



HUMBOLDT STATE UNIVERSITY

LEADING INDICATORS OF ACADEMIC PROGRESS

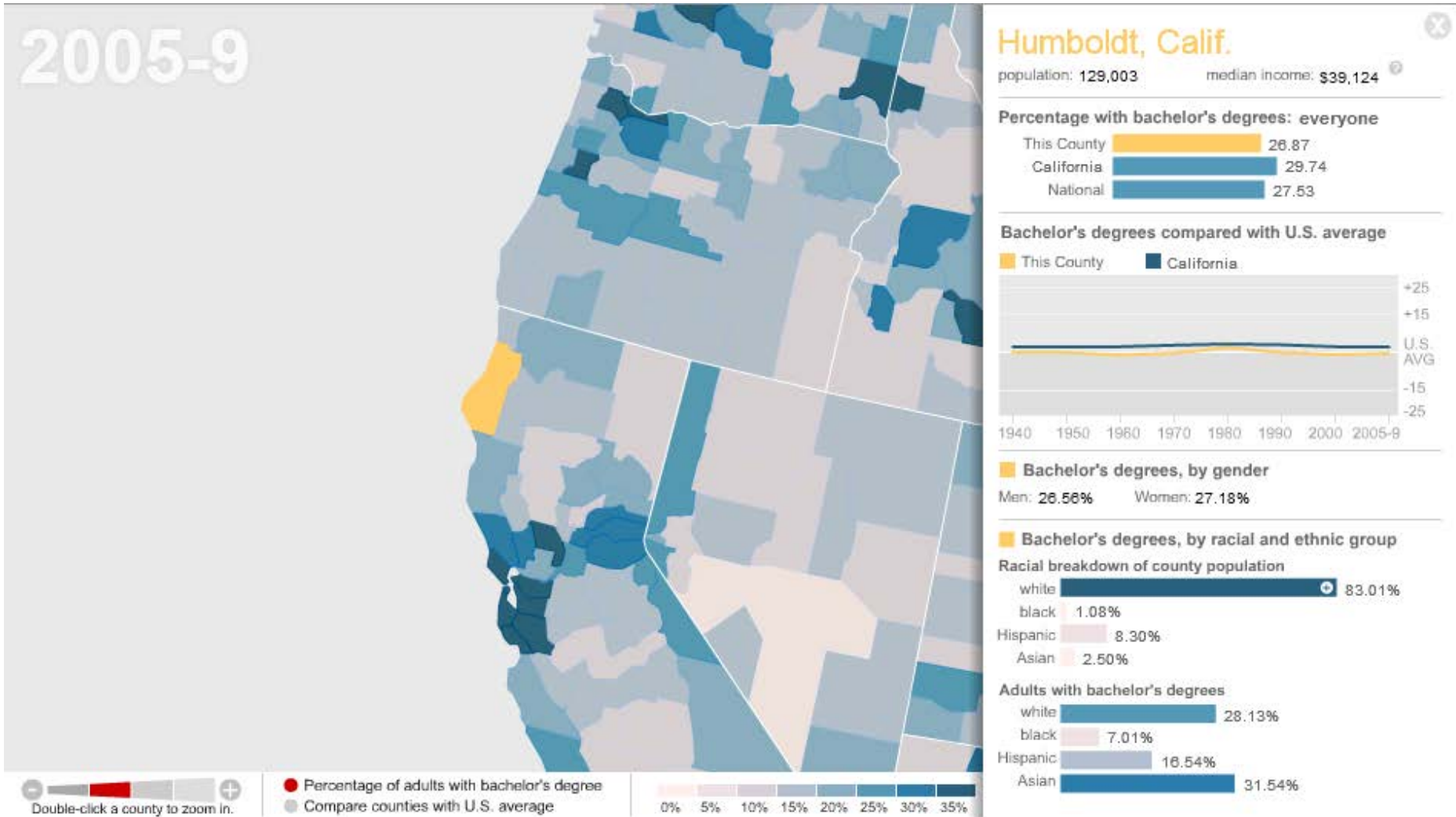


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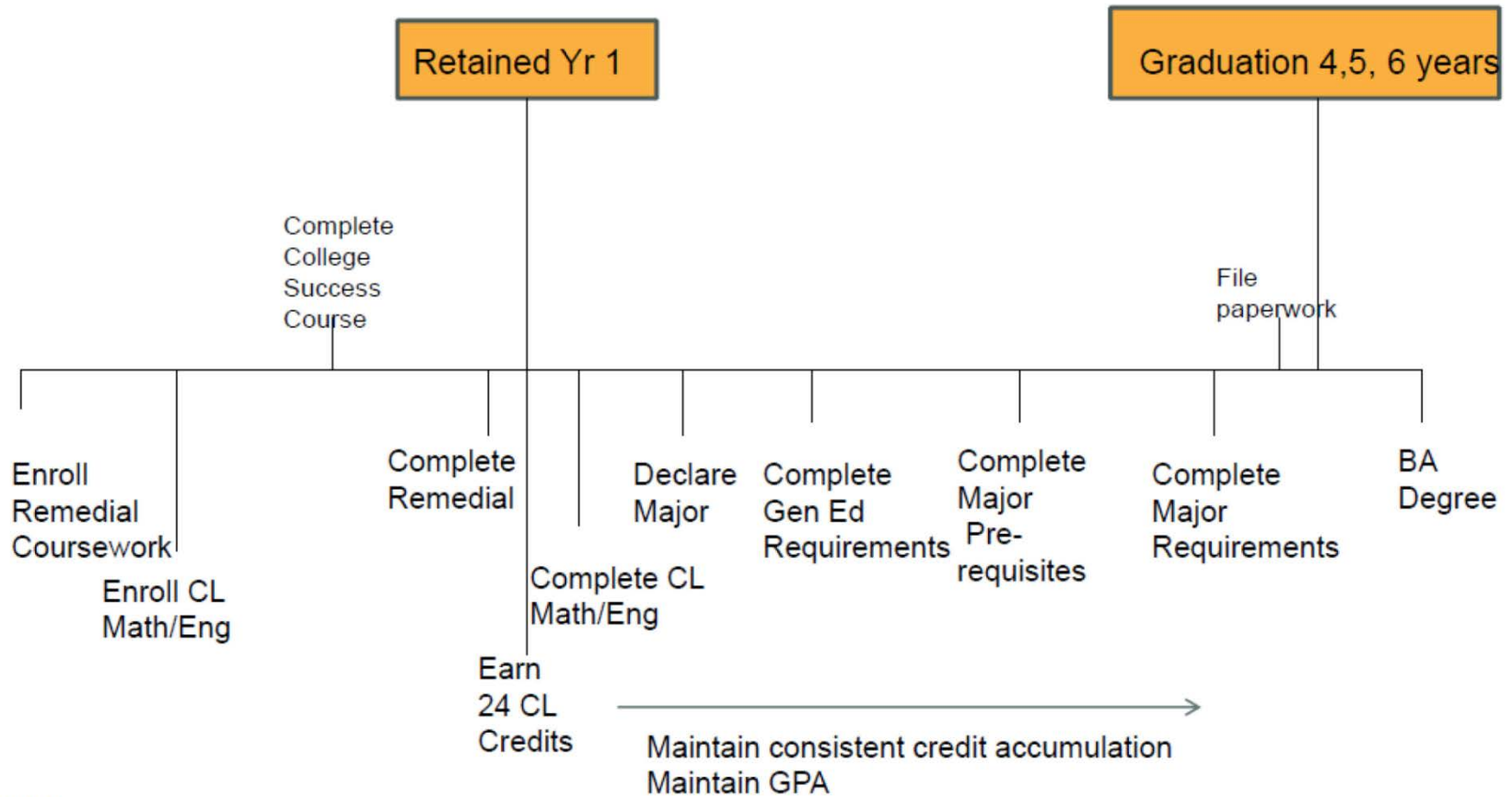
CSU Graduation Rate Improvement Project (GRIP) GOALS

- 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



Milestone Events in Student Pathway to Completion



Source:

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

Benchmark	Status
Complete Remedial Work	68% of Students Finished Remediation within One Year
Earn 24 College Level Units	57% Earned 24 College Level units within their First Year
Complete a College Level Course Successfully	90% had a cumulative GPA of >2.0
Retain 80% to meet GRIP Goals	74.0% retention rate (73.8% for Fall 2010)

Second Year Benchmarks - Fall 2009 Cohort

Benchmark	Status
Complete 48 Units	81% completed 48 units total
Complete 48 College Level Units	68% completed 48 College Level units
Declare a Major	92% Declared a Major
Retain 73% to meet GRIP Target	60% were retained

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

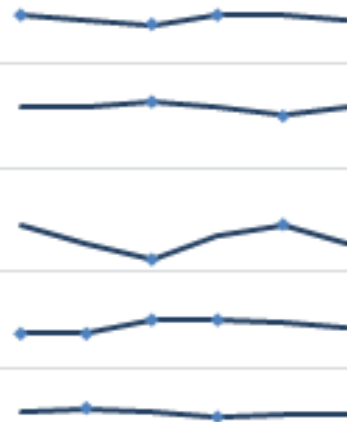
