Strategic Framework

Resource Team

ENVIRONMENTAL SCAN: INSTITUTIONAL ALIGNMENT

An examination of this topic relative to NKU and its current environment, as summarized by the Resource Team

December 23, 2018

Acknowledgement:

Institutions are living systems, comprised of the dedication and aspirations of its community members. Something as important as charting the future the institution requires a collective effort across that entire system. The following team worked collaboratively in utilizing their knowledge, expertise, and experience in providing the Core Team the following environmental scan. We would like to recognize them for their hard work, their dedication to NKU, and their desire to help the Core Team chart a prosperous future for NKU, our students, and our region.

Ryan Padgett	Asst. VP, Enrollment & Student Success
Amanda Kilmer	Faculty, Political Science, Criminal Justice, Organizational Leadership
Ande Durojaiye	Vice Provost
Anna Stryker	Director of Advising (COEHS)
Arnie D. Slaughter	AVP Student Engagement & Dean of Students
Bob Alston	Director - Student Conduct, Rights & Advocacy
Brandelyn Tosolt	Faculty, Teacher Education
Bryan McEldowney	Asst. Athletic Director for Comm. & Media
Derek Holden	Student
Erika Jay	Coordinator, Equal Opportunity Programs
Holly Attar	Faculty, Director Music Prep
Laura Sullivan	Librarian
Lori Wright	Director Student Support Services
Rebecca Cox	Academic Coordinator
Rick Boyce	Faculty, Biology
Samantha Marcum	Student
Sara Drabik	Faculty, Communication
Shomari Kee	Director Campus Recreation

Environmental Scan: Institutional Alignment
30-Day Research Question Responses

Topic Area

How does our institution define Student Success? Do we have internal policies and practices that are coordinated and aligned to facilitate student success? **This group will work on an environmental scan of the institution in these areas and provide an overview of where alignment could be strengthened or where there are opportunities for advancement.**

Executive Summary

The Institutional Alignment workgroup gathered data across campus as well as conducted a series of interviews with faculty and staff to address the proposed 30-day research questions. In summation, *NKU has expanded enrollment markets and diversified its curriculum delivery options to meet student demand and integrate into new enrollment markets. This expansion came at a time when a number of new initiatives, programs, technologies, and services were introduced that were also coupled with budgetary cuts that included loss of personnel and resources. While the focus of the institutional changes were centered on student success, there are still a number of gaps in and opportunities for institutional alignment around recruitment, student success/completion, and career engagement.*

Access

- NKU appears to be "**structured** to serve" the expanded and diversified enrollment options but does not appear to be adequately "**aligned** to serve" students through the entire life cycle of the student. Questions of decentralization, personnel cuts in student success departments, and allocation of resources were often raised, as well.
- Vetted programs and best practices on campus appear to be under-resourced. Other aspiring universities thriving in their student success rates (including retention and graduation) invested resources in student services and programs whereas NKU's budget cuts may have hindered growth and opportunities in these areas.
- NKU is not currently aligned in personnel or resources to support the increase in the enrollment of underrepresented minorities and diverse student populations.
- NKU has expanded regional partnerships and precollege credit opportunities, though opportunities exist to strengthen, enhance, and streamline these processes for students.
- While NKU does work with accepted students on major interest and expectations, early outreach and marketing strategies need to be developed to (1) engage perspective students earlier in the recruitment process, and (2) brand NKU to the regional and national market.
- NKU needs to conduct a comprehensive audit to assess non-tuition expenses that hinder student success.

Completion

- NKU does not have a comprehensive first-year experience for all students but does have pockets of first-year practices across the Colleges.

- The top D, F, W courses are within 100-level courses, general education courses, and STEM courses.
- The decentralized structure of the Colleges makes it difficult to develop a comprehensive, all-inclusive first-year experience with curriculum components when course sequences are somewhat locked into place.
- The first-year curriculum does allow for *limited* major exploration for non-declared students.
- The breakout of full-time and adjunct/part-time faculty teaching lower-division courses over the past three academic years was nearly 50/50.

Career and Community Engagement

- NKU's Career Services department is significantly understaffed to support the over 14,000 students – in addition to the free services provided to NKU alumni – in their career development and planning.

Other Questions

- There is no central department coordinating, aligning, or collaborating recruitment and retention efforts across campus.
- There are very limited financial incentives or awards in place for faculty or staff who are able to demonstrate that their performance directly impacted student success.
- Faculty university awards and recognitions reinforce our commitment to student success, though staff awards and recognitions do not always directly align with student success.
- Currently, our student support services do not lend themselves to supporting persistence beyond first year.
- NKU must identify ways to balance technology as a tool and not eliminate student interactions.
- NKU does not systematically train and support adjunct faculty and there is no institutional budget to directly support training of adjunct faculty.

**Please note: Given the timeline for addressing all the vetted research questions, the Institutional Alignment committee did not have the opportunity to fully delve into the 60- and 90-day questions. However, it is strongly recommended that the Core Team explore the following institutional alignment topics during implementation of the strategic framework as they are likely critical for student success: (1) Does NKU's policies and procedures, particularly around tuition payment, deadlines, and payment plans, align with student success? (2) Does our financial aid distribution lend itself to supporting persistence, particularly beyond the first year; do our financial aid policies and criteria for renewal negatively impact students who have one bad semester/course; and does our financial aid distribution favor students who want to take summer and winter courses in an effort to either complete sooner or retake courses? (3) How well does our curriculum align with student success? Curriculum complexity can be a major inhibitor of student progress. How streamlined and navigable is it? (4) Does NKU provide faculty development around how courses/majors align to career opportunities? Are we continually informing students on the value added of each course and the impact it will have on their career readiness?*

Access

1) *How well has NKU identified who we are as an institution and who we are structured to serve?*

NKU's current strategic plan, Fuel the Flame, clearly articulates NKU's current mission, vision, and core values (https://inside.nku.edu/fueltheflame.html):

Mission: As a public comprehensive university located in a major metropolitan area, Northern Kentucky University delivers innovative, student-centered education and engages in impactful scholarly and creative endeavors, all of which empower our graduates to have fulfilling careers and meaningful lives, while contributing to the economic, civic, and social vitality of the region.

Vision: NKU will be acclaimed by students, alumni, the region, and the commonwealth for:

- **Our Success...** in preparing outstanding graduates for a global society
- **Our Contribution...** to regional progress and economic growth
- **Our Delivery...** of distinctive academic programs
- **Our Dedication...** to the development and wellbeing of our people
- **Our Effectiveness...** in securing and managing resources sustainably

Core Values: These are the core values that NKU embraces as we go about our work. We will promote a culture that fosters and celebrates EXCELLENCE in all that we do. We will engage in honest, fair, and ethical behavior, with INTEGRITY at the heart of every decision and action. Ours will be a community that embraces INCLUSIVENESS, diversity, and global awareness in all dimensions of our work. We will approach our work – how we teach, engage, and serve – with creativity and INNOVATION. And we will maintain a climate of COLLEGIALITY built on respect and characterized by open communication and shared responsibility.

Absent from the current mission, vision, and core values is the identification of the students NKU is structured to serve. It is assumed – as many current mission, vision, and core values are written – that the term "students" is an all-encompassing and inclusive definition that accounts for any qualified and enrolled individual. Currently, NKU is structured to serve high school students through the School Based Scholar program, undergraduates, international students, transfers, graduate students, law, and adult learners through a comprehensive curriculum delivery system, including traditional courses, online courses, accelerated programs, and micro-credentials.

NKU's admission requirements (https://www.nku.edu/admissions/undergrad/admission-process/standards.html) – successful completion of Kentucky's Pre-College Curriculum, ACT sub scores of 18 in English, math, and reading *or* SAT scores in evidence-based reading and writing score of 480 and math score of 470, and one or no deficiencies for Bachelor's programs – are not significantly competitive, thus reinforcing the aspect of access for students within the region. Students who enroll with two deficiencies are placed into the Pathfinders program.

Ultimately, the question arises: Has NKU grown and diversified delivery options so quickly that we have not defined who we have become as a University? Marketing and Communication has recently begun to hone in on NKU's brand management and disseminating stories around who we are as a University. However, it appears that limited resources within Marketing and Communication towards promotion of brand management recognition – and equity of funding for marketing within the Colleges and departments – may have hampered our efforts to tell our story to prospective students, their families, and the region. This funding needs to be ongoing so that the recognition is continuous and recognizable. NKU needs to engage with prospective students earlier and more often, threading the value proposition of NKU and the impact it will have on their long-term goals. Coupled with this marketing plan should be additional personnel within Undergraduate Admissions to recruit these students, develop new partnerships in strategically vetted areas, and streamline transfer enrollment and transition processes.

Once we have identified the who, the question becomes less about is NKU "**structured** to serve" and more about is NKU "**aligned** to serve?"

2) *To that end, how well aligned are we to support the students we recruit (e.g., first-generation, underrepresented minorities, students with disabilities, veterans, online, post-traditional, etc.)?*

In a recent Pearson report[1], Selingo (n.d.) notes:

> For the last decade, a long-running survey of freshman nationwide conducted by UCLA found that the No. 1 reason students enroll was to get a better job. That's a seminal shift in the mindset of students: for the previous 30 years of the survey, the top reason was to learn about things that interested them. Yet few schools overhauled their traditional undergraduate curriculum to acknowledge this shift. To be sure, many campuses revamped their advising services to appeal to career-minded students. But otherwise colleges continue to serve up their legacy offerings rather than design a variety of pathways to attract students interested in blending hands-on learning in the classroom and related work experience outside of it.
>
> Because of the decline in high school graduates, colleges need to realize that adults, part-timers, and other nontraditional students will increasingly become the norm at most institutions. But colleges fail to differentiate their offering to the distinct needs of these new sets of students. (p. 8)
>
> The colleges that survive and thrive in the future will be those that understand the diversity of their students' needs—just as most companies segment their customer base—and offer a variety of pathways to a degree or just pick one and take a deep dive. Segmentation is about both making choices to serve more kinds of students, but also being more disciplined and determining the students best served by your institution. (p. 32)

[1] Selingo, J. J. (n.d.). *The future learners: An innovative approach to understanding the higher education market and building a student-centered university*. Pearson, London.

As Selingo infers, traditional student enrollments via high school graduates will continue to decline (note: this is particularly true within the Midwest, as noted by Selingo in the same report). Though the number of high school graduates is anticipated to decline in the next decade, a significant percentage of high school graduates do not enroll into college after graduating. Table 1 illustrates the total number of high school graduates who did not attend college after graduation from our Tri-State neighboring counties.

Table 1. *High School Graduates within the Tri-State Region*

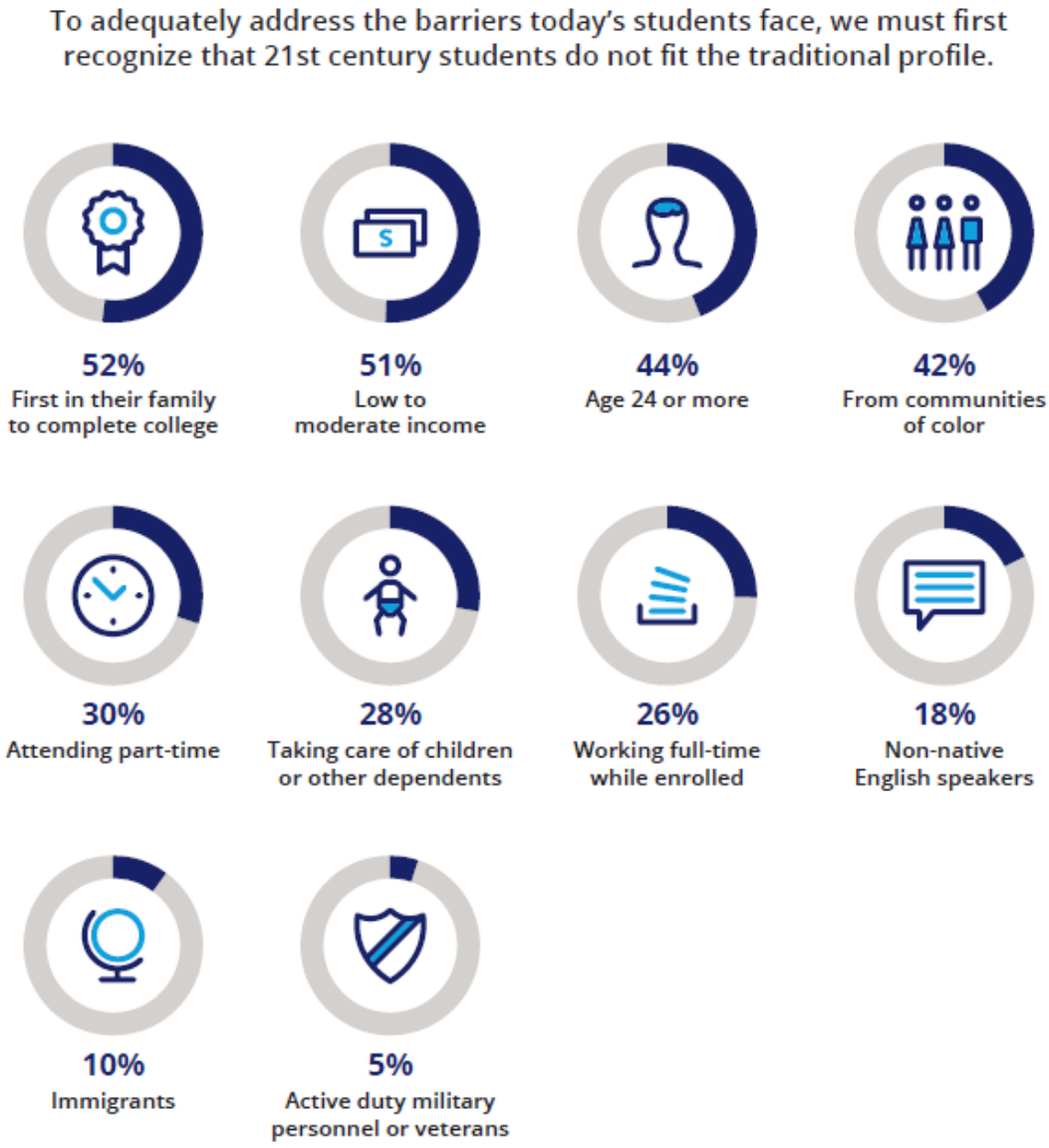
	Kentucky*	Indiana	Ohio*
Percentage of high school graduates who do not attend college after graduation by state	46%	35%	20%
Number of high school graduates in neighboring counties (approximate 30-mile radius) who did not attend college but are college-ready	1,193	594	1,301

*Data for Kentucky are counties within 30-mile radius. State data from Kentucky and Ohio were only available for high school graduates going directly into an in-state college or university (two- or four-year); as such, these data do not account for students enrolling in out-of-state colleges/universities. According to an article from The New York Times (Aug. 26, 2016), 5,609 Ohio residents left Ohio for college, 2,477 Indiana residents left for college, and 1,501 Kentucky residents left for college.

Selingo's argument is twofold: (1) Traditional high school graduates will decline, and (2) Nontraditional student enrollments will increase. McNair, Albertine, Cooper, McDonald, and Major (2016) argue that to better support incoming students, we need to prepare for a more nontraditional student profile. Figure 1 (obtained from Deloitte University Press[2]) displays the profile of the 21st century student.

[2] Success by design: Improving outcomes in American higher education (2017). Deloitte University Press, page 3.

Figure 1. Profile of today's student



Source: Tia Brown McNair, Susan Albertine, Michelle Asha Cooper, Nicole McDonald, and Thomas Major, Jr., *Becoming a Student-Ready College: A New Culture of Leadership for Student Success* (John Wiley & Sons, 2016).

Deloitte University Press | dupress.deloitte.com

From an access and enrollment standpoint, NKU data are beginning to mirror the emerging national data. For example, in fall 2018, nearly one-third of NKU students were over the age of 25, over one-third were first generation or part-time status, over one in four students were low income (as identified as Pell-eligible), and the percent of enrollment of underrepresented minorities continues to increase year-to-year. Table 2 illustrates a snapshot of the percent of student groups who were enrolled in a given fall semester.

Table 2. *Percent of Student Groups over the Past Five Years*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Age 25 or Above	32.3%	30.4%	29.0%	27.2%	30.4%
First-Generation Status	37.7%	36.5%	37.7%	39.4%	38.7%
Part-Time Status	32.4%	31.9%	32.0%	32.6%	35.6%
Low Income	28.2%	27.3%	26.1%	26.0%	NA
Underrepresented Minority	11.3%	12.0%	12.5%	12.9%	13.1%

Source: NKU Enrollment Management Dashboard

Institutions facing similar enrollment challenges and patterns embraced the enrollment pool and invested in retention and graduation efforts, noting it is cheaper and more effective to retain the students you have rather than recruit new students. For example, Georgia State University focused on direct student services and support, strategically investing in personnel and academic advisors and maximizing technology as a tool for predictive analytics (link to the Chronicle of Higher Education article). This realignment in resources is having a significant return on investment (ROI) for Georgia State.

When examining key student success departments on campus, the following is a snapshot of staffing:

- Adult Learner Programs and Services – 1 director (oversees two departments); 2 advisors
- Center for Student Inclusiveness – 1 director, 1 assistant director, 1 director in each department including African American Programs and Services, Disability Programs and Services (with 1 additional coordinator), Latino Programs and Services, LGBTQ Programs and Services, and the Norse Violence Prevention Center.
- First-generation students – No department has direct support to first-generation students aside from TRiO Student Support Services (SSS), which is a grant that can only serve 225 students, and Summer Spark, NKU's summer bridge program that has been expanded to support all incoming students.
- Low-income students – No department has direct support for low-income students aside from SSS. Other departments have indirect support services in place (for example, Financial Aid, Fuel NKU, and UCAP).
- University Connect and Persist (UCAP) – 1 director, 1 associate director, and 2 coordinators.
- Undergraduate Admissions – Compared to other regional institutions and aspiring institutions, a scan of organizational charts suggests that NKU is understaffed in recruitment personnel.

In addition, many academic advisors across campus have average student caseloads ranging from 400-500 students. With the role of the advisor expanding to include other responsibilities (for example, proactive outreach to at-risk students, financial literacy conversations, and triage of students), these caseloads often exceed the median case load of advisees per full-time academic advisor of approximately 1:300 (https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Load.aspx).

3) *With NKU's efforts to recruit a greater percentage of underrepresented minority students, are we aligned (and do we have adequate resources) to support these students through to completion?*

Table 3 provides the enrollment of underrepresented minorities over the last five fall semesters and the percent change in enrollments from fall 2014 to fall 2018.

Table 3. *Race/Ethnicity Enrollment over the Past 5 Fall Semesters*

Race/Ethnicity	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	5-Year % Change
African American	997	976	997	1,012	1,035	3.8%
American Indian or Alaskan Native	55	51	43	30	35	-36.4%
Asian	166	167	173	180	187	12.7%
Hispanic or Latino	380	416	446	449	459	20.8%
Native Hawaiian or Other Pacific Islander	17	10	8	11	16	-5.9%
Nonresident Alien	469	402	417	418	380	-19.0%
Two or More Races	253	318	334	364	387	53.0%
Unknown	205	131	119	123	140	-31.7%
White	12,572	12,249	12,029	11,901	12,156	-3.3%

NKU is not currently aligned in personnel or resources to support the increase in the enrollment of underrepresented minorities and diverse student populations. For many student groups, we do not have the capacity or alignment to serve all incoming students.

The following is the current full-time staffing for the Center for Student Inclusiveness:

Center for Student Inclusiveness – 1 director, 1 assistant director (who also provide 1/3 support to African American Programs and Services, Latino Programs and Services, and LGBTQ Programs and Services)

- African American Programs and Services – 1 director
- Disability Programs and Services – 1 director, 1 coordinator
- Latino Programs and Services – 1 director
- LGBTQ Programs and Services – 1 director
- Norse Violence Prevention Center – 1 director

When comparing the enrollments in Table 3 to the breakout of full-time personnel in the Center for Student Inclusiveness, for example, 1 full-time staff member is present to support 1,035 African-American students.

Note: Question 17 will also provide additional data points around success through to completion.

4) *Does NKU have regional partnerships with two- and four-year institutions that allow more (or all) transfer credit from accredited institutions to count towards transferrable credit at NKU? Is there a way for students to check transferability of courses online?*

While NKU has numerous types of articulation agreements – including course-by-course, program-specific, and pathway agreements – the pathway articulation agreements ensure most courses count as transferrable credit. Pathway agreements are designed for students who have completed an AA, AS, or AAS in a specific discipline and want to transfer to NKU to complete a Bachelor's degree. The pathways are monitored closely by the University Pathways and Articulation Committee (UPAC) – a committee of three NKU staff – and include degree and graduation requirements from both the two-year and four-year institutions, general education courses from the two-year institution, and a checklist of courses required for the agreement. In addition, students who have completed an AA or AS at the two-year institution enroll into NKU as general education certified, which potentially allows them to advance into their major specific courses immediately upon starting at NKU (please reference Appendix A). In addition, there also exist challenges of dual-enrolled students (without an AA/AS) getting credit from non-Kentucky institutions and the potential to get caught up in the general education transfer credit issues.

NKU has pathway articulation agreements with KCTCS, Cincinnati State, Ivy Tech, UC Clermont, Hanover College, Hazard CTC University Center of the Mountains, Hansung University, and the University of Ulsan in South Korea, Sichuan Normal University in China, and Thu Dau Mot University in Vietnam. There are also program-specific articulation agreements at NKU that allow for credit to be transferred from non-regionally accredited institutions, such as Beckfield College for the RN to BSN program. There are also other departments and colleges at NKU that have created their own agreements that were not shared with UPAC, so they are currently working on an online database where all articulation agreements can be accessed by the campus community.

Students are able to check the transferability of courses through quick reference documents and the Transfer Equivalency Determination System (TEDS) that are available on the Transfer Admissions website. These tools are available for any student to use before they transfer to NKU, however, they can be a bit cumbersome. The quick reference documents are PDFs and can be searched rather easily, however, they are only available for the most common universities and colleges in the region. The TEDS system has course work from any and all institutions where NKU has previously accepted transfer credit, but it is houses many classes that are no longer offered at these institutions, which leads to confusion. The TEDS system is also not as easy to search through as the quick reference documents, as it is set up as a database that often runs slowly and requires a lot of scrolling.

5) *Similarly, does NKU have targeted articulation agreements with institutions beyond our region in major enrollment markets and Horizon League markets?*

Most agreements in place, to the best of the resources available, are geographically close to NKU and do not exist within the Horizon League markets. These agreements typically exist based on contacts department faculty have with colleagues interested in creating an agreement. Departments or Colleges have created agreements that are not cataloged with Learning PLUS. Currently, there is no centralized place to retain articulation agreements for the University

(including departments and Colleges), though an online database where all articulation agreements can be accessed by the campus community is being developed.

6) *Does NKU work with accepted students to (a) align their interests with NKU majors before they arrive at Orientation, (b) outline the commitment needed to succeed at NKU, including academically, financially, and personally? In other words, do we setup the expectations upfront with students and help them to become motivated to success?*

Prior to attending a Northern Exposure program (new students' orientation program), new students have several opportunities to explore various majors and better understand the commitment needed for success at NKU. Students can choose to attend a variety of Admissions' events (e.g., Black and Gold Days, Norse Days, Closer Looks, etc.) to further explore the academic offerings at NKU. At these events, students and their guests can speak to representatives from their College/major of interest to learn more about the programs and their requirements.

Students can also opt to attend a Financial Planning Workshop, which helps them better understand the true cost of attending college, while also exploring additional options for ways to pay to attend NKU. Staff members from the Office of Student Financial Assistance participate in phone call campaigns February – July to explain financial aid packages. During the Northern Exposure: Registration programs, students and parents can meet individually with Financial Aid representatives to review their financial aid packages.

For students admitted to the Pathfinders Program, the contract is sent with the letter of acceptance that outlines the requirements that must be met.

The Office of Admissions facilitates a communication plan to encourage participation in the following programs: TRIO Student Support Service, NKU R.O.C.K.S., NKU LAMP, Summer Spark, and FreshStart. Also, as part of our anti-melt campaign, we send informational type emails regarding UCAP, FYP, and academic departments.

The Early Scheduling Survey is sent to all confirmed students to gather information for advisors to assist in the advising and the registration process. This surveys includes a link to the University catalog and encourages students to review curriculum plans.

When a student attends Northern Exposure: Registration, they will attend a College session that will cover specific information designed to help the student understand the academic expectations. For some students, such as Pathfinders, this session also provides an opportunity to review and sign the learning contract set forth by that department.

7) *Has NKU conducted an audit of all the non-tuition and course/lab expenses that hinder student success, including fees, textbook costs, parking costs, housing costs, food costs, payment plan costs, etc.?*

From what we have been able to gather, there has not been a comprehensive audit/analysis of non-tuition fees and costs that a student would incur during their time at NKU, or the impact of

these fees on student success. Pockets of internal audits have been conducted and a sample is provided below.

Fees: Student Account Services (SAS) completes an annual survey from NACUBO (National Association of College University Business Officers), which collects data from hundreds of different institutions (for example, public, private, Research, Comprehensive, two-year, and four-year) of all things student account/financial related. When results are compiled and sent back by NACUBO, SAS then analyzes how NKU compares to other reporting comprehensives. Furthermore, SAS conducts benchmarking annually with regard to their business processes and fees (e.g., student receivables) and does comparative analysis to regional institutions and other Kentucky comprehensives to see if NKU is still comparable or where NKU falls with regards to those fees.

Housing: University Housing does conduct audits and reviews of the housing facilities from both a safety and engagement standpoint. Detailed reports on facilities are likely available upon request to Housing.

Rates include both the value for students to live on campus (which is connected to building quality) as well as the required meal plan. Housing rates have been sporadic over the years, and currently, Housing is running on a deficit. Housing is also not at capacity. Rate increases are necessary because if reserves are depleted, it is possible that Housing may become fiscally insolvent. Housing's goals are focusing on realigning with national best practices for student experience and developing more campus partnerships. For example, Housing plans to partner with the Honors College and their learning communities, infusing curricular learning into the resident halls complimenting what the students are learning in the classroom. Evidence shows that students who live in housing earn 3-4 more credit hours than those who do not and have a 0.5% higher GPA. Lastly, interviews suggest that it is likely challenging for many students to pay for a meal plan while in Housing.

Completion

8) Does the first-year experience align with student success?

This is a layered question with no direct answer. In summation, there is no comprehensive first-year experience at NKU. Students engage in a myriad of first-year type programming but it is often major dependent. For example, the College of Business and majors such as Biology and Chemistry have cohort-based first-year seminars embedded within the curriculum. In addition, University 101 is offered to all Pathfinders and many undeclared students. Again, these are pockets of first-year students engaging in these seminars; not all first-year students engage in a first-year experience. Moreover, the currently first-year programming is often limited to one semester and does not thread a common theme or support network throughout the entire year. The pockets of first-year programming (such as University 101 and information literacy) at NKU do appear to be aligned to student success.

The University Council for Student Success was charged to develop a comprehensive first-year experience. The cross-division report was then passed along to a task force charged with implementation of the report that would consist of a first semester course covering communication skills, goal setting, academic skills such as time management, note taking, and study strategies and a second semester course that would consist of major and career exploration. For students already declared, the second semester courses could be the ones already offered by their major but if the student is undeclared or their major does not have an exploratory course, there would be a new course developed that will help these students assess their interests, set educational and career goals, and develop an academic plan. The course would utilize the FOCUS 2 (an online tool that allows them to assess their values, interests, skills, personality, and aspirations) and include a service project.

While aspects of the report are starting to be developed for implementation, other aspects did not find common ground within the task force. It was suggested that the decentralized structure of the Colleges makes it difficult to develop a comprehensive, all inclusive first-year experiences with curriculum components when course sequences are somewhat locked into place.

From an advising standpoint, the decentralized nature of advising – every College has an advising center, the College of Arts and Sciences has faculty advisors as well, and Norse Advising – can create inconsistencies with advising practices for first-year students. Furthermore, there is no central position or department overseeing all of advising. While lead advisors meet on a regular basis and all students register for advising appointments within SSC, there are still some inconsistences with the delivery of advising.

9) Is the first-year curriculum too structured with high D, F, W courses?

The first-year curriculum varies across major, with some majors having a very structured course sequence. One approach to investigate the breakout of D, F, W's within the first-year is to examine 100-level courses and general education courses. Appendix B provides a comprehensive report of undergraduate courses that enrolled 100 or more students over a three-year period by the percent of D, F, W grades. In addition, the courses were also broken-out by a number of student groups, including first-generation and underrepresented minorities.

Table 4 provides a snapshot of the top ten D, F, W courses. Seven of the ten courses are 100-level or lower, six of the ten are general education courses (though many fall within a major sequence), and nine of the ten are within the STEM disciplines.

The depth and breadth of these data are compelling, but a more comprehensive exploration of this question needs to be examined, with particular emphasis mapping out the D, F, W rates across the general education courses and courses within the Foundation of Knowledge. It is important to note that this additional analysis is not advocating for a relaxation of grading policies or elimination of difficult courses. Rather, additional data analyses are needed to explore if the current general education structure and/or major course sequencing are having an unanticipated adverse effect on student progression through the first year.

Table 4. *Top 10 Undergraduate Courses with 100 or More Students in Three Years* [A] *with a DFW Grade Rate Greater than or Equal to 30%* [B]

Course	Gen Ed Course	*n* DFW 2014-2015	*n* DFW 2015-2016	*n* DFW 2016-2017	*n* Grades D,F,W	Total *n* Students in Course	% DFW Overall Rate
BIO 125	Yes	68	59	41	168	320	52%
CHE 102	No	46	45	48	139	288	48%
POP 250	Yes	20	19	12	51	112	46%
MAT 119	No	179	178	170	527	1,173	45%
BIO 121	Yes	27	20	24	71	161	44%
BIO 208	Yes	259	246	221	726	1,655	44%
BIO 208L	Yes	259	245	224	728	1,655	44%
CHE 120	Yes	238	171	166	575	1,312	44%
MAHD 095	No	249	255	206	710	1,633	43%
MAT 109	No	232	218	199	649	1,544	42%

[A] 3 years, fall and spring, 2014/15, 2015/16 and 2016/17

[B] Grayed rows are General Education courses.

10) Does the first-year curriculum allow for a structured first-year seminar that introduces components around student success?

As noted before, it was suggested that the decentralized structure of the Colleges makes it difficult to develop a comprehensive, all inclusive first-year experiences with curriculum components when course sequences are somewhat locked into place.

With that stated, while many majors are tightly structured from a course sequencing prospective, there are still opportunities to develop innovative courses that align with the general education requirements that would incorporate aspects of the first-year experience. The University Council for Student Success and the continued work of the task force implementing the plan have researched these possibilities. There is no actual barrier or policy in place that would not allow for a creative solution around the development of a comprehensive first-year seminar across all majors.

11) Does the first-year curriculum allow for exploration for non-declared students?

There are two undecided populations within the University, Undecided in a College (most common) and General Undecided (less common).

Undecided students are currently advised using a Meta-major approach that encourages them to declare as undecided in a specific college (i.e., Undecided in the College of Arts & Science, Business, Education, Health Professions, or Informatics). Advisors encourage students to explore potential disciplines/majors by choosing General Education courses, offered by programs within

those Colleges. Norse Advising created a Meta Major list of courses to aid advisors in this process. The benefit of using the general education curriculum for exploration is that the courses could be used towards the degree regardless of the major the student ultimately decides.

