

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

**2014**



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**2014 OSAR**

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Fall 2014 University Studies Program  
Indirect Assessment for Quest I Results





3. Think about your entire Quest I experience. Please indicate the VALUE of each element of Quest I.

| #  | Question   | Very Valuable | Somewhat Valua | Not Valuable | Did Not Happen | Total Responses | Mean |
|----|--|---------------|----------------|--------------|----------------|-----------------|------|
| 1  | Small class size (25 students)   | 346           | 144            | 15           | 4              | 509             | 1.37 |
| 2  | Learning community (The class was paired with another course.)                                       | 214           | 169            | 81           | 44             | 508             | 1.91 |
| 3  | Peer mentor  | 134           | 199            | 150          | 25             | 508             | 2.13 |
| 4  | Attendance at campus/community events  | 127           | 224            | 130          | 28             | 509             | 2.12 |
| 5  | Information about campus resources   | 213           | 223            | 55           | 16             | 507             | 1.75 |
| 6  | Classroom environment and interaction  | 265           | 196            | 42           | 5              | 508             | 1.58 |
| 7  | Individual or small group meeting with the instructor  | 208           | 185            | 70           | 46             | 509             | 1.91 |
| 8  | Early Alert  | 223           | 175            | 66           | 44             | 508             | 1.86 |
| 9  | MAP-Works Survey Summary and Recommendations   | 99            | 183            | 198          | 28             | 508             | 2.31 |
| 10 | Both Paired Courses Exploring the Same Signature Question (conceptual link)                          | 144           | 179            | 126          | 58             | 507             | 2.19 |
| 11 | First Year Experience Content (Intro to USP, Liberal Arts Education, D2L including ePortfolio, etc.) | 189           | 188            | 106          | 22             | 505             | 1.92 |
| 12 | Other  | 21            | 8              | 9            | 34             | 72              | 2.78 |

| Statistic              | Small class size (25 students) | Learning community (The class was paired with another course.) | Peer mentor | Attendance at campus/community events | Information about campus resources | Classroom environment and interaction | Individual or small group meeting with the instructor |
|------------------------|--------------------------------|--|-------------|---------------------------------------|------------------------------------|---------------------------------------|---|
| Min Value              | 1                              | 1  | 1           | 1                                     | 1                                  | 1                                     | 1   |
| Max Value              | 4                              | 4  | 4           | 4                                     | 4                                  | 4                                     | 4   |
| Mean                   | 1.37                           | 1.91   | 2.13        | 2.12                                  | 1.75                               | 1.58                                  | 1.91  |
| Variance               | 0.34                           | 0.92   | 0.74        | 0.71                                  | 0.59                               | 0.47                                  | 0.9   |
| Standard Deviation     | 0.58                           | 0.96   | 0.86        | 0.84                                  | 0.77                               | 0.68                                  | 0.95  |
| <b>Total Responses</b> | <b>509</b>                     | <b>508</b>   | <b>508</b>  | <b>509</b>                            | <b>507</b>                         | <b>508</b>                            | <b>509</b>  |

4. Which Signature Question was the focus of your Quest I course?

| # | Answer   | Bar         | Response | %    |
|---|--|-------------|----------|------|
| 1 | Intercultural Knowledge and Competence (How do people understand and bridge cultural differences?)     | 0.339920949 | 172      | 34%  |
| 2 | Sustainability (How do people understand and create a more sustainable world?)                         | 0.31027668  | 157      | 31%  |
| 3 | Civic Learning/Civic Knowledge and Engagement (How do people understand and engage in community life?) | 0.239130435 | 121      | 24%  |
| 4 | I don't know.  | 0.110671937 | 56       | 11%  |
|   | Total  |             | 506      | 100% |

| Early Alert | MAP-Works Survey Summary and Recommendations | Both Paired Courses Exploring the Same Signature Question (conceptual link) | First Year Experience Content (Intro to USP, Liberal Arts Education, D2L including ePortfolio, etc.) | Other     |
|-------------|--|---|--|-----------|
| 1           | 1  | 1   | 1  | 1         |
| 4           | 4  | 4   | 4  | 4         |
| 1.86        | 2.31   | 2.19  | 1.92   | 2.78      |
| 0.9         | 0.71   | 0.95  | 0.75   | 1.72      |
| 0.95        | 0.84   | 0.98  | 0.87   | 1.31      |
| <b>508</b>  | <b>508</b>                                   | <b>507</b>  | <b>505</b>   | <b>72</b> |

| Statistic              | Value      |
|------------------------|------------|
| Min Value              | 1          |
| Max Value              | 4          |
| Mean                   | 2.12       |
| Variance               | 1.01       |
| Standard Deviation     | 1          |
| <b>Total Responses</b> | <b>506</b> |

5. Think back to your experience at Odyssey last spring or summer. Which statement BEST describes why you chose this particular Quest I course?

| # | Answer   | Bar         | Response | %    |
|---|--|-------------|----------|------|
| 1 | I was interested in the subject.                   | 0.339250493 | 172      | 34%  |
| 2 | The course fit with my schedule.                   | 0.34122288  | 173      | 34%  |
| 3 | My friends were in the course.                     | 0.00591716  | 3        | 1%   |
| 4 | My advisor recommended this course.                | 0.163708087 | 83       | 16%  |
| 5 | This Quest I course was the only course available. | 0.104536489 | 53       | 10%  |
| 6 | Other  | 0.045364892 | 23       | 5%   |
|   | Total  |             | 507      | 100% |

| Statistic              | Value      |
|------------------------|------------|
| Min Value              | 1          |
| Max Value              | 6          |
| Mean                   | 2.49       |
| Variance               | 2.43       |
| Standard Deviation     | 1.56       |
| <b>Total Responses</b> | <b>507</b> |

6. What is your ethnic background?

| #       | Answer           | Bar         | Response | %       |
|---------|------------------|-------------|----------|---------|
| Column1 | Column2          | Column3     | Column4  | Column5 |
| 1       | African American | 0.029585799 | 15       | 3%      |



|   |  |             |     |      |
|---|--|-------------|-----|------|
| 2 | American Indian                                    | 0.007889546 | 4   | 1%   |
| 3 | SE Asian (Hmong, Laotian, Cambodian or Vietnamese) | 0.035502959 | 18  | 4%   |
| 4 | Other Asian  | 0.013806706 | 7   | 1%   |
| 5 | Hispanic   | 0.017751479 | 9   | 2%   |
| 6 | White  | 0.865877712 | 439 | 87%  |
| 7 | International                                      | 0.00591716  | 3   | 1%   |
| 8 | Other  | 0.023668639 | 12  | 2%   |
|   | Total  |             | 507 | 100% |

| Statistic              | Value      |
|------------------------|------------|
| Min Value              | 1          |
| Max Value              | 8          |
| Mean                   | 5.72       |
| Variance               | 1.28       |
| Standard Deviation     | 1.13       |
| <b>Total Responses</b> | <b>507</b> |

7. Please check a box below.

| #       | Answer       | Bar         | Response | %       |
|---------|--------------|-------------|----------|---------|
| Column1 | Column2      | Column3     | Column4  | Column5 |
| 1       | Male         | 0.306324111 | 155      | 31%     |
| 2       | Female       | 0.693675889 | 351      | 69%     |
| 3       | Trans-gender | 0           | 0        | 0%      |
|         | Total        |             | 506      | 100%    |

| Statistic              | Value      |
|------------------------|------------|
| Min Value              | 1          |
| Max Value              | 2          |
| Mean                   | 1.69       |
| Variance               | 0.21       |
| Standard Deviation     | 0.46       |
| <b>Total Responses</b> | <b>506</b> |

# Spring 2014 University Studies Program Student Survey Summary



## **Introduction**

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. Students from Quest II classes were surveyed to learn their classroom experiences. 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**

- 455 students began the survey and 377 completed it out of approximately 2450 students (19%).
- The respondents were 90% white and 76% were female.
- Responses show that 89% of students intend to return in fall 2014 and the biggest motivation is their personal career goals (questions 1 and 2).
- Of those considering leaving, 58% answered the primary resource they would discuss the decision with is their parents and family.
- A solid majority of students felt a) comfortable in their quest II class, b) felt the instructor made the topic interesting to explore and c) found opportunities to participate in class (question 5).
- Question 6 indicates the items students found most valuable were the classroom environment and the first year experience resources.
- Comments were received from 90 students and the entire submission should be read to determine the full extent of students' views. The two predominant themes were contrasted between students who enjoyed Quest II and thought it added to their learning and students who were not supportive of it. These latter students either did not see the connection between signature questions, had scheduling concerns or felt it impeded their chance to take classes in their major. Other comments include a) there should be a wider range of topics offered b) some introductory courses were taught as if students were in that discipline and c) nontraditional students such as veterans felt Quest II was more applicable to traditional students.

