

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

**2016-17**



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# Fall 2016 University Studies Program Direct Assessment Results

## Executive Summary

### Background

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

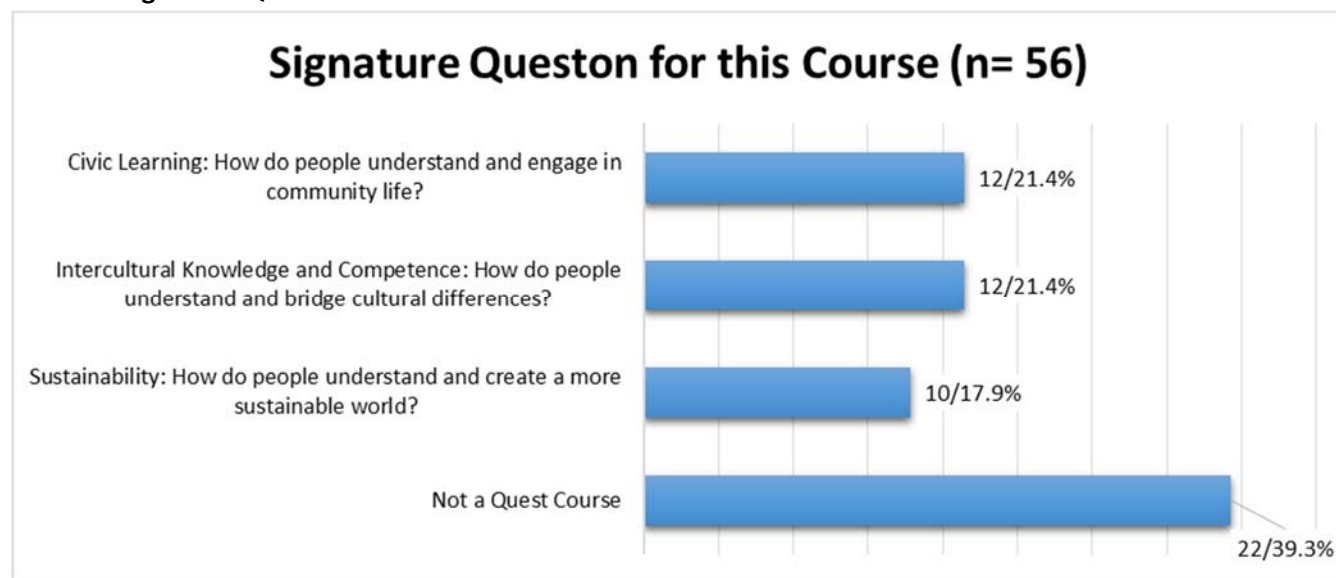
### Key Observations

- There were 205 possible Quest 1, 2, 3, WIBIS, and Explore courses. Responses were received from 63 instructors of those courses.
- 31 academic departments were represented, the most were from Communications (n=7) and English (n=7). See Table 1 for a breakdown for each department.
- Each of the three signature questions was covered, see Chart 1 for the number of courses that covered each signature question.
- The faculty were asked to focus on one assignment. Chart 2 and Chart 3 reveal that all of the 13 UW Oshkosh Essential Learning Outcomes (ELO) were represented by the responding courses. The most frequent was *Written and oral communication* with 23.3% choosing it as the first ELO and 25.0% choosing it as the second ELO. No one choose *Foundations and skills for lifelong learning development* as the first ELO but they did choose it as a second and no one choose *Knowledge of sustainability and its applications* as a second ELO but they did as a first.
- Tables 2 summarizes the performance levels by combined first and second Essential Learning Outcome (ELO). Overall the ELO with the greatest percentage of students showing high proficiency was *Teamwork, leadership, problem-solving* (79.7%) and the greatest percentage of students showing proficiency was *Ethical reasoning and action* (53.2%). The first ELO with the greatest percentage of students showing highly proficient was *Teamwork, leadership, problem-solving* (83.3%) and the greatest percentage of students showing proficiency was *Ethical reasoning and action* (55.4%). Special attention should be paid to the ELO *Quantitative literacy*, 12.6% showed no or limited proficiency. For the second ELO's the one with the greatest percentage of students showing highly proficient was *Foundations and skills for lifelong learning* (79.7%) and the greatest percentage of students showing proficiency was *Identification and objective evaluation of theories and assumptions* (59.6%). Special attention should be paid to the ELO *Critical and creative thinking*, 8.9% showed no or limited proficiency. These tables are followed by charts with each ELO broken down individually to show proficiency levels.

**Table 1. Responding Departments**

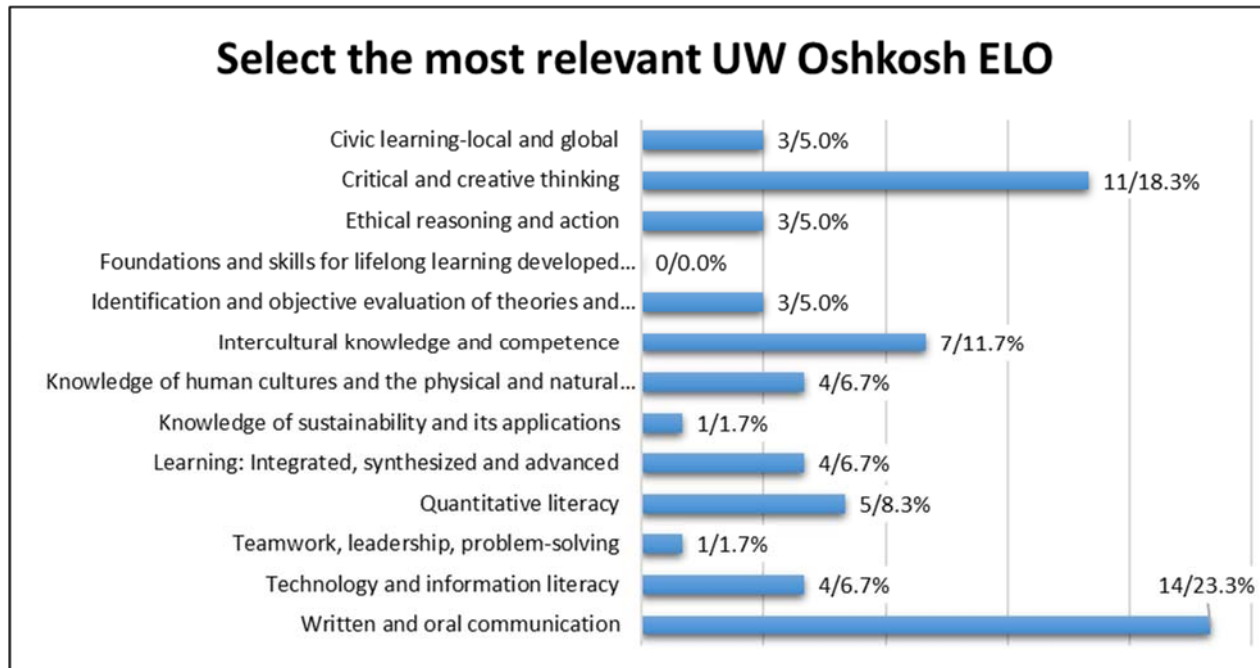
Department	Sections Responding			
ANTHRO	1		SOC	1
ART	1		WG STDS	1
BIOLOGY	1		GERMAN	2
ECON	1		HISTORY	2
ED FOUND	1		HNRS	2
ELEM ED	1		WBIS	2
ENV STDS	1		CHEM	3
GEOLOGY	1		MATH	3
JOURNAL	1		PHIL	3
LIB STDS	1		PHYS/AST	3
MUSIC	1		SPANISH	3
NURSING	1		GEOG	4
PBIS	1		POLI SCI	4
PHY ED	1		COMM	7
PSYCH	1		ENGLISH	7
RELSTDS	1			
			<b>Total</b>	<b>63</b>

**Chart 1. Signature Question for this Course**

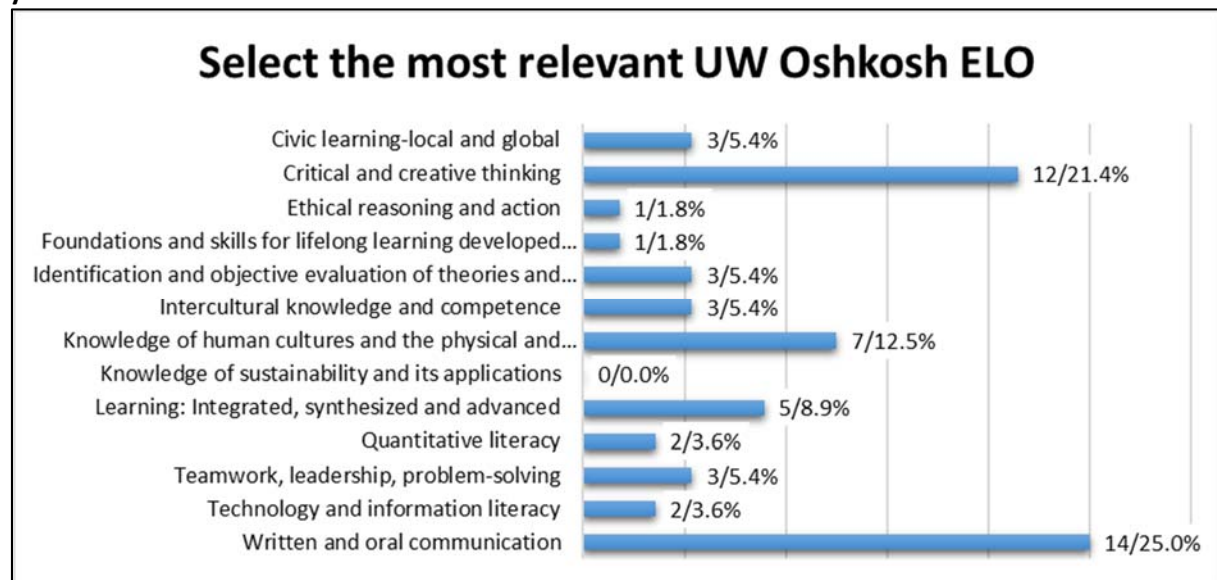


\* Not everyone indicated a signature question.

**Chart 2. Think about the first Essential Learning Outcome (ELO) that best fits with the assignment you described above.**



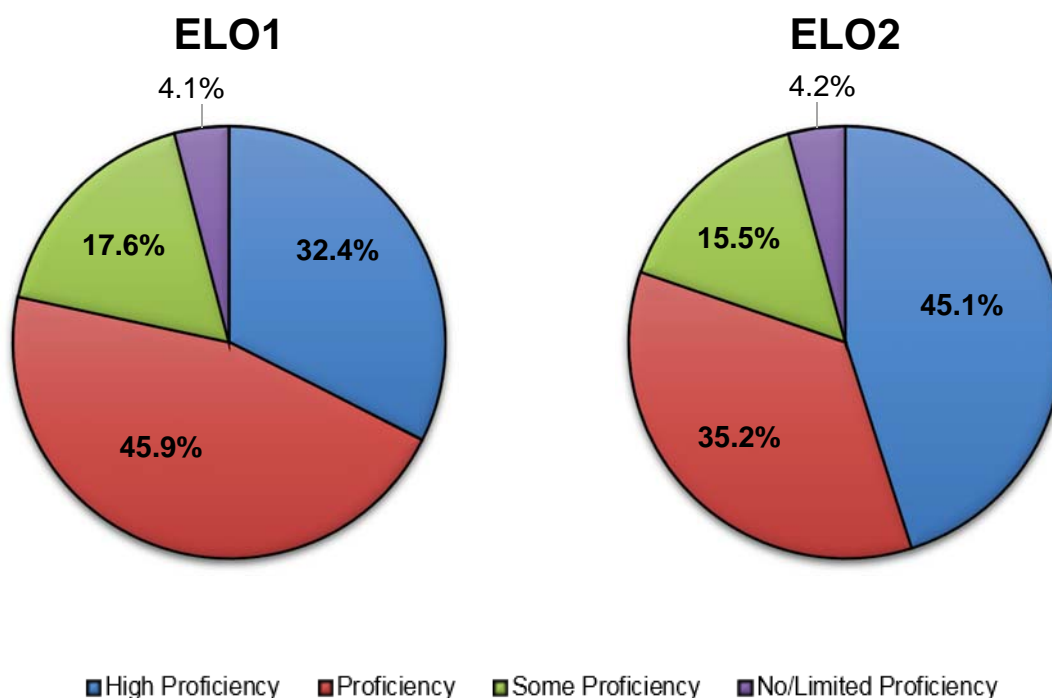
**Chart 3. Think about the second Essential Learning Outcome (ELO) that best fits with the assignment you described above.**



**Table 2. Summary of the distribution of performance level by the Essential Learning Outcome**

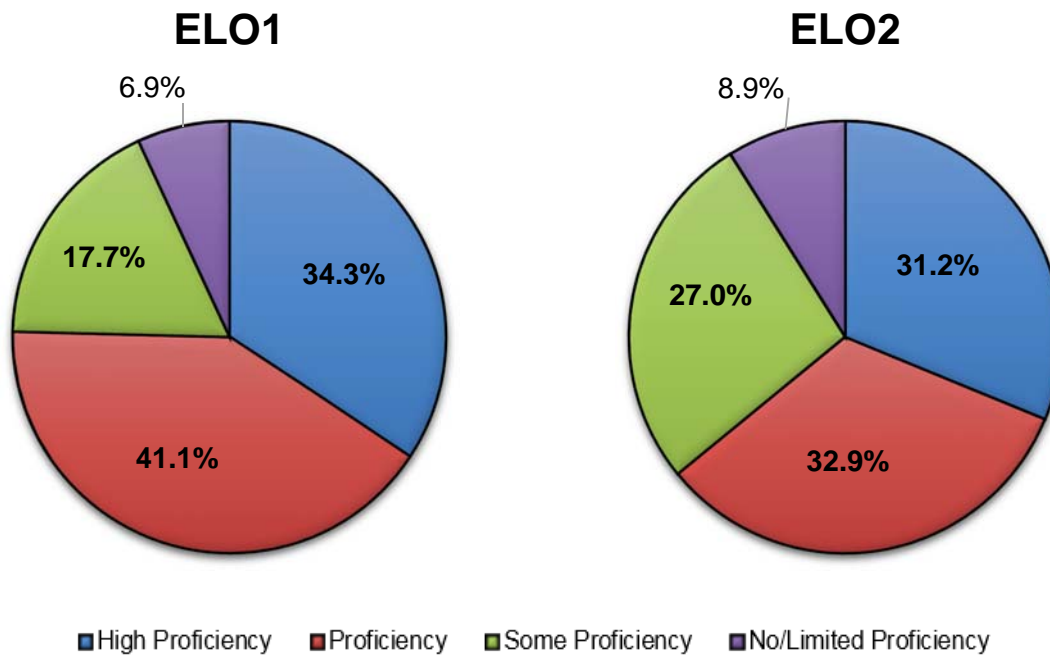
	<b>High Proficiency</b>	<b>Proficiency</b>	<b>Some Proficiency</b>	<b>No/Limited Proficiency</b>	<b>Total Students</b>
ELO: Civic learning-local and global	38.6%	40.7%	16.6%	4.1%	145
ELO: Critical and creative thinking	33.2%	38.1%	21.1%	7.6%	1166
ELO: Ethical reasoning and action	28.7%	53.2%	16.7%	1.4%	216
ELO: Foundations and skills for lifelong learning	79.7%	19.0%	0.0%	1.3%	79
ELO: Identification and objective evaluation of theories and assumptions	36.3%	47.4%	12.0%	4.4%	251
ELO: Intercultural knowledge and competence	21.2%	52.6%	20.7%	5.6%	392
ELO: Knowledge and human cultures and the physical and natural world	30.6%	45.9%	17.5%	5.9%	758
ELO: Knowledge of sustainability and its applications	22.7%	38.6%	36.4%	2.3%	44
ELO: Learning: Integrated, synthesized and advanced	43.7%	32.3%	20.0%	4.0%	300
ELO: Quantitative literacy	17.4%	48.9%	22.5%	11.2%	489
ELO: Teamwork, leadership, problem-solving	48.2%	45.4%	2.8%	3.7%	218
ELO: Technology and Information Literacy	51.4%	37.0%	9.4%	2.2%	181
ELO: Written and oral communication	23.4%	44.2%	25.2%	7.1%	911

## Civic Learning - Local and Global



	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
ELO1: Civic learning-local and global	32.4%	45.9%	17.6%	4.1%	74
ELO2: Civic learning-local and global	45.1%	35.2%	15.5%	4.2%	71
Overall	38.6%	40.7%	16.6%	4.1%	145

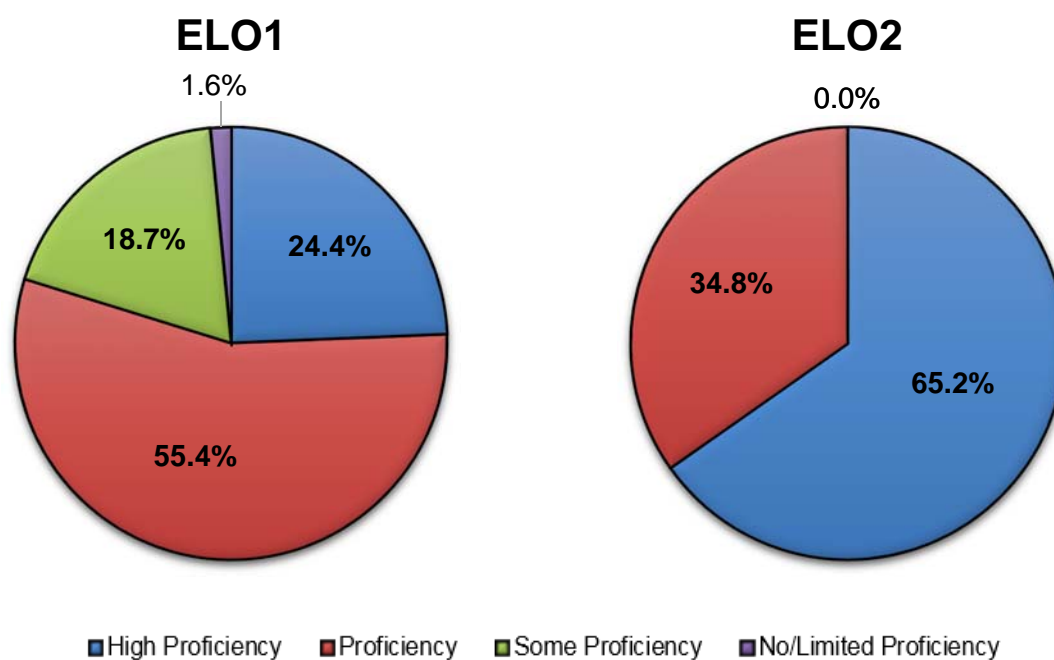
## Critical and Creative Thinking



	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
ELO1: Critical and creative thinking	34.3%	41.1%	17.7%	6.9%	740
ELO2: Critical and creative thinking	31.2%	32.9%	27.0%	8.9%	426
Overall	33.2%	38.1%	21.1%	7.6%	1166

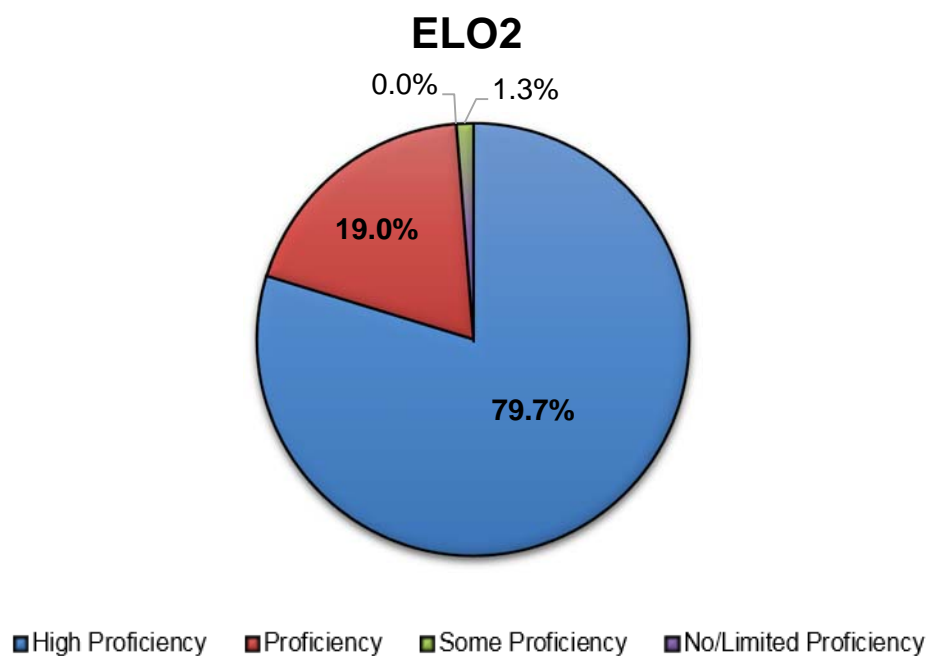


## Ethical Reasoning and Action



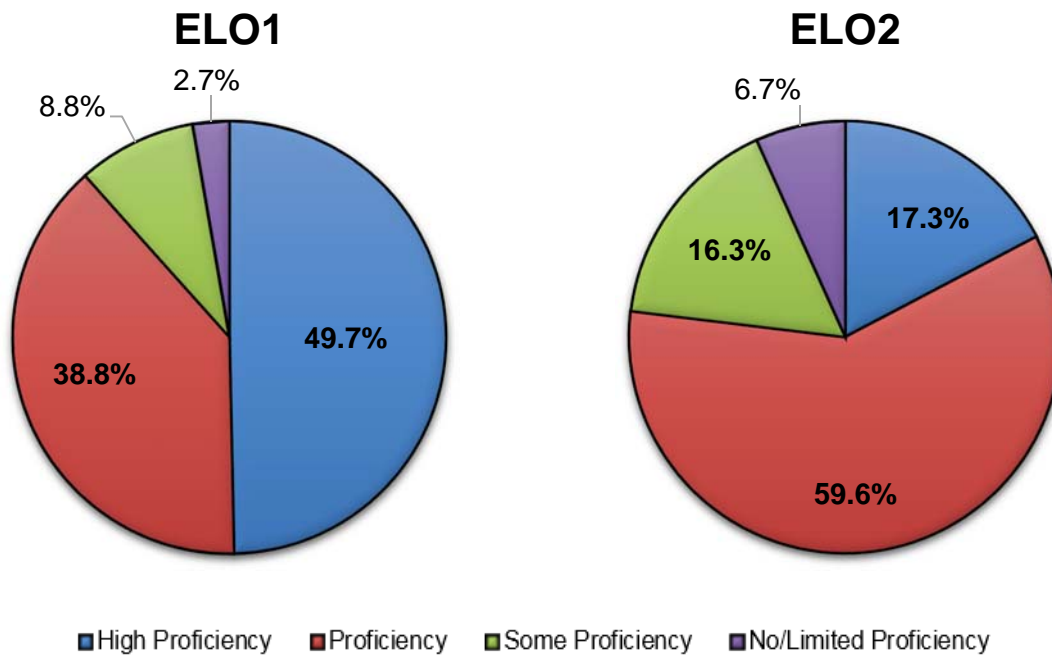
	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
ELO1: Ethical reasoning and action	24.4%	55.4%	18.7%	1.6%	193
ELO2: Ethical reasoning and action	65.2%	34.8%	0.0%	0.0%	23
Overall	28.7%	53.2%	16.7%	1.4%	216

## Foundations and Skills for Lifelong Learning



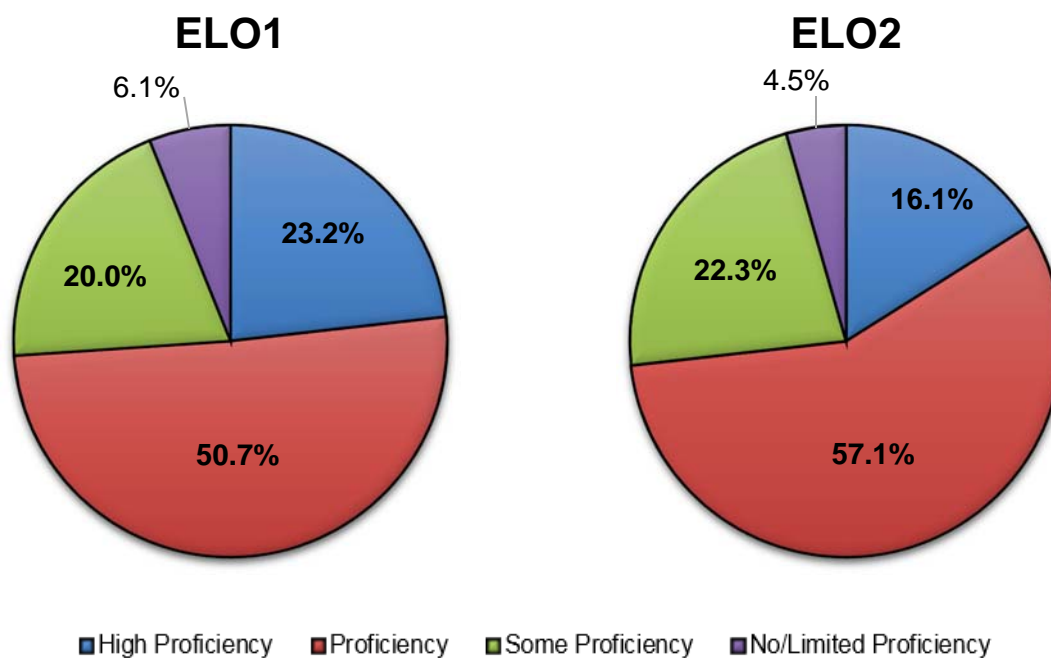
	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO1: Foundations and skills for lifelong learning	0%	0%	0%	0%	0
ELO2: Foundations and skills for lifelong learning	79.7%	19.0%	0.0%	1.3%	79
Overall	79.7%	19.0%	0.0%	1.3%	79

## Identification and Objective Evaluation of Theories and Assumptions



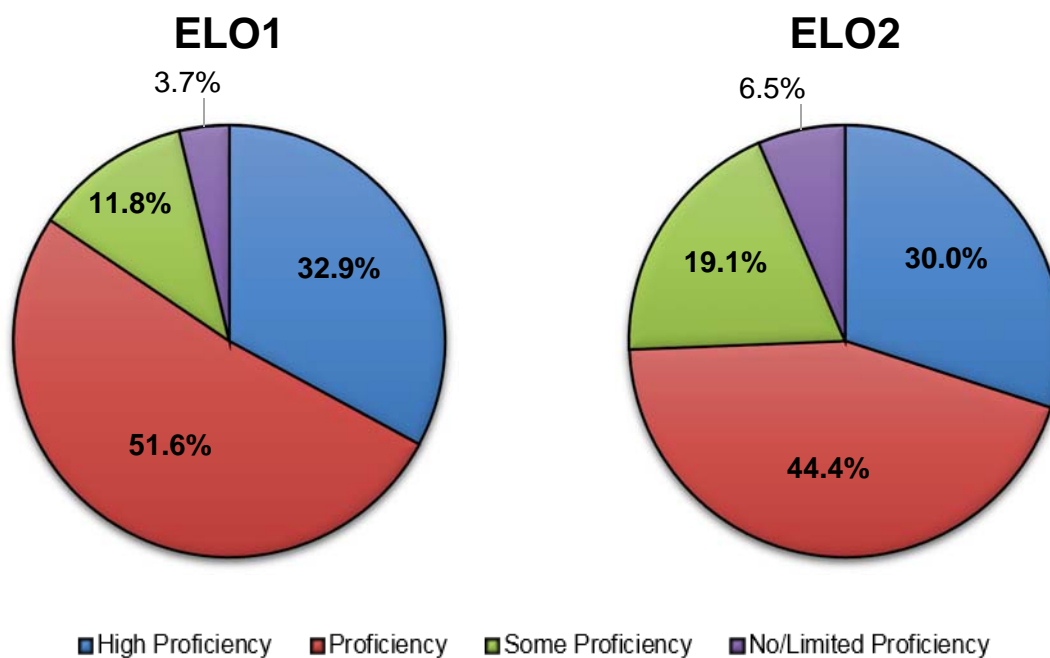
	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
ELO1: Identification and objective evaluation of theories and assumptions	49.7%	38.8%	8.8%	2.7%	147
ELO2: Identification and objective evaluation of theories and assumptions	17.3%	59.6%	16.3%	6.7%	104
Overall	36.3%	47.4%	12.0%	4.4%	251

## Intercultural Knowledge and Competence



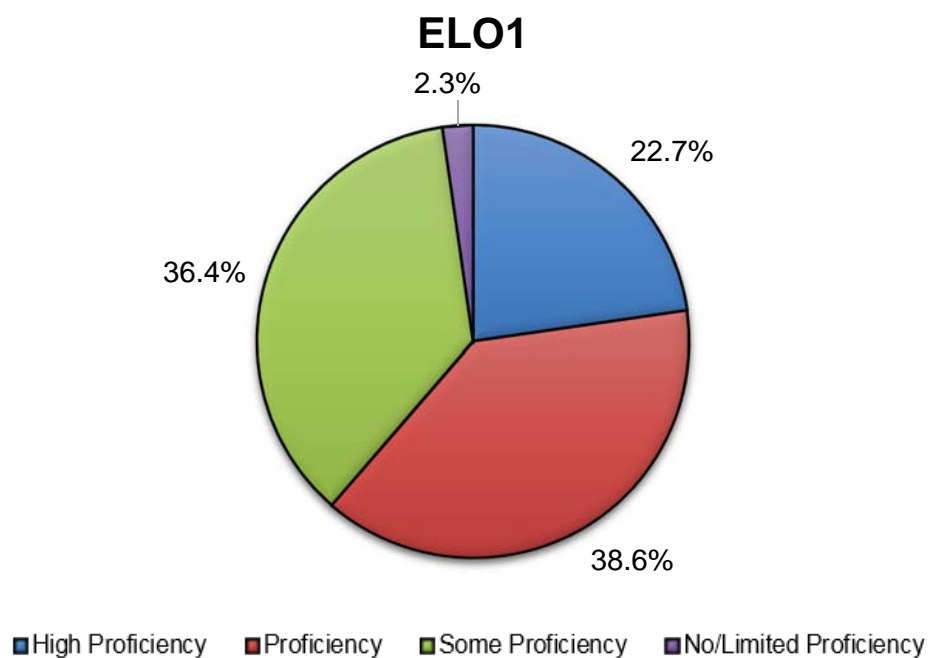
	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
ELO1: Intercultural knowledge and competence	23.2%	50.7%	20.0%	6.1%	280
ELO2: Intercultural knowledge and competence	16.1%	57.1%	22.3%	4.5%	112
Overall	21.2%	52.6%	20.7%	5.6%	392

## Knowledge of Human Cultures and the Physical and Natural World



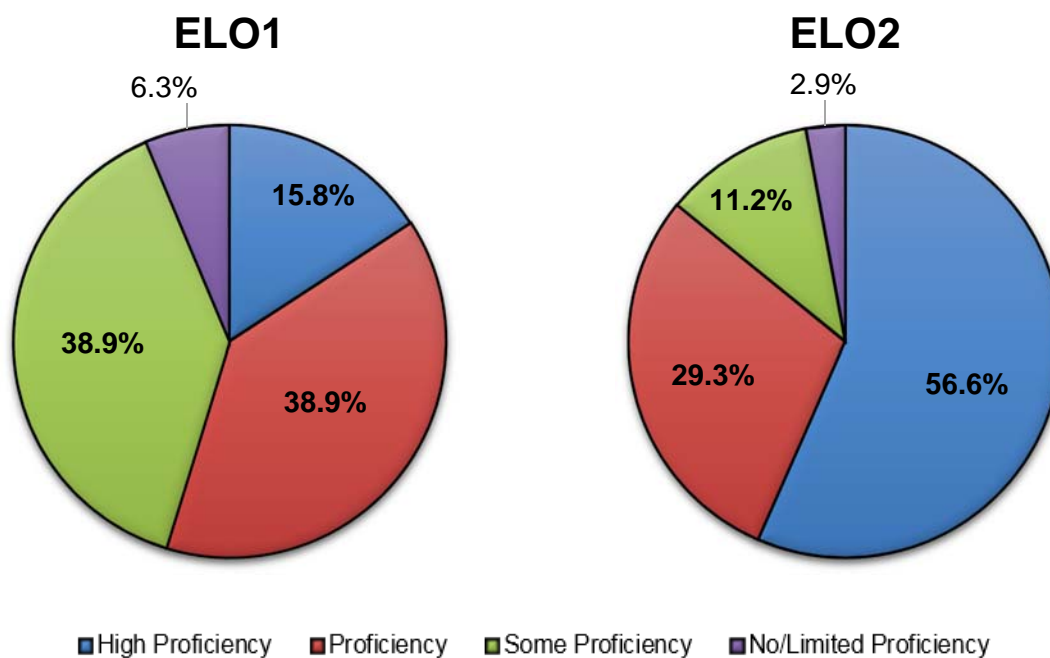
	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
ELO1: Knowledge and human cultures and the physical and natural world	32.9%	51.6%	11.8%	3.7%	161
ELO2: Knowledge and human cultures and the physical and natural world	30.0%	44.4%	19.1%	6.5%	597
Overall	30.6%	45.9%	17.5%	5.9%	758

## Knowledge of Sustainability and its Applications



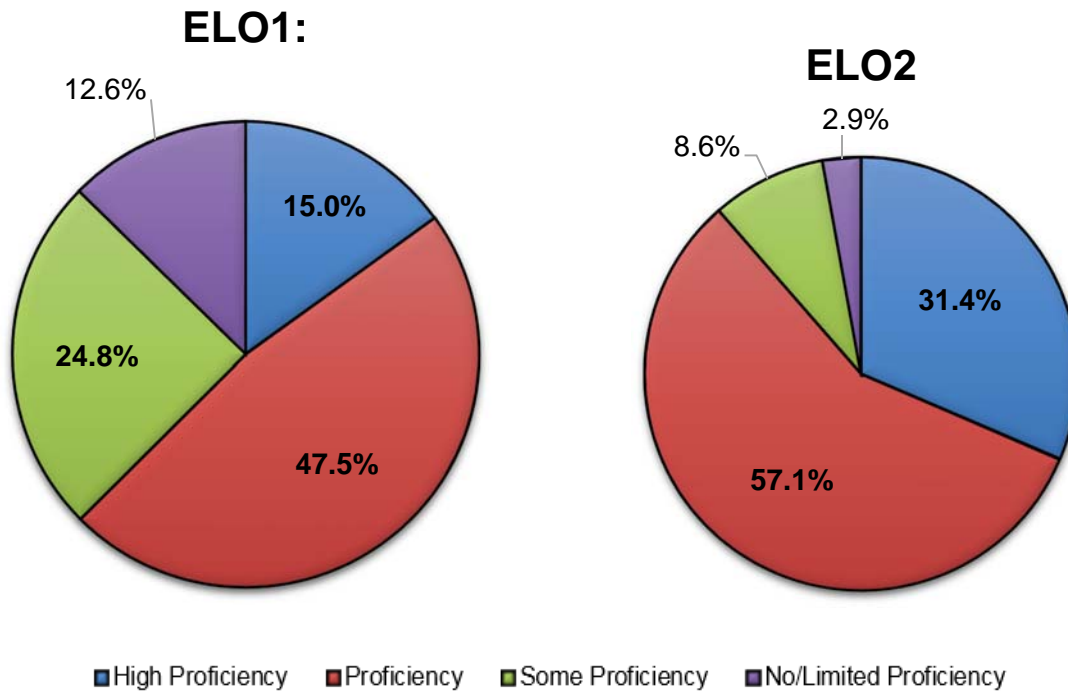
	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
ELO1: Knowledge of sustainability and its applications	22.7%	38.6%	36.4%	2.3%	44
ELO2: Knowledge of sustainability and its applications	0%	0%	0%	0%	0
Overall	22.7%	38.6%	36.4%	2.3%	44

## Learning: Integrated, Synthesized and Advanced



	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
ELO1: Learning: Integrated, synthesized and advanced	15.8%	38.9%	38.9%	6.3%	95
ELO2: Learning: Integrated, synthesized and advanced	56.6%	29.3%	11.2%	2.9%	205
Overall	43.7%	32.3%	20.0%	4.0%	300

