

# National Beta Test

## STUDENT LEARNING PROGRESS MODEL

Include All Students  
Value All Learning

## EMPORIA STATE UNIVERSITY



2011

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## ABSTRACT

In 2011, Emporia State University participated in the Student Learning Progress Model Beta Project developed by Dr. Gary Rice (University of Alaska-Anchorage). As a result, ESU identified new contexts for assessing institution-wide student learning. These new learning metrics included achievement of learning goals, course and credit hour completions, terms of attendance, and rates of learning. Variances in student learning progress were discovered among the sub-cohorts examined, resulting in an admissions policy change and direction for institution-wide improvement.

## ISSUES AND TAKEAWAYS

The issues and takeaways section addresses five critical questions relating to the Student Learning Progress Model (SLPM) Beta Project and its institution specific implementation. These responses relate to the experiences for Emporia State University based on the following categories: expectations, major findings, primary applications, model implementation changes, and future suggestions for the model.

### Project Expectations

It was anticipated that this Student Learning Progress Model (SLPM) Beta Project would provide valuable assessment information while serving to identify new data metrics for measuring institution-wide student learning. We were also encouraged by the model's extended 10-year longitudinal tracking. We envisioned this broader set of data metrics being used as an evidentiary foundation in our Higher Learning Commission reaccreditation report. Equally impressive was the tracking of annual cohorts made up of all entering students (undergraduate, transfer, and graduate). Likewise, the model enabled the discovery of weaknesses and identified areas for improvement.

### Major Findings

A first major discovery was the model's ability to extract, measure, and compare the academic progresses of sub-cohorts within each annual cohort. Sub-cohort tracking was determined for the following characteristics: undergraduate degree seeking and non-degree seeking students, graduate degree seeking and non-degree seeking students, and exceptions admitted undergraduate students. It was immediately apparent that the academic progress across all first-time ESU students' was much greater than that measured with the traditional metrics of retention and graduation rates for first-time full-time freshmen. Higher percentages of ESU students were both retaining and graduating. In addition, many of those not retained were pursuing their higher education journey at another institution; meanwhile some students were taking longer than six-years to graduate.

The sub-cohort analyses that led to an immediate institutional change were the retention rates, academic success rates, transfer rates, intermittent rates, and graduation rates for those sub-cohorts admitted in the 10% exceptions window. These students did not meet qualified admissions criteria upon application, but were granted admittance to ESU. By comparing the data metrics of these students with other undergraduates (both degree seeking and non-degree seeking), it became apparent that only very small percentages of these sub-cohorts were academically successful. These findings resulted in the narrowing of the sub-population of exceptions students admitted, specifically requiring a minimum ACT composite score of 18.

### Primary Applications

The SLPM supports campus-wide dialogue via data sharing. It provides a mechanism for identifying students' academic intentions at a very early point in their college experience. The model data demonstrates both annual cohort and sub-cohort learning successes and pitfalls which transparently informs data-driven decision making. It is about measuring "students learning progress". Presenting the data in an "institution-wide" fashion builds a climate of inclusiveness

and buy-in directed toward improving student learning. This approach informs concise direction for resource dedication and realignment.

### Model Implementation Challenges

At the project's inception, we were in the process of filling a vacant Institutional Research Director position; thus we began the project approximately three months behind schedule. A moderate amount of time was needed to take the "canned" model templates and build in additional templates to accommodate for institution specific sub-cohort tracking. A few functional issues emerged when reproducing data tracking templates, as cell commands didn't always transfer with consistent integrity. This resulted in additional cross-checks to ensure that the data were transferring and tracking accurately. Throughout this process, the UAA project team was very supportive and resolved all issues in an efficient and effective manner. It is anticipated that these functional issues will continue to surface occasionally as institutions upgrade software packages. However, these issues are minor in comparison to the major advantages of the model's absolute flexibility for tracking sub-cohorts across multiple data points.

One institutional specific disappointment, non-related to the model, was the inability to track data backwards longitudinally for the complete 10-year time frame. Our institution transitioned from a legacy database system to a Banner database system in 2007, limiting our capabilities to track annual cohorts for a total of 7-years only. This dynamic limited our current usefulness of the model, evidenced by our inability to use the information presented in Table 3, which is based on a 10-year analysis of student learning progress. Our plan is to continue updating the model until we arrive at the 10-year point in 2013. This is perfect timing for the use of the model's data as our Higher Learning Commission reaccreditation is scheduled for review in 2014. So, although we are unable to complete the entire cycle of the model at this time, we are confident that this model will provide a wide breadth of longitudinal data points evidencing institution-wide student learning progresses in time for the reaccreditation process.

### Future of the SLPM Suggestions

#### SLPM Strengths

It is believed that there is a high probability for the nation-wide adoption of the SLPM. Traditional retention and graduation rate metrics narrowly measure student learning progress. The SLPM enables higher education institutions to comprehensively and longitudinally measure multiple student learning metrics, while also allowing the flexibility to retrofit the model to align with diverse institution specific missions.

#### SLPM Opportunities

The evolution of higher education delivery systems and the characteristics of the individuals who pursue higher education study are constantly changing. A model which assesses institution-wide student learning must have the ability to adapt with an ever changing environment. Institutions must be able to consistently track student learning progress over longer periods of time, must measure all types of academic achievement and progress, and must be able to glean sub-cohort information from entire cohort data. The SLPM does this! It

provides evidentiary data documenting student learning progresses for all students who are pursuing higher education instruction. This institution-wide student learning data can be used for data-based decision making when aligning institutional mission with strategic planning and implementation. It is adoptable and adaptable for all higher education institutions.

#### SLPM Weaknesses

Can this model be improved upon? Yes, there are surely some ways to tweak data entry processes. Prepping existing stored data for entry into the model's data collection points is time consuming and lengthy, at least it currently is for our institution. However, it is believed that aligning data collection parameters to match SLPM data entry points is possible with institutional technology support.

#### SLPM Threats

There could be some discredit tactics presented by external entities. The SLPM beta project presents a major paradigm shift in measuring student learning progress. It will be challenged because it exposes the weaknesses of traditional metric benchmarks. It should be noted that these traditional metrics typically showcase the successes of a few elite institutions that serve to educate only a very small percentage of the population. Ideally, the support of an assessment paradigm which identifies and tracks student learning progress inclusive of all higher education institutions will prevail. The SLPM illustrates a comprehensive assessment paradigm which serves the needs of all types and classifications of institutions equally.

#### Moving Forward

The assessment process must be comprehensive in nature, it must be flexible to insure adaptability, and it must align data capture with measurable objectives linked to strategic planning and institutional mission fulfillment. The SLPM meets these criteria in a variety of ways. It aligns longitudinal measurement of student learning progress for all students with the flexibility to customize tracking within cohorts. The model is adaptable and allows for institution specific data collection points. It measures and tracks student academic progress across a common set of parameters including term enrollment, course completion, retention, intermittent attendance, grade accumulation, graduation, and certification attainment. Most institutions adequately assess student learning at the class, program, and department levels, however the SLPM measures a multiple point perspective of student learning progress across the institution; thus filling a void that currently exists for most colleges/universities.



## INTRODUCTION

Today's college students are more diverse in ways unimaginable only a few short years ago. Their purposes for attendance are more varied, the ability to attend full-time for consecutive semesters until graduation is less common, and funding a college education typically includes incurring debt. Adapting to serve these diverse populations has affected the delivery of higher education instruction. Occurring simultaneously are raised expectations for institution-wide accountability and assessment of educational quality. Reporting evidence of student learning is commonplace, and using assessment data as a change agent for improvement in curriculum delivery and services is essential to remain competitive. If higher education institutions are to produce evidence of student learning for all students served, efforts must extend beyond measuring success or failure based upon traditional retention and graduation metrics. These metrics no longer suffice in providing the depth or breadth of assessment data necessary to comprehensively evaluate student learning and institutional effectiveness.

Just as higher education has adjusted its' curriculum delivery systems to accommodate the diversity of learners, we must also design and implement an assessment system that measures the strengths and weaknesses of these systems. We must be able to implement a multiple perspective approach for tracking and analyzing students learning experiences. Without the ability to comprehensively assess student learning, institutional shortfalls are likely to go unnoticed and the current situation will not improve. As institutions, we can't afford to continue with traditional methods of dedicating resources to programs and services for the masses. Although somewhat successful, blanket distribution of resources is inefficient. As state funding support continues to decrease, precise allocation of resources will become ever more important. It is necessary to design assessment measures to expose weaknesses while providing multiple metrics for measuring student learning. Assessment should serve as the data-driven sustainability change agent.

Typically direct assessment efforts focus on measuring course or program specific learning outcomes. Assessment outcomes are generally used for improvements at the course and program levels. However, this is only one of the necessary perspectives for adequately measuring institution-wide student learning. Some institutions use standardized tests designed and analyzed by external testing agencies. Using normalized benchmarking to measure "value added" learning provides comparability across institutions. However, the validity of standardized instruments is consistently challenged within the academy. Ideally, the onus of assessment is to provide evidence of the quality of student learning for all students over time. This is what the Student Learning Progress Model (SLPM) does.

Paramount to the SLPM was the ability to track and analyze a variety of factors measuring the educational successes of Emporia State University (ESU) students. Tracking factors such as terms of attendance, coursework completion, level of learning success, grades, and degree completion provided in-depth evidence of student learning. In addition, the model data also informed areas for improvement, as deficiencies were easily identifiable.

Specific to this model was the ability to measure and report institution-wide student learning progress over a seven-year time frame. This model transforms cumulative learning

experiences for all ESU first-time students into tangible data that goes beyond the traditional metrics of retention and graduation rates represented by incoming full-time freshmen cohorts. And, to fully appreciate its value, it is pertinent to pay close attention to the supplemental sub-cohort analysis throughout the report.

This report is presented in three sections. Section one states the methods, premises, and assumptions for the project. Section two provides a summary of the findings. Section three outlines the recommendations. An appendix is presented at the end of this report for use as a support tool when reviewing the summary of findings.

## SECTION I: METHODS, PREMISES & ASSUMPTIONS

The UAA Student Learning Progress Model Beta Project is designed to track ten (10) consecutive student cohorts as identified in the model's fixed decision rules (Appendix A). These 10 cohorts are then tracked for a period of 10-years. Specific to ESU, this report represents the tracking of seven years of annual cohort data beginning in the fall of 2004 through the fall of 2010.

The identifying criteria for these cohorts are students who matriculated into Emporia State University (ESU) for the first time as a freshman, transfer, or graduate student. Once identified in a cohort, the student remains with the cohort throughout the duration of the study. However, a student who completes an undergraduate degree may be included in a second cohort, if upon graduation he or she then begins attending ESU as a first-time graduate student.

Each cohort was extracted as of the fall term 20th day enrollment for each year, and also includes those students who began their attendance for the first time in the previous summer. For example, the 2004 cohort includes first-time students from the summer 2004 and the fall 2004 terms. Each academic year was tracked in order as three terms including summer, fall, and spring.

Additional sub-cohort tracking within this model identifies learning successes and weaknesses in ESU students' educational experiences. One sub-cohort identified for individual tracking across all parameters of the beta model was the group of students admitted in the 10% exceptions window. These students did not meet ESU's qualified admissions standards, but were admitted as exceptions. In addition to tracking degree-seeking undergraduates and exceptions undergraduates, there were three other sub-cohort groups identified for tracking which were non-degree seeking undergraduate students, degree-seeking graduate students and non-degree seeking graduate students.

The SLPM was retrofitted to accommodate for ESU's seven-year data tracking time frame. For ESU, complete cohort data prior to 2004 was unavailable due to a changeover in data management systems. Therefore, the reporting of this model reflects seven years of cohort tracking. As data becomes available, this model will be updated and completed inclusive through the 2013 cohort completing the 10-year model cycle. Also, Interim Awards were not tracked as a part of this model, as ESU does not grant interim awards.

The statistical analysis for the model was performed using Microsoft/Excel and SPSS version 18.0 software packages. All statistics performed were descriptive frequencies and percentages. All cohort data was retrieved from either the Legacy data system or the Banner database system. A complete listing of terms and definitions is shown in Appendix B.

## SECTION II: SUMMARY OF FINDINGS

### TRACKING FIRST-TIME STUDENTS

#### Cohort Characteristics – Table 1(Appendix C)

The cohorts served by Emporia State University from 2004 to 2010 ranged from 1,508 to 1,629 students, with the 2006 cohort being the largest. Cohort membership required official admittance to ESU and a currently enrolled status. First-time student cohorts were designated as undergraduates, graduates, or transfers. Students were identified as degree-seeking or non-degree seeking, and classified as freshmen, sophomore, junior, senior, graduate, or doctorate students. Tracking admission status was an addition to the SLPM model to identify exceptions admitted sub-cohorts.

The majority of each annual cohort was first-time undergraduate students, although the seven-year trend showed a downward shift (62% to 48%), as both first-time graduate (21%-26%) and first-time transfer (19-28%) students continuously grew as a percentage of the cohort populations throughout the duration of the study. By 2010, these annual changes had stabilized, but there had definitely been a paradigm shift in these sub-population percentages. The majority of undergraduate students attended full-time and the majority of graduate students attended part-time.

There was a variety of age ranges represented across the cohorts, but the majority of students were traditional aged (Md = 20), with mean cohort ages ranging from 22 to 24 years.

On average, females (63.5%) outnumbered males (36.5%), and Caucasians (73.2%) made up the majority of the cohort populations. In addition, ESU had become more ethnically diverse with minority students percentages growing by 10% (2004 cohort = 20%; 2010 cohort = 30%).

The vast majority (89.9%) of first-time ESU students had entry goals for seeking an undergraduate (71.1%), graduate (15.8%) or doctorate (3%) degree. Across all cohorts, ACT composite scores showed minor variability fluctuating from 21.5 to 21.9. The mean high school grade point averages (GPA) ranged from 3.22 to 3.64. In the 2004 through 2006 cohorts, there were minor differences (-.5% to -1%) between the average high school GPAs for degree-seeking versus non-degree seeking students, but these differences diminished in 2007 forward.

Degree-seeking students from the first three cohorts (2004, 2005, and 2006) averaged 6.26 terms of attendance, with the maximum number of terms attended at 20, 17, and 15, respectively. Non-degree seeking students averaged 3.88 terms with a maximum number of terms attended at 14, 17, and 13, respectively. Subsequent cohorts did not have as many potential terms to attend, so it is not appropriate to report overall term attendance averages until the end of the 10-year cycle. It should be noted that some students initially entered cohorts as non-degree seeking, and then transitioned to degree-seeking during their attendance.

Retention rates for the 2004 - 2010 cohorts ranged from 68.6% to 79.8%, with an average of 74.9%. The data showed the retention rates for all new incoming students were higher than the average rates (70.68%) for ESU's first-time, full-time freshman (CSRDE Report, 2010).

On average, degree seeking students representing the 2004, 2005, and 2006 cohorts earned degrees within 6-years (56.9%), 5-years (47.8%), and 4-years (36.2%), respectively. At the end of the seven-year tracking period, 67% of the 2004 cohort had graduated. In addition, 18%, 24%, and 8% of the non-degree seeking students from the 2004 - 2006 cohorts earned degrees. This data provides evidence that traditional metrics fall short in measuring degree completions for ESU.

## STUDENT FLOW THROUGH ESU – DEGREE SEEKING FIRST TIME STUDENTS

### Enrolled/Returning Students Status (Appendix D: Table 2.1)

Across all cohorts, enrollment declined an average of 25.1% from year one to year two. The 2007 sub-cohort had the best second year return rate (79.8%) and the 2004 sub-cohort had the worst (68.6%). From 2004 through 2009, the percentages of students returning increased by a total of 11.2%. There was some inconsistency with rates up one year and down the next. Overall, these trends show institution-wide improvements in first-to-second year retention for degree-seeking students over seven-years.

### Graduated Student Status (Appendix E: Table 2.2)

The cohort graduation rates show the total percentages of degree-seeking students who met graduation requirements. Table 2.2 shows annual numbers and percentages of degree seeking students who completed degrees. Looking at this metric for the 2004 cohort, it is evident that many students take much longer than four years to graduate. The 2004 cohort had 31.7% of its students graduate within four years and 58.5% graduate within six years. However, the additional 5.5% that graduated in year seven would go unreported based on traditional metrics. The traditional graduation metric (4 years) does not fit the current time line most students need for degree completion. It is essential that institutions acknowledge, substantiate, and document the rationale for students taking longer than 4-years to degree completion. This issue is complex and there are many factors extending graduation time frames. Thus, institution-specific assessment is recommended.

### Transferred Students (Appendix F: Table 2.4)

The percentages of students who transferred from ESU and continued at other institutions are shown in Table 2.4. Those students leaving in the second, third, or fourth years typically continued their undergraduate education elsewhere. However, transfers in the fifth through seventh years were probably attending graduate schools. For example, the 2004 cohort showed that in year seven 19.4% of the students were still studying at another institution. Clearinghouse reports showed that some ESU transfers had attended multiple institutions after departing.

### Intermittent/Stopout Students (Appendix G: Table 2.5)

Table 2.5 showed that continuous enrollment was not practical for all students. In year two, the average stopout rate was minimal at 1.9%. However, these rates increased incrementally to 4.5% in year three, 6.8% in year four, 9.6% in year five, and 11.9% in year six. Intermittent attendance also affects time to degree completion. Currently, these sub-populations do not represent major proportions of the cohorts. However, continuous monitoring of intermittent behaviors is recommended.

### Non-Returned Students (Appendix H: Table 2.6)

Across all cohorts, retention rates decreased from year to year. Some of this attrition was explained by degree completion and transfers to other institutions. The trend data showed that fewer ESU students were choosing to leave after their first year as 31.5% of the cohort departed from the 2004 cohort, while 25.6% departed from the 2009 cohort. Although experiencing some retention success, these rates fluctuated across the seven year time frame making predictions difficult. Retention is a permanent priority at ESU and new strategies are currently being

implemented for curriculum offerings, advising, recruitment, academic services, and student life services.

## STUDENT FLOW THROUGH ESU – EXCEPTIONS - ADMITTED STUDENTS

### Enrolled/Returning Students Status (Appendix I: Table 2.7a)

Average enrollment trends for the 2004-2009 exceptions admitted sub-cohorts showed that 59.5% returned for their second year and 39.8% returned for year three, rates much lower than those of degree-seeking undergraduates (74.9%; 54.4%). The best first-to-second year return rate was 71.1% (2007 sub-cohort) and the worst was 50.9% (2004 sub-cohort). These return rates fluctuated from year-to-year showing unpredictable annual trends.

### Graduated Student Status (Appendix J: Table 2.7b)

High percentages of exceptions admitted students did not persist to year four (62.2%) and subsequently graduation rates reflect this. Based on the 2004 cohort, 7-years have passed since matriculation and only 27.3% had completed degrees. The four-year and five-year average graduation rates for the 2004 - 2006 exceptions admitted sub-cohorts were 3% and 12.7% respectively. As our institutional mission dictates, it is typical to admit students who are academically underprepared, however these findings have created dialogue on the current criteria being used for admission decisions. The data showed that most of these students were not successful. Unless additional resources are dedicated to provide direct academic support services for exceptions admitted students, it may be necessary to raise entrance standards.

### Transferred Students (Appendix K: Table 2.7c)

After the first year of attendance, exceptions admitted students transferred at slightly higher rates (9.7%) than first-time degree seeking students (8.4%). But, after year two, these rates drew closer (2.61% versus 2.05%). Realizing that another institution may be a better academic fit is most likely to occur right away, and clearinghouse data showed that some students attended multiple institutions after leaving ESU. It may be beneficial to provide transfer advising for those unsuccessful students, specifically those wanting to transfer to two-year institutions. This could assist in re-recruitment in future years.

### Intermittent/Stopout Students (Appendix L: Table 2.7d)

The intermittent students' data in Table 2.7d supports the notion that exceptions admitted students struggle to attend consecutive terms through degree completion. These students are also more likely to arrive on campus with additional persistence risk factors including first generation status and financial aid need. For the exceptions admitted students who do retain, their patterns of intermittent attendance are variable, fluctuating from 0% to 9.1%. Although exceptions admitted students face barriers to consecutive term enrollments, there is successful learning progress data showing that the longer these students persist, the closer their learning performances mirror those of all undergraduate students.

### Non-Returned Students (Appendix M: Table 2.7e)

Annual trends show that 41% of exceptions admitted students do not return for year two, and 61% do not return for year three. This second to third year retention rate of 39% is less than 45% rate for all undergraduate students. As KBOR Foresight 2020 goals call for ESU to improve retention rates, let it be recognized that exceptions admitted students accounted for approximately 8.7% of the entire degree seeking undergraduate cohort. This influence is not great, but it does pull total cohort retention rates downward. These comparisons also serve notice of the retention difficulties for exceptions admitted students. It is conceivable that these



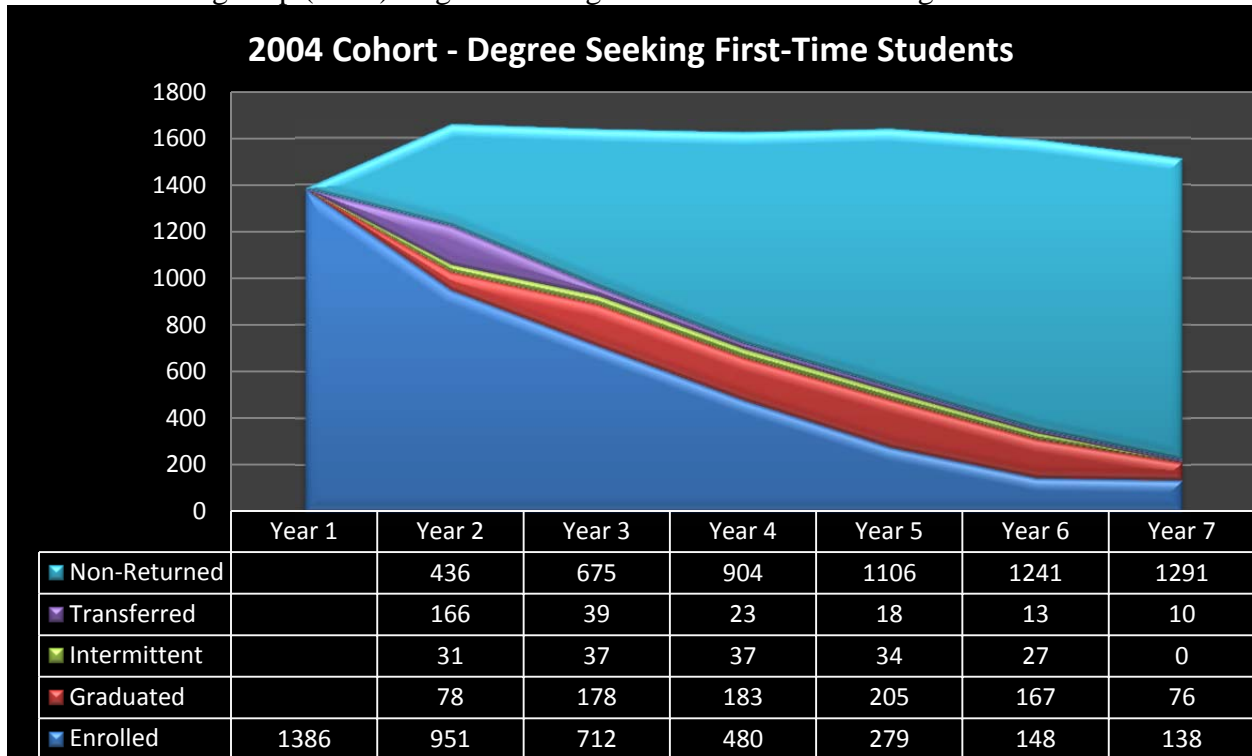
students do not possess the academic preparation necessary to match the rigor of the curriculum, and that an injustice is occurring by admitting them to the institution.

SEVEN-YEAR STUDENT FLOW TRACKING MAP (STM-Figure 2)

Degree Seeking First-Time Students

This tracking map shows how the initial 2004 cohort of students churned throughout their educational journeys. Students were enrolled, had transferred to other institutions, had quit attending, were intermittent, or had graduated. This map shows an annual snapshot distribution at the beginning of each fall semester. STM-Figure 2 shows these annual snapshots for the 2004 cohort.

Student Tracking Map (STM) Degree Seeking First-Time Students - Figure 2

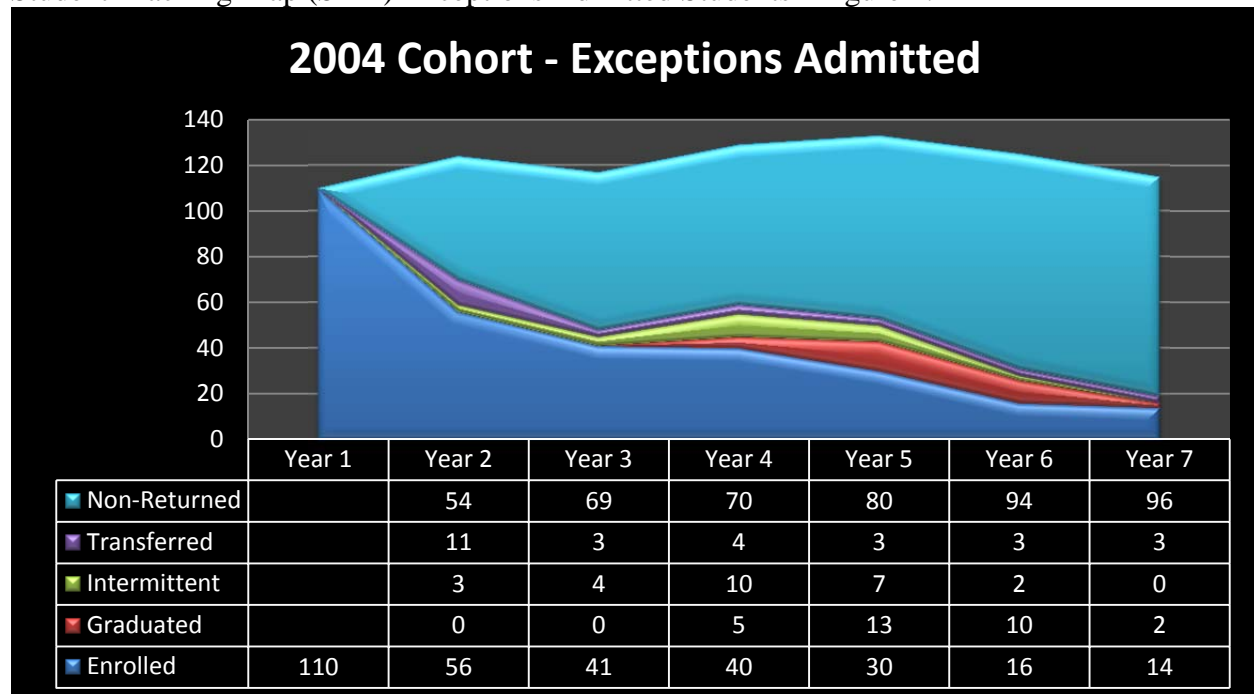


## SEVEN-YEAR STUDENT FLOW TRACKING MAP (STM-Figure 2.1)

### Exceptions Admitted Students

Similar to the previously shown tracking map (STM-Figure2.0), this map shows the educational journey for the 2004 exceptions admitted sub-cohort. In comparison, one can see the differences in the representative flow for each of the categories. In studying the distributions, there is conclusive evidence that this 2004 sub-cohort has underachieved with respect to the overall cohort. When you look at the sub-cohort footprint, you see that over a 7-year period, only 27% graduated, 37% less than the overall cohort 7-year graduation rate. In addition, by the 3rd year, 63% of the sub-cohort was not enrolled versus only 49% of the overall cohort. The data also showed that 7-years out there were 24% of the exception admits attending intermittently, while 12% were intermittent for the entire cohort. The only statistic that was closely comparable was the transfer rates with the exception admits transferring after three years at a 27% rate, while the overall cohort 3-year transfer rate was 24%. These tracking maps showed that exceptions admitted students were not as successful in retaining, transferring to another institution, or graduating from ESU.

Student Tracking Map (STM) Exceptions Admitted Students - Figure 2.1



These tracking maps show the dynamics of students' educational experiences. Recognizing these variances enables institutions to assess their effectiveness more proficiently. Measuring student learning and goal completion for all students attending ESU should be foundational to assessing institutional effectiveness. Without acknowledging these various educational pathways, some institutional effectiveness goes unrecognized, including acknowledging the achievements of students who pursue higher education in a non-traditional manner.

## COHORT TRENDS BY STATUS – Degree Seeking versus Exceptions Admit Students

### Annual Retention Rates – STM-Figure 2a

In Appendix P: Figure 2a, retention trends for degree-seeking first time students are compared with those of exceptions admitted students. The average first-to-second year retention rate for first-time degree seeking students was 74.9% and 54.4% for the second-to-third year. On average, exceptions admitted students retained at 59.5% in year two and 39.7% in year three. In comparing retention rates, these 15.5% and 14.6% differences are substantial. The exceptions admitted students were also included in the overall degree-seeking first time students' cohort, thus creating downward pull on overall retention rate averages.

### Graduation Rates at 150% - STM-Figure 2b

In comparing six-year graduation rates for exceptions admitted students with those of degree seeking undergraduate students, an alarming trend emerged. Appendix Q: Figure 2b shows the 6-year average graduation rate for degree seeking students from the 2004 - 2006 cohorts to be 56.9%, while those exceptions admitted graduated at an average 6-year rate of 18.7%. This is a 38.2% differential, showing longitudinal evidence that few exceptions admitted students are successfully reaching degree completion at ESU.

### Transferred Out – STM-Figure 2c

The first-time degree seeking undergraduates (1st Year/9.2%; 2nd Year/11.6%) were transferring out at slightly smaller percentages than the exceptions admitted students (1st Year/10.2%; 2nd Year/12.3%). These figures appear comparable, but keep in mind that much higher percentages of exceptions admitted students do not re-enroll. This showed that a greater percentage of exceptions admitted students dropped out completely. Appendix R: Figure 2c shows the comparisons for the transfer percentages.

### Intermittent Students – STM-Figure 2d

The average intermittent percentages were slightly higher for first-time degree seeking undergraduates than for the exceptions admitted students. Appendix S: Figure 2d shows a bar chart comparison of these groups. Degree seeking students averaged 2.3% (year two), 4.8% (year three), and 6.8% (year four) intermittent rates, while the exceptions admits averaged 2.4%, 3.7%, and 4.6%, respectively. For ESU, most students attended consecutive semesters until degree completion, and only a small percentage of students were intermittent (< 6.8%).

### Non-Returned Students – STM-Figure 2e

Based on average retention rate trends for the 2004 - 2006 first-time degree seeking undergraduates and exceptions admitted students there were moderate gaps (16% and 16.7%) in both first-to-second year (27.9% versus 43.9%) and second-to-third year retention rates (45.8% versus 62.5%). The third-to-fourth year rates had leveled off (62.8% versus 67.1%) and the gap had narrowed (4.3%). These comparisons showed that the retention rates for exceptions admitted students were substantially lower than those of the first-time degree seeking students, providing longitudinal data confirming needed strategic changes. Appendix T: Figure 2e shows non-returned student bar charts for both degree seeking and exceptions admitted students.

TEN-YEAR LEARNING GOAL STATUS - Reported at the conclusion of 2013

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## SUCCESSFUL LEARNING PROGRESS

The tables in this section track the learning progress groups for each cohort across the seven-year timeline. Line graphs show annual progression trends and layered bar charts show learning progress levels at yearly status points. Successful learning progress was determined by dividing the annual total of course hours completed by the annual total of course hours attempted. These annual percentages were tracked for seven years. The five sub-cohorts presented are degree seeking, exceptions admitted, and non-degree seeking undergraduate students and degree seeking and non-degree seeking graduate students.

There are four distinct cumulative learning progress categories defined by percentage ranges of successfully completed courses. A comparison chart (A) shows these successful learning progress categories and percentage ranges for both Undergraduate and Graduate learners.

Chart A: Successful Learning Progress Benchmarks

Learning Progress Categories	Cumulative Learning Progress Rates	
	Undergraduate	Graduate
Substantial to Progress with Distinction	75-100%	90-100%
Moderate to Substantial Progress	50-74%	80-89%
Minimal to Moderate Progress	25-49%	70-79%
No Progress to Minimal Progress	0-24%	0-69%

### Degree Seeking Undergraduates

#### *Enrolled Students by Level of Successful Learning – Appendix W: Table 4*

The 2004 cohort shows 61.9% of the students (n=1298) of the first-time degree seeking undergraduate students who took courses in year one were successful in 75-100% of their courses. These numbers were confirmed across the 2004 - 2010 cohorts, as the average level of successful learning in year one was 67.7% substantial to progress with distinction, 14.3% moderate to substantial progress, 6.9% minimal to moderate progress, and 10.5% no progress to minimal progress.

#### *Percent of Cohort at Each Level of Successful Learning Progress – Appendix X: Figure 4a*

The line graphs show the consistency of successful learning that is occurring across the degree seeking undergraduate sub-cohorts on a year-to-year basis. Very high percentages of these students were successful, and for those who were not performing at the highest level the percentages decrease from year-to-year, showing that students move from lower to higher levels of successful learning as each year passes. The no progress to minimal progress group shows the most linear variability as these students were the least likely to persist.

#### *Student Progress Levels at Yearly Status Points – Appendix Y: Figure 4b*

The layered bar charts show the proportions of each cohort that perform at the various progress levels on an annual basis. As each year passed, the proportion of students who were achieving in the higher progress levels increased, providing evidence that students were becoming more proficient at navigating the academic curriculum. By year four, on average 85.4% of the students from the 2004-2006 cohorts were performing at the highest progress level.

These degree seeking undergraduate students were progressively learning at very high levels of achievement.

#### Exceptions Admitted Undergraduate Students

##### *Enrolled Students by Level of Successful Learning – Appendix Z: Table 4.1*

These sub-cohorts of students showed trends reflective of learning progress underachievement when compared to the overall degree seeking undergraduate groups. For the 2004 cohort, 42.2% (n=95) made substantial to progress with distinction (75-100% cumulative learning progress). Table 4.1 also showed that larger percentages (24%, n=54) of each sub-cohort perform at the moderate to substantial progress (50-74% cumulative learning progress and minimal to moderate progress (12.4%, n=13), while 21.3% (n=45) showed no progress to minimal progress (0-24% cumulative learning progress). Note that these exceptions admit sub-cohorts do improve as each year passes with higher percentages of students moving into the highest achieving substantial to progress with distinction category. The data shows that the exceptions admitted students who persist tend to develop comprehensive learning skills during their educational experience.

##### *Percent of Cohort at Each Level of Successful Learning Progress – Appendix AA: Figure 4.1a*

The line charts showing the progress of the exceptions admitted sub-cohorts reflect the transitions these students make as they progress from year-to-year. Layering these line charts from the degree seeking undergraduates with the exceptions admit students' shows how successful learning progress varies between the two groups. The trend lines for exceptions admit sub-cohorts show more variability in movement within levels than those of the degree seeking undergraduates. The line graphs show the differences in the longitudinal learning progress for each separate annual sub-cohort, thus requiring continuous realignment of academic services and curricular adjustments to meet these subpopulations' needs. The exceptions admitted sub-cohorts were also more equally distributed across the progress levels evidencing the disparity among the levels of success within these groups. This is direct evidence of the academic struggles exceptions admitted students experience in successfully completing their courses.

##### *Student Progress Levels at Yearly Status Points – Appendix AB: Figure 4.1b*

The stacked bar charts show by year four that exceptions admitted students have become progressively more proficient in successfully completing their coursework. In comparison to all degree-seeking undergraduates, a pattern emerges showing exceptions admitted students operating in the lower progress levels. The exceptions admitted students are also included in the overall degree seeking undergraduate sub-cohorts, thus negatively influencing the overall learning progress levels.

#### Non-Degree Seeking Undergraduate Students

##### *Enrolled Students by Level of Successful Learning – Appendix AF: Table 4.3*

In year one, 78.8% of non-degree seeking undergraduates performed at the highest successful learning level, 11.1% higher than their degree-seeking (67.7%) counter parts. However, this trend reversed in years two (NDS-71.1% versus DS-74.8%) and three (NDS-63.3% versus DS-79.5), as more non-degree seeking students moved into lower successful learning levels. By year four, the trend data clearly showed that undergraduate non-degree seeking sub-cohorts achieved at lower levels of learning than those seeking degrees (59.7% versus 85%). The data supports mentoring non-degree seeking undergraduates early and often,

while integrating career exploration and major selection into the curriculum to reverse these trends.

*Percent of Cohort at Each Level of Successful Learning Progress – Appendix AG: Figure 4.3a*

The line graphs confirm that the majority of the undergraduate non-degree seeking students achieve at the substantial to progress with distinction learning level in the first year of their attendance, and then variably shift within the lower successful learning progress levels over the course of the next few years. The line graphs represent the unique lack of direction that these students exhibit in their annual academic performances, as motivation levels will fluctuate based on interests and perceived applicability for current courses. A side by side comparison of the learning level progress line graphs for the degree-seeking versus non-degree seeking undergraduates is recommended (Appendices X and AG).

*Student Progress Levels at Yearly Status Points – Appendix AH: Figure 4.3b*

Appendices Y and AH conclusively show the non-degree seeking and degree seeking undergraduate sub-cohorts moving in opposite directions within the student learning progress levels. All annual non-degree seeking undergraduates were progressively less successful in their learning progress at each yearly status point. This is direct longitudinal evidence showing that better efforts must be made to identify these students early in their educational careers. Major area of study and career advising is necessary in helping these students gain direction in their studies.

#### Degree Seeking Graduate Students

*Enrolled Students by Level of Successful Learning – Appendix AC: Table 4.2*

As expected, degree seeking graduate student sub-cohorts show longitudinal evidence that they are completing between 90 to 100% of their courses attempted, thus performing at the highest successful learning level. The annual average for all degree-seeking graduate sub-cohorts showed 89.5% performing at this substantial to progress with distinction level of successful learning. There were no surprises; ESU degree seeking graduate students were successfully navigating the curriculum.

*Percent of Cohort at Each Level of Successful Learning Progress – Appendix AD: Figure 4.2a*

The data in these line graphs show only a small percentage of students who are performing in the three lower successful learning progress levels. Each annual sub-cohort shows variability in their performance from year-to-year. These variations in the moderate to substantial progress and minimal to moderate progress categories are minimal (2% or less), where the no progress to minimal progress level showed the most variation (10% or less). A small percentage of students (4% to 7.5%) admitted into ESU's graduate degree programs were not making any successful learning progress.

*Student Progress Levels at Yearly Status Points – Appendix AE: Figure 4.2b*

The stacked bar charts showed on average that 8% of the 2004 through 2006 degree-seeking graduate sub-cohorts performed within the three lowest learning levels in year one, but after year four this percentage had increased to 30%. This data supports structured graduate degree programs with aligned course sequences being favorable to timely degree completion. This is an area that warrants further research. Graduate student advising should also be studied. Graduate students were more successful when degree completion occurred within two years, three years maximum.



## Non-Degree Seeking Graduate Students

### *Enrolled Students by Level of Successful Learning – Appendix AI: Table 4.4*

Over the initial four year period, the non-degree seeking graduate students (86.5%) performed at slightly lower levels than their degree seeking counterparts (91.3%) in the highest successful learning level (substantial to progress with distinction; 90-100% cumulative learning progress). None of these non-degree seeking sub-cohorts averaged higher than 1.5% of their students in either of the two middle successful learning categories. More of the non-degree seeking students struggled to complete their courses as 13.2% were in the lowest level of successful learning (0-69% cumulative learning progress) compared to only 6.3% of the degree-seeking graduate students. The four year trend for these non-degree seekers who did not remain in the highest successful learning level was to drop to the lowest level within four years (8.8% in year one to 19.5% in year four). Graduate students continuous attendance into year four could be attributed to a variety of factors. As mentioned previously with the undergraduate population, it is crucial to understand students' intentions before assumptions can be made when lack of success occurs.

### *Percent of Cohort at Each Level of Successful Learning Progress – Appendix AJ: Figure 4.4a*

The line graphs confirmed that on average most (89%) non-degree seeking graduate students were academically successful, with only 11% making minimal to no progress. Although non-degree seeking, these students were successfully meeting their educational goals as ESU offers many continuous education and certification programs. It is common for students to take courses to maintain current teacher education credentials and to fulfill certification and licensure requirements. On occasion, a small percentage of students were allowed to take graduate level courses, but were not yet admitted into a graduate program. There were also a few international students who fit into this category as they worked to improve English language skills. These criteria were not specifically tracked in this study.

### *Student Progress Levels at Yearly Status Points – Appendix AK: Figure 4.4b*

In comparing the stacked bar charts for the non-degree seeking with degree seeking graduate students, slightly higher percentages (13.6% versus 8.4%) of non-degree seeking students fell into the three lower levels of student learning progress. Comparing the progress levels in year four showed a larger difference (19.5% versus 8.1%). Over the four year period, the gap grew from 5.2% in year one to 11.4% in year four. By year four, all non-degree seeking graduate students were performing in either the highest or lowest level of student learning progress (80.5% highest level, 19.5% lowest level).

## SUCCESSFUL LEARNING RATE (SLR)

The annual average successful learning rate tables are presented in two sections. Section one presents the total number of courses attempted and the percentage of courses successfully completed. Section two shows the total number of students enrolled and the average number of courses successfully completed per student. These four criteria are analyzed by the sub-cohort types: degree and non-degree seeking undergraduates, exceptions admitted undergraduates, and degree and non-degree seeking graduates. Charts B and C summarize the sub-cohort variances and similarities showing the average successful learning rates and average courses successfully completed per student across the seven-year time line. Note that in Chart C typical course credit-hour loads differ for undergraduates versus graduates, thus limiting the comparisons of average number of courses successfully completed.

Chart B: Average Sub-cohort Successful Learning Rate (SLR)

Average SLR Percentages							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Degree Seeking Undergraduate	76.3	80.8	84.7	88.5	89.0	87.0	83.0
Exceptions Admitted Undergraduate	53.7	66.3	76.4	81.0	88.7	90.0	81.0
Non-Degree Seeking Undergraduate	87.0	85.0	83.0	77.0	85.0	60.0	0.0
Degree Seeking Graduate	95.1	96.1	94.8	93.3	88.3	89.5	93.0
Non-Degree Seeking Graduate	94.0	93.0	93.0	91.0	96.0	92.0	100.0

Chart C: Average Number of Courses Successfully Completed per Student

Average Courses Successfully Completed per Year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Degree Seeking Undergraduate	6.5	6.2	5.6	5.1	4.2	3.3	2.8
Exceptions Admit Students	5.9	5.6	5.3	5.1	4.5	5.4	3.4
Degree Seeking Graduate	2.9	2.6	1.7	1.0	.9	.9	1.1
Non-Degree Seeking Undergraduate	4.3	4.3	4.4	3.4	3.4	4.3	4.0
Non-Degree Seeking Graduate	1.7	1.5	1.2	1.3	1.0	1.4	.50

### Degree Seeking Undergraduate Students

#### *Successful Learning Rate (SLR) – Appendix AL: SLRTable 5 (5.1)*

The successful learning rate for degree seeking undergraduates began at 76.3% and incrementally increased until year five where the rate peaked at 89%. In years six and seven, the rate decreased to 87% and 83% respectively.

#### *Average Courses Successfully Completed per Student – Appendix AL: SLRTable 5 (5.2)*

The degree seeking undergraduates completed an average of 6.5 courses per year in the first year, and incrementally decreased in the average number of courses completed per year from 6.2 in year two to 2.8 in year seven. Keep in mind that all sub-cohorts contained both full and part-time students.

### Exceptions Admitted Undergraduate Students

#### *Successful Learning Rate (SLR) – Appendix AM: SLRTable 5a (5.1)*

One of the anomalies in the exception admits data was the successful learning rate trend over time. The first year average successful learning rate for these sub-cohorts was 54%, and this rate increased incrementally (66%, 76%, 81%, 89% and 90%) in each subsequent year.

Although the rate dipped to 81.0% in year seven, it is comparable to the 83% seven-year rate for the degree-seeking undergraduates. Thus, for those students from the exceptions admit groups that do persist, ESU is successfully meeting their educational needs.

*Average Courses Successfully Completed per Student – Appendix AM: SLRTable 5a (5.2)*

The average annual courses successfully completed by exceptions admit students were slightly lower than the averages of degree seeking undergraduates for the first and second years of study (5.75 versus 6.35). However in years three and four these annual course completion rates normalized, and there was little variance in the average total courses completed (5.2 versus 5.35).

#### Non-Degree Seeking Undergraduate Students

*Successful Learning Rate (SLR) – Appendix AO: SLRTable 5c (5.1)*

The data showed that non-degree seeking undergraduate students were completing on average 79.5% of their attempted courses over the seven year period. In the first three years of study these students completed 87%, 85%, and 83% of their courses, respectively. However in years four and six these average rates dropped to 77% and 60%, with an 85% successful learning rate in year five. Overall, the non-degree seeking sub-cohorts averaged a 4.7% lower successful learning rate than their degree seeking undergraduate counterparts.

*Average Courses Successfully Completed per Student – Appendix AO: SLRTable 5c (5.2)*

The non-degree seeking undergraduate sub-cohorts successfully completed on average between 4.4 and 3.4 courses per year, with an overall seven year average of 4.1 courses.

#### Degree Seeking Graduate Students

*Successful Learning Rate (SLR) – Appendix AN: SLRTable 5b (5.1)*

Degree seeking graduate students completed their attempted courses at a very high learning rate ranging from 88.3% to 96.1%, with an average successful learning rate over the seven year period of 92.9%. This evidences the maturity of graduate students and their motivations to enhance their knowledge in a given area of study.

*Average Courses Successfully Completed per Student – Appendix AN: SLRTable 5b (5.2)*

In the first three years of their graduate studies, these degree-seeking sub-cohorts completed more courses (2.9, 2.6, and 1.7) than in years four through seven (1.0, .9, .9, and 1.1). These trend patterns were typical with the exception of year seven where students completed 1.1 courses, up from .9 in year six.

#### Non-Degree Seeking Graduate Students

*Successful Learning Rate (SLR) – Appendix AP: SLRTable 5d (5.1)*

The proportion of successfully completed courses for the non-degree seeking graduate sub-cohorts averaged 94.1% over the seven-year time frame. These successful learning rates ranged from 92% to 100%, and averaged a higher rate (+1.24%) than the degree-seeking graduate student sub-cohorts (92.9%). This data showed that graduate students in general either degree-seeking or non-degree seeking had highly successful learning rates.