Additionally, all undecided students are encouraged to take University 101 (UNV 101), Orientation to College and Beyond. UNV 101 has a Major/Career exploration project that is about 1/3 of the students' grade. Students use the online tool FOCUS 2 to discover careers and NKU majors that may align. From these results, students choose a major and two careers to explore and research. Students use the Undergraduate catalog to learn more about the classes and requirements for the major they choose. Students also attend the Major/Minor Fair to meet and connect with faculty, staff, and students who are involved with their major of choice. Students discuss how they take advantage of opportunities during their college career to develop the skills and attributes employers are looking for and make a plan for their next semester to begin moving toward developing those skills, using resources available to them at NKU.

All undeclared students must declare a major by the time they reach 40 credit hours. Norse Advising provides special outreach to "high hour" students to help provide them support and direction. This could include being encouraged to enroll in CEP 101: Career Development, a two-credit, 10-week elective course designed to provide knowledge and skill in personal career planning, particularly for those who are undecided about their college major and/or future career plans. This course is taught by Career Advisors from Career Services and dives deeper into career development than UNV 101, emphasizing the identification of interests and skills, clarifying values, exploring career/major options, and developing effective decision-making processes as well as the importance of co-ops and internships, employment trends, and employer expectations in the workplace.

Through the data gathering process, it was noted that there are a few potential areas for possible improvement. First, not all programs have offerings within the general education curriculum and the general education courses chosen may not always be applicable to the degree path chosen by the student. Second, the number of students entering NKU with AP, Dual Credit, or other credit for prior learning provides less room for exploration under this model. Third, this model is more difficult to apply to adults with transfer hours and those with work experience. Norse Advising is looking at several strategies to address these issues, including creating pathways for students coming in with high credit hours. This includes working with the School-Based Scholars' programs to create pathways for students to begin the exploration process earlier.

Additionally, it should be noted that some Colleges and majors also have non-general education exploratory courses that are open to undeclared students who are potentially interested in learning about those career fields. For example, The College of Education and Human Services has EDU 104, ATP 101 and KIN 125, the College of Informatics has DSC 101-Intro to Data Science, and the College of Business has BUS 101.

12) Are full-time faculty teaching 100- and 200-level courses or are adjuncts and part-time faculty?

Both full-time and adjunct/part-time faculty are teaching 100- and 200-level courses. Table 5 illustrates lower division courses over the past three academic years. The top half of the table shows the number of faculty who taught 100 or 200 (lower division) courses by College and their PT/FT status. These data are unique counts based on Faculty ID. The bottom half of the table illustrates the number of faculty teaching 100- or 200- level courses, PT/FT and then the tenure status. There are a handful of PT faculty with a tenure status but these are mostly phased retirement individuals.

In academic year 2017–18, 728 faculty taught 100- and 200- level courses, of which 367 were full-time faculty and 357 were part-time faculty. There are 4 additional faculty identified in the report as "not available," but are still represented in the total.

Table 5. *Breakout of Full-Time and Adjunct/Part-Time Faculty Teaching Lower Division Courses over the Past Three Academic Years*

	AY 2015-2016	**AY 2016-2017**	**AY 2017-2018**
Total Faculty Teaching Lower Division Courses	**754**	**741**	**728**
College of Arts & Sciences Lower Division Course Faculty Counts	506	489	472
Full-Time Faculty	249	237	237
Not Available	1	1	1
Part-Time Faculty	256	251	234
College of Business Lower Division Course Faculty Counts	47	50	48
Full-Time Faculty	34	36	31
Part-Time Faculty	13	14	17
College of Education & Human Services Lower Division Course Faculty Counts	42	45	47
Full-Time Faculty	20	19	20
Not Available	1	1	1
Part-Time Faculty	21	25	26
College of Health Professions Lower Division Course Faculty Counts	47	44	44
Full-Time Faculty	22	20	22
Not Available		1	1
Part-Time Faculty	25	23	21
College of Informatics Lower Division Course Faculty Counts	112	113	117
Full-Time Faculty	55	62	57
Not Available		1	1
Part-Time Faculty	57	50	59

	AY 2015-2016	**AY 2016-2017**	**AY 2017-2018**
Total Faculty Teaching Lower Division Courses	**754**	**741**	**728**
Full-Time Faculty Teaching Lower Division Courses	**380**	**374**	**367**
Non-Tenure	139	137	150
Tenured/ Tenure Track	241	237	217
Not Available	**2**	**4**	**4**
Part-Time Faculty	**372**	**363**	**357**
Non-Tenure	361	352	343
Tenured/ Tenure Track (usually phased retirement)	11	11	14

Career and Community Engagement

13) Is the staffing and resources around career development aligned with student and career success? How are our staffing and resources comparable to regional and peer institutions?

As noted above, Selingo (n.d.)[3] notes:

> For the last decade, a long-running survey of freshman nationwide conducted by UCLA found that the No. 1 reason students enroll was to get a better job. That's a seminal shift in the mindset of students: for the previous 30 years of the survey, the top reason was to learn about things that interested them. Yet few schools overhauled their traditional undergraduate curriculum to acknowledge this shift.

Currently, NKU's Career Services department is significantly understaffed to support the over 14,000 students – in addition to the free services provided to NKU alumni – in their career development and planning. Even with the implementation of a new career development model that embeds career development into the Colleges, the current staffing and resources do not adequately meet the needs and expectations of the students.

Below is a staffing comparison of NKU's Career Services to regional and peer institutions' career offices.

[3] Selingo, J. J. (n.d.). *The future learners: An innovative approach to understanding the higher education market and building a student-centered university*. Pearson, London.

- **NKU:** 14,000 students, **4 staff** (student/staff ratio **3,500 to 1**)
    - Director; Associate Director; Career Advisors (2)
    - NOTE: Prior to RIF, was 8 staff (lost Associate Director Employer Relations; Career Advisor/Co-op Manager; Data/Assessment Coordinator; Administrative Specialist)

Regional & Peer Institutions

- **Miami University (Oxford):** 19,700 students, **24 staff** (student/staff ratio **820 to 1)**
    - NOTE: Plan 8 additional positions in near future, to take staff to 32 positions.
    - Assistant Vice President; Director Employer Relations; Director of Career Advising, Programs & Diversity; Associate Director Employer Relations; Associate Director/Sr. Liaison; Associate Director Diversity; Assistant Directors/Liaisons to colleges (7); Assistant Director Marketing; Marketing Coordinator; Recruiting Coordinator; Mock Interview Coordinator; Data Coordinator; Program Associate Events; Data Analyst; Client Services Specialist; Doctoral Assistant; Graduate Assistant. Administrative Associate.

- **University of Cincinnati (Main):** 56,000 students, **71+ faculty/staff** (ratio **788 to 1**)
    - NOTE: Plan to hire 7 additional positions in near future. Goal case load of 300 to 1.
    - Dean UGP; Business Director UGP; Unit Head, Experience-based Learning and Career Education (ELCE); Faculty Team Leads (5); Faculty Co-op Advisors (27); Program Directors (6); various positions (19).
    - Linder College of Business: Director; Associate Director (2); Assistant Directors (7); On-campus Recruiting Manager.

- **University of Dayton:** 11,300 students, **14 staff** (ratio **807 to 1**)
    - Director; Associate Director Career Advising & Experiential Education; Assistant Director Employer Relations; Assistant Director Student Employment and Community Partners; Marketing/Communications/Events Coordinator; On-Campus Recruiting Coordinator; Assistant Directors for Colleges (5); Sr. Student Employment Specialist; Career Services Representative; Career Services Administrator.

- **Xavier University:** 6,800 students, **9+ staff** (ratio **755 to 1**)
    - Senior Assistant Director External Relations; Senior Assistant Director Career Coaching/Programs; Assistant Director Mentoring; Assistant Director CAS; PT Assistant Director; Career Coach/Advisor; PT Career Coach; WCB Career Coach/Advisor; Recruiter Assistant; Administrative Assistant.

- **Mount St. Joseph University:** 2,000 students, **8 staff** (ratio **250 to 1**)
    - Director; Career & Co-op Coordinators (3); Career Development Coordinator; Manager of Service Learning; Prior Learning & Summer Employment Coordinator; Administrative Assistant.

- **Eastern Kentucky University (EKU):** 14,000 students, **10 staff** (ratio **1,400 to 1)**
    - Director; Associate Director; Associate Director Co-op Education; Career Development Specialist; Career Specialist (2); Data Specialist; Academic Admin. Specialist; Senior Office Associates (2).

- **University of Kentucky:** 30,000 students, **14 staff (ratio 2142 to 1)**
    - Director; Assistant Director Career Advising (3); Major Exploratory Associate (2); Career Advisor (3); Assistant Director Experiential Education; Office Manager; Employer Relations Administrative Manager; University Director for Academic and Career Advising; Senior Program Specialist.

- **St. Cloud State University:** 14,000 students, **8+ staff** (ratio **1,750 to 1**)
    - Executive Director; Associate Director Employment Services; Associate Director Career Development/Outreach; Assistant Director Career Development/Outreach; Assistant Director Employer Relations/Internships; Campus Recruitment/Events Coordinator; Technology/Information Specialist; Office Manager; Graduate Assistants (4).

Other Questions

14) *The budget model appears to have decentralized recruitment and retention between the Colleges. Does NKU have any central department coordinating, aligning, and collaborating recruitment and retention efforts across all of campus to maximize efficiencies, resources, and communication/marketing efforts?*

There is no central department coordinating, aligning, or collaborating recruitment and retention efforts across campus. Two Colleges have a designated position focused on recruitment and retention but there is no evidence to suggest these personnel are coordinating efforts.

The closest to any type of coordinating department/position are the Assistant Vice President of Enrollment and Student Success and the Vice Provost of Undergraduate Academic Affairs. The Assistant Vice President of Enrollment and Student Success works closely with a number of College and student success departments on a weekly basis particularly around retention efforts. In addition, the Assistant Vice President also works closely with Marketing and Communication on strategic communication and marketing plans and IT/Business Warehouse on technology tools and enhancements. The Vice Provost of Undergraduate Academic Affairs works closely with a number of academic departments and advising centers in a similar nature.

15) *Do we have faculty incentive and reward systems that reward faculty who advance student success?*

Academic Affairs, as well as individual Colleges, recognize faculty and staff in various awards that include rewards for behaviors that engage students and help advance their success. For example, the Excellence in International Education from the Academic Affairs Faculty and Staff Awards include criteria that specifies a demonstration of excellence in the following areas: 1)

Projects or innovations related to international education; 2) Demonstrate commitment to internationalizing NKU; and 3) Creative activities designed to enhance global competency of students, faculty or staff.

Another example would be the Excellence in Undergraduate Research Mentoring also from the Academic Affairs Faculty and Staff Awards, which includes criteria that specifies a demonstration of excellence in the following areas: 1) Projects or innovations which engage undergraduate students in research opportunities; 2) Demonstrated commitment to mentoring and guiding undergraduate student research; and 3) Creative activities designed to enhance undergraduate research at NKU.

In addition, the annual performance review, which impacts annual increases in many Colleges, is tied to the faculty's ability to engage students and drive student persistence, as defined by their particular College or department. There has been discussion of including a section specifically tied to how an individual's job is connected to NKU's mission of student success.

However, at this time, there are no financial incentives or awards in place for faculty who are able to demonstrate that their performance directly impacted student success.

16) Do our university awards and recognitions reinforce our commitment to student success?

The following are a sample of the awards and recognitions aligned to student success.

- The Frank Sinton Milburn, Michael C.C. & Susan Adams, Part-time Faculty Excellence in Instruction Awards all focus on excellence in classroom teaching as the first criteria for nomination. The Sinton award also focuses on course and curriculum development, while the Adams award has a component for contributing to the learning environment.
- Excellence in International Education award nominees must show excellence in creative activities designed to enhance global competency of students, faculty, or staff.
- Excellence in Undergraduate Research Mentoring award focuses on projects or innovations which engage undergraduate students in research opportunities and a commitment to mentorship/guidance in undergraduate research.
- Regents Distinguished Service Awards (RDSA) criteria is as follows:
  Job Performance
    - Service above and beyond the call of duty.
    - Initiative and creativity.
    - Peer recognition.
    - Contributions to the work environment.
    - Personal traits such as enthusiasm, good attendance, leadership and cooperation, courtesy, and fairness to other employees.

  University Service
    - Efforts toward good public relations for the University and/or community service with a professional organization which directly or favorable reflects upon or benefits the University.
- Academic Advisor recognitions are delivered on an annual basis. These recognitions are based off student recommendations with a focus on student service. There is a monetary award aligned with the recognition.

- The Division of Student Affairs also recognizes staff annually with a series of awards based on service and engagement with students.

From the data gathered, it appears that the faculty excellence awards and academic advisor recognitions are more closely tied to student success. The focus on excellence in classroom teaching rewards faculty for creative, innovative instruction. Furthermore, the inclusion of curriculum development and mentorship goes more to the heart of assisting in the student success initiative. In contrast, the Regents Distinguished Service Award does not specify criteria related directly to student success outcomes. The criteria can be loosely attributed to student success however, a more intentional and direct criteria, which specifically addresses student success initiatives, would be beneficial to better align with those goals.

17) Do our student support services lend themselves to supporting persistence beyond first year (e.g., NKU R.O.C.K.S)

Please note: Examples of student support services include academic advising, Career Services, Center for Student Inclusiveness, Learning PLUS, Student Engagement, Testing Services, and UCAP just to name a few.

After an institutional scan and series of interviews, the consensus from all individuals involved is that NKU is on the precipice of moving retention efforts beyond the first year. The barrier has been recent budget cuts to student support offices (including personnel) and the focus on key performance indicators focused more on first-year retention and graduation. From a data analytics perspective, we have sound tracking to monitor student progression, but the dearth of resources across support offices (including academic advising) can make it difficult to provide direct and ongoing support.

For example, in 2011 the Center for Student Inclusiveness had 12 full-time staff members. During that time, programming was weaved throughout the life-cycle of the student. In 2018, the number of full-time staff dropped to 8 even though another department was added to the Center. Yet, the number of underrepresented minorities and students seeking support within the Center has substantially increased. As such, staff have been focused on serving students on demand rather than having the ability to plan or work with departments in other capacities (for example, the Center would like to expand their support with Undergraduate Admissions). It was posited that the recent and sudden decline in retention of underrepresented minorities (in this example, aligned with tuition revenue) was likely greater than the cost to maintain staff positions that were cut.

Another example includes academic advising. The current advising model is decentralized in that the advising centers are embedded within the Colleges while Norse Advising is housed in the Student Success Center. In addition, the College of Arts and Sciences utilizes faculty advisors (in addition to the faculty teaching, researching, and serving as program heads) whereas the other advising centers are staffed with full-time professional advisors. Moreover, the caseload per advisor varies by College, with some Colleges having caseloads of 400-500 students and others with 250-350 students. With advisors so thinly stretched and taking on more responsibilities, the caseloads often do not allow for additional support of persistence beyond just course registration.

Research and practice have shown the value a strong advisor-student relationship can have on student success.

Furthermore, other data points emerged from the interviews. (a) Departments would like to partner with Career Services more in helping their juniors and seniors with career development and readiness. (b) If there are growing student groups on campus (for example, Latino/a and LGBTQ students), are we aligned to support them through the entire life cycle? (c) With no central person overseeing all of advising, are we aligning consistent advising practices across the life cycle of the student? (d) With the growth of mental health awareness and counseling, is the department of Health, Counseling, and Student Wellness adequately staffed?

18) Is NKU relying too heavily on technical/ PC based services and not enough on human interactions?

This question is difficult to answer with hard data, so a series of interviews were conducted with key staff (including advising and IT) to assess if NKU is relying too much on technology and not on human interactions.

The overarching response suggested a balance between the two, where technology can serve as a tool to support students, staff, and faculty but the importance of a human interaction is still vital to a student's success.

From a student success lens:

On one angle, one might contend that we do not rely too heavily on technical services from a student success lens because students actively use many of the technical services we have established for them, such as Canvas for classes, webmail, MyNKU, one.nku.edu, degree audit and academic plan, and the registration portal for classes. All of these most commonly used tools serve critically important functions, and from feedback received from students, these are probably the most frequently used tools. Many students tend to gravitate to just a handful of tools, maybe 2 or 3 of the ones listed here on a normal, consistent, active basis. Some students do prefer self-guidance using these tools and prefer less human interaction. It also may depend on the complexity of a student's academic program, catalog year, and life circumstances though as to how much human interaction students want, because many students use these tools but prefer a human advisor or person to check each term that they are still on the right track. That comes down to personal preferences.

From a different lens, no matter how many technical tools we provide students, one cannot replace human interaction, and some sort of human interaction will be needed for students to be successful. For example, a computer cannot emotionally console a student well when they are struggling academically, or help them cope with a family member dealing with a drug issue and the psychological effects that has, or help them get referred to a counselor to help with domestic violence or sexual assault, or mental health problems, all of which faculty, staff, and advisors encounter based on the personal relationships that are formed with students where they feel comfortable sharing. More and more of these types of issues have arisen in the last few years in the field, so technical support while helpful, cannot support everything.

From a student success perspective, we also have to consider our population. Students who have not been at NKU long, or first-generation students, may not be as familiar with how to navigate multiple technical services that are now suddenly available to them, and often quick training at orientation with lots of information overload is not enough to make them feel comfortable understanding all the resources. In that light, NKU can sometimes oversaturate a student with technical services, and that is an area where we can rely too heavily on the students, thinking the student will use it, when in reality, they might not understand it, or be too new to know all of the services that can help. If they are gravitating to just Canvas and MyNKU, the student might not know about Norse Sync that can help them connect with student organizations, or SSC to make advising appointments. At times, we may have too many tech services for students to keep up with them all, especially with first-years having all these tech services in a too much, too soon, too fast kind of way. Many students come in to see advisors or Peer Coaches because they simply want to be shown how to register for classes, or how to use some of the tech services.

There is also a time and money cost, where if we rely too heavily on these support services for the student to use, it may have been easier for the student to just go in person to visit that office. A student who might have gotten an email to take action on, they visit the office on campus in person and the student worker says, "Did you see your email about that, you can complete the task there on email." But the student could have been helped right then instead of being referred back to the email that may have steps, or it was something they did not understand.

We also do not want students going rogue and not seeing humans because they feel that they can do everything on their own due to all the services, when maybe we want them to interact in person. This can depend on the student, though, because we have some accelerated or adult students who want campus resources to all be online and the tech services help them function, versus a student who does not have the self-discipline to succeed in an online course that is 7 week instead of 15 weeks. There have been examples of students who might not have internet access where they live, and the library closes before evening, so they do not have the ability or access to a computer to even take an online course or use Canvas. Today, that student might not even register for classes at all if they live in a remote or rural area and does not have the means to take a course. In that case, human interaction may make all the difference, or we could be asking the wrong question about how do we get them to the tech services in the first place?

From a faculty/staff lens:

For advisors in particular as an example, we rely too heavily on technical services to help support student success or interactions and we lose something in the human interaction. For instance, advisors are using multiple systems to perform the advising experience: Canvas, SAP, SSC, Perceptive Content, (aka Image Now) Webmail, Online Registration Portal, Degree Audit, Academic Planning Tool, and possibly Zoom or Skype, (for distance appointments). Attempting to prepare for a single appointment may require all of various numbers of these systems. Just 7 or 8 years ago, we may have only used half of these. All of these systems have steps and take time to navigate, so that is something we are relying too heavily on and causes us to have reduced time with students in the relationship building that occurs in a face-to-face interaction.

From a different lens again, one might suggest that we are not relying too heavily on tech services, because all of the systems above serve important functions, and without these services, our job may be more difficult. SSC for example also provides more analytics and analysis to allow advisors to do more intentional interactions with students and to be more efficient at connecting with students. A balance in the middle of human interaction and tech service support is key. Both the qualitative and quantitative data are really important in advising. The tech services will not be able to keep track how many hours a student is working, or what personal issues are they dealing with, or emotionally where is the student and are those things putting the student at risk, but it can do a good job of collecting data on courses with high failure rates, or the average grades student receives in courses to help us make better future decisions for student success in registration and other areas.

Another point of note is the lack of consistency of who is using the technology, where if more faculty/staff utilized the technology, students would be better served. If a platform is being used to track student notes yet only some departments or faculty/staff utilize the platform, there can exist inconsistencies and gaps.

A final important key factor in all of this is time. It takes time to train, use, and gather information from technology. If either the time needed to do this is reduced based on efficiency in using the tech systems, allowing for more human interaction, or if there are more humans to train, use, and gather information allowing for more human interaction to take place, both of those circumstances gain more time for the employee to help put students in a position of stronger success.

So in conclusion, there are circumstances where we rely too heavily on tech where more human interaction is needed, and other times we do not.

19) Is there sufficient budget and resources to train and support adjuncts

To answer this question, interviews were conducted with representatives from the Provost's office and the Colleges of Arts & Sciences, Education and Human Services, Informatics, and Chase Law. The data points suggest great variability in the support offered to adjuncts from little (no formalized support beyond completing hiring processes and being invited to the University-wide new faculty orientation) to moderate (e.g., brown bag sessions and informal feedback on teaching). Some of the larger general education courses have coordinated efforts to support adjunct faculty teaching those courses.

There does exist authority for adjunct training and support resting at the department level, leading to significant variability across departments even within the same College. There appears to be few resources being invested in training and supporting adjuncts. One department reported having an assigned person in the department to support adjuncts which is supported with resources from the department. That same department also supports the cost of food in an internal new faculty orientation.

Lastly, it appears the institution does not systematically train and support adjunct faculty and there is no institutional budget to directly support training of adjunct faculty.

Appendix A

Articulation Agreements

Definitions

An articulation agreement is a binding legal document which defines parameters for a specific set of terms that are typically program specific and that are usually between two educational institutions. They are designed to build partnerships between two institutions.

There are numerous types of articulation agreements; course-by-course, general education, pathway agreements, specific courses for specific courses, tuition agreements, dual-credit agreements, or scholarship agreements.

Course-to-Course Articulation
The determination of equivalencies between two courses from different institutions. This happens between Transfer Services and departments in the initial phase of evaluating a student for transfer to NKU.

Program-Specific Articulation Agreement
In program-specific articulation agreements, a specific set of courses is typically designated to meet specific course requirements at another institution. These agreements usually focus on transfer between a community college and a four-year institution and on freshman and sophomore course preparation to enter a major. This agreement may stand alone or may serve as an addendum to a general articulation agreement. Program agreements can identify specific courses, certificates, or degrees to be transferred or can simply be an all-encompassing agreement without specific courses attached that achieves the goals of the two institutions (i.e. a scholarship agreement). A list of the courses may serve as this agreement, but it is recommended that a statement of understanding be developed for any articulation agreement.

Pathway Agreements (Degree Completion)
A pathway agreement is one type of articulation agreement that is designed for students who have completed an AA, AS or AAS degree in a specific discipline that wants to then transfer and earn a bachelor's degree.

Pathway Agreements include all of the following:

- Degree and graduation requirements from the 2-year institution
- Degree and graduation requirements from the 4-year institution
- General Education from 2-year institution
- If not certified through a general education agreement or an AAS degree, remaining general education courses from the 4-year institution
- A checklist of courses required for the agreement

These agreements are built into the system by Transfer Services and are considered to be legal and binding.

Pathway agreements are typically viewed as two-plus-two types of agreements but can require greater than 120 hours to complete.

Pathway agreements tied to a program such as Gateway2NKU are monitored closely by the University Pathway and Articulation Committee (UPAC) to ensure that we are complying with the parameters of the formal partnership agreement.

Examples of Agreements

There currently is no exhaustive list of signed articulation agreements. Departments and colleges have created agreements that have never been shared with the University Pathways and Articulation Committee (UPAC). UPAC is currently in the process of creating an interactive database housed on its website that would allow NKU employees to search for specific agreements and pathways. Accuracy of this database will still be dependent on departments and colleges sharing agreements they create.

Here is a sampling of articulation agreements that UPAC will have cataloged on the website.

International Agreements

- Hansung University (South Korea)
- Sichuan Normal University (China)
- Thu Dau Mot University (Vietnam)
- University of Ulsan (South Korea)

Beckfield College – RN to BSN

Ohio General Education Transfer Agreement

Reverse Transfer

- KCTCS
- Ivy Tech Community College

Undergraduate Tuition Reciprocity Agreement (NKU, Gateway CTC, Cincinnati State Technical and Community College, Clark State Community College, Southern State Community College, and University of Cincinnati)

Mechatronics Track Agreement with Cincinnati State

Hanover College Agreement (Accelerated BS in Nursing)

Accelerated Pharmacy Agreement with Sullivan University College of Pharmacy & Health Sciences

UC Clermont Pathways in Business and Education

MOUs for Pathway Programs

- Gateway Community and Technical College
- Cincinnati State Technical and Community College
- Jefferson Community and Technical College
- Maysville Community and Technical College
- Ivy Tech Community College

School-Based Scholars Program – MOAs with 19 partner schools

Teacher Education Scholars – MOAs with 3 partner schools

Appendix B – See attached PDF “Courses by Grade D_F_W.7-27-2018”

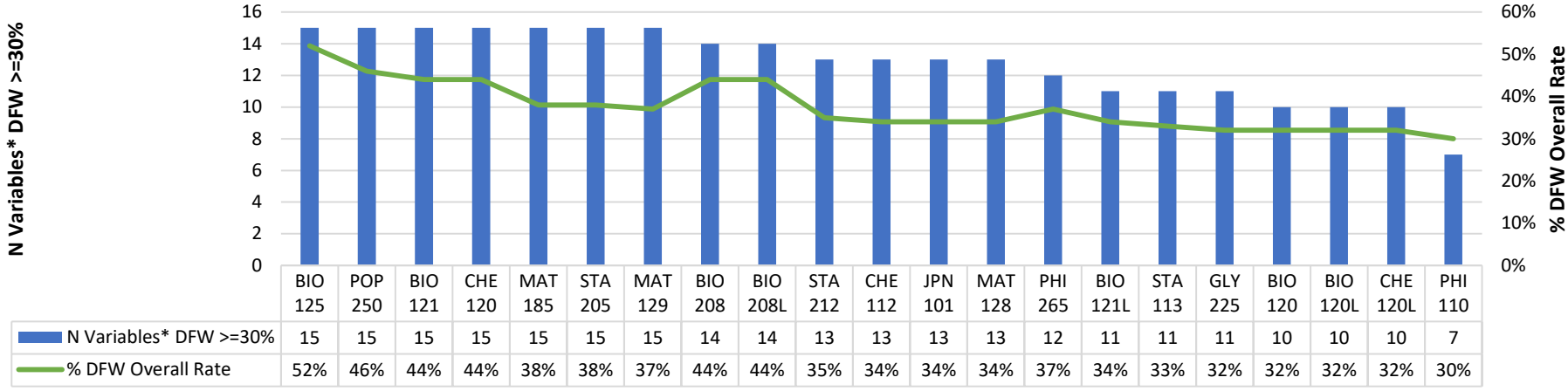
Appendix C – See attached PDF "Future Learner Report" (Selingo)

Appendix B: Course Grades by D-F-W rates

1a. Overview Graphs - Undergraduate Courses With 100 or More Students in Three Years With a DFW Grade Rate >=30% - Sorted by Gen Ed & N Variables* With DFW Rate >=30%

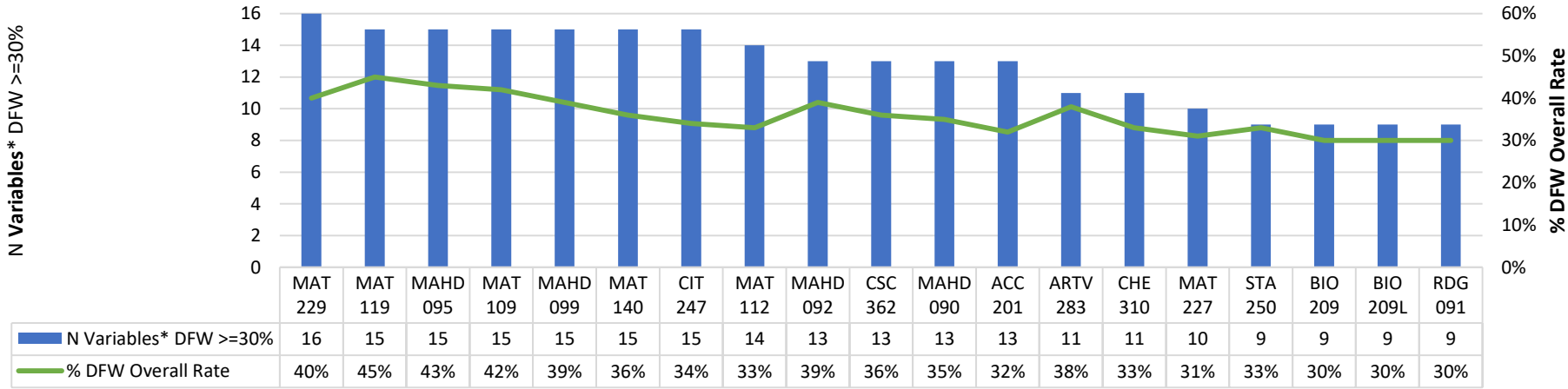
3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

General Education Courses



	BIO 125	POP 250	BIO 121	CHE 120	MAT 185	STA 205	MAT 129	BIO 208	BIO 208L	STA 212	CHE 112	JPN 101	MAT 128	PHI 265	BIO 121L	STA 113	GLY 225	BIO 120	BIO 120L	CHE 120L	PHI 110
N Variables* DFW >=30%	15	15	15	15	15	15	15	14	14	13	13	13	13	12	11	11	11	10	10	10	7
% DFW Overall Rate	52%	46%	44%	44%	38%	38%	37%	44%	44%	35%	34%	34%	34%	37%	34%	33%	32%	32%	32%	32%	30%

Not General Education Courses



	MAT 229	MAT 119	MAHD 095	MAT 109	MAHD 099	MAT 140	CIT 247	MAT 112	MAHD 092	CSC 362	MAHD 090	ACC 201	ARTV 283	CHE 310	MAT 227	STA 250	BIO 209	BIO 209L	RDG 091
N Variables* DFW >=30%	16	15	15	15	15	15	15	14	13	13	13	13	11	11	10	9	9	9	9
% DFW Overall Rate	40%	45%	43%	42%	39%	36%	34%	33%	39%	36%	35%	32%	38%	33%	31%	33%	30%	30%	30%

Note: * = 16 variables were considered in this dataset: 1st Generation Yes, No or Unknown (3 variables), Low Income Yes or No/Unknown (2 variables), Transfer Yes or No (2 variables), Female or Male (2 variables), Under Represented Minority (URM) Yes or No (2 variables), Classification (5 variables).

Notes:

1) Data are from the official NKU IR university data files. All courses with an enrollment of 100 students or more over three years, (Fall and Spring, 2014/15, 2015/16 and 2016/17) are included in this dataset. Each report highlights a different aspect (variable) of this data.

2) All audited courses, courses with a grade of "Not Available" or IES 333 courses (NKU Study Abroad, International Exchange) were removed from the dataset.

3) There are 13 courses in this dataset that did not have 1 or more students with a grade of D, F or W.

4) * = 16 variables were considered in this dataset: 1st Generation Yes, No or Unknown (3 variables), Low Income Yes or No/Unknown (2 variables), Transfer Yes or No (2 variables), Female or Male (2 variables), Under Represented Minority (URM) Yes or No (2 variables), Classification (5 variables).

5) The variable % XX DFW Rates in these reports were calculated by the variable N with a grade of D,F or W in the course / the variable N with any grade in the course = % DFW Grade Rate for that variable, thus two variable grade rate percentages in the same category will not equal 100%. Example: For MAT 229, 51 (N LowIncome-Yes_DFW) / 123 (Total N LowIncome-Yes in Course) = 41.46% (% LowIncome-Yes DFW Rate); 125 (N LowIncome-No/Unknown_DFW) / 316 (Total N LowIncome-No/Unknown in Course) = 39.56% (% LowIncome-No/Unknown DFW Rate).

