

Profile Appendix: Student Outcomes

The reports that follow present data for subpopulations defined by (1) race/ethnicity, (2) gender, (3) Pell eligibility and (4) first generation status. This is aligned with the Northwest Commission on Colleges and Universities (NWCCU) accreditation standards that recommend the disaggregation of student achievement data to identify and "close barriers to academic excellence and success (equity gaps)."
<https://nwccu.org/accreditation/standards-policies/standards/standard 1.D.2>

Representation of Subpopulation Among UG Students in DEPARTMENT with Institutional Comparisons

The base population includes any student with a declared major in the department over the course of the academic year (Fall through Spring). Based on an unduplicated student count, what percent of those students are within the specified subpopulation?

Questions to ask

- (1) How is representation changing in the department over time?
- (2) How does the department compare to the School/College? to the institution overall?
- (3) If there are differences, why might that be?

source: Registrar's Office census datasets, inclusive of all students enrolled on or after day 1 of each term

Retention to and/or Graduation by Following Fall in DEPARTMENT for UG Students, by Subpopulation

Of the base population (defined at left), what percent were either (1) retained in a departmental major in the subsequent Fall term or (2) graduated with a degree from the department before or during the subsequent Fall term?

School/College/Division outcomes are measured as retention/graduation in the same School/College/Division.

Institutional outcomes are measured as retention/graduation within the institution overall.

This differs from the standard institutional outcome measures. Retention and graduation rates are usually calculated for a group of new students matriculating from high school at the beginning of a new academic year, and enrolling full-time in their first Fall term; rates are measured and calculated at the beginning of Fall term. This retention/graduation outcome differs in that:

The base population is **inclusive of all undergraduate students**, regardless of class standing and including both transfer students and those matriculating in winter or spring term.

Students are not assigned to a cohort based on when they matriculate or when they declare the major. Each year's majors are assessed for outcomes in the next Fall term.

Students are considered as retained/graduated if they are enrolled in Fall term (per census definitions); **or have been awarded a degree by the end of Fall term.**

Questions to ask

- (1) Are there differences in retention/graduation outcomes across subpopulations?
- (2) How do these compare with the School/College? with the institution overall?
- (3) What variables might be affecting the department's outcomes, or differences/changes in outcomes?

source: Registrar's Office census datasets, inclusive of all students enrolled on or after day 1 of each term

Percent D/F/N/W Grade in UG Courses in DEPARTMENT by Subpopulation

The underlying dataset includes all transcribed UG course records in each academic year (Fall through Summer).

The number (N=###) is the number of transcribed UG course records for that subpopulation in that academic year.

The percent (##.##%) is the proportion of those transcribed grades that were D, F, N or W.

Questions to ask

- (1) Are there differences in grade outcomes across subpopulations?
- (2) What variables might be contributing to these differences?
- (3) How might enrollment by department majors vs. non-majors impact outcomes?
- (4) Given that all courses are included in the analysis, what refinements might be necessary for the data to be more meaningful within your department?

