

# hello again

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**COLLEGE OF THE ARTS TEAM**

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# WHAT WE'RE UP TO

- RETENTION IN THE COTA
- DEMOGRAPHICS IN THE COTA
- SWITCH FROM A FACULTY ADVISOR TO A STAFF ADVISOR: DEEP DIVE INTO MUSIC CURRICULAR STRUCTURE
- UPDATE ON CONTINUED LONGITUDINAL SURVEY IN THE SCHOOL OF ART

# QUESTION 1:

## RETENTION

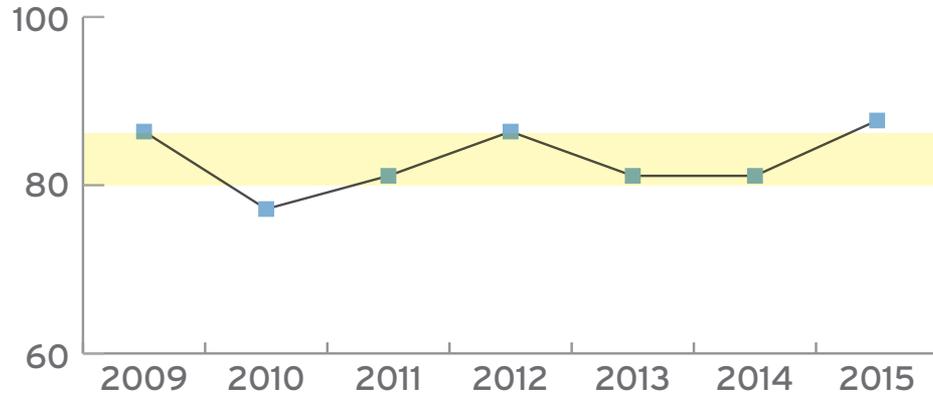
Like the rest of the University, COTA loses approximately 17% of its FTF students in/by the second year. Are there patterns in the data that might help us to understand who is likely leave; what is the link to first semester GPA? Social Factors like 1<sup>st</sup> generation? Financial Factors like Pell/non-Pell?

# OVERVIEW

## 2 YR RETENSION RATES (WITHIN UNIVERSITY)

	CSULB	COTA
2010	82%	79%
2011	82%	82%
2012	81%	86%
2013	83%	82%
2014	83%	82%
2015	83%	87%

## COTA FTF 2 YR RETENTION 2009-2015 (WITHIN UNIVERSITY)



## 2 YR RETENSION RATES BY DEPARTMENT (WITHIN UNIVERSITY)

	ART	DANCE	DESN	FEA	MUSIC	THEA
2010	82%	80%	81%	81%	76%	64%
2011	83%	77%	86%	86%	74%	89%
2012	87%	93%	82%	87%	82%	85%
2013	85%	83%	70%	85%	79%	79%
2014	80%	86%	80%	84%	91%	71%
2015	90%	77%	86%	86%	90%	86%

# PROCESS

03. Entry Col..	Emplid	10. Cohort C..	1 Year Re..	2 Year Reten..	
01		1.000	1	1.000	Students Retained
01		1.000	1	1.000	
01		1.000	1	1.000	
01		1.000	1		Student Missing 2nd Year
01		1.000	1	1.000	
01		1.000	1	1.000	
01		1.000	1	1.000	
01		1.000	1		Student Missing 1st Year
01		1.000		1.000	
01		1.000			
01		1.000			
01		1.000		1.000	Student Returns 2nd Year
01		1.000			
01		1.000		1.000	

## Loss 2010-15: 4-5 Year Grad Count

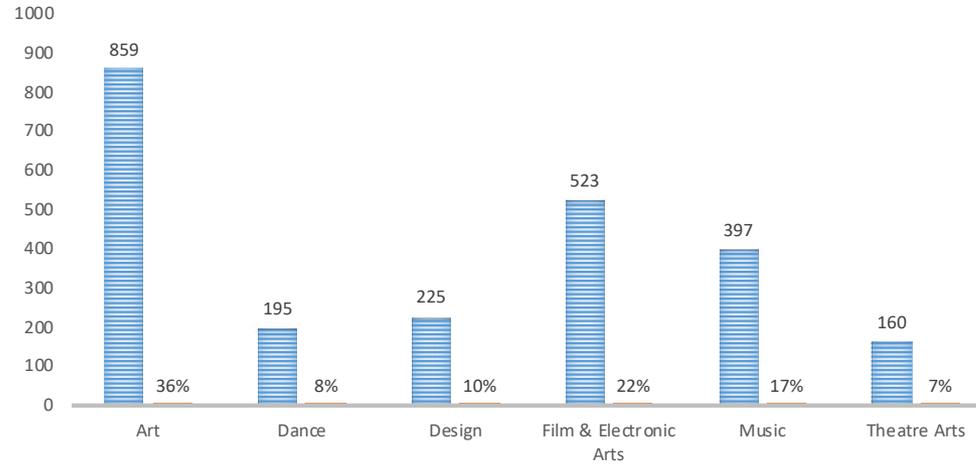
12. Cohort Y..	03. Entry Col..	Emplid	10. Cohort Count	1 Year Retention..	2 Year Retent..	4 Year Grad Cou..	5 Year Grad Cou..
Grand Total			401.0	195		11.0	24.0

Once sorted for students not retained by the second year, we still see a small number of students returning after their second year and graduating.

