

**Freshman Persistence: Recent Trends and Remaining Challenges**

by

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The following pages examine the one-year continuation rates of the first time freshmen entering Cal State Northridge during the last decade from several vantage points. The report

- details the freshman continuation rates in question and contrasts them with comparable graduation rates and equivalent persistence rates for students entering CSUN as upper division transfer students (Figures 1-3 and Tables 1-3).
- assesses the stability of recent freshman continuation rates in the light of progressive changes in the size and composition of various entering cohorts (Figures 4-7 and Tables 4-6).
- examines differences in the persistence of key student subgroups, including those differentiated by anticipated major, Pell Grant status, residence in campus housing, gender, and racial and ethnic background (Figures 8-19 and Tables 7-12).

Highlighted throughout this third section of the report is the importance for subsequent subgroup persistence of students' preparation in writing and mathematics at entry. The report concludes with a few pointers to areas deserving particular attention in ongoing efforts to raise the one-year continuation rates of CSUN's entering freshmen (Figures 20-21 and Table 13-14).

### **Contrasting Trends in Continuation and Graduation Rates**

Figure 1 and Table 1 detail the one-year continuation rates of the first time freshmen entering CSUN during the last decade's Fall terms (2001-11). The rate has remained remarkably stable throughout the period, most frequently hovering between 73% and 75%. For comparison purposes, the table and figure also present one-year continuation rates for the upper division transfer students entering CSUN during the same period. Here, remarkable stability is also evident, with the rate tending to fall between 81% and 83%. Data reviewed elsewhere indicate that the continuation rates of CSUN's transfer students are quite high when compared to those at other CSU campuses, while those of the university's freshmen are among the lowest in the system.<sup>1</sup> This suggests that a one-year continuation rate in the low 80s should be an attainable goal for CSUN's entering freshmen.

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<sup>1</sup> See B. J. Huber, "Student Success at Cal State Northridge: A Comparative Perspective on the Persistence of Selected Undergraduate Groups," November 2009 ([http://irqry.csun.edu:8080/csun/special\\_reports/AcctRaceReportFinal.pdf](http://irqry.csun.edu:8080/csun/special_reports/AcctRaceReportFinal.pdf)).

Table 2 summarizes the information we have been able to glean about those freshmen who did not return to CSUN at the beginning of their second year after entry during the 2002-11 period. The fourth column of the table suggests that close to three-fifths of these students were not enrolled at any post-secondary institution within 18 months of their CSUN entry. The remainder did enroll elsewhere, with more than four-fifths attending two-year institutions. These findings suggest that a good many of the students who failed to return to CSUN were not academically prepared to successfully complete the work expected of them at this four-year institution.

In contrast to the stability of the last decade's continuation rates, the graduation rates of the most recent freshman and transfer entry cohorts have shown relatively steady growth. Figure 2 and Table 3 indicate that gains in the graduation rates of CSUN's upper division transfer students have been relatively modest, largely because of a sudden drop-off in these rates for the two cohorts entering in Fall 2005 and Fall 2006. Thus, renewed growth after 2006 has simply recouped the lost ground. In contrast to the transfer rates, the six-year graduation rates of CSUN's first time freshman have shown steady growth during the 12-year period under consideration. Two growth spurts are evident: one for the 1995-1998 entry cohorts and one for the 2002-06 entry cohorts. During this second period of growth, the six-year graduation rate increased by one-sixth, rising from 41% to 48%. Despite these gains, the freshman graduation rate continues to lag the comparable transfer rate, though the gap between the two has declined from 12% for the 2000 entry cohorts to 7% for the Fall 2006 entry cohorts.

Figure 3 juxtaposes the one-year continuation rates and six-year graduation rates of the most recent freshman cohorts for whom data are available. The upward trend of the second contrasts with the stability of the first and raises the question of why the multiple initiatives launched during recent years to foster student success have been so effective in improving the graduation rate, but appear to have had very little impact on students' initial persistence. This is a question that informs subsequent discussion, though no unambiguous answer emerges.

Part of the answer, however, undoubtedly relates to the recent increase in the size of the freshman class. Figure 4 indicates that the number of freshman enrolling in Fall 2011 is two-fifths larger than the number enrolling in Fall 2005 (5,269 vs. 3,720). Given such rapid growth, at a time when full-time faculty size remained largely unchanged, some decline in persistence was almost inevitable. And, indeed, the years with rapidly growing entry cohorts coincided with the four-year decline in the one-year continuation rate evident in Figure 3. Viewed from this vantage point, the longer-term stability of the one-year continuation rate could be viewed as impressive rather than disappointing.

### **Recent Change in the Composition of Entering Freshman Cohorts**

Another factor that may help account for the longer-term stasis of the one-year continuation rate is the sudden transformation in the composition of the incoming freshman class that began in Fall 2007. More specifically, the racial and ethnic background of our incoming freshmen has changed dramatically since the arrival of that entry cohort, as is evident from Table 4 and Figure 5. A similar pattern is evident among the transfer students arriving at Northridge during the same period, but among them growth in the proportion of Latina/o students has been modest. Among freshmen, in contrast, the percentage of students identifying themselves as “Latina/o” has increased from 36% in Fall 2007 to 53% in Fall 2012. During the same five-year period, the percentage of white students dropped noticeably—from 24% to 17%—as did the percentage of African American students (from 15% to 7%). The percentage of Asian freshmen, however, has held fairly steady.

Coupled with the progressive growth in Latina/o students, are several related changes. These are summarized in Table 5 and Figure 6 and include the following:

- a sharp increase in the percentage of first-generation college students (from 31% to 45%)
- an increase in the percentage of students growing up in largely non-white neighborhoods (from 46% to 59%)
- an increase in the percentage of students attending largely non-white schools (from 45% to 57%)

Interestingly, there was only a modest increase in the percentage of students for whom English is a second language during the period under consideration, as the fourth section of Table 5, and the right-hand set of bars in Figure 6, indicate. The increase of 4% in non-native speakers during the 2007-11 period (from 26% to 30%) is considerably smaller than the increase of 14% in first generation students and the 17% increase in the percentage of Latina/o students. This anomaly suggests that most of the new Latina/o students entering CSUN during recent years are native English speakers. Their increased presence has not changed another important feature of CSUN's entering freshmen class: as in previous years, the majority of new students still expect to do well in college, as is evident from the figures in the last section of Table 5.

The recent dramatic changes in the composition of CSUN's entering freshman classes reflects a change in the demographic make-up of the San Fernando Valley, and more broadly LAUSD, as is evident from changes in the racial and ethnic composition of those freshman applicants attending high schools in CSUN's local service area, which provides the bulk of those freshmen who eventually enroll.<sup>2</sup> As Figure 7 indicates, the percentage of Latina/o students among such local applicants has increased more sharply than the percentage among all enrolled freshmen. Although the proportion of local Latina/o students among those admitted to CSUN tends to be somewhat lower than the proportion among the applicants, as is evident from Table 6, this slight drop-off has been compensated for during the last three years by the above-average yield for such students (see last section of Table 6).

### **Subgroup Differences in Continuation Rates**

Given the recent changes in the demographic composition of the incoming freshman class, the contrasting continuation rates of selected subgroups may play a role in explaining the net overall stasis in the one-year continuation rate described earlier. Differences by anticipated major do not appear to factor

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<sup>2</sup> During the 2001-12 period, at least 60% of enrolled freshmen attended local area high schools; in the last two Fall entry cohorts the proportion has risen to 73%-80%.

into such an explanation, however, as the last section of Table 7 and Figure 8 indicate. Although continuation rates have tended to be consistently higher in two Colleges throughout the period under consideration – Humanities and Science and Mathematics – the difference in their rates and those of most other Colleges are generally modest. Further, the continuation rates of the freshmen allied with most Colleges appear to fluctuate relatively randomly through time, with no clear trend evident. The one exception to this general pattern is Social & Behavioral Sciences, where a fairly consistent downward trend is evident during the period under consideration (from 77% at the beginning of the period to 69% at the end). Significantly, this College is among those experiencing the largest overall growth in the number of its majors during the period in question (see the last column of Table 7.)

A more modest and short-lived downward trend is also evident in the one-year continuation rates of the freshmen entering with no declared major, with the rate falling from 78% for the Fall 2004 entry cohort to 75% for the Fall 2011 entry cohort. At the same time, it is worth noting that, by and large, students with no declared major are as likely to persist into a second year of study as those entering with a clearly articulated area of concentration (an average of 74% for the three most recent entry cohorts compared to 75% for students planning a specific major).

#### *Proficiency at Entry: The Key Determinant of Persistence*

Much of the explanation for the differing continuation rates of freshmen planning various majors can be traced to differences in their preparation for college work. Thus, students entering with no declared major are considerably more likely than those planning a specific major to need remediation in both writing and mathematics at entry (52% vs. 41% for the three most recent entry cohorts). Similarly, freshmen planning majors in the Social & Behavioral Sciences are the only College group in which, on average, the majority of incoming students need remediation in both subjects.<sup>3</sup>

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<sup>3</sup> It is worth noting that the average percentage needing remediation in writing and mathematics is also unusually high for freshman planning majors in Health & Human Development (46%), but this has not been accompanied by a downturn in the one-year continuation rate during the period under study.

More generally, Figure 9 and the top rows of Table 8 reveal clear differences in the one-year continuation rates of freshmen who enter CSUN with differing levels of proficiency in writing and mathematics. The clearest contrast is evident for students who enter fully proficient in both subjects and those who need to complete remedial work in them, with the former persisting at considerably higher rates than the latter. Throughout the period under consideration, the one-year continuation rate of the fully proficient has hovered around 80% compared to 68%-71% for those needing remediation in both writing and math. Among the small groups needing remediation in only one subject, those requiring remediation in writing have continuation rates much like those who enter proficient, while persistence among those needing remediation in mathematics only is more similar to that for students needing remediation in both subjects. This, along with other evidence gathered over the years, suggests that lack of proficiency in mathematics at entry is a major stumbling block to college success and continues to need attention. Further evidence of this will be presented at the end of this report.

For the moment, suffice it to say that close to half of CSUN's entering freshmen have needed remediation in both writing and mathematics throughout most of the period under study, while less than a third have arrived proficient in both. Figure 10 and the second section of Table 8 suggest that the first has declined somewhat and the second has increased somewhat in the years since the entry of the Fall 2008 cohort, with dramatic positive change in both for the Fall 2011 cohort. Whether this most recent pattern becomes the new norm remains to be seen.

#### *The Effect of Residence in Student Housing and Pell Grants on Freshman Persistence*

According to the literature on college success, residence in campus housing generally fosters persistence because the controlled environment focuses students' attention on their studies and provides a good setting for enrichment activities. Unfortunately, Figure 11 and the top section of Table 9 indicate that such beneficial effects cannot be attributed to campus housing at CSUN. Throughout the period

under consideration, housing students have rarely persisted at a higher rate than those living off-campus and more often than not, the former have tended to lag the latter.

It is sometimes said that the persistence of students residing in campus housing is lower than might be expected because they are more likely than freshmen living off-campus to need remediation at entry. By and large, the data do not support this contention. Figure 12 and the second section of Table 9 indicate that largely the same proportions of the two subgroups are fully proficient at entry (26% vs. 27%, on average). It is true that the housing students are somewhat more likely than those residing off-campus to need remediation in both writing and English at entry, but here the gap was considerably greater for cohorts entering before 2007 than for the more recent ones. Since the potential for setting up beneficial programs in the residential setting is high, and a number of promising initiatives are underway, the findings just reviewed suggest that resources devoted to this area could well yield rich dividends in the years ahead.

Students with Pell Grants generally stem from families with limited resources and must attempt at least 12 units to receive all grant funds provided by the federal government. The fourth section of Figure 13, along with the first section of Table 10, indicate that receipt of Pell Grants led to somewhat greater persistence among incoming freshmen during the early 2000s, but no longer does so. For the two most recent entry cohorts, initial persistence among Pell Grant recipients lags that for freshmen without such grants by 5-8 percentage points. This gap, which may well close again in the next few years, has opened up because of gains since 2008 in persistence among students without Pell Grants that have not been matched by similar gains among Pell Grant recipients.

To some degree, the recent difference in persistence can be explained by differing degrees of proficiency at entry. Thus, Figure 14 and the second section of Table 10 indicate that Pell Grant recipients are considerably less likely than other students to be fully proficient at entry and considerably more likely to need remediation in both writing and mathematics. But this was as true for the cohorts



entering at the beginning of the decade under study as for the more recent entrants. Further, since the Fall 2008 entry cohort, the percentage of Pell Grant recipients entering fully proficient has increased modestly, while the proportion needing remediation in both subjects has declined noticeably. In short, the decline in persistence among recent cohorts of Pell Grant recipients cannot be ascribed to their declining proficiency at entry. It may be that the straightened economic circumstances of these students' families since the 2008 economic downturn is part of the explanation. Given the strong persistence of Pell-Grant recipients at the beginning of the decade under study, it may be advisable to examine the possibility of launching one or more special initiatives aimed at Pell students, whose numbers have more than doubled during the 2005-11 period.

*Gender, Proficiency at Entry, and Persistence: An Unexpected Pattern*

Figure 15, along with the top section of Table 11, indicate that the one-year continuation rates of women and men have been largely indistinguishable for several of the entry cohorts under consideration, but that women have persisted at somewhat higher rates than men since the entrance of the Fall 2008 freshman cohort. Such a pattern is in keeping with well-established national trends, but is noteworthy because of gender-specific differences in entry-level preparation at CSUN.

As the second section of Table 11 and the two parts of Figure 16 indicate, freshmen women are considerably less likely than their male counterparts to be fully proficient at entry and considerably more likely to need remediation in both mathematics and writing. Thus, by rights, the men should be more likely to persist than the women, but they are not, a pattern that is also evident for the CSU as a whole. Findings reviewed elsewhere suggest that the young men entering CSUN in recent years may have less well-developed study skills than comparable young women.<sup>4</sup> Thus, they are disproportionately likely to benefit from instruction in such skills, despite their greater proficiency at entry.

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<sup>4</sup> See pp.7-8 and 22-23 in B.J. Huber, "A Profile of the First Time Full-Time Freshmen Entering Cal State Northridge in Fall 2011: Key Findings From the CIRP Freshman Survey," May 2012 ([http://irqry.csun.edu:8080/csun/special\\_reports/CIRP11ReportFinal.pdf](http://irqry.csun.edu:8080/csun/special_reports/CIRP11ReportFinal.pdf)).

*Differences in Persistence and Proficiency at Entry by Racial and Ethnic Background*

The large first section of Table 12 presents one-year continuation rates for the students identifying with the eight racial and ethnic groups commonly delineated. For purposes of the current discussion, seven of the subgroups have been subdivided into two broader groupings: racial and ethnic groups ***Traditionally Underserved*** by higher education and racial and ethnic groups ***Better Served*** by higher education. Continuation rates for these two broad groupings also appear Figure 17a, while rates for the four largest racial and ethnic groupings (i.e., African American, Latina/o, Asian, and White) appear in Figure 17b.

Figure 17a indicates that students belonging to Traditionally Underserved racial and ethnic groups are less likely to continue into a second year of study than those belonging to one of the Better-Served groups. The two groups' persistence rates were virtually identical at the beginning of the period under study, but the gap between them has become increasingly evident through time. Its increasing size can be attributed to the disproportionate gains in persistence among the Better Served students, a trend that has been increasingly evident for the last four entry cohorts. Figure 17b indicates that the white and Asian persistence patterns are very similar, with the trends through time much like those for the Better Served students: gradual gains in persistence through time. The two Traditionally Underserved groups differ, however. The one-year continuation rate of the African American students has been consistently lower than the rate for Latina/o students. Despite some fluctuation, the rates for both subgroups have tended to decline somewhat over time. Thus, the Latina/o students' persistence rate remains midway between those for the African American and the Asian/white students, much as it did at the beginning of the period under study.

The differences in continuation rates just outlined can be attributed to differences in preparation at entry. Thus, the two parts of Figure 18, along with the second section of Table 12, indicate that Traditionally Underserved students are considerably less likely than the Better Served to be fully

proficient at entry and considerably more likely to need remediation in both mathematics and writing. These gaps in preparation are even more striking when individual racial and ethnic subgroups are examined, as is evident from the two-part Figure 19, as well as the second section of Table 12. These reveal that relatively few African American students are fully proficient at entry, with a clear majority needing remediation in both mathematics and writing. The opposite holds true for white students: at least two-fifths were fully proficient at entry throughout the period under study and relatively few enter needing remediation in both English and mathematics. Both the Asian and Latina/o students fall midway between these two extremes, though the Asian pattern is becoming increasingly similar to the white one, while the Latina/o pattern more closely approximates the African American one.

Despite similarities in persistence and proficiency at entry, African American and Latina/o students remain distinct in one clear respect: their likely residence during their freshman year. As Figure 20 and the last section of Table 12 indicate, the majority of the former live in campus housing, while, in most years, relatively low proportions of the latter resided there.<sup>5</sup> These findings suggest that efforts to address the remedial needs of African American students can be effectively addressed through programs in campus housing, while those of Latina/o students cannot.<sup>6</sup>

### **The Inadequate Preparation of Entering Freshmen: The Challenge That Remains to Be Addressed**

Within all four of the subgroups shown in Figure 19b, the proportion of students needing remediation in both writing and math has declined noticeably during the period under consideration. Nonetheless, the gaps between groups remain quite evident. Thus, recent growth in the proportion of Latina/o students among CSUN's incoming freshmen has been accompanied by a net increase in the proportion of freshmen

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<sup>5</sup> It should be noted that African American freshmen do not account for the majority of all housing students: in any recent year, they accounted for only one-fifth to one quarter of the freshmen residing in campus housing.

<sup>6</sup> It is important to note that both the young men and women among CSUN's African American students have below-average one-year continuation rates, though the latter are somewhat more likely to persist than the former (63% vs. 67.5%, on average). Thus, special programs developed for residential students should address the similar remedial needs of both subgroups, especially since the women are more likely than the men to enter needing remediation in both writing and mathematics (70% vs. 60%, on average).

needing remediation at entry. Since such students are less likely to persist into a second year of study, it is worth noting, once again, that the relative stability of the one-year continuation rate during recent years provides a better basis for further gains than is generally recognized. Thus, ongoing initiatives, especially those aimed at addressing remedial needs, may begin to bear additional fruit in the immediate future. Such progress is likely to require stability in the size of the freshman class, however. If the last years' dramatic shifts in size continue, effective attention to our incoming students' needs will be severely inhibited.

It is important to note that the figures reviewed here indicate that the challenges CSUN's incoming freshmen face involve not their racial and ethnic background, but their inadequate preparation for college work. This is evident from the data summarized in the first section of Table 13 and Figure 21a, which focus on those incoming freshmen who entered CSUN needing remediation in both writing and mathematics, but who did not return to CSUN for a second year of study.<sup>7</sup> Three-quarters or more of such students in the four most recent entry cohorts considered stem from Traditionally Underserved groups. The figures indicate that, on average, close to two-fifths of these drop-outs were unable to become proficient in either writing or mathematics during their first year at CSUN, while less than a fifth succeeded in becoming proficient in both subjects. Although the proportion in the first group has tended to decrease during the period under study, it remains fairly large. And despite these gains, the proportion becoming proficient in both subjects has increased only marginally during the period under study.

Figure 21b, and the second section of Table 13, indicate that inadequate preparation in mathematics is at the heart of the remedial challenges CSUN's incoming students face. Of the students not returning for a second year, the proportion able to complete remediation in mathematics is consistently lower than the proportion able to complete remedial work in writing for every year considered (27%, on average, vs.

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<sup>7</sup> It is worth noting that three-quarters or more of these students in the four most recent entry cohorts stemmed from Traditionally Underserved groups.

53%). Moreover, the proportion able to become proficient in writing has risen significantly for the three most recent entry cohorts, while the percentage able to complete remediation in mathematics has declined noticeably. In short, enabling our incoming freshmen to become proficient in mathematics is, undoubtedly, one of the keys to raising their one-year continuation rate.

According to findings emerging from the Learning Habits Project, another key lies in devoting more class time to our incoming students' reading comprehension.<sup>8</sup> Comments made by students participating in this Project suggest that the amount of guidance provided for completing the writing and reading assignments required by their lower-division coursework differs, as do students' efforts to cope. These differences are summarized in Table 14. One obvious difference in the two sets of responses to questions about whether students had changed their approaches to their reading or writing assignments since entering CSUN is the percentage reporting a change in approach: respondents are somewhat more likely to say this about writing than about reading (68% vs. 60%).

Among students who have changed their approaches to either reading or writing, close to one ten reports doing so because the procedures that worked for them in high school have proved inadequate to the demands of college work (see category IV in Table 14). It is only in the case of reading, however, that a significant number of respondents mention how much more reading is required at CSUN than in high school (14% for reading vs. 1.5% for writing). This differing response pattern suggests that the big change between high school and college may not be the amount of writing required, but the volume of reading required.

