

Fall-to-Spring Persistence Workgroup

Report and Recommendations

Last Updated: July 22, 2019

Summary:

At the request of the Faculty Senate leadership, a working group was called together to address the issue of fall-to-spring persistence. The working group, comprised of a team of cross-disciplinary faculty, staff, and students, met weekly over the course of summer 2019 to develop strategy recommendations to deliver to the Faculty Senate Undergraduate Student Success Committee. Those recommendations are outlined in this report.

Background:

Retention is a central issue to Wright State University, with a substantial impact on enrollment and tuition revenue as well as student success and completion outcomes. Wright State's retention rate for first-time, full-time students was 65% from Fall 2017 to Fall 2018.

Fall-to-Spring persistence is the first significant retention milestone and offers an early opportunity to retain students, improve academic outcomes, and ensure progress to degree. At Wright State University, only 83% of first-time full-time students enrolled in classes at Wright State in Fall 2018 returned for classes in Spring 2019.

Fall-to-Spring and Fall-to-Fall Retention Rates for Dayton Campus Fall Cohorts

Term	Headcount	Returned Spring	Returned Fall
Fall 2018	1,854	83%	TBD
Fall 2017	2,208	84%	65%
Fall 2016	2,296	86%	66%
Fall 2015	2,408	87%	67%

Note. Dayton campus fall cohorts include full-time, first-time degree/certificate-seeking undergraduate students who were pursuing degrees offered at the Dayton campus.

Over the summer of 2019, a working group was formed consisting of Wright State staff, administrators, faculty, and students across campus. Team members included Nova Lasky (Director, Strategic Initiatives), Amanda Spencer (Director, University Academic Advising), Sara

McGinley (Senior Lecturer, English), Matt Skira (Academic Advisor, Student Success Services), Courtney Smith (Assistant Director, UAA, Student Success Services), Bethany DeLong (Enrollment Management Program Director), Kim Stephens (Coordinator First Year Programs), Tom Webb (Director of Disability Services), Angela Griffith (Assistant Dean, Academic Affairs, College of Engineering and Computer Science), Karen Meyer (Senior Lecturer and Program Director for Computer Science and Engineering), Daniel Warshawsky (Assistant Professor, School of Public and International Affairs), Ivan Mallett (President, Student Government Association), and Adrian Williams (Vice President, Student Government Association).

The group met once per week in the summer of 2019 to discuss strategies related to Fall-to-Spring persistence. The goal of the working group was to produce a set of strategies by which at least 86% of first-time full-time students enrolled in classes in Fall 2019 register for classes in Spring 2020; and means by which at least 89% of first-time full-time students enrolled in classes in Fall 2020 register for classes in Spring 2021.

The group evaluated a variety of factors that can negatively impact a student's decision or ability to persist after their initial term and developed corresponding strategies that would mitigate those factors. Additionally, consideration was given to current and/or upcoming retention initiatives and tools and what strategies worked best to augment those or improve their outcomes. The strategies developed were then assessed according to their quality and efficiency and prioritized based on an effort/impact model (Appendix A).

The group selected five strategies to recommend for immediate attention and implementation. Those recommendations are outlined below.

Recommended Strategies:

Foundational to the success of all the group's recommendations is high-level buy-in and commitment from deans, chairs, and all administrators to actively support persistence initiatives and communicate the importance of participation by faculty, advisors, students, and all relevant Wright State University employees.

Strategy #1: Communication Campaign for Raider Academic Progress System (RAPS) Progress Reports and Early Alert

Raider Academic Progress System, or RAPS, features a progress report and early alert system that allows academic advisors, faculty, and other student support personnel to communicate with one another around concerns with student progress so that outreach and interventions can occur as early as possible and improve the students' likelihood for success (Appendix B).

This group recommends launching a communication campaign to raise awareness of these retention tools and convey the benefits of its use to encourage maximum participation.

Recommendations for the communication campaign include:

- Targeting/engagement of instructors of courses that largely enroll students in their first two years, such as Core requirements.
- Engaging users of previous early alert systems to communicate differences and encourage these faculty to serve as “ambassadors” of the system.
- Identification of a department liaison for each academic unit who can serve as hub for promoting early alert and other persistence initiatives as well as provide guidance or training as necessary to department faculty on their use.
- Talking points/FAQs, prepared by Student Success staff and provided to administrators, department liaisons, and/or faculty members that address topics such as how progress reports/early alert works and what to expect, how it benefits students, student receptiveness and privacy concerns, and general characteristics of the incoming student class.