source: Integrated Data and Reporting (IDR) data warehouse

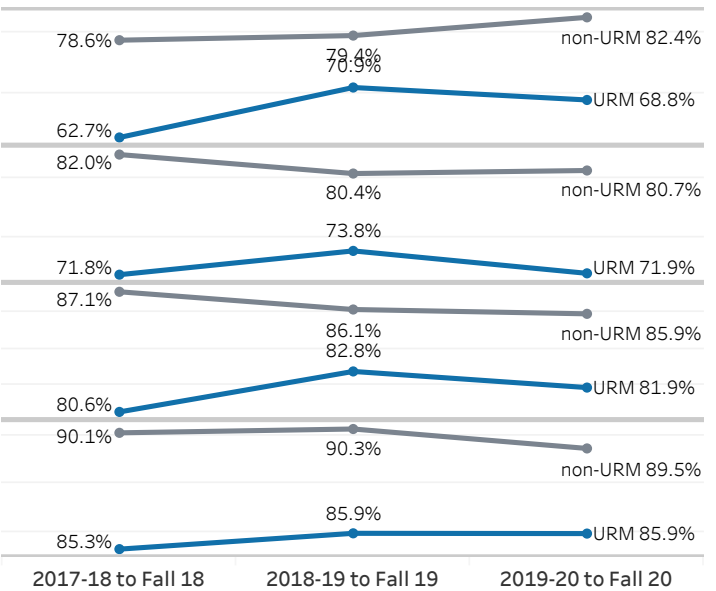
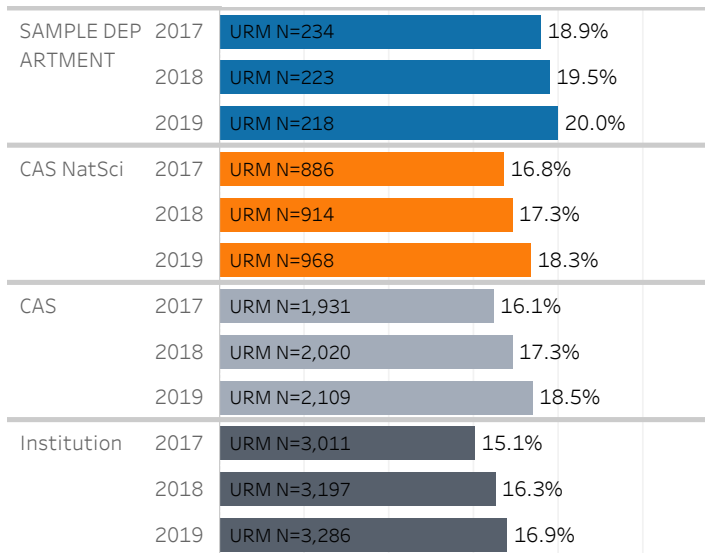
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Profile Appendix: Student Outcomes

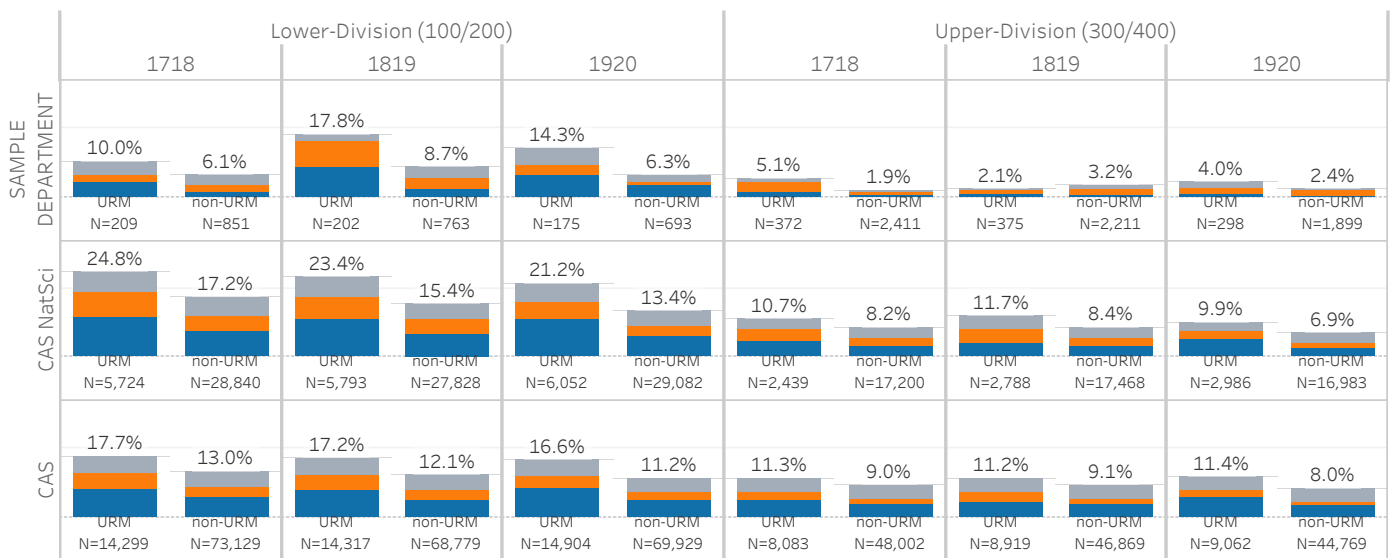
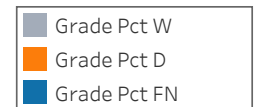
by Underrepresented Minority (URM*) Status

