

Academy for Student Persistence and Completion Data Sources

Section 1: Academy Application and Materials

- Application Packet for the Academy on Student Persistence and Completion
- Overview from HLC

Section 2: University Retention and/or Graduation

Freshman

- Fall to Spring Retention of New Freshman by College and Major and Academic Status, 5-years: Fall 2009 to Spring 2010, Fall 2010 to Spring 2011, Fall 2011 to Spring 2012, Fall 2012 to Spring 2013, and Fall 2013 to Spring 2014 (Source: IRP)
- Fall to Spring Retention of New Freshman and Undergraduates by Ethnicity, 5 year (Source: IRP)
- Retention and Graduation Rates of New Full-Time Freshmen by Sex, Fall 2006-Fall 2012 (Source: IRP, Fact Book Table 35)
- Retention and Graduation Rates of New Full-Time Freshmen by Ethnicity, Fall 2006-Fall 2012 (Source: IRP, Fact Book Table 36)
- Retention of New Full-Time Freshmen by Race/Ethnicity and Sex, Fall 2012 to Fall 2013 (Source: IRP, Fact Book Table 37)
- Total New Freshmen Fall to Fall Retention by Major, Fall 2012 to Fall 2013 (Source: IRP, Fact Book Table 38)
- New Freshman Fall to Fall Retention by ACT and High School GPA, Fall 2012 to Fall 2013 (Source: IRP)
- New Freshman Retention by ACT and Financial Aid (Source: IRP)
- Fall 2012 Retention by Expected Family Contribution and ACT (Source: Andy Borst)
- New Freshman 10-year Profile by Admission Type, Fall 2004 to Fall 2013 (Source: IRP)
- Graduation Rates of New Full-Time Freshmen by Admission Type, Fall 2005-Fall 2009 (Source: IRP, Fact Book Table 39)
- Retention and Graduation of New Full-Time Freshman with MAP Grants, Fall 2001 through Fall 2012 (Source: IRP)
- Retention and Graduation of New Full-Time Freshman with Pell Grants, Fall 2001 through Fall 2012 (Source: IRP)
- Undergraduate Retention by Class, Fall 2011 to Fall 2012 and Fall 2012 to Fall 2013 (Source: IRP)

Transfer

- Retention and Graduation Rates of New Full-Time Transfers by Sex, Fall 2006-2012 (Source: IRP, Fact Book Table 40)

- Retention and Graduation Rates of New Full-Time Transfers by Ethnicity, Fall 2006-Fall 2012 (Source: IRP, Fact Book Table 41)
- Retention of New Full-Time Transfers by Class, Fall 2006-2012 (Source: IRP, Fact Book Table 42)
- Retention and Graduation Rates of Total New Transfers by Associates/Non-Associates Degree 2003-2012 (Source: IRP, Fact Book Table 43)

Graduate

- Fall to Fall Retention and Graduation of New Full-Time Graduate Students by Major – Fall 2008 to Fall 2009, (Source: IRP)
- Fall to Fall Retention and Graduation of New Full-Time Graduate Students by Major – Fall 2009 to Fall 2010, (Source: IRP)
- Fall to Fall Retention and Graduation of New Full-Time Graduate Students by Major – Fall 2010 to Fall 2011, (Source: IRP)
- Fall to Fall Retention and Graduation of New Part-Time Graduate Students by Major – Fall 2008 to Fall 2009, (Source: IRP)
- Fall to Fall Retention and Graduation of New Part-Time Graduate Students by Major – Fall 2009 to Fall 2010, (Source: IRP)
- Fall to Fall Retention and Graduation of New Part-Time Graduate Students by Major – Fall 2010 to Fall 2011, (Source: IRP)
- Retention and Graduation Rates of New Graduate Students by Ethnicity, Fall 2006-2012 (Source: IRP)

Misc. Graduation Resources:

- Undergraduate and Graduate Degrees Conferred by Degree Program, Race/Ethnicity and Sex, FY2013 (Source: IRP, Fact Book Table 29)
- Average Years to Graduate for Students Entering as New Freshmen and New Graduate Students (Source: IRP, Fact Book Table 44)
- Graduation Rate Report for the National Collegiate Athletic Association (NCAA), 2004-2006 Cohort (Source: IRP)
- 6 Year Graduation Rate by Illinois State Competitors, 2008-2012 (Source: IRP)

Other:

- Western Illinois University Retention Task Force Recommendations Update March 7, 2011 (Source: Ron Williams)
- Western Illinois University Retention Task Force Recommendations March 29, 2012 (Source: Ron Williams)

Section 3: Retention/Graduation – FYE

- College Student Inventory (Form B) Summary and Planning Report for Western Illinois University (Source: Sara Lytle)
- UNIV 100 Student Survey Preliminary Results, Fall 2013 (Source: Nancy Parsons)
- 2013 FYE Report – Residence Halls (Source: Sara Lytle)
- 2013 FYE Session Outline – Residence Halls (Source: Sara Lytle)
- Notes from Faculty Focus Group, December 2013 (Source: Katrina Daytner)
- FYE Advisor Survey 2012 Results (Source: Katrina Daytner)
- Summary of FYE Survey Results, January 15, 2012 (Source: Katrina Daytner)
- FYE Faculty Focus Group, January 19, 2012 (Source: Katrina Daytner)
- FYE Faculty Focus Group, January 20, 2012 (Source: Katrina Daytner)
- Fall 2011 FYE Faculty Survey Results (Source: Katrina Daytner)
- Fall 2011 FYE Peer Mentor Survey Results (Source: Katrina Daytner)
- Fall 2011 FYE Student Survey Results (Source: Katrina Daytner)
- Comparing Academic Outcomes Before and After the Institution of FYE at WIU (Source: David J. Lane and Russell Morgan, Committee on FYE Classes, August 2011)
- 2005 Self Study Faculty Data
- 2005 Self Study Student Data

Section 4: Retention/Graduation – Linkages

- Linkages Program Brochure
- Applications, Acceptances, and Enrollments of New Linkage Undergraduate Students by Sex, Fall 2009 to 2013 - Quad Cities Campus (Source: Lindsay Fender)
- New QC Linkage Class Profile, Fall 2009 (Source: Lindsay Fender)
- New QC Linkage Class Profile, Fall 2010 (Source: Lindsay Fender)
- New QC Linkage Class Profile, Fall 2011 (Source: Lindsay Fender)
- New QC Linkage Class Profile, Fall 2012 (Source: Lindsay Fender)
- New QC Linkage Class Profile, Fall 2013 (Source: Lindsay Fender)
- Retention and Graduation Rates of New Linkages by Level, Fall 2009-2012 (Source: Lindsay Fender)

Section 5: Retention/Graduation – Online/Distance Learning

- Summary of the Fall 2009 New Freshmen and Transfer Students Enrolled in Online Courses (Source: IRP)
- Fall 2009 New Freshman and Transfers – Retention and Graduation Rates (Source: IRP)
- Fall 2009 New Freshman and Transfers – Retention and Graduation Rates by Campus (Source: IRP)

- Fall 2009 New Freshman and Transfers – Retention and Graduation Rates by Campus and Major (Source: IRP)

Section 6: Misc. University Resources

- The Western Illinois University Fact Book published by Planning, Budget and Institutional Research (The address for the electronic version is: <http://www.wiu.edu/irp/factbook/>)
- Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report 2013
- National Survey of Student Engagement (NSSE) 2013 Snapshot
- Western Illinois University College Portrait, first-time full-time students starting in Fall 2002 to Fall 2007 (Source: IRP)
- Memo regarding, “Changes to Review Criteria for Undergraduate Admissions” (Source: Andy Borst)
- How the Cost Guarantee Program Impacts Student Enrollment, Retention, and Graduation in a Comprehensive Public University (Source: Jo Kim, Rhonda Kline, Charles Gilbert, Rachel Smith)
- The Missing Link in Student Accountability Reporting: Transfer Student Retention and Graduation Rates (Source: Dixie Castlebury, Rhonda Kline, and Joe Rives)
- Predicting Academic Performance and Retention in College Using High School GPA and ACT Score by Admission Type (Regular Admission vs. Special Admission), (Source: Rhonda Kline, presentation at the AIR conference, 2009)
- Enrollment and Success in Remedial Education, 2009 (Source: IRP)
- Results for the Student Advising Survey 2013 (Source: Michelle Yager)
- Sample of the College of Business and Technology Advising Evaluation Form: Spring 2014 – Week 1” (Source: Chris Ramsey)



Application Submission

An interested institution should submit its application to Academy@hlcommission.org (paper applications are not accepted). Applications should:

**Academy Application
2013-14 and 2014-15**

WESTERN ILLINOIS UNIVERSITY	MACOMB, IL	AUGUST 21, 2013
Name of Institution	City, State	Application Date

Preferred Point of Entry to the Academy

Please choose 3 possible dates, with at least one date in 2014 and one date in 2015

- (1) March 12-14, 2014 (required Information and Planning Workshop event December 12-13, 2013)
- (2) June 18-20, 2014 (required Information and Planning Workshop event March 17-18, 2014)
October 2014 (required Information and Planning Workshop event July 2014; dates TBD)
- (3) February 2015 (required Information and Planning Workshop event November 2014; dates TBD)
June 2015 (required Information and Planning Workshop event March 2015; dates TBD)
November 2015 (required Information and Planning Workshop event August 2015; dates TBD)

Note: The Commission determines Academy entry point based on the selection process, which includes the process of constructing cohorts based on needs, goals, institutional types, mission, size, and other factors.

Cohort Groups in the Academy

Institutions will join the Academy in cohorts of 16-20 institutions. Within these cohorts, the Commission plans to group institutions by general type, by Academy Track (A or B), and if possible, by size. Some institutions have indicated that they'd like to participate based on the student group that is the focus of the work. Other institutions have indicated that they wish to join in conjunction with one or more institution(s) and to work collaboratively with these institutions on the shared issues while in the Academy. **In these cases, the institution should contact Amber Holloway, aholloway@hlcommission.org, for specific directions on applying for participation in the Academy.**

Purpose for Academy Participation

Institutions in the PEAQ, AQIP, Standard, and Open Pathways may join the Academy at any time for their own benefit as long as they are eligible. For institutions on the Open Pathway, the Academy may serve as the Quality Initiative if engaged at the appropriate time in the accreditation cycle. For institutions in AQIP, the Academy may serve as one or more action projects.

Check the applicable purpose below.

- Open Pathway Quality Initiative (Institutions must begin participation no later than June of Year 5 and complete no later than June of Year 9. Institutions may join in Year 4 at the completion of their Year 4 review and decision process, if applicable.)
- AQIP Action Project(s)
- Other institutional purposes (Institutions on the PEAQ, AQIP, Open, and Standard Pathways may join the Academy at any time for their own benefit.)

Application Questions

The institution should provide its responses to the following questions in no more than eight pages at ten-point type.

Recent Efforts

1. Provide a brief overview of your recent efforts to improve student persistence and completion. Include the groups and individuals that have been involved in these efforts.

Recent efforts to improve retention and graduation rates include revising the First Year Experience program in Macomb, initiating a dual enrollment (Linkages) program with regional community colleges in the Quad Cities, and completing a 2010 Special Emphasis on Strengthening Distance Education as part of Western Illinois University's *Self-Study for Re-Accreditation from the Higher Learning Commission-North Central Association of Colleges and Schools*.

Western Illinois University-Macomb is a residential campus that serves over 10,000 students in a rural community. The First Year Experience (FYE) program was designed as a comprehensive approach to ensure first year students make a successful transition to college.

The FYE begins with the mandatory one and a half day Summer Orientation and Registration (SOAR) program. Students attend academic sessions with faculty, participate in math and English placement exercises, meet with academic advisors, register for fall classes, learn about campus resources and services, receive their student ID card, experience the residential environment, and interact with other students. Family and guests become familiar with academic and advising processes, attend family orientation sessions, learn how to adjust to common transition issues faced by students and families, gather information about campus resources and services, meet other family members, and share common experiences

Freshmen take two FYE courses during their first semester--UNIV 100 (a college transition seminar) and a "Y" section of a general education or pre-professional course. These special courses are limited to freshmen only and offer small class sizes of approximately 22 students. All First Year students live together in designated first year residence halls and all new freshmen participate in the Building Connections mentoring program that pairs each student with a faculty or staff mentor.

Western Illinois University-Quad Cities (WIU-QC) is located in Moline Illinois, serving over 1,400 students in an urban area of over 400,000 residents. WIU-QC began implementing a dual enrollment (Linkages) program with local community colleges (Black Hawk College, Eastern Iowa Community Colleges, and Sauk Valley Community College) in 2011. The program allows students to enroll at Western and the partner community college at the same time beginning the freshman year, provided the student meets WIU admissions and continuation standards .

The program was designed to advance priorities and goals in WIU's *Higher Values in Higher Education* and the Illinois Board of Higher Education's (the State's coordinating board for higher education) Illinois Public Agenda strategic plans. This includes:

- *Reducing College Costs.* WIU's four-year Cost Guarantee ensures that students do not receive tuition, fee, and housing increases after the time of admission for four years provided the student maintains continuous fall/spring enrollment. Linkages students can save up to 25% of their college costs and for students on financial aid, there is no unmet need.
- *Decreasing Time-to-Degree.* Community colleges do not require advisement in all programs. Students were transferring to WIU with more credit hours than required for the baccalaureate degree. WIU-QC requires mandatory advisement to reinforce the importance of timely degree planning and completion. There is demonstrated need for tighter integration between the community colleges and WIU-QC.
- *Increasing Educational Attainment Levels.* Rock Island County (the host county of WIU-QC) has the fourth highest percentage of Associates degree recipients of 103 Illinois counties, but the fourth lowest percentage of baccalaureate degree recipients. There is demonstrated need for tighter integration between the community colleges and WIU-QC.

- *Implementing Best Practices.* The Illinois Board of Higher Education and the Illinois Student Assistance Commission practice supported WIU's Linkages proposal as an innovative best practice. The literature in higher education shows that retention rates can increase by as much as 25% in dual enrollment programs.

Linkages program enrollment increased by 477 percent, from 26 students in fall 2011 to 150 students in fall 2013. The program is entering its third year and to promote continuous process improvement, transparency, accountability, and to inform assessment of student learning occurring within departments and schools, it is time to engage in program evaluation.

Western has Illinois' first and largest extension (off-campus) program. WIU offers on-line degree programs in Master's in business administration, master's instructional technology, bachelor's in General Studies, M.S. Ed. in Elementary Education, and RN to BSN completion (2011). Western also uses distance education (on-line and two-way, audio video connections) to ensure that all 42 academic programs at WIU-QC can be completed on-site and/or supplemented by distance education to increase educational access and achievements of place bound residents.

WIU codes student enrollment by campus and where the student receives the majority of credit hours (on- or off-campus). The latter includes distance education, which is a growing market segment. The number of off-campus students in Macomb increased 5.9% in the last four years, from 779 in fall 2009 to 825 in fall 2012. Likewise, the number of off-campus students in the Quad Cities increased by 184%, from 61 to 173 during this time.

Providing distance education advances institutional and statewide priorities of increasing educational access to place bound residents. Evaluating factors effecting and influencing off-campus retention will lead to programmatic modifications and continuous process improvements that were commitments in WIU's Strengthening Distance Education Special Emphasis.

2. List the data sets you have related to persistence, retention, and completion and how you have used the data to determine ways to improve persistence and completion. Please be specific and relate your data to student types/groups.

Western Illinois University has a comprehensive "cradle to grave" Student Information System enabling cohort and longitudinal data analyses. Information keyed by University Identification Number includes application, acceptance, enrollment, graduation, and alumni files. Information is available on student preparation (e.g., ACT, high school rank), demographics, and academic progression. Course information files linked to student information files produce analyses of academic performance. Issues of retention and graduation can also be studied by linking financial aid files. Over 75% of WIU University students receive financial assistance (scholarships, grants, loans, and/or student employment).

WIU has several years of National Survey of Student Engagement and National Clearinghouse data, and the Office of Institutional Research and Planning (IRP) administers alumni surveys one, five, and nine years after graduation on a rotational basis. IRP produces an annual Fact Book (wiu.edu/IRP/factbook.php) on descriptive measures of Western Illinois University students, faculty, and staff. Persistence, graduation, and time-to-degree data are displayed for total cohorts and selected populations (e.g., by race, gender, or major).

IRP also produces an Academic Performance Measures (www.wiu.edu/IRP/academic_productivity/index.php) that are used at the Provost's annual summer retreat and include five-year trends in enrollment, credit hours, retention and graduation rates, degrees conferred, number of courses offered, and external funding by college and department/school to monitor and evaluate quality and empirically inform academic and institutional planning.

The availability of data promotes a culture of empirical decision-making. For example :

- Program faculty in General Education and all undergraduate and graduate programs are responsible for defining intended student learning outcomes, collecting assessment data, analyzing findings, and reporting results, achievements and process improvements (current or planned)

annually to the Provost's Office for review and response. The Student Learning Assessment Committee, Assessment Facilitator, Associate Provost for Undergraduate and Graduate Studies, and data provided by IRP supports departmental assessment efforts.

- All academic programs engage in the program review process to demonstrate academic quality and viability. When a new program is established, it is placed on a state-mandated three-year review cycle. At the time of the three-year review, the program is continued, suspended, or eliminated. If a program is continued, it is placed on an eight-year review cycle, where academic evaluations are made with regard to enrollment, percent of graduates employed in the field, alumni career advancement, graduate/employer satisfaction with the program, retention and graduation rates, time-to-degree, and percent of students involved in faculty research or other projects.
- The President's Leadership Team (President and Vice Presidents) established a First Year Experience Review Team to evaluate program effectiveness first-year retention rates decreased from 73% for the fall 2005 through fall 2009 cohorts of new freshmen to 68% for the fall 2011 cohort of new freshmen. The Review Team consisted of 19 students, faculty, and staff who reviewed institutional data, and campus survey and focus group results. As a result of the Team's work, the FYE was modified for fall 2013. Changes include clarifying program goals, eliminating common reading, requiring a transition and small General Education/pre-professional course, branding the program, and providing residents assistants with campus resource training .

Purposes and Outcomes

3. Explain the issues you want to address while in the Academy and why these issues are significant and relevant at this time.

There are three areas of student retention and graduation (issues) that WIU wishes to address while in the academy. These areas are stated as research questions below with justification for why each of these issues are significant and relevant at this time.

- *Research Question 1: What are empirical reasons for lower retention and graduation rates and have programmatic changes in the First Year Experience helped reverse these trends?* WIU invested significant resources (operating and personnel) to the First Year Experience and is committed to advancing student retention and graduation rates.
- *Research Question 2: How effective is the Linkages Program and are there different results based on categorization of students and community college partners?* WIU implemented new dual enrollment programs three years ago. From an accountability perspective, it is time to evaluate program effectiveness to ensure that students admitted through the program are successful and have access to effective academic and student support services.
- *Research Question 3: What are empirical reasons for off-campus student attrition and how do retention and graduation rates for off-campus students compare to retention rates on-campus students?* WIU makes strong commitments to place bound students through its Extension program and electronic student services. To engage in empirical analyses of off-campus students will provide support continuous process improvement and inform academic program reviews.

4. Describe the student groups that will be the focus of your efforts while in the Academy and why you've chosen these specific groups.

- Research Question 1 will focus on data from the fall 2005 through fall 2013 cohorts of first-time freshmen on the Macomb Campus.
- Research Question 2 will focus on data for Linkages students admitted to Western Illinois University-Quad Cities from fall 2009 to fall 2013.
- Research Question 3: will focus on Extension students from both campuses for the last five years.

5. Explain the specific outcomes you wish to achieve in terms of the issues and student groups you've identified.

The research questions above were specifically chosen to:

- *Advance the culture of informed empirical decision making* by building on past policy analyses and disaggregating the data to further understand trends, recognizing that some process enhancements made be targeted to subpopulations instead of one solution applied to all students.
- *Use data to implement solutions.* Academy participation offers a place for experimentation, innovation, and learning.
- *Build upon Academy experiences to implement other structures and processes.* Two of the three research questions focus on freshmen. While WIU 's freshmen retention rate ranges between 68% and 73%, the University's six-year graduation rate averages around 54%. Additional attrition happens between the sophomore and senior years. WIU will apply analytic strategies and process improvements learned in the Academy to all levels of students, just as we generalized the assessment processes for general education learned in the Commission's Assessment Academy to all undergraduate and graduate programs.

6. Describe potential challenges and issues in implementing the initiative.

The distribution of total state appropriations has changed from 49% general revenue and 51% university income fund (tuition) in Fiscal Year 2009 to 41% general revenue and 59% university income fund in Fiscal Year 2013. With decreasing state support and increasing reliance on tuition income, it is essential that the University understand factors effecting and influencing student retention and that programs achieve optimal effectiveness. This is especially important to an institution where over 75% of students receive financial aid, and more students are experiencing unmet financial need, both in terms of frequency and magnitude.

A challenge in the Academy will be not to rush to solutions. Taking the time to disaggregate data will lead to better understanding of issues and challenges for the population and subpopulations of WIU students. The opportunity to take advantage of the program modification, experimentation, implementation, and continuous process improvement will occur after data analysis.

An opportunity as a result of implementing this initiative is to increase distributed data and use. WIU 's Student Information System is based on a legacy system and requires programming for data analyses. The University has initiated data warehouse projects and Academy participation gives additional priority to sustain this momentum.

Scope and Significance

7. Explain how work on persistence and completion aligns with current academic or strategic priorities.

Question #1 demonstrated how WIU's Academy participation advances the University's strategic plan and Illinois Board of Higher Education's statewide strategic plan for higher education. Question #1 also demonstrated how Academy participation advances WIU's Strengthening Distance Education Special Emphasis.

8. Explain your goals for participating in the Academy and the intended impact on the institution as a whole.

WIU's goals for Academy participation and the intended institutional impacts are to implement empirically based actionable items that:

- Advance institutional and statewide strategic planning goals. Question #1 explains how Academy participation relates to reducing college costs, decreasing time-to-degree, increasing educational attainment levels, and implementing best practices.

- Understand reasons for decreasing freshmen retention rates on the Macomb Campus, evaluate the effectiveness of the Linkages Program on the Quad Cities Campus, and to better understand persistence and retention of off-campus students. Questions #3 and 4 provide additional details.
- Expand the culture of informed empirical decision-making, use data to implement solutions, and build upon Academy experiences to implement/adjust processes and structures supporting sophomore through senior retention. Question #5 provides additional detail.
- Support WIU's Strengthening Distance Education Special Emphasis. Questions #1 and #7 provide additional detail.
- Provide evidence for the University's 2020-2021 accreditation visit.
 - By engaging partner community colleges in the evaluation of Linkages, WIU will engage external constituencies and respond to their needs (Core Component 103). Student retention and graduation rates are shared interests and bases for Linkages agreements.
 - By better understanding the population and subpopulations of students and infusing this knowledge into training, student service staff will be supported in their professional development (Core Component 3C6).
 - By implementing new initiatives and engaging in continuous process improvements, WIU will provide evidence that student support services are suited to the needs of student populations (Core Component 301).
 - By successfully following Academy design, WIU will have evidence that it collects and analyzes information on student retention, (Core Component 4C2), uses this information to make improvements (Core Component 4C3), and works systematically to improve performance (Core Components 5C1 and 5C2).
 - By providing data to help inform program review and consolidated annual reports, WIU will be able to show it links processes for assessment of student learning, evaluation of operations, planning, and budgeting (Core Component 5C2).

Commitment and Capacity

9. Describe the level of internal support from faculty, staff, and administrators for Academy participation and your planned work on persistence and completion.

Internal support for Academy participation began with the President and Vice Presidents agreeing on the importance of this initiative and sharing this application with the campus community through a Western Illinois University Board of Trustees item.

Campus support for increased enrollment, retention, and graduation rates and decreased student time-to-degree are mutually agreed upon priorities in the University's *2010 Self-Study for Re-Accreditation to the Higher Learning Commission, Higher Values in Higher Education Strategic Plan, and the Long-Term Plan for Western Illinois University*. Each of these institutional planning documents were endorsed by all campus governance groups on both campuses (Civil Service Employees Council, Council of Administrative Personnel, Faculty Senate, Quad Cities Faculty Council, and Student Government Associations-Macomb and Quad Cities) and approved for implementation by the Board of Trustees.

The work plan for Academy participation is detailed in the three research questions in Question #3 and responses to Questions #10 and #11. These plans are subject to modification based on Academy participation.

10. Identify the groups and individuals that will lead or be directly involved in implementing the initiative.

A Steering Team for Academy participation will be responsible for facilitating institutional participation in the Academy. A subset of the Steering Team will also represent WIU at Academy meetings and roundtables. Steering Team membership is:

- Dr. Gary Biller, Vice President, Student Services, Co-Chair
- Dr. Joseph Rives, Vice President, Quad Cities and Planning, Co-Chair
- Dr. Andy Borst, Director, Admissions
- Dr. Richard Carter, Director, Distance Learning, International Studies, and Outreach
- Ms. Lindsay Fender, Assistant to the Vice President, Quad Cities and Planning
- Ms. Rhonda Kline, Director, Institutional Research and Planning
- Dr. Angela Lynn, University Registrar
- Ms. Sara Lytle, Assistant Director, Retention and Student Success
- Dr. Kristi Mindrup, Assistant Vice President, Quad Cities and Planning
- Ms. Brenda Parks, Director, Administrative Information Management Systems
- Dr. Nancy Parsons, Associate Provost
- Dr. Ron Williams, Assistant Vice President, Academic Affairs
- Appointments to be made by the Civil Service Employees Council, Council of Administrative Personnel, Faculty Senate, Quad Cities Faculty Council, and Student Government Associations-Macomb and Quad Cities

11. List the human, financial, technological and other resources that the institution has committed to this initiative.

Members of Administrative Information Management Systems, Institutional Research and Planning, Office of the University Registrar, and Office of the Vice President for Quad Cities and Planning will support analytic work.

Members of the Academy Steering Team will form working groups to address the University's three research questions stated in Question #3. Each of the working groups will have representation for the represented academic departments and administrative units and each of the University's governance groups. Each working group will provide recommendations to the Steering Team who will work closely with the President's Leadership Team (President's and Vice Presidents) to determine next steps and ensure coordination and collaboration with intact structures and processes.

Similar to other university planning activities, the Vice President for Quad Cities and Planning will keep the campus community informed and seek input through monthly Strategic Plan Updates (www.wiu.edu/university_planning/planningupdates.php) and reports to the Western Illinois University Board of Trustees. Requests for new resources and reports on reallocated resources from Academy participation will be presented in annual consolidated reports produced by the vice presidents, areas that report to the president, and departments/units that report to the vice presidents.

Institutional Contact Information

Primary Institutional Contact Person for Academy Participation:

Joseph Rives, Ph.D.
Name

Vice President, Quad Cities and Planning
Position title

Western Illinois University
Institution name

3300 River Drive
Office address

Moline, IL, 61265
City, State, Zip

309-762-8090 309-764-7172 J-Rives@wiu.edu
Office phone(s) and extension(s) Office fax Email address

Name and address to which the Commission should send invoices for Academy participation:

Ms. Chris Brown
Name

Administrative Aide, Office of the Vice President for Quad Cities and Planning
Position title

Western Illinois University
Institution name

3300 River Drive
Office address

Moline, IL, 61265
City, State, Zip

MC-Brown2@wiu.edu
Email address

HLC Academy for Student Persistence and Completion

Before you email your *Academy Application* to academy@hlcommission.org, make certain it has been reviewed and approved by your institution's CEO. See Affirmation page.



Academy Application Affirmation

I affirm that the application emailed to academy@hlcommission.org presents our institution accurately, and that we agree, if admitted, to commit to meaningful and productive participation in the Academy for Student Persistence and Completion.

Jack Thomas

Signature of Institutional CEO

August 21, 2013

Date

Jack Thomas, Ph.D., President

Printed/Typed Name and Title

Western Illinois University

Institution name

1 University Circle

Institution Address

Macomb, IL 61455

Institution City, State, Zip

Include the affirmation in the electronic delivery of the application
or fax it to the Commission, attention Academy: (312) 263-7462.

Academy for Student Persistence and Completion

Persistence and completion have emerged in the last decade as compelling and widespread concerns on many campuses. As the report of the National Commission on Higher Education Attainment makes clear, “college completion must be our priority” as higher education professionals. With the implementation of its new Criteria, the Commission reinforces this priority; student persistence and completion are now explicit accrediting expectations. Just as the Commission has worked with institutions to improve student learning through assessment, both short-term through workshops and long-term through an Academy, the Commission is now launching a second Academy, the **Academy for Student Persistence and Completion**.

This new academy offers HLC accredited institutions a Commission-facilitated program focused on evaluating and improving student persistence and completion. The Academy provides a four-year sequence of flexible events and activities designed to help an institution sort through the unique information about the non-completion of its students and develop appropriate plans and strategies aimed at addressing the specific issues identified. During the Academy, institutions define, track, and analyze data on student success, establish clear goals for student cohorts, and connect persistence and completion efforts with assessment and improvement of student learning in the curricula and co-curricula.

The Academy is open to HLC accredited institutions in good standing and may serve several purposes.

- ◆ Institutions on the PEAQ, AQIP, Standard, and Open Pathways may join the Academy at any time for their own benefit.
- ◆ For institutions on the Open Pathway, the Academy may serve as the Quality Initiative if engaged at the appropriate time in the accreditation cycle.
- ◆ For institutions in AQIP, the Academy may serve as one or more action projects.
- ◆ The Academy may be used in conjunction with, as a sequel to, or as a prequel to other programs focused on student persistence and completion (for example, the Achieving the Dream or the G2C Gateway to Completion programs).

ACADEMY GOALS AND AND FOCUS

The Academy for Student Persistence and Completion combines a variety of interactions, in person and on line, in large groups and through campus visits, to promote sharing of information and solutions among institutions and provide tailored advice to individual institutions. Over its four-year term, the Academy will include site visits, semi-annual electronic postings and feedback, and convenings, some of which are voluntary. Institutions thus operate within a relatively structured environment that allows for modifications that suit individual needs. Throughout the sequence of activities in the Academy, institutions receive both informal and formal analyses and commentary from assigned mentors, other institutions, and Commission staff. The initial cohorts of institutions in the Academy will help define the structure and activities that best serve institutional needs and goals.

Goals for institutions participating in the Academy:

- ◆ Define and build capacity for collecting, analyzing, and using data and other information to identify student persistence and completion patterns;
- ◆ Define student persistence and completion strategies that are suited to the institution, its programs, and its student populations;
- ◆ Design and implement processes for collecting and analyzing information on student persistence and completion;
- ◆ Use information on student persistence and completion to develop strategies for improvement as warranted;

- ◆ Explore, test, and refine strategies for improving persistence and completion in one or more student population groups;
- ◆ Address interrelationships among student persistence and completion, assessment of student learning, and program review efforts;
- ◆ Research and compare current and emerging practice in evaluating and improving student persistence and retention; and
- ◆ Enhance organizational capacity and faculty and staff expertise in achieving student learning and success goals.

Goals for institutions completing the Academy:

- ◆ Develop or refine data collection, analysis, and use at increasing levels of maturity;
- ◆ Improve student persistence and completion with one or more cohorts of students;
- ◆ Establish policies to ensure ongoing institutional attention to student persistence and completion;
- ◆ Establish processes for ongoing evaluation and improvement of student persistence and completion, including expansion to new and additional student populations;
- ◆ Determine the optimum balance among student success (persistence and completion), student learning (assessment), and program quality (program review) efforts; and
- ◆ Document evidence of institutional effectiveness.

Goals for the Commission:

- ◆ Provide a forum for sharing good practices and effective strategies in evaluating and improving student persistence and completion;
- ◆ Provide a forum for institutions to individually and collectively research and test strategies to improve student persistence and completion rates;
- ◆ Develop institutional capacity for effective data collection, analysis, and use;
- ◆ Provide a forum for analyzing the interrelationships among student success (persistence and completion), student learning (assessment), and program quality (program review);
- ◆ Provide formative and summative critique to institutions that accelerates and enhances institutional capacity to collect, analyze, and use information to improve student persistence and completion;
- ◆ Develop mentors, facilitators, and peer reviewers with expertise in student persistence and completion and in assisting institutions in evaluating and improving persistence and completion;
- ◆ Document and share collective knowledge on student persistence and completion; and
- ◆ Provide a multi-year experience that builds on, complements, and/or encourages other initiatives and participation in other known programs. For example, Achieving the Dream (ATD), Gateways to Completion (G2C), Foundations of Excellence (FoE), Liberal Education and America's Promise (LEAP), a Degree Qualifications Profile (DQP) grant or Tuning Project.

In general, institutions focus on three areas during the Academy: (a) collecting and analyzing data, (b) developing and testing strategies, and (c) improving persistence and completion.

- **Focus on Collecting and Analyzing Data.** This focus is on the collection and analysis of those data that get to the heart of the institution's attrition and persistence rates, data that underlie the very general data that IPEDS consolidates and reports, but are significantly more granular, addressing such things as student intent, remedial and other first-year student status information, demographics, "stop-out" versus drop-out trends, institutional culture, student engagement, and curriculum. Institutions will be guided through the development of these data sets and helped to correlate this information with continuing enrollment or transfer data to determine what specific institutional factors need to be addressed to improve persistence and completion.

- **Focus on Strategy Development and Testing.** Having formulated questions based on thorough data analysis, institutions will develop strategies to respond to them. As in the data development and analysis phase, this is a closely mentored process designed to develop persistence and completion strategies appropriate to each individual institution.
- **Focus on Improved Persistence and Completion.** Thus, institutions in the Academy will (a) analyze data to define persistence and completion goals for specific student cohorts; (b) research, test, and evaluate new or ongoing strategies designed to improve student persistence and completion within these cohorts; (c) analyze progress toward persistence and completion goals; (d) examine the relationships among student persistence and completion, academic program quality, and student learning; and (e) build institutional processes for and commitment to improved student persistence and completion.

ACADEMY PROGRAM STRUCTURE AND PROCESS

Two Academy Tracks to Serve Different Institutional Needs. Because institutions are at very different stages in collecting, analyzing, and using data to improve persistence and completion, the Academy offers two tracks: Track A: Data Development and Analysis and Track B: Data Analysis and Strategy Refinement. Both tracks engage institutions deeply in data analysis and strategy development and implementation. However, Track A serves those institutions that need to develop more articulated data sets and will offer up to a year's guidance in developing those data before analyzing and using the information to design and implement strategies, while Track B serves those institutions that already have enough data in place to do granular analysis, strategy design, and implementation early in the Academy, so as to allow three full years to test, evaluate, and refine approaches for specific student groups.

Academy Admission and Launch

1. **Application and Admission.** The institution completes the application form, identifying its primary concerns related to persistence and completion, describing the data that led to those concerns, proposing the Academy track that best fits its needs (Track A or Track B), and committing to following the Academy's four-year process. Commission staff and Academy mentors review the application, recommend acceptance or further consideration, and if acceptance, provide dates for the next Information and Planning Meeting, the first required activity in the Academy. The institution will receive the recommendation within a month of application; the recommendation will include comments from the reviewers on the institution's proposed track. The preliminary activities described below are designed to help the institution finalize its track selection.
2. **Information and Planning Meeting.** All institutions accepted into the Academy must attend an Information and Planning meeting in the Chicago area. Institutions should send a team of two or three people; attendees should include a senior administrator and a person responsible for persistence and completion data. The meeting, to be held two to three months before the Academy launch, will provide participants with detailed information about the Academy and the commitment it involves; offer frank discussions on the data sets that the institution has and/or may need to develop; and clarify the similarities and differences between the two tracks. In addition, the meeting offers time for teams to design the Academy experience and advice on building the on-campus group that will coordinate institutional efforts and the team that will attend the Academy Roundtable.
3. **Mentor Facilitated Data Review.** Following the Information and Planning Meeting, the institution hosts a mentor-facilitated data review, an inventory that looks frankly and carefully at the institution's current data sets on persistence and completion, at the degree to which data are specific enough to be analyzed meaningfully, and at the structures in place to assure campus-wide engagement in data analysis and planning. This review may occur via webinar, phone conference, or on-campus visit. At the end of the review, the mentor provides the institution with feedback on the state of the institution's data on persistence and completion, suggests what data sets should be developed in time for the **Academy Roundtable**, and makes a final recommendation about the track the institution should choose.
4. **Confirmation of Academy Track and Academy Launch.** Following the data review, the institution chooses its track. The choice of track should be based on the data-readiness of the institution and determines the date the institution attends the Academy Roundtable—either at the beginning of the first year

(Track B) or as much as six to nine months into the first year (Track A). It is essential that institutions are prepared to engage with their data when they attend the Roundtable.

5. **Confirmation of Academy Cohort.** In accepting institutions into the Academy, the Commission aligns them with a group of like institutions. These groups are called Academy cohorts. Institutions remain with their cohort for the four-year period. As part of the application process, institutions may suggest an alternative type of cohort other than with like institutions. In addition, a group of institutions may request to be in the same cohort. Nonetheless, the Commission makes the final cohort determination.

Track A. Data Development and Analysis (for institutions that do not yet have developed data sets)

1. **Year 1: Data Development.** With the assistance of a mentor, the institution develops data sets consistent with the recommendations of the **mentor-facilitated data review**. This interaction can take up to a year, during which meaningful data sets will be developed that provide specific insights into the institution's persistence and completion issues. Once the mentor and the institution determine that the institution has sufficient data to draw conclusions about its needs, the institution attends the Academy Roundtable.
2. **Years 2-4.** Beginning in Year Two, the activities in this track pattern those of Track B described below. The institution may complete the Academy program in four years or may opt for a fifth year.

Track B. Data Analysis and Strategy Refinement (for institutions that have at least some data sets)

1. **Beginning of Year 1: Academy Roundtable.** Approximately one month after the data review, the institution in Track B attends the required Academy Roundtable. The Roundtable provides strategies for data analysis, using the institution's own data, as well as initial assistance in planning activities and processes that emerge from the analysis of those data. The Roundtable thus helps the institution to determine appropriate, data-driven questions about persistence and completion as well as to sketch out plans for dealing with those questions.
2. **Years 1-4: Collaboration Portal and Mentor Responses.** Once an institution completes the Roundtable, it posts a summary of its plans and strategies on the Collaboration Portal. Each posting by an institution receives two Mentor Responses—one from the mentor assigned to the institution, who will continue to provide responses on subsequent postings, and one from a mentor who is working with a different group of institutions, thus providing a different perspective. Responses address both data analysis and activity planning. The institution will continue to post and receive responses and coaching every six months throughout its Academy tenure. In addition, the institution can search the portal directory to review strategies of other Academy members to comment on their work, and to make connections.
3. **Year 2-3: Mid-point Roundtable.** Once the institution has completed two years of work on its initiative (2½ years for Track A), it sends a team to the required Mid-Point Roundtable, a multi-day event for Academy members to share their progress, seek advice from one another, and receive in-person mentoring in planning the next stages of their work. It also allows institutions in the same cohort to meet with each other and discuss strategies that are working and why. The institution may choose to return to this event in Year Three.
4. **Year 3-4: On-Campus Consultation.** A mentor who knows the institution's work visits the institution to review progress to date and make suggestions for final efforts to complete the data-driven strategies the institution has undertaken. The mentor provides a candid, concise consultation describing the institution's progress, accompanied by recommendations for future progress. This step may occur online. (Mentoring on the Collaboration portal continues.)
5. **Year 4: Impact Summary and Cohort Results Forum.** At the end of Year 4, the institution writes a brief Impact Summary and sends a team to the multi-day Cohort Results Forum to share accomplishments and findings, compare good practices and benchmarks, and define post-Academy strategies to sustain student persistence and completion efforts. As the name suggests, institutions that began the Academy together attend the same Cohort Results Forum. During this event, Academy mentors and Commission staff will provide consultation and critique.
6. **Year 4: Academy Completion.** Shortly after completing the Academy the institution will receive a brief **Results Response** from its mentors. This report validates genuine effort and successful participation in the Academy, and if requested, provides consultation for continued success.

Optional Activities (additional fees may apply)

- **Interim Services and Activities (Years 1-4).** As an Academy member, the institution may choose to participate in optional programs, services, and activities to support its work and the ongoing development of those leading the initiative. Examples include on-campus consultation and facilitation, good practice and mentoring webinars, strategy workshops, coordinated visits to good practice campuses, and research or data strategy forums. The institution will also have the option to participate in the Learning Exchange, which brings together teams from the Academy on Persistence and Completion and the Academy on Assessment and Improvement of Student Learning to discuss the overlaps among assessment of student learning, program evaluation, and student persistence and completion efforts. Finally, the institution may opt to attend more than one Mid-point Roundtable or Cohort Forum.
- **Ongoing Involvement.** The institutions may request to extend Academy participation to a fifth year. In addition, the institution may continue to maintain access to the Collaboration Portal and attend Mid-Point Roundtables and Learning Exchanges. If space is available, an institution may apply to rejoin the Academy for another four-year experience.

Preliminary Document

ACADEMY PRICING

Four-Year Academy Experience and Pricing	
<p>YEAR ONE:</p> <ul style="list-style-type: none"> ◆ Data Review (institution pays mentor travel costs if review occurs by on-campus) ◆ Information and Planning Workshop (three-person team included in pricing, but additional team members may be added at additional fee; institution pays own expenses) ◆ Data Mentoring as needed ◆ Academy Roundtable (five-person team included in pricing, but additional team members may be added at additional fee; institution pays own expenses) ◆ Collaboration Portal for sharing ideas, reviewing cohort work, linking to resources ◆ Optional: Topical webinars, online mentoring and data review in Portal 	\$8,500*
<p>YEAR TWO:</p> <ul style="list-style-type: none"> ◆ Mentor Consultation and Strategy Critique two times annually (online) ◆ Mid-Point Roundtable (may occur early in Year 3; five-person team included in pricing, but additional team members may be added at additional fee; institution pays own expenses) ◆ Collaboration Network for sharing ideas ◆ Optional: Topical webinars, online mentoring and data review in Portal 	\$6,000
<p>YEAR THREE:</p> <ul style="list-style-type: none"> ◆ Mentor Consultation and Strategy Critique two times annually (online) ◆ Collaboration Portal for sharing ideas, reviewing cohort work, linking to resources ◆ Campus Consultation to provide commentary on progress (may occur in Year 4) ◆ Optional: Topical webinars, online mentoring and data review in Portal 	\$6,000
<p>YEAR FOUR:</p> <ul style="list-style-type: none"> ◆ Cohort Results Forum (five-person team included in pricing, but additional team members may be added for additional fee) ◆ Impact Summary ◆ Collaboration Network for sharing ideas ◆ Optional: Topical webinars, online mentoring and data review in Portal 	\$6,000
<p>OPTIONAL PROGRAMS - SEPARATE FEES APPLY:</p> <ul style="list-style-type: none"> ◆ Learning Exchange and Annual Conference programming for Academy members ◆ Participation in second Mid-Point Roundtable or Cohort Results Forum ◆ Continued access to Collaboration Portal and participation in events post-Academy ◆ Additional consultation on campus ◆ Faculty and staff visits to other institutions ◆ Additional consultation days added to Academy events ◆ Other programs and services not identified above 	Fees set annually

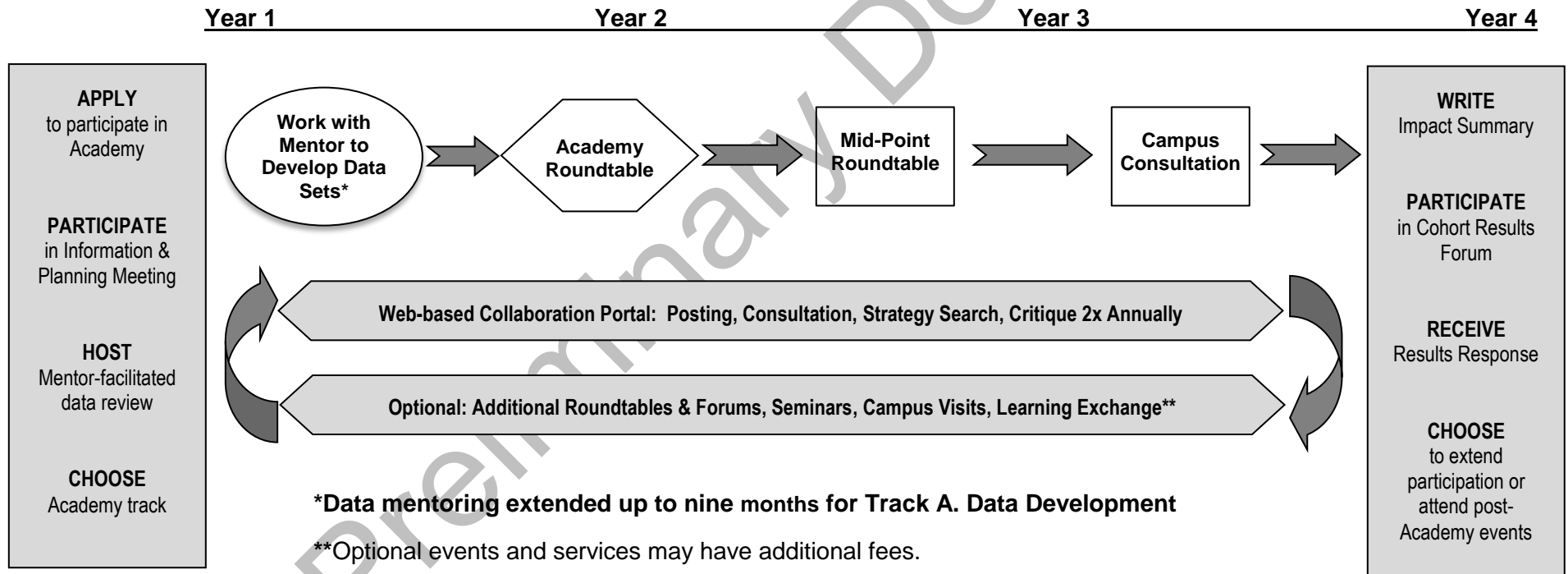
*Institutions must pay the first year fee prior to attending the Information and Planning Workshop.

Flowchart of Activities in Academy for Student Persistence and Completion

The Academy offers HLC accredited institutions a Commission-facilitated program focused on evaluating and improving student persistence and completion. The Academy provides a four-year sequence of flexible events and activities designed to help an institution sort through the unique information about the non-completion of its students and develop appropriate plans and strategies aimed at addressing the specific issues identified. During the Academy, institutions define, track, and analyze data on student success, establish clear goals for student cohorts, and connect persistence and completion efforts with assessment and improvement of student learning in the curricula and co-curricula.

The Academy is open to HLC accredited institutions in good standing and may serve several purposes.

1. Institutions on the PEAQ, AQIP, Standard, and Open Pathways may join the Academy at any time for their own benefit.
2. For institutions on the Open Pathway, the Academy may serve as the Quality Initiative if engaged at the appropriate time in the accreditation cycle.
3. For institutions in AQIP, the Academy may serve as one or more action projects.
4. The Academy may be used in conjunction with, as a sequel to, or as a prequel to other programs focused on student persistence and completion (for example, the Achieving the Dream or the G2C Gateway to Completion programs).



NEW FRESHMEN FALL TO SPRING RETENTION BY COLLEGE AND MAJOR
Fall 2009 to Spring 2010

Major	Entered Fall 2009	Returning Students Spring 2010					Non-Returning Spring 2010			
		Retained Major	Changed Major	Total Retained	Academic Warning	% Retained	Left in Good Standing	Left in Prob/Susp Acad Warn	Total Left	% Left
African American Studies	1	1	-	1	-	100.0%	-	-	-	0.0%
Anthropology	-	-	-	-	-	-	-	-	-	-
Biology	82	64	8	72	11	87.8%	3	7	10	12.2%
Chemistry	11	8	3	11	1	100.0%	-	-	-	0.0%
Clinical Laboratory Science	3	1	2	3	-	100.0%	-	-	-	0.0%
Economics (BA)	1	1	-	1	-	-	-	-	-	-
English	25	20	2	22	4	88.0%	3	-	3	12.0%
Forensic Chemistry	44	25	11	36	5	81.8%	5	3	8	18.2%
French	1	-	-	-	-	0.0%	1	-	1	100.0%
Geography	1	-	-	-	-	-	-	1	1	100.0%
Geology	-	-	-	-	-	-	-	-	-	-
History	26	22	4	26	6	100.0%	-	-	-	0.0%
Journalism	9	9	-	9	1	100.0%	-	-	-	0.0%
Liberal Arts & Sciences	4	2	2	4	2	100.0%	-	-	-	0.0%
Mathematics	11	6	4	10	1	90.9%	1	-	1	9.1%
Meteorology	5	4	1	5	-	100.0%	-	-	-	0.0%
Philosophy	1	1	-	1	-	100.0%	-	-	-	0.0%
Physics	2	2	-	2	-	100.0%	-	-	-	0.0%
Political Science	19	17	1	18	4	94.7%	-	1	1	5.3%
Pre-Architecture	5	3	2	5	-	100.0%	-	-	-	0.0%
Pre-Chemical Engineering	-	-	-	-	-	-	-	-	-	-
Pre-Engineering	14	10	3	13	5	92.9%	1	-	1	7.1%
Pre-Nursing	65	51	6	57	3	87.7%	4	4	8	12.3%
Pre-Pharmacy	5	3	2	5	-	100.0%	-	-	-	0.0%
Psychology	56	45	6	51	3	91.1%	2	3	5	8.9%
Sociology	5	4	1	5	-	100.0%	-	-	-	0.0%
Spanish	3	3	-	3	1	100.0%	-	-	-	0.0%
Women's Studies	1	1	-	1	-	100.0%	-	-	-	-
TOTAL ARTS & SCIENCES	400	303	58	361	47	90.3%	20	19	39	9.8%
Agriculture	36	36	-	36	3	100.0%	-	-	-	0.0%
Computer Science	23	15	6	21	1	91.3%	-	2	2	8.7%
Construction Management	24	23	-	23	1	95.8%	1	-	1	4.2%
Engineering	-	-	-	-	-	-	-	-	-	-
Engineering Technology	6	6	-	6	1	100.0%	-	-	-	0.0%
Graphic Communication	14	13	1	14	1	100.0%	-	-	-	0.0%
Information Systems	-	-	-	-	-	-	-	-	-	-
Network Technologies	4	4	-	4	-	100.0%	-	-	-	0.0%
Pre-Agricultural Engineering	-	-	-	-	-	-	-	-	-	-
Pre-Business Accounting	31	19	2	21	2	67.7%	7	3	10	32.3%
Pre-Business Economics	4	3	1	4	1	100.0%	-	-	-	0.0%
Pre-Business Finance	15	13	1	14	2	93.3%	-	1	1	6.7%
Pre-Business HR Management	3	3	-	3	-	100.0%	-	-	-	0.0%
Pre-Business Information Syst	3	2	-	2	-	66.7%	1	-	1	33.3%
Pre-Business Management	37	29	3	32	3	86.5%	3	2	5	13.5%
Pre-Business Marketing	30	21	5	26	3	86.7%	2	2	4	13.3%
Pre-Business Supply Chain Mgt	4	3	-	3	1	75.0%	1	-	1	25.0%
Pre-Business Undeclared	12	9	2	11	-	91.7%	1	-	1	8.3%
PRE-BUSINESS TOTAL	139	102	14	116	12	83.5%	15	8	23	16.5%
Pre-Forestry	1	-	1	1	-	100.0%	-	-	-	-
Pre-Veterinary	10	6	2	8	1	80.0%	-	2	2	20.0%
TOTAL BUSINESS & TECHNOLOGY	257	205	24	229	20	89.1%	16	12	28	10.9%
Athletic Training	22	18	2	20	2	90.9%	2	-	2	9.1%
Bilingual/Bicultural	4	4	-	4	-	100.0%	-	-	-	0.0%
Emergency Management	6	6	-	6	1	100.0%	-	-	-	0.0%
Exercise Science	18	10	6	16	2	88.9%	1	1	2	11.1%
Family & Consumer Sciences	27	26	1	27	2	100.0%	-	-	-	0.0%
Health Sciences	-	-	-	-	-	-	-	-	-	-
Health Services Management	2	2	-	2	-	100.0%	-	-	-	0.0%
Instructional Design & Technology	4	3	-	3	-	75.0%	-	1	1	25.0%
Physical Education K-12	33	25	3	28	2	84.8%	4	1	5	15.2%
Pre-Elementary Education	85	69	8	77	8	90.6%	7	1	8	9.4%
Pre-Law Enforcement & Justice Adm	279	240	12	252	28	90.3%	13	14	27	9.7%
Pre-Social Work	26	18	2	20	-	76.9%	4	2	6	23.1%
Recreation, Park & Tourism	9	8	-	8	1	88.9%	1	-	1	11.1%
Special Education	33	24	4	28	-	84.8%	3	2	5	15.2%
TOTAL EDUCATION & HUMAN SERV	548	453	38	491	46	89.6%	35	22	57	10.4%
Art	20	17	-	17	1	85.0%	1	2	3	15.0%
Broadcasting	30	26	3	29	3	96.7%	-	1	1	3.3%
Communication	16	14	-	14	1	87.5%	-	2	2	12.5%
Communication Sci. & Disorders	9	6	3	9	1	100.0%	-	-	-	0.0%
Music	49	45	2	47	4	95.9%	1	1	2	4.1%
Musical Theatre	5	5	-	5	-	100.0%	-	-	-	0.0%
Theatre	8	6	-	6	1	75.0%	1	1	2	25.0%
TOTAL FINE ARTS & COMMUNICATI	137	119	8	127	11	92.7%	3	7	10	7.3%
General Studies	1	-	-	-	-	0.0%	-	1	1	100.0%
University Advising	295	235	26	261	37	88.5%	19	15	34	11.5%
Interdisciplinary Studies	-	-	-	-	-	-	-	-	-	-
TOTAL OTHER	296	235	26	261	37	88.2%	19	16	35	11.8%
TOTAL UNIVERSITY	1,638	1,315	154	1,469	161	89.7%	93	76	169	10.3%

Includes summer matriculants and excludes "no show" students.

Data Source: MIGB20K3: Institutional Research & Planning

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Major	Entered Fall 2010	Returning Students Spring 2011					Non-Returning Spring 2011			
		Retained Major	Changed Major	Total Retained	Academic Warning	% Retained	Left in Good Standing	Left in Prob/Susp	Total Left	% Left
African American Studies	1	-	-	-	-	-	-	1	1	100.0%
Anthropology	5	3	-	3	2	60.0%	2	-	2	40.0%
Biology	92	67	10	77	8	83.7%	6	9	15	16.3%
Chemistry	5	3	1	4	1	80.0%	-	1	1	20.0%
Clinical Laboratory Science	4	3	1	4	-	100.0%	-	-	-	-
Economics B.A.	-	-	-	-	-	-	-	-	-	-
English	24	23	1	24	1	100.0%	-	-	-	-
Forensic Chemistry	49	34	11	45	9	91.8%	2	2	4	8.2%
French	5	4	1	5	-	100.0%	-	-	-	-
Geography	-	-	-	-	-	-	-	-	-	-
Geology	2	1	-	1	-	50.0%	1	-	1	50.0%
History	23	18	1	19	4	82.6%	-	4	4	17.4%
Journalism	14	10	3	13	1	92.9%	-	1	1	7.1%
Liberal Arts & Sciences	3	2	-	2	1	66.7%	1	-	1	33.3%
Mathematics	11	7	1	8	1	72.7%	1	2	3	27.3%
Meteorology	9	9	-	9	-	100.0%	-	-	-	-
Philosophy	1	-	1	1	-	100.0%	-	-	-	-
Physics	3	3	-	3	-	100.0%	-	-	-	-
Political Science	19	13	3	16	2	84.2%	1	2	3	15.8%
Pre-Architecture	1	1	-	1	1	100.0%	-	-	-	-
Pre-Chemical Engineering	1	-	1	1	1	100.0%	-	-	-	-
Pre-Engineering	14	10	4	14	3	100.0%	-	-	-	-
Pre-Nursing	75	56	10	66	7	88.0%	6	3	9	12.0%
Pre-Pharmacy	6	4	-	4	1	66.7%	-	2	2	33.3%
Psychology	74	63	2	65	12	87.8%	4	5	9	12.2%
Sociology	6	5	1	6	-	100.0%	-	-	-	-
Spanish	2	2	-	2	1	100.0%	-	-	-	-
Women's Studies	-	-	-	-	-	-	-	-	-	-
TOTAL ARTS & SCIENCES	449	341	52	393	56	87.5%	24	32	56	12.5%
Agriculture	36	33	-	33	1	91.7%	2	1	3	8.3%
Computer Science	31	23	3	26	4	83.9%	1	4	5	16.1%
Construction Management	24	20	2	22	5	91.7%	2	-	2	8.3%
Engineering	1	1	-	1	-	100.0%	-	-	-	-
Graphic Communication	13	7	2	9	1	69.2%	1	3	4	30.8%
Manufacturing Engin Tech	6	5	1	6	-	100.0%	-	-	-	-
Network Technologies	1	1	-	1	-	100.0%	-	-	-	-
Pre-Agricultural Engineering	-	-	-	-	-	-	-	-	-	-
Pre-Business Accounting	38	31	3	34	5	89.5%	1	3	4	10.5%
Pre-Business Economics	3	1	2	3	-	100.0%	-	-	-	-
Pre-Business Finance	3	3	-	3	-	100.0%	-	-	-	-
Pre-Bus HR Mgt	3	1	-	1	-	33.3%	1	1	2	66.7%
Pre-Bus Info Management	4	3	1	4	-	100.0%	-	-	-	-
Pre-Business Management	31	20	5	25	2	80.6%	2	4	6	19.4%
Pre-Business Marketing	24	18	3	21	3	87.5%	1	2	3	12.5%
Pre-Bus Supply Chain Mgt	4	3	-	3	-	75.0%	1	-	1	25.0%
Pre-Business Undeclared	14	11	2	13	1	92.9%	-	1	1	7.1%
PRE-BUSINESS TOTAL	124	91	16	107	11	86.3%	6	11	17	13.7%
Pre-Forestry	-	-	-	-	-	-	-	-	-	-
Pre-Veterinary	8	2	3	5	-	62.5%	1	2	3	37.5%
TOTAL BUSINESS & TECH	244	183	27	210	22	86.1%	13	21	34	13.9%
Athletic Training	29	22	4	26	2	89.7%	2	1	3	10.3%
Bilingual/Bicultural	5	5	-	5	-	100.0%	-	-	-	-
Emergency Management	9	7	-	7	2	77.8%	2	-	2	22.2%
Exercise Science	27	22	1	23	3	85.2%	-	4	4	14.8%
Family & Consumer Sciences	29	24	1	25	3	86.2%	2	2	4	13.8%
Health Services Management	7	6	1	7	2	100.0%	-	-	-	-
Instructional Design & Tech	5	3	1	4	1	80.0%	-	1	1	20.0%
P.E. K-12	20	16	3	19	7	95.0%	1	-	1	5.0%
Pre-Elementary Education	95	61	21	82	17	86.3%	8	5	13	13.7%
Pre-Law Enforcement & Justi	318	277	12	289	27	90.9%	11	18	29	9.1%
Pre-Social Work	10	6	3	9	1	90.0%	1	-	1	10.0%
Recreation, Park & Tourism	8	8	-	8	1	100.0%	-	-	-	-
Special Education	41	26	12	38	5	92.7%	1	2	3	7.3%
TOTAL ED & HUMAN SERVICES	603	483	59	542	71	89.9%	28	33	61	10.1%
Art	11	8	2	10	1	90.9%	-	1	1	9.1%
Broadcasting	46	41	3	44	4	95.7%	-	2	2	4.3%
Communication	10	8	2	10	2	100.0%	-	-	-	-
Communication Sci. & Disorders	9	6	2	8	-	88.9%	1	-	1	11.1%
Music	47	38	6	44	2	93.6%	2	1	3	6.4%
Musical Theatre	8	8	-	8	-	100.0%	-	-	-	-
Theatre	9	9	-	9	3	100.0%	-	-	-	-
TOTAL FINE ARTS & COMM	140	118	15	133	12	95.0%	3	4	7	5.0%
General Studies	2	1	-	1	-	50.0%	1	-	1	50.0%
General Orientation	317	254	15	269	29	84.9%	19	29	48	15.1%
Interdisciplinary Studies	2	2	-	2	-	100.0%	-	-	-	-
TOTAL OTHER	321	257	15	272	29	84.7%	20	29	49	15.3%
TOTAL UNIVERSITY	1,757	1,382	168	1,550	190	88.2%	88	119	207	11.8%

Includes Summer Matriculants, Excludes "No Show" Students
Data Source: Tenth Day Files/History Database

NEW FRESHMEN FALL TO SPRING RETENTION BY COLLEGE AND MAJOR
Fall 2011 to Spring 2012

	Entered Fall 2011	Returning Students Spring 2012					Non-Returning Spring 2012			
		Retained Major	Changed Major	Total Retained	Academic Warning	% Retained	Left in Good Standing	Left in Prob/Susp Warning	Total Left	% Left
African American Studies	1	-	1	1	-	100.0%	-	-	-	0.0%
Anthropology	2	1	1	2	-	100.0%	-	-	-	0.0%
Biology	102	72	18	90	12	88.2%	4	8	12	11.8%
Chemistry	13	7	5	12	1	92.3%	-	1	1	7.7%
Clinical Laboratory Science	5	2	2	4	1	80.0%	-	1	1	20.0%
Economics (BA)	2	1	1	2	-	100.0%	-	-	-	0.0%
English	19	16	1	17	2	89.5%	1	1	2	10.5%
Forensic Chemistry	32	22	9	31	6	96.9%	-	1	1	3.1%
French	-	-	-	-	-	-	-	-	-	-
Geography	2	1	-	1	-	50.0%	-	1	1	50.0%
Geology	1	1	-	1	-	100.0%	-	-	-	0.0%
History	20	14	3	17	4	85.0%	2	1	3	15.0%
Journalism	18	12	2	14	2	77.8%	1	3	4	22.2%
Liberal Arts & Sciences	8	8	-	8	-	100.0%	-	-	-	0.0%
Mathematics	10	6	1	7	2	70.0%	2	1	3	30.0%
Meteorology	14	9	4	13	-	92.9%	1	-	1	7.1%
Philosophy	2	2	-	2	-	100.0%	-	-	-	0.0%
Physics	1	-	-	-	-	-	1	-	1	100.0%
Political Science	21	16	5	21	3	100.0%	-	-	-	0.0%
Pre-Architecture	4	3	1	4	1	100.0%	-	-	-	0.0%
Pre-Chemical Engineering	1	1	-	1	-	100.0%	-	-	-	0.0%
Pre-Engineering	35	19	13	32	4	91.4%	1	2	3	8.6%
Pre-Nursing	115	82	11	93	2	80.9%	7	15	22	19.1%
Pre-Pharmacy	8	5	1	6	2	75.0%	-	2	2	25.0%
Psychology	86	65	5	70	8	81.4%	4	12	16	18.6%
Sociology	4	3	-	3	1	75.0%	1	-	1	25.0%
Spanish	3	3	-	3	-	100.0%	-	-	-	0.0%
Women's Studies	-	-	-	-	-	-	-	-	-	-
TOTAL ARTS & SCIENCES	529	371	84	455	51	86.0%	25	49	74	14.0%
Agriculture	33	32	-	32	-	97.0%	-	1	1	3.0%
Computer Science	40	28	4	32	5	80.0%	3	5	8	20.0%
Construction Management	19	17	2	19	2	100.0%	-	-	-	0.0%
Engineering	14	9	-	9	2	64.3%	3	2	5	35.7%
Engineering Technology	5	5	-	5	-	100.0%	-	-	-	0.0%
Graphic Communication	17	13	-	13	2	76.5%	-	4	4	23.5%
Information Systems	6	3	1	4	2	66.7%	2	-	2	33.3%
Network Technologies	1	1	-	1	-	100.0%	-	-	-	0.0%
Pre-Agricultural Engineering	-	-	-	-	-	-	-	-	-	-
Pre-Business Accounting	38	27	4	31	2	81.6%	2	5	7	18.4%
Pre-Business Economics	9	9	-	9	1	100.0%	-	-	-	0.0%
Pre-Business Finance	13	8	3	11	1	84.6%	1	1	2	15.4%
Pre-Business HR Management	4	3	1	4	-	100.0%	-	-	-	0.0%
Pre-Business Management	45	35	7	42	6	93.3%	-	3	3	6.7%
Pre-Business Marketing	30	24	2	26	2	86.7%	1	3	4	13.3%
Pre-Business Supply Chain Mgt	4	4	-	4	-	100.0%	-	-	-	0.0%
Pre-Business Undeclared	27	18	5	23	1	85.2%	1	3	4	14.8%
PRE-BUSINESS TOTAL	170	128	22	150	13	88.2%	5	15	20	11.8%
Pre-Forestry	-	-	-	-	-	-	-	-	-	-
Pre-Veterinary	12	1	11	12	2	100.0%	-	-	-	0.0%
TOTAL BUSINESS & TECHNOLOGY	317	237	40	277	28	87.4%	13	27	40	12.6%
Athletic Training	39	31	5	36	6	92.3%	-	3	3	7.7%
Bilingual/Bicultural	1	-	-	-	-	-	1	-	1	100.0%
Emergency Management	6	6	-	6	-	100.0%	-	-	-	0.0%
Exercise Science	17	15	1	16	1	94.1%	-	1	1	5.9%
Family & Consumer Sciences	29	23	1	24	1	82.8%	1	4	5	17.2%
Health Sciences	2	-	1	1	-	50.0%	-	1	1	50.0%
Instructional Design & Technology	1	1	-	1	-	100.0%	-	-	-	0.0%
Physical Education K-12	9	6	1	7	2	77.8%	2	-	2	22.2%
Pre-Elementary Education	72	53	11	64	4	88.9%	3	5	8	11.1%
Pre-Law Enforcement & Justice Admin	395	321	22	343	42	86.7%	22	30	52	13.3%
Pre-Social Work	26	16	5	21	4	80.8%	2	3	5	19.2%
Recreation, Park & Tourism	9	8	-	8	2	88.9%	-	1	1	11.1%
Special Education	43	31	6	37	3	86.0%	2	4	6	14.0%
TOTAL EDUCATION & HUMAN SERVICES	649	511	53	564	65	86.9%	33	52	85	13.1%
Art	18	14	-	14	1	77.8%	1	3	4	22.2%
Broadcasting	53	40	3	43	5	81.1%	3	7	10	18.9%
Communication	12	9	-	9	1	75.0%	1	2	3	25.0%
Communication Sci. & Disorders	18	13	3	16	-	88.9%	2	-	2	11.1%
Music	53	44	2	46	3	86.8%	2	5	7	13.2%
Musical Theatre	8	7	1	8	-	100.0%	-	-	-	0.0%
Theatre	11	7	2	9	2	81.8%	1	1	2	18.2%
TOTAL FINE ARTS & COMMUNICATION	173	134	11	145	12	83.8%	10	18	28	16.2%
General Studies	1	-	-	-	-	-	1	-	1	100.0%
University Advising	279	206	26	232	25	83.2%	13	34	47	16.8%
Interdisciplinary Studies	-	-	-	-	-	-	-	-	-	-
TOTAL OTHER	280	206	26	232	25	82.9%	14	34	48	17.1%
TOTAL UNIVERSITY	1,948	1,459	214	1,673	181	85.9%	95	180	275	14.1%

Includes summer matriculants and excludes "no show" students.
Data Source: MIGB20K3

NEW FRESHMEN FALL TO SPRING RETENTION BY COLLEGE AND MAJOR
Fall 2012 to Spring 2013

Major	Entered Fall 2012	Returning Students Spring 2013					Non-Returning Spring 2013			
		Retained Major	Changed Major	Total Retained	Academic Warning	% Retained	Left in Good Standing	Left in Prob/Susp Acad Warn	Total Left	% Left
African American Studies	1	-	-	-	-	0.0%	1	-	1	100.0%
Anthropology	2	1	-	1	1	50.0%	-	1	1	50.0%
Biology	82	59	7	66	6	80.5%	10	6	16	19.5%
Chemistry	12	9	2	11	3	91.7%	-	1	1	8.3%
Clinical Laboratory Science	3	3	-	3	-	100.0%	-	-	-	0.0%
Economics (BA)	-	-	-	-	-	-	-	-	-	-
English	19	12	3	15	2	78.9%	-	4	4	21.1%
Forensic Chemistry	43	29	5	34	5	79.1%	7	2	9	20.9%
French	1	1	-	1	-	100.0%	-	-	-	0.0%
Geography	-	-	-	-	-	-	-	-	-	-
Geology	7	5	-	5	1	71.4%	2	-	2	28.6%
History	18	12	1	13	1	72.2%	4	1	5	27.8%
Journalism	8	5	-	5	1	62.5%	1	2	3	37.5%
Liberal Arts & Sciences	4	4	-	4	-	100.0%	-	-	-	0.0%
Mathematics	16	11	2	13	-	81.3%	2	1	3	18.8%
Meteorology	13	11	-	11	1	84.6%	2	-	2	15.4%
Philosophy	1	-	-	-	-	0.0%	-	1	1	100.0%
Physics	7	5	-	5	-	71.4%	1	1	2	28.6%
Political Science	17	15	1	16	3	94.1%	1	-	1	5.9%
Pre-Architecture	1	-	1	1	-	100.0%	-	-	-	0.0%
Pre-Chemical Engineering	-	-	-	-	-	-	-	-	-	-
Pre-Engineering	30	9	15	24	5	80.0%	2	4	6	20.0%
Pre-Nursing	149	102	11	113	9	75.8%	21	15	36	24.2%
Pre-Pharmacy	7	3	3	6	1	85.7%	1	-	1	14.3%
Psychology	75	42	11	53	4	70.7%	12	10	22	29.3%
Sociology	4	2	1	3	2	75.0%	1	-	1	25.0%
Spanish	3	1	1	2	-	66.7%	1	-	1	33.3%
Women's Studies	-	-	-	-	-	-	-	-	-	-
TOTAL ARTS & SCIENCES	523	341	64	405	45	77.4%	69	49	118	22.6%
Agriculture	32	29	-	29	3	90.6%	2	1	3	9.4%
Computer Science	29	23	2	25	3	86.2%	2	2	4	13.8%
Construction Management	10	9	-	9	2	90.0%	-	1	1	10.0%
Engineering	14	12	1	13	2	92.9%	1	-	1	7.1%
Engineering Technology	14	10	2	12	1	85.7%	1	1	2	14.3%
Graphic Communication	6	5	-	5	-	83.3%	1	-	1	16.7%
Information Systems	3	3	-	3	1	100.0%	-	-	-	0.0%
Network Technologies	4	3	1	4	-	100.0%	-	-	-	0.0%
Pre-Agricultural Engineering	-	-	-	-	-	-	-	-	-	-
Pre-Business Accounting	28	23	3	26	6	92.9%	1	1	2	7.1%
Pre-Business Economics	7	4	3	7	1	100.0%	-	-	-	0.0%
Pre-Business Finance	14	11	3	14	1	100.0%	-	-	-	0.0%
Pre-Business HR Management	5	4	1	5	1	100.0%	-	-	-	0.0%
Pre-Business Management	41	28	6	34	5	82.9%	2	5	7	17.1%
Pre-Business Marketing	30	23	3	26	2	86.7%	-	4	4	13.3%
Pre-Business Supply Chain Mgt	7	7	-	7	-	100.0%	-	-	-	0.0%
Pre-Business Undeclared	20	13	3	16	3	80.0%	1	3	4	20.0%
PRE-BUSINESS TOTAL	152	113	22	135	19	88.8%	4	13	17	11.2%
Pre-Forestry	-	-	-	-	-	-	-	-	-	-
Pre-Veterinary	13	5	5	10	1	76.9%	2	1	3	23.1%
TOTAL BUSINESS & TECHNOLOGY	277	212	33	245	32	88.4%	13	19	32	11.6%
Athletic Training	43	27	10	37	5	86.0%	3	3	6	14.0%
Bilingual/Bicultural	4	3	1	4	-	100.0%	-	-	-	0.0%
Emergency Management	2	1	-	1	-	50.0%	1	-	1	50.0%
Exercise Science	32	20	4	24	3	75.0%	7	1	8	25.0%
Family & Consumer Sciences	30	21	3	24	2	80.0%	2	4	6	20.0%
Health Sciences	6	3	3	6	-	100.0%	-	-	-	0.0%
Health Services Management	2	2	-	2	-	0.0%	-	-	-	0.0%
Instructional Design & Technology	2	1	-	1	1	50.0%	1	-	1	50.0%
Physical Education K-12	11	8	1	9	-	81.8%	1	1	2	18.2%
Pre-Elementary Education	56	35	12	47	3	83.9%	6	3	9	16.1%
Pre-Law Enforcement & Justice Adm	335	256	21	277	18	86.7%	34	24	58	13.3%
Pre-Social Work	17	14	2	16	-	94.1%	-	1	1	5.9%
Recreation, Park & Tourism	8	6	1	7	1	87.5%	1	-	1	12.5%
Special Education	22	18	3	21	2	95.5%	1	-	1	4.5%
TOTAL EDUCATION & HUMAN SER	570	415	61	476	35	86.9%	57	37	94	13.1%
Art	17	12	1	13	1	76.5%	2	2	4	23.5%
Broadcasting	61	46	3	49	2	80.3%	6	6	12	19.7%
Communication	16	16	-	16	-	100.0%	-	-	-	0.0%
Communication Sci. & Disorders	13	8	4	12	1	92.3%	1	-	1	7.7%
Music	46	41	3	44	2	95.7%	2	-	2	4.3%
Musical Theatre	2	2	-	2	-	100.0%	-	-	-	0.0%
Theatre	5	5	-	5	-	100.0%	-	-	-	0.0%
TOTAL FINE ARTS & COMMUNICAT	160	130	11	141	6	88.1%	11	8	19	11.9%
General Studies	1	1	-	1	-	100.0%	-	-	-	0.0%
University Advising	213	150	16	166	22	77.9%	30	17	47	22.1%
Interdisciplinary Studies	3	2	-	2	-	66.7%	1	-	1	33.3%
TOTAL OTHER	217	153	16	169	22	77.9%	31	17	47	21.7%
TOTAL UNIVERSITY	1,747	1,251	185	1,436	140	82.2%	181	130	310	17.8%

Includes summer matriculants and excludes "no show" students.

