

Institutional Effectiveness

Actionable Intelligence to Support Student Success

Presentation November 2016

Lisa Castellino, PhD AVP Institutional Effectiveness



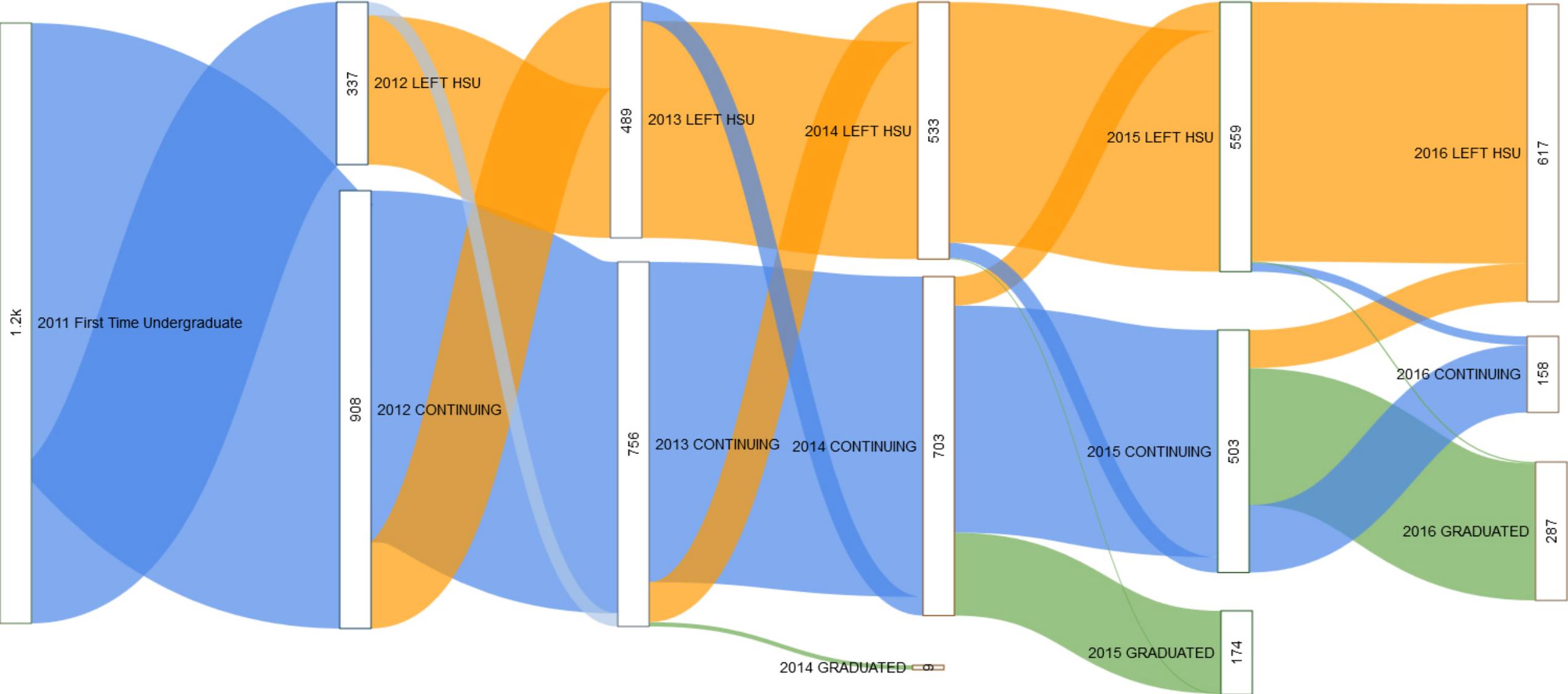
According to a statement on the American Council on Education's (ACE) [website](#),

"...the degree to which institutions can harness their resources to achieve their objectives will depend on the clarity of these objectives and the institution's willingness to set priorities and solve its problems. This requires assessing current status, designing a change process, developing and educating senior leaders, and the obligation and nimbleness to make significant widespread change at all levels."

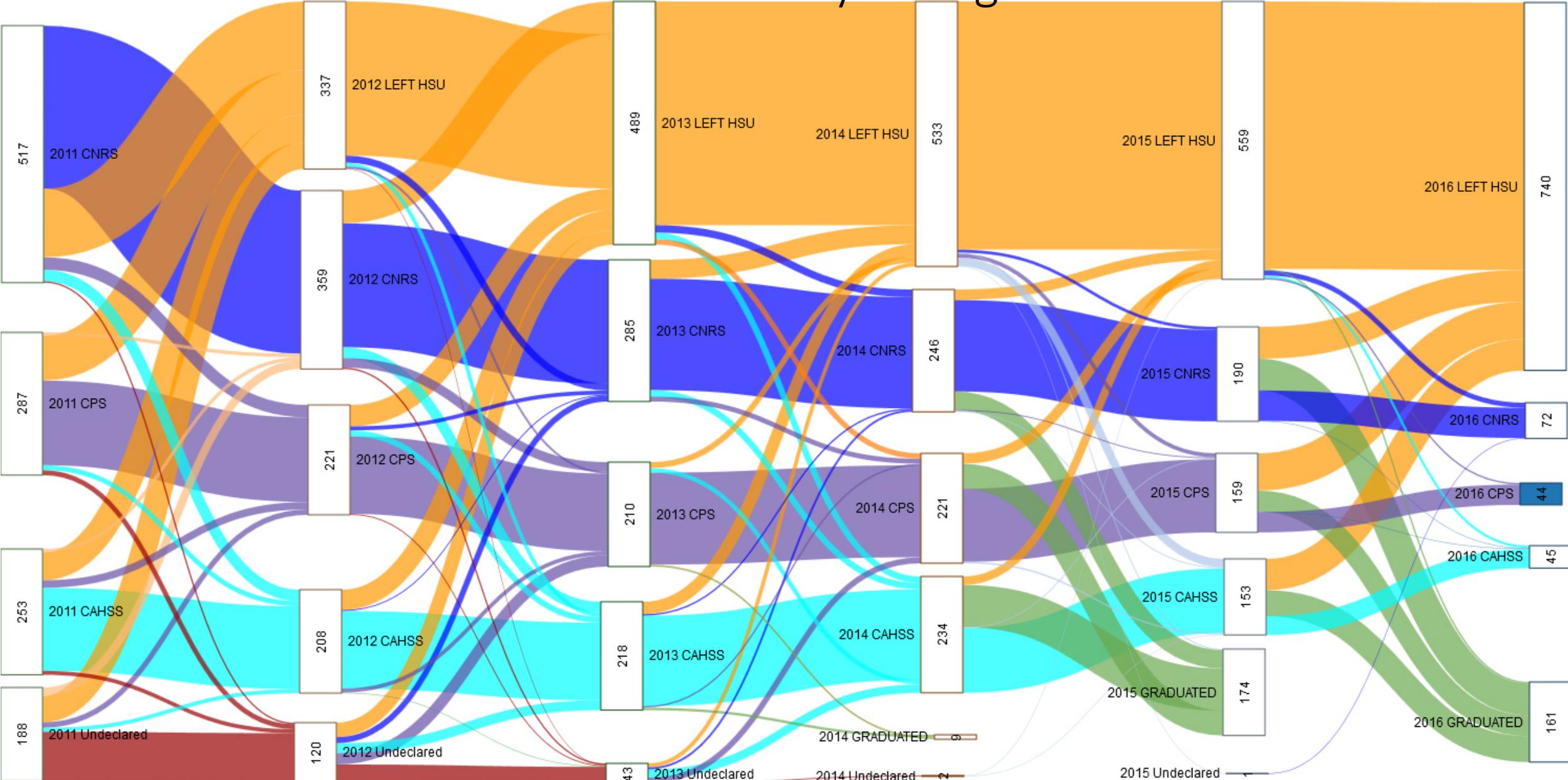
“Go with the flow”

