



Institutional Effectiveness

Actionable Intelligence to Support Student Success

Presentation November 2016

Lisa Castellino, PhD AVP Institutional Effectiveness



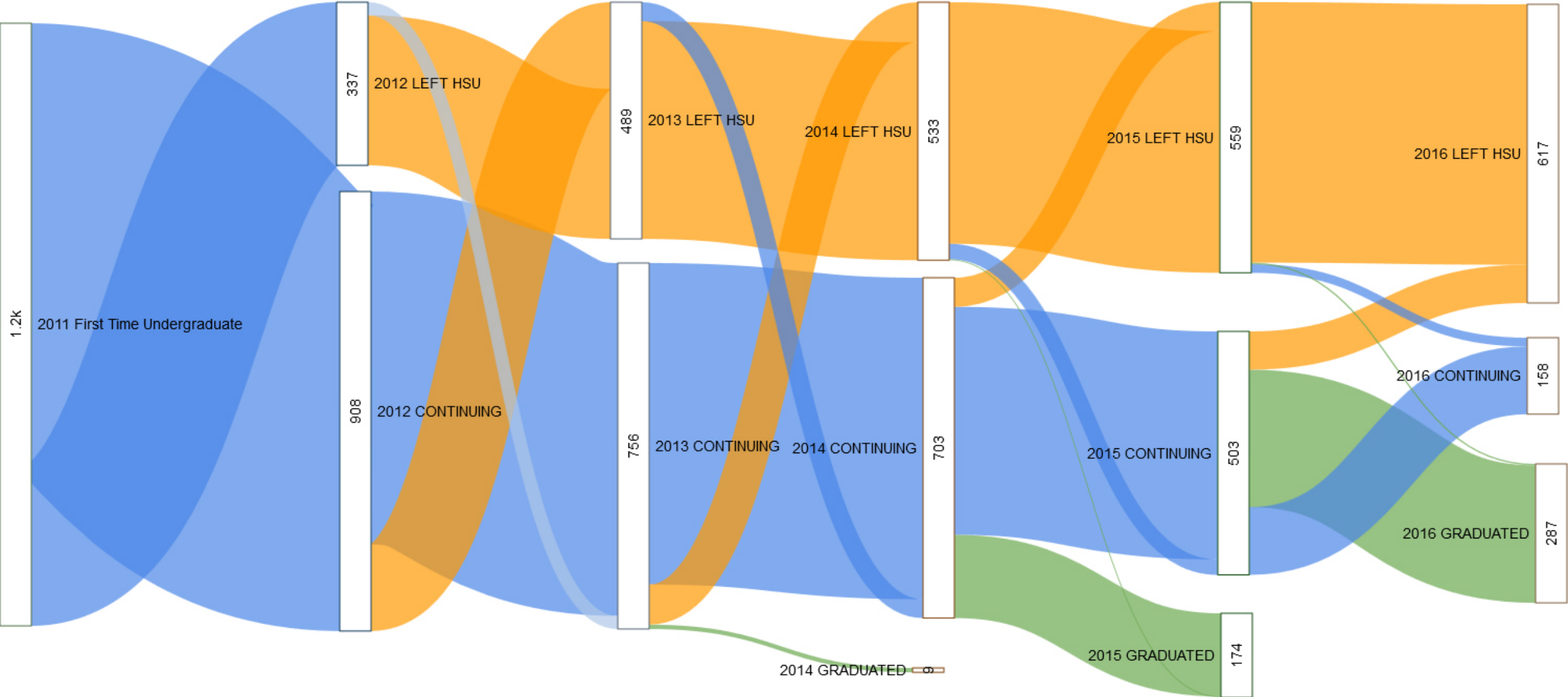
According to a statement on the American Council on Education's (ACE) [website](#),

"...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."

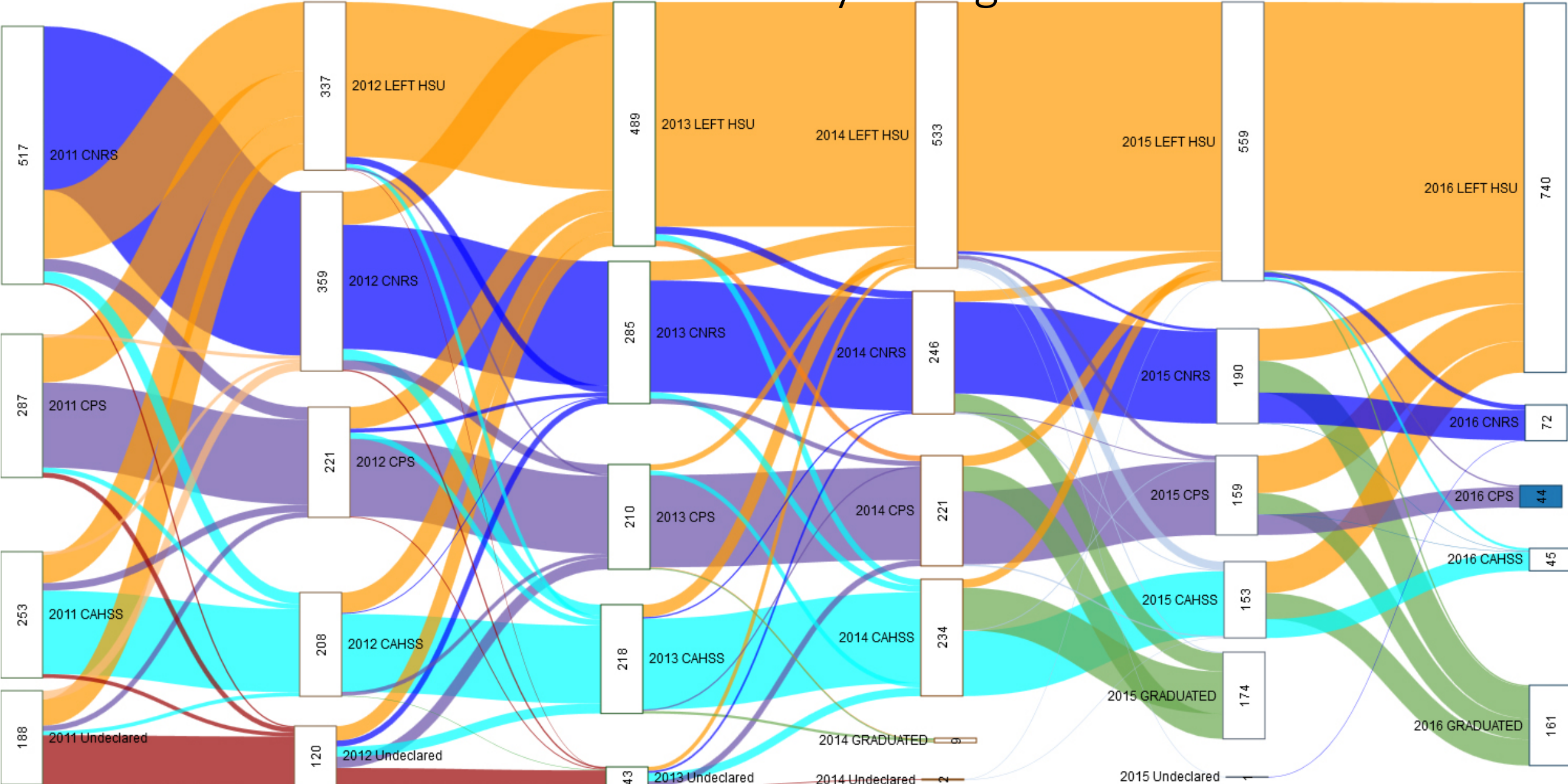
“Go with the flow”

