

# Graduation Rates and Student Success

Presented to  
The CCSU Faculty Senate

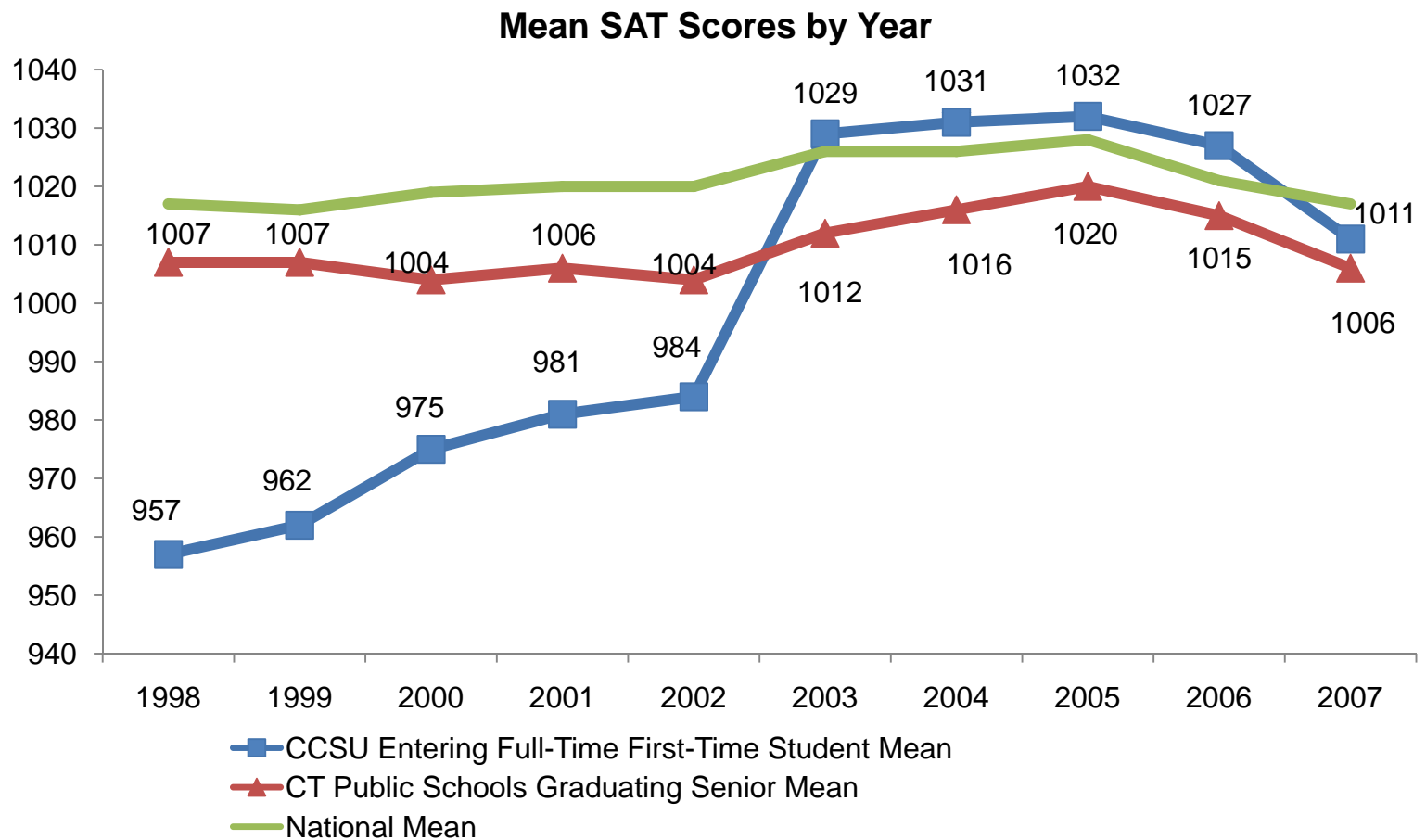
by  
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Director of Institutional Research & Assessment

January 28, 2008

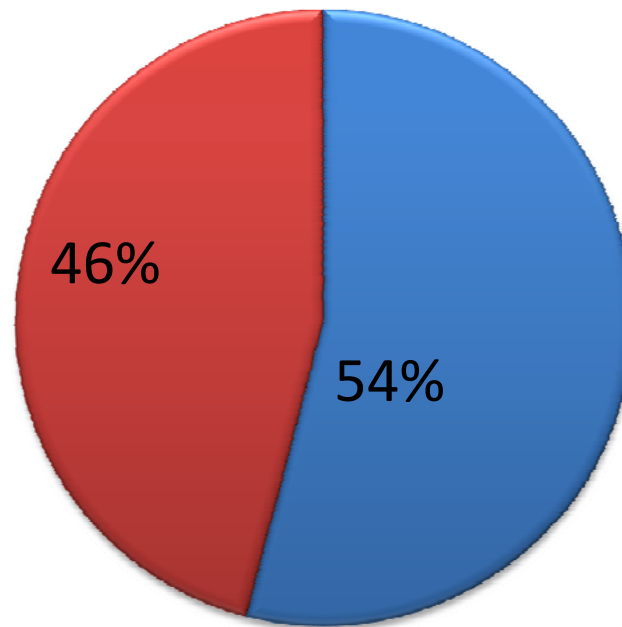
## Graduation and Retention Rates

- Tracked and reported primarily on Full-Time, First-Time students (freshmen entering from HS)
- As of Fall 2007, about two-thirds of all CCSU undergraduates entered the University as Full-Time, First-Time students.

