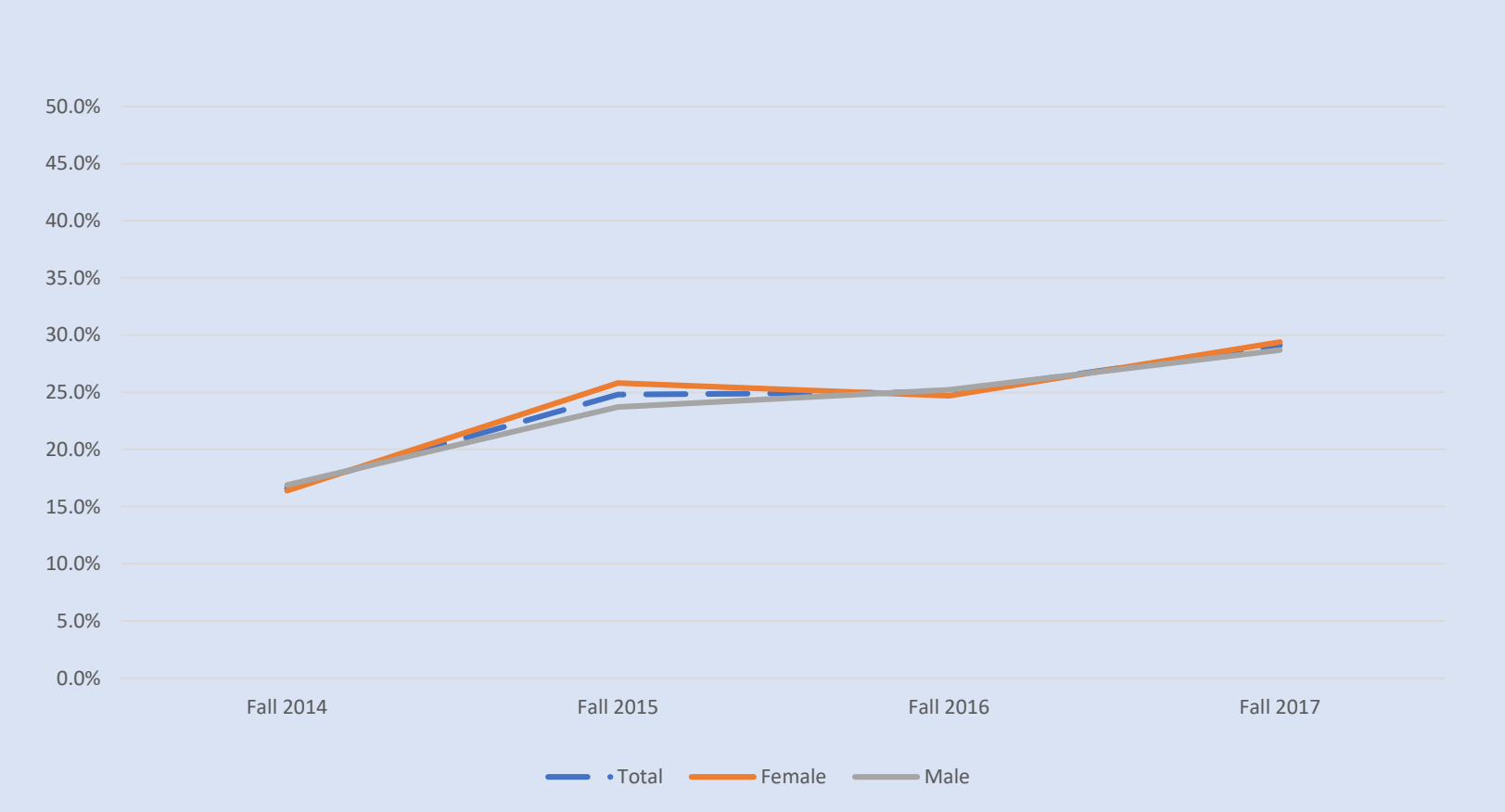


Student Success Summit

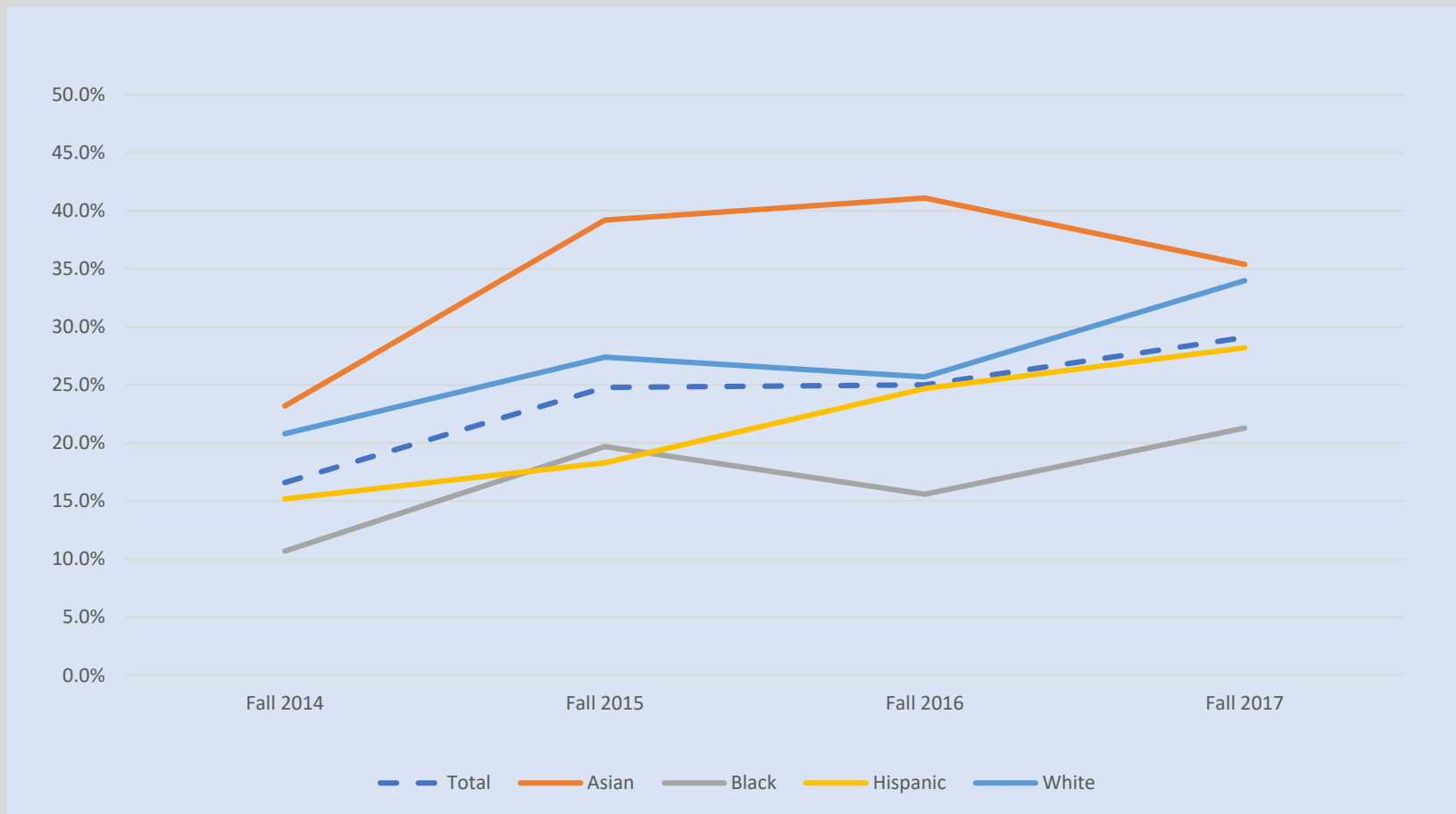
March 22, 2019

Completed College Level Math in First Year - Fall 2014 to Fall 2017 cohorts - Gender



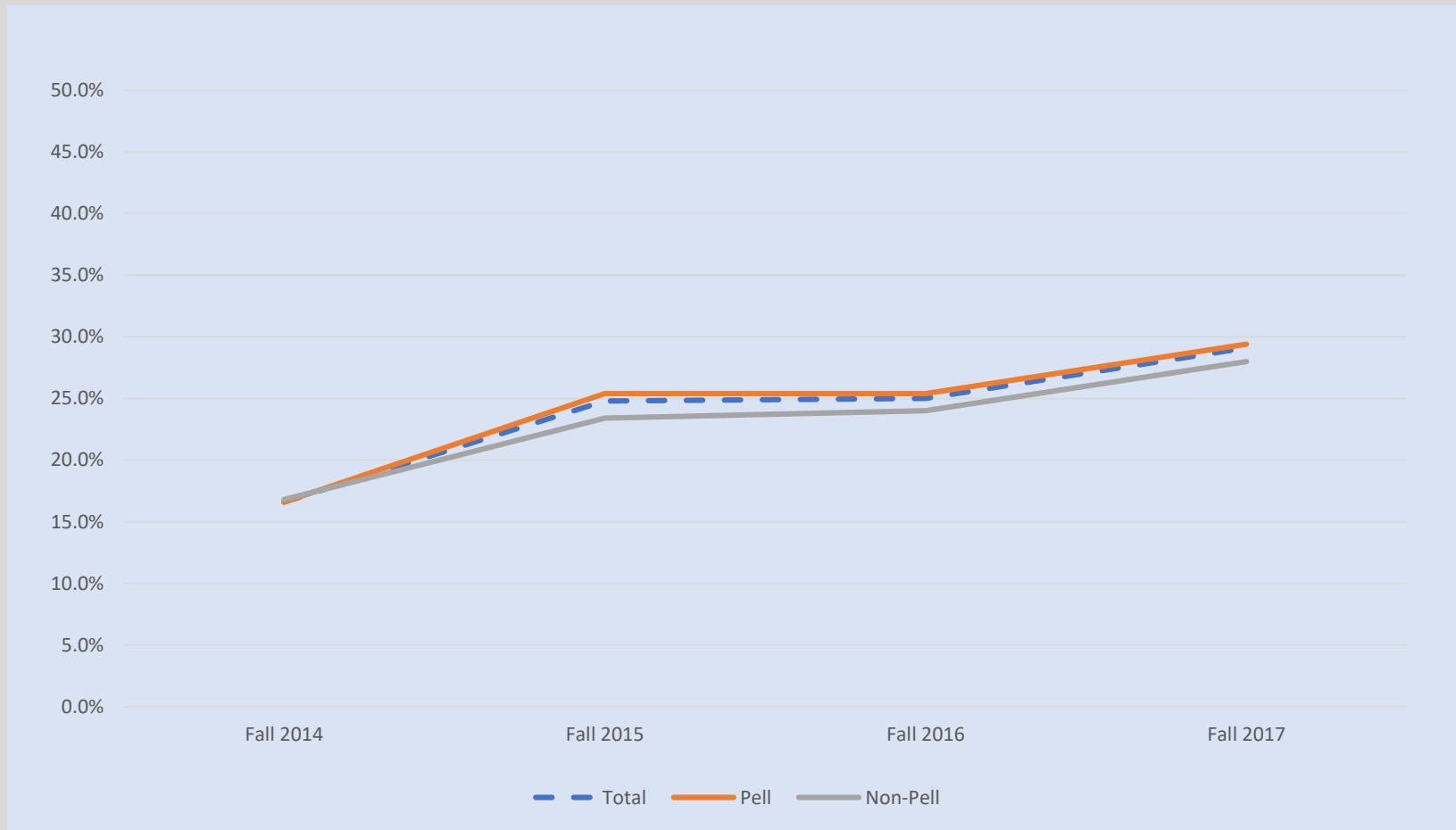
Completed College Level Math in First Year				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female	16.4%	25.8%	24.7%	29.4%
Male	16.9%	23.7%	25.2%	28.7%
Total	16.6%	24.8%	25.0%	29.1%