Visualizing student progression w Sankey

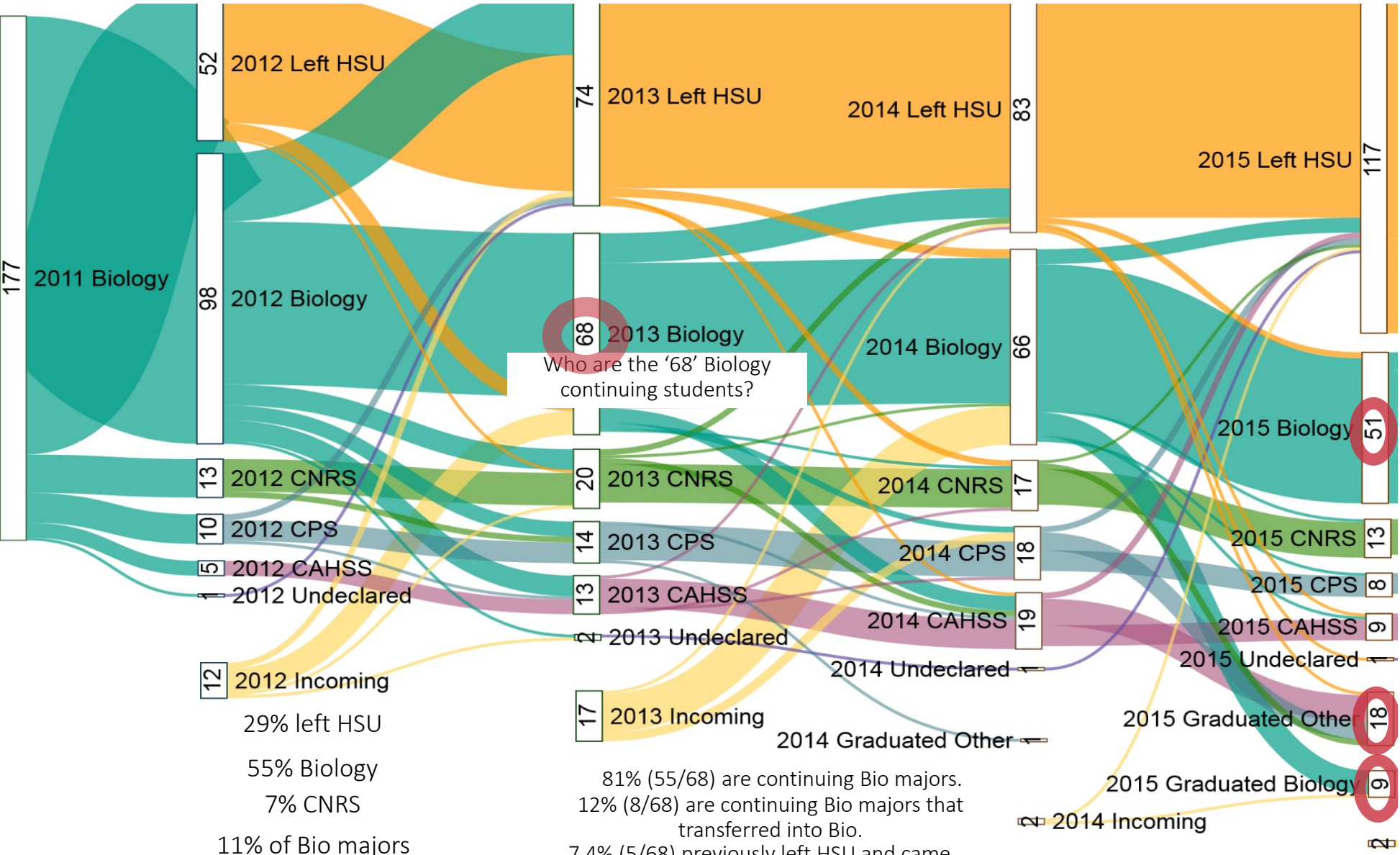
The Class of 2011: Follow the "Flow"