In addition to discussing the reasons for changed approaches, a good many respondents describe the changes themselves. Since these differ for writing and reading, the responses are shown in different categories in Table 14 (see categories II and VII), but they can be considered equivalent when attention

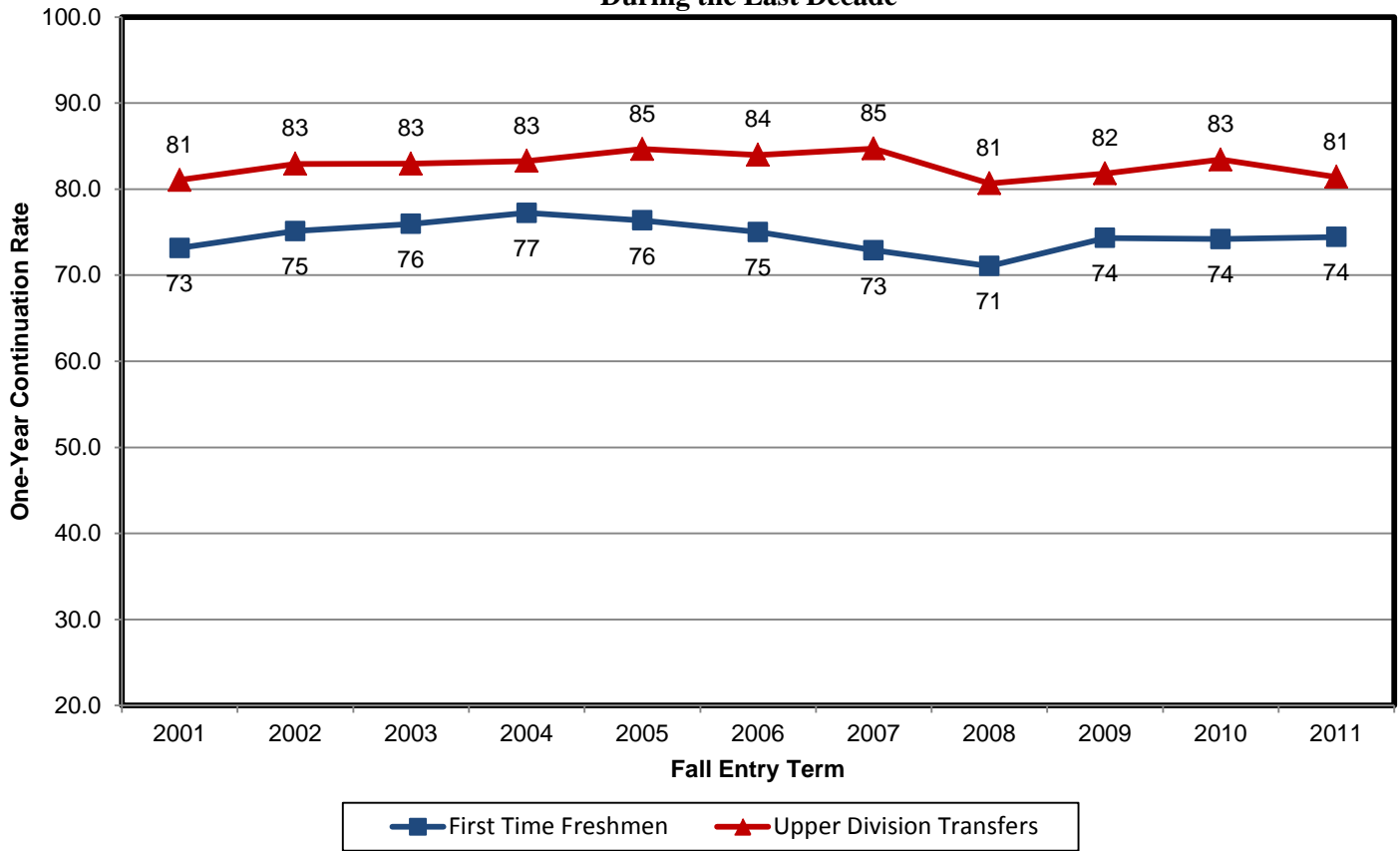
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<sup>8</sup> These findings are discussed in detail in B. J. Huber, "Transitions During the Freshman and Sophomore Years of College: Year Two of CSUN's Learning Habits Project," July 2012 (<http://www.csun.edu/~instrsch/spreportsindex.html>).

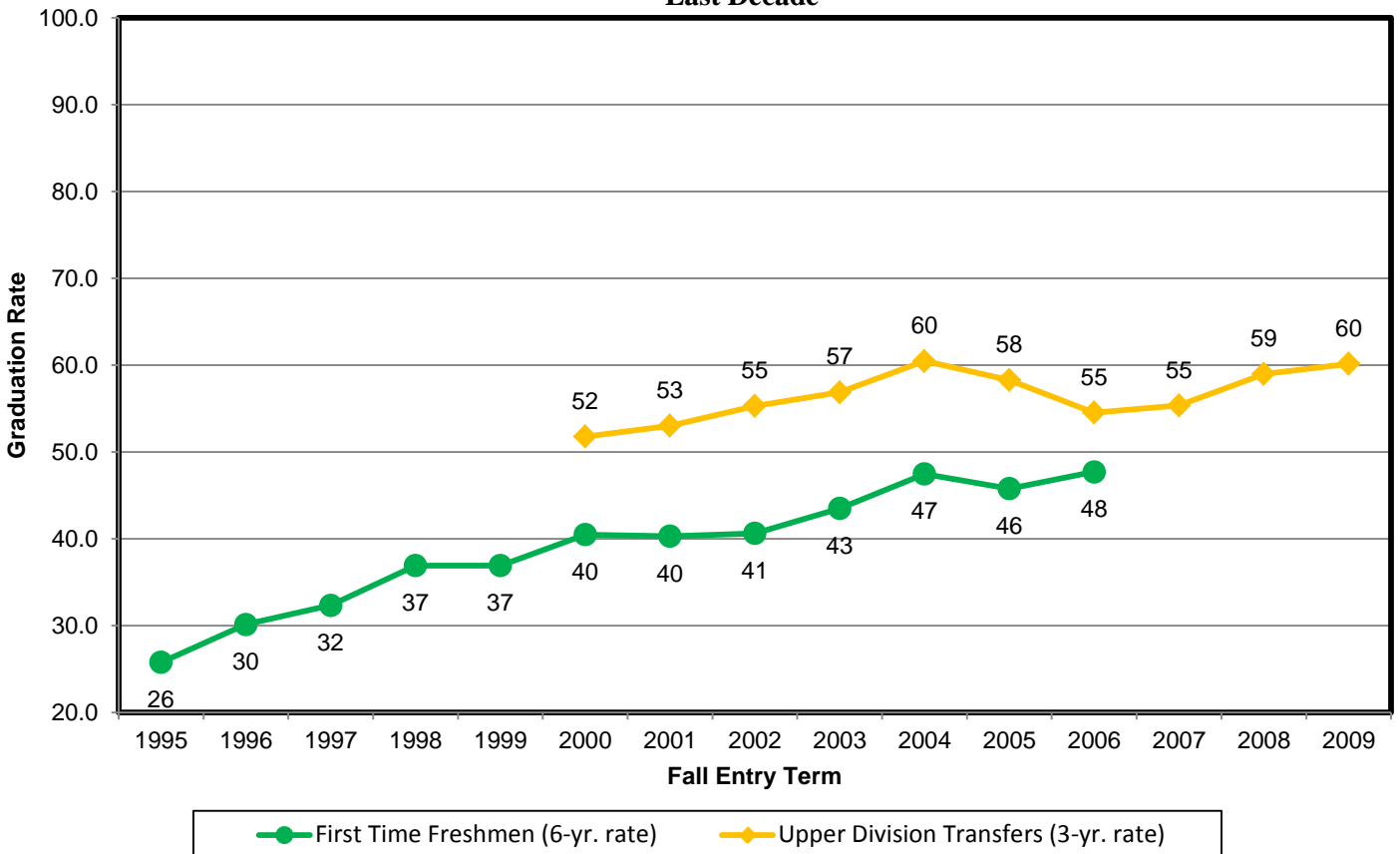
focuses on frequency. Such a comparison suggests that respondents have more frequently worked out new approaches to their reading assignments on their own than is the case for their writing assignments (46% vs. 29%). In part, this appears to stem from differences in class content: a quarter of the writing comments deal with the new techniques and approaches discussed in respondents' college classes. In contrast, as category I in Table 14 indicates, very few responses point to similarly useful classes in relation to reading (3.5% vs. 25% for writing). Instead, close to a quarter of the reading responses deal with the importance of keeping up with assigned readings (see category VI in Table 14), a concern that is virtually absent in the writing responses. This difference may well be another reflection of the challenge posed by the volume of reading required at CSUN.

These findings are unsettling, not because the students under study do not cope after some initial difficulty, but because they are among CSUN's most promising. And, if relatively large numbers of them are struggling with the amount of reading they are expected to complete, many of the university's less well-prepared freshmen are likely to be coping considerably less successfully with the same challenges. Thus, finding ways to strengthen our incoming freshmen's reading comprehension, along with their mathematical proficiency, are likely to improve their initial persistence at CSUN. And, since ongoing initiatives address both of these challenges, there is hope for improvement in the last. It is also likely that the recently launched GE Paths Project, by offering a coherent frame for students' lower-division coursework, will have a beneficial effect on the one-year continuation rate of future freshmen entry cohorts.

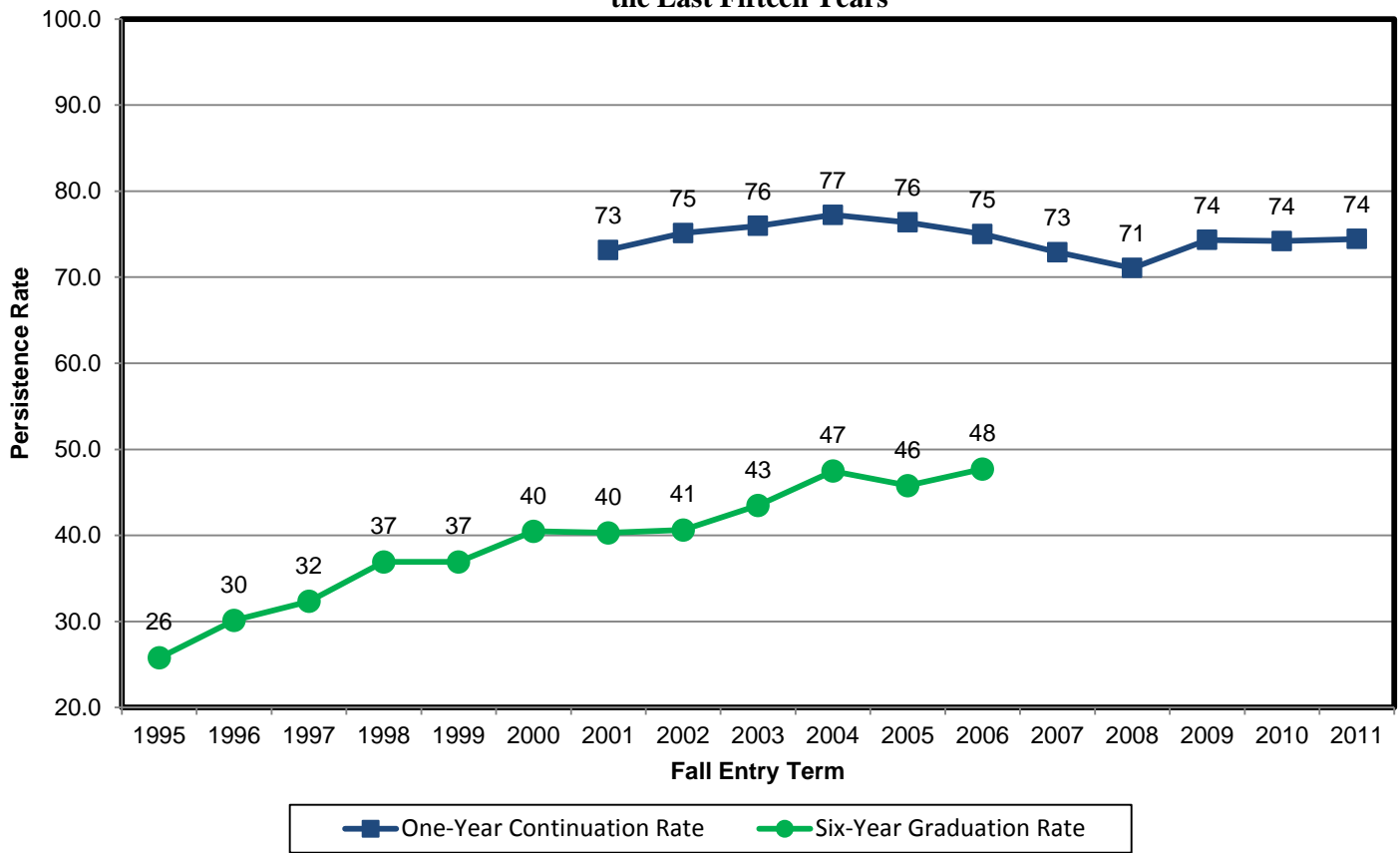
**Figure 1. One-Year Continuation Rates of Undergraduates Entering CSUN in Fall Terms During the Last Decade**



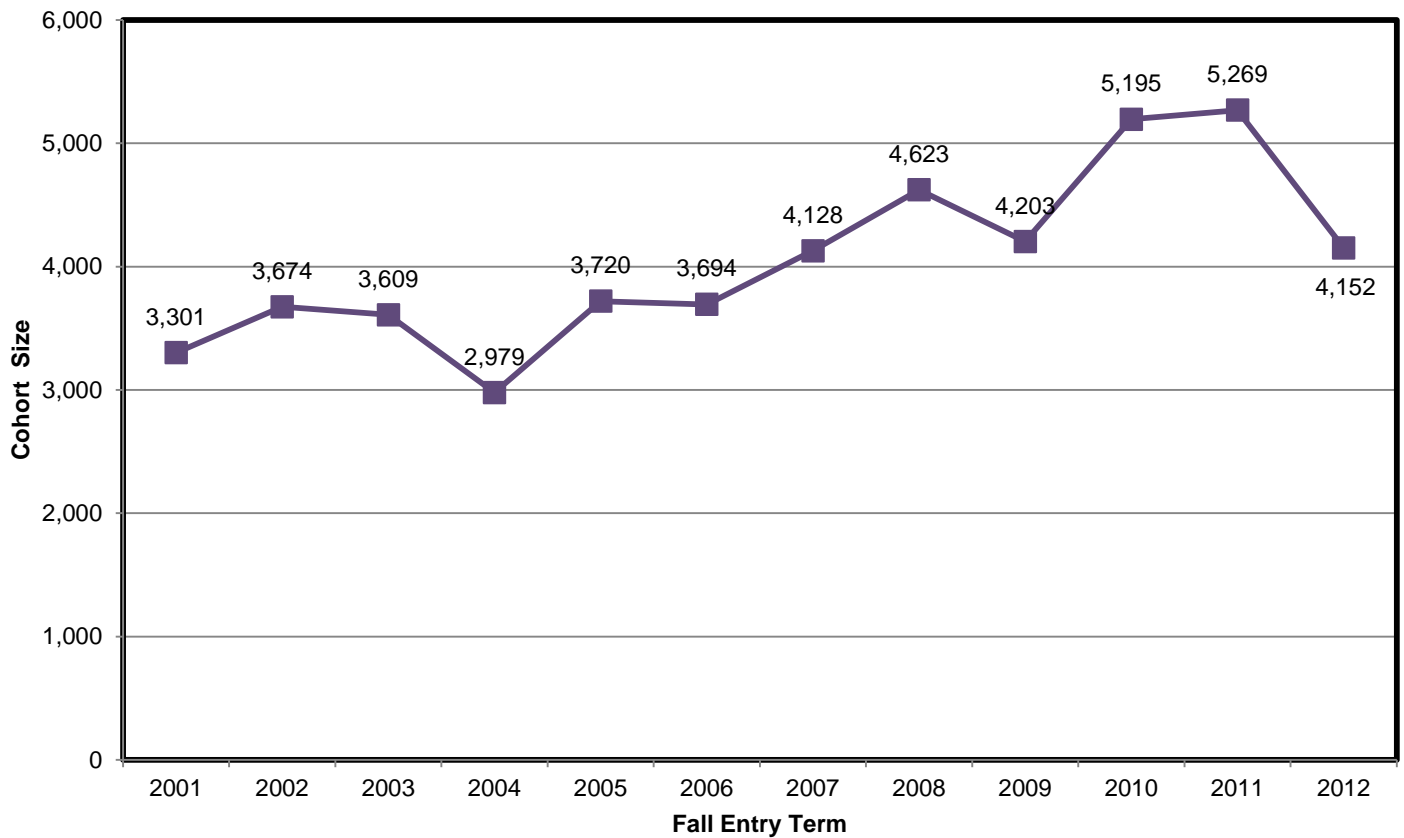
**Figure 2. Graduation Rates of Undergraduates Entering CSUN in Fall Terms During the Last Decade**



