

# CHARACTERISTICS OF 3RD YEAR STUDENTS WHO GRADUATE OR FAIL TO GRADUATE IN 6 YEARS

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As part of Fresno State's Graduation Rate Initiative (GRI), we are examining the characteristics of entering first-time, full-time freshmen (FTTF) cohorts on a year by year basis as they progress through their undergraduate career. This allows us to see characteristics that distinguish students who are retained from those who leave during their first year, and the same for each subsequent year. Such information may point to interventions that can help more students graduate. The following research is focused on students who entered as FTTF and enrolled in their third year. All findings are descriptive except the section entitled, "Factors Most Influencing Graduation." That section is based on logistic regression.

## **Findings Summary:**

### ***Profile of Students At-Risk in Their Third Year***

1. Not enough units earned by end of 5<sup>th</sup> semester to be classified as a junior
2. Cumulative GPA is less than 2.0 at beginning of 3<sup>rd</sup> year
3. Term GPA is decreasing across their first 5 semesters
4. Enrolled part-time in 3<sup>rd</sup> year or dropped out in 6<sup>th</sup> semester
5. Completed few LD GE courses; especially failed to complete A1, B4, D1-3 and E1
6. Major is undeclared at beginning of 3<sup>rd</sup> year

## **Second Year Retention**

Across 12 cohorts of FTTF, retention into the third year is fairly stable ([Table 1](#)). The fall 2003, 2004 and 2008 entering cohort rates were the highest (at least 73%). Nearly all of these students were enrolled full-time (12 units or more) at the beginning of their third year ([Table 2](#)).

## **On Track**

In a previous study, students who were on track to be sophomores (as defined by having earned at least 30 units) by the end of their third semester were substantially more likely to graduate than those who were not. Therefore, we looked to see if they entered their third year as juniors (having earned at least 60 units) or were on track to do so by the end of their 5<sup>th</sup> semester. Students who are on track at the beginning or by the end of their 5<sup>th</sup> semester are substantially more likely to graduate than those who are not on track and than those who earn junior status by the end of their third year ([Table 3](#)). About 1/3 of students are on track at the beginning of their 5<sup>th</sup> semester; another 1/3 are on track at the end of their 5<sup>th</sup> semester. These patterns are evident across eight cohorts.

## **Full-Time/Part-Time Status**

As IRAP's other studies have shown, students who enter as part-time are substantially less likely to graduate in six years than those who enroll full-time. (Note, however, that they are not included in the six-year graduation rate that is the focus of improvement efforts.) Few third year students are enrolled part-time ([Table 2](#)), but they are less likely than full-time students to graduate in six years ([Table 4](#)). Those who enrolled part-time in either their 5<sup>th</sup> or 6<sup>th</sup> semester, but full-time in the other, were more

likely to graduate than those who enrolled part-time in both semesters. Students who enrolled full-time during both semesters graduated at much higher rates.

### **Stop-Outs**

A small number of students who leave during their third year eventually return and do so in time to graduate within six years ([Table 5](#)). This group increases the 6-year graduation rate by 1-2%. Another small group returns and graduates in 7 or 8 years. If this group had returned soon enough to graduate within the 6-year window, it would have increased the 6-year graduation rate by approximately 1-1.5%

### **Cumulative GPA in Third Year**

As would be expected, students who begin their third year with a 2.0 or lower GPA are unlikely to graduate in six years. Only about 20% do ([Table 6](#)). This compares to about 69% who enter their third year with a cumulative GPA above 2.0. Students who begin their third year with a cumulative GPA below 2.0 but improve their GPA are more likely to graduate than if their GPA does not improve. However, even with improvement their graduation rate is still substantially lower than the rate for students with a higher cumulative GPA.

### **Term GPA**

Students whose Term GPA declined across their first five semesters were substantially less likely to graduate than those whose Term GPA remained stable or improved ([Table 6A](#)). The largest differences in graduation rates by Term GPA change are for those groups whose first semester GPA was 1-1.99 and 2-2.99.

### **Lower Division General Education Completion**

At the beginning of the third year, only a small percentage (5%) of students had finished their lower division GE courses ([Table 7](#)). On average, they completed 9 of the 13 required courses. Therefore, they will likely be enrolled in lower division GE courses through their third year. Most had completed the Foundation courses (A and B4), E, C1 and D3. They were least likely to have completed Area B and a second C course.

The more of the required LD GE courses students completed during their first two years, the more likely they were to graduate in six years ([Table 8](#)). In particular, students who did not complete GE Area A1, B4, D1-3, and E1 by the beginning of their third year were less likely to graduate than those who did complete these courses.

### **Major Declaration**

By the beginning of their 3<sup>rd</sup> year, most students (96%) have declared a major ([Table 9](#)). That percentage has been increasing in accordance with the Student Success Task Force initiative that encourages students to declare their major early in their academic career. Students who have not declared a major by their third year are less likely to graduate in six years.