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



The Class of 2011: Follow the "Flow" Biology



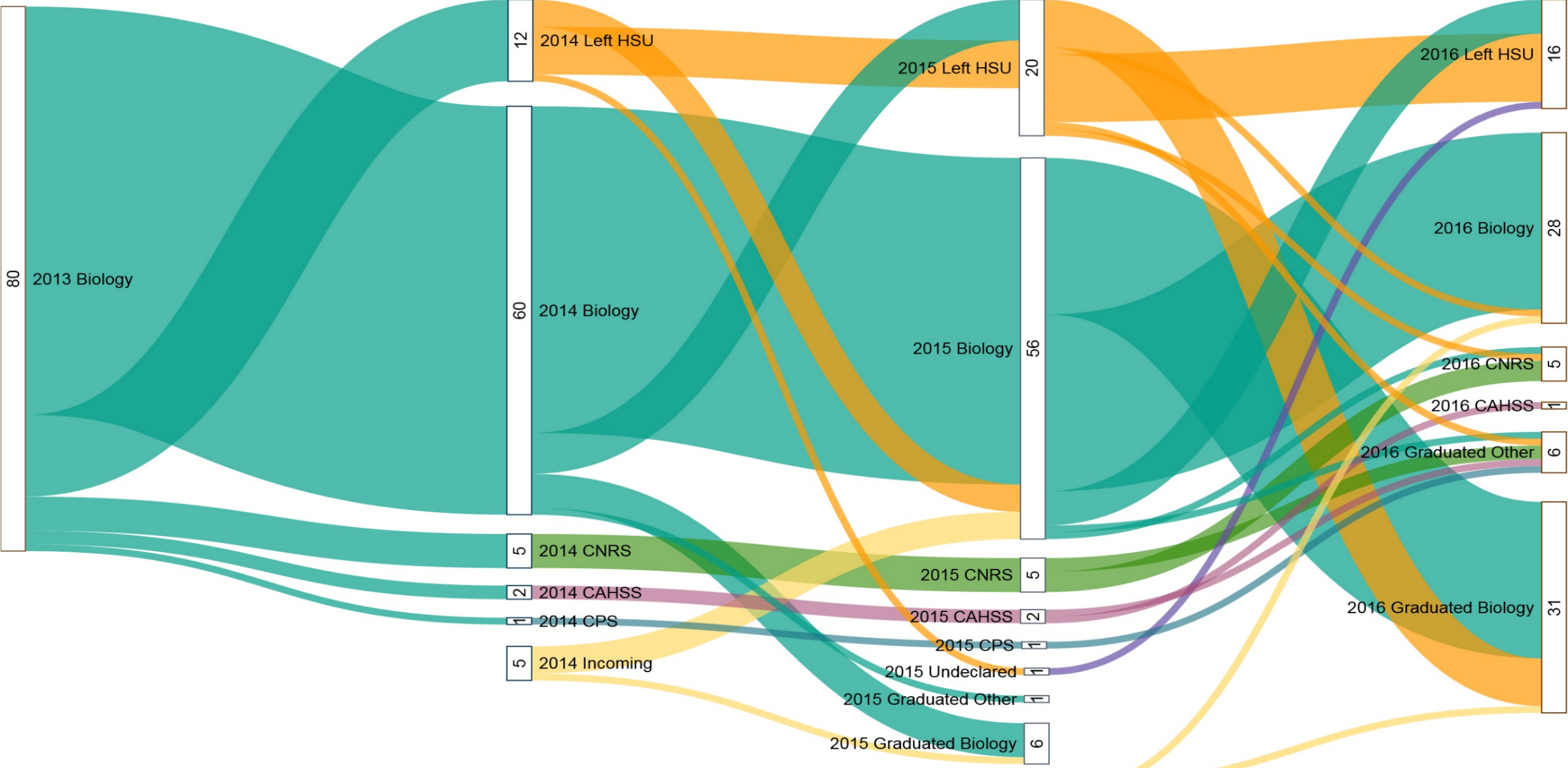
Who are the '68' Biology continuing students?

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.

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.

Upper Division Transfer Student Flow: Biology (2013)

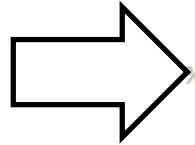
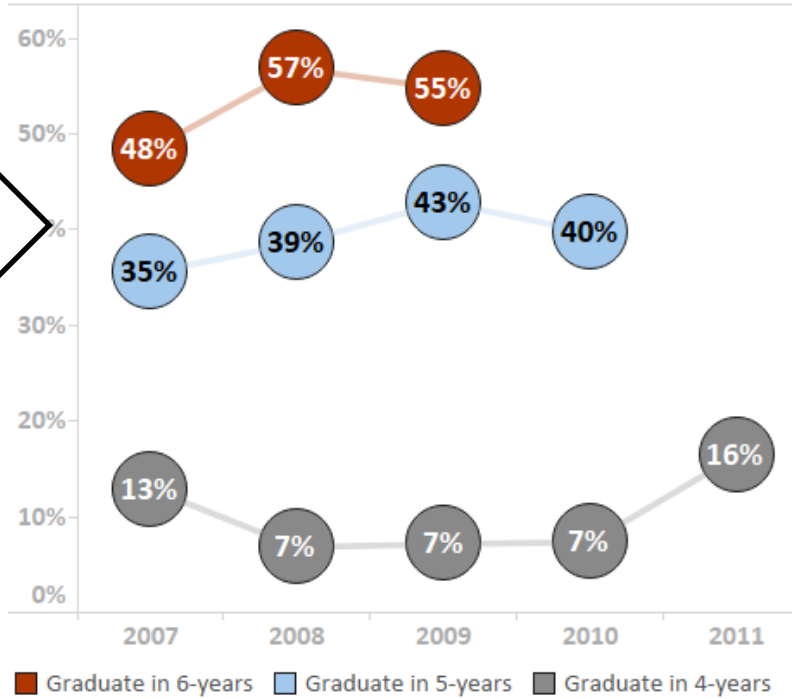


“Integrating Initiatives in Information”