**Figure 3. Persistence Rates of First Time Freshmen Entering CSUN in Fall Terms During the Last Fifteen Years**

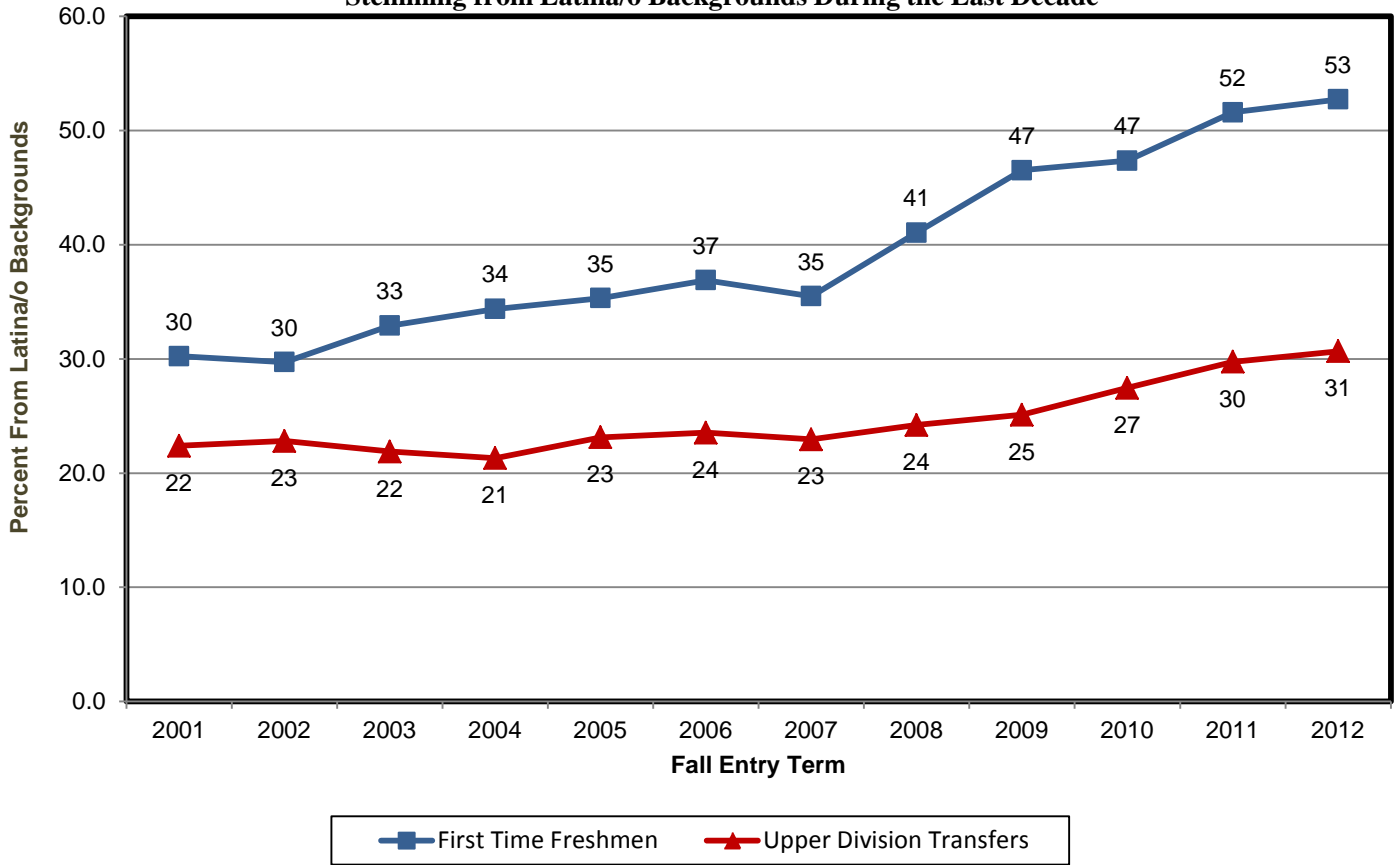


**Figure 4. Change in the Size of the First Time Freshman Cohorts Entering CSUN During the Last Decade**

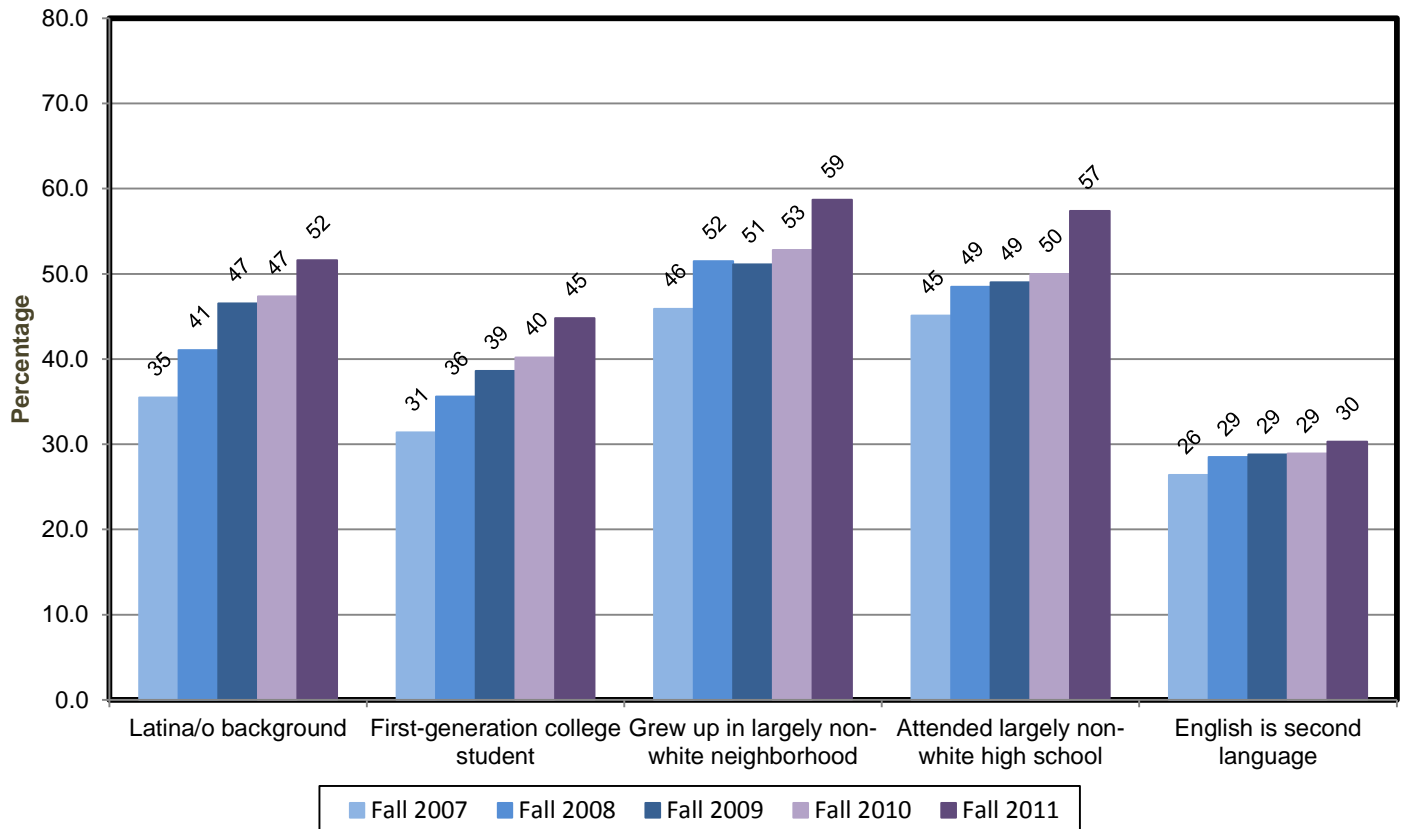




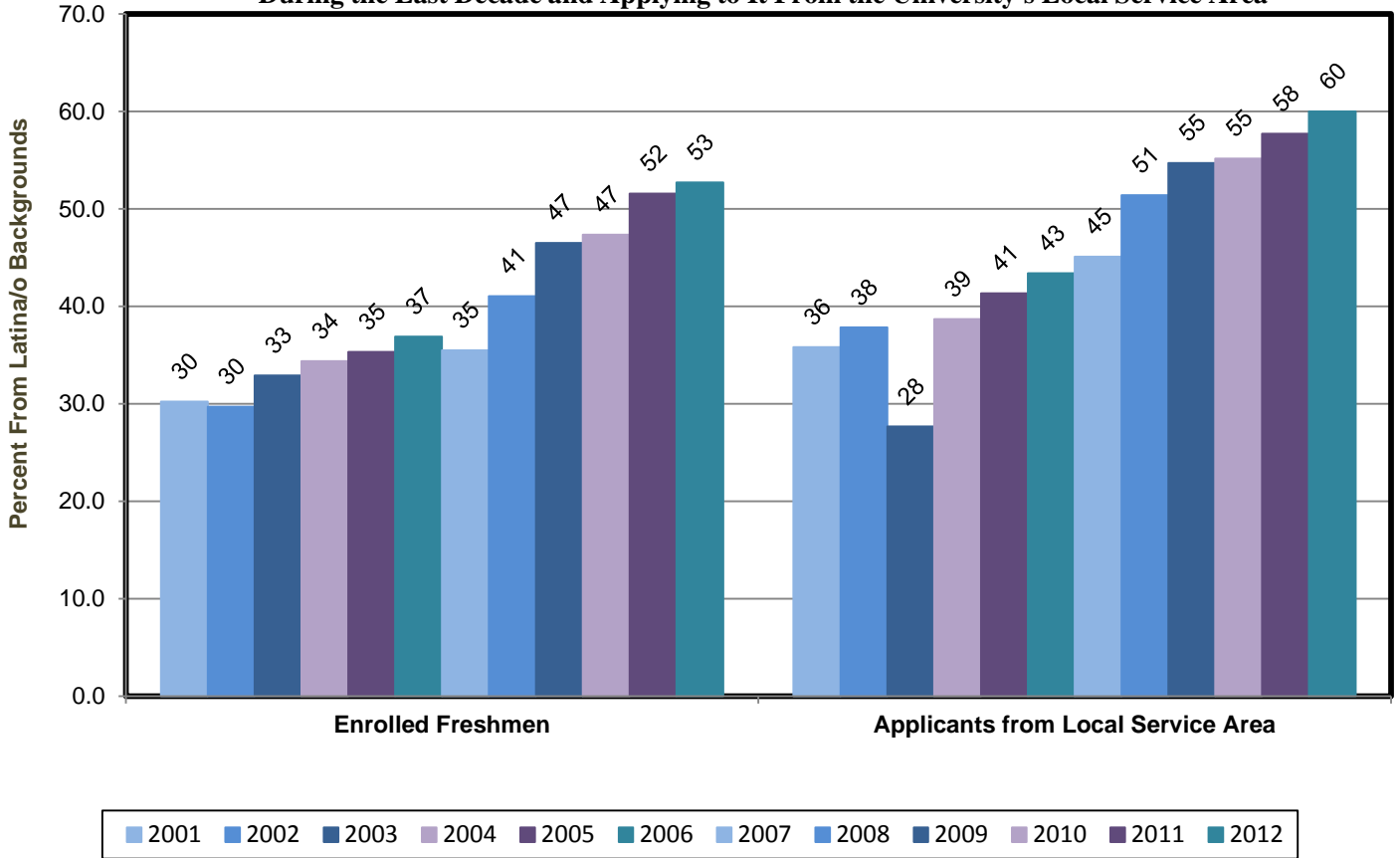
**Figure 5. Change in the Percentage of First Time Freshman and New Transfer Students Stemming from Latina/o Backgrounds During the Last Decade**



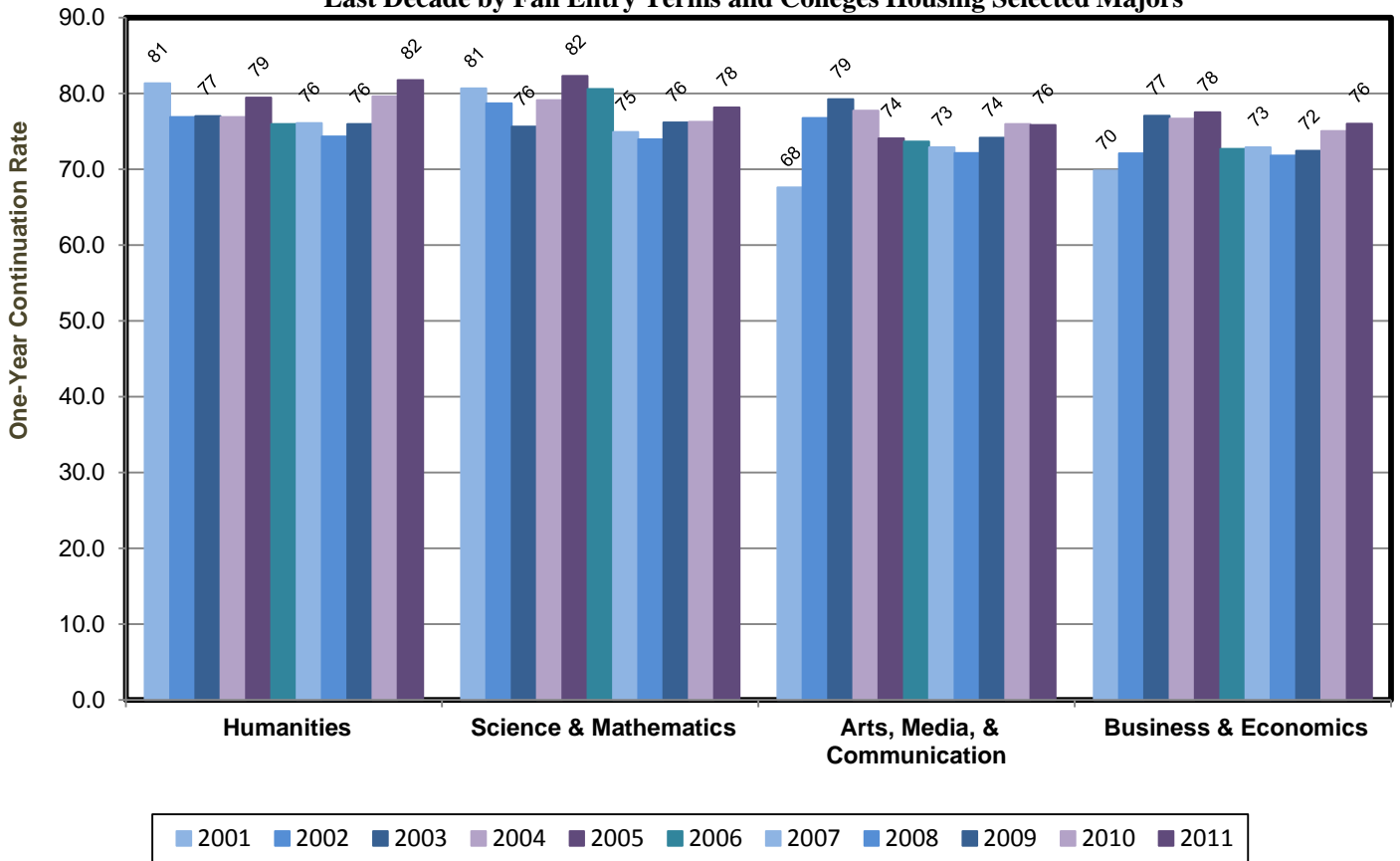
**Figure 6. Changes Associated with the Increased Presence of Latina/o Students in the First Time Freshman Cohorts Entering CSUN During the 2007-11 Period**



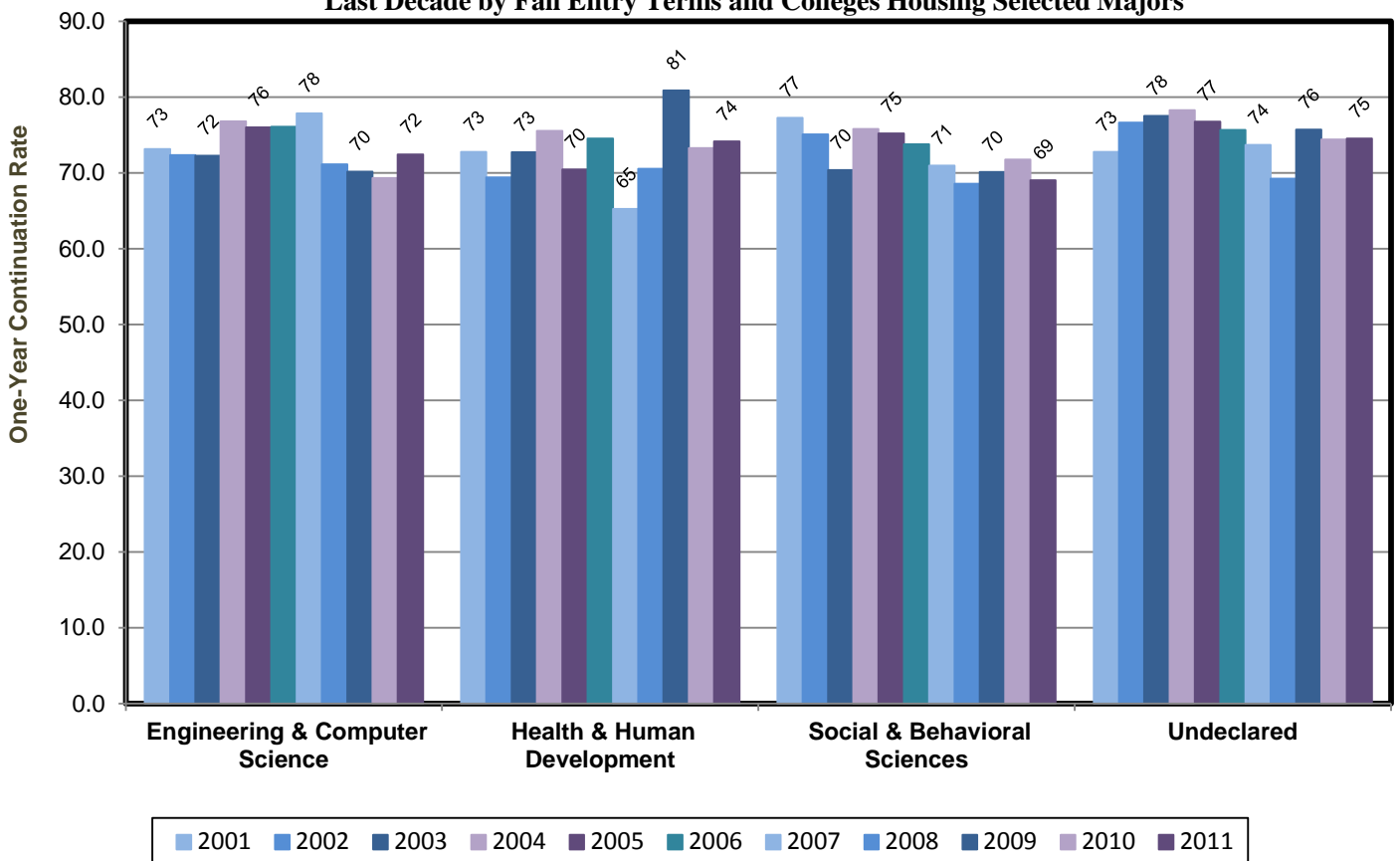
**Figure 7. Percentage of Latina/o Students Among the First Time Freshman Enrolling at CSUN During the Last Decade and Applying to It From the University's Local Service Area**



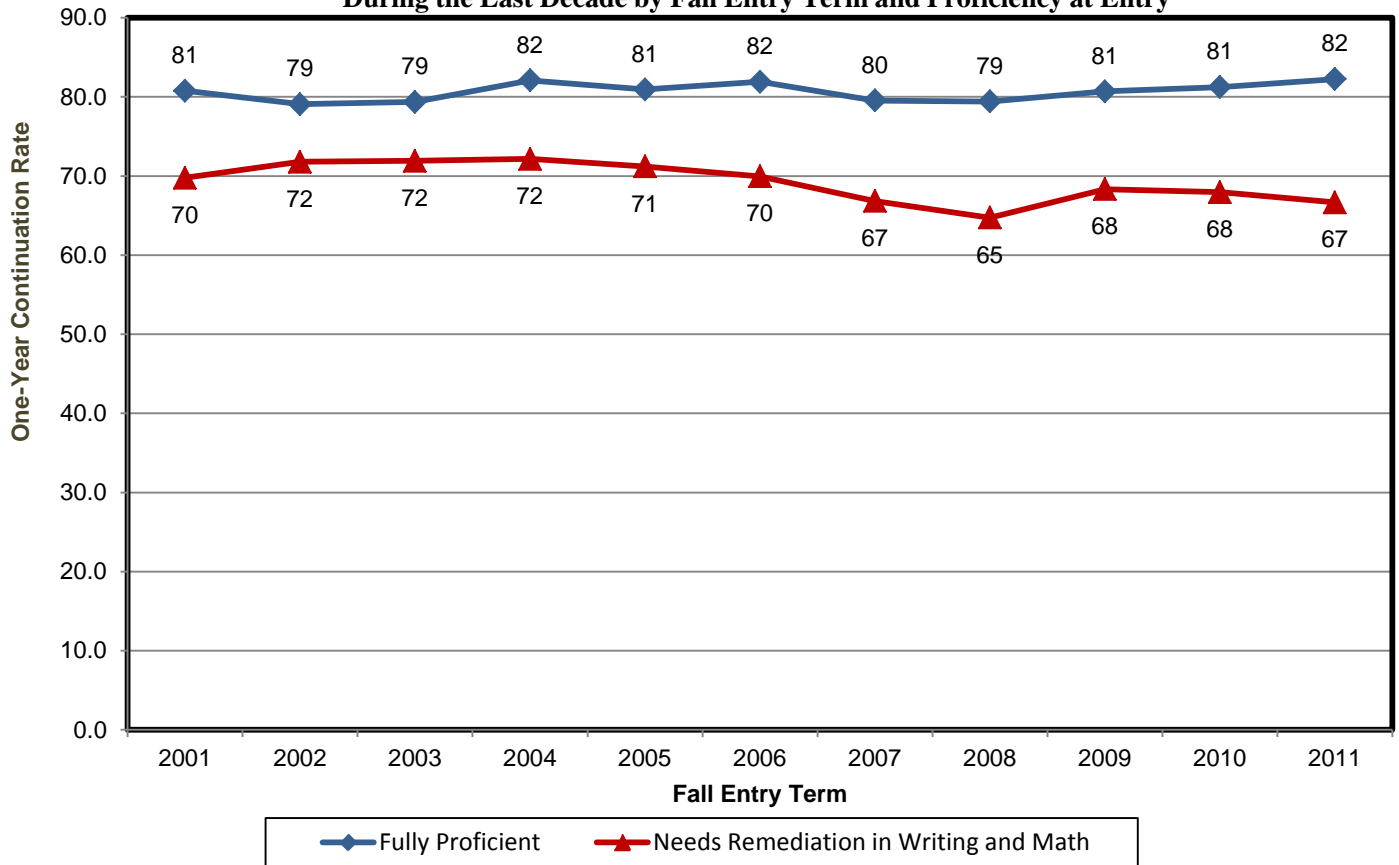
**Figure 8a. One-Year Continuation Rates of First Time Freshman Entering CSUN During the Last Decade by Fall Entry Terms and Colleges Housing Selected Majors**



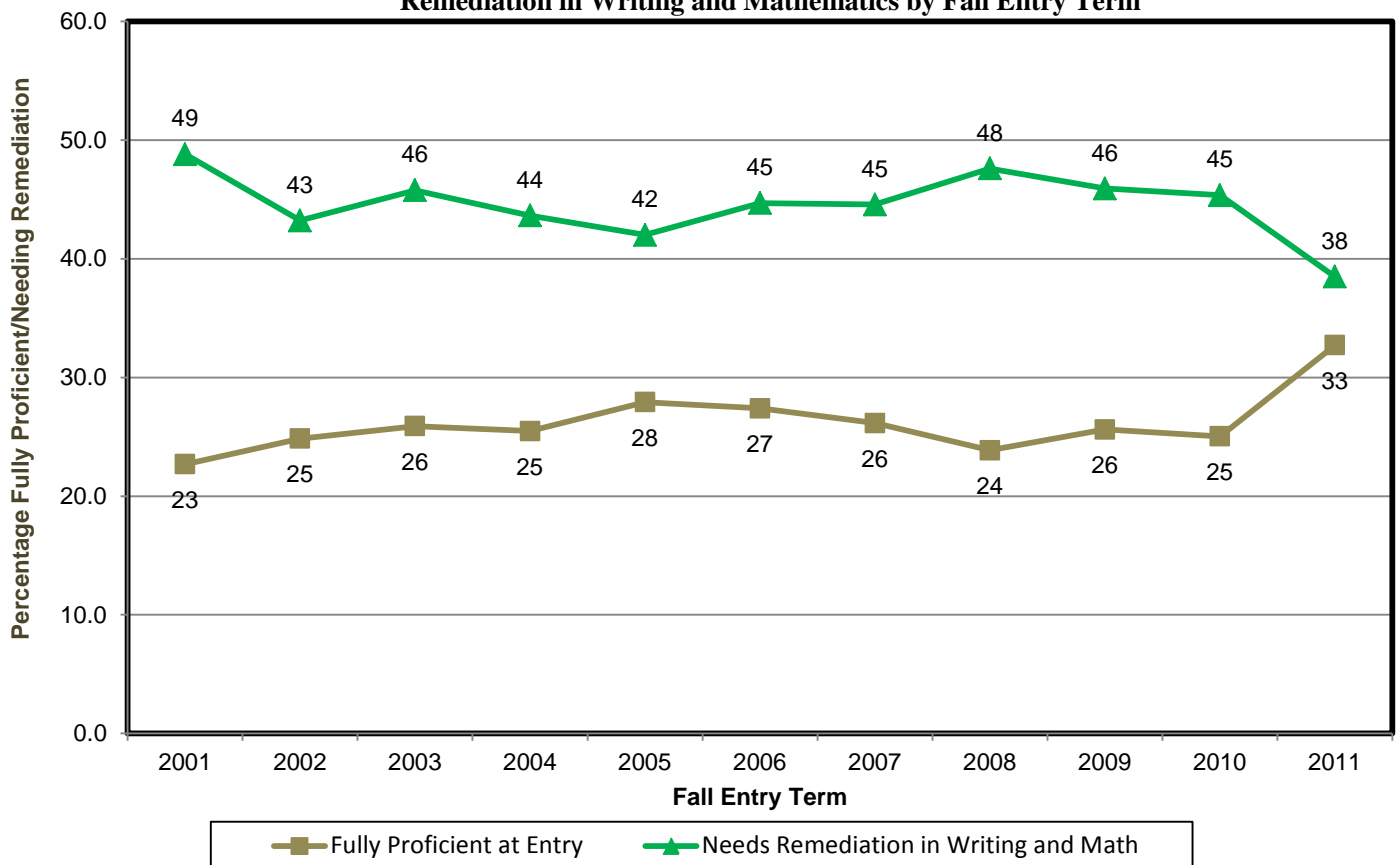
**Figure 8b. One-Year Continuation Rates of First Time Freshman Entering CSUN During the Last Decade by Fall Entry Terms and Colleges Housing Selected Majors**