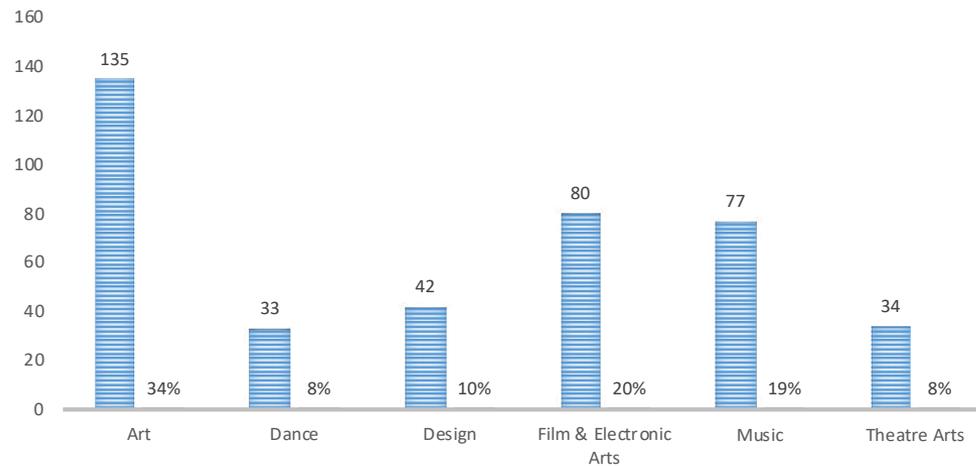
# DATA

Students do not seem to be leaving one department significantly more than any other.