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



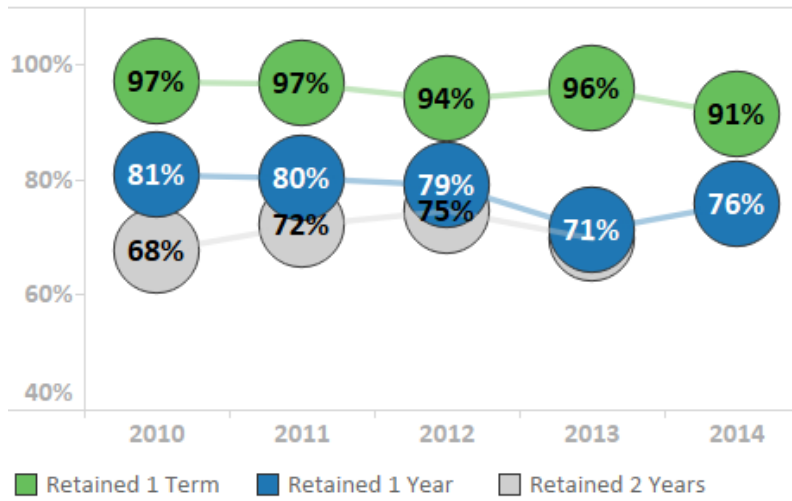
FTTUG Graduation Rates



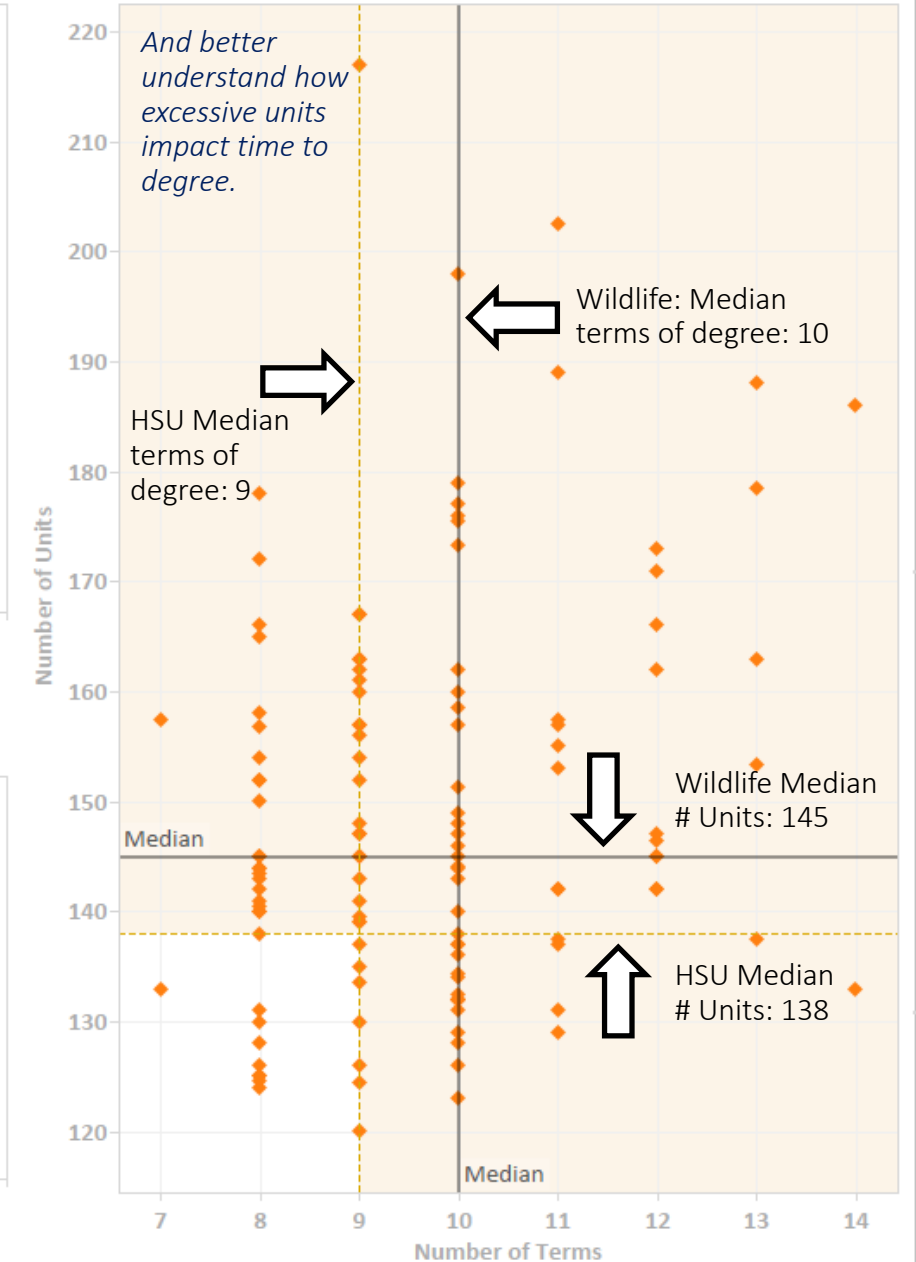
We can explore student success by the destination, versus initial major.

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)



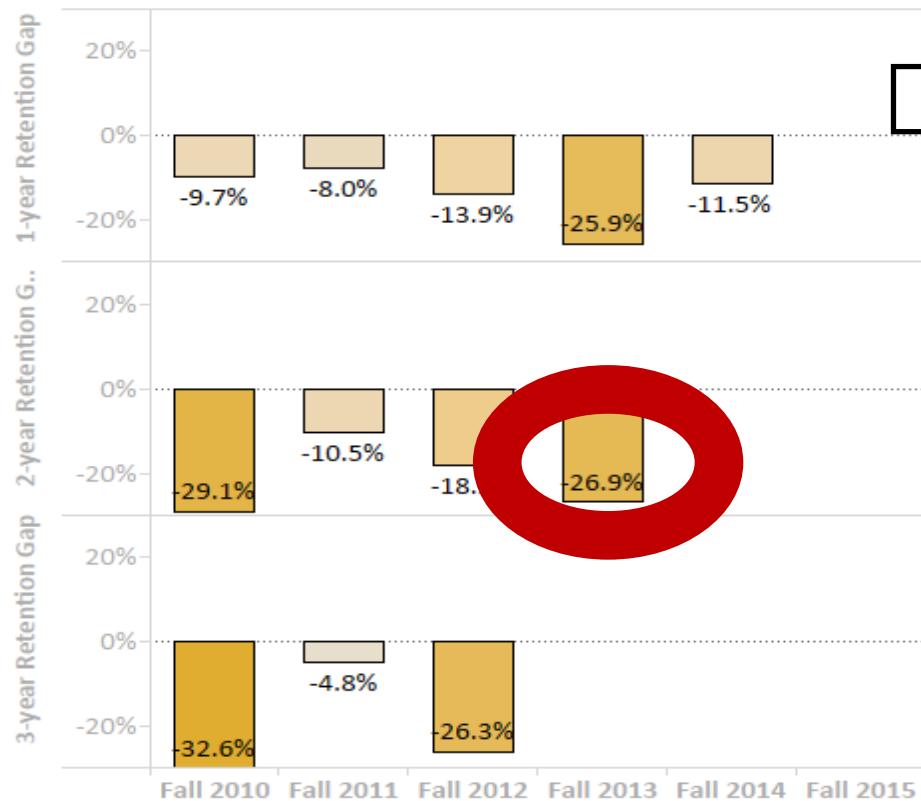
Category	Major	Color
CAHSS	ANTH	Light Green
	ART	Light Green
	COMM	Light Blue
	CRGS	Light Green
	ENGL	Light Green
	GEOG	Light Green
	HIST	Light Green
	INTL	Light Green
	JMC	Light Green
	MUS	Light Green
	NAS	Light Green
	PHIL	Light Green
	POLI	Light Green
	RS	Light Green
CNRS	SOC	Light Green
	THEA	Light 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
WLDF	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.

