

» Office of Institutional Research and Planning



A Student's First Year at Georgia Tech

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EXECUTIVE SUMMARY

Purpose and Rationale

According to a survey conducted by the American Association of Collegiate Registrars and Admissions Officers, some 91 percent of undergraduate colleges and 80 percent of graduate and professional schools allow student to repeat courses to improve their grades. The practice originally was limited to freshmen as they struggled to transition into college-level courses, however, in recent years, more institutions are extending the policy to all undergraduate students. As an example, Ohio State University expanded its grade forgiveness policy several years ago to cover all undergraduate students. Roughly 4,500 Ohio State students take advantage of the policy each year.

The Office of Institutional Research and Planning analyzed data on first-year outcomes for freshmen and transfer students to determine the effectiveness of the grade forgiveness policy for freshmen students and possible strategies for transfer students at Georgia Tech. Stakeholders across campus provided the research questions listed below.

Research Questions

- RQ1. How do First-Time Freshmen compare to that of First-Year Transfer students in terms of High School GPA and/or Transfer GPA, and First-Year GPA at the Georgia Institute of Technology?** First-year freshmen tend to have higher first-year grade point averages at Georgia Tech than first year transfer students. (Table 1)
- RQ2. Is there a difference between two-year and four-year college transfer students?** There is no statistically significant difference between two-year and four-year college transfer students in performance at Georgia Tech. (Table 3 and Table 4)
- RQ3. How does student retention for First-Time Freshmen compare to that of First-Year Transfer students?** Retention rates are slightly higher for first-time freshmen in the first three years of enrollment. (Table 5)
- RQ4. What are the graduation rates for First-Time Freshmen compared to that of First-Year Transfer students?** Transfer students' graduation rates after two years at Georgia Tech have declined from 17.9 percent to 12.9 percent from 2008 to 2014. After three years, graduation rates for transfer students increase to an average graduation rate of approximately 60 percent, with another significant increase in graduation rates after four years. First-time freshmen cohorts show the largest increase in graduates from four to five years. (Table 6)
- RQ5. What courses show the most opportunity for grade substitution for First-Time Freshmen and First-Year Transfer Students? (Table 7)**
- What courses were most often repeated whereby the Freshman Forgiveness Policy was used? Courses in MATH, CHEM, CS and PHYS were most often repeated. (Table 8)
 - How many of the repeated courses were 1000-2000 level courses? Approximately 98 percent of courses repeated were 1000 to 2000 level courses. (Table 9)
 - How many of the repeated courses were 3000 level or higher? Over a 10 year period, approximately 2 percent of courses were repeated using Freshman Forgiveness. (Table 11)

RQ6. Is the Freshman Forgiveness policy beneficial to the freshmen who have taken advantage of the opportunity?

- a. **What impact has Freshman Forgiveness had on student retention?** Students using Freshman Forgiveness overall had higher retention rates for the first two years of enrollment compared to those who chose not to use the policy. (Table 12)
- b. **What impact has Freshman Forgiveness had on graduation?** Students who had poor grades and did not use Freshman Forgiveness had higher four- and five-year graduation rates for the 2008 to 2014 cohorts. Overall, Freshman Forgiveness had a negligible impact on graduation rates and in many cases increased the time-to-graduation for these students. (Table 13 and Table 14)
- c. **Does the Freshman Forgiveness Policy help or hinder a student's GPA?** The Freshman Forgiveness policy did not help a student's overall GPA when compared to students who chose not to use forgiveness. Students who made D and F grades during their first year and chose not to use Freshman Forgiveness had slightly higher GPAs throughout their college career at Georgia Tech. (Table 15)

Overall Impact

Positive:

- Students using Freshman Forgiveness are retained at higher rates for the first three years of enrollment, compared to other students who have made Ds and Fs in their first year at Georgia Tech. The increased retention rates may indicate that the policy helps retain students who might not otherwise be retained in the first two to three years of college

Negative:

- Students using Freshman Forgiveness take longer to graduate than students who do not use grade forgiveness, which may affect institutional graduation rates and result in increased costs for students and their families.

FIRST-TIME FRESHMEN COMPARED TO FIRST-TIME TRANSFER STUDENTS

Academic Characteristics

RQ1. How do First-Time Freshmen compare to that of First-Year Transfer students in terms of High School GPA and/or Transfer GPA, and First-Year GPA at Georgia Institute of Technology?

