

# **Oshkosh Student Achievement Report (OSAR)**

**2013**



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**2013 OSAR**

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**Fall 2013 University Studies Program  
Quest I Instructor Survey Summary**



## **Introduction**

This report is a part of our University Assessment plan, approved by Faculty Senate. Faculty from Quest I disciplinary classes were surveyed to learn their classroom experiences. These data will be part of the Oshkosh Student Achievement Report and the documentation for our Higher Learning Commission (HLC) visit. The following is a brief summary of key observations followed by distribution tables of selected questions. The full survey results are available from University Studies Program or the Office of Institutional Research.

## **Key Observations**

- 51 of 72 sections responded (71%)
- Quest I was perceived positively by faculty. The most predominant outcomes were the opportunity to introduce their discipline to new students, and assisting FYR students transition to college life.
- The most common challenges faculty faced was 1) accommodating students who were not sufficiently prepared for college level work and 2) insufficient collaboration with instructors of paired classes.
- Although there were challenges and concerns about the peer mentor system, faculty largely viewed peer mentors as being helpful to their classroom and students.
- Faculty felt the peer mentor system will be more valuable by 1) training mentors more extensively 2) Clearly defining their role and 3) finding more ways to involve mentors with their students both in and out of the classroom.
- A strong majority (88%) of faculty felt students benefited from the learning community by having a paired class in common. Faculty largely agreed (94%) that students formed strong connections with one another from this arrangement.
- Faculty stated the biggest area for improvement of learning communities is to have greater collaboration between instructors of paired classes to greater align course objectives, activities and shared assignments.

1. What positive outcome(s) emanated from your experience teaching Quest I this semester? (Check as many as apply.)			
#	Answer	Response	%
3	Having the opportunity to introduce first-year students to my discipline.	43	84%
9	Contributing to my students' successful transition to the academic expectations of college life.	43	84%
2	Discovering more about first-year students and their learning needs.	42	82%
7	Optimizing student learning given the benefits of a class size of 25 (e.g. student engagement in class discussion, personal relationships, increased opportunity to provide specific feedback on assignments, etc.).	36	71%
1	Participating in professional development with colleagues from other disciplines to prepare my Quest I course.	34	67%
4	Having the opportunity to introduce first-year students to the exploration of my Signature Question.	33	65%
11	Enjoying the intellectual invigoration of addressing the pedagogical challenges inherent in Quest I expectations.	29	57%
8	Observing my students make significant academic progress during their first semester.	26	51%
10	Having access to support from USP colleagues and other campus resources to address students' varying needs quickly.	21	41%
12	Generating potential majors or minors for my department or program.	20	39%
5	Further enhancing my ability to construct prompts that promote student reflection on their own learning.	19	37%
6	Learning to use the ePortfolio to enhance student learning.	10	20%
13	Other	5	10%

2. What was the greatest challenge you faced in teaching your Quest I course?			
#	Reply	Response	%
1	Encountering students who were not as prepared for college-level work as I expected.	12	24%
6	Collaborating or connecting with the Quest Writing or Speaking instructor who was teaching the course paired with my Quest I course.	9	18%
2	Integrating the Signature Question content into my course.	6	12%
10	Having a Peer Mentor serving my class.	6	12%
12	Other	6	12%
4	Teaching students about the University Studies Program expectations, including the Essential Learning Outcomes.	3	6%
5	Having to eliminate some content to allow for deeper learning made possible by changes in class process.	3	6%
7	Responding to student work in a timely fashion to meet Early Alert deadlines.	2	4%
11	Selecting campus activities for my Quest I students to attend.	2	4%
3	Teaching students about the value of a liberal arts education.	1	2%
8	Meeting with each student during office hours.	1	2%
9	Integrating the ePortfolio into my course process.	0	0%
	Total	51	100%

3. Think about your experience with your Peer Mentor this fall. To what extent do you agree or disagree with the following statements?							
#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	n
1	The Peer Mentor was a valuable addition to my classroom.	28.0%	32.0%	18.0%	12.0%	10.0%	50
2	Having a Peer Mentor added to my workload.	0.0%	16.0%	16.0%	44.0%	24.0%	50
3	The Peer Mentor understood his/her role.	22.0%	40.0%	16.0%	16.0%	6.0%	50
4	The Peer Mentor had a good connection with my students.	18.0%	32.0%	32.0%	10.0%	8.0%	50
5	The Peer Mentor did enough with my students to build community and form relationships.	14.0%	22.0%	32.0%	20.0%	12.0%	50
6	I had a positive relationship with my Peer Mentor.	38.0%	36.0%	14.0%	6.0%	6.0%	50

4. Based on your experience with your Peer Mentor in this first semester of the USP, what suggestions do you have to make the Peer Mentor program better in the future? What worked for you as you developed this new relationship? Write as much or as little as you'd like.

**Common themes:**

A good experience. The PM was enthusiastic and helpful in the classroom and students outside it.

I think that creating a mechanism through which faculty can identify/select their peer mentor would greatly enhance the program.

Provide more training on professional behavior and foundational understanding of the discipline and SQ

Create a more thorough job description for peer mentors and make sure they understand their role.

In future, I will facilitate more meetings between students and PM outside class

Engage the PM in more class room activities

More listening opportunities to share best practices with other peer mentor pairings.

5. This next question asks you to reflect on the learning community formed by the pairing of your course with Quest Writing (WBIS) or Quest Speaking (COMM 111). To what extent do you agree or disagree with these statements? [If your course was "unpaired" please skip this question.]

#	Question	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	n
1	My students benefited from having another class in common.	41.7%	45.8%	12.5%	0.0%	0.0%	48
2	My students formed strong connections with one another.	45.8%	47.9%	4.2%	2.1%	0.0%	48
3	The conceptual links between the paired classes enhanced student learning.	2.1%	16.7%	45.8%	27.1%	8.3%	48
4	The learning community allowed me to collaborate with an instructor in Quest Speaking or Writing.	0.0%	2.1%	22.9%	45.8%	29.2%	48
5	The paired courses fostered students' deeper engagement with the Signature Question.	4.3%	21.3%	36.2%	31.9%	6.4%	47
6	My students' learning community formed by the pairing of these courses contributed to their successful transition to the University.	20.8%	43.8%	31.3%	4.2%	0.0%	48
7	My students' skill in Writing or Speaking improved over the course of the semester.	6.3%	58.3%	31.3%	4.2%	0.0%	48
8	My students' Information Literacy improved over the course of the semester.	4.2%	47.9%	45.8%	2.1%	0.0%	48

6. Based on your experience, what might make the learning community/paired courses function in a way that further enhances student learning? Write as much or as little as you'd like.

**Common Themes:**

Greater alignment on shared content

Strongly coordination between instructors to share goals, course focus, etc.

Develop common assignment based on same theme

Introducing the students to a universal code of conduct for university courses

**Fall 2013 University Studies Program  
Quest I Direct Assessment Results  
Executive Summary**



## Fall 2013 University Studies Program Quest I Direct Assessment Results Executive Summary

### Background

This report is a part of our University Assessment plan, approved by Faculty Senate. These data will be part of the Oshkosh Student Achievement Report and the documentation for our Higher Learning Commission (HLC) visit. The following is a brief summary of key survey observations. It is followed by six tables which portray key items. The full survey results are available from University Studies Program or the Office of Institutional Research.

### Key Observations

- 44 of 72 sections responded (61%)
- 17 academic departments were represented as shown in table 1.
- Table 2 shows the three signature questions were generally evenly represented (27%-41%).
- A range of writing and analysis assignments were used but common themes were action-learning and reflection activities. Typical requirements across disciplines include attending multiple events related to the course theme then analyzing and reflecting on their relation to the signature question. Other prevalent examples include attending artistic performances representing a range of cultural identities, creating digital and poster presentations on common objects/artifacts depicting sustainability or intercultural knowledge topics.
- Nearly all sections both required the key assignment to be uploaded to the student's e-portfolio(77%) and connected it to the signature question of the course (93%).
- Table 3 reveals 8 UW Oshkosh Essential Learning Outcomes (ELO) were represented by the responding courses. The most frequent were Critical and creative thinking (25%), Intercultural knowledge and competence (20%) and knowledge of sustainability and applications (18%). The five ELOs not addressed were Quantitative literacy, Technology and information literacy, Teamwork & leadership across the curriculum, Ethical reasoning and action, and Foundation skills for lifelong learning through real-world challenges.
- Table 4 summarizes the performance levels by signature question. Sections addressing the sustainability signature question had greater proportions of students scoring in the some and limited proficiency categories than the other two signature question sections.
- Table 5 summarizes the performance levels by Essential Learning Outcome (ELO). The ELO with the greatest percentage of students showing proficient or highly proficient is *Learning - Integrated, synthesized and advanced*, with 80% combined. The ELO with the broadest distribution is *Identification and objective evaluation of theories and assumptions*, which has at least 20% in each performance level category.
- The survey inquired what future changes faculty expect to make to the assignment based on student results. Table 6 is a ranked summary showing the most common expected actions are a) elaborate course expectations continuously and b) require more writing and additional targeted assignments.



**Fall 2013 University Studies Program Quest I Direct Assessment Results  
Executive Summary**

Table 1. Responding Departments

Dept	Sections Responding
Art	3
Business	1
Communication	3
Foreign Lang	1
English	6
Education	1
Env Studies	2
Geography	4
History	3
Philosophy	1
Physical Science	1
Poli Science	4
Psych	4
Rel Studies	2
Social Science	3
Theatre	3
Women's Studies	2
Total	44

Table 2. Signature Question for this Course:












#	Answer	Response	%	
1	Sustainability: How do people understand and create a more sustainable world?		14	32%
2	Intercultural Knowledge and Competence: How do people understand and bridge cultural differences?		18	41%
3	Civic Learning: How do people understand and engage in community life?		12	27%
	Total		44	100%

Table 3. Select the most relevant UW Oshkosh Essential Learning Outcome [ELO] aligned with the assignment/assessment activity. (Please select ONE ELO.)