6. Grayed rows are General Education courses.

7. In the graphs 2a- 7b, a) notice the difference in the number of courses between the top and bottom graphs and b) notice where the overall line is located between the two graphs. An overall (blue) line that is predominately in the middle of the courses (orange columns) means those course DFW Rate >=30% is higher than the Overall DFW Rate. An overall (blue) line that is predominately on top of the courses (orange columns) means the DFW Rate >=30% for those courses is below the overall DFW Rate.

1b. Overview-Undergraduate Courses With 100 or More Students in Three Years With a DFW Grade Rate >=30% - Sorted by Gen Ed & N Variables* With DFW Rate

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17 **Sorted**

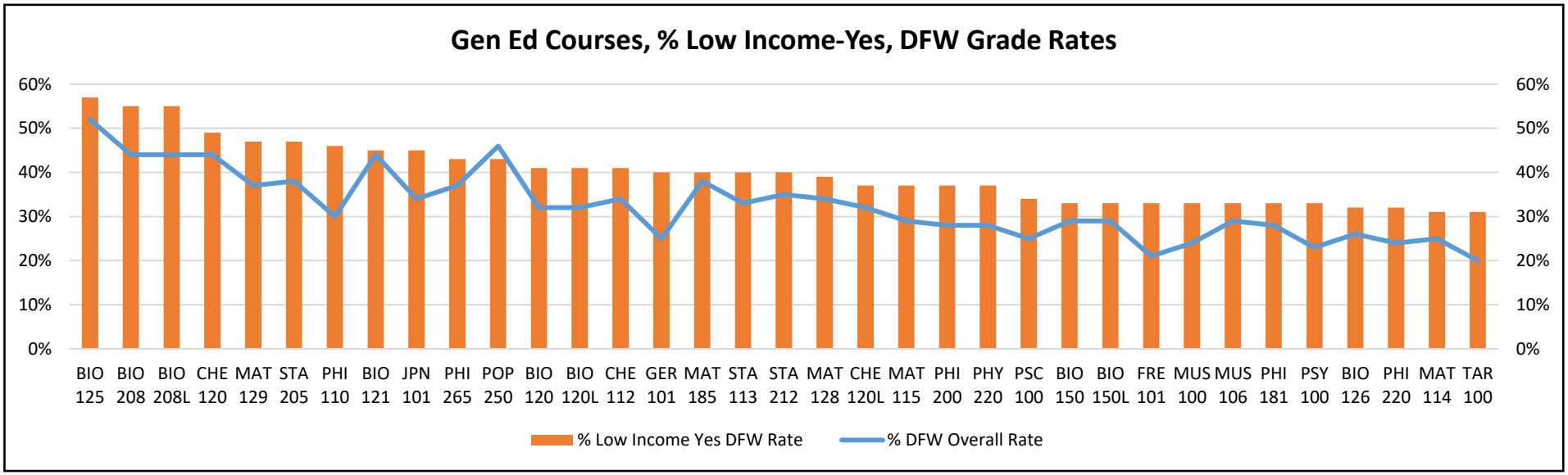
Course	Gen Ed Course	N DFW 2014-2015	N DFW 2015-2016	N DFW 2016-2017	N Grades D,F,W	Total N Students in Course	% DFW Overall Rate	% DFW Rate Grouped	N Variables* DFW >=30%
BIO 125	Yes	68	59	41	168	320	52%	% D,F,W >=30%	15
POP 250	Yes	20	19	12	51	112	46%	% D,F,W >=30%	15
BIO 121	Yes	27	20	24	71	161	44%	% D,F,W >=30%	15
CHE 120	Yes	238	171	166	575	1,312	44%	% D,F,W >=30%	15
MAT 185	Yes	58	75	43	176	465	38%	% D,F,W >=30%	15
STA 205	Yes	521	548	581	1,650	4,330	38%	% D,F,W >=30%	15
MAT 129	Yes	104	114	102	320	861	37%	% D,F,W >=30%	15
BIO 208	Yes	259	246	221	726	1,655	44%	% D,F,W >=30%	14
BIO 208L	Yes	259	245	224	728	1,655	44%	% D,F,W >=30%	14
STA 212	Yes	220	212	175	607	1,726	35%	% D,F,W >=30%	13
CHE 112	Yes	42	52	49	143	419	34%	% D,F,W >=30%	13
JPN 101	Yes	47	48	42	137	398	34%	% D,F,W >=30%	13
MAT 128	Yes	24	21	20	65	189	34%	% D,F,W >=30%	13
PHI 265	Yes	32	24	44	100	271	37%	% D,F,W >=30%	12
BIO 121L	Yes	16	9	12	37	109	34%	% D,F,W >=30%	11
STA 113	Yes	86	85	75	246	742	33%	% D,F,W >=30%	11
GLY 225	Yes	30	22	11	63	196	32%	% D,F,W >=30%	11
BIO 120	Yes	110	105	118	333	1,045	32%	% D,F,W >=30%	10
BIO 120L	Yes	110	105	118	333	1,045	32%	% D,F,W >=30%	10
CHE 120L	Yes	159	117	108	384	1,212	32%	% D,F,W >=30%	10
PHI 110	Yes	90	82	66	238	794	30%	% D,F,W >=30%	7
MAT 229	No	50	62	64	176	439	40%	% D,F,W >=30%	16
MAT 119	No	179	178	170	527	1,173	45%	% D,F,W >=30%	15
MAHD 095	No	249	255	206	710	1,633	43%	% D,F,W >=30%	15
MAT 109	No	232	218	199	649	1,544	42%	% D,F,W >=30%	15
MAHD 099	No	211	171	91	473	1,219	39%	% D,F,W >=30%	15
MAT 140	No	69	59	51	179	502	36%	% D,F,W >=30%	15
CIT 247	No	67	52	41	160	473	34%	% D,F,W >=30%	15
CHE 102	No	46	45	48	139	288	48%	% D,F,W >=30%	14
MAT 112	No	51	57	49	157	481	33%	% D,F,W >=30%	14
MAHD 092	No			43	43	110	39%	% D,F,W >=30%	13
CSC 362	No	27	29	26	82	230	36%	% D,F,W >=30%	13
MAHD 090	No	47	44		91	262	35%	% D,F,W >=30%	13
ACC 201	No	134	156	135	425	1,334	32%	% D,F,W >=30%	13
ARTV 283	No	18	21	22	61	161	38%	% D,F,W >=30%	11
CHE 310	No	68	73	50	191	573	33%	% D,F,W >=30%	11
MAT 227	No	21	14	22	57	186	31%	% D,F,W >=30%	10
STA 250	No	44	50	42	136	414	33%	% D,F,W >=30%	9
BIO 209	No	95	88	97	280	946	30%	% D,F,W >=30%	9
BIO 209L	No	95	89	98	282	944	30%	% D,F,W >=30%	9
RDG 091	No	33	30	22	85	286	30%	% D,F,W >=30%	9

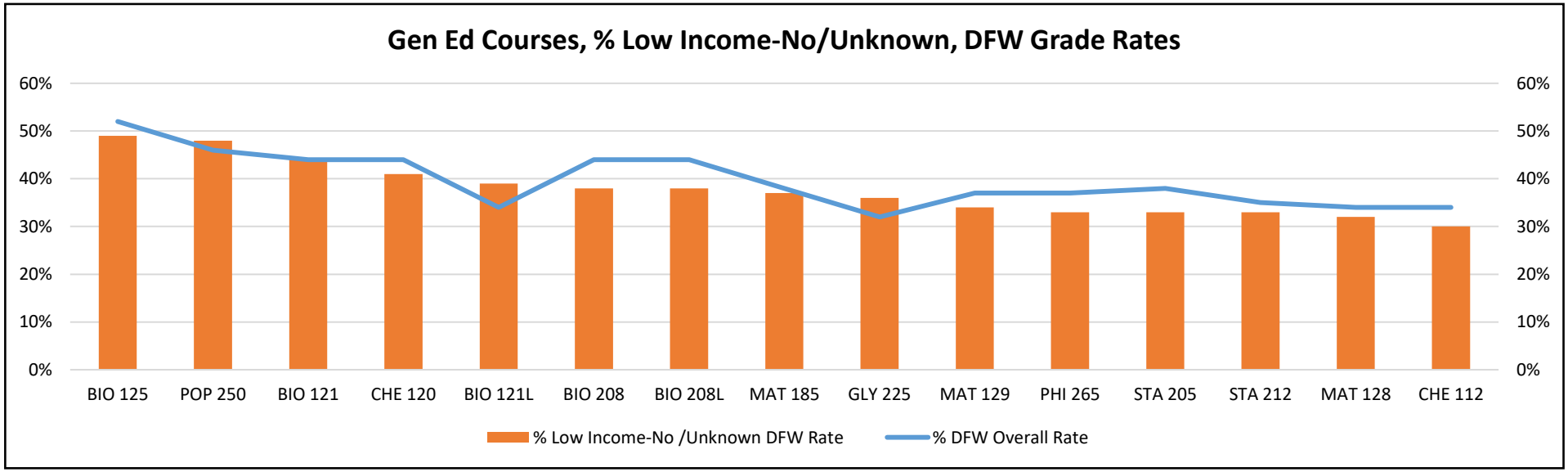
Note:

1. * = 16 variables were considered in this dataset: 1st Generation Yes, No or Unknown (3 variables), Low Income Yes or No/Unknown (2 variables), Transfer Yes or No (2 variables), Female or Male (2 variables), Under Represented Minority (URM) Yes or No (2 variables), Classification (5 variables).
2. Grayed rows are General Education courses.

2a. Income Levels with DFW Grade Rate >=30% - Gen Ed Courses & LowIncome Yes or No/Unknown

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17





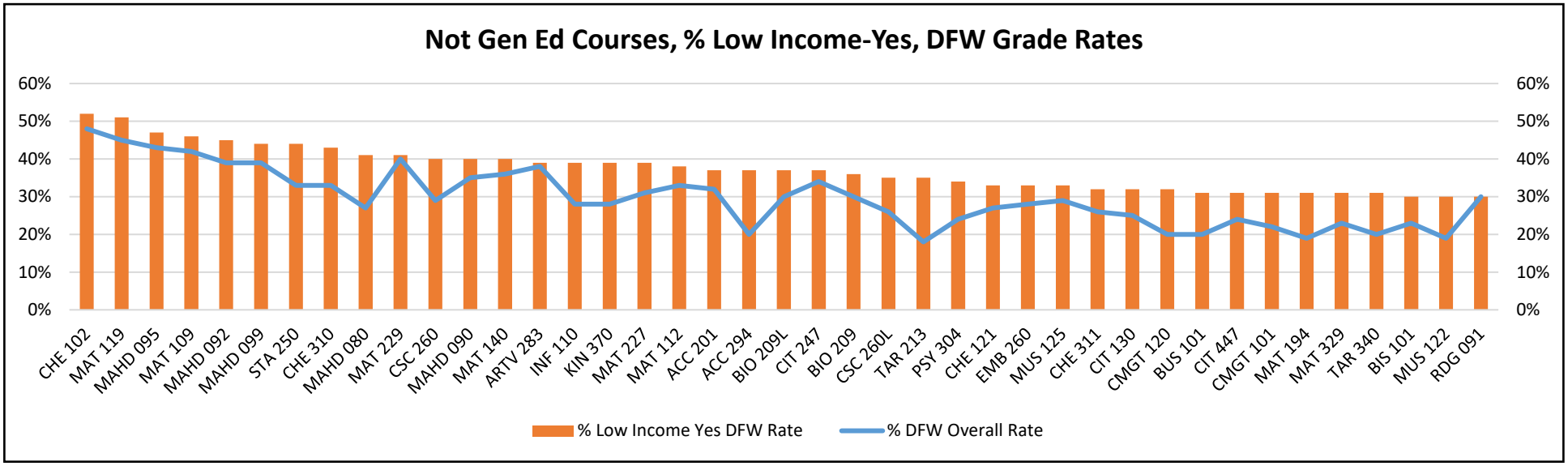
Notes:

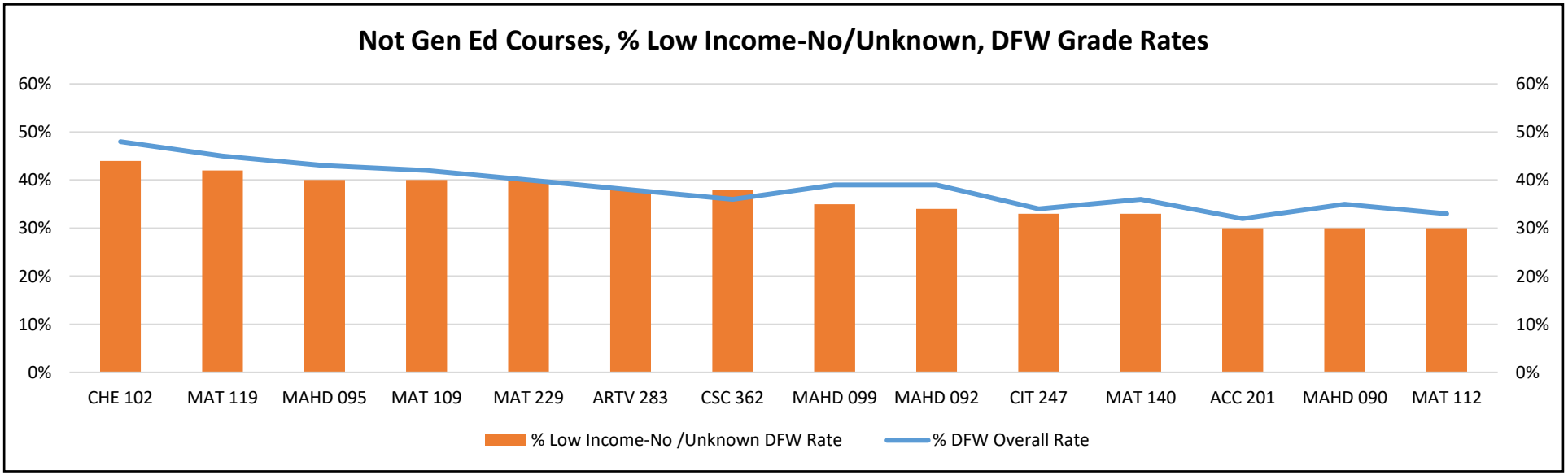
1) There are many more *% Low Income-Yes* courses that are >= the 30% DFW Rate than *% Low Income-No/Unknown* .

2) Generally, there are many more *% Low Income-Yes* courses that are above the above the *% Overall Rate* than *% Low Income-No/Unknown* .

2b. Income Levels with DFW Grade Rate >=30% - Not Gen Ed Courses & LowIncome Yes or No/Unknown

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17





Notes:

1) There are many more *% Low Income-Yes* courses that are >= the 30% DFW Rate than *% Low Income-No/Unknown* .

2) Generally, there are many more *% Low Income-Yes* courses that are above the above the *% Overall Rate* than *% Low Income-No/Unknown* .

2c. Income Levels with DFW Grade Rate >=30% - Sorted by Gen Ed & LowIncome Yes or No/Unknown

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N Low Income-Yes DFW	Total N Low Income-Yes in Course	Sorted % Low Income Yes DFW Rate
BIO 125	Yes	52%	% D,F,W >=30%	80	141	57%
BIO 208	Yes	44%	% D,F,W >=30%	302	549	55%
BIO 208L	Yes	44%	% D,F,W >=30%	303	549	55%
CHE 120	Yes	44%	% D,F,W >=30%	217	442	49%
MAT 129	Yes	37%	% D,F,W >=30%	102	216	47%
STA 205	Yes	38%	% D,F,W >=30%	767	1,647	47%
PHI 110	Yes	30%	% D,F,W >=30%	113	247	46%
BIO 121	Yes	44%	% D,F,W >=30%	33	74	45%
JPN 101	Yes	34%	% D,F,W >=30%	70	155	45%
PHI 265	Yes	37%	% D,F,W >=30%	44	103	43%
POP 250	Yes	46%	% D,F,W >=30%	22	51	43%
BIO 120	Yes	32%	% D,F,W >=30%	160	392	41%
BIO 120L	Yes	32%	% D,F,W >=30%	160	392	41%
CHE 112	Yes	34%	% D,F,W >=30%	67	163	41%
GER 101	Yes	25%	% D,F,W 11%-29%	63	157	40%
MAT 185	Yes	38%	% D,F,W >=30%	52	131	40%
STA 113	Yes	33%	% D,F,W >=30%	117	295	40%
STA 212	Yes	35%	% D,F,W >=30%	210	521	40%
MAT 128	Yes	34%	% D,F,W >=30%	27	69	39%
CHE 120L	Yes	32%	% D,F,W >=30%	146	393	37%
MAT 115	Yes	29%	% D,F,W 11%-29%	189	512	37%
PHI 200	Yes	28%	% D,F,W 11%-29%	41	112	37%
PHY 220	Yes	28%	% D,F,W 11%-29%	15	41	37%
PSC 100	Yes	25%	% D,F,W 11%-29%	130	381	34%
BIO 150	Yes	29%	% D,F,W 11%-29%	99	298	33%
BIO 150L	Yes	29%	% D,F,W 11%-29%	99	297	33%
FRE 101	Yes	21%	% D,F,W 11%-29%	68	206	33%
MUS 100	Yes	24%	% D,F,W 11%-29%	107	320	33%
MUS 106	Yes	29%	% D,F,W 11%-29%	59	178	33%
PHI 181	Yes	28%	% D,F,W 11%-29%	74	226	33%
PSY 100	Yes	23%	% D,F,W 11%-29%	586	1,783	33%
BIO 126	Yes	26%	% D,F,W 11%-29%	223	695	32%
PHI 220	Yes	24%	% D,F,W 11%-29%	65	206	32%
SPI 101	Yes	24%	% D,F,W 11%-29%	141	439	32%
MAT 114	Yes	25%	% D,F,W 11%-29%	151	491	31%
TAR 100	Yes	20%	% D,F,W 11%-29%	74	242	31%
CHE 102	No	48%	% D,F,W >=30%	77	147	52%
MAT 119	No	45%	% D,F,W >=30%	197	386	51%
MAHD 095	No	43%	% D,F,W >=30%	378	797	47%

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N Low Income-No /Unknown DFW	Total N Low Income-No /Unknown in Course	Sorted % Low Income-No /Unknown DFW Rate
BIO 125	Yes	52%	% D,F,W >=30%	88	179	49%
POP 250	Yes	46%	% D,F,W >=30%	29	61	48%
BIO 121	Yes	44%	% D,F,W >=30%	38	87	44%
CHE 120	Yes	44%	% D,F,W >=30%	358	870	41%
BIO 121L	Yes	34%	% D,F,W >=30%	22	57	39%
BIO 208	Yes	44%	% D,F,W >=30%	424	1,106	38%
BIO 208L	Yes	44%	% D,F,W >=30%	425	1,106	38%
MAT 185	Yes	38%	% D,F,W >=30%	124	334	37%
GLY 225	Yes	32%	% D,F,W >=30%	42	118	36%
MAT 129	Yes	37%	% D,F,W >=30%	218	645	34%
PHI 265	Yes	37%	% D,F,W >=30%	56	168	33%
STA 205	Yes	38%	% D,F,W >=30%	883	2,683	33%
STA 212	Yes	35%	% D,F,W >=30%	397	1,205	33%
MAT 128	Yes	34%	% D,F,W >=30%	38	120	32%
CHE 112	Yes	34%	% D,F,W >=30%	76	256	30%
CHE 102	No	48%	% D,F,W >=30%	62	141	44%
MAT 119	No	45%	% D,F,W >=30%	330	787	42%
MAHD 095	No	43%	% D,F,W >=30%	332	836	40%
MAT 109	No	42%	% D,F,W >=30%	406	1,013	40%
MAT 229	No	40%	% D,F,W >=30%	125	316	40%
ARTV 283	No	38%	% D,F,W >=30%	45	120	38%
CSC 362	No	36%	% D,F,W >=30%	65	170	38%
MAHD 099	No	39%	% D,F,W >=30%	252	712	35%
MAHD 092	No	39%	% D,F,W >=30%	21	61	34%
CIT 247	No	34%	% D,F,W >=30%	110	337	33%
MAT 140	No	36%	% D,F,W >=30%	107	320	33%
ACC 201	No	32%	% D,F,W >=30%	279	941	30%
MAHD 090	No	35%	% D,F,W >=30%	42	138	30%
MAT 112	No	33%	% D,F,W >=30%	95	318	30%

2c. Income Levels with DFW Grade Rate >=30% - Sorted by Gen Ed & LowIncome Yes or No/Unknown

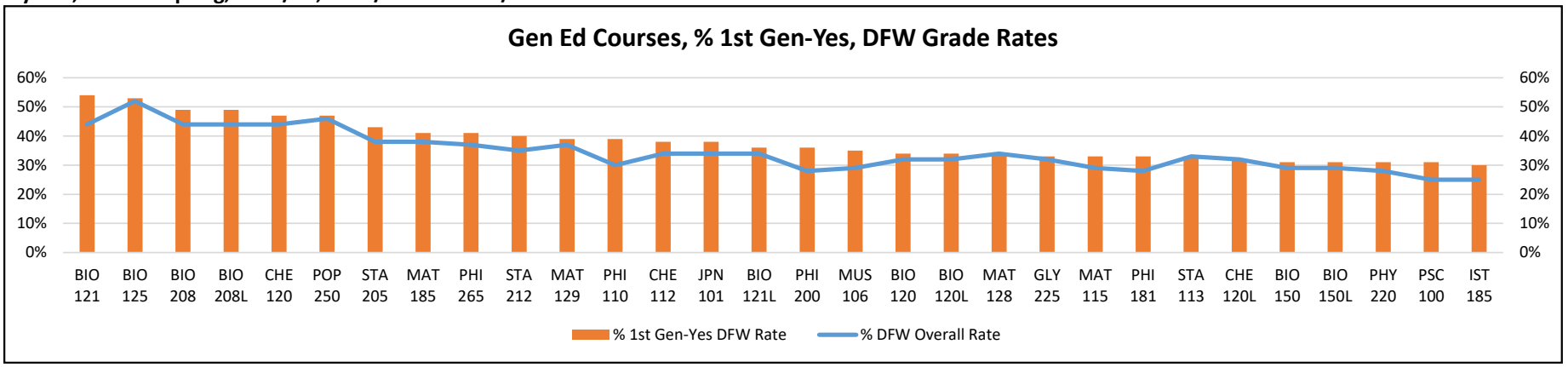
3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

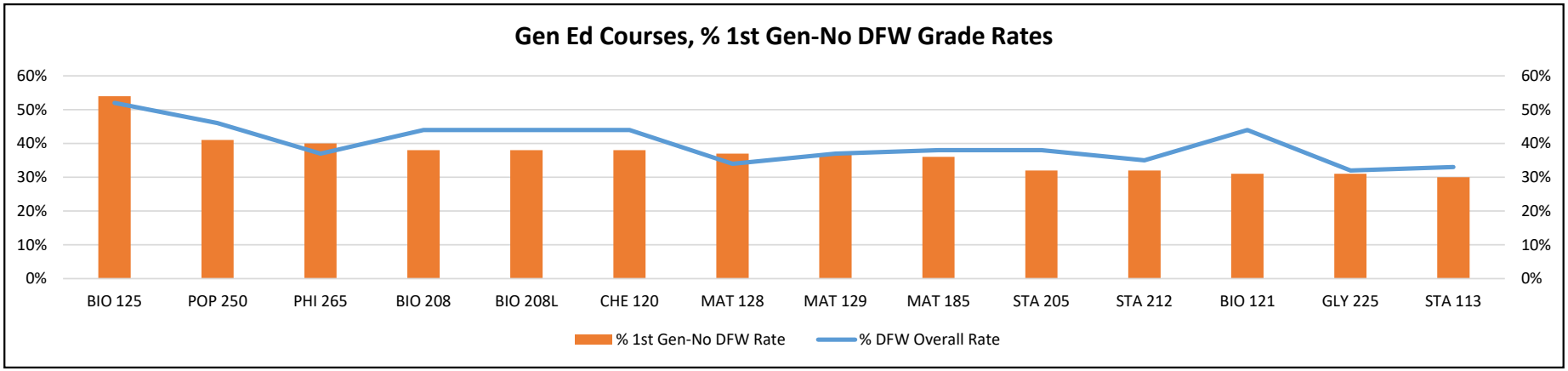
Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N Low Income-Yes DFW	Total N Low Income-Yes in Course	Sorted % Low Income Yes DFW Rate
MAT 109	No	42%	% D,F,W >=30%	243	531	46%
MAHD 092	No	39%	% D,F,W >=30%	22	49	45%
MAHD 099	No	39%	% D,F,W >=30%	221	507	44%
STA 250	No	33%	% D,F,W >=30%	51	116	44%
CHE 310	No	33%	% D,F,W >=30%	81	189	43%
MAHD 080	No	27%	% D,F,W 11%-29%	26	64	41%
MAT 229	No	40%	% D,F,W >=30%	51	123	41%
CSC 260	No	29%	% D,F,W 11%-29%	39	97	40%
MAHD 090	No	35%	% D,F,W >=30%	49	124	40%
MAT 140	No	36%	% D,F,W >=30%	72	182	40%
ARTV 283	No	38%	% D,F,W >=30%	16	41	39%
INF 110	No	28%	% D,F,W 11%-29%	33	85	39%
KIN 370	No	28%	% D,F,W 11%-29%	36	93	39%
MAT 227	No	31%	% D,F,W >=30%	19	49	39%
MAT 112	No	33%	% D,F,W >=30%	62	163	38%
ACC 201	No	32%	% D,F,W >=30%	146	393	37%
ACC 294	No	20%	% D,F,W 11%-29%	11	30	37%
BIO 209L	No	30%	% D,F,W >=30%	104	282	37%
CIT 247	No	34%	% D,F,W >=30%	50	136	37%
BIO 209	No	30%	% D,F,W >=30%	102	283	36%
CSC 260L	No	26%	% D,F,W 11%-29%	16	46	35%
TAR 213	No	18%	% D,F,W 11%-29%	11	31	35%
PSY 304	No	24%	% D,F,W 11%-29%	29	86	34%
CHE 121	No	27%	% D,F,W 11%-29%	55	167	33%
EMB 260	No	28%	% D,F,W 11%-29%	31	93	33%
MUS 125	No	29%	% D,F,W 11%-29%	12	36	33%
CHE 311	No	26%	% D,F,W 11%-29%	26	81	32%
CIT 130	No	25%	% D,F,W 11%-29%	58	182	32%
CMGT 120	No	20%	% D,F,W 11%-29%	12	38	32%
BUS 101	No	20%	% D,F,W 11%-29%	75	242	31%
CIT 447	No	24%	% D,F,W 11%-29%	27	87	31%
CMGT 101	No	22%	% D,F,W 11%-29%	12	39	31%
MAT 194	No	19%	% D,F,W 11%-29%	11	36	31%
MAT 329	No	23%	% D,F,W 11%-29%	14	45	31%
TAR 340	No	20%	% D,F,W 11%-29%	18	58	31%
BIS 101	No	23%	% D,F,W 11%-29%	122	413	30%
MUS 122	No	19%	% D,F,W 11%-29%	14	46	30%
RDG 091	No	30%	% D,F,W >=30%	34	112	30%

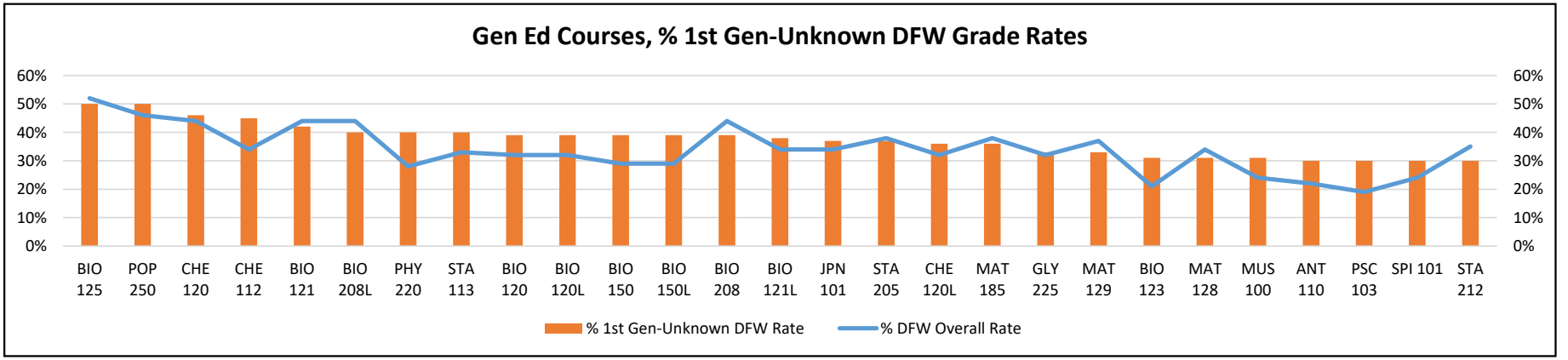
Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N Low Income-No /Unknown DFW	Total N Low Income-No /Unknown in Course	Sorted % Low Income-No /Unknown DFW Rate

3a. 1st Generation DFW Grade Rate >=30% - Gen Ed Courses & 1st Gen Yes, No or Unknown

