

FTF and Transfer Students' Experience of D-F-W Grades in General Education Courses across the Campus

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Scanning the QR code on your mobile device will allow you to access electronic version of this Data Fellow's project.

1. Open your camera app on your mobile device.
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Research Questions

- What are the patterns of D-F-W grades in GE courses across all colleges (Note: this is a continuation of our project from last year where we already have presented data on 3 colleges [CLA, COE, CHHS]).
- What is the impact of a D-F-W grade in a GE course in the first semester on student success (defined as GPA in future semesters, attrition and time to degree)?
- Are there differences in D-F-W grades' (in GE courses) impact on FTF versus transfer students?
- Is the impact of a W in a GE course different from a grade of D or F grade on student success?

Introduction

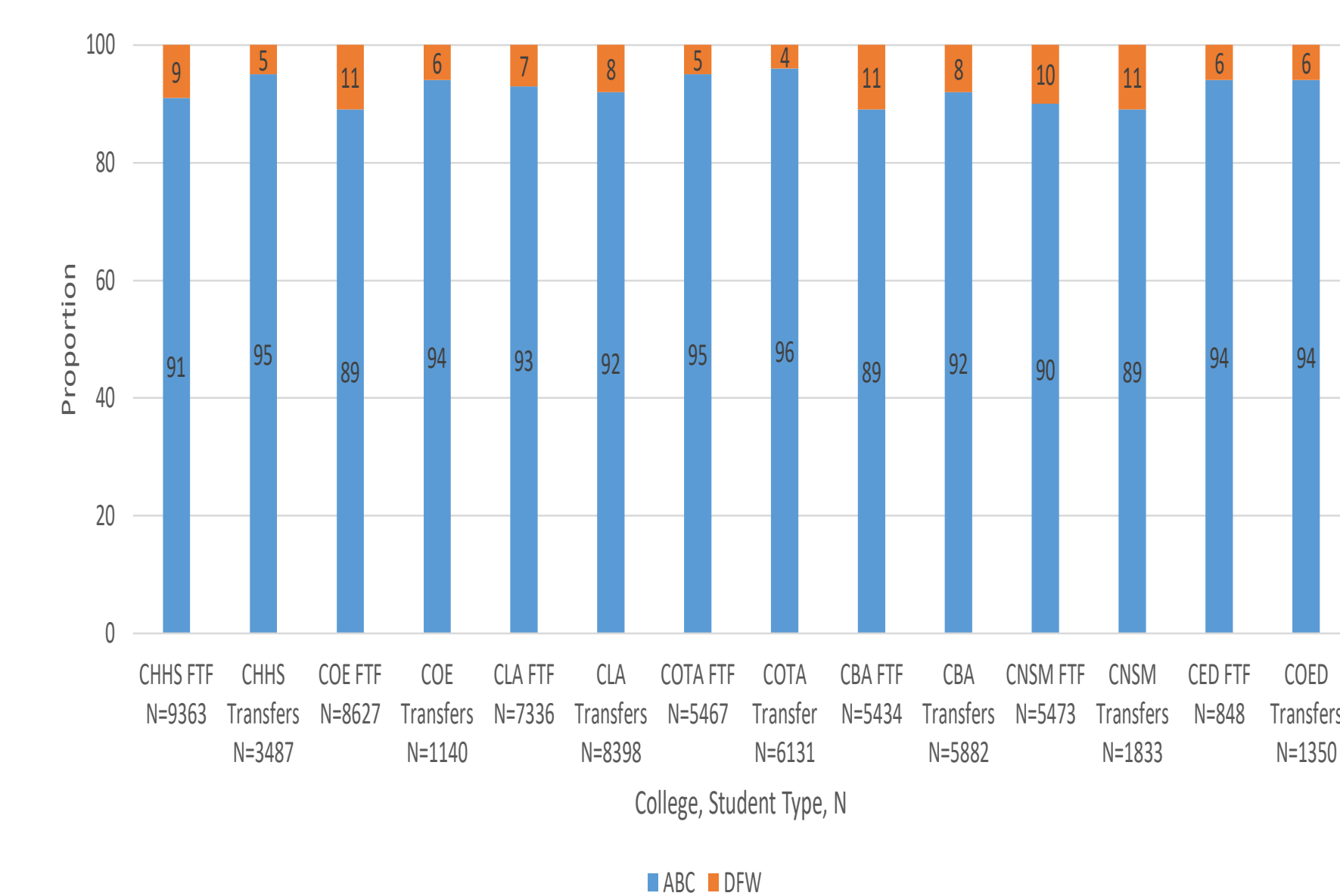
- Liberal Education and America's Promise (LEAP) is a national public advocacy and campus action initiative that highlights the importance of a liberal education; at CSULB the LEAP initiative is operationalized in our General Education offerings and GE essential skills.
- CSULB is currently in the process of revising the Academic Senate policy on General Education and Campus Specific Graduation Requirements (GEGR).