Visualizing student progression w Sankey

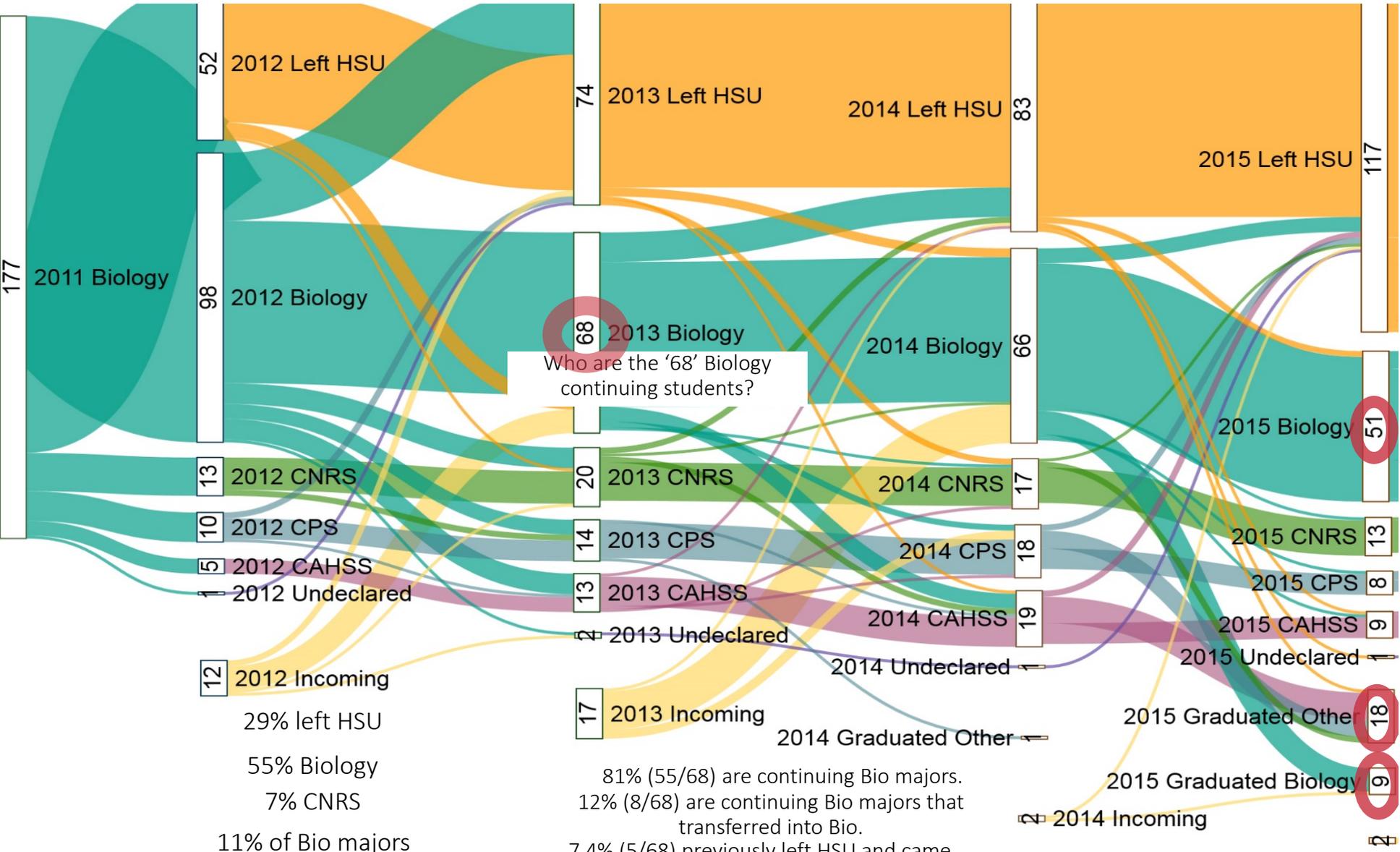
The Class of 2011: Follow the "Flow"



The Class of 2011: Follow the "Flow" by College



The Class of 2011: Follow the "Flow" Biology



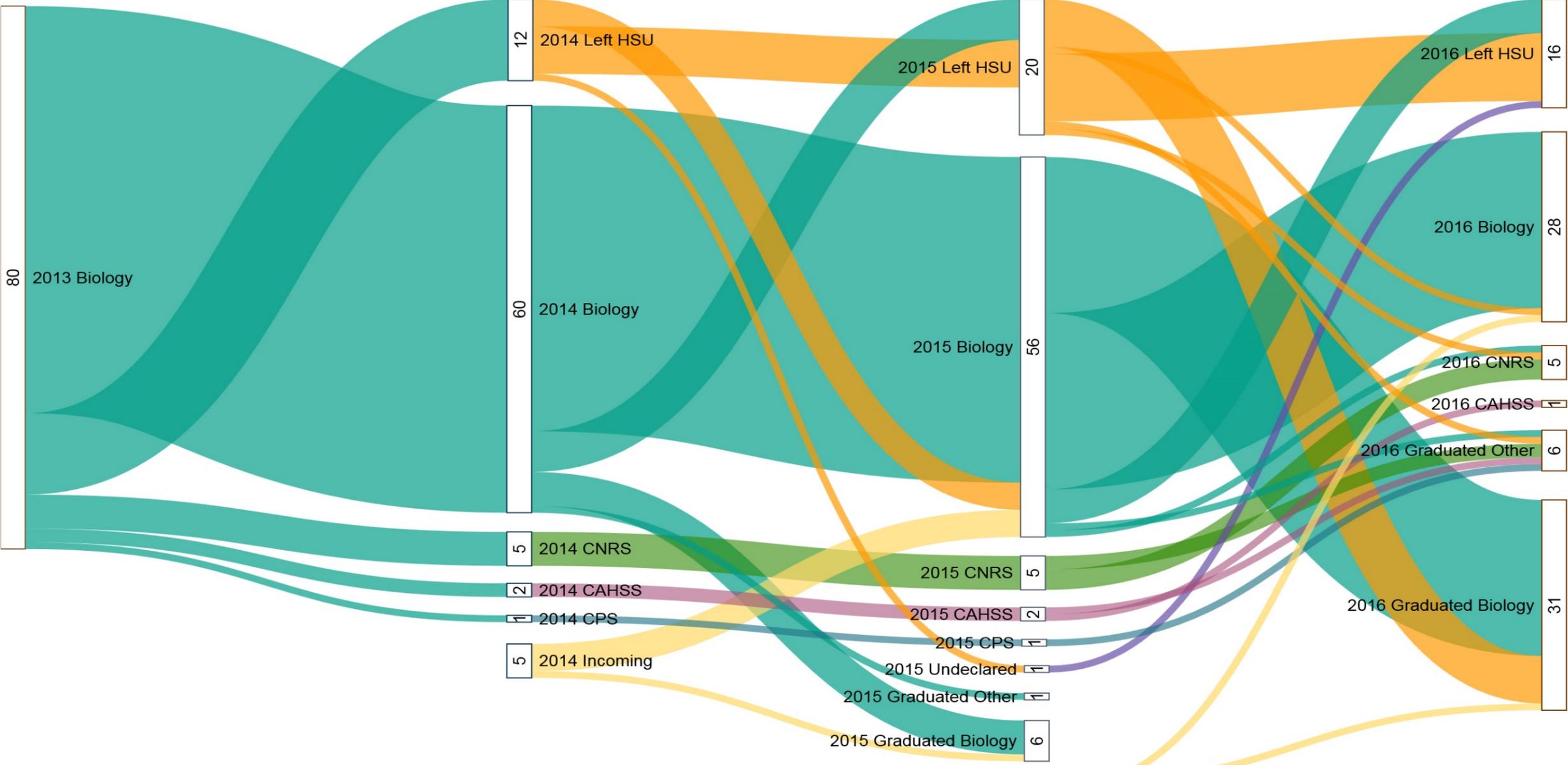
Who are the '68' Biology continuing students?