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

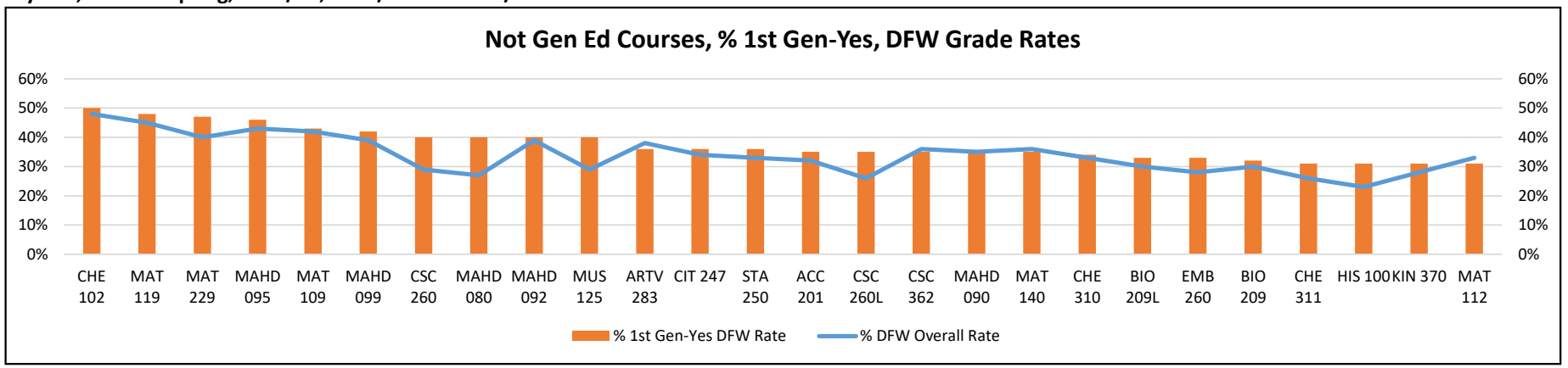


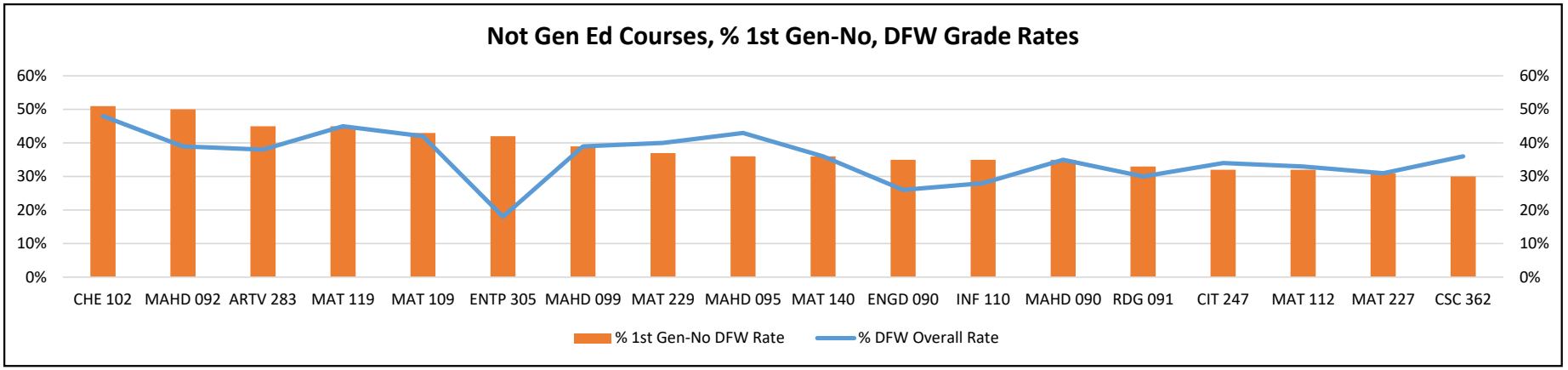


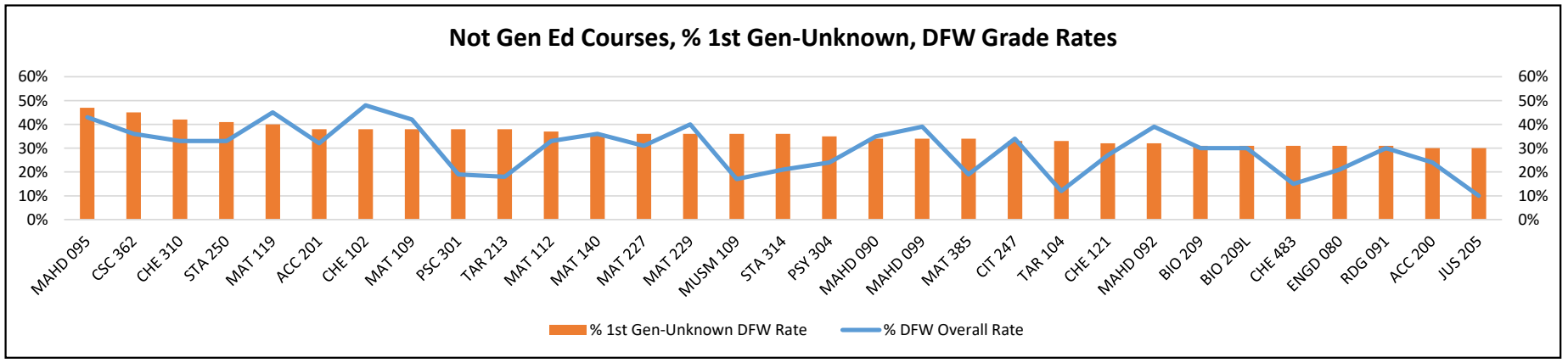


3b. 1st Generation DFW Grade Rate >=30% - Not Gen Ed Courses & 1st Gen Yes, No or Unknown

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17







3c. 1st Generation DFW Grade Rate >=30% - Sorted by Gen Ed & 1st Gen Yes or No

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

Sorted

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N 1st Gen-Yes DFW	Total N 1st Gen-Yes in Course	% 1st Gen-Yes DFW Rate
BIO 121	Yes	44%	% D,F,W >=30%	40	74	54%
BIO 125	Yes	52%	% D,F,W >=30%	79	148	53%
BIO 208	Yes	44%	% D,F,W >=30%	419	852	49%
BIO 208L	Yes	44%	% D,F,W >=30%	419	852	49%
CHE 120	Yes	44%	% D,F,W >=30%	285	603	47%
POP 250	Yes	46%	% D,F,W >=30%	28	60	47%
STA 205	Yes	38%	% D,F,W >=30%	866	2,012	43%
MAT 185	Yes	38%	% D,F,W >=30%	65	157	41%
PHI 265	Yes	37%	% D,F,W >=30%	48	118	41%
STA 212	Yes	35%	% D,F,W >=30%	301	745	40%
MAT 129	Yes	37%	% D,F,W >=30%	137	352	39%
PHI 110	Yes	30%	% D,F,W >=30%	144	371	39%
CHE 112	Yes	34%	% D,F,W >=30%	72	191	38%
JPN 101	Yes	34%	% D,F,W >=30%	61	159	38%
BIO 121L	Yes	34%	% D,F,W >=30%	15	42	36%
PHI 200	Yes	28%	% D,F,W 11%-29%	47	131	36%
MUS 106	Yes	29%	% D,F,W 11%-29%	75	217	35%
BIO 120	Yes	32%	% D,F,W >=30%	181	532	34%
BIO 120L	Yes	32%	% D,F,W >=30%	181	532	34%
MAT 128	Yes	34%	% D,F,W >=30%	24	71	34%
GLY 225	Yes	32%	% D,F,W >=30%	32	98	33%
MAT 115	Yes	29%	% D,F,W 11%-29%	201	612	33%
PHI 181	Yes	28%	% D,F,W 11%-29%	91	278	33%
STA 113	Yes	33%	% D,F,W >=30%	112	343	33%
CHE 120L	Yes	32%	% D,F,W >=30%	175	545	32%
BIO 150	Yes	29%	% D,F,W 11%-29%	137	440	31%
BIO 150L	Yes	29%	% D,F,W 11%-29%	137	439	31%
PHY 220	Yes	28%	% D,F,W 11%-29%	19	61	31%
PSC 100	Yes	25%	% D,F,W 11%-29%	190	610	31%
IST 185	Yes	25%	% D,F,W 11%-29%	25	84	30%
CHE 102	No	48%	% D,F,W >=30%	78	156	50%
MAT 119	No	45%	% D,F,W >=30%	235	492	48%
MAT 229	No	40%	% D,F,W >=30%	72	154	47%

Sorted

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N 1st Gen-No DFW	Total N 1st Gen-No in Course	% 1st Gen-No DFW Rate
BIO 125	Yes	52%	% D,F,W >=30%	45	84	54%
POP 250	Yes	46%	% D,F,W >=30%	14	34	41%
PHI 265	Yes	37%	% D,F,W >=30%	39	98	40%
BIO 208	Yes	44%	% D,F,W >=30%	227	597	38%
BIO 208L	Yes	44%	% D,F,W >=30%	227	597	38%
CHE 120	Yes	44%	% D,F,W >=30%	179	468	38%
MAT 128	Yes	34%	% D,F,W >=30%	28	76	37%
MAT 129	Yes	37%	% D,F,W >=30%	130	347	37%
MAT 185	Yes	38%	% D,F,W >=30%	49	135	36%
STA 205	Yes	38%	% D,F,W >=30%	428	1,356	32%
STA 212	Yes	35%	% D,F,W >=30%	201	631	32%
BIO 121	Yes	44%	% D,F,W >=30%	17	54	31%
GLY 225	Yes	32%	% D,F,W >=30%	19	62	31%
STA 113	Yes	33%	% D,F,W >=30%	76	254	30%
CHE 102	No	48%	% D,F,W >=30%	42	82	51%
MAHD 092	No	39%	% D,F,W >=30%	10	20	50%
ARTV 283	No	38%	% D,F,W >=30%	33	74	45%
MAT 119	No	45%	% D,F,W >=30%	180	404	45%
MAT 109	No	42%	% D,F,W >=30%	208	487	43%
ENTP 305	No	18%	% D,F,W 11%-29%	5	12	42%
MAHD 099	No	39%	% D,F,W >=30%	131	340	39%
MAT 229	No	40%	% D,F,W >=30%	72	197	37%
MAHD 095	No	43%	% D,F,W >=30%	153	426	36%
MAT 140	No	36%	% D,F,W >=30%	61	170	36%
ENGD 090	No	26%	% D,F,W 11%-29%	20	57	35%
INF 110	No	28%	% D,F,W 11%-29%	29	83	35%
MAHD 090	No	35%	% D,F,W >=30%	17	49	35%
RDG 091	No	30%	% D,F,W >=30%	16	48	33%
CIT 247	No	34%	% D,F,W >=30%	44	139	32%
MAT 112	No	33%	% D,F,W >=30%	59	182	32%
MAT 227	No	31%	% D,F,W >=30%	22	70	31%
CSC 362	No	36%	% D,F,W >=30%	24	81	30%

3c. 1st Generation DFW Grade Rate >=30% - Sorted by Gen Ed & 1st Gen Yes or No

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N 1st Gen-Yes DFW	Total N 1st Gen-Yes in Course	Sorted % 1st Gen-Yes DFW Rate
MAHD 095	No	43%	% D,F,W >=30%	377	823	46%
MAT 109	No	42%	% D,F,W >=30%	314	722	43%
MAHD 099	No	39%	% D,F,W >=30%	238	573	42%
CSC 260	No	29%	% D,F,W 11%-29%	49	122	40%
MAHD 080	No	27%	% D,F,W 11%-29%	27	68	40%
MAHD 092	No	39%	% D,F,W >=30%	21	52	40%
MUS 125	No	29%	% D,F,W 11%-29%	20	50	40%
ARTV 283	No	38%	% D,F,W >=30%	25	69	36%
CIT 247	No	34%	% D,F,W >=30%	64	176	36%
STA 250	No	33%	% D,F,W >=30%	46	127	36%
ACC 201	No	32%	% D,F,W >=30%	198	572	35%
CSC 260L	No	26%	% D,F,W 11%-29%	20	57	35%
CSC 362	No	36%	% D,F,W >=30%	31	89	35%
MAHD 090	No	35%	% D,F,W >=30%	35	99	35%
MAT 140	No	36%	% D,F,W >=30%	82	233	35%
CHE 310	No	33%	% D,F,W >=30%	80	232	34%
BIO 209L	No	30%	% D,F,W >=30%	143	436	33%
EMB 260	No	28%	% D,F,W 11%-29%	40	120	33%
BIO 209	No	30%	% D,F,W >=30%	142	437	32%
CHE 311	No	26%	% D,F,W 11%-29%	32	103	31%
HIS 100	No	23%	% D,F,W 11%-29%	40	127	31%
KIN 370	No	28%	% D,F,W 11%-29%	37	119	31%
MAT 112	No	33%	% D,F,W >=30%	60	195	31%

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N 1st Gen-No DFW	Total N 1st Gen-No in Course	Sorted % 1st Gen-No DFW Rate

3c. 1st Generation DFW Grade Rate >=30% - Sorted by Gen Ed & 1st Gen Unknown

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17 — **Sorted**

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N 1st Gen-Unknown DFW	Total N 1st Gen-Unknown in Course	% 1st Gen-Unknown DFW Rate
BIO 125	Yes	52%	% D,F,W >=30%	44	88	50%
POP 250	Yes	46%	% D,F,W >=30%	9	18	50%
CHE 120	Yes	44%	% D,F,W >=30%	111	241	46%
CHE 112	Yes	34%	% D,F,W >=30%	40	88	45%
BIO 121	Yes	44%	% D,F,W >=30%	14	33	42%
BIO 208L	Yes	44%	% D,F,W >=30%	82	206	40%
PHY 220	Yes	28%	% D,F,W 11%-29%	8	20	40%
STA 113	Yes	33%	% D,F,W >=30%	58	145	40%
BIO 120	Yes	32%	% D,F,W >=30%	54	140	39%
BIO 120L	Yes	32%	% D,F,W >=30%	54	140	39%
BIO 150	Yes	29%	% D,F,W 11%-29%	55	142	39%
BIO 150L	Yes	29%	% D,F,W 11%-29%	55	142	39%
BIO 208	Yes	44%	% D,F,W >=30%	80	206	39%
BIO 121L	Yes	34%	% D,F,W >=30%	11	29	38%
JPN 101	Yes	34%	% D,F,W >=30%	34	92	37%
STA 205	Yes	38%	% D,F,W >=30%	356	962	37%
CHE 120L	Yes	32%	% D,F,W >=30%	81	224	36%
MAT 185	Yes	38%	% D,F,W >=30%	62	173	36%
GLY 225	Yes	32%	% D,F,W >=30%	12	36	33%
MAT 129	Yes	37%	% D,F,W >=30%	53	162	33%
BIO 123	Yes	21%	% D,F,W 11%-29%	8	26	31%
MAT 128	Yes	34%	% D,F,W >=30%	13	42	31%
MUS 100	Yes	24%	% D,F,W 11%-29%	39	124	31%
ANT 110	Yes	22%	% D,F,W 11%-29%	19	64	30%
PSC 103	Yes	19%	% D,F,W 11%-29%	26	86	30%
SPI 101	Yes	24%	% D,F,W 11%-29%	50	169	30%
STA 212	Yes	35%	% D,F,W >=30%	105	350	30%
MAHD 095	No	43%	% D,F,W >=30%	180	384	47%
CSC 362	No	36%	% D,F,W >=30%	27	60	45%
CHE 310	No	33%	% D,F,W >=30%	42	101	42%
STA 250	No	33%	% D,F,W >=30%	40	98	41%

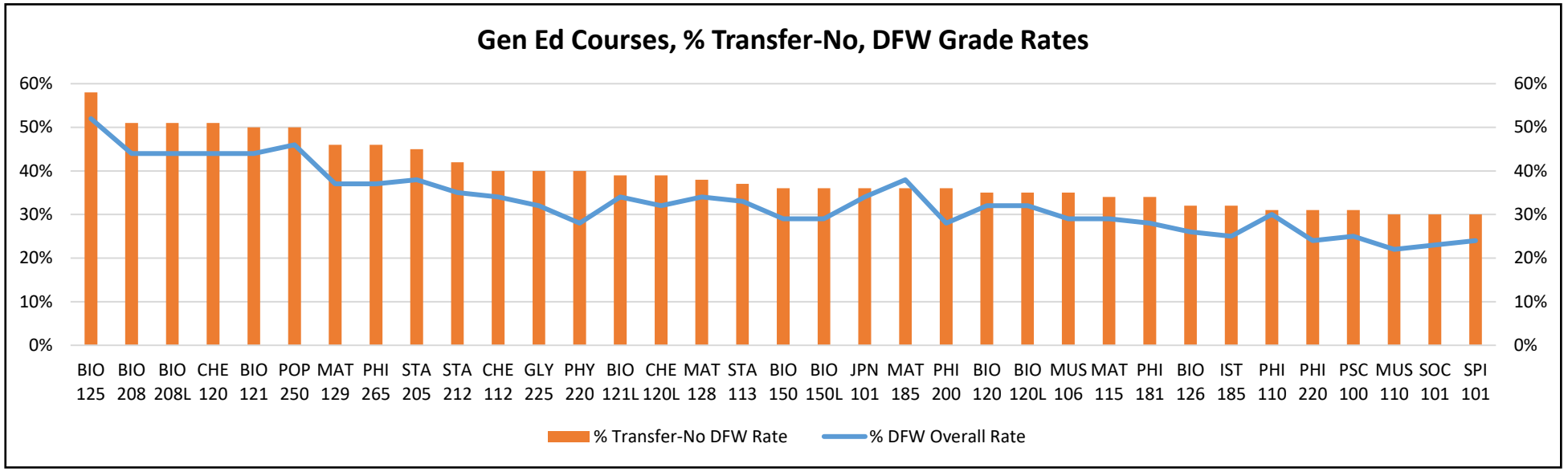
3c. 1st Generation DFW Grade Rate >=30% - Sorted by Gen Ed & 1st Gen Unknown

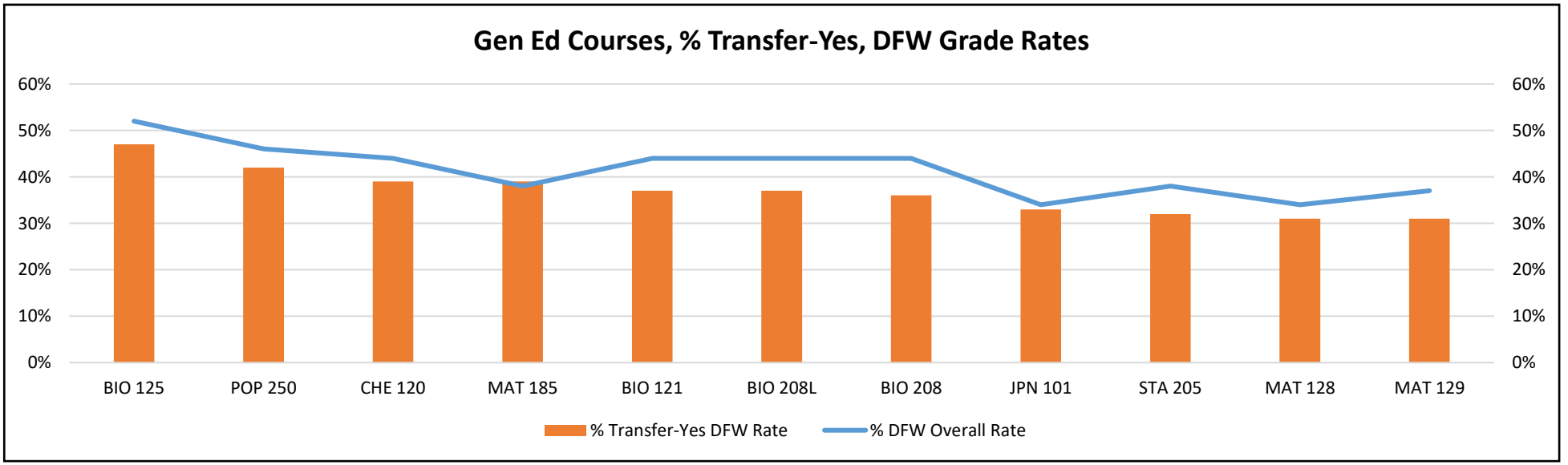
3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17 — **Sorted**

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N 1st Gen-Unknown DFW	Total N 1st Gen-Unknown in Course	% 1st Gen-Unknown DFW Rate
MAT 119	No	45%	% D,F,W >=30%	112	277	40%
ACC 201	No	32%	% D,F,W >=30%	131	346	38%
CHE 102	No	48%	% D,F,W >=30%	19	50	38%
MAT 109	No	42%	% D,F,W >=30%	127	335	38%
PSC 301	No	19%	% D,F,W 11%-29%	6	16	38%
TAR 213	No	18%	% D,F,W 11%-29%	5	13	38%
MAT 112	No	33%	% D,F,W >=30%	38	104	37%
MAT 140	No	36%	% D,F,W >=30%	36	99	36%
MAT 227	No	31%	% D,F,W >=30%	17	47	36%
MAT 229	No	40%	% D,F,W >=30%	32	88	36%
MUSM 109	No	17%	% D,F,W 11%-29%	4	11	36%
STA 314	No	21%	% D,F,W 11%-29%	10	28	36%
PSY 304	No	24%	% D,F,W 11%-29%	16	46	35%
MAHD 090	No	35%	% D,F,W >=30%	39	114	34%
MAHD 099	No	39%	% D,F,W >=30%	104	306	34%
MAT 385	No	19%	% D,F,W 11%-29%	17	50	34%
CIT 247	No	34%	% D,F,W >=30%	52	158	33%
TAR 104	No	12%	% D,F,W 11%-29%	5	15	33%
CHE 121	No	27%	% D,F,W 11%-29%	28	88	32%
MAHD 092	No	39%	% D,F,W >=30%	12	38	32%
BIO 209	No	30%	% D,F,W >=30%	51	163	31%
BIO 209L	No	30%	% D,F,W >=30%	51	163	31%
CHE 483	No	15%	% D,F,W 11%-29%	10	32	31%
ENGD 080	No	21%	% D,F,W 11%-29%	12	39	31%
RDG 091	No	30%	% D,F,W >=30%	40	131	31%
ACC 200	No	24%	% D,F,W 11%-29%	91	304	30%
JUS 205	No	10%	% D,F,W <=10%	3	10	30%

4a. Transfer DFW Grade Rate >=30% - Gen Ed Courses & Transfer No or Yes

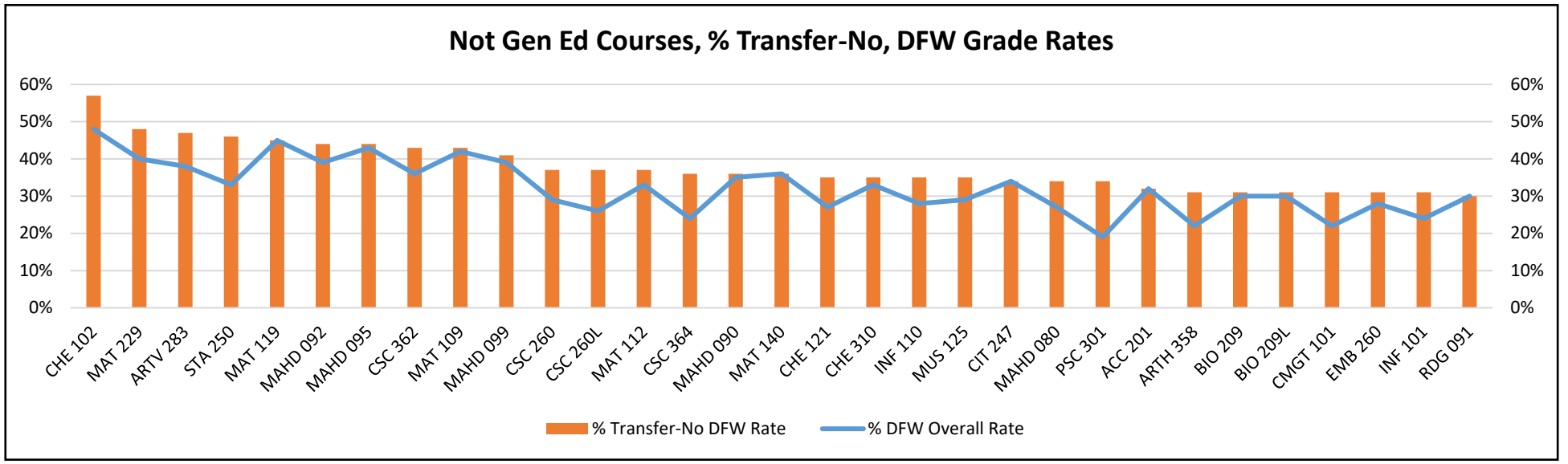
3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

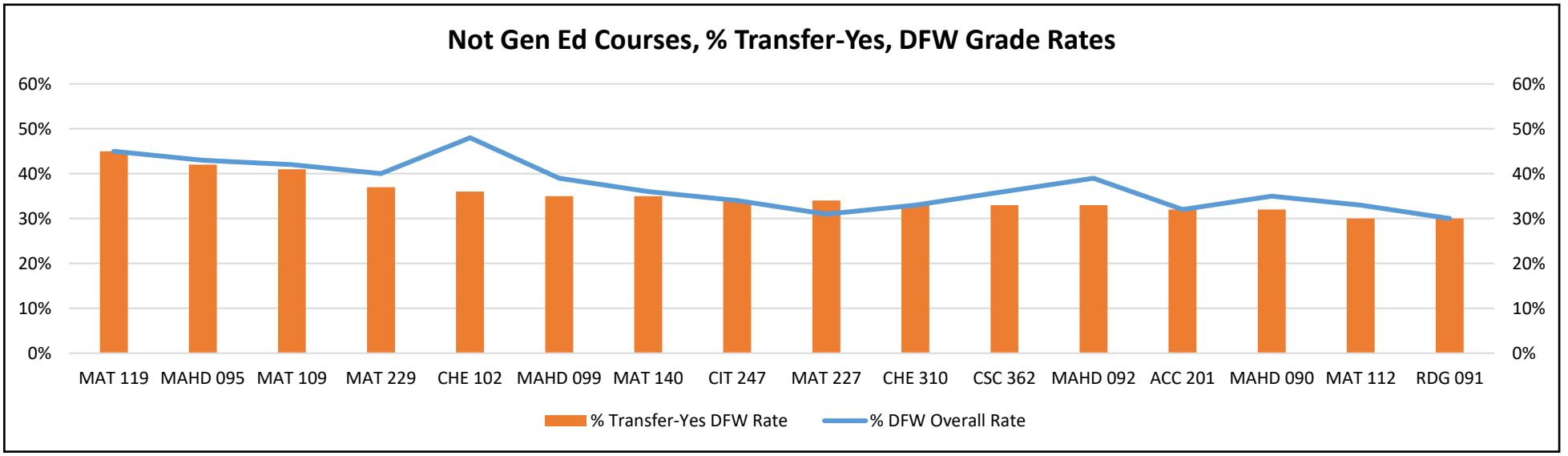




4b. Transfer DFW Grade Rate >=30% - Not Gen Ed Courses & Transfer No or Yes

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17





4c. Variable - Transfer DFW Grade Rate >=30% - Sorted by Gen Ed & % Transfer No or Yes DFW Rate

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N Transfer-No DFW	Total N Transfer-No in Course	Sorted % Transfer-No DFW Rate
BIO 125	Yes	52%	% D,F,W >=30%	88	151	58%
BIO 208	Yes	44%	% D,F,W >=30%	432	847	51%
BIO 208L	Yes	44%	% D,F,W >=30%	431	847	51%
CHE 120	Yes	44%	% D,F,W >=30%	281	550	51%
BIO 121	Yes	44%	% D,F,W >=30%	43	86	50%
POP 250	Yes	46%	% D,F,W >=30%	26	52	50%
MAT 129	Yes	37%	% D,F,W >=30%	165	361	46%
PHI 265	Yes	37%	% D,F,W >=30%	56	121	46%
STA 205	Yes	38%	% D,F,W >=30%	922	2,031	45%
STA 212	Yes	35%	% D,F,W >=30%	348	836	42%
CHE 112	Yes	34%	% D,F,W >=30%	89	220	40%
GLY 225	Yes	32%	% D,F,W >=30%	39	98	40%
PHY 220	Yes	28%	% D,F,W 11%-29%	19	47	40%
BIO 121L	Yes	34%	% D,F,W >=30%	21	54	39%
CHE 120L	Yes	32%	% D,F,W >=30%	193	497	39%
MAT 128	Yes	34%	% D,F,W >=30%	34	89	38%
STA 113	Yes	33%	% D,F,W >=30%	138	370	37%
BIO 150	Yes	29%	% D,F,W 11%-29%	151	415	36%
BIO 150L	Yes	29%	% D,F,W 11%-29%	150	414	36%
JPN 101	Yes	34%	% D,F,W >=30%	71	195	36%
MAT 185	Yes	38%	% D,F,W >=30%	68	190	36%
PHI 200	Yes	28%	% D,F,W 11%-29%	49	138	36%
BIO 120	Yes	32%	% D,F,W >=30%	203	580	35%
BIO 120L	Yes	32%	% D,F,W >=30%	203	580	35%
MUS 106	Yes	29%	% D,F,W 11%-29%	83	240	35%
MAT 115	Yes	29%	% D,F,W 11%-29%	258	763	34%
PHI 181	Yes	28%	% D,F,W 11%-29%	112	325	34%
BIO 126	Yes	26%	% D,F,W 11%-29%	329	1,029	32%
IST 185	Yes	25%	% D,F,W 11%-29%	25	79	32%
PHI 110	Yes	30%	% D,F,W >=30%	159	505	31%
PHI 220	Yes	24%	% D,F,W 11%-29%	75	245	31%
PSC 100	Yes	25%	% D,F,W 11%-29%	237	759	31%
MUS 110	Yes	22%	% D,F,W 11%-29%	109	365	30%
SOC 101	Yes	23%	% D,F,W 11%-29%	288	971	30%
SPI 101	Yes	24%	% D,F,W 11%-29%	196	660	30%

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N Transfer-Yes DFW	Total N Transfer-Yes in Course	Sorted % Transfer-Yes DFW Rate
BIO 125	Yes	52%	% D,F,W >=30%	80	169	47%
POP 250	Yes	46%	% D,F,W >=30%	25	60	42%
CHE 120	Yes	44%	% D,F,W >=30%	294	762	39%
MAT 185	Yes	38%	% D,F,W >=30%	108	275	39%
BIO 121	Yes	44%	% D,F,W >=30%	28	75	37%
BIO 208L	Yes	44%	% D,F,W >=30%	297	808	37%
BIO 208	Yes	44%	% D,F,W >=30%	294	808	36%
JPN 101	Yes	34%	% D,F,W >=30%	66	203	33%
STA 205	Yes	38%	% D,F,W >=30%	728	2,299	32%
MAT 128	Yes	34%	% D,F,W >=30%	31	100	31%
MAT 129	Yes	37%	% D,F,W >=30%	155	500	31%
MAT 119	No	45%	% D,F,W >=30%	268	600	45%
MAHD 095	No	43%	% D,F,W >=30%	214	504	42%
MAT 109	No	42%	% D,F,W >=30%	252	622	41%
MAT 229	No	40%	% D,F,W >=30%	122	326	37%
CHE 102	No	48%	% D,F,W >=30%	42	118	36%
MAHD 099	No	39%	% D,F,W >=30%	148	425	35%
MAT 140	No	36%	% D,F,W >=30%	109	308	35%
CIT 247	No	34%	% D,F,W >=30%	97	285	34%
MAT 227	No	31%	% D,F,W >=30%	46	137	34%
CHE 310	No	33%	% D,F,W >=30%	137	418	33%
CSC 362	No	36%	% D,F,W >=30%	53	162	33%
MAHD 092	No	39%	% D,F,W >=30%	16	49	33%
ACC 201	No	32%	% D,F,W >=30%	251	791	32%
MAHD 090	No	35%	% D,F,W >=30%	31	97	32%
MAT 112	No	33%	% D,F,W >=30%	93	306	30%
RDG 091	No	30%	% D,F,W >=30%	31	103	30%

4c. Variable - Transfer DFW Grade Rate >=30% - Sorted by Gen Ed & % Transfer No or Yes DFW Rate

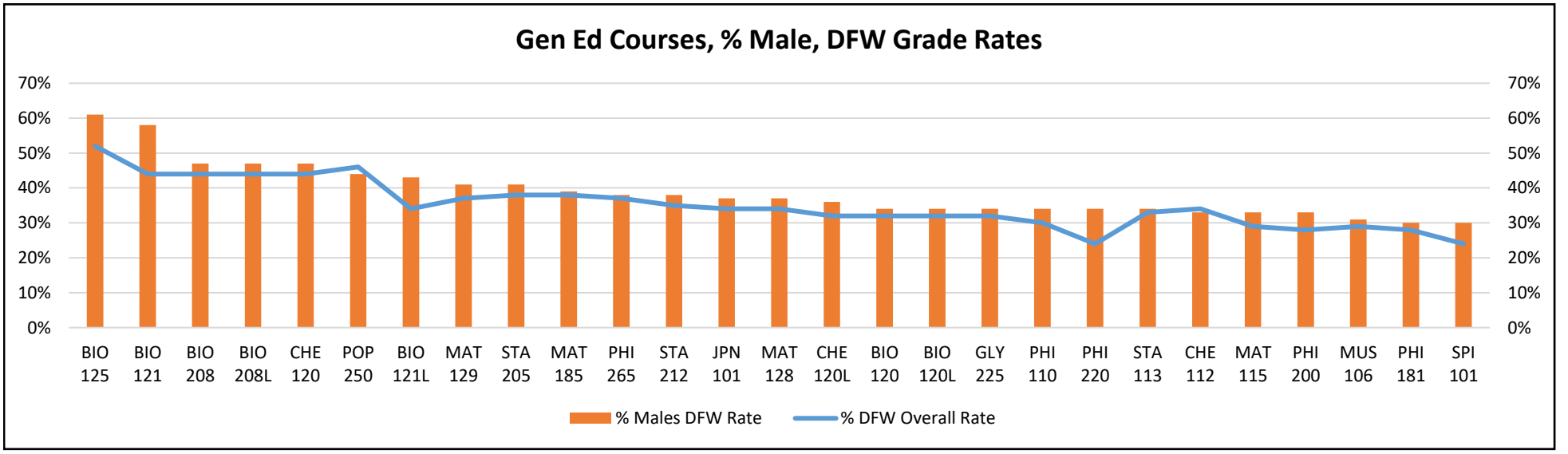
3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