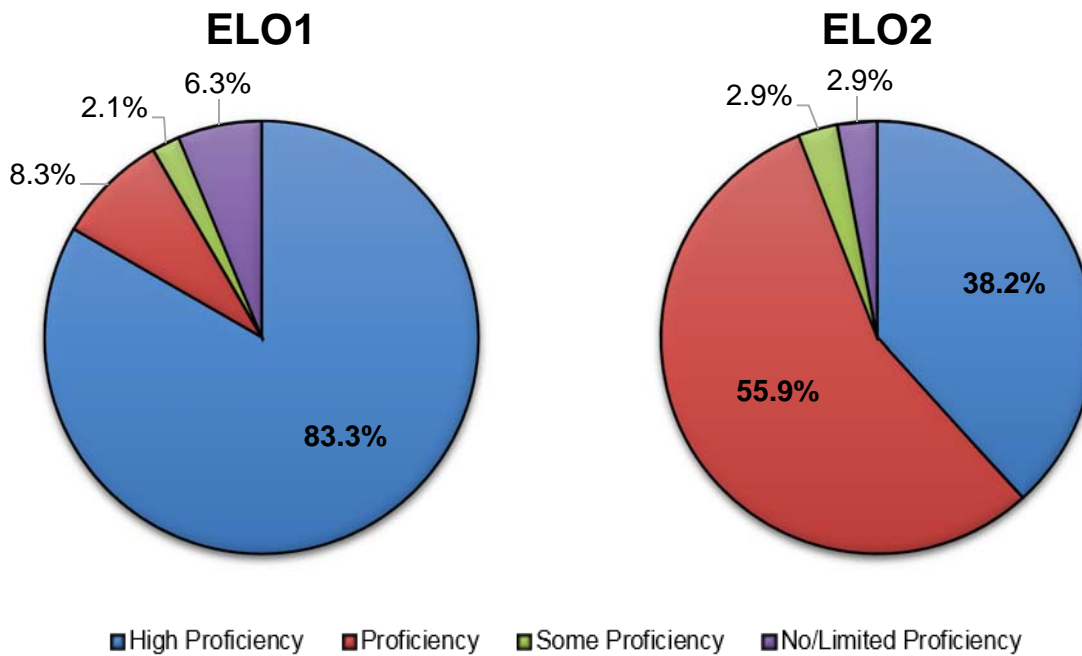
## Quantitative Literacy



	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
ELO1: Quantitative literacy	15.0%	47.5%	24.8%	12.6%	419
ELO2: Quantitative literacy	31.4%	57.1%	8.6%	2.9%	70
Overall	17.4%	48.9%	22.5%	11.2%	489

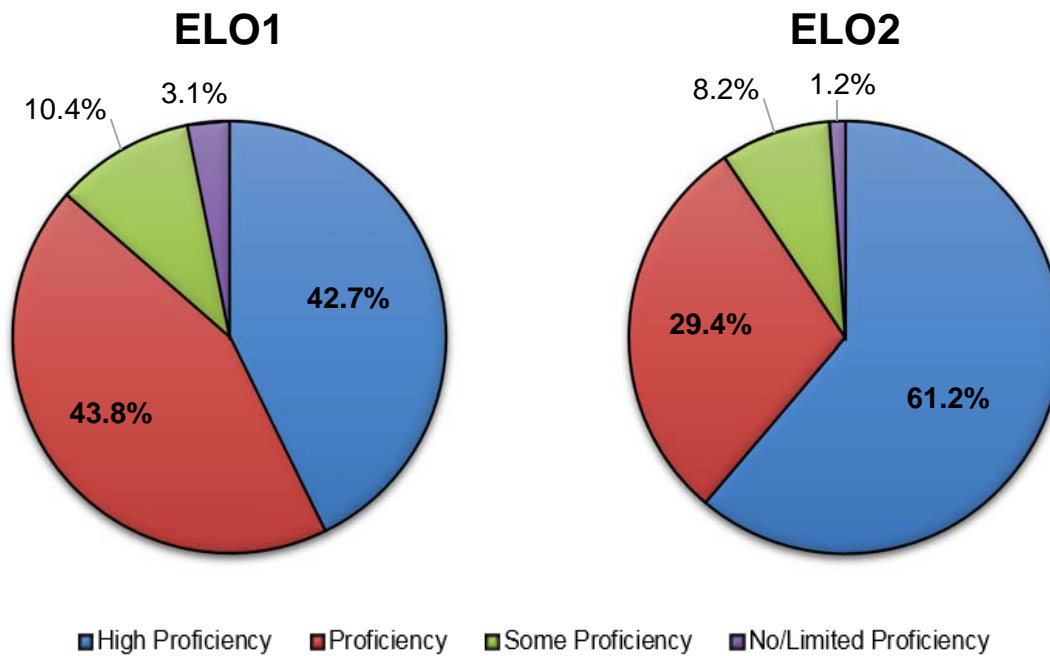


## Teamwork, Leadership, Problem-solving



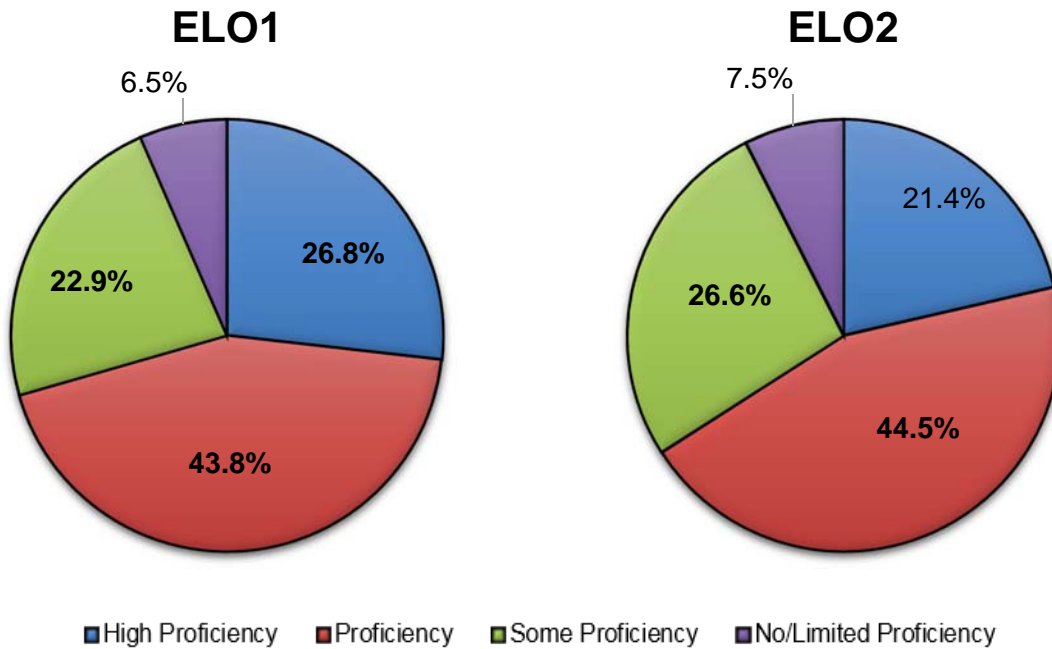
	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
ELO1: Teamwork, leadership, problem-solving	83.3%	8.3%	2.1%	6.3%	48
ELO2: Teamwork, leadership, problem-solving	38.2%	55.9%	2.9%	2.9%	170
Overall	48.2%	45.4%	2.8%	3.7%	218

## Technology and Information Literacy



	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
ELO1: Technology and Information Literacy	42.7%	43.8%	10.4%	3.1%	96
ELO2: Technology and Information Literacy	61.2%	29.4%	8.2%	1.2%	85
Overall	51.4%	37.0%	9.4%	2.2%	181

## Written and Oral Communication



	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
ELO1: Written and oral communication	26.8%	43.8%	22.9%	6.5%	336
ELO2: Written and oral communication	21.4%	44.5%	26.6%	7.5%	575
Overall	23.4%	44.2%	25.2%	7.1%	911

## Fall 2016 Indirect Assessment for Quest I Executive Summary

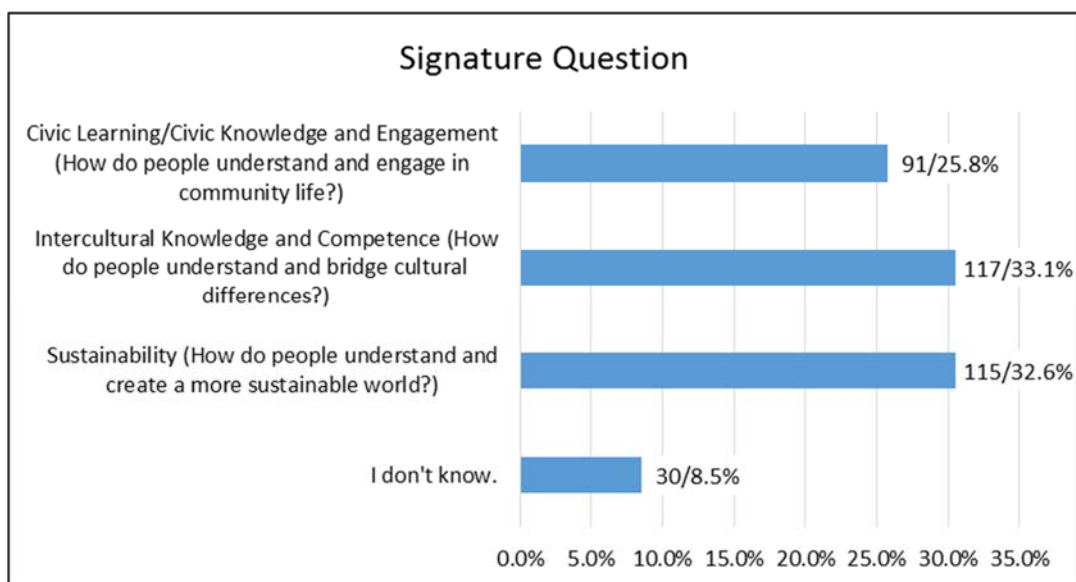
### Background

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

### Key Observations

- 1573 Surveys were emailed to students in Quest 1 courses, 355 students responded for a response rate of 22.6%
- The students were asked which signature question was the focus of their Quest I course. All of the signature questions were represented in their responses. 30 (8.5%) students did not know which question was the focus of their course.
  - Intercultural Knowledge and Competence (How do people understand and bridge cultural differences?) – 117/33.1%
  - Sustainability (How do people understand and create a more sustainable world?) – 115/32.6%
  - Civic Learning/Civic Knowledge and Engagement (How do people understand and engage in community life?) – 91/25.8%
- The students were asked to what extent they agree or disagree with statements about their Quest I course. Overall, the students felt comfortable in their Quest I course. More than half of the students felt their Quest I course helped them adjust to being a college student, but about a quarter felt it did not help them adjust to being a college student. The same was true for their feelings about how helpful the instructor was in helping them gain an interest in the topic. See Table 2.
- When asked to agree or disagree with questions about the peer mentor in their Quest I course, a majority of the students felt that the peer mentor provided useful advice. 64.7% of the students felt that their peer mentor was available to them, but 31.1% of the students didn't connect with their peer mentor. See Table 3.
- The student found several of the elements of the Quest I course to be valuable. They found the small class size and classroom environment and interaction to be very valuable. They also found the other elements to be valuable. They found attendance at campus/community events to be the least valuable. See Table 4.

**Table 1. Which Signature Question was the focus of your Quest I course?**



**Table 2. Think about your Quest I course. Do you agree or disagree with the following statements?**

Survey Question/Prompt	Agree #/%	Not Sure #/%	Disagree #/%	Total Responses
My Quest I course helped me adjust to being a college student.	206/ 58.2%	68/ 19.2%	80/ 22.6%	354
I felt comfortable in my Quest I course.	285/ 80.7%	37/ 10.5%	31/ 8.8%	353
My Quest I instructor helped me gain an interest in the topic of the course.	192/ 54.4%	73/ 20.7%	88/ 24.9%	353

**Table 3. Every Quest I course has a peer mentor. Do you agree or disagree with the following statements related to your experience with your peer mentor?**

Survey Question/Prompt	Agree #/%	Not Sure #/%	Disagree #/%	Total Responses
My peer mentor provided useful advice for first-year students.	265/ 75.1%	43/ 12.2%	45/ 12.7%	353
My peer mentor was available when I needed him/her.	229/ 64.7%	80/ 22.6%	45/ 12.7%	354
I connected with my Quest I peer mentor.	147/ 41.5%	97/ 27.4%	110/ 31.1%	354

**Table 4. Think about your entire Quest I experience. Please indicate the VALUE of each element of Quest I.**

<b>Question</b>	<b>Very Valuable #/%</b>	<b>Somewhat Valuable #/%</b>	<b>Not Valuable #/%</b>	<b>Did Not Happen #/%</b>	<b>Total Responses</b>
Small class size (25 students)	244/ 68.9%	90/ 25.4%	20/ 5.6%	0/ 0.0%	354
Learning community (The class was paired with another course.)	176/ 50.0%	94/ 26.7%	57/ 16.2%	25/ 7.1%	352
Peer mentor	116/ 32.9%	145/ 41.1%	87/ 24.6%	5/ 1.4%	353
Attendance at campus/community events	88/ 24.9%	143/ 40.4%	111/ 31.4%	12/ 3.4%	354
Information about campus resources	180/ 50.8%	141/ 39.8%	30/ 8.5%	3/ 0.8%	354
Classroom environment and interaction	180 51.0%	123 34.8%	48 13.6%	2 0.6%	353
Individual or small group meeting with the instructor	147 41.5%	113 31.9%	68 19.2%	26 7.3%	354
Other	13 41.9%	5 16.1%	4 12.9%	9 29.0%	31

## Fall 2016 Indirect Assessment for Quest III Executive Summary

### Background

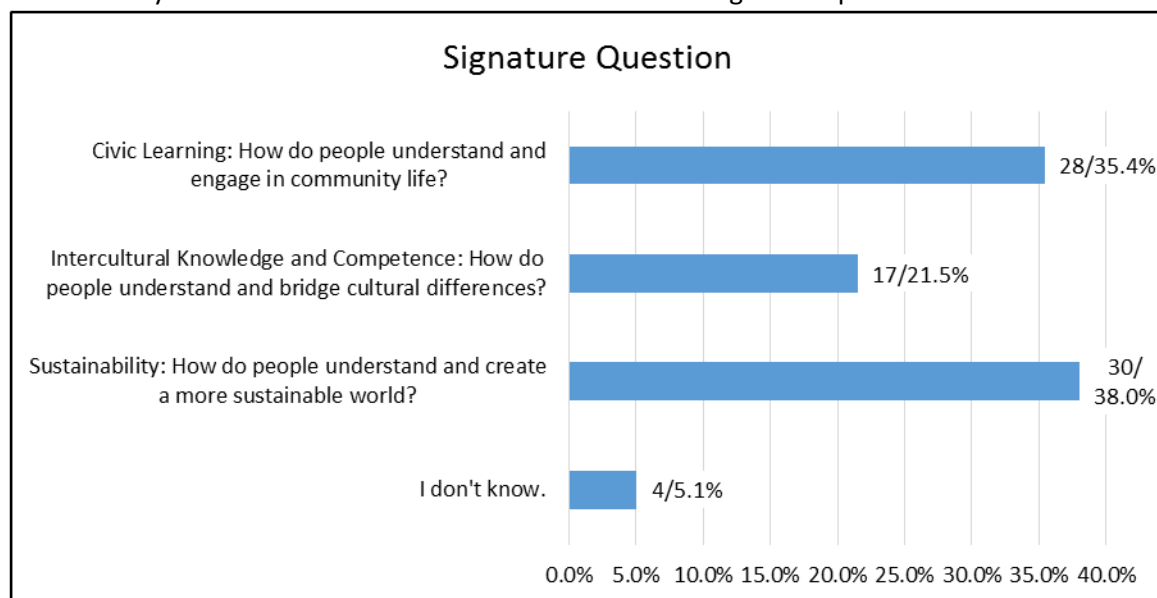
This report is a part of our University Assessment plan, approved by Faculty Senate. These data will be part of the Oshkosh Student Achievement Report and the documentation for our Higher Learning Commission (HLC) visit. The following is a brief summary of key survey observations. It is followed by a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

### Key Observations

- The survey was emailed to 688 students, 79 student responded resulting in an 11.5% response rate.
- The students were asked which signature question was the focus of their Quest III course. All of the signature questions were represented in their responses. Four students did not know which question was the focus of their course.
  - Sustainability (How do people understand and create a more sustainable world?) – 30/38%
  - Civic Learning/Civic Knowledge and Engagement (How do people understand and engage in community life?) – 28/35.4%
  - Intercultural Knowledge and Competence (How do people understand and bridge cultural differences?) – 17/21.5%
- The students were asked to what extent they agree or disagree with statements about their Quest III course. Overall they felt that their Quest III course's community partner was a good match with the course, that it provided a solid introduction to UW Oshkosh or the Oshkosh community, and that the course was a valuable experience. See Table 2.
- When asked to agree or disagree with questions about the alumni mentor in their Quest III course. Overall the students disagreed or strongly disagreed with the statements. They did not find the mentors provided a valuable perspective, they were not active in the course, and they did not make the courses community experience less difficult. See Table 3.
- Finally the students were asked to think about different elements of their Quest III course. Most of the students found it easy getting to and from the community partner site and working with the community partner, although a quarter of them found these things difficult. They also found it difficult balancing the expectations of the Quest III course with their other coursework. See Table 4.

**Table 1. Which Signature Question was the focus of your Quest III course?**

Most of the courses these students participated in focused on the Signature Questions of Civic Learning and Sustainability. Over 5% of the students did not know what signature question was covered in their course.

**Table 2. Think about your Quest III course. To what extent do you agree or disagree with the following statements?**

The students felt that their Quest III course's community partner was a good match with the course, that it provided a solid introduction to UW Oshkosh or the Oshkosh community, and that the course was a valuable experience. Fewer of them felt the course increased their interest in the topic increase their interest in the topic.

Survey Question/Prompt	Strongly Agree/Agree #/%	Unsure #/%	Disagree #/%	Strongly Disagreed #/%	Total Responses
My Quest III course provided a solid introduction to the Oshkosh or UW Oshkosh community.	45/ 57.0%	7/ 8.9%	14/ 17.7%	13/ 16.5%	79
My Quest III course provided a valuable experience for me.	39/ 49.4%	11/ 13.9%	14/ 17.7%	15/ 19.0%	79
The Community Partner in my Quest III course was a good match for this course.	46/ 58.2%	12/ 15.2%	12/ 15.2%	9/ 11.4%	79
My Quest III course increased my interest in this topic.	25/ 31.6%	9/ 11.4%	16/ 20.3%	29/ 36.7%	79
My Quest III course made it likely that I will seek out other opportunities to engage in my community.	31/ 39.2%	12/ 15.2%	18/ 22.8%	18/ 22.8%	79

**Table 3. Some Quest III courses have Alumni Mentors to assist with the community experiences. If there was an Alumni Mentor in your course, to what extent do you agree or disagree with the following statements?**



The students felt that the alumni mentor was not valuable and did not make the community experience any easier. This could be due to the student's belief that the alumni mentors were not very active in the course. For most of the questions many students were unsure of the alumni mentor's contributions.

Survey Question/Prompt	Strongly Agree/Agree #/%	Unsure #/%	Disagree #/%	Strongly Disagree #/%	Total Responses
My Alumni Mentor provided valuable perspective for this course.	16/ 27.6%	25/ 43.1%	6/ 10.3%	11/ 19.0%	58
My Alumni Mentor was very active in the course.	13/ 23.6%	24/ 43.6%	6/ 10.9%	12/ 21.8%	55
Without the Alumni Mentor, the Community Experience in the course would have been more difficult.	13/ 23.6%	24/ 43.6%	6/ 10.9%	12/ 21.8%	55
My course did not use an Alumni Mentor.	21/ 36.8%	19/ 33.3%	3/ 5.3%	14/ 24.6%	57

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

Most of the students found it easy getting to and from the community partner site and working with the community partner, although a quarter of them found these things difficult. They also found it difficult balancing the expectations of the Quest III course with their other coursework.

Question	Very Difficult/Difficult #/%	Neutral #/%	Easy #/%	Very Easy #/%	Total Responses
Course materials (readings, assignments)	28/ 35.4%	29/ 36.7%	21/ 26.6%	1/ 1.3%	79
Working with your Community Partner	19/ 24.7%	21/ 27.3%	25/ 32.5%	12/ 15.6%	77
Working with your Alumni Mentor	15/ 23.1%	39/ 60.0%	8/ 12.3%	3/ 4.6%	65
Getting to and from the Community Partner site (e.g., transportation issues)	19/ 24.7%	21/ 27.3%	26/ 33.8%	11/ 14.3%	77
Understanding the project to be completed with the Community Partner	23/ 29.9%	19/ 24.7%	28/ 36.4%	7/ 9.1%	77
Balancing the expectations in your Quest III course with your other coursework and responsibilities	32/ 41.6%	23/ 29.9%	17/ 22.1%	5/ 6.5%	77

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Course Participation	24%	24%	30%	35%	32%	39%	68.2%
Instructor Participation	24%	29%	31%		37%	44%	22.8%
100 Level Courses	46%	46%	56%	64%	56%	65%	83.5%
Total Alerts	2,609	3,160	2,802	2,876	2,633	3,173	2,831
%/# of students enrolled in courses that participated that received an alert	15%	16%	15%	23%	14%	?	2,124
1 Alert	81%	75%	77%	77%	77%	72%	73.8%
2 Alerts	15%	20%	19%	19%	19%	22%	20.2%
3 Alerts	3%	4%	3%	4%	3%	5%	4.9%
4 Alerts	.3%	1%	< 1%	.5%	.4%	1.1%	1.0%
5 Alerts	.05% (1 student)	0	0	0	.1% (3 students)	.3% (6 students)	0.05% (1 student)
% of FYR	39%	41%	35%	22%	32%	42%	43.9%
% of Transfer	21%	26%	19%	39%	28%	27%	40.8%
% of Reentry	17%	20%	23%	30%	25%	21%	22.1%
% of Continuing	15%	17%	17%	22 %	16%	19%	16.3%
% of American Indian	22%	29%	28%	21%	22%	27%	37.9%
% of Asian American	14%	24%	20%	15%	29%		18.6%
% of African American	49%	53%	49%	43%	45%	45%	51.8%
% of Hispanic	16%	14%	16%	24%	27%	30%	38.8%
% of White	16%	18%	17%	17%	19%	22%	28.9%
% of Residence hall	32%	38%	32%	32%	29%	36%	38.4%
% of Commuters	n/a	n/a	n/a	20%	16%	18%	25.8%

## New Students Taking Study Away

### COURSE ENROLLMENT IN STUDY AWAY COURSES

Admit Type	0630 Fall 2008	0635 Spring 2009	0640 Fall 2009	0645 Spring 2010	0650 Fall 2010	0655 Spring 2011	0660 Fall 2011	0665 Spring 2012	0670 Fall 2012	0675 Spring 2013
FYR	110	150	121	177	119	293	139	154	105	244
%FYR	58.8%	58.1%	41.9%	74.1%	58.3%	64.8%	59.7%	63.6%	54.7%	66.8%
Transfer	33	76	89	49	35	125	43	67	42	87
%Transfer	17.6%	29.5%	30.8%	20.5%	17.2%	27.7%	18.5%	27.7%	21.9%	23.8%
Transfer-reentry	1	0	4	3	1	5	2	5	7	10
%Transfer-Reentry	0.5%	0.0%	1.4%	1.3%	0.5%	1.1%	0.9%	2.1%	3.6%	2.7%
Re-admit	5	7	12	4	7	10	5	8	3	11
%Reentry	2.7%	2.7%	4.2%	1.7%	3.4%	2.2%	2.1%	3.3%	1.6%	3.0%
Special	38	25	63	6	42	19	44	8	35	13
%Special	20.3%	9.7%	21.8%	2.5%	20.6%	4.2%	18.9%	3.3%	18.2%	3.6%
Total	187	258	289	239	204	452	233	242	192	365

### UNIQUE HEADCOUNT OF STUDENTS TAKING AT LEAST ONE STUDY AWAY COURSE

Admit Type	0630 Fall 2008	0635 Spring 2009	0640 Fall 2009	0645 Spring 2010	0650 Fall 2010	0655 Spring 2011	0660 Fall 2011	0665 Spring 2012	0670 Fall 2012	0675 Spring 2013
FYR	77	110	88	114	88	201	97	91	78	130
%FYR	61.1%	59.8%	45.6%	75.5%	61.5%	65.5%	62.6%	61.9%	56.1%	63.7%
Transfer	24	46	60	30	27	82	29	42	33	53
%Transfer	19.0%	25.0%	31.1%	19.9%	18.9%	26.7%	18.7%	28.6%	23.7%	26.0%
Transfer-reentry	1	0	3	2	1	3	2	4	5	7
%Transfer-Reentry	0.8%	0.0%	1.6%	1.3%	0.7%	1.0%	1.3%	2.7%	3.6%	3.4%
Re-admit	3	7	9	3	6	7	3	6	3	9
%Reentry	2.4%	3.8%	4.7%	2.0%	4.2%	2.3%	1.9%	4.1%	2.2%	4.4%
Special	21	21	33	2	21	14	24	4	20	5
%Special	16.7%	11.4%	17.1%	1.3%	14.7%	4.6%	15.5%	2.7%	14.4%	2.5%
Total	126	184	193	151	143	307	155	147	139	204

Source: OIR, PS query zuir\_mww\_compass\_stdy\_abrd\_03

Spring 2015 data is as of Mar 27, 2015

<b>0680</b> <b>Fall</b> <b>2013</b>	<b>0685</b> <b>Spring</b> <b>2014</b>	<b>0690</b> <b>Fall</b> <b>2014</b>	<b>0695</b> <b>Spring</b> <b>2015</b>	<b>0700</b> <b>Fall</b> <b>2015</b>	<b>0705</b> <b>Spring</b> <b>2016</b>	<b>0710</b> <b>Fall</b> <b>2016</b>	<b>0715</b> <b>Spring</b> <b>2017</b>
103	141	120	70	141	185	134	155
58.5%	73.8%	71.9%	72.9%	76.2%	70.9%	75.3%	72.8%
23	39	24	0	37	59	41	49
13.1%	20.4%	14.4%	0.0%	20.0%	22.6%	23.0%	23.0%
2	6	2	23	0	2	1	1
1.1%	3.1%	1.2%	24.0%	0.0%	0.8%	0.6%	0.5%
10	3	3	1	0	6	0	
5.7%	1.6%	1.8%	1.0%	0.0%	2.3%	0.0%	0.0%
38	2	18	2	7	9	2	8
21.6%	1.0%	10.8%	2.1%	3.8%	3.4%	1.1%	3.8%
176	191	167	96	185	261	178	213

<b>0680</b> <b>Fall</b> <b>2013</b>	<b>0685</b> <b>Spring</b> <b>2014</b>	<b>0690</b> <b>Fall</b> <b>2014</b>	<b>0695</b> <b>Spring</b> <b>2015</b>	<b>0700</b> <b>Fall</b> <b>2015</b>	<b>0705</b> <b>Spring</b> <b>2016</b>	<b>0710</b> <b>Fall</b> <b>2016</b>	<b>0715</b> <b>Spring</b> <b>2017</b>
66	107	99	49	114	120	114	121
60.0%	74.3%	75.0%	72.1%	78.6%	69.8%	75.0%	75.6%
16	29	19	17	27	42	35	34
14.5%	20.1%	14.4%	25.0%	18.6%	24.4%	23.0%	21.3%
1	5	2	0	0	0	1	1
0.9%	3.5%	1.5%	0.0%	0.0%	0.0%	0.7%	0.6%
7	2	3	1	0	4	0	0
6.4%	1.4%	2.3%	1.5%	0.0%	2.3%	0.0%	0.0%
20	1	9	1	4	6	2	4
18.2%	0.7%	6.8%	1.5%	2.8%	3.5%	1.3%	2.5%
110	144	132	68	145	172	152	160



# STUDENT ACHIEVEMENT SERVICES

## Annual Report 2016 - 2017

- ❖ Multicultural Retention Programs
- ❖ Multicultural Education Center
- ❖ PreCollege Programs

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## Section I: Narrative

*The Student Achievement Services is dedicated to the academic success of diverse students through support services, collaborations and high impact programs and practices that lead to greater student independence, personal growth and lifelong learning.*

The Student Achievement Services (SAS) in the Division of Academic Support of Inclusive Excellence is composed of three units each distinctive in nature but operating within the scope of the mission and vision of the division. The units that make up SAS are Multicultural Retention Programs (MRP), Multicultural Education Center (MEC) and PreCollege Programs. The following is a brief summary of the purpose of each of the units:

### **Multicultural Retention Programs (MRP)**

The Multicultural Retention Programs provides academic and student support services to assist in the enrollment, retention and graduation of multicultural (African American, Asian/Hmong American, Latino/Hispanic American and Native American) and disadvantaged students (low income, first-generation). Programs and services offered in MRP include: academic coaching and tracking, specialized tutoring in Mathematics, first-year student workshops/seminars, leadership development, personal, career and financial aid assistance, mentoring and referrals to other academic and student support services. The MRP staff also advise the Asian Student Association, Black Student Union, Hmong Student Union, United Women of Oshkosh and the Multicultural Education Coalition which is the umbrella organization for all multicultural student organizations on campus. They also work with and support the Inter-Tribal Student Organization and the Student Organization for Latinos.

### **Multicultural Education Center (MEC)**

The Multicultural Education Center is the home of the Norma Shanebrook Multicultural Library and serves as a campus and community resource. The MEC sponsors programs and activities to increase the level of understanding and appreciation for cultural diversity on campus and in the community. The MEC also serves as a “home away from home” for all students, particularly multicultural and multiracial students, faculty and staff.

### **PreCollege Programs**

The PreCollege Programs provides academic and personal development courses to help middle and high school students prepare for college. In addition, students participate in educational, cultural and social activities to enrich their academic experience. Programs focus on nursing, business, education, science, technology and engineering, media, English, speech communication and career exploration. One program has a focus on middle school reading and mathematics, as well as academic activities during the school-year scheduled at the University of Wisconsin Milwaukee campus.

# Multicultural Retention Programs

## SIGNATURE PROGRAMS

While the Multicultural Retention Programs (MRP) offers many programs and services throughout the academic year that support persistence, retention and graduation, our most impactful programs (signature programs) are those we consider to be high impact practices (HIP) as they provide substantial educational benefits to students of color on campus. These include:

- **Titans on the Go! Student Orientation**

This new initiative was presented in fall 2015 as a pilot program for first-year students of color (SOC) with low ACT scores to ease their transition from home to the rigors of attending college and adjusting to the demands of residential living. For fall 2016 we extended the invitation list to include a total of 149 new and transfer SOC. The orientation program provided an opportunity for students to acquaint themselves with resources and support services, meet other students and foster community. More importantly, it introduced students to the individuals and resources they will need when they are in personal or academic jeopardy – resources that many students overlook or forget are available to assist with their academic and personal success. Ultimately, the orientation program serves as a bridge, the linchpin, between the last stages of recruitment and the first stages of retention.

The program included early move-in on Saturday, September 3, 2016 with a light breakfast, keynote speaker (Dr. Terrell Strayhorn from the Ohio State University), student panel discussion and lunch for students, parents and family. Approximately 150 guests/students were in attendance and overall program evaluations showed above average to excellent ratings. Additionally, notecards from parents/family/friends were collected on their expectations and hopes for their students during the first semester on campus which we shared with the students via email during fall 2016 finals week.

- **Titans Steps 2 Success/LAUNCH – Success Strategies (implemented Spring 2016)**

The success strategies seminars for underrepresented first-year students is an interactive program facilitated through MRP to assist underrepresented students with self-efficacy strategies by which they exert control over their own motivation, behavior and social environment. This year's program started in fall 2016 with a presentation by Jahmad Canley, co-author of LAUNCH (Success Strategies for the First-Year Experience), followed in the spring 2017 with a series of 10-weekly lectures. The program offered workbooks to students and each session was accompanied by a series of videos to facilitate instruction. Lectures were team-taught with selected student leaders to assist the MRP staff and provide additional support to the participants outside of the lectures.



Attendance at each session was very low, but those that did attend found the program to be of value as it offered an opportunity to develop goals, improve motivation and understand the process of self-efficacy. To improve program participation for the 2017-18 academic year, efforts are being made to increase attendance by offering personalized sessions to first-year students.

- **Student Leadership and Development**

- **Leadership Retreat**

- The first University of Wisconsin (UW) Oshkosh and GE Healthcare Student Leadership Retreat took place during spring 2016 semester. The purpose of the retreat was to bring together students, select members of the GE Healthcare team, and UW Oshkosh administrators/staff to facilitate and discuss 21<sup>st</sup> century leadership strategies and provide students with career readiness skills that will position them for internships, work while in college and life beyond UW Oshkosh. The overarching goal was to increase college persistence and graduation particularly among underserved minority students, prepare them for success inside and outside of the classroom and provide students with practical information and tools to support their college and career success. In addition, the goal was to give them an opportunity to engage with GE Healthcare professionals to gain insight about the world of work and refine their student leadership skills.

- For the spring 2017 GE Healthcare Student Leadership Retreat twenty- three (23) UW Oshkosh students, three (3) UW Oshkosh professional staff and administrators as well as fifteen (15) GE Healthcare team members participated in the retreat. The composition of both the students and the facilitators proved to be dynamic with transformative takeaways. Student participants consisted of leaders and emerging leaders from UW Oshkosh's multicultural student organizations, and the retreat was coordinated and led by the Multicultural Education Coalition. The Multicultural Education Coalition is the umbrella organization for several multicultural student organizations. Retreat attendees included student leaders from the Asian Student Association, Black Student Union, Hmong Student Union, Inter-Tribal Student Organization, Student Organization of Latinos and United Women of Oshkosh.

- **American Multicultural Student Leadership Conference (AMSLC)**

- During spring 2017, two (2) UW Oshkosh students and an MRP program manager participated in the American Multicultural Student Leadership Conference at UW Lacrosse. This UW system annual conference provides opportunities for students to strengthen their connections with other multicultural students and organizations across the state of Wisconsin. The purpose of this conference is to support and foster the growth and development of student leaders who will enrich and enhance campus life for all students.

Other annual student leadership conferences attended by MRP program managers and students:

1. East Coast Asian American Student Union Conference, Raleigh, NC
2. Hmong National Development Conference, Milwaukee, WI
3. National Black Student Union Conference, Whitewater, WI
4. Student Diversity and Leadership Conference, Oshkosh, WI

### **Summer Affirmative Action Internship Program (SAAIP)**

Each year students from UW Oshkosh take advantage of the many opportunities that are offered through the *Summer Affirmative Action Internship Programs (SAAIP)*. The *SAAIP* provides valuable training and exposure to working with the State of Wisconsin agencies. This is an excellent opportunity for students to gain professional experience and build relationships with others who are in the fields relevant to their major(s).

Among the UW Oshkosh applicants for 2016 – 2017 academic year eight (8) applicants have met the eligibility for SAAIP. The number of eligible applicants who have been hired as interns by state agencies were not available during the preparation of this report.

- **Annual Cultural, Social and Educational Events**

Several cultural, social and educational events were offered throughout the academic year. Please see Appendix A for full listing of 2016-2017 MRP events. Highlighted below are key MRP annual events:

- Holidays Around the World
- Black Thursday Commemoration
- Celebration of Cultures
- Black History Month
- Asian Heritage Month
- Martin Luther King, Jr. Community Celebration
- Multicultural Education Coalition Homecoming Breakfast
- Academic Support Graduation Reception

### **Race and Ethnicity Program/Luncheon**

The Race and Ethnicity Program/Luncheon was scheduled Thursday, April 20, 2017 with guest speaker Dr. Karl Reid, Executive Director of the National Society of Black Engineers. To improve the success of STEM majors on campus, this year's program focused on Science, Technology, Engineering & Mathematics. The program was very successful in terms of presentation and participation by faculty, staff and students. The program was supported by the Division of Academic Support of Inclusive Excellence, College of Education and Human Services and the Division of Student Affairs.

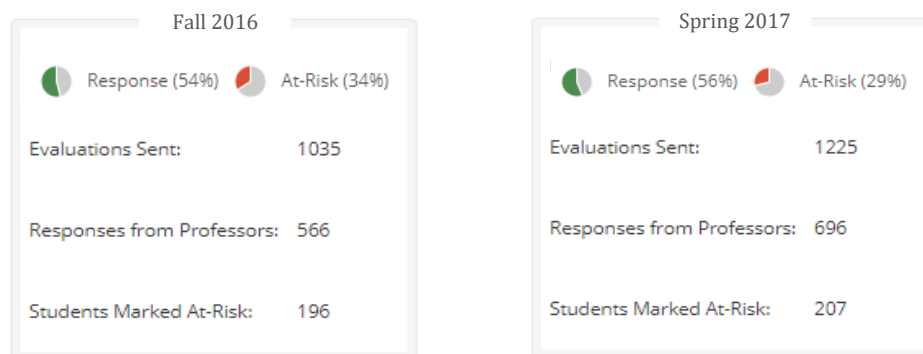
## RETENTION INITIATIVES

There are three key retention initiatives unique to the Multicultural Retention Programs. These initiatives monitor the academic progress of students served by the MRP and provides academic skills and financial support to students of color.

- **Inclusive Excellence (IE) Tracker (implemented 2016)**

IE Tracker, formally known as the MRP Tracker is a concerted and coordinated effort between the faculty and staff of the Multicultural Retention Programs targeting new and transfer first-year students and academically at-risk students with cumulative grade point averages of 2.3 and below. It is designed to proactively identify students experiencing academic difficulties to implement action-based measures to help them in their successful pursuit of postsecondary education.

During fall 2016 semester, 1035 IE trackers were sent to 278 faculty/instructional staff with a return rate of 54% (566). Of those that responded, 34% (196) indicated the need for intervention. In spring 2017, 1225 reports were sent to 305 faculty/instructional staff with a response rate of 56% (696). Of those that responded, 29% (207) indicated the need for intervention. MRP staff assisted students with understanding the faculty identification of areas for needing improvement and made referrals to faculty, academic and campus resources.

