

**First-Year Seminar Audit**  
**PSU College of Art and Architecture**  
**Prepared by: McKenzie-Gunn Educational Consulting**  
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## Final Report on PSU College of Art and Architecture First-Year Seminar Audit

In this final report of our analysis of first-year seminars (FYSs) in the College of Arts and Architecture, we summarize the findings of our interim reports, as well as other data analyzed, and offer the College our overall analysis and recommendations.

### Goals and Benefits of FYSs

As stated in the first interim report, there is substantial research on the goals and benefits of FYSs. For example, Goodman and Pascarella (2006) conclude:

the body of research on first-year seminars has expanded considerably over the past fifteen years, providing substantial evidence that persistence and degree attainment has increased as first-year seminars have been implemented. Evidence also suggests that first-year seminars have benefits for students, irrespective of differences in gender, ethnicity, age, major, and the like. The seminars may encourage additional positive outcomes, including increased student–faculty interaction, increased involvement in cocurricular activities, and increased academic satisfaction. (p. 28)

Similarly, Pascarella and Terenzini (2005) concluded that:

the weight of evidence indicates that FYS [first-year seminar] participation has statistically significant and substantial, positive effects on a student’s successful transition to college and the likelihood of persistence into the second year as well as on academic performance while in college. (p. 403)

Penn State University has developed the following goals and objectives<sup>1</sup> for FYSs in an effort, at a minimum, to ensure students’ successful transition to college and persistence to degree.

#### Goals

- to engage students in learning and orient them to the scholarly community from the outset of their undergraduate studies in a way that will bridge to later experiences in their chosen majors, and
- to facilitate students’ adjustment to the high expectations, demanding workload, increased liberties, and other aspects of the transition to college life

#### Objectives

- to introduce students to University study
- to introduce students to Penn State as an academic community, including fields of study and areas of interest available to students
- to acquaint students with the learning tools and resources available at Penn State
- to provide an opportunity for students to develop relationships with full-time faculty and other students in an academic area of interest to them
- to introduce students to their responsibilities as part of the University community.

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<sup>1</sup> The referenced goals and objectives are taken from the University Senate Committee on Undergraduate Education *Report on the Ad Hoc First-Year Seminar Committee* as well as College’s *First-Year Engagement Plan Submission Form*.

## Student Demographics and Retention

To access student retention, we analyzed individual student data provided by the Dean's office. Individual student data were anonymous to us with unique identity numbers generated by the Dean's office. We were provided data for the years 2016-2020 that contained first-year enrollment for Fall 2016-2019 and second-year enrollment for Fall 2017-2020. Retention is measured by enrollment into the second year (i.e., students identified as first-time students in Fall 2016 enroll in Fall 2017) and in the same major. We were able to disaggregate the data by gender, first generation, Pell grant eligible (a proxy for low income), race and ethnicity, and department or school to provide a rich evaluation of the possible effect of first-year seminars on retention. The reported data are averages of the four years. All of the tables generated and analysis of the data may be found in the supplemental materials (see the Second Interim Report). Here we summarize the key points and provide our analysis and recommendations.

The College student population is predominantly White; approximately two thirds (67.4%) of the first-time freshmen enrolled in the College are White. Underrepresented minorities comprise approximately one quarter of students (23.6%)—Asian 4.7%, Black or African American 5.4%, American Indian or Alaskan Native 0.3%, Hispanic/Latino 8.8% and 2-or-more races 4.4%. One in five freshmen (19.5%) are Pell eligible, and one in six (16.2%) are first generation. Interestingly approximately two thirds of freshmen are female (64.3%) and one third are male (35.7%), whereas the University as a whole is 50:50 (49.8% female, 50.2% male). In terms of the College faculty, 41% are female, 59% are male and two thirds (67%) are White (the PSU data on faculty ethnicity on the web page for Planning, Assessment and Institutional Research is not as robust as the data on students so it is difficult to draw comparisons).

At the College one in five freshmen (20.7%) are not retained to the second year, whereas for the University the figure is 7.1%. Presumably, this is because the office of Planning, Assessment and Institutional Research, from whom we downloaded the data, simply reports the numbers of students enrolling in PSU for their second year without distinguishing between students retained in a College or major and those retained in the University (i.e., transferring into a College and changing major into a different College).

The numbers of males and females retained to year two are nearly the same at 81.0% and 78.3%, respectively. However, retention of first-generation students in the College (70.1%) is less than non-first-generation students (81.7%) with an effect size  $>1$ . That said, the number of first-generation students is low, which somewhat confounds the analysis. For example, retention of just five more first-generation students per year would raise the retention rate from 70.1% to 80.4%. Similarly, retention of Pell-eligible freshmen is less than non-Pell-eligible (75.4% vs 80.2%) with an effect size  $>1$ . Again, the number of Pell-eligible students in the College is low. However, retention of just four more Pell-eligible students per year would raise the retention rate from 75.4% to 82.9%.

White (79.4%), Asian (90.2%), and Hispanic/Latino (81.1%) freshmen are retained in high numbers, whereas Black or African American students (70.2%) and students identifying as 2-or-more races (72.9%) are retained at much lower numbers than other groups, each having an effect

size of >0.9. Again, the low numbers mean that retention of just one more student per year would raise the retention rates of Black or African American students to 78% and students of 2-or-more races to 80%.

#### *Conclusions and Recommendations*

- *The College is spending resources on 20% of the students who are not retained. Therefore, the College should make every effort at inclusion and retention of all freshmen.*
- *Although the numbers of Black or African American students, students who identify as 2-or-more races, Pell-eligible students, and first-generation students are low, they are not retained at the same level as their counterparts. The College should assess why this is.*

### **Student Demographics, First year Seminar and Retention**

We examined retention to year two of first-year freshmen by FYS enrollment, race/ethnicity, Pell eligibility and first-generation status. Overall, the College has a high enrollment in FYS courses (or courses designated, perhaps incorrectly, as FYS – see below). Over 90% (93.3%) of first-year students enroll in FYS; however, only 80.2% of these students are retained to year two. Put another way, 1 in 5 freshmen enrolled in the College are not retained to year two. This is in contrast with the literature on FYS that reports students enrolled in FYS are retained in high numbers (Goodman & Pascarella, 2006). First-generation students are enrolled in FYS at the same rate as non-first-generation students, 90.7% and 93.4%, respectively. However, Pell-eligible students are enrolled in FYS in lower numbers than non-Pell-eligible students, 85.3% and 95.3%, respectively. Enrollment in FYS is greater than 93% for most racial and ethnic groups. The lowest enrollment is for students identifying as 2-or-more races at 87.5%. All other racial and ethnic groups enroll in the 90<sup>th</sup> percentile. Note that because of low numbers, enrollment of just two more students identifying as 2-or-more races would raise the enrollment to 92%.

