

**Summary of Highlights from Surveys and Studies
Conducted by the San Francisco State University
Office of Academic Institutional Research
2009 through 2014**

<http://air.sfsu.edu/ir>

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Highlights from the Attrition Study (http://air.sfsu.edu/ir/analytical_studies)

46% graduate here in six years, plus 10% grad elsewhere; 7% still enrolled here after six years

54% of the Fall 2005 FTFTF *did not graduate* from SF State within six years

- 20% of all Fall 2005 FTFTF left SF State before their second year
- 31% of all Fall 2005 FTFTF left SF State before their third year

Non-graduating students were more likely than were graduating students to be underrepresented minority students (URM vs. non-URM), in need of remediation in both English and math (vs. in only one or neither), from Southern California (vs. the local area), have a Science & Engineering major (vs. other colleges), or have total GPAs below 2.5 at the end of their last semester of attendance in the six year timeframe (vs. higher GPAs).

Non-graduating students *who left before their second year* were more likely than were non-graduating students who left later to be students who were White, whose parent(s) had attended college, who had GPAs above 3.5 or below 1.5, who needed remediation in math alone, or who were from high schools in the counties of Southern California.

- Half of the White non-graduating students left SF State at the end of their first year, followed by another 23% at the end of their second year.
- Of the students having GPAs above 3.5 who left SF State before the beginning of the second year, 95% subsequently attended and 53% earned a bachelor's degree from another post-secondary institution.

Non-graduating students from Southern California were significantly more likely to transfer to schools in Southern California than elsewhere after leaving SF State without earning a degree.

One third (35%) of the non-graduating SF State students earned a degree or certificate elsewhere before 2012. Of those who earned a degree after leaving SF State, 82% had enrolled first in a 4-year public or private institution.

Highlights from the Southern California Attrition Study (http://air.sfsu.edu/ir/analytical_studies)

Southern California students from the Fall 2005 through 2009 FTFTF cohorts had significantly higher attrition rates than did students from other areas in every term through Fall 2011. The greatest attrition occurred during the first year when the Southern California attrition rate averaged about 30%. After the second year, roughly 46% of Southern California FTFTF had discontinued. This was about 50% higher than local area student attrition. After the third year, the average attrition rate across the cohorts was 51% among Southern California students, in contrast to 35% among local area students. There were no consistent differences in attrition among students from Southern California by ethnicity or county.

Within the ideal time-to-degree of four years, Southern California students were more likely to graduate from SF State than were local area students. Over the longer six-year period, however, this changed. The Southern California six-year graduation rate for the Fall 2005 cohort (43%) was six percentage points lower than that of local area students (49%).

The percentage of Southern California students who left SF State before graduating, enrolled elsewhere, and earned a bachelor's degree before 2012 (16%) was more than three times the percentage of local area students who did so (5%).

Highlights from the "Leaver Study" - Identifying Potential Leavers among FTFTF
(http://air.sfsu.edu/ir/analytical_studies)

Six-year enrollment status (graduated, left without a degree, still enrolled) of the 6,116 FTFTF of the Fall 2005 and 2006 cohorts was examined to create a better model for identifying students who appear to be at increased risk of leaving SF State without graduating.

Course completion rates among eventual six-year leavers were significantly more likely to be lower among students who were male, African American, first generation college-attending, in need of only English remediation or (surprisingly) no remediation at all, unremediated (non-completers of needed remediation), or "C" students in high school than among these students' counterparts in each demographic or academic category.

A more detailed look at the early progress of the three six-year enrollment status groups provides a deeper understanding of the first year performance of the eventual leavers. At the end of Term 2 (i.e., Year 1), students who eventually left by the end of the sixth year were already noticeably behind those who would graduate within six years or still be enrolled in terms of course completion, units earned, and campus GPA. A lower mean GPA at the end of Year 1 might have been expected of the eventual leavers. It should be pointed out, however, that some leavers achieved relatively high GPAs at SF State before choosing to transfer to other institutions.