Data Source: MIGB20K3: Institutional Research & Planning

NEW FRESHMEN FALL TO SPRING RETENTION BY COLLEGE AND MAJOR
Fall 2013 to Spring 2014

Major	Entered Fall 2013	Returning Students Spring 2014					Non-Returning Spring 2014			
		Retained Major	Changed Major	Total Retained	Academic Warning	% Retained	Left in Good Standing	Left in Prob/Susp Acad Warn	Total Left	% Left
African American Studies	-	-	-	-	-	-	-	-	-	-
Anthropology	3	2	-	2	1	66.7%	-	1	1	33.3%
Biology	92	62	18	80	12	87.0%	5	7	12	13.0%
Chemistry	14	10	4	14	4	100.0%	-	-	-	0.0%
Clinical Laboratory Science	1	1	-	1	-	100.0%	-	-	-	0.0%
Economics (BA)	1	-	1	1	-	100.0%	-	-	-	-
English	13	10	3	13	2	100.0%	-	-	-	0.0%
Forensic Chemistry	42	28	9	37	4	88.1%	3	2	5	11.9%
French	1	1	-	1	-	100.0%	-	-	-	0.0%
Geography	-	-	-	-	-	-	-	-	-	-
Geology	4	4	-	4	-	100.0%	-	-	-	0.0%
History	12	9	1	10	3	83.3%	2	-	2	16.7%
Journalism	11	7	1	8	2	72.7%	1	2	3	27.3%
Liberal Arts & Sciences	3	2	-	2	-	66.7%	1	-	1	33.3%
Mathematics	11	10	1	11	1	100.0%	-	-	-	0.0%
Meteorology	10	10	-	10	-	100.0%	-	-	-	0.0%
Philosophy	1	-	-	-	-	0.0%	-	1	1	100.0%
Physics	8	7	-	7	1	87.5%	1	-	1	12.5%
Political Science	18	14	2	16	3	88.9%	1	1	2	11.1%
Pre-Architecture	2	1	1	2	1	100.0%	-	-	-	0.0%
Pre-Chemical Engineering	2	1	1	2	-	-	-	-	-	-
Pre-Engineering	7	3	1	4	1	57.1%	1	2	3	42.9%
Pre-Nursing	68	59	8	67	7	98.5%	1	-	1	1.5%
Pre-Pharmacy	2	-	2	2	-	100.0%	-	-	-	0.0%
Psychology	76	59	9	68	14	89.5%	5	3	8	10.5%
Sociology	4	3	1	4	-	100.0%	-	-	-	0.0%
Spanish	-	-	-	-	-	-	-	-	-	-
Women's Studies	-	-	-	-	-	-	-	-	-	-
TOTAL ARTS & SCIENCES	406	303	63	366	56	90.1%	21	19	40	9.9%
Accounting	1	-	1	1	-	100.0%	-	-	-	0.0%
Agriculture	45	39	2	41	4	91.1%	4	-	4	8.9%
Computer Science	27	21	1	22	4	81.5%	1	4	5	18.5%
Construction Management	16	14	1	15	1	93.8%	-	1	1	6.3%
Engineering	37	28	3	31	2	83.8%	5	1	6	16.2%
Engineering Technology	8	4	3	7	-	87.5%	-	1	1	12.5%
Graphic Communication	3	2	1	3	-	100.0%	-	-	-	0.0%
Information Systems	4	3	-	3	-	75.0%	-	1	1	25.0%
Network Technologies	-	-	-	-	-	-	-	-	-	-
Pre-Agricultural Engineering	-	-	-	-	-	-	-	-	-	-
Pre-Business Accounting	35	29	1	30	5	85.7%	2	3	5	14.3%
Pre-Business Economics	8	7	1	8	-	100.0%	-	-	-	0.0%
Pre-Business Finance	10	9	-	9	1	90.0%	-	1	1	10.0%
Pre-Business HR Management	5	4	1	5	-	100.0%	-	-	-	0.0%
Pre-Business Management	36	22	9	31	5	86.1%	2	3	5	13.9%
Pre-Business Marketing	29	20	7	27	6	93.1%	2	-	2	6.9%
Pre-Business Supply Chain Mgt	6	6	-	6	-	100.0%	-	-	-	0.0%
Pre-Business Undeclared	13	5	4	9	-	69.2%	2	2	4	30.8%
PRE-BUSINESS TOTAL	142	102	23	125	17	88.0%	8	9	17	12.0%
Pre-Forestry	-	-	-	-	-	-	-	-	-	-
Pre-Veterinary	6	-	5	5	-	83.3%	1	-	1	16.7%
TOTAL BUSINESS & TECHNOLOGY	289	213	40	253	28	87.5%	19	17	36	12.5%
Athletic Training	36	31	3	34	5	94.4%	-	2	2	5.6%
Bilingual/Bicultural	2	2	-	2	-	100.0%	-	-	-	0.0%
Emergency Management	2	-	1	1	-	50.0%	1	-	1	50.0%
Exercise Science	27	15	9	24	3	88.9%	3	-	3	11.1%
Family & Consumer Sciences	25	21	2	23	2	92.0%	1	1	2	8.0%
Fire Protection Services	9	8	-	8	1	88.9%	-	1	1	11.1%
Health Sciences	2	-	2	2	-	100.0%	-	-	-	0.0%
Health Services Management	3	3	-	3	-	100.0%	-	-	-	0.0%
Instructional Design & Technology	1	-	-	-	-	0.0%	-	1	1	100.0%
Physical Education K-12	7	7	-	7	3	100.0%	-	-	-	0.0%
Pre-Elementary Education	40	31	7	38	6	95.0%	1	1	2	5.0%
Pre-Law Enforcement & Justice Adm	343	291	21	312	28	91.0%	18	13	31	9.0%
Pre-Social Work	29	27	-	27	4	93.1%	2	-	2	6.9%
Recreation, Park & Tourism	7	5	1	6	-	85.7%	1	-	1	14.3%
Social Work	1	-	1	1	1	100.0%	-	-	-	0.0%
Special Education	23	18	3	21	-	91.3%	1	1	2	8.7%
TOTAL EDUCATION & HUMAN SERV	557	459	50	509	53	91.4%	28	20	48	8.6%
Art	19	13	3	16	1	84.2%	3	-	3	15.8%
Broadcasting	44	40	1	41	11	93.2%	1	2	3	6.8%
Communication	17	15	-	15	4	88.2%	1	1	2	11.8%
Communication Sci. & Disorders	14	11	-	11	1	78.6%	2	1	3	21.4%
Music	35	30	3	33	6	94.3%	1	1	2	5.7%
Musical Theatre	7	7	-	7	-	100.0%	-	-	-	0.0%
Theatre	8	7	-	7	1	87.5%	-	1	1	12.5%
TOTAL FINE ARTS & COMMUNICAT	144	123	7	130	24	90.3%	8	6	14	9.7%
General Studies	4	1	-	1	-	25.0%	1	2	3	75.0%
University Advising	246	184	36	220	35	89.4%	15	11	26	10.6%
Interdisciplinary Studies	1	1	-	1	-	100.0%	-	-	-	0.0%
TOTAL OTHER	251	186	36	222	35	88.4%	16	13	29	11.6%
TOTAL UNIVERSITY	1,647	1,284	196	1,480	196	89.9%	92	75	167	10.1%

Includes summer matriculants and excludes "no show" students.

Data Source: MIGB20K3: Institutional Research & Planning

Fall to Spring Retention of New Freshmen and Undergraduates by Ethnicity

Fall 2009-Spring 2010							
	Full-time Freshmen			All Undergraduates			
	Enrolled Fall	Enrolled Spring	Percent Retained	Enrolled Fall	Graduated December	Enrolled Spring	Percent Retained
White	1,195	1,076	90.0%	8,112	539	6,912	91.3%
Black	228	206	90.4%	924	39	773	87.3%
Hispanic	102	90	88.2%	565	22	489	90.1%
Asian	17	14	82.4%	107	4	90	87.4%
American Indian	6	6	100.0%	23	3	19	95.0%
Other	44	41	93.2%	504	35	421	89.8%
Pacific Islander	2	2	100.0%	21	-	20	95.2%
2 or More	22	17	77.3%	134	7	111	87.4%
International	20	13	65.0%	154	8	116	79.5%
Macomb Campus	1,636	1,465	89.5%	9,843	573	8,415	90.8%
QC Campus	-	-	0.0%	701	84	536	86.9%
GRAND TOTAL	1,636	1,465	89.5%	10,544	657	8,951	90.5%

Fall 2010-Spring 2011							
	Full-time Freshmen			All Undergraduates			
	Enrolled Fall	Enrolled Spring	Percent Retained	Enrolled Fall	Graduated December	Enrolled Spring	Percent Retained
White	1,177	1,061	90.1%	7,825	508	6,713	91.7%
Black	319	269	84.3%	1,143	37	945	85.4%
Hispanic	128	113	88.3%	607	39	507	89.3%
Asian	14	14	100.0%	94	13	77	95.1%
American Indian	2	2	100.0%	25	1	23	95.8%
Other	57	45	78.9%	462	33	386	90.0%
Pacific Islander	2	1	50.0%	21	2	17	89.5%
2 or More	36	29	80.6%	159	7	126	82.9%
International	12	9	75.0%	126	14	95	84.8%
Macomb Campus	1,747	1,543	88.3%	9,734	567	8,343	91.0%
QC Campus	-	-	0.0%	728	87	546	85.2%
GRAND TOTAL	1,747	1,543	88.3%	10,462	654	8,889	90.6%

Fall 2011-Spring 2012							
	Full-time Freshmen			All Undergraduates			
	Enrolled Fall	Enrolled Spring	Percent Retained	Enrolled Fall	Graduated December	Enrolled Spring	Percent Retained
White	1,121	993	88.6%	7,557	479	6,426	90.8%
Black	504	403	80.0%	1,445	39	1,152	81.9%
Hispanic	160	140	87.5%	648	38	542	88.9%
Asian	11	10	90.9%	84	5	75	94.9%
American Indian	2	1	50.0%	20	-	16	80.0%
Other	68	59	86.8%	458	40	358	85.6%
Pacific Islander	1	1	100.0%	13	1	9	75.0%
2 or More	43	36	83.7%	163	5	136	86.1%
International	3	3	100.0%	114	10	83	79.8%
Macomb Campus	1,913	1,646	86.0%	9,768	522	8,248	89.2%
QC Campus	-	-	0.0%	734	95	549	85.9%
GRAND TOTAL	1,913	1,646	86.0%	10,502	617	8,797	89.0%

Fall 2012-Spring 2013							
	Full-time Freshmen			All Undergraduates			
	Enrolled Fall	Enrolled Spring	Percent Retained	Enrolled Fall	Graduated December	Enrolled Spring	Percent Retained
White	896	780	87.1%	7,010	452	5,922	90.3%
Black	502	377	75.1%	1,673	51	1,298	80.0%
Hispanic	176	140	79.5%	718	33	597	87.2%
Asian	14	14	100.0%	84	5	70	88.6%
American Indian	4	2	50.0%	20	2	13	72.2%
Other	69	55	79.7%	442	20	356	84.4%
Pacific Islander	-	-	0.0%	10	2	8	100.0%
2 or More	46	34	73.9%	179	11	145	86.3%
International	20	18	90.0%	108	6	87	85.3%
Macomb Campus	1,718	1,411	82.1%	9,448	506	7,870	88.0%
QC Campus	9	9	100.0%	796	76	626	86.9%
GRAND TOTAL	1,727	1,420	82.2%	10,244	582	8,496	87.9%

Fall 2013-Spring 2014							
	Full-time Freshmen			All Undergraduates			
	Enrolled Fall	Enrolled Spring	Percent Retained	Enrolled Fall	Graduated December	Enrolled Spring	Percent Retained
White	852	796	93.4%	6,561	428	5,632	91.8%
Black	422	374	88.6%	1,638	45	1,370	86.0%
Hispanic	184	156	84.8%	781	30	669	89.1%
Asian	19	16	84.2%	97	4	83	89.2%
American Indian	5	5	100.0%	21	1	17	85.0%
Other	62	56	90.3%	390	22	334	90.8%
Pacific Islander	-	-	0.0%	8	1	6	85.7%
2 or More	51	43	84.3%	203	9	168	86.6%
International	10	9	90.0%	159	-	119	74.8%
Macomb Campus*	1,592	1,444	90.7%	8,897	466	7,639	90.6%
QC Campus*	13	11	84.6%	961	74	759	85.6%
GRAND TOTAL	1,605	1,455	90.7%	9,858	540	8,398	90.1%

Notes: Includes summer matriculants.

Source: MIGB06K1 & MIGB06KS

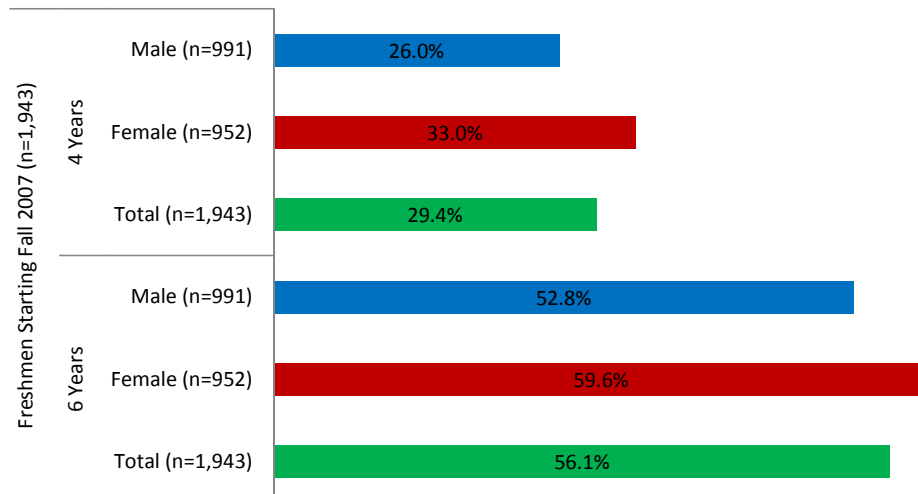
*Campuses include extension

IRP: 1/29/14

Retention and Graduation Rates of New Full-Time Freshmen by Sex, Fall 2006-2012

Year Enrolled		Number Enrolled	Continuation Rates %		Cumulative Graduation Rates and Continuation Rates %				
			Continued to 2nd Yr	Continued to 3rd Yr	Graduated in 4 Yrs	Continued to 5th Yr	Graduated in 5 Yrs	Continued to 6th Yr	Graduated in 6 Yrs
2006	Male	998	73.4%	63.5%	30.4%	26.9%	49.4%	5.7%	54.2%
	Female	909	71.4%	62.4%	30.8%	24.3%	50.5%	5.1%	54.6%
	Total	1,907	72.5%	63.0%	30.6%	25.6%	49.9%	5.4%	54.4%
2007	Male	991	71.7%	61.4%	26.0%	28.0%	46.8%	6.8%	52.8%
	Female	952	74.8%	66.6%	33.0%	27.1%	55.0%	5.3%	59.6%
	Total	1,943	73.2%	63.9%	29.4%	27.5%	50.8%	6.0%	56.1%
2008	Male	926	75.6%	64.6%	30.1%	28.1%	50.4%	6.1%	-
	Female	881	71.6%	62.5%	29.4%	26.3%	49.2%	6.0%	-
	Total	1,807	73.6%	63.6%	29.8%	27.3%	49.8%	6.1%	-
2009	Male	819	71.1%	59.2%	27.8%	27.1%	-	-	-
	Female	817	74.7%	64.5%	35.4%	23.0%	-	-	-
	Total	1,636	72.9%	61.9%	31.6%	25.1%	-	-	-
2010	Male	860	70.7%	62.7%	-	-	-	-	-
	Female	887	72.0%	62.6%	-	-	-	-	-
	Total	1,747	71.4%	62.7%	-	-	-	-	-
2011	Male	952	64.7%	56.0%	-	-	-	-	-
	Female	961	70.6%	60.9%	-	-	-	-	-
	Total	1,913	67.7%	58.5%	-	-	-	-	-
2012	Male	848	62.9%						
	Female	879	63.8%						
	Total	1,727	63.3%						

Figure 3. 4-Year and 6-Year Graduation Rates of New Full-Time Freshmen by Sex



Retention and Graduation Rates of New Full-Time Freshmen by Ethnicity, Fall 2006-2012

Year Enrolled		Number Enrolled	Continuation Rates %		Cumulative Graduation Rates and Continuation Rates %				
			Continued to 2nd Yr	Continued to 3rd Yr	Graduated in 4 Yrs	Continued to 5th Yr	Graduated in 5 Yrs	Continued to 6th Yr	Graduated in 6 Yrs
2006	White	1,556	72.6%	63.2%	32.5%	24.4%	51.2%	5.0%	55.6%
	Black	140	69.3%	57.9%	15.0%	29.3%	34.3%	7.1%	40.0%
	Hispanic	80	75.0%	62.5%	25.0%	30.0%	48.8%	5.0%	51.3%
	Asian	28	75.0%	64.3%	21.4%	28.6%	46.4%	7.1%	53.6%
	Native American	14	42.9%	50.0%	28.6%	28.6%	57.1%	0.0%	57.1%
	Foreign	18	88.9%	83.3%	27.8%	50.0%	55.6%	22.2%	61.1%
	Total	1,907	72.5%	63.0%	30.6%	25.6%	49.9%	5.4%	54.4%
2007	White	1,506	74.6%	65.4%	31.8%	28.0%	53.5%	5.8%	58.9%
	Black	180	67.2%	53.9%	18.9%	21.7%	32.8%	8.3%	38.9%
	Hispanic	114	65.8%	59.6%	21.9%	28.9%	50.0%	5.3%	53.5%
	Asian	29	69.0%	65.5%	24.1%	34.5%	41.4%	6.9%	44.8%
	Native American	11	63.6%	63.6%	9.1%	36.4%	36.4%	9.1%	36.4%
	Foreign	10	90.0%	90.0%	30.0%	40.0%	60.0%	0.0%	60.0%
	Total	1,943	73.2%	63.9%	29.4%	27.5%	50.8%	6.0%	56.1%
2008	White	1,354	74.7%	64.7%	32.1%	25.9%	52.3%	5.3%	-
	Black	228	70.6%	61.4%	18.4%	36.8%	41.2%	8.8%	-
	Hispanic	106	77.4%	64.2%	28.6%	25.7%	43.8%	8.6%	-
	Asian	21	61.9%	52.4%	14.3%	33.3%	33.3%	14.3%	-
	Native American	12	58.3%	33.3%	8.3%	25.0%	33.3%	0.0%	-
	Foreign	6	83.3%	66.7%	66.7%	0.0%	66.7%	0.0%	-
	Total	1,807	73.6%	63.6%	29.8%	27.3%	49.8%	6.1%	-
2009	White	1,195	74.0%	63.6%	36.5%	22.8%	-	-	-
	Black	228	74.1%	61.4%	16.7%	35.2%	-	-	-
	Hispanic	102	63.7%	50.0%	21.6%	27.5%	-	-	-
	Asian	17	64.7%	64.7%	11.8%	41.2%	-	-	-
	Native American	6	83.3%	66.7%	16.7%	33.3%	-	-	-
	Pacific Islander	2	100.0%	100.0%	0.0%	100.0%	-	-	-
	Foreign	20	40.0%	15.0%	0.0%	10.0%	-	-	-
	2 or More	22	68.2%	45.5%	22.7%	13.6%	-	-	-
	Total	1,636	72.9%	61.9%	31.6%	25.1%	-	-	-
2010	White	1,177	74.1%	66.7%	-	-	-	-	-
	Black	319	62.4%	52.0%	-	-	-	-	-
	Hispanic	128	74.2%	60.9%	-	-	-	-	-
	Asian	14	64.3%	71.4%	-	-	-	-	-
	Native American	2	100.0%	50.0%	-	-	-	-	-
	Pacific Islander	2	50.0%	50.0%	-	-	-	-	-
	Foreign	12	75.0%	75.0%	-	-	-	-	-
	2 or More	36	63.9%	38.9%	-	-	-	-	-
	Total	1,747	71.4%	62.7%	-	-	-	-	-
2011	White	1,121	72.4%	64.0%	-	-	-	-	-
	Black	504	59.4%	47.9%	-	-	-	-	-
	Hispanic	160	63.1%	55.0%	-	-	-	-	-
	Asian	11	54.5%	36.4%	-	-	-	-	-
	Native American	2	0.0%	0.0%	-	-	-	-	-
	Pacific Islander	1	100.0%	100.0%	-	-	-	-	-
	Foreign	3	100.0%	66.7%	-	-	-	-	-
	2 or More	43	72.1%	62.8%	-	-	-	-	-
	Total	1,913	67.7%	58.5%	-	-	-	-	-
2012	White	896	71.7%	-	-	-	-	-	-
	Black	502	50.7%	-	-	-	-	-	-
	Hispanic	176	59.7%	-	-	-	-	-	-
	Asian	14	85.7%	-	-	-	-	-	-
	Native American	4	50.0%	-	-	-	-	-	-
	Pacific Islander	-	0.0%	-	-	-	-	-	-
	Foreign	20	80.0%	-	-	-	-	-	-
	2 or More	46	50.0%	-	-	-	-	-	-
Total	1,727	63.3%	-	-	-	-	-	-	

Note: Unknown ethnic groups are not included in the breakdown, but are included in the total.

No shows are not included in the headcounts. Students that are deceased or active veterans are not included in the percentages.

Retention of New Full-Time Freshmen by Race/Ethnicity and Sex, Fall 2012 to Fall 2013

		Fall 2012 Enrolled	Returning Fall 2013			Non-Returning Fall 2013		Total Non-Returning Fall 2013	
			Number	Percent	Percent Retained Major	Good Standing	Academic Probation/ Suspension	Number	Percent
White	Male	470	331	70.4	74.3	88	51	139	29.6
	Female	426	311	73.0	71.4	87	28	115	27.0
	Total	896	642	71.7	72.9	175	79	254	28.3
Black	Male	205	102	49.8	58.8	39	64	103	50.2
	Female	297	153	51.5	73.9	56	88	144	48.5
	Total	502	255	50.8	67.8	95	152	247	49.2
Hispanic	Male	86	50	58.1	86.0	21	15	36	41.9
	Female	90	55	61.1	67.3	21	14	35	38.9
	Total	176	105	59.7	76.2	42	29	71	40.3
Asian	Male	11	9	81.8	88.9	1	1	2	18.2
	Female	3	3	100.0	100.0	-	-	-	0.0
	Total	14	12	85.7	91.7	1	1	2	14.3
American Indian	Male	2	1	50.0	0.0	1	-	1	50.0
	Female	2	1	50.0	0.0	1	-	1	50.0
	Total	4	2	50.0	0.0	2	-	2	50.0
Pacific Islander	Male	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-
2 or More	Male	21	8	38.1	62.5	6	7	13	61.9
	Female	25	15	60.0	46.7	7	3	10	40.0
	Total	46	23	50.0	52.2	13	10	23	50.0
Foreign	Male	12	10	83.3	90.0	2	-	2	16.7
	Female	8	6	75.0	100.0	1	1	2	25.0
	Total	20	16	80.0	93.8	3	1	4	20.0
Unknown	Male	41	22	53.7	54.5	7	12	19	46.3
	Female	28	17	60.7	76.5	3	8	11	39.3
	Total	69	39	56.5	64.1	10	20	30	43.5
Grand Total	Male	848	533	62.9	71.9	165	150	315	37.1
	Female	879	561	63.8	71.5	176	142	318	36.2
	Total	1,727	1,094	63.3	71.7	341	292	633	36.7

NOTE: Includes summer matriculants, excludes "no shows" and active veteran students.

Total New Freshmen Fall to Fall Retention by Major, Fall 2012 to Fall 2013

	Enrolled Fall 2012	Returning Students Fall 2013			Non-Returning 2013		
		Retained Major	Changed Major	Total (%)	Left in Good Standing	Left in Prob/Susp	Total (%)
COLLEGE OF ARTS & SCIENCES							
African American Studies	1	-	-	-	1	-	100.0
Biological Sciences	85	40	11	60.0	19	15	40.0
Biology	82	38	11	59.8	18	15	40.2
Clinical Laboratory Science	3	2	-	66.7	1	-	33.3
Chemistry	62	27	13	64.5	12	10	35.5
Chemistry	12	7	3	83.3	1	1	16.7
Forensic Chemistry	43	20	8	65.1	8	7	34.9
Pre-Chemical Engineering	-	-	-	-	-	-	-
Pre-Pharmacy	7	-	2	28.6	3	2	71.4
English & Journalism	27	14	4	66.7	3	6	33.3
English	19	10	4	73.7	1	4	26.3
Journalism	8	4	-	50.0	2	2	50.0
Foreign Languages & Literature	4	1	2	75.0	1	-	25.0
French	1	1	-	100.0	-	-	-
Spanish	3	-	2	66.7	1	-	33.3
Geography	13	8	1	69.2	3	1	30.8
Geography	-	-	-	-	-	-	-
Meteorology	13	8	1	69.2	3	1	30.8
Geology	7	5	-	71.4	2	-	28.6
History	18	6	2	44.4	6	4	55.6
Liberal Arts & Sciences	4	-	2	50.0	2	-	50.0
Mathematics	16	8	2	62.5	2	4	37.5
Nursing	149	58	28	57.7	36	27	42.3
Pre-Nursing	149	58	28	57.7	36	27	42.3
Philosophy & Religious Studies	1	-	-	-	-	1	100.0
Philosophy	1	-	-	-	-	1	100.0
Religious Studies	-	-	-	-	-	-	-
Physics	38	6	19	65.8	5	8	34.2
Physics	7	4	1	71.4	1	1	28.6
Pre-Architecture	1	-	-	-	-	1	100.0
Pre-Engineering	30	2	18	66.7	4	6	33.3
Political Science	17	7	3	58.8	4	3	41.2
Psychology	75	27	15	56.0	19	14	44.0
Sociology & Anthropology	6	2	1	50.0	2	1	50.0
Anthropology	2	-	-	-	1	1	100.0
Sociology	4	2	1	75.0	1	-	25.0
Women's Studies	-	-	-	-	-	-	-
TOTAL ARTS AND SCIENCES	523	209	103	59.7	117	94	40.3
COLLEGE OF BUSINESS & TECHNOLOGY							
Accountancy & Finance	42	19	14	78.6	4	5	21.4
Pre-Accountancy	28	12	7	67.9	4	5	32.1
Pre-Finance	14	7	7	100.0	-	-	-
Agricultural Sciences	45	29	6	77.8	7	3	22.2
Agriculture	32	26	-	81.3	5	1	18.8
Pre-Agricultural Engineering	-	-	-	-	-	-	-
Pre-Forestry	-	-	-	-	-	-	-
Pre-Veterinary Medicine	13	3	6	69.2	2	2	30.8
Computer Science & Info Systems	36	23	3	72.2	6	4	27.8
Computer Science	29	17	3	69.0	5	4	31.0
Network Technologies	4	3	-	75.0	1	-	25.0
Pre-Information Systems	3	3	-	100.0	-	-	-
Economics & Decision Sciences	7	-	5	71.4	1	1	28.6
Economics B.A.	-	-	-	-	-	-	-
Pre-Economics	7	-	5	71.4	1	1	28.6
Engineering	14	10	-	71.4	1	3	28.6

Total New Freshmen Fall to Fall Retention by Major (Continued)

	Enrolled Fall 2012	Returning Students Fall 2013			Non-Returning 2013		
		Retained Major	Changed Major	Total (%)	Left in Good Standing	Left in Prob/Susp	Total (%)
Engineering Technology	30	14	3	56.7	8	5	43.3
Construction Management	10	7	-	70.0	2	1	30.0
Engineering Technology	14	3	2	35.7	5	4	64.3
Graphic Communication	6	4	1	83.3	1	-	16.7
Management & Marketing	83	32	17	59.0	16	18	41.0
Pre-Human Resource Management	5	4	1	100.0	-	-	-
Pre-Management	41	12	10	53.7	9	10	46.3
Pre-Marketing	30	11	6	56.7	5	8	43.3
Pre-Supply Chain Management	7	5	-	71.4	2	-	28.6
Pre-Business Undecided	20	4	6	50.0	2	8	50.0
TOTAL BUSINESS AND TECHNOLOGY	277	131	54	66.8	45	47	33.2
COLLEGE OF EDUCATION & HUMAN SERVICES							
Curriculum & Instruction	78	36	11	60.3	22	9	39.7
Pre-Elementary Education	56	24	9	58.9	15	8	41.1
Special Education	22	12	2	63.6	7	1	36.4
Dietetics, Fashion Merchandising & Hosp.	30	17	2	63.3	4	7	36.7
Family & Consumer Sciences	30	17	2	63.3	4	7	36.7
Educational & Interdisciplinary Studies	4	3	1	100.0	-	-	-
Bilingual/Bicultural Education	4	3	1	100.0	-	-	-
Health Sciences	10	4	3	70.0	2	1	30.0
Emergency Management	2	1	-	50.0	1	-	50.0
Health Sciences	6	3	3	100.0	-	-	-
Health Services Management	2	-	-	-	1	1	100.0
Instructional Design & Technology	2	-	1	50.0	1	-	50.0
Kinesiology	86	35	20	64.0	16	15	36.0
Athletic Training	43	15	14	67.4	4	10	32.6
Exercise Science	32	12	5	53.1	11	4	46.9
Physical Education	11	8	1	81.8	1	1	18.2
Law Enforcement & Justice Admin	335	179	35	63.9	55	66	36.1
Pre-Law Enforcement & Justice Admin	335	179	35	63.9	55	66	36.1
Recreation, Park & Tourism Admin	8	3	1	50.0	2	2	50.0
Social Work	17	13	2	88.2	1	1	11.8
Pre-Social Work	17	13	2	88.2	1	1	11.8
TOTAL EDUCATION & HUMAN SERVICES	570	290	76	64.2	103	101	35.8
COLLEGE OF FINE ARTS & COMMUNICATION							
Art	17	7	2	52.9	4	4	47.1
Broadcasting	61	33	7	65.6	11	10	34.4
Communication	16	10	4	87.5	2	-	12.5
Communication Sciences & Disorders	13	6	5	84.6	2	-	15.4
Music	46	34	4	82.6	6	2	17.4
Theatre	7	7	-	100.0	-	-	-
Musical Theatre	2	2	-	100.0	-	-	-
Theatre	5	5	-	100.0	-	-	-
TOTAL FINE ARTS & COMMUNICATION	160	97	22	74.4	25	16	25.6
OTHER							
General Studies	1	1	-	100.0	-	-	-
University Advising	213	66	55	56.8	53	39	43.2
Interdisciplinary Studies	3	2	-	66.7	1	-	33.3
WESL				-			-
TOTAL OTHER	217	69	55	57.1	54	39	42.9
UNDERGRADUATE TOTAL	1,747	796	310	63.3	344	297	36.7

NOTE: Includes summer matriculants, excludes "no shows" and active veteran students.
Includes all new freshmen, full-time and part-time.

WESTERN ILLINOIS UNIVERSITY
 INSTITUTIONAL RESEARCH & PLANNING
 FL12-FL13 NEW FRESHMEN RETENTION BY ACT/HS GPA
 >> EXCLUDES NOSHOWS & HS STUDENTS <<
 (JOB: MIGB09K - RPT1)

ACT	HS GPA RANGE	ACCEPTED FOR FL12	ENROLLED FL12	YIELD RATE	NUMBER RETAINED FL-FL	PERCENT RETAINED FL-FL	AVERAGE WIU GPA AS OF FL13
36	4.000+	1	1	100.0			3.820
36		1	1	100.0			3.820
34	4.000+	1		.0			
34	3.900-3.999	1		.0			
34	BELOW 3.000	1		.0			
34		3		.0			
33	4.000+	3	1	33.3	1	100.0	4.000
33	3.900-3.999	2	1	50.0	1	100.0	3.934
33		5	2	40.0	2	100.0	3.967
32	4.000+	7	3	42.9	2	66.7	2.993
32	3.900-3.999	1	1	100.0	1	100.0	4.000
32	3.800-3.899	1	1	100.0	1	100.0	3.956
32	3.600-3.699	1	1	100.0	1	100.0	3.934
32	3.500-3.599	2	1	50.0	1	100.0	3.658
32	3.400-3.499	1		.0			
32	3.300-3.399	1		.0			
32	3.200-3.299	2		.0			
32	3.000-3.099	1		.0			
32		17	7	41.2	6	85.7	3.512
31	4.000+	7	1	14.3	1	100.0	3.808
31	3.800-3.899	2		.0			
31	3.600-3.699	3	2	66.7	2	100.0	3.338
31	3.500-3.599	2		.0			
31	3.400-3.499	1		.0			
31	3.300-3.399	3		.0			
31	3.200-3.299	2		.0			
31	BELOW 3.000	3		.0			
31		23	3	13.0	3	100.0	3.477
30	4.000+	10	3	30.0	3	100.0	3.742
30	3.900-3.999	2		.0			
30	3.800-3.899	4	1	25.0	1	100.0	3.768
30	3.700-3.799	3	1	33.3	1	100.0	1.642
30	3.600-3.699	3	1	33.3	1	100.0	3.752
30	3.400-3.499	4		.0			
30	3.300-3.399	1		.0			
30	3.100-3.199	2	1	50.0	1	100.0	3.423
30	3.000-3.099	1	1	100.0			3.383
30	BELOW 3.000	2	1	50.0			2.445
30		32	9	28.1	7	77.8	3.387
29	4.000+	13	11	84.6	10	90.9	3.680
29	3.900-3.999	4	2	50.0	2	100.0	3.871
29	3.800-3.899	8	4	50.0	4	100.0	3.198
29	3.700-3.799	4	1	25.0	1	100.0	3.775
29	3.600-3.699	5	1	20.0	1	100.0	3.930
29	3.500-3.599	2	1	50.0	1	100.0	3.635
29	3.400-3.499	4	2	50.0	1	50.0	3.205
29	3.300-3.399	3	1	33.3	1	100.0	3.303
29	3.200-3.299	5	3	60.0	2	66.7	3.655
29	3.100-3.199	1	1	100.0			1.446
29	3.000-3.099	4	2	50.0	2	100.0	3.410
29	BELOW 3.000	8	4	50.0	3	75.0	2.411
29		61	33	54.1	28	84.8	3.393
28	4.000+	29	10	34.5	10	100.0	3.685
28	3.900-3.999	7	2	28.6	1	50.0	3.394
28	3.800-3.899	15	4	26.7	5	125.0	3.822
28	3.700-3.799	7	1	14.3	1	100.0	3.966
28	3.600-3.699	11	2	18.2	2	100.0	3.416
28	3.500-3.599	8	1	12.5	1	100.0	3.060
28	3.400-3.499	4		.0			
28	3.300-3.399	4	1	25.0	1	100.0	3.733
28	3.200-3.299	3		.0			

WESTERN ILLINOIS UNIVERSITY
 INSTITUTIONAL RESEARCH & PLANNING
 FL12-FL13 NEW FRESHMEN RETENTION BY ACT/HS GPA
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 (JOB: MIGB09K - RPT1)

ACT	HS GPA RANGE	ACCEPTED FOR FL12	ENROLLED FL12	YIELD RATE	NUMBER RETAINED FL-FL	PERCENT RETAINED FL-FL	AVERAGE WIU GPA AS OF FL13
28	3.000-3.099	2		.0			
28	BELOW 3.000	19	7	36.8	1	14.3	1.693
28		109	28	25.7	22	78.6	3.263
27	4.000+	31	8	25.8	9	112.5	3.755
27	3.900-3.999	11	3	27.3	3	100.0	3.776
27	3.800-3.899	16	2	12.5	3	150.0	3.431
27	3.700-3.799	13	5	38.5	4	80.0	3.603
27	3.600-3.699	13	4	30.8	3	75.0	3.616
27	3.500-3.599	8	1	12.5	1	100.0	3.591
27	3.400-3.499	8	2	25.0	2	100.0	3.159
27	3.300-3.399	8	2	25.0	1	50.0	2.185
27	3.200-3.299	8	4	50.0	2	50.0	2.779
27	3.100-3.199	4	2	50.0			.707
27	3.000-3.099	6	2	33.3	1	50.0	3.185
27	BELOW 3.000	31	3	9.7	2	66.7	2.954
27		157	38	24.2	31	81.6	3.322
26	4.000+	22	4	18.2	3	75.0	3.455
26	3.900-3.999	14	2	14.3	1	50.0	3.914
26	3.800-3.899	18	2	11.1	2	100.0	3.634
26	3.700-3.799	20	4	20.0	3	75.0	3.371
26	3.600-3.699	9	3	33.3	2	66.7	3.329
26	3.500-3.599	15	2	13.3	2	100.0	3.210
26	3.400-3.499	8	6	75.0	5	83.3	3.539
26	3.300-3.399	11		.0			
26	3.200-3.299	11	2	18.2	2	100.0	2.291
26	3.100-3.199	9	3	33.3	3	100.0	3.345
26	3.000-3.099	7	4	57.1	2	50.0	2.670
26	BELOW 3.000	36	8	22.2	4	50.0	2.384
26		180	40	22.2	29	72.5	3.127
25	4.000+	31	9	29.0	8	88.9	3.662
25	3.900-3.999	12	3	25.0	3	100.0	3.483
25	3.800-3.899	24	8	33.3	6	75.0	3.653
25	3.700-3.799	17	5	29.4	4	80.0	3.172
25	3.600-3.699	16	2	12.5	2	100.0	3.734
25	3.500-3.599	27	8	29.6	8	100.0	3.456
25	3.400-3.499	19	8	42.1	4	50.0	2.465
25	3.300-3.399	18	3	16.7	3	100.0	2.875
25	3.200-3.299	24	8	33.3	7	87.5	3.057
25	3.100-3.199	13	8	61.5	4	50.0	3.274
25	3.000-3.099	11	1	9.1	1	100.0	3.363
25	BELOW 3.000	79	18	22.8	10	55.6	2.305
25		291	81	27.8	60	74.1	3.084
24	4.000+	40	9	22.5	7	77.8	3.499
24	3.900-3.999	12	3	25.0	2	66.7	3.641
24	3.800-3.899	24	5	20.8	5	100.0	3.592
24	3.700-3.799	15	2	13.3	2	100.0	3.363
24	3.600-3.699	21	4	19.0	5	125.0	3.553
24	3.500-3.599	18	6	33.3	4	66.7	3.243
24	3.400-3.499	13	2	15.4			2.798
24	3.300-3.399	24	6	25.0	5	83.3	3.403
24	3.200-3.299	41	15	36.6	13	86.7	3.003
24	3.100-3.199	23	8	34.8	5	62.5	2.542
24	3.000-3.099	27	10	37.0	8	80.0	2.969
24	BELOW 3.000	110	32	29.1	16	50.0	2.400
24		368	102	27.7	72	70.6	2.953
23	4.000+	19	1	5.3	2	200.0	3.791
23	3.900-3.999	8		.0			
23	3.800-3.899	14	6	42.9	5	83.3	3.307
23	3.700-3.799	20	8	40.0	9	112.5	3.114
23	3.600-3.699	33	7	21.2	8	114.3	3.335
23	3.500-3.599	25	8	32.0	6	75.0	2.935
23	3.400-3.499	31	7	22.6	7	100.0	3.462
23	3.300-3.399	34	6	17.6	6	100.0	3.258

WESTERN ILLINOIS UNIVERSITY
 INSTITUTIONAL RESEARCH & PLANNING
 FL12-FL13 NEW FRESHMEN RETENTION BY ACT/HS GPA
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 (JOB: MIGB09K - RPT1)

ACT	HS GPA RANGE	ACCEPTED FOR FL12	ENROLLED FL12	YIELD RATE	NUMBER RETAINED FL-FL	PERCENT RETAINED FL-FL	AVERAGE WIU GPA AS OF FL13
23	3.200-3.299	45	8	17.8	6	75.0	2.980
23	3.100-3.199	36	9	25.0	6	66.7	3.127
23	3.000-3.099	47	12	25.5	9	75.0	2.530
23	BELOW 3.000	170	42	24.7	28	66.7	2.470
23	MISSING GPA	1	1	100.0			2.668
23		483	115	23.8	92	80.0	2.892
22	4.000+	34	5	14.7	4	80.0	3.432
22	3.900-3.999	9	1	11.1			3.912
22	3.800-3.899	22	11	50.0	7	63.6	3.377
22	3.700-3.799	23	5	21.7	5	100.0	3.222
22	3.600-3.699	29	8	27.6	8	100.0	3.154
22	3.500-3.599	35	11	31.4	11	100.0	2.828
22	3.400-3.499	31	8	25.8	6	75.0	3.204
22	3.300-3.399	40	9	22.5	8	88.9	3.032
22	3.200-3.299	37	11	29.7	10	90.9	2.787
22	3.100-3.199	47	11	23.4	7	63.6	2.635
22	3.000-3.099	54	16	29.6	13	81.3	2.589
22	BELOW 3.000	296	76	25.7	43	56.6	2.224
22		657	172	26.2	122	70.9	2.674
21	4.000+	28	6	21.4	6	100.0	2.655
21	3.900-3.999	18	3	16.7	3	100.0	3.521
21	3.800-3.899	18	2	11.1	2	100.0	3.640
21	3.700-3.799	23	4	17.4	3	75.0	2.694
21	3.600-3.699	27	3	11.1	2	66.7	2.838
21	3.500-3.599	34	5	14.7	4	80.0	3.072
21	3.400-3.499	32	7	21.9	6	85.7	3.341
21	3.300-3.399	53	9	17.0	7	77.8	2.976
21	3.200-3.299	52	9	17.3	8	88.9	2.906
21	3.100-3.199	50	10	20.0	5	50.0	2.281
21	3.000-3.099	56	13	23.2	9	69.2	2.507
21	BELOW 3.000	367	90	24.5	46	51.1	2.303
21	MISSING GPA	2	2	100.0			2.620
21		760	163	21.4	101	62.0	2.564
20	4.000+	20	4	20.0	3	75.0	2.910
20	3.900-3.999	12	2	16.7	2	100.0	3.391
20	3.800-3.899	16	4	25.0	2	50.0	3.172
20	3.700-3.799	22	3	13.6	3	100.0	3.553
20	3.600-3.699	19	3	15.8	2	66.7	2.648
20	3.500-3.599	32	12	37.5	7	58.3	2.823
20	3.400-3.499	35	6	17.1	5	83.3	2.976
20	3.300-3.399	42	12	28.6	10	83.3	2.918
20	3.200-3.299	59	12	20.3	10	83.3	2.723
20	3.100-3.199	56	13	23.2	12	92.3	2.783
20	3.000-3.099	46	9	19.6	6	66.7	2.560
20	BELOW 3.000	456	132	28.9	70	53.0	2.206
20	MISSING GPA	1	1	100.0	1	100.0	2.909
20		816	213	26.1	133	62.4	2.486
19	4.000+	36	6	16.7	4	66.7	2.995
19	3.900-3.999	7	3	42.9	2	66.7	2.608
19	3.800-3.899	15	1	6.7	1	100.0	1.348
19	3.700-3.799	17	2	11.8	1	50.0	3.439
19	3.600-3.699	24	6	25.0	5	83.3	2.891
19	3.500-3.599	23	9	39.1	6	66.7	2.793
19	3.400-3.499	21	6	28.6	5	83.3	3.057
19	3.300-3.399	39	10	25.6	8	80.0	2.595
19	3.200-3.299	45	7	15.6	4	57.1	2.744
19	3.100-3.199	48	9	18.8	7	77.8	2.663
19	3.000-3.099	59	10	16.9	7	70.0	2.568
19	BELOW 3.000	374	105	28.1	56	53.3	2.279
19		708	174	24.6	106	60.9	2.488
18	4.000+	25	8	32.0	4	50.0	2.743
18	3.900-3.999	7	2	28.6	2	100.0	2.416
18	3.800-3.899	15	2	13.3	1	50.0	2.500

WESTERN ILLINOIS UNIVERSITY
 INSTITUTIONAL RESEARCH & PLANNING
 FL12-FL13 NEW FRESHMEN RETENTION BY ACT/HS GPA
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 (JOB: MIGB09K - RPT1)

ACT	HS GPA RANGE	ACCEPTED FOR FL12	ENROLLED FL12	YIELD RATE	NUMBER RETAINED FL-FL	PERCENT RETAINED FL-FL	AVERAGE WIU GPA AS OF FL13
18	3.700-3.799	10	2	20.0	2	100.0	3.195
18	3.600-3.699	21	3	14.3	2	66.7	3.176
18	3.500-3.599	24	2	8.3	1	50.0	3.291
18	3.400-3.499	24	7	29.2	4	57.1	2.421
18	3.300-3.399	32	5	15.6	2	40.0	2.102
18	3.200-3.299	41	7	17.1	7	100.0	2.709
18	3.100-3.199	41	15	36.6	11	73.3	2.634
18	3.000-3.099	62	18	29.0	13	72.2	2.337
18	BELOW 3.000	414	141	34.1	84	59.6	2.286
18	MISSING GPA	1	1	100.0			.999
18		717	213	29.7	133	62.4	2.391
17	4.000+	15	5	33.3	5	100.0	2.395
17	3.900-3.999	3	2	66.7			1.563
17	3.800-3.899	5		.0			
17	3.700-3.799	7	1	14.3	1	100.0	3.110
17	3.600-3.699	14	2	14.3			1.451
17	3.500-3.599	24	7	29.2	4	57.1	2.244
17	3.400-3.499	15	6	40.0	6	100.0	2.696
17	3.300-3.399	27	6	22.2	6	100.0	2.570
17	3.200-3.299	30	10	33.3	5	50.0	2.038
17	3.100-3.199	50	13	26.0	8	61.5	2.454
17	3.000-3.099	48	15	31.3	8	53.3	2.274
17	BELOW 3.000	334	105	31.4	51	48.6	2.151
17		572	172	30.1	94	54.7	2.223
16	4.000+	10	1	10.0	1	100.0	3.106
16	3.900-3.999	2		.0			
16	3.800-3.899	7		.0			
16	3.700-3.799	9	1	11.1			
16	3.600-3.699	9	3	33.3			1.697
16	3.500-3.599	12	2	16.7			2.912
16	3.400-3.499	19	5	26.3	3	60.0	2.451
16	3.300-3.399	19	5	26.3	3	60.0	2.903
16	3.200-3.299	24	7	29.2	5	71.4	2.713
16	3.100-3.199	33	8	24.2	7	87.5	2.265
16	3.000-3.099	30	8	26.7	2	25.0	2.044
16	BELOW 3.000	229	89	38.9	37	41.6	2.060
16		403	129	32.0	58	45.0	2.199
15	4.000+	1	1	100.0	1	100.0	2.839
15	3.700-3.799	1		.0			
15	3.300-3.399	3	1	33.3	1	100.0	2.667
15	BELOW 3.000	4	1	25.0			
15		9	3	33.3	2	66.7	2.231
14	3.000-3.099	1	1	100.0			1.317
14	BELOW 3.000	2	1	50.0	1	100.0	2.380
14		3	2	66.7	1	50.0	1.861
12	BELOW 3.000	1		.0			
12		1		.0			
00	4.000+	4		.0			
00	3.900-3.999	1		.0			
00	3.800-3.899	2	1	50.0	1	100.0	3.615
00	3.600-3.699	2		.0			
00	3.500-3.599	2		.0			
00	3.400-3.499	5	2	40.0	1	50.0	3.389
00	3.300-3.399	3	1	33.3	1	100.0	2.935
00	3.200-3.299	4	1	25.0	1	100.0	2.408
00	3.100-3.199	3	1	33.3	1	100.0	2.426
00	3.000-3.099	5		.0			
00	BELOW 3.000	28	17	60.7	9	52.9	2.317
00	MISSING GPA	32	24	75.0	19	79.2	3.152
00		91	47	51.6	33	70.2	2.885
		6467	1747	27.0	1135	65.0	2.654

WESTERN ILLINOIS UNIVERSITY
 INSTITUTIONAL RESEARCH & PLANNING
 FL12-FL13 NEW FRESHMEN RETENTION
 >>> EXCLUDES NOSHOWS & THOSE WITHOUT FAFSA <<<
 (JOB: MIGA20K5 - RPT1)

ACT SCORE	FINANCIAL AID FAFSA EFC	FL12 HEADCOUNT	RETAINED TO FL13	FL12-FL13 RETENTION RATE	UNRET GPA <2.0	UNRET BALANCE \$500+	UNRET GPA AND BALANCE	UNRET GPA AND BALANCE OK
32 - 36	\$0	1	1	100.0				
32 - 36	\$6,000 - \$12,999	4	3	75.0			1	
32 - 36	\$13,000 - \$24,999	3	2	66.7		1		
32 - 36	\$25,000 OR MORE	2	2	100.0				
32 - 36		10	8	80.0		1	1	
29 - 31	\$0	3	2	66.7		1		
29 - 31	\$1 - \$1,999	4	4	100.0				
29 - 31	\$2,000 - \$5,999	4	4	100.0				
29 - 31	\$6,000 - \$12,999	3	2	66.7		1		
29 - 31	\$13,000 - \$24,999	11	9	81.8		1	1	
29 - 31	\$25,000 OR MORE	19	16	84.2		2	1	
29 - 31		44	37	84.1		5	2	
26 - 28	\$-1	1	1	100.0				
26 - 28	\$0	8	4	50.0	1	1	2	
26 - 28	\$1 - \$1,999	9	5	55.6	1	2		1
26 - 28	\$2,000 - \$5,999	10	7	70.0		2	1	
26 - 28	\$6,000 - \$12,999	25	19	76.0	1	3		2
26 - 28	\$13,000 - \$24,999	27	25	92.6		2		
26 - 28	\$25,000 OR MORE	24	18	75.0		3	3	
26 - 28		104	79	76.0	3	13	6	3
23 - 25	\$-1	1						1
23 - 25	\$0	35	23	65.7	4	5	2	1
23 - 25	\$1 - \$1,999	34	23	67.6	1	8	1	1
23 - 25	\$2,000 - \$5,999	34	23	67.6	3	4	3	1
23 - 25	\$6,000 - \$12,999	48	34	70.8	3	8	3	
23 - 25	\$13,000 - \$24,999	59	44	74.6		10	5	
23 - 25	\$25,000 OR MORE	73	61	83.6	1	7	4	
23 - 25		284	208	73.2	12	42	18	4
20 - 22	\$-1	3	3	100.0				
20 - 22	\$0	135	72	53.3	24	15	21	3
20 - 22	\$1 - \$1,999	72	42	58.3	9	9	9	3
20 - 22	\$2,000 - \$5,999	73	45	61.6	12	5	7	4
20 - 22	\$6,000 - \$12,999	78	55	70.5	5	8	7	3
20 - 22	\$13,000 - \$24,999	71	48	67.6	4	8	10	1
20 - 22	\$25,000 OR MORE	70	55	78.6	2	5	8	
20 - 22		502	320	63.7	56	50	62	14
16 - 19	\$-1	3			2		1	
16 - 19	\$0	295	143	48.5	77	28	37	10
16 - 19	\$1 - \$1,999	81	43	53.1	13	7	15	3
16 - 19	\$2,000 - \$5,999	90	52	57.8	16	9	10	3
16 - 19	\$6,000 - \$12,999	73	46	63.0	8	7	9	3
16 - 19	\$13,000 - \$24,999	59	43	72.9	3	9	3	1
16 - 19	\$25,000 OR MORE	51	32	62.7	2	9	6	2
16 - 19		652	359	55.1	121	69	81	22
14 - 15	\$0	3	2	66.7			1	
14 - 15	\$1 - \$1,999	1	1	100.0				
14 - 15	\$2,000 - \$5,999	1			1			
14 - 15		5	3	60.0	1		1	
NO ACT	\$0	14	7	50.0	2	1	2	2
NO ACT	\$1 - \$1,999	1	1	100.0				
NO ACT	\$2,000 - \$5,999	4	3	75.0	1			
NO ACT	\$6,000 - \$12,999	3	2	66.7		1		
NO ACT	\$13,000 - \$24,999	2	2	100.0				
NO ACT	\$25,000 OR MORE	1	1	100.0				
NO ACT		25	16	64.0	3	2	2	2
		1626	1030	63.3	196	182	173	45

FL12 Retention (EFC & ACT)

EFC / ACT	\$0	\$1 - \$2,041	\$2,042 - \$6,429	\$6,430 - \$13,374	\$13,375 - \$25,727	\$25,728 - Above	Totals
31 - 36	100%	NA	NA	80%	75%	100%	85%
28 - 30	75%	71%	86%	88%	82%	83%	82%
25 - 27	65%	65%	72%	73%	82%	81%	75%
22 - 24	50%	76%	68%	75%	74%	83%	71%
19 - 21	54%	51%	59%	71%	69%	70%	61%
16 - 18	49%	54%	55%	60%	76%	59%	54%
	52%	59%	62%	71%	75%	77%	65%

Western Illinois University
New Freshmen 10-year Profile: Regular vs OAS Admissions

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
OAS Headcount	296	301	233	258	348	253	329	485	441	340
Regular Headcount	1,789	1,515	1,689	1,699	1,468	1,388	1,429	1,470	1,313	1,312
Total New Freshmen	2,085	1,816	1,922	1,957	1,816	1,641	1,758	1,955	1,754	1,652
% of OAS New Freshmen	14.2%	16.6%	12.1%	13.2%	19.2%	15.4%	18.7%	24.8%	25.1%	20.6%
Average ACT	21.4	21.2	21.2	21.2	21.2	21.3	21.0	20.7	20.7	21.1
Average HS GPA	3.029	3.026	3.026	3.025	2.977	3.012	3.001	2.987	3.044	3.112
Male / Female	1050 / 1035	925 / 891	1007 / 915	1002 / 955	929 / 887	819 / 822	864 / 894	986 / 969	864 / 890	813 / 839
% Minority	14.3%	14.8%	14.4%	17.9%	21.2%	23.7%	29.8%	38.5%	44.6%	43.9%
Fall-Spring Retention	91.5%	88.3%	88.6%	89.0%	89.5%	89.6%	88.2%	85.7%	82.2%	89.9%
Fall-Fall Retention	78.9%	72.6%	72.3%	73.0%	73.6%	72.7%	71.2%	67.3%	63.3%	n/a
OAS NEW FRESHMEN										
Average ACT	18.5	18.9	18.7	19.2	19.3	19.2	19.1	18.1	18.0	17.8
Average HS GPA	2.539	2.468	2.481	2.432	2.388	2.415	2.418	2.552	2.582	2.604
Male / Female	154 / 142	157 / 144	138 / 95	140 / 118	181 / 167	139 / 116	176 / 153	247 / 238	205 / 236	178 / 162
% Minority	25.2%	25.3%	30.4%	33.1%	33.0%	37.8%	44.3%	63.2%	69.4%	72.7%
Fall-Spring Retention	90.5%	84.1%	84.5%	84.2%	85.3%	87.7%	79.6%	77.4%	70.3%	87.3%
Fall-Fall Retention	77.6%	63.8%	66.1%	67.2%	69.5%	70.4%	59.3%	57.1%	48.6%	n/a
REGULAR NEW FRESHMEN										
Average ACT	21.9	21.7	21.6	21.5	21.6	21.6	21.4	21.6	21.7	22.0
Average HS GPA	3.111	3.139	3.103	3.116	3.118	3.124	3.138	3.132	3.203	3.244
Male / Female	896 / 893	768 / 747	869 / 820	862 / 837	748 / 720	680 / 706	688 / 741	739 / 731	659 / 654	635 / 677
% Minority	12.5%	12.7%	12.2%	15.6%	18.4%	21.0%	26.5%	30.4%	36.4%	36.6%
Fall-Spring Retention	91.7%	89.2%	89.2%	89.7%	90.5%	89.9%	90.2%	88.5%	86.2%	90.5%
Fall-Fall Retention	79.1%	74.3%	73.1%	73.9%	74.5%	73.1%	73.9%	70.6%	68.2%	n/a

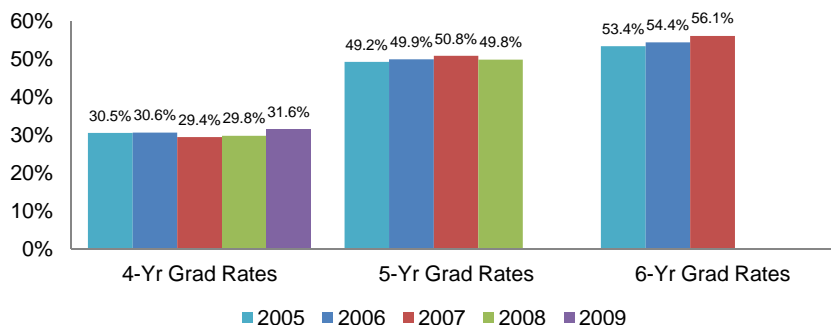
SOURCE: IRP, MIGT40K1-2-3

Graduation Rates of New Full-Time Freshmen by Admission Type, Fall 2005-2009

Year Enrolled	Admission Type	Number Enrolled	% Graduated in 4 years	% Graduated in 5 years	% Graduated in 6 years
2005	Regular Admissions	1,507	33.8%	52.5%	56.9%
	Special Admissions	300	13.7%	32.7%	36.3%
	Total	1,807	30.5%	49.2%	53.4%
2006	Regular Admissions	1,675	31.7%	51.3%	55.5%
	Special Admissions	232	22.4%	40.1%	46.1%
	Total	1,907	30.6%	49.9%	54.4%
2007	Regular Admissions	1,686	31.3%	52.2%	56.8%
	Special Admissions	257	17.1%	42.0%	51.4%
	Total	1,943	29.4%	50.8%	56.1%
2008	Regular Admissions	1,459	32.2%	52.1%	
	Special Admissions	348	19.5%	40.5%	
	Total	1,807	29.8%	49.8%	
2009	Regular Admissions	1,383	33.3%		
	Special Admissions	253	22.2%		
	Total	1,636	31.6%		

Note: There are two admission types - admitted under regular admissions standards and admitted under special admissions standards. Students graduating within n years includes all students who graduated by the summer term of the nth year. The cohort selection is based on IPEDS GRS procedures. Six-year graduation rates exclude veterans with active status. Regular Admission includes students admitted as non-resident alien.

