



Retention Oversight Group

Final Report June 30, 2008

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Retention Oversight Group Final Report

The Retention Oversight Group (ROG) was charged with examining factors that affect the retention of first-time freshmen and new transfer students of California State University, Fresno and to gather information on the reasons for student departure.

Method

The ROG conducted multiple studies.

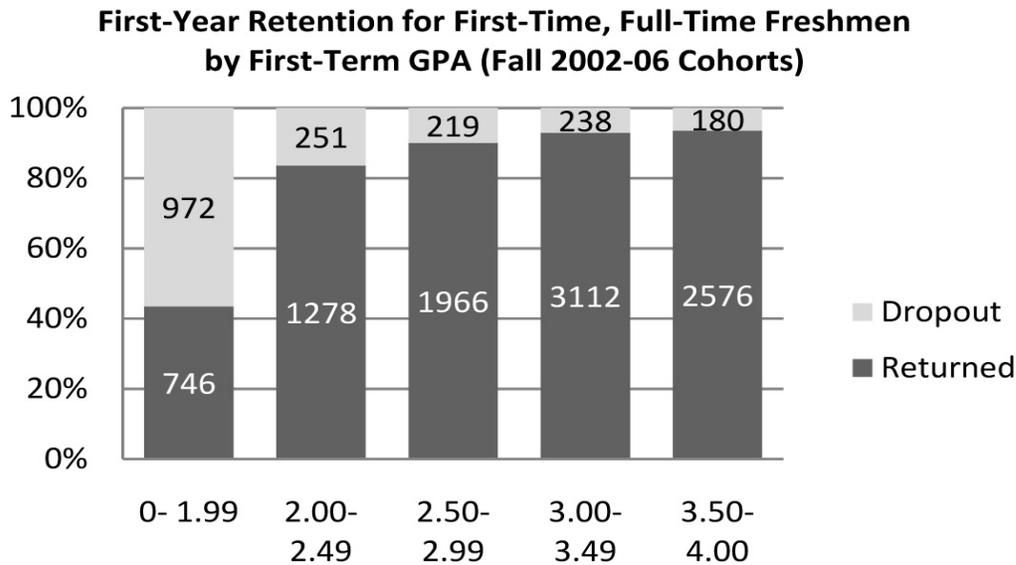
1. Reviewed descriptive data on student characteristics across five entering cohorts (2002-2006) to identify retention trends and patterns. **Appendix A**
2. Conducted a tracking study to determine which leavers transferred to another college or university, which dropped out, and characteristics of each. **Appendix B**
3. Surveyed two cohorts of students (2005-2006) who dropped out and those who transferred out to identify factors that influenced their departure. **Appendix C**
4. Interviewed a small group of students who stopped-out via e-mail to find out why they left and why they returned. **Appendix D**
5. Developed logistic regression models using demographic, college preparation, course-taking and grades data from the five cohorts of first-time, full time freshmen (FTFTF) to determine factors that most influence student retention and first-term GPA. **Appendix E**
6. Developed a regression model analyzing NSSE data from one group of freshmen so that behavioral and attitudinal factors affecting retention could be considered. **Appendix F**
7. Compared California State University system-wide and national retention and graduation rates to that of Fresno State. **Appendix G**

Summary

Our findings indicate first-term GPA has the strongest influence on retention. Forty-eight percent of new students who leave are academically dismissed. The majority of students who leave do so after the first year. During or after the first semester and after the second year are the next most likely periods when students leave. Most of those who were not academically disqualified leave for reasons beyond the university's control, e.g., to be closer to home, health related problems, financial, or family problems. Overall, voluntary leavers have a favorable impression of their Fresno State experience.

Key Findings: Retention

1. First-term GPA has the strongest influence on FTFTF retention



2. HS GPA is the primary influence on FTFTF first-term GPA. Secondary influences on both first term GPA and retention are:

- Group participation (e.g., EOP, CAMP, HCOP, Student Support Services)
- Satisfaction with the educational experience
- Participation in enriching experiences such as community service and learning communities

3. Advising has the most influence on freshman satisfaction. Less influential, but significant, positive, factors include **First-term GPA, supportive campus environment** and **academic challenge**.

4. African American student retention rates are lower than all other race/ethnic groups. However, students' race does not, in and of itself, influence retention.

Interesting and unexpected findings are:

- The interaction between race, HS GPA and first-term GPA. With all other factors in the model held constant and first-term GPA and HS GPA the same, African-American, Asian and Hispanic FTFTF are more likely to be retained than are White students.
- The average first-term GPA for White FTFTF who leave is 2.14 while the average for leavers in these other three groups is 1.68 or less.

- African-American FTFTF retention rates are lower than all other race/ethnic groups for those in the middle HS GPA range (3.0 to 3.89). Apparently it is this subgroup that influences the overall lower retention rate for African Americans.

Note: These findings lend themselves to multiple interpretations of what these finding means and therefore should be further investigated.

Key Findings: Those Who Leave

- 1. 48% of new students who leave were academically dismissed**
- 2. Students who leave voluntarily do so mainly for reasons beyond the institution's control.**

Most frequently cited reasons for dropout or transfer:

- To be closer to home
- Health-related problems
- Family problems
- Class scheduling issues (timing, availability, difficulty scheduling)

Others reasons cited: financial problems, job related, loss of motivation or commitment

- 3. Students are more likely to transfer rather than dropout**
- 4. Most who transfer out (76%), transfer to a 2-year college**
- 5. Voluntary leavers were more likely not to be engaged in activities outside of class**
- 6. Most voluntary leavers had a positive view of the Fresno State experience and would recommend Fresno State to family and friends**

National and CSU Comparisons

- 1. Fresno State's retention and graduation rates far surpass the national average for its institution-type and size.**

The average first-year retention rate for six cohorts is 72.4% nationally. The six-year graduation rate for the 1999 and 2000 cohorts is 35.8%. (Source: CSRDE)

- 2. Comparing CSU campuses, Fresno State's FTFT freshmen retention rates are among the highest.**

Across the most recent six cohorts, only Cal Poly-SLO's rate is consistently higher than Fresno State's. For new FT freshmen, Fresno State, Cal Poly-SLO, Chico and Stanislaus are the only CSUs with first-year retention consistently above 80% for the most recent six cohorts (the time period of our study). The six-year average shows Cal Poly-SLO 90%, Long Beach 84.3, Fresno 82.5, and Chico and Stanislaus 81.7.

3. Graduation rates are not as high as might be expected given this first-year retention rate.

Fresno State is tied with Cal Poly-Pomona as eighth in the CSU on a four-year average of 6-year graduation rates. The highest rate is at Cal Poly-SLO (67.5%) and the next highest is Chico (52.5%). These are followed, in descending order, by San Diego State, Sonoma State, Fullerton, Stanislaus, Long Beach then Fresno and Pomona (45.3%).

Implications from Findings

These data suggest the following potential courses of action.

- 1. Reduce the retention rate target** to a reasonable rate that can be maintained given the current and foreseeable level of resources and focus any new initiatives on graduating those who stay.

Currently, our first-year retention rate is one of the highest in the CSU system. Using the fall 2002 cohort as the baseline year, a 10% increase in 6 years (current goal) would mean a 90.2% FTFTF rate and a 94.4% rate for new undergraduate transfers. With an approximate 10% dismissal rate (consistent across many years) and another 8% whose decision to leave we couldn't influence, an 82% retention rate is about the maximum Fresno State can expect to sustain across time. If the new resource focus shifts, vigilance must remain to assure that high retention rates continue.

If the university intends to continue trying to increase first-year retention above 82%, then the two options are increasing admissions selectivity and/or involving more students in programs that connect provide academic support and connect hem to faculty, staff and students.

- 2. Increase admissions selectivity.** For the most recent five cohorts of FTFTF, retention rates correlate positively and strongly with average SAT Scores ($r = .93$) When SAT Scores increased, so did retention rates. When SAT Scores declined, retention declined as well. Another pattern evident during this period is an increase in the percentage of regular admits (from 74-84% to 88-91%). Again suggesting that more recent cohorts of students are better prepared and consequently, more likely to stay enrolled. However, retention rates, SAT Scores and admission basis patterns are not as clear for FTFTF cohorts prior to Fall 2002. This may be related to the third option for consideration.
- 3. Increase the percentage of new students participating in support groups.** Students with higher First-term GPAs and those who participate in groups are the most likely to stay in school. Across the most recent 10 FTFTF cohorts, the correlation between SAT score and retention rate is almost nonexistent and prior to fall 2002 the portion of regular admits was considerably lower (74-84%). However, retention rates during those earlier years ranged from 76-84% (average 79.9%). These rates are, on the whole, comparable to or only slightly lower than current rates. If a larger proportion of special and exceptional admits participated in groups

such as EOP, CAMP, etc., during those years, this may have mitigated the effect of low SAT scores (indicating under-preparation) and helped them stay in good academic standing.

Approximately 70% of surveyed students who left said the university could not have influenced their decision. Consequently, the only students whose retention we may be able to affect through group participation are those in academic trouble in their first and second semesters. However, this may be a huge undertaking since approximately 10% of new students are academically dismissed each year and this rate has remained stable for many years.

Data show, on average, 20% of new freshmen are on academic probation or disqualification status in their first semester. Among FTFTF, approximately 17% are in academic trouble during at least one of their first two semesters. Seven percent are on probation/disqualification status for both semesters. This is a total of 24% of FTFTF in academic trouble during their first year. Given the 10% dismissal rates, about half of these students are raising their grades sufficiently to move into their second year. However, approximately 14% of sophomores and juniors are in academic trouble as well.

If we choose to try to increase the percentage of students participating in groups (i.e., decrease the percentage in academic trouble in their first year), the question becomes: How many more new students are likely to stay and at what cost?

4. Focus resources on sophomores and juniors who are in academic trouble.

While Fresno State has one of the four highest FTFTF retention rates in the CSU, our graduation rate is comparatively mediocre. Chico, whose FTFTF retention rate is approximately equivalent to Fresno State's, also has the second highest graduation rate in the CSU and was recognized in Project DEEP as one of the schools that does substantially better than expected given its entering student characteristics. Given this example in our own system and our high first-year retention, increasing the six-year graduation rate seems to be a reasonable focus for our efforts. Additionally, students who leave at the sophomore or junior level have invested more of their time and money in their education than have new freshmen. Consequently, they lose more if they fail to graduate.

5. Scheduling of classes. Both transfers and dropouts mentioned the lack of class availability as a major or moderate reason for leaving. Either they could not get the classes they wanted or classes were not available at the times they wanted them. This may be an area that the university can influence.

Recommendations

- Adjust the retention target to a rate that is achievable and sustainable based on the data. **We suggest a target rate of 82%.**
- Appoint a group to design an integrated first-year experience that focuses on student success.
- Develop a transition-year experience for new transfer students to help them become integrated and connected with the campus.
- Develop and implement strategies to impact first-term GPA.
- Develop strategies to aggressively intervene with students in academic difficulty.
- Focus efforts on determining the most effective interventions to improve graduation rates for students who continue after the first year.

Areas Recommended for Further Study

- Retention findings for African American and White students in the 3.3-3.89 HS GPA range
- Class scheduling issues (availability of classes desired, difficulty with class scheduling and desired classes not available)



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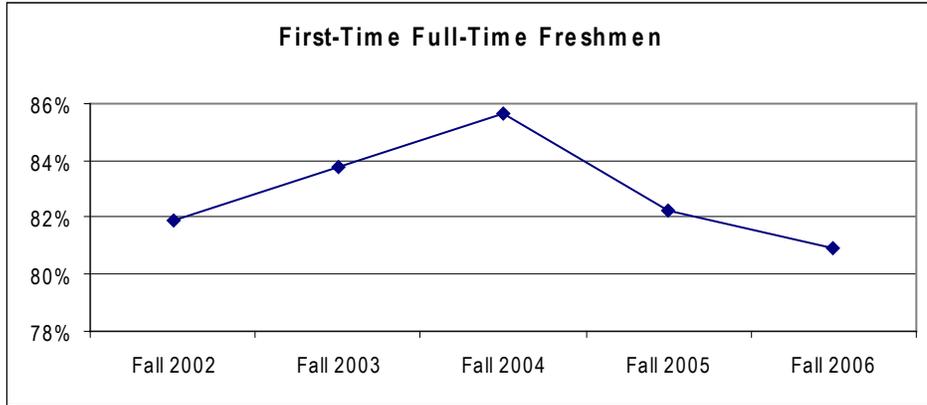
June 30, 2008

APPENDIX A: DESCRIPTIVE DATA ON STUDENT CHARACTERISTICS

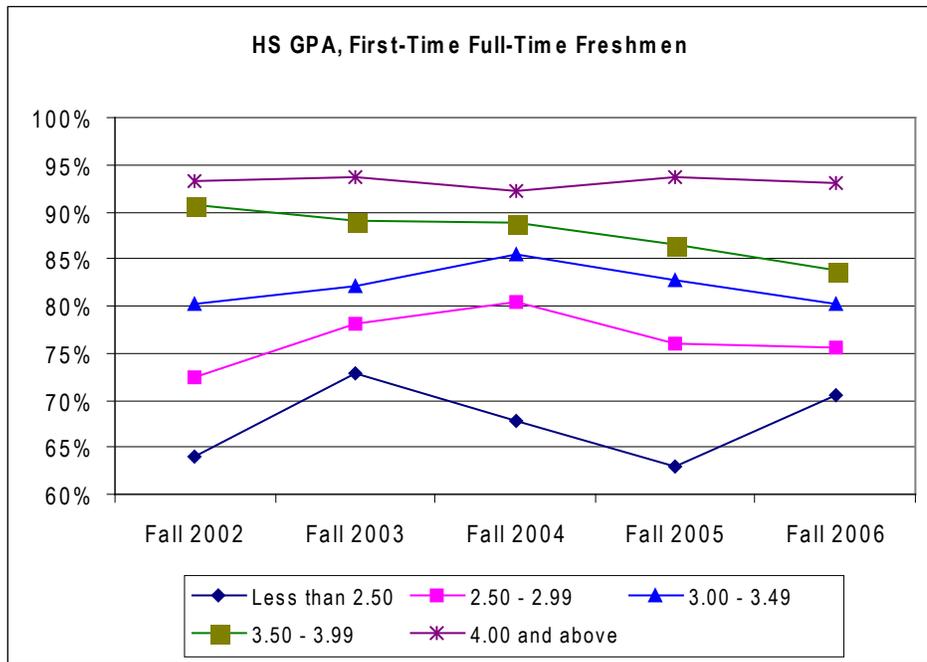


Retention Notes for Fall 2002 – 2006 Cohorts

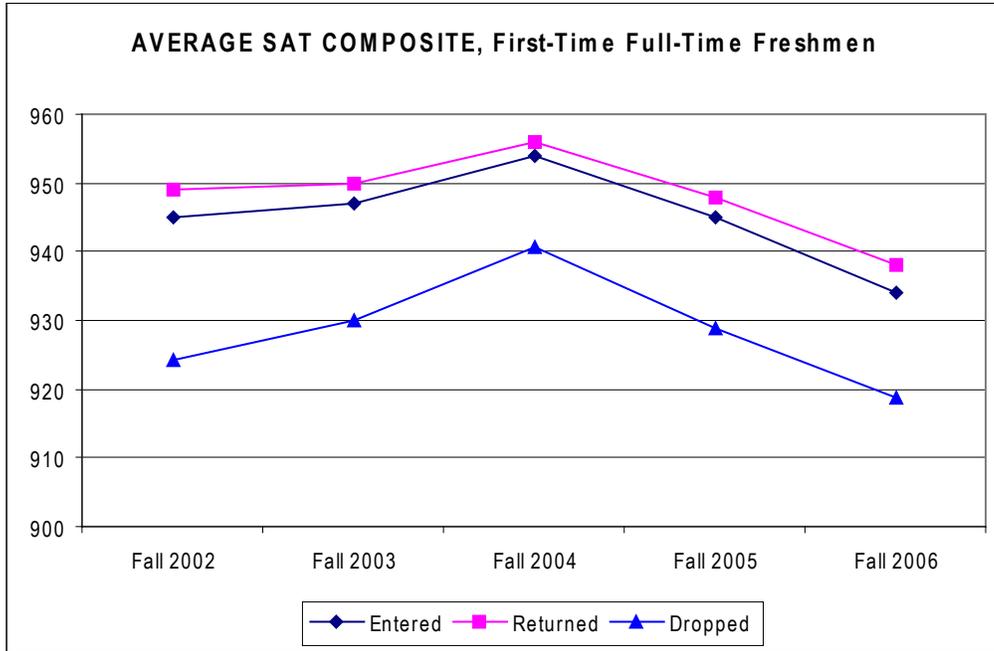
- The highest first-year retention rate for First-Time, Full-Time Freshmen was for the Fall 2004 Cohort.



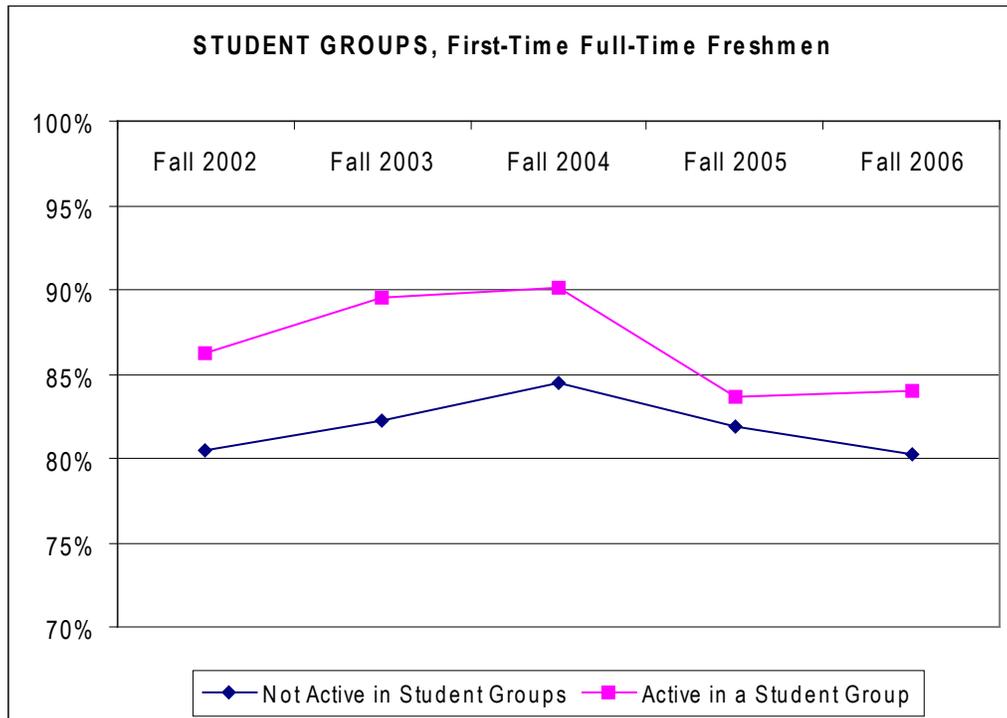
- Across the cohorts, the retention rate is higher for groups with higher average High School GPAs.
- The retention rate for students in “3.50-3.99” H.S. GPA group is going down.



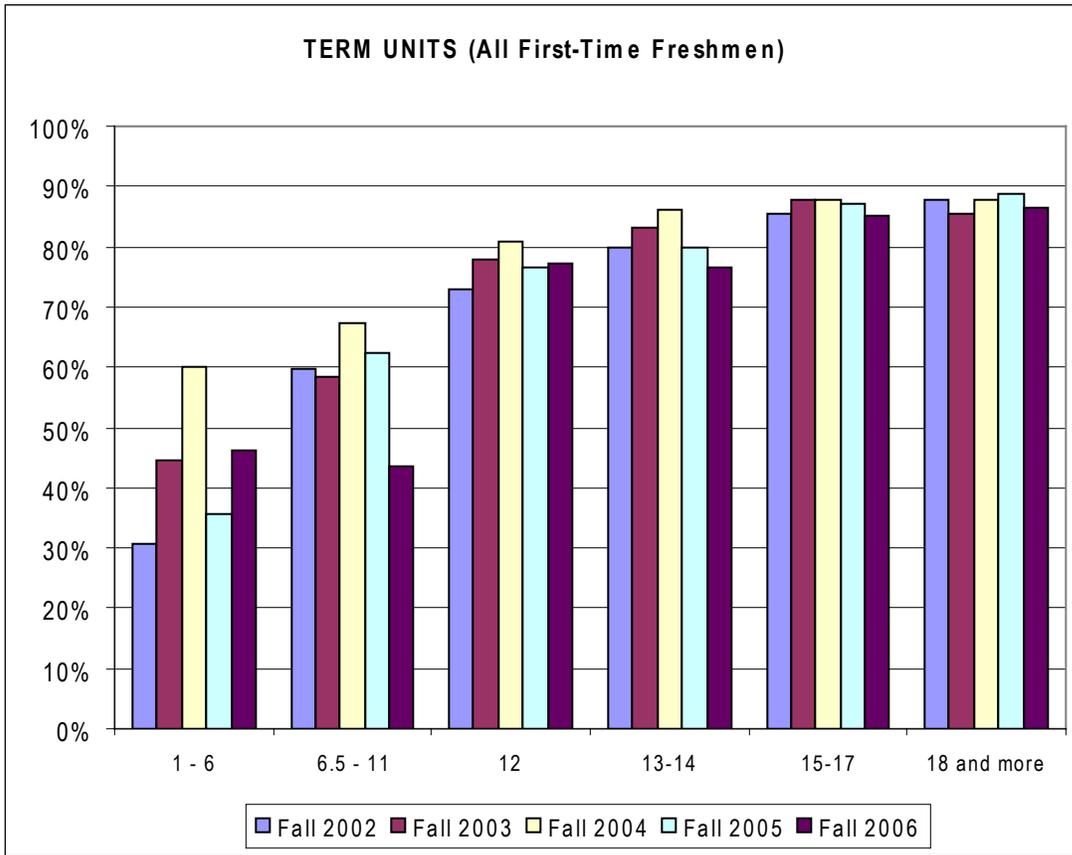
- Across the cohorts, the average SAT Score of students who leave is lower than for students who stay.
- The Average SAT score trend follows the retention trend, peaking with the Fall 2004 cohort.



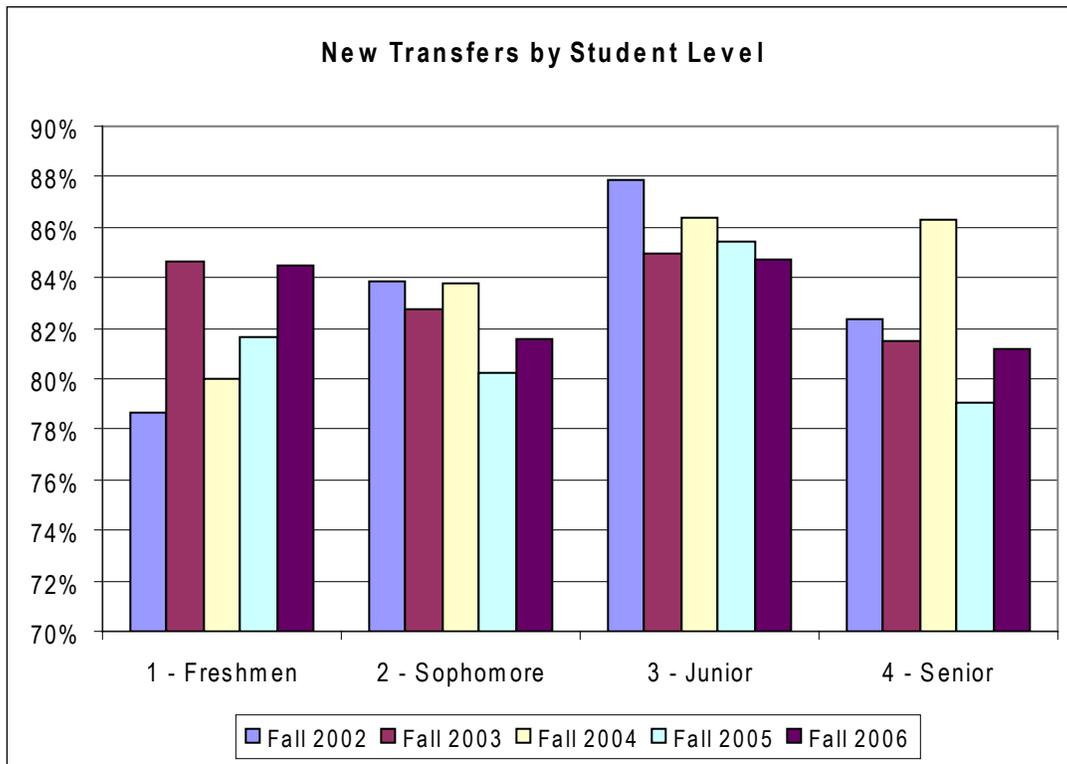
- Students participating in Student Groups are retained at consistently higher rates.



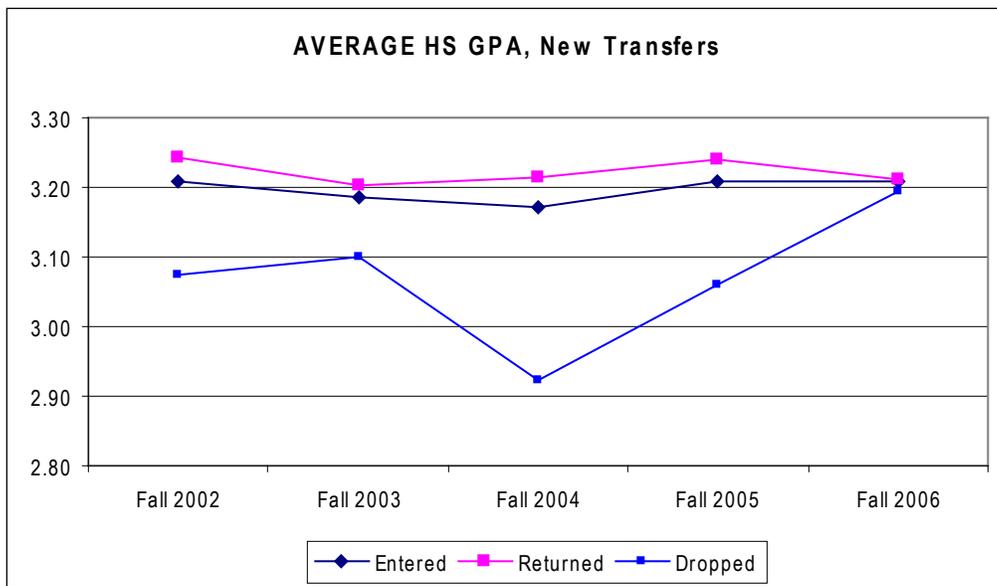
- The retention rate for students who take more units during the semester is consistently higher.



