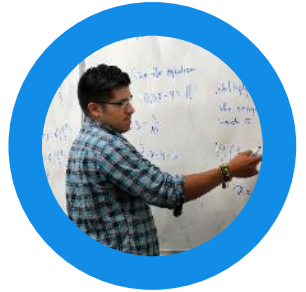


CSUSB's
Coyote First STEP
Summer
Developmental
Math Program

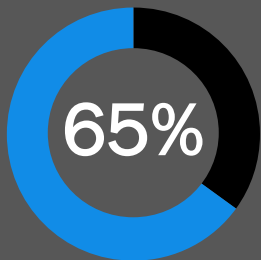


Presentation to
Faculty Senate
March 8, 2016





Pell Grant Recipients

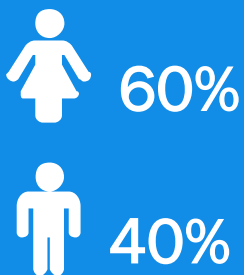


First Generation

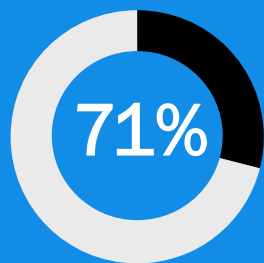
Parents no college: **58%**
 Parents no Bachelors: **84%**



Gender



Ethnicity



Hispanic/Latino



Retention and Graduation

2-yr retention: **88%**
 4-yr grad: **12%**
 6-yr grad: **51%**

Fall 2015 Freshmen Data

n= 3,005

Early Start Requirements for Incoming Freshmen

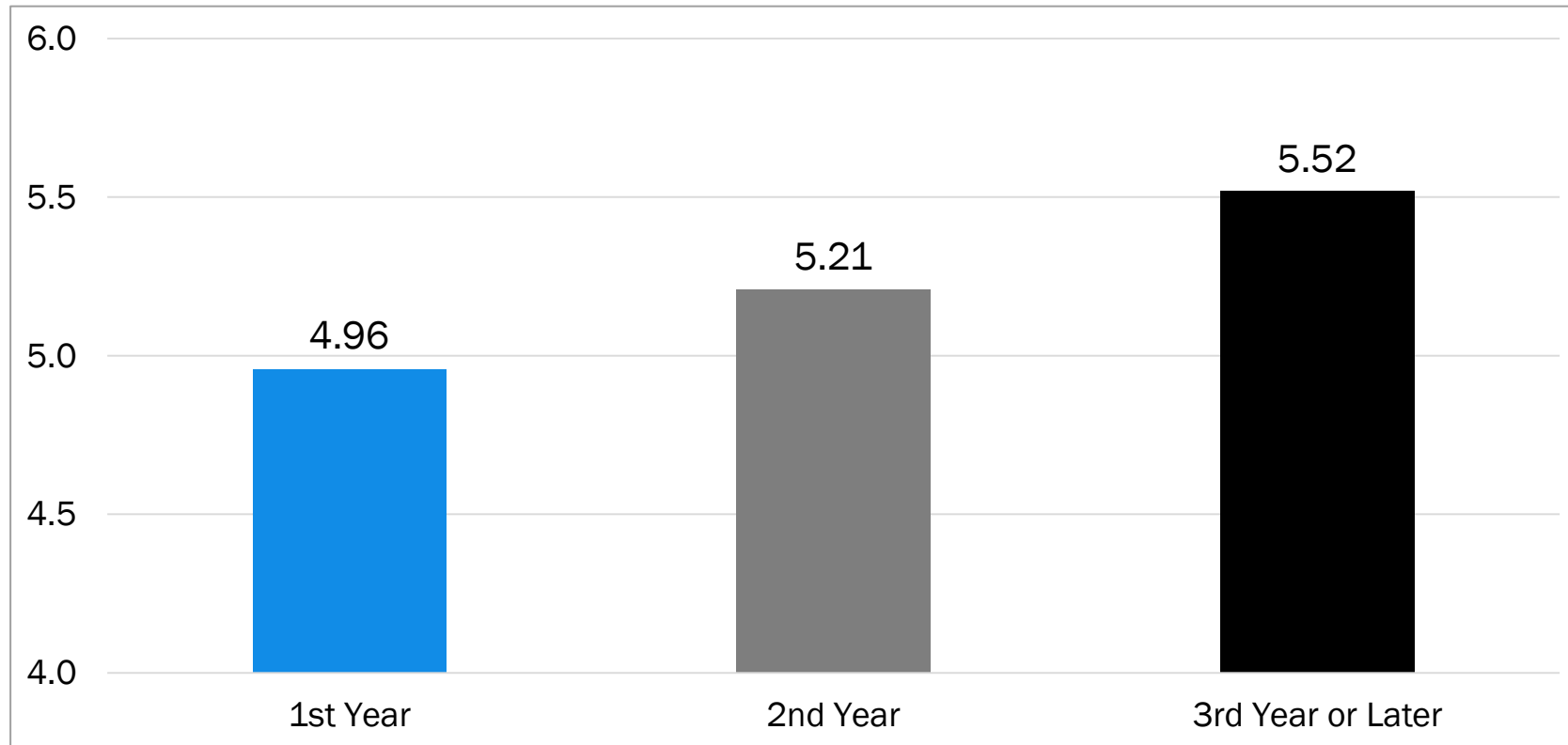
54% Early Start Math (ESM)

51% Early Start English (ESE)

