# *Unit Load Momentum: Indicator for Successful and Timely Graduation*

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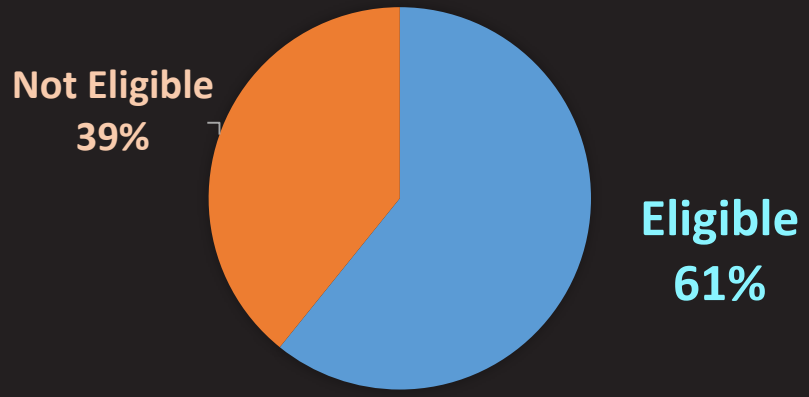
CAIR Conference
November 2019

CAL STATE LA
CALIFORNIA STATE UNIVERSITY, LOS ANGELES

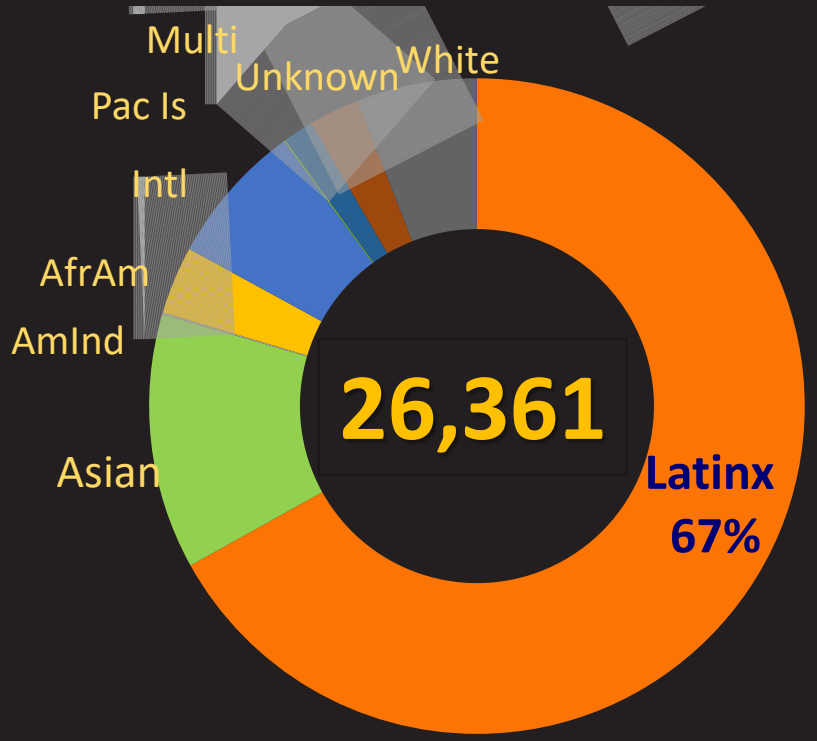
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# PELL ELIGIBILITY

*Fall 2019*




## ETHNICITY



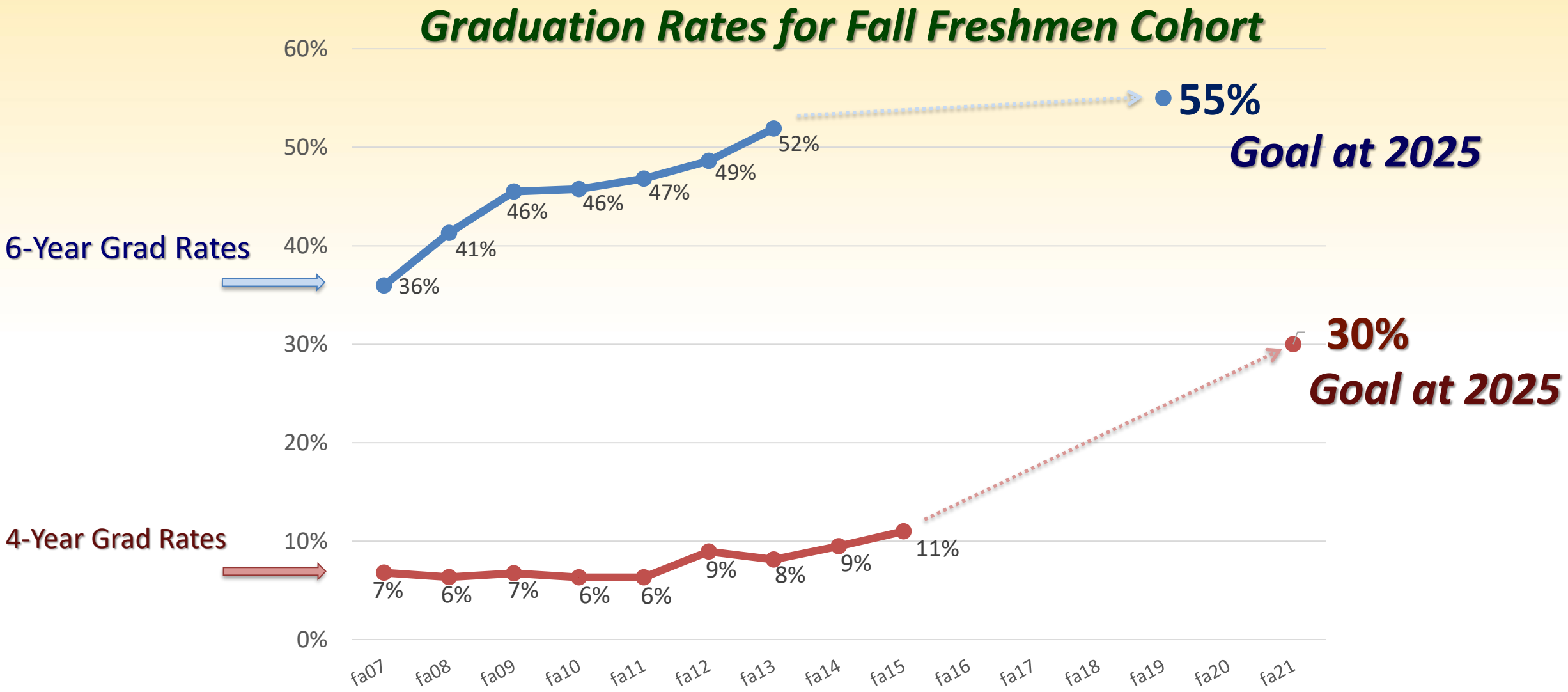

## 1ST GENERATION



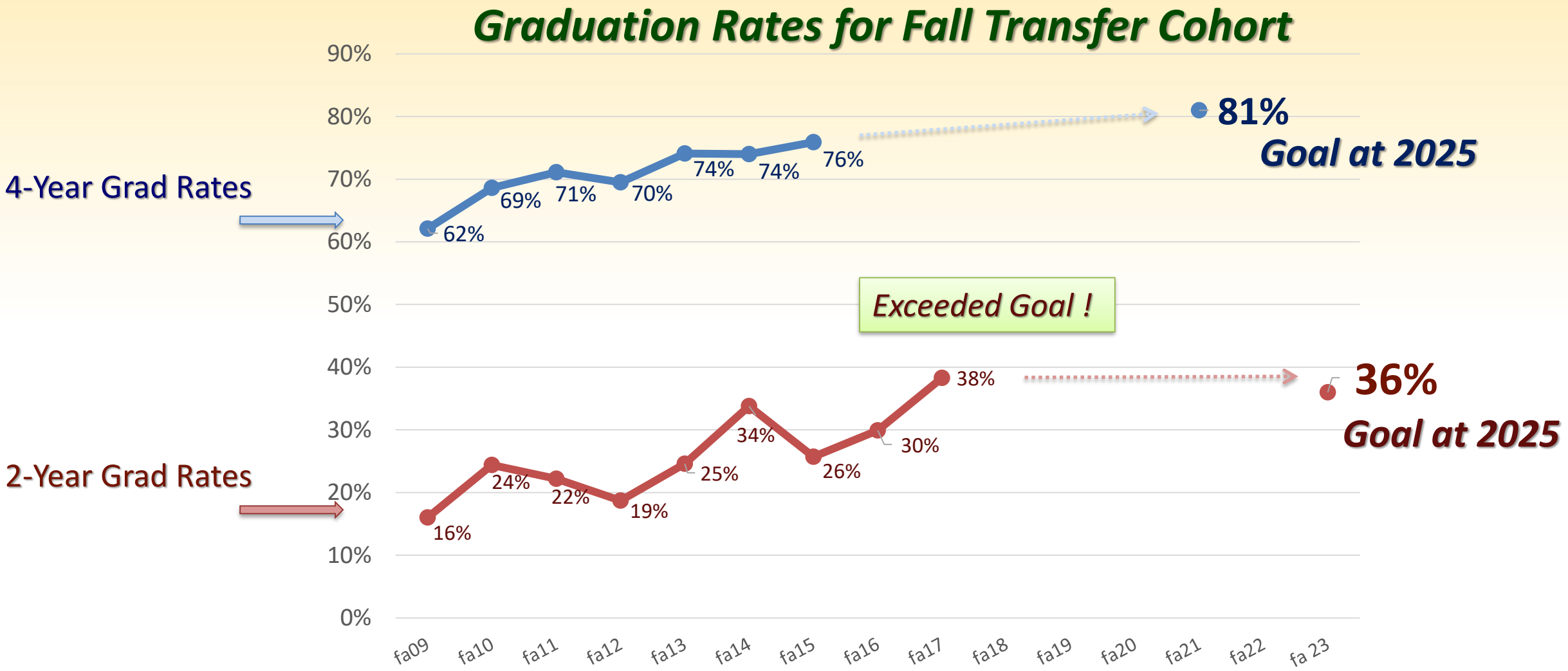
# *Graduation Initiative 2025: Cal State LA*