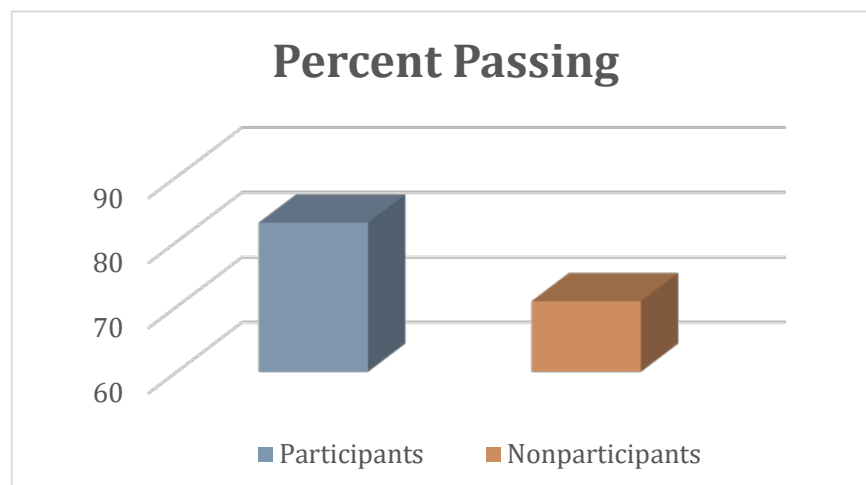


- **Math Tutorial Program**

Throughout the fall 2016 and spring 2017 semesters, MRP students enrolled in math classes from entry level coursework in Math 100 and Math 103 through Business Math 206: A Calculus Approach to Business, and Calculus I, II and III. Out of this number, 35 students chose to seek academic assistance from the Math Tutorial Specialist. Of these 38, 29 (82.9%) completed the course by passing with a D or better grade. For the 965 who didn't seek assistance, 683 (70.8%) completed the class with a D or better grade. This also means that 29.2% received a grade of F or W. It may be that those who sought help at least felt hope of completing the course as only 4 in this group withdrew from math courses compared to 163

for the group who did not seek assistance in math. Unfortunately, some of the spring 2017 interim grades were not available due to the unexpected retirement of a data resource person. This affected approximately 8 grades which may have been normally distributed and might not have had a significant influence of the calculation outcomes.

For the academic year 2015-2016 comparison of success rates for Multicultural Retention Programs, students who utilized the math tutorial program (participants) with those who did not (non-participants).



- **Lawton Undergraduate Minority Retention Grant (Lawton Grant)**

The Lawton Grant is designed to increase the retention and degree attainment of eligible underrepresented students (racial/ethnic) at UW Oshkosh. The purpose of the Lawton Grant is to improve the learning experiences and educational outcomes of eligible student recipients/participants. Achieving this outcome not only increases and strengthens the compositional diversity for the undergraduate student body, it also improves the educational experiences and learning environments for all students. The Lawton Grant is a collaborative effort with the UW Oshkosh Financial Aid Office and the Division of Academic Support of Inclusive Excellence. Full-time students are eligible for up to \$4,000 per academic year for four years (preferably consecutive) with a maximum of \$16,000 per student.

During the 2016-2017 academic year, the Lawton Grant provided financial assistance to designated undergraduate students of color to improve opportunities for retention (see table 2 below) and graduation and lessen the burden of student debt. One hundred and fifty-two (152) students (see table 1 below) received the Lawton Grant. MRP received a total of 191 applications for the 2017-2018 Lawton Grant cycle.

**Table 1: Lawton Grant Award Distribution by Ethnicity**

<b>Grant Year</b>	<b>African Am</b>	<b>Am Indian</b>	<b>SE Asian</b>	<b>Hisp/Latino</b>	<b>Total</b>
2013-2014*	23	4	33	24	84
2014-2015	39	12	61	28	140
2015-2016	49	11	77	40	177
2016-2017	49	7	70	26	152

\*The current established system of collecting and assessing applications did not take place until the 2014-2015 academic school year. Prior to the current system, the UW Oshkosh Financial Aid Office handled all Lawton Grant fund distributions.

Please note that the total number of award recipients decreased for 2016-2017 because the amount of funds offered to students increased based on grade point average (GPA) range. This increase was given to lessen the financial burden over the academic career of the students and to support good academic performance.

**Table 2: Lawton Grant Retention by Ethnicity**

<b>Grant Year</b>	<b>African Am</b>	<b>Am Indian</b>	<b>SE Asian</b>	<b>Hisp/Latino</b>	<b>Total</b>
2013-2014*	2	0	6	2	10
2014-2015	11	1	23	10	45
2015-2016	23	5	41	23	92
2016-2017	18	6	39	13	76

\*The current established system of collecting and assessing applications did not take place until the 2014-2015 academic school year. Prior to the current system, the UW Oshkosh Financial Aid Office handled all Lawton Grant fund distribution.

The data for the above table is based on the number of students that received the Lawton Grant from the previous academic school year to the current academic year. The 2016-2017 year shows the number of students that received the Lawton Grant from the 2015-2016 year.

# Multicultural Education Center

## PROGRAMS AND RESOURCES

The Multicultural Education Center (MEC) serves as a resource and informational center for students, staff, faculty and community. MEC is a unique place on campus that seeks to bring people together to promote and celebrate diversity on campus, in the greater Oshkosh area and extended communities. MEC sponsors programs and activities designed to increase the understanding and appreciation of cultural diversity.

Programs and services offered at the MEC include:

- **Norman Shanebrook Multicultural Library**  
A resource for the University and Oshkosh community. The collection includes books, periodicals, pamphlets and other documents focused on various cultural groups, their interrelationships and relationships with European American cultures. Work in the collection include multiculturalism, diversity, cross-cultural history, racism, socialization processes and education in American society.
- **Student Computer Lab**  
A space for students to complete their school work and print materials for their classes and group projects.
- **Student Study Lounge**  
A relaxing and quite atmosphere for students to study.
- **Mathematics Tutoring**  
Individuals and small group tutoring is offered at the MEC (Thursday) to help students improve their mathematical skills.
- **MEC Late Night**  
Extended hours at the MEC during finals week each semester to provide a space for students to study and prepare for finals.

# PreCollege Programs

## SUMMER 2016 PRECOLLEGE PROGRAMS

In summer 2016 a total of seven PreCollege programs were offered with 129 student participants. Below is the breakdown of the programs, number of students in each program and their grade level:

- Arts in the Media (AIM) – 11 Students; Grades 10-12
- Aspiring Pupils for Professional Leadership in Education (APPLE) – 10 Students; Grades 10-12
- Exploring Science, Technology & Engineering Education Majors (ESTEEM) – 22 Students; Grades 10-12
- PreCollege Enrichment Program (PEP) – 26 Students; Grades 8-9
- Summer Mathematics and Reading Talents Scholars (SMARTS) – 22 Students; Grades 7
- Wisconsin Youth in Nursing (WYN) – 21 Students; Grades 10-12
- Young Entrepreneurial Scholars (YES) – 17 Students; Grades 10-12

Program participants by ethnicity (students self-identified with 2 more or ethnicities/races):

- 32% Black/African American (49 students)
- 35.9% Hispanic (55 students)
- 15.7% Caucasian (24 students)
- 5.2% Hmong (8 students)
- 3.4% Other Asian (4 students)
- 5.9% American Indian (9 students)
- 0.7% Asian Indian (1 student)
- 0.7% Native Hawaiian (1 student)
- 2% Other Race (1 student)

## Luncheons and Receptions

PreCollege provided three luncheons and receptions for seven programs. The *AIM*, *APPLE*, *ESTEEM*, *PEP*, *SMARTS*, *WYN* and *YES* luncheons/receptions had a 99% parent involvement and attendance.

## Collaborations

Collaboration efforts for program planning with UW Oshkosh Colleges and departments include:

- College of Business
- College of Education and Human Services
- College of Letters & Science
- College of Nursing
- UW Oshkosh Admissions Office

- UW Oshkosh Financial Aids Office
- UW Oshkosh Career Services Office
- UW Oshkosh Multicultural Retention Programs
- UW Oshkosh Residential Life
- UW Oshkosh Police
- UW Oshkosh Student Health Center
- Wisconsin Public and Private Schools

### **Recruitment of Participants**

Recruitment outreach to private and public schools in Wisconsin and PreCollege fairs include:

- Wisconsin Department of Public Instruction (WI DPI)-Wisconsin Educational Opportunity Program (WEOP) PreCollege Fair
- Milwaukee Public and Private Schools
- Green Bay Precollege Fair
- Oneida Nation Precollege Fair
- Ronald Reagan International Baccalaureate Precollege Fair
- Messmer Precollege Fair
- Schaumburg, IL (paying customer)

### **Recruitment and Training of Summer Staff, Faculty and Instructors**

#### **Leadership training of Summer staff:**

- Hired seventeen (17) summer staff to supervise and tutor summer precollege participants.
- Provided an intense and comprehensive leadership training workshop to better understand the student population under their supervision and to enhance their leadership skills and abilities, in addition to best practices when working with middle and high school students from diverse and low-income backgrounds.

#### **Oriented UW Oshkosh Faculty/instructors:**

- Hired a total of forty-two (42) instructors to teach in seven different programs
- Conducted three orientation sessions for summer 2016 instructors
  - ✓ Offered support for the faculty/instructors with designing program curriculum
  - ✓ Provided information of classroom expectations for summer staff and participants

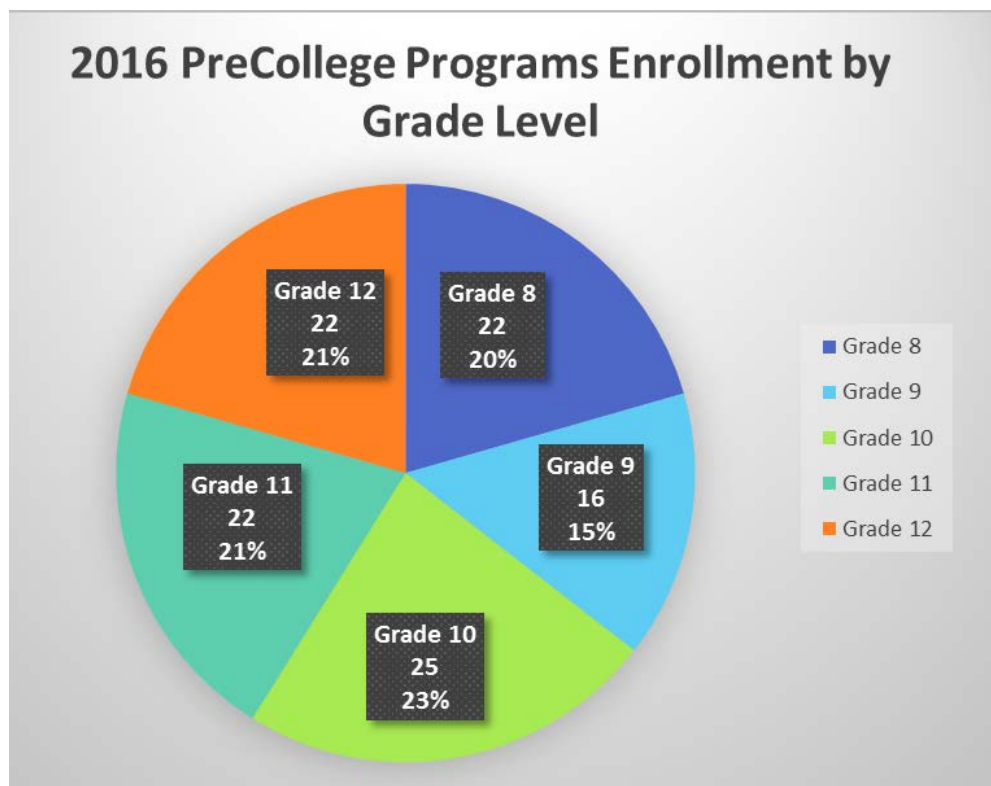
### **2017 ANNUAL SPRING CAMPUS VISIT (FORMER 2016 PRECOLLEGE PARTICIPANTS)**

- Enrolled a total of sixteen (16) students for the spring campus visit.
- Participated in college preparatory workshops with the Admissions Office, Financial Aids Office, and the Multicultural Retention Programs.
- Took part in a panel discussion with UW Oshkosh students and former PreCollege Programs participants on college preparation.

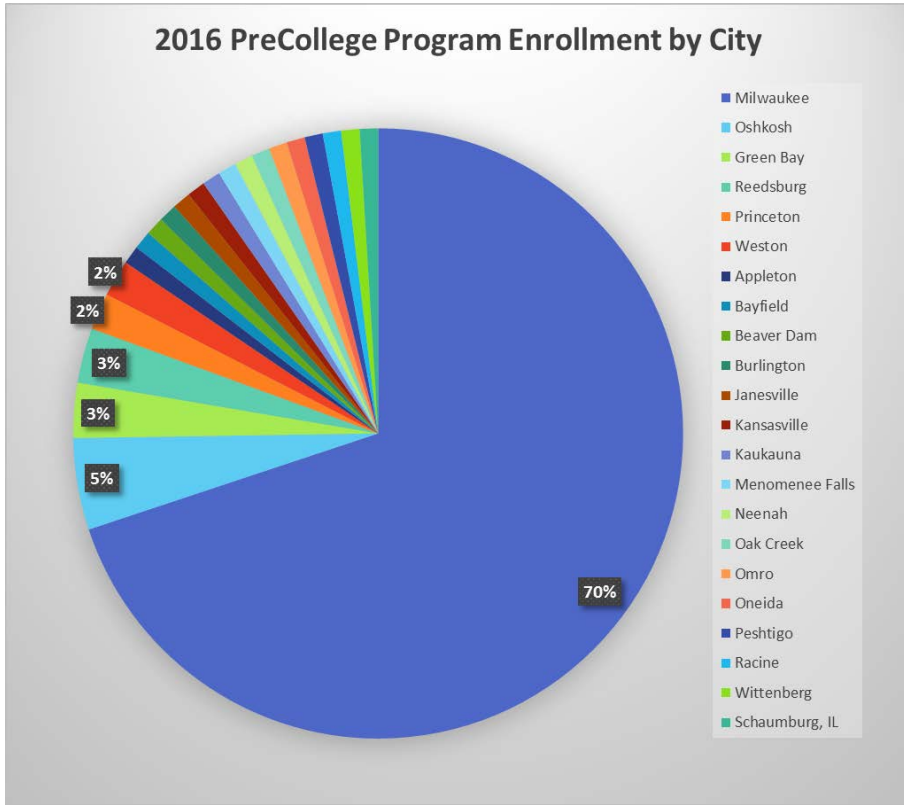
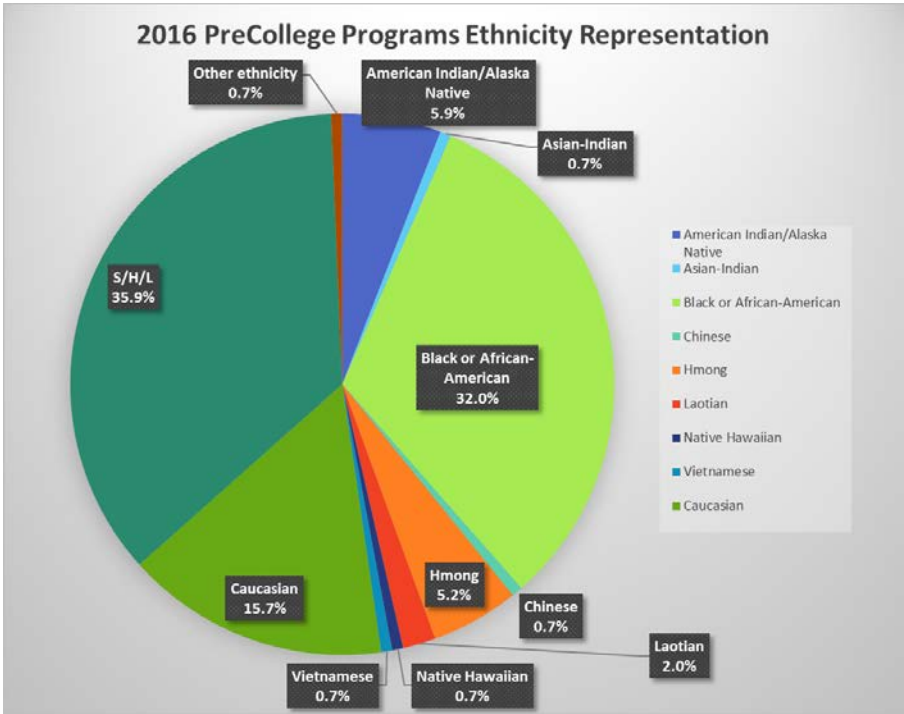


- Partook in a Ronald E. McNair Post-Baccalaureate Achievement Program, a federally-funded post-baccalaureate program for UW Oshkosh undergraduates. The program seeks to increase the attainment of advanced degrees by students from first-generation, low-income, and underrepresented groups. Actively engaged in informational workshops for the Titans Advantage Program and Student Support Services.
- Actively participated in an etiquette dinner and presentation with Career Services.
- Received a reimbursement check from DPI in the amount of \$3,552.00 for 15 out of 16 students, there was one paying customer.

The following graphs provides an overall assessment of the 2016-2017 statistics for the UW Oshkosh PreCollege Programs. Please see appendix for statistical data of each of the PreCollege Programs.



There was a total of 107 students grades 8-12 who participated in 2016 PreCollege programs (not shown on the chart is grade 7 which had 22 participants, grand total of 129 students), Of the 107 students, 20% (22) were grade 8. 15% (16) grade 9, 23% (25) grade 10, 21% (22) grade 11 and 21% (22) grade 12 students.



## Section II

### Program Updates, Risks and Opportunities and Budget

#### Program Updates

##### Multicultural Retention Programs & Multicultural Education Center

During the 2016-2017, to enhance program development and assist students, the MRP staff collaborated with the following areas: College of Education and Human Services, College of Letters & Science, Career Services, Office of Graduate Studies, Reeve Memorial Union, Undergraduate Academic Resource Center, Registrar Office, Counseling Center, Office of International Education, Student Leadership and Involvement Center, Center for Academic Resources, Writing Center, Wisconsin Department of Workforce Development and GE Healthcare. Along with these departments including faculty, the MRP staff worked collaboratively to improve retention and graduation of students of color. The collective efforts of our campus community are all responsible for improving the rates of enrollment, retention and graduation of underrepresented populations. The efforts of the MRP staff and its continuous collaborations with all campus entities helped to promote student success. The following tables listed under Section II relate to enrollment, retention and graduation of underrepresented students served the by Multicultural Retention Programs:

#### History by Race & Ethnicity 2012-2016

<b>*History of Headcount</b>					
<u>Race/Ethnicity</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
AA	284	296	335	341	373
AI	158	186	170	189	168
SEA	368	356	374	355	328
Asian	123	149	189	202	199
Hispanic	350	369	437	456	544
Haw/Pac	27	28	35	29	33
<b>Total</b>	<b>1310</b>	<b>1384</b>	<b>1540</b>	<b>1572</b>	<b>1645</b>
<b>% Enrollment</b>	<b>10.6</b>	<b>11.0</b>	<b>11.6</b>	<b>12.4</b>	<b>13.2</b>

*Includes High School Special and Undergraduate Special*

\*Office of Institutional Research

Undergraduate Official Headcount by Ethnicity by College Fall 2016								
Ethnicity	Center for New Learning	College of Business	College of Education and Human Services	College of Nursing	College of Letters and Science	High School Special	Undergrad Special	Total
African American	13	46	33	34	213	33	1	373
Asian	4	15	13	14	75	110	1	232
Southeast Asian	1	54	48	36	159	29	1	328
Hispanic/Latino(a)	12	51	62	52	232	123	12	544
American Indian	3	28	24	9	74	30	0	168
<i>Students of Color Subtotal</i>	33	194	180	145	753	325	15	1,645
White	331	1,572	1,345	1,074	3,814	2,502	50	10,688
International	0	24	0	6	29	6	11	76
Unknown	0	3	16	3	7	36	5	70
<i>Subtotal</i>	331	1,599	1,361	1,083	3,850	2,544	66	10,834
<b>Total</b>	<b>364</b>	<b>1,793</b>	<b>1,541</b>	<b>1,228</b>	<b>4,603</b>	<b>2,869</b>	<b>81</b>	<b>12,479</b>

\*Office of Institutional Research

The table regarding headcount by ethnicity and college indicates that we must continue to be more visible in our working efforts and collaboration with the colleges (deans and faculty) to ensure students of color are supported and guided through graduation.

University of Wisconsin Oshkosh  
5-Year Trends in Enrollment by Race/Ethnicity - REMOVE HS SPECIAL

Total Fall Semester Headcount by Race/Ethnicity						Percent Enrollment by Race/Ethnicity					
<u>Undergraduate</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>Undergraduate</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
African American	273	281	303	313	340	African American	2.5%	2.6%	2.9%	3.1%	3.5%
American Indian	143	174	157	159	138	American Indian	1.3%	1.6%	1.5%	1.6%	1.4%
Southeast Asian	352	335	329	317	299	Southeast Asian	3.2%	3.1%	3.2%	3.2%	3.1%
Asian American	88	90	96	100	99	Asian American	0.8%	0.8%	0.9%	1.0%	1.0%
Hawaiian/Pacific Islander	18	21	27	22	23	Hawaiian/Pacific Islander	0.2%	0.2%	0.3%	0.2%	0.2%
Hispanic	299	317	320	356	421	Hispanic	2.8%	3.0%	3.1%	3.6%	4.4%
<b>All Students of color</b>	<b>1,173</b>	<b>1,218</b>	<b>1,232</b>	<b>1,267</b>	<b>1,320</b>	<b>All Students of color</b>	<b>10.8%</b>	<b>11.4%</b>	<b>11.9%</b>	<b>12.6%</b>	<b>13.7%</b>
White/Other	9,542	9,377	9,049	8,656	8,186	White/Other	88.0%	87.7%	87.1%	86.4%	85.2%
Unknown	23	15	11	11	34	Unknown	0.2%	0.1%	0.1%	0.1%	0.4%
International	104	85	99	86	70	International	1.0%	0.8%	1.0%	0.9%	0.7%
<b>Total UG</b>	<b>10,842</b>	<b>10,695</b>	<b>10,391</b>	<b>10,020</b>	<b>9,610</b>	<b>Total UG</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

We know that students of color are one of the fastest growing groups on campuses throughout the United States. Although we at the University have designed numerous programs and support systems for students of color on campus, we need to understand that for these systems to be effective there must be greater understanding of the demographics of these students. As we review the results of the upcoming Equity Scorecard Report, the staff will need to understand the data and the value of the report to be able to determine action steps. We will also need to acknowledge that we can no longer look at broad categories such as African American, Latino(a)/Hispanic, or Asian American because of the change in the makeup of the groups (there is as much difference among these groups as there is between them). For example, individuals that identify as Cuban are different than those that identify as Mexican or those identifying as Chinese as opposed to those identifying as Hmong. The needs and support for each group also differs.

As a department, we must be intentional and educate the campus community on how to avoid lumping diverse students into broad racial and ethnic categories and understand how to support the individuals within the cultural context. Additionally, within each groups are students that identify as being bicultural and/or biracial, thus understanding the individual needs of students will help us to improve retention. As a campus community, we need to have a firm understanding of our individual student populations in order to structure programs that meet their cultural and academic needs, thus let's start by looking at Asian and Hispanic groups as there is a great mix of different cultures within these groups.

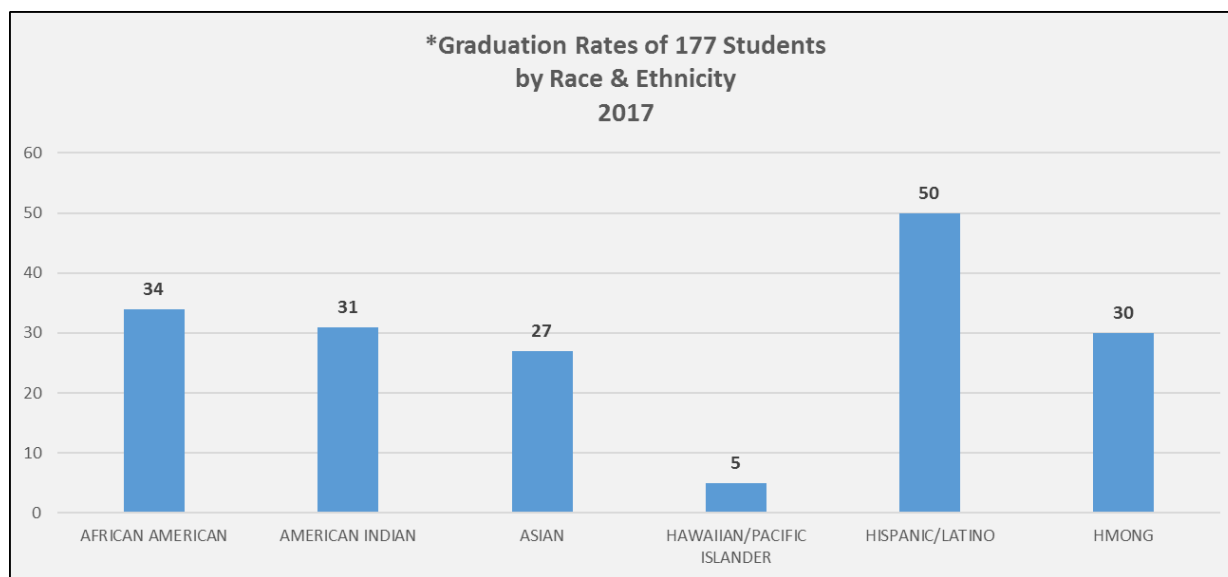
## Retention

2012-2016

<b>*History of Retention of First Year, Full-Time Students by Race &amp; Ethnicity</b>					
<u>Race/Ethnicity</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
AA	57.4	69.7	51.7	67.8	75.4
AI	44.4	50.0	50.0	62.5	80.0
SEA	75.0	75.0	67.5	81.5	61.5
Asian	66.7	63.6	100.0	60.0	60.0
Hispanic	57.1	58.8	77.8	68.1	50.0
Haw/Pac	100.0	100.0	100.0	100.0	79.2
2+ races	73.7	68.4	64.4	71.7	70.0
<b>% Retention</b>	<b>64.7</b>	<b>66.5</b>	<b>69.5</b>	<b>71.3</b>	<b>72.6</b>
 <b>White</b>	 <b>76.9</b>	 <b>76.5</b>	 <b>79.3</b>	 <b>78.4</b>	 <b>76.3</b>
 <b>Total</b>	 <b>75.4</b>	 <b>75.0</b>	 <b>78.2</b>	 <b>77.4</b>	 <b>75.8</b>

\*Office of Institutional Research

The foregoing table shows improved retention data for African American and American Indian students for 2016. However, Southeast Asian and Hispanic populations continue to be a concern. Efforts must continue to be made to maintain/improve retention of African American and American Indian students and strategies to improve retention of all other groups, specifically Southeast Asian and Hispanic students must be established, implemented and assessed periodically to determine success.



\*Office of Information Services - Applications Integration

## PreCollege Programs

The PreCollege Programs ended their Department of Public Instruction (DPI) 2014-2016 grant year in summer 2016 and have secured the DPI grant for another two years (2017-2019). Seven programs were offered in summer 2016 which included the Arts in the Media (AIM), Aspiring Pupils for Professional Leadership in Education (APPLE), Exploring Science, Technology and Engineering Education Majors (ESTEEM), PreCollege Enrichment Program (PEP), Summer Mathematics and Reading Talent Scholars (SMARTS), Wisconsin Youth in Nursing (WYN) and Young Entrepreneurial Scholars (YES). In the new grant year, 2017-19 PreCollege will continue to offer AIM, ESTEEM, SMARTS, WYN and YES, and have added two new programs, Social Activists for Equity (SAFE) and Learning, Inspiring & Fostering Education (LIFE).

The PreCollege Programs collaborates with a variety of UW Oshkosh Colleges and departments including the College of Business, College of Education and Human Services, College of Letters and Science, College of Nursing, Admissions office, Financial Aid office, Career Services, MRP, Residence Life and University Police, and partners with the Summer Food Service Program, Milwaukee Public Schools TEAM GEARUP program, YES Internship Program and Wisconsin Institute of Certified Public Accountants (WICPA) program to coordinate and fund their summer programs.

## Risks and Opportunities

### Multicultural Retention Programs & Multicultural Education Center

All the MRP programs and activities are essential parts of student retention and align with the university's goal of closing the achievement gap as well as the mission of the University for inclusive excellence. The combination of MRP services and programs are well developed through decades, firmly established and are successful in their purpose. This report summarizes many of the programs and services including retention efforts data which clearly reflects this fact.

The Multicultural Retention Programs Administrative Assistant retired at the end of Fall 2015 after fourteen years of service. This vacant position has had a ripple effect on retention services as well as the administrative operation of the department. The MRP organizes about 70 – 80 social, cultural and educational programs/events annually. These events play a significant role in creating a greater cultural awareness and in promoting a cohesive diverse campus community. They also promote student development outside of the classroom, provide an educational platform for learning about other cultures and ethnicities for all students, and send an important message to students, faculty and staff that UW Oshkosh values cultural diversity. Some of these events are large and require extensive planning and implementation, thus the paperwork, confirmations, travel/lodging/meals, room/equipment arrangements to name a few requires that this position needs to be filled. The less obvious but significant impact was that MRP staff had to invest time and effort to complete all the administrative work themselves which shifted the focus from student retention efforts.

In the past, the Student Titan Employment Program (STEP) has helped with some of the office work and in overseeing the MEC activities in the evening, however, the administrative support position requires a professional with extensive computer experience, knowledgeable of data management and budgets, understands University policies and procedures, understands and has the ability to work with people from diverse backgrounds. The function of our services also involves working with confidential information about the department and the students we serve. A student can provide minimal assistance (answer phones, file, upkeep bulletin boards and basic office work), however, they are not equipped to maintain that level of professionalism since these positions are designed for educational and learning purposes. These positions are great short term solutions but long term administrative support will be needed to meet the needs of the MRP office.

Another concern is the loss of two positions. One was expected (Math Tutorial Specialist) since the contract was not renewed last year but the responsibilities of the other will need to be shared among the three MRP staff members. Because some must wear “several hats”, it is important that we clearly identify the duties and responsibilities of each of the “hats”. When employees are faced with too many competing priorities, sometimes there is just no good way to successfully accomplish everything. That's both inefficient for the organization and highly stressful for the individual. Thus, the Division should consider the multiple roles MRP employees play, to better understand and help

them balance competing priorities. These roles should be considered a part of the management team and discussed prior to the start of the fall 2018 semester.

### PreCollege Programs

In the new grant year (2017-2019), PreCollege will be offering two new program, Social Activists for Equity (SAFE) and Learning, Inspiring & Fostering Education (LIFE). The SAFE program will actively engage in discussions and seek to find solutions to national and international issues. Student will have an opportunity to participate in off-campus field trips related to environmental justice and community stewardship that helps to transform lives. The LIFE program is designed to attract high school students to the teaching profession and to explore other education professions. The program will have an emphasis on writing for college readiness, a variety of classroom and laboratory settings and college preparatory workshops.

One area of concern is the cuts and reductions in the DPI budget for the new grant year (approx. \$10,000). These cuts will present challenges for PreCollege including student support positions, funding for recruitment and travel and operational expenses. All of which are critical to the recruitment of students, screening of applications, and planning and implementation of PreCollege programs. In addition, the PreCollege Program Coordinator is retiring at the end of July and taking with her a wealth of knowledge, expertise and experience. The search to fill the position is in process. Once filled, the position will require support from the Student Achievement Services Director.



# Budget

## Multicultural Retention Programs

The Multicultural Retention Programs (MRP) budget is about \$4700 which is used annually to cover the supplies and expenses of both the MRP and the Multicultural Education Center (MEC). MRP and MEC expenses include office and program supplies, printing and duplication, telephone bills, postal services, programs and activities and some travel. The MRP/MEC are in dire need of printers. The cost of two printers is about \$600, however, we need to include maintenance for each so as to avoid payment of repairs and purchase of toners. In addition, through student organizations, many of the monthly programs and activities that MRP plans during the academic year are covered by their annual budgets. We need to develop retention initiatives that are directly supported by the MRP. With the new position (Outreach and Retention) at the MEC, additional office expenses will be added to bring the position up-to-date with new position and to encourage more use of the facility. We understand that upon request/approval, other funds are available through the Associate Vice Chancellor of Academic Support of Inclusive Excellence, however, it would be advantageous to the department if the budget increased to meet the demands of our growing population.

## Multicultural Education Center

Operating cost for the Multicultural Education Center is through MRP.

## PreCollege Programs

UW Oshkosh PreCollege Programs was allocated \$140,000.00 for Fiscal Year 2017 through the Wisconsin Department of Public Instruction (DPI).

- Received DPI reimbursement check for \$136,704.00 for one hundred and seven {107} students of which \$10,620.00 was allocated to the Wisconsin Rural Precollege Programs for 12 students. The WI Rural Precollege Program is administered through the College of Education & Human Services (COEHS)
- DPI funds were exhausted for Fiscal Year 2017 by June 30, 2017 in the amount of \$3,552.00.

## Other funding sources

- University of Wisconsin, Office of Academic & Student Affairs
  - ✓ The Summer Mathematics and Reading Talent Scholars (SMARTS) Program received funding in the amount of \$19,390.00 for FY 17 through
- Wisconsin DPI Summer Food Service Program (SFSP) – Federal Grant
  - ✓ Received SFSP meal reimbursement check for one hundred and twenty-nine students in the amount of \$9,305.57.

### **Off-campus partnerships**

Milwaukee Public Schools (MPS) wrote a seven-year federal grant in 2011. The UW Oshkosh Provost agreed to a partnership between the Milwaukee Public Schools (MPS) TEAM GEAR UP UP (Gaining Early Awareness and Readiness Undergraduate Program) and UW Oshkosh. PreCollege Programs responded to the opportunity and is currently in its fifth year of partnership with the Milwaukee Public Schools (MPS) TEAM GEAR UP (TGU) federal grant. New Contract/ "Scope of Service" agreement was completed and submitted to MPS for a new cohort group of high school MPS students entering 11-12 grades in fall 2016 to participate in the 2016 summer PreCollege Programs.

- Enrolled twelve (12) MPS TEAM GEAR UP (TGU) high school students in the summer 2016
  - ✓ Received a reimbursement check from MPS TGU for twelve (12) MPS TGU participants for a total amount of \$19,569.00.

### **Other Collaborative/Partnership Efforts**

- The YES Internship Program partnership in Milwaukee collaborates with UW Oshkosh PreCollege Programs to seek out UW Oshkosh YES Residential program students to apply and interview for a six-week internship in local Milwaukee businesses and companies.
  - ✓ Interviewed and seven [7] students were selected for a six-week YES Internship Program in local Milwaukee companies and businesses.
- Wisconsin Institute of Certified Public Accountants (WICPA) – YES Luncheon Sponsor
  - ✓ Received a reimbursement check from WICPA to cover the expenses of the YES Luncheon Graduation Ceremony for a total of \$2,600.00.