# Mean SAT Scores Over Time



# Full-Time, First-Time Students by Gender (Fall 2007)

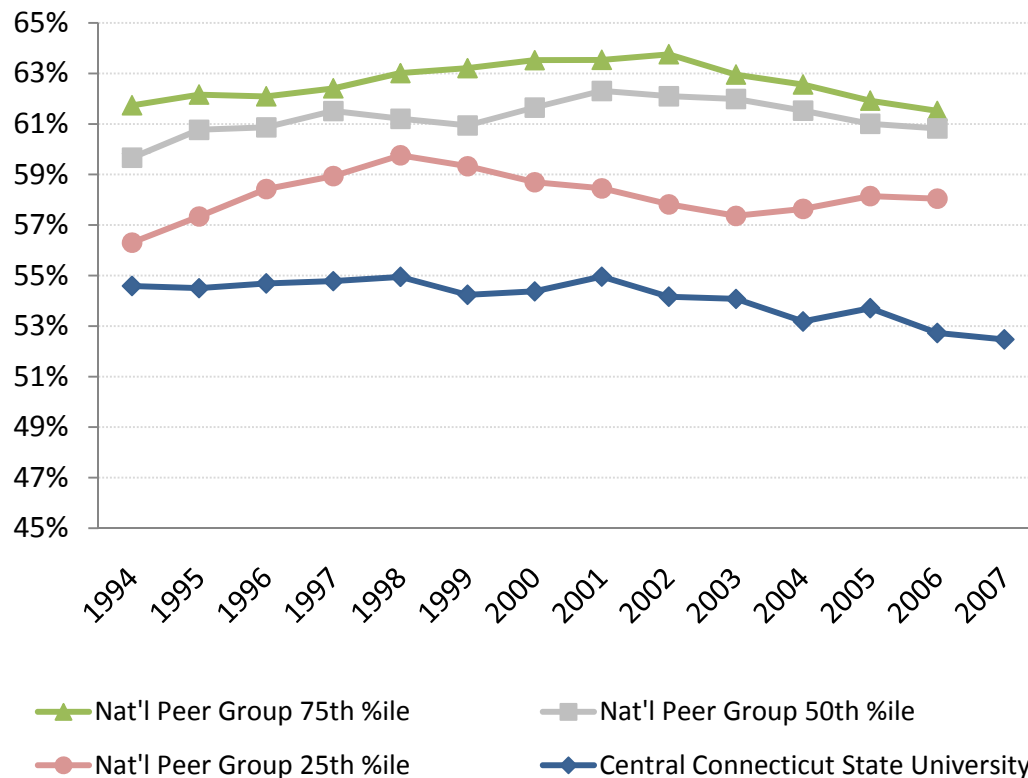


■ Male ■ Female

*Peer data are from the IPEDS Peer Analysis System*

# CCSU's overall enrollment by gender compared to peer institutions

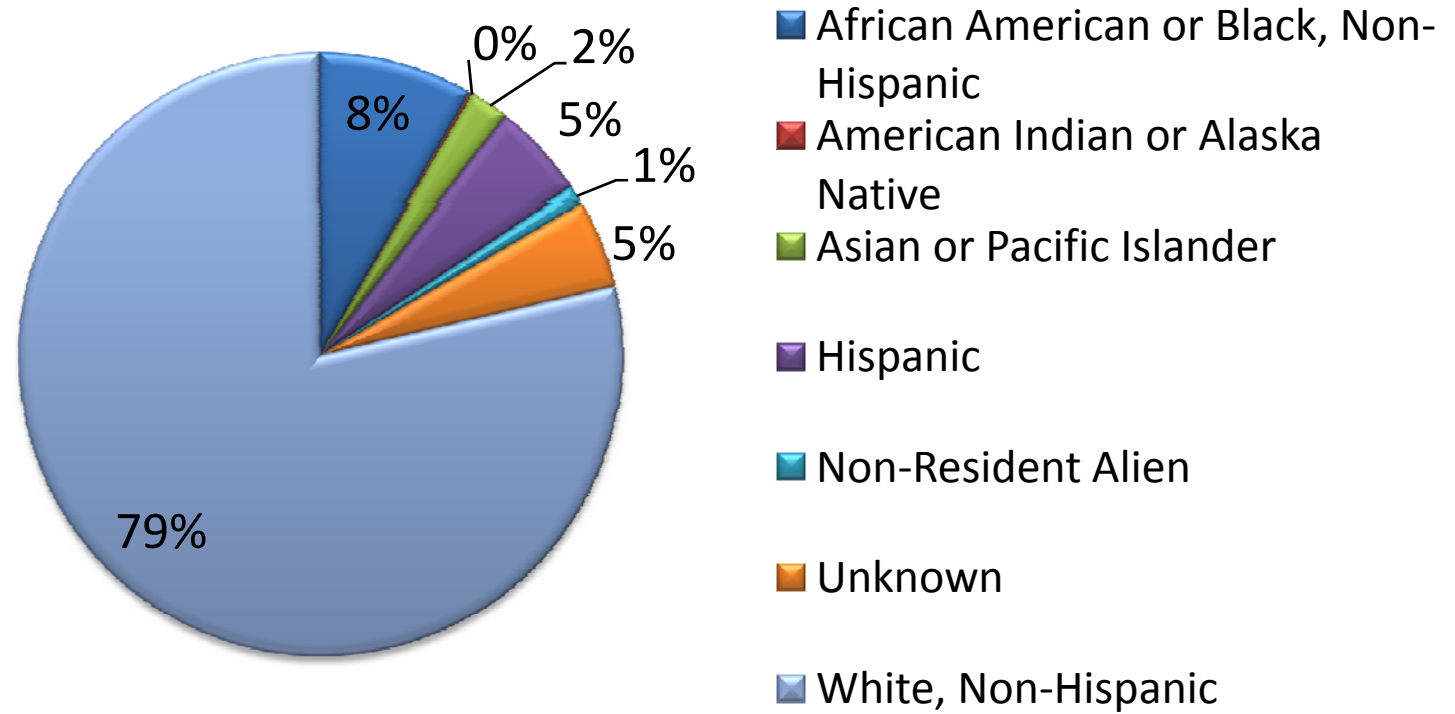
Fall Enrollment (Total) - Percent Female



Institution Name	2006
CUNY Brooklyn College	63%
Montclair State U (NJ)	63%
Bridgewater State (MA)	62%
U of Southern Maine	61%
Valdosta State U (GA)	61%
William Paterson U (NJ)	61%
East Stroudsburg U (PA)	60%
U of Central Missouri	57%
So. Illinois U-Edwardsville	56%
CCSU	53%
UMass-Dartmouth	51%

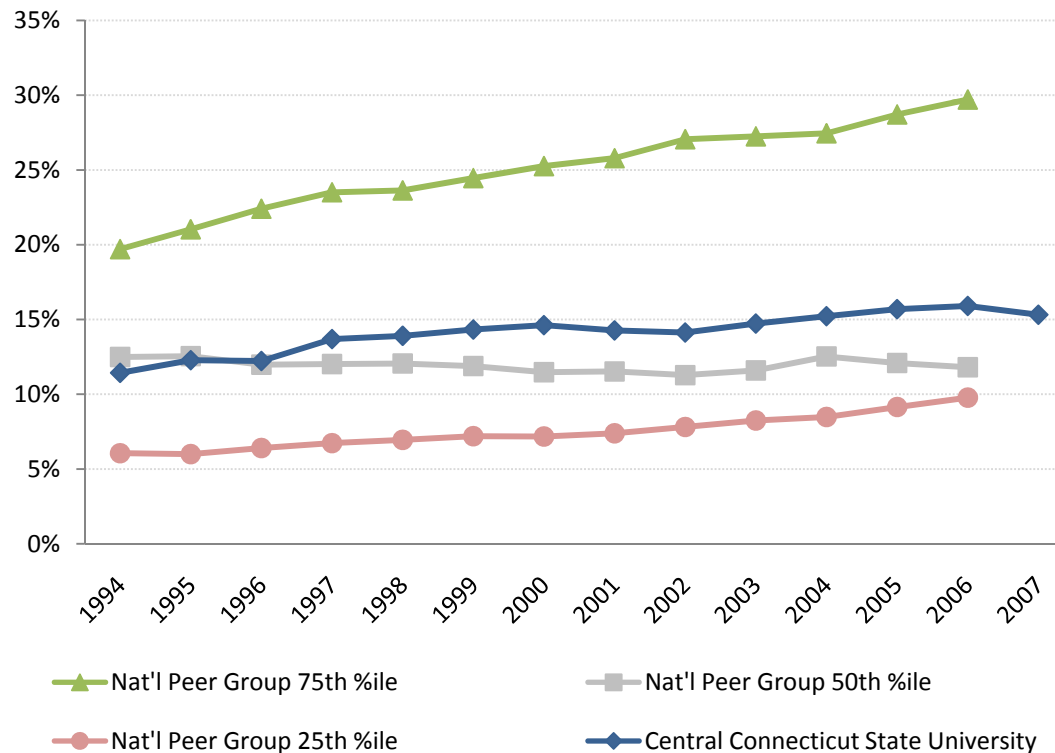
Peer data are from the IPEDS Peer Analysis System