1. Are you coming back to UW Oshkosh next year?

| # | Answer | Response | %    |
|---|--------|----------|------|
| 4 | Yes    | 399      | 89%  |
| 5 | Maybe  | 24       | 5%   |
| 6 | No     | 26       | 6%   |
|   | Total  | 449      | 100% |

2. What has influenced you most to decide to continue your college journey at UW Oshkosh?

| # | Answer  | Response | %   |
|---|---|----------|-----|
| 1 | A professor   | 46       | 14% |
| 2 | My peer mentor  | 5        | 2%  |
| 3 | Friends I met in a Quest learning community                 | 33       | 10% |
| 4 | Friends from my dorm  | 126      | 38% |
| 5 | An interesting class or classes                             | 62       | 19% |
| 6 | My goals require a college education, so I need to continue | 279      | 85% |
| 7 | Other   | 41       | 12% |
| 8 | All the helpful resources.                                  | 43       | 13% |

| Other  |
|--|
| campus ministry, Cru   |
| Golf   |
| beautiful campus   |
| Attempting to get accepted into the Nursing program my sophomore year, if not, I'm transferring.                                 |
| Greek Life   |
| Parents, family  |
| CA   |
| Family   |
| My mom.  |
| My program   |
| The education Program  |
| work and student organization  |
| Friends in my major  |
| my mom is making me  |
| i really dont feel like transferring to another school. it seems like a lot of work. plus their are some fine looking girls here |
| Model UN Club  |
| I want a college education.  |
| my sorority  |
| Family   |
| Sports   |
| the opportunities I received   |
| Softball   |
| Project Success!   |
| sport  |
| my family's expectations of me   |
| Swimming   |
| Friends outside my dorm  |
| College of Business  |
| I like this college and campus and I like the business program this campus offers  |
| myself   |
| It's cheaper than other schools, otherwise I would be at Madison   |
| Volleyball and teammates   |
| friends from CRU   |
| my sorority  |
| Club Hockey  |
| Closest UW to home   |
| Members of Model UN  |
| I can't quit now!  |
| Family   |

### 3. Why not?

| # | Answer                                | Response | %   |
|---|---------------------------------------|----------|-----|
| 1 | I don't feel connected to people.     | 4        | 17% |
| 2 | I don't feel connected to the campus. | 4        | 17% |
| 3 | I didn't do well academically.        | 0        | 0%  |
| 4 | I can't afford it.                    | 2        | 8%  |
| 5 | I'm transferring to another school.   | 22       | 92% |
| 7 | Other                                 | 4        | 17% |
| 8 | I haven't found a major.              | 0        | 0%  |

### 4. Who will you talk to about this decision?

| # | Answer               | Response | %    |
|---|----------------------|----------|------|
| 1 | friends at school    | 1        | 5%   |
| 2 | friends at home      | 0        | 0%   |
| 3 | a professor          | 0        | 0%   |
| 4 | my advisor           | 3        | 16%  |
| 5 | my parents or family | 11       | 58%  |
| 7 | Other                | 4        | 21%  |
|   | Total                | 19       | 100% |

### 5. Think about your Quest II course. Do you agree or disagree with the following statements?

| # | Question  | Agree | Not Sure | Disagree | Total Responses | Mean |
|---|---|-------|----------|----------|-----------------|------|
| 2 | I felt comfortable in my Quest II course.                                   | 272   | 55       | 44       | 371             | 1.39 |
| 3 | My Quest II instructor made the topic of the course interesting to explore. | 176   | 84       | 110      | 370             | 1.82 |
| 4 | I had many opportunities to actively participate during class.              | 256   | 56       | 58       | 370             | 1.46 |




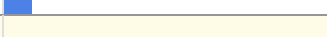
### 6. Think about your entire Quest II experience. Please indicate the VALUE of each element of Quest I.

| #  | Question  | Very Valuable | Somewhat Valuable | Not Valuable | Did Not Happen | Total Responses | Mean |
|----|---|---------------|-------------------|--------------|----------------|-----------------|------|
| 2  | Learning community (The class was paired with another course.)                  | 68            | 151               | 87           | 58             | 364             | 2.37 |
| 3  | ePortfolio  | 26            | 119               | 180          | 38             | 363             | 2.63 |
| 4  | Exploration of ethical reasoning  | 69            | 188               | 82           | 25             | 364             | 2.17 |
| 5  | Creative class assignments (such as a simulation or debate)                     | 72            | 145               | 81           | 62             | 360             | 2.37 |
| 6  | Classroom environment and interaction   | 106           | 175               | 65           | 17             | 363             | 1.98 |
| 7  | Individual or small group meeting with the instructor                           | 73            | 138               | 65           | 84             | 360             | 2.44 |
| 8  | Early Alert   | 113           | 144               | 80           | 25             | 362             | 2.05 |
| 9  | All students in the class being in their second semester of college, like me    | 140           | 140               | 71           | 12             | 363             | 1.88 |
| 10 | Both paired courses exploring the same Signature Question (conceptual link)     | 61            | 110               | 122          | 69             | 362             | 2.55 |
| 11 | First Year Experience content (campus resources, Quest III advising info, etc.) | 64            | 182               | 78           | 38             | 362             | 2.25 |
| 12 | Other   | 4             | 4                 | 16           | 26             | 50              | 3.28 |

#### Other

Veterans Resource Center  
 Orlee Hauser does not teach well  
 All my professor ever did was lecture. There was no interaction or conversation between classmates.  
 I think they should deal with the same topic when the courses are paired together. not like my Quest 2, one was on immigrants and the other was SOC and had to do with the family so they were nothing alike  
 Quest Course options and set-up

### 7. Which Signature Question was the focus of your Quest II course?

| # | Answer   |  | Response | %    |
|---|--|--|----------|------|
| 1 | Intercultural Knowledge and Competence (How do people understand and bridge cultural differences?)     |  | 89       | 24%  |
| 2 | Sustainability (How do people understand and create a more sustainable world?)                         |  | 126      | 35%  |
| 3 | Civic Learning/Civic Knowledge and Engagement (How do people understand and engage in community life?) |  | 117      | 32%  |
| 4 | I don't know.  |  | 32       | 9%   |
|   | Total  |  | 364      | 100% |

Fall 2014 University Studies Program  
Indirect Assessment for Quest III  
Results



My Report

Last Modified: 01/05/2015

1. Think about your Quest III course. &nbsp;To what extent do you agree or disagree with the following statements?

| # | Question   | Strongly agree | Agree | Unsure | Disagree | Strongly disagree | Total Responses | Mean |
|---|--|----------------|-------|--------|----------|-------------------|-----------------|------|
| 1 | My Quest III course provided a solid introduction to the Oshkosh or UW Oshkosh community.              | 36             | 99    | 47     | 49       | 42                | 273             | 2.86 |
| 2 | My Quest III course provided a valuable experience for me.   | 37             | 106   | 44     | 43       | 43                | 273             | 2.81 |
| 3 | The Community Partner in my Quest III course was a good match for this course.                         | 53             | 101   | 47     | 34       | 38                | 273             | 2.64 |
| 4 | My Quest III course increased my interest in this topic.   | 25             | 65    | 54     | 68       | 60                | 272             | 3.27 |
| 5 | My Quest III course made it likely that I will seek out other opportunities to engage in my community. | 25             | 86    | 75     | 43       | 44                | 273             | 2.98 |



| Statistic              | My Quest III course provided a solid introduction to the Oshkosh or UW Oshkosh community. | My Quest III course provided a valuable experience for me. | The Community Partner in my Quest III course was a good match for this course. | My Quest III course increased my interest in this topic. | My Quest III course made it likely that I will seek out other opportunities to engage in my community. |
|------------------------|---|--|--|--|--|
| Min Value              | 1   | 1  | 1  | 1  | 1  |
| Max Value              | 5   | 5  | 5  | 5  | 5  |
| Mean                   | 2.86  | 2.81   | 2.64   | 3.27   | 2.98   |
| Variance               | 1.67  | 1.69   | 1.71   | 1.67   | 1.49   |
| Standard Deviation     | 1.29  | 1.3  | 1.31   | 1.29   | 1.22   |
| <b>Total Responses</b> | <b>273</b>  | <b>273</b>   | <b>273</b>   | <b>272</b>   | <b>273</b>   |

2. Quest III courses typically have Alumni Mentors. &nbsp;To what extent do you agree or disagree with the following statements?

| # | Question  | Strongly agree | Agree | Unsure | Disagree | Strongly Disag | Total Responses | Mean |
|---|---|----------------|-------|--------|----------|----------------|-----------------|------|
| 1 | My Alumni Mentor provided valuable perspective for this course.                                   | 25             | 56    | 71     | 59       | 62             | 273             | 3.28 |
| 2 | My Alumni Mentor was very active in the course.   | 27             | 46    | 60     | 63       | 77             | 273             | 3.43 |
| 3 | Without the Alumni Mentor, the Community Experience in the course would have been more difficult. | 17             | 27    | 74     | 77       | 78             | 273             | 3.63 |

| Statistic              | My Alumni Mentor provided valuable perspective for this course. | My Alumni Mentor was very active in the course. | Without the Alumni Mentor, the Community Experience in the course would have been more difficult. |
|------------------------|---|---|---|
| Min Value              | 1   | 1   | 1   |
| Max Value              | 5   | 5   | 5   |
| Mean                   | 3.28  | 3.43  | 3.63  |
| Variance               | 1.62  | 1.75  | 1.38  |
| Standard Deviation     | 1.27  | 1.32  | 1.18  |
| <b>Total Responses</b> | <b>273</b>  | <b>273</b>                                      | <b>273</b>  |