29% left HSU
 55% Biology
 7% CNRS
 11% of Bio majors internal transfers in (12/(98+12))

81% (55/68) are continuing Bio majors.
 12% (8/68) are continuing Bio majors that transferred into Bio.
 7.4% (5/68) previously left HSU and came back into Bio.

At the end of 4 years...
 51 students are continuing in Bio.
 96% continued in Bio from 2014.
 4% transferred into Bio from 2014.
 In 2015- 27 students graduated.
 67% were transfers OUT of Bio into other majors.
 Of those Bio majors who graduated, 89% stayed in Bio their full academic career.

Upper Division Transfer Student Flow: Biology (2013)

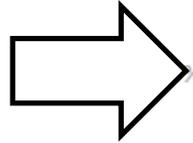
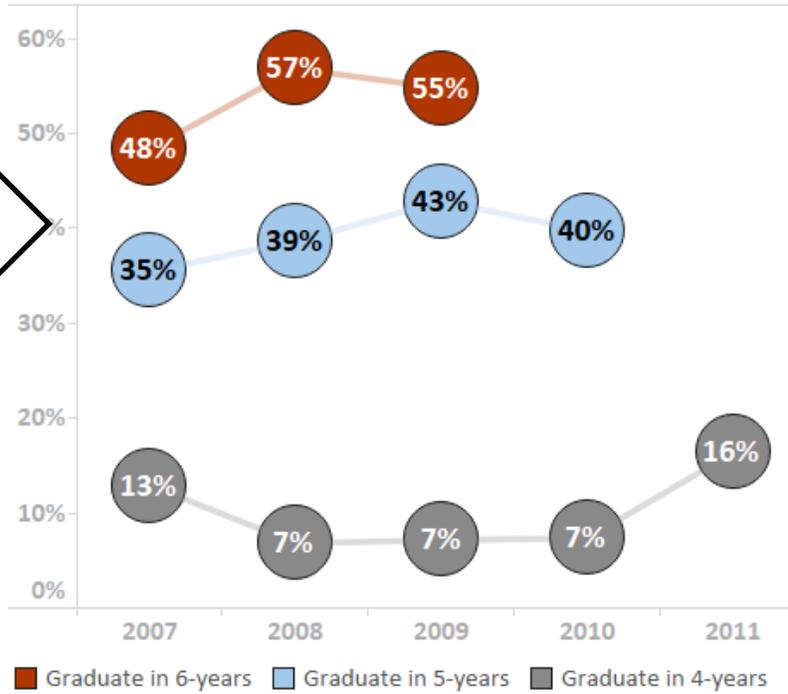


“Integrating Initiatives in Information”

Graduation Initiative 2025, Reimagining the First Year, Strategic Planning, WASC Re-affirmation



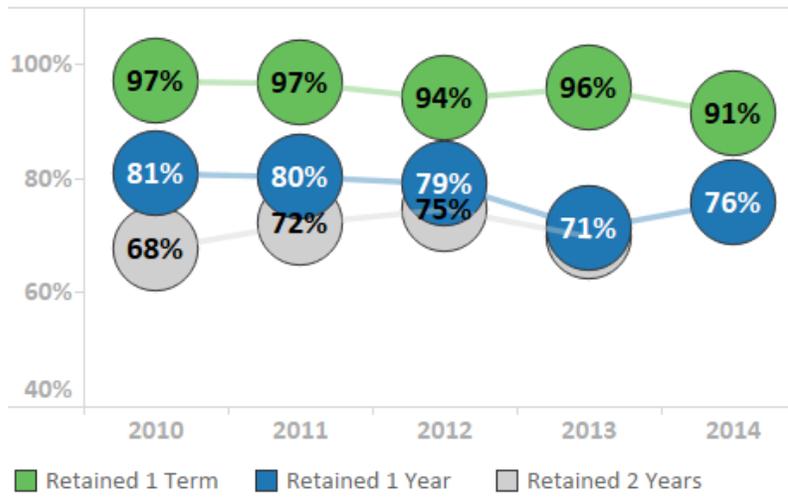
FTTUG Graduation Rates



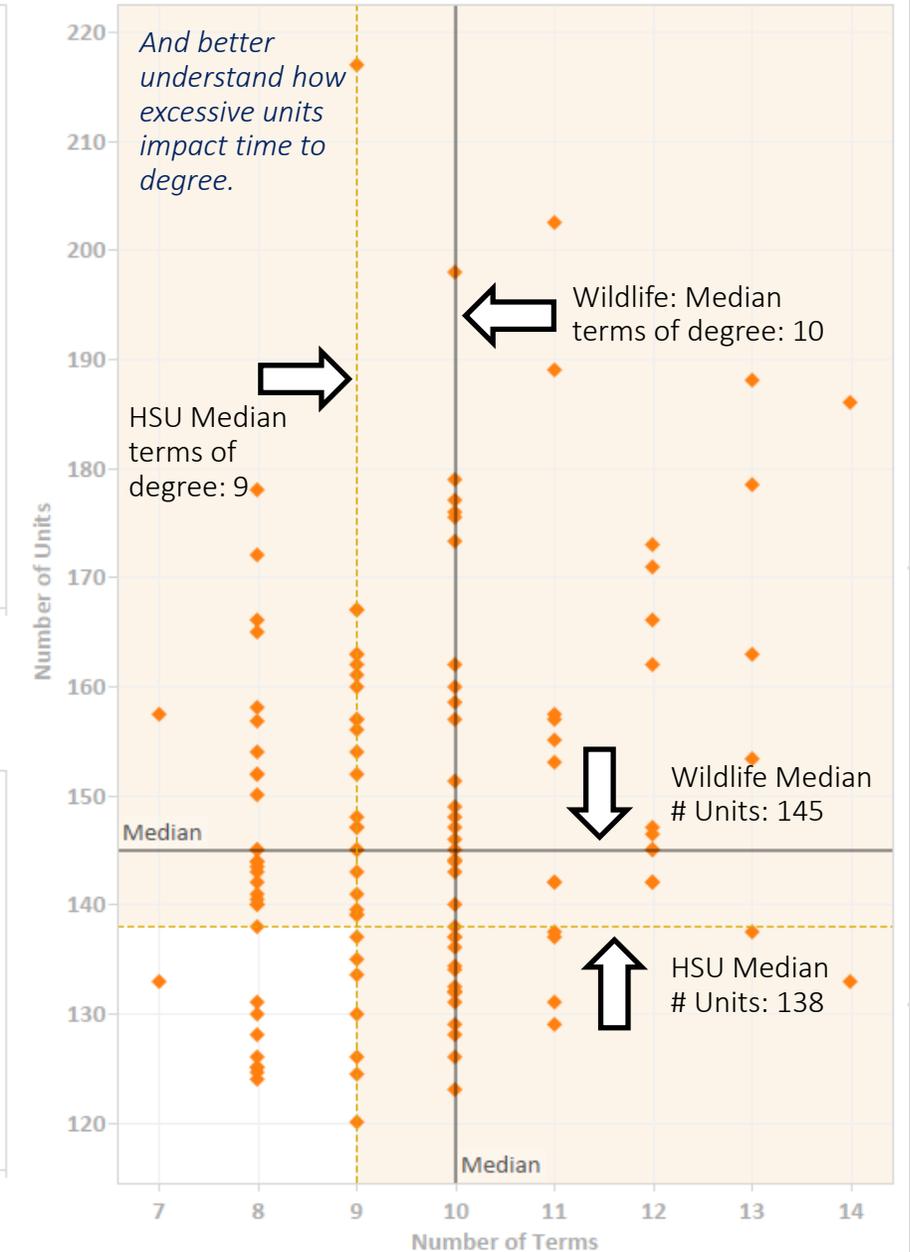
We can explore student success by the destination, versus initial major.