## First-time, Full-Time Students by Race or Ethnicity



## CCSU's overall minority enrollment compared to peer institutions

Fall Enrollment (Total) - Percent Minority

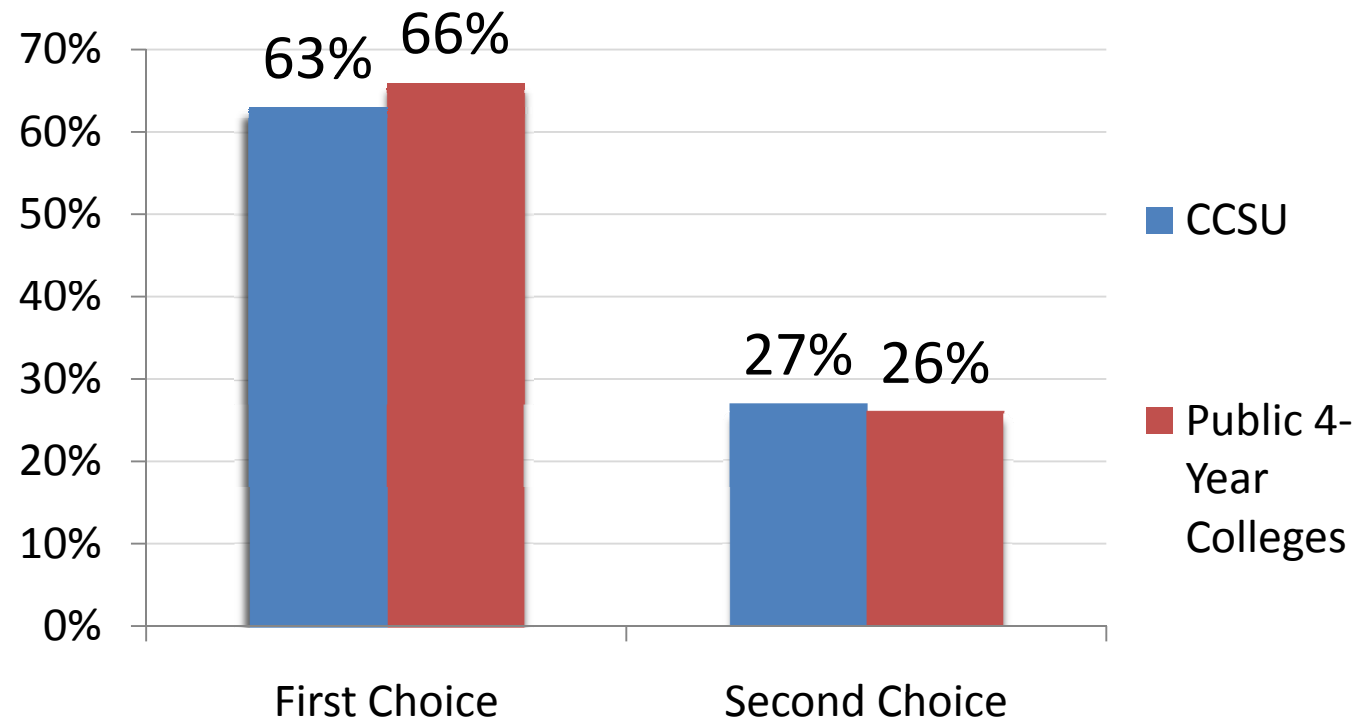


Institution Name	2006
CUNY Brooklyn	49%
William Paterson U (NJ)	33%
Montclair State U (NJ)	31%
Valdosta State U (GA)	26%
CCSU	16%
So. Illinois U-Edwardsville	12%
UMass-Dartmouth	11%
E. Stroudsburg U (PA)	10%
U of Central Missouri	10%
Bridgewater State (MA)	8%
U of Southern Maine	5%

\* Minority includes African American or Black, American Indian or Native Alaskan, Asian or Pacific Islander, and Hispanic; Non-Resident Alien and Not Reported categories are included in denominator.

*Peer data are from the IPEDS Peer Analysis System*

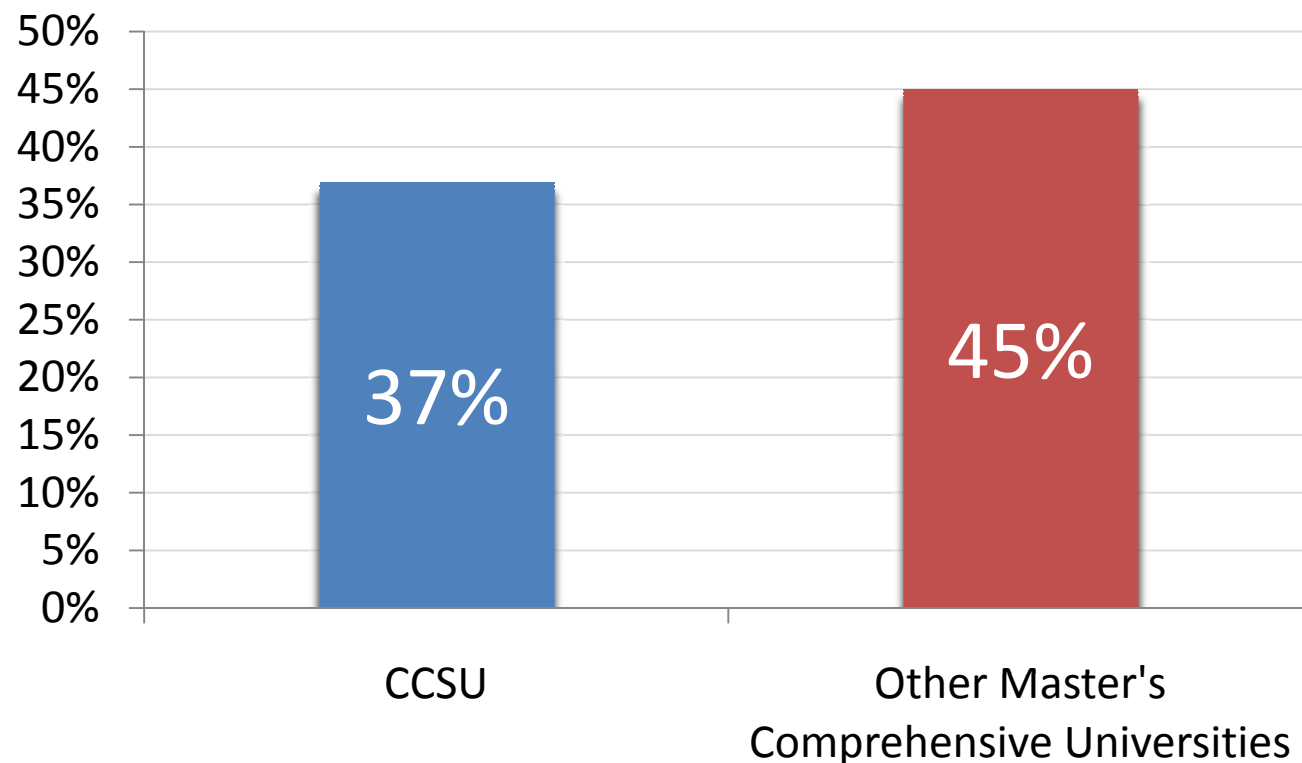
## Proportion of full-time first-time students reported CCSU was their college of first or second choice