| Metric | 2016 | 2017 | 2018 | 2019 | 2025 Goals |
|---|---|---|---|---|---|
| 6-yr Grad Rates: Freshman | 45.8% | 46.8% | 48.6% | 51.7% | 55% |
| 4-yr Grad Rates: Freshman | 8.9% | 8.1% | 9.5% | 11.0% | 30% |
| 4-yr Grad Rates: Transfer | 69.7% | 74.4% | 74.4% | 75.9% | 81% |
| 2-yr Grad Rates: Transfer | 33.8% | 25.7% | 29.9% | **38.3%** | 36% |
| Gap – URM (in Freshmen 6-yr Grad Rates) | 9.5% | 11.3% | 10.1% | 10.6% | 0 |
| Gap – Pell (in Freshmen 6-yr Grad Rates) | 6.2% | 0.4% | 6.3% | 4.0% | 0 |

# Graduation Initiative 2025: Cal State LA



# Graduation Initiative 2025: Cal State LA



# *Opportunities for Improvement !!*

**4-Year Graduation Rates**

**URM Gap**

# *Opportunities for Improvement !!*

**4-Year Graduation Rates**

**National Trend for Public University**

**State Policy**

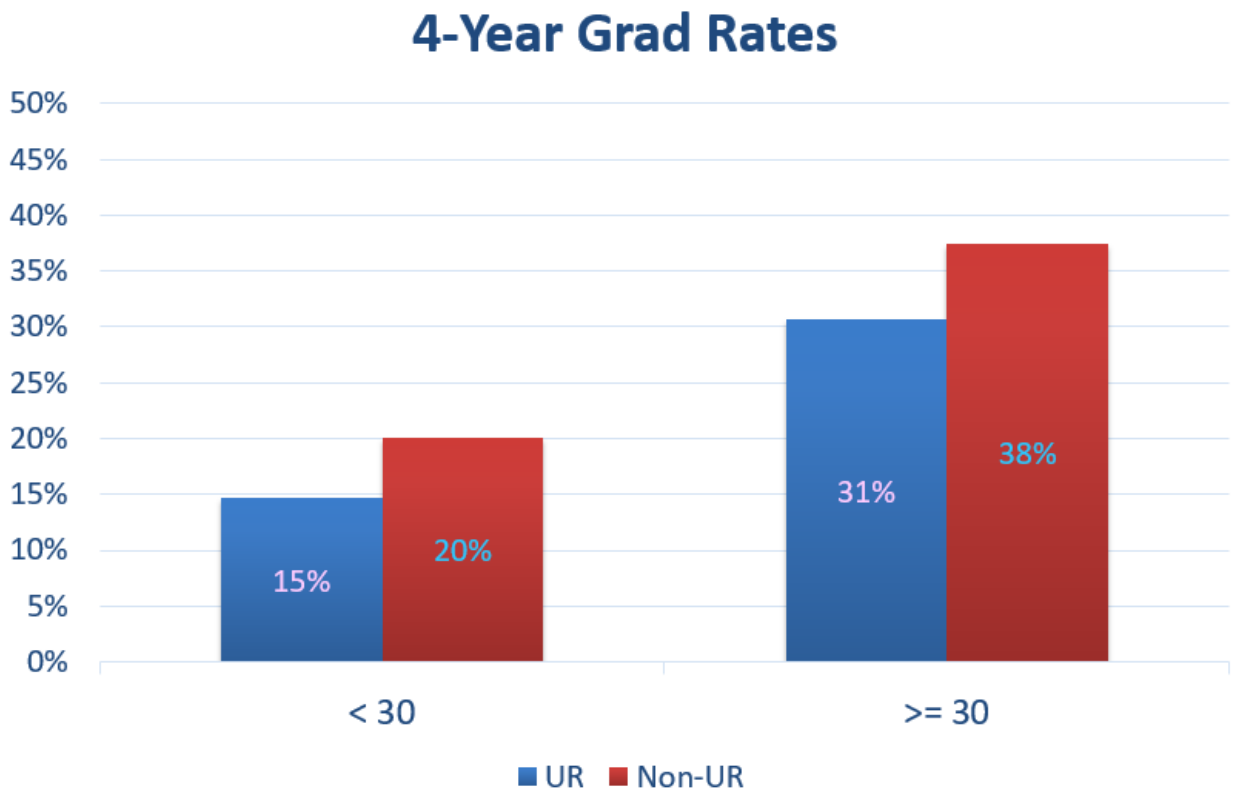
**Efficiency**

**Funding**

**Access**

# 30 Units Takers: URM vs. Non-URM

## *First-Time Freshmen 2011-2013 Cohort*




*Source: Moon, H.S. et al, "Graduation Initiative 2025: Role of Institutional Research to support Data-Driven Decision at CSU Fullerton", California Association for Institutional Research Conference , November 2017, Concord, CA.*

# 15 Units / Term






# 30 Units / Year

# Effects of Freshmen Full Load (>= 15 Units)

## in 1st Term and 1st Year

**(1) 4-Year Graduation Rates**

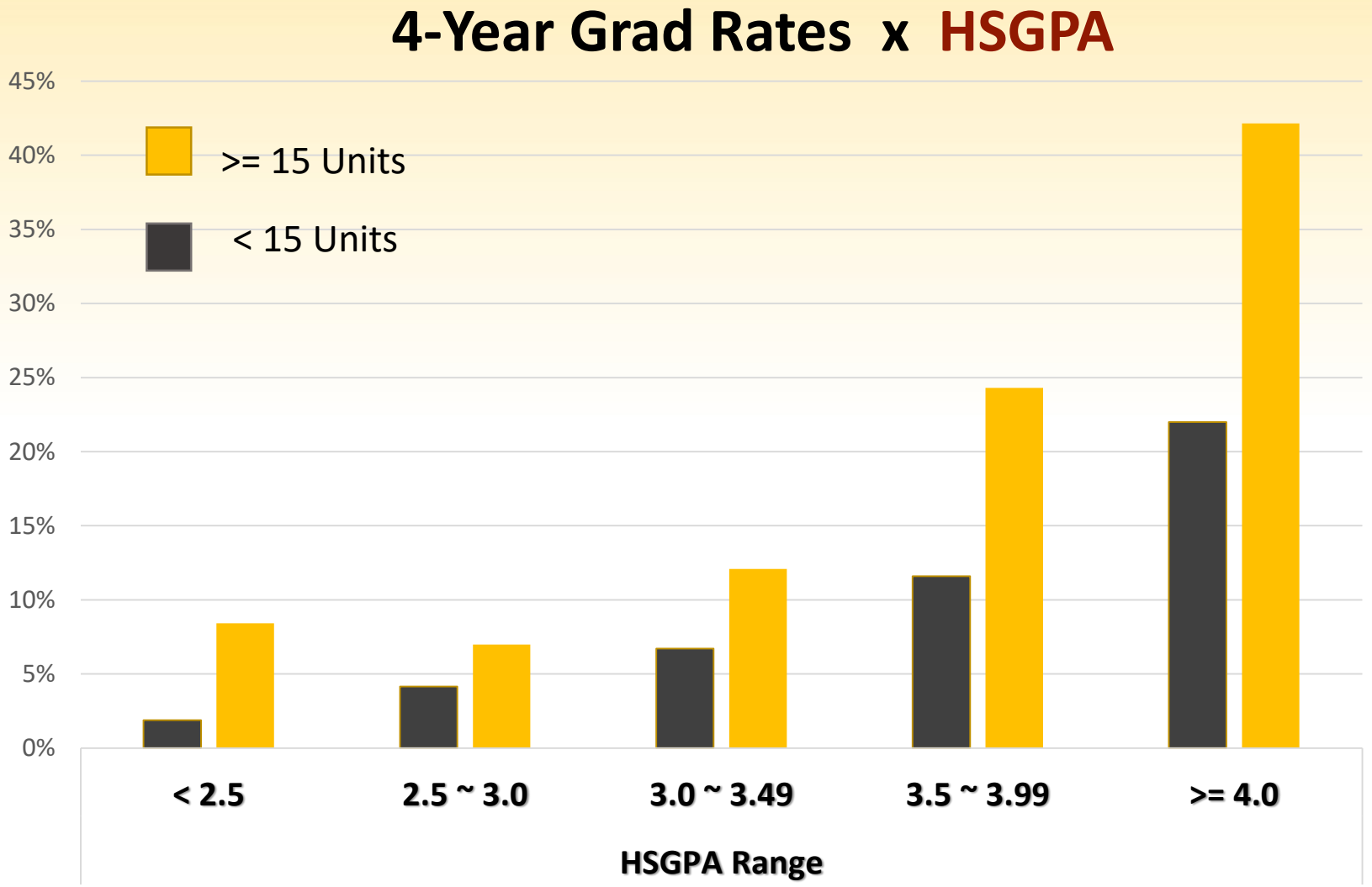
**(2) 1-Year Retention Rates**

**(3) Completion Rates**

(Units Passed / Units Attempted)

