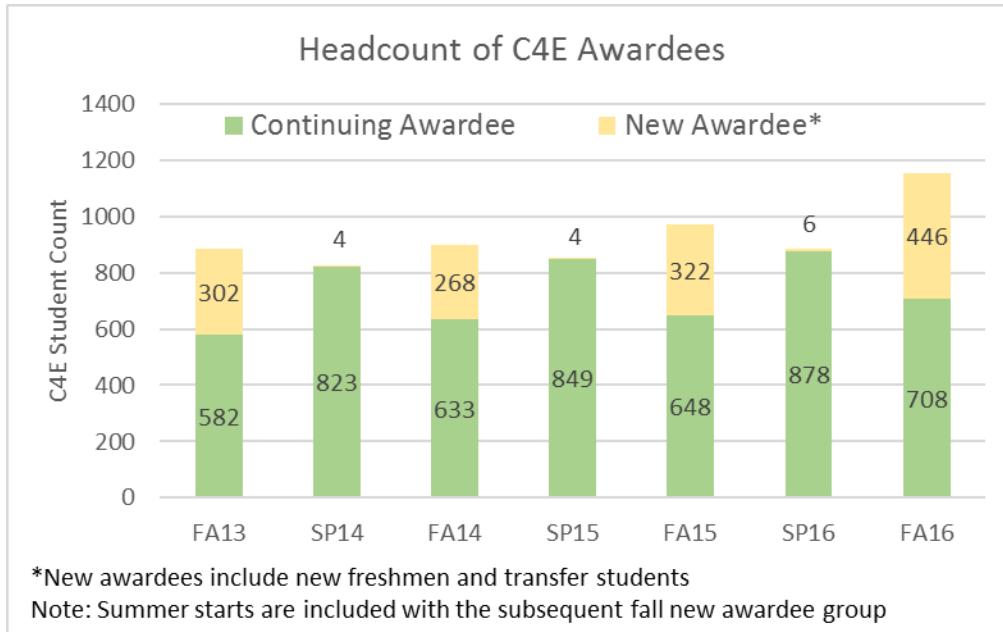




# Community for Excellence Assessment Report

Community for Excellence (C4E) is a group of scholarships that serve a diverse group of students. The number of scholarships recipients is growing (30% increase in total number of recipients between FA13 and FA16). The figure below displays the number of students served each term by their application status (new to CSU or continuing student).

Figure 1.



Considering the size and growth of this scholarship group it is essential to assess the program’s effectiveness. The purpose of this report is to explore various measures of student success (2<sup>nd</sup> fall retention, third fall retention, first-year cumulative GPA and completed credits) for C4E scholarship recipients. In order to understand the success of C4E students’ three research questions guided this report:

1. How has C4E student success and demographics changed over the last three academic years?
2. How does student success vary within the C4E program?
3. How does C4E student success and demographics compare to the overall population at CSU?

C4E status is determined by receipt of a specific group of scholarships during students’ cohort term. To be included in this analysis students must meet the criteria for being in a full-time cohort for first-time or transfer students from the 2013-14 through 2015-16 academic years (99% of C4E students meet the cohort criteria).



## C4E Demographics and Success Over Time

This section of the report reviews the demographics and academic success of C4E students from the three academic years included in this report in order to address the first research question.

### C4E Demographics

Tables 1 and 2, below, display the demographic attributes of C4E students who start as a first-time or transfer student in any semester during the 2013-14 through 2015-16 academic years.

Table 1.

C4E First-Time Student Demographics							
	Cohort Size	First Generation (%)	Pell Recipient (%)	Minority (%)	Female (%)	Resident (%)	Average Index
2013-14	282	69.9%	74.5%	73.4%	63.5%	95.7%	111.6
2014-15	245	71.0%	62.9%	75.9%	59.6%	91.8%	112.1
2015-16	281	79.4%	65.1%	77.9%	61.6%	95.0%	111.7
Overall	808	73.5%	67.7%	75.7%	61.6%	94.3%	111.8

Academic year includes summer, fall and spring starts. All fall and spring starts are full-time during their cohort semester, but summer starts are not limited to full-time credit loads during their cohort semester.