*Data source: Fall 2006 CIRP Freshman Survey*

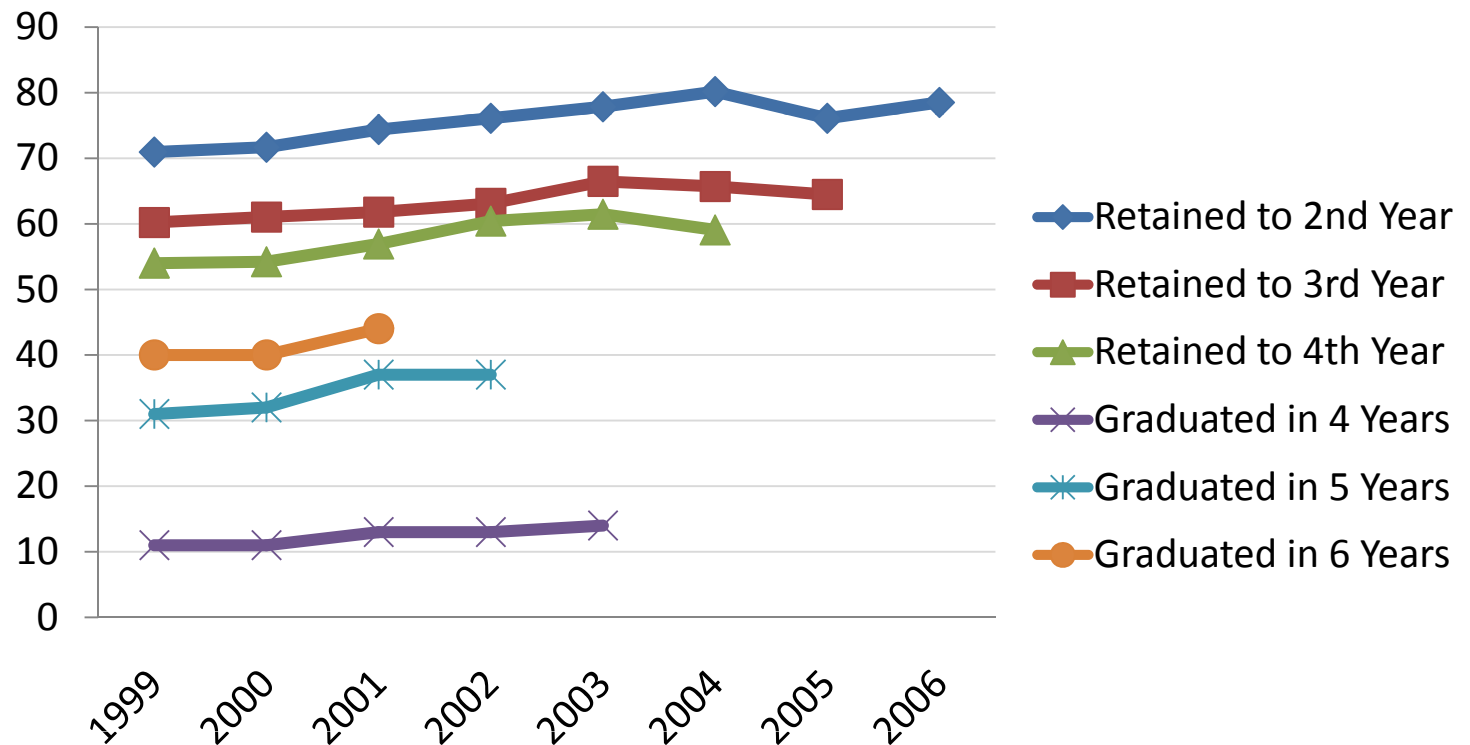


Proportion of full-time first-time students who reported they estimate chances are “very good” they will be satisfied with their college.

