



If Not Now, Then When?

Factors Affecting CHHS First-time Freshmen Who Do Not Graduate in 4 Years

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BACKGROUND

CHHS Data Champions (Pruitt-Lord, Ramirez, and Strachwitz) analyzed student data for the Fall 2013 (F2013), F2014 and F2015 First-time Freshmen (FTF) cohorts in an attempt to identify and address factors that correlate or cause FTF to remain at SDSU beyond the desired four years. This area of research is a priority for the Dean, as CHHS looks to actively improve its graduation rates.

The 2018-19 Data Champions (Reed, Ramirez, and Nip) report analyzed the effect of repeating lower-division science courses on both switching majors and time to graduation. Their suggestion to, "Explore data for students who haven't completed [their] undergraduate degree", was the impetus for this analysis.

The SDSU Equity Progress Summary, "The Time is Now: Closing the Gap by 2025", also served as an impetus. Data shows that there exist significant equity gaps for Under-represented Minorities, Pell Grant recipients, and First Generation Students.

RESEARCH QUESTIONS

What are the factors appearing to affect a current CHHS student's ability to graduate in four years?

Based on the data, what actionable recommendations can be offered?

DATA SOURCES

ASIR served as a data source for yearly continuation statistics, graduation rates, degrees, program migration, and other appropriate areas, specifically for FTF.

Student Data Requests were used to obtain pertinent information on all current F2013, F2014 and F2015 CHHS students who have not graduated, with the intention of compiling data for several factors.

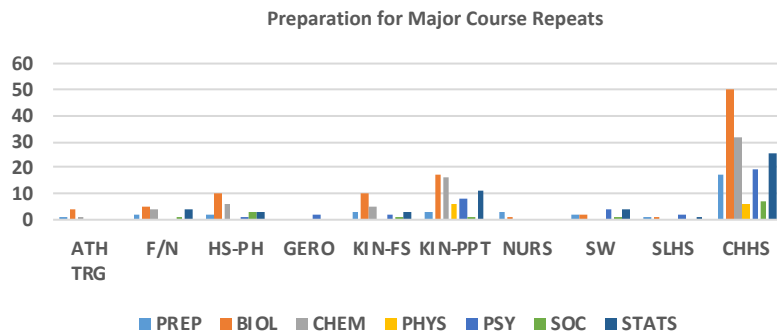
- Demographics
- Geography
- GPA: Entry and current
- Units accumulated
- Major at entry
- Other factors arising during research

FINDINGS

Students Remaining Per Cohort: Data acquired showed that, at the beginning of fall 2019, 130 students remained in CHHS majors from the F2013, F2014 and F2015 FTF cohorts. This represented just under 6 percent of the total FTF students from the three cohorts.

Major	F2013 Remain	F2014 Remain	F2015 Remain	Totals	Major	F2013 Remain	F2014 Remain	F2015 Remain	Total % of Major
ATH TRG	1		7	8	ATH TRG	3%		11%	5.2%
F/N	1		12	13	F/N	3%		23%	9.4%
HS-PH		4	10	14	HS-PH		6%	13%	7.1%
GERO		3		3	GERO		100%		20%
KIN	1	6	60	67	KIN	0.3%	2%	16%	6.7%
NURS			9	9	NURS			7%	1.8%
SW			8	8	SW			23%	9.4%
SLHS		2	6	8	SLHS		4%	11%	6%
CHHS	3	15	112	130	CHHS	0.4%	2%	14%	5.9%

Course Repeats: At least one student in each CHHS major needed to repeat at least one prerequisite/major preparation course, with the majority repeating biology and chemistry courses, followed by statistics, Psychology 101, miscellaneous prerequisite/major preparation courses, physics courses, and sociology courses, in descending order.



Leaves of Absence: Nearly two in ten students took a leave of absence (LOA) for at least one semester. Significantly, nearly half of those who took an LOA did so for two or more semesters. In only two cases did an LOA follow a semester in which a student ended on academic probation, leading one to speculate that most leaves are taken for reasons other than academics.

Major	LOA ≥ 1 Semester	LOA - 1 semester	LOA - 2 semesters	LOA - 3 semesters	LOA - 4+ semesters	Semester Abroad
ATH TRG	2	2				1
F/N	4	1			3	1
HS-PH	1	1				
GERO						
KIN	12	4	5	1	2	
NURS	1	1				
SW	1			1		
SLHS	3	2		1		1
Totals	24	11	5	3	5	3
% of Total Students	18%	8.5%	3.8%	2%	3.8%	2%

RECOMMENDATIONS

Course Repeats

- CHHS and COS leadership and advisors meet to discuss possible barriers to success in science courses.
- Increase tutors and tutoring hours via a concerted effort to recruit tutors from both COS and CHHS student populations.
- Recruit interested faculty to mentor and provide guidance with study habits, time management, organization, and prioritizing commitments.

Leaves of Absence

- Major advisors should reach out to their respective students on an LOA to ascertain, if appropriate, the reason(s) for the leave and an expected return semester.
- Major advisors should work with the student(s) to develop an individual "map" that covers remaining semesters, with the goal of graduating in four years, depending on the student's circumstances.
- Students on an LOA should be advised to complete coursework, if appropriate, at a community college or other legitimate institution to help them stay on track to graduate.