Table 1: Entering GPA and Credits for First-Time Freshmen and First-Year Transfer Students

First-Time Freshmen Characteristics						First-Year Transfer Students Characteristics					
Cohort	N (Count)	H.S. GPA (Avg.)	Entering Credits (Avg.)	First Sem. GPA (Avg.)	First Year GPA (Avg.)	Cohort	N (Count)	Prior GPA (Avg.)	Credits Transferred (Avg.)	First Sem. GPA (Avg.)	First Year GPA (Avg.)
2008	2,636	3.75	10.55	3.03	3.02	2008	657	3.42	66.92	2.93	2.91
2009	2,661	3.81	11.06	3.09	3.08	2009	756	3.40	64.32	2.94	2.90
2010	2,709	3.86	12.88	3.15	3.15	2010	809	3.41	66.09	2.83	2.81
2011	2,695	3.89	13.61	3.20	3.18	2011	946	3.43	65.39	2.92	2.89
2012	3,044	3.89	14.92	3.27	3.27	2012	822	3.55	66.98	3.05	3.02
2013	2,672	3.95	16.21	3.30	3.29	2013	795	3.59	67.14	3.01	3.00
2014	2,809	3.95	18.26	3.34	3.34	2014	787	3.59	67.41	3.12	3.07
2015	3,089	3.98	19.85	3.40	3.40	2015	820	3.61	69.87	3.04	3.03
2016	2,876	4.02	21.32	3.43	3.42	2016	908	3.65	70.08	3.07	3.03
2017	2,860	4.04	21.26	3.45	3.44	2017	1,049	3.69	65.26	3.16	3.15
2018	3,129	4.06	23.21	3.53	3.48	2018	642	3.73	63.51	3.19	3.15

With increasing competitiveness in admissions at Georgia Tech, many students who are not accepted at Georgia Tech initially will attend other institutions before transferring to Georgia Tech. From 2008 to 2018, Georgia Tech has become more competitive in the admissions process resulting in students with higher GPAs from high school and the first year of college.

- Both first-time freshmen and first-time transfer GPAs decline slightly from the first semester to the end of the first year of enrollment.
- Students, whether first-time freshmen or transfer students, face significant declines in their GPA from high school to GT or from a sending institution (college) to GT.
- From 2008 to 2018, first-time freshmen incoming high school GPAs have increased, as well as first semester and first year GPAs at Georgia Tech.
- Transfer student GPAs from sending institutions have increased, with steadily increasing first semester and first year GPAs from 2008 to 2018.

First-Time Transfer Students Characteristics

Table 2: First-Year Transfer Student GPA by Top Transferring Institution

Transferring Institution	N (Count)	Transfer Hours (Avg.)	Transfer GPA (Avg.)	1st Sem. GPA (Avg.)	1st Yr GPA (Avg)
Georgia State University	1383	63.36	3.61	3.07	3.02
Georgia Southern University	908	70.26	3.46	2.75	2.75
GSU - Perimeter College	619	69.59	3.50	3.02	3.01
University Of Georgia	453	66.58	3.61	3.35	3.31
Kennesaw State University	429	58.54	3.64	2.96	2.89
University of North Georgia	261	72.24	3.59	3.13	3.08
Southern Poly State University (KSU)	235	58.04	3.49	2.95	2.96
Georgia Coll & State University	230	70.09	3.50	3.03	3.04
University Of West Georgia	210	69.10	3.50	2.92	2.91
Armstrong Atlantic State Univ (Ga Southern U.)	179	78.45	3.38	3.05	2.99
Valdosta State University	174	72.92	3.51	2.85	2.83
Georgia Gwinnett College	167	61.78	3.71	3.02	2.95
Univ of North Georgia- Gainesville	154	71.05	3.44	2.90	2.86
Dalton College	133	69.01	3.60	2.99	2.99
Clayton State University	124	69.83	3.53	2.77	2.70
Miami-Dade College	83	66.57	3.64	2.84	2.85
Columbus State University	82	74.20	3.60	2.86	2.88
Gordon State College	79	68.47	3.54	2.91	2.83
Berry College	69	83.53	3.44	3.06	2.98
Emory University	68	90.98	3.58	3.48	3.48
Georgia Highlands College*	65	63.68	3.54	2.77	2.72
Middle Georgia State University	61	68.55	3.54	2.84	2.81
Savannah State University	54	77.14	3.31	1.86	1.89
Auburn University	54	58.38	3.46	3.13	3.07
Atlanta Metropolitan College	44	63.94	3.41	2.66	2.44

Note: Counts are for total number of students who transferred into Georgia Tech from 2008 to 2018

- The largest feeder colleges into Georgia Tech are Georgia State University, Georgia Southern University and Kennesaw State University.
- Students tend to transfer an average of 54.09 hours from the sending institution.
- Grade point averages drop significantly from the transfer institution until the end of the first year at Georgia Tech.
- Overall, students from other research universities had the lowest decrease in GPA from sending institution until the end of the first year at Georgia Tech. (University of Georgia decrease of .31, Emory University decrease of .10, and Auburn University with a decrease of .39).

RQ2. Is there a difference between two-year and four-year college transfer students?