Representation of URM* Students
Among UG Students in
SAMPLE DEPARTMENT
with Institutional Comparisons

Retention to and/or Graduation by Following Fall
in SAMPLE DEPARTMENT
for UG Students, by URM* Status
with Institutional Comparisons



Percent D/F/N/W Grade in UG Courses in SAMPLE DEPARTMENT
by Underrepresented Minority* status
with Institutional Comparisons



* Underrepresented Minorities (URM) are defined as domestic students self-identifying as Black/African American, Hispanic/Latino, Native American/Alaska Native or Native Hawaiian/Pacific Islander for federal reporting purposes. The "non-URM" category is inclusive of all other students including Asian, White, Two or More Races, International, and Unknown.

Please note that:

- (a) The Two or More Races category includes some students who self-identify as one (or more) of the underrepresented minority races.
- (b) There are other racial/ethnic groups that have historically been underserved and/or underrepresented in higher education.

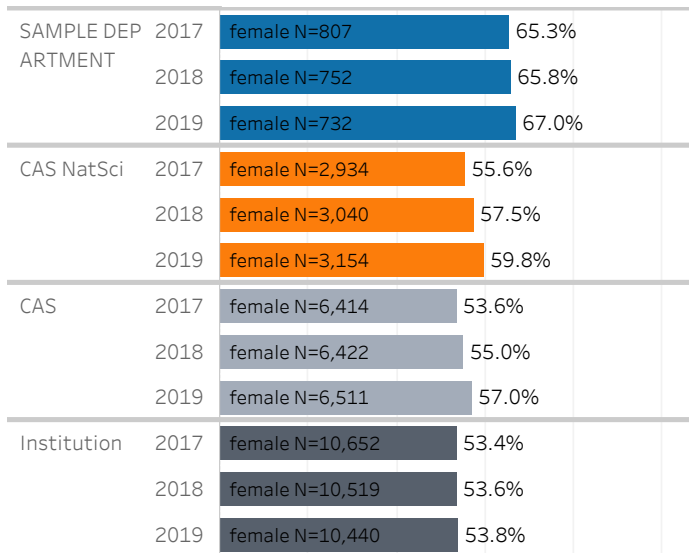
Our definitions are continuing to evolve as we consider a diversity of perspectives, and as our institutional data sources are expanded and refined.

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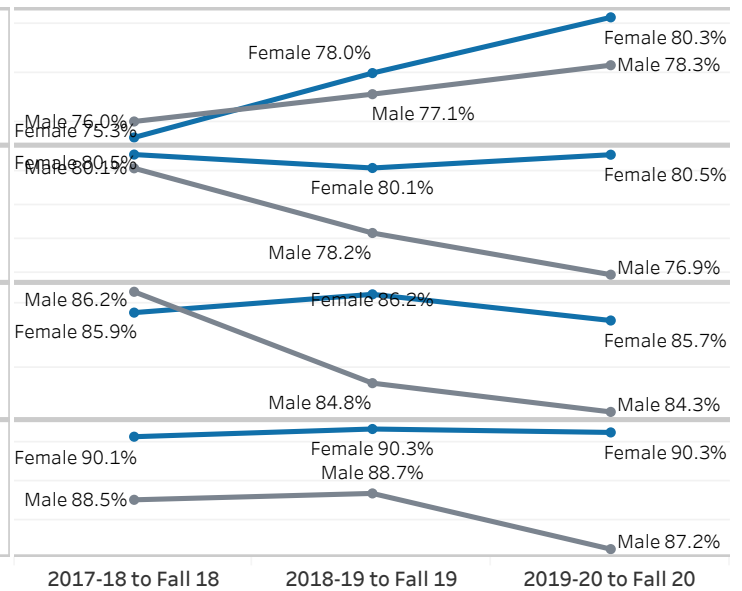
Profile Appendix: Student Outcomes