Across all departments and schools, students enrolled in FYS are retained at 80.8%. However, there is some disparity between departments/schools. Graphic Design and Visual Arts retain students enrolled in FYS at 71.0% and 75.7%, respectively, while Theater retain 91.5% of students enrolled in FYS, the highest of any department or school. All other departments/schools have retention rates in the 80s. Because of the low numbers involved, we could not disaggregate retention by department/school on the basis of race and ethnicity. However, we could do this on the basis of gender. All departments retained approximately the same percentage of males and females enrolled in their FYSs to year two.

#### *Conclusions and Recommendations*

- *FYS has a positive impact on retention of underrepresented student groups, such as Pell-eligible students, who may need more guidance transitioning to and navigating higher education. However, according to the data we received, Pell-eligible students are not enrolled in FYS at the same level as non-Pell-eligible students. We found this confusing because we contacted College staff, and they confirmed that all first-year students must take a FYS with the exception of summer enrollees who were in the LEAP program or students who did a FYE at one of the other campuses. This possibly accounts for the 15% lower enrollment of Pell-eligible students than their non-Pell-eligible counterparts, but we do not have the data to assess this. The College should determine why there is a lower*

*enrollment of Pell-eligible students in FYS, and if they should be in a FYS, make every attempt to enroll them.*

- *Since the School of Theatre has the highest retention rate (91.5%) in the College, a closer examination of their FYS recruitment efforts and curriculum, and other factors they believe resulted in their success is warranted. See our comments below on The Moral Moments Project that Theatre designates as their FYS.*

## **Structure and Curriculum of FYS**

First-year seminars are most often defined by what they are to accomplish—successful transition to college and retention—rather than how they are structured. Permzadian and Credé (2016) conducted a meta-analysis that studied the effectiveness of first-year seminars, looking at retention to year two and grades within year one and found that FYS had a small average effect on retention rates and grades but that these are modified by the *type* of FYS. As part of their research, they defined the various types of FYS: orientation seminars, academic seminars, discipline-linked seminars, and basic study skills seminars. Orientation seminars focus on students' adjustment to college. Academic seminars address the development of academic skills (e.g., critical thinking, expository writing, and oral communication skills). Discipline-linked seminars introduce students to and prepare them for a particular major. Basic study skills seminars address competences such as note taking and grammar. There are also hybrid seminars that combine content categories.

The authors found that *orientation seminars*, rather than academic or hybrid seminars, were most effective at increasing one-year retention rates, specifically when taught by faculty and not undergraduate or graduate students, in whole or in part, and targeted all first-year students and not just those that are underprepared. Furthermore, they found that academic seminars or a hybrid seminar that includes academic content have the greatest effect on academic performance (e.g., grades/GPA). It is important to note that academic seminars are not discipline-linked but rather address skills such as critical thinking. The study did not address discipline-linked or basic study skills seminars in that they did not meet inclusion criteria.

FYSs have been part of the freshman first year for over 20-years at PSU. According to documents supplied by the College and retrieved from the University Faculty Senate (UFS) website, in December of 1997 the UFS passed legislation “mandating a first-year seminar requirement for all incoming first-year baccalaureate students admitted to the University after Spring Semester 1999.” From 1997-2007, there were discussions, debate, and revisions regarding the objectives and implementation of FYS. In 2008, the *Ad Hoc Committee on First-Year Seminar* identified weaknesses in the FYS requirements and recommendations were made to the Faculty Senate in April 2008 and approved on April 29, 2009. We do not know how long the College has taught FYSs, but we do know that in 2009 the College submitted a plan for First-Year Engagement that was approved. For a more detailed analysis see our First Interim Report on FYS Audit.

We reviewed thirty-two current syllabi, a total of 162 pages. Thirty-one of the syllabi were designated as first year seminars. AA197 was not “officially” designated a FYS but was used as

such for Integrative Arts. The syllabi were from all 19 undergraduate degree programs. Most syllabi were from Spring and Fall of 2019, although AA 197 was Spring 2021, and The Moral Moments Project was Fall 2020. The majority of syllabi (18) were from the School of Music and comprised studio courses. Overall, 19 syllabi had either no course number or a course number that is not designated as First Year Seminar. None of the 32 syllabi reviewed explicitly or implicitly included all the university's FYS goals and objectives. Ten of the syllabi included some of the goals and objectives. Twenty-two of the syllabi did not include nor address any of the FYS goals or objectives. It could be argued that with regard to acquainting students to resources available at Penn State, several syllabi included statements about and contact information for some university services such as counseling and psychological services. The syllabus that most addressed the university FYS goals and objectives and the intent of FYS as articulated in the literature was AA 197: Student Success in the Arts & Design, which is not designated as a FYS.

The goals and objectives for FYS articulated by the university are aligned with *orientation seminars*, focusing on students' adjustment to college. However, the majority of the College syllabi are *discipline-linked seminars* that introduce students to and prepare them for a particular major. Most of these syllabi include course objectives and/or descriptions, attendance policies, student responsibilities, grading, assignments, etc. However, the goal of FYE and specifically here FYS, is to ensure successful transition to college and increase retention, which is dependent on students' ability to cope with the stress of entering a new environment (Permzadian & Credé, 2016), their academic performance, and adjustment to college.

Academic adjustment reflects the degree to which students have adapted to the more rigorous academic demands of higher education. Social adjustment reflects the degree to which students have adapted to the social demands of college and integrated into the social environment. Personal-emotional adjustment reflects the degree to which students experience physical and psychological distress resulting from the college environment. Last, institutional attachment reflects the degree to which students feel affiliated with and committed to their institution. (Permzadian & Credé, 2016, drawing from Baker & Siryk, 1982, p.282)

Thus, the majority of the syllabi in the CAA may help students learn the content of their course, but this may not be enough to ensure that they successfully adjust to the College and /or University.

In an attempt to acquire more qualitative data regarding the experiences of students who took FYS but did not continue in the major, and with the help of College and University staff, we generated an anonymous list of students who did not continue in their major after taking FYS between the years of 2016-2020. We wrote a participant recruitment letter explaining our research, the precautions we took to ensure that we had no way of knowing who the students were, and asked for participants. We only had one respondent, whom we interviewed. Certainly, one interview cannot provide much data nor be generalized, but we believe her comments might be useful for your future discussions. We do not know who this student is, only that she identifies as female. She provided us with a pseudonym and called us directly so we could not identify her via email address. The interview was audiotaped and transcribed. We asked general

questions about the participant's experiences in FYS and then specific questions that related to the University goals and objectives for FYS.

