

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

**2015**



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Fall 2015 University Studies Program  
Direct Assessment Results  
Executive Summary



## Fall 2015 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 several tables and charts which portray key items. The full survey results are available from University Studies Program or the Office of Institutional Research.

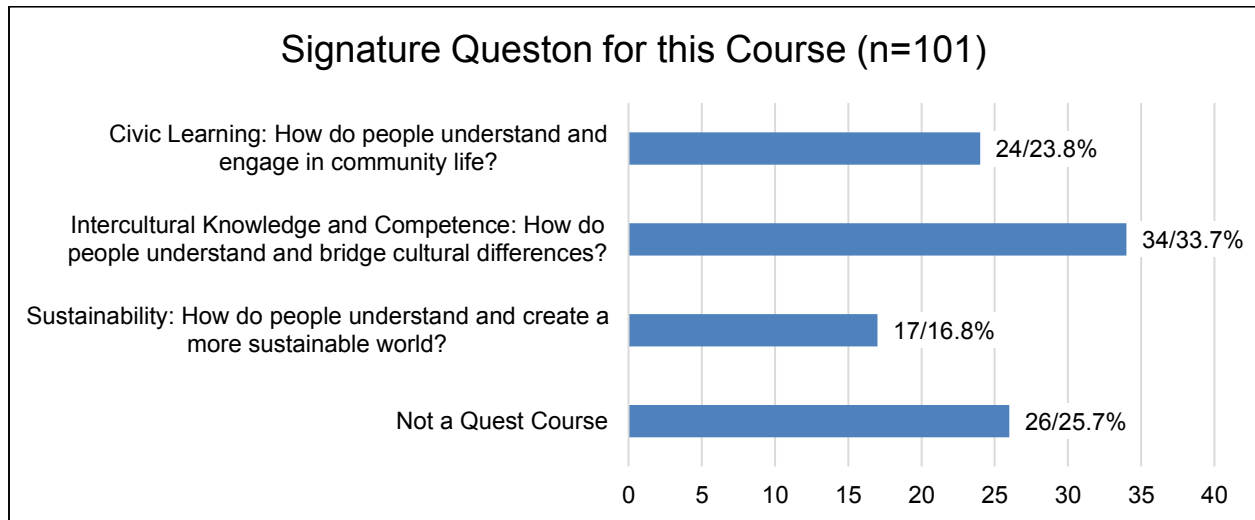
#### Key Observations

- There were 263 possible Quest 1, 2, 3, WIBIS, and Explore courses. Responses were received from instructors of 111 of those courses.
- 34 academic departments were represented, the most were from English (n=11). 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 then copy and paste the description of the assignment from their syllabus into the survey instrument. Table 2 is a summary of the types of assignments discussed in the syllabus descriptions. Most of the assignments were in the form of a written paper (54%). A few assignment what output the assignment was asking for could not be determined, so these were categorized as unknown (4.0%).
- Nearly all sections required either the key assignment to be uploaded to the student's e-portfolio (45%) or connected it to the signature question of the course (33%). See Chart 2.
- Chart 3 reveals that all 13 UW Oshkosh Essential Learning Outcomes (ELO) were represented by the responding courses. The most frequent were *Critical and creative thinking* (22.2%), *Written and oral communication* (14.8%) and *Intercultural knowledge and competence* (13.9%).
- Tables 3 and 4 summarize the performance levels by Essential Learning Outcome (ELO). Overall students perform at proficiency with an average of 18 students. The ELO with the greatest percentage of students showing highly proficient was *Civic learning-local and global* (47.7%) and the greatest percentage of students showing proficiency was *Foundations and skills for lifelong learning* (54.1%). Special attention should be paid to the ELO *Quantitative literacy*, a majority of the students (31.0%) showed no or limited proficiency. These tables are followed by charts with each ELO broken down individually to show proficiency levels.
- The survey inquired what future changes instructors expect to make to the assignment based on student results. Table 5 is a ranked summary showing the expected changes. The most expected changes were a) more signature question discussion (n=17) and a tie between b) change of instructional methods (n=16) and c) reorganizing course sequence of content (n=16).

**Table 1. Responding Departments**

<b>Department</b>	<b>Sections Responding</b>
Anthropology	4
Art	3
Business	1
Biology	7
Chemistry	3
Communication	9
DFL	1
Economics	3
Elementary Education	4
English	11
Environmental Studies	1
Geography	7
Geology	1
German	1
History	3
Honors	2
Interdisciplinary Studies	2
Math	5
Nursing	2
PBIS	1
Philosophy	4
Physical Education	2
Physical Science	1
Physics/Astronomy	3
Political Science	5
Psychology	2
Public Administration	1
Religious Studies	3
Social Justice	3
Sociology	1
Spanish	2
Theatre	4
Women and Gender Studies	2
Writing-Based Inquiry Seminar	7
Total	111

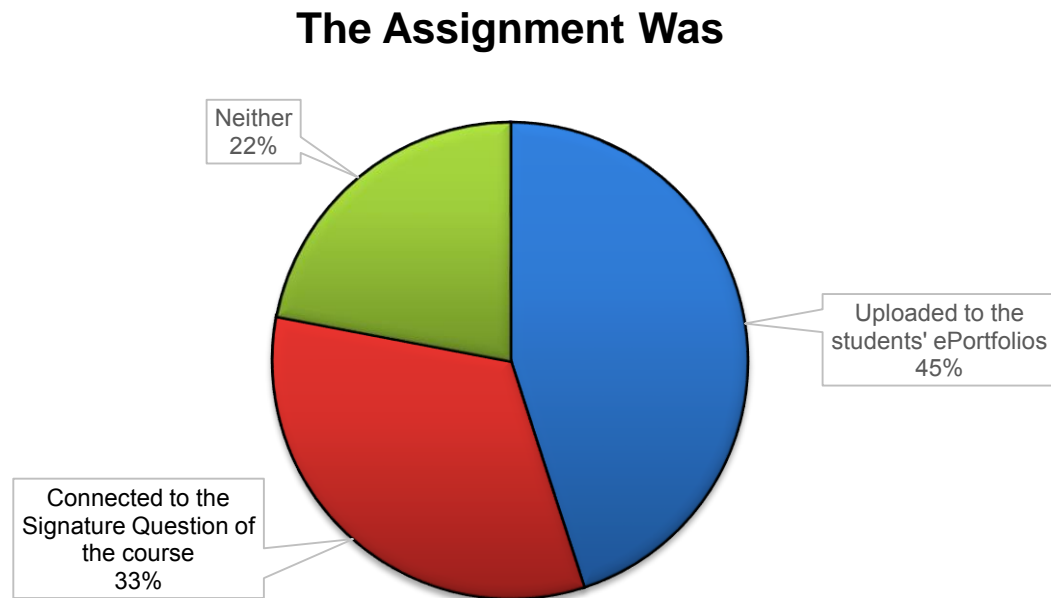
**Chart 1. Signature Question for this Course**



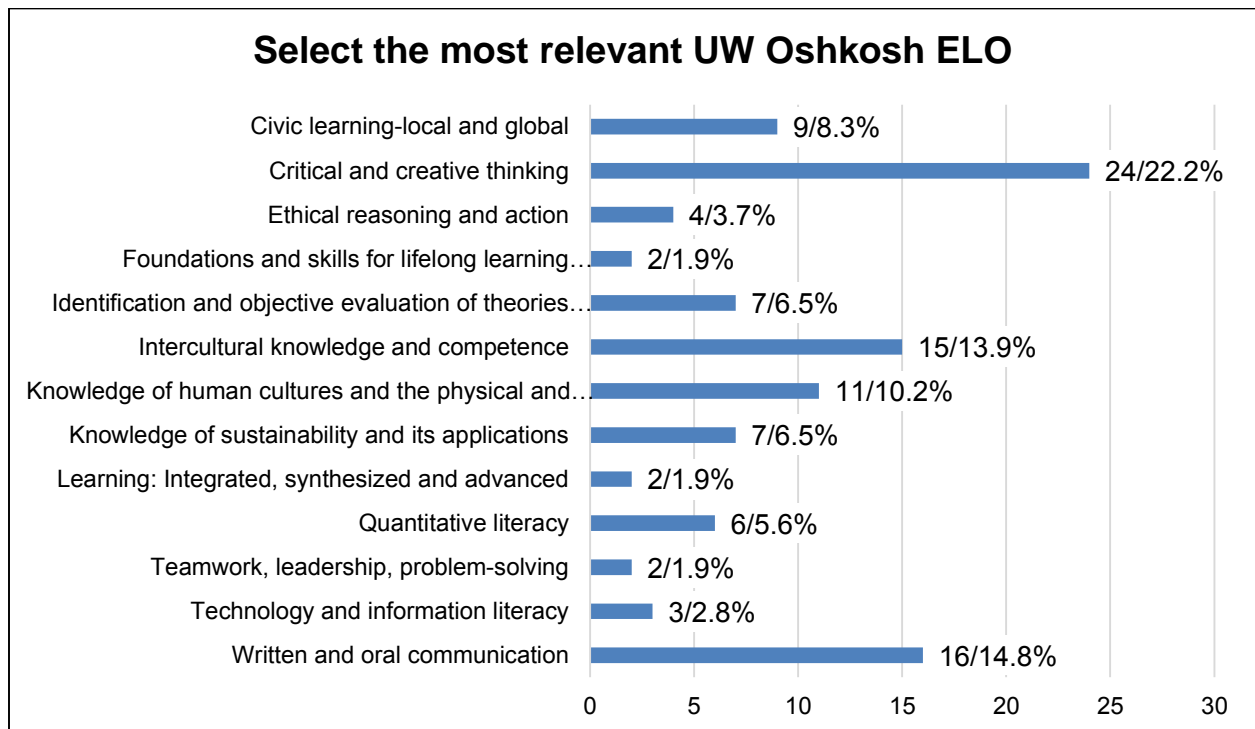
**Table 2. For this survey, you will focus on one assignment or assessment activity from your course. Briefly describe the assignment/assessment activity. You may wish to copy/paste the description from you syllabus or other course materials in the box below.**

Assignment Type	Number	Percent
Discussion	2	2.0%
Exam	9	9.0%
Field Study	1	1.0%
Group Project	3	3.0%
Lab Assignment	4	4.0%
Paper	54	54.0%
Paper And Presentation	2	2.0%
Portfolio	2	2.0%
Presentation	5	5.0%
Quiz	2	2.0%
Simulation	1	1.0%
Speech	4	4.0%
Other	7	7.0%
Unknown	4	4.0%
Total	100	100.0%

**Chart 2. This assignment was:**



**Chart 3. Identify the student learning outcome (SLO) from your course syllabus that relate best to the assignment/assessment you described in question 3 above.**



**Table 3. Enter the number of students who performed at each of the following levels out of the total number of students in the course:**

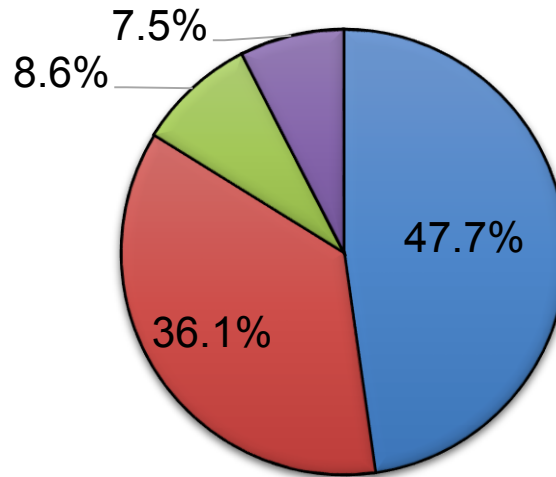
Answer	Min Value	Max Value	Average Value
Number of students performing at High Proficiency	0	138	13.08
Number of students performing at Proficiency	0	163	18.07
Number of students performing at Some Proficiency	0	75	9.23
Number of students performing at No/Limited Proficiency	0	68	5.4