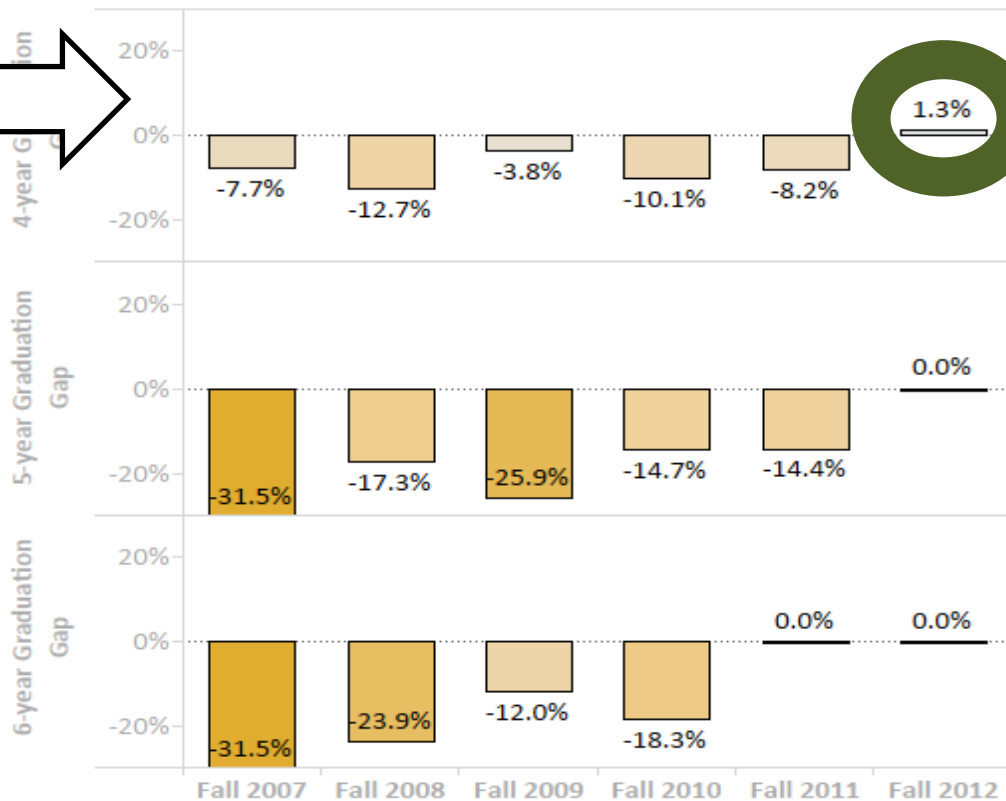
FFTUG URM Retention Rate Gap

-33% 0%



FFTUG URM Graduation Rate Gap

-32% 1%



We can see where achievement gaps are closing...

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

FFTUG 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	Not URM	URM	Not URM	URM	Not URM	URM	Not URM	URM	Not URM	URM	Not URM	URM	Not URM	URM	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%										

- + AU
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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

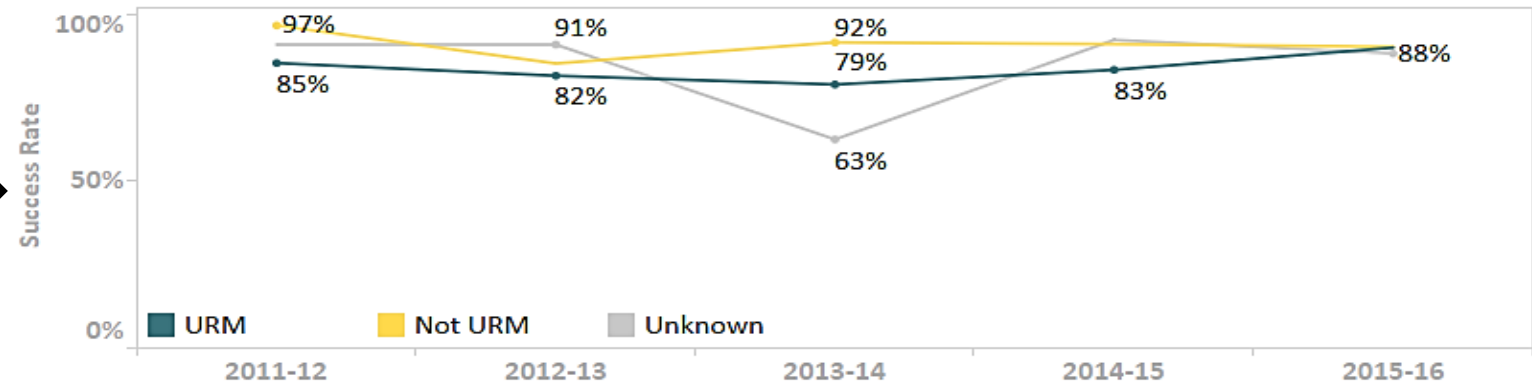
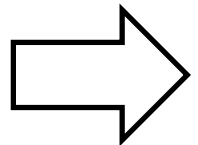
Academic Year: Multiple values

Minimum cell count: From 5

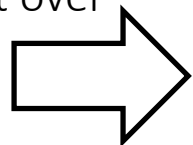
Success Rate: 0% to 100%

- ANTH
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We can more fully explore student achievement gaps...



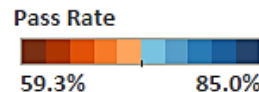
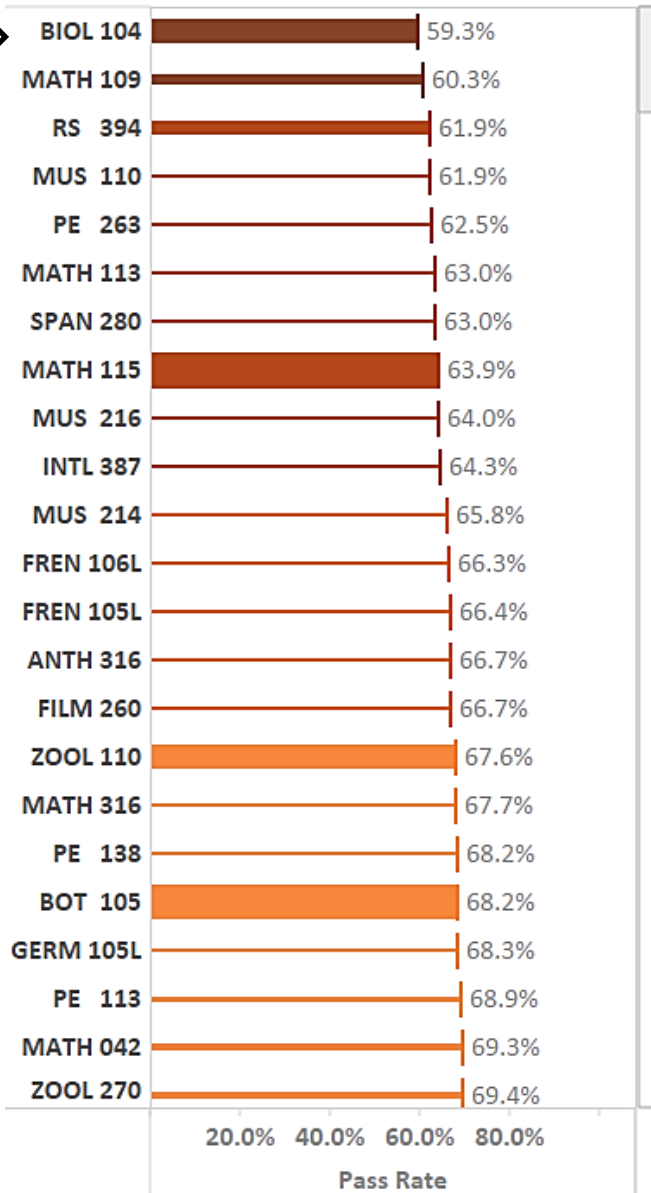
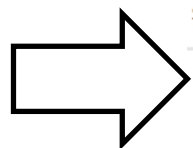
And if they are persistent over time...





