

DATA FELLOWS

College of Continuing and Professional Education

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PROJECT PURPOSE

- Correlate historical Summer, Winter, and May Intersession data to assess the impact that these programs have on time to degree and graduation rates.
- Use this data analysis to improve intersession strategy for FTF and Transfer Students.



INITIAL RESEARCH QUESTIONS

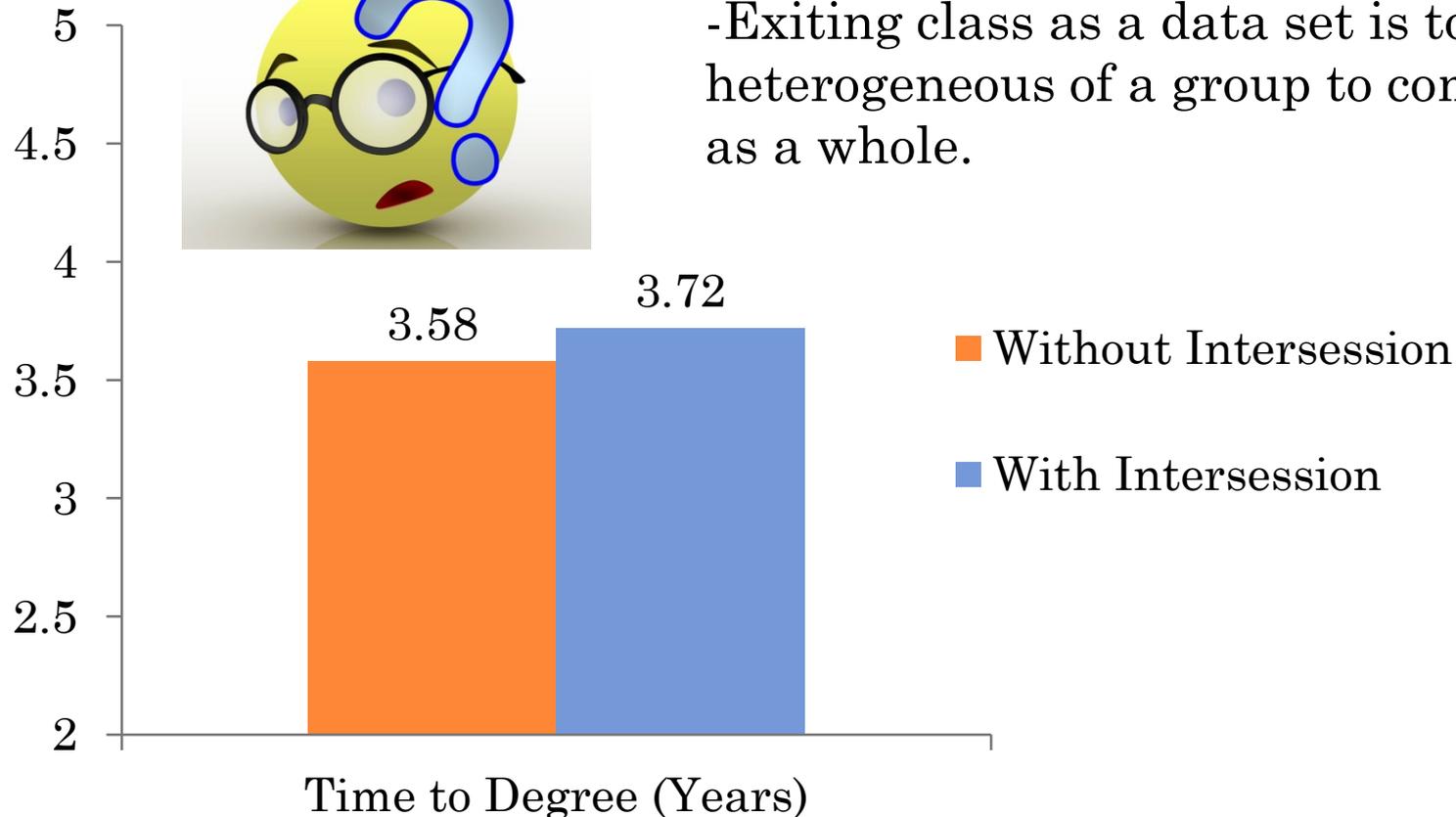
- How do intersession courses impact graduation rates and time to degree for FTF?
- How do intersession courses impact graduation rates and time to degree for Transfer Students?
- Are Pell grant recipients more likely to take intersession here at CSULB?