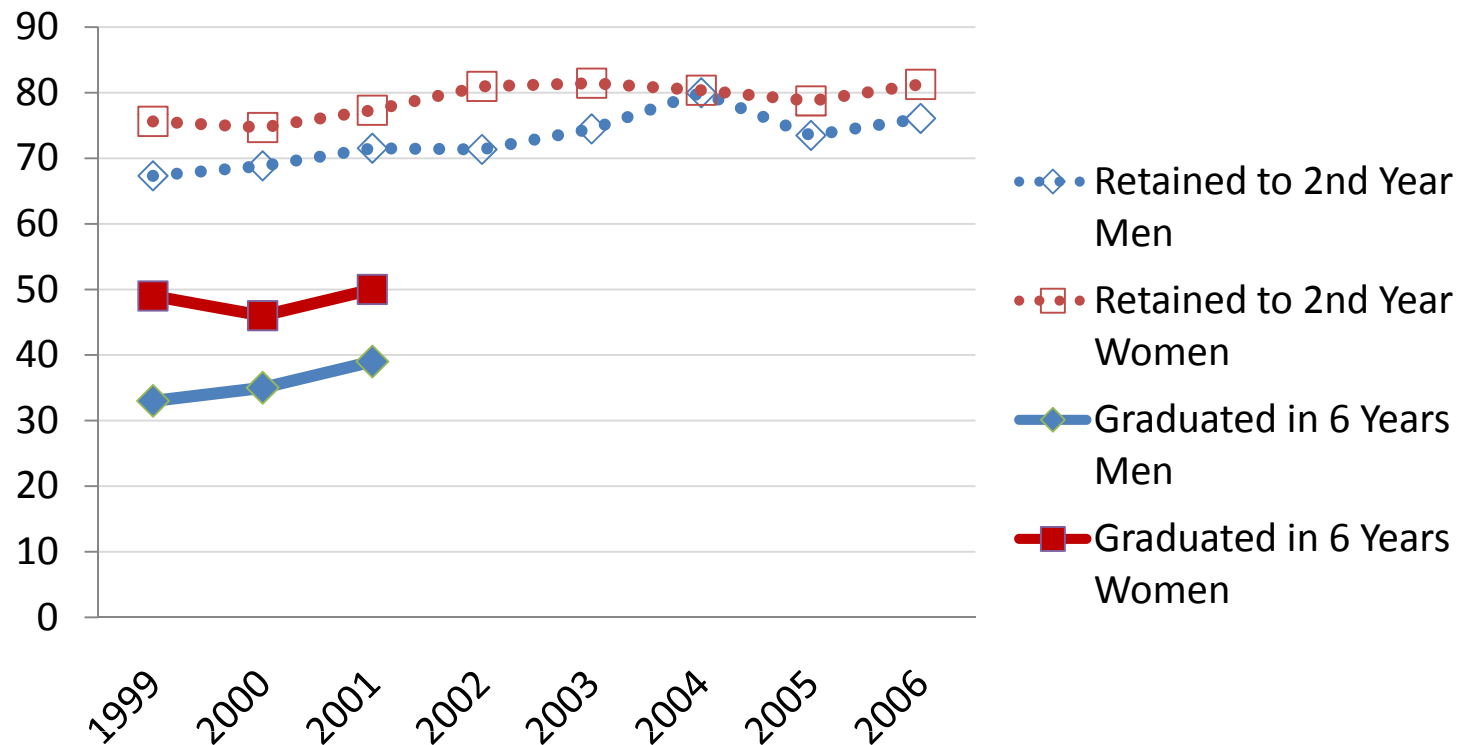


*Data source: Fall 2006 CIRP Freshman Survey*

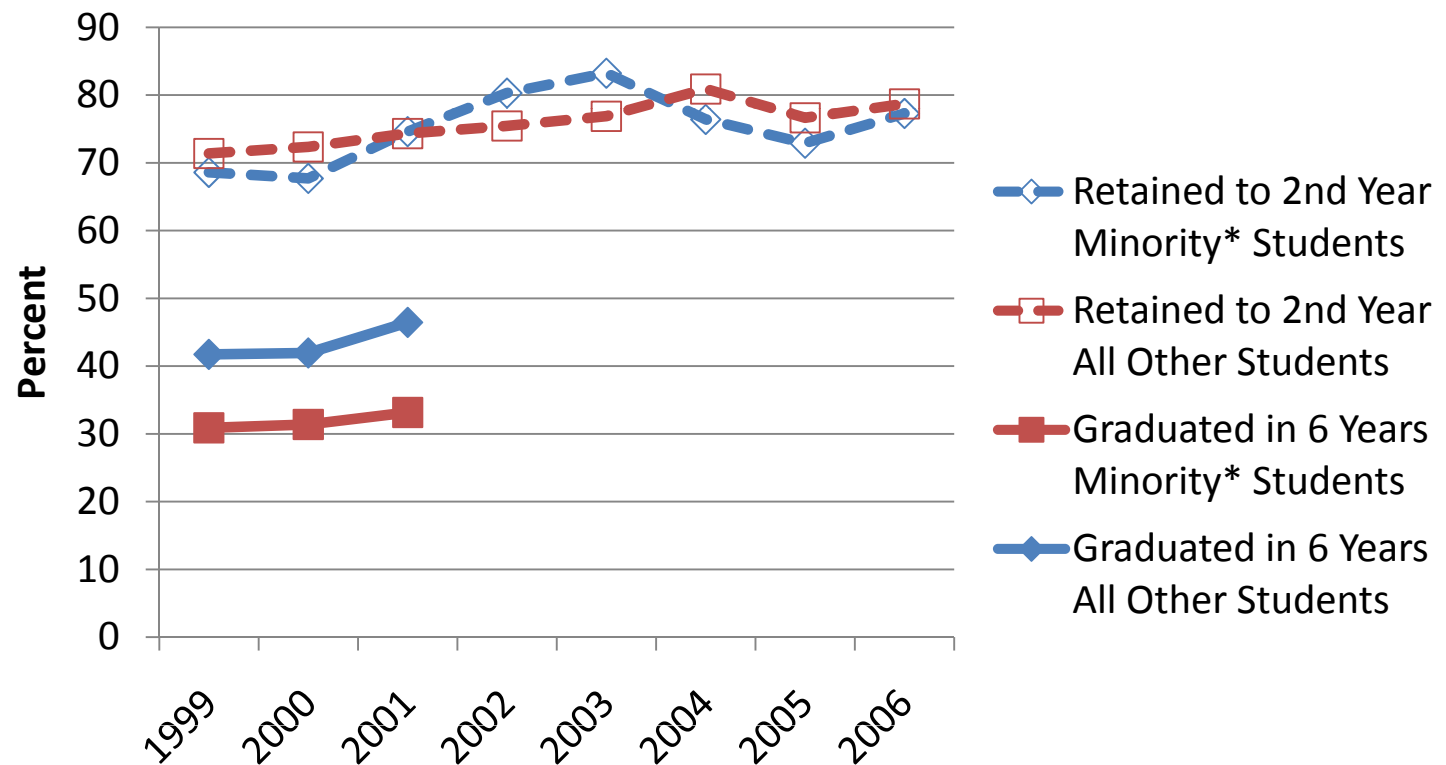
# Graduation & Retention Rates by Year of Entry