3. Which Signature Question was the focus of your Quest III course?

| # | Answer  | Bar         | Response | %    |
|---|---|-------------|----------|------|
| 1 | Intercultural Knowledge and Competence: How do people understand and bridge cultural differences? | 0.295202952 | 80       | 30%  |
| 2 | Sustainability: How do people understand and create a more sustainable world?                     | 0.265682657 | 72       | 27%  |
| 3 | Civic Learning: How do people understand and engage in community life?                            | 0.372693727 | 101      | 37%  |
| 4 | I don't know.   | 0.066420664 | 18       | 7%   |
|   | Total   |             | 271      | 100% |

| Statistic              | Value      |
|------------------------|------------|
| Min Value              | 1          |
| Max Value              | 4          |
| Mean                   | 2.21       |
| Variance               | 0.89       |
| Standard Deviation     | 0.94       |
| <b>Total Responses</b> | <b>271</b> |

4. Think about the Quest III course elements listed below. &nbsp;How would you evaluate the difficulty of each element?

| # | Question  | Very Difficult | Difficult | Neutral | Easy | Very Easy | Total Responses | Mean |
|---|---|----------------|-----------|---------|------|-----------|-----------------|------|
| 1 | Course materials (readings, assignments)  | 33             | 62        | 105     | 57   | 15        | 272             | 2.85 |
| 2 | Working with your Community Partner   | 26             | 46        | 90      | 92   | 18        | 272             | 3.11 |
| 3 | Working with your Alumni Mentor   | 34             | 33        | 130     | 58   | 17        | 272             | 2.97 |
| 4 | Getting to and from the Community Partner site (e.g., transportation issues)                        | 24             | 36        | 96      | 86   | 30        | 272             | 3.23 |
| 5 | Understanding the project to be completed with the Community Partner                                | 43             | 52        | 73      | 90   | 14        | 272             | 2.93 |
| 6 | Balancing the expectations in your Quest III course with your other coursework and responsibilities | 48             | 59        | 83      | 63   | 19        | 272             | 2.8  |

| Statistic              | Course materials (readings, assignments) | Working with your Community Partner | Working with your Alumni Mentor | Getting to and from the Community Partner site (e.g., transportation issues) | Understanding the project to be completed with the Community Partner | Balancing the expectations in your Quest III course with your other coursework and responsibilities |
|------------------------|--|-------------------------------------|---------------------------------|--|--|---|
| Min Value              | 1  | 1                                   | 1                               | 1  | 1  | 1   |
| Max Value              | 5  | 5                                   | 5                               | 5  | 5  | 5   |
| Mean                   | 2.85                                     | 3.11                                | 2.97                            | 3.23   | 2.93   | 2.8   |
| Variance               | 1.12                                     | 1.15                                | 1.09                            | 1.2  | 1.36   | 1.4   |
| Standard Deviation     | 1.06                                     | 1.07                                | 1.04                            | 1.09   | 1.17   | 1.18  |
| <b>Total Responses</b> | <b>272</b>                               | <b>272</b>                          | <b>272</b>                      | <b>272</b>   | <b>272</b>   | <b>272</b>  |

5. What is your ethnic background?

| # | Answer   | Bar         | Response | %    |
|---|--|-------------|----------|------|
| 1 | African American                                   | 0.003676471 | 1        | 0%   |
| 2 | American Indian                                    | 0.007352941 | 2        | 1%   |
| 3 | SE Asian (Hmong, Laotian, Cambodian or Vietnamese) | 0.022058824 | 6        | 2%   |
| 4 | Other Asian  | 0.007352941 | 2        | 1%   |
| 5 | Hispanic   | 0.018382353 | 5        | 2%   |
| 6 | White  | 0.930147059 | 253      | 93%  |
| 7 | Other  | 0.011029412 | 3        | 1%   |
|   | Total  |             | 272      | 100% |

| Statistic              | Value      |
|------------------------|------------|
| Min Value              | 1          |
| Max Value              | 7          |
| Mean                   | 5.86       |
| Variance               | 0.45       |
| Standard Deviation     | 0.67       |
| <b>Total Responses</b> | <b>272</b> |

6. Please check the box below that best describes you.

| # | Answer      | Bar         | Response | %    |
|---|-------------|-------------|----------|------|
| 1 | Male        | 0.291512915 | 79       | 29%  |
| 2 | Female      | 0.704797048 | 191      | 70%  |
| 3 | Transgender | 0.003690037 | 1        | 0%   |
| 4 | Other       | 0           | 0        | 0%   |
|   | Total       |             | 271      | 100% |

| Statistic              | Value      |
|------------------------|------------|
| Min Value              | 1          |
| Max Value              | 3          |
| Mean                   | 1.71       |
| Variance               | 0.21       |
| Standard Deviation     | 0.46       |
| <b>Total Responses</b> | <b>271</b> |

# 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> |
|--|------------------|------------------|------------------|------------------|------------------|
| Course Participation   | 24%              | 24%              | 30%              | 35%              | 32%              |
| Instructor Participation   | 24%              | 29%              | 31%              |                  | 37%              |
| 100 Level Courses  | 46%              | 46%              | 56%              | 64%              | 56%              |
|  |                  |                  |                  |                  |                  |
| Total Alerts   | 2,609            | 3,160            | 2,802            | 2,876            | 2,633            |
| % of students enrolled in courses that participated that received an alert | 15%              | 16%              | 15%              | 23%              | 12%              |
| 1 Alert  | 81%              | 75%              | 77%              | 77%              | 77%              |
| 2 Alerts   | 15%              | 20%              | 19%              | 19%              | 19%              |
| 3 Alerts   | 3%               | 4%               | 3%               | 4%               | 3%               |
| 4 Alerts   | .3%              | 1%               | < 1%             | .5%              | .4%              |
| 5 Alerts   | .05% (1 student) | 0                | 0                | 0                | .1% (3 students) |
|  |                  |                  |                  |                  |                  |
| FYR  | 39%              | 41%              | 35%              | 22%              | 32%              |
| Transfer   | 21%              | 26%              | 19%              | 39%              | 28%              |
| Reentry  | 17%              | 20%              | 23%              | 30%              | 25%              |
| Continuing   | 15%              | 17%              | 17%              | 22 %             | 16%              |
|  |                  |                  |                  |                  |                  |
| American Indian  | 22%              | 29%              | 28%              | 21%              | 22%              |
| Asian American   | 14%              | 24%              | 20%              | 15%              | 29%              |
| African American   | 49%              | 53%              | 49%              | 43%              | 45%              |
| Hispanic   | 16%              | 14%              | 16%              | 24%              | 27%              |
| White  | 16%              | 18%              | 17%              | 17%              | 19%              |
|  |                  |                  |                  |                  |                  |
| Residence hall   | 32%              | 38%              | 32%              | 32%              | 29%              |
| Commuters  | n/a              | n/a              | n/a              | 20%              | 16%              |
|  |                  |                  |                  |                  |                  |
|  |                  |                  |                  |                  |                  |

# Multicultural Retention Programs (MRP) Tracker Report





Division of Academic Support of Inclusive Excellence  
Multicultural Retention Programs (MRP)  
*MRP Tracker Report*  
*Helping students become accountable for what they need to learn.*

## **PURPOSE/RATIONALE**

The MRP Tracker is a concerted and coordinated effort between the faculty and staff of the Multicultural Retention Programs (MRP) targeting academically at-risk students. It is designed to proactively identify students experiencing academic difficulties and implement action-based measures to help them in their successful pursuit of postsecondary education. The UARC in their pursuit of increasing retention rates for all students on campus utilizes the Early Alert (EA) program and provides the MRP with the names of students of color who are on the EA list, however, one theme throughout the process is obvious, that the *one size fits all model* of intervention for multicultural students is less effective for students who already could be in an academic crisis. MRP Tracker helps to address equity gaps in student achievement by helping students of color who are at-risk by identifying them, scheduling and beginning interventions, formulating strategies and ensuring intentional participation is maintained.

The MRP Tracker was piloted during the spring 2011 semester. Our target audience was multicultural (African American, Hispanic/Latino, Asian/Southeast Asian and Native American) students with grade point averages (GPA) of 2.2 or below. We knew that at the 2.2 marker students' chances of moving successfully to the next semester or being admitted into their major was most challenging, stressful and regrettably, for some, the end of their educational careers. After carefully reviewing the results of the spring 2011 semester, we decided that the 2.2 marker was too close to the danger zone, the point where students' GPA could drop drastically with a grade lower than a B- and they could still be in danger of being placed on probation or suspension. Thus, we decided to move the marker to a 2.3 GPA or below fall the 2011-2012 academic year.