## COTA 2010-2015 COMBINED COHORT COUNT: ENTERING DEPARTMENT



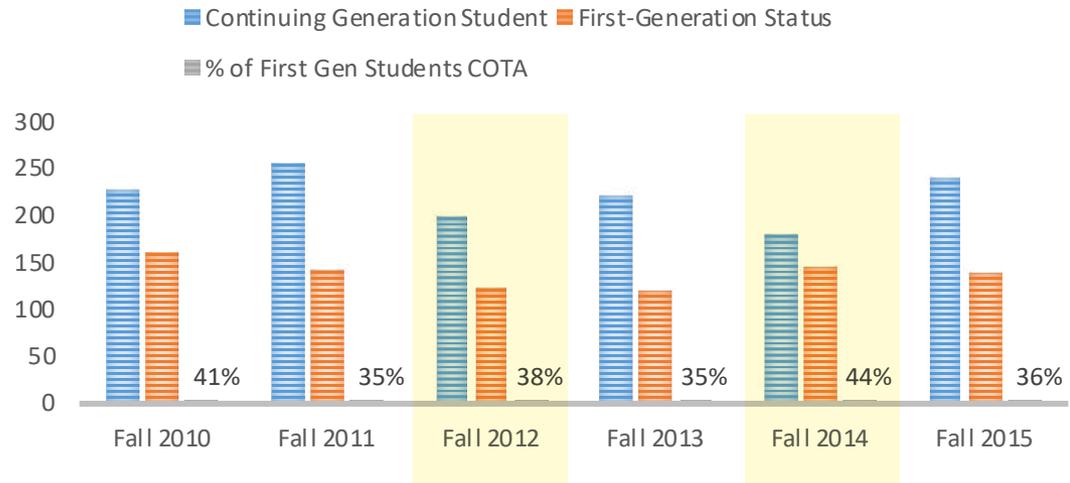
## LOSS 2010-2015 COMBINED COHORT COUNT: ENTERING DEPARTMENT



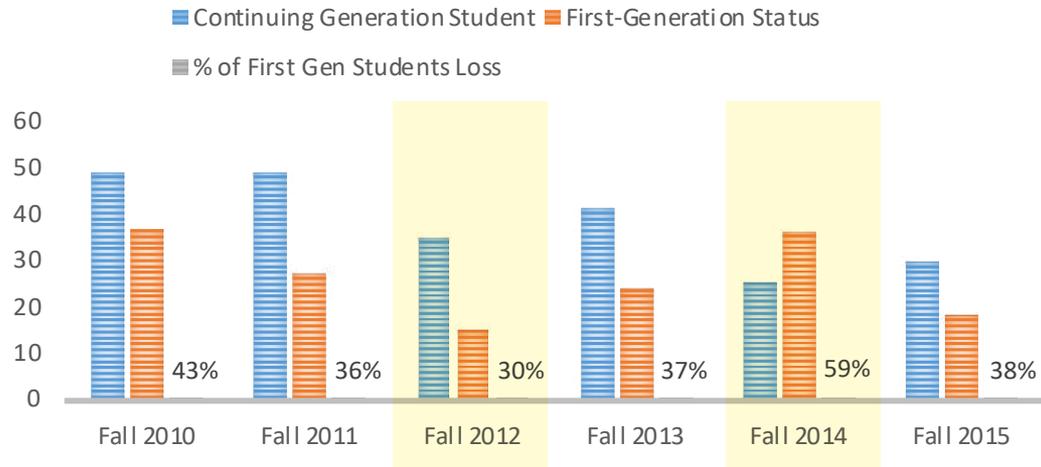
# DATA

In 2012 the percent of loss for 1st Gen students dipped, but was followed by a significant spike in 2014. Overall, it seems that 1<sup>st</sup> Gen status is an indicator for non-persistence.

## COTA 2010-2015 COMBINED: 1<sup>ST</sup> GEN STUDENTS



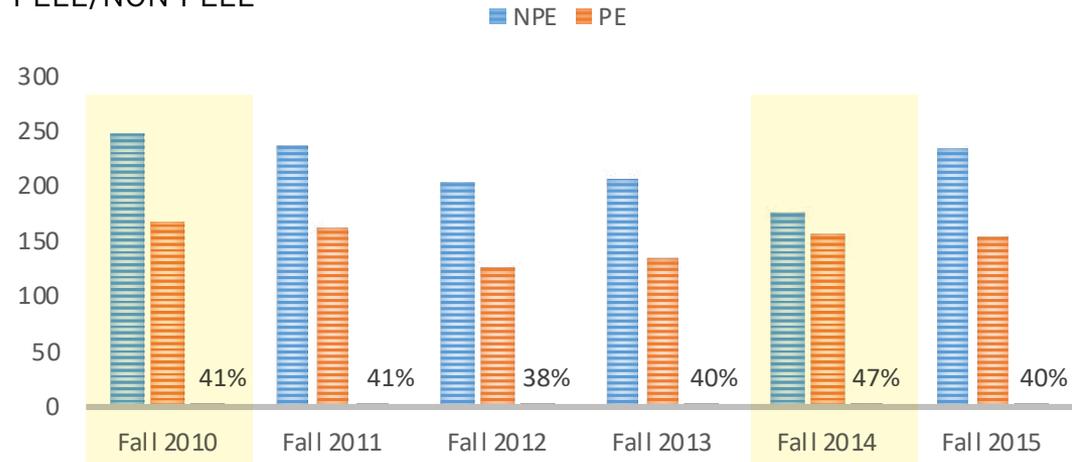
## LOSS 2010-2015 COMBINED: 1<sup>ST</sup> GEN STUDENTS



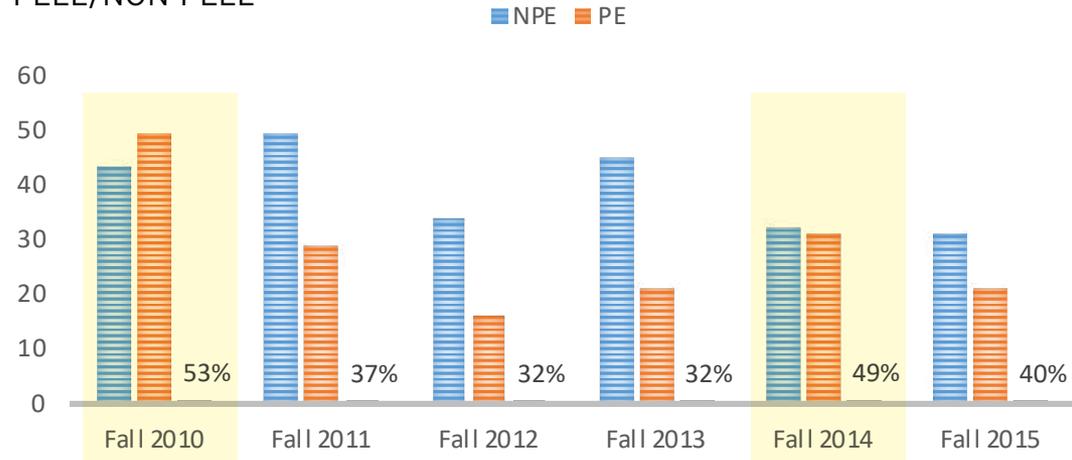
# DATA

There were significantly more Pell students leaving in 2010 and a slight spike in 2014, but overall Pell eligibility does not seem to be an indicator of whether a student will persist.