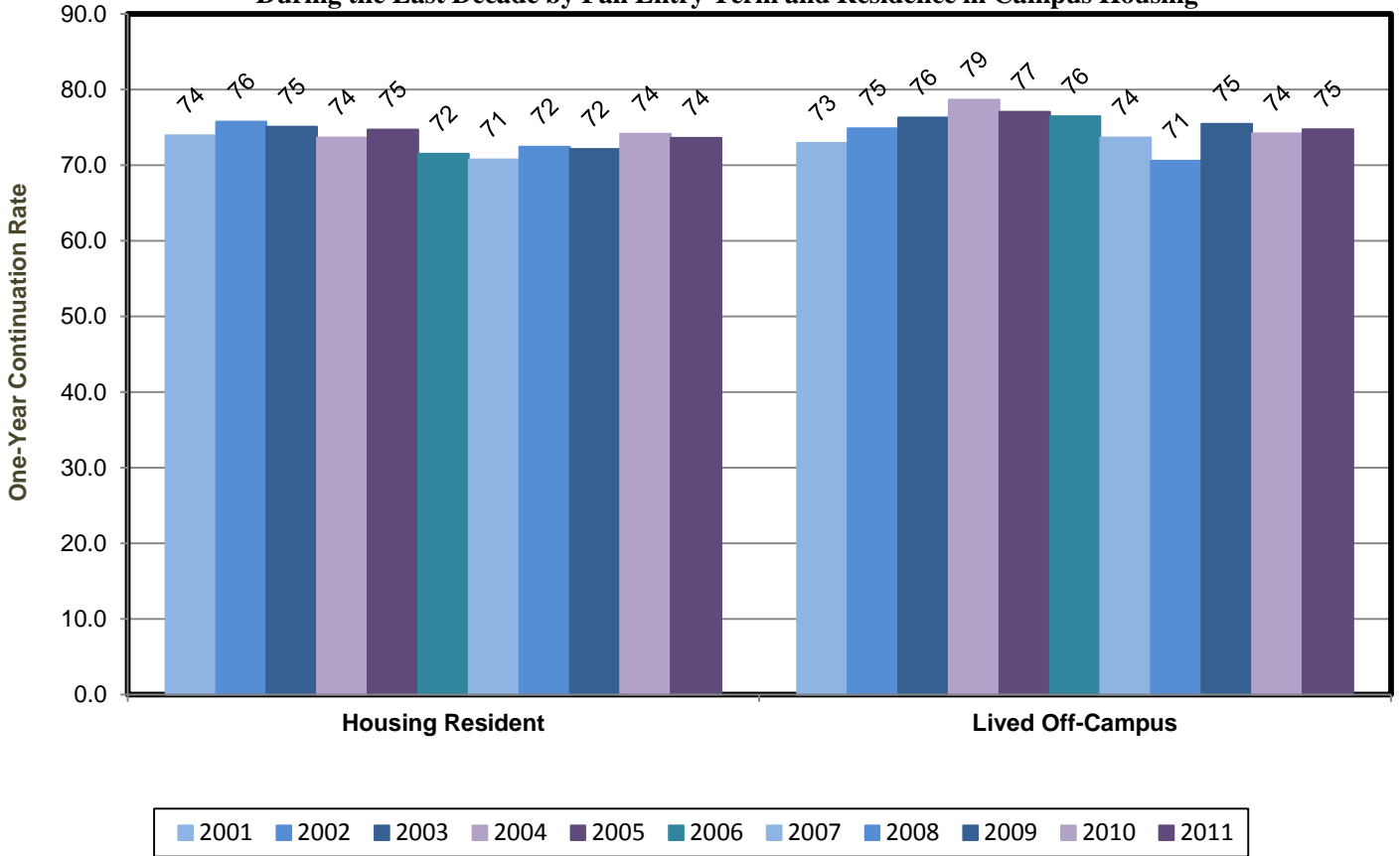
**Figure 9. One-Year Continuation Rates of the First Time Freshman Cohorts Entering CSUN During the Last Decade by Fall Entry Term and Proficiency at Entry**



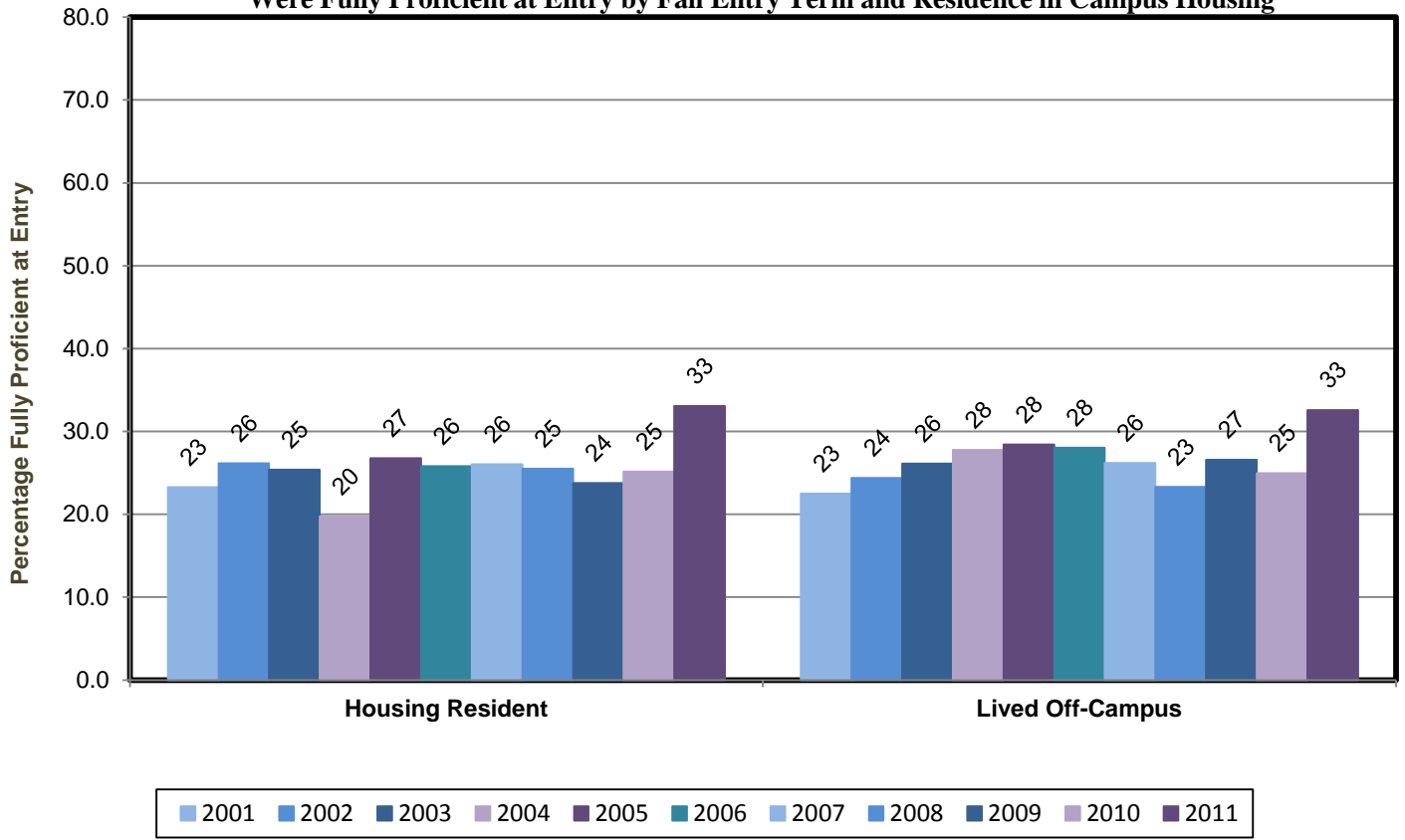
**Figure 10. The Proportion of First Time Freshman Entering CSUN Fully Proficient or Needing Remediation in Writing and Mathematics by Fall Entry Term**



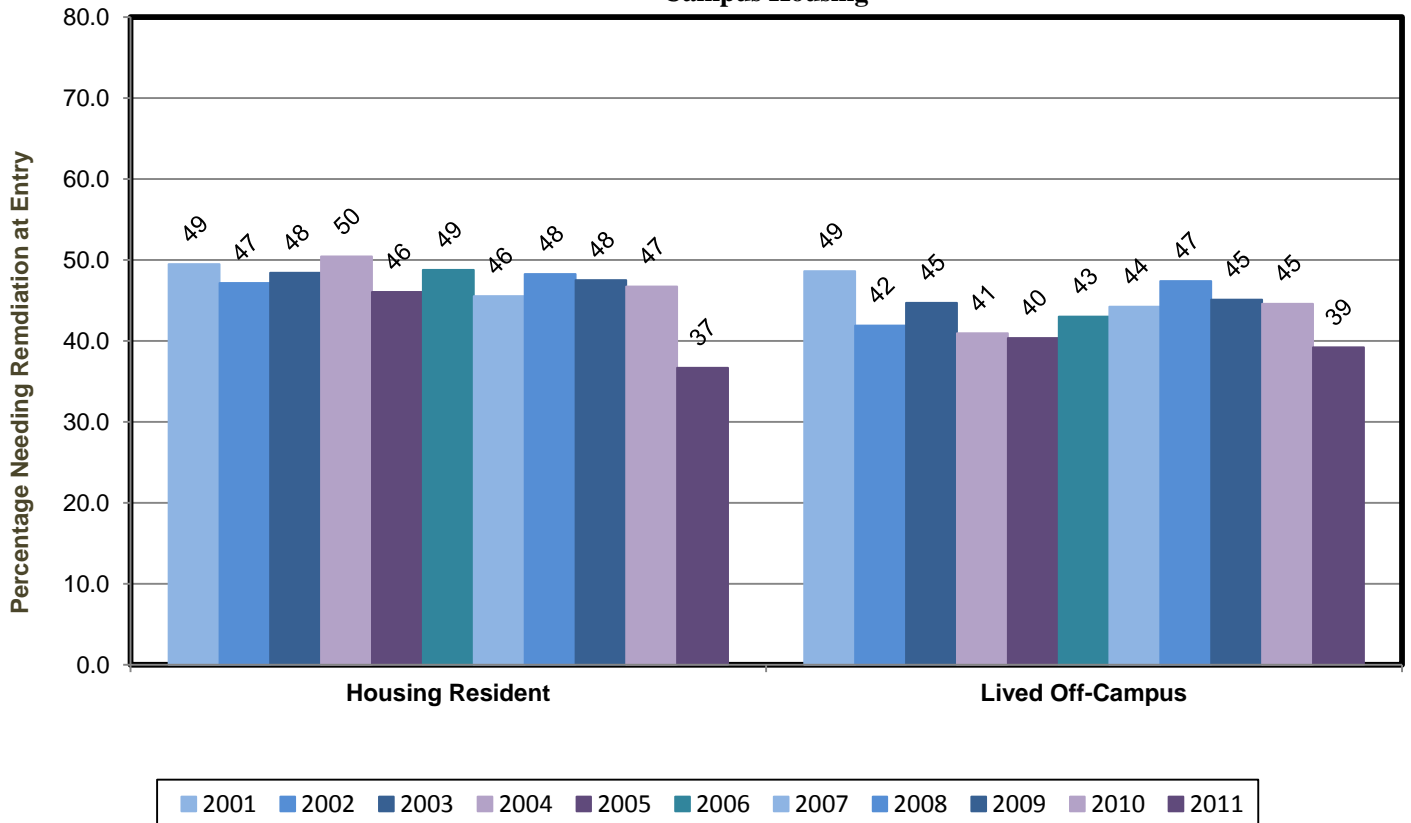
**Figure 11. One-Year Continuation Rates of the First Time Freshman Enrolling at CSUN During the Last Decade by Fall Entry Term and Residence in Campus Housing**



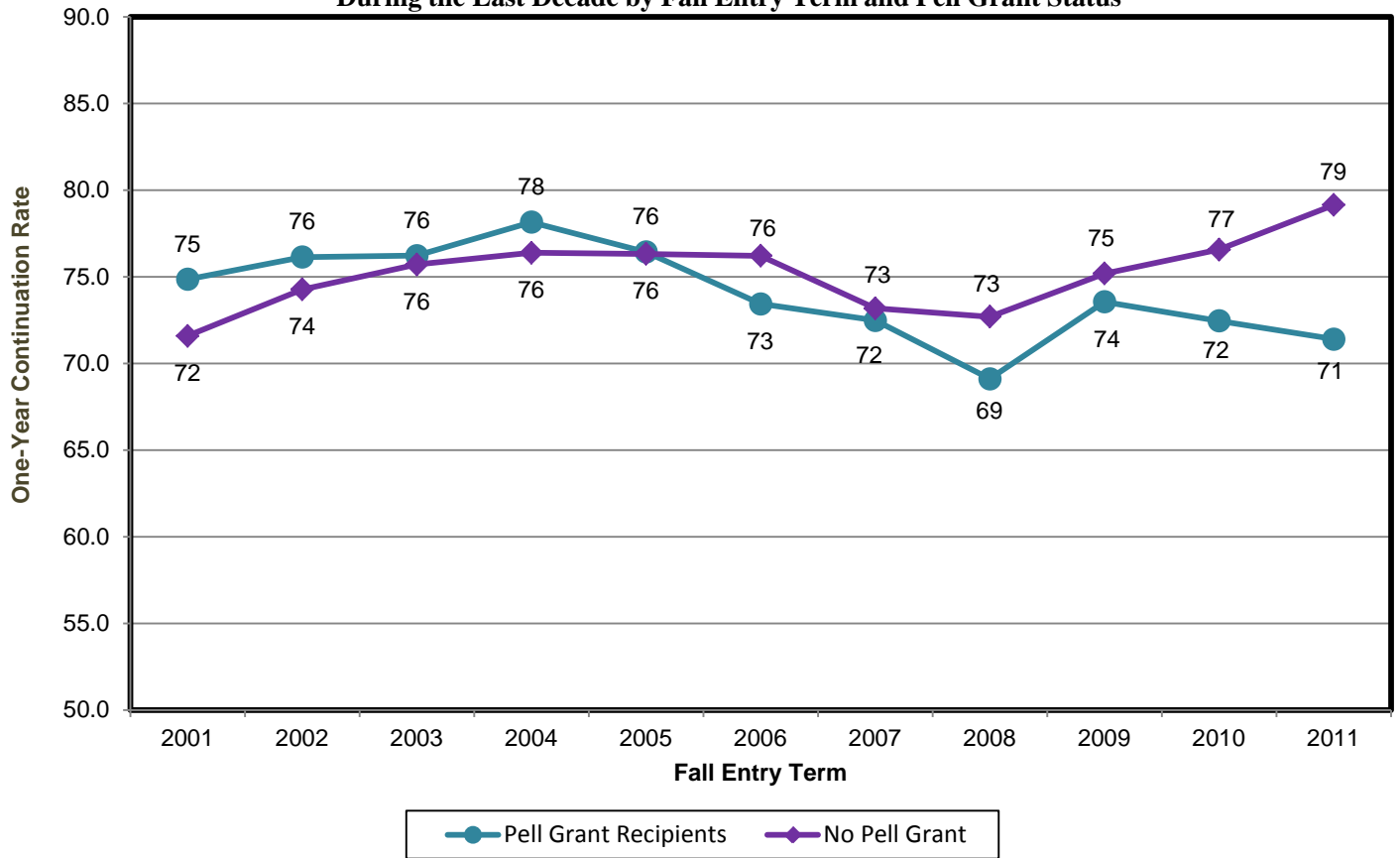
**Figure 12a. Percentage of First Time Freshman Entering CSUN During the Last Decade Who Were Fully Proficient at Entry by Fall Entry Term and Residence in Campus Housing**



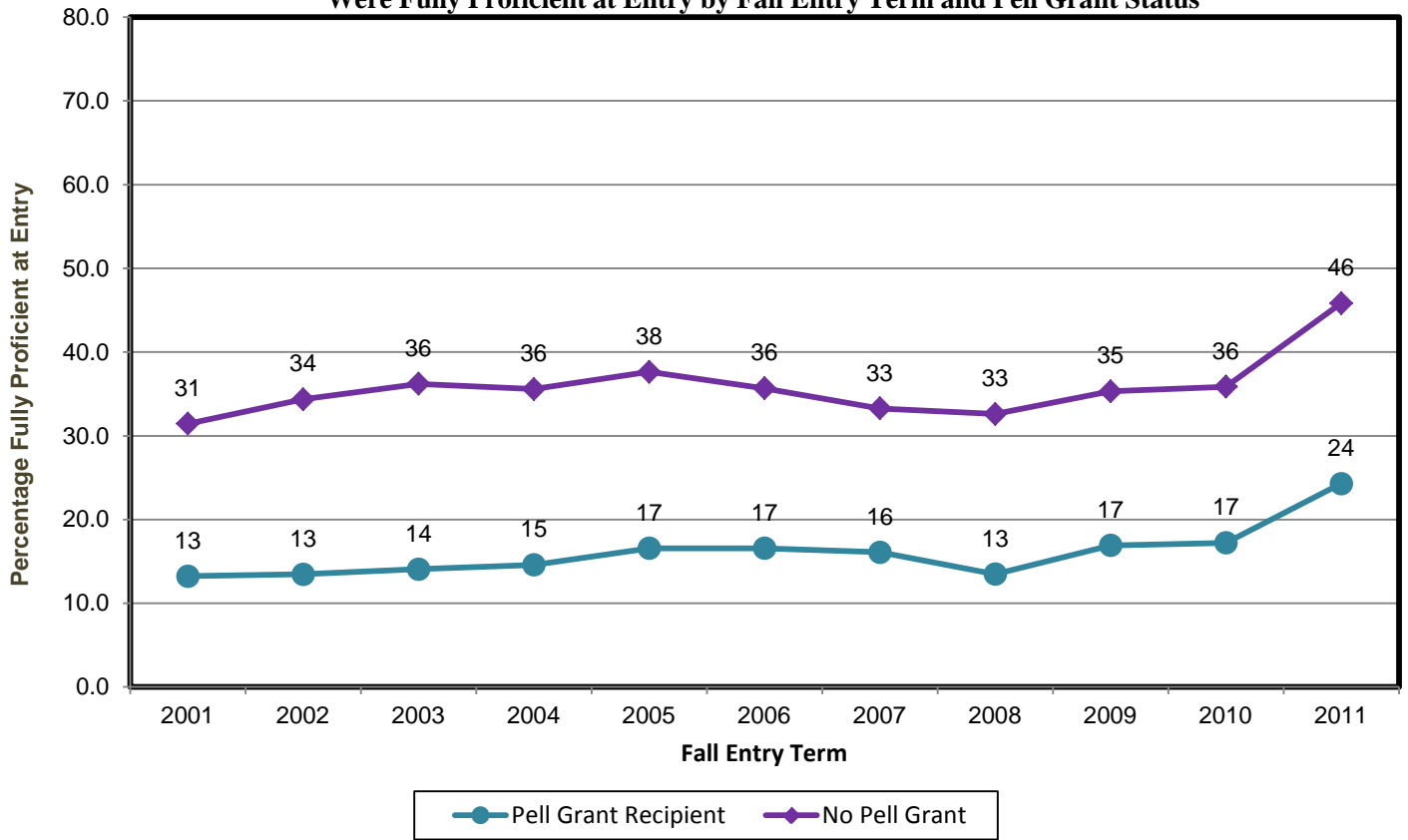
**Figure 12b. Percentage of First Time Freshman Entering CSUN During the Last Decade Who Needed Remediation in Writing and Mathematics by Fall Entry Term and Residence in Campus Housing**



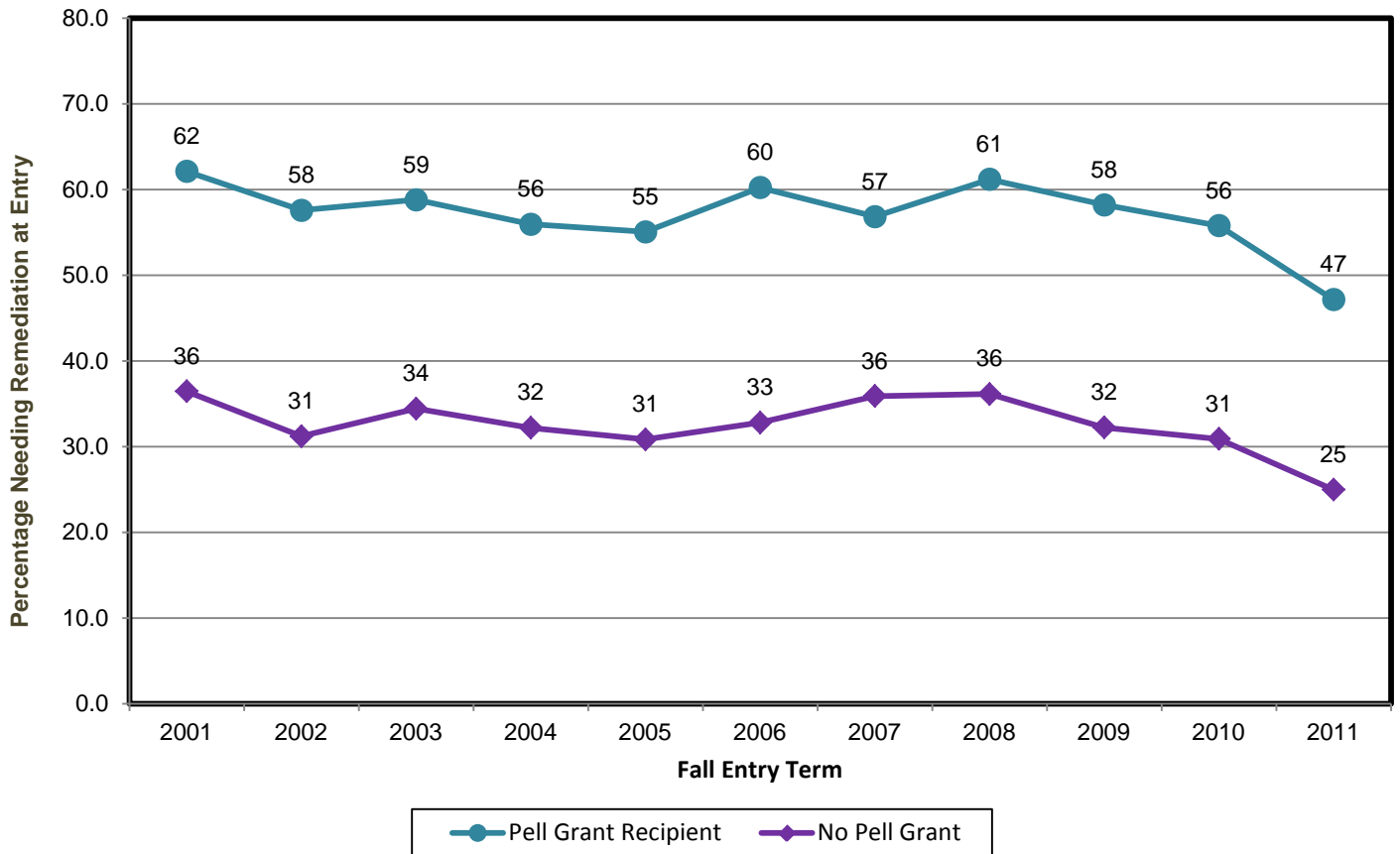
**Figure 13. One-Year Continuation Rates of the First Time Freshman Enrolling at CSUN During the Last Decade by Fall Entry Term and Pell Grant Status**



