



Students Recommended for Support and HEAR Requirement Completion

A recent [report](#) from IRP&E (“HS GPA as a Success Indicator”) demonstrates that high school GPA is strongly associated with success outcomes, independent of SAT or ACT scores. This association is consistent across subpopulations of interest, including students recommended for support (SRS). However, HS GPA is less predictive of success for SRS students. This addendum to the aforementioned report explores the association between meeting the Higher Education Admission Requirements (HEAR) and student success for SRS students.

SRS Demographics by HEAR Completion

Table 1 displays demographics by SRS overall, HEAR completion status, and by number of missing HEAR requirements.

Table 1: SRS Demographics by HEAR Completion (FA15-FA19 FTFT Cohorts)

	Headcount		Avg HS GPA	% First Gen	% Female	% Pell	% Nonres	% RM	% Key	% AAC	% STEM
SRS Overall	2652	100.0%	3.24	37.0%	53.8%	33.2%	25.8%	41.9%	23.5%	2.2%	23.3%
Meets All HEAR Requirements	2450	92.4%	3.24	36.6%	53.5%	33.0%	25.4%	42.6%	23.7%	2.3%	23.6%
Does Not Meet HEAR	202	7.6%	3.24	41.6%	58.4%	35.6%	30.2%	34.2%	21.8%	1.0%	19.8%
Missing 1 HEAR	190	94.1%	3.25	41.6%	58.9%	35.8%	29.5%	35.3%	22.1%	0.5%	20.0%
Missing 2 HEAR	12	5.9%	3.13	41.7%	50.0%	33.3%	41.7%	16.7%	16.7%	8.3%	16.7%

Just over 92% of all SRS students meet all HEAR requirements. Students who do not meet all of the requirements (8%) are about 5 percentage points (PP) more likely to be first generation, female, and nonresident, about 8 PP less likely to be racially minoritized, and 4 PP less likely to be STEM majors compared to students who meet all HEAR requirements. They are slightly more likely to be Pell recipients (36% v. 33%), with similar representation in Key (22% vs. 24%) and AAC (1% vs. 2%). SRS students with missing values for HEAR completion in the system of record (N=26, 1% of all SRS) are excluded from all analyses.

Of those students who do not meet HEAR, the majority (94%) are missing one subject area. Two-thirds are missing math, followed by foreign language (about 23%). Of those students missing two HEAR requirements (N=12, 5.9%), almost all are missing math (92%) followed by foreign language (67%), science (17%), and English, electives, and social sciences at 8%.

SRS Observed First Fall GPA and Persistence

Table 2 displays first fall GPA and second and third fall persistence among SRS students by HEAR completion.

Table 2: SRS Observed Outcomes by HEAR Completion (FA15-FA19 FTFT Cohorts)

	Headcount		Avg 1st Fall GPA	% 2nd Fall Persist	% 3rd Fall Persist
SRS Overall	2652	100.0%	2.48	78.7%	64.8%
Meets All HEAR Requirements	2450	92.4%	2.48	79.3%	65.7%
Does Not Meet HEAR	202	7.6%	2.50	71.8%	54.2%
Missing 1 HEAR	190	94.1%	2.48	72.6%	54.9%
Missing 2 HEAR	12	5.9%	2.76	60.0%	40.0%

¹The three most recent cohorts are represented, depending on the proximity of the outcome. 1st fall GPA includes FA17-FA19 cohorts, 2nd fall persistence includes FA16-FA18 cohorts, and 3rd fall persistence includes FA15-FA17 cohorts.

While students who do not meet HEAR have a slightly higher first fall GPA (2.50 vs. 2.48), they persist at lower rates to second and third fall (8 PP and 12 PP, respectively). Given that the majority of students who do not meet HEAR are missing one requirement (94%) and thus comprise the majority of students who do not meet HEAR, their observed outcomes differ minimally from the overall non-HEAR success rates.

Table 3 displays observed success outcomes by HEAR overall and individual subject requirements for first-time, full-time SRS students in the FA15-FA19 cohorts. Significant differences/associations are indicated with an asterisk (*) in Table 3. Please note that due to the small number of students not meeting HEAR requirements the analysis is limited to bi-variate tests (Chi-square and t-test) rather than the regression models used in the original report.

Table 3: SRS Observed First Fall GPA and Persistence by HEAR Subject Completion (FA15-FA19 FTFT Cohorts¹)

		Headcount	Percent	Avg 1st Fall GPA	% 2nd Fall Persist	% 3rd Fall Persist
Electives (2 units)	Not Complete	3	0.1%	2.42	100.0%	100.0%
	Complete	2649	99.9%	2.48	78.6%	64.8%
	Gap (grade points/PP)			0.06	-21.4	-35.2
Social Sciences (3 units)	Not Complete	4	0.2%	2.77	66.7%	0.0%
	Complete	2648	99.8%	2.48	78.7%	64.8%
	Gap (grade points/PP)			-0.29	12.0	64.8
Science (3 units)	Not Complete	11	0.4%	2.94	80.0%	57.1%
	Complete	2641	99.6%	2.48	78.7%	64.8%
	Gap (grade points/PP)			-0.46	-1.3	7.7
Math (4 units)	Not Complete	140	5.3%	2.59	72.5%	57.5%
	Complete	2512	94.7%	2.47	79.0%	65.3%
	Gap (grade points/PP)			-0.12	6.5*	7.8
Foreign Language (1 unit)	Not Complete	51	1.9%	2.27	63.2%	40.0%
	Complete	2601	98.1%	2.48	79.0%	65.2%
	Gap (grade points/PP)			0.21	15.8*	25.2*
English (4 units)	Not Complete	5	0.2%	2.91	66.7%	33.3%
	Complete	2647	99.8%	2.48	78.7%	64.9%
	Gap (grade points/PP)			-0.43	12.0	31.6

¹The three most recent cohorts are represented, depending on the proximity of the outcome. 1st fall GPA includes FA17-FA19 cohorts, 2nd fall persistence includes FA16-FA18 cohorts, and 3rd fall persistence includes FA15-FA17 cohorts.

*Indicates statistically significant difference ($p < .05$)

Of all subject areas, math has the largest proportion of students who do not meet the requirement at 5.3%; over 98% of students meet the requirements for all other subject areas. Students who complete all HEAR requirements persist at higher rates. Associations between second and third fall persistence and foreign language completion are significant, as is the association between second fall persistence and math completion.

Conclusions

Overall HEAR and individual subject completion rates are high among SRS students. In general, students who have met these requirements have a similar first fall GPA and higher persistence rates compared to students who do not meet them.