## COTA 2010-2015 COMBINED: PELL/NON-PELL



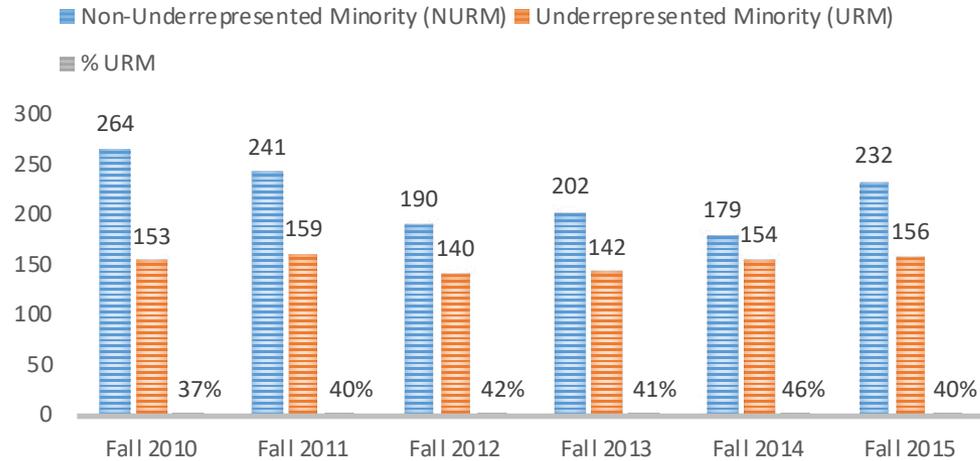
## LOSS 2010-2015 COMBINED: PELL/NON-PELL



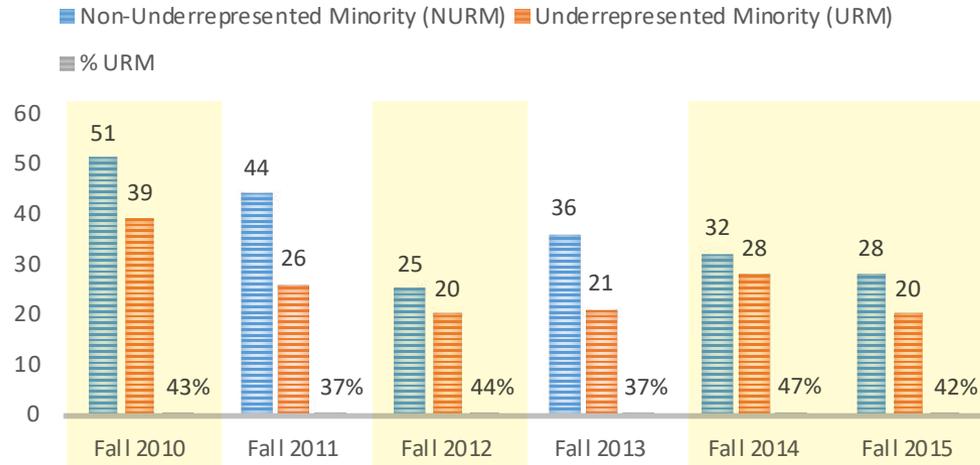
# DATA

Although the numbers go up and down, overall COTA loses slightly more URM students than NURM students, indicating that NURM/URM status is an indicator for persistence.