#	Answer	Response	%	
1	Knowledge of human cultures and the physical and natural world		5	11%
2	Identification and objective evaluation of theories and assumptions		1	2%
3	Critical and creative thinking		11	25%
4	Written and oral communication		1	2%
5	Quantitative literacy		0	0%
6	Technology and information literacy		0	0%
7	Teamwork, leadership, problem-solving		0	0%
8	Knowledge of sustainability and its applications		8	18%
9	Civic learning-local and global		6	14%
10	Intercultural knowledge and competence		9	20%
11	Ethical reasoning and action		0	0%
12	Foundations and skills for lifelong learning developed through real-world challenges and active involvement with diverse communities		0	0%
13	Learning: Integrated, synthesized and advanced		3	7%
	Total		44	100%

**Fall 2013 University Studies Program Quest I Direct Assessment Results  
Executive Summary**

Table 4. Mean class distribution by performance level

Signature Question	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	n
Sustainability	34.5%	30.0%	25.0%	10.5%	13
Intercultural Knowledge and Communication	33.2%	39.7%	21.1%	6.0%	18
Civic Learning	23.9%	49.6%	20.3%	6.0%	12
Total	31.0%	39.5%	22.1%	7.3%	43

Table 5. Mean class distribution of performance level by Essential Learning Outcome

Essential Learning Outcome (ELO)	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	n
Knowledge of human cultures and the physical and natural world	20.7%	42.4%	29.2%	7.8%	5
Identification and objective evaluation of theories and assumptions	24.0%	36.0%	20.0%	20.0%	1
Critical and creative thinking	30.2%	42.2%	18.9%	8.7%	11
Written and oral communication	39.1%	30.4%	26.1%	4.3%	1
Quantitative literacy					0
Technology and information literacy					0
Teamwork, leadership, problem-solving					0
Knowledge of sustainability and its applications	32.1%	32.3%	26.2%	9.4%	7
Civic learning-local and global	25.3%	47.2%	21.9%	5.3%	6
Intercultural knowledge and competence	35.5%	38.4%	20.9%	5.1%	9
Ethical reasoning and action					0
Foundations and skills for lifelong learning developed through real-world challenges and active involvement with diverse communities					0
Learning: Integrated, synthesized and advanced	46.1%	34.2%	15.4%	4.3%	3
Total	31.0%	39.5%	22.1%	7.3%	43

Table 6. Describe any changes you are planning to make to this assignment/activity based on the students' results. (If you are not planning to make changes at this time, please skip this item.)

Future Expected action(s)	n
Elaborate class expectations/Meet individually	7
More writing/additional targeted assignments	5
Move assignments and/or final project earlier	4
More signature question discussion	3
Modify environment to assist students conceptualize material	2
Narrow Assignment scope	1
No change	1
Refer to WC & Academic Spt centers	1
Move peer review out of class	1
add'l reflective writing	1
Total	26

# Early Alert Fall to Fall Comparison



**UW OSHKOSH  
EARLY ALERT  
FALL TO FALL COMPARISON**

	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>
Course Participation	24%	24%	30%	35%	32%	39%
Instructor Participation	24%	29%	31%		37%	44%
100 Level Courses	46%	46%	56%	64%	56%	65%
Total Alerts	2,609	3,160	2,802	2,876	2,633	3,173
% of students enrolled in courses that participated that received an alert	15%	16%	15%	23%	14%	?
1 Alert	81%	75%	77%	77%	77%	72%
2 Alerts	15%	20%	19%	19%	19%	22%
3 Alerts	3%	4%	3%	4%	3%	5%
4 Alerts	.3%	1%	< 1%	.5%	.4%	1.1%
5 Alerts	.05% (1 student)	0	0	0	.1% (3 students)	.3% (6 students)
% of FYR	39%	41%	35%	22%	32%	42%
% of Transfer	21%	26%	19%	39%	28%	27%
% of Reentry	17%	20%	23%	30%	25%	21%
% of Continuing	15%	17%	17%	22 %	16%	19%
% of American Indian	22%	29%	28%	21%	22%	27%
% of Asian American	14%	24%	20%	15%	29%	
% of African American	49%	53%	49%	43%	45%	45%
% of Hispanic	16%	14%	16%	24%	27%	30%
% of White	16%	18%	17%	17%	19%	22%
% of Residence hall	32%	38%	32%	32%	29%	36%
% of Commuters	n/a	n/a	n/a	20%	16%	18%

**Fall Academic Standing  
14-Week Data**



Fall Academic Standing 14-Week Data

	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>
PRO1	608 (461)	448	427	375	279	312	318
% of UG	5.2 (4%)	3.7	3.5	3	2.2	2.4	2.5
FYR PRO1	436 (289)	286	254	225	125	190	180
% of FYR	22.9 (15.1)	15.3	13.6	12.3	7.2	7.7	11.50%
PRO2	52	42	52	54	36	31	36
% of UG	0.4	0.3	0.4	0.4	0.3	0.2	
<b>Total PRO</b>	<b>660 (513)</b>	<b>490</b>	<b>479</b>	<b>429</b>	<b>315</b>	<b>343</b>	<b>354</b>
<b>% of UG</b>	<b>5.7 (4.4)</b>	<b>4.1</b>	<b>3.9</b>	<b>3.5</b>	<b>2.5</b>	<b>2.6</b>	<b>2.80%</b>
SUS1	322	390	326	314	293	306	295
% of UG	2.8	3.0	2.7	2.5	2.3	2.3	2.3
FYR SUS1	147*	123	110	88	51	72	71
% of FYR	7.7	6.6	5.9	4.8	2.9	2.9	4.50%
SUS2	79	74	42	55	36	18	23
% of UG	0.7	0.6	0.3	0.4	0.3	0.1	
SUS5	7	36	31	32	25	21	26
% of UG	0.06	0.3	0.3	0.3	0.2	0.2	
SUS6	N/A <sup>1</sup>	45	45	22	43	38	40
% of UG	N/A <sup>1</sup>	0.4	0.4	0.2	0.3	0.3	
<b>Total SUS</b>	<b>408* (555)</b>	<b>545</b>	<b>444</b>	<b>423</b>	<b>397</b>	<b>383</b>	<b>384</b>
<b>% of UG</b>	<b>3.5 (4.7)</b>	<b>4.5</b>	<b>3.6</b>	<b>3.4</b>	<b>3.1</b>	<b>2.9</b>	<b>3%</b>
<b>Total PRO/SUS</b>	<b>1068</b>	<b>1035</b>	<b>923</b>	<b>852</b>	<b>712</b>	<b>726**</b>	<b>738</b>
<b>% of UG</b>	<b>9.2</b>	<b>8.6</b>	<b>7.5</b>	<b>6.9</b>	<b>5.6</b>	<b>5.5</b>	<b>5.80%</b>
COB	174	158	147	149	127	128	
% of UG on PRO/SUS	16.3	15.3	16	17.5	17.9	17.6	
COEHS	136	143	105	88	69	84	
% of UG on PRO/SUS	12.7	13.8	11.4	10.3	9.7	11.6	
COLS	678	626	569	544	453	445	
% of UG on PRO/SUS	63.5	60.5	61.8	63.8	63.6	61.3	
CON	80	84	81	55	45	46	
% of UG on PRO/SUS	7.5	8.1	8.8	6.4	6.3	6.3	
CNL	N/A <sup>2</sup>	24	17	12	18	17	
% of UG on PRO/SUS	N/A <sup>2</sup>	2.3	1.8	1.4	2.5	2.3	
On Campus	498	499	472	391	336	339	
% of On Campus	16.5	15.1	14.5	12.1	10.2	10.5	
% of UG on PRO/SUS	46.6	48.2	51.2	45.8	47.2	46.7	

Fall Academic Standing 14-Week Data

	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>
FYR SUS1 Appeals	N/A <sup>3</sup>	69	58	53	19	37	
% of FYR SUS1	N/A <sup>3</sup>	56.1	52.7	60.2	37.2	51.3	
% of Total SUS Appeals	N/A <sup>3</sup>	24.4	24.2	23.8	9.4	19.1	
Non-FYR SUS Appeals	N/A <sup>3</sup>	214	180	170	183	157	
% of Non-FYR SUS	N/A <sup>3</sup>	50.7	53.9	50.7	52.9	50.5	
% of Total SUS Appeals	N/A <sup>3</sup>	75.6	75.6	76.2	90.6	80.9	
<b>Total SUS Appeals</b>	<b>N/A<sup>3</sup></b>	<b>283</b>	238	223	202	<b>194</b>	
<b>% of Total SUS</b>	<b>N/A<sup>3</sup></b>	<b>51.9</b>	53.6	52.7	50.9	<b>50.6</b>	
FYR SUS1 Appeals Approved (PRO3)	N/A <sup>3</sup>	45	58	52	18	37	
% of FYR SUS1 Appeals	N/A <sup>3</sup>	65.2	100	98.1	94.7	100	
Non-FYR SUS Appeals Approved (PRO3)	N/A <sup>3</sup>	149	114	140	135	118	
% of Non-FYR SUS Appeals	N/A <sup>3</sup>	69.6	62.6	82.4	83.6	75.2	
<b>Total Appeals Approved (PRO3)</b>	<b>N/A<sup>3</sup></b>	<b>194</b>	172	192	153	<b>155</b>	
<b>% of Total SUS Appeals</b>	<b>N/A<sup>3</sup></b>	<b>68.5</b>	72.3	86.1	75.7	<b>79.9</b>	
FYR SUS1 Appeals Denied	N/A <sup>3</sup>	24	0	1	1	0	
% of FYR SUS1 Appeals	N/A <sup>3</sup>	34.8	0	0.02	5.3	0	
Non-FYR SUS Appeals Denied	N/A <sup>3</sup>	65	66	30	48	39	
% of Non-FYR SUS Appeals	N/A <sup>3</sup>	30.4	27.7	17.6	26.2	24.8	
<b>Total Appeals Denied</b>	<b>N/A<sup>3</sup></b>	<b>89</b>	66	31	49	<b>39</b>	
<b>% of Total SUS Appeals</b>	<b>N/A<sup>3</sup></b>	<b>31.4</b>	27.7	13.9	24.3	<b>20.1</b>	

Number of UG 12322 12623 13,194 12,631

Number of FYR 1836 1747 2,464 1,567

Fall Res Hall Occupancy 3223 3282 3,215

\* 147 FYR students received a semester GPA <1.0 yet were not formally put on suspension, but rather converted to PRO1 based on practice at that time.

Those 147 students are therefore included in probation totals, and not in suspension totals in the Fall 2009 term only. Beginning in Fall 2010 FYR students who earned a GPA < 1.0 in their first semester were suspended and required to appeal and are reflected in suspension totals only.

<sup>1</sup> SUS6 was first used in Fall 2010.

<sup>2</sup> CNL was first part of the campus-wide process in Fall 2010.

<sup>3</sup> The Academic Standing Review Council was not formed until Spring 2010.

NOTE: SUS5 not consistently reported prior to Fall 2010

UG and FYR "n" obtained from the Office of Institutional Research Fact Book Preliminary.

On Campus "n" obtained from the Department of Residence Life.