by Gender

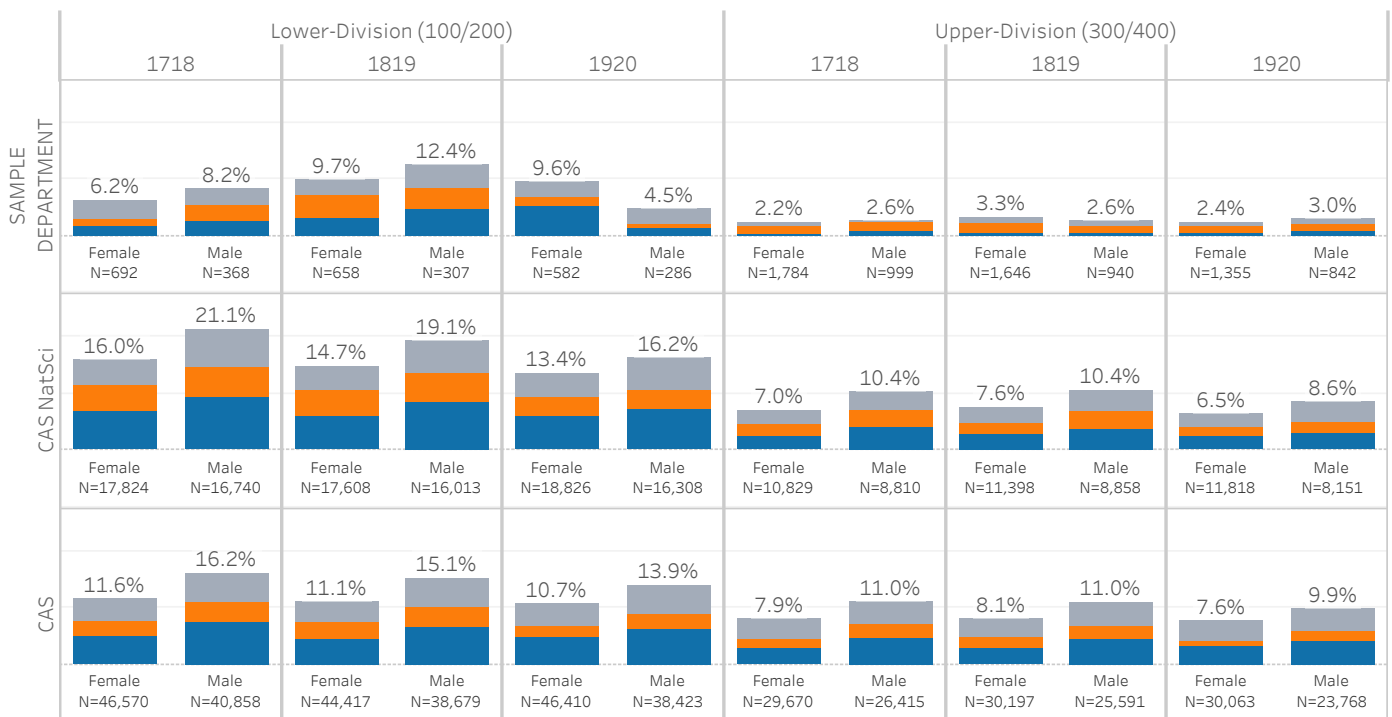
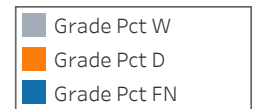
Representation of Female Students Among UG Students in SAMPLE DEPARTMENT with Institutional Comparisons



Retention to and/or Graduation by Following Fall in SAMPLE DEPARTMENT for UG Students, by Gender with Institutional Comparisons



Percent D/F/N/W Grade in UG Courses in SAMPLE DEPARTMENT by Gender with Institutional Comparisons