Table 3: GPA for First-Year Transfer Students by Cohort and Transferring Institution Level

First-Year Transfer Students Characteristics					
Cohort	Inst. Level	N (Count)	Transfer GPA (Avg.)	First Sem. GPA (Avg.)	First Year GPA (Avg.)
2008	2-Year	125	3.45	2.93	2.93
	4-year	532	3.41	2.93	2.91
2009	2-year	135	3.41	2.94	2.91
	4-year	621	3.40	2.94	2.90
2010	2-year	153	3.47	2.99	2.97
	4-year	656	3.40	2.79	2.77
2011	2-year	196	3.50	2.98	2.97
	4-year	750	3.41	2.90	2.87
2012	2-year	181	3.59	3.07	3.03
	4-year	641	3.54	3.05	3.02
2013	2-year	181	3.56	3.11	3.04
	4-year	614	3.60	2.98	2.98
2014	2-year	166	3.58	3.13	3.16
	4-year	621	3.60	3.12	3.05
2015	2-year	221	3.61	2.94	2.98
	4-year	599	3.61	3.08	3.05
2016	2-year	134	3.61	3.08	3.07
	4-year	774	3.65	3.07	3.02
2017	2-year	88	3.70	2.96	3.02
	4-year	961	3.69	3.19	3.16
2018	2-Year	37	3.65	3.21	3.11
	4-year	605	3.73	3.19	3.16

- There is no statistical significance in the performance of students who transfer from two-year colleges or four-year colleges. There is, however, a difference in the performance of students who transfer from Research 1 universities versus other four-year colleges. Further study on performance of transfer students using Carnegie classifications for colleges may be useful in developing performance metrics.

Table 4: GPA for First-Year Transfer Students by College and Transferring Institution Level (2008-2018)

First-Year Transfer Students Characteristics							
College	Inst. Level	N (Count)	Transfer Hours (Avg.)	1st Term Cr Hrs (Avg.)	Transfer GPA (Avg.)	1st Sem. GPA (Avg.)	Avg 1st Yr GPA (Avg.)
College of Computing	2-year	190	61.35	12.37	3.59	3.01	3.05
	4-year	616	62.13	12.53	3.67	3.13	3.11
College of Design	2-year	56	50.73	11.27	3.45	2.97	3.10
	4-year	256	49.52	12.12	3.50	3.27	3.23
College of Engineering	2-year	1,095	67.84	12.29	3.55	2.99	2.98
	4-year	5,028	70.33	12.43	3.54	2.98	2.94
Ivan Allen College	2-year	56	61.09	12.23	3.46	3.07	3.04
	4-year	311	56.21	12.65	3.53	3.13	3.10
Scheller College of Busn.	2-Year	79	63.05	12.57	3.53	3.31	3.32
	4-year	453	60.36	12.72	3.54	3.31	3.31
College of Sciences	2-year	141	66.35	11.53	3.54	3.02	2.97
	4-year	657	62.04	12.41	3.58	2.90	2.88

- The majority of students transferring to Georgia Tech transfer into the College of Engineering (6,123), followed by College of Computing (806) and College of Sciences (798).
- College of Engineering, College of Computing and College of Sciences had the largest drops from transfer GPA to the end of the first year at Georgia Tech for both two and four-year college transfer students.

Retention and Graduation Rates

RQ3. How does student retention for First-Time Freshmen compare to that of First-Year Transfer students?

Table 5: Retention Rates for First-Time Freshmen and First-Year Transfer Students

Cohort	First-Time Freshmen				First-Year Transfer			
	N (Count)	Retained 1Yr (%)	Retained 2Yrs (%)	Retained 3Yrs (%)	N (Count)	Retained 1Yr (%)	Retained 2Yrs (%)	Retained 3Yrs (%)
2008	2,633	93.2%	88.0%	86.2%	660	92.7%	88.6%	88.6%
2009	2,656	94.5%	89.9%	88.4%	761	91.6%	86.9%	85.5%
2010	2,706	95.2%	91.8%	90.0%	802	93.1%	87.0%	85.9%
2011	2,692	95.7%	91.6%	89.1%	950	91.3%	86.8%	86.0%
2012	3,039	95.6%	91.5%	90.5%	817	93.8%	89.4%	89.6%
2013	2,669	96.0%	93.5%	93.2%	793	93.2%	89.0%	88.0%
2014	2,805	96.7%	93.6%	92.2%	792	94.1%	90.8%	90.4%
2015	3,087	97.3%	94.7%	93.4%	825	93.9%	90.7%	91.0%
2016	2,871	96.9%	94.4%	--	910	92.3%	89.7%	--
2017	2,854	97.2%	--	--	1,037	93.9%	--	--

- Over time, the percentage of first-time freshmen retained each year has increased from 2008 to 2017. While first-time freshmen and first-year transfer students were similar in first year rates, the first-time freshman retention rate has increased at a higher level possibly reflecting the focus on retention and graduation metrics for Student-Right-to-Know and Complete College Georgia metrics.

RQ4. What are the graduation rates for First-Time Freshmen compared to that of First-Year Transfer students?