**Figure 6. Four-, Five- & Six-Year Graduation Rates
All Students, Cohort Years 2005-2009**



Western Illinois University

New Full-time Freshmen w/Pell Grants, Fall 2001 through Fall 2012

Year Enrolled	Gender	Number Enrolled	Continued 2nd year	Continued 3rd year	Continued 4th year	Graduated 4 years	Continued 5th year	Graduated 5 years	Continued 6th year	Graduated 6 years
2001	Male	169	77.4	64.6	60.4	24.1	29.3	41.0	9.8	45.2
	Female	199	76.9	66.8	61.8	32.7	25.1	52.8	4.0	55.8
	TOTAL	368	77.1	65.8	61.2	28.8	27.0	47.4	6.6	51.0
2002	Male	195	72.9	63.3	54.3	21.5	34.6	36.1	13.3	43.5
	Female	267	71.1	62.8	57.5	29.7	23.7	48.1	4.5	51.1
	TOTAL	462	71.8	63.0	56.2	26.3	28.2	43.1	8.1	47.9
2003	Male	210	75.6	62.0	59.5	22.9	31.7	42.9	7.3	51.2
	Female	215	80.4	68.2	65.0	33.0	29.9	57.2	4.2	60.0
	TOTAL	425	78.0	65.2	62.3	28.1	30.8	50.2	5.7	55.7
2004	Male	216	76.5	62.0	56.3	22.2	28.6	39.4	8.9	46.3
	Female	239	72.4	61.5	57.3	26.4	26.4	47.3	5.9	51.9
	TOTAL	455	74.3	61.7	56.9	24.4	27.4	43.5	7.3	49.2
2005	Male	272	77.5	66.8	61.3	25.1	39.1	45.4	12.2	55.7
	Female	279	69.4	59.7	54.7	25.9	29.5	42.8	10.1	50.0
	TOTAL	551	73.4	63.2	57.9	25.5	34.2	44.1	11.1	52.8
2006	Male	254	78.9	68.9	64.5	31.5	29.5	49.0	11.2	55.0
	Female	293	75.8	67.6	62.5	29.0	33.1	51.9	8.5	58.0
	TOTAL	547	77.2	68.2	63.4	30.1	31.4	50.6	9.7	56.6
2007	Male	294	72.5	61.9	59.1	21.0	33.3	40.9	11.3	50.8
	Female	350	80.0	73.4	66.9	32.0	30.3	54.6	7.7	61.5
	TOTAL	644	76.6	68.2	63.3	27.0	31.7	48.4	9.4	56.7
2008	Male	311	83.2	72.8	68.9	23.0	33.0	52.8	9.7	n/a
	Female	361	77.6	68.4	62.3	19.4	33.8	49.3	9.3	n/a
	TOTAL	673	80.1	70.4	65.4	21.0	33.4	50.9	9.5	n/a
2009	Male	286	73.9	59.5	54.2	23.2	31.0	n/a	n/a	n/a
	Female	375	75.5	65.3	58.7	32.0	25.2	n/a	n/a	n/a
	TOTAL	661	74.8	62.8	56.8	28.3	27.7	n/a	n/a	n/a
2010	Male	331	72.6	64.9	58.9	n/a	n/a	n/a	n/a	n/a
	Female	469	69.5	59.3	53.3	n/a	n/a	n/a	n/a	n/a
	TOTAL	800	70.8	61.6	55.6	n/a	n/a	n/a	n/a	n/a
2011	Male	435	64.8	56.7	n/a	n/a	n/a	n/a	n/a	n/a
	Female	549	66.7	56.3	n/a	n/a	n/a	n/a	n/a	n/a
	TOTAL	984	65.9	56.4	n/a	n/a	n/a	n/a	n/a	n/a
2012	Male	391	55.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Female	480	57.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	TOTAL	871	56.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Western Illinois University

New Full-time Freshmen w/MAP Grants, Fall 2001 through Fall 2012

Year Enrolled	Gender	Number Enrolled	Continued 2nd year	Continued 3rd year	Continued 4th year	Graduated 4 years	Continued 5th year	Graduated 5 years	Continued 6th year	Graduated 6 years
2001	Male	206	74.6	63.2	59.7	25.0	29.9	41.7	10.0	47.1
	Female	251	76.5	66.5	61.8	33.9	25.5	54.6	3.6	57.8
	TOTAL	457	75.7	65.0	60.8	29.9	27.4	48.8	6.4	53.0
2002	Male	242	72.3	60.4	51.9	21.4	32.3	36.1	11.1	42.0
	Female	308	71.6	61.4	55.9	29.7	21.9	47.1	4.2	50.0
	TOTAL	550	71.9	61.0	54.2	26.1	26.4	42.3	7.2	46.5
2003	Male	256	75.6	62.0	58.4	24.8	30.4	42.4	6.8	49.6
	Female	248	80.6	68.4	63.6	35.9	26.3	56.9	4.9	59.7
	TOTAL	504	78.1	65.2	61.0	30.3	28.4	49.6	5.8	54.6
2004	Male	249	76.8	62.2	54.5	24.2	26.0	39.1	8.5	46.0
	Female	279	73.1	64.5	60.2	28.3	28.0	50.2	5.4	55.6
	TOTAL	528	74.9	63.4	57.5	26.4	27.0	45.0	6.9	51.0
2005	Male	271	76.2	62.8	61.7	24.2	36.5	44.2	9.7	51.3
	Female	318	69.2	57.9	53.5	24.8	28.6	43.7	7.5	49.1
	TOTAL	589	72.4	60.1	57.2	24.5	31.7	44.0	8.5	50.1
2006	Male	263	80.5	69.1	64.9	34.0	26.0	51.9	8.0	56.5
	Female	319	73.4	64.9	59.2	29.8	28.8	49.5	7.5	55.5
	TOTAL	582	76.6	66.8	61.8	31.7	27.5	50.6	7.7	55.9
2007	Male	283	70.9	58.9	57.4	20.6	32.3	40.1	9.2	50
	Female	333	79.6	71.8	65.5	32.4	28.8	55.0	5.7	61.1
	TOTAL	616	75.6	65.9	61.8	27.0	30.4	48.1	7.3	56.1
2008	Male	282	81.5	72.2	68.3	21.4	33.1	53.3	7.7	n/a
	Female	355	75.2	65.1	59.4	18.6	33.2	46.9	8.7	n/a
	TOTAL	637	78.0	68.2	63.4	19.8	33.2	49.8	8.2	n/a
2009	Male	269	72.1	58.7	52.8	23.3	30	n/a	n/a	n/a
	Female	346	78.6	69.7	62.4	34.2	26.8	n/a	n/a	n/a
	TOTAL	615	75.8	64.9	58.2	29.5	28.2	n/a	n/a	n/a
2010	Male	285	74.6	65.4	61.5	n/a	n/a	n/a	n/a	n/a
	Female	423	71.6	60.5	54	n/a	n/a	n/a	n/a	n/a
	TOTAL	708	72.8	62.5	57	n/a	n/a	n/a	n/a	n/a
2011	Male	382	66.0	58.5	n/a	n/a	n/a	n/a	n/a	n/a
	Female	509	67.8	57.3	n/a	n/a	n/a	n/a	n/a	n/a
	TOTAL	891	67.0	57.8	n/a	n/a	n/a	n/a	n/a	n/a
2012	Male	332	57.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Female	429	59.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	TOTAL	761	58.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Western Illinois University
Fall 2012 to Fall 2013 Undergraduate Retention by Class*
As of 07/31/13

Class	Fall 2012 Headcount	Fall-to-Fall			Male				Female			
		Retained	Graduated	Percent	Fall 2012	Graduated	Fall 2013	Retention	Fall 2012	Graduated	Fall 2013	Retention
New FL12 Freshmen	1747	1093	0	62.6	860	0	532	61.9	887	0	561	63.2
New FL12 Transfers	1328	987	4	74.5	709	3	519	73.5	619	1	468	75.7
Freshmen	750	498	1	66.5	376	1	245	65.3	374	0	253	67.6
Sophomores	1445	1199	0	83.0	751	0	612	81.5	694	0	587	84.6
Juniors	1851	1341	69	75.3	965	40	686	74.2	886	29	655	76.4
Seniors	3129	783	1711	55.2	1633	873	383	50.4	1496	838	400	60.8
Totals	10250	5901	1785	69.7	5294	917	2977	68.0	4956	868	2924	71.5

*Excludes No Shows and HS student enrollments.

Western Illinois University
Fall 2011 to Fall 2012 Undergraduate Retention by Class*

Class	Fall 2011 Headcount	Fall-to-Fall			Male				Female			
		Retained	Graduated	Percent	Fall 2011	Graduated	Fall 2012	Retention	Fall 2011	Graduated	Fall 2012	Retention
New FL11 Freshmen	1948	1290	0	66.2	980	0	617	63.0	968	0	673	69.5
New FL11 Transfers	1301	988	3	76.1	704	0	538	76.4	597	3	450	75.8
Freshmen	685	492	0	71.8	372	0	254	68.3	313	0	238	76.0
Sophomores	1419	1156	0	81.5	724	0	577	79.7	695	0	579	83.3
Juniors	1877	1355	86	75.7	1009	51	699	73.0	868	35	656	78.8
Seniors	3281	908	1723	58.3	1704	877	450	54.4	1577	846	458	62.7
Totals	10511	6189	1812	71.1	5493	928	3135	68.7	5018	884	3054	73.9

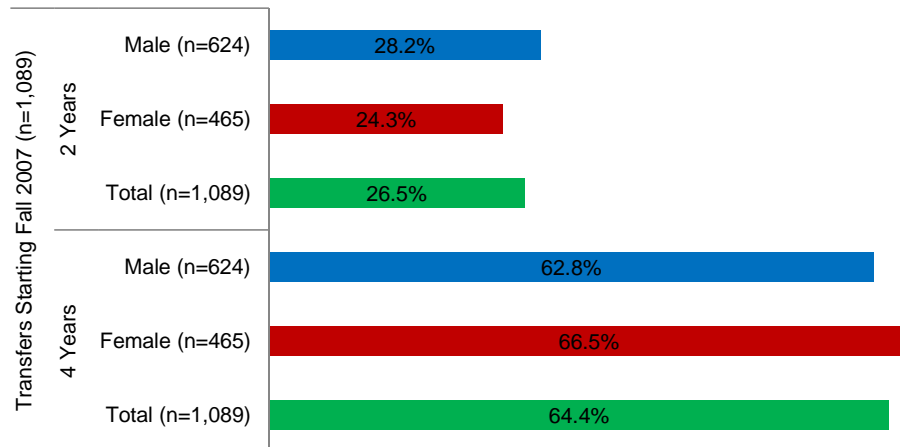
*Excludes No Shows and HS student enrollments.

Source: IRP

Retention and Graduation Rates of New Full-Time Transfers by Sex, Fall 2006-2012

Year Enrolled		Cumulative Graduation Rates and Continuation Rates %							
		Number Enrolled	Continued to 2nd Yr	Graduated in 2 Yrs	Continued to 3rd Yr	Graduated in 3 Yrs	Graduated in 4 Yrs	Graduated in 5 Yrs	Graduated in 6 Yrs
2006	Male	736	81.3%	25.7%	46.1%	52.0%	66.7%	69.8%	70.9%
	Female	537	80.7%	18.8%	56.1%	49.8%	65.9%	69.0%	70.0%
	Total	1,273	81.0%	22.8%	50.3%	51.1%	66.3%	69.5%	70.5%
2007	Male	624	82.5%	28.2%	45.1%	52.0%	62.8%	66.9%	68.9%
	Female	465	79.1%	24.3%	48.8%	55.7%	66.5%	70.5%	71.2%
	Total	1,089	81.0%	26.5%	46.7%	53.6%	64.4%	68.5%	69.9%
2008	Male	645	82.0%	23.9%	50.0%	51.2%	62.0%	67.9%	-
	Female	471	81.5%	21.9%	52.8%	55.5%	66.2%	70.2%	-
	Total	1,116	81.8%	23.0%	51.2%	53.0%	63.8%	68.9%	-
2009	Male	671	82.2%	25.7%	49.2%	48.5%	63.9%	-	-
	Female	482	77.6%	22.8%	50.8%	50.4%	67.0%	-	-
	Total	1,153	80.3%	24.5%	49.9%	49.3%	65.2%	-	-
2010	Male	668	82.3%	20.9%	46.9%	56.7%	-	-	-
	Female	503	80.7%	18.3%	52.6%	58.0%	-	-	-
	Total	1,171	81.6%	19.8%	49.4%	57.2%	-	-	-
2011	Male	630	82.5%	27.3%	47.8%	-	-	-	-
	Female	499	78.9%	24.3%	49.7%	-	-	-	-
	Total	1,129	80.9%	26.0%	48.7%	-	-	-	-
2012	Male	615	80.4%	-	-	-	-	-	-
	Female	499	80.3%	-	-	-	-	-	-
	Total	1,114	80.3%	-	-	-	-	-	-

Figure 5. Two- and Four-Year Graduation Rates of New Full-Time Transfers by Sex, Fall 2007 Cohort



Retention and Graduation Rates of New Full-Time Transfers by Ethnicity, Fall 2006-2012

Year Enrolled		Cumulative Graduation Rates and Continuation Rates %							
		Number Enrolled	Continued to 2nd Yr	Graduated in 2 Yrs	Continued to 3rd Yr	Graduated in 3 Yrs	Graduated in 4 Yrs	Graduated in 5 Yrs	Graduated in 6 Yrs
2006	White	983	83.1%	24.4%	50.6%	54.2%	69.8%	72.6%	73.5%
	Black	93	67.8%	6.5%	56.7%	28.3%	41.3%	50.0%	51.1%
	Hispanic	58	77.6%	27.6%	43.1%	51.7%	65.5%	67.2%	69.0%
	Asian	11	81.8%	9.1%	45.5%	18.2%	45.5%	54.5%	54.5%
	Native American	9	77.8%	0.0%	77.8%	33.3%	66.7%	66.7%	66.7%
	Foreign	17	47.1%	11.8%	35.3%	41.2%	47.1%	52.9%	52.9%
	Total	1,273	81.0%	22.8%	50.3%	51.1%	66.3%	69.5%	70.5%
2007	White	836	82.5%	28.2%	46.5%	57.1%	67.4%	71.5%	72.8%
	Black	64	76.2%	17.5%	46.0%	38.1%	49.2%	54.7%	53.8%
	Hispanic	64	77.4%	20.3%	51.6%	42.2%	54.7%	60.9%	62.5%
	Asian	8	62.5%	12.5%	37.5%	12.5%	25.0%	25.0%	25.0%
	Native American	5	80.0%	40.0%	40.0%	60.0%	80.0%	80.0%	80.0%
	Foreign	19	42.1%	5.3%	36.8%	15.8%	26.3%	31.6%	31.6%
	Total	1,089	81.0%	26.5%	46.7%	53.6%	64.4%	68.5%	69.9%
2008	White	835	84.7%	24.7%	51.6%	57.1%	67.4%	71.7%	-
	Black	91	65.9%	7.7%	52.7%	27.5%	42.9%	51.1%	-
	Hispanic	62	74.2%	22.6%	51.6%	43.5%	54.8%	64.5%	-
	Asian	11	81.8%	18.2%	54.5%	63.6%	72.7%	81.8%	-
	Native American	8	100.0%	25.0%	50.0%	37.5%	37.5%	62.5%	-
	Foreign	14	35.7%	7.1%	28.6%	28.6%	28.6%	28.6%	-
	Total	1,116	81.8%	23.0%	51.2%	53.0%	63.8%	68.9%	-
2009	White	893	82.2%	25.2%	51.2%	51.8%	68.0%	-	-
	Black	90	72.2%	11.1%	50.0%	23.3%	42.2%	-	-
	Hispanic	64	82.8%	20.3%	54.7%	46.9%	60.9%	-	-
	Asian	14	85.7%	42.9%	42.9%	71.4%	92.9%	-	-
	Native American	1	100.0%	100.0%	0.0%	100.0%	100.0%	-	-
	Pacific Islander	3	100.0%	33.3%	33.3%	33.3%	66.7%	-	-
	Foreign	28	35.7%	32.1%	25.0%	50.0%	57.1%	-	-
	2 or More	13	76.9%	38.5%	30.8%	30.8%	69.2%	-	-
	Total	1,153	80.3%	24.5%	49.9%	49.3%	65.2%	-	-
2010	White	865	82.2%	21.3%	48.3%	60.0%	-	-	-
	Black	118	73.7%	6.8%	54.2%	34.7%	-	-	-
	Hispanic	72	83.3%	12.5%	56.9%	55.6%	-	-	-
	Asian	9	100.0%	25.0%	62.5%	66.7%	-	-	-
	Native American	2	100.0%	0.0%	100.0%	50.0%	-	-	-
	Pacific Islander	3	100.0%	0.0%	66.7%	66.7%	-	-	-
	Foreign	20	35.0%	45.0%	20.0%	60.0%	-	-	-
	2 or More	14	92.9%	7.1%	57.1%	35.7%	-	-	-
	Total	1,171	81.6%	19.8%	49.4%	57.2%	-	-	-
2011	White	838	83.3%	29.5%	47.4%	-	-	-	-
	Black	130	70.8%	12.3%	52.3%	-	-	-	-
	Hispanic	51	86.3%	17.6%	64.7%	-	-	-	-
	Asian	10	90.0%	22.2%	66.7%	-	-	-	-
	Native American	-	0.0%	0.0%	0.0%	-	-	-	-
	Pacific Islander	2	50.0%	50.0%	0.0%	-	-	-	-
	Foreign	16	37.5%	0.0%	37.5%	-	-	-	-
	2 or More	16	75.0%	18.8%	43.8%	-	-	-	-
	Total	1,129	80.9%	26.0%	48.7%	-	-	-	-
2012	White	789	83.9%	-	-	-	-	-	-
	Black	131	62.3%	-	-	-	-	-	-
	Hispanic	70	81.2%	-	-	-	-	-	-
	Asian	9	88.9%	-	-	-	-	-	-
	Native American	2	100.0%	-	-	-	-	-	-
	Pacific Islander	-	0.0%	-	-	-	-	-	-
	Foreign	12	66.7%	-	-	-	-	-	-
	2 or More	19	84.2%	-	-	-	-	-	-
	Total	1,114	80.3%	-	-	-	-	-	-

Note: Unknown ethnic groups are not included in the breakdown, but are included in the total.

No-shows are not included in the headcounts. Students that are deceased or active veterans are not included in the percentages.

Retention and Graduation Rates of New Full-Time Transfers by Class, Fall 2006-2012

Year Enrolled		Cumulative Graduation Rates and Continuation Rates %							
		Number Enrolled	Continued to 2nd Yr	Graduated in 2 Yrs	Continued to 3rd Yr	Graduated in 3 Yrs	Graduated in 4 Yrs	Graduated in 5 Yrs	Graduated in 6 Yrs
2006	Freshman	242	72.5%	1.3%	63.1%	14.2%	45.0%	52.9%	54.6%
	Sophomore	370	81.6%	13.8%	59.2%	48.1%	65.4%	68.4%	69.5%
	Junior	603	84.6%	35.7%	40.4%	66.2%	74.5%	76.1%	76.9%
	Senior	58	75.9%	36.2%	44.8%	65.5%	75.9%	75.9%	75.9%
	Total	1,273	81.0%	22.8%	50.3%	51.1%	66.3%	69.5%	70.5%
2007	Freshman	177	68.8%	0.6%	59.1%	17.6%	38.1%	48.0%	49.7%
	Sophomore	319	79.3%	12.9%	59.2%	48.6%	61.1%	67.1%	68.0%
	Junior	527	86.2%	41.5%	36.5%	67.4%	74.5%	75.9%	77.4%
	Senior	66	81.0%	42.4%	33.3%	63.6%	69.7%	71.2%	72.7%
	Total	1,089	81.0%	26.5%	46.7%	53.6%	64.4%	68.5%	69.9%
2008	Freshman	188	73.7%	2.2%	61.3%	14.0%	39.2%	48.9%	-
	Sophomore	390	84.8%	11.6%	64.1%	48.2%	60.3%	67.5%	-
	Junior	455	83.1%	38.7%	38.5%	70.8%	75.6%	78.0%	-
	Senior	83	79.3%	37.8%	37.8%	65.9%	69.9%	69.9%	-
	Total	1,116	81.8%	23.0%	51.2%	53.0%	63.8%	68.9%	-
2009	Freshman	204	73.0%	1.5%	63.7%	12.3%	38.2%	-	-
	Sophomore	341	81.8%	14.7%	61.0%	41.9%	64.5%	-	-
	Junior	521	84.4%	38.3%	39.5%	66.5%	76.0%	-	-
	Senior	87	66.7%	34.5%	35.6%	62.1%	66.7%	-	-
	Total	1,153	80.3%	24.5%	49.9%	49.3%	65.2%	-	-
2010	Freshman	183	68.3%	2.2%	56.6%	20.3%	-	-	-
	Sophomore	348	84.8%	7.2%	60.5%	49.1%	-	-	-
	Junior	545	86.1%	29.7%	41.8%	71.4%	-	-	-
	Senior	95	70.2%	43.0%	37.6%	76.6%	-	-	-
	Total	1,171	81.6%	19.8%	49.4%	57.2%	-	-	-
2011	Freshman	216	70.2%	1.9%	56.1%	-	-	-	-
	Sophomore	361	81.7%	15.6%	61.4%	-	-	-	-
	Junior	475	84.6%	40.9%	38.6%	-	-	-	-
	Senior	77	84.2%	50.0%	30.3%	-	-	-	-
	Total	1,129	80.9%	26.0%	48.7%	-	-	-	-
2012	Freshman	168	64.3%	-	-	-	-	-	-
	Sophomore	358	78.1%	-	-	-	-	-	-
	Junior	504	88.6%	-	-	-	-	-	-
	Senior	84	72.3%	-	-	-	-	-	-
	Total	1,114	80.3%	-	-	-	-	-	-

Note: Other/Unknown ethnic groups are not included in the breakdown, but are included in the total.

No shows are not included in the headcounts. Students that are deceased or active veterans are not included in percentages.

Retention and Graduation Rates of Total New Transfers by Associates/Non-Associates Degree Fall 2003-2012

Year Enrolled	Assoc. Degree	Number Enrolled	% Part Time	Continuation Rates %			Cumulative Graduation Rates				
				Continued to 2nd Yr	Continued to 3rd Yr	Continued to 4th Yr	Graduated in 2 Yrs	Graduated in 3 Yrs	Graduated in 4 Yrs	Graduated in 5 Yrs	Graduated in 6 Yrs
2003	No	891	7.3%	76.3%	53.8%	21.6%	12.1%	38.8%	52.7%	57.7%	59.1%
	Yes	466	20.0%	81.3%	42.2%	9.1%	33.4%	67.5%	71.6%	74.8%	76.5%
	Total	1,357	11.7%	78.0%	49.9%	17.3%	19.4%	48.7%	59.2%	63.6%	65.1%
2004	No	934	8.5%	74.4%	53.1%	24.6%	12.3%	37.7%	54.3%	60.4%	61.9%
	Yes	428	19.7%	82.4%	44.7%	9.8%	33.5%	66.0%	74.0%	75.9%	76.6%
	Total	1,362	12.0%	76.9%	50.5%	20.0%	19.0%	46.6%	60.5%	65.3%	66.5%
2005	No	951	7.6%	72.1%	48.7%	20.6%	14.0%	38.9%	53.4%	57.4%	59.0%
	Yes	443	12.4%	86.2%	42.9%	12.2%	38.8%	68.4%	75.6%	78.8%	79.7%
	Total	1,394	9.2%	76.6%	46.9%	17.9%	21.9%	48.3%	60.5%	64.2%	65.6%
2006	No	964	7.5%	75.9%	54.3%	24.2%	13.3%	40.4%	57.9%	62.1%	63.2%
	Yes	453	15.9%	86.5%	40.7%	13.2%	38.9%	67.1%	75.5%	78.6%	79.7%
	Total	1,417	10.2%	79.3%	49.9%	20.7%	21.5%	49.0%	63.5%	67.3%	68.5%
2007	No	788	7.9%	73.9%	50.3%	19.1%	15.0%	40.8%	52.7%	58.2%	59.8%
	Yes	453	19.9%	85.9%	40.2%	10.6%	40.8%	71.3%	79.0%	80.3%	81.4%
	Total	1,241	12.3%	78.3%	46.6%	16.0%	24.5%	51.9%	62.4%	66.3%	67.7%
2008	No	814	9.0%	77.8%	56.2%	23.9%	11.9%	39.8%	53.3%	59.2%	-
	Yes	456	17.8%	84.9%	41.0%	11.2%	38.6%	70.2%	74.9%	79.1%	-
	Total	1,270	12.2%	80.3%	50.8%	19.3%	21.5%	50.8%	61.1%	66.4%	-
2009	No	796	10.4%	73.6%	55.0%	24.8%	12.3%	33.1%	53.1%	-	-
	Yes	532	17.4%	87.0%	42.8%	9.6%	38.1%	70.1%	78.3%	-	-
	Total	1,328	13.2%	78.9%	50.1%	18.7%	22.6%	47.9%	63.3%	-	-
2010	No	857	11.0%	74.9%	52.6%	20.1%	11.5%	44.0%	-	-	-
	Yes	480	15.0%	82.7%	40.2%	9.9%	29.3%	70.0%	-	-	-
	Total	1,337	12.4%	77.7%	48.0%	16.4%	18.1%	53.6%	-	-	-
2011	No	822	9.9%	74.7%	52.5%	-	14.8%	-	-	-	-
	Yes	470	17.5%	85.9%	41.3%	-	39.3%	-	-	-	-
	Total	1,292	12.6%	78.8%	48.3%	-	24.0%	-	-	-	-
2012	No	807	14.4%	73.2%	-	-	-	-	-	-	-
	Yes	515	17.9%	85.2%	-	-	-	-	-	-	-
	Total	1,322	15.80%	77.9%	-	-	-	-	-	-	-

Note: Unknown ethnic groups are not included in the breakdown, but are included in the total.

No-shows are not included in the headcounts. Students that are deceased or active veterans are not included in the percentages.

Total New Graduate Students Fall to Fall Retention by Major, Fall 2008 to Fall 2009

FULL-TIME GRADUATE STUDENTS	Enrolled Fall 2008	Continued to Fall 2009	Graduated by Summer 2010	Graduated by Fall 2010	Graduated by Summer 2011
COLLEGE OF ARTS & SCIENCES					
Biological Sciences	22				
Biology	18	72.2%	22.2%	44.4%	61.1%
Biology - PBC (Zoology & Aquarium Studies)	4	75.0%	0.0%	0.0%	0.0%
Chemistry	13	92.3%	30.8%	76.9%	84.6%
English	7	85.7%	42.9%	42.9%	57.1%
Geography	4	50.0%	25.0%	50.0%	50.0%
History	9	88.9%	66.7%	88.9%	88.9%
Liberal Arts & Sciences	-	0.0%	0.0%	0.0%	0.0%
Mathematics	5	100.0%	100.0%	100.0%	100.0%
Physics	1	100.0%	0.0%	100.0%	100.0%
Political Science	8	87.5%	62.5%	62.5%	62.5%
Psychology	17	100.0%	11.8%	17.6%	82.4%
Sociology	7	71.4%	28.6%	42.9%	42.9%
Women's Studies - PBC	-	0.0%	0.0%	0.0%	0.0%
TOTAL ARTS AND SCIENCES	93	84.9%	38.4%	51.2%	67.2%
COLLEGE OF BUSINESS & TECHNOLOGY					
Accountancy	6	16.7%	50.0%	66.7%	66.7%
Business Administration	24	62.5%	79.2%	83.3%	95.8%
Computer Science	26	73.1%	50.0%	65.4%	65.4%
Economics	12	75.0%	83.3%	91.7%	91.7%
Engineering Technology Leadership	3	100.0%	100.0%	100.0%	100.0%
TOTAL BUSINESS AND TECHNOLOGY	71	66.2%	67.6%	77.5%	81.7%
COLLEGE OF EDUCATION & HUMAN SERVICES					
Counseling	10	100.0%	20.0%	20.0%	70.0%
Curriculum & Instruction	2				
Elementary Education	1	100.0%	0.0%	0.0%	0.0%
Reading	1	0.0%	0.0%	0.0%	0.0%
Special Education	-	0.0%	0.0%	0.0%	0.0%
Educational & Interdisciplinary Studies	27				
College Student Personnel	21	95.2%	95.2%	95.2%	95.2%
Educational Leadership	1	100.0%	0.0%	0.0%	0.0%
Educational & Interdisciplinary Studies	5	100.0%	40.0%	40.0%	40.0%
Health Sciences	6	66.7%	33.3%	33.3%	33.3%
Instructional Design & Technology	7				
Instructional Design & Technology	7	100.0%	57.1%	57.1%	57.1%
Instructional Technology - PBC	-	0.0%	0.0%	0.0%	0.0%
Kinesiology	31				
Kinesiology	12	100.0%	58.3%	83.3%	91.7%
Sport Management	19	84.2%	15.8%	68.4%	68.4%
Law Enforcement & Justice Administration	22	77.3%	22.7%	31.8%	45.5%
Recreation, Park & Tourism Administration	19	68.4%	78.9%	84.2%	100.0%
TOTAL EDUCATION & HUMAN SERVICES	124	85.5%	48.4%	61.3%	71.0%
COLLEGE OF FINE ARTS & COMMUNICATION					
Communication	6	66.7%	16.7%	33.3%	33.3%
Communication Sciences & Disorders	16	93.8%	93.8%	93.8%	93.8%
Museum Studies	3	100.0%	100.0%	100.0%	100.0%
Music	8	62.5%	37.5%	37.5%	50.0%
Theatre	8	100.0%	0.0%	0.0%	50.0%
TOTAL FINE ARTS & COMMUNICATION	41	85.4%	53.7%	56.1%	68.3%
GRADUATE TOTAL	329	79.8%	49.2%	61.4%	72.3%

Note: Unclassified and WESL majors have been excluded from totals. Students that are deceased or active veterans are also excluded. Full-time students are enrolled for 9+ hours at entry. Source: MIGB60K series.

Total New Graduate Students Fall to Fall Retention by Major, Fall 2008 to Fall 2009

PART-TIME GRADUATE STUDENTS	Enrolled Fall 2008	Continued to Fall 2009	Graduated by Summer 2010	Graduated by Fall 2010	Graduated by Summer 2011
COLLEGE OF ARTS & SCIENCES					
Biological Sciences	3				
Biology	-	0.0%	0.0%	0.0%	0.0%
Biology - PBC (Zoology & Aquarium Studies)	3	0.0%	0.0%	0.0%	0.0%
Chemistry	-	0.0%	0.0%	0.0%	0.0%
English	5	80.0%	40.0%	40.0%	60.0%
Geography	1	100.0%	0.0%	0.0%	0.0%
History	2	100.0%	0.0%	50.0%	50.0%
Liberal Arts & Sciences	2	0.0%	0.0%	0.0%	0.0%
Mathematics	-	0.0%	0.0%	0.0%	0.0%
Physics	-	0.0%	0.0%	0.0%	0.0%
Political Science	1	100.0%	0.0%	0.0%	100.0%
Psychology	-	0.0%	0.0%	0.0%	0.0%
Sociology	1	100.0%	0.0%	100.0%	100.0%
Women's Studies - PBC	-	0.0%	0.0%	0.0%	0.0%
TOTAL ARTS AND SCIENCES	15	60.0%	13.3%	26.7%	40.0%
COLLEGE OF BUSINESS & TECHNOLOGY					
Accountancy	-	0.0%	0.0%	0.0%	0.0%
Business Administration	10	70.0%	10.0%	20.0%	50.0%
Computer Science	2	100.0%	0.0%	0.0%	50.0%
Economics	-	0.0%	0.0%	0.0%	0.0%
Engineering Technology Leadership	-	0.0%	0.0%	0.0%	0.0%
TOTAL BUSINESS AND TECHNOLOGY	12	75.0%	8.3%	16.7%	50.0%
COLLEGE OF EDUCATION & HUMAN SERVICES					
Counseling	4	100.0%	0.0%	0.0%	50.0%
Curriculum & Instruction	57				
Elementary Education	18	88.9%	11.1%	16.7%	44.4%
Reading	32	81.3%	0.0%	6.3%	15.6%
Special Education	7	42.9%	0.0%	0.0%	14.3%
Educational & Interdisciplinary Studies	30				
College Student Personnel	-	0.0%	0.0%	0.0%	0.0%
Educational Leadership	29	79.3%	0.0%	20.7%	58.6%
Educational & Interdisciplinary Studies	1	0.0%	0.0%	0.0%	0.0%
Health Sciences	9	77.8%	11.1%	11.1%	44.4%
Instructional Design & Technology	10				
Instructional Design & Technology	6	50.0%	16.7%	16.7%	16.7%
Instructional Technology - PBC	4	50.0%	0.0%	0.0%	0.0%
Kinesiology	4				
Kinesiology	3	33.3%	0.0%	33.3%	33.3%
Sport Management	1	100.0%	0.0%	100.0%	100.0%
Law Enforcement & Justice Administration	8	50.0%	12.5%	25.0%	37.5%
Recreation, Park & Tourism Administration	1	0.0%	0.0%	0.0%	0.0%
TOTAL EDUCATION & HUMAN SERVICES	123	73.2%	4.1%	13.8%	35.0%
COLLEGE OF FINE ARTS & COMMUNICATION					
Communication	2	50.0%	0.0%	0.0%	50.0%
Communication Sciences & Disorders	-	0.0%	0.0%	0.0%	0.0%
Museum Studies	-	0.0%	0.0%	0.0%	0.0%
Music	1	100.0%	0.0%	0.0%	0.0%
Theatre	-	0.0%	0.0%	0.0%	0.0%
TOTAL FINE ARTS & COMMUNICATION	3	66.7%	0.0%	0.0%	33.3%
GRADUATE TOTAL	153	71.9%	5.2%	15.0%	36.6%

Note: Unclassified and WESL majors have been excluded from totals. Students that are deceased or active veterans are also excluded. Part-time students are enrolled for less than 9 hours at entry. Source: MIGB60K series.

Total New Graduate Students Fall to Fall Retention by Major, Fall 2009 to Fall 2010

FULL-TIME GRADUATE STUDENTS	Enrolled Fall 2009	Continued to Fall 2010	Graduated by Summer 2011	Graduated by Fall 2011	Graduated by Summer 2012
COLLEGE OF ARTS & SCIENCES					
Biological Sciences	33				
Biology	26	84.6%	26.9%	38.5%	53.8%
Biology - PBC (Zoology & Aquarium Studies)	7	42.9%	0.0%	0.0%	14.3%
Chemistry	16	100.0%	62.5%	93.8%	93.8%
English	4	75.0%	50.0%	50.0%	50.0%
Geography	5	100.0%	20.0%	60.0%	80.0%
History	8	100.0%	87.5%	100.0%	100.0%
Liberal Arts & Sciences	6	100.0%	66.7%	88.3%	88.3%
Mathematics	5	60.0%	40.0%	40.0%	60.0%
Physics	6	100.0%	100.0%	100.0%	100.0%
Political Science	10	100.0%	50.0%	50.0%	60.0%
Psychology	22	81.8%	4.5%	13.6%	63.6%
Sociology	10	90.0%	30.0%	50.0%	60.0%
Women's Studies - PBC	-	0.0%	0.0%	0.0%	0.0%
TOTAL ARTS AND SCIENCES	125	87.2%	38.4%	51.2%	67.2%
COLLEGE OF BUSINESS & TECHNOLOGY					
Accountancy	7	42.9%	100.0%	100.0%	100.0%
Business Administration	25	88.0%	80.0%	88.0%	88.0%
Computer Science	19	52.6%	47.4%	52.6%	52.6%
Economics	11	36.4%	81.8%	81.8%	81.8%
Engineering Technology Leadership	9	44.4%	88.9%	88.9%	88.9%
TOTAL BUSINESS AND TECHNOLOGY	71	60.6%	74.6%	78.9%	78.9%
COLLEGE OF EDUCATION & HUMAN SERVICES					
Counseling	13	84.6%	30.8%	30.8%	46.2%
Curriculum & Instruction	4				
Elementary Education	3	100.0%	100.0%	100.0%	100.0%
Reading	-	0.0%	0.0%	0.0%	0.0%
Special Education	1	100.0%	0.0%	0.0%	0.0%
Educational & Interdisciplinary Studies	29				
College Student Personnel	22	100.0%	95.5%	95.5%	95.5%
Educational Leadership	1	100.0%	100.0%	100.0%	100.0%
Educational & Interdisciplinary Studies	6	83.3%	83.3%	83.3%	83.3%
Health Sciences	12	75.0%	58.3%	58.3%	58.3%
Instructional Design & Technology	7				
Instructional Design & Technology	7	100.0%	71.4%	71.4%	71.4%
Instructional Technology - PBC	-	0.0%	0.0%	0.0%	0.0%
Kinesiology	34				
Kinesiology	15	86.7%	73.3%	73.3%	86.7%
Sport Management	19	68.4%	42.1%	68.4%	73.7%
Law Enforcement & Justice Administration	7	85.7%	28.6%	57.1%	71.4%
Recreation, Park & Tourism Administration	22	40.9%	54.5%	59.1%	72.7%
TOTAL EDUCATION & HUMAN SERVICES	128	78.1%	61.7%	68.0%	75.0%
COLLEGE OF FINE ARTS & COMMUNICATION					
Communication	6	83.3%	33.3%	50.0%	50.0%
Communication Sciences & Disorders	15	100.0%	100.0%	100.0%	100.0%
Museum Studies	7	100.0%	100.0%	100.0%	100.0%
Music	12	83.3%	50.0%	83.3%	83.3%
Theatre	7	100.0%	0.0%	0.0%	85.7%
TOTAL FINE ARTS & COMMUNICATION	47	93.6%	63.8%	74.5%	87.2%
GRADUATE TOTAL	371	79.8%	56.6%	65.2%	74.7%

Note: Unclassified and WESL majors have been excluded from totals. Students that are deceased or active veterans are also excluded. Full-time students are enrolled for 9+ hours at entry. Source: MIGB60K series.

Total New Graduate Students Fall to Fall Retention by Major, Fall 2009 to Fall 2010

PART-TIME GRADUATE STUDENTS	Enrolled Fall 2009	Continued to Fall 2010	Graduated by Summer 2011	Graduated by Fall 2011	Graduated by Summer 2012
COLLEGE OF ARTS & SCIENCES					
Biological Sciences	9				
Biology	6	66.7%	16.7%	16.7%	16.7%
Biology - PBC (Zoology & Aquarium Studies)	3	0.0%	0.0%	0.0%	0.0%
Chemistry	-	0.0%	0.0%	0.0%	0.0%
English	5	100.0%	40.0%	80.0%	80.0%
Geography	-	0.0%	0.0%	0.0%	0.0%
History	3	66.7%	0.0%	0.0%	66.7%
Liberal Arts & Sciences	-	0.0%	0.0%	0.0%	0.0%
Mathematics	-	0.0%	0.0%	0.0%	0.0%
Physics	-	0.0%	0.0%	0.0%	0.0%
Political Science	1	100.0%	0.0%	0.0%	0.0%
Psychology	-	0.0%	0.0%	0.0%	0.0%
Sociology	1	100.0%	0.0%	0.0%	0.0%
Women's Studies - PBC	1	0.0%	0.0%	0.0%	0.0%
TOTAL ARTS AND SCIENCES	20	65.0%	15.0%	25.0%	35.0%
COLLEGE OF BUSINESS & TECHNOLOGY					
Accountancy	2	50.0%	0.0%	50.0%	50.0%
Business Administration	9	55.6%	11.1%	22.2%	44.4%
Computer Science	2	50.0%	0.0%	0.0%	50.0%
Economics	-	0.0%	0.0%	0.0%	0.0%
Engineering Technology Leadership	3	66.7%	33.3%	33.3%	33.3%
TOTAL BUSINESS AND TECHNOLOGY	16	56.3%	12.5%	25.0%	43.8%
COLLEGE OF EDUCATION & HUMAN SERVICES					
Counseling	5	80.0%	0.0%	0.0%	40.0%
Curriculum & Instruction	39				
Elementary Education	16	50.0%	6.3%	25.0%	31.3%
Reading	19	68.4%	0.0%	5.3%	26.3%
Special Education	4	100.0%	0.0%	0.0%	25.0%
Educational & Interdisciplinary Studies	22				
College Student Personnel	-	0.0%	0.0%	0.0%	0.0%
Educational Leadership	19	73.7%	5.3%	5.3%	36.8%
Educational & Interdisciplinary Studies	3	66.7%	0.0%	33.3%	66.7%
Health Sciences	5	60.0%	0.0%	0.0%	20.0%
Instructional Design & Technology	8				
Instructional Design & Technology	6	50.0%	0.0%	0.0%	50.0%
Instructional Technology - PBC	2	0.0%	0.0%	0.0%	0.0%
Kinesiology	4				
Kinesiology	1	0.0%	0.0%	0.0%	0.0%
Sport Management	3	66.7%	0.0%	0.0%	33.3%
Law Enforcement & Justice Administration	2	50.0%	0.0%	0.0%	0.0%
Recreation, Park & Tourism Administration	3	66.7%	33.3%	33.3%	33.3%
TOTAL EDUCATION & HUMAN SERVICES	88	63.6%	3.4%	9.1%	31.8%
COLLEGE OF FINE ARTS & COMMUNICATION					
Communication	1	100.0%	100.0%	100.0%	100.0%
Communication Sciences & Disorders	-	0.0%	0.0%	0.0%	0.0%
Museum Studies	2	50.0%	0.0%	0.0%	0.0%
Music	-	0.0%	0.0%	0.0%	0.0%
Theatre	-	0.0%	0.0%	0.0%	0.0%
TOTAL FINE ARTS & COMMUNICATION	3	66.7%	33.3%	33.3%	33.3%
GRADUATE TOTAL	127	63.0%	7.1%	14.2%	33.9%

Note: Unclassified and WESL majors have been excluded from totals. Students that are deceased or active veterans are also excluded. Part-time students are enrolled for less than 9 hours at entry. Source: MIGB60K series.

Total New Graduate Students Fall to Fall Retention by Major, Fall 2010 to Fall 2011

FULL-TIME GRADUATE STUDENTS	Enrolled Fall 2010	Continued to Fall 2011	Graduated by Summer 2012	Graduated by Fall 2012	Graduated by Summer 2013
COLLEGE OF ARTS & SCIENCES					
Biological Sciences	26				
Biology	21	100.0%	9.5%	9.5%	28.6%
Biology - PBC (Zoology & Aquarium Studies)	5	40.0%	0.0%	0.0%	0.0%
Chemistry	21	71.4%	90.5%	95.2%	95.2%
English	12	91.7%	50.0%	58.3%	58.3%
Geography	4				
Geography	3	100.0%	0.0%	0.0%	33.3%
Geography-PBC (GIS)	1	100.0%	0.0%	0.0%	0.0%
History	8	87.5%	50.0%	50.0%	50.0%
Liberal Arts & Sciences	5	60.0%	40.0%	60.0%	60.0%
Mathematics	3	100.0%	100.0%	100.0%	100.0%
Physics	3	100.0%	100.0%	100.0%	100.0%
Political Science	8	100.0%	50.0%	62.5%	75.0%
Psychology	24	87.5%	12.5%	12.5%	79.2%
Sociology	6	100.0%	50.0%	83.3%	83.3%
Women's Studies - PBC	1	0.0%	0.0%	0.0%	0.0%
TOTAL ARTS AND SCIENCES	121	86.0%	40.5%	45.5%	63.6%
COLLEGE OF BUSINESS & TECHNOLOGY					
Accountancy	11	27.3%	90.9%	100.0%	100.0%
Business Administration	24	79.2%	70.8%	75.0%	83.3%
Computer Science	31	87.1%	61.3%	74.2%	80.6%
Economics	16	68.8%	87.5%	87.5%	93.8%
Engineering Technology Leadership	11	63.6%	54.5%	63.6%	63.6%
TOTAL BUSINESS AND TECHNOLOGY	93	72.0%	71.0%	78.5%	83.9%
COLLEGE OF EDUCATION & HUMAN SERVICES					
Counseling	8	50.0%	0.0%	0.0%	37.5%
Curriculum & Instruction	6				
Elementary Education	2	50.0%	0.0%	50.0%	50.0%
Reading	2	100.0%	0.0%	50.0%	50.0%
Special Education	2	50.0%	0.0%	0.0%	50.0%
Educational & Interdisciplinary Studies	22				
College Student Personnel	19	100.0%	100.0%	100.0%	100.0%
Educational Leadership	2	50.0%	50.0%	50.0%	50.0%
Educational & Interdisciplinary Studies	1	100.0%	100.0%	100.0%	100.0%
Health Sciences	14	71.4%	57.1%	57.1%	57.1%
Instructional Design & Technology	7				
Instructional Design & Technology	5	100.0%	80.0%	80.0%	80.0%
Instructional Technology - PBC	2	0.0%	0.0%	0.0%	0.0%
Kinesiology	34				
Kinesiology	19	84.2%	52.6%	57.9%	57.9%
Sport Management	15	93.3%	33.3%	46.7%	73.3%
Law Enforcement & Justice Administration	11	100.0%	45.5%	63.6%	72.7%
Recreation, Park & Tourism Administration	10	50.0%	60.0%	70.0%	70.0%
TOTAL EDUCATION & HUMAN SERVICES	112	80.4%	52.7%	59.8%	67.9%
COLLEGE OF FINE ARTS & COMMUNICATION					
Communication	11	90.9%	27.3%	36.4%	36.4%
Communication Sciences & Disorders	16	100.0%	100.0%	100.0%	100.0%
Museum Studies	6	100.0%	83.3%	100.0%	100.0%
Music	12	75.0%	50.0%	58.3%	66.7%
Theatre	10	80.0%	0.0%	0.0%	40.0%
TOTAL FINE ARTS & COMMUNICATION	55	89.1%	54.5%	60.0%	69.1%
GRADUATE TOTAL	381	81.4%	53.5%	59.8%	70.6%

Note: Unclassified and WESL majors have been excluded from totals. Students that are deceased or active veterans are also excluded. Full-time students are enrolled for 9+ hours at entry. Source: MIGB60K series.

Total New Graduate Students Fall to Fall Retention by Major, Fall 2010 to Fall 2011

PART-TIME GRADUATE STUDENTS	Enrolled Fall 2010	Continued to Fall 2011	Graduated by Summer 2012	Graduated by Fall 2012	Graduated by Summer 2013
COLLEGE OF ARTS & SCIENCES					
Biological Sciences	8				
Biology	4	75.0%	0.0%	0.0%	0.0%
Biology - PBC (Zoology & Aquarium Studies)	4	75.0%	0.0%	0.0%	0.0%
Chemistry	-	0.0%	0.0%	0.0%	0.0%
English	8	87.5%	37.5%	37.5%	100.0%
Geography	-	0.0%	0.0%	0.0%	0.0%
Geography	-	0.0%	0.0%	0.0%	0.0%
Geography-PBC (GIS)	-	0.0%	0.0%	0.0%	0.0%
History	3	66.7%	0.0%	33.3%	66.7%
Liberal Arts & Sciences	1	100.0%	100.0%	100.0%	100.0%
Mathematics	-	0.0%	0.0%	0.0%	0.0%
Physics	-	0.0%	0.0%	0.0%	0.0%
Political Science	1	100.0%	0.0%	0.0%	100.0%
Psychology	-	0.0%	0.0%	0.0%	0.0%
Sociology	3	66.7%	0.0%	33.3%	33.3%
Women's Studies - PBC	-	0.0%	0.0%	0.0%	0.0%
TOTAL ARTS AND SCIENCES	24	79.2%	16.7%	25.0%	54.2%
COLLEGE OF BUSINESS & TECHNOLOGY					
Accountancy	-	0.0%	0.0%	0.0%	0.0%
Business Administration	9	77.8%	22.2%	33.3%	44.4%
Computer Science	-	0.0%	0.0%	0.0%	0.0%
Economics	-	0.0%	0.0%	0.0%	0.0%
Engineering Technology Leadership	-	0.0%	0.0%	0.0%	0.0%
TOTAL BUSINESS AND TECHNOLOGY	9	77.8%	22.2%	33.3%	44.4%
COLLEGE OF EDUCATION & HUMAN SERVICES					
Counseling	3	33.3%	0.0%	0.0%	0.0%
Curriculum & Instruction	35				
Elementary Education	10	90.0%	20.0%	40.0%	70.0%
Reading	21	61.9%	0.0%	4.8%	14.3%
Special Education	4	50.0%	0.0%	0.0%	25.0%
Educational & Interdisciplinary Studies	64				
College Student Personnel	-	0.0%	0.0%	0.0%	0.0%
Educational Leadership	58	89.7%	12.1%	48.3%	75.9%
Educational & Interdisciplinary Studies	6	83.3%	33.3%	33.3%	33.3%
Health Sciences	3	66.7%	0.0%	0.0%	0.0%
Instructional Design & Technology	11				
Instructional Design & Technology	6	66.7%	0.0%	0.0%	16.7%
Instructional Technology - PBC	5	80.0%	0.0%	0.0%	0.0%
Kinesiology	2				
Kinesiology	-	0.0%	0.0%	0.0%	0.0%
Sport Management	2	0.0%	0.0%	0.0%	0.0%
Law Enforcement & Justice Administration	1	0.0%	0.0%	0.0%	0.0%
Recreation, Park & Tourism Administration	3	100.0%	33.3%	33.3%	33.3%
TOTAL EDUCATION & HUMAN SERVICES	122	77.9%	9.8%	29.5%	48.4%
COLLEGE OF FINE ARTS & COMMUNICATION					
Communication	1	100.0%	100.0%	100.0%	100.0%
Communication Sciences & Disorders	-	0.0%	0.0%	0.0%	0.0%
Museum Studies	-	0.0%	0.0%	0.0%	0.0%
Music	-	0.0%	0.0%	0.0%	0.0%
Theatre	-	0.0%	0.0%	0.0%	0.0%
TOTAL FINE ARTS & COMMUNICATION	1	0.0%	100.0%	100.0%	100.0%
GRADUATE TOTAL	156	78.2%	12.2%	29.5%	49.4%

Note: Unclassified and WESL majors have been excluded from totals. Students that are deceased or active veterans are also excluded. Full-time students are enrolled for 9+ hours at entry. Source: MIGB60K series.

Retention and Graduation Rates of New Graduate Students by Ethnicity, Fall 2006-2012

Year Enrolled		Cumulative Graduation Rates and Continuation Rates %							
		Number Enrolled	Continued to 2nd Yr	Graduated in 2 Yrs	Continued to 3rd Yr	Graduated in 3 Yrs	Graduated in 4 Yrs	Graduated in 5 Yrs	Graduated in 6 Yrs
2006	White	435	78.6%	32.4%	41.1%	59.5%	72.0%	76.8%	79.5%
	Black	12	91.7%	33.3%	58.3%	58.3%	83.3%	91.7%	91.7%
	Hispanic	11	54.5%	36.4%	36.4%	54.5%	54.5%	63.6%	63.6%
	Asian	4	100.0%	75.0%	25.0%	100.0%	100.0%	100.0%	100.0%
	Native American	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Foreign	88	71.6%	72.7%	9.1%	93.2%	95.5%	96.6%	96.6%
	Other	31	83.9%	16.1%	58.1%	51.6%	61.3%	71.0%	71.0%
	Total	582	77.7%	38.0%	37.3%	64.3%	74.9%	79.6%	81.6%
2007	White	354	83.1%	33.3%	39.5%	65.3%	78.5%	82.8%	86.2%
	Black	25	88.0%	36.0%	16.0%	68.0%	72.0%	76.0%	76.0%
	Hispanic	8	75.0%	25.0%	50.0%	25.0%	37.5%	50.0%	75.0%
	Asian	9	100.0%	11.1%	55.6%	66.7%	88.9%	88.9%	88.9%
	Native American	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Foreign	72	61.1%	61.1%	9.7%	83.3%	88.9%	90.3%	90.3%
	Other	26	80.8%	30.8%	30.8%	65.4%	73.1%	73.1%	76.9%
	Total	494	80.2%	36.8%	34.0%	67.4%	78.9%	82.6%	85.6%
2008	White	360	79.2%	31.4%	36.1%	62.5%	75.3%	80.0%	-
	Black	12	83.3%	58.3%	16.7%	66.7%	66.7%	66.7%	-
	Hispanic	5	100.0%	20.0%	40.0%	80.0%	100.0%	100.0%	-
	Asian	3	66.7%	0.0%	33.3%	66.7%	66.7%	66.7%	-
	Native American	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-
	Foreign	79	72.2%	58.2%	8.9%	82.3%	84.8%	84.8%	-
	Other	23	78.3%	39.1%	43.5%	65.2%	82.6%	82.6%	-
	Total	482	78.2%	36.5%	31.5%	66.2%	77.2%	80.7%	-
2009	White	364	76.9%	41.8%	31.3%	65.9%	73.4%	-	-
	Black	19	84.2%	31.6%	36.8%	52.6%	63.2%	-	-
	Hispanic	13	69.2%	23.1%	0.0%	23.1%	38.5%	-	-
	Asian	8	50.0%	50.0%	0.0%	50.0%	50.0%	-	-
	Native American	1	100.0%	0.0%	100.0%	0.0%	100.0%	-	-
	Foreign	79	75.9%	65.8%	8.9%	89.9%	92.4%	-	-
	2 or More	1	100.0%	0.0%	0.0%	0.0%	0.0%	-	-
	Other	12	41.7%	50.0%	16.7%	58.3%	66.7%	-	-
	Total	497	75.7%	44.9%	26.4%	67.4%	74.5%	-	-
2010	White	373	80.7%	34.3%	40.8%	63.0%	-	-	-
	Black	29	82.8%	37.9%	31.0%	58.6%	-	-	-
	Hispanic	19	78.9%	31.6%	31.6%	57.9%	-	-	-
	Asian	8	87.5%	50.0%	37.5%	62.5%	-	-	-
	Native American	1	100.0%	0.0%	100.0%	100.0%	-	-	-
	Foreign	79	78.5%	77.2%	8.9%	98.7%	-	-	-
	2 or More	8	62.5%	50.0%	25.0%	62.5%	-	-	-
	Other	20	85.0%	45.0%	10.0%	60.0%	-	-	-
	Total	537	80.4%	41.5%	33.9%	67.8%	-	-	-
2011	White	330	82.1%	42.7%	35.5%	-	-	-	-
	Black	36	72.2%	41.7%	27.8%	-	-	-	-
	Hispanic	9	77.8%	66.7%	11.1%	-	-	-	-
	Asian	7	85.7%	28.6%	57.1%	-	-	-	-
	Foreign	78	76.9%	76.9%	5.1%	-	-	-	-
	2 or More	7	71.4%	25.0%	12.5%	-	-	-	-
	Other	10	50.0%	30.0%	10.0%	-	-	-	-
	Total	477	79.7%	47.9%	28.9%	-	-	-	-
2012	White	339	79.9%	-	-	-	-	-	-
	Black	33	81.8%	-	-	-	-	-	-
	Hispanic	23	73.9%	-	-	-	-	-	-
	Asian	3	33.3%	-	-	-	-	-	-
	Foreign	54	79.6%	-	-	-	-	-	-
	2 or More	4	50.0%	-	-	-	-	-	-
	Other	12	58.3%	-	-	-	-	-	-
	Total	468	78.6%	-	-	-	-	-	-

Notes: Unclassified and WESL majors have been excluded. Students that are deceased or active veterans are also excluded.

Source: MIGB60K- series. Graduation rates go through summer semester.

Undergraduate and Graduate Degrees Conferred by Degree Program, Race/Ethnicity and Sex, FY2013

Undergraduate Degree Program	Foreign	Black	American		Hispanic	White	Pacific Islander	Unknown	2 or More	MALE	FEMALE
			Indian	Asian						TOTAL	TOTAL
COLLEGE OF ARTS & SCIENCES											
B.A. in African American Studies	-	2	-	-	-	1	-	-	-	3	-
B.S. in Biological Sciences	-	11	-	1	7	67	-	6	1	37	56
B.S. in Biology	-	11	-	1	7	66	-	5	1	37	54
B.S. in Clinical Laboratory Science	-	-	-	-	-	1	-	1	-	-	2
B.S. in Chemistry	-	2	-	-	3	20	-	-	-	10	15
B.A. in Chemistry	-	1	-	-	-	11	-	-	-	8	4
B.S. in Forensic Chemistry	-	1	-	-	3	9	-	-	-	2	11
B.A. in English & Journalism	2	4	1	-	-	46	1	3	-	22	35
B.A. in English	-	2	-	-	-	26	-	2	-	11	19
B.A. in Journalism	2	2	1	-	-	20	1	1	-	11	16
B.A. in Foreign Languages & Literature	-	-	-	-	6	2	-	-	-	4	4
B.A. in French	-	-	-	-	-	-	-	-	-	-	-
B.A. in Spanish	-	-	-	-	6	2	-	-	-	4	4
B.S./B.A. in Geography	-	1	1	-	-	22	-	-	1	16	9
B.S. in Geography	-	-	-	-	-	7	-	-	1	4	4
B.A. in Meteorology	-	1	1	-	-	15	-	-	-	12	5
B.S. in Geology	-	-	-	-	-	16	-	1	1	13	5
B.A. in History	-	1	-	-	1	27	-	2	-	24	7
Bachelor of Liberal Arts & Sciences	-	-	-	-	3	24	-	1	-	10	18
B.S. in Mathematics	-	-	-	-	-	11	-	-	-	6	5
B.S.N. in Nursing	1	1	-	-	2	22	-	1	1	3	25
B.A. in Philosophy & Religious Studies	-	-	-	-	-	8	-	-	-	7	1
B.A. in Philosophy	-	-	-	-	-	6	-	-	-	5	1
B.A. in Religious Studies	-	-	-	-	-	2	-	-	-	2	-
B.S. in Physics	1	-	-	-	1	2	-	-	-	4	-
B.A. in Political Science	-	9	-	-	-	21	-	3	-	24	9
B.S. in Psychology	-	10	-	2	10	64	-	1	4	22	69
B.A. in Sociology & Anthropology	1	10	-	-	4	26	-	2	-	22	21
B.A. in Anthropology	-	1	-	-	-	5	-	1	-	3	4
B.A. in Sociology	1	9	-	-	4	21	-	1	-	19	17
B.A. in Women's Studies	-	-	-	-	-	3	-	-	1	-	4
ARTS & SCIENCES TOTAL	5	51	2	3	37	382	1	20	9	227	283
COLLEGE OF BUSINESS & TECHNOLOGY											
B.B. in Accountancy & Finance	3	2	-	1	5	62	1	5	2	43	38
B.B. in Accountancy	1	2	-	1	4	44	1	4	-	27	30
B.B. in Finance	2	-	-	-	1	18	-	1	2	16	8
B.S. in Agriculture	-	-	-	1	1	93	-	7	1	73	30
B.S./B.B. in Computer Science	3	2	-	-	2	42	-	-	-	46	3
B.S. in Computer Science	2	-	-	-	2	20	-	-	-	22	2
B.B. in Information Systems	1	-	-	-	-	9	-	-	-	10	-
B.S. in Information Systems	-	1	-	-	-	2	-	-	-	2	1
B.S. in Network Technologies	-	1	-	-	-	11	-	-	-	12	-
B.A./B.B. in Economics	-	-	-	-	-	6	-	-	-	5	1
B.A. in Economics	-	-	-	-	-	3	-	-	-	3	-
B.B. in Economics	-	-	-	-	-	3	-	-	-	2	1
B.S. in Engineering	-	-	-	-	-	6	-	1	-	5	2

PBC = Post-Baccalaureate Certificate

Source: IRP, Fact Book Table 29

Undergraduate and Graduate Degrees Conferred (Continued)

Undergraduate Degree Program	Foreign	Black	American			Hispanic	White	Pacific Islander	Unknown	2 or More	MALE	FEMALE
			Indian	Asian							TOTAL	TOTAL
B.S. in Engineering Technology	1	6	1	2	3	95	-	3	1	87	25	
B.S. in Construction Management	-	2	-	2	2	53	-	2	1	58	4	
B.S. in Engineering Technology	1	3	-	-	1	8	-	-	-	13	-	
B.S. in Graphic Communication	-	1	1	-	-	34	-	1	-	16	21	
B.B. in Management	1	7	1	-	7	115	1	4	-	80	56	
B.B. in Human Resource Management	-	2	-	-	1	2	-	-	-	1	4	
B.B. in Management	-	1	1	-	4	53	1	4	-	39	25	
B.B. in Marketing	-	4	-	-	1	40	-	-	-	25	20	
B.B. in Supply Chain Management	1	-	-	-	1	20	-	-	-	15	7	
TOTAL BUSINESS & TECHNOLOGY	8	17	2	4	18	419	2	20	4	339	155	
COLLEGE OF EDUCATION & HUMAN SERVICES												
B.S.Ed. in Curriculum & Instruction	-	3	-	-	3	130	-	3	2	21	120	
B.S.Ed. in Elementary Education	-	2	-	-	2	97	-	2	1	13	91	
B.S.Ed. in Special Education	-	1	-	-	1	33	-	1	1	8	29	
B.S. in Dietetics, Fashion Merchandising & Hosp	-	7	-	-	1	48	-	2	-	18	40	
B.S. in Family and Consumer Sciences	-	7	-	-	1	48	-	2	-	18	40	
B.S.Ed. in Educ & Interdisciplinary Studies	-	-	-	-	-	2	-	-	-	-	2	
B.S.Ed. in Bilingual/Bicultural Education	-	-	-	-	-	2	-	-	-	-	2	
B.S. in Health Sciences	-	3	-	1	2	21	-	2	-	17	12	
B.S. in Emergency Management	-	-	-	-	1	16	-	2	-	16	3	
B.S. in Health Sciences	-	2	-	-	-	1	-	-	-	-	3	
B.S. in Health Services Management	-	1	-	1	1	4	-	-	-	1	6	
B.S. in Instructional Design & Technology	-	1	-	-	1	5	-	-	-	6	1	
B.S. in Kinesiology	-	11	-	-	10	81	1	4	4	72	39	
B.S. in Athletic Training	-	-	-	-	2	10	-	-	-	4	8	
B.S. in Exercise Science	-	11	-	-	5	51	1	4	2	45	29	
B.S. in Physical Education K-12	-	-	-	-	3	20	-	-	2	23	2	
B.S. in Law Enforcement & Justice Administration	-	31	1	3	22	289	1	11	3	274	87	
B.S. in Recreation, Park & Tourism Administration	-	-	1	1	3	73	-	3	-	38	43	
Bachelor of Social Work	-	10	-	-	2	39	-	2	-	6	47	
TOTAL EDUCATION & HUMAN SERVICES	-	66	2	5	44	688	2	27	9	452	391	
COLLEGE OF FINE ARTS & COMMUNICATION												
B.A./B.F.A. in Art	-	4	-	-	1	23	-	1	-	10	19	
B.A. in Art	-	4	-	-	-	20	-	-	-	8	16	
Bachelor of Fine Arts in Art	-	-	-	-	1	3	-	1	-	2	3	
B.A. in Broadcasting	-	10	-	-	-	23	-	-	-	22	11	
B.A. in Communication	-	17	1	-	8	75	-	2	2	46	59	
B.S. in Communication Sciences & Disorders	-	4	-	-	-	15	-	-	-	-	19	
B.A./B.M. in Music	-	2	-	1	1	33	-	1	2	20	20	
B.A. in Music	-	-	-	-	-	-	-	-	-	-	-	
B.M. in Music	-	2	-	1	1	33	-	1	2	20	20	
B.F.A./B.A. in Theatre	-	1	-	-	2	8	-	1	-	7	5	
B.F.A. in Musical Theatre	-	-	-	-	-	2	-	1	-	2	1	
B.A. in Theatre	-	1	-	-	2	6	-	-	-	5	4	
TOTAL FINE ARTS & COMMUNICATION	-	38	1	1	12	177	-	5	4	105	133	

PBC = Post-Baccalaureate Certificate

Source: IRP, Fact Book Table 29

Undergraduate and Graduate Degrees Conferred (Continued)

Undergraduate Degree Program	Foreign	Black	American		Hispanic	White	Pacific Islander	Unknown	2 or More	MALE	FEMALE
			Indian	Asian						TOTAL	TOTAL
OTHER											
B.A. in General Studies	-	26	1	2	11	191	-	10	6	123	124
B.A. and B.S. in Interdisciplinary Studies	-	2	-	-	1	18	-	-	-	11	10
TOTAL OTHER	-	28	1	2	12	209	-	10	6	134	134
TOTAL BACHELOR'S DEGREES CONFERRED	13	200	8	15	123	1,875	5	82	32	1,257	1,096
Graduate Degree Program											
COLLEGE OF ARTS & SCIENCES											
PBC in African American Studies	-	2	-	-	-	-	-	-	-	1	1
PBC in African & Diaspora	-	2	-	-	-	-	-	-	-	1	1
M.S./PBC in Biological Sciences	-	2	-	-	-	36	-	-	1	9	30
M.S. in Biology	-	2	-	-	-	18	-	-	1	6	15
PBC in Biology (Zoology & Aquarium Studies)	-	-	-	-	-	15	-	-	-	1	14
PBC in Environmental GIS	-	-	-	-	-	3	-	-	-	2	1
M.S. in Chemistry	25	-	-	-	-	2	-	2	-	18	11
M.A./PBC in English & Journalism	-	-	-	-	-	15	-	-	-	3	12
M.A. in English	-	-	-	-	-	10	-	-	-	2	8
PBC in English	-	-	-	-	-	5	-	-	-	1	4
M.A./PBC in Geography	-	-	-	-	-	3	-	-	-	2	1
M.A. in Geography	-	-	-	-	-	2	-	-	-	1	1
PBC in Community Development	-	-	-	-	-	1	-	-	-	1	-
M.A. in History	-	-	-	-	-	8	-	-	-	4	4
M.L.A.S. in Liberal Arts & Sciences	-	3	1	-	1	7	-	-	-	4	8
M.S./PBC in Mathematics	5	-	-	-	-	5	-	-	-	8	2
M.S. in Mathematics	5	-	-	-	-	5	-	-	-	8	2
PBC in Applied Mathematics	-	-	-	-	-	-	-	-	-	-	-
M.S. in Physics	7	-	-	-	-	-	-	-	-	7	-
M.A./PBC in Political Science	3	-	-	-	1	8	-	-	-	8	4
M.A. in Political Science	3	-	-	-	1	8	-	-	-	8	4
PBC in Public & Non-Profit Management	-	-	-	-	-	-	-	-	-	-	-
M.A./M.S./Specialist in Psychology	2	-	1	1	-	18	-	-	-	6	16
M.S. in Psychology	2	-	1	-	-	10	-	-	-	4	9
Specialist in School Psychology	-	-	-	1	-	8	-	-	-	2	7
M.A. in Sociology	1	1	-	-	-	6	-	-	-	3	5
PBC in Women's Studies	-	-	-	-	-	2	-	-	-	-	2
TOTAL ARTS & SCIENCES	43	8	2	1	2	110	-	2	1	73	96
COLLEGE OF BUSINESS & TECHNOLOGY											
Master of Accountancy	-	-	-	-	1	9	-	-	-	5	5
M.S. in Computer Science	14	-	-	-	-	5	-	2	-	17	4
M.A. in Economics	10	3	-	-	1	3	-	-	-	12	5
M.S. in Engineering Technology	6	1	-	-	-	4	-	-	-	8	3
M.S. in Manufacturing Engineering	6	1	-	-	-	4	-	-	-	8	3
MBA in Management	8	-	-	-	1	27	-	3	-	23	16
Master of Business Administration	8	-	-	-	1	27	-	3	-	23	16
TOTAL BUSINESS & TECHNOLOGY	38	4	-	-	3	48	-	5	-	65	33

PBC = Post-Baccalaureate Certificate

Source: IRP, Fact Book Table 29

Undergraduate and Graduate Degrees Conferred (Continued)

Graduate Degree Program	Foreign	Black	American Indian	Asian	Hispanic	White	Pacific Islander	Unknown	2 or More	MALE TOTAL	FEMALE TOTAL
COLLEGE OF EDUCATION & HUMAN SERVICES											
M.S.Ed./PBC in Counselor Education	-	-	-	-	2	21	-	-	-	2	21
M.S.Ed. in Counseling	-	-	-	-	2	21	-	-	-	2	21
PBC in Counseling	-	-	-	-	-	-	-	-	-	-	-
M.S.Ed. In Curriculum & Instruction	-	1	-	-	1	72	-	3	-	4	73
M.S.Ed. in Elementary Education	-	-	-	-	1	22	-	2	-	-	25
M.S.Ed. in Reading	-	1	-	-	-	35	-	-	-	2	34
M.S.Ed. in Special Education	-	-	-	-	-	15	-	1	-	2	14
M.S./M.S.Ed./M.A.T. in Educ & Interdis. Stu.	1	5	-	1	3	30	-	1	1	15	27
M.S. in College Student Personnel	1	3	-	1	-	18	-	-	1	9	15
M.S.Ed. In Educ. & Interdisciplinary Studies	-	1	-	-	2	11	-	-	-	6	8
M.A.T. (Secondary Education)	-	-	-	-	-	-	-	-	-	-	-
PBC in TESOL	-	1	-	-	1	1	-	1	-	-	4
M.S.Ed./Ed.S./Ed.D. in Ed. Leadership	3	3	-	-	1	88	-	4	-	37	62
M.S. Ed. in Educational Leadership	3	3	-	-	1	72	-	4	-	29	54
Ed.S. in Educational Leadership	-	-	-	-	-	13	-	-	-	7	6
Ed.D. in Educational Leadership	-	-	-	-	-	3	-	-	-	1	2
M.S./PBC in Health Sciences	2	2	-	-	-	10	-	-	-	3	11
M.S. in Health Sciences	2	1	-	-	-	7	-	-	-	1	9
PBC in Health Service Administration	-	1	-	-	-	3	-	-	-	2	2
M.S./PBC in Instructional Design & Techn.	-	3	1	-	3	15	-	2	-	8	16
M.S. in Instructional Design & Technology	-	2	1	-	3	11	-	2	-	6	13
PBC in Instructional Design & Technology	-	1	-	-	-	4	-	-	-	2	3
M.S. in Kinesiology	3	4	-	-	1	34	-	-	1	29	14
M.S. in Kinesiology	2	-	-	-	-	9	-	-	1	5	7
M.S. in Sport Management	1	4	-	-	1	25	-	-	-	24	7
M.A./PBC in Law Enforcement & Justice Admin	-	2	-	-	1	11	-	-	-	7	7
M.A. in Law Enforcement and Justice Admin	-	2	-	-	1	11	-	-	-	7	7
PBC in Police Executive Administration	-	-	-	-	-	-	-	-	-	-	-
M.S. in Recreation, Park & Tourism Admin	2	2	-	-	-	12	-	2	-	9	9
TOTAL EDUCATION & HUMAN SERVICES	11	22	1	1	12	293	-	12	2	114	240
FINE ARTS & COMMUNICATION											
M.A. in Communication	2	-	-	-	-	5	-	1	-	3	5
M.S. in Communication Sciences & Disorders	2	-	-	-	-	14	-	-	-	-	16
M.A./PBC in Museum Studies	1	-	-	-	1	10	-	-	-	2	10
M.A. in Museum Studies	1	-	-	-	1	10	-	-	-	2	10
PBC in Museum Studies	-	-	-	-	-	-	-	-	-	-	-
M.M. in Music	2	-	-	-	-	2	-	-	-	1	3
M.F.A. in Theatre	-	-	-	-	-	5	-	-	-	2	3
TOTAL FINE ARTS & COMMUNICATION	7	-	-	-	1	36	-	1	-	8	37
TOTAL GRADUATE DEGREES CONFERRED	99	34	3	2	18	487	-	20	3	260	406
GRAND TOTAL DEGREES CONFERRED	112	234	11	17	141	2,362	5	102	35	1,517	1,502

PBC = Post-Baccalaureate Certificate

Source: IRP, Fact Book Table 29

Average Years to Graduate for Students Entering as New Freshmen and New Graduate Students

New Freshmen	Average Years	New Graduate Students	Average Years
COLLEGE OF ARTS & SCIENCES		COLLEGE OF ARTS & SCIENCES	
African-American Studies	6.6	African-American Studies PBC	2.0
Anthropology	4.8	Biology	3.9
Biology	4.5	Biology-PBC (Zoo & Aquarium Studies)	3.8
Chemistry	4.5	Chemistry	2.3
Clinical Laboratory Sciences	4.3	English	3.3
English	4.7	English-PBC	2.6
Forensic Chemistry	4.3	Environmental GIS-PBC	2.3
French	4.4	Geography	4.3
Geography	4.6	Geography-PBC (Community Development)	2.5
Geology	4.7	History	3.0
History	4.8	Liberal Arts & Sciences	4.9
Journalism	4.6	Mathematics	2.1
Liberal Arts & Sciences	5.0	Mathematics-PBC	2.0
Mathematics	4.6	Physics	2.3
Meteorology	4.2	Political Science	3.4
Nursing	4.7	Psychology	3.0
Philosophy	5.2	Psychology Specialist	3.0
Physics	6.3	Sociology	2.9
Political Science	4.8	Women's Studies-PBC	4.2
Psychology	4.4		
Religious Studies	4.4	COLLEGE OF BUSINESS AND TECHNOLOGY	
Sociology	4.8	Accountancy	2.2
Spanish	5.2	Business Administration	2.7
Women's Studies	5.1	Computer Science	2.0
		Economics	1.8
COLLEGE OF BUSINESS AND TECHNOLOGY		Manufacturing Engineering	2.4
Accountancy	4.4		
Agriculture	4.1	COLLEGE OF EDUCATION AND HUMAN SERVICES	
Computer Science	4.6	College Student Personnel	2.0
Construction Management	4.6	Counseling	4.1
Economics (B.A.)	6.2	Educational Leadership	4.9
Economics (B.B.)	4.3	Educational Specialist	3.8
Engineering Technology	5.2	Educational Doctoral	4.8
Finance	4.6	Education & Interdisciplinary Studies	6.2
Graphic Communication	4.6	Elementary Education	6.0
Human Resource Management	4.2	Health Sciences	3.3
Information Systems	4.5	Health Services Admin.-PBC	3.0
Management	4.5	Instructional Design & Technology	5.0
Marketing	4.4	Instructional Design & Technology-PBC	3.6
Network Technologies	4.6	Kinesiology	3.4
Supply Chain Management	4.5	Law Enforcement & Justice Administration	4.8
		Police Executive Administration-PBC	5.0
COLLEGE OF EDUCATION AND HUMAN SERVICES		Reading	5.0
Athletic Training	4.2	Recreation, Park & Tourism Administration	2.4
Bilingual/Bicultural	5.0	Secondary Education	2.7
Elementary Education	4.5	Special Education	5.3
Emergency Management	4.6	Sport Management	2.6
Exercise Science	4.6	TESOL-PBC	2.0
Family & Consumer Sciences	4.6	(Teaching English to Speakers of Other Languages)	
Health Sciences	5.0		
Health Services Management	4.7	COLLEGE OF FINE ARTS & COMMUNICATION	
Instructional Design & Technology	4.6	Communication	3.9
Kinesiology	4.4	Communication Sciences & Disorders	2.1
Law Enforcement & Justice Administration	4.1	Museum Studies	2.4
Physical Education K-12	5.2	Music	3.3
Recreation, Park & Tourism Administration	4.9	Theatre	3.2
Social Work	4.6		
Special Education	4.9	GRADUATE AVERAGE	3.6
COLLEGE OF FINE ARTS & COMMUNICATION			
Art (B.A.)	4.9		
Art (B.F.A.)	5.1		
Broadcasting	4.5		
Communication	4.6		
Communication Sciences & Disorders	4.0		
Music (B.A.)	5.0		
Music (B.M.)	4.8		
Musical Theatre	4.1		
Theatre	5.1		
Interdisciplinary Studies	4.8		
General Studies	8.7		
UNDERGRADUATE AVERAGE*	4.5		

Note: Represents graduates from Fall 2005 to Summer 2013.