The cohort size of first-time C4E students is relatively stable around 280 students in 2013-14 and 2015-16, but decreases about 35 students in 2014-15. The proportion of resident (94%) and female students (62%) are relatively consistent and the average index (112) is also stable across the three academic years. There are consistent increases in the proportion of first generation and minority students among C4E, but the representation of these demographic groups is already relatively high so large increases are improbable. However, it should be noted that both minority and first generation status are self-reported at the time of admissions. Anecdotally, C4E counselors feel that a larger proportion of their students have these demographic attributes. If this discrepancy is a concern, then outreach should focus on making sure that C4E students accurately report these attributes prior to census of their cohort term. The majority of students served by C4E start as first-time students. About 92% of all C4E students in the 2013-14 academic year are first-time students (rather than transfer students); however, that proportion is decreasing (about 85% in the 2015-16 academic year) as the transfer cohort for C4E grows.

Table 2.

C4E Transfer Demographics							
	Cohort Size	First Generation (%)	Pell Recipient (%)	Minority (%)	Female (%)	Resident (%)	Average Index (count)
2013-14	24	75.0%	79.2%	41.7%	41.7%	87.5%	110.3 (9)
2014-15	27	85.2%	85.2%	44.4%	44.4%	88.9%	103.0 (11)
2015-16	47	83.0%	55.3%	53.2%	51.1%	76.6%	97.2 (19)
Overall	98	81.6%	69.4%	48.0%	46.9%	82.7%	101.9 (39)

Academic year includes summer, fall and spring starts. All fall and spring starts are full-time during their cohort semester, but summer starts are not limited to full-time credit loads during their cohort semester.

The transfer cohort size is increasing and the representation of minority and female students also is consistently increasing. The proportions of first generation, Pell recipient and resident C4E transfer students has fluctuated over the three academic years. Only about 40% of transfer students have an admissions index; however, the average index among this 40% has consistently decreased over the three academic years. Prior work has shown a strong positive association between index and success measures so the dramatic decrease from 110 to 97 is important to consider when evaluating the student success metrics.



## C4E Success

Tables 3 and 4, below, display student success measures among C4E students who start as a first-time or transfer student in any semester during the 2013-14 through 2015-16 academic years. Second and third fall retention is measured to the students second or third fall semester regardless of whether the cohort semester is in the summer, fall or spring. For instance, the second fall for the SM13 cohort is FA14 and the second fall for the SP14 cohort is FA15. Similarly, first-year is defined as the end of the first spring semester regardless of cohort semester.

Table 3.

C4E First-Time Student Success					
	Cohort Size	Second-Fall Retention	Third-Fall Retention	First-Year GPA	First-Year Completed Credits
2013-14	282	89.2%	81.9%	2.86	27.72
2014-15	245	90.9%	78.6%	2.81	27.45
2015-16	281	87.8%		2.83	27.39
Overall	808	89.3%	80.4%	2.83	27.53

Academic year includes summer, fall and spring starts. Second and third fall semesters are measured to the students actual second fall semester, so the second fall for the SM13 cohort is FA14 and the first year is measured at the end of the first spring semester.

The retention to second-fall has been relatively stable for first-time C4E students with the highest rate (91%) among the 2014-15 cohort and the lowest rate (88%) among the 2015-16 cohort. Third-fall retention decreased from 82% among the 2013-14 cohort to 78% among the 2014-15 cohort. The average first-year GPA and completed credits is relatively stable across the two cohorts. It should be note that on average C4E students are not maintaining a B average or completing 30 credits in their first year even though they are being retained at high rates.

Table 4.

C4E Transfer Student Success					
	Cohort Size	Second-Fall Retention	Third-Fall Retention	First-Year GPA	First-Year Completed Credits
2013-14	24	87.5%	79.2%	2.93	23.57
2014-15	27	74.1%	75.0%	3.09	22.04
2015-16	47	73.8%		2.84	23.68
Overall	98	77.4%	77.1%	2.94	23.18

Academic year includes summer, fall and spring starts. Second and third fall semesters are measured to the students actual second fall semester, so the second fall for the SM13 cohort is FA14 and the first year is measured at the end of the first spring semester.