*Average Courses Successfully Completed per Student – Appendix AP: SLRTable 5d (5.2)*

The average number of courses successfully completed by non-degree seeking graduate sub-cohorts showed little variability from year one through year seven, as students completed more than one, but less than two courses (average 1.2 courses) for all years except year seven (.5 courses). This data showed that non-degree seekers do not complete as many courses annually

as their degree-seeking counterparts, but they also attempt fewer courses on average. A better statistic is the successful learning rate which is slightly higher than those of degree-seekers (94.1% versus 92.9%).

## SUCCESSFUL LEARNING RATE (SLR) TRENDS BY STATUS

Graphs (A-H) are used to show the seven-year comparative trend data for percentage of courses successfully completed, number of courses successfully completed, average successful courses per student, and number of students enrolled each year. One asset of the SLPM is the ability to glean annual averages across sub-cohorts by comparing degree-seeking undergraduates to exceptions admitted undergraduates, and to non-degree seeking undergraduates. These same comparisons are shown for the degree seeking and non-degree seeking graduate student sub-cohorts.

### Proportion of Courses Successfully Completed Out of Courses Attempted

#### *Degree Seeking Undergraduate Students – Appendix AQ: Figure 5a*

The degree seeking sub-cohorts made up the majority of the undergraduate students represented in the model. For each of these sub-cohorts, there were distinct patterns showing consistency across the seven-year time frame, it was also evident that some annual sub-cohorts out-performed others.

When looking at individual sub-cohort performances, the 2004 sub-cohort underperformed in relation to the other sub-cohorts in years one through three. In year one, the 69% course completion rate was quite a bit lower than those of the other sub-cohorts scoring between 77% and 80%. However, by year four, the sub-cohorts had aligned and all were completing courses between 87% and 90%. Trend lines showed that as each year passed these degree seeking sub-cohorts became more proficient at successfully completing coursework. This provides direct evidence of students' adjustments to the academic rigor resulting in increased learning across the institutional curriculum.

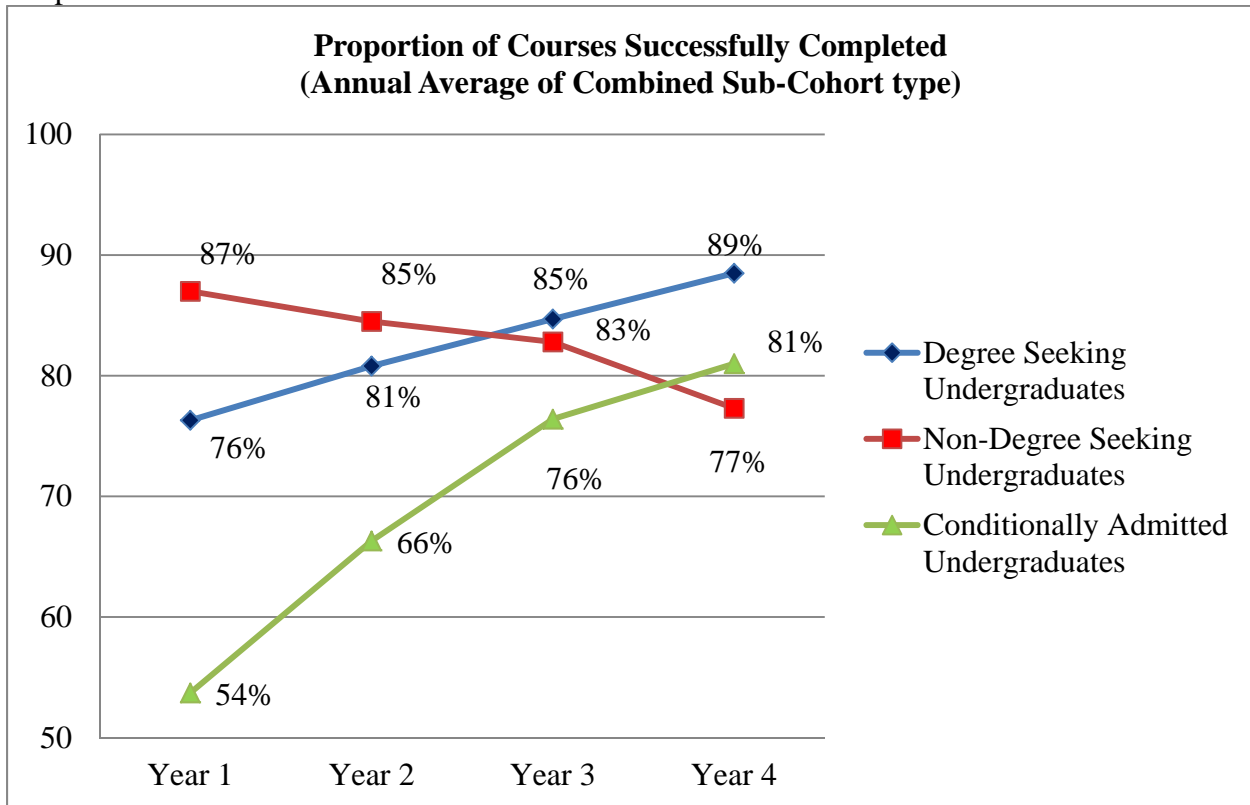
#### *Exceptions Admitted Undergraduate Students – Appendix AR: Figure 5.1a*

The SLR trend lines for the exceptions admit sub-cohorts were much steeper than those of the degree-seeking undergraduates. This showed the exceptions admit students having less success in completing courses in year one, as the average SLR completion rates ranged from 47% - 58%, much lower than the 69% degree seeking rate. The average gap in student learning rates between these two sub-cohorts was 22%. However, by year three the SLR for exceptions admits on average was 76.4% with a gap of 8.3%, and this gap continuously decreased in years four (81%, gap 7.5%) and in year five (88.7%, gap .3%). Again, evidence that exceptions admitted students who persisted eventually performed at acceptable academic standards equal to those students who were not admitted exceptions. In addition, the steepness of the trend line ascent shows that the exceptions admitted sub-cohorts were making higher levels of progress from year-to-year.

#### *Non-Degree Seeking Undergraduate Students – Appendix AT: Figure 5.3a*

The proportion of courses successfully completed by non-degree seeking undergraduate sub-cohorts was higher than the degree seeking undergraduate sub-cohorts in year one (87% versus 76.3%). However completion rate trends reversed in subsequent years as non-degree seeking completion rates decreased and degree-seeking rates increased. One way to interpret the data is non-degree seeking students lacked motivational direction, thus they did not complete their courses with as high of a percentage rate as those who were on a degree-seeking path. Graph A shows a comparison of the annual averages of successfully completed courses for the undergraduate sub-cohorts.

Graph A



Number of Courses Successfully Completed

*Degree Seeking Undergraduate Students – Appendix AQ: Figure 5b*

The 2007 sub-cohort completed the highest total number of courses in year one (16,455), while the other sub-cohorts completed between 12,250 (2009) and 13,803 (2006). The sub-cohort trend lines showed tight patterns of progressive decline in the total number of courses successfully completed for each subsequent year.

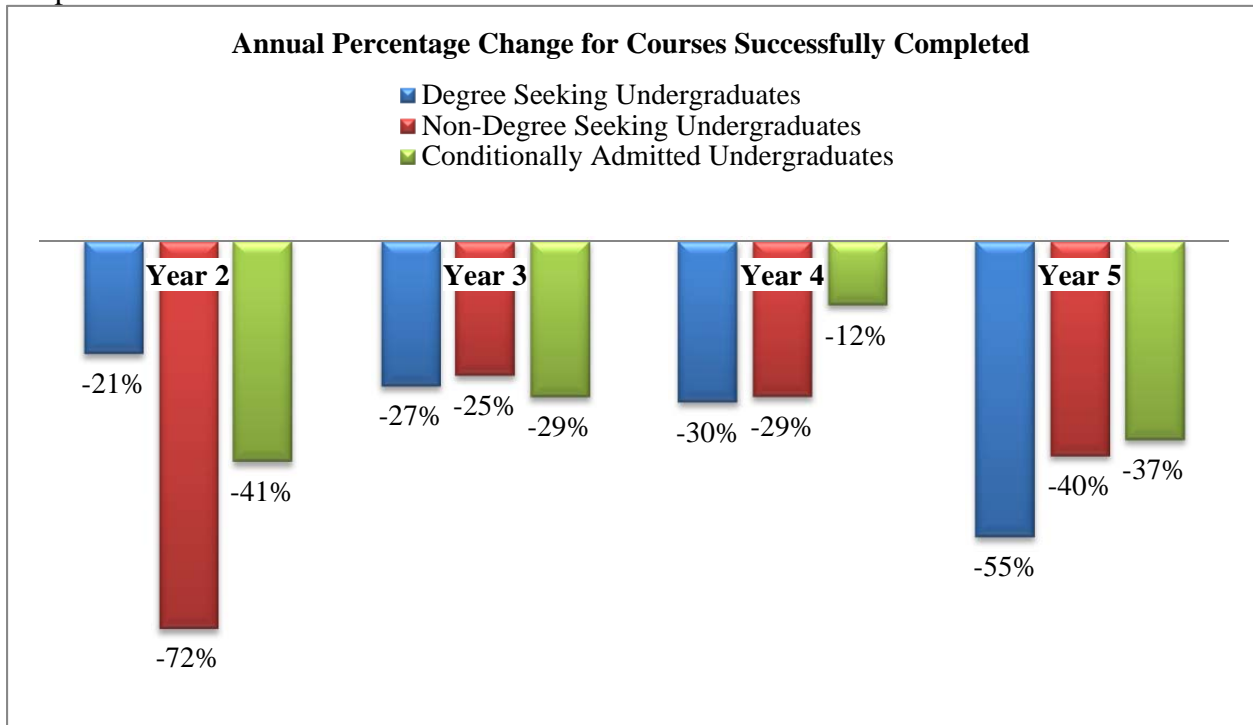
*Exceptions Admitted Undergraduate Students – Appendix AR: Figure 5.1b*

In a year one comparison, the 2007 sub-cohort (1,668 courses completed) outperformed all other exceptions admit sub-cohorts (1,135 - 1,315 courses completed) for the total number of courses successfully completed. Comparing the sub-cohorts for degree-seeking and non-degree seeking undergraduates for this criterion was not viable due to small sample sizes for the exceptions admit sub-cohorts.

*Non-Degree Seeking Undergraduate Students – Appendix AT: Figure 5.3b*

There was a sharp decline in the number of courses successfully completed (-71.6%) from year one to year two (514 to 146), and these numbers continued to decline as each year passed as the percentage of decline ranged between -25% and -40%. Some of the large first to second year decrease can be attributed to non-degree seeking undergraduates transitioning to degree seeking after year one. In addition, some students were transferring or intermittent prior to degree completion. These figures reflect large decreases in the number of successfully completed courses over the duration of attendance. Graph B shows a comparison of the annual percentage changes in total number of courses completed by the undergraduate sub-cohorts

Graph B



#### Average Successful Courses per Student

##### *Degree Seeking Undergraduate Students – Appendix AQ: Figure 5c*

The 2007 sub-cohort completed the highest number (7.5) in year one. The average number of courses completed in year one for all degree seeking undergraduate sub-cohorts was 6.5. These averages declined in each subsequent year ranging from 6.2 in year two to 2.8 in year seven.

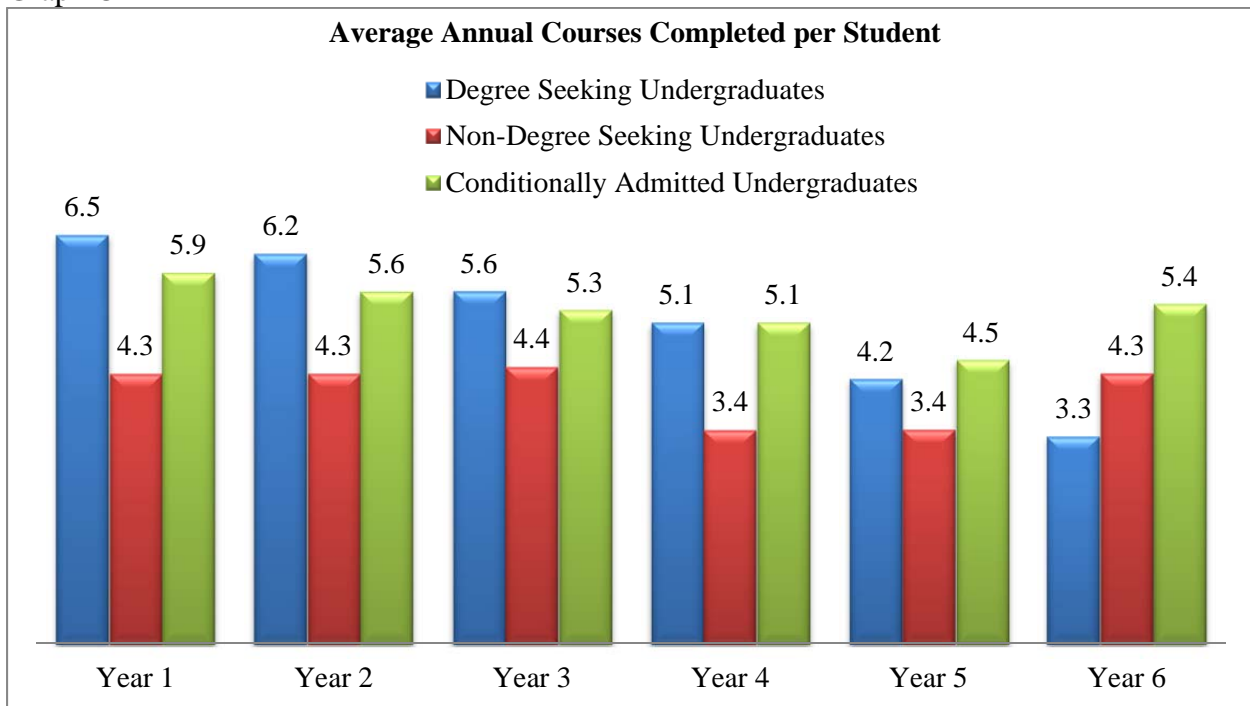
##### *Exceptions Admitted Undergraduate Students – Appendix AR: Figure 5.1c*

In year one, the 2008 sub-cohort completed the highest number of courses per student (6.2), outperforming the other exceptions admit sub-cohorts which varied from 5.6 to 6.0. Exceptions admitted sub-cohorts did not compare well with degree-seeking sub-cohorts in the first two years of attendance, with performance gaps of .6 fewer courses in year one, and .3 fewer courses in year two. However by year four, the annual completed courses were even at 5.1 courses per student.

##### *Non-Degree Seeking Undergraduate Students – Appendix AT: Figure 5.3c*

Non-degree seeking undergraduate students consistently completed their courses at about the same averages across all years attended. The variances ranged from 3.4 to 4.4 courses per year with the largest decrease from year three to four (1%), and a .9% increase in year six. These annual course completion numbers were quite a bit lower than those of the degree-seeking undergraduate students who averaged between 5.1 and 6.5 across the first four years. The exceptions admitted students also completed higher numbers of courses annually ranging from 5.1 to 5.9 over the first four years of enrollment. Graph C shows the average annual courses completed per student for the undergraduate student sub-cohorts.

Graph C



Number of Students Enrolled Each Year from Initial Cohort

*Degree Seeking Undergraduate Students – Appendix AQ: Figure 5d*

The degree seeking undergraduate sub-cohorts exhibited tight trend lines with average enrollments declining from year one to year two by 18.3%. These trend lines also held steady in year three (18.9%), and then began declining more steeply in years four (23.5%) and five (44.5%).

*Exceptions Admitted Undergraduate Students – Appendix AR: Figure 5.1d*

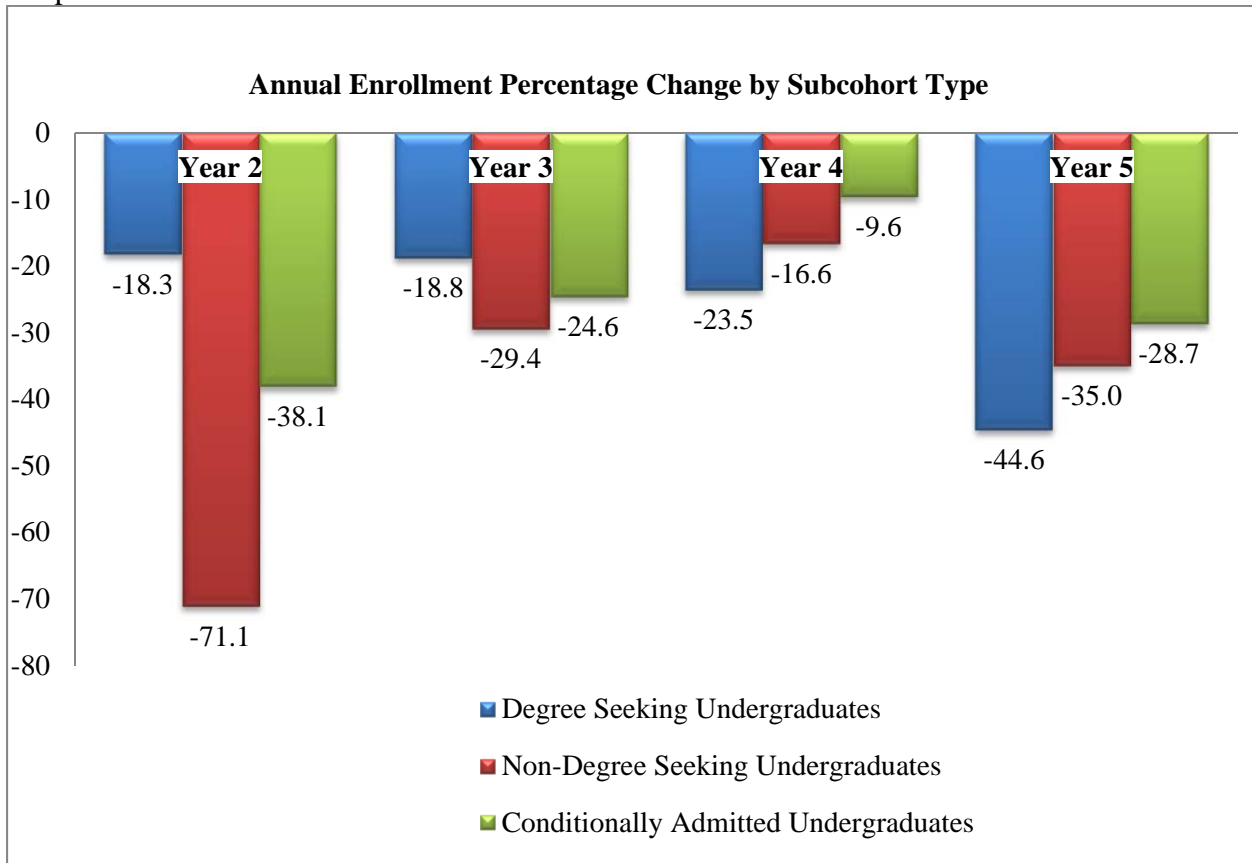
Averages across all exceptions admit annual sub-cohorts showed that the number of initial students who enrolled each year declined sharply in year two (-38.1%), and continued the decline in years three (24.6%), four (9.6%), and five (28.7%). In year six, the numbers declined at the highest percentage (40%), which minimally was due to graduation, with attrition more likely, as few exceptions admitted students graduate (18.7% at 6 years).

*Non-Degree Seeking Undergraduate Students – Appendix AT: Figure 5.3d*

Similar to the number of courses successfully completed, the number of enrolled students from this sub-cohort showed a large decrease in enrolled students from year one to year two (118 to 34, 71.2%). These numbers continued to decline in years three through five with enrollments of 24, 20, and 13, respectively. These students' intentions must be identified and matched with resources dedicated to insuring transition to degree-seeking status when applicable. Identifying alternative intentions can also be beneficial in understanding how students are approaching their educational endeavors. Graph D shows the annual percentage change in sub-cohort enrollment for undergraduate students.



Graph D



Proportion of Courses Successfully Completed Out of Courses Attempted

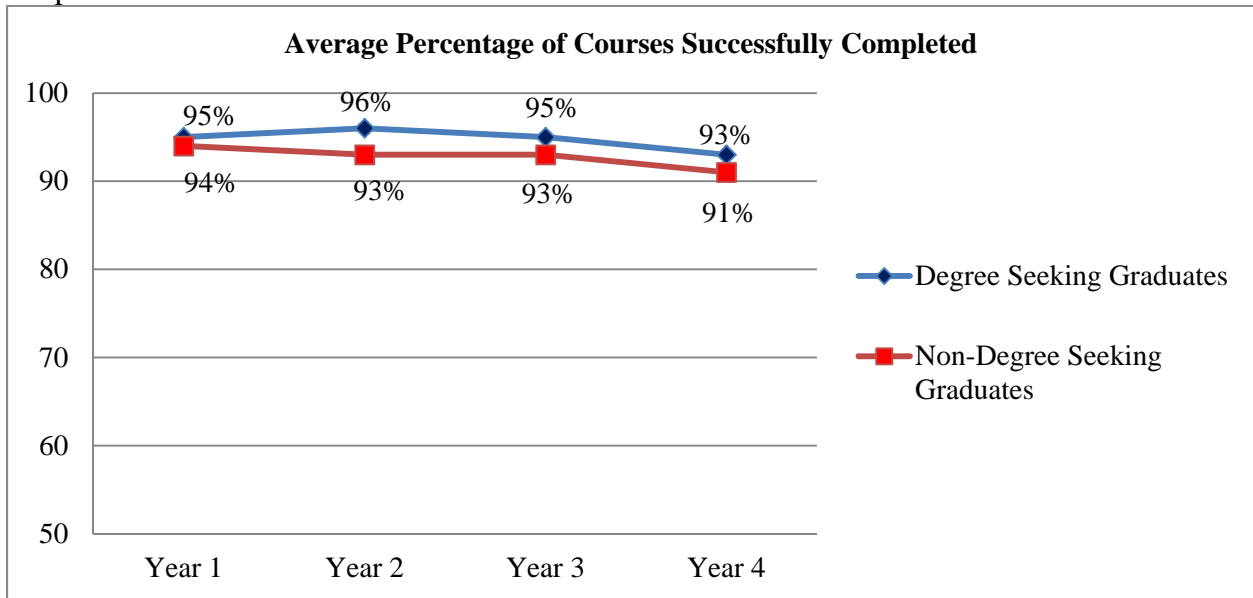
*Degree Seeking Graduate Students – Appendix AS: Figure 5.2a*

The annual average proportions of courses successfully completed by degree seeking graduate students ranged from 88% to 96%, with the low being in year five and the high in year two.

*Non-Degree Seeking Graduate Students – Appendix AU: Figure 5.4a*

The average proportion of successfully completed courses for non-degree seeking graduate students ranged from 91% to 100%, with the high being in year seven and the low occurring in year four. These non-degree seeking students lagged slightly behind their degree seeking counterparts in the average percentage for years one through four (92.8% versus 94.8%). Graph E shows a four-year comparison of the average annual successfully completed course percentages for both degree seeking and non-degree seeking graduate students.

Graph E



#### Number of Courses Successfully Completed

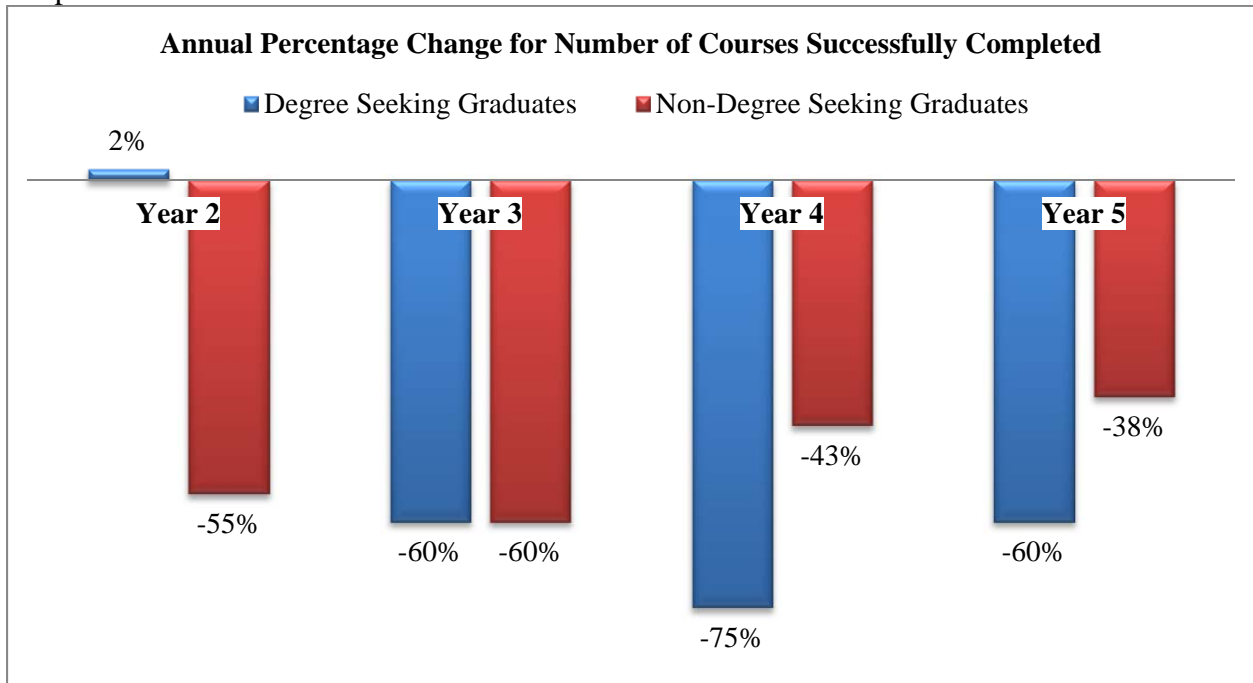
##### *Degree Seeking Graduate Students – Appendix AS: Figure 5.2b*

The average annual successful course completions for all sub-cohorts increased slightly from year one to year two (1.8%), but in subsequent years successful course completions decreased between 50% and 75%. The biggest decreases came in years three (59.7%), four (74.9%), and five (60.0%). This is typical of degree seeking graduates completing their programs between two and three years, with those who attended part-time finishing their coursework in years four and five.

##### *Non-Degree Seeking Graduate Students – Appendix AU: Figure 5.4b*

Similar to the degree-seeking students, the non-degree seeking graduate sub-cohorts also experienced decreases in successfully completed courses from year to year (38% to 85%). This was expected as non-degree seeking graduates typically attend for shorter durations of time than degree seeking graduate students. Certificates and continuing education credits are shorter in duration than typical master degree programs, requiring only a sequence of courses or one course, whereas master's degree programs normally consist of a sequence of twelve courses with a thesis component. In addition, some graduate students begin study as non-degree seeking as they strive to obtain the credentials to be admitted into a graduate program of study. These differences are reflected in how each of these sub-cohorts navigated their graduate educational experience. Graph F shows a comparison of the annual percentage change in total number of courses successfully completed by degree seeking versus non-degree seeking graduate sub-cohorts.

Graph F



#### Average Successful Courses per Student

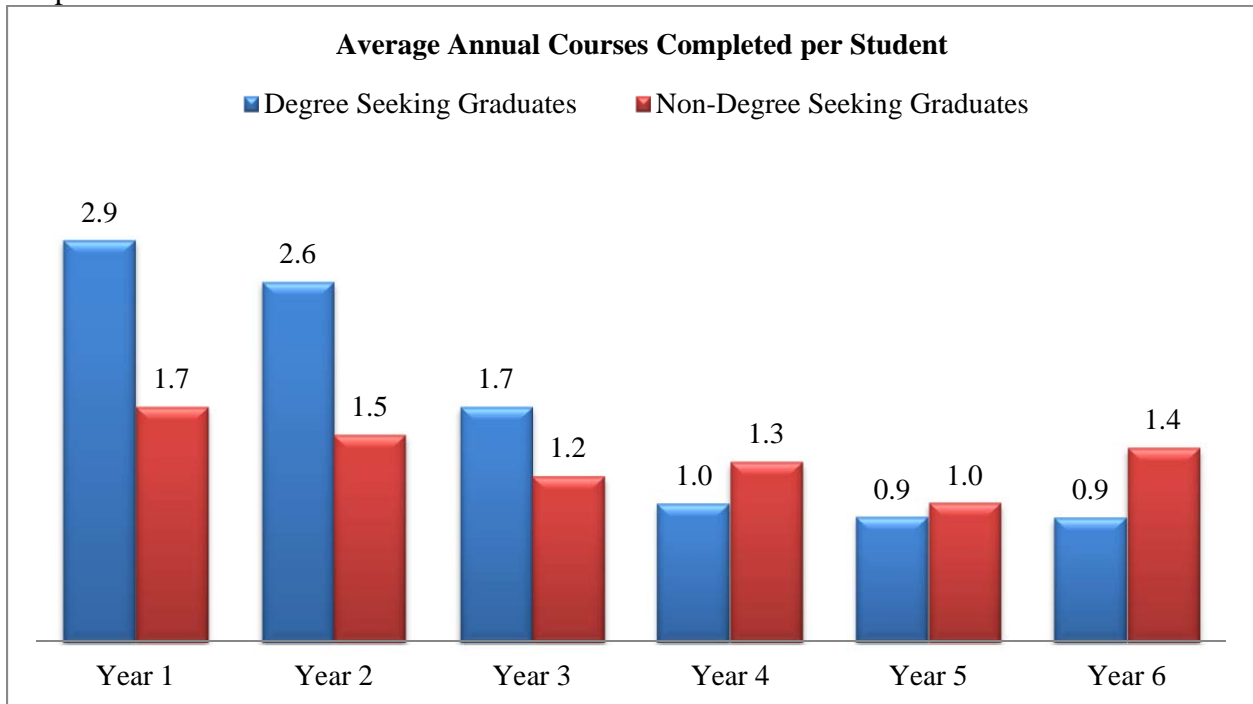
##### *Degree Seeking Graduate Students – Appendix AS: Figure 5.2c*

For degree seeking graduates, the annual average number of successful courses per student ranged from 2.9 in year one to 1.1 in year seven, these numbers decreased on an annual basis from years one (2.9) through six (.9), then increased to 1.1 in year seven. Years one (2.9) and two (2.6) ranked as the highest average number of successful courses for the degree-seeking graduate students.

##### *Non-Degree Seeking Graduate Students – Appendix AU: Figure 5.4c*

The non-degree seeking graduate students didn't complete as many courses per year as the degree seeking graduate students did. Their numbers ranged from 1.5 in year one to .5 in year seven. Similar to the degree seeking graduates, these students numbers decreased on an annual basis in years two (1.5) through five (1.0), then increased in year six (1.4), only to fall again in year seven (.5). These variances are not extreme and reflect the typical patterns of course completions for non-degree seeking graduate students. Graph G shows a comparison of degree seeking and non-degree seeking annual courses completed per student.

Graph G



#### Number of Students Enrolled Each Year from Initial Cohort

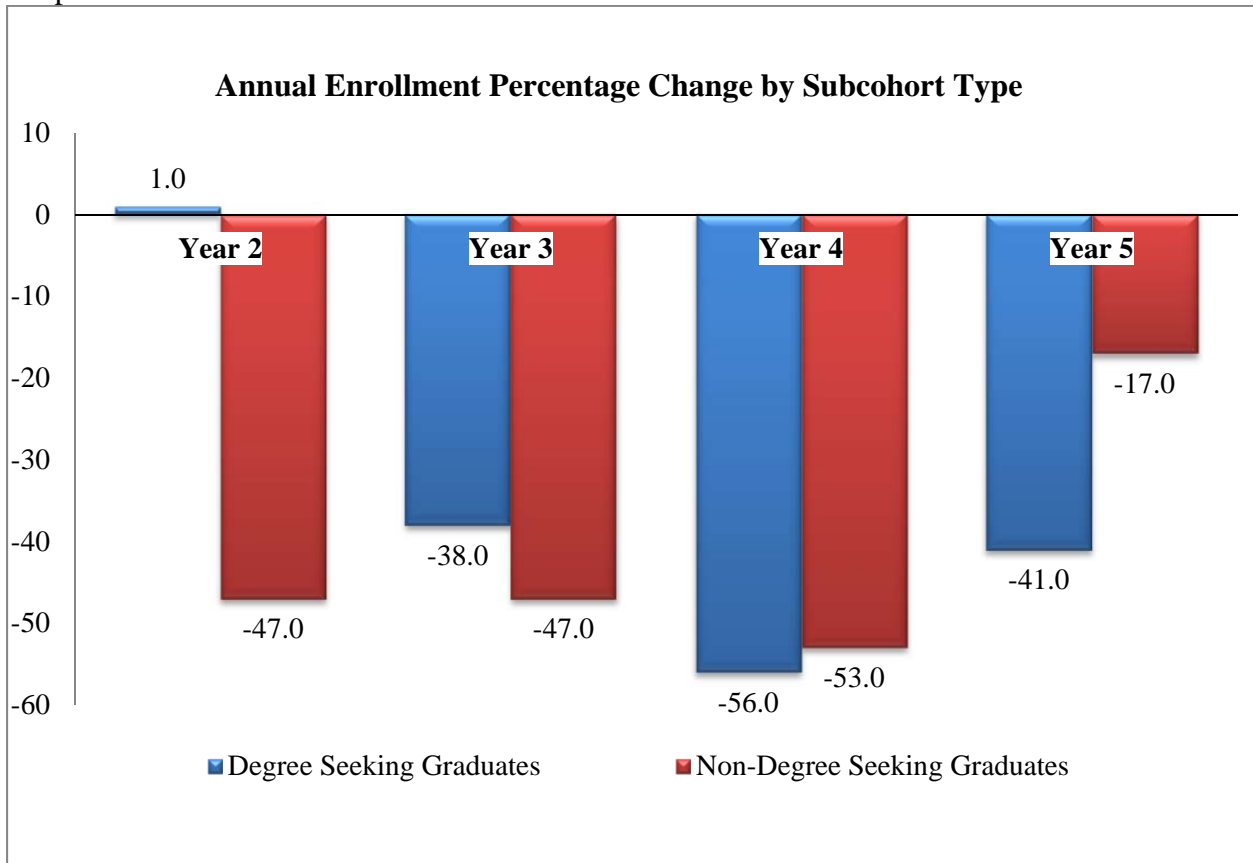
##### *Degree Seeking Graduate Student – Appendix AS: Figure 5.2d*

The data showed that the number of enrolled degree seeking graduate students increased by 1.03% from year one to year two, then decreased incrementally from year three to year six ranging from 38.2% to 63.7%. The anomaly from year one to year two is explained by the transition of graduate students from non-degree seeking to degree seeking status. It is common for some ESU students to begin graduate coursework on a conditional basis. As GRE scores and grade point average requirements are met, these students are accepted into degree programs. This transition would not have been tracked in the SLPM; however the change would be captured in the Banner database management system as NDS in year one, then a DS designation in year two, and so forth as data updates occurred.

##### *Non-Degree Seeking Graduate Students– Appendix AU: Figure 5.4d*

The number of enrolled non-degree seeking graduate students decreased substantially as each year passed. Some of the decrease was due to transition to degree-seeking status, however the numbers decline by 47% in years two and three, then by 52.6% in year four. This is characteristic of non-degree seeking students fulfilling their intentions for taking graduate coursework. The enrollment numbers decline is not reflected as a lack of successfully completing attempted coursework as the proportions of successfully completed courses remains steady in the mid-ninety percentages. Graph H shows the average annual percentage changes in enrollments for both the degree and non-degree seeking graduate students.

Graph H



## COHORT GRADE DISTRIBUTION TRENDS

The cohort grade distribution trends are represented by five performance categories: success, stasis, attrition, no grades, and unknown. Success includes those assigned grade categories of A through D, and pass/satisfactory statuses. Stasis represents those students who did not complete the course during the assigned time frame, but may complete it at a future time. Attrition represents those assigned grades of F or unsatisfactory, all representing lack of completion. No grades represent those courses that are not counted as credit courses or those courses taken for audit. The unknown category shows data anomalies where a grade or success designation wasn't assigned to a course. These unknowns occurred very minimally (< .6%) across all of the five sub-cohorts, thus will not be reported.

### Degree Seeking Undergraduate Students – Appendix AV: Table 6

The success ranges for these sub-cohorts were 81.5% through 91.9%, with a sub-cohort average of 85.4%. These successful completions were represented by A grades (36%), B grades (23%), and C grades (13%). Those in stasis ranged between .8% and 1.6%, with a 1.2% average. The attrition ranges were from 7% through 17% with an average of 13%, while no grades ranged from .1% to .5%, with an average of .2%.

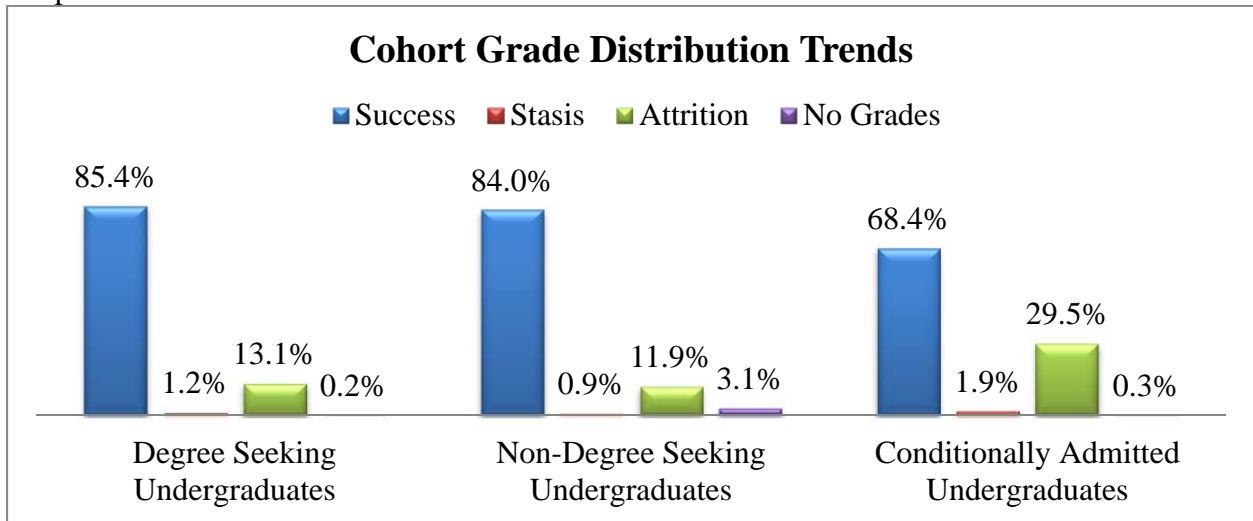
### Exceptions Admitted Undergraduates – Appendix AW: Table 6a

Exceptions admitted student sub-cohorts success ranges were between 56% and 76%, with an average across the sub-cohorts of 68%. The percentage of A grades was 17.5%, B grades at 18.6%, and C grades at 16.8%. The stasis ranges were from 1.4% to 2.8%, with 1.9% average. The attrition ranges were 22.1% through 41.8% with an average of 29.5%. The no grades ranges were 0% to .9%, with an average of .26%.

### Non-Degree Seeking Undergraduate Students – Appendix AY: Table 6c

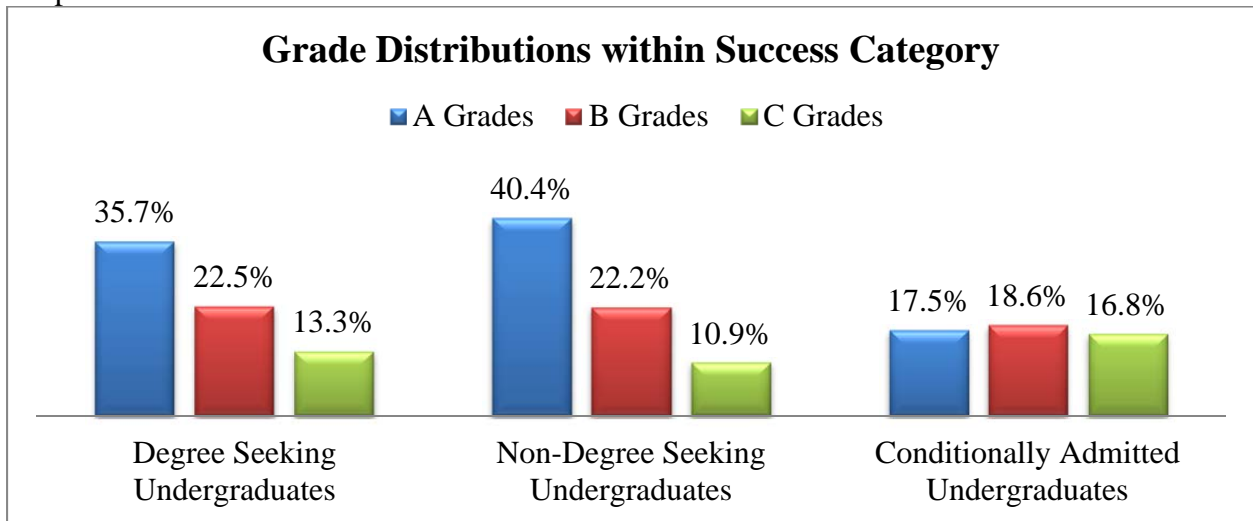
The success ranges for the non-degree seeking undergraduate sub-cohorts were from 71% to 90%, with an average of 84%. The A grades accounted for 40%, B grades for 22%, and C grades for 11% of the success category. The stasis category ranged from .4% to 1.5%, with an average of .9%. The attrition ranges were from 5.7% to 22%, with an average of 11.9%, and the no grades ranged from .7% to 6%, with a 3.1% average. Graph I shows how the sub-cohorts compared across the grade distribution categories.

Graph I



The data showed that grade distribution performances within the success category were very similar between degree and non-degree seeking undergraduates, however the exceptions admitted undergraduates did not perform as well from a grade point average perspective. Graph J shows these comparisons.

Graph J



**Degree Seeking Graduate Students – Appendix AX: Table 6b**

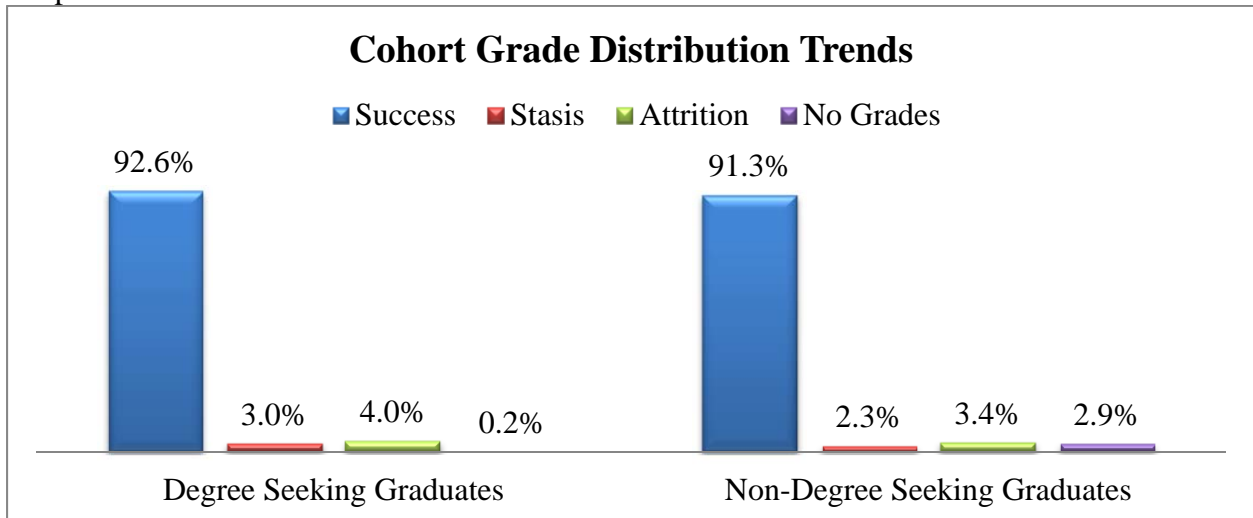
The success ranges for degree seeking graduate students ranged from 90.3% to 94.1%, with 92.6% being the average. The stasis ranges were from 1.3% to 5.5%, with 3% as an average. The attrition ranges were 3% to 5.5%, with 4% as an average, and no grades ranged from 0% to .4% with an average of .19%

**Non-Degree Seeking Graduate Students – Appendix AZ: Table 6b**

Non-degree seeking graduates achieved slightly lower than degree seeking graduates with success ranges of 87.6% to 94.8% and an average of 91.3%. The stasis ranges were from 1.1%

to 3.3%, with 2.3% as an average. The attrition ranges were 1.1% to 6.1%, with an average of 3.4%. The no grades ranged from .3% to 4.8% with a 2.9% average. Graph K shows the minimal discrepancies in the performance of degree seeking versus non-degree seeking graduate students based on grade distribution trends.

Graph K





## SECTION III: RECOMMENDATIONS

The plethora of data in the SLPM charts and graphs can be synthesized, analyzed, and reported in a variety of ways. Information contained in this report has been narrowed to show areas where data differentiates academic success levels among sub-cohorts and to provide a snapshot of the institution-wide success of ESU students. Based on the overall data analysis, the institution-wide student learning successes far outweighed the non-successes. Areas identified for improvement were identifying students' intentions, retention, levels of learning successes, exceptions admitted students, communication with non-returners, and graduate students' duration of attendance.

### Identifying Students' Intentions

One discovery, when formulating connections between sub-cohort type and learning progress, was the inability to identify student's educational intentions beyond those of degree-seeking statuses. A critical retention assessment piece is determining if the institution has failed to provide students' expected educational outcomes and without knowing students intentions the persistence data is biased. Knowing the educational goals for part-timers and non-degree seekers provides more depth in understanding sub-population retention rates, transfer rates, and stopout rates. We should identify all students' intentions prior to their first semester of attendance, then again at key times throughout their educational journeys. Benefits include directing services and resources to assist students in fulfilling their educational goals and determining the percentages of retention and transfer rates actually attributable to ineffective student learning.