Completed College Level Math in First Year - Fall 2014 to Fall 2017 cohorts – Race



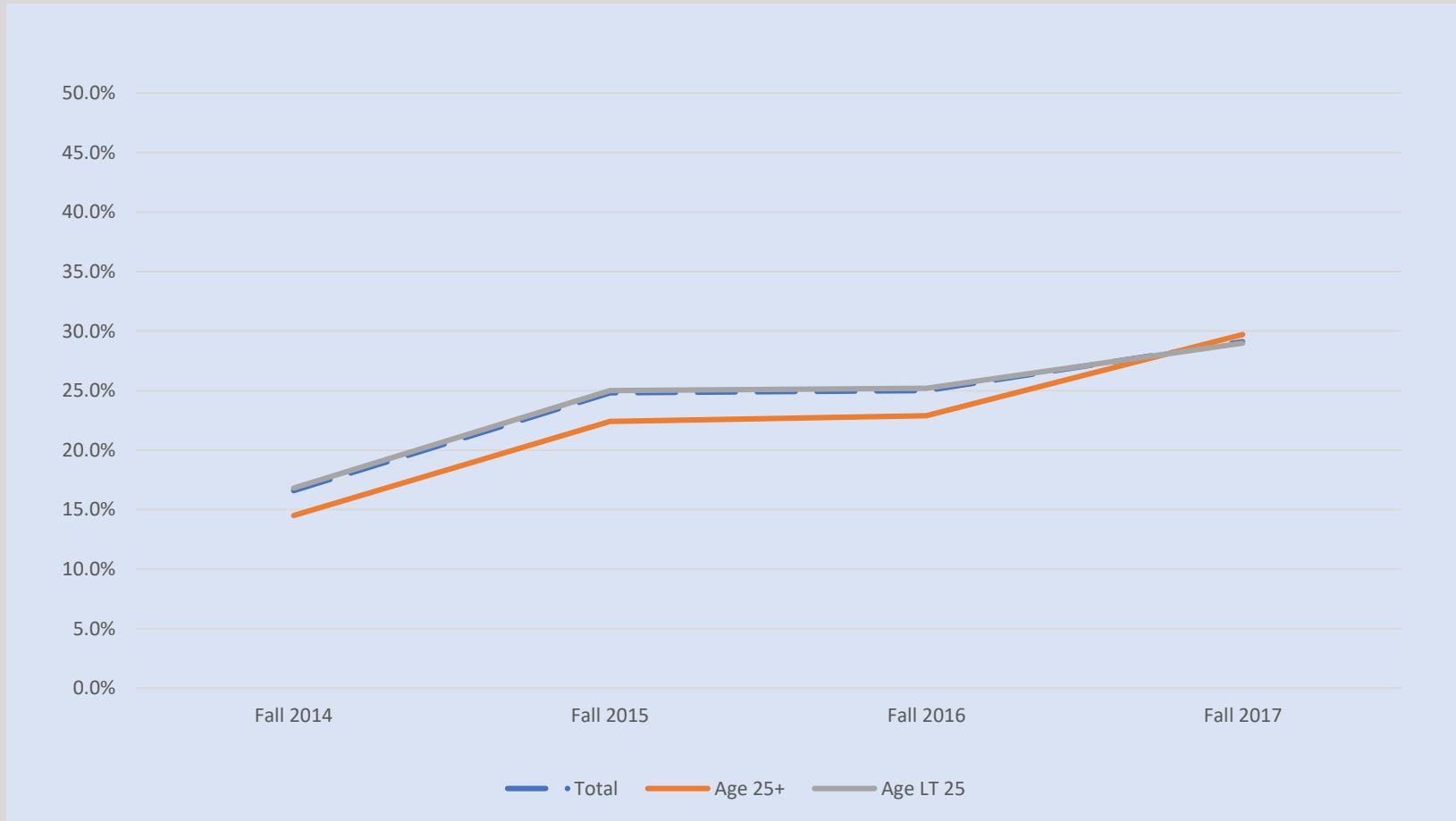
Completed College Level Math in First Year				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Asian	23.2%	39.2%	41.1%	35.4%
Black	10.7%	19.7%	15.6%	21.3%
Hispanic	15.2%	18.3%	24.7%	28.2%
White	20.8%	27.4%	25.7%	34.0%
Total	16.6%	24.8%	25.0%	29.1%

Completed College Level Math in First Year - Fall 2014 to Fall 2017 cohorts – Pell recipients



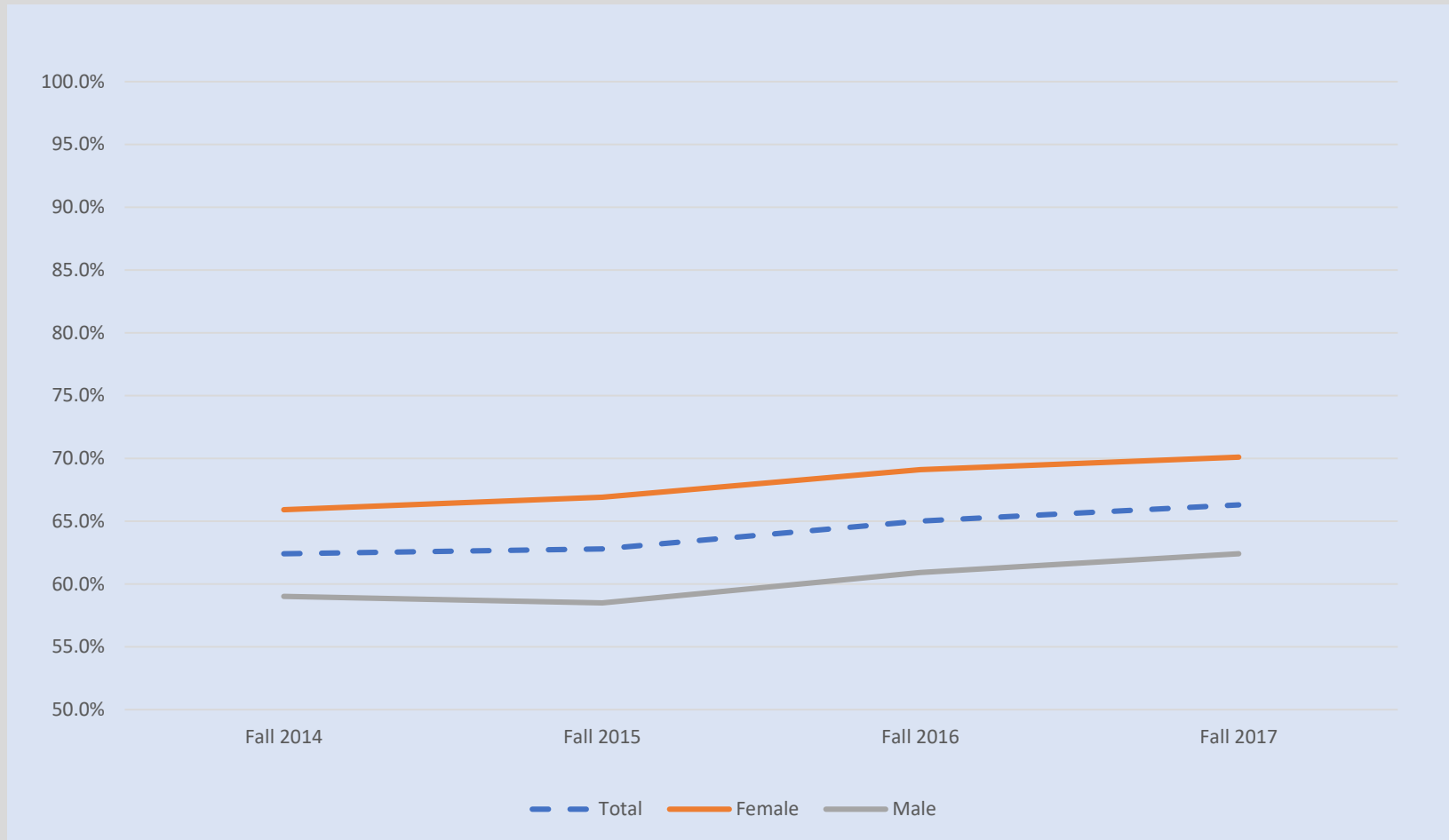
Completed College Level Math in First Year				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Pell	16.6%	25.4%	25.4%	29.4%
Non-Pell	16.8%	23.4%	24.0%	28.0%
Total	16.6%	24.8%	25.0%	29.1%

Completed College Level Math in First Year - Fall 2014 to Fall 2017 cohorts – Age



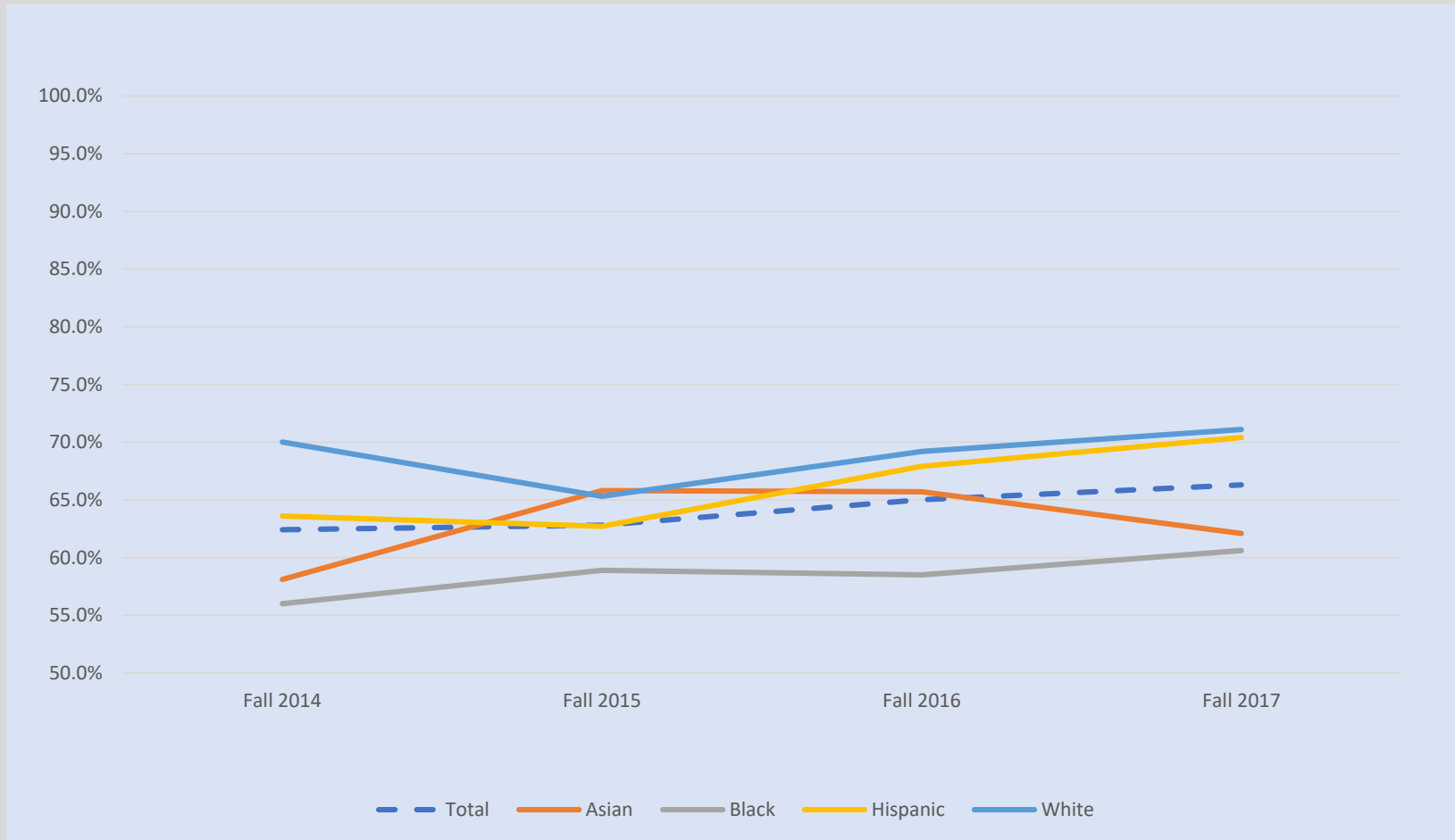
Completed College Level Math in First Year				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Age 25+	14.5%	22.4%	22.9%	29.7%
Age LT 25	16.8%	25.0%	25.2%	29.0%
Total	16.6%	24.8%	25.0%	29.1%