**Table 4. Summary of the distribution of performance level by Essential Learning Outcome**

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Students
ELO: Civic learning-local and global	47.7%	36.1%	8.6%	7.5%	266
ELO: Critical and creative thinking	25.5%	37.1%	23.1%	14.4%	1477
ELO: Ethical reasoning and action	37.5%	40.3%	14.8%	7.4%	176
ELO: Foundations and skills for lifelong learning	16.2%	54.1%	20.0%	9.7%	185
ELO: Identification and objective evaluation of theories and assumptions	41.0%	37.1%	15.1%	6.8%	205
ELO: Intercultural knowledge and competence	42.0%	37.2%	14.5%	6.4%	519
ELO: Knowledge and human cultures and the physical and natural world	19.8%	41.8%	24.1%	14.3%	1171
ELO: Knowledge of sustainability and its applications	34.4%	37.0%	21.9%	6.8%	192
ELO: Learning: Integrated, synthesized and advanced	31.6%	28.9%	31.6%	7.9%	38
ELO: Quantitative literacy	26.9%	24.0%	18.1%	31.0%	171
ELO: Teamwork, leadership, problem-solving	29.7%	51.4%	12.2%	6.8%	74
ELO: Technology and Information Literacy	38.7%	48.0%	8.0%	5.3%	75
ELO: Written and oral communication	27.1%	44.2%	20.5%	8.3%	532



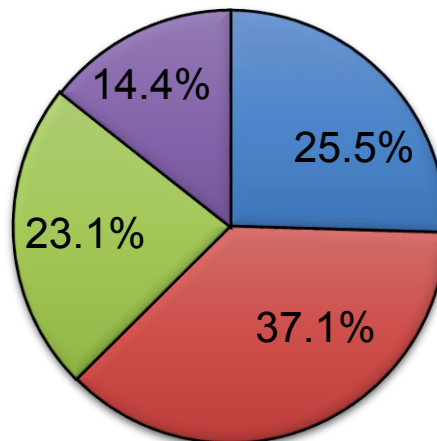
### ELO: Civic Learning-local and Global



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Civic learning-local and global	47.7%	36.1%	8.6%	7.5%	266

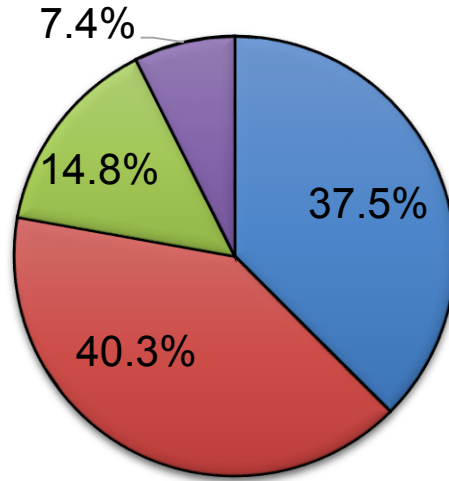
### ELO: Critical and Creative Thinking



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Critical and creative thinking	25.5%	37.1%	23.1%	14.4%	1477

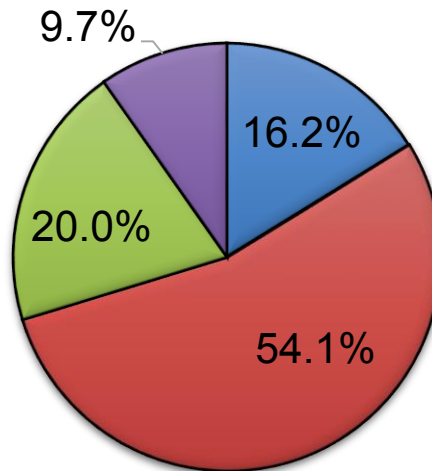
### ELO: Ethical Reasoning and Action



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Ethical reasoning and action	37.5%	40.3%	14.8%	7.4%	176

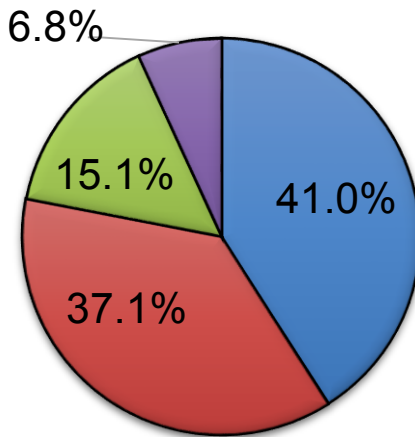
### ELO: Foundations and Skills for Lifelong Learning



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Foundations and skills for lifelong learning	16.2%	54.1%	20.0%	9.7%	185

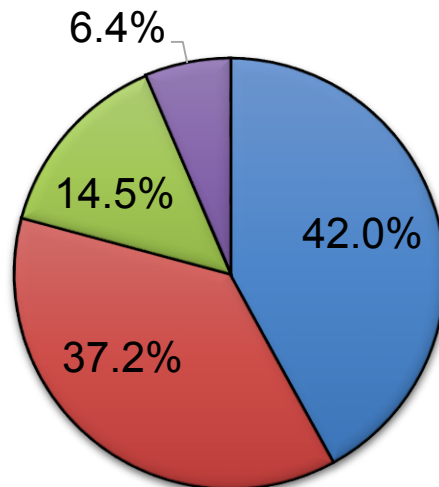
### ELO: Identification and Objective Evaluation of Theories and Assumptions



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Identification and objective evaluation of theories and assumptions	41.0%	37.1%	15.1%	6.8%	205

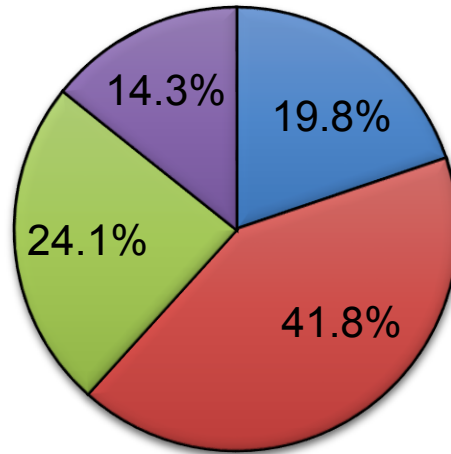
### ELO: Intercultural Knowledge and Competence



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Intercultural knowledge and competence	42.0%	37.2%	14.5%	6.4%	519

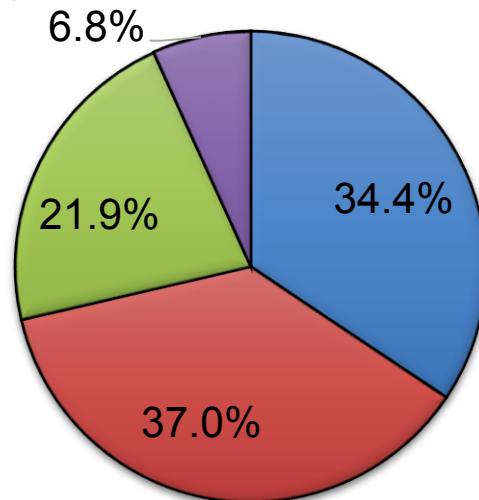
### ELO: Knowledge and Human Cultures and the Physical and Natural World



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Knowledge and human cultures and the physical and natural world	19.8%	41.8%	24.1%	14.3%	1171

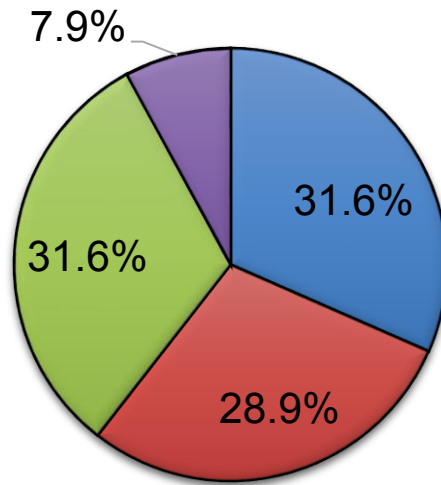
### ELO: Knowledge of Sustainability and its Applications



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Knowledge of sustainability and its applications	34.4%	37.0%	21.9%	6.8%	192

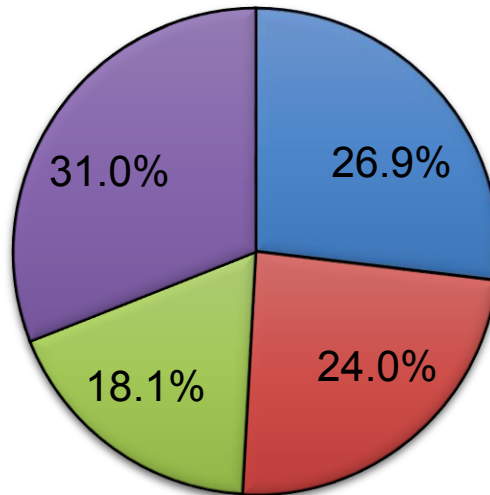
### ELO: Learning: Integrated, Synthesized and Advanced



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Learning: Integrated, synthesized and advanced	31.6%	28.9%	31.6%	7.9%	38

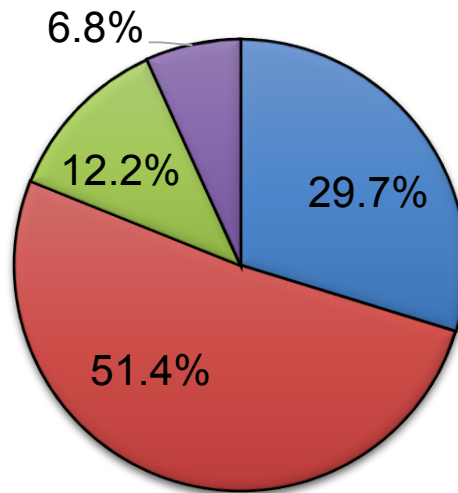
### ELO: Quantitative Literacy



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Quantitative literacy	26.9%	24.0%	18.1%	31.0%	171

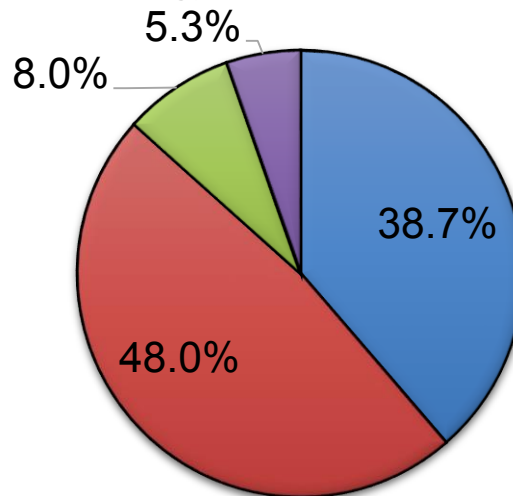
### ELO: Teamwork, Leadership, Problem-solving



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Teamwork, leadership, problem-solving	29.7%	51.4%	12.2%	6.8%	74