## Appendix

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## Appendix A: 2016-2017 MRP Calendar of Events

### Student Achievement Services | Multicultural Retention Programs 2016-2017 Academic Year Programs and Activities Calendar

Date	Program
September 3, 2016	<b>Titans on the Go! Program</b> Alumni Welcome and Conference Center 8:00AM – 3:00PM
September 6, 2016	<b>Employment Fair/Taste of Oshkosh</b> Reeve Union 11:00AM – 1:00PM
September 19-30, 2016	<b>MRP Tracker Plus Distribution</b> (First-year, first semester multicultural students)
September 26, 2016	<b>Budget Manager's Meeting for Student Allocations</b> Reeve 227A 4:00PM
November 16, 2016	<b>Multicultural Open House - Career Services</b> Career Services 4:30PM – 6:00PM
October 5, 2016	<b>Career Fair on the Fox</b> Kolf 1:00PM – 4:30PM
October 7-11, 2016	<b>Early Alert Contact</b>
October 14-21, 2016	<b>IE Tracker Distribution</b>
October 19, 2016	<b>Talent Show</b> Hmong Student Union and Asian Student Association Reeve 307 9:00 PM - Midnight
October 22, 2016	<b>MEC Homecoming Breakfast</b> MEC 8:00AM – 10:00AM

October 25, 2016	<b>RUB Halloween Carnival</b> Hmong Student Union and Asian Student Association Reeve Union Ballroom 4:30PM - 6:00 PM
November 2016	<b>2017-2018 Lawton Grant Applications Available</b>
November 11, 2016	<b>Winter Formal Dance</b> Hmong Student Union and Asian Student Association Alumni Welcome and Conference Center 9:00 PM - Midnight
November 21, 2016	<b>48<sup>th</sup> Black Thursday Remembrance: Annual Commemoration</b>
November 18-20, 2016	<b>National Black Student Union Conference</b> November 18 – 20 University of Wisconsin Whitewater
December 6, 2016	<b>Pho Night</b> Hmong Student Union and Asian Student Association Horizon Village 4:30PM – 6:00PM
December 8, 2016	<b>Holidays Around the World</b> Reeve Ballroom 5:00PM – 9:00PM
December 2016	<b>MEC Study Nights (Extended Hours)</b> Multicultural Education Center 12PM – 12AM
January 16, 2017	<b>Martin Luther King, Jr. Community Celebration</b> Alumni Welcome & Conference Center 4:00PM - 6:00PM
February 7, 2017	<b>Black History Month: Color-Brave Community Read</b> 36 Broad St., Oshkosh (Hooper Community Building) Noon to 1:30 p.m. or 6:30 to 8 p.m.
February 9, 2017	<b>Black History Month: An Evening with Dr. Linda Myers</b> Sage Hall, Room 1210 6:00PM - 8:00PM

February 13, 2017	<b>Black History Month: Sister Talk: Symposium of the State of African American Women</b> Reeve Memorial union, Room 307 6:00PM - 7:30PM
February 14, 2017	<b>Black History Month: Black Love Forum: Understanding and Defining Healthy Black Relationships</b> Reeve Memorial Union, Room 227C 5:00PM - 6:00PM
February 15, 2017	<b>Black History Month: African American Studies Program Film Series</b> Reeve memorial Union, Room 307 5:30PM - 8:30PM
February 20, 2017	<b>Black History Month: A Complicated Legacy: UW Oshkosh Black Thursday Remembered</b> Sage Hall, Room 1214 5:30PM - 8:30PM
February 21, 2017	<b>Black History Month: Black History Month Featured Film: <i>Yeelen</i></b> Reeve Memorial Union, Room 307 7:00PM - 9:00PM
February 22, 2017	<b>Black History Month: Black history Month Featured Film: <i>Beyond Beats and Rhymes</i></b> Sage Hall, Room 1214 5:30PM - 7:00PM
February 23, 2017	<b>Black History Month: Women and STEM: The Disparity of Black Women in STEM</b> Sage Hall, Room 1214 5:00PM - 7:00PM
February 23, 2017	<b>Black History Month: African American Studies Program Film Series</b> Sage Hall, Room 1210 7:00PM - 9:00PM
February 24, 2017	<b>Black History Month: Black History Month Late Night Lock-In</b> Albee Hall, Main Gym 9:00PM
February 27, 2017	<b>Black History Month: Global Google Hangout: Black Cyberfeminism</b> Reeve Memorial Union, Room 307 6:00PM - 8:00PM

February 17-19, 2017	<b>East Coast Asian American Student Union Conference</b> Raleigh, NC
March 8, 2017	<b>Career Fair</b> Kolf 1:00PM - 4:30PM
March 2-7, 2017	<b>Early Alert Contact</b> Faculty March 2-6 Student Notification March 7
March 9-16, 2017	<b>IE Tracker Distribution</b>
March 15, 2017	<b>Lawton Grant Application Priority Deadline</b>
March 31 - April 2, 2017	<b>American Multicultural Student Leadership Conference</b> UW LaCrosse
April 3, 2017	<b>The Showing of <i>Nodame Cantabile</i></b> Clow L101 7:00 pm
April 6, 2017	<b>Cultural Exchange: A Panel of the Influence of the Asian Culture</b> Clow 234 5:00 pm - 7:00 pm
April 7, 2017	<b>Thai Cultural Night</b> Horizon Village Kitchen & Rec Lounge 6:00 pm - 8:00 pm
April 11, 2017	<b>Creating Connections <i>Diverse (Students and Employers) + Networking = Employability</i></b> Reeve Ballroom 227 5:00 pm - 7:00 pm
April 17, 2017	<b>Korean Drumming Performance and Workshop</b> Alumni Welcome and Conference Center 5:00 pm - 6:30 pm
April 19, 2017	<b>Filipino Dance and Cultural Night</b> Alumni Welcome and Conference Center 5:30 pm - 7:00 pm

April 20, 2017	<b>Running Man Challenge</b> Student Recreation and Wellness Center North Field 5:00 pm - 7:00 pm
April 21, 2017	<b>Taiko Drumming Workshop</b> Albee Hall 201 3:30 pm - 5:00 pm
April 25, 2017	<b>Hmong Play: Nrog Nraim (Always with You)</b> Reeve Union 227 6:00 pm - 8:00 pm
April 27, 2017	<b>Asian heritage Month Closing Virtual Keynote Speaker: Professor Joon Lee</b> Sage Hall 1210 7:00 pm
April 7-9 2017	<b>Multicultural Education Coalition Leadership Retreat</b>
April 21-23, 2017	<b>Hmong National Development Conference</b> Milwaukee, WI
May 1-4, 2017	<b>MEC Study Nights (Extended Hours)</b> Multicultural Education Center 12PM - 12AM

**MRP Programs/Activities (not listed above):**

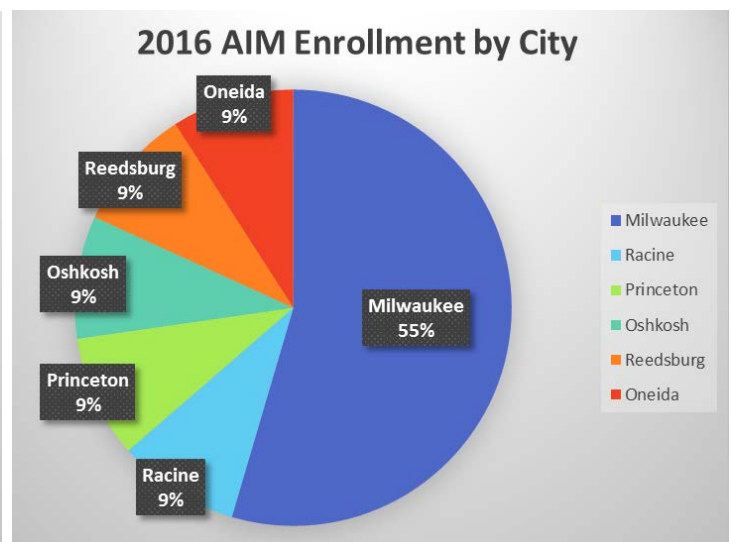
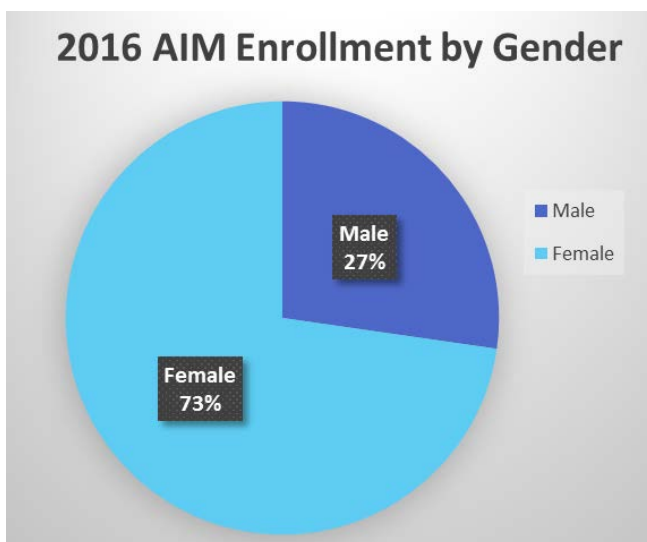
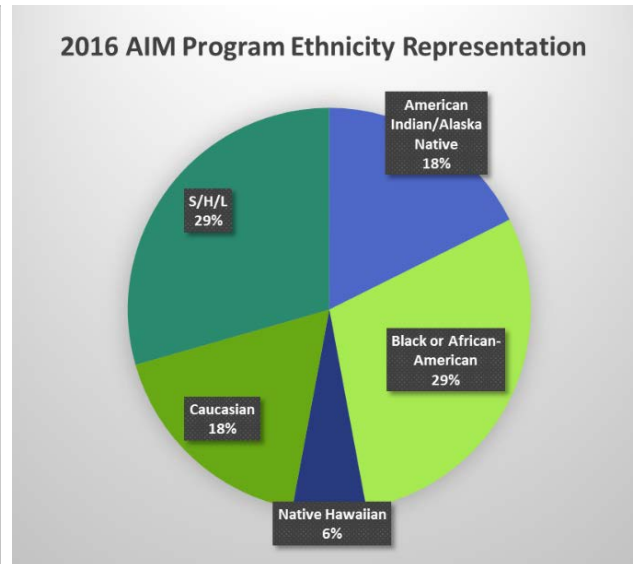
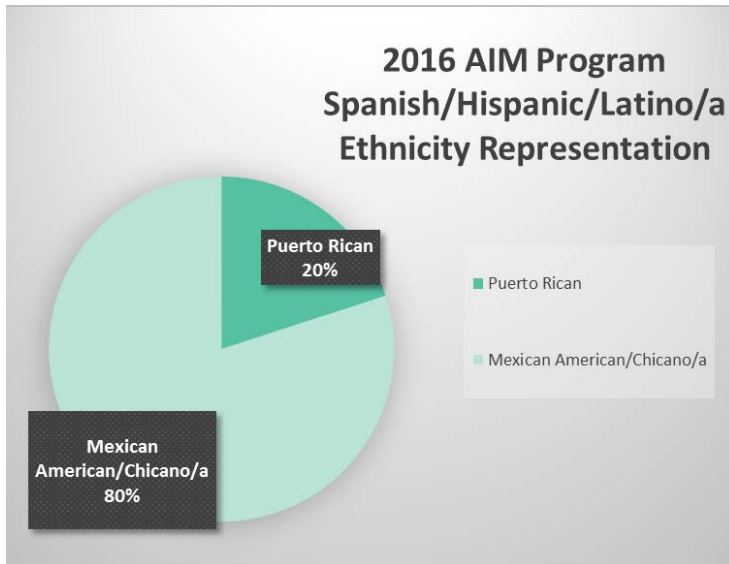
- Titan Steps 2 Success: Launch Program Learning Modules (Spring)
- Titan Advantage Program Welcome Back Gathering (Fall)
- The Sisterhood Student Social (Fall)
- Multicultural Education Coalition Mixer (Fall)
- Achieving in Math Tutorial Sessions (Fall)
- TAP Spring Campus Visit (March 2-3, 2017)

**PreCollege Programs Activities:**

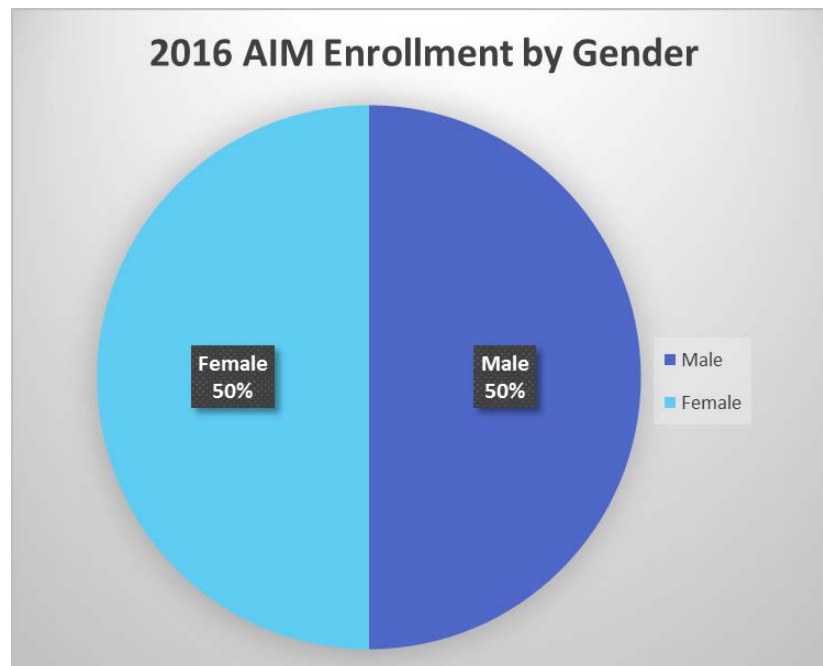
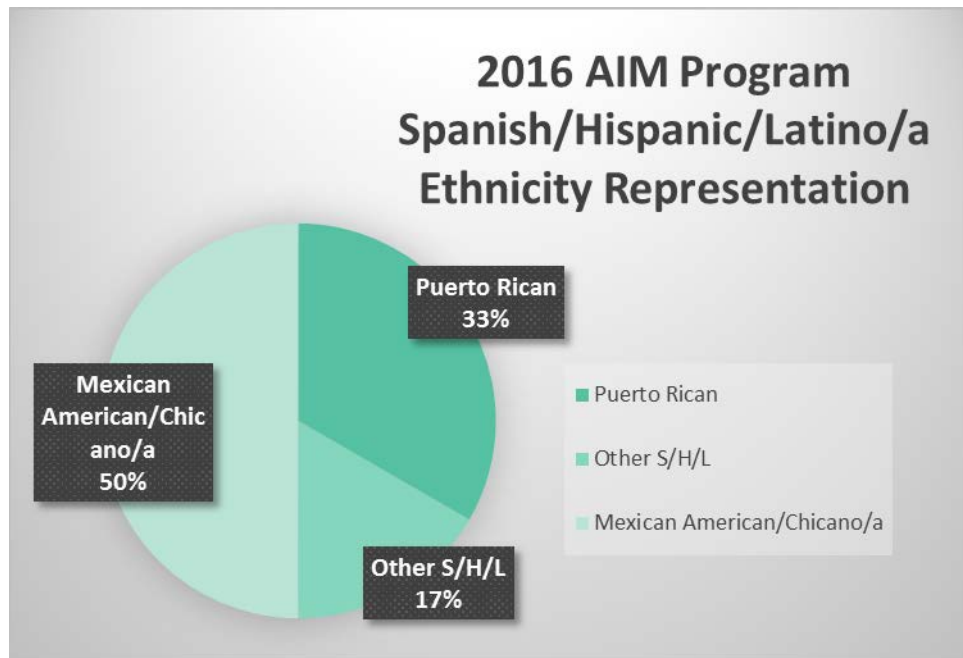
- Pre-College Recruitment Activities (September 2016 - April 2017)
- Pre-College Spring Campus Visit (April 2017)
- Pre-College Resident Assistant Training (Spring 2017)
- W.E.A.S.S.P. Conference (December 2016)
- Annual Department of Public Instruction-Wisconsin Education Opportunity Program, Pre-College Fair (March 2017)



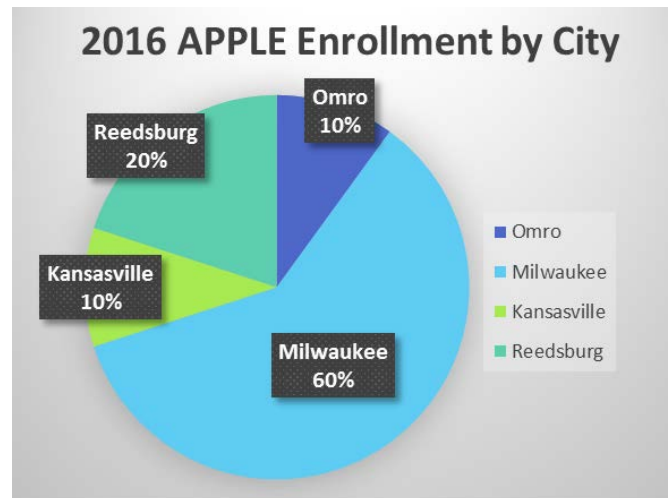
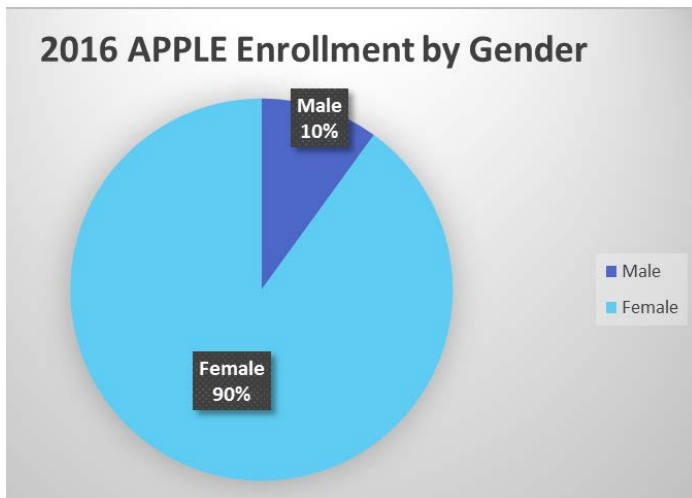
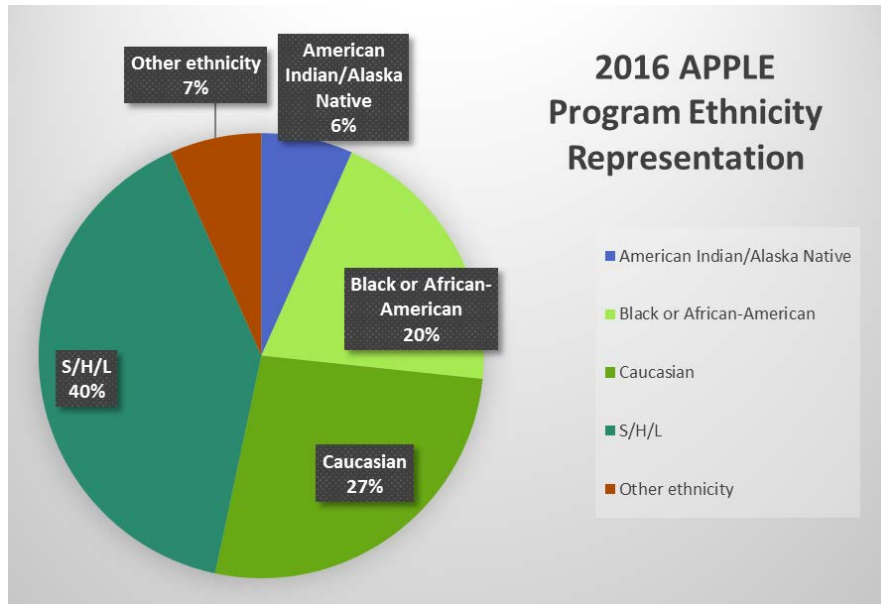
## Appendix B: 2016 AIM PreCollege Program Data



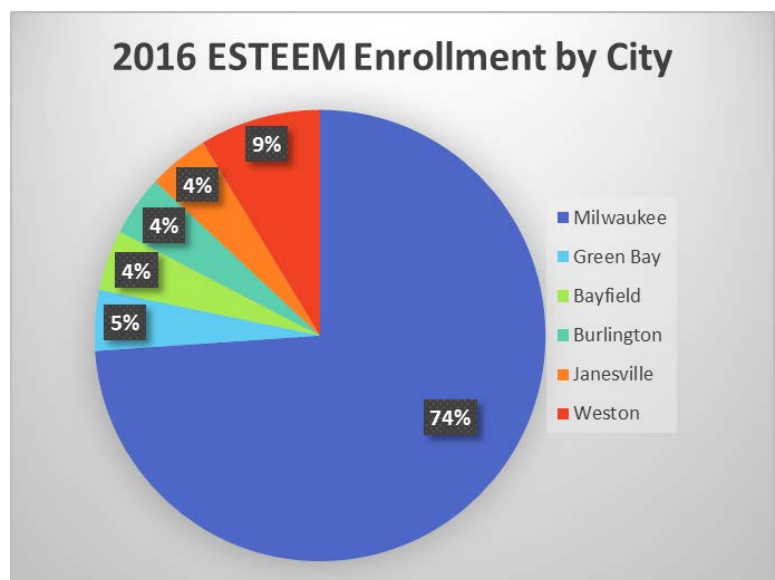
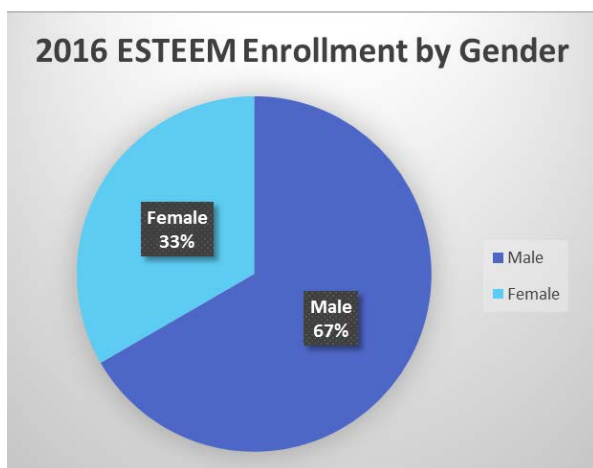
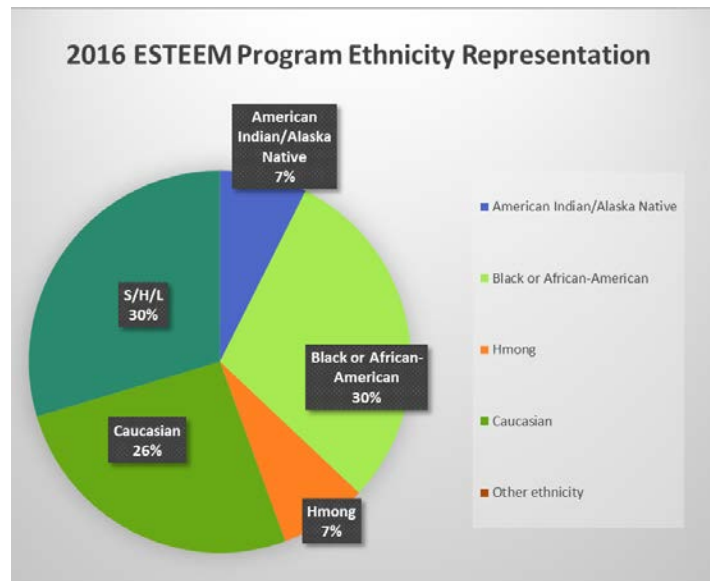
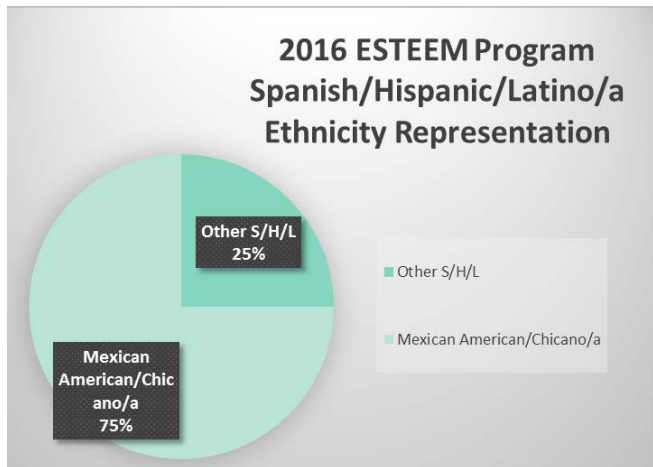
## Appendix B: 2016 AIM PreCollege Program Data (continued)



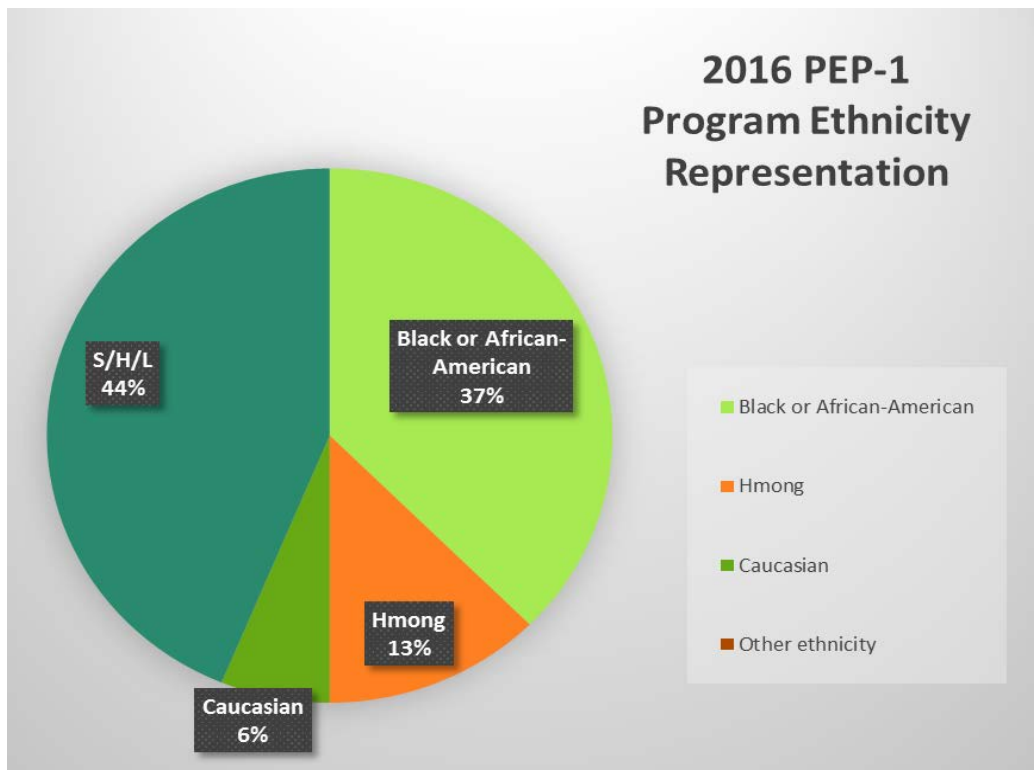
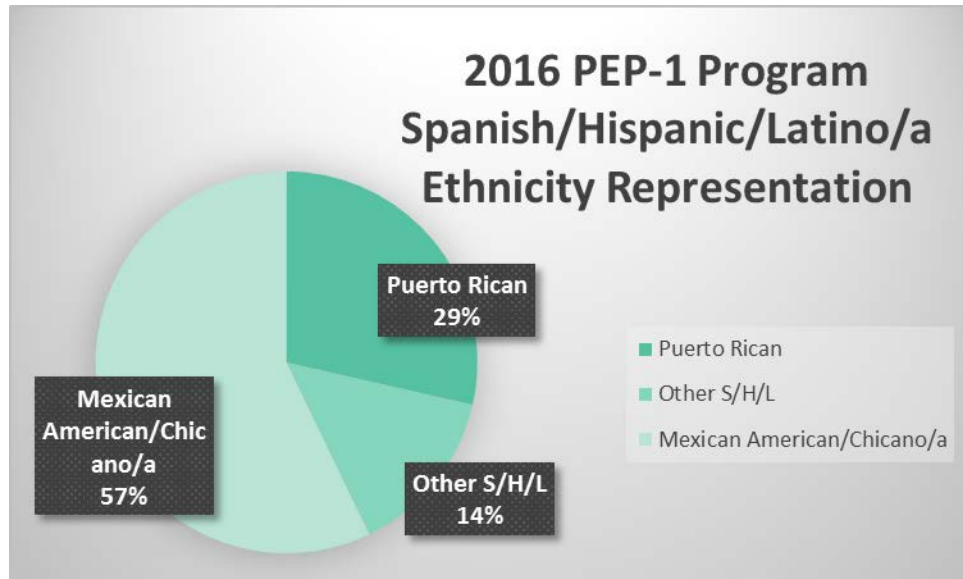
## Appendix C: 2016 APPLE PreCollege Program Data



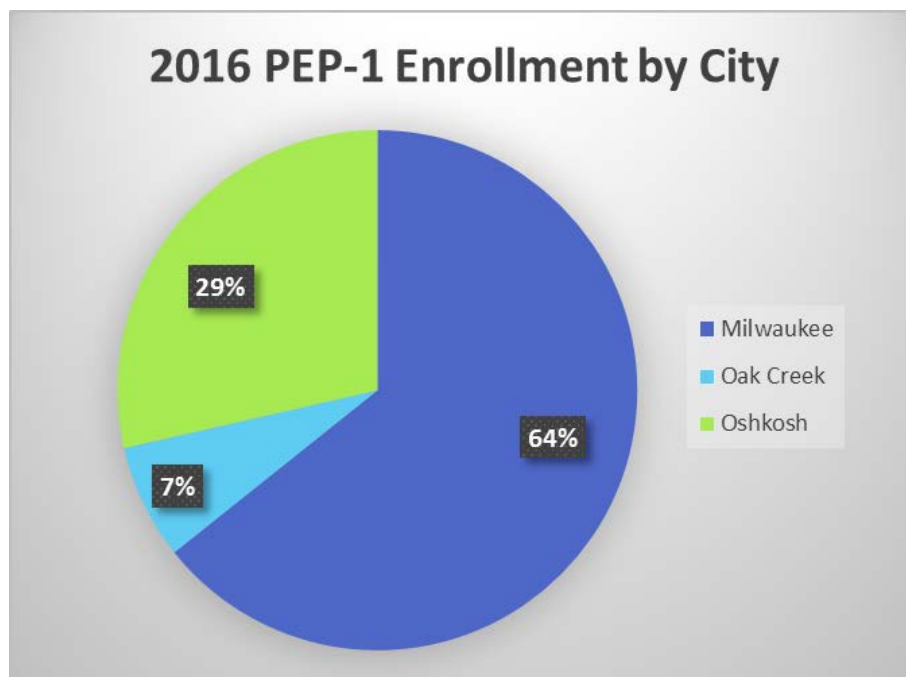
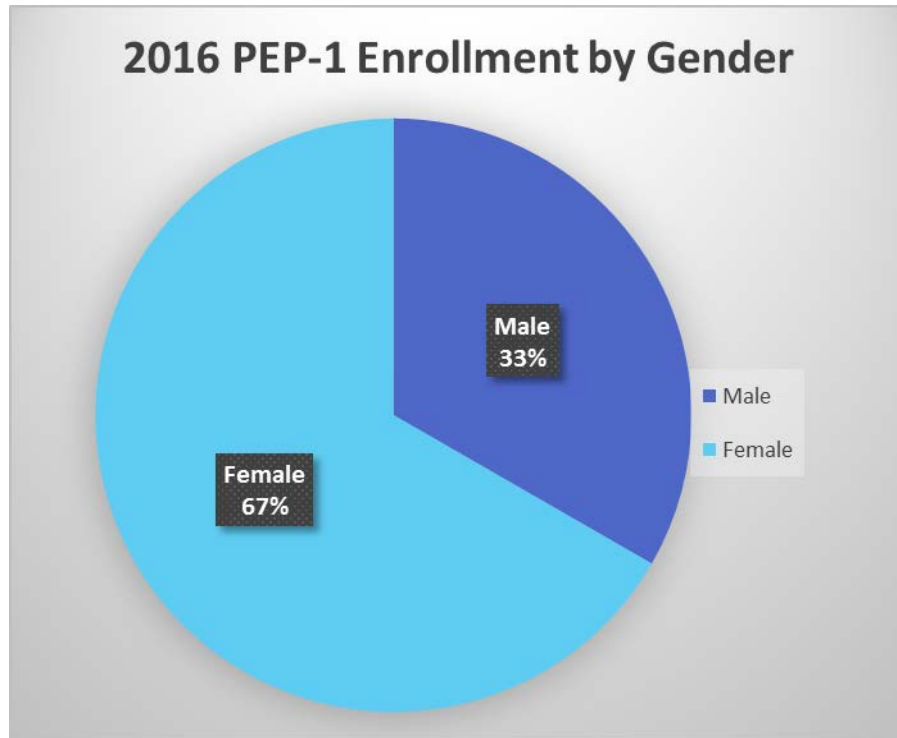
## Appendix D: 2016 ESTEEM PreCollege Program Data



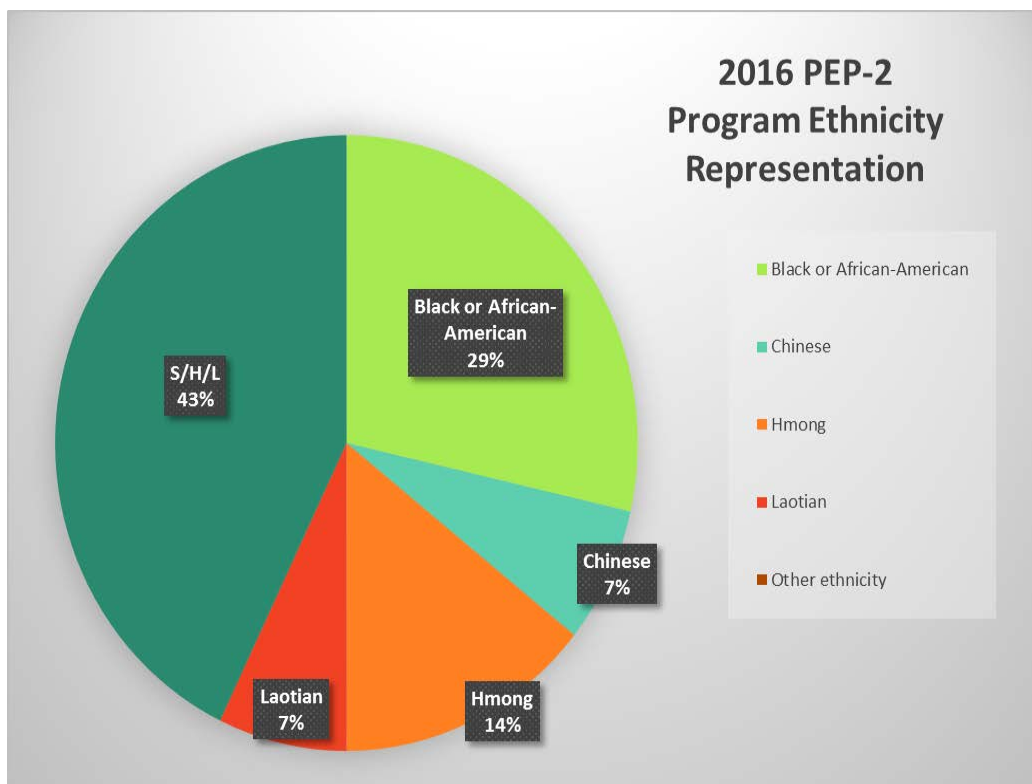
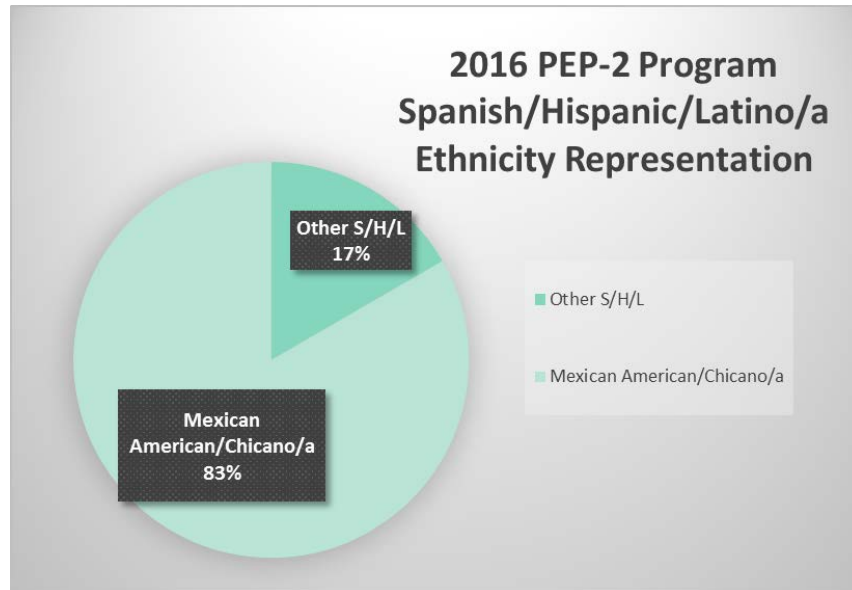
## Appendix E: 2016 PEP-1 PreCollege Program Data



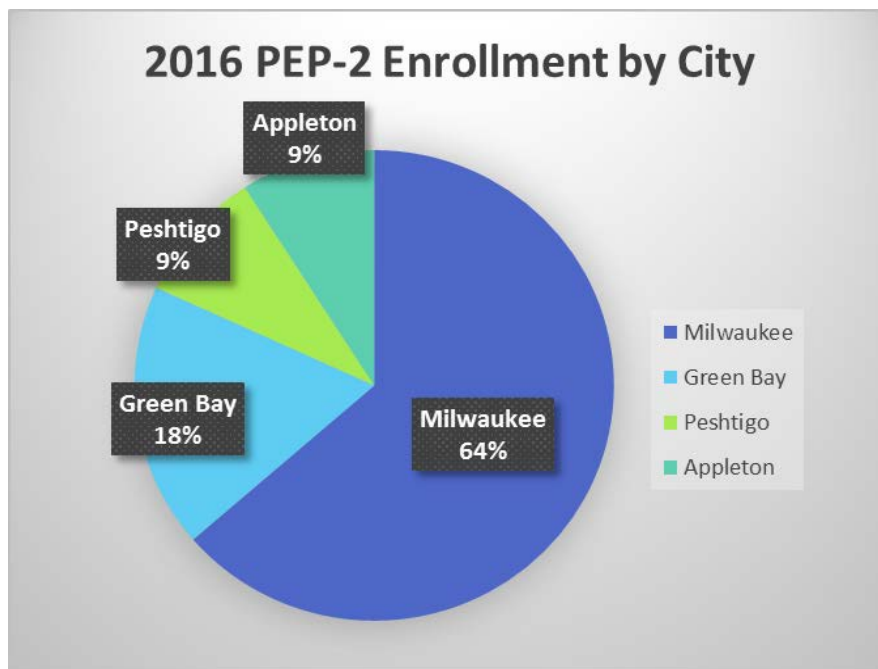
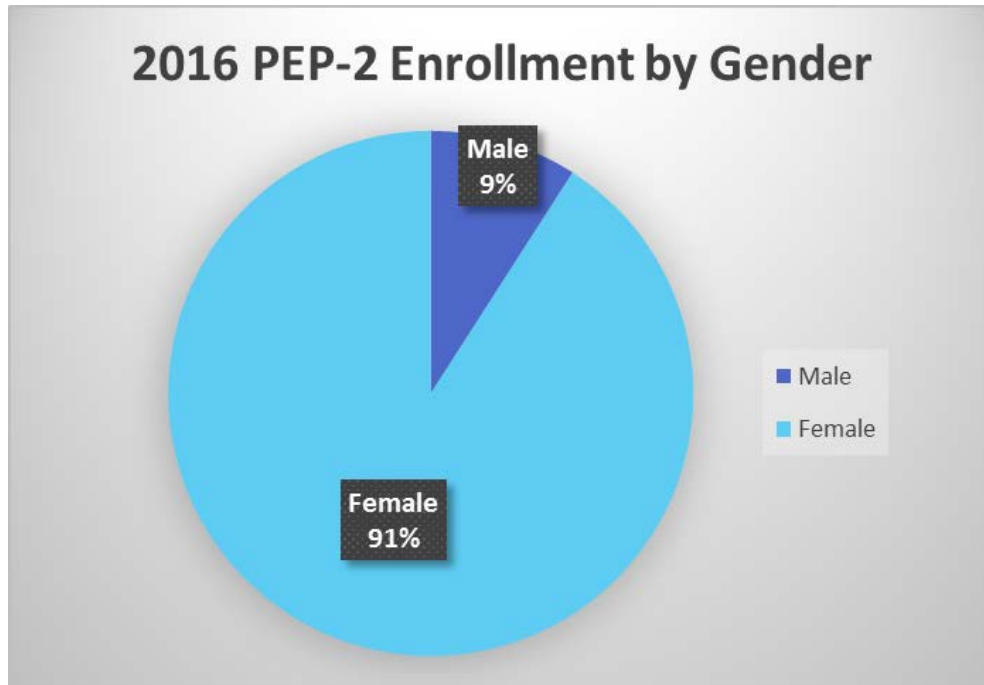
## Appendix E: 2016 PEP-1 PreCollege Program Data (continued)