### **Moving from GE to Major Courses**

To test whether students begin having academic difficulty when they move from taking primarily GE courses to courses in their major, we looked at the academic standing of students in their 5<sup>th</sup> and 6<sup>th</sup> semesters to see if those on probation/disqualification status were in trouble for the first time or

whether they had been in academic difficulty before ([Table 10](#)). The percentages vary across the cohorts, but about 20% of those on probation/disqualification were first-timers. Most had academic difficulty before this point. This suggests that moving from GE to major courses may not result in lower grades for most students. However, this methodology is a rather crude approach in that many students take some major courses in their first two years and, as the data above show, many are still taking LD GE in their third year. Therefore, there is no clear demarcation of GE and major course-taking behavior between the second and third year, nor at any other point. Due to the wide variation in courses students can take, it is difficult to locate a group that is taking only GE courses in the first two years and major courses subsequently; this would be the best test of the question about academic difficulty when moving from GE to major courses.

### **Factors Most Influencing Graduation**

This part of the analysis is based on the FTFTF entering fall cohorts in 2002-2004 who enrolled in their third consecutive year. Of the 23 factors entered into a logistic regression model to predict the likelihood of graduating in six years, 12 factors were influential, though some have very small effects ([Figure 1](#)). The most important factors are having earned enough units at the beginning of the third year or by the end of the 5<sup>th</sup> semester to be classified as a junior and being enrolled full-time during both semesters. Cumulative GPA and the trend in Term GPA are important as well. The combined factors in this model categorized 92% of those who graduated, but only 59% of those who did not. Additional factors are needed to better predict students' failure to graduate.

### **Implications & Recommendations**

As with studies of students in the first and second years of their college career, academic achievement is the most important factor in ultimately graduating. Findings of this study suggest that monitoring GPA would be a worthwhile tactic since declining Term GPA is associated with lower six-year graduation. This may be particularly fruitful for those whose first term GPA is 2-2.99. If their GPA declines across three semesters, a letter from the university or personal contact may be encouraging. Interventions already exist for those with a GPA lower than 2.0, though it may be beneficial to review the process and effectiveness of those interventions.

Students who have earned enough units at the beginning or end of their 5<sup>th</sup> semester to be classified as a junior are more likely to graduate than those who have earned fewer units. Again, monitoring may be a useful approach. Checking with students who, at the beginning of their third year, are not on track and not enrolled in enough units to finish the 5<sup>th</sup> semester as a junior, may encourage them to enroll in additional units and/or provide us with more in-depth information about why students tend to be off-track at that point.

Because students who enroll full-time in their first semester but drop to part-time are less likely to graduate in six years, it would be worthwhile to learn more about why these students enroll for fewer units. Could they not get classes they wanted or needed? Are they working? Did family circumstances change? Did their financial aid status change? Such information will show whether patterns exist and, if so, whether they are amenable to university influence or are individual choices beyond the university's control.

The number of students with an undeclared major at the beginning of their third year is small. These students should be referred to the Career Center where aptitude testing and guidance can help them find a compatible discipline to pursue.

Most students are still taking a considerable number of LD GE classes in their third year. This pattern should be better understood to determine why it exists. The fewer LD GE courses students have completed in their first two years, the less likely they are to graduate.

## APPENDIX

**Table 1**  
**2nd Year Retention Rates\***  
**(First-Time Full-Time Freshmen Cohorts)**

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Grand Total
Total HC in cohort	1511	1566	1703	1885	1948	2191	2486	2243	2356	2528	2553	2732	25702
Retained HC	1083	1110	1186	1303	1365	1566	1815	1655	1712	1765	1793	2003	18356
2nd year retention rate*	71.7%	70.9%	69.6%	69.1%	70.1%	71.5%	73.0%	73.8%	72.7%	69.8%	70.2%	73.3%	71.4%

\* Refers to the percentage of FTFTF in fall entering cohorts who enrolled in the third fall semester (the beginning of the 3rd year).

**Table 2**  
**Full/Part-Time Status**  
**(FTFTF Retainees in the Beginning of the 3rd Year)**

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Grand Total
Total retainees	1083	1110	1186	1303	1365	1566	1815	1655	1712	1765	1793	2003	18356
Part time	27	39	42	67	53	61	82	70	65	82	97	75	760
Full time*	1056	1071	1144	1236	1312	1505	1733	1585	1647	1683	1696	1928	17596
Full-time %	97.5%	96.5%	96.5%	94.9%	96.1%	96.1%	95.5%	95.8%	96.2%	95.4%	94.6%	96.3%	95.9%

\* Full time refers to students enrolled 12 or more units.