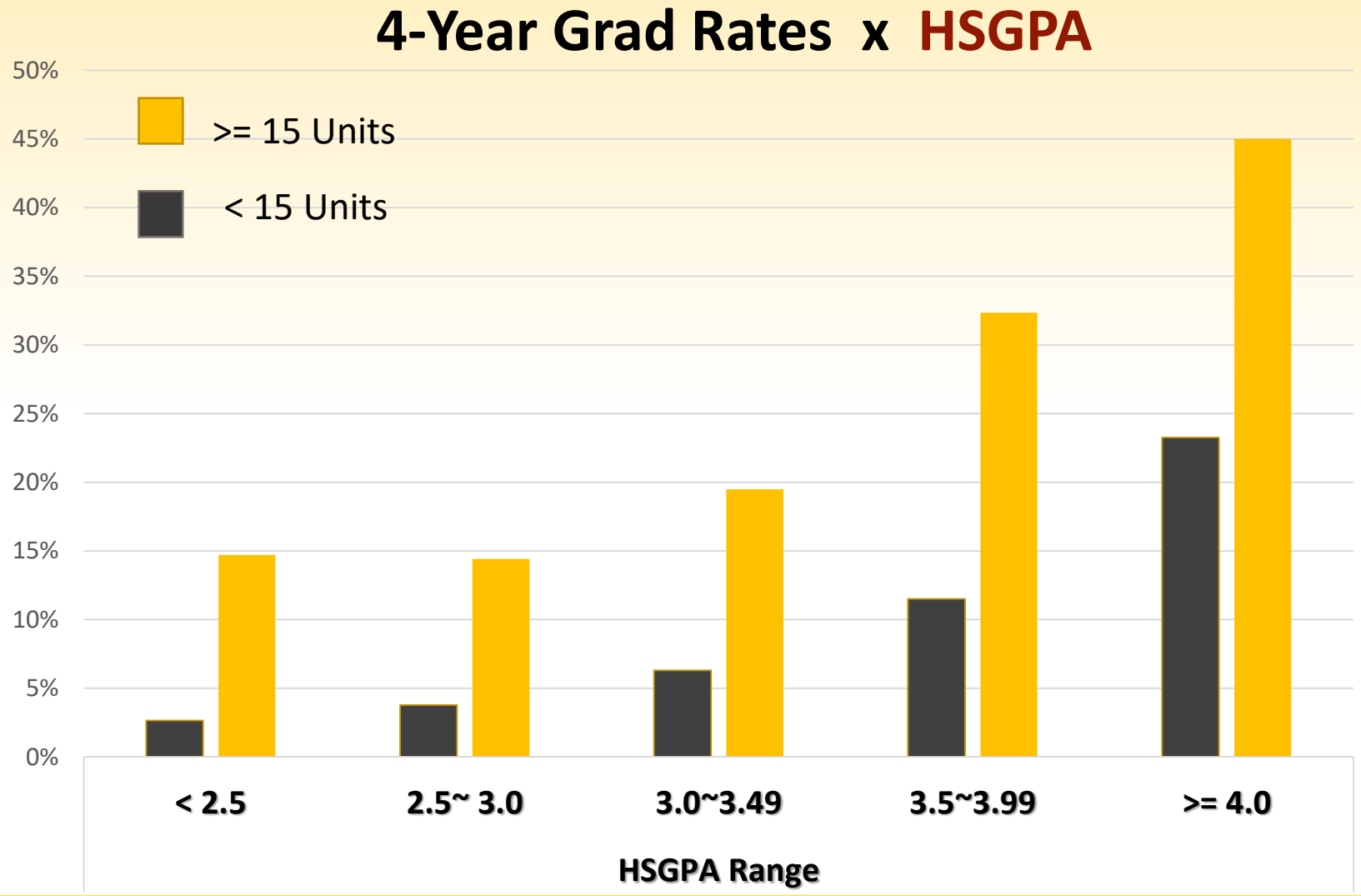
# Concern #1. Freshmen with Low High School GPA ?

***15 Units***
in 1st Term



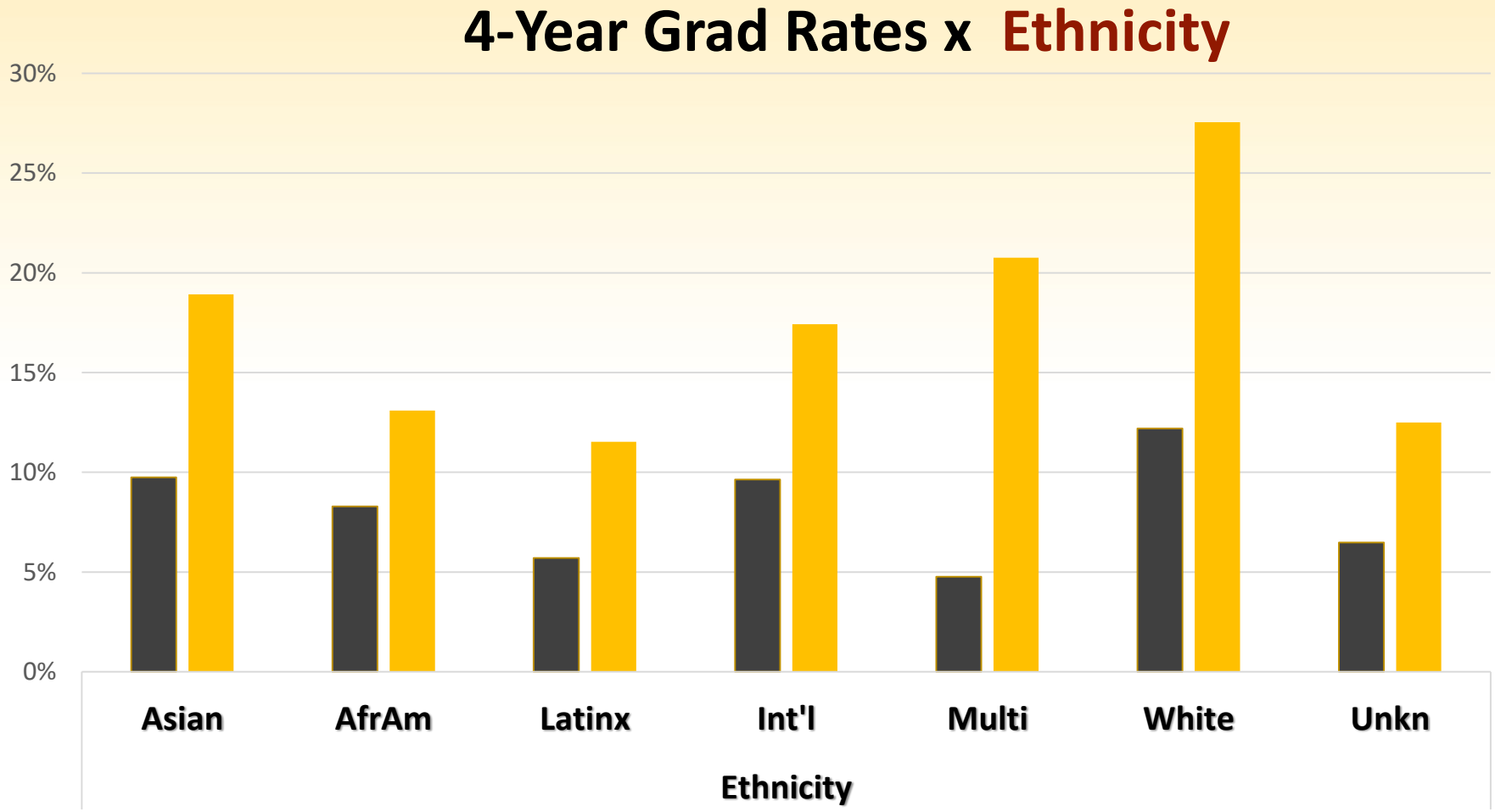
# Concern #1. Freshmen with Low High School GPA ?