# Graduation & Retention Rates by Gender

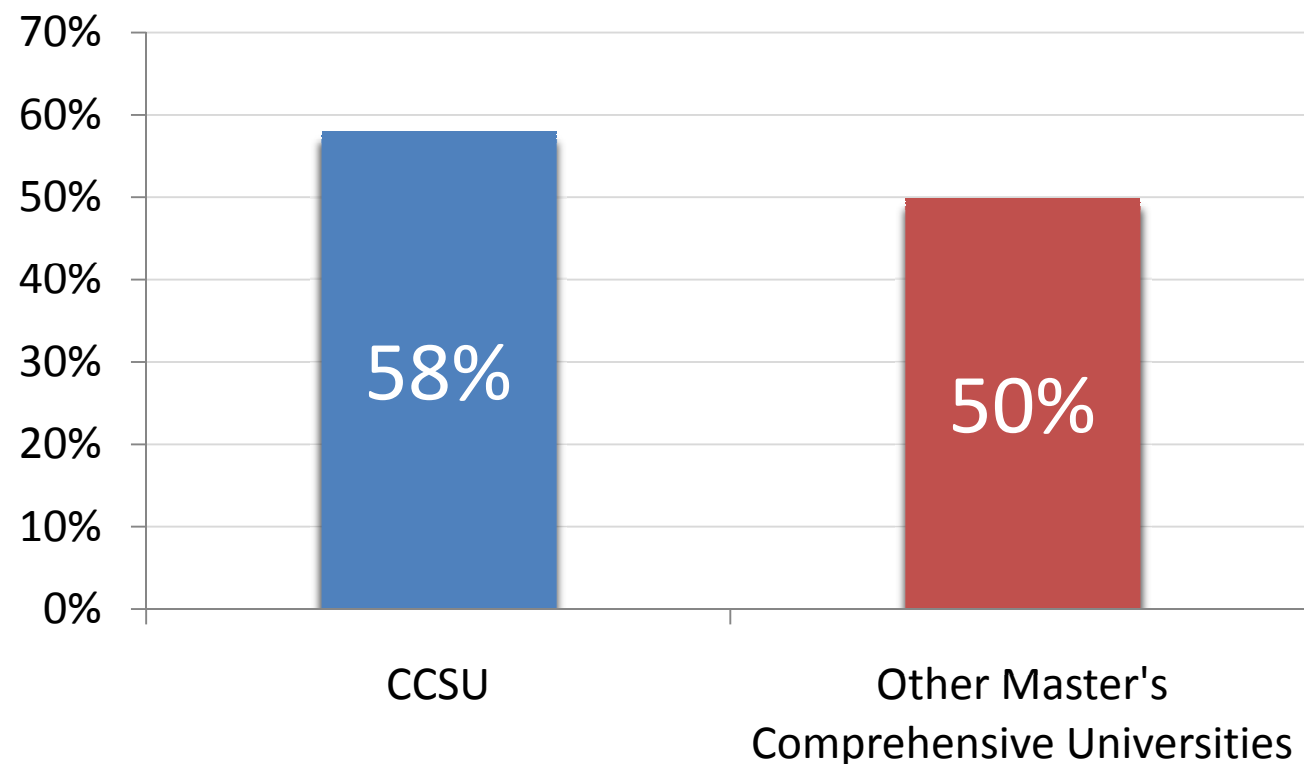


# Graduation & Retention Rates by Race or Ethnicity



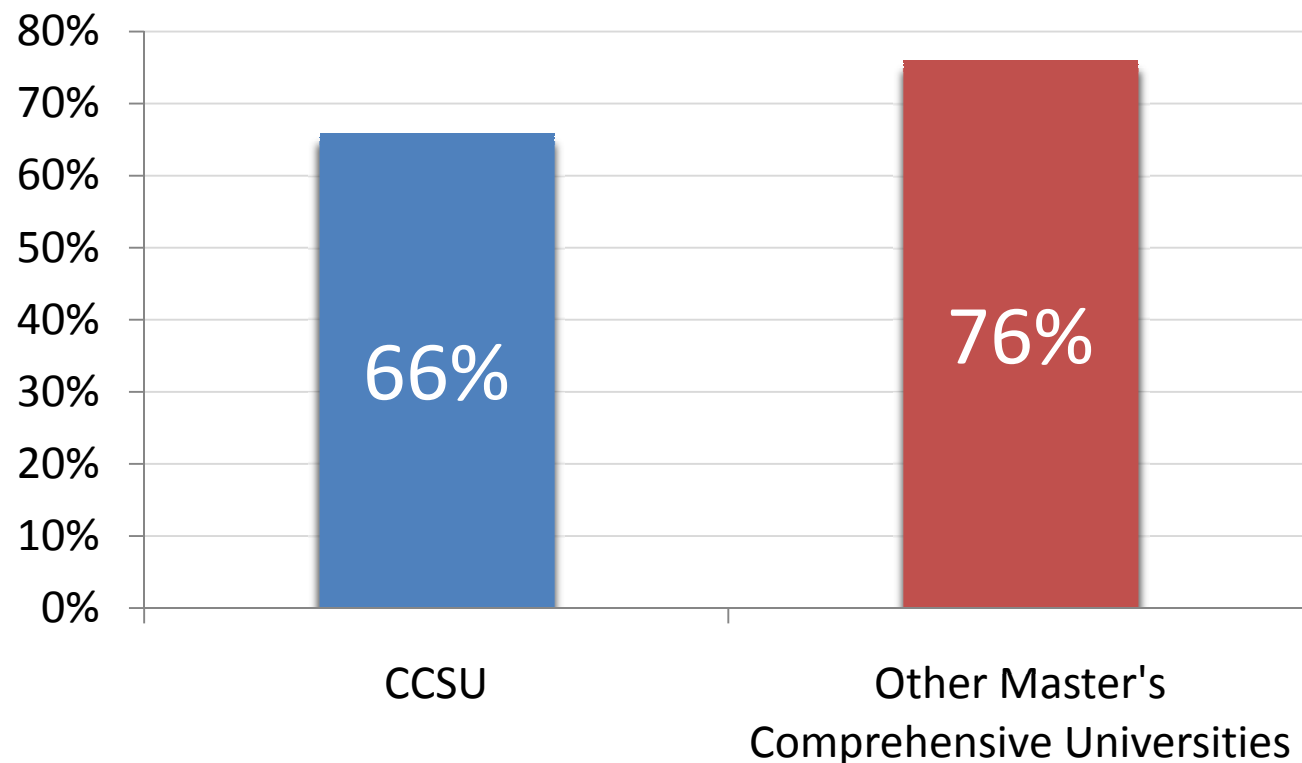
\* Minority includes African American or Black, American Indian or Native Alaskan, Asian or Pacific Islander, and Hispanic; Non-Resident Alien, White, and Not Reported are included in All Others category.

Proportion of full-time first-time students at CCSU who reported spending 10 hours per 7-day week **or less** on academic work outside of class



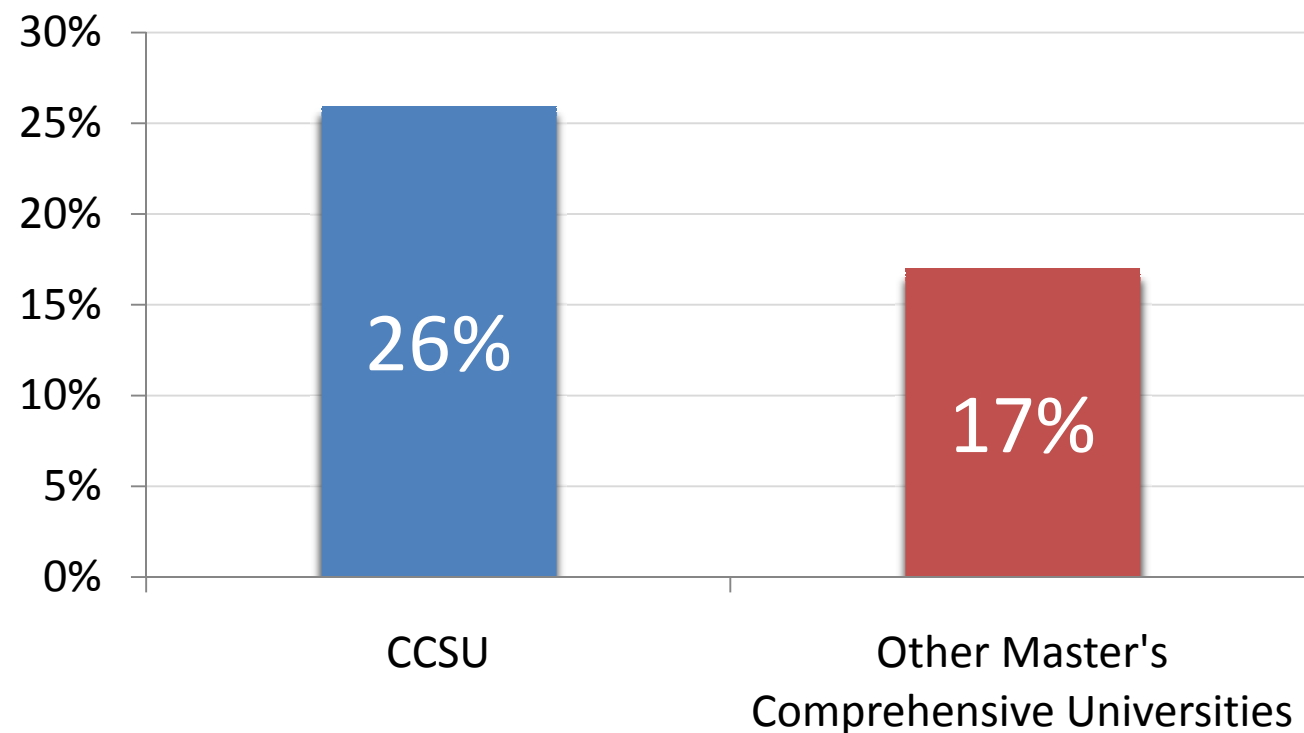
*Data source: Fall 2007 National Survey of Student Engagement*

Proportion of full-time first-time students spend  
less than 16 hours per 7-day week working off-  
campus