Completed ENG 12 in First Year - Fall 2014 - Fall 2017 cohorts - Gender



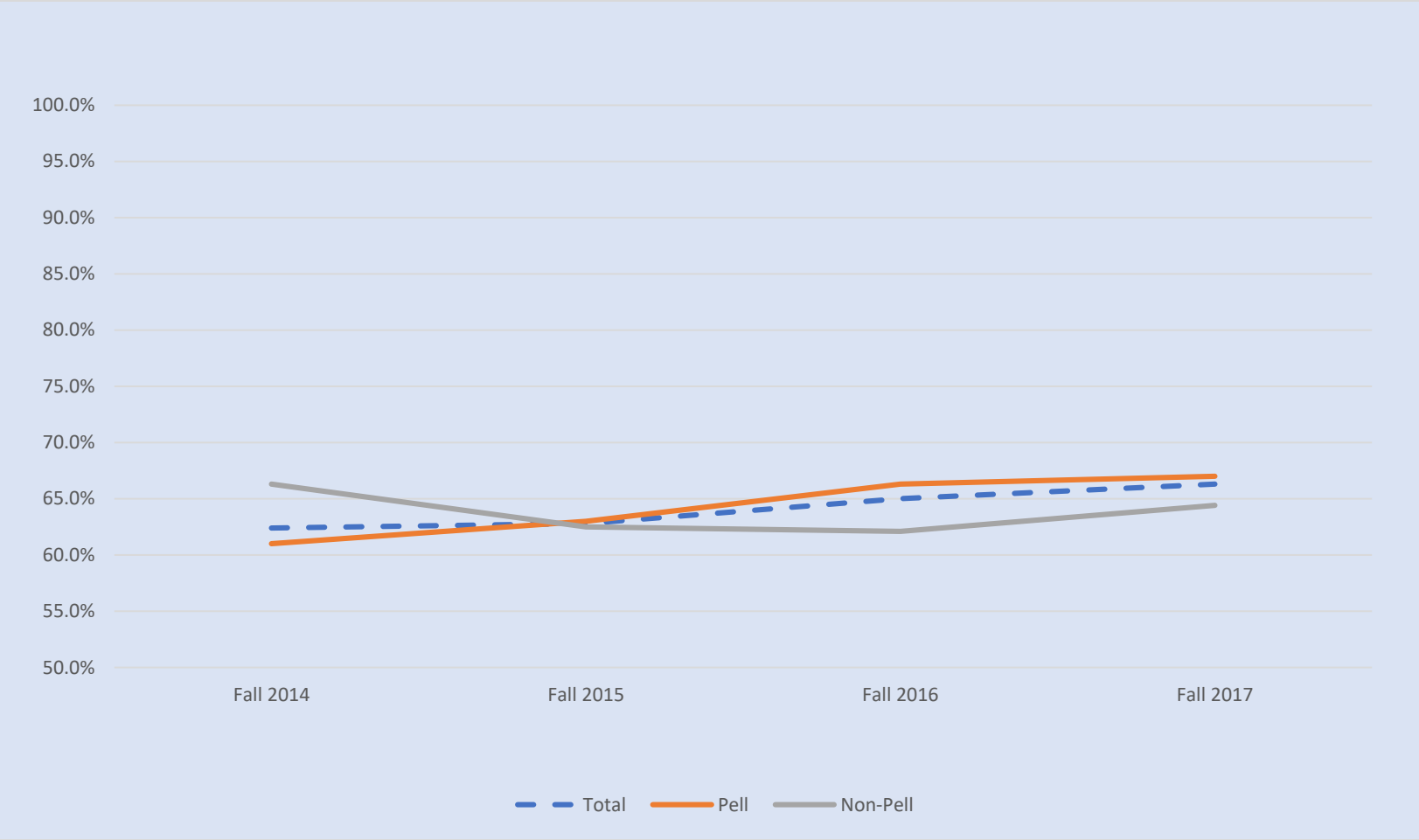
Completed ENG 12 in First Year				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female	65.9%	66.9%	69.1%	70.1%
Male	59.0%	58.5%	60.9%	62.4%
Total	62.4%	62.8%	65.0%	66.3%

Completed ENG 12 in First Year - Fall 2014 - Fall 2017 cohorts – Race & Ethnicity



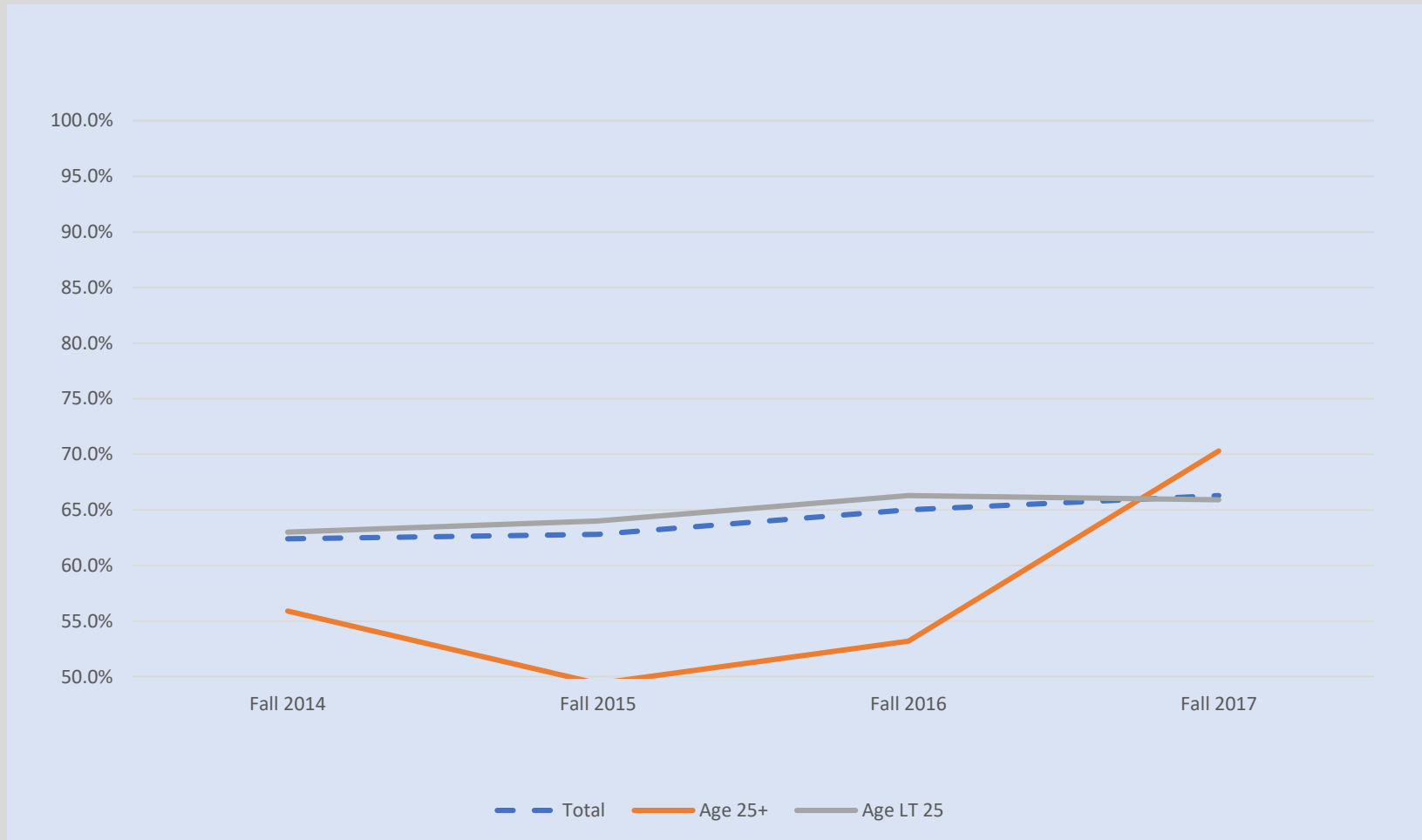
Completed ENG 12 in First Year				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Asian	58.1%	65.8%	65.7%	62.1%
Black	56.0%	58.9%	58.5%	60.6%
Hispanic	63.6%	62.7%	67.9%	70.4%
White	70.0%	65.3%	69.2%	71.1%
Total	62.4%	62.8%	65.0%	66.3%

Completed ENG 12 in First Year - Fall 2014 - Fall 2017 cohorts – Pell recipients



Completed ENG 12 in First Year				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Pell	61.0%	63.0%	66.3%	67.0%
Non-Pell	66.3%	62.5%	62.1%	64.4%
Total	62.4%	62.8%	65.0%	66.3%