TIME TO DEGREE FOR EXITING COHORTS



-Exiting class as a data set is too heterogeneous of a group to compare as a whole.



This resulted in an INCREASED graduation time of .14 years.

*Graduation time is when the student applies for graduation, so not perfectly accurate as some students took no intersession classes yet graduated in Winter or Summer.

**This combines both transfer and FTF time to degree.

***Only counts intersession classes taken here at CSULB.



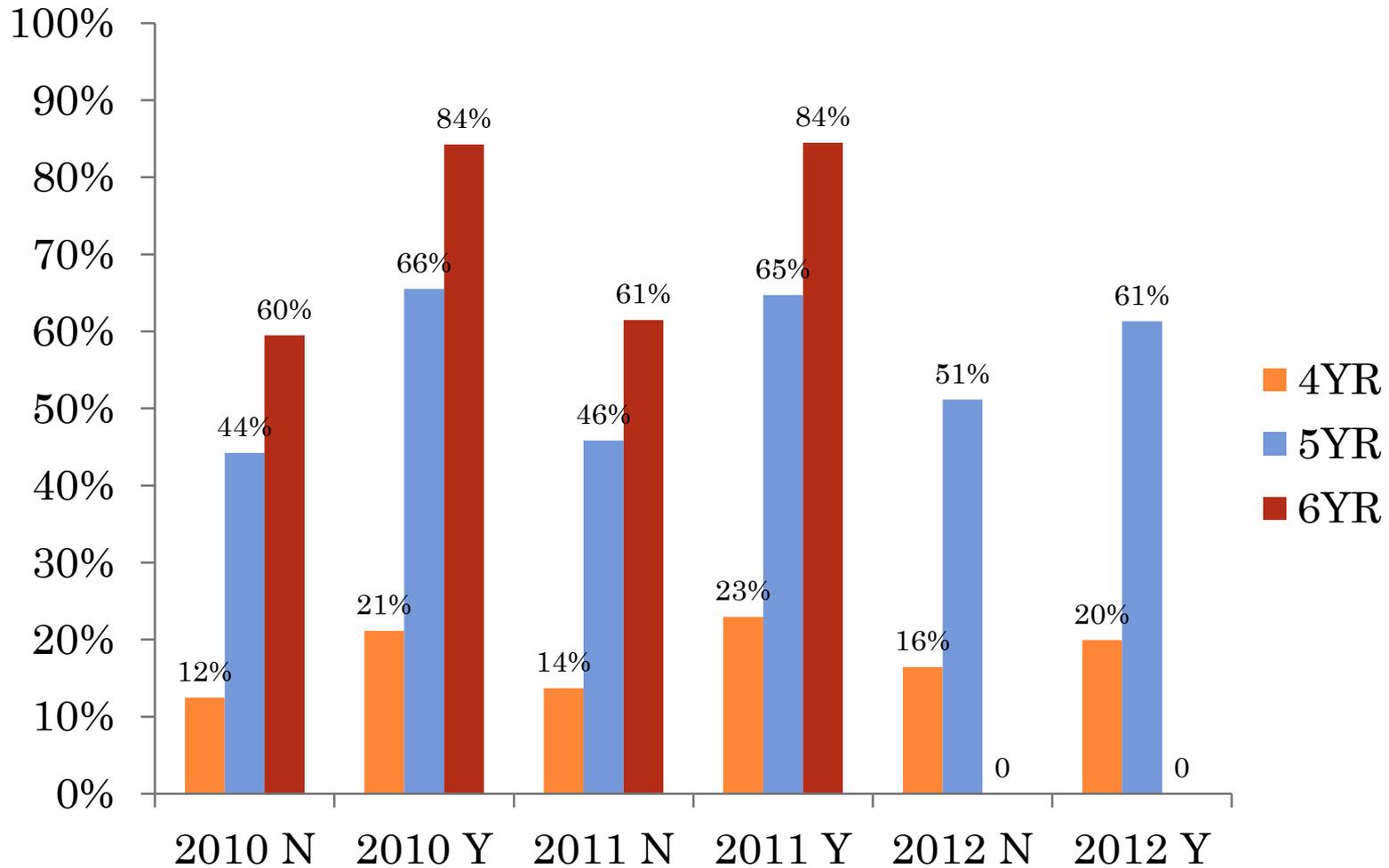
NEW DATA: GRAD RATES FOR ENTERING COHORTS

