

# Graduation Requirements: Paving a Clear Path to Success

## Fowler College of Business

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### BACKGROUND

The original scope of the project stemmed from a discussion around the annual need to consider allowing students to use overall GPA instead of major GPA for graduation purposes. There is a pool of students, felt to typically be new transfers, whose **major GPAs fail to reach the 2.0 but when overall GPA is considered, they could be considered to meet the requirement to graduate.**

The first hope was to look at the **term 1 major GPA** for the **transfer students** to discern if this first semester of Business classes for these students is creating this impediment. The goal was to look at students with **less than a 2.0** and discern any consistent trends over time in major, underserved population, community college origin or the like.

Given a long held belief that Transfer students are significantly less prepared for upper division major courses than their FTF counterparts, FTF 1<sup>st</sup> term upper division success and grad rates were analyzed.

### GROUPS

**First-Time Freshmen** entering in these years were examined: F 10, F 11, F 12, F 13, and F 14

**New Transfer** students entering in these years were examined: F 11, F 12, F 13, F 14, F 15 and F 16.

### METHODS

The first barrier was campus/ASIR only has end of term Major GPA as of Fall 2017. Working with the data, it then became clear that the Fall 2018 data was from a wrong timestamp. Lacking more than a single entry year to look at end of term 1 major GPA, it was decided to use end of term 1 GPA.

In the future, as multi-years of data become available, it could prove beneficial towards to compare the results to major GPA in term 1.

#### First-Time Freshmen

Analyzed students in pre-major status in term 5, but enrolled as upper division majors in term 5, as a basis of establishing a comparison group to the NT.

Calculated aggregate numbers of pre-majors and then resultant term 5 numbers.

Looked for patterns among Pell, URM and 1<sup>st</sup> gen students as impediments. Looked at grad rates by major for any clarity on consistent problem areas.

Disregarded students who either moved towards upper division at an accelerated pace, or slower, though notes were made as to the percentages of those still pre-majors in term 6.

#### New Transfer

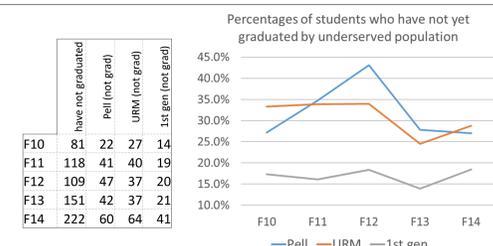
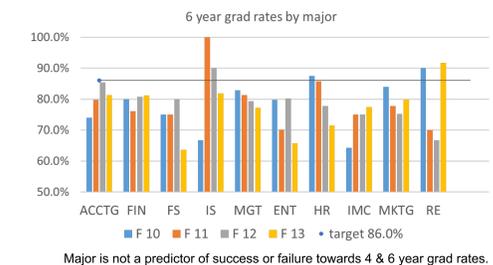
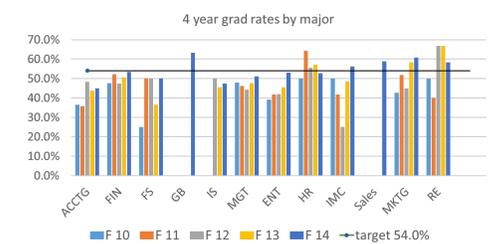
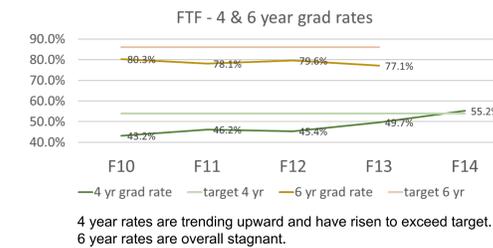
Calculated numbers of students who entered in each of the terms and numbers of those who earned less than a 2.0 in their first term, as well as those who entered unable to declare a major.

Calculated the 2 and 4 year grad rates overall, as well as breaking them out into various groups: local CC transfers compared to non-local, and underserved populations.

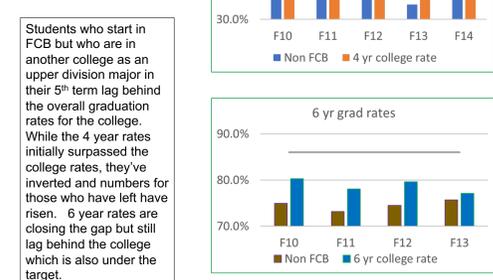
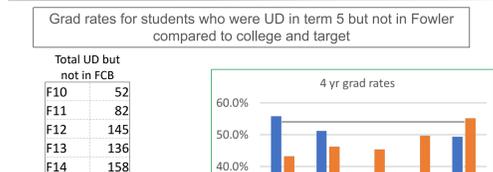
### FINDINGS

#### First-Time Freshmen

	F10	F11	F12	F13	F14
Number of pre-majors	447	565	584	660	853
Number of FCB majors in term 5	160	190	167	221	306
Number of non-FCB majors in term 5	52	82	145	136	158
Number still pre-major in term 5	152	190	172	160	186