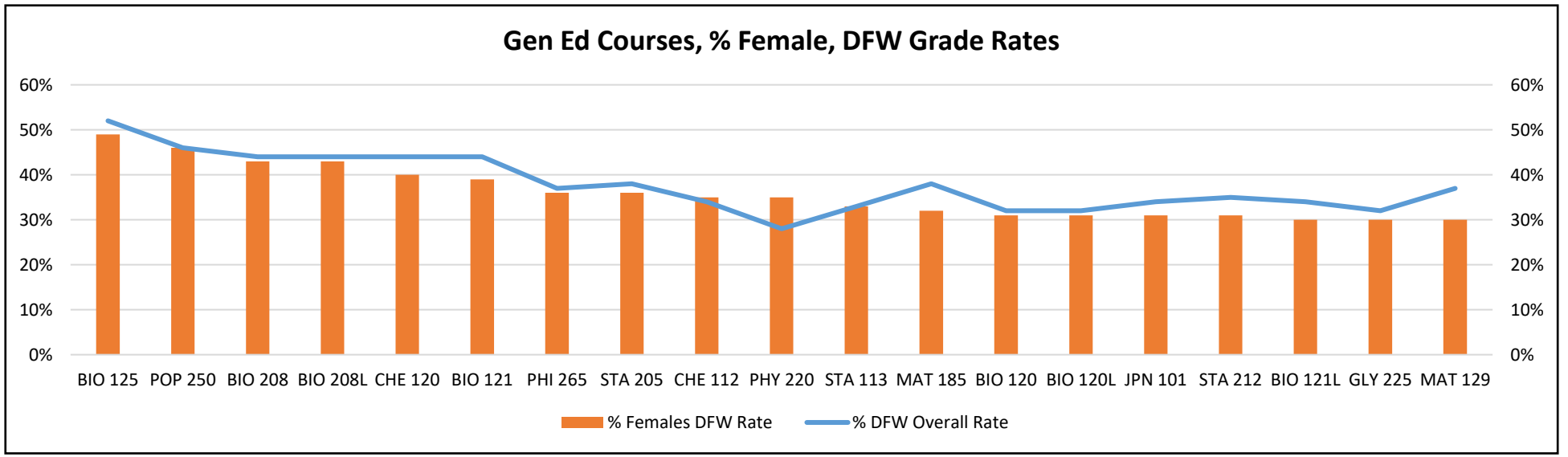
Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N Transfer-No DFW	Total N Transfer-No in Course	Sorted % Transfer-No DFW Rate
CHE 102	No	48%	% D,F,W >=30%	97	170	57%
MAT 229	No	40%	% D,F,W >=30%	54	113	48%
ARTV 283	No	38%	% D,F,W >=30%	36	76	47%
STA 250	No	33%	% D,F,W >=30%	39	85	46%
MAT 119	No	45%	% D,F,W >=30%	259	573	45%
MAHD 092	No	39%	% D,F,W >=30%	27	61	44%
MAHD 095	No	43%	% D,F,W >=30%	496	1,129	44%
CSC 362	No	36%	% D,F,W >=30%	29	68	43%
MAT 109	No	42%	% D,F,W >=30%	397	922	43%
MAHD 099	No	39%	% D,F,W >=30%	325	794	41%
CSC 260	No	29%	% D,F,W 11%-29%	53	144	37%
CSC 260L	No	26%	% D,F,W 11%-29%	25	68	37%
MAT 112	No	33%	% D,F,W >=30%	64	175	37%
CSC 364	No	24%	% D,F,W 11%-29%	26	72	36%
MAHD 090	No	35%	% D,F,W >=30%	60	165	36%
MAT 140	No	36%	% D,F,W >=30%	70	194	36%
CHE 121	No	27%	% D,F,W 11%-29%	61	173	35%
CHE 310	No	33%	% D,F,W >=30%	54	155	35%
INF 110	No	28%	% D,F,W 11%-29%	39	112	35%
MUS 125	No	29%	% D,F,W 11%-29%	17	49	35%
CIT 247	No	34%	% D,F,W >=30%	63	188	34%
MAHD 080	No	27%	% D,F,W 11%-29%	30	89	34%
PSC 301	No	19%	% D,F,W 11%-29%	11	32	34%
ACC 201	No	32%	% D,F,W >=30%	174	543	32%
ARTH 358	No	22%	% D,F,W 11%-29%	16	52	31%
BIO 209	No	30%	% D,F,W >=30%	131	429	31%
BIO 209L	No	30%	% D,F,W >=30%	133	429	31%
CMGT 101	No	22%	% D,F,W 11%-29%	28	89	31%
EMB 260	No	28%	% D,F,W 11%-29%	37	121	31%
INF 101	No	24%	% D,F,W 11%-29%	115	375	31%
RDG 091	No	30%	% D,F,W >=30%	54	183	30%

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N Transfer-Yes DFW	Total N Transfer-Yes in Course	Sorted % Transfer-Yes DFW Rate

5a. Gender DFW Grade Rate >=30% - Gen Ed Courses & % Male or % Female

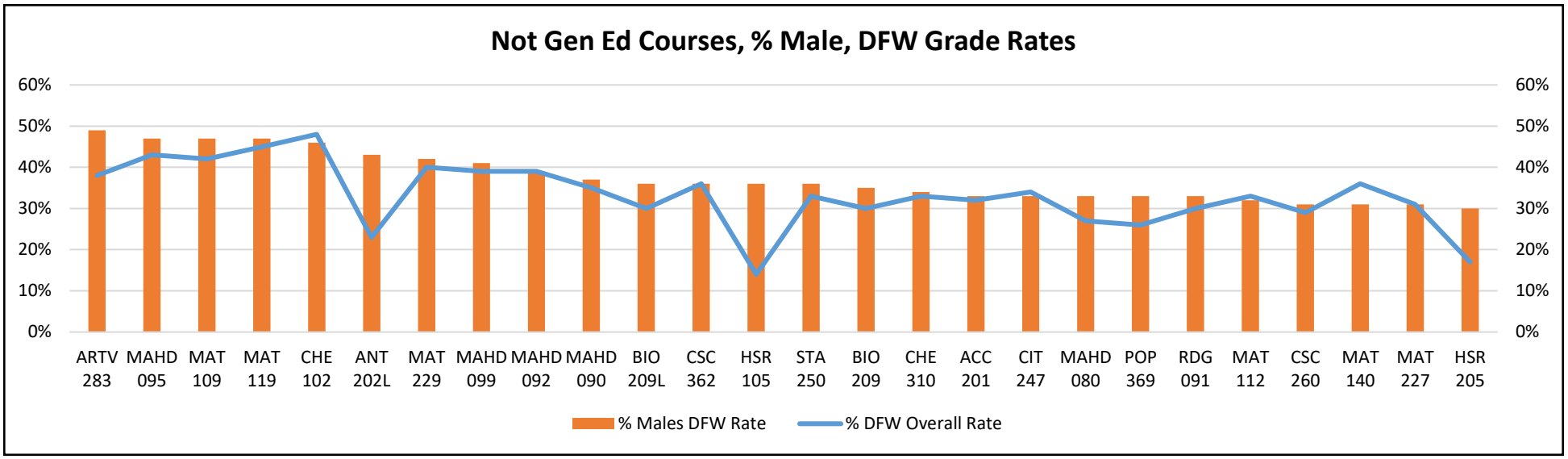
3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

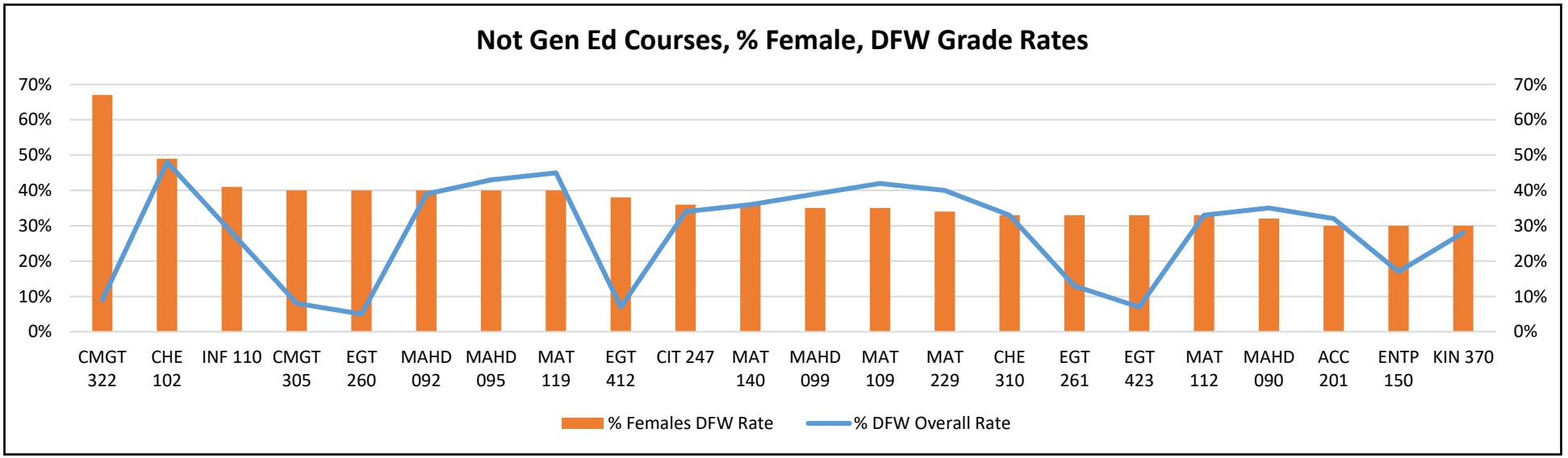




5b. Gender DFW Grade Rate >=30% - Not Gen Ed Courses & % Male or % Female DFW Rate

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17





5c. Gender DFW Grade Rate >=30% - Sorted by Gen Ed & % Male or % Female DFW Rate

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N-Male DFW	Total Males in Course	Sorted % Males DFW Rate
BIO 125	Yes	52%	% D,F,W >=30%	58	95	61%
BIO 121	Yes	44%	% D,F,W >=30%	25	43	58%
BIO 208	Yes	44%	% D,F,W >=30%	199	423	47%
BIO 208L	Yes	44%	% D,F,W >=30%	200	423	47%
CHE 120	Yes	44%	% D,F,W >=30%	313	665	47%
POP 250	Yes	46%	% D,F,W >=30%	20	45	44%
BIO 121L	Yes	34%	% D,F,W >=30%	13	30	43%
MAT 129	Yes	37%	% D,F,W >=30%	240	591	41%
STA 205	Yes	38%	% D,F,W >=30%	651	1,570	41%
MAT 185	Yes	38%	% D,F,W >=30%	159	412	39%
PHI 265	Yes	37%	% D,F,W >=30%	51	134	38%
STA 212	Yes	35%	% D,F,W >=30%	385	1,017	38%
JPN 101	Yes	34%	% D,F,W >=30%	87	238	37%
MAT 128	Yes	34%	% D,F,W >=30%	60	164	37%
CHE 120L	Yes	32%	% D,F,W >=30%	229	634	36%
BIO 120	Yes	32%	% D,F,W >=30%	96	280	34%
BIO 120L	Yes	32%	% D,F,W >=30%	96	280	34%
GLY 225	Yes	32%	% D,F,W >=30%	35	103	34%
PHI 110	Yes	30%	% D,F,W >=30%	135	402	34%
PHI 220	Yes	24%	% D,F,W 11%-29%	47	140	34%
STA 113	Yes	33%	% D,F,W >=30%	37	110	34%
CHE 112	Yes	34%	% D,F,W >=30%	70	209	33%
MAT 115	Yes	29%	% D,F,W 11%-29%	188	562	33%
PHI 200	Yes	28%	% D,F,W 11%-29%	51	156	33%
MUS 106	Yes	29%	% D,F,W 11%-29%	78	248	31%
PHI 181	Yes	28%	% D,F,W 11%-29%	104	350	30%
SPI 101	Yes	24%	% D,F,W 11%-29%	143	469	30%
ARTV 283	No	38%	% D,F,W >=30%	36	73	49%
MAHD 095	No	43%	% D,F,W >=30%	351	745	47%
MAT 109	No	42%	% D,F,W >=30%	433	925	47%
MAT 119	No	45%	% D,F,W >=30%	380	801	47%
CHE 102	No	48%	% D,F,W >=30%	39	85	46%
ANT 202L	No	23%	% D,F,W 11%-29%	12	28	43%

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N-Female DFW	Total Females in Course	Sorted % Females DFW Rate
BIO 125	Yes	52%	% D,F,W >=30%	110	225	49%
POP 250	Yes	46%	% D,F,W >=30%	31	67	46%
BIO 208	Yes	44%	% D,F,W >=30%	527	1,232	43%
BIO 208L	Yes	44%	% D,F,W >=30%	528	1,232	43%
CHE 120	Yes	44%	% D,F,W >=30%	262	647	40%
BIO 121	Yes	44%	% D,F,W >=30%	46	118	39%
PHI 265	Yes	37%	% D,F,W >=30%	49	137	36%
STA 205	Yes	38%	% D,F,W >=30%	999	2,760	36%
CHE 112	Yes	34%	% D,F,W >=30%	73	210	35%
PHY 220	Yes	28%	% D,F,W 11%-29%	11	31	35%
STA 113	Yes	33%	% D,F,W >=30%	209	632	33%
MAT 185	Yes	38%	% D,F,W >=30%	17	53	32%
BIO 120	Yes	32%	% D,F,W >=30%	237	765	31%
BIO 120L	Yes	32%	% D,F,W >=30%	237	765	31%
JPN 101	Yes	34%	% D,F,W >=30%	50	160	31%
STA 212	Yes	35%	% D,F,W >=30%	222	709	31%
BIO 121L	Yes	34%	% D,F,W >=30%	24	79	30%
GLY 225	Yes	32%	% D,F,W >=30%	28	93	30%
MAT 129	Yes	37%	% D,F,W >=30%	80	270	30%
CMGT 322	No	9%	% D,F,W <=10%	2	3	67%
CHE 102	No	48%	% D,F,W >=30%	100	203	49%
INF 110	No	28%	% D,F,W 11%-29%	43	104	41%
CMGT 305	No	8%	% D,F,W <=10%	2	5	40%
EGT 260	No	5%	% D,F,W <=10%	2	5	40%
MAHD 092	No	39%	% D,F,W >=30%	19	48	40%
MAHD 095	No	43%	% D,F,W >=30%	359	888	40%
MAT 119	No	45%	% D,F,W >=30%	147	372	40%
EGT 412	No	7%	% D,F,W <=10%	3	8	38%
CIT 247	No	34%	% D,F,W >=30%	21	58	36%
MAT 140	No	36%	% D,F,W >=30%	163	451	36%
MAHD 099	No	39%	% D,F,W >=30%	161	458	35%
MAT 109	No	42%	% D,F,W >=30%	216	619	35%
MAT 229	No	40%	% D,F,W >=30%	39	115	34%

5c. Gender DFW Grade Rate >=30% - Sorted by Gen Ed & % Male or % Female DFW Rate

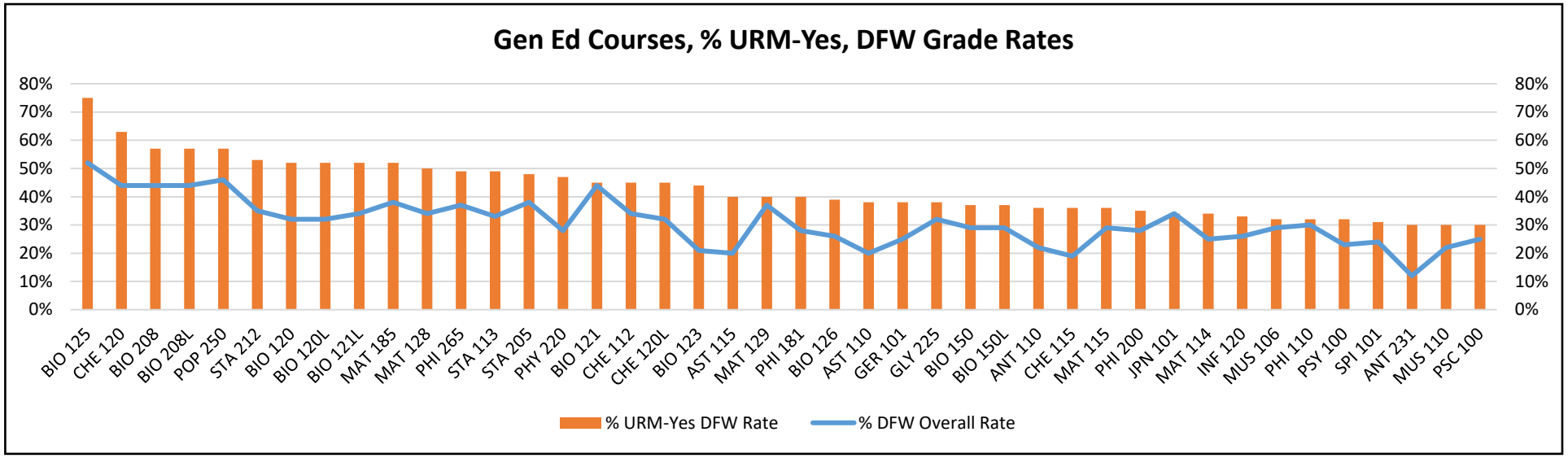
3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

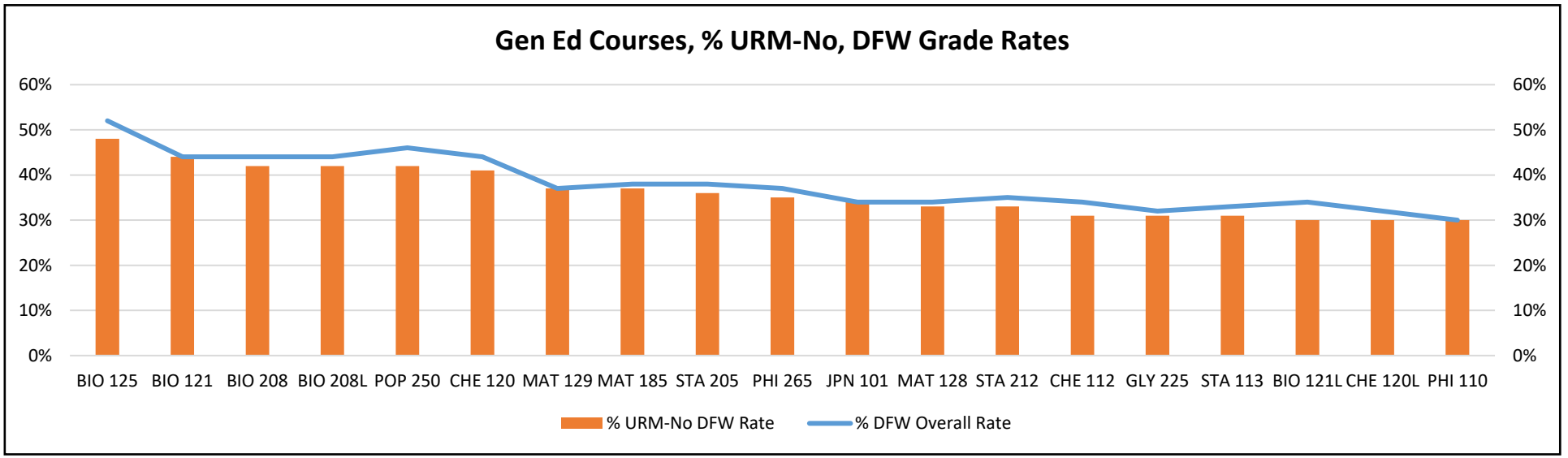
Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N-Male DFW	Total Males in Course	Sorted % Males DFW Rate
MAT 229	No	40%	% D,F,W >=30%	137	324	42%
MAHD 099	No	39%	% D,F,W >=30%	312	761	41%
MAHD 092	No	39%	% D,F,W >=30%	24	62	39%
MAHD 090	No	35%	% D,F,W >=30%	51	138	37%
BIO 209L	No	30%	% D,F,W >=30%	77	215	36%
CSC 362	No	36%	% D,F,W >=30%	78	215	36%
HSR 105	No	14%	% D,F,W 11%-29%	4	11	36%
STA 250	No	33%	% D,F,W >=30%	117	322	36%
BIO 209	No	30%	% D,F,W >=30%	76	216	35%
CHE 310	No	33%	% D,F,W >=30%	79	230	34%
ACC 201	No	32%	% D,F,W >=30%	275	826	33%
CIT 247	No	34%	% D,F,W >=30%	139	415	33%
MAHD 080	No	27%	% D,F,W 11%-29%	26	78	33%
POP 369	No	26%	% D,F,W 11%-29%	17	52	33%
RDG 091	No	30%	% D,F,W >=30%	56	168	33%
MAT 112	No	33%	% D,F,W >=30%	71	222	32%
CSC 260	No	29%	% D,F,W 11%-29%	99	317	31%
MAT 140	No	36%	% D,F,W >=30%	16	51	31%
MAT 227	No	31%	% D,F,W >=30%	48	154	31%
HSR 205	No	17%	% D,F,W 11%-29%	3	10	30%

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N-Female DFW	Total Females in Course	Sorted % Females DFW Rate
CHE 310	No	33%	% D,F,W >=30%	112	343	33%
EGT 261	No	13%	% D,F,W 11%-29%	2	6	33%
EGT 423	No	7%	% D,F,W <=10%	1	3	33%
MAT 112	No	33%	% D,F,W >=30%	86	259	33%
MAHD 090	No	35%	% D,F,W >=30%	40	124	32%
ACC 201	No	32%	% D,F,W >=30%	150	508	30%
ENTP 150	No	17%	% D,F,W 11%-29%	13	43	30%
KIN 370	No	28%	% D,F,W 11%-29%	42	138	30%

6a. Under Represented Minority (URM) DFW Grade Rate >=30% - Gen Ed Courses & % URM Yes or No DFW Rate

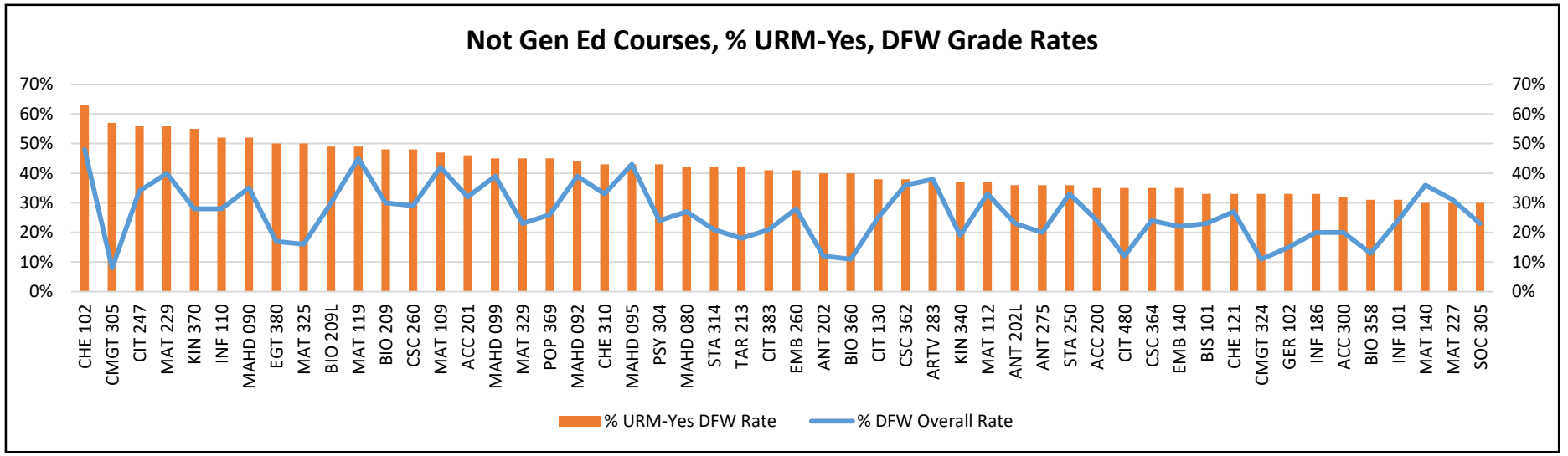
3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

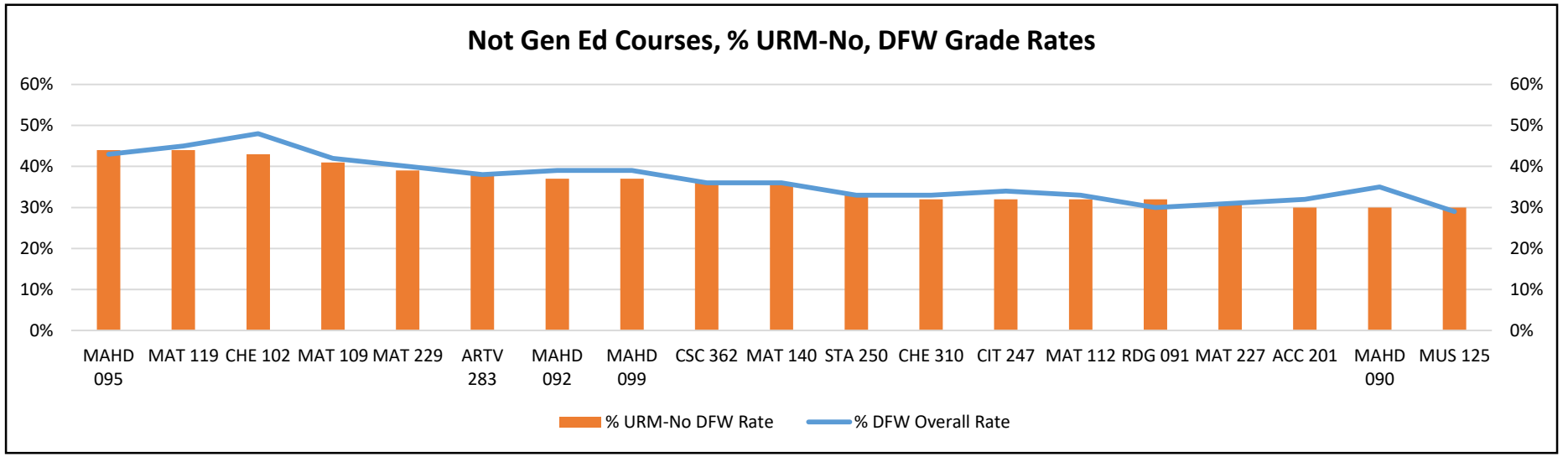




6b. Under Represented Minority (URM) DFW Grade Rate >=30% - Not Gen Ed Courses & % URM Yes or No DFW Rate

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17





6c. Under Represented Minority (URM) DFW Grade Rate >=30% - Sorted by Gen Ed & % URM Yes or No DFW Rate

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N URM-Yes DFW	Total N URM-Yes in Course	Sorted % URM-Yes DFW Rate
BIO 125	Yes	52%	% D,F,W >=30%	41	55	75%
CHE 120	Yes	44%	% D,F,W >=30%	113	180	63%
BIO 208	Yes	44%	% D,F,W >=30%	120	210	57%
BIO 208L	Yes	44%	% D,F,W >=30%	120	210	57%
POP 250	Yes	46%	% D,F,W >=30%	16	28	57%
STA 212	Yes	35%	% D,F,W >=30%	113	215	53%
BIO 120	Yes	32%	% D,F,W >=30%	76	147	52%
BIO 120L	Yes	32%	% D,F,W >=30%	76	147	52%
BIO 121L	Yes	34%	% D,F,W >=30%	11	21	52%
MAT 185	Yes	38%	% D,F,W >=30%	17	33	52%
MAT 128	Yes	34%	% D,F,W >=30%	8	16	50%
PHI 265	Yes	37%	% D,F,W >=30%	19	39	49%
STA 113	Yes	33%	% D,F,W >=30%	36	74	49%
STA 205	Yes	38%	% D,F,W >=30%	323	670	48%
PHY 220	Yes	28%	% D,F,W 11%-29%	7	15	47%
BIO 121	Yes	44%	% D,F,W >=30%	14	31	45%
CHE 112	Yes	34%	% D,F,W >=30%	37	82	45%
CHE 120L	Yes	32%	% D,F,W >=30%	71	157	45%
BIO 123	Yes	21%	% D,F,W 11%-29%	7	16	44%
AST 115	Yes	20%	% D,F,W 11%-29%	32	81	40%
MAT 129	Yes	37%	% D,F,W >=30%	34	85	40%
PHI 181	Yes	28%	% D,F,W 11%-29%	32	80	40%
BIO 126	Yes	26%	% D,F,W 11%-29%	122	316	39%
AST 110	Yes	20%	% D,F,W 11%-29%	45	120	38%
GER 101	Yes	25%	% D,F,W 11%-29%	13	34	38%
GLY 225	Yes	32%	% D,F,W >=30%	12	32	38%
BIO 150	Yes	29%	% D,F,W 11%-29%	42	114	37%
BIO 150L	Yes	29%	% D,F,W 11%-29%	42	114	37%
ANT 110	Yes	22%	% D,F,W 11%-29%	24	66	36%
CHE 115	Yes	19%	% D,F,W 11%-29%	40	111	36%
MAT 115	Yes	29%	% D,F,W 11%-29%	87	239	36%
PHI 200	Yes	28%	% D,F,W 11%-29%	15	43	35%
JPN 101	Yes	34%	% D,F,W >=30%	17	50	34%

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N URM-No DFW	Total N URM-No in Course	Sorted % URM-No DFW Rate
BIO 125	Yes	52%	% D,F,W >=30%	127	265	48%
BIO 121	Yes	44%	% D,F,W >=30%	57	130	44%
BIO 208	Yes	44%	% D,F,W >=30%	606	1,445	42%
BIO 208L	Yes	44%	% D,F,W >=30%	608	1,445	42%
POP 250	Yes	46%	% D,F,W >=30%	35	84	42%
CHE 120	Yes	44%	% D,F,W >=30%	462	1,132	41%
MAT 129	Yes	37%	% D,F,W >=30%	286	776	37%
MAT 185	Yes	38%	% D,F,W >=30%	159	432	37%
STA 205	Yes	38%	% D,F,W >=30%	1,327	3,660	36%
PHI 265	Yes	37%	% D,F,W >=30%	81	232	35%
JPN 101	Yes	34%	% D,F,W >=30%	120	348	34%
MAT 128	Yes	34%	% D,F,W >=30%	57	173	33%
STA 212	Yes	35%	% D,F,W >=30%	494	1,511	33%
CHE 112	Yes	34%	% D,F,W >=30%	106	337	31%
GLY 225	Yes	32%	% D,F,W >=30%	51	164	31%
STA 113	Yes	33%	% D,F,W >=30%	210	668	31%
BIO 121L	Yes	34%	% D,F,W >=30%	26	88	30%
CHE 120L	Yes	32%	% D,F,W >=30%	313	1,055	30%
PHI 110	Yes	30%	% D,F,W >=30%	203	684	30%
MAHD 095	No	43%	% D,F,W >=30%	542	1,243	44%
MAT 119	No	45%	% D,F,W >=30%	448	1,013	44%
CHE 102	No	48%	% D,F,W >=30%	93	215	43%
MAT 109	No	42%	% D,F,W >=30%	526	1,280	41%
MAT 229	No	40%	% D,F,W >=30%	156	403	39%
ARTV 283	No	38%	% D,F,W >=30%	54	142	38%
MAHD 092	No	39%	% D,F,W >=30%	31	83	37%
MAHD 099	No	39%	% D,F,W >=30%	343	933	37%
CSC 362	No	36%	% D,F,W >=30%	76	214	36%
MAT 140	No	36%	% D,F,W >=30%	165	456	36%
STA 250	No	33%	% D,F,W >=30%	128	392	33%
CHE 310	No	33%	% D,F,W >=30%	161	503	32%
CIT 247	No	34%	% D,F,W >=30%	137	432	32%
MAT 112	No	33%	% D,F,W >=30%	135	422	32%