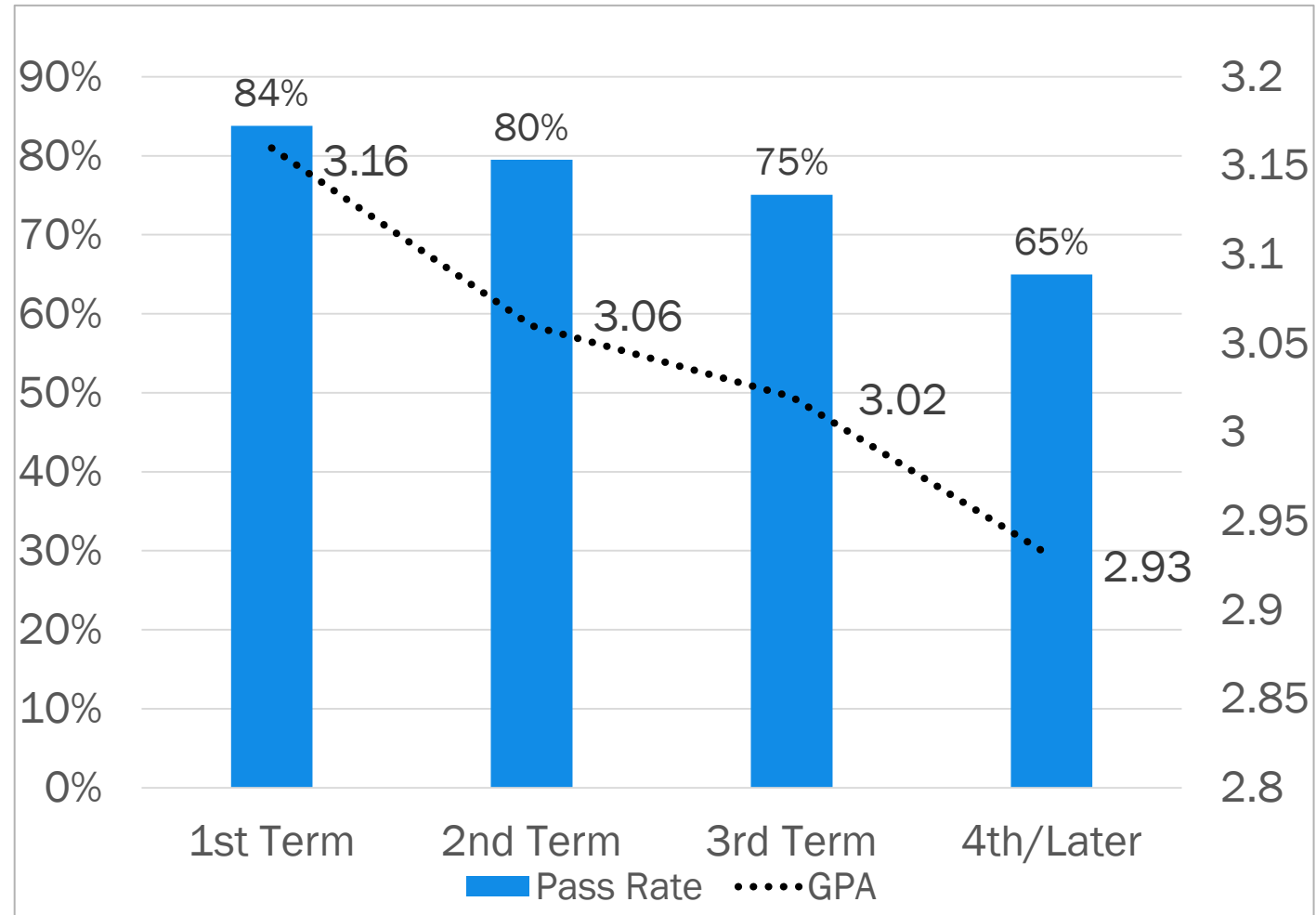
69% ESM or ESE

38% ESM and ESE

Average Years to Degree by Year of First Math 110 Attempt



MATH 110 Pass rate and GPA by term taken

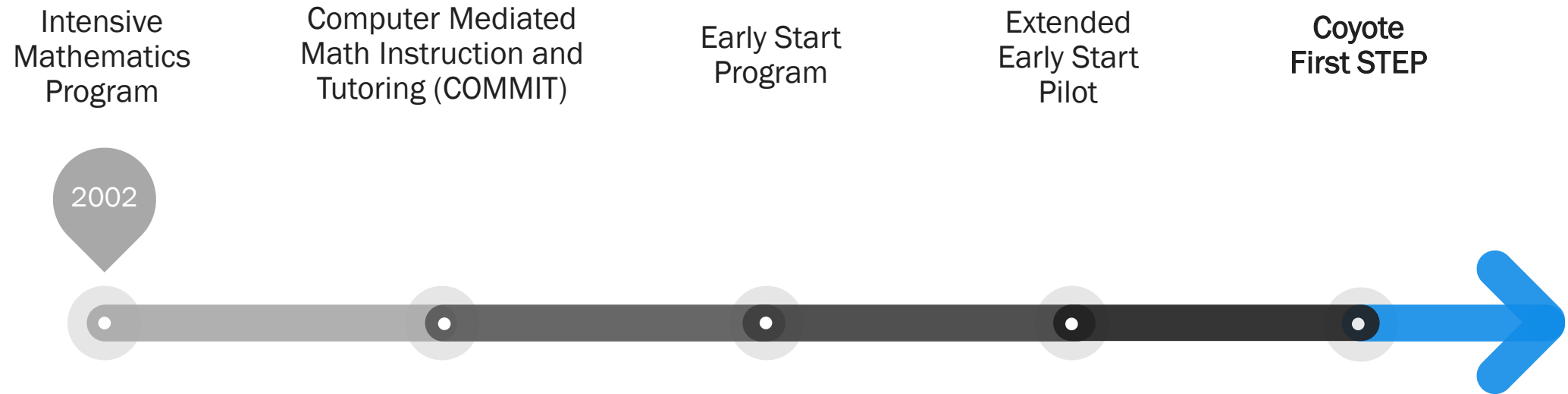


4-Year Graduation Rates

17% without Developmental Math Required First Fall

7% with Developmental Math Required First Fall

CSUSB's Developmental Math Historical Background

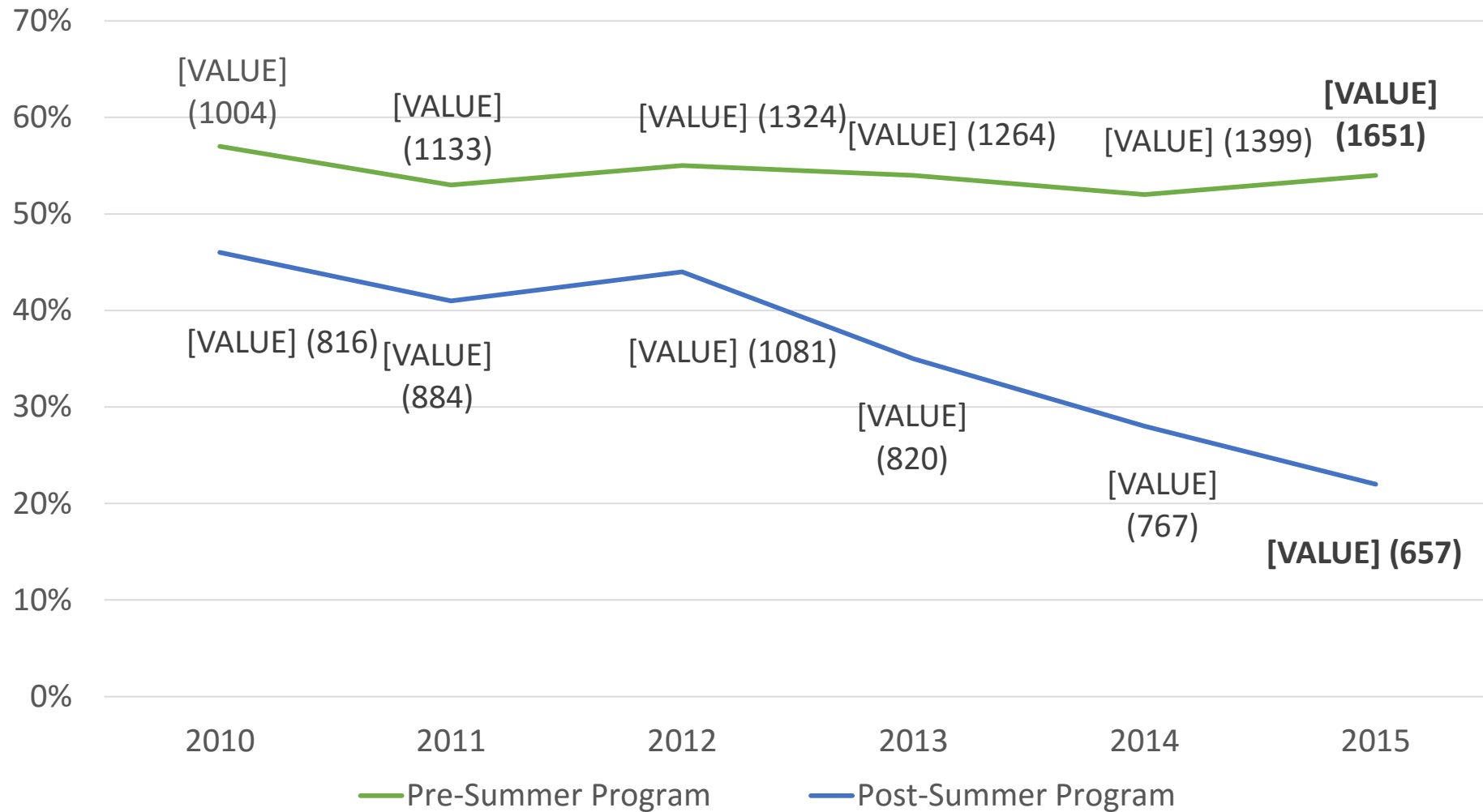