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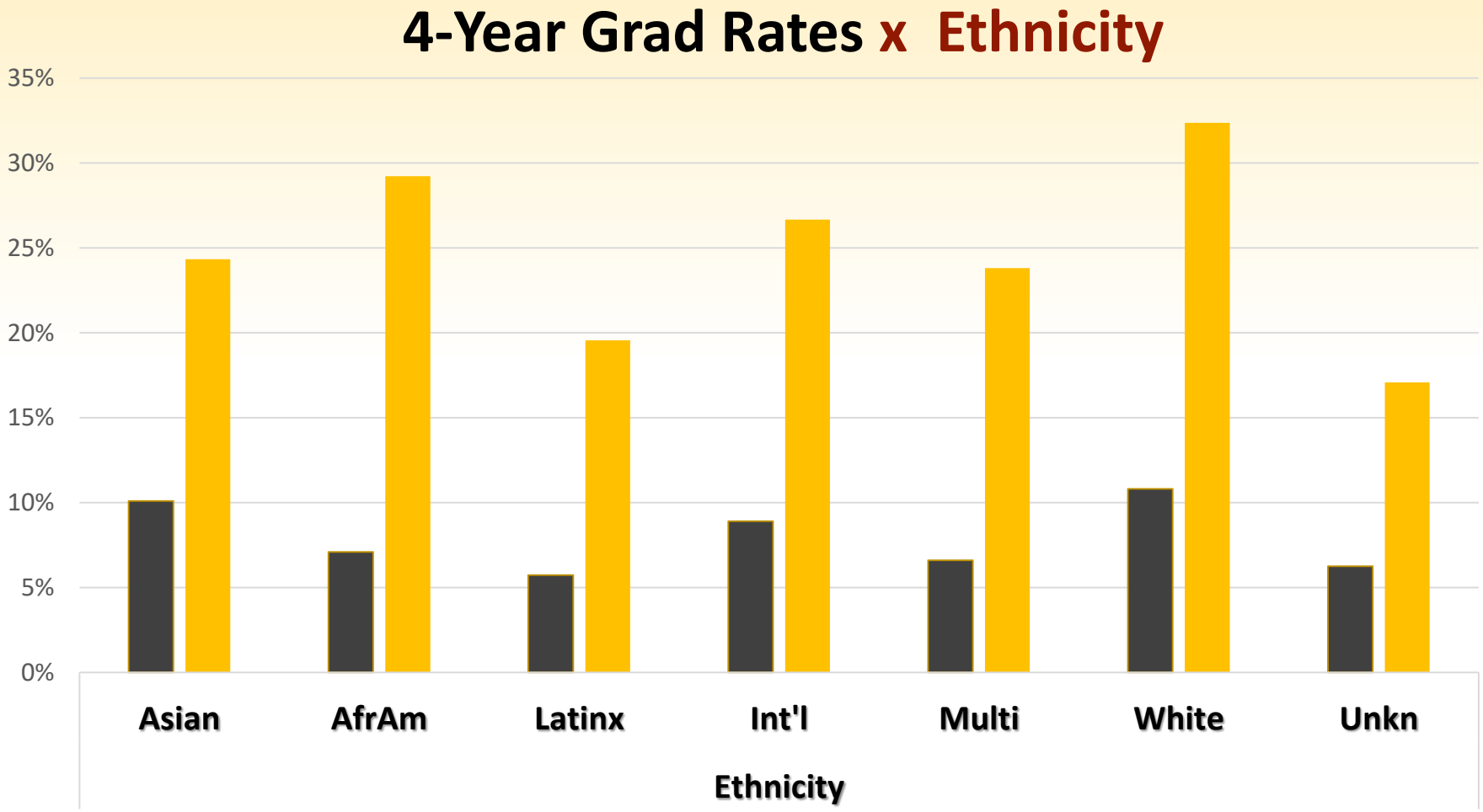
# Concern #2. Underrepresented Students ?

***15 Units***
in 1st Term



# Concern #2. Underrepresented Students ?

***30 Units***
in 1st Year



# Effects of Freshmen Full Load (>= 15 Units)
## in 1st Term and 1st Year

**(1) 4-Year Graduation Rates**

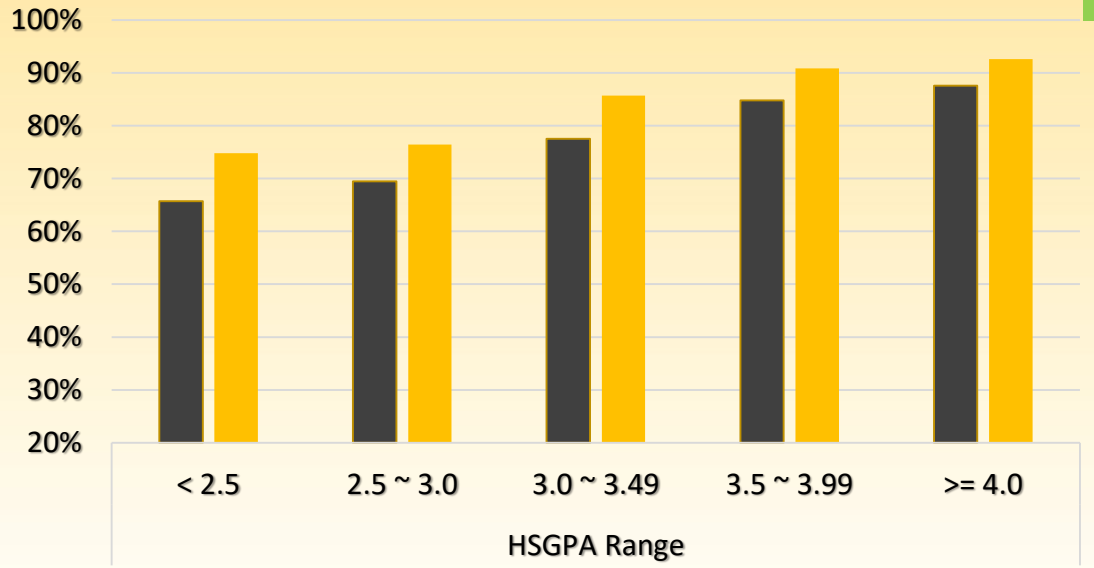
**(2) 1-Year Retention Rates**

**(3) Completion Rates**

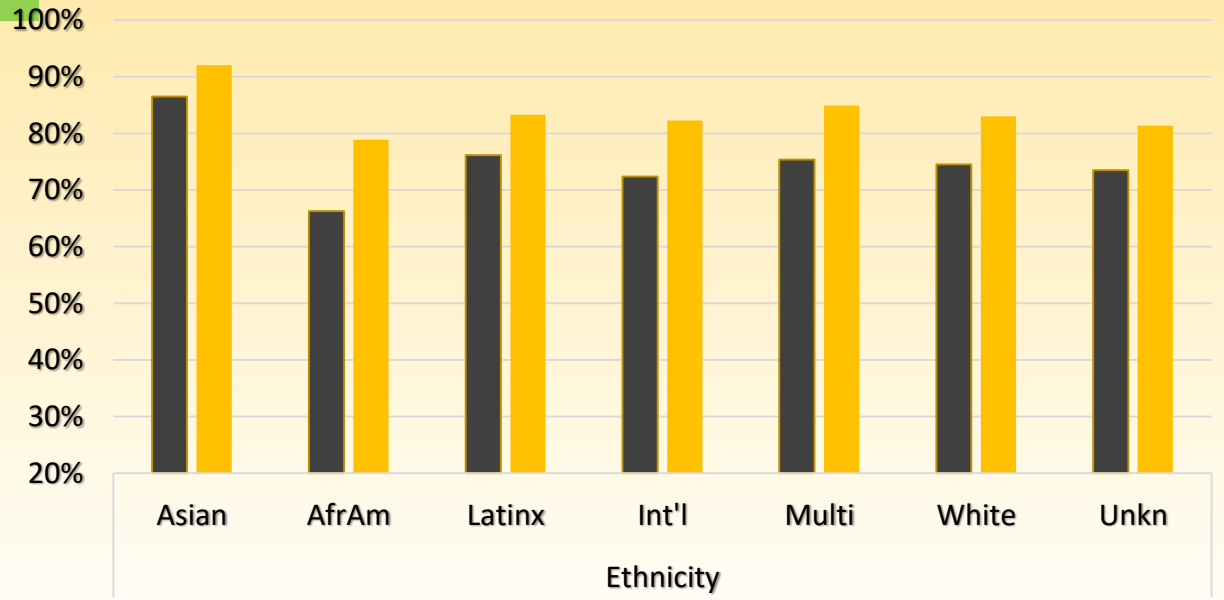
(Units Passed / Units Attempted)