## COTA 2010-2015 COMBINED: NURM/URM



## LOSS 2010-2015 COMBINED: NURM/URM

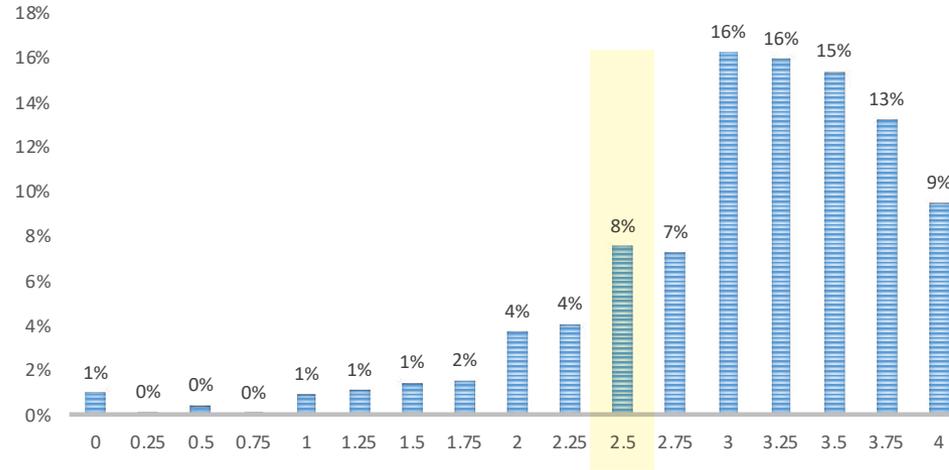


# DATA

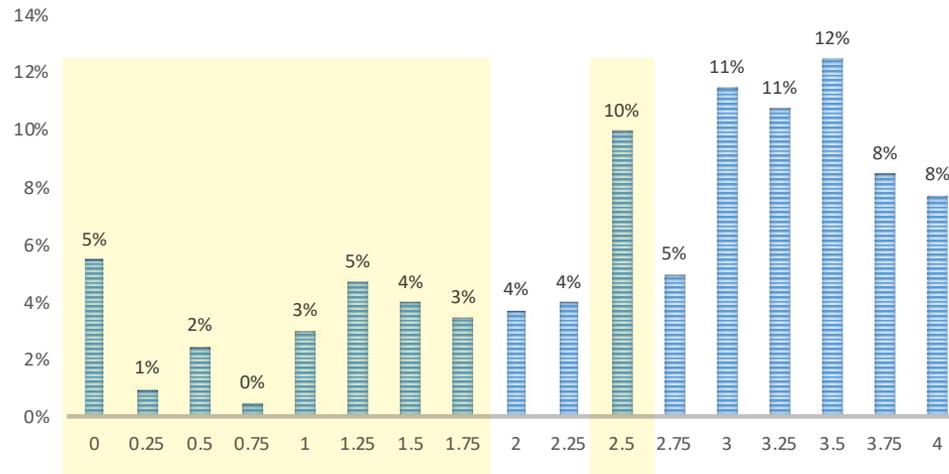
We expected to see a strong correlation between lower GPA and the likelihood of a student leaving. The spike at 2.5 indicates that we should do closer examination of the “murky middle”.

We looked at end of term GPAs in the 3rd semester, and found the same pattern shown here. We also looked at number of units earned at the end of the 1st and 3rd semester, but did not see any indicators for loss.

## COTA 2010-2015 COMBINED: S1 END OF TERM GPA



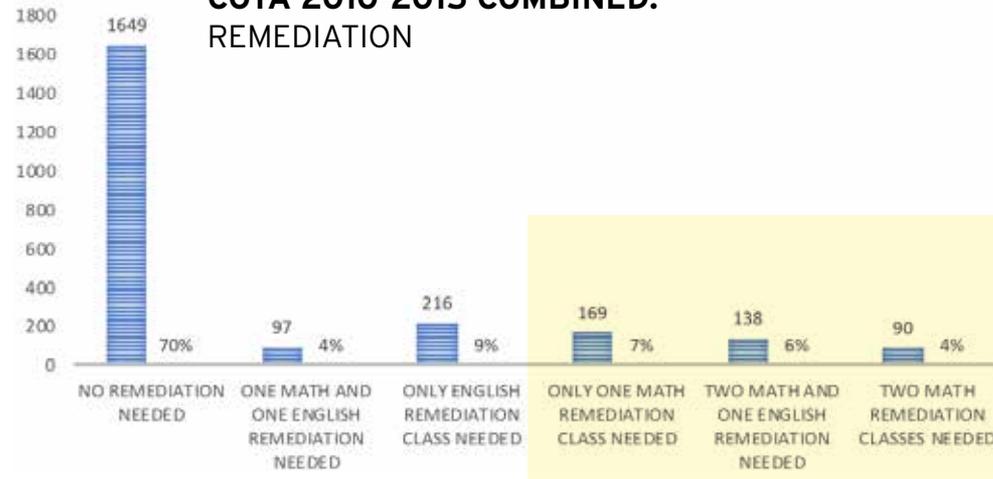
## LOSS 2010-2015 COMBINED: S1 END OF TERM GPA



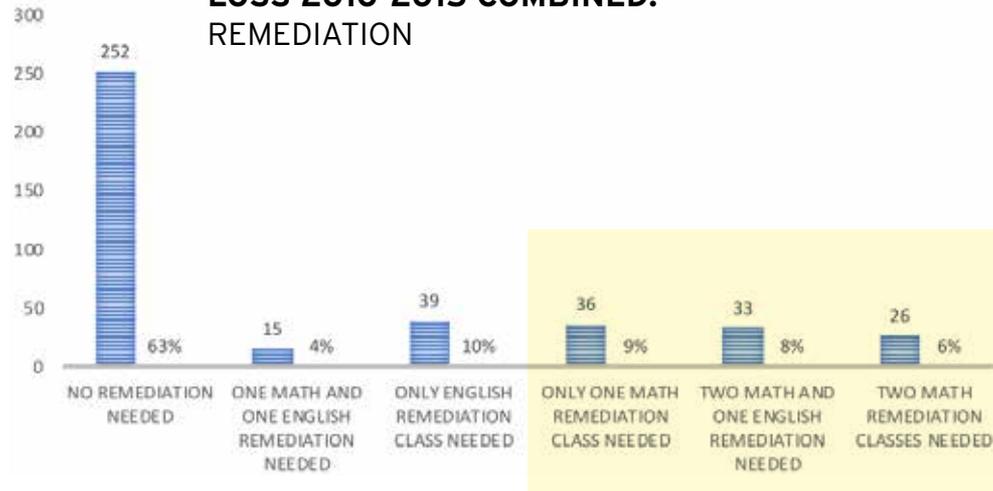
# DATA

We expected that the need for remediation would be a stronger indicator for loss than what we found. Clearly it is an indicator, but its influence is less dramatic than we expected.