# Freshman Profile





## Freshman Profile

### New Freshman by Percentile Rank in High School Class

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Top 10%	10.4%	9.5%	10.2%	9.5%	7.4%	10.9%	10.8%	10.7%	10.1%	9.3%	10.4%	9.4%	11.2%	11.8%	9.1%	10.0%
80-89	17.3%	16.0%	14.6%	13.7%	14.8%	17.3%	18.0%	16.7%	16.4%	18.0%	17.0%	16.0%	17.0%	16.5%	15.8%	16.2%
70-79	20.5%	19.2%	18.7%	16.9%	19.8%	22.4%	23.1%	23.5%	24.0%	25.0%	20.8%	19.7%	18.9%	20.5%	20.2%	17.0%
60-69	20.5%	20.5%	20.9%	19.3%	19.1%	21.8%	24.7%	24.5%	23.6%	21.1%	21.4%	22.4%	20.3%	20.7%	19.8%	20.8%
50-59	18.7%	20.4%	20.7%	19.2%	20.2%	18.9%	15.2%	13.7%	14.9%	15.3%	17.6%	17.9%	19.1%	15.7%	18.1%	18.0%
40-49	8.4%	9.4%	10.2%	14.3%	12.2%	5.8%	5.4%	6.9%	7.4%	6.4%	8.1%	9.5%	8.3%	9.2%	11.8%	11.9%
30-39	3.4%	3.9%	3.9%	6.0%	5.3%	2.6%	2.6%	3.4%	2.6%	4.0%	3.9%	4.1%	4.2%	4.3%	4.3%	5.1%
20-29	0.7%	1.0%	0.7%	1.1%	1.1%	0.4%	0.3%	0.7%	0.7%	0.8%	0.9%	1.0%	1.0%	1.2%	0.9%	1.1%
0-19	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%
1st quartile	38.0%	35.3%	34.4%	31.8%	31.3%	39.5%	39.5%	38.1%	38.9%	40.1%	37.3%	34.7%	37.5%	37.9%	34.4%	33.4%
2nd quartile	49.4%	50.4%	50.8%	46.8%	50.0%	51.7%	52.3%	50.8%	50.1%	48.8%	49.9%	50.7%	49.0%	47.3%	48.6%	48.6%
Top half	87.4%	85.6%	85.2%	78.6%	81.3%	91.2%	91.8%	88.9%	89.0%	88.9%	87.2%	85.4%	86.5%	85.2%	83.0%	81.9%
3rd quartile	12.6%	14.4%	14.8%	21.4%	18.6%	8.8%	8.2%	11.0%	10.8%	11.1%	12.7%	14.6%	13.5%	14.6%	17.0%	18.0%
4th quartile	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.2%	0.0%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%
Bottom half	12.6%	14.4%	14.8%	21.4%	18.6%	8.8%	8.2%	11.1%	11.0%	11.1%	12.8%	14.6%	13.5%	14.7%	17.0%	18.1%

### New Freshman Avg HS Rank and Avg ACT

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Avg HS Rank	68.2	67.4	67.1	65.2	65.7	69.9	70.6	69.7	69.7	69.5	68.6	67.6	68.5	68.5	67.1	66.8
Avg ACT	22.2	22.0	22.1	21.8	21.6	22.2	22.4	22.4	22.2	22.5	22.4	22.2	22.4	22.4	22.3	22.5

### New Freshman Class Size, Retention, High School Rank and Graduation Rates

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Class Size	1,922	1,842	1,650	1,869	1,802	1,786	1,730	1,638	1,765	1,760	1,843	1,907	1,861	1,872	1,840	1,747
Retention	73.5%	70.8%	72.2%	72.1%	75.7%	76.4%	76.9%	74.4%	73.5%	76.8%	75.4%	77.8%	74.2%	75.4%	75.1%	
Top 10%	10.4%	9.7%	10.7%	9.6%	7.4%	10.9%	10.8%	10.7%	10.1%	9.3%	10.4%	9.4%	11.2%	11.8%	9.1%	10.0%
Top 20%	27.7%	25.5%	24.8%	23.2%	22.2%	28.2%	28.8%	27.4%	26.5%	27.3%	27.4%	25.4%	28.2%	28.3%	24.9%	26.2%
Top 25%	38.0%	35.8%	35.0%	32.4%	31.3%	39.5%	39.5%	38.1%	38.9%	40.1%	37.3%	34.7%	37.5%	37.9%	34.4%	33.4%
Top 30%	48.2%	44.7%	43.5%	40.1%	42.0%	50.6%	51.9%	50.9%	50.5%	52.3%	48.2%	45.1%	47.1%	48.8%	45.2%	43.2%
Top 40%	68.7%	65.2%	64.4%	59.4%	61.1%	72.4%	76.6%	75.4%	74.1%	73.4%	69.6%	67.5%	67.4%	69.6%	65.0%	64.0%
Top 50%	87.4%	85.6%	85.2%	78.5%	81.3%	91.2%	91.8%	88.9%	89.0%	88.9%	87.2%	85.4%	86.5%	85.2%	83.0%	81.9%
4-yr grad rates*	13.3%	15.8%	14.5%	13.7%	14.6%	14.8%	14.6%	14.5%	15.8%	17.4%	16.3%	14.6%				
6-yr grad rates*	45.7%	48.0%	47.1%	45.7%	47.3%	51.4%	51.6%	50.2%	50.1%	53.5%						

\*At institution where started.

**FYR with a Fall GPA < 2.00  
by Race/Ethnicity**



## FYR FALL GPA < 2.00 BY RACE/ETHNICITY

		<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
<b>African American</b>	n	19	25	34	53	52	62	74	86	54
	n < 2.00	5	9	13	29	23	29	44	48	15
	% below 2.00	26.3%	36.0%	38.2%	54.7%	44.2%	46.8%	59.5%	55.8%	27.8%
<b>American Indian</b>	n	20	25	21	21	29	24	28	27	18
	n < 2.00	6	7	4	6	6	6	11	13	3
	% below 2.00	30.0%	28.0%	19.0%	28.6%	20.7%	25.0%	39.3%	48.1%	16.7%
<b>SE Asian</b>	n	44	46	35	46	51	52	65	57	41
	n < 2.00	10	13	7	5	9	9	17	18	5
	% below 2.00	22.7%	28.3%	20.0%	10.9%	17.6%	17.3%	26.2%	31.6%	12.2%
<b>Asian</b>	n	15	11	14	12	5	10	23	14	17
	n < 2.00	3	4	1	1	0	2	4	1	3
	% below 2.00	20.0%	36.4%	7.1%	8.3%	0.0%	20.0%	17.4%	7.1%	17.6%
<b>Pacific Islander</b>	n					3	3	0	6	4
	n < 2.00					1	0		2	0
	% below 2.00					33.3%	0.0%		33.3%	0.0%
<b>Hispanic</b>	n	26	26	33	41	41	59	56	68	63
	n < 2.00	10	4	4	11	10	18	23	22	2
	% below 2.00	38.5%	15.4%	12.1%	26.8%	24.4%	30.5%	41.1%	32.4%	3.2%
<b>SOC Subtotal</b>	n	124	133	137	173	181	210	246	258	197
	n < 2.00	34	37	29	52	49	64	99	104	28
	% below 2.00	27.4%	27.8%	21.2%	30.1%	27.1%	30.5%	40.2%	40.3%	14.2%
<b>White</b>	n	1,467	1,585	1,567	1,620	1,708	1,639	1,599	1,555	1,524
	n < 2.00	178	184	204	209	211	227	255	221	116
	% below 2.00	12.1%	11.6%	13.0%	12.9%	12.4%	13.8%	15.9%	14.2%	7.6%
<b>Unknown</b>	n	15	9	9	7	10	0	1	0	1
	n < 2.00	1	1	1	1	0		0		1
	% below 2.00	6.7%	11.1%	11.1%	14.3%	0.0%		0.0%		100.0%
<b>International</b>	n	3	13	10	8	6	7	10	15	3
	n < 2.00	0	1	1	2	2	2	2	1	2
	% below 2.00	0.0%	7.7%	10.0%	25.0%	33.3%	28.6%	20.0%	6.7%	66.7%
<b>Total</b>	n	1,609	1,740	1,723	1,808	1,905	1,856	1,856	1,828	1,725
	n < 2.00	213	223	235	264	262	293	356	326	147
	% below 2.00	13.2%	12.8%	13.6%	14.6%	13.8%	15.8%	19.2%	17.8%	8.5%

Fall 2009 revised on Feb 23, 2012 from query zuir\_mww\_compass\_fyr\_and\_gpa

Fall 2010 revised on Feb 23, 2012 from query zuir\_mww\_compass\_fyr\_and\_gpa

# **GPA for Full-Time Students Bb Class and Race/Ethnicity**



## GPA for Full-time students by Class and Race/Ethnicity

<b>FR</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
African American	2.01	2.09	2.09	1.76	1.88	1.89	1.99	2.12
American Indian	2.70	2.48	2.48	2.32	2.45	2.24	2.25	2.63
SE Asian	2.53	2.75	2.75	2.23	2.31	2.43	2.30	2.42
Asian	2.56	3.01	3.01	2.46	2.43	3.00	2.74	2.70
Pac Islander					2.99	2.32	2.56	3.06
Hispanic	2.73	2.37	2.37	2.21	2.23	2.13	2.49	2.72
White	2.80	2.76	2.76	2.61	2.61	2.67	2.73	2.86
Unknown	2.88	2.84	2.84	2.82	2.45	2.77		
International	2.99	2.68	2.68	2.76	2.89	3.06	3.30	2.91
<b>Total</b>	<b>2.78</b>	<b>2.74</b>	<b>2.74</b>	<b>2.57</b>	<b>2.57</b>	<b>2.61</b>	<b>2.67</b>	<b>2.81</b>

<b>SO</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
African American	2.72	2.66	2.66	2.11	2.06	2.28	2.45	2.50
American Indian	3.10	2.60	2.60	2.95	2.45	2.48	2.81	2.55
SE Asian	3.13	2.88	2.88	2.49	2.50	2.57	2.64	2.78
Asian	2.74	2.70	2.70	2.81	3.11	2.70	2.90	3.06
Pac Islander					1.58	2.27	3.34	2.69
Hispanic	3.00	2.70	2.70	2.71	2.67	2.72	2.50	2.80
White	3.03	3.03	3.03	2.89	2.94	2.89	2.94	2.96
Unknown	2.83	3.01	3.01	2.43	3.11	2.42		2.31
International	3.13	3.13	3.13	3.08	2.80	2.79	2.81	3.28
<b>Total</b>	<b>3.02</b>	<b>3.02</b>	<b>3.02</b>	<b>2.86</b>	<b>2.90</b>	<b>2.85</b>	<b>2.90</b>	<b>2.93</b>