## 15 Units in 1st Term

### 1-Year Retention Rates x HSGPA

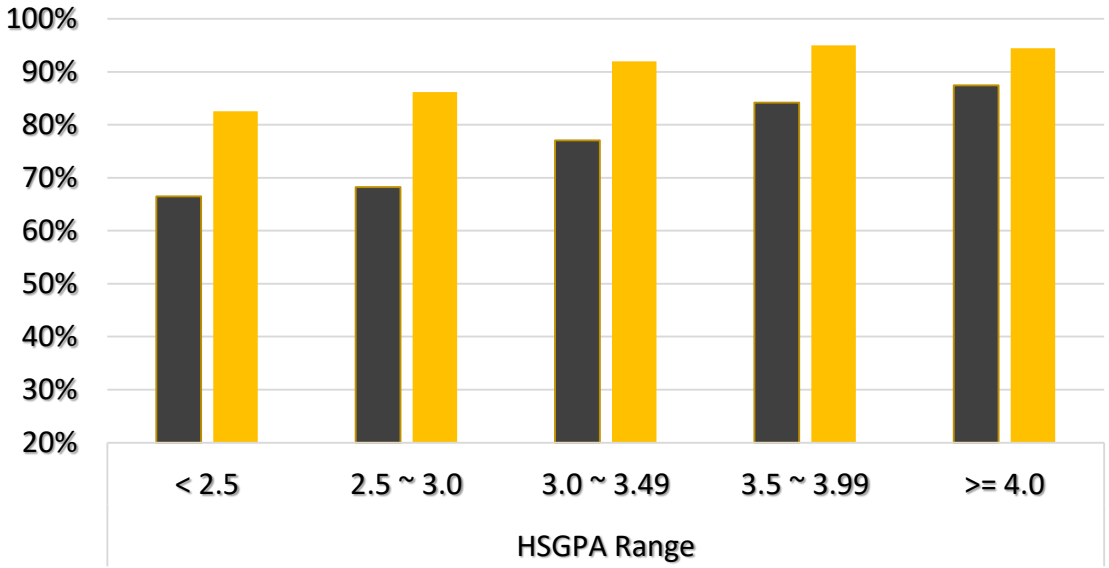



### 1-Year Retention Rates x Ethnicity

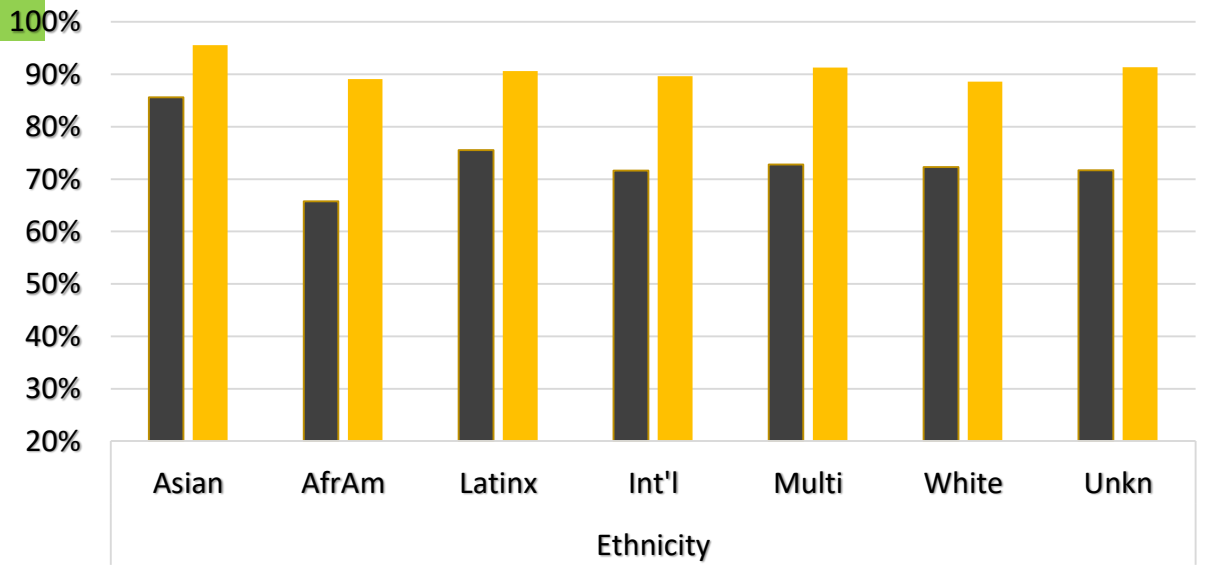



## 30 Units in 1st Year

### 1-Year Retention Rates x HSGPA




### 1-Year Retention Rates x Ethnicity



# Effects of Freshmen Full Load (>= 15 Units)
## in 1st Term and 1st Year

**(1) 4-Year Graduation Rates**

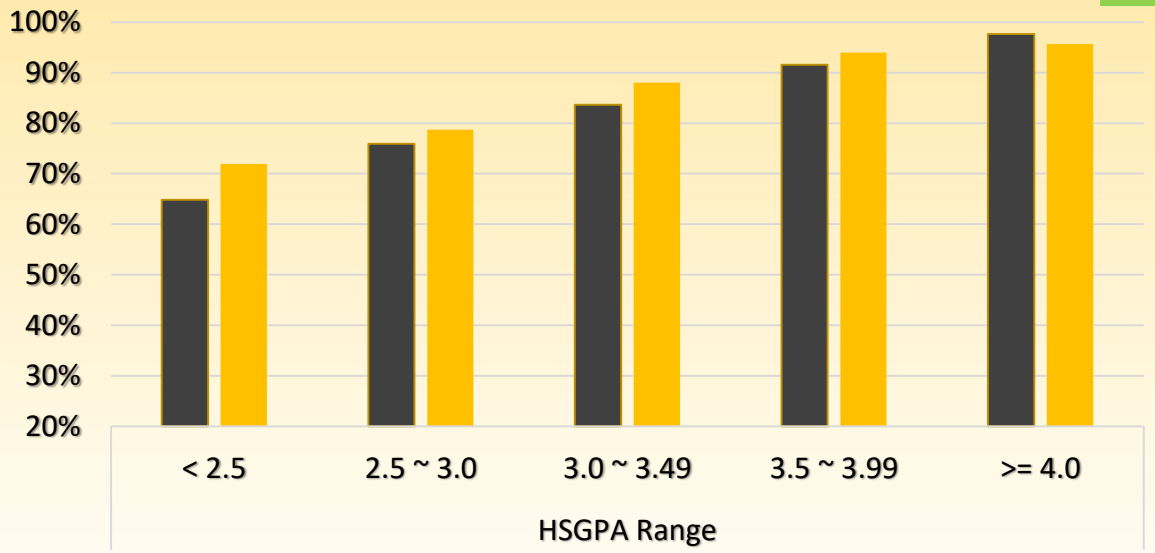
**(2) 1-Year Retention Rates**

**(3) Completion Rates**

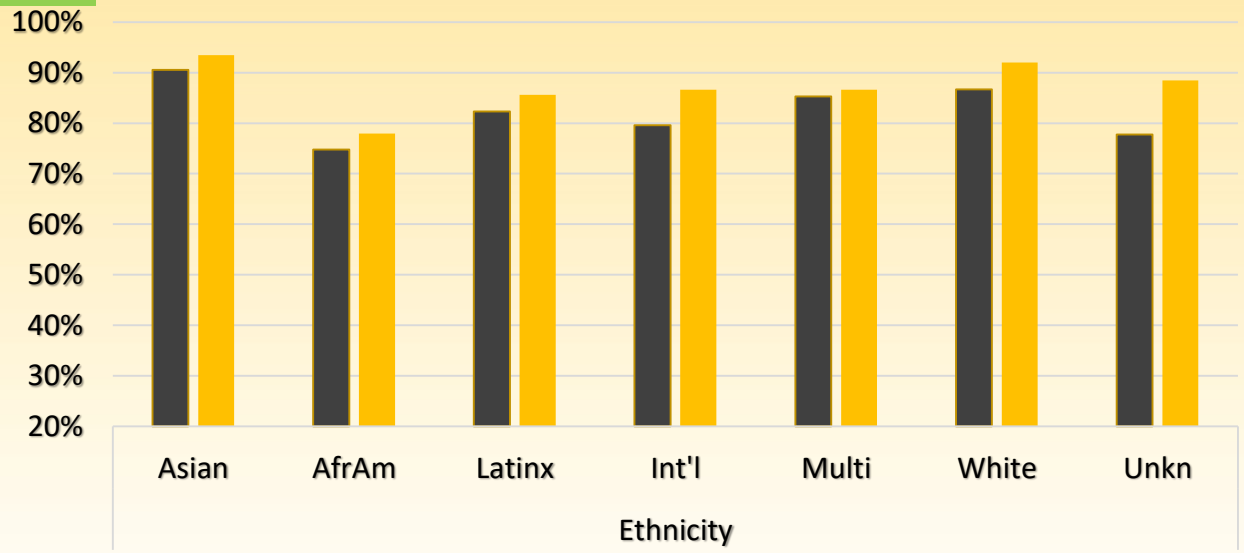
(Units Passed / Units Attempted)