In the case of Wildlife, students who initially enter the major as first-time do not graduate at the same rate as those started first-time in another HSU major and then migrate to Wildlife.

FTTUG Retention Rates



Total Units to Degree (FTUG Students)



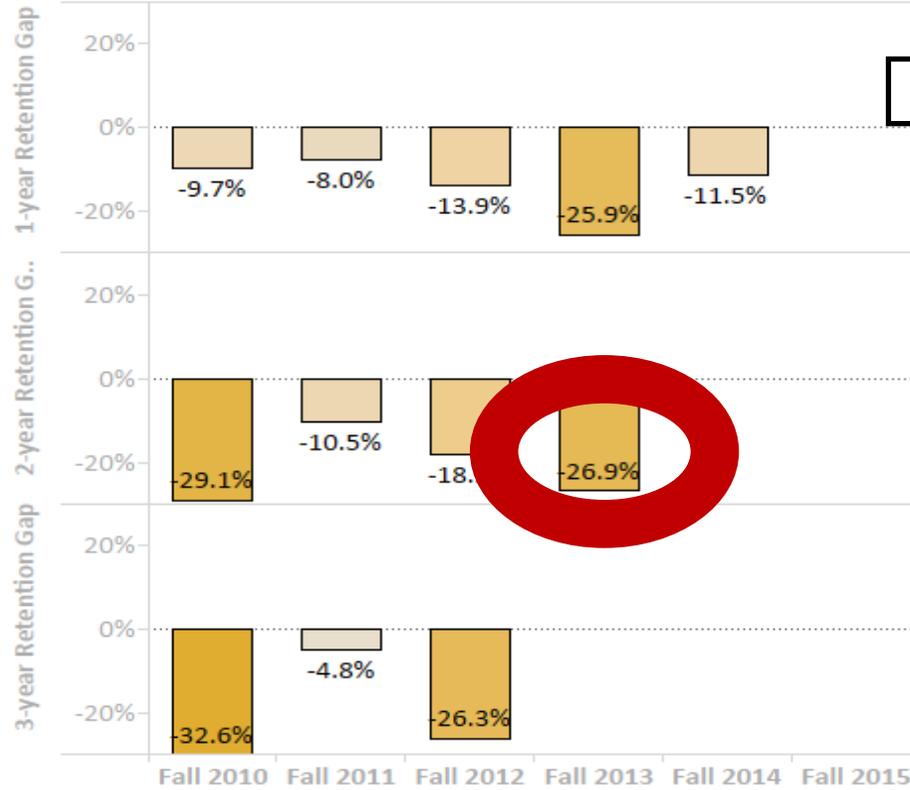
| Category | Major | Color |
|----------|--------|-------------|
| CAHSS | ANTH | Light Green |
| | ART | Light Green |
| | COMM | Light Blue |
| | CRGS | Light Green |
| | ENGL | Light Green |
| | GEOG | Light Green |
| | HIST | Light Green |
| | INTL | Light Green |
| | JMC | Light Green |
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| | RS | Light Green |
| CNRS | SOC | Light Green |
| | THEA | Light Green |
| | WLC | Light Green |
| | BIOL | Light Blue |
| | CHEM | Light Green |
| | CS | Light Green |
| | ENGR | Light Green |
| | ESM | Light Green |
| | FISH | Light Blue |
| | FWM | Light Green |
| | GEOG | Light Green |
| | MATH | Light Green |
| | OCN | Light Green |
| | PHYX | Light Green |
| WLDL | Orange | |
| CPS | BUS | Light Blue |
| | CD | Light Green |
| | ECON | Light Green |
| | EDUC | Light Green |
| | KRA | Light Green |
| | PSYC | Light Green |
| | SW | Light Green |



QUESTION 1. Describe enrollment trends in your program, major(s), FTES, and retention/graduation rates.