### Retention

Retention plays a key role in the financial well-being of the institution and tracking the retention rates of all student types is essential, as retaining students at ESU regardless of classification or status generates revenue. Tracking all student retention is also important in institutional planning, and can lead to efficiencies in faculty expenditures and curriculum planning. The retention component of the SLMP model tracked degree-seeking undergraduates; however tracking for the exceptions admits sub-cohorts provided additional retention data. To measure retention for the other sub-cohorts (non-degree seeking undergraduates, degree-seeking and non-degree seeking graduate students), the annual enrollments section of the Successful Learning Rate data provided the percentage of change in enrollments from year-to-year. These aren't typical retention rates per se as they account for the number of students who enroll across each academic year, allowing for calculating sub-cohort enrollment percentage rate changes. It is these percentages (trend lines) that paint a picture of how each sub-cohort navigated their education and the length of time they attended in years.

The first-to-second year retention rates for all first-time degree-seeking undergraduates (includes freshmen and transfers) varied between 67% and 80%, with an average annual rate of 75%. However if we decrease the number of exceptions admit students who matriculate, this rate would naturally progress upward. If we become more intentional in our advising and matching student preparation levels with appropriate academic rigor in year one, our rates should also improve. Actually, with these changes, our retention rates should show less annual variability by reducing attrition resulting from academic incompatibility. However, there are deeper problems with the first-to-second year retention for three other sub-cohorts, the

exceptions admitted students, non-degree seeking undergraduates and non-degree seeking graduate students. These three groups experience much lower retention rates and pose additional challenges to improving overall retention rates. Targeting services to improve the success of these groups are addressed later in this section.

The second-to-third year retention rate trend lines showed major decreases across all three undergraduate sub-cohorts, necessitating a more granular analysis of each. Improving second-to-third year retention should be a priority. Identifying the characteristics of these students who do not persist to year three is critical to aligning services, resources, and institutional planning. Directed questions should include: How are these students navigating the curriculum? What type of advising have they received? What courses were they enrolled in/successful in? What are their grade point averages? What were their prior academic preparation levels? What changed from year one to year two that resulted in their departure? Framing the issue from multiple perspectives and mining the variable data is an area where additional discovery would be beneficial. We can make assumptions as to why attrition is occurring, but we need to find out definitively what factors are common among non-returners. This is where the SLPM shows us direction for further inquiry, but does not provide enough support data to inform change.

#### Levels of Learning Successes

Students categorized as non-degree seeking did not perform as well academically as their degree seeking counterparts. The data showed that non-degree seeking undergraduate students performed well in year one, actually better than their degree-seeking counterparts; however their productivity declined significantly in years two and beyond. This also held true for graduate students, as those on a degree-seeking pathway accomplished more each year and performed better over time than non-degree seeking students. We must do a better job at getting these students connected to a curriculum that is motivating and meets their career plans. One way to accomplish curriculum connectivity is to implement curriculum in career and major exploration, including appreciative advising components. Also, assisting non-degree seeking students' transition to degree-seeking statuses will enhance academic successes for this group.

#### Exceptions Admittance of Underprepared Students

We must become more intentional in how we determine which students to exceptions admit. The data shows exceptions admitted students persisting to year three, and experiencing academic success comparable with their undergraduate student cohort. However, we lose a high percentage of these students before they get to year three, which affects our retention and graduation rates. We are doing some of these students an injustice by admitting them, especially if they are incurring debt to attend, and subsequently are unsuccessful. Our students and institution both benefit by being more intentional and informed in our exceptions admittance decisions.

#### Communication with Non-Returners

Efforts must be made to remain in contact with our non-returning students, as we now know that some of them are transferring or intermittent. We should engage those students who transfer to two-year institutions and re-recruit them to complete four year degrees at ESU. We must continue communicating with those students who are intermittent, while providing services

to assist them in returning in subsequent semesters to continue their studies. We can use the clearinghouse to keep these students on our radar screen.

#### Graduate Students' Duration of Attendance

The time to degree completion for graduate students and the number of years of attendance appears to be longer than normal. These students were highly successful in completing their courses in their first two years of attendance; however sufficient percentages of these sub-cohorts returned for years three and four. The trends showed that after year two the course completion and success rates declined significantly. We may want to look at our curriculum (course sequences) and advising, in addition to offering accelerated degree programs.

#### In Summary

There is an abundance of direct evidence showing that institution-wide ESU was very successful at providing its students with high quality instruction while meeting their educational goals. While it is important to focus on weaknesses to improve institutional effectiveness, it is also fitting to use the findings from this project to articulate our overall successes as an institution and to recognize the contributions of our faculty, staff, and administrators in these efforts.

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Appendix A  
Fixed Decision Rules for Emporia State University

Student Learning Progress Model  
for Student Status Determination

**COHORT SELECTION CRITERION:** A student is placed in a master cohort/sub-cohort(s) and tracked forward for seven years from that point. UGRAD: The sole selection criterion each fall semester is the student is enrolling at ESU for the first time as an undergraduate. GRAD: Initial selection is based on the first time (term and year) any student enrolls in an ESU 700+ level course. Separate cohorts are identified each Fall semester and also include those students who enrolled for the first time in the previous summer session. Undergraduates who graduate and then attend as graduate students during the seven year tracking time frame are tracked in two separate cohorts; one when they enrolled as first-time undergraduates and another when they began study for the first-time as graduate students.

**RULE #1: Course Completion (Tables 4, 4.1, 4.2, 4.3, 4.4, Tables 5, 5a, 5b, 5c, 5d):** Any successful grade for either undergraduate or graduate status (A, A-, B+, B, B-, C+, C, D, S, or P) earned are considered to represent goal learning progress and some level of ‘value-added’ by the university. Only those courses for which credit hours can be earned were included for the GOAL PROGRESS analyses.

**RULE #2: Graduated (Tables 2.2, 2.7, Tables 3):** All degree-seeking students who receive an award (degree or certificate) at or above the level of their initial declared intent are considered to have met their learning goal. Non-degree seekers who change their mind and earn any award are also considered to have met their learning goal. (See Rule #10) –GOAL MET

**RULE #3: Interim Award:** This rule is not applicable to ESU, as Interim Awards are not part of the degree or certificate program.

**RULE #4a: Transferred Out—(Table 2.4):** All students who transfer out (degree or certificate) and are admitted and enroll at another college/university are considered to have made ESU-assisted progress to the extent the student has earned successful grades. –GOAL PROGRESS

**RULE #4b: Transferred Out—(Table 3):** All students who transfer out before earning a ESU degree and are admitted and enroll at another college/university are considered to have made ESU-assisted progress to the extent the student has earned successful grades. –GOAL PROGRESS

**RULE #5: Tracking Student Behavior/Performance - (Table 3):** It is assumed student behavior and academic course performance are directly attributable to the student’s underlying intent. Goal progress/attainment is reflected in such behavior—GOAL PROGRESS

**RULE #6: Non Transfers – (Table 3):** All students who neither earned an award nor transferred are considered Non Transfers and are classified into “Goal Progress Levels” dependent upon degree seeking status and course completion criteria (See Rule #10)

**RULE #7: No Return after Year 1 (Dropouts)—(Table 3):** All degree seeking students who enroll for the initial year only (and do not return within the tracking life cycle) and neither receive a degree at this institution nor transfer to another institution are considered to have not met their goal—GOAL NOT MET.

**RULE #8: Intermittent (Stopouts) – (Tables 2.5 and 2.7):** All students who attend at least one but less than all terms are considered Intermittent for any term preceding a re-enrollment status within the tracking period. At the seven year point, no students will be classified as intermittent as subsequent term data is not considered.

**RULE #9: Absent Pre-Transfer – (Table 2):** All students who attend at least one but less than all terms are considered Absent Pre-Transfer for any term preceding a transfer to another institution within the tracking period. At the decade point, no students will be classified as absent pre-transfer as subsequent term data is not considered. Any student who can be classified as both absent pre-transfer and intermittent will be given the status of intermittent.

**Rule #10: Levels of Goal Progress – (Table 3, Tables 4, 4.1, 4.2, 4.3, 4.4, and Tables 5, 5a, 5b, 5c, 5d):** It is considered all students are making levels of learning progress toward their goal to the extent they are earning “Success” grades in their courses. It is further considered grades issued symbolize the extent to which each student has demonstrated mastery of the expected academic learning outcomes the instructor has identified to the student and assessed through student performance throughout the term.

The Model distinguishes between levels of Successful Learning Progress ranges (based on the number of courses taken with “success” grades. For Undergraduate students: 0-24% = No Progress to Minimal Progress; 25-49% = Minimal to Moderate Progress; 50-74% = Moderate to Substantial Progress; and 75-100% = Substantial Progress to Progress with Distinction. For Graduate Students: 0-69% = No Progress to Minimal Progress; 70-79% = Minimal to Moderate Progress; 80-80% = Moderate to Substantial Progress; and 90-100% = Substantial Progress to Progress with Distinction.

## Appendix B Terms and Definitions

### Exceptions Admitted Students

To grant some leeway in KBOR qualified admissions standards, ESU is allowed to admit up to 10% of its total incoming freshman class with less than the stated standards of either a 21 ACT composite score, a top 50% graduating class rank, or a 2.0 GPA based on a college bound core course curriculum.

### Emporia State University (ESU)

ESU is considered a moderately selective Masters I level institution located in a rural setting in the state of Kansas. It is also known as a regional-comprehensive institution with four colleges named the School of Business, the College of Liberal Arts & Sciences, the Teachers College, and the School of Library & Information Sciences.

### Kansas Board of Regents (KBOR)

The KBOR is the official legislative body of higher education in the state of Kansas which has oversight for ESU.

### Qualified Admissions Standards

The KBOR sets admissions standards for all 4-year public higher education institutions in the state of Kansas

### Sub-cohort Distinctions

In addition to tracking the student learning progress of degree seeking undergraduates as per model design, ESU tracks five distinct sub-cohorts for the majority of the goal parameters. These five sub-cohorts are degree-seeking undergraduates, non-degree seeking undergraduates, exceptions admitted undergraduates (exceptions admits), degree-seeking graduate students, and non-degree seeking graduate students. It should be noted that these groups are represented by both full-time and part-time enrolled students.

### Summative Findings

The SLPM affords the ability to analyze student learning progress from a granular perspective to comparing annual cohorts and sub-cohorts to reporting averages across multiple years of cohorts. For this report, some of the findings are reported in a summative fashion where the annual sub-cohorts are averaged across the student learning progress parameters. This analysis identifies the strengths and weaknesses for each of these sub-cohorts types and creates awareness of how each navigates their educational journeys over time. It provides decision making data informing advising, admissions, curricular sequences, and support services specific to subpopulation needs. It also provides direction for understanding how sub-cohorts may differ in how they navigate their educational experiences.



Appendix C  
Table 1  
Cohort Characteristics – Fall 2004

			FALL 2004					
			Degree Seeking		Non-Degree Seeking		Total	
			Head CT	% Total	Head CT	% Total	Head CT	% Total
All First-Time Student Cohort Total			1386	89.4%	165	10.6%	1551	100.0%
First-Time Undergraduates Total			897	57.8%	66	4.3%	963	62.1%
First-Time Graduates Total			180	11.6%	94	6.1%	274	17.7%
First-Time Transfers			309	19.9%	5	0.3%	314	20.2%
by Class Standing								
1	Freshman		765	55.2%		0.0%	765	49.3%
2	Sophomore		164	11.8%		0.0%	164	10.6%
3	Junior		211	15.2%		0.0%	211	13.6%
4	Senior		38	2.7%		0.0%	38	2.5%
5	Graduate		205	14.8%		0.0%	205	13.2%
6	Non-Degree UG			0.0%	70	42.4%	70	4.5%
7	Non-Degree GR			0.0%	95	57.6%	95	6.1%
8	Eds/PhD		3	0.2%		0.0%	3	0.2%
by Class Load								
1	UG Full-Time (>11 credit hours)		1099	99.1%	10	0.9%	1109	71.5%
2	UG Part-Time (<12 credit hours)		79	88.8%	10	11.2%	89	5.7%
3	GR Full-Time (>8 credit hours)		58	89.2%	7	10.8%	65	4.2%
4	GR Part-Time (<9 credit hours)		147	62.6%	88	37.4%	235	15.2%
By Age								
1	17-under		1	0.1%	0	0.0%	1	0.1%
2	18		380	27.4%	12	7.3%	392	25.3%
3	19		291	21.0%	9	5.5%	300	19.3%
4	20-24		489	35.3%	40	24.2%	529	34.1%
5	25-29		104	7.5%	19	11.5%	123	7.9%
6	30-39		67	4.8%	28	17.0%	95	6.1%
7	40-49		40	2.9%	25	15.2%	65	4.2%
8	50-59		11	0.8%	23	13.9%	34	2.2%
9	60-over		2	0.14%	6	3.64%	8	0.52%
10	Unknown		1	0.07%	3	1.82%	4	0.26%
N			1386		165		1551	
Mean			22		34		23	
Median			20		40		21	
by Sex								
0	Female		866	89.0%	107	11.0%	973	100.0%
1	Male		520	90.0%	58	10.0%	578	100.0%
by Ethnicity								
1	White	Banner_CD 1	1149	93.0%	87	7.0%	1236	79.7%
2	Black or African American	2	68	100.0%	0	0.0%	68	4.4%
3	Hispanics (of any Race)	3	64	97.0%	2	3.0%	66	4.3%
4	Asian/Pacific Island (inactive)	4	15	93.8%	1	6.3%	16	1.0%
5	American Indian/Alaska Native	5	13	92.9%	1	7.1%	14	0.9%
6	Race and Ethnicity unknown	6	43	44.3%	54	55.7%	97	6.3%
7	Non-Resident Alien	7	34	63.0%	20	37.0%	54	3.5%
8	Asian	4A					0	0.0%
9	Native Hawaiian/Pacific Island	4I					0	0.0%
10	Two or more Races	9					0	0.0%
			1386		165		1551	

High School GPA							
0	1.4-less	0	0.00%	0	0.0%	0	0.00%
1	1.5-1.9	11	0.79%	0	0.0%	11	0.71%
2	2.0-2.3	42	3.03%	2	1.2%	44	2.84%
3	2.4-2.9	177	12.77%	4	2.4%	181	11.67%
4	3.0-3.4	230	16.59%	0	0.0%	230	14.83%
5	3.5-3.9	232	16.74%	0	0.0%	232	14.96%
6	4.0+	24	1.73%	0	0.0%	24	1.55%
7	Unknown	670	48.34%	159	96.4%	829	53.45%
N		1386		165		1551	
Mean		3.203		2.464		3.203	
Median		3.22		2.485		3.22	
High School Ranks							
0	Top 10%		0.0%		0.0%	0	0.0%
1	11-25%		0.0%		0.0%	0	0.0%
2	26-50%		0.0%		0.0%	0	0.0%
3	50%-lower		0.0%		0.0%	0	0.0%
4	Unknown	1386	100.0%	165	100.0%	1551	100.0%
ACT Composite Score		839	21.60	239	20.00	1078	21.56
Terms Attended (Includes Summer, Fall, Spring)							
	1	170	65.9%	88	34.1%	258	100.0%
	2	230	89.1%	44	17.1%	274	106.2%
	3	58	22.5%	7	2.7%	65	25.2%
	4	100	38.8%	7	2.7%	107	41.5%
	5	101	39.1%	4	1.6%	105	40.7%
	6	97	37.6%	4	1.6%	101	39.1%
	7	102	39.5%	1	0.4%	103	39.9%
	8	111	43.0%	1	0.4%	112	43.4%
	9	125	48.4%	1	0.4%	126	48.8%
	10	100	38.8%	3	1.2%	103	39.9%
	11	62	24.0%	1	0.4%	63	24.4%
	12	39	15.1%	2	0.8%	41	15.9%
	13	35	13.6%	1	0.4%	36	14.0%
	14	22	8.5%	1	0.4%	23	8.9%
	15	14	5.4%	0	0.0%	14	5.4%
	16	9	3.5%	0	0.0%	9	3.5%
	17	5	1.9%	0	0.0%	5	1.9%
	18	4	1.6%	0	0.0%	4	1.6%
	19	2	0.8%	0	0.0%	2	0.8%
	20	0	0.0%	0	0.0%	0	0.0%
	21	0	0.0%	0	0.0%	0	0.0%
	22	0	0.0%	0	0.0%	0	0.0%
	23	0	0.0%	0	0.0%	0	0.0%
	24	0	0.0%	0	0.0%	0	0.0%
	25	0	0.0%	0	0.0%	0	0.0%
N		1386		165		1551	
Mean		6.05		2.32		5.67	
Median		6.00		1.00		5.00	
Min		1		1		1	
Max		19		14		19	
Entry Goal							
0	Bachelor	1177	84.9%		0.0%	1177	75.9%
1	Master	205	14.8%		0.0%	205	13.2%
2	Doctorate	3	0.2%		0.0%	3	0.2%
3	Personal Enrichment		0.0%		0.0%		0.0%
4	Undecided	1	0.1%		0.0%	1	0.1%
5	Other		0.0%		0.0%		0.0%
6	Unknown		0.0%	165	100.0%	165	10.6%
		1386	100.0%	165	100.0%	1551	100.0%

<b>Admission Status</b>							
	Officially Admitted	1159	99.4%	7	0.6%	1166	75.2%
	Not Yet Admitted Degree Seekers					0	0.0%
	True Non-Degree Seeking		0.0%	4	100.0%	4	0.3%
	Not Officially Admitted Other					0	0.0%
	Admitted Under 10% Window	107	97.3%	3	2.7%	110	9.4%
	Unknown	226	59.3%	155	40.7%	381	32.7%
<b>Degree Type Earned</b>							
Root 1	Bachelor						
0	-BA	43	5.8%		0.0%	43	5.6%
1	-BM	1	0.1%		0.0%	1	0.1%
2	-BS	143	19.2%	6	20.0%	149	19.3%
3	-BFA	29	3.9%	2	6.7%	31	4.0%
4	-BSB	116	15.6%	6	20.0%	122	15.8%
5	-BSE	171	23.0%	8	26.7%	179	23.2%
6	-BSM	0	0.0%		0.0%	0	0.0%
7	-BIS	25	3.4%	1	3.3%	26	3.4%
8	-BME	2	0.3%		0.0%	2	0.3%
9	-BSN	26	3.5%	2	6.7%	28	3.6%
	<b>Bachelor Total</b>	<b>556</b>	<b>74.8%</b>	<b>25</b>	<b>83.3%</b>	<b>581</b>	<b>75.2%</b>
Root 2	Master						
0	-MS	121	16.3%	4	13.3%	125	16.2%
1	-MLS	22	3.0%		0.0%	22	2.8%
2	-EDS	4	0.5%		0.0%	4	0.5%
3	-MLM	1	0.1%		0.0%	1	0.1%
4	-MA	9	1.2%	1	3.3%	10	1.3%
5	-MAT	1	0.1%		0.0%	1	0.1%
6	-MM	1	0.1%		0.0%	1	0.1%
7	-MBA	25	3.4%		0.0%	25	3.2%
8	-MAI	0	0.0%		0.0%	0	0.0%
9	-CRT	1	0.1%		0.0%	1	0.1%
	<b>Master Total</b>	<b>185</b>	<b>24.9%</b>	<b>5</b>	<b>16.7%</b>	<b>190</b>	<b>24.6%</b>
Root 3	Doctorate						
0	-PHD	2	0.3%	0	0.0%	2	0.3%
	<b>Doctorate Total</b>	<b>2</b>	<b>0.3%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>0.3%</b>
<b>Total Degrees Earned</b>		<b>743</b>	<b>100.0%</b>	<b>30</b>	<b>100.0%</b>	<b>773</b>	<b>100.0%</b>
Percentage of Cohort Earning Degrees			<b>54%</b>		<b>18%</b>		

Table 1 (continued)  
Cohort Characteristics – Fall 2005

			FALL 2005					
			Degree Seeking		Non-Degree Seeking		Total	
			Head CT	% Total	Head CT	% Total	Head CT	% Total
<b>All First-Time Student Cohort Total</b>			1320	87.1%	196	12.9%	1516	100.0%
First-Time Undergraduates Total			830	54.7%	90	5.9%	920	60.7%
First-Time Graduates Total			194	12.8%	102	6.7%	296	19.5%
First-Time Transfers			296	19.5%	4	0.3%	300	19.8%
<b>by Class Standing</b>								
1	Freshman		765	50.5%		0.0%	765	50.5%
2	Sophomore		141	9.3%		0.0%	141	9.3%
3	Junior		184	12.1%		0.0%	184	12.1%
4	Senior		30	2.0%		0.0%	30	2.0%
5	Graduate		198	13.1%		0.0%	198	13.1%
6	Non-Degree UG			0.0%	90	5.9%	90	5.9%
7	Non-Degree GR			0.0%	106	7.0%	106	7.0%
8	Eds/PhD		2	0.1%		0.0%	2	0.1%
<b>by Class Load</b>								
1	UG Full-Time (>11 credit hours)		1067	98.7%	14	1.3%	1081	71.3%
2	UG Part-Time (<12 credit hours)		53	41.1%	76	58.9%	129	8.5%
3	GR Full-Time (>8 credit hours)		61	92.4%	5	7.6%	66	4.4%
4	GR Part-Time (<9 credit hours)		139	57.9%	101	42.1%	240	15.8%
<b>By Age</b>								
1	17-under		0	0.0%	0	0.0%	0	0.0%
2	18		238	18.0%	138	70.4%	376	24.8%
3	19		311	23.6%	25	12.8%	336	22.2%
4	20-24		469	35.5%	1	0.5%	470	31.0%
5	25-29		116	8.8%	4	2.0%	120	7.9%
6	30-39		85	6.4%	8	4.1%	93	6.1%
7	40-49		54	4.1%	11	5.6%	65	4.3%
8	50-59		33	2.5%	5	2.6%	38	2.5%
9	60-over		13	1.0%	1	0.5%	14	0.9%
10	Unknown		1	0.1%	3	1.5%	4	0.3%
N			1320		196		1516	
Mean			23		23		23	
Median			19		18		20	
<b>by Sex</b>								
0	Female		826	86.9%	124	13.1%	950	100.0%
1	Male		494	87.3%	72	12.7%	566	100.0%
<b>by Ethnicity</b>								
		Banner_CD						
1	White	1	1085	91.8%	97	8.2%	1182	78.0%
2	Black or African American	2	66	95.7%	3	4.3%	69	4.6%
3	Hispanics (of any Race)	3	60	92.3%	5	7.7%	65	4.3%
4	Asian/Pacific Island (inactive)	4	10	100.0%	0	0.0%	10	0.7%
5	American Indian/Alaska Native	5	34	49.3%	35	50.7%	69	4.6%
6	Race and Ethnicity unknown	6	65	53.7%	56	46.3%	121	8.0%
7	Non-Resident Alien	7					0	0.0%
8	Asian Native Hawaiian/Pacific Island	4A					0	0.0%
9	Island	4I					0	0.0%
10	Two or more Races	9					0	0.0%
			1320		196		1516	

High School GPA							
0	1.4-less	1	0.08%	0	0.0%	1	0.07%
1	1.5-1.9	14	1.06%	0	0.0%	14	0.92%
2	2.0-2.3	47	3.56%	0	0.0%	47	3.10%
3	2.4-2.9	136	10.30%	3	1.5%	139	9.17%
4	3.0-3.4	213	16.14%	0	0.0%	213	14.05%
5	3.5-3.9	244	18.48%	1	0.5%	245	16.16%
6	4.0+	19	1.44%	0	0.0%	19	1.25%
7	Unknown	646	48.94%	192	98.0%	838	55.28%
N		1320		196		1516	
Mean		3.23		2.82		3.23	
Median		3.32		2.61		3.32	
High School Ranks							
0	Top 10%		0.0%		0.0%	0	0.0%
1	11-25%		0.0%		0.0%	0	0.0%
2	26-50%		0.0%		0.0%	0	0.0%
3	50%-lower		0.0%		0.0%	0	0.0%
4	Unknown	1320	100.0%	196	100.0%	1516	100.0%
ACT Composite Score		655	21.66	18	20.66	850	21.5
Terms Attended (Includes Summer, Fall, Spring)							
	1	118	60.2%	78	39.8%	196	100.0%
	2	160	81.6%	45	23.0%	205	104.6%
	3	76	38.8%	10	5.1%	86	43.9%
	4	106	54.1%	4	2.0%	110	56.1%
	5	92	46.9%	4	2.0%	96	49.0%
	6	113	57.7%	9	4.6%	122	62.2%
	7	100	51.0%	11	5.6%	111	56.6%
	8	143	73.0%	12	6.1%	155	79.1%
	9	118	60.2%	5	2.6%	123	62.8%
	10	104	53.1%	3	1.5%	107	54.6%
	11	71	36.2%	4	2.0%	75	38.3%
	12	43	21.9%	2	1.0%	45	23.0%
	13	32	16.3%	4	2.0%	36	18.4%
	14	24	12.2%	1	0.5%	25	12.8%
	15	13	6.6%	2	1.0%	15	7.7%
	16	5	2.6%	1	0.5%	6	3.1%
	17	2	1.0%	1	0.5%	3	1.5%
	18	0	0.0%	0	0.0%	0	0.0%
	19	0	0.0%	0	0.0%	0	0.0%
	20	0	0.0%	0	0.0%	0	0.0%
	21	0	0.0%	0	0.0%	0	0.0%
	22	0	0.0%	0	0.0%	0	0.0%
	23	0	0.0%	0	0.0%	0	0.0%
	24	0	0.0%	0	0.0%	0	0.0%
	25	0	0.0%	0	0.0%	0	0.0%
N		1320		196		1516	
Mean		6.46		3.68		6.11	
Median		6.00		2.00		6.00	
Min		1		1		1	
Max		17		17		17	
Entry Goal							
0	Bachelor	1120	84.8%		0.0%	1120	73.9%
1	Master	198	15.0%		0.0%	198	13.1%
2	Doctorate	2	0.2%		0.0%	2	0.1%
3	Personal Enrichment		0.0%		0.0%	0	0.0%
4	Undecided		0.0%		0.0%	0	0.0%
5	Other		0.0%		0.0%	0	0.0%
6	Unknown		0.0%	196	100.0%	196	12.9%
		1320	100.0%	196	100.0%	1516	100.0%

<b>Admission Status</b>							
	Officially Admitted	1100	98.8%	13	1.2%	1113	73.4%
	Not Yet Admitted Degree Seekers					0	0.0%
	True Non-Degree Seeking					0	0.0%
	Not Officially Admitted Other					0	0.0%
	Admitted Under 10% Window	106	98.1%	2	1.9%	108	7.1%
	Unknown	220	54.6%	183	45.4%	403	26.6%
<b>Degree Type Earned</b>							
Root 1	Bachelor						
0	-BA	56	7.8%	1	2.1%	57	7.5%
1	-BM	0	0.0%		0.0%	0	0.0%
2	-BS	134	18.7%	10	21.3%	144	18.8%
3	-BFA	32	4.5%	2	4.3%	34	4.4%
4	-BSB	107	14.9%	2	4.3%	109	14.2%
5	-BSE	177	24.7%	2	4.3%	179	23.4%
6	-BSM	0	0.0%		0.0%	0	0.0%
7	-BIS	19	2.6%		0.0%	19	2.5%
8	-BME	2	0.3%		0.0%	2	0.3%
9	-BSN	25	3.5%		0.0%	25	3.3%
	<b>Bachelor Total</b>	<b>552</b>	<b>76.9%</b>	<b>17</b>	<b>36.2%</b>	<b>569</b>	<b>74.4%</b>
Root 2	Master						
0	-MS	95	13.2%	25	53.2%	120	15.7%
1	-MLS	30	4.2%	1	2.1%	31	4.1%
2	-EDS	5	0.7%		0.0%	5	0.7%
3	-MLM	0	0.0%		0.0%	0	0.0%
4	-MA	13	1.8%		0.0%	13	1.7%
5	-MAT	2	0.3%		0.0%	2	0.3%
6	-MM	3	0.4%		0.0%	3	0.4%
7	-MBA	15	2.1%	2	4.3%	17	2.2%
8	-MAI	0	0.0%		0.0%	0	0.0%
9	-CRT	2	0.3%	2	4.3%	4	0.5%
	<b>Master Total</b>	<b>165</b>	<b>23.0%</b>	<b>30</b>	<b>63.8%</b>	<b>195</b>	<b>25.5%</b>
Root 3	Doctorate						
0	-PHD	1	0.1%	0	0.0%	1	0.1%
	<b>Doctorate Total</b>	<b>1</b>	<b>0.1%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>0.1%</b>
<b>Total Degrees Earned</b>		<b>718</b>	<b>100.0%</b>	<b>47</b>	<b>100.0%</b>	<b>765</b>	<b>100.0%</b>
Percentage of Cohort Earning Degrees			<b>54%</b>		<b>24%</b>		

Table 1 (continued)  
Cohort Characteristics – Fall 2006

			FALL 2006					
			Degree Seeking		Non-Degree Seeking		Total	
			Head CT	% Total	Head CT	% Total	Head CT	% Total
<b>All First-Time Student Cohort Total</b>			1448	88.9%	181	11.1%	1629	100%
First-Time Undergraduates Total			879	54.0%	106	6.5%	985	60.5%
First-Time Graduates Total			235	14.4%	72	4.4%	307	18.8%
First-Time Transfers			334	20.5%	3	0.2%	337	20.7%
<b>by Class Standing</b>								
1	Freshman		815	50.0%		0.0%	815	50.0%
2	Sophomore		139	8.5%		0.0%	139	8.5%
3	Junior		220	13.5%		0.0%	220	13.5%
4	Senior		27	1.7%		0.0%	27	1.7%
5	Graduate		246	15.1%		0.0%	246	15.1%
6	Non-Degree UG			0.0%	107	6.6%	107	6.6%
7	Non-Degree GR			0.0%	74	4.5%	74	4.5%
8	Eds/PhD		1	0.1%		0.0%	1	0.1%
<b>by Class Load</b>								
1	UG Full-Time (>11 credit hours)		1104	67.8%	56	3.4%	1160	71.2%
2	UG Part-Time (<12 credit hours)		97	6.0%	51	3.1%	148	9.1%
3	GR Full-Time (>8 credit hours)		74	4.5%	2	0.1%	76	4.7%
4	GR Part-Time (<9 credit hours)		173	10.6%	72	4.4%	245	15.0%
<b>By Age</b>								
1	17-under		3	0.2%	1	0.6%	4	0.2%
2	18		364	25.1%	2	1.1%	366	22.5%
3	19		340	23.5%	10	5.5%	350	21.5%
4	20-24		454	31.4%	69	38.1%	523	32.1%
5	25-29		98	6.8%	22	12.2%	120	7.4%
6	30-39		79	5.5%	16	8.8%	95	5.8%
7	40-49		39	2.7%	12	6.6%	51	3.1%
8	50-59		18	1.2%	5	2.8%	23	1.4%
9	60-over		0	0.0%	4	2.2%	4	0.2%
10	Unknown		53	3.7%	40	22.1%	93	5.7%
N			1448		181		1629	
Mean			22		28		23	
Median			20		20		20	
<b>by Sex</b>								
0	Female		925	89.2%	112	10.8%	1037	100.0%
1	Male		523	88.3%	69	11.7%	592	100.0%
<b>by Ethnicity</b>								
		Banner_CD						
1	White	1	1149	94.1%	72	5.9%	1221	75.0%
2	Black or African American	2	57	98.3%	1	1.7%	58	3.6%
3	Hispanics (of any Race)	3	66	93.0%	5	7.0%	71	4.4%
4	Asian/Pacific Island (inactive)	4	14	87.5%	2	12.5%	16	1.0%
5	American Indian/Alaska Native	5	99	60.7%	64	39.3%	163	10.0%
6	Race and Ethnicity unknown	6	63	63.0%	37	37.0%	100	6.1%
7	Non-Resident Alien	7					0	0.0%
8	Asian Native Hawaiian/Pacific Island	4A					0	0.0%
9	Island	4I					0	0.0%
10	Two or more Races	9					0	0.0%
			1448		181		1629	

High School GPA							
0	1.4-less	1	0.07%	0	0.0%	1	0.06%
1	1.5-1.9	17	1.17%	0	0.0%	17	1.04%
2	2.0-2.3	40	2.76%	2	1.1%	42	2.58%
3	2.4-2.9	164	11.33%	1	0.6%	165	10.13%
4	3.0-3.4	240	16.57%	0	0.0%	240	14.73%
5	3.5-3.9	253	17.47%	1	0.6%	254	15.59%
6	4.0+	21	1.45%	0	0.0%	21	1.29%
7	Unknown	712	49.17%	177	97.8%	889	54.57%
		N	1448	181		1629	
		Mean	3.23	2.56		3.23	
		Median	3.29	2.31		3.29	
High School Ranks							
0	Top 10%		0.0%		0.0%	0	0.0%
1	11-25%		0.0%		0.0%	0	0.0%
2	26-50%		0.0%		0.0%	0	0.0%
3	50%-lower		0.0%		0.0%	0	0.0%
4	Unknown	1448	100.0%		0.0%	1448	88.9%
ACT Composite Score		832	21.5	15	20.3	847	21.5
Terms Attended (Includes Summer, Fall, Spring)							
	1	142	63.7%	81	36.3%	223	100.0%
	2	183	82.1%	56	25.1%	239	107.2%
	3	68	30.5%	7	3.1%	75	33.6%
	4	115	51.6%	4	1.8%	119	53.4%
	5	102	45.7%	8	3.6%	110	49.3%
	6	130	58.3%	5	2.2%	135	60.5%
	7	119	53.4%	5	2.2%	124	55.6%
	8	155	69.5%	7	3.1%	162	72.6%
	9	125	56.1%	2	0.9%	127	57.0%
	10	132	59.2%	2	0.9%	134	60.1%
	11	92	41.3%	1	0.4%	93	41.7%
	12	48	21.5%	2	0.9%	50	22.4%
	13	28	12.6%	1	0.4%	29	13.0%
	14	6	2.7%	0	0.0%	6	2.7%
	15	3	1.3%	0	0.0%	3	1.3%
	16	0	0.0%	0	0.0%	0	0.0%
	17	0	0.0%	0	0.0%	0	0.0%
	18	0	0.0%	0	0.0%	0	0.0%
	19	0	0.0%	0	0.0%	0	0.0%
	20	0	0.0%	0	0.0%	0	0.0%
	21	0	0.0%	0	0.0%	0	0.0%
	22	0	0.0%	0	0.0%	0	0.0%
	23	0	0.0%	0	0.0%	0	0.0%
	24	0	0.0%	0	0.0%	0	0.0%
	25	0	0.0%	0	0.0%	0	0.0%
		N	1448	181		1629	
		Mean	6.26	2.64		5.41	
		Median	6.00	2.00		6.00	
		Min	1	1		1	
		Max	15	13		15	
Entry Goal							
0	Bachelor	1201	82.9%	107	59.1%	1308	80.3%
1	Master	246	17.0%	74	40.9%	320	19.6%
2	Doctorate	1	0.1%		0.0%	1	0.1%
3	Personal Enrichment		0.0%		0.0%	0	0.0%
4	Undecided		0.0%		0.0%	0	0.0%
5	Other		0.0%		0.0%	0	0.0%
6	Unknown		0.0%		0.0%	0	0.0%
		1448	100.0%	181	100.0%	1629	100.0%



<b>Admission Status</b>							
	Officially Admitted	1159	99.1%	11	0.9%	1170	71.8%
	Not Yet Admitted Degree Seekers					0	0.0%
	True Non-Degree Seeking					0	0.0%
	Not Officially Admitted Other					0	0.0%
	Admitted Under 10% Window	110	96.5%	4	3.5%	114	7.0%
	Unknown	289	63.0%	170	37.0%	459	28.2%
<b>Degree Type Earned</b>							
Root 1	Bachelor						
0	-BA	29	3.9%		0.0%	29	3.8%
1	-BM	0	0.0%		0.0%	0	0.0%
2	-BS	144	19.2%		0.0%	144	18.8%
3	-BFA	30	4.0%		0.0%	30	3.9%
4	-BSB	106	14.1%	1	7.1%	107	14.0%
5	-BSE	179	23.8%		0.0%	179	23.4%
6	-BSM	0	0.0%		0.0%	0	0.0%
7	-BIS	11	1.5%		0.0%	11	1.4%
8	-BME	2	0.3%		0.0%	2	0.3%
9	-BSN	26	3.5%		0.0%	26	3.4%
	<b>Bachelor Total</b>	<b>527</b>	<b>70.2%</b>	<b>1</b>	<b>7.1%</b>	<b>528</b>	<b>69.0%</b>
Root 2	Master						
0	-MS	142	18.9%	8	57.1%	150	19.6%
1	-MLS	23	3.1%	2	14.3%	25	3.3%
2	-EDS	3	0.4%		0.0%	3	0.4%
3	-MLM		0.0%		0.0%	0	0.0%
4	-MA	17	2.3%		0.0%	17	2.2%
5	-MAT	2	0.3%		0.0%	2	0.3%
6	-MM	3	0.4%		0.0%	3	0.4%
7	-MBA	32	4.3%	2	14.3%	34	4.4%
8	-MAI		0.0%		0.0%	0	0.0%
9	-CRT	2	0.3%	1	7.1%	3	0.4%
	<b>Master Total</b>	<b>224</b>	<b>29.8%</b>	<b>13</b>	<b>92.9%</b>	<b>237</b>	<b>31.0%</b>
Root 3	Doctorate						
0	-PHD	0	0.0%	0	0.0%	0	0.0%
	<b>Doctorate Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total Degrees Earned</b>		<b>751</b>	<b>100.0%</b>	<b>14</b>	<b>100.0%</b>	<b>765</b>	<b>100.0%</b>
Percentage of Cohort Earning Degrees			<b>52%</b>		<b>8%</b>		

Table 1 (continued)  
Cohort Characteristics – Fall 2007

			FALL 2007					
			Degree Seeking		Non-Degree Seeking		Total	
			Head CT	% Total	Head CT	% Total	Head CT	% Total
All First-Time Student Cohort Total			1410	91.4%	133	8.6%	1543	100%
First-Time Undergraduates Total			743	48.2%	64	4.1%	807	52%
First-Time Graduates Total			241	15.6%	69	4.5%	310	20%
First-Time Transfers			426	27.6%	0	0.0%	426	28%
by Class Standing								
1	Freshman		942	61%		0	942	61%
2	Sophomore		114	7%		0.0%	114	7%
3	Junior		91	6%		0.0%	91	6%
4	Senior		22	1%		0.0%	22	1%
5	Graduate		239	15%		0.0%	239	15%
6	Non-Degree UG			0%	64	4.1%	64	4%
7	Non-Degree GR			0%	69	4.5%	69	4%
8	Eds/PhD		2	0%		0.0%	2	0%
by Class Load								
1	UG Full-Time (>11 credit hours)		1090	70.6%	33	2.1%	1123	72.8%
2	UG Part-Time (<12 credit hours)		79	5.1%	31	2.0%	110	7.1%
3	GR Full-Time (>8 credit hours)		73	4.7%	2	0.1%	75	4.9%
4	GR Part-Time (<9 credit hours)		168	10.9%	67	4.3%	235	15.2%
By Age								
1	17-under		13	0.9%	0	0.0%	13	0.8%
2	18		569	40.4%	1	0.8%	570	36.9%
3	19		189	13.4%	7	5.3%	196	12.7%
4	20-24		422	29.9%	41	30.8%	463	30.0%
5	25-29		111	7.9%	24	18.0%	135	8.7%
6	30-39		63	4.5%	21	15.8%	84	5.4%
7	40-49		30	2.1%	15	11.3%	45	2.9%
8	50-59		10	0.7%	11	8.3%	21	1.4%
9	60-over		1	0.1%	11	8.3%	12	0.8%
10	Unknown		2	0.1%	2	1.5%	4	0.3%
N			1410		133		1543	
Mean			22		22		22	
Median			19		19		19	
by Sex								
0	Female		891	90.2%	97	9.8%	988	100.0%
1	Male		519	93.5%	36	6.5%	555	100.0%
by Ethnicity								
		Banner_CD						
1	White	1	1123	96.1%	45	3.9%	1168	75.7%
2	Black or African American	2	70	100.0%	0	0.0%	70	4.5%
3	Hispanics (of any Race)	3	59	95.2%	3	4.8%	62	4.0%
4	Asian/Pacific Island (inactive)	4	9	100.0%	0	0.0%	9	0.6%
5	American Indian/Alaska Native	5	12	80.0%	3	20.0%	15	1.0%
6	Race and Ethnicity unknown	6	64	59.3%	44	40.7%	108	7.0%
7	Non-Resident Alien	7	73	65.8%	38	34.2%	111	7.2%
8	Asian Native Hawaiian/Pacific Island	4A					0	0.0%
9	Island	4I					0	0.0%
10	Two or more Races	9					0	0.0%
			1410		133		1543	

High School GPA							
0	1.4-less	1	0.07%	0	0.0%	1	0.06%
1	1.5-1.9	4	0.28%	0	0.0%	4	0.26%
2	2.0-2.3	24	1.70%	0	0.0%	24	1.56%
3	2.4-2.9	144	10.21%	0	0.0%	144	9.33%
4	3.0-3.4	198	14.04%	0	0.0%	198	12.83%
5	3.5-3.9	228	16.17%	0	0.0%	228	14.78%
6	4.0+	36	2.55%	0	0.0%	36	2.33%
7	Unknown	775	54.96%	133	100.0%	908	58.85%
N		1410		133		1543	
Mean		3.30				3.30	
Median		3.37				3.37	
High School Ranks							
0	Top 10%	4	0.3%		0.0%	4	0.3%
1	11-25%	31	2.2%		0.0%	31	2.0%
2	26-50%	132	9.4%		0.0%	132	8.6%
3	50%-lower	389	27.6%		0.0%	389	25.2%
4	Unknown	854	60.6%	133	100.0%	987	64.0%
ACT Composite Score		558	21.5	8	22	566	21.6
Terms Attended (Includes Summer, Fall, Spring)							
	1	138	75.0%	46	25.0%	184	100.0%
	2	206	112.0%	42	22.8%	248	134.8%
	3	71	38.6%	25	13.6%	96	52.2%
	4	109	59.2%	1	0.5%	110	59.8%
	5	120	65.2%	5	2.7%	125	67.9%
	6	132	71.7%	3	1.6%	135	73.4%
	7	114	62.0%	4	2.2%	118	64.1%
	8	282	153.3%	3	1.6%	285	154.9%
	9	134	72.8%	3	1.6%	137	74.5%
	10	73	39.7%	1	0.5%	74	40.2%
	11	22	12.0%	0	0.0%	22	12.0%
	12	6	3.3%	0	0.0%	6	3.3%
	13	2	1.1%	0	0.0%	2	1.1%
	14	1	0.5%	0	0.0%	1	0.5%
	15	0	0.0%	0	0.0%	0	0.0%
	16	0	0.0%	0	0.0%	0	0.0%
	17	0	0.0%	0	0.0%	0	0.0%
	18	0	0.0%	0	0.0%	0	0.0%
	19	0	0.0%	0	0.0%	0	0.0%
	20	0	0.0%	0	0.0%	0	0.0%
	21	0	0.0%	0	0.0%	0	0.0%
	22	0	0.0%	0	0.0%	0	0.0%
	23	0	0.0%	0	0.0%	0	0.0%
	24	0	0.0%	0	0.0%	0	0.0%
	25	0	0.0%	0	0.0%	0	0.0%
N		1410		133		1543	
Mean		5.63		2.56		5.36	
Median		6.00		2.00		6.00	
Min		1		1		1	
Max		14		10		14	
Entry Goal							
0	Bachelor	1169	82.9%		0.0%	1169	75.8%
1	Master	239	17.0%		0.0%	239	15.5%
2	Doctorate	2	0.1%		0.0%	2	0.1%
3	Personal Enrichment		0.0%		0.0%	0	0.0%
4	Undecided		0.0%		0.0%	0	0.0%
5	Other		0.0%	42	31.6%	42	2.7%
6	Unknown		0.0%	91	68.4%	91	5.9%
		1410	100.0%	133	100.0%	1543	100.0%

<b>Admission Status</b>						
	Officially Admitted	1261	90.5%	133	9.5%	1394 90.3%
	Not Yet Admitted Degree Seekers					0 0.0%
	True Non-Degree Seeking					0 0.0%
	Not Officially Admitted Other					0 0.0%
	Admitted Under 10% Window	149	100.0%		0.0%	149 9.7%
	Unknown					0 0.0%
<b>Degree Type Earned</b>						
Root 1	Bachelor					
0	-BA	21	4.0%		0.0%	21 4.0%
1	-BM	0	0.0%		0.0%	0 0.0%
2	-BS	81	15.4%	3	60.0%	84 15.8%
3	-BFA	22	4.2%		0.0%	22 4.1%
4	-BSB	74	14.1%		0.0%	74 13.9%
5	-BSE	140	26.6%		0.0%	140 26.4%
6	-BSM	0	0.0%		0.0%	0 0.0%
7	-BIS	5	1.0%		0.0%	5 0.9%
8	-BME	1	0.2%		0.0%	1 0.2%
9	-BSN	16	3.0%		0.0%	16 3.0%
	<b>Bachelor Total</b>	<b>360</b>	<b>68.4%</b>	<b>3</b>	<b>60.0%</b>	<b>363 68.4%</b>
Root 2	Master					
0	-MS	111	21.1%	1	20.0%	112 21.1%
1	-MLS	22	4.2%	1	20.0%	23 4.3%
2	-EDS	3	0.6%		0.0%	3 0.6%
3	-MLM	0	0.0%		0.0%	0 0.0%
4	-MA	9	1.7%		0.0%	9 1.7%
5	-MAT	0	0.0%		0.0%	0 0.0%
6	-MM	1	0.2%		0.0%	1 0.2%
7	-MBA	17	3.2%		0.0%	17 3.2%
8	-MAI	0	0.0%		0.0%	0 0.0%
9	-CRT	3	0.6%		0.0%	3 0.6%
	<b>Master Total</b>	<b>166</b>	<b>31.6%</b>	<b>2</b>	<b>40.0%</b>	<b>168 31.6%</b>
Root 3	Doctorate					
0	-PHD	0	0.0%		0.0%	0 0.0%
	<b>Doctorate Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0 0.0%</b>
<b>Total Degrees Earned</b>		<b>526</b>	<b>100.0%</b>	<b>5</b>	<b>100.0%</b>	<b>531 100.0%</b>
Percentage of Cohort Earning Degrees			<b>37%</b>		<b>4%</b>	