## 1st Term Completion Rates x HSGPA

**15 Units** in 1st Term

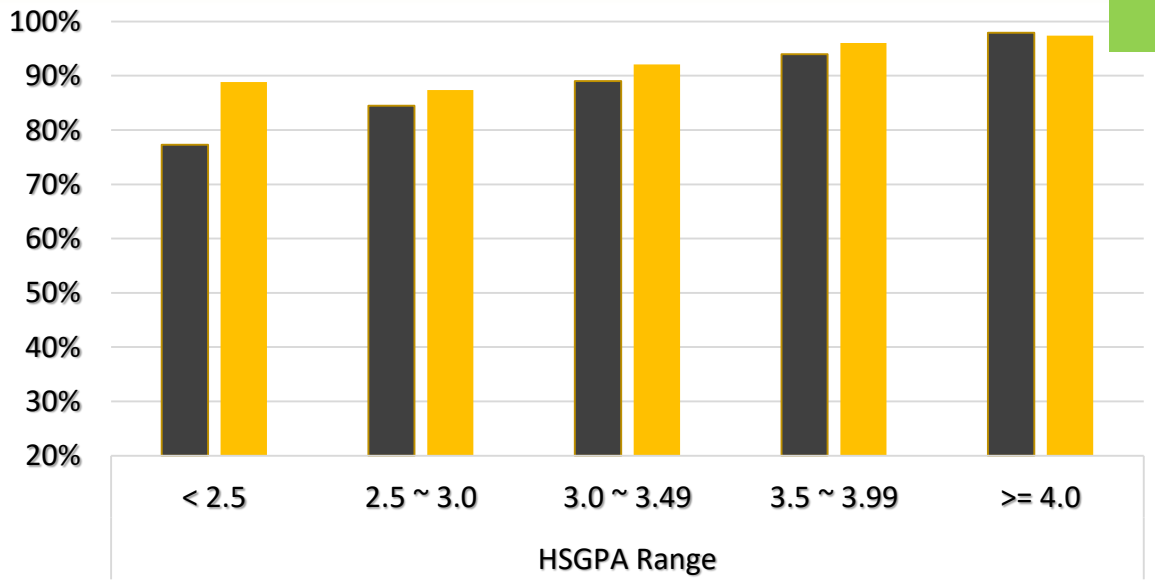



## 1st Term Completion Rates x Ethnicity

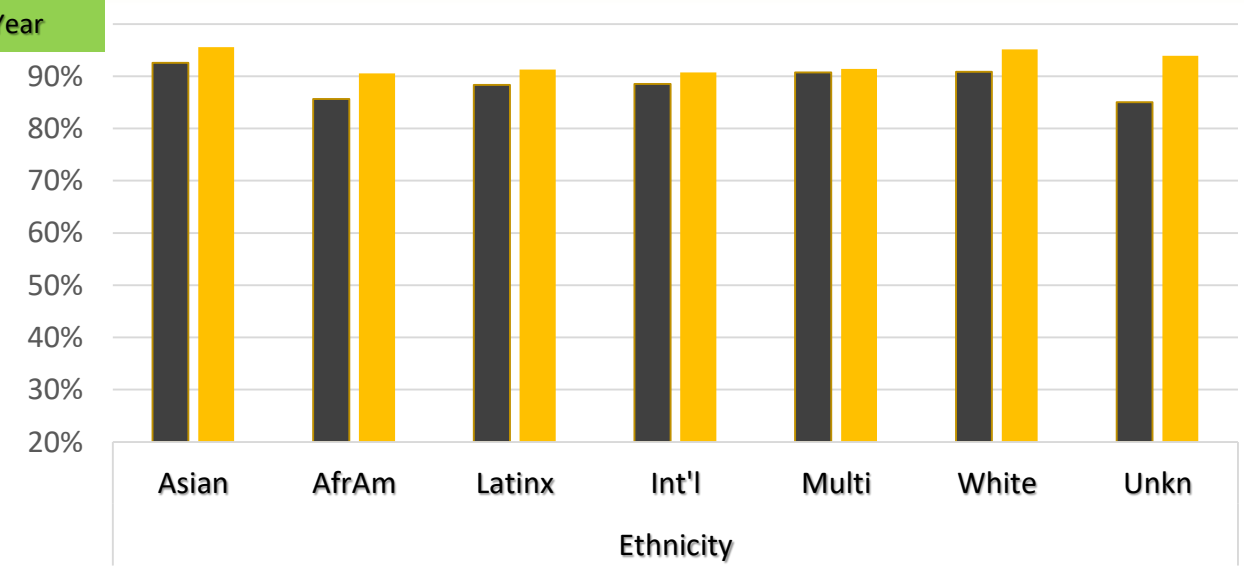



## 1st Year Completion Rates x HSGPA

**30 Units** in 1st Year




## 1st Year Completion Rates x Ethnicity



# Logistic Regression on 4-Year Graduation Rates

## Eligibility Index > 30-Units in 1st Year > Gender > Pell

| IVs | B | Wald | Sig. | Exp(B) |
|---|---|---|---|---|
| EI_NEW | 0.002 | 341.96 | 0.00 | 1.002 |
| URM | -0.203 | 6.06 | 0.01 | 0.816 |
| FULLLOAD (30 units) | 0.991 | 88.00 | 0.00 | 2.693 |
| MEN | -0.523 | 64.32 | 0.00 | 0.593 |
| PELL_REC | -0.287 | 17.00 | 0.00 | 0.750 |
| FIRSTGEN | -0.124 | 3.57 | 0.06 | 0.883 |
| URM by FULLLOAD | 0.259 | 3.61 | 0.06 | 1.295 |

*Nagelkerke*
*R Square = 14%*

# *Higher Education Research Literature*

- Academic ***Momentum*** Theory

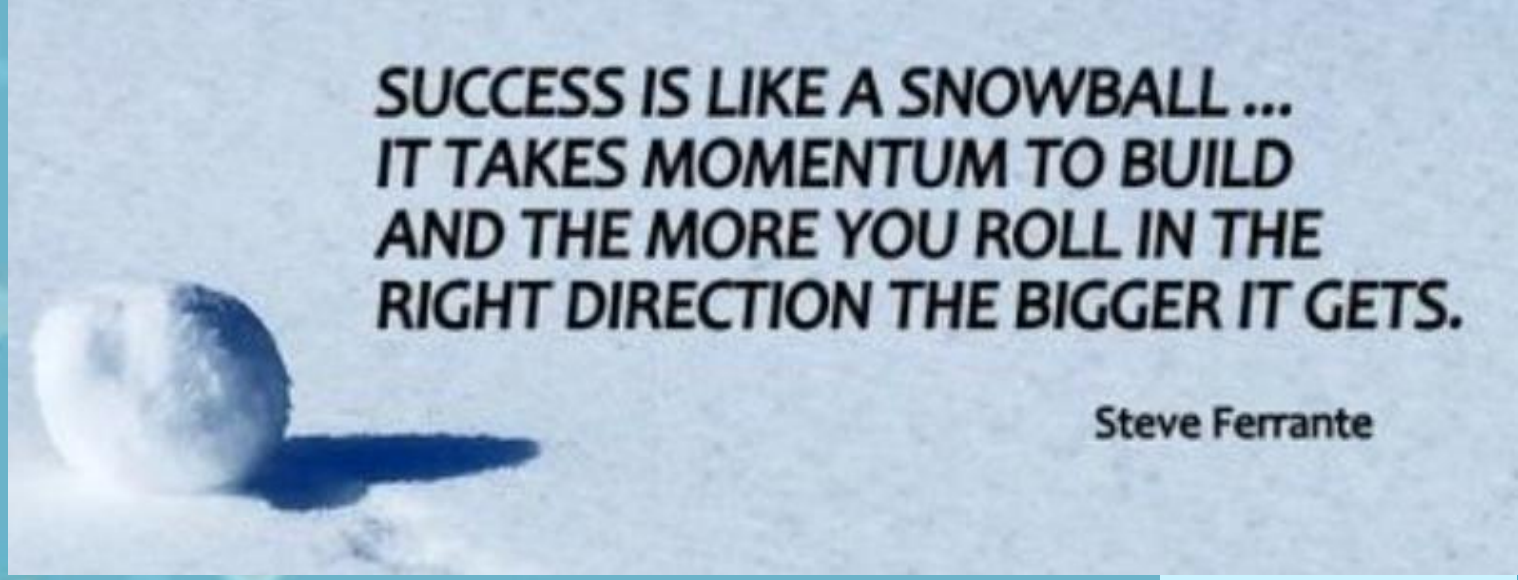
  The speed with which undergraduates initially progress in college significantly affects their likelihood of completing a degree

- Early Credit ***Momentum***

  15 credits in their first term graduates at significantly higher rates

- Academic ***Intensity*** Theory

  Levels of academic intensity (high units) in the first year of higher education contributes eventual success


SUCCESS IS LIKE A SNOWBALL ...
IT TAKES MOMENTUM TO BUILD
AND THE MORE YOU ROLL IN THE
RIGHT DIRECTION THE BIGGER IT GETS.
Steve Ferrante

# Momentum


SNOWBALL EFFECT

# *Opportunities for Improvement !!*

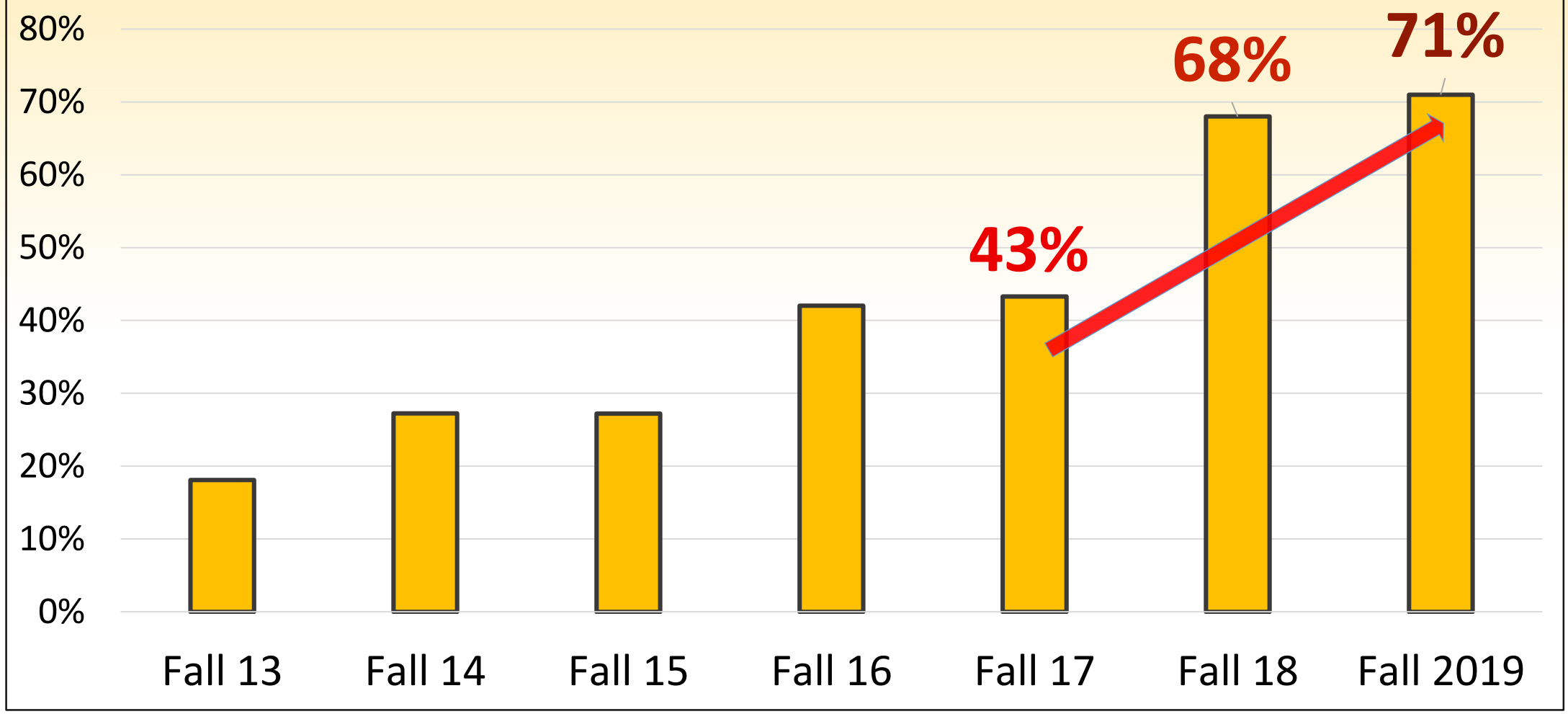
**4-Year Graduation Rates**

***2 Major Efforts / Achievements at Cal State LA***

- **Increase in Full Loaders** ( >= 15 units per semester)
- **Increase in B4** (GE Math/QR) **Completion**