6c. Under Represented Minority (URM) DFW Grade Rate >=30% - Sorted by Gen Ed & % URM Yes or No DFW Rate

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N URM-Yes DFW	Total N URM-Yes in Course	Sorted % URM-Yes DFW Rate
MAT 114	Yes	25%	% D,F,W 11%-29%	72	210	34%
INF 120	Yes	26%	% D,F,W 11%-29%	54	164	33%
MUS 106	Yes	29%	% D,F,W 11%-29%	27	85	32%
PHI 110	Yes	30%	% D,F,W >=30%	35	110	32%
PSY 100	Yes	23%	% D,F,W 11%-29%	252	789	32%
SPI 101	Yes	24%	% D,F,W 11%-29%	77	250	31%
ANT 231	Yes	12%	% D,F,W 11%-29%	3	10	30%
MUS 110	Yes	22%	% D,F,W 11%-29%	38	126	30%
PSC 100	Yes	25%	% D,F,W 11%-29%	52	173	30%
CHE 102	No	48%	% D,F,W >=30%	46	73	63%
CMGT 305	No	8%	% D,F,W <=10%	4	7	57%
CIT 247	No	34%	% D,F,W >=30%	23	41	56%
MAT 229	No	40%	% D,F,W >=30%	20	36	56%
KIN 370	No	28%	% D,F,W 11%-29%	28	51	55%
INF 110	No	28%	% D,F,W 11%-29%	12	23	52%
MAHD 090	No	35%	% D,F,W >=30%	28	54	52%
EGT 380	No	17%	% D,F,W 11%-29%	2	4	50%
MAT 325	No	16%	% D,F,W 11%-29%	3	6	50%
BIO 209L	No	30%	% D,F,W >=30%	61	124	49%
MAT 119	No	45%	% D,F,W >=30%	79	160	49%
BIO 209	No	30%	% D,F,W >=30%	59	124	48%
CSC 260	No	29%	% D,F,W 11%-29%	12	25	48%
MAT 109	No	42%	% D,F,W >=30%	123	264	47%
ACC 201	No	32%	% D,F,W >=30%	66	142	46%
MAHD 099	No	39%	% D,F,W >=30%	130	286	45%
MAT 329	No	23%	% D,F,W 11%-29%	5	11	45%
POP 369	No	26%	% D,F,W 11%-29%	9	20	45%
MAHD 092	No	39%	% D,F,W >=30%	12	27	44%
CHE 310	No	33%	% D,F,W >=30%	30	70	43%
MAHD 095	No	43%	% D,F,W >=30%	168	390	43%
PSY 304	No	24%	% D,F,W 11%-29%	9	21	43%
MAHD 080	No	27%	% D,F,W 11%-29%	14	33	42%
STA 314	No	21%	% D,F,W 11%-29%	5	12	42%

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N URM-No DFW	Total N URM-No in Course	Sorted % URM-No DFW Rate
RDG 091	No	30%	% D,F,W >=30%	71	221	32%
MAT 227	No	31%	% D,F,W >=30%	54	176	31%
ACC 201	No	32%	% D,F,W >=30%	359	1,192	30%
MAHD 090	No	35%	% D,F,W >=30%	63	208	30%
MUS 125	No	29%	% D,F,W 11%-29%	27	91	30%

6c. Under Represented Minority (URM) DFW Grade Rate >=30% - Sorted by Gen Ed & % URM Yes or No DFW Rate

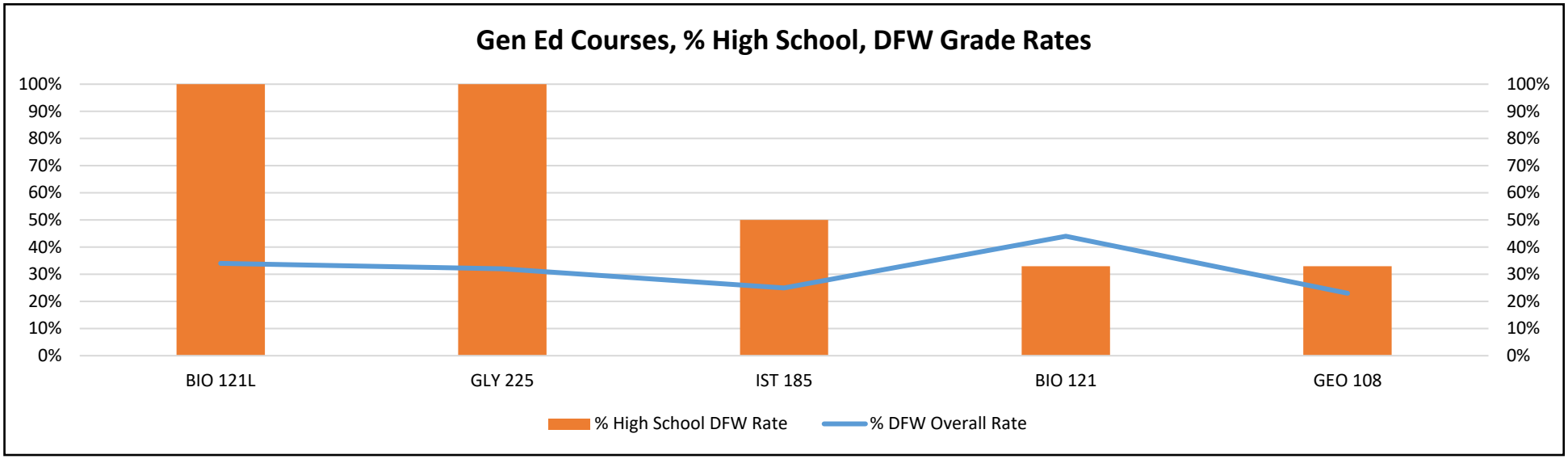
3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

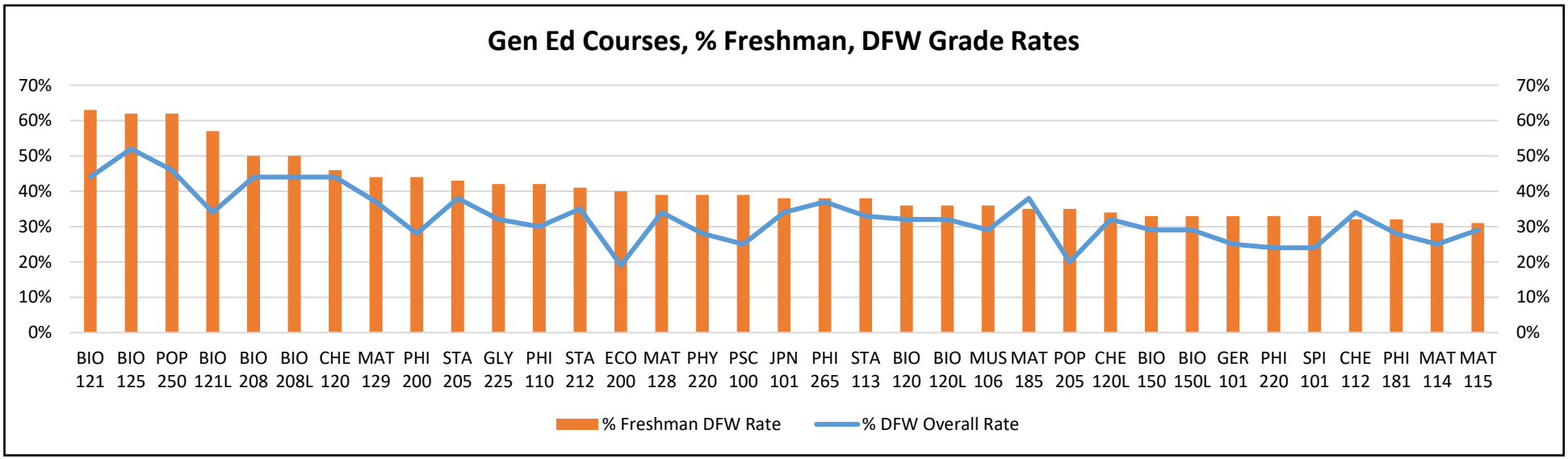
Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N URM-Yes DFW	Total N URM-Yes in Course	Sorted % URM-Yes DFW Rate
TAR 213	No	18%	% D,F,W 11%-29%	5	12	42%
CIT 383	No	21%	% D,F,W 11%-29%	12	29	41%
EMB 260	No	28%	% D,F,W 11%-29%	16	39	41%
ANT 202	No	12%	% D,F,W 11%-29%	4	10	40%
BIO 360	No	11%	% D,F,W 11%-29%	6	15	40%
CIT 130	No	25%	% D,F,W 11%-29%	21	56	38%
CSC 362	No	36%	% D,F,W >=30%	6	16	38%
ARTV 283	No	38%	% D,F,W >=30%	7	19	37%
KIN 340	No	19%	% D,F,W 11%-29%	14	38	37%
MAT 112	No	33%	% D,F,W >=30%	22	59	37%
ANT 202L	No	23%	% D,F,W 11%-29%	4	11	36%
ANT 275	No	20%	% D,F,W 11%-29%	5	14	36%
STA 250	No	33%	% D,F,W >=30%	8	22	36%
ACC 200	No	24%	% D,F,W 11%-29%	56	161	35%
CIT 480	No	12%	% D,F,W 11%-29%	8	23	35%
CSC 364	No	24%	% D,F,W 11%-29%	6	17	35%
EMB 140	No	22%	% D,F,W 11%-29%	25	72	35%
BIS 101	No	23%	% D,F,W 11%-29%	71	218	33%
CHE 121	No	27%	% D,F,W 11%-29%	16	49	33%
CMGT 324	No	11%	% D,F,W 11%-29%	1	3	33%
GER 102	No	15%	% D,F,W 11%-29%	4	12	33%
INF 186	No	20%	% D,F,W 11%-29%	18	54	33%
ACC 300	No	20%	% D,F,W 11%-29%	16	50	32%
BIO 358	No	13%	% D,F,W 11%-29%	5	16	31%
INF 101	No	24%	% D,F,W 11%-29%	27	88	31%
MAT 140	No	36%	% D,F,W >=30%	14	46	30%
MAT 227	No	31%	% D,F,W >=30%	3	10	30%
SOC 305	No	23%	% D,F,W 11%-29%	6	20	30%

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N URM-No DFW	Total N URM-No in Course	Sorted % URM-No DFW Rate

7a. Classification DFW Grade Rate >=30% - Gen Ed & Courses & % High School, Freshman DFW Rate

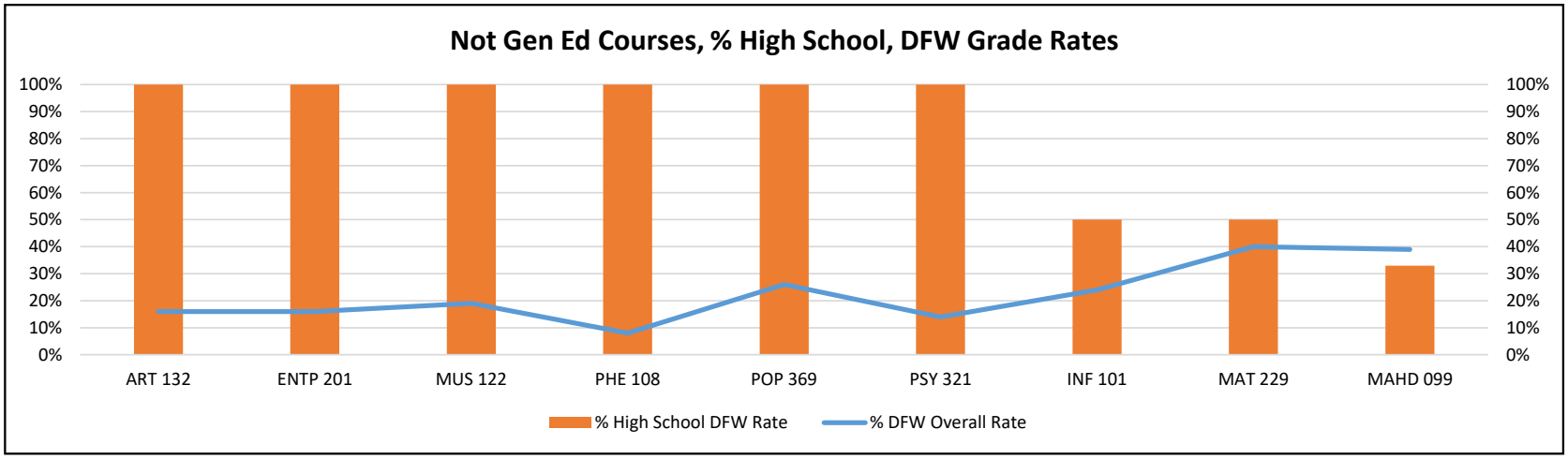
3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

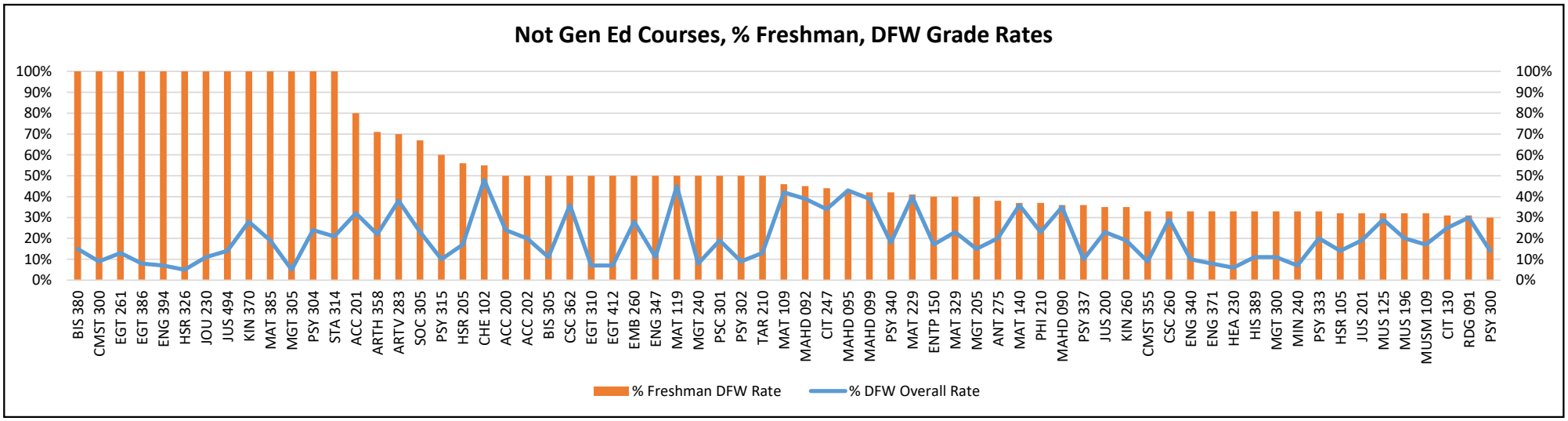




7b. Classification DFW Grade Rate >=30% - Not Gen Ed & Courses & % High School, Freshman DFW Rate

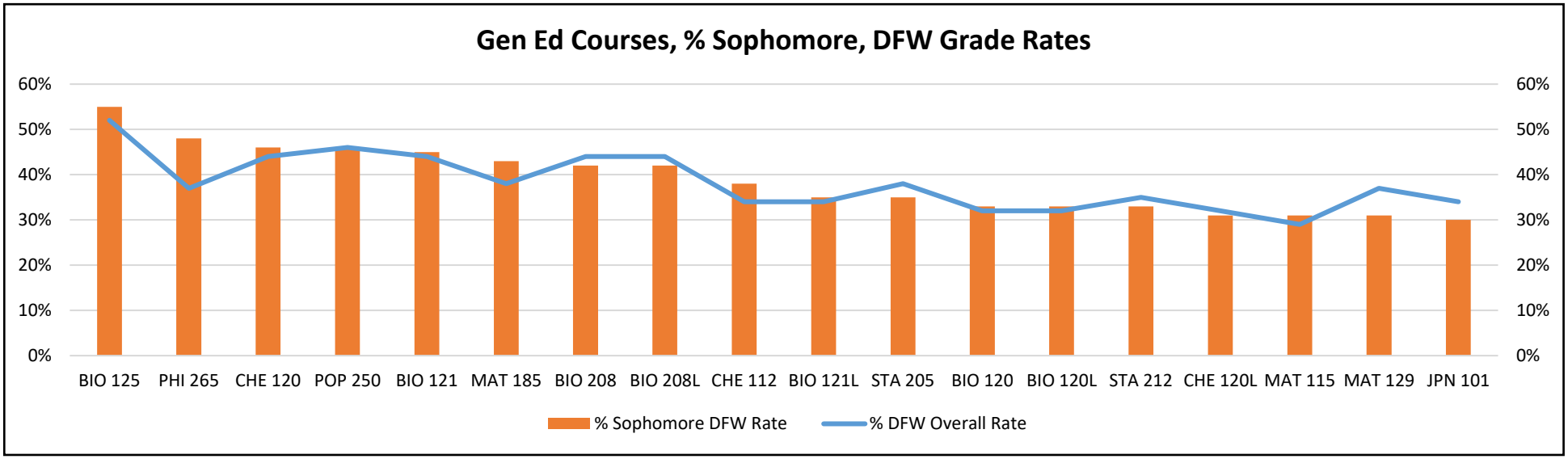
3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

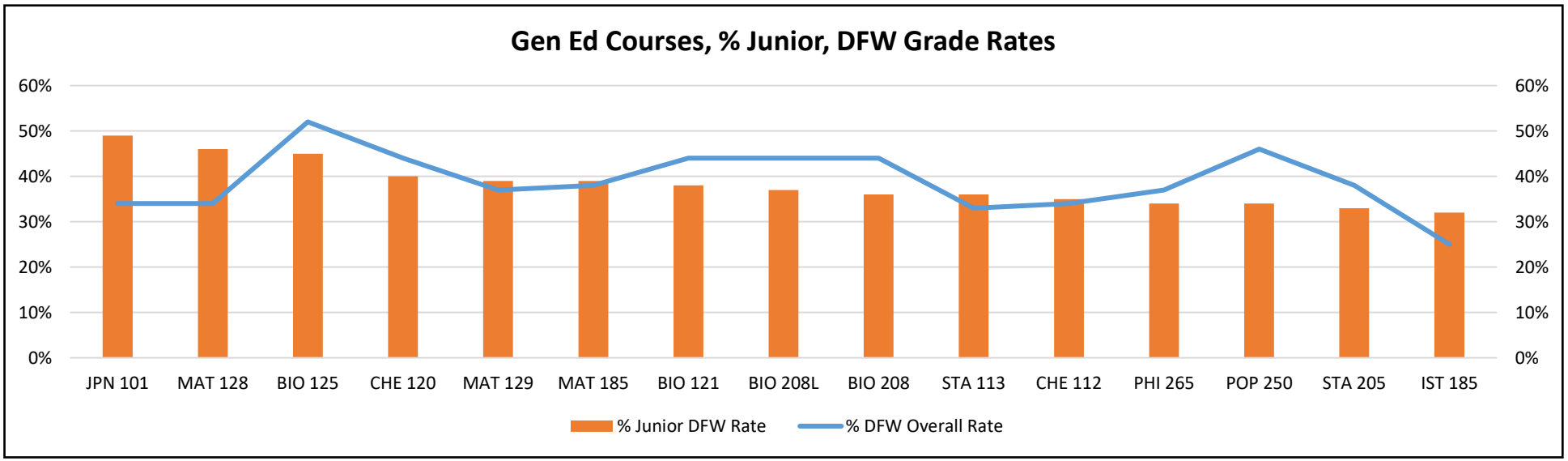




7a. Classification DFW Grade Rate >=30% - Gen Ed Courses & % Sophomore, Junior DFW Rate

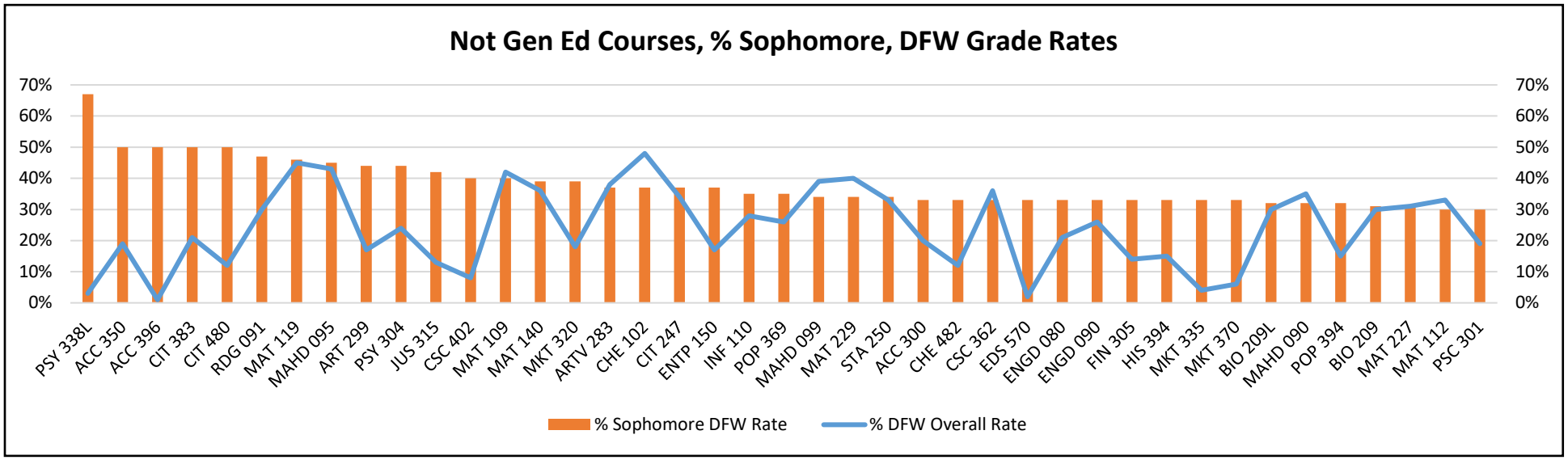
3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

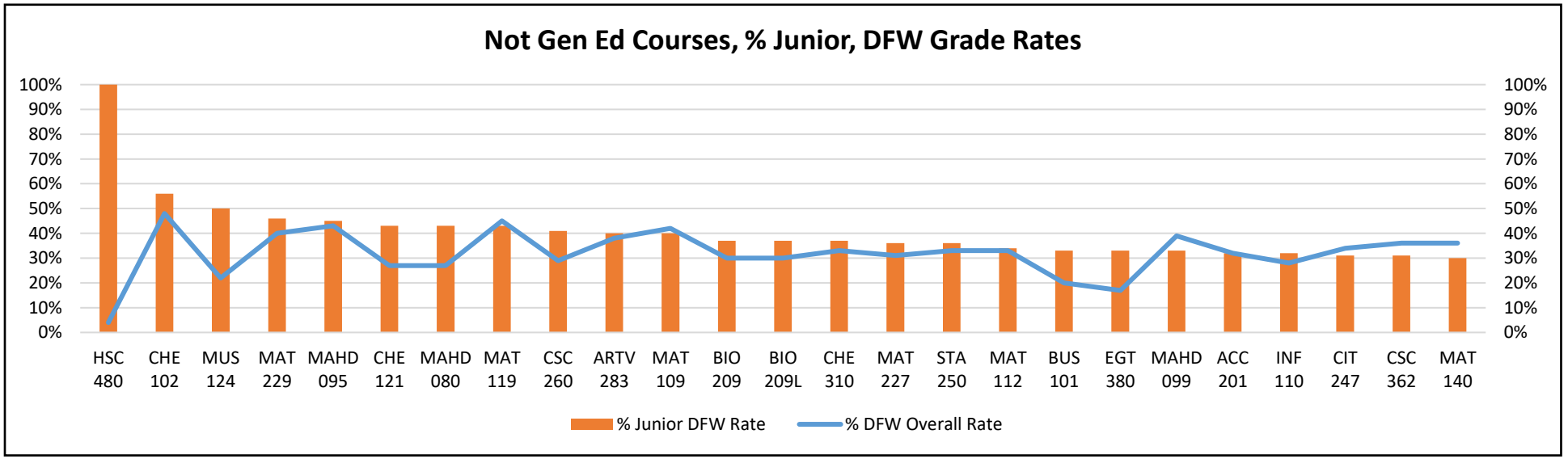




7b. Classification DFW Grade Rate >=30% - Not Gen Ed Courses & % Sophomore, Junior DFW Rate

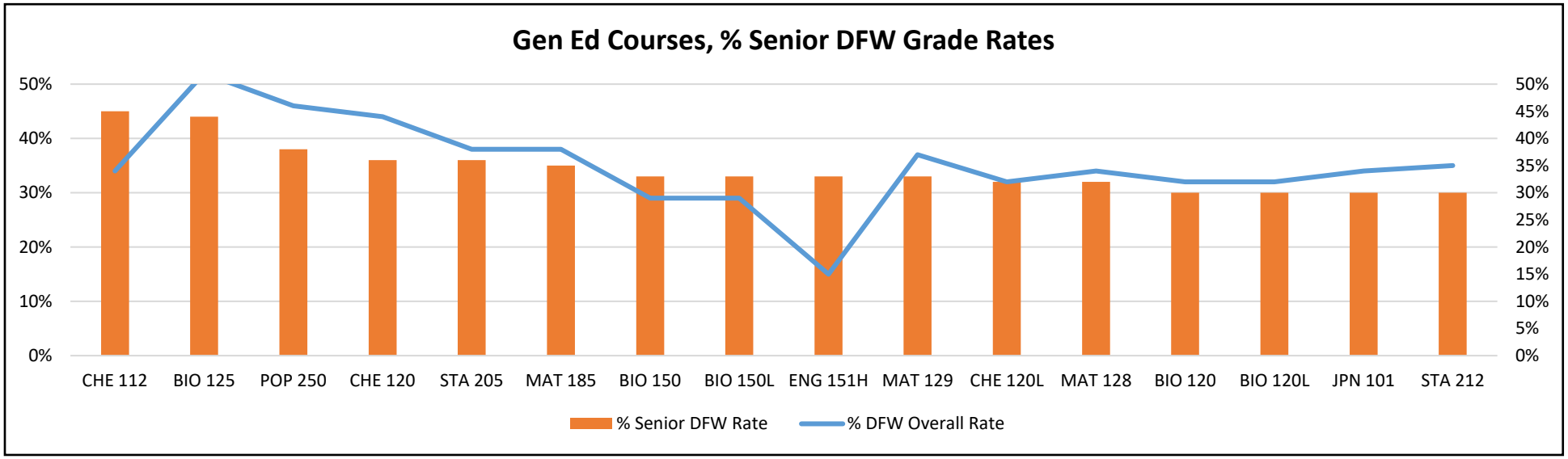
3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17





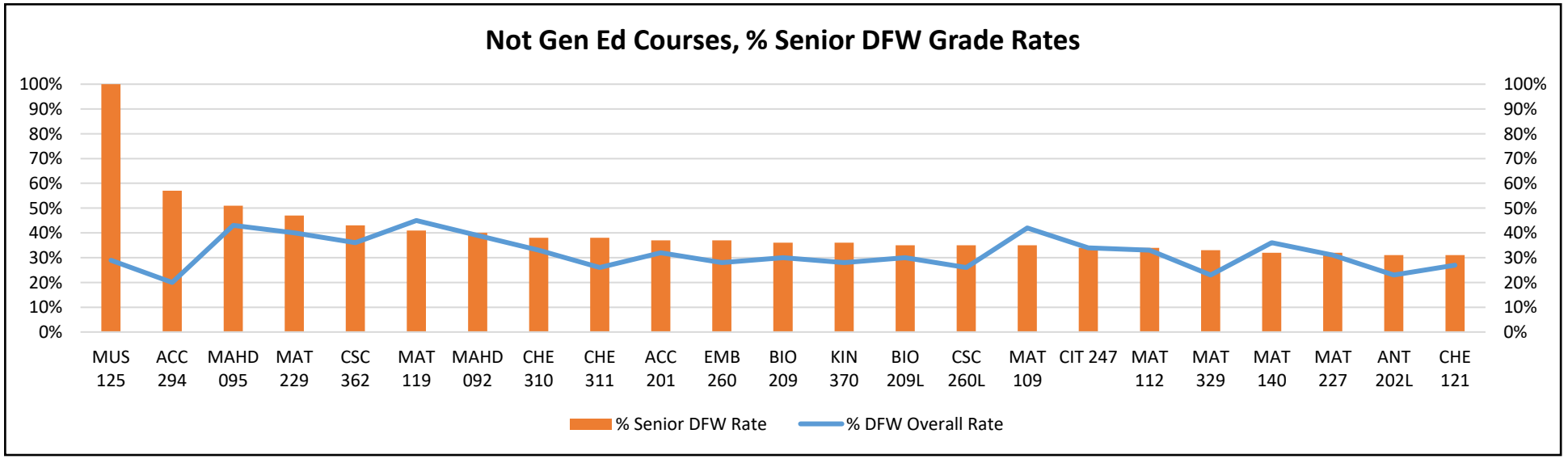
7a. Classification DFW Grade Rate >=30% - Gen Ed Courses Yes & % Senior DFW Rate

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17



7b. Classification DFW Grade Rate >=30% - Gen Ed Courses No & % Senior DFW Rate

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17



7c. Classification DFW Grade Rate >=30% - Sorted by Gen Ed Courses & % High School, Freshman DFW Rate

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N High School DFW	Total N High School in Course	Sorted % High School DFW Rate
BIO 121L	Yes	34%	% D,F,W >=30%	1	1	100%
GLY 225	Yes	32%	% D,F,W >=30%	1	1	100%
IST 185	Yes	25%	% D,F,W 11%-29%	1	2	50%
BIO 121	Yes	44%	% D,F,W >=30%	1	3	33%
GEO 108	Yes	23%	% D,F,W 11%-29%	2	6	33%
ART 132	No	16%	% D,F,W 11%-29%	1	1	100%
ENTP 201	No	16%	% D,F,W 11%-29%	1	1	100%
MUS 122	No	19%	% D,F,W 11%-29%	1	1	100%
PHE 108	No	8%	% D,F,W <=10%	1	1	100%
POP 369	No	26%	% D,F,W 11%-29%	1	1	100%
PSY 321	No	14%	% D,F,W 11%-29%	1	1	100%
INF 101	No	24%	% D,F,W 11%-29%	1	2	50%
MAT 229	No	40%	% D,F,W >=30%	3	6	50%
MAHD 099	No	39%	% D,F,W >=30%	1	3	33%