<b>JR</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
African American	2.66	2.71	2.71	2.56	2.62	2.41	2.72	2.71
American Indian	3.19	2.71	2.71	2.82	3.11	2.63	2.57	2.77
SE Asian	2.82	3.02	3.02	2.89	2.90	2.75	2.66	2.89
Asian	2.82	3.04	3.04	2.77	2.77	3.10	3.15	3.20
Pac Islander					2.46	2.82	2.99	3.15
Hispanic	2.96	3.07	3.07	2.77	2.78	2.78	2.80	2.96
White	3.13	3.16	3.16	3.07	3.09	3.05	3.05	3.05
Unknown	3.13	3.30	3.30	3.45	3.19	2.84	3.62	
International	3.23	2.94	2.94	3.15	3.10	2.89	3.02	2.88
<b>Total</b>	<b>3.12</b>	<b>3.15</b>	<b>3.15</b>	<b>3.06</b>	<b>3.07</b>	<b>3.01</b>	<b>3.02</b>	<b>3.03</b>

<b>SR</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
African American	2.79	2.74	2.74	2.69	2.74	2.78	2.85	2.99
American Indian	2.81	3.34	3.34	2.97	2.73	3.10	3.20	3.14
SE Asian	3.26	3.14	3.14	3.06	3.01	3.06	3.08	3.02
Asian	3.36	3.01	3.01	3.09	3.15	2.89	3.23	3.17
Pac Islander						2.82	2.38	2.82
Hispanic	3.26	3.18	3.18	3.07	3.08	3.14	3.06	3.20
White	3.31	3.31	3.31	3.28	3.28	3.28	3.28	3.27
Unknown	3.44	3.29	3.29	3.16	3.48	3.18	3.37	3.38
International	3.43	3.22	3.22	3.08	3.13	3.31	3.24	3.15
<b>Total</b>	<b>3.31</b>	<b>3.30</b>	<b>3.30</b>	<b>3.26</b>	<b>3.26</b>	<b>3.26</b>	<b>3.26</b>	<b>3.25</b>

# **Retention and Graduation Rates by Race/Ethnicity**



## Retention and Graduation Rates by Race/Ethnicity (with 2 or more races included)

<b>African American</b>	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>
Initial cohort size	12	23	17	31	14	19	23	22	50	46	55	68	66	29
Retention to Yr 2	75.0%	78.3%	64.7%	51.6%	71.4%	52.6%	56.5%	72.7%	60.0%	69.6%	58.2%	57.4%	69.7%	
Retention to Yr 3	41.7%	65.2%	47.1%	41.9%	57.1%	36.8%	39.1%	59.1%	48.0%	34.8%	40.0%	44.1%		
Retention to Yr 4	41.7%	52.2%	35.3%	35.5%	50.0%	42.1%	34.8%	36.4%	44.0%	32.6%	30.9%			
4 yr graduation rate	8.3%	13.0%	5.9%	3.2%	7.1%	0.0%	4.3%	4.5%	2.0%	2.2%				
5 yr graduation rate	25.0%	26.1%	11.8%	19.4%	28.6%	26.3%	13.0%	18.2%	38.0%					
6 yr graduation rate	25.0%	39.1%	23.5%	25.8%	35.7%	31.6%	17.4%	27.3%						

<b>American Indian</b>	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>
Initial cohort size	9	13	18	8	13	22	25	21	23	11	6	9	14	8
Retention to Yr 2	66.7%	46.2%	50.0%	62.5%	61.5%	59.1%	48.0%	66.7%	69.6%	54.5%	66.7%	44.4%	50.0%	
Retention to Yr 3	55.6%	30.8%	22.2%	50.0%	38.5%	50.0%	52.0%	33.3%	52.2%	27.3%	50.0%	44.4%		
Retention to Yr 4	66.7%	30.8%	11.1%	50.0%	38.5%	54.5%	44.0%	42.9%	56.5%	9.1%	50.0%			
4 yr graduation rate	11.1%	7.7%	0.0%	37.5%	0.0%	9.1%	8.0%	0.0%	8.7%	18.2%				
5 yr graduation rate	55.6%	7.7%	0.0%	37.5%	30.8%	45.5%	24.0%	9.5%	30.4%					
6 yr graduation rate	55.6%	7.7%	5.6%	50.0%	30.8%	50.0%	28.0%	23.8%						

<b>SE Asian</b>	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>
Initial cohort size	11	19	24	21	41	42	44	36	45	49	50	64	56	40
Retention to Yr 2	81.8%	63.2%	87.5%	66.7%	73.2%	73.8%	72.7%	83.3%	91.1%	83.7%	72.0%	75.0%	75.0%	
Retention to Yr 3	63.6%	47.4%	75.0%	76.2%	53.7%	61.9%	65.9%	66.7%	80.0%	61.2%	54.0%	59.4%		
Retention to Yr 4	45.5%	47.4%	66.7%	61.9%	51.2%	52.4%	63.6%	72.2%	73.3%	42.9%	50.0%			
4 yr graduation rate	0.0%	5.3%	4.2%	4.8%	9.8%	4.8%	4.5%	8.3%	4.4%	0.0%				
5 yr graduation rate	9.1%	15.8%	37.5%	28.6%	26.8%	14.3%	20.5%	27.8%	33.3%					
6 yr graduation rate	27.3%	26.3%	58.3%	47.6%	39.0%	35.7%	40.9%	44.4%						

<b>Other Asian</b>	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>
Initial cohort size	14	12	17	19	18	18	13	15	12	2	5	9	11	14
Retention to Yr 2	64.3%	100.0%	58.8%	73.7%	77.8%	55.6%	46.2%	80.0%	91.7%	50.0%	60.0%	66.7%	63.6%	
Retention to Yr 3	42.9%	91.7%	47.1%	57.9%	44.4%	50.0%	53.8%	80.0%	91.7%	50.0%	40.0%	66.7%		
Retention to Yr 4	42.9%	83.3%	47.1%	57.9%	44.4%	44.4%	53.8%	80.0%	91.7%	50.0%	20.0%			
4 yr graduation rate	14.3%	8.3%	23.5%	15.8%	16.7%	5.6%	15.4%	33.3%	16.7%	50.0%				
5 yr graduation rate	21.4%	58.3%	35.3%	52.6%	33.3%	22.2%	30.9%	66.7%	75.0%					
6 yr graduation rate	28.6%	66.7%	47.1%	57.9%	33.3%	33.3%	38.5%	66.7%						

<b>Hawaiian/Pac Islander</b>	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
Initial cohort size										1	1	1	1	1.0%
Retention to Yr 2										0.0%	100.0%	100.0%	100.0%	
Retention to Yr 3										0.0%	100.0%	100.0%		
Retention to Yr 4										0.0%	100.0%			
4 yr graduation rate										0.0%				
5 yr graduation rate														
6 yr graduation rate														

<b>Hispanic</b>	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
Initial cohort size	22	20	25	31	23	24	27	33	42	39	51	49	68	63.0%
Retention to Yr 2	63.6%	70.0%	56.0%	71.0%	78.3%	62.5%	74.1%	84.8%	69.0%	66.7%	62.7%	57.1%	58.8%	
Retention to Yr 3	50.0%	40.0%	40.0%	58.1%	65.2%	45.8%	63.0%	63.6%	57.1%	43.6%	52.9%	57.1%		
Retention to Yr 4	50.0%	35.0%	40.0%	51.6%	47.8%	41.7%	59.3%	69.7%	57.1%	41.0%	45.1%			
4 yr graduation rate	9.1%	0.0%	4.0%	12.9%	0.0%	4.2%	11.1%	6.1%	11.9%	5.1%				
5 yr graduation rate	22.7%	20.0%	16.0%	19.4%	34.8%	20.8%	33.3%	36.4%	31.0%					
6 yr graduation rate	27.3%	25.0%	28.0%	38.7%	39.1%	33.3%	48.1%	57.6%						

<b>Two or More Races</b>	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
Initial cohort size									1	29	32	38	38	45
Retention to Yr 2									0.0%	79.3%	65.6%	73.7%	68.4%	
Retention to Yr 3									0.0%	65.5%	59.4%	52.6%		
Retention to Yr 4									0.0%	58.6%	50.0%			
4 yr graduation rate									0.0%	3.4%				
5 yr graduation rate									0.0%					
6 yr graduation rate														

<b>White</b>	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
Initial cohort size	1,538	1,715	1,622	1,641	1,577	1,471	1,575	1,576	1,618	1,680	1,610	1,587	1,543	1,527
Retention to Yr 2	72.4%	72.1%	76.4%	77.2%	77.1%	75.4%	74.5%	76.8%	76.1%	78.3%	75.5%	77.1%	76.5%	
Retention to Yr 3	60.1%	59.3%	62.4%	63.9%	64.6%	64.1%	63.9%	65.9%	67.5%	67.8%	66.6%	66.2%		
Retention to Yr 4	56.0%	53.9%	55.9%	58.7%	60.4%	59.1%	58.7%	61.4%	62.9%	62.0%	61.9%			
4 yr graduation rate	14.6%	13.9%	15.0%	15.1%	15.0%	15.4%	16.4%	18.3%	17.3%	15.7%				
5 yr graduation rate	39.5%	38.3%	39.0%	42.4%	44.0%	44.5%	43.0%	46.5%	47.0%					
6 yr graduation rate	47.9%	46.2%	48.0%	52.1%	52.6%	61.3%	51.5%	54.2%						



Total	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Initial cohort size	1,624	1,822	1,775	1,765	1,708	1,617	1,726	1,723	1,807	1,874	1,817	1,836	1,812	1,730
Retention to Yr 2	72.2%	72.1%	75.8%	76.4%	76.9%	74.4%	73.5%	76.9%	75.8%	77.8%	74.4%	75.5%	75.2%	
Retention to Yr 3	59.5%	59.2%	61.6%	63.3%	63.9%	63.1%	63.2%	65.6%	66.8%	66.0%	64.9%	64.3%		
Retention to Yr 4	55.5%	53.7%	55.2%	58.2%	59.7%	58.1%	58.1%	61.4%	62.4%	59.7%	59.8%			
4 yr graduation rate	14.5%	13.7%	14.6%	14.8%	14.6%	14.5%	15.8%	17.4%	16.3%	14.6%				
5 yr graduation rate	38.8%	37.8%	38.0%	41.6%	43.2%	42.7%	41.3%	45.4%	45.6%					
6 yr graduation rate	47.2%	45.7%	47.3%	51.4%	51.6%	50.2%	50.1%	53.5%						