**Table 3**  
**3rd Year On Track Status\* And Six-Year Graduation Rates**  
**(FTFTF Retainees in the Beginning of the 3rd Year)**

3rd-year on track status		Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Grand Total
Total HC of 3rd year retainees		1083	1110	1186	1303	1365	1566	1815	1655	1712	1765	1793	16353
<b>3rd on track status*</b>													
HC	5th	290	352	393	424	495	579	632	599	599	641	680	5684
	6th	410	393	393	408	447	555	571	587	601	606	621	5592
	7th	177	203	193	214	206	207	277	238	245	267	274	2501
	Not on track	206	162	207	257	217	225	335	231	267	251	218	2576
%	5th	26.8%	31.7%	33.1%	32.5%	36.3%	37.0%	34.8%	36.2%	35.0%	36.3%	37.9%	34.8%
	6th	37.9%	35.4%	33.1%	31.3%	32.7%	35.4%	31.5%	35.5%	35.1%	34.3%	34.6%	34.2%
	7th	16.3%	18.3%	16.3%	16.4%	15.1%	13.2%	15.3%	14.4%	14.3%	15.1%	15.3%	15.3%
	Not on track	19.0%	14.6%	17.5%	19.7%	15.9%	14.4%	18.5%	14.0%	15.6%	14.2%	12.2%	15.8%
<b>Six-year graduation rate</b>													
Overall		62.9%	63.4%	60.0%	63.9%	66.6%	66.0%	64.1%	67.5%				64.5%
	5th	86.2%	85.2%	82.7%	87.7%	88.1%	87.7%	88.0%	89.3%				87.2%
	6th	74.1%	71.8%	69.7%	75.7%	73.8%	70.6%	76.5%	75.0%				73.5%
	7th	53.1%	49.8%	49.7%	56.1%	55.8%	50.2%	46.9%	50.8%				51.4%
	Not on track	16.0%	13.0%	8.2%	12.5%	12.9%	13.3%	12.2%	9.1%				12.1%

\*3rd-year on track status refers to a student becoming a junior during the 3rd year. A student is considered on track if they become a junior in the beginning (5th), in the middle (6th), in the end (7th) of the 3rd year. Students who do not become a junior by the end of the 3rd year are considered 'Not on track.'

**Table 4**  
**3rd Year Enrollment Pattern and Six-Year Graduation Rates**  
**(FTFTF Retainees in the Beginning of the 3rd Year)**

	Enrollment status in 5th semester	Enrollment status in 6th semester	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Grand Total
Total HC			1083	1110	1186	1303	1365	1566	1815	1655	11083
<b>By Full/part time status in the beginning of the 3rd year (or the 5th semester)</b>											
HC	Part time		27	39	42	67	53	61	82	70	441
	Full time		1056	1071	1144	1236	1312	1505	1733	1585	10642
Six-year graduation rate	Part time		22.2%	41.0%	14.3%	37.3%	30.2%	27.9%	22.0%	27.1%	27.9%
	Full time		63.9%	64.2%	61.7%	65.4%	68.1%	67.6%	66.1%	69.3%	66.1%
<b>By Full/part time status in the 3rd year (or the 5th and 6th semester)</b>											
HC	Part time	Drop out	7	5	11	17	14	14	20	19	107
		Part time	7	15	11	8	17	19	22	16	115
		Full time	13	19	20	42	22	28	40	35	219
	Full time	Drop out	54	51	54	87	58	61	79	70	514
		Part time	27	20	25	33	52	41	59	63	320
		Full time	975	1000	1065	1116	1202	1403	1595	1452	9808
Six-year graduation rate	Part time	Drop out	0.0%	0.0%	0.0%	11.8%	14.3%	0.0%	5.0%	5.3%	5.6%
		Part time	14.3%	40.0%	18.2%	12.5%	35.3%	26.3%	4.5%	12.5%	20.9%
		Full time	38.5%	52.6%	20.0%	52.4%	36.4%	42.9%	40.0%	45.7%	42.5%
	Full time	Drop out	14.8%	23.5%	7.4%	21.8%	6.9%	11.5%	8.9%	10.0%	13.2%
		Part time	40.7%	45.0%	40.0%	45.5%	40.4%	46.3%	47.5%	30.2%	41.3%
		Full time	67.3%	66.7%	65.0%	69.4%	72.2%	70.6%	69.7%	73.8%	69.6%
<b>Enrollment status in the 5th semester and drop-out in the 6th semester</b>											
% of students dropped out in the 6th semester among students enrolled as full-time in the 5th semester			5.1%	4.8%	4.7%	7.0%	4.4%	4.1%	4.6%	4.4%	4.8%
% of students dropped out in the 6th semester among students enrolled as part-time in the 5th semester			25.9%	12.8%	26.2%	25.4%	26.4%	23.0%	24.4%	27.1%	24.3%

**Table 5**  
**3rd Year Drop-Out and Six-Year Graduation Rates**  
**(FTFTF Retainees in the Beginning of the 3rd Year)**