Students more likely than others to graduate (vs. leave) within six years included those who were male, Asian, first generation, Pell-eligible, or local, and were more likely to have lived on campus in their first year. The likelihood of graduating increased with higher high school GPAs.

Analysis of National Student Clearinghouse data revealed that 71% of leavers continued their higher education elsewhere within six years of their SF State matriculation. Of the leavers who subsequently enrolled elsewhere, 26% earned a bachelor's degree within six years. More than half of the bachelor's degrees (53%) were earned at other CSU campuses, and 21% were earned at UC campuses.

Highlights from the Remediation Study (http://air.sfsu.edu/ir/analytical_studies)

Six in ten (59%) of the 16,824 FTFTF in the Fall cohorts of 2005 through 2009 needed remediation in English, math, or both.

Demographic Characteristics of Students More Likely to Need Remediation than Others in the Same Demographic Category

Demographic Category	Both English and Math	English Only	Math Only
Gender	Female	Male	Female
Ethnicity	African American or Latino	Asian	White
URM	URM	Non-URM	(no significant difference)
First Generation College	First generation college	First generation college	Parental college experience
EOP Enrollment	Enrolled in EOP	(no significant difference)	Not enrolled in EOP
Pell Grant Eligibility in Freshman Year	Pell-eligible	(no significant difference)	Not Pell-eligible
College of Major	Health and Social Sciences	Business or Science & Engineering	Liberal & Creative Arts
High School GPA	B	A	C
Geographic Origin/ High School	Local area	Local area or outside of California	California county outside of local area

Students from high schools in California counties outside of the local area were significantly less likely than were students from the local area or outside of California to complete remediation.

Although students who need remediation are, by definition, not college ready and might be expected to be less successful in college than are those who do not need remediation, this was not so. Of the FTFTF in the Fall cohorts of 2005 through 2009 who needed remediation, 86% completed remediation while 14% did not.

- 78% of the students who did *not* need remediation were retained in Term 3
- 75% of those who *needed* remediation were retained in Term 3
 - 87% of students who *completed* remediation were retained in Term 3

Among Fall 2005 FTFTF, the six-year graduation rate for those who completed remediation was higher than that of students who did not need remediation at all:

- 48% of the students who had *not* needed remediation graduated within six years
- 51% of the students who had *needed and completed* remediation graduated within six years

Six-year graduation rates did not differ significantly between those who needed and those who did not need remediation. Significant differences appeared, however, in six-year graduation rates by the *type* of remediation needed. Students needing remediation in both English and math were significantly less likely than were those who needed English-only, math-only, or no remediation to succeed in their remediation efforts in their freshman year or to graduate in six years.

Highlights from the Probation Study ([http://air.sfsu.edu/ir/analytical studies](http://air.sfsu.edu/ir/analytical_studies))

One in five (22%) of the FTF and 18% of new transfer students from the Fall terms of 2007 through 2009 were placed on probation at least once during their enrollment at SF State. Students were most at risk of being placed on probation at the end of their first term, when 14% of FTF and 12% of transfer students were placed on probation. Fewer students (4% of FTF and 3% of transfer students) were first placed on probation in Term 2. Disqualification occurred at the end of the third and fourth terms and affected about 1% of students.

One of the most notable factors in the likelihood of being placed on probation is enrollment status. While only 21% of FTF and 16% of transfer students who were enrolled full-time in Term 1 were ever placed on probation, 40% of FTF and 23% of transfer students who were enrolled part-time in Term 1 were placed on probation.

Among FTF, another notable factor was ethnicity. Black/African American FTF (36%) were much more likely and Latino FTF (26%) somewhat more likely to be placed on probation than were Asian (21%) or White (18%) FTF.

Subsequent academic status of those placed on probation was examined. The most notable change in the academic status of students who were placed on probation in Term 1 took place between the second and third terms, when nearly three times as many FTF and more than twice as many transfer students dropped out as had after Term 1. Unlike FTF, however, some transfer students placed on probation in Term 1 were able to move from probation to good standing between Terms 2 and 3, and a smaller percentage of transfer students than of FTF dropped out of SF State at that point.