Outcomes of the Intensive Mathematics Program

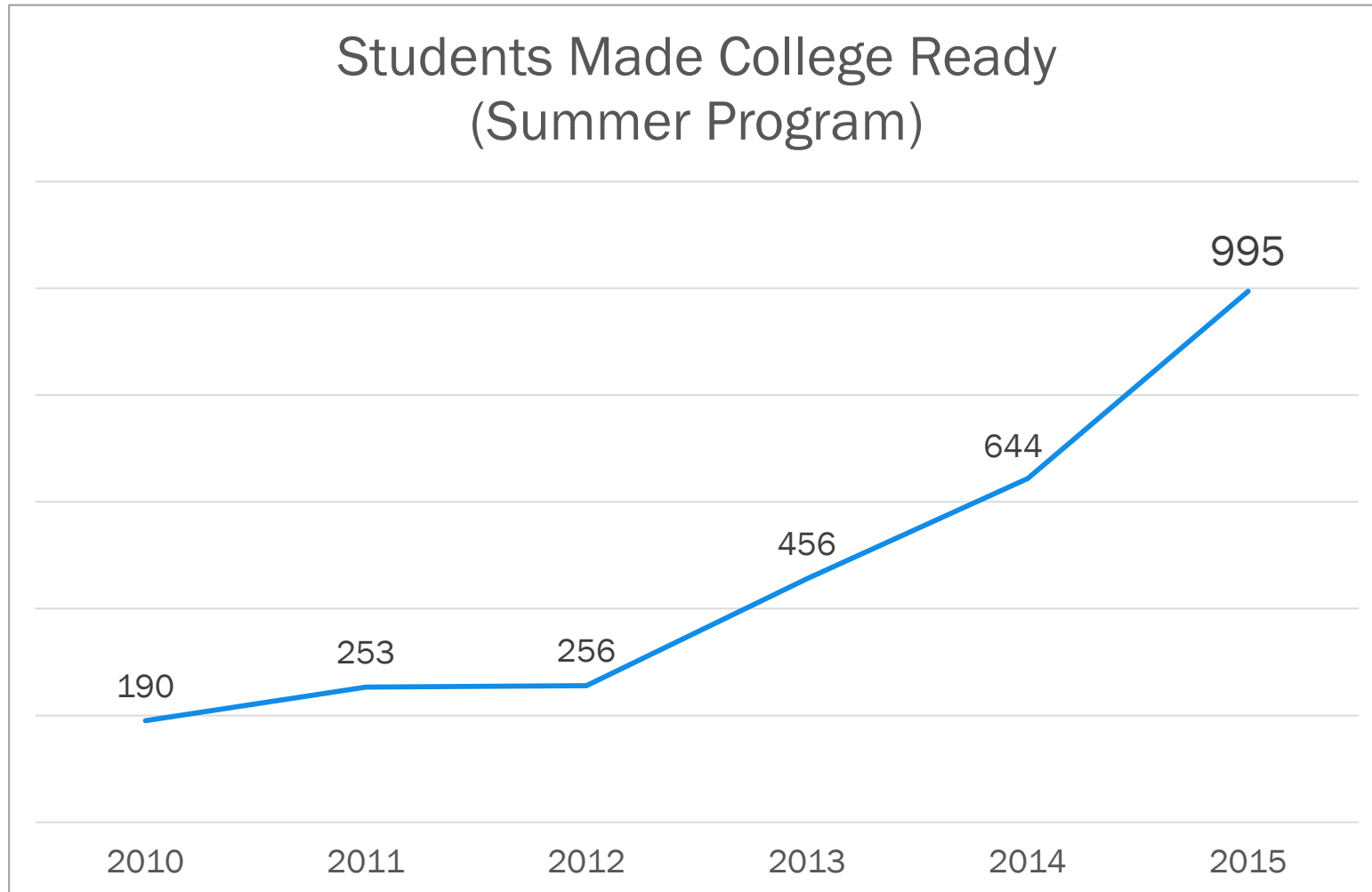
	Retention to 2 nd Yr	Retention to 3 rd Yr	Retention to 4 th Yr	4-Year Graduation	6-Year Graduation
IMP (%)	91	83	75	12	46
GE Math Ready (%)	90	79	72	12	57



CSUSB Developmental Math Rates Over Time



CSUSB Pathway to Math Readiness



What predicts college success?