Table 1 (continued)  
Cohort Characteristics – Fall 2008

			FALL 2008					
			Degree Seeking		Non-Degree Seeking		Total	
			Head CT	% Total	Head CT	% Total	Head CT	% Total
<b>All First-Time Student Cohort Total</b>			1285	84.9%	229	15.1%	1514	100%
First-Time Undergraduates Total			643	42.5%	73	4.8%	716	47%
First-Time Graduates Total			303	20.0%	156	10.3%	459	30%
First-Time Transfers			339	22.4%	0	0.0%	339	22%
<b>by Class Standing</b>								
1	Freshman		967	64%		0	967	64%
2	Sophomore		1	0%		0.0%	1	0.1%
3	Junior		1	0%		0.0%	1	0.1%
4	Senior		13	1%		0.0%	13	0.9%
5	Graduate		303	20%		0.0%	303	20.0%
6	Non-Degree UG			0%	73	4.8%	73	4.8%
7	Non-Degree GR			0%	156	10.3%	156	10.3%
8	Eds/PhD		0	0%		0.0%	0	0.0%
<b>by Class Load</b>								
1	UG Full-Time (>11 credit hours)		913	60.3%	52	3.4%	965	63.7%
2	UG Part-Time (<12 credit hours)		69	4.6%	21	1.4%	90	5.9%
3	GR Full-Time (>8 credit hours)		235	15.5%	7	0.5%	242	16.0%
4	GR Part-Time (<9 credit hours)		68	4.5%	149	9.8%	217	14.3%
<b>By Age</b>								
1	17-under		13	1.0%	0	0.0%	13	0.9%
2	18		480	37.4%	0	0.0%	480	31.7%
3	19		160	12.5%	6	2.6%	166	11.0%
4	20-24		376	29.3%	63	27.5%	439	29.0%
5	25-29		100	7.8%	35	15.3%	135	8.9%
6	30-39		85	6.6%	47	20.5%	132	8.7%
7	40-49		50	3.9%	36	15.7%	86	5.7%
8	50-59		16	1.2%	22	9.6%	38	2.5%
9	60-over		1	0.1%	13	5.7%	14	0.9%
10	Unknown		4	0.3%	7	3.1%	11	0.7%
N			1285		229		1514	
Mean			22.4		34.5		24.2	
Median			20		20		20	
<b>by Sex</b>								
0	Female		758	81.2%	176	18.8%	934	100.0%
1	Male		527	90.9%	53	9.1%	580	100.0%
<b>by Ethnicity</b>								
		Banner_CD						
1	White	1	983	91.4%	93	8.6%	1076	71.1%
2	Black or African American	2	70	95.9%	3	4.1%	73	4.8%
3	Hispanics (of any Race)	3	69	95.8%	3	4.2%	72	4.8%
4	Asian/Pacific Island (inactive)	4	11	100.0%	0	0.0%	11	0.7%
5	American Indian/Alaska Native	5	2	66.7%	1	33.3%	3	0.2%
6	Race and Ethnicity unknown	6	73	54.5%	61	45.5%	134	8.9%
7	Non-Resident Alien	7	77	53.1%	68	46.9%	145	9.6%
8	Asian Native Hawaiian/Pacific Island	4A					0	0.0%
9	Island	4I					0	0.0%
10	Two or more Races	9					0	0.0%
			1285		229		1514	

High School GPA							
0	1.4-less	0	0.00%		0.0%	0	0.00%
1	1.5-1.9	6	0.47%		0.0%	6	0.40%
2	2.0-2.3	17	1.32%		0.0%	17	1.12%
3	2.4-2.9	119	9.26%		0.0%	119	7.86%
4	3.0-3.4	158	12.30%		0.0%	158	10.44%
5	3.5-3.9	188	14.63%	1	0.4%	189	12.48%
6	4.0+	41	3.19%		0.0%	41	2.71%
7	Unknown	756	58.83%	228	99.6%	984	64.99%
N		1285		229		1514	
Mean		3.64		3.83		3.64	
Median		3.64		3.83		3.64	
High School Ranks							
0	Top 10%	8	0.6%		0.0%	8	0.5%
1	11-25%	31	2.4%		0.0%	31	2.0%
2	26-50%	91	7.1%		0.0%	91	6.0%
3	50%-lower	288	22.4%	1	0.4%	289	19.1%
4	Unknown	867	67.5%	228	99.6%	1095	72.3%
ACT Composite Score		427	21.24	19	22.20	446	21.25
Terms Attended (Includes Summer, Fall, Spring)							
	1	67	41.4%	95	58.6%	162	100.0%
	2	174	107.4%	48	29.6%	222	137.0%
	3	96	59.3%	36	22.2%	132	81.5%
	4	108	66.7%	15	9.3%	123	75.9%
	5	136	84.0%	13	8.0%	149	92.0%
	6	379	234.0%	9	5.6%	388	239.5%
	7	209	129.0%	9	5.6%	218	134.6%
	8	116	71.6%	4	2.5%	120	74.1%
	9		0.0%		0.0%	0	0.0%
	10		0.0%		0.0%	0	0.0%
	11		0.0%		0.0%	0	0.0%
	12		0.0%		0.0%	0	0.0%
	13		0.0%		0.0%	0	0.0%
	14		0.0%		0.0%	0	0.0%
	15		0.0%		0.0%	0	0.0%
	16		0.0%		0.0%	0	0.0%
	17		0.0%		0.0%	0	0.0%
	18		0.0%		0.0%	0	0.0%
	19		0.0%		0.0%	0	0.0%
	20		0.0%		0.0%	0	0.0%
	21		0.0%		0.0%	0	0.0%
	22		0.0%		0.0%	0	0.0%
	23		0.0%		0.0%	0	0.0%
	24		0.0%		0.0%	0	0.0%
	25		0.0%		0.0%	0	0.0%
N		1285		229		1514	
Mean		5.04		2.5		4.66	
Median		5		2		5	
Min		1		1		1	
Max		8		8		8	
Entry Goal							
0	Bachelor	982	76.4%		0.0%	982	64.9%
1	Master	221	17.2%		0.0%	221	14.6%
2	Doctorate		0.0%		0.0%	0	0.0%
3	Personal Enrichment		0.0%		0.0%	0	0.0%
4	Undecided		0.0%		0.0%	0	0.0%
5	Other	82	6.4%	106	46.3%	188	12.4%
6	Unknown		0.0%	123	53.7%	123	8.1%
		1285	100.0%	229	100.0%	1514	100.0%

<b>Admission Status</b>						
	Officially Admitted	910	79.9%	229	20.1%	1139 75.2%
	Not Yet Admitted Degree Seekers					0 0.0%
	True Non-Degree Seeking					0 0.0%
	Not Officially Admitted Other					0 0.0%
	Admitted Under 10% Window	111	100.0%		0.0%	111 7.3%
	Unknown	375	100.0%		0.0%	375 24.8%
<b>Degree Type Earned</b>						
Root 1	Bachelor					
0	-BA	11	3.1%		0.0%	11 3.0%
1	-BM	1	0.3%		0.0%	1 0.3%
2	-BS	36	10.1%	4	26.7%	40 10.8%
3	-BFA	3	0.8%	1	6.7%	4 1.1%
4	-BSB	40	11.3%		0.0%	40 10.8%
5	-BSE	75	21.1%		0.0%	75 20.3%
6	-BSM	0	0.0%		0.0%	0 0.0%
7	-BIS	3	0.8%		0.0%	3 0.8%
8	-BME	1	0.3%		0.0%	1 0.3%
9	-BSN	10	2.8%		0.0%	10 2.7%
	<b>Bachelor Total</b>	<b>180</b>	<b>50.7%</b>	<b>5</b>	<b>33.3%</b>	<b>185 50.0%</b>
Root 2	Master					
0	-MS	104	29.3%	7	46.7%	111 30.0%
1	-MLS	44	12.4%		0.0%	44 11.9%
2	-EDS	3	0.8%	1	6.7%	4 1.1%
3	-MLM	0	0.0%		0.0%	0 0.0%
4	-MA	5	1.4%	2	13.3%	7 1.9%
5	-MAT	0	0.0%		0.0%	0 0.0%
6	-MM	2	0.6%		0.0%	2 0.5%
7	-MBA	15	4.2%		0.0%	15 4.1%
8	-MAI	0	0.0%		0.0%	0 0.0%
9	-CRT	2	0.6%		0.0%	2 0.5%
	<b>Master Total</b>	<b>175</b>	<b>49.3%</b>	<b>10</b>	<b>66.7%</b>	<b>185 50.0%</b>
Root 3	Doctorate					
0	-PHD		0.0%		0.0%	0 0.0%
	<b>Doctorate Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0 0.0%</b>
<b>Total Degrees Earned</b>		<b>355</b>	<b>100.0%</b>	<b>15</b>	<b>100.0%</b>	<b>370 100.0%</b>
Percentage of Cohort Earning Degrees			<b>28%</b>		<b>7%</b>	

Table 1 (continued)  
Cohort Characteristics – Fall 2009

			FALL 2009					
			Degree Seeking		Non-Degree Seeking		Total	
			Head CT	% Total	Head CT	% Total	Head CT	% Total
<b>All First-Time Student Cohort Total</b>			1326	87.9%	182	12.1%	1508	100%
First-Time Undergraduates Total			636	42.2%	88	5.8%	724	48%
First-Time Graduates Total			307	20.4%	94	6.2%	401	27%
First-Time Transfers			383	25.4%	0	0.0%	383	25%
<b>by Class Standing</b>								
1	Freshman		1009	67%		0	1009	67%
2	Sophomore		1	0%		0.0%	1	0%
3	Junior		1	0%		0.0%	1	0%
4	Senior		8	1%		0.0%	8	1%
5	Graduate		307	20%		0.0%	307	20%
6	Non-Degree UG			0%	88	5.8%	88	6%
7	Non-Degree GR			0%	94	6.2%	94	6%
8	Eds/PhD			0%		0.0%	0	0%
<b>by Class Load</b>								
1	UG Full-Time (>11 credit hours)		939	62.3%	72	4.8%	1011	67.0%
2	UG Part-Time (<12 credit hours)		80	5.3%	16	1.1%	96	6.4%
3	GR Full-Time (>8 credit hours)		75	5.0%	9	0.6%	84	5.6%
4	GR Part-Time (<9 credit hours)		232	15.4%	85	5.6%	317	21.0%
<b>By Age</b>								
1	17-under		10	0.8%	0	0.0%	10	0.7%
2	18		478	36.0%	3	1.6%	481	31.9%
3	19		166	12.5%	2	1.1%	168	11.1%
4	20-24		383	28.9%	85	46.7%	468	31.0%
5	25-29		141	10.6%	23	12.6%	164	10.9%
6	30-39		96	7.2%	25	13.7%	121	8.0%
7	40-49		36	2.7%	23	12.6%	59	3.9%
8	50-59		10	0.8%	9	4.9%	19	1.3%
9	60-over		3	0.2%	10	5.5%	13	0.9%
10	Unknown		3	0.2%	2	1.1%	5	0.3%
N			1326		182		1508	
Mean			22.22		31		23	
Median			20		24		20	
<b>by Sex</b>								
0	Female		839	86.7%	129	13.3%	968	100.0%
1	Male		487	90.2%	53	9.8%	540	100.0%
<b>by Ethnicity</b>								
		Banner_CD						
1	White	1	994	95.2%	50	4.8%	1044	69.2%
2	Black or African American	2	69	95.8%	3	4.2%	72	4.8%
3	Hispanics (of any Race)	3	45	97.8%	1	2.2%	46	3.1%
4	Asian/Pacific Island (inactive)	4	2	100.0%	0	0.0%	2	0.1%
5	American Indian/Alaska Native	5	10	90.9%	1	9.1%	11	0.7%
6	Race and Ethnicity unknown	6	56	56.6%	43	43.4%	99	6.6%
7	Non-Resident Alien	7	90	51.7%	84	48.3%	174	11.5%
8	Asian	4A	9	100.0%		0.0%	9	0.6%
9	Native Hawaiian/Pacific Island	4I	10	100.0%		0.0%	10	0.7%
10	Two or more Races	9	41	100.0%		0.0%	41	2.7%
			1326		182		1508	



High School GPA							
0	1.4-less	1	0.08%	0.0%	1	0.07%	
1	1.5-1.9	4	0.30%	0.0%	4	0.27%	
2	2.0-2.3	40	3.02%	0.0%	40	2.65%	
3	2.4-2.9	96	7.24%	1	0.5%	97	6.43%
4	3.0-3.4	164	12.37%	0.0%	164	10.88%	
5	3.5-3.9	196	14.78%	2	1.1%	198	13.13%
6	4.0+	34	2.56%	0.0%	34	2.25%	
7	Unknown	791	59.65%	179	98.4%	970	64.32%
N		1326		182		1508	
Mean		3.29		3.32		3.29	
Median		3.35		3.5		3.36	
High School Ranks							
0	Top 10%	10	0.8%	0.0%	10	0.7%	
1	11-25%	46	3.5%	0.0%	46	3.1%	
2	26-50%	93	7.0%	0.0%	93	6.2%	
3	50%-lower	312	23.5%	2	1.1%	314	20.8%
4	Unknown	865	65.2%	180	98.9%	1045	69.3%
ACT Composite Score		576	21.93	10	22.2	586	21.90
Terms Attended (Includes Summer, Fall, Spring)							
	1	86	50.9%	83	49.1%	169	100.0%
	2	170	100.6%	38	22.5%	208	123.1%
	3	97	57.4%	31	18.3%	128	75.7%
	4	632	374.0%	16	9.5%	648	383.4%
	5	341	201.8%	14	8.3%	355	210.1%
	6		0.0%		0.0%	0	0.0%
	7		0.0%		0.0%	0	0.0%
	8		0.0%		0.0%	0	0.0%
	9		0.0%		0.0%	0	0.0%
	10		0.0%		0.0%	0	0.0%
	11		0.0%		0.0%	0	0.0%
	12		0.0%		0.0%	0	0.0%
	13		0.0%		0.0%	0	0.0%
	14		0.0%		0.0%	0	0.0%
	15		0.0%		0.0%	0	0.0%
	16		0.0%		0.0%	0	0.0%
	17		0.0%		0.0%	0	0.0%
	18		0.0%		0.0%	0	0.0%
	19		0.0%		0.0%	0	0.0%
	20		0.0%		0.0%	0	0.0%
	21		0.0%		0.0%	0	0.0%
	22		0.0%		0.0%	0	0.0%
	23		0.0%		0.0%	0	0.0%
	24		0.0%		0.0%	0	0.0%
	25		0.0%		0.0%	0	0.0%
N		1326		182		1508	
Mean		3.73		2.12		3.54	
Median		4		2		4	
Min		1		1		1	
Max		5		5		5	
Entry Goal							
0	Bachelor	1019	76.8%	0.0%	1019	67.6%	
1	Master	307	23.2%	0.0%	307	20.4%	
2	Doctorate		0.0%	0.0%	0	0.0%	
3	Personal Enrichment		0.0%	0.0%	0	0.0%	
4	Undecided		0.0%	0.0%	0	0.0%	
5	Other		0.0%	48	26.4%	48	3.2%
6	Unknown		0.0%	134	73.6%	134	8.9%
		1326	100.0%	182	100.0%	1508	100.0%

<b>Admission Status</b>							
	Officially Admitted	965	84.1%	182	15.9%	1147	76.1%
	Not Yet Admitted Degree Seekers					0	0.0%
	True Non-Degree Seeking					0	0.0%
	Not Officially Admitted Other					0	0.0%
	Admitted Under 10% Window	122	100.0%		0.0%	122	8.1%
	Unknown	361	100.0%		0.0%	361	23.9%
<b>Degree Type Earned</b>							
Root 1	Bachelor						
0	-BA	1	0.7%	1	33.3%	2	1.3%
1	-BM		0.0%		0.0%	0	0.0%
2	-BS	6	4.1%	1	33.3%	7	4.7%
3	-BFA	2	1.4%		0.0%	2	1.3%
4	-BSB	7	4.8%		0.0%	7	4.7%
5	-BSE	16	11.0%		0.0%	16	10.7%
6	-BSM		0.0%		0.0%	0	0.0%
7	-BIS	3	2.1%		0.0%	3	2.0%
8	-BME		0.0%		0.0%	0	0.0%
9	-BSN		0.0%		0.0%	0	0.0%
	<b>Bachelor Total</b>	<b>35</b>	<b>24.0%</b>	<b>2</b>	<b>66.7%</b>	<b>37</b>	<b>24.8%</b>
Root 2	Master						
0	-MS	50	34.2%		0.0%	50	33.6%
1	-MLS	46	31.5%		0.0%	46	30.9%
2	-EDS		0.0%		0.0%	0	0.0%
3	-MLM		0.0%		0.0%	0	0.0%
4	-MA	4	2.7%	1	33.3%	5	3.4%
5	-MAT	1	0.7%		0.0%	1	0.7%
6	-MM		0.0%		0.0%	0	0.0%
7	-MBA	10	6.8%		0.0%	10	6.7%
8	-MAI		0.0%		0.0%	0	0.0%
9	-CRT		0.0%		0.0%	0	0.0%
	<b>Master Total</b>	<b>111</b>	<b>76.0%</b>	<b>1</b>	<b>33.3%</b>	<b>112</b>	<b>75.2%</b>
Root 3	Doctorate						
0	-PHD		0.0%		0.0%	0	0.0%
	<b>Doctorate Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total Degrees Earned</b>		<b>146</b>	<b>100.0%</b>	<b>3</b>	<b>100.0%</b>	<b>149</b>	<b>100.0%</b>
Percentage of Cohort Earning Degrees			<b>11%</b>		<b>2%</b>		

Table 1 (continued)  
Cohort Characteristics – Fall 2010

			FALL 2010					
			Degree Seeking		Non-Degree Seeking		Total	
			Head CT	% Total	Head CT	% Total	Head CT	% Total
<b>All First-Time Student Cohort Total</b>			1394	89.6%	161	10.4%	1555	1
First-Time Undergraduates Total			619	39.8%	100	6.4%	719	46%
First-Time Graduates Total			369	23.7%	60	3.9%	429	28%
First-Time Transfers			406	26.1%	1	0.1%	407	26%
<b>by Class Standing</b>								
1	Freshman		988	63.5%		0.0%	988	63.5%
2	Sophomore		9	0.6%		0.0%	9	0.6%
3	Junior		10	0.6%		0.0%	10	0.6%
4	Senior		18	1.2%		0.0%	18	1.2%
5	Graduate		369	23.7%		0.0%	369	23.7%
6	Non-Degree UG			0.0%	101	6.5%	101	6.5%
7	Non-Degree GR			0.0%	60	3.9%	60	3.9%
8	Eds/PhD			0.0%		0.0%	0	0.0%
<b>by Class Load</b>								
1	UG Full-Time (>11 credit hours)		939	60.4%	71	4.6%	1010	65.0%
2	UG Part-Time (<12 credit hours)		86	5.5%	30	1.9%	116	7.5%
3	GR Full-Time (>8 credit hours)		90	5.8%	2	0.1%	92	5.9%
4	GR Part-Time (<9 credit hours)		279	17.9%	58	3.7%	337	21.7%
<b>By Age</b>								
1	17-under		11	0.8%	0	0.0%	11	0.7%
2	18		470	33.7%	0	0.0%	470	30.2%
3	19		146	10.5%	8	5.0%	154	9.9%
4	20-24		430	30.8%	86	53.4%	516	33.2%
5	25-29		143	10.3%	20	12.4%	163	10.5%
6	30-39		122	8.8%	13	8.1%	135	8.7%
7	40-49		49	3.5%	18	11.2%	67	4.3%
8	50-59		5	0.4%	7	4.3%	12	0.8%
9	60-over		1	0.1%	6	3.7%	7	0.5%
10	Unknown		17	1.2%	3	1.9%	20	1.3%
N			1394		161		1555	
Mean			22.8		28.79		23.37	
Median			20		20		20	
<b>by Sex</b>								
0	Female		901	87.9%	124	12.1%	1025	100.0%
1	Male		493	93.0%	37	7.0%	530	100.0%
<b>by Ethnicity</b>								
		Banner_CD						
1	White	1	1044	96.1%	42	3.9%	1086	69.8%
2	Black or African American	2	74	98.7%	1	1.3%	75	4.8%
3	Hispanics (of any Race)	3	71	98.6%	1	1.4%	72	4.6%
4	Asian/Pacific Island (inactive)	4					0	0.0%
5	American Indian/Alaska Native	5	6	100.0%	0	0.0%	6	0.4%
6	Race and Ethnicity unknown	6	29	52.7%	26	47.3%	55	3.5%
7	Non-Resident Alien	7	81	47.4%	90	52.6%	171	11.0%
8	Asian Native Hawaiian/Pacific Island	4A	18	100.0%	0	0.0%	18	1.2%
9	Island	4I	5	100.0%	0	0.0%	5	0.3%
10	Two or more Races	9	66	98.5%	1	1.5%	67	4.3%
			1394		161		1555	

High School GPA							
0	1.4-less	2	0.14%		0.0%	2	0.13%
1	1.5-1.9	8	0.57%		0.0%	8	0.51%
2	2.0-2.3	18	1.29%		0.0%	18	1.16%
3	2.4-2.9	70	5.02%		0.0%	70	4.50%
4	3.0-3.4	94	6.74%	2	1.2%	96	6.17%
5	3.5-3.9	128	9.18%	2	1.2%	130	8.36%
6	4.0+	21	1.51%		0.0%	21	1.35%
7	Unknown	1053	75.54%	157	97.5%	1210	77.81%
N		1394		161		1555	
Mean		3.27		3.41		3.27	
Median		3.39		3.365		3.39	
High School Ranks							
0	Top 10%	6	0.4%	0	0.0%	6	0.4%
1	11-25%	29	2.1%	0	0.0%	29	1.9%
2	26-50%	65	4.7%	1	0.6%	66	4.2%
3	50%-lower	235	16.9%	3	1.9%	238	15.3%
4	Unknown	1059	76.0%	157	97.5%	1216	78.2%
ACT Composite Score		671	21.48	8	21.63	679	21.48
Terms Attended (Includes Summer, Fall, Spring)							
	1	111	58.4%	79	41.6%	190	100.0%
	2	1283	675.3%	82	43.2%	1365	718.4%
	3		0.0%		0.0%	0	0.0%
	4		0.0%		0.0%	0	0.0%
	5		0.0%		0.0%	0	0.0%
	6		0.0%		0.0%	0	0.0%
	7		0.0%		0.0%	0	0.0%
	8		0.0%		0.0%	0	0.0%
	9		0.0%		0.0%	0	0.0%
	10		0.0%		0.0%	0	0.0%
	11		0.0%		0.0%	0	0.0%
	12		0.0%		0.0%	0	0.0%
	13		0.0%		0.0%	0	0.0%
	14		0.0%		0.0%	0	0.0%
	15		0.0%		0.0%	0	0.0%
	16		0.0%		0.0%	0	0.0%
	17		0.0%		0.0%	0	0.0%
	18		0.0%		0.0%	0	0.0%
	19		0.0%		0.0%	0	0.0%
	20		0.0%		0.0%	0	0.0%
	21		0.0%		0.0%	0	0.0%
	22		0.0%		0.0%	0	0.0%
	23		0.0%		0.0%	0	0.0%
	24		0.0%		0.0%	0	0.0%
	25		0.0%		0.0%	0	0.0%
N		1394		161		1555	
Mean		1.92		1.51		1.88	
Median		2		2		2	
Min		1		1		1	
Max		2		2		2	
Entry Goal							
0	Bachelor	1025	73.5%	1	0.6%	1026	66.0%
1	Master	286	20.5%		0.0%	286	18.4%
2	Doctorate		0.0%		0.0%	0	0.0%
3	Personal Enrichment		0.0%		0.0%	0	0.0%
4	Undecided		0.0%		0.0%	0	0.0%
5	Other	83	6.0%	36	22.4%	119	7.7%
6	Unknown		0.0%	124	77.0%	124	8.0%
		1394	100.0%	161	100.0%	1555	100.0%

<b>Admission Status</b>						
	Officially Admitted	977	85.9%	161	14.1%	1138 73.2%
	Not Yet Admitted Degree Seekers					0 0.0%
	True Non-Degree Seeking					0 0.0%
	Not Officially Admitted Other					0 0.0%
	Admitted Under 10% Window	117	100.0%		0.0%	117 7.5%
	Unknown	417	100.0%		0.0%	417 26.8%
<b>Degree Type Earned</b>						
Root 1	Bachelor					
0	-BA		0.0%			0 0.0%
1	-BM		0.0%			0 0.0%
2	-BS		0.0%			0 0.0%
3	-BFA		0.0%			0 0.0%
4	-BSB	1	33.3%			1 33.3%
5	-BSE	1	33.3%			1 33.3%
6	-BSM		0.0%			0 0.0%
7	-BIS		0.0%			0 0.0%
8	-BME		0.0%			0 0.0%
9	-BSN		0.0%			0 0.0%
	<b>Bachelor Total</b>	<b>2</b>	<b>66.7%</b>	<b>0</b>		<b>2 66.7%</b>
Root 2	Master					
0	-MS	1	33.3%			1 33.3%
1	-MLS		0.0%			0 0.0%
2	-EDS		0.0%			0 0.0%
3	-MLM		0.0%			0 0.0%
4	-MA		0.0%			0 0.0%
5	-MAT		0.0%			0 0.0%
6	-MM		0.0%			0 0.0%
7	-MBA		0.0%			0 0.0%
8	-MAI		0.0%			0 0.0%
9	-CRT		0.0%			0 0.0%
	<b>Master Total</b>	<b>1</b>	<b>33.3%</b>	<b>0</b>		<b>1 33.3%</b>
Root 3	Doctorate					
0	-PHD		0.0%			0 0.0%
	<b>Doctorate Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>		<b>0 0.0%</b>
	<b>Total Degrees Earned</b>	<b>3</b>	<b>100.0%</b>	<b>0</b>		<b>3 100.0%</b>
	Percentage of Cohort Earning Degrees		<b>0%</b>		<b>0%</b>	

Appendix D  
Table 2.1 – Enrolled (Returning Student Status)

Emporia State University Degree Seeking First-Time Students  
Trend of Fall 2004-2010 Entry Cohorts Year by Year Status

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
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Table 2.1  
ENROLLED

Fall 2004	1386	951	712	480	279	148	138
Fall 2005	1320	983	722	513	262	141	
Fall 2006	1448	1061	788	520	309		
Fall 2007	1410	1125	795	563			
Fall 2008	1285	1016	707				
Fall 2009	1326	987					
Fall 2010	1394						

ENROLLED PERCENTAGE

Fall 2004	100.0%	68.6%	51.4%	34.6%	20.1%	10.7%	10.0%
Fall 2005	100.0%	74.5%	54.7%	38.9%	19.8%	10.7%	
Fall 2006	100.0%	73.3%	54.4%	35.9%	21.3%		
Fall 2007	100.0%	79.8%	56.4%	39.9%			
Fall 2008	100.0%	79.1%	55.0%				
Fall 2009	100.0%	74.4%					
Fall 2010	100.0%						

Appendix E  
Table 2.2 – Graduated Student Status

Student Tracking Model  
Emporia State University Degree Seeking First-Time Students  
Trend of Fall 2004-2010 Entry Cohorts Year by Year Status

Start Term	Entry Cohort	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Table 2.2								
GRADUATED								
Fall 2004	1386	78	178	183	205	167	76	39
Fall 2005	1320	71	180	241	175	43	57	
Fall 2006	1448	84	218	272	100	172		
Fall 2007	1410	107	188	226	198			
Fall 2008	1285	98	218	227				
Fall 2009	1326	77	72					
Fall 2010	1394	3						
GRADUATED PERCENTAGE								
Fall 2004	100.0%	5.6%	12.8%	13.2%	14.8%	12.0%	5.5%	2.8%
Fall 2005	100.0%	5.4%	13.6%	18.3%	13.3%	3.3%	4.3%	
Fall 2006	100.0%	5.8%	15.1%	18.8%	6.9%	11.9%		
Fall 2007	100.0%	7.6%	13.3%	16.0%	14.0%			
Fall 2008	100.0%	7.6%	17.0%	17.7%				
Fall 2009	100.0%	5.8%	5.4%					
Fall 2010	100.0%	0.2%						

Appendix F  
Table 2.4 – Transferred Students

Student Tracking Model  
Emporia State University Degree Seeking First-Time Students  
Trend of Fall 2004-2010 Entry Cohorts Year by Year Status

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
------------	--------------	--------	--------	--------	--------	--------	--------

Table 2.4

TRANSFERRED OUT

Fall 2004	1386	166	39	23	18	13	10
Fall 2005	1320	90	34	10	5	11	3
Fall 2006	1448	127	27	21	11	12	
Fall 2007	1410	100	20	15	10		
Fall 2008	1285	109	17	13			
Fall 2009	1326	97	27				
Fall 2010	1394						

TRANSFERRED OUT PERCENTAGE

Fall 2004	100.0%	12.0%	2.8%	1.7%	1.3%	0.9%	0.7%
Fall 2005	100.0%	6.8%	2.6%	0.8%	0.4%	0.8%	0.2%
Fall 2006	100.0%	8.8%	1.9%	1.5%	0.8%	0.8%	
Fall 2007	100.0%	7.1%	1.4%	1.1%	0.7%		
Fall 2008	100.0%	8.5%	1.3%	1.0%			
Fall 2009	100.0%	7.3%	2.0%				
Fall 2010	100.0%	0.0%					



Appendix G  
Table 2.5 – Intermittent (Stopout) Students

Student Tracking Model  
Emporia State University Degree Seeking First-Time Students  
Trend of Fall 2004-2010 Entry Cohorts Year by Year Status

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
------------	--------------	--------	--------	--------	--------	--------	--------

Table 2.5

INTERMITTENT

Fall 2004	1386	31	37	37	34	27
Fall 2005	1320	28	34	23	35	
Fall 2006	1448	36	31	27		
Fall 2007	1410	19	37			
Fall 2008	1285	17				
Fall 2009	1326					
Fall 2010	1394					

INTERMITTENT PERCENTAGE

Fall 2004	100.0%	2.2%	2.7%	2.7%	2.5%	1.9%
Fall 2005	100.0%	2.1%	2.6%	1.7%	2.7%	
Fall 2006	100.0%	2.5%	2.1%	1.9%		
Fall 2007	100.0%	1.3%	2.6%			
Fall 2008	100.0%	1.3%				
Fall 2009	100.0%					
Fall 2010	100.0%					

Appendix H  
Table 2.6 – Non-Returned (Dropout) Students

Student Tracking Model  
Emporia State University Degree Seeking First-Time Students  
Trend of Fall 2004-2010 Entry Cohorts Year by Year Status

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Table 2.6							
NOT RETURNED							
Fall 2004	1386	436	675	904	1106	1241	1291
Fall 2005	1320	337	598	807	1058	1179	
Fall 2006	1448	387	629	901	1139		
Fall 2007	1410	285	615	847			
Fall 2008	1285	269	578				
Fall 2009	1326	339					
Fall 2010	1394						
NOT RETURNED PERCENTAGE							
Fall 2004	100.0%	31.5%	48.7%	65.2%	79.8%	89.5%	93.1%
Fall 2005	100.0%	25.5%	45.3%	61.1%	80.2%	89.3%	
Fall 2006	100.0%	26.7%	43.4%	62.2%	78.7%		
Fall 2007	100.0%	20.2%	43.6%	60.1%			
Fall 2008	100.0%	20.9%	45.0%				
Fall 2009	100.0%	25.6%					
Fall 2010	100.0%						

Appendix I  
Table 2.7a – Enrolled Students Exceptions Admits

Student Tracking Model  
Emporia State University Exceptions Admits  
Trend of Fall 2004-2010 Entry Cohorts Year by Year Status

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
------------	--------------	--------	--------	--------	--------	--------	--------

ENROLLED STUDENTS WHO WERE EXCEPTIONS ADMITS

Fall 2004	110	56	41	40	30	16	14
Fall 2005	108	67	42	16	7	5	
Fall 2006	114	64	46	36	28		
Fall 2007	149	106	77	58			
Fall 2008	111	66	34				
Fall 2009	122	70					
Fall 2010	117						

ENROLLED STUDENTS EXCEPTIONS ADMITS PERCENTAGE

Fall 2004	100.0%	50.9%	37.3%	36.4%	27.3%	14.5%	12.7%
Fall 2005	100.0%	62.0%	38.9%	14.8%	6.5%	4.6%	
Fall 2006	100.0%	56.1%	40.4%	31.6%	24.6%		
Fall 2007	100.0%	71.1%	51.7%	38.9%			
Fall 2008	100.0%	59.5%	30.6%				
Fall 2009	100.0%	57.4%					
Fall 2010	100.0%						

Appendix J  
Table 2.7b – Graduated Students Exceptions Admits

Student Tracking Model  
Emporia State University Exceptions Admits  
Trend of Fall 2004-2010 Entry Cohorts Year by Year Status

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
------------	--------------	--------	--------	--------	--------	--------	--------	--------

Table 2.7b

STUDENTS WHO GRADUATED THAT WERE EXCEPTIONS ADMITS

Fall 2004	110	0	0	5	13	10	2	2
Fall 2005	108	0	0	2	12	3	4	
Fall 2006	114	0	2	1	7	7		
Fall 2007	149	0	1	11	12			
Fall 2008	111	0	0	3				
Fall 2009	122	0	0					
Fall 2010	117							

GRADUATED EXCEPTIONS ADMITS PERCENTAGE

Fall 2004	100.0%	0.0%	0.0%	4.5%	11.8%	9.1%	1.8%	1.8%
Fall 2005	100.0%	0.0%	0.0%	1.9%	11.1%	2.8%	3.7%	
Fall 2006	100.0%	0.0%	1.8%	0.9%	6.1%	6.1%		
Fall 2007	100.0%	0.0%	0.7%	7.4%	8.1%			
Fall 2008	100.0%	0.0%	0.0%	2.7%				
Fall 2009	100.0%	0.0%	0.0%					
Fall 2010	100.0%	0.0%						

## Appendix K

### Table 2.7c – Transferred Students Exceptions Admits

Student Tracking Model  
Emporia State University Exceptions Admits

Trend of Fall 2004-2010 Entry Cohorts Year by Year Status

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
---------------	-----------------	-----------	-----------	-----------	-----------	-----------	-----------	-----------

Table 2.7c

#### TRANSFERRED STUDENTS WHO WERE EXCEPTIONS ADMITS

Fall 2004	110	11	3	4	3	3	3	2
Fall 2005	108	8	3	0	1	4	1	
Fall 2006	114	15	1	3	0	2		
Fall 2007	149	14	5	3	2			
Fall 2008	111	12	2	2				
Fall 2009	122	9	5					
Fall 2010	117							

#### TRANSFERRED STUDENTS EXCEPTIONS ADMITS PERCENTAGE

Fall 2004	100.0%	10.0%	2.7%	3.6%	2.7%	2.7%	2.7%	1.8%
Fall 2005	100.0%	7.4%	2.8%	0.0%	0.9%	3.7%	0.9%	
Fall 2006	100.0%	13.2%	0.9%	2.6%	0.0%	1.8%		
Fall 2007	100.0%	9.4%	3.4%	2.0%	1.3%			
Fall 2008	100.0%	10.8%	1.8%	1.8%				
Fall 2009	100.0%	7.4%	4.1%					
Fall 2010	100.0%							

Appendix L

Table 2.7d – Intermittent Students Exceptions Admits

Student Tracking Model  
 Emporia State University Exceptions Admits

Trend of Fall 2004-2010 Entry Cohorts Year by Year Status

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
------------	--------------	--------	--------	--------	--------	--------	--------

INTERMITTENT STUDENTS EXCEPTIONS ADMITS

Fall 2004	110	3	4	10	7	2	
Fall 2005	108	3	6	2	1		
Fall 2006	114	2	2	2			
Fall 2007	149	0	2				
Fall 2008	111	2					
Fall 2009	122						
Fall 2010	117						

INTERMITTENT STUDENTS EXCEPTIONS ADMITS PERCENTAGE

Fall 2004	100.0%	2.7%	3.6%	9.1%	6.4%	1.8%	
Fall 2005	100.0%	2.8%	5.6%	1.9%	0.9%		
Fall 2006	100.0%	1.8%	1.8%	1.8%			
Fall 2007	100.0%	0.0%	1.3%				
Fall 2008	100.0%	1.8%					
Fall 2009	100.0%						
Fall 2010	100.0%						

Appendix M  
Table 2.7e – Non-Returned Students Exceptions Admits

Student Tracking Model  
Emporia State University Exceptions Admits  
Trend of Fall 2004-2010 Entry Cohorts Year by Year Status

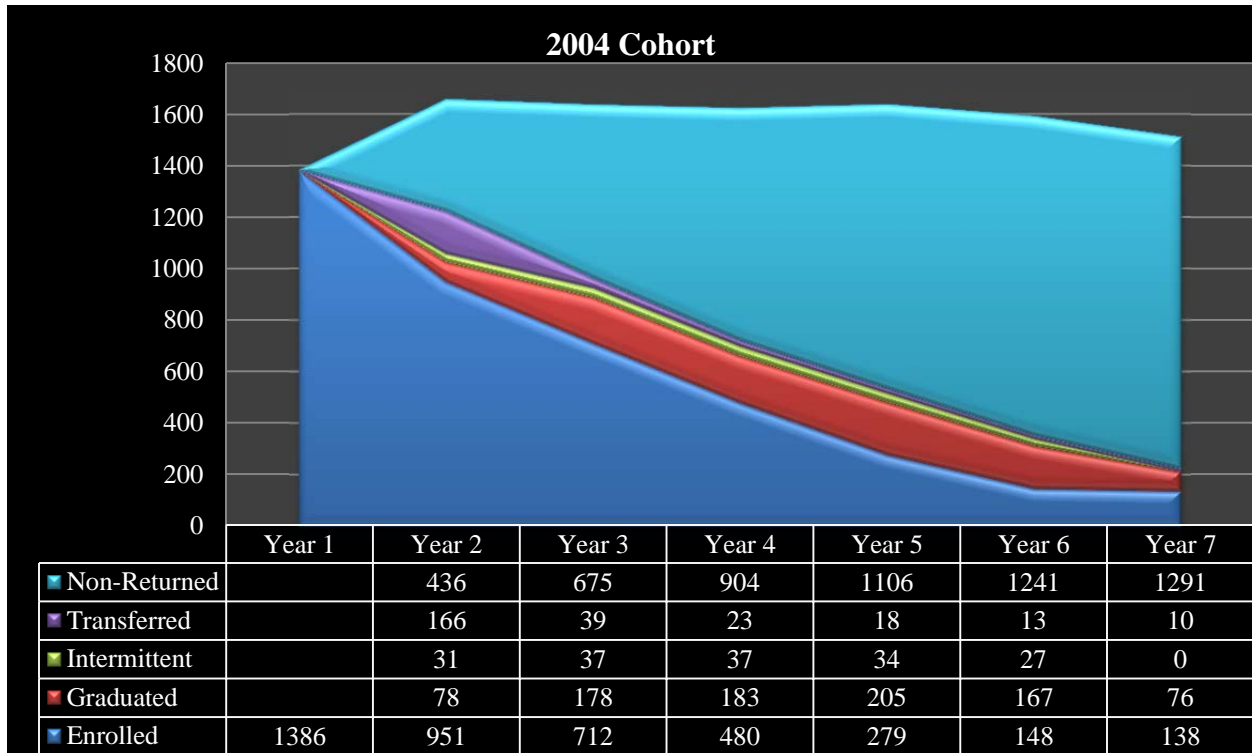
Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
NOT RETURNED STUDENTS WHO WERE EXCEPTIONS ADMITS							
Fall 2004	110	54	69	70	80	94	96
Fall 2005	108	44	72	75	88	95	
Fall 2006	110	46	64	75	83		
Fall 2007	149	43	72	91			
Fall 2008	111	45	77				
Fall 2009	122	52					
Fall 2010	117						
NOT RETURNED STUDENTS EXCEPTIONS ADMITS PERCENTAGE							
Fall 2004	100.0%	49.1%	62.7%	63.6%	72.7%	85.5%	87.3%
Fall 2005	100.0%	40.7%	66.7%	69.4%	81.5%	88.0%	
Fall 2006	100.0%	41.8%	58.2%	68.2%	75.5%		
Fall 2007	100.0%	28.9%	48.3%	61.1%			
Fall 2008	100.0%	40.5%	69.4%				
Fall 2009	100.0%	42.6%					
Fall 2010	100.0%						

## Appendix N

### Figure 2 – Ten-Year Student Flow Tracking Map

Student Tracking Model  
Emporia State University Degree Seeking First-Time Students

Figure 2 - Lifecycle Tracking Maps  
Entry Cohorts Year by Year Status

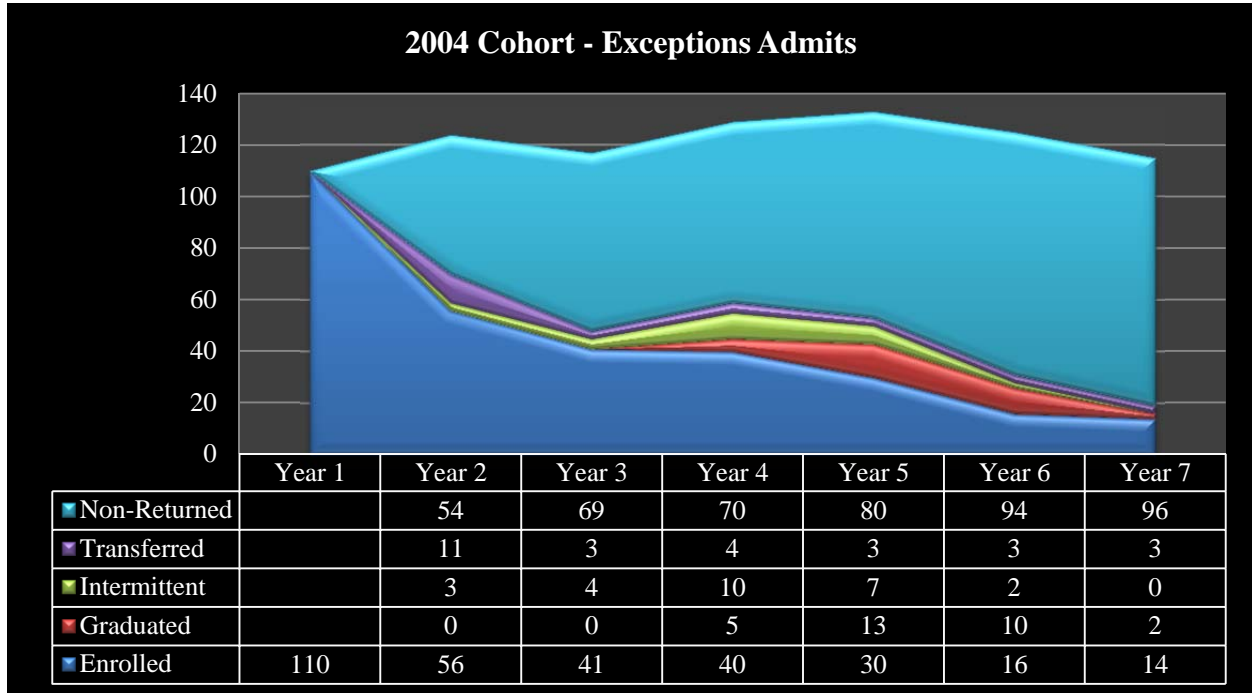




Appendix O

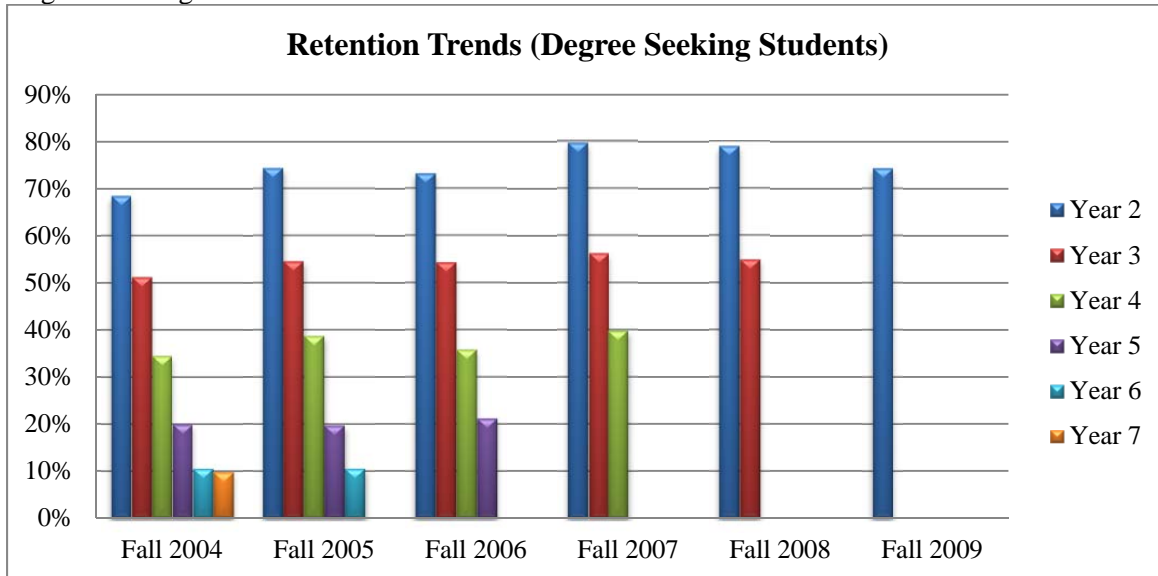
Figure 2.1 – Ten-Year Student Flow Tracking Map – Exceptions Admits

Student Tracking Model  
 Emporia State University Students Exceptions Admits  
 Figure 2.1 - Lifecycle Tracking Maps  
 Entry Cohorts Year by Year Status