Completed ENG 12 in First Year - Fall 2014 - Fall 2017 cohorts – Age

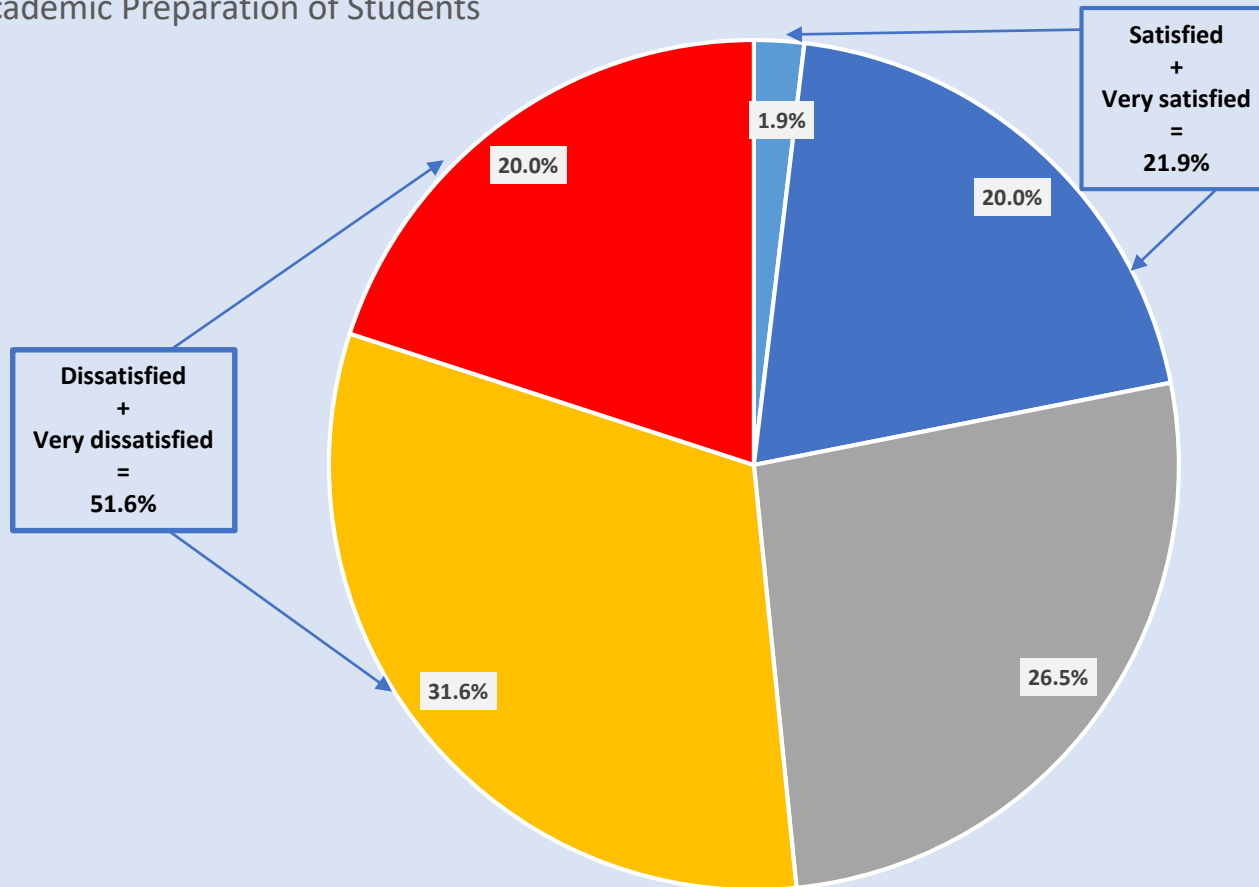


Completed ENG 12 in First Year				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Age 25+	55.9%	49.4%	53.2%	70.3%
Age LT 25	63.0%	64.0%	66.3%	65.9%
Total	62.4%	62.8%	65.0%	66.3%

Faculty and Staff Satisfaction Survey –

“Please rate your satisfaction with Academic Preparation of Students:”

Academic Preparation of Students

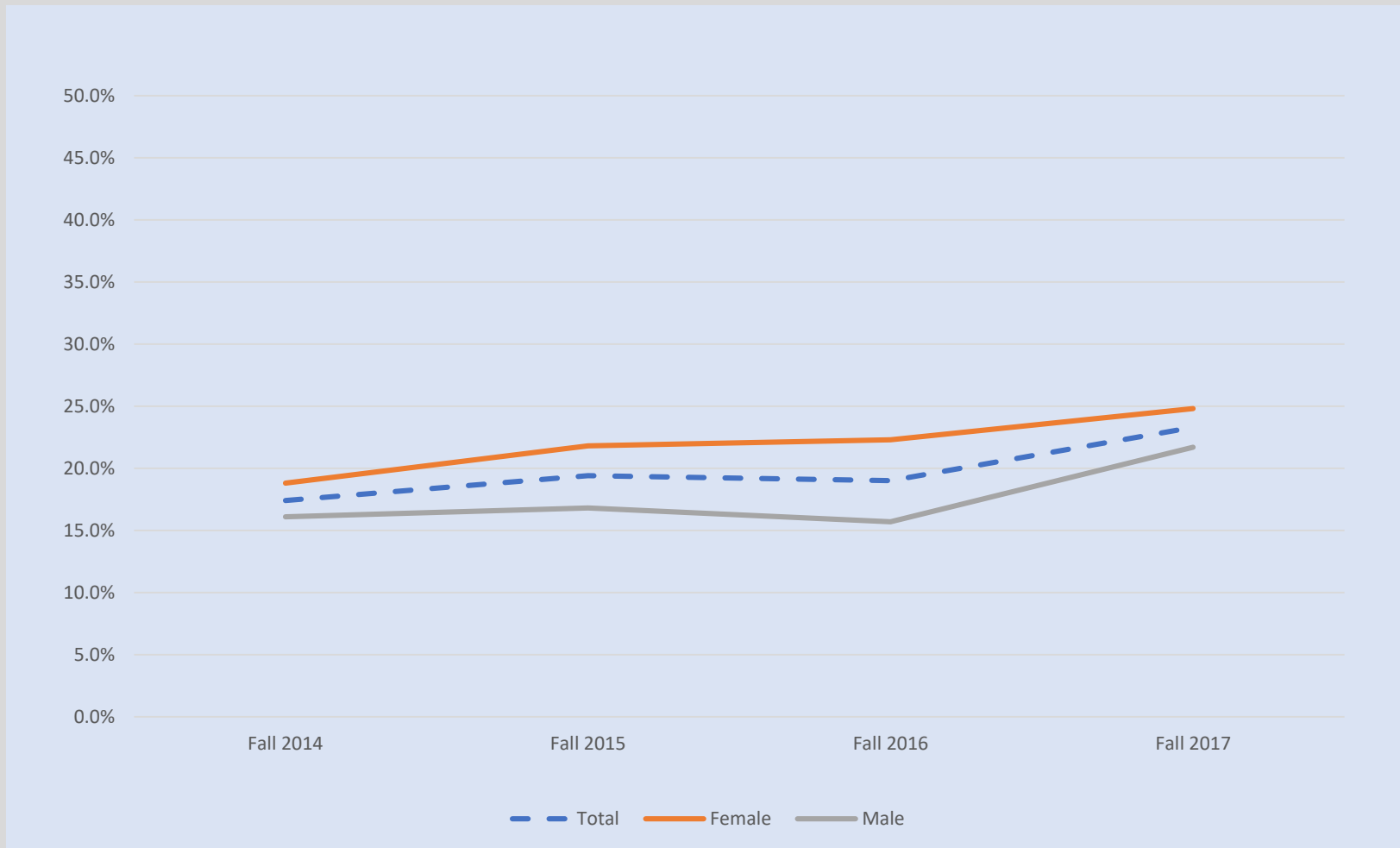


Very Satisfied Satisfied Neither Sat nor Dis Dissatisfied Very Dissatisfied

Questions for discussion

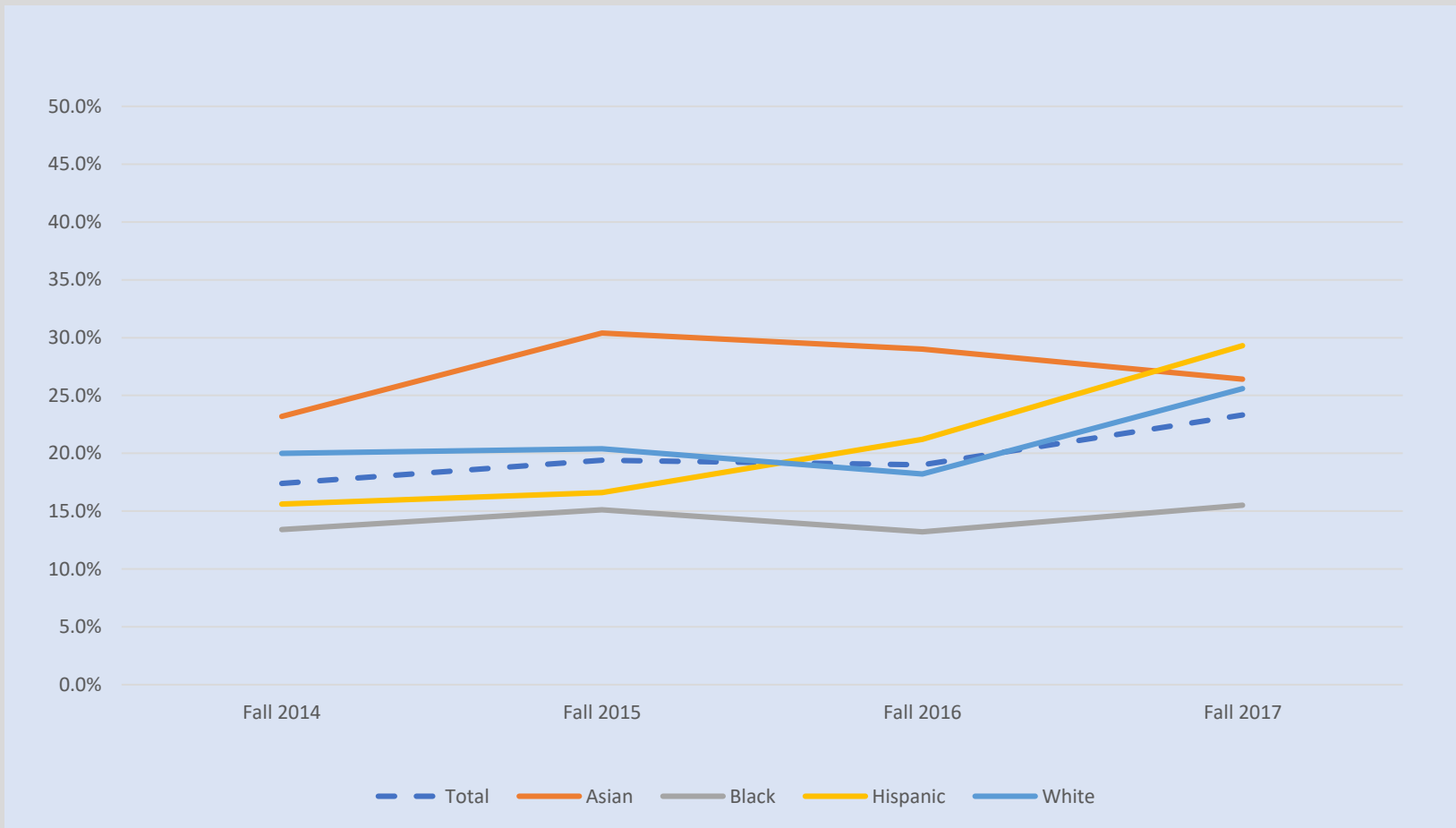
- What do you think some of the causes are that lead to the inequities observed in completion of college-level courses?
- What are some strategies we can explore for addressing inequities in student preparation?

