

hello again

COLLEGE OF THE ARTS TEAM

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WHAT WE'RE UP TO

- RETENTION IN THE COTA
- DEMOGRAPHICS IN THE COTA
- SWITCH FROM A FACULTY ADVISOR TO A STAFF ADVISOR: DEEP DIVE INTO MUSIC CURRICULAR STRUCTURE
- UPDATE ON CONTINUED LONGITUDINAL SURVEY IN THE SCHOOL OF ART

QUESTION 1: RETENTION

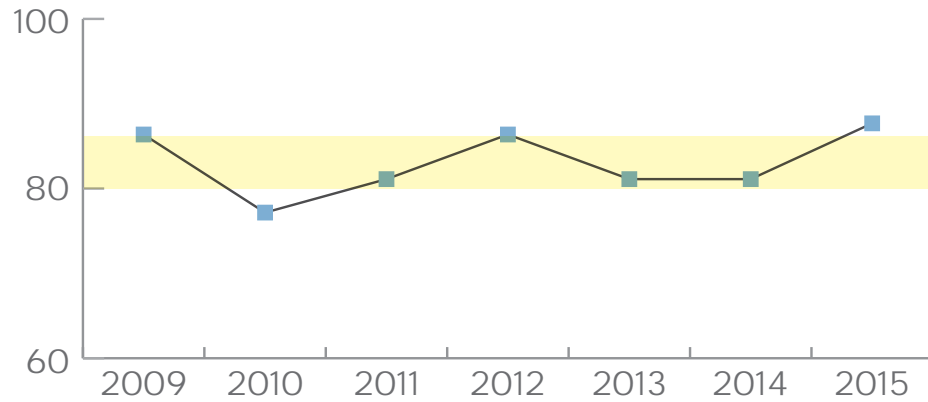
Like the rest of the University, COTA loses approximately 17% of its FTF students in/by the second year. Are there patterns in the data that might help us to understand who is likely leave; what is the link to first semester GPA? Social Factors like 1st generation? Financial Factors like Pell/non-Pell?

OVERVIEW

2 YR RETENSION RATES (WITHIN UNIVERSITY)

	CSULB	COTA
2010	82%	79%
2011	82%	82%
2012	81%	86%
2013	83%	82%
2014	83%	82%
2015	83%	87%

COTA FTF 2 YR RETENTION 2009-2015 (WITHIN UNIVERSITY)



2 YR RETENSION RATES BY DEPARTMENT (WITHIN UNIVERSITY)

	ART	DANCE	DESN	FEA	MUSIC	THEA
2010	82%	80%	81%	81%	76%	64%
2011	83%	77%	86%	86%	74%	89%
2012	87%	93%	82%	87%	82%	85%
2013	85%	83%	70%	85%	79%	79%
2014	80%	86%	80%	84%	91%	71%
2015	90%	77%	86%	86%	90%	86%