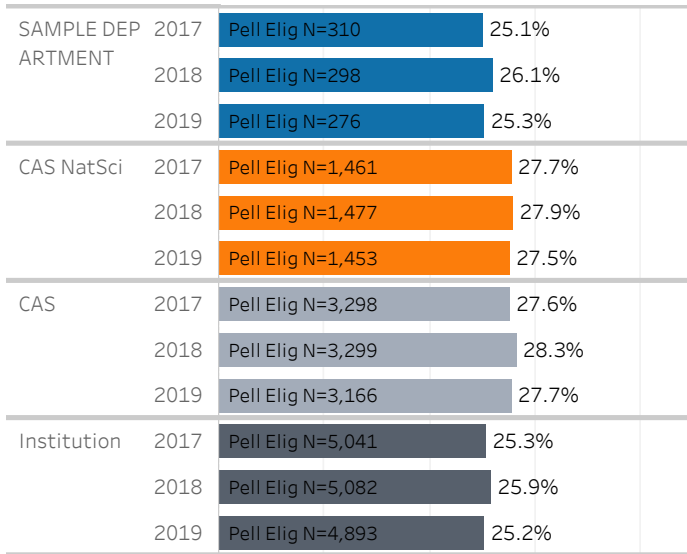
Female is defined based on information provided by the student on their admissions application.

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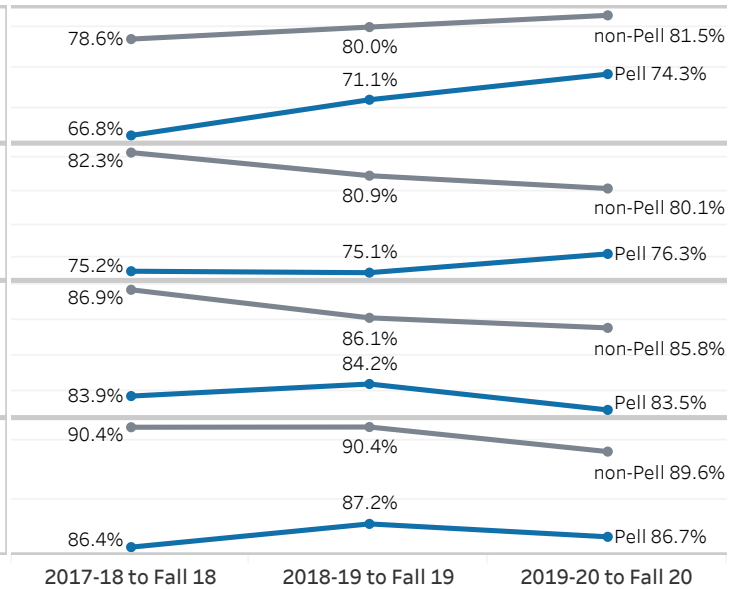
Profile Appendix: Student Outcomes

by Pell Eligible Status

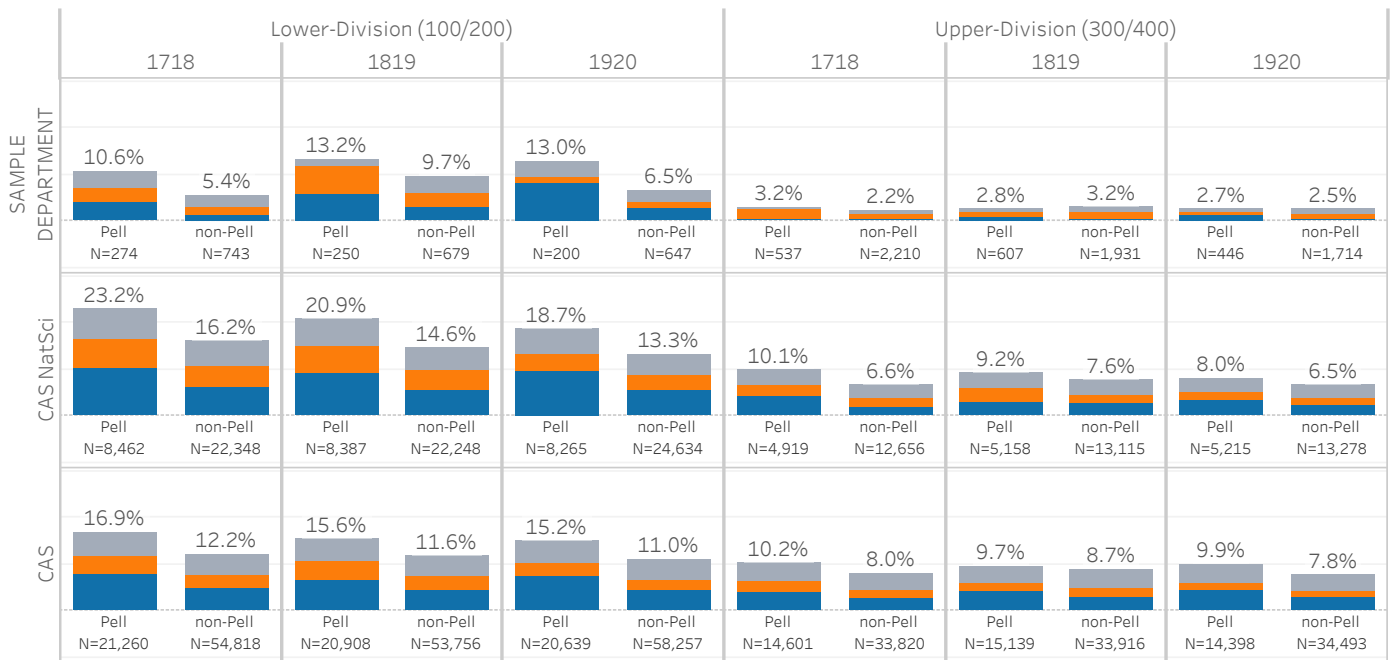
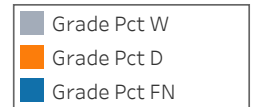
Representation of Pell-Eligible Students Among UG Students in SAMPLE DEPARTMENT with Institutional Comparisons