Accumulated 30 + credits in First Year - Fall 2014 - Fall 2017 cohorts - Gender



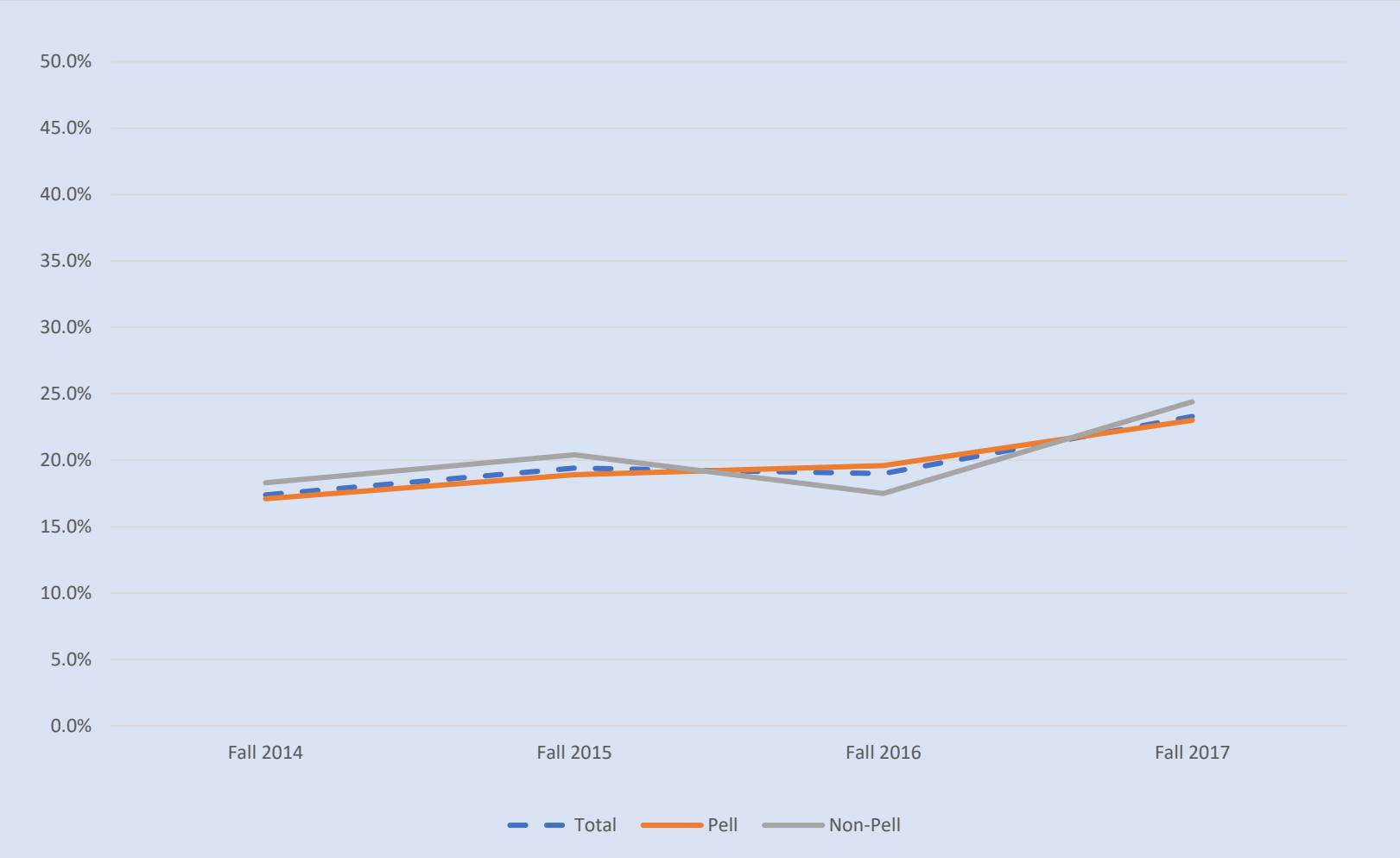
Accumulate 30 or more credits in First Year				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female	18.8%	21.8%	22.3%	24.8%
Male	16.1%	16.8%	15.7%	21.7%
Total	17.4%	19.4%	19.0%	23.3%

Accumulated 30 + credits in First Year - Fall 2014 - Fall 2017 cohorts – Race & Ethnicity



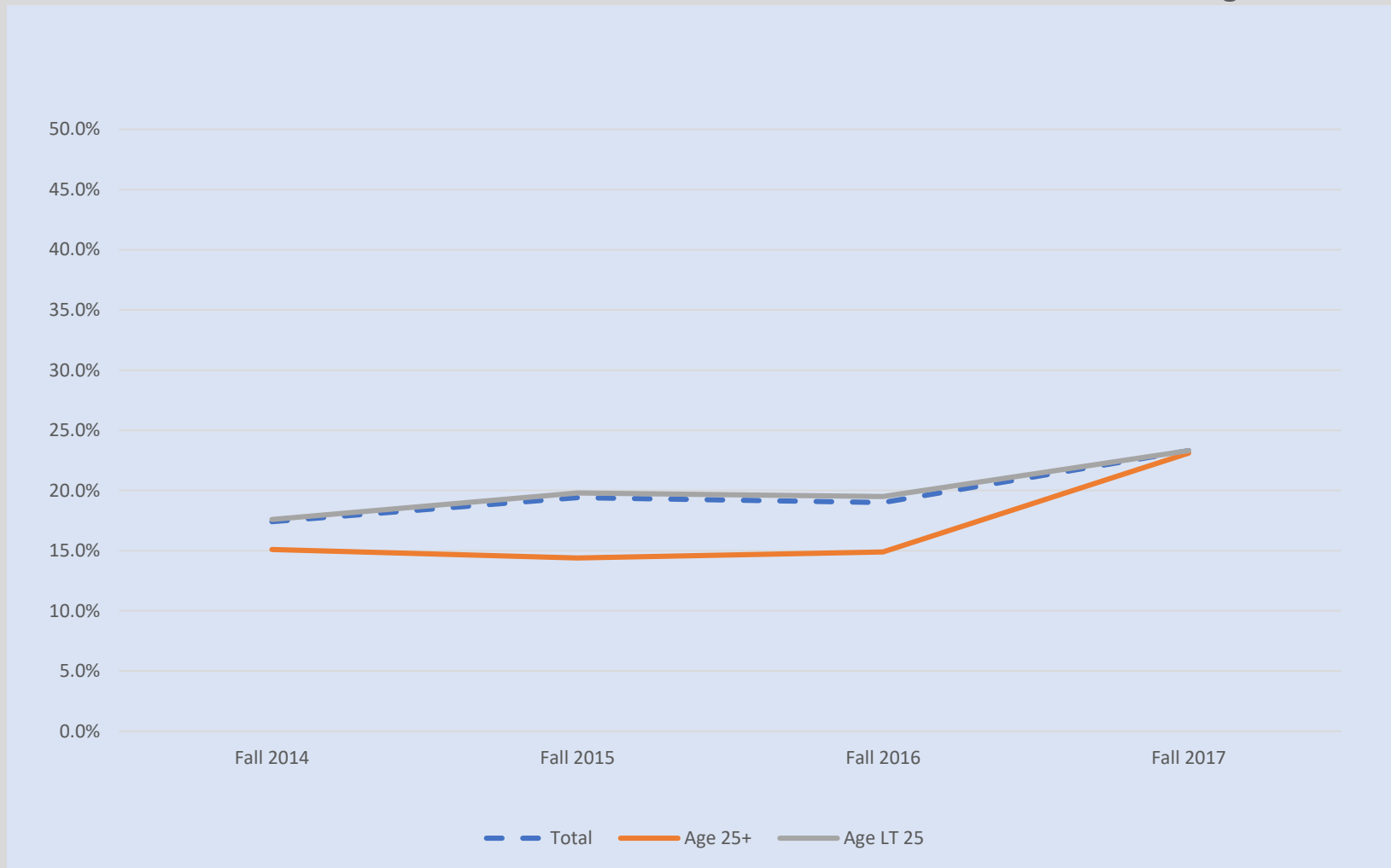
Accumulate 30 or more credits in First Year				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Asian	23.2%	30.4%	29.0%	26.4%
Black	13.4%	15.1%	13.2%	15.5%
Hispanic	15.6%	16.6%	21.2%	29.3%
White	20.0%	20.4%	18.2%	25.6%
Total	17.4%	19.4%	19.0%	23.3%

Accumulated 30 + credits in First Year - Fall 2014 - Fall 2017 cohorts – Pell recipients



Accumulate 30 or more credits in First Year				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Pell	17.1%	18.9%	19.6%	23.0%
Non-Pell	18.3%	20.4%	17.5%	24.4%
Total	17.4%	19.4%	19.0%	23.3%

Accumulated 30 + credits in First Year - Fall 2014 - Fall 2017 cohorts – Age

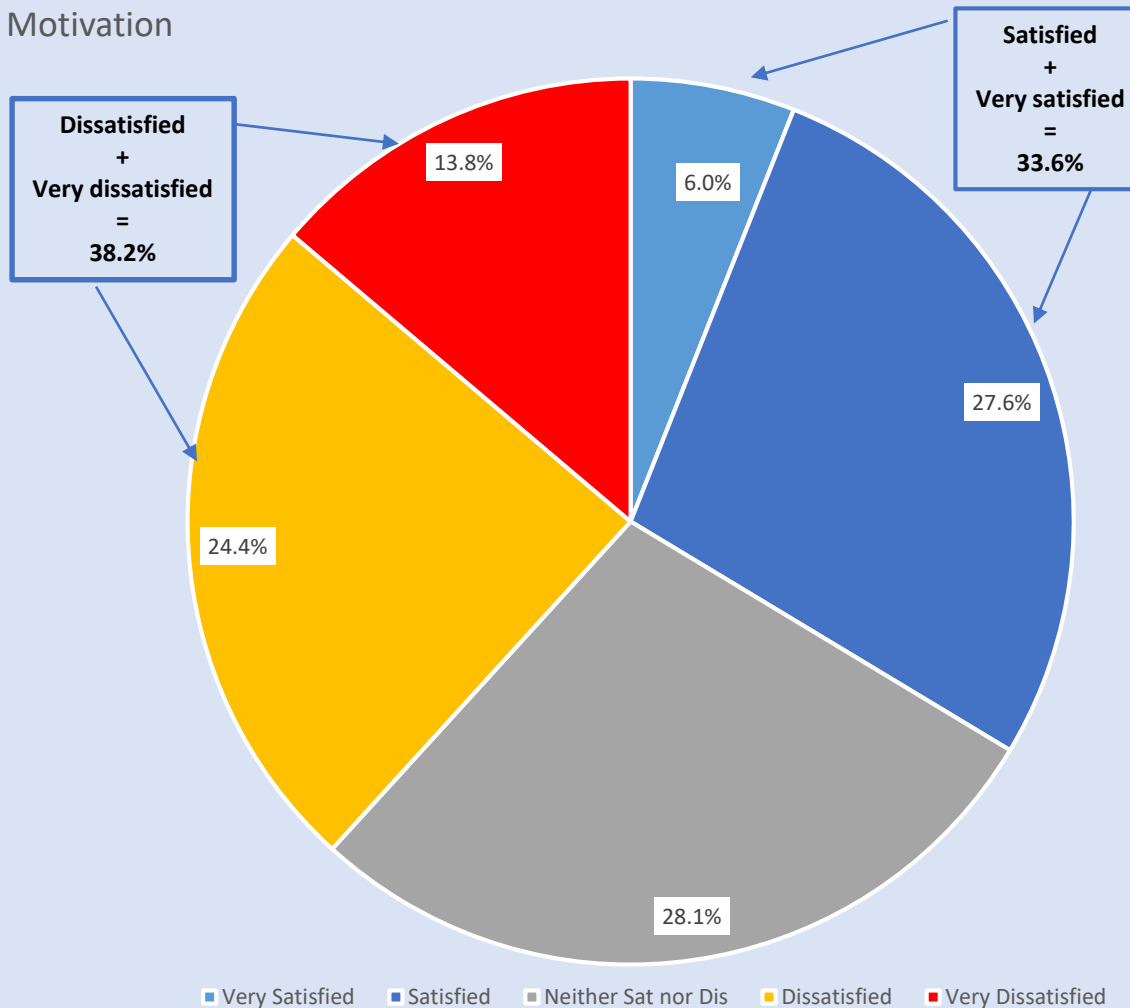


Accumulate 30 or more credits in First Year				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Age 25+	15.1%	14.4%	14.9%	23.1%
Age LT 25	17.6%	19.8%	19.5%	23.3%
Total	17.4%	19.4%	19.0%	23.3%