Strategy #2: Improve RAPS Notes to Be More Inclusive and Informative

RAPS currently logs student visits to academic support services where swipe stations are used. However, details around perception of student engagement and learning are not captured and assistance provided in areas without swipe stations, such as department help rooms are not logged.

The group recommends instituting procedures for notes to be added by those administering help sessions and outfitting all academic help areas with swipe stations to capture visits. Furthermore, simple reports should be created to allow faculty to review their students’ academic support and engagement outside of class, included which students visited help centers and any relevant notes on those visits.

Strategy #3: Create Zero Credit Hour First-Year Pilot Shell to Communicate Important Student Information

Information on resources to assist students with academic, financial, and social-emotional challenges is often difficult to locate, fragmented across a variety of departmental pages, incomplete, or out of date.

This group recommends the creation of Pilot shell that would house resource information relevant to first-year students. Specifically, expanding the Wright Step initiative, which provides instruction and assessment on topics such as Academic Integrity Orientation, suicide prevention and mental health awareness, power-based violence, and alcohol abuse awareness. It is recommended that additional instructional resources be added around financial planning, budgeting, and aid; a comprehensive directory of academic help centers; and a comprehensive directory of other campus resources and services. As the Wright Step is intended to serve all

first-time Wright State University students, including undergraduate, transfer, and graduate; it is recommended that Pilot shells be segmented for each group, restricting content to those resources relevant to each group to improve the students' ability to easily navigate to their most important resources.

It is also suggested that instructors of first-year students (e.g., first year seminar instructors, introductory English and Math instructors) assist in raising awareness of this information hub through discussion or short exercises/assignments.

Strategy #4: Text Message Communication for RAPS

Currently, the only channel used for initial outreach to students by academic advisors is the students' Wright State email. This is also true for those students flagged by the early alert system. Responsiveness and open rates for email are known to be low across most student populations, and are expected to be lower for students exhibiting signs of disengagement.

This group recommends that text message alerts through RAPS be adopted as a primary channel for outreach to students to increase open rates and improve the likelihood of student follow up. This feature is a component of RAPS, but some portions are currently offline for enhancements by the developer and should be available again soon. Beginning this fall, appointment reminders will be sent to students via text message. Minimally, text messaging alerting students to contact their advisor should be made using both text and email channels, but additional capability for student reply and limited interaction between the advisor and student is highly recommended. In planning for implementation of text communication, steps should be taken to ensure FERPA compliance and consideration of user preferences.

Strategy #5: Increase Full-Time Faculty Involvement in First-Semester Seminars and Courses

Early engagement and interaction with faculty is shown to improve learning and retention outcomes for students.¹ The current classroom environment for many first-time students involves little direct interaction with full-time faculty and relies on passive teaching styles that do not encourage active learning by the student.

This group recommends increased engagement of full-time faculty in first semester/year courses and first year seminars and application of high-impact pedagogical and educational practices.

Teaching assignments for courses commonly taken in a student's first semester should be intentionally given to full-time faculty with an interest in teaching first-year students and who

¹ Umbach, P. D., & Wawrzynski, M. R. (2005). Faculty do Matter: The Role of College Faculty in Student Learning and Engagement. *Research in Higher Education*, 46(2), 153-184. doi:10.1007/S11162-004-1598-1

are highly engaged in their discipline. Faculty, and teaching assistants when applicable, should be supported by the Center for Teaching and Learning and the Division of Student Success with:

- training and education on pedagogy and teaching best practices
- common first-year issues
- campus resources and referral processes
- RAPS use
- how to connect and check-in with students

Full-time faculty should also provide increased support to first year seminars through teaching, co-teaching, and guest visits connecting students to their intended discipline. Participation and some outcomes have declined over the last several year as the number of seminars available have decreased, section sizes have connections to faculty and academic programs have weakened (Appendix C). Foundational Studies should facilitate increased faculty teaching of first year seminars by better aligning seminar sections to degree programs, coordinating with faculty early so that teaching loads can be considered and connections with academic programs can be meaningful, and consulting on appropriate course content to set reasonable and attainable workloads for first-time students.