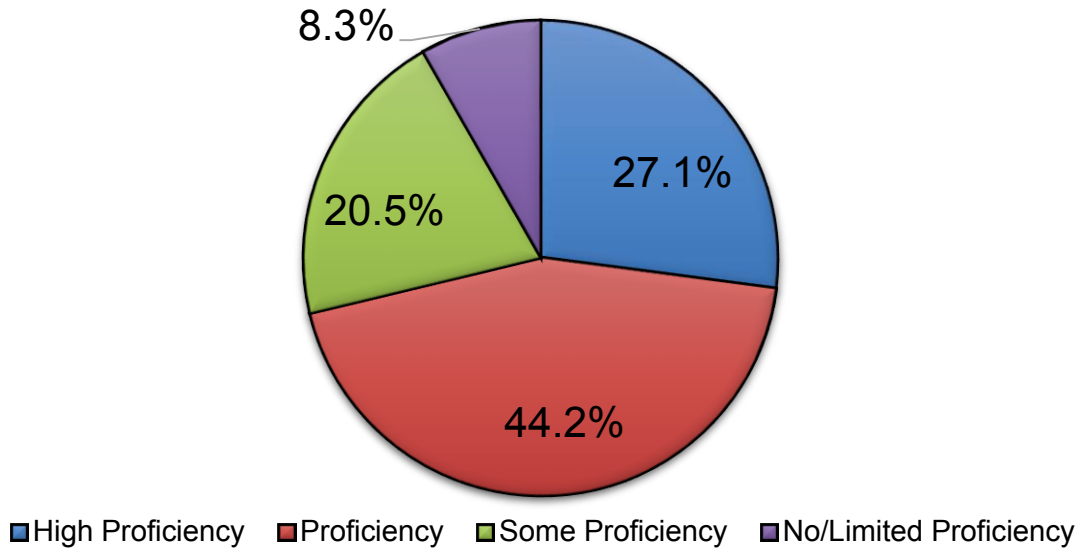
### ELO: Technology and Information Literacy



■ High Proficiency ■ Proficiency ■ Some Proficiency ■ No/Limited Proficiency

	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Technology and Information Literacy	38.7%	48.0%	8.0%	5.3%	75

### ELO: Written and Oral Communication



	High Proficiency	Proficiency	Some Proficiency	No/Limited Proficiency	Total Responses Students
ELO: Written and oral communication	27.1%	44.2%	20.5%	8.3%	532

**Table 5. Describe any changes you are planning to make to this assignment/activity based on the students' results (choose all that apply).**

Future Expected action(s)	Responses	Percent
More signature question discussion	17	10.0%
Change of instructional methods	16	9.4%
Reorganizing course sequence of content	16	9.4%
Creating a rubric or using a rubric for scoring	14	8.2%
OTHER	14	8.2%
Using other instructional materials	13	7.6%
Elaborate the class expectations\Meet individually	11	6.5%
Talking to other faculty who teach courses in the program	11	6.5%
Using guided discussions in class	9	5.3%
Adding other assignments	8	4.7%
Giving more practice problems prior to the assessment	8	4.7%
More writing\additional targeted assignments	6	3.5%
Move assignments and\or final project earlier	6	3.5%
Additional reflective writing	5	2.9%
Modify environment to assist students conceptualize material	4	2.4%
Selecting alternative assessment format	4	2.4%
Narrow assignment scope	3	1.8%
Refer to Writing Ctr & Academic Support centers	3	1.8%
Move peer review out of class	2	1.2%
Using an online discussion or blog entry system between classes	0	0.0%

Fall 2014 and Fall 2015 Indirect  
Assessment for Quest I  
Executive Summary





## **Fall 2014 and Fall 2015 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**

- There were 528 student who responded; 351 indicated they were female and 155 students indicated they were male. This question was only asked in Fall 2014, so there are no responses for the Fall 2015 respondents. See Table 5 for the ethnic background of the respondents.
- 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. 56 (11%) students did not know which question was the focus of their course.
  - Intercultural Knowledge and Competence (How do people understand and bridge cultural differences?) – 182/35%
  - Sustainability (How do people understand and create a more sustainable world?) – 163/31%
  - Civic Learning/Civic Knowledge and Engagement (How do people understand and engage in community life?) – 124/24%
- 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. About half of the students felt their Quest I course helped them adjust to being a college student, but about a quarter were not sure and another 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 1.
- 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, but about a quarter of the students disagreed. Only half of the students felt that their peer mentor was available to them, which might explain why 41% of the students didn't connect with their peer mentor. See Table 2.
- 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. In the Fall of 2014, the students were asked about four additional elements. Three of those they found valuable; Early Alert, first year experience content, and the paired courses. They did not find the MAP-Works Survey summary and recommendations to be valuable. See Table 3.
- Finally, the students were asked to choose the statement that best described why they chose that particular Quest I course. Most of them chose their Quest I course because they were interested in the subject and it fit in their schedule. See Table 4.

**Table 1. 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.	290 55%	115 22%	122 23%	527
I felt comfortable in my Quest I course.	417 79%	58 11%	51 10%	526
My Quest I instructor helped me gain an interest in the topic of the course.	288 55%	112 21%	124 24%	524

**Table 2. 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.	328 62%	75 14%	122 23%	525
My peer mentor was available when I needed him/her.	281 54%	149 28%	95 18%	525
I connected with my Quest I peer mentor.	183 35%	128 24%	214 41%	525

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

Question	Very Valuable #/%	Somewhat Valuable #/%	Not Valuable #/%	Did Not Happen #/%	Total Responses
Small class size (25 students)	361 68%	146 28%	17 3%	4 1%	528
Learning community (The class was paired with another course.)	225 43%	173 33%	85 16%	44 8%	527
Peer mentor	143 27%	206 39%	153 29%	25 5%	527
Attendance at campus/community events	131 25%	234 44%	134 25%	29 5%	528
Information about campus resources	222 42%	233 44%	55 10%	16 3%	526
Classroom environment and interaction	276 52%	203 39%	43 8%	5 1%	527
Individual or small group meeting with the instructor	219 41%	190 36%	72 14%	47 9%	528
Early Alert*	223 44%	175 34%	66 13%	44 9%	508
MAP-Works Survey Summary and Recommendations*	99 19%	183 36%	198 39%	28 6%	508
Both Paired Courses Exploring the Same Signature Question (conceptual link)*	144 28%	179 35%	126 25%	58 11%	507

First Year Experience Content (Intro to USP, Liberal Arts Education, D2L including ePortfolio, etc.)*	189 37%	188 37%	106 21%	22 4%	505
Other	23 31%	8 11%	9 12%	34 46%	74

\* Only asked in Fall 2014

**Table 4. Think back to your experience at Odyssey last spring or summer. Which statement BEST describes why you chose this particular Quest I course? (Only asked in Fall 2014).**

	Response	%
I was interested in the subject.	172	34%
The course fit with my schedule.	173	34%
My friends were in the course.	3	1%
My advisor recommended this course.	83	16%
This Quest I course was the only course available.	53	10%
Other	23	5%
Total	507	100%

**Table 5. What is your ethnic background? (Only asked in Fall 2014).**

Ethnic Background	Number of Students	Percent of Total
African American	15	3%
American Indian	4	1%
SE Asian (Hmong, Laotian, Cambodian or Vietnamese)	18	4%
Other Asian	7	1%
Hispanic	9	2%
White	439	87%
Other	3	1%
Total	507	2%

# Spring 2015 Indirect Assessment for Quest II Executive Summary



## Spring 2015 Indirect Assessment for Quest II Executive Summary

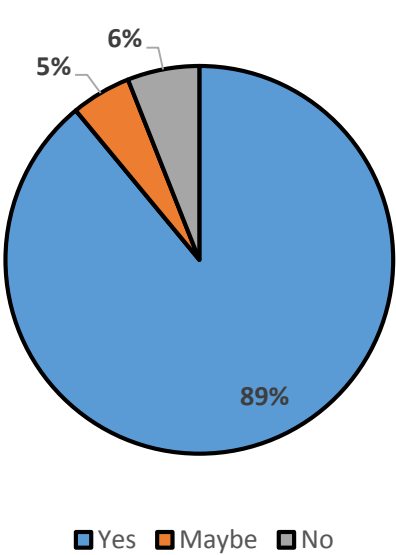
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### Key Observations

- There were 333 student who responded; 196 indicated they were female, 79 students indicated they were male, 58 did not respond. See chart 4 for the ethnic background of the respondents.
- The students were asked which signature question was the focus of their Quest II course. All of the signature questions were represented in the responses. 28 students did not know which question was the focus of their course.
  - Intercultural Knowledge and Competence (How do people understand and bridge cultural differences?) – 69/25%
  - Sustainability (How do people understand and create a more sustainable world?) – 101/37%
  - Civic Learning/Civic Knowledge and Engagement (How do people understand and engage in community life?) – 76/28%
- The students were asked if they planned on coming back to UW Oshkosh next year. See Chart 1.
  - The students who responded yes were asked what influenced their decision to continue at UW Oshkosh. The primary reason was their goals require a college education, so they needed to continue. See Chart 2.
  - The students that indicated they were not returning to UW Oshkosh were asked *Why not?* Of the 21 students that responded that they were NOT planning on coming back to UW Oshkosh, the primary reason was that they were transferring to another school. See Chart 3.
  - The students that responded Maybe, when being asked if they were going to return to UW Oshkosh were asked *Who will you talk to about this decision?* Of the 16 students who were undecided about returning (i.e. maybe) a majority (12/86%) of the student indicated they would talk to their parents or family. Only one students indicated they would talk to friends at school and one student indicated they were waiting to hear from a school they wanted to transfer to. Two students did not respond.
- See Table 1 and 2 for the student's reactions to the Quest II course experience. Overall students indicated that they felt comfortable in their Quest II course and they had many opportunities to actively participate during class. Students found the classroom environment and interaction to be the most valuable element of Quest II, but they also found the exploration of ethical reasoning and that all students in the class were in their second semester to be valuable.

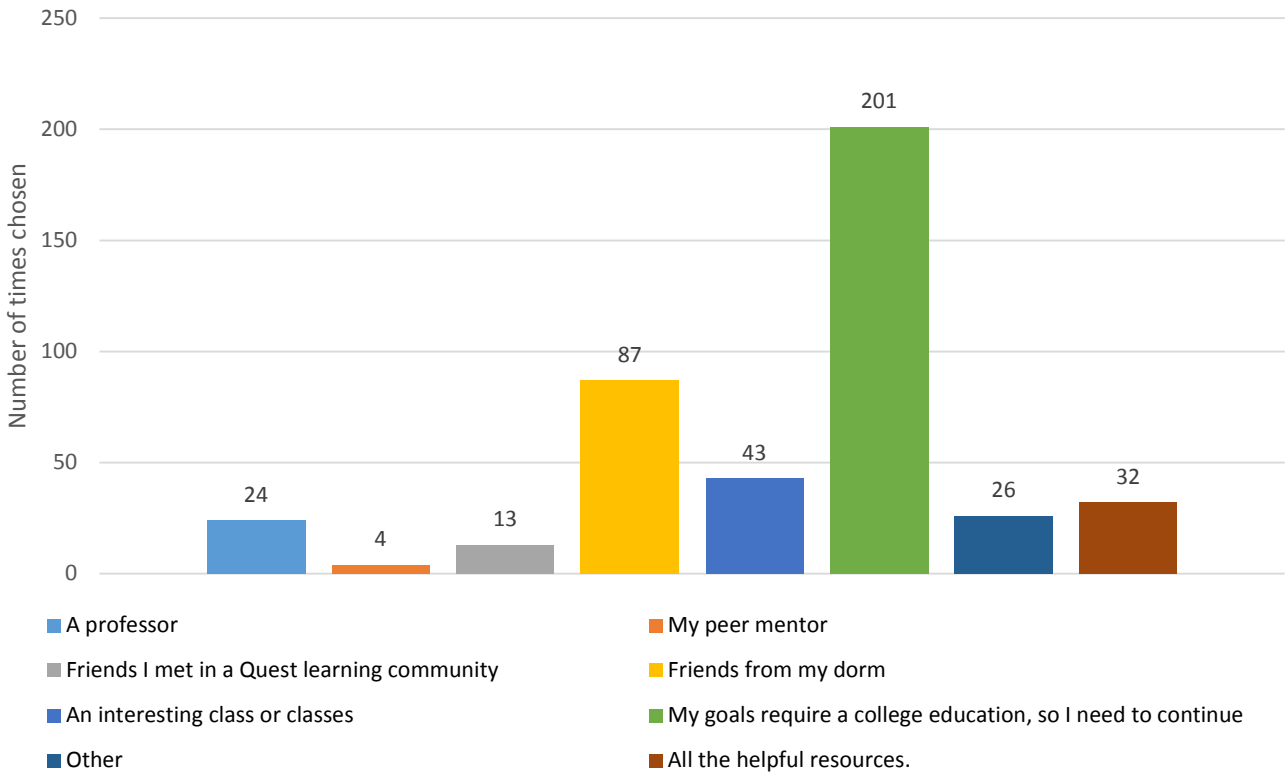
Chart 1. Are you coming back to UW Oshkosh next year?