MRP Tracker is sent to faculty the week after Early Alert. Prior to sending information to the faculty including the Tracker forms for completion and submission, requesting their assistance with improving the equity gaps in student achievement, we send students of color with 2.3 or below GPAs, a letter and an email explaining the purpose of the program. The dual communication process is used to ensure that the targeted students are well-informed.

Through access to PeopleSoft we are able to generate our MRP Tracker roster including the names of professors and their departments. MRP usually knows which students have made improvements by the end of the semester and those who have not. This allows us to immediately work with those students prior to the Probation/Suspension reports. In many cases, if students are taking interim classes, we contact them to help prepare all paperwork for appeals, if

necessary. We immediately know of those students who will be on the MRP Tracker in advance as some will go on probation after their suspension appeals have been approved or were placed on probation at the end of the semester for not meeting GPA requirements. At the end of the first semester, we also run a list of those students who earned a 2.3 GPA or below. Being proactive allows us to immediately work with students the first week of the semester. This is done by sending students an email indicating that they need to meet with a retention specialist to determine a plan of action for the semester. The plan of action includes collaborations with faculty, UARC, Counseling and Career Services and tutorial programs.

An example of the work involved with the MRP Tracker includes an extensive intentional/intrusive style of MRP counselors and tutorial specialists working with students who are attempting to graduate but do not meet qualifications. For example, we had a student who had an incomplete in history and had failed math three times. These two courses are requirements for graduation. Thus, we immediately had him work with our writing specialist to complete papers, had him meet with professors and complete an on-line math course with assistance through our math skills specialist who had made contact with the on-line school offering the course to ensure proper steps were taken for completion. This was a very intense time for this young man, as he had self-esteem/confidence issues and appeared to have a learning disability. The student met with the math specialist everyday starting at 7:00 a.m. to work on assignments and quiz/exam preparation. This went on for over three weeks. By the end of the semester, the student was exhausted, anxious and drained, however, he felt relief and discovered a new-found confidence because he had not realized he had the potential and capability to discipline himself and function at the high level of strenuous and rigorous academic performance needed to reach his goal. The day after completion of coursework and meeting all deadlines, the student proudly participated in the graduation ceremony and received his degree. Of importance, the parents of the student personally thanked the MRP staff attending graduation for their work with and commitment to their student. Following his successful completion of coursework and graduation, the student enthusiastically shared his excitement with other students about how he managed to overcome barriers and gave the MRP department credit for his success. Because of his success more students are responding to and utilizing the resources of MRP. During the summer session we have a few students currently on MRP Tracker who are in similar academic situations and are presently using our services. Most are students who are on probation and heard of our successes.

## **OUTCOMES**

### **Fall 2013 (see attached report)**

- Number of students of color targeted was 186; faculty/instructors, 254; forms, 745 (based on the number of courses in which students enrolled for fall 2013).

- Number by ethnicity and academic standing:

| Ethnicity        | Number/Enroll      |
|------------------|--------------------|
| African American | 67 / 280           |
| Hispanic         | 39 / 307           |
| Asian            | 61 / 449           |
| Native American  | 19 / 166           |
| <b>Total</b>     | <b>186 / 1202*</b> |

| Academic Standing                                    | Number    |
|--|-----------|
| 1 <sup>st</sup> Year                                 | 74 of 186 |
| 2 <sup>nd</sup> Year                                 | 43 of 186 |
| 3 <sup>rd</sup> Year                                 | 35 of 186 |
| 4 <sup>th</sup> Year                                 | 34 of 186 |
| <b>Total distribution by academic standing ONLY.</b> |           |

\*Internal working roster.

- Number of responses by faculty, 477/745 (64.03%); individual student return rate, 179/186 (96.24%); individual faculty return rate, 165/254 (65%); targeted students by departments and concerns, 154/477 (32.3%).
- Of the 179/186 reports returned to the department, 103 (57.5%) showed academic concerns.
- There were 10 areas within the concern category; however, the two major types identified by faculty/ instructors included low test/quiz scores (154) and class attendance (72).
- At the end of the fall semester, of the 186 (96.2%) Tracker students, 122 (65.59%) had a 2.0 GPA or greater, 41 (22.04%) had 2.3 GPA and above and 64 (34.41%) had below a 2.0 GPA.
- As of January 9, 2014, of the 186 (100%) students on Tracker, 15 (8.06%) were placed on probation and 39 (20.97%) were suspended (see additional data below for a breakdown by ethnicity and academic standing by individual populations).

| MRP Tracker Fall 2013 (0680) (Sent) |            |                | GPA Update 2.300 Report (Sent) |        |            |        | GPA Update 2.000 Update (Sent) |        |           |        |
|-------------------------------------|------------|----------------|--------------------------------|--------|------------|--------|--------------------------------|--------|-----------|--------|
|                                     |            | %              | >2.300                         | %      | <2.300     | %      | >2.000                         | %      | <2.000    | %      |
| <b>Individual Students:</b>         | <b>186</b> | <b>100.00%</b> | <b>41</b>                      | 22.04% | <b>145</b> | 77.96% | <b>122</b>                     | 65.59% | <b>64</b> | 34.41% |
| African American                    | 67         | 36.02%         | 7                              | 10.45% | 60         | 89.55% | 35                             | 52.24% | 32        | 47.76% |
| Hispanic                            | 39         | 20.97%         | 13                             | 33.33% | 26         | 66.67% | 29                             | 74.36% | 10        | 25.64% |
| Asian                               | 61         | 32.80%         | 17                             | 27.87% | 44         | 72.13% | 41                             | 67.21% | 20        | 32.79% |
| Native American                     | 19         | 10.22%         | 4                              | 21.05% | 15         | 78.95% | 17                             | 89.47% | 2         | 10.53% |
| 1st Year                            | 74         | 39.78%         | 19                             | 25.68% | 55         | 74.32% | 40                             | 54.05% | 34        | 45.95% |
| 2nd Year                            | 43         | 23.12%         | 8                              | 18.60% | 35         | 81.40% | 30                             | 69.77% | 13        | 30.23% |
| 3rd Year                            | 35         | 18.82%         | 6                              | 17.14% | 29         | 82.86% | 26                             | 74.29% | 9         | 25.71% |
| 4th Year                            | 34         | 18.28%         | 8                              | 23.53% | 26         | 76.47% | 26                             | 76.47% | 8         | 23.53% |
| SSS                                 | 21         | 11.29%         | 6                              | 28.57% | 15         | 71.43% | 16                             | 76.19% | 5         | 23.81% |

## Spring 2014 (see attached report)

- Number of students of color targeted was 216; faculty/instructors, 290; forms, 851 (based on the number of courses in which students enrolled for spring 2014).
- Number by ethnicity and academic standing:

| Ethnicity        | Number/Enroll      |
|------------------|--------------------|
| African American | 82 / 267           |
| Hispanic         | 44 / 288           |
| Asian            | 69 / 411           |
| Native American  | 21 / 114           |
| <b>Total</b>     | <b>216 / 1080*</b> |

\*Internal working roster.

| Academic Standing                                    | Number    |
|--|-----------|
| 1 <sup>st</sup> Year                                 | 70 of 216 |
| 2 <sup>nd</sup> Year                                 | 68 of 216 |
| 3 <sup>rd</sup> Year                                 | 38 of 216 |
| 4 <sup>th</sup> Year                                 | 40 of 216 |
| <b>Total distribution by academic standing ONLY.</b> |           |

- Number of responses by faculty, 634/851 (74.5%); individual student return rate, 213/216 (98.61%); individual faculty return rate, 210/290 (72.4%); targeted students by departments and concerns, 634/199 (31.4%).
- Of the 634/851 reports returned to the department, 199 (23.38%) showed academic concerns.
- There were 10 areas within the concern category; however, the two major types identified by faculty/instructors included low test/quizzes scores (199) and class attendance (121).
- At the end of the spring semester, of the 216 100%) Tracker students, 142 (65.74%) had a 2.0 GPA or greater, 51 (23.61%) had a 2.3 GPA and above and 74 (34.26%) had below a 2.0 GPA.
- As of July 2, 2014, of the 216 (100%) students on Tracker, 38 (17.59%) were placed on probation and 33 (15.28%) were suspended (see additional data below for a breakdown by ethnicity and academic standing by individual populations).