		FTF		
Year	Intersession	4YR	5YR	6YR
2010	WITHOUT	12.47%	44.23%	59.50%
	WITH	21.16%	65.54%	84.26%
2011	WITHOUT	13.69%	45.83%	61.46%
	WITH	22.94%	64.73%	84.48%
2012	WITHOUT	16.42%	51.13%	n.a
	WITH	19.92%	61.33%	n.a

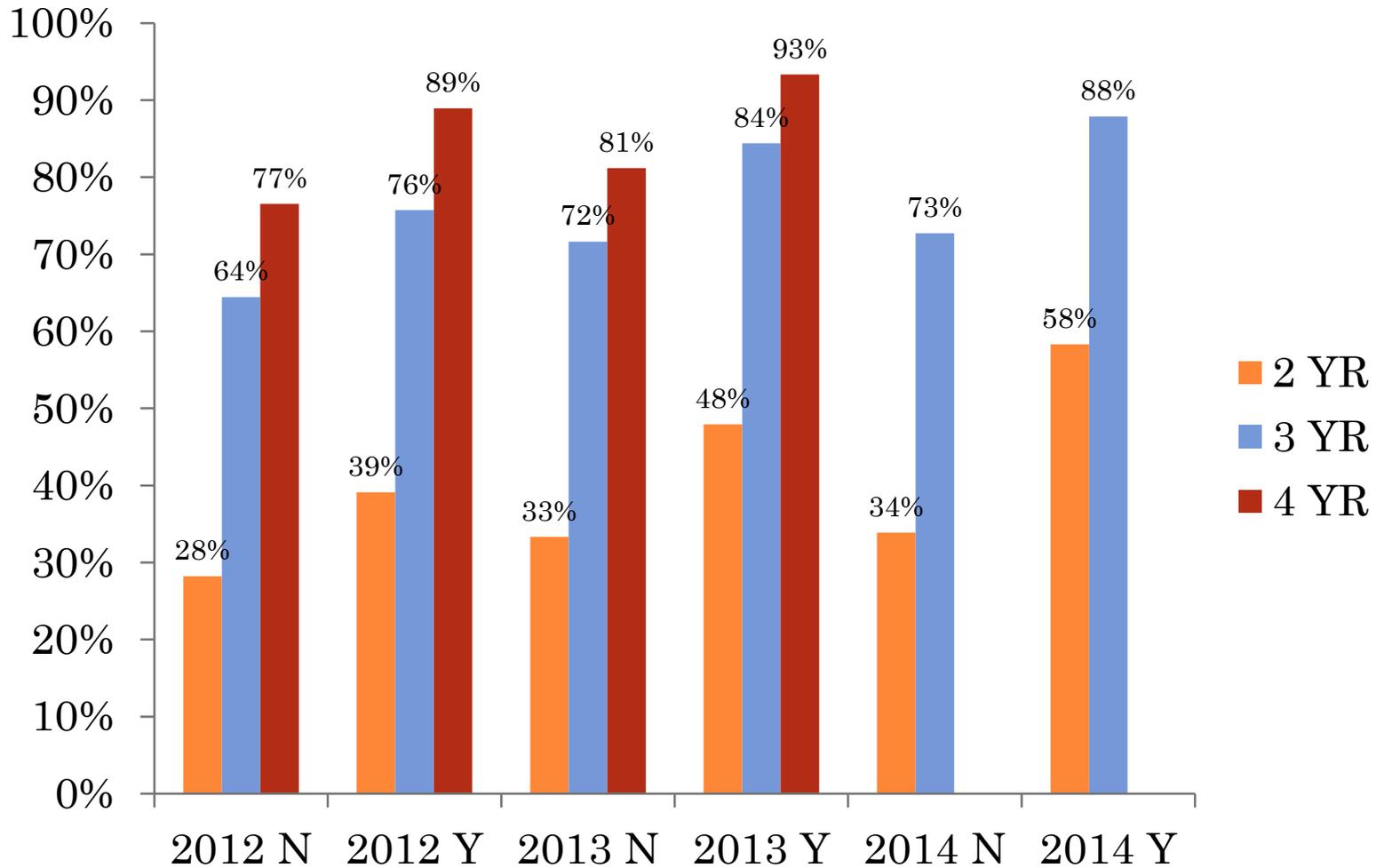
		TRANSFER		
Year	Intersession	2YR	3YR	4YR
2012	WITHOUT	28.19%	64.44%	76.53%
	WITH	39.12%	75.73%	88.94%
2013	WITHOUT	33.32%	71.64%	81.19%
	WITH	47.93%	84.39%	93.32%
2014	WITHOUT	33.89%	72.73%	n.a
	WITH	58.33%	87.88%	n.a