Faculty and Staff Satisfaction Survey –

“Please rate your satisfaction with Student Motivation:”

Student Motivation



Questions for discussion

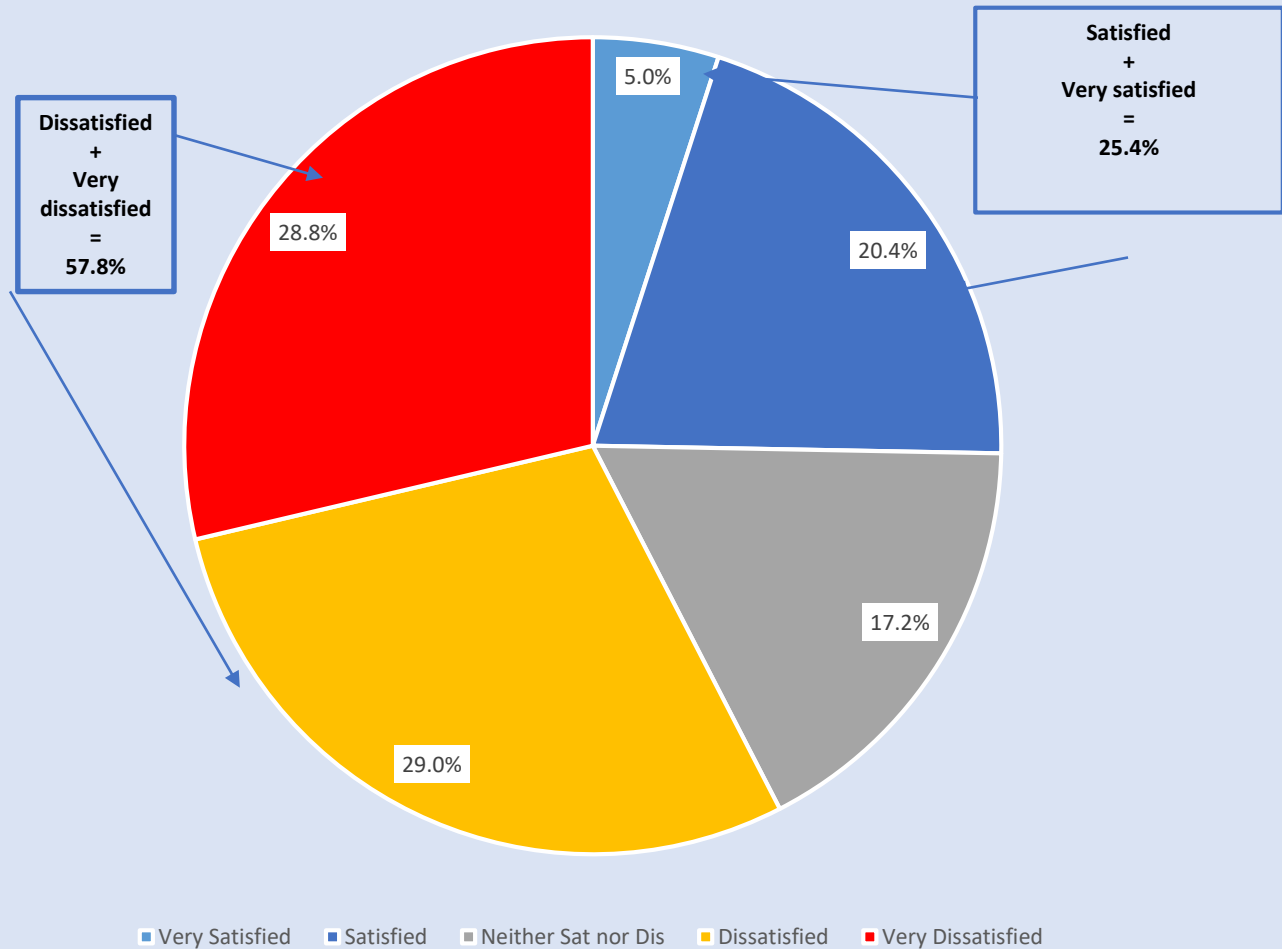
- What do you think some of the causes are that lead to the inequities observed in accumulation of credits in the first year?
- What are some strategies we can explore for addressing inequities in student motivation?

Context:

Faculty and Staff Satisfaction Survey –

“Please rate your satisfaction with physical conditions of classrooms:”

Physical Conditions of Classrooms



Context:

Student Equity Survey

Preliminary results:

Do you complete assignments on time?

Least often: Black and Hispanic men

Do your instructors create an environment that supports diversity, respects differences, and makes all students feel welcome?

Least often: Black men

Do you study for tests?

Least often: Asian, Black, and Hispanic men; Black and Hispanic women

Are your instructors open to hearing the ideas and experiences of all students?

Least often: Black and white men

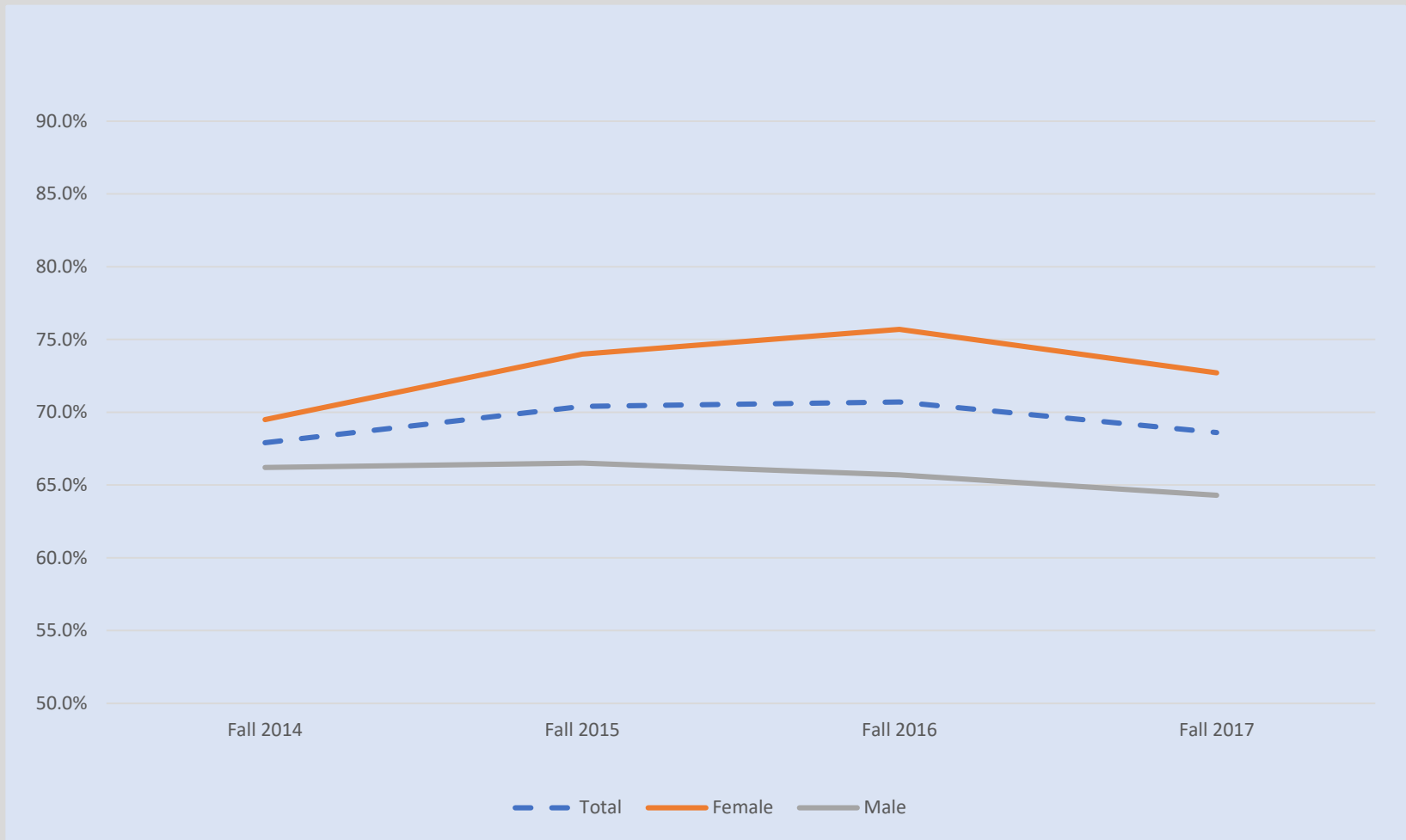
Have you skipped a class because you could not afford to come to campus?

Least often: Black men and women

How often have you experienced barriers with financial aid awards?

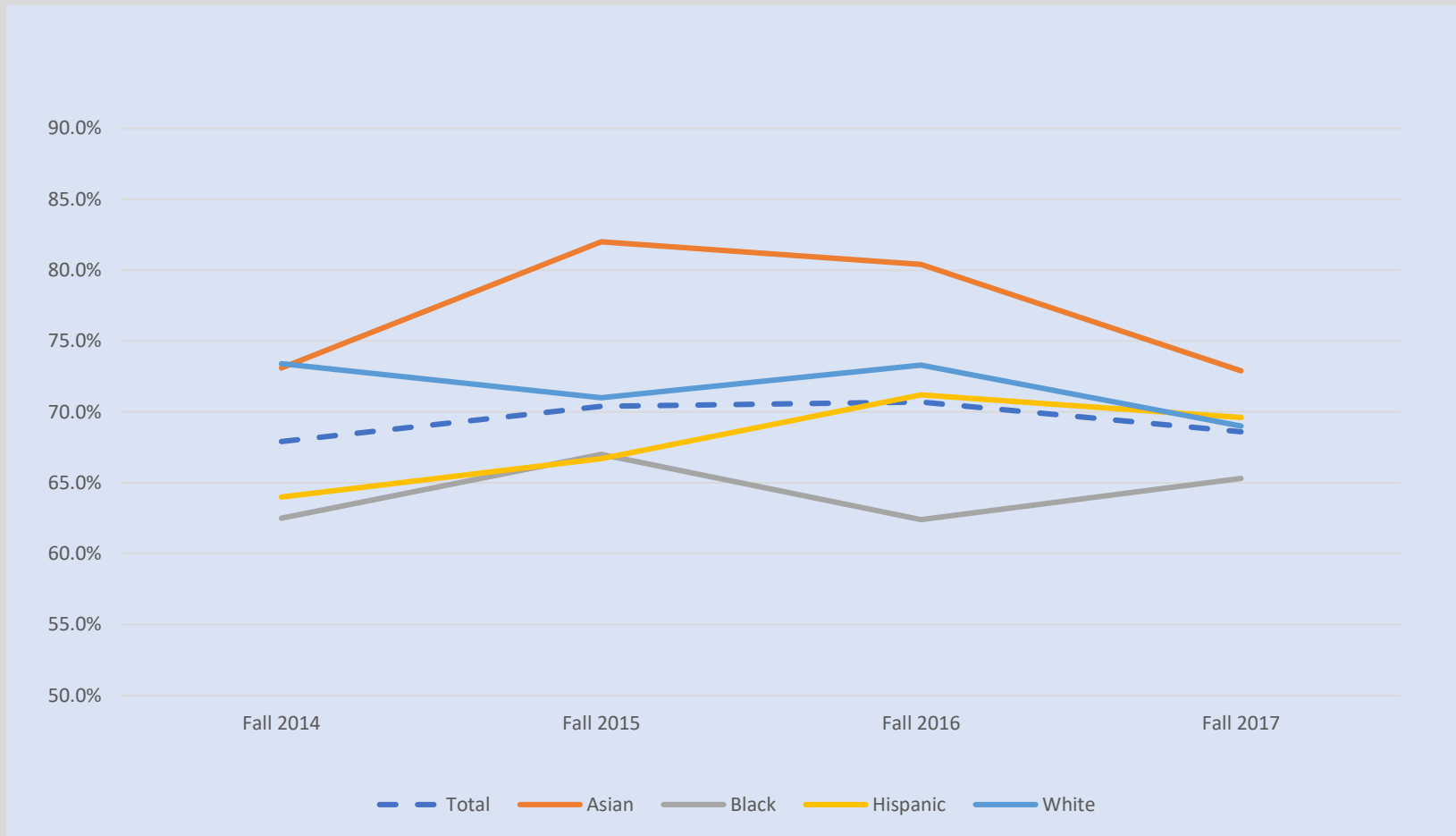
Most often: Black men and women; Hispanic men and women