Methods

Institutional research provided data (fall 13, 14, 15) for both incoming FTF and transfer students for all seven academic colleges
Data included GE-designated courses
Master GE course listing used to identify GE category for GE-designated courses.
Foundations—Explorations (did not look at capstones)
Some upper-division for transfer students, but not much
SAS 9.4 analysis
Started with analysis by individual college to get a sense of what was going on
Two-step: first colleges, then top ten courses within each college, then predictors of DFW grades in a multivariable way
Covariables such as gender, high-school GPA, ethnicity
Then broadly look for patterns across colleges

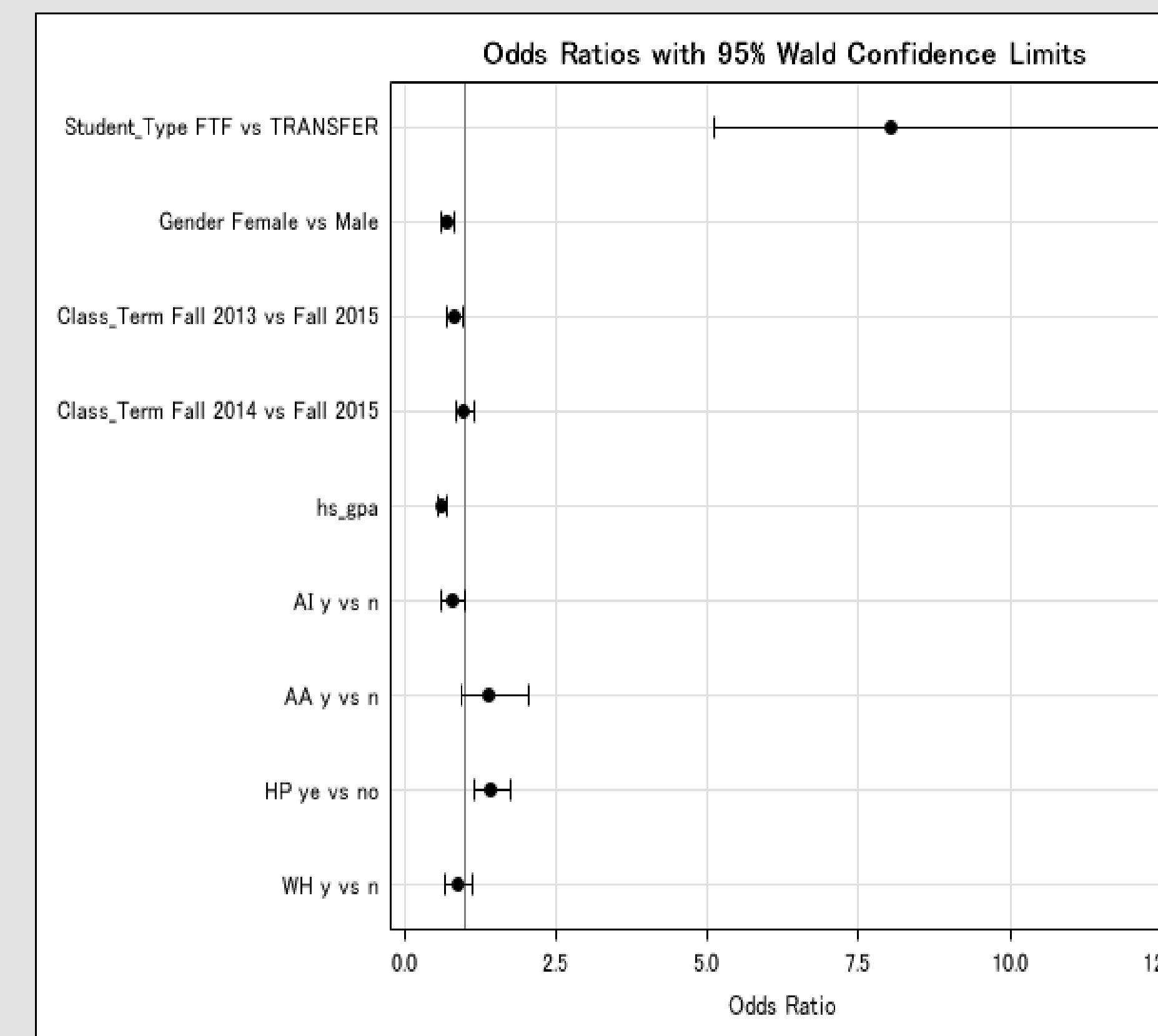
Results

% of ABC versus DFW grades across colleges, GE courses only across 3 cohorts (FA 13, FA 14, FA 15)