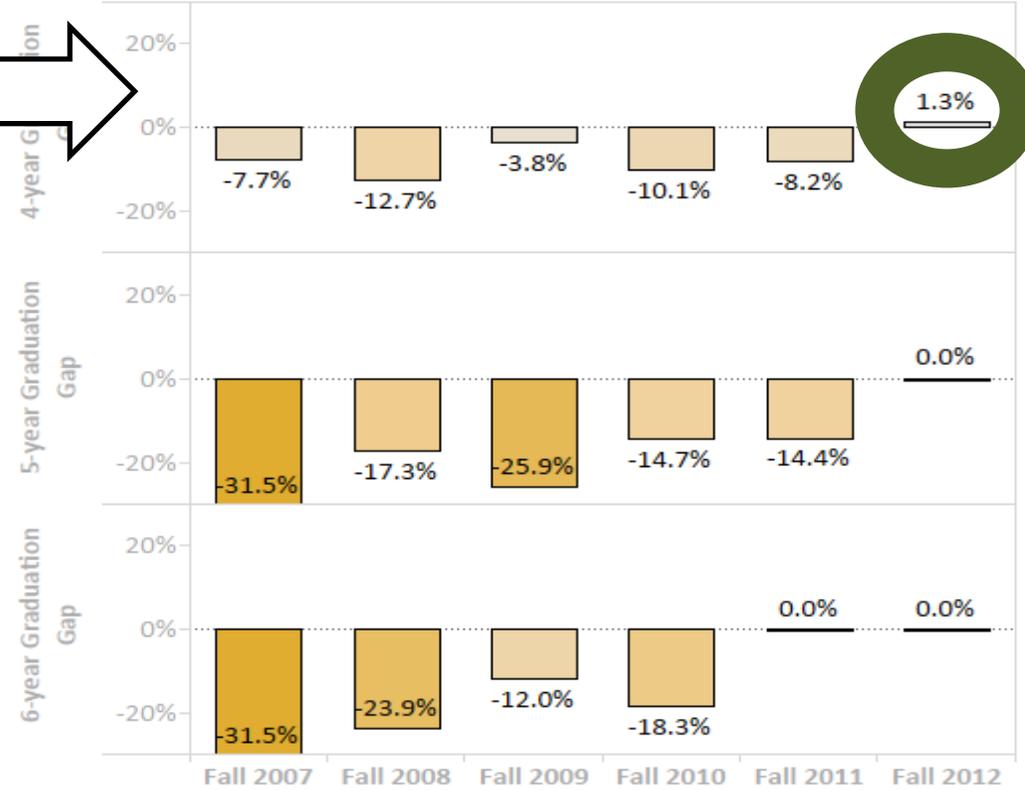
FTTUG URM Retention Rate Gap

-33% 0%



FTTUG URM Graduation Rate Gap

-32% 1%



FTTUG Retention for URM and Non-URM Students

| | Fall 2007 | | Fall 2008 | | Fall 2009 | | Fall 2010 | | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | | Fall 2015 | |
|----------------------|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|
| | Not URM | URM |
| Headcount | 56 | 21 | 63 | 34 | 88 | 46 | 88 | 57 | 94 | 72 | 91 | 70 | 87 | 119 | 91 | 89 | 82 | 79 |
| Retained for 1 year | 79% | 71% | 70% | 59% | 68% | 76% | 74% | 67% | 65% | 60% | 78% | 67% | 84% | 62% | 74% | 65% | | |
| Retained for 2 years | 71% | 48% | 59% | 38% | 61% | 63% | 69% | 49% | 57% | 51% | 68% | 56% | 74% | 54% | | | | |
| Retained for 3 years | 64% | 38% | 57% | 26% | 58% | 59% | 63% | 42% | 51% | 49% | 66% | 49% | | | | | | |
| Graduated in 4 years | 13% | 5% | 13% | | 13% | 9% | 14% | 4% | 10% | 1% | 4% | 6% | | | | | | |
| Graduated in 5 years | 41% | 10% | 35% | 18% | 45% | 20% | 38% | 23% | 39% | 25% | | | | | | | | |
| Graduated in 6 years | 55% | 24% | 44% | 21% | 51% | 39% | 53% | 35% | | | | | | | | | | |

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- EDUC
- KRA
- LSEE
- NURS
- PSYC
- SW

We can see where achievement gaps are closing...

And where we may want to focus efforts to eliminate them...

Course Success: URM Achievement Gap Explorer

| Course | Course Title | URM | Success Rate | Count of Grades |
|-----------|--------------------------------|---------|--------------|-----------------|
| STAT 510 | Modern Statistical Modeling | Not URM | 100% | 73 |
| | | URM | 100% | 6 |
| | | Unknown | 100% | 19 |
| STAT 580 | Selected Topics in Statistics | Not URM | 100% | 11 |
| | | Unknown | 100% | 7 |
| STAT 630 | Data Collection & Analysis | Not URM | 97% | 34 |
| | | Unknown | 100% | 14 |
| WLDF 111 | Introduction to Wildlife | Not URM | 91% | 372 |
| | | URM | 84% | 205 |
| | | Unknown | 87% | 60 |
| WLDF 210 | Intro to Wldlfe Conserv & Admn | Not URM | 89% | 578 |
| | | URM | 82% | 245 |
| | | Unknown | 87% | 79 |
| WLDF 244 | Wildlife Policy & Animal Welf | Not URM | 96% | 461 |
| | | URM | 92% | 159 |
| | | Unknown | 100% | 47 |
| WLDF 300B | Wildlife Ecology & Management | Not URM | 100% | 116 |
| | | URM | 84% | 62 |

Color Legends

Success Rate: 33% to 100%

Count of Grades: 5 to 2,078

Filters

Course: All

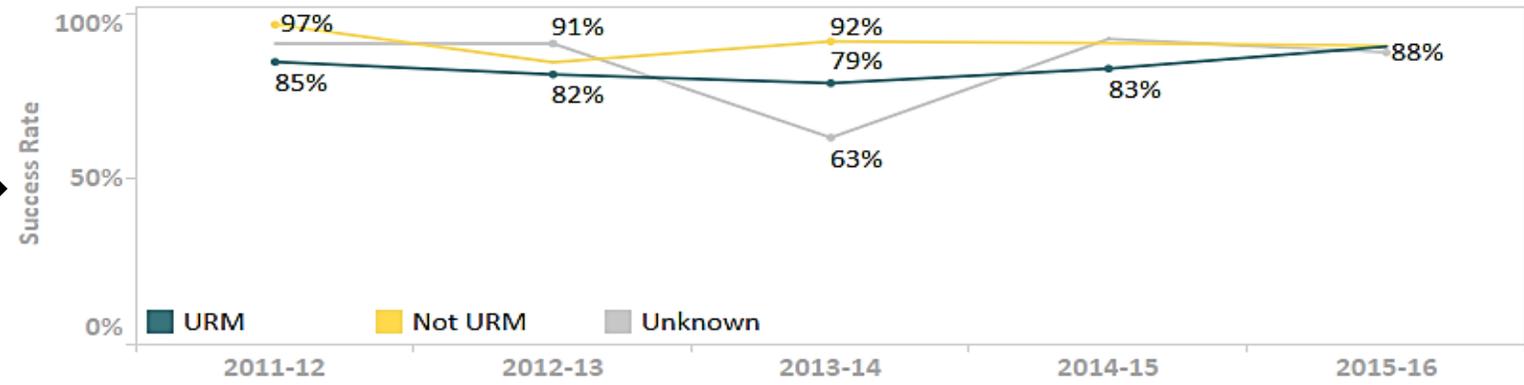
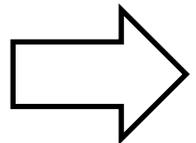
Academic Year: Multiple values

Minimum cell count: From 5

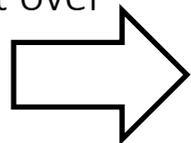
Success Rate: 0% to 100%

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We can more fully explore student achievement gaps...



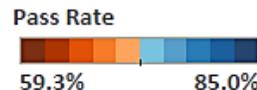
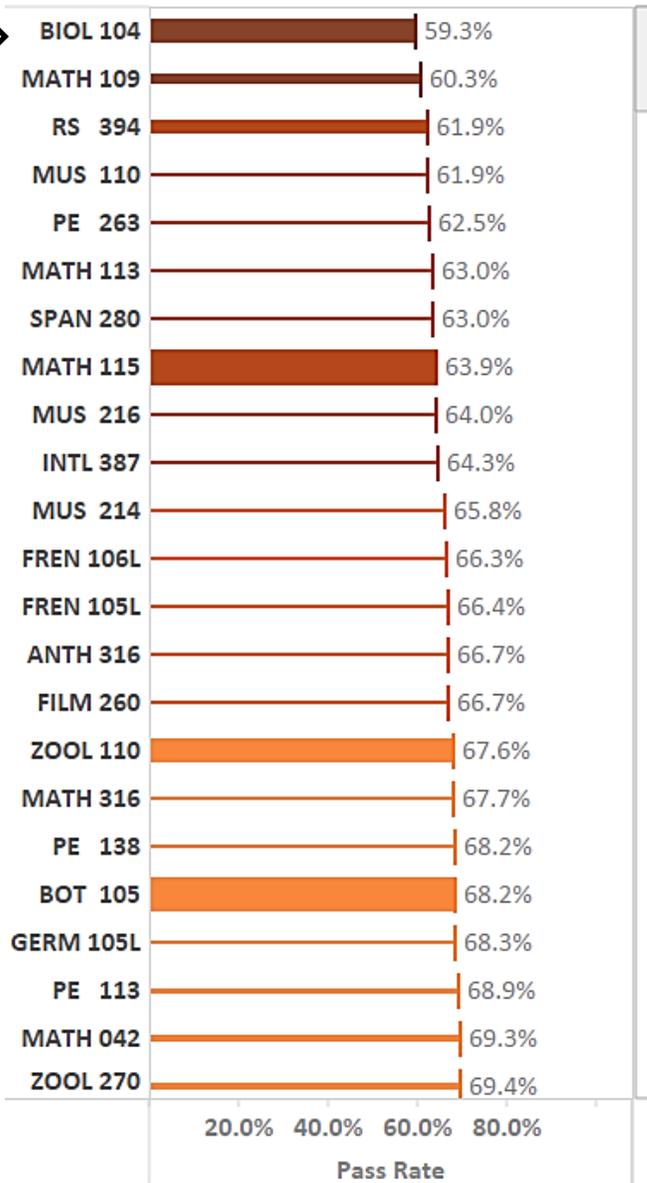
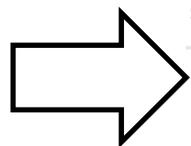
And if they are persistent over time...