The second and third fall retention rates for transfer C4E cohorts has consistently declined across the three cohorts. First year GPA is also lowest among the 2015-16 cohort, but the average completed credits is (marginally) highest for this cohort. Similar to the first-time students, during their first academic year at CSU C4E transfer students are not maintaining a B average or enough credits to graduate within four years. It should be noted that about 11% of the C4E transfer cohort are spring starts so their CSU completed credits will only include one semester of course work at CSU. However, if spring starts are excluded from the average completed credit calculation the overall average only increases about 1 credit (24.5 average completed CSU credits when spring starts are excluded).



## Student Success Variation within C4E

This section of the report reviews the student success of C4E students within specific C4E programs in order to address the second research question. Multiple C4E awards can be given and students with multiple awards are included in each scholarship group; therefore, students may be duplicated within this section of the report. Tables 5 and 6 display select demographic and success measures for first-time and transfer C4E students by the number of awards the student received.

Table 5.

First-Time C4E Students by Number of C4E Awards

Number of Awards	Student Distribution	Average			Second-Fall Retention	Third-Fall Retention	First-Year GPA	First-Year Credits
		Index	Minority (%)	First Generation (%)				
1	71%	112.0	73.4%	70.1%	88.4%	78.9%	2.80	27.56
2	26%	111.3	80.6%	79.6%	91.0%	82.0%	2.90	28.55
3	3%	110.9	88.5%	100.0%	96.2%	83.3%	2.87	27.88

Table 6.

Transfer C4E Students by Number of C4E Awards

Number of Awards	Student Distribution	Average			Second-Fall Retention	Third-Fall Retention	First-Year GPA	First-Year Credits
		Index	Minority (%)	First Generation (%)				
1	80%	102.9	47.4%	82.1%	76.0%	76.7%	2.91	22.99
2	20%	99.7	50.0%	80.0%	83.3%	80.0%	3.03	23.94

About 29% of first-time C4E students receive two or three awards and about 20% of transfer C4E students receive two awards. There is a positive association between the number of C4E awards and retention rates. For instance, 96% of the first-time C4E students who receive three awards are retained to their second-fall semester and 88.4% of the first-time C4E students who receive only one award are retained to their second-fall semester. Similarly, 83.3% of the transfer C4E students with two awards persist to the second-fall compared to 76% of the transfer C4E students with only one award. There is not a consistent association between the number of awards and the first-year metrics (GPA or completed credit). Interestingly, there is a negative association between the number of awards and the average index (as the number of awards increase the average index decreases) and a positive association between number of awards and first generation status or minority status (as the number of awards increase the percent of students with first generation or minority status increases).

Tables 7 and 8, below, display the student success measures by specific C4E program. Please note that students may receive multiple C4E awards and will be duplicated across the programs so the overall cohort size will be smaller than the sum of individual programs. The overall success levels are included to provide a reference level for the specific programs. If a program has success metrics that exceed the overall rate than the program is positively influencing the metric upwards for C4E overall; however, if the metrics are lower than the overall rate the specified program has room for improvement and improving the performance of students in the selected scholarship group could positively influence the overall measure for C4E.



Table 7.

C4E First-Time Student Success by C4E Program

	Cohort Size	Average Index	Minority (%)	First Generation (%)	Second-Fall Retention	Third-Fall Retention	First-Year GPA	First-Year Completed Credits	Average Number of C4E Awards
Denver Scholarship Foundation	167	109.7	85.6%	82.0%	88.0%	79.0%	2.77	27.4	2.1
Daniels Fund	61	117.4	50.8%	60.7%	98.4%	83.3%	3.13	28.9	1.6
First Generation Award	139	113.5	74.1%	97.1%	95.7%	85.3%	3.00	29.2	1.7
Alliance	171	112.9	77.8%	74.3%	87.1%	80.2%	2.83	27.8	1.1
Bridge Scholars	29	108.0	82.8%	86.2%	82.8%	52.6%	2.59	31.4	1.1
Native American Legacy Award	29	111.8	93.1%	27.6%	75.9%	68.4%	2.69	26.6	1.1
Community 4 Excellence Award	17	111.4	64.7%	82.4%	88.2%	N/A	3.01	28.5	1.4
EOC Partnership	4	114.8	100.0%	100.0%	100.0%	N/A	2.69	24.5	1.3
Gates Millennium	2	107.5	100.0%	50.0%	100.0%	50.0%	1.75	21.0	1.0
Partnership (Resident)	316	110.7	76.3%	73.1%	91.8%	84.6%	2.82	27.7	1.3
Partnership (Non-Resident)	12	112.7	91.7%	8.3%	75.0%	62.5%	2.91	29.7	1.2
<b>C4E Overall</b>	<b>808</b>	<b>111.8</b>	<b>75.7%</b>	<b>73.5%</b>	<b>89.3%</b>	<b>80.4%</b>	<b>2.83</b>	<b>27.5</b>	<b>1.3</b>

C4E awards are stackable and students with multiple awards are included in all applicable scholarships; therefore, the sum of all C4E cohorts will be greater than the overall cohort

Table 8.