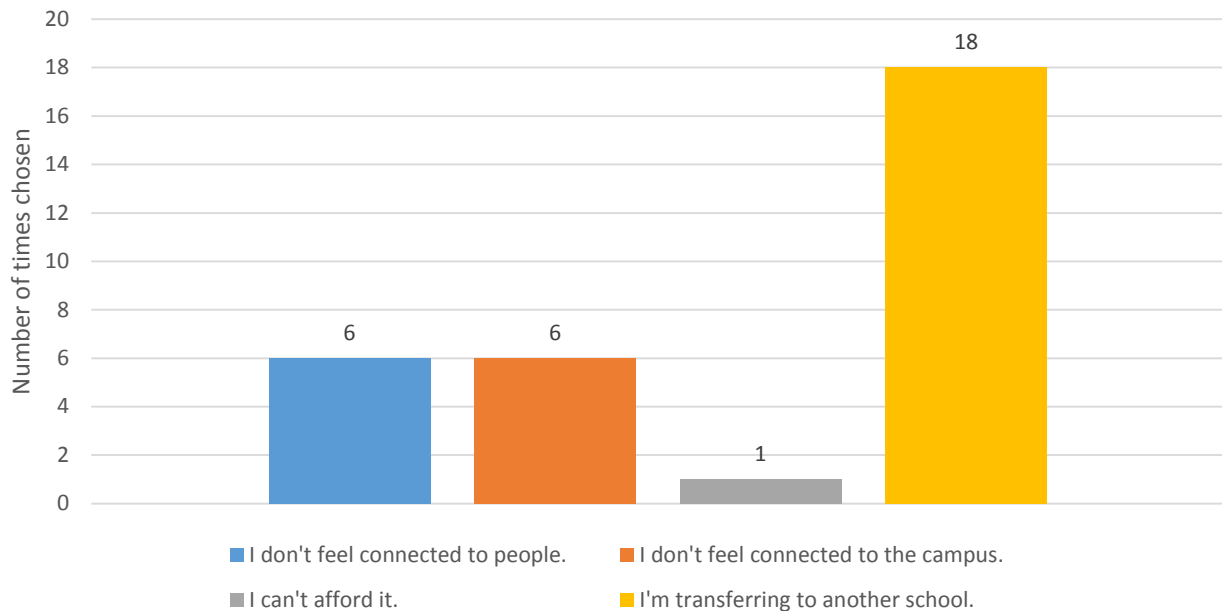
	Number	Percent
Yes	296	89%
Maybe	16	5%
No	21	6%
Total	333	100%

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

Of the 296 students who responded they were planning on coming back to UW Oshkosh, the primary reason was their goals require a college education, so they needed to continue. Some of the other reasons they gave were friends, membership in a Greek organization, and athletics. Students were able to choose all that applied.



**Chart 3. Why not?** - Of the 21 students that responded that they were NOT planning on coming back to UW Oshkosh, the primary reason was that they were transferring to another school. Students also indicated they did not feel connected to people and they did not feel connected to the campus. Students were able to choose all that applied.



**Table 1. Think about your Quest II course. Do you agree or disagree with the following statements?**

Students indicated that they felt comfortable in their Quest II course and they had many opportunities to actively participate during class. Just over half of the students thought the instructor made the topic interesting, but about a quarter did not think the instructor made the course interesting, the remainder were not sure.

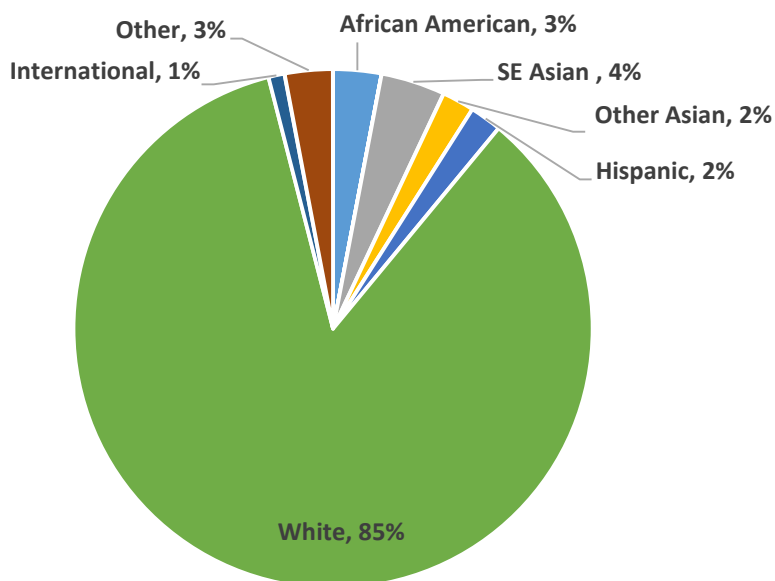
Survey Question/Prompt	Agree #/%	Not Sure #/%	Disagree #/%	Total Responses
I felt comfortable in my Quest II course.	214 78%	32 12%	29 11%	275
I had many opportunities to actively participate during class.	215 78%	39 14%	21 8%	275
My Quest II instructor made the topic of the course interesting to explore.	150 55%	47 17%	78 28%	275

**Table 2. Think about your entire Quest II experience. Please indicate the VALUE of each element of Quest II.** - Students found the classroom environment and interaction to be the most valuable element of Quest II, but they also found the exploration of ethical reasoning and that all students in the class were in their second semester to be valuable. They found the ePortfolio to be the least valuable.

Quest II Element	Very/Somewhat Valuable #/%	Not Valuable #/%	Did Not Happen #/%	Total Responses
------------------	----------------------------------	------------------------	--------------------------	--------------------

Learning community (The class was paired with another course.)	153 55%	63 23%	60 22%	276
ePortfolio	119 43%	122 45%	33 12%	274
Exploration of ethical reasoning	204 74%	55 20%	15 5%	274
Creative class assignments (such as a simulation or debate)	167 62%	57 21%	45 17%	269
Classroom environment and interaction	217 79%	47 17%	11 4%	275
Individual or small group meeting with the instructor	164 60%	45 16%	66 24%	275
Early Alert	187 68%	58 21%	28 10%	273
All students in the class being in their second semester of college, like me	200 73%	52 19%	23 8%	275
Both paired courses exploring the same Signature Question (conceptual link)	141 51%	66 24%	68 25%	275
First Year Experience content (campus resources, Quest III advising info, etc.)	172 63%	57 21%	46 17%	275
Other	19 37%	11 22%	21 41%	51

**Chart 4. What is your ethnic background?**





# 2015 Indirect Assessment for Quest III Executive Summary



## 2015 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

- There were 152 student who responded; 93 indicated they were female, 55 students indicated they were male, one indicated other, and 3 did not respond. See table 4 for the ethnic background of the respondents.
- 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. 11 students did not know which question was the focus of their course.
  - Intercultural Knowledge and Competence (How do people understand and bridge cultural differences?) – 62/42%
  - Sustainability (How do people understand and create a more sustainable world?) – 45/30%
  - Civic Learning/Civic Knowledge and Engagement (How do people understand and engage in community life?) – 31/21%
- 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 1.
- When asked to agree or disagree with questions about the alumni mentor in their Quest III course. Overall the students 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 2.
- 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 understanding the project, 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 3.

**Table 1. 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. Few of them felt the course increased their interest in the topic or would lead them to seek out other opportunities for community engagement.

Survey Question/Prompt	Strongly Agree/Agree #/%	Unsure #/%	Disagree #/%	Strongly Disagree #/%	Total Responses
My Quest III course provided a solid introduction to the Oshkosh or UW Oshkosh community.	85 56%	17 11%	28 19%	21 14%	151
My Quest III course provided a valuable experience for me.	81 53%	23 15%	20 13%	28 18%	152
The Community Partner in my Quest III course was a good match for this course.	87 58%	25 17%	14 9%	25 17%	151
My Quest III course increased my interest in this topic.	68 45%	16 11%	33 22%	35 23%	152
My Quest III course made it likely that I will seek out other opportunities to engage in my community.	61 40%	32 21%	28 18%	31 20%	152

**Table 2. 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.	30 20%	59 39%	20 13%	42 28%	151
My Alumni Mentor was very active in the course.	32 21%	44 29%	23 15%	52 34%	151
Without the Alumni Mentor, the Community Experience in the course would have been more difficult.	17 11%	48 32%	32 21%	54 36%	151
My course did not use an Alumni Mentor.	1 50%	1 50%	0	0	2

**Table 3. 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 understanding the project, 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)	54 36%	63 42%	27 18%	7 5%	151
Working with your Community Partner	43 29%	46 31%	56 37%	5 3%	150
Working with your Alumni Mentor	42 28%	80 53%	22 15%	6 4%	150
Getting to and from the Community Partner site (e.g., transportation issues)	37 25%	44 29%	37 25%	33 22%	151
Understanding the project to be completed with the Community Partner	37 25%	43 28%	55 36%	16 11%	151
Balancing the expectations in your Quest III course with your other coursework and responsibilities	68 46%	45 30%	26 17%	10 7%	149

**Table 4. What is your ethnic background? (only asked in Spring 2015).**

Ethnic Background	Number of Students	Percent of Total
African American	1	1%
American Indian	0	0%
SE Asian (Hmong, Laotian, Cambodian or Vietnamese)	3	2%
Other Asian	1	1%
Hispanic	0	0%
White	136	91%
Other	8	5%
Total	149	100%

# Early Alert Fall to Fall Comparison

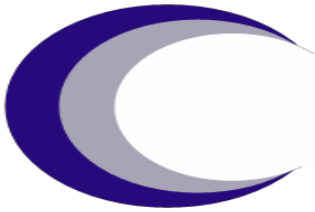


**UW OSHKOSH  
EARLY ALERT  
FALL TO FALL COMPARISON**

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

# Student Achievement Services 2015-2016 Annual Report





## SECTION 1

### Narrative

The Student Achievement Services (SAS) in the Division of Academic Support of Inclusive Excellence is composed of three departments each distinctive in nature but operating within the scope of the mission and vision of the division. The departments 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)** 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 English and 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 (formerly The Sisterhood) 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.
- **The Multicultural Education Center (MEC)** is the home of the Norma Shanebrook Multicultural Library, serves as a campus and community resource. The MEC staff 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** 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. Six 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 UW Milwaukee campus.