**DFW by Course from  
2003-04 to 2013-14**



## DFW by Course from 2003-04 to 2013-14

Course	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Bio 104 (Eco in Crisis)	7.6%	13.2%	11.7%	16.3%	14.7%	15.7%	12.4%	16.0%	15.5%	11.1%	13.7%
Bio 105	19.1%	17.4%	15.9%	21.1%	21.4%	22.3%	26.5%	24.1%	26.7%	23.4%	24.1%
Bio 211 (Hum Anatomy)	32.9%	23.0%	18.6%	27.8%	22.8%	24.1%	26.7%	30.9%	25.6%	21.3%	27.1%
Bio 212 (Hum Physiology)	15.2%	11.3%	6.2%	11.1%	8.4%	11.3%	16.3%	6.7%	10.9%	11.8%	10.8%
Bio 233 (Microb Survey)	3.9%	0.4%	5.1%	5.3%	3.3%	3.2%	1.5%	0.7%	2.7%	4.2%	1.8%
Chem 105 (Gen Chem)	18.7%	14.1%	19.3%	17.3%	15.8%	16.5%	28.5%	18.8%	15.2%	21.3%	16.0%
Chem 101 (Org Chem I)	23.8%	16.1%	9.9%	26.1%	25.8%	13.5%	8.0%	12.8%	15.3%	16.1%	8.9%
Geo 102 (Physical Geology)	13.7%	16.5%	20.4%	16.3%	21.7%	19.3%	2.3%	20.8%	19.2%	23.2%	21.5%
Geo 150 (Environmental Geol)	23.8%	18.4%	23.9%	16.2%	15.6%	21.7%	25.9%	32.6%	30.9%	25.2%	25.9%
Anthro 102	31.4%	23.6%	27.2%	40.1%	22.4%	19.6%	25.7%	32.5%	33.3%	25.4%	28.3%
Anthro 122 (World Ethnography)	31.6%	24.0%	26.9%	16.8%	24.4%	19.7%	31.5%	22.2%	15.1%	20.2%	22.5%
Comm 111	9.9%	9.9%	11.4%	11.2%	11.9%	10.9%	13.3%	14.2%	11.9%	10.9%	8.5%
Crim Jus 110	21.1%	5.0%	26.7%	12.5%	16.0%	7.2%	10.8%	12.2%	15.9%	11.6%	13.5%
Geog 102	14.0%	11.4%	12.3%	12.3%	17.1%	12.6%	27.2%	20.8%	16.8%	22.8%	22.0%
Geog 121	14.7%	17.0%	18.5%	20.6%	22.1%	10.6%	14.7%	11.9%	23.9%	27.4%	26.4%
History 101 (Early Civilization)	22.0%	18.8%	27.2%	28.4%	20.7%	28.1%	16.6%	15.3%	10.4%	22.7%	17.7%
History 102 (Modern Civilization)	24.0%	15.1%	18.2%	23.7%	28.0%	21.4%	25.7%	23.2%	28.9%	32.0%	27.1%
History 201 (US History to 1877)	10.3%	16.3%	21.9%	15.8%	21.2%	22.5%	17.0%	16.0%	15.4%	14.4%	7.9%
History 202 (US History since 1877)	7.5%	19.0%	10.5%	9.2%	23.0%	10.9%	15.9%	15.4%	16.2%	25.5%	16.2%
Philosophy 101 (Logic)	28.1%	22.4%	24.5%	17.5%	22.3%	23.5%	27.7%	21.4%	21.0%	26.5%	17.4%
Philosophy 105 (Ethics)	14.1%	17.5%	16.3%	16.0%	21.0%	20.3%	19.3%	25.0%	19.4%	18.3%	7.9%
Philosophy 109 (Intro to Phil)	16.2%	16.6%	15.3%	15.1%	18.3%	27.9%	29.7%	26.8%	32.8%	25.7%	20.9%
Pol Sci 105	12.8%	16.4%	15.8%	18.3%	16.0%	22.9%	19.9%	26.2%	15.1%	18.5%	14.1%
Psych 101	10.8%	13.9%	14.3%	11.4%	12.3%	22.3%	29.0%	27.1%	15.9%	16.1%	14.4%
Rel Stds 102 (World Religions)	19.1%	24.9%	31.1%	23.2%	19.7%	24.1%	30.6%	27.1%	22.0%	23.3%	13.2%
Rel Stds 104 (Religions in America)	16.1%	14.3%	12.0%	17.3%	15.0%	21.3%	8.5%	12.9%	9.9%	11.3%	12.5%
Soc 101	27.9%	24.9%	23.9%	22.1%	24.6%	37.7%	30.4%	30.6%	26.0%	14.0%	12.9%
WBIS 188			9.4%	10.9%	11.7%	11.6%	13.3%	9.2%	9.7%	8.0%	7.1%
Math 100 (Rem Math)	31.8%	31.6%	27.0%	22.4%	24.9%	30.9%	35.4%	31.6%	35.7%	36.5%	33.8%
Math 103 (Intro to College Alg)	26.4%	25.6%	20.6%	28.3%	32.2%	38.8%	36.3%	35.9%	33.4%	36.9%	33.0%
Math 104 (College Algebra)	33.7%	46.4%	34.4%	29.4%	29.6%	25.2%	33.0%	26.3%	24.8%	20.1%	21.4%
Math 110 (Number Sys)	14.2%	12.5%	18.0%	17.8%	14.9%	16.7%	14.0%	14.2%	13.6%	9.8%	14.1%

<b>Course</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Math 204 (Bus Math I)	29.3%	22.3%	30.6%	29.5%	28.3%	25.4%	24.7%	26.4%	26.8%	30.4%	30.3%
Math 206 (Bus Math II)	20.1%	23.3%	21.1%	22.7%	22.6%	27.9%	21.0%	25.2%	17.3%	22.3%	21.0%
Math 171 (Calculus I)	32.4%	34.9%	38.0%	57.8%	39.1%	39.7%	37.8%	43.2%	28.1%	39.7%	35.1%
PBIS 187			20.2%	20.5%	17.1%	14.6%	25.6%	25.3%	6.3%	9.2%	16.9%
PBIS 188			10.7%	13.4%	21.9%	21.0%	15.6%	19.5%	22.4%	16.6%	17.7%
PBIS 189			13.4%	20.1%	21.4%	17.2%	17.6%	22.1%	20.4%	19.5%	14.6%

# **2013 Oshkosh Survey of Student Engagement (OSSE)**



**2013 Oshkosh Survey of Student Engagement (OSSE)  
Administered April 2013**

**UW Oshkosh  
Office of Institutional Research**



## Executive Summary

The Oshkosh Survey of Student Engagement (OSSE) is an institutionally created instrument administered in alternate years to the National Survey of Student Engagement (NSSE). It is meant to validate NSSE questions and explore items of concern to the university. The eleven question 2013 version centered on themes of student-faculty interaction, civic engagement and employment. The Office of Institutional Research (OIR) received approval from the Institutional Review Board for the administration of this survey.

### Administration

The intention was to mirror the NSSE sample student population of freshmen and seniors. The majority of responses were gathered by direct classroom administration beginning April 1<sup>st</sup> and ending April 30<sup>th</sup>. The Office of Institutional Research requested permission to administer the survey from instructors of large general education classes. The paper survey was administered by two person teams in these sections as students entered the class room. There was minimal class disruption as the introduction, distribution and collection of the instrument were all completed prior to the class opening bell. Additional responses were gathered through an online survey for CNL students and others were distributed in the Developmental Math Lab, the Center for Academic Resources and a capstone course in the College of Business. The paper survey requested the student ID and students were informed the results would be reported only in aggregate form with no individually identifiable results made available. Some students chose not to enter their student ID and other entries were not legible.

### Results

A total of 1478 completed surveys were obtained, 72 were discarded due to student duplication, yielding **1406 valid responses**. The Qualtrics survey of online students produced 17 of 117 responses or 15%, after several email reminders. A total of 1321 surveys had student IDs entered which could be used to obtain academic elements from that student's term record. Those without an ID fall within the unknown category of the accompanying tables, which summarize the results. Results will be shared with governance groups, faculty, staff and students. Additional data analysis can be conducted for colleges or other interested groups.

Table 1 shows respondent characteristics.

Table 2 shows the question distribution by students' primary college.

Table 3 shows the question distribution with comparable NSSE 11 items by class level.

Table 4 shows the question distribution by race and gender.

Table 5 is the survey instrument

### Observations

1. COEHS and CON students report a higher participation level in community based activities than students of other colleges by a gap of about 12%.
2. In nearly all questions, a greater percentage of females respond in the higher levels (often, very often, etc.) than their male counterparts.
3. There is a steady increase of students who report discussing concepts from class with their instructors outside class (Q3) as their class level increases.
4. On questions of student-faculty interaction, the colleges reporting at the highest levels are CON, COEHS, COB respectively, while the lowest is COLS.
5. On questions related to discussing readings with their instructor outside class, 47% of CON students replied affirmatively contrasted with 30% of COLS students.
6. African Americans, then Hispanics, report having talked about career plans with faculty or advisor (Q7) either "often" or "very often" in greater percentages, than other racial groups.