Effort/Impact Prioritization of Strategies:

While the group chose five key strategies to recommend for immediate implementation, additional strategies surfaced from the group's work that should be considered for future implementation or exploration. All strategies were organized and prioritized according to the required effort and expected impact (see Appendix A); those not prioritized for immediate implementation are outlined below.

The working group concluded that the following strategy would be likely to have a **high impact** and require **medium effort**:

- Facilitate more face-to-face connections and contact between student and faculty. Help connections to be intentional and reach more at-risk students by using data/predictive analytics.
- Develop program to facilitate peer/student mentors to give support and coaching to first year students (in addition to first year seminars).

The following strategies were explored by the working group and expected to have a **medium impact** and require **low effort**:

- Improve communication of information on resources for students. In addition to Pilot shell, streamline information on web and improve searchability.

- Develop pedagogy and accessibility-focused trainings by CTL and incentivize faculty to participate (this was recommended as part of a prioritized strategy, but should also be expanded to reach as many faculty and teaching assistants as possible).

The following strategies were explored by the working group and expected to have a **medium impact** and require **medium effort**:

- Collect data on students who do not persist to inform future strategies (some work underway on this item, but requires technology enhancements).
- Communicate strategically with the use of technology through Pilot alerts, text, and email, using channels to increase open rates and response rates.
- Be more consistent with the use of PINs across all colleges to require students to meet with advisor and ensure more face-to-face interaction with university personnel.

The following strategies were identified as potentially impactful **future efforts**, but not well-suited for implementation at this time:

- Hire additional academic advisors to reduce caseloads and increase capacity for student outreach.
- Integrate university systems such as RAPS, Wings, Pilot, WSU app to reduce the number of platforms used by students, faculty, and staff
- Provide face-to-face financial counseling for Pell and Financial Aid students especially in the areas of planning and budgeting.
- Develop incremental scholarship that follows completion milestones to promote persistence.

As the prioritized strategies are implemented, refined, and begin producing intended results, resources and capacity should support moving on to these additional persistence and retention strategies.

All strategies adopted should be evaluated for effectiveness using relevant data and metrics.

		Impact		
		Low	Medium	High
Effort	Low		<ul style="list-style-type: none"> • Better communication/information on resources <ul style="list-style-type: none"> ○ Dept liaisons to serve as communication/training hub ○ Streamline information and improve searchability • Training for faculty on resources and common first year issues (share data) • Pedagogy and accessibility-focused trainings by CTL, incentivize faculty to participate 	<ul style="list-style-type: none"> • Communication campaign for RAPS early alert; create buy-in for max participation • Improve RAPS notes to include info on tutoring appointments, math and writing center visits, dept. help room visits and make notes viewable to all faculty/staff • 1st year Pilot shell to include AIO, suicide/alcohol and other relevant resource info • High level buy-in (deans and chairs) for persistence efforts
	Medium		<ul style="list-style-type: none"> • Collect data on students who don't persist to inform future strategies • More strategic use of technology (Pilot alerts, text, email) • Consistent use of PIN across all colleges to require students to meet with advisor 	<ul style="list-style-type: none"> • More face-to-face connections/contact with faculty and staff – identify at-risk students (using data) and make outreach efforts. • Peer/student mentors to give support or coaching to first year students (leverage frat/sorority orgs?) • Text message communication for RAPS • First year course assignments – key faculty, training for faculty and TAs
	High	<ul style="list-style-type: none"> • Incremental scholarship to promote persistence 	<ul style="list-style-type: none"> • Financial counseling for Pell/Financial Aid students (planning/budgeting) 	<ul style="list-style-type: none"> • More money to hire additional advisors • Institution-wide support for FYS, more faculty teaching, involvement • Integrate systems – RAPS, Wings, Pilot, WSU



Greetings,

In response to faculty feedback and the university's retention strategy, we are launching an integrated Progress Report system to enable faculty to issue early alerts for students through the Raider Academic Progress System (RAPS). Early-alert programs have been shown to help boost student motivation, grades, and persistence by allowing faculty to identify students who might benefit from additional support outside the classroom.

As a person with an Advisor role in RAPS, we wanted to let you know that we will be piloting this new initiative in Summer semester. The first progress report email to faculty will be next week. The campus-wide launch is scheduled for Fall 2019. As we transition to the new early alerts process within RAPS, the existing system you may already be familiar with will remain in place. Once fully implemented, RAPS will provide a student support tool designed to close the feedback loop, by enabling faculty and advisors to stay informed of the assistance the student has received.