| MRP Tracker Spring 2014 (0685) (Sent) |            |                | GPA Update 2.300 Report (Sent) |        |            |        | GPA Update 2.000 Update (Sent) |        |           |        |
|---------------------------------------|------------|----------------|--------------------------------|--------|------------|--------|--------------------------------|--------|-----------|--------|
|                                       |            | %              | >2.300                         | %      | <2.300     | %      | >2.000                         | %      | <2.000    | %      |
| <b>Individual Students:</b>           | <b>216</b> | <b>100.00%</b> | <b>51</b>                      | 23.61% | <b>165</b> | 76.39% | <b>142</b>                     | 65.74% | <b>74</b> | 34.26% |
| African American                      | 82         | 37.96%         | 12                             | 14.63% | 70         | 85.37% | 49                             | 59.76% | 33        | 40.24% |
| Hispanic                              | 44         | 20.37%         | 16                             | 36.36% | 28         | 63.64% | 30                             | 68.18% | 14        | 31.82% |
| Asian                                 | 69         | 31.94%         | 13                             | 18.84% | 56         | 81.16% | 48                             | 69.57% | 21        | 30.43% |
| Native American                       | 21         | 9.72%          | 12                             | 57.14% | 9          | 42.86% | 17                             | 80.95% | 4         | 19.05% |
| 1 <sup>st</sup> Year                  | 70         | 32.41%         | 13                             | 18.57% | 57         | 81.43% | 34                             | 48.57% | 36        | 51.43% |
| 2 <sup>nd</sup> Year                  | 68         | 31.48%         | 12                             | 17.65% | 56         | 82.35% | 47                             | 69.12% | 21        | 30.88% |
| 3 <sup>rd</sup> Year                  | 38         | 17.59%         | 23                             | 60.53% | 15         | 39.47% | 30                             | 78.95% | 8         | 21.05% |
| 4 <sup>th</sup> Year                  | 40         | 18.52%         | 5                              | 12.50% | 35         | 87.50% | 33                             | 82.50% | 7         | 17.50% |
| SSS                                   | 20         | 9.26%          | 8                              | 40.00% | 12         | 60.00% | 15                             | 75.00% | 5         | 25.00% |

Another outcome of the data derivative of the MRP Tracker is the identification of the subject areas in which most of our students experience academic difficulties. The subjects of most concern during the 2013-2014 academic year were Mathematics, Academic Skills and Biology. This outcome helped the department to either make referrals and/or provide direct intervention. An example of our help is the implementation of daily workshops in four areas of Mathematics by the Math Skills Specialist. These include: Math Business Analysis I and II, Elementary Algebra, College Algebra and Intermediate Algebra. This became a very popular approach for assisting students in Math in addition to one-on-one tutoring. The need for assistance in all other subject areas was referred to campus resources (e.g. Center for Academic Resources and the Writing Lab) unless students needed more intense help with writing activities, when they were referred to the MRP Writing Skills Specialist. We also encouraged students to meet with their professors to discuss coursework and other related issues.

Generally speaking, part of the process includes sending thank you letters, friendly reminders and feedback to faculty regarding intervention strategies offered to students. Counselors make contacts (100%) with students receiving a Tracker report from the faculty. Students are provided with academic assistance and/or referrals to other resources on/off campus. MRP Counselors also follow up with e-mails and/or schedule office visits with students as part of the process. Students placed on suspension status are offered assistance with the appeal process and strongly encouraged to continue their educational careers. Also the MRP staff receives the Early Alert list and makes contacts with students to engage in conversations structured like those of MRP Tracker.

In summary, the success of this program is very much dependent upon our continued partnerships and collaborations with the campus community; its' intersections (e.g. administration, deans, faculty, staff, departments/units and students) with diversity; through our ability to measure successful outcomes that are prompted by facts rather than speculations; and by impacting a sustainable change that focuses on greater rates of persistence, retention and graduation of students of color, thus helping to close the achievement gap and other gaps within specific areas of academic focus that were revealed during the Equity Scorecard process. Since the MRP department has the roster in place for the next MRP Tracker distribution (Fall 2014), letters to students are being updated requesting them to schedule an appointment to meet with their MRP counselor/advisor immediately to work on a plan of action for the fall semester.

# 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  | 2014  |
|--------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 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% | 9.9%  |
| 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% | 15.3% |
| 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% | 17.8% |
| 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% | 17.7% |
| 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% | 18.1% |
| 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% | 13.0% |
| 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%  | 6.7%  |
| 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%  | 1.4%  |
| 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%  | 0.1%  |
| 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% | 33.7% |
| 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% | 45.0% |
| 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% | 78.7% |
| 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% | 21.0% |
| 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%  | 0.3%  |
| 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% | 21.3% |

### New Freshman Avg HS Rank and Avg ACT

|             | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|-------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| 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 | 65.6 |
| 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 | 22.3 |

### 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  | 2014  |
|------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 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 | 1,709 |
| 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% | 78.2% |       |
| 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% | 9.9%  |
| 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% | 25.2% |
| 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% | 33.7% |
| 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% | 43.0% |
| 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% | 60.7% |
| 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% | 78.7% |
| 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.

Full Time FYR with A Fall GPA < 2.00  
by Race/Ethnicity



## FT FYR FALL GPA < 2.00 BY RACE/ETHNICITY

|                         |              | <u>2006</u> | <u>2007</u> | <u>2008</u> | <u>2009</u> | <u>2010</u> | <u>2011</u> | <u>2012</u> | <u>2013</u> | <u>2014</u> |
|-------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>African American</b> | n            | 25          | 34          | 53          | 52          | 62          | 74          | 86          | 54          | 74          |
|                         | n < 2.00     | 9           | 13          | 29          | 23          | 29          | 44          | 48          | 15          | 25          |
|                         | % below 2.00 | 36.0%       | 38.2%       | 54.7%       | 44.2%       | 46.8%       | 59.5%       | 55.8%       | 27.8%       | 33.8%       |
| <b>American Indian</b>  | n            | 25          | 21          | 21          | 29          | 24          | 28          | 27          | 19          | 43          |
|                         | n < 2.00     | 7           | 4           | 6           | 6           | 6           | 11          | 13          | 4           | 9           |
|                         | % below 2.00 | 28.0%       | 19.0%       | 28.6%       | 20.7%       | 25.0%       | 39.3%       | 48.1%       | 21.1%       | 20.9%       |
| <b>SE Asian</b>         | n            | 46          | 35          | 46          | 51          | 52          | 65          | 57          | 41          | 57          |
|                         | n < 2.00     | 13          | 7           | 5           | 9           | 9           | 17          | 18          | 10          | 15          |
|                         | % below 2.00 | 28.3%       | 20.0%       | 10.9%       | 17.6%       | 17.3%       | 26.2%       | 31.6%       | 24.4%       | 26.3%       |
| <b>Asian</b>            | n            | 11          | 14          | 12          | 5           | 10          | 23          | 14          | 17          | 16          |
|                         | n < 2.00     | 4           | 1           | 1           | 0           | 2           | 4           | 1           | 3           | 1           |
|                         | % below 2.00 | 36.4%       | 7.1%        | 8.3%        | 0.0%        | 20.0%       | 17.4%       | 7.1%        | 17.6%       | 6.3%        |
| <b>Pacific Islander</b> | n            |             |             |             | 3           | 3           | 0           | 6           | 4           | 7           |
|                         | n < 2.00     |             |             |             | 1           | 0           |             | 2           | 0           | 2           |
|                         | % below 2.00 |             |             |             | 33.3%       | 0.0%        |             | 33.3%       | 0.0%        | 28.6%       |
| <b>Hispanic</b>         | n            | 26          | 33          | 41          | 41          | 59          | 56          | 68          | 62          | 54          |
|                         | n < 2.00     | 4           | 4           | 11          | 10          | 18          | 23          | 22          | 10          | 17          |
|                         | % below 2.00 | 15.4%       | 12.1%       | 26.8%       | 24.4%       | 30.5%       | 41.1%       | 32.4%       | 16.1%       | 31.5%       |
| <b>SOC Subtotal</b>     | n            | 133         | 137         | 173         | 181         | 210         | 246         | 258         | 197         | 251         |
|                         | n < 2.00     | 37          | 29          | 52          | 49          | 64          | 99          | 104         | 42          | 69          |
|                         | % below 2.00 | 27.8%       | 21.2%       | 30.1%       | 27.1%       | 30.5%       | 40.2%       | 40.3%       | 21.3%       | 27.5%       |
| <b>White</b>            | n            | 1,585       | 1,567       | 1,620       | 1,708       | 1,639       | 1,599       | 1,555       | 1,526       | 1,431       |
|                         | n < 2.00     | 184         | 204         | 209         | 211         | 227         | 255         | 221         | 130         | 175         |
|                         | % below 2.00 | 11.6%       | 13.0%       | 12.9%       | 12.4%       | 13.8%       | 15.9%       | 14.2%       | 8.5%        | 12.2%       |
| <b>Unknown</b>          | n            | 9           | 9           | 7           | 10          | 0           | 1           | 0           | 1           | 1           |
|                         | n < 2.00     | 1           | 1           | 1           | 0           |             | 0           |             | 1           | 0           |
|                         | % below 2.00 | 11.1%       | 11.1%       | 14.3%       | 0.0%        |             | 0.0%        |             | 0.0%        | 0.0%        |
| <b>International</b>    | n            | 13          | 10          | 8           | 6           | 7           | 10          | 15          | 3           | 13          |
|                         | n < 2.00     | 1           | 1           | 2           | 2           | 2           | 2           | 1           | 2           | 2           |
|                         | % below 2.00 | 7.7%        | 10.0%       | 25.0%       | 33.3%       | 28.6%       | 20.0%       | 6.7%        | 66.7%       | 15.4%       |
| <b>Total</b>            | n            | 1,740       | 1,723       | 1,808       | 1,905       | 1,856       | 1,856       | 1,828       | 1,727       | 1,696       |
|                         | n < 2.00     | 223         | 235         | 264         | 262         | 293         | 356         | 326         | 175         | 246         |
|                         | % below 2.00 | 12.8%       | 13.6%       | 14.6%       | 13.8%       | 15.8%       | 19.2%       | 17.8%       | 10.1%       | 14.5%       |