Gateway Course(s)

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

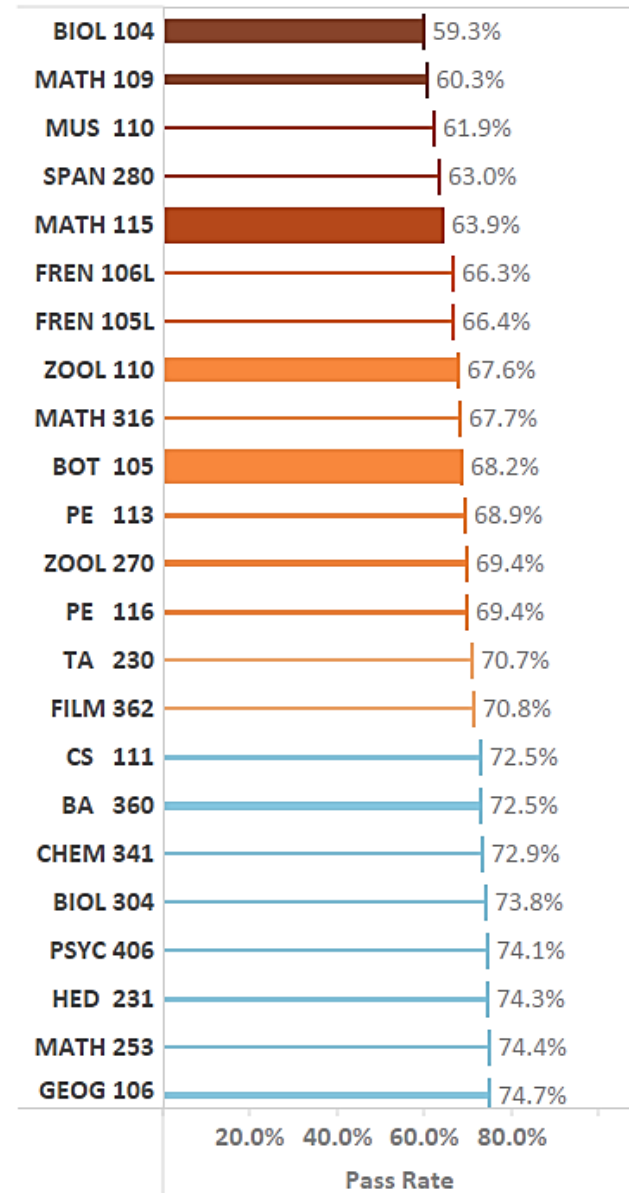


Filters

- 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

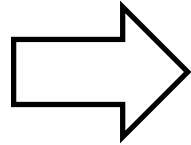
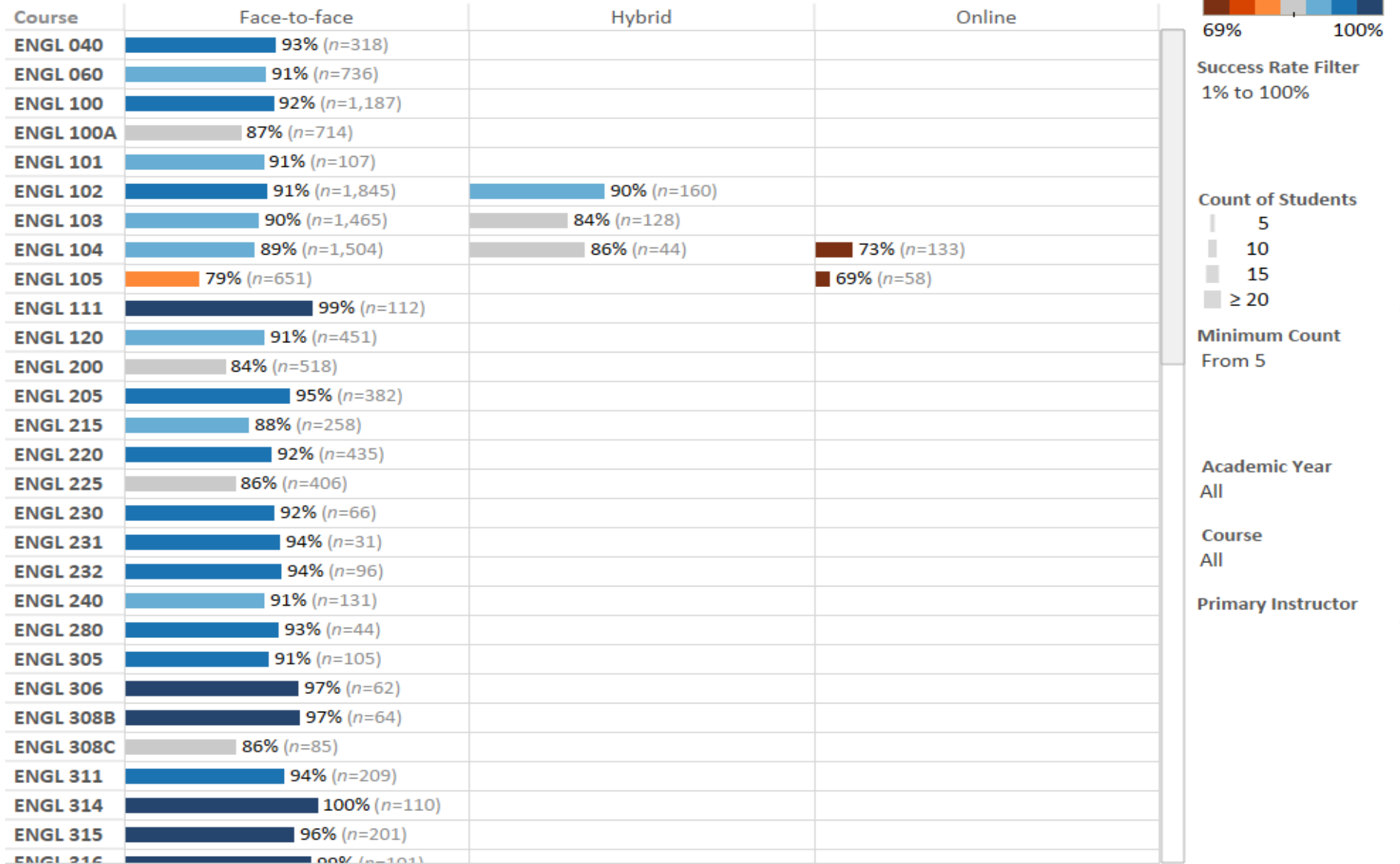
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- CNRS: BIOL, CHEM, CS, ENGR, ESM, FISH, FWM, GEOL, MATH, NS, OCN, PHYX, WLDF
- CPS: BUS, CD, ECON, EDUC, KRA, LSEE, PS, PSYC, SW

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.