Lotkowski, Robbins and Noeth (2004) found that only two of the twelve most common categories of reasons for dropping out of college were strictly academic.

Psychosocial and Socioeconomic Factors Affecting College Success

See handout.

Lotkowski, V. A., Robbins, S. B., & Noeth, R. J. (2004). **The role of academic and non-academic factors in improving college retention.** ACT Policy Report. ACT.

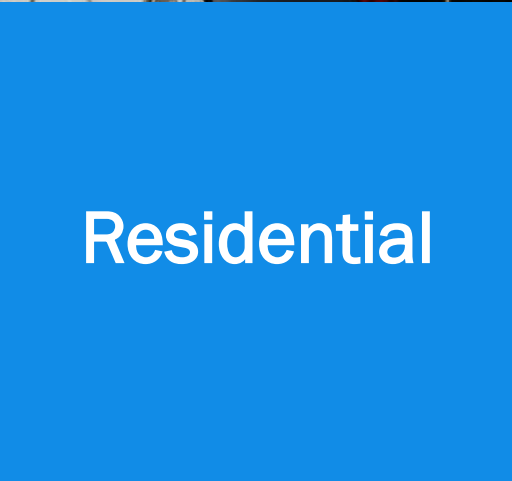
<http://files.eric.ed.gov/fulltext/ED485476.pdf>