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

# Semester GPA for Full-Time Students by Class and Race/Ethnicity



## SEM 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> | <b>Fall 2014</b> |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| African American | 2.01             | 2.09             | 2.09             | 1.76             | 1.88             | 1.89             | 1.99             | 2.12             | 2.28             |
| American Indian  | 2.70             | 2.48             | 2.48             | 2.32             | 2.45             | 2.24             | 2.25             | 2.63             | 2.64             |
| SE Asian         | 2.53             | 2.75             | 2.75             | 2.23             | 2.31             | 2.43             | 2.30             | 2.42             | 2.35             |
| Asian            | 2.56             | 3.01             | 3.01             | 2.46             | 2.43             | 3.00             | 2.74             | 2.70             | 3.01             |
| Pac Islander     |                  |                  |                  |                  | 2.99             | 2.32             | 2.56             | 3.06             | 2.79             |
| Hispanic         | 2.73             | 2.37             | 2.37             | 2.21             | 2.23             | 2.13             | 2.49             | 2.72             | 2.46             |
| White            | 2.80             | 2.76             | 2.76             | 2.61             | 2.61             | 2.67             | 2.73             | 2.86             | 2.81             |
| Unknown          | 2.88             | 2.84             | 2.84             | 2.82             | 2.45             | 2.77             |                  |                  | 2.52             |
| International    | 2.99             | 2.68             | 2.68             | 2.76             | 2.89             | 3.06             | 3.30             | 2.91             | 2.98             |
| <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>2.76</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> | <b>Fall 2014</b> |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| African American | 2.72             | 2.66             | 2.66             | 2.11             | 2.06             | 2.28             | 2.45             | 2.50             | 2.46             |
| American Indian  | 3.10             | 2.60             | 2.60             | 2.95             | 2.45             | 2.48             | 2.81             | 2.55             | 2.79             |
| SE Asian         | 3.13             | 2.88             | 2.88             | 2.49             | 2.50             | 2.57             | 2.64             | 2.78             | 2.72             |
| Asian            | 2.74             | 2.70             | 2.70             | 2.81             | 3.11             | 2.70             | 2.90             | 3.06             | 2.94             |
| Pac Islander     |                  |                  |                  |                  | 1.58             | 2.27             | 3.34             | 2.69             | 3.40             |
| Hispanic         | 3.00             | 2.70             | 2.70             | 2.71             | 2.67             | 2.72             | 2.50             | 2.80             | 2.67             |
| White            | 3.03             | 3.03             | 3.03             | 2.89             | 2.94             | 2.89             | 2.94             | 2.96             | 3.00             |
| 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             | 3.08             |
| <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>2.96</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> | <b>Fall 2014</b> |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| African American | 2.66             | 2.71             | 2.71             | 2.56             | 2.62             | 2.41             | 2.72             | 2.71             | 2.58             |
| American Indian  | 3.19             | 2.71             | 2.71             | 2.82             | 3.11             | 2.63             | 2.57             | 2.77             | 2.78             |
| SE Asian         | 2.82             | 3.02             | 3.02             | 2.89             | 2.90             | 2.75             | 2.66             | 2.89             | 2.80             |
| Asian            | 2.82             | 3.04             | 3.04             | 2.77             | 2.77             | 3.10             | 3.15             | 3.20             | 3.23             |
| Pac Islander     |                  |                  |                  |                  | 2.46             | 2.82             | 2.99             | 3.15             | 2.52             |
| Hispanic         | 2.96             | 3.07             | 3.07             | 2.77             | 2.78             | 2.78             | 2.80             | 2.96             | 2.75             |
| White            | 3.13             | 3.16             | 3.16             | 3.07             | 3.09             | 3.05             | 3.05             | 3.05             | 3.09             |
| 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             | 3.07             |
| <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>3.05</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> | <b>Fall 2014</b> |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| African American | 2.79             | 2.74             | 2.74             | 2.69             | 2.74             | 2.78             | 2.85             | 2.99             | 3.08             |
| American Indian  | 2.81             | 3.34             | 3.34             | 2.97             | 2.73             | 3.10             | 3.20             | 3.14             | 3.15             |
| SE Asian         | 3.26             | 3.14             | 3.14             | 3.06             | 3.01             | 3.06             | 3.08             | 3.02             | 3.14             |
| Asian            | 3.36             | 3.01             | 3.01             | 3.09             | 3.15             | 2.89             | 3.23             | 3.17             | 3.25             |
| Pac Islander     |                  |                  |                  |                  |                  | 2.82             | 2.38             | 2.82             | 3.46             |
| Hispanic         | 3.26             | 3.18             | 3.18             | 3.07             | 3.08             | 3.14             | 3.06             | 3.20             | 3.20             |
| White            | 3.31             | 3.31             | 3.31             | 3.28             | 3.28             | 3.28             | 3.28             | 3.27             | 3.26             |
| Unknown          | 3.44             | 3.29             | 3.29             | 3.16             | 3.48             | 3.18             | 3.37             | 3.38             | 3.58             |
| International    | 3.43             | 3.22             | 3.22             | 3.08             | 3.13             | 3.31             | 3.24             | 3.15             | 2.91             |
| <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>      | <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> | <u>Fall 2014</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%            | 22.0%            |                  |                  |                  |                  |                  |                  |
| 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> | <u>Fall 2014</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> | <u>Fall 2014</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%            |                  |                  |                  |                  |                  |                  |                  |



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

| <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> | <u>Fall 2014</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%            | 63.3%            |                  |                  |
| 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> | <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> | <u>Fall 2014</u> |
|------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Initial cohort size          |                  |                  |                  |                  |                  |                  |                  |                  |                  | 1                | 1                | 1                | 1                | 1                |                  |
| 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>      | <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> | <u>Fall 2014</u> |
|----------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Initial cohort size  | 22               | 20               | 25               | 31               | 23               | 24               | 27               | 33               | 42               | 39               | 51               | 49               | 68               | 63               |                  |
| 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%            | 49.0%            |                  |                  |                  |
| 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%            |                  |                  |                  |                  |                  |                  |                  |

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

| <b>Two or More Races</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> | <u>Fall 2014</u> |
|--------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 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>         | <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> | <u>Fall 2014</u> |
|----------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 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%            |                  |                  |                  |                  |                  |                  |                  |

| <b>Total</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> | <u>Fall 2014</u> |
|----------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 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%            |                  |                  |                  |                  |                  |                  |                  |

Academic Year 2009-10 to 2014-15  
DFW Rates for  
High Enrollment Courses



**Academic Year 2009-10 to 2014-15 DFW rates for high enrollment courses**  
**(DFW - students getting a 'D', 'F' or 'W' withdrawing from a class after the census date)**