**Figure 14a. Percentage of First Time Freshman Entering CSUN During the Last Decade Who Were Fully Proficient at Entry by Fall Entry Term and Pell Grant Status**

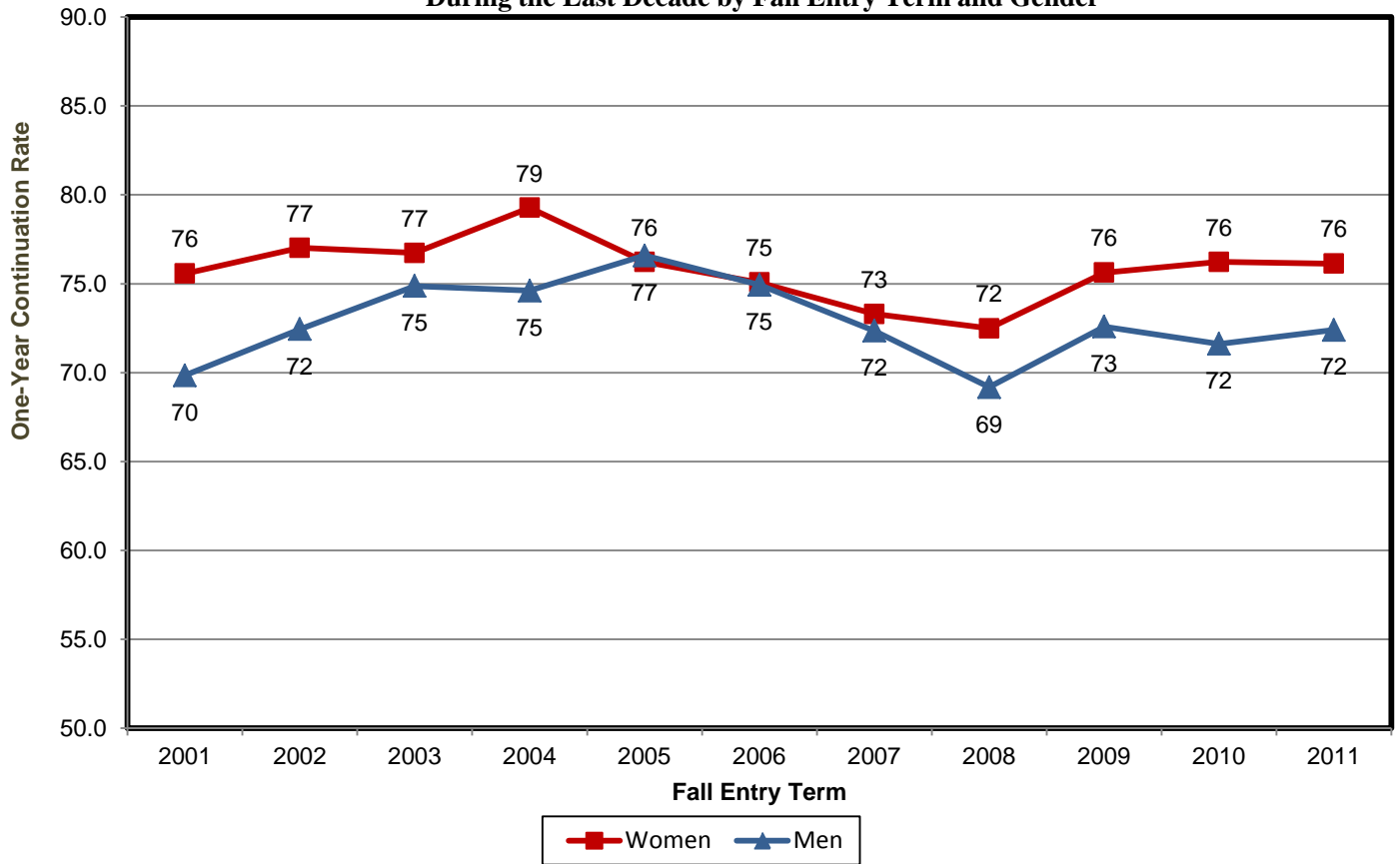


**Figure 14b. Percentage of First Time Freshman Entering CSUN During the Last Decade Who Needed Remediation in Writing and Mathematics by Fall Entry Term and Pell Grant Status**

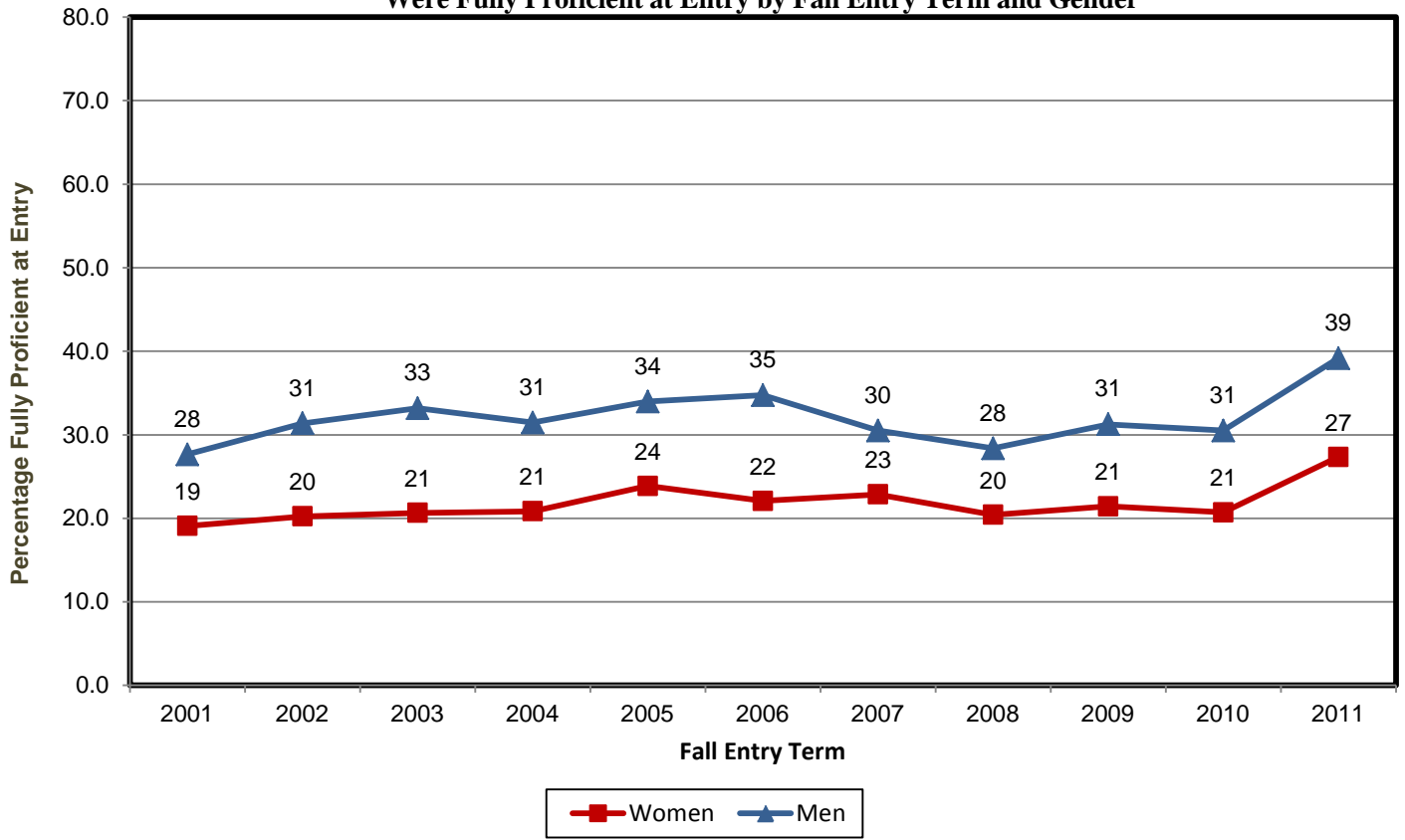




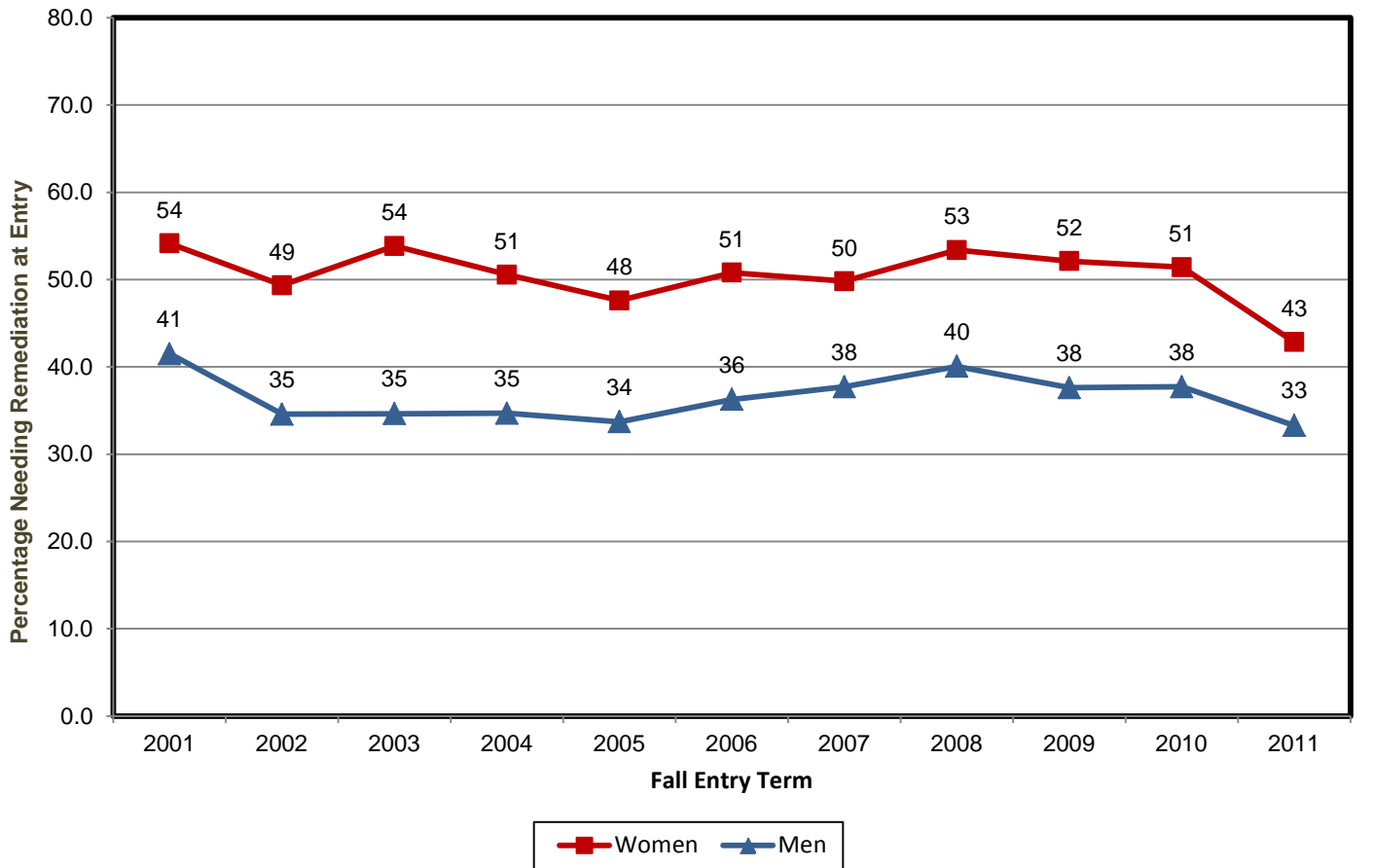
**Figure 15. One-Year Continuation Rates of the First Time Freshman Cohorts Entering CSUN During the Last Decade by Fall Entry Term and Gender**



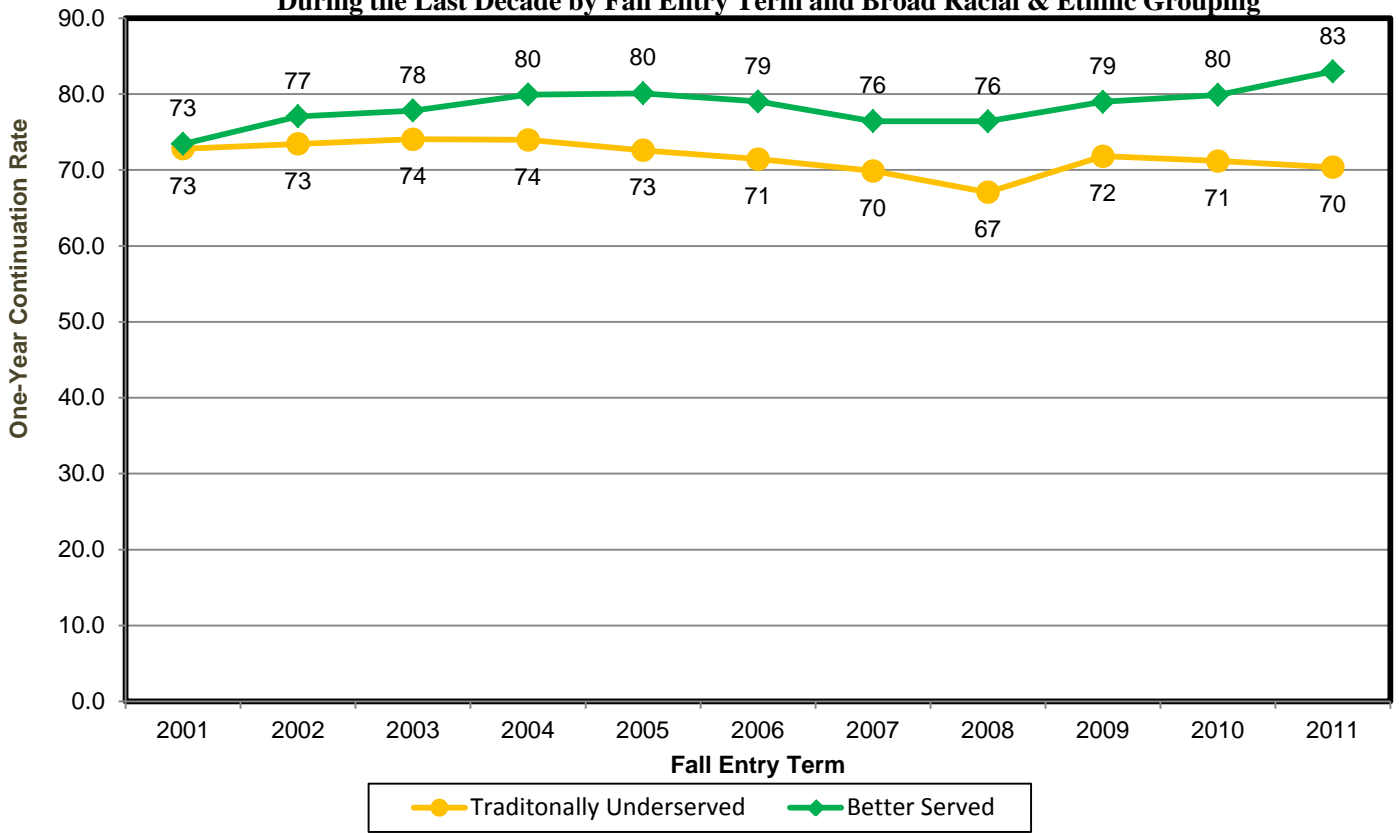
**Figure 16a. Percentage of First Time Freshman Entering CSUN During the Last Decade Who Were Fully Proficient at Entry by Fall Entry Term and Gender**



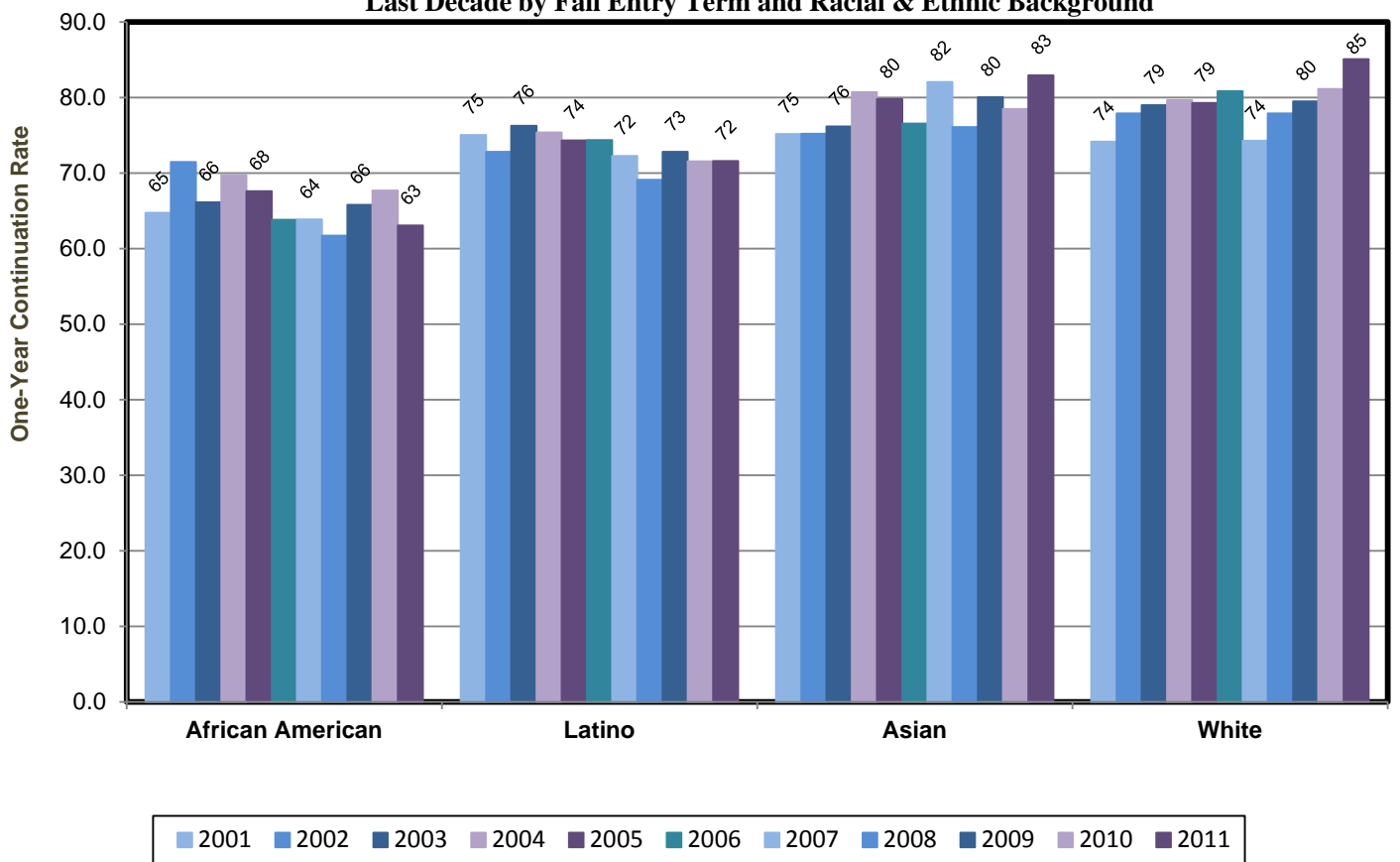
**Figure 16b. Percentage of First Time Freshman Entering CSUN During the Last Decade Who Needed Remediation in Writing and Mathematics by Fall Entry Term and Gender**



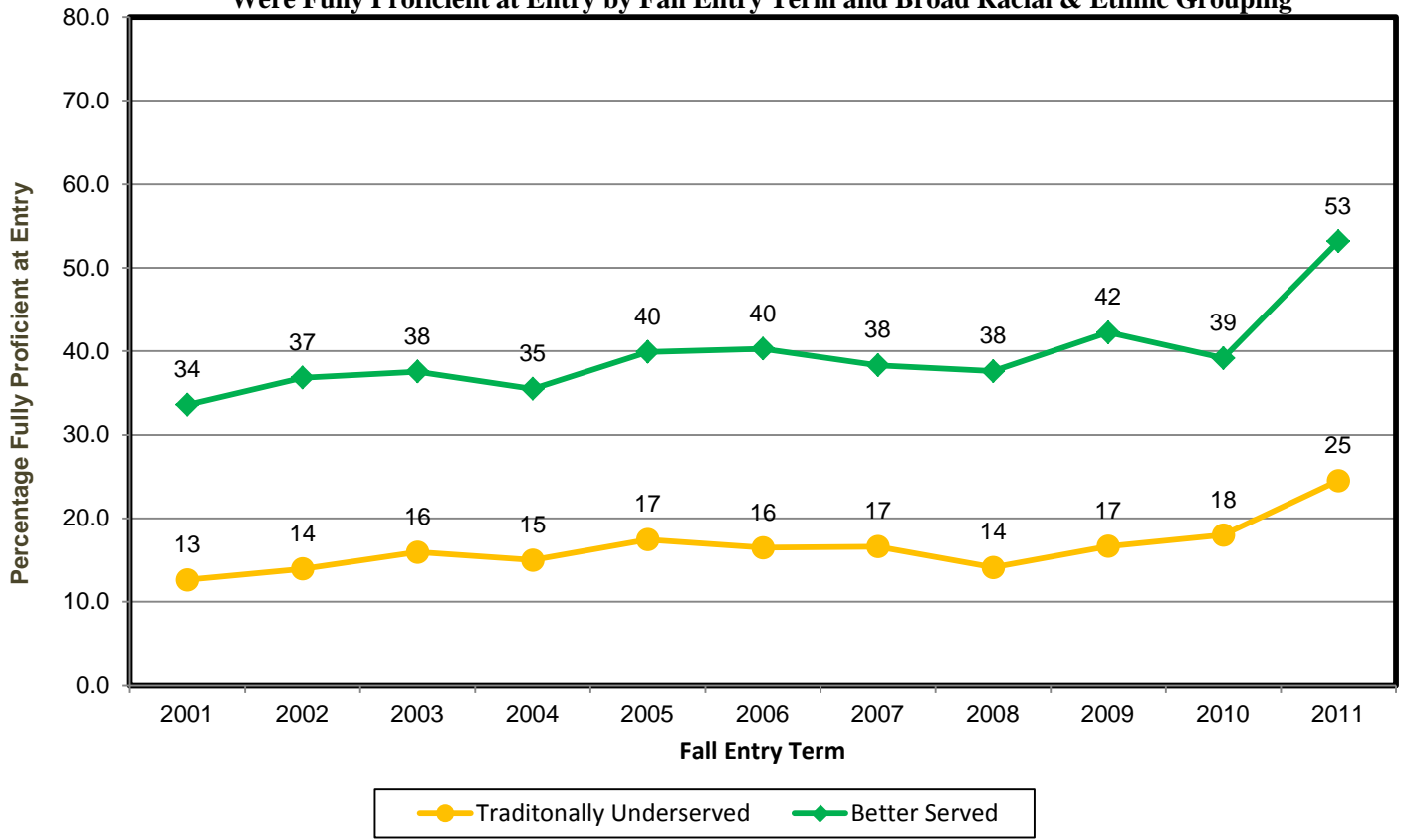
**Figure 17a. One-Year Continuation Rates of the First Time Freshman Cohorts Entering CSUN During the Last Decade by Fall Entry Term and Broad Racial & Ethnic Grouping**