The process is easy to use and intuitive. It is set to send an email to each participating faculty member 2-3 times a semester. These emails will serve as a prompt for faculty to provide an update on students in their classes and include a web link to access the system. They will have the option of selecting the students for whom they have concerns based on grades, attendance, or other factors. A notes field allows them to provide academic advisors and other advisors with additional information to guide students to the appropriate resources. After issuing an alert, the faculty member will be able to return to RAPS and view the steps being taken to assist the student.

At this time, advisors will only receive an email when they are assigned to a student case generated from an alert (the exception is when a faculty alerts the system for a "behavioral non-emergency"). Students will not receive automatic emails when alert is issued on them. The primary advisor will be responsible for managing the assigned case within RAPS. You can check the status of an alert and case on a student by logging into RAPS and clicking on the cases icon.

The attached document details the early alert and progress report process in RAPS.

Advisors play a vital role in the success of our students. We look forward to providing you additional information about the continued development of this project and welcome your feedback.

Best regards,
Tim

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RAPS Progress Reports and Alerts

Early Academic Alerts in Banner (WINGS Express) will be upgraded to include both Alerts and Progress Reports utilizing RAPS starting in Fall 2019

Progress Reports and Alerts allow us to gather feedback on student performance and identify potential barriers to success. Often used in tandem, **Progress Reports** proactively request feedback from faculty, while anyone with the correct permission can enter **Alerts** when they notice a student in need and want to connect them with the appropriate resources.

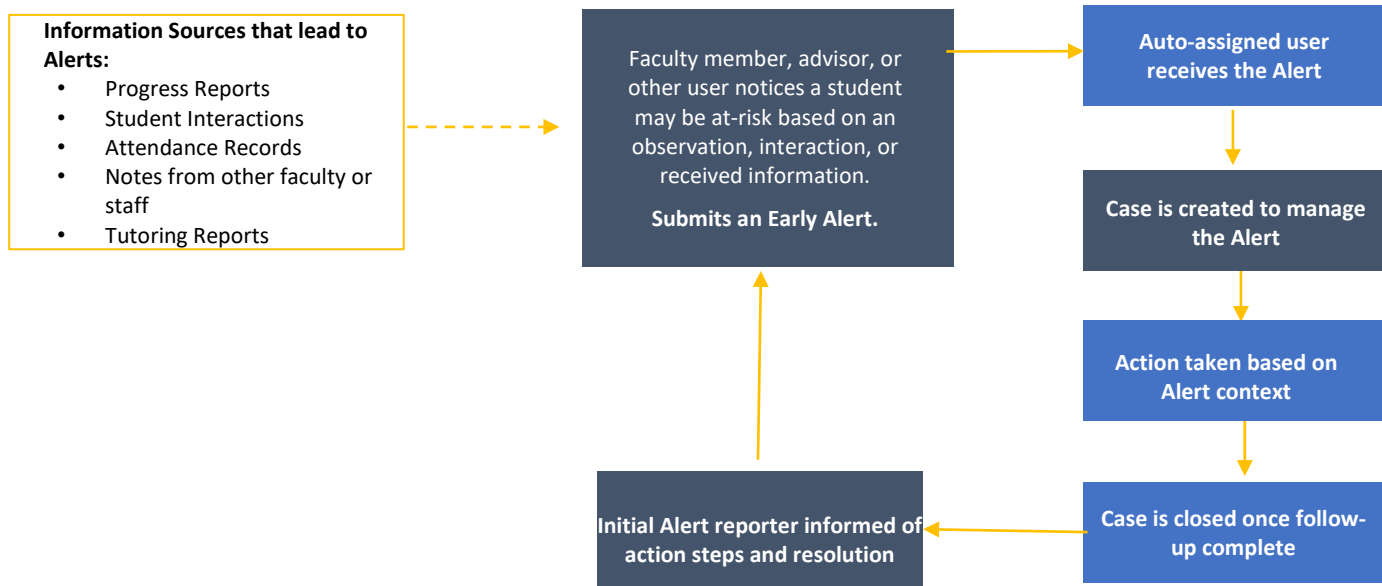
Progress Reports: Emailed to faculty at *pre-determined times* in the semester to solicit feedback from faculty to understand individual student performance in each course. Progress reports are targeted to certain courses and/or student populations.