Math



English



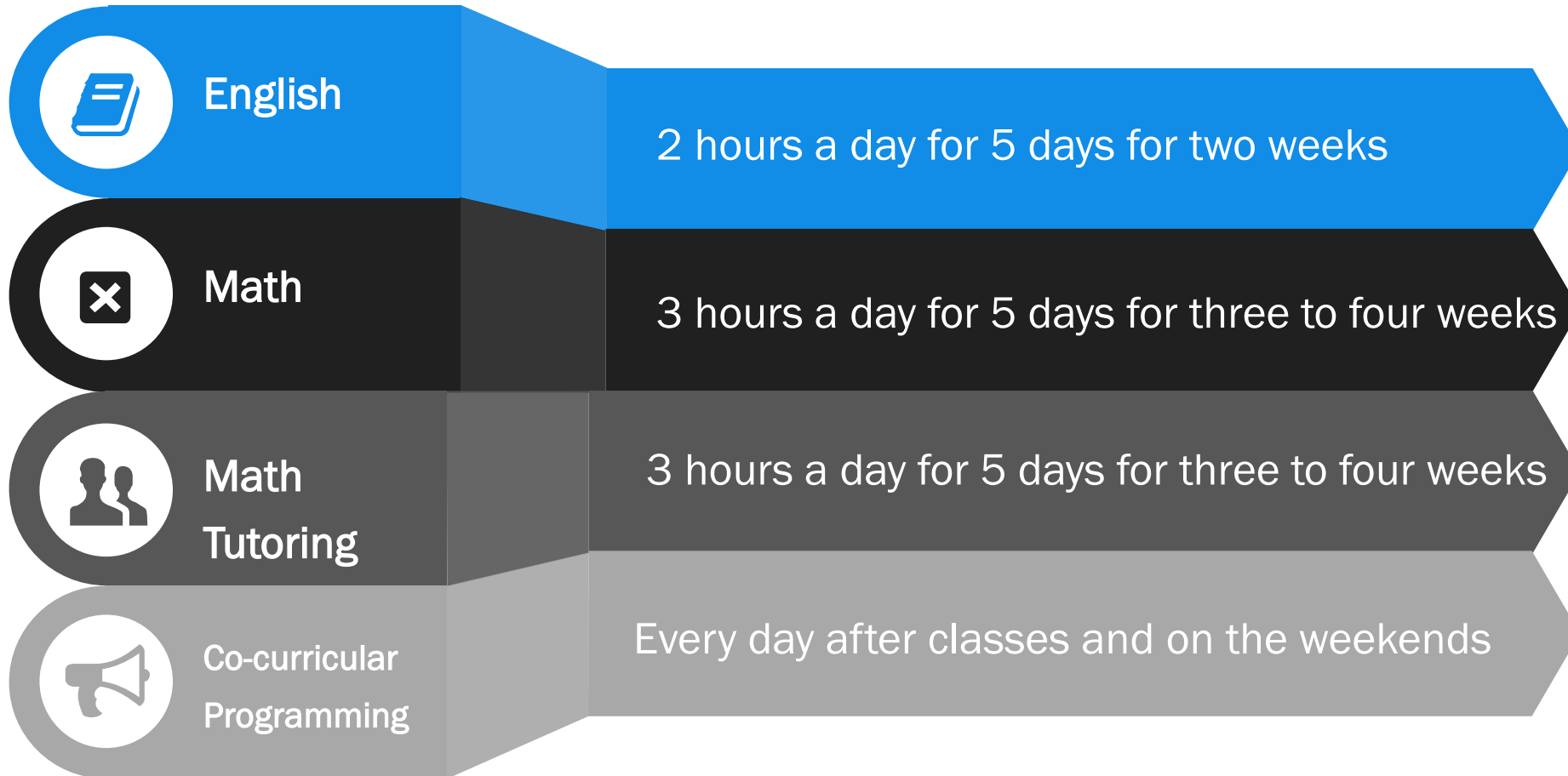
Tutoring



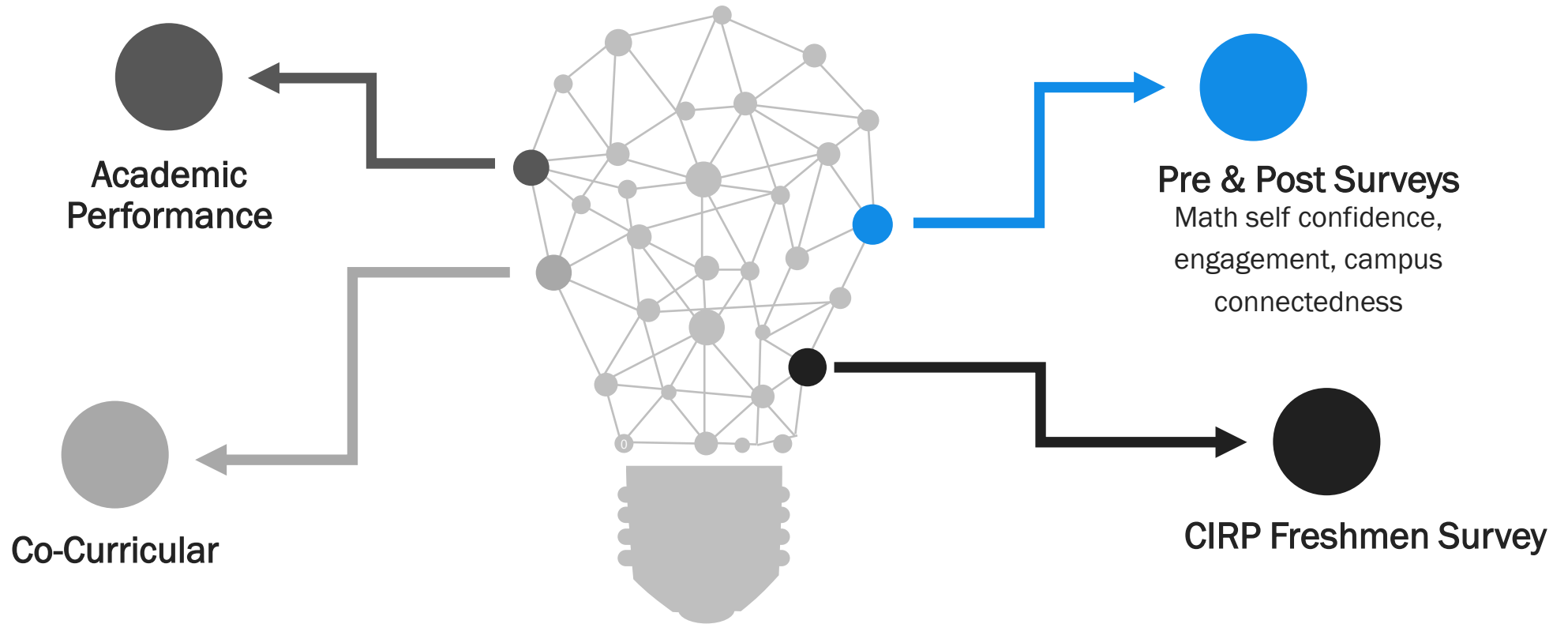
Co-Curricular
Activities



Coyote First STEP Components



Assessment



Math Outcomes