## COTA 2010-2015 COMBINED: REMEDIATION



## LOSS 2010-2015 COMBINED: REMEDIATION



# MORE QUESTIONS

- All departments in COTA practice intrusive advising, and low GPA in the first term requires a mandatory meeting with an advisor. We would like to know more about what is causing the low GPA. Do students need greater support adjusting, more tutoring support or are there life-factors that are causing them to perform poorly? How can we help?
- We need greater examination of the “murky middle”. Why are students with a 2.5 GPA leaving?
- Using National Student Clearing House determine how many students are transferring to other institutions and which institutions are those?
- Now that CSULB no longer requires remedial classes, will that impact retention?
- How does unconscious bias factor in to retention?

## **QUESTION 2:** **DEMOGRAPHICS**

- **What are the enrollment trends for students of color in COTA?**
- **Is it important for COTA to understand these trends for the college as a whole and for individual departments?**
- **Can we contextualize these trends with enrollment trends for CSULB and LBUSD (LBUSD in reference to the K-16 college promise)?**
- **What do the trends tell us about the enrollment of students of color in COTA since 2005?**

# DATA

## DEMOGRAPHIC PROFILES: CSULB, COTA, LBUSD

The COTA approximately reflects the demographics of the university in its percentage of students who identify as Black or African American, Asian and Two or More races. However, it has significantly more students who identify as White and significantly fewer who identify as Hispanic or Latino (of any race). The difference becomes even greater when looking at the demographic profile of LBUSD. LBUSD also has significantly more Black or African American students than either CSULB or COTA.

CSULB	2005	2010	2012	2014	2016	2017
WHITE	31%	20%	17%	17%	16%	15%
TWO OR MORE RACES	N/A	5%	5%	5%	6%	5%
BLACK OR AFRICAN AMERICAN	6%	5%	5%	3%	4%	4%
HISPANIC OR LATINO (OF ANY RACE)	28%	39%	43%	40%	41%	46%
ASIAN	14%	24%	23%	28%	24%	23%

COTA	2005	2010	2012	2014	2016	2017
WHITE	42%	34%	30%	26%	25%	25%
TWO OR MORE RACES	N/A	4%	6%	5%	5%	4%
BLACK OR AFRICAN AMERICAN	5%	3%	3%	4%	3%	3%
HISPANIC OR LATINO (OF ANY RACE)	18%	29%	32%	38%	38%	36%
ASIAN	15%	19%	19%	18%	19%	20%

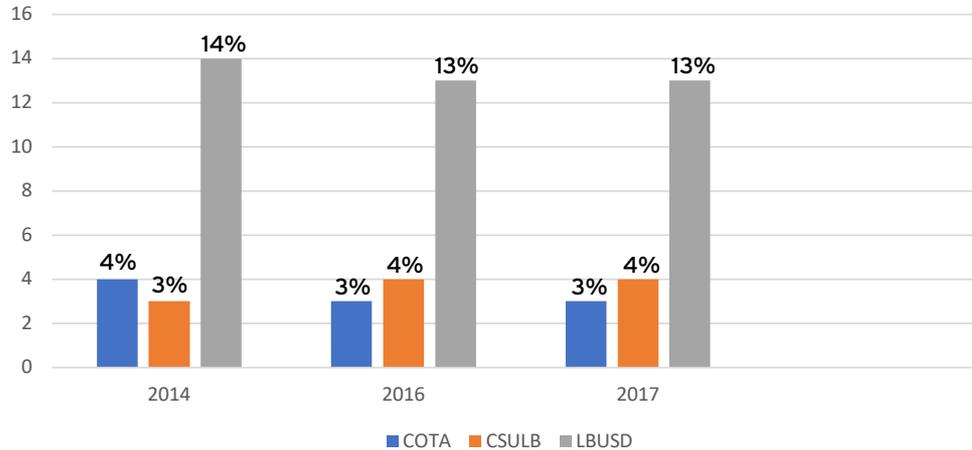
LBUSD	2005	2010	2012	2014	2016	2017
WHITE	N/A	N/A	N/A	14%	13%	13%
TWO OR MORE RACES	N/A	N/A	N/A	2%	3%	3%
BLACK OR AFRICAN AMERICAN	N/A	N/A	N/A	14%	13%	13%
HISPANIC OR LATINO (OF ANY RACE)	N/A	N/A	N/A	55%	57%	57%
ASIAN	N/A	N/A	N/A	11%	11%	11%