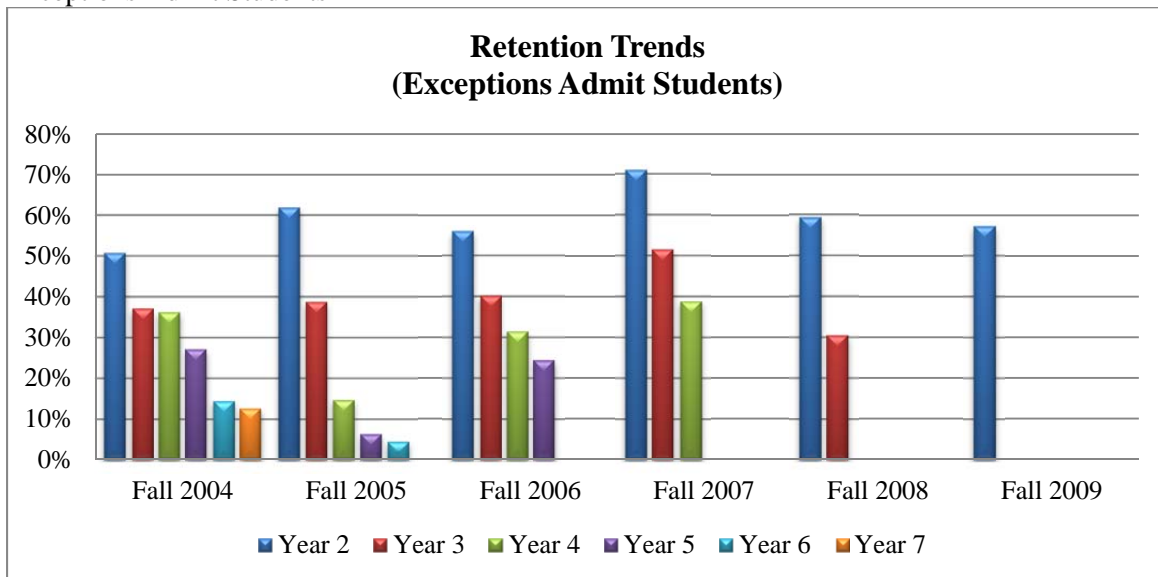


Appendix P  
 Figure 2a: Second – Seventh Year Retention  
 DS First Time Students vs. Exceptions Admits

Degree Seeking First-Time Students



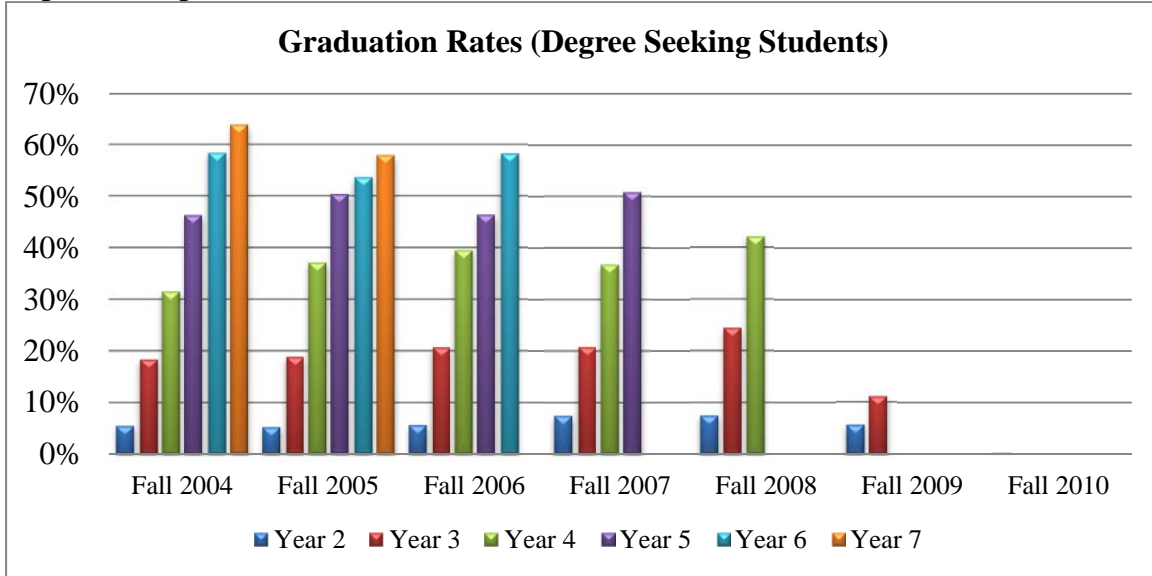
Exceptions Admit Students



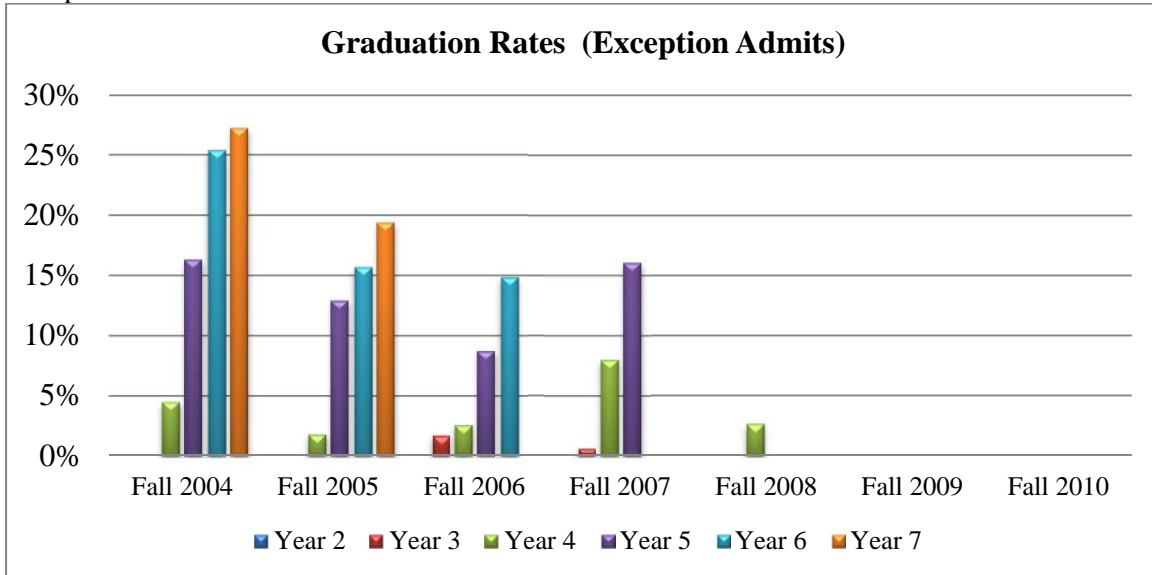
Appendix Q

Figure 2b – Graduation Rates – DS First Time Students vs. Exceptions Admits

Degree Seeking First-Time Students



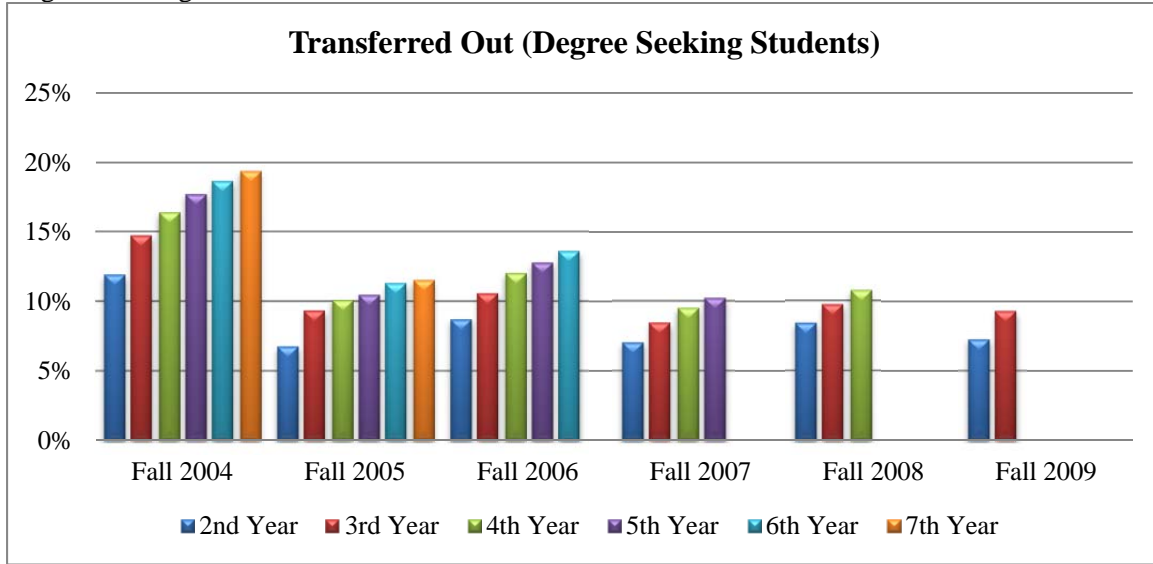
Exceptions Admit Students



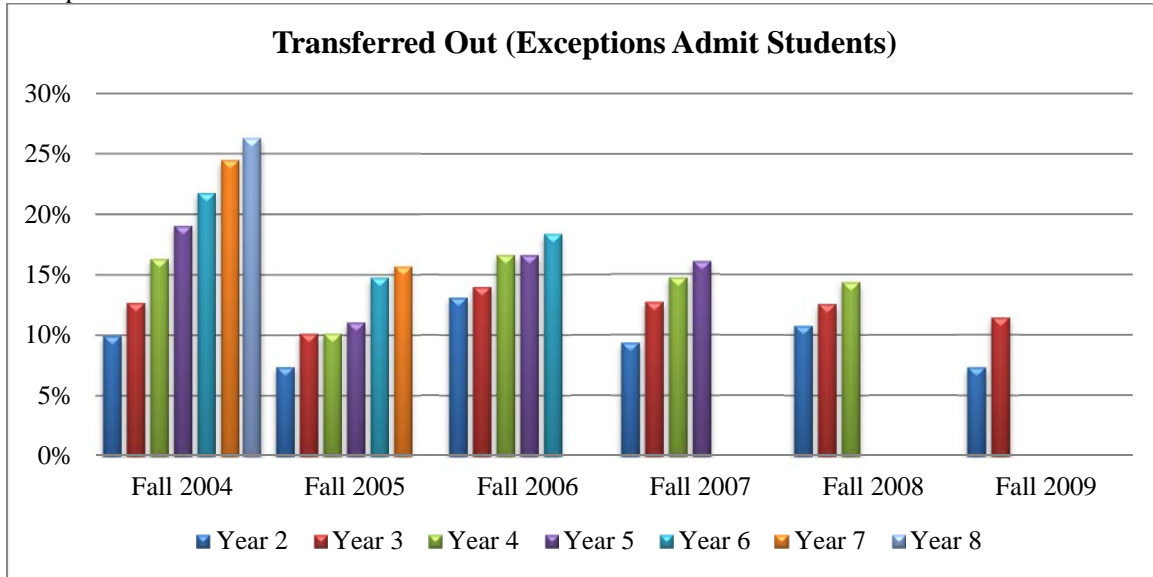
Appendix R

Figure 2c – Transferred Students – DS First Time Students vs. Exceptions Admits

Degree Seeking First-Time Students



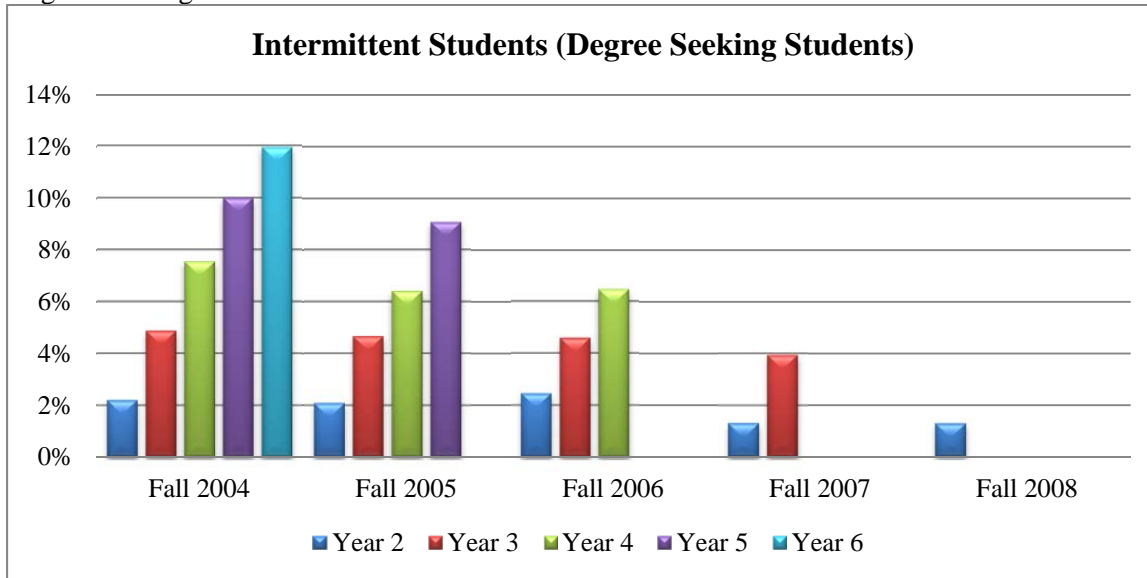
Exceptions Admit Students



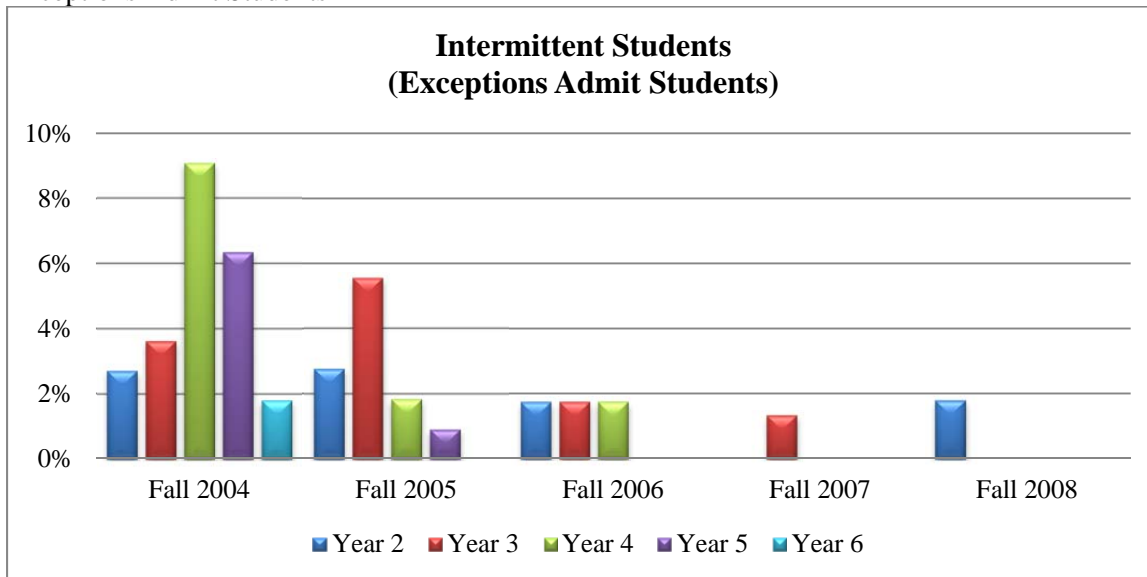
Appendix S

Figure 2d – Intermittent Students – DS First Time Students vs. Exceptions Admits

Degree Seeking First-Time Students



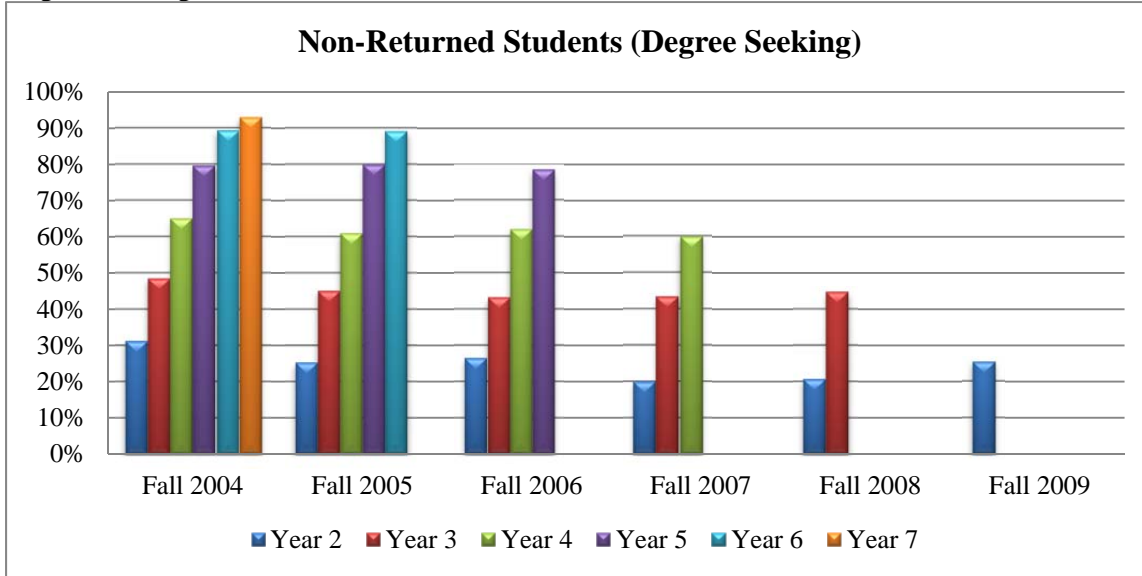
Exceptions Admit Students



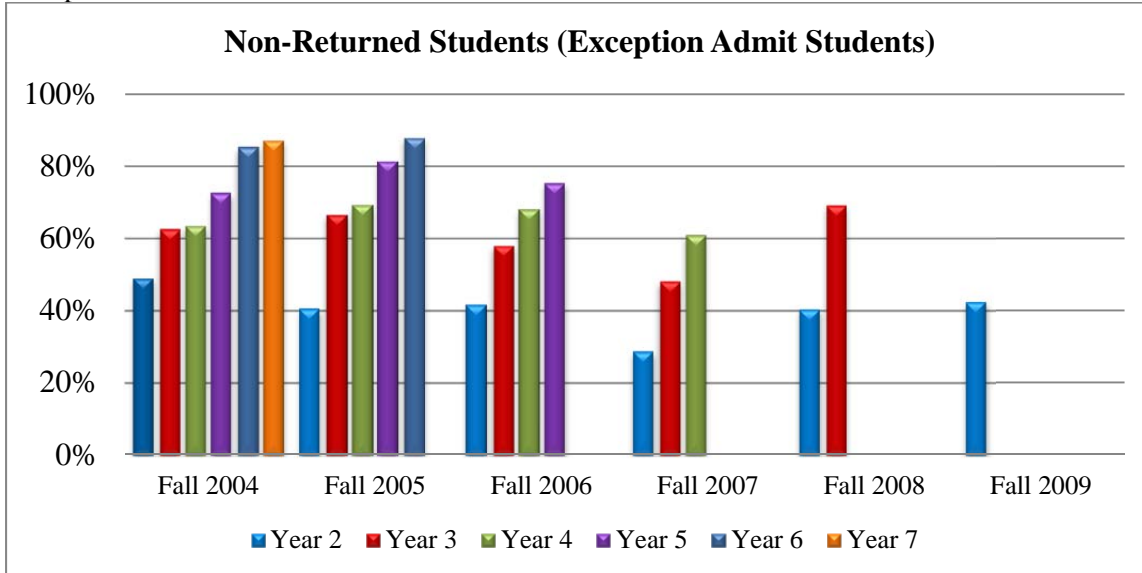
Appendix T

Figure 2e – Non-Returned Students – DS First Time Students vs. Exceptions Admits

Degree Seeking First-Time Students



Exception Admit Students



Appendix U  
Table 3 – Learning Goal Status (at end of 10 years)

This table will be available upon completion of the 10-year cycle in 2013

Appendix V  
Figure 3 – Learning Goal Status at end of 10 Years

\*This figure will be available upon completion of the 10-year cycle in 2013



Appendix W

Table 4 – Enrolled Students by Level of Successful Learning – Degree Seeking Undergraduate Students

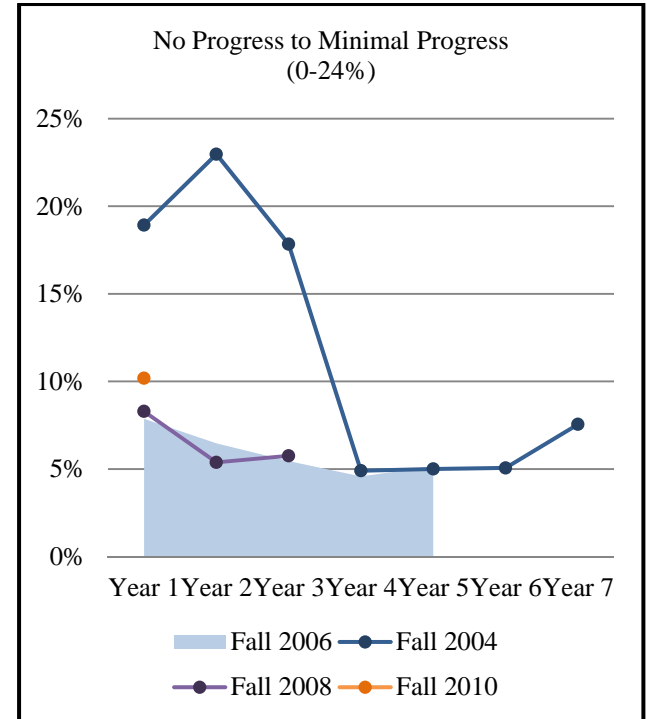
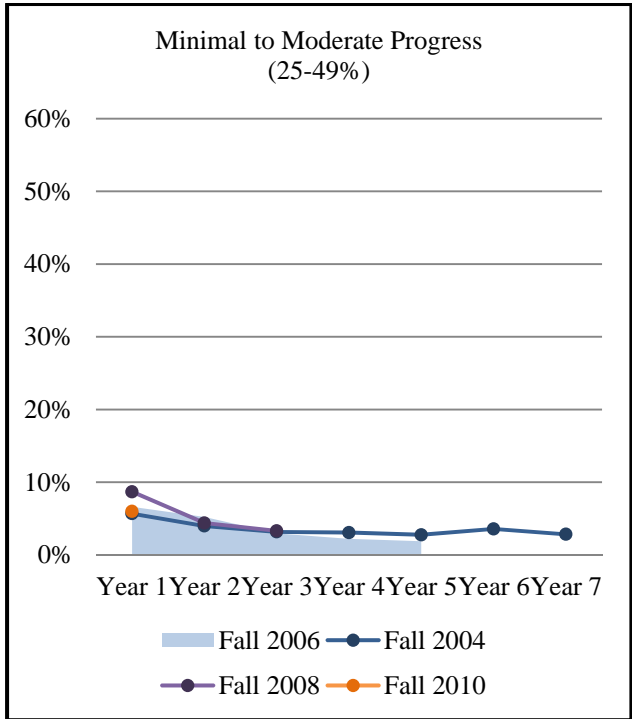
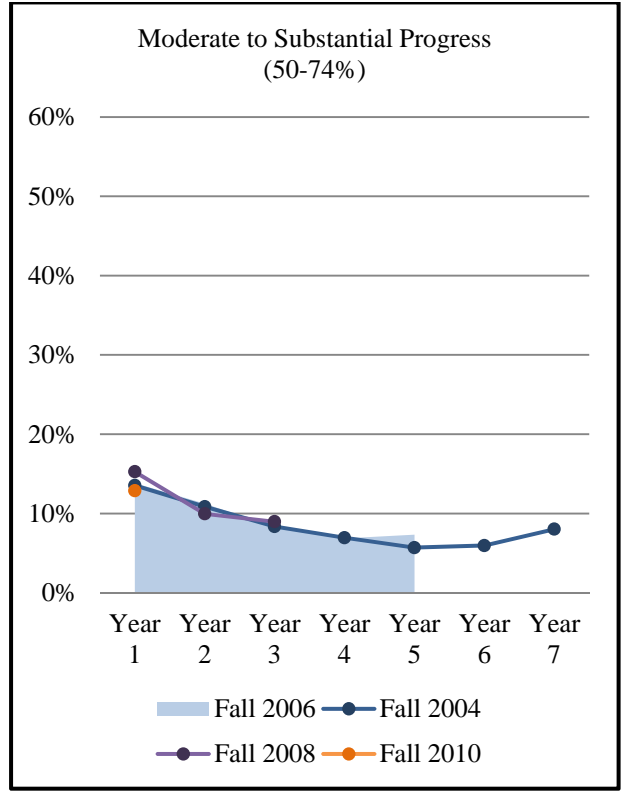
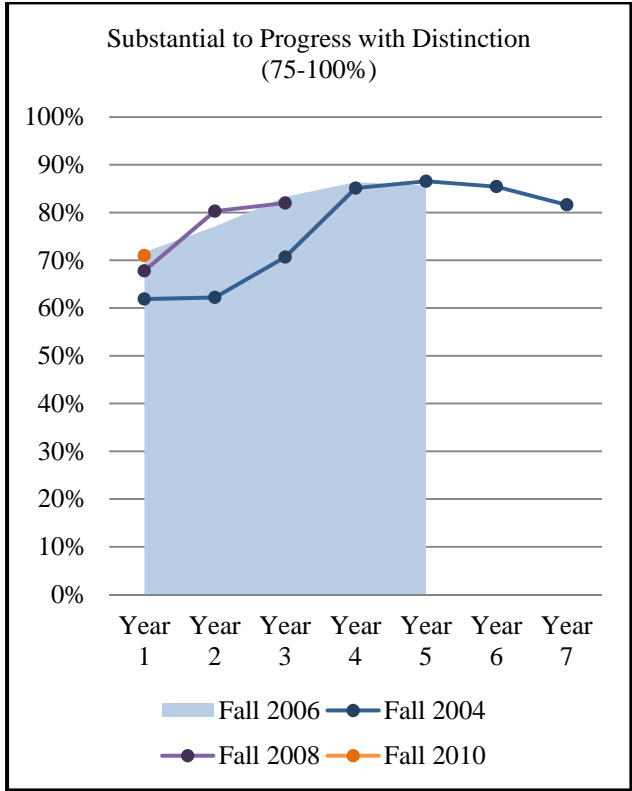
Entering Term	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Substantial to Progress with Distinction (75-100% cumulative learning progress)</b>														
Fall 2004	1,298	61.9%	1,032	62.2%	939	70.7%	834	85.1%	502	86.6%	287	85.4%	173	81.6%
Fall 2005	1,465	67.6%	1,319	75.6%	1,151	79.9%	904	83.4%	514	99.2%	250	83.3%		
Fall 2006	1,586	71.7%	1,419	77.1%	1,238	83.3%	981	86.4%	549	85.6%				
Fall 2007	1,439	65.6%	1,369	76.5%	1,146	81.6%	899	85.2%						
Fall 2008	1,243	67.8%	1,209	80.3%	969	82.0%								
Fall 2009	1,281	68.3%	1,182	76.8%										
Fall 2010	1,352	71.0%												
<b>Moderate to Substantial Progress (50-74% cumulative learning progress)</b>														
Fall 2004	284	13.5%	180	10.8%	111	8.4%	68	6.9%	33	5.7%	20	6.0%	17	8.0%
Fall 2005	307	14.2%	212	12.2%	117	8.1%	87	8.0%	40	7.7%	20	6.7%		
Fall 2006	306	13.8%	207	11.2%	123	8.3%	78	6.9%	47	7.3%				
Fall 2007	374	17.1%	226	12.6%	120	8.5%	73	6.9%						
Fall 2008	280	15.3%	150	10.0%	106	9.0%								
Fall 2009	255	13.6%	175	11.4%										
Fall 2010	245	12.9%												
<b>Minimal to Moderate Progress (25-49% cumulative learning progress)</b>														
Fall 2004	119	5.7%	66	4.0%	42	3.2%	30	3.1%	16	2.8%	12	3.6%	6	2.8%
Fall 2005	132	6.1%	96	5.5%	48	3.3%	32	3.0%	10	1.9%	10	3.3%		
Fall 2006	146	6.6%	96	5.2%	44	3.0%	25	2.2%	12	1.9%				
Fall 2007	172	7.8%	84	4.7%	49	3.5%	44	4.2%						
Fall 2008	159	8.7%	66	4.4%	39	3.3%								
Fall 2009	138	7.4%	89	5.8%										
Fall 2010	114	6.0%												
<b>No Progress to Minimal Progress (0-24% cumulative learning progress)</b>														
Fall 2004	397	18.9%	381	23.0%	237	17.8%	48	4.9%	29	5.0%	17	5.1%	16	7.5%
Fall 2005	170	7.8%	112	6.4%	73	5.1%	49	4.5%	28	5.4%	20	6.7%		
Fall 2006	174	7.9%	119	6.5%	81	5.5%	52	4.6%	33	5.1%				
Fall 2007	208	9.5%	110	6.1%	90	6.4%	39	3.7%						
Fall 2008	152	8.3%	81	5.4%	68	5.8%								
Fall 2009	201	10.7%	93	6.0%										
Fall 2010	194	10.2%												

**How to read the Tables** (refer to first line of first table for numbers used in example)

Example: 61.9% of the students (N=1298) from the Emporia State University First-Time Degree Seeking Undergraduate Students entry cohort who took courses in Year 1 were successful in 75-100% of their courses. --Substantial to Progress with Distinction

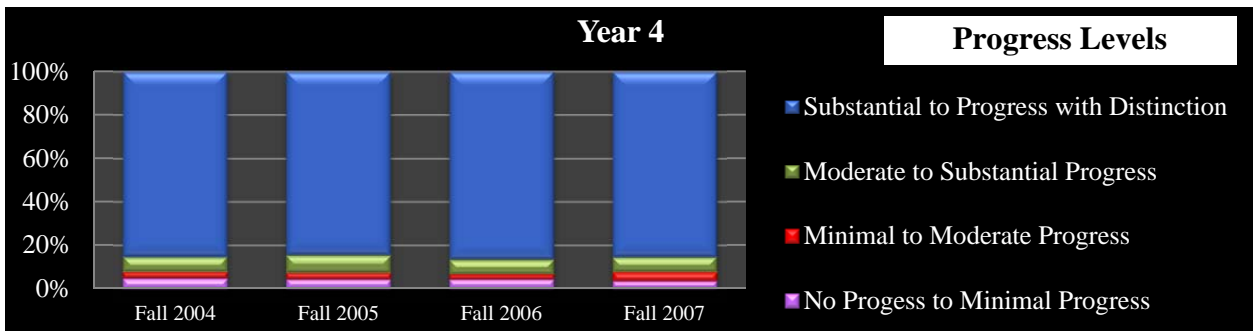
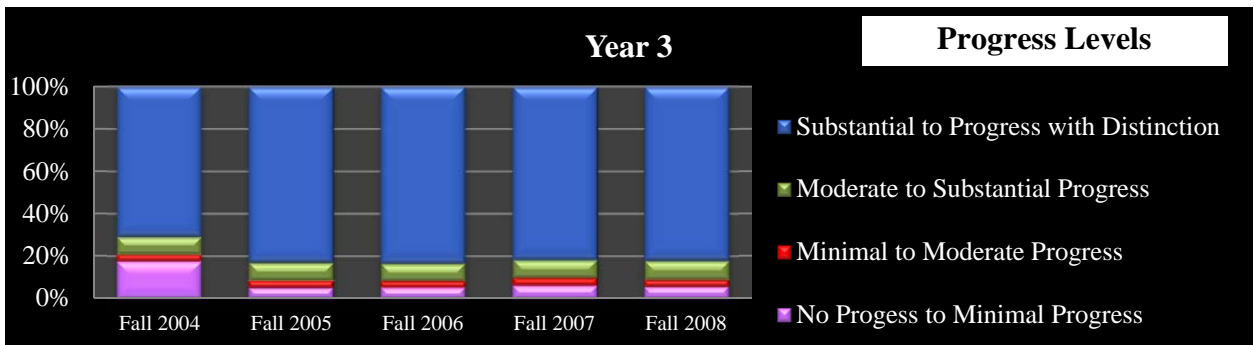
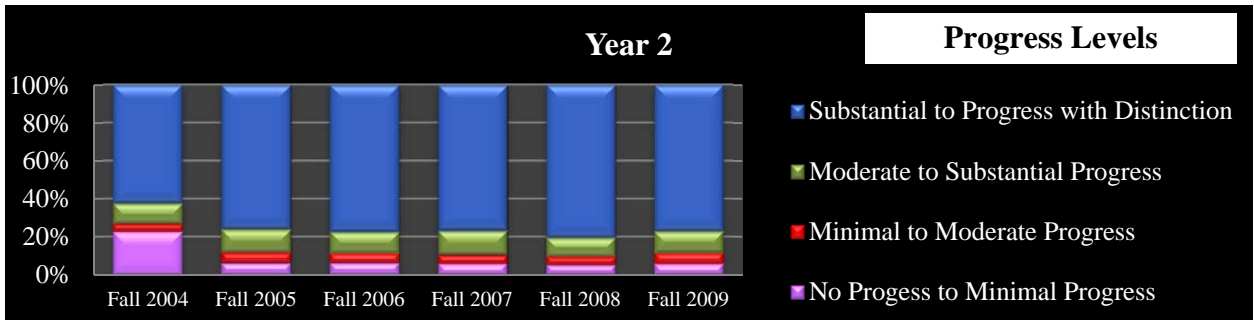
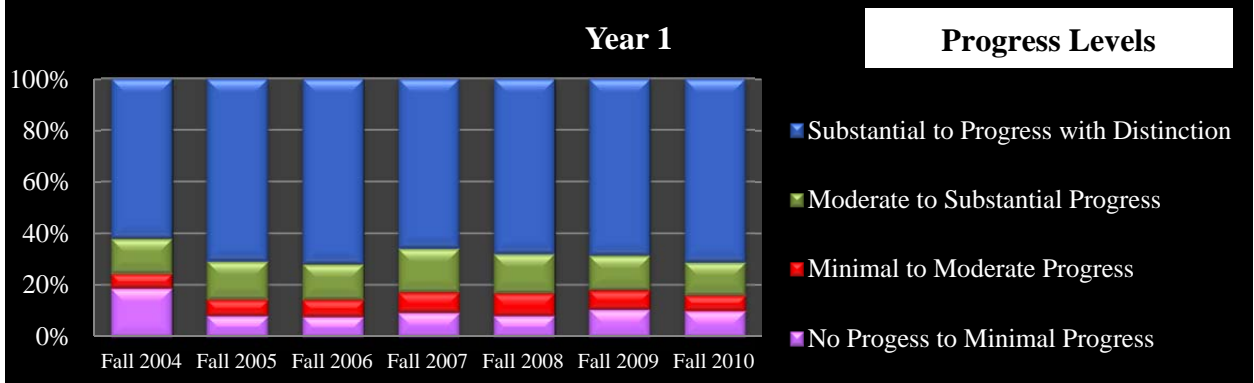
Appendix X

Figure 4a – Percent of Cohort at Each Level of Successful Learning Progress – Degree Seeking Undergraduates



Appendix Y

Figure 4b – Student Progress Levels at Yearly Status Points – Degree-Seeking Undergraduates



Appendix Z

Table 4.1 – Enrolled Students by Level of Successful Learning – Exceptions Admits

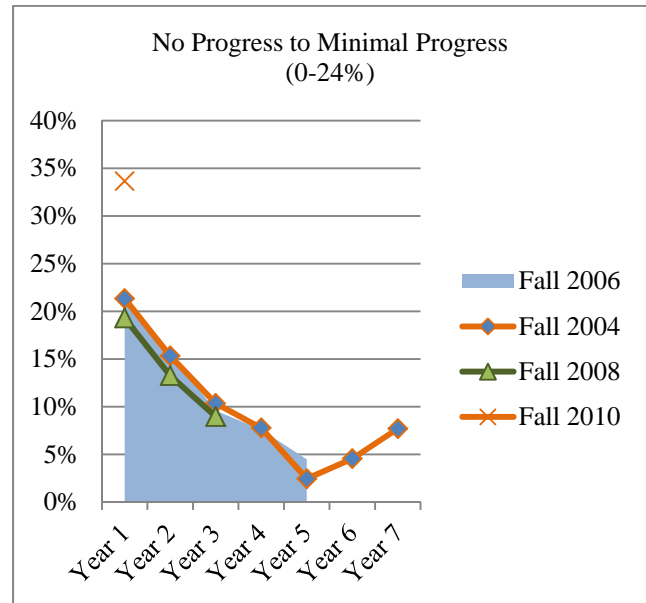
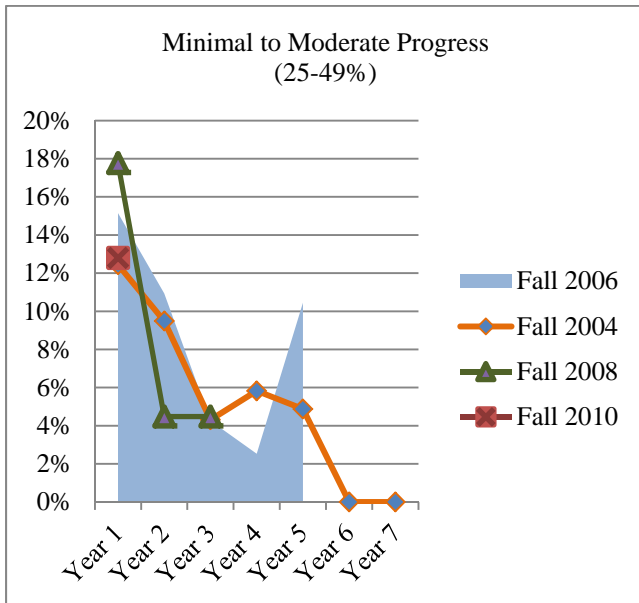
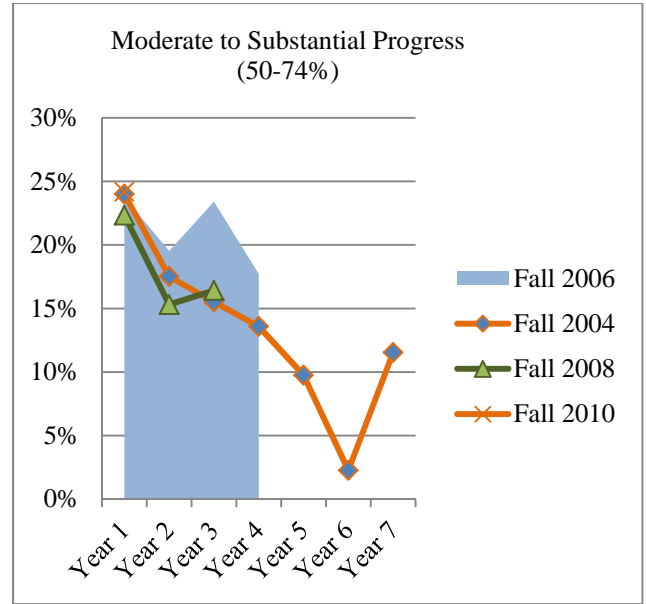
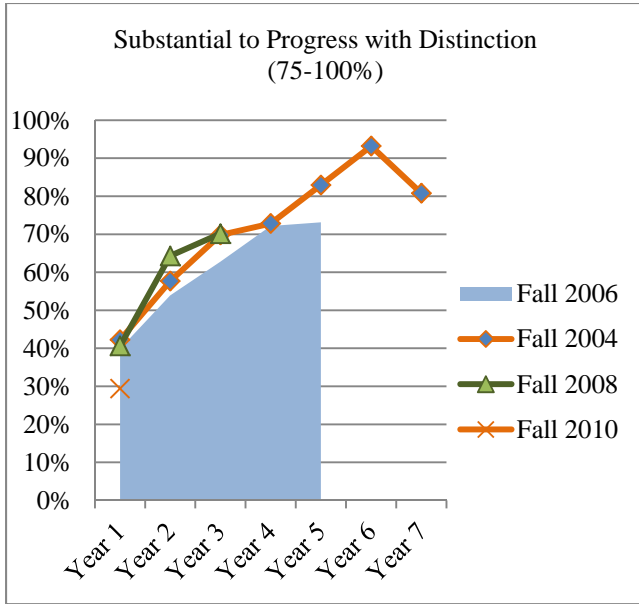
Entering Term	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Substantial to Progress with Distinction (75-100% cumulative learning progress)</b>														
Fall 2004	95	42.2%	79	57.7%	81	69.8%	75	72.8%	68	82.9%	41	93.2%	21	80.8%
Fall 2005	71	32.1%	68	46.9%	63	64.3%	51	66.2%	45	84.9%	31	88.6%		
Fall 2006	79	39.9%	69	53.9%	59	62.8%	57	72.2%	49	73.1%				
Fall 2007	96	34.3%	105	56.5%	95	66.4%	93	80.9%						
Fall 2008	80	40.6%	63	64.3%	47	70.1%								
Fall 2009	64	29.1%	62	45.6%										
Fall 2010	62	29.4%												
<b>Moderate to Substantial Progress (50-74% cumulative learning progress)</b>														
Fall 2004	54	24.0%	24	17.5%	18	15.5%	14	13.6%	8	9.8%	1	2.3%	3	11.5%
Fall 2005	54	24.4%	30	20.7%	14	14.3%	14	18.2%	4	7.5%	0	0.0%		
Fall 2006	47	23.7%	25	19.5%	22	23.4%	14	17.7%	8	11.9%				
Fall 2007	87	31.1%	38	20.4%	23	16.1%	11	9.6%						
Fall 2008	44	22.3%	15	15.3%	11	16.4%								
Fall 2009	51	23.2%	30	22.1%										
Fall 2010	51	24.2%												
<b>Minimal to Moderate Progress (25-49% cumulative learning progress)</b>														
Fall 2004	28	12.4%	13	9.5%	5	4.3%	6	5.8%	4	4.9%	0	0.0%	0	0.0%
Fall 2005	40	18.1%	24	16.6%	7	7.1%	4	5.2%	0	0.0%	2	5.7%		
Fall 2006	30	15.2%	14	10.9%	4	4.3%	2	2.5%	7	10.4%				
Fall 2007	45	16.1%	23	12.4%	9	6.3%	7	6.1%						
Fall 2008	35	17.8%	7	7.1%	3	4.5%								
Fall 2009	43	19.5%	15	11.0%										
Fall 2010	27	12.8%												
<b>No Progress to Minimal Progress (0-24% cumulative learning progress)</b>														
Fall 2004	48	21.3%	21	15.3%	12	10.3%	8	7.8%	2	2.4%	2	4.5%	2	7.7%
Fall 2005	56	25.3%	23	15.9%	14	14.3%	8	10.4%	4	7.5%	2	5.7%		
Fall 2006	42	21.2%	20	15.6%	9	9.6%	6	7.6%	3	4.5%				
Fall 2007	52	18.6%	20	10.8%	16	11.2%	4	3.5%						
Fall 2008	38	19.3%	13	13.3%	6	9.0%								
Fall 2009	62	28.2%	29	21.3%										
Fall 2010	71	33.6%												

**How to read the Tables** (refer to first line of first table for numbers used in example)

Example: 42.2% of the students (N=95) from the Emporia State University First-Time Students Admitted as exceptions who took courses in Year 1 were successful in 75-100% of their courses. --Substantial to Progress with Distinction

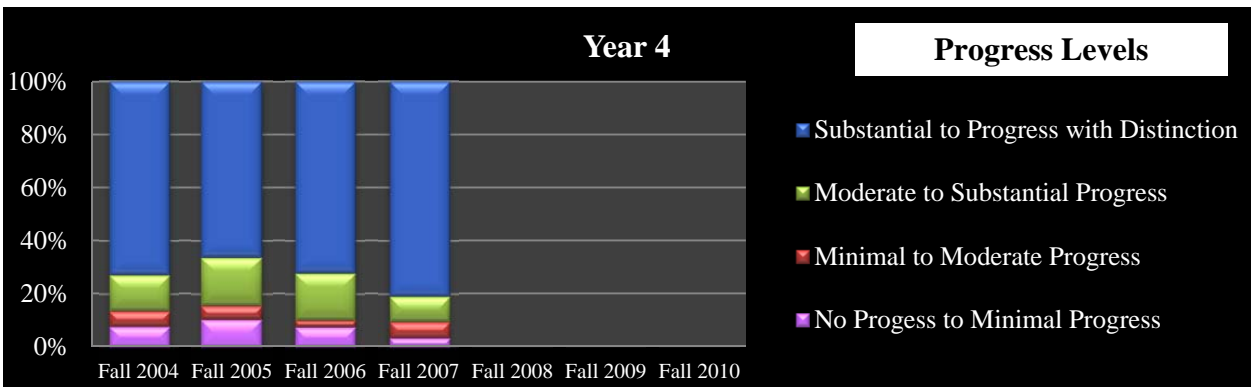
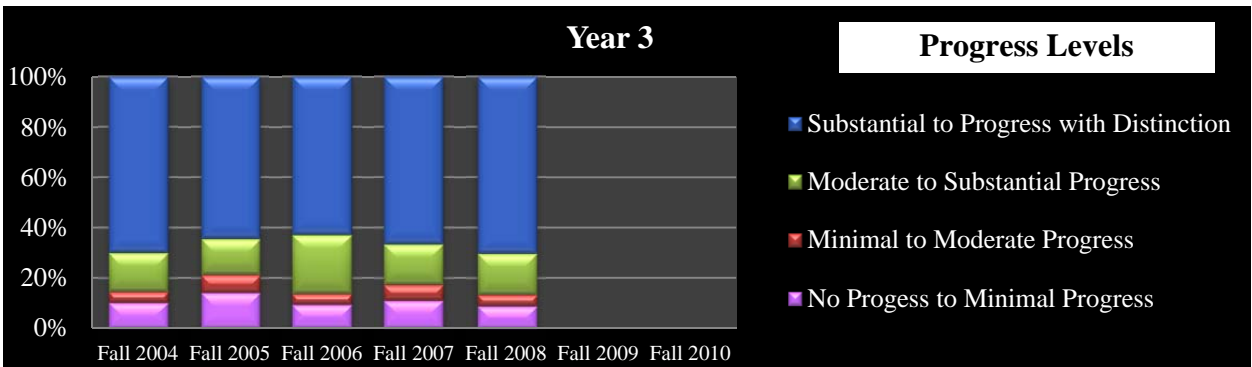
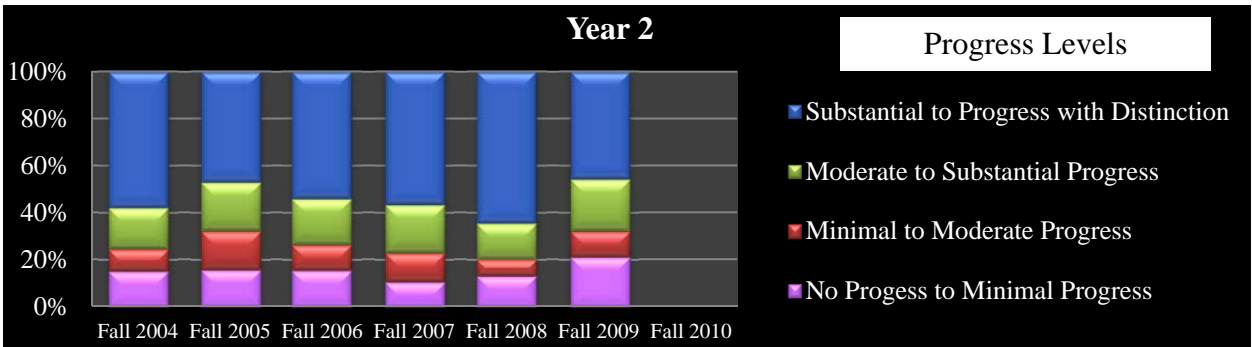
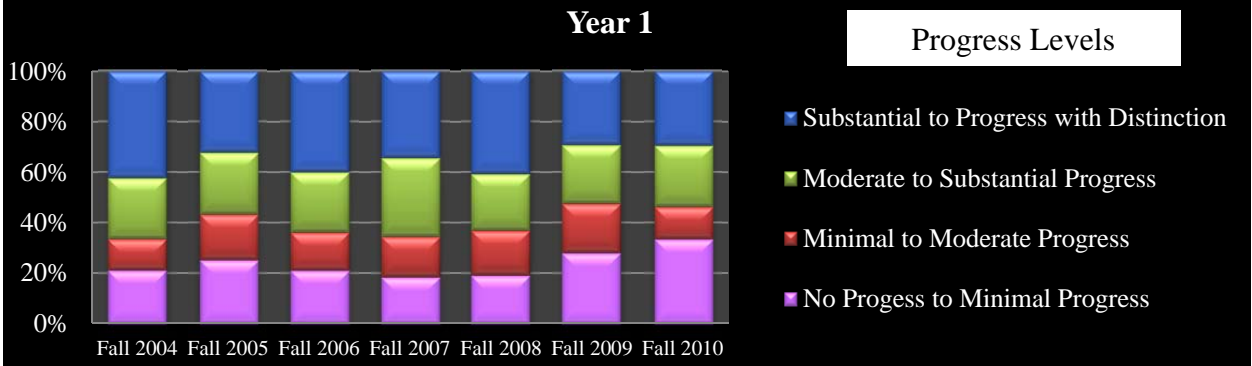
Appendix AA

