Top 25 CSUN Feeder High Schools: Analysis of Academic Predictors 2016-2017 Cohorts

In a series of reports, IR is sharing data about where our freshmen come from, who they are, and how they are doing. This report examines factors specific to the high school the students come from that may help predict students' academic performance at CSUN.

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CSUN's first-time freshmen come from very diverse academic environments and socioeconomic backgrounds. This report takes factors specific to the high school the students come from that predict students' academic performance at CSUN. The variables that were used to measure academic outcomes were one-year continuation, two-year continuation, academic standing and first-year GPA at CSUN. High school variables used in this analysis include: race/ethnicity, gender, socio-economic status, H.S. GPA, AP tests passed, graduation rates, and college going rates. A total of 3,297 first-time freshmen from the top 24[1] feeder high schools in 2016-2017 were used in the analysis.

ONE-YEAR CONTINUATION

The analysis indicates a positive association between high school GPA, number of advanced placement (AP) tests passed, and being female with one-year continuation at CSUN. Additionally, the number of AP tests passed by students is associated with the increased likelihood of continuing after their first year.

TWO-YEAR CONTINUATION

Date reveals an association between two-year continuation and school's rates of socioeconomically disadvantaged students. In other words, an incoming first-time freshman coming from a school with a higher socioeconomically disadvantaged student population is less likely to continue into their second year at CSUN.

[1]Bishop Alemany is not included due to incomplete data reported.

ACADEMIC STANDING

Academic Standing was divided into three different variables: good standing, probation, and disqualified.

Good Standing:
The following predictors: high school GPA, number of AP tests passed, and being female, had a positive association with good academic standing while at CSUN.

Academic Probation and Disqualification:
Data affirms a relationship between academic predictors such as high school GPA and number of AP tests passed and the likelihood that a student would be on academic probation and/or disqualification status. High school GPA, number of AP tests, and being female was found to decrease the likelihood a student would be on academic probation.

FIRST-YEAR GPA

First-year GPA at CSUN was predicted by the number of AP tests passed, high school GPA, race, gender, and socioeconomically disadvantaged status. As an example, being female, passing more AP tests, and a higher high school GPA predict a better first-year GPA at CSUN

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CONCLUSIONS

Analysis relied on data self-reported by high schools which can be inflated or underreported. The evidence suggests that individual variables, rather than specific characteristics of the high school of origin, are better predictors of performance at CSUN. High school GPA, number of advanced placement (AP) tests passed, and being female were positively and significantly related to one-year continuation at CSUN.