Fall to Fall Retention - Fall 2014 - Fall 2017 cohorts - Gender



Fall to Fall Retention				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female	69.5%	74.0%	75.7%	72.7%
Male	66.2%	66.5%	65.7%	64.3%
Total	67.9%	70.4%	70.7%	68.6%

Fall to Fall Retention - Fall 2014 - Fall 2017 cohorts – Race and Ethnicity



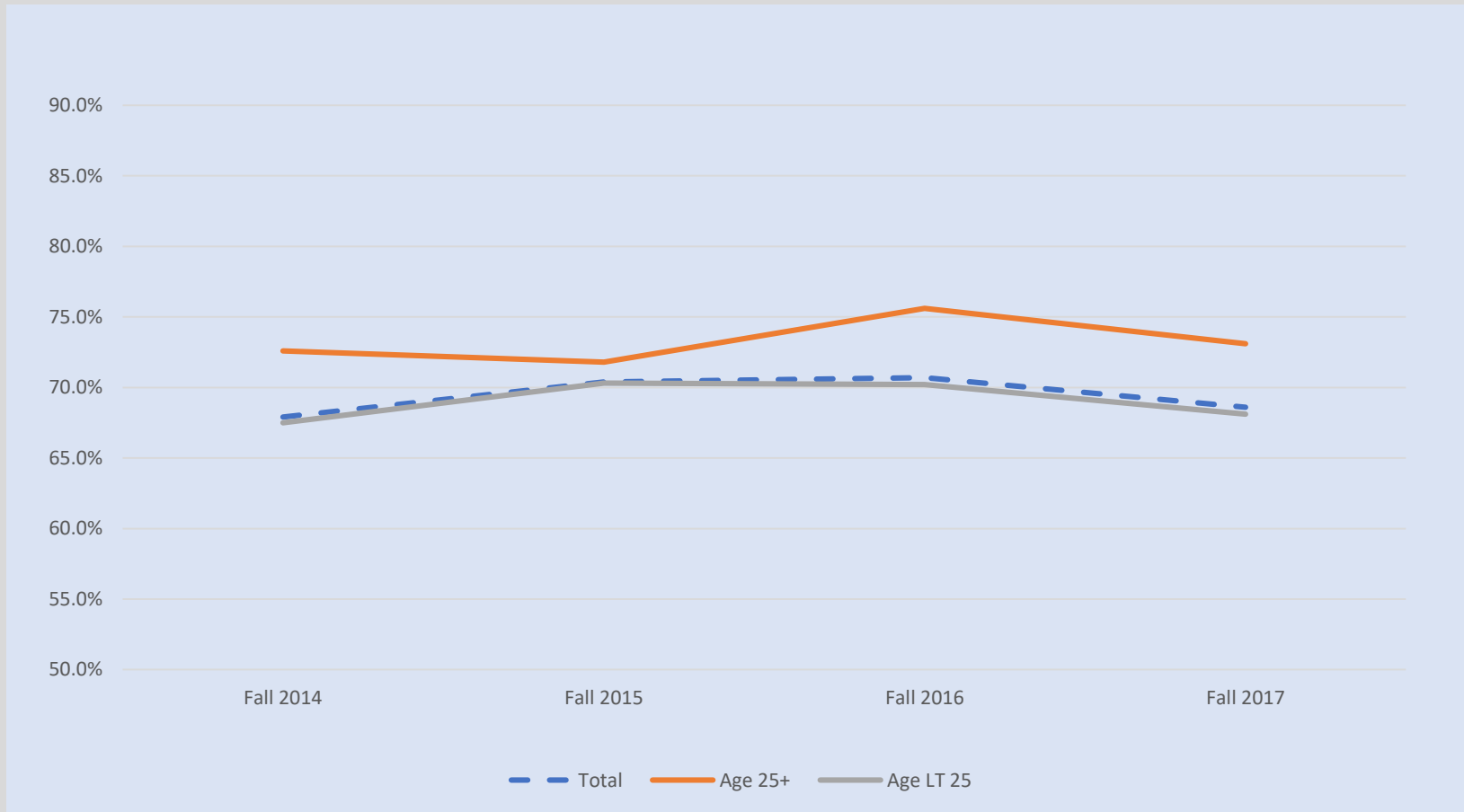
Fall to Fall Retention				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Asian	73.1%	82.0%	80.4%	72.9%
Black	62.5%	67.0%	62.4%	65.3%
Hispanic	64.0%	66.7%	71.2%	69.6%
White	73.4%	71.0%	73.3%	69.0%
Total	67.9%	70.4%	70.7%	68.6%

Fall to Fall Retention - Fall 2014 - Fall 2017 cohorts – Pell recipients



Fall to Fall Retention				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Pell	69.5%	73.7%	74.0%	70.4%
Non-Pell	63.6%	63.4%	62.9%	63.4%
Total	67.9%	70.4%	70.7%	68.6%

Fall to Fall Retention - Fall 2014 - Fall 2017 cohorts - Age

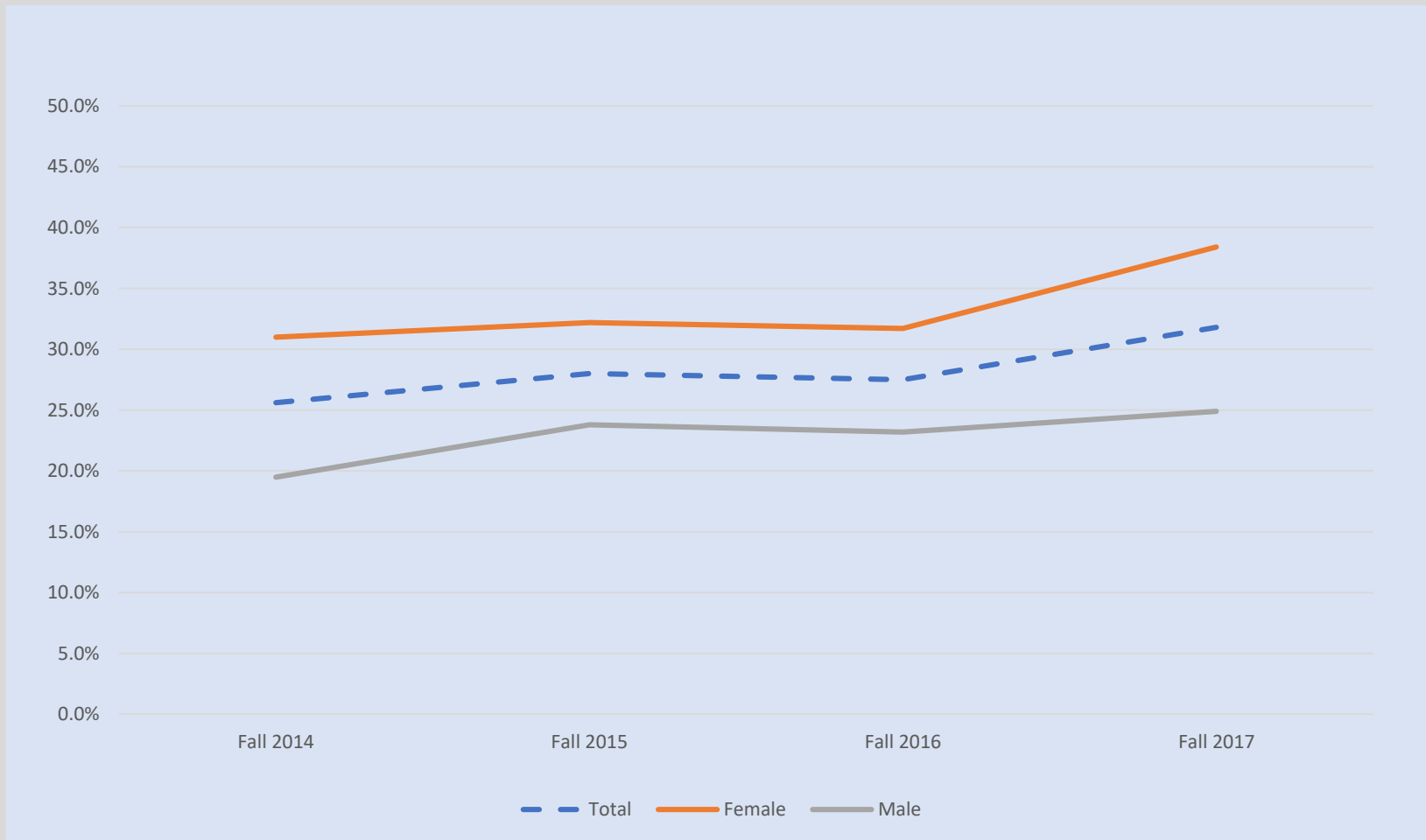


Fall to Fall Retention				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Age 25+	72.6%	71.8%	75.6%	73.1%
Age LT 25	67.5%	70.3%	70.2%	68.1%
Total	67.9%	70.4%	70.7%	68.6%