While the 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!** – This new initiative was presented fall 2015 as a pilot program for first-year students of color admitted with low ACT scores to ease student transition from home to the rigors of attending college and adjusting to the demands of residential living. This also provided an opportunity for students to acquaint themselves with resources and support services and foster community. The program included early move-in on Saturday, September 5, 2015 with a light breakfast and lunch for students, parents and family. Approximately 150 guests/students were in attendance and overall program evaluation measures showed above average to excellent ratings.
- **MRP Tracker** (implemented 2011) is a concerted and coordinated effort between the faculty and staff of the Multicultural Retention Programs targeting 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 the fall 2015 semester, 699 reports were sent to 268 faculty/instructional staff with a return rate of 69.67% (487). Of those that were returned, 118 of the 239 (single reports) 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.
- **MRP Tracker Plus** (implemented Fall 2015) is a new initiative that focuses on students' transition to the campus community. Similar to MRP Tracker, the program is a concerted and coordinated effort between the faculty and MRP staff. Faculty responses are based on observations during the first two weeks of classes during the fall semester. These observations are not based on academic performance. We ask faculty to observe and identify behaviors of students' experiencing transitional-type issues such as absences, tardiness, homesickness, lacked of preparedness, participation, missing books/materials, motivation, time management and other things as they perceive to be relevant to improving student success. The tables below show the total roster (1125), target number of students (214), returns (205), number of students requiring intervention (139), areas of concern by race/ethnicity (226) and listing by departments:

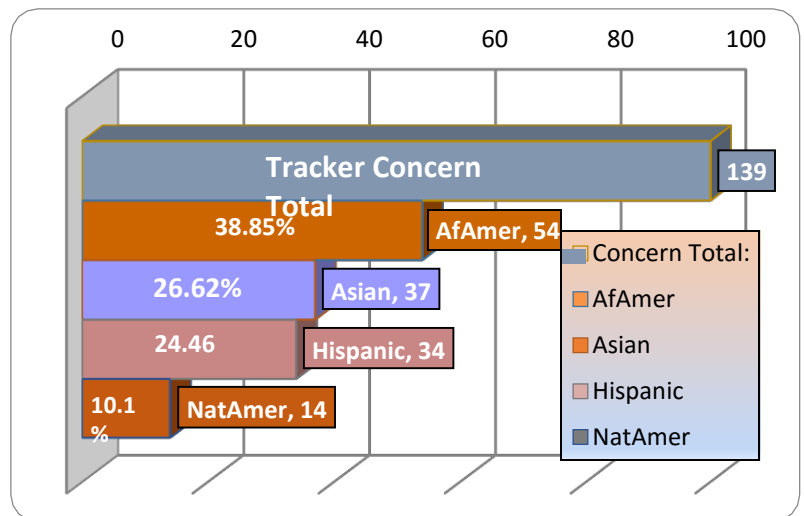
MRP Spring 2015 Roster Report*						
		%	M	%	F	%
MRP Total:	1125	100.00%	467	41.51%	658	58.49%
African American:	270	24.00%	128	47.41%	142	52.59%
Hispanic:	297	26.40%	126	42.42%	171	57.58%
Asian:	421	37.42%	160	38.00%	261	62.00%
Native American:	137	12.18%	53	38.69%	84	61.31%
1st Year:	248	22.04%	98	39.52%	150	60.48%
2nd Year:	235	20.89%	110	46.81%	125	53.19%
3rd Year:	267	23.73%	114	42.70%	153	57.30%
4th Year:	375	33.33%	145	38.67%	230	61.33%

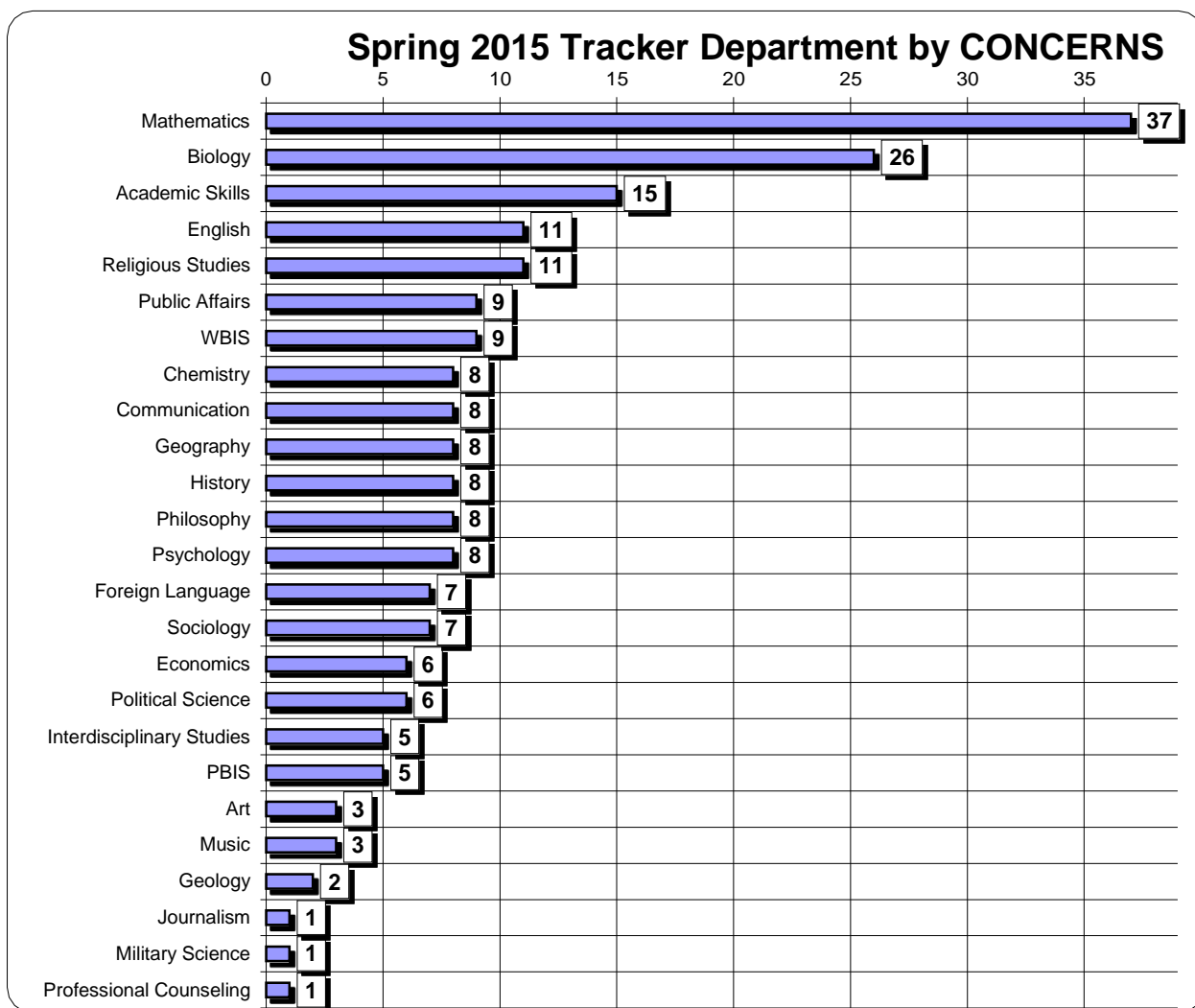
MRP Spring 2015 Tracker SENT Report (Single Records)						
		%	M	%	F	%
Tracker Total:	214	100.00%	111	51.87%	103	48.13%
African American:	86	40.19%	42	48.84%	44	51.16%
Hispanic:	44	20.56%	18	40.91%	26	59.09%
Asian:	62	28.97%	37	59.68%	25	40.32%
Native American:	22	10.28%	14	63.64%	8	36.36%
1st Year:	90	42.06%	36	40.00%	54	60.00%
2nd Year:	49	22.90%	29	59.18%	20	40.82%
3rd Year:	46	21.50%	30	65.22%	16	34.78%
4th Year:	29	13.55%	16	55.17%	13	44.83%

MRP Spring 2015 Tracker RETURN Report (Single Records)						
		%	M	%	F	%
Tracker Total:	205	100.00%	106	51.71%	99	48.29%
African American:	83	40.49%	40	48.19%	43	51.81%
Hispanic:	44	21.46%	18	40.91%	26	59.09%
Asian:	48	23.41%	35	72.92%	13	27.08%
Native American:	20	9.76%	13	65.00%	7	35.00%
1st Year:	89	43.41%	35	39.33%	54	60.67%
2nd Year:	47	22.93%	28	59.57%	19	40.43%
3rd Year:	44	21.46%	29	65.91%	15	34.09%
4th Year:	25	12.20%	14	56.00%	11	44.00%

MRP Spring 2015 Tracker CONCERN Report (Single Records)						
		%	M	%	F	%
Tracker Total:	139	100.00%	68	48.92%	71	51.08%
African American:	54	38.85%	25	46.30%	29	53.70%
Hispanic:	34	24.46%	13	38.24%	21	61.76%
Asian:	37	26.62%	20	54.05%	17	45.95%
Native American:	14	10.07%	10	71.43%	4	28.57%
1st Year:	58	41.73%	22	37.93%	36	62.07%
2nd Year:	33	23.74%	18	54.55%	15	45.45%
3rd Year:	29	20.86%	19	65.52%	10	34.48%
4th Year:	19	13.67%	9	47.37%	10	52.63%

TrackerPLUS Areas of Concern		
Low scores:	67	29.65%
Incomplete:	44	19.47%
Attendance:	33	14.60%
Habitually Late:	16	7.08%
Class Participation:	16	7.08%
Motivation:	15	4.87%
Time Management:	12	5.31%
Other:	11	6.64%
Materials:	7	3.10%
Class Behavior:	5	2.21%
Total Concerns:	226	





Although the Tracker Plus focuses on college transitional behaviors in the classroom, faculty also reported on students' academic performance. The table above shows similar concerns as those shown on the MRP Tracker for the past few years both in math and biology.



- **Titan Steps 2 Success**

**LAUNCH – Success Strategies Seminars** (implemented Spring 2016)

The success strategies for underrepresented first year students is an interactive program facilitated through the 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 with a presentation by Jahmad Canley, co-author of Launch – Success Strategies for the First Year Experience followed with a series of 10 weekly lectures facilitated by the MRP staff. The program offered workbooks to students and each session was accompanied by a series of videos to facilitate instruction.

For Spring 2016, the program recruited 17 students, however, attendance at each session varied from 6-10 students. Of ten active participants completing the program, all 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, efforts are being made to increase attendance. This year we are asking Jahmad Canley to train four student leaders to assist with recruitment and facilitate the sessions along with MRP staff. We have also requested a short video presentation to be linked to the email invitation.

- **Student Leadership and Development**

The first UW Oshkosh and General Electric (GE) Healthcare Leadership Institute was developed to bring together students, select members of the GE Healthcare team, and UW Oshkosh administrators 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 students and prepare them for success inside and outside of the classroom, to provide students with practical information and tools to support their college and career success and to provide students with an opportunity to engage with GE Healthcare staff and learn from them and finally for student leadership development.

Twenty (20) UW Oshkosh students, one administrator and one staff member participated in the Institute. Also five GE Healthcare team members, along with two former GE Healthcare team members participated in the Leadership Institute. The composition of both the students and the facilitators proved to be dynamic with transformative takeaways. Student participants were made up of leaders and emerging leaders from UW Oshkosh's Multicultural Education Coalition (MEC). MEC consists of the Black Student Union, Inter-Tribal Student Organization, Asian Student Association, Student Organization of Latinos, Hmong Student Union and the Sisterhood organization. MEC is without a question one of the strongest student organizations while representing only 13% of students on campus.

Other student leadership development strategies facilitated by the MRP included attendance at the following annual conferences:

1. American Multicultural Student Leadership Conference, Milwaukee, WI
2. National Black Student Union Conference, Whitewater, WI
3. Midwest Asian American Student Union Conference, Twin Cities, MN
4. East Coast Asian American Student Union Conference, New Brunswick, NJ
5. Student Diversity and Leadership Conference, Oshkosh, WI

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

Each year students from the University of Wisconsin 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).

During 2015 – 2016 academic year, fifteen (15) UW Oshkosh students applied for the SAAIP internship program. This put UW Oshkosh at number eight (8) in the thirty-five (35) schools that participated this academic year. Among the fifteen (15) applicants, twelve (12) met the eligibility for SAAIP (according to the Equal Employment Opportunity Specialist). UW Oshkosh has one of the better ratios of eligible applicants compared to other agencies. Seventeen percent of the eligible students were selected to participate. Given the limited number of positions available and the scarcity of financial resources, the two students chosen is of significance as they are paid positions.