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N Freshman DFW	Total N Freshman in Course	Sorted % Freshman DFW Rate
BIO 121	Yes	44%	% D,F,W >=30%	26	41	63%
BIO 125	Yes	52%	% D,F,W >=30%	54	87	62%
POP 250	Yes	46%	% D,F,W >=30%	16	26	62%
BIO 121L	Yes	34%	% D,F,W >=30%	13	23	57%
BIO 208	Yes	44%	% D,F,W >=30%	457	915	50%
BIO 208L	Yes	44%	% D,F,W >=30%	457	915	50%
CHE 120	Yes	44%	% D,F,W >=30%	303	655	46%
MAT 129	Yes	37%	% D,F,W >=30%	171	386	44%
PHI 200	Yes	28%	% D,F,W 11%-29%	57	131	44%
STA 205	Yes	38%	% D,F,W >=30%	868	2,023	43%
GLY 225	Yes	32%	% D,F,W >=30%	40	96	42%
PHI 110	Yes	30%	% D,F,W >=30%	176	417	42%
STA 212	Yes	35%	% D,F,W >=30%	323	785	41%
ECO 200	Yes	19%	% D,F,W 11%-29%	10	25	40%
MAT 128	Yes	34%	% D,F,W >=30%	33	85	39%
PHY 220	Yes	28%	% D,F,W 11%-29%	20	51	39%
PSC 100	Yes	25%	% D,F,W 11%-29%	219	560	39%
JPN 101	Yes	34%	% D,F,W >=30%	75	197	38%
PHI 265	Yes	37%	% D,F,W >=30%	28	73	38%
STA 113	Yes	33%	% D,F,W >=30%	139	370	38%
BIO 120	Yes	32%	% D,F,W >=30%	171	477	36%
BIO 120L	Yes	32%	% D,F,W >=30%	171	477	36%
MUS 106	Yes	29%	% D,F,W 11%-29%	101	284	36%
MAT 185	Yes	38%	% D,F,W >=30%	27	77	35%
POP 205	Yes	20%	% D,F,W 11%-29%	84	242	35%
CHE 120L	Yes	32%	% D,F,W >=30%	215	629	34%
BIO 150	Yes	29%	% D,F,W 11%-29%	192	589	33%
BIO 150L	Yes	29%	% D,F,W 11%-29%	192	588	33%
GER 101	Yes	25%	% D,F,W 11%-29%	67	202	33%
PHI 220	Yes	24%	% D,F,W 11%-29%	91	272	33%
SPI 101	Yes	24%	% D,F,W 11%-29%	198	593	33%
CHE 112	Yes	34%	% D,F,W >=30%	58	182	32%
PHI 181	Yes	28%	% D,F,W 11%-29%	105	333	32%
MAT 114	Yes	25%	% D,F,W 11%-29%	207	675	31%
MAT 115	Yes	29%	% D,F,W 11%-29%	220	710	31%

7c. Classification DFW Grade Rate >=30% - Sorted by Gen Ed Courses & % High School, Freshman DFW Rate

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N High School DFW	Total N High School in Course	Sorted % High School DFW Rate

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N Freshman DFW	Total N Freshman in Course	Sorted % Freshman DFW Rate
BIS 380	No	15%	% D,F,W 11%-29%	2	2	100%
CMST 300	No	9%	% D,F,W <=10%	2	2	100%
EGT 261	No	13%	% D,F,W 11%-29%	3	3	100%
EGT 386	No	8%	% D,F,W <=10%	1	1	100%
ENG 394	No	7%	% D,F,W <=10%	1	1	100%
HSR 326	No	5%	% D,F,W <=10%	1	1	100%
JOU 230	No	11%	% D,F,W 11%-29%	1	1	100%
JUS 494	No	14%	% D,F,W 11%-29%	1	1	100%
KIN 370	No	28%	% D,F,W 11%-29%	2	2	100%
MAT 385	No	19%	% D,F,W 11%-29%	1	1	100%
MGT 305	No	5%	% D,F,W <=10%	2	2	100%
PSY 304	No	24%	% D,F,W 11%-29%	1	1	100%
STA 314	No	21%	% D,F,W 11%-29%	1	1	100%
ACC 201	No	32%	% D,F,W >=30%	4	5	80%
ARTH 358	No	22%	% D,F,W 11%-29%	5	7	71%
ARTV 283	No	38%	% D,F,W >=30%	7	10	70%
SOC 305	No	23%	% D,F,W 11%-29%	4	6	67%
PSY 315	No	10%	% D,F,W <=10%	3	5	60%
HSR 205	No	17%	% D,F,W 11%-29%	5	9	56%
CHE 102	No	48%	% D,F,W >=30%	104	188	55%
ACC 200	No	24%	% D,F,W 11%-29%	9	18	50%
ACC 202	No	20%	% D,F,W 11%-29%	1	2	50%
BIS 305	No	11%	% D,F,W 11%-29%	1	2	50%
CSC 362	No	36%	% D,F,W >=30%	1	2	50%
EGT 310	No	7%	% D,F,W <=10%	1	2	50%
EGT 412	No	7%	% D,F,W <=10%	3	6	50%
EMB 260	No	28%	% D,F,W 11%-29%	1	2	50%
ENG 347	No	11%	% D,F,W 11%-29%	1	2	50%
MAT 119	No	45%	% D,F,W >=30%	228	458	50%
MGT 240	No	8%	% D,F,W <=10%	1	2	50%
PSC 301	No	19%	% D,F,W 11%-29%	1	2	50%
PSY 302	No	9%	% D,F,W <=10%	1	2	50%
TAR 210	No	13%	% D,F,W 11%-29%	1	2	50%
MAT 109	No	42%	% D,F,W >=30%	364	784	46%
MAHD 092	No	39%	% D,F,W >=30%	40	89	45%

7c. Classification DFW Grade Rate >=30% - Sorted by Gen Ed Courses & % High School, Freshman DFW Rate

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N High School DFW	Total N High School in Course	Sorted % High School DFW Rate

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N Freshman DFW	Total N Freshman in Course	Sorted % Freshman DFW Rate
CIT 247	No	34%	% D,F,W >=30%	12	27	44%
MAHD 095	No	43%	% D,F,W >=30%	591	1,375	43%
MAHD 099	No	39%	% D,F,W >=30%	327	785	42%
PSY 340	No	18%	% D,F,W 11%-29%	19	45	42%
MAT 229	No	40%	% D,F,W >=30%	51	125	41%
ENTP 150	No	17%	% D,F,W 11%-29%	2	5	40%
MAT 329	No	23%	% D,F,W 11%-29%	2	5	40%
MGT 205	No	15%	% D,F,W 11%-29%	2	5	40%
ANT 275	No	20%	% D,F,W 11%-29%	3	8	38%
MAT 140	No	36%	% D,F,W >=30%	28	75	37%
PHI 210	No	23%	% D,F,W 11%-29%	44	118	37%
MAHD 090	No	35%	% D,F,W >=30%	77	214	36%
PSY 337	No	10%	% D,F,W <=10%	4	11	36%
JUS 200	No	23%	% D,F,W 11%-29%	39	113	35%
KIN 260	No	19%	% D,F,W 11%-29%	22	63	35%
CMST 355	No	9%	% D,F,W <=10%	2	6	33%
CSC 260	No	29%	% D,F,W 11%-29%	36	108	33%
ENG 340	No	10%	% D,F,W <=10%	1	3	33%
ENG 371	No	8%	% D,F,W <=10%	2	6	33%
HEA 230	No	6%	% D,F,W <=10%	2	6	33%
HIS 389	No	11%	% D,F,W 11%-29%	1	3	33%
MGT 300	No	11%	% D,F,W 11%-29%	1	3	33%
MIN 240	No	7%	% D,F,W <=10%	1	3	33%
PSY 333	No	20%	% D,F,W 11%-29%	52	157	33%
HSR 105	No	14%	% D,F,W 11%-29%	6	19	32%
JUS 201	No	19%	% D,F,W 11%-29%	7	22	32%
MUS 125	No	29%	% D,F,W 11%-29%	23	72	32%
MUS 196	No	20%	% D,F,W 11%-29%	49	155	32%
MUSM 109	No	17%	% D,F,W 11%-29%	24	76	32%
CIT 130	No	25%	% D,F,W 11%-29%	68	222	31%
RDG 091	No	30%	% D,F,W >=30%	74	240	31%
PSY 300	No	14%	% D,F,W 11%-29%	18	60	30%

7c. Classification DFW Grade Rate >=30% - Sorted by Gen Ed Course & % Sophomore, Junior DFW Rate

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N Sophomore DFW	Total N Sophomore in Course	Sorted % Sophomore DFW Rate
BIO 125	Yes	52%	% D,F,W >=30%	55	100	55%
PHI 265	Yes	37%	% D,F,W >=30%	38	80	48%
CHE 120	Yes	44%	% D,F,W >=30%	159	343	46%
POP 250	Yes	46%	% D,F,W >=30%	19	41	46%
BIO 121	Yes	44%	% D,F,W >=30%	25	56	45%
MAT 185	Yes	38%	% D,F,W >=30%	62	143	43%
BIO 208	Yes	44%	% D,F,W >=30%	168	403	42%
BIO 208L	Yes	44%	% D,F,W >=30%	170	403	42%
CHE 112	Yes	34%	% D,F,W >=30%	38	100	38%
BIO 121L	Yes	34%	% D,F,W >=30%	14	40	35%
STA 205	Yes	38%	% D,F,W >=30%	386	1,097	35%
BIO 120	Yes	32%	% D,F,W >=30%	104	319	33%
BIO 120L	Yes	32%	% D,F,W >=30%	104	319	33%
STA 212	Yes	35%	% D,F,W >=30%	179	545	33%
CHE 120L	Yes	32%	% D,F,W >=30%	93	298	31%
MAT 115	Yes	29%	% D,F,W 11%-29%	98	320	31%
MAT 129	Yes	37%	% D,F,W >=30%	66	210	31%
JPN 101	Yes	34%	% D,F,W >=30%	20	67	30%
PSY 338L	No	3%	% D,F,W <=10%	2	3	67%
ACC 350	No	19%	% D,F,W 11%-29%	1	2	50%
ACC 396	No	1%	% D,F,W <=10%	1	2	50%
CIT 383	No	21%	% D,F,W 11%-29%	2	4	50%
CIT 480	No	12%	% D,F,W 11%-29%	2	4	50%
RDG 091	No	30%	% D,F,W >=30%	7	15	47%
MAT 119	No	45%	% D,F,W >=30%	152	333	46%
MAHD 095	No	43%	% D,F,W >=30%	69	152	45%
ART 299	No	17%	% D,F,W 11%-29%	4	9	44%
PSY 304	No	24%	% D,F,W 11%-29%	7	16	44%
JUS 315	No	13%	% D,F,W 11%-29%	5	12	42%
CSC 402	No	8%	% D,F,W <=10%	2	5	40%
MAT 109	No	42%	% D,F,W >=30%	171	432	40%
MAT 140	No	36%	% D,F,W >=30%	98	250	39%
MKT 320	No	18%	% D,F,W 11%-29%	11	28	39%
ARTV 283	No	38%	% D,F,W >=30%	27	73	37%
CHE 102	No	48%	% D,F,W >=30%	23	63	37%

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N Junior DFW	Total N Junior in Course	Sorted % Junior DFW Rate
JPN 101	Yes	34%	% D,F,W >=30%	27	55	49%
MAT 128	Yes	34%	% D,F,W >=30%	13	28	46%
BIO 125	Yes	52%	% D,F,W >=30%	34	75	45%
CHE 120	Yes	44%	% D,F,W >=30%	68	169	40%
MAT 129	Yes	37%	% D,F,W >=30%	41	106	39%
MAT 185	Yes	38%	% D,F,W >=30%	38	98	39%
BIO 121	Yes	44%	% D,F,W >=30%	12	32	38%
BIO 208L	Yes	44%	% D,F,W >=30%	46	126	37%
BIO 208	Yes	44%	% D,F,W >=30%	45	126	36%
STA 113	Yes	33%	% D,F,W >=30%	45	124	36%
CHE 112	Yes	34%	% D,F,W >=30%	25	71	35%
PHI 265	Yes	37%	% D,F,W >=30%	16	47	34%
POP 250	Yes	46%	% D,F,W >=30%	10	29	34%
STA 205	Yes	38%	% D,F,W >=30%	192	580	33%
IST 185	Yes	25%	% D,F,W 11%-29%	7	22	32%
HSC 480	No	4%	% D,F,W <=10%	1	1	100%
CHE 102	No	48%	% D,F,W >=30%	9	16	56%
MUS 124	No	22%	% D,F,W 11%-29%	3	6	50%
MAT 229	No	40%	% D,F,W >=30%	37	81	46%
MAHD 095	No	43%	% D,F,W >=30%	26	58	45%
CHE 121	No	27%	% D,F,W 11%-29%	48	111	43%
MAHD 080	No	27%	% D,F,W 11%-29%	6	14	43%
MAT 119	No	45%	% D,F,W >=30%	86	199	43%
CSC 260	No	29%	% D,F,W 11%-29%	23	56	41%
ARTV 283	No	38%	% D,F,W >=30%	20	50	40%
MAT 109	No	42%	% D,F,W >=30%	73	182	40%
BIO 209	No	30%	% D,F,W >=30%	64	175	37%
BIO 209L	No	30%	% D,F,W >=30%	65	175	37%
CHE 310	No	33%	% D,F,W >=30%	72	197	37%
MAT 227	No	31%	% D,F,W >=30%	15	42	36%
STA 250	No	33%	% D,F,W >=30%	51	142	36%
MAT 112	No	33%	% D,F,W >=30%	65	190	34%
BUS 101	No	20%	% D,F,W 11%-29%	1	3	33%
EGT 380	No	17%	% D,F,W 11%-29%	4	12	33%
MAHD 099	No	39%	% D,F,W >=30%	37	111	33%

7c. Classification DFW Grade Rate >=30% - Sorted by Gen Ed Course & % Sophomore, Junior DFW Rate

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N Sophomore DFW	Total N Sophomore in Course	Sorted % Sophomore DFW Rate
CIT 247	No	34%	% D,F,W >=30%	63	172	37%
ENTP 150	No	17%	% D,F,W 11%-29%	7	19	37%
INF 110	No	28%	% D,F,W 11%-29%	27	77	35%
POP 369	No	26%	% D,F,W 11%-29%	8	23	35%
MAHD 099	No	39%	% D,F,W >=30%	89	264	34%
MAT 229	No	40%	% D,F,W >=30%	54	161	34%
STA 250	No	33%	% D,F,W >=30%	43	126	34%
ACC 300	No	20%	% D,F,W 11%-29%	1	3	33%
CHE 482	No	12%	% D,F,W 11%-29%	1	3	33%
CSC 362	No	36%	% D,F,W >=30%	12	36	33%
EDS 570	No	2%	% D,F,W <=10%	1	3	33%
ENGD 080	No	21%	% D,F,W 11%-29%	4	12	33%
ENGD 090	No	26%	% D,F,W 11%-29%	4	12	33%
FIN 305	No	14%	% D,F,W 11%-29%	2	6	33%
HIS 394	No	15%	% D,F,W 11%-29%	15	46	33%
MKT 335	No	4%	% D,F,W <=10%	1	3	33%
MKT 370	No	6%	% D,F,W <=10%	1	3	33%
BIO 209L	No	30%	% D,F,W >=30%	114	361	32%
MAHD 090	No	35%	% D,F,W >=30%	8	25	32%
POP 394	No	15%	% D,F,W 11%-29%	6	19	32%
BIO 209	No	30%	% D,F,W >=30%	112	361	31%
MAT 227	No	31%	% D,F,W >=30%	23	74	31%
MAT 112	No	33%	% D,F,W >=30%	44	145	30%
PSC 301	No	19%	% D,F,W 11%-29%	8	27	30%

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N Junior DFW	Total N Junior in Course	Sorted % Junior DFW Rate
ACC 201	No	32%	% D,F,W >=30%	184	571	32%
INF 110	No	28%	% D,F,W 11%-29%	25	78	32%
CIT 247	No	34%	% D,F,W >=30%	48	156	31%
CSC 362	No	36%	% D,F,W >=30%	28	91	31%
MAT 140	No	36%	% D,F,W >=30%	39	132	30%

7c. Classification DFW Grade Rate >=30% - Sorted by Gen Ed & % Senior DFW Rate

3 years, Fall and Spring, 2014/15, 2015/16 and 2016/17 — **Sorted**

Course	Gen Ed Course	% DFW Overall Rate	% DFW Overall Rate Grouped	N Senior DFW	Total N Senior in Course	% Senior DFW Rate
CHE 112	Yes	34%	% D,F,W >=30%	21	47	45%
BIO 125	Yes	52%	% D,F,W >=30%	25	57	44%
POP 250	Yes	46%	% D,F,W >=30%	6	16	38%
CHE 120	Yes	44%	% D,F,W >=30%	34	94	36%
STA 205	Yes	38%	% D,F,W >=30%	175	490	36%
MAT 185	Yes	38%	% D,F,W >=30%	43	122	35%
BIO 150	Yes	29%	% D,F,W 11%-29%	18	54	33%
BIO 150L	Yes	29%	% D,F,W 11%-29%	18	54	33%
ENG 151H	Yes	15%	% D,F,W 11%-29%	1	3	33%
MAT 129	Yes	37%	% D,F,W >=30%	25	75	33%
CHE 120L	Yes	32%	% D,F,W >=30%	29	91	32%
MAT 128	Yes	34%	% D,F,W >=30%	6	19	32%
BIO 120	Yes	32%	% D,F,W >=30%	20	67	30%
BIO 120L	Yes	32%	% D,F,W >=30%	20	67	30%
JPN 101	Yes	34%	% D,F,W >=30%	14	47	30%
STA 212	Yes	35%	% D,F,W >=30%	35	117	30%
MUS 125	No	29%	% D,F,W 11%-29%	1	1	100%
ACC 294	No	20%	% D,F,W 11%-29%	8	14	57%
MAHD 095	No	43%	% D,F,W >=30%	23	45	51%
MAT 229	No	40%	% D,F,W >=30%	22	47	47%
CSC 362	No	36%	% D,F,W >=30%	38	88	43%
MAT 119	No	45%	% D,F,W >=30%	40	98	41%
MAHD 092	No	39%	% D,F,W >=30%	2	5	40%
CHE 310	No	33%	% D,F,W >=30%	51	134	38%
CHE 311	No	26%	% D,F,W 11%-29%	30	78	38%
ACC 201	No	32%	% D,F,W >=30%	92	248	37%
EMB 260	No	28%	% D,F,W 11%-29%	22	59	37%
BIO 209	No	30%	% D,F,W >=30%	35	97	36%
KIN 370	No	28%	% D,F,W 11%-29%	25	69	36%
BIO 209L	No	30%	% D,F,W >=30%	34	96	35%
CSC 260L	No	26%	% D,F,W 11%-29%	6	17	35%
MAT 109	No	42%	% D,F,W >=30%	33	94	35%
CIT 247	No	34%	% D,F,W >=30%	35	103	34%
MAT 112	No	33%	% D,F,W >=30%	38	113	34%
MAT 329	No	23%	% D,F,W 11%-29%	10	30	33%
MAT 140	No	36%	% D,F,W >=30%	12	37	32%
MAT 227	No	31%	% D,F,W >=30%	9	28	32%
ANT 202L	No	23%	% D,F,W 11%-29%	12	39	31%
CHE 121	No	27%	% D,F,W 11%-29%	28	90	31%

Appendix C: The Future Learners

The Future Learners

An Innovative Approach to Understanding the Higher Education Market And Building A Student-Centered University

Jeffrey J. Selingo

ABOUT PEARSON

Pearson is the world's learning company, with expertise in educational courseware and assessment, and a range of teaching and learning services powered by technology. Our mission is to help people make progress through access to better learning. We believe that learning opens up opportunities, creating fulfilling careers and better lives.

For more, visit *pearson.com/corporate*

ABOUT JEFFREY J. SELINGO

Jeffrey J. Selingo has written about higher education for two decades. He is the author of three books, including two New York Times bestsellers. Named one of LinkedIn's must know influencers of 2016, Jeff is a special advisor at Arizona State University, where he directs the Academy for Innovative Higher Education Leadership, in partnership with Georgetown University. In addition, he is a visiting scholar at Georgia Tech's Center for 21st Century Universities, and a regular contributor to the Washington Post and the Atlantic.

You can find out more about him at *jeffselingo.com*

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Executive Summary

Students are changing, and so should the ways colleges think about serving them.

For decades, higher education has viewed students through a simple lens, whether they were traditional students coming to campus right out of high school or older students entering the institution through other means. Today, the needs and desires of learners are much more diverse. Institutions need to understand the motivations of these new sets of students and create programs and services to serve them.

The process to better align an institution with learners starts with student segmentation. Using segmentation is not new. It has been employed by consumer product companies and even most colleges for years. But in higher education, it has been largely limited to the marketing function at institutions to enhance communication with prospective students, current students, and alumni.

Now colleges and universities need to apply a more advanced segmentation process across the institutions, one informing everything from the recruitment of students to the formation of new academic programs and credentials. This process will require institutions to think of students more broadly — as learners, who might associate with the campus or its curriculum in limited ways rather than enroll as a full-time student. By asking, listening, and watching these learners and would-be learners, colleges can better understand what they value, aspire to, and want out of higher education.

This report outlines one way of meeting the needs learners: in partnership with The Harris Poll, we conducted a survey of 2,600 people age 14-40. The findings of the survey lay out several themes around the value of higher education, the motivation of students, and how they want to learn. Taken together, they provide a blueprint for institutions to consider when rethinking how they recruit and shepherd students to completing a degree or credential.

Once colleges understand their market or potential market of learners, they can develop personas or fictional representations of learners. By thinking of learners as people rather than just numbers on a page, institutions can begin to develop new ways of serving them. Our report describes five personas developed as a result of our survey, as well as the specific opportunities for colleges to build new learning pathways to help learners achieve their goals.

These are **The Future Learners** and in the pages ahead we will describe the process for finding and better serving them in the future.

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Introduction

Introduction

For some time now, college and university leaders have been bracing for a demographic tsunami to hit their campuses.

A projected downturn in the number of U.S. high school graduates in the decade ahead means fewer teenagers applying to college. Those who do arrive on campus in the 2020s will be more racially and ethnically diverse than any other group of students that higher education has previously served. And all of them hail from Gen Z, a generation of students born since the late 1990s, who have different expectations for campus amenities, instruction, and technology than their Millennial counterparts.

While these demographic trends been on the radar of colleges for nearly a decade, finding a strategy to serve these students has proven elusive for higher-education leaders.

> ***Many institutions have struggled with how to adjust academic programs both on campus and online to appeal to such a wide variety of students and determine what services they need — or even how best to reach these populations***

So college officials return to what is familiar to them, rather than listen to what prospective students want from their higher education experience or even how current students navigate it.

> ***"Our ultimate goal should be to find our ideal students and better meet their needs based on what they tell us"***
>
> *— Rachel Stern, director of strategic communications at Butler University in Indiana.*

Without a clear understanding of their students, institutions often fail to think beyond the core populations they are already enrolling or "believe the services and amenities they offer are adequate, even if they're not," said Paige Booth, vice president for marketing and enrolment management at St. Edward's University in Austin. This strategy plays out at institutions again and again as leaders picture their students mostly through the lens of age: traditional (18-22 years old) and non-traditional (everyone else).

> ***By considering only their students' ages rather than their needs or desires, colleges end up making minor adjustments to their one-size-fits-all model rather than creating multiple products and offerings for a diverse student body.***

Take, as an example, the catalyst for why traditional-age students enroll in college in the first place. For the last decade, a long-running survey of freshman nationwide conducted by UCLA found that the No. 1 reason students enroll was to get a better job. That's a seminal shift in the mindset of students: for the previous 30 years of the survey, the top reason was to learn about things that interested them.[1] Yet few schools overhauled their traditional undergraduate curriculum to acknowledge this shift. To be sure, many campuses revamped their advising services to appeal to career-minded students. But otherwise colleges continue to serve up their legacy offerings rather than design a variety of pathways to attract students interested in blending hands-on learning in the classroom and related work experience outside of it.

Because of the decline in high school graduates, colleges need to realize that adults, part-timers, and other nontraditional students will increasingly become the norm at most institutions. But colleges fail to differentiate their offerings to the distinct needs of these new sets of students. There are about 80 million people of working age in the U.S. who graduated from high school but don't have a college degree. Another 15 million have an associate degree but lack a bachelor's. Compare the scale of that pool of students to the traditional market of 3.5 million who graduate from high school each year in the United States.

Again, rather than create a unique set of experiences for the adult market — such as learning communities to provide support or competency-based degrees to move them through school more quickly — institutions merely tweak the course schedule aimed at traditional teenagers and then add night, weekend, or online options.

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Segmentation

An Approach to Building A Learner-Centered University

Segmentation

AN APPROACH TO BUILDING A LEARNER-CENTERED UNIVERSITY

Serving students with a single model developed over the course of previous centuries no longer works. A consumer mentality has come to permeate higher education (for better or worse). Students of all ages are increasingly vocal about what they want out of a college degree and more skeptical of the existing system.

> ***Understanding student expectations in this consumer era is vital to colleges, and data collected from their students can help in this process.***

Online survey tools allow colleges to constantly ask about students' experiences. And thanks to the growing digitization of campuses, we know so much more about how students learn in the classroom and how they interact with campus services, from academic advising to the library.

Until now, however, that data has remained siloed within academic departments or specific schools at a university and hasn't worked to the overall benefit of students or the institutions. But slowly institutions are beginning to connect the dots, creating data warehouses that draw on activity across systems, sometimes in real time.

The next step is to use that survey research and data to "segment" students in order to build new academic offerings and personalize campus services.

> ***The more higher-education leaders understand what motivates prospective students to enroll and persist and what offerings and services meet their needs, the better offerings can be tailored for them.***

Student segmentation is not a new idea in higher education. It was used by two-thirds of college admissions offices as far back as the 1970s, according to surveys at the time, to target marketing materials to prospective students based on income, geographic location, and preference of major, among other things.[2] Since then, segmentation has taken hold in marketing and communications functions within institutions from admissions to fundraising to alumni relations. The concept, however, has failed to gain widespread adoption within the critical academic core of the institution.

This paper argues that colleges need to more broadly adopt a segmentation approach throughout their institutions—to inform academic majors, help students navigate the institution, and improve current recruitment practices. One reason these changes are necessary is that the aftermath of last decade's financial crisis put many colleges on weak financial footing. In 2017, revenue growth at public universities declined for the second consecutive year while expenses grew, according to Moody's Investors Services. Among private colleges, the news is not much better: some 25 percent of the sector is running deficits.[3]

No longer can colleges operate on the assumption that the more they build, spend, diversify, and expand, the more they will persist and prosper.

But making a shift in strategy will require institutions to make tough choices in the decade ahead.

My hope in the pages ahead is to outline what a diverse group of students think about higher education and then suggest through a set of distinct segments of students how colleges might serve them. In all, the report attempts to inform strategy and planning discussions at institutions by considering these core questions:

– What are the goals of existing and prospective students in terms of their education? How do they approach and value learning?

– How might we categorize existing and potential students into distinct groups based on more than their ages?

– What does success in higher education look like for these groups of students?

– What are the risks of the current models for learning providers and the opportunities for the future?

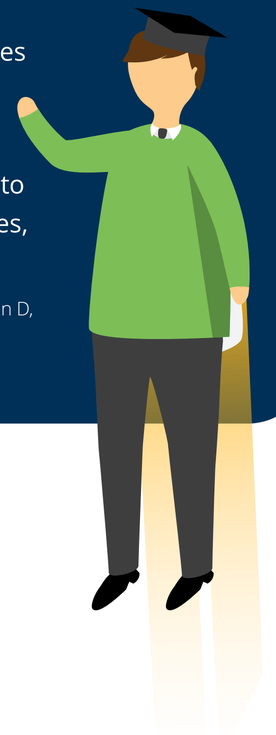
This report contains three parts. The first part (Mapping Future Learners) outlines the major findings from a new national survey of learners and what these findings mean for colleges and universities, and it is structured around four major themes. The second part (The Value of Segmentation) explains why segmentation is critical to higher education's future and includes two brief case studies about how it's currently being used. And the third part (The Five Major Segments of Learners) prioritizes the themes from the survey and develops personas for campuses to consider in categorizing learners.

The Coming Demographic Shift in Higher Education

KEY TRENDS IN STUDENT DEMAND OVER THE NEXT DECADE

- Overall, the number of high school graduates nationwide is projected to remain relatively flat for the next several years before rising a bit — and very briefly —in the middle of the next decade.
- Between 2026 and 2031, the ranks of high school graduates are expected to drop by 9 percent. In that period, four-year colleges nationwide stand to lose almost 280,000 students.
- The South and to a certain extent the West will account for nearly all the growth in the high school population over the next decade-plus. The South will be responsible for nearly half of the nation's high school graduates in 2025. The West will add another 30 percent by the middle of the 2020s.
- At the same time, the Northeast and Midwest will see a continued and steady decline. Several historically large markets of high school graduates, such as New York, Philadelphia, and Boston, will post losses of 15 percent or more at the end of next decade.
- Driving growth in high school graduates will be Hispanic students, whose numbers are expected to increase by 50 percent, or some 280,000 graduates, by 2025.

Sources: Western Interstate Commission of Higher Education; Grawe, Nathan D, Demographics and Demand for Higher Education, 2017.



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Mapping the Future Learners

What Do They Want From Higher Education?

Mapping the Future Learners

WHAT DO THEY WANT FROM HIGHER EDUCATION?

Compared to earlier eras of American higher education, colleges and universities today are expected to serve multiple missions — preparing workers for a job, educating citizens for a democracy, providing research for the world — for an increasing diversity of students.

The first colleges in the American colonies imported much of their structure from Europe and had a limited undergraduate curriculum that consisted largely of courses seen as the best preparation for lawyers, ministers, and statesmen: grammar, rhetoric, logic, astronomy, arithmetic, geometry, and music. Only the elite of society went to college; most people entered careers through apprenticeships, where they studied with a master teacher and practiced new skills as they learned them.

The Industrial Revolution broadened the purpose of higher education. New institutions, including the land-grant universities, were built. They created programs in agriculture, mechanics, engineering, and manufacturing to serve the growing legions of factories, railroads, and mechanized farms.

The end of World War II ushered in the modern era of higher education, when the GI Bill opened the doors of college to a wider group of Americans and enrollment surged. Of the 11 million World War II veterans, one-third entered college. Over the following decades, the number of students in college grew from 6 million in 1965 to more than 20 million today. So, too, did the number of colleges, from 2,000 in the early 1960s to some 5,000 now.[4]

Today, the global digital revolution and rise of artificial intelligence requires us to once again rethink the purpose and structure of higher education.

A new national online survey of more than 2,587 Americans, 14-to-40–years-old, and conducted by The Harris Poll on behalf of Pearson, provides a foundation for how higher education might respond to the changing needs of students and better serve them in the decades ahead (for more detailed methodology, see page 36). The survey reveals how a wide range of teenagers and adults—current students, prospective students, college graduates, as well those who never attempted a postsecondary education and those who started but never finished—approach the idea of higher education.

From survey respondents, four main themes emerge that allow us to segment students based on their interests and attitudes rather than simply their ages and geography:

1. The Purpose of College
2. Motivation of Students
3. How Students Want to Learn
4. The Cost-Value Equation

1. The purpose of college

Debates about the purpose of higher education have been simmering for more than a century. On one side are those who believe that college is an avenue for intellectual development and for fostering a broad set of knowledge whose value is not always immediately obvious. On the other side are those who favor a utilitarian function for higher education and consider its primary purpose to be preparing students for jobs.

The two ideologies have long existed in an uneasy equilibrium. But since the Great Recession, various surveys of students, as well as the choices they are making about their majors, demonstrate that the balance is tipping far toward the job function.

In our survey, divisions over the purpose of college are apparent by age, life stage, education level, and income:

- **Adults want a degree to provide broad learning; the young want financial security. Adult learners (53 percent) are more likely than young learners (42 percent) to believe the goal of college should be to prepare graduates for life in general.** Indeed nearly two-thirds of Generation Z (14-to-23 years old), after seeing their parents live through the global economic crisis of 2008, want their degree to provide financial security, ranking it above all else when it comes to their motivation for going to college.
- **Teenagers want their education to apply immediately; adults are more patient.** Older students understand the relevancy of their education even if it's not readily apparent (58 percent of 18-to-40 year olds think what they are learning in school will be very important later in life). High school students, meanwhile, remain skeptical: only 30 percent believe their education will be applicable later in life.
- **High school graduates and college noncompleters see higher education as a path to a job; college graduates have a broader view.** When asked why they'd consider going back to school, 67 percent of college graduates said it would be for personal growth. For high school graduates and those who left college short of a degree, college is all about money: some two-thirds want greater financial security and increased earning potential.
- **Higher earners want college for personal growth; poorer students want it for skills.** Half of low-income and working-class students (those earning under $50,000 annually) see college for skills it can provide on the job. Meanwhile, 78 percent of higher earners (above $100,000) want further education for personal growth.