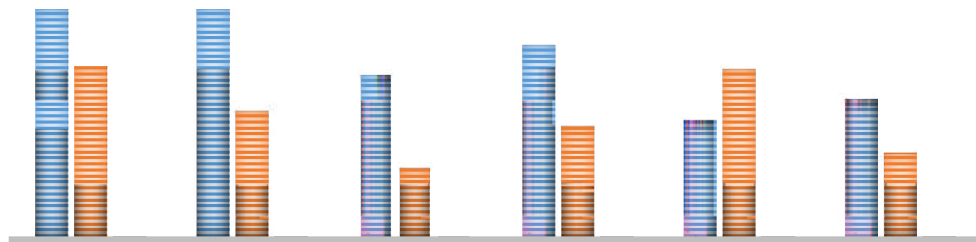
PROCESS

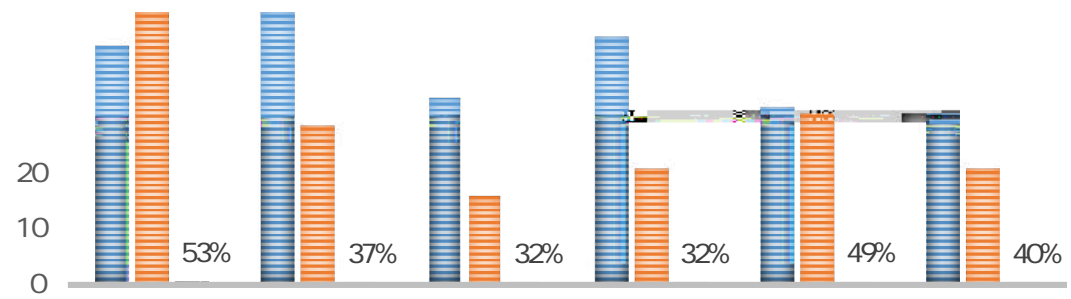
03. Entry Col..	Emplid	10. Cohort C..	1 Year Re..	2 Year Reten..	
01		1.000	1	1.000	Students Retained
01		1.000	1	1.000	
01		1.000	1	1.000	
01		1.000	1		Student Missing 2nd Year
01		1.000	1	1.000	
01		1.000	1	1.000	
01		1.000	1	1.000	
01		1.000	1		
01		1.000	1	1.000	
01		1.000	1	1.000	
01		1.000			Student Missing 1st Year
01		1.000		1.000	
01		1.000			
01		1.000			
01		1.000			
01		1.000			Student Returns 2nd Year
01		1.000			
01		1.000			

Loss 2010-15: 4-5 Year Grad Count

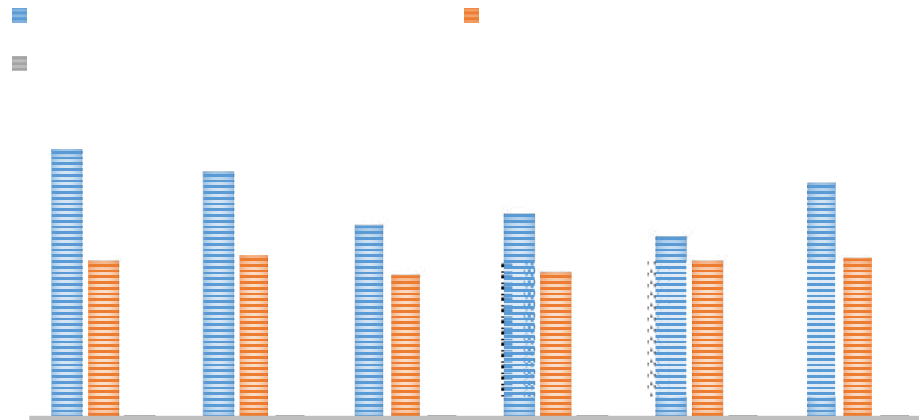
12. Cohort Y..	03. Entry Col..	Emplid			
Grand Total			401.0	195	

Once we filtered for students not retained by the second year, we still see a small number of students returning after their second year and graduating.