## **❓ Other Annual Cultural/Social/Educational 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
- Students of Color Graduation Reception

## **Retention Initiatives**

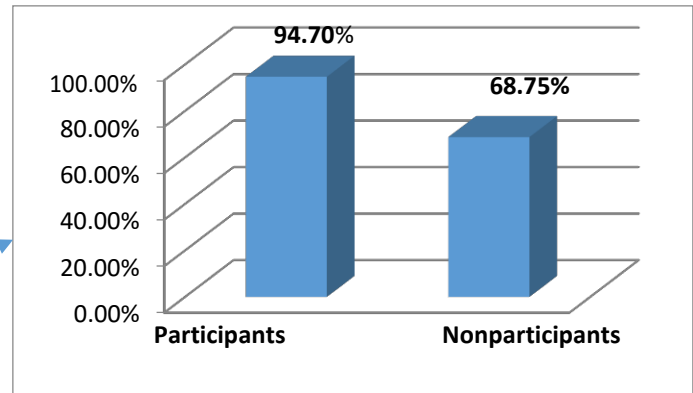
### **❓ Senior Developmental Skills Specialist**

During the 2015-2016 academic year, this position provided professional writing assistance for underrepresented students across the curriculum for the purpose of honoring language variations by helping students complete such course(s) successfully. The Writing Skills Specialist offered students consistent, one-on-one professional writing skills and support that included idea-generating sessions, theme-building, editing, proofreading, narrative examination, and speech preparation and rehearsal, among other writing-related endeavors.

### ? Math Tutorial Program

Throughout the Fall 2015 and Spring 2016 semesters, MRP students enrolled in 1034 math classes. Out of this number 38 students chose to seek academic assistance from the Math Tutorial Specialist. Of these 38, 36 (94.7%) of them completed the course by passing with a D or better grade. For the 996 who didn't seek assistance, 685 (68.78%) completed the class with a D or better grade. This also means that 31.22% received a grade of F or W. It may be that those who sought help at least felt hope of completing the course as no one in this group withdrew from math courses.

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 the University of Wisconsin (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. 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.

2013-2016 Lawton Grant **award distribution** list by ethnicity:

Year	African Am	Native Am	SE Asian	Hisp/Latino	Total
2013-2014**	23	4	33	24	84
2014-2015	39	12	61	28	140
2015-2016	49	11	77	40	177

\*\*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.

#### 2013-2016 Lawton **Grant Retention** by ethnicity

Year	African Am	Native Am	SE Asian	Hisp/Latino	Total
2013/2014**	2	0	6	2	10
2014/2015	11	1	23	10	45
2015/2016	23	5	41	23	92

Data for the 2013-2016 Lawton Grant retention by ethnicity 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 2013/2014 year shows the number of students that received the Lawton Grant from the 2012/2013 to the 2013/2014 year, and so forth.

## SECTION II

### Program Updates

During the 2015-2016, to enhance program development and assist students, the MRP staff collaborated with the following areas: Department of Education and Human Services, Department of Foreign Languages, Career Services, Office of Graduate Studies, Reeve Memorial Union, Undergraduate Academic Resource Center, Registrar's 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 has worked collaboratively to improve retention and graduation. The collective efforts of our campus community are all responsible to 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 helps 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 2011- 2015


### \*History of Headcount

Race/ Ethnicity	2011	2012	2013	2014	2015
AA	257	284	296	335	341
AI	165	158	186	170	189
SEA	349	368	356	374	355
Asian	116	123	149	189	202
Hispanic	293	350	369	437	456
Haw/Pac	18	27	28	35	29
<b>Total</b>	<b>1198</b>	<b>1310</b>	<b>1384</b>	<b>1540</b>	<b>1572</b>
<b>% Enrollment</b>	<b>9.8%</b>	<b>10.6</b>	<b>11.0</b>	<b>11.6</b>	<b>12.4</b>

### \*History of Retention of First-Year, full-Time Students by Race

Race/ Ethnicity	2011 %	2012 %	2013 %	2014 %	2015 %
AA	58.2	57.4	69.7	51.7	67.8
AI	66.7	44.4	50.0	50.0	62.5
SEA	72.0	75.0	75.0	67.5	81.5
Asian	60.0	66.7	63.6	100.0	60.0
Hispanic	62.7	57.1	58.8	77.8	68.1
Haw/Pac	100.0	100.0	100.0	100.0	100.0
2+races	65.6	73.7	68.4	64.4	71.7
<b>% Retention</b>	<b>64.5</b>	<b>64.7</b>	<b>66.5</b>	<b>69.5</b>	<b>71.3</b>
<b>White</b>	<b>73.3</b>	<b>76.9</b>	<b>76.5</b>	<b>79.3</b>	<b>78.4</b>
<b>*Total</b>	<b>74.2</b>	<b>75.4</b>	<b>75.0</b>	<b>78.2</b>	<b>77.4</b>

\* \* \*Office of Institutional Research


Enrollment continues to increase with growth to be greater for Fall 2016. On the flip side, although the retention of first-year, full time students has steadily increased from 2011 to 2015, the gap in academic performance continues to grow. 

Overall graduation rate for students of color was 43.9% compared to White students of 55.5%.

### \*The University of Wisconsin System Data

New Freshman Enrolling Full-Time in Fall 2008 & Graduating at the Same UW Institution within 4 - 6 Years by Race/Ethnicity

AA	AI	SEA	Hisp/Latino	2+ Races	Other Asian
50	23	45	42	1	12
15/30%	7/30.4%	23/51.1%	21/50%	0	10/83.3%

This table shows that retention and graduation rates of students of color except Other Asians is of major concern. The overall number of students was 173 with a graduation rate of 43.9% (76 students). 



## \*Fall 2008 to Fall 2015

### Retention/Graduation Rate by Race/Ethnicity

Race/ Ethnicity	N	Ret to year 4	4 yr grad	5 yr grad	6 yr grad
AA	460	41.8	5.0	16.2	26.7
AI	175	50.0	9.9	29.9	31.3
SEA	368	53.1	3.3	22.8	36.1
Hispanic	365	48.8	8.8	26.5	38.8

This table shows all students of color on campus from fall 2008 through fall 2015. According to this table there were 1368 students within this time. Retention to year 4 was below 50% for both African American and Hispanic students similar to those that entered as new freshman for fall 2008 and graduating within 6 years. 💡

\*The UW System data used to develop table is consistent with data from the Office of Institutional Research, UW Oshkosh.

*The Semester GPA for Full-time students by Class and Race/Ethnicity tables show on an average how students of color based on academic standing are performing academically compared to each other, again, showing the gap between underrepresented and White students.*

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

FR	Fall 2013	Fall 2014	Fall 2015
African American	2.12	2.28	2.34
American Indian	2.63	2.64	2.47
SE Asian	2.42	2.35	2.46
Asian	2.70	3.01	2.24
PAC Islander	3.06	2.79	2.61
Hispanic	2.72	2.46	2.51
White	2.86	2.81	2.73

SO	Fall 2013	Fall 2014	Fall 2015
African American	2.50	2.46	2.45
American Indian	2.55	2.79	2.87
SE Asian	2.42	2.35	2.46
Asian	3.06	2.94	2.99
PAC Islander	2.69	3.40	2.61
Hispanic	2.80	2.67	2.81
White	2.96	3.00	2.93

JR	Fall 2013	Fall 2014	Fall 2015
African American	2.71	2.58	2.65
American Indian	2.77	2.78	2.88
SE Asian	2.89	2.80	2.75
Asian	3.20	3.23	2.89
PAC Islander	3.15	2.52	3.60
Hispanic	2.96	2.75	2.99
White	3.05	3.09	3.12

SR	Fall 2013	Fall 2014	Fall 2015
African American	2.99	3.08	3.08
American Indian	3.14	3.15	2.93
SE Asian	3.02	3.14	3.02
Asian	3.17	3.25	3.27
PAC Islander	2.82	3.46	3.53
Hispanic	3.20	3.20	3.06
White	3.27	3.26	3.30

**\*UW System Data.**

# Fall Undergraduate Academic Standing 14-Week Data



	<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>
PRO1	608 (461)	448	427	375	279	312	318
% of UG	5.2 (4.0)	3.7	3.5	3.0	2.2	2.4	2.5
FYR PRO1	436 (289)	286	254	225	125	190	180
% of FYR	22.9 (15.1)	15.3	13.6	12.3	7.2	7.7	11.5
PRO2	52	42	52	54	36	31	36
% of UG	0.4	0.3	0.4	0.4	0.3	0.2	0.3
<b>Total PRO</b>	<b>660 (513)</b>	<b>490</b>	<b>479</b>	<b>429</b>	<b>315</b>	<b>343</b>	<b>354</b>
<b>% of UG</b>	<b>5.7 (4.4)</b>	<b>4.1</b>	<b>3.9</b>	<b>3.5</b>	<b>2.5</b>	<b>2.6</b>	<b>2.8</b>
SUS1	322	390	326	314	293	306	295
% of UG	2.8	3.0	2.7	2.5	2.3	2.3	2.3
FYR SUS1	147*	123	110	88	51	72	71
% of FYR	7.7	6.6	5.9	4.8	2.9	2.9	4.5
SUS2	79	74	42	55	36	18	23
% of UG	0.7	0.6	0.3	0.4	0.3	0.1	0.2
SUS5**	7	36	31	32	25	21	26
% of UG	0.06	0.3	0.3	0.3	0.2	0.2	0.2
SUS6	N/A <sup>1</sup>	45	45	22	43	38	40
% of UG	N/A <sup>1</sup>	0.4	0.4	0.2	0.3	0.3	0.3
<b>Total SUS</b>	<b>408* (555)</b>	<b>545</b>	<b>444</b>	<b>423</b>	<b>397</b>	<b>383</b>	<b>384</b>
<b>% of UG</b>	<b>3.5 (4.7)</b>	<b>4.5</b>	<b>3.6</b>	<b>3.4</b>	<b>3.1</b>	<b>2.9</b>	<b>3.0</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>% 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>
COB (UGBUS)	174	158	147	149	127	128	145
% of UG on PRO/SUS	16.3	15.3	16.0	17.5	17.9	17.6	19.6
COEHS (UGEHS)	136	143	105	88	69	84	55
% of UG on PRO/SUS	12.7	13.8	11.4	10.3	9.7	11.6	7.5
COLS (UGLS)	678	626	569	544	453	445	471
% of UG on PRO/SUS	63.5	60.5	61.8	63.8	63.6	61.3	63.8
CON (UGNUR)	80	84	81	55	45	46	38
% of UG on PRO/SUS	7.5	8.1	8.8	6.4	6.3	6.3	5.1
LLCE (UGCNL)	N/A <sup>2</sup>	24	17	12	18	17	21
% of UG on PRO/SUS	N/A <sup>2</sup>	2.3	1.8	1.4	2.5	2.3	2.8
On Campus	498	499	472	391	336	339	332
% of On Campus	16.5	15.1	14.5	12.1	10.2	10.5	10.8
% of UG on PRO/SUS	46.6	48.2	51.2	45.8	47.2	46.7	45.0

	<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>
FYR SUS1 Appeals	N/A <sup>3</sup>	69	58	53	19	37	41
% of FYR SUS1	N/A <sup>3</sup>	56.1	52.7	60.2	37.2	51.3	57.8
% of Total SUS Appeals	N/A <sup>3</sup>	24.4	24.2	23.8	9.4	19.1	19.9
Non-FYR SUS Appeals	N/A <sup>3</sup>	214	180	170	183	157	165
% of Non-FYR SUS	N/A <sup>3</sup>	50.7	53.9	50.7	52.9	50.5	52.7
% of Total SUS Appeals	N/A <sup>3</sup>	75.6	75.6	76.2	90.6	80.9	80.1
<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>% 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>
FYR SUS1 Appeals Approved (PRO3)	N/A <sup>3</sup>	45	58	52	18	37	39
% of FYR SUS1 Appeals	N/A <sup>3</sup>	65.2	100	98.1	94.7	100	95.1
Non-FYR SUS Appeals Approved (PRO3)	N/A <sup>3</sup>	149	114	140	135	118	132
% of Non-FYR SUS Appeals	N/A <sup>3</sup>	69.6	62.6	82.4	83.6	75.2	80.0
<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>% 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>
FYR SUS1 Appeals Denied	N/A <sup>3</sup>	24	0	1	1	0	2
% of FYR SUS1 Appeals	N/A <sup>3</sup>	34.8	0	0.02	5.3	0	4.9
Non-FYR SUS Appeals Denied	N/A <sup>3</sup>	65	66	30	48	39	33
% of Non-FYR SUS Appeals	N/A <sup>3</sup>	30.4	27.7	17.6	26.2	24.8	20.0
<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>% 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>
Number of UG				12,322	12,623	13,194	12,631
Number of FYR				1,836	1,747	2,464	1,567
Fall Res Hall Occupancy (10th day)				3,223	3,282	3,215	3,087

\* 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



## 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
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%	7.4%
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%	15.4%
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%	16.7%
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%	18.4%
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%
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%	15.0%
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%
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%
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%
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%
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%
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%	75.0%
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%	23.6%
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%
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%	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
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
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

### 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
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	1,567
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%	
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%	7.4%
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%	22.8%
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%
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%
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%	57.9%
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%	75.0%
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%					
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%							

\*At institution where started.