**TABLE 1: OSSE 2013 Respondent Characteristics**

Primary College	Male	Female	Unknown	Total
GEHS		1		1
UGBUS	107	64		171
UGCNL	5	4		9
UGEHS	56	168		224
UGLS	316	345		661
UGNUR	25	186		211
USGEN		4		4
USHS	1	3		4
Unknown	11	23	87	121
Grand Total	521	798	87	1406

Race	Male	Female	Unknown	Total
African American	23	30		53
American Indian	3	11		14
Asian	4	7		11
Hispanic	18	18		36
International	5	10		15
Pac Islander		2		2
SE Asian	15	31		46
Unknown	12	23	87	122
White	441	666		1107
Grand Total	521	798	87	1406

Class Level	Male	Female	Unknown	Total
Freshmen	200	299		499
Sophomore	184	197		381
Junior	61	84		145
Senior	64	187		251
Graduate		1		1
UG Special		4		4
HS Special	1	3		4
Unknown	11	23	87	121
Grand Total	521	798	87	1406



**TABLE 2: OSSE 2013 Distribution by Primary College**

Question	CNL		COB		COEHS		COLS		CON		GEN/HS		UNKNOWN		
	n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %	
Worked on class project requiring integrating info from various sources	Never	0	0.0%	16	6.8%	5	2.2%	57	8.6%	6	2.8%	2	25.0%	6	11.5%
	1 or 2 times	2		59	25.2%	47	20.9%	163	24.7%	35	16.6%	1	12.5%	10	19.2%
	3 to 5 times	6	40.0%	86	36.8%	90	40.0%	236	35.7%	60	28.4%	2	25.0%	22	42.3%
	More than 5 times	7	46.7%	72	30.8%	83	36.9%	205	31.0%	110	52.1%	3	37.5%	14	26.9%
Worked w/classmates on crse work outside class	Never	5	33.3%	19	8.1%	25	11.1%	100	15.1%	12	5.7%	4	50.0%	9	17.3%
	1 or 2 times	6	40.0%	45	19.2%	66	29.3%	237	35.9%	41	19.4%	3	37.5%	8	15.4%
	3 to 5 times	2	13.3%	40	17.1%	54	24.0%	179	27.1%	41	19.4%	1	12.5%	14	26.9%
	More than 5 times	2	13.3%	130	55.6%	80	35.6%	145	21.9%	117	55.5%	0	0.0%	20	38.5%
Discussed readings/class ideas w/instructor outside class	Never	4	26.7%	69	29.5%	48	21.3%	159	24.1%	45	21.3%	4	50.0%	15	28.8%
	1 or 2 times	7	46.7%	89	38.0%	88	39.1%	306	46.3%	67	31.8%	1	12.5%	23	44.2%
	3 to 5 times	4	26.7%	50	21.4%	57	25.3%	135	20.4%	53	25.1%	2	25.0%	8	15.4%
	More than 5 times	0	0.0%	26	11.1%	32	14.2%	61	9.2%	46	21.8%	1	12.5%	6	11.5%
Participated in support activites:tutoring, grp sessions	Never	10	66.7%	77	32.9%	62	27.6%	187	28.3%	31	14.7%	5	62.5%	15	28.8%
	1 or 2 times	2	13.3%	62	26.5%	60	26.7%	173	26.2%	48	22.7%	1	12.5%	14	26.9%
	3 to 5 times	3	20.0%	52	22.2%	50	22.2%	133	20.1%	41	19.4%	0	0.0%	10	19.2%
	More than 5 times	0	0.0%	42	17.9%	53	23.6%	168	25.4%	91	43.1%	2	25.0%	13	25.0%
Contributed to a class discussion	Never	0	0.0%	4	1.7%	6	2.7%	31	4.7%	3	1.4%	1	12.5%	5	9.6%
	Sometimes	1	6.7%	115	49.1%	94	41.8%	305	46.1%	99	46.9%	6	75.0%	25	48.1%
	Often	2	13.3%	62	26.5%	63	28.0%	210	31.8%	56	26.5%	1	12.5%	14	26.9%
	Very Often	12	80.0%	53	22.6%	61	27.1%	114	17.2%	53	25.1%	0	0.0%	8	15.4%
Worked harder than expected to meet instructor standards	Never	0	0.0%	3	1.3%	3	1.3%	25	3.8%	7	3.3%	3	37.5%	1	1.9%
	Sometimes	6	40.0%	73	31.2%	74	32.9%	249	37.7%	36	17.1%	4	50.0%	26	50.0%
	Often	3	20.0%	114	48.7%	98	43.6%	276	41.8%	85	40.3%	1	12.5%	17	32.7%
	Very Often	6	40.0%	44	18.8%	50	22.2%	109	16.5%	83	39.3%	0	0.0%	8	15.4%
Talked about career plans w/faculty or advisor	Never	8	53.3%	34	14.5%	25	11.1%	115	17.4%	9	4.3%	8	100.0%	7	13.5%
	Sometimes	5	33.3%	129	55.1%	102	45.3%	307	46.4%	98	46.4%	0	0.0%	26	50.0%
	Often	2	13.3%	52	22.2%	69	30.7%	167	25.3%	80	37.9%	0	0.0%	13	25.0%
	Very Often	0	0.0%	19	8.1%	28	12.4%	71	10.7%	23	10.9%	0	0.0%	6	11.5%
Worked on research proj w/fac outside of crse reqs	Never	12	80.0%	174	74.4%	160	71.1%	492	74.4%	141	66.8%	7	87.5%	34	65.4%
	Sometimes	2	13.3%	39	16.7%	48	21.3%	127	19.2%	51	24.2%	0	0.0%	14	26.9%
	Often	1	6.7%	16	6.8%	10	4.4%	25	3.8%	8	3.8%	1	12.5%	2	3.8%
	Very Often	0	0.0%	5	2.1%	5	2.2%	17	2.6%	11	5.2%	0	0.0%	2	3.8%

**TABLE 2: OSSE 2013 Distribution by Primary College**

Question		CNL		COB		COEHS		COLS		CON		GEN/HS		UNKNOWN	
		n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %
Participated in political Process	Never	6	40.0%	93	39.7%	72	32.0%	244	36.9%	61	28.9%	6	75.0%	20	38.5%
	Sometimes	3	20.0%	100	42.7%	108	48.0%	280	42.4%	103	48.8%	2	25.0%	16	30.8%
	Often	3	20.0%	27	11.5%	28	12.4%	92	13.9%	32	15.2%	0	0.0%	12	23.1%
	Very Often	2	13.3%	14	6.0%	16	7.1%	43	6.5%	15	7.1%	0	0.0%	4	7.7%
Participation community based activities	Never	4	26.7%	72	30.8%	41	18.2%	241	36.5%	30	14.2%	5	62.5%	13	25.0%
	Sometimes	9	60.0%	120	51.3%	114	50.7%	274	41.5%	91	43.1%	1	12.5%	26	50.0%
	Often	2	13.3%	33	14.1%	46	20.4%	84	12.7%	52	24.6%	2	25.0%	6	11.5%
	Very Often	0	0.0%	9	3.8%	21	9.3%	60	9.1%	38	18.0%	0	0.0%	7	13.5%
Hours worked per week	0	1	6.7%	70	29.9%	62	27.6%	260	39.3%	41	19.4%	5	62.5%	16	30.8%
	1-10	0	0.0%	47	20.1%	55	24.4%	133	20.1%	39	18.5%	1	12.5%	9	17.3%
	11-20	0	0.0%	41	17.5%	50	22.2%	125	18.9%	70	33.2%	2	25.0%	13	25.0%
	21-25	1	6.7%	33	14.1%	23	10.2%	69	10.4%	40	19.0%	0	0.0%	7	13.5%
	26-30	2	13.3%	25	10.7%	18	8.0%	44	6.7%	14	6.6%	0	0.0%	4	7.7%
	31+	11	73.3%	18	7.7%	16	7.1%	27	4.1%	7	3.3%	0	0.0%	3	5.8%

Question		TABLE 3: OSSE 2013 Distribution by Classification with NSSE 11 comparisons															
		Unknown		FRESHMEN		SOPHOMORE		JUNIOR		SENIOR		GRAD		SPECIAL		HS	
		n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %
Worked on class project requiring integrating info from various sources	Never	6	5.0%	38	7.6%	28	7.3%	10	6.9%	8	3.2%	0	0.0%	1	25.0%	1	25.0%
	1 or 2 times	21		118	23.6%	110	28.9%	42	29.0%	25	10.0%	0	0.0%	0	0.0%	1	25.0%
	3 to 5 times	44	36.4%	193	38.7%	140	36.7%	57	39.3%	66	26.3%	0	0.0%	0	0.0%	2	50.0%
	More than 5 times	50	41.3%	149	29.9%	103	27.0%	36	24.8%	152	60.6%	1	100.0%	3	75.0%	0	0.0%
NSSE 11 comparison Area: Integration	Never			8	3.0%					6	1.0%						
	Sometimes			85	28.0%					78	14.0%						
	Often			143	47.0%					209	39.0%						
	Very Often			66	22.0%					260	45.0%						
	Total			302	100.0%					553	100.0%						
Worked w/classmates on crse work outside class	Never	11	9.1%	67	13.4%	56	14.7%	17	11.7%	19	7.6%	0	0.0%	1	25.0%	3	75.0%
	1 or 2 times	19	15.7%	185	37.1%	128	33.6%	48	33.1%	23	9.2%	0	0.0%	3	75.0%	0	0.0%
	3 to 5 times	19	15.7%	113	22.6%	112	29.4%	34	23.4%	52	20.7%	0	0.0%	0	0.0%	1	25.0%
	More than 5 times	71	58.7%	134	26.9%	85	22.3%	46	31.7%	157	62.5%	1	100.0%	0	0.0%	0	0.0%
NSSE 11 comparison Area: ACL	Never			31	10.0%					38	8.0%						
	Sometimes			125	41.0%					182	34.0%						
	Often			113	37.0%					209	38.0%						
	Very Often			34	11.0%					124	21.0%						
	Total			303	100.0%					553	100.0%						
Discussed readings/class ideas w/instructor outside class	Never	37	30.6%	145	29.1%	89	23.4%	38	26.2%	31	12.4%	0	0.0%	1	25.0%	3	75.0%
	1 or 2 times	45	37.2%	214	42.9%	175	45.9%	58	40.0%	88	35.1%	0	0.0%	0	0.0%	1	25.0%
	3 to 5 times	25	20.7%	95	19.0%	91	23.9%	32	22.1%	64	25.5%	0	0.0%	2	50.0%	0	0.0%
	More than 5 times	14	11.6%	45	9.0%	26	6.8%	17	11.7%	68	27.1%	1	100.0%	1	25.0%	0	0.0%
NSSE 11 comparison Area: SFI	Never			143	49.0%					164	31.0%						
	Sometimes			99	37.0%					235	44.0%						
	Often			30	11.0%					99	19.0%						
	Very Often			11	4.0%					32	6.0%						
	Total			283	100.0%					530	100.0%						
Participated in support activites:tutoring, grp sessions	Never	51	42.1%	110	22.0%	106	27.8%	46	31.7%	69	27.5%	0	0.0%	1	25.0%	4	100.0%
	1 or 2 times	31	25.6%	112	22.4%	99	26.0%	47	32.4%	70	27.9%	0	0.0%	1	25.0%	0	0.0%
	3 to 5 times	22	18.2%	112	22.4%	74	19.4%	31	21.4%	50	19.9%	0	0.0%	0	0.0%	0	0.0%
	More than 5 times	17	14.0%	165	33.1%	101	26.5%	21	14.5%	62	24.7%	1	100.0%	2	50.0%	0	0.0%