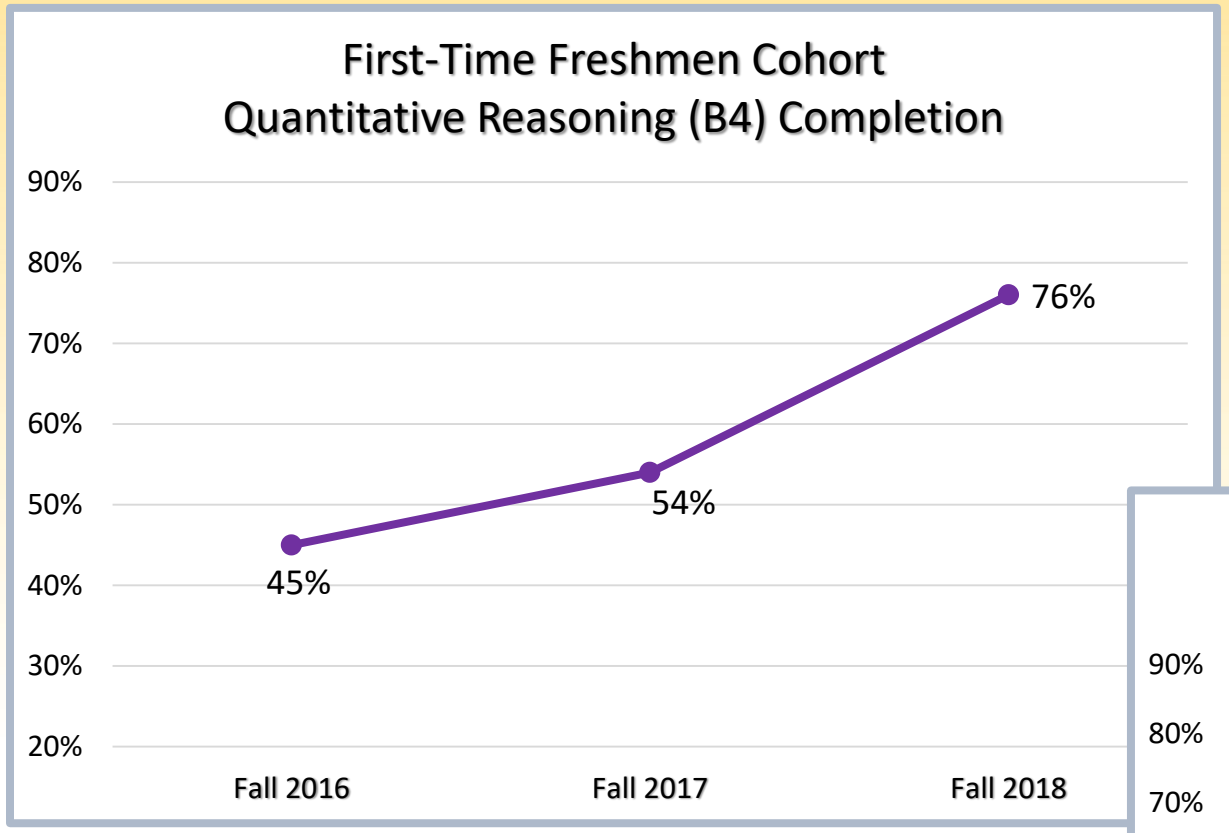
# % of Full Loaders ( >= 15 Units) :

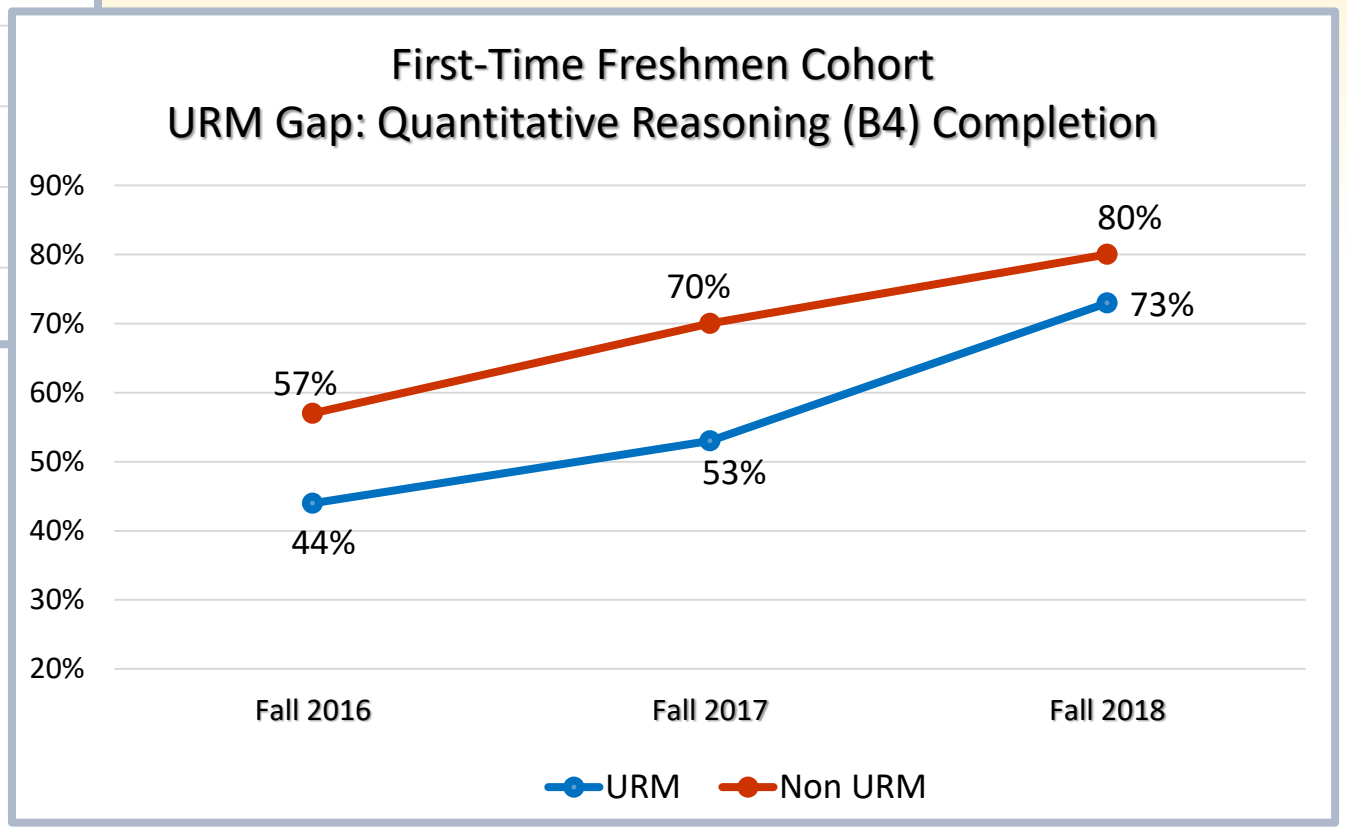
## First-Time Freshmen Cohort



# Units Completed by the end of 1st year by cohort: fa16, fa17, fa18

| Term | Cohort | Avg. Total Units Earned |
|---|---|---|
| **2169** | 3,830 | 24.93 |
| **2179** | 3,556 | 25.95 |
| **2189** | 3,862 | 27.76 |


First-Time Freshmen Cohort
Quantitative Reasoning (B4) Completion
90%
80%
70%
60%
50%
40%
30%
20%
45%
54%
76%
Fall 2016
Fall 2017
Fall 2018


First-Time Freshmen Cohort
URM Gap: Quantitative Reasoning (B4) Completion
90%
80%
70%
60%
50%
40%
30%
20%
57%
70%
80%
44%
53%
73%
Fall 2016
Fall 2017
Fall 2018
URM
Non URM

# Who graduated in 4-Years ?

(Fa11 thru Fa15 cohort)

| 4-Year Graduation | 4-Year Graduation Rates | | |
|---|---|---|---|
| | *Gender* | | |
| ***Ethnicity*** | Female | Male | Total |
| **Asian** | 16.1% | 11.5% | 13.9% |
| **AfrAm** | 10.7% | 6.9% | 9.5% |
| **Latinx** | 8.4% | 5.2% | 7.1% |
| **Int'l** | 14.7% | 7.7% | 11.4% |
| **White** | 20.2% | 12.5% | 16.7% |
| **Cohort Total** | 10.1% | 6.8% | 8.8% |

| 4-Year Graduation | Pell | 1st Gen | Total | HS GPA | SAT Total |
|---|---|---|---|---|---|
| **Graduated** | 815 (7.2%) | 689 (7.2%) | 1360 (8.8%) | 3.35 | 962 |
| **Cohort Total** | 11250 | 9536 | 15494 | 3.17 | 885 |

| College at Entry | Graduated in 4yrs | 4-year grad rates (%) | Total |
|---|---|---|---|
| **AL** | 224 | 12.0% | 1859 |
| **BE** | 201 | 11.9% | 1689 |
| **ED** | 5 | 6.5% | 77 |
| **ET** | 85 | 4.2% | 2032 |
| **HHS** | 357 | 8.8% | 4052 |
| **NSS** | 318 | 9.8% | 3260 |