TM5_ER	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Grand Total
Total HC in cohort	1511	1566	1703	1885	1948	2191	2486	2243	15533
<b>Students didn't retain in the 5th semester</b>									
Total HC didn't retain	428	456	517	582	583	625	671	588	4450
HC graduated in six years	17	14	22	22	24	17	24	17	157
Six-year graduation rates	4.0%	3.1%	4.3%	3.8%	4.1%	2.7%	3.6%	2.9%	3.5%
% increase in overall six-year graduation rates	1.1%	0.9%	1.3%	1.2%	1.2%	0.8%	1.0%	0.8%	1.0%
<b>Students enrolled in the 5th semester but didn't retain in the 6th semester</b>									
HC enrolled in the 5th semester but dropped out in the 6th semester	61	56	65	104	72	75	99	89	621
HC graduated in the six-year	8	12	4	21	6	7	8	8	74
Six-year graduation rates	13.1%	21.4%	6.2%	20.2%	8.3%	9.3%	8.1%	9.0%	11.9%
% increase in overall six-year graduation rates	0.5%	0.8%	0.2%	1.1%	0.3%	0.3%	0.3%	0.4%	0.5%
<b>Students didn't retain in the 5th or 6th semester</b>									
Total HC didn't retain	489	512	582	686	655	700	770	677	5071
HC graduated in the six-year	25	26	26	43	30	24	32	25	231
% increase in overall six-year graduation rates	1.7%	1.7%	1.5%	2.3%	1.5%	1.1%	1.3%	1.1%	1.5%
HC graduated in 7th year	16	19	18	16	16	19	18		
% of entering cohort	1.1%	1.2%	1.1%	0.8%	0.8%	0.9%	0.7%		
HC graduated in 8th year	5	9	9	14	14	12			
% of entering cohort	0.3%	0.6%	0.5%	0.7%	0.7%	0.5%			



**Table 6**  
**3rd Year Cumulative GPA and Six-Year Graduation Rates**  
**(FTFTF Retainees in the Beginning of the 3rd Year)**

		Cum GPA in the beginning of 3rd year	Cum GPA improvement in 3rd year*	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Overall
Total HC				1,083	1,110	1,186	1,303	1,365	1,566	1,815	9,428
<b>By cumulative GPA group in the beginning of 3rd year</b>											
Headcount	Less than 2.0			128	124	153	24	135	151	205	920
	% of total HC			11.8%	11.2%	12.9%	1.8%	9.9%	9.6%	11.3%	9.8%
	2.0 or above			955	986	1,033	1,279	1,230	1,415	1,610	8,508
Six-year graduation rate	Less than 2.0			18.8%	23.4%	14.4%	16.7%	22.2%	23.8%	18.0%	19.8%
	2.0 or above			68.8%	68.5%	66.8%	64.8%	71.5%	70.5%	70.0%	68.8%
<b>By cumulative GPA improvement group during the 3rd year</b>											
Headcount	Less than 2.0	Drop out		51	35	59	18	53	47		263
		Not improve		16	21		2	18	24		81
		Improvement		61	68	94	4	64	80		371
	2.0 or above	Drop out		78	71	68	153	102	119		591
		Not improve		468	429	313	758	576	645		3,189
		Improvement		409	486	652	368	552	651		3,118
Six-year graduation rate	Less than 2.0	Drop out		3.9%	0.0%	1.7%	5.6%	7.5%	0.0%		3.0%
		Not improve		12.5%	14.3%		50.0%	5.6%	16.7%		13.6%
		Improvement		32.8%	38.2%	22.3%	50.0%	39.1%	40.0%		34.0%
	2.0 or above	Drop out		7.7%	19.7%	14.7%	8.5%	11.8%	17.6%		12.9%
		Not improve		68.2%	60.4%	73.8%	65.0%	71.5%	66.5%		67.2%
		Improvement		81.2%	82.7%	68.9%	87.8%	82.4%	84.2%		80.5%

\* "Improvement" refers to that students' cumulative GPA in the end of 3rd year is larger than that in the beginning of 3rd year. Otherwise is "Not improve". "Drop out" refers to that students didn't enroll in the 6th or 7th semesters. The data on cumulative GPA in the end of 3rd year for Fall 2003 cohort are not available.

**Table 6-A**  
**Term GPA Trend\* and Six-Year Graduation Rates**  
**(FTFTF Retainees in the Beginning of the 3rd Year)**