WHAT THIS MEANS FOR COLLEGES

Institutions must design more flexible pathways that allow students to choose among a mix of legacy majors with a healthy dose of hands-on learning opportunities, short training courses, and intensive career advising. For example, traditional-age students want to see how their education applies immediately. So even general-education courses should show students how to transfer their knowledge to a job or apply what they're learning elsewhere (through a research project, a club, or an internship) to the course.

2. Motivation of students

Motivation is often thought to be a fixed trait that helps explain why some students succeed in college while others fail to graduate.

But research has found that motivation is more malleable than we are typically led to believe. Students who have what is often referred to as a "growth mind-set" see challenges as opportunities to broaden their skills.[5] As a result, if they can connect learning to what sparks a student's interest, colleges have the power to help students succeed.

Our survey found that a complex combination of a student's family and educational background along with the web of interactions in daily life and on the job can spur or sap academic motivation:

- **College graduates are bullish about the future; high school graduates much less so.** Some 63 percent of college graduates describe themselves as optimistic about the future, compared to 47 percent of those who never went to college or failed to complete a degree. Among the most optimistic: those who received a STEM (science, technology, engineering and math) degree (69 percent) and first-generation students (70 percent).
- **The older you are the more optimistic you are about your job prospects and career.** Most of all, adults coming out of college feel more prepared for the job market than do traditional-age students. That finding tracks with a recent Gallup and Strata Education Network study that found only 34 percent of college students were confident that they had the skills and knowledge to find a job or succeed in a workplace.[6]
- **Alternative credentials and certificates are just as popular as degrees among both college graduates and nongraduates.** Even those not enrolled in school currently are thinking about it. Around 20 percent of college graduates plan to enroll again within two years (mostly in graduate school) as do 29 percent of college noncompleters and high school graduates (split between two- and four-year schools). But both groups also said they want opportunities for alternative certificates and continuing education (27 percent of college graduates and 25 percent of noncompleters and high school graduates).

WHAT THIS MEANS FOR COLLEGES:

Institutions of all kinds and sizes want to enroll a greater diversity of students. But the findings from our survey show that motivating high school graduates and college noncompleters, in particular, is difficult, especially with the current academic offerings and credentials provided by colleges. Institutions need to design pedagogical approaches for adult students that are different from those for traditional students. Institutions should focus just as much on building new kinds of credentials as they do on recruiting different groups of students. It is clear from our survey that students, both college graduates and nongraduates, want alternatives to the typical associate, bachelor's, and master's degrees.

3. How students want to learn

Access to a world of infinite information has changed how we communicate, process information, and think. These changes make innovation, creativity, and independent thinking increasingly crucial to the global economy.

Yet the dominant model of education remains rooted in the industrial revolution that spawned it. No wonder more than 40 percent of American students who start at four-year colleges haven't earned a degree after six years. If you include community college students in the tabulation, the dropout rate is more than half.[7]

But higher education is finally beginning to change. A new wave of educators, inspired by everything from massive online courses to cognitive science, is inventing new ways for students to learn. And our survey shows that it can't happen soon enough to engage the next generation of students:

- **In era of collaborative learning, students prefer to work independently.** Overall, 39 percent favor working on their own, including 35 percent of students currently enrolled in college. Even at a time when employers value teamwork, 40 percent of college graduates prefer working alone, compared to 25 percent who like group environments.
- **Professors are still valued, but students want flexibility in their learning.** The learners in our study want to preserve some traditions (professor and student) but add in a variety of ways to engage with education (i.e., hybrid, online, and technology-enabled face-to-face learning). College graduates like a mix between self-directed learning (30 percent favor it the most) and learning with a professor (27 percent). High school graduates and college noncompleters, perhaps because of their lack of success with higher education prefer self-directed learning (46 percent as compared to just 19 percent with a professor).
- **Technology plays a large role in how students of all ages and background learn.** A majority of respondents in our survey (54 percent) believe technology can greatly enhance the college learning experience and 42 percent say that professors should integrate more tech into courses. The dominant form of instruction is now watching a video (66 percent of respondents) compared to listening to a lecture (52 percent), and that's true across all majors except for STEM, where independent activity is tops because of labs.
- **YouTube is the new university. Some 45 percent of respondents said that YouTube contributed to their learning in the past year, including 46 percent of current students and nearly the same percentage of high school graduates and noncompleters.** When asked what methods and platforms they prefer for learning, the top pick was YouTube at 57 percent followed very closely by books (55 percent). That said, college graduates far prefer the traditional lecture (69 percent) compared to an online course (43 percent) or YouTube (50 percent). Meanwhile, high school graduates and noncompleters like YouTube (57 percent) over the lecture (45 percent)

WHAT THIS MEANS FOR COLLEGES:

Different delivery methods are needed to appeal to the various learning styles of students. Some students like learning in a traditional classroom or in groups while others like to learn online and independently. Creating more flexible learning environments is especially critical for motivating college noncompleters who are often turned off by traditional college classrooms. Indeed, among that group, 68 percent prefer learning by video, compared to 42 percent who favor a traditional lecture.

4. The cost-value equation

Higher debt, along with stories of college graduates living in their parents' basements or working as baristas at Starbucks, is leading prospective students to increasingly ask what they are getting in return for their degree. That's especially true if students are taking on a large debt burden to finance their degree.

It's not that students and families are questioning the value of college, just the value of attending certain colleges. Return on investment (ROI), once a measure used to invest in the stock market, is becoming an important metric in higher education as well. The ability of students, their families, and counselors to isolate the return on investment to precise figures associated with individual colleges—and even academic majors—has been made easier in recent years with the proliferation of tools that match salary data to college graduates.

Still, prospective students balance many competing demands in weighing the decision to enroll in college, as our survey found:

- **Not surprisingly, the price of higher education is a hurdle for students who want to enroll.** Some two-thirds of college graduates and those who never finished say cost is a major barrier to returning to school.
- **The older you are the more you value education. And the more you're willing to pay to receive that education.** While students at all levels are stressed about paying for education (particularly graduate school), the value of education is primarily a function of age and experience—the more you have of both, the more you think it's important to your life.
- **But cost is far from the only obstacle keeping students from enrolling in college.** Nearly half of high school graduates and noncompleters say getting back into the rhythm of classes is a major concern.
- **Indeed, often the biggest hurdles for students are outside the control of the college.** Balancing studying and their personal life and work was described as the biggest challenge by 44 percent of respondents, followed by lack of money (38 percent), and lack of time (35 percent). Among noncompleters, the top reason for failing to enroll again was money.

WHAT THIS MEANS FOR COLLEGES

It's clear that prospective students value higher education differently, depending on their age and experience, yet colleges often market the value of their programs in much the same way: as a ticket to a better life. Colleges would be better off tailoring the value message based on age and experience. What's more, colleges need to better understand not only what motivates prospective students to enroll in higher education, but what the hindrances are and how can institutions help mitigate them.

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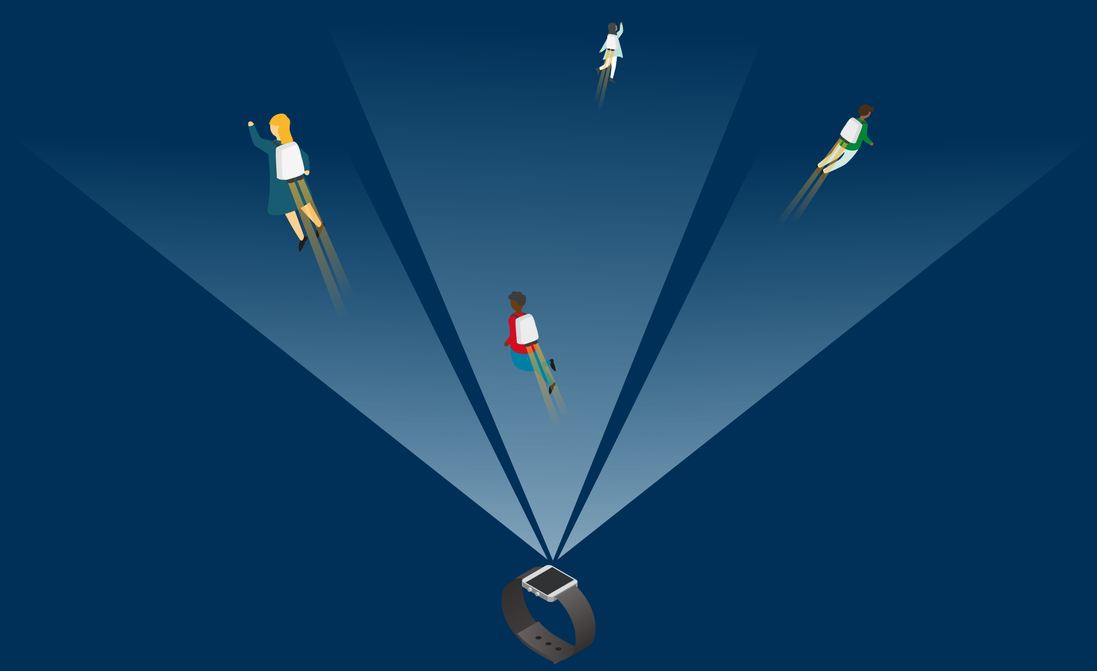
The Value of Segmentation in Higher Education



The Value of Segmentation in Higher Education

Segmentation has been used to create targeted interactions with customers dating back to the Mad Men-era of advertising. In the beginning, segmentation often resulted in crude models, based largely on focus groups and a few times on a hunch. But over time, as consumer surveys became ubiquitous and analytical tools allowed clustering of responses, personas — fictional representations of potential customers developed as a result of segmentation—became much more sophisticated. In turn, consumer-product companies began using segmentation methods not only for advertising and marketing purposes, but also to determine what kinds of new products to build for which personas.

But adoption of such a process on college campuses has been much slower.

> *"Higher education has always been about 10 years behind other industries in bringing in these more sophisticated segmentation techniques"*
>
> *— Reid of Eduventures, the consulting firm*

Indeed, as mentioned earlier, segmentation in higher education has largely been limited to institutional functions such as admissions and fundraising and has focused on how colleges communicate and through what vehicles. And even then, colleges have often used the process in limited ways. "We have yet to find the right segmentation, the right mechanism," said Eric Maguire, vice president and dean of admission and financial aid at Franklin & Marshall College. "For segmentation to work, the entire institution has to be dedicated to it and believe it for you to be successful."

Attitudes and the use of segmentation in higher education are slowing beginning to change because of pressures on enrollment and tightening budgets that together require institutions to assess who they want to serve and how. Efforts to segment prospective students are improving (see case study: Dabney S. Lancaster Community College) and even extending into the development of academic programs and student services (see case study: Columbia College Chicago).

> ***Developing a deep and wide segmentation approach is critical for colleges and universities given how learner behavior based on technology is already changing.***

Even as higher education as an industry tries to catch up to other sectors in employing segmentation strategies, the rest of the consumer economy is already moving more deeply into behavioral science based on mobile, social, and wearable technology.

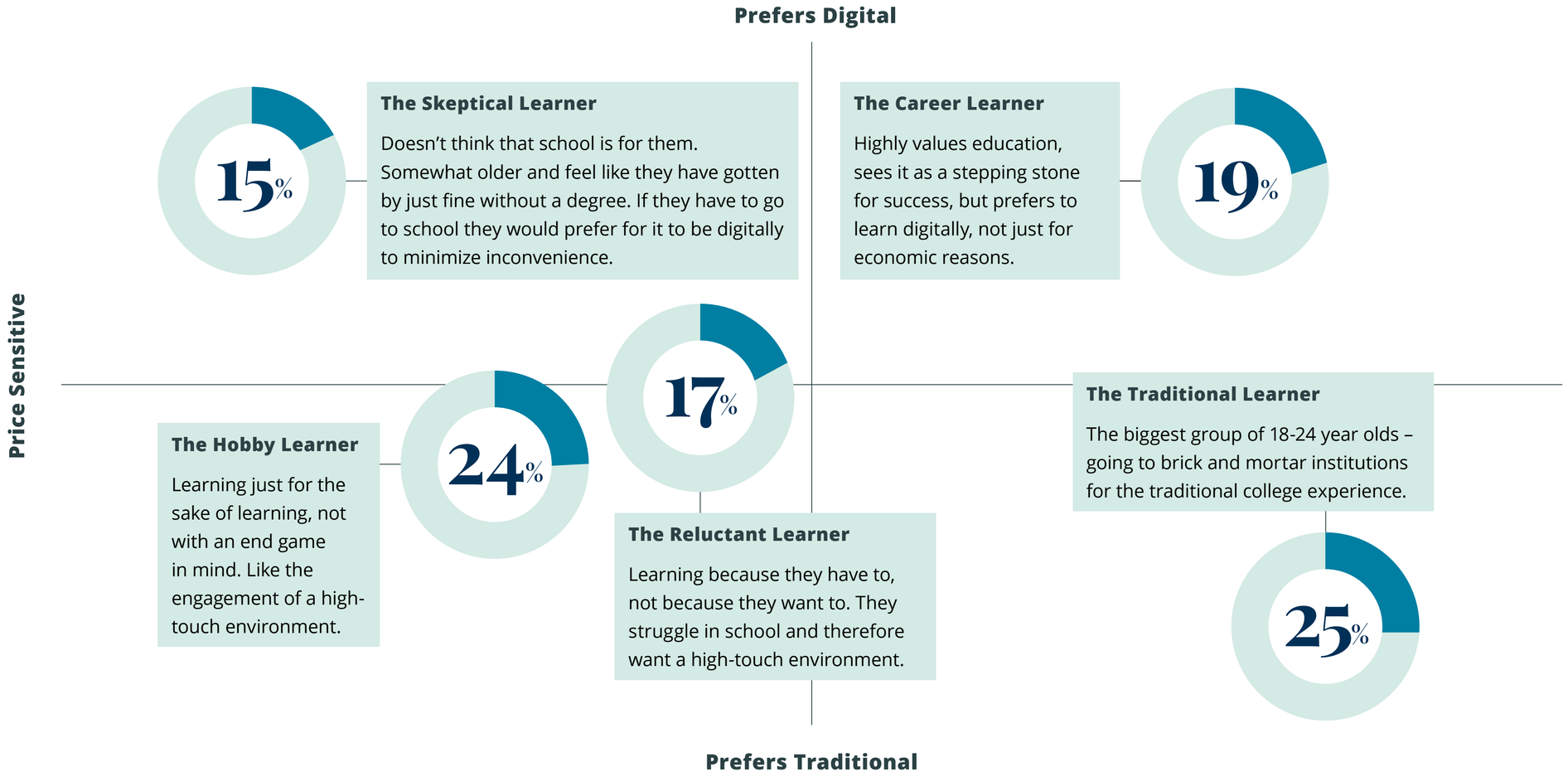
In our survey, we found a penchant for learning new things among tomorrow's students, indicating they will want to use the functions and services that technology offers to improve their quality of life. We already see this in mobile apps used to pay others electronically, wearable devices to track fitness levels, and personal digital assistants run by artificial intelligence. All of these technologies have the ability to personalize the learning experience in ways we are only beginning to understand. So for colleges to remain relevant in the decades ahead, it is critical that leaders start thinking about the broad swath of students they want to serve (or need to serve) and how to appeal to their specific needs and desires.

CONTENTS

The Five Major Segments of Learners

The student personas we developed a result of our survey serve as a guide for how institutions might use segmentation to build academic programs, market to prospective students, and serve them in new ways. Such market research and student segmentation is essential to better understanding the future of learning given the integration of technology in the classroom, the broadening of educational providers, and price sensitivity of prospective students.

How Adult Segments Compare



The Traditional Learner

Location California

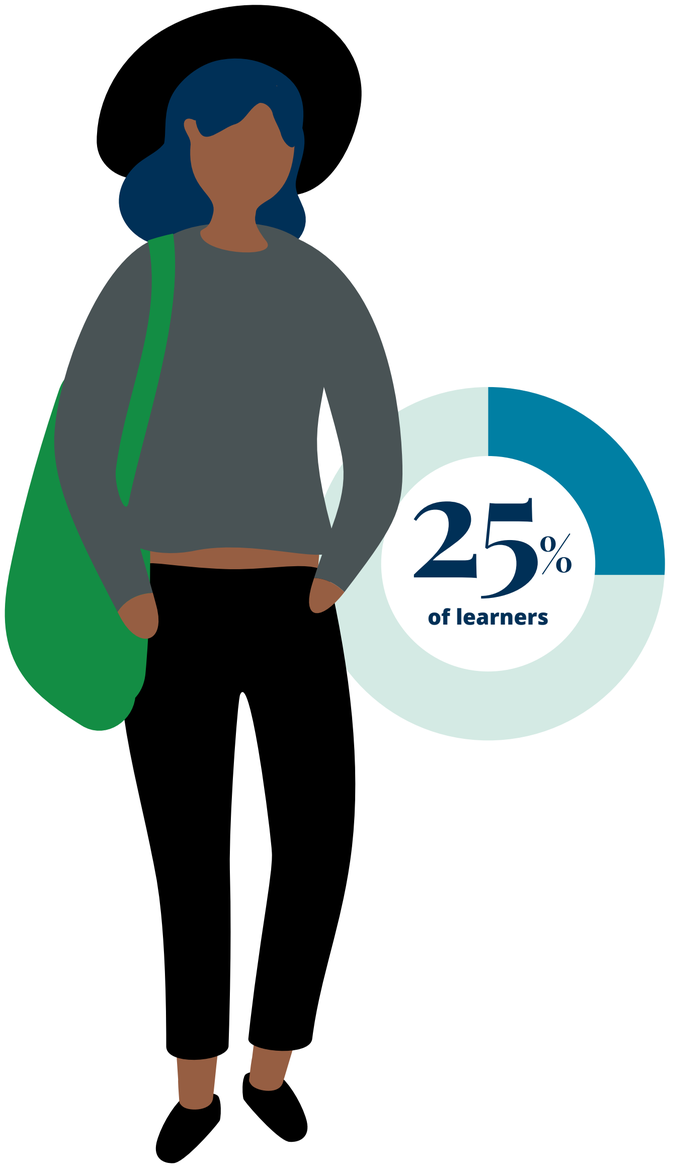
The Traditional Learner is the prototypical college student, with 62 percent of them currently enrolled in higher education. They are top-notch students with a passion for learning new things in a conventional environment. This segment favors in-person interactions with classmates and professors and prefers reading and listening to lectures over group study and watching videos.

While they believe that the purpose of college is to prepare them for life, a big motivation for going to college is also to get a better job. To that end, the top three majors for Traditional Learners are engineering, health professions, and business.

Because of their passion for learning, this segment highly values higher education and expresses the least concern among all the segments about their ability to pay for a degree.

OPPORTUNITIES FOR COLLEGES TO SERVE THE TRADITIONAL LEARNER

- Improve face-to-face learning and high-impact interactions with professors.
- Blend classroom learning that is highly valued with experiential, hands-on opportunities, including research, internships, and projects.
- Provide add-on services of high value given pricing flexibility with this segment (i.e., boot camps focused on skills building).



The Hobby Learner

Location Washington

The Hobby Learner is a diverse set of older learners who view education as a journey of learning about new things rather than as a way to make it to the top of their professions. Six in 10 of the learners in this segment are not enrolled in college, have never earned a degree, and don't need one for their job. For those enrolled in college or who have graduated with a degree, their top three fields of study are information technology, biology, and psychology.

This group is made up of self-directed learners with high academic abilities who appreciate a mix of learning styles, including digital, books, and in-person.

What really makes this group stand out is finances. A majority of them (59percent) said finances might prevent them from going to college. And while they value education highly, money is a hurdle for them. Two-thirds of Hobby Learners said they have major concerns about paying for a degree.

OPPORTUNITIES FOR COLLEGES TO SERVE THE HOBBY LEARNER

- Design shorter, flexible academic programs, even at the single course level, that appeal to the Hobby Learner's desire to seek knowledge about interesting things.
- Create alternative credentials given this segment's bent toward education without the need to earn a degree to get a job.
- Adopt digital tools to satisfy this segment's desire for a mix of learning styles at a lower cost.

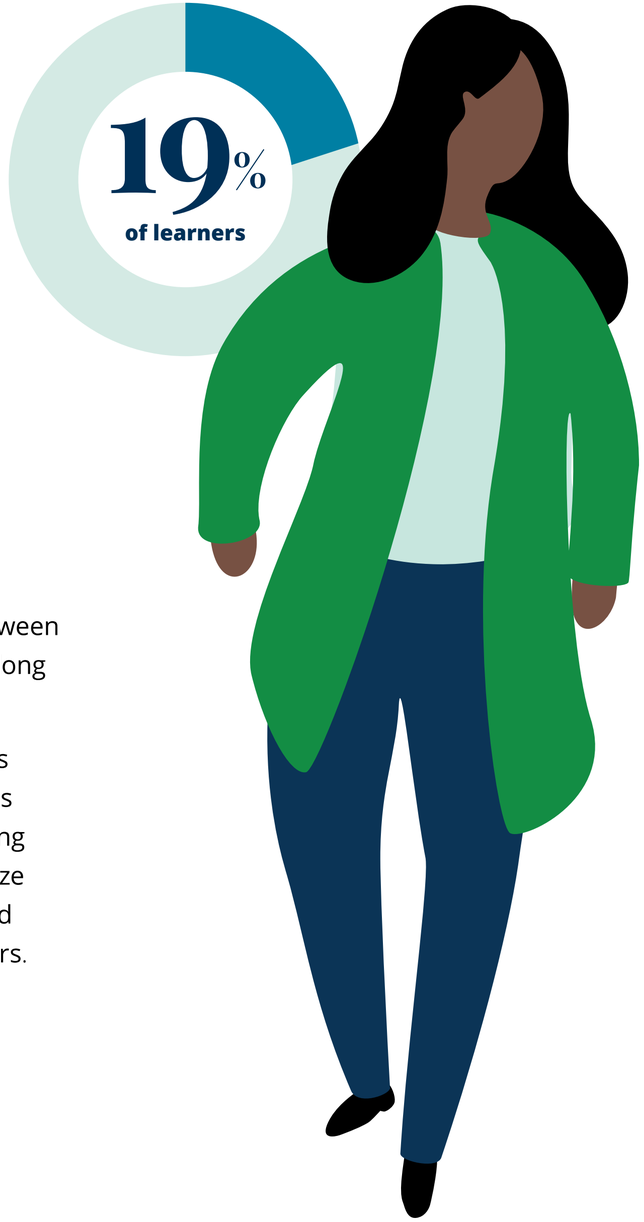
The Career Learner

Location Pennsylvania

The Career Learner loves everything about college and excels academically and is similar to the Traditional Learner in those ways. But where they differ is that the passion of the Career Learner is mostly focused on higher education as a means to an end: jobs and careers.

While this segment is made up of multigenerational learners, the largest subgroup (nearly 60 percent) is in college right now. Their majors skew to the practical: business, computer science, and health professions.

This segment of learners is digitally savvy, far preferring to learn that way over any other method, including in person or through books. Even so, this group also likes project-based learning because they are conscious of the emphasis that employers put on soft skills.



OPPORTUNITIES FOR COLLEGES TO SERVE THE CAREER LEARNER

- Integrate career services into the curriculum and provide more skills-based courses.
- Build co-ops into the curriculum that allow students to toggle between semesters in the classroom and long stretches in the workplace.
- Create opportunities for students to align their learning experiences across school and work by tracking their progress so they can visualize what they have accomplished and translate it for potential employers.

The Reluctant Learner

Location New Mexico

The Reluctant Learner is the most diverse segment in terms of enrollment trends and includes those currently in college (36 percent), degree holders (25 percent), and those without a degree (39 percent). They are academically average students who have little passion for learning. Their top-choice majors include business, engineering, and history.

When they are ready to learn, this segment prefers education on their time and in their place, whether online or on a campus, but favors face-to-face when possible.

Because they lack passion for learning, the Reluctant Learner also places a low value on higher education and are price sensitive: 44 percent of them say they have major concerns about their ability to finance a college degree.

OPPORTUNITIES FOR COLLEGES TO SERVE THE RELUCTANT LEARNER

- Meet Reluctant Learners where they are, allowing them to mix-and-match learning modalities at any one time, as with online courses and face-to-face classes.
- Create a flexible calendar that offers dozens of start times a year and mini-sessions embedded with traditional semesters to give these learners the time and space they need to complete their academic pursuits.
- Build a pricing approach based on progress toward a degree, rather than time spent in a seat, which would incentivize price-sensitive students to complete their studies.

The Skeptical Learner

Location Oklahoma

The Skeptical Learner is essentially the converse of the Passionate Leaner. Both groups include high proportions of learners who are not enrolled in and never earned a degree (68 percent, in this case). For the third who are in college or graduated from college, the top majors for this group include business, premed, and criminal justice.

This segment has little passion for learning and a little more than half of them describe themselves as average or below average learners. They like the social aspects of education, such as seeing friends, but not the academic pursuit. That said, they prefer digital online by far over in-person and books.

Given their apathetic attitude toward education, 53 percent of them see little or no value in a college education and they are extremely price sensitive: 60 percent say they have major concerns with their ability to pay for college.

OPPORTUNITIES FOR COLLEGES TO SERVE THE SKEPTICAL LEARNER

- Create a low-price pathways program for Skeptical Learners that provides intensive instruction and support services when they enter an institution with the goal of increasing retention and graduation rates of such students.
- Redesign the online learning environment to replicate the social aspects of face-to-face learning and make it more engaging for the Skeptical Learner.
- Build a low-residency campus option and offer work experience to the Skeptical Learner to lower their costs and increase their perceived value of higher education.

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Case Studies

Columbia College Chicago

FINDING YOUR FISH IN A VAST OCEAN

How do you identify market segments when your market is potentially anyone reached by the Internet?

That's the question that Robert Green confronted after becoming Columbia College Chicago's first vice provost for digital learning in July 2016. His newly created job title empowered him to run an all-online academic unit that, practically speaking, did not yet actually exist. He had to build it from scratch and devise a strategy for getting it to flourish in some relatively untapped market niche.

Green came to Columbia College Chicago from the Berklee College of Music, where he'd spent 11 years leading an online education division that had met considerable success digitally offering arts and performing arts courses. He had already used, and witnessed the effectiveness of, the segment-focused marketing. Without a focus on specific market segments, he said, "What you are doing is spray-and-pray."

At Columbia Chicago, he said, he knew, "We weren't going to just step in and offer a degree program right away." He resolved to test the continuing-education market by trotting out individual courses shaped by research on potential areas of demand resulting from labor-market trends. If the courses enrolled enough students, they could organically nurture the growth of Columbia College Chicago Online (CCCO).

The task required a substantial amount of innovation. Very few colleges have units focused on offering any given online course as "a separate, stand-alone product," said Ann Oleson, founder and chief executive officer of Converge Consulting, the Cedar Rapids, Iowa, firm that advised Green's efforts. "Marketing a course is much different than a whole degree program," Oleson said. Among the questions that need to be answered: What courses will sell? What's the right price point for them? How can they be advertised at a low-enough cost per student? Can partnerships with third parties get students steered your way?

One year after opening its doors to the public, Columbia College Chicago Online offers 15 courses on subjects such as entrepreneurship, app development, and American Sign Language, as well as five certificates. About 300 students have taken its classes so far, and more enroll every day. It has forged partnerships with organizations such as One Summer Chicago, which connects young people with summer jobs, and Genesys Works, which provides skills training to high school students in several major cities.

The college is "opening up the curriculum for anyone who has the time to study," Green said. "The ultimate goal is furthering their passions, furthering their educational opportunities," and "allowing them to take a hard look at their careers and really cherry-pick things that are necessary for them to advance."

Dabney S. Lancaster Community College

SMALL-TOWN FAMILIARITY

Dabney S. Lancaster Community College hardly stands out as a likely user of sophisticated, segment-focused marketing. Located in Clifton, an old rail town in western Virginia's Alleghany highlands, it's much closer to Mayberry than Madison Avenue. It enrolls 1,800 students from the surrounding towns and countryside.

Yet Dabney Lancaster has made the leap to data-driven market segmentation as an alternative to its old shot-gun approach of trying to appeal to everyone through generic newspaper, television, and radio ads. "We are in a fragmented area," says John J. Rainone, the college's president. To advertise effectively, he says, we have "to do a little of a lot of things."

Challenges loomed for all involved. The college faced obstacles rooted in the local geography, demography, and culture. It serves 70,000 people spread over a broad area, with terrain that can block broadband signals. The local population is aging and declining, and more than three-fourths of those who do enroll at the college qualify for need-based financial aid.

Although local high school students express a desire to go on to college, about two-thirds fail to do so immediately upon graduation. Meanwhile, Rainone said, local job vacancies go unfilled because people lack the required training.

The college's understanding of potential students divided the local population into segments such as high school graduates who hold white-collar jobs and need help with financial literacy, or older unmarried people who live in rental housing and could benefit from vocational training.

Among the insights: the college needed to focus on prospective students' financial concerns and sell education as a means of qualifying for specific jobs. Don't advertise business degrees, advertise business careers. Typical of the ads that it conceived, one for a program for electrical technicians depicts a woman in electrician's gear and says, "She had the spark. We showed her the salary."

The college now relies heavily on Facebook advertising aimed at specific populations and geofenced, so that its training program for welders pops up in the Facebook news feeds of likely enrollees at or around a welding company. "It is not very expensive," Rainone said. "Every college needs to do something like this, to really make sure you are spending your money as appropriately as possible."

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Conclusion

Conclusion

The current segments of college students are not homogenous, yet they are largely served as if they were by traditional institutions. Many colleges are struggling financially because they still cater to the typical market of 18-year-old high school graduates, a shrinking demographic. Such students accounted for 36 percent of the U.S. population in 1964, at the end of the baby boom, but today make up 24 percent and by 2050 will be just 21 percent of the country.

The decade ahead will require differentiation in higher education between colleges and universities as well as within institutions. Universities must become much more focused on who their core students are today or who they want them to be tomorrow.

That process means moving away from a one-size-fits-all system, in which students largely follow the same calendar and curriculum on their way to collecting 60 credits for an associate degree or 120 credits for a bachelor's degree. The colleges that survive and thrive in the future will be those that understand the diversity of their students' needs—just as most companies segment their customer base—and offer a variety of pathways to a degree or just pick one and take a deep dive. Segmentation is about both making choices to serve more kinds of students, but also being more disciplined and determining the students best served by your institution.

This report lays out several approaches colleges can use to segment their students using more sophisticated methods than simple demographics or geography. Using our survey as a guide, colleges and universities can study further their own students or the markets and products they wish to develop. Then they can build their own personas to understand what motivates their students or prospective students, what they value, how they want to learn, and most of all, what they are willing to pay for.

The five categories of learners described in this report have vastly different motivations for furthering their education. Those diverse ambitions combined with the changing demographics of the nation demand that colleges and universities shift their approach to remain relevant in the decade ahead.

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METHODOLOGY

The results of the survey referenced throughout The Future Learners are based on responses from a 30-minute nationally representative survey of 2,587 respondents, 14 to 40-years old. The online survey was conducted by The Harris Poll between January 25 and February 6, 2018. Results were weighted for age, gender, race/ethnicity, marital status, household income, and education where necessary to align them with their actual proportions in the population. Propensity score weighting was also used to adjust for respondents' propensity to be online. Survey respondents were selected based on their age, education, and quality of response from leading online research panels.

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