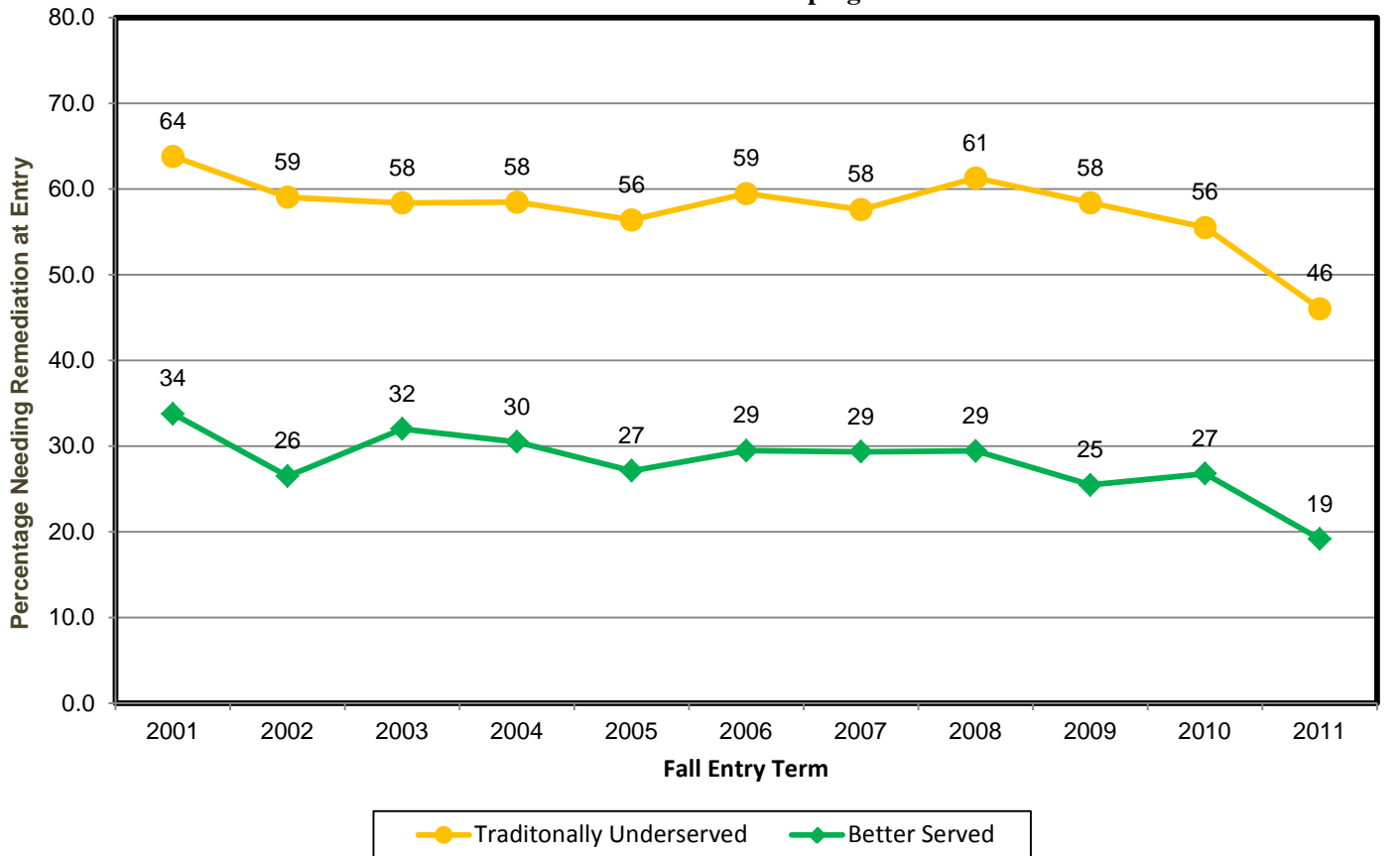
**Figure 17b. One-Year Continuation Rates of First Time Freshman Entering CSUN During the Last Decade by Fall Entry Term and Racial & Ethnic Background**



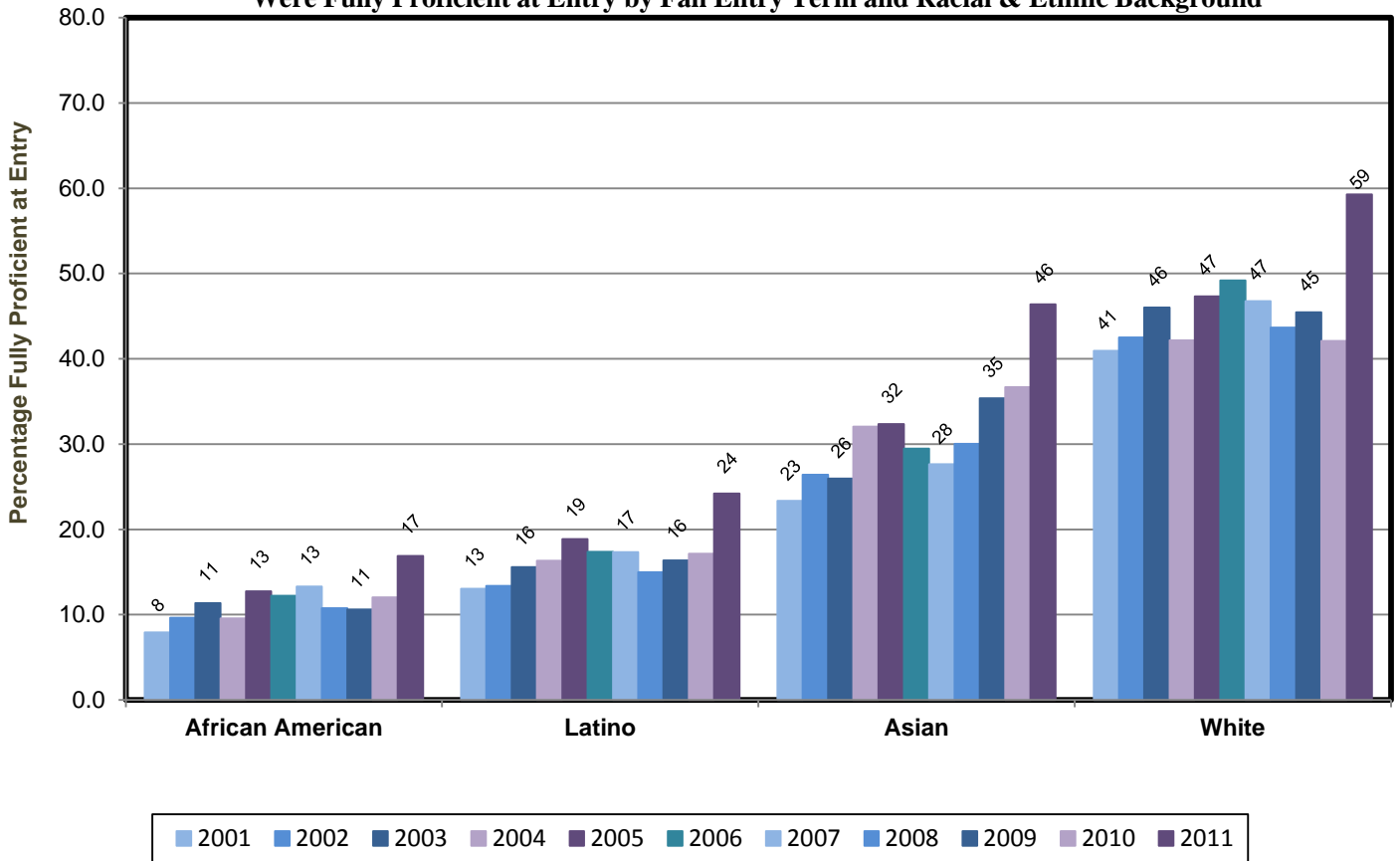
**Figure 18a. Percentage of First Time Freshman Entering CSUN During the Last Decade Who Were Fully Proficient at Entry by Fall Entry Term and Broad Racial & Ethnic Grouping**



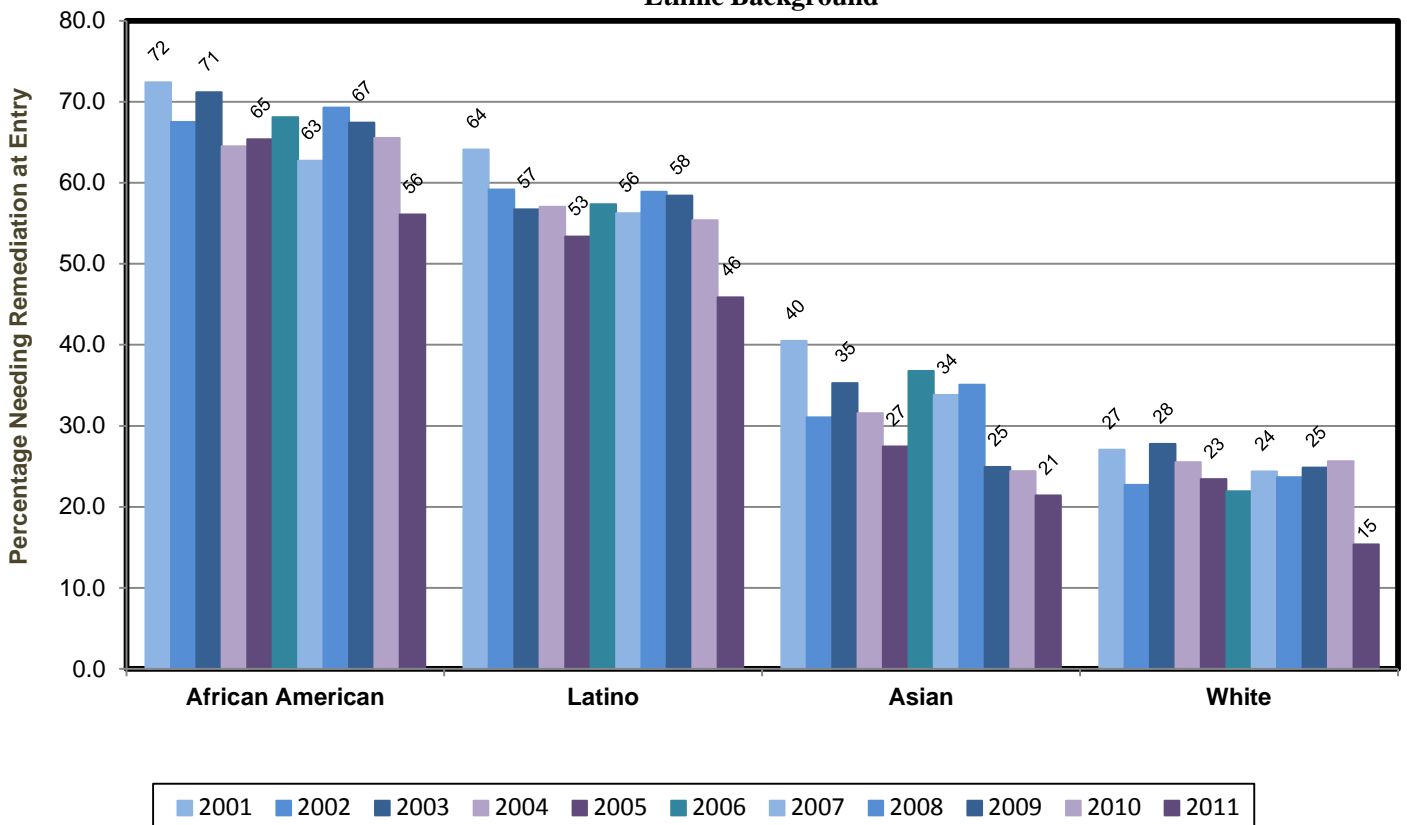
**Figure 18b. Percentage of First Time Freshman Entering CSUN During the Last Decade Who Needed Remediation in Writing and Mathematics by Fall Entry Term and Broad Racial & Ethnic Grouping**



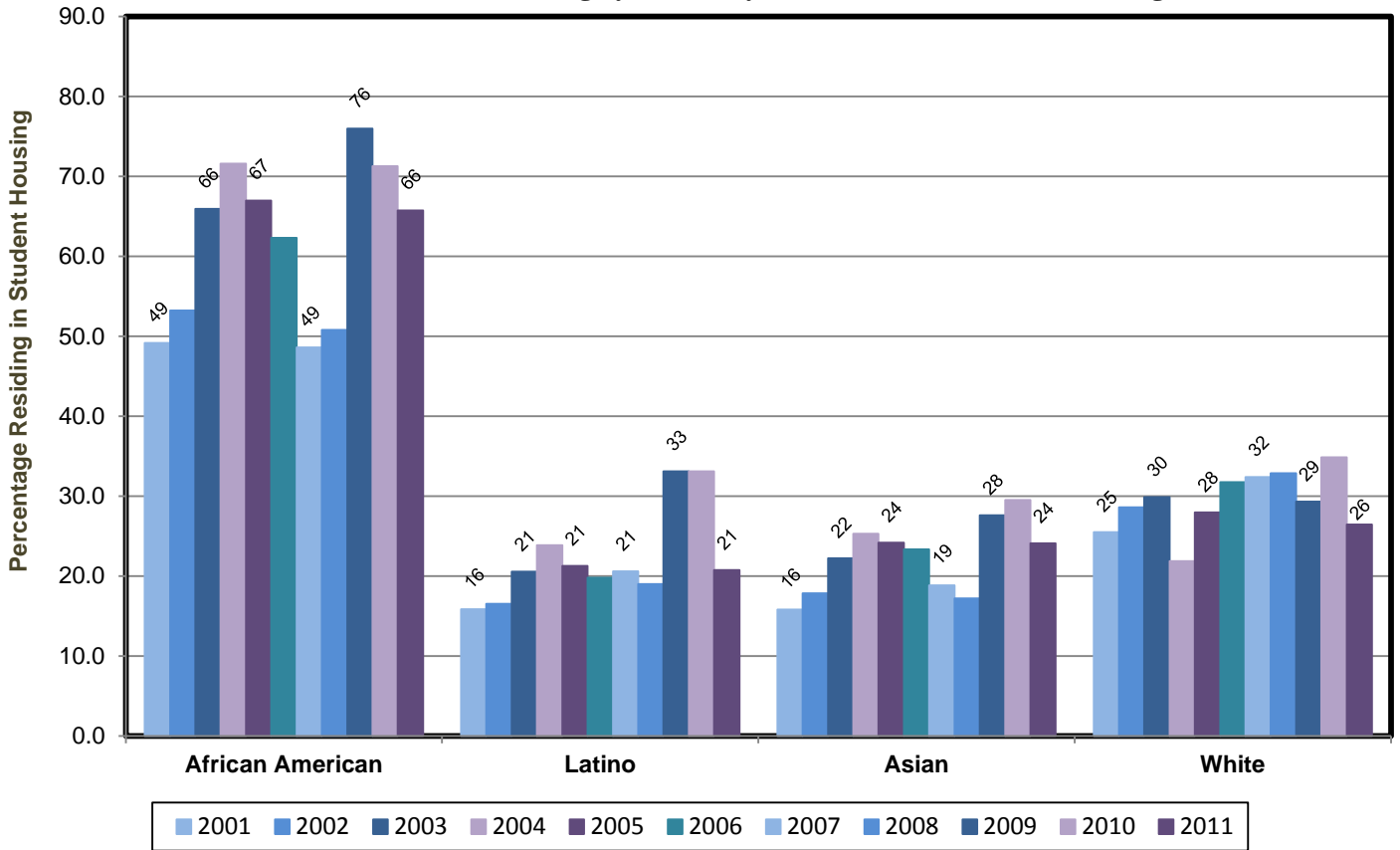
**Figure 19a. Percentage of First Time Freshman Entering CSUN During the Last Decade Who Were Fully Proficient at Entry by Fall Entry Term and Racial & Ethnic Background**



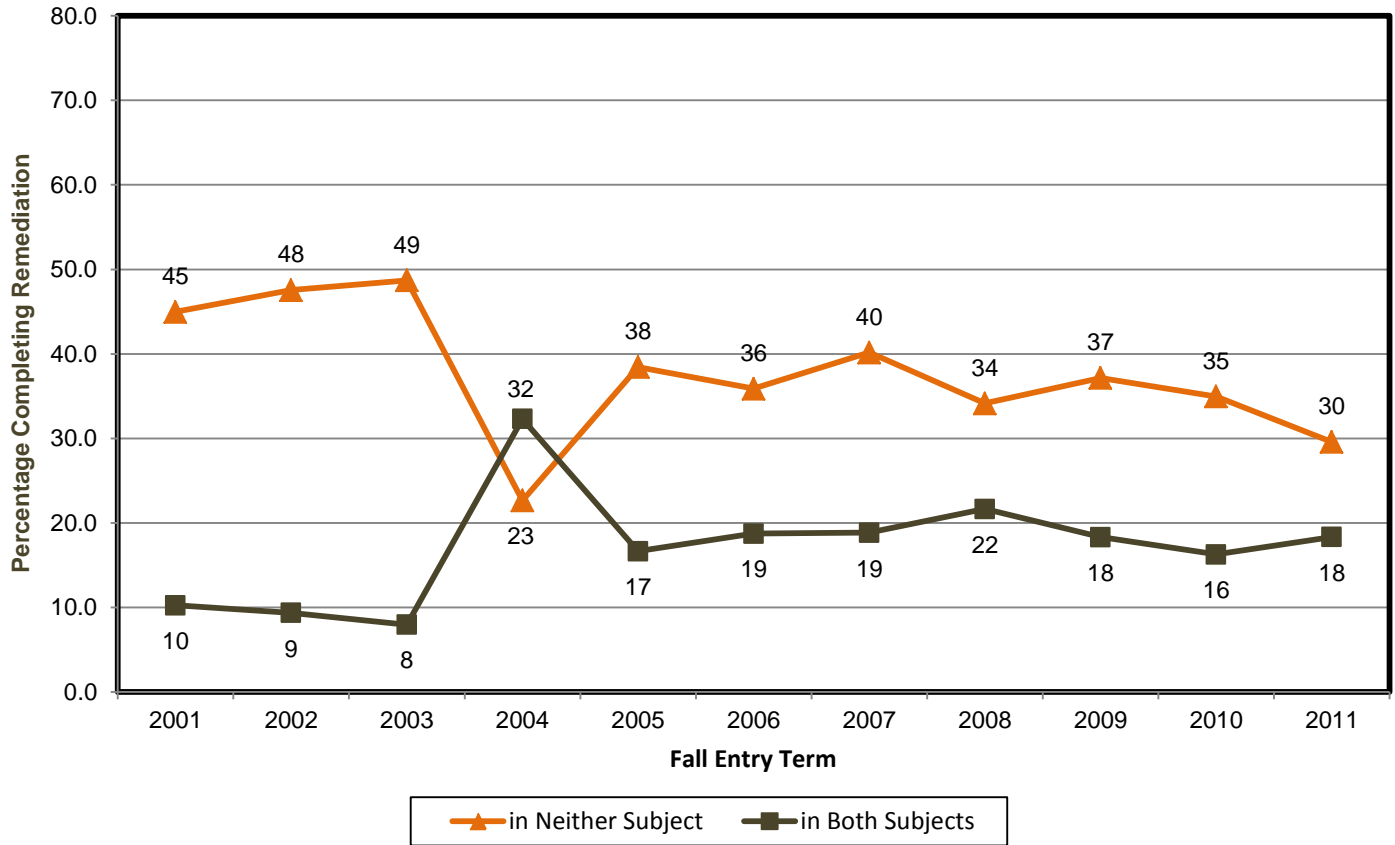
**Figure 19b. Percentage of First Time Freshman Entering CSUN During the Last Decade Who Needed Remediation in Writing and Mathematics at Entry by Fall Entry Term and Racial & Ethnic Background**