	1st term GPA	Term GPA trend*	Fall 2002	Fall 2003	Fall 2004	Grand Total
HC		Decreasing	989	1121	1003	3113
		Increasing or stable	582	693	653	1928
Six-year graduation rate		Decreasing	59.0%	55.4%	59.5%	57.9%
		Increasing or stable	78.0%	78.4%	79.8%	78.7%
HC	0-0.99	Decreasing		1	1	2
		Increasing or stable	5	13	3	21
	1-1.99	Decreasing	15	31	31	77
		Increasing or stable	29	50	45	124
	2-2.99	Decreasing	232	322	259	813
		Increasing or stable	229	277	253	759
	3-3.99	Decreasing	643	671	606	1920
		Increasing or stable	293	308	308	909
	4	Decreasing	97	93	104	294
		Increasing or stable	25	42	43	110
Six-year graduation rate	0-0.99	Decreasing		0.0%	0.0%	0.0%
		Increasing or stable	20.0%	23.1%	33.3%	23.8%
	1-1.99	Decreasing	20.0%	12.9%	12.9%	14.3%
		Increasing or stable	51.7%	54.0%	62.2%	56.5%
	2-2.99	Decreasing	37.5%	35.7%	39.0%	37.3%
		Increasing or stable	68.1%	70.4%	68.8%	69.2%
	3-3.99	Decreasing	64.5%	64.5%	67.5%	65.5%
		Increasing or stable	87.7%	90.3%	89.0%	89.0%
	4	Decreasing	81.4%	74.2%	78.8%	78.2%
		Increasing or stable	96.0%	92.9%	100.0%	96.4%

\* Term GPA trend is determined based on term GPAs in the first five semesters. First, the slope of straight (linear regression) line across term GPA points for each student is calculated; and then the slope is classified into two groups (decreasing if the slope is negative; otherwise, increasing or stable).

**Table 7**  
**LD GE Course Completion\***  
**(FTFTF retainees in the beginning of the 3rd year)**

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Overall
Total HC	1,566	1,815	1,655	1,712	1,765	1,793	10,306
Avg number of LD GE completion	9	9	9	9	9	10	9
LD GE completion (%)	5.9%	4.1%	4.8%	4.9%	4.0%	6.3%	5.0%
<b>Distribution of LD GE course completed</b>							
0	0.3%	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%
1	0.2%	0.2%	0.1%	0.3%	0.2%	0.3%	0.2%
2	0.6%	1.0%	0.5%	0.4%	0.2%	0.2%	0.5%
3	1.0%	1.2%	1.1%	0.6%	1.0%	0.3%	0.9%
4	2.4%	2.0%	1.8%	1.9%	2.2%	1.1%	1.9%
5	3.3%	3.9%	3.9%	2.7%	3.4%	2.3%	3.2%
6	6.8%	6.9%	5.7%	6.7%	7.2%	5.0%	6.4%
7	9.3%	10.5%	9.5%	8.8%	9.0%	8.4%	9.3%
8	12.5%	12.5%	13.1%	11.8%	11.9%	12.4%	12.4%
9	16.9%	16.2%	16.9%	14.4%	14.2%	15.2%	15.6%
10	15.1%	15.5%	16.2%	18.1%	19.4%	17.0%	16.9%
11	14.6%	14.3%	16.3%	17.4%	16.0%	17.2%	16.0%
12	11.2%	11.5%	10.2%	11.7%	11.2%	14.1%	11.7%
13	5.9%	4.1%	4.8%	4.9%	4.0%	6.3%	5.0%
<b>LD GE subarea</b>							
Foundation- A1 (Oral Communication)	91.4%	89.5%	91.4%	92.5%	92.7%	92.1%	91.6%
Foundation- A2 (Written Communication)	89.9%	87.6%	87.6%	84.7%	81.4%	86.0%	86.1%
Foundation- A3 (Critical Thinking)	73.5%	72.3%	75.9%	79.6%	83.9%	83.5%	78.2%
Foundation- B4 (Quantitative Reasoning)	73.3%	70.7%	71.2%	74.7%	71.0%	74.4%	72.5%
Breadth- B1 (Physical Sciences)	42.2%	41.0%	38.2%	36.8%	34.0%	46.1%	39.7%
Breadth- B2 (Life Sciences)	42.0%	39.5%	41.3%	40.7%	38.6%	43.9%	41.0%
Breadth- C1 (Arts)	85.5%	82.6%	82.6%	88.1%	91.4%	92.5%	87.2%
Breadth- C2 (Humanities)	67.2%	71.1%	70.9%	72.3%	72.5%	72.2%	71.1%
Breadth- C1/C2 (Arts or Humanities)	44.7%	44.8%	51.2%	51.1%	55.5%	57.1%	50.8%
Breadth- D1 (American History)	70.2%	70.2%	72.5%	74.3%	68.2%	75.8%	71.9%
Breadth- D2 (American Government)	65.1%	65.7%	68.2%	69.5%	65.3%	65.1%	66.5%
Breadth- D3 (Social Science)	79.5%	78.1%	77.9%	79.0%	77.8%	81.8%	79.0%
Breadth- E1 (Lifelong Understand & Self Dev)	86.6%	84.9%	84.5%	83.5%	83.2%	82.7%	84.2%

\* GE course completion refers to that students already took and passes the required GE courses in the beginning of the 3rd year.