Table 6: Graduation Rates for First-Time Freshmen and First-Year Transfer Students

Cohort	First-Time Freshmen				First-Year Transfer				
	N (Count)	Grad 4yrs (%)	Grad 5yrs (%)	Grad 6yrs (%)	N (Count)	Grad 2yrs (%)	Grad 3yrs (%)	Grad 4yrs (%)	Grad 6yrs (%)
2008	2,633	37.0%	74.8%	81.7%	660	17.9%	65.5%	81.1%	86.4%
2009	2,656	40.1%	78.6%	84.9%	761	14.3%	60.6%	80.2%	85.5%
2010	2,706	41.2%	80.5%	86.6%	802	14.8%	57.7%	79.2%	85.3%
2011	2,692	39.5%	80.5%	86.1%	950	14.2%	55.8%	78.8%	84.6%
2012	3,039	39.9%	82.4%	87.4%	817	14.0%	63.9%	83.8%	89.6%
2013	2,669	45.7%	85.2%	--	793	13.2%	59.8%	82.3%	--
2014	2,805	46.5%	--	--	792	12.9%	61.9%	81.9%	--

- By year six, both freshmen and transfer students have graduation rates in the mid- to high-80s.
- Transfer students' graduation rates tend to increase at year three, indicating that students are taking some 1000 to 2000 level courses when arriving at Georgia Tech. Table 7 in this report, also shows that some of the top failed courses for transfer students are in the 1000 and 2000 levels.

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IMPACT OF FRESHMAN FORGIVENESS

RQ5. What courses show the most opportunity for grade substitution for First-Time Freshmen and First-Year Transfer Students?

- What courses were most often repeated whereby the Freshman Forgiveness Policy was used?
- How many of the repeated courses were 1000-2000 level courses?
- How many of the repeated courses were 3000 level or higher?

Table 7: Courses with Highest Number of D and F Grades for First-Time Freshmen and First-Year Transfer Students (2008-2018)

Courses for First-time Freshmen with Highest Number of D and F Grades				Courses for First-Year Transfer Students with Highest Number of D and F Grades			
Course	D	F	Total	Course	D	F	Total
CS1371	845	917	1496	CS1371	212	196	408
MATH1502	696	386	1082	MATH1522	102	59	161
PHYS2211	535	326	861	COE2001	102	58	160
MATH1501	412	301	713	PHYS2212	98	45	143
CHEM1310	366	215	581	COE3001	90	46	136
CHEM1211K	302	106	408	ME3322	88	46	134
MATH2401	215	105	320	MSE2001	87	40	127
ENGL1102	134	166	300	CHBE2100	78	48	126
MATH1552	144	100	244	CS1331	58	40	98
ENGL1101	90	127	217	ME2202	58	37	95
HPS1040	105	63	168	PHYS2211	54	28	82
GT1000	76	87	163	ME2016	48	32	80
BIOL1510	126	35	161	ECE3710	57	22	79
CS1301	87	46	133	ECE2040	45	24	69
MATH1553	84	47	131	CS1372	39	25	64
CS1331	69	59	128	ME3340	47	14	61
CHEM1310	77	48	125	CHEM2311	41	16	57
PSYC1101	77	47	124	MATH2401	32	23	55
CHEM1212K	92	30	122	ISYE2027	43	10	53
PHYS2212	81	39	120	MATH2403	36	16	52
CS1301	72	45	117	CS1332	24	22	46
MATH1551	70	34	104	ISYE3770	31	15	46
CHEM1212K	72	27	99	ISYE3025	30	16	46
MSE2001	65	32	97	AE2220	22	24	46
CS1331	59	37	96	PSYC1101	31	14	45
HIST2111	67	28	95	MATH1553	34	9	43
MATH2403	52	43	95	CS1301	24	18	42
MATH1712	53	37	90	ECE2026	23	17	40
ECON2106	70	17	87	CS2110	19	20	39
CHEM1311	48	26	74	MATH3012	25	13	38
APPH1040	53	19	72	AE2020	21	17	38
HIST2112	49	21	70	CEE2300	27	10	37
ECON2100	54	12	66	MATH1554	23	14	37
ACCT2101	33	29	62	CHEM2312	31	5	36
CHEM1315	40	20	60	CEE3770	24	11	35
CS1332	27	33	60	MATH3215	17	18	35
AE1350	27	29	56	ECE2020	20	14	34
COE2001	37	19	56	ECE2025	25	9	34
CS1372	40	15	55	CS2050	22	11	33
ECON2106	40	15	55	MATH3670	22	11	33

Note: Courses highlighted in yellow are common across groups. Courses highlighted in blue are 3000 level courses.

Table 8: Most Repeated Courses for which Students used Freshman Forgiveness

Course Name	Cohort													Total
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	
MATH1502	122	154	157	102	106	110	90	73	95	73				1,082
MATH1501	88	150	137	100	125	67	70	26	38	35				836
CS1371	51	51	97	72	94	59	73	88	51	28	44	66	20	792
PHYS2211	36	57	65	124	56	70	79	56	53	62	24	20	16	718
MATH2401	15	29	19	30	11	25	31	33	52	32	1			278
CHEM1310	26	41	26	32	21	13	22	28	4	8	4	24	5	254
CHEM1211K						14	17	12	23	22	17	10	12	127
MATH1552											53	33	40	126
CHEM1311	12	25	31	32	9									109
ENGL1102	15	19	8	6	10	7	3	7	11	5	2	8	2	103
CS1331	1	15	4	11	7	9	2	8	3	12	17	6	3	98
PSYC1101	9	18	14	4	11	9	9	5	4	5		1	1	90
MATH1553											47	26	17	90
PHYS2212	2	4	8	14	3	18	7	11	9	5	2	4	2	89
ENGL1101	4	16	9	11	13	7	1	4	3	3	2	4	3	80
BIOL1510	12	22	10	8	6	5	2	2		2	1			70
CS1301		5	8	1	2	3	7	3	8	3	13	9	6	68
CHEM1212K						9	18	13	7	1	4	4	2	58
ECE2030	14	8	3	9	7	10	5							56
MATH1551											29	17	9	55

