
- Ongoing Gaps between Males and Females
Senior Success Strategies

• Exit survey for seniors who graduate

• Refer seniors who applied for graduation but didn’t graduate to advising for degree audit

• Survey seniors who did not apply for graduation and find out why

• Address financial and academic needs
Closing the Achievement Gap

- First Year Freshmen Experience for all students
- Department Diversity Plans to address
- Analyze Disproportionate Impact as part of Annual/Program Review
- Book Circles for Faculty and Staff
- Professional Development opportunities To Create Inclusive Classrooms
Students Who Leave

- 36% Attend a Community College
- 14% Transfer to Another CSU
- Leave Primarily for Financial or Academic Reasons
- Have a Hard Time Finding Jobs (especially first time freshmen)
- Compounding Effect of the Economy
Research-Identified Areas Necessary to Increase Retention

- Monitor student progress their first and second year for GPA and units completed, and implement appropriate interventions

- Track students who don’t complete general education requirement and don’t stay on their degree timeline

- Supply financial aid and work study to the students with highest need

- Increase Supplemental Instruction, especially for URM students

- All students should fill out the FAFSA regardless of perceived need (since circumstances change)
Additional Areas of Research

• Track seniors to make sure they are on schedule for timely degree completion

• Collect additional data on males and URM males to better understand their educational trajectory

• Track students who leave or are in danger of leaving HSU