- Collect information on:
 - A student's likelihood of failing a class
 - Their current or anticipated grade
 - Current absences
 - The need for a potential Alert
- From Progress Reports, an advisor can:
 - Intervene with students early and understand the reasons for risk
 - If necessary, create an Alert for thorough follow-up from another office
 - Guide students to relevant resources



Alerts: Faculty flag a student who may be in need of additional attention by simply clicking on the "Issue an Alert" button *at any time*.

- Through Alerts, administrators and advisors understand what types of services students require most.
- Faculty and other campus constituents can use Alerts to feel more empowered to report their concerns and be informed on the follow up.
- Through triage settings, institutions can create a thorough coordinated care network where individuals receive alerts base on their expertise and the resources they provide students.



Appendix C - First-Year Seminar Data Fall 2012 - Fall 2018

Number of first-time, degree-seeking students by FYS status			
Cohort	FYS	Non-FYS	Total
Fall 2012	1,349	1,049	2,398
Fall 2013	1,159	1,043	2,202
Fall 2014	1,056	1,320	2,376
Fall 2015	968	1,436	2,404
Fall 2016	775	1,516	2,291
Fall 2017	850	1,354	2,204
Fall 2018	634	1,227	1,861

Percentage of first-time, degree-seeking students by FYS status		
Cohort	FYS	Non-FYS
Fall 2012	56%	44%
Fall 2013	53%	47%
Fall 2014	44%	56%
Fall 2015	40%	60%
Fall 2016	34%	66%
Fall 2017	39%	61%
Fall 2018	34%	66%

Number of FYS Courses Offered				
Cohort	UVC 1010	Seat (Avg)	UH 1010	Seat (Avg)
Fall 2012	69	24	11	21.18
Fall 2013	58	24	10	19.1
Fall 2014	51	24	10	21.1
Fall 2015	52	24	12	17.58
Fall 2016	40	22	9	24.67
Fall 2017	25	30	8	27.75
Fall 2018	27	27	8	30

Number of FYS and Non-FYS first-time, degree-seeking students by Pell Eligibility				
Cohort	Pell Eligible		Not Pell Eligible	
	FYS	Non-FYS	FYS	Non-FYS
Fall 2012	539	481	786	652
Fall 2013	448	463	695	655
Fall 2014	478	570	603	797
Fall 2015	394	605	614	872
Fall 2016	353	596	440	970
Fall 2017	360	497	516	908
Fall 2018	264	455	367	834

Percent of FYS and Non-FYS first-time, degree-seeking students by Pell Eligibility				
Cohort	Pell Eligible		Not Pell Eligible	
	FYS	Non-FYS	FYS	Non-FYS
Fall 2012	40.7%	42.5%	59.3%	57.5%
Fall 2013	39.2%	41.4%	60.8%	58.6%
Fall 2014	44.2%	41.7%	55.8%	58.3%
Fall 2015	39.1%	41.0%	60.9%	59.0%
Fall 2016	44.5%	38.1%	55.5%	61.9%
Fall 2017	41.1%	35.4%	58.9%	64.6%
Fall 2018	41.8%	35.3%	58.2%	64.7%

Number of FYS and Non-FYS first-time, degree-seeking students by Sex				
Cohort	Female		Male	
	FYS	Non-FYS	FYS	Non-FYS
Fall 2012	752	571	573	562
Fall 2013	663	527	480	591
Fall 2014	648	682	433	685
Fall 2015	623	697	385	780
Fall 2016	481	756	312	810
Fall 2017	548	688	328	717
Fall 2018	390	668	241	621

Percent of FYS and Non-FYS first-time, degree-seeking students by Sex				
Cohort	Female		Male	
	FYS	Non-FYS	FYS	Non-FYS
Fall 2012	56.8%	50.4%	43.2%	49.6%
Fall 2013	58.0%	47.1%	42.0%	52.9%
Fall 2014	59.9%	49.9%	40.1%	50.1%
Fall 2015	61.8%	47.2%	38.2%	52.8%
Fall 2016	60.7%	48.3%	39.3%	51.7%
Fall 2017	62.6%	49.0%	37.4%	51.0%
Fall 2018	61.8%	51.8%	38.2%	48.2%