## Appendix F: 2016 PEP-2 PreCollege Program Data

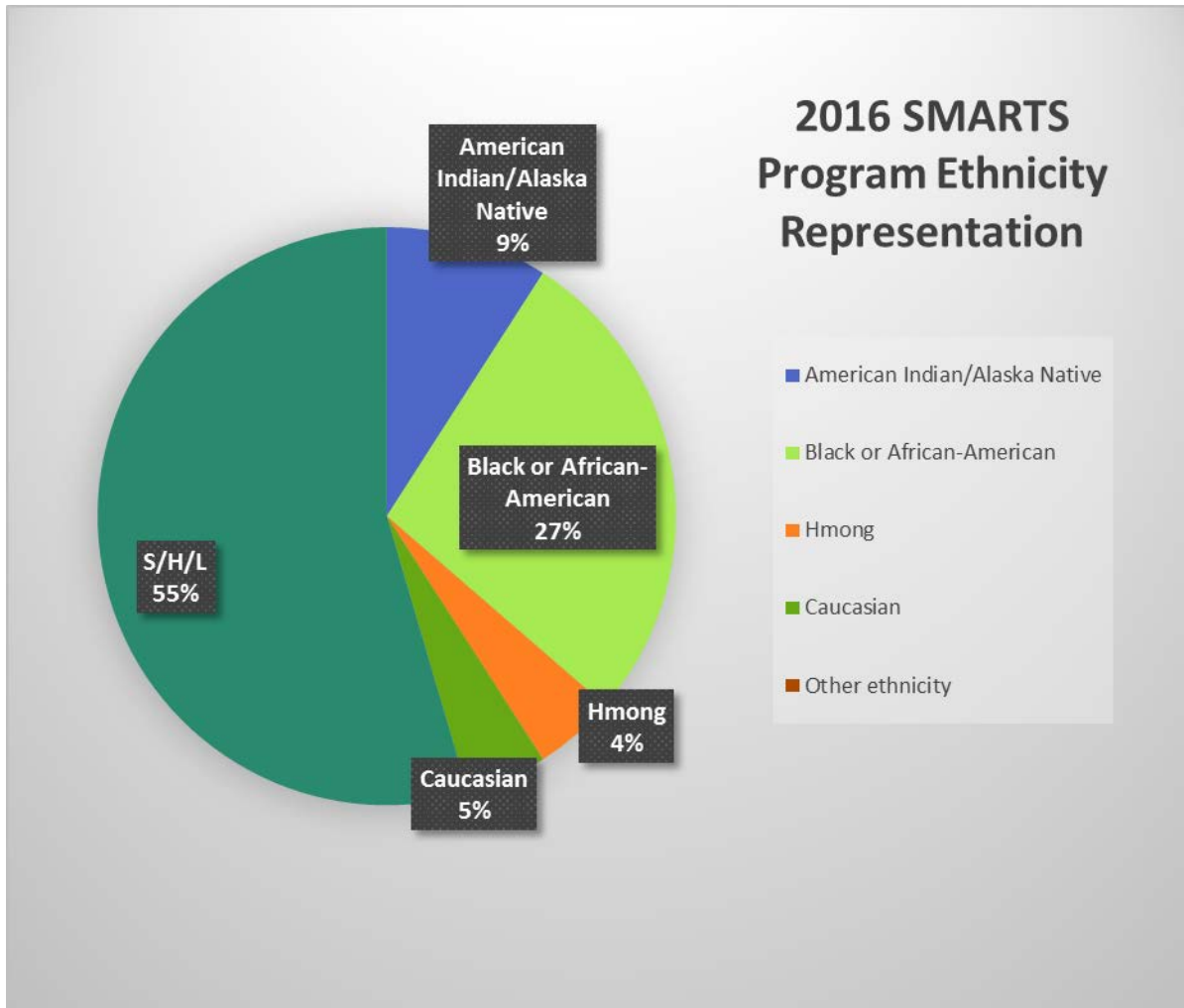


## Appendix F: 2016 PEP-2 PreCollege Program Data (continued)

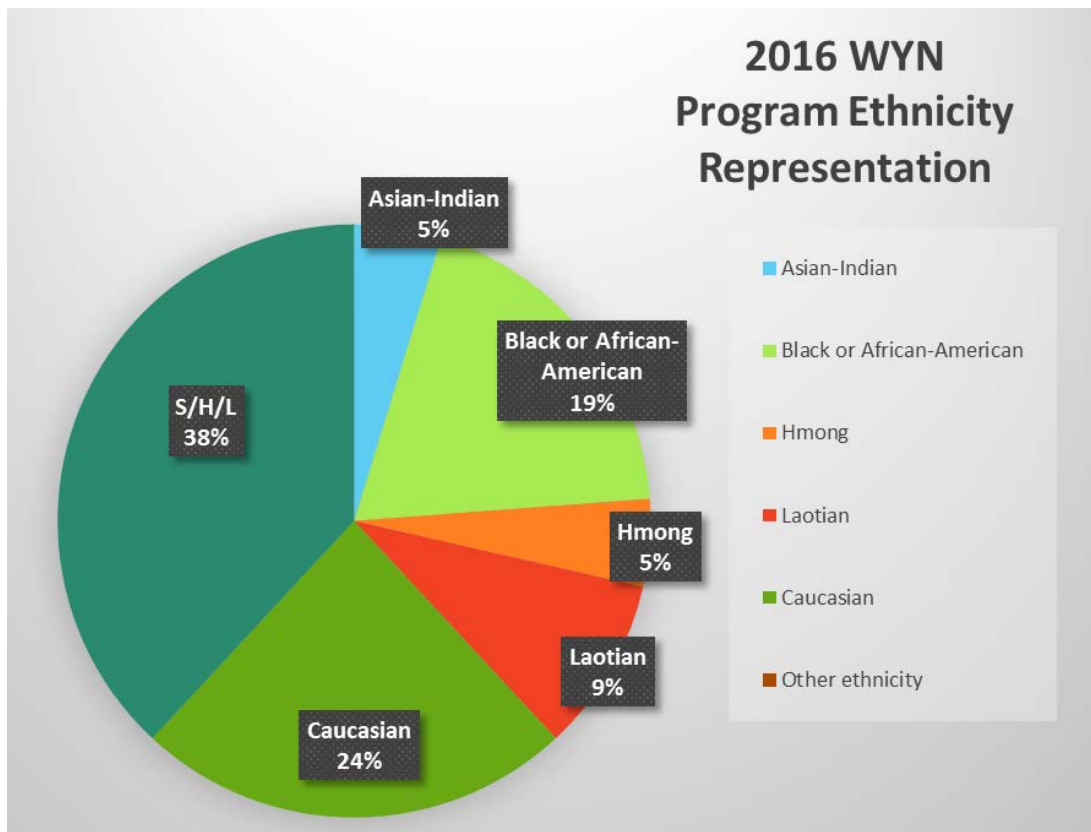
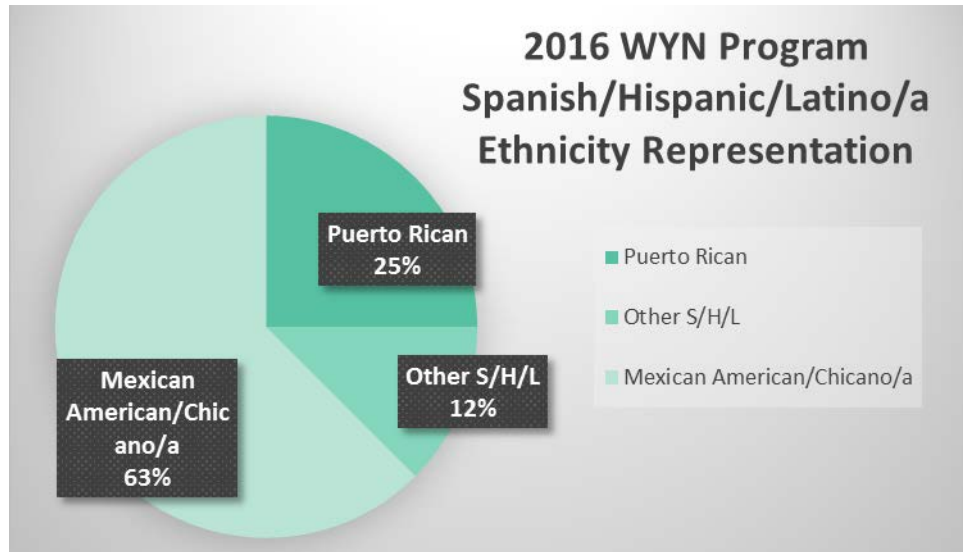




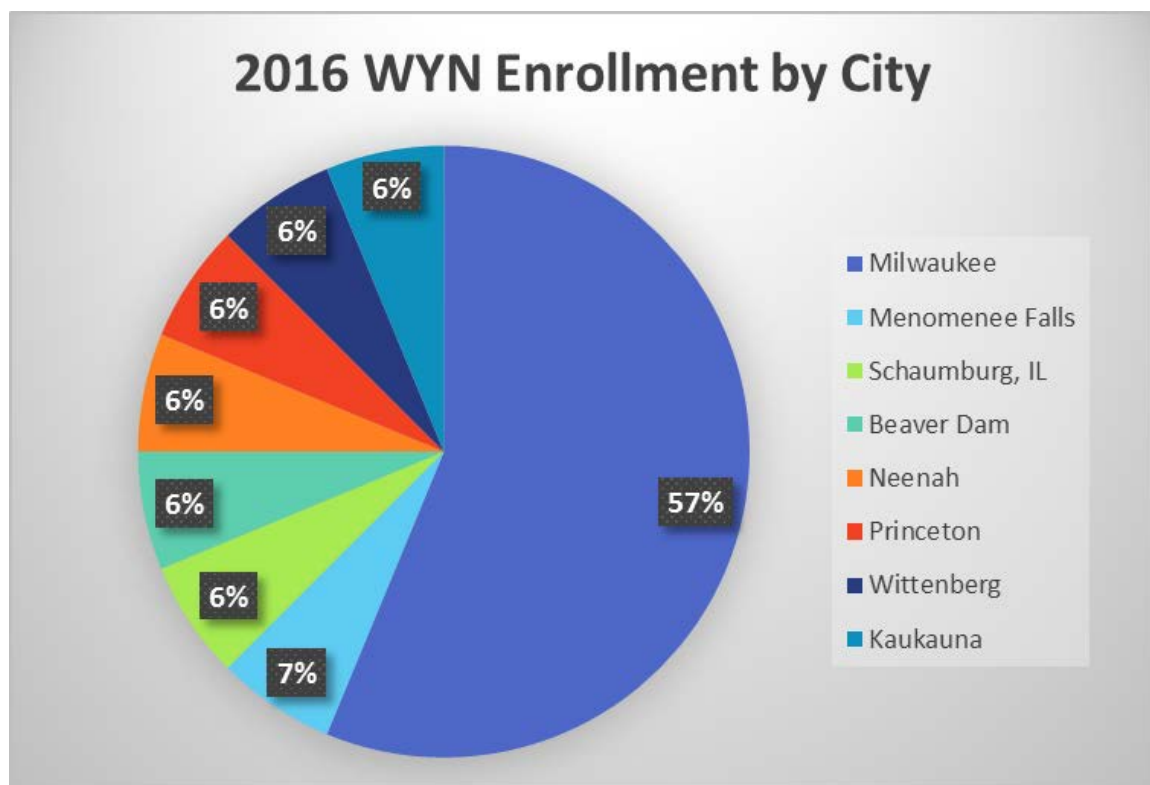
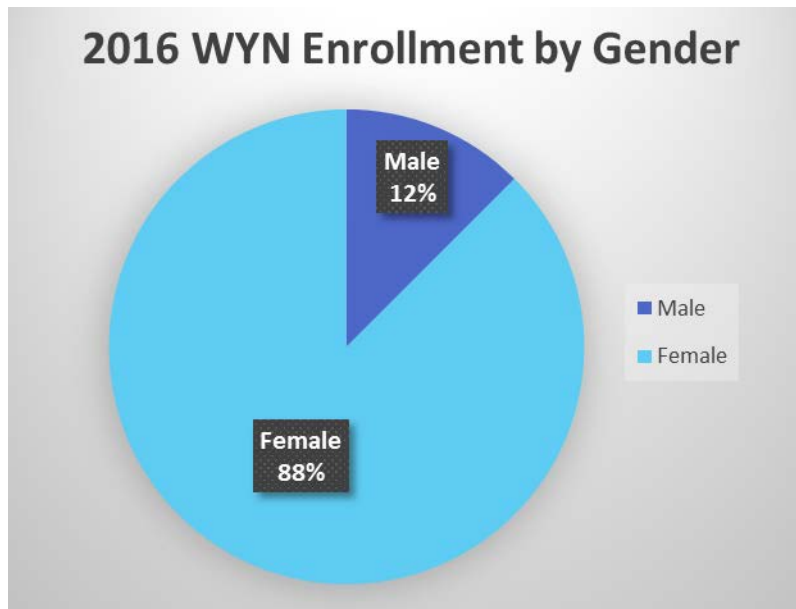
## Appendix G: 2016 SMARTS PreCollege Program Data



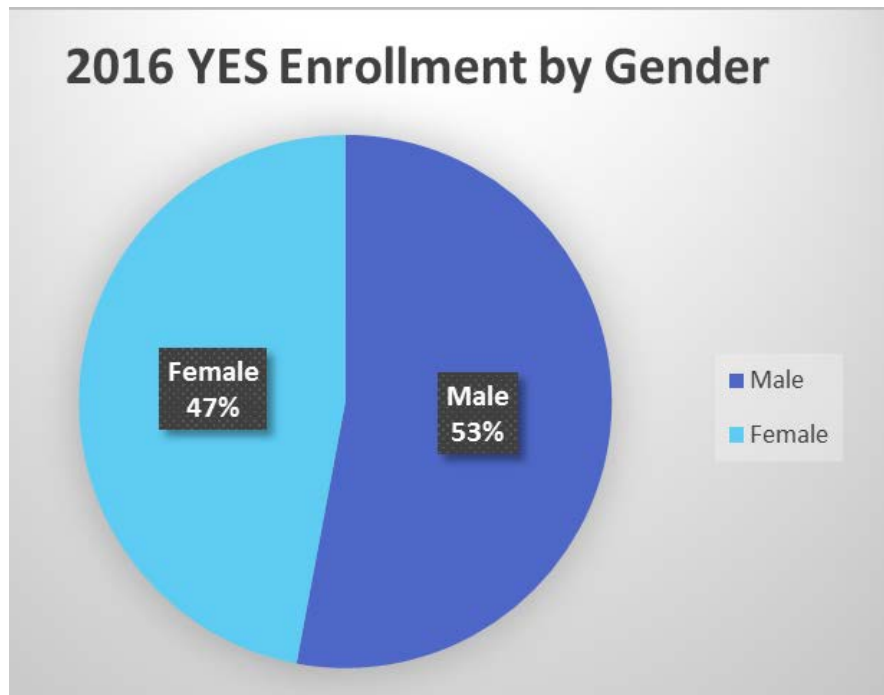
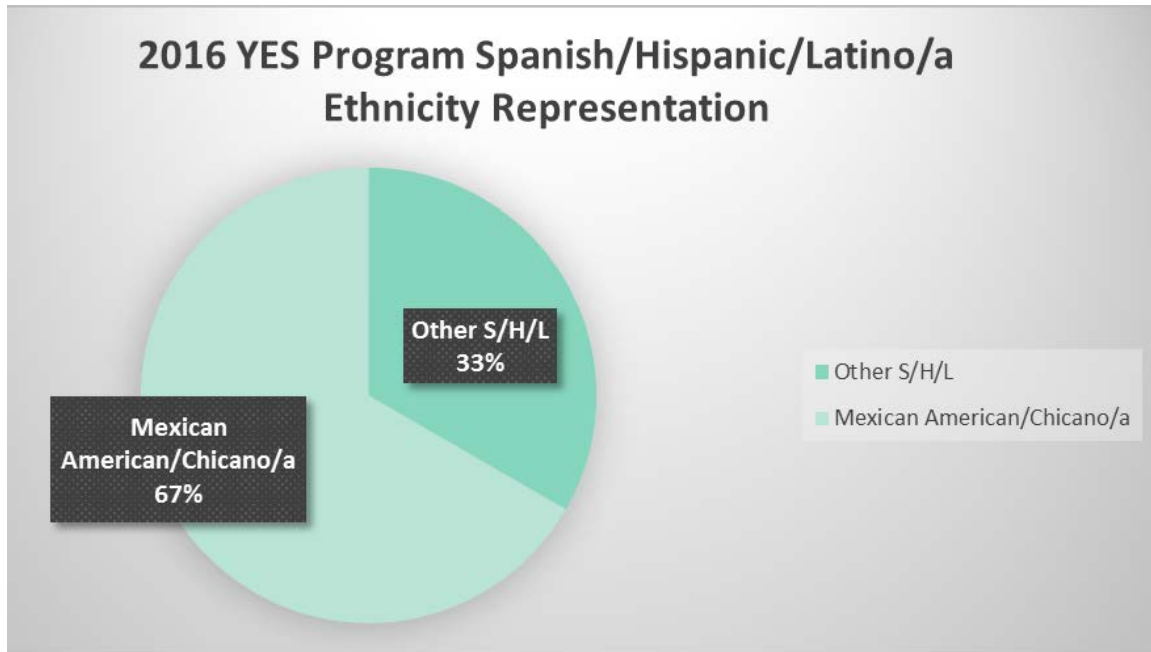
## Appendix H: 2016 WYN PreCollege Program Data



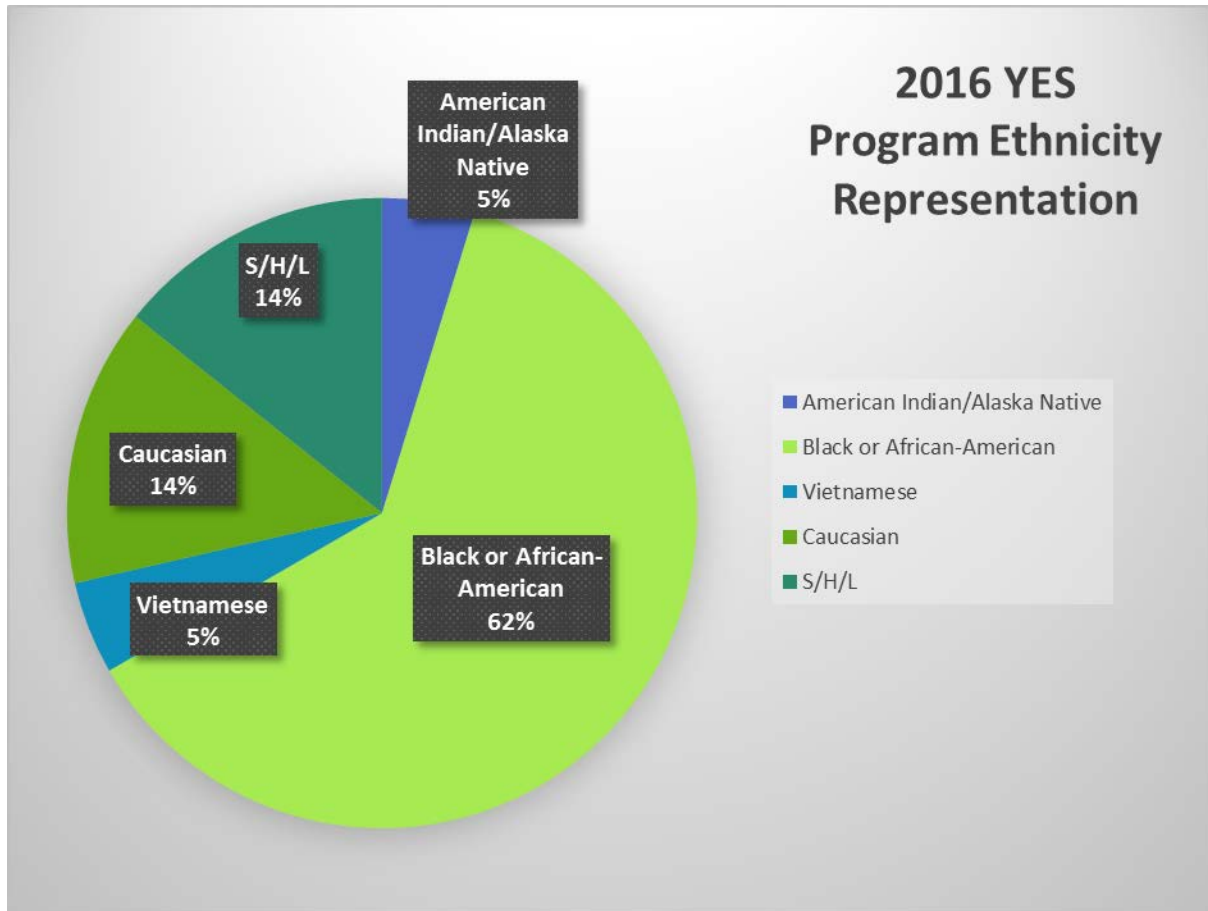
## Appendix H: 2016 WYN PreCollege Program Data (continued)



## Appendix I: 2016 YES PreCollege Program Data



## Appendix I: 2016 YES PreCollege Program Data (continued)



	<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>	<u>Fall 2016</u>	<u>Fall 2017</u>
PRO1	608 (461)	448	427	375	279	312	318	258	246
% of UG	5.2 (4.0)	3.7	3.5	3.0	2.2	2.4	2.5	2.06	
FYR PRO1	436 (289)	286	254	225	125	190	180	161	133
% of FYR	22.9 (15.1)	15.3	13.6	12.3	7.2	7.7	11.5	10.7	
PRO2	52	42	52	54	36	31	36	25	20
% of UG	0.4	0.3	0.4	0.4	0.3	0.2	0.3	0.02	
<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>282</b>	<b>266</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>2.8</b>	<b>2.2</b>	
SUS1	322	390	326	314	293	306	295	279	257
% of UG	2.8	3.0	2.7	2.5	2.3	2.3	2.3	2.2	
FYR SUS1	147*	123	110	88	51	72	71	49	60
% of FYR	7.7	6.6	5.9	4.8	2.9	2.9	4.5	3.2	
SUS2	79	74	42	55	36	18	23	32	19
% of UG	0.7	0.6	0.3	0.4	0.3	0.1	0.2	0.2	
SUS5**	7	36	31	32	25	21	26	22	21
% of UG	0.06	0.3	0.3	0.3	0.2	0.2	0.2	0.1	
SUS6	N/A <sup>1</sup>	45	45	22	43	38	40	43	46
% of UG	N/A <sup>1</sup>	0.4	0.4	0.2	0.3	0.3	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>376</b>	<b>342</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>3.0</b>	<b>3</b>	
<b>Total PRO/SUS</b>	<b>1,068</b>	<b>1,035</b>	<b>923</b>	<b>852</b>	<b>712</b>	<b>726</b>	<b>738</b>	<b>658</b>	<b>608</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>5.8</b>	<b>5.2</b>	
COB (UGBUS)	174	158	147	149	127	128	145	166	124
% of UG on PRO/SUS	16.3	15.3	16.0	17.5	17.9	17.6	19.6	25.2	20.3
COEHS (UGEHS)	136	143	105	88	69	84	55	56	60
% of UG on PRO/SUS	12.7	13.8	11.4	10.3	9.7	11.6	7.5	8.5	9.8
COLS (UGLS)	678	626	569	544	453	445	471	378	356
% of UG on PRO/SUS	63.5	60.5	61.8	63.8	63.6	61.3	63.8	57.4	58.5
CON (UGNUR)	80	84	81	55	45	46	38	47	57
% of UG on PRO/SUS	7.5	8.1	8.8	6.4	6.3	6.3	5.1	7.1	9.3
LLCE (UGCNL)	N/A <sup>2</sup>	24	17	12	18	17	21	11	11
% of UG on PRO/SUS	N/A <sup>2</sup>	2.3	1.8	1.4	2.5	2.3	2.8	1.6	1.8
On Campus	498	499	472	391	336	339	332	277	
% of On Campus	16.5	15.1	14.5	12.1	10.2	10.5	10.8	9.6	
% of UG on PRO/SUS	46.6	48.2	51.2	45.8	47.2	46.7	45.0	42	

	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	
FYR SUS1 Appeals	N/A <sup>3</sup>	69	58	53	19	37	41	32	43
% of FYR SUS1	N/A <sup>3</sup>	56.1	52.7	60.2	37.2	51.3	57.8	65.3	100
% of Total SUS Appeals	N/A <sup>3</sup>	24.4	24.2	23.8	9.4	19.1	19.9	15.7	21
Non-FYR SUS Appeals	N/A <sup>3</sup>	214	180	170	183	157	165	171	161
% of Non-FYR SUS	N/A <sup>3</sup>	50.7	53.9	50.7	52.9	50.5	52.7	52.9	100
% of Total SUS Appeals	N/A <sup>3</sup>	75.6	75.6	76.2	90.6	80.9	80.1	84.2	78.9
<b>Total SUS Appeals</b>	<b>N/A<sup>3</sup></b>	<b>283</b>	<b>238</b>	<b>223</b>	<b>202</b>	<b>194</b>	<b>206</b>	<b>203</b>	<b>204</b>
<b>% of Total SUS</b>	<b>N/A<sup>3</sup></b>	<b>51.9</b>	<b>53.6</b>	<b>52.7</b>	<b>50.9</b>	<b>50.6</b>	<b>53.6</b>	<b>53.9</b>	<b>61</b>
FYR SUS1 Appeals Approved (PRO3)	N/A <sup>3</sup>	45	58	52	18	37	39	32	43
% of FYR SUS1 Appeals	N/A <sup>3</sup>	65.2	100	98.1	94.7	100	95.1	100	100
Non-FYR SUS Appeals Approved (PRO3)	N/A <sup>3</sup>	149	114	140	135	118	132	120	134
% of Non-FYR SUS Appeals	N/A <sup>3</sup>	69.6	62.6	82.4	83.6	75.2	80.0	70.1	75.7
<b>Total Appeals Approved (PRO3)</b>	<b>N/A<sup>3</sup></b>	<b>194</b>	<b>172</b>	<b>192</b>	<b>153</b>	<b>155</b>	<b>171</b>	<b>152</b>	<b>177</b>
<b>% of Total SUS Appeals</b>	<b>N/A<sup>3</sup></b>	<b>68.5</b>	<b>72.3</b>	<b>86.1</b>	<b>75.7</b>	<b>79.9</b>	<b>83.0</b>	<b>74.8</b>	<b>86.7</b>
FYR SUS1 Appeals Denied	N/A <sup>3</sup>	24	0	1	1	0	2	0	0
% of FYR SUS1 Appeals	N/A <sup>3</sup>	34.8	0	0.02	5.3	0	4.9	0	0
Non-FYR SUS Appeals Denied	N/A <sup>3</sup>	65	66	30	48	39	33	51	23
% of Non-FYR SUS Appeals	N/A <sup>3</sup>	30.4	27.7	17.6	26.2	24.8	20.0	29.8	13.2
<b>Total Appeals Denied</b>	<b>N/A<sup>3</sup></b>	<b>89</b>	<b>66</b>	<b>31</b>	<b>49</b>	<b>39</b>	<b>35</b>	<b>51</b>	<b>23</b>
<b>% of Total SUS Appeals</b>	<b>N/A<sup>3</sup></b>	<b>31.4</b>	<b>27.7</b>	<b>13.9</b>	<b>24.3</b>	<b>20.1</b>	<b>17.0</b>	<b>25.1</b>	<b>13.2</b>
Number of UG				12,322	12,623	13,194	12,631	12,479	
Number of FYR				1,836	1,747	2,464	1,567	1,501	
Fall Res Hall Occupancy (10th day)				3,223	3,282	3,215	3,087	2,866	

\* 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> LLCE 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.

\*\* SUS5 not consistently reported prior to Fall 2010.

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

Note: On Campus/Res Hall "n" obtained from the Department of Residence Life.

## 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	2015	2016
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%	7.5%	8.7%
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%	15.3%	16.0%
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%	16.6%	17.3%
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%	18.5%	17.6%
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%	17.1%	15.5%
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%	14.9%	14.0%
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%	7.7%	8.6%
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%	1.6%	2.0%
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%	0.7%	0.4%
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%	30.8%	34.5%
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%	44.2%	40.5%
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%	75.1%	75.0%
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%	23.5%	24.1%
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%	1.4%	0.9%
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%	24.9%	25.0%

### 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	2015	2016
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	63.9	64.7
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	22.2	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	2015	2016
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	1,572	1,501
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%	77.4%	75.8%	
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%	7.5%	8.7%
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%	22.9%	24.7%
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%	30.8%	34.5%
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%	39.5%	41.9%
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%	58.0%	59.5%
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%	75.1%	75.0%
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%	18.1%	18.8%					
6-yr grad rates*	45.7%	48.0%	47.1%	45.7%	47.3%	51.4%	51.6%	50.2%	50.1%	53.5%	54.3%	50.9%							

\*At institution where started.



## 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%

<u>2015</u>	<u>2016</u>
72	83
22	23
30.6%	27.7%
21	25
6	10
28.6%	40.0%
38	50
10	16
26.3%	32.0%
13	20
5	1
38.5%	5.0%
4	5
1	2
25.0%	40.0%
75	89
11	18
14.7%	20.2%
223	272
55	70
24.7%	25.7%
1,296	1,210
182	152
14.0%	12.6%
2	4
1	0
50.0%	0.0%
10	6
2	1
20.0%	16.7%
1,531	1492
240	223
15.7%	14.9%

10 yr avg from 2006-2015	
586	
257	43.9%
258	
72	27.9%
488	
113	23.2%
135	
22	16.3%
27	
6	22.2%
515	
130	25.2%
2009	
600	29.9%
15526	
1998	12.9%
40	
5	12.5%
95	
17	17.9%
17670	
2620	14.8%

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

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

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

<b>SR</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
African American	2.79	2.74	2.74	2.69	2.74	2.78	2.85	2.99
American Indian	2.81	3.34	3.34	2.97	2.73	3.10	3.20	3.14
SE Asian	3.26	3.14	3.14	3.06	3.01	3.06	3.08	3.02
Asian	3.36	3.01	3.01	3.09	3.15	2.89	3.23	3.17
Pac Islander						2.82	2.38	2.82
Hispanic	3.26	3.18	3.18	3.07	3.08	3.14	3.06	3.20
White	3.31	3.31	3.31	3.28	3.28	3.28	3.28	3.27

Unknown	3.44	3.29	3.29	3.16	3.48	3.18	3.37	3.38
International	3.43	3.22	3.22	3.08	3.13	3.31	3.24	3.15
<b>Total</b>	<b>3.31</b>	<b>3.30</b>	<b>3.30</b>	<b>3.26</b>	<b>3.26</b>	<b>3.26</b>	<b>3.26</b>	<b>3.25</b>

<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>
2.28	2.34	2.30
2.64	2.47	2.53
2.35	2.46	2.40
3.01	2.24	3.03
2.79	2.61	2.25
2.46	2.51	2.67
2.81	2.73	2.84
2.52	2.44	3.11
2.98	2.95	3.33
<b>2.76</b>	<b>2.69</b>	<b>2.78</b>

<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>
2.46	2.45	2.49
2.79	2.87	2.70
2.72	2.51	2.70
2.94	2.99	3.03
3.40	2.61	3.00
2.67	2.81	2.89
3.00	2.93	2.98
		2.12
3.08	3.16	3.20
<b>2.96</b>	<b>2.90</b>	<b>2.94</b>

<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>
2.58	2.65	2.82
2.78	2.88	2.87
2.80	2.75	2.84
3.23	2.89	3.02
2.52	3.60	3.08
2.75	2.99	3.02
3.09	3.12	3.11
	3.08	
3.07	2.68	2.93
<b>3.05</b>	<b>3.09</b>	<b>3.08</b>

<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>
3.08	3.08	3.01
3.15	2.93	3.29
3.14	3.02	3.15
3.25	3.27	3.10
3.46	3.53	3.31
3.20	3.06	3.05
3.26	3.30	3.33

3.58		3.67
2.91	3.11	3.09
<b>3.25</b>	<b>3.27</b>	<b>3.30</b>

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

<b>African American</b>	<b><u>Fall 2000</u></b>	<b><u>Fall 2001</u></b>	<b><u>Fall 2002</u></b>	<b><u>Fall 2003</u></b>	<b><u>Fall 2004</u></b>	<b><u>Fall 2005</u></b>	<b><u>Fall 2006</u></b>	<b><u>Fall 2007</u></b>	<b><u>Fall 2008</u></b>	<b><u>Fall 2009</u></b>	<b><u>Fall 2010</u></b>	<b><u>Fall 2011</u></b>
Initial cohort size	12	23	17	31	14	19	23	22	50	46	55	68
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%
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%	42.6%
4 yr graduation rate	8.3%	13.0%	5.9%	3.2%	7.1%	0.0%	4.3%	4.5%	2.0%	2.2%	3.6%	11.8%
5 yr graduation rate	25.0%	26.1%	11.8%	19.4%	28.6%	26.3%	13.0%	18.2%	22.0%	10.9%	12.7%	20.6%
6 yr graduation rate	25.0%	39.1%	23.5%	25.8%	35.7%	31.6%	17.4%	27.3%	30.0%	21.7%	20.0%	

<b>American Indian</b>	<b><u>Fall 2000</u></b>	<b><u>Fall 2001</u></b>	<b><u>Fall 2002</u></b>	<b><u>Fall 2003</u></b>	<b><u>Fall 2004</u></b>	<b><u>Fall 2005</u></b>	<b><u>Fall 2006</u></b>	<b><u>Fall 2007</u></b>	<b><u>Fall 2008</u></b>	<b><u>Fall 2009</u></b>	<b><u>Fall 2010</u></b>	<b><u>Fall 2011</u></b>
Initial cohort size	9	13	18	8	13	22	25	21	23	11	6	9
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%
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%	44.4%
4 yr graduation rate	11.1%	7.7%	0.0%	37.5%	0.0%	9.1%	8.0%	0.0%	8.7%	18.2%	0.0%	11.1%
5 yr graduation rate	55.6%	7.7%	0.0%	37.5%	30.8%	45.5%	24.0%	9.5%	30.4%	18.2%	33.3%	44.4%
6 yr graduation rate	55.6%	7.7%	5.6%	50.0%	30.8%	50.0%	28.0%	23.8%	30.4%	18.2%	33.3%	

<b>SE Asian</b>	<b><u>Fall 2000</u></b>	<b><u>Fall 2001</u></b>	<b><u>Fall 2002</u></b>	<b><u>Fall 2003</u></b>	<b><u>Fall 2004</u></b>	<b><u>Fall 2005</u></b>	<b><u>Fall 2006</u></b>	<b><u>Fall 2007</u></b>	<b><u>Fall 2008</u></b>	<b><u>Fall 2009</u></b>	<b><u>Fall 2010</u></b>	<b><u>Fall 2011</u></b>
Initial cohort size	11	19	24	21	41	42	44	36	45	49	50	64
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%
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%	45.3%
4 yr graduation rate	0.0%	5.3%	4.2%	4.8%	9.8%	4.8%	4.5%	8.3%	4.4%	0.0%	6.0%	1.6%
5 yr graduation rate	9.1%	15.8%	37.5%	28.6%	26.8%	14.3%	20.5%	27.8%	33.3%	16.3%	18.0%	28.1%
6 yr graduation rate	27.3%	26.3%	58.3%	47.6%	39.0%	35.7%	40.9%	44.4%	51.1%	20.4%	36.0%	

Other Asian	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Initial cohort size	14	12	17	19	18	18	13	15	12	2	5	9
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%
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%	66.7%
4 yr graduation rate	14.3%	8.3%	23.5%	15.8%	16.7%	5.6%	15.4%	33.3%	16.7%	50.0%	0.0%	33.3%
5 yr graduation rate	21.4%	58.3%	35.3%	52.6%	33.3%	22.2%	30.9%	66.7%	75.0%	50.0%	0.0%	55.6%
6 yr graduation rate	28.6%	66.7%	47.1%	57.9%	33.3%	33.3%	38.5%	66.7%	83.3%	50.0%	20.0%	