Note: Counts are counts of students who used Freshman Forgiveness for the associated course

Table 9: Courses with Highest Number of D and F Grades for which Students did or did not use Freshman Forgiveness (2008-2018)

Courses with Highest Number of D and F Grades for which Freshman Forgiveness Not Used				Courses with Highest Number of D and F Grades for which Freshman Forgiveness Used			
Course	D	F	Total	Course	D	F	Total
CS1371	396	389	775	MATH1502	667	484	1151
MATH1502	398	240	620	MATH1501	471	416	887
PHYS2211	368	219	584	CS1371	335	490	825
MATH1501	317	178	466	PHYS2211	448	299	747
CHEM1310	225	132	351	MATH2401	192	101	293
CHEM1211K	154	68	219	CHEM1310	134	133	267
ENGL1102	103	108	208	CHEM1211K	92	36	128
PSYC1101	113	78	190	MATH1552	69	57	126
CS1301	102	58	157	ENGL1102	29	92	121
MATH2401	110	44	153	CHEM1311	80	34	114
MATH1552	91	56	141	PSYC1101	56	47	103
HPS1040	95	47	141	CS1331	62	40	102
MATH1553	92	49	139	MATH1553	69	21	90
ENGL1101	56	74	130	PHYS2212	55	35	90
MATH1551	88	42	125	ENGL1101	23	58	81
GT1000	56	64	120	BIOL1510	48	26	74
CS1331	64	56	118	CS1301	35	37	72
CHEM1212K	87	30	115	CHEM1212K	45	17	62
BIOL1510	79	26	104	ECE2030	39	22	61
PHYS2212	66	33	98	MATH2403	31	25	56

Note: Courses highlighted in yellow are common across groups.

- Math, Chemistry, Physics and Computer Science tend to have the highest numbers of students failing and repeating courses. Overall, introductory math courses at Georgia Tech tend to have the highest failure, repeat, and forgiveness numbers.
- Although Freshman Forgiveness is used by a large number of students, approximately 30 to 45 percent of eligible freshmen students do not use Freshman Forgiveness in any given year.

Table 10: Freshman Forgiveness Grade Outcomes from 2nd Attempt at Course (2008-2018)

Freshman Forgiveness Grade Outcomes		
Retake Grade	1st Grade Attempt	
	D	F
A	683	408
B	1473	972
C	1215	1119
D	141	394
F	12	106
I	4	4

- Most students improved their GPA from the original D and F grades. A total of 17 percent of students retaking courses made an A, while 38 percent made Bs, and 37 percent made Cs.

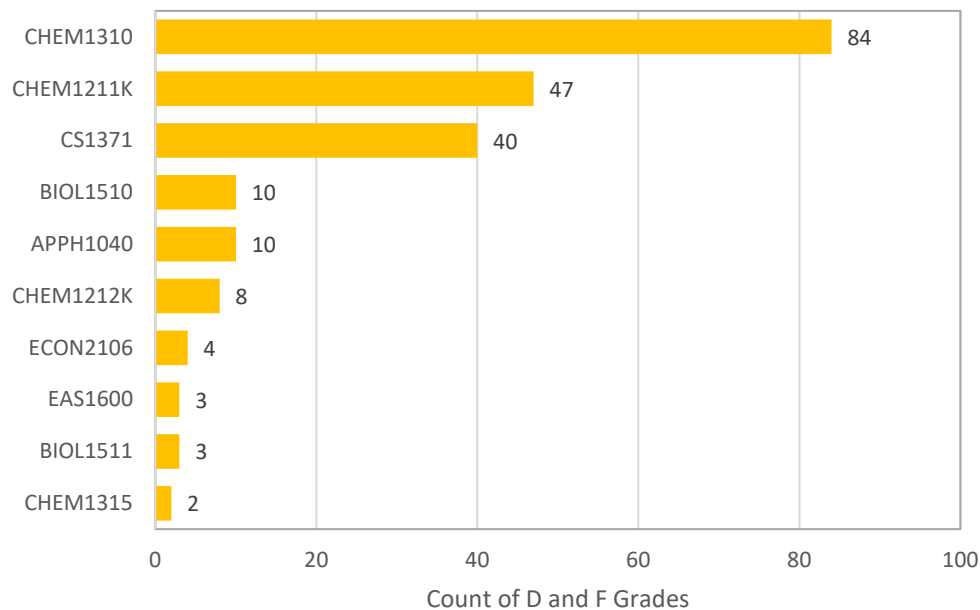


Figure 1: Top Ten Courses Students Failed to Pass on Second Attempt after Freshman Forgiveness