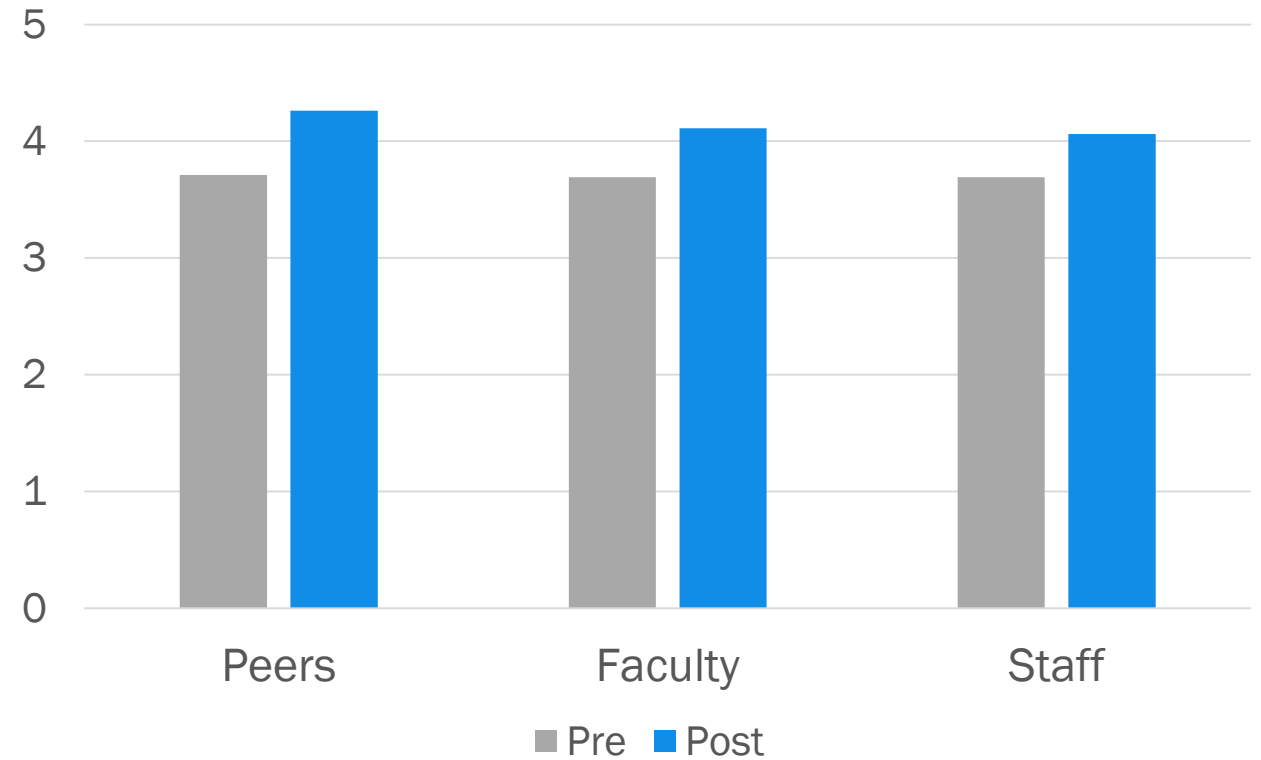
CFS Course	Count	Pass	Did not Pass	% Pass	% No Pass
ESM075A	68	61	7	90%	10%
ESM075B	375	343	32	91%	9%
ESM081	1217	1181	36	97%	3%
ESM091	1120	999	121	89%	11%
Total	2780	2584	196	93%	7%