Gateway Course(s)

A course with a high failure rate (above 15%) and a substantial number of grades awarded ($n > 20$).

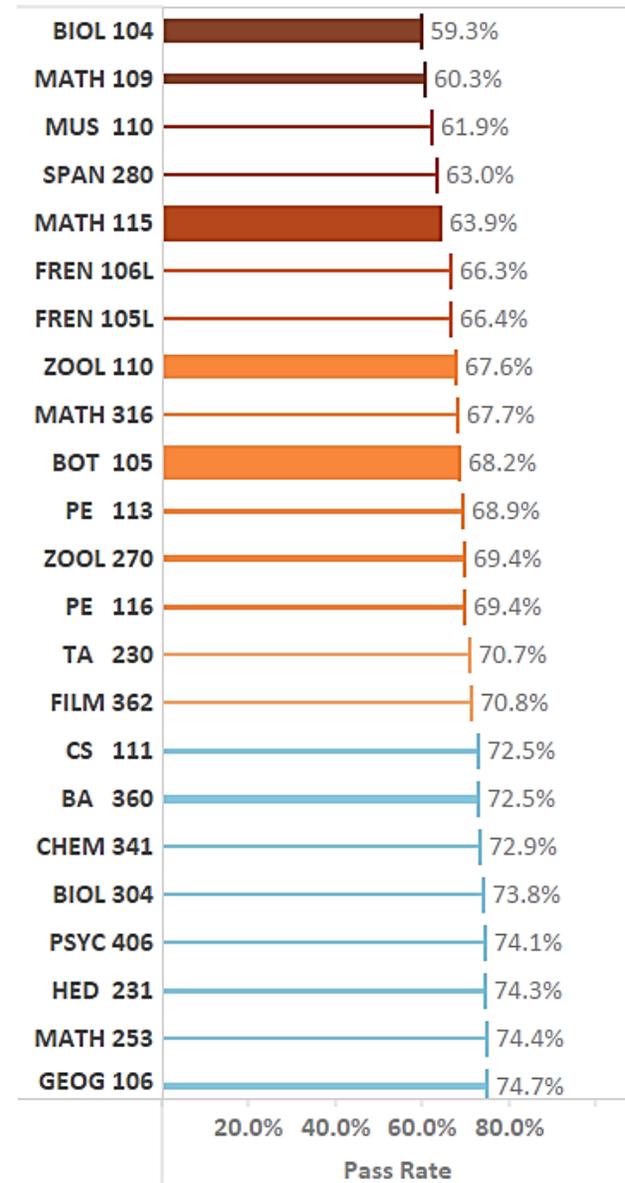


Filters

- Pass Rate To 85.0%
- Count of Grades From 20
- Course Credit Value All

Bottleneck Courses

A course with only 3 free seats (aggregate) for all sections offered. Excluding Independent study classes.



Legend

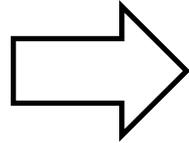
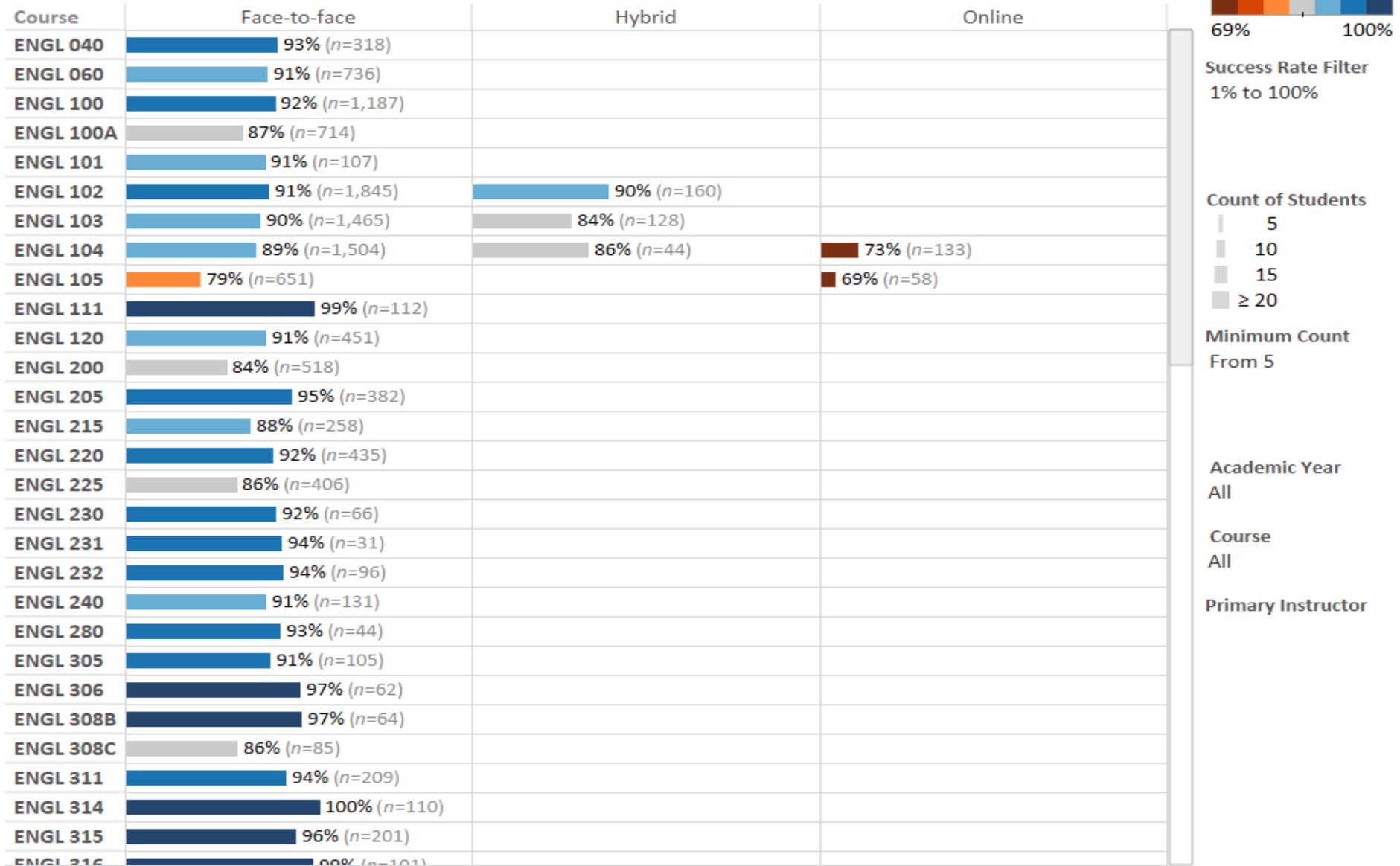
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- CNRS: BIOL, CHEM, CS, ENGR, ESM, FISH, FWM, GEOL, MATH, NS, OCN, PHYX, WLDF
- CPS: BUS, CD, ECON, EDUC, KRA, LSEE, PS, PSYC, SW

We can explore the interrelationship between gateway courses (those that have a high failure rate) and bottleneck courses (those that have limited seat availability) to see if patterns emerge.



QUESTION 3. Describe trends in overall course success rates for service courses as well as major courses. Please highlight any notable findings or opportunities for improvement you see in the coming year. If trends have been stable over time, to what do you attribute that stability?