The participant took FYS in 2017. She felt prepared for college work saying "my high school was oriented toward students going to Penn State," and she "found some of the classes easier [than her high school classes]." When asked if FYS prepared her for university study, what it's like to be a university student [Objective 1<sup>2</sup>], she said "no, [it] was really demanding on time [and we] spent most of the time talking about theory." She did like the class discussions, but said the class "didn't really inform me what studio would be like and how much time I would have to be dedicating to that practice." She did not seem to understand that FYS and a studio class should be different courses because she said that she took another FYS two years later when she changed majors. We followed up with College staff to find out if the course the participant took two years later was actually a FYS and were told it was not.

Asked whether the FYS introduced her to "Penn State as an academic community, including fields of study and areas of interest available to students" [Objective 2], she said "yeah...we talked about different routes we could go" [within that discipline]. "To acquaint students with the learning tools and resources available at Penn State" is Objective 3. When we asked the participant if her FYS class accomplished this, she just said "no." With regards to Objective 4—"to provide an opportunity for students to develop relationships with full-time faculty and other students in an academic area of interest to them"—the participant said "because we were doing lots of discussion, I connected with my peers in that class...but I don't think I would say that the course introduced me to a lot of other faculty. And for Objective 5 that states "introduce students to their responsibilities as part of the University community," she didn't understand exactly what the objective meant. After we offered our understanding and explanation based on the literature related to FYE and FYS, she said "we [went] over the syllabus... [and the professor talked about] Student Disability Resources and Psychological Services at Penn State...and did a decent job of kinda like illustrating the responsibility of being part of Penn State community."

We returned to the issue of transition to the university. The participant said that although the work associated with most of her courses was really not too challenging because she had been prepared for it by her high school, she did say

the transition to college life was definitely like different and challenging, specifically in [her FYS course—name left out to protect the student's anonymity]. It was really challenging because the expectation was to be like working in the studio 24-7. I had food in my locker there and blankets, and my peers were sleeping there a lot. I was eating a lot of meals there. We spent 24-7 there. That was really hard to adapt to. I did struggle with that. Lots of my friends did to. I think like half of my ...class dropped out [or] switched majors within the first year because of how demanding it was. [The actually data for that class indicated that 23% of the first-time freshman dropped out of that major, and the average for that course over the four years 2017-2020 was 20%]

She continued "students left because they thought it was going to always be this way." There was "only one Black girl in [the class], and she dropped out, and she was so smart and really talented, and she left [dropped out of the university]. She also said there was an international

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<sup>2</sup> The objectives listed refer to the footnote above.

student who just dropped out and went back to her country, as well as other students who just dropped out or changed majors.

When asked what she would have wanted in a first course that was not just discipline related, she said she would have benefited from a course that was

more broad [and focused on] being a student, adjusting to being on your own for the first time, growing into adulthood, because I think some parents really help their kids leave the nest and other parents a little bit don't know how to help their kids leave the nest. Students coming to the university are all at varying degrees of how equipped they are for newfound independence—a course like that would have been helpful. Like incorporate stress management, how to balance work life and personal life and manage stress and mental health would have been helpful. [After her FYS she thought] that's just how student life was, and I didn't understand that my experience was very specific to the program I was in. I think had I had a course that like said—this is what student life generally looks like—I would have realized a lot sooner that the program I was in had very different expectations than other majors.

When asked what suggestions she would give to the College about what would have made her first semester or year in college better, she said “more emphasis on stress management and mental health would have been helpful to me, just university life and balancing work and life.” That led us to ask about students who had to work, had jobs outside of university life. She said, “I had a job, but then I quit it because I was so stressed... My boyfriend puts himself through school, and he wouldn't have been able to have done that major, there's no way.” This must have made her think about other challenges to time and life balance because she said there was a female student in her class “that was doing Greek life and she was so stressed trying to balance those.”

In summary although the student enjoyed the discussions in her FYS course, she said the demands of studio life were overwhelming, which led her and, according to her, other students to change their major and/or leave the university altogether.

#### *Conclusions and Recommendations*

- *All the designated FYS courses are discipline-linked, except The Moral Moments Project—the FYS for Theatre, which is unique and does not fit tightly into any of the previously mentioned types of FYS. This course does, however, align with the goal of orientation seminars—adjustment to college and the goal of academic seminars—development of academic skills, such as critical thinking.*
- *Although we only had limited qualitative information, one interview, the information the participant provided should prove useful in further discussions at the College regarding the purpose and goals/objectives of the FYS. We suggest the College develop FYSs that address the FYS goals and objectives of the University and focus on transition to college and retention. This may require a discussion among faculty to come to consensus as to what the goals and objectives mean and what they would look like if met.*
- *Discipline-linked seminars should not replace FYSs. Thus, the College might consider having FYSs that are interdisciplinary but also “provide an opportunity for students to*



*develop relationships with full-time faculty and other students in an academic area of interest to them” (University objective 4). All the other University objectives could be easily addressed in an interdisciplinary FYS. FYS course evaluations should be tied to the University FYS goals and objectives.*

- *If there are not standard guidelines for syllabi that include course number, semester, goals and objectives, etc., one should be developed.*
- *A model for FYS was developed by students in the Presidential Leadership Academy and entitled *Implementing an Effective First-Year Seminar*. It can be retrieved at [https://academy.psu.edu/documents/current/policy-proposals/2019/effective\\_fys.pdf](https://academy.psu.edu/documents/current/policy-proposals/2019/effective_fys.pdf)*

## References

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**First Interim Report on PSU College of Art and Architecture  
First-Year Seminar Audit  
Document Analysis**

**Prepared by: McKenzie-Gunn Educational Consulting**

**First-Year Seminar: Definition and Goals**

First-year seminars (FYS) are most often defined by what they are to accomplish—successful transition to college and retention—rather than how they are structured. Moreover, there is structural variance among and within universities and colleges.

Permzadian and Credé<sup>3</sup> (2016) conducted a meta-analysis that studied the effectiveness of first-year seminars, looking at retention to year two and grades within year one. As part of their research, they defined the various types of FYS: orientation seminars, academic seminars, discipline-linked seminars, and basic study skills seminars. Orientation seminars focus on students' adjustment to college. Academic seminars address the development of academic skills (e.g., critical thinking, expository writing, and oral communication skills). Discipline-linked seminars introduce students to and prepare them for a particular major. Basic study skills seminars address competences such as note taking and grammar. There are also hybrid seminars that combine content categories.