Four-year outcomes for students placed on probation indicated that they were very unlikely to continue their enrollment at SF State and even more unlikely to graduate. Among all FTF from Fall 2007, for example, 24% were placed on probation at some point, and 17% left SF State without graduating. Among only those placed on probation, 67% dropped out, 3% left after being disqualified and did not return later to SF State, and only 1% graduated within four years.

Highlights: Graduation and Attrition Among Fall 2005-2007 New Junior and Senior CCC Transfer Students ([http://air.sfsu.edu/ir/analytical studies](http://air.sfsu.edu/ir/analytical_studies))

Transfer students typically account for roughly half of all new undergraduate students and earn roughly two thirds of all bachelor's degrees conferred by SF State. Students from the CCC system accounted for about 86% of all new undergraduate transfer students enrolled in Fall 2005-2007.

More than two thirds of the CCC transfer students graduated within four years of their transfer to SF State, while about one quarter left within the same period of time without graduating. The four-year graduation rate was roughly 10 percentage points higher than the three-year graduation rate (demonstrating the value of tracking graduation out to the fourth year for transfer students).

The six-year graduation rate for the Fall 2005 FTTF who were still enrolled at SF State two Fall terms after their matriculation was nearly the same as the four-year graduation rates for the Fall 2005-2007 CCC transfer students who entered SF State as juniors or seniors.

Highlights from the "Undeclared Study" - Status of Major and Student Outcomes

(http://air.sfsu.edu/ir/analytical_studies)

The results of this study challenge the conventional wisdom that waiting to declare a major or changing a declared major may increase students' likelihood of leaving without graduating or taking longer to graduate. Six-year outcomes were compared for Fall 2007 first-time freshmen who matriculated with a declared major, matriculated with an undeclared major but declared one later, or matriculated with an undeclared major and left SF State before declaring one. Perhaps unexpectedly it was found that the highest six-year graduation rate was among those who entered with an undeclared major but declared one later (75%). Only half of the Fall 2007 first-time freshmen who matriculated with a declared major graduated within six years. By definition, none of the students who never declared a major graduated. One problem in considering policy solutions for the never-declared students is that they cannot be identified as such until after they have left SF State.

- The early academic progress and performance of the students who left before declaring a major was significantly lower than that of the always-declared and later-declared students as measured by mean term units attempted and earned, cumulative units earned, and campus (cumulative) GPA in the first three years. More interesting is the finding that the academic progress and performance of the later-declared students was not significantly different from that of the always-declared students, except that the mean campus GPA of the later-declared students was significantly *higher* than that of the always-declared students at the end of Terms 1 and 2.
- Similarly, academic status differed significantly between the groups in question. The *never*-declared students were significantly more likely than were the always- and later-declared students to be on probation, subject to disqualification, or disqualified in their first two years.
- Students who never declared a major before leaving SF State were significantly more likely than were always- or later-declared leavers to drop out before beginning their second year. This departure pattern resembles the findings of the 2012 SF State Attrition Study. Furthermore, the always-declared leavers' departure pattern was similar to that of the never-declared leavers, while the *later*-declared leavers were significantly *less* likely to make their first year their last.
- Time spent undeclared was examined. Students who were still undeclared as of the one- and two-year marks had significantly *higher* six-year graduation rates than did the initially-undeclared students who declared a major by those points in time.
- Timing of declaration of major was also examined. Students first declaring a major at the two- or three-year points were significantly more likely to graduate within, or still be enrolled after, six years (vs. leaving) than were those who matriculated with a declared major or who declared a major at the one-year point.