**Table 8**  
**LD GE Course Completion and Six-Year Graduation Rates**  
**(FTTF Retainees in the Beginning of the 3rd Year)**

GE course	Completion status	Headcount			Six-year graduation rate			Overall	
		Fall 2002	Fall 2003	Fall 2004	Fall 2002	Fall 2003	Fall 2004	Headcount	Six-year graduation rate
Total		1,566	1,815	1,655	66.0%	64.1%	67.5%	5,036	65.8%
<b>By LD/UD GE course completion</b>									
LD GE	Not complete	1,473	1,740	1,576	64.8%	63.2%	66.1%	4,789	64.6%
	Completed	93	75	79	86.0%	86.7%	94.9%	247	89.1%
UD GE	Not complete	1,548	1,791	1,629	65.7%	63.7%	67.1%	4,968	65.4%
	Completed	18	24	26	94.4%	95.8%	92.3%	68	94.1%
<b>By number of LD GE courses completed</b>									
	0, 1, 2, 3	32	46	29	15.6%	17.4%	24.1%	107	18.7%
	4	37	37	29	29.7%	16.2%	41.4%	103	28.2%
	5	51	70	64	37.3%	27.1%	28.1%	185	30.3%
	6	107	126	94	53.3%	35.7%	38.3%	327	42.2%
	7	146	191	158	49.3%	49.2%	53.2%	495	50.5%
	8	195	226	217	62.1%	59.3%	64.5%	638	61.9%
	9	264	294	279	70.5%	68.0%	74.2%	837	70.8%
	10	237	282	268	70.5%	78.0%	72.8%	787	74.0%
	11	229	259	269	75.1%	81.9%	75.5%	757	77.5%
	12	175	209	169	82.3%	77.0%	82.8%	553	80.5%
	13	93	75	79	86.0%	86.7%	94.9%	247	89.1%
<b>By GE sub area</b>									
A1 (Oral Communication)	Not complete	134	191	143	47.0%	42.4%	50.3%	468	46.2%
	Completed	1,432	1,624	1,512	67.8%	66.7%	69.1%	4,568	67.8%
A2 (Written Communication)	Not complete	158	225	206	79.1%	65.3%	79.1%	589	73.9%
	Completed	1,408	1,590	1,449	64.6%	64.0%	65.8%	4,447	64.8%
A3 (Critical Thinking)	Not complete	415	502	399	60.0%	53.6%	57.1%	1,316	56.7%
	Completed	1,151	1,313	1,256	68.2%	68.2%	70.8%	3,720	69.1%
B4 (Quantitative Reasoning)	Not complete	418	532	476	49.0%	45.3%	52.9%	1,426	48.9%
	Completed	1,148	1,283	1,179	72.2%	71.9%	73.4%	3,610	72.5%
B1 (Physical Sciences)	Not complete	905	1,071	1,023	59.0%	58.2%	61.7%	2,999	59.6%
	Completed	661	744	632	75.6%	72.7%	76.9%	2,037	75.0%
B2 (Life Sciences)	Not complete	909	1,098	972	60.5%	57.1%	60.1%	2,979	59.1%
	Completed	657	717	683	73.7%	74.9%	78.0%	2,057	75.5%
C1 (Arts)	Not complete	227	316	288	53.7%	50.3%	52.8%	831	52.1%
	Completed	1,339	1,499	1,367	68.1%	67.0%	70.6%	4,205	68.5%
C2 (Humanities)	Not complete	513	524	482	57.5%	52.5%	58.9%	1,519	56.2%
	Completed	1,053	1,291	1,173	70.2%	68.9%	71.0%	3,517	70.0%
C1/C2 (Arts or Humanities)	Not complete	866	1,001	808	62.5%	60.5%	63.5%	2,675	62.1%
	Completed	700	814	847	70.4%	68.6%	71.3%	2,361	70.1%
D1 (American History)	Not complete	467	540	455	53.1%	49.6%	57.8%	1,462	53.3%
	Completed	1,099	1,275	1,200	71.5%	70.3%	71.2%	3,574	71.0%
D2 (American Government)	Not complete	546	622	526	50.2%	47.6%	52.7%	1,694	50.0%
	Completed	1,020	1,193	1,129	74.5%	72.8%	74.4%	3,342	73.8%
D3 (Social Science)	Not complete	321	397	365	50.8%	43.8%	50.4%	1,083	48.1%
	Completed	1,245	1,418	1,290	70.0%	69.8%	72.3%	3,953	70.7%
E1 (Lifelong Understanding & Self Development)	Not complete	210	274	257	51.0%	44.5%	56.0%	741	50.3%
	Completed	1,356	1,541	1,398	68.4%	67.6%	69.6%	4,295	68.5%
IB (Physical Universe & Its Life Forms)	Not complete	1,493	1,726	1,547	65.4%	63.2%	66.3%	4,766	64.9%
	Completed	73	89	108	79.5%	83.1%	85.2%	270	83.0%
IC (Arts & Humanities)	Not complete	1,336	1,560	1,409	63.4%	61.1%	64.2%	4,305	62.8%
	Completed	230	255	246	81.3%	82.7%	86.6%	731	83.6%
ID (Soc, Econ, Behav)	Not complete	1,324	1,484	1,343	63.7%	60.1%	63.6%	4,151	62.4%
	Completed	242	331	312	78.5%	82.2%	84.3%	885	81.9%
M/I (Multicultural/International)	Not complete	1,403	1,592	1,472	64.1%	61.7%	65.1%	4,467	63.6%
	Completed	163	223	183	82.2%	81.6%	86.9%	569	83.5%