C4E Transfer Student Success by C4E Program

	Cohort Size	Average Index	Minority (%)	First Generation (%)	Second-Fall Retention	Third-Fall Retention	First-Year GPA	First-Year Completed Credits	Average Number of C4E Awards
Denver Scholarship Foundation	8	93.3 (7)	75.0%	75.0%	62.5%	66.7%	2.61	22.0	1.8
Daniels Fund	13	110.3 (10)	30.8%	76.9%	81.8%	71.4%	2.98	23.3	1.5
First Generation Award	23	92.0 (7)	43.5%	100.0%	87.0%	78.6%	3.38	26.9	1.4
Alliance	6	73.7 (3)	50.0%	66.7%	80.0%	100.0%	3.06	21.2	1.2
Bridge Scholars	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native American Legacy Award	15	107.8 (8)	100.0%	66.7%	61.5%	80.0%	2.41	18.6	1.0
Community 4 Excellence Award	9	114.5 (2)	33.3%	88.9%	100.0%	N/A	2.97	26.8	1.3
EOC Partnership	22	107.7 (3)	36.4%	77.3%	81.8%	82.4%	3.20	23.7	1.2
Gates Millennium	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Partnership (Resident)	12	110.7	33.3%	100.0%	66.7%	66.7%	2.83	23.3	1.1
Partnership (Non-Resident)	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>C4E Overall</b>	<b>98</b>	<b>101.9 (39)</b>	<b>48.0%</b>	<b>81.6%</b>	<b>77.9%</b>	<b>77.8%</b>	<b>2.92</b>	<b>24.4</b>	<b>1.2</b>

C4E awards are stackable and students with multiple awards are included in all applicable scholarships; therefore, the sum of all C4E cohorts will be greater than the overall cohort

Daniels Fund and First Generation Award are scholarship programs that have higher levels of student success for both transfer and first-time C4E students. First-time students with a Denver Scholarship Foundation, Bridge Scholars, Native American Legacy, Alliance, or Partnership (non-resident) awards have retention rates that are consistently lower than the overall C4E first-time student retention rates. Transfer students with Denver Scholarship Foundation, Native American Legacy, or Partnership (resident) awards also have retention rates that are consistently lower than the overall C4E success rates. It is important to note that the cohort sizes are very small for transfer students so the program level success rates will be volatile. For instance, there is only 1 transfer Alliance student from the 2014-15 cohort to measure third-fall retention (the remaining five students are from the 2015-16 cohorts).

Tables 7 and 8 also include the average number of C4E awards for each of the selected programs. Denver Scholarship Foundation students have the highest average number of awards for both first time and transfer C4E students. This is particularly interesting considering the positive association between number of awards and student success shown in tables 5 and 6 but the lower success of Denver Scholarship Foundation award recipients.



### C4E Compared to CSU Overall

This final section of the report reviews the demographics and academic success of C4E students compared to non-C4E students in order to address the third research question. All statistics in this section are reported for the three cohorts overall; however, the cohort specific results are available in the appendix. Additionally, in this section C4E students are limited to only fall starts (about 91% of all C4E students) to keep the comparisons consistent with the typical cohorts that student success metrics are reported on at CSU.

### Demographics of C4E Compared to Non-C4E

Tables 8 and 9 display the demographics of C4E students from the FA13-FA15 freshman and transfer student cohorts compared to students who are not a recipient of a C4E scholarship award.

Table 8.

FA13-FA15 First-Time, Full-Time (FTFT) Cohort Demographics by C4E Status

	First Generation (%)	Pell Recipient (%)	Minority (%)	Female (%)	Resident (%)	Average Index
C4E	72.0%	69.8%	75.1%	62.3%	93.9%	112.1
Non-C4E	21.7%	17.9%	17.5%	53.8%	70.8%	115.3

Table 9.