The greatest circumstance slowing down progress toward students' expected graduation date:

Financial pressure or the need to work	69%
Indecision about my major	19%
Taking off one or two semesters	6%
The need to take care of family	6%

The greatest academic problem slowing down progress toward students' expected graduation date:

Lack of required course sections	63%
Inadequate advising	11%
Taking courses not required for my degree	10%
Lack of academic preparation	9%
Lack of transferability of courses taken elsewhere	6%

Taking classes not needed for the bachelor's:

Never took unneeded class	22%
Classes needed were not available	42%
Wanted to explore different subject area	16%
To maintain financial aid	13%
Changed major	6%

Courses students were unable to enroll in when they wanted to:

Required course in the major	53%
General Education	24%
Prerequisite course for major that wasn't required for GE	10%
Elective course in the major	7%
Never been unable to get a course that I wanted	7%

Advising

Who is the primary person who helps students select classes?

No one	49%
Faculty advisor in my major	19%
Advisor in Undergraduate Advising Center	16%
Family, friend, other student	16%

What is the most effective way for students to find information on satisfying university program and graduation requirements?

Consulting with advisors	31%
University website	29%
University Bulletin	14%
email reminders	13%
Department website	12%

Satisfaction with GE advising:

Satisfied	63%
Not Satisfied	26%
Not applicable	11%

Rating of advising from Undergraduate Advising Center:

Helpful or Very Helpful	45%
Somewhat or Not Very Helpful	36%
Never Used	19%

Satisfaction with advising in students' major and with faculty advising:

Satisfied	75%
Not Satisfied	21%
Not applicable	4%

Rating of advising from Advising Center in students' college:

Helpful or Very Helpful	55%
Somewhat or Not Very Helpful	28%
Never Used	17%

Student Life

Students are aware of student events:

Minimally or Not Aware	52%
Very or Somewhat Aware	48%

Students are satisfied with Student Life:

Somewhat or Not Satisfied	56%
Satisfied or Extremely Satisfied	44%

Students are connected to their Class Identity (e.g., Class of 2014):

Not Connected	56%
Somewhat Connected	38%
Very Connected	7%

Students are involved in extracurricular activities:

No	67%
Yes	33%

Students belong to student organizations:

None	64%
Only 1	24%
2 or More	12%

Students participate in or attend campus events or activities:

Never	38%
Occasionally (1-2 times per semester)	41%
Sometimes (3-4 times per semester)	12%
Often (4-5 times per semester)	5%
Very often (5 or more times per semester)	4%

These are most important to students in defining a sense of community at SF State:

Strong student/faculty/staff relationships	39%
Student Life events	23%
Active student organizations	20%
Athletic events	9%
Campus Recreation	8%

Stress

Students would most likely do the following if under stress on campus:

Talk to a friend	68%
Talk to parent or family member	19%
Contact academic advisor or professor	8%
Contact Counseling & Psychological Services Center	4%
Talk to staff (incl. Resident Assistants)	1%

5th Floor Spring 2014 Pulse Survey results including graduate student responses (n>8,000):

The change at SF State that would be MOST or SECOND-most important to me is:

	most important	second most important
Residential facilities	5%	6%
Social facilities	7%	10%
Academic advising services	21%	18%
Tutoring services	8%	10%
Career services	15%	18%
Financial aid	26%	15%
Mental health services	3%	4%
Recreation and physical fitness opportunities	9%	10%
Something else	7%	9%

NSSE and FSSE: National and Faculty Surveys of Student Engagement – Summary of 2014 Responses

The **National Survey of Student Engagement (NSSE)** measures undergraduate students' engagement in their university education through questions that explore their behaviors and experiences. Student engagement represents both the time and effort students put into their studies and other educational activities and how the institution deploys its resources and organizes the curriculum and other learning opportunities to encourage student participation in educational activities. The **Faculty Survey of Student Engagement (FSSE)** complements the NSSE by measuring faculty perceptions of student engagement based on faculty experiences teaching undergraduates. Results from the 2014 administration of the surveys are summarized in a three-page report posted at the following URL:

<http://air.sfsu.edu/sites/sites7.sfsu.edu.air/files/NSSE%202014%20Summary%20REV%2012.09.2014.pdf>