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

Hispanic	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Initial cohort size	22	20	25	31	23	24	27	33	42	39	51	49
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%
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%	42.9%
4 yr graduation rate	9.1%	0.0%	4.0%	12.9%	0.0%	4.2%	11.1%	6.1%	11.9%	5.1%	7.8%	8.2%
5 yr graduation rate	22.7%	20.0%	16.0%	19.4%	34.8%	20.8%	33.3%	36.4%	31.0%	23.1%	23.5%	26.5%
6 yr graduation rate	27.3%	25.0%	28.0%	38.7%	39.1%	33.3%	48.1%	57.6%	50.0%	23.1%	35.3%	



Two or More Races	<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>
Initial cohort size									1	29	32	38
Retention to Yr 2									0.0%	79.3%	65.6%	73.7%
Retention to Yr 3									0.0%	65.5%	59.4%	52.6%
Retention to Yr 4									0.0%	58.6%	50.0%	55.3%
4 yr graduation rate									0.0%	3.4%	9.4%	15.8%
5 yr graduation rate									0.0%	24.1%	31.3%	42.1%
6 yr graduation rate									0.0%	44.8%	34.4%	

Students of Color	<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>
Initial cohort size	68	87	101	110	109	125	132	127	173	177	200	238
Retention to Yr 2	69.1%	71.3%	64.4%	64.5%	73.4%	63.2%	62.9%	78.7%	73.4%	72.9%	64.5%	64.7%
Retention to Yr 3	50.0%	54.0%	47.5%	56.4%	53.2%	51.2%	56.8%	60.6%	61.8%	48.6%	50.5%	51.7%
Retention to Yr 4	48.5%	48.3%	41.6%	50.0%	47.7%	48.0%	53.0%	61.4%	59.5%	40.1%	43.0%	46.6%
4 yr graduation rate	8.8%	6.9%	6.9%	10.9%	7.3%	4.0%	7.6%	8.7%	6.9%	4.0%	6.5%	10.1%
5 yr graduation rate	23.5%	24.1%	20.8%	28.2%	30.3%	24.0%	23.5%	29.9%	31.8%	18.1%	20.5%	29.8%
6 yr graduation rate	30.9%	32.2%	33.7%	40.9%	36.7%	36.8%	35.6%	44.1%	43.9%	25.4%	31.0%	

White	<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>
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
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%
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%	61.8%
4 yr graduation rate	14.6%	13.9%	15.0%	15.1%	15.0%	15.4%	16.4%	18.3%	17.3%	15.7%	19.4%	20.2%
5 yr graduation rate	39.5%	38.3%	39.0%	42.4%	44.0%	44.5%	43.0%	46.5%	47.0%	44.5%	47.7%	48.6%
6 yr graduation rate	47.9%	46.2%	48.0%	52.1%	52.6%	61.3%	51.5%	54.2%	55.5%	53.7%	55.3%	

Total	<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>
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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
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%
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%	59.6%
4 yr graduation rate	14.5%	13.7%	14.6%	14.8%	14.6%	14.5%	15.8%	17.4%	16.3%	14.6%	18.1%	18.8%
5 yr graduation rate	38.8%	37.8%	38.0%	41.6%	43.2%	42.7%	41.3%	45.4%	45.6%	41.9%	44.7%	46.0%
6 yr graduation rate	47.2%	45.7%	47.3%	51.4%	51.6%	50.2%	50.1%	53.5%	54.3%	50.9%	52.6%	

<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>
66	29	59	57	54
69.7%	51.7%	67.8%	75.4%	
47.0%	48.3%	57.6%		
39.4%	44.8%			
10.6%				

<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>
14	8	8	5	5
50.0%	50.0%	62.5%	80.0%	
50.0%	37.5%	50.0%		
50.0%	25.0%			
21.4%				

<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>
56	40	54	39	46
75.0%	67.5%	81.5%	61.5%	
62.5%	57.5%	72.2%		
51.8%	60.0%			
3.6%				

<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>
11	14	15	10	14
63.3%	100.0%	60.0%	60.0%	
63.6%	100.0%	66.7%		
63.6%	85.7%			
9.1%				

<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>
1	1	0	1	3
100.0%	100.0%	0.0%	100.0%	
100.0%	100.0%	0.0%		
100.0%	100.0%			
0.0%				

<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>
68	63	47	77	87
58.8%	77.8%	68.1%	80.5%	
52.9%	65.1%	59.6%		
45.6%	55.6%			
11.8%				

<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>
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38	45	47	41	56
68.4%	64.4%	72.3%	68.3%	
47.4%	62.2%	63.8%		
39.5%	60.0%			
15.8%				

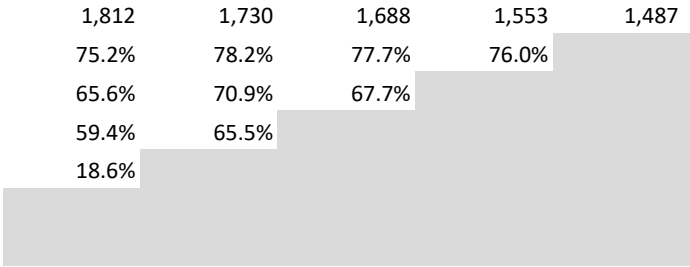
<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>
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254	200	230	230	265
66.5%	69.5%	71.3%	73.0%	
53.1%	62.0%	63.0%		
45.7%	57.0%			
10.6%				

<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>
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1,543	1,527	1,449	1,311	1,212
76.5%	79.3%	78.7%	76.4%	
67.7%	72.0%	68.5%		
62.0%	66.7%			
19.7%				

<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>
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Total  
DFW from 2006-07 to 2016-17

Course		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Bio 104 (Eco in Crisis)	% DFW census date n = dfw n =	16.3% 416 68	14.7% 449 66	15.7% 421 66	12.4% 436 54	16.0% 418 67	15.5% 440 68
Bio 105	% DFW census date n = dfw n =	21.1% 1,214 256	21.4% 1,231 263	22.3% 1,240 277	26.5% 1,335 354	24.1% 1,438 347	26.7% 1,452 387
Bio 211 (Hum Anatomy)	% DFW census date n = dfw n =	27.8% 471 131	22.8% 486 111	24.1% 494 119	26.7% 499 133	30.9% 501 155	25.6% 497 127
Bio 212 (Hum Physiology)	% DFW census date n = dfw n =	11.1% 288 32	8.4% 287 24	11.3% 283 32	16.3% 307 50	6.7% 312 21	10.9% 313 34
Bio 233 (Microb Survey)	% DFW census date n = dfw n =	5.3% 266 14	3.3% 210 7	3.2% 252 8	1.5% 265 4	0.7% 285 2	2.7% 262 7
Chem 105 (Gen Chem)	% DFW census date n = dfw n =	17.3% 347 60	15.8% 354 56	16.5% 406 67	28.5% 428 122	18.8% 468 88	15.2% 447 68
Chem 101 (Org Chem I)	% DFW census date n = dfw n =	26.1% 257 67	25.8% 271 70	13.5% 244 33	8.0% 237 19	12.8% 274 35	15.3% 249 38
Geology 102 (Phys Geol)	% DFW census date n = dfw n =	16.3% 447 73	21.7% 489 106	19.3% 498 96	23.4% 453 106	20.8% 451 94	19.2% 453 87
Geology 150 (Env Geol)	% DFW census date n = dfw n =	16.2% 383 62	15.6% 379 59	21.7% 373 81	25.9% 378 98	32.6% 396 129	30.9% 382 118
Anthro 102	% DFW census date n = dfw n =	40.1% 222 89	22.4% 295 66	19.6% 327 64	25.7% 401 103	32.5% 406 132	33.3% 412 137
Anthro 122 (World Ethno)	% DFW census date n = dfw n =	16.8% 380 64	24.4% 270 66	19.7% 319 63	31.5% 324 102	22.2% 334 74	15.1% 350 53
Comm 111	% DFW census date n = dfw n =	11.2% 1,802 202	11.9% 1,778 211	10.9% 1,942 211	13.3% 1,983 263	14.2% 1,983 281	11.9% 1,941 231
Crim Justice 103/110	% DFW census date n = dfw n =	12.5% 128 16	16.0% 163 26	7.2% 180 13	10.8% 195 21	12.2% 229 28	15.9% 251 40
Geog 102 (World & Reg Geog)	% DFW census date n = dfw n =	12.3% 1,716 211	17.1% 1,593 272	12.6% 1,534 194	27.2% 1,590 433	20.8% 1,575 327	16.8% 1,775 298

Geog 121 (Phys Geog)	% DFW census date n = dfw n =	20.6% 787 162	22.1% 792 175	10.6% 867 92	14.7% 920 135	11.9% 843 100	23.9% 862 206
History 101 (Early Civilization)	% DFW census date n = dfw n =	28.4% 784 223	20.7% 709 147	28.1% 891 250	16.6% 895 149	15.3% 758 116	10.4% 690 72
History 102 (Modern Civilization)	% DFW census date n = dfw n =	23.7% 779 185	28.0% 640 179	21.4% 738 158	25.7% 724 186	23.2% 1,006 233	28.9% 803 232
History 201 (US History to 1877)	% DFW census date n = dfw n =	15.8% 563 89	21.2% 546 116	22.5% 426 96	17.0% 611 104	16.0% 674 108	15.4% 799 123
History 202 (US History since 1877)	% DFW census date n = dfw n =	9.2% 631 58	23.0% 548 126	10.9% 579 63	15.9% 671 107	15.4% 709 109	16.2% 691 112
Philosophy 101 (Logic)	% DFW census date n = dfw n =	17.5% 171 30	22.3% 215 48	23.5% 149 35	27.7% 264 73	21.4% 103 22	21.0% 176 37
Philosophy 105 (Ethics)	% DFW census date n = dfw n =	16.0% 576 92	21.0% 671 141	20.3% 664 135	19.3% 641 124	25.0% 773 193	19.4% 650 126
Philosophy 109 (Intro to Phil)	% DFW census date n = dfw n =	15.1% 708 107	18.3% 556 102	27.9% 620 173	29.7% 535 159	26.8% 653 175	32.8% 606 199
Pol Sci 105	% DFW census date n = dfw n =	18.3% 601 110	16.0% 511 82	22.9% 572 131	19.9% 569 113	26.2% 638 167	15.1% 584 88
Psych 101	% DFW census date n = dfw n =	11.4% 1,378 157	12.3% 1,377 170	22.3% 1,447 323	29.0% 1,396 405	27.1% 1,424 386	15.9% 1,595 254
Rel Stds 102 (World Religions)	% DFW census date n = dfw n =	23.2% 564 131	19.7% 478 94	24.1% 478 115	30.6% 543 166	27.1% 689 187	22.0% 773 170
Rel Stds 104 (Religions in America)	% DFW census date n = dfw n =	17.3% 358 62	15.0% 393 59	21.3% 596 127	8.5% 377 32	12.9% 356 46	9.9% 322 32
Soc 101	% DFW census date n = dfw n =	22.1% 675 149	24.6% 751 185	37.7% 816 308	30.4% 918 279	30.6% 768 235	26.0% 812 211
WBIS 188	% DFW census date n = dfw n =	10.9% 1,547 168	11.7% 1,410 165	11.6% 1,616 188	13.3% 1,695 225	9.2% 1,769 163	9.7% 1,585 153
Math 100 (Remedial Math)	% DFW census date n = dfw n =	22.4% 228 51	24.9% 257 64	30.9% 343 106	35.4% 396 140	31.6% 367 116	35.7% 364 130
Math 101							



Math 101 (Remedial Math)							
Math 103 (Intro College Alg)	% DFW <i>census date</i> n = <i>dfw</i> n =	28.3% 558 158	32.2% 894 288	38.8% 1,125 437	36.3% 1,337 485	35.9% 1,202 432	33.4% 1,273 425
Math 104 (College Alg)	% DFW <i>census date</i> n = <i>dfw</i> n =	29.4% 531 156	29.6% 547 162	25.2% 611 154	33.0% 731 241	26.3% 873 230	24.8% 822 204
Math 110 (Number Sys)	% DFW <i>census date</i> n = <i>dfw</i> n =	17.8% 349 62	14.9% 322 48	16.7% 294 49	14.0% 314 44	14.2% 318 45	13.6% 236 32
Math 204 (Bus Math I)	% DFW <i>census date</i> n = <i>dfw</i> n =	29.5% 593 175	28.3% 661 187	25.4% 665 169	24.7% 635 157	26.4% 664 175	26.8% 628 168
Math 206 (Bus Math II)	% DFW <i>census date</i> n = <i>dfw</i> n =	22.7% 437 99	22.6% 424 96	27.9% 463 129	21.0% 466 98	25.2% 493 124	17.3% 456 79
Math 171 (Calc I)	% DFW <i>census date</i> n = <i>dfw</i> n =	57.8% 277 160	39.1% 261 102	39.7% 292 116	37.8% 320 121	43.2% 317 137	28.1% 302 85
PBIS 187	% DFW <i>census date</i> n = <i>dfw</i> n =	20.5% 317 65	17.1% 304 52	14.6% 240 35	25.6% 227 58	25.3% 174 44	6.3% 158 10
PBIS 188	% DFW <i>census date</i> n = <i>dfw</i> n =	13.4% 314 42	21.9% 187 41	21.0% 195 41	15.6% 224 35	19.5% 205 40	22.4% 223 50
PBIS 189	% DFW <i>census date</i> n = <i>dfw</i> n =	20.1% 289 58	21.4% 369 79	17.2% 407 70	17.6% 397 70	22.1% 412 91	20.4% 407 83

2012-13	2013-14	2014-15	2015-16	2016-17	Total
11.1%	13.7%	15.3%	10.5%	18.4%	14.4%
422	416	477	456	342	4,693
47	57	73	48	63	677
23.4%	24.1%	23.5%	19.1%	20.9%	23.1%
1,451	1,244	1,279	1,304	1,163	14,351
339	300	301	249	243	3,316
21.3%	27.1%	24.9%	32.5%	33.0%	27.2%
512	487	535	615	636	5,733
109	132	133	200	210	1,560
11.8%	10.8%	4.9%	10.1%	4.0%	9.6%
313	315	328	396	354	3,496
37	34	16	40	14	334
4.2%	1.8%	2.9%	4.3%	4.2%	3.1%
284	281	314	328	332	3,079
12	5	9	14	14	96
21.3%	16.0%	17.1%	21.7%	19.8%	19.0%
445	420	434	429	444	4,622
95	67	74	93	88	878
16.1%	8.9%	10.0%	19.3%	16.1%	15.7%
267	270	291	316	292	2,968
43	24	29	61	47	466
23.2%	21.5%	28.2%	29.5%	21.9%	22.2%
440	441	482	413	415	4,982
102	95	136	122	91	1,108
25.2%	25.9%	21.6%	31.0%	30.2%	25.0%
393	363	343	345	222	3,957
99	94	74	107	67	988
25.4%	28.3%	16.1%	26.8%	20.2%	26.5%
410	385	354	373	193	3,778
104	109	57	100	39	1,000
20.2%	22.5%	22.5%		10.0%	21.1%
362	178	102		40	2,659
73	40	23		4	562
10.9%	8.5%	12.2%	12.6%	11.3%	11.7%
1,976	1,852	1,949	1,782	1,692	20,680
216	157	238	224	192	2,426
11.6%	13.5%	12.8%	7.3%	8.8%	11.8%
199	163	179	137	193	2,017
23	22	23	10	17	239
22.8%	22.0%	18.9%	18.4%	19.4%	18.7%
1,627	942	715	908	666	14,641
371	207	135	167	129	2,744

27.4%	26.4%	27.4%	27.0%	25.3%	21.0%
844	818	730	530	526	8,519
231	216	200	143	133	1,793
22.7%	17.7%	16.8%	15.8%	9.4%	19.2%
850	700	537	419	435	7,668
193	124	90	66	41	1,471
32.0%	27.1%	19.6%	14.1%	18.8%	24.5%
644	454	388	370	453	6,999
206	123	76	52	85	1,715
14.4%	7.9%	15.4%	11.1%	13.8%	15.8%
550	432	364	252	319	5,536
79	34	56	28	44	877
25.5%	16.2%	19.3%	19.0%	25.6%	17.3%
553	500	502	543	352	6,279
141	81	97	103	90	1,087
26.5%	17.4%	20.7%	30.4%	19.5%	23.0%
102	178	111	224	154	1,847
27	31	23	68	30	424
18.3%	7.9%	10.6%	8.1%	9.2%	17.3%
651	661	283	308	217	6,095
119	52	30	25	20	1,057
25.7%	20.9%	13.3%	14.3%	25.2%	22.8%
728	535	525	532	429	6,427
187	112	70	76	108	1,468
18.5%	14.1%	20.2%	17.7%	20.1%	19.2%
508	469	495	458	354	5,759
94	66	100	81	71	1,103
16.1%	14.4%	11.6%	13.7%	23.3%	18.1%
1,546	1,166	962	933	909	14,133
249	168	112	128	212	2,564
23.3%	13.2%	14.4%	11.1%	10.6%	20.4%
615	562	620	488	386	6,196
143	74	89	54	41	1,264
11.3%	12.5%	32.3%	21.9%	16.4%	15.5%
450	407	189	187	165	3,800
51	51	61	41	27	589
14.0%	12.9%	12.0%	12.6%	17.4%	22.1%
900	769	841	680	507	8,437
126	99	101	86	88	1,867
8.0%	7.1%	10.3%	12.0%	18.7%	11.0%
1,547	1,441	1,518	1,341	1,269	16,738
124	102	156	161	237	1,842
36.5%	33.8%	31.6%	43.6%	41.3%	33.3%
370	299	332	282	104	3,342
135	101	105	123	43	1,114
				43.4%	43.4%

				221	221
				96	96
36.9%	33.0%	37.4%	41.8%	35.9%	35.9%
1,285	1,184	1,280	1,114	977	12,229
474	391	479	466	351	4,386
20.1%	21.4%	21.1%	26.3%	32.4%	26.1%
815	747	871	920	868	8,336
164	160	184	242	281	2,178
9.8%	14.1%	19.2%	30.0%	24.1%	16.7%
254	262	239	217	191	2,996
25	37	46	65	46	499
30.4%	30.3%	31.5%	34.4%	34.5%	29.3%
652	664	724	697	542	7,125
198	201	228	240	187	2,085
22.3%	21.0%	24.8%	19.0%	24.5%	22.6%
452	452	508	469	437	5,057
101	95	126	89	107	1,143
39.7%	35.1%	37.3%	36.8%	38.3%	39.3%
330	271	255	291	282	3,198
131	95	95	107	108	1,257
9.2%	16.9%	18.4%	33.3%	35.3%	18.2%
153	148	49	48	17	1,835
14	25	9	16	6	334
16.6%	17.7%	37.5%	19.0%	3.7%	18.7%
169	124	64	21	27	1,753
28	22	24	4	1	328
19.5%	14.6%	14.6%	30.2%	18.6%	19.5%
389	378	342	291	264	3,945
76	55	50	88	49	769

## African American

Course		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Bio 104 (Eco in Crisis)	% DFW	*	*	*	30.0%	71.4%	50.0%	53.3%	35.3%	28.6%	30.8%
	census date n =	5	2	3	10	7	12	15	17	21	26
	dfw n =	1	0	1	3	5	6	8	6	6	8
Bio 105	% DFW	72.7%	47.4%	60.0%	70.0%	62.5%	57.9%	43.1%	51.0%	47.3%	25.0%
	census date n =	11	19	40	30	40	57	51	49	55	64
	dfw n =	8	9	24	21	25	33	22	25	26	16
Bio 211 (Hum Anatomy)	% DFW	83.3%	57.1%	*	44.4%	54.5%	55.6%	27.3%	66.7%	41.2%	70.6%
	census date n =	6	7	4	9	11	9	11	18	17	17
	dfw n =	5	4	2	4	6	5	3	12	7	12
Bio 212 (Hum Physiology)	% DFW	*	*	*	*	*	*	0.0%	28.6%	20.0%	*
	census date n =	1	1	1	3	1	4	6	7	10	4
	dfw n =	0	0	0	0	0	2	0	2	2	0
Bio 233 (Microb Survey)	% DFW	*	*	*	16.7%	*	*	22.2%	*	*	27.3%
	census date n =	2	0	1	6	3		9	5	4	11
	dfw n =	1	0	0	1	0		2	0	1	3
Chem 105 (Gen Chem)	% DFW	*	*	*	42.9%	50.0%	44.4%	50.0%	28.6%	26.7%	23.5%
	census date n =	2	0	4	14	6	9	10	14	15	17
	dfw n =	2	0	0	6	3	4	5	4	4	4
Chem 101 (Org Chem I)	% DFW	*	*	*	*	0.0%	50.0%	28.6%	0.0%	*	45.5%
	census date n =	1	4	2	4	6	8	7	7	4	11
	dfw n =	1	1	0	0	0	4	2	0	2	5
Geology 102 (Phys Geol)	% DFW	14.3%	33.3%	61.5%	68.8%	50.0%	57.1%	14.3%	55.6%	50.0%	57.1%
	census date n =	7	6	13	16	6	14	14	18	26	14
	dfw n =	1	2	8	11	3	8	2	10	13	8
Geology 150 (Env Geol)	% DFW	*	*	100.0%	*	72.7%	22.2%	57.1%	66.7%	50.0%	73.7%
	census date n =	4	4	6	5	11	9	14	15	12	19
	dfw n =	2	3	6	2	8	2	8	10	6	14
Anthro 102	% DFW	*	80.0%	23.1%	50.0%	62.5%	75.0%	45.5%	75.0%	45.5%	31.3%
	census date n =	4	5	13	10	8	8	11	12	11	16
	dfw n =	3	4	3	5	5	6	5	9	5	5
Anthro 122	% DFW	50.0%	*	*	55.6%	62.5%	40.0%	66.7%	28.6%	*	*

## African American

Course		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Anthro 122 (World Ethno)	census date n = dfw n =	8 4	2 0	3 1	9 5	8 5	10 4	12 8	7 2	1 1	
Comm 111	% DFW census date n = dfw n =	25.0% 28 7	47.8% 23 11	20.0% 40 8	37.5% 48 18	34.9% 63 22	40.0% 65 26	23.2% 82 19	21.9% 73 16	33.3% 93 31	15.2% 92 14
Crim Justice 103/110	% DFW census date n = dfw n =	* 3 0	* 3 0	44.4% 9 4	0.0% 7 0	20.0% 10 2	10.0% 10 1	15.4% 13 2	0.0% 12 0	25.0% 12 3	14.3% 7 1
Geog 102 (World & Reg Geog)	% DFW census date n = dfw n =	25.0% 20 5	53.8% 26 14	42.9% 21 9	64.1% 39 25	44.4% 36 16	43.3% 60 26	59.4% 69 41	48.0% 50 24	53.3% 15 8	28.6% 42 12
Geog 121 (Phys Geog)	% DFW census date n = dfw n =	71.4% 7 5	36.4% 11 4	42.9% 21 9	57.1% 14 8	31.6% 19 6	81.3% 16 13	65.2% 23 15	64.3% 28 18	50.0% 26 13	83.3% 12 10
History 101 (Early Civilization)	% DFW census date n = dfw n =	66.7% 9 6	25.0% 16 4	42.3% 26 11	17.4% 23 4	17.6% 17 3	0.0% 16 0	51.1% 47 24	38.2% 34 13	37.0% 27 10	20.0% 15 3
History 102 (Modern Civilization)	% DFW census date n = dfw n =	30.8% 13 4	55.6% 9 5	18.8% 16 3	40.7% 27 11	50.0% 24 12	65.4% 26 17	55.2% 29 16	45.0% 20 9	38.9% 18 7	21.1% 19 4
History 201 (US History to 1877)	% DFW census date n = dfw n =	30.8% 13 4	14.3% 7 1	76.9% 13 10	15.8% 19 3	20.8% 24 5	22.9% 35 8	40.0% 15 6	16.7% 18 3	43.8% 16 7	12.5% 16 2
History 202 (US History since 1877)	% DFW census date n = dfw n =	12.5% 8 1	25.0% 8 2	25.0% 12 3	22.2% 18 4	50.0% 14 7	13.0% 23 3	41.2% 17 7	22.2% 18 4	23.8% 21 5	21.7% 23 5
Philosophy 101 (Logic)	% DFW census date n = dfw n =	* 0 0	* 1 0	* 0 0	66.7% 6 4	* 0 0	* 3 1	* 1 0	33.3% 6 2	* 4 2	14.3% 7 1
Philosophy 105	% DFW	*	60.0%	66.7%	43.8%	46.2%	30.4%	36.0%	17.4%	41.7%	22.2%

## African American

Course		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Philosophy 105 (Ethics)	census date n = dfw n =	2 2	10 6	15 10	16 7	13 6	23 7	25 9	23 4	12 5	9 2
Philosophy 109 (Intro to Phil)	% DFW census date n = dfw n =	20.0% 15 3	54.5% 11 6	58.3% 12 7	75.0% 12 9	68.8% 16 11	73.7% 19 14	58.6% 29 17	26.1% 23 6	15.8% 19 3	26.9% 26 7
Pol Sci 105	% DFW census date n = dfw n =	42.9% 14 6	* 4 1	37.5% 16 6	31.3% 16 5	46.7% 30 14	26.3% 19 5	31.3% 32 10	35.0% 20 7	31.8% 22 7	37.5% 32 12
Psych 101	% DFW census date n = dfw n =	33.3% 18 6	16.1% 31 5	52.6% 38 20	75.8% 33 25	52.1% 48 25	40.0% 80 32	40.7% 81 33	25.0% 52 13	30.6% 49 15	18.2% 44 8
Rel Stds 102 (World Religions)	% DFW census date n = dfw n =	50.0% 6 3	* 3 1	41.7% 12 5	43.8% 16 7	69.6% 23 16	34.6% 26 9	20.0% 15 3	47.1% 17 8	26.9% 26 7	26.7% 15 4
Rel Stds 104 (Religions in America)	% DFW census date n = dfw n =	* 5 2	* 3 1	41.7% 12 5	* 2 0	* 2 1	25.0% 8 2	14.3% 7 1	62.5% 8 5	28.6% 7 2	14.3% 7 1
Soc 101	% DFW census date n = dfw n =	45.5% 11 5	44.4% 9 4	82.1% 28 23	55.6% 27 15	60.7% 28 17	42.9% 35 15	43.5% 46 20	27.3% 22 6	13.0% 23 3	29.0% 31 9
WBIS 188	% DFW census date n = dfw n =	41.7% 24 10	25.0% 16 4	34.8% 46 16	29.6% 54 16	20.3% 74 15	22.1% 68 15	20.0% 65 13	19.1% 47 9	26.0% 77 20	21.2% 66 14
Math 100 (Remedial Math)	% DFW census date n = dfw n =	42.9% 14 6	52.6% 19 10	72.7% 44 32	58.6% 58 34	52.0% 50 26	54.9% 51 28	61.5% 52 32	50.0% 38 19	53.4% 58 31	50.0% 50 25
Math 101 (Remedial Math)											
Math 102 (Intro)	% DFW	60.0%	56.3%	76.0%	45.3%	52.1%	52.1%	60.0%	50.0%	56.3%	50.6%

African American

Course		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Math 103 (Intro College Alg)	census date n =	15	16	25	53	48	73	85	64	87	77
	dfw n =	9	9	19	24	25	38	51	32	49	39
Math 104 (College Alg)	% DFW	50.0%	*	40.0%	46.2%	35.7%	44.4%	20.0%	37.5%	20.8%	28.2%
	census date n =	6	5	10	13	28	27	30	40	24	39
	dfw n =	3	3	4	6	10	12	6	15	5	11
Math 110 (Number Sys)	% DFW	*	*	*	*	*	*	*	*	66.7%	*
	census date n =	2	0	2	0	5	3	4	4	6	5
	dfw n =	1	0	2	0	1	0	1	1	4	1
Math 204 (Bus Math I)	% DFW	55.6%	71.4%	*	58.3%	69.2%	50.0%	25.0%	28.6%	43.8%	45.5%
	census date n =	9	7	5	12	13	14	12	14	16	22
	dfw n =	5	5	2	7	9	7	3	4	7	10
Math 206 (Bus Math II)	% DFW	*	*	*	*	62.5%	57.1%	55.6%	54.5%	25.0%	41.7%
	census date n =	2	3	4	4	8	7	9	11	16	12
	dfw n =	1	3	2	1	5	4	5	6	4	5
Math 171 (Calc I)	% DFW	*	*	*	28.6%	66.7%	16.7%	12.5%	*	42.9%	71.4%
	census date n =	2	2	3	7	6	6	8	3	7	14
	dfw n =	2	1	1	2	4	1	1	0	3	10
PBIS 187	% DFW	71.4%	*	*	*	*	14.3%	*	16.7%	*	*
	census date n =	7	4	3	5	3	7	4	6	0	0
	dfw n =	5	2	0	1	1	1	1	1	0	0
PBIS 188	% DFW	*	*	*	*	62.5%	14.3%	*	10.0%	*	*
	census date n =	3	4	2	4	8	7	3	10	3	0
	dfw n =	1	2	0	2	5	1	2	1	1	0
PBIS 189	% DFW	*	*	100.0%	55.6%	54.5%	77.8%	17.6%	36.4%	53.3%	40.9%
	census date n =	2	2	7	9	11	9	17	11	15	22
	dfw n =	1	1	7	5	6	7	3	4	8	9

2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
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## African American

Course		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	<i>Red</i>	10	9	11	13	21	14	12	10	8	11
	<i>Yellow</i>	7	5	9	10	6	9	8	9	12	3
	<i>too small</i>	16	19	14	8	6	4	4	3	6	5
	<i>ok</i>	5	5	4	7	5	11	14	16	12	19
	<i>total</i>	38	38	38	38	38	38	38	38	38	38
	<i>% red or yellow</i>	44.7%	36.8%	52.6%	60.5%	71.1%	60.5%	52.6%	50.0%	52.6%	36.8%
	<i>% ok</i>	13.2%	13.2%	10.5%	18.4%	13.2%	28.9%	36.8%	42.1%	31.6%	50.0%

2016-17	Total
66.7%	40.0%
12	130
8	52
29.0%	47.5%
62	478
18	227
37.5%	51.1%
32	141
12	72
27.3%	18.4%
11	49
3	9
0.0%	15.1%
12	53
0	8
55.6%	38.5%
18	109
10	42
46.2%	31.3%
13	67
6	21
33.3%	47.7%
15	149
5	71
77.8%	64.1%
18	117
14	75
14.3%	48.6%
7	105
1	51
*	50.0%

2016-17	Total
0	60
0	30
24.0%	27.7%
100	707
24	196
26.7%	16.8%
15	101
4	17
33.3%	46.1%
45	423
15	195
42.3%	55.2%
26	203
11	112
17.6%	32.8%
17	247
3	81
24.0%	41.6%
25	226
6	94
31.6%	28.2%
19	195
6	55
26.3%	25.4%
19	181
5	46
27.3%	33.3%
11	39
3	13
25.0%	38.1%

2016-17	Total
12	160
3	61
34.6%	44.2%
26	208
9	92
23.5%	34.7%
17	222
4	77
30.0%	37.5%
60	534
18	200
21.1%	37.6%
19	178
4	67
15.8%	28.8%
19	80
3	23
38.7%	44.3%
31	291
12	129
25.3%	24.7%
75	612
19	151
51.5%	55.7%
33	467
17	260
44.9%	44.9%
49	49
22	22
48.1%	53.5%

2016-17	Total
81	624
39	334
46.2%	36.1%
52	274
24	99
*	40.0%
4	35
3	14
50.0%	47.7%
8	132
4	63
71.4%	51.1%
14	90
10	46
41.7%	42.9%
12	70
5	30
*	30.0%
1	40
0	12
*	32.6%
2	46
0	15
40.0%	47.8%
10	115
4	55

Total
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2016-17	Total
	10
	21
	0
	7
	38
	81.6%
	18.4%

American Indian

Course		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Bio 104 (Eco in Crisis)	% DFW census date n = dfw n =	25.0% 8 2	40.0% 10 4	45.5% 11 5	45.5% 11 5	50.0% 6 3	30.4% 23 7
Bio 105	% DFW census date n = dfw n =	37.5% 16 6	60.0% 10 6	40.0% 10 4	22.2% 18 4	18.5% 27 5	31.3% 16 5
Bio 211 (Hum Anatomy)	% DFW census date n = dfw n =	14.3% 7 1	* 3 2	16.7% 6 1	* 3 0	* 5 3	36.4% 11 4
Bio 212 (Hum Physiology)	% DFW census date n = dfw n =	* 1 1	0.0% 6 0	* 2 0	* 1 0	* 3 0	* 1 0
Bio 233 (Microb Survey)	% DFW census date n = dfw n =	* 1 0	* 3 0	* 1 0	* 3 0	* 4 0	* 4 0
Chem 105 (Gen Chem)	% DFW census date n = dfw n =	* 5 1	22.2% 9 2	* 4 0	* 3 1	0.0% 7 0	* 5 1
Chem 101 (Org Chem I)	% DFW census date n = dfw n =	* 0 0	* 0 0	* 5 4	* 2 0	* 2 0	* 4 1
Geology 102 (Phys Geol)	% DFW census date n = dfw n =	33.3% 6 2	* 2 1	* 5 2	* 2 1	* 1 1	14.3% 7 1
Geology 150 (Env Geol)	% DFW census date n = dfw n =	* 2 1	33.3% 9 3	28.6% 7 2	33.3% 6 2	* 4 3	53.8% 13 7
Anthro 102	% DFW census date n = dfw n =	* 3 0	14.3% 7 1	33.3% 6 2	42.9% 7 3	16.7% 6 1	62.5% 8 5
Anthro 122 (World Ethno)	% DFW census date n = dfw n =	* 5 2	* 3 1	* 3 0	* 2 0	* 4 2	* 5 0
Comm 111	% DFW census date n = dfw n =	20.0% 25 5	25.0% 24 6	21.7% 23 5	28.6% 28 8	23.1% 26 6	15.2% 33 5
Crim Justice 103/110	% DFW census date n = dfw n =	33.3% 6 2	* 3 1	* 4 0	* 1 0	14.3% 7 1	33.3% 6 2
Geog 102 (World & Reg Geog)	% DFW census date n = dfw n =	13.6% 22 3	28.6% 21 6	22.2% 18 4	38.1% 21 8	11.1% 18 2	21.1% 19 4

Geog 121 (Pys Geog)	% DFW census date n = dflw n =	54.5% 11 6	33.3% 9 3	0.0% 8 0	30.8% 13 4	7.7% 13 1	55.6% 9 5
History 101 (Early Civilization)	% DFW census date n = dflw n =	20.0% 15 3	28.6% 7 2	64.7% 17 11	18.2% 11 2	12.5% 8 1	30.0% 10 3
History 102 (Modern Civilization)	% DFW census date n = dflw n =	55.6% 9 5	42.9% 7 3	26.7% 15 4	26.7% 15 4	6.3% 16 1	33.3% 12 4
History 201 (US History to 1877)	% DFW census date n = dflw n =	66.7% 6 4	28.6% 7 2	23.1% 13 3	36.4% 11 4	33.3% 9 3	0.0% 9 0
History 202 (US History since 1877)	% DFW census date n = dflw n =	0.0% 6 0	37.5% 8 3	12.5% 8 1	33.3% 9 3	12.5% 8 1	0.0% 13 0
Philosophy 101 (Logic)	% DFW census date n = dflw n =	* 0 0	* 4 0	* 1 1	66.7% 6 4	* 3 0	* 2 1
Philosophy 105 (Ethics)	% DFW census date n = dflw n =	28.6% 7 2	* 5 1	85.7% 7 6	7.7% 13 1	* 5 1	28.6% 14 4
Philosophy 109 (Intro to Phil)	% DFW census date n = dflw n =	22.2% 9 2	18.2% 11 2	54.5% 11 6	28.6% 7 2	0.0% 7 0	50.0% 10 5
Pol Sci 105	% DFW census date n = dflw n =	16.7% 6 1	25.0% 8 2	* 4 3	16.7% 6 1	30.0% 10 3	10.0% 10 1
Psych 101	% DFW census date n = dflw n =	21.7% 23 5	37.5% 24 9	27.8% 18 5	29.4% 17 5	47.6% 21 10	27.6% 29 8
Rel Stds 102 (World Religions)	% DFW census date n = dflw n =	* 4 2	* 4 1	* 3 1	33.3% 6 2	40.0% 10 4	28.6% 14 4
Rel Stds 104 (Religions in America)	% DFW census date n = dflw n =	* 4 0	* 2 2	66.7% 6 4	* 3 1	* 4 0	* 4 1
Soc 101	% DFW census date n = dflw n =	25.0% 8 2	83.3% 6 5	61.5% 13 8	57.1% 14 8	41.7% 12 5	72.7% 11 8
WBIS 188	% DFW census date n = dflw n =	37.0% 27 10	23.8% 21 5	34.6% 26 9	37.9% 29 11	12.5% 24 3	19.2% 26 5
Math 100 (Remedial Math)	% DFW census date n = dflw n =	36.4% 11 4	* 5 1	28.6% 7 2	45.5% 11 5	20.0% 10 2	28.6% 14 4
Math 101							