FA13-FA15 Transfer Cohort Demographics by C4E Status

	First Generation (%)	Pell Recipient (%)	Minority (%)	Female (%)	Resident (%)	Average Index
C4E	83.7%	69.8%	46.5%	48.8%	84.9%	98.9
Non-C4E	30.9%	28.4%	15.1%	48.2%	70.5%	102.6

In terms of demographics, C4E first-time students and transfer students have much higher rates of first generation students, Pell Grant recipients, and minority students compared to non-C4E freshmen and transfer students. C4E students also have a lower average index compared to non-C4E students. Based on prior research regarding the associations of these demographic and academic characteristics with freshman retention (reference [link](#)) we would predict C4E students to have retention rates that are approximately 8 percentage points lower than the non-C4E students.



## Student Success of C4E Compared to Non-C4E

Student success is measure by retention to the second and third fall semester and first-year cumulative CSU GPA as well as cumulative CSU completed credits (measured at the end of the first spring semester). Tables 9 and 10 display the student success metrics for C4E students compared to non-C4E students as well as providing the metrics' gaps by first generation status, minority status, and Pell recipient status in order to give a reference level for C4E students' success.

Table 9.

Freshman Student Success Gaps by C4E Recipient First Generation Status, Minority, and Pell Status

	Second-Fall Retention <sup>2</sup>		Third-Fall Retention <sup>3</sup>		First Year Cumulative GPA <sup>4</sup>		First Year Completed Credits <sup>4</sup>	
	Cohort Size	Rate	Cohort Size	Rate	Cohort Size	GPA	Cohort Size	Credits
C4E	735	89.3%	480	80.4%	702	2.83	702	27.53
Non-C4E	12585	86.0%	8177	77.9%	11852	2.96	11852	27.95
C4E Gap		3.2		2.6		-0.12		-0.4
First Gen Gap <sup>1</sup>		-6.6		-10.0		-0.19		-1.1
Minority Gap <sup>1</sup>		-2.6		-3.8		-0.14		-0.7
Pell Gap <sup>1</sup>		-3.8		-6.4		-0.17		-0.8

<sup>1</sup>Demographic gap analysis from the overall FTFT cohorts

<sup>2</sup>Includes students from the FA13, FA14, and FA15 FTFT cohorts

<sup>3</sup>Includes students from the FA13 and FA14 FTFT cohorts

<sup>4</sup>Includes students from the FA13, FA14, and FA15 FTFT cohorts who persisted to the end of their first spring semester

First-time C4E students have second and third fall retention rates that exceed the retention rates of non-C4E students. C4E students from the FA13-FA15 FTFT cohorts have a second-fall retention rate of 89.3%, which is 3.2 percentage points higher than the non-C4E students from these cohorts. Similarly, C4E students from the FA13 and FA14 cohorts have a third-fall retention rate of 80.4% which is 2.6 percentage points higher than non-C4E students from these cohorts. Based on the demographics of C4E students we would expect them to have lower retention rates and percentage points gaps that are more similar to the first generation, minority or Pell gaps displayed in the table above.

First-time C4E students have first-year cumulative GPA's and completed credits that are lower than non-C4E students. However, the magnitude of the gap is smaller than the overall gaps for minority, first generation, and Pell recipients. This indicates that C4E students have first-year GPA's and completed credits that are slightly better than what we would predict for this group based on demographic and academic variables. The cohort specific student success metrics for first-time C4E students can be reviewed in the Appendix.





Table 10.

## Transfer Student Success Gaps by C4E Recipient First Generation Status, Minority, and Pell Status

	Second-Fall Retention <sup>2</sup>		Third-Fall Retention <sup>3</sup>		First Year Cumulative GPA <sup>4</sup>		First Year Completed Credits <sup>4</sup>	
	Cohort Size	Rate	Cohort Size	Rate	Cohort Size	GPA	Cohort Size	Credits
C4E	86	77.9%	45	77.8%	78	2.92	78	24.38
Non-C4E	3883	87.5%	2472	81.0%	3660	2.97	3660	27.93
C4E Gap		-9.6		-3.2		-0.05		-3.5
First Gen Gap <sup>1</sup>		-3.8		-3.9		-0.10		-2.9
Minority Gap <sup>1</sup>		-5.3		-3.9		-0.21		-2.9
Pell Gap <sup>1</sup>		-5.6		-5.2		-0.13		-3.9