| Course                            |                 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-----------------------------------|-----------------|---------|---------|---------|---------|---------|---------|
| Bio 104 (Eco in Crisis)           | % DFW           | 12.4%   | 19.9%   | 15.5%   | 11.1%   | 13.7%   | 15.3%   |
|                                   | census date n = | 436     | 438     | 440     | 422     | 416     | 477     |
|                                   | dfw n =         | 54      | 87      | 68      | 47      | 57      | 73      |
| Bio 105                           | % DFW           | 26.5%   | 28.0%   | 26.7%   | 23.4%   | 24.1%   | 23.5%   |
|                                   | census date n = | 1,335   | 1,505   | 1,452   | 1,451   | 1,244   | 1,279   |
|                                   | dfw n =         | 354     | 421     | 387     | 339     | 300     | 301     |
| Bio 211 (Hum Anatomy)             | % DFW           | 26.7%   | 35.3%   | 25.6%   | 21.3%   | 27.1%   | 24.9%   |
|                                   | census date n = | 499     | 519     | 497     | 512     | 487     | 535     |
|                                   | dfw n =         | 133     | 183     | 127     | 109     | 132     | 133     |
| Bio 212 (Hum Physiology)          | % DFW           | 16.3%   | 7.9%    | 10.9%   | 11.8%   | 10.8%   | 4.9%    |
|                                   | census date n = | 307     | 305     | 313     | 313     | 315     | 328     |
|                                   | dfw n =         | 50      | 24      | 34      | 37      | 34      | 16      |
| Chem 105 (Gen Chem)               | % DFW           | 28.5%   | 22.7%   | 15.2%   | 21.3%   | 16.0%   | 17.1%   |
|                                   | census date n = | 428     | 488     | 447     | 445     | 420     | 434     |
|                                   | dfw n =         | 122     | 111     | 68      | 95      | 67      | 74      |
| Chem 101 (Org Chem I)             | % DFW           | 8.0%    | 16.9%   | 15.3%   | 16.1%   | 8.9%    | 10.0%   |
|                                   | census date n = | 237     | 278     | 249     | 267     | 270     | 291     |
|                                   | dfw n =         | 19      | 47      | 38      | 43      | 24      | 29      |
| Geology 102                       | % DFW           | 23.4%   | 24.0%   | 19.2%   | 23.2%   | 21.5%   | 28.2%   |
|                                   | census date n = | 453     | 470     | 453     | 440     | 441     | 482     |
|                                   | dfw n =         | 106     | 113     | 87      | 102     | 95      | 136     |
| Anthro 102                        | % DFW           | 25.7%   | 40.7%   | 33.3%   | 25.6%   | 28.3%   | 16.1%   |
|                                   | census date n = | 401     | 452     | 412     | 410     | 385     | 354     |
|                                   | dfw n =         | 103     | 184     | 137     | 105     | 109     | 57      |
| Anthro 122 (World Ethno)          | % DFW           | 31.5%   | 24.8%   | 15.1%   | 20.2%   | 22.5%   | 22.5%   |
|                                   | census date n = | 324     | 343     | 350     | 362     | 178     | 102     |
|                                   | dfw n =         | 102     | 85      | 53      | 73      | 40      | 23      |
| Comm 111                          | % DFW           | 13.3%   | 24.0%   | 11.9%   | 10.9%   | 8.5%    | 12.2%   |
|                                   | census date n = | 1,983   | 2,240   | 1,941   | 1,975   | 1,852   | 1,949   |
|                                   | dfw n =         | 263     | 538     | 231     | 216     | 157     | 238     |
| Crim Justice 103/110              | % DFW           | 10.8%   | 17.3%   | 15.9%   | 11.6%   | 13.5%   | 12.8%   |
|                                   | census date n = | 195     | 243     | 251     | 199     | 163     | 179     |
|                                   | dfw n =         | 21      | 42      | 40      | 23      | 22      | 23      |
| Geog 102                          | % DFW           | 27.2%   | 31.1%   | 16.8%   | 22.8%   | 22.0%   | 18.9%   |
|                                   | census date n = | 1,590   | 1,805   | 1,775   | 1,627   | 942     | 715     |
|                                   | dfw n =         | 433     | 561     | 298     | 371     | 207     | 135     |
| History 101 (Early Civilization)  | % DFW           | 16.6%   | 25.3%   | 10.4%   | 22.7%   | 17.7%   | 16.8%   |
|                                   | census date n = | 895     | 859     | 690     | 850     | 700     | 537     |
|                                   | dfw n =         | 149     | 217     | 72      | 193     | 124     | 90      |
| History 102 (Modern Civilization) | % DFW           | 25.7%   | 39.2%   | 28.9%   | 32.0%   | 27.1%   | 19.6%   |
|                                   | census date n = | 724     | 1,254   | 803     | 644     | 454     | 388     |
|                                   | dfw n =         | 186     | 492     | 232     | 206     | 123     | 76      |

|                                     |                                      |                       |                       |                       |                       |                       |                       |
|-------------------------------------|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| History 201 (US History to 1877)    | % DFW<br>census date n =<br>dflw n = | 17.0%<br>611<br>104   | 32.7%<br>839<br>274   | 15.4%<br>799<br>123   | 14.4%<br>550<br>79    | 7.9%<br>432<br>34     | 15.4%<br>364<br>56    |
| History 202 (US History since 1877) | % DFW<br>census date n =<br>dflw n = | 15.9%<br>671<br>107   | 32.0%<br>882<br>282   | 16.2%<br>691<br>112   | 25.5%<br>553<br>141   | 16.2%<br>500<br>81    | 19.3%<br>502<br>97    |
| Philosophy 101 (Logic)              | % DFW<br>census date n =<br>dflw n = | 27.7%<br>264<br>73    | 29.2%<br>113<br>33    | 21.0%<br>176<br>37    | 26.5%<br>102<br>27    | 17.4%<br>178<br>31    | 20.7%<br>111<br>23    |
| Philosophy 105 (Ethics)             | % DFW<br>census date n =<br>dflw n = | 19.3%<br>641<br>124   | 35.7%<br>900<br>321   | 19.4%<br>650<br>126   | 18.3%<br>651<br>119   | 7.9%<br>661<br>52     | 10.6%<br>283<br>30    |
| Philosophy 109 (Intro to Phil)      | % DFW<br>census date n =<br>dflw n = | 29.7%<br>535<br>159   | 35.9%<br>746<br>268   | 32.8%<br>606<br>199   | 25.7%<br>728<br>187   | 20.9%<br>535<br>112   | 13.3%<br>525<br>70    |
| Pol Sci 105                         | % DFW<br>census date n =<br>dflw n = | 19.9%<br>569<br>113   | 39.0%<br>769<br>300   | 15.1%<br>584<br>88    | 18.5%<br>508<br>94    | 14.1%<br>469<br>66    | 20.2%<br>495<br>100   |
| Psych 101                           | % DFW<br>census date n =<br>dflw n = | 29.0%<br>1,396<br>405 | 31.8%<br>1,495<br>475 | 15.9%<br>1,595<br>254 | 16.1%<br>1,546<br>249 | 14.4%<br>1,166<br>168 | 11.6%<br>962<br>112   |
| Rel Stds 102 (World Religions)      | % DFW<br>census date n =<br>dflw n = | 30.6%<br>543<br>166   | 36.2%<br>787<br>285   | 22.0%<br>773<br>170   | 23.3%<br>615<br>143   | 13.2%<br>562<br>74    | 14.4%<br>620<br>89    |
| Rel Stds 104 (Religions in America) | % DFW<br>census date n =<br>dflw n = | 8.5%<br>377<br>32     | 18.9%<br>380<br>72    | 9.9%<br>322<br>32     | 11.3%<br>450<br>51    | 12.5%<br>407<br>51    | 32.3%<br>189<br>61    |
| Soc 101                             | % DFW<br>census date n =<br>dflw n = | 30.4%<br>918<br>279   | 42.2%<br>920<br>388   | 26.0%<br>812<br>211   | 14.0%<br>900<br>126   | 12.9%<br>769<br>99    | 12.0%<br>841<br>101   |
| WBIS 188                            | % DFW<br>census date n =<br>dflw n = | 13.3%<br>1,695<br>225 | 13.3%<br>1,853<br>246 | 9.7%<br>1,585<br>153  | 8.0%<br>1,547<br>124  | 7.1%<br>1,441<br>102  | 10.3%<br>1,518<br>156 |
| Math 100 (Remedial Math)            | % DFW<br>census date n =<br>dflw n = | 35.4%<br>396<br>140   | 34.7%<br>380<br>132   | 35.7%<br>364<br>130   | 36.5%<br>370<br>135   | 33.8%<br>299<br>101   | 31.6%<br>332<br>105   |
| Math 103 (Intro College Alg)        | % DFW<br>census date n =<br>dflw n = | 36.3%<br>1,337<br>485 | 40.4%<br>1,285<br>519 | 33.4%<br>1,273<br>425 | 36.9%<br>1,285<br>474 | 33.0%<br>1,184<br>391 | 37.4%<br>1,280<br>479 |
| Math 104 (College Alg)              | % DFW<br>census date n =<br>dflw n = | 33.0%<br>731<br>241   | 32.7%<br>952<br>311   | 24.8%<br>822<br>204   | 20.1%<br>815<br>164   | 21.4%<br>747<br>160   | 21.1%<br>871<br>184   |
| Math 110 (Number Sys)               | % DFW<br>census date n =<br>dflw n = | 14.0%<br>314<br>44    | 19.6%<br>337<br>66    | 13.6%<br>236<br>32    | 9.8%<br>254<br>25     | 14.1%<br>262<br>37    | 19.2%<br>239<br>46    |

|                        |   |                     |                     |                     |                     |                     |                     |
|------------------------|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Math 204 (Bus Math I)  | % DFW<br><i>census date n =</i><br><i>dfw n =</i> | 24.7%<br>635<br>157 | 30.3%<br>702<br>213 | 26.8%<br>628<br>168 | 30.4%<br>652<br>198 | 30.3%<br>664<br>201 | 31.5%<br>724<br>228 |
| Math 206 (Bus Math II) | % DFW<br><i>census date n =</i><br><i>dfw n =</i> | 21.0%<br>466<br>98  | 29.4%<br>520<br>153 | 17.3%<br>456<br>79  | 22.2%<br>454<br>101 | 21.0%<br>452<br>95  | 24.8%<br>508<br>126 |
| Math 171 (Calc I)      | % DFW<br><i>census date n =</i><br><i>dfw n =</i> | 37.8%<br>320<br>121 | 49.7%<br>356<br>177 | 28.1%<br>302<br>85  | 39.7%<br>330<br>131 | 35.1%<br>271<br>95  | 37.3%<br>255<br>95  |
| PBIS 187               | % DFW<br><i>census date n =</i><br><i>dfw n =</i> | 27.8%<br>223<br>62  | 31.9%<br>191<br>61  | 6.3%<br>158<br>10   | 9.2%<br>153<br>14   | 16.9%<br>148<br>25  | 18.4%<br>49<br>9    |
| PBIS 188               | % DFW<br><i>census date n =</i><br><i>dfw n =</i> | 15.6%<br>224<br>35  | 24.7%<br>219<br>54  | 22.4%<br>223<br>50  | 16.6%<br>169<br>28  | 17.7%<br>124<br>22  | 37.5%<br>64<br>24   |
| PBIS 189               | % DFW<br><i>census date n =</i><br><i>dfw n =</i> | 17.6%<br>397<br>70  | 27.4%<br>442<br>121 | 20.4%<br>407<br>83  | 19.5%<br>389<br>76  | 14.6%<br>378<br>55  | 14.6%<br>342<br>50  |