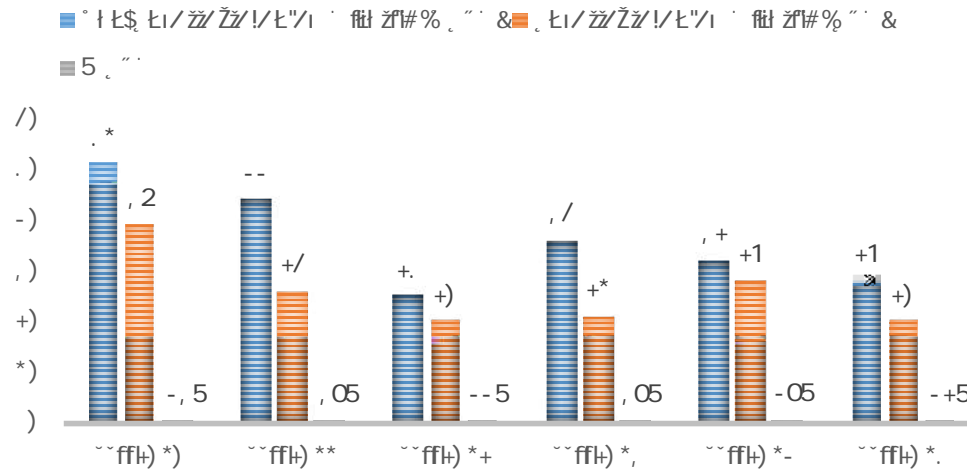




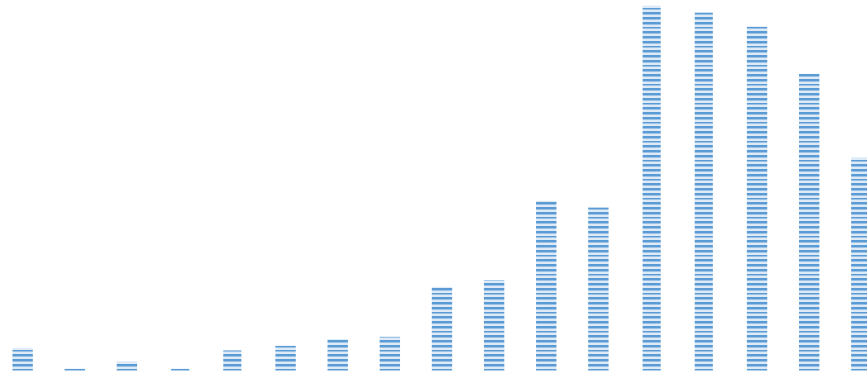
**COTA 2010-2015 COMBINED:
NURM/URM**



**LOSS 2010-2015 COMBINED:
NURM/URM**



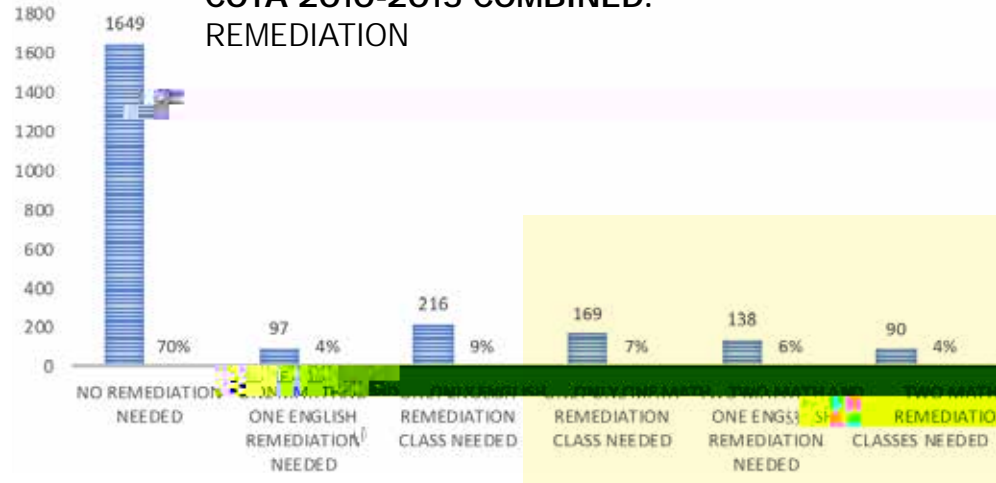
**COTA 2010-2015 COMBINED:
S1 END OF TERM GPA**



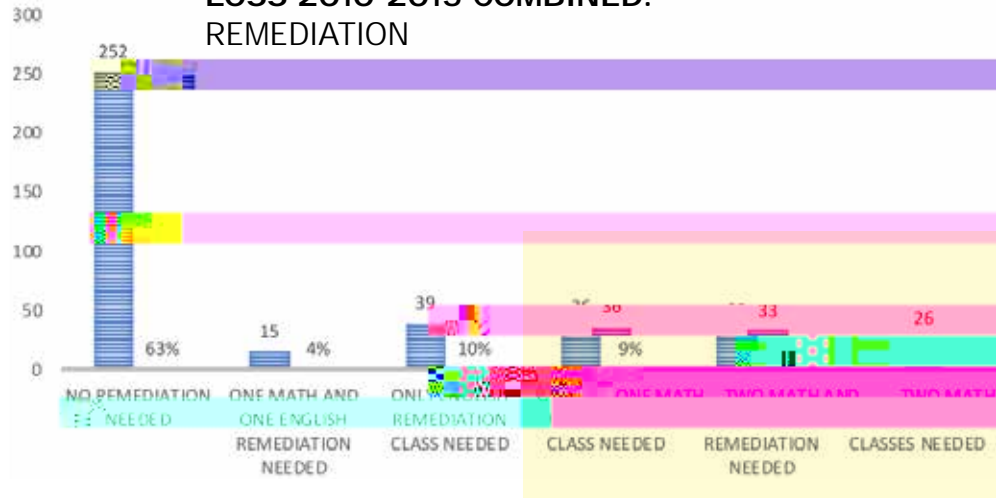
DATA

We expected that the need for remediation would be a stronger indicator for loss than what we found. Clearly it is an indicator, but its influence is less dramatic than we expected.