Success Rate: 69% to 100%

Success Rate Filter: 1% to 100%

Count of Students: 5, 10, 15, ≥ 20

Minimum Count: From 5

Academic Year: All

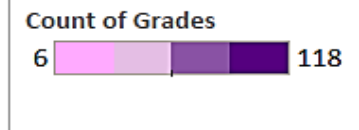
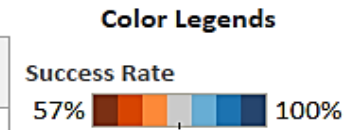
Course: All

Primary Instructor

- Arts, Hum & Soc Sci: AU, ANTH, ART, COMM, CRGS, EC, ENGL, ENST, GEOG, HIST, HS, INTL, JMC, MUS, NAS, PHIL, POLI, RS, SOC, THEA, WLC
- Natural Resources & Sci: BIOL, CHEM, CS, ENGR, ESM, FISH, FWM, GEOL, MATH, NS, OCN, PHYX, WLDF
- Professional Studies: AT, BUS, CD, ECON, EDUC, KRA, LSEE, NURS, PSYC, SW

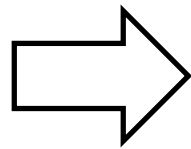
Course Success (Instructor Level)

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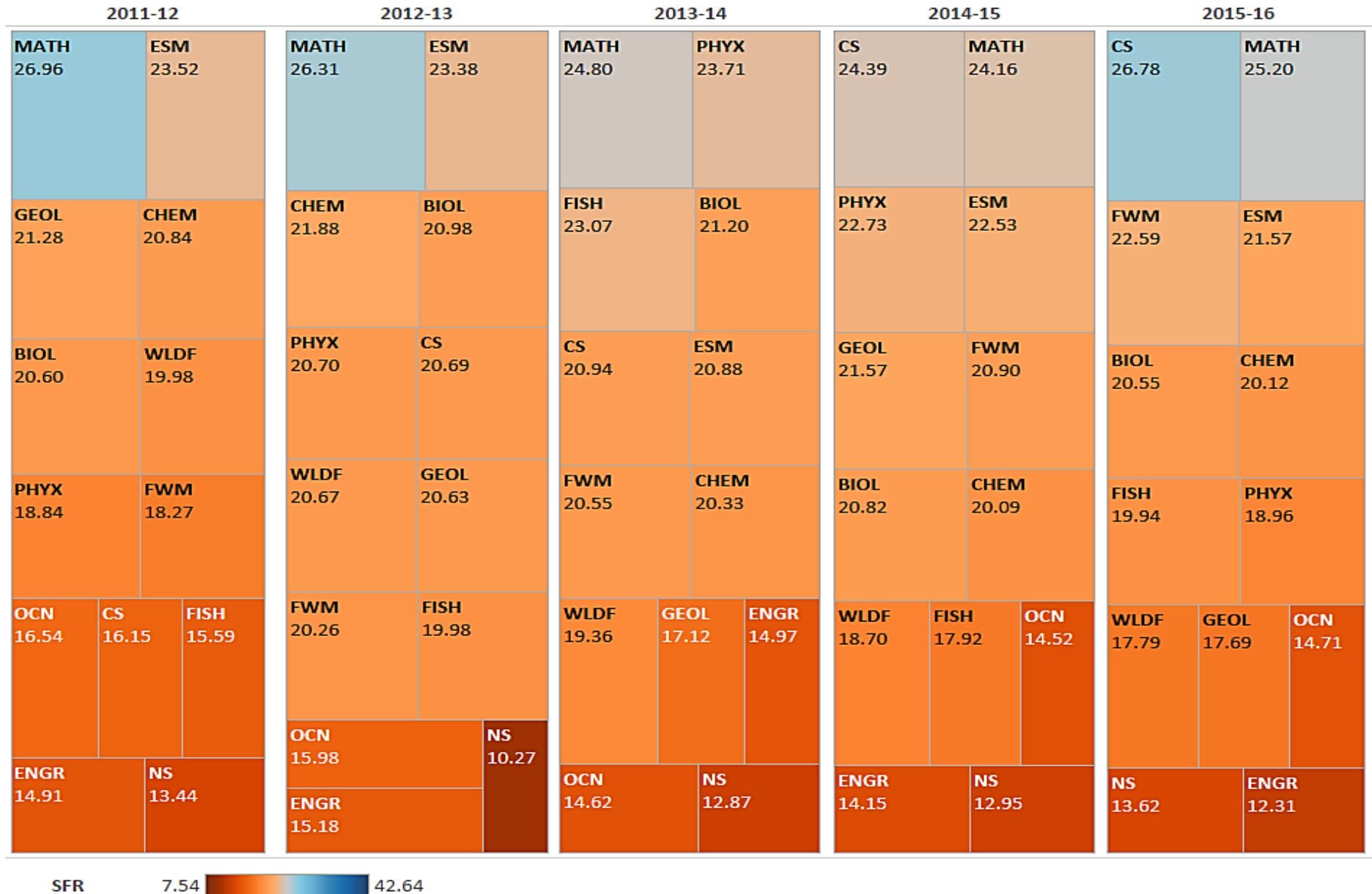
We can study the differences in course success at the instructor level, and by term-to-term.



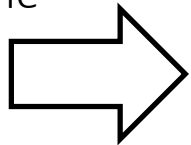


Student-to-Faculty Ratio Heat Map

Career Division
All



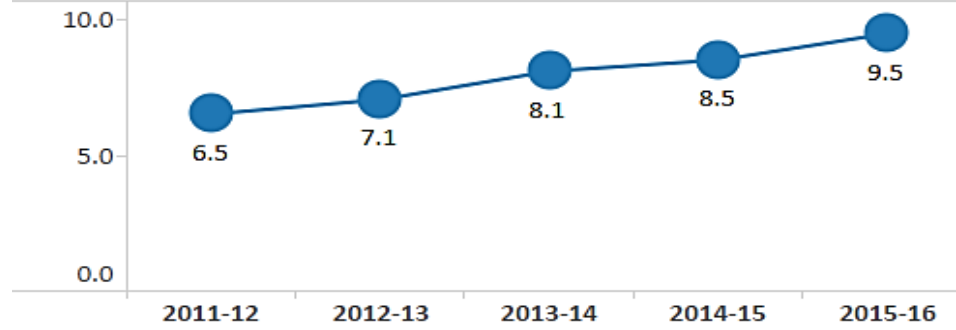
We can explore how SFRs change over time- and compare them within and outside of the College...