Course Success: Face-to-Face, Hybrid, and Online

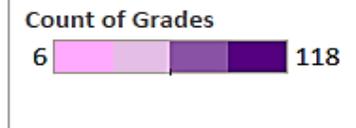
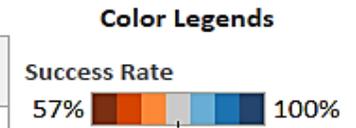


We can review the student success in face-to-face vs online courses and look for opportunities for course transformation.

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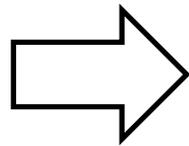
Course Success (Instructor Level)

| Department | Course | Instructor (P) | Term | CID | Success Rate | Count of Grades Awarded |
|------------|----------|----------------|-------------|--------|--------------|-------------------------|
| Wildlife | WLDF 111 | CDGRF | Spring 2012 | 015406 | 92% | 59 |
| | | | Fall 2011 | 015406 | 94% | 82 |
| | | | Fall 2005 | 015406 | 92% | 61 |
| | | EAHLI | Spring 2008 | 015406 | 82% | 61 |
| | | LWTTG | Spring 2009 | 015406 | 72% | 58 |
| | | | Fall 2013 | 015406 | 84% | 82 |
| | | | Fall 2012 | 015406 | 86% | 78 |
| | | | Fall 2007 | 015406 | 84% | 69 |
| | | MBFMG | Spring 2010 | 015406 | 89% | 46 |
| | | | Fall 2009 | 015406 | 96% | 104 |
| | | NXIZH | Fall 2008 | 015406 | 70% | 83 |
| | | OPQGI | Spring 2013 | 015406 | 81% | 32 |
| | | | Spring 2011 | 015406 | 100% | 49 |
| | | | Fall 2010 | 015406 | 100% | 115 |
| | | | Fall 2006 | 015406 | 100% | 71 |
| | | RBZQF | Spring 2007 | 015406 | 94% | 31 |
| | | | Spring 2006 | 015406 | 89% | 27 |
| | | RPXUH | Spring 2016 | 015406 | 74% | 23 |
| | | | Spring 2015 | 015406 | 93% | 41 |
| | | | Spring 2014 | 015406 | 89% | 47 |
| Fall 2015 | 015406 | | 93% | 106 | | |
| Fall 2014 | 015406 | | 86% | 87 | | |
| WLDF 210 | CDGRF | Spring 2009 | 015407 | 87% | 45 | |
| | | Fall 2010 | 015407 | 87% | 93 | |
| | | Fall 2009 | 015407 | 83% | 98 | |



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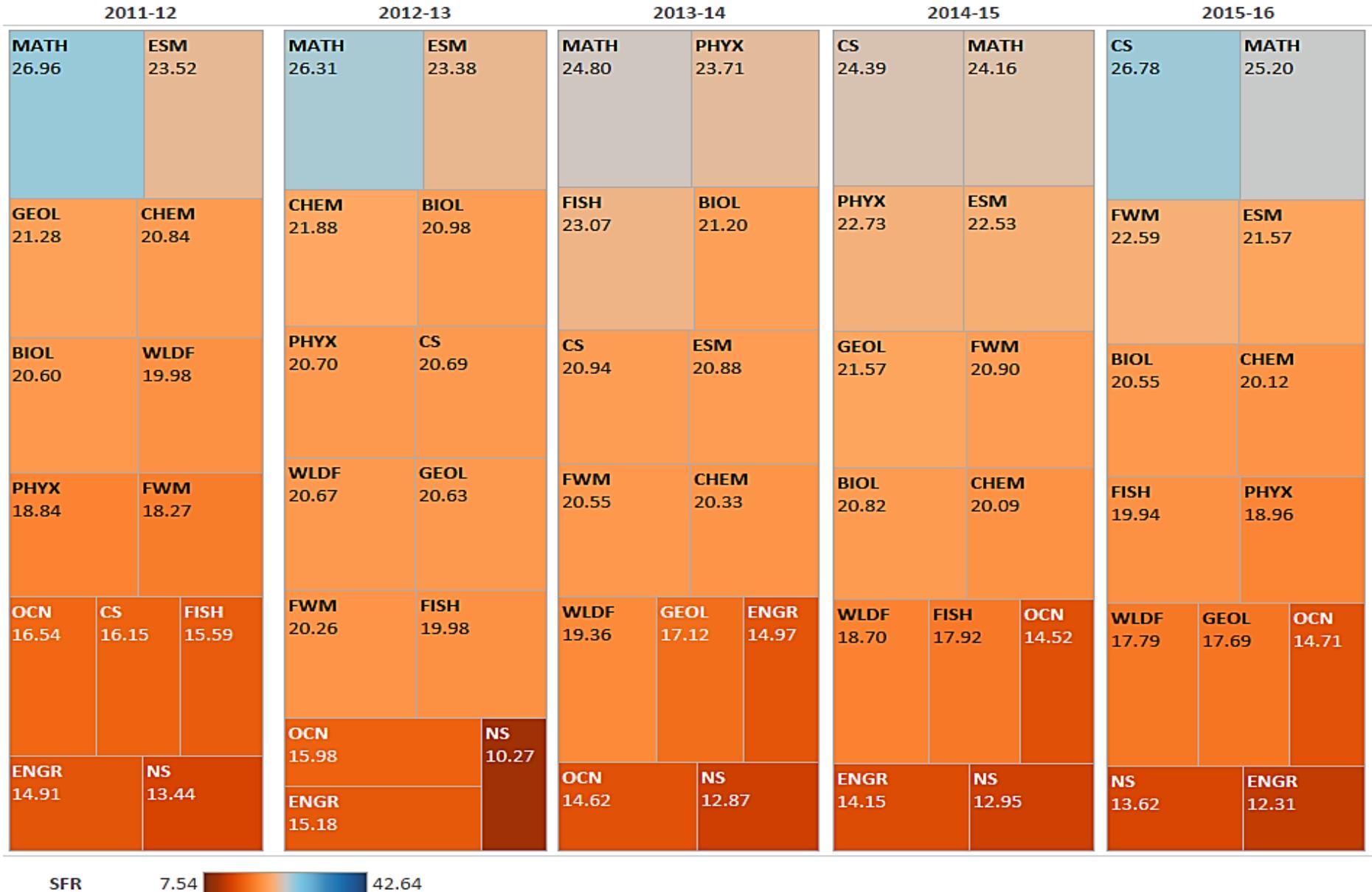
We can study the differences in course success at the instructor level, and by term-to-term.



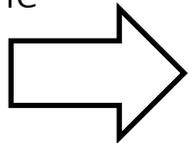


Student-to-Faculty Ratio Heat Map

Career Division
All



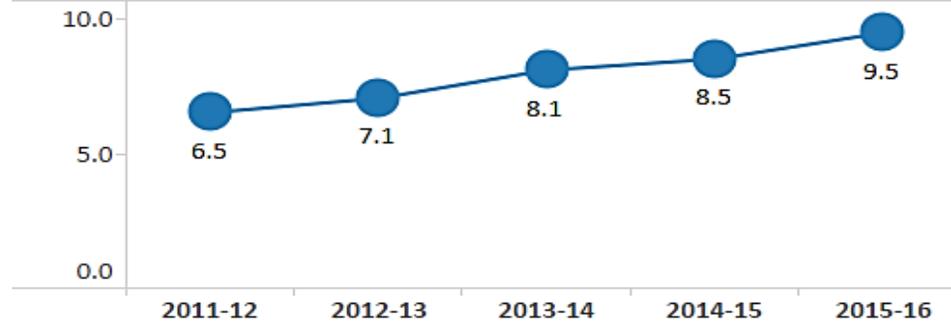
We can explore how SFRs change over time- and compare them within and outside of the College...