COTA 2010-2015 COMBINED: REMEDiation



LOSS 2010-2015 COMBINED: REMEDiation



- All departments in COTA practice intrusive advising, and low GPA in the first term requires a mandatory meeting with an advisor. We would

MORE QUESTIONS

QUESTION 2:

DEMOGRAPHICS

- What are the enrollment trends for students of color in COTA?
- Is it important for COTA to understand these trends for the college as a whole and for individual departments?
- Can we contextualize these trends or the p

DATA

DEMOGRAPHIC PROFILES: CSULB, COTA, LBUSD

The COTA approximately reflects the demographics of the university in its percentage of students who identify as Black or African American, Asian and Two or More races. However, it has significantly more students who identify as White and significantly fewer who identify as Hispanic or Latino (of any race). The difference becomes even greater when looking at the demographic profile of LBUSD. LBUSD also has significantly more Black or African American students than either CSULB or COTA.

CSULB	2005	2010	2012	2014	2016	2017
WHITE	31%	20%	17%	17%	16%	15%
TWO OR MORE RACES	N/A	5%	5%	5%	6%	5%
BLACK OR AFRICAN AMERICAN	6%	5%	5%	3%	4%	4%
HISPANIC OR LATINO (OF ANY RACE)	28%	39%	43%	40%	41%	46%
ASIAN	14%	24%	23%	28%	24%	23%

COTA	2005	2010	2012	2014	2016	2017
WHITE	42%	34%	30%	26%	25%	25%
TWO OR MORE RACES	N/A	4%	6%	5%	5%	4%
BLACK OR AFRICAN AMERICAN	5%	3%	3%	4%	3%	3%
HISPANIC OR LATINO (OF ANY RACE)	18%	29%	32%	38%	38%	36%
ASIAN	15%	19%	19%	18%	19%	20%

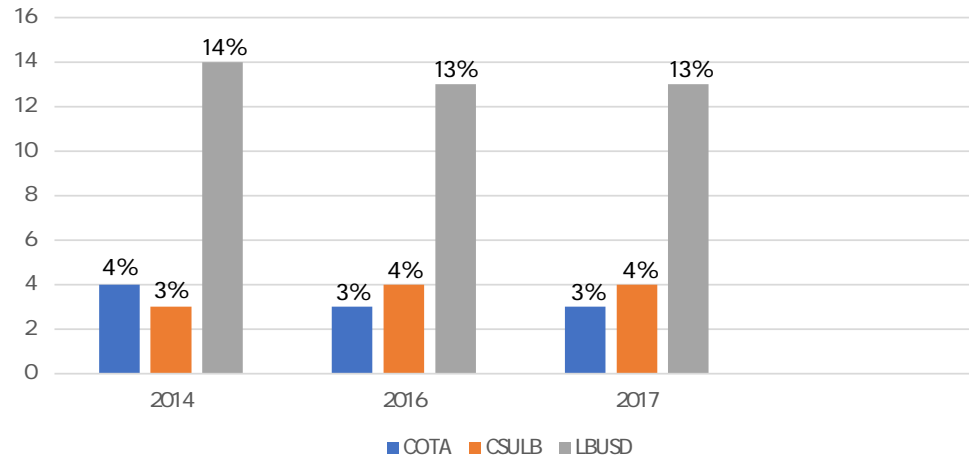
LBUSD	2005	2010	2012	2014	2016	2017
WHITE	N/A	N/A	N/A	14%	13%	13%
TWO OR MORE RACES	N/A	N/A	N/A	2%	3%	3%
BLACK OR AFRICAN AMERICAN	N/A	N/A	N/A	14%	13%	13%
HISPANIC OR LATINO (OF ANY RACE)	N/A	N/A	N/A	55%	57%	57%
ASIAN	N/A	N/A	N/A	11%	11%	11%