The authors found that orientation seminars, rather than academic or hybrid seminars, were most effective at increasing 1-year retention rates, specifically when taught by faculty and not undergraduate or graduate students, in whole or in part, and targeted at all first-year students and not those that are underprepared. Furthermore, they found that academic seminars or a hybrid seminar that includes academic content have the greatest effect on academic performance (e.g., grades/GPA). It is important to note that academic seminars are not discipline-linked but rather address skills such as critical thinking. The study did not address discipline-linked or basic study skills seminars in that they did not meet inclusion criteria.

PSU's FYS goals and objectives are orientation focused and should be effective at increasing 1-year retention rates. However, our analysis found the majority of the College of Arts and Architecture's (CAA) syllabi are discipline-linked seminars.

**History of FYE at PSU**

According to documents supplied by the College and retrieved from the University Faculty Senate (UFS) website, in December of 1997 the UFS passed legislation "mandating a first-year

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<sup>3</sup> Permzadian, B. & Credé, M. (2016). Do first-year seminars improve college grades and retention? A quantitative review of their overall effectiveness and an examination of moderators of effectiveness. *Review of Educational Research*, 86(1), 277-316. <https://doi.org/10.3102/003454315584955>

seminar requirement for all incoming first-year baccalaureate students admitted to the University after Spring Semester 1999”<sup>4</sup> (L-9: First -Year Seminars). From 1997-2007, there were discussions, debate, and revisions regarding the objectives and implementation of FYS. In 2008, the *Ad Hoc Committee on First-Year Seminar* identified weaknesses in the FYS requirements but stated that the “original goals and objectives...are beyond contention and still very much relevant to the University” (Appendix N, The Special Senate Committee Assessing the First-Year Engagement Plan, 2016, p.4). Recommendations were made to the Faculty Senate in April 2008 and approved on April 29, 2009. These recommendations, which replaced the existing FYS requirements at that time, included:

1. a requirement that all units (campuses and Division of Undergraduate Studies) submit a First-Year Engagement (FYE) Plan
2. the goals and objectives of FYS were to be retained as originally written
3. at least a 1 credit of FYS required for graduation
4. FYS were to be taught by tenure-line or other regular, full-time faculty members, taught in the student’s college or campus, taught in sections no more than 25 students, academic in content, exemplifying the full weightiness and expectations of University-level course work. (Appendix N, The Special Senate Committee Assessing the First-Year Engagement Plan, 2016, p.4)

The goals and objectives referenced in item 2 above are:

#### Goals

- engage students in learning and orient them to the scholarly community from the outset of their undergraduate studies in a way that will bridge to later experiences in their chosen majors, and
- facilitate students’ adjustment to the high expectations, demanding workload, increased liberties, and other aspects of the transition to college life

#### Objectives

- to introduce students to university study,
- to introduce students to Penn State as an academic community, including fields of study and areas of interest available to students,
- to acquaint students with the learning tools and resources available at Penn State,
- to provide an opportunity for students to develop relationships with full-time faculty and other students in an academic area of interest to them, and
- to introduce students to their responsibilities as part of the University community. (Appendix N, The Special Senate Committee Assessing the First-Year Engagement Plan, 2016, p.2)

In 2009 all FYE plans were submitted, reviewed, and approved. On February 10, 2009, Associate Dean for Undergraduate Studies, Instruction and Outreach, Gary B. Kesler, submitted

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<sup>4</sup> All references to university documents are described by the titles or indicators on the documents we received from the College or retrieved from the University Faculty Senate website. These documents were not paginated, therefore the page numbers indicated for these references are the pages the quotations were from as printed.

the *College of Arts and Architecture's First-Year Engagement Plan*. The plan was revised on April 22, 2009 (First-Year Submission Form). The initial plan and revisions were approved. The CAA was one of only three units to submit a formal revision to the original plan (Appendix N, *The Special Senate Committee Assessing the First-Year Engagement Plan*, 2016). In 2016 they were one of 18 colleges and campuses that submitted a progress report on the status of the FYE plan.

In addition to reviewing the progress reports, the Special Senate Committee surveyed students regarding their perceptions of their first-year experience. The students were “2016 second- and third-semester students” (Appendix N, *The Special Senate Committee Assessing the First-Year Engagement Plan*, 2016, p.10).

Recommendations derived from the progress reports and student surveys were

1. FYE plans remain an essential component of student's first-year
2. the Department of Learning Outcomes Assessment work with colleges and campuses to develop appropriate FYE assessment plan, and the FYE program plans and requirements undergo appropriate revisions based on these assessments
3. training regarding FYE for faculty and administrators...to encourage mutual understanding of the legislation
4. the process for making changes to previously approved FYE plans and their assessments be revisited and standardized to assist colleges and campuses in better communicating their revised FYE plans at the University-level. (Appendix N, *The Special Senate Committee Assessing the First-Year Engagement Plan*, 2016, p.11)

A general web search of other documents related to FYS at PSU produced what appears to be a project conducted by four students in the Presidential Leadership Academy entitled *Implementing an Effective First-Year Seminar*. It includes a review of the literature on FYS, case studies, policy recommendations for FYS at PSU, and financial impact and analysis. Also included are syllabi topics that would meet the criteria of hybrid orientation seminars, focusing on students' adjustment to college as well as including sessions on college specific topics. This document was not dated but based on the retrieval dates of the references it was written sometime after April 2019. It proved to be a very useful document and one that the College should review. It can be retrieved at [https://academy.psu.edu/documents/current/policy-proposals/2019/effective\\_fys.pdf](https://academy.psu.edu/documents/current/policy-proposals/2019/effective_fys.pdf)

### **Review and Analysis of CAA Syllabi**

The 2009 FYE plan submitted by Associate Dean Kessler indicated that the FYSs were taught by tenure-line or other regular, full-time faculty members; were taught in the college in sections of not more than 25 students; were academic in content, exemplifying the full weightiness and expectation of University-level coursework; and explicitly addressed the FYE goals and objectives. The plan also stated that credit hours were 1, 2, 3, and other and included an explanation of the credit hour structure. Also included was a description of supplemental programming and how DUS students would be accommodated. The 2009 revisions to the original plan and the 2016 progress report were not available.