Table 11: Top 3000 Level Courses with Highest Number of D and F Grades for which Students did or did not use Freshman Forgiveness (2008-2018)

3000 Level Courses with Highest Number of D and F Grades for Freshman Forgiveness Not Used				3000 Level Courses with Highest Number of D and F Grades for Freshman Forgiveness Used			
Course	D	F	Total	Course	D	F	Total
ECE3710	8	4	12	MATH3215	2	2	4
PST3109	4	3	7	MATH3012	1	2	3
MGT3000	4	3	7	ISYE3025	3		3
MGT3101	4	2	6	ECE3710		3	3
MATH3012	2	4	6	PST3109		2	2
MGT3660	5		5	PHIL3127	1	1	2
ISYE3025	5		5	ISYE3770	1	1	2
ECON3110	3	2	4	MGT3000		1	1
PHIL3127	2	2	4	PUBP3000		1	1
MGT3102	3	1	4	HTS3026		1	1
MATH3215	1	3	4	SPAN3050	1		1
PUBP4140	2	1	3	HTS3086		1	1
PST3127	3		3	BMED3100		1	1
ME3322		3	3	MGT3101		1	1
MATH3770	3		3	PHIL3109	1		1
ISYE3770	2	1	3	ECON3110	1		1
HTS3075	2	1	3	PHYS3143		1	1
ARCH4151	1	2	3	ISYE3232	1		1
ECON3120	1	2	2	MATH3670		1	1
SPAN3101	1	1	2				

Note: Courses highlighted in blue are common across groups.

- Although the numbers are small over the ten-year period from 2008 to 2018, some students used Freshman Forgiveness for 3000 level courses.

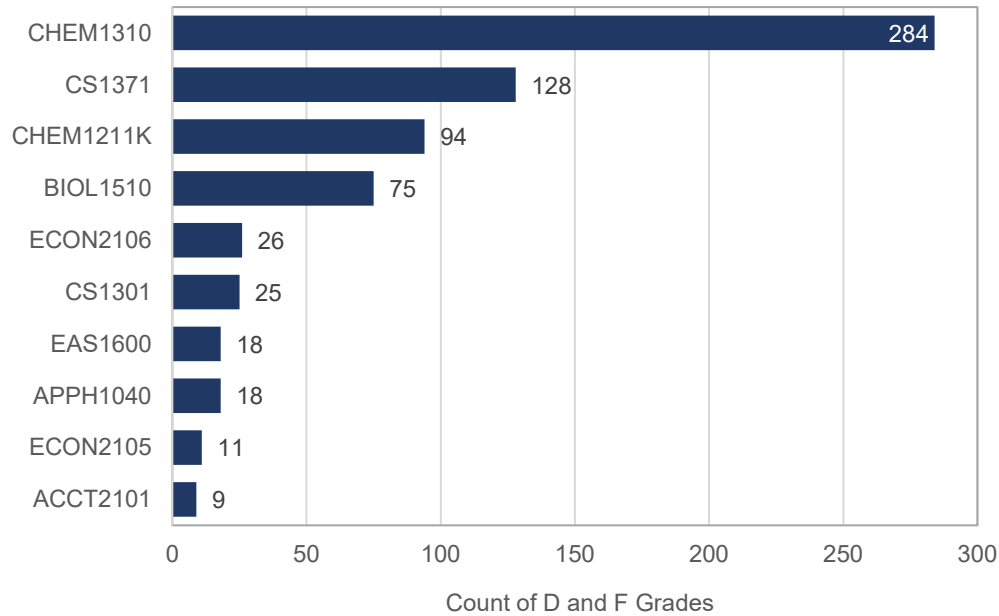


Figure 2: Top Ten Courses Eligible for Freshman Forgiveness but Not Retaken

- Further analysis of data from 2008 to 2018 show that approximately 20 percent of students changed majors after failing one or more courses. These students did not take advantage of freshman forgiveness because the failed courses were not part of their new program of study.

RQ6. Is the Freshman Forgiveness policy beneficial to the freshmen who have taken advantage of the opportunity?

- What impact has Freshman Forgiveness had on student retention?
- What impact has Freshman Forgiveness had on graduation?
- What are the four, five, and six-year graduation rates for freshmen who used Freshman Forgiveness compared to those who did not?
- Does the Freshman Forgiveness Policy help or hinder a student’s GPA?

