# **From First Year Dreams to Sophomore Realities: Understanding Major Shifts in CHHS** Jinhee Hur, Nora Goto, Jennifer Villalobos College of Health and Human Services

#### **Research Questions**

- Which majors have the greatest level of attrition in CHHS?
- When does the attrition occur (year 1 vs. Year 2)?
- What are the characteristics of students who leave CHHS?
- What are the characteristics of programs where there is high retention?

#### Introduction

As part of CHHS strategic plan the college is committed to learning ways in which to improve retention across departments. This study was a continuation of last year's look at attrition across majors in CHHS. Our goal was to look at majors in which we saw a high level of attrition compared to those that saw less. We were also aware that other factors such as Major Specific Requirements could play a role in these moves.

### Methods

#### **Participants**

The study included a total of 3,364 first year participants who started between Fall 2016 and Fall 2023 in the following majors: Nutrition (n=146), Criminology and Criminal Justice (n=1,647), Exercise Science (n=1,271), and Health Science (n=300). Participants were categorized based on Pell Grant eligibility, with 61% being Pell eligible and 39% not Pell eligible. High school locations were grouped as follows: 18% from CA local LBUSD, 33% from CA local non-LBUSD, 47% from CA non-local, 0% from non-US high schools (n=1), 1% from US high schools, 0.2% not available, and 0.6% unknown. The racial and ethnic composition of the participants was: 0.1% American Indian/Alaska Native, 20.3% Asian, 4% Black, 55% Hispanic/Latino, 0.4% Native Hawaiian/Other Pacific Islander, 4% Two or more races, 1.1% Unknown, 3% Visa Non-U.S., and 12% White.

#### Data Analysis

Binary logistic regression predicting attrition by the 2nd semester and 4th semester. Predictors included race and ethnicity, Pell eligibility, local HS status, HS GPA, Attempted vs. Earned units, and cumulative GPA for second semester and fourth semester.

### Results



Major	Predictors of Year 1 Retention/Attrition	Ρ
NUTR	•A higher cumulative GPA predicted university retention.	<ul> <li>A</li> <li>A&lt;</li></ul>
EXSC	<ul> <li>A higher cumulative GPA predicted university, college, and department retention.</li> <li>A higher high school GPA predicted department retention.</li> <li>Students from local non-LBUSD and out-of-state high schools were less likely to be retained in the college than those from LBUSD schools.</li> </ul>	•E ur •A cc •H m ar •A re
PH	<ul> <li>A higher cumulative GPA predicted university, college, and department retention.</li> </ul>	•S lik LE
CCJ	<ul> <li>A higher high school GPA predicted university and college attrition.</li> <li>A higher cumulative GPA predicted university, college, and department retention.</li> <li>Students from out-of-state high schools were less likely to be retained in the university and college than local non-LBUSD schools.</li> <li>Students who were non-Pell eligible were less likely to retained than those who were Pell eligible.</li> </ul>	•A cc •H m •H

**2** Retention/Attrition redictors of Year

- A higher cumulative GPA predicted university etention.
- A higher high school GPA predicted university ttrition.
- Black students were less likely to be retained in the ollege than Asian students.
- Students from out-of-state high schools were less kely to be retained in college than those from local on-LBUSD students.
- Black students were less likely to be retained in the niversity than Asian students.
- higher cumulative GPA predicted university, ollege, and department retention.
- Having the same attempt and earned units were nore likely to be retained in the university, college, nd department.
- A higher high school GPA predicted department etention.
- Students from local non-LBUSD schools were more kely to be retained in the department than those from BUSD schools.
- A higher cumulative GPA predicted university and ollege retention.
- -laving the same attempt and earned units were nore likely to be retained in the university and college. Hispanic students were more likely to be retained in e department than Asian students.

## **Conclusion / Discussion**

- Positive Retention Indicators:

# **Next Steps / Future Directions**





These results corroborate those found in the "Predictors of Student Attrition at CHHS" conducted on data from Fall of 2016 to Spring of 2019. The data in this analysis did not contain gender and therefore was not included as a determinant variable.

To summarize

Negative Retention Factors:

- Pell eligibility
- High school grouping
- Race (in some instances)
- Higher GPA
- Narrow gaps between units attempted and earned
- These findings could be crucial for developing strategies to improve major retention rates

### **Implications for Action**

Student GPA is a strong predictor for student retention. There was a noted increase in student retention after Covid. Could teaching modalities be an influencer in student retention? In other words, the return to classroom and in person instruction could be a factor in student retention.

These are factors that would need to be considered as higher education faces decreases in overall enrollment. Are we meeting students where they're at?

To enhance student retention, it is essential to examine departments that excel in retaining students and identify the strategies they employ. Key factors to investigate include faculty-student ratios and course offerings. Additionally, surveying students who remain in their majors will provide insights into their

motivations for staying. Future research should also focus on transfer students to understand their unique challenges and needs. Finally, it is important to monitor whether trends observed during the COVID-19 pandemic will persist.