Figure 4.1a – Percent of Cohort at Each Level of Successful Learning Progress Exceptions Admits



Appendix AB

Figure 4.1b – Student Progress Levels at Yearly Status Points – Exceptions Admits



Appendix AC

Table 4.2 – Enrolled Students by Level of Successful Learning – Degree Seeking Graduates

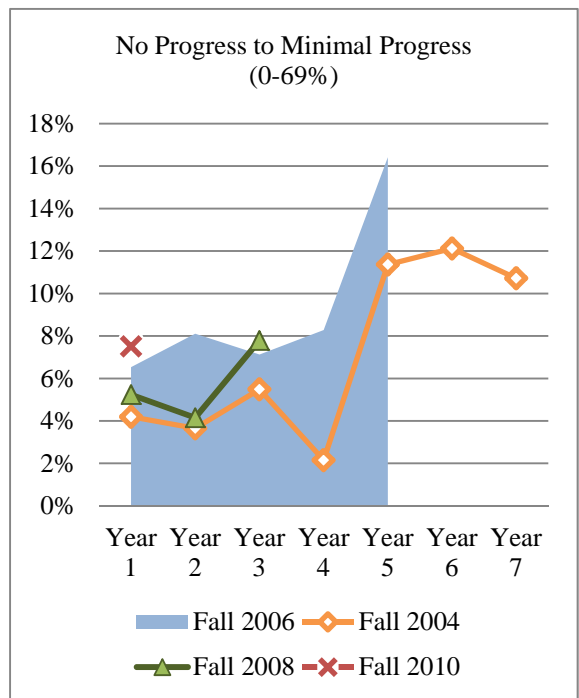
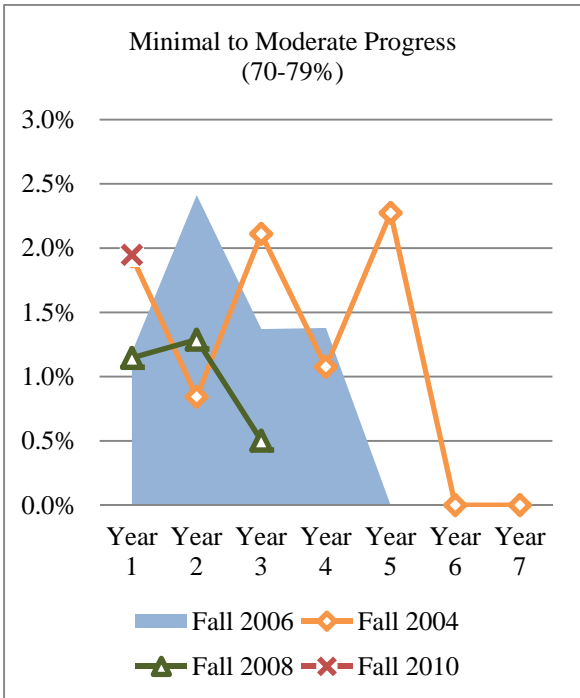
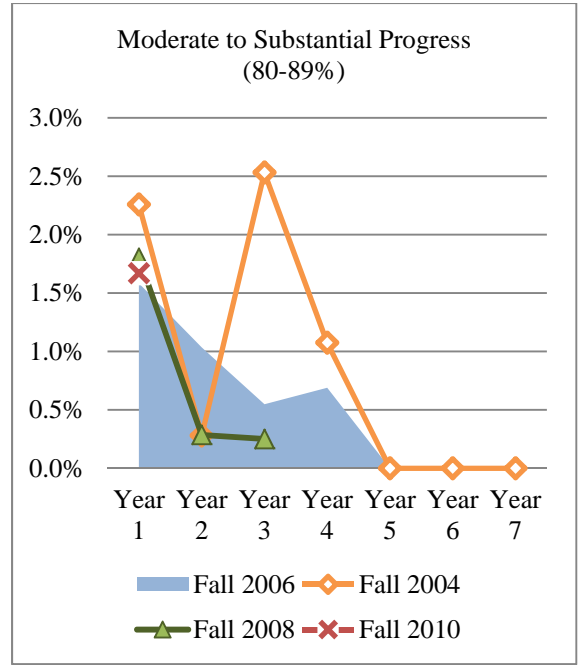
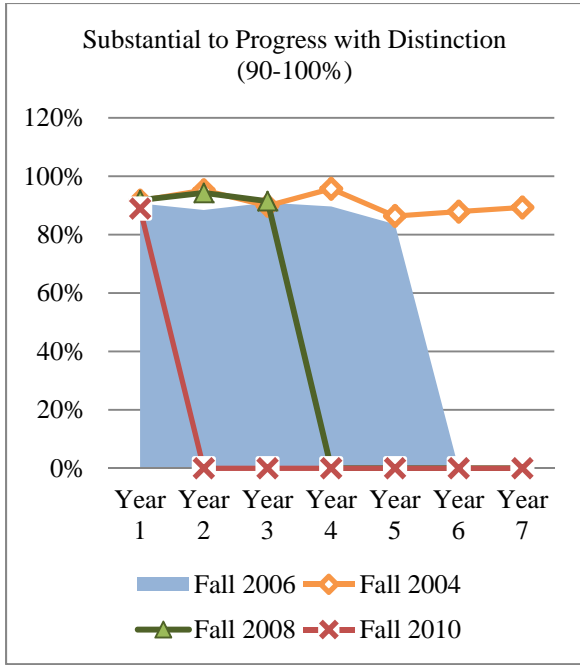
Entering Term	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Substantial to Progress with Distinction (90-100% cumulative learning progress)</b>														
Fall 2004	284	91.6%	339	95.2%	213	89.9%	89	95.7%	38	86.4%	29	87.9%	25	89.3%
Fall 2005	345	91.5%	391	90.9%	262	90.7%	82	93.2%	29	87.9%	20	60.6%		
Fall 2006	458	90.7%	513	88.4%	332	91.0%	130	89.7%	56	83.6%				
Fall 2007	442	91.1%	484	90.5%	271	89.4%	103	88.8%						
Fall 2008	561	91.8%	659	94.3%	364	91.5%								
Fall 2009	587	92.3%	667	92.3%										
Fall 2010	639	88.9%												
<b>Moderate to Substantial Progress (80-8% cumulative learning progress)</b>														
Fall 2004	7	2.3%	1	0.3%	6	2.5%	1	1.1%	0	0.0%	0	0.0%	0	0.0%
Fall 2005	2	0.5%	4	0.9%	2	0.7%	0	0.0%	0	0.0%	0	0.0%		
Fall 2006	8	1.6%	6	1.0%	2	0.5%	1	0.7%	0	0.0%				
Fall 2007	4	0.8%	6	1.1%	3	1.0%	0	0.0%						
Fall 2008	11	1.8%	2	0.3%	1	0.3%								
Fall 2009	4	0.6%	9	1.2%										
Fall 2010	12	1.7%												
<b>Minimal to Moderate Progress (70-79% cumulative learning progress)</b>														
Fall 2004	6	1.9%	3	0.8%	5	2.1%	1	1.1%	1	2.3%	0	0.0%	0	0.0%
Fall 2005	9	2.4%	15	3.5%	6	2.1%	0	0.0%	1	3.0%	0	0.0%		
Fall 2006	6	1.2%	14	2.4%	5	1.4%	2	1.4%	0	0.0%				
Fall 2007	7	1.4%	12	2.2%	3	1.0%	1	0.9%						
Fall 2008	7	1.1%	9	1.3%	2	0.5%								
Fall 2009	6	0.9%	11	1.5%										
Fall 2010	14	1.9%												
<b>No Progress to Minimal Progress (0-69% cumulative learning progress)</b>														
Fall 2004	13	4.2%	13	3.7%	13	5.5%	2	2.2%	5	11.4%	4	12.1%	3	10.7%
Fall 2005	21	5.6%	20	4.7%	19	6.6%	6	6.8%	3	9.1%	13	39.4%		
Fall 2006	33	6.5%	47	8.1%	26	7.1%	12	8.3%	11	16.4%				
Fall 2007	32	6.6%	33	6.2%	26	8.6%	12	10.3%						
Fall 2008	32	5.2%	29	4.1%	31	7.8%								
Fall 2009	39	6.1%	36	5.0%										
Fall 2010	54	7.5%												

How to read the Tables (refer to first line of first table for numbers used in example)

Example: 91.6% of the students (N=284) from the Emporia State University First-Time Degree Seeking Graduate Students entry cohort who took courses in Year 1 were successful in 90-100% of their courses. --Substantial to Progress with Distinction

Appendix AD

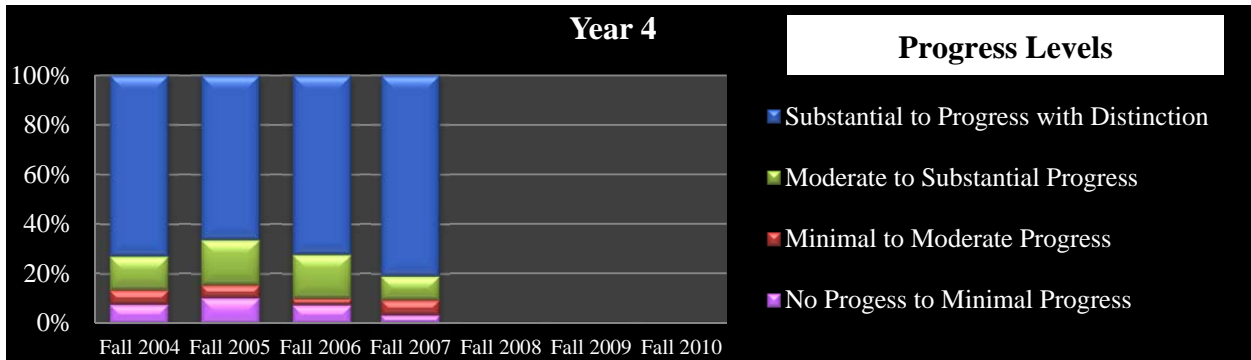
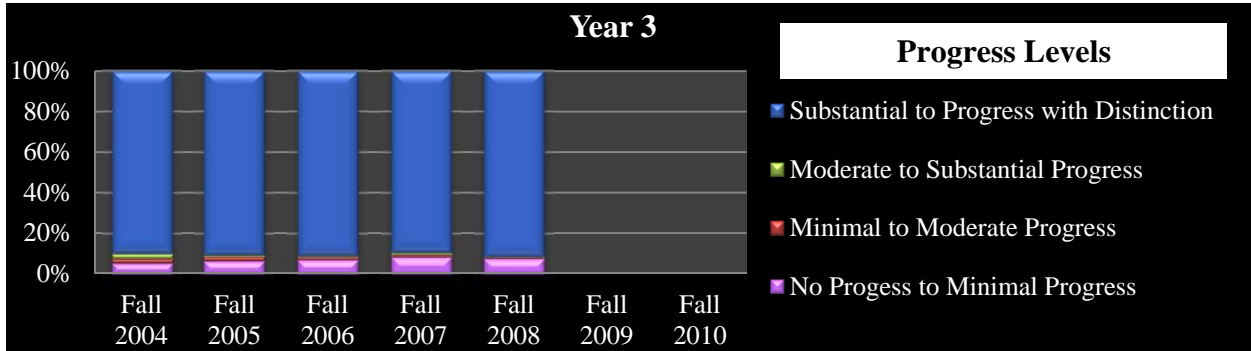
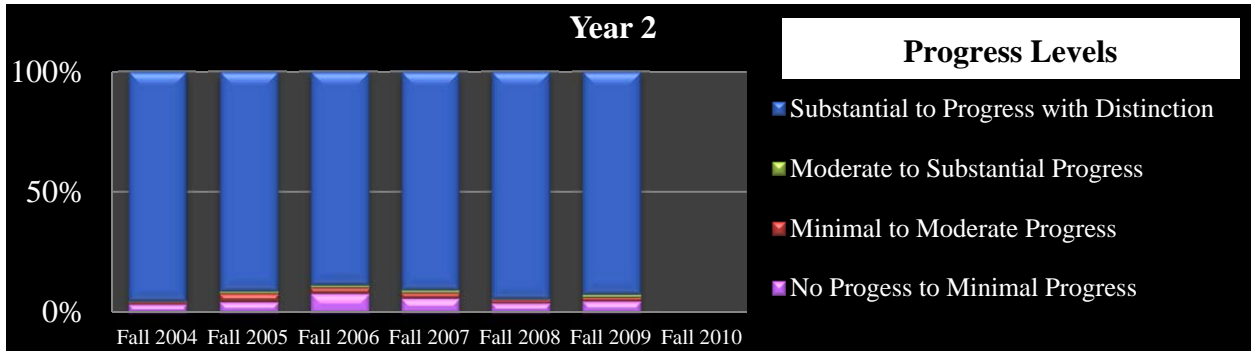
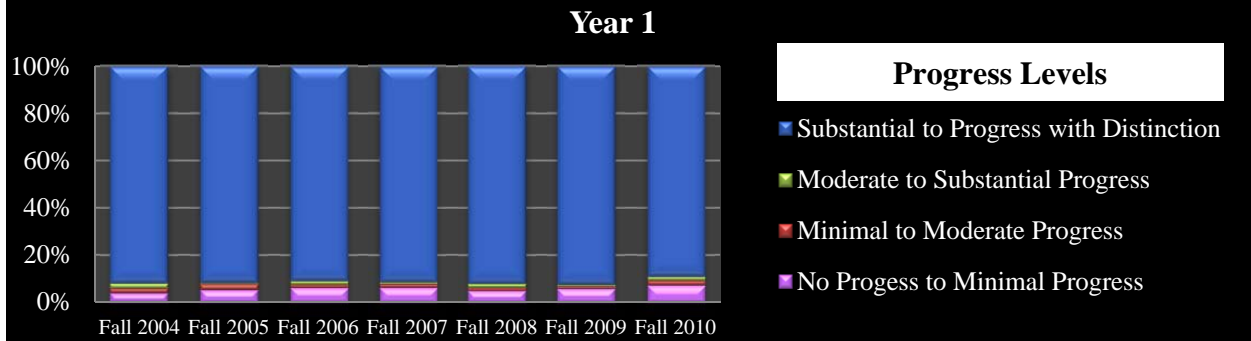
Figure 4.2a – Percent of Cohort at Each Level of Successful Learning Progress Degree Seeking Graduates





Appendix AE

Figure 4.2b – Student Progress Levels at Yearly Status Points – Degree Seeking Graduates



Appendix AF

Table 4.3 – Enrolled Students by Level of Successful Learning – Non-Degree Seeking Undergraduates

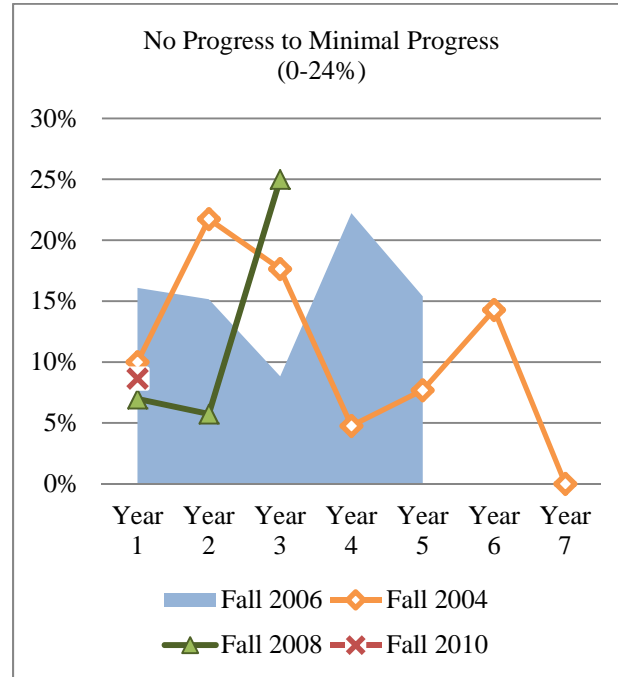
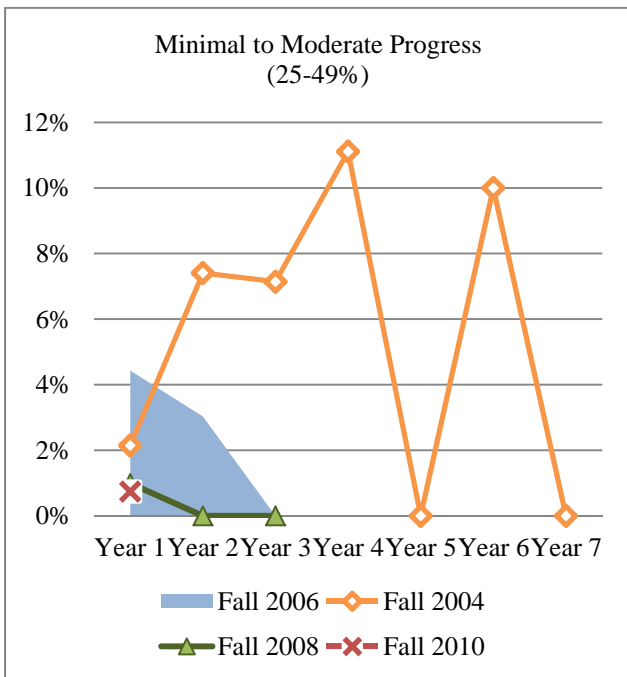
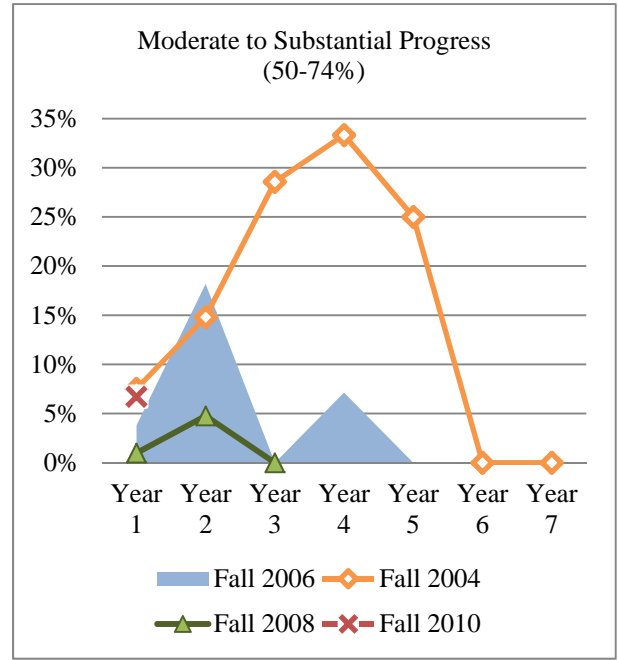
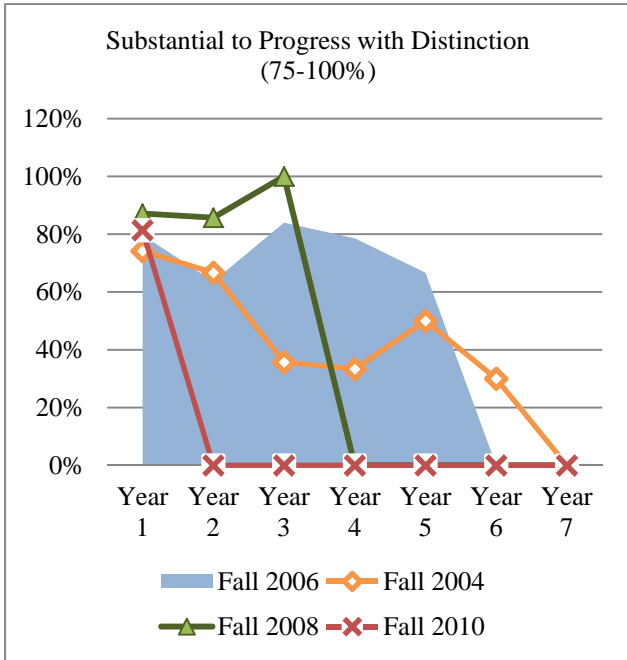
Entering Term	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Substantial to Progress with Distinction (75-100% cumulative learning progress)</b>														
Fall 2004	69	74.2%	18	66.7%	5	35.7%	3	33.3%	4	50.0%	3	30.0%	0	0.0%
Fall 2005	90	71.4%	44	69.8%	44	86.3%	29	70.7%	18	81.8%	14	63.6%		
Fall 2006	126	79.7%	21	63.6%	21	84.0%	11	78.6%	6	66.7%				
Fall 2007	73	77.7%	15	60.0%	8	47.1%	9	56.3%						
Fall 2008	88	87.1%	18	85.7%	15	100.0%								
Fall 2009	96	80.0%	29	80.6%										
Fall 2010	109	81.3%												
<b>Moderate to Substantial Progress (50-74% cumulative learning progress)</b>														
Fall 2004	7	7.5%	4	14.8%	4	28.6%	3	33.3%	2	25.0%	0	0.0%	0	0.0%
Fall 2005	18	14.3%	8	12.7%	4	7.8%	6	14.6%	2	9.1%	0	0.0%		
Fall 2006	6	3.8%	6	18.2%	0	0.0%	1	7.1%	0	0.0%				
Fall 2007	4	4.3%	5	20.0%	5	29.4%	3	18.8%						
Fall 2008	1	1.0%	1	4.8%	0	0.0%								
Fall 2009	12	10.0%	3	8.3%										
Fall 2010	9	6.7%												
<b>Minimal to Moderate Progress (25-49% cumulative learning progress)</b>														
Fall 2004	2	2.2%	2	7.4%	1	7.1%	1	11.1%	0	0.0%	1	10.0%	0	0.0%
Fall 2005	0	0.0%	3	4.8%	1	2.0%	3	7.3%	0	0.0%	4	18.2%		
Fall 2006	7	4.4%	1	3.0%	0	0.0%	0	0.0%	0	0.0%				
Fall 2007	2	2.1%	1	4.0%	1	5.9%	0	0.0%						
Fall 2008	1	1.0%	0	0.0%	0	0.0%								
Fall 2009	5	4.2%	0	0.0%										
Fall 2010	1	0.7%												
<b>No Progress to Minimal Progress (0-24% cumulative learning progress)</b>														
Fall 2004	15	10.0%	3	21.7%	4	17.6%	2	4.8%	2	7.7%	6	14.3%	2	0.0%
Fall 2005	18	0.7%	8	2.9%	2	5.7%	3	20.8%	2	20.0%	4	21.4%		
Fall 2006	19	16.1%	5	15.2%	4	8.8%	2	22.2%	3	15.4%				
Fall 2007	15	9.1%	4	7.0%	3	12.5%	4	30.0%						
Fall 2008	11	7.0%	2	5.7%	0	25.0%								
Fall 2009	7	10.2%	4	11.8%										
Fall 2010	15	8.7%												

**How to read the Tables** (refer to first line of first table for numbers used in example)

Example: 74.2% of the students (N=69) from the Emporia State University First-Time Non-Degree Seeking Undergraduate were successful in 75-100% of their courses. --Substantial to Progress with Distinction

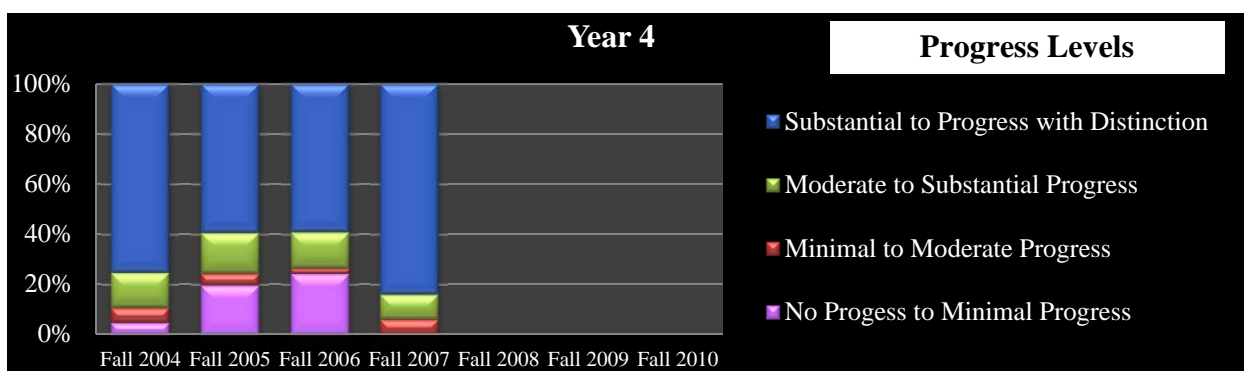
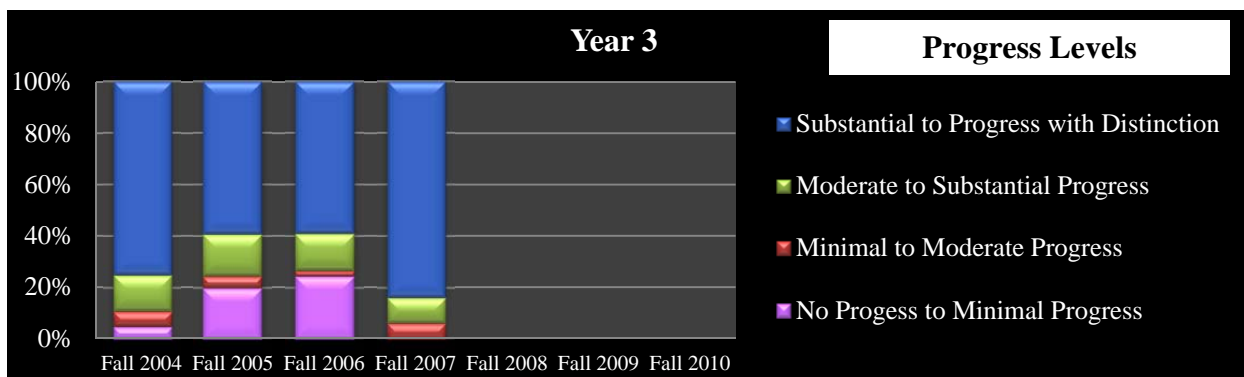
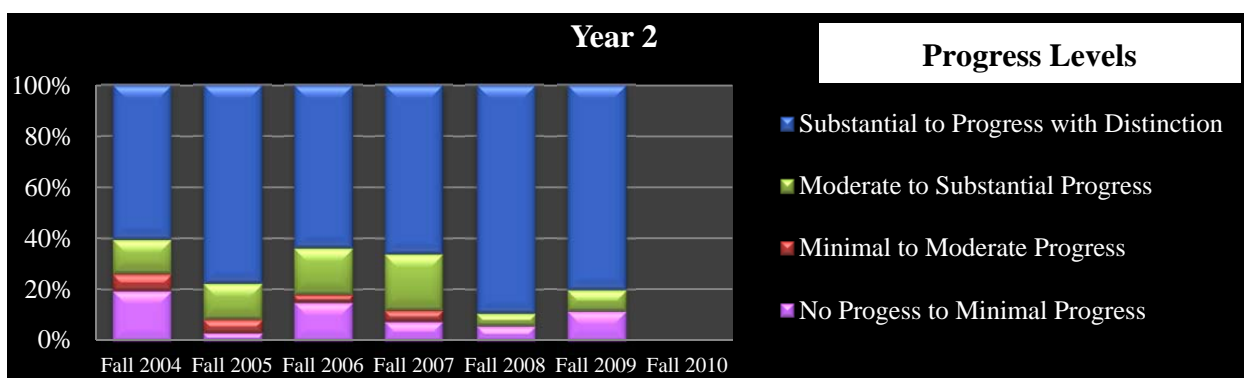
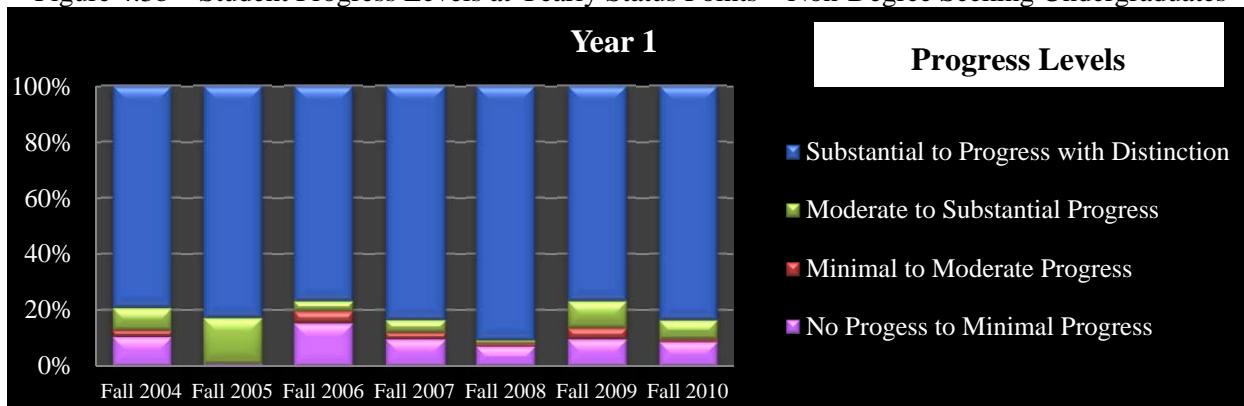
Appendix AG

Figure 4.3a – Percent of Cohort at Each Level of Successful Learning Progress  
Non-Degree Seeking Undergraduates



Appendix AH

Figure 4.3b – Student Progress Levels at Yearly Status Points – Non-Degree Seeking Undergraduates



Appendix AI

Table 4.4 – Enrolled Students by Level of Successful Learning – Non-Degree Seeking Graduates

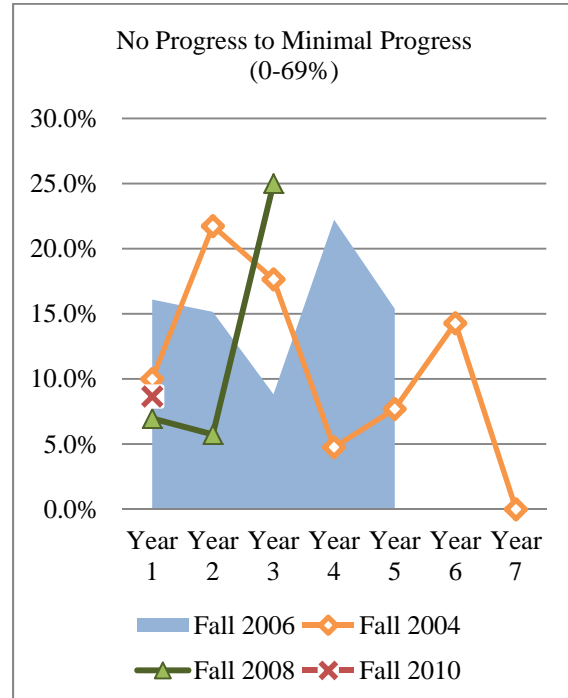
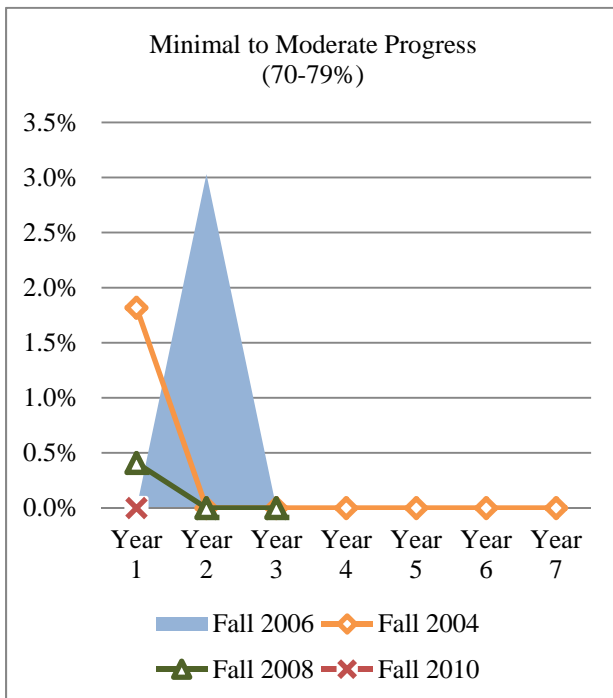
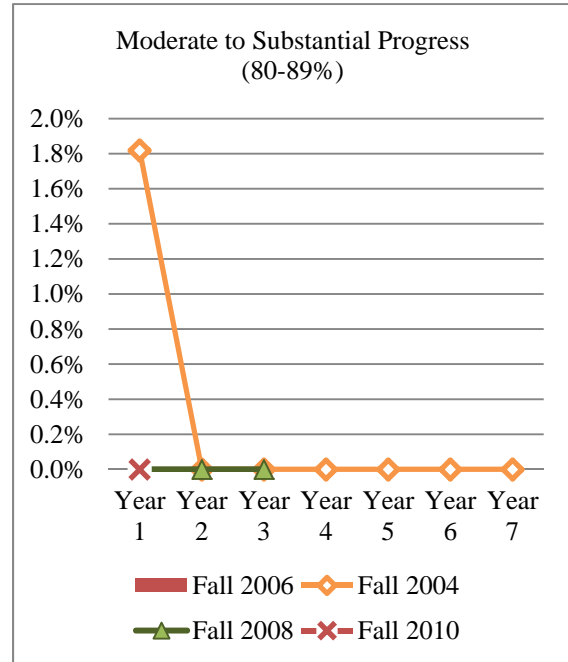
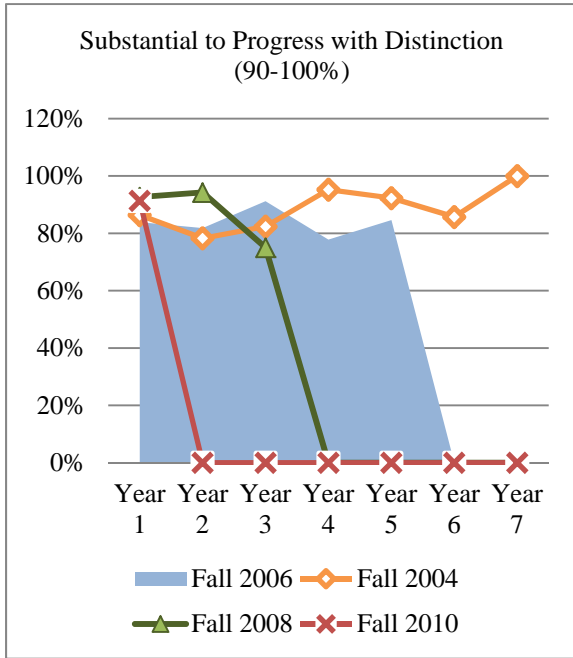
Entering Term	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Substantial to Progress with Distinction (90-100% cumulative learning progress)</b>														
Fall 2004	95	86.4%	18	78.3%	14	82.4%	20	95.2%	12	92.3%	6	85.7%	8	100.0%
Fall 2005	140	99.3%	98	96.1%	66	94.3%	19	79.2%	16	80.0%	21	75.0%		
Fall 2006	73	83.9%	54	81.8%	31	91.2%	14	77.8%	11	84.6%				
Fall 2007	100	90.9%	40	93.0%	14	87.5%	7	70.0%						
Fall 2008	226	92.6%	115	94.3%	39	75.0%								
Fall 2009	141	89.8%	67	88.2%										
Fall 2010	95	91.3%												
<b>Moderate to Substantial Progress (80-89% cumulative learning progress)</b>														
Fall 2004	2	1.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2005	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Fall 2006	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%				
Fall 2007	0	0.0%	0	0.0%	0	0.0%	0	0.0%						
Fall 2008	0	0.0%	0	0.0%	0	0.0%								
Fall 2009	0	0.0%	0	0.0%										
Fall 2010	0	0.0%												
<b>Minimal to Moderate Progress (70-79% cumulative learning progress)</b>														
Fall 2004	2	1.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2005	0	0.0%	1	1.0%	0	0.0%	0	0.0%	0	0.0%	1	3.6%		
Fall 2006	0	0.0%	2	3.0%	0	0.0%	0	0.0%	0	0.0%				
Fall 2007	0	0.0%	0	0.0%	0	0.0%	0	0.0%						
Fall 2008	1	0.4%	0	0.0%	0	0.0%								
Fall 2009	0	0.0%	0	0.0%										
Fall 2010	0	0.0%												
<b>No Progress to Minimal Progress (0-69% cumulative learning progress)</b>														
Fall 2004	11	10.0%	5	21.7%	3	17.6%	1	4.8%	1	7.7%	1	14.3%	0	0.0%
Fall 2005	1	0.7%	3	2.9%	4	5.7%	5	20.8%	4	20.0%	6	21.4%		
Fall 2006	14	16.1%	10	15.2%	3	8.8%	4	22.2%	2	15.4%				
Fall 2007	10	9.1%	3	7.0%	2	12.5%	3	30.0%						
Fall 2008	17	7.0%	7	5.7%	13	25.0%								
Fall 2009	16	10.2%	9	11.8%										
Fall 2010	9	8.7%												

**How to Read the Tables** (refer to first line of first table for numbers used in example)

Example: 86.4% of the students (N=95) from the Emporia State University First-Time Non-Degree Seeking Graduate Students entry cohort who took courses in Year 1 were successful in 90-100% of their courses. -- Substantial to Progress with Distinction

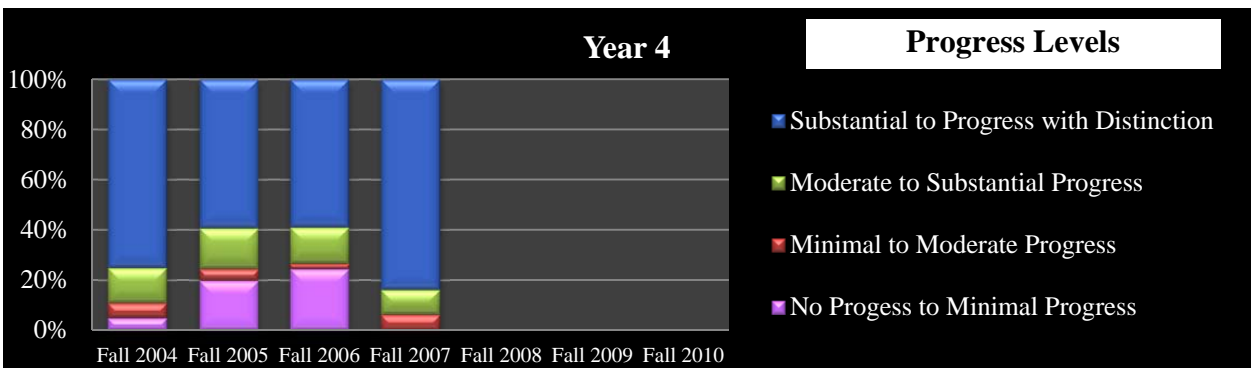
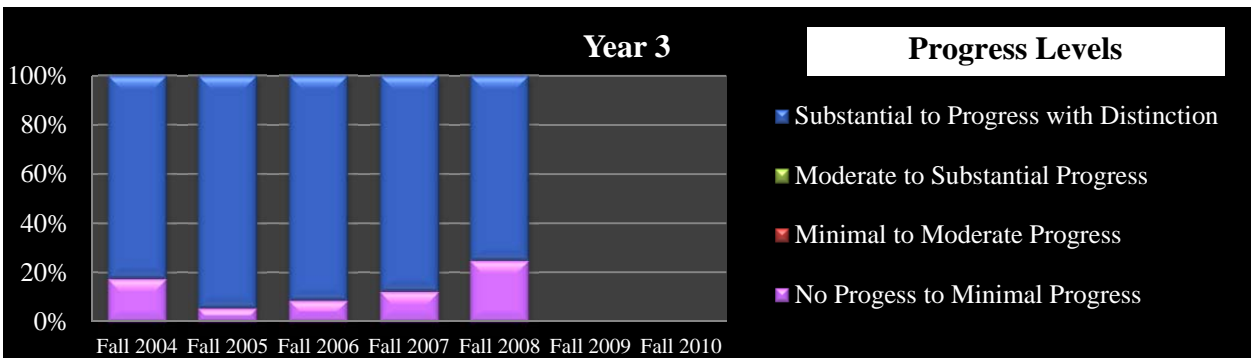
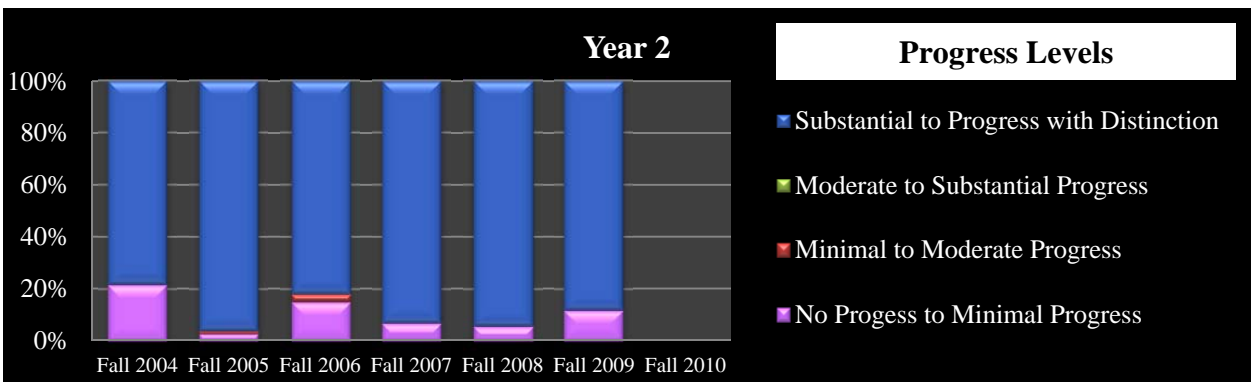
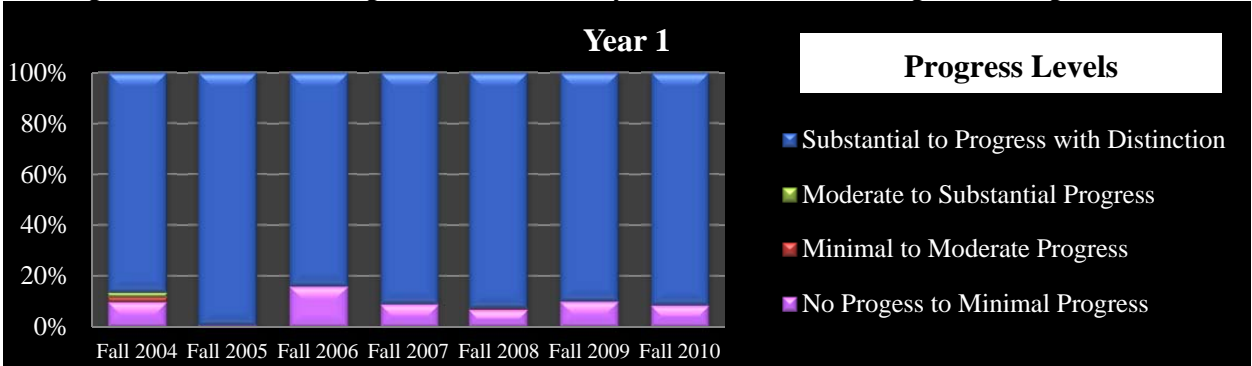
## Appendix AJ

Figure 4.4a – Percent of Cohort at Each Level of Successful Learning Progress  
Non-Degree Seeking Graduates



Appendix AK

Figure 4.4b – Student Progress Levels at Yearly Status Points – Non-Degree Seeking Graduates



Appendix AL

Table 5 – Successful Learning Rate (SLR) Degree Seeking Undergraduate Students

Table 5.1

Entering Term	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR
<b>Successful Learning Rate (SLR) – Proportion of Successfully Completed Courses to Total Attempted</b>														
Fall 2004	13,097	69.0%	10,167	69.0%	7,637	76.0%	4,704	89.0%	2,351	89.0%	1,046	87.0%	602	83.0%
Fall 2005	13,130	78.0%	10,647	82.0%	7,375	87.0%	5,356	87.0%	2,326	89.0%	1,072	87.0%	0	0.0%
Fall 2006	13,803	80.0%	10,388	83.0%	7,675	87.0%	5,382	90.0%	2,541	89.0%				
Fall 2007	16,455	76.0%	12,783	83.0%	8,884	87.0%	6,052	88.0%						
Fall 2008	12,399	77.0%	9,459	84.9%	6,761	86.5%								
Fall 2009	12,250	76.7%	9,697	83.1%										
Fall 2010	12,543	77.7%												