Questions for discussion

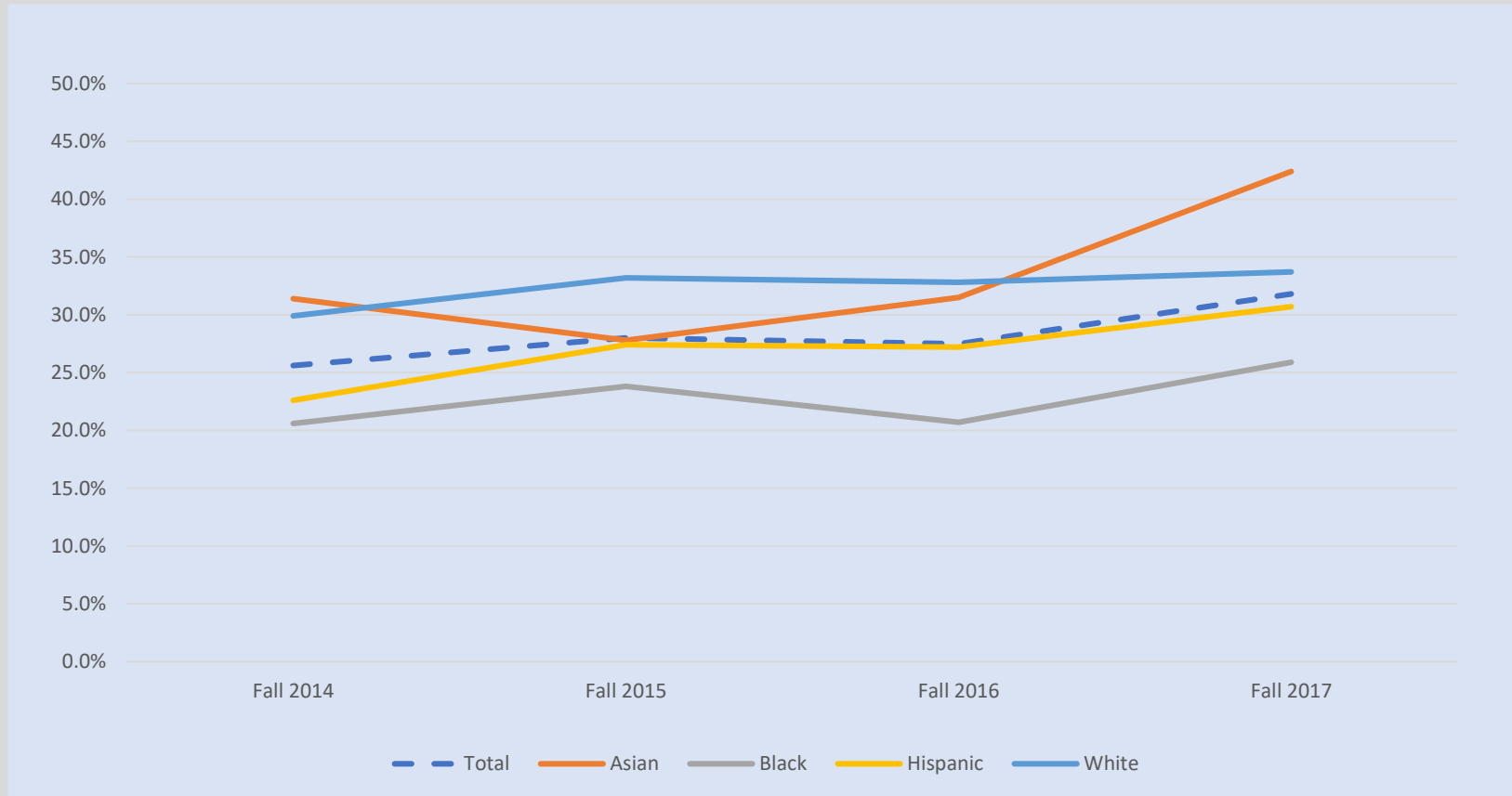
- What do you think some of the causes are that lead to the inequities observed in retention rates?
- What are some strategies we can explore for addressing inequities in student retention rates?
- Given the context that we discussed from the recent campus surveys, what issues can we continue to explore regarding student preparation and motivation?

Three Year Graduation Rate - Fall 2014 - Fall 2017 - Gender



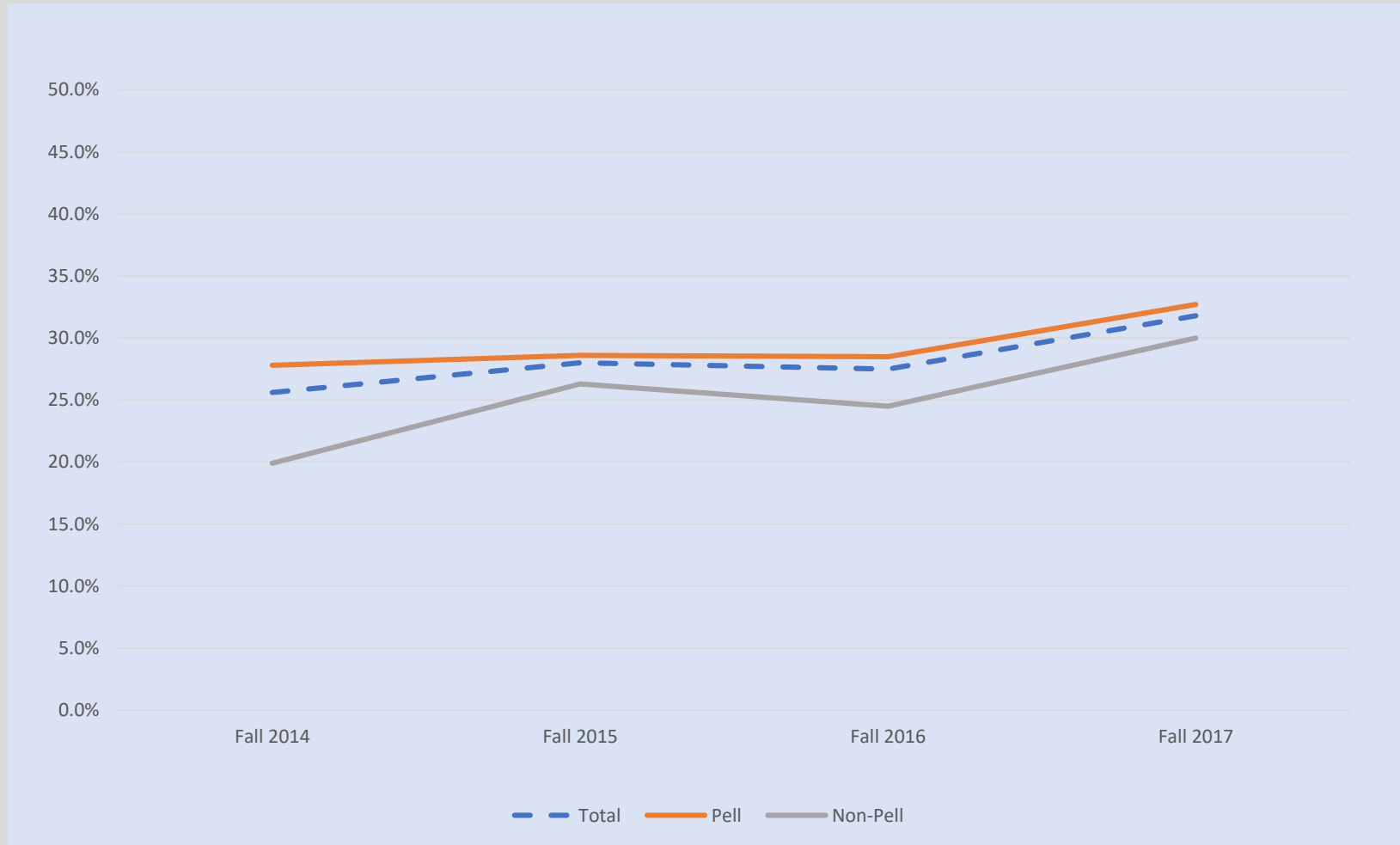
Three Year Graduation Rates				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female	31.0%	32.2%	31.7%	38.4%
Male	19.5%	23.8%	23.2%	24.9%
Total	25.6%	28.0%	27.5%	31.8%

Three Year Graduation Rate - Fall 2014 - Fall 2017 – Race & Ethnicity



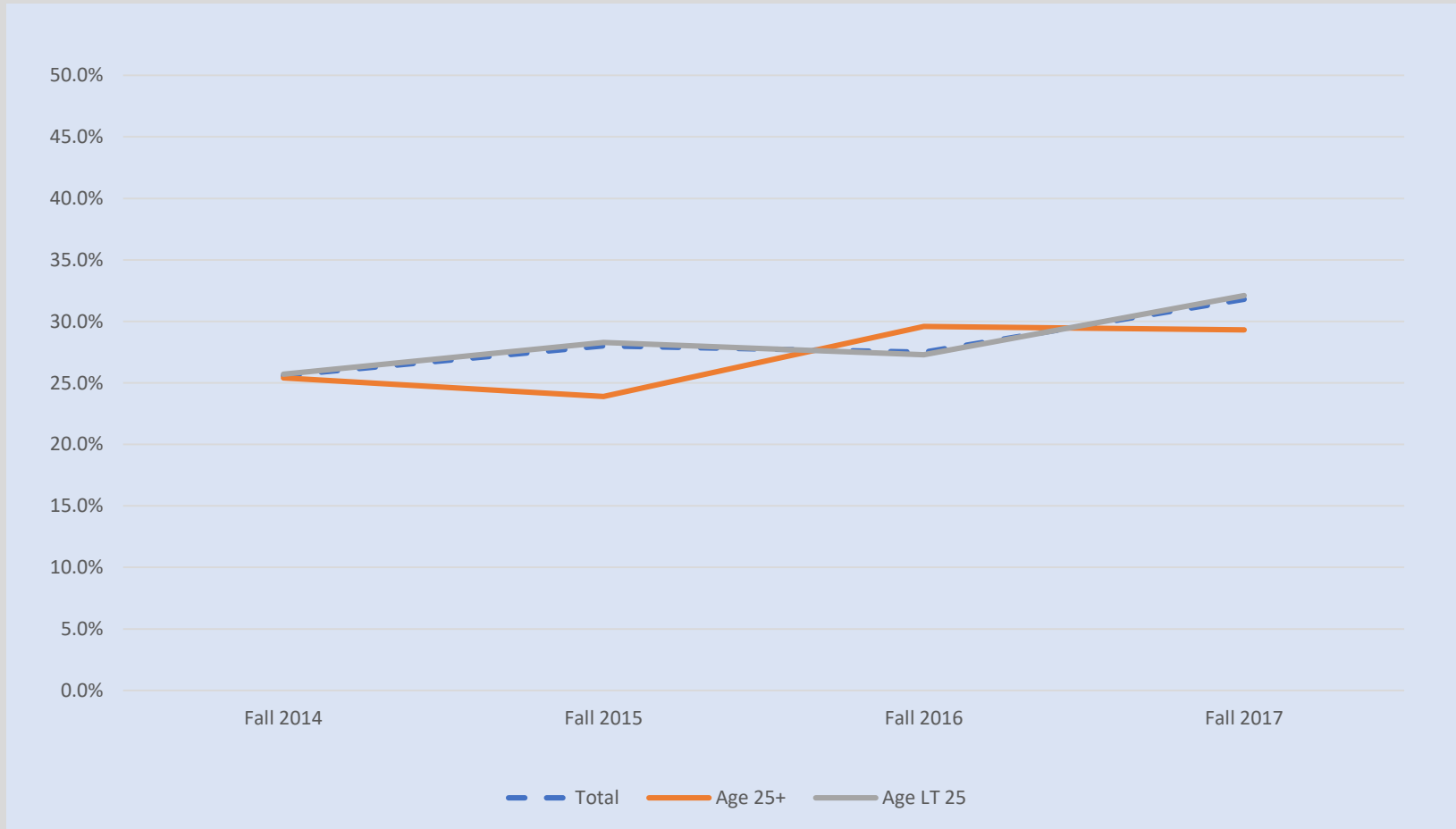
Three Year Graduation Rates				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Asian	31.4%	27.8%	31.5%	42.4%
Black	20.6%	23.8%	20.7%	25.9%
Hispanic	22.6%	27.4%	27.2%	30.7%
White	29.9%	33.2%	32.8%	33.7%
Total	25.6%	28.0%	27.5%	31.8%

Three Year Graduation Rate - Fall 2014 - Fall 2017 – Pell recipients



Three Year Graduation Rates				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Pell	27.8%	28.6%	28.5%	32.7%
Non-Pell	19.9%	26.3%	24.5%	30.0%
Total	25.6%	28.0%	27.5%	31.8%

Three Year Graduation Rate - Fall 2014 - Fall 2017 – Age



Three Year Graduation Rates				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Age 25+	25.4%	23.9%	29.6%	29.3%
Age LT 25	25.7%	28.3%	27.3%	32.1%
Total	25.6%	28.0%	27.5%	31.8%

Questions for discussion

- What do you think some of the causes are that lead to the inequities observed in graduation rates?
- What are some strategies we can explore for addressing inequities in student graduation rates?
- Given the context that we discussed from the recent campus surveys, what issues can we continue to explore regarding student preparation and motivation?