*Excludes General Studies program

Western Illinois University

FRESHMAN-COHORT GRADUATION RATES

	All Students	Student-Athletes #
2006-07 Graduation Rate	54%	65%
Four-Class Average	56%	65%
Student-Athlete Graduation Success Rate		76%

1. Graduation-Rates Data

a. All Students

	Freshman Rate Men				Freshman Rate Women				Freshman Rate Total			
	2006-07		4-Class		2006-07		4-Class		2006-07		4-Class	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Ind./AN	5	60	10	40	9	56	18	44	14	57	28	43
Asian	13	62	54	50	15	47	57	54	28	54	111	52
Black	73	41	261	41	67	39	295	42	140	40	556	42
Hispanic	46	59	159	45	34	41	154	51	80	51	313	48
Nat. Haw./PI	0	-	***	***	0	-	***	***	0	-	***	***
N-R Alien	12	58	34	56	6	67	25	76	18	61	59	64
Two or More	0	-	17	35	0	-	17	12	0	-	34	24
Unknown	40	65	***	***	31	48	***	***	71	58	***	***
White	809	54	3246	56	747	57	3090	61	1556	56	6336	58
Total	998	54	3948	55	909	55	3760	58	1907	54	7708	56

b. Student-Athletes

	Freshman Rate Men						Freshman Rate Women						Freshman Rate Total					
	2006-07		4-Class		GSR		2006-07		4-Class		GSR		2006-07		4-Class		GSR	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Am. Ind./AN	0	-	0	-	***	***	0	-	0	-	***	***	0	-	0	-	***	***
Asian	0	-	***	***	***	***	0	-	***	***	***	***	0	-	***	***	***	***
Black	***	***	44	45	62	55	***	***	13	54	13	69	***	***	57	47	75	57
Hispanic	0	-	***	***	***	***	0	-	***	***	***	***	0	-	***	***	***	***
Nat. Haw./PI	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
N-R Alien	***	***	***	***	9	67	***	***	***	***	4	75	***	***	***	***	13	69
Two or More	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Unknown	***	***	3	67	8	75	***	***	3	67	6	83	***	***	6	67	14	79
White	18	78	109	68	150	79	34	74	126	71	116	85	52	75	235	69	266	82
Total	35	57	162	60	237	71	36	72	145	70	142	84	71	65	307	65	379	76

c. Student-Athletes by Sport Category

Baseball				Men's Basketball				Men's CC/Track			
Freshman Rate				Freshman Rate				Freshman Rate			
2006-07	4-Class	GSR		2006-07	4-Class	GSR		2006-07	4-Class	GSR	
Am. Ind./AN	-	-	0-a	Am. Ind./AN	-	-	-	Am. Ind./AN	-	-	-
Asian	-	-	-	Asian	-	-	-	Asian	-	-	-
Black	-	-	25-a	Black	0-a	14-b	82-c	Black	0-a	0-a	0-a
Hispanic	-	-	100-a	Hispanic	-	-	100-a	Hispanic	-	-	-
Nat. Haw./PI	-	-	-	Nat. Haw./PI	-	-	-	Nat. Haw./PI	-	-	-
N-R Alien	-	-	67-a	N-R Alien	0-a	0-a	0-a	N-R Alien	-	-	-
Two or More	-	-	-	Two or More	-	-	-	Two or More	-	-	-
Unknown	-	-	0-a	Unknown	-	-	100-a	Unknown	-	-	-
White	100-a	64-c	83-e	White	-	0-a	100-a	White	57-b	78-e	79-e
Total	100-a	64-c	73-e	Total	0-a	11-b	80-c	Total	50-b	75-e	72-e
Football				Men's Other							
Freshman Rate				Freshman Rate							
2006-07	4-Class	GSR		2006-07	4-Class	GSR					
Am. Ind./AN	-	-	-	Am. Ind./AN	-	-	-				
Asian	-	0-a	0-a	Asian	-	100-a	100-a				
Black	33-b	53-e	55-e	Black	100-a	50-a	50-a				
Hispanic	-	-	-	Hispanic	-	0-a	0-a				
Nat. Haw./PI	0-a	0-a	0-a	Nat. Haw./PI	-	-	-				
N-R Alien	-	-	-	N-R Alien	100-a	100-a	80-a				
Two or More	-	-	-	Two or More	-	-	-				
Unknown	100-a	100-a	100-a	Unknown	-	50-a	100-a				
White	100-a	69-e	85-e	White	67-a	63-e	70-e				
Total	56-d	59-e	67-e	Total	80-a	62-e	72-e				
Women's Basketball				Women's CC/Track				Women's Other			
Freshman Rate				Freshman Rate				Freshman Rate			
2006-07	4-Class	GSR		2006-07	4-Class	GSR		2006-07	4-Class	GSR	
Am. Ind./AN	-	-	100-a	Am. Ind./AN	-	-	-	Am. Ind./AN	-	-	-
Asian	-	-	-	Asian	-	-	-	Asian	-	-	-
Black	-	33-a	100-a	Black	0-a	80-a	80-a	Black	-	40-a	40-a
Hispanic	-	-	-	Hispanic	-	-	-	Hispanic	-	100-a	100-a
Nat. Haw./PI	-	-	-	Nat. Haw./PI	-	-	-	Nat. Haw./PI	-	-	-
N-R Alien	-	-	-	N-R Alien	-	-	-	N-R Alien	100-a	100-a	75-a
Two or More	-	-	-	Two or More	-	-	-	Two or More	-	-	-
Unknown	-	-	-	Unknown	-	-	-	Unknown	-	67-a	83-b
White	100-a	63-b	86-b	White	50-b	74-e	78-e	White	79-e	71-e	87-e
Total	100-a	55-c	91-c	Total	44-b	75-e	79-e	Total	80-e	70-e	84-e

Values for N (a. 1-5, b. 6-10, c. 11-15, d. 16-20, e. greater than 20)

2. Undergraduate-Enrollment Data (All full-time students enrolled Fall 2012-13)

a. All Students	Men	Women	Total	b. Student-athletes	Men	Women	Total
	N	N	N		N	N	N
Am. Ind./AN	8	17	25	Am. Ind./AN	0	1	1
Asian	53	46	99	Asian	1	0	1
Black	689	936	1625	Black	57	13	70
Hispanic	399	339	738	Hispanic	15	2	17
Nat. Haw./PI	10	7	17	Nat. Haw./PI	0	0	0
N-R Alien	107	66	173	N-R Alien	4	6	10
Two or More	90	88	178	Two or More	11	6	17
Unknown	318	203	521	Unknown	11	6	17
White	4615	3901	8516	White	115	92	207
Total	6289	5603	11892	Total	214	126	340

c. Student-Athletes # By Sports Category

Men	Basketball	Baseball	CC/Track	Football	Other
Am. Ind./AN	0	0	0	0	0
Asian	0	0	0	0	1
Black	6	0	8	36	7
Hispanic	0	2	2	2	9
Nat. Haw./PI	0	0	0	0	0
N-R Alien	2	0	0	0	2
Two or More	1	1	1	6	2
Unknown	0	1	1	6	3
White	3	28	14	32	38
Total	12	32	26	82	62

Women	Basketball	CC/Track	Other
Am. Ind./AN	0	0	1
Asian	0	0	0
Black	1	10	2
Hispanic	0	0	2
Nat. Haw./PI	0	0	0
N-R Alien	3	1	2
Two or More	2	1	3
Unknown	0	0	6
White	10	15	67
Total	16	27	83

#Only student-athletes receiving athletics aid are included in this report.

INFORMATION ABOUT THE GRADUATION RATES REPORT

Introduction.

This information sheet and the NCAA Graduation Rates Report have been prepared by the NCAA, based on data provided by the institution in compliance with NCAA Bylaw 18.4.2.2.1 (admissions and graduation-rate disclosure) and the federal Student Right-to-Know and Campus Security Act. The NCAA will distribute this sheet and the report to prospective student-athletes and parents.

The Graduation Rates Report provides information about two groups of students at the college or university identified at the top of the form: (1) all undergraduate students who were enrolled in a full-time program of studies for a degree and (2) student-athletes who received athletics aid from the college or university for any period of time during their entering year. [Note: Athletics aid is a grant, scholarship, tuition waiver or other assistance from a college or university that is awarded on the basis of a student's athletics ability.]

The report gives graduation information about students and student-athletes entering in 2006. This is the most recent graduating class for which the required six years of information is available. The report provides information about student-athletes who received athletics aid in one or more of eight sports categories: football, men's basketball, baseball, men's track/cross country, men's other sports and mixed sports, women's basketball, women's track/cross country and other women's sports. For each of those sports categories, it includes information in six self-reported racial or ethnic groups: American Indian or Alaska Native, Asian, Black or African-American, Hispanic or Latino, Native Hawaiian or Pacific Islander, nonresident alien, two or more races, White or non-Hispanic and unknown (not included in one of the other eight groups or not available) and the total (all nine groups combined).

A graduation rate (percent) is based on a comparison of the number (N) of students who entered a college or university and the number of those who graduated within six years. For example, if 100 students entered and 60 graduated within six years, the graduation rate is 60 percent. It is important to note that graduation rates are affected by a number of factors: some students may work part-time and need more than six years to graduate, some may leave school for a year or two to work or travel, some may transfer to another college or university or some may be dismissed for academic deficiencies.

Two different measures of graduation rates are presented in this report: (1) freshman-cohort rate and (2) Graduation Success Rate (GSR). The freshman-cohort rate indicates the percentage of freshmen who entered during a given academic year and graduated within six years. The GSR adds to the first-time freshmen, those students who entered midyear, as well as student-athletes who transferred into an institution and received athletics aid. In addition, the GSR will subtract students from the entering cohort who are considered allowable exclusions (i.e., those who either die or become permanently disabled, those who leave the school to join the armed forces, foreign services or attend a church mission), as well as those who left the institution prior to graduation, had athletics eligibility remaining and would have been academically eligible to compete had they returned to the institution.

Graduation Rates Report.

1. Graduation Rates Data. The box at the top of the Graduation Rates Report provides freshman-cohort graduation rates for all students and for student-athletes who received athletics aid at this college or university. Additionally, this box provides GSR data for the population of student-athletes. [Note: Pursuant to the Student-Right-to-Know Act, anytime a cell containing cohort numbers includes only one or two students, the data in that cell and one other will be suppressed so that no individual can be identified.]

a. All Students. This section provides the freshman-cohort graduation rates for all full-time, degree-seeking students by race or ethnic group. It shows the rate for men who entered as freshmen in 2006-07, and the four-class average, which includes those who entered as freshmen 2003-04, 2004-05, 2005-06 and 2006-07. The same rates are provided for women. The total for 2006-07 is the rate for men and women combined and the four-class average is for all students who entered in 2003-04, 2004-05, 2005-06 and 2006-07.

b. Student-Athletes. This section provides the freshman-cohort graduation rates and also the GSR for student-athletes in each race and ethnic group who received athletics aid. Information is provided for men and women separately and for all student-athletes.

c. Student-Athletes by Sports Categories. This section provides the identified graduation rates as in 1-b for each of the eight sports categories. (The small letters indicate the value of N.)

2. Undergraduate Enrollment Data.

a. All Students. This section indicates the number of full-time, undergraduate, degree-seeking students enrolled for the 2012 fall term and the number of men and women in each racial or ethnic group.

b. Student-Athletes. This section identifies how many student-athletes were enrolled and received athletics aid for the 2012 fall term and the number of men and women in each racial or ethnic group.

c. Student-Athletes by Sports Categories. This section provides the enrollment data as identified in 3-b for each of the eight sports categories.

To: Jack Thomas, President
 From: Angela Bonifas, Associate Director, Planning, Budget, and Institutional Research
 Date: August 7, 2013
 Re: Annual Graduation Rate Report for IPEDS-U.S. Department of Education and NCAA

The table below summarizes data submitted to the U.S. Department of Education for the annual Graduation Rate Survey for all new freshmen and to the National Collegiate Athletic Association (NCAA) for the annual Graduation Success Rate report for all new freshmen athletes who entered Western Illinois University during the 2006 fall semester (2006 Cohort). This graduation rate represents a six-year rate, or students who completed their program within 150% of normal time to completion. The total graduation rate decreased from 58.1% (2004 Cohort) to 53.4% (2005 Cohort), then slightly increased to 54.4% with the 2006 Cohort.

The student athlete graduation rate stayed steady at 69.3% (2004 Cohort) and 69.4% (2005 Cohort), then decreased to 64.8% with the 2006 Cohort. Please note the small number of student athletes, particularly within each sport.

TOTAL NEW FRESHMEN	2004 Cohort (n=2,062) Percent Graduated	2005 Cohort (n=1,802) Percent Graduated	2006 Cohort (n=1,907) Percent Graduated
Overall Graduation Rate (6-Year)	58.1	53.4	54.4
Men	55.0	53.1	54.2
Women	61.3	53.8	54.6
Percent Transfer-Out	24.8	34.5	33.5

TOTAL NEW ATHLETES	2004 Cohort (n=88)	2005 Cohort (n=72)	2006 Cohort (n=71)
Overall Graduation Rate (6-Year)	69.3	69.4	64.8
Men	60.0	70.0	57.1
Women	81.6	68.8	72.2
Baseball grad rate	66.7 (n=6)	50.0 (n=2)	100.0 (n=3)
Basketball grad rate Men	25.0 (n=4)	0.0 (n=1)	0.0 (n=3)
Basketball grad rate Women	100.0 (n=1)	50.0 (n=6)	100.0 (n=2)
Cross Country/Track grad rate Men	77.8 (n=9)	100.0 (n=4)	50.0 (n=8)
Cross Country/Track grad rate Women	100.0 (n=10)	75.0 (n=4)	44.4 (n=9)
Football grad rate	56.3 (n=16)	77.8 (n=18)	56.3 (n=16)
Other Sport Combined grad rate	69.0 (n=42)	67.6 (n=37)	80.0 (n=30)

n=total number of students in cohort

Western Illinois University

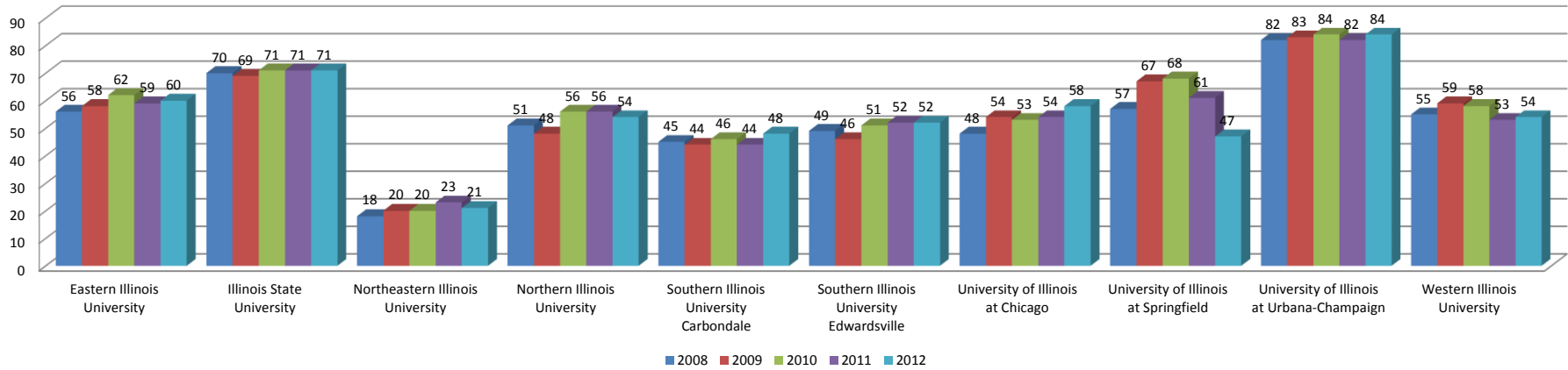
Planning, Budget, and Institutional Research

Note: For the 2004 Cohort, Illinois Shared Enrollment Data were used in tracking transfer-out students. Therefore, the transfer-out rates represented WIU students who transferred to Illinois public universities and Illinois community colleges. However, using National Student Clearinghouse Data with 2005 and 2006 Cohorts allowed tracking transfer-out students nationwide and resulted in a significant increase in percent transfer-out.

Cc: Ken Hawkinson, Provost and Academic Vice President
Julie DeWees, Vice President for Administrative Services
Brad Bainter, Vice President for Advancement and Public Services
Joseph Rives, Vice President for Quad Cities and Planning
Gary Biller, Vice President for Student Services
Rhonda Kline, Director, Institutional Research and Planning
Tommy Bell, Director, Intercollegiate Athletics
Lisa Melz-Jennings, Academic Coordinator, Athletics
Matt Tanney, Associate Director, Athletics
Julie Gibbes, Compliance Coordinator, Athletics
Laurie Black, Administrative Assistant, Office of the Registrar

6 Year Graduation Rate					
Students entering in Fall 2002, Fall 2003, Fall 2004, Fall 2005, and Fall 2006					
WIU's Top State Competitor Schools in Illinois (based on FL13 New Freshman Class)	2008	2009	2010	2011	2012
Eastern Illinois University	56	58	62	59	60
Illinois State University	70	69	71	71	71
Northeastern Illinois University	18	20	20	23	21
Northern Illinois University	51	48	56	56	54
Southern Illinois University Carbondale	45	44	46	44	48
Southern Illinois University Edwardsville	49	46	51	52	52
University of Illinois at Chicago	48	54	53	54	58
University of Illinois at Springfield	57	67	68	61	47
University of Illinois at Urbana-Champaign	82	83	84	82	84
Western Illinois University	55	59	58	53	54

6 Year Graduation - WIU's Top State Competitor Schools in Illinois



Western Illinois University
Retention Task Force
Recommendations Update
March 7, 2011

Charge:

The WIU Retention and Recruitment Task Force made recommendations to the President's Cabinet that identifies potential methods to increase the retention rates of students at WIU. This report is an update on the former report.

The following items have been implemented or approved for implementation:

1. Implement grade replacement as utilized at other institutions.

Action Taken:

This recommendation has been approved by the Faculty Senate and university administration, and will be implemented in the fall of 2011. This encourages students to master weak areas and improves overall grade point averages and academic standing.

2. Implement early notification to parents after the first alcohol/drug violation.

Action Taken:

The parents of under-age students who are caught drinking are notified, via letter, after the first offense (on the second offense). Students who are caught using illegal drugs are handled similarly. Parental notification may cause under-age students who have a drinking problem to address it, and correct the behavior before it becomes problematic enough for suspension from the University. (Note: Per student services, depending on the severity of the case, students' parents may be notified earlier, or other action may be taken.)

3. Create a Parents' Section on the WIU website for parents of currently enrolled students.

Action Taken:

A parents' section has been created to provide the parents of currently enrolled students with information about resources that are available. Also, general campus information is provided. This is a good way to connect with the students' families. Connecting with families is a way of providing parents with insight on the type of experiences students are having. This may be a great method of retaining students.

The following items are in progress, and should be finalized soon:

4. Require students who place in Math 099 to take and pass the course before their sophomore year.

Action Taken:

The Department of Mathematics has written a proposal for implementation. The proposal should be presented to the Faculty Senate soon. (Note: Per the Department of Mathematics, the proposal has the support of various constituencies.)

5. Develop mandatory strategies to increase the effectiveness of academic warning. If, at the end of a grading period (semester or summer term) a student's cumulative grade point average in courses taken at the University falls below a 2.00, but not so low as to warrant academic probation, that student will be placed on academic warning. Students who are placed on academic warning status may enroll for no more than 16 hours in a regular semester and no more than 6 hours in a summer term. Students may not enroll exclusively in S/U graded courses while on academic warning status. Academic warning students will be suspended if their semester grade point average is below 1.00.

Action Taken:

The Council of Academic Advisers created a subcommittee to develop specific strategies for students who go on academic warning after their first semester at WIU. Strategies such as: mandatory study skills seminars and tutoring sessions, and/or meetings with an at risk retention specialist may help to enhance the effectiveness of the academic warning system. Also, students on warning, may be referred to a University Advising and Academic Services Center (UAASC) adviser by departmental advisers who will serve as at risk retention specialists and provide additional support. Also, a University 100 study skills class, tutoring, online success strategy workshops, and other initiatives identified by the subcommittee will also be explored. (Note: Currently, students are given two semesters to improve their grades. However, we may need to enhance what we are doing to assist students to improve their academic performance.)

The following items need further discussion:

6. Requiring faculty who teach 100-level classes taken predominantly by freshmen to document students' attendance.

Action Taken: None

It may not be possible to require. However, faculty who teach 100-level courses may be encouraged to take attendance. Perhaps this could be piloted within the FYE courses.

7. Requiring all faculty to submit grades as part of the University Early Warning System.

Action Taken: None

It may not be possible to require. However, faculty may be encouraged to submit early warning grades. Currently, the Registrar's Office encourages faculty to submit early

warning grades, but the practice is not required. (Note: Per the Registrar's Office, most 4-year Illinois' institutions do not require faculty to submit early warning grades.)

8. Encourage faculty to provide freshmen more frequent feedback, particularly during their first semester.

Action Taken: None

This information is being shared with the deans. The deans will share with the department chairpersons and the school directors. The deans will impress upon chairpersons, directors, and faculty that taking attendance and providing adequate feedback to freshman students has a significant positive impact on student retention.

9. Explore possibility of requiring students, who have been dismissed from the University, to recover their grades during a full semester instead of the summer session, and conduct a study to see how many of these students actually recover the grades that they need during the summer.

Action Taken: None (discussion necessary)

Explore possibility of having the "open" semester not be during the summer. Typically offerings are significantly reduced in the summer and classes are more compressed. This can have a negative impact on the ability of the students to improve their GPAs. Maybe a student with a second suspension should remain unable to enroll for a minimum of one year, then be allowed to return for an "open semester" either fall or spring of the next year. This could be the time when a study skills course or something similar could be mandated as part of the "recovery" curriculum. If the student meets the requirements to continue, then the student may enroll again. If the student does not meet the requirements, then the student must sit out for another year. This would have an impact on summer school enrollment, but would most likely benefit the student.

Students who are suspended have to sit out one regular semester (either fall or spring), although they could come in summer, since it is an open session for all. However, students who are dismissed from the University (because they have received two suspensions) are not able to attend any fall or spring semester unless they get their cumulative GPA up to a 2.000, which can only be done during the "open" session, ie. summer. In the past, students who were suspended had to appeal to the University's Council on Admissions, Graduation, and Academic Standards (CAGAS) in order to get back into the University. Due to the massive number of appeals that resulted from this policy, it was changed to require an automatic one semester "sit-out" period for suspended students.

It has been recommended that students be allowed to re-enroll during any semester: fall, spring, or summer (after their dismissal has expired). Currently, our summer school course offerings are significantly reduced and classes are more compressed. This can have a negative impact on students' abilities to improve their GPAs to the required 2.000 needed to continue their education at Western.

Due to the grade replacement policy, we will re-evaluate this recommendation following the opportunity to determine the impact of grade replacement on summer enrollment for dismissed students? (Note: This means waiting until Summer 2012 to get the data on this.) After the re-evaluation and feedback from the deans, the task force may re-submit this recommendation to the President's Cabinet.

The following items require significant funding:

10. Provide more opportunities for student employment.

Discussion:

Noel-Levitz indicated that students who have opportunities to work on the campus are more likely to remain at the institution.

Action Taken: None

However, all areas on campus that have student workers will be notified of the intent to employ the maximum number of students when the budget permits.

11. Develop a comprehensive summer school session that addresses the needs of students with English and mathematic deficiencies.

Discussion:

Some of these deficiencies may be remedied through a summer intervention, and students will be better prepared to begin college-level work in the fall semester of their freshman year. We have identified that grant funds must be secured in order to provide the courses to incoming freshmen who have just completed high school.

Action Taken:

WIU submitted an application for a Talent Search TRIO grant program in December of 2010. Also, the Office of the Provost and Academic Vice President is working with others across campus to identify other external funding sources. Due to our current economic status, the institution does not have the funds to support a program wherein students can come to WIU the summer before their freshman year to take English and mathematics courses to strengthen their academic skills.

Western Illinois University
Retention Task Force
Recommendations
March 29, 2012

Charge:

The WIU Retention and Recruitment Task Force will make recommendations to the Cabinet that identify potential methods to improve the retention rates of students at WIU. These recommendations will ultimately be utilized in a Retention Improvement Plan.

1. Implementing the use of the College Student Inventory (CSI)

Action Taken:

As part of the CSI, students will take a survey that will provide WIU with insight on their perceptions' of their own academic preparedness and social preparedness for college. The entire freshman class will participate immediately upon their completion of SOAR activities. The CSI will utilize a mentoring program in an effort to improve retention.

Discussion:

The literature on mentoring suggests that significant gains are made when students are mentored by faculty, staff, administrators, and peers. These gains indicate that a mentoring culture on university campuses may assist with retention efforts. Currently, a mentoring culture at WIU exists, especially among administrators and support staff. Although some faculty members willingly mentor students, it was noted that negotiations for PAA points may be necessary for more faculty to mentor students. Peer mentoring is currently a component of FYE. However, peer mentoring may need to become more comprehensive and peers may need specific training on how to mentor effectively. Additionally, Resident Assistants may be helpful in the mentoring process.

2. Tutoring

Discussion:

A thorough review of the tutoring services available at WIU suggests that there are adequate and consistent opportunities for students to receive tutorial help in many disciplines throughout campus. However, the Retention Committee recommends that the tutorial opportunities be advertised and promoted more broadly and frequently throughout the campus. Currently, the UAASC composes a comprehensive list of tutorial services that are available on a fixed schedule in the following departments: Accounting, African American Studies, Biology, Chemistry, Economics, English/Journalism and Literature, Foreign Languages, Geography, Geology, History, Math, Philosophy/ Religious Studies, Physics, Political Science, Psychology, Sociology and Anthropology, and Theatre and Dance. This list should be provided to all students early during the semester.

Also, the information should be available on a University website and all information about tutoring for any discipline on campus should be made available to students at the UAASC. Students may request assistance in other disciplines by contacting specific academic departments and/or seeking help at the Malpass Library Reference desk. Students may also receive assistance by visiting the Writing Center and/or attending Study Skills seminars that are provided through the semester.

3. Tracking Attendance

Action Taken:

Special attendance tracking software has been developed in the Center for Innovation in Teaching and Research. The Office of Student Development and Orientation houses a graduate assistant who will monitor students' attendance using the software and follow-up on students' progress with faculty, academic advisors, housing staff, and other individuals.

Discussion:

In order to the attendance tracker to be effective, faculty members are strongly encouraged to utilize the tracking system to record students' attendance.

4. Financial Aid/Billing and Receivables

Action Taken:

The guidelines for the Book Support Program through the Office of University Scholarship Activities have been revised. Currently, students who are first-time freshman are only eligible for a one-time only \$300 award to assist with the purchasing of books.

Discussion:

It may be necessary for the Financial Aid Office staff to provide additional workshops and other informational sessions in the residence halls during peak times during the year to help to retain students. Perhaps explaining the cost of attendance and the specifics of the payment plan to students who pay for their tuition (or a portion of their tuition) will help reduce the number of students who leave WIU due to student account balances over \$500. We have found that although financing an education is explained during orientation, many students do not have a clear understanding of what their responsibilities are regarding the costs associated with their education. Specifically, students need training on understanding the correlation between their financial aid award and their (or family's) expected contribution

5. Cost Calculator

Action Taken:

A cost calculator can be accessed from the following WIU web pages: Admissions, Financial Aid, Student Development and Orientation, and the Student Assistance and Parent Service Center.

Discussion:

The cost calculator can help students and their parents (families) understand the costs associated with attending WIU. This calculator may assist individuals when determining their ability to pay for a potential remaining account balance after all financial aid awards have been applied.

6. First Year Experience Review

Action Taken:

Currently, FYE is being reviewed by a university committee to identify potential changes that may positively impact the success of the current services provided.

This report is an excerpt from the full Summary and Planning Report and contains statistical data and specific recommendations for selected students. No outreach lists of student names are within.

The report provides a statistical summary of your students' responses, beginning with a report of the means for all the major College Student Inventory™ (CSI) scales. Because these data are in the form of percentiles based on a national sample, you can readily determine how your students compare to the national norm (which is 50th percentile on each scale). The data are represented separately for females, males, and all students combined. The remainder of this summary section reports a variety of more detailed information that will be helpful to you as you review your students' results.

Additional information is provided in the CSI Coordinator's Guide™, the CSI Advisor's Guide™, and the CSI Resource Guide™ found at the RMS Plus Client Community site.

For other sorting or filtering options that allow you to define different parameters for your data, consider the Retention Data Center filtering capabilities prior to retrieving Summary Results. You may also find options in the "Export Data" area or review of the "Summary Observations with Receptivity" helpful when analyzing aggregate data.

Print date of this Summary and Planning Report: 02/18/2014

Survey administration(s) included in this Summary and Planning Report:

Fall 2013 CSI

Section A

Primary Sample Statistics	N	%
Number of Females	872	52.3
Number of Males	796	47.7
Total Number of Students	1668	100.0

Local Means on Major Scales	Females	Males	Total
Summary Observations			
Dropout Proneness	49.9	55.3	52.5
Predicted Academic Difficulty	54.1	55.4	54.7
Educational Stress	43.5	49.0	46.1
Receptivity to Institutional Help	64.0	56.3	60.4
Academic Motivation Scales			
Study Habits	56.5	49.7	53.2
Intellectual Interests	56.7	46.7	52.0
Verbal and Writing Confidence	55.9	53.2	54.6
Math and Science Confidence	48.1	55.2	51.5
Desire to Finish College	62.3	51.6	57.2
Attitude Toward Educators	56.9	53.1	55.1
General Coping Scales			
Sociability	57.8	52.5	55.3
Family Emotional Support	53.1	55.1	54.0
Opinion Tolerance	54.1	52.8	53.5
Career Closure	60.7	58.0	59.4
Sense of Financial Security	46.1	55.6	50.6
Receptivity Scales			
Academic Assistance	58.0	51.6	55.0
Personal Counseling	56.3	55.7	56.0
Social Enrichment	66.0	53.5	60.0
Career Counseling	54.5	54.0	54.3
Financial Guidance	68.3	58.9	63.8
Supplemental Scales			
Internal Validity	7.0	7.0	7.0

Note: The statistics for all scales except internal validity were computed from percentile scores. For all of the scales, the national norm is the 50th percentile. High scores indicate levels of the characteristic described in the scale name (e.g. a high score in desire to finish college means that the group was above the average in desire to finish college). The statistics for internal validity were computed from raw scores (ranging from 0 to 7).

Section A

Plans to Work

	N	%
0 (I have no plans to work)	339	20.3
1 to 10 hours per week	408	24.5
11 to 20 hours per week	675	40.5
21 to 30 hours per week	201	12.1
31 to 40 hours per week	37	2.2
over 40 hours per week	8	0.5

High School GPA

	N	%
A	229	13.7
B+	526	31.5
B	382	22.9
C+	439	26.3
C	71	4.3
D+	19	1.1
D	2	0.1

General Academic Knowledge

	N	%
Highest 20%	212	12.7
Next Highest 20%	456	27.3
Middle 20%	973	58.3
Next Lowest 20%	27	1.6
Lowest 20%	0	0.0

Racial/Ethnic Origin

	N	%
Black/African-American	470	28.2
American Indian or Alaskan Native	7	0.4
Asian or Pacific Islander	22	1.3
White/Caucasian	912	54.7
Hispanic or Latino	167	10.0
Multiethnic or other ethnic origin	56	3.4
Prefer not to respond	34	2.0

Mother's/Guardian's Highest Level of Education

	N	%
8 years or less of elementary school	35	2.1
Some high school but no diploma	95	5.7
A high school diploma or equivalent	473	28.4
1 to 3 years of college	489	29.3
A 4-year undergraduate college degree (bachelor's degree)	371	22.2
Master's degree	168	10.1
Professional degree	29	1.7

Father's/Guardian's Highest Level of Education

	N	%
8 years or less of elementary school	52	3.1
Some high school but no diploma	146	8.8
A high school diploma or equivalent	596	35.7
1 to 3 years of college	380	22.8
A 4-year undergraduate college degree (bachelor's degree)	330	19.8
Master's degree	105	6.3
Professional degree	36	2.2

Highest Degree Sought

	N	%
None	1	0.1
One-year certificate	1	0.1
Two-year college degree (associate's)	0	0.0
Four-year college degree (bachelor's)	803	48.1
Master's degree	576	34.5
Professional degree	287	17.2

Perceived Academic Ability

	N	%
Considerably below average	5	0.3
Slightly below average	37	2.2
Average	574	34.4
Slightly above average	674	40.4
Considerably above average	341	20.4
Extremely high (in the top 5%)	37	2.2

Decision to Apply to College

	N	%
Few days before	30	1.8
Few weeks before	168	10.1
Many months before	1470	88.1

The strength of each recommendation is indicated by its mean priority score (0 = low; 10 = high):

Section B

Recommendations

By Type	Mean Priority Scores	By Mean Priority Score	Mean Priority Scores
Get help with exam skills	6.77	Get help with exam skills	6.77
Get help with study habits	6.45	Get help in selecting an academic program	6.68
Get help with writing skills	6.07	Discuss the qualifications for occupations	6.61
Get help with basic math skills	6.15	Get help with study habits	6.45
Get tutoring in selected areas	6.12	Discuss job market for college graduates	6.38
Get help with reading skills	5.70	Get information about clubs and social organizations	6.38
Discuss attitude toward school with counselor	5.67	Get help in meeting new friends	6.18
Discuss an unwanted habit with counselor	5.04	Get advice from an experienced student	6.17
Discuss personal relationships and social life with counselor	5.08	Get help in obtaining a scholarship	6.17
Discuss family problems with counselor	4.91	Get help in finding a part-time job	6.16
Discuss emotional tensions with counselor	4.94	Get help with basic math skills	6.15
Discuss unhappy feelings with counselor	4.93	Discuss advantages/disadvantages of occupations	6.13
Discuss the qualifications for occupations	6.61	Get tutoring in selected areas	6.12
Get help in selecting an academic program	6.68	Get help with writing skills	6.07
Discuss job market for college graduates	6.38	Get help in selecting an occupation	5.94
Get help in selecting an occupation	5.94	Get information about student activities	5.91
Discuss advantages/disadvantages of occupations	6.13	Get help in finding a summer job	5.80
Get help in finding a part-time job	6.16	Get help with reading skills	5.70
Get help in obtaining a loan	5.63	Discuss attitude toward school with counselor	5.67
Get help in obtaining a scholarship	6.17	Get help in obtaining a loan	5.63
Get help in finding a summer job	5.80	Discuss personal relationships and social life with counselor	5.08
Get help in meeting new friends	6.18	Discuss an unwanted habit with counselor	5.04
Get information about student activities	5.91	Discuss emotional tensions with counselor	4.94
Get advice from an experienced student	6.17	Discuss unhappy feelings with counselor	4.93
Get information about clubs and social organizations	6.38	Discuss family problems with counselor	4.91

UNIV 100 Student Survey **PRELIMINARY RESULTS**

The FYE Program has created a survey to elicit your feedback about the UNIV 100 course and the FYE program. If you choose to participate, your responses will be combined with those of the other students and used to determine how the course and program are working and how they could be improved. The survey should take about ten to fifteen minutes to complete, and the only foreseeable risks attached to participating are the same you could encounter in any regular everyday activity.

Your participation in this survey is voluntary, and you do not have to answer any question you do not wish to answer. Your answers will remain anonymous, and any report will only include aggregated results. For questions about this survey, please contact Katrina Daytner at km-daytner@wiu.edu or 298-1015.

If you agree to participate, use the attached scantron form to record your responses for items 1 – 62, your response to the last item (item 63 on p. 6) should be written directly on the survey. Do not include your name or the course number on the scantron form. Be sure to use a #2 pencil and to completely fill in the circle for the category (from 1 to 4 or 5) that best matches your answer.

VIEWS REGARDING PREPARATION:

Please indicate your views regarding your preparation for college:

	Very prepared	Prepared	Neither prepared or unprepared	Unprepared	Very Unprepared
1. When the semester started, how prepared did you feel to be a successful student at WIU?	1 343 (25.07%)	2 621 (45.39%)	3 261 (19.08%)	4 82 (5.99%)	5 61 (4.46%)
2. As this semester comes to an end, how prepared do you feel to be a successful student at WIU?	1 538 (39.33%)	2 575 (42.03%)	3 137 (10.01%)	4 61 (4.46%)	5 57 (4.17%)

WORKLOAD FOR THE COURSE:

3. During an average week, about how many hours did you spend on completing the assignments for UNIV 100 (writing papers, attending events, etc.)?
 - 1 = no time (**129, 9.43%**)
 - 2 = less than 1 hour (**660, 48.5%**)
 - 3 = 1 to 2 hours (**485, 35.45%**)
 - 4 = 2 to 4 hours (**67, 4.90%**)
 - 5 = more than 4 hours (**27, 1.97%**)

4. During an average week, about how many hours did you spend on preparing for UNIV 100 (reading, answering discussion questions, etc.)?
 - 1 = no time (**531, 38.79%**)
 - 2 = less than one hour (**621, 45.36%**)
 - 3 = 1 to 2 hours (**178, 13.0%**)
 - 4 = 2 to 4 hours (**25, 1.83%**)
 - 5 = more than 4 hours (**14, 1.02%**)

ASSIGNMENTS FOR THE COURSE:

Please indicate how much you agree with each statement:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
5. The Portfolio for the class helped me gain knowledge and skills I can use to succeed at WIU.	1 114 8.34%	2 282 20.63%	3 328 23.99%	4 295 21.58%	5 348 25.46%
6. The Goals Statement assignment helped me gain knowledge and skills I can use to succeed at WIU.	1 177 12.95%	2 430 31.46%	3 286 20.92%	4 237 17.34%	5 237 17.34%
7. The Building Connections assignment helped me gain knowledge and skills I can use to succeed at WIU.	1 145 10.61%	2 398 29.14%	3 323 23.65%	4 248 18.16%	5 252 18.45%
8. The Written Paper assignment helped me gain knowledge and skills I can use to succeed at WIU.	1 116 8.49%	2 348 25.46%	3 354 25.90%	4 288 21.07%	5 261 19.09%
9. The Final Reflection Paper assignment helped me gain knowledge and skills I can use to succeed at WIU.	1 164 11.99%	2 373 27.27%	3 305 22.30%	4 268 19.59%	5 258 18.86%
10. The Goals for the Future assignment helped me gain knowledge and skills I can use to succeed at WIU.	1 193 14.13%	2 383 28.04%	3 320 23.43%	4 225 16.47%	5 245 17.94%

COURSE READINGS/TEXTBOOK:

11. Did you buy the binder (College Portfolio for Success) for UNIV 100?

1 = Yes (**1115, 86.68%**)2 = No (**170, 13.23%**)

Please indicate how much you agree with each statement:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
12. I read the binder content before each UNIV 100 class when there was a reading assignment.	1 82 6.00%	2 134 9.80%	3 155 11.34%	4 292 21.36%	5 704 51.50%
13. My UNIV 100 instructor encouraged me to read the material about WIU that is at the beginning of the binder.	1 336 24.62%	2 454 33.26%	3 273 20.00%	4 134 9.82%	5 168 12.31%
14. I would prefer it if the class reading material was more tailored to WIU.	1 201 14.84%	2 250 18.46%	3 612 45.20%	4 106 7.83%	5 185 13.66%

COURSE TOPICS:

For the next three charts, you are going to be presented a series of statements related to the topics discussed each week of the semester. For each item, you may fill in more than one circle OR not fill in any circles.

Please fill in the circle(s) for **ALL** of the statements with which you agree.

	There should be a reading for this topic.	There should be a lecture on this topic to make sure students get all the needed material.	There should only be a discussion or activity for this topic (there does not need to be a lecture).	There should be an assignment related to this topic to make sure students know the material.	The instructor of my Y course at least mentioned this topic in my Y course.
15. Week 1: Syllabus, wellness model, Western Online	1 147 12.22%	2 231 19.20%	3 530 44.06%	4 82 6.82%	5 213 17.71%
16. Week 2: Time management & academic integrity	1 132 11.13%	2 279 23.52%	3 516 43.51%	4 104 8.77%	5 155 13.07%
17. Week 3: Interpersonal Violence Prevention	1 133 11.35%	2 251 21.42%	3 525 44.80%	4 110 9.39%	5 153 13.05%
18. Week 4: Goal setting, self-regulation, study skills	1 132 11.10%	2 243 20.44%	3 523 43.99%	4 132 11.10%	5 159 13.37%
19. Week 5: Reading strategies	1 172 14.32%	2 223 18.57%	3 512 42.63%	4 105 8.74%	5 189 15.74%
20. Week 6: Test preparation & test taking	1 148 12.56%	2 264 22.41%	3 513 43.97%	4 82 6.96%	5 166 14.09%
21. Week 7: Writing Strategies	1 185 15.65%	2 228 19.29%	3 473 40.02%	4 134 11.34%	5 162 13.71%
22. Week 9: Self-evaluation & critical thinking	1 149 12.46%	2 200 16.72%	3 546 45.65%	4 130 10.87%	5 171 14.30%
23. Week 10: Health & physical wellness	1 130 10.91%	2 226 18.96%	3 551 46.22%	4 107 8.98%	5 178 14.93%
24. Week 11: Making good health choices	1 141 11.88%	2 228 19.21%	3 533 44.90%	4 112 9.44%	5 173 14.57%
25. Week 12: Campus/ community engagement & student leadership	1 104 8.69%	2 204 17.04%	3 584 48.79%	4 126 10.53%	5 179 14.95%
26. Week 13: Cultural diversity, civility & social awareness	1 125 10.42%	2 219 18.25%	3 559 46.58%	4 108 9.00%	5 189 15.75%
27. Week 15: Moving beyond 1 st semester	1 165 13.70%	2 228 18.94%	3 518 43.02%	4 104 8.64%	5 189 15.70%

Please fill in the circle(s) for **ALL** of the statements with which you agree.

	The assigned reading had information I did not know.	The assigned reading had information I could apply to my life.	The class meeting provided information I did not know.	The class meeting provided information I could apply to my life.
28. Week 1: Syllabus, wellness model, Western Online	1 186 17.32%	2 303 28.21%	3 265 24.67%	4 320 29.80%
29. Week 2: Time management & academic integrity	1 107 10.03%	2 363 34.02%	3 195 18.28%	4 402 37.68%
30. Week 3: Interpersonal Violence Prevention	1 141 13.31%	2 284 26.82%	3 249 23.51%	4 385 36.36%
31. Week 4: Goal setting, self-regulation, study skills	1 118 11.08%	2 328 30.80%	3 208 19.53%	4 411 38.59%
32. Week 5: Reading strategies	1 114 10.60%	2 346 32.19%	3 226 21.02%	4 389 36.19%
33. Week 6: Test preparation & test taking	1 121 11.42%	2 306 28.87%	3 224 21.13%	4 409 38.53%
34. Week 7: Writing Strategies	1 115 10.62%	2 315 29.09%	3 233 21.51%	4 420 38.78%
35. Week 9: Self-evaluation & critical thinking	1 130 12.15%	2 322 30.09%	3 231 21.59%	4 387 36.17%
36. Week 10: Health & physical wellness	1 116 10.89%	2 308 28.92%	3 214 20.09%	4 427 40.09%
37. Week 11: Making good health choices	1 118 11.02%	2 305 28.48%	3 233 21.76%	4 415 38.75%
38. Week 12: Campus/ community engagement & student leadership	1 128 11.85%	2 300 27.78%	3 235 21.76%	4 417 38.61%
39. Week 13: Cultural diversity, civility & social awareness	1 127 11.81%	2 285 26.51%	3 263 24.47%	4 400 37.21%
40. Week 15: Moving beyond 1 st semester	1 133 12.40%	2 290 27.03%	3 203 18.92%	4 447 41.66%

Please fill in the circle(s) for **ALL** of the statements with which you agree.

	There should be more class time on this topic.	There should be less class time on this topic.	This topic does not need to be covered at all in this class.	This topic should occur earlier in the semester.	This topic should occur later in the semester.
41. Week 1: Syllabus, wellness model, Western Online	1 248 19.79%	2 430 34.32%	3 353 28.17%	4 196 15.64%	5 26 2.08%
42. Week 2: Time management & academic integrity	1 371 29.35%	2 320 25.32%	3 343 27.14%	4 201 15.90%	5 29 2.29%
43. Week 3: Interpersonal Violence Prevention	1 327 25.87%	2 339 26.82%	3 376 29.75%	4 157 12.42%	5 65 5.14%
44. Week 4: Goal setting, self-regulation, study skills	1 299 23.79%	2 320 25.46%	3 375 29.83%	4 225 17.90%	5 38 3.02%
45. Week 5: Reading strategies	1 220 17.49%	2 355 28.22%	3 471 37.44%	4 166 13.20%	5 46 3.66%
46. Week 6: Test preparation & test taking	1 344 27.50%	2 265 21.18%	3 377 30.14%	4 220 17.59%	5 45 3.60%
47. Week 7: Writing Strategies	1 286 22.86%	2 321 25.66%	3 419 33.49%	4 178 14.23%	5 47 3.76%
48. Week 9: Self-evaluation & critical thinking	1 237 18.78%	2 361 28.61%	3 436 34.55%	4 158 12.52%	5 70 5.55%
49. Week 10: Health & physical wellness	1 306 24.31%	2 329 26.13%	3 384 30.50%	4 182 14.46%	5 58 4.61%
50. Week 11: Making good health choices	1 306 24.36%	2 323 25.72%	3 390 31.05%	4 177 14.09%	5 60 4.78%
51. Week 12: Campus/ community engagement & student leadership	1 321 25.48%	2 314 24.92%	3 370 29.37%	4 189 15.00%	5 66 5.24%
52. Week 13: Cultural diversity, civility & social awareness	1 304 24.11%	2 322 25.54%	3 414 32.83%	4 153 12.13%	5 68 5.39%
53. Week 15: Moving beyond 1 st semester	1 337 26.83%	2 278 22.13%	3 392 31.21%	4 96 7.64%	5 153 12.18%

INTERPERSONAL VIOLENCE PREVENTION ACTIVITIES:

During the third week of your UNIV 100 course you covered issues related to interpersonal violence prevention and support, including issues of consent, bystander intervention, and support services.

Items 54 & 55 refer to the supplemental reading on Campus Safety that was created for the UNIV 100 class. If you were not assigned this reading or did not read the reading, please leave these items blank.

Items 56 & 57 refer to the Online Module that was assigned for Week 3. If you did not complete this module, please leave these items blank.

Items 58 & 59 refer to the IVPE activities that were presented during Week 3 (either in your classroom or at the Multicultural Center). If you did not attend these activities, please leave these items blank.

Please indicate how much you agree with each statement:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
54. The reading on Campus Safety: Sexual Assault was relevant to my life.	1 189 15.59%	2 309 25.50%	3 363 29.95%	4 172 14.19%	5 179 14.77%
55. The reading on Campus Safety: Sexual Assault included knowledge and skills I can use to succeed at WIU.	1 209 17.37%	2 417 34.66%	3 312 25.94%	4 133 11.06%	5 132 10.97%
56. The IVPE Online Module was relevant to my life.	1 158 12.12%	2 316 24.23%	3 416 31.90%	4 214 16.41%	5 200 15.34%
57. The IVPE Online Module included knowledge and skills I can use to succeed at WIU.	1 195 14.97%	2 347 26.63%	3 410 31.47%	4 176 13.51%	5 175 13.43%
58. The IVPE activities presented during class time were relevant to my life.	1 159 12.19%	2 342 26.23%	3 423 32.44%	4 186 14.26%	5 194 14.88%
59. The IVPE activities presented during class time included knowledge and skills I can use to succeed at WIU.	1 195 14.94%	2 377 28.89%	3 396 30.34%	4 161 12.34%	5 176 13.49%

Based upon what you have learned from the IVPE reading, online module, and activities, please indicate how confident you are regarding each statement:

	Very confident	Confident	Neither confident or unconfident	Unconfident	Very Unconfident
60. I know what to do to prevent interpersonal violence from occurring.	1 521 40.42%	2 508 39.41%	3 195 15.13%	4 33 2.56%	5 32 2.48%
61. I know where to get support and assistance if either a friend or I became a victim of interpersonal violence.	1 614 46.80%	2 482 36.74%	3 158 12.04%	4 30 2.29%	5 28 2.13%
62. I know how to effectively respond if a friend tells me that he or she has become a victim of interpersonal violence.	1 595 45.91%	2 477 36.81%	3 168 12.96%	4 33 2.55%	5 23 1.77%

OPEN ENDED QUESTION:

63. Please share any additional comments you have regarding the UNIV 100 course specifically OR the FYE program in general.

FYE Report-Residence Halls—2013

Session Name	Bayliss/Henninger	Percentage of BH Building Attendance	Tanner	Percentage of Tanner Building Attendance
Week 1- Scavenger Hunt & Technology (Campus)	244	27%	149	22%
Week 2-Time Mgt (Floor)	305	34%	207	30%
Week 3-Alcohol Education (Hall)	230	26%	114	17%
Week 4- Learning Styles/Study Skills (Floor)	209	23%	171	25%
Week 5- Relationships (Floor)	231	26%	163	24%
Week 6- Big Pink Volleyball (Campus)	101	11%	108	16%
Week 7- Career Development (Hall)	55	.06%	56	.08%
Week 8- Homecoming				
Week 9 Financial Decision Making (Hall)	13	.01%	54	.08%

Totals:

	Total Overall Visits	Total Residents	Hall occupancy on 11/1/13	Total Percentage of attendance from visits	Total percentage of Attendance of students
Bayliss	617	237	435	70%	54%
Henninger	771	280	458	60%	61%
Tanner	1022	354	699	68%	51%
Overall	2410	871	1592	66%	55%

Visit Numbers:

	Bayliss	Henninger	Tanner
1 time at FYE	85	90	141
2 times at FYE	50	55	66
3 times at FYE	39	52	45
4 times at FYE	29	30	28
5 times at FYE	13	31	17
6 times at FYE	8	13	9
7 times at FYE	13	7	21
8 times at FYE		2	27

FYE Session Outline

- **FYE Sessions will take place on Tuesdays at 7pm in Bayliss/Henninger Halls and Tanner Hall**

Goals

- **Connect students with WIU**
- **Connect students with faculty & staff**
- **Increase retention of students**
- **Increase academic success**

Session Facilitation

- **Sessions will take place on campus level, building wide level and floor level**
- **When facilitated by RAs- it should be both floors combined so that both female and male students are part of the group**
 - **Head Staff will help with facilitation when RAs have classes during time or RA is struggling with concept**
 - **Sessions will be taught to RAs during staff meetings a week before sessions**

Weekly Session Topics

August 20th

Week 1 (Campus Level)

- **Campus & Technology Resources**
 - **Partner with UTech, ResNet, AIMS and UHDS**
 - **Scavenger hunt event with building and floor competitions**
 - **Scavenger hunt structured so that the groups end up at the Technology Resource Presentation (Union: Grand Ballroom)**

***This will be hosted in two sessions**

Bayliss & Henninger- scavenger hunt at 6pm/ presentation at 7pm

Tanner Hall – scavenger hunt at 7pm/ presentation at 8pm

Week 2- (Floor Level)

August 27th

- **Time Management & Involvement**
 - **Facilitate time management activity**
 - **Encourage students to attend the Student Activities Fair on August 28th**

***session trained to RA's during staff meeting on August 19th or during RA training**

Week 3- (Hall Level Commuter invited)

September 3rd

- **Alcohol Awareness**
 - **Partner with AOD, OPS & Macomb PD**
 - **Facilitate large scale open forum conversation about hall policies, dangers of alcohol and drug abuse as well as the differences between campus and community infractions**

Week 4- (Floor Level)

September 10th

- **Learning Styles & Study Skills**
 - **Partner with Writing and Math Tutor Centers in buildings for open house visits**
 - **Facilitate True Colors, MBTI inventories and relate to academics**
 - **Share Tutoring resources and Academic Advisor information**
 - **Building Connections Mentor Check in**

***session trained to RA's during staff meeting on August 26th**

Week 5 (Floor Level)

September 17th

- **Relationships Values Continue**
 - **Facilitate session to address roommate, community conflicts, floor expectations**

***session trained to RA's during staff meeting on September 9th**

Week 6 (Campus Level)

September 24th

- **Big Pink Volleyball**
- **Civic Engagement & Volunteer Opportunities (Passive Programming)**

Week 7 (Hall Level Large Group in Tanner Circle)

October 1st

- **Commuter Career Exploration**
 - **Partner with Career Services**
 - **Facilitate large scale panel discussion with special guests from various companies about preparing for careers after graduation**
 - **Encourage students to attend Career Fair on October 1st**

Week 8 (Campus Level)

October 8th

- **Homecoming Events**
 - **Encourage students to participate and attend the various homecoming events**

Week 9 (Hall Level Commuter)

October 15th

- **Finances**
 - **Partner with Financial Aid & Budget Director (Matt Bierman)**
 - **Facilitate large scale presentation to students about smart financial decisions**
 - **Educate students about scholarships and financial aid resources on campus**

Week 10 (Campus Level)

October 22nd

- **Take Back the Night**
 - **Encourage students to participate and attend Take Back the Night on October 17th**

Week 11 (Campus Level)

October 29th

- **Safe Trick or Treat**
 - **Encourage students to participate in their hall's Safe Trick or Treat program**

Week 12 (Floor Level)

November 5th

- **Mid Semester Check-In**
 - **Facilitate floor community meeting to check-in with students about academics after mid-terms and also address any community concerns**

Week 13 (Campus Level)

November 12th

- **Stuff the bus**
 - **Encourage students to volunteer for Stuff the Bus on November 6th and Trick the Town**

Week 14 (Campus Level)

November 19th

- **Finals Prep**
 - **Partner with Sodexo, Math Tutoring & Writing Centers**
 - **Host study hall program**

Week 16 (Hall Level)

December 3rd

- **Finals Prep & End of Semester Celebration**
 - **Partner with Beu Health Center & Campus Recreation**
 - **Host relaxation, de-stress events**
 - **Host study hall program**

Notes from Faculty Focus Group – December 16, 2013

- 38 instructors present

Training/Communication from KD

- Went well
 - Weekly emails
- Concerns/Recommendations
 - Create/share a best practices site
 - Create a way for instructors to share with one another – something other than facebook
 - More training/information sessions during the summer
 - Share information earlier in general
 - Share weekly messages earlier

Logistics

- Went well
 - Rooms that were close to students as well as instructors
 - Key system worked overall
- Concerns/Recommendations
 - Remove Grote Student Center and Multicultural Board Room from room list
 - More information about the names of the buildings
 - Finals occurring at the same time was a challenge – figure this out early

Peer Mentors

- Went well
 - Feedback session was good (although would like earlier and more of them)
 - Weekly meetings with pm
 - Helpful to have student (pm) perspective as part of class
- Concerns/Recommendations
 - Better communication about pm commitments/expectations
 - More information for instructors and peer mentors about what peer mentors can and should do
 - Make sure peer mentors are receiving emails/information

Syllabus/Course Stuff

- Went well
 - Binder – front matter, time assignment, flexibility of picking and choosing, some of the end of chapter questions
 - Building Connections requirement
 - Expectation of knowing about and using campus resources
 - Weekly activities for students
 - Opportunity to have instructor choice days as well as some flexibility
 - Change to attendance policy
- Recommendations
 - Binder – hard time getting students to read, better resources on the web, content from binder was not assessed, have a binder for pm
 - Too many weeks on study skills
 - Need more help with writing skills – better awareness of resources; ask writing center to create a document that could be share with all UNIV 100 instructors
 - Weekly assignments – have more resources, more sample activities that are engaging, have points for assignments
 - Standard sheet for Building Connections
 - CSI access for UNIV 100 instructors
 - Portfolio – more emphasis on the process, points for the portfolio itself, more points for other aspects of the portfolio; include writing center and library work as required resources, 3-ring binder not necessary
 - Final activity – needs to be different from final reflective statement
 - Continue Colleague Conversations – have more times available
 - More diversity and have it come earlier
 - IVPI – too early in the semester, too much was covered in the training session
 - Split up the academic sessions so some of the later topics occur earlier
 - More time early in the semester to get to know the students
 - Using Western Online – have more information available to instructors

Other

- Concerns/Recommendations
 - Make instructors more aware of available resources
 - Make syllabus more flexible – too rigid
 - Incorporate professional etiquette and careers into the course
 - Need to figure out better match for honors students
 - Consider 8 week sessions so are with students more early

Stacey Macchi – Communication
Michelle Janisz – OSA
Bill Knox – English
Renee Simpson – Advising
Niall Harnett – Advising
Bryan Barker – Advising
Michelle Yager – Advising
Diana Strom – Financial Aid
Brian Clark – Library
Phoebe Wilson – Advising
Jane Coplan – Advising
Vian Neally – Admissions
Julie Terstriep – Campus Rec
Kevin Morgan – UTECH
Kelly Morris – Advising
Tracy Scott – SDO
Sean O’Donnell-Brown – DPS
Sue Hum-Musser – Biology
Danny Terry – Agriculture
Andrea Henderson – Equal Opportunity & Access
Joyce Runquist – Engineering & Technology
Karolynn Heuer – SAPSC
Diane Cumbie – OSA
Andi Potter – Advising
Ann Comerford – Union
Ketra Russell – UHDS
AJ Lutz – UHDS
Jessica Mueller – Student Judicial
Michelle Harvey – OSA
Nick Katz – OSA
Rachel Smith – RPTA
Andrea Jenkins – CAS
Dustin Van Sloten – Campus Rec
Matt Tanney – Athletics
Gary Daytner – EIS
Judy Yeast – Campus Rec
Sara Lytle – Admissions
Katrina Daytner – EIS

Spring 2012 FYE Advisor Survey

For this first set of questions we would like to know more about your interactions with first year students related to the various aspects of FYE. Please choose yes or no for each item.

Do you talk about the following FYE components with first year students at SOAR?

	Yes	No
FYE class (type of course, instructor, progress, expectations)	10	1
Graduation requirement	9	2
Common reading (“And Then There’s This”)	7	4
Peer mentors	7	4
Co-curriculars (out of class activities)	9	2
Residence hall seminars	3	8

Do you talk about the following FYE components with first year students in one-on-one appointments?

	Yes	No
FYE class (type of course, instructor, progress, expectations)	11	1
Graduation requirement	11	1
Common reading (“And Then There’s This”)	2	10
Peer mentors	6	6
Co-curriculars (out of class activities)	9	3
Residence hall seminars	2	10

Do you talk about the following FYE components with first year students outside of one-on-one appointments (through means such as email, phone, Facebook, Twitter, Google Plus, etc.)?

	Yes	No
FYE class (type of course, instructor, progress, expectations)	7	6
Graduation requirement	7	6
Common reading (“And Then There’s This”)	0	13
Peer mentors	1	12
Co-curriculars (out of class activities)	4	9
Residence hall seminars		13

Have you received training and information about the FYE program?

10 YES

4 NO

If so, which of the following sources did that training come from? Please check all that apply.

8 advisor training workshop

3 departmental training or meeting

6 word of mouth from other advisors

1 other (please list below):

- I was on an early FYE committee and an FOE, as well as helped with FYE pilot program in the Honors College

Spring 2012 FYE Advisor Survey

For the next set of items, please indicate how clearly informed you feel about:

	Very Clearly	Somewhat Clearly	Somewhat Unclearly	Very Unclearly	Don't know/ Unsure
The difference between FYE sections and non-FYE sections of the same class.	9	2	1	1	2
The purpose of the FYE program.	9	2		1	2
The FYE graduation requirement	10	1			3
The definition of a co-curricular.	3	8			3
The purpose of the co-curriculars.	5	5	1		3
The purpose of peer mentors.	7	3	2		2
The responsibilities of peer mentors.	3	2	6	1	2
The purpose of the book "And Then There's This."	2	4	3	3	2
The first 8 week seminars in the residence halls.		2	6	3	3

What are the most common things students ask you about FYE?