\*Data obtained through LBUSD Dataquest

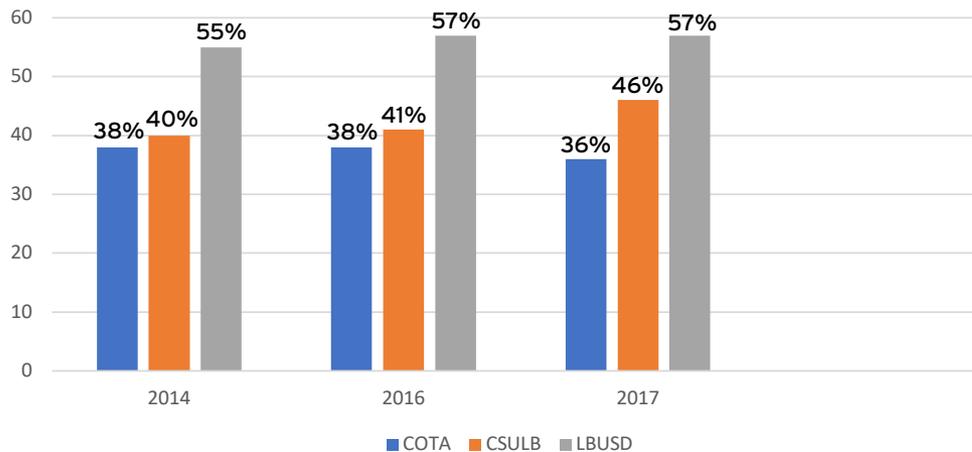
# DATA

When compared to 2014-2017 enrollment for LBUSD, the percentages of both Black or African American and Hispanic or Latino students in the COTA and CSULB fall significantly short of the enrollment of LBUSD, CSULB's most significant school district partner.

## BLACK/AFRICAN AMERICAN STUDENT ENROLLMENT %: COMPARISON 2014-2017



## HISPANIC/LATINO STUDENT ENROLLMENT %: COMPARISON 2014-2017



# NEXT STEPS

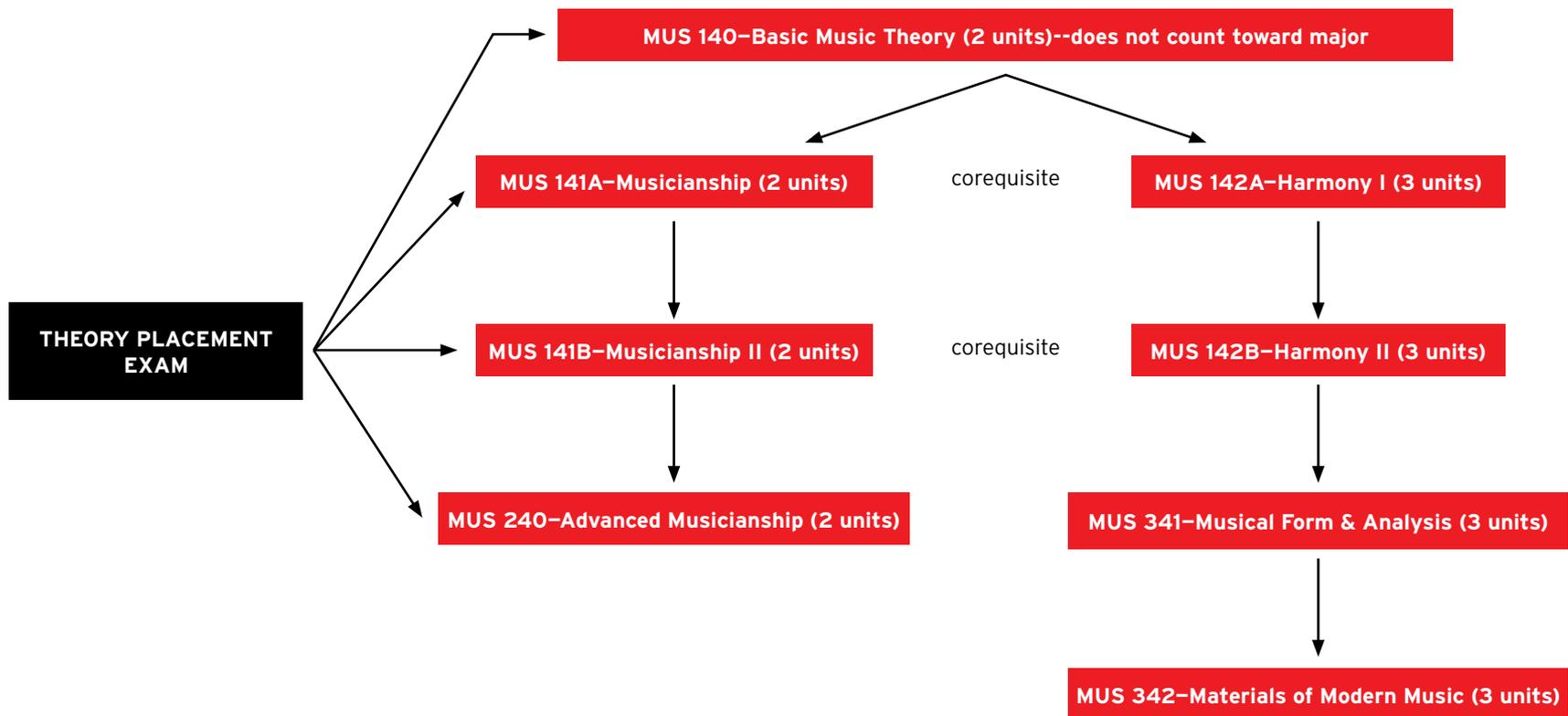
- Do the data for transfer students look similar to the data for freshmen?
- Are there State/National trends in the Arts that look similar?
- How does COTA compare to demographic data for the entire local admission area for CSULB?
- Why is COTA so different? Can we address this issue, and how do we do it?