# NSSE Fall 2014 Engagement Indicators Summary by College



## NSSE Fall 2014 Engagement Indicators Summary by College

The National Survey of Student Engagement (NSSE) is a large-scale annual assessment of first year and senior students administered to institutions to obtain information on activities known to lead to student learning. UW Oshkosh participated in 2001, 2004, 2006, 2011, and 2014. The recent instrument was redesigned into four themes, each with various subcategories known, or engagement indicators.

Items with four response options (e.g., Never, Sometimes, Often, and Very often) are recoded with values of 0, 20, 40, or 60. Generally this means a higher score indicates students' higher frequency for the corresponding questions.

There is no passing score and the meaning is made through relative comparison between groups. For more information on scoring calculations, visit the NSSE website at [http://nsse.iub.edu/html/engagement\\_indicators.cfm](http://nsse.iub.edu/html/engagement_indicators.cfm).

Table one shows the Engagement Indicators for each college. For greater examination, please consult the NSSE generated report on Engagement Indicators, which provides details at the question level.

### Observations

*Quality of Interactions* received the highest mean score (42.72) across the University. *Higher Order Learning* and *Reflective and Integrative Learning* also ranked highly.

Conversely, *Student-Faculty Interaction* has the lowest mean score (23.21) across the University.

*Quantitative Reasoning* also ranked low across the institution with a mean score of (26.26).

The indicator with the largest disparity is *Collaborative Learning*. Life Long Learning and Continuing Education (formerly CNL), at (18.26) was lower than the overall University (31.86).



**Table 1. UW Oshkosh NSSE 2014 mean Engagement Indicator scores by College**

| Theme                    | Engagement Indicator                |       | Unknown |       |       | COB   |       |       | CNL   |       | COEHS |       |       | COLS  |       |       | CON   |       |       | University |       |       |
|--------------------------|-------------------------------------|-------|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------------|-------|-------|
|                          |                                     |       | FYR     | SR    | Total | FYR   | SR    | Total | SR    | Total | FYR   | SR    | Total | FYR   | SR    | Total | FYR   | SR    | Total | FYR        | SR    | Total |
| Academic Challenge       | Higher-Order Learning               | Mean  | 40.00   |       | 40.00 | 34.29 | 36.72 | 36.07 | 45.24 | 45.24 | 37.07 | 40.87 | 40.21 | 36.15 | 41.30 | 39.63 | 35.50 | 47.63 | 42.06 | 35.81      | 41.10 | 39.57 |
|                          |                                     | N     | 1       |       | 1     | 49    | 134   | 183   | 42    | 42    | 29    | 138   | 167   | 148   | 308   | 456   | 50    | 59    | 109   | 277        | 681   | 958   |
|                          | Reflective and Integrative Learning | Mean  | 20.00   | 31.43 | 25.71 | 33.31 | 34.86 | 34.44 | 43.11 | 43.11 | 32.38 | 43.51 | 41.61 | 33.64 | 39.48 | 37.54 | 31.61 | 44.88 | 38.77 | 33.05      | 40.11 | 38.05 |
|                          |                                     | N     | 1       | 1     | 2     | 50    | 135   | 185   | 45    | 45    | 30    | 145   | 175   | 159   | 318   | 477   | 52    | 61    | 113   | 292        | 705   | 997   |
|                          | Learning Strategies                 | Mean  | 33.33   | 33.33 | 33.33 | 34.06 | 33.55 | 33.69 | 44.17 | 44.17 | 36.43 | 37.55 | 37.36 | 34.27 | 39.69 | 37.87 | 37.47 | 46.31 | 42.14 | 35.03      | 38.93 | 37.77 |
|                          |                                     | N     | 1       | 1     | 2     | 46    | 122   | 168   | 40    | 40    | 28    | 136   | 164   | 150   | 297   | 447   | 50    | 56    | 106   | 275        | 652   | 927   |
| Quantitative Reasoning   | Mean                                | 26.67 |         | 26.67 | 28.44 | 34.37 | 32.79 | 27.56 | 27.56 | 22.53 | 23.15 | 23.04 | 21.92 | 27.24 | 25.47 | 20.63 | 25.65 | 23.27 | 22.87 | 27.66      | 26.26 |       |
|                          | N                                   | 1     |         | 1     | 49    | 135   | 184   | 45    | 45    | 29    | 144   | 173   | 156   | 312   | 468   | 53    | 59    | 112   | 288   | 695        | 983   |       |
| Learning with Peers      | Collaborative Learning              | Mean  | 20.00   | 50.00 | 35.00 | 31.86 | 34.64 | 33.89 | 18.26 | 18.26 | 31.09 | 34.42 | 33.83 | 29.50 | 32.40 | 31.44 | 32.50 | 31.92 | 32.19 | 30.58      | 32.38 | 31.86 |
|                          |                                     | N     | 1       | 1     | 2     | 51    | 139   | 190   | 43    | 43    | 32    | 147   | 179   | 159   | 323   | 482   | 52    | 60    | 112   | 295        | 713   | 1008  |
|                          | Discussions with Diverse Others     | Mean  |         | 20.00 | 20.00 | 32.17 | 34.48 | 33.86 | 33.41 | 33.41 | 29.64 | 39.15 | 37.52 | 33.55 | 36.64 | 35.61 | 32.25 | 38.13 | 35.33 | 32.69      | 36.64 | 35.47 |
|                          |                                     | N     |         | 1     | 1     | 46    | 125   | 171   | 41    | 41    | 28    | 135   | 163   | 152   | 302   | 454   | 51    | 56    | 107   | 277        | 660   | 937   |
| Experiences with Faculty | Student-Faculty Interaction         | Mean  | 25.00   | 25.00 | 25.00 | 20.82 | 21.79 | 21.53 | 12.39 | 12.39 | 21.83 | 24.00 | 23.62 | 20.99 | 26.74 | 24.83 | 22.50 | 22.79 | 22.65 | 21.33      | 23.99 | 23.21 |
|                          |                                     | N     | 1       | 1     | 2     | 49    | 131   | 180   | 44    | 44    | 30    | 140   | 170   | 157   | 316   | 473   | 52    | 61    | 113   | 289        | 693   | 982   |
|                          | Effective Teaching Practices        | Mean  | 20.00   | 32.00 | 26.00 | 34.02 | 41.24 | 39.32 | 42.47 | 42.47 | 37.66 | 38.15 | 38.07 | 37.76 | 42.68 | 41.06 | 35.92 | 40.92 | 38.58 | 36.72      | 41.29 | 39.96 |
|                          |                                     | N     | 1       | 1     | 2     | 49    | 135   | 184   | 45    | 45    | 29    | 145   | 174   | 156   | 316   | 472   | 53    | 60    | 113   | 288        | 702   | 990   |
| Campus Environment       | Quality of Interactions             | Mean  | 42.50   | 40.00 | 41.25 | 43.22 | 40.62 | 41.30 | 46.08 | 46.08 | 39.48 | 42.57 | 42.03 | 42.14 | 43.83 | 43.25 | 41.83 | 43.95 | 42.89 | 41.99      | 43.03 | 42.72 |
|                          |                                     | N     | 1       | 1     | 2     | 45    | 126   | 171   | 30    | 30    | 28    | 131   | 159   | 151   | 290   | 441   | 49    | 49    | 98    | 274        | 627   | 901   |
|                          | Supportive Environment              | Mean  | 42.50   |       | 42.50 | 39.75 | 32.93 | 34.70 | 32.19 | 32.19 | 36.11 | 34.79 | 35.02 | 37.89 | 34.85 | 35.84 | 39.24 | 32.18 | 35.43 | 38.27      | 34.08 | 35.29 |
|                          |                                     | N     | 1       |       | 1     | 41    | 117   | 158   | 37    | 37    | 27    | 129   | 156   | 138   | 284   | 422   | 46    | 54    | 100   | 253        | 621   | 874   |