Number of FYS and Non-FYS first-time, degree-seeking students by Race/Ethnicity																		
Cohort	American Indian or Alaskan Native		Asian		Black or African-American		Foreign, Non-Resident Alien		Hispanic		Native Hawaiian or Pacific Islander		Two or more races		Unknown		White	
	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS
Fall 2012	2	3	19	20	252	185	2	100	30	35	1		63	52		1	956	737
Fall 2013	3	1	21	32	177	141	31	53	31	38	1	2	58	63	1	2	820	786
Fall 2014	3	6	26	30	201	222	2	50	38	43	1		55	87	1	1	754	928
Fall 2015	2	1	28	27	161	221	2	40	36	59	1	1	54	80	2	5	722	1043
Fall 2016		3	16	40	144	209	1	18	34	55	2	1	47	77	2	5	547	1158
Fall 2017	2	4	17	31	163	160	2	20	26	38	1	3	48	70	1	11	616	1068
Fall 2018	1	4	16	33	114	150	2	23	19	43			35	80	4	11	440	945

Percent of FYS and Non-FYS first-time, degree-seeking students by Race/Ethnicity																		
Cohort	American Indian or Alaskan Native		Asian		Black or African-American		Foreign, Non-Resident Alien		Hispanic		Native Hawaiian or Pacific Islander		Two or more races		Unknown		White	
	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS
Fall 2012	0.2%	0.3%	1.4%	1.8%	19.0%	16.3%	0.2%	8.8%	2.3%	3.1%	0.1%		4.8%	4.6%			72.2%	65.0%
Fall 2013	0.3%	0.1%	1.8%	2.9%	15.5%	12.6%	2.7%	4.7%	2.7%	3.4%	0.1%	0.2%	5.1%	5.6%	0.1%	0.2%	71.7%	70.3%
Fall 2014	0.3%	0.4%	2.4%	2.2%	18.6%	16.2%	0.2%	3.7%	3.5%	3.1%	0.1%		5.1%	6.4%	0.1%	0.1%	69.8%	67.9%
Fall 2015	0.2%	0.1%	2.8%	1.8%	16.0%	15.0%	0.2%	2.7%	3.6%	4.0%	0.1%	0.1%	5.4%	5.4%	0.2%	0.3%	71.6%	70.6%
Fall 2016		0.2%	2.0%	2.6%	18.2%	13.3%	0.1%	1.1%	4.3%	3.5%	0.3%	0.1%	5.9%	4.9%	0.3%	0.3%	69.0%	73.9%
Fall 2017	0.2%	0.3%	1.9%	2.2%	18.6%	11.4%	0.2%	1.4%	3.0%	2.7%	0.1%	0.2%	5.5%	5.0%	0.1%	0.8%	70.3%	76.0%
Fall 2018	0.2%	0.3%	2.5%	2.6%	18.1%	11.6%	0.3%	1.8%	3.0%	3.3%			5.5%	6.2%	0.6%	0.9%	69.7%	73.3%

Number of FYS and Non-FYS first-time, degree-seeking students by HS GPA																				
High School Grade Point Average Score Ranges																				
Cohort	0.6 to 1.0		1.1 to 1.5		1.6 to 2.0		2.1 to 2.5		2.6 to 3.0		3.1 to 3.5		3.1 to 3.5		4.1 to 4.5		4.6 or higher		No HSGPA	
	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS
Fall 2012	5		59	3	215	50	345	204	345	258	363	347	288	215	39	19	7		4	37
Fall 2013	1	1	32	6	167	56	264	156	264	283	297	304	291	242	76	42	4	3	11	25
Fall 2014			42	4	197	50	221	187	221	307	249	407	288	319	69	61	6	5	7	27
Fall 2015			23	1	127	38	228	211	228	359	247	430	294	340	74	76	10	5	5	17
Fall 2016			24	2	98	33	162	206	162	391	177	413	237	392	78	96	12	20	5	13
Fall 2017	1	1	23	4	129	29	185	142	185	285	199	387	235	422	91	110	11	10	2	15
Fall 2018			10	1	84	36	148	132	148	245	134	351	184	380	66	113	5	15		16