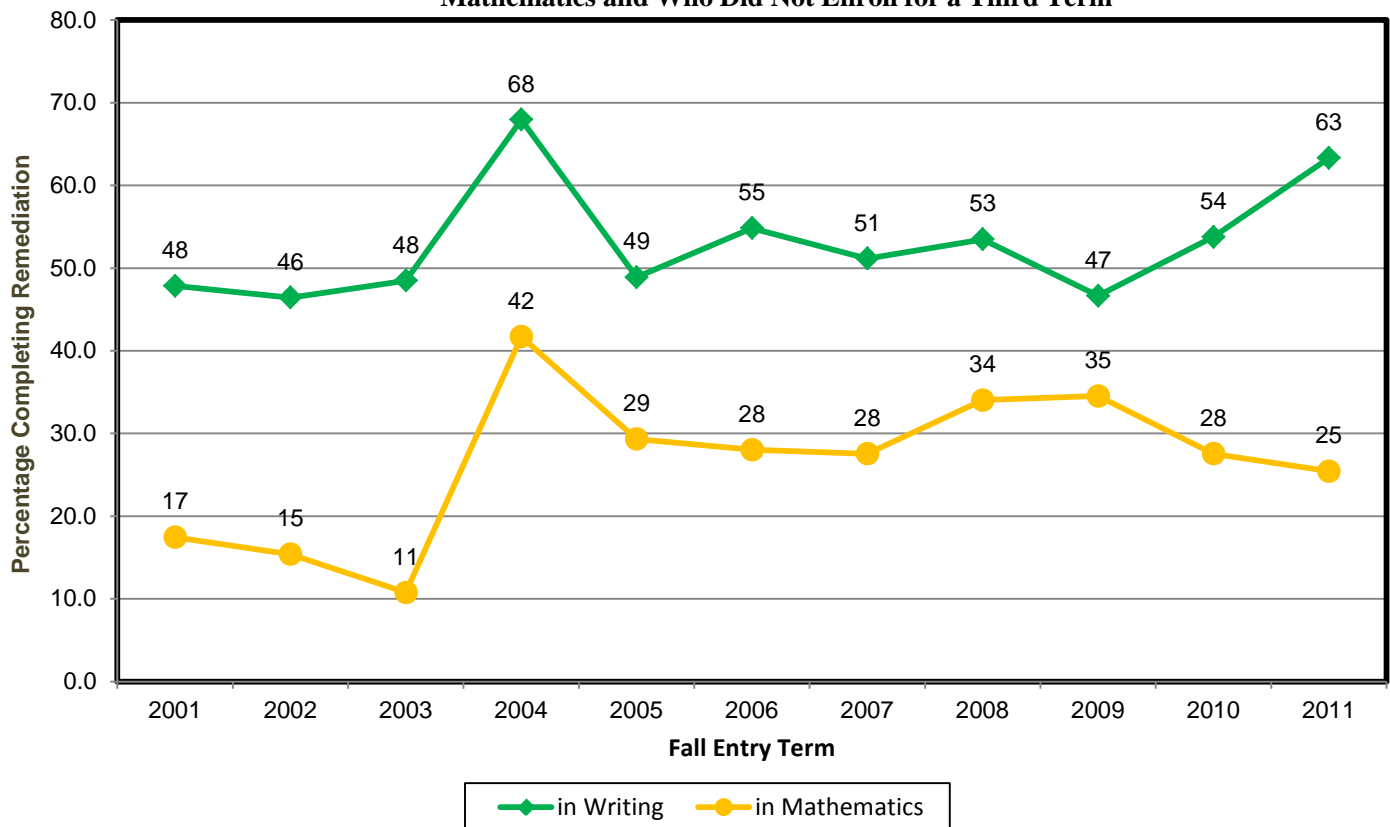
**Figure 20. Percentage of First Time Freshman Entering CSUN During the Last Decade Who Resided in Student Housing by Fall Entry Term and Racial & Ethnic Background**



**Figure 21a. Percentage of First Time Freshman Completing the Remediation They Needed at Entry in Both Writing and Mathematics by Fall Entry Term Among Those Who Did Not Enroll for a Third Term**



**Figure 21b. Percentage of First Time Freshman Completing the Remediation in One Subject by Fall Entry Term Among Those Who Needed Remediation at Entry in Both Writing and Mathematics and Who Did Not Enroll for a Third Term**



**Table 1. One-Year Continuation Rates of Undergraduates Entering Cal State Northridge During the Last Decade's Fall Terms**

Fall Entry Term	First Time Freshman			Upper Division Transfers		
	One-Year Continuation Rate	Cohort Size	Enrolled Third Term After Entry	One-Year Continuation Rate	Cohort Size	Enrolled Third Term After Entry
2001	73.2	3,301	2,415	81.1	2,788	2,260
2002	75.1	3,674	2,760	82.9	2,790	2,314
2003	75.9	3,609	2,741	82.9	2,638	2,188
2004	77.2	2,979	2,301	83.3	2,186	1,820
2005	76.4	3,720	2,841	84.6	3,270	2,768
2006	75.0	3,694	2,771	84.0	3,638	3,055
2007	72.9	4,128	3,009	84.7	3,589	3,040
2008	71.1	4,623	3,285	80.7	3,444	2,778
2009	74.3	4,203	3,124	81.8	3,615	2,958
2010	74.2	5,195	3,854	83.4	4,386	3,659
2011	74.4	5,269	3,922	81.4	4,835	3,936
Average	74.5	4,035.9	3,002.1	82.8	3,379.9	2,797.8

**Table 2. Status of First Time Freshmen Not Returning to CSUN in Their Third Term After Entry by Fall Entry Term**

Fall Entry Term	Percent enrolled at other			Not Enrolled Anywhere	Total Percent (for drop-outs)	(Freshmen no longer at CSUN) *	CSUN Drop-Outs as Percent of Cohort *
	Four-year Institutions	Two-year Institutions					
2002	4.2	28.9	66.9	100.0	(904)	24.6	
2003	3.6	31.2	65.2	100.0	(856)	23.7	
2004	3.7	36.9	59.4	100.0	(675)	22.7	
2005	5.9	33.8	60.3	100.0	(879)	23.6	
2006	7.4	37.9	54.7	100.0	(919)	24.9	
2007	5.9	43.3	50.7	100.0	(1,112)	26.9	
2008	3.1	45.1	51.8	100.0	(1,337)	28.9	
2009	3.1	43.4	53.5	100.0	(1,069)	25.4	
2010	7.3	38.7	54.0	100.0	(1,329)	25.6	
2011	3.3	35.6	61.1	100.0	(1,346)	25.5	
Average	4.8	37.5	57.8			25.2	

\* These numbers and percentages are not entirely consistent with those shown in Table 1 because not all missing students could be reliably identified.



**Table 3. Graduation Rates of Undergraduates Entering Cal State Northridge During the 1995-2006 Period**

Fall Entry Term	First Time Freshman					Upper Division Transfers				
	<i>Graduation Rates</i>		Cohort Size	Graduated within Six Years	Enrolled 13th Term After Entry	<i>Graduation Rates</i>		Cohort Size	Graduated within Three Years	Enrolled 7th Term After Entry
	Six-Year	Likely				Three-Year	Likely			
1995	25.8	41.4	2,137	551	333					
1996	30.1	43.8	2,704	815	370					
1997	32.3	46.5	2,595	839	368					
1998	36.9	48.7	2,302	850	271					
1999	36.9	49.5	2,625	969	331					
2000	40.5	52.7	2,841	1,150	348	51.8	70.5	2,658	1,376	497
2001	40.3	51.9	3,301	1,330	384	53.0	70.6	2,788	1,478	490
2002	40.6	51.7	3,674	1,493	405	55.3	72.2	2,790	1,543	472
2003	43.5	52.3	3,610	1,570	317	56.9	74.8	2,638	1,500	473
2004	47.5	56.2	2,979	1,414	259	60.5	76.9	2,186	1,322	359
2005	45.8	53.9	3,720	1,703	303	58.3	76.9	3,270	1,906	607
2006	47.7	55.3	3,695	1,763	280	54.5	71.7	3,638	1,984	626
2007						55.4	73.0	3,589	1,987	633
2008						59.0	75.5	3,444	2,031	568
2009						60.1	76.1	3,616	2,175	576
Average	39.0		3,015.3	1,203.9	330.8	56.5	73.8	3,061.7	1,730.2	530.1

**Table 4. Racial and Ethnic Background of First Time Freshmen by Fall Entry Term**

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>Percentages</b>												
Traditionally Underserved	50.1	49.4	50.1	46.2	49.4	50.6	51.5	55.4	60.6	62.3	63.8	62.9
<i>American Indian</i>	0.5	0.6	0.5	0.3	0.3	0.4	0.5	0.3	0.2	0.2	0.1	0.1
<i>Pacific Islander</i>	0.3	0.4	0.4	0.6	0.5	0.6	0.5	0.6	0.2	0.1	0.2	0.1
<i>African American</i>	12.6	13.0	12.7	10.9	13.3	12.6	14.9	13.5	10.3	10.7	8.4	7.0
<i>Latino/a</i>	30.2	29.7	32.9	34.4	35.3	36.9	35.5	41.1	46.5	47.4	51.6	52.7
<i>Multi-racial (or other)</i>	6.5	5.6	3.5	--	--	--	--	--	3.4	3.9	3.5	3.0
Better Served	47.6	47.7	46.6	51.0	47.3	45.6	44.9	41.5	35.9	34.4	31.1	31.4
<i>Asian</i>	14.1	13.5	12.8	13.9	12.6	12.6	11.7	12.4	10.5	11.3	11.3	11.2
<i>White/Caucasian</i>	25.1	27.2	25.0	23.8	23.7	23.4	23.9	20.9	20.2	19.9	17.1	17.3
<i>Decline to state</i>	8.3	7.0	8.7	13.3	10.9	9.5	9.2	8.3	5.2	3.2	2.8	2.9
International	2.3	2.9	3.4	2.9	3.3	3.8	3.6	3.1	3.5	3.4	5.1	5.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>Numbers</b>												
Traditionally Underserved	1,655	1,814	1,807	1,375	1,839	1,870	2,125	2,560	2,548	3,235	3,361	2,612
<i>American Indian</i>	16	23	19	9	13	13	22	14	8	8	7	4
<i>Pacific Islander</i>	9	16	14	17	18	24	21	26	9	6	10	3
<i>African American</i>	417	477	458	324	494	467	617	622	433	557	444	290
<i>Latino/a</i>	998	1,092	1,188	1,024	1,314	1,363	1,465	1,898	1,955	2,460	2,718	2,189
<i>Multi-racial (or other)</i>	215	206	128	1		3			143	204	182	126
Better Served	1,570	1,752	1,681	1,519	1,759	1,683	1,854	1,920	1,508	1,785	1,640	1,304
<i>Asian</i>	467	496	462	415	470	465	485	573	441	586	593	467
<i>White/Caucasian</i>	828	1,000	904	709	883	866	988	964	849	1,033	899	717
<i>Decline to state</i>	275	256	315	395	406	352	381	383	218	166	148	120
International	76	108	121	85	122	141	149	143	147	175	268	236
Total	3,301	3,674	3,609	2,979	3,720	3,694	4,128	4,623	4,203	5,195	5,269	4,152

Change in racial/ethnic  
coding categories

**Table 5. Changes in the Educational and Racial & Ethnic Backgrounds of the First Time Full-Time Freshmen Responding to the Freshman Survey by Fall Entry Term (Percentages)**

Characteristic	Fall 2007 (No. of Percent responses)	Fall 2008 (No. of Percent responses)	Fall 2009 (No. of Percent responses)	Fall 2010 (No. of Percent responses)	Fall 2011 (No. of Percent responses)
<b>1. First Generation Status</b>					
Both parents have completed no more than high school	31.4	35.6	38.6	40.2	44.8
One or both parents completed some college	23.9	22.5	19.9	20.9	28.7
One/both parents completed a four-year college deg.	44.8	41.9	41.5	38.8	26.5
Total	100.0 (2,830)	100.0 (3,546)	100.0 (3,327)	100.0 (4,226)	100.0 (4,306)
<b>2. Racial composition of neighborhood in which respondent grew up</b>					
Completely non-White	18.5	21.2	21.6	22.0	25.0
Mostly non-White	27.4	30.3	29.5	30.8	33.7
Roughly half non-White	22.7	21.3	21.8	21.8	20.7
Mostly White	27.3	24.2	24.5	22.4	18.6
Completely White	4.1	3.0	2.6	3.0	2.0
Total	100.0 (2,733)	100.0 (3,297)	100.0 (3,156)	100.0 (4,108)	100.0 (4,209)
<b>3. Racial composition of high school from which graduated</b>					
Completely non-White	11.2	14.7	14.1	15.0	17.6
Mostly non-White	33.9	33.8	34.9	35.0	39.8
Roughly half non-White	29.2	29.5	29.7	28.5	25.9
Mostly White	23.3	19.9	19.6	19.8	15.2
Completely White	2.4	2.2	1.7	1.7	1.5
Total	100.0 (2,880)	100.0 (3,528)	100.0 (3,308)	100.0 (4,268)	100.0 (4,368)
<b>4. Is English your native language?</b>					
Yes	73.6	71.5	71.2	71.1	69.7
No	26.4	28.5	28.8	28.9	30.3
Total	100.0 (2,909)	100.0 (3,539)	100.0 (3,328)	100.0 (4,304)	100.0 (4,336)
<b>5. Chances are very good that respondent will Make at least a "B" average</b>	51.0 (2,804)	55.3 (3,408)	61.1 (3,193)	59.4 (4,114)	59.4 (4,277)

**Table 6. The Percentage of First Time Freshmen Applicants and Admitted Students From CSUN's Local Service Area Who Belong to Major Racial & Ethnic Groups by Fall Entry Term**

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>Applicants</b>												
Traditionally Underserved	55.7	56.1	42.2	52.1	55.0	57.4	59.8	64.9	69.2	68.0	70.6	72.2
<i>American Indian</i>	0.4	0.6	0.3	0.3	0.3	0.2	0.4	0.4	0.2	0.1	0.1	0.1
<i>Pacific Islander</i>	0.3	0.4	0.3	0.4	0.4	0.4	0.5	0.4	0.2	0.2	0.1	0.1
<i>African American</i>	14.0	12.6	10.5	12.6	13.0	13.3	13.8	12.7	11.2	9.9	9.7	9.1
<i>Latino/a</i>	35.8	37.8	27.7	38.7	41.4	43.4	45.1	51.4	54.7	55.2	57.7	60.0
<i>Multi-racial (or other)</i>	5.2	4.6	3.4	--	--	--	--	--	2.9	2.7	2.9	2.8
Better Served	41.9	40.6	54.1	44.8	41.1	38.5	36.6	33.1	28.7	29.8	27.3	26.1
<i>Asian</i>	15.3	14.5	11.6	15.3	15.2	14.6	13.3	12.5	10.7	12.0	11.4	10.8
<i>White/Caucasian</i>	18.5	19.4	15.6	19.8	18.1	16.5	16.1	14.1	14.0	15.2	13.6	12.9
<i>Decline to state</i>	8.1	6.7	26.9	9.7	7.7	7.4	7.1	6.6	3.9	2.6	2.3	2.5
International	2.4	3.3	3.6	3.0	4.0	4.1	3.7	1.9	2.1	2.1	2.1	1.7
Total (Number of applicants)	100.0 (6,182)	100.0 (6,908)	100.0 (7,215)	100.0 (7,841)	100.0 (9,522)	100.0 (10,559)	100.0 (11,859)	100.0 (12,901)	100.0 (11,705)	100.0 (12,850)	100.0 (14,529)	100.0 (17,184)
<b>Admitted Students</b>												
Traditionally Underserved	52.3	52.2	39.2	45.3	51.0	51.7	54.0	59.6	64.0	63.0	64.7	64.8
<i>American Indian</i>	0.4	0.5	0.3	0.3	0.3	0.2	0.4	0.4	0.1	0.1	0.1	0.1
<i>Pacific Islander</i>	0.3	0.4	0.3	0.5	0.4	0.4	0.4	0.4	0.2	0.1	0.2	0.1
<i>African American</i>	12.2	10.9	8.9	9.2	11.2	10.2	10.7	9.9	8.7	7.9	7.1	7.0
<i>Latino/a</i>	33.8	35.5	25.9	35.2	39.2	40.8	42.5	48.9	51.9	52.0	54.2	54.3
<i>Multi-racial (or other)</i>	5.6	4.8	3.7	--	--	--	--	--	3.1	2.8	3.1	3.2
Better Served	45.5	45.0	57.5	52.3	45.9	44.6	42.8	38.1	33.5	34.5	32.6	32.7
<i>Asian</i>	16.2	15.5	11.8	16.5	16.5	16.4	15.1	14.1	12.4	13.9	13.3	12.9
<i>White/Caucasian</i>	21.2	22.7	18.2	24.3	20.8	20.2	19.8	17.1	16.9	18.0	16.9	17.4
<i>Decline to state</i>	8.1	6.8	27.5	11.4	8.6	8.0	7.9	6.9	4.2	2.7	2.5	2.4
International	2.2	2.8	3.3	2.5	3.0	3.7	3.1	2.4	2.5	2.5	2.7	2.5
Total (Number of Admits)	100.0 (4,932)	100.0 (5,370)	100.0 (5,478)	100.0 (5,303)	100.0 (7,199)	100.0 (7,279)	100.0 (8,078)	100.0 (9,766)	100.0 (8,771)	100.0 (9,831)	100.0 (9,955)	100.0 (9,542)

Table 6 cont'd.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>Yield (Admits/Enrolled)</b>												
Traditionally Underserved	45.3	44.3	41.1	43.0	36.6	35.3	32.0	31.2	33.9	37.0	41.9	37.2
<i>American Indian</i>	35.0	53.6	58.8	23.5	30.0	27.8	34.5	31.4	0.0	45.5	44.4	33.3
<i>Pacific Islander</i>	46.7	33.3	47.1	40.7	37.9	30.0	20.0	31.7	31.6	21.4	50.0	15.4
<i>African American</i>	43.2	44.9	39.8	44.9	38.5	35.8	38.5	35.5	37.5	37.7	42.8	34.6
<i>Latino/a</i>	44.7	43.5	40.7	42.7	36.1	35.2	30.4	30.4	33.8	37.0	42.0	38.2
Multi-racial (or other)	54.3	48.5	44.8	--	--	--	--	--	26.8	35.4	36.3	26.8
Better Served	40.8	41.5	39.5	38.0	33.2	31.3	30.7	31.1	31.3	31.4	34.4	31.3
<i>Asian</i>	37.7	39.7	30.7	33.1	27.6	26.5	25.4	28.6	27.4	28.4	32.9	31.1
<i>White/Caucasian</i>	42.3	42.2	36.3	37.3	33.2	32.8	32.0	31.9	32.1	33.0	34.7	30.5
<i>Decline to state</i>	43.1	42.9	45.5	46.9	43.9	37.0	37.4	34.1	39.5	36.8	40.2	39.0
International	33.6	45.0	39.4	37.1	37.4	31.8	31.1	27.9	24.0	22.5	24.6	26.8
Total	43.0	43.0	40.1	40.2	35.1	33.4	31.4	31.1	32.7	34.7	39.0	35.0

**Table 7. One-Year Continuation Rates for First Time Freshman Planning Majors in Different Colleges by Fall Entry Term**

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Change in Number of Majors (2004-11)
<b>All First Time Freshmen</b>	73.2	75.1	75.9	77.2	76.4	75.0	72.9	71.1	74.3	74.2	74.4	76.9
(Students in Entry Cohort)	(3,301)	(3,674)	(3,609)	(2,979)	(3,720)	(3,694)	(4,128)	(4,623)	(4,203)	(5,195)	(5,269)	
<b>Anticipated Major</b>												
Arts, Media, & Communication	67.6	76.8	79.3	77.7	74.1	73.6	72.9	72.2	74.2	76.0	75.9	82.1
	(429)	(521)	(463)	(364)	(521)	(573)	(639)	(679)	(596)	(741)	(663)	
Business & Economics	69.8	72.1	77.0	76.7	77.5	72.7	72.9	71.8	72.4	75.0	76.0	26.1
	(547)	(581)	(623)	(536)	(659)	(674)	(701)	(791)	(624)	(693)	(676)	
Education (Deaf Studies)	81.0	79.2	90.5	71.4	80.6	82.9	86.1	77.6	71.0	81.1	71.0	47.6
	(21)	(24)	(21)	(21)	(31)	(41)	(36)	(49)	(31)	(37)	(31)	
Engineering & Computer Science	73.2	72.3	72.3	76.8	76.0	76.1	77.9	71.1	70.2	69.3	72.5	145.9
	(302)	(264)	(256)	(220)	(246)	(226)	(262)	(329)	(332)	(460)	(541)	
Health & Human Development	72.8	69.4	72.7	75.6	70.5	74.6	65.3	70.6	80.9	73.3	74.2	137.8
	(224)	(265)	(286)	(262)	(332)	(342)	(400)	(506)	(450)	(580)	(623)	
Humanities	81.3	76.9	77.0	76.9	79.5	76.0	76.1	74.3	76.0	79.6	81.8	-2.7
	(209)	(290)	(296)	(186)	(258)	(208)	(230)	(265)	(229)	(211)	(181)	
Science & Mathematics	80.7	78.7	75.6	79.1	82.3	80.6	74.9	74.0	76.2	76.3	78.1	168.7
	(202)	(202)	(238)	(201)	(277)	(299)	(347)	(361)	(365)	(518)	(540)	
Social & Behavioral Sciences	77.3	75.1	70.4	75.8	75.2	73.8	71.0	68.6	70.1	71.8	69.1	141.8
	(317)	(349)	(439)	(318)	(432)	(435)	(524)	(605)	(616)	(783)	(769)	
Undeclared	72.8	76.7	77.5	78.3	76.8	75.7	73.7	69.3	75.7	74.4	74.5	42.9
	(1,050)	(1,178)	(987)	(871)	(964)	(896)	(989)	(1,038)	(960)	(1,172)	(1,245)	