Retention to and/or Graduation by Following Fall in SAMPLE DEPARTMENT for UG Students, by Pell Status with Institutional Comparisons



Percent D/F/N/W Grade in UG Courses in SAMPLE DEPARTMENT by Pell-Eligible Status with Institutional Comparisons



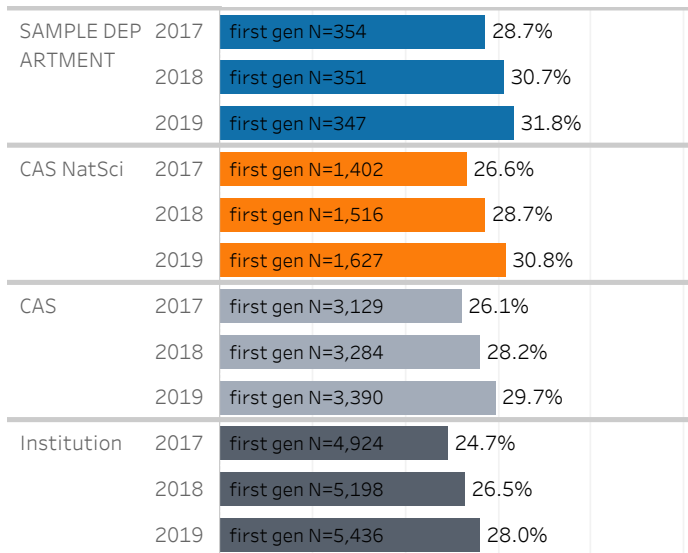
Pell Eligible is defined as students offered Pell Grant financial aid in the year in which the student had the declared major. The "non-Pell" category is inclusive of all other students, including those who did not complete the Federal Application for Financial Aid (FAFSA). Note that international students are not eligible for federal financial aid.

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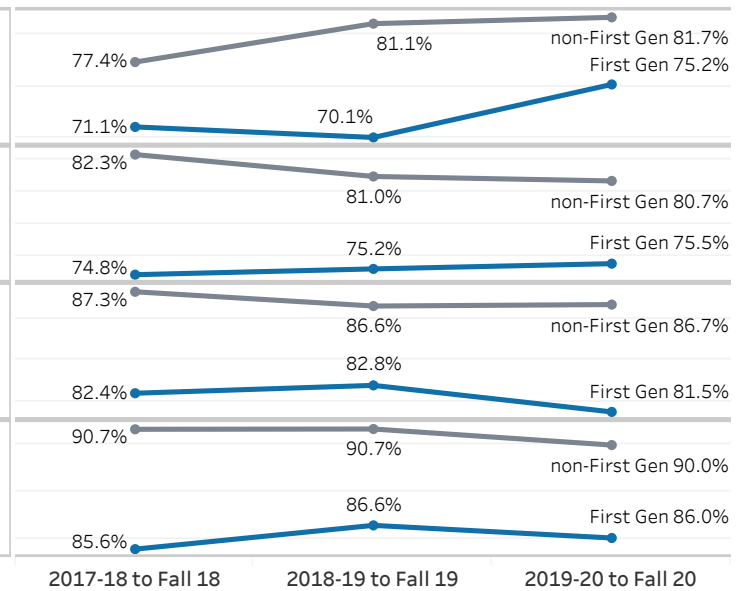
Profile Appendix: Student Outcomes