**TABLE 3: OSSE 2013 Distribution by Classification with NSSE 11 comparisons**

Question		Unknown		FRESHMEN		SOPHOMORE		JUNIOR		SENIOR		GRAD		SPECIAL		HS	
		n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %
		Contributed to a class discussion	Never	5	4.1%	25	5.0%	15	3.9%	1	.7%	3	1.2%	0	0.0%	0	0.0%
	Sometimes	44	36.4%	254	50.9%	197	51.7%	62	42.8%	82	32.7%	0	0.0%	4	100.0%	2	50.0%
	Often	26	21.5%	154	30.9%	117	30.7%	47	32.4%	63	25.1%	0	0.0%	0	0.0%	1	25.0%
	Very Often	46	38.0%	66	13.2%	50	13.1%	35	24.1%	103	41.0%	1	100.0%	0	0.0%	0	0.0%
Worked harder than expected to meet instructor standards	Never	1	.8%	13	2.6%	17	4.5%	4	2.8%	4	1.6%	0	0.0%	1	25.0%	2	50.0%
	Sometimes	47	38.8%	183	36.7%	136	35.7%	53	36.6%	45	17.9%	0	0.0%	2	50.0%	2	50.0%
	Often	45	37.2%	231	46.3%	173	45.4%	58	40.0%	86	34.3%	0	0.0%	1	25.0%	0	0.0%
	Very Often	28	23.1%	71	14.2%	54	14.2%	30	20.7%	116	46.2%	1	100.0%	0	0.0%	0	0.0%
NSSE 11 comparison Area: LAC	Never			22	9.0%					27	6.0%						
	Sometimes			121	44.0%					187	36.0%						
	Often			104	35.0%					193	36.0%						
	Very Often			37	13.0%					120	22.0%						
	Total			284	100.0%					527	100.0%						
Talked about career plans w/faculty or advisor	Never	22	18.2%	83	16.6%	55	14.4%	18	12.4%	20	8.0%	0	0.0%	4	100.0%	4	100.0%
	Sometimes	59	48.8%	250	50.1%	177	46.5%	67	46.2%	114	45.4%	0	0.0%	0	0.0%	0	0.0%
	Often	29	24.0%	120	24.0%	117	30.7%	42	29.0%	75	29.9%	0	0.0%	0	0.0%	0	0.0%
	Very Often	11	9.1%	45	9.0%	31	8.1%	18	12.4%	41	16.3%	1	100.0%	0	0.0%	0	0.0%
NSSE 11 comparison Area: SFI	Never			54	20.0%					94	19.0%						
	Sometimes			127	45.0%					245	46.0%						
	Often			71	24.0%					130	24.0%						
	Very Often			30	10.0%					60	11.0%						
	Total			282	100.0%					529	100.0%						
Worked on research proj w/fac outside of crse reqs	Never	82	67.8%	371	74.3%	295	77.4%	103	71.0%	162	64.5%	0	0.0%	3	75.0%	4	100.0%
	Sometimes	29	24.0%	95	19.0%	70	18.4%	30	20.7%	57	22.7%	0	0.0%	0	0.0%	0	0.0%
	Often	6	5.0%	27	5.4%	11	2.9%	4	2.8%	14	5.6%	0	0.0%	1	25.0%	0	0.0%
	Very Often	4	3.3%	4	.8%	5	1.3%	8	5.5%	18	7.2%	1	100.0%	0	0.0%	0	0.0%
NSSE 11 comparison Area: SFI	Have not decided			122	43.0%					93	18.0%						
	Do not plan to			65	23.0%					276	53.0%						
	Plan to do			81	29.0%					74	15.0%						
	Done			12	4.0%					75	14.0%						
	Total			280	100.0%					518	100.0%						

Question		TABLE 3: OSSE 2013 Distribution by Classification with NSSE 11 comparisons															
		Unknown		FRESHMEN		SOPHOMORE		JUNIOR		SENIOR		GRAD		SPECIAL		HS	
		n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %	n	Column Total N %
Participated in political Process	Never	49	40.5%	182	36.5%	144	37.8%	54	37.2%	67	26.7%	0	0.0%	2	50.0%	4	100.0%
	Sometimes	44	36.4%	223	44.7%	174	45.7%	57	39.3%	111	44.2%	1	100.0%	2	50.0%	0	0.0%
	Often	22	18.2%	67	13.4%	40	10.5%	21	14.5%	44	17.5%	0	0.0%	0	0.0%	0	0.0%
	Very Often	6	5.0%	26	5.2%	22	5.8%	12	8.3%	28	11.2%	0	0.0%	0	0.0%	0	0.0%
Participation community based activities	Never	28	23.1%	176	35.3%	132	34.6%	44	30.3%	21	8.4%	0	0.0%	3	75.0%	2	50.0%
	Sometimes	66	54.5%	218	43.7%	163	42.8%	62	42.8%	125	49.8%	0	0.0%	1	25.0%	0	0.0%
	Often	19	15.7%	74	14.8%	54	14.2%	21	14.5%	55	21.9%	0	0.0%	0	0.0%	2	50.0%
	Very Often	8	6.6%	29	5.8%	31	8.1%	17	11.7%	49	19.5%	1	100.0%	0	0.0%	0	0.0%
Hours worked per week	0	20	16.5%	263	52.7%	127	33.3%	19	13.1%	21	8.4%	0	0.0%	3	75.0%	2	50.0%
	1-10	17	14.0%	105	21.0%	90	23.6%	22	15.2%	49	19.5%	0	0.0%	0	0.0%	1	25.0%
	11-20	30	24.8%	62	12.4%	83	21.8%	42	29.0%	82	32.7%	0	0.0%	1	25.0%	1	25.0%
	21-25	27	22.3%	28	5.6%	37	9.7%	29	20.0%	52	20.7%	0	0.0%	0	0.0%	0	0.0%
	26-30	12	9.9%	27	5.4%	22	5.8%	20	13.8%	26	10.4%	0	0.0%	0	0.0%	0	0.0%
	31+	15	12.4%	12	2.4%	20	5.2%	13	9.0%	21	8.4%	1	100.0%	0	0.0%	0	0.0%

**TABLE 4: OSSE 2013 Distribution by Primary Race and Gender**

Question		AFRAM		AM IND		Asian		Hisp		Intl		Pac Is		SE Asian		Unknown			White	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	U	Male	Female
		Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %
Worked on class project requiring integrating info from various sources	Never	0.0%		33.3%	18.2%	0.0%	28.6%	11.1%	11.1%	0.0%	10.0%	0.0%	0.0%	6.7%	6.5%	0.0%	13.0%	3.4%	9.5%	4.4%
	1 or 2 times	13.0%	23.3%	33.3%	36.4%	50.0%	14.3%	33.3%	22.2%	60.0%	20.0%	0.0%	0.0%	33.3%	16.1%	25.0%	17.4%	16.1%	23.9%	22.2%
	3 to 5 times	47.8%	43.3%	0.0%	36.4%	0.0%	14.3%	44.4%	33.3%	20.0%	0.0%	0.0%	50.0%	46.7%	38.7%	50.0%	43.5%	32.2%	35.9%	35.4%
	More than 5 times	39.1%	26.7%	33.3%	9.1%	50.0%	42.9%	11.1%	33.3%	20.0%	70.0%	0.0%	50.0%	13.3%	38.7%	25.0%	26.1%	48.3%	30.7%	38.0%
	Subtotal	23	30	3	11	4	7	18	18	5	10	0	2	15	31	12	23	87	440	666
Worked w/classmates on crse work outside class	Never	13.0%	13.3%	0.0%	9.1%	0.0%	14.3%	22.2%	16.7%	20.0%	20.0%	0.0%	50.0%	13.3%	16.1%	16.7%	22.7%	4.6%	14.1%	11.1%
	1 or 2 times	26.1%	23.3%	0.0%	36.4%	25.0%	28.6%	27.8%	33.3%	20.0%	50.0%	0.0%	50.0%	26.7%	32.3%	33.3%	27.3%	10.3%	31.5%	29.4%
	3 to 5 times	21.7%	40.0%	66.7%	27.3%	75.0%	28.6%	44.4%	16.7%	40.0%	10.0%	0.0%	0.0%	53.3%	22.6%	16.7%	18.2%	14.9%	25.2%	21.8%
	More than 5 times	39.1%	23.3%	33.3%	27.3%	0.0%	28.6%	5.6%	33.3%	20.0%	20.0%	0.0%	0.0%	6.7%	29.0%	33.3%	31.8%	70.1%	29.3%	37.7%
	Subtotal	23	30	3	11	4	7	18	18	5	10	0	2	15	31	12	22	87	441	666
Discussed readings/class ideas w/instructor outside class	Never	4.3%	16.7%	33.3%	54.5%	50.0%	14.3%	16.7%	11.1%	20.0%	20.0%	0.0%	100.0%	13.3%	22.6%	33.3%	30.4%	29.9%	25.9%	23.7%
	1 or 2 times	65.2%	40.0%	66.7%	27.3%	50.0%	42.9%	44.4%	50.0%	20.0%	0.0%	0.0%	0.0%	73.3%	45.2%	41.7%	43.5%	34.5%	41.3%	41.1%
	3 to 5 times	21.7%	30.0%	0.0%	9.1%	0.0%	28.6%	22.2%	33.3%	20.0%	30.0%	0.0%	0.0%	0.0%	22.6%	16.7%	17.4%	21.8%	23.4%	21.5%
	More than 5 times	8.7%	13.3%	0.0%	9.1%	0.0%	14.3%	16.7%	5.6%	40.0%	50.0%	0.0%	0.0%	13.3%	9.7%	8.3%	8.7%	13.8%	9.5%	13.7%
	Subtotal	23	30	3	11	4	7	18	18	5	10	0	2	15	31	12	23	87	441	666
Participated in support activities:tutoring, grp sessions	Never	17.4%	3.3%	0.0%	36.4%	75.0%	57.1%	22.2%	27.8%	20.0%	20.0%	0.0%	50.0%	33.3%	29.0%	41.7%	34.8%	43.7%	29.1%	24.8%
	1 or 2 times	34.8%	26.7%	66.7%	9.1%	25.0%	14.3%	33.3%	22.2%	0.0%	10.0%	0.0%	50.0%	20.0%	25.8%	16.7%	39.1%	23.0%	28.0%	24.3%
	3 to 5 times	26.1%	20.0%	0.0%	27.3%	0.0%	0.0%	22.2%	11.1%	60.0%	0.0%	0.0%	0.0%	33.3%	29.0%	16.7%	8.7%	20.7%	20.7%	20.7%
	More than 5 times	21.7%	50.0%	33.3%	27.3%	0.0%	28.6%	22.2%	38.9%	20.0%	70.0%	0.0%	0.0%	13.3%	16.1%	25.0%	17.4%	12.6%	22.3%	30.2%
	Subtotal	23	30	3	11	4	7	18	18	5	10	0	2	15	31	12	23	87	440	666
Contributed to a class discussion	Never	0.0%	3.3%	0.0%	0.0%	0.0%	14.3%	0.0%	11.1%	0.0%	10.0%	0.0%	0.0%	6.7%	0.0%	0.0%	13.0%	2.3%	4.8%	2.7%
	Sometimes	47.8%	36.7%	33.3%	54.5%	50.0%	42.9%	44.4%	22.2%	80.0%	60.0%	0.0%	50.0%	66.7%	74.2%	33.3%	47.8%	33.3%	45.5%	46.8%
	Often	43.5%	40.0%	66.7%	27.3%	50.0%	42.9%	44.4%	38.9%	20.0%	10.0%	0.0%	50.0%	20.0%	16.1%	33.3%	21.7%	19.5%	31.1%	28.1%
	Very Often	8.7%	20.0%	0.0%	18.2%	0.0%	0.0%	11.1%	27.8%	0.0%	20.0%	0.0%	0.0%	6.7%	9.7%	33.3%	17.4%	44.8%	18.6%	22.4%
	Subtotal	23	30	3	11	4	7	18	18	5	10	0	2	15	31	12	23	87	440	665
Worked harder than expected to meet instructor standards	Never	8.7%	6.7%	0.0%	0.0%	25.0%	0.0%	0.0%	5.6%	0.0%	10.0%	0.0%	50.0%	13.3%	0.0%	0.0%	4.3%	0.0%	3.9%	2.1%
	Sometimes	39.1%	16.7%	66.7%	18.2%	25.0%	14.3%	44.4%	38.9%	40.0%	30.0%	0.0%	50.0%	46.7%	32.3%	50.0%	60.9%	31.0%	37.5%	29.8%
	Often	43.5%	56.7%	33.3%	72.7%	50.0%	57.1%	44.4%	38.9%	60.0%	30.0%	0.0%	0.0%	26.7%	32.3%	41.7%	17.4%	41.4%	43.0%	42.6%
	Very Often	8.7%	20.0%	0.0%	9.1%	0.0%	28.6%	11.1%	16.7%	0.0%	30.0%	0.0%	0.0%	13.3%	35.5%	8.3%	17.4%	27.6%	15.7%	25.6%
	Subtotal	23	30	3	11	4	7	18	18	5	10	0	2	15	31	12	23	87	440	665
Talked about career plans w/faculty or advisor	Never	4.3%	6.7%	0.0%	9.1%	50.0%	14.3%	23.5%	11.1%	20.0%	40.0%	0.0%	50.0%	26.7%	3.2%	16.7%	17.4%	18.4%	18.8%	11.6%
	Sometimes	52.2%	33.3%	33.3%	45.5%	25.0%	42.9%	52.9%	38.9%	40.0%	30.0%	0.0%	0.0%	40.0%	71.0%	50.0%	52.2%	47.1%	51.2%	45.3%
	Often	30.4%	30.0%	66.7%	36.4%	25.0%	14.3%	11.8%	38.9%	40.0%	20.0%	0.0%	50.0%	20.0%	19.4%	16.7%	21.7%	25.3%	22.2%	31.5%
	Very Often	13.0%	30.0%	0.0%	9.1%	0.0%	28.6%	11.8%	11.1%	0.0%	10.0%	0.0%	0.0%	13.3%	6.5%	16.7%	8.7%	9.2%	7.7%	11.6%
	Subtotal	23	30	3	11	4	7	17	18	5	10	0	2	15	31	12	23	87	441	664
Worked on research proj w/fac outside of crse reqs	Never	52.2%	53.3%	33.3%	63.6%	75.0%	71.4%	52.9%	88.9%	20.0%	60.0%	0.0%	100.0%	46.7%	80.6%	83.3%	60.9%	66.7%	72.8%	76.2%
	Sometimes	43.5%	30.0%	66.7%	18.2%	25.0%	28.6%	35.3%	11.1%	20.0%	10.0%	0.0%	0.0%	33.3%	12.9%	8.3%	30.4%	24.1%	20.2%	17.7%
	Often	4.3%	13.3%	0.0%	18.2%	0.0%	0.0%	11.8%	0.0%	40.0%	10.0%	0.0%	0.0%	20.0%	6.5%	0.0%	4.3%	5.7%	4.3%	3.2%
	Very Often	0.0%	3.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%	0.0%	0.0%	0.0%	0.0%	8.3%	4.3%	3.4%	2.7%	2.9%
	Subtotal	23	30	3	11	4	7	17	18	5	10	0	2	15	31	12	23	87	441	665