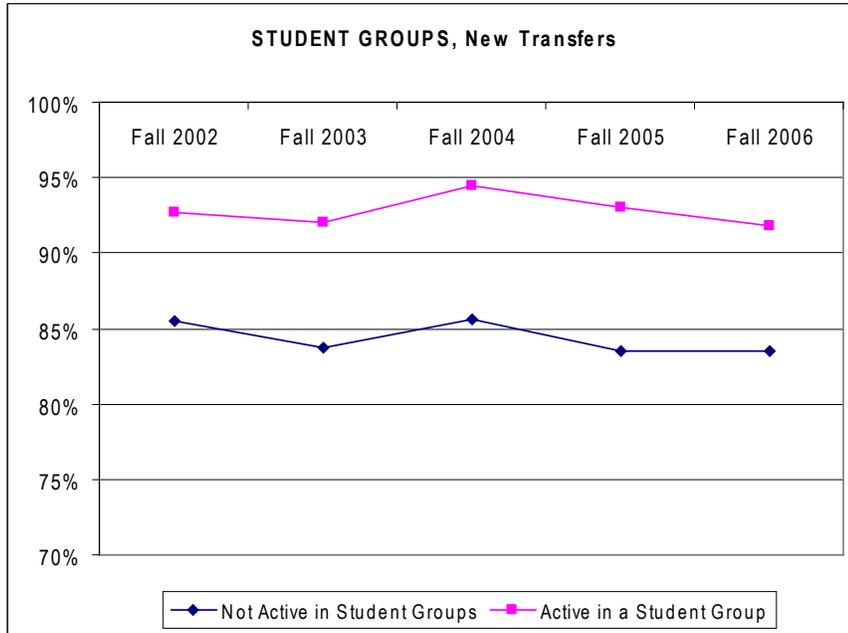
- The retention rate for new entering Transfers at the Junior Level has gone down, while the retention rate for transferring Freshmen has gone up during the last three years.



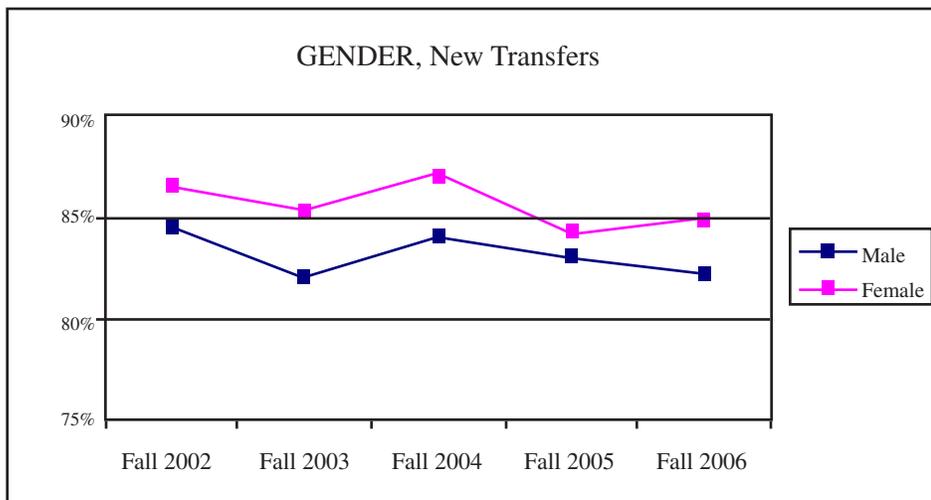
- Until the most recent cohort, the average HS GPA new transfer students who stayed was consistently higher than the average HS GPA of those who left.



- New Transfers participating in Student Groups are retained at consistently higher rates than those who don't participate.



- Across the cohorts, new female transfers were retained at a higher rate than male transfers.

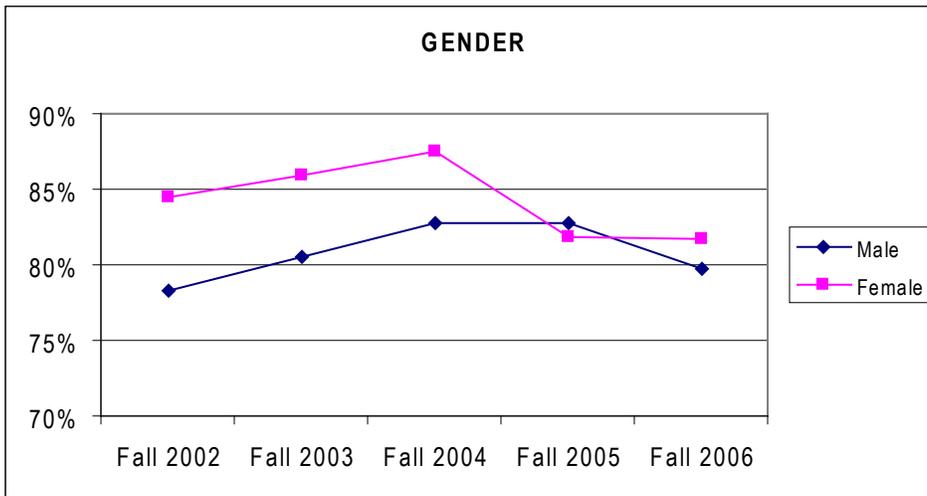
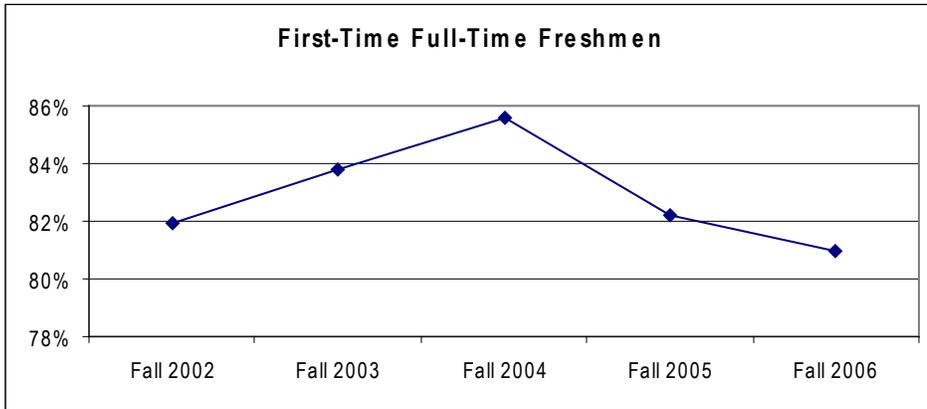


First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

| Cohort | First-Time Full-Time Freshmen | Entered | Returned | Dropped | % Retained |
|---------------|--------------------------------------|----------------|-----------------|----------------|-------------------|
| Fall 2002 | Total | 2183 | 1788 | 395 | 81.9% |
| Fall 2003 | Total | 2464 | 2064 | 400 | 83.8% |
| Fall 2004 | Total | 2218 | 1899 | 319 | 85.6% |
| Fall 2005 | Total | 2347 | 1930 | 417 | 82.2% |
| Fall 2006 | Total | 2518 | 2038 | 480 | 80.9% |

| Cohort | GENDER | Entered | Returned | Dropped | % Retained |
|---------------|---------------|----------------|-----------------|----------------|-------------------|
| Fall 2002 | Male | 914 | 716 | 198 | 78.3% |
| | Female | 1269 | 1072 | 197 | 84.5% |
| Fall 2003 | Male | 971 | 782 | 189 | 80.5% |
| | Female | 1493 | 1282 | 211 | 85.9% |
| Fall 2004 | Male | 879 | 728 | 151 | 82.8% |
| | Female | 1339 | 1171 | 168 | 87.5% |
| Fall 2005 | Male | 949 | 785 | 164 | 82.7% |
| | Female | 1398 | 1145 | 253 | 81.9% |
| Fall 2006 | Male | 1023 | 816 | 207 | 79.8% |
| | Female | 1495 | 1222 | 273 | 81.7% |

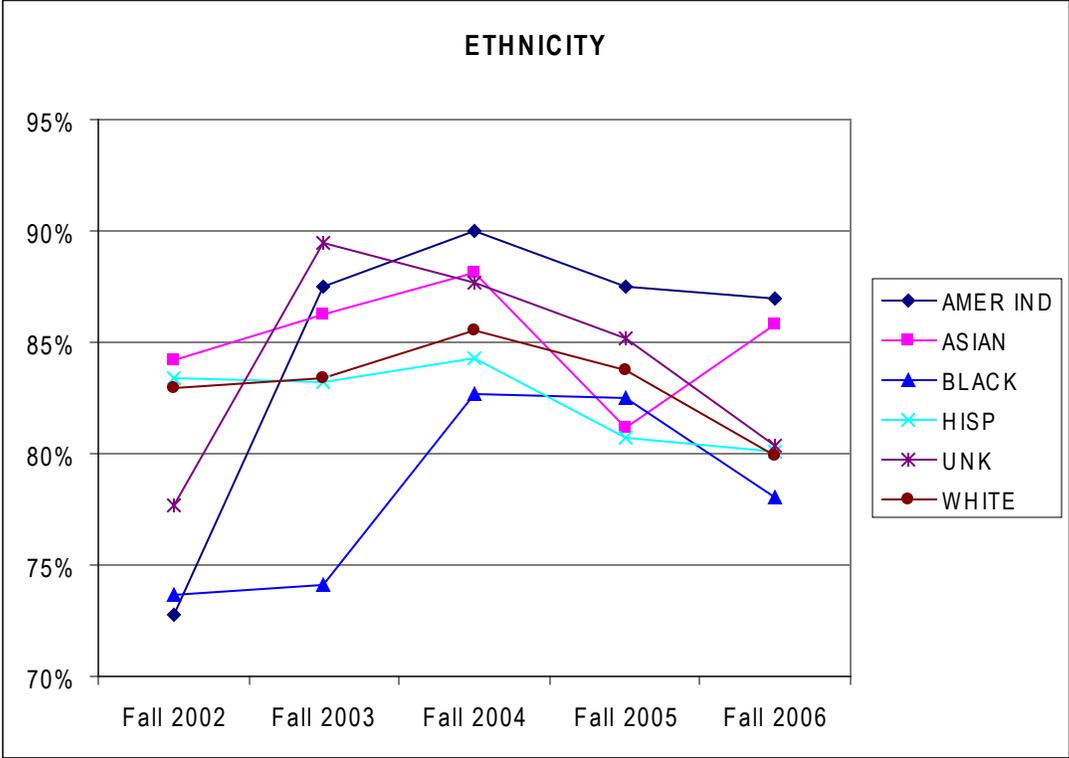
First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts



First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

| Cohort | ETHNICITY | Entered | Returned | Dropped | % Retained |
|---------------|------------------|----------------|-----------------|----------------|-------------------|
| Fall 2002 | AMER IND | 11 | 8 | 3 | 72.7% |
| | ASIAN | 342 | 288 | 54 | 84.2% |
| | BLACK | 148 | 109 | 39 | 73.6% |
| | HISP | 584 | 487 | 97 | 83.4% |
| | UNK | 278 | 216 | 62 | 77.7% |
| | WHITE | 820 | 680 | 140 | 82.9% |
| Fall 2003 | AMER IND | 16 | 14 | 2 | 87.5% |
| | ASIAN | 394 | 340 | 54 | 86.3% |
| | BLACK | 170 | 126 | 44 | 74.1% |
| | HISP | 725 | 603 | 122 | 83.2% |
| | UNK | 246 | 220 | 26 | 89.4% |
| | WHITE | 913 | 761 | 152 | 83.4% |
| Fall 2004 | AMER IND | 10 | 9 | 1 | 90.0% |
| | ASIAN | 397 | 350 | 47 | 88.2% |
| | BLACK | 133 | 110 | 23 | 82.7% |
| | HISP | 700 | 590 | 110 | 84.3% |
| | UNK | 154 | 135 | 19 | 87.7% |
| | WHITE | 824 | 705 | 119 | 85.6% |
| Fall 2005 | AMER IND | 16 | 14 | 2 | 87.5% |
| | ASIAN | 420 | 341 | 79 | 81.2% |
| | BLACK | 177 | 146 | 31 | 82.5% |
| | HISP | 819 | 661 | 158 | 80.7% |
| | UNK | 135 | 115 | 20 | 85.2% |
| | WHITE | 780 | 653 | 127 | 83.7% |
| Fall 2006 | AMER IND | 23 | 20 | 3 | 87.0% |
| | ASIAN | 438 | 376 | 62 | 85.8% |
| | BLACK | 205 | 160 | 45 | 78.0% |
| | HISP | 853 | 683 | 170 | 80.1% |
| | UNK | 158 | 127 | 31 | 80.4% |
| | WHITE | 841 | 672 | 169 | 79.9% |

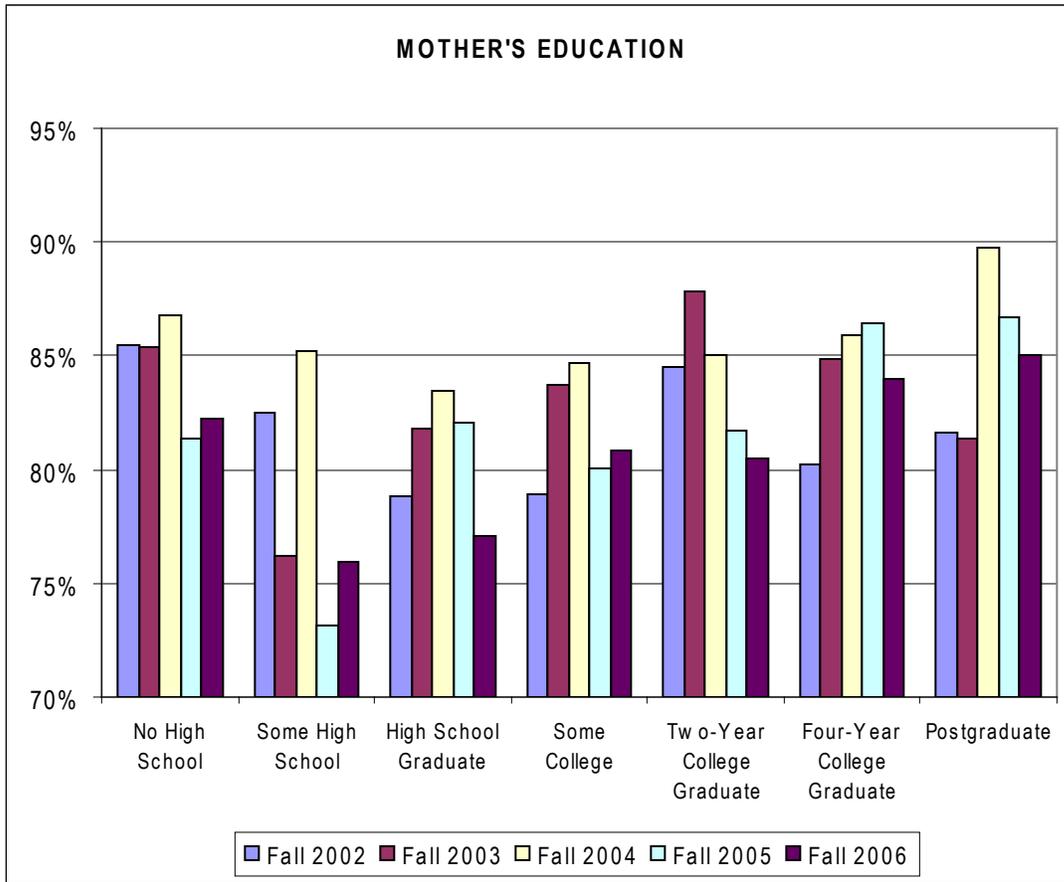
First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts



First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

| Cohort | MOTHER'S EDUCATION | Entered | Returned | Dropped | % Retained |
|-----------|----------------------------|---------|----------|---------|------------|
| Fall 2002 | No High School | 330 | 282 | 48 | 85.5% |
| | Some High School | 103 | 85 | 18 | 82.5% |
| | High School Graduate | 283 | 223 | 60 | 78.8% |
| | Some College | 426 | 336 | 90 | 78.9% |
| | Two-Year College Graduate | 181 | 153 | 28 | 84.5% |
| | Four-Year College Graduate | 243 | 195 | 48 | 80.2% |
| | Postgraduate | 169 | 138 | 31 | 81.7% |
| Fall 2003 | No High School | 459 | 392 | 67 | 85.4% |
| | Some High School | 143 | 109 | 34 | 76.2% |
| | High School Graduate | 395 | 323 | 72 | 81.8% |
| | Some College | 505 | 423 | 82 | 83.8% |
| | Two-Year College Graduate | 230 | 202 | 28 | 87.8% |
| | Four-Year College Graduate | 344 | 292 | 52 | 84.9% |
| | Postgraduate | 215 | 175 | 40 | 81.4% |
| Fall 2004 | No High School | 461 | 400 | 61 | 86.8% |
| | Some High School | 122 | 104 | 18 | 85.2% |
| | High School Graduate | 332 | 277 | 55 | 83.4% |
| | Some College | 470 | 398 | 72 | 84.7% |
| | Two-Year College Graduate | 201 | 171 | 30 | 85.1% |
| | Four-Year College Graduate | 306 | 263 | 43 | 85.9% |
| | Postgraduate | 205 | 184 | 21 | 89.8% |
| Fall 2005 | No High School | 526 | 428 | 98 | 81.4% |
| | Some High School | 145 | 106 | 39 | 73.1% |
| | High School Graduate | 363 | 298 | 65 | 82.1% |
| | Some College | 462 | 370 | 92 | 80.1% |
| | Two-Year College Graduate | 186 | 152 | 34 | 81.7% |
| | Four-Year College Graduate | 339 | 293 | 46 | 86.4% |
| | Postgraduate | 196 | 170 | 26 | 86.7% |
| Fall 2006 | No High School | 496 | 408 | 88 | 82.3% |
| | Some High School | 154 | 117 | 37 | 76.0% |
| | High School Graduate | 424 | 327 | 97 | 77.1% |
| | Some College | 547 | 442 | 105 | 80.8% |
| | Two-Year College Graduate | 210 | 169 | 41 | 80.5% |
| | Four-Year College Graduate | 356 | 299 | 57 | 84.0% |
| | Postgraduate | 207 | 176 | 31 | 85.0% |

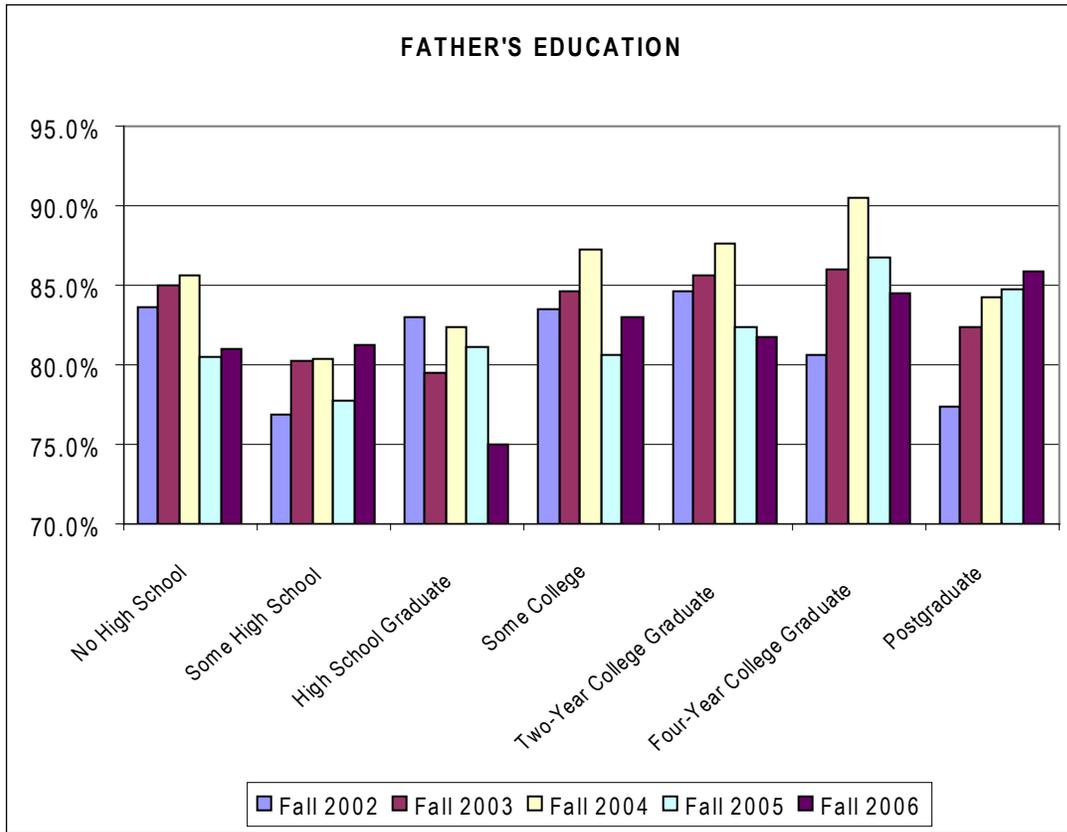
First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts



First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

| Cohort | FATHER'S EDUCATION | Entered | Returned | Dropped | % Retained |
|---------------|----------------------------|----------------|-----------------|----------------|-------------------|
| Fall 2002 | No High School | 294 | 246 | 48 | 83.7% |
| | Some High School | 117 | 90 | 27 | 76.9% |
| | High School Graduate | 259 | 215 | 44 | 83.0% |
| | Some College | 346 | 289 | 57 | 83.5% |
| | Two-Year College Graduate | 149 | 126 | 23 | 84.6% |
| | Four-Year College Graduate | 310 | 250 | 60 | 80.6% |
| | Postgraduate | 199 | 154 | 45 | 77.4% |
| Fall 2003 | No High School | 434 | 369 | 65 | 85.0% |
| | Some High School | 162 | 130 | 32 | 80.2% |
| | High School Graduate | 394 | 313 | 81 | 79.4% |
| | Some College | 457 | 387 | 70 | 84.7% |
| | Two-Year College Graduate | 167 | 143 | 24 | 85.6% |
| | Four-Year College Graduate | 357 | 307 | 50 | 86.0% |
| | Postgraduate | 249 | 205 | 44 | 82.3% |
| Fall 2004 | No High School | 412 | 353 | 59 | 85.7% |
| | Some High School | 158 | 127 | 31 | 80.4% |
| | High School Graduate | 364 | 300 | 64 | 82.4% |
| | Some College | 423 | 369 | 54 | 87.2% |
| | Two-Year College Graduate | 145 | 127 | 18 | 87.6% |
| | Four-Year College Graduate | 325 | 294 | 31 | 90.5% |
| | Postgraduate | 222 | 187 | 35 | 84.2% |
| Fall 2005 | No High School | 508 | 409 | 99 | 80.5% |
| | Some High School | 153 | 119 | 34 | 77.8% |
| | High School Graduate | 386 | 313 | 73 | 81.1% |
| | Some College | 402 | 324 | 78 | 80.6% |
| | Two-Year College Graduate | 136 | 112 | 24 | 82.4% |
| | Four-Year College Graduate | 378 | 328 | 50 | 86.8% |
| | Postgraduate | 203 | 172 | 31 | 84.7% |
| Fall 2006 | No High School | 499 | 404 | 95 | 81.0% |
| | Some High School | 213 | 173 | 40 | 81.2% |
| | High School Graduate | 456 | 342 | 114 | 75.0% |
| | Some College | 442 | 367 | 75 | 83.0% |
| | Two-Year College Graduate | 148 | 121 | 27 | 81.8% |
| | Four-Year College Graduate | 374 | 316 | 58 | 84.5% |
| | Postgraduate | 220 | 189 | 31 | 85.9% |

First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

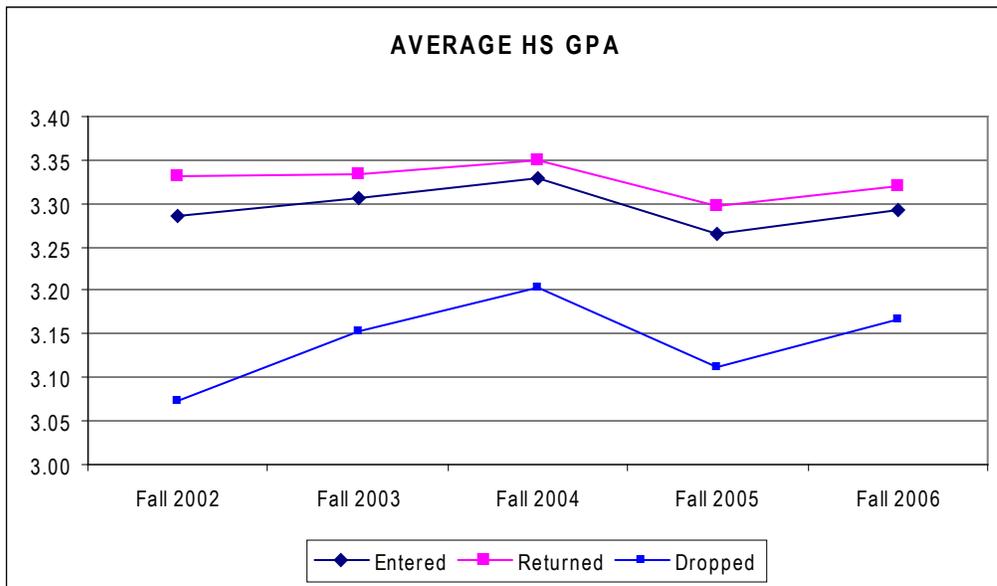
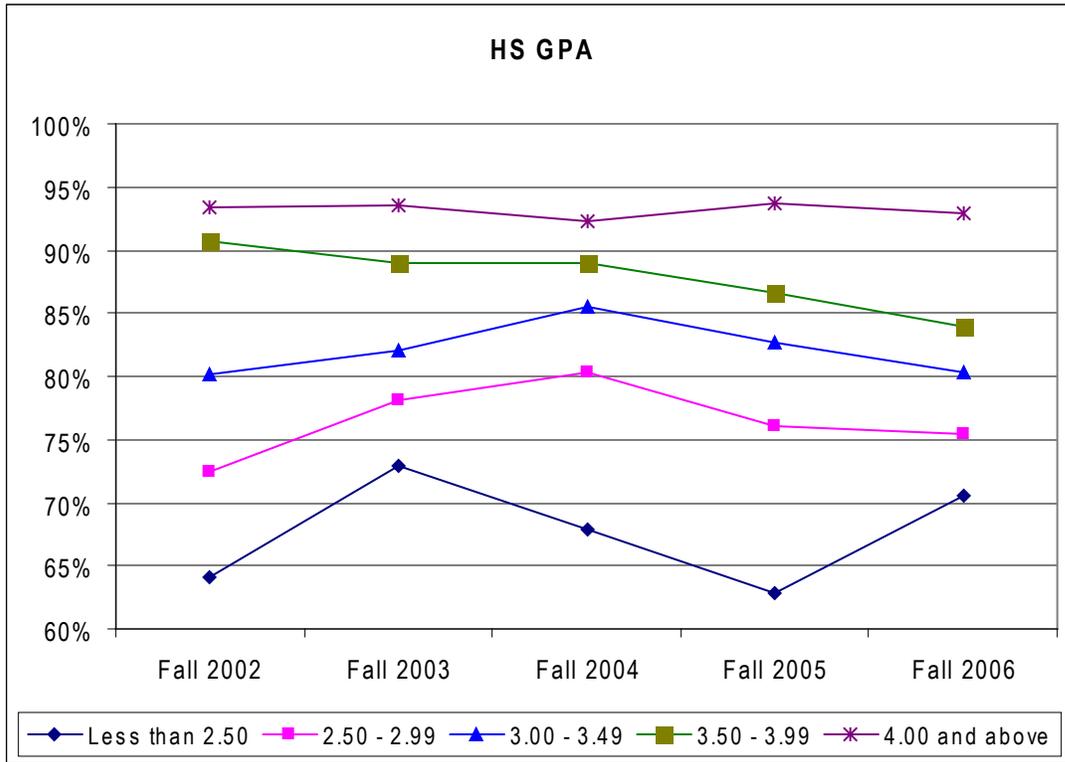