- Why do they need FYE classes?
- Can they drop them?
- Students don't ask me about FYE
- Do I have to take them?
- Do I have to complete them both freshman year?
- Can I take 2 at a time and get them over with?
- Why do I need to take them?
- How many do I need to take?
- What are they?
- Why do they have to do FYE
- Why is they are non-traditional student do they have to do the FYE
- Why is it needed?
- Why register first for FYE?
- Why not any majorspecific classes, only GenEds?
- Why do I have to do this?
- Why are there 2 classes?

Spring 2012 FYE Advisor Survey

- Why they have to take it
- What outside activities we you attending/what options are there?
- Do I need to take one?
- Do I have to read the book?
- So I have to participate in the activities?
- Do I have to take this class?

What are the most common things students tell you (positive or negative) about FYE?

- FYE is a lot of unnecessary work
- FYE is boring or stupid
- They liked the small classes
- Don't use book (I specifically ask)
- No different from any other GenEd class (they volunteer this info)
- Rarely are outside things done (specifically ask)
- Like the smaller class size
- Not many co-curricular activities
- Negative – reading
- Positive – class size
- Depends on the class – some classes the student gain a lot, other classes there is no connection with the student
- More class work
- Can get more involved/social
- Co-curriculars can be a hassle (schedule-wise)
- They like the small class
- They feel it should be their highest grade or easiest class and are surprised when it is not
- Like small classes
- Don't like co-curriculars (outside work)
- They don't use the book
- Extra curriculars are not universal to each student (options)
- They like the class being smaller
- They like some of the outside activities
- They like the class
- The book wasn't used
- The Peer Mentor was great and involved
- The Peer Mentor was not involved
- The instructor was great

Spring 2012 FYE Advisor Survey

Finally, we are interested in what you think about the different aspects of FYE. For each aspect, please comment on how well it is working and/or how it could be improved.

The FYE class (that is, the current structure of two 3-hour courses or a possible new structure):

- Great class size – some professors seem frustrated by the requirement to teach these courses
- I think the structure works well but I have not heard feedback from students
- There needs to be more faculty instruction on the required components to the course (faculty freedom should not factor in a graduation requirement)
- It is sometimes difficult to fit/schedule.
- I think it works well
- Working well, more major-specific FYE courses needed
- Maybe use just a Fall class?
- A 1-hour seminar like UNIV 100 like other schools use?
- I like to courses specialized to the major. Other exploratory courses seem more random. I think whichever structure needs to follow certain guidelines so they can be helpful to students. I think getting students acclimated to campus and campus services is very important. Also time management, study skills, etc.
- It is OK, but could be improved. Would like us to use FYE class for things like Alcoholwise, Violence Prevention, study skills, etc.
- Improve clarity of expectations on faculty (book, co-curriculars)
- Integrate resource education into Fall sections (career services, tutoring, library, etc).
- The structure is fine, though the number of FYE selections have decreased over the years.
- It's nice to have classes available only for freshmen.
- I like the 3 hour class with co-curriculars and would like to see a how-to adjust to college seminar course added to that.
- It would also be great if students could be paired by FYE class seminar by major or college to start developing connections.

The common reading (“And Then There’s This”):

- Seemingly pointless and rarely used
- I tried three times to read this book. I can understand why the students hate it. This was a lousy choice. We forget who is reading the FYE text.
- Not sure how it is being tied into classes or by the university other than the author coming
- Input from faculty is that this is a waste of money.
- Some classes do not incorporate the book and many times the students don’t read it
- Works well, needs more distribution to students, faculty, and advisors
- I hear from students they don’t read it and instructors don’t use it
- Man instructors don’t use and students don’t read.

Spring 2012 FYE Advisor Survey

- Good in theory but not so much in practice.
- The common reading program has never been effective. It either needs to be mandatory for the instructors to teach it, or it needs to be gotten rid of. Very few instructors use the book now and very, very few students read it. It's a wasted effort.
- Clarify purpose to advisors – I can't sell it is I don't understand how it will integrate into the course.
- Make it something with actual skills that are universally useful or cut it.
- It is really hit or miss with the book. I feel we spend a lot of money on the book and it may never be opened.

Peer mentors:

- No idea what they do...
- I think Peer Mentors are very helpful for new students
- Some are very effective, some are not well utilized
- I think they are important as long as they faculty give them responsibilities
- Not sure.
- Don't hear about and have no comment.
- Need to be more visible, I hear little about them unless one needs a specific scheduled to work around FYE course.
- Seem to work well from what I hear from staff/faculty.
- Again, in major specific areas a great way to get a mentor in the major area students respond well to student on student.
- This program is good, but could be improved. It varies a lot from one class to another. Some minimum requirements should be established so freshmen know what the role of the peer mentor is designed to be.
- Clarify purpose to staff
- Use opportunities to collaborate with services and resources
- This seems to work very well in the Honors College, and elsewhere. It's a great opportunity for the students who are Peer Mentors to gain experience, and be given responsibility.
- Expectations are difficult for each class and they do have a positive impact when they are in the class and participate.

Co-curriculars:

- They are great, but students don't take them seriously. They also seem very time consuming. Students are more invested when they choose co-curriculars.
- Not sure how some faculty use this aspect
- Okay; sometimes causes schedule problems for student athletes (practices, etc).
- Again, some activities are good.

Spring 2012 FYE Advisor Survey

- Requirements for this are varied and sketchy.
- Hampered by the lack of \$\$
- Have trouble connecting them to the academic work.
- Vary depending on instructor. Advisors don't always know about the options.
- This is good. Students are not always enthusiastic, but I think they learn from the events – it motivates them to attend things they would not do on their own.
- Be intentional about what they should look like.
- Some work really well, others not so much. I have heard of some very imaginative events.
- I like that students get involved in campus areas and activities.

Residence Hall seminars

- Great.
- Not sure (not much input from students)
- I don't hear about and have no comment.
- Requirements for this are varied and sketchy.
- I hear little feedback about these.
- Tutoring in the library and halls is useful
- Wish it was better publicized so we could enforce.
- Don't know much about these. Have training for advisors on what is being taught and when would be helpful.
- I don't know much about these; this is obviously room to improve.
- I haven't heard as much about these.
- I don't know much about these.

Do you have any additional comments about any aspect of FYE?

- I really cannot comment, as BGS staff (rarely, if ever) are required to have 60 hours of college work for admission to our program OR be out of it for more than 5 years – they typically are working adults studying from a distance part-time
- I feel like I don't know enough about the structure of FYE to make thoughtful suggestions but I do believe that it is important to provide students with as much exposure to opportunities on campus as possible.
- From faculty perspective; do away with reading and use that money for programming or activities.
- Possible summer FYE course?
- We need to find a better way to explain the program, especially the class, to students. It's hard to explain when they are choosing classes at SOAR.
- I like the program, but don't believe it should be a graduation requirement.

Sample sizes:

Faculty: 61 courses (36 faculty members)

Peer Mentors: 56 surveys

Students: 1038

Faculty narrative:

Sections taught: Question 1

About two thirds taught 10 or more sections of FYE, and about 10% only taught one or two sections.

Since so many faculty have taught for multiple semesters, we could ask about how they have changed their approach. This data may also be relevant for the idea of who teaches FYE classes and how much rotation there is.

Training: Questions 7-8

More than three fourths attended at least one training session, and less than half attended the Fall 2011 training.

This number is rather high given the experience of the faculty. We may want to consider altering the content to increase attendance, or decide to eliminate the need for training.

Ranking of components for funding: Questions 2-6

The preference for funding (based on the percentage who selected a component as the first or second choice) appears to be (1) mentor stipends (70.2%), (2) funding for co-curriculars (67.2%), (3) tutoring centers (43.1%), (4) theme events (12.3%), and (5) common reading (5.2%).

This provides additional reason to change/remove the common reading. The low ranking of theme events is odd given the number of faculty who assigned a theme even as a co-curricular.

Speaking assignments: Questions 15, 69

Less than half said none of the grade was based on speaking assignments (or did not answer this question), and nearly all of the remaining respondents said speaking assignments accounted for 10-20%. Less than one fourth agreed or strongly agreed that this section of FYE had more speaking assignments than their non-FYE classes.

There could be a need to increase the number of professors who offer speaking assignments, though not the percentage of the grade that is tied to speaking. How important is this aspect of the FYE program (or related programs), however?

Written assignments: Questions 16-17

About three fourths said 20-50% of the grade was based on written assignments, with the respondents roughly/unevenly divided in this range. In regards to the percentage of assignments that could be revised, about two thirds were roughly split in the range of 10% to 30%.

This information provides a baseline. Only some will need to increase in order to meet the goal of 25% of the grade. We may want to consider increasing the percentage of assignments that can be revised. This requirement is specifically connected to Gen Ed goals.

Co-curriculars: Questions 10-11, 18-49

About three fourths thought the definition of the co-curriculars was clearly or very clearly described, while about two thirds thought the purpose of the co-curriculars was clearly or very clearly described. Almost all agreed or strongly agreed that they were well informed about possible co-curriculars, and about three fourths agreed or strongly agreed that they could relate co-curriculars to course content. Nearly all faculty required students to attend at least one co-curricular, almost three fourths of those faculty required students to attend three co-curriculars, and about two thirds had students select co-curriculars from a list. About half said most students attended a given co-curricular, and about one quarter said some students attended. More than three fourths attended at least one co-curricular, and about two thirds of these respondents attended 3-4 co-curriculars. About half discussed the co-curriculars with students after the event, and about two thirds discussed the co-curricular in class. About a third offered extra credit to students who attended a co-curricular, and more than three fourths had students complete an assignment for regular or extra credit. More than three fourths of those respondents assigned short written assignments. The only other types of assignments selected by more than 10% were longer written assignments (25%) and an assignment that was not included on the list provided to respondents (12.8%). The distribution of the number of co-curriculars ranged from 1 to 10 or more, though some values had slightly smaller percentages than others. In terms of the types of co-curriculars offered, about three fourths offered a theme event or something not included in the list of possible activities; about two thirds offered a speaker or panel discussion; about half offered a movie on campus; about one third offered seeing a play or library tutorials/activities; about one fourth offered attending a WIU sporting event, a game night, or activities at Horn Field Campus; and about less than one fourth offered picnics, seeing a movie off-campus, playing sports or another physical activities, or watching a sporting event on TV.

Comment [CT1]: This understanding, as well as the understanding of the other components, could be tied to the amount of time surveyed faculty have been in the program.

Comment [CT2]: Could be tied to how many require and allowing to select from list. Could increase so more common experience.

Comment [CT3]: See range in number offered. Could relate to students' views.

Comment [CT4]: Could be connected to ability to apply to course content. Not appear to be due to cost (though HFC and picnic would cost money and had lower percentages).

Comment [CT5]: This could be explored more, as can the other "something else" categories.

Comment [CT6]: Might be able to increase these percentages through advertising.

Co-curriculars appear to be working. Faculty appear to be following guidelines, with some variation and room for improvement (depending on the purpose of the co-curriculars).

Peer mentor: Questions 12-13, 50-56

About three fourths thought the purpose of the mentors were clearly or very clearly described, and about two thirds thought the responsibilities of the mentors were clearly or very clearly described. Less than half said their mentor attended class more often than was suggested, and about one third said their mentor attended less often than was suggested. More than three fourths required their mentors to organize and attend co-curriculars. The distribution of the number of co-curriculars mentors organized ranged from 0 to 10 or more, though some values had slightly smaller percentages than others. About one third said their mentor attended 3 co-curriculars, and less than half said their mentor attended 4-6. About half said their mentor discussed the co-curricular with students after the event, while about one third said their mentor discussed the co-curricular during class. See if tied to the mentor's responsibilities and attendance in class.

Peer mentors appear to be working, though not as well as the co-curriculars. Since so many peer mentors are being asked to work on co-curriculars it appears that there is a need to address co-curriculars in training, though not relevant for all.

Common reading: Questions 14, 57-65

About one fourth thought the purpose of the common reading was clearly or very clearly described. While about two thirds did not assign the common reading (or did not answer this question), the remaining respondents were roughly split between assigning all of the reading and 10-30% of it. About two thirds did not cover the common reading in class (or did not answer this question), and all of the remaining respondents spent no more than 30% of class time on the common reading. About one fourth had assignments related to the common reading, and less than half of these respondents assigned short or long written assignments and about one fourth assigned essay/long answer questions, while about one third assigned something that was not included in the list of possible assignments.

Comment [CT7]: Only this and no more than 30% of class time devoted to book seem acceptable.

The common reading does not appear to be working. We need to consider altering the current approach or removing altogether.

Comparison/Overall view: Questions 9, 66-68, 70-82

More than three fourths thought the purpose of the program was clearly or very clearly described. About three fourths said they cover the same amount of material in their FYE and non-FYE sections, and only 6.3% said they cover less material. Nearly all agreed or strongly agreed. More than three fourths agreed or strongly agreed that they knew the students in this FYE section better than their other students, that this section had more class discussion than their other classes, and that they placed more emphasis on encouraging students to participate in campus events and activities. About three fourths agreed or strongly agreed that this section had more in-class activities than their other classes; that they placed more emphasis on making students aware of campus events and activities, making students aware of where they can go on campus for help with personal or academic problems, and improving students' study skills in this class than their other classes; and that more students in this section participated than in their other students. About two thirds agreed or strongly agreed that they put more emphasis on showing students how course material can apply outside of the classroom and improving their students' time management skills in their FYE classes and that students in this section participated more frequently, participated for a larger proportion of the class, and were more likely than their other students to ask them for assistance or advice regarding academic personal problems. About half agreed or strongly agreed that they put more emphasis on improving students' critical thinking skills in their FYE classes

Comment [CT8]: This item ranks lower in other surveys, too. May need to explore more. Need to increase or remove/alter. Unlikely to remove since seem tied to Gen Ed goal.

The FYE Program appears to be working, with some room for improvement with last items, depending on purpose of program and though there are similar items with higher percentages.

Peer mentor narrative:

Demographics: Questions 1, 7

Almost half are seniors, with the other respondents roughly split between sophomores and juniors. Almost half mentor for a course in their major.

Experience with FYE: Questions 2-6, 8-10

NOTE: The respondents are a relatively new group, which could impact some responses.

Almost three fourths had to complete two FYE courses, and only about 10% did not have to complete an FYE course (or did not answer this question). About half were mentoring for the first time, and the majority of the remaining respondents were roughly split between this being their second or third time. Similarly, about two thirds mentored for this class for the first time, and the remaining respondents ranged from two to seven semesters (with the highest percentage [14.8%] for three semesters). More than three fourths mentored for one faculty member, and almost all of the remaining respondents mentored for two. Almost two thirds mentored for this faculty member for one semester, and the remaining respondents ranged from two to five (with the highest percentage [16.1%] for three semesters). Almost all had taken the class for which they mentored, with about half of those respondents taking this course from the same professor and about two thirds taking this course as one of their FYE courses.

Comment [CT9]: Could compare their responses and/or look at the impact of this on other responses.

Comment [CT10]: Should there be more encouragement to select this type of students? Is there an impact on the responses?

Training: Questions 11-21

More than half attended one training session, and about one fourth attended two (3.6% had not, or did not answer the question). More than three fourths attended the Fall 2011 session, agreed or strongly agreed that the training session have them a clear understanding of what the faculty member might expect, and said their actual responsibilities very closely or somewhat closely matched those provided in the training. Nearly all agreed or strongly agreed that the training session (or meeting with the coordinator) gave them a clear understanding of the goals of the FYE program, while more than three fourths agreed or strongly agreed that the training gave them a clear understanding of the purpose of the co-curriculars and useful ideas for co-curriculars. In contrast, about one fourth agreed or strongly agreed that the training gave them a clear understanding of the purpose of the common reading or how to incorporate the common reading. Of the 13 mentors who had served for more than two semesters, more than three fourths completed the online training survey, and two thirds of these participants thought the survey prepared them somewhat well, while the remaining third thought it prepared them very well. Need more feedback on this type of training.

Answers here seem to be tied to experience. The training seems to prepare mentors, with the exception of the common reading (more evidence remove/alter). Support idea of requiring training, though may want to revisit if mentors serve longer.

Pre-semester motivations: Questions 22-25

Nearly all agreed or strongly agreed they were very motivated to gain leadership experience and take a leadership role, and more than three fourths agreed or strongly agreed that they were very motivated to interact with students during class and outside of class.

Perceptions of mentors: Questions 26-39

Nearly all agreed or strongly agreed that, after serving as a mentor, they had a better understanding of how mentors help students transition to college, become more aware of and encourage students to participate in campus events and organizations, become more aware of where they can go on campus for help with personal or academic problems, and get to know the faculty who teach their FYE course. More than three fourths agreed or strongly agreed that, after serving as a mentor, they had a better understanding of how mentors help students feel they belong at WIU, feel more connected to WIU, see how course material can apply outside the classroom, perform better academically, and get to know more students in their FYE course. About three fourths agreed or strongly agreed that, after serving as a mentor, they had a better understanding of how mentors help students improve their critical thinking skills, study skills, and time management skills. About two thirds agreed or strongly agreed that, after serving as a mentor, they had a better understanding of how mentors help students participate more in discussions.

Comment [CT11]: These tend to be low ranking (see below), though they are the highest with writing assignments. Improve or reconsider (goal or its applicability).

Comment [CT12]: See previous comment.

Good over all, could improve some (skills and one measure of participation) depending on purpose.

Perceptions of co-curriculars: Questions 40-53

Nearly all agreed or strongly agreed that, after serving as a mentor, they had a better understanding of how co-curriculars help students get to know more students in their FYE course. More than three fourths agreed or strongly agreed that, after serving as a mentor, they had a better understanding of how co-curriculars help students transition to college, become more aware of and become more involved with campus events and organizations, see how course material can apply outside the classroom, and get to know the faculty who teach their FYE course. Around three fourths agreed or strongly agreed that, after serving as a mentor, they had a better understanding of how co-curriculars help students feel they belong at WIU, feel more connected to WIU, and become more aware of where they can go on campus for help with personal or academic problems. About two thirds agreed that, after serving as a mentor, they had a better understanding of how co-curriculars help students participate more in discussions, perform better academically, and improve their critical thinking, study (59%), and time management skills.

Peer mentors seem to view the co-curriculars as effective.

Perceptions of common reading: Questions 54-64

About one third agreed or strongly agreed that, after serving as a mentor, they had a better understanding of how the common reading helps students participate more in discussions. About one fourth agreed or strongly agreed that, after serving as a mentor, they had a better understanding of how the common reading helps students see how course material can apply outside the classroom and improve their critical thinking and study skills. Less than one fourth agreed or strongly agreed that, after serving as a mentor, they had a better understanding of how the common reading helps students transition to college, feel they belong at WIU, feel more connected to WIU, perform better academically, improve their time management skills, get to

know more students in their FYE course, and get to know the faculty who teach their FYE course.

Peer mentors seem to view the common reading as ineffective.

Perceptions of writing requirements: Questions 65-69

More than three fourths agreed or strongly agreed that, after serving as a mentor, they had a better understanding of how the writing requirements help students perform better academically and improve their critical thinking skills. About three fourths agreed or strongly agreed that, after serving as a mentor, they had a better understanding of how the writing requirements help students transition to college and improve their study and time management skills.

Peer mentors seem to view the writing requirement as effective.

What learned after serving as mentor: Questions 70-75

Almost all agreed or strongly agreed they had learned more about working with first year students, being a leader, and being a mentor. More than three fourths agreed or strongly agreed they had learned more about the profession of teaching and the number and range of activities and organizations. About two thirds agreed or strongly agreed they had learned more about study strategies.

Perceptions of faculty member: Questions 76-83

Nearly all contacted or met with the faculty member before the semester began, and the five respondents who did not do either had met with or contacted the faculty member after the semester started. The distribution of how many times the mentor met with or contacted the faculty member ranges from one to ten or more, with more than three fourths roughly divided between one and five. About one third met with the faculty member once a week during the semester, with the majority of the remaining respondents roughly split between more than weekly, every other week, and monthly. About three fourths said the faculty member described his/her expectations very clearly, and nearly all of the remaining respondents selected somewhat clearly. The respondents provided similar results to the question regarding how closely their responsibilities matched what they thought they would be after discussing them with the faculty member. About three fourths agreed or strongly agreed that they were willing to do more than the faculty member asked, while less than half agreed or strongly agreed that they could have performed tasks that were more beneficial than those the faculty member required.

Comment [CT13]: Any suggestions to make to this baseline?
See if impact other responses.

Comment [CT14]: May want to increase, though tied to mentor's responsibilities and purpose. May be impacted by how often attend class.

Comment [CT15]: Show room to improve. Could compare to (or impacted by) what faculty assign and to the purpose of the mentor.

Student narrative:

NOTE: Lower percentages than faculty or mentors, so definitely room for improvement. Need to clarify components; could look at how impact other responses. Skills also low ranking with students, as do measures related to transition/welcome.

Demographics: Questions 76-80

More than three fourths were non-transfer students, traditional students, and were taking their first FYE course. Nearly all were non-veterans. Less than half did not know any students in their FYE class, and about one fourth knew one student.

We may want to look a specific groups to see how their answers differ.

Comparison to other classes: Questions 1, 6-16

About half thought the differences between FYE and non-FYE classes were clearly or very clearly explained. Almost two thirds (59%) agreed or strongly agreed that their FYE class had more discussions than their other classes. About half agreed or strongly agreed that their FYE class had more students participating in discussions and more in-group activities than their other classes, that they were more comfortable participating and knew more students in their FYE class than in their other classes, that they knew the professor for their FYE class better and were more likely ask this professor for help with academic problems than their other professors, and that the professor for their FYE class knows them better than their other professors (44%). About one third agreed or strongly agreed that they have closer relationships with the students in their FYE class than their other classes, that their professor for their FYE class cares more about them than their other professors, and that they are more likely ask the professor for their FYE class for help with personal problems than their other professors.

Peer mentor: Questions 3, 17-35

About half thought the purpose of the mentors was clearly or very clearly explained. About two thirds never asked their mentor for help with academic problems, about three fourths never asked their mentor for help with personal problems, and about half never emailed their mentor or talked to their mentor outside of class (with the percentage who did decreasing as the number of times increased until 10 or more). About half agreed or strongly agreed that having a peer mentor helped them become more aware of and more active in campus events and organizations. Less than half agreed or strongly agreed that having a peer mentor helped them become more aware of where they can go on campus for help with personal or academic problems. About one third agreed or strongly agreed that having a peer mentor helped them see how course material can apply outside the classroom, led to more time in discussions, allowed them to participate more in discussions, allowed more students to participate in discussions, get to know more students in their FYE course, and get to know the faculty who teach their FYE course. About one fourth agreed or strongly agreed that having a mentor helped them feel they belonged at WIU, feel more connected to WIU, and improved their critical thinking, study, and time management skills. Less than one fourth agreed or strongly agreed that having a mentor helped them transition to college,

Co-curriculars: Questions 2, 36-51

Comment [CT16]: Should this be a goal? Is this expected/desired behavior? Since this is more socioemotional, is this more difficult for faculty?

Comment [CT17]: Is this viewed as appropriate? How often do they go to any professors?

Comment [CT18]: Could be due to perceived appropriateness and contact/attendance. Could encourage more.

About half thought the purpose of the co-curriculars was clearly or very clearly explained. About one fourth had attended two co-curriculars, and about three fourths had attended one to four. About two thirds agreed or strongly agreed that participating in the co-curriculars helped them become more aware of campus events and organizations. About half agreed or strongly agreed that participating in the co-curriculars helped them feel more connected to WIU, become more involved with campus events and organizations, see how course material can apply outside the classroom, led to more time in discussions (46%), allowed them to participate more in discussions (45%), get to know more students in their FYE course, and get to know the faculty who teach their FYE course (46%). Less than half agreed or strongly agreed that participating in the co-curriculars helped them feel they belonged at WIU, become more aware of where they can go on campus for help with personal or academic problems, allowed more students to participate in discussions. About one third agreed or strongly agreed that participating in the co-curriculars helped them transition to college and improved their critical thinking and time management skills. About one fourth agreed or strongly agreed that participating in the co-curriculars improved their study skills.

Common reading: Questions 4-5, 52-65

About one third thought the expectation to have read the common reading before the semester started was clearly or very clearly explained, and about 10% thought the purpose of the common reading was clearly or very clearly explained. About half had not read any of the common reading by the beginning of the semester, and about one fourth had read a couple chapters.

About one fourth agreed or strongly agreed that reading the common reading helped them improve their critical thinking skills. Less than one fourth agreed or strongly agreed that reading the common reading helped them transition to college; feel they belonged at WIU; feel more connected to WIU; see how course material can apply outside the classroom; led to more discussions; allowed them to participate more in discussions; allowed more students to participate in discussions; improved their study and time management skills; get to know more students in their FYE course; get to know more students outside of their FYE class; and get to know the faculty who teach their FYE course.

Comment [CT19]: This could contribute to problem.

More evidence for the need to improve or alter.

Perceptions of FYE program: Questions 66-75

About two thirds agreed or strongly agreed that being enrolled in an FYE class helped them become more aware of campus events and organizations. About half agreed or strongly agreed that being enrolled in an FYE class helped them transition to college, feel more connected to WIU (45%), become more involved with campus events and organizations, become more aware of where they can go on campus for help with personal or academic problems, see how course material can apply outside the classroom, and improved their critical thinking (46%) and study skills. Less than half agreed or strongly agreed that being enrolled in an FYE class helped them feel they belonged at WIU and improved their time management skills.

Overall perceptions seemed higher than the specific items.

FYE Faculty Focus Group #1

Date: Thursday January 19th 11-noon

Location: Sandburg Lounge

Present: Katrina Daytner, Nancy Parsons, Brenley Devlin, Colin Harbke, Bradley Dilger, Casey LaFrance, Betsy Perabo, Ginny Boynton, Esteban Araya, Kat Myers

Positive/negative co-curricular/peer mentoring

- Positives aspects of current FYE class format
 - Helpful to have a smaller group. 18-22 students.
 - Get to know students better
 - Better discussion
 - Can assign more papers because there are less to read.
 - Not a freshman seminar—but would like to see this in the future
 - Peer mentor may be seen as more approachable
 - Really beneficial for smaller class size
 - Can give more in depth feedback on assignments
 - More class presentations—better feedback provided
 - Can do more with class discussion
 - It is harder for a student to hide in the back of class
 - Even if format can't be changed, just having one class with a smaller size would benefit freshmen.
- More folks get interested in the major. Could be a helpful recruiting tool for a particular discipline/major
 - 10-15% of students in the FYE class went on to take higher classes in the major.
 - Different experience for different professor—only one person interested in psychology.
 - Sometimes FYE is seen as additional burden on top of extracurriculars and the like and they never want to take another history course.
- Negative aspects of current FYE class
 - The common reading.
 - Almost never relevant to history.
 - Additional reading for the course on top of what is already assigned.
 - Logistically challenging to include FYE events within a regular course. Dedicating one day a week to FYE discussion is a goal, but makes it difficult to still hit the high points of the general education requirements.
 - There seems to be some confusion about the balance between substantive course content and everything else FYE related (study skills, etc)
- FYE class formats (we use general education course structure) Are there any course formats WIU could use?
 - May not be room within different majors for additional general education courses.
 - Potentially create a new set of general education courses that is FYE specific.

- Goal would be to take it out of a course where you have to cover a specific amount of points. New class would build in study skills and some of those other things within other course structure.
- Perhaps make it a lab. Have an extra hour a week and make it a 4 credit course to hit on a lot of these topics.
- A lab hour—connected to a specific FYE course.
- Good students tend to have other things going on so they don't do anything unless they are getting course credit—understandably so.
- Could work with co-curriculars.
- Students often have other things going on—jobs, greek life, etc.
 - This makes it difficult to get everyone to attend.
 - Faculty members have to attend multiple events instead of just one and they are not compensated for it.
 - Some of the most beneficial co-curriculars have been the ones where only a handful of students attend.
- Oscillate between being flexible and offering several co-curriculars and them not being as effective because only a couple of students are attending.
- Purpose for one person: see things outside the classroom, get excited about staying at Western, talk about classroom stuff outside of the classroom.
- Big lectures are almost never useful as co-curriculars.
- Who should/should not teach FYE classes? (Faculty, GAs, other professionals on campus)
 - People who care about the student.
 - Should be all the faculty...but...
 - Faculty who will be around for the next few years so they can see their students.
 - Part of our institutional pride is related to 99% of our faculty have terminal degrees.
 - Other professionals? Librarians maybe or other people who could do it.
 - Depends on what the course is structured to look like.
 - Introductory course v. transition course
 - Maybe student service people—but under the direction of a faculty member.
 - People who are interested and willing to commit to it long term.
- What type of training do instructors/faculty need to teach an FYE course?
 - If we could envision a way faculty have earned the right to teach a fye course.
 - Shift perspective from HAVE to EARNED
 - Maybe as part of that some sort of training. In the summer—maybe a week, maybe a few days instead of showing up to the classroom.
 - Maybe receiving some kind of certificate.
 - To teach online you have to take a best practices course—maybe something similar for FYE.
 - Maybe during Fall semester, if faculty cannot teach FYE their first semester is.
 - The nuts and bolts are not necessarily known by new faculty to the FYE program.

- The information was very helpful to put things into the course and design a syllabus, but needed more guidance for co-curricular activities.
- Some people have wanted training—others have not wanted any training.
- Could it be a formalized kind of thing? Initially there was a 2 day kind of training and it has changed and is no longer as systematic.
- In prior trainings, it was more passive and you just heard from other people.
 - Try and make it more active potentially through taking notes in a journal or working in small groups.
- Expectations exist...but policies are not necessarily standard across the board.
- Something else that may be useful: There is a student services component of FYE. Faculty are unaware of the things going on in the halls. It may be helpful to see more interchange between student services and faculty.
- Maybe a scenario based training?
- Campus resource type training?
- Common Reading Experience
 - Instead of a book, maybe a common experience?
 - A play? A movie? A concert? It could be incorporated into what happens within the residence halls.
 - Maybe easier than incorporating a book into a course it may not relate to.
 - As part of the FYE kickoff event?
 - In general films tend to go over very well. It is easier for them to share opinions on film rather than things they have read.
 - The last lecture made no sense...but as a presentation it was powerful and served a purpose.
 - Reading tends to be something done in isolation. Seems to go against the spirit of the program and community building.
 - Concern about whether or not any have even read the book. When she asked her class..she does not think anyone read it.
 - Faculty do not require it in many of the courses.
 - Perhaps they have friends here and they were told don't read it unless your faculty member asks you to as part of the syllabus.
 - Could do a better job talking it up in summer orientation.
 - Better response may be had through a movie. It is more instantaneous. Maybe it is a book about how to succeed in college. Maybe it is not something that is even incorporated into classes.
 - In the spring, FYE students are a little jaded. They may not need the co-curricular type events. Maybe changing the structure of the 2nd semester course. Maybe eliminating the 2nd semester course.
 - The need originated because people were being hired to teach for a year contract—making 2 classes required.
 - Change focus. Think about what you have done and focus on where you are going. Utilize career services. How to build networks/relationships. It could be built into the

course type. Maybe have a university 100 first semester and then a special topics course 2nd semester that is getting more at the core curriculum.

- The problem is every person needs something different.
- Our students vary so widely as to where they are their freshman year.
- They fall back into their same old habits.
- The cool part of FYE is they are better at building relationships with one another allowing them to be better about asking each other and getting connected asking for help.
- If there is a spring and fall...change movies to inject some new life into the common experience.
- Make it leaner and meaner by cutting the book and saving \$15,000-\$20,000. Then use public domain to show movies.
- Any chance of getting money back to spend on food for the fye students.
 - No—state decision
- Bake cookies, do pot lucks.
- Maybe taking book money saved and diverting it to scholarships for outstanding fye students.
- Could use articles instead of using a book. An article is much shorter and could be read in an evening.
- Would like to see common experience connected to non-course part of FYE.
- Co Curriculars
 - Making it a lower amount from 3.
 - Work with peer mentors to come up with 7 or 8 possibilities.
 - The best are coffee discussions.
 - Student peer mentors set up little panels.
 - There are some things that happen every year.
 - International bazaar
 - Vagina monologues
 - Have to turn in a paper to talk about their experience and they were paying attention.
 - How are co-curriculars incorporated into the grade?
 - Currently there is no expectation/guidance
 - 5% of grade tied to attending co-curriculars
 - Must go to 3. If they go to 2...they get 0
 - Some students don't even care about the 5%
 - 10% of course grade is attendance/participation/etc.
 - They lose participation points if they are not participating in the co-curriculars.
 - Bonus credit given for co-curriculars.
 - Don't want to penalize someone for having to work.
 - Not a part of academic requirements—so hard to grade as such.

- Be up front and have people come to talk to you ahead of time if they have other requirements that may keep them from attending co-curricular
 - Discomfort with failing a student for not attending co-curriculars.
 - Maybe best idea is making it extra credit.
 - Students are failing the course not because they failed to attend co-curricular but because they didn't do the work.
 - Classes that have been all traditional aged freshmen have been very different than classes with non-traditional students and/or sophomore students.
 - Possibility of lab hour—
 - Include grade for co-curriculars in lab grade.
- There used to be \$100 to spend for each FYE course.
 - Used to be able to spend on food.
 - Now it is done through an application process. Can get up to \$300 through application.
 - Can it be used to buy a piece of equipment for the class? Or for an activity?
 - Can it be combined?

FYE Faculty Focus Group #2

Date: Friday January 20th 2-3pm

Location: Sandburg Lounge

Present: Nancy, Katrina, Brenley, Tim Waldrop, Lora Wallace, Erin Taylor, Bradley Dilger, Caryn Morgan, Kurt Dunkel, Stacey Macchi, Jane Coplan, Amy Carr, Audrey Watkins

FYE COURSE TYPE QUESTIONS

Positives of FYE current course content:

- Smaller class size
- Student engagement both inside and outside the classroom (possible b/c of size)
- Larger the classes get, the harder this is

Negatives:

- Groupthink of negative thoughts with students (high-school-like attitudes)
- Hard for the PM to go against the attitudes of a larger group
- Homogeneous groups b/c of age – not bringing in alternative perspectives

Other course FYE formats

- Longer Orientation Week at WIU in the future? To cover more transition topics?
- Who would teach this course?
- Some are already using South Carolina's freshman textbook in their classes
- Seminar-style courses
- Would it be able to fit into GenEd category?

Who should teach FYE?

- Concern for administrators teaching this course if it was connected to the discipline areas, only ok if it was a general study skills, etc.
- Students might take it more seriously if it was taught by faculty?
- Those who want to, not forced to
- Unclear about how professors are currently assigned FYE courses
- Departments are different currently, seems arbitrary

FYE Faculty Training?

- What resources are available to faculty – want more of this
 - Ex. How do faculty get buses for FYE co-curriculars
- Moreso for new FYE faculty, not necessarily ones who have taught before

How often would you like to teach FYE?

- Like using the same Peer Mentor
- Like having at least 1 smaller class each semester
 - Doesn't like teaching in the fall b/c of students who are struggling more, by spring some of those students are not at WIU anymore
 - More distractions going on in the fall to take them away from the academics

PEER MENTOR QUESTIONS

Classroom – how do you use them?

- Try to get PMs who are majors in their dept.
- Give talks about their experiences in that class
- Announcements at the start of class for co-curriculars
- Peer mentor with office hours
- Talk to students about procrastination and study skills
- Lead discussion on course-related topic sometimes
- Help with small groups in class
- Depends on how comfortable the PM feels in the classroom, some feel more comfortable to lead right away
- Usually have students who have taken the class before so don't ask them to come that often
- Some used as note-takers for students who miss class
- Help with small group activities during class time
- Give help on assignments in class
- May notice that students are getting a concept, the PM will answer and prompt other students in the class
- Study sessions with students
- Students hesitant to ask the faculty member their question, but more willing to ask PM
- Help when issues arise in class

Co-Curriculars?

- PMs that are in charge of all the co-curriculars (plans them, keeps track of attendance, keeps track of the short papers that are due after co-curriculars)
- Concern for the # of co-curriculars because students are unable to attend the same events therefore the professor has to attend multiple in the semester
- Easier when we used to be able to order food with co-curriculars

Should we keep them?

- Main connection to the students
- Absolutely, favourite thing about the FYE program
- Provides opportunity to grow for the PM
- Good thing, but also a use of guest speakers also important (this is related to co-curriculars)
- Should be doing something more than sitting there in class
- Criticism – events on campus poorly organized and makes the program look bad, rude and disrespectful groups of students

How do you give them feedback and interact with them?

- Email, meet with them before/after class
- Brainstorm ideas for co-curriculars

Compensation for PMs?

- Currently \$250 honourarium
- Could they get some type of course credit – course to teach about teaching!
- Ok that they only get \$250

- Not sure if they get as much out of the position if they stay for a second semester

How do you select them?

- Problems with selecting PMs – the best students that you would want to select are already so involved on campus that they don't have time to devote to PMing; therefore left with a student who is less connected to campus
- Some students ask to become a PM, other times they are approached by the professor
- Email the student first so that they are not taken off guard at first, give them time and space if they want to say no to the opportunity
- Some are introverted but can model what a successful student
- Some less involved but then they grow and learn from the position
- Ask other faculty for recommendations
- Issues with the chair of dept. giving an FYE class out at last minute which leaves professors scrambling to find a PM

Ideas for improving the relationship

- Kick-off event where PMs and faculty all meet together
- Lunch with the PM and faculty

CO-CURRICULAR QUESTIONS

How many co-currs should we have?

- Maybe 2 is more manageable than 3
- Confusion between faculty as to what counts as a co-curr, how many students are 'required' to attend
- Lack of consistency between fall and spring faculty so the students might get confused during second semester
- Some do 6 or 7 events – faculty and PMs go to all 6 or 7, but the students get to select between them the 3 that fit their schedule or interests
- Give out list of dates and events at the start of the semester
- Resentment among students
- Concerns – how to monitor if the faculty are actually doing this in their classes
 - Would have to be monitored by dept chairs, but they often don't have time for this
- Larger question – do we even need co-curriculars?
- Don't always fit well with what the class is doing unless professors create the events themselves

Repercussions for not attending co-currs?

- Some students lose that part of the grade because they don't attend

Follow-up Participation?

- Usually 2-4 attend a given co-curricular, so it is difficult to have a discussion in class
- Small papers seems to be most common

Funding policy – how does it help or hinder co-curricular events?

- Some faculty don't utilize the budget

- Hindrance is getting transportation – because it costs money, have to go through training for 15passenger vans, peer mentors can't drive them
- Many events on campus are free
- Movie theatre in town does a discount for FYE events – is this still in effect?

Successful co-curriculars?

- Some lectures were boring on campus, unsuccessful because students fell asleep or seemed to not have gained anything from the event
- More successful when the students can relate to the event or guest speaker
- Community-building events are the best – but difficult without being able to entice with food
- Most successful when the students see that professors are “real people” outside the classroom – really builds a relationship with the students

How can we encourage students to participate more?

- Community-building events
- Being excited about the events
- Challenge what other professors or students are negative about the events
- Need to stress the importance to the students (resume builder, growth)
- Challenge when many students go home to Chicago on the weekend, so the events here are seen as less exciting in comparison to the big city
- Hard to get students to be enthusiastic

COMMON READING

Overall thoughts?

- Few books that the students connected to or were relevant
- Students making jokes about burning the books ☹️
- Common readings at other schools are novels or stories that might be more relatable
- Assign only 1 chapter and then try to relate it to the course concept
- Some say it is easier to use the campus theme than the book
- Some pick their own book to relate to the theme instead of the FYE common reading

Other Common Experiences?

- Great speaker on campus that can connect to students
- Common tradition event
- Service event – on campus in fall and then again in spring
- Another institution - “Uproot invasive plant species together”
- WIU photo taken in fall 2011 was successful
- Concert or festival
- Needs enough depth to be able to reflect on it
- What is the goal – just to bond the students, or to reflect on throughout the year?
- Collection of essays
- Service learning – overlap with other events on campus though, confusin

Should the common reading be separate from class (like Orientation)

- Yes!, Not relatable to course concepts right now

Faculty data:

		Professor ID			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	3.3	3.3	3.3
	7	2	3.3	3.3	6.6
	8	1	1.6	1.6	8.2
	9	1	1.6	1.6	9.8
	10	1	1.6	1.6	11.5
	12	1	1.6	1.6	13.1
	13	3	4.9	4.9	18.0
	16	2	3.3	3.3	21.3
	17	1	1.6	1.6	23.0
	19	1	1.6	1.6	24.6
	21	1	1.6	1.6	26.2
	22	1	1.6	1.6	27.9
	23	2	3.3	3.3	31.1
	24	2	3.3	3.3	34.4
	25	4	6.6	6.6	41.0
	26	1	1.6	1.6	42.6
	27	2	3.3	3.3	45.9
	30	2	3.3	3.3	49.2
	31	1	1.6	1.6	50.8
	39	1	1.6	1.6	52.5
	40	2	3.3	3.3	55.7
	41	2	3.3	3.3	59.0
	43	1	1.6	1.6	60.7
	44	1	1.6	1.6	62.3
	45	1	1.6	1.6	63.9
	46	3	4.9	4.9	68.9
	48	1	1.6	1.6	70.5
	49	4	6.6	6.6	77.0
	50	1	1.6	1.6	78.7
	51	4	6.6	6.6	85.2

52	1	1.6	1.6	86.9
53	1	1.6	1.6	88.5
55	2	3.3	3.3	91.8
56	3	4.9	4.9	96.7
63	1	1.6	1.6	98.4
64	1	1.6	1.6	100.0
Total	61	100.0	100.0	

f1. Including your courses this semester, about how many sections of an FYE course have you taught?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.6	1.6	1.6
	2	5	8.2	8.2	9.8
	4	6	9.8	9.8	19.7
	5	4	6.6	6.6	26.2
	6	4	6.6	6.6	32.8
	7	1	1.6	1.6	34.4
	8	1	1.6	1.6	36.1
	10 or more	39	63.9	63.9	100.0
Total		61	100.0	100.0	

f2. Rank order of components for which you think should receive the most funding: Providing the common reading to all FYE students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.6	1.7	1.7
	2	2	3.3	3.4	5.2
	3	12	19.7	20.7	25.9
	4	9	14.8	15.5	41.4
	5	34	55.7	58.6	100.0
Total		58	95.1	100.0	
Missing	System	3	4.9		
Total		61	100.0		

f3. Rank order of components for which you think should receive the most

funding: Funds for co-curriculars

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	18	29.5	31.0	31.0
	2	21	34.4	36.2	67.2
	3	2	3.3	3.4	70.7
	4	11	18.0	19.0	89.7
	5	6	9.8	10.3	100.0
Total		58	95.1	100.0	
Missing	System	3	4.9		
Total		61	100.0		

f4. Rank order of components for which you think should receive the most

funding: Stipends for peer mentors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	25	41.0	43.9	43.9
	2	15	24.6	26.3	70.2
	3	14	23.0	24.6	94.7
	4	1	1.6	1.8	96.5
	5	2	3.3	3.5	100.0
Total		57	93.4	100.0	
Missing	System	4	6.6		
Total		61	100.0		

f5. Rank order of components for which you think should receive the most

funding: Theme events

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	3.3	3.5	3.5
	2	5	8.2	8.8	12.3

	3	19	31.1	33.3	45.6
	4	26	42.6	45.6	91.2
	5	5	8.2	8.8	100.0
	Total	57	93.4	100.0	
Missing	System	4	6.6		
Total		61	100.0		

f6. Rank order of components for which you think should receive the most funding: Tutoring centers in freshmen residence halls

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	18	29.5	31.0	31.0
	2	7	11.5	12.1	43.1
	3	9	14.8	15.5	58.6
	4	12	19.7	20.7	79.3
	5	12	19.7	20.7	100.0
	Total	58	95.1	100.0	
Missing	System	3	4.9		
Total		61	100.0		

f7. Have you ever attended a training session for FYE faculty?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	49	80.3	83.1	83.1
	No	10	16.4	16.9	100.0
	Total	59	96.7	100.0	
Missing	Unsure/Don't know	2	3.3		
Total		61	100.0		

f8. Did you attend the training session held at the beginning of this semester?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	25	41.0	43.1	43.1

	No	33	54.1	56.9	100.0
	Total	58	95.1	100.0	
Missing	Unsure/Don't know	2	3.3		
	System	1	1.6		
	Total	3	4.9		
Total		61	100.0		

f9. How clearly item was described (via training, informational material, messages):

The purpose of the FYE program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very clearly	28	45.9	45.9	45.9
	Clearly	21	34.4	34.4	80.3
	Slightly clearly	3	4.9	4.9	85.2
	Slightly unclearly	4	6.6	6.6	91.8
	Unclearly	3	4.9	4.9	96.7
	Very unclearly	2	3.3	3.3	100.0
	Total	61	100.0	100.0	

f10. How clearly item was described (via training, informational material, messages):

The definition of a co-curricular

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very clearly	18	29.5	29.5	29.5
	Clearly	28	45.9	45.9	75.4
	Slightly clearly	6	9.8	9.8	85.2
	Slightly unclearly	1	1.6	1.6	86.9
	Unclearly	3	4.9	4.9	91.8
	Very unclearly	5	8.2	8.2	100.0
	Total	61	100.0	100.0	

f11. How clearly item was described (via training, informational material, messages): The purpose of the co-curriculars

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very clearly	16	26.2	26.2	26.2
	Clearly	25	41.0	41.0	67.2
	Slightly clearly	14	23.0	23.0	90.2
	Unclearly	4	6.6	6.6	96.7
	Very unclearly	2	3.3	3.3	100.0
	Total	61	100.0	100.0	

f12. How clearly item was described (via training, informational material, messages):

The purpose of the peer mentor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very clearly	22	36.1	36.1	36.1
	Clearly	24	39.3	39.3	75.4
	Slightly clearly	7	11.5	11.5	86.9
	Slightly unclearly	6	9.8	9.8	96.7
	Very unclearly	2	3.3	3.3	100.0
	Total	61	100.0	100.0	

f13. How clearly item was described (via training, informational material, messages):

The responsibilities of the peer mentor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very clearly	25	41.0	41.7	41.7
	Clearly	12	19.7	20.0	61.7
	Slightly clearly	8	13.1	13.3	75.0
	Slightly unclearly	11	18.0	18.3	93.3
	Unclearly	1	1.6	1.7	95.0
	Very unclearly	3	4.9	5.0	100.0
	Total	60	98.4	100.0	
Missing	System	1	1.6		
Total		61	100.0		

f14. How clearly item was described (via training, informational material, messages): The purpose of the book “And Then There’s This.”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very clearly	12	19.7	21.8	21.8
	Clearly	4	6.6	7.3	29.1
	Slightly clearly	12	19.7	21.8	50.9
	Slightly unclearly	6	9.8	10.9	61.8
	Unclearly	9	14.8	16.4	78.2
	Very unclearly	12	19.7	21.8	100.0
	Total	55	90.2	100.0	
Missing	Don't know/Unsure	3	4.9		
	System	3	4.9		
	Total	6	9.8		
Total		61	100.0		

f15. Approximately what percentage of the students' grades for this section are based on speaking assignments?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 or Did not answer question	29	47.5	48.3	48.3
	1	18	29.5	30.0	78.3
	2	9	14.8	15.0	93.3
	3	1	1.6	1.7	95.0
	4	2	3.3	3.3	98.3
	5	1	1.6	1.7	100.0
	Total	60	98.4	100.0	
Missing	System	1	1.6		
Total		61	100.0		

f16. Approximately what percentage of the students' grades for this section are based on written assignments?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 or Did not answer question	1	1.6	1.7	1.7
	1	3	4.9	5.0	6.7
	2	15	24.6	25.0	31.7
	3	8	13.1	13.3	45.0
	4	12	19.7	20.0	65.0
	5	9	14.8	15.0	80.0
	6	3	4.9	5.0	85.0
	7	4	6.6	6.7	91.7
	8	3	4.9	5.0	96.7
	9	2	3.3	3.3	100.0
	Total	60	98.4	100.0	
Missing	System	1	1.6		
Total		61	100.0		

f17. Approximately what percentage of the written assignments for this section can students revise?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 or Did not answer question	7	11.5	11.7	11.7
	1	12	19.7	20.0	31.7
	2	13	21.3	21.7	53.3
	3	14	23.0	23.3	76.7
	5	8	13.1	13.3	90.0
	7	1	1.6	1.7	91.7
	10	5	8.2	8.3	100.0
	Total	60	98.4	100.0	
Missing	System	1	1.6		
Total		61	100.0		

f18. I am well informed about possible co-curriculars for this semester.

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly agree	27	44.3	45.0	45.0
	Agree	27	44.3	45.0	90.0
	Neither agree or disagree	4	6.6	6.7	96.7
	Strongly disagree	2	3.3	3.3	100.0
	Total	60	98.4	100.0	
Missing	System	1	1.6		
Total		61	100.0		

f19. I can relate the co-curriculars for this semester to course content.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	15	24.6	25.0	25.0
	Agree	31	50.8	51.7	76.7
	Neither agree or disagree	10	16.4	16.7	93.3
	Disagree	3	4.9	5.0	98.3
	Strongly disagree	1	1.6	1.7	100.0
	Total	60	98.4	100.0	
Missing	System	1	1.6		
Total		61	100.0		

f20. Do you require students to attend at least one co-curricular for this section?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	55	90.2	94.8	94.8
	No	3	4.9	5.2	100.0
	Total	58	95.1	100.0	
Missing	System	3	4.9		
Total		61	100.0		

f21. How many events do you require students to attend?

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	1	6	9.8	10.7	10.7
	2	3	4.9	5.4	16.1
	3	40	65.6	71.4	87.5
	4	3	4.9	5.4	92.9
	5	3	4.9	5.4	98.2
	8	1	1.6	1.8	100.0
	Total	56	91.8	100.0	
Missing	Skipped question	3	4.9		
	System	2	3.3		
	Total	5	8.2		
Total		61	100.0		

f22. Do you provide students with a set list of co-curriculars, or can students select co-curriculars from a list of possible events?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Set list	12	19.7	21.4	21.4
	Select from a list	38	62.3	67.9	89.3
	Something else	6	9.8	10.7	100.0
	Total	56	91.8	100.0	
Missing	Skipped question	3	4.9		
	System	2	3.3		
	Total	5	8.2		
Total		61	100.0		

f23. How many co-curriculars have you offered for students in this section to attend at this point in the semester?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	3.3	3.4	3.4
	2	3	4.9	5.1	8.5
	3	11	18.0	18.6	27.1
	4	7	11.5	11.9	39.0
	5	7	11.5	11.9	50.8

	6	6	9.8	10.2	61.0
	7	9	14.8	15.3	76.3
	8	4	6.6	6.8	83.1
	10 or more	10	16.4	16.9	100.0
	Total	59	96.7	100.0	
Missing	System	2	3.3		
Total		61	100.0		

f24. Types of co-curricular offered: Library tutorials and activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	29.5	30.5	30.5
	No	41	67.2	69.5	100.0
	Total	59	96.7	100.0	
Missing	System	2	3.3		
Total		61	100.0		

f25. Types of co-curricular offered: Picnics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	18.0	18.6	18.6
	No	48	78.7	81.4	100.0
	Total	59	96.7	100.0	
Missing	System	2	3.3		
Total		61	100.0		

f26. Types of co-curricular offered: Seeing a movie off campus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	4.9	5.1	5.1
	No	56	91.8	94.9	100.0
	Total	59	96.7	100.0	
Missing	System	2	3.3		

f26. Types of co-curricular offered: Seeing a movie off campus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	4.9	5.1	5.1
	No	56	91.8	94.9	100.0
	Total	59	96.7	100.0	
Missing	System	2	3.3		
Total		61	100.0		

f27. Types of co-curricular offered: Seeing a movie on campus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	29	47.5	49.2	49.2
	No	30	49.2	50.8	100.0
	Total	59	96.7	100.0	
Missing	System	2	3.3		
Total		61	100.0		

f28. Types of co-curricular offered: Going to a play on campus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	31.1	32.2	32.2
	No	40	65.6	67.8	100.0
	Total	59	96.7	100.0	
Missing	System	2	3.3		
Total		61	100.0		

f29. Types of co-curricular offered: Having a game night

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	21.3	22.0	22.0
	No	46	75.4	78.0	100.0
	Total	59	96.7	100.0	

Missing	System	2	3.3		
Total		61	100.0		

f30. Types of co-curricular offered: Attending a WIU sporting event

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	27.9	28.8	28.8
	No	42	68.9	71.2	100.0
	Total	59	96.7	100.0	
Missing	System	2	3.3		
Total		61	100.0		

f31. Types of co-curricular offered: Watching a sporting event on TV

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	1.6	1.7	1.7
	No	58	95.1	98.3	100.0
	Total	59	96.7	100.0	
Missing	System	2	3.3		
Total		61	100.0		

f32. Types of co-curricular offered: Playing sports or other physical activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	18.0	18.6	18.6
	No	48	78.7	81.4	100.0
	Total	59	96.7	100.0	
Missing	System	2	3.3		
Total		61	100.0		

f33. Types of co-curricular offered: Attending a speaker or panel discussion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	62.3	64.4	64.4
	No	21	34.4	35.6	100.0
	Total	59	96.7	100.0	
Missing	System	2	3.3		
Total		61	100.0		

f34. Types of co-curricular offered: University Theme event

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	43	70.5	72.9	72.9
	No	16	26.2	27.1	100.0
	Total	59	96.7	100.0	
Missing	System	2	3.3		
Total		61	100.0		

f35. Types of co-curricular offered: Activities at Horn Field Campus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	21.3	22.0	22.0
	No	46	75.4	78.0	100.0
	Total	59	96.7	100.0	
Missing	System	2	3.3		
Total		61	100.0		

f36. Types of co-curricular offered: Something else

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	45	73.8	78.9	78.9
	No	12	19.7	21.1	100.0
	Total	57	93.4	100.0	
Missing	System	4	6.6		

f36. Types of co-curricular offered: Something else

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	45	73.8	78.9	78.9
	No	12	19.7	21.1	100.0
	Total	57	93.4	100.0	
Missing	System	4	6.6		
Total		61	100.0		

f37. About how many students in this section generally attended a given co-curricular?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All	5	8.2	8.9	8.9
	Most	27	44.3	48.2	57.1
	Some	12	19.7	21.4	78.6
	A few	10	16.4	17.9	96.4
	A couple	2	3.3	3.6	100.0
	Total	56	91.8	100.0	
Missing	Don't know/Unsure	3	4.9		
	System	2	3.3		
	Total	5	8.2		
Total		61	100.0		

f38. Do you offer extra credit to students who attend co-curriculars?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	31.1	32.2	32.2
	No	40	65.6	67.8	100.0
	Total	59	96.7	100.0	
Missing	System	2	3.3		
Total		61	100.0		

f39. Do students have to complete any assignments related to the co-curriculars for regular or extra credit for this section?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	48	78.7	81.4	81.4
	No	11	18.0	18.6	100.0
	Total	59	96.7	100.0	
Missing	System	2	3.3		
Total		61	100.0		

f40. Type of co-curricular assignment: Questions in a multiple choice or true/false quiz or test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	3.3	4.2	4.2
	No	46	75.4	95.8	100.0
	Total	48	78.7	100.0	
Missing	Not applicable	11	18.0		
	System	2	3.3		
	Total	13	21.3		
Total		61	100.0		

f41. Type of co-curricular assignment: Questions in a short answer quiz or test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	47	77.0	100.0	100.0
Missing	Not applicable	11	18.0		
	System	3	4.9		
	Total	14	23.0		
Total		61	100.0		

f42. Type of co-curricular assignment: Questions in an essay or long answer quiz or test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	4.9	6.3	6.3
	No	45	73.8	93.8	100.0
	Total	48	78.7	100.0	
Missing	Not applicable	11	18.0		
	System	2	3.3		
	Total	13	21.3		
Total		61	100.0		

f43. Type of co-curricular assignment: Short written assignment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	65.6	83.3	83.3
	No	8	13.1	16.7	100.0
	Total	48	78.7	100.0	
Missing	Not applicable	11	18.0		
	System	2	3.3		
	Total	13	21.3		
Total		61	100.0		

f44. Type of co-curricular assignment: Longer written assignment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	19.7	25.0	25.0
	No	36	59.0	75.0	100.0
	Total	48	78.7	100.0	
Missing	Not applicable	11	18.0		
	System	2	3.3		
	Total	13	21.3		
Total		61	100.0		

f45. Type of co-curricular assignment: Something else

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	9.8	12.8	12.8
	No	41	67.2	87.2	100.0
	Total	47	77.0	100.0	
Missing	Not applicable	11	18.0		
	System	3	4.9		
	Total	14	23.0		
Total		61	100.0		

f46. Have you attended any co-curricular events this semester with the students in this section?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	46	75.4	79.3	79.3
	No	12	19.7	20.7	100.0
	Total	58	95.1	100.0	
Missing	Don't know/Unsure	1	1.6		
	System	2	3.3		
	Total	3	4.9		
Total		61	100.0		

f47. How many co-curriculars have you attended?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	3.3	4.3	4.3
	2	4	6.6	8.7	13.0
	3	12	19.7	26.1	39.1
	4	16	26.2	34.8	73.9
	5	3	4.9	6.5	80.4
	6	7	11.5	15.2	95.7
	7	1	1.6	2.2	97.8
	10 or more	1	1.6	2.2	100.0
	Total	46	75.4	100.0	
Missing	Skipped question	12	19.7		

System	3	4.9	
Total	15	24.6	
Total	61	100.0	

f48. Did you generally discuss the co-curriculars immediately after the event with the students in this section?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	27	44.3	50.9	50.9
	No	26	42.6	49.1	100.0
	Total	53	86.9	100.0	
Missing	Don't know/Unsure	2	3.3		
	System	6	9.8		
	Total	8	13.1		
Total		61	100.0		

f49. Did you generally discuss the co-curriculars during class with this section of students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	63.9	68.4	68.4
	No	18	29.5	31.6	100.0
	Total	57	93.4	100.0	
Missing	Don't know/Unsure	2	3.3		
	System	2	3.3		
	Total	4	6.6		
Total		61	100.0		

f50. Did your peer mentor for this section attend classes this frequently, more frequently, or less frequently?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More frequently	23	37.7	41.1	41.1
	This frequently	15	24.6	26.8	67.9

	Less frequently	18	29.5	32.1	100.0
	Total	56	91.8	100.0	
Missing	Don't know/Unsure	1	1.6		
	System	4	6.6		
	Total	5	8.2		
Total		61	100.0		

f51. Did you require or expect your mentor for this section to organize co-curriculars?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	49	80.3	84.5	84.5
	No	9	14.8	15.5	100.0
	Total	58	95.1	100.0	
Missing	System	3	4.9		
Total		61	100.0		

f52. About how many co-curriculars did your mentor organize for this section?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 or Did not answer question	3	4.9	6.0	6.0
	1	8	13.1	16.0	22.0
	2	9	14.8	18.0	40.0
	3	11	18.0	22.0	62.0
	4	4	6.6	8.0	70.0
	5	6	9.8	12.0	82.0
	6	6	9.8	12.0	94.0
	7	2	3.3	4.0	98.0
	10 or more	1	1.6	2.0	100.0
	Total	50	82.0	100.0	
Missing	Not applicable	9	14.8		
	System	2	3.3		
	Total	11	18.0		
Total		61	100.0		

f53. Did you require your mentor for this section to attend co-curriculars?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	49	80.3	83.1	83.1
	No	10	16.4	16.9	100.0
	Total	59	96.7	100.0	
Missing	System	2	3.3		
Total		61	100.0		

f54. How many co-curriculars did your mentor for this section attend?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 or Did not answer question	1	1.6	1.7	1.7
	1	6	9.8	10.2	11.9
	2	5	8.2	8.5	20.3
	3	18	29.5	30.5	50.8
	4	12	19.7	20.3	71.2
	5	6	9.8	10.2	81.4
	6	7	11.5	11.9	93.2
	7	3	4.9	5.1	98.3
	9	1	1.6	1.7	100.0
	Total		59	96.7	100.0
Missing	System	2	3.3		
Total		61	100.0		

f55. Did your peer mentor for this section generally discuss the co-curriculars with the students immediately after the event?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	25	41.0	58.1	58.1
	No	18	29.5	41.9	100.0
	Total	43	70.5	100.0	

Missing	Don't know/Unsure	12	19.7		
	Skipped question	1	1.6		
	System	5	8.2		
	Total	18	29.5		
Total		61	100.0		

f56. Did your peer mentor for this section generally discuss the co-curriculars with the students during class?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	32.8	40.0	40.0
	No	30	49.2	60.0	100.0
	Total	50	82.0	100.0	
Missing	Don't know/Unsure	3	4.9		
	My peer mentor never attended class	1	1.6		
	Skipped question	1	1.6		
	System	6	9.8		
	Total	11	18.0		
Total		61	100.0		

f57. Approximately what percentage of "And Then There's This" did you assign to the students in this section?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 or Did not answer question	41	67.2	69.5	69.5
	1	4	6.6	6.8	76.3
	2	5	8.2	8.5	84.7
	3	2	3.3	3.4	88.1
	10	7	11.5	11.9	100.0
	Total	59	96.7	100.0	
Missing	System	2	3.3		
Total		61	100.0		

f58. Approximately what percentage of class time for this section was related to “And Then There’s This”?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 or Did not answer question	37	60.7	62.7	62.7
	1	16	26.2	27.1	89.8
	2	4	6.6	6.8	96.6
	3	2	3.3	3.4	100.0
	Total	59	96.7	100.0	
Missing	System	2	3.3		
Total		61	100.0		

f59. Did you have any assignments for this section that were related to “And Then There’s This”?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	23.0	28.0	28.0
	No	36	59.0	72.0	100.0
	Total	50	82.0	100.0	
Missing	System	11	18.0		
Total		61	100.0		

f60. Type of reading assignment: Questions in a multiple choice or true/false quiz or test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	3.3	12.5	12.5
	No	14	23.0	87.5	100.0
	Total	16	26.2	100.0	
Missing	Not applicable	35	57.4		
	System	10	16.4		
	Total	45	73.8		
Total		61	100.0		

f61. Type of reading assignment: Questions in a short answer quiz or test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	1.6	6.7	6.7
	No	14	23.0	93.3	100.0
	Total	15	24.6	100.0	
Missing	Not applicable	35	57.4		
	System	11	18.0		
	Total	46	75.4		
Total		61	100.0		

f62. Type of reading assignment: Questions in an essay or long answer quiz or test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	6.6	26.7	26.7
	No	11	18.0	73.3	100.0
	Total	15	24.6	100.0	
Missing	Not applicable	35	57.4		
	System	11	18.0		
	Total	46	75.4		
Total		61	100.0		

f63. Type of reading assignment: Short written assignment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	11.5	46.7	46.7
	No	8	13.1	53.3	100.0
	Total	15	24.6	100.0	
Missing	Not applicable	35	57.4		
	System	11	18.0		
	Total	46	75.4		
Total		61	100.0		

f64. Type of reading assignment: Longer written assignment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	11.5	46.7	46.7
	No	8	13.1	53.3	100.0
	Total	15	24.6	100.0	
Missing	Not applicable	35	57.4		
	System	11	18.0		
	Total	46	75.4		
Total		61	100.0		

f65. Type of reading assignment: Something else

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	8.2	33.3	33.3
	No	10	16.4	66.7	100.0
	Total	15	24.6	100.0	
Missing	Not applicable	35	57.4		
	System	11	18.0		
	Total	46	75.4		
Total		61	100.0		

f66. Do you cover more, less, or about the same amount of substantive course content in this section of your FYE courses compared to non-FYE sections of the same course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More	7	11.5	14.6	14.6
	About the same	38	62.3	79.2	93.8
	Less	3	4.9	6.3	100.0
	Total	48	78.7	100.0	
Missing	I do not teach non-FYE sections	5	8.2		
	Don't know/Unsure	5	8.2		
	System	3	4.9		

Total	13	21.3	
Total	61	100.0	

f67. Compared to my non-FYE classes, this FYE section has more class discussions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	44.3	48.2	48.2
	Agree	18	29.5	32.1	80.4
	Neither agree or disagree	5	8.2	8.9	89.3
	Disagree	5	8.2	8.9	98.2
	Strongly disagree	1	1.6	1.8	100.0
	Total	56	91.8	100.0	
Missing	Don't know/ Unsure	1	1.6		
	System	4	6.6		
	Total	5	8.2		
Total		61	100.0		

f68. Compared to my non-FYE classes, this FYE section has more in-class activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	32.8	35.1	35.1
	Agree	21	34.4	36.8	71.9
	Neither agree or disagree	10	16.4	17.5	89.5
	Disagree	6	9.8	10.5	100.0
	Total	57	93.4	100.0	
Missing	Not applicable	1	1.6		
	System	3	4.9		
	Total	4	6.6		
Total		61	100.0		

f69. Compared to my non-FYE classes, this FYE section has more speaking assignments

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly agree	8	13.1	15.7	15.7
	Agree	3	4.9	5.9	21.6
	Neither agree or disagree	19	31.1	37.3	58.8
	Disagree	14	23.0	27.5	86.3
	Strongly disagree	7	11.5	13.7	100.0
	Total	51	83.6	100.0	
Missing	Not applicable	7	11.5		
	System	3	4.9		
	Total	10	16.4		
Total		61	100.0		

f70. In this section of FYE, compared to my other classes, I put more emphasis on making students aware of campus events and organizations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	28	45.9	48.3	48.3
	Agree	16	26.2	27.6	75.9
	Neither agree or disagree	10	16.4	17.2	93.1
	Disagree	4	6.6	6.9	100.0
	Total	58	95.1	100.0	
Missing	System	3	4.9		
Total		61	100.0		

f71. In this section of FYE, compared to my other classes, I put more emphasis on encouraging students to become involved with campus events and organizations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	28	45.9	48.3	48.3
	Agree	22	36.1	37.9	86.2
	Neither agree or disagree	7	11.5	12.1	98.3
	Disagree	1	1.6	1.7	100.0
	Total	58	95.1	100.0	
Missing	System	3	4.9		
Total		61	100.0		

f72. In this section of FYE, compared to my other classes, I put more emphasis on making students aware of where they can go on campus for help with personal or academic problems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	36.1	39.3	39.3
	Agree	18	29.5	32.1	71.4
	Neither agree or disagree	9	14.8	16.1	87.5
	Disagree	5	8.2	8.9	96.4
	Strongly disagree	2	3.3	3.6	100.0
	Total	56	91.8	100.0	
Missing	Don't know/ Unsure	1	1.6		
	System	4	6.6		
	Total	5	8.2		
Total		61	100.0		

f73. In this section of FYE, compared to my other classes, I put more emphasis on showing students how course material can apply outside of the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	28	45.9	48.3	48.3
	Agree	12	19.7	20.7	69.0
	Neither agree or disagree	10	16.4	17.2	86.2
	Disagree	6	9.8	10.3	96.6
	Strongly disagree	2	3.3	3.4	100.0
	Total	58	95.1	100.0	
Missing	System	3	4.9		
Total		61	100.0		

f74. In this section of FYE, compared to my other classes, I put more emphasis on improving students' critical thinking skills.