Entering Term	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student
<b>Average Courses Successfully Completed per Student</b>														
Fall 2004	2,098	6.2	1,659	6.1	1,329	5.7	980	4.8	580	4.1	336	3.1	212	2.8
Fall 2005	2,166	6.1	1,744	6.1	1,441	5.1	1,084	4.9	518	4.5	300	3.6		
Fall 2006	2,386	5.8	1,889	5.5	1,488	5.2	1,069	5.0	641	4.0				
Fall 2007	2,193	7.5	1,789	7.1	1,405	6.3	1,055	5.7						
Fall 2008	1,834	6.8	1,506	6.3	1,182	5.7								
Fall 2009	1,875	6.5	1,539	6.3										
Fall 2010	1,905	6.6												

**How to Read the Tables** (refer to first line of each table for numbers used in example)

**Table 5.1:** The 2098 students of the Fall 2004 Emporia State First-Time Degree Seeking Undergraduates entry cohort successfully completed 13097 courses, 69% of the total courses they attempted, in Year 1. –Successful Learning

**Table 5.2:** 6.2 courses, on average, were successfully completed by those who enrolled during Year 1.



Appendix AM

Table 5a – Successful Learning Rate (SLR) Exceptions Admit Students

Table 5a.1

Entering Term	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR
<b>Successful Learning Rate (SLR) - Proportion of Successfully Completed Courses to Total Attempted</b>														
Fall 2004	1,315	57.0%	764	71.0%	588	78.0%	502	79.0%	361	88.0%	160	90.0%	88	81.0%
Fall 2005	1,291	50.0%	844	61.0%	523	71.0%	407	76.0%	234	91.0%	248	90.0%		
Fall 2006	1,135	58.0%	681	66.0%	462	76.0%	399	82.0%	314	87.0%				
Fall 2007	1,668	57.0%	1,062	69.0%	772	77.0%	612	87.0%						
Fall 2008	1,217	58.0%	546	71.0%	386	80.0%								
Fall 2009	1,277	49.0%	723	60.0%										
Fall 2010	1,240	47.0%												

Table 5a.2

<b>Average Courses Successfully Completed per Student</b>														
Entering Term	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student
Fall 2004	225	5.8	137	5.6	116	5.1	103	4.9	82	4.4	44	3.6	26	3.4
Fall 2005	221	5.8	145	5.8	98	5.3	77	5.3	53	4.4	35	7.1		
Fall 2006	198	5.7	128	5.3	94	4.9	79	5.1	67	4.7				
Fall 2007	280	6.0	186	5.7	143	5.4	115	5.3						
Fall 2008	197	6.2	98	5.6	67	5.8								
Fall 2009	230	5.6	136	5.3										
Fall 2010	211	5.9												

**How to Read the Tables** (refer to first line of each table for numbers used in example)

**Table 5a.1:** The 225 students of the Fall 2004 Emporia State Exceptions Admit cohort successfully completed 1315 courses, 57% of the total courses they attempted, in Year 1. – Successful Learning

**Table 5a.2:** 5.8 courses, on average, were successfully completed by those who enrolled during Year 1.

Appendix AN

Table 5b – Successful Learning Rate (SLR) Degree Seeking Graduate Students

Table 5b.1

Entering Term	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR
<b>Successful Learning Rate (SLR) - Proportion of Successfully Completed Courses to Total Attempted</b>														
Fall 2004	1,008	97.0%	1,124	99.0%	512	96.0%	86	98.0%	50	85.0%	31	94.0%	31	93.0%
Fall 2005	1,070	96.0%	1,139	96.0%	370	95.0%	94	91.0%	44	93.0%	27	85.0%		
Fall 2006	1,293	95.0%	1,078	94.0%	476	95.0%	176	92.0%	81	87.0%				
Fall 2007	1,379	95.0%	1,440	95.0%	645	93.0%	222	92.0%						
Fall 2008	1,621	94.0%	1,905	97.0%	889	95.0%								
Fall 2009	1,694	95.0%	1,931	95.7%										
Fall 2010	1,963	94.0%												

Table 5b.2

Entering Term	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student
<b>Average Courses Successfully Completed per Student</b>														
Fall 2004	310	3.3	356	3.2	237	2.2	93	0.9	44	1.1	33	0.9	28	1.1
Fall 2005	340	3.1	457	2.5	372	1.0	157	0.6	162	0.3	33	0.8		
Fall 2006	484	2.7	622	1.7	434	1.1	253	0.7	67	1.2				
Fall 2007	485	2.8	535	2.7	303	2.1	116	1.9						
Fall 2008	611	2.7	699	2.7	398	2.2								
Fall 2009	636	2.7	723	2.7										
Fall 2010	719	2.7												

**How to Read the Tables** (refer to first line of each table for numbers used in example)

**Table 5b.1:** The 310 students of the Fall 2004 Emporia State Degree Seeking Graduate Student cohort successfully completed 1008 courses, 97% of the total courses they attempted, in Year 1. –Successful Learning

**Table 5b.2:** 3.3 courses, on average, were successfully completed by those who enrolled during Year 1.

Appendix AO

Table 5c – Successful Learning Rate (SLR) Non-Degree Seeking Undergraduate Students

Table 5c.1

Entering Term	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR
<b>Successful Learning Rate (SLR) – Proportion of Successfully Completed Courses to Total Attempted</b>														
Fall 2004	222	82%	94	81%	77	60%	33	61%	30	77%	39	45%	8	0%
Fall 2005	393	85%	274	80%	261	89%	166	83%	85	89%	102	75%		
Fall 2006	596	86%	121	81%	66	92%	31	88%	24	88%				
Fall 2007	418	88%	128	81%	59	76%	59	77%						
Fall 2008	510	94%	112	93%	81	97%								
Fall 2009	688	86%	146	91%										
Fall 2010	772	88%												
Entering Term	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student

Table 5c.2

<b>Average Courses Successfully Completed per Student</b>														
Fall 2004	93	2.4	27	3.5	14	5.5	9	3.7	8	3.8	10	3.9	2	4.0
Fall 2005	126	3.1	63	4.3	51	5.1	41	4.0	22	3.9	22	4.6		
Fall 2006	158	3.8	33	3.7	25	2.6	14	2.2	9	2.7				
Fall 2007	94	4.4	25	5.1	17	3.5	16	3.7						
Fall 2008	101	5.0	21	5.3	15	5.4								
Fall 2009	120	5.7	36	4.1										
Fall 2010	134	5.8												

**How to Read the Tables** (refer to first line of each table for numbers used in example)

**Table 5c.1:** The 93 students of the Fall 2004 Emporia State Non-Degree Seeking Undergraduate Student cohort successfully completed 222 courses, 82% of the total courses they attempted, in Year 1. –Successful Learning

**Table 5c.2:** 2.4 courses, on average, were successfully completed by those who enrolled during Year 1.

Appendix AP

Table 5d – Successful Learning Rate (SLR) Non-Degree Seeking Graduate Students

Table 5d.1

Entering Term	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR	Success Courses	SLR
<b>Successful Learning Rate (SLR) - Proportion of Successfully Completed Courses to Total Attempted</b>														
Fall 2004	210	91%	54	84%	39	88%	32	98%	15	95%	8	96%	4	100%
Fall 2005	230	99%	252	98%	71	96%	25	89%	17	95%	45	87%		
Fall 2006	176	88%	88	89%	42	96%	27	90%	14	97%				
Fall 2007	178	95%	34	95%	10	97%	11	85%						
Fall 2008	375	95%	123	98%	48	86%								
Fall 2009	277	94%	79	94%										
Fall 2010	183	95%												

Entering Term	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student	Students Present	Success Courses / Student

Table 5d.2

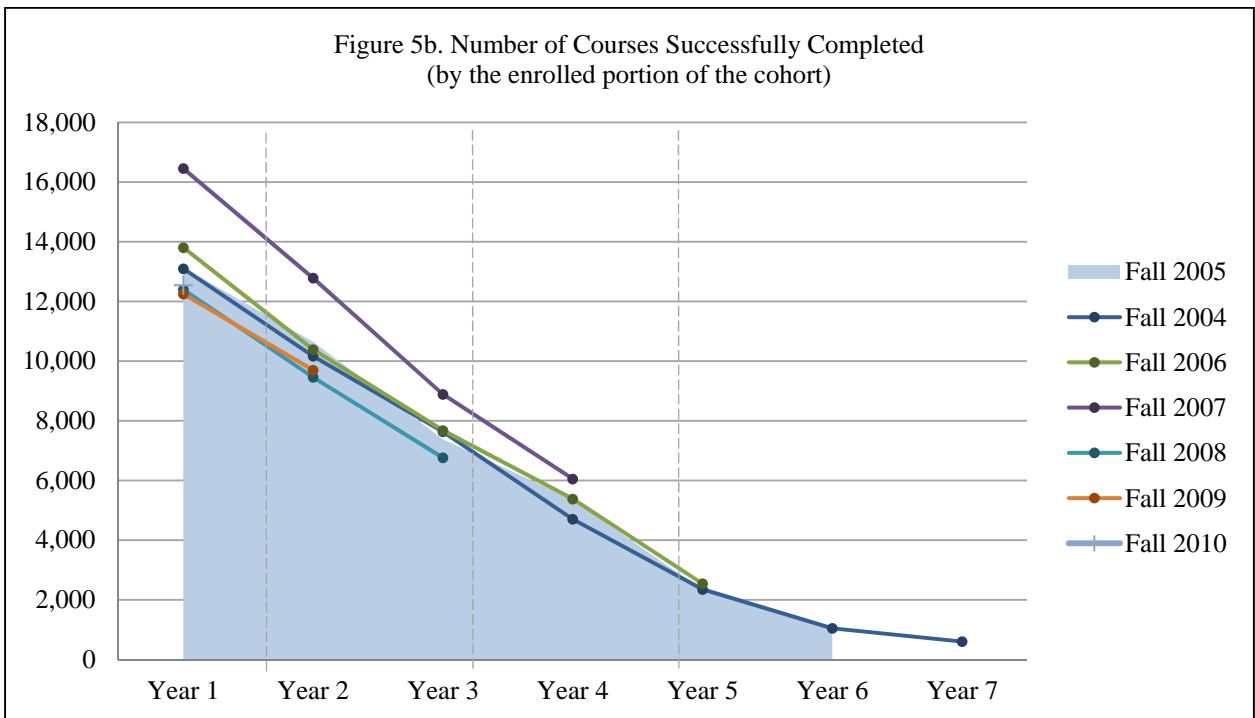
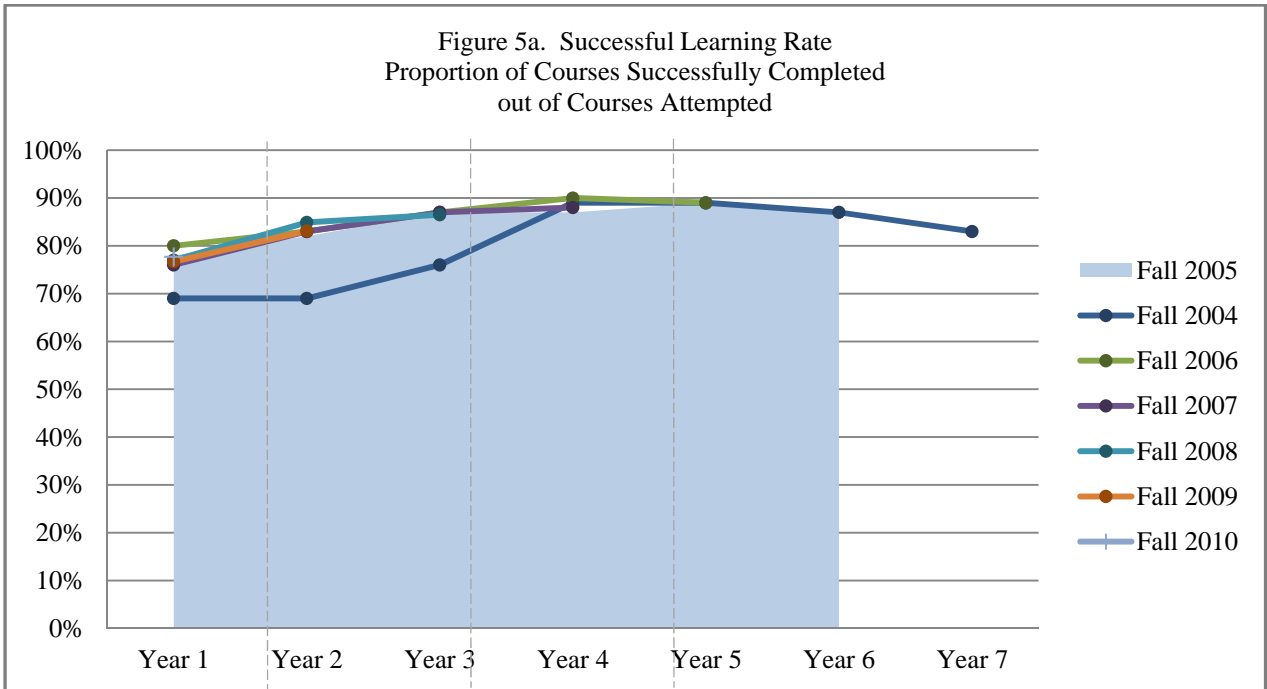
<b>Average Courses Successfully Completed per Student</b>														
Fall 2004	110	1.9	23	2.3	17	2.3	21	1.5	13	1.2	7	1.1	8	0.5
Fall 2005	141	1.6	102	2.5	70	1.0	24	1.0	20	0.9	28	1.6		
Fall 2006	87	2.0	66	1.3	34	1.2	18	1.5	13	1.1				
Fall 2007	110	1.6	43	0.8	16	0.6	10	1.1						
Fall 2008	244	1.5	122	1.0	52	0.9								
Fall 2009	157	1.8	76	1.0										
Fall 2010	104	1.8												

**How to Read the Tables** (refer to first line of each table for numbers used in example)

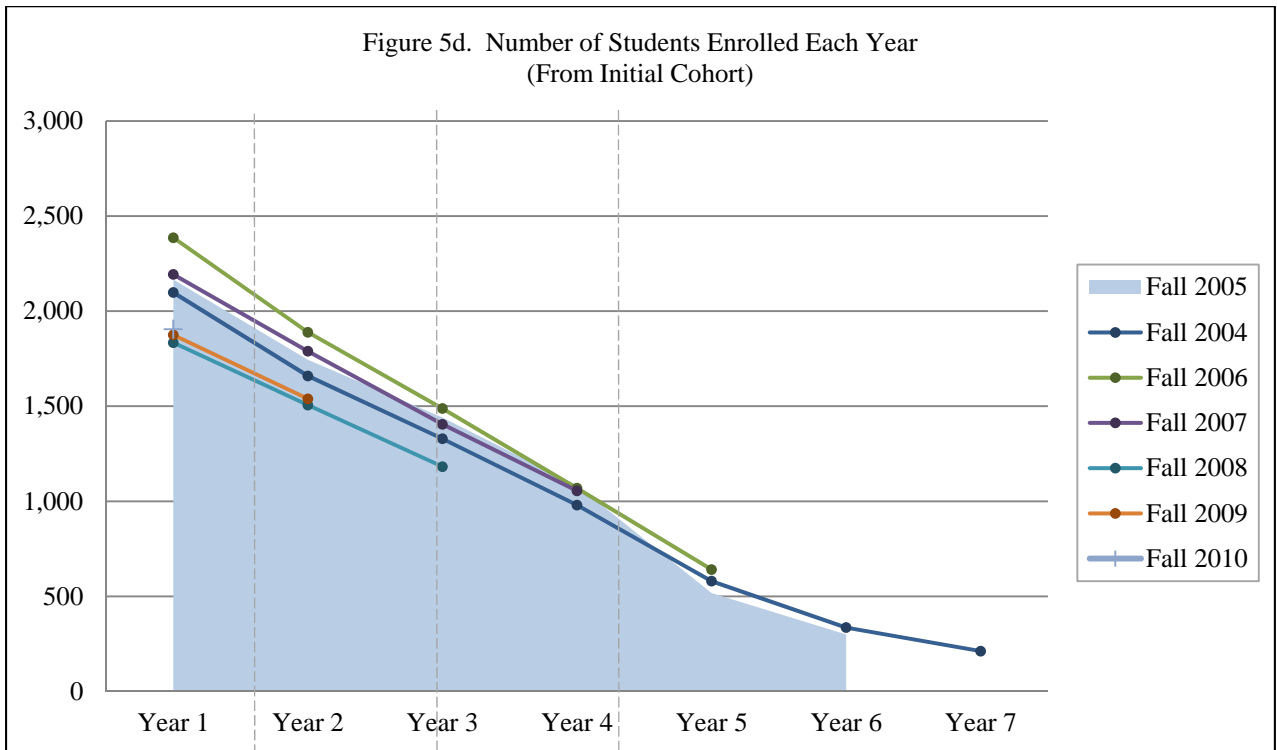
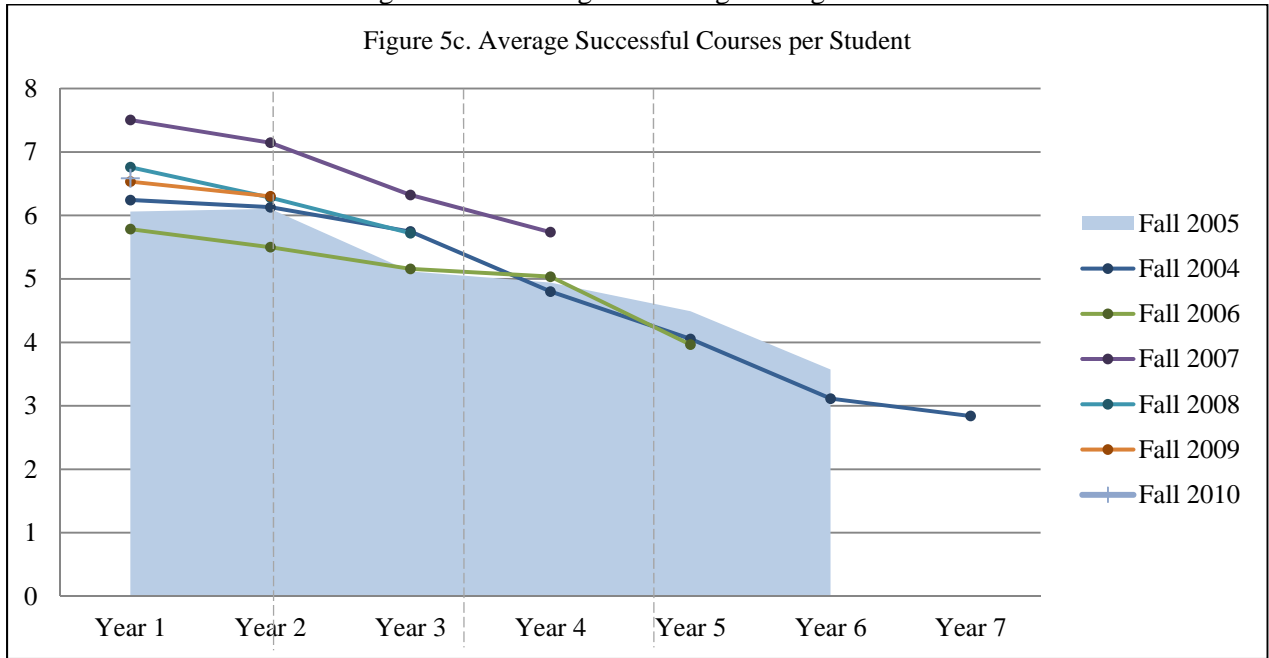
**Table 5d.1:** The 110 students of the Fall 2004 Emporia State Non-Degree Seeking Graduate Student cohort successfully completed 210 courses, 91% of the total courses they attempted, in Year 1. –Successful Learning

**Table 5d.2:** 1.9 courses, on average, were successfully completed by those who enrolled during Year 1.

Appendix AQ  
 Figure 5 – SLR Degree Seeking Undergraduates

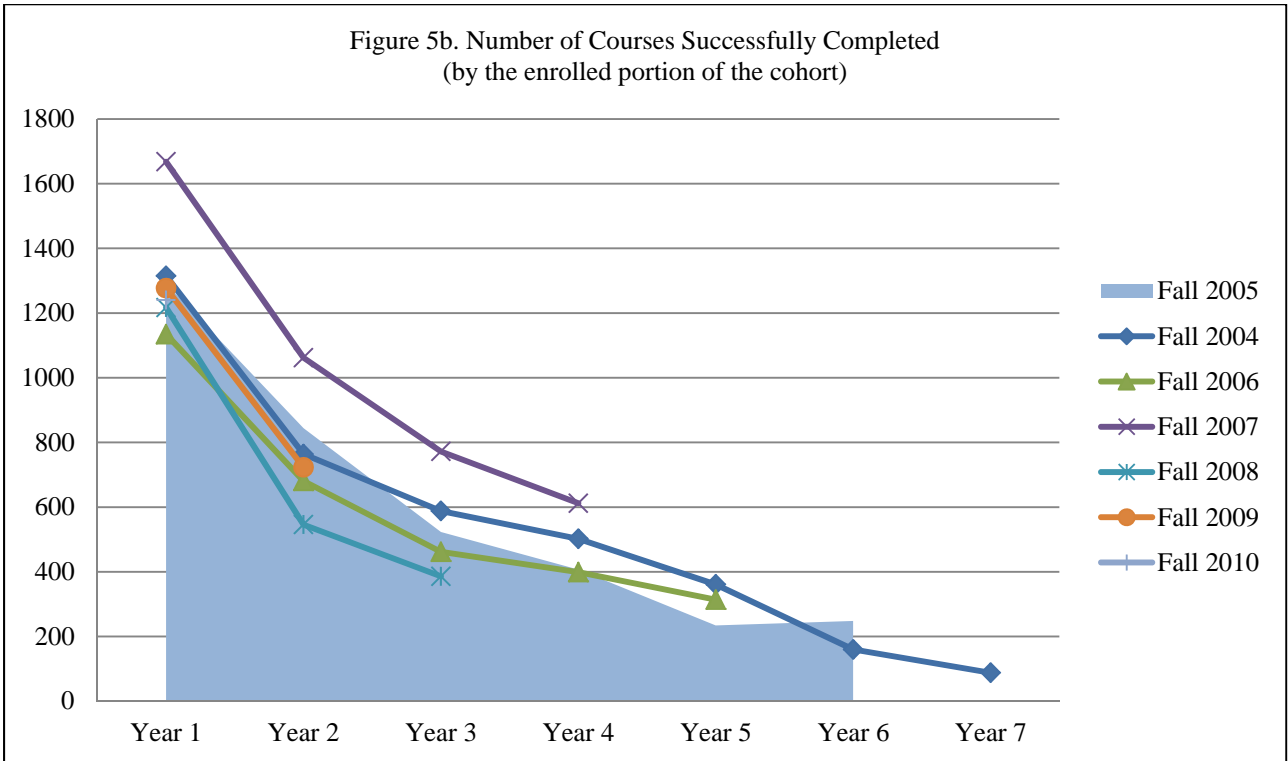
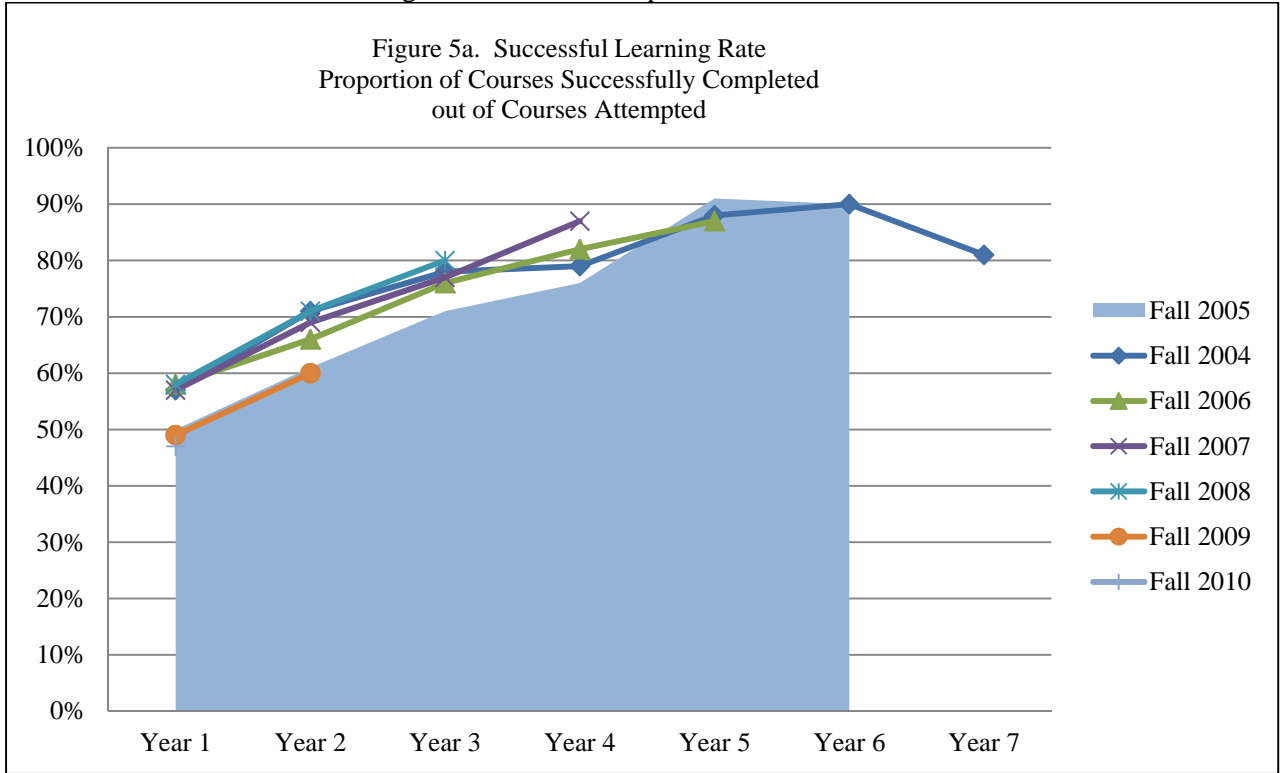


Appendix AQ (continued)  
 Figure 5 – SLR Degree Seeking Undergraduates

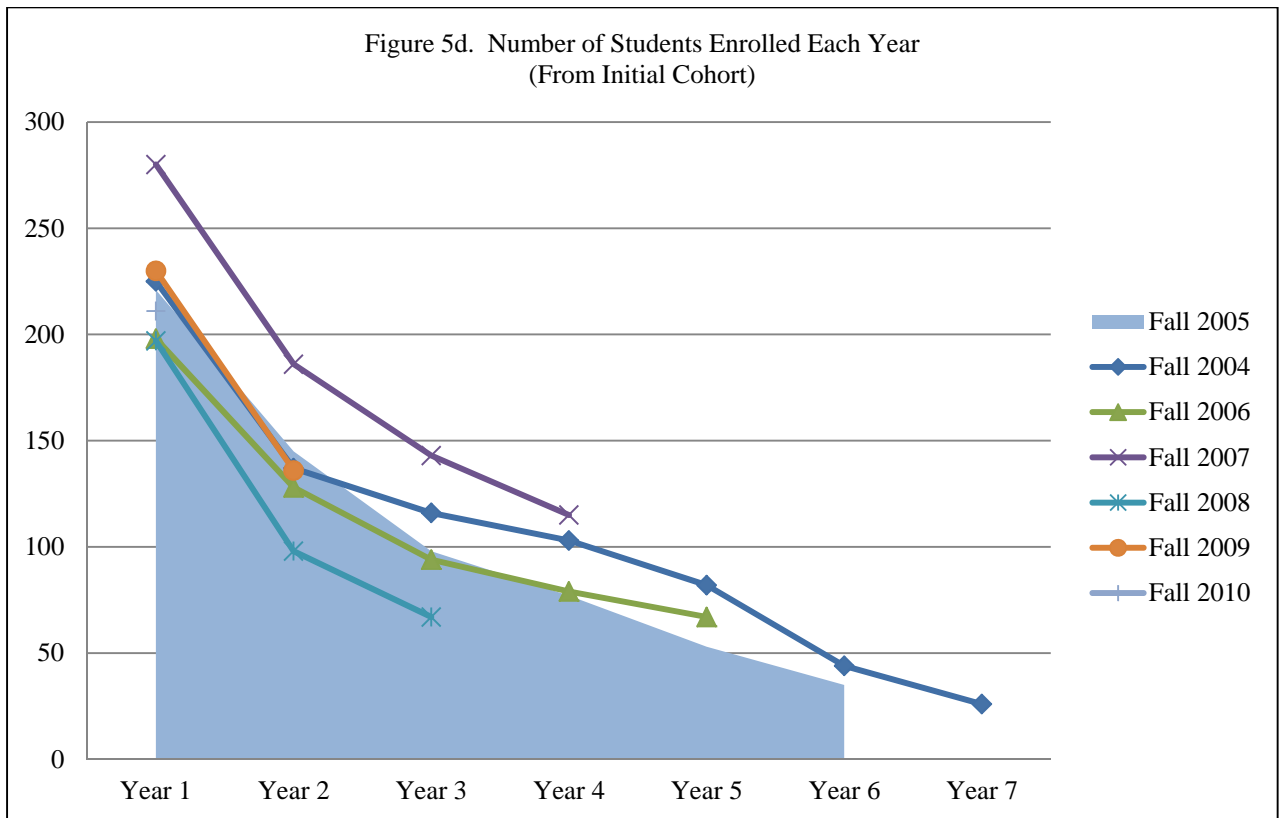
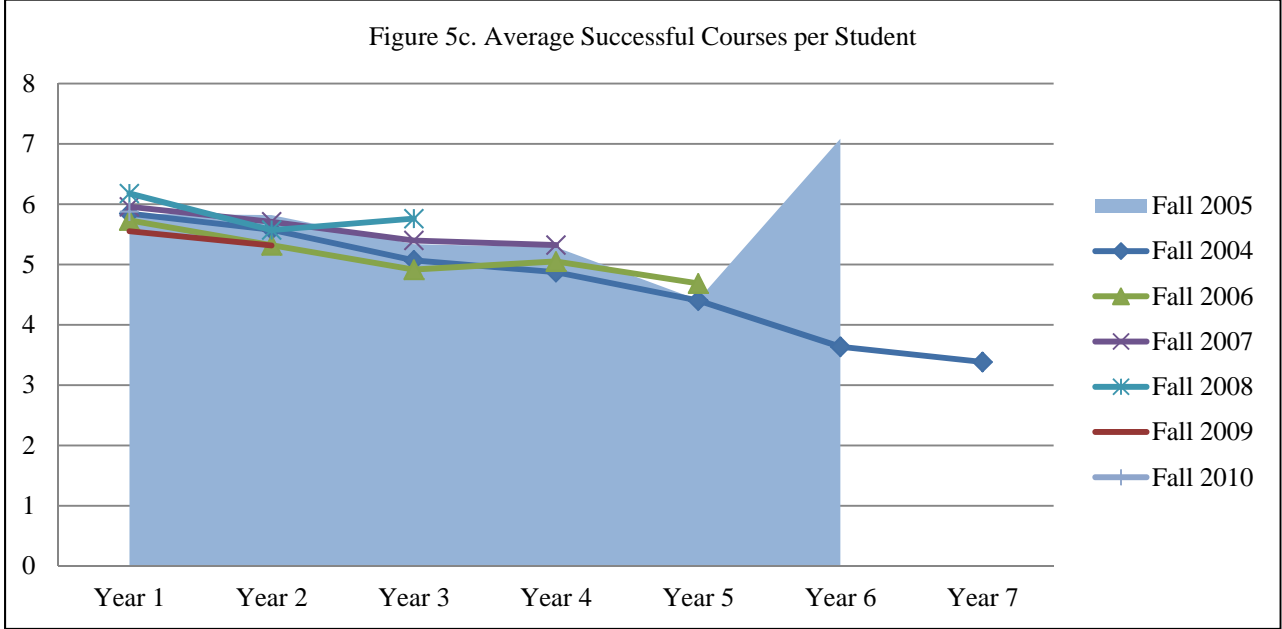


Appendix AR

Figure 5.1 – SLR Exceptions Admit Students



Appendix AR (continued)  
 Figure 5.1 – SLR Exceptions Admit Students





Appendix AS

Figure 5.2 – SLR Degree Seeking Graduate Students

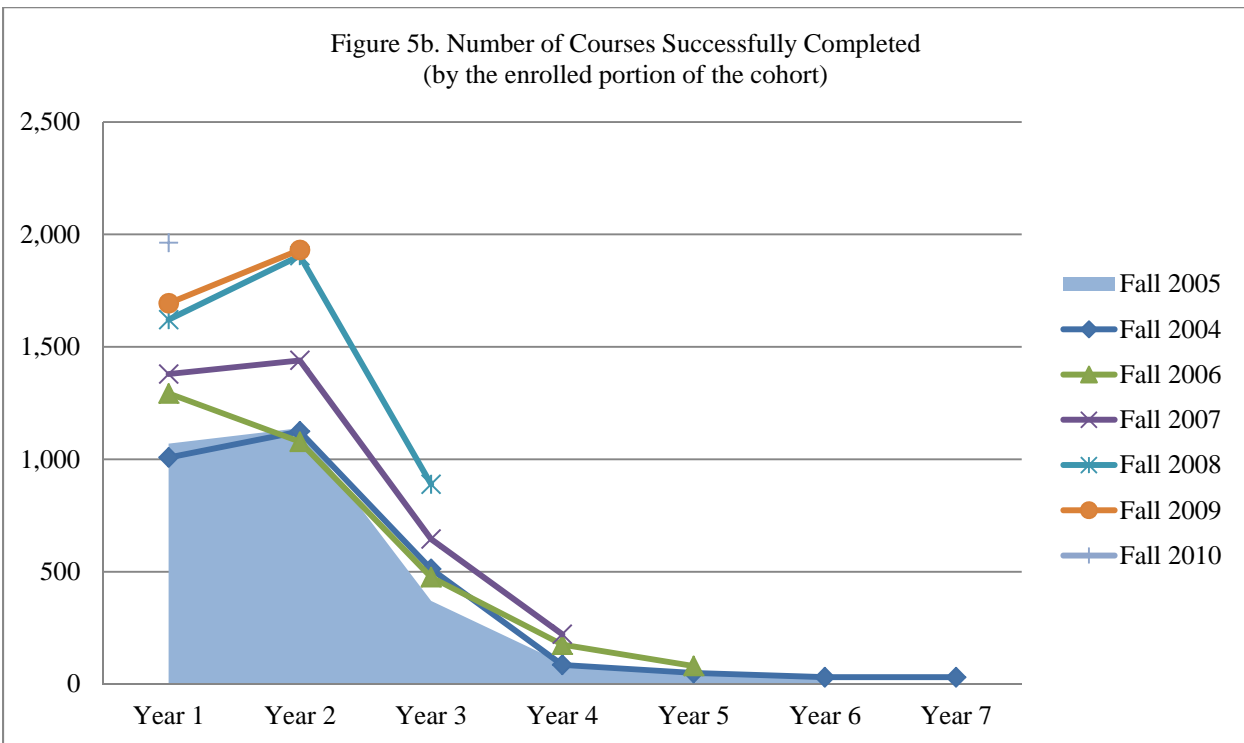
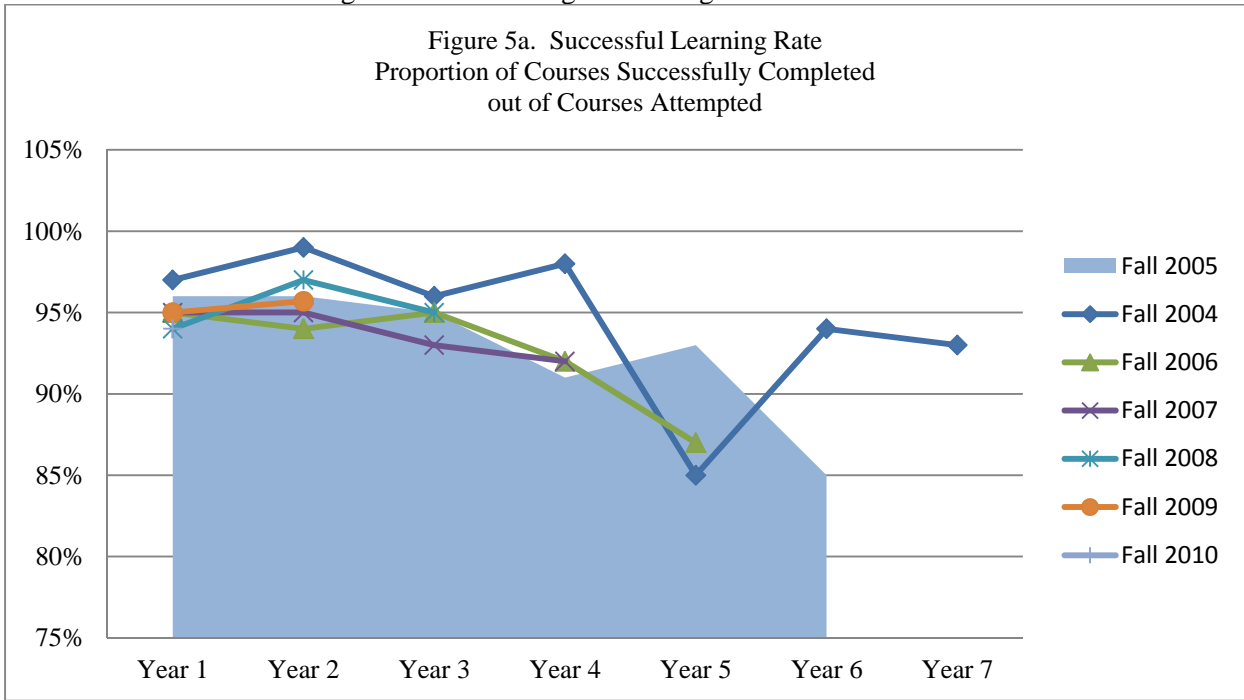
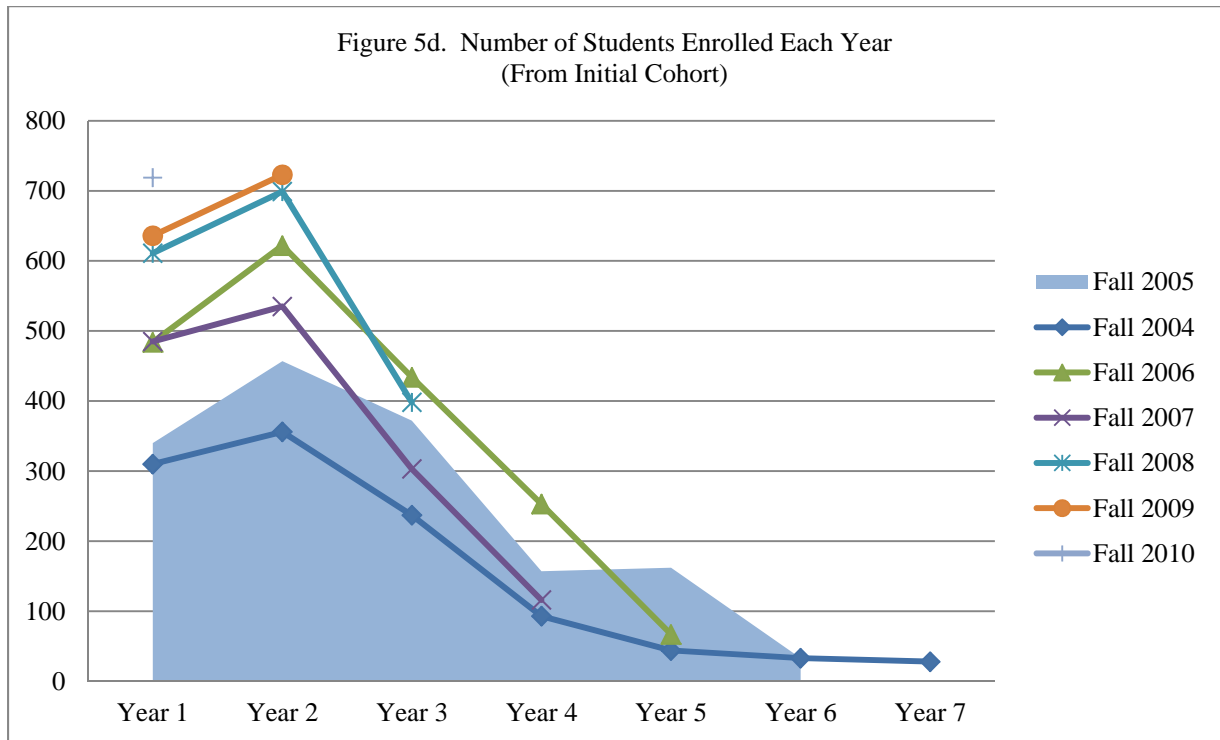
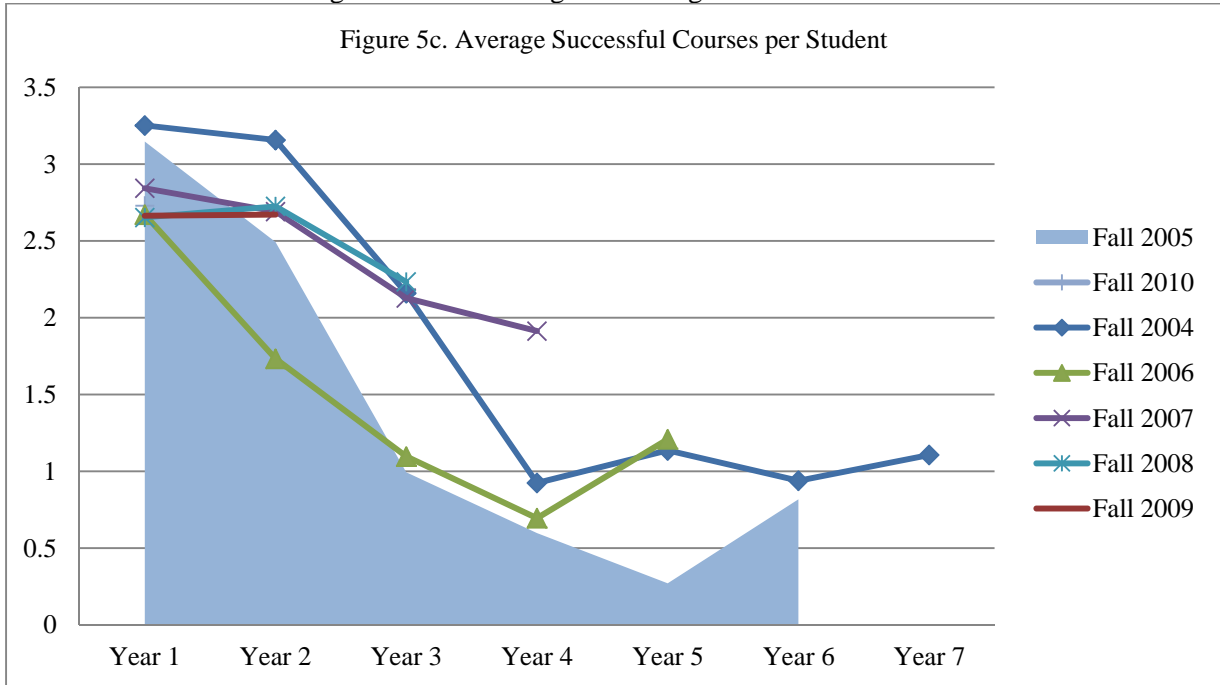
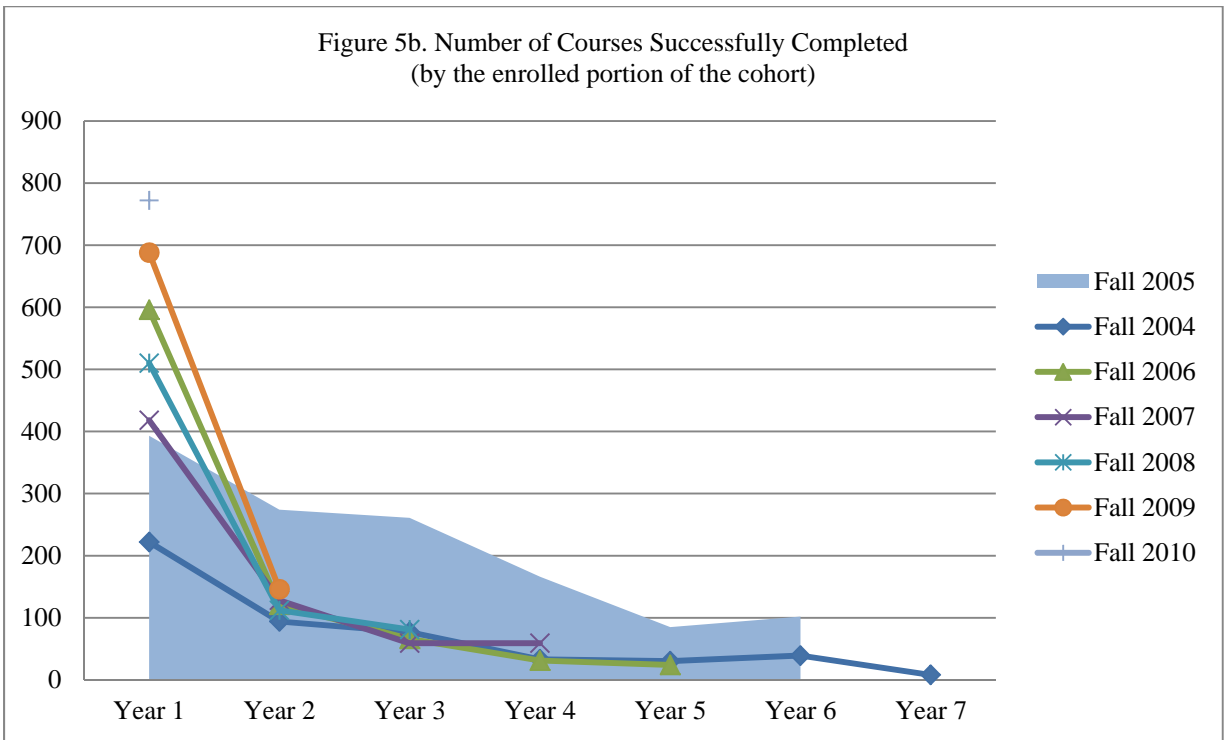
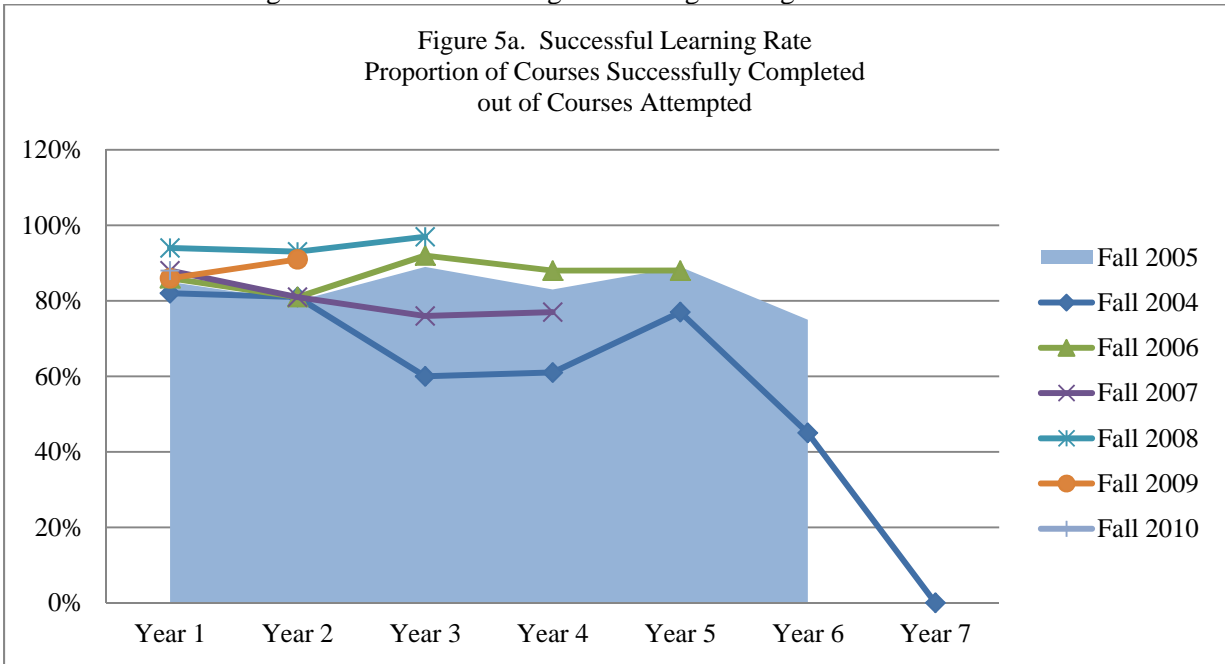