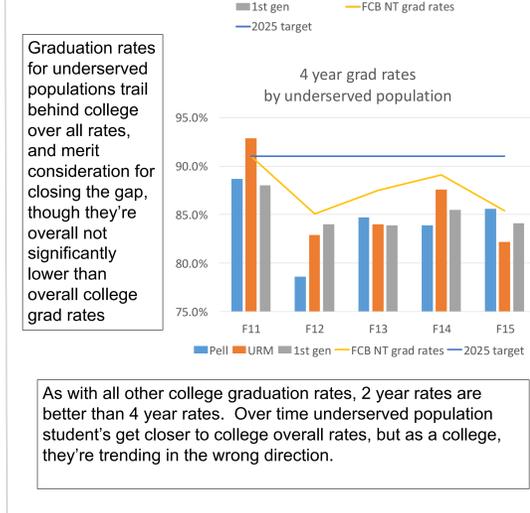
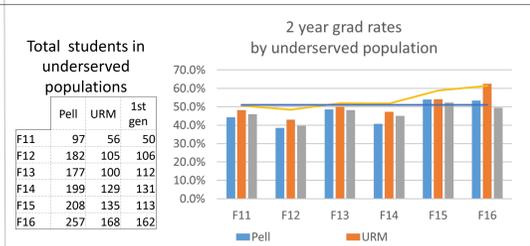
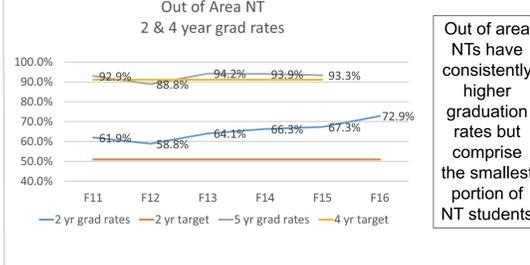
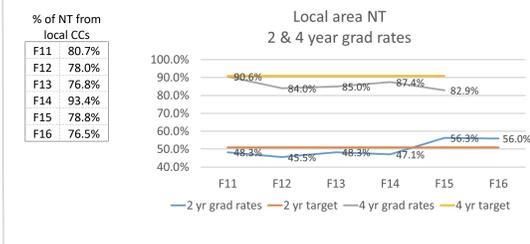
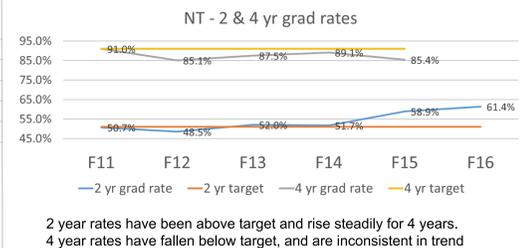


Underserved populations comprise enough of the students who haven't graduated to merit consideration for improvement



#### New Transfers

	F11	F12	F13	F14	F15	F16
Number of majors	223	369	392	431	438	559
Number of pre-majors term 1	129	330	223	126	127	117
Number <2.0 EOT 1 - majors	43	65	82	61	52	98
% of total majors with <2.0 EOT 1	19.3%	17.6%	20.9%	14.2%	11.9%	17.5%



### CONCLUSIONS & FUTURE DIRECTIONS

#### First-Time Freshman

- Higher success rates in their first upper division FCB term compared to NT
- Negligible #s below 2.0 in first upper division term

#### Students not in FCB in term 5

- 4 yr grad rates:
  - Initially surpassed those who stayed in Fowler
  - Subsequently trail behind those who stay in Fowler by 6 to 15% per year
- 6 yr grad rates
  - Closing the gap with those in the college, but still lag

#### Questions:

- Changing colleges is having a slowing effect on some students
- Did they leave because they failed to make the 2.9 for the major?
- Did they ultimately succeed?
- Explore what happened to those not enrolled in term 5

#### Grad rates

FTF rates as a whole behind NT towards 2025 metrics, in spite of term 5 UD success

- Key findings:
  - Number of pre-majors in 5<sup>th</sup> semester: improved from 34% to 20% but still large
  - Range of 7 – 20% not enrolled at all in 5<sup>th</sup> semester
  - No clear predictors of success or challenge based on major
  - Being in an underserved population is a partial predictor for challenge

#### Action:

- Work with these groups to reduce attrition and delays
- Work with advising to help align students with more suitable majors
- Earlier identification to intervene problem points and courses
- Assess if changes to communications to at risk pre-majors implemented in AY 18-19 are improving student success and graduation rates.
- Focus on short-term retention rates in order to boost long term grad rates.

#### New Transfers

- **2 yr grad rates:**
  - On the rise since F 13
  - Consistently over target
- **4 year rates:**
  - Overall stagnant and below target
  - No clear indicators for closing the gaps

Consider potential outreach to seek improvement:

- Students who enter as pre-majors
- Students who fall below 2.0 in their first term

#### Out of area compared to local NT

- Perform better than local NTs
- Comprise only 7-25% of the NT population
- Grad rates at both 2 and 4 year marks over targets
- Local NT 2 year rates on the rise
- Local NT 4 year rates stagnant

#### Action:

- Identify deficiencies for local incoming NT students
- Identify if there are programs in particular that are problems
- Identify if particular CCs are the problems
- If there particular courses that are a 1<sup>st</sup> semester impediment

#### Pell, URM and 1<sup>st</sup> generation:

- 2 year grad rates: 5-10% lower than overall rates
- 4 year grad rates: narrowed the gap
  - Initially struggle slightly more than other NT students, but eases over time

Outreach efforts likely to aid these groups as well, but they do not appear to be the clearest cause of trailing grad rates