<sup>1</sup>Demographic gap analysis from the overall transfer cohorts

<sup>2</sup>Includes students from the FA13, FA14, and FA15 transfer cohorts

<sup>3</sup>Includes students from the FA13 and FA14 transfer cohorts

<sup>4</sup>Includes students from the FA13, FA14, and FA15 transfer cohorts who persisted to the end of their first spring semester

When assessing C4E transfer student success it is important to note that cohort sizes are very small and thus conclusions based on this data should be considered carefully. Transfer C4E students have second and third fall retention rates that are lower than the retention rates of non-C4E students. C4E transfer students from the FA13-FA15 FTFT cohorts have a second-fall retention rate of 77.9%, which is 9.6 percentage points lower than the non-C4E transfer students from these cohorts. Based on the demographics of C4E students we would expect them to have lower retention rates; however, the 9.6 percentage point gap is considerably larger than what would be expected for this group based on the overall gaps for first generation, minority, and Pell students (3 to 6 percentage points).

Transfer C4E students from the FA13 and FA14 cohorts have a third-fall retention rate of 77.8% which is 3.2 percentage points lower than non-C4E transfer students from these cohorts. Based on demographics we would expect a lower retention rate but this gap has a smaller magnitude compared to first generation and minority gaps (3.9) and a slightly smaller magnitude than the Pell gap (3.9 percentage points). Thus the third fall retention gap for transfer C4E is slightly smaller than would be expected based on the demographic reference groups.

Transfer C4E students have first-year cumulative GPA's and completed credits that are lower than non-C4E students. However, the magnitude of the GPA gap is much smaller than would be expected based on the first generation, minority and Pell gaps. The gap in first-year completed credits for C4E transfer students is larger than the completed credit gap among first generation and minority students but smaller than the Pell gap. The first-year completed credit gap for C4E transfer students is not out of the range that would be expected but certainly isn't better than what we would expect based on the overall gaps for first generation, minority and Pell students.





## Conclusions

The C4E program serves a very diverse group of students and overall the first-time C4E students are very successful. First-time C4E students have retention rates (2<sup>nd</sup> and 3<sup>rd</sup> fall) that far exceed what would be expected for these students given their academic and demographic profile. The transfer C4E students have second-fall retention rates that are lower than what would be expected, which is heavily influenced by the low retention rates of the large FA15 cohort. The transfer C4E student success metrics appear to have a downward trend that is particularly concerning in regards to the growth of this student group. Assessments should be done each year to ensure that the student success levels do not decrease as the program expands.

There is variation among the C4E programs in terms of the student success metrics. The first generation award is promising because of the high levels of student success and the large number of first-time and transfer students the program serves. Considering the lower than expected performance of C4E transfer students the internal variation in success is particularly important for this group. Transfer students with Denver Scholarship Foundation, Native American Legacy, and Partnership awards have retention rates that are consistently lower than the overall C4E success rates. Additionally, transfer students with Alliance and EOC awards have retention rates that are lower than non-C4E transfer students. The success rates of these specific programs are contributing to the lower than expected performance of C4E transfer students.

In terms of GPA and completed credits, transfer and first-time C4E students are performing at a level that would be expected. There is room for improvement among C4E students and these first-year metrics. Internally setting first-year goals of completing enough credits for a timely, 4-year, graduation and a B average GPA might be challenging yet attainable goals.