NEW DATA REQUEST – FTF GRAD RATES

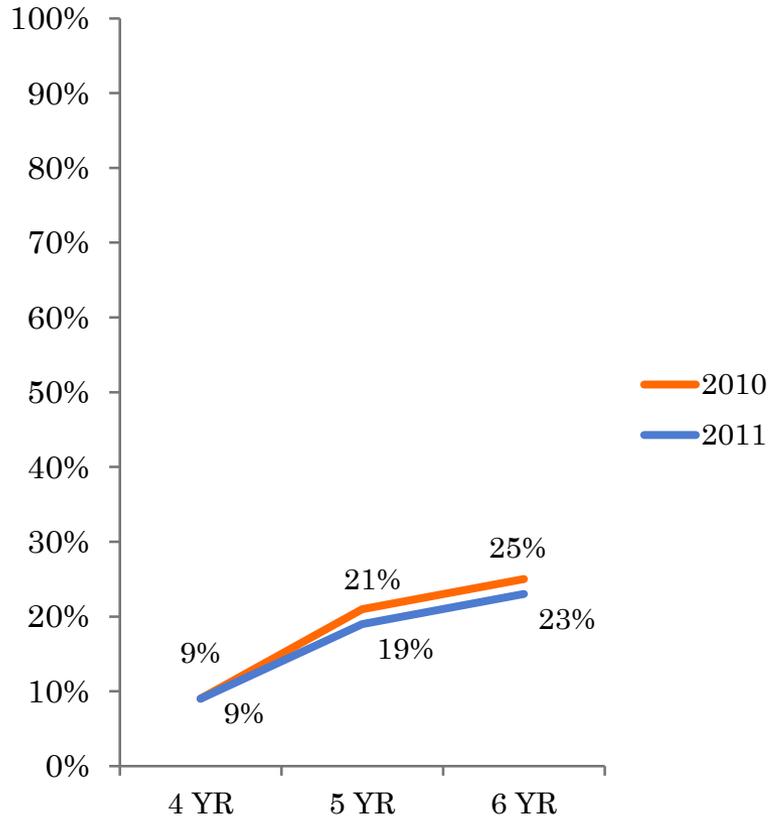


NEW DATA REQUEST – TRANSFER GRAD RATES

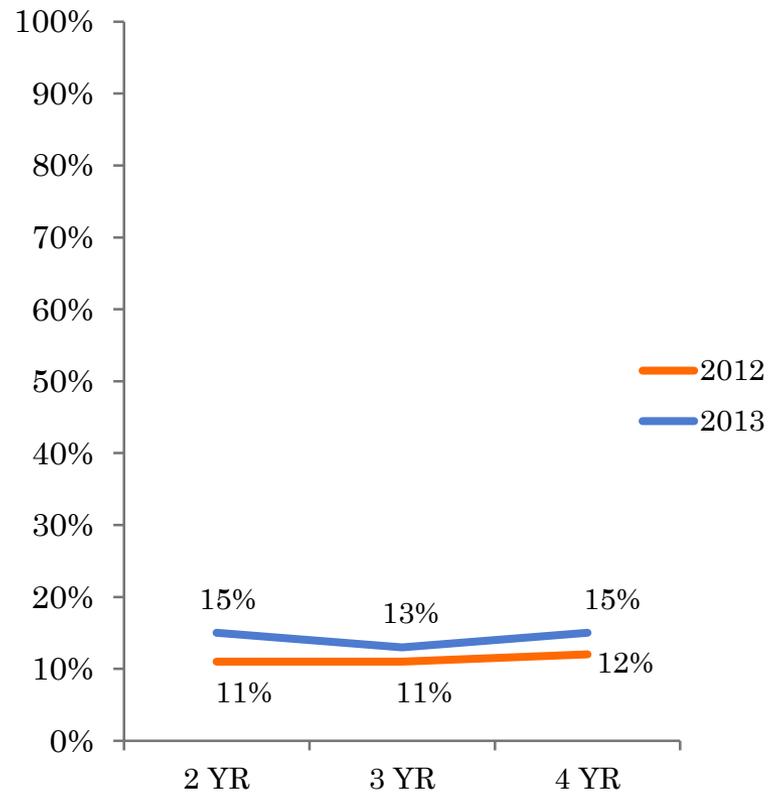


IMPROVEMENT GAPS

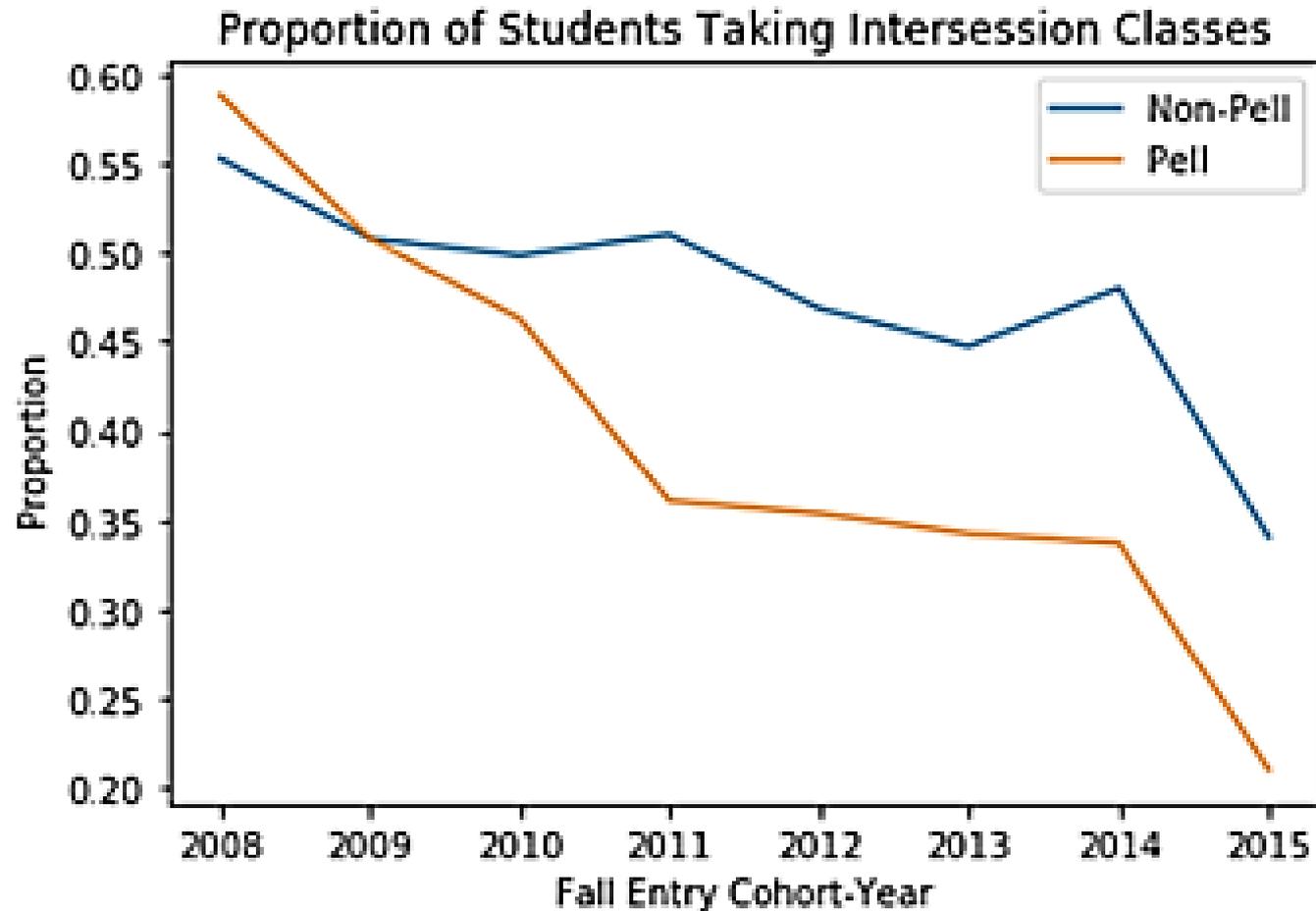
FTF



Transfer



PELL VS. NON-PELL



NEXT STEPS:

- Define and compare groups of similar students (Pell, GPA, SAT, High School GPA, etc.).
- Examine how time to degree is affected, for each defined group.
- Quantify, by defined group, the percentage of students taking intersession courses.



QUESTIONS THAT WILL INFORM OUR RESEARCH INCLUDE:

- How can we measure students transferring credit in from dual enrollment and community colleges?
- How many intersession/dual enrollment courses affect time to degree?
- What intersession classes are most in-demand at CSULB?
- What bottleneck courses should be offered?
- What are the completion and success rates of intersession classes and semester based classes for the same courses?
- Which student population's time-to-degree is most impacted by taking intersession courses?
- What is the college break down for taking intersession classes?