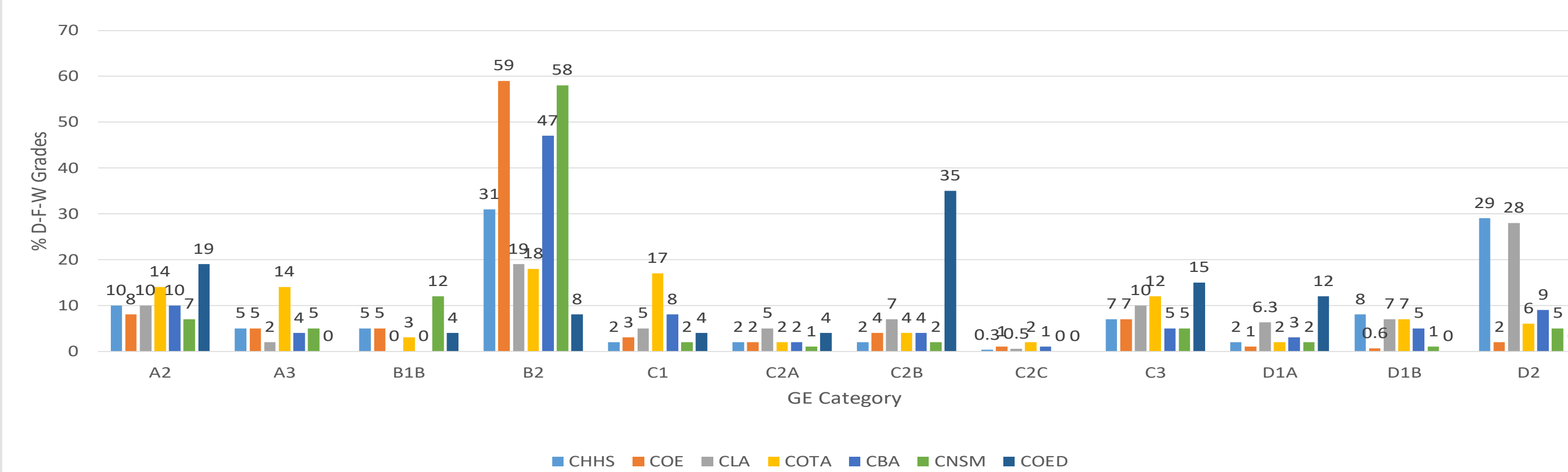


Note: Small sample sizes for CED due to definitions of FTF and Transfers; these do not include post-bacc students seeking teaching credentials who may take GE courses.