First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

| Cohort | HS GPA | Entered | Returned | Dropped | % Retained |
|---------------|----------------|----------------|-----------------|----------------|-------------------|
| Fall 2002 | Less than 2.50 | 64 | 41 | 23 | 64.1% |
| | 2.50 - 2.99 | 478 | 346 | 132 | 72.4% |
| | 3.00 - 3.49 | 879 | 705 | 174 | 80.2% |
| | 3.50 - 3.99 | 593 | 538 | 55 | 90.7% |
| | 4.00 and above | 165 | 154 | 11 | 93.3% |
| Fall 2003 | Less than 2.50 | 70 | 51 | 19 | 72.9% |
| | 2.50 - 2.99 | 492 | 384 | 108 | 78.0% |
| | 3.00 - 3.49 | 1017 | 835 | 182 | 82.1% |
| | 3.50 - 3.99 | 703 | 626 | 77 | 89.0% |
| | 4.00 and above | 172 | 161 | 11 | 93.6% |
| Fall 2004 | Less than 2.50 | 59 | 40 | 19 | 67.8% |
| | 2.50 - 2.99 | 422 | 339 | 83 | 80.3% |
| | 3.00 - 3.49 | 887 | 758 | 129 | 85.5% |
| | 3.50 - 3.99 | 669 | 595 | 74 | 88.9% |
| | 4.00 and above | 180 | 166 | 14 | 92.2% |
| Fall 2005 | Less than 2.50 | 97 | 61 | 36 | 62.9% |
| | 2.50 - 2.99 | 514 | 391 | 123 | 76.1% |
| | 3.00 - 3.49 | 979 | 810 | 169 | 82.7% |
| | 3.50 - 3.99 | 581 | 503 | 78 | 86.6% |
| | 4.00 and above | 176 | 165 | 11 | 93.8% |
| Fall 2006 | Less than 2.50 | 85 | 60 | 25 | 70.6% |
| | 2.50 - 2.99 | 567 | 428 | 139 | 75.5% |
| | 3.00 - 3.49 | 1003 | 805 | 198 | 80.3% |
| | 3.50 - 3.99 | 632 | 530 | 102 | 83.9% |
| | 4.00 and above | 228 | 212 | 16 | 93.0% |

| Cohort | AVERAGE HS GPA | Entered | Returned | Dropped | |
|---------------|-----------------------|----------------|-----------------|----------------|--|
| Fall 2002 | | 3.28 | 3.33 | 3.07 | |
| Fall 2003 | | 3.31 | 3.33 | 3.15 | |
| Fall 2004 | | 3.33 | 3.35 | 3.20 | |
| Fall 2005 | | 3.26 | 3.30 | 3.11 | |
| Fall 2006 | | 3.29 | 3.32 | 3.17 | |

First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

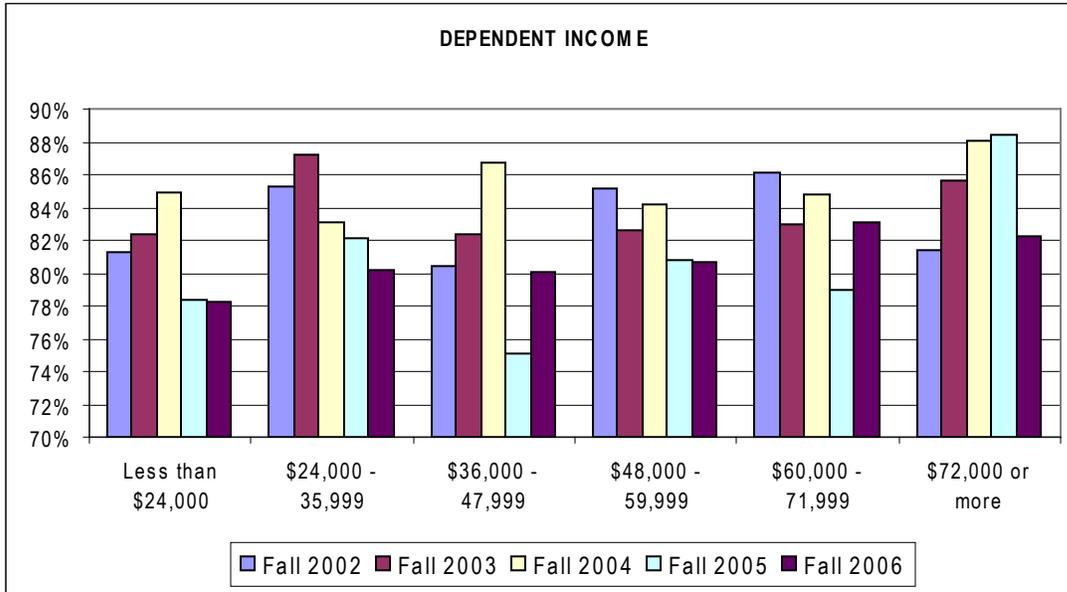


First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

| Cohort | DEPENDENT INCOME | Entered | Returned | Dropped | % Retained |
|---------------|-------------------------|----------------|-----------------|----------------|-------------------|
| Fall 2002 | Less than \$24,000 | 421 | 342 | 79 | 81.2% |
| | \$24,000 - 35,999 | 218 | 186 | 32 | 85.3% |
| | \$36,000 - 47,999 | 153 | 123 | 30 | 80.4% |
| | \$48,000 - 59,999 | 141 | 120 | 21 | 85.1% |
| | \$60,000 - 71,999 | 123 | 106 | 17 | 86.2% |
| | \$72,000 or more | 483 | 393 | 90 | 81.4% |
| Fall 2003 | Less than \$24,000 | 556 | 458 | 98 | 82.4% |
| | \$24,000 - 35,999 | 327 | 285 | 42 | 87.2% |
| | \$36,000 - 47,999 | 182 | 150 | 32 | 82.4% |
| | \$48,000 - 59,999 | 207 | 171 | 36 | 82.6% |
| | \$60,000 - 71,999 | 164 | 136 | 28 | 82.9% |
| | \$72,000 or more | 628 | 538 | 90 | 85.7% |
| Fall 2004 | Less than \$24,000 | 491 | 417 | 74 | 84.9% |
| | \$24,000 - 35,999 | 278 | 231 | 47 | 83.1% |
| | \$36,000 - 47,999 | 180 | 156 | 24 | 86.7% |
| | \$48,000 - 59,999 | 165 | 139 | 26 | 84.2% |
| | \$60,000 - 71,999 | 197 | 167 | 30 | 84.8% |
| | \$72,000 or more | 578 | 509 | 69 | 88.1% |
| Fall 2005 | Less than \$24,000 | 583 | 457 | 126 | 78.4% |
| | \$24,000 - 35,999 | 291 | 239 | 52 | 82.1% |
| | \$36,000 - 47,999 | 177 | 133 | 44 | 75.1% |
| | \$48,000 - 59,999 | 156 | 126 | 30 | 80.8% |
| | \$60,000 - 71,999 | 147 | 116 | 31 | 78.9% |
| | \$72,000 or more | 589 | 521 | 68 | 88.5% |
| Fall 2006 | Less than \$24,000 | 589 | 461 | 128 | 78.3% |
| | \$24,000 - 35,999 | 358 | 287 | 71 | 80.2% |
| | \$36,000 - 47,999 | 200 | 160 | 40 | 80.0% |
| | \$48,000 - 59,999 | 150 | 121 | 29 | 80.7% |
| | \$60,000 - 71,999 | 154 | 128 | 26 | 83.1% |
| | \$72,000 or more | 621 | 511 | 110 | 82.3% |

| Cohort | INDEPENDENT INCOME | Entered | Returned | Dropped | % Retained |
|---------------|---------------------------|----------------|-----------------|----------------|-------------------|
| Fall 2002 | 1 - Less than \$12,000 | 25 | 17 | 8 | 68.0% |
| | 2 - \$12,000 or more | 20 | 17 | 3 | 85.0% |
| Fall 2003 | 1 - Less than \$12,000 | 42 | 35 | 7 | 83.3% |
| | 2 - \$12,000 or more | 30 | 24 | 6 | 80.0% |
| Fall 2004 | 1 - Less than \$12,000 | 23 | 15 | 8 | 65.2% |
| | 2 - \$12,000 or more | 23 | 20 | 3 | 87.0% |
| Fall 2005 | 1 - Less than \$12,000 | 23 | 17 | 6 | 73.9% |
| | 2 - \$12,000 or more | 16 | 13 | 3 | 81.3% |
| Fall 2006 | 1 - Less than \$12,000 | 20 | 13 | 7 | 65.0% |
| | 2 - \$12,000 or more | 10 | 10 | 0 | 100.0% |

First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

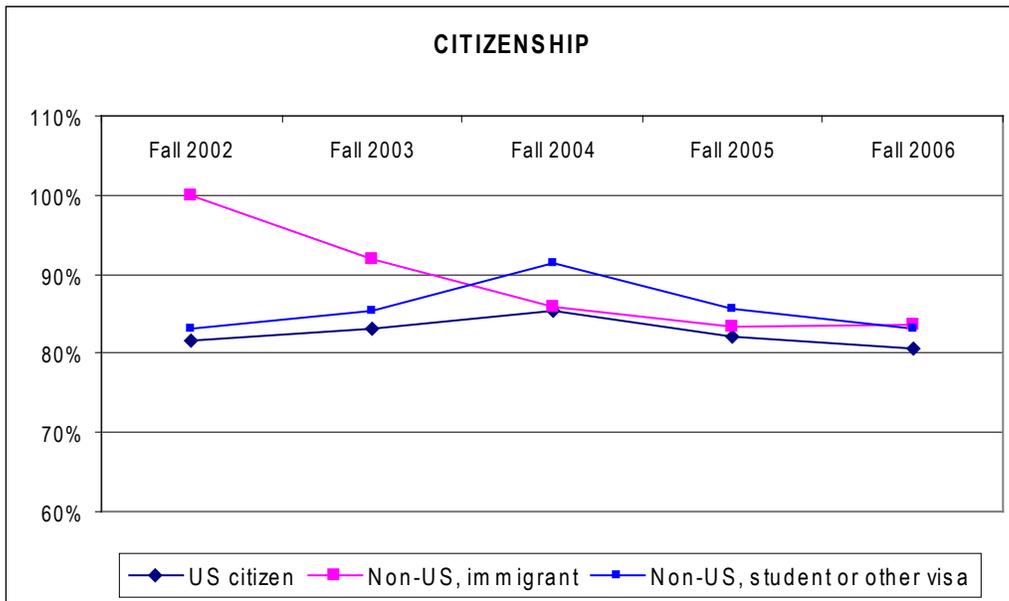
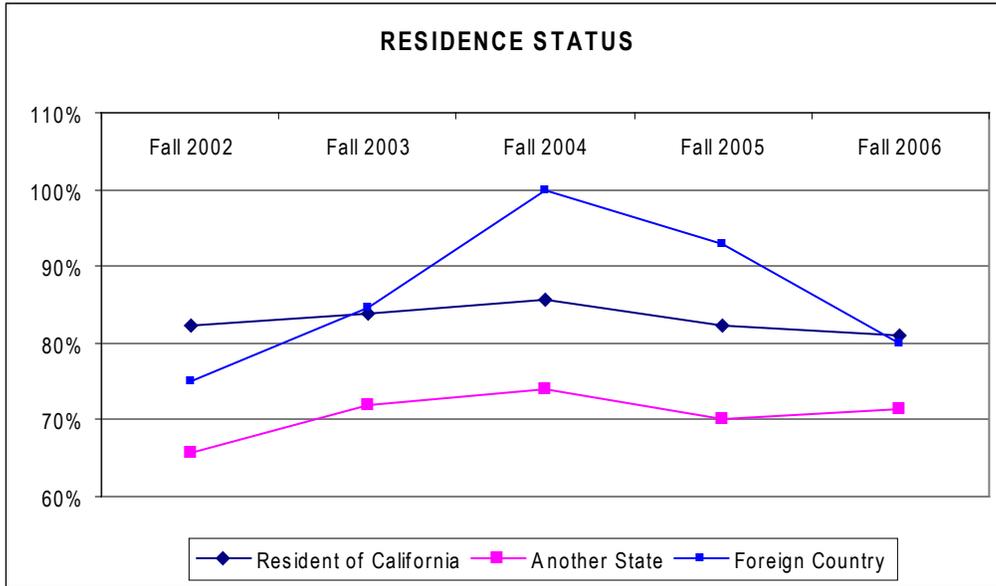


First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

| Cohort | RESIDENCE STATUS | Entered | Returned | Dropped | % Retained |
|---------------|------------------------------|----------------|-----------------|----------------|-------------------|
| Fall 2002 | Resident of California | 2112 | 1737 | 375 | 82.2% |
| | Other "Fee Exempt" residency | 9 | 8 | 1 | 88.9% |
| | Another State | 38 | 25 | 13 | 65.8% |
| | Foreign Country | 24 | 18 | 6 | 75.0% |
| Fall 2003 | Resident of California | 2412 | 2023 | 389 | 83.9% |
| | Other "Fee Exempt" residency | 1 | 1 | | 100.0% |
| | Another State | 25 | 18 | 7 | 72.0% |
| | Foreign Country | 26 | 22 | 4 | 84.6% |
| Fall 2004 | Resident of California | 2185 | 1874 | 311 | 85.8% |
| | Other "Fee Exempt" residency | 5 | 3 | 2 | 60.0% |
| | Another State | 23 | 17 | 6 | 73.9% |
| | Foreign Country | 5 | 5 | | 100.0% |
| Fall 2005 | Resident of California | 2321 | 1908 | 413 | 82.2% |
| | Other "Fee Exempt" residency | 2 | 2 | | 100.0% |
| | Another State | 10 | 7 | 3 | 70.0% |
| | Foreign Country | 14 | 13 | 1 | 92.9% |
| Fall 2006 | Resident of California | 2479 | 2008 | 471 | 81.0% |
| | Other "Fee Exempt" residency | 3 | 3 | | 100.0% |
| | Another State | 21 | 15 | 6 | 71.4% |
| | Foreign Country | 15 | 12 | 3 | 80.0% |

| Cohort | CITIZENSHIP | Entered | Returned | Dropped | % Retained |
|---------------|-------------------------------|----------------|-----------------|----------------|-------------------|
| Fall 2002 | US citizen | 1974 | 1612 | 362 | 81.7% |
| | Non-US, immigrant | 13 | 13 | | 100.0% |
| | Non-US, student or other visa | 196 | 163 | 33 | 83.2% |
| Fall 2003 | US citizen | 2279 | 1897 | 382 | 83.2% |
| | Non-US, immigrant | 137 | 126 | 11 | 92.0% |
| | Non-US, student or other visa | 48 | 41 | 7 | 85.4% |
| Fall 2004 | US citizen | 2033 | 1738 | 295 | 85.5% |
| | Non-US, immigrant | 150 | 129 | 21 | 86.0% |
| | Non-US, student or other visa | 35 | 32 | 3 | 91.4% |
| Fall 2005 | US citizen | 2116 | 1736 | 380 | 82.0% |
| | Non-US, immigrant | 175 | 146 | 29 | 83.4% |
| | Non-US, student or other visa | 56 | 48 | 8 | 85.7% |
| Fall 2006 | US citizen | 2300 | 1856 | 444 | 80.7% |
| | Non-US, immigrant | 153 | 128 | 25 | 83.7% |
| | Non-US, student or other visa | 65 | 54 | 11 | 83.1% |

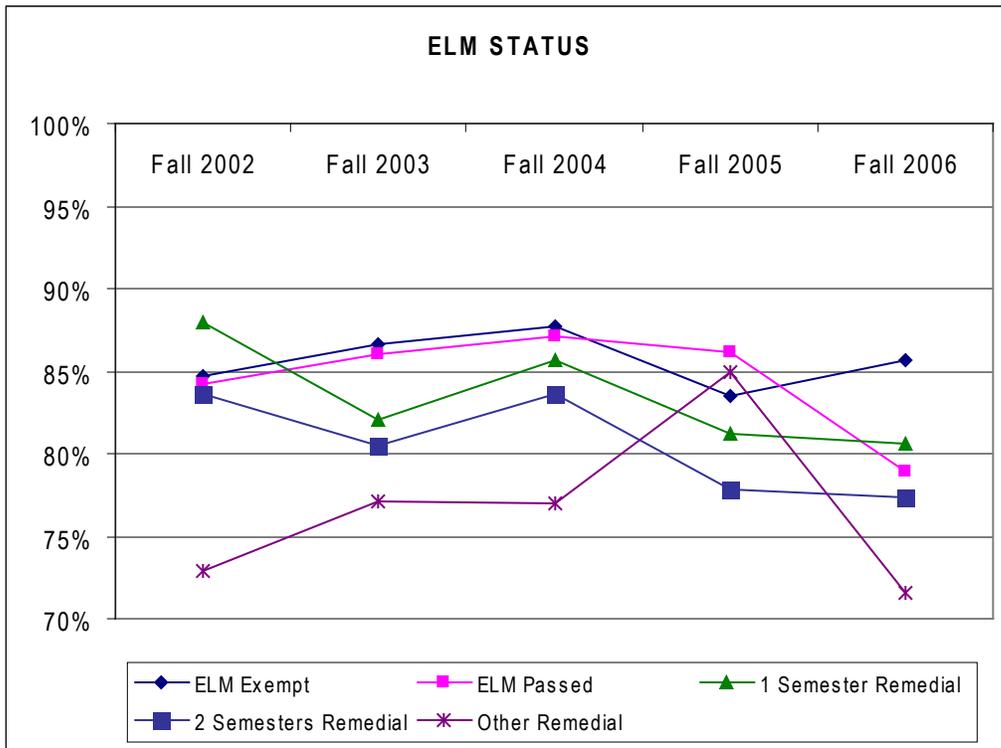
First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts



First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

| Cohort | ELM (Mathematics) STATUS | Entered | Returned | Dropped | % Retained |
|---------------|---------------------------------|----------------|-----------------|----------------|-------------------|
| Fall 2002 | ELM Exempt | 557 | 472 | 85 | 84.7% |
| | ELM Passed | 311 | 262 | 49 | 84.2% |
| | 1 Semester Remedial | 472 | 415 | 57 | 87.9% |
| | 2 Semesters Remedial | 232 | 194 | 38 | 83.6% |
| | Other Remedial | 611 | 445 | 166 | 72.8% |
| Fall 2003 | ELM Exempt | 747 | 647 | 100 | 86.6% |
| | ELM Passed | 493 | 424 | 69 | 86.0% |
| | 1 Semester Remedial | 742 | 609 | 133 | 82.1% |
| | 2 Semesters Remedial | 373 | 300 | 73 | 80.4% |
| | Other Remedial | 109 | 84 | 25 | 77.1% |
| Fall 2004 | ELM Exempt | 644 | 565 | 79 | 87.7% |
| | ELM Passed | 373 | 325 | 48 | 87.1% |
| | 1 Semester Remedial | 738 | 632 | 106 | 85.6% |
| | 2 Semesters Remedial | 311 | 260 | 51 | 83.6% |
| | Other Remedial | 152 | 117 | 35 | 77.0% |
| Fall 2005 | ELM Exempt | 697 | 582 | 115 | 83.5% |
| | ELM Passed | 389 | 335 | 54 | 86.1% |
| | 1 Semester Remedial | 791 | 642 | 149 | 81.2% |
| | 2 Semesters Remedial | 397 | 309 | 88 | 77.8% |
| | Other Remedial | 73 | 62 | 11 | 84.9% |
| Fall 2006 | ELM Exempt | 707 | 606 | 101 | 85.7% |
| | ELM Passed | 461 | 364 | 97 | 79.0% |
| | 1 Semester Remedial | 848 | 684 | 164 | 80.7% |
| | 2 Semesters Remedial | 428 | 331 | 97 | 77.3% |
| | Other Remedial | 74 | 53 | 21 | 71.6% |

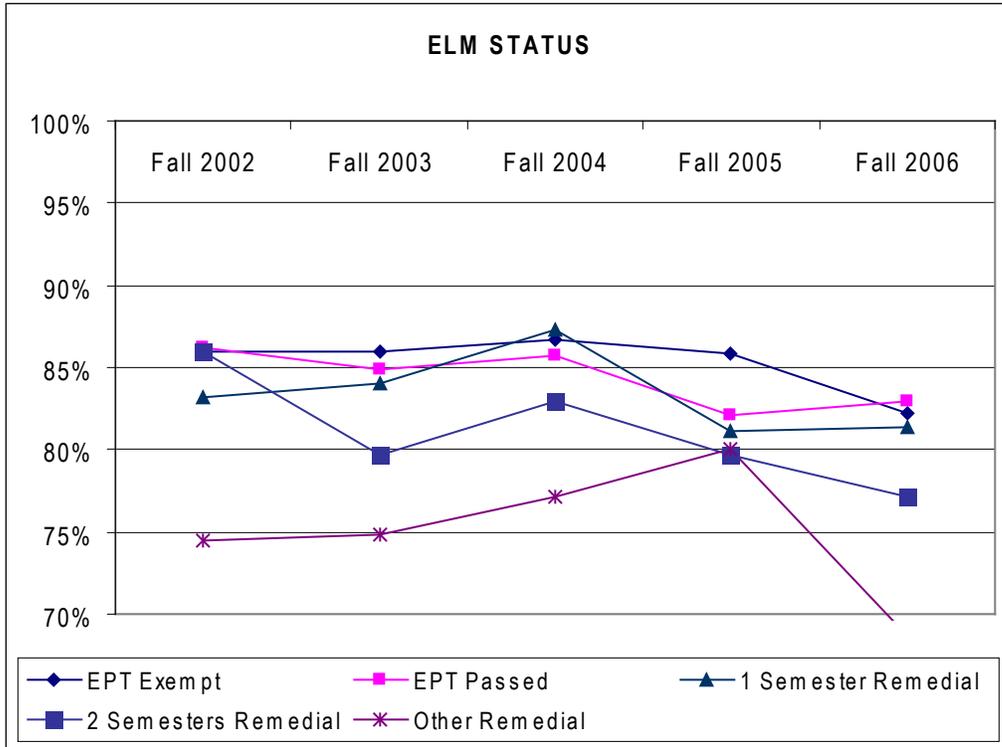
First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts



First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

| Cohort | EPT (English) STATUS | Entered | Returned | Dropped | % Retained |
|---------------|-----------------------------|----------------|-----------------|----------------|-------------------|
| Fall 2002 | EPT Exempt | 406 | 349 | 57 | 86.0% |
| | EPT Passed | 536 | 462 | 74 | 86.2% |
| | 1 Semester Remedial | 327 | 272 | 55 | 83.2% |
| | 2 Semesters Remedial | 213 | 183 | 30 | 85.9% |
| | Other Remedial | 701 | 522 | 179 | 74.5% |
| Fall 2003 | EPT Exempt | 564 | 485 | 79 | 86.0% |
| | EPT Passed | 887 | 753 | 134 | 84.9% |
| | 1 Semester Remedial | 572 | 481 | 91 | 84.1% |
| | 2 Semesters Remedial | 314 | 250 | 64 | 79.6% |
| | Other Remedial | 127 | 95 | 32 | 74.8% |
| Fall 2004 | EPT Exempt | 498 | 432 | 66 | 86.7% |
| | EPT Passed | 365 | 313 | 52 | 85.8% |
| | 1 Semester Remedial | 899 | 785 | 114 | 87.3% |
| | 2 Semesters Remedial | 294 | 244 | 50 | 83.0% |
| | Other Remedial | 162 | 125 | 37 | 77.2% |
| Fall 2005 | EPT Exempt | 607 | 521 | 86 | 85.8% |
| | EPT Passed | 285 | 234 | 51 | 82.1% |
| | 1 Semester Remedial | 1045 | 848 | 197 | 81.1% |
| | 2 Semesters Remedial | 360 | 287 | 73 | 79.7% |
| | Other Remedial | 50 | 40 | 10 | 80.0% |
| Fall 2006 | EPT Exempt | 671 | 552 | 119 | 82.3% |
| | EPT Passed | 335 | 278 | 57 | 83.0% |
| | 1 Semester Remedial | 1085 | 883 | 202 | 81.4% |
| | 2 Semesters Remedial | 376 | 290 | 86 | 77.1% |
| | Other Remedial | 51 | 35 | 16 | 68.6% |

First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

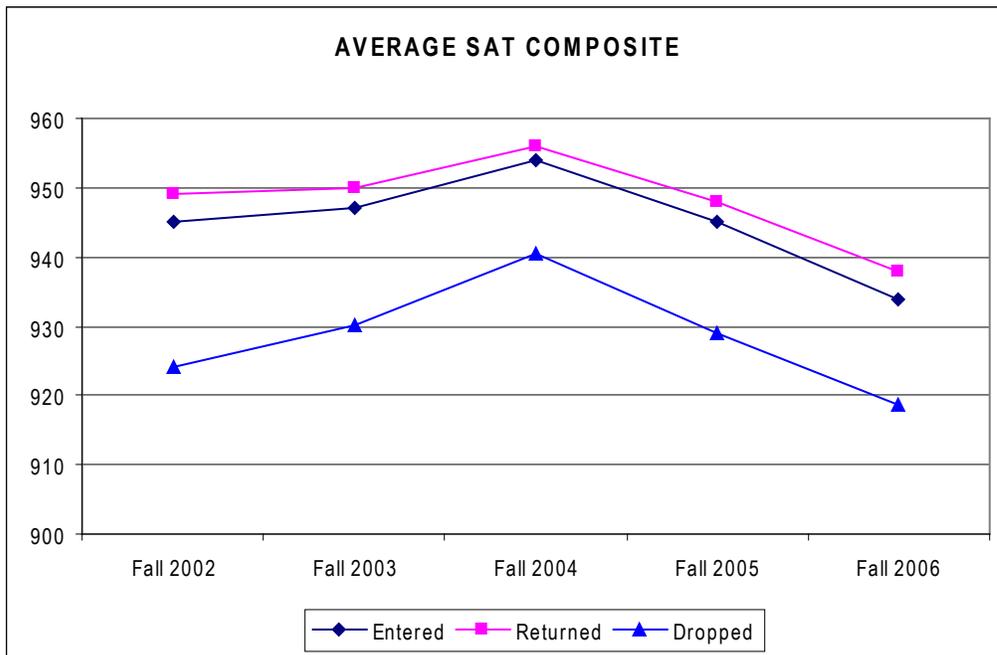
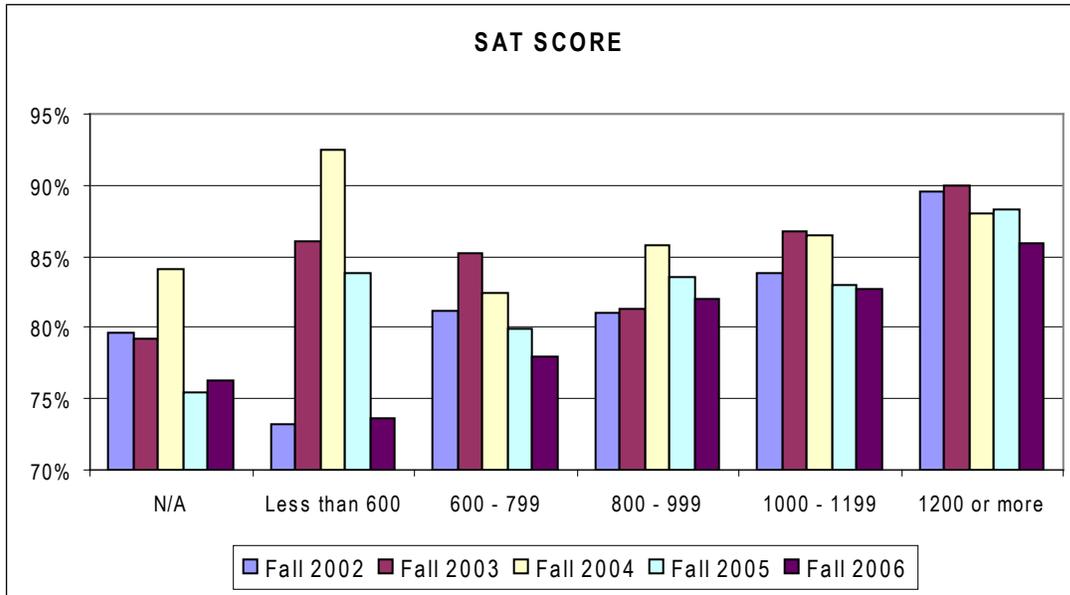