Math 101 (Remedial Math)							
Math 103 (Intro College Alg)	% DFW <i>census date</i> <i>n</i> = <i>dfw</i> <i>n</i> =	46.2% 13 6	64.3% 14 9	37.5% 16 6	21.1% 19 4	37.5% 16 6	46.2% 26 12
Math 104 (College Alg)	% DFW <i>census date</i> <i>n</i> = <i>dfw</i> <i>n</i> =	23.1% 13 3	40.0% 10 4	80.0% 5 4	41.7% 12 5	14.3% 14 2	41.7% 12 5
Math 110 (Number Sys)	% DFW <i>census date</i> <i>n</i> = <i>dfw</i> <i>n</i> =	* 1 0	* 5 1	* 1 0	* 2 1	* 5 2	* 2 1
Math 204 (Bus Math I)	% DFW <i>census date</i> <i>n</i> = <i>dfw</i> <i>n</i> =	83.3% 6 5	25.0% 8 2	20.0% 10 2	25.0% 8 2	* 2 1	62.5% 8 5
Math 206 (Bus Math II)	% DFW <i>census date</i> <i>n</i> = <i>dfw</i> <i>n</i> =	* 3 1	* 3 1	50.0% 8 4	16.7% 6 1	* 4 0	66.7% 6 4
Math 171 (Calc I)	% DFW <i>census date</i> <i>n</i> = <i>dfw</i> <i>n</i> =	* 4 1	57.1% 7 4	* 3 0	* 1 0	* 5 1	* 3 1
PBIS 187	% DFW <i>census date</i> <i>n</i> = <i>dfw</i> <i>n</i> =	* 4 0	* 4 1	* 4 1	* 3 0	* 3 1	* 0 0
PBIS 188	% DFW <i>census date</i> <i>n</i> = <i>dfw</i> <i>n</i> =	16.7% 6 1	* 4 1	* 1 0	* 3 2	14.3% 7 1	* 4 1
PBIS 189	% DFW <i>census date</i> <i>n</i> = <i>dfw</i> <i>n</i> =	* 4 3	* 4 0	* 1 0	42.9% 7 3	* 4 0	* 5 1

2012-13	2013-14	2014-15	2015-16	2016-17	Total
46.7%	0.0%	*	*	*	33.7%
15	8	4	4	4	104
7	0	1	1	0	35
38.9%	50.0%	37.5%	13.0%	42.9%	33.3%
18	18	24	23	21	201
7	9	9	3	9	67
33.3%	*	*	50.0%	50.0%	36.8%
6	2	0	8	6	57
2	1	0	4	3	21
*	*	*	*	*	3.8%
3	2	2	0	5	26
0	0	0		0	1
*	*	*	*	*	0.0%
0	1	2	1	3	19
0	0	0	0	0	0
*	*	23.1%	*	33.3%	23.8%
3	3	13	5	6	63
1	2	3	2	2	15
*	*	0.0%	*	*	23.1%
0	1	6	2	4	26
0	0	0	0	1	6
*	11.1%	25.0%	40.0%	25.0%	30.8%
3	9	12	10	8	65
2	1	3	4	2	20
*	40.0%	0.0%	*	*	36.1%
5	10	7	5	4	72
2	4	0	2	0	26
30.8%	16.7%	0.0%	30.0%	16.7%	25.6%
13	6	10	10	6	82
4	1	0	3	1	21
*	*	*	*	*	23.3%
3	2	3	0	0	30
0	0	2	0	0	7
21.7%	21.9%	26.8%	28.1%	17.2%	22.8%
23	32	41	32	29	316
5	7	11	9	5	72
*	*	*	*	*	22.0%
3	2	5	2	2	41
1	1	0	1	0	9
29.4%	9.1%	25.0%	40.0%	25.0%	23.7%
17	11	12	10	8	177
5	1	3	4	2	42

33.3%	18.2%	57.1%	30.0%	14.3%	30.0%
12	11	7	10	7	110
4	2	4	3	1	33
33.3%	16.7%	16.7%	50.0%	16.7%	29.4%
15	12	12	6	6	119
5	2	2	3	1	35
66.7%	*	77.8%	28.6%	0.0%	34.9%
9	3	9	7	7	109
6	2	7	2	0	38
21.4%	*	14.3%	*	*	27.9%
14	4	7	3	3	86
3	0	1	3	1	24
41.7%	0.0%	0.0%	20.0%	*	19.3%
12	3	6	10	5	88
5	0	0	2	2	17
*	*	*	22.2%	*	30.3%
1	2	1	9	4	33
0	0	1	2	1	10
*	12.5%	0.0%	*	*	23.8%
5	8	8	5	3	80
2	1	0	0	1	19
11.1%	50.0%	8.3%	*	83.3%	30.0%
9	6	12	2	6	90
1	3	1	0	5	27
14.3%	14.3%	14.3%	40.0%	*	25.6%
7	7	14	10	4	86
1	1	2	4	3	22
31.8%	16.0%	6.7%	15.0%	38.5%	27.3%
22	25	15	20	13	227
7	4	1	3	5	62
16.7%	30.0%	0.0%	10.0%	28.6%	24.4%
6	10	12	10	7	86
1	3	0	1	2	21
11.1%	*	*	*	*	25.6%
9	3	1	4	3	43
1	0	0	1	1	11
14.3%	0.0%	7.1%	0.0%	9.1%	34.8%
7	8	14	8	11	112
1	0	1	0	1	39
12.5%	0.0%	12.5%	16.7%	22.7%	21.9%
24	16	32	18	22	265
3	0	4	3	5	58
45.5%	*	16.7%	50.0%	*	32.9%
11	2	6	8	0	85
5	0	1	4	0	28
				*	25.0%

				4	4
				1	1
68.0%	45.5%	63.9%	52.6%	57.1%	50.7%
25	22	36	19	21	227
17	10	23	10	12	115
11.1%	55.6%	18.8%	36.8%	18.8%	31.1%
9	9	16	19	16	135
1	5	3	7	3	42
*	7.7%	*	*	*	22.9%
2	13	4	0	0	35
1	1	1	0	0	8
11.1%	28.6%	0.0%	40.0%	*	31.2%
9	7	8	10	1	77
1	2	0	4	0	24
50.0%	*	26.7%	0.0%	22.2%	29.2%
6	5	15	7	9	72
3	1	4	0	2	21
*	*	*	*	16.7%	36.8%
1	3	3	2	6	38
1	2	2	1	1	14
*	*	*	*	*	20.0%
2	3	1	1	0	25
0	1	0	1	0	5
*	*	*	*	*	23.1%
1	0	0	0	0	26
0	0	0	0	0	6
*	*	8.3%	*	*	21.7%
2	4	12	1	2	46
0	1	1	0	1	10

SE Asian

Course		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Bio 104 (Eco in Crisis)	% DFW	40.0%	30.0%	33.3%	22.2%	33.3%	25.0%	0.0%	22.2%	33.3%	23.1%
	census date n =	10	10	6	18	6	8	11	9	12	13
	dfw n =	4	3	2	4	2	2	0	2	4	3
Bio 105	% DFW	31.3%	42.1%	36.4%	32.0%	41.8%	33.3%	44.1%	26.9%	36.0%	30.4%
	census date n =	32	38	44	50	55	63	59	52	50	56
	dfw n =	10	16	16	16	23	21	26	14	18	17
Bio 211 (Hum Anatomy)	% DFW	42.9%	15.4%	40.0%	38.9%	40.0%	40.0%	30.4%	27.3%	41.7%	33.3%
	census date n =	14	13	10	18	20	15	23	22	12	24
	dfw n =	6	2	4	7	8	6	7	6	5	8
Bio 212 (Hum Physiology)	% DFW	*	11.1%	25.0%	50.0%	15.4%	28.6%	10.0%	16.7%	*	12.5%
	census date n =	4	9	8	8	13	7	10	6	5	8
	dfw n =	2	1	2	4	2	2	1	1	0	1
Bio 233 (Microb Survey)	% DFW	0.0%	0.0%	0.0%	0.0%	0.0%	*	6.3%	0.0%	0.0%	0.0%
	census date n =	10	7	9	12	14		16	10	11	13
	dfw n =	0	0	0	0	0		1	0	0	0
Chem 105 (Gen Chem)	% DFW	25.0%	30.0%	21.1%	50.0%	22.7%	32.1%	30.3%	21.9%	33.3%	25.0%
	census date n =	8	10	19	12	22	28	33	32	27	8
	dfw n =	2	3	4	6	5	9	10	7	9	2
Chem 101 (Org Chem I)	% DFW	*	30.8%	*	0.0%	23.5%	16.7%	27.3%	*	10.0%	36.4%
	census date n =	3	13	4	11	17	12	11	4	10	11
	dfw n =	1	4	0	0	4	2	3	0	1	4
Geology 102 (Phys Geol)	% DFW	71.4%	38.5%	28.6%	33.3%	41.7%	20.0%	31.6%	40.0%	41.2%	25.0%
	census date n =	7	13	14	9	12	10	19	20	17	8
	dfw n =	5	5	4	3	5	2	6	8	7	2
Geology 150 (Env Geol)	% DFW	37.5%	10.0%	*	45.5%	75.0%	75.0%	37.5%	*	36.4%	27.3%
	census date n =	8	10	5	11	8	8	8	5	11	11
	dfw n =	3	1	0	5	6	6	3	3	4	3
Anthro 102	% DFW	50.0%	25.0%	18.2%	50.0%	50.0%	20.0%	36.8%	37.5%	42.1%	39.1%
	census date n =	8	12	11	14	14	30	19	24	19	23
	dfw n =	4	3	2	7	7	6	7	9	8	9

Anthro 122 (World Ethno)	% DFW census date n = dfw n =	9.1% 22 2	14.3% 7 1	50.0% 10 5	* 5 4	46.7% 15 7	18.2% 22 4	29.6% 27 8	33.3% 6 2	* 5 2	* 0 0
Comm 111	% DFW census date n = dfw n =	30.0% 50 15	24.4% 45 11	15.0% 40 6	18.3% 60 11	18.2% 55 10	6.6% 61 4	17.4% 69 12	5.1% 39 2	21.3% 80 17	18.0% 50 9
Crim Justice 103/110	% DFW census date n = dfw n =	* 1 0	0.0% 7 0	* 5 0	* 5 0	14.3% 7 1	37.5% 8 3	0.0% 9 0	16.7% 6 1	66.7% 6 4	* 5 1
Geog 102 (World & Reg Geog)	% DFW census date n = dfw n =	11.4% 44 5	18.9% 37 7	22.5% 40 9	45.7% 46 21	33.3% 66 22	24.3% 74 18	37.7% 69 26	22.9% 35 8	45.0% 20 9	23.1% 26 6
Geog 121 (Pys Geog)	% DFW census date n = dfw n =	30.0% 10 3	35.7% 14 5	12.5% 16 2	11.1% 9 1	21.4% 14 3	63.6% 11 7	33.3% 15 5	45.5% 22 10	41.2% 17 7	33.3% 9 3
History 101 (Early Civilization)	% DFW census date n = dfw n =	30.0% 30 9	31.8% 22 7	41.4% 29 12	20.0% 50 10	5.9% 17 1	9.1% 22 2	36.6% 41 15	35.5% 31 11	10.0% 20 2	9.1% 11 1
History 102 (Modern Civilization)	% DFW census date n = dfw n =	25.0% 16 4	45.0% 20 9	28.6% 21 6	22.2% 18 4	20.0% 50 10	53.1% 32 17	24.0% 25 6	35.0% 20 7	22.2% 18 4	33.3% 18 6
History 201 (US History to 1877)	% DFW census date n = dfw n =	18.8% 16 3	16.7% 6 1	69.2% 13 9	18.2% 11 2	29.2% 24 7	7.7% 26 2	6.3% 16 1	11.1% 9 1	14.3% 14 2	* 3 0
History 202 (US History since 1877)	% DFW census date n = dfw n =	18.2% 11 2	27.3% 11 3	26.7% 15 4	14.3% 14 2	55.6% 18 10	36.0% 25 9	15.4% 13 2	20.0% 10 2	35.7% 14 5	25.0% 16 4
Philosophy 101 (Logic)	% DFW census date n = dfw n =	* 2 0	* 2 1	* 2 0	* 2 0	* 0 0	* 2 1	* 2 0	* 5 1	* 1 1	50.0% 8 4
Philosophy 105 (Ethics)	% DFW census date n = dfw n =	33.3% 15 5	11.8% 17 2	25.0% 12 3	11.8% 17 2	38.7% 31 12	41.4% 29 12	14.8% 27 4	0.0% 16 0	12.5% 8 1	20.0% 10 2
Philosophy 100	% DFW	35.0%	53.8%	23.5%	50.0%	52.2%	46.2%	36.0%	20.0%	28.6%	24.0%

Philosophy 109 (Intro to Phil)	census date n = dfw n =	20 7	13 7	17 4	16 8	23 12	26 12	25 9	15 3	21 6	25 6
Pol Sci 105	% DFW census date n = dfw n =	33.3% 9 3	10.0% 10 1	50.0% 8 4	41.2% 17 7	40.0% 20 8	19.2% 26 5	47.4% 19 9	6.3% 16 1	36.8% 19 7	15.4% 13 2
Psych 101	% DFW census date n = dfw n =	18.2% 33 6	10.7% 28 3	44.6% 56 25	44.0% 50 22	44.3% 70 31	24.7% 73 18	36.1% 72 26	25.7% 35 9	0.0% 6 0	8.1% 37 3
Rel Stds 102 (World Religions)	% DFW census date n = dfw n =	17.6% 17 3	26.7% 15 4	33.3% 12 4	37.5% 24 9	37.5% 24 9	15.4% 39 6	29.6% 27 8	10.0% 30 3	10.5% 19 2	23.5% 17 4
Rel Stds 104 (Religions in America)	% DFW census date n = dfw n =	* 4 2	0.0% 10 0	27.8% 18 5	* 5 1	36.4% 11 4	15.4% 13 2	15.0% 20 3	33.3% 12 4	* 2 2	50.0% 6 3
Soc 101	% DFW census date n = dfw n =	40.0% 15 6	40.0% 10 4	66.7% 27 18	51.9% 27 14	44.4% 27 12	35.3% 34 12	25.8% 31 8	18.6% 43 8	34.8% 23 8	38.7% 31 12
WBIS 188	% DFW census date n = dfw n =	17.1% 41 7	21.9% 32 7	9.8% 41 4	20.8% 48 10	7.4% 54 4	8.2% 49 4	9.1% 44 4	15.8% 38 6	11.5% 52 6	15.4% 39 6
Math 100 (Remedial Math)	% DFW census date n = dfw n =	15.4% 13 2	* 5 0	25.0% 12 3	15.4% 13 2	17.6% 17 3	9.1% 11 1	15.4% 13 2	28.6% 7 2	28.6% 14 4	* 5 2
Math 101 (Remedial Math)	% DFW census date n = dfw n =										
Math 103 (Intro College Alg)	% DFW census date n = dfw n =	7.7% 13 1	29.6% 27 8	17.9% 28 5	41.7% 48 20	40.0% 50 20	30.2% 53 16	31.8% 44 14	40.0% 40 16	37.8% 45 17	43.2% 37 16
Math 104 (College Alg)	% DFW census date n = dfw n =	26.7% 15 4	44.4% 9 4	25.0% 20 5	33.3% 27 9	23.3% 30 7	19.6% 46 9	26.7% 30 8	33.3% 24 8	23.1% 39 9	24.0% 25 6
Math 110 (Number Sys)	% DFW census date n =	50.0% 10	* 5	* 5	16.7% 6	55.6% 9	* 3	* 5	* 4	28.6% 7	55.6% 9

(Number Sys)	dfw n =	5	1	1	1	5	0	1	3	2	5
Math 204 (Bus Math I)	% DFW	50.0%	47.8%	27.3%	50.0%	31.6%	13.3%	50.0%	23.1%	21.4%	26.3%
	census date n =	24	23	11	10	19	15	24	13	14	19
	dfw n =	12	11	3	5	6	2	12	3	3	5
Math 206 (Bus Math II)	% DFW	0.0%	52.9%	43.8%	23.1%	50.0%	9.1%	40.0%	30.8%	21.4%	18.8%
	census date n =	7	17	16	13	6	11	10	13	14	16
	dfw n =	0	9	7	3	3	1	4	4	3	3
Math 171 (Calc I)	% DFW	40.0%	33.3%	44.4%	53.8%	47.8%	40.0%	41.7%	33.3%	78.6%	50.0%
	census date n =	10	6	9	13	23	20	24	18	14	26
	dfw n =	4	2	4	7	11	8	10	6	11	13
PBIS 187	% DFW	50.0%	28.6%	0.0%	12.5%	50.0%	0.0%	16.7%	12.5%	*	*
	census date n =	6	7	7	8	6	7	6	8	2	4
	dfw n =	3	2	0	1	3	0	1	1	1	1
PBIS 188	% DFW	30.0%	12.5%	*	*	11.1%	47.1%	27.3%	11.1%	*	*
	census date n =	10	8	5	5	9	17	11	9	1	1
	dfw n =	3	1	1	1	1	8	3	1	1	0
PBIS 189	% DFW	*	14.3%	22.2%	27.3%	18.8%	36.8%	25.0%	18.8%	28.6%	42.9%
	census date n =	4	7	18	11	16	19	16	16	14	14
	dfw n =	1	1	4	3	3	7	4	3	4	6

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Red	4	1	4	7	6	3	1	0	0	4
Yellow	13	13	8	10	15	12	15	11	15	8
too small	5	3	6	5	1	3	2	4	6	6
ok	16	21	20	16	16	20	20	23	17	20
total	38	38	38	38	38	38	38	38	38	38
% red or yellow	44.7%	36.8%	31.6%	44.7%	55.3%	39.5%	42.1%	28.9%	39.5%	31.6%
% ok	42.1%	55.3%	52.6%	42.1%	42.1%	52.6%	52.6%	60.5%	44.7%	52.6%



2016-17	Total
35.7%	26.5%
14	117
5	31
45.1%	36.4%
51	550
23	200
63.6%	37.8%
22	193
14	73
0.0%	18.0%
11	89
0	16
9.1%	1.8%
11	113
1	2
21.7%	27.9%
23	222
5	62
50.0%	23.6%
14	110
7	26
14.3%	34.3%
14	143
2	49
*	39.8%
3	88
1	35
14.3%	34.8%
7	181
1	63

*	29.2%
1	120
0	35
18.8%	17.8%
64	613
12	109
18.2%	17.1%
11	70
2	12
26.9%	28.6%
26	483
7	138
60.0%	35.4%
10	147
6	52
0.0%	24.3%
15	288
0	70
18.8%	29.9%
16	254
3	76
0.0%	19.3%
7	145
0	28
14.3%	28.6%
7	154
1	44
*	25.8%
5	31
0	8
8.3%	22.7%
12	194
1	44
55.6%	37.6%

9	210
5	79
25.0%	29.7%
8	165
2	49
42.1%	31.9%
38	498
16	159
0.0%	21.2%
21	245
0	52
14.3%	25.0%
7	108
1	27
50.0%	39.0%
22	290
11	113
17.2%	13.7%
58	496
10	68
*	19.1%
0	110
0	21
*	*
4	4
3	3
50.0%	36.1%
42	427
21	154
31.0%	26.5%
29	294
9	78
50.0%	39.1%
6	69

3	27
60.0%	38.0%
15	187
9	71
42.3%	32.2%
26	149
11	48
26.7%	44.9%
15	178
4	80
*	21.0%
1	62
0	13
*	26.3%
0	76
0	20
27.3%	26.7%
11	146
3	39

2016-17	Total
8	0
5	16
7	1
19	22
39	39
33.3%	41.0%
48.7%	56.4%

## Asian

Course		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Bio 104 (Eco in Crisis)	% DFW census date n = dfw n =	* 0 0	* 4 1	* 5 1	* 1 0	* 2 1	* 4 1	* 1 0
Bio 105	% DFW census date n = dfw n =	31.3% 16 5	16.7% 12 2	0.0% 12 0	* 5 1	11.1% 9 1	6.7% 15 1	28.6% 14 4
Bio 211 (Hum Anatomy)	% DFW census date n = dfw n =	* 5 0	* 4 0	* 4 0	0.0% 6 0	* 1 0	12.5% 8 1	* 5 1
Bio 212 (Hum Physiology)	% DFW census date n = dfw n =	* 4 2	* 3 0	* 2 0	25.0% 8 2	* 4 0	* 3 0	* 4 1
Bio 233 (Microb Survey)	% DFW census date n = dfw n =	* 1 0	* 0 0	0.0% 6 0	* 3 0	* 5 0	* 4 0	* 2 0
Chem 105 (Gen Chem)	% DFW census date n = dfw n =	* 4 0	* 4 0	44.4% 9 4	* 3 0	* 4 0	* 4 0	11.1% 9 1
Chem 101 (Org Chem I)	% DFW census date n = dfw n =	* 2 1	* 2 0	* 1 0	* 0 0	* 4 1	* 4 1	* 1 0
Geology 102 (Phys Geol)	% DFW census date n = dfw n =	* 5 1	* 3 0	* 3 0	* 3 2	* 3 2	* 1 0	* 3 0
Geology 150 (Env Geol)	% DFW census date n = dfw n =	* 5 1	* 3 1	* 1 0	* 4 0	* 1 1	* 1 1	* 3 2
Anthro 102	% DFW census date n = dfw n =	* 1 0	16.7% 6 1	* 0 0	* 3 1	* 2 1	* 5 1	* 5 0
Anthro 122 (World Ethno)	% DFW census date n = dfw n =	0.0% 7 0	* 5 1	12.5% 8 1	66.7% 6 4	* 0 0	* 4 0	* 3 0
Comm 111	% DFW census date n = dfw n =	31.3% 16 5	8.3% 24 2	10.0% 20 2	11.1% 18 2	15.4% 13 2	28.6% 21 6	10.5% 19 2
Crim Justice 103/110	% DFW census date n = dfw n =	* 1 0	* 1 0	* 2 0	* 0 0	* 0 0	* 3 1	* 2 0
Geog 102 (World & Reg Geog)	% DFW census date n = dfw n =	15.4% 13 2	15.8% 19 3	16.7% 18 3	11.1% 9 1	* 4 3	6.7% 15 1	11.1% 9 1

Geog 121 (Pys Geog)	% DFW census date n = dfw n =	25.0% 8 2	50.0% 8 4	27.3% 11 3	11.1% 9 1	16.7% 6 1	* 5 0	33.3% 6 2
History 101 (Early Civilization)	% DFW census date n = dfw n =	* 5 2	20.0% 10 2	20.0% 10 2	* 5 1	50.0% 6 3	0.0% 6 0	0.0% 6 0
History 102 (Modern Civilization)	% DFW census date n = dfw n =	* 4 1	55.6% 9 5	28.6% 7 2	* 3 0	25.0% 8 2	* 4 1	* 4 1
History 201 (US History to 1877)	% DFW census date n = dfw n =	28.6% 7 2	* 4 1	* 2 1	* 3 2	* 0 0	12.5% 8 1	* 1 0
History 202 (US History since 1877)	% DFW census date n = dfw n =	* 4 1	16.7% 6 1	* 0 0	* 2 0	* 4 0	* 5 0	* 2 1
Philosophy 101 (Logic)	% DFW census date n = dfw n =	* 2 1	* 2 1	* 2 3	* 1 0	* 2 0	* 0 0	* 1 1
Philosophy 105 (Ethics)	% DFW census date n = dfw n =	16.7% 6 1	25.0% 12 3	* 4 1	* 4 0	16.7% 6 1	0.0% 7 0	16.7% 6 1
Philosophy 109 (Intro to Phil)	% DFW census date n = dfw n =	* 5 2	0.0% 7 0	33.3% 6 2	* 4 3	* 3 0	0.0% 6 0	28.6% 7 2
Pol Sci 105	% DFW census date n = dfw n =	* 5 0	* 0 0	* 5 2	* 3 1	* 4 0	* 3 0	* 5 1
Psych 101	% DFW census date n = dfw n =	12.5% 8 1	16.7% 18 3	10.0% 10 1	28.6% 7 2	36.4% 11 4	15.4% 13 2	8.3% 12 1
Rel Stds 102 (World Religions)	% DFW census date n = dfw n =	57.1% 7 4	0.0% 7 0	* 5 1	* 5 2	* 5 2	18.2% 11 2	* 4 0
Rel Stds 104 (Religions in America)	% DFW census date n = dfw n =	* 0 0	14.3% 7 1	* 5 1	* 3 0	* 0 0	* 1 0	* 2 0
Soc 101	% DFW census date n = dfw n =	16.7% 6 1	16.7% 6 1	25.0% 8 2	44.4% 9 4	* 4 1	* 3 0	* 5 0
WBIS 188	% DFW census date n = dfw n =	20.0% 10 2	8.3% 12 1	18.8% 16 3	28.6% 7 2	0.0% 11 0	0.0% 14 0	0.0% 13 0
Math 100 (Remedial Math)	% DFW census date n = dfw n =	* 0 0	* 2 1	* 3 2	* 1 1	* 0 0	* 2 0	* 3 2
Math 101	% DFW							

(Remedial Math)	census date n = dflw n =							
Math 103 (Intro College Alg)	% DFW census date n = dflw n =	* 4 1	* 2 0	25.0% 8 2	* 3 2	33.3% 6 2	20.0% 10 2	44.4% 9 4
Math 104 (College Alg)	% DFW census date n = dflw n =	* 1 0	42.9% 7 3	* 3 0	* 2 0	* 5 3	37.5% 8 3	10.0% 10 1
Math 110 (Number Sys)	% DFW census date n = dflw n =	* 2 1	* 4 1	* 2 0	* 0 0	* 3 0	* 1 0	* 0 0
Math 204 (Bus Math I)	% DFW census date n = dflw n =	16.7% 6 1	0.0% 6 0	* 5 0	* 2 2	* 3 2	28.6% 7 2	37.5% 8 3
Math 206 (Bus Math II)	% DFW census date n = dflw n =	* 5 1	* 1 0	* 2 0	* 2 1	* 2 1	* 2 1	* 4 0
Math 171 (Calc I)	% DFW census date n = dflw n =	* 3 1	* 5 1	28.6% 7 2	* 4 0	* 3 0	* 5 0	* 3 1
PBIS 187	% DFW census date n = dflw n =	* 1 0	* 2 1	50.0% 6 3	* 5 0	* 1 1	* 3 0	* 0 0
PBIS 188	% DFW census date n = dflw n =	* 3 1	* 4 1	* 3 0	* 2 0	* 1 0	* 0 0	* 0 0
PBIS 189	% DFW census date n = dflw n =	* 1 1	* 2 1	* 4 1	* 3 0	* 1 0	* 2 0	* 5 0

2013-14	2014-15	2015-16	2016-17	Total
*	*	23.1%	*	22.0%
5	3	13	3	41
2	0	3	0	9
12.5%	22.2%	30.4%	9.1%	21.0%
8	18	56	11	176
1	4	17	1	37
*	14.3%	33.3%	42.9%	20.3%
3	7	24	7	74
1	1	8	3	15
*	*	12.5%	*	14.3%
0	2	8	4	42
0	0	1	0	6
*	*	0.0%	*	2.4%
2	5	13	1	42
0	1	0	0	1
14.3%	33.3%	25.0%	14.3%	16.9%
7	6	8	7	65
1	2	2	1	11
*	*	36.4%	*	25.0%
0	3	11	0	28
0	0	4	0	7
*	12.5%	25.0%	*	22.0%
2	8	8	2	41
1	1	2	0	9
*	*	27.3%	*	25.0%
3	5	11	3	40
0	0	3	1	10
*	*	39.1%	*	24.6%
2	5	23	5	57
1	0	9	0	14
*	*	*	*	16.2%
0	4	0	0	37
0	0	0	0	6
0.0%	0.0%	18.0%	9.5%	13.6%
18	16	50	21	236
0	0	9	2	32
*	*	*	*	11.1%
1	1	5	2	18
0	0	1	0	2
27.3%	9.1%	23.1%	16.7%	17.7%
11	11	26	6	141
3	1	6	1	25



42.9%	*	33.3%	*	30.8%
7	5	9	4	78
3	1	3	4	24
8.3%	*	9.1%	14.3%	15.9%
12	4	11	7	82
1	0	1	1	13
16.7%	0.0%	33.3%	0.0%	25.0%
6	7	18	6	76
1	0	6	0	19
*	*	*	0.0%	18.4%
1	2	3	7	38
0	0	0	0	7
*	*	25.0%	*	14.6%
3	4	16	2	48
0	0	4	0	7
*	*	50.0%	*	52.6%
1	0	8	0	19
0	0	4	0	10
*	*	20.0%	*	16.9%
5	5	10	0	65
1	1	2	0	11
*	*	24.0%	*	24.7%
1	4	25	5	73
1	0	6	2	18
*	*	15.4%	0.0%	17.0%
5	4	13	6	53
2	1	2	0	9
0.0%	0.0%	8.1%	30.0%	13.5%
7	15	37	10	148
0	0	3	3	20
*	*	23.5%	0.0%	19.0%
4	4	17	10	79
0	0	4	0	15
*	*	50.0%	*	23.3%
3	2	6	1	30
0	1	3	1	7
0.0%	0.0%	38.7%	*	22.4%
9	12	31	5	98
0	0	12	1	22
0.0%	0.0%	15.4%	0.0%	8.9%
12	10	39	13	157
0	0	6	0	14
62.5%	*	*	*	52.0%
8	1	5	0	25
5	0	2	0	13
			*	

			0	0
			0	0
22.2%	50.0%	43.2%	0.0%	34.5%
9	18	37	10	116
2	9	16	0	40
0.0%	*	12.5%	27.3%	20.8%
6	3	16	11	72
0	0	2	3	15
*	*	55.6%	*	29.2%
1	1	9	1	24
0	0	5	0	7
0.0%	16.7%	26.3%	*	22.2%
8	6	19	2	72
0	1	5	0	16
*	22.2%	18.8%	*	24.0%
5	9	16	2	50
2	2	3	1	12
28.6%	*	50.0%	*	31.9%
7	4	26	2	69
2	2	13	0	22
*	*	*	*	26.1%
1	0	4	0	23
0	0	1	0	6
*	*	*	*	13.3%
0	1	1	0	15
0	0	0	0	2
*	*	42.9%	*	23.8%
4	3	14	3	42
1	0	6	0	10

Pacific Islander

Course		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Bio 104 (Eco in Crisis)	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Bio 105	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Bio 211 (Hum Anatomy)	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Bio 212 (Hum Physiology)	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Bio 233 (Microb Survey)	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Chem 105 (Gen Chem)	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Chem 101 (Org Chem I)	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Geology 102 (Phys Geol)	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Geology 150 (Env Geol)	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Anthro 102	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Anthro 122 (World Ethno)	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Comm 111	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Crim Justice 103/110	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Geog 102 (World & Reg Geog)	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Geog 121 (Pys Geog)	% DFW <i>census date n =</i> <i>dfw n =</i>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
History 101 (Early Civilization)	% DFW <i>census date n =</i> <i>dfw n =</i>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
History 102 (Modern Civilization)	% DFW <i>census date n =</i> <i>dfw n =</i>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
History 201 (US History to 1877)	% DFW <i>census date n =</i> <i>dfw n =</i>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
History 202 (US History since 1877)	% DFW <i>census date n =</i> <i>dfw n =</i>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Philosophy 101 (Logic)	% DFW <i>census date n =</i> <i>dfw n =</i>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Philosophy 105 (Ethics)	% DFW <i>census date n =</i> <i>dfw n =</i>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Philosophy 109 (Intro to Phil)	% DFW <i>census date n =</i> <i>dfw n =</i>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Pol Sci 105	% DFW <i>census date n =</i> <i>dfw n =</i>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Psych 101	% DFW <i>census date n =</i> <i>dfw n =</i>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Rel Stds 102 (World Religions)	% DFW <i>census date n =</i> <i>dfw n =</i>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Rel Stds 104 (Religions in America)	% DFW <i>census date n =</i> <i>dfw n =</i>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Soc 101	% DFW <i>census date n =</i> <i>dfw n =</i>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
WBIS 188	% DFW <i>census date n =</i> <i>dfw n =</i>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Math 100 (Remedial Math)	% DFW <i>census date n =</i> <i>dfw n =</i>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Math 101	% DFW							

(Remedial Math)	census date n = dfw n =							
Math 103 (Intro College Alg)	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Math 104 (College Alg)	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Math 110 (Number Sys)	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Math 204 (Bus Math I)	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Math 206 (Bus Math II)	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Math 171 (Calc I)	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
PBIS 187	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
PBIS 188	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
PBIS 189	% DFW census date n = dfw n =	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

2013-14	2014-15	2015-16	2016-17	Total
0.0%	0.0%	0.0%	#DIV/0!	0.0%
2	2	1	0	5
0	0	0	0	0
0.0%	0.0%	50.0%	0.0%	20.0%
2	3	6	4	15
0	0	3	0	3
0.0%	0.0%	100.0%	0.0%	11.1%
2	4	1	2	9
0	0	1	0	1
#DIV/0!	0.0%	0.0%	0.0%	0.0%
0	1	2	2	5
0	0	0	0	0
#DIV/0!	#DIV/0!	0.0%	#DIV/0!	0.0%
	0	3	0	3
	0	0	0	0
0.0%	50.0%	0.0%	50.0%	33.3%
1	2	1	2	6
0	1	0	1	2
#DIV/0!	0.0%	50.0%	#DIV/0!	25.0%
0	2	2	0	4
0	0	1	0	1
#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
0	0	0	0	0
0	0	0	0	0
0.0%	#DIV/0!	#DIV/0!	#DIV/0!	0.0%
1	0	0	0	1
0	0	0	0	0
#DIV/0!	100.0%	0.0%	0.0%	33.3%
0	1	1	1	3
0	1	0	0	1
0.0%	0.0%	#DIV/0!	#DIV/0!	0.0%
1	3		0	4
0	0		0	0
0.0%	44.4%	66.7%	40.0%	36.4%
5	9	3	5	22
0	4	2	2	8
0.0%	#DIV/0!	0.0%	#DIV/0!	0.0%
1	0	1	0	2
0	0	0	0	0
20.0%	0.0%	0.0%	100.0%	20.0%
5	2	2	1	10
1	0	0	1	2

100.0%	#DIV/0!	100.0%	0.0%	66.7%
1	0	1	1	3
1	0	1	0	2
0.0%	50.0%	#DIV/0!	#DIV/0!	33.3%
1	2	0	0	3
0	1	0	0	1
50.0%	#DIV/0!	#DIV/0!	100.0%	66.7%
2	0	0	1	3
1	0	0	1	2
0.0%	#DIV/0!	#DIV/0!	#DIV/0!	0.0%
3	0	0	0	3
0	0	0	0	0
0.0%	100.0%	0.0%	#DIV/0!	50.0%
1	2	1	0	4
0	2	0	0	2
#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
0	0	0	0	0
0	0	0	0	0
0.0%	0.0%	#DIV/0!	0.0%	0.0%
2	1	0	2	5
0	0	0	0	0
0.0%	0.0%	0.0%	#DIV/0!	0.0%
1	2	1	0	4
0	0	0	0	0
0.0%	0.0%	#DIV/0!	0.0%	0.0%
1	1	0	1	3
0	0	0	0	0
0.0%	16.7%	0.0%	25.0%	12.5%
5	6	1	4	16
0	1	0	1	2
0.0%	#DIV/0!	0.0%	#DIV/0!	0.0%
1	0	1	0	2
0	0	0	0	0
100.0%	#DIV/0!	#DIV/0!	#DIV/0!	100.0%
1	0	0	0	1
1	0	0	0	1
0.0%	0.0%	0.0%	33.3%	12.5%
1	2	2	3	8
0	0	0	1	1
#DIV/0!	37.5%	33.3%	0.0%	30.8%
0	8	3	2	13
0	3	1	0	4
#DIV/0!	0.0%	#DIV/0!	#DIV/0!	0.0%
0	1	0	0	1
0	0	0	0	0
			#DIV/0!	