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly agree	22	36.1	39.3	39.3
	Agree	10	16.4	17.9	57.1
	Neither agree or disagree	19	31.1	33.9	91.1
	Disagree	3	4.9	5.4	96.4
	Strongly disagree	2	3.3	3.6	100.0
	Total	56	91.8	100.0	
Missing	Don't know/ Unsure	2	3.3		
	System	3	4.9		
	Total	5	8.2		
Total		61	100.0		

f75. In this section of FYE, compared to my other classes, I put more emphasis on improving students' study skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	36.1	38.6	38.6
	Agree	23	37.7	40.4	78.9
	Neither agree or disagree	6	9.8	10.5	89.5
	Disagree	5	8.2	8.8	98.2
	Strongly disagree	1	1.6	1.8	100.0
	Total	57	93.4	100.0	
Missing	Don't know/ Unsure	1	1.6		
	System	3	4.9		
	Total	4	6.6		
Total		61	100.0		

f76. In this section of FYE, compared to my other classes, I put more emphasis on improving students' time management skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	36.1	39.3	39.3
	Agree	17	27.9	30.4	69.6
	Neither agree or disagree	13	21.3	23.2	92.9
	Disagree	4	6.6	7.1	100.0

	Total	56	91.8	100.0
Missing	Don't know/ Unsure	1	1.6	
	System	4	6.6	
	Total	5	8.2	
Total		61	100.0	

f77. Compared to students in my other classes, the students in this section participate more frequently.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	28	45.9	50.9	50.9
	Agree	10	16.4	18.2	69.1
	Neither agree or disagree	9	14.8	16.4	85.5
	Disagree	6	9.8	10.9	96.4
	Strongly disagree	2	3.3	3.6	100.0
	Total	55	90.2	100.0	
Missing	System	6	9.8		
Total		61	100.0		

f78. Compared to students in my other classes, the students in this section participate for a larger proportion of the class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	23	37.7	43.4	43.4
	Agree	13	21.3	24.5	67.9
	Neither agree or disagree	8	13.1	15.1	83.0
	Disagree	7	11.5	13.2	96.2
	Strongly disagree	2	3.3	3.8	100.0
	Total	53	86.9	100.0	
Missing	System	8	13.1		
Total		61	100.0		

f79. Compared to students in my other classes, more students in this section participate.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	44.3	49.1	49.1
	Agree	12	19.7	21.8	70.9
	Neither agree or disagree	5	8.2	9.1	80.0
	Disagree	9	14.8	16.4	96.4
	Strongly disagree	2	3.3	3.6	100.0
	Total	55	90.2	100.0	
Missing	System	6	9.8		
Total		61	100.0		

f80. Compared to students in my other classes, the students in this section are more likely to ask me for assistance or advice regarding academic problems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	24	39.3	43.6	43.6
	Agree	14	23.0	25.5	69.1
	Neither agree or disagree	13	21.3	23.6	92.7
	Disagree	2	3.3	3.6	96.4
	Strongly disagree	2	3.3	3.6	100.0
	Total	55	90.2	100.0	
Missing	System	6	9.8		
Total		61	100.0		

f81. Compared to students in my other classes, the students in this section are more likely to ask me for assistance or advice regarding personal problems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	36.1	41.5	41.5
	Agree	10	16.4	18.9	60.4
	Neither agree or disagree	6	9.8	11.3	71.7
	Disagree	13	21.3	24.5	96.2
	Strongly disagree	2	3.3	3.8	100.0
	Total	53	86.9	100.0	

Missing	Not applicable	1	1.6		
	Don't know/ Unsure	1	1.6		
	System	6	9.8		
	Total	8	13.1		
Total		61	100.0		

f82. Compared to students in my other classes, I know the students in this section better.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	31	50.8	57.4	57.4
	Agree	17	27.9	31.5	88.9
	Neither agree or disagree	4	6.6	7.4	96.3
	Disagree	1	1.6	1.9	98.1
	Strongly disagree	1	1.6	1.9	100.0
	Total	54	88.5	100.0	
Missing	System	7	11.5		
Total		61	100.0		

Mentor data:

m1. What is your class rank?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshman	1	1.8	1.9	1.9
	Sophomore	13	23.2	24.1	25.9
	Junior	12	21.4	22.2	48.1
	Senior	28	50.0	51.9	100.0
	Total	54	96.4	100.0	
Missing	Don't know/Unsure	1	1.8		
	System	1	1.8		
	Total	2	3.6		
Total		56	100.0		

m2. How many FYE courses were you required to complete at WIU?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 or Did not answer question	6	10.7	10.7	10.7
	1	6	10.7	10.7	21.4
	2	43	76.8	76.8	98.2
	3	1	1.8	1.8	100.0
	Total	56	100.0	100.0	

m3. Including this semester, for how many semesters have you served as a peer mentor?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	30	53.6	56.6	56.6
	2	9	16.1	17.0	73.6
	3	9	16.1	17.0	90.6
	4	1	1.8	1.9	92.5
	5	4	7.1	7.5	100.0
	Total	53	94.6	100.0	

Missing	System	3	5.4		
Total		56	100.0		

m4. Including this semester, for how many faculty members have you served as a peer mentor?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	48	85.7	88.9	88.9
	2	5	8.9	9.3	98.1
	6	1	1.8	1.9	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

m5. Including this semester, for about how many semesters have you been a peer mentor for this course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	36	64.3	66.7	66.7
	2	5	8.9	9.3	75.9
	3	8	14.3	14.8	90.7
	4	1	1.8	1.9	92.6
	5	3	5.4	5.6	98.1
	7	1	1.8	1.9	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

m6. Including this semester, for about how many semesters have you been a peer mentor for this faculty member?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	37	66.1	67.3	67.3

	2	6	10.7	10.9	78.2
	3	9	16.1	16.4	94.5
	5	3	5.4	5.5	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		

m7. Is your major (or one of your majors) in the same discipline as this course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	32	57.1	59.3	59.3
	No	22	39.3	40.7	100.0
	Total	54	96.4	100.0	
Missing	I am currently undeclared	1	1.8		
	System	1	1.8		
	Total	2	3.6		
Total		56	100.0		

m8. Is this course one of the courses you have taken as a student?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	50	89.3	92.6	92.6
	No	4	7.1	7.4	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

m9. Was this course one of your FYE courses?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	25	44.6	50.0	50.0
	No	25	44.6	50.0	100.0
	Total	50	89.3	100.0	

Missing	Not applicable	4	7.1		
	System	2	3.6		
	Total	6	10.7		
Total		56	100.0		

m10. Did you take this course from the same faculty member for whom you now serve as a mentor?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	31	55.4	62.0	62.0
	No	19	33.9	38.0	100.0
	Total	50	89.3	100.0	
Missing	Not applicable	4	7.1		
	System	2	3.6		
	Total	6	10.7		
Total		56	100.0		

m11. Including this semester, how many of the training sessions for peer mentors have you attended?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 or Did not answer question	2	3.6	3.6	3.6
	1	33	58.9	58.9	62.5
	2	13	23.2	23.2	85.7
	3	5	8.9	8.9	94.6
	4	1	1.8	1.8	96.4
	5	2	3.6	3.6	100.0
Total		56	100.0	100.0	

m12. Did you attend the training session held at the beginning of this semester?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	46	82.1	86.8	86.8

	No	7	12.5	13.2	100.0
	Total	53	94.6	100.0	
Missing	Not applicable	2	3.6		
	System	1	1.8		
	Total	3	5.4		
Total		56	100.0		

m13. Did you complete the online training survey at the beginning of the semester?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	19.6	84.6	84.6
	No	2	3.6	15.4	100.0
	Total	13	23.2	100.0	
Missing	Don't know/Unsure	1	1.8		
	Not applicable	39	69.6		
	System	3	5.4		
	Total	43	76.8		
Total		56	100.0		

m14. How well did the online training survey prepare you to be a returning peer mentor?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very well	3	5.4	33.3	33.3
	Somewhat well	6	10.7	66.7	100.0
	Total	9	16.1	100.0	
Missing	Don't know/Unsure	2	3.6		
	Not applicable	44	78.6		
	System	1	1.8		
	Total	47	83.9		
Total		56	100.0		

m15. How closely did your actual responsibilities as a peer mentor match what you thought they would be based on the materials provided at the training session?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very closely	11	19.6	21.6	21.6
	Somewhat closely	33	58.9	64.7	86.3
	Not very closely	7	12.5	13.7	100.0
	Total	51	91.1	100.0	
Missing	Don't know/Unsure	2	3.6		
	Not applicable	2	3.6		
	System	1	1.8		
	Total	5	8.9		
Total		56	100.0		

m16. Attending the training session for peer mentors gave me a clear understanding of the purpose of the co-curriculars.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	28	50.0	50.0	50.0
	Agree	22	39.3	39.3	89.3
	Neither agree nor disagree	3	5.4	5.4	94.6
	Disagree	3	5.4	5.4	100.0
	Total	56	100.0	100.0	

m17. Attending the training session for peer mentors gave me useful ideas for co-curriculars I could organize.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	21	37.5	38.2	38.2
	Agree	25	44.6	45.5	83.6
	Neither agree nor disagree	7	12.5	12.7	96.4
	Disagree	1	1.8	1.8	98.2
	Strongly disagree	1	1.8	1.8	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		

m18. Attending the training session for peer mentors gave me a clear understanding of the purpose of the book “And Then There’s This.”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	8.9	10.4	10.4
	Agree	9	16.1	18.8	29.2
	Neither agree nor disagree	17	30.4	35.4	64.6
	Disagree	11	19.6	22.9	87.5
	Strongly disagree	6	10.7	12.5	100.0
	Total	48	85.7	100.0	
Missing	Don’t know/ Unsure	8	14.3		
Total		56	100.0		

m19. Attending the training session for peer mentors gave me a clear understanding of how to incorporate the book “And Then There’s This” in the course I mentored.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	10.7	12.5	12.5
	Agree	8	14.3	16.7	29.2
	Neither agree nor disagree	12	21.4	25.0	54.2
	Disagree	9	16.1	18.8	72.9
	Strongly disagree	13	23.2	27.1	100.0
	Total	48	85.7	100.0	
Missing	Don’t know/ Unsure	7	12.5		
	System	1	1.8		
	Total	8	14.3		
Total		56	100.0		

m20. Attending the training session for peer mentors gave me a clear understanding of the goals of the FYE program.

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly agree	36	64.3	65.5	65.5
	Agree	17	30.4	30.9	96.4
	Neither agree nor disagree	2	3.6	3.6	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		

m21. Attending the training session for peer mentors gave me a clear understanding of what the faculty member might expect me to do in his/her class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	35	62.5	63.6	63.6
	Agree	12	21.4	21.8	85.5
	Neither agree nor disagree	6	10.7	10.9	96.4
	Disagree	2	3.6	3.6	100.0
	Total	55	98.2	100.0	
Missing	Don't know/ Unsure	1	1.8		
Total		56	100.0		

m22. At the beginning of this semester, I was very motivated to take a leadership role as a mentor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	34	60.7	61.8	61.8
	Agree	16	28.6	29.1	90.9
	Neither agree nor disagree	5	8.9	9.1	100.0
	Total	55	98.2	100.0	
Missing	Don't know/ Unsure	1	1.8		
Total		56	100.0		

m23. At the beginning of this semester, I was very motivated to gain leadership experience by serving as a peer mentor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	39	69.6	73.6	73.6
	Agree	11	19.6	20.8	94.3
	Neither agree nor disagree	3	5.4	5.7	100.0
	Total	53	94.6	100.0	
Missing	Don't know/ Unsure	3	5.4		
Total		56	100.0		

**m24. At the beginning of this semester, I was very motivated to interact with the students in the
FYE course during class time.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	32	57.1	59.3	59.3
	Agree	12	21.4	22.2	81.5
	Neither agree nor disagree	6	10.7	11.1	92.6
	Disagree	3	5.4	5.6	98.1
	Strongly disagree	1	1.8	1.9	100.0
	Total	54	96.4	100.0	
Missing	Don't know/ Unsure	1	1.8		
	System	1	1.8		
	Total	2	3.6		
Total		56	100.0		

**m25. At the beginning of this semester, I was very motivated to interact with the students in the
FYE course outside of class time.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	48.2	49.1	49.1
	Agree	19	33.9	34.5	83.6
	Neither agree nor disagree	8	14.3	14.5	98.2
	Strongly disagree	1	1.8	1.8	100.0
	Total	55	98.2	100.0	
Missing	Don't know/ Unsure	1	1.8		

**m25. At the beginning of this semester, I was very motivated to interact with the students in the
FYE course outside of class time.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	48.2	49.1	49.1
	Agree	19	33.9	34.5	83.6
	Neither agree nor disagree	8	14.3	14.5	98.2
	Strongly disagree	1	1.8	1.8	100.0
	Total	55	98.2	100.0	
Missing	Don't know/ Unsure	1	1.8		
Total		56	100.0		

**m26. After serving as a peer mentor, I have a better understanding of how the peer mentors help
students transition to college.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	21	37.5	39.6	39.6
	Agree	27	48.2	50.9	90.6
	Neither agree nor disagree	4	7.1	7.5	98.1
	Disagree	1	1.8	1.9	100.0
	Total	53	94.6	100.0	
Missing	Don't know/ Unsure	2	3.6		
	System	1	1.8		
	Total	3	5.4		
Total		56	100.0		

**m27. After serving as a peer mentor, I have a better understanding of how the peer mentors help
students feel like they belong at WIU.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	35.7	37.7	37.7
	Agree	26	46.4	49.1	86.8
	Neither agree nor disagree	6	10.7	11.3	98.1
	Disagree	1	1.8	1.9	100.0
	Total	53	94.6	100.0	

Missing	Don't know/ Unsure	2	3.6		
	System	1	1.8		
	Total	3	5.4		
Total		56	100.0		

m28. After serving as a peer mentor, I have a better understanding of how the peer mentors help students feel more connected to WIU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	48.2	50.0	50.0
	Agree	20	35.7	37.0	87.0
	Neither agree nor disagree	6	10.7	11.1	98.1
	Disagree	1	1.8	1.9	100.0
	Total	54	96.4	100.0	
Missing	Don't know/ Unsure	1	1.8		
	System	1	1.8		
	Total	2	3.6		
Total		56	100.0		

m29. After serving as a peer mentor, I have a better understanding of how the peer mentors help students become more aware of campus events and organizations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	33	58.9	61.1	61.1
	Agree	19	33.9	35.2	96.3
	Neither agree nor disagree	2	3.6	3.7	100.0
	Total	54	96.4	100.0	
Missing	Don't know/ Unsure	1	1.8		
	System	1	1.8		
	Total	2	3.6		
Total		56	100.0		

m30. After serving as a peer mentor, I have a better understanding of how the peer mentors help students become more involved with campus events and organizations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	48.2	50.0	50.0
	Agree	24	42.9	44.4	94.4
	Neither agree nor disagree	2	3.6	3.7	98.1
	Disagree	1	1.8	1.9	100.0
	Total	54	96.4	100.0	
Missing	Don't know/ Unsure	1	1.8		
	System	1	1.8		
	Total	2	3.6		
Total		56	100.0		

m31. After serving as a peer mentor, I have a better understanding of how the peer mentors help students become more aware of where they can go on campus for help with personal or academic problems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	24	42.9	46.2	46.2
	Agree	23	41.1	44.2	90.4
	Neither agree nor disagree	4	7.1	7.7	98.1
	Disagree	1	1.8	1.9	100.0
	Total	52	92.9	100.0	
Missing	Don't know/ Unsure	1	1.8		
	System	3	5.4		
	Total	4	7.1		
Total		56	100.0		

m32. After serving as a peer mentor, I have a better understanding of how the peer mentors help students see how course material can apply outside of the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	21	37.5	40.4	40.4
	Agree	23	41.1	44.2	84.6
	Neither agree nor disagree	8	14.3	15.4	100.0
	Total	52	92.9	100.0	

Missing	Don't know/ Unsure	1	1.8		
	System	3	5.4		
	Total	4	7.1		
Total		56	100.0		

m33. After serving as a peer mentor, I have a better understanding of how the peer mentors help students participate more in class discussions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	33.9	35.8	35.8
	Agree	17	30.4	32.1	67.9
	Neither agree nor disagree	17	30.4	32.1	100.0
	Total	53	94.6	100.0	
Missing	Don't know/ Unsure	1	1.8		
	System	2	3.6		
	Total	3	5.4		
Total		56	100.0		

m34. After serving as a peer mentor, I have a better understanding of how the peer mentors help students perform better academically.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	18	32.1	34.6	34.6
	Agree	27	48.2	51.9	86.5
	Neither agree nor disagree	7	12.5	13.5	100.0
	Total	52	92.9	100.0	
Missing	Don't know/ Unsure	2	3.6		
	System	2	3.6		
	Total	4	7.1		
Total		56	100.0		

m35. After serving as a peer mentor, I have a better understanding of how the peer mentors help students improve their critical thinking skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	35.7	37.7	37.7
	Agree	20	35.7	37.7	75.5
	Neither agree nor disagree	10	17.9	18.9	94.3
	Disagree	3	5.4	5.7	100.0
	Total	53	94.6	100.0	
Missing	Don't know/ Unsure	1	1.8		
	System	2	3.6		
	Total	3	5.4		
Total		56	100.0		

m36. After serving as a peer mentor, I have a better understanding of how the peer mentors help students improve their study skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	21	37.5	38.9	38.9
	Agree	17	30.4	31.5	70.4
	Neither agree nor disagree	14	25.0	25.9	96.3
	Disagree	2	3.6	3.7	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

m37. After serving as a peer mentor, I have a better understanding of how the peer mentors help students improve their time management skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	33.9	35.2	35.2
	Agree	20	35.7	37.0	72.2
	Neither agree nor disagree	13	23.2	24.1	96.3
	Disagree	2	3.6	3.7	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		

m37. After serving as a peer mentor, I have a better understanding of how the peer mentors help students improve their time management skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	33.9	35.2	35.2
	Agree	20	35.7	37.0	72.2
	Neither agree nor disagree	13	23.2	24.1	96.3
	Disagree	2	3.6	3.7	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

m38. After serving as a peer mentor, I have a better understanding of how the peer mentors help students get to know more students in their FYE class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	26	46.4	48.1	48.1
	Agree	21	37.5	38.9	87.0
	Neither agree nor disagree	6	10.7	11.1	98.1
	Disagree	1	1.8	1.9	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

m39. After serving as a peer mentor, I have a better understanding of how the peer mentors help students get to know the faculty member who taught their FYE class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	30	53.6	56.6	56.6
	Agree	19	33.9	35.8	92.5
	Neither agree nor disagree	3	5.4	5.7	98.1
	Disagree	1	1.8	1.9	100.0
	Total	53	94.6	100.0	
Missing	Don't know/ Unsure	1	1.8		
	System	2	3.6		

Total	3	5.4	
Total	56	100.0	

m40. After serving as a peer mentor, I have a better understanding of how the co-curriculars help students transition to college.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	15	26.8	29.4	29.4
	Agree	27	48.2	52.9	82.4
	Neither agree nor disagree	9	16.1	17.6	100.0
	Total	51	91.1	100.0	
Missing	Don't know/ Unsure	1	1.8		
	System	4	7.1		
	Total	5	8.9		
Total		56	100.0		

m41. After serving as a peer mentor, I have a better understanding of how the co-curriculars help students feel like they belong at WIU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	14	25.0	26.4	26.4
	Agree	26	46.4	49.1	75.5
	Neither agree nor disagree	9	16.1	17.0	92.5
	Disagree	4	7.1	7.5	100.0
	Total	53	94.6	100.0	
Missing	Don't know/ Unsure	1	1.8		
	System	2	3.6		
	Total	3	5.4		
Total		56	100.0		

m42. After serving as a peer mentor, I have a better understanding of how the co-curriculars help students feel more connected to WIU.

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly agree	18	32.1	33.3	33.3
	Agree	24	42.9	44.4	77.8
	Neither agree nor disagree	9	16.1	16.7	94.4
	Disagree	3	5.4	5.6	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

m43. After serving as a peer mentor, I have a better understanding of how the co-curriculars help students become more aware of campus events and organizations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	25	44.6	46.3	46.3
	Agree	22	39.3	40.7	87.0
	Neither agree nor disagree	5	8.9	9.3	96.3
	Disagree	2	3.6	3.7	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

m44. After serving as a peer mentor, I have a better understanding of how the co-curriculars help students become more involved with campus events and organizations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	35.7	37.0	37.0
	Agree	28	50.0	51.9	88.9
	Neither agree nor disagree	5	8.9	9.3	98.1
	Disagree	1	1.8	1.9	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

m45. After serving as a peer mentor, I have a better understanding of how the co-curriculars help students become more aware of where they can go on campus for help with personal or academic problems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	39.3	40.7	40.7
	Agree	18	32.1	33.3	74.1
	Neither agree nor disagree	10	17.9	18.5	92.6
	Disagree	3	5.4	5.6	98.1
	Strongly disagree	1	1.8	1.9	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

m46. After serving as a peer mentor, I have a better understanding of how the co-curriculars help students see how course material can apply outside of the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	23	41.1	42.6	42.6
	Agree	25	44.6	46.3	88.9
	Neither agree nor disagree	4	7.1	7.4	96.3
	Disagree	2	3.6	3.7	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

m47. After serving as a peer mentor, I have a better understanding of how the co-curriculars help students participate more in class discussions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	15	26.8	28.3	28.3
	Agree	21	37.5	39.6	67.9
	Neither agree nor disagree	11	19.6	20.8	88.7
	Disagree	6	10.7	11.3	100.0

	Total	53	94.6	100.0
Missing	Don't know/ Unsure	1	1.8	
	System	2	3.6	
	Total	3	5.4	
Total		56	100.0	

m48. After serving as a peer mentor, I have a better understanding of how the co-curriculars help students perform better academically.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	13	23.2	24.5	24.5
	Agree	23	41.1	43.4	67.9
	Neither agree nor disagree	11	19.6	20.8	88.7
	Disagree	4	7.1	7.5	96.2
	Strongly disagree	2	3.6	3.8	100.0
	Total	53	94.6	100.0	
Missing	Don't know/ Unsure	1	1.8		
	System	2	3.6		
	Total	3	5.4		
Total		56	100.0		

m49. After serving as a peer mentor, I have a better understanding of how the co-curriculars help students improve their critical thinking skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	16	28.6	29.6	29.6
	Agree	22	39.3	40.7	70.4
	Neither agree nor disagree	10	17.9	18.5	88.9
	Disagree	6	10.7	11.1	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

m50. After serving as a peer mentor, I have a better understanding of how the co-curriculars help students improve their study skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	13	23.2	24.1	24.1
	Agree	19	33.9	35.2	59.3
	Neither agree nor disagree	17	30.4	31.5	90.7
	Disagree	4	7.1	7.4	98.1
	Strongly disagree	1	1.8	1.9	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

m51. After serving as a peer mentor, I have a better understanding of how the co-curriculars help students improve their time management skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	17	30.4	31.5	31.5
	Agree	18	32.1	33.3	64.8
	Neither agree nor disagree	15	26.8	27.8	92.6
	Disagree	2	3.6	3.7	96.3
	Strongly disagree	2	3.6	3.7	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

m52. After serving as a peer mentor, I have a better understanding of how the co-curriculars help students get to know more students in their FYE class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	33.9	35.8	35.8
	Agree	29	51.8	54.7	90.6
	Neither agree nor disagree	4	7.1	7.5	98.1
	Disagree	1	1.8	1.9	100.0

	Total	53	94.6	100.0
Missing	Don't know/ Unsure	1	1.8	
	System	2	3.6	
	Total	3	5.4	
Total		56	100.0	

m53. After serving as a peer mentor, I have a better understanding of how the co-curriculars help students get to know the faculty member who taught their FYE class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	16	28.6	30.8	30.8
	Agree	27	48.2	51.9	82.7
	Neither agree nor disagree	4	7.1	7.7	90.4
	Disagree	4	7.1	7.7	98.1
	Strongly disagree	1	1.8	1.9	100.0
	Total	52	92.9	100.0	
Missing	Don't know/ Unsure	1	1.8		
	System	3	5.4		
	Total	4	7.1		
Total		56	100.0		

m54. After serving as a peer mentor, I have a better understanding of how the common reading helps students transition to college.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	1.8	2.2	2.2
	Agree	8	14.3	17.8	20.0
	Neither agree nor disagree	20	35.7	44.4	64.4
	Disagree	12	21.4	26.7	91.1
	Strongly disagree	4	7.1	8.9	100.0
	Total	45	80.4	100.0	
Missing	Don't know/ Unsure	8	14.3		
	System	3	5.4		
	Total	11	19.6		
Total		56	100.0		

m55. After serving as a peer mentor, I have a better understanding of how the common reading helps students feel like they belong at WIU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	1.8	2.2	2.2
	Agree	6	10.7	13.0	15.2
	Neither agree nor disagree	22	39.3	47.8	63.0
	Disagree	13	23.2	28.3	91.3
	Strongly disagree	4	7.1	8.7	100.0
	Total	46	82.1	100.0	
Missing	Don't know/ Unsure	7	12.5		
	System	3	5.4		
	Total	10	17.9		
Total		56	100.0		

m56. After serving as a peer mentor, I have a better understanding of how the common reading helps students feel more connected to WIU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	1.8	2.2	2.2
	Agree	8	14.3	17.4	19.6
	Neither agree nor disagree	21	37.5	45.7	65.2
	Disagree	13	23.2	28.3	93.5
	Strongly disagree	3	5.4	6.5	100.0
	Total	46	82.1	100.0	
Missing	Don't know/ Unsure	7	12.5		
	System	3	5.4		
	Total	10	17.9		
Total		56	100.0		

m57. After serving as a peer mentor, I have a better understanding of how the common reading helps students see how course material can apply outside of the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	2	3.6	4.7	4.7
	Agree	8	14.3	18.6	23.3
	Neither agree nor disagree	20	35.7	46.5	69.8
	Disagree	10	17.9	23.3	93.0
	Strongly disagree	3	5.4	7.0	100.0
	Total	43	76.8	100.0	
Missing	Don't know/ Unsure	8	14.3		
	System	5	8.9		
	Total	13	23.2		
Total		56	100.0		

m58. After serving as a peer mentor, I have a better understanding of how the common reading helps students participate more in class discussions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	1.8	2.2	2.2
	Agree	13	23.2	28.9	31.1
	Neither agree nor disagree	17	30.4	37.8	68.9
	Disagree	10	17.9	22.2	91.1
	Strongly disagree	4	7.1	8.9	100.0
	Total	45	80.4	100.0	
Missing	Don't know/ Unsure	7	12.5		
	System	4	7.1		
	Total	11	19.6		
Total		56	100.0		

m59. After serving as a peer mentor, I have a better understanding of how the common reading helps students perform better academically.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	2	3.6	4.3	4.3
	Agree	8	14.3	17.4	21.7
	Neither agree nor disagree	19	33.9	41.3	63.0

	Disagree	10	17.9	21.7	84.8
	Strongly disagree	7	12.5	15.2	100.0
	Total	46	82.1	100.0	
Missing	Don't know/ Unsure	7	12.5		
	System	3	5.4		
	Total	10	17.9		
Total		56	100.0		

m60. After serving as a peer mentor, I have a better understanding of how the common reading helps students improve their critical thinking skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	1.8	2.2	2.2
	Agree	12	21.4	26.7	28.9
	Neither agree nor disagree	17	30.4	37.8	66.7
	Disagree	9	16.1	20.0	86.7
	Strongly disagree	6	10.7	13.3	100.0
	Total	45	80.4	100.0	
Missing	Don't know/ Unsure	7	12.5		
	System	4	7.1		
	Total	11	19.6		
Total		56	100.0		

m61. After serving as a peer mentor, I have a better understanding of how the common reading helps students improve their study skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	1.8	2.2	2.2
	Agree	10	17.9	21.7	23.9
	Neither agree nor disagree	16	28.6	34.8	58.7
	Disagree	13	23.2	28.3	87.0
	Strongly disagree	6	10.7	13.0	100.0
	Total	46	82.1	100.0	
Missing	Don't know/ Unsure	8	14.3		
	System	2	3.6		

Total	10	17.9	
Total	56	100.0	

m62. After serving as a peer mentor, I have a better understanding of how the common reading helps students improve their time management skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	2	3.6	4.3	4.3
	Agree	6	10.7	13.0	17.4
	Neither agree nor disagree	19	33.9	41.3	58.7
	Disagree	13	23.2	28.3	87.0
	Strongly disagree	6	10.7	13.0	100.0
	Total	46	82.1	100.0	
Missing	Don't know/ Unsure	8	14.3		
	System	2	3.6		
	Total	10	17.9		
Total	56	100.0			

m63. After serving as a peer mentor, I have a better understanding of how the common reading helps students get to know more students in their FYE class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	5.4	6.5	6.5
	Agree	6	10.7	13.0	19.6
	Neither agree nor disagree	17	30.4	37.0	56.5
	Disagree	14	25.0	30.4	87.0
	Strongly disagree	6	10.7	13.0	100.0
	Total	46	82.1	100.0	
Missing	Don't know/ Unsure	8	14.3		
	System	2	3.6		
	Total	10	17.9		
Total	56	100.0			

m64. After serving as a peer mentor, I have a better understanding of how the common reading helps students get to know the faculty member who taught their FYE class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	4	7.1	8.7	8.7
	Agree	5	8.9	10.9	19.6
	Neither agree nor disagree	18	32.1	39.1	58.7
	Disagree	14	25.0	30.4	89.1
	Strongly disagree	5	8.9	10.9	100.0
	Total	46	82.1	100.0	
Missing	Don't know/ Unsure	8	14.3		
	System	2	3.6		
	Total	10	17.9		
Total		56	100.0		

m65. After serving as a peer mentor, I have a better understanding of how [FYE written assignments criteria] help students transition to college.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	17	30.4	31.5	31.5
	Agree	23	41.1	42.6	74.1
	Neither agree nor disagree	12	21.4	22.2	96.3
	Disagree	1	1.8	1.9	98.1
	Strongly disagree	1	1.8	1.9	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

m66. After serving as a peer mentor, I have a better understanding of how [FYE written assignments criteria] help students perform better academically.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	35.7	35.7	35.7
	Agree	25	44.6	44.6	80.4

Neither agree nor disagree	7	12.5	12.5	92.9
Disagree	3	5.4	5.4	98.2
Strongly disagree	1	1.8	1.8	100.0
Total	56	100.0	100.0	

m67. After serving as a peer mentor, I have a better understanding of how [FYE written assignments criteria] help students improve their critical thinking skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	20	35.7	35.7	35.7
Agree	27	48.2	48.2	83.9
Neither agree nor disagree	9	16.1	16.1	100.0
Total	56	100.0	100.0	

m68. After serving as a peer mentor, I have a better understanding of how [FYE written assignments criteria] help students improve their study skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	15	26.8	26.8	26.8
Agree	25	44.6	44.6	71.4
Neither agree nor disagree	11	19.6	19.6	91.1
Disagree	4	7.1	7.1	98.2
Strongly disagree	1	1.8	1.8	100.0
Total	56	100.0	100.0	

m69. After serving as a peer mentor, I have a better understanding of how [FYE written assignments criteria] help students improve their time management skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	17	30.4	30.4	30.4
Agree	27	48.2	48.2	78.6
Neither agree nor disagree	8	14.3	14.3	92.9
Disagree	3	5.4	5.4	98.2

Strongly disagree	1	1.8	1.8	100.0
Total	56	100.0	100.0	

m70. After serving as a mentor, I have learned more about the profession of teaching.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	30	53.6	55.6	55.6
	Agree	14	25.0	25.9	81.5
	Neither agree nor disagree	8	14.3	14.8	96.3
	Disagree	1	1.8	1.9	98.1
	Strongly disagree	1	1.8	1.9	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

m71. After serving as a mentor, I have learned more about working with first year students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	45	80.4	80.4	80.4
	Agree	8	14.3	14.3	94.6
	Neither agree nor disagree	2	3.6	3.6	98.2
	Disagree	1	1.8	1.8	100.0
	Total	56	100.0	100.0	

m72. After serving as a mentor, I have learned more about being a leader.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	42	75.0	75.0	75.0
	Agree	10	17.9	17.9	92.9
	Neither agree nor disagree	3	5.4	5.4	98.2
	Disagree	1	1.8	1.8	100.0
	Total	56	100.0	100.0	

m73. After serving as a mentor, I have learned more about being a mentor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	41	73.2	73.2	73.2
	Agree	10	17.9	17.9	91.1
	Neither agree nor disagree	3	5.4	5.4	96.4
	Disagree	2	3.6	3.6	100.0
	Total	56	100.0	100.0	

m74. After serving as a mentor, I have learned more about study strategies.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	26	46.4	46.4	46.4
	Agree	13	23.2	23.2	69.6
	Neither agree nor disagree	11	19.6	19.6	89.3
	Disagree	6	10.7	10.7	100.0
	Total	56	100.0	100.0	

m75. After serving as a mentor, I have learned more about the number and range of activities and organizations on campus.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	31	55.4	55.4	55.4
	Agree	17	30.4	30.4	85.7
	Neither agree nor disagree	5	8.9	8.9	94.6
	Disagree	3	5.4	5.4	100.0
	Total	56	100.0	100.0	

m76. Did you contact or meet with the faculty member for this section of this course before the semester began?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	49	87.5	90.7	90.7
	No	5	8.9	9.3	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		

m77. About how many times did you contact or meet with the faculty member for this section before the semester began?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	14.3	17.4	17.4
	2	9	16.1	19.6	37.0
	3	11	19.6	23.9	60.9
	4	6	10.7	13.0	73.9
	5	5	8.9	10.9	84.8
	6	4	7.1	8.7	93.5
	10 or more	3	5.4	6.5	100.0
	Total	46	82.1	100.0	
Missing	Not applicable	5	8.9		
	System	5	8.9		
	Total	10	17.9		
Total		56	100.0		

m78. Did you meet with the faculty member for this section to discuss his/her expectations for you at any point during the semester?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	8.9	100.0	100.0
Missing	Not applicable	49	87.5		
	System	2	3.6		
	Total	51	91.1		
Total		56	100.0		

m79. How clearly did the faculty member for this section describe his/her expectations for you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very clearly	42	75.0	79.2	79.2
	Somewhat clearly	10	17.9	18.9	98.1
	Not at all clearly	1	1.8	1.9	100.0
	Total	53	94.6	100.0	
Missing	Don't know/Unsure	1	1.8		
	System	2	3.6		
	Total	3	5.4		
Total		56	100.0		

m80. How closely did your actual responsibilities for this section match what you thought they would be after discussing them with the faculty member?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very closely	41	73.2	77.4	77.4
	Somewhat closely	11	19.6	20.8	98.1
	Not very closely	1	1.8	1.9	100.0
	Total	53	94.6	100.0	
Missing	Don't know/Unsure	1	1.8		
	System	2	3.6		
	Total	3	5.4		
Total		56	100.0		

m81. During the semester, about how often have you met with the faculty member for this section outside of class time?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More than once a week	8	14.3	16.3	16.3
	Once a week	15	26.8	30.6	46.9
	Once every other week	10	17.9	20.4	67.3
	Once a month	8	14.3	16.3	83.7

	Once every other month	4	7.1	8.2	91.8
	Never	4	7.1	8.2	100.0
	Total	49	87.5	100.0	
Missing	Don't know/Unsure	4	7.1		
	System	3	5.4		
	Total	7	12.5		
Total		56	100.0		

m82. I was willing to do more for this section than the faculty member asked me to do.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	35.7	37.7	37.7
	Agree	19	33.9	35.8	73.6
	Neither agree nor disagree	12	21.4	22.6	96.2
	Disagree	1	1.8	1.9	98.1
	Strongly disagree	1	1.8	1.9	100.0
	Total	53	94.6	100.0	
Missing	System	3	5.4		
Total		56	100.0		

m83. I could have performed tasks for this section that would have been more beneficial for the students than the tasks the faculty member asked or required me to do.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	12	21.4	25.0	25.0
	Agree	8	14.3	16.7	41.7
	Neither agree nor disagree	12	21.4	25.0	66.7
	Disagree	13	23.2	27.1	93.8
	Strongly disagree	3	5.4	6.3	100.0
	Total	48	85.7	100.0	
Missing	Don't know/ Unsure	1	1.8		
	System	7	12.5		
	Total	8	14.3		
Total		56	100.0		

Student data:

s1. The differences between FYE and non-FYE classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very clearly	247	23.8	24.5	24.5
	Clearly	270	26.0	26.8	51.3
	Slightly clearly	263	25.3	26.1	77.4
	Slightly unclearly	102	9.8	10.1	87.5
	Unclearly	89	8.6	8.8	96.3
	Very unclearly	37	3.6	3.7	100.0
	Total	1008	97.1	100.0	
Missing	Don't know/Unsure	30	2.9		
Total		1038	100.0		

s2. The purpose of the co-curriculars.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very clearly	165	15.9	16.9	16.9
	Clearly	296	28.5	30.3	47.2
	Slightly clearly	237	22.8	24.3	71.5
	Slightly unclearly	123	11.8	12.6	84.1
	Unclearly	113	10.9	11.6	95.7
	Very unclearly	42	4.0	4.3	100.0
	Total	976	94.0	100.0	
Missing	Don't know/Unsure	61	5.9		
	System	1	.1		
	Total	62	6.0		
Total		1038	100.0		

s3. The purpose of the peer mentor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very clearly	236	22.7	23.9	23.9

	Clearly	289	27.8	29.3	53.1
	Slightly clearly	203	19.6	20.5	73.7
	Slightly unclearly	109	10.5	11.0	84.7
	Unclearly	98	9.4	9.9	94.6
	Very unclearly	53	5.1	5.4	100.0
	Total	988	95.2	100.0	
Missing	Don't know/Unsure	44	4.2		
	System	6	.6		
	Total	50	4.8		
Total		1038	100.0		

s4. The purpose of the book "And Then There's This."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very clearly	58	5.6	7.1	7.1
	Clearly	92	8.9	11.3	18.4
	Slightly clearly	130	12.5	15.9	34.3
	Slightly unclearly	142	13.7	17.4	51.7
	Unclearly	148	14.3	18.1	69.8
	Very unclearly	247	23.8	30.2	100.0
	Total	817	78.7	100.0	
Missing	Don't know/Unsure	208	20.0		
	System	13	1.3		
	Total	221	21.3		
Total		1038	100.0		

s5. The expectation that you were to have read the book "And Then There's This" before the Fall semester started.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very clearly	140	13.5	15.6	15.6
	Clearly	136	13.1	15.1	30.7
	Slightly clearly	153	14.7	17.0	47.7
	Slightly unclearly	140	13.5	15.6	63.3

	Unclearly	138	13.3	15.4	78.6
	Very unclearly	192	18.5	21.4	100.0
	Total	899	86.6	100.0	
Missing	Don't know/Unsure	130	12.5		
	System	9	.9		
	Total	139	13.4		
Total		1038	100.0		

s6. My FYE class had more class discussions than my other classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	282	27.2	27.7	27.7
	Agree	321	30.9	31.5	59.2
	Neither agree nor disagree	233	22.4	22.9	82.0
	Disagree	141	13.6	13.8	95.9
	Strongly disagree	42	4.0	4.1	100.0
	Total	1019	98.2	100.0	
Missing	Don't know/ Unsure	19	1.8		
Total		1038	100.0		

s7. My FYE class had more students participating in class discussions than my other classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	200	19.3	19.7	19.7
	Agree	286	27.6	28.2	48.0
	Neither agree nor disagree	240	23.1	23.7	71.7
	Disagree	208	20.0	20.5	92.2
	Strongly disagree	79	7.6	7.8	100.0
	Total	1013	97.6	100.0	
Missing	Don't know/ Unsure	23	2.2		
	System	2	.2		
	Total	25	2.4		
Total		1038	100.0		

s8. My FYE class had more in-class group activities than my other classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	304	29.3	29.9	29.9
	Agree	291	28.0	28.6	58.4
	Neither agree nor disagree	181	17.4	17.8	76.2
	Disagree	164	15.8	16.1	92.3
	Strongly disagree	78	7.5	7.7	100.0
	Total	1018	98.1	100.0	
Missing	Don't know/ Unsure	20	1.9		
Total		1038	100.0		

s9. I am more comfortable participating in my FYE class than in my other classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	244	23.5	23.9	23.9
	Agree	259	25.0	25.3	49.2
	Neither agree nor disagree	307	29.6	30.0	79.2
	Disagree	143	13.8	14.0	93.2
	Strongly disagree	70	6.7	6.8	100.0
	Total	1023	98.6	100.0	
Missing	Don't know/ Unsure	15	1.4		
Total		1038	100.0		

s10. I know more of the students in my FYE class than my other classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	248	23.9	24.3	24.3
	Agree	233	22.4	22.8	47.2
	Neither agree nor disagree	205	19.7	20.1	67.3
	Disagree	208	20.0	20.4	87.6
	Strongly disagree	126	12.1	12.4	100.0
	Total	1020	98.3	100.0	

Missing	Don't know/ Unsure	18	1.7		
Total		1038	100.0		

s11. I have closer relationships with the students in my FYE class than my other classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	163	15.7	15.9	15.9
	Agree	169	16.3	16.5	32.5
	Neither agree nor disagree	296	28.5	29.0	61.4
	Disagree	242	23.3	23.7	85.1
	Strongly disagree	152	14.6	14.9	100.0
	Total	1022	98.5	100.0	
Missing	Don't know/ Unsure	16	1.5		
Total		1038	100.0		

s12. I know the professor who teaches my FYE class better than my other professors.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	261	25.1	25.5	25.5
	Agree	309	29.8	30.1	55.6
	Neither agree nor disagree	261	25.1	25.5	81.1
	Disagree	126	12.1	12.3	93.4
	Strongly disagree	68	6.6	6.6	100.0
	Total	1025	98.7	100.0	
Missing	Don't know/ Unsure	12	1.2		
	System	1	.1		
	Total	13	1.3		
Total		1038	100.0		

s13. The professor who teaches my FYE class knows me better than my other professors.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	219	21.1	22.0	22.0

	Agree	221	21.3	22.2	44.2
	Neither agree nor disagree	310	29.9	31.1	75.3
	Disagree	165	15.9	16.6	91.9
	Strongly disagree	81	7.8	8.1	100.0
	Total	996	96.0	100.0	
Missing	Don't know/ Unsure	40	3.9		
	System	2	.2		
	Total	42	4.0		
Total		1038	100.0		

s14. The professor who teaches my FYE class cares more about me than my other professors.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	167	16.1	17.2	17.2
	Agree	212	20.4	21.8	39.0
	Neither agree nor disagree	421	40.6	43.4	82.4
	Disagree	125	12.0	12.9	95.3
	Strongly disagree	46	4.4	4.7	100.0
	Total	971	93.5	100.0	
Missing	Don't know/ Unsure	65	6.3		
	System	2	.2		
	Total	67	6.5		
Total		1038	100.0		

s15. I am more likely to ask the professor who teaches my FYE class for assistance or advice regarding academic problems than my other professors.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	202	19.5	20.1	20.1
	Agree	270	26.0	26.8	46.9
	Neither agree nor disagree	320	30.8	31.8	78.6
	Disagree	147	14.2	14.6	93.2
	Strongly disagree	68	6.6	6.8	100.0
	Total	1007	97.0	100.0	

Missing	Don't know/ Unsure	30	2.9		
	System	1	.1		
	Total	31	3.0		
Total		1038	100.0		

s16. I am more likely to ask the professor who teaches my FYE class for assistance or advice regarding personal problems than my other professors.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	144	13.9	14.4	14.4
	Agree	164	15.8	16.4	30.7
	Neither agree nor disagree	365	35.2	36.4	67.2
	Disagree	195	18.8	19.5	86.6
	Strongly disagree	134	12.9	13.4	100.0
	Total	1002	96.5	100.0	
Missing	Don't know/ Unsure	36	3.5		
Total		1038	100.0		

s17. How often have you asked your peer mentor for assistance or advice regarding academic problems?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	23	2.2	2.3	2.3
	Often	59	5.7	5.8	8.1
	Somewhat often	114	11.0	11.3	19.3
	Not very often	196	18.9	19.3	38.7
	Never	621	59.8	61.3	100.0
	Total	1013	97.6	100.0	
Missing	Don't know/ Unsure	23	2.2		
	System	2	.2		
	Total	25	2.4		
Total		1038	100.0		

s18. How often have you asked your peer mentor for assistance or advice regarding personal problems?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	14	1.3	1.4	1.4
	Often	24	2.3	2.4	3.8
	Somewhat often	58	5.6	5.8	9.6
	Not very often	117	11.3	11.7	21.3
	Never	786	75.7	78.7	100.0
	Total	999	96.2	100.0	
Missing	Don't know/ Unsure	38	3.7		
	System	1	.1		
	Total	39	3.8		
Total		1038	100.0		

s19. Approximately how many times have you emailed your peer mentor?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 or Did not answer question	581	56.0	56.0	56.0
	1	119	11.5	11.5	67.4
	2	80	7.7	7.7	75.1
	3	79	7.6	7.6	82.8
	4	59	5.7	5.7	88.4
	5	68	6.6	6.6	95.0
	6	19	1.8	1.8	96.8
	7	9	.9	.9	97.7
	8	3	.3	.3	98.0
	10 or more	21	2.0	2.0	100.0
	Total	1038	100.0	100.0	

s20. Approximately how many times have you talked to your peer mentor outside of class?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 or Did not answer question	529	51.0	51.0	51.0

1	128	12.3	12.3	63.3
2	81	7.8	7.8	71.1
3	103	9.9	9.9	81.0
4	63	6.1	6.1	87.1
5	56	5.4	5.4	92.5
6	14	1.3	1.3	93.8
7	15	1.4	1.4	95.3
8	4	.4	.4	95.7
10 or more	45	4.3	4.3	100.0
Total	1038	100.0	100.0	

s21. Having a peer mentor helped me transition to college.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	48	4.6	5.1	5.1
	Agree	130	12.5	13.8	19.0
	Neither agree nor disagree	371	35.7	39.5	58.5
	Disagree	250	24.1	26.6	85.1
	Strongly disagree	140	13.5	14.9	100.0
	Total	939	90.5	100.0	
Missing	My mentor never attended class	44	4.2		
	Don't know/ Unsure	52	5.0		
	System	3	.3		
	Total	99	9.5		
Total	1038	100.0			

s22. Having a peer mentor helped me feel like I belonged at WIU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	48	4.6	5.0	5.0
	Agree	174	16.8	18.2	23.3
	Neither agree nor disagree	398	38.3	41.7	65.0
	Disagree	211	20.3	22.1	87.1

	Strongly disagree	123	11.8	12.9	100.0
	Total	954	91.9	100.0	
Missing	My mentor never attended class	36	3.5		
	Don't know/ Unsure	45	4.3		
	System	3	.3		
	Total	84	8.1		
Total		1038	100.0		

s23. Having a peer mentor helped me feel more connected to WIU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	63	6.1	6.6	6.6
	Agree	209	20.1	21.9	28.5
	Neither agree nor disagree	371	35.7	38.9	67.4
	Disagree	191	18.4	20.0	87.4
	Strongly disagree	120	11.6	12.6	100.0
	Total	954	91.9	100.0	
Missing	My mentor never attended class	38	3.7		
	Don't know/ Unsure	41	3.9		
	System	5	.5		
	Total	84	8.1		
Total		1038	100.0		

s24. Having a peer mentor made me more aware of campus events and organizations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	135	13.0	14.0	14.0
	Agree	368	35.5	38.1	52.1
	Neither agree nor disagree	238	22.9	24.6	76.7
	Disagree	139	13.4	14.4	91.1
	Strongly disagree	86	8.3	8.9	100.0
	Total	966	93.1	100.0	

Missing	My mentor never attended class	35	3.4		
	Don't know/ Unsure	32	3.1		
	System	5	.5		
	Total	72	6.9		
Total		1038	100.0		

s25. Having a peer mentor encouraged me to become involved with campus events and organizations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	129	12.4	13.4	13.4
	Agree	341	32.9	35.3	48.7
	Neither agree nor disagree	251	24.2	26.0	74.7
	Disagree	152	14.6	15.8	90.5
	Strongly disagree	92	8.9	9.5	100.0
	Total	965	93.0	100.0	
Missing	My mentor never attended class	35	3.4		
	Don't know/ Unsure	33	3.2		
	System	5	.5		
	Total	73	7.0		
Total		1038	100.0		

s26. Having a peer mentor made me more aware of where I can go on campus for help with personal or academic problems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	104	10.0	10.8	10.8
	Agree	292	28.1	30.4	41.3
	Neither agree nor disagree	291	28.0	30.3	71.6
	Disagree	175	16.9	18.2	89.9
	Strongly disagree	97	9.3	10.1	100.0
	Total	959	92.4	100.0	

Missing	My mentor never attended class	35	3.4		
	Don't know/ Unsure	40	3.9		
	System	4	.4		
	Total	79	7.6		
Total		1038	100.0		

s27. Having a peer mentor showed me how course material can apply outside of the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	87	8.4	9.1	9.1
	Agree	227	21.9	23.7	32.8
	Neither agree nor disagree	307	29.6	32.1	64.9
	Disagree	219	21.1	22.9	87.8
	Strongly disagree	117	11.3	12.2	100.0
	Total	957	92.2	100.0	
Missing	My mentor never attended class	33	3.2		
	Don't know/ Unsure	42	4.0		
	System	6	.6		
	Total	81	7.8		
Total		1038	100.0		

s28. Having a peer mentor led to having more class time spent in discussions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	81	7.8	8.5	8.5
	Agree	221	21.3	23.3	31.8
	Neither agree nor disagree	315	30.3	33.2	64.9
	Disagree	220	21.2	23.2	88.1
	Strongly disagree	113	10.9	11.9	100.0
	Total	950	91.5	100.0	
Missing	My mentor never attended class	42	4.0		
	Don't know/ Unsure	41	3.9		

System	5	.5	
Total	88	8.5	
Total	1038	100.0	

s29. Having a peer mentor allowed me to participate more in class discussions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	83	8.0	8.8	8.8
	Agree	216	20.8	22.9	31.6
	Neither agree nor disagree	348	33.5	36.8	68.5
	Disagree	194	18.7	20.5	89.0
	Strongly disagree	104	10.0	11.0	100.0
	Total	945	91.0	100.0	
Missing	My mentor never attended class	40	3.9		
	Don't know/ Unsure	49	4.7		
	System	4	.4		
	Total	93	9.0		
Total	1038	100.0			

s30. Having a peer mentor allowed more students to participate in class discussions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	97	9.3	10.3	10.3
	Agree	233	22.4	24.7	34.9
	Neither agree nor disagree	336	32.4	35.6	70.5
	Disagree	183	17.6	19.4	89.8
	Strongly disagree	96	9.2	10.2	100.0
	Total	945	91.0	100.0	
Missing	My mentor never attended class	43	4.1		
	Don't know/ Unsure	45	4.3		
	System	5	.5		
	Total	93	9.0		
Total	1038	100.0			

s31. Having a peer mentor improved my critical thinking skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	62	6.0	6.5	6.5
	Agree	165	15.9	17.2	23.7
	Neither agree nor disagree	364	35.1	38.0	61.8
	Disagree	232	22.4	24.2	86.0
	Strongly disagree	134	12.9	14.0	100.0
	Total	957	92.2	100.0	
Missing	My mentor never attended class	37	3.6		
	Don't know/ Unsure	40	3.9		
	System	4	.4		
	Total	81	7.8		
Total	1038	100.0			

s32. Having a peer mentor improved my study skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	60	5.8	6.2	6.2
	Agree	188	18.1	19.6	25.8
	Neither agree nor disagree	344	33.1	35.8	61.6
	Disagree	244	23.5	25.4	87.0
	Strongly disagree	125	12.0	13.0	100.0
	Total	961	92.6	100.0	
Missing	My mentor never attended class	40	3.9		
	Don't know/ Unsure	34	3.3		
	System	3	.3		
	Total	77	7.4		
Total	1038	100.0			

s33. Having a peer mentor improved my time management skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	61	5.9	6.4	6.4
	Agree	159	15.3	16.6	23.0
	Neither agree nor disagree	376	36.2	39.2	62.2
	Disagree	228	22.0	23.8	86.0
	Strongly disagree	134	12.9	14.0	100.0
	Total	958	92.3	100.0	
Missing	My mentor never attended class	39	3.8		
	Don't know/ Unsure	37	3.6		
	System	4	.4		
	Total	80	7.7		
Total		1038	100.0		

s34. Having a peer mentor helped me get to know more students in my FYE class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	88	8.5	9.1	9.1
	Agree	238	22.9	24.7	33.8
	Neither agree nor disagree	298	28.7	30.9	64.7
	Disagree	214	20.6	22.2	86.8
	Strongly disagree	127	12.2	13.2	100.0
	Total	965	93.0	100.0	
Missing	My mentor never attended class	39	3.8		
	Don't know/ Unsure	30	2.9		
	System	4	.4		
	Total	73	7.0		
Total		1038	100.0		

s35. Having a peer mentor helped me get to know the faculty member who taught my FYE class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	101	9.7	10.6	10.6

	Agree	254	24.5	26.6	37.2
	Neither agree nor disagree	296	28.5	31.0	68.2
	Disagree	186	17.9	19.5	87.6
	Strongly disagree	118	11.4	12.4	100.0
	Total	955	92.0	100.0	
Missing	My mentor never attended class	42	4.0		
	Don't know/ Unsure	31	3.0		
	System	10	1.0		
	Total	83	8.0		
Total		1038	100.0		

s36. How many co-curricular activities have you attended so far this semester?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 or Did not answer question	130	12.5	12.5	12.5
	1	166	16.0	16.0	28.5
	2	234	22.5	22.5	51.1
	3	215	20.7	20.7	71.8
	4	127	12.2	12.2	84.0
	5	53	5.1	5.1	89.1
	6	32	3.1	3.1	92.2
	7	12	1.2	1.2	93.4
	8	8	.8	.8	94.1
	9	2	.2	.2	94.3
	10 or more	59	5.7	5.7	100.0
	Total	1038	100.0	100.0	

s37. Participating in the co-curriculars helped me transition to college.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	96	9.2	11.0	11.0
	Agree	238	22.9	27.3	38.3
	Neither agree nor disagree	285	27.5	32.6	70.9

	Disagree	173	16.7	19.8	90.7
	Strongly disagree	81	7.8	9.3	100.0
	Total	873	84.1	100.0	
Missing	Don't know/ Unsure	20	1.9		
	Not applicable	130	12.5		
	System	15	1.4		
	Total	165	15.9		
Total		1038	100.0		

s38. Participating in the co-curriculars helped me feel like I belonged at WIU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	104	10.0	11.8	11.8
	Agree	291	28.0	33.1	44.9
	Neither agree nor disagree	264	25.4	30.0	75.0
	Disagree	144	13.9	16.4	91.4
	Strongly disagree	76	7.3	8.6	100.0
	Total	879	84.7	100.0	
Missing	Don't know/ Unsure	18	1.7		
	Not applicable	131	12.6		
	System	10	1.0		
	Total	159	15.3		
Total		1038	100.0		

s39. Participating in the co-curriculars helped me feel more connected to WIU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	108	10.4	12.3	12.3
	Agree	343	33.0	39.0	51.3
	Neither agree nor disagree	256	24.7	29.1	80.4
	Disagree	105	10.1	11.9	92.4
	Strongly disagree	67	6.5	7.6	100.0
	Total	879	84.7	100.0	
Missing	Don't know/ Unsure	16	1.5		
	Not applicable	131	12.6		

System	12	1.2		
Total	159	15.3		
Total	1038	100.0		

s40. Participating in the co-curriculars made me more aware of campus events and organizations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	159	15.3	18.1	18.1
	Agree	392	37.8	44.5	62.6
	Neither agree nor disagree	190	18.3	21.6	84.2
	Disagree	96	9.2	10.9	95.1
	Strongly disagree	43	4.1	4.9	100.0
	Total	880	84.8	100.0	
Missing	Don't know/ Unsure	15	1.4		
	Not applicable	131	12.6		
	System	12	1.2		
	Total	158	15.2		
Total	1038	100.0			

s41. Participating in the co-curriculars encouraged me to become involved with campus events and organizations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	140	13.5	15.9	15.9
	Agree	337	32.5	38.3	54.2
	Neither agree nor disagree	243	23.4	27.6	81.8
	Disagree	111	10.7	12.6	94.4
	Strongly disagree	49	4.7	5.6	100.0
	Total	880	84.8	100.0	
Missing	Don't know/ Unsure	17	1.6		
	Not applicable	130	12.5		
	System	11	1.1		
	Total	158	15.2		
Total	1038	100.0			

s42. Participating in the co-curriculars made me more aware of where I can go on campus for help with personal or academic problems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	92	8.9	10.4	10.4
	Agree	267	25.7	30.3	40.7
	Neither agree nor disagree	284	27.4	32.2	73.0
	Disagree	172	16.6	19.5	92.5
	Strongly disagree	66	6.4	7.5	100.0
	Total	881	84.9	100.0	
Missing	Don't know/ Unsure	16	1.5		
	Not applicable	131	12.6		
	System	10	1.0		
	Total	157	15.1		
Total	1038	100.0			

s43. Participating in the co-curriculars showed me how course material can apply outside of the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	119	11.5	13.5	13.5
	Agree	288	27.7	32.8	46.3
	Neither agree nor disagree	263	25.3	29.9	76.2
	Disagree	144	13.9	16.4	92.6
	Strongly disagree	65	6.3	7.4	100.0
	Total	879	84.7	100.0	
Missing	Don't know/ Unsure	16	1.5		
	Not applicable	131	12.6		
	System	12	1.2		
	Total	159	15.3		
Total	1038	100.0			

s44. Participating in the co-curriculars led to more in-class discussions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	106	10.2	12.1	12.1
	Agree	289	27.8	33.1	45.2
	Neither agree nor disagree	248	23.9	28.4	73.6
	Disagree	168	16.2	19.2	92.8
	Strongly disagree	63	6.1	7.2	100.0
	Total	874	84.2	100.0	
Missing	Don't know/ Unsure	17	1.6		
	Not applicable	135	13.0		
	System	12	1.2		
	Total	164	15.8		
Total		1038	100.0		

s45. Participating in the co-curriculars allowed me to participate more in class discussions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	88	8.5	10.0	10.0
	Agree	264	25.4	30.0	40.0
	Neither agree nor disagree	286	27.6	32.5	72.6
	Disagree	176	17.0	20.0	92.6
	Strongly disagree	65	6.3	7.4	100.0
	Total	879	84.7	100.0	
Missing	Don't know/ Unsure	16	1.5		
	Not applicable	131	12.6		
	System	12	1.2		
	Total	159	15.3		
Total		1038	100.0		

s46. Participating in the co-curriculars allowed more students to participate in class discussions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	97	9.3	11.2	11.2
	Agree	281	27.1	32.4	43.6
	Neither agree nor disagree	287	27.6	33.1	76.8

	Disagree	145	14.0	16.7	93.5
	Strongly disagree	56	5.4	6.5	100.0
	Total	866	83.4	100.0	
Missing	Don't know/ Unsure	29	2.8		
	Not applicable	131	12.6		
	System	12	1.2		
	Total	172	16.6		
Total		1038	100.0		

s47. Participating in the co-curriculurs improved my critical thinking skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	73	7.0	8.4	8.4
	Agree	234	22.5	26.8	35.1
	Neither agree nor disagree	315	30.3	36.0	71.2
	Disagree	174	16.8	19.9	91.1
	Strongly disagree	78	7.5	8.9	100.0
	Total	874	84.2	100.0	
Missing	Don't know/ Unsure	21	2.0		
	Not applicable	130	12.5		
	System	13	1.3		
	Total	164	15.8		
Total		1038	100.0		

s48. Participating in the co-curriculurs improved my study skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	64	6.2	7.3	7.3
	Agree	171	16.5	19.5	26.8
	Neither agree nor disagree	344	33.1	39.3	66.1
	Disagree	211	20.3	24.1	90.2
	Strongly disagree	86	8.3	9.8	100.0
	Total	876	84.4	100.0	
Missing	Don't know/ Unsure	18	1.7		
	Not applicable	131	12.6		

	System	13	1.3	
	Total	162	15.6	
Total		1038	100.0	

s49. Participating in the co-curriculars improved my time management skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	89	8.6	10.2	10.2
	Agree	212	20.4	24.3	34.4
	Neither agree nor disagree	305	29.4	34.9	69.3
	Disagree	188	18.1	21.5	90.8
	Strongly disagree	80	7.7	9.2	100.0
	Total	874	84.2	100.0	
Missing	Don't know/ Unsure	20	1.9		
	Not applicable	130	12.5		
	System	14	1.3		
	Total	164	15.8		
Total		1038	100.0		

s50. Participating in the co-curriculars helped me get to know more students in my FYE class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	125	12.0	14.3	14.3
	Agree	286	27.6	32.7	47.0
	Neither agree nor disagree	236	22.7	27.0	74.0
	Disagree	161	15.5	18.4	92.4
	Strongly disagree	66	6.4	7.6	100.0
	Total	874	84.2	100.0	
Missing	Don't know/ Unsure	20	1.9		
	Not applicable	130	12.5		
	System	14	1.3		
	Total	164	15.8		
Total		1038	100.0		

**s51. Participating in the co-curriculars helped me get to know the faculty member who taught my
FYE class.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	157	15.1	18.0	18.0
	Agree	245	23.6	28.1	46.2
	Neither agree nor disagree	239	23.0	27.4	73.6
	Disagree	171	16.5	19.6	93.2
	Strongly disagree	59	5.7	6.8	100.0
	Total	871	83.9	100.0	
Missing	Don't know/ Unsure	22	2.1		
	Not applicable	130	12.5		
	System	15	1.4		
	Total	167	16.1		
Total		1038	100.0		

**s52. About how many chapters of “And Then There’s This” had you read before the
semester began?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	480	46.2	50.8	50.8
	A couple	240	23.1	25.4	76.2
	Most	79	7.6	8.4	84.6
	Almost all	59	5.7	6.2	90.8
	All	87	8.4	9.2	100.0
	Total	945	91.0	100.0	
Missing	Don't know/Unsure	48	4.6		
	System	45	4.3		
	Total	93	9.0		
Total		1038	100.0		

s53. Reading the book “And Then There’s This” helped me transition to college.