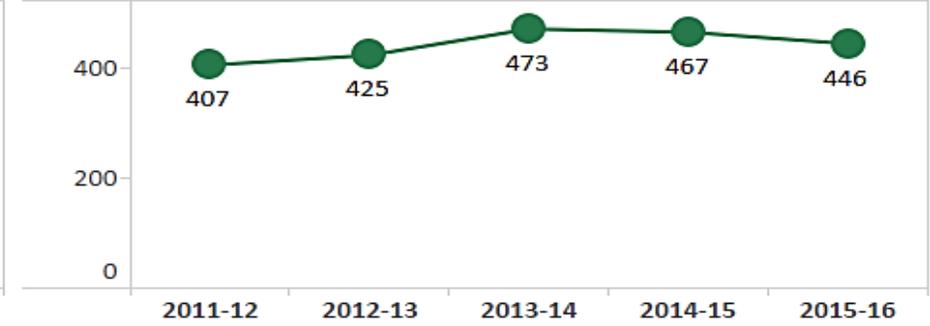
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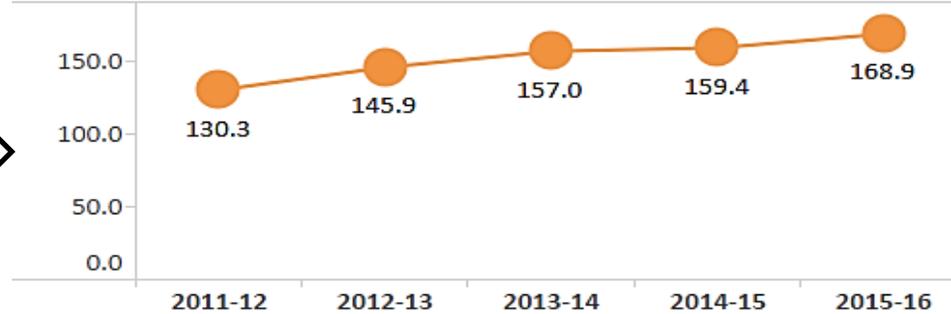
Full-time Equivalent Faculty (FTEF)



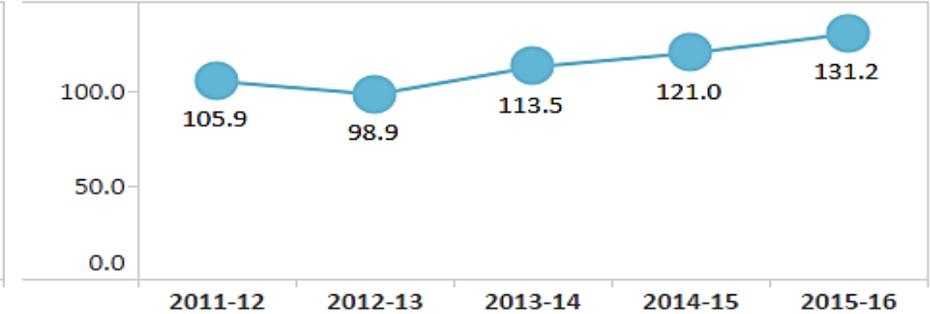
Student Participation (Distinct Headcount)



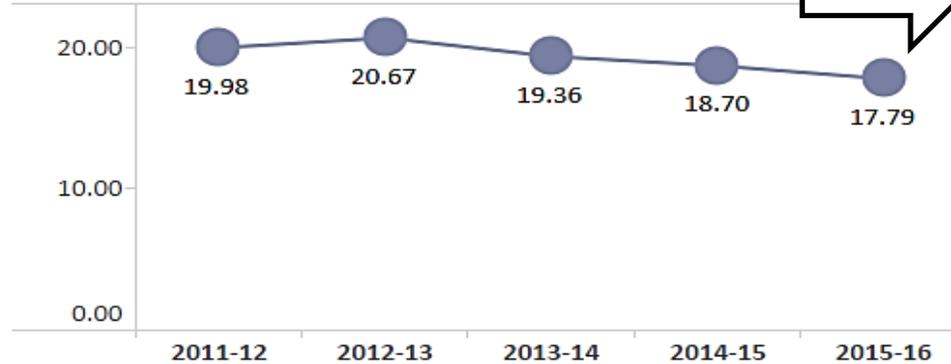
Full-time Equivalent Student (FTES)



Weighted Teaching Units

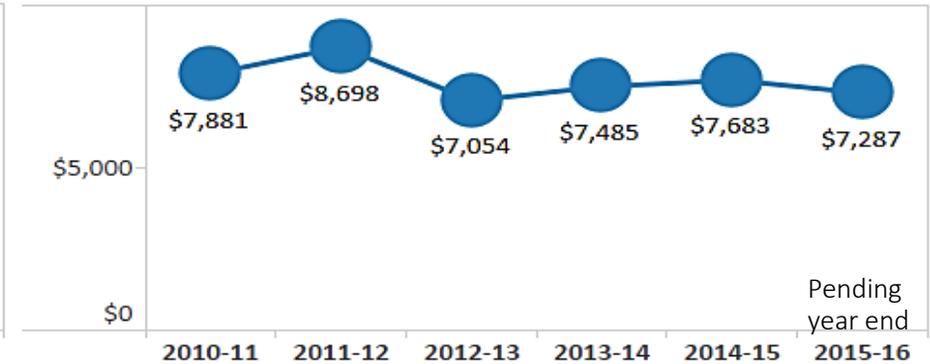


Student-to-Faculty Ratio



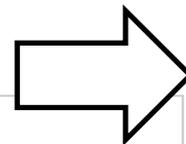
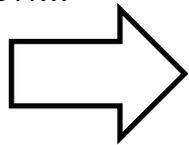
And what it costs...

Cost per FTES



Pending year end

We can explore the relationships between FTES, WTUs and student participation...



| Category | Code | Color |
|-------------------------|----------------------|--------------|
| Arts, Hum & Soc Sci | AU | Light Blue |
| | ANTH | Light Blue |
| | ART | Light Blue |
| | COMM | Light Blue |
| | CRGS | Light Blue |
| | EC | Light Blue |
| | ENGL | Light Blue |
| | ENST | Light Blue |
| | GEOG | Light Blue |
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| | PHIL | Light Blue |
| | POLI | Light Blue |
| | RS | Light Blue |
| SOC | Light Blue | |
| THEA | Light Blue | |
| WLC | Light Blue | |
| Natural Resources & Sci | BIOL | Light Green |
| | CHEM | Light Green |
| | CS | Light Green |
| | ENGR | Light Green |
| | ESM | Light Green |
| | FISH | Light Green |
| | FWM | Light Green |
| | GEOL | Light Green |
| | MATH | Light Green |
| | NS | Light Green |
| | OCN | Light Green |
| | PHYX | Light Green |
| | WLDF | Light Green |
| | Professional Studies | AT |
| BUS | | Light Orange |
| CD | | Light Orange |
| ECON | | Light Orange |
| EDUC | | Light Orange |
| KRA | | Light Orange |
| LSEE | | Light Orange |
| NURS | | Light Orange |
| PSYC | | Light Orange |
| SW | | Light Orange |



According to a statement on the American Council on Education's (ACE) [website](#),

"...the degree to which institutions can harness their resources to achieve their objectives will depend on the clarity of these objectives and the institution's willingness to set priorities and solve its problems..."

IE Analytics