Percentage of FYS and Non-FYS first-time, degree-seeking students by HS GPA																				
High School Grade Point Average Score Ranges																				
Cohort	0.6 to 1.0		1.1 to 1.5		1.6 to 2.0		2.1 to 2.5		2.6 to 3.0		3.1 to 3.5		3.1 to 3.5		4.1 to 4.5		4.6 or higher		No HSGPA	
	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS
Fall 2012			0.4%	0.3%	4.5%	4.4%	16.2%	18.0%	26.0%	22.8%	27.4%	30.6%	21.7%	19.0%	2.9%	1.7%	0.5%		0.3%	3.3%
Fall 2013		0.1%	0.1%	0.5%	2.8%	5.0%	14.6%	14.0%	23.1%	25.3%	26.0%	27.2%	25.5%	21.6%	6.6%	3.8%	0.3%	0.3%	1.0%	2.2%
Fall 2014			0.2%	0.3%	3.9%	3.7%	18.2%	13.7%	20.4%	22.5%	23.0%	29.8%	26.6%	23.3%	6.4%	4.5%	0.6%	0.4%	0.6%	2.0%
Fall 2015				0.1%	2.3%	2.6%	12.6%	14.3%	22.6%	24.3%	24.5%	29.1%	29.2%	23.0%	7.3%	5.1%	1.0%	0.3%	0.5%	1.2%
Fall 2016				0.1%	3.0%	2.1%	12.4%	13.2%	20.4%	25.0%	22.3%	26.4%	29.9%	25.0%	9.8%	6.1%	1.5%	1.3%	0.6%	0.8%
Fall 2017		0.1%	0.1%	0.3%	2.6%	2.1%	14.7%	10.1%	21.1%	20.3%	22.7%	27.5%	26.8%	30.0%	10.4%	7.8%	1.3%	0.7%	0.2%	1.1%
Fall 2018				0.1%	1.6%	2.8%	13.3%	10.2%	23.5%	19.0%	21.2%	27.2%	29.2%	29.5%	10.5%	8.8%	0.8%	1.2%		1.2%

Number of FYS and Non-FYS first-time, degree-seeking students by ACT range												
ACT Score Ranges												
Cohort	06-11		12-17		18-23		24-29		30-36		Unknown	
	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS
Fall 2012	2	1	266	148	655	470	344	241	75	35	7	154
Fall 2013	1	1	179	126	537	472	321	278	75	40	46	126
Fall 2014		1	201	172	503	600	288	390	58	59	6	98
Fall 2015		2	164	229	427	627	298	404	71	93	8	81
Fall 2016		1	165	235	315	677	213	462	75	87	7	54
Fall 2017			179	196	371	581	224	442	68	77	8	58
Fall 2018		1	155	202	256	508	173	406	42	55	8	55

Percentage of FYS and Non-FYS first-time, degree-seeking students by ACT range													
ACT Score Ranges													
Cohort	06-11		12-17		18-23		24-29		30-36		Unknown		
	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	
Fall 2012	0.1%	0.1%	19.7%	14.1%	48.6%	44.8%	25.5%	23.0%	5.6%	3.3%	0.5%	14.7%	
Fall 2013	0.1%	0.1%	15.4%	12.1%	46.3%	45.3%	27.7%	26.7%	6.5%	3.8%	4.0%	12.1%	
Fall 2014		0.1%	19.0%	13.0%	47.6%	45.5%	27.3%	29.5%	5.5%	4.5%	0.6%	7.4%	
Fall 2015		0.1%	16.9%	15.9%	44.1%	43.7%	30.8%	28.1%	7.3%	6.5%	0.8%	5.6%	
Fall 2016		0.1%	21.3%	15.5%	40.6%	44.7%	27.5%	30.5%	9.7%	5.7%	0.9%	3.6%	
Fall 2017			21.1%	14.5%	43.6%	42.9%	26.4%	32.6%	8.0%	5.7%	0.9%	4.3%	
Fall 2018		0.1%	24.4%	16.5%	40.4%	41.4%	27.3%	33.1%	6.6%	4.5%	1.3%	4.5%	