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly agree	17	1.6	4.3	4.3
	Agree	44	4.2	11.1	15.3
	Neither agree nor disagree	87	8.4	21.9	37.2
	Disagree	136	13.1	34.2	71.4
	Strongly disagree	114	11.0	28.6	100.0
	Total	398	38.3	100.0	
Missing	Don't know/ Unsure	43	4.1		
	Not applicable	525	50.6		
	System	72	6.9		
	Total	640	61.7		
Total	1038	100.0			

s54. Reading the book "And Then There's This" helped me feel like I belonged at WIU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	16	1.5	4.1	4.1
	Agree	41	3.9	10.4	14.5
	Neither agree nor disagree	94	9.1	23.9	38.4
	Disagree	126	12.1	32.1	70.5
	Strongly disagree	116	11.2	29.5	100.0
	Total	393	37.9	100.0	
Missing	Don't know/ Unsure	44	4.2		
	Not applicable	525	50.6		
	System	76	7.3		
	Total	645	62.1		
Total	1038	100.0			

s55. Reading the book "And Then There's This" helped me feel more connected to WIU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	2.1	5.6	5.6
	Agree	33	3.2	8.4	13.9
	Neither agree nor disagree	97	9.3	24.6	38.5
	Disagree	126	12.1	31.9	70.4

	Strongly disagree	117	11.3	29.6	100.0
	Total	395	38.1	100.0	
Missing	Don't know/ Unsure	42	4.0		
	Not applicable	525	50.6		
	System	76	7.3		
	Total	643	61.9		
Total		1038	100.0		

s56. Reading the book “And Then There’s This” showed me how course material can apply outside of the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	17	1.6	4.4	4.4
	Agree	64	6.2	16.5	20.8
	Neither agree nor disagree	87	8.4	22.4	43.2
	Disagree	118	11.4	30.3	73.5
	Strongly disagree	103	9.9	26.5	100.0
	Total	389	37.5	100.0	
Missing	Don't know/ Unsure	47	4.5		
	Not applicable	525	50.6		
	System	77	7.4		
	Total	649	62.5		
Total		1038	100.0		

s57. Reading the book “And Then There’s This” led to having more class time spent in discussions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	16	1.5	4.1	4.1
	Agree	58	5.6	14.8	18.9
	Neither agree nor disagree	88	8.5	22.4	41.3
	Disagree	123	11.8	31.4	72.7
	Strongly disagree	107	10.3	27.3	100.0
	Total	392	37.8	100.0	
Missing	Don't know/ Unsure	44	4.2		

	Not applicable	525	50.6		
	System	77	7.4		
	Total	646	62.2		
Total		1038	100.0		

s58. Reading the book “And Then There’s This” allowed me to participate more in class discussions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	1.8	4.9	4.9
	Agree	50	4.8	12.8	17.6
	Neither agree nor disagree	98	9.4	25.1	42.7
	Disagree	123	11.8	31.5	74.2
	Strongly disagree	101	9.7	25.8	100.0
	Total	391	37.7	100.0	
Missing	Don’t know/ Unsure	46	4.4		
	Not applicable	525	50.6		
	System	76	7.3		
	Total	647	62.3		
Total		1038	100.0		

s59. Reading the book “And Then There’s This” allowed more students to participate in class discussions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	24	2.3	6.2	6.2
	Agree	54	5.2	14.0	20.2
	Neither agree nor disagree	97	9.3	25.1	45.2
	Disagree	109	10.5	28.2	73.4
	Strongly disagree	103	9.9	26.6	100.0
	Total	387	37.3	100.0	
Missing	Don’t know/ Unsure	49	4.7		
	Not applicable	525	50.6		
	System	77	7.4		
	Total	651	62.7		

s59. Reading the book “And Then There’s This” allowed more students to participate in class discussions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	24	2.3	6.2	6.2
	Agree	54	5.2	14.0	20.2
	Neither agree nor disagree	97	9.3	25.1	45.2
	Disagree	109	10.5	28.2	73.4
	Strongly disagree	103	9.9	26.6	100.0
	Total	387	37.3	100.0	
Missing	Don’t know/ Unsure	49	4.7		
	Not applicable	525	50.6		
	System	77	7.4		
	Total	651	62.7		
Total	1038	100.0			

s60. Reading the book “And Then There’s This” improved my critical thinking skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	25	2.4	6.4	6.4
	Agree	69	6.6	17.8	24.2
	Neither agree nor disagree	91	8.8	23.5	47.7
	Disagree	106	10.2	27.3	75.0
	Strongly disagree	97	9.3	25.0	100.0
	Total	388	37.4	100.0	
Missing	Don’t know/ Unsure	48	4.6		
	Not applicable	525	50.6		
	System	77	7.4		
	Total	650	62.6		
Total	1038	100.0			

s61. Reading the book “And Then There’s This” improved my study skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	18	1.7	4.6	4.6

	Agree	46	4.4	11.7	16.3
	Neither agree nor disagree	109	10.5	27.7	44.0
	Disagree	117	11.3	29.8	73.8
	Strongly disagree	103	9.9	26.2	100.0
	Total	393	37.9	100.0	
Missing	Don't know/ Unsure	43	4.1		
	Not applicable	525	50.6		
	System	77	7.4		
	Total	645	62.1		
Total		1038	100.0		

s62. Reading the book "And Then There's This" improved my time management skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	10	1.0	2.6	2.6
	Agree	55	5.3	14.2	16.8
	Neither agree nor disagree	106	10.2	27.4	44.2
	Disagree	117	11.3	30.2	74.4
	Strongly disagree	99	9.5	25.6	100.0
	Total	387	37.3	100.0	
Missing	Don't know/ Unsure	45	4.3		
	Not applicable	525	50.6		
	System	81	7.8		
	Total	651	62.7		
Total		1038	100.0		

s63. Reading the book "And Then There's This" helped me get to know more students in my FYE class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	15	1.4	3.8	3.8
	Agree	44	4.2	11.3	15.1
	Neither agree nor disagree	92	8.9	23.5	38.6
	Disagree	126	12.1	32.2	70.8
	Strongly disagree	114	11.0	29.2	100.0

	Total	391	37.7	100.0
Missing	Don't know/ Unsure	41	3.9	
	Not applicable	525	50.6	
	System	81	7.8	
	Total	647	62.3	
Total		1038	100.0	

s64. Reading the book “And Then There’s This” helped me get to know more students outside of my FYE class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	13	1.3	3.4	3.4
	Agree	32	3.1	8.3	11.6
	Neither agree nor disagree	97	9.3	25.1	36.7
	Disagree	133	12.8	34.4	71.1
	Strongly disagree	112	10.8	28.9	100.0
	Total	387	37.3	100.0	
Missing	Don't know/ Unsure	44	4.2		
	Not applicable	525	50.6		
	System	82	7.9		
	Total	651	62.7		
Total		1038	100.0		

s65. Reading the book “And Then There’s This” helped me get to know the faculty member who taught my FYE class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	14	1.3	3.6	3.6
	Agree	42	4.0	10.8	14.4
	Neither agree nor disagree	95	9.2	24.5	38.9
	Disagree	125	12.0	32.2	71.1
	Strongly disagree	112	10.8	28.9	100.0
	Total	388	37.4	100.0	
Missing	Don't know/ Unsure	41	3.9		
	Not applicable	525	50.6		

System	84	8.1	
Total	650	62.6	
Total	1038	100.0	

s66. Being enrolled in an FYE class helped me transition to college.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	155	14.9	16.7	16.7
	Agree	334	32.2	35.9	52.6
	Neither agree nor disagree	240	23.1	25.8	78.4
	Disagree	132	12.7	14.2	92.6
	Strongly disagree	69	6.6	7.4	100.0
	Total	930	89.6	100.0	
Missing	Don't know/ Unsure	11	1.1		
	System	97	9.3		
	Total	108	10.4		
Total	1038	100.0			

s67. Being enrolled in an FYE class helped me feel like I belonged at WIU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	122	11.8	13.1	13.1
	Agree	294	28.3	31.7	44.8
	Neither agree nor disagree	306	29.5	33.0	77.8
	Disagree	140	13.5	15.1	92.9
	Strongly disagree	66	6.4	7.1	100.0
	Total	928	89.4	100.0	
Missing	Don't know/ Unsure	14	1.3		
	System	96	9.2		
	Total	110	10.6		
Total	1038	100.0			

s68. Being enrolled in an FYE class helped me feel more connected to WIU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	127	12.2	13.7	13.7
	Agree	299	28.8	32.2	45.9
	Neither agree nor disagree	298	28.7	32.1	77.9
	Disagree	135	13.0	14.5	92.5
	Strongly disagree	70	6.7	7.5	100.0
	Total	929	89.5	100.0	
Missing	Don't know/ Unsure	14	1.3		
	System	95	9.2		
	Total	109	10.5		
Total		1038	100.0		

s69. Being enrolled in an FYE class made me more aware of campus events and organizations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	187	18.0	20.2	20.2
	Agree	413	39.8	44.6	64.7
	Neither agree nor disagree	184	17.7	19.8	84.6
	Disagree	93	9.0	10.0	94.6
	Strongly disagree	50	4.8	5.4	100.0
	Total	927	89.3	100.0	
Missing	Don't know/ Unsure	12	1.2		
	System	99	9.5		
	Total	111	10.7		
Total		1038	100.0		

s70. Being enrolled in an FYE class encouraged me to become involved with campus events and organizations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	178	17.1	19.1	19.1
	Agree	359	34.6	38.6	57.7
	Neither agree nor disagree	225	21.7	24.2	81.9

	Disagree	109	10.5	11.7	93.7
	Strongly disagree	59	5.7	6.3	100.0
	Total	930	89.6	100.0	
Missing	Don't know/ Unsure	11	1.1		
	System	97	9.3		
	Total	108	10.4		
Total		1038	100.0		

s71. Being enrolled in an FYE class made me more aware of where I can go on campus for help with personal or academic problems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	167	16.1	17.9	17.9
	Agree	329	31.7	35.3	53.3
	Neither agree nor disagree	259	25.0	27.8	81.1
	Disagree	122	11.8	13.1	94.2
	Strongly disagree	54	5.2	5.8	100.0
	Total	931	89.7	100.0	
Missing	Don't know/ Unsure	12	1.2		
	System	95	9.2		
	Total	107	10.3		
Total		1038	100.0		

s72. Being enrolled in an FYE class showed me how course material can apply outside of the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	142	13.7	15.2	15.2
	Agree	357	34.4	38.3	53.5
	Neither agree nor disagree	253	24.4	27.1	80.7
	Disagree	121	11.7	13.0	93.7
	Strongly disagree	59	5.7	6.3	100.0
	Total	932	89.8	100.0	
Missing	Don't know/ Unsure	11	1.1		
	System	95	9.2		

Total	106	10.2	
Total	1038	100.0	

s73. Being enrolled in an FYE class improved my critical thinking skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	134	12.9	14.4	14.4
	Agree	297	28.6	32.0	46.4
	Neither agree nor disagree	311	30.0	33.5	80.0
	Disagree	125	12.0	13.5	93.4
	Strongly disagree	61	5.9	6.6	100.0
	Total	928	89.4	100.0	
Missing	Don't know/ Unsure	13	1.3		
	System	97	9.3		
	Total	110	10.6		
Total	1038	100.0			

s74. Being enrolled in an FYE class improved my study skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	121	11.7	13.1	13.1
	Agree	311	30.0	33.5	46.6
	Neither agree nor disagree	295	28.4	31.8	78.4
	Disagree	135	13.0	14.6	93.0
	Strongly disagree	65	6.3	7.0	100.0
	Total	927	89.3	100.0	
Missing	Don't know/ Unsure	11	1.1		
	System	100	9.6		
	Total	111	10.7		
Total	1038	100.0			

s75. Being enrolled in an FYE class improved my time management skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	121	11.7	13.1	13.1
	Agree	288	27.7	31.1	44.1
	Neither agree nor disagree	309	29.8	33.3	77.5
	Disagree	139	13.4	15.0	92.4
	Strongly disagree	70	6.7	7.6	100.0
	Total	927	89.3	100.0	
Missing	Don't know/ Unsure	11	1.1		
	System	100	9.6		
	Total	111	10.7		
Total		1038	100.0		

s76. Approximately how many of the students in your FYE class did you know before the semester began?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 or Did not answer question	469	45.2	49.7	49.7
	1	268	25.8	28.4	78.1
	2	104	10.0	11.0	89.1
	3	35	3.4	3.7	92.8
	4	27	2.6	2.9	95.7
	5	11	1.1	1.2	96.8
	6	3	.3	.3	97.1
	7	5	.5	.5	97.7
	8	1	.1	.1	97.8
	10 or more	21	2.0	2.2	100.0
	Total	944	90.9	100.0	
	Missing	System	94	9.1	
Total		1038	100.0		

s77. Is this the first FYE course you have taken?

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Yes	807	77.7	89.1	89.1
	No	99	9.5	10.9	100.0
	Total	906	87.3	100.0	
Missing	System	132	12.7		
Total		1038	100.0		

s78. Are you a transfer student?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	115	11.1	12.6	12.6
	No	800	77.1	87.4	100.0
	Total	915	88.2	100.0	
Missing	System	123	11.8		
Total		1038	100.0		

s79. Did you begin attending college the fall after you graduated from high school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	808	77.8	88.4	88.4
	No	106	10.2	11.6	100.0
	Total	914	88.1	100.0	
Missing	System	124	11.9		
Total		1038	100.0		

s80. Are you a veteran of the Armed Services?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	45	4.3	5.1	5.1
	No	844	81.3	94.9	100.0
	Total	889	85.6	100.0	
Missing	System	149	14.4		
Total		1038	100.0		

Comparing Academic Outcomes Before and After the Institution of FYE at WIU

David J. Lane and Russell Morgan

Committee on FYE Classes, August 3, 2011

Abstract: First year students who matriculated before the institution of the First Year Experience (FYE) were compared with those who enrolled after FYE began (2000-2004 vs. 2005-2010). FYE students generally had better cumulative GPAs but worse 4-year and 5-year retention rates, compared with pre-FYE students. Possible interpretations are discussed.

In Spring Semester 2011, the Committee on First Year Experience (FYE) Classes asked the Office of Institutional Research to provide academic and background data on first year students from 2001 to 2010. The purpose was to determine if the FYE program had an effect on students, by comparing those who matriculated before FYE was instituted with those who matriculated after it was instituted. The preliminary results are reported below.

Method

Data from 18,541 first year students who matriculated from Fall 2001 to Fall 2010 were used. Only first year students who matriculated in Summer/Fall were part of the sample reported here, as they comprise traditional freshmen for whom the FYE program is designed. Women comprised 49.2% of the sample. 9.7% were African American, 4.7% were Hispanic/Latino, 1.4% were Asian, 0.4% were Native American, and 4.7% were some other (unreported) ethnicity.

Institutional Research provided all data. In addition to demographics, data for each participant included date of matriculation, high school Grade Point Average (GPA), ACT score, cumulative college GPA for the first four semesters, graduation status, and participation in OAS program¹ (other data, such as hours attempted and earned, were also provided but not used in these analyses). Year of matriculation was used to determine participation in the FYE program. FYE began University-wide during the Fall 2005 semester, so students who started at WIU before then were coded as non-FYE.²

Results

Mean GPA and Graduation Rates

The goal of the project was to determine if there were differences in academic outcomes based on participation in the FYE program. Table 1 shows the raw means for academic outcomes during the

¹ The Office of Academic Services, or OAS, has a program in which academic advisors work intensively with students who do not meet regular admission standards.

² FYE was actually pilot tested in the Honors College during the 2004-2005 academic year. The analyses subsequently reported were analyzed with all Honors students removed, with no changes in results.

2001-2010 academic years: GPA for the first four semesters, as well as 4-year and 5-year graduation rates. It is important to remember that whether or not students participated in FYE is entirely dependent on when they started at WIU. The problem is that students in the first half of the decade may have been different from those in the second half in a variety of ways (besides FYE), so we attempted to statistically control for several relevant variables. The following covariates were used in each analysis subsequently presented: ACT score, high school GPA, race/ethnicity, sex, and participation in the OAS program. The adjusted means (controlling for the aforementioned covariates) are also reported in Table 1. In Table 2, means are collapsed across years to compare 2001-2004 (non-FYE) with 2005-2010 (FYE). Looking at 2001-2004 versus 2005-2010, the adjusted means show that cumulative GPAs for semesters 2, 3, and 4 were higher during FYE than non-FYE years (these differences were statistically significant, all p 's < .05). Graduation rates had the opposite pattern, however: for both raw and adjusted means, the 4-year and 5-year graduation rates were lower after FYE was instituted.

Table 1: Mean Values for Academic Variables, 2001-2010

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Semester 1 GPA										
Raw	2.65	2.60	2.66	2.66	2.58	2.58	2.62	2.65	2.63	2.6
Adjusted	2.67	2.61	2.67	2.66	2.57	2.58	2.62	2.64	2.63	2.55
Semester 2 GPA										
Raw	2.72	2.67	2.71	2.70	2.69	2.66	2.67	2.75	2.69	--
Adjusted	2.73	2.67	2.72	2.70	2.68	2.66	2.68	2.75	2.69	--
Semester 3 GPA										
Raw	2.81	2.79	2.82	2.80	2.82	2.84	2.82	2.88	2.83	--
Adjusted	2.82	2.79	2.82	2.80	2.81	2.83	2.83	2.87	2.82	--
Semester 4 GPA										
Raw	2.85	2.82	2.87	2.86	2.87	2.89	2.90	2.92	--	--
Adjusted	2.85	2.82	2.87	2.86	2.87	2.88	2.90	2.91	--	--
4-year Grad.										
Raw	33%	32%	35%	33%	30%	30%	--	--	--	--
Adjusted	34%	32%	35%	33%	30%	31%	--	--	--	--
5-year Grad.										
Raw	52%	50%	55%	53%	49%	--	--	--	--	--
Adjusted	54%	51%	55%	54%	49%	--	--	--	--	--

Predicting Academic Outcomes through Regression Analyses

Cumulative GPA. In order to directly examine the effects of the different covariates as well as FYE on the academic outcomes, multiple linear regression analyses were also used. The first set of outcomes we examine were cumulative GPAs for the first four semesters of enrollment. For each linear regression, high school academic variables (ACT score, GPA) were entered in the first block, followed by demographic variables (sex, race/ethnicity), then participation in OAS, and finally FYE program status. Table 3 shows the final block of results of all five outcomes.

For every cumulative college GPA score, high school GPA, ACT score, and female status entered the analyses as positive predictors and remained so after all other variables were entered. Likewise,

participation in OAS was positively related to grades each semester. Participation in the FYE program, as operationalized by year of matriculation, positively predicted semesters 2, 3, and 4 cumulative GPAs. In all three cases, the addition of FYE to the regression model explained more variance in GPA ($p < .05$).

Table 2: Mean Values for Academic Variables, Non-FYE vs. FYE

	2001-2004 (non-FYE)	2005-2010 (FYE)
Semester 1 GPA		
Raw	2.64 (n = 7535)	2.60 (n = 10735)
Adjusted	2.62 (n = 7050)	2.62 (n = 10466)
Semester 2 GPA		
Raw	2.70 (n = 6935)	2.69 (n = 8118)
Adjusted	2.68 (n = 6510)	2.71 (n = 7931)
Semester 3 GPA		
Raw	2.80 (n = 5886)	2.84 (n = 6636)
Adjusted	2.79 (n = 5542)	2.85 (n = 6485)
Semester 4 GPA		
Raw	2.85 (n = 5548)	2.8 (n = 5022)
Adjusted	2.84 (n = 5231)	2.90 (n = 4904)
4-year Graduation		
Raw	33% (n = 7651)	32% (n = 3729)
Adjusted	34% (n = 7145)	31% (n = 3615)
5-year Graduation		
Raw	53% (n = 7651)	49% (n = 1811)
Adjusted	53% (n = 7145)	49% (n = 1752)

Note: Sample sizes reported in parentheses; the raw sample sizes reported under the 4- and 5-year graduation rates represent the total number of students matriculating that Fall.

Table 3 Predicting Cumulative GPA Using Multiple Regression

	Sem. 1 β	Sem. 2 β	Sem. 3 β	Sem. 4 β
ACT	.14***	.16***	.20***	.21***
High School GPA	.40***	.43***	.45***	.45***
Sex	.05***	.07***	.09***	.10***
African American	-.09***	-.08***	-.09***	-.10***
Hispanic	-.03***	-.03***	-.02*	-.00
Asian	-.03***	-.01	-.02*	-.01
Native American	-.01	-.01*	-.01	.01
Other ethnicity	-.01*	-.01	-.01	.00
OAS	.12***	.13***	.10***	.07***
FYE	.00	.02*	.05***	.05***

* $p < .05$, ** $p < .01$, *** $p < .001$

Because graduation status is a dichotomous variable (yes/no), logistic regression was used for these analyses. Two measures were used: graduation rate after 4 years and after 5 years (6 years could not be done because the FYE program has not been in existence long enough). 4-year graduation rates could only be computed for 2001-2006; there are, in other words, 4 years of data pre-FYE and 2 years of data after FYE was instituted. 5-year graduation rates could be computed for 2001-2005, so there are 4 years of data pre-FYE and only 1 year of data after FYE was instituted.

Graduation Rates. As in the previous regression analyses, high school GPA was positively related to graduation, but this time ACT was not significantly related. Race/ethnicity was negatively related to graduation, with African American, Hispanic/Latino, and Asian students having lower odds of graduating in four years. The OAS program was unrelated to graduation, but the FYE program was actually a negative predictor. See Table 4. The most common way to interpret logistic regression is to use the odds ratio. For example, the odds ratio for high school GPA is 3.11, which can be interpreted to mean that every one point increase in GPA more than triples the odds of graduation within 4 years. The interpretation for the FYE program, on the other hand, is that participation in FYE (or matriculating in the latter half of the decade) increases the odds of not graduating 1.21 times (the odds ratio becomes easier to interpret when it is a number greater than one; this necessitates inverting .83, which becomes 1.21, and inverting the interpretation so it becomes odds of not graduating rather than odds of graduating). As Table 4 indicates, results were similar for 5-year graduation rates; importantly, FYE had the same effect on 5-year graduation as on the 4-year rate (odds of not graduating within 5 years was 1.25 times greater for those in FYE).

Table 4: Logistic Regression Predicting Odds of Graduation

	B	SE	Wald	Odds Ratio
<u>4-year Graduation Rate</u>				
ACT	.00	.01	.00	1.00
High School GPA	1.13	.06	319.79	3.11***
Sex	.03	.05	.23	1.03
African American	-.94	.13	53.66	.39**
Hispanic	-.48	.14	10.94	.62**
Asian	-.59	.23	7.00	.55**
Native American	-.56	.44	1.68	.57
Other ethnicity	-.17	.13	1.67	.84
OAS	.03	.09	.13	1.03
FYE	-.18	.05	12.18	.83***
<u>5-year Graduation Rate</u>				
ACT	-.07	.01	5.39	.97*
High School GPA	1.15	.09	173.24	3.16***
Sex	.03	.07	.15	1.03
African American	-.77	.14	31.19	.46***
Hispanic	-.51	.17	8.84	.60**
Asian	-.24	.28	.73	.79
Native American	-1.88	.78	5.85	.15*
Other ethnicity	-.18	.16	1.31	.83
OAS	.15	.11	1.83	1.16
FYE	-.22	.07	10.26	.80*

Discussion

To summarize, FYE was positively associated with cumulative GPA after the second, third, and

fourth semesters. Participation in OAS was also a consistently positive predictor of GPA, and arguably a stronger one than FYE during the first year of school. More troubling, non-white race/ethnicity was negatively related to GPA (especially among African Americans), as was sex (males did less well). For graduation rates, however, FYE was associated with worse 4-year and 5-year graduation rates. It should be noted that the effects of FYE, both positive and negative, are modest.

It is puzzling that FYE was associated both with better GPA and worse graduation rates. A decline in graduation would normally be expected to be associated with, and caused by, poor grades. That clearly is not the cause; if we take the data at face value, participation in FYE seemed to improve students' grades while at the same contributing to poor graduation rates.

Because the sample sizes are so large, even trivial differences are statistically significant and the reader will need to decide whether these differences are meaningful. It is also important to remember that year of enrollment is an indirect measure of participation in FYE. When comparing 2001-2004 to 2005-2010, there are likely to be numerous other differences between students in addition to FYE. We attempted to control for the most obvious variables but there are numerous other factors that were not measured, some occurring at the individual level (e.g., student motivation) and some at societal levels (e.g., economic changes). Interpretation of these results, therefore, needs to be made with caution. We offer the following possible interpretations of the data:

- a) The FYE effects may actually reflect changes in the type of student entering WIU from 2001 to 2010. That is, there may be unmeasured differences between the two groups that led to academic/graduation differences which are interpreted as being caused by FYE (when really they are due to something else). It is also important to remember that there is only one year of 5-year graduation data (2005) for the FYE program. The negative effect of FYE on 5-year graduation, in other words, could be because students enrolling in 2005 may have been different from those in 2004, in terms of non-measured variables (e.g., motivation, commitment to higher education, or financial resources). Caution should be used in drawing conclusions about the graduation dates; more data are needed.
- b) FYE may have an adverse psychological or motivational effect on some students, an effect that is not reflected in grades but shows up in graduation rates. Something about the FYE program could be discouraging or aversive, affecting students' subsequent interpretations of WIU. This ultimately leads to them leaving WIU.
- c) FYE may engender a sense of competence or direction in students that leads them to believe they should attend a different school. In other words, they may "transfer up" to a school that they think is a better fit for them.

It is impossible to know with certainty if these interpretations, or different ones, are accurate. We suggest that additional data be collected during the 2011-2012 academic year in order to attempt to interpret the institutional data described in this report. We also recommend that the analyses on graduation rates be repeated as more graduation data becomes available. Finally, we recommend that the OAS program be examined more closely, to determine which specific factors lead to its success and if any aspects could be incorporated into the FYE program.



Number responding, [standard deviation](#) and [mean](#) of the questions by [factor](#)
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Population: Western Illinois University (586 responses)

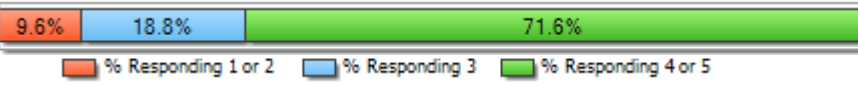
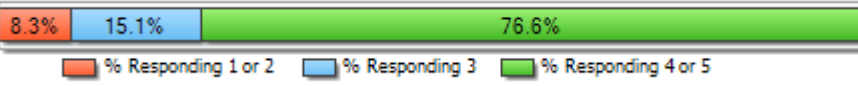
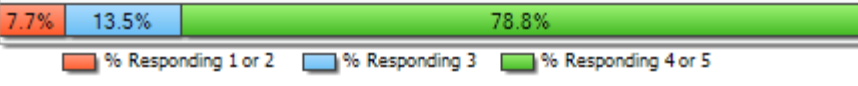
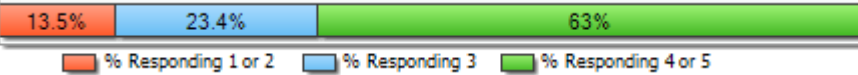
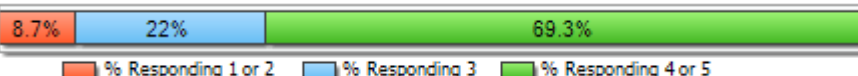
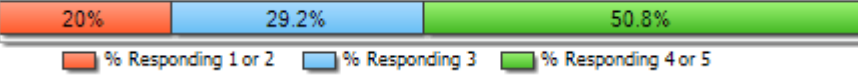


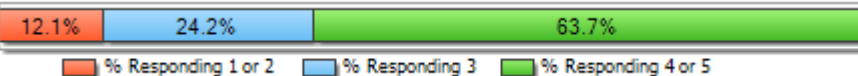
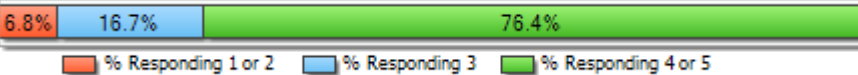
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	Mean	Std Dev	N	% Responding																
Factor 1 . Philosophy Dimension	3.52	0.85	320	54.6 %																
Q011. Philosophy - To what degree: Has an institutional philosophy for the first/freshman year of college been communicated to you	<p>18.8% 28.4% 52.7%</p> <p><input type="checkbox"/> % Responding 1 or 2 <input type="checkbox"/> % Responding 3 <input type="checkbox"/> % Responding 4 or 5</p>		<table border="1"> <tr><th>Key Text</th><th>N (%N)</th></tr> <tr><td>(1) Not at all</td><td>14 (4.5%)</td></tr> <tr><td>(2) Slight</td><td>45 (14.4%)</td></tr> <tr><td>(3) Moderate</td><td>89 (28.4%)</td></tr> <tr><td>(4) High</td><td>81 (25.9%)</td></tr> <tr><td>(5) Very High</td><td>84 (26.8%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	14 (4.5%)	(2) Slight	45 (14.4%)	(3) Moderate	89 (28.4%)	(4) High	81 (25.9%)	(5) Very High	84 (26.8%)	<table border="1"> <tr><td>% Resp = 53.4 %</td></tr> <tr><td>N = 313</td></tr> <tr><td>Mean = 3.56</td></tr> <tr><td>Std Dev = 1.16</td></tr> </table>	% Resp = 53.4 %	N = 313	Mean = 3.56	Std Dev = 1.16
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Q012. Philosophy - To what degree: Has a department/unit philosophy for the first/freshman year of college been communicated to you	<p>42.1% 23.9% 34%</p> <p><input type="checkbox"/> % Responding 1 or 2 <input type="checkbox"/> % Responding 3 <input type="checkbox"/> % Responding 4 or 5</p>		<table border="1"> <tr><th>Key Text</th><th>N (%N)</th></tr> <tr><td>(1) Not at all</td><td>69 (23.2%)</td></tr> <tr><td>(2) Slight</td><td>56 (18.9%)</td></tr> <tr><td>(3) Moderate</td><td>71 (23.9%)</td></tr> <tr><td>(4) High</td><td>53 (17.8%)</td></tr> <tr><td>(5) Very High</td><td>48 (16.2%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	69 (23.2%)	(2) Slight	56 (18.9%)	(3) Moderate	71 (23.9%)	(4) High	53 (17.8%)	(5) Very High	48 (16.2%)	<table border="1"> <tr><td>% Resp = 50.7 %</td></tr> <tr><td>N = 297</td></tr> <tr><td>Mean = 2.85</td></tr> <tr><td>Std Dev = 1.39</td></tr> </table>	% Resp = 50.7 %	N = 297	Mean = 2.85	Std Dev = 1.39
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Q013. Philosophy - To what degree: Does this institution operate from a commonly held philosophy for the first/freshman year	<p>19.2% 33.2% 47.6%</p> <p><input type="checkbox"/> % Responding 1 or 2 <input type="checkbox"/> % Responding 3 <input type="checkbox"/> % Responding 4 or 5</p>		<table border="1"> <tr><th>Key Text</th><th>N (%N)</th></tr> <tr><td>(1) Not at all</td><td>21 (7.2%)</td></tr> <tr><td>(2) Slight</td><td>35 (12%)</td></tr> <tr><td>(3) Moderate</td><td>97 (33.2%)</td></tr> <tr><td>(4) High</td><td>88 (30.1%)</td></tr> <tr><td>(5) Very High</td><td>51 (17.5%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	21 (7.2%)	(2) Slight	35 (12%)	(3) Moderate	97 (33.2%)	(4) High	88 (30.1%)	(5) Very High	51 (17.5%)	<table border="1"> <tr><td>% Resp = 49.8 %</td></tr> <tr><td>N = 292</td></tr> <tr><td>Mean = 3.39</td></tr> <tr><td>Std Dev = 1.12</td></tr> </table>	% Resp = 49.8 %	N = 292	Mean = 3.39	Std Dev = 1.12
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Q015. Philosophy - To what degree: Is a formalized institutional philosophy for the first/freshman year of college valuable	<p>14.3% 13.3% 72.4%</p> <p><input type="checkbox"/> % Responding 1 or 2 <input type="checkbox"/> % Responding 3 <input type="checkbox"/> % Responding 4 or 5</p>		<table border="1"> <tr><th>Key Text</th><th>N (%N)</th></tr> <tr><td>(1) Not at all</td><td>17 (5.5%)</td></tr> <tr><td>(2) Slight</td><td>27 (8.8%)</td></tr> <tr><td>(3) Moderate</td><td>41 (13.3%)</td></tr> <tr><td>(4) High</td><td>105 (34.1%)</td></tr> <tr><td>(5) Very High</td><td>118 (38.3%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	17 (5.5%)	(2) Slight	27 (8.8%)	(3) Moderate	41 (13.3%)	(4) High	105 (34.1%)	(5) Very High	118 (38.3%)	<table border="1"> <tr><td>% Resp = 52.6 %</td></tr> <tr><td>N = 308</td></tr> <tr><td>Mean = 3.91</td></tr> <tr><td>Std Dev = 1.16</td></tr> </table>	% Resp = 52.6 %	N = 308	Mean = 3.91	Std Dev = 1.16
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Q016. Philosophy - To what degree: Do you believe that this institution is committed to the success of first-year students/freshmen	<p>4.1% 12.6% 83.3%</p> <p><input type="checkbox"/> % Responding 1 or 2 <input type="checkbox"/> % Responding 3 <input type="checkbox"/> % Responding 4 or 5</p>		<table border="1"> <tr><th>Key Text</th><th>N (%N)</th></tr> <tr><td>(1) Not at all</td><td>1 (0.3%)</td></tr> <tr><td>(2) Slight</td><td>12 (3.8%)</td></tr> <tr><td>(3) Moderate</td><td>40 (12.6%)</td></tr> <tr><td>(4) High</td><td>114 (35.8%)</td></tr> <tr><td>(5) Very High</td><td>151 (47.5%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	1 (0.3%)	(2) Slight	12 (3.8%)	(3) Moderate	40 (12.6%)	(4) High	114 (35.8%)	(5) Very High	151 (47.5%)	<table border="1"> <tr><td>% Resp = 54.3 %</td></tr> <tr><td>N = 318</td></tr> <tr><td>Mean = 4.26</td></tr> <tr><td>Std Dev = 0.84</td></tr> </table>	% Resp = 54.3 %	N = 318	Mean = 4.26	Std Dev = 0.84
Key Text	N (%N)																			
(1) Not at all	1 (0.3%)																			
(2) Slight	12 (3.8%)																			
(3) Moderate	40 (12.6%)																			
(4) High	114 (35.8%)																			
(5) Very High	151 (47.5%)																			
% Resp = 54.3 %																				
N = 318																				
Mean = 4.26																				
Std Dev = 0.84																				

	Mean	Std Dev	N	% Responding										
Factor 2 . Organization Dimension	3.63	0.73	320	54.6 %										
Q017. Organization of Institution - Based on your understanding of this institution's organizational structure, to what degree can you correctly refer new students regarding: Administrative questions	<table border="1"> <tr><th>Key Text</th><th>N (%N)</th></tr> <tr><td>(1) Not at all</td><td>7 (2.2%)</td></tr> <tr><td>(2) Slight</td><td>23 (7.3%)</td></tr> <tr><td>(3) Moderate</td><td>59 (18.8%)</td></tr> </table>		Key Text	N (%N)	(1) Not at all	7 (2.2%)	(2) Slight	23 (7.3%)	(3) Moderate	59 (18.8%)	<table border="1"> <tr><td>% Resp = 53.4 %</td></tr> <tr><td>N = 313</td></tr> <tr><td>Mean = 4.03</td></tr> </table>	% Resp = 53.4 %	N = 313	Mean = 4.03
Key Text	N (%N)													
(1) Not at all	7 (2.2%)													
(2) Slight	23 (7.3%)													
(3) Moderate	59 (18.8%)													
% Resp = 53.4 %														
N = 313														
Mean = 4.03														

 <p>9.6% 18.8% 71.6%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <tr><td>(4) High</td><td>89 (28.4%)</td></tr> <tr><td>(5) Very High</td><td>135 (43.1%)</td></tr> </table>	(4) High	89 (28.4%)	(5) Very High	135 (43.1%)	<table border="1"> <tr><td>Std Dev = 1.06</td></tr> </table>	Std Dev = 1.06											
(4) High	89 (28.4%)																	
(5) Very High	135 (43.1%)																	
Std Dev = 1.06																		
<p>Q018. Organization of Institution - Based on your understanding of this institution's organizational structure, to what degree can you correctly refer new students regarding: Questions about academic rules</p>  <p>8.3% 15.1% 76.6%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr><th>Key Text</th><th>N (%N)</th></tr> </thead> <tbody> <tr><td>(1) Not at all</td><td>8 (2.6%)</td></tr> <tr><td>(2) Slight</td><td>18 (5.8%)</td></tr> <tr><td>(3) Moderate</td><td>47 (15.1%)</td></tr> <tr><td>(4) High</td><td>100 (32.1%)</td></tr> <tr><td>(5) Very High</td><td>139 (44.6%)</td></tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	8 (2.6%)	(2) Slight	18 (5.8%)	(3) Moderate	47 (15.1%)	(4) High	100 (32.1%)	(5) Very High	139 (44.6%)	<table border="1"> <tr><td>% Resp = 53.2 %</td></tr> <tr><td>N = 312</td></tr> <tr><td>Mean = 4.10</td></tr> <tr><td>Std Dev = 1.02</td></tr> </table>	% Resp = 53.2 %	N = 312	Mean = 4.10	Std Dev = 1.02
Key Text	N (%N)																	
(1) Not at all	8 (2.6%)																	
(2) Slight	18 (5.8%)																	
(3) Moderate	47 (15.1%)																	
(4) High	100 (32.1%)																	
(5) Very High	139 (44.6%)																	
% Resp = 53.2 %																		
N = 312																		
Mean = 4.10																		
Std Dev = 1.02																		
<p>Q019. Organization of Institution - Based on your understanding of this institution's organizational structure, to what degree can you correctly refer new students regarding: Help with coursework</p>  <p>7.7% 13.5% 78.8%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr><th>Key Text</th><th>N (%N)</th></tr> </thead> <tbody> <tr><td>(1) Not at all</td><td>6 (1.9%)</td></tr> <tr><td>(2) Slight</td><td>18 (5.8%)</td></tr> <tr><td>(3) Moderate</td><td>42 (13.5%)</td></tr> <tr><td>(4) High</td><td>88 (28.3%)</td></tr> <tr><td>(5) Very High</td><td>157 (50.5%)</td></tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	6 (1.9%)	(2) Slight	18 (5.8%)	(3) Moderate	42 (13.5%)	(4) High	88 (28.3%)	(5) Very High	157 (50.5%)	<table border="1"> <tr><td>% Resp = 53.1 %</td></tr> <tr><td>N = 311</td></tr> <tr><td>Mean = 4.20</td></tr> <tr><td>Std Dev = 1.00</td></tr> </table>	% Resp = 53.1 %	N = 311	Mean = 4.20	Std Dev = 1.00
Key Text	N (%N)																	
(1) Not at all	6 (1.9%)																	
(2) Slight	18 (5.8%)																	
(3) Moderate	42 (13.5%)																	
(4) High	88 (28.3%)																	
(5) Very High	157 (50.5%)																	
% Resp = 53.1 %																		
N = 311																		
Mean = 4.20																		
Std Dev = 1.00																		
<p>Q020. Organization of Institution - Based on your understanding of this institution's organizational structure, to what degree can you correctly refer new students regarding: Help with personal issues (money management, family matters, etc.)</p>  <p>13.5% 23.4% 63%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr><th>Key Text</th><th>N (%N)</th></tr> </thead> <tbody> <tr><td>(1) Not at all</td><td>10 (3.3%)</td></tr> <tr><td>(2) Slight</td><td>31 (10.2%)</td></tr> <tr><td>(3) Moderate</td><td>71 (23.4%)</td></tr> <tr><td>(4) High</td><td>85 (28.1%)</td></tr> <tr><td>(5) Very High</td><td>106 (35%)</td></tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	10 (3.3%)	(2) Slight	31 (10.2%)	(3) Moderate	71 (23.4%)	(4) High	85 (28.1%)	(5) Very High	106 (35%)	<table border="1"> <tr><td>% Resp = 51.7 %</td></tr> <tr><td>N = 303</td></tr> <tr><td>Mean = 3.81</td></tr> <tr><td>Std Dev = 1.12</td></tr> </table>	% Resp = 51.7 %	N = 303	Mean = 3.81	Std Dev = 1.12
Key Text	N (%N)																	
(1) Not at all	10 (3.3%)																	
(2) Slight	31 (10.2%)																	
(3) Moderate	71 (23.4%)																	
(4) High	85 (28.1%)																	
(5) Very High	106 (35%)																	
% Resp = 51.7 %																		
N = 303																		
Mean = 3.81																		
Std Dev = 1.12																		
<p>Q021. Organization of Institution - Based on your understanding of this institution's organizational structure, to what degree can you correctly refer new students regarding: Becoming involved with an institution-sponsored organization/event</p>  <p>8.7% 22% 69.3%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr><th>Key Text</th><th>N (%N)</th></tr> </thead> <tbody> <tr><td>(1) Not at all</td><td>3 (1%)</td></tr> <tr><td>(2) Slight</td><td>24 (7.8%)</td></tr> <tr><td>(3) Moderate</td><td>68 (22%)</td></tr> <tr><td>(4) High</td><td>93 (30.1%)</td></tr> <tr><td>(5) Very High</td><td>121 (39.2%)</td></tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	3 (1%)	(2) Slight	24 (7.8%)	(3) Moderate	68 (22%)	(4) High	93 (30.1%)	(5) Very High	121 (39.2%)	<table border="1"> <tr><td>% Resp = 52.7 %</td></tr> <tr><td>N = 309</td></tr> <tr><td>Mean = 3.99</td></tr> <tr><td>Std Dev = 1.00</td></tr> </table>	% Resp = 52.7 %	N = 309	Mean = 3.99	Std Dev = 1.00
Key Text	N (%N)																	
(1) Not at all	3 (1%)																	
(2) Slight	24 (7.8%)																	
(3) Moderate	68 (22%)																	
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(5) Very High	121 (39.2%)																	
% Resp = 52.7 %																		
N = 309																		
Mean = 3.99																		
Std Dev = 1.00																		
<p>Q022. First Year Structures - To what degree has this institution effectively organized itself to develop an integrated first college year that supports: Routine communications among discrete first-year functions</p>  <p>20% 29.2% 50.8%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr><th>Key Text</th><th>N (%N)</th></tr> </thead> <tbody> <tr><td>(1) Not at all</td><td>12 (4.8%)</td></tr> <tr><td>(2) Slight</td><td>38 (15.2%)</td></tr> <tr><td>(3) Moderate</td><td>73 (29.2%)</td></tr> <tr><td>(4) High</td><td>81 (32.4%)</td></tr> <tr><td>(5) Very High</td><td>46 (18.4%)</td></tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	12 (4.8%)	(2) Slight	38 (15.2%)	(3) Moderate	73 (29.2%)	(4) High	81 (32.4%)	(5) Very High	46 (18.4%)	<table border="1"> <tr><td>% Resp = 42.7 %</td></tr> <tr><td>N = 250</td></tr> <tr><td>Mean = 3.44</td></tr> <tr><td>Std Dev = 1.10</td></tr> </table>	% Resp = 42.7 %	N = 250	Mean = 3.44	Std Dev = 1.10
Key Text	N (%N)																	
(1) Not at all	12 (4.8%)																	
(2) Slight	38 (15.2%)																	
(3) Moderate	73 (29.2%)																	
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% Resp = 42.7 %																		
N = 250																		
Mean = 3.44																		
Std Dev = 1.10																		
<p>Q023. First Year Structures - To what degree has this institution effectively organized itself to develop an integrated first college year that supports: Collaboration between academic and student affairs</p>  <p>23% 28.1% 48.8%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr><th>Key Text</th><th>N (%N)</th></tr> </thead> <tbody> <tr><td>(1) Not at all</td><td>20 (7.8%)</td></tr> <tr><td>(2) Slight</td><td>39 (15.2%)</td></tr> <tr><td>(3) Moderate</td><td>72 (28.1%)</td></tr> <tr><td>(4) High</td><td>81 (31.6%)</td></tr> <tr><td>(5) Very High</td><td>44 (17.2%)</td></tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	20 (7.8%)	(2) Slight	39 (15.2%)	(3) Moderate	72 (28.1%)	(4) High	81 (31.6%)	(5) Very High	44 (17.2%)	<table border="1"> <tr><td>% Resp = 43.7 %</td></tr> <tr><td>N = 256</td></tr> <tr><td>Mean = 3.35</td></tr> <tr><td>Std Dev = 1.16</td></tr> </table>	% Resp = 43.7 %	N = 256	Mean = 3.35	Std Dev = 1.16
Key Text	N (%N)																	
(1) Not at all	20 (7.8%)																	
(2) Slight	39 (15.2%)																	
(3) Moderate	72 (28.1%)																	
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(5) Very High	44 (17.2%)																	
% Resp = 43.7 %																		
N = 256																		
Mean = 3.35																		
Std Dev = 1.16																		
<p>Q024. First Year Structures - To what degree are resources (personnel and fiscal) adequate for the following: Courses that enroll first-year students</p>  <p>16.9% 24.6% 58.5%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr><th>Key Text</th><th>N (%N)</th></tr> </thead> <tbody> <tr><td>(1) Not at all</td><td>13 (4.8%)</td></tr> <tr><td>(2) Slight</td><td>33 (12.1%)</td></tr> <tr><td>(3) Moderate</td><td>67 (24.6%)</td></tr> <tr><td>(4) High</td><td>94 (34.6%)</td></tr> <tr><td>(5) Very High</td><td>65 (23.9%)</td></tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	13 (4.8%)	(2) Slight	33 (12.1%)	(3) Moderate	67 (24.6%)	(4) High	94 (34.6%)	(5) Very High	65 (23.9%)	<table border="1"> <tr><td>% Resp = 46.4 %</td></tr> <tr><td>N = 272</td></tr> <tr><td>Mean = 3.61</td></tr> <tr><td>Std Dev = 1.12</td></tr> </table>	% Resp = 46.4 %	N = 272	Mean = 3.61	Std Dev = 1.12
Key Text	N (%N)																	
(1) Not at all	13 (4.8%)																	
(2) Slight	33 (12.1%)																	
(3) Moderate	67 (24.6%)																	
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(5) Very High	65 (23.9%)																	
% Resp = 46.4 %																		
N = 272																		
Mean = 3.61																		
Std Dev = 1.12																		
<p>Q025. First Year Structures - To what degree are resources (personnel and fiscal) adequate for the following: Academic support services used by first-year students</p>  <p>12.1% 24.2% 63.7%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr><th>Key Text</th><th>N (%N)</th></tr> </thead> <tbody> <tr><td>(1) Not at all</td><td>9 (3.5%)</td></tr> <tr><td>(2) Slight</td><td>22 (8.6%)</td></tr> <tr><td>(3) Moderate</td><td>62 (24.2%)</td></tr> <tr><td>(4) High</td><td>103 (40.2%)</td></tr> <tr><td>(5) Very High</td><td>60 (23.4%)</td></tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	9 (3.5%)	(2) Slight	22 (8.6%)	(3) Moderate	62 (24.2%)	(4) High	103 (40.2%)	(5) Very High	60 (23.4%)	<table border="1"> <tr><td>% Resp = 43.7 %</td></tr> <tr><td>N = 256</td></tr> <tr><td>Mean = 3.71</td></tr> <tr><td>Std Dev = 1.03</td></tr> </table>	% Resp = 43.7 %	N = 256	Mean = 3.71	Std Dev = 1.03
Key Text	N (%N)																	
(1) Not at all	9 (3.5%)																	
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% Resp = 43.7 %																		
N = 256																		
Mean = 3.71																		
Std Dev = 1.03																		
<p>Q026. First Year Structures - To what degree are resources (personnel and fiscal) adequate for the following: Extracurricular activities available to first-year students</p>  <p>6.8% 16.7% 76.4%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr><th>Key Text</th><th>N (%N)</th></tr> </thead> <tbody> <tr><td>(1) Not at all</td><td>4 (1.5%)</td></tr> <tr><td>(2) Slight</td><td>14 (5.3%)</td></tr> <tr><td>(3) Moderate</td><td>44 (16.7%)</td></tr> <tr><td>(4) High</td><td>113 (43%)</td></tr> <tr><td>(5) Very High</td><td>88 (33.5%)</td></tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	4 (1.5%)	(2) Slight	14 (5.3%)	(3) Moderate	44 (16.7%)	(4) High	113 (43%)	(5) Very High	88 (33.5%)	<table border="1"> <tr><td>% Resp = 44.9 %</td></tr> <tr><td>N = 263</td></tr> <tr><td>Mean = 4.02</td></tr> <tr><td>Std Dev = 0.92</td></tr> </table>	% Resp = 44.9 %	N = 263	Mean = 4.02	Std Dev = 0.92
Key Text	N (%N)																	
(1) Not at all	4 (1.5%)																	
(2) Slight	14 (5.3%)																	
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% Resp = 44.9 %																		
N = 263																		
Mean = 4.02																		
Std Dev = 0.92																		

<p>Q027. First Year Structures - To what degree: Are student affairs and faculty partnerships encouraged by senior institution leaders</p> <p>20.6% 23.7% 55.7%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>13 (5.1%)</td> </tr> <tr> <td>(2) Slight</td> <td>39 (15.4%)</td> </tr> <tr> <td>(3) Moderate</td> <td>60 (23.7%)</td> </tr> <tr> <td>(4) High</td> <td>73 (28.9%)</td> </tr> <tr> <td>(5) Very High</td> <td>68 (26.9%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	13 (5.1%)	(2) Slight	39 (15.4%)	(3) Moderate	60 (23.7%)	(4) High	73 (28.9%)	(5) Very High	68 (26.9%)	<table border="1"> <tr> <td>% Resp = 43.2 %</td> </tr> <tr> <td>N = 253</td> </tr> <tr> <td>Mean = 3.57</td> </tr> <tr> <td>Std Dev = 1.18</td> </tr> </table>	% Resp = 43.2 %	N = 253	Mean = 3.57	Std Dev = 1.18
Key Text	N (%N)																	
(1) Not at all	13 (5.1%)																	
(2) Slight	39 (15.4%)																	
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N = 253																		
Mean = 3.57																		
Std Dev = 1.18																		
<p>Q028. Influence - To what degree: Do you, as a faculty/staff member, have a voice in decisions about first-year issues</p> <p>50.7% 23.6% 25.7%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>71 (24%)</td> </tr> <tr> <td>(2) Slight</td> <td>79 (26.7%)</td> </tr> <tr> <td>(3) Moderate</td> <td>70 (23.6%)</td> </tr> <tr> <td>(4) High</td> <td>54 (18.2%)</td> </tr> <tr> <td>(5) Very High</td> <td>22 (7.4%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	71 (24%)	(2) Slight	79 (26.7%)	(3) Moderate	70 (23.6%)	(4) High	54 (18.2%)	(5) Very High	22 (7.4%)	<table border="1"> <tr> <td>% Resp = 50.5 %</td> </tr> <tr> <td>N = 296</td> </tr> <tr> <td>Mean = 2.58</td> </tr> <tr> <td>Std Dev = 1.24</td> </tr> </table>	% Resp = 50.5 %	N = 296	Mean = 2.58	Std Dev = 1.24
Key Text	N (%N)																	
(1) Not at all	71 (24%)																	
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Mean = 2.58																		
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<p>Q029. Influence - To what degree: Does your department/unit have a voice in decisions about first-year issues</p> <p>39.6% 29.3% 31.1%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>50 (17.9%)</td> </tr> <tr> <td>(2) Slight</td> <td>61 (21.8%)</td> </tr> <tr> <td>(3) Moderate</td> <td>82 (29.3%)</td> </tr> <tr> <td>(4) High</td> <td>55 (19.6%)</td> </tr> <tr> <td>(5) Very High</td> <td>32 (11.4%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	50 (17.9%)	(2) Slight	61 (21.8%)	(3) Moderate	82 (29.3%)	(4) High	55 (19.6%)	(5) Very High	32 (11.4%)	<table border="1"> <tr> <td>% Resp = 47.8 %</td> </tr> <tr> <td>N = 280</td> </tr> <tr> <td>Mean = 2.85</td> </tr> <tr> <td>Std Dev = 1.25</td> </tr> </table>	% Resp = 47.8 %	N = 280	Mean = 2.85	Std Dev = 1.25
Key Text	N (%N)																	
(1) Not at all	50 (17.9%)																	
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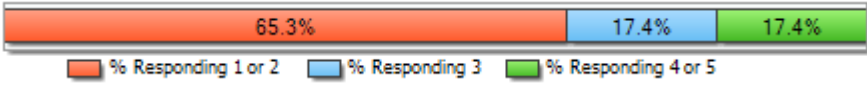
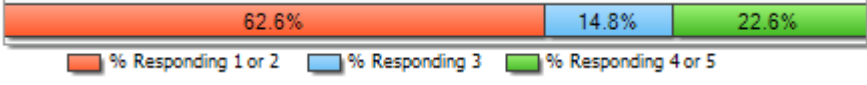
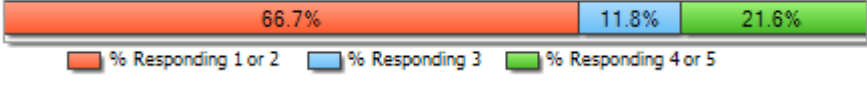
	Mean	Std Dev	N	% Responding
Factor 3 . Transitions Dimension	3.68	0.87	317	54.1 %

<p>Q073. Standards of Behavior - To what degree does this institution communicate to first-year students the importance of: Standards of behavior in an academic community</p> <p>20.4% 27.2% 52.5%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>6 (2.3%)</td> </tr> <tr> <td>(2) Slight</td> <td>48 (18.1%)</td> </tr> <tr> <td>(3) Moderate</td> <td>72 (27.2%)</td> </tr> <tr> <td>(4) High</td> <td>84 (31.7%)</td> </tr> <tr> <td>(5) Very High</td> <td>55 (20.8%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	6 (2.3%)	(2) Slight	48 (18.1%)	(3) Moderate	72 (27.2%)	(4) High	84 (31.7%)	(5) Very High	55 (20.8%)	<table border="1"> <tr> <td>% Resp = 45.2 %</td> </tr> <tr> <td>N = 265</td> </tr> <tr> <td>Mean = 3.51</td> </tr> <tr> <td>Std Dev = 1.08</td> </tr> </table>	% Resp = 45.2 %	N = 265	Mean = 3.51	Std Dev = 1.08
Key Text	N (%N)																	
(1) Not at all	6 (2.3%)																	
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Std Dev = 1.08																		
<p>Q074. Standards of Behavior - To what degree does this institution communicate to first-year students the importance of: Academic honesty</p> <p>14.4% 26.6% 59%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>9 (3.3%)</td> </tr> <tr> <td>(2) Slight</td> <td>30 (11.1%)</td> </tr> <tr> <td>(3) Moderate</td> <td>72 (26.6%)</td> </tr> <tr> <td>(4) High</td> <td>91 (33.6%)</td> </tr> <tr> <td>(5) Very High</td> <td>69 (25.5%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	9 (3.3%)	(2) Slight	30 (11.1%)	(3) Moderate	72 (26.6%)	(4) High	91 (33.6%)	(5) Very High	69 (25.5%)	<table border="1"> <tr> <td>% Resp = 46.3 %</td> </tr> <tr> <td>N = 271</td> </tr> <tr> <td>Mean = 3.67</td> </tr> <tr> <td>Std Dev = 1.07</td> </tr> </table>	% Resp = 46.3 %	N = 271	Mean = 3.67	Std Dev = 1.07
Key Text	N (%N)																	
(1) Not at all	9 (3.3%)																	
(2) Slight	30 (11.1%)																	
(3) Moderate	72 (26.6%)																	
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(5) Very High	69 (25.5%)																	
% Resp = 46.3 %																		
N = 271																		
Mean = 3.67																		
Std Dev = 1.07																		
<p>Q075. Standards of Behavior - To what degree does this institution communicate to first-year students the importance of: Acknowledging the source of ideas not their own</p> <p>14.3% 30.2% 55.5%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>8 (3%)</td> </tr> <tr> <td>(2) Slight</td> <td>30 (11.3%)</td> </tr> <tr> <td>(3) Moderate</td> <td>80 (30.2%)</td> </tr> <tr> <td>(4) High</td> <td>88 (33.2%)</td> </tr> <tr> <td>(5) Very High</td> <td>59 (22.3%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	8 (3%)	(2) Slight	30 (11.3%)	(3) Moderate	80 (30.2%)	(4) High	88 (33.2%)	(5) Very High	59 (22.3%)	<table border="1"> <tr> <td>% Resp = 45.2 %</td> </tr> <tr> <td>N = 265</td> </tr> <tr> <td>Mean = 3.60</td> </tr> <tr> <td>Std Dev = 1.05</td> </tr> </table>	% Resp = 45.2 %	N = 265	Mean = 3.60	Std Dev = 1.05
Key Text	N (%N)																	
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Mean = 3.60																		
Std Dev = 1.05																		
<p>Q076. Standards of Behavior - To what degree does this institution communicate to first-year students the importance of: Ethical conduct</p> <p>20.5% 25.4% 54.1%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>10 (3.7%)</td> </tr> <tr> <td>(2) Slight</td> <td>45 (16.8%)</td> </tr> <tr> <td>(3) Moderate</td> <td>68 (25.4%)</td> </tr> <tr> <td>(4) High</td> <td>80 (29.9%)</td> </tr> <tr> <td>(5) Very High</td> <td>65 (24.3%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	10 (3.7%)	(2) Slight	45 (16.8%)	(3) Moderate	68 (25.4%)	(4) High	80 (29.9%)	(5) Very High	65 (24.3%)	<table border="1"> <tr> <td>% Resp = 45.7 %</td> </tr> <tr> <td>N = 268</td> </tr> <tr> <td>Mean = 3.54</td> </tr> <tr> <td>Std Dev = 1.14</td> </tr> </table>	% Resp = 45.7 %	N = 268	Mean = 3.54	Std Dev = 1.14
Key Text	N (%N)																	
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N = 268																		
Mean = 3.54																		
Std Dev = 1.14																		
<p>Q077. Standards of Behavior - To what degree does this institution: Assure that all first-year students experience academic support outside the classroom</p> <p>11.2% 34.7% 54.1%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>8 (3.1%)</td> </tr> <tr> <td>(2) Slight</td> <td>21 (8.1%)</td> </tr> <tr> <td>(3) Moderate</td> <td>90 (34.7%)</td> </tr> <tr> <td>(4) High</td> <td>81 (31.3%)</td> </tr> <tr> <td>(5) Very High</td> <td>59 (22.8%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	8 (3.1%)	(2) Slight	21 (8.1%)	(3) Moderate	90 (34.7%)	(4) High	81 (31.3%)	(5) Very High	59 (22.8%)	<table border="1"> <tr> <td>% Resp = 44.2 %</td> </tr> <tr> <td>N = 259</td> </tr> <tr> <td>Mean = 3.63</td> </tr> <tr> <td>Std Dev = 1.02</td> </tr> </table>	% Resp = 44.2 %	N = 259	Mean = 3.63	Std Dev = 1.02
Key Text	N (%N)																	
(1) Not at all	8 (3.1%)																	
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% Resp = 44.2 %																		
N = 259																		
Mean = 3.63																		
Std Dev = 1.02																		
<p>Q078. Academic Advising - Please rate: The overall effectiveness of academic advising for first-year students at this institution</p> <p>7.3% 23.3% 69.3%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Very Poor</td> <td>6 (2%)</td> </tr> <tr> <td>(2) Poor</td> <td>16 (5.3%)</td> </tr> <tr> <td>(3) Fair</td> <td>70 (23.3%)</td> </tr> <tr> <td>(4) Good</td> <td>136 (45.3%)</td> </tr> <tr> <td>(5) Excellent</td> <td>72 (24%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Very Poor	6 (2%)	(2) Poor	16 (5.3%)	(3) Fair	70 (23.3%)	(4) Good	136 (45.3%)	(5) Excellent	72 (24%)	<table border="1"> <tr> <td>% Resp = 51.2 %</td> </tr> <tr> <td>N = 300</td> </tr> <tr> <td>Mean = 3.84</td> </tr> <tr> <td>Std Dev = 0.92</td> </tr> </table>	% Resp = 51.2 %	N = 300	Mean = 3.84	Std Dev = 0.92
Key Text	N (%N)																	
(1) Very Poor	6 (2%)																	
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Std Dev = 0.92																		
<p>Q080. Academic Advising - In advising first-year students, to what degree do you: Help them select courses</p> <p>0% 0% 0%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>0 (0%)</td> </tr> <tr> <td>(2) Slight</td> <td>0 (0%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	0 (0%)	(2) Slight	0 (0%)	<table border="1"> <tr> <td>% Resp = 4.6 %</td> </tr> <tr> <td>N = 27</td> </tr> </table>	% Resp = 4.6 %	N = 27								
Key Text	N (%N)																	
(1) Not at all	0 (0%)																	
(2) Slight	0 (0%)																	
% Resp = 4.6 %																		
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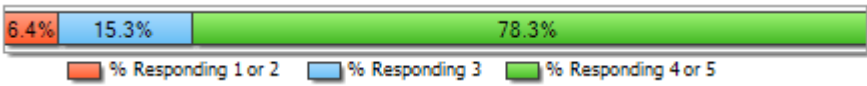
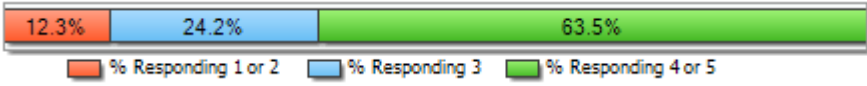
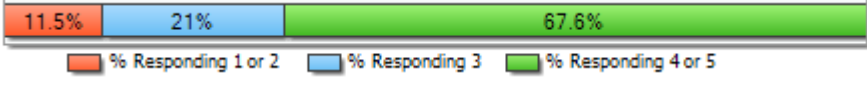
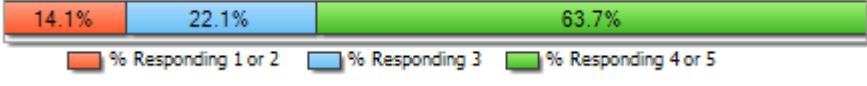
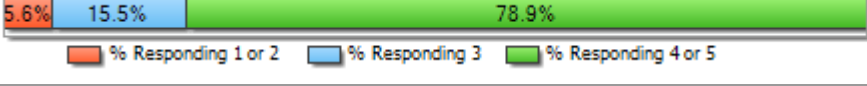
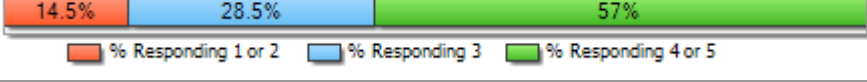
	<table border="1"> <tr><td>(3) Moderate</td><td>1 (3.7%)</td></tr> <tr><td>(4) High</td><td>6 (22.2%)</td></tr> <tr><td>(5) Very High</td><td>20 (74.1%)</td></tr> </table>	(3) Moderate	1 (3.7%)	(4) High	6 (22.2%)	(5) Very High	20 (74.1%)	<table border="1"> <tr><td>Mean = 4.70</td></tr> <tr><td>Std Dev = 0.53</td></tr> </table>	Mean = 4.70	Std Dev = 0.53								
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<p>Q081. Academic Advising - In advising first-year students, to what degree do you: Discuss what it takes for them to be academically successful</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>0 (0%)</td></tr> <tr><td>(2) Slight</td><td>0 (0%)</td></tr> <tr><td>(3) Moderate</td><td>1 (3.7%)</td></tr> <tr><td>(4) High</td><td>6 (22.2%)</td></tr> <tr><td>(5) Very High</td><td>20 (74.1%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	0 (0%)	(2) Slight	0 (0%)	(3) Moderate	1 (3.7%)	(4) High	6 (22.2%)	(5) Very High	20 (74.1%)	<table border="1"> <tr><td>% Resp = 4.6 %</td></tr> <tr><td>N = 27</td></tr> <tr><td>Mean = 4.70</td></tr> <tr><td>Std Dev = 0.53</td></tr> </table>	% Resp = 4.6 %	N = 27	Mean = 4.70	Std Dev = 0.53
Key Text	N (%N)																	
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Key Text	N (%N)																	
(1) Not at all	0 (0%)																	
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Key Text	N (%N)																	
(1) Not at all	0 (0%)																	
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	Mean	Std Dev	N	% Responding
Factor 4 . Faculty Dimension	3.41	1.06	309	52.7 %