- Identify FTF on Academic Probation after 1st semester
- Enroll in Intrusive Academic Probation Counseling
- Measure students who go off probation by end of 1st year and track students who remain on probation
- Measure retention the next fall

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

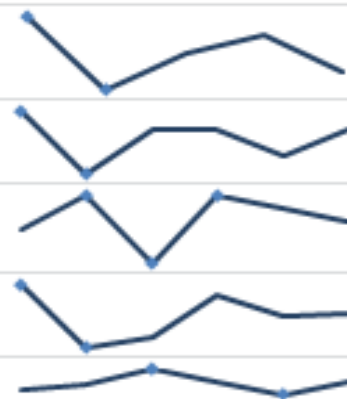
One Year Retention Rates

	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	5 yr avg
% returned	74%	73%	72%	74%	74%	73%
Female	76%	76%	77%	76%	74%	76%
Male	73%	69%	66%	71%	73%	69%
URM	71%	71%	74%	74%	74%	72%
Non-URM	75%	76%	75%	74%	75%	74%








Two Year Retention Rates

	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	5 yr avg
% returned	63%	59%	61%	62%	60%	61%
Female	67%	60%	65%	65%	62%	65%
Male	57%	58%	56%	58%	58%	57%
URM	66%	54%	56%	64%	60%	61%
Non-URM	62%	63%	67%	64%	61%	64%



Six Year Graduation Rates

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	
All Students	44%	41%	42%	42%	37%	41%	
Female	48%	47%	45%	47%	42%	45%	
Male	38%	34%	38%	34%	29%	36%	
Non-URM	50%	47%	49%	48%	43%	45%	
URM	38%	29%	31%	39%	26%	24%	

- 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