Figure 5.2 – SLR Degree Seeking Graduate Students

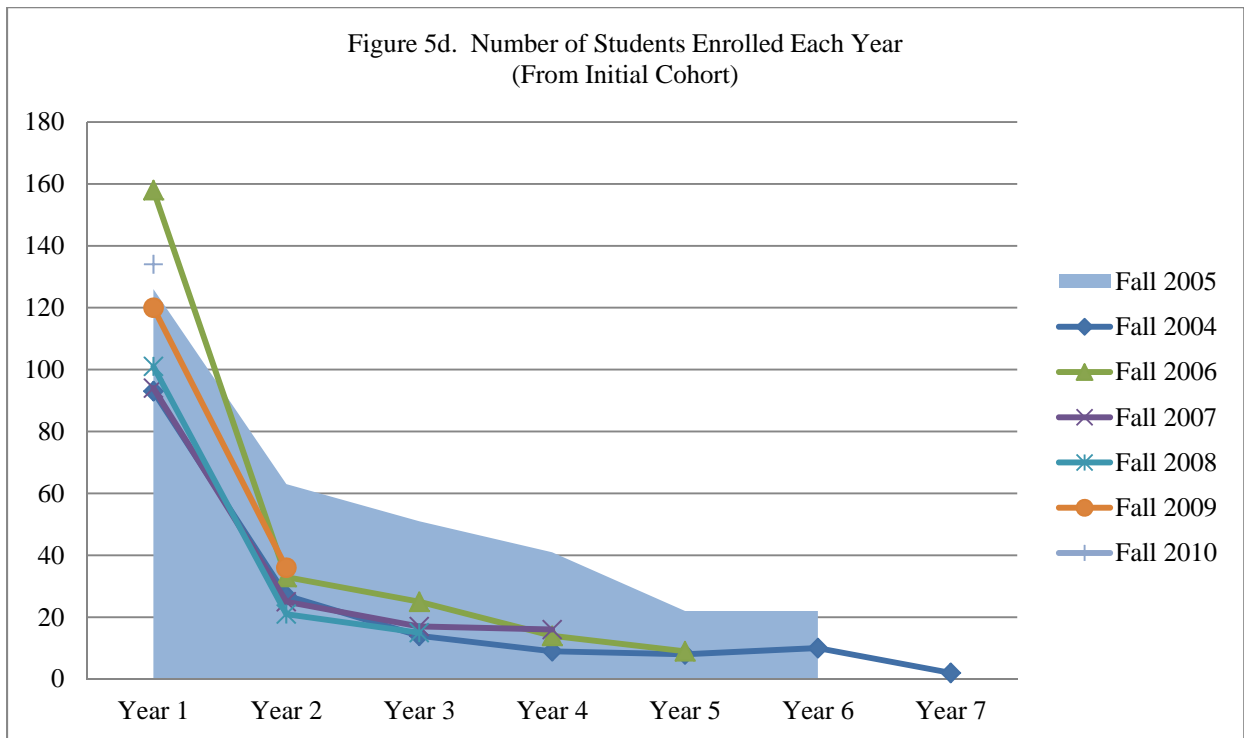
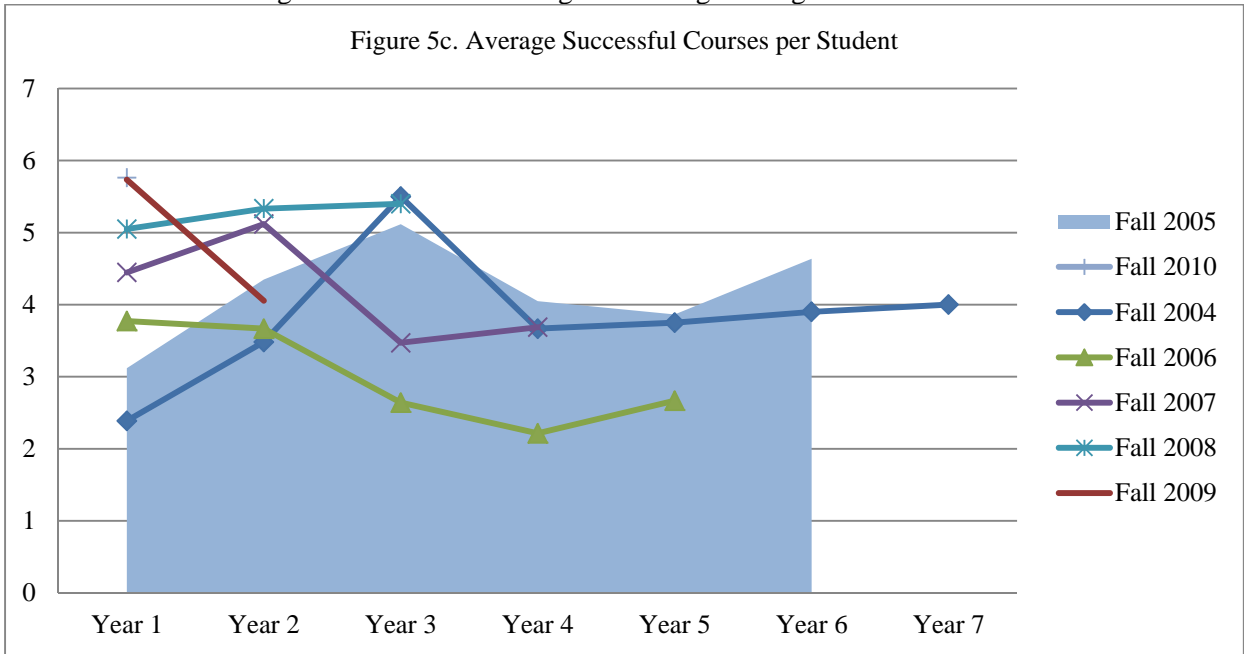


Appendix AT

Figure 5.3 – SLR Non-Degree Seeking Undergraduate Students

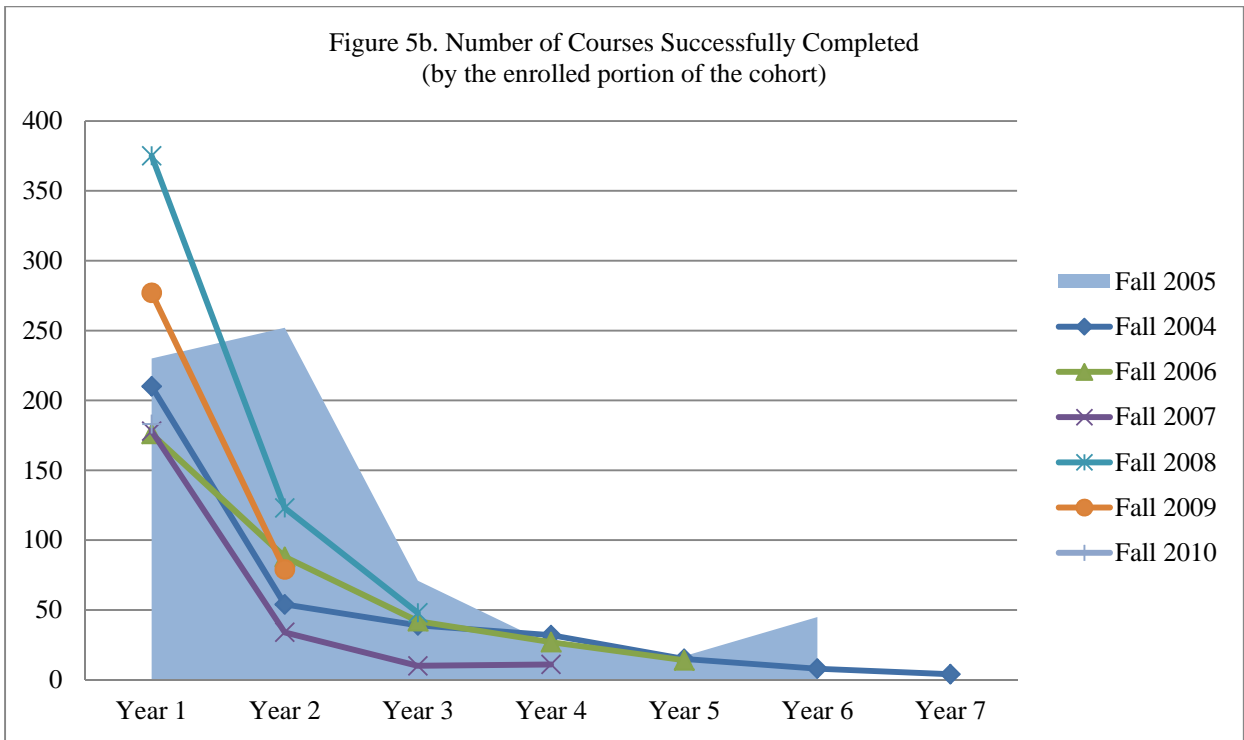
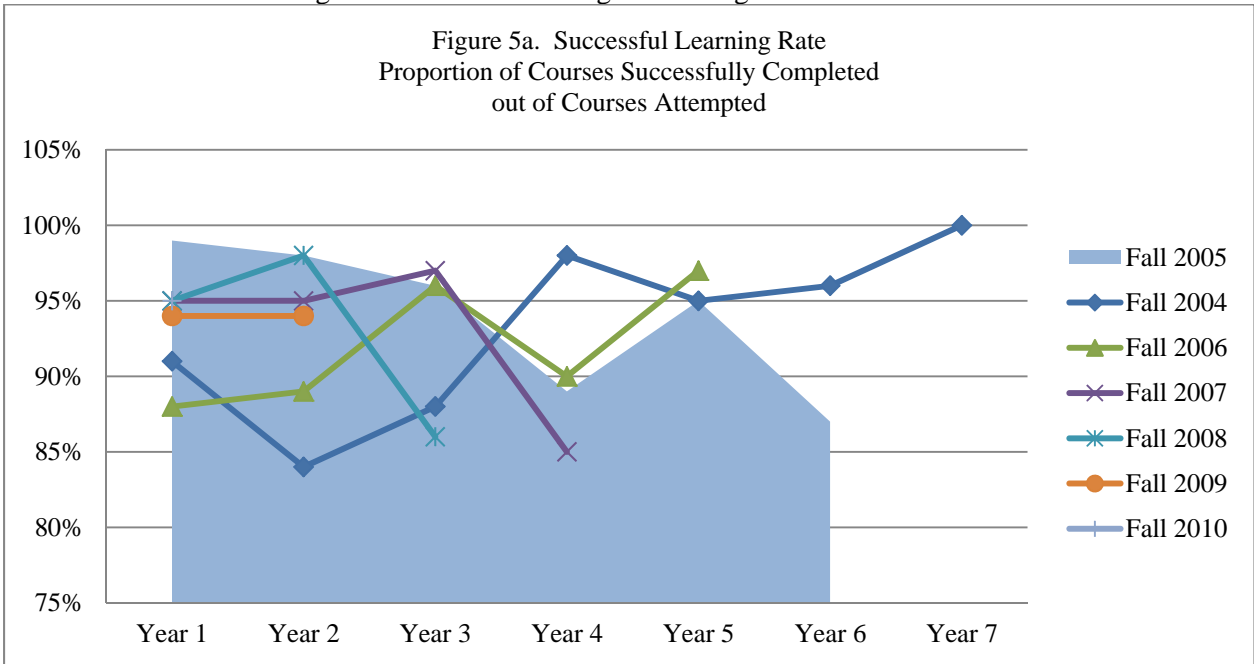


Appendix AT (continued)  
 Figure 5.3 – SLR Non-Degree Seeking Undergraduate Students

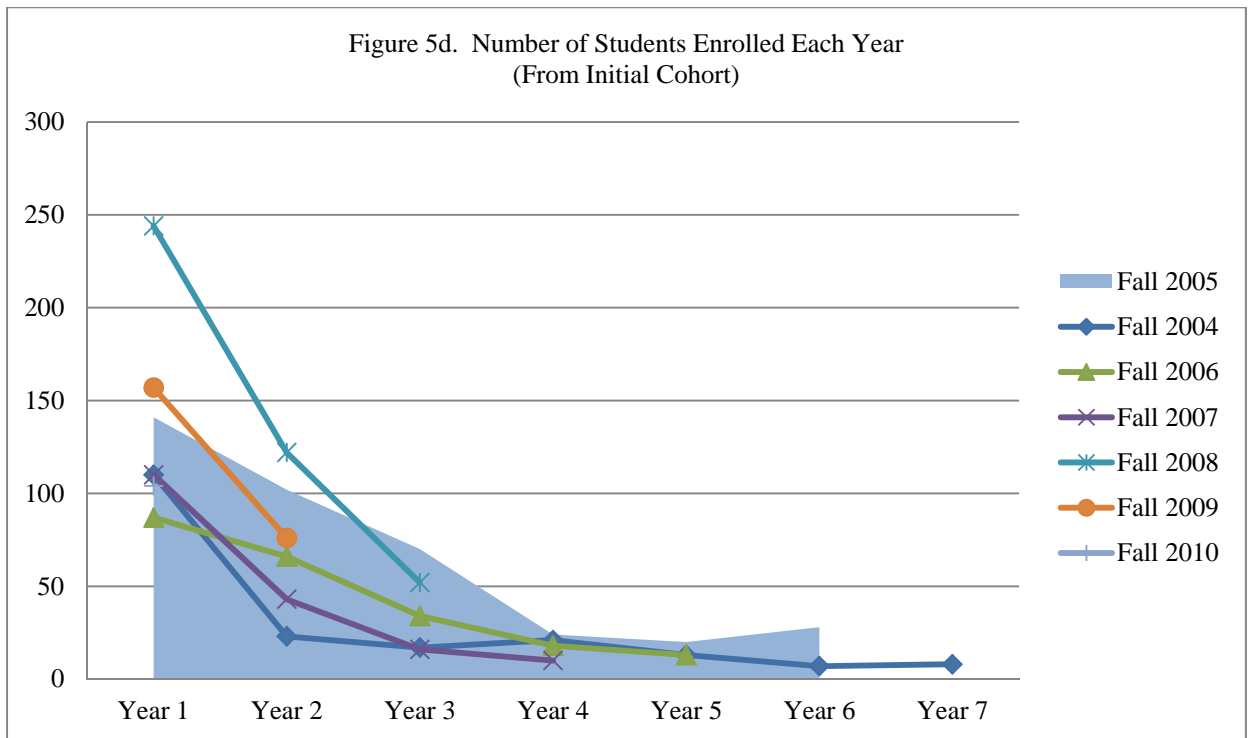
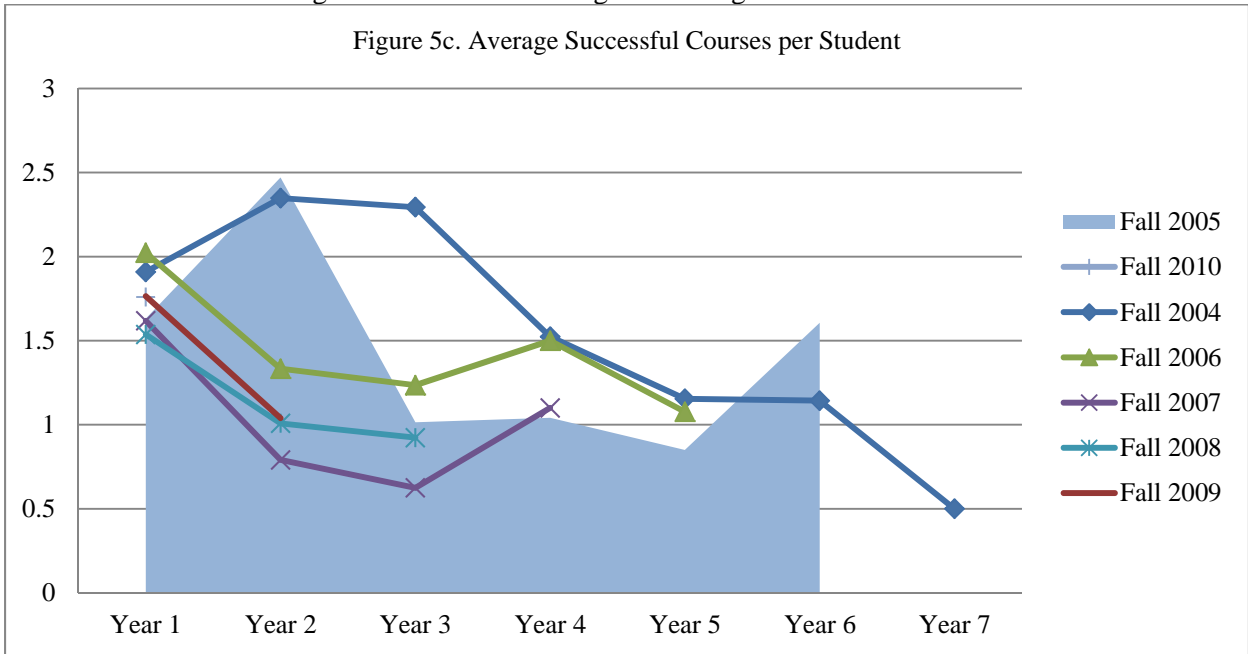


Appendix AU

Figure 5.4 – SLR Non-Degree Seeking Graduate Students



Appendix AU (continued)  
 Figure 5.4 – SLR Non-Degree Seeking Graduate Students



Appendix AV

Table 6 – Cohort Grade Distribution Trends (Degree Seeking Undergraduate Students)

Entry Cohort:	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		
Years Enrolled:	7		6		5		4		3		2		1		
Grade	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total	
<b>Success</b>	<b>A</b>	12,307	31.1%	11,932	29.9%	12,311	30.9%	11,392	33.5%	7,969	30.2%	5,653	27.7%	3,399	28.8%
	<b>A-</b>	2,098	5.3%	2,184	5.5%	2,175	5.5%	2,053	6.0%	1,476	5.6%	1,091	5.3%	550	4.7%
	<b>B+</b>	1,601	4.0%	1,684	4.2%	1,683	4.2%	1,497	4.4%	1,135	4.3%	766	3.8%	458	3.9%
	<b>B</b>	6,102	15.4%	6,218	15.6%	6,055	15.2%	5,224	15.3%	3,807	14.4%	3,108	15.2%	1,777	15.0%
	<b>B-</b>	1,244	3.1%	1,235	3.1%	1,268	3.2%	1,154	3.4%	879	3.3%	686	3.4%	386	3.3%
	<b>C+</b>	928	2.3%	1,003	2.5%	979	2.5%	890	2.6%	615	2.3%	490	2.4%	250	2.1%
	<b>C</b>	4,241	10.7%	4,368	10.9%	4,092	10.3%	3,829	11.2%	2,910	11.0%	2,380	11.7%	1,292	10.9%
	<b>D</b>	1,841	4.6%	1,866	4.7%	1,819	4.6%	1,812	5.3%	1,314	5.0%	1,124	5.5%	590	5.0%
	<b>P</b>	3,527	8.9%	3,617	9.1%	3,645	9.2%	3,432	10.1%	2,405	9.1%	1,595	7.8%	935	7.9%
	<b>Total</b>	<b>33,889</b>	<b>85.6%</b>	<b>34,107</b>	<b>85.5%</b>	<b>34,027</b>	<b>85.5%</b>	<b>31,283</b>	<b>91.9%</b>	<b>22,510</b>	<b>85.2%</b>	<b>16,893</b>	<b>82.8%</b>	<b>9,637</b>	<b>81.5%</b>
<b>Stasis</b>	<b>I</b>	131	0.3%	130	0.3%	166	0.4%	172	0.5%	139	0.5%	86	0.4%	45	0.4%
	<b>IP</b>	61	0.2%	59	0.1%	86	0.2%	72	0.2%	35	0.1%	19	0.1%	9	0.1%
	<b>J</b>	73	0.2%	105	0.3%	88	0.2%	88	0.3%	65	0.2%	75	0.4%	58	0.5%
	<b>TR</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>Y</b>	52	0.1%	89	0.2%	145	0.4%	178	0.5%	91	0.3%	147	0.7%	58	0.5%
	<b>Total</b>	<b>317</b>	<b>0.8%</b>	<b>383</b>	<b>1.0%</b>	<b>485</b>	<b>1.2%</b>	<b>510</b>	<b>1.5%</b>	<b>330</b>	<b>1.2%</b>	<b>327</b>	<b>1.6%</b>	<b>170</b>	<b>1.4%</b>
<b>Attrition</b>	<b>AW or \$</b>	1,894	4.8%	1,482	3.7%	934	2.3%	73	0.2%	26	0.1%	0	0.0%	0	0.0%
	<b>F</b>	2,562	6.5%	2,626	6.6%	2,752	6.9%	0	0.0%	1,952	7.4%	1,821	8.9%	1,052	8.9%
	<b>D*</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>F*</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>U</b>	430	1.1%	453	1.1%	418	1.1%	425	1.2%	275	1.0%	310	1.5%	214	1.8%
	<b>W</b>	321	0.8%	697	1.7%	1,083	2.7%	1,726	5.1%	1,292	4.9%	1,044	5.1%	738	6.2%
	<b>Total</b>	<b>5,207</b>	<b>13.1%</b>	<b>5,258</b>	<b>13.2%</b>	<b>5,187</b>	<b>13.0%</b>	<b>2,224</b>	<b>6.5%</b>	<b>3,545</b>	<b>13.4%</b>	<b>3,175</b>	<b>15.6%</b>	<b>2,004</b>	<b>17.0%</b>
<b>No Grades</b>	<b>NG</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>MW</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>N</b>	5	0.0%	3	0.0%	8	0.0%	29	0.1%	25	0.9%	11	0.1%	11	0.1%
	<b>Q</b>	24	0.1%	6	0.0%	8	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>V</b>	1	0.0%	4	0.0%	0	0.0%	2	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>VN</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>Total</b>	<b>30</b>	<b>0.1%</b>	<b>13</b>	<b>0.0%</b>	<b>16</b>	<b>0.0%</b>	<b>31</b>	<b>0.1%</b>	<b>25</b>	<b>0.9%</b>	<b>11</b>	<b>0.1%</b>	<b>11</b>	<b>0.1%</b>
<b>Unknown</b>		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		158	0.4%	145	0.4%	74	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>Total</b>	<b>158</b>	<b>0.4%</b>	<b>145</b>	<b>0.4%</b>	<b>74</b>	<b>0.2%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>No Grade/Unknown</b>	<b>188</b>	<b>0.5%</b>	<b>158</b>	<b>0.4%</b>	<b>90</b>	<b>0.2%</b>	<b>31</b>	<b>0.1%</b>	<b>25</b>	<b>0.1%</b>	<b>11</b>	<b>0.1%</b>	<b>11</b>	<b>0.1%</b>	
<b>Total</b>	<b>39,601</b>	<b>100%</b>	<b>39,906</b>	<b>100%</b>	<b>39,789</b>	<b>100%</b>	<b>34,048</b>	<b>100%</b>	<b>26,410</b>	<b>100%</b>	<b>20,406</b>	<b>100%</b>	<b>11,822</b>	<b>100%</b>	

Appendix AW  
Table 6a – Cohort Grade Distribution Trends (Exceptions Admit Students)

Entry Cohort:		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		
Years Enrolled:		7		6		5		4		3		2		1		
Grade	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total
<b>Success</b>	<b>A</b>	682	17.4%	478	13.6%	487	16.3%	678	16.5%	361	16.8%	229	11.5%	130	10.5%	
	<b>A-</b>	134	3.4%	120	3.4%	99	3.3%	151	3.7%	67	3.1%	33	1.7%	20	1.6%	
	<b>B+</b>	128	3.3%	100	2.9%	93	3.1%	135	3.3%	52	2.4%	32	1.6%	27	2.2%	
	<b>B</b>	595	15.2%	419	12.0%	446	14.9%	566	13.8%	271	12.6%	199	10.0%	124	10.0%	
	<b>B-</b>	150	3.8%	107	3.1%	103	3.4%	158	3.8%	71	3.3%	70	3.5%	25	2.0%	
	<b>C+</b>	137	3.5%	100	2.9%	90	3.0%	132	3.2%	50	2.3%	48	2.4%	26	2.1%	
	<b>C</b>	530	13.5%	542	15.5%	404	13.5%	590	14.3%	305	14.2%	265	13.3%	170	13.7%	
	<b>D</b>	283	7.2%	276	7.9%	270	9.0%	385	9.4%	177	8.2%	188	9.4%	90	7.3%	
	<b>P</b>	314	8.0%	288	8.2%	183	6.1%	342	8.3%	165	7.7%	115	5.8%	79	6.4%	
	<b>Total</b>	<b>2,953</b>	<b>75.3%</b>	<b>2,430</b>	<b>69.3%</b>	<b>2,175</b>	<b>72.7%</b>	<b>3,137</b>	<b>76.3%</b>	<b>1,519</b>	<b>70.7%</b>	<b>1,179</b>	<b>59.0%</b>	<b>691</b>	<b>55.7%</b>	
<b>Stasis</b>	<b>I</b>	12	0.3%	8	0.2%	9	0.3%	19	0.5%	8	0.4%	12	0.6%	6	0.5%	
	<b>IP</b>	9	0.2%	6	0.2%	8	0.3%	5	0.1%	0	0.0%	0	0.0%	0	0.0%	
	<b>J</b>	27	0.7%	32	0.9%	30	1.0%	31	0.8%	18	0.8%	25	1.3%	14	1.1%	
	<b>TR</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	<b>Y</b>	7	0.2%	8	0.2%	11	0.4%	13	0.3%	11	0.5%	19	1.0%	6	0.5%	
	<b>Total</b>	<b>55</b>	<b>1.4%</b>	<b>54</b>	<b>1.5%</b>	<b>58</b>	<b>1.9%</b>	<b>68</b>	<b>1.7%</b>	<b>37</b>	<b>1.7%</b>	<b>56</b>	<b>2.8%</b>	<b>26</b>	<b>2.1%</b>	
<b>Attrition</b>	<b>AW or \$</b>	225	5.7%	215	6.1%	133	4.4%	11	0.3%	8	0.4%	0	0.0%	0	0.0%	
	<b>F</b>	486	12.4%	532	15.2%	402	13.4%	529	12.9%	356	16.6%	480	24.0%	298	24.0%	
	<b>D*</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	<b>F*</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	<b>U</b>	145	3.7%	170	4.9%	110	3.7%	135	3.3%	74	3.4%	104	5.2%	95	7.7%	
	<b>W</b>	50	1.3%	96	2.7%	110	3.7%	233	5.7%	153	7.1%	178	8.9%	125	10.1%	
	<b>Total</b>	<b>906</b>	<b>23.1%</b>	<b>1,013</b>	<b>28.9%</b>	<b>755</b>	<b>25.2%</b>	<b>908</b>	<b>22.1%</b>	<b>591</b>	<b>27.5%</b>	<b>762</b>	<b>38.1%</b>	<b>518</b>	<b>41.8%</b>	
<b>No Grades</b>	<b>NG</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	<b>MW</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	<b>N</b>	0	0.0%	0	0.0%	1	0.0%	1	0.0%	2	0.9%	3	0.2%	5	0.4%	
	<b>Q</b>	2	0.1%	3	0.1%	2	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	<b>V</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	<b>VN</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	<b>Total</b>	<b>2</b>	<b>0.1%</b>	<b>3</b>	<b>0.1%</b>	<b>3</b>	<b>0.1%</b>	<b>1</b>	<b>0.0%</b>	<b>2</b>	<b>0.9%</b>	<b>3</b>	<b>0.2%</b>	<b>5</b>	<b>0.4%</b>	
<b>Unknown</b>		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
		7	0.2%	4	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	<b>Total</b>	<b>7</b>	<b>0.2%</b>	<b>4</b>	<b>0.1%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	
<b>No Grade/Unknown</b>	<b>9</b>	<b>0.2%</b>	<b>7</b>	<b>0.2%</b>	<b>3</b>	<b>0.1%</b>	<b>1</b>	<b>0.0%</b>	<b>2</b>	<b>0.1%</b>	<b>3</b>	<b>0.2%</b>	<b>5</b>	<b>0.4%</b>		
<b>Total</b>	<b>3,923</b>	<b>100%</b>	<b>3,504</b>	<b>100%</b>	<b>2,991</b>	<b>100%</b>	<b>4,114</b>	<b>100%</b>	<b>2,149</b>	<b>100%</b>	<b>2,000</b>	<b>100%</b>	<b>1,240</b>	<b>100%</b>		



Appendix AX

Table 6b – Cohort Grade Distribution Trends (Degree Seeking Graduate Students)

Entry Cohort:		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		
Years Enrolled:		7		6		5		4		3		2		1		
Grade	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total
<b>Success</b>	<b>A</b>	1,859	65.8%	1,736	63.6%	1,952	62.9%	1,675	59.3%	2,338	61.6%	1,726	60.2%	1,128	60.2%	
	<b>A-</b>	225	8.0%	194	7.1%	217	7.0%	225	8.0%	287	7.6%	247	8.6%	141	7.5%	
	<b>B+</b>	77	2.7%	95	3.5%	80	2.6%	94	3.3%	126	3.3%	105	3.7%	61	3.3%	
	<b>B</b>	268	9.5%	300	11.0%	315	10.1%	277	9.8%	374	9.9%	307	10.7%	171	9.1%	
	<b>B-</b>	18	0.6%	37	1.4%	35	1.1%	33	1.2%	59	1.6%	40	1.4%	22	1.2%	
	<b>C+</b>	7	0.2%	8	0.3%	14	0.5%	19	0.7%	16	0.4%	11	0.4%	7	0.4%	
	<b>C</b>	53	1.9%	35	1.3%	93	3.0%	82	2.9%	118	3.1%	67	2.3%	48	2.6%	
	<b>D</b>	17	0.6%	10	0.4%	16	0.5%	26	0.9%	38	1.0%	19	0.7%	16	0.9%	
	<b>P</b>	135	4.8%	109	4.0%	82	2.6%	129	4.6%	232	6.1%	153	5.3%	151	8.1%	
	<b>Total</b>	<b>2,659</b>	<b>94.1%</b>	<b>2,524</b>	<b>92.4%</b>	<b>2,804</b>	<b>90.3%</b>	<b>2,560</b>	<b>90.7%</b>	<b>3,588</b>	<b>94.5%</b>	<b>2,675</b>	<b>93.2%</b>	<b>1,745</b>	<b>93.2%</b>	
<b>Stasis</b>	<b>I</b>	17	0.6%	26	1.0%	32	1.0%	61	2.2%	34	0.9%	49	1.7%	30	1.6%	
	<b>IP</b>	17	0.6%	36	1.3%	65	2.1%	74	2.6%	43	1.1%	39	1.4%	7	0.4%	
	<b>J</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	<b>TR</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	<b>Y</b>	4	0.1%	8	0.3%	23	0.7%	21	0.7%	10	0.3%	10	0.3%	0	0.0%	
	<b>Total</b>	<b>38</b>	<b>1.3%</b>	<b>70</b>	<b>2.6%</b>	<b>120</b>	<b>3.9%</b>	<b>156</b>	<b>5.5%</b>	<b>87</b>	<b>2.3%</b>	<b>98</b>	<b>3.4%</b>	<b>37</b>	<b>2.0%</b>	
<b>Attrition</b>	<b>AW or \$</b>	63	2.2%	60	2.2%	48	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	<b>F</b>	36	1.3%	49	1.8%	64	2.1%	46	1.6%	43	1.1%	26	0.9%	26	1.4%	
	<b>D*</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	<b>F*</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	<b>U</b>	0	0.0%	0	0.0%	0	0.0%	5	0.2%	7	0.2%	2	0.1%	5	0.3%	
	<b>W</b>	2	0.1%	16	0.6%	60	1.9%	51	1.8%	70	1.8%	57	2.0%	59	3.2%	
	<b>Total</b>	<b>101</b>	<b>3.6%</b>	<b>125</b>	<b>4.6%</b>	<b>172</b>	<b>5.5%</b>	<b>102</b>	<b>3.6%</b>	<b>120</b>	<b>3.2%</b>	<b>85</b>	<b>3.0%</b>	<b>90</b>	<b>4.8%</b>	
<b>No Grades</b>	<b>NG</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	<b>MW</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	<b>N</b>	0	0.0%	0	0.0%	1	0.0%	1	0.0%	0	0.0%	4	0.1%	0	0.0%	
	<b>Q</b>	5	0.2%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	<b>V</b>	3	0.1%	5	0.2%	3	0.1%	2	0.1%	0	0.0%	7	0.2%	1	0.1%	
	<b>VN</b>	1	0.0%	0	0.0%	0	0.0%	2	0.1%	0	0.0%	0	0.0%	0	0.0%	
	<b>Total</b>	<b>9</b>	<b>0.3%</b>	<b>6</b>	<b>0.2%</b>	<b>4</b>	<b>0.1%</b>	<b>5</b>	<b>0.2%</b>	<b>0</b>	<b>0.0%</b>	<b>11</b>	<b>0.4%</b>	<b>1</b>	<b>0.1%</b>	
<b>Unknown</b>		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
		18	0.6%	6	0.2%	4	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	<b>Total</b>	<b>18</b>	<b>0.6%</b>	<b>6</b>	<b>0.2%</b>	<b>4</b>	<b>0.1%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	
<b>No Grade/Unknown</b>		<b>27</b>	<b>1.0%</b>	<b>12</b>	<b>0.4%</b>	<b>8</b>	<b>0.3%</b>	<b>5</b>	<b>0.2%</b>	<b>0</b>	<b>0.0%</b>	<b>11</b>	<b>0.4%</b>	<b>1</b>	<b>0.1%</b>	
<b>Total</b>		<b>2,825</b>	<b>100%</b>	<b>2,731</b>	<b>100%</b>	<b>3,104</b>	<b>100%</b>	<b>2,823</b>	<b>100%</b>	<b>3,795</b>	<b>100%</b>	<b>2,869</b>	<b>100%</b>	<b>1,873</b>	<b>100%</b>	

Appendix AY

Table 6c – Cohort Grade Distribution Trends (Non-Degree Seeking Undergraduate Students)

Entry Cohort: Years Enrolled:	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		
	7		6		5		4		3		2		1		
	Grade	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total
Success	A	91	18.1%	315	26.1%	295	35.2%	274	41.3%	326	46.4%	312	37.4%	252	36.1%
	A-	22	4.4%	80	6.6%	47	5.6%	42	6.3%	47	6.7%	63	7.6%	37	5.3%
	B+	17	3.4%	59	4.9%	37	4.4%	21	3.2%	32	4.6%	37	4.4%	32	4.6%
	B	68	13.5%	197	16.3%	150	17.9%	76	11.4%	105	14.9%	146	17.5%	123	17.6%
	B-	19	3.8%	26	2.2%	20	2.4%	16	2.4%	15	2.1%	25	3.0%	7	1.0%
	C+	17	3.4%	33	2.7%	7	0.8%	10	1.5%	10	1.4%	7	0.8%	19	2.7%
	C	64	12.7%	108	9.0%	70	8.4%	39	5.9%	53	7.5%	61	7.3%	83	11.9%
	D	38	7.6%	49	4.1%	36	4.3%	18	2.7%	6	0.9%	28	3.4%	30	4.3%
	P	23	4.6%	151	12.5%	46	5.5%	69	10.4%	40	5.7%	59	7.1%	4	0.6%
	<b>Total</b>	<b>359</b>	<b>71.4%</b>	<b>1,018</b>	<b>84.4%</b>	<b>708</b>	<b>84.5%</b>	<b>565</b>	<b>85.1%</b>	<b>634</b>	<b>90.2%</b>	<b>738</b>	<b>88.5%</b>	<b>587</b>	<b>84.1%</b>
Stasis	I	1	0.2%	5	0.4%	0	0.0%	5	0.8%	3	0.4%	6	0.7%	0	0.0%
	IP	0	0.0%	1	0.1%	2	0.2%	3	0.5%	1	0.1%	0	0.0%	0	0.0%
	J	1	0.2%	1	0.1%	0	0.0%	1	0.2%	0	0.0%	0	0.0%	0	0.0%
	TR	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Y	1	0.2%	5	0.4%	1	0.1%	1	0.2%	1	0.1%	1	0.1%	9	1.3%
	<b>Total</b>	<b>3</b>	<b>0.6%</b>	<b>12</b>	<b>1.0%</b>	<b>3</b>	<b>0.4%</b>	<b>10</b>	<b>1.5%</b>	<b>5</b>	<b>0.7%</b>	<b>7</b>	<b>0.8%</b>	<b>9</b>	<b>1.3%</b>
Attrition	AW or \$	30	6.0%	31	2.6%	20	2.4%	2	0.3%	0	0.0%	0	0.0%	0	0.0%
	F	63	12.5%	66	5.5%	62	7.4%	22	3.3%	7	1.0%	56	6.7%	48	6.9%
	D*	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	F*	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	U	15	3.0%	11	0.9%	6	0.7%	18	2.7%	12	1.7%	6	0.7%	17	2.4%
	W	3	0.6%	21	1.7%	7	0.8%	29	4.4%	21	3.0%	21	2.5%	24	3.4%
	<b>Total</b>	<b>111</b>	<b>22.1%</b>	<b>129</b>	<b>10.7%</b>	<b>95</b>	<b>11.3%</b>	<b>71</b>	<b>10.7%</b>	<b>40</b>	<b>5.7%</b>	<b>83</b>	<b>10.0%</b>	<b>89</b>	<b>12.8%</b>
No Grades	NG	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	MW	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	N	0	0.0%	0	0.0%	4	0.5%	0	0.0%	0	0.0%	0	0.0%	1	0.1%
	Q	0	0.0%	0	0.0%	1	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	V	30	6.0%	41	3.4%	23	2.7%	18	2.7%	24	34.1%	6	0.7%	12	1.7%
	VN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>Total</b>	<b>30</b>	<b>6.0%</b>	<b>41</b>	<b>3.4%</b>	<b>28</b>	<b>3.3%</b>	<b>18</b>	<b>2.7%</b>	<b>24</b>	<b>3.4%</b>	<b>6</b>	<b>0.7%</b>	<b>13</b>	<b>1.9%</b>
Unknown		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		0	0.0%	6	0.5%	4	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>6</b>	<b>0.5%</b>	<b>4</b>	<b>0.5%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>No Grade/Unknown</b>	<b>30</b>	<b>6.0%</b>	<b>47</b>	<b>3.9%</b>	<b>32</b>	<b>3.8%</b>	<b>18</b>	<b>2.7%</b>	<b>24</b>	<b>3.4%</b>	<b>6</b>	<b>0.7%</b>	<b>13</b>	<b>1.9%</b>	
<b>Total</b>	<b>503</b>	<b>100.0%</b>	<b>1,206</b>	<b>100.0%</b>	<b>838</b>	<b>100.0%</b>	<b>664</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>	<b>834</b>	<b>100.0%</b>	<b>698</b>	<b>100.0%</b>	

Appendix AZ

Table 6d – Cohort Grade Distribution Trends (Non-Degree Seeking Graduate Students)

Entry Cohort:		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
Years Enrolled:		7		6		5		4		3		2		1	
Grade		0	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total	Enroll	%Total
Success	A	231	64.3%	446	73.1%	202	58.2%	155	66.5%	390	68.7%	239	67.1%	120	65.6%
	A-	20	5.6%	44	7.2%	22	6.3%	20	8.6%	38	6.7%	19	5.3%	16	8.7%
	B+	7	1.9%	18	3.0%	11	3.2%	7	3.0%	11	1.9%	7	2.0%	4	2.2%
	B	33	9.2%	33	5.4%	31	8.9%	15	6.4%	46	8.1%	30	8.4%	9	4.9%
	B-	3	0.8%	5	0.8%	4	1.2%	4	1.7%	6	1.1%	6	1.7%	1	0.5%
	C+	2	0.6%	1	0.2%	1	0.3%	0	0.0%	0	0.0%	2	0.6%	1	0.5%
	C	8	2.2%	9	1.5%	8	2.3%	1	0.4%	6	1.1%	4	1.1%	6	3.3%
	D	2	0.6%	0	0.0%	3	0.9%	1	0.4%	1	0.2%	0	0.0%	0	0.0%
	P	21	5.8%	22	3.6%	22	6.3%	9	3.9%	20	3.5%	17	4.8%	12	6.6%
	<b>Total</b>		<b>327</b>	<b>91.1%</b>	<b>578</b>	<b>94.8%</b>	<b>304</b>	<b>87.6%</b>	<b>212</b>	<b>91.0%</b>	<b>518</b>	<b>91.2%</b>	<b>324</b>	<b>91.0%</b>	<b>169</b>
Stasis	I	3	0.8%	1	0.2%	4	1.2%	5	2.1%	7	1.2%	6	1.7%	5	2.7%
	IP	1	0.3%	12	2.0%	1	0.3%	2	0.9%	2	0.4%	0	0.0%	1	0.5%
	J	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TR	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Y	0	0.0%	2	0.3%	2	0.6%	0	0.0%	4	0.7%	0	0.0%	0	0.0%
	<b>Total</b>		<b>4</b>	<b>1.1%</b>	<b>15</b>	<b>2.5%</b>	<b>7</b>	<b>2.0%</b>	<b>7</b>	<b>3.0%</b>	<b>13</b>	<b>2.3%</b>	<b>6</b>	<b>1.7%</b>	<b>6</b>
Attrition	AW or \$	9	2.5%	7	1.1%	8	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	F	13	3.6%	5	0.8%	7	2.0%	1	0.4%	9	1.6%	5	1.4%	2	1.1%
	D*	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	F*	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	U	0	0.0%	0	0.0%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	W	0	0.0%	1	0.2%	5	1.4%	5	2.1%	10	1.8%	4	1.1%	0	0.0%
	<b>Total</b>		<b>22</b>	<b>6.1%</b>	<b>13</b>	<b>2.1%</b>	<b>21</b>	<b>6.1%</b>	<b>6</b>	<b>2.6%</b>	<b>19</b>	<b>3.3%</b>	<b>9</b>	<b>2.5%</b>	<b>2</b>
No Grades	NG	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	MW	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	N	0	0.0%	0	0.0%	2	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Q	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	V	4	1.1%	2	0.3%	12	3.5%	8	3.4%	18	31.7%	17	4.8%	6	3.3%
	VN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>Total</b>		<b>4</b>	<b>1.1%</b>	<b>2</b>	<b>0.3%</b>	<b>14</b>	<b>4.0%</b>	<b>8</b>	<b>3.4%</b>	<b>18</b>	<b>3.2%</b>	<b>17</b>	<b>4.8%</b>	<b>6</b>
Unknown		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		2	0.6%	2	0.3%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>Total</b>		<b>2</b>	<b>0.6%</b>	<b>2</b>	<b>0.3%</b>	<b>1</b>	<b>0.3%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>
No Grade/Unknown		6	1.7%	4	0.7%	15	4.3%	8	3.4%	18	3.2%	17	4.8%	6	3.3%
<b>Total</b>		<b>359</b>	<b>100%</b>	<b>610</b>	<b>100%</b>	<b>347</b>	<b>100%</b>	<b>233</b>	<b>100%</b>	<b>568</b>	<b>100%</b>	<b>356</b>	<b>100%</b>	<b>183</b>	<b>100%</b>

## Appendix BA

### Legend for the Cohort Grade Distribution Trends

Note: No Grade/Unknown includes many lab sections for which the associated lecture section has a grade.

"No Grade" is a Banner code (NG).

Unknown includes codes \*\*, Blank, and ' ' courses for which there was no grade recorded.

Legend:

#### Success

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
D	1.0
P/S	Pass/Satisfactory Completion

#### Stasis

I	Incomplete
IP	In-Progress
J	Mastery of skills in developmental course is in progress
T	Grades not completed when grades were processed
TR	Transfer
V	Audit
Y	Instructor did not turn in grade

#### Attrition

AW or \$	Administrative Withdrawal
F	Fail
D*	Academic Bankruptcy
F*	Academic Bankruptcy
U	Unsatisfactory
W	Withdrawal

No

#### Grades

NG	No Grades
MW	Military Withdrawal
N	No Credit
Q	No Credit for Pass/No Credit
V	Audit
VN	Audit - No Pass

#### Unknown

	Information not available
**	Unassigned Variable
Blank	Information Missing