First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

| Cohort | SAT COMPOSITE SCORE | Entered | Returned | Dropped | % Retained |
|---------------|----------------------------|----------------|-----------------|----------------|-------------------|
| Fall 2002 | N/A | 387 | 308 | 79 | 79.6% |
| | Less than 600 | 41 | 30 | 11 | 73.2% |
| | 600 - 799 | 314 | 255 | 59 | 81.2% |
| | 800 - 999 | 734 | 595 | 139 | 81.1% |
| | 1000 - 1199 | 573 | 480 | 93 | 83.8% |
| | 1200 or more | 134 | 120 | 14 | 89.6% |
| Fall 2003 | N/A | 331 | 262 | 69 | 79.2% |
| | Less than 600 | 50 | 43 | 7 | 86.0% |
| | 600 - 799 | 364 | 310 | 54 | 85.2% |
| | 800 - 999 | 864 | 702 | 162 | 81.3% |
| | 1000 - 1199 | 695 | 603 | 92 | 86.8% |
| | 1200 or more | 160 | 144 | 16 | 90.0% |
| Fall 2004 | N/A | 232 | 195 | 37 | 84.1% |
| | Less than 600 | 40 | 37 | 3 | 92.5% |
| | 600 - 799 | 307 | 253 | 54 | 82.4% |
| | 800 - 999 | 820 | 703 | 117 | 85.7% |
| | 1000 - 1199 | 669 | 579 | 90 | 86.5% |
| | 1200 or more | 150 | 132 | 18 | 88.0% |
| Fall 2005 | N/A | 265 | 200 | 65 | 75.5% |
| | Less than 600 | 37 | 31 | 6 | 83.8% |
| | 600 - 799 | 384 | 307 | 77 | 79.9% |
| | 800 - 999 | 847 | 708 | 139 | 83.6% |
| | 1000 - 1199 | 651 | 540 | 111 | 82.9% |
| | 1200 or more | 163 | 144 | 19 | 88.3% |
| Fall 2006 | N/A | 274 | 209 | 65 | 76.3% |
| | Less than 600 | 38 | 28 | 10 | 73.7% |
| | 600 - 799 | 440 | 343 | 97 | 78.0% |
| | 800 - 999 | 987 | 809 | 178 | 82.0% |
| | 1000 - 1199 | 630 | 521 | 109 | 82.7% |
| | 1200 or more | 149 | 128 | 21 | 85.9% |

| Cohort | AVERAGE SAT COMPOSITE SCORE | Entered | Returned | Dropped | |
|------------------|------------------------------------|----------------|-----------------|----------------|--|
| Fall 2002 | | 945 | 949 | 924 | |
| Fall 2003 | | 947 | 950 | 930 | |
| Fall 2004 | | 954 | 956 | 941 | |
| Fall 2005 | | 945 | 948 | 929 | |
| Fall 2006 | | 934 | 938 | 919 | |

First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

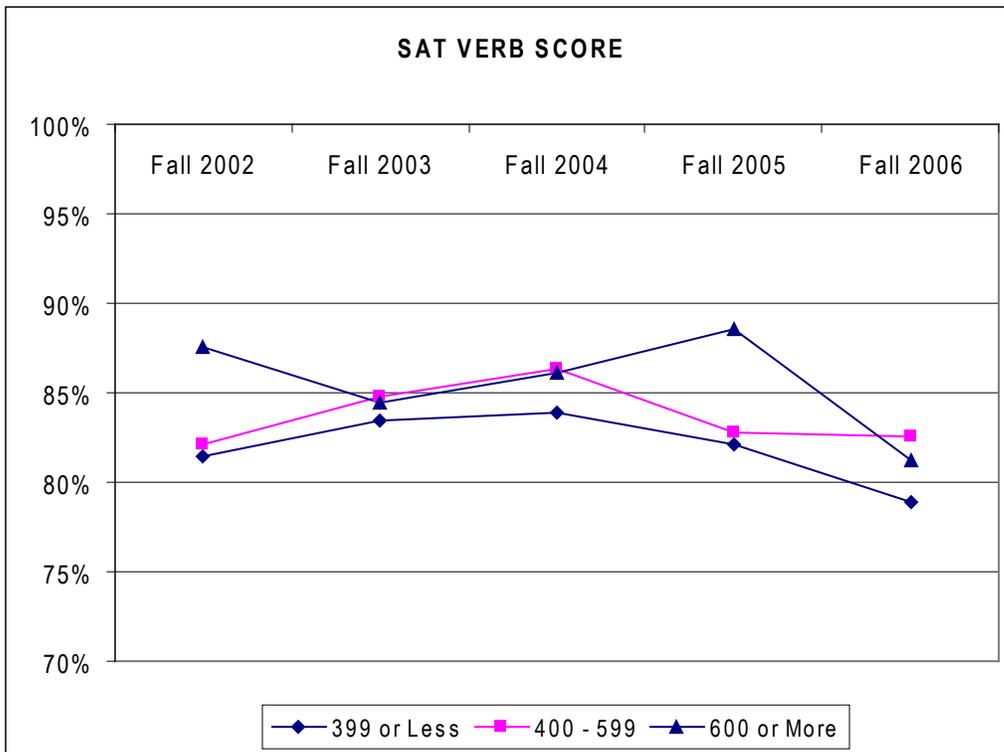
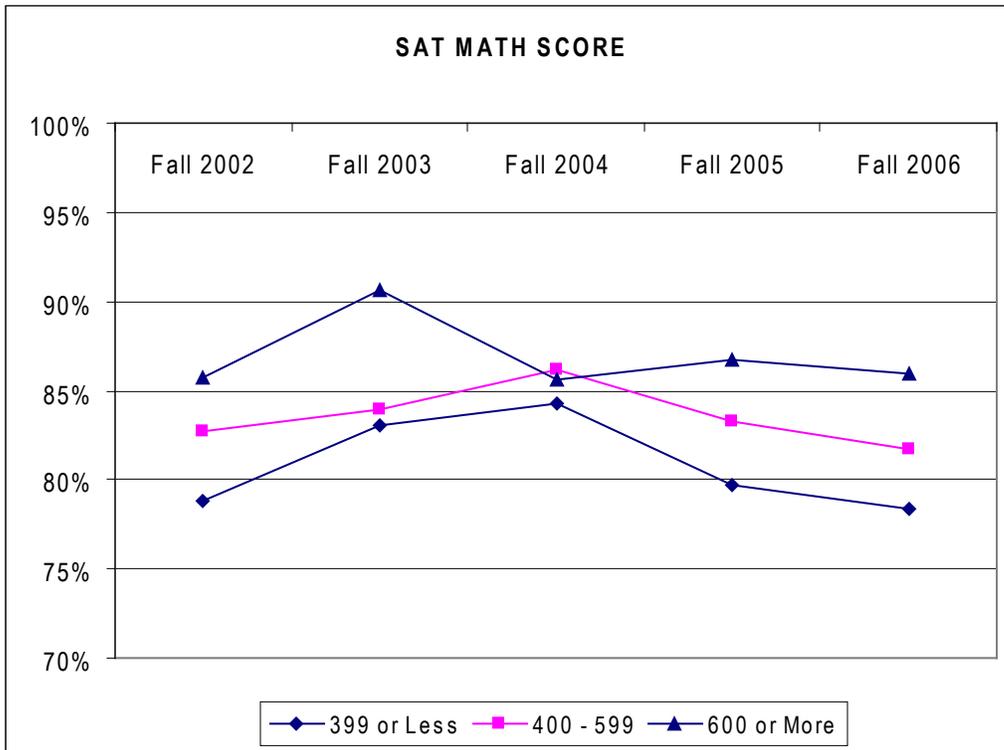


First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

| Cohort | SAT MATH SCORE | Entered | Returned | Dropped | % Retained |
|---------------|-----------------------|----------------|-----------------|----------------|-------------------|
| Fall 2002 | 399 or Less | 321 | 253 | 68 | 78.8% |
| | 400 - 599 | 1258 | 1041 | 217 | 82.8% |
| | 600 or More | 217 | 186 | 31 | 85.7% |
| Fall 2003 | 399 or Less | 394 | 327 | 67 | 83.0% |
| | 400 - 599 | 1504 | 1262 | 242 | 83.9% |
| | 600 or More | 235 | 213 | 22 | 90.6% |
| Fall 2004 | 399 or Less | 305 | 257 | 48 | 84.3% |
| | 400 - 599 | 1451 | 1250 | 201 | 86.1% |
| | 600 or More | 230 | 197 | 33 | 85.7% |
| Fall 2005 | 399 or Less | 354 | 282 | 72 | 79.7% |
| | 400 - 599 | 1479 | 1232 | 247 | 83.3% |
| | 600 or More | 249 | 216 | 33 | 86.7% |
| Fall 2006 | 399 or Less | 420 | 329 | 91 | 78.3% |
| | 400 - 599 | 1602 | 1309 | 293 | 81.7% |
| | 600 or More | 221 | 190 | 31 | 86.0% |

| Cohort | SAT VERB SCORE | Entered | Returned | Dropped | % Retained |
|---------------|-----------------------|----------------|-----------------|----------------|-------------------|
| Fall 2002 | 399 or Less | 427 | 348 | 79 | 81.5% |
| | 400 - 599 | 1216 | 998 | 218 | 82.1% |
| | 600 or More | 153 | 134 | 19 | 87.6% |
| Fall 2003 | 399 or Less | 490 | 409 | 81 | 83.5% |
| | 400 - 599 | 1450 | 1230 | 220 | 84.8% |
| | 600 or More | 193 | 163 | 30 | 84.5% |
| Fall 2004 | 399 or Less | 427 | 358 | 69 | 83.8% |
| | 400 - 599 | 1379 | 1191 | 188 | 86.4% |
| | 600 or More | 180 | 155 | 25 | 86.1% |
| Fall 2005 | 399 or Less | 497 | 408 | 89 | 82.1% |
| | 400 - 599 | 1402 | 1160 | 242 | 82.7% |
| | 600 or More | 183 | 162 | 21 | 88.5% |
| Fall 2006 | 399 or Less | 565 | 446 | 119 | 78.9% |
| | 400 - 599 | 1496 | 1235 | 261 | 82.6% |
| | 600 or More | 181 | 147 | 34 | 81.2% |

First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts



First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

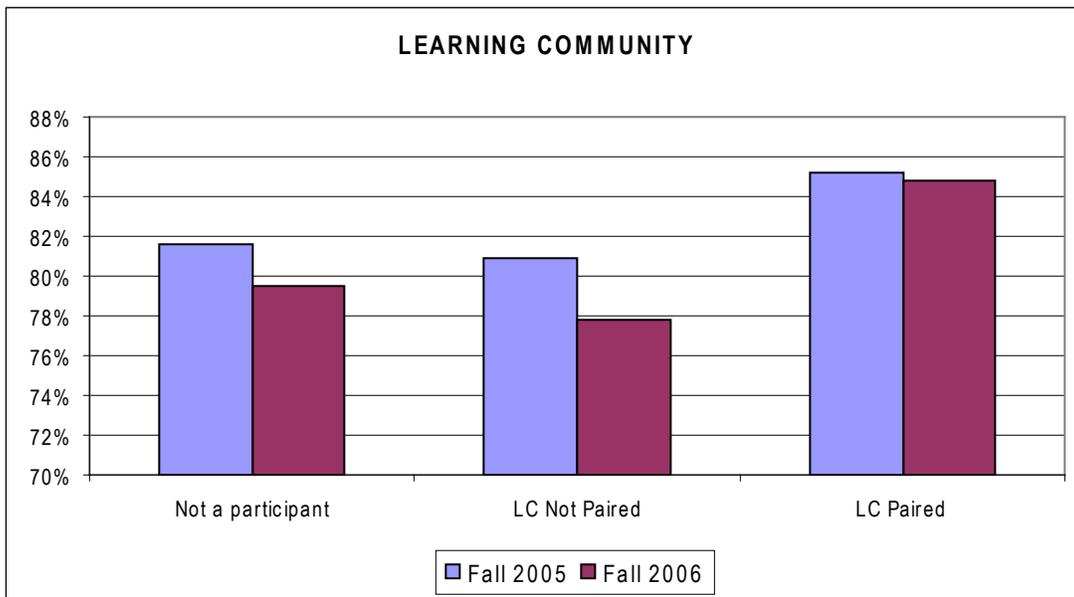
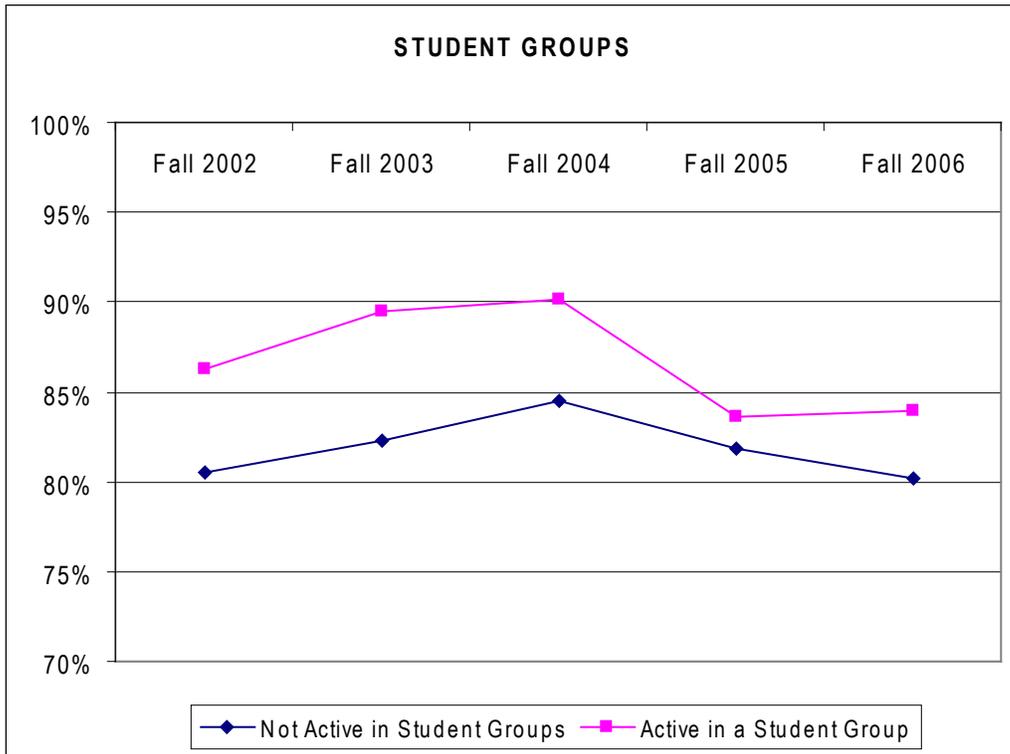
| Cohort | STUDENT GROUPS* | Entered | Returned | Dropped | % Retained |
|---------------|------------------------------|----------------|-----------------|----------------|-------------------|
| Fall 2002 | Not Active in Student Groups | 1652 | 1330 | 322 | 80.5% |
| | Active in a Student Group | 531 | 458 | 73 | 86.3% |
| Fall 2003 | Not Active in Student Groups | 1951 | 1605 | 346 | 82.3% |
| | Active in a Student Group | 513 | 459 | 54 | 89.5% |
| Fall 2004 | Not Active in Student Groups | 1772 | 1497 | 275 | 84.5% |
| | Active in a Student Group | 446 | 402 | 44 | 90.1% |
| Fall 2005 | Not Active in Student Groups | 1829 | 1497 | 332 | 81.8% |
| | Active in a Student Group | 518 | 433 | 85 | 83.6% |
| Fall 2006 | Not Active in Student Groups | 2043 | 1639 | 404 | 80.2% |
| | Active in a Student Group | 475 | 399 | 76 | 84.0% |

*List of student groups and number of First-Time Full-Time Freshmen (Query of 10/01/07)

| | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 |
|------|-----------|-----------|-----------|-----------|-----------|
| AFTC | 0 | 0 | 0 | 3 | 0 |
| ARTC | 0 | 0 | 0 | 0 | 4 |
| ENBR | 190 | 180 | 195 | 264 | 288 |
| ESBR | 172 | 136 | 92 | 92 | 94 |
| HCOP | 17 | 71 | 43 | 35 | 44 |
| SMHR | 71 | 63 | 34 | 45 | 45 |
| SSS | 37 | 15 | 27 | 45 | 26 |
| UMSS | 79 | 81 | 83 | 85 | 0 |
| CAMP | 0 | 0 | 0 | 0 | 0 |
| MESA | 0 | 0 | 0 | 0 | 0 |

| Cohort | LEARNING COMMUNITY | Entered | Returned | Dropped | % Retained |
|---------------|---------------------------|----------------|-----------------|----------------|-------------------|
| Fall 2005 | Not a participant | 1668 | 1361 | 307 | 81.6% |
| | LC Not Paired | 225 | 182 | 43 | 80.9% |
| | LC Paired | 454 | 387 | 67 | 85.2% |
| Fall 2006 | Not a participant | 1697 | 1349 | 348 | 79.5% |
| | LC Not Paired | 99 | 77 | 22 | 77.8% |
| | LC Paired | 722 | 612 | 110 | 84.8% |

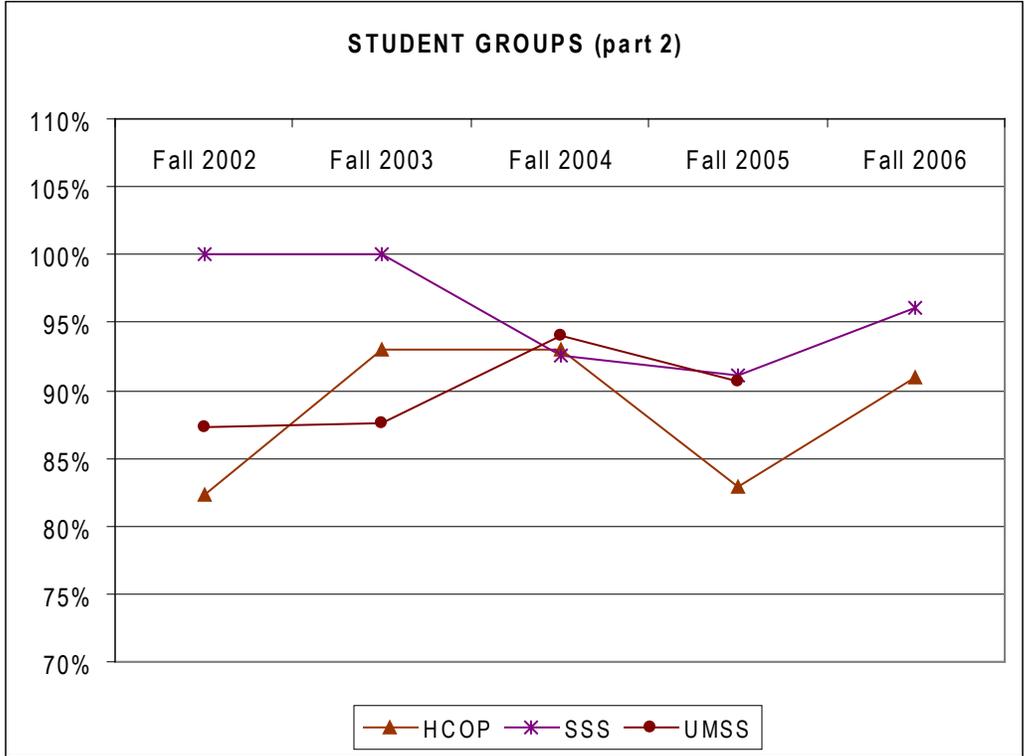
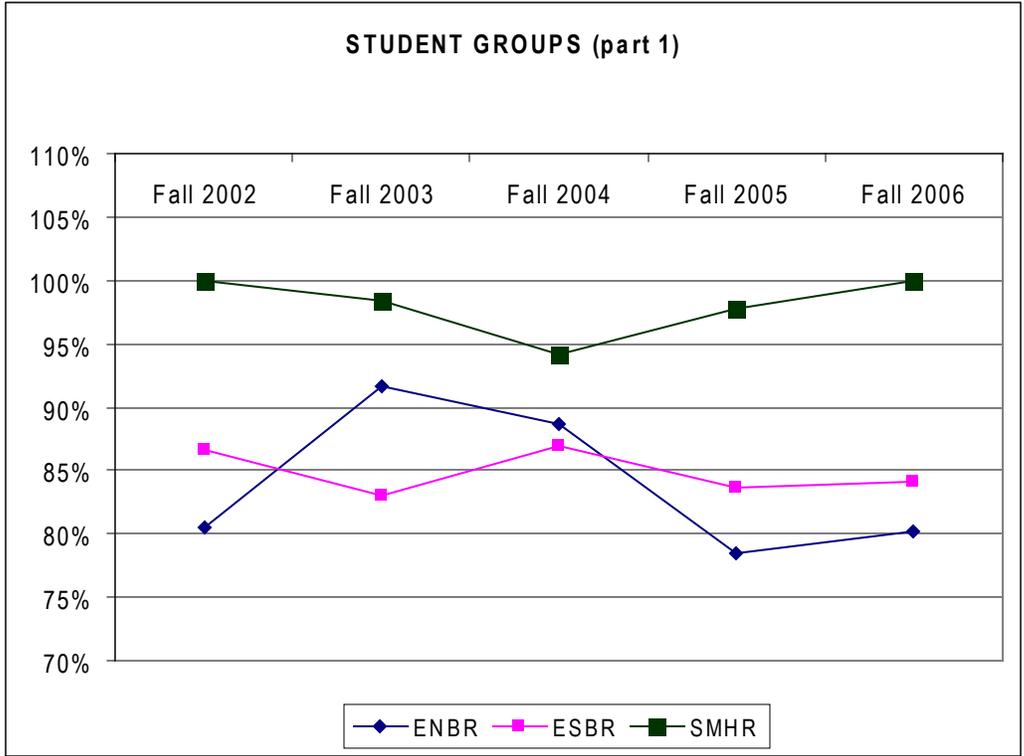
First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts



First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

| Cohort | STUDENT GROUPS | Entered | Returned | Dropped | % Retained |
|---------------|-----------------------|----------------|-----------------|----------------|-------------------|
| Fall 2002 | ENBR | 190 | 153 | 37 | 80.5% |
| | ESBR | 172 | 149 | 23 | 86.6% |
| | HCOP | 17 | 14 | 3 | 82.4% |
| | SMHR | 71 | 71 | | 100.0% |
| | SSS | 37 | 37 | | 100.0% |
| | UMSS | 79 | 69 | 10 | 87.3% |
| Fall 2003 | ENBR | 180 | 165 | 15 | 91.7% |
| | ESBR | 136 | 113 | 23 | 83.1% |
| | HCOP | 71 | 66 | 5 | 93.0% |
| | SMHR | 63 | 62 | 1 | 98.4% |
| | SSS | 15 | 15 | | 100.0% |
| | UMSS | 81 | 71 | 10 | 87.7% |
| Fall 2004 | ENBR | 195 | 173 | 22 | 88.7% |
| | ESBR | 92 | 80 | 12 | 87.0% |
| | HCOP | 43 | 40 | 3 | 93.0% |
| | SMHR | 34 | 32 | 2 | 94.1% |
| | SSS | 27 | 25 | 2 | 92.6% |
| | UMSS | 83 | 78 | 5 | 94.0% |
| Fall 2005 | AFTC | 3 | 3 | | 100.0% |
| | ENBR | 264 | 207 | 57 | 78.4% |
| | ESBR | 92 | 77 | 15 | 83.7% |
| | HCOP | 35 | 29 | 6 | 82.9% |
| | SMHR | 45 | 44 | 1 | 97.8% |
| | SSS | 45 | 41 | 4 | 91.1% |
| | UMSS | 85 | 77 | 8 | 90.6% |
| Fall 2006 | ARTC | 4 | 4 | | 100.0% |
| | ENBR | 288 | 231 | 57 | 80.2% |
| | ESBR | 94 | 79 | 15 | 84.0% |
| | HCOP | 44 | 40 | 4 | 90.9% |
| | SMHR | 45 | 45 | | 100.0% |
| | SSS | 26 | 25 | 1 | 96.2% |

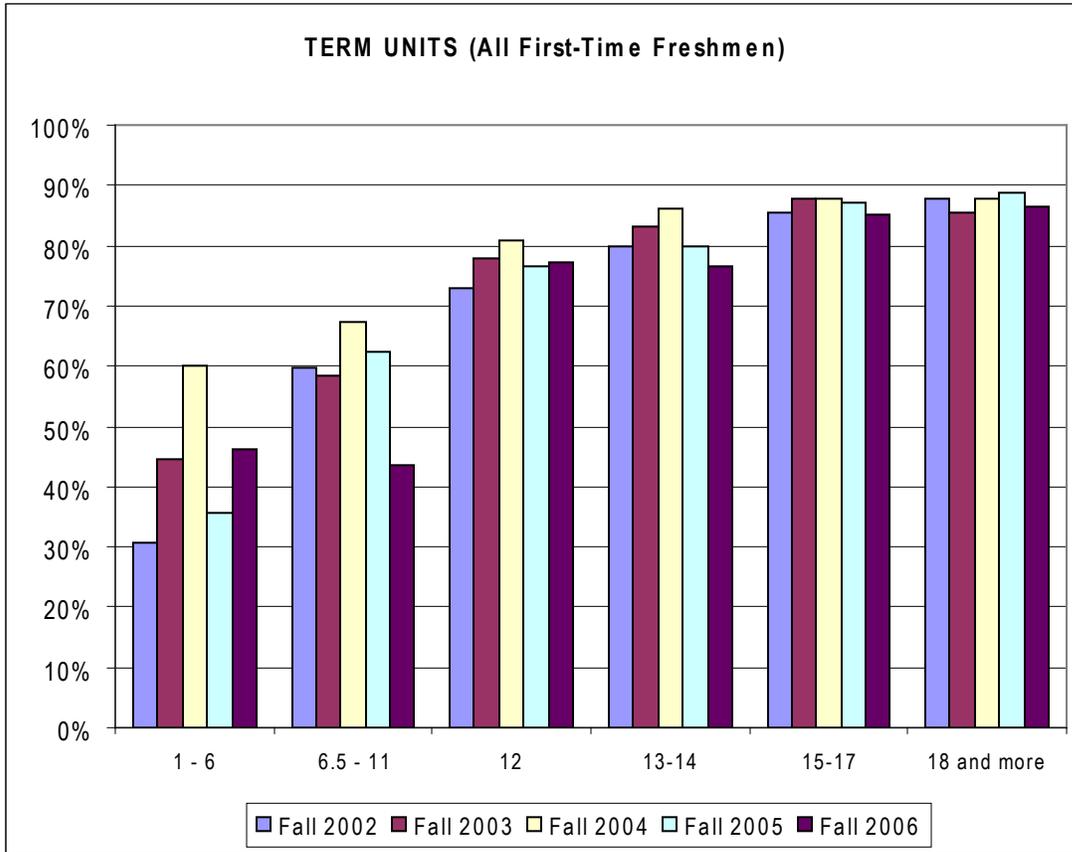
First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts



First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

| Cohort | UNITS (All First-Time Freshmen) | Entered | Returned | Dropped | % Retained |
|---------------|--|----------------|-----------------|----------------|-------------------|
| Fall 2002 | 1 - 6 | 13 | 4 | 9 | 30.8% |
| | 6.5 - 11 | 107 | 64 | 43 | 59.8% |
| | 12 | 419 | 306 | 113 | 73.0% |
| | 13-14 | 604 | 483 | 121 | 80.0% |
| | 15-17 | 855 | 731 | 124 | 85.5% |
| | 18 and more | 305 | 268 | 37 | 87.9% |
| Fall 2003 | 1 - 6 | 27 | 12 | 15 | 44.4% |
| | 6.5 - 11 | 103 | 60 | 43 | 58.3% |
| | 12 | 627 | 489 | 138 | 78.0% |
| | 13-14 | 699 | 582 | 117 | 83.3% |
| | 15-17 | 860 | 755 | 105 | 87.8% |
| | 18 and more | 278 | 238 | 40 | 85.6% |
| Fall 2004 | 1 - 6 | 20 | 12 | 8 | 60.0% |
| | 6.5 - 11 | 64 | 43 | 21 | 67.2% |
| | 12 | 525 | 424 | 101 | 80.8% |
| | 13-14 | 659 | 567 | 92 | 86.0% |
| | 15-17 | 794 | 697 | 97 | 87.8% |
| | 18 and more | 240 | 211 | 29 | 87.9% |
| Fall 2005 | 1 - 6 | 14 | 5 | 9 | 35.7% |
| | 6.5 - 11 | 77 | 48 | 29 | 62.3% |
| | 12 | 592 | 453 | 139 | 76.5% |
| | 13-14 | 763 | 610 | 153 | 79.9% |
| | 15-17 | 794 | 691 | 103 | 87.0% |
| | 18 and more | 198 | 176 | 22 | 88.9% |
| Fall 2006 | 1 - 6 | 13 | 6 | 7 | 46.2% |
| | 6.5 - 11 | 71 | 31 | 40 | 43.7% |
| | 12 | 736 | 568 | 168 | 77.2% |
| | 13-14 | 583 | 447 | 136 | 76.7% |
| | 15-17 | 962 | 818 | 144 | 85.0% |
| | 18 and more | 237 | 205 | 32 | 86.5% |

First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts



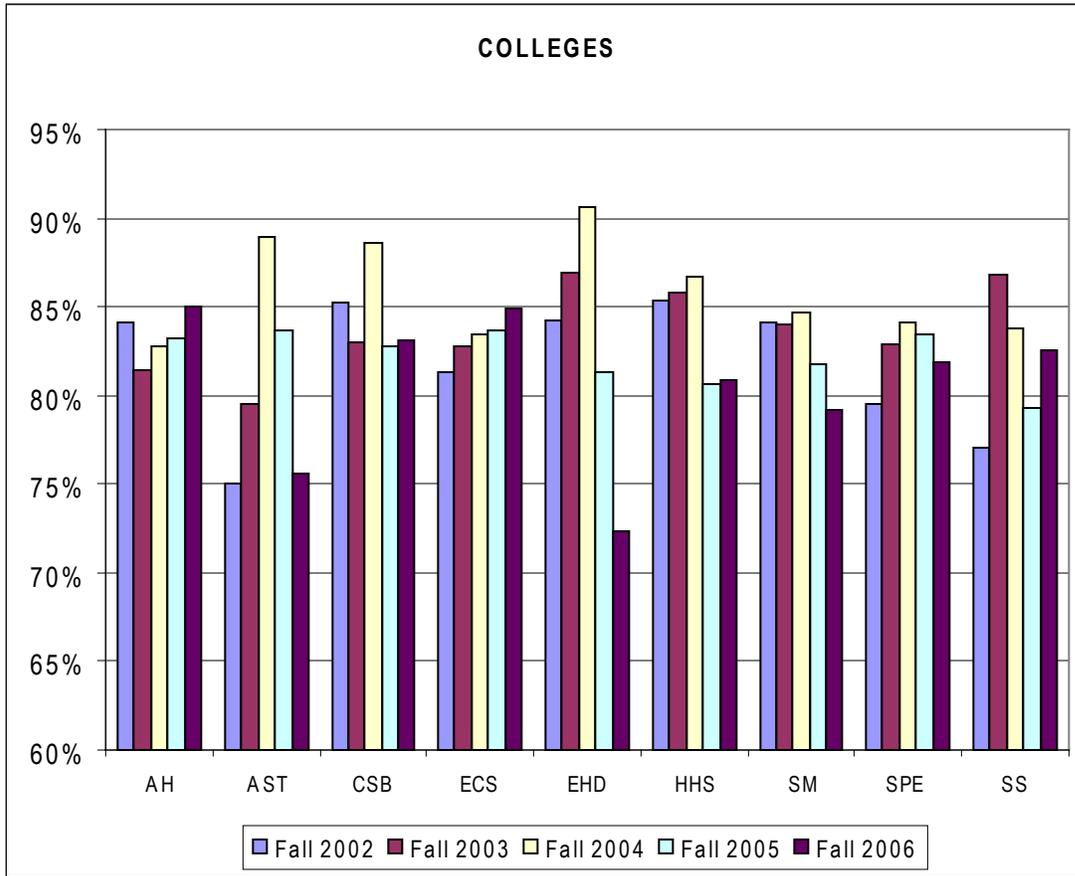
First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

| Cohort | ADMISSION STATUS | Entered | Returned | Dropped | % Retained |
|---------------|-------------------------|----------------|-----------------|----------------|-------------------|
| Fall 2002 | Admitted | 1807 | 1461 | 346 | 80.9% |
| | Conditional Admit | 371 | 323 | 48 | 87.1% |
| | Provisional Admit | 4 | 4 | | 100.0% |
| Fall 2003 | Admitted | 1798 | 1526 | 272 | 84.9% |
| | Conditional Admit | 661 | 534 | 127 | 80.8% |
| | Provisional Admit | 1 | 1 | | 100.0% |
| Fall 2004 | Admitted | 1835 | 1582 | 253 | 86.2% |
| | Conditional Admit | 376 | 310 | 66 | 82.4% |
| Fall 2005 | Admitted | 2038 | 1693 | 345 | 83.1% |
| | Conditional Admit | 308 | 236 | 72 | 76.6% |
| Fall 2006 | Admitted | 2479 | 2010 | 469 | 81.1% |
| | Conditional Admit | 37 | 27 | 10 | 73.0% |
| | Provisional Admit | 2 | 1 | 1 | 50.0% |

First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

| Cohort | COLLEGES | Entered | Returned | Dropped | % Retained |
|-----------|----------|---------|----------|---------|------------|
| Fall 2002 | AH | 189 | 159 | 30 | 84.1% |
| | AST | 100 | 75 | 25 | 75.0% |
| | CSB | 271 | 231 | 40 | 85.2% |
| | ECS | 203 | 165 | 38 | 81.3% |
| | EHD | 215 | 181 | 34 | 84.2% |
| | HHS | 245 | 209 | 36 | 85.3% |
| | SM | 208 | 175 | 33 | 84.1% |
| | SPE | 560 | 445 | 115 | 79.5% |
| | SS | 192 | 148 | 44 | 77.1% |
| Fall 2003 | AH | 210 | 171 | 39 | 81.4% |
| | AST | 127 | 101 | 26 | 79.5% |
| | CSB | 306 | 254 | 52 | 83.0% |
| | ECS | 227 | 188 | 39 | 82.8% |
| | EHD | 215 | 187 | 28 | 87.0% |
| | HHS | 296 | 254 | 42 | 85.8% |
| | SM | 313 | 263 | 50 | 84.0% |
| | SPE | 580 | 481 | 99 | 82.9% |
| | SS | 189 | 164 | 25 | 86.8% |
| Fall 2004 | AH | 215 | 178 | 37 | 82.8% |
| | AST | 145 | 129 | 16 | 89.0% |
| | CSB | 238 | 211 | 27 | 88.7% |
| | ECS | 205 | 171 | 34 | 83.4% |
| | EHD | 149 | 135 | 14 | 90.6% |
| | HHS | 354 | 307 | 47 | 86.7% |
| | SM | 287 | 243 | 44 | 84.7% |
| | SPE | 428 | 360 | 68 | 84.1% |
| | SS | 197 | 165 | 32 | 83.8% |
| Fall 2005 | AH | 220 | 183 | 37 | 83.2% |
| | AST | 141 | 118 | 23 | 83.7% |
| | CE | 186 | 154 | 32 | 82.8% |
| | CSB | 301 | 252 | 49 | 83.7% |
| | EHD | 139 | 113 | 26 | 81.3% |
| | HHS | 351 | 283 | 68 | 80.6% |
| | SM | 339 | 277 | 62 | 81.7% |
| | SPE | 458 | 382 | 76 | 83.4% |
| | SS | 212 | 168 | 44 | 79.2% |
| Fall 2006 | AH | 260 | 221 | 39 | 85.0% |
| | AST | 156 | 118 | 38 | 75.6% |
| | CSB | 337 | 280 | 57 | 83.1% |
| | ED | 119 | 101 | 18 | 84.9% |
| | ENG | 177 | 128 | 49 | 72.3% |
| | HHS | 398 | 322 | 76 | 80.9% |
| | SM | 389 | 308 | 81 | 79.2% |
| | SPE | 479 | 392 | 87 | 81.8% |
| | SS | 201 | 166 | 35 | 82.6% |

First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

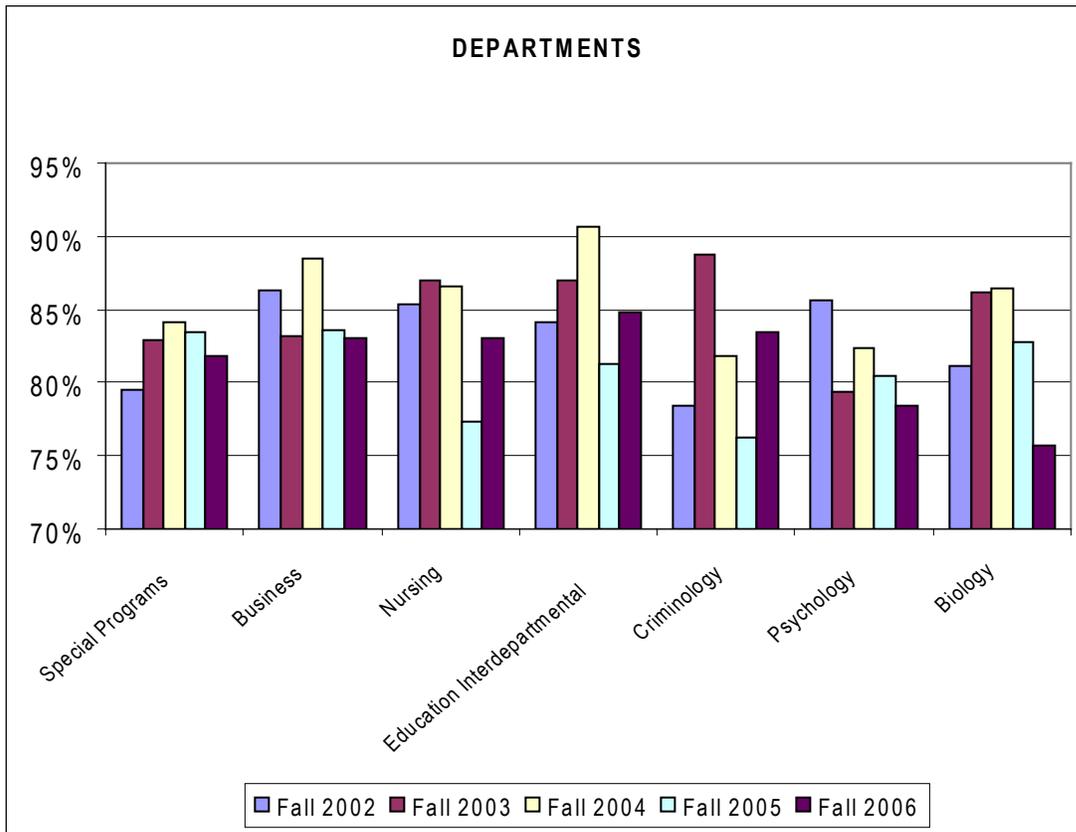


First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

| Cohort | DEPARTMENTS (For Top 7 Largest Enrollments in 2006) | Entered | Returned | Dropped | % Retained |
|---------------|---|----------------|-----------------|----------------|-------------------|
| Fall 2002 | Special Programs | 560 | 445 | 115 | 79.5% |
| | Business | 262 | 226 | 36 | 86.3% |
| | Nursing | 116 | 99 | 17 | 85.3% |
| | Education Interdepartmental | 215 | 181 | 34 | 84.2% |
| | Criminology | 111 | 87 | 24 | 78.4% |
| | Psychology | 97 | 83 | 14 | 85.6% |
| | Biology | 69 | 56 | 13 | 81.2% |
| Fall 2003 | Special Programs | 580 | 481 | 99 | 82.9% |
| | Business | 297 | 247 | 50 | 83.2% |
| | Nursing | 139 | 121 | 18 | 87.1% |
| | Education Interdepartmental | 215 | 187 | 28 | 87.0% |
| | Criminology | 116 | 103 | 13 | 88.8% |
| | Psychology | 116 | 92 | 24 | 79.3% |
| | Biology | 130 | 112 | 18 | 86.2% |
| Fall 2004 | Special Programs | 428 | 360 | 68 | 84.1% |
| | Business | 235 | 208 | 27 | 88.5% |
| | Nursing | 186 | 161 | 25 | 86.6% |
| | Education Interdepartmental | 149 | 135 | 14 | 90.6% |
| | Criminology | 132 | 108 | 24 | 81.8% |
| | Psychology | 108 | 89 | 19 | 82.4% |
| | Biology | 96 | 83 | 13 | 86.5% |
| Fall 2005 | Special Programs | 458 | 382 | 76 | 83.4% |
| | Business | 298 | 249 | 49 | 83.6% |
| | Nursing | 190 | 147 | 43 | 77.4% |
| | Education Interdepartmental | 139 | 113 | 26 | 81.3% |
| | Criminology | 126 | 96 | 30 | 76.2% |
| | Psychology | 118 | 95 | 23 | 80.5% |
| | Biology | 99 | 82 | 17 | 82.8% |
| Fall 2006 | Special Programs | 479 | 392 | 87 | 81.8% |
| | Business | 337 | 280 | 57 | 83.1% |
| | Nursing | 212 | 176 | 36 | 83.0% |
| | Education Interdepartmental | 119 | 101 | 18 | 84.9% |
| | Criminology | 127 | 106 | 21 | 83.5% |
| | Psychology | 139 | 109 | 30 | 78.4% |
| | Biology | 115 | 87 | 28 | 75.7% |

| Cohort | DEPARTMENTS (Bottom 12 departments with over 25 students enrolled in 2006) | Entered | Returned | Dropped | % Retained |
|---------------|--|----------------|-----------------|----------------|-------------------|
| Fall 2006 | Elect & Computer Engineering | 64 | 37 | 27 | 57.8% |
| | Kinesiology | 66 | 46 | 20 | 69.7% |
| | Child Family & Consumer Sci | 37 | 26 | 11 | 70.3% |
| | English | 28 | 21 | 7 | 75.0% |
| | Animal Sciences & Ag Education | 73 | 55 | 18 | 75.3% |
| | Biology | 115 | 87 | 28 | 75.7% |
| | Computer Science | 38 | 29 | 9 | 76.3% |
| | Mathematics | 35 | 27 | 8 | 77.1% |
| | Civil & Geomat Engr & Const | 62 | 48 | 14 | 77.4% |
| | Psychology | 139 | 109 | 30 | 78.4% |
| | History | 42 | 33 | 9 | 78.6% |
| | Special Programs (Undeclared Major) | 479 | 392 | 87 | 81.8% |

First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

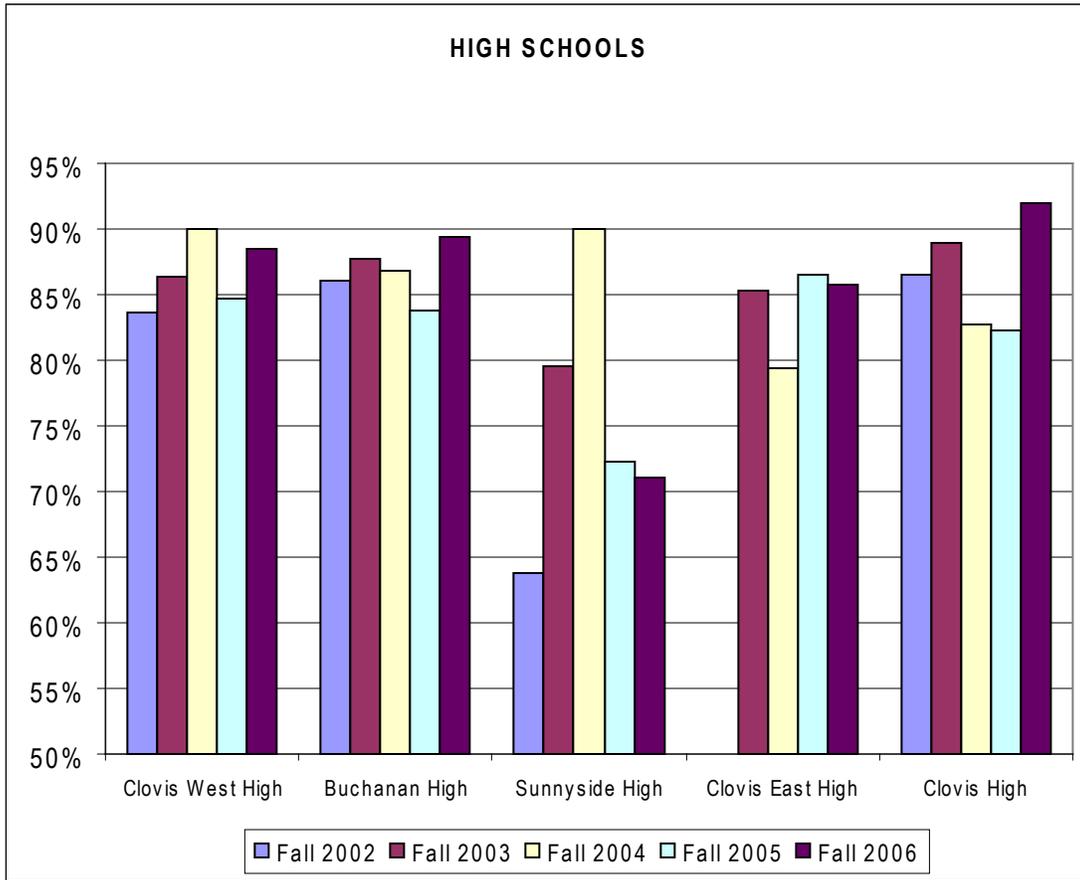


First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts

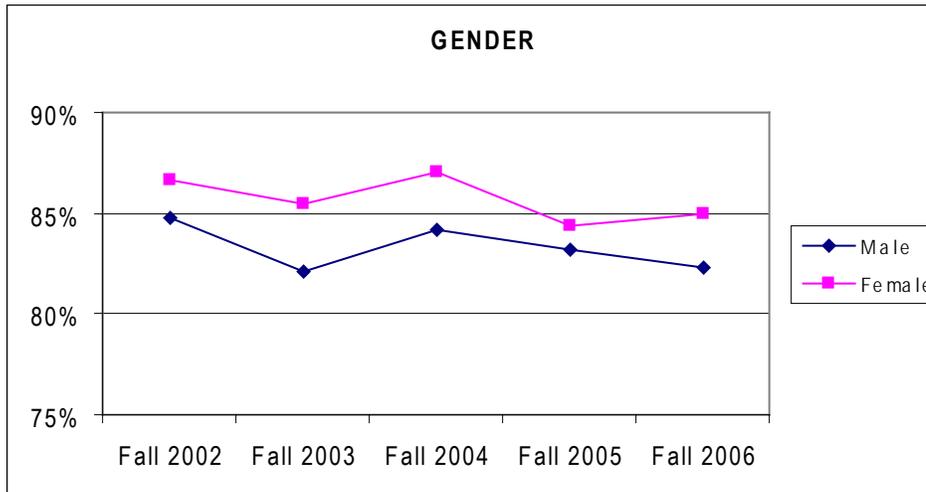
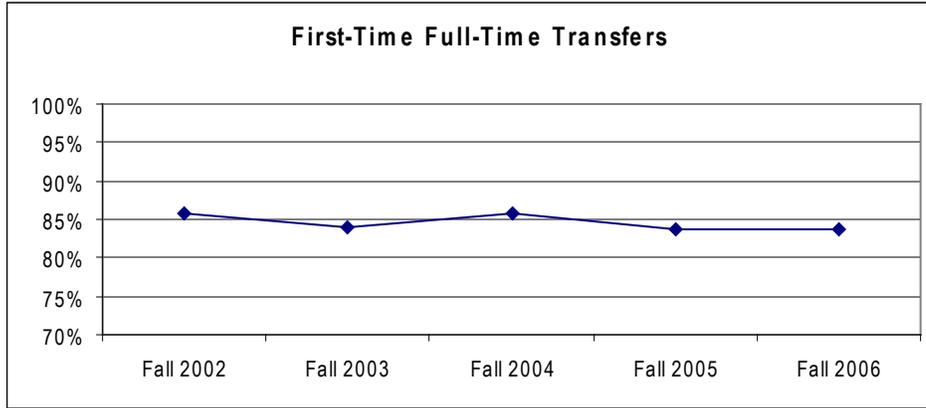
| Cohort | HIGH SCHOOLS (For Top 7 Largest Enrollments in 2006) | Entered | Returned | Dropped | % Retained |
|---------------|--|----------------|-----------------|----------------|-------------------|
| Fall 2002 | Clovis West High | 98 | 82 | 16 | 83.7% |
| | Buchanan High | 86 | 74 | 12 | 86.0% |
| | Sunnyside High | 69 | 44 | 25 | 63.8% |
| | Clovis East High | 0 | 0 | 0 | 0.0% |
| | Clovis High | 89 | 77 | 12 | 86.5% |
| Fall 2003 | Clovis West High | 125 | 108 | 17 | 86.4% |
| | Buchanan High | 57 | 50 | 7 | 87.7% |
| | Sunnyside High | 98 | 78 | 20 | 79.6% |
| | Clovis East High | 41 | 35 | 6 | 85.4% |
| | Clovis High | 91 | 81 | 10 | 89.0% |
| Fall 2004 | Clovis West High | 110 | 99 | 11 | 90.0% |
| | Buchanan High | 53 | 46 | 7 | 86.8% |
| | Sunnyside High | 90 | 81 | 9 | 90.0% |
| | Clovis East High | 63 | 50 | 13 | 79.4% |
| | Clovis High | 52 | 43 | 9 | 82.7% |
| Fall 2005 | Clovis West High | 98 | 83 | 15 | 84.7% |
| | Buchanan High | 74 | 62 | 12 | 83.8% |
| | Sunnyside High | 90 | 65 | 25 | 72.2% |
| | Clovis East High | 82 | 71 | 11 | 86.6% |
| | Clovis High | 62 | 51 | 11 | 82.3% |
| Fall 2006 | Clovis West High | 122 | 108 | 14 | 88.5% |
| | Buchanan High | 103 | 92 | 11 | 89.3% |
| | Sunnyside High | 83 | 59 | 24 | 71.1% |
| | Clovis East High | 91 | 78 | 13 | 85.7% |
| | Clovis High | 87 | 80 | 7 | 92.0% |

| Cohort | HIGH SCHOOLS (With over 25 students enrolled in 2006) | Entered | Returned | Dropped | % Retained |
|---------------|---|----------------|-----------------|----------------|-------------------|
| Fall 2006 | Sunnyside High | 83 | 59 | 24 | 71.1% |
| | Liberty High | 37 | 27 | 10 | 73.0% |
| | McLane High | 62 | 47 | 15 | 75.8% |
| | Edison High | 58 | 45 | 13 | 77.6% |
| | Bullard High | 72 | 57 | 15 | 79.2% |
| | Tulare High | 29 | 23 | 6 | 79.3% |
| | Sanger High | 45 | 36 | 9 | 80.0% |
| | Roosevelt High | 56 | 47 | 9 | 83.9% |
| | Clovis East High | 91 | 78 | 13 | 85.7% |
| | Madera High | 45 | 39 | 6 | 86.7% |
| | Herbert Hoover High | 53 | 46 | 7 | 86.8% |
| | Fresno High | 31 | 27 | 4 | 87.1% |
| | Kerman High | 31 | 27 | 4 | 87.1% |
| | Clovis West High | 122 | 108 | 14 | 88.5% |
| | Tulare Western High | 35 | 31 | 4 | 88.6% |
| | Central High | 45 | 40 | 5 | 88.9% |
| | Buchanan High | 103 | 92 | 11 | 89.3% |
| | Central High East Campus | 30 | 27 | 3 | 90.0% |
| | Clovis High | 87 | 80 | 7 | 92.0% |
| | Duncan (Erma) Polytechnical High | 28 | 26 | 2 | 92.9% |

