At-Risk Factors for First-Time Freshmen

1ST YEAR

- HS GPA < 2.50
- SAT <950
- Low-income family status
- Parents with little or no college education
- Not involved in any campus support program
- First-term GPA <2.0

2ND YEAR

- First-year Cum GPA < 2.0
- Not enough units earned by end of 3rd semester to be classified as a sophomore
- Not involved in any campus support program

3RD YEAR

- Not enough units earned by end of 5th semester to be classified as a junior
- Cumulative GPA is less than 2.0 at beginning of 3rd year
- Term GPA is decreasing across their first 5 semesters
- Enrolled part-time in 3rd year or dropped out in 6th semester
- Completed few LD GE courses; especially failed to complete A1, B4, D1-3 and E1
- Major is undeclared at the beginning of 3rd year

ACTIONS THAT HELP RETAIN AND GRADUATE STUDENTS

- Monitoring GPA. Academic achievement is the most important factor in ultimately graduating.
- Interventions for those with a GPA lower than 2.0 (Academic Success Course, Advising)
- Monitoring units earned. Staying on track is an influential factor in predicting graduation.
- First-year experience programs to help students transition to college.
- Advising for undeclared majors to decide on appropriate, achievable major. Advising has the most influence on freshman satisfaction.
- Participation in student support groups to increase student engagement, social integration, and satisfaction.
- Participation in enriching experiences such as community service and learning communities
- Service Learning is one of the means by which engagement and active, experiential learning are achieved.
- Student-faculty interaction. Student contact with faculty is one of the predictors of retention, engagement, and academic success.