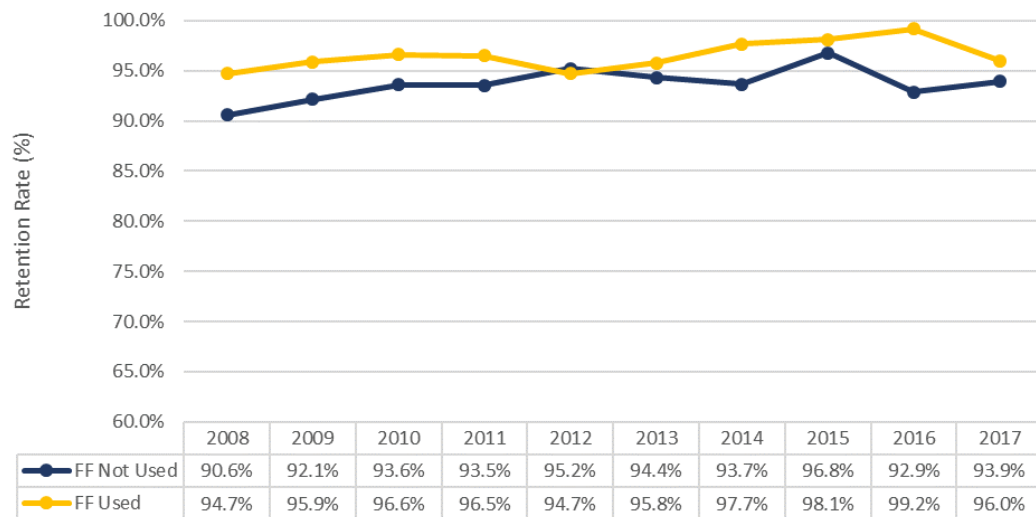
Table 12: Retention Rates for Students who use Freshman Forgiveness vs. Students who did not use Freshman Forgiveness

Cohort	Freshman Forgiveness Not Used				Freshman Forgiveness Used			
	N (Count)	Retained 1Yr (%)	Retained 2Yrs (%)	Retained 3Yrs (%)	N (Count)	Retained 1Yr (%)	Retained 2Yrs (%)	Retained 3Yrs (%)
2008	1036	90.6%	82.9%	81.0%	510	94.7%	88.4%	84.1%
2009	1007	92.1%	85.8%	83.2%	459	95.9%	88.2%	85.8%
2010	1004	93.6%	88.1%	85.1%	386	96.6%	91.7%	86.5%
2011	1027	93.5%	87.6%	83.8%	373	96.5%	88.2%	82.3%
2012	1085	95.2%	90.2%	87.3%	341	94.7%	83.3%	83.9%
2013	779	94.4%	89.6%	87.4%	334	95.8%	91.6%	91.6%
2014	772	93.7%	87.6%	85.6%	311	97.7%	91.3%	89.4%
2015	748	96.8%	91.3%	88.6%	269	98.1%	92.6%	89.6%
2016	532	92.9%	87.2%	--	259	99.2%	93.8%	--
2017	396	93.9%	--	--	150	96.0%	--	--

*Table above contains students who made D and F grades during their freshman year of study.

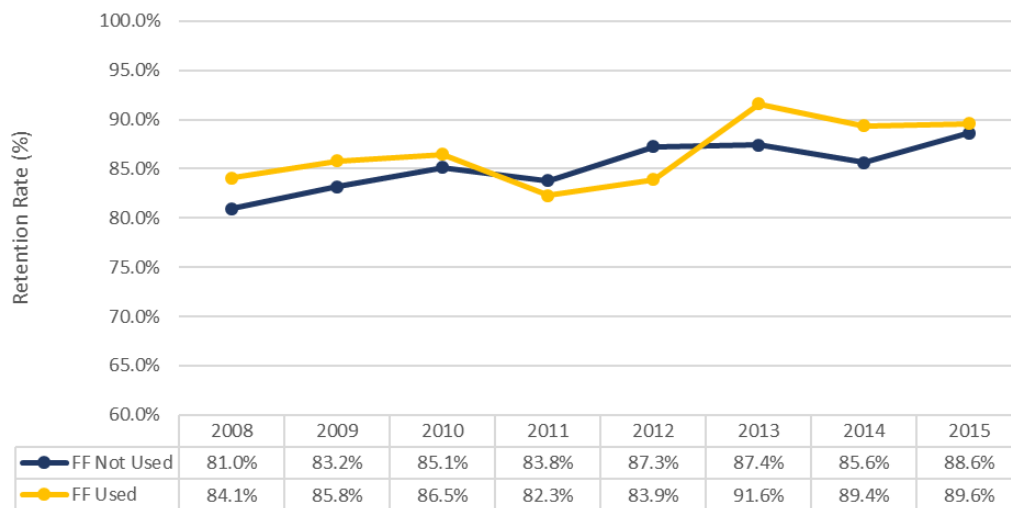
Retention was examined for one, two and three years. Most students do not use the Freshman Forgiveness program to repeat grades until the second or third year of college

- Struggling students who used Freshman Forgiveness tend to have a higher retention rates for the first two years of college compared to those who did not use Freshman Forgiveness, which may indicate that the policy helps retain students who might not otherwise be retained in the first two years of college.
- By the third year of college, students using Freshman Forgiveness typically have retention rates that are slightly higher overall than students who did not use Freshman Forgiveness.