# Who graduated in 4-Years ?

(Fa11 thru Fa15 cohort)

| Total Units to Degree | 128.26 |
|---|---|
| Total Units to Degree | # of Students |
| 120-124 | 723 |
| 125-129 | 237 |
| 130-134 | 127 |
| 135 or higher | 273 |

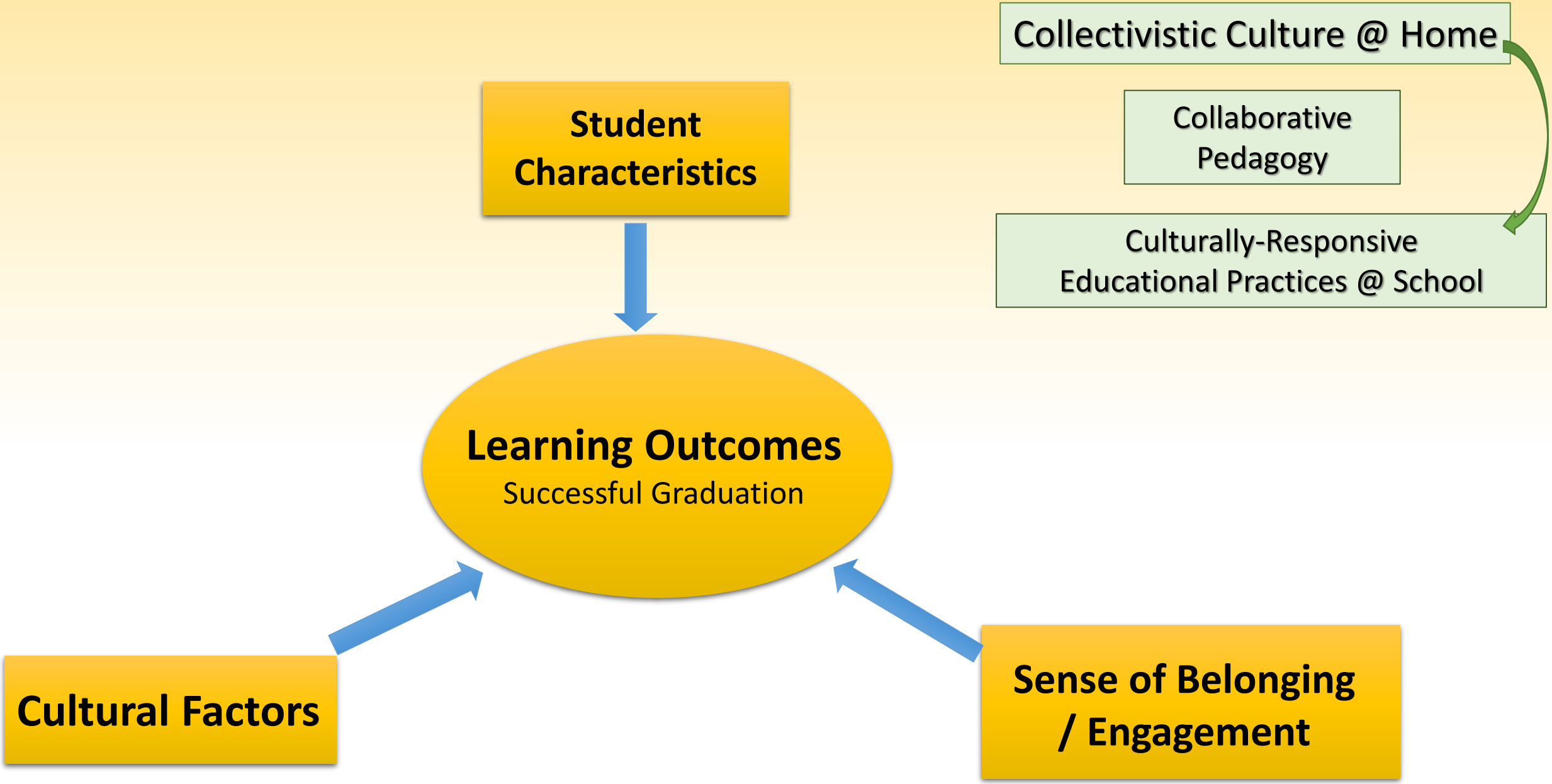
| AP Credits / Transfer Units at Freshmen Entry | Graduated in 4yrs | Not graduated in 4yrs |
|---|---|---|
| Ave Units Earned | **4.30** | 1.46 |

| Summer/Intersession Course Taking | Graduated in 4-Years | |
|---|---|---|
| | Graduated in 4yrs | Not graduated in 4yrs |
| Average Units Earned in Summer / Intersession | **6.50** | 2.84 |
| # of takers in Summer / Intersession | 917 | 8092 |
| # of Cohort | 1360 | 14134 |

# *Opportunities for Improvement*

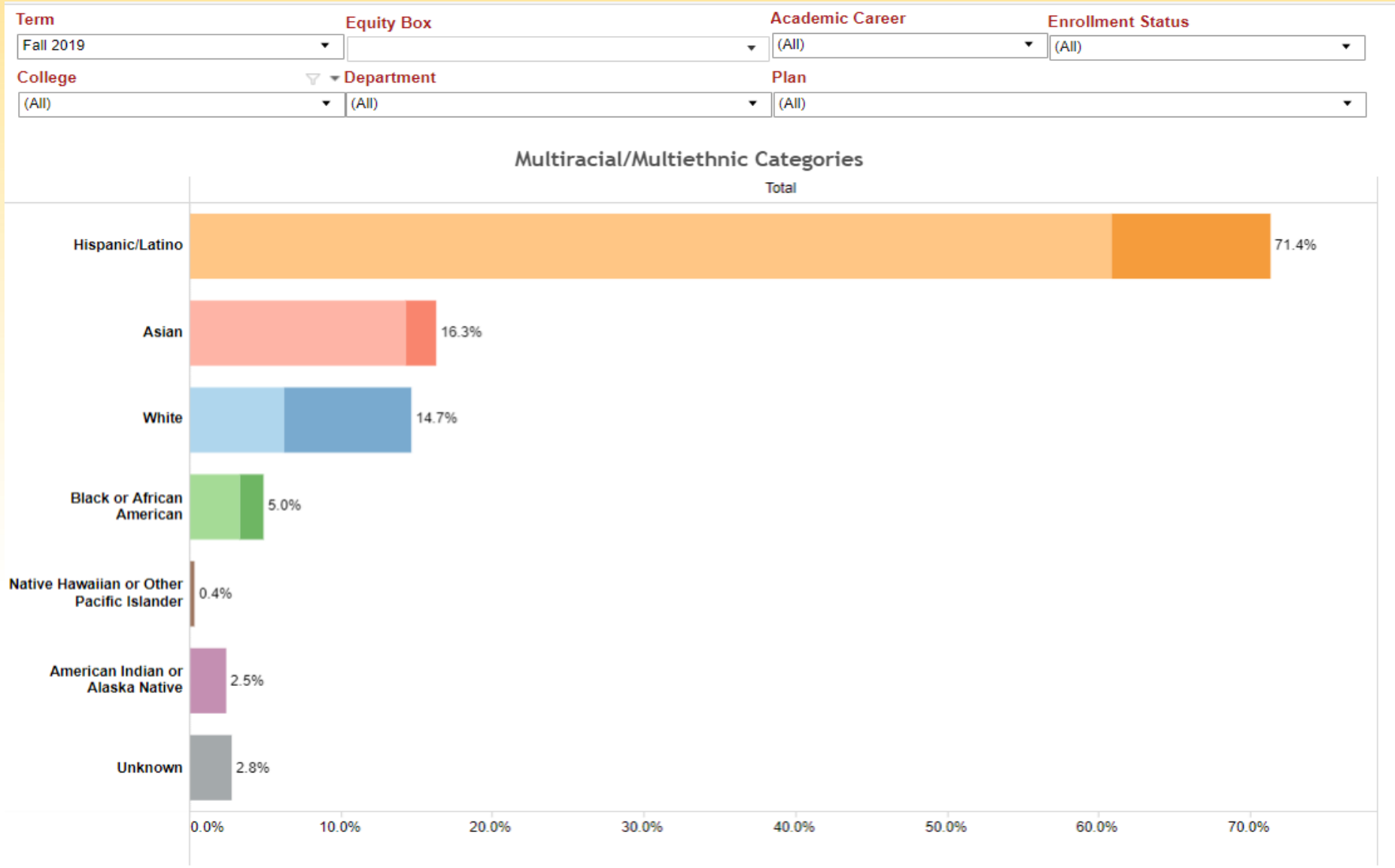



- ✓ ***Sense of Belonging***
- ✓ Learning Community
- ✓ Well-Being and Healthy Mind
- ✓ Post-Bac Outcomes
- ✓ Faculty Development
- ✓ Year-2 Planning for Math / QR : (Latinx students)
- ✓ Collaborative Pedagogy


Collectivistic Culture @ Home
Collaborative Pedagogy
Culturally-Responsive Educational Practices @ School
Student Characteristics
Learning Outcomes
Successful Graduation
Cultural Factors
Sense of Belonging / Engagement

# *Redefined Ethnic Composition:*

# Multiracial Dashboard




Darker color on a bar graph represents multiracial/ethnic students who gave any two responses when selecting their race, including applicants who stated they are of Hispanic or Latino background. As such, multiracial/ethnic students may be counted in multiple categories and a total percentage, across all groups, will not add up to 100%.

The CSU application started collecting multiracial/ethnic information as of Summer 2009.

# Q & A





CAL STATE LA

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# Contact Us


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