Thirty-two syllabi were reviewed, a total of 162 pages. Thirty-one of the syllabi were designated as First Year Seminars. AA197 was not “officially” designated a FYS but was used as such for Integrative Arts. The syllabi were from all 19 undergraduate degree programs. Most syllabi were from Spring and Fall of 2019, although AA 197 was Spring 2021, and The Moral Moments Project was Fall 2020. The majority of syllabi (18) were from the School of Music and comprised studio courses. Overall, 19 syllabi had either no course number or a course number that is not designated as First Year Seminar.

Juxtaposing the syllabi with the 2009 approved recommendations of the *Ad Hoc Committee on First-Year Seminar* and the CAA 2009 FYE plan, the following were noted:

- All courses were taught by tenure-line or other regular, full-time faculty members, except one which was taught by an interim lecturer.
- All courses were taught in the student’s college of enrollment.
- It was indeterminable whether the sections had more than 25 students.
- All course were academic in content, exemplifying the full weightiness and expectation of University-level coursework.
- None of the 32 syllabi reviewed explicitly or implicitly included all the university’s FYS goals and objectives. Ten of the syllabi included some of the goals and objectives. Twenty-two of the syllabi did not include nor address any of the FYS goals or objectives. It could be argued that with regard to acquainting students to resources available at Penn State, several syllabi included statements about and contact information for some university services such as counseling and psychological services. The syllabus that most addressed the university FYS goals and objectives and the intent of FYS as articulated in the literature was *AA 197: Student Success in the Arts & Design*, which is not designated as a FYS.
- Not all syllabi indicated course credit hours, so that too was indeterminable.

### **Preliminary Summary of CAA FYS**

The goals and objectives for FYS articulated by the university are aligned with *orientation seminars*, focusing on students’ adjustment to college. However, the majority of the CAA syllabi are *discipline-linked seminars* that introduce students to and prepare them for a particular major. Most of these syllabi include course objectives and/or descriptions, attendance policies, student responsibilities, grading, assignments, etc. However, the goal of FYE and specifically here FYS, is to increase retention, which is dependent on students’ ability to cope with the stress of entering a new environment (Permzadian & Credé, 2016), their academic performance, and adjustment to college.

Academic adjustment reflects the degree to which students have adapted to the more rigorous academic demands of higher education. Social adjustment reflects the degree to which students have adapted to the social demands of college and integrated into the social environment. Personal-emotional adjustment reflects the degree to which students experience physical and psychological distress resulting from the college environment. Last, institutional attachment reflects the degree to which students feel affiliated with and committed to their institution. (Permzadian & Credé, 2016, drawing from Baker & Siryk, 1982, p.282)

Thus, the majority of the syllabi in the CAA may help students learn the content of their course, but this may not be enough to ensure that they successfully adjust to the College and /or University.

**Note:** This is a preliminary report based on document analysis. Further quantitative and qualitative data need to be collected and analyzed. Importantly, data disaggregated by race, ethnicity, gender, and economic status will provide a more thorough picture of the experience of first-year students, persistence and retention rates, and other possible issues we have not yet considered.

## Second Interim Report on PSU College of Art and Architecture

### First-Year Seminar Audit

#### Student Retention Data Analysis

Prepared by: McKenzie-Gunn Educational Consulting

We have carried out an initial analysis of individual student data, provided by the Dean's office, on first-year seminars (FYSs) and retention. Individual student data are anonymous to us with unique identity numbers generated by the Dean's office. We were provided data for the years 2016-2020 that contained first-year enrollment for Fall 2016-2019-, and second-year enrollment for Fall 2017-2020. Retention is measured by enrollment into the second year (i.e., students identified as first-time students in Fall 2016 enroll in Fall 2017). We were able to disaggregate the data by gender, first generation, Pell grant eligible (a proxy for low income), and race and ethnicity to provide a rich evaluation of the possible effect of first-year seminars on retention. Based on the research literature on first-year seminars and first-year experience programs nationwide and in 4-year institutions, we anticipated that students enrolled in first-year seminars would be retained in higher numbers than students not enrolled.

For example, Goodman and Pascarella<sup>1</sup> (2006) conclude:

The body of research on first-year seminars has expanded considerably over the past fifteen years, providing substantial evidence that persistence and degree attainment has increased as first-year seminars have been implemented. Evidence also suggests that first-year seminars have benefits for students, irrespective of differences in gender, ethnicity, age, major, and the like. The seminars may encourage additional positive outcomes, including increased student–faculty interaction, increased involvement in cocurricular activities, and increased academic satisfaction. (p. 28)

Similarly, Pascarella and Terenzini<sup>2</sup> (2005) concluded that:

the weight of evidence indicates that FYS [first-year seminar] participation has statistically significant and substantial, positive effects on a student's successful transition to college and the likelihood of persistence into the second year as well as on academic performance while in college. (p. 403)

However, a meta-analysis by Permzadian and Credé<sup>3</sup> (2016) found that FYS had a small average effect on retention rates but that the rate is modified by the *type* of FYS.

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<sup>1</sup>Goodman, K., & Pascarella, E. T. (2006). First-year seminars increase persistence and retention: A summary of the evidence from how college affects students. *Peer Review*, 8(3), 26-28. <https://www.aacu.org/publications-research/periodicals/first-year-seminars-increase-persistence-and-retention-summary>

<sup>2</sup>Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research* (Vol. 2). Jossey-Bass.

<sup>3</sup>Permzadian, V., & Credé, M. (2016). Do first-year seminars improve college grades and retention? A quantitative review of their overall effectiveness and an examination of moderators of effectiveness. *Review of Educational Leadership*, 86, 277-316. <https://doi.org/10.3102/0034654315584955>

## Freshmen Enrollment and Retention

Freshmen enrollment in the College is majority White at 67.4% with other racial/ethnic groups representing less than 10% each (Table 1). Pell-eligible students (Table 1) comprise 19.5%, or 1 in 5 freshmen, and first-generation students (Table 1) 16.2% or 1 in 6 freshmen. Interestingly first-year students are 64.3% female and 35.7% male, or 2/3 female and 1/3 male, whereas the university as a whole is 49.8% female and 50.2% male (<https://datadigest.psu.edu/graduation-and-retention/gender/>). Note the national trend for 4-year universities is 54% female and 46% male. (<https://educationdata.org/college-enrollment-statistics/>)

First-time students enrolled in the College and retained for the second year for the 4-years 2016 - 2019 are shown in Table 2. On average only 79.3%, or 1 in 5, first-time freshmen are retained to year 2 over the 4-years. This is in marked contrast to the University data, shown in Table 3, which indicates that some 92.9% of freshmen, on average, are retained to year 2. Presumably, this is because the office of Planning, Assessment and Institutional Research, from whom we downloaded the data, simply reports the numbers of students enrolling in the College for their second year without distinguishing between students retained in the College and those transferring into the College.