**TABLE 4: OSSE 2013 Distribution by Primary Race and Gender**

Question		AFRAM		AM IND		Asian		Hisp		Intl		Pac Is		SE Asian		Unknown			White	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	U	Male	Female
		Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %
Participated in political Process	Never	43.5%	20.0%	33.3%	36.4%	100.0%	57.1%	64.7%	50.0%	60.0%	60.0%	0.0%	0.0%	60.0%	61.3%	33.3%	30.4%	43.7%	31.4%	34.4%
	Sometimes	39.1%	50.0%	33.3%	27.3%	0.0%	14.3%	29.4%	27.8%	40.0%	30.0%	0.0%	100.0%	33.3%	35.5%	25.0%	39.1%	37.9%	42.4%	48.0%
	Often	8.7%	20.0%	33.3%	27.3%	0.0%	14.3%	5.9%	16.7%	0.0%	10.0%	0.0%	0.0%	0.0%	3.2%	33.3%	26.1%	13.8%	15.7%	12.6%
	Very Often	8.7%	10.0%	0.0%	9.1%	0.0%	14.3%	0.0%	5.6%	0.0%	0.0%	0.0%	0.0%	6.7%	0.0%	8.3%	4.3%	4.6%	10.5%	5.0%
	Subtotal	23	30	3	11	4	7	17	18	5	10	0	2	15	31	12	23	87	439	665
Participation community based activities	Never	45.5%	13.3%	33.3%	9.1%	25.0%	28.6%	52.9%	16.7%	20.0%	40.0%	0.0%	50.0%	46.7%	25.8%	25.0%	17.4%	24.1%	36.4%	25.0%
	Sometimes	27.3%	46.7%	33.3%	45.5%	75.0%	42.9%	35.3%	38.9%	60.0%	20.0%	0.0%	0.0%	33.3%	51.6%	50.0%	56.5%	54.0%	45.0%	45.2%
	Often	22.7%	20.0%	0.0%	27.3%	0.0%	0.0%	5.9%	33.3%	0.0%	30.0%	0.0%	50.0%	20.0%	12.9%	8.3%	13.0%	17.2%	12.7%	17.8%
	Very Often	4.5%	20.0%	33.3%	18.2%	0.0%	28.6%	5.9%	11.1%	20.0%	10.0%	0.0%	0.0%	0.0%	9.7%	16.7%	13.0%	4.6%	5.9%	12.0%
	Subtotal	22	30	3	11	4	7	17	18	5	10	0	2	15	31	12	23	87	440	664
Hours worked per week	0	30.4%	26.7%	66.7%	45.5%	0.0%	42.9%	23.5%	27.8%	60.0%	60.0%	0.0%	0.0%	40.0%	25.8%	16.7%	39.1%	10.3%	41.3%	29.6%
	1-10	30.4%	26.7%	0.0%	18.2%	0.0%	28.6%	11.8%	33.3%	20.0%	10.0%	0.0%	50.0%	20.0%	12.9%	16.7%	17.4%	13.8%	19.6%	21.5%
	11-20	26.1%	16.7%	33.3%	0.0%	100.0%	0.0%	29.4%	5.6%	20.0%	20.0%	0.0%	50.0%	20.0%	41.9%	25.0%	17.4%	26.4%	18.3%	22.4%
	21-25	4.3%	16.7%	0.0%	18.2%	0.0%	14.3%	23.5%	5.6%	0.0%	0.0%	0.0%	0.0%	6.7%	16.1%	8.3%	8.7%	27.6%	8.7%	13.2%
	26-30	4.3%	10.0%	0.0%	0.0%	0.0%	14.3%	0.0%	22.2%	0.0%	10.0%	0.0%	0.0%	0.0%	0.0%	16.7%	4.3%	10.3%	6.6%	8.4%
	31+	4.3%	3.3%	0.0%	18.2%	0.0%	0.0%	11.8%	5.6%	0.0%	0.0%	0.0%	0.0%	13.3%	3.2%	16.7%	13.0%	11.5%	5.5%	5.0%
	Subtotal	23	30	3	11	4	7	17	18	5	10	0	2	15	31	12	23	87	438	666

**TABLE 5: 2013 UW Oshkosh Survey of Student Engagement (OSSE)**

This University of Wisconsin Oshkosh survey includes items about the educational practices that occur in your classes and a couple of questions about civic engagement. Your honest responses to these few questions will help us identify targets for improvements. All analysis will be on the aggregate level and no individual responses will be released. Your answers will be confidential.

Please enter your ***Student ID number:*** \_ \_ \_ \_ \_

So far this academic year how often have you done each of the following?

- 1) Worked on a paper or project in your class that required integrating ideas or information from various sources. A=Never B=1 or 2 times C=3 to 5 times D=More than 5 times
- 2) Worked with classmates *outside* of your class to prepare class assignments.  
A=Never B=1 or 2 times C=3 to 5 times D=More than 5 times
- 3) Discussed ideas from your reading or classes with your instructors outside of class.  
A=Never B=1 or 2 times C=3 to 5 times D=More than 5 times
- 4) Participated in student learning support activities such as tutoring or group review sessions.  
A=Never B=1 or 2 times C=3 to 5 times D=More than 5 times

To what extent during your UW Oshkosh experience have you...

- 5) Contributed to a class discussion.  
A=Never B=Sometimes C=Often D=Very Often
- 6) Worked harder than you expected to meet your instructor's standards or expectations.  
A=Never B=Sometimes C=Often D=Very Often
- 7) Talked about career plans with a faculty member or advisor  
A=Never B=Sometimes C=Often D=Very Often
- 8) Work on a research project with a faculty member *outside* of course or program requirements  
A=Never B=Sometimes C=Often D=Very Often
- 9) I participated in the political process (voting, campaigning, letter writing etc.)  
A=Never B=Sometimes C=Often D=Very Often
- 10) I participated in community-based activities (volunteering, fund raising for causes etc.)  
A=Never B=Sometimes C=Often D=Very Often
- 11) In a typical week, how many hours do you spend working for all employers?  
A = 0; B= 1-10; C=11-20; D=21-25; E=26-30; F=31+