# QUESTION 3:

## ADVISING

This year the Bob Cole Conservatory switched from a faculty advisor to a staff advisor. This has led to a closer examination of curricular structure in the BCCM and to its enrollment processes. In what ways do past practices create barriers for our students?

# THEORY SEQUENCE



**THEORY REQUIREMENT = 18-20 UNITS**

# QUESTION 4:

## UPDATE

Since 2015, the School of Art has been conducting annual surveys of each incoming cohort. We have finished the initial survey of our third group.

# SURVEY

## GROUP ONE (F15 COHORT):

### FIRST SURVEY (end S/2),

183 students surveyed, 146 responded:

**80% response rate**

### SECOND SURVEY (end S/4),

180 students surveyed, 91 responded:

**51% response rate**

### THIRD SURVEY (end S/6),

169 students surveyed, 68 responded:

**40% response rate**

## GROUP TWO (F16 COHORT):

### FIRST SURVEY (end S/2),

150 students surveyed, 78 responded:

**52% response rate**

### SECOND SURVEY (end S/4),

145 students surveyed, 69 responded:

**48% response rate**

## GROUP THREE (F17 COHORT):

### FIRST SURVEY (end S/2),

180 students surveyed, 96 responded:

**53% response rate**

## Q: DO YOU INTEND TO GRADUATE IN 4 YRS?

### GROUP 1 (F15):

Survey 2 (end of S/4) = 63% yes  
Survey 3 (end of S/6) = 54% yes

54% of all respondents taking 13 units or less

### GROUP 2 (F16)

Survey 1 (end S/2) = 77% yes → 100% are taking 15 units or more  
Survey 2 (end S/4) = 59% yes → 88% are taking 15 units or more

### GROUP 3 (F17)

Survey 1 (end S/2) = 64% yes → 100% are taking 15 units or more

# SURVEY

## Q: ARE YOU ON TRACK TO GRADUATE IN 4 YRS?

### GROUP 1 (F15):

SURVEY 2 (END S/4) = **63% YES**

49 students reported no intent to graduate in 4 years, or being off track—reasons given:

29% can't keep up with the amount of work (too much homework+ work outside)

25% are still exploring

25% plan to apply to a BFA; 132 unit degree

SURVEY 3 (END S/6) = **76% YES**

34 students reported no intent to graduate in 4 years, or being off track—reasons given:

32% plan to apply to a BFA

27% can't keep up with the amount of work

21% still exploring

### GROUP 2 (F16):

SURVEY 1 (END S/2) = **93% YES**

20 students reported no intent to graduate in 4 years, or being off track—reasons given:

50% = plan to apply to a BFA

25% = still exploring

10% = can't keep up with the amount of work

SURVEY 2 (END S/4) = **90% YES**

32 students reported no intent to graduate in 4 years, or being off track—reasons given:

57% = plan to apply to a BFA

10% = still exploring

6% = can't keep up with the amount of work

### GROUP 3 (F17):

SURVEY 1 (END S/2) = **66% YES**

32 students reported no intent to graduate in 4 years, or being off track—reasons given:

76% = plan to apply to a BFA

6% = can't keep up with the amount of work

2% = still exploring

# THOUGHTS

- We seem to be doing better at explaining to students how many units are required every semester in order to graduate in 4 years.
- We seem to be doing a better job of explaining to students the differences between earning a BA vs. a BFA and the pro's and cons of each degree.
- What impact will the School of Art's six new minors, have on 4 year grad rates?
- Our initial concern about the number of students in Group 1 saying that they couldn't keep up with the work seems to be more concentrated within that group. However, it is still something that we need to continue to pay keen attention to.

**FUN!**

<https://www.youtube.com/watch?v=Pj-NqWDH2qE>

<https://www.youtube.com/watch?v=27vKiqfag84>