*Data obtained through LBUSD Dataquest

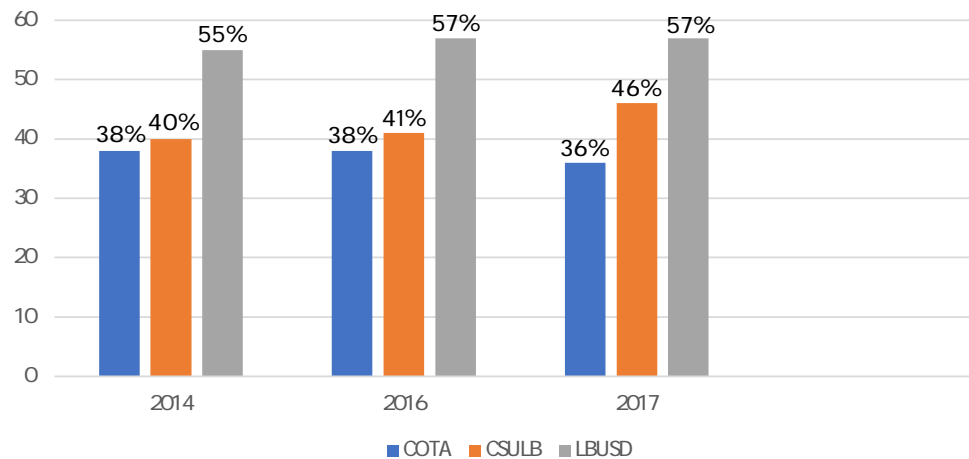
DATA

When compared to 2014-2017 enrollment for LBUSD, the percentages of both Black or African American and Hispanic or Latino students in the COTA and CSULB fall significantly short of the enrollment of LBUSD, CSULB's most significant school district partner.

BLACK/AFRICAN AMERICAN STUDENT ENROLLMENT %: COMPARISON 2014-2017



HISPANIC/LATINO STUDENT ENROLLMENT %: COMPARISON 2014-2017



NEXT STEPS

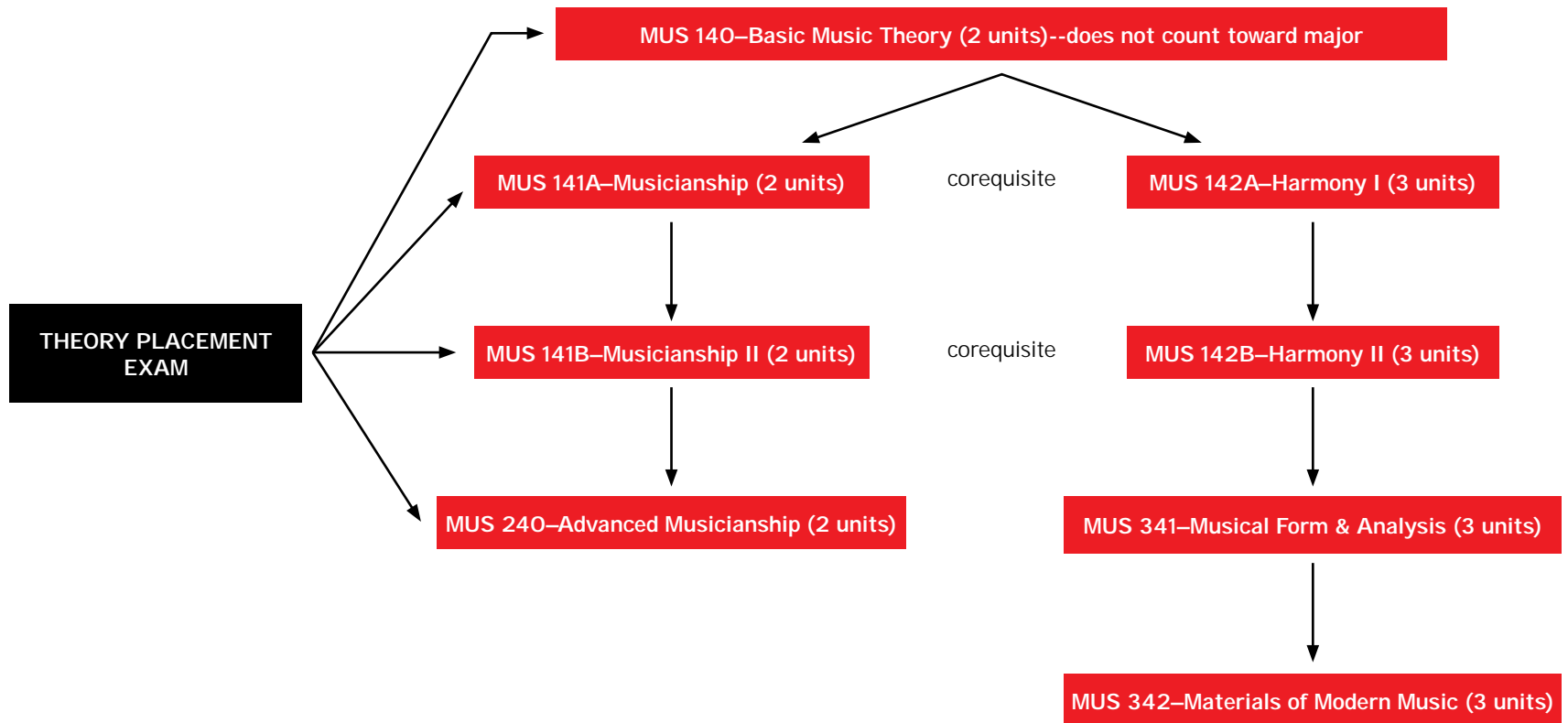
- Do the data for transfer students look similar to the data for freshmen?
- Are there State/National trends in the Arts that look similar?
- How does COTA compare to demographic data for the entire local admission area for CSULB?
- Why is COTA so different? Can we address this issue, and how do we do it?