Table 1: First Year Freshmen by Race/Ethnicity, Pell Eligibility, First Generation and Gender						
Cohort Year	2016	2017	2018	2019	Total 2016-19	
					%	
Asian	9	7	13	22	51	4.7
Black or African American	16	16	13	13	58	5.4
Hispanic/Latino	27	14	20	34	95	8.8
American Indian or Alaskan Native		1	1	1	3	0.3
International	19	24	19	15	77	7.1
2-or-more Races	6	16	15	11	48	4.4
Undisclosed	3	5	3	9	20	1.9
White	155	163	204	206	728	67.4
<b>Total Underrepresented*</b>	58	54	62	81	255	23.6
<b>Total for Race/Ethnicity</b>	235	246	288	311	1080	100.0
<b>Pell Eligible</b>	52	46	47	66	211	19.5
<b>First Generation</b>			44	53	97	16.2
<b>Not First Generation</b>			244	258	502	83.8
<b>Female</b>	143	166	184	200	693	64.3
<b>Male</b>	89	80	104	112	385	35.7

\*Total Underrepresented = Asian, Black or African American, American Indian or Alaskan Native, Hispanic/Latino and 2-or-more Races.

Data on first-generation students only available for 2018 and 2019.

Race and Ethnicity designations are those used by PSU.



Table 2: First Time Freshmen Enrolled in College Retained for Year 2					
	Total	Not Retained	Retained	% not Retained	% Retained
2016	235	53	182	22.6	77.4
2017	246	50	196	20.3	79.7
2018	288	64	224	22.2	77.8
2019	311	57	254	18.3	81.7
Total/Average	1080	224	856	20.7	79.3

Table 3: First-Time Full-Time Students Enrolled in College for Year 2					
	Total	Not Retained	Retained	% not Retained	% Retained
2016	240	16	224	6.7	93.3
2017	245	24	221	9.8	90.2
2018	271	19	252	7.0	93.0
2019	306	16	290	5.2	94.8
Total/Average	1062	75	987	7.1	92.9

Retrieved from: <https://datadigest.psu.edu/dashboards/graduation-and-retention/detail/>

The numbers of males and females retained to year 2 are 81.0% and 78.3%, respectively, as shown in Table 4. However, the numbers of first-generation freshmen retained to year 2 are significantly less compared with non-first-generation freshmen with an effect size >1 (Table 5). Similarly, retention of Pell-eligible students to year 2 is significantly less compared with non-Pell-eligible students with an effect size >1 (Table 6). Again, the numbers of students are low. Retention of just four more Pell-eligible students per year would raise the retention rate from 75.4% to 82.9%.

Table 4: First Time Freshmen Retained to Year 2 by Gender								
Retention	Not Retained		Retained		% Not Retained		% Retained	
	F	M	F	M	F	M	F	M
2016	33	20	113	69	22.6	22.5	77.4	77.5
2017	39	11	127	69	23.5	13.8	76.5	86.3
2018	43	21	141	83	23.4	20.2	76.6	79.8
2019	36	21	164	91	18.0	18.8	82.0	81.3
Total/Average	151	73	545	312	21.7	19.0	78.3	81.0

Table 5: First-Generation First-Time Freshmen Retained to Year 2								
Retention First Generation	Not Retained		Retained		% Not Retained		% Retained	
	Not FG	FG	Not FG	FG	Not FG	FG	Not FG	FG
2018	52	12	192	32	21.3	27.3	78.7	72.7
2019	40	17	218	36	15.5	32.1	84.5	67.9
Total/Average	92	29	410	68	18.3	29.9	81.7	70.1

Data only available for 2018 and 2019.

Table 6: Pell-Eligible First-Time Freshmen Retained to Year 2											
Retention Pell Eligible	Not Retained		Retained		Total			% Not Retained		% Retained	
	Not PE	PE	Not PE	PE	Not PE	PE	%PE	Not PE	PE	Not PE	PE
2016	42	11	141	41	183	52	22.1	23	21.2	77	78.8
2017	36	14	164	32	200	46	18.7	18	30.4	82	69.6
2018	51	13	190	34	241	47	16.3	21.2	27.7	78.8	72.3
2019	43	14	202	52	245	66	21.2	17.6	21.2	82.4	78.8
Total/Average	172	52	697	159	869	211	19.5	19.8	24.6	80.2	75.4

Retention to year 2, disaggregated by race and ethnicity, is shown in Table 7A. As reported in Table 2, overall retention is 79.3%. Retention of White students, the majority racial/ethnic group, is 79.4%. Similarly, Asian and Hispanic/Latino students are retained in high numbers. However, retention of Black or African American students and students of 2-or-more races is low at 70.7% and 72.9%, respectively, each having an effect size >0.9. Again, the low numbers mean that retention of just one more student per year would raise the retention rates of Black or African American students to 78% and students of 2-or-more races to 80%. Retention to year 2 for each department and school disaggregated by gender is shown in Table 7B. There is little difference between males and females except for Visual Arts where retention of males is much lower than females. Retention in Visual Arts is lower than most departments and retention in Theater is much higher than most departments.

In conclusion:

- The majority of freshmen students enrolled in the College is White;
- Pell-eligible students make up 1 in 5 freshmen;
- First-generation students make up 1 in 6 freshmen;
- More than 1 in 5 freshmen are not retained in the College to year 2;
- Retention of first-generation freshmen is less than non-first-generation;
- Retention of Pell-eligible freshmen is less than non-Pell-eligible;
- White, Asian and Hispanic/Latino freshmen are retained in high numbers; and
- Black or African American students and students identifying as 2-or-more races are retained at much lower numbers than other groups.
- Retention of both males and females in Visual Arts and Graphic Design is lower for females and lower than retention for males in other Departments.
- Retention of both males and females is lower in Visual Arts compared with other Departments, and retention of both males and females is much higher in Theater compared with other departments.