Outcomes



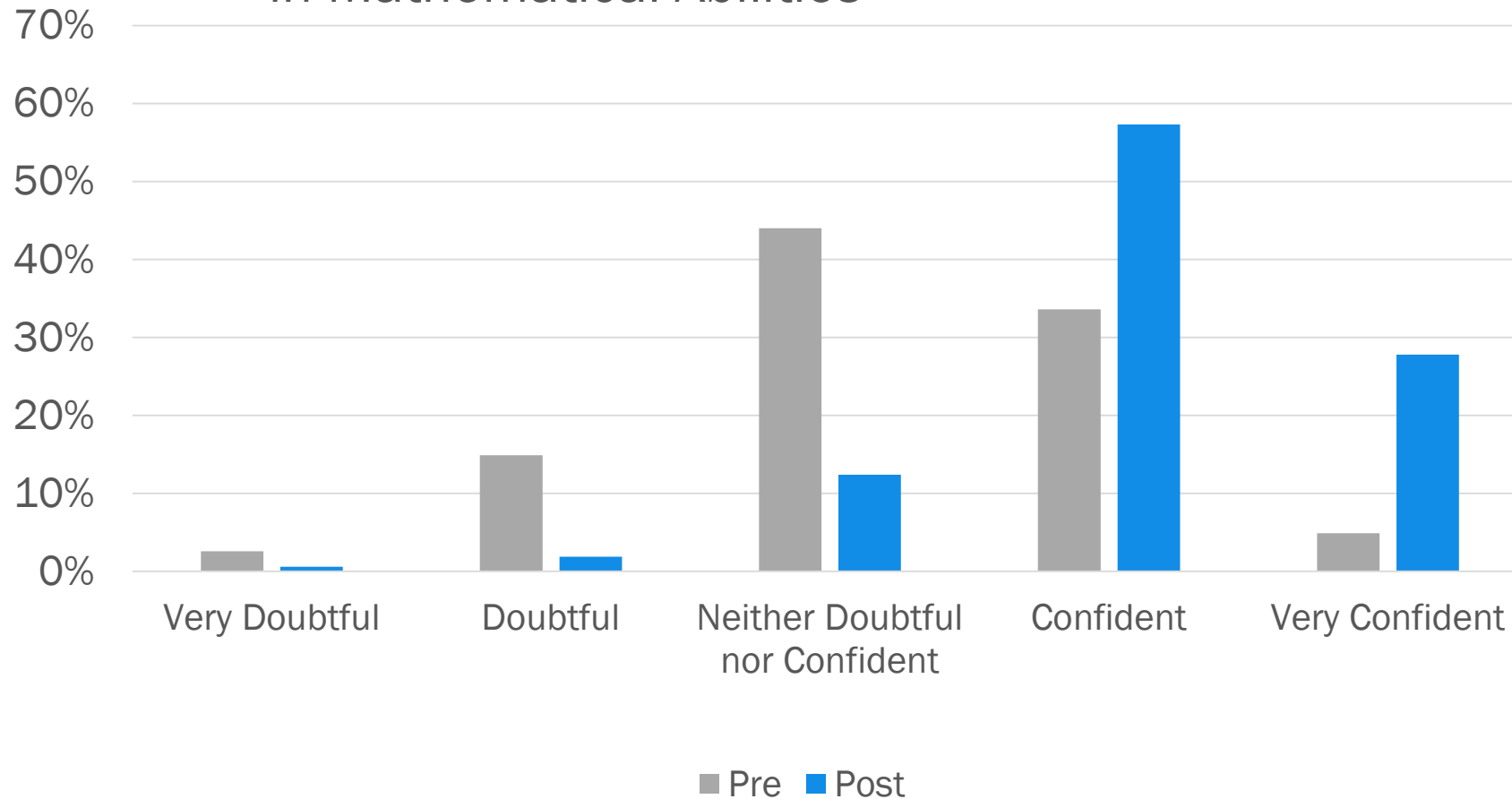
I feel connected to...

1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree



Outcomes

Self-Rated Confidence in Mathematical Abilities

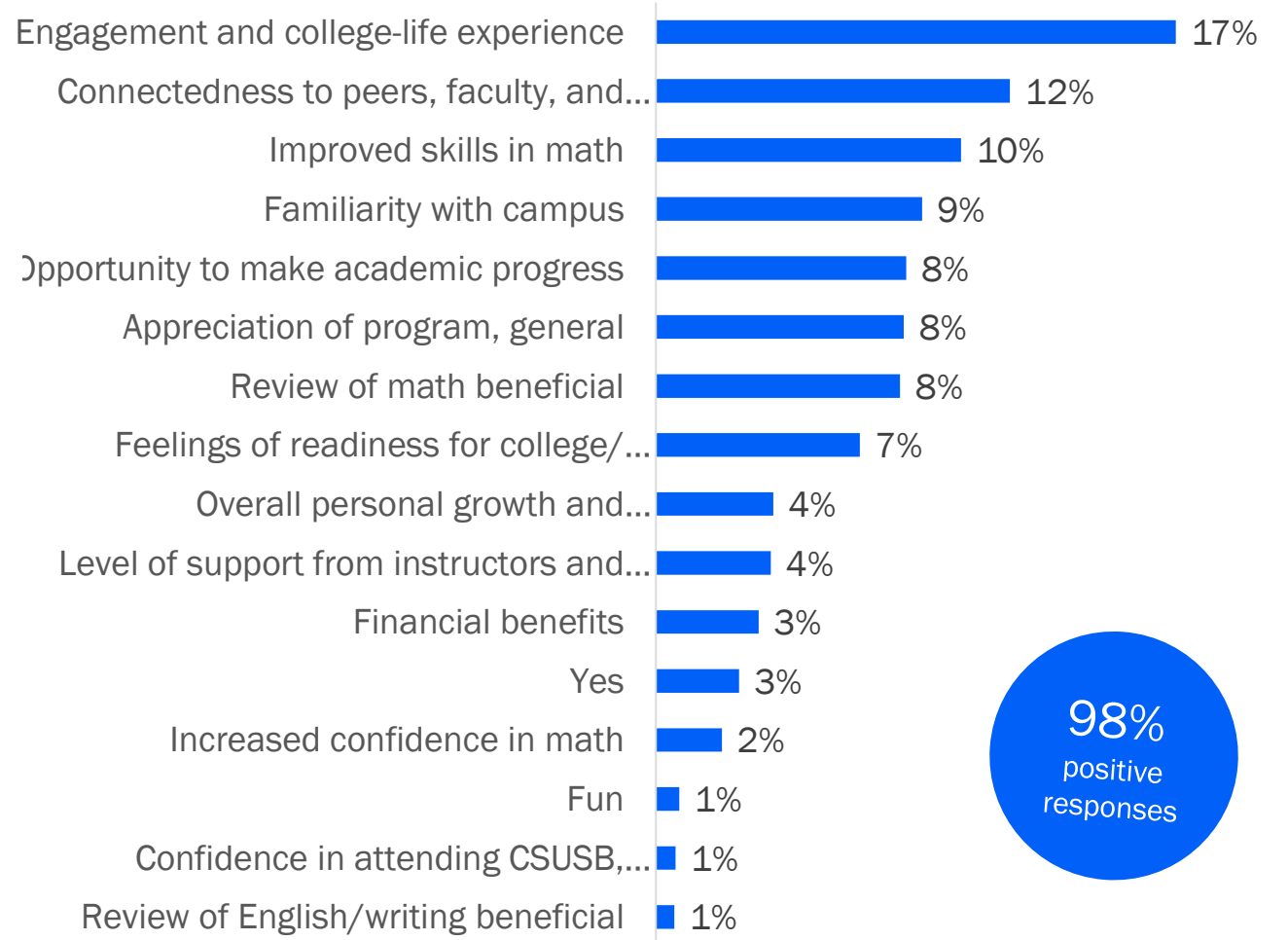


“Very/Confident”

Pre: 39%

Post: 85%

Do you feel as though CFS was beneficial to you? How so?