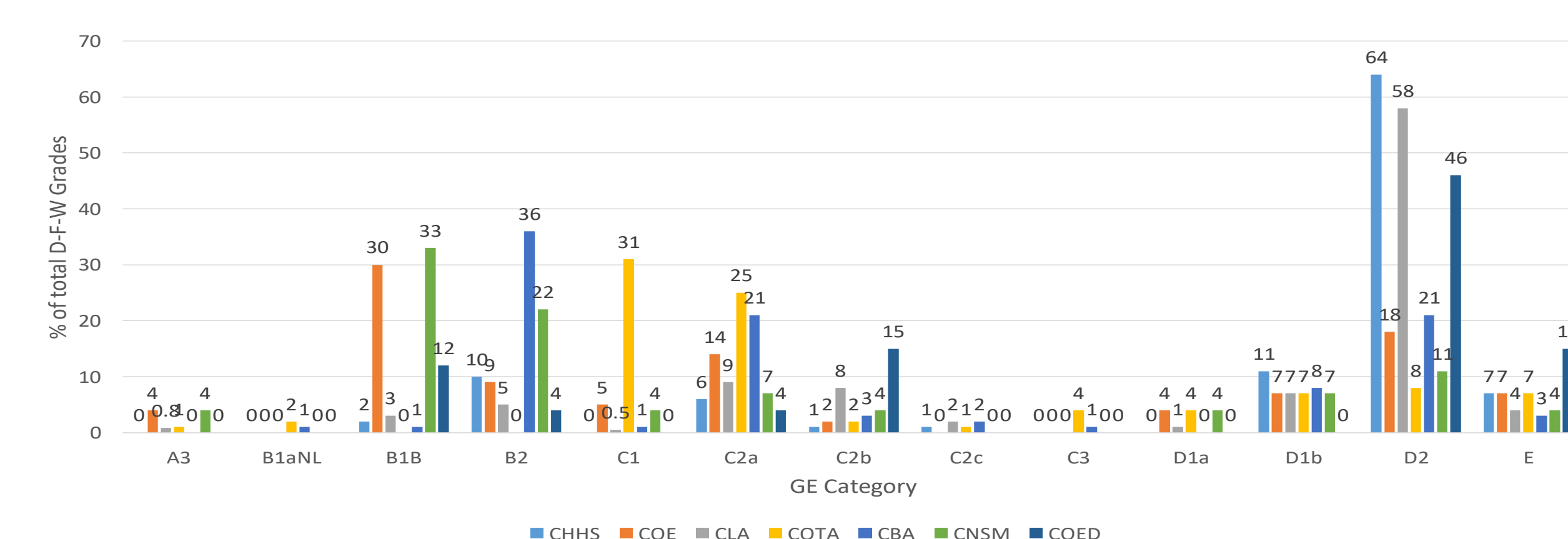
Odds Ratios with 95% CI Predicting D-F-W Grades among Students in CHHS



% of D-F-W Grades for FTF by GE Category across CHHS, COE, CLA, COTA, CBA, CNSM--3 cohorts (FA 13, FA 14, FA 15)



% of D-F-W Grades for Transfers by GE Category across CHHS, COE, CLA, COTA, CBA, CNSM--3 cohorts (FA 13, FA 14, FA 15)



Generation Education Categories

- Written Communication (A1)
- Oral Communication (A2)
- Critical Thinking (A3)
- Mathematics/Quant. Reasoning (B1)
- Life Sciences (B1a)
- Life Sciences No Lab (B1a.NL)
- Physical Sciences (B1b)
- Physical Sciences No Lab (B1b.NL)
- The Arts (C1)
- Humanities: Literature (C1a)
- Humanities: Philosophy (C1b)
- Humanities: Foreign Lang. (C1c)
- U.S. History (D1a) (Cont. & American Ideals (D1b))
- Social Sciences & Citizenship (D2)
- Lifelong Learning & Self Dev. (E)

Conclusion / Discussion

- Overall proportions of D-F-W grades in GE courses across the colleges are small with the highest (11%) occurring in CBA, CNSM and COE.
- Female students are significantly less likely to receive D-G-W grades compared to male students.
- Higher H.S. GPAs are associated with significantly lower odds of received D-F-W grades.
- FTF much more at risk for DFW than transfer students, though patterns for transfer students mirror those of FTF with respect to GE category courses with high % of D-F-W grades.
- Most colleges show the same patterns in terms of DFW rates in GE courses with B categories showing highest % of D-F-W grades, especially in CHHS, COE, CBA and CNSM.
- Two outlier colleges: COTA, CED; C1 courses highest D-F-W % for COTA and C2b for CED.
- Apart from B2 critical thinking/math courses, D2 courses present problems for both FTF and Transfers, especially for CLA, COE and CHHS.
- Data on GE courses difficult to analyze because courses might be GE and major courses; the data only distinguish between GE and non-GE courses.
- Findings for race/ethnicity and odds of D-F-W grades vary across colleges.

Implications for Action

- Findings may help identify specific GE courses or GE categories that are especially challenging for FTF and transfer students.
- Findings may suggest adjustments to academic advising with respect to sequencing of GE courses.
- Proper advising for student as related to their level of experience (FTF much less knowledgeable about courses and time commitment) should be considered.
- Should advisors recommend combining 'easier' course with more 'difficult' courses (inside/outside the major)?
- Coordination between major advising and GE advising should be strengthened.

Next Steps / Future Directions

- Assure that FTF learn about GE courses during SOAR
- Coordinate more with advising centers/advisors
- Work with CED on C2B
- Work with COTA on A3 and C1—collaborate with other colleges/departments that offer the course, maybe developing new courses
- Target co-curricular programs/resources