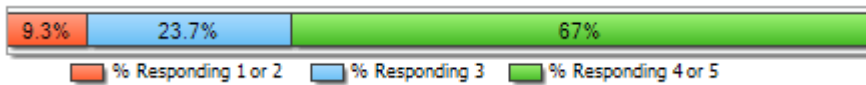
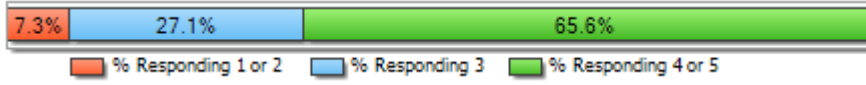
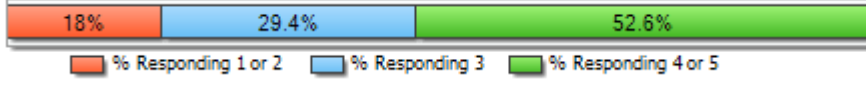
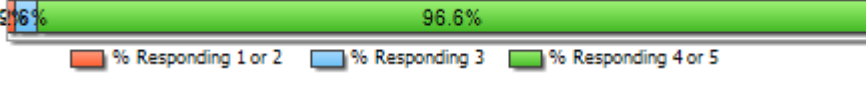
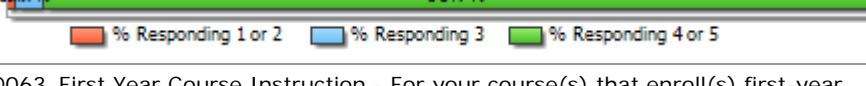
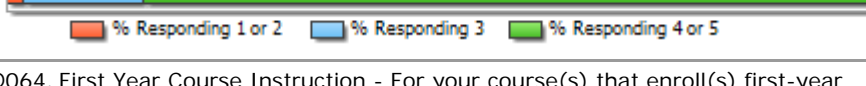
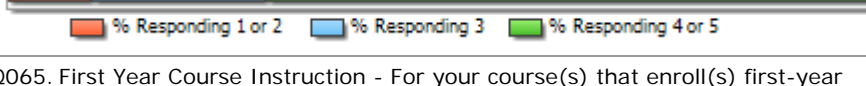
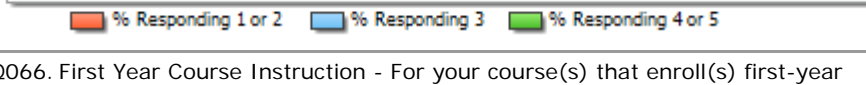
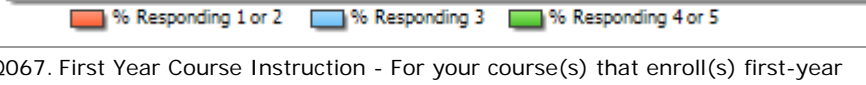
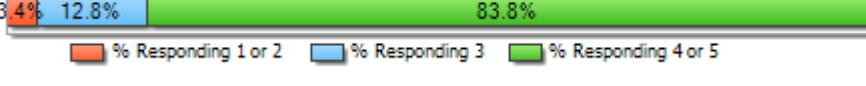
<p>Q054. Importance of Work - To what degree is faculty involvement with first-year students considered important by: Institution leaders</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>7 (2.4%)</td></tr> <tr><td>(2) Slight</td><td>13 (4.4%)</td></tr> <tr><td>(3) Moderate</td><td>37 (12.5%)</td></tr> <tr><td>(4) High</td><td>85 (28.8%)</td></tr> <tr><td>(5) Very High</td><td>153 (51.9%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	7 (2.4%)	(2) Slight	13 (4.4%)	(3) Moderate	37 (12.5%)	(4) High	85 (28.8%)	(5) Very High	153 (51.9%)	<table border="1"> <tr><td>% Resp = 50.3 %</td></tr> <tr><td>N = 295</td></tr> <tr><td>Mean = 4.23</td></tr> <tr><td>Std Dev = 0.99</td></tr> </table>	% Resp = 50.3 %	N = 295	Mean = 4.23	Std Dev = 0.99
Key Text	N (%N)																	
(1) Not at all	7 (2.4%)																	
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<p>Q055. Importance of Work - To what degree is faculty involvement with first-year students considered important by: Your department/unit leader</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>24 (8.6%)</td></tr> <tr><td>(2) Slight</td><td>28 (10%)</td></tr> <tr><td>(3) Moderate</td><td>64 (22.9%)</td></tr> <tr><td>(4) High</td><td>83 (29.7%)</td></tr> <tr><td>(5) Very High</td><td>80 (28.7%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	24 (8.6%)	(2) Slight	28 (10%)	(3) Moderate	64 (22.9%)	(4) High	83 (29.7%)	(5) Very High	80 (28.7%)	<table border="1"> <tr><td>% Resp = 47.6 %</td></tr> <tr><td>N = 279</td></tr> <tr><td>Mean = 3.60</td></tr> <tr><td>Std Dev = 1.24</td></tr> </table>	% Resp = 47.6 %	N = 279	Mean = 3.60	Std Dev = 1.24
Key Text	N (%N)																	
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Std Dev = 1.24																		
<p>Q056. Importance of Work - To what degree is faculty involvement with first-year students considered important by: Your colleagues</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>30 (10.4%)</td></tr> <tr><td>(2) Slight</td><td>55 (19.1%)</td></tr> <tr><td>(3) Moderate</td><td>85 (29.5%)</td></tr> <tr><td>(4) High</td><td>65 (22.6%)</td></tr> <tr><td>(5) Very High</td><td>53 (18.4%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	30 (10.4%)	(2) Slight	55 (19.1%)	(3) Moderate	85 (29.5%)	(4) High	65 (22.6%)	(5) Very High	53 (18.4%)	<table border="1"> <tr><td>% Resp = 49.2 %</td></tr> <tr><td>N = 288</td></tr> <tr><td>Mean = 3.19</td></tr> <tr><td>Std Dev = 1.24</td></tr> </table>	% Resp = 49.2 %	N = 288	Mean = 3.19	Std Dev = 1.24
Key Text	N (%N)																	
(1) Not at all	30 (10.4%)																	
(2) Slight	55 (19.1%)																	
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Std Dev = 1.24																		
<p>Q058. Importance of Work - To what degree is excellence in teaching first-year students acknowledged, recognized, and/or rewarded by: Faculty colleagues</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>16 (14.8%)</td></tr> <tr><td>(2) Slight</td><td>40 (37%)</td></tr> <tr><td>(3) Moderate</td><td>22 (20.4%)</td></tr> <tr><td>(4) High</td><td>22 (20.4%)</td></tr> <tr><td>(5) Very High</td><td>8 (7.4%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	16 (14.8%)	(2) Slight	40 (37%)	(3) Moderate	22 (20.4%)	(4) High	22 (20.4%)	(5) Very High	8 (7.4%)	<table border="1"> <tr><td>% Resp = 18.4 %</td></tr> <tr><td>N = 108</td></tr> <tr><td>Mean = 2.69</td></tr> <tr><td>Std Dev = 1.17</td></tr> </table>	% Resp = 18.4 %	N = 108	Mean = 2.69	Std Dev = 1.17
Key Text	N (%N)																	
(1) Not at all	16 (14.8%)																	
(2) Slight	40 (37%)																	
(3) Moderate	22 (20.4%)																	
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(5) Very High	8 (7.4%)																	
% Resp = 18.4 %																		
N = 108																		
Mean = 2.69																		
Std Dev = 1.17																		
<p>Q059. Importance of Work - To what degree is excellence in teaching first-year students acknowledged, recognized, and/or rewarded by: Department/unit leader</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>14 (13%)</td></tr> <tr><td>(2) Slight</td><td>32 (29.6%)</td></tr> <tr><td>(3) Moderate</td><td>31 (28.7%)</td></tr> <tr><td>(4) High</td><td>18 (16.7%)</td></tr> <tr><td>(5) Very High</td><td>13 (12%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	14 (13%)	(2) Slight	32 (29.6%)	(3) Moderate	31 (28.7%)	(4) High	18 (16.7%)	(5) Very High	13 (12%)	<table border="1"> <tr><td>% Resp = 18.4 %</td></tr> <tr><td>N = 108</td></tr> <tr><td>Mean = 2.85</td></tr> <tr><td>Std Dev = 1.20</td></tr> </table>	% Resp = 18.4 %	N = 108	Mean = 2.85	Std Dev = 1.20
Key Text	N (%N)																	
(1) Not at all	14 (13%)																	
(2) Slight	32 (29.6%)																	
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(5) Very High	13 (12%)																	
% Resp = 18.4 %																		
N = 108																		
Mean = 2.85																		
Std Dev = 1.20																		
<p>Q060. Importance of Work - To what degree is excellence in teaching first-year students acknowledged, recognized, and/or rewarded by: Institution leaders</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>14 (13.3%)</td></tr> <tr><td>(2) Slight</td><td>21 (20%)</td></tr> <tr><td>(3) Moderate</td><td>28 (26.7%)</td></tr> <tr><td>(4) High</td><td>22 (21%)</td></tr> <tr><td>(5) Very High</td><td>20 (19%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	14 (13.3%)	(2) Slight	21 (20%)	(3) Moderate	28 (26.7%)	(4) High	22 (21%)	(5) Very High	20 (19%)	<table border="1"> <tr><td>% Resp = 17.9 %</td></tr> <tr><td>N = 105</td></tr> <tr><td>Mean = 3.12</td></tr> <tr><td>Std Dev = 1.30</td></tr> </table>	% Resp = 17.9 %	N = 105	Mean = 3.12	Std Dev = 1.30
Key Text	N (%N)																	
(1) Not at all	14 (13.3%)																	
(2) Slight	21 (20%)																	
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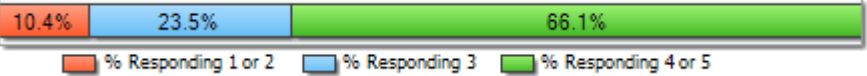
<p>Q069. Hiring Process - During the hiring process at this institution, to what degree are faculty responsibilities related to first-year students addressed by means of the following: Position descriptions</p>  <p>65.3% 17.4% 17.4%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>59 (48.8%)</td> </tr> <tr> <td>(2) Slight</td> <td>20 (16.5%)</td> </tr> <tr> <td>(3) Moderate</td> <td>21 (17.4%)</td> </tr> <tr> <td>(4) High</td> <td>9 (7.4%)</td> </tr> <tr> <td>(5) Very High</td> <td>12 (9.9%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	59 (48.8%)	(2) Slight	20 (16.5%)	(3) Moderate	21 (17.4%)	(4) High	9 (7.4%)	(5) Very High	12 (9.9%)	<table border="1"> <tr> <td>% Resp = 20.7 %</td> </tr> <tr> <td>N = 121</td> </tr> <tr> <td>Mean = 2.13</td> </tr> <tr> <td>Std Dev = 1.35</td> </tr> </table>	% Resp = 20.7 %	N = 121	Mean = 2.13	Std Dev = 1.35
Key Text	N (%N)																	
(1) Not at all	59 (48.8%)																	
(2) Slight	20 (16.5%)																	
(3) Moderate	21 (17.4%)																	
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(5) Very High	12 (9.9%)																	
% Resp = 20.7 %																		
N = 121																		
Mean = 2.13																		
Std Dev = 1.35																		
<p>Q070. Hiring Process - During the hiring process at this institution, to what degree are faculty responsibilities related to first-year students addressed by means of the following: Candidate interviews</p>  <p>62.6% 14.8% 22.6%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>42 (36.5%)</td> </tr> <tr> <td>(2) Slight</td> <td>30 (26.1%)</td> </tr> <tr> <td>(3) Moderate</td> <td>17 (14.8%)</td> </tr> <tr> <td>(4) High</td> <td>15 (13%)</td> </tr> <tr> <td>(5) Very High</td> <td>11 (9.6%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	42 (36.5%)	(2) Slight	30 (26.1%)	(3) Moderate	17 (14.8%)	(4) High	15 (13%)	(5) Very High	11 (9.6%)	<table border="1"> <tr> <td>% Resp = 19.6 %</td> </tr> <tr> <td>N = 115</td> </tr> <tr> <td>Mean = 2.33</td> </tr> <tr> <td>Std Dev = 1.34</td> </tr> </table>	% Resp = 19.6 %	N = 115	Mean = 2.33	Std Dev = 1.34
Key Text	N (%N)																	
(1) Not at all	42 (36.5%)																	
(2) Slight	30 (26.1%)																	
(3) Moderate	17 (14.8%)																	
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(5) Very High	11 (9.6%)																	
% Resp = 19.6 %																		
N = 115																		
Mean = 2.33																		
Std Dev = 1.34																		
<p>Q072. Hiring Process - If yes, during the new faculty orientation at this institution, to what degree were your responsibilities related to first-year students addressed?</p>  <p>66.7% 11.8% 21.6%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>19 (37.3%)</td> </tr> <tr> <td>(2) Slight</td> <td>15 (29.4%)</td> </tr> <tr> <td>(3) Moderate</td> <td>6 (11.8%)</td> </tr> <tr> <td>(4) High</td> <td>5 (9.8%)</td> </tr> <tr> <td>(5) Very High</td> <td>6 (11.8%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	19 (37.3%)	(2) Slight	15 (29.4%)	(3) Moderate	6 (11.8%)	(4) High	5 (9.8%)	(5) Very High	6 (11.8%)	<table border="1"> <tr> <td>% Resp = 8.7 %</td> </tr> <tr> <td>N = 51</td> </tr> <tr> <td>Mean = 2.29</td> </tr> <tr> <td>Std Dev = 1.36</td> </tr> </table>	% Resp = 8.7 %	N = 51	Mean = 2.29	Std Dev = 1.36
Key Text	N (%N)																	
(1) Not at all	19 (37.3%)																	
(2) Slight	15 (29.4%)																	
(3) Moderate	6 (11.8%)																	
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(5) Very High	6 (11.8%)																	
% Resp = 8.7 %																		
N = 51																		
Mean = 2.29																		
Std Dev = 1.36																		

	Mean	Std Dev	N	% Responding
Factor 5 . All Students Dimension	3.86	0.81	278	47.4 %

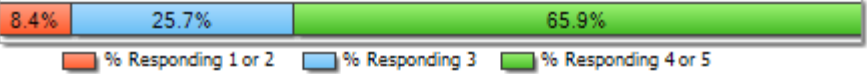
<p>Q036. Student Sub-populations - During the first year, to what degree does this institution address the unique needs of the following student sub-populations: Honors students</p>  <p>6.4% 15.3% 78.3%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>5 (2.1%)</td> </tr> <tr> <td>(2) Slight</td> <td>10 (4.3%)</td> </tr> <tr> <td>(3) Moderate</td> <td>36 (15.3%)</td> </tr> <tr> <td>(4) High</td> <td>97 (41.3%)</td> </tr> <tr> <td>(5) Very High</td> <td>87 (37%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	5 (2.1%)	(2) Slight	10 (4.3%)	(3) Moderate	36 (15.3%)	(4) High	97 (41.3%)	(5) Very High	87 (37%)	<table border="1"> <tr> <td>% Resp = 40.1 %</td> </tr> <tr> <td>N = 235</td> </tr> <tr> <td>Mean = 4.07</td> </tr> <tr> <td>Std Dev = 0.94</td> </tr> </table>	% Resp = 40.1 %	N = 235	Mean = 4.07	Std Dev = 0.94
Key Text	N (%N)																	
(1) Not at all	5 (2.1%)																	
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(5) Very High	87 (37%)																	
% Resp = 40.1 %																		
N = 235																		
Mean = 4.07																		
Std Dev = 0.94																		
<p>Q037. Student Sub-populations - During the first year, to what degree does this institution address the unique needs of the following student sub-populations: Students with academic deficiencies</p>  <p>12.3% 24.2% 63.5%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>7 (2.8%)</td> </tr> <tr> <td>(2) Slight</td> <td>24 (9.5%)</td> </tr> <tr> <td>(3) Moderate</td> <td>61 (24.2%)</td> </tr> <tr> <td>(4) High</td> <td>99 (39.3%)</td> </tr> <tr> <td>(5) Very High</td> <td>61 (24.2%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	7 (2.8%)	(2) Slight	24 (9.5%)	(3) Moderate	61 (24.2%)	(4) High	99 (39.3%)	(5) Very High	61 (24.2%)	<table border="1"> <tr> <td>% Resp = 43.0 %</td> </tr> <tr> <td>N = 252</td> </tr> <tr> <td>Mean = 3.73</td> </tr> <tr> <td>Std Dev = 1.02</td> </tr> </table>	% Resp = 43.0 %	N = 252	Mean = 3.73	Std Dev = 1.02
Key Text	N (%N)																	
(1) Not at all	7 (2.8%)																	
(2) Slight	24 (9.5%)																	
(3) Moderate	61 (24.2%)																	
(4) High	99 (39.3%)																	
(5) Very High	61 (24.2%)																	
% Resp = 43.0 %																		
N = 252																		
Mean = 3.73																		
Std Dev = 1.02																		
<p>Q038. Student Sub-populations - During the first year, to what degree does this institution address the unique needs of the following student sub-populations: Students with learning disabilities</p>  <p>11.5% 21% 67.6%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>6 (2.3%)</td> </tr> <tr> <td>(2) Slight</td> <td>24 (9.2%)</td> </tr> <tr> <td>(3) Moderate</td> <td>55 (21%)</td> </tr> <tr> <td>(4) High</td> <td>106 (40.5%)</td> </tr> <tr> <td>(5) Very High</td> <td>71 (27.1%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	6 (2.3%)	(2) Slight	24 (9.2%)	(3) Moderate	55 (21%)	(4) High	106 (40.5%)	(5) Very High	71 (27.1%)	<table border="1"> <tr> <td>% Resp = 44.7 %</td> </tr> <tr> <td>N = 262</td> </tr> <tr> <td>Mean = 3.81</td> </tr> <tr> <td>Std Dev = 1.01</td> </tr> </table>	% Resp = 44.7 %	N = 262	Mean = 3.81	Std Dev = 1.01
Key Text	N (%N)																	
(1) Not at all	6 (2.3%)																	
(2) Slight	24 (9.2%)																	
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% Resp = 44.7 %																		
N = 262																		
Mean = 3.81																		
Std Dev = 1.01																		
<p>Q039. Student Sub-populations - During the first year, to what degree does this institution address the unique needs of the following student sub-populations: Students with physical disabilities</p>  <p>14.1% 22.1% 63.7%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>6 (2.3%)</td> </tr> <tr> <td>(2) Slight</td> <td>31 (11.8%)</td> </tr> <tr> <td>(3) Moderate</td> <td>58 (22.1%)</td> </tr> <tr> <td>(4) High</td> <td>96 (36.6%)</td> </tr> <tr> <td>(5) Very High</td> <td>71 (27.1%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	6 (2.3%)	(2) Slight	31 (11.8%)	(3) Moderate	58 (22.1%)	(4) High	96 (36.6%)	(5) Very High	71 (27.1%)	<table border="1"> <tr> <td>% Resp = 44.7 %</td> </tr> <tr> <td>N = 262</td> </tr> <tr> <td>Mean = 3.74</td> </tr> <tr> <td>Std Dev = 1.05</td> </tr> </table>	% Resp = 44.7 %	N = 262	Mean = 3.74	Std Dev = 1.05
Key Text	N (%N)																	
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% Resp = 44.7 %																		
N = 262																		
Mean = 3.74																		
Std Dev = 1.05																		
<p>Q040. Student Sub-populations - During the first year, to what degree does this institution address the unique needs of the following student sub-populations: Student athletes</p>  <p>5.6% 15.5% 78.9%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>5 (2%)</td> </tr> <tr> <td>(2) Slight</td> <td>9 (3.6%)</td> </tr> <tr> <td>(3) Moderate</td> <td>39 (15.5%)</td> </tr> <tr> <td>(4) High</td> <td>102 (40.6%)</td> </tr> <tr> <td>(5) Very High</td> <td>96 (38.2%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	5 (2%)	(2) Slight	9 (3.6%)	(3) Moderate	39 (15.5%)	(4) High	102 (40.6%)	(5) Very High	96 (38.2%)	<table border="1"> <tr> <td>% Resp = 42.8 %</td> </tr> <tr> <td>N = 251</td> </tr> <tr> <td>Mean = 4.10</td> </tr> <tr> <td>Std Dev = 0.92</td> </tr> </table>	% Resp = 42.8 %	N = 251	Mean = 4.10	Std Dev = 0.92
Key Text	N (%N)																	
(1) Not at all	5 (2%)																	
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N = 251																		
Mean = 4.10																		
Std Dev = 0.92																		
<p>Q041. Student Sub-populations - During the first year, to what degree does this institution address the unique needs of the following student sub-populations: Racial/ethnic minority students</p>  <p>14.5% 28.5% 57%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>5 (2.1%)</td> </tr> <tr> <td>(2) Slight</td> <td>30 (12.4%)</td> </tr> <tr> <td>(3) Moderate</td> <td>69 (28.5%)</td> </tr> <tr> <td>(4) High</td> <td>84 (34.7%)</td> </tr> <tr> <td>(5) Very High</td> <td>54 (22.3%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	5 (2.1%)	(2) Slight	30 (12.4%)	(3) Moderate	69 (28.5%)	(4) High	84 (34.7%)	(5) Very High	54 (22.3%)	<table border="1"> <tr> <td>% Resp = 41.3 %</td> </tr> <tr> <td>N = 242</td> </tr> <tr> <td>Mean = 3.63</td> </tr> <tr> <td>Std Dev = 1.03</td> </tr> </table>	% Resp = 41.3 %	N = 242	Mean = 3.63	Std Dev = 1.03
Key Text	N (%N)																	
(1) Not at all	5 (2.1%)																	
(2) Slight	30 (12.4%)																	
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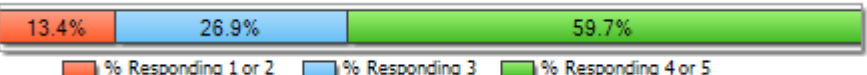
	Mean	Std Dev	N	% Responding
Factor 6 . Learning Dimension	3.85	0.85	318	54.3 %


<p>Q047. Educational Opportunities and Goals - To what degree does this institution assure that all first-year students experience: Individualized attention from faculty/staff</p>  <p>9.3% 23.7% 67%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>8 (2.9%)</td> </tr> <tr> <td>(2) Slight</td> <td>18 (6.5%)</td> </tr> <tr> <td>(3) Moderate</td> <td>66 (23.7%)</td> </tr> <tr> <td>(4) High</td> <td>103 (36.9%)</td> </tr> <tr> <td>(5) Very High</td> <td>84 (30.1%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	8 (2.9%)	(2) Slight	18 (6.5%)	(3) Moderate	66 (23.7%)	(4) High	103 (36.9%)	(5) Very High	84 (30.1%)	<table border="1"> <tbody> <tr> <td>% Resp = 47.6 %</td> </tr> <tr> <td>N = 279</td> </tr> <tr> <td>Mean = 3.85</td> </tr> <tr> <td>Std Dev = 1.02</td> </tr> </tbody> </table>	% Resp = 47.6 %	N = 279	Mean = 3.85	Std Dev = 1.02
Key Text	N (%N)																	
(1) Not at all	8 (2.9%)																	
(2) Slight	18 (6.5%)																	
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Mean = 3.85																		
Std Dev = 1.02																		
<p>Q048. Educational Opportunities and Goals - To what degree does this institution assure that all first-year students experience: Out-of-class learning opportunities</p>  <p>7.3% 27.1% 65.6%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>5 (1.7%)</td> </tr> <tr> <td>(2) Slight</td> <td>16 (5.6%)</td> </tr> <tr> <td>(3) Moderate</td> <td>78 (27.1%)</td> </tr> <tr> <td>(4) High</td> <td>102 (35.4%)</td> </tr> <tr> <td>(5) Very High</td> <td>87 (30.2%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	5 (1.7%)	(2) Slight	16 (5.6%)	(3) Moderate	78 (27.1%)	(4) High	102 (35.4%)	(5) Very High	87 (30.2%)	<table border="1"> <tbody> <tr> <td>% Resp = 49.2 %</td> </tr> <tr> <td>N = 288</td> </tr> <tr> <td>Mean = 3.87</td> </tr> <tr> <td>Std Dev = 0.97</td> </tr> </tbody> </table>	% Resp = 49.2 %	N = 288	Mean = 3.87	Std Dev = 0.97
Key Text	N (%N)																	
(1) Not at all	5 (1.7%)																	
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Std Dev = 0.97																		
<p>Q049. Educational Opportunities and Goals - To what degree: Do you understand this institution's intended educational goals for the first/freshman year of college</p>  <p>18% 29.4% 52.6%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>19 (6.2%)</td> </tr> <tr> <td>(2) Slight</td> <td>36 (11.8%)</td> </tr> <tr> <td>(3) Moderate</td> <td>90 (29.4%)</td> </tr> <tr> <td>(4) High</td> <td>82 (26.8%)</td> </tr> <tr> <td>(5) Very High</td> <td>79 (25.8%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	19 (6.2%)	(2) Slight	36 (11.8%)	(3) Moderate	90 (29.4%)	(4) High	82 (26.8%)	(5) Very High	79 (25.8%)	<table border="1"> <tbody> <tr> <td>% Resp = 52.2 %</td> </tr> <tr> <td>N = 306</td> </tr> <tr> <td>Mean = 3.54</td> </tr> <tr> <td>Std Dev = 1.17</td> </tr> </tbody> </table>	% Resp = 52.2 %	N = 306	Mean = 3.54	Std Dev = 1.17
Key Text	N (%N)																	
(1) Not at all	19 (6.2%)																	
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% Resp = 52.2 %																		
N = 306																		
Mean = 3.54																		
Std Dev = 1.17																		
<p>Q061. First Year Course Instruction - For your course(s) that enroll(s) first-year students, to what degree do you: Communicate your academic expectations to students</p>  <p>96.6%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>1 (0.9%)</td> </tr> <tr> <td>(2) Slight</td> <td>0 (0%)</td> </tr> <tr> <td>(3) Moderate</td> <td>3 (2.6%)</td> </tr> <tr> <td>(4) High</td> <td>35 (29.9%)</td> </tr> <tr> <td>(5) Very High</td> <td>78 (66.7%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	1 (0.9%)	(2) Slight	0 (0%)	(3) Moderate	3 (2.6%)	(4) High	35 (29.9%)	(5) Very High	78 (66.7%)	<table border="1"> <tbody> <tr> <td>% Resp = 20.0 %</td> </tr> <tr> <td>N = 117</td> </tr> <tr> <td>Mean = 4.62</td> </tr> <tr> <td>Std Dev = 0.62</td> </tr> </tbody> </table>	% Resp = 20.0 %	N = 117	Mean = 4.62	Std Dev = 0.62
Key Text	N (%N)																	
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<p>Q062. First Year Course Instruction - For your course(s) that enroll(s) first-year students, to what degree do you: Encourage students to ask questions in class</p>  <p>95.7%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>1 (0.9%)</td> </tr> <tr> <td>(2) Slight</td> <td>0 (0%)</td> </tr> <tr> <td>(3) Moderate</td> <td>4 (3.4%)</td> </tr> <tr> <td>(4) High</td> <td>21 (17.9%)</td> </tr> <tr> <td>(5) Very High</td> <td>91 (77.8%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	1 (0.9%)	(2) Slight	0 (0%)	(3) Moderate	4 (3.4%)	(4) High	21 (17.9%)	(5) Very High	91 (77.8%)	<table border="1"> <tbody> <tr> <td>% Resp = 20.0 %</td> </tr> <tr> <td>N = 117</td> </tr> <tr> <td>Mean = 4.72</td> </tr> <tr> <td>Std Dev = 0.61</td> </tr> </tbody> </table>	% Resp = 20.0 %	N = 117	Mean = 4.72	Std Dev = 0.61
Key Text	N (%N)																	
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<p>Q063. First Year Course Instruction - For your course(s) that enroll(s) first-year students, to what degree do you: Effectively manage student behavior in class</p>  <p>1.8% 14% 84.2%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>1 (0.9%)</td> </tr> <tr> <td>(2) Slight</td> <td>1 (0.9%)</td> </tr> <tr> <td>(3) Moderate</td> <td>16 (14%)</td> </tr> <tr> <td>(4) High</td> <td>39 (34.2%)</td> </tr> <tr> <td>(5) Very High</td> <td>57 (50%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	1 (0.9%)	(2) Slight	1 (0.9%)	(3) Moderate	16 (14%)	(4) High	39 (34.2%)	(5) Very High	57 (50%)	<table border="1"> <tbody> <tr> <td>% Resp = 19.5 %</td> </tr> <tr> <td>N = 114</td> </tr> <tr> <td>Mean = 4.32</td> </tr> <tr> <td>Std Dev = 0.81</td> </tr> </tbody> </table>	% Resp = 19.5 %	N = 114	Mean = 4.32	Std Dev = 0.81
Key Text	N (%N)																	
(1) Not at all	1 (0.9%)																	
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<p>Q064. First Year Course Instruction - For your course(s) that enroll(s) first-year students, to what degree do you: Initiate communication, early in the term, with students who are performing poorly</p>  <p>9.6% 20.2% 70.2%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>3 (2.6%)</td> </tr> <tr> <td>(2) Slight</td> <td>8 (7%)</td> </tr> <tr> <td>(3) Moderate</td> <td>23 (20.2%)</td> </tr> <tr> <td>(4) High</td> <td>37 (32.5%)</td> </tr> <tr> <td>(5) Very High</td> <td>43 (37.7%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	3 (2.6%)	(2) Slight	8 (7%)	(3) Moderate	23 (20.2%)	(4) High	37 (32.5%)	(5) Very High	43 (37.7%)	<table border="1"> <tbody> <tr> <td>% Resp = 19.5 %</td> </tr> <tr> <td>N = 114</td> </tr> <tr> <td>Mean = 3.96</td> </tr> <tr> <td>Std Dev = 1.05</td> </tr> </tbody> </table>	% Resp = 19.5 %	N = 114	Mean = 3.96	Std Dev = 1.05
Key Text	N (%N)																	
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<p>Q065. First Year Course Instruction - For your course(s) that enroll(s) first-year students, to what degree do you: Encourage students to participate in course-related out-of-class events (e.g., lectures, concerts, exhibits)</p>  <p>12.4% 14.2% 73.5%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>3 (2.7%)</td> </tr> <tr> <td>(2) Slight</td> <td>11 (9.7%)</td> </tr> <tr> <td>(3) Moderate</td> <td>16 (14.2%)</td> </tr> <tr> <td>(4) High</td> <td>32 (28.3%)</td> </tr> <tr> <td>(5) Very High</td> <td>51 (45.1%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	3 (2.7%)	(2) Slight	11 (9.7%)	(3) Moderate	16 (14.2%)	(4) High	32 (28.3%)	(5) Very High	51 (45.1%)	<table border="1"> <tbody> <tr> <td>% Resp = 19.3 %</td> </tr> <tr> <td>N = 113</td> </tr> <tr> <td>Mean = 4.04</td> </tr> <tr> <td>Std Dev = 1.10</td> </tr> </tbody> </table>	% Resp = 19.3 %	N = 113	Mean = 4.04	Std Dev = 1.10
Key Text	N (%N)																	
(1) Not at all	3 (2.7%)																	
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(5) Very High	51 (45.1%)																	
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N = 113																		
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Std Dev = 1.10																		
<p>Q066. First Year Course Instruction - For your course(s) that enroll(s) first-year students, to what degree do you: Make yourself available to students outside of class</p>  <p>96.6%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>1 (0.9%)</td> </tr> <tr> <td>(2) Slight</td> <td>0 (0%)</td> </tr> <tr> <td>(3) Moderate</td> <td>3 (2.6%)</td> </tr> <tr> <td>(4) High</td> <td>23 (19.8%)</td> </tr> <tr> <td>(5) Very High</td> <td>89 (76.7%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	1 (0.9%)	(2) Slight	0 (0%)	(3) Moderate	3 (2.6%)	(4) High	23 (19.8%)	(5) Very High	89 (76.7%)	<table border="1"> <tbody> <tr> <td>% Resp = 19.8 %</td> </tr> <tr> <td>N = 116</td> </tr> <tr> <td>Mean = 4.72</td> </tr> <tr> <td>Std Dev = 0.60</td> </tr> </tbody> </table>	% Resp = 19.8 %	N = 116	Mean = 4.72	Std Dev = 0.60
Key Text	N (%N)																	
(1) Not at all	1 (0.9%)																	
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<p>Q067. First Year Course Instruction - For your course(s) that enroll(s) first-year students, to what degree: Were specific learning goals developed</p>  <p>3.4% 12.8% 83.8%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>1 (0.9%)</td> </tr> <tr> <td>(2) Slight</td> <td>3 (2.6%)</td> </tr> <tr> <td>(3) Moderate</td> <td>15 (12.8%)</td> </tr> <tr> <td>(4) High</td> <td>52 (44.4%)</td> </tr> <tr> <td>(5) Very High</td> <td>46 (39.3%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	1 (0.9%)	(2) Slight	3 (2.6%)	(3) Moderate	15 (12.8%)	(4) High	52 (44.4%)	(5) Very High	46 (39.3%)	<table border="1"> <tbody> <tr> <td>% Resp = 20.0 %</td> </tr> <tr> <td>N = 117</td> </tr> <tr> <td>Mean = 4.19</td> </tr> <tr> <td>Std Dev = 0.82</td> </tr> </tbody> </table>	% Resp = 20.0 %	N = 117	Mean = 4.19	Std Dev = 0.82
Key Text	N (%N)																	
(1) Not at all	1 (0.9%)																	
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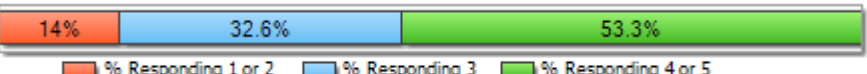
Q068. First Year Course Instruction - For your course(s) that enroll(s) first-year students, to what degree: Was achievement of student learning goals documented	Key Text	N (%N)	% Resp = 19.6 % N = 115 Mean = 3.84 Std Dev = 1.01
	(1) Not at all	2 (1.7%)	
	(2) Slight	10 (8.7%)	% Responding 1 or 2: 10.4% % Responding 3: 23.5% % Responding 4 or 5: 66.1%
	(3) Moderate	27 (23.5%)	
	(4) High	41 (35.7%)	
	(5) Very High	35 (30.4%)	

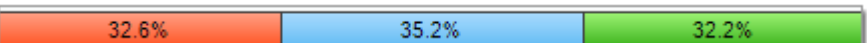
Factor 7 . Diversity Dimension	Mean	Std Dev	N	% Responding
	3.66	0.84	307	52.4 %


Q030. Diverse Curriculum and Co-Curriculum - To what degree does this institution's: Curriculum, as experienced by most first-year students, include appropriate attention to diverse ideas and world views	Key Text	N (%N)	% Resp = 44.5 % N = 261 Mean = 3.83 Std Dev = 0.92
	(1) Not at all	1 (0.4%)	
	(2) Slight	21 (8%)	% Responding 1 or 2: 8.4% % Responding 3: 25.7% % Responding 4 or 5: 65.9%
	(3) Moderate	67 (25.7%)	
	(4) High	105 (40.2%)	
	(5) Very High	67 (25.7%)	

Q031. Diverse Curriculum and Co-Curriculum - To what degree does this institution's: Out-of-class activities for first-year students include appropriate attention to diverse ideas and world views	Key Text	N (%N)	% Resp = 45.7 % N = 268 Mean = 3.67 Std Dev = 1.03
	(1) Not at all	7 (2.6%)	
	(2) Slight	29 (10.8%)	% Responding 1 or 2: 13.4% % Responding 3: 26.9% % Responding 4 or 5: 59.7%
	(3) Moderate	72 (26.9%)	
	(4) High	98 (36.6%)	
	(5) Very High	62 (23.1%)	


Q032. Diverse Interactions - Within the following groups, to what degree does this institution provide opportunities for first-year students to interact with individuals from differing backgrounds and cultures: Other students at this institution	Key Text	N (%N)	% Resp = 46.3 % N = 271 Mean = 3.75 Std Dev = 0.98
	(1) Not at all	5 (1.8%)	
	(2) Slight	21 (7.7%)	% Responding 1 or 2: 9.6% % Responding 3: 28.8% % Responding 4 or 5: 61.6%
	(3) Moderate	78 (28.8%)	
	(4) High	99 (36.5%)	
	(5) Very High	68 (25.1%)	

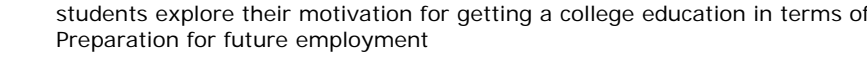
Q033. Diverse Interactions - Within the following groups, to what degree does this institution provide opportunities for first-year students to interact with individuals from differing backgrounds and cultures: Faculty and staff	Key Text	N (%N)	% Resp = 48.6 % N = 285 Mean = 3.57 Std Dev = 1.02
	(1) Not at all	7 (2.5%)	
	(2) Slight	33 (11.6%)	% Responding 1 or 2: 14% % Responding 3: 32.6% % Responding 4 or 5: 53.3%
	(3) Moderate	93 (32.6%)	
	(4) High	94 (33%)	
	(5) Very High	58 (20.4%)	

Q034. Diverse Interactions - Within the following groups, to what degree does this institution provide opportunities for first-year students to interact with individuals from differing backgrounds and cultures: People outside this institution	Key Text	N (%N)	% Resp = 39.8 % N = 233 Mean = 3.05 Std Dev = 1.06
	(1) Not at all	12 (5.2%)	
	(2) Slight	64 (27.5%)	% Responding 1 or 2: 32.6% % Responding 3: 35.2% % Responding 4 or 5: 32.2%
	(3) Moderate	82 (35.2%)	
	(4) High	50 (21.5%)	
	(5) Very High	25 (10.7%)	

Q035. Diverse Interactions - To what degree does this institution communicate to first-year students the importance of: Respecting others with differing opinions	Key Text	N (%N)	% Resp = 44.4 % N = 260 Mean = 3.90 Std Dev = 1.05
	(1) Not at all	7 (2.7%)	
	(2) Slight	22 (8.5%)	% Responding 1 or 2: 11.2% % Responding 3: 18.8% % Responding 4 or 5: 70%
	(3) Moderate	49 (18.8%)	
	(4) High	93 (35.8%)	
	(5) Very High	89 (34.2%)	

Factor 8 . Roles & Purposes Dimension	Mean	Std Dev	N	% Responding
	3.44	0.92	260	44.4 %

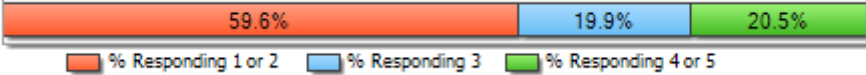
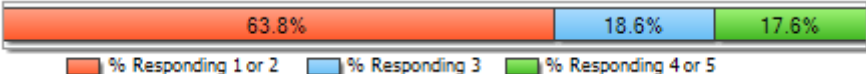

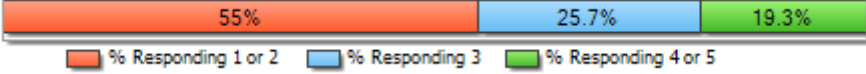

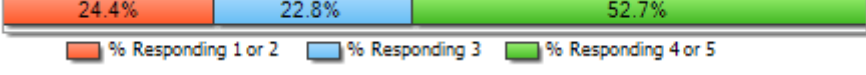
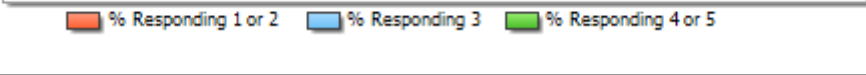
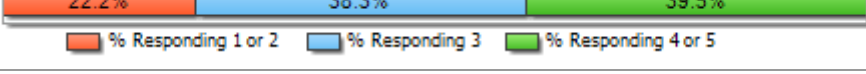
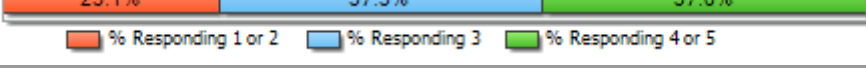
Q042. Reasons for Education - To what degree does this institution help first-year students explore their motivation for getting a college education in terms of: Knowledge for personal growth	Key Text	N (%N)	% Resp = 41.6 % N = 244 Mean = 3.41 Std Dev = 1.05
	(1) Not at all	10 (4.1%)	
	(2) Slight	38 (15.6%)	% Responding 1 or 2: 19.7% % Responding 3: 31.1% % Responding 4 or 5: 49.2%
	(3) Moderate	76 (31.1%)	
	(4) High	83 (34%)	
	(5) Very High	37 (15.2%)	

Q043. Reasons for Education - To what degree does this institution help first-year students explore their motivation for getting a college education in terms of: Preparation for future employment	Key Text	N (%N)	% Resp = 43.3 % N = 254 Mean = 3.63
	(1) Not at all	9 (3.5%)	
	(2) Slight	21 (8.3%)	% Responding 1 or 2: 19.7% % Responding 3: 31.1% % Responding 4 or 5: 49.2%
	(3) Moderate	76 (29.9%)	

<p>11.8% 29.9% 58.3%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <tr><td>(4) High</td><td>96 (37.8%)</td></tr> <tr><td>(5) Very High</td><td>52 (20.5%)</td></tr> </table>	(4) High	96 (37.8%)	(5) Very High	52 (20.5%)	<table border="1"> <tr><td>Std Dev = 1.01</td></tr> </table>	Std Dev = 1.01											
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(5) Very High	52 (20.5%)																	
Std Dev = 1.01																		
<p>Q044. Reasons for Education - To what degree does this institution help first-year students explore their motivation for getting a college education in terms of: Active engagement in the community</p> <p>20.7% 32.7% 46.6%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>14 (5.6%)</td></tr> <tr><td>(2) Slight</td><td>38 (15.1%)</td></tr> <tr><td>(3) Moderate</td><td>82 (32.7%)</td></tr> <tr><td>(4) High</td><td>75 (29.9%)</td></tr> <tr><td>(5) Very High</td><td>42 (16.7%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	14 (5.6%)	(2) Slight	38 (15.1%)	(3) Moderate	82 (32.7%)	(4) High	75 (29.9%)	(5) Very High	42 (16.7%)	<table border="1"> <tr><td>% Resp = 42.8 %</td></tr> <tr><td>N = 251</td></tr> <tr><td>Mean = 3.37</td></tr> <tr><td>Std Dev = 1.10</td></tr> </table>	% Resp = 42.8 %	N = 251	Mean = 3.37	Std Dev = 1.10
Key Text	N (%N)																	
(1) Not at all	14 (5.6%)																	
(2) Slight	38 (15.1%)																	
(3) Moderate	82 (32.7%)																	
(4) High	75 (29.9%)																	
(5) Very High	42 (16.7%)																	
% Resp = 42.8 %																		
N = 251																		
Mean = 3.37																		
Std Dev = 1.10																		
<p>Q045. Reasons for Education - To what degree does this institution help first-year students explore their motivation for getting a college education in terms of: Contributions to the betterment of society</p> <p>22.6% 29% 48.4%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>14 (5.6%)</td></tr> <tr><td>(2) Slight</td><td>43 (17.1%)</td></tr> <tr><td>(3) Moderate</td><td>73 (29%)</td></tr> <tr><td>(4) High</td><td>81 (32.1%)</td></tr> <tr><td>(5) Very High</td><td>41 (16.3%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	14 (5.6%)	(2) Slight	43 (17.1%)	(3) Moderate	73 (29%)	(4) High	81 (32.1%)	(5) Very High	41 (16.3%)	<table border="1"> <tr><td>% Resp = 43.0 %</td></tr> <tr><td>N = 252</td></tr> <tr><td>Mean = 3.37</td></tr> <tr><td>Std Dev = 1.11</td></tr> </table>	% Resp = 43.0 %	N = 252	Mean = 3.37	Std Dev = 1.11
Key Text	N (%N)																	
(1) Not at all	14 (5.6%)																	
(2) Slight	43 (17.1%)																	
(3) Moderate	73 (29%)																	
(4) High	81 (32.1%)																	
(5) Very High	41 (16.3%)																	
% Resp = 43.0 %																		
N = 252																		
Mean = 3.37																		
Std Dev = 1.11																		
<p>Q046. Reasons for Education - To what degree does this institution help first-year students explore their motivation for getting a college education in terms of: Achievement of their life goals</p> <p>15.5% 34.7% 49.8%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>11 (4.5%)</td></tr> <tr><td>(2) Slight</td><td>27 (11%)</td></tr> <tr><td>(3) Moderate</td><td>85 (34.7%)</td></tr> <tr><td>(4) High</td><td>84 (34.3%)</td></tr> <tr><td>(5) Very High</td><td>38 (15.5%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	11 (4.5%)	(2) Slight	27 (11%)	(3) Moderate	85 (34.7%)	(4) High	84 (34.3%)	(5) Very High	38 (15.5%)	<table border="1"> <tr><td>% Resp = 41.8 %</td></tr> <tr><td>N = 245</td></tr> <tr><td>Mean = 3.45</td></tr> <tr><td>Std Dev = 1.02</td></tr> </table>	% Resp = 41.8 %	N = 245	Mean = 3.45	Std Dev = 1.02
Key Text	N (%N)																	
(1) Not at all	11 (4.5%)																	
(2) Slight	27 (11%)																	
(3) Moderate	85 (34.7%)																	
(4) High	84 (34.3%)																	
(5) Very High	38 (15.5%)																	
% Resp = 41.8 %																		
N = 245																		
Mean = 3.45																		
Std Dev = 1.02																		

	Mean	Std Dev	N	% Responding
Factor 9 . Improvement Dimension	2.52	0.87	320	54.6 %

<p>Q050. Professional Development - To what degree are you engaged in the following professional activities focusing on the first year: Attending conferences or workshops at this institution</p> <p>54.4% 17.7% 27.9%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>92 (32.5%)</td></tr> <tr><td>(2) Slight</td><td>62 (21.9%)</td></tr> <tr><td>(3) Moderate</td><td>50 (17.7%)</td></tr> <tr><td>(4) High</td><td>45 (15.9%)</td></tr> <tr><td>(5) Very High</td><td>34 (12%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	92 (32.5%)	(2) Slight	62 (21.9%)	(3) Moderate	50 (17.7%)	(4) High	45 (15.9%)	(5) Very High	34 (12%)	<table border="1"> <tr><td>% Resp = 48.3 %</td></tr> <tr><td>N = 283</td></tr> <tr><td>Mean = 2.53</td></tr> <tr><td>Std Dev = 1.39</td></tr> </table>	% Resp = 48.3 %	N = 283	Mean = 2.53	Std Dev = 1.39
Key Text	N (%N)																	
(1) Not at all	92 (32.5%)																	
(2) Slight	62 (21.9%)																	
(3) Moderate	50 (17.7%)																	
(4) High	45 (15.9%)																	
(5) Very High	34 (12%)																	
% Resp = 48.3 %																		
N = 283																		
Mean = 2.53																		
Std Dev = 1.39																		
<p>Q051. Professional Development - To what degree are you engaged in the following professional activities focusing on the first year: Attending national/regional conferences or meetings</p> <p>72.2% 10.5% 17.3%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>153 (57.5%)</td></tr> <tr><td>(2) Slight</td><td>39 (14.7%)</td></tr> <tr><td>(3) Moderate</td><td>28 (10.5%)</td></tr> <tr><td>(4) High</td><td>27 (10.2%)</td></tr> <tr><td>(5) Very High</td><td>19 (7.1%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	153 (57.5%)	(2) Slight	39 (14.7%)	(3) Moderate	28 (10.5%)	(4) High	27 (10.2%)	(5) Very High	19 (7.1%)	<table border="1"> <tr><td>% Resp = 45.4 %</td></tr> <tr><td>N = 266</td></tr> <tr><td>Mean = 1.95</td></tr> <tr><td>Std Dev = 1.31</td></tr> </table>	% Resp = 45.4 %	N = 266	Mean = 1.95	Std Dev = 1.31
Key Text	N (%N)																	
(1) Not at all	153 (57.5%)																	
(2) Slight	39 (14.7%)																	
(3) Moderate	28 (10.5%)																	
(4) High	27 (10.2%)																	
(5) Very High	19 (7.1%)																	
% Resp = 45.4 %																		
N = 266																		
Mean = 1.95																		
Std Dev = 1.31																		
<p>Q052. Professional Development - To what degree are you engaged in the following professional activities focusing on the first year: Reading professional materials</p> <p>45.1% 23.1% 31.8%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>78 (27.3%)</td></tr> <tr><td>(2) Slight</td><td>51 (17.8%)</td></tr> <tr><td>(3) Moderate</td><td>66 (23.1%)</td></tr> <tr><td>(4) High</td><td>53 (18.5%)</td></tr> <tr><td>(5) Very High</td><td>38 (13.3%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	78 (27.3%)	(2) Slight	51 (17.8%)	(3) Moderate	66 (23.1%)	(4) High	53 (18.5%)	(5) Very High	38 (13.3%)	<table border="1"> <tr><td>% Resp = 48.8 %</td></tr> <tr><td>N = 286</td></tr> <tr><td>Mean = 2.73</td></tr> <tr><td>Std Dev = 1.38</td></tr> </table>	% Resp = 48.8 %	N = 286	Mean = 2.73	Std Dev = 1.38
Key Text	N (%N)																	
(1) Not at all	78 (27.3%)																	
(2) Slight	51 (17.8%)																	
(3) Moderate	66 (23.1%)																	
(4) High	53 (18.5%)																	
(5) Very High	38 (13.3%)																	
% Resp = 48.8 %																		
N = 286																		
Mean = 2.73																		
Std Dev = 1.38																		
<p>Q053. Professional Development - To what degree are you engaged in the following professional activities focusing on the first year: Presenting at conferences or contributing to publications</p> <p>74.4% 10.9% 14.7%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>167 (62.8%)</td></tr> <tr><td>(2) Slight</td><td>31 (11.7%)</td></tr> <tr><td>(3) Moderate</td><td>29 (10.9%)</td></tr> <tr><td>(4) High</td><td>21 (7.9%)</td></tr> <tr><td>(5) Very High</td><td>18 (6.8%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	167 (62.8%)	(2) Slight	31 (11.7%)	(3) Moderate	29 (10.9%)	(4) High	21 (7.9%)	(5) Very High	18 (6.8%)	<table border="1"> <tr><td>% Resp = 45.4 %</td></tr> <tr><td>N = 266</td></tr> <tr><td>Mean = 1.84</td></tr> <tr><td>Std Dev = 1.28</td></tr> </table>	% Resp = 45.4 %	N = 266	Mean = 1.84	Std Dev = 1.28
Key Text	N (%N)																	
(1) Not at all	167 (62.8%)																	
(2) Slight	31 (11.7%)																	
(3) Moderate	29 (10.9%)																	
(4) High	21 (7.9%)																	
(5) Very High	18 (6.8%)																	
% Resp = 45.4 %																		
N = 266																		
Mean = 1.84																		
Std Dev = 1.28																		
<p>Q084. Use of Assessment - To what degree has the following information directly influenced your work with first-year students: Demographic information from this institution's databases</p> <p>67.3% 20.8% 11.9%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Never</td><td>150 (48.1%)</td></tr> <tr><td>(2) Rarely</td><td>60 (19.2%)</td></tr> <tr><td>(3) Sometimes</td><td>65 (20.8%)</td></tr> <tr><td>(4) Often</td><td>16 (5.1%)</td></tr> <tr><td>(5) Very often</td><td>21 (6.7%)</td></tr> </table>	Key Text	N (%N)	(1) Never	150 (48.1%)	(2) Rarely	60 (19.2%)	(3) Sometimes	65 (20.8%)	(4) Often	16 (5.1%)	(5) Very often	21 (6.7%)	<table border="1"> <tr><td>% Resp = 53.2 %</td></tr> <tr><td>N = 312</td></tr> <tr><td>Mean = 2.03</td></tr> <tr><td>Std Dev = 1.22</td></tr> </table>	% Resp = 53.2 %	N = 312	Mean = 2.03	Std Dev = 1.22
Key Text	N (%N)																	
(1) Never	150 (48.1%)																	
(2) Rarely	60 (19.2%)																	
(3) Sometimes	65 (20.8%)																	
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(5) Very often	21 (6.7%)																	
% Resp = 53.2 %																		
N = 312																		
Mean = 2.03																		
Std Dev = 1.22																		
<p>Q085. Use of Assessment - To what degree has the following information directly influenced your work with first-year students: Measures of pre-enrollment academic skills from this institution's databases</p> <p>71.2% 16.3% 12.5%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Never</td><td>169 (54.2%)</td></tr> <tr><td>(2) Rarely</td><td>53 (17%)</td></tr> <tr><td>(3) Sometimes</td><td>51 (16.3%)</td></tr> <tr><td>(4) Often</td><td>17 (5.4%)</td></tr> <tr><td>(5) Very often</td><td>22 (7.1%)</td></tr> </table>	Key Text	N (%N)	(1) Never	169 (54.2%)	(2) Rarely	53 (17%)	(3) Sometimes	51 (16.3%)	(4) Often	17 (5.4%)	(5) Very often	22 (7.1%)	<table border="1"> <tr><td>% Resp = 53.2 %</td></tr> <tr><td>N = 312</td></tr> <tr><td>Mean = 1.94</td></tr> <tr><td>Std Dev = 1.25</td></tr> </table>	% Resp = 53.2 %	N = 312	Mean = 1.94	Std Dev = 1.25
Key Text	N (%N)																	
(1) Never	169 (54.2%)																	
(2) Rarely	53 (17%)																	
(3) Sometimes	51 (16.3%)																	
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(5) Very often	22 (7.1%)																	
% Resp = 53.2 %																		
N = 312																		
Mean = 1.94																		
Std Dev = 1.25																		

<p>Q086. Use of Assessment - To what degree has the following information directly influenced your work with first-year students: Academic skills measured after one semester/quarter or more</p>  <p>59.6% 19.9% 20.5%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Never</td> <td>136 (43.6%)</td> </tr> <tr> <td>(2) Rarely</td> <td>50 (16%)</td> </tr> <tr> <td>(3) Sometimes</td> <td>62 (19.9%)</td> </tr> <tr> <td>(4) Often</td> <td>32 (10.3%)</td> </tr> <tr> <td>(5) Very often</td> <td>32 (10.3%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Never	136 (43.6%)	(2) Rarely	50 (16%)	(3) Sometimes	62 (19.9%)	(4) Often	32 (10.3%)	(5) Very often	32 (10.3%)	<table border="1"> <tr> <td>% Resp = 53.2 %</td> </tr> <tr> <td>N = 312</td> </tr> <tr> <td>Mean = 2.28</td> </tr> <tr> <td>Std Dev = 1.38</td> </tr> </table>	% Resp = 53.2 %	N = 312	Mean = 2.28	Std Dev = 1.38
Key Text	N (%N)																	
(1) Never	136 (43.6%)																	
(2) Rarely	50 (16%)																	
(3) Sometimes	62 (19.9%)																	
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(5) Very often	32 (10.3%)																	
% Resp = 53.2 %																		
N = 312																		
Mean = 2.28																		
Std Dev = 1.38																		
<p>Q087. Use of Assessment - To what degree has the following information directly influenced your work with first-year students: Measures of student time spent studying</p>  <p>63.8% 18.6% 17.6%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Never</td> <td>145 (47.2%)</td> </tr> <tr> <td>(2) Rarely</td> <td>51 (16.6%)</td> </tr> <tr> <td>(3) Sometimes</td> <td>57 (18.6%)</td> </tr> <tr> <td>(4) Often</td> <td>37 (12.1%)</td> </tr> <tr> <td>(5) Very often</td> <td>17 (5.5%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Never	145 (47.2%)	(2) Rarely	51 (16.6%)	(3) Sometimes	57 (18.6%)	(4) Often	37 (12.1%)	(5) Very often	17 (5.5%)	<table border="1"> <tr> <td>% Resp = 52.4 %</td> </tr> <tr> <td>N = 307</td> </tr> <tr> <td>Mean = 2.12</td> </tr> <tr> <td>Std Dev = 1.27</td> </tr> </table>	% Resp = 52.4 %	N = 307	Mean = 2.12	Std Dev = 1.27
Key Text	N (%N)																	
(1) Never	145 (47.2%)																	
(2) Rarely	51 (16.6%)																	
(3) Sometimes	57 (18.6%)																	
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% Resp = 52.4 %																		
N = 307																		
Mean = 2.12																		
Std Dev = 1.27																		
<p>Q088. Use of Assessment - To what degree has the following information directly influenced your work with first-year students: Measures of student alcohol consumption</p>  <p>60.5% 22.2% 17.4%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Never</td> <td>140 (45%)</td> </tr> <tr> <td>(2) Rarely</td> <td>48 (15.4%)</td> </tr> <tr> <td>(3) Sometimes</td> <td>69 (22.2%)</td> </tr> <tr> <td>(4) Often</td> <td>31 (10%)</td> </tr> <tr> <td>(5) Very often</td> <td>23 (7.4%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Never	140 (45%)	(2) Rarely	48 (15.4%)	(3) Sometimes	69 (22.2%)	(4) Often	31 (10%)	(5) Very often	23 (7.4%)	<table border="1"> <tr> <td>% Resp = 53.1 %</td> </tr> <tr> <td>N = 311</td> </tr> <tr> <td>Mean = 2.19</td> </tr> <tr> <td>Std Dev = 1.30</td> </tr> </table>	% Resp = 53.1 %	N = 311	Mean = 2.19	Std Dev = 1.30
Key Text	N (%N)																	
(1) Never	140 (45%)																	
(2) Rarely	48 (15.4%)																	
(3) Sometimes	69 (22.2%)																	
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% Resp = 53.1 %																		
N = 311																		
Mean = 2.19																		
Std Dev = 1.30																		
<p>Q089. Use of Assessment - To what degree has the following information directly influenced your work with first-year students: Current practices at other institutions</p>  <p>55% 25.7% 19.3%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Never</td> <td>112 (36%)</td> </tr> <tr> <td>(2) Rarely</td> <td>59 (19%)</td> </tr> <tr> <td>(3) Sometimes</td> <td>80 (25.7%)</td> </tr> <tr> <td>(4) Often</td> <td>41 (13.2%)</td> </tr> <tr> <td>(5) Very often</td> <td>19 (6.1%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Never	112 (36%)	(2) Rarely	59 (19%)	(3) Sometimes	80 (25.7%)	(4) Often	41 (13.2%)	(5) Very often	19 (6.1%)	<table border="1"> <tr> <td>% Resp = 53.1 %</td> </tr> <tr> <td>N = 311</td> </tr> <tr> <td>Mean = 2.34</td> </tr> <tr> <td>Std Dev = 1.26</td> </tr> </table>	% Resp = 53.1 %	N = 311	Mean = 2.34	Std Dev = 1.26
Key Text	N (%N)																	
(1) Never	112 (36%)																	
(2) Rarely	59 (19%)																	
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% Resp = 53.1 %																		
N = 311																		
Mean = 2.34																		
Std Dev = 1.26																		
<p>Q090. Use of Assessment - To what degree has the following information directly influenced your work with first-year students: Professional / published research</p>  <p>51% 26.8% 22.3%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Never</td> <td>97 (31.3%)</td> </tr> <tr> <td>(2) Rarely</td> <td>61 (19.7%)</td> </tr> <tr> <td>(3) Sometimes</td> <td>83 (26.8%)</td> </tr> <tr> <td>(4) Often</td> <td>48 (15.5%)</td> </tr> <tr> <td>(5) Very often</td> <td>21 (6.8%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Never	97 (31.3%)	(2) Rarely	61 (19.7%)	(3) Sometimes	83 (26.8%)	(4) Often	48 (15.5%)	(5) Very often	21 (6.8%)	<table border="1"> <tr> <td>% Resp = 52.9 %</td> </tr> <tr> <td>N = 310</td> </tr> <tr> <td>Mean = 2.47</td> </tr> <tr> <td>Std Dev = 1.26</td> </tr> </table>	% Resp = 52.9 %	N = 310	Mean = 2.47	Std Dev = 1.26
Key Text	N (%N)																	
(1) Never	97 (31.3%)																	
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N = 310																		
Mean = 2.47																		
Std Dev = 1.26																		
<p>Q091. Use of Assessment - To what degree has the following information directly influenced your work with first-year students: Student evaluations, assessments, or feedback</p>  <p>24.4% 22.8% 52.7%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Never</td> <td>57 (18.3%)</td> </tr> <tr> <td>(2) Rarely</td> <td>19 (6.1%)</td> </tr> <tr> <td>(3) Sometimes</td> <td>71 (22.8%)</td> </tr> <tr> <td>(4) Often</td> <td>114 (36.7%)</td> </tr> <tr> <td>(5) Very often</td> <td>50 (16.1%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Never	57 (18.3%)	(2) Rarely	19 (6.1%)	(3) Sometimes	71 (22.8%)	(4) Often	114 (36.7%)	(5) Very often	50 (16.1%)	<table border="1"> <tr> <td>% Resp = 53.1 %</td> </tr> <tr> <td>N = 311</td> </tr> <tr> <td>Mean = 3.26</td> </tr> <tr> <td>Std Dev = 1.32</td> </tr> </table>	% Resp = 53.1 %	N = 311	Mean = 3.26	Std Dev = 1.32
Key Text	N (%N)																	
(1) Never	57 (18.3%)																	
(2) Rarely	19 (6.1%)																	
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% Resp = 53.1 %																		
N = 311																		
Mean = 3.26																		
Std Dev = 1.32																		
<p>Q092. Use of Assessment - Overall, please rate this institution's assessment capabilities relevant to the first year of college: Assessing what's relevant</p>  <p>23.1% 40.1% 36.9%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Very Poor</td> <td>25 (8%)</td> </tr> <tr> <td>(2) Poor</td> <td>47 (15.1%)</td> </tr> <tr> <td>(3) Fair</td> <td>125 (40.1%)</td> </tr> <tr> <td>(4) Good</td> <td>70 (22.4%)</td> </tr> <tr> <td>(5) Excellent</td> <td>45 (14.4%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Very Poor	25 (8%)	(2) Poor	47 (15.1%)	(3) Fair	125 (40.1%)	(4) Good	70 (22.4%)	(5) Excellent	45 (14.4%)	<table border="1"> <tr> <td>% Resp = 53.2 %</td> </tr> <tr> <td>N = 312</td> </tr> <tr> <td>Mean = 3.20</td> </tr> <tr> <td>Std Dev = 1.11</td> </tr> </table>	% Resp = 53.2 %	N = 312	Mean = 3.20	Std Dev = 1.11
Key Text	N (%N)																	
(1) Very Poor	25 (8%)																	
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% Resp = 53.2 %																		
N = 312																		
Mean = 3.20																		
Std Dev = 1.11																		
<p>Q093. Use of Assessment - Overall, please rate this institution's assessment capabilities relevant to the first year of college: Disseminating results in a timely manner</p>  <p>22.2% 38.3% 39.5%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Very Poor</td> <td>29 (9.3%)</td> </tr> <tr> <td>(2) Poor</td> <td>40 (12.9%)</td> </tr> <tr> <td>(3) Fair</td> <td>119 (38.3%)</td> </tr> <tr> <td>(4) Good</td> <td>89 (28.6%)</td> </tr> <tr> <td>(5) Excellent</td> <td>34 (10.9%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Very Poor	29 (9.3%)	(2) Poor	40 (12.9%)	(3) Fair	119 (38.3%)	(4) Good	89 (28.6%)	(5) Excellent	34 (10.9%)	<table border="1"> <tr> <td>% Resp = 53.1 %</td> </tr> <tr> <td>N = 311</td> </tr> <tr> <td>Mean = 3.19</td> </tr> <tr> <td>Std Dev = 1.09</td> </tr> </table>	% Resp = 53.1 %	N = 311	Mean = 3.19	Std Dev = 1.09
Key Text	N (%N)																	
(1) Very Poor	29 (9.3%)																	
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<p>Q094. Use of Assessment - Overall, please rate this institution's assessment capabilities relevant to the first year of college: Using results for improvement</p>  <p>25.1% 37.3% 37.6%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Very Poor</td> <td>25 (8%)</td> </tr> <tr> <td>(2) Poor</td> <td>53 (17%)</td> </tr> <tr> <td>(3) Fair</td> <td>116 (37.3%)</td> </tr> <tr> <td>(4) Good</td> <td>78 (25.1%)</td> </tr> <tr> <td>(5) Excellent</td> <td>39 (12.5%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Very Poor	25 (8%)	(2) Poor	53 (17%)	(3) Fair	116 (37.3%)	(4) Good	78 (25.1%)	(5) Excellent	39 (12.5%)	<table border="1"> <tr> <td>% Resp = 53.1 %</td> </tr> <tr> <td>N = 311</td> </tr> <tr> <td>Mean = 3.17</td> </tr> <tr> <td>Std Dev = 1.10</td> </tr> </table>	% Resp = 53.1 %	N = 311	Mean = 3.17	Std Dev = 1.10
Key Text	N (%N)																	
(1) Very Poor	25 (8%)																	
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	Mean	Std Dev	N	% Responding
Factor 30 . Overall Evaluation of Institution	3.66	0.97	299	51.0 %

<p>Q095. Overall Evaluation - To what degree does this institution's delivery of the first year: Demonstrate that the success of first-year students is an important institutional goal</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>6 (2%)</td> </tr> <tr> <td>(2) Slight</td> <td>19 (6.4%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	6 (2%)	(2) Slight	19 (6.4%)	<table border="1"> <tr> <td>% Resp = 50.3 %</td> </tr> <tr> <td>N = 295</td> </tr> </table>	% Resp = 50.3 %	N = 295
Key Text	N (%N)									
(1) Not at all	6 (2%)									
(2) Slight	19 (6.4%)									
% Resp = 50.3 %										
N = 295										

<p>8.5% 19.7% 71.9%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <tr><td>(3) Moderate</td><td>58 (19.7%)</td></tr> <tr><td>(4) High</td><td>104 (35.3%)</td></tr> <tr><td>(5) Very High</td><td>108 (36.6%)</td></tr> </table>	(3) Moderate	58 (19.7%)	(4) High	104 (35.3%)	(5) Very High	108 (36.6%)	<table border="1"> <tr><td>Mean = 3.98</td></tr> <tr><td>Std Dev = 1.00</td></tr> </table>	Mean = 3.98	Std Dev = 1.00									
(3) Moderate	58 (19.7%)																		
(4) High	104 (35.3%)																		
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Mean = 3.98																			
Std Dev = 1.00																			
<p>Q096. Overall Evaluation - To what degree does this institution's delivery of the first year: Enhance students' personal development</p>	<table border="1"> <tr><th>Key Text</th><th>N (%N)</th></tr> <tr><td>(1) Not at all</td><td>10 (3.7%)</td></tr> <tr><td>(2) Slight</td><td>32 (11.8%)</td></tr> <tr><td>(3) Moderate</td><td>86 (31.7%)</td></tr> <tr><td>(4) High</td><td>90 (33.2%)</td></tr> <tr><td>(5) Very High</td><td>53 (19.6%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	10 (3.7%)	(2) Slight	32 (11.8%)	(3) Moderate	86 (31.7%)	(4) High	90 (33.2%)	(5) Very High	53 (19.6%)	<table border="1"> <tr><td>% Resp = 46.3 %</td></tr> <tr><td>N = 271</td></tr> <tr><td>Mean = 3.53</td></tr> <tr><td>Std Dev = 1.05</td></tr> </table>	% Resp = 46.3 %	N = 271	Mean = 3.53	Std Dev = 1.05	
Key Text	N (%N)																		
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<p>15.5% 31.7% 52.8%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <tr><th>Key Text</th><th>N (%N)</th></tr> <tr><td>(1) Not at all</td><td>13 (4.7%)</td></tr> <tr><td>(2) Slight</td><td>30 (10.8%)</td></tr> <tr><td>(3) Moderate</td><td>88 (31.7%)</td></tr> <tr><td>(4) High</td><td>92 (33.1%)</td></tr> <tr><td>(5) Very High</td><td>55 (19.8%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	13 (4.7%)	(2) Slight	30 (10.8%)	(3) Moderate	88 (31.7%)	(4) High	92 (33.1%)	(5) Very High	55 (19.8%)	<table border="1"> <tr><td>% Resp = 47.4 %</td></tr> <tr><td>N = 278</td></tr> <tr><td>Mean = 3.53</td></tr> <tr><td>Std Dev = 1.07</td></tr> </table>	% Resp = 47.4 %	N = 278	Mean = 3.53	Std Dev = 1.07	
Key Text	N (%N)																		
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N = 278																			
Mean = 3.53																			
Std Dev = 1.07																			
<p>Q097. Overall Evaluation - To what degree does this institution's delivery of the first year: Enhance student learning</p>	<table border="1"> <tr><th>Key Text</th><th>N (%N)</th></tr> <tr><td>(1) Not at all</td><td>16 (6.2%)</td></tr> <tr><td>(2) Slight</td><td>23 (8.8%)</td></tr> <tr><td>(3) Moderate</td><td>78 (30%)</td></tr> <tr><td>(4) High</td><td>86 (33.1%)</td></tr> <tr><td>(5) Very High</td><td>57 (21.9%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	16 (6.2%)	(2) Slight	23 (8.8%)	(3) Moderate	78 (30%)	(4) High	86 (33.1%)	(5) Very High	57 (21.9%)	<table border="1"> <tr><td>% Resp = 44.4 %</td></tr> <tr><td>N = 260</td></tr> <tr><td>Mean = 3.56</td></tr> <tr><td>Std Dev = 1.11</td></tr> </table>	% Resp = 44.4 %	N = 260	Mean = 3.56	Std Dev = 1.11	
Key Text	N (%N)																		
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<p>15% 30% 55%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <tr><th>Key Text</th><th>N (%N)</th></tr> <tr><td>(1) Not at all</td><td>11 (3.9%)</td></tr> <tr><td>(2) Slight</td><td>31 (11%)</td></tr> <tr><td>(3) Moderate</td><td>73 (25.9%)</td></tr> <tr><td>(4) High</td><td>97 (34.4%)</td></tr> <tr><td>(5) Very High</td><td>70 (24.8%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	11 (3.9%)	(2) Slight	31 (11%)	(3) Moderate	73 (25.9%)	(4) High	97 (34.4%)	(5) Very High	70 (24.8%)	<table border="1"> <tr><td>% Resp = 48.1 %</td></tr> <tr><td>N = 282</td></tr> <tr><td>Mean = 3.65</td></tr> <tr><td>Std Dev = 1.08</td></tr> </table>	% Resp = 48.1 %	N = 282	Mean = 3.65	Std Dev = 1.08	
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N = 282																			
Mean = 3.65																			
Std Dev = 1.08																			
<p>Q098. Overall Evaluation - To what degree does this institution's delivery of the first year: Improve the probability that students will re-enroll at this institution</p>	<p>14.9% 25.9% 59.2%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <tr><th>Key Text</th><th>N (%N)</th></tr> <tr><td>(1) Not at all</td><td>10 (3.7%)</td></tr> <tr><td>(2) Slight</td><td>32 (11.8%)</td></tr> <tr><td>(3) Moderate</td><td>86 (31.7%)</td></tr> <tr><td>(4) High</td><td>90 (33.2%)</td></tr> <tr><td>(5) Very High</td><td>53 (19.6%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	10 (3.7%)	(2) Slight	32 (11.8%)	(3) Moderate	86 (31.7%)	(4) High	90 (33.2%)	(5) Very High	53 (19.6%)	<table border="1"> <tr><td>% Resp = 46.3 %</td></tr> <tr><td>N = 271</td></tr> <tr><td>Mean = 3.53</td></tr> <tr><td>Std Dev = 1.05</td></tr> </table>	% Resp = 46.3 %	N = 271	Mean = 3.53	Std Dev = 1.05
Key Text	N (%N)																		
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% Resp = 46.3 %																			
N = 271																			
Mean = 3.53																			
Std Dev = 1.05																			
<p>Q099. Overall Evaluation - To what degree does this institution's delivery of the first year: Provide a high quality experience for first-year students</p>																			

[back to top](#)

Report: Factors

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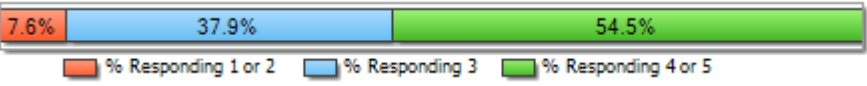
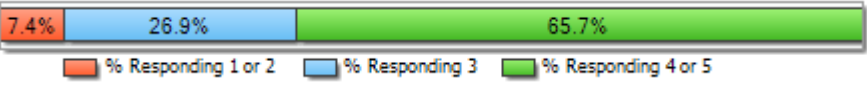
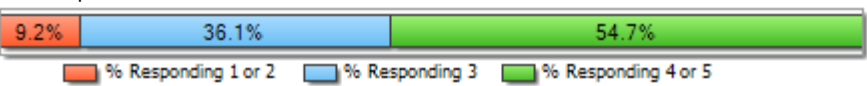
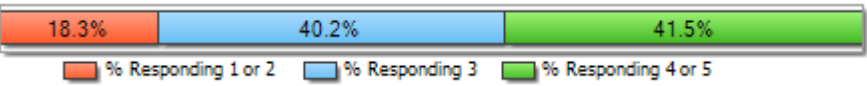
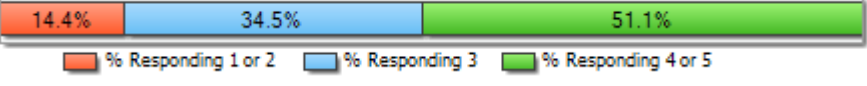