Cohort Year Retained	2016				2017				2018				2019				Total 2016-2019			
	No	Yes	% No	% Yes	No	Yes	% No	% Yes	No	Yes	% No	% Yes	No	Yes	% No	% Yes	No	Yes	% No	% Yes
Asian	2	7	22.2	77.8	1	6	14.3	85.7	1	12	7.7	92.3	1	21	4.5	95.5	5	46	9.8	90.2
Black or African American	6	10	37.5	62.5	4	12	25.0	75.0	5	8	38.5	61.5	2	11	15.4	84.6	17	41	29.3	70.7
Hispanic/Latino	4	23	14.8	85.2	3	11	21.4	78.6	5	15	25.0	75.0	6	28	17.6	82.4	18	77	18.9	81.1
American Indian or Alaskan Native					1				1				1				2	1	66.7	33.3
International	2	17	10.5	89.5	9	15	37.5	62.5	2	17	10.5	89.5	15				13	64	16.9	83.1
2-or-more Races	1	5	16.7	83.3	4	12	25.0	75.0	4	11	26.7	73.3	4	7	36.4	63.6	13	35	27.1	72.9
Undisclosed		3	0.0		2	3			3				4	5	44.4	55.6	6	14	30.0	70.0
White	38	117	24.5	75.5	26	137	16.0	84.0	46	158	22.5	77.5	40	166	19.4	80.6	150	578	20.6	79.4
Total Underrepresented*	13	45	22.4	77.6	13	41	24.1	75.9	16	46	25.8	74.2	13	68	16.0	84.0	55	200	21.6	78.4
Total for Race/Ethnicity	53	182	22.6	77.4	50	196	20.3	79.7	64	224	22.2	77.8	57	254	18.3	81.7	224	856	20.7	79.3

\*Total Underrepresented = Asian, Black or African American, American Indian or Alaskan Native, Hispanic/Latino and 2-or-more Races.  
Race and Ethnicity designations are those used by PSU.

Department or School	Female		Male		Total		Female		Male	
	Not Retained	Retained	Not Retained	Retained	% Not Retained	% Retained	% Not Retained	% Retained	% Not Retained	% Retained
Architecture	34	124	19	91	19.78	80.22	12.69	78.48	17.27	82.73
Art History	1	3			25.00	75.00	25.00	75.00		
Graphic Design	30	74	7	16	29.13	70.87	23.62	71.15	30.43	69.57
Landscape Architecture	17	62	10	50	19.42	80.58	12.23	78.48	16.67	83.33
Music	14	79	15	71	16.20	83.80	7.82	84.95	17.44	82.56
Theater	7	90	7	55	8.81	91.19	4.40	92.78	11.29	88.71
Visual Arts	34	98	12	24	27.38	72.62	20.24	74.24	33.33	66.67

## First-year Seminar and Retention

Enrollment of first-time freshmen in the College in FYSs is over 93.3% (Table 8). However, retention of these students to the second year is only 80.2% (Table 9). Put another way, 1 in 5 freshmen enrolled in a FYS are not retained in the College to year 2. This is in contrast to the literature on FYSs that reports that students enrolled in FYSs are retained in high numbers. Another way to look at these data is to examine those not enrolled in a FYS yet retained in the College to year 2, which computes at 58.3% not enrolled and retained and 41.7% not enrolled and not retained. FYSs may be having some effect (i.e., the difference between 58.3% and 41.7%), but not nearly enough as one would expect.

	Not Enrolled	Enrolled	% Not Enrolled	% Enrolled
2016	11	224	4.7	95.3
2017	19	227	7.7	92.3
2018	19	269	6.6	93.4
2019	23	288	7.4	92.6
<b>Total</b>	<b>72</b>	<b>1008</b>	<b>6.7</b>	<b>93.3</b>

Retention FYS Enrollment	Retained to Year 2					
	Not retained		Retained		% Enrolled in FYS and Retained	% Enrolled in FYS and Not Retained
	No	Yes	No	Yes		
2016	5	48	6	176	78.6	21.4
2017	9	41	10	186	81.9	18.1
2018	6	58	13	211	78.4	21.6
2019	10	47	13	241	83.7	16.3
<b>Total/Average</b>	<b>30</b>	<b>194</b>	<b>42</b>	<b>814</b>	<b>80.8</b>	<b>19.2</b>

The percentage of first-generation freshmen enrolled in a FYS is approximately the same as non-first-generation students (Table 10). Note that only 2 years of data are available and the numbers of enrolled and not enrolled vary considerably.

First Generation FYS Enrollment	Not FGen		FGen		Not FGen % enrolled	FGen % enrolled
	No	Yes	No	Yes		
2018	18	226	1	43	92.6	97.7
2019	15	243	8	45	94.2	84.9
<b>2018-2019</b>	<b>33</b>	<b>469</b>	<b>9</b>	<b>88</b>	<b>93.4</b>	<b>90.7</b>

Data only available for 2018 and 2019

The percentage of Pell-eligible students enrolled in FYSs is less than non-Pell-eligible students by an average of 10% over the four years 2016-2019 (Table 11).

Table 11: FYS Enrollment of Pell-Eligible Students						
Pell Eligible FYS Enrollment	Not PE		PE		Not PE	PE
	No	Yes	No	Yes	% Enrolled	% Enrolled
2016	10	173	1	51	94.5	98.1
2017	10	190	9	37	95.0	80.4
2018	10	231	9	38	95.9	80.9
2019	11	234	12	54	95.5	81.8
<b>2016-2019</b>	<b>41</b>	<b>828</b>	<b>31</b>	<b>180</b>	<b>95.3</b>	<b>85.3</b>

FYS enrollment and retention by academic department or school is shown in Table 12. Across all departments and schools students enrolled in FYSs are retained at 80.8%. Graphic Design and Visual Arts have the lowest retention at 71.0% and 75.7%, respectively, while Theater has the highest at 91.5%.

Table 12: Retention to Year 2 by Academic Department and FYS Enrollment						
FYS Enrollment Retention	No		Yes		Yes	
	No	Yes	No	Yes	% No	% Yes
Architecture	2	3	51	212	19.4	80.6
Art History	1	2		1	0.0	100.0
Graphic Design	1	2	36	88	29.0	<b>71.0</b>
Integrative Arts			1		100.0	0.0
Landscape Arch	1	3	26	109	19.3	80.7
Music	1	4	28	146	16.1	83.9
Theater	1	5	13	140	8.5	<b>91.5</b>
Visual Arts	7	4	39	118	24.8	<b>75.2</b>
<b>Total/Average</b>	<b>14</b>	<b>23</b>	<b>194</b>	<b>814</b>	<b>19.2</b>	<b>80.8</b>

FYS enrollment by race/ethnicity is shown in Table 13. Enrollment is greater than 93% for most racial/ethnic groups. The lowest enrollment is for Black or African American students and Hispanic/Latino students at 91.4% and 91.6%, respectively, and for students identifying as 2-or-more races at 87.5%. However, because of the low numbers of underrepresented freshmen in the College, retention of just two more students identifying as 2-or-more races would raise the retention rate for this group to 92%.