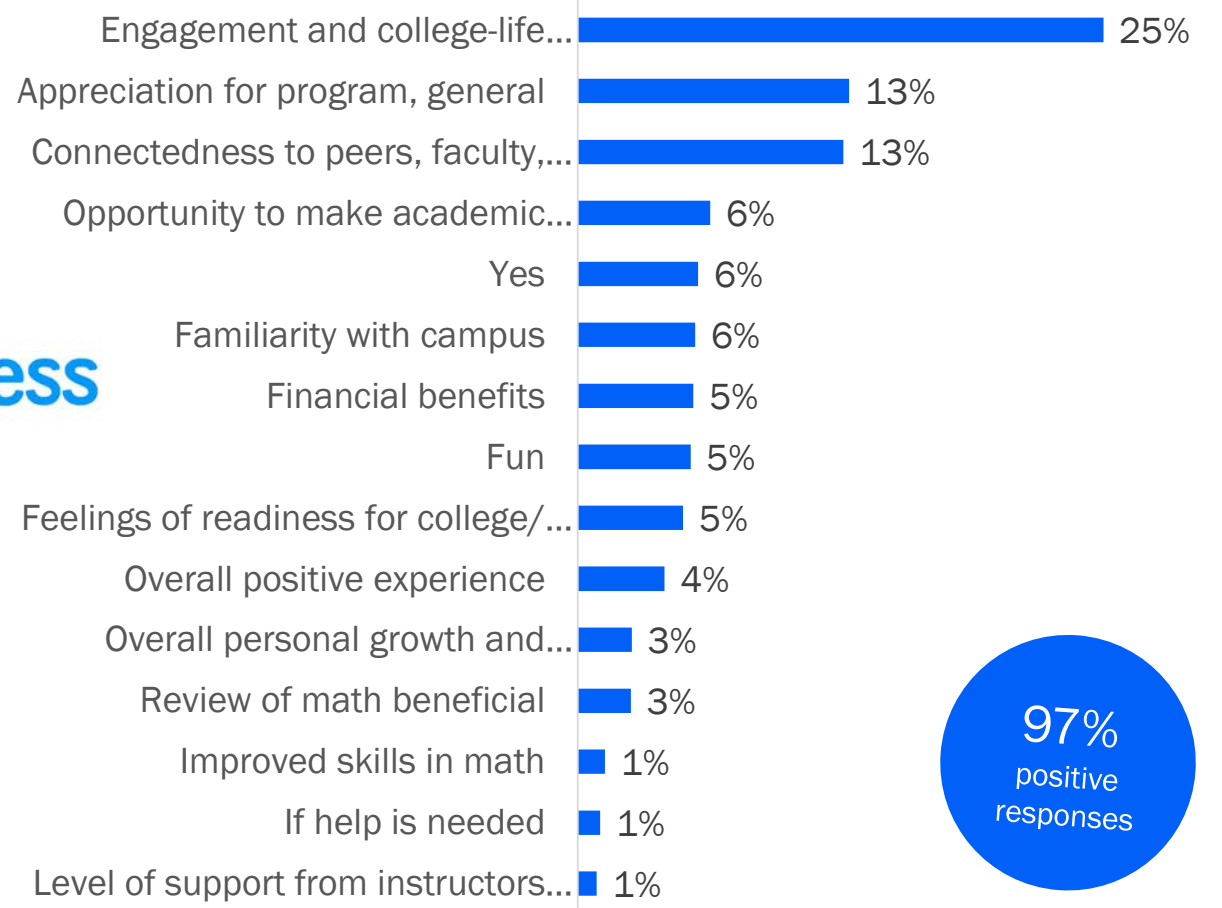


98%
positive
responses

Note: Number of responses = 2,467; chart includes percentages > 1% only.

Would you recommend CFS to future students? Explain.

Engagement



97%
positive
responses

Note: Number of responses = 2,267; chart includes percentages > 1% only.

Questions and Comments?

Thank you!

The Exceptions Process

	Incomplete Exceptions Request, Attended CFS		Approved Full Exemption from CFS		Excused From Living On Campus, Attended CFS		Denied CFS Residential Exemption, Attended CFS		Denied CFS Residential Exemption, Did Not Enroll in Fall		Total Requests	
Asian	0	0%	1	20%	8	13%	1	4%	0	0%	10	10%
Black	0	0%	1	20%	5	8%	3	13%	0	0%	9	10%
Hispanic	2	100%	1	20%	37	62%	15	63%	3	60%	58	60%
Two or More	0	0%	1	20%	0	0%	0	0%	0	0%	1	1%
Unknown	0	0%	1	20%	2	3%	2	8%	0	0%	5	5%
White	0	0%	0	0%	8	13%	3	13%	2	40%	13	14%
Pell Eligible	1	50%	3	60%	43	72%	12	50%	1	20%	59	61%
Male	0	0%	2	40%	16	27%	9	38%	3	60%	27	30%
Female	2	100%	3	60%	44	73%	15	63%	2	40%	64	70%
Total Students	2		5		60		24		5		96	