Cohort

Figure 3: One Year Retention for Students using Freshman Forgiveness (FF) vs. Not Using Freshman Forgiveness



Cohort

Figure 4: Three Year Retention for Students using Freshman Forgiveness (FF) vs. Not Using Freshman Forgiveness

Table 13: Graduation Rates for Students who did or did not use Freshman Forgiveness

Cohort	Freshman Forgiveness Not Used				Freshman Forgiveness Used			
	N (Count)	Grad 4yrs (%)	Grad 5yrs (%)	Grad 6yrs (%)	N (Count)	Grad 4yrs (%)	Grad 5yrs (%)	Grad 6yrs (%)
2008	1036	27.0%	65.7%	73.8%	510	19.6%	63.1%	75.7%
2009	1007	29.7%	67.8%	76.5%	459	20.3%	66.7%	78.4%
2010	1004	29.4%	71.1%	78.8%	386	20.2%	65.5%	78.8%
2011	1027	28.5%	71.3%	77.9%	373	17.4%	59.5%	74.8%
2012	1085	27.7%	72.2%	80.5%	341	19.9%	65.7%	74.8%
2013	779	33.2%	72.5%	--	334	20.1%	72.2%	--
2014	772	32.4%	--	--	311	23.2%	--	--
2015	748	--	--	--	269	--	--	--
2016	532	--	--	--	259	--	--	--
2017	396	--	--	--	150	--	--	--

- Students using Freshman Forgiveness had lower four- and five-year graduation rates. By year six, the graduation rate gap between the two groups narrowed. Further analysis indicates that Freshman Forgiveness may slightly lengthen the time to graduation.

Table 14: Time to Graduation for D and F Students who used Freshman Forgiveness and who did not use Freshman Forgiveness

Cohort	Time-to-Graduation		
	F.F. Not Used (Yrs)	F.F. Used (Yrs)	Difference
2008	5.02	5.11	0.09
2009	4.99	5.09	0.10
2010	4.85	5.08	0.23
2011	4.85	5.13	0.28
2012	4.82	4.93	0.11
2013	4.65	4.83	0.18
2014	4.39	4.50	0.10
Overall Avg (μ)	4.80	4.95	0.16

Table 15: GPA for Students who did or did not use Freshman Forgiveness

Cohort	Freshman Forgiveness Not Used				Freshman Forgiveness Used			
	N (Count)	1st Yr GPA	2nd Yr GPA	Graduating GPA	N (Count)	1st Yr GPA	2nd Yr GPA	Graduating GPA
2008	1036	2.72	2.63	2.67	510	2.61	2.48	2.62
2009	1007	2.77	2.70	2.75	459	2.65	2.58	2.66
2010	1004	2.82	2.72	2.75	386	2.67	2.58	2.70
2011	1027	2.86	2.75	2.77	373	2.73	2.59	2.67
2012	1085	2.96	2.81	2.81	341	2.78	2.64	2.74
2013	779	2.97	2.85	2.86	334	2.82	2.69	2.83
2014	772	2.95	2.84	2.85	311	2.81	2.68	2.81
2015	748	3.02	2.90	-	269	2.77	2.68	-
2016	532	2.89	2.79	-	259	2.86	2.80	-
2017	396	2.71	2.63	-	150	2.80	2.74	-

Note: Graduating GPA only includes the GPA for students who have graduated within six years of matriculation.

Table 16: Academic Standing from First Year to Second Year for Students who did or did not use Freshman Forgiveness

		Freshman Forgiveness Not Used								
		2nd Year Standing								
1st Year Standing	Good Standing	Warning	Probation	Review	Academic Dismissal/Drop	Good from Review	Probation from Review	Dismissal from Review	Warning from Dismissal	Probation from Dismissal
Good Standing	88.9%	7.0%	3.4%	< 0.1%	0.4%	--	--	--	--	0.3%
Warning	53.4%	27.1%	8.8%	--	6.8%	--	--	--	--	3.9%
Probation	20.4%	3.1%	40.1%	--	23.2%	--	--	0.6%	--	12.5%
Academic Dismissal/Drop	--	--	--	--	100.0%	--	--	--	--	--
Probation from Review	--	--	--	--	--	--	100.0%	--	--	--
Warning from Dismissal	--	--	--	--	--	--	--	--	--	--
Probation from Dismissal	1.7%	--	25.9%	--	32.8%	--	--	--	--	39.7%

		Freshman Forgiveness Used								
		2nd Year Academic Standing								
1st Year Standing	Good Standing	Warning	Probation	Review	Academic Dismissal/Drop	Good from Review	Probation from Review	Dismissal from Review	Warning from Dismissal	Probation from Dismissal
Good Standing	83.3%	8.9%	5.8%	--	0.7%	--	--	--	0.0%	1.3%
Warning	53.9%	18.0%	11.1%	--	6.1%	--	0.2%	--	--	10.6%
Probation	35.6%	7.7%	27.9%	--	12.5%	1.0%	1.9%	--	--	13.5%
Academic Dismissal/Drop	--	--	11.1%	--	88.9%	--	--	--	--	--
Probation from Review	--	--	--	--	--	--	--	--	--	--
Warning from Dismissal	14.3%	--	28.6%	--	--	--	--	--	42.9%	14.3%
Probation from Dismissal	8.5%	3.4%	28.8%	--	22.0%	--	--	--	--	37.3%