*Data source: Fall 2007 National Survey of Student Engagement*

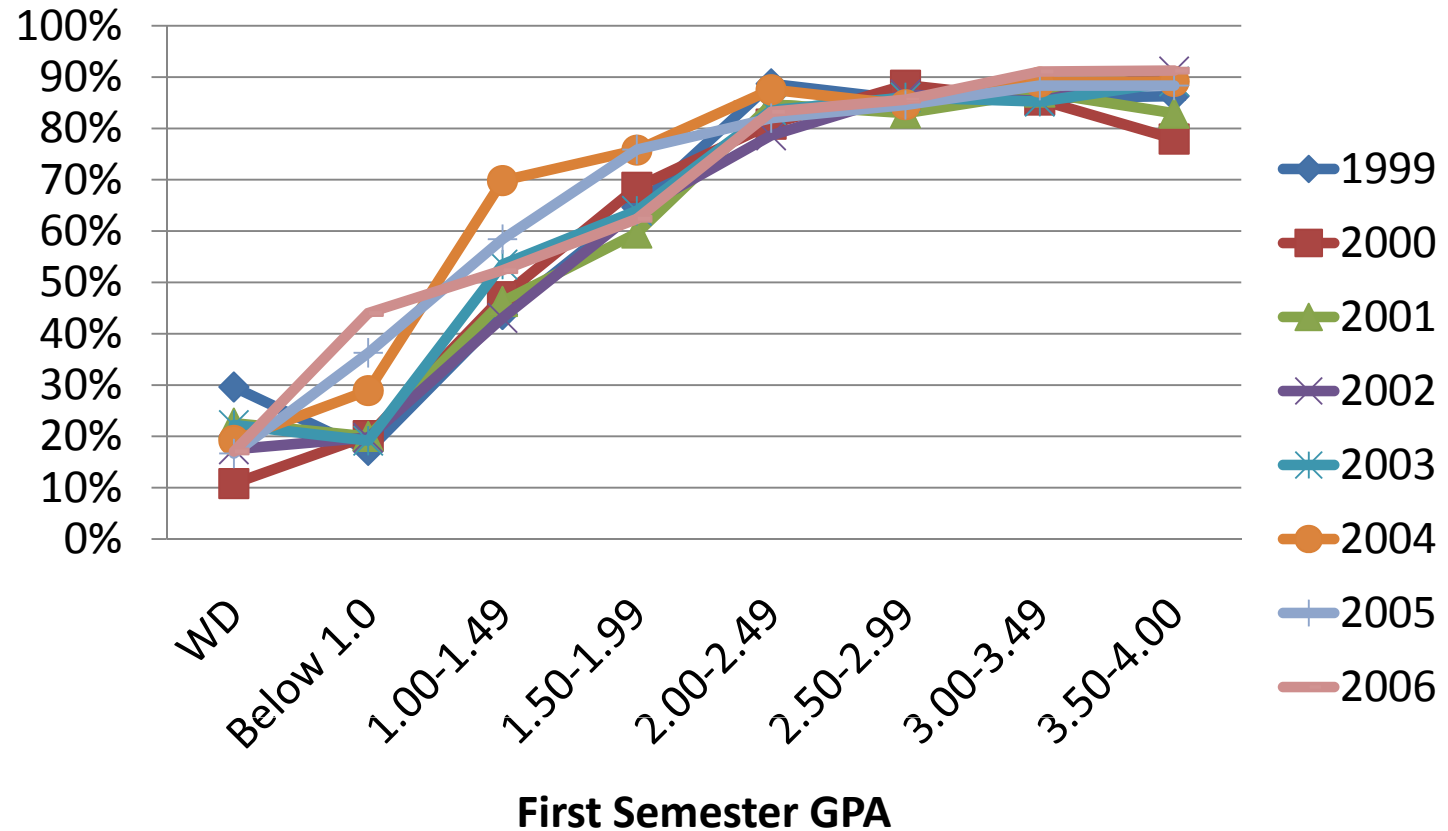
Proportion of full-time first-time students report coming to class without completing readings or assignments very often or often



**Percent Responding "Very Often" or "Often"**

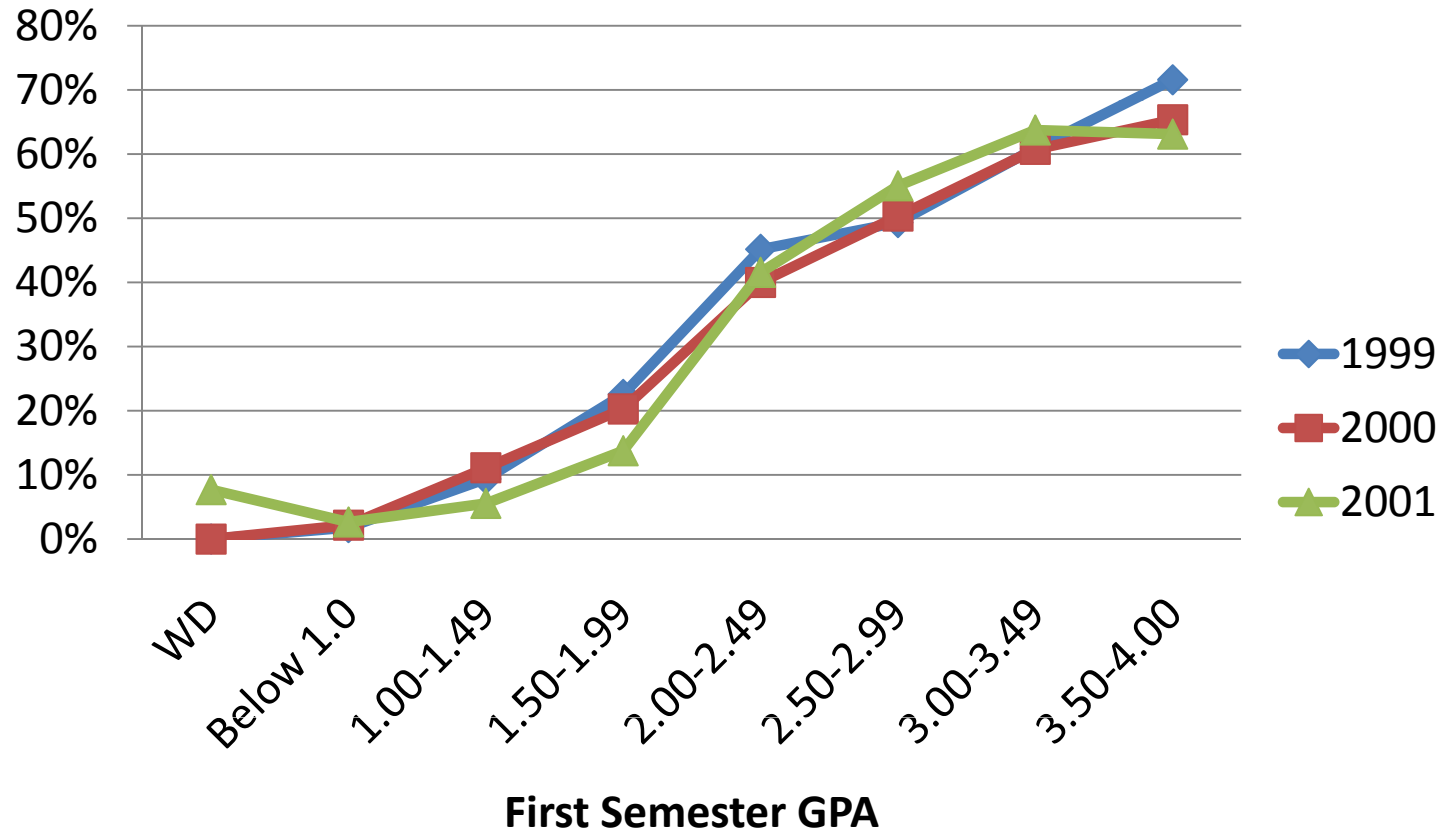
*Data source: Fall 2007 National Survey of Student Engagement*