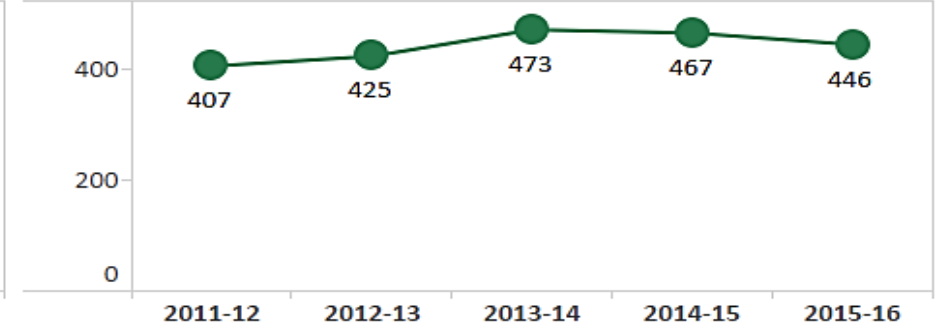
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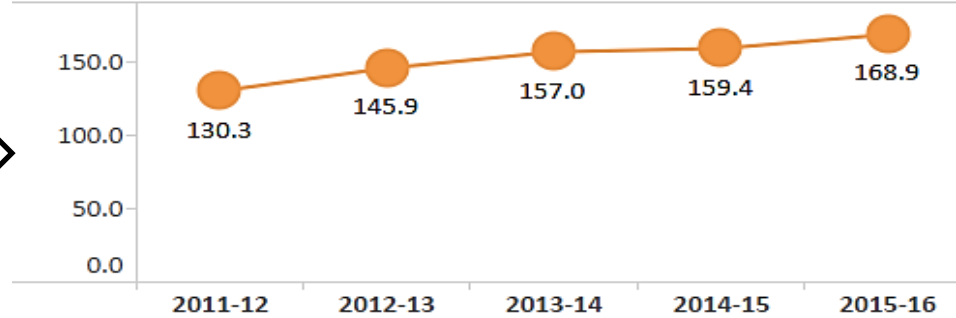
Full-time Equivalent Faculty (FTEF)



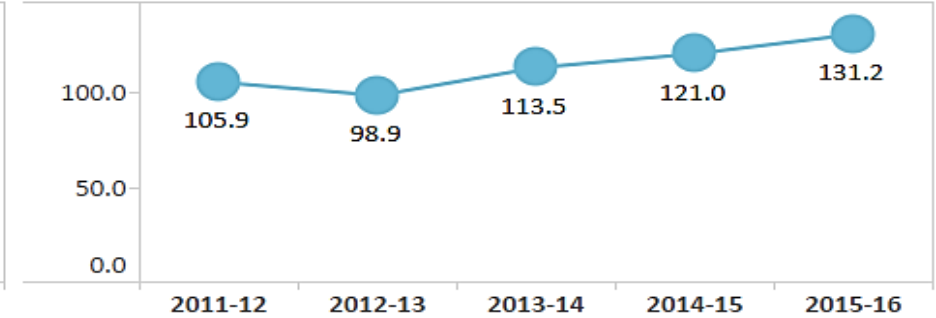
Student Participation (Distinct Headcount)



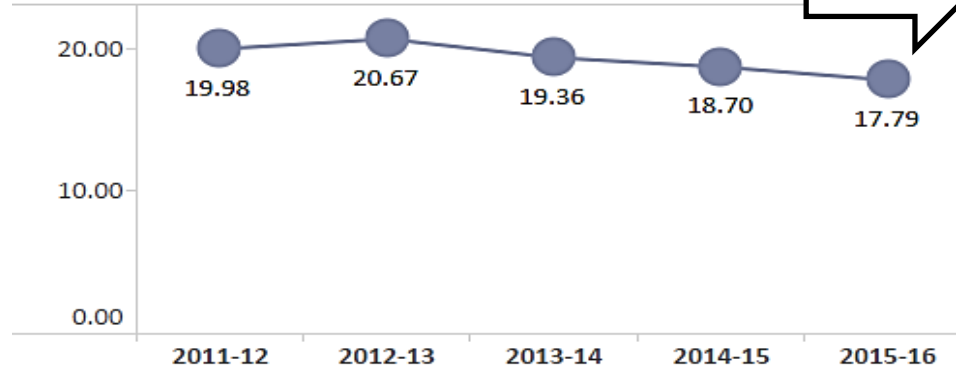
Full-time Equivalent Student (FTES)



Weighted Teaching Units

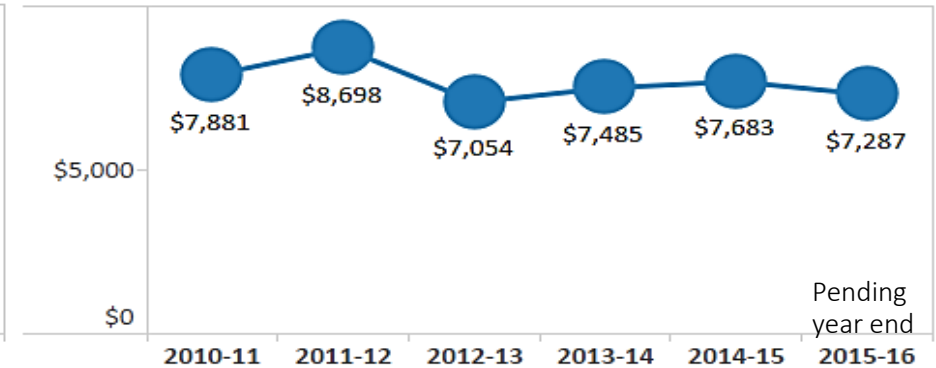


Student-to-Faculty Ratio



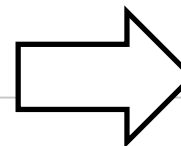
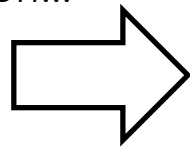
And what it costs...

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
	HIST	Light Blue
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	MUS	Light Blue
	NAS	Light Blue
	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
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PSYC		Light Orange
SW		Light Orange



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IE Analytics