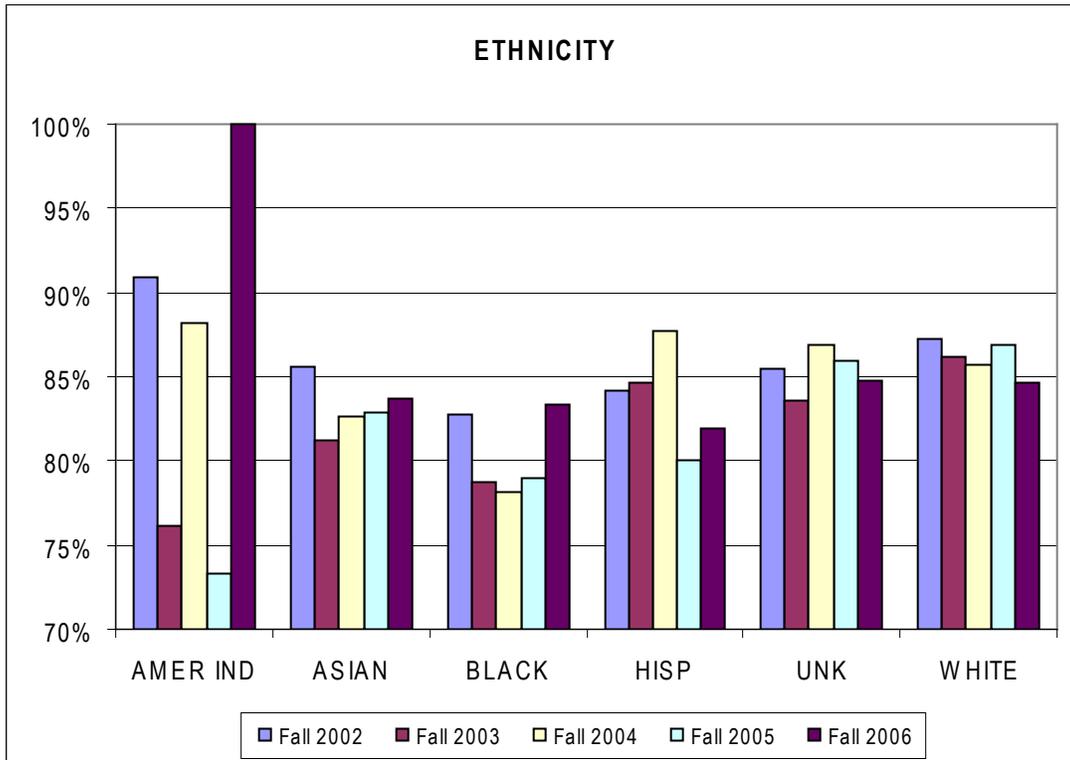
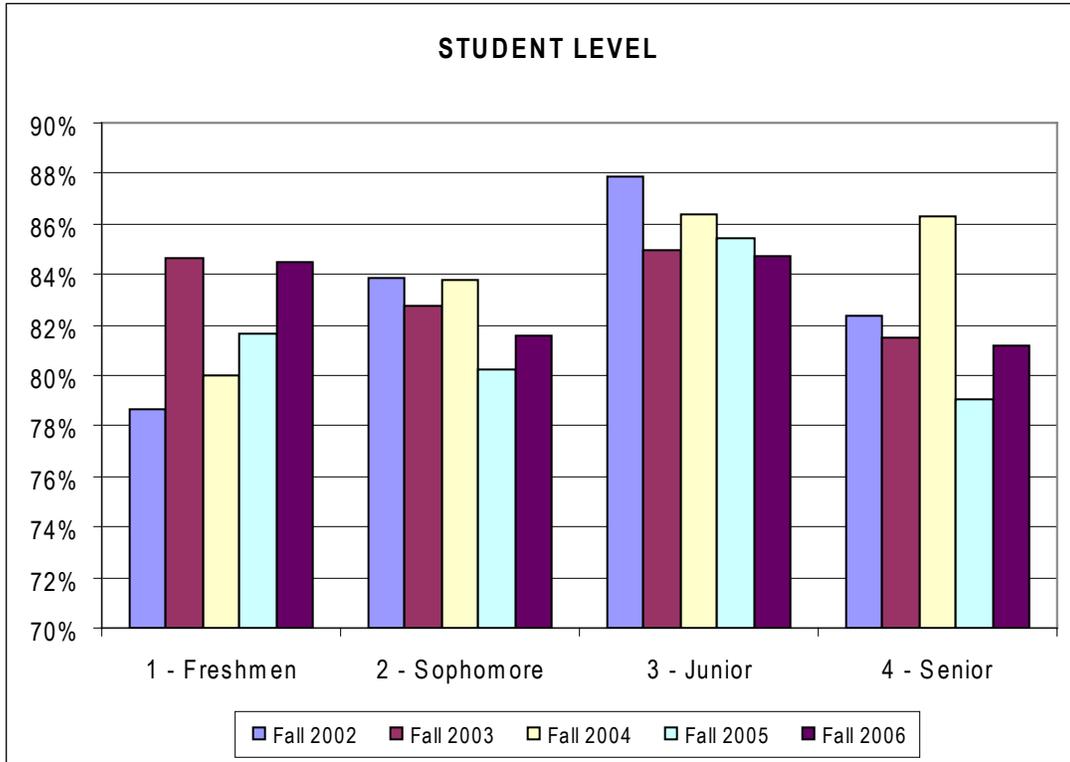
First-Year Retention Rates of First-Time Full-Time Freshmen, Fall 2002-2006 Cohorts



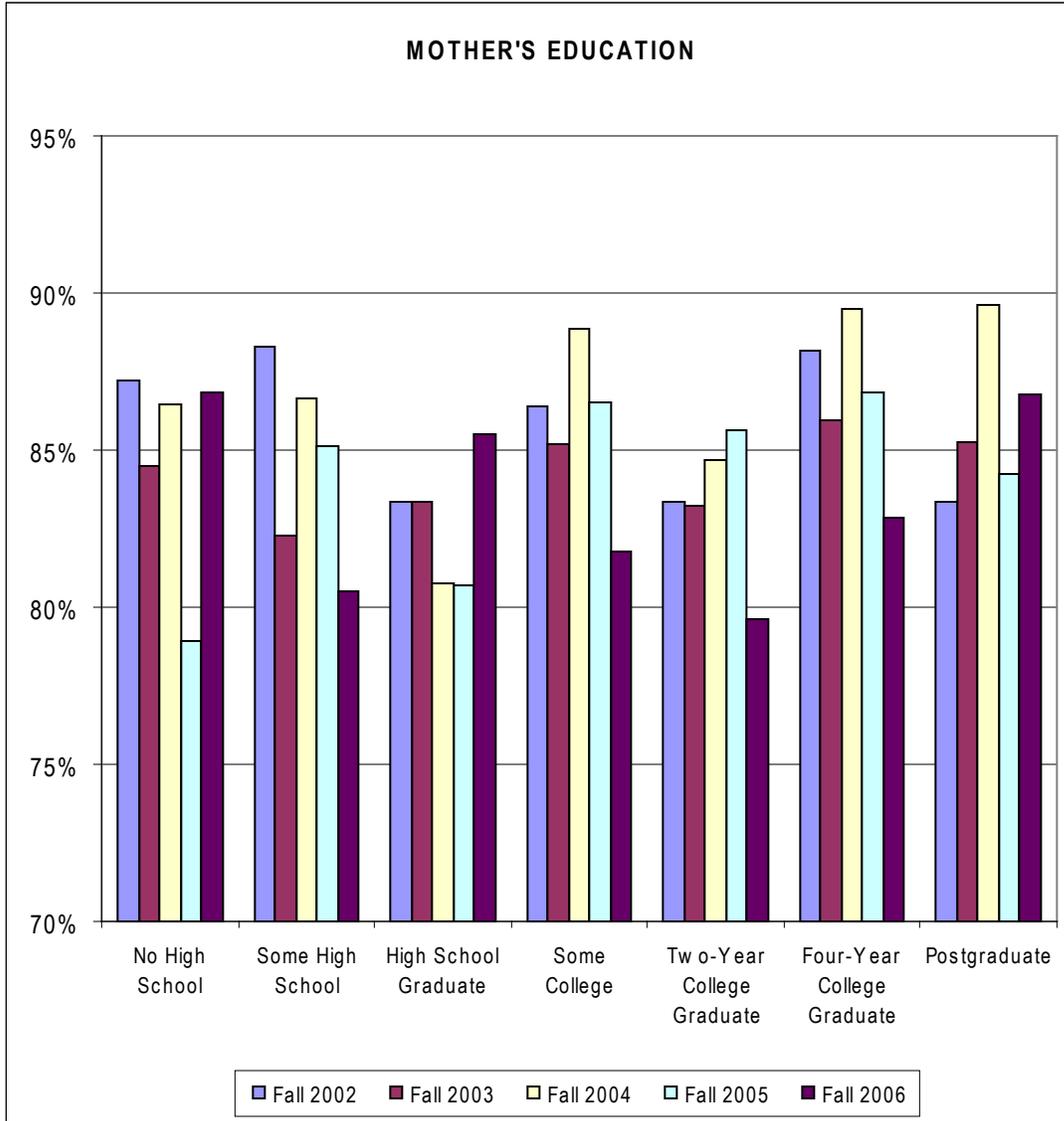
New Full-Time UGRD Transfers, Fall 2002-2006 Cohorts



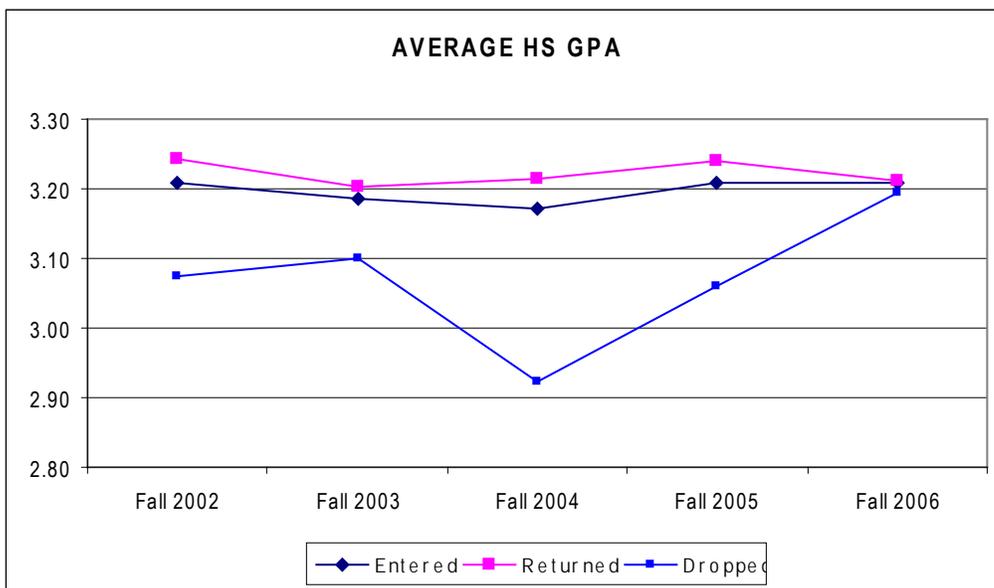
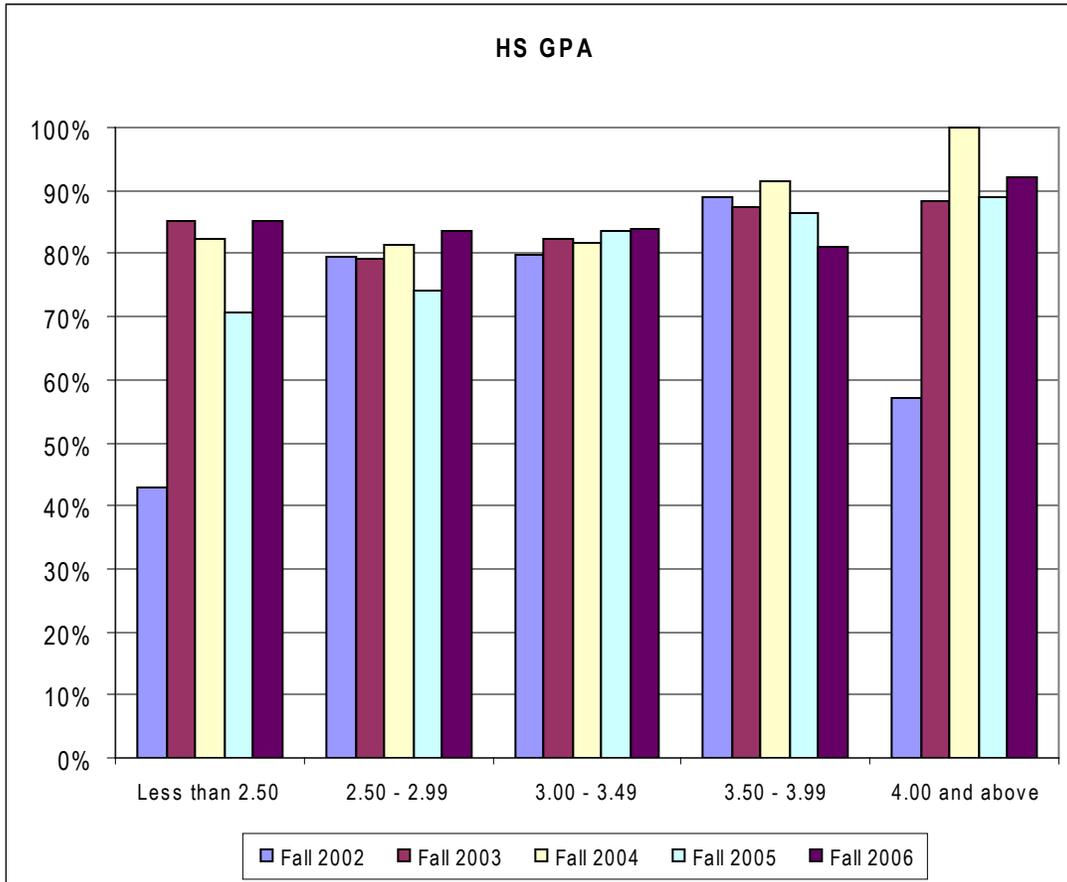
New Full-Time UGRD Transfers, Fall 2002-2006 Cohorts



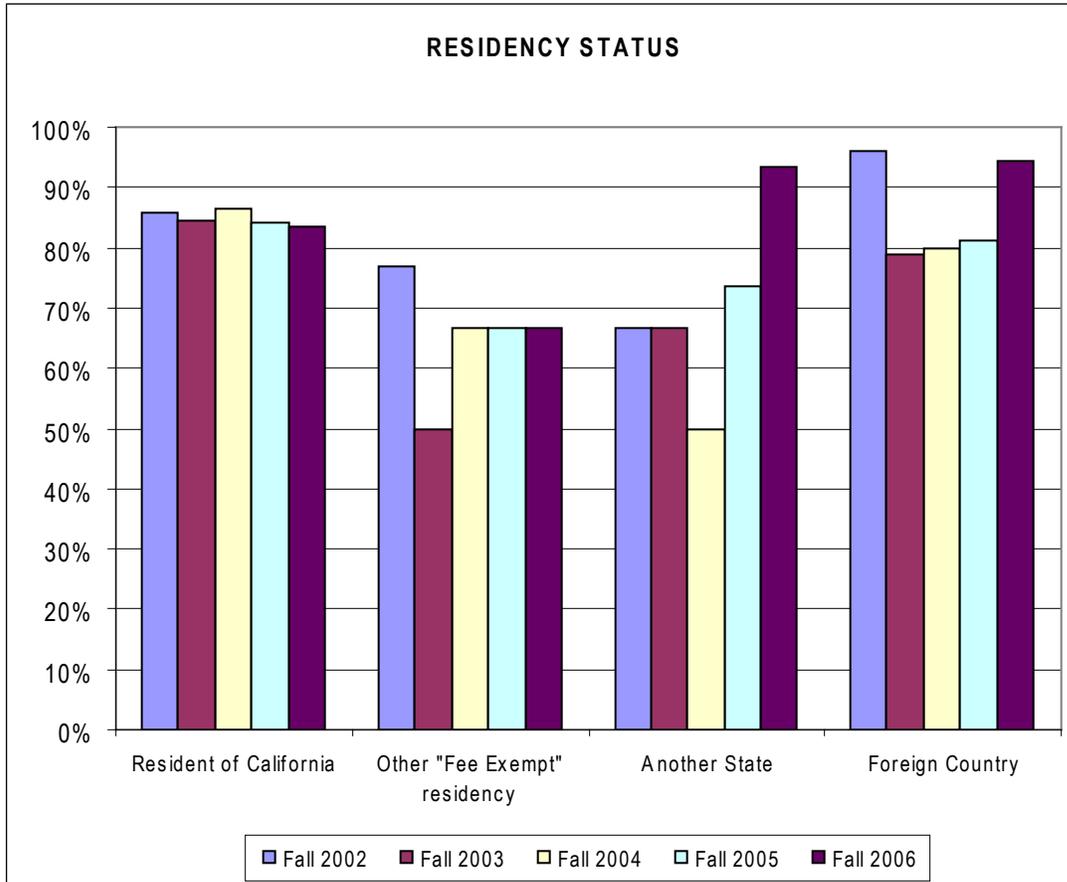
New Full-Time UGRD Transfers, Fall 2002-2006 Cohorts



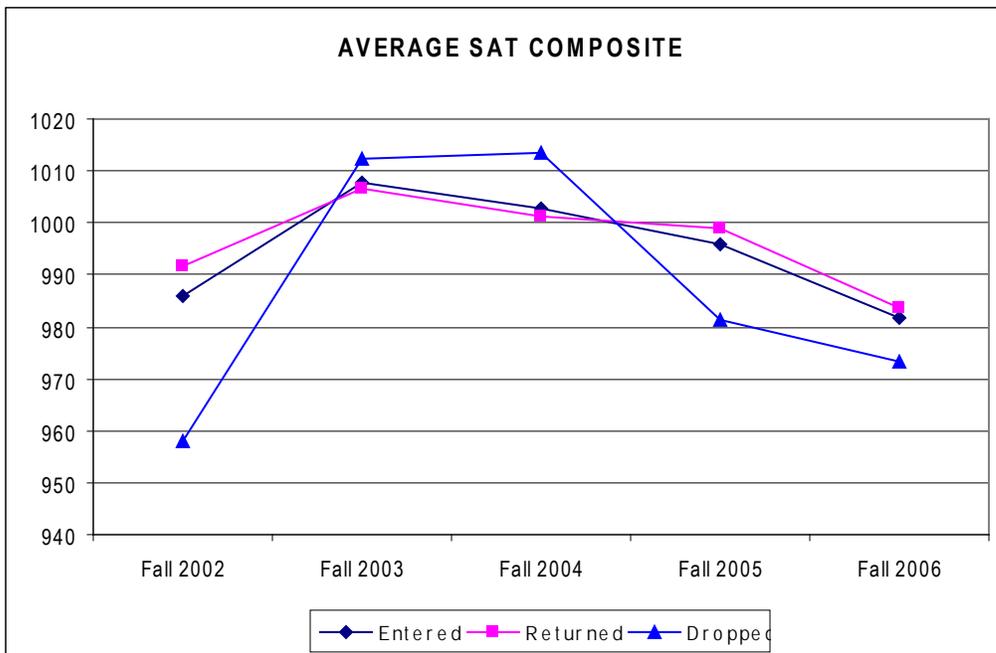
New Full-Time UGRD Transfers, Fall 2002-2006 Cohorts



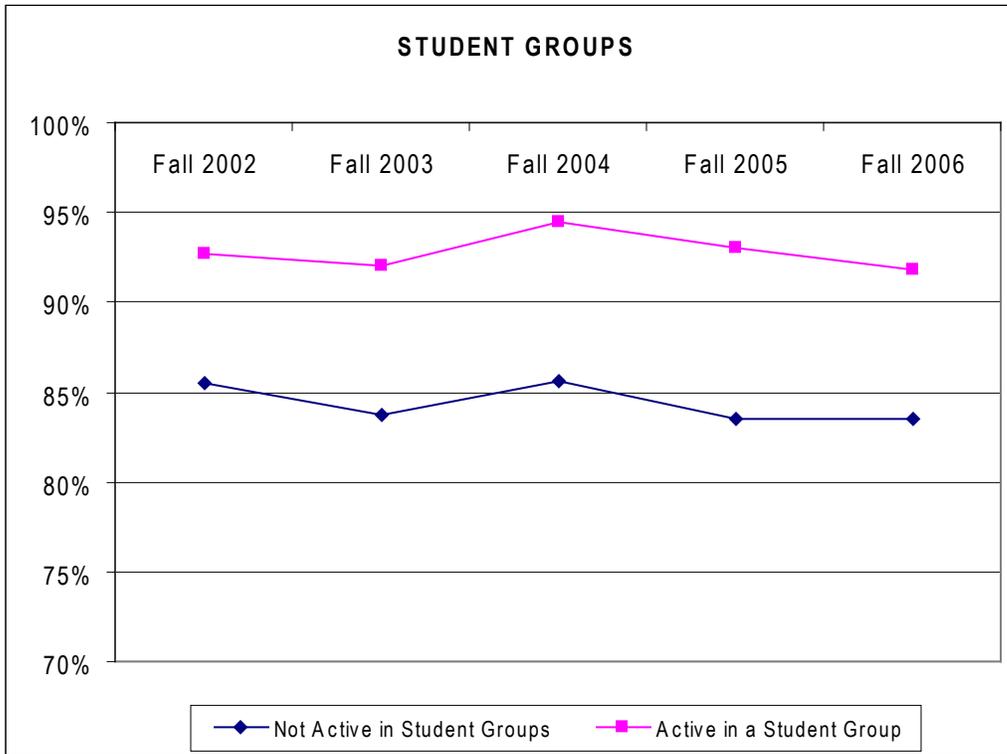
New Full-Time UGRD Transfers, Fall 2002-2006 Cohorts



New Full-Time UGRD Transfers, Fall 2002-2006 Cohorts



New Full-Time UGRD Transfers, Fall 2002-2006 Cohorts



New Full-Time UGRD Transfers, Fall 2002-2006 Cohorts

| Cohort | UNITS (All New UGRD Transfers) | Entered | Returned | Dropped | % Retained |
|-----------|--------------------------------|---------|----------|---------|------------|
| Fall 2002 | AH | 198 | 172 | 26 | 86.9% |
| | AST | 105 | 87 | 18 | 82.9% |
| | CSB | 223 | 187 | 36 | 83.9% |
| | ECS | 107 | 89 | 18 | 83.2% |
| | EHD | 284 | 260 | 24 | 91.5% |
| | HHS | 232 | 203 | 29 | 87.5% |
| | SM | 158 | 135 | 23 | 85.4% |
| | SPE | 84 | 66 | 18 | 78.6% |
| | SS | 179 | 148 | 31 | 82.7% |
| Fall 2003 | AH | 223 | 174 | 49 | 78.0% |
| | AST | 123 | 104 | 19 | 84.6% |
| | CSB | 264 | 215 | 49 | 81.4% |
| | ECS | 118 | 100 | 18 | 84.7% |
| | EHD | 292 | 268 | 24 | 91.8% |
| | EXT | 6 | 3 | 3 | 50.0% |
| | HHS | 244 | 212 | 32 | 86.9% |
| | SM | 191 | 156 | 35 | 81.7% |
| | SPE | 104 | 80 | 24 | 76.9% |
| | SS | 193 | 166 | 27 | 86.0% |
| Fall 2004 | AH | 157 | 135 | 22 | 86.0% |
| | AST | 121 | 109 | 12 | 90.1% |
| | CSB | 211 | 178 | 33 | 84.4% |
| | ECS | 104 | 85 | 19 | 81.7% |
| | EHD | 181 | 160 | 21 | 88.4% |
| | HHS | 192 | 171 | 21 | 89.1% |
| | SM | 153 | 126 | 27 | 82.4% |
| | SPE | 44 | 38 | 6 | 86.4% |
| | SS | 190 | 159 | 31 | 83.7% |
| Fall 2005 | AH | 151 | 126 | 25 | 83.4% |
| | AST | 98 | 86 | 12 | 87.8% |
| | CE | 86 | 70 | 16 | 81.4% |
| | CSB | 250 | 199 | 51 | 79.6% |
| | EHD | 153 | 140 | 13 | 91.5% |
| | HHS | 238 | 202 | 36 | 84.9% |
| | SM | 185 | 145 | 40 | 78.4% |
| | SPE | 40 | 37 | 3 | 92.5% |
| | SS | 172 | 146 | 26 | 84.9% |
| Fall 2006 | AH | 189 | 171 | 18 | 90.5% |
| | AST | 131 | 111 | 20 | 84.7% |
| | CSB | 232 | 182 | 50 | 78.4% |
| | ED | 121 | 106 | 15 | 87.6% |
| | ENG | 89 | 72 | 17 | 80.9% |
| | HHS | 225 | 191 | 34 | 84.9% |
| | SM | 203 | 161 | 42 | 79.3% |
| | SPE | 50 | 44 | 6 | 88.0% |
| | SS | 147 | 124 | 23 | 84.4% |

New Full-Time UGRD Transfers, Fall 2002-2006 Cohorts

| Cohort | TRANSFERRING COLLEGE | Entered | Returned | Dropped | % Retained |
|--|------------------------------|---------|----------|---------|------------|
| (Colleges with 25 and more enrolled transfers in 2006) | | | | | |
| Fall 2002 | West Hills Community College | 45 | 38 | 7 | 84.4% |
| | Hartnell Community College | 26 | 22 | 4 | 84.6% |
| | Merced Community College | 47 | 40 | 7 | 85.1% |
| | Fresno City College | 479 | 409 | 70 | 85.4% |
| | College Of The Sequoias | 204 | 176 | 28 | 86.3% |
| | Bakersfield College | 16 | 14 | 2 | 87.5% |
| | Reedley College | 220 | 198 | 22 | 90.0% |
| | Modesto Junior College | 30 | 28 | 2 | 93.3% |
| Fall 2003 | Hartnell Community College | 26 | 20 | 6 | 76.9% |
| | Merced Community College | 50 | 40 | 10 | 80.0% |
| | Reedley College | 256 | 215 | 41 | 84.0% |
| | Bakersfield College | 25 | 21 | 4 | 84.0% |
| | Fresno City College | 539 | 459 | 80 | 85.2% |
| | West Hills Community College | 68 | 60 | 8 | 88.2% |
| | Modesto Junior College | 26 | 23 | 3 | 88.5% |
| | College Of The Sequoias | 212 | 189 | 23 | 89.2% |
| Fall 2004 | Hartnell Community College | 33 | 27 | 6 | 81.8% |
| | College Of The Sequoias | 131 | 111 | 20 | 84.7% |
| | Bakersfield College | 27 | 23 | 4 | 85.2% |
| | West Hills Community College | 62 | 53 | 9 | 85.5% |
| | Fresno City College | 462 | 395 | 67 | 85.5% |
| | Reedley College | 189 | 163 | 26 | 86.2% |
| | Merced Community College | 41 | 37 | 4 | 90.2% |
| | Modesto Junior College | 26 | 24 | 2 | 92.3% |
| Fall 2005 | Modesto Junior College | 18 | 13 | 5 | 72.2% |
| | Hartnell Community College | 23 | 18 | 5 | 78.3% |
| | Reedley College | 183 | 151 | 32 | 82.5% |
| | Merced Community College | 29 | 24 | 5 | 82.8% |
| | West Hills Community College | 65 | 55 | 10 | 84.6% |
| | Fresno City College | 407 | 352 | 55 | 86.5% |
| | College Of The Sequoias | 144 | 125 | 19 | 86.8% |
| | Bakersfield College | 32 | 28 | 4 | 87.5% |
| Fall 2006 | Bakersfield College | 29 | 22 | 7 | 75.9% |
| | Modesto Junior College | 41 | 33 | 8 | 80.5% |
| | College Of The Sequoias | 122 | 101 | 21 | 82.8% |
| | Fresno City College | 466 | 387 | 79 | 83.0% |
| | Merced Community College | 43 | 36 | 7 | 83.7% |
| | Reedley College | 193 | 162 | 31 | 83.9% |
| | West Hills Community College | 55 | 47 | 8 | 85.5% |
| | Hartnell Community College | 26 | 24 | 2 | 92.3% |



Retention Oversight Group Final Report

June 30, 2008

APPENDIX B: TRANSFERRING PATTERN FOR FIRST-YEAR LEAVERS



**Transferring Pattern for First-Year Leavers
Fall 2002 - Fall 2006 Cohorts**

Summary of Findings

- The proportion of students who transferred out within 3 semesters of the entry semester in Fresno State was somewhat consistent (around 50%) across five cohorts. (Fig. A1)
- Most of the students (76%) transferred out to a 2 year college. This proportion is somewhat consistent across five cohorts with the peak in fall 2005. (Fig. A1)
- Students who entered as first-time freshmen were more likely to transfer out than those who came to Fresno State as transfers (on average 57% vs 40%). (Fig. B1 and C1)
- When transferring out, students who came to Fresno State as transfers were more likely to enroll to a 4 year college than those who came as first-time freshmen. (Fig C3 vs Fig B3)
- Students outside of Fresno area, those with higher first-term GPA, and those with higher dependent income were more likely to transfer out. (Fig. A2, A4, A6). This pattern was consistent for those who came to Fresno State as first-time freshmen, as well as transfers. (Fig. B2, B4, B6 and Fig. C2, C4, C6)
- First-time freshmen and new transfers from Tulare county were substantially more likely to dropout than students from other counties in the Fresno area. (Fig. A2)
- Students with higher first-term GPA and higher dependent income were more likely to transfer to a 4 year college. (Fig. A5)

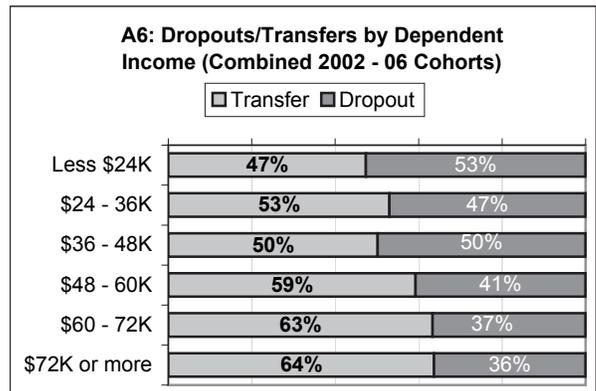
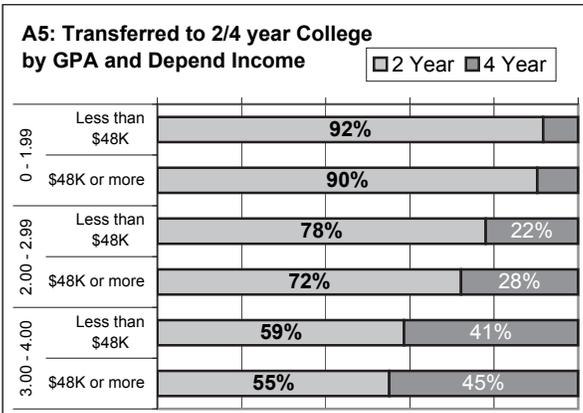
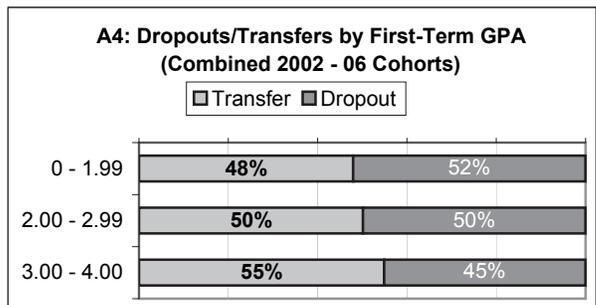
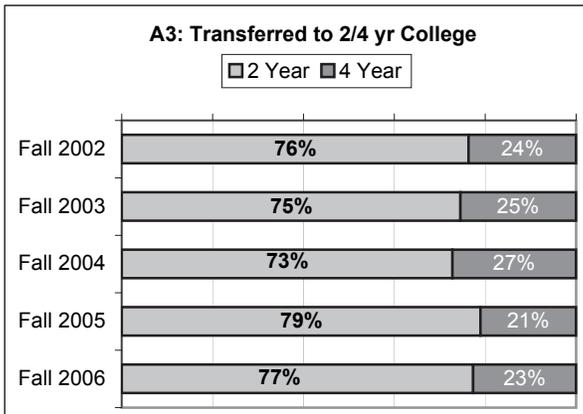
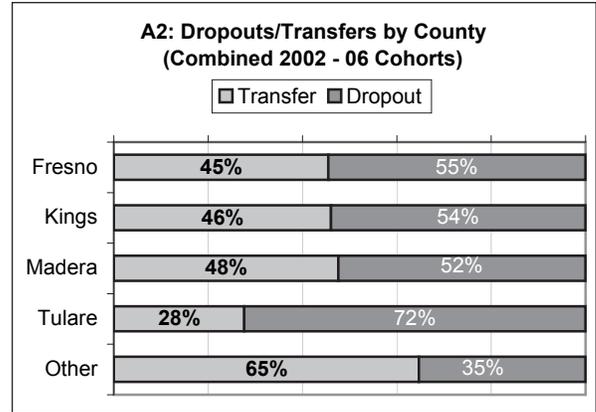
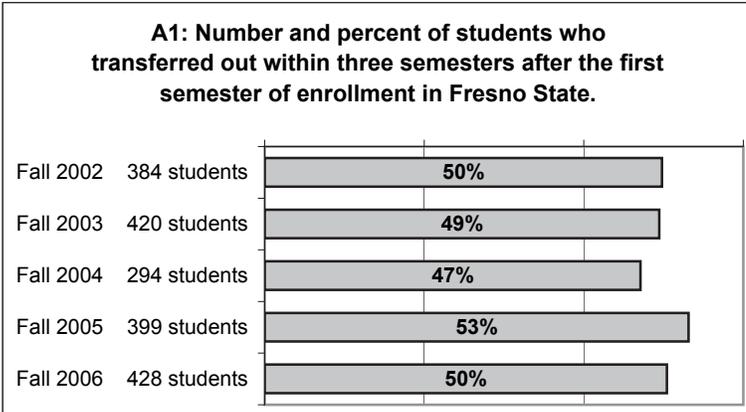
**Statistical Summary of Transferring Pattern* for First-Year Leavers
Fall 2002 - Fall 2006 Cohorts**

| | Cohort** | First-Year Leavers | Percent of Cohort |
|--------------|---------------|--------------------|-------------------|
| Fall 2002 | 4,283 | 771 | 18% |
| Fall 2003 | 4,775 | 849 | 18% |
| Fall 2004 | 4,002 | 624 | 16% |
| Fall 2005 | 4,084 | 751 | 18% |
| Fall 2006 | 4,324 | 849 | 20% |
| Total | 21,468 | 3,844*** | 18% |

* Students who transferred out within three semesters after the first semester of enrollment in Fresno State.

** Cohort includes first-time freshmen and new undergraduate transfers.

*** Sample submitted to the NSC.

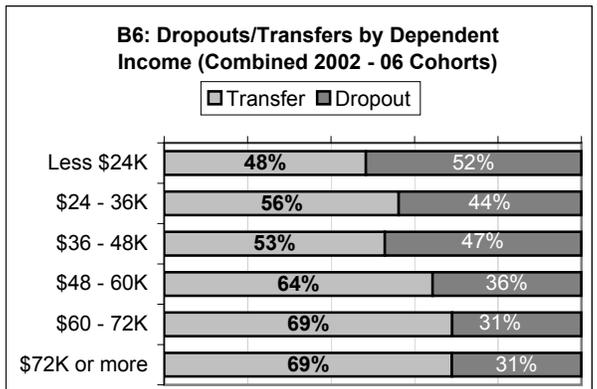
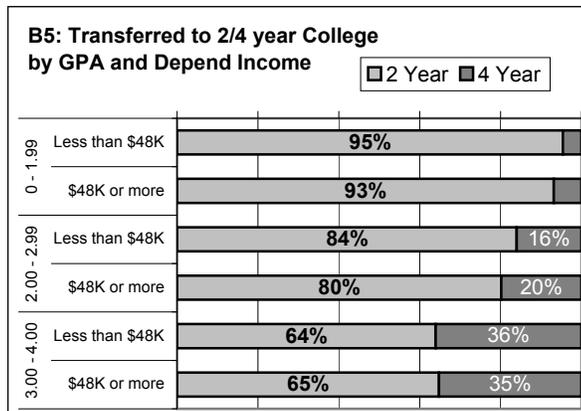
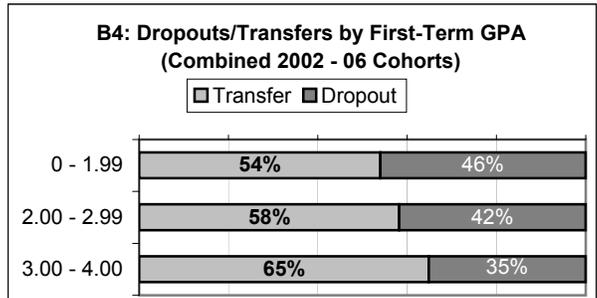
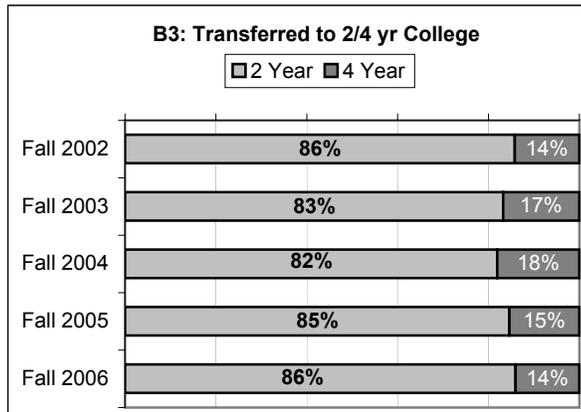
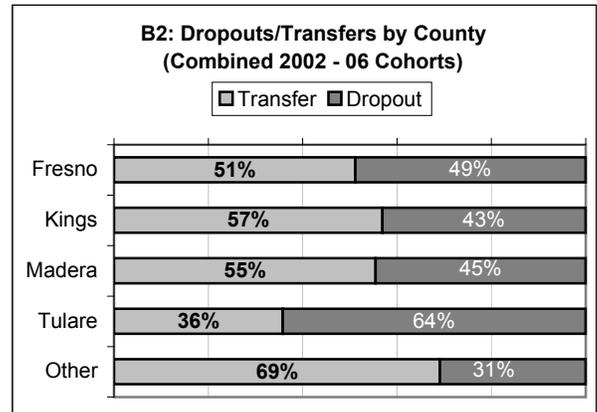
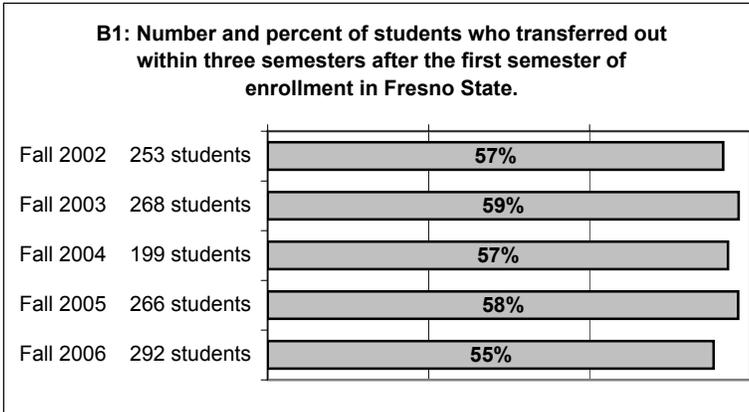


Statistical Summary of Transferring Pattern*
for First-Year Leavers who Entered as First-Time Freshmen
Fall 2002 - Fall 2006 Cohorts

| | Cohort** | First-Year Leavers | Percent of Cohort |
|--------------|---------------|--------------------|-------------------|
| Fall 2002 | 2,303 | 447 | 19% |
| Fall 2003 | 2,594 | 458 | 18% |
| Fall 2004 | 2,302 | 348 | 15% |
| Fall 2005 | 2,438 | 455 | 19% |
| Fall 2006 | 2,602 | 527 | 20% |
| Total | 12,239 | 2,235 | 18% |

* Students who transferred out within three semesters after the first semester of enrollment in Fresno State.

** Cohort includes first-time freshmen.

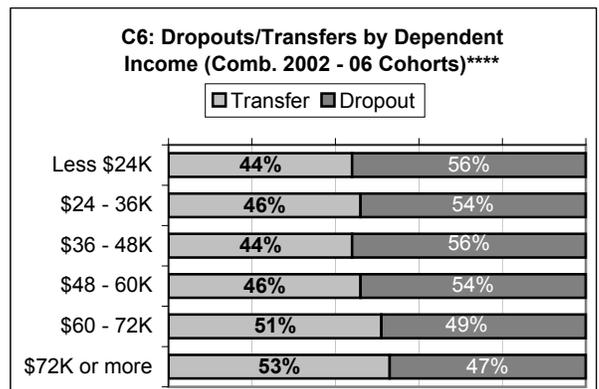
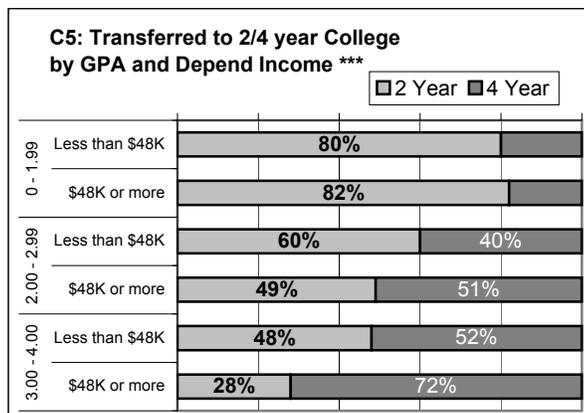
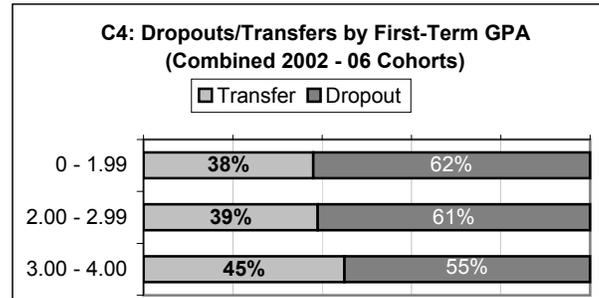
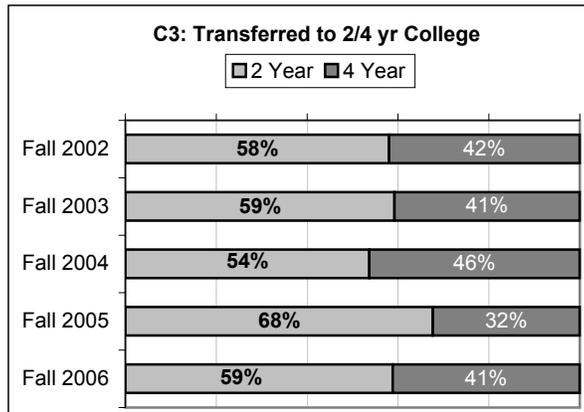
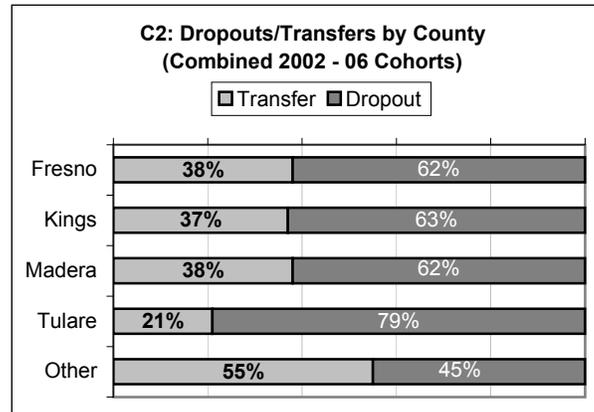
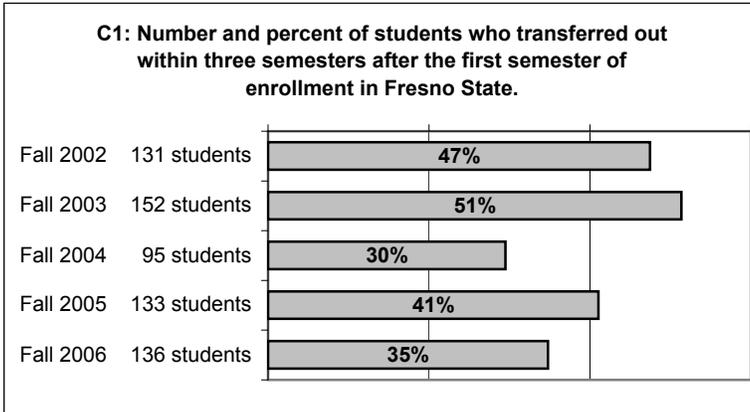


Statistical Summary of Transferring Pattern*
for First-Year Leavers who Entered as New Transfers
Fall 2002 - Fall 2006 Cohorts

| | Cohort** | First-Year Leavers | Percent of Cohort |
|--------------|--------------|--------------------|-------------------|
| Fall 2002 | 1,971 | 276 | 14% |
| Fall 2003 | 2,159 | 296 | 14% |
| Fall 2004 | 1,673 | 322 | 19% |
| Fall 2005 | 1,637 | 324 | 20% |
| Fall 2006 | 1,712 | 391 | 23% |
| Total | 9,152 | 1,609 | 18% |

* Students who transferred out within three semesters after the first semester of enrollment in Fresno State.

** Cohort includes new transfers



**** Includes only students who reported dependent income (753 students)

*** Includes only transfers who reported dependent income (360 students)



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APPENDIX C: RETENTION SURVEY FINDING



APPENDIX C

Social Research Laboratory
Ed Nelson, Director

Retention Surveys
Spring, 2008

Notes on the surveys and findings:

1. The sample was constructed by the Office of Institutional Research, Assessment, and Planning (Christina Leimer, Director). Students were selected that attended Fresno State in the fall of 2005 or the fall of 2006 and did not return the following fall.
 - a. Students qualifying for the survey were divided into three groups – those that transferred to another college or university, those that dropped out and did not transfer, and those that left and later returned.
 - b. The last known telephone number and address was attached to the file and the Social Research Laboratory telephoned the transfer and dropout subsets.
 - c. IRAP telephoned those that left and later returned.
2. Sampling outcomes for the transfer and dropout surveys
 - a. Transfer survey
 - i. Total of 427 students in the sample.
 - ii. We were unable to reach 151 of these students because they no longer had the same phone number (35.4% of total sample).
 - iii. We completed interviews with 109 students that transferred. This is 39.5% of those students whose phone numbers were still good.
 - b. Dropout survey
 - i. Total of 268 students in the sample
 - ii. We were unable to reach 105 of these students because they no longer had the same phone number (39.2% of total sample)
 - iii. We completed interviews with 58 students that dropped out. This is 35.6% of those students whose phone numbers were still good.
3. Some interesting findings
 - a. Why students initially came to Fresno State. Academic major and location were the two most important reasons that students initially came to Fresno State for both the transfers and the dropouts. This is similar to the survey that we did for Admissions, Records, and Enrollment (first-time freshmen, first-time transfers, and continuing students).
 - i. Academic major – 51% for transfers and 41% for dropouts
 - ii. Location – 50% for transfers and 74% for dropouts

- b. Fresno State was the first choice for the majority of students in both samples (69% for transfers and 86% for dropouts).
- c. Why transfer students left Fresno State. This question was asked initially as an open-ended question and then students were presented with a set of possible reasons for transferring.
 - i. For the open-ended question, the reason most frequently given was health (26%). Other frequently given answers were to be closer to home (19%) and family problems (17%).
 - ii. A list of 16 possible reason reasons were given the transfer students and they were asked whether each was a major reason, a moderate reason, or not a reason.
 - 1. Wanting to be closer to home was a major reason for 39% of the students and a major or moderate reason for 52% of these students. Students also said that this was the most important of the 16 reasons for transferring (38%).
 - 2. Other reasons that were a major or moderate reason for 25% or more of the students were financial problems (29%), family problems (27%), and classes not being available at times they wanted (25%).
- d. Why dropout students left Fresno State. This question was also asked initially as an open-ended question and then students were presented with a set of possible reasons for transferring.
 - i. For the open-ended question, the reason most frequently given was being pregnant, having a baby, or wanting to have a family (16%). Other frequently given answers were financial problems (14%), personal problems (12%), family problems (10%) and reasons associated with their major (10%)
 - ii. A list of 26 possible reason reasons were given the dropout students and they were asked whether each was a major reason, a moderate reason, or not a reason.
 - 1. Wanting to be closer to home was a major reason for 21% of the students and a major or moderate reason for 35% of the students. Students also said that this was the most important of the 16 reasons for transferring (21%).
 - 2. Other reasons that were a major or moderate reason for 25% or more of the students were problems getting classes at times they wanted (35%), financial problems (30%), difficulty scheduling classes (30%), classes they wanted not being available (28%), educational goals changing (28%), personal problems other than health (26%), job demands (26%), and losing motivation and commitment (25%).
- e. Services that the university could have provided students that might have made a difference. Students in both the transfer and dropout surveys did not think that the university could have done much to have helped them stay at Fresno State. This was true for 72% in the transfer survey and 70% in the dropout survey.

- f. Students in both surveys were not very involved in campus activities outside of the classroom while at Fresno State. Only 23% of the transfer students and 11% of the dropout students were involved in such activities.
 - g. Transfer students were more likely to use support services while at Fresno State than were dropout students. Approximately 71% of the transfer students used support services while only 48% of the dropout students used such services. The services most frequently used by both groups of students was advising (38% of the transfers and 24% of the dropouts) and the health center (30% of the transfers and 17% of the dropouts).
 - h. About half of the students did not answer the question that asked what was the most important thing that Fresno State could do to improve the student experience. Of those students that did answer this question, the most frequently given answers were advising (6% of transfers but only 2% of dropouts), scheduling (6% of transfers and 9% of dropouts), academic issues (6% of transfers but only 2% of dropouts), and parking (4% of transfers and 7% of dropouts).
 - i. Approximately 89% of both transfers and dropouts indicated that they would recommend Fresno State to family and friends as a university to attend indicating that they hold generally positive views of the university.
4. Some observations.
- a. Students seem to come to Fresno State because of their major and the location. Also, Fresno State appears to be the first choice of at least 70% of the students with which we completed a survey.
 - b. While these students left Fresno State, they continue to have positive views of the university with about 90% of them saying they would recommend the university to friends and family.
 - c. There are a number of reasons that students leave Fresno State as either transfers or dropouts. For both groups of students, wanting to be closer to home was a very important reason. This is something that the university really can't do much about. However, one of the reasons that students frequently mentioned that is within the control of the university is scheduling of classes.
 - d. These students did not appear to be very involved in campus activities outside of classes with only 23% of the transfer students and even less of the dropout students (11%) being involved. However, it's not clear what the percent is for all students that we should use as a comparison. To the degree that student involvement is related to retention, this might be an area on which to focus.
 - e. Transfer students appeared to be more likely to use support services than dropout students (71% of transfers and 48% of dropouts). It's not clear what the implications of this might be, but it's an interesting difference.



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APPENDIX D: RETURNING STUDENT SURVEY



APPENDIX D

Summary of Returning Students Survey 5-13-2008

Why students left Fresno State? And why they return?

A total of 42 students responded to an online, open-ended survey, addressing their reasons for leaving and returning to Fresno State. The themes emerging from student responses include academic, personal/family, health, financial, and military reasons. None of these suggest that institutional factors influence their leaving or returning to Fresno State. Below are comments made by students:

“My life was not going in the direction I wanted. Once I realized it I decided I needed to make a drastic change which included putting school on hold and moving to Hawaii for two years. It was a tough decision but a good one.”

“There was never any question for me about whether or not to return to Fresno State. I attended a MAP workshop and they suggested I attend Open University to help in my appeal to get accepted back into school. I didn’t know about this program and was delighted to find out that it was (at least until I heard the cost!). I appealed and was granted re-entry. I am now in my last semester and considering trying to attend the master’s program eventually.”

The findings also show that over 70 percent of those who return to Fresno State feel connected to faculty, staff, and peers. One area needing attention is student involvement. Over 75% indicated that they are not involved in any activities, programs or student organizations.



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APPENDIX E: WHAT FACTORS MOST INFLUENCE RETENTION?



APPENDIX E

What Factors Most Influence Student Retention?

Executive Summary

To answer this question, we developed logistic regression models using data from five cohorts of first-time, full-time freshmen who entered Fresno State in Fall 2002-Fall 2006. Variables included student demographics (gender, race/ethnicity, residence status, first-generation status), indicators of college preparation (HS GPA, SAT Verbal, SAT Math, ELM status, EPT status, when applied for admission), and performance in the first college semester (whether a remedial Math or English course was taken, term units enrolled, group participation, major undeclared, and first-term GPA).

Findings

- First-term GPA has the strongest effect on whether a student stays or leaves.
- Group participation is the second most influential factor.
- Non-California residents are more likely to leave than are residents.
- Students who apply for admission early are more likely to stay, though the effect of the factor is very small.
- First-generation students are less likely to stay, but here too the effect is small.
- Another small influence, but an interesting and unexpected finding, is the interaction effect between race/ethnicity, HS GPA and first-term GPA. With all other factors in the model held constant and first-term GPA and HS GPA the same, Black, Asian and Hispanic students are more likely to be retained than are White students.

Because first-term GPA has such a strong influence on whether a student stays in college, we developed a model to determine the factors that affect first-term GPA. Those are:

- HS GPA is the most important. On average, first-term GPA would increase 0.66 of a point if HS GPA increases one point (a letter grade).
- Group participation is the second most important factor. On average, participating students' first-term GPA is 0.40 of a point higher than that of students who are not in a group.
- The first-term GPA of students who took a remedial English course is 0.21 of a point higher than students who did not take such a course.
- Factors that have a significant but very small effect are gender (females have higher GPA), first-generation status (lower GPA), undeclared major (lower GPA), first-term

units enrolled (higher GPA with more units), SAT Verbal (higher GPA), and needing English or Math remediation (lower GPA), taking remedial Math class (higher GPA).

What Factors Most Influence Student Retention?

1. Introduction

The whole dataset includes 10069 first-year, full-time freshmen from fall 2002 to fall 2006. Binary logistic regression is used for the study and the following 16 factors may be considered as independent variables.

- 1) Students' demographics: Gender, Ethnicity and Residency;
- 2) Students' preparations for college:
HS GPA, SAT_Verbal, SAT_Math, ELM_Rem (if requires remedial math courses), EPT_Rem (if requires remedial English courses), ELM_Taking (if a student took a remedial math course), EPT_Taking (if a student took a remedial English course) and Edu_Parents (if at least one of parents is a 4-year college graduate or above);
- 3) Students' performance: First term GPA, First term units, Student participation group (If a student is an active participant) and Undeclared major;
- 4) Others: Appl_Cont(The sequential order of the month when a student actually applied after the start of the application period).

2. Factor identification

The logistic regression with forward stepwise (Likelihood) procedure is run to identify factors. The significant factors are different across five cohorts and only First term GPA and Student participant group are constantly significant factor affecting the retention. The following findings are based on the final model from the whole dataset. (See Appendix, table 1 and Table 2). This model explains 33% of the variance.