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





# FT FYR FALL GPA < 2.00 BY RACE/ETHNICITY

		<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
<b>African American</b>	n	25	34	53	52	62	74	86	54	74	72
	n < 2.00	9	13	29	23	29	44	48	15	25	22
	% below 2.00	36.0%	38.2%	54.7%	44.2%	46.8%	59.5%	55.8%	27.8%	33.8%	30.6%
<b>American Indian</b>	n	25	21	21	29	24	28	27	19	43	21
	n < 2.00	7	4	6	6	6	11	13	4	9	6
	% below 2.00	28.0%	19.0%	28.6%	20.7%	25.0%	39.3%	48.1%	21.1%	20.9%	28.6%
<b>SE Asian</b>	n	46	35	46	51	52	65	57	41	57	38
	n < 2.00	13	7	5	9	9	17	18	10	15	10
	% below 2.00	28.3%	20.0%	10.9%	17.6%	17.3%	26.2%	31.6%	24.4%	26.3%	26.3%
<b>Asian</b>	n	11	14	12	5	10	23	14	17	16	13
	n < 2.00	4	1	1	0	2	4	1	3	1	5
	% below 2.00	36.4%	7.1%	8.3%	0.0%	20.0%	17.4%	7.1%	17.6%	6.3%	38.5%
<b>Pacific Islander</b>	n				3	3	0	6	4	7	4
	n < 2.00				1	0		2	0	2	1
	% below 2.00				33.3%	0.0%		33.3%	0.0%	28.6%	25.0%
<b>Hispanic</b>	n	26	33	41	41	59	56	68	62	54	75
	n < 2.00	4	4	11	10	18	23	22	10	17	11
	% below 2.00	15.4%	12.1%	26.8%	24.4%	30.5%	41.1%	32.4%	16.1%	31.5%	14.7%
<b>SOC Subtotal</b>	n	133	137	173	181	210	246	258	197	251	223
	n < 2.00	37	29	52	49	64	99	104	42	69	55
	% below 2.00	27.8%	21.2%	30.1%	27.1%	30.5%	40.2%	40.3%	21.3%	27.5%	24.7%
<b>White</b>	n	1,585	1,567	1,620	1,708	1,639	1,599	1,555	1,526	1,431	1,296
	n < 2.00	184	204	209	211	227	255	221	130	175	182
	% below 2.00	11.6%	13.0%	12.9%	12.4%	13.8%	15.9%	14.2%	8.5%	12.2%	14.0%
<b>Unknown</b>	n	9	9	7	10	0	1	0	1	1	2
	n < 2.00	1	1	1	0		0		1	0	1
	% below 2.00	11.1%	11.1%	14.3%	0.0%		0.0%		0.0%	0.0%	50.0%
<b>International</b>	n	13	10	8	6	7	10	15	3	13	10
	n < 2.00	1	1	2	2	2	2	1	2	2	2
	% below 2.00	7.7%	10.0%	25.0%	33.3%	28.6%	20.0%	6.7%	66.7%	15.4%	20.0%
<b>Total</b>	n	1,740	1,723	1,808	1,905	1,856	1,856	1,828	1,727	1,696	1,531
	n < 2.00	223	235	264	262	293	356	326	175	246	240
	% below 2.00	12.8%	13.6%	14.6%	13.8%	15.8%	19.2%	17.8%	10.1%	14.5%	15.7%

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



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

<b>FR</b>	<b><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>	<b><u>Fall 2012</u></b>	<b><u>Fall 2013</u></b>	<b><u>Fall 2014</u></b>	<b><u>Fall 2015</u></b>
African American	2.01	2.09	2.09	1.76	1.88	1.89	1.99	2.12	2.28	2.34
American Indian	2.70	2.48	2.48	2.32	2.45	2.24	2.25	2.63	2.64	2.47
SE Asian	2.53	2.75	2.75	2.23	2.31	2.43	2.30	2.42	2.35	2.46
Asian	2.56	3.01	3.01	2.46	2.43	3.00	2.74	2.70	3.01	2.24
Pac Islander					2.99	2.32	2.56	3.06	2.79	2.61
Hispanic	2.73	2.37	2.37	2.21	2.23	2.13	2.49	2.72	2.46	2.51
White	2.80	2.76	2.76	2.61	2.61	2.67	2.73	2.86	2.81	2.73
Unknown	2.88	2.84	2.84	2.82	2.45	2.77			2.52	2.44
International	2.99	2.68	2.68	2.76	2.89	3.06	3.30	2.91	2.98	2.95
<b>Total</b>	<b>2.78</b>	<b>2.74</b>	<b>2.74</b>	<b>2.57</b>	<b>2.57</b>	<b>2.61</b>	<b>2.67</b>	<b>2.81</b>	<b>2.76</b>	<b>2.69</b>

<b>SO</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>	<b><u>Fall 2012</u></b>	<b><u>Fall 2013</u></b>	<b><u>Fall 2014</u></b>	<b><u>Fall 2015</u></b>
African American	2.72	2.66	2.66	2.11	2.06	2.28	2.45	2.50	2.46	2.45
American Indian	3.10	2.60	2.60	2.95	2.45	2.48	2.81	2.55	2.79	2.87
SE Asian	3.13	2.88	2.88	2.49	2.50	2.57	2.64	2.78	2.72	2.51
Asian	2.74	2.70	2.70	2.81	3.11	2.70	2.90	3.06	2.94	2.99
Pac Islander					1.58	2.27	3.34	2.69	3.40	2.61
Hispanic	3.00	2.70	2.70	2.71	2.67	2.72	2.50	2.80	2.67	2.81
White	3.03	3.03	3.03	2.89	2.94	2.89	2.94	2.96	3.00	2.93
Unknown	2.83	3.01	3.01	2.43	3.11	2.42		2.31		
International	3.13	3.13	3.13	3.08	2.80	2.79	2.81	3.28	3.08	3.16
<b>Total</b>	<b>3.02</b>	<b>3.02</b>	<b>3.02</b>	<b>2.86</b>	<b>2.90</b>	<b>2.85</b>	<b>2.90</b>	<b>2.93</b>	<b>2.96</b>	<b>2.90</b>

<b>JR</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>	<b><u>Fall 2012</u></b>	<b><u>Fall 2013</u></b>	<b><u>Fall 2014</u></b>	<b><u>Fall 2015</u></b>
African American	2.66	2.71	2.71	2.56	2.62	2.41	2.72	2.71	2.58	2.65
American Indian	3.19	2.71	2.71	2.82	3.11	2.63	2.57	2.77	2.78	2.88
SE Asian	2.82	3.02	3.02	2.89	2.90	2.75	2.66	2.89	2.80	2.75
Asian	2.82	3.04	3.04	2.77	2.77	3.10	3.15	3.20	3.23	2.89
Pac Islander					2.46	2.82	2.99	3.15	2.52	3.60
Hispanic	2.96	3.07	3.07	2.77	2.78	2.78	2.80	2.96	2.75	2.99
White	3.13	3.16	3.16	3.07	3.09	3.05	3.05	3.05	3.09	3.12
Unknown	3.13	3.30	3.30	3.45	3.19	2.84	3.62			3.08
International	3.23	2.94	2.94	3.15	3.10	2.89	3.02	2.88	3.07	2.68
<b>Total</b>	<b>3.12</b>	<b>3.15</b>	<b>3.15</b>	<b>3.06</b>	<b>3.07</b>	<b>3.01</b>	<b>3.02</b>	<b>3.03</b>	<b>3.05</b>	<b>3.09</b>

<b>SR</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>	<b><u>Fall 2012</u></b>	<b><u>Fall 2013</u></b>	<b><u>Fall 2014</u></b>	<b><u>Fall 2015</u></b>
African American	2.79	2.74	2.74	2.69	2.74	2.78	2.85	2.99	3.08	3.08
American Indian	2.81	3.34	3.34	2.97	2.73	3.10	3.20	3.14	3.15	2.93
SE Asian	3.26	3.14	3.14	3.06	3.01	3.06	3.08	3.02	3.14	3.02
Asian	3.36	3.01	3.01	3.09	3.15	2.89	3.23	3.17	3.25	3.27
Pac Islander						2.82	2.38	2.82	3.46	3.53
Hispanic	3.26	3.18	3.18	3.07	3.08	3.14	3.06	3.20	3.20	3.06
White	3.31	3.31	3.31	3.28	3.28	3.28	3.28	3.27	3.26	3.30
Unknown	3.44	3.29	3.29	3.16	3.48	3.18	3.37	3.38	3.58	
International	3.43	3.22	3.22	3.08	3.13	3.31	3.24	3.15	2.91	3.11
<b>Total</b>	<b>3.31</b>	<b>3.30</b>	<b>3.30</b>	<b>3.26</b>	<b>3.26</b>	<b>3.26</b>	<b>3.26</b>	<b>3.25</b>	<b>3.25</b>	<b>3.27</b>

# Retention and Graduation Rates by Race/Ethnicity



[illegible]

[illegible]

Two or More Races	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Initial cohort size									1	29	32	38	38
Retention to Yr 2									0.0%	79.3%	65.6%	73.7%	68.4%
Retention to Yr 3									0.0%	65.5%	59.4%	52.6%	47.4%
Retention to Yr 4									0.0%	58.6%	50.0%	55.3%	39.5%
4 yr graduation rate									0.0%	3.4%	9.4%	15.8%	
5 yr graduation rate									0.0%	24.1%	31.3%		
6 yr graduation rate									0.0%	44.8%			
Students of Color	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Initial cohort size	68	87	101	110	109	125	132	127	173	177	200	238	254
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%	66.5%
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%	53.1%
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%	45.7%
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%		
6 yr graduation rate	30.9%	32.2%	33.7%	40.9%	36.7%	36.8%	35.6%	44.1%	43.9%	25.4%			
White	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Initial cohort size	1,538	1,715	1,622	1,641	1,577	1,471	1,575	1,576	1,618	1,680	1,610	1,587	1,543
Retention to Yr 2	72.4%	72.1%	76.4%	77.2%	77.1%	75.4%	74.5%	76.8%	76.1%	78.3%	75.5%	77.1%	76.5%
Retention to Yr 3	60.1%	59.3%	62.4%	63.9%	64.6%	64.1%	63.9%	65.9%	67.5%	67.8%	66.6%	66.2%	67.7%
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%	62.0%
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%		
6 yr graduation rate	47.9%	46.2%	48.0%	52.1%	52.6%	61.3%	51.5%	54.2%	55.5%	53.7%			
Total	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Initial cohort size	1,624	1,822	1,775	1,765	1,708	1,617	1,726	1,723	1,807	1,874	1,817	1,836	1,812
Retention to Yr 2	72.2%	72.1%	75.8%	76.4%	76.9%	74.4%	73.5%	76.9%	75.8%	77.8%	74.4%	75.5%	75.2%
Retention to Yr 3	59.5%	59.2%	61.6%	63.3%	63.9%	63.1%	63.2%	65.6%	66.8%	66.0%	64.9%	64.3%	65.6%
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%	59.4%
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%		
6 yr graduation rate	47.2%	45.7%	47.3%	51.4%	51.6%	50.2%	50.1%	53.5%	54.3%	50.9%			