**Table 9**  
**3rd-Year Major Declaration And Six-Year Graduation Rates**  
**(FTFTF Retainees in the Beginning of the 3rd Year)**

3rd-year major declaration	19974	19984	19994	20004	20014	20024	20034	20044	20054	20064	20074	Grand Total
Total HC	1,083	1,110	1,186	1,303	1,365	1,566	1,815	1,655	1,712	1,765	1,793	16,353
<b>Headcount</b>												
5th semester	945	995	1,042	1,182	1,229	1,434	1,652	1,541	1,618	1,667	1,718	15,023
6th semester	51	43	53	32	55	48	59	44	65	57	36	543
7th semester	43	28	48	38	42	33	50	34	24	30	26	396
Not declared	44	44	43	51	39	51	54	36	5	11	13	391
<b>Percentage</b>												
5th semester	87.3%	89.6%	87.9%	90.7%	90.0%	91.6%	91.0%	93.1%	94.5%	94.4%	95.8%	91.9%
6th semester	4.7%	3.9%	4.5%	2.5%	4.0%	3.1%	3.3%	2.7%	3.8%	3.2%	2.0%	3.3%
7th semester	4.0%	2.5%	4.0%	2.9%	3.1%	2.1%	2.8%	2.1%	1.4%	1.7%	1.5%	2.4%
Not declared	4.1%	4.0%	3.6%	3.9%	2.9%	3.3%	3.0%	2.2%	0.3%	0.6%	0.7%	2.4%
<b>Six-year graduation rate</b>												
5th semester	65.8%	66.9%	63.5%	67.0%	68.4%	68.2%	65.9%	68.3%				66.9%
6th semester	47.1%	34.9%	41.5%	12.5%	49.1%	58.3%	57.6%	61.4%				47.0%
7th semester	48.8%	32.1%	41.7%	44.7%	47.6%	27.3%	48.0%	58.8%				44.3%
Not declared	31.8%	31.8%	18.6%	39.2%	53.8%	37.3%	33.3%	47.2%				36.2%

**Table 10**

**First-Time Full-Time Freshmen Enrollment by Term and Probation/Disqualification  
Fall 2002 to Fall 2008 FTFTF Cohorts**

	Term						
	1st	2nd	3rd	4th	5th	6th	7th
<b>2002 FTFTF Enrollment</b>	<b>2,191</b>	<b>2,069</b>	<b>1,798</b>	<b>1,687</b>	<b>1,573</b>	<b>1,515</b>	<b>1,448</b>
% Enrollment Change Since 1st Term		-6%	-18%	-23%	-28%	-31%	-34%
% PBDQ for Current Term	13%	16%	10%	11%	10%	9%	8%
% of PBDQ Who are 1st Time	100%	43%	45%	35%	28%	26%	17%
<b>2003 FTFTF Enrollment</b>	<b>2,486</b>	<b>2,348</b>	<b>2,086</b>	<b>1,977</b>	<b>1,817</b>	<b>1,748</b>	<b>1,645</b>
% Enrollment Change Since 1st Term		-6%	-16%	-20%	-27%	-30%	-34%
% PBDQ for Current Term	16%	18%	16%	15%	12%	11%	10%
% of PBDQ Who are 1st Time	100%	45%	30%	22%	18%	15%	13%
<b>2004 FTFTF Enrollment</b>	<b>2,243</b>	<b>2,133</b>	<b>1,922</b>	<b>1,818</b>	<b>1,658</b>	<b>1,587</b>	<b>1,532</b>
% Enrollment Change Since 1st Term		-5%	-14%	-19%	-26%	-29%	-32%
% PBDQ for Current Term	15%	16%	14%	13%	10%	8%	6%
% of PBDQ Who are 1st Time	100%	44%	33%	22%	19%	13%	14%
<b>2005 FTFTF Enrollment</b>	<b>2,356</b>	<b>2,255</b>	<b>1,938</b>	<b>1,842</b>	<b>1,720</b>	<b>1,654</b>	<b>1,581</b>
% Enrollment Change Since 1st Term		-4%	-18%	-22%	-27%	-30%	-33%
% PBDQ for Current Term	18%	19%	14%	13%	10%	7%	6%
% of PBDQ Who are 1st Time	100%	36%	36%	20%	14%	10%	8%
<b>2006 FTFTF Enrollment</b>	<b>2,528</b>	<b>2,388</b>	<b>2,048</b>	<b>1,949</b>	<b>1,770</b>	<b>1,720</b>	<b>1,656</b>
% Enrollment Change Since 1st Term		-6%	-19%	-23%	-30%	-32%	-34%
% PBDQ for Current Term	20%	20%	13%	12%	8%	8%	5%
% of PBDQ Who are 1st Time	100%	32%	31%	18%	17%	19%	12%
<b>2007 FTFTF Enrollment</b>	<b>2,553</b>	<b>2,448</b>	<b>2,091</b>	<b>1,952</b>	<b>1,797</b>	<b>1,744</b>	<b>1,698</b>
% Enrollment Change Since 1st Term		-4%	-18%	-24%	-30%	-32%	-33%
% PBDQ for Current Term	20%	19%	11%	10%	6%	6%	5%
% of PBDQ Who are 1st Time	100%	29%	32%	22%	22%	26%	10%
<b>2008 FTFTF Enrollment</b>	<b>2,732</b>	<b>2,645</b>	<b>2,190</b>	<b>2,128</b>	<b>2,008</b>		
% Enrollment Change Since 1st Term		-3%	-20%	-22%	-27%		
% PBDQ for Current Term	17%	18%	9%	9%	6%		
% of PBDQ Who are 1st Time	100%	38%	36%	31%	22%		