			0	0
			0	0
33.3%	33.3%	66.7%	40.0%	42.9%
3	3	3	5	14
1	1	2	2	6
#DIV/0!	0.0%	#DIV/0!	33.3%	25.0%
0	1	0	3	4
0	0	0	1	1
0.0%	20.0%	#DIV/0!	#DIV/0!	16.7%
1	5	0	0	6
0	1	0	0	1
0.0%	0.0%	50.0%	#DIV/0!	16.7%
2	2	2	0	6
0	0	1	0	1
0.0%	0.0%	0.0%	#DIV/0!	0.0%
1	1	1	0	3
0	0	0	0	0
0.0%	#DIV/0!	#DIV/0!	0.0%	0.0%
1	0	0	2	3
0	0	0	0	0
0.0%	#DIV/0!	0.0%	#DIV/0!	0.0%
1	0	1	0	2
0	0	0	0	0
#DIV/0!	#DIV/0!	#DIV/0!	0.0%	0.0%
0	0	0	1	1
0	0	0	0	0
0.0%	#DIV/0!	#DIV/0!	50.0%	20.0%
3	0	0	2	5
0	0	0	1	1



## Hispanic

Course		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Bio 104 (Eco in Crisis)	% DFW	*	50.0%	50.0%	0.0%	*	21.4%	5.9%	9.1%	36.4%	8.0%
	census date n =	5	6	10	12	4	14	17	22	22	25
	dfw n =	3	3	5	0	3	3	1	2	8	2
Bio 105	% DFW	35.0%	41.7%	36.4%	38.1%	33.3%	40.5%	30.0%	30.2%	38.9%	14.0%
	census date n =	20	24	22	21	36	42	40	53	54	50
	dfw n =	7	10	8	8	12	17	12	16	21	7
Bio 211 (Hum Anatomy)	% DFW	18.2%	33.3%	12.5%	*	50.0%	53.3%	42.9%	35.3%	50.0%	33.3%
	census date n =	11	6	8	3	14	15	7	17	22	18
	dfw n =	2	2	1	2	7	8	3	6	11	6
Bio 212 (Hum Physiology)	% DFW	*	*	*	*	*	16.7%	*	14.3%	22.2%	12.5%
	census date n =	3	5	5	5	2	6	5	7	9	8
	dfw n =	1	0	1	2	1	1	3	1	2	1
Bio 233 (Microb Survey)	% DFW	*	*	*	*	*	*	*	0.0%	0.0%	7.1%
	census date n =	2	2	1	2	3		3	8	7	14
	dfw n =	0	0	0	0	0		0	0	0	1
Chem 105 (Gen Chem)	% DFW	44.4%	28.6%	14.3%	66.7%	14.3%	12.5%	25.0%	20.0%	16.7%	16.7%
	census date n =	9	7	7	9	14	8	16	15	12	24
	dfw n =	4	2	1	6	2	1	4	3	2	4
Chem 101 (Org Chem I)	% DFW	*	71.4%	*	*	*	*	*	10.0%	11.1%	25.0%
	census date n =	3	7	2	2	3	2	5	10	9	16
	dfw n =	1	5	1	1	1	1	0	1	1	4
Geology 102 (Phys Geol)	% DFW	*	*	12.5%	36.4%	42.9%	33.3%	30.0%	44.4%	25.0%	26.7%
	census date n =	3	5	8	11	7	6	10	9	20	15
	dfw n =	2	1	1	4	3	2	3	4	5	4
Geology 150 (Env Geol)	% DFW	0.0%	28.6%	20.0%	33.3%	57.1%	33.3%	29.4%	44.4%	15.4%	50.0%
	census date n =	7	7	10	6	7	9	17	9	13	14
	dfw n =	0	2	2	2	4	3	5	4	2	7
Anthro 102	% DFW	50.0%	*	25.0%	44.4%	38.5%	60.0%	31.3%	33.3%	22.2%	10.0%
	census date n =	6	5	8	9	13	15	16	12	18	10
	dfw n =	3	3	2	4	5	9	5	4	4	1

Anthro 122 (World Ethno)	% DFW census date n = dfw n =	25.0% 8 2	12.5% 8 1	33.3% 9 3	12.5% 8 1	* 5 0	13.3% 15 2	15.4% 13 2	33.3% 9 3	* 2 0	#DIV/0!
Comm 111	% DFW census date n = dfw n =	26.9% 26 7	21.2% 33 7	14.3% 42 6	13.3% 45 6	27.6% 58 16	30.0% 40 12	9.7% 62 6	11.9% 67 8	20.3% 64 13	21.7% 83 18
Crim Justice 103/110	% DFW census date n = dfw n =	* 5 0	* 4 0	* 2 0	* 5 3	0.0% 7 0	0.0% 6 0	0.0% 6 0	0.0% 8 0	25.0% 12 3	* 5 0
Geog 102 (World & Reg Geog)	% DFW census date n = dfw n =	16.0% 25 4	20.7% 29 6	20.5% 39 8	51.7% 29 15	28.0% 50 14	29.7% 37 11	37.0% 46 17	37.9% 29 11	11.1% 27 3	34.2% 38 13
Geog 121 (Pys Geog)	% DFW census date n = dfw n =	44.4% 9 4	35.7% 14 5	36.4% 11 4	38.5% 13 5	21.1% 19 4	30.8% 13 4	0.0% 9 0	57.9% 19 11	43.8% 16 7	57.1% 14 8
History 101 (Early Civilization)	% DFW census date n = dfw n =	50.0% 16 8	28.6% 14 4	37.5% 32 12	20.0% 15 3	35.0% 20 7	22.7% 22 5	30.2% 43 13	17.4% 23 4	8.3% 24 2	25.0% 16 4
History 102 (Modern Civilization)	% DFW census date n = dfw n =	15.8% 19 3	33.3% 9 3	23.8% 21 5	30.8% 13 4	35.1% 37 13	33.3% 24 8	35.0% 20 7	21.4% 14 3	26.7% 15 4	25.0% 16 4
History 201 (US History to 1877)	% DFW census date n = dfw n =	22.2% 9 2	25.0% 8 2	25.0% 12 3	25.0% 16 4	35.7% 14 5	23.8% 21 5	15.8% 19 3	0.0% 16 0	22.2% 18 4	18.2% 11 2
History 202 (US History since 1877)	% DFW census date n = dfw n =	* 4 0	33.3% 9 3	18.2% 11 2	25.0% 12 3	13.3% 15 2	7.1% 14 1	18.2% 11 2	31.3% 16 5	26.3% 19 5	41.2% 17 7
Philosophy 101 (Logic)	% DFW census date n = dfw n =	* 2 1	16.7% 6 1	* 5 0	* 5 2	* 3 1	* 4 0	* 3 0	* 4 1	* 5 1	40.0% 10 4
Philosophy 105 (Ethics)	% DFW census date n = dfw n =	62.5% 8 5	40.0% 10 4	12.5% 8 1	36.4% 11 4	31.6% 19 6	7.1% 14 1	20.0% 15 3	19.2% 26 5	20.0% 10 2	12.5% 8 1
Philosophy 100	% DFW	20.0%	12.5%	42.9%	*	53.8%	43.8%	40.0%	26.3%	20.0%	24.0%

Philosophy 109 (Intro to Phil)	census date n = dfw n =	15 3	8 1	7 3	5 1	13 7	16 7	20 8	19 5	25 5	25 6
Pol Sci 105	% DFW census date n = dfw n =	16.7% 12 2	16.7% 6 1	15.4% 13 2	36.4% 11 4	54.5% 22 12	36.8% 19 7	18.2% 22 4	11.1% 18 2	20.0% 15 3	36.8% 19 7
Psych 101	% DFW census date n = dfw n =	28.6% 21 6	23.8% 21 5	38.5% 39 15	59.3% 27 16	40.9% 44 18	26.7% 45 12	11.8% 51 6	10.3% 39 4	12.5% 32 4	26.3% 38 10
Rel Stds 102 (World Religions)	% DFW census date n = dfw n =	9.1% 11 1	33.3% 12 4	44.4% 9 4	30.0% 10 3	46.2% 13 6	32.1% 28 9	33.3% 18 6	5.9% 17 1	13.6% 22 3	4.8% 21 1
Rel Stds 104 (Religions in America)	% DFW census date n = dfw n =	0.0% 6 0	* 5 1	18.2% 11 2	* 4 0	* 5 1	16.7% 6 1	11.8% 17 2	21.4% 14 3	55.6% 9 5	37.5% 8 3
Soc 101	% DFW census date n = dfw n =	25.0% 16 4	21.4% 14 3	50.0% 26 13	50.0% 20 10	40.0% 20 8	33.3% 18 6	8.0% 25 2	11.8% 34 4	30.8% 26 8	12.1% 33 4
WBIS 188	% DFW census date n = dfw n =	9.1% 22 2	16.1% 31 5	20.5% 39 8	25.6% 39 10	14.3% 42 6	18.2% 44 8	17.0% 53 9	9.6% 52 5	13.7% 51 7	14.5% 69 10
Math 100 (Remedial Math)	% DFW census date n = dfw n =	* 4 0	12.5% 8 1	25.0% 8 2	41.7% 12 5	41.7% 12 5	44.4% 18 8	40.0% 20 8	38.1% 21 8	21.4% 14 3	64.3% 14 9
Math 101 (Remedial Math)	% DFW census date n = dfw n =										
Math 103 (Intro College Alg)	% DFW census date n = dfw n =	14.3% 7 1	28.6% 21 6	42.4% 33 14	45.5% 33 15	32.4% 34 11	42.9% 56 24	47.5% 61 29	34.9% 43 15	39.7% 68 27	40.4% 57 23
Math 104 (College Alg)	% DFW census date n = dfw n =	55.6% 9 5	33.3% 15 5	18.2% 11 2	28.6% 14 4	33.3% 15 5	28.6% 21 6	31.8% 22 7	31.0% 29 9	31.4% 35 11	26.5% 49 13
Math 110 (Number Svc)	% DFW census date n =	16.7% 6	* 5	22.2% 9	22.2% 9	37.5% 8	16.7% 6	12.5% 8	* 4	* 5	45.5% 11

(Number Sys)	dfw n =	1	0	2	2	3	1	1	0	1	5
Math 204 (Bus Math I)	% DFW	33.3%	9.1%	42.9%	31.6%	44.4%	39.1%	26.3%	11.8%	33.3%	40.7%
	census date n =	6	11	14	19	9	23	19	17	15	27
	dfw n =	2	1	6	6	4	9	5	2	5	11
Math 206 (Bus Math II)	% DFW	37.5%	40.0%	28.6%	0.0%	50.0%	0.0%	47.1%	28.6%	25.0%	25.0%
	census date n =	8	10	7	9	8	6	17	14	8	12
	dfw n =	3	4	2	0	4	0	8	4	2	3
Math 171 (Calc I)	% DFW	*	*	42.9%	30.0%	12.5%	28.6%	55.6%	44.4%	*	36.4%
	census date n =	2	1	7	10	8	7	9	9	5	11
	dfw n =	2	0	3	3	1	2	5	4	2	4
PBIS 187	% DFW	25.0%	16.7%	*	*	37.5%	*	14.3%	37.5%	0.0%	*
	census date n =	12	6	5	1	8	4	7	8	6	5
	dfw n =	3	1	0	0	3	0	1	3	0	3
PBIS 188	% DFW	25.0%	*	42.9%	*	62.5%	*	*	*	*	*
	census date n =	8	4	7	4	8	2	4	3	5	0
	dfw n =	2	2	3	1	5	0	1	2	2	0
PBIS 189	% DFW	*	*	33.3%	*	50.0%	20.0%	47.4%	6.7%	0.0%	53.8%
	census date n =	4	2	6	4	8	10	19	15	10	13
	dfw n =	1	0	2	2	4	2	9	1	0	7

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Red</i>	4	2	2	4	7	2	1	1	2	4
<i>Yellow</i>	5	9	12	13	16	13	15	13	7	9
<i>too small</i>	11	8	6	11	7	5	5	3	5	1
<i>ok</i>	18	19	18	10	18	18	17	21	24	24
<i>total</i>	38	38	38	38	48	38	38	38	38	38
<i>% red or yellow</i>	23.7%	28.9%	36.8%	44.7%	47.9%	39.5%	42.1%	36.8%	23.7%	34.2%
<i>% ok</i>	47.4%	50.0%	47.4%	26.3%	37.5%	47.4%	44.7%	55.3%	63.2%	63.2%

2016-17	Total
40.0%	24.2%
20	157
8	38
32.3%	32.6%
65	427
21	139
50.0%	42.2%
40	161
20	68
0.0%	17.6%
19	74
0	13
9.5%	4.8%
21	63
2	3
23.1%	23.8%
26	147
6	35
0.0%	22.5%
12	71
0	16
40.0%	32.5%
20	114
8	37
50.0%	33.6%
14	113
7	38
*	35.9%
5	117
2	42

	*	17.7%
	2	79
	0	14
	15.7%	18.6%
	89	609
	14	113
	14.3%	10.4%
	7	67
	1	7
	28.6%	29.2%
	28	377
	8	110
	20.0%	36.2%
	15	152
	3	55
	7.1%	25.3%
	28	253
	2	64
	20.0%	27.5%
	30	218
	6	60
	15.4%	20.4%
	13	157
	2	32
	22.2%	23.4%
	9	137
	2	32
	*	25.5%
	4	51
	2	13
	16.7%	24.1%
	12	141
	2	34
	22.7%	29.1%

22	175
5	51
33.3%	28.7%
21	178
7	51
28.8%	27.2%
59	416
17	113
16.7%	22.9%
18	179
3	41
0.0%	19.4%
8	93
0	18
31.0%	27.2%
29	261
9	71
16.9%	16.0%
71	513
12	82
*	36.6%
3	134
0	49
66.7%	66.7%
18	18
12	12
42.9%	40.3%
56	469
24	189
42.3%	32.7%
52	272
22	89
33.3%	23.8%
9	80

3	19
43.8%	33.0%
16	176
7	58
45.5%	33.1%
22	121
10	40
23.1%	35.4%
13	82
3	29
75.0%	25.8%
4	66
3	17
*	40.0%
0	45
0	18
29.2%	30.4%
24	115
7	35

2016-17	Total
4	1
10	15
5	0
20	23
39	39
35.9%	41.0%
51.3%	59.0%



## White

Course		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Bio 104 (Eco in Crisis)	% DFW census date n = dflw n =	15.0% 380 57	13.2% 409 54	13.7% 380 52	10.6% 377 40	13.3% 390 52	12.3% 373 46	8.5% 354 30	12.7% 353 45	13.2% 410 54	8.0% 377 30
Bio 105	% DFW census date n = dflw n =	19.7% 1,104 218	19.4% 1,117 217	20.3% 1,101 223	25.3% 1,198 303	22.1% 1,260 279	24.6% 1,247 307	21.3% 1,256 267	22.2% 1,059 235	20.8% 1,067 222	18.4% 1,085 200
Bio 211 (Hum Anatomy)	% DFW census date n = dflw n =	26.8% 421 113	22.4% 450 101	23.6% 454 107	25.8% 454 117	29.0% 448 130	23.7% 435 103	19.9% 457 91	24.8% 419 104	23.0% 473 109	30.6% 539 165
Bio 212 (Hum Physiology)	% DFW census date n = dflw n =	9.6% 272 26	8.8% 261 23	10.0% 260 26	15.1% 278 42	6.0% 283 17	10.0% 290 29	11.3% 284 32	10.3% 291 30	4.0% 298 12	10.1% 367 37
Bio 233 (Microb Survey)	% DFW census date n = dflw n =	5.3% 247 13	3.6% 196 7	3.5% 230 8	1.3% 237 3	0.8% 253 2	3.0% 233 7	3.6% 253 9	2.0% 253 5	2.5% 284 7	3.2% 277 9
Chem 105 (Gen Chem)	% DFW census date n = dflw n =	15.7% 312 49	15.4% 319 49	16.0% 357 57	26.5% 381 101	18.5% 411 76	13.4% 388 52	19.9% 367 73	14.3% 342 49	15.0% 354 53	21.4% 369 79
Chem 101 (Org Chem I)	% DFW census date n = dflw n =	25.5% 247 63	23.9% 243 58	12.4% 226 28	8.3% 218 18	12.1% 239 29	13.3% 218 29	15.8% 241 38	9.3% 247 23	9.8% 255 25	17.3% 271 47
Geology 102 (Phys Geol)	% DFW census date n = dflw n =	14.9% 415 62	21.0% 457 96	17.9% 448 80	20.4% 406 83	19.1% 419 80	17.3% 410 71	22.2% 383 85	18.6% 381 71	26.9% 398 107	27.4% 358 98
Geology 150 (Env Geol)	% DFW census date n = dflw n =	15.2% 355 54	14.3% 343 49	20.4% 338 69	24.9% 342 85	28.9% 360 104	27.2% 338 92	22.6% 337 76	22.6% 318 72	21.1% 294 62	27.0% 289 78
Anthro 102	% DFW census date n = dflw n =	40.9% 193 79	20.0% 255 51	18.1% 277 50	23.6% 347 82	30.7% 358 110	31.5% 340 107	24.1% 344 83	25.9% 328 85	13.6% 286 39	26.6% 305 81

Anthro 122 (World Ethno)	% DFW census date n = dfw n =	16.2% 321 52	19.5% 241 47	17.8% 281 50	30.0% 293 88	19.9% 297 59	14.7% 293 43	18.1% 299 54	21.7% 152 33	21.4% 84 18	#DIV/0!
Comm 111	% DFW census date n = dfw n =	9.8% 1,640 160	10.6% 1,607 171	10.3% 1,751 180	11.9% 1,745 207	12.7% 1,744 221	10.3% 1,697 174	10.0% 1,693 169	7.6% 1,612 123	9.6% 1,626 156	11.3% 1,484 168
Crim Justice 103/110	% DFW census date n = dfw n =	12.6% 111 14	17.4% 144 25	5.7% 158 9	10.3% 174 18	12.1% 198 24	15.2% 217 33	12.0% 166 20	15.0% 133 20	9.2% 142 13	5.1% 117 6
Geog 102 (World & Reg Geog)	% DFW census date n = dfw n =	12.0% 1,563 188	16.0% 1,450 232	11.5% 1,377 158	25.1% 1,419 356	19.4% 1,384 269	15.2% 1,537 233	19.7% 1,384 273	20.0% 791 158	17.2% 621 107	16.9% 764 129
Geog 121 (Pys Geog)	% DFW census date n = dfw n =	19.1% 732 140	21.2% 728 154	10.1% 792 80	13.5% 851 115	11.0% 762 84	22.1% 798 176	26.6% 770 205	23.2% 721 167	25.2% 654 165	23.7% 476 113
History 101 (Early Civilization)	% DFW census date n = dfw n =	27.5% 695 191	20.1% 636 128	25.8% 765 197	16.3% 780 127	14.4% 682 98	10.1% 604 61	19.5% 692 135	15.7% 578 91	16.4% 446 73	14.4% 360 52
History 102 (Modern Civilization)	% DFW census date n = dfw n =	23.2% 708 164	26.0% 578 150	21.1% 646 136	25.2% 634 160	22.1% 851 188	25.4% 685 174	30.8% 549 169	25.8% 387 100	16.6% 319 53	11.5% 296 34
History 201 (US History to 1877)	% DFW census date n = dfw n =	14.7% 505 74	20.9% 511 107	18.9% 371 70	16.0% 544 87	14.3% 594 85	15.1% 691 104	13.6% 479 65	7.9% 381 30	13.5% 304 41	9.2% 217 20
History 202 (US History since 1877)	% DFW census date n = dfw n =	9.1% 592 54	22.3% 497 111	9.9% 526 52	15.7% 607 95	13.6% 640 87	16.2% 610 99	24.8% 496 123	15.6% 448 70	18.3% 432 79	17.3% 463 80
Philosophy 101 (Logic)	% DFW census date n = dfw n =	16.9% 160 27	21.8% 197 43	22.3% 139 31	26.3% 236 62	21.3% 94 20	20.9% 163 34	28.0% 93 26	17.0% 159 27	18.0% 100 18	30.3% 185 56
Philosophy 105 (Ethics)	% DFW census date n = dfw n =	14.2% 528 75	19.9% 609 121	18.2% 605 110	19.0% 574 109	23.9% 690 165	18.1% 558 101	17.3% 567 98	7.1% 580 41	9.0% 234 21	6.6% 271 18
Philosophy 100	% DFW	13.9%	16.8%	26.6%	27.8%	24.6%	30.3%	23.7%	19.8%	12.5%	11.6%

Philosophy 109 (Intro to Phil)	census date n = dfw n =	635 88	500 84	561 149	485 135	581 143	521 158	633 150	469 93	441 55	439 51
Pol Sci 105	% DFW census date n = dfw n =	17.7% 554 98	16.2% 476 77	21.7% 517 112	18.5% 507 94	23.4% 546 128	13.7% 503 69	16.2% 420 68	13.3% 399 53	19.0% 415 79	14.4% 382 55
Psych 101	% DFW census date n = dfw n =	10.4% 1,258 131	11.4% 1,239 141	19.9% 1,273 253	26.5% 1,246 330	24.1% 1,218 293	13.6% 1,339 182	13.6% 1,281 174	13.9% 996 138	10.4% 826 86	13.0% 774 101
Rel Stds 102 (World Religions)	% DFW census date n = dfw n =	22.4% 508 114	19.1% 430 82	23.2% 422 98	29.6% 473 140	24.2% 608 147	21.5% 646 139	23.1% 540 125	12.0% 476 57	13.8% 528 73	10.5% 421 44
Rel Stds 104 (Religions in America)	% DFW census date n = dfw n =	16.5% 334 55	15.0% 359 54	20.0% 526 105	8.4% 358 30	12.1% 331 40	9.1% 286 26	11.3% 388 44	10.3% 360 37	29.5% 166 49	20.3% 158 32
Soc 101	% DFW census date n = dfw n =	21.3% 609 130	23.6% 702 166	33.9% 700 237	27.6% 808 223	27.9% 667 186	23.9% 700 167	12.1% 779 94	12.3% 642 79	10.3% 729 75	10.4% 557 58
WBIS 188	% DFW census date n = dfw n =	9.7% 1,409 136	11.1% 1,280 142	10.1% 1,431 144	11.3% 1,490 169	8.6% 1,543 132	8.7% 1,356 118	7.0% 1,323 93	6.5% 1,267 82	9.0% 1,271 114	10.9% 1,113 121
Math 100 (Remedial Math)	% DFW census date n = dfw n =	20.7% 184 38	23.5% 213 50	24.1% 266 64	29.9% 288 86	28.8% 271 78	33.3% 267 89	31.3% 262 82	29.9% 221 66	27.4% 234 64	41.2% 199 82
Math 101 (Remedial Math)	% DFW census date n = dfw n =										
Math 103 (Intro College Alg)	% DFW census date n = dfw n =	27.7% 495 137	31.4% 809 254	38.7% 1,003 388	35.5% 1,160 412	35.2% 1,027 362	31.6% 1,041 329	33.9% 1,051 356	31.4% 1,000 314	34.5% 1,017 351	40.7% 900 366
Math 104 (College Alg)	% DFW census date n = dfw n =	29.1% 478 139	28.7% 498 143	24.6% 553 136	32.9% 660 217	26.0% 769 200	23.7% 699 166	20.0% 705 141	19.3% 637 123	20.8% 751 156	25.6% 772 198
Math 110 (Number Sys)	% DFW census date n =	16.5% 328	15.0% 300	16.1% 274	13.6% 295	11.9% 286	13.6% 220	8.9% 235	13.7% 234	17.5% 211	28.1% 192

(Number Sys)	dfw n =	54	45	44	40	34	30	21	32	37	54
Math 204 (Bus Math I)	% DFW	27.7%	28.3%	24.9%	23.1%	24.7%	25.9%	30.6%	32.0%	32.1%	33.3%
	census date n =	531	590	610	571	603	544	569	591	654	603
	dfw n =	147	167	152	132	149	141	174	189	210	201
Math 206 (Bus Math II)	% DFW	23.2%	20.5%	27.3%	21.8%	24.0%	16.6%	20.0%	19.0%	24.9%	18.7%
	census date n =	401	381	418	422	463	415	395	399	437	411
	dfw n =	93	78	114	92	111	69	79	76	109	77
Math 171 (Calc I)	% DFW	58.3%	38.9%	40.4%	38.5%	44.8%	28.7%	41.2%	35.8%	34.7%	32.7%
	census date n =	252	229	255	278	268	251	274	226	216	223
	dfw n =	147	89	103	107	120	72	113	81	75	73
PBIS 187	% DFW	19.1%	16.1%	14.6%	27.5%	23.2%	6.0%	8.4%	15.8%	20.0%	31.4%
	census date n =	283	280	213	200	151	134	131	120	40	35
	dfw n =	54	45	31	55	35	8	11	19	8	11
PBIS 188	% DFW	11.4%	21.0%	20.3%	14.1%	16.5%	21.1%	14.1%	17.8%	37.0%	21.1%
	census date n =	280	162	172	205	170	190	149	101	54	19
	dfw n =	32	34	35	29	28	40	21	18	20	4
PBIS 189	% DFW	18.6%	21.6%	15.1%	15.4%	21.0%	18.3%	17.8%	13.7%	12.8%	26.7%
	census date n =	274	348	371	357	366	360	326	321	288	236
	dfw n =	51	75	56	55	77	66	58	44	37	63

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Red	1	0	0	0	0	0	0	0	0	0
Yellow	1	2	2	4	3	4	5	3	3	7
too small	0	0	0	0	0	0	0	0	0	0
ok	36	36	36	34	35	34	33	32	35	31
total	38	38	38	38	38	38	38	35	38	38
% red or yellow	5.3%	5.3%	5.3%	10.5%	7.9%	10.5%	13.2%	8.6%	7.9%	18.4%
% ok	94.7%	94.7%	94.7%	89.5%	92.1%	89.5%	86.8%	91.4%	92.1%	81.6%

2016-17	Total
14.6%	12.3%
288	4,091
42	502
18.1%	21.2%
928	12,422
168	2,639
29.6%	25.5%
523	5,073
155	1,295
3.6%	8.9%
302	3,186
11	285
3.9%	3.0%
282	2,745
11	81
17.7%	17.7%
351	3,951
62	700
13.4%	14.7%
247	2,652
33	391
20.7%	20.5%
353	4,428
73	906
24.2%	22.5%
178	3,492
43	784
21.0%	25.1%
162	3,195
34	801

10.8%	19.5%
37	2,298
4	448
9.7%	10.4%
1365	17,964
133	1,862
5.8%	11.1%
155	1,715
9	191
16.5%	17.1%
540	12,830
89	2,192
24.3%	19.5%
460	7,744
112	1,511
9.7%	18.0%
351	6,589
34	1,187
18.8%	23.2%
361	6,014
68	1,396
12.7%	14.7%
268	4,865
34	717
25.7%	16.5%
307	5,618
79	929
18.8%	22.2%
128	1,654
24	368
6.3%	16.1%
176	5,392
11	870
23.2%	21.1%

357	5,622
83	1,189
17.6%	17.6%
296	5,015
52	885
21.2%	16.3%
713	12,163
151	1,980
10.0%	19.6%
309	5,361
31	1,050
16.7%	14.5%
126	3,392
21	493
13.4%	20.1%
403	7,296
54	1,469
12.7%	9.5%
1016	14,499
129	1,380
38.8%	29.3%
67	2,472
26	725
40.6%	40.6%
143	143
58	58
33.1%	34.3%
755	10,258
250	3,519
31.5%	25.5%
702	7,224
221	1,840
21.6%	15.6%
171	2,746

37	428
37.3%	28.7%
233	6,099
87	1,749
33.1%	22.8%
462	4,604
153	1,051
24.3%	37.6%
382	2,854
93	1,073
27.3%	17.5%
11	1,598
3	280
4.3%	17.2%
23	1,525
1	262
15.6%	17.8%
212	3,459
33	615

2016-17	Total
0	0
6	3
0	0
33	33
39	36
15.4%	8.3%
84.6%	91.7%



### A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

#### Comparison Group

The comparison group featured in this report is

#### UW Comprehensives


See your *Selected Comparison Groups* report for details.


This *Snapshot* is a concise collection of key findings from your institution's NSSE 2017 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

### Engagement Indicators


Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.


Key:


 Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.

 Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.

-- No significant difference.

 Your students' average was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.

 Your students' average was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

Theme	Engagement Indicator	Your students compared with UW Comprehensives	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	--	--
	Learning Strategies	--	--
	Quantitative Reasoning		
Learning with Peers	Collaborative Learning	--	
	Discussions with Diverse Others	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--
	Effective Teaching Practices	--	--
Campus Environment	Quality of Interactions	--	--
	Supportive Environment	--	--

### High-Impact Practices

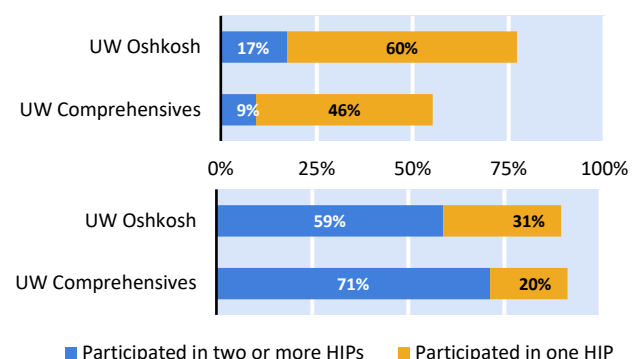
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

#### First-year

Learning Community, Service-Learning, and Research w/Faculty

#### Senior

Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

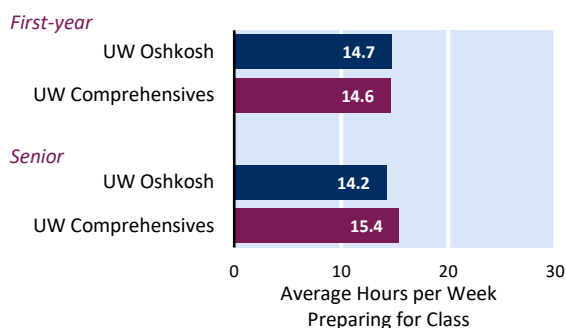


### Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder—Institution Version.

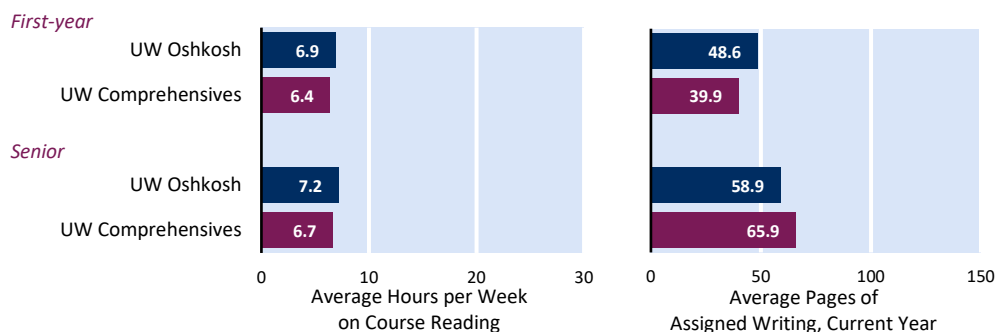
#### Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



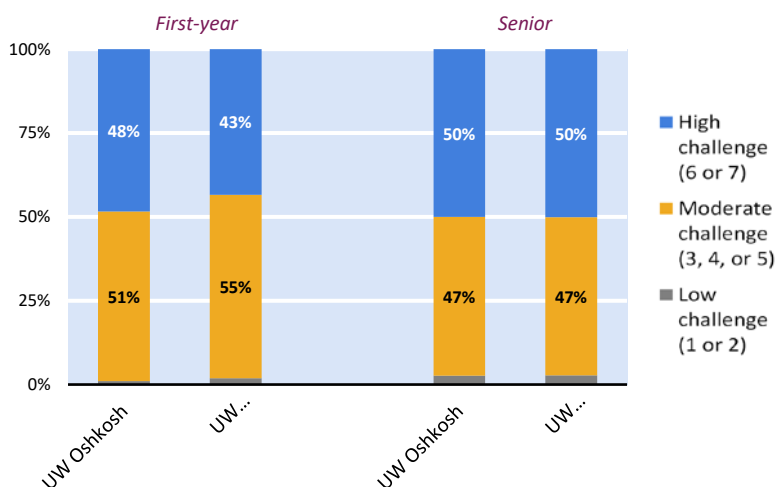
#### Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



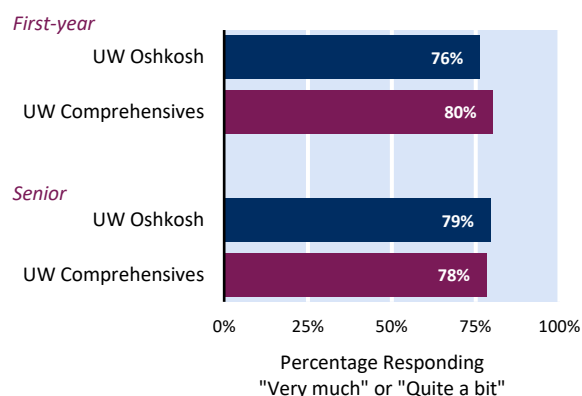
#### Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



#### Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



### Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions<sup>a</sup> on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

#### First-year

##### Highest Performing Relative to UW Comprehensives

About how many courses have included a community-based project (service-learning)?<sup>e</sup> (HIP)

Quality of interactions with academic advisors<sup>d</sup> (QI)

Participated in a learning community or some other formal program where... (HIP)

Assigned more than 50 pages of writing<sup>f</sup>

Talked about career plans with a faculty member<sup>b</sup> (SF)

##### Lowest Performing Relative to UW Comprehensives

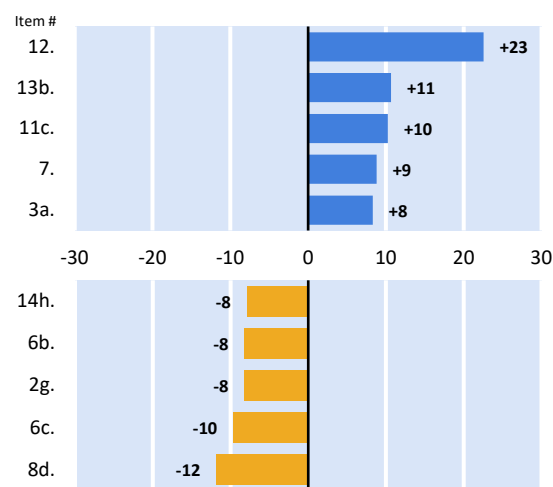
Institution emphasis on attending campus activities and events (...) <sup>c</sup> (SE)

Used numerical information to examine a real-world problem or issue (...) <sup>b</sup> (QR)

Connected ideas from your courses to your prior experiences and knowledge<sup>b</sup> (RI)

Evaluated what others have concluded from numerical information<sup>b</sup> (QR)

Discussions with... People with political views other than your own<sup>b</sup> (DD)



Percentage Point Difference with UW Comprehensives

#### Senior

##### Highest Performing Relative to UW Comprehensives

Summarized what you learned in class or from course materials<sup>b</sup> (LS)

Institution emphasis on encouraging contact among students from different backgrounds...<sup>c</sup> (SE)

Evaluating a point of view, decision, or information source<sup>c</sup> (HO)

Quality of interactions with faculty<sup>d</sup> (QI)

Tried to better understand someone else's views by imagining...his or her perspective<sup>b</sup> (RI)

##### Lowest Performing Relative to UW Comprehensives

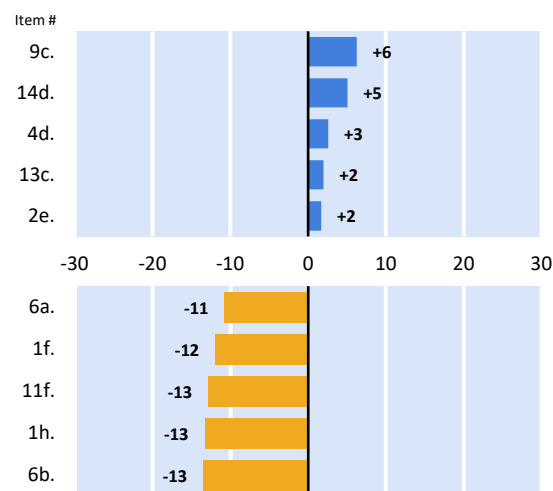
Reached conclusions based on your own analysis of numerical information (...) <sup>b</sup> (QR)

Explained course material to one or more students<sup>b</sup> (CL)

Completed a culminating senior experience (...) (HIP)

Worked with other students on course projects or assignments<sup>b</sup> (CL)

Used numerical information to examine a real-world problem or issue (...) <sup>b</sup> (QR)



Percentage Point Difference with UW Comprehensives

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.

### How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

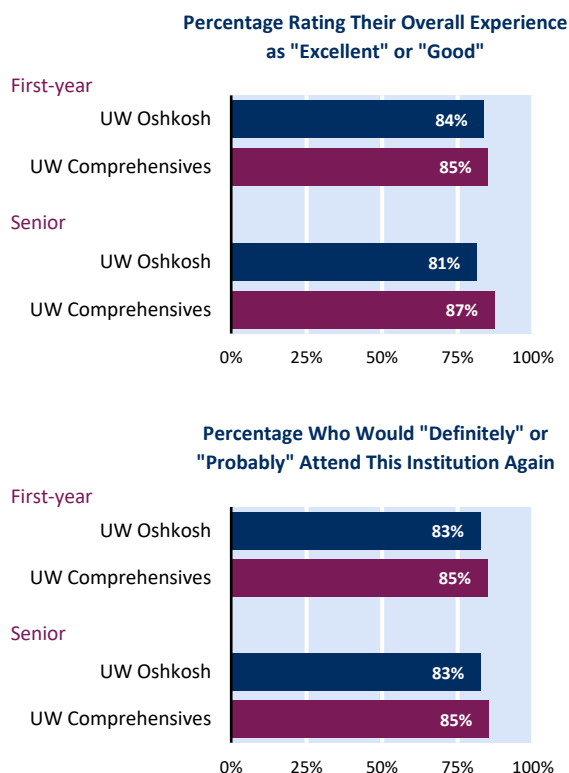
#### Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	85%
Working effectively with others	66%
Writing clearly and effectively	64%
Acquiring job- or work-related knowledge and skills	64%
Speaking clearly and effectively	62%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	58%
Developing or clarifying a personal code of values and ethics	56%
Being an informed and active citizen	53%
Solving complex real-world problems	53%
Analyzing numerical and statistical information	53%

#### Satisfaction with UW Oshkosh

Students rated their overall experience at the institution, and whether or not they would choose it again.



### Administration Details

#### Response Summary

	Count	Resp. rate	Female	Full-time
First-year	193	13%	81%	95%
Senior	226	12%	60%	79%

See your *Administration Summary* and *Respondent Profile* reports for more information.

#### Additional Questions

Your institution administered the following additional question sets:

##### Global Learning

##### University of Wisconsin Comprehensives

See your *Topical Module* and *Consortium* reports for results.

### What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: [nsse.indiana.edu](http://nsse.indiana.edu)