Retention and G			
<b>African American</b>	<b><u>Fall 2013</u></b>	<b><u>Fall 2014</u></b>	<b><u>Fall 2015</u></b>
Initial cohort size	29	59	57
Retention to Yr 2	51.7%	67.8%	
Retention to Yr 3	48.3%		
Retention to Yr 4			
4 yr graduation rate			
5 yr graduation rate			
6 yr graduation rate			
<b>American Indian</b>	<b><u>Fall 2013</u></b>	<b><u>Fall 2014</u></b>	<b><u>Fall 2015</u></b>
Initial cohort size	8	8	5
Retention to Yr 2	50.0%	62.5%	
Retention to Yr 3	37.5%		
Retention to Yr 4			
4 yr graduation rate			
5 yr graduation rate			
6 yr graduation rate			
<b>SE Asian</b>	<b><u>Fall 2013</u></b>	<b><u>Fall 2014</u></b>	<b><u>Fall 2015</u></b>
Initial cohort size	40	54	39
Retention to Yr 2	67.5%	81.5%	
Retention to Yr 3	57.5%		
Retention to Yr 4			
4 yr graduation rate			
5 yr graduation rate			
6 yr graduation rate			



Two or More Races	Fall 2013	Fall 2014	Fall 2015
Initial cohort size	45	47	41
Retention to Yr 2	64.4%	72.3%	
Retention to Yr 3	62.2%		
Retention to Yr 4			
4 yr graduation rate			
5 yr graduation rate			
6 yr graduation rate			
Students of Color	Fall 2013	Fall 2014	Fall 2015
Initial cohort size	200	230	230
Retention to Yr 2	69.5%	71.3%	
Retention to Yr 3	62.0%		
Retention to Yr 4			
4 yr graduation rate			
5 yr graduation rate			
6 yr graduation rate			
White	Fall 2013	Fall 2014	Fall 2015
Initial cohort size	1,527	1,449	1,311
Retention to Yr 2	79.3%	78.7%	
Retention to Yr 3	72.0%		
Retention to Yr 4			
4 yr graduation rate			
5 yr graduation rate			
6 yr graduation rate			
Total	Fall 2013	Fall 2014	Fall 2015
Initial cohort size	1,730	1,688	1,553
Retention to Yr 2	78.2%	77.7%	
Retention to Yr 3	70.9%		
Retention to Yr 4			
4 yr graduation rate			
5 yr graduation rate			
6 yr graduation rate			

DFW from 2006-07 to 2015-16



Total  
DFW from 2006-07 to 2015-16

Course		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-06	Total
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	11.1% 422 47	13.7% 416 57	15.3% 477 73	10.5% 456 48	14.1% 4,351 614
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	23.4% 1,451 339	24.1% 1,244 300	23.5% 1,279 301	19.1% 1,304 249	23.3% 13,188 3,073
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	21.3% 512 109	27.1% 487 132	24.9% 535 133	32.5% 615 200	26.5% 5,097 1,350
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	11.8% 313 37	10.8% 315 34	4.9% 328 16	10.1% 396 40	10.2% 3,142 320
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	4.2% 284 12	1.8% 281 5	2.9% 314 9	4.3% 328 14	3.0% 2,747 82
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	21.3% 445 95	16.0% 420 67	17.1% 434 74	21.7% 429 93	18.9% 4,178 790
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	16.1% 267 43	8.9% 270 24	10.0% 291 29	19.3% 316 61	15.7% 2,676 419
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	23.2% 440 102	21.5% 441 95	28.2% 482 136	29.5% 413 122	22.3% 4,567 1,017
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	25.2% 393 99	25.9% 363 94	21.6% 343 74	31.0% 345 107	24.7% 3,735 921
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	25.4% 410 104	28.3% 385 109	16.1% 354 57	26.8% 373 100	26.8% 3,585 961

Anthro 122 (World Ethno)	% DFW <i>census date n =</i> <i>dfw n =</i>	16.8% 380 64	24.4% 270 66	19.7% 319 63	31.5% 324 102	22.2% 334 74	15.1% 350 53	20.2% 362 73	22.5% 178 40	22.5% 102 23	#DIV/0!  	21.3% 2,619 558
Comm 111	% DFW <i>census date n =</i> <i>dfw n =</i>	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	10.9% 1,976 216	8.5% 1,852 157	12.2% 1,949 238	12.6% 1,782 224	11.8% 18,988 2,234
Crim Justice 103/110	% DFW <i>census date n =</i> <i>dfw n =</i>	12.5% 128 16	16.0% 163 26	7.2% 180 13	10.8% 195 21	12.2% 229 28	15.9% 251 40	11.6% 199 23	13.5% 163 22	12.8% 179 23	7.3% 137 10	12.2% 1,824 222
Geog 102 (World & Reg Geog)	% DFW <i>census date n =</i> <i>dfw n =</i>	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	22.8% 1,627 371	22.0% 942 207	18.9% 715 135	18.4% 908 167	18.7% 13,975 2,615
Geog 121 (Phys Geog)	% DFW <i>census date n =</i> <i>dfw n =</i>	20.6% 787 162	22.1% 792 175	10.6% 867 92	14.7% 920 135	11.9% 843 100	23.9% 862 206	27.4% 844 231	26.4% 818 216	27.4% 730 200	27.0% 530 143	20.8% 7,993 1,660
History 101 (Early Civilization)	% DFW <i>census date n =</i> <i>dfw n =</i>	28.4% 784 223	20.7% 709 147	28.1% 891 250	16.6% 895 149	15.3% 758 116	10.4% 690 72	22.7% 850 193	17.7% 700 124	16.8% 537 90	15.8% 419 66	19.8% 7,233 1,430
History 102 (Modern Civilization)	% DFW <i>census date n =</i> <i>dfw n =</i>	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	32.0% 644 206	27.1% 454 123	19.6% 388 76	14.1% 370 52	24.9% 6,546 1,630
History 201 (US History to 1877)	% DFW <i>census date n =</i> <i>dfw n =</i>	15.8% 563 89	21.2% 546 116	22.5% 426 96	17.0% 611 104	16.0% 674 108	15.4% 799 123	14.4% 550 79	7.9% 432 34	15.4% 364 56	11.1% 252 28	16.0% 5,217 833
History 202 (US History since 1877)	% DFW <i>census date n =</i> <i>dfw n =</i>	9.2% 631 58	23.0% 548 126	10.9% 579 63	15.9% 671 107	15.4% 709 109	16.2% 691 112	25.5% 553 141	16.2% 500 81	19.3% 502 97	19.0% 543 103	16.8% 5,927 997
Philosophy 101 (Logic)	% DFW <i>census date n =</i> <i>dfw n =</i>	17.5% 171 30	22.3% 215 48	23.5% 149 35	27.7% 264 73	21.4% 103 22	21.0% 176 37	26.5% 102 27	17.4% 178 31	20.7% 111 23	30.4% 224 68	23.3% 1,693 394
Philosophy 105 (Ethics)	% DFW <i>census date n =</i> <i>dfw n =</i>	16.0% 576 92	21.0% 671 141	20.3% 664 135	19.3% 641 124	25.0% 773 193	19.4% 650 126	18.3% 651 119	7.9% 661 52	10.6% 283 30	8.1% 308 25	17.6% 5,878 1,037
Philosophy 109 (Intro to Phil)	% DFW <i>census date n =</i> <i>dfw n =</i>	15.1% 708 107	18.3% 556 102	27.9% 620 173	29.7% 535 159	26.8% 653 175	32.8% 606 199	25.7% 728 187	20.9% 535 112	13.3% 525 70	14.3% 532 76	22.7% 5,998 1,360

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	18.5% 508 94	14.1% 469 66	20.2% 495 100	17.7% 458 81	19.1% 5,405 1,032
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	16.1% 1,546 249	14.4% 1,166 168	11.6% 962 112	13.7% 933 128	17.8% 13,224 2,352
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	23.3% 615 143	13.2% 562 74	14.4% 620 89	11.1% 488 54	21.0% 5,810 1,223
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	11.3% 450 51	12.5% 407 51	32.3% 189 61	21.9% 187 41	15.5% 3,635 562
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	14.0% 900 126	12.9% 769 99	12.0% 841 101	12.6% 680 86	22.4% 7,930 1,779
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	8.0% 1,547 124	7.1% 1,441 102	10.3% 1,518 156	12.0% 1,341 161	10.4% 15,469 1,605
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	36.5% 370 135	33.8% 299 101	31.6% 332 105	43.6% 282 123	33.1% 3,238 1,071
Math 103 (Intro College Alg)	% DFW census date n = dfw 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	36.9% 1,285 474	33.0% 1,184 391	37.4% 1,280 479	41.8% 1,114 466	35.9% 11,252 4,035
Math 104 (College Alg)	% DFW census date n = dfw 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	20.1% 815 164	21.4% 747 160	21.1% 871 184	26.3% 920 242	25.4% 7,468 1,897
Math 110 (Number Sys)	% DFW census date n = dfw 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	9.8% 254 25	14.1% 262 37	19.2% 239 46	30.0% 217 65	16.1% 2,805 453
Math 204 (Bus Math I)	% DFW census date n = dfw 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	30.4% 652 198	30.3% 664 201	31.5% 724 228	34.4% 697 240	28.8% 6,583 1,898
Math 206 (Bus Math II)	% DFW census date n = dfw 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	22.3% 452 101	21.0% 452 95	24.8% 508 126	19.0% 469 89	22.4% 4,620 1,036

Math 171 (Calc I)	% DFW	57.8%	39.1%	39.7%	37.8%	43.2%	28.1%	39.7%	35.1%	37.3%	36.8%	39.4%
	census date n =	277	261	292	320	317	302	330	271	255	291	2,916
	dfw n =	160	102	116	121	137	85	131	95	95	107	1,149
PBIS 187	% DFW	20.5%	17.1%	14.6%	25.6%	25.3%	6.3%	9.2%	16.9%	18.4%	33.3%	18.0%
	census date n =	317	304	240	227	174	158	153	148	49	48	1,818
	dfw n =	65	52	35	58	44	10	14	25	9	16	328
PBIS 188	% DFW	13.4%	21.9%	21.0%	15.6%	19.5%	22.4%	16.6%	17.7%	37.5%	19.0%	18.9%
	census date n =	314	187	195	224	205	223	169	124	64	21	1,726
	dfw n =	42	41	41	35	40	50	28	22	24	4	327
PBIS 189	% DFW	20.1%	21.4%	17.2%	17.6%	22.1%	20.4%	19.5%	14.6%	14.6%	30.2%	19.6%
	census date n =	289	369	407	397	412	407	389	378	342	291	3,681
	dfw n =	58	79	70	70	91	83	76	55	50	88	720