## Figure 1: Logistic Regression

Dependent Variable: 6 year Graduation

Sample: Students from FTTF Cohorts Fall 2002-2004 who continued into their third year (Valid N = 4487)

Model Summary		
-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
3853.126	.346	.479

Classification Table				
Observed		Predicted		Percentage Correct
		Graduated within 6 years		
		0	1	
Graduated within 6 years	0	903	627	59.0
	1	245	2712	91.7
Overall Percentage				80.6

Variables in the Equation						
	B	S.E.	Wald	df	Sig.	Exp(B)
HSGPA	.274	.114	5.737	1	.017	1.315
Gender (Male = 1)	-.227	.086	6.863	1	.009	.797
First generation Status (Yes = 1)	.008	.101	.007	1	.934	1.008
Remedial English (Needed = 1)	.144	.093	2.428	1	.119	1.155
Remedial Math (Needed = 1)	.192	.096	4.026	1	.045	1.212
PELL grant Eligible (Yes = 1)	-.155	.103	2.272	1	.132	.856
3rd Yr Enrollment Pattern - dropout as comparison			100.852	3	.000	
Part-Time in both 3rd yr semesters	1.155	.529	4.765	1	.029	3.175
Full-Time in one of 3rd yr semesters	1.875	.331	32.018	1	.000	6.519
Full-Time in both 3rd yr semesters	2.582	.287	80.815	1	.000	13.220
3rd yr On Track - Not On Track at the end of 3rd yr as comparison			146.662	3	.000	
On Track in the beginning of 3rd yr	2.355	.203	135.162	1	.000	10.538
On Track in the middle of 3rd yr	1.795	.161	124.206	1	.000	6.019
On Track in the end of 3rd yr	1.283	.158	65.560	1	.000	3.606
3rd yr Major Declaration - not declared as comparison			10.321	3	.016	
Declared as of beginning of 3rd yr	.497	.235	4.478	1	.034	1.643
Declared in the middle of 3rd yr	.626	.333	3.547	1	.060	1.871
Declared in the end of 3rd yr	-.101	.336	.091	1	.763	.904
Term GPA Trend (Stable or Increase = 1)	.878	.099	78.663	1	.000	2.407
Number of Low-Div GE courses completed	.040	.028	1.971	1	.160	1.041
Number of Up-Div GE courses completed	.105	.056	3.498	1	.061	1.111
Ethnicity - White as comparison			10.132	4	.038	
American Indian or African American	-.349	.176	3.925	1	.048	.705
Asian	-.292	.134	4.724	1	.030	.747
Hispanic	-.334	.116	8.291	1	.004	.716
Unknown/ International	-.093	.158	.348	1	.555	.911
Cum GPA after 2 years	.735	.146	25.354	1	.000	2.085
FullTime during the first four semesters	.477	.198	5.809	1	.016	1.612
Cum GPA Change from T1 to T4	-.253	.094	7.194	1	.007	.776
Percentage of Failed Grades	-.017	.007	5.479	1	.019	.983
Number of Non GE courses completed	-.008	.013	.417	1	.518	.992
Univ1 (Ggrade B or Lower = 1)	-.254	.142	3.181	1	.074	.776
Transferred Units	.011	.009	1.469	1	.226	1.011
Support from EOP, SSS, HCOP, CAMP (Yes = 1)	-.185	.112	2.700	1	.100	.831
Number of Repeated Courses	.028	.054	.266	1	.606	1.028
Fresno Service Area (Yes = 1)	.045	.092	.242	1	.623	1.046
Constant	-7.559	.759	99.314	1	.000	.001