**Table 8. One-Year Continuation Rates and Proficiency at Entry by Fall Entry Term**

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<b>Continuation Rates</b>											
Fully Proficient (Students in Entry Cohort)	80.8 (749)	79.1 (913)	79.4 (935)	82.1 (759)	80.9 (1,039)	81.9 (1,012)	79.5 (1,080)	79.4 (1,103)	80.7 (1,077)	81.2 (1,301)	82.3 (1,724)
Needed Remediation in:											
<i>Writing only</i> (Students in Entry Cohort)	78.4 (482)	76.6 (765)	80.6 (660)	81.6 (576)	84.2 (729)	78.4 (606)	80.7 (683)	75.4 (777)	80.8 (777)	78.5 (1,127)	78.9 (755)
<i>Math Only</i> (Students in Entry Cohort)	67.1 (459)	76.5 (408)	77.1 (362)	78.5 (344)	70.2 (389)	73.4 (425)	70.3 (525)	73.4 (542)	73.5 (419)	75.7 (411)	73.0 (762)
<i>Both Subjects</i> (Students in Entry Cohort)	69.8 (1,611)	71.8 (1,588)	71.9 (1,652)	72.2 (1,300)	71.2 (1,563)	70.0 (1,651)	66.8 (1,840)	64.7 (2,201)	68.3 (1,930)	68.0 (2,356)	66.7 (2,028)
<b>Proficiency at Entry</b>											
Fully Proficient	22.7	24.9	25.9	25.5	27.9	27.4	26.2	23.9	25.6	25.0	32.7
Needed Remediation in:											
<i>Writing only</i>	14.6	20.8	18.3	19.3	19.6	16.4	16.5	16.8	18.5	21.7	14.3
<i>Math Only</i>	13.9	11.1	10.0	11.5	10.5	11.5	12.7	11.7	10.0	7.9	14.5
<i>Both Subjects</i>	48.8	43.2	45.8	43.6	42.0	44.7	44.6	47.6	45.9	45.4	38.5
At Entry, Needed:											
<i>Remediation in English</i>	63.4	64.0	64.1	63.0	61.6	61.1	61.1	64.4	64.4	67.0	52.8
<i>Remediation in Mathematics</i>	62.7	54.3	55.8	55.2	52.5	56.2	57.3	59.3	55.9	53.3	53.0
Total (Cohort Size)	100.0 (3,301)	100.0 (3,674)	100.0 (3,609)	100.0 (2,979)	100.0 (3,720)	100.0 (3,694)	100.0 (4,128)	100.0 (4,623)	100.0 (4,203)	100.0 (5,195)	100.0 (5,269)

**Table 9. One-Year Continuation Rates and Proficiency at Entry by Fall Entry Term and First-Year Residence in Student Housing**

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<b>Continuation Rates</b>											
Resided in Campus Housing (Students in Entry Cohort)	73.9 (756)	75.8 (925)	75.1 (1,060)	73.7 (851)	74.7 (1,095)	71.5 (1,081)	70.8 (1,098)	72.5 (1,173)	72.1 (1,450)	74.2 (1,869)	73.6 (1,467)
Resided Elsewhere (Students in Entry Cohort)	72.9 (2,545)	74.9 (2,749)	76.3 (2,549)	78.7 (2,128)	77.1 (2,625)	76.5 (2,613)	73.7 (3,030)	70.6 (3,450)	75.5 (2,753)	74.2 (3,326)	74.8 (3,802)
<b>Proficiency at Entry</b>											
<b>Resided in Campus Housing</b>											
Fully Proficient	23.3	26.2	25.4	19.7	26.8	25.8	26.0	25.5	23.8	25.1	33.1
Needed Remediation in:											
<i>Writing only</i>	11.6	14.4	15.4	17.0	15.2	12.6	13.7	12.8	18.7	19.0	12.3
<i>Math Only</i>	15.6	12.3	10.8	12.8	12.1	12.9	14.8	13.5	10.0	9.1	17.9
<i>Both Subjects</i>	49.5	47.1	48.4	50.4	46.0	48.8	45.5	48.3	47.5	46.7	36.7
Total (Number in Cohort)	100.0 (756)	100.0 (925)	100.0 (1,060)	100.0 (851)	100.0 (1,095)	100.0 (1,081)	100.0 (1,098)	100.0 (1,173)	100.0 (1,450)	100.0 (1,869)	100.0 (1,467)
<b>Resided Elsewhere</b>											
Fully Proficient	22.5	24.4	26.1	27.8	28.4	28.1	26.2	23.3	26.6	25.0	32.6
Needed Remediation in:											
<i>Writing only</i>	15.5	23.0	19.5	20.3	21.4	18.0	17.6	18.2	18.4	23.2	15.1
<i>Math Only</i>	13.4	10.7	9.7	11.0	9.8	10.9	12.0	11.1	10.0	7.2	13.1
<i>Both Subjects</i>	48.6	41.9	44.7	40.9	40.3	43.0	44.2	47.4	45.1	44.6	39.2
Total (Number in Cohort)	100.0 (2,545)	100.0 (2,749)	100.0 (2,549)	100.0 (2,128)	100.0 (2,625)	100.0 (2,613)	100.0 (3,030)	100.0 (3,450)	100.0 (2,753)	100.0 (3,326)	100.0 (3,802)



**Table 10. One-Year Continuation Rates and Proficiency at Entry by Fall Entry Term and Pell Grant Status**

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<b>Continuation Rates</b>											
Pell Grant Recipient (in first year) (Students in Entry Cohort)	74.9 (1,587)	76.1 (1,672)	76.2 (1,678)	78.2 (1,433)	76.4 (1,714)	73.4 (1,600)	72.5 (1,708)	69.1 (2,114)	73.6 (2,212)	72.5 (3,014)	71.4 (3,207)
No Grant Received (Students in Entry Cohort)	71.6 (1,714)	74.3 (2,002)	75.7 (1,931)	76.4 (1,546)	76.3 (2,006)	76.2 (2,094)	73.2 (2,420)	72.7 (2,509)	75.2 (1,991)	76.6 (2,181)	79.1 (2,062)
<b>Proficiency at Entry</b>											
<b>Pell Grant Recipient</b>											
Fully Proficient	13.2	13.5	14.1	14.6	16.6	16.6	16.1	13.5	16.9	17.2	24.3
Needed Remediation in:											
<i>Writing only</i>	13.7	20.2	18.7	18.8	19.6	14.6	16.6	15.1	15.8	20.4	15.2
<i>Math Only</i>	11.0	8.8	8.4	10.6	8.8	8.6	10.4	10.2	9.1	6.6	13.3
<i>Both Subjects</i>	62.1	57.6	58.8	56.0	55.1	60.3	56.9	61.2	58.2	55.8	47.2
Total (Number in Cohort)	100.0 (1,587)	100.0 (1,672)	100.0 (1,678)	100.0 (1,433)	100.0 (1,714)	100.0 (1,600)	100.0 (1,708)	100.0 (2,114)	100.0 (2,212)	100.0 (3,014)	100.0 (3,207)
<b>No Grant Received</b>											
Fully Proficient	31.4	34.4	36.2	35.6	37.6	35.7	33.3	32.6	35.3	35.9	45.8
Needed Remediation in:											
<i>Writing only</i>	15.5	21.4	17.9	19.8	19.6	17.8	16.5	18.3	21.5	23.5	13.0
<i>Math Only</i>	16.6	13.0	11.4	12.4	11.9	13.7	14.3	13.0	10.9	9.7	16.2
<i>Both Subjects</i>	36.5	31.2	34.4	32.2	30.9	32.8	35.9	36.1	32.2	30.9	25.0
Total (Number in Cohort)	100.0 (1,714)	100.0 (2,002)	100.0 (1,931)	100.0 (1,546)	100.0 (2,006)	100.0 (2,094)	100.0 (2,420)	100.0 (2,509)	100.0 (1,991)	100.0 (2,181)	100.0 (2,062)

**Table 11. Freshman Continuation Rates and Proficiency at Entry by Fall Entry Term and Gender**

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<b>Continuation Rates</b>											
Women	75.6	77.0	76.7	79.3	76.2	75.1	73.3	72.5	75.6	76.2	76.1
(Students in Entry Cohort)	(1,908)	(2,150)	(2,093)	(1,679)	(2,225)	(2,142)	(2,341)	(2,621)	(2,408)	(2,894)	(2,874)
Men	69.8	72.4	74.9	74.6	76.6	74.9	72.4	69.2	72.6	71.6	72.4
(Students in Entry Cohort)	(1,393)	(1,524)	(1,516)	(1,300)	(1,495)	(1,552)	(1,787)	(2,002)	(1,795)	(2,301)	(2,395)
<b>Proficiency at Entry</b>											
<b>Women</b>											
Fully Proficient	19.1	20.2	20.6	20.8	23.9	22.1	22.9	20.4	21.4	20.7	27.3
Needed Remediation in:											
<i>Writing only</i>	11.5	17.6	14.0	14.7	15.9	13.8	12.0	12.2	14.4	17.8	11.9
<i>Math Only</i>	15.3	12.8	11.6	13.9	12.7	13.3	15.3	14.0	12.1	10.1	18.0
<i>Both Subjects</i>	54.1	49.3	53.8	50.6	47.6	50.8	49.8	53.4	52.1	51.4	42.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(Number in Cohort)	(1,908)	(2,150)	(2,093)	(1,679)	(2,225)	(2,142)	(2,341)	(2,621)	(2,408)	(2,894)	(2,874)
<b>Men</b>											
Fully Proficient	27.6	31.4	33.2	31.5	34.0	34.7	30.5	28.4	31.3	30.5	39.2
Needed Remediation in:											
<i>Writing only</i>	18.8	25.3	24.3	25.3	25.2	20.0	22.5	22.8	24.0	26.6	17.3
<i>Math Only</i>	12.1	8.7	7.9	8.5	7.2	9.0	9.3	8.7	7.1	5.2	10.3
<i>Both Subjects</i>	41.5	34.6	34.6	34.7	33.7	36.3	37.7	40.1	37.6	37.7	33.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(Number in Cohort)	(1,393)	(1,524)	(1,516)	(1,300)	(1,495)	(1,552)	(1,787)	(2,002)	(1,795)	(2,301)	(2,395)

**Table 12. One-Year Continuation Rates, Proficiency at Entry, and Residence in Student Housing by Fall Entry Term and Racial and Ethnic Background**

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<b>Continuation Rates</b>											
Traditionally Underserved (Students in Entry Cohort)	72.8 (1,655)	73.4 (1,814)	74.0 (1,807)	74.0 (1,375)	72.6 (1,839)	71.4 (1,870)	69.9 (2,125)	67.1 (2,560)	71.8 (2,548)	71.2 (3,235)	70.4 (3,361)
<i>American Indian</i> (Students in Entry Cohort)	68.8 (16)	78.3 (23)	63.2 (19)	77.8 (9)	92.3 (13)	61.5 (13)	68.2 (22)	64.3 (14)	75.0 (8)	62.5 (8)	85.7 (7)
<i>Pacific Islander</i> (Students in Entry Cohort)	77.8 (9)	62.5 (16)	78.6 (14)	64.7 (17)	66.7 (18)	54.2 (24)	81.0 (21)	46.2 (26)	44.4 (9)	50.0 (6)	70.0 (10)
<i>African American</i> (Students in Entry Cohort)	64.7 (417)	71.5 (477)	66.2 (458)	69.8 (324)	67.6 (494)	63.8 (467)	63.9 (617)	61.7 (622)	65.8 (433)	67.7 (557)	63.1 (444)
<i>Latino/a</i> (Students in Entry Cohort)	75.1 (998)	72.8 (1,092)	76.3 (1,188)	75.4 (1,024)	74.4 (1,314)	74.4 (1,363)	72.3 (1,465)	69.1 (1,898)	72.8 (1,955)	71.5 (2,460)	71.6 (2,718)
<i>Multi-race (or other)</i> (Students in Entry Cohort)	78.1 (215)	81.6 (206)	82.8 (128)	--	--	--	--	--	77.6 (143)	77.5 (204)	69.2 (182)
Better Served (Students in Entry Cohort)	73.4 (1,570)	77.1 (1,752)	77.8 (1,681)	79.9 (1,519)	80.1 (1,759)	79.0 (1,683)	76.4 (1,854)	76.4 (1,920)	79.0 (1,508)	79.9 (1,785)	83.0 (1,640)
<i>Asian</i> (Students in Entry Cohort)	75.2 (467)	75.2 (496)	76.2 (462)	80.7 (415)	79.8 (470)	76.6 (465)	82.1 (485)	76.1 (573)	80.0 (441)	78.5 (586)	83.0 (593)
<i>White/Caucasian</i> (Students in Entry Cohort)	74.2 (828)	77.9 (1,000)	79.0 (904)	79.7 (709)	79.3 (883)	80.8 (866)	74.3 (988)	77.9 (964)	79.5 (849)	81.1 (1,033)	85.1 (899)
<i>Decline to state</i> (Students in Entry Cohort)	68.4 (275)	77.3 (256)	76.8 (315)	79.5 (395)	82.3 (406)	77.8 (352)	74.8 (381)	73.1 (383)	74.8 (218)	77.1 (166)	70.3 (148)
International (Students in Entry Cohort)	75.0 (76)	72.2 (108)	78.5 (121)	82.4 (85)	79.5 (122)	74.5 (141)	71.8 (149)	70.6 (143)	70.1 (147)	71.4 (175)	73.1 (268)

Table 12 cont'd. - 2

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<b>Proficiency at Entry</b>											
<b>Traditionally Underserved</b>											
Fully Proficient	12.6	13.9	15.9	15.0	17.5	16.5	16.6	14.1	16.6	18.0	24.5
Needed Remediation in:											
<i>Writing only</i>	10.9	17.6	15.4	14.3	15.9	13.0	13.8	12.9	15.6	18.4	13.2
<i>Math Only</i>	12.6	9.4	10.3	12.2	10.3	11.0	12.0	11.7	9.4	8.1	16.2
<i>Both Subjects</i>	63.8	59.0	58.4	58.5	56.4	59.5	57.6	61.3	58.4	55.5	46.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(Number in Cohort)	(1,655)	(1,814)	(1,807)	(1,375)	(1,839)	(1,870)	(2,125)	(2,560)	(2,548)	(3,235)	(3,361)
<b>Better Served</b>											
Fully Proficient	33.6	36.8	37.5	35.5	39.9	40.3	38.3	37.6	42.2	39.2	53.2
Needed Remediation in:											
<i>Writing only</i>	17.1	23.3	20.2	22.6	22.0	17.8	18.1	20.6	20.7	25.8	15.3
<i>Math Only</i>	15.6	13.4	10.3	11.4	11.0	12.5	14.2	12.3	11.6	8.3	12.4
<i>Both Subjects</i>	33.8	26.5	32.0	30.5	27.1	29.5	29.3	29.4	25.5	26.8	19.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(Number in Cohort)	(1,570)	(1,752)	(1,681)	(1,519)	(1,759)	(1,683)	(1,854)	(1,920)	(1,508)	(1,785)	(1,640)
<b>African American</b>											
Fully Proficient	7.9	9.6	11.4	9.6	12.8	12.2	13.3	10.8	10.6	12.0	16.9
Needed Remediation in:											
<i>Writing only</i>	6.5	11.7	9.2	12.0	10.9	6.6	10.0	7.9	14.5	12.9	8.8
<i>Math Only</i>	13.2	11.1	8.3	13.9	10.9	13.1	13.9	12.1	7.4	9.5	18.2
<i>Both Subjects</i>	72.4	67.5	71.2	64.5	65.4	68.1	62.7	69.3	67.4	65.5	56.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(Number in Cohort)	(417)	(477)	(458)	(324)	(494)	(467)	(617)	(622)	(433)	(557)	(444)

Table 12 cont'd. - 3

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<b>Proficiency at Entry (cont'd.)</b>											
<b>Latina/o</b>											
Fully Proficient	13.0	13.4	15.6	16.3	18.9	17.4	17.3	15.0	16.4	17.2	24.2
Needed Remediation in:											
<i>Writing only</i>	10.7	19.0	16.8	14.7	17.7	14.8	15.4	14.5	15.9	19.9	14.1
<i>Math Only</i>	12.1	8.4	10.9	11.9	10.0	10.4	11.0	11.6	9.4	7.6	15.9
<i>Both Subjects</i>	64.1	59.2	56.7	57.0	53.3	57.4	56.2	58.9	58.4	55.4	45.8
Total (Number in Cohort)	100.0 (998)	100.0 (1,092)	100.0 (1,188)	100.0 (1,024)	100.0 (1,314)	100.0 (1,363)	100.0 (1,465)	100.0 (1,898)	100.0 (1,955)	100.0 (2,460)	100.0 (2,718)
<b>Asian</b>											
Fully Proficient	23.3	26.4	26.0	32.0	32.3	29.5	27.6	30.0	35.4	36.7	46.4
Needed Remediation in:											
<i>Writing only</i>	28.7	35.5	32.0	31.8	31.9	26.7	27.8	29.3	32.9	35.3	23.8
<i>Math Only</i>	7.5	7.1	6.7	4.6	8.3	7.1	10.7	5.6	6.8	3.6	8.4
<i>Both Subjects</i>	40.5	31.0	35.3	31.6	27.4	36.8	33.8	35.1	24.9	24.4	21.4
Total (Number in Cohort)	100.0 (467)	100.0 (496)	100.0 (462)	100.0 (415)	100.0 (470)	100.0 (465)	100.0 (485)	100.0 (573)	100.0 (441)	100.0 (586)	100.0 (593)
<b>White</b>											
Fully Proficient	40.9	42.5	46.0	42.2	47.3	49.2	46.8	43.7	45.5	42.1	59.3
Needed Remediation in:											
<i>Writing only</i>	12.3	19.3	14.5	15.9	17.3	13.4	13.4	17.2	15.1	21.5	10.9
<i>Math Only</i>	19.7	15.5	11.7	16.4	11.9	15.5	15.5	15.5	14.6	10.7	14.5
<i>Both Subjects</i>	27.1	22.7	27.8	25.5	23.4	21.9	24.4	23.7	24.9	25.7	15.4
Total (Number in Cohort)	100.0 (828)	100.0 (1,000)	100.0 (904)	100.0 (709)	100.0 (883)	100.0 (866)	100.0 (988)	100.0 (964)	100.0 (849)	100.0 (1,033)	100.0 (899)

Table 12 cont'd. - 4

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<b>Percentage Residing in Campus Housing</b>											
Traditionally Underserved (Students in Entry Cohort)	22.0 (1,570)	24.8 (1,752)	26.5 (1,681)	21.7 (1,519)	24.3 (1,759)	25.6 (1,683)	26.6 (1,854)	26.0 (1,920)	31.7 (1,508)	34.1 (1,785)	25.7 (1,640)
Better Served (Students in Entry Cohort)	23.8 (1,655)	26.6 (1,814)	33.1 (1,807)	36.3 (1,375)	35.7 (1,839)	33.4 (1,870)	27.8 (2,125)	25.7 (2,560)	37.0 (2,548)	38.1 (3,235)	30.5 (3,361)
<b>African American</b> (Students in Entry Cohort)	<b>49.2</b> (417)	<b>53.2</b> (477)	<b>65.9</b> (458)	<b>71.6</b> (324)	<b>67.0</b> (494)	<b>62.3</b> (467)	<b>48.6</b> (617)	<b>50.8</b> (622)	<b>76.0</b> (433)	<b>71.3</b> (557)	<b>65.8</b> (444)
Latino/a (Students in Entry Cohort)	15.8 (467)	16.5 (496)	20.6 (462)	23.9 (415)	21.3 (470)	19.8 (465)	20.6 (485)	19.0 (573)	33.1 (441)	33.1 (586)	20.7 (593)
Asian (Students in Entry Cohort)	15.8 (998)	17.9 (1,092)	22.2 (1,188)	25.3 (1,024)	24.2 (1,314)	23.3 (1,363)	18.8 (1,465)	17.2 (1,898)	27.6 (1,955)	29.5 (2,460)	24.1 (2,718)
White/Caucasian (Students in Entry Cohort)	25.5 (828)	28.6 (1,000)	29.9 (904)	21.9 (709)	28.0 (883)	31.8 (866)	32.4 (988)	32.9 (964)	29.3 (849)	34.8 (1,033)	26.5 (899)

**Table 13. Proficiency Status of First Time Freshmen Not Returning to CSUN in Their Third Term After Entry Who Needed Remediation at Entry in Both English and Mathematics by Fall Entry Term**

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Average
<b>Percentage Completing Remediation</b>												
in neither subject	45.0	47.5	48.7	22.7	38.4	35.9	40.2	34.1	37.2	35.0	29.6	37.7
in one subject	44.8	43.1	43.3	45.0	44.9	45.4	41.0	44.2	44.5	48.7	52.1	45.2
in both subjects	10.3	9.4	8.0	32.3	16.7	18.8	18.9	21.6	18.3	16.3	18.3	17.2
Total (Number of students)	100.0 (487)	100.0 (448)	100.0 (464)	100.0 (362)	100.0 (450)	100.0 (496)	100.0 (610)	100.0 (776)	100.0 (611)	100.0 (755)	100.0 (676)	
<b>Percentage Completing Remediation</b>												
in Writing	47.8	46.4	48.5	68.0	48.9	54.8	51.1	53.5	46.6	53.8	63.3	53.0
in Mathematics	17.5	15.4	10.8	41.7	29.3	28.0	27.5	34.0	34.5	27.5	25.4	26.5
Gap in completion rates	30.4	31.0	37.7	26.2	19.6	26.8	23.6	19.5	12.1	26.2	37.9	26.5
(No. of students on which the percentages are based)	(487)	(448)	(464)	(362)	(450)	(496)	(610)	(776)	(611)	(755)	(676)	

**Table 14. Learning Habits Students' Views of Whether Their Approach to Writing or Reading Has Changed Since Their Arrival at CSUN (Percentages)**

Reason	Writing Responses	Reading Responses
<b>My Approach to Writing/Reading Has Changed</b>	<b>67.7</b>	<b>60.2</b>
I. Have Learned New Techniques and Approaches in CSUN Classes	24.9	3.5
II. Have Changed Approach to Writing Assignments	29.4	--
III. Required to Do More Writing/Reading at CSUN (Practice Makes Perfect)	1.5	13.9
IV. Need to Perform at Higher Level Than in High School	9.0	8.0
V. Other Writing Comments	5.5	--
VI. Importance of Doing Assigned Readings in a Timely Way	--	20.4
VII. Have Changed Approach to Reading Assignments	--	38.3
VIII. Other Reading Comments	--	3.0
<b>My Approach to Writing/Reading Has NOT Changed</b>	<b>33.8</b>	<b>39.8</b>
I. No Need For Change: I Know What Works for Me	19.4	30.3
II. Don't Do Much Writing at CSUN/No Courses Have Focused on Reading	3.5	5.5
III. Approach Developed in High School Continues to Work	10.4	3.0
IV. Other Writing/Reading Comments	1.5	2.0
(Number of respondents on which the percentages are based)	(201)	(201)

Source: Table 17 in B. J. Huber, "Transitions During the Freshman and Sophomore Years of College: Year Two of CSUN's Learning Habits Project," July 2012.