Table 13: FYS Enrollment by Race and Ethnicity												
Year	2016		2017		2018		2019		2016-2019			
FYS Enrollment	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	% No	% Yes
Asian	9		1	6	1	12		22	2	49	3.9	96.1
Black or African American	1	15		16	1	12	3	10	5	53	8.6	91.4
Hispanic/Latino	3	24	3	11		20	2	32	8	87	8.4	91.6
American Indian or Alaskan Native				1		1		1	0	3	0.0	100.0
International	1	18	3	21		19	1	14	5	72	6.5	93.5
2-or-more Races		6	2	14	3	12	1	10	6	42	12.5	87.5
Undisclosed		3		5		3	1	8	1	19	5.0	95.0
White	6	149	10	153	14	190	15	191	45	683	6.2	93.8
<b>Total Underrepresented*</b>	4	54	6	48	5	57	6	75	21	234	8.2	91.8
<b>Total for Race/Ethnicity</b>	11	224	19	227	19	269	23	288	72	1008	6.7	93.3

\*Total Underrepresented = Asian, Black or African American, American Indian or Alaskan Native, Hispanic/Latino and 2-or-more Races.

Race and Ethnicity designations are those used by PSU.

Retention to year 2 of first-year freshmen by FYS enrollment, race/ethnicity, Pell eligibility and first-generation status is shown in Table 14. Asian, Hispanic/Latino and White students enrolled in FYS are retained at >80%. However, retention of Black or African American students, students identifying as two-or-more races, Pell-eligible students, and first-generation students are retained at <80%. Those students not enrolled in FYS yet retained in the College are 64.4% for White students and 47.6% for underrepresented students, and students not enrolled in FYS and not retained are 35.6% for White and 52.4% for underrepresented students. The data indicate that underrepresented students are retained at lower numbers irrespective of whether or not they are enrolled in a FYS. Again, these percentages for Black or African American students, students identifying as two-or-more races, Pell-eligible students, and first-generation students need to be interpreted with caution because of the low numbers involved.

In conclusion:

- Over 90% of first-year students enroll in FYS;
- The percentage of all racial/ethnic groups enrolled in FYS is approximately the same;
- The percentage enrollment of first-generation and non-first-generation students is approximately the same;
- The percentage of Pell-eligible students enrolled in FYS is less than non-Pell-eligible students;
- While 80% of freshmen enrolled in FYS are retained, 1 in 5 freshmen are *not* retained;
- The Department of Graphic Design and School of Visual Arts have the lowest retention of students enrolled in FYS at 71.0% and 75.7%, respectively;
- The School of Theater has the highest retention of students enrolled in FYS at 91.5%;
- Black or African American students and students identifying as 2-or-more races enrolled in FYSs are retained at <80%; and
- First-generation and Pell-eligible students enrolled in FYSs are retained at <80%.

Note: This is a preliminary report, and there is further data to be analyzed before completing the final report. Recommendations will be included in the final report.

Table 14: Retention to Year 2 of First Year Freshmen by FYS Enrollment, Race/Ethnicity, Pell Eligibility and First Generation																							
Year	2016				2017				2018				2019				2016-2019				2016-2019		
Retained FYS enrollment	Not Retained		Retained		Not Retained		Retained		Not Retained		Retained		Not Retained		Retained		Not Retained		Retained		% Enrolled in FYS and		
	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	Not Retained	Retained	
Asian	2		7		1		6		1	1	11		1	21		1	4	1	45	8.2	91.8		
Black or African American	1	5		10		4	12		1	4	8		1	1	2	9	3	14	2	39	26.4	73.6	
Hispanic/Latino	2	2	1	22		3	3	8		5	15		2	4	28		4	14	4	73	16.1	83.9	
American Indian or Alaskan Native						1				1				1				2	0	1	66.7	33.3	
International		2	1	16		2	1	14		2	17			1	14		2	4	3	61	6.2	93.8	
2-or-more Races		1		5		2	2	12		1	3	2	9		4	1	6	3	10	3	32	23.8	76.2
Undisclosed				3		2		3			3			1	3		5	1	5	0	14	26.3	73.7
White	2	36	4	113	4	22	6	131	4	42	10	148	6	34	9	157	16	134	29	549	19.6	80.4	
Total Underrepresented*	3	10	1	44	3	10	3	38	2	14	3	43	3	10	3	65	11	44	10	190	18.8	81.2	
Total for Race/Ethnicity	5	48	6	176	9	41	10	186	6	58	13	211	10	47	13	241	30	194	42	814	19.2	80.8	
Pell Eligible	1	10	0	41	5	9	4	28	3	10	6	28	5	9	7	45	14	38	17	142	21.1	78.9	
Not Pell Eligible	4	38	6	135	4	32	6	158	3	48	7	183	5	38	6	196	16	156	25	672	18.8	81.2	
First Generation									12	1	31		4	13	4	32	4	25	5	63	28.4	71.6	
Not First Generation									6	46	12	180	6	34	9	209	12	80	21	389	17.1	82.9	

\*Total Underrepresented = Asian, Black or African American, American Indian or Alaskan Native, Hispanic/Latino and 2-or-more Races.

Race and Ethnicity designations are those used by PSU.

Data on first-generation students only available for 2018 and 2019.



Table 15: Gender and Retention to Second Year by Department or School

Department or School	Female		Male		Total				Total		Female		Male	
	Not Retained	Retained	Not Retained	Retained	Female	Male	% Female	% Male	% Not Retained	% Retained	% Not Retained	% Retained	% Not Retained	% Retained
Architecture	34	124	19	91	158	110	58.96	41.04	19.78	80.22	12.69	78.48	17.27	82.73
Art History	1	3			4	0	100.00	0.00	25.00	75.00	25.00	75.00		
Graphic Design	30	74	7	16	104	23	81.89	18.11	29.13	70.87	23.62	71.15	30.43	69.57
Landscape Architecture	17	62	10	50	79	60	56.83	43.17	19.42	80.58	12.23	78.48	16.67	83.33
Music	14	79	15	71	93	86	51.96	48.04	16.20	83.80	7.82	84.95	17.44	82.56
Theater	7	90	7	55	97	62	61.01	38.99	8.81	91.19	4.40	92.78	11.29	88.71
Visual Arts	34	98	12	24	132	36	78.57	21.43	27.38	72.62	20.24	74.24	33.33	66.67
Average							69.89	30.11						