## Appendix

Table A.1

First-Time Cohorts' Second-Fall Retention Rates by C4E Status

	FA13		FA14		FA15	
	Cohort Size	Retention Rate	Cohort Size	Retention Rate	Cohort Size	Retention Rate
C4E	260	89.2%	220	90.9%	255	87.8%
Non-C4E	4113	85.7%	4064	86.4%	4408	86.1%
C4E Gap		3.5		4.5		1.8
First Gen Gap <sup>1</sup>		-6.5		-9.1		-4.6
Minority Gap <sup>1</sup>		-2.1		-2.8		-2.9
Pell Gap <sup>1</sup>		-4.0		-4.8		-2.7

<sup>1</sup>Demographic gap analysis from IR interactive

Table A.2

Transfer Cohorts' Second-Fall Retention Rates by C4E Status

	FA13		FA14		FA15	
	Cohort Size	Retention Rate	Cohort Size	Retention Rate	Cohort Size	Retention Rate
C4E	21	85.7%	24	79.2%	41	73.2%
Non-C4E	1252	87.5%	1220	88.5%	1411	86.6%
C4E Gap		-1.8		-9.4		-13.4
First Gen Gap <sup>1</sup>		-2.1		-4.9		-4.3
Minority Gap <sup>1</sup>		-4.9		-5.6		-5.2
Pell Gap <sup>1</sup>		-3.9		-6.2		-6.7

<sup>1</sup>Demographic gap analysis from IR interactive

Table A.3

First-Time Cohorts' Third-Fall Retention Rates by C4E Status

	FA13		FA14	
	Cohort Size	Retention Rate	Cohort Size	Retention Rate
C4E	260	81.9%	220	78.6%
Non-C4E	4113	77.4%	4064	78.3%
C4E Gap		4.49		0.36
First Gen Gap <sup>1</sup>		-8.50		-11.60
Minority Gap <sup>1</sup>		-4.10		-3.80
Pell Gap <sup>1</sup>		-4.90		-7.90

<sup>1</sup>Demographic gap analysis from IR interactive



Table A.4

Transfer Cohorts' Third-Fall Retention Rates by C4E Status

	FA13		FA14	
	Cohort Size	Retention Rate	Cohort Size	Retention Rate
C4E	21	81.0%	24	75.0%
Non-C4E	1252	80.8%	1220	81.3%
C4E Gap		0.2		-6.3
First Gen Gap <sup>1</sup>		-3.4		-4.6
Minority Gap <sup>1</sup>		-2.3		-5.7
Pell Gap <sup>1</sup>		-5.2		-5.1

<sup>1</sup>Demographic gap analysis from IR interactive

Table A.5

First-Time Cohorts' First-Year Average CSU Cumulative GPA and Completed Credits by C4E Status

	FA13			FA14			FA15		
	Cohort Size <sup>1</sup>	Cum GPA	Cum Credits	Cohort Size <sup>1</sup>	Cum GPA	Cum Credits	Cohort Size <sup>1</sup>	Cum GPA	Cum Credits
C4E	247	2.86	27.7	216	2.81	27.4	239	2.83	27.4
Non-C4E	3877	2.93	28.0	3830	2.96	27.9	4145	2.97	27.9
C4E Gap		-0.07	-0.3		-0.16	-0.4		-0.14	-0.6
First Gen Gap <sup>2</sup>		-0.19	-1.1		-0.17	-0.8		-0.21	-1.1
Minority Gap		-0.10	-0.8		-0.21	-0.5		-0.17	-0.5
Pell Gap <sup>2</sup>		-0.13	-0.7		-0.18	-0.9		-0.18	-1.0

<sup>1</sup> Only includes students who persisted to the end of their first spring semester

<sup>2</sup> First generation and Pell recipient gap analysis calculated from the overall cohorts

Table A.6

Transfer Cohorts' First-Year Average CSU Cumulative GPA and Completed Credits by C4E Status

	FA13			FA14			FA15		
	Cohort Size <sup>1</sup>	Cum GPA	Cum Credits	Cohort Size <sup>1</sup>	Cum GPA	Cum Credits	Cohort Size <sup>1</sup>	Cum GPA	Cum Credits
C4E	20	2.95	25	23	3.04	27	35	2.82	25
Non-C4E	1185	2.94	27	1156	2.99	28	1319	2.96	29
C4E Gap		0.01	-1.7		0.05	-0.7		-0.14	-4.0
First Gen Gap <sup>2</sup>		-0.11	-2.2		-0.08	-2.9		-0.11	-3.6
Minority Gap		0.19	1.8		-0.18	-3.0		-0.24	-4.0
Pell Gap <sup>2</sup>		0.15	-2.1		0.11	-4.3		-0.11	-5.0

<sup>1</sup> Only includes students who persisted to the end of their first spring semester

<sup>2</sup> First generation and Pell recipient gap analysis calculated from the overall cohorts