QUESTION 3:

ADVISING

This year the Bob Cole Conservatory switched from a faculty advisor to a staff advisor. This has led to a closer examination of curricular structure in the BCCM and to its enrollment processes. In what ways do past practices create barriers for our students?

THEORY SEQUENCE



THEORY REQUIREMENT = 18-20 UNITS

QUESTION 4:

UPDATE

Since 2015, the School of Art has been conducting annual surveys of each incoming cohort. We have finished the initial survey of our third group.

SURVEY

GROUP ONE (F15 COHORT):

SURVEY

Q: ARE YOU ON TRACK TO GRADUATE IN 4 YRS?

GROUP 1 (F15):

SURVEY 2 (END S/4) = **63% YES**

49 students reported no intent to graduate in 4 years, or being off track—reasons given:

29% can't keep up with the amount of work (too much homework+ work outside)

25% are still exploring

25% plan to apply to a BFA; 132 unit degree

SURVEY 3 (END S/6) = **76% YES**

34 students reported no intent to graduate in 4 years, or being off track—reasons given:

32% plan to apply to a BFA

27% can't keep up with the amount of work

21% still exploring

GROUP 2 (F16):

SURVEY 1 (END S/2) = **93% YES**

20 students reported no intent to graduate in 4 years, or being off track—reasons given:

50% = plan to apply to a BFA

25% = still exploring

10% = can't keep up with the amount of work

SURVEY 2 (END S/4) = **90% YES**

32 students reported no intent to graduate in 4 years, or being off track—reasons given:

57% = plan to apply to a BFA

10% = still exploring

6% = can't keep up with the amount of work

GROUP 3 (F17):

SURVEY 1 (END S/2) = **66% YES**

32 students reported no intent to graduate in 4 years, or being off track—reasons given:

76% = plan to apply to a BFA

6% = can't keep up with the amount of work

2% = still exploring

THOUGHTS

- We seem to be doing better at explaining to students how many units are required every semester in order to graduate in 4 years.
- We seem to be doing a better job of explaining to students the differences between earning a BA vs. a BFA and the pro's and cons of each degree.
- What impact will the School of Art's six new minors, have on 4 year grad rates?
- Our initial concern about the number of students in Group 1 saying that they couldn't keep up with the work seems to be more concentrated within that group. However, it is still something that we need to continue to pay keen attention to.

FUN!

<https://www.youtube.com/watch?v=Pj-NqWDH2qE>

<https://www.youtube.com/watch?v=27vKiqfag84>