Number of FYS and Non-FYS first-time, degree-seeking students by prior credits												
Prior Credits Earned												
Cohort	0		1-14		15-29		30-44		45-59		60+	
	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS
Fall 2012	969	733	273	207	82	59	20	23	5	11		16
Fall 2013	790	711	252	195	82	81	31	39	4	8		9
Fall 2014	728	865	210	283	94	111	19	34	4	16	1	11
Fall 2015	568	908	259	313	112	135	21	38	8	18		24
Fall 2016	452	915	171	348	103	168	36	53	12	17	1	15
Fall 2017	435	673	225	356	126	207	51	72	9	28	4	18
Fall 2018	346	571	168	361	70	181	32	77	13	17	5	20

Percentage of FYS and Non-FYS first-time, degree-seeking students by prior credits													
Prior Credits Earned													
Cohort	0		1-14		15-29		30-44		45-59		60+		
	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	FYS	Non-FYS	
Fall 2012	71.8%	69.9%	20.2%	19.7%	6.1%	5.6%	1.5%	2.2%	0.4%	1.1%		1.5%	
Fall 2013	68.2%	68.2%	21.7%	18.7%	7.1%	7.8%	2.7%	3.7%	0.4%	0.8%		0.9%	
Fall 2014	68.9%	65.5%	19.9%	21.4%	8.9%	8.4%	1.8%	2.6%	0.4%	1.2%	0.1%	0.8%	
Fall 2015	58.7%	63.2%	26.8%	21.8%	11.6%	9.4%	2.2%	2.7%	0.8%	1.3%		1.7%	
Fall 2016	58.3%	60.4%	22.1%	23.0%	13.3%	11.1%	4.7%	3.5%	1.6%	1.1%	0.1%	1.0%	
Fall 2017	51.2%	49.7%	26.5%	26.3%	14.8%	15.3%	6.0%	5.3%	1.1%	2.1%	0.5%	1.3%	
Fall 2018	54.6%	46.5%	26.5%	29.4%	11.0%	14.8%	5.0%	6.3%	2.1%	1.4%	0.8%	0.4%	

Persistence (Fall to Spring) by FYS and Non-FYS Students		
Cohort	FYS	Non-FYS
Fall 2012	87.4%	83.2%
Fall 2013	90.4%	84.5%
Fall 2014	87.4%	84.5%
Fall 2015	87.8%	84.3%
Fall 2016	87.7%	84.2%
Fall 2017	82.9%	82.9%

Persistence (Fall to Spring) of FYS students by grade earned			
Cohort	P	U/XU/NU	W
Fall 2012	92.6%	66.1%	67.0%
Fall 2013	94.8%	69.1%	70.1%
Fall 2014	92.9%	57.9%	70.6%
Fall 2015	94.0%	60.2%	52.3%
Fall 2016	95.6%	55.7%	46.7%
Fall 2017	90.3%	58.0%	32.3%

Retention (Fall to Fall) by FYS and Non-FYS Students		
Cohort	FYS	Non-FYS
Fall 2012	62.3%	58.6%
Fall 2013	68.3%	62.6%
Fall 2014	68.7%	65.2%
Fall 2015	68.5%	62.3%
Fall 2016	65.9%	61.1%
Fall 2017	62.6%	63.5%

Retention (Fall to Fall) of FYS students by grade earned			
Cohort	P	U/XU/NU	W
Fall 2012	71.4%	19.8%	36.3%
Fall 2013	76.4%	23.6%	39.0%
Fall 2014	76.7%	25.5%	44.1%
Fall 2015	77.0%	26.0%	31.8%
Fall 2016	77.0%	14.8%	30.0%
Fall 2017	73.6%	19.6%	12.9%

Average overall GPA of FYS and non-FYS students		
Cohort	FYS	Non-FYS
Fall 2012	2.38	2.25
Fall 2013	2.47	2.39
Fall 2014	2.45	2.43
Fall 2015	2.55	2.38
Fall 2016	2.57	2.46
Fall 2017	2.52	2.58

Average overall GPA of FYS students by grade earned			
Cohort	P	U/XU/NU	W
Fall 2012	2.66	0.86	1.94
Fall 2013	2.71	0.86	1.93
Fall 2014	2.73	0.84	1.82
Fall 2015	2.84	0.81	1.84
Fall 2016	2.88	0.96	1.94
Fall 2017	2.87	0.89	1.92

Fall 2018	78.4%	83.0%	Fall 2018	85.30%	51.2%	51.7%
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Fall 2018	Fall 2018
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Fall 2018	2.50	2.47	Fall 2018	2.79	0.94	1.89
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