by First Generation Status

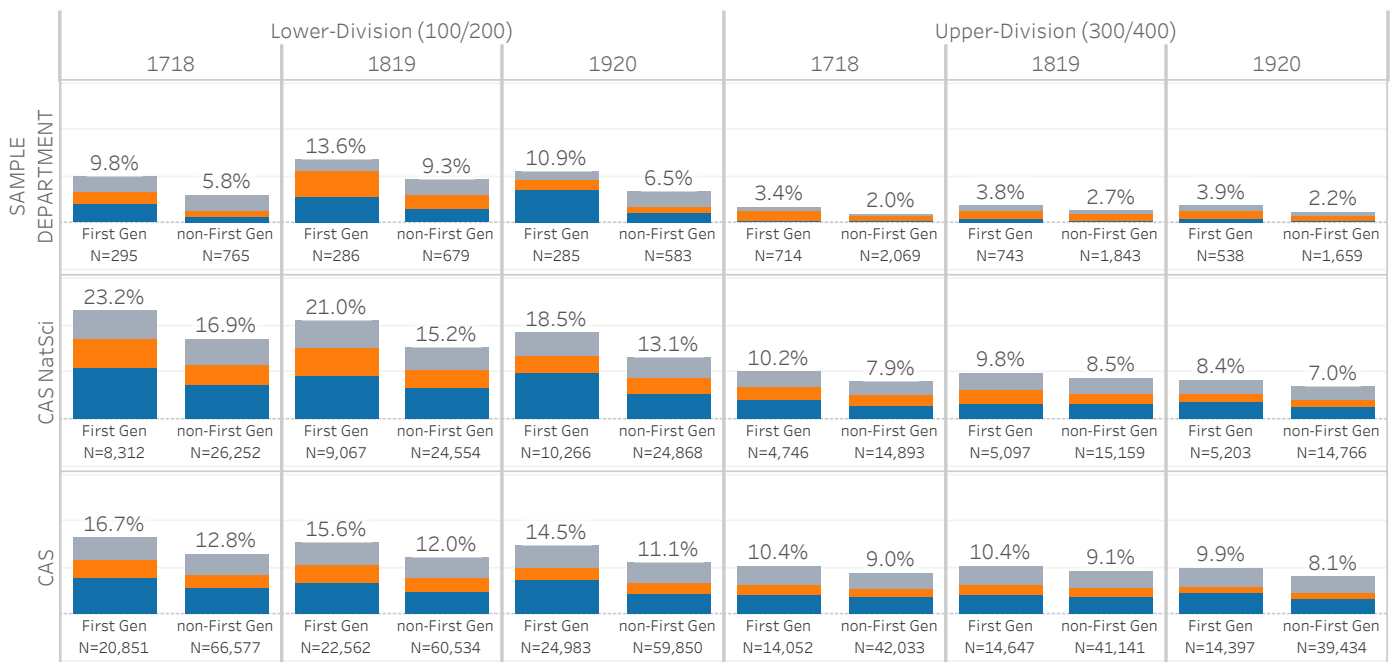
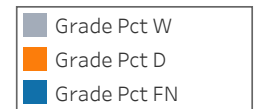
Representation of First Generation Students Among UG Students in SAMPLE DEPARTMENT with Institutional Comparisons



Retention to and/or Graduation by Following Fall in SAMPLE DEPARTMENT for UG Students, by First Generation Status with Institutional Comparisons



Percent D/F/N/W Grade in UG Courses in SAMPLE DEPARTMENT by First Generation status with Institutional Comparisons



First Generation is based on information provided by the student on their admissions application, and includes students for whom neither parent has earned a bachelors or graduate-level degree. Note that the admissions application for international students does not ask about parents' education attainment.

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