- 1) First term GPA is the most significant factor and has the second greatest impact on students' retention. Students with higher first term GPA have much higher retention rate. Given all other factors fixed in the model, suppose a student has 0.5 probability of retention. The probability for this student being retained would increase to 0.79 if this student's first term GPA increases one point.
- 2) Student participation group is the second important factor, but has the largest impact on students' retention. Given all other factors fixed and supposing an inactive student has 0.5 probability of retention, this student's probability of being retained would increase to 0.83 if this student becomes an active participant.
- 3) Residency is the third significant factor. Non-CA resident students have a significantly lower retention rate than CA resident students.
- 4) Edu_parents and Appl_Cont have significant but very small effects on retention.
- 5) There are three significant interaction effects of Ethnicity with First-Term GPA and High School GPA. Keeping all other factors fixed and supposing the first term GPA and HS GPA are the same, then Black, Asian and Hispanic students have significantly higher retention rates than White students, but the effects are very small.
- 6) First term units, ELM_Rem, HS GPA, Gender, SAT_Verbal, SAT_Math, ELM_taking, EPT_Rem, EPT_taking and Undeclared major have no significant effects on retention.

3. Factors affecting first term GPA

A multiple linear regression model is further applied for identifying the significant factors affecting first term GPA (See Appendix, Table 3 and Table 4).

- 1) HS GPA is the most important factor. On average, First-Term GPA would increase 0.66 point if HS GPA increases one point.
- 2) Student participation group is the second important factor. On average, the active students' First-Term GPA is 0.40 point higher than those of inactive students.
- 3) EPT_Taking is the third important factor. Students who took remedial English courses have significantly higher First-Term GPA by 0.21 point than students who did not take any remedial English course.
- 4) Gender, Edu_Parents, Undeclared major, First term units, SAT_Verbal, ELM_Rem, EPT_Rem, ELM_Taking and Residency have significant effects on First-Term GPA but their effects are very small.
- 5) Ethnicity. Compared to White students, Asian, African American and Hispanic students have significantly lower first term GPA; American Indian students' First-Term GPA is not significantly different from that of white students.
- 6) Appl_Cont, SAT_Math have no significant effect on first term GPA.

This model explains 24% of the variance.

Appendix

Table 1: Significant factors in the final retention model

| Variables | B | S.E. | Wald | Df | Sig. | Exp(B) | Explanations |
|---|--------|-------|---------|----|-------|--------|---|
| APPL_Contin | -0.052 | 0.019 | 7.72 | 1 | 0.005 | 0.950 | Compared to students who applied in a certain month, students applied one month later are nearly 0.95 times less likely to be retained than the former. |
| FirstTerm_GPA | 1.225 | 0.037 | 1080.61 | 1 | 0.000 | 3.405 | One point increase in first term GPA results in a student being nearly 3.4 times more likely to be retained. |
| RESIDENT (to CA resident) | -1.051 | 0.265 | 15.70 | 1 | 0.000 | 0.350 | Non-CA resident students are nearly 0.36 times less likely to be retained than CA resident students. |
| Stud_Group (to inactive group) | 1.665 | 0.196 | 72.04 | 1 | 0.000 | 5.284 | Active students are nearly 5.28 times more likely to be retained than inactive students. |
| Edu_Parents_4yrs (to first-generation students) | 0.146 | 0.073 | 3.95 | 1 | 0.047 | 1.157 | Students whose parents are 4-year college graduate (at least one) are nearly 1.16 times more likely to be retained than first-generation students. |
| Asian students by FirstTerm_GPA by HSGPA (to White students) | 0.059 | 0.013 | 19.91 | 1 | 0.000 | 1.061 | Given the same First-Term GPA and HS GPA, Black, Asian and Hispanic students have a little bit higher retention rate than that of White students. |
| Black students by FirstTerm_GPA by HSGPA (to White students) | 0.069 | 0.020 | 11.95 | 1 | 0.001 | 1.072 | |
| Hispanic students by FirstTerm_GPA by HSGPA (to White students) | 0.028 | 0.010 | 7.49 | 1 | 0.006 | 1.028 | |
| Constant | -1.542 | 0.103 | 222.64 | 1 | 0.000 | 0.214 | |

Table 2: Stepwise results of the final model

| Step | Factor | Nagelkerke R Square | Classification correction (%) | | |
|------|-----------------------------|------------------------|-------------------------------|----------|---------|
| | | | Dropped | Retained | Overall |
| 0 | Constant | | | | |
| 1 | First term GPA | 0.302 | 35.00 | 98.40 | 88.50 |
| 2 | Student group | 0.322 | 37.20 | 98.40 | 88.80 |
| 3 | Residency | 0.324 | 37.40 | 98.30 | 88.80 |
| 4 | Asian*HS GPA*First term GPA | 0.326 | 37.00 | 98.40 | 88.80 |
| 5 | ELM_Taking | 0.328 | 36.90 | 98.40 | 88.70 |
| 6 | Black*HS GPA*First term GPA | 0.329 | 36.60 | 98.40 | 88.70 |
| 7 | APPL_Cont | 0.330 | 36.40 | 98.30 | 88.60 |
| 8 | Asian*HS GPA*First term GPA | 0.331 | 36.60 | 98.30 | 88.60 |
| 9 | Edu_Parents | 0.332 | 36.40 | 98.33 | 88.60 |

Notes:

* Nagelkerke R square is the proportion of the total variance in dependent variable explained by the model. In this model, First term GPA explains 30% of the variance. Adding student group participation explains another 2%. All other factors in the model add very little explanatory value.

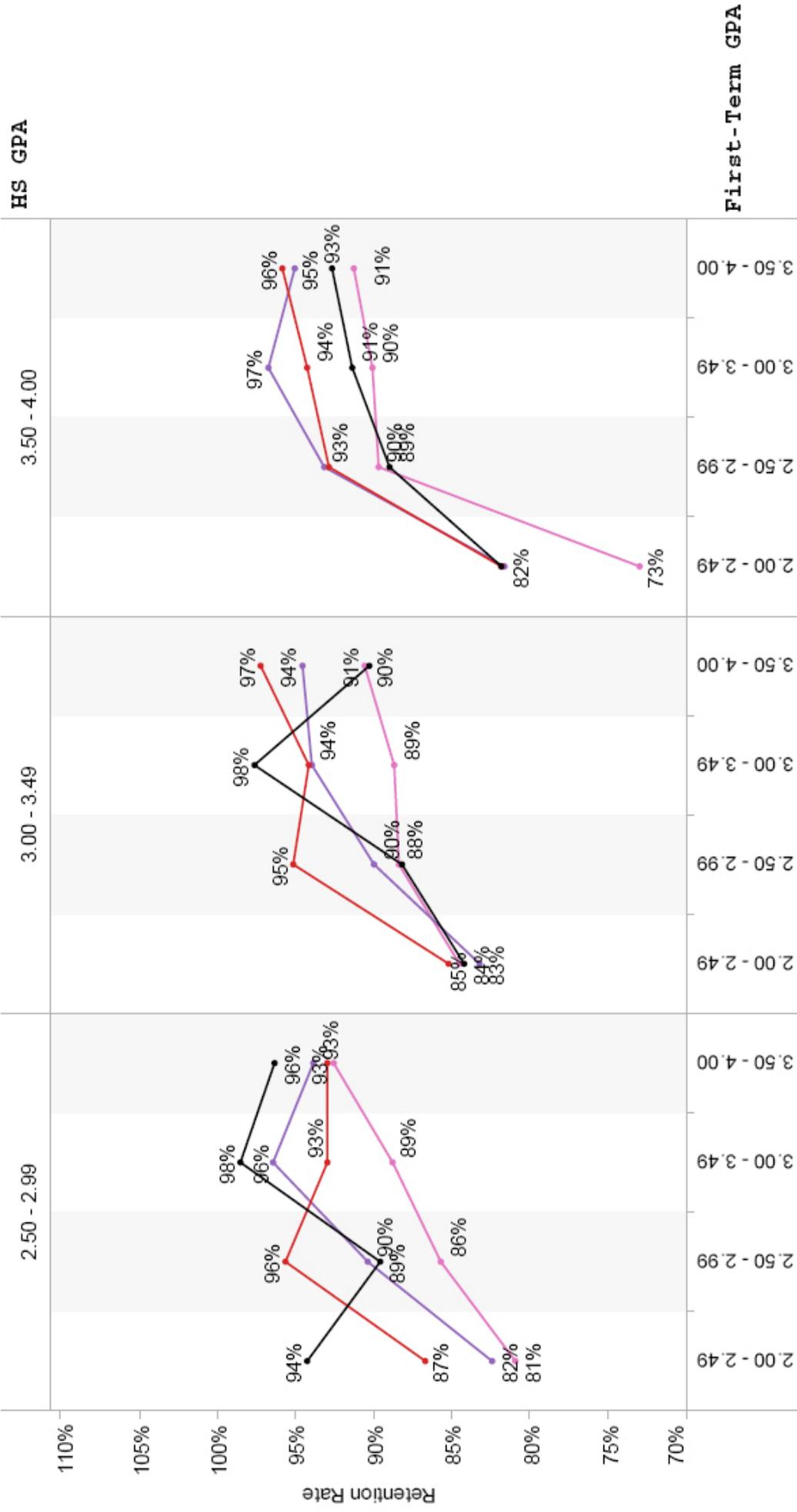
Table 3: Multiple regression model summary (First term GPA as DV)

| | ANOVA | | | | | Model Summary | | |
|------------|----------------|------|-------------|---------|------|---------------|----------|-------------------|
| | Sum of Squares | df | Mean Square | F | Sig. | R | R Square | Adjusted R Square |
| Regression | 1802.27 | 19 | 94.856 | 152.597 | 0.00 | 0.49 | 0.24 | 0.24 |
| Residual | 5797.787 | 9327 | 0.622 | | | | | |
| Total | 7600.054 | 9346 | | | | | | |

Table 4: Coefficients of first-term GPA multiple regression model

| | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|------------------|-----------------------------|------------|---------------------------|--------|-------|
| | B | Std. Error | Beta | | |
| (Constant) | 0.085 | 0.138 | | 0.620 | 0.535 |
| APPL_Contin | -0.001 | 0.005 | -0.003 | -0.283 | 0.777 |
| ELM_Rem | 0.081 | 0.025 | 0.045 | 3.189 | 0.001 |
| EPT_Rem | 0.147 | 0.023 | 0.081 | 6.238 | 0.000 |
| HSGPA | 0.657 | 0.020 | 0.339 | 32.968 | 0.000 |
| TERMUNITS | 0.027 | 0.004 | 0.071 | 7.375 | 0.000 |
| RESIDENT | -0.161 | 0.081 | -0.018 | -1.976 | 0.048 |
| Gender | -0.137 | 0.018 | -0.075 | -7.756 | 0.000 |
| Eth_AI | -0.079 | 0.098 | -0.007 | -0.806 | 0.421 |
| Eth_AS | -0.125 | 0.027 | -0.050 | -4.675 | 0.000 |
| Eth_BL | -0.136 | 0.035 | -0.039 | -3.914 | 0.000 |
| Eth_HS | -0.082 | 0.022 | -0.042 | -3.660 | 0.000 |
| Eth_UK | -0.028 | 0.035 | -0.008 | -0.805 | 0.421 |
| SAT_VERB | 0.001 | 0.000 | 0.077 | 5.284 | 0.000 |
| SAT_MATH | 0.000 | 0.000 | 0.025 | 1.634 | 0.102 |
| UndeclaredMajor | -0.092 | 0.021 | -0.041 | -4.422 | 0.000 |
| Stud_Group | 0.395 | 0.025 | 0.151 | 15.548 | 0.000 |
| Edu_Parents_4yrs | 0.132 | 0.019 | 0.070 | 6.957 | 0.000 |
| Math_Taking | 0.120 | 0.024 | 0.062 | 5.048 | 0.000 |
| Eng_Taking | 0.205 | 0.022 | 0.106 | 9.315 | 0.000 |

Retention for First-Time, Full-Time Freshmen by ETHNICITY by HS GPA and First-Term GPA (Fall Term 2002 - 2006 Cohorts)



Ethnicity

African American

Asian

Hispanic

White

Chart illustrates the logistic regression finding that with HS GPA and first-term GPA at the same range, African-American, Asian and Hispanic students are more likely to be retained than are White students.

GPA outside of the range shown in the chart is not presented due to the small sample sizes and for clarity of the picture.



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**APPENDIX F: FIRST-YEAR RETENTION AND THE EFFECTS OF
ENGAGEMENT**



APPENDIX F

First-Year Freshman Retention and the Effects of Engagement An Analysis of Spring 2007 NSSE Results

Executive Summary

Freshmen who responded to the Spring 2007 National Survey of Student Engagement (NSSE) were designated stayers or leavers based on whether they enrolled in Fall 2007. All NSSE benchmarks and items were examined to determine differences in responses between these two groups. Additional variables available in IRAP databases were included and regression models were used to determine the factors that most influence retention. Finally, National Student Clearinghouse data was used to divide students who left into a transferred out group and a dropout group. NSSE responses for these two groups were compared.

Findings

Stayers and Leavers

Retained students were more likely to participate in enriching educational experiences (co-curricular activities and community service or volunteer work) than were those who dropped out. (Table 1)

Retained students rate their entire educational experience at Fresno State higher and are more likely to indicate they would start again at the same college. (Table 1)

Retained students had higher HS GPA, SAT Math score and first-term GPA. (Table 1)

Strongest influence on retention

Retention is most influenced by **first-term GPA** and **satisfaction** with the entire educational experience. (Table 3) Students who stay have a higher first-term GPA and are more satisfied. Participation in active and collaborative learning and enriching educational experiences are significant influences, but less so.

First term GPA is primarily influenced by **HS GPA**. Secondary influences are satisfaction with the entire educational experience and participation in enriching educational experiences. (Table 4)

Satisfaction is primarily influenced by **advising**. Less influential, but significant, factors include first-term GPA, supportive campus environment and academic challenge. (Table 5)

Dropouts and Transfer Outs

Freshmen who transferred were more likely to use electronic media in assignments and were more likely to have participated in enriching educational experiences than were those who dropped out. (Table 6)

Freshmen who transferred rated the quality of academic advising lower than did students who dropped out. (Table 6)

First-Year Freshman Retention and the Effects of Engagement

An Analysis of Spring 2007 NSSE Results

1. Introduction

Spring 2007 NSSE student engagement survey results and IRAP internal data are used for the study. The whole dataset includes 562 survey respondents. The weights are calculated based on two control variables (gender and ethnicity) to represent the population. And all of our findings in this report are based on the weighted data. In analysis there are 7 aggregate variables derived from 14 questions or 44 items in the survey (Table 7).

2. Findings from mean comparison (Table 1)

2.1 Significant factors affecting students' retention

- 1) Enriching educational experiences (EEE). The retained students more often participate EEE activities than the dropped students;
- 2) Satisfaction (Entirexp and SameCol). The retained students have higher evaluation on their entire educational experiences and higher percent of selecting to stay in the same college.
- 3) HS GPA, SAT_Math and First term GPA. The retained students have higher scores in three variables.

2.2 Significant factors affecting students' satisfaction (Table 1)

- 1) All of five benchmark variables. Students who attend more effective educational activities and have higher evaluation on the supportive campus environment have the higher chance to stay.
- 2) Academic advising. The retained students have higher evaluation on the academic advising received.

3. Findings from study on bivariate correlations (Table 2)

By comparing the significance and magnitude of the correlations, the new findings are below:

- 1) Retention is more closely correlated to two factors: first term GPA and satisfaction. Other factors are either no significant or small correlations with the retention.
- 2) Satisfaction is equally correlated with four of the five benchmark variables and has a stronger correlation with the fifth benchmark, Supportive Campus Environment.
- 3) First term GPA is highly correlated to HS GPA and then SAT scores.

4. Findings from regression analyses (Tables 3, 4 and 5)

- 1) Retention is most influenced by first-term GPA and satisfaction with the entire educational experience. (Table 3) Participation in active and collaborative learning and enriching educational experiences are less influential but significant factors.
- 2) First term GPA is primarily influenced by HS GPA. Secondary influences are satisfaction with the entire educational experience and participation in enriching educational experiences. (Table 4)

- 3) Satisfaction is primarily influenced by advising. Less influential, but significant, factors, include first-term GPA, supportive campus environment and academic challenge. (Table 5)

5. Findings from dropped students (Table 6)

50 students dropped out in their second fall semester. Among them, 34 students (68%) actually transferred out including 27 students who transferred into 2-year institutions and 7 students who transferred into 4-year institutions. The mean comparison shows that there are differences between transferred and dropped out students on three items. Students who transferred were more likely to use electronic media in assignments and were more likely to have participated in enriching educational experiences than were those who dropped out. Students who transferred rated the quality of academic advising lower than did students who dropped out.

| Table 1: Mean comparisons | | | | |
|--|----------------------------|--------------|----------------------------|--------------|
| Variables | Retention (Retain to Drop) | | Satisfaction (High to Low) | |
| | Mean Difference | Significance | Mean Difference | Significance |
| Survey: Benchmark | | | | |
| LAC (Level of academic Challenge) | | | 5.691 | * |
| ACL (Active and collaborative learning) | | | 4.703 | * |
| SFI (Student-Faculty Interaction) | | | 7.547 | * |
| EEE (Enriching Educational Experiences) | 4.967 | * | 4.946 | * |
| SCE (Supportive Campus Environment) | | | 18.855 | * |
| Survey: Satisfaction | | | | |
| Entirexp (Entire educational experience) | 0.422 | * | | |
| SameCol (Plan to stay same college) | 0.564 | * | 0.955 | * |
| Survey: Academic Advising | | | | |
| Advise (The quality of academic advising received) | | | 0.899 | * |
| Background | | | | |
| HS GPA | 0.186 | * | | |
| SAT_M | 59.817 | * | | |
| SAT_V | | | | |
| SAT_C | | | | |
| First term GPA | 0.947 | * | | |
| First term units | | | | |

Note: Satisfaction is based on students' evaluation on entire educational experience (ENTIREXP). "Poor" and "Fair" are classified as "Low satisfaction"; "Good" and "Excellent" as "High satisfaction".

* means significant at 0.05.

| Table 2: Bivariate Correlation Coefficiencies* | | | |
|--|-----------|--------------|----------------|
| | Retention | Satisfaction | First term GPA |
| Benchmarks | | | |
| LAC | | 0.266** | 0.131** |
| ACL | | 0.241** | |
| SFI | | 0.263** | 0.093* |
| EEE | 0.104* | 0.244** | 0.136** |
| SCE | | 0.436** | |
| | | | |
| SAT_T | | | 0.337** |
| SAT_Math | | | 0.312** |
| SAT_Verbal | | | 0.312** |
| SAT_Composite | | | 0.358** |
| HS GPA | | | 0.458* |
| | | | |
| Academic Advising(Advise) | 0.095* | 0.539** | |
| First Term Units | | | |
| First term GPA | 0.180** | | |
| Retention | | 0.151* | 0.180** |
| Satisfaction | 0.151** | | |

Notes:

* The correlation coefficients calculated are Spearman's rho, which is a nonparametric correlation coefficient for ordinal data.

** means significant at the level of 0.05; *** means significant at the level of 0.01.

| Table 3: Results from logistic regression on retention | | | | | | |
|--|--------|-------|--------|-------|-------|--------|
| | B | S.E. | Wald | df | Sig. | Exp(B) |
| ACL | -0.031 | 0.014 | 4.742 | 1.000 | 0.029 | 0.970 |
| EEE | 0.054 | 0.021 | 6.459 | 1.000 | 0.011 | 1.055 |
| Satisfaction | 0.806 | 0.291 | 7.691 | 1.000 | 0.006 | 2.239 |
| FirstTerm GPA | 0.793 | 0.196 | 16.379 | 1.000 | 0.000 | 2.210 |
| Constant | -1.976 | 1.002 | 3.889 | 1.000 | 0.049 | 0.139 |

Table 4: Results from multiple regression on first term GPA

| | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|------------|-----------------------------|------------|---------------------------|--------|-------|
| | B | Std. Error | Beta | | |
| (Constant) | -0.104 | 0.337 | | -0.309 | 0.757 |
| HS GPA | 0.723 | 0.080 | 0.402 | 8.995 | 0.000 |
| EEE | 0.009 | 0.003 | 0.135 | 2.928 | 0.004 |
| entirexp | 0.121 | 0.059 | 0.095 | 2.061 | 0.040 |

Table 5: Results from multiple regression on satisfaction (Entirexp)

| | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---------------|-----------------------------|------------|---------------------------|-------|-------|
| | B | Std. Error | Beta | | |
| (Constant) | 1.098 | 0.162 | | 6.774 | 0.000 |
| advising | 0.332 | 0.037 | 0.400 | 8.894 | 0.000 |
| SCE | 0.008 | 0.002 | 0.221 | 4.653 | 0.000 |
| FirstTerm_GPA | 0.088 | 0.032 | 0.113 | 2.784 | 0.006 |
| LAC | 0.006 | 0.002 | 0.113 | 2.603 | 0.010 |

Table 6: Three differences between transferred and dropped students

| Survey Item | Mean Diff | Sig. | Effect size |
|--|-----------|------|-------------|
| Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment | 0.7616 | * | 0.90 |
| Overall, how would you evaluate the quality of academic advising you have received at your institution? | -0.4996 | * | -0.86 |
| Enriching educational experiences (EEE) | 7.457 | * | 0.95 |



Retention Oversight Group Final Report

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APPENDIX G: CSU COMPARATIVE SIX-YEAR GRADUATION RATES



CSU Comparative One-Year Retention Rates

| New FT Freshmen University Name | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | Overall average | Avg since 2001 |
|--|------|------|------|------|------|------|------|------|------|------|--------------------|-------------------|
| | % | % | % | % | % | % | % | % | % | % | | |
| California State University- Fresno | 84 | 83 | 77 | 76 | 81 | 82 | 84 | 85 | 82 | 81 | 81.5 | 82.5 |
| Cal-Poly, Pomona | 83 | 75 | 75 | 79 | 78 | 82 | 80 | 85 | 78 | 80 | 79.5 | 80.5 |
| Cal-Poly, SLO | 87 | 90 | 89 | 89 | 89 | 89 | 90 | 91 | 91 | 90 | 89.5 | 90.0 |
| CSU-Bakersfield | 78 | 75 | 77 | 78 | 77 | 79 | 76 | 79 | 77 | 73 | 76.9 | 76.8 |
| CSU-Chico | 82 | 83 | 78 | 82 | 80 | 81 | 82 | 85 | 82 | 80 | 81.5 | 81.7 |
| CSU-Dominguez Hills | 78 | 73 | 69 | 68 | 61 | 62 | 69 | 73 | 62 | 61 | 67.6 | 64.7 |
| CSU-East Bay | 79 | 75 | 79 | 81 | 82 | 82 | 82 | 81 | 80 | 76 | 79.7 | 80.5 |
| CSU-Fullerton | 78 | 81 | 78 | 80 | 78 | 80 | 81 | 82 | 78 | 79 | 79.5 | 79.7 |
| CSU-Long Beach | 81 | 83 | 81 | 81 | 78 | 86 | 86 | 85 | 85 | 86 | 83.2 | 84.3 |
| CSU-Los Angeles | 82 | 80 | 77 | 79 | 74 | 75 | 75 | 75 | 77 | 74 | 76.8 | 75.0 |
| CSU-Monterey Bay | 71 | 83 | 71 | 74 | 69 | 72 | 75 | 71 | 70 | 67 | 72.3 | 70.7 |
| CSU-Northridge | 78 | 75 | 71 | 74 | 74 | 76 | 76 | 78 | 77 | 75 | 75.4 | 76.0 |
| CSU-Sacramento | 78 | 76 | 77 | 76 | 78 | 77 | 81 | 81 | 77 | 77 | 77.8 | 78.5 |
| CSU-San Bernardino | 77 | 79 | 74 | 80 | 76 | 81 | 80 | 80 | 82 | 81 | 79.0 | 80.0 |
| CSU-San Diego | 73 | 73 | 77 | 80 | 79 | 81 | 84 | 84 | 82 | 83 | 79.6 | 82.2 |
| CSU-San Marcos | 67 | 70 | 68 | 64 | 71 | 75 | 75 | 73 | 79 | 74 | 71.6 | 74.5 |
| CSU-Stanislaus | 83 | 81 | 84 | 81 | 84 | 82 | 80 | 82 | 81 | 81 | 81.9 | 81.7 |
| Humboldt State | 75 | 74 | 76 | 76 | 76 | 72 | 76 | 71 | 76 | 75 | 74.7 | 74.3 |
| San Francisco State | 79 | 79 | 71 | 75 | 77 | 79 | 80 | 81 | 78 | 77 | 77.6 | 78.7 |
| San Jose State | 81 | 78 | 76 | 78 | 82 | 79 | 82 | 82 | 80 | 80 | 79.8 | 80.8 |
| Sonoma State | 74 | 78 | 79 | 76 | 83 | 76 | 77 | 80 | 78 | 74 | 77.5 | 78.0 |

Fresno State, Cal-Poly SLO, Chico and Stanislaus are the only CSUs with first-year retention consistently above 80% for most recent 6 cohorts
 10-year average, Cal-Poly SLO (89.5), Long Beach 83.2%, Stanislaus 81.9, Fresno and Chico 81.5

6-year average: Cal poly, SLO 90%, Long Beach 84.3, Fresno 82.5, Chico and Stanislaus 81.7

CSU Comparative 6-Year Graduation Rates

| | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 4-cohort avg |
|---|-----------|-----------|-----------|-----------|------|------|------|--------------|
| New FT Freshmen | | | | | | | | |
| <i>Cal-Poly, SLO</i> | 65 | 69 | 69 | 67 | | | | 67.5 |
| CSU-Chico | 53 | 51 | 52 | 54 | | | | 52.5 |
| CSU-San Diego | 44 | 47 | 53 | 58 | | | | 50.5 |
| Sonoma State | 48 | 49 | 48 | 51 | | | | 49.0 |
| CSU-Fullerton | 48 | 50 | 48 | 49 | | | | 48.8 |
| CSU-Stanislaus | 44 | 46 | 52 | 50 | | | | 48.0 |
| CSU-Long Beach | 42 | 47 | 46 | 48 | | | | 45.8 |
| California State University-Fresno | 46 | 46 | 43 | 46 | | | | 45.3 |
| <i>Cal-Poly, Pomona</i> | 45 | 42 | 46 | 48 | | | | 45.3 |
| Humboldt State | 44 | 41 | 45 | 44 | | | | 43.5 |
| CSU-East Bay | 44 | 41 | 44 | 43 | | | | 43.0 |
| CSU-San Bernardino | 42 | 42 | 42 | 44 | | | | 42.5 |
| CSU-Sacramento | 39 | 40 | 41 | 42 | | | | 40.5 |
| CSU-Bakersfield | 44 | 38 | 38 | 41 | | | | 40.3 |
| San Francisco State | 39 | 40 | 40 | 42 | | | | 40.3 |
| San Jose State | 39 | 38 | 41 | 41 | | | | 39.8 |
| CSU-San Marcos | 43 | 41 | 35 | 38 | | | | 39.3 |
| CSU-Northridge | 32 | 36 | 37 | 40 | | | | 36.3 |
| CSU-Monterey Bay | 31 | 36 | 32 | 36 | | | | 33.8 |
| CSU-Los Angeles | 33 | 34 | 32 | 35 | | | | 33.5 |
| <i>CSU-Dominguez Hills</i> | 15 | 16 | 35 | 33 | | | | 24.8 |