# One-Year Retention Rates by First Semester Grade Point Average

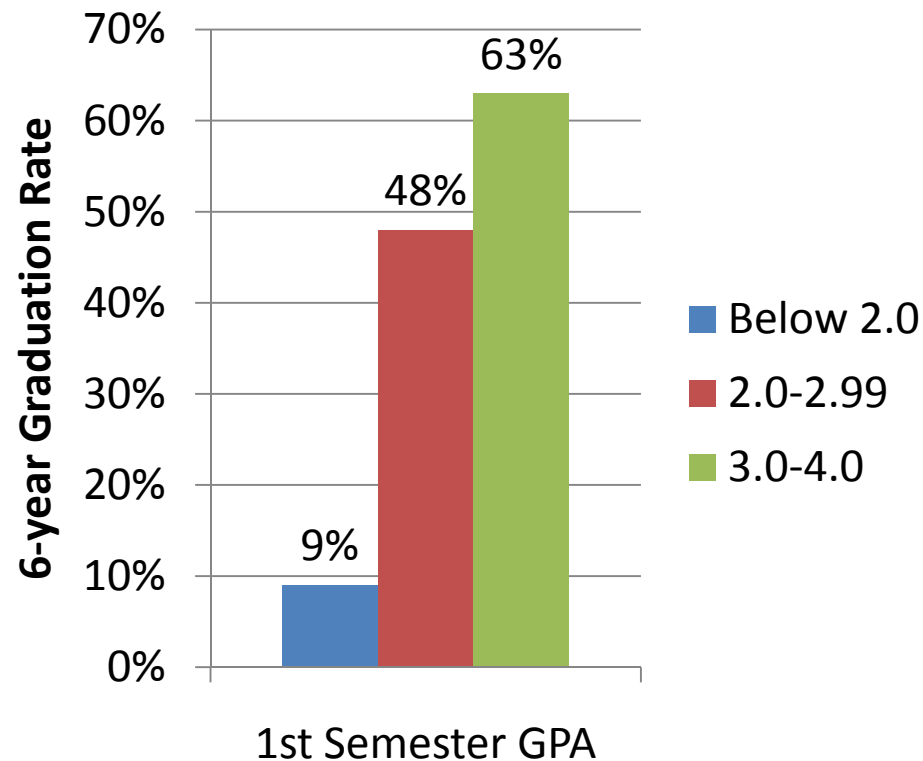




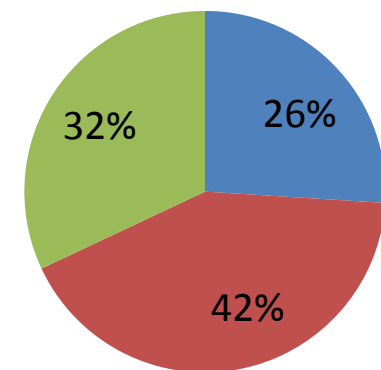
# Six-Year Graduation Rates by First Semester Grade Point Average



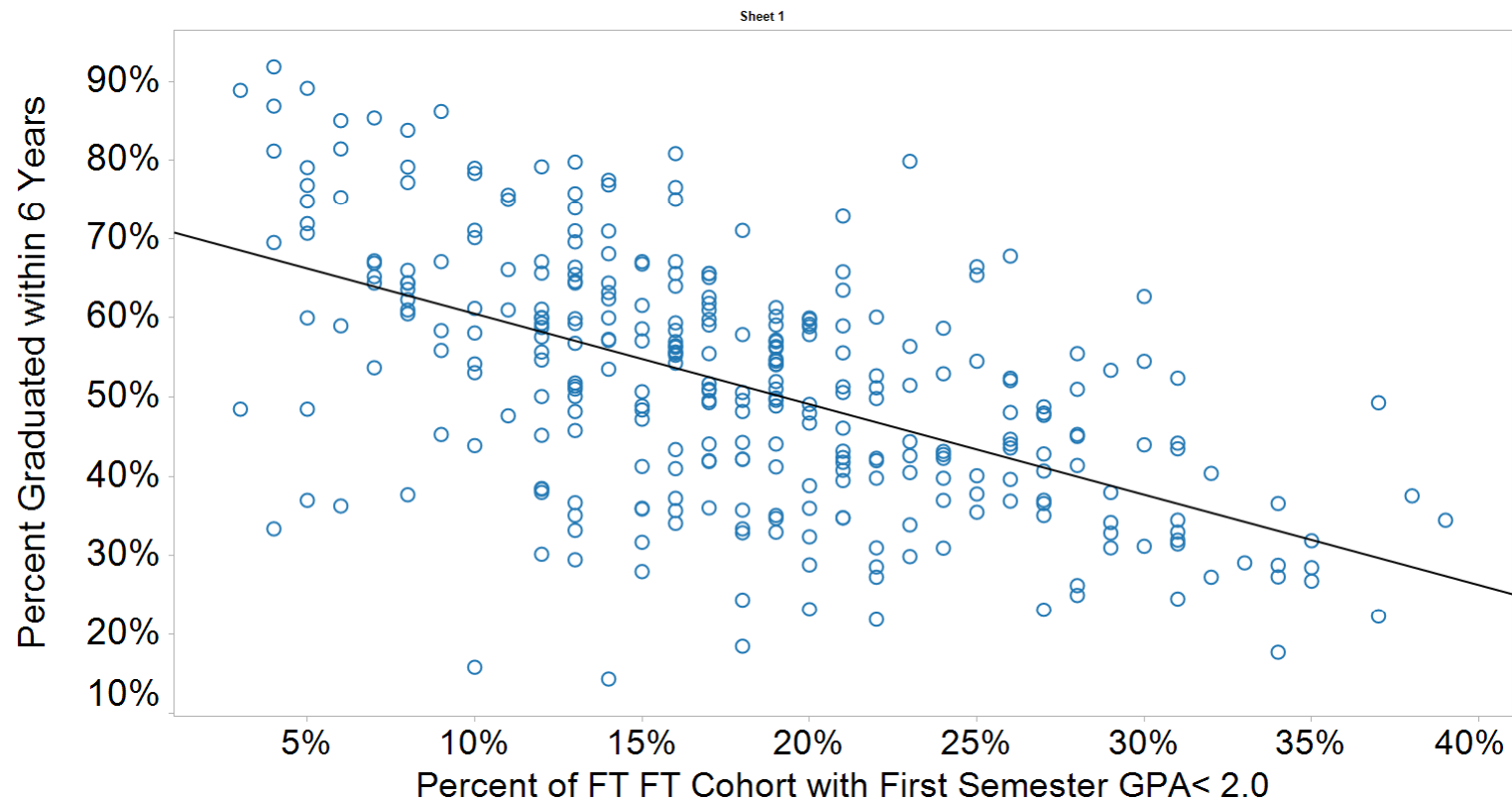
## Graduation Rate by First Semester GPA (Full-Time First-Time Students Entering 1999, 2000, 2001)



**Distribution of  
1<sup>st</sup> Semester  
GPAs**



## 1<sup>st</sup> Semester GPA Explains About 25% of Variation in Graduation Rates Among Institutions



Below20 vs. GradRate. The view is filtered on Below20, which ranges from 3% to 39%.

Institutions (N)=312, DF=2,  $R^2=0.314$ ,  $p<0.0001$

Model: GradRate = 72% - 1.14 x (Percent of Cohort w/ 1st Sem GPA Below 2.0)

## Closing Thoughts

- Findings should **NOT** be interpreted as a suggestion to assign higher grades than students have earned
- GPAs encompass more factors than academic ability (e.g. social integration, health, financial stability)
- How can we get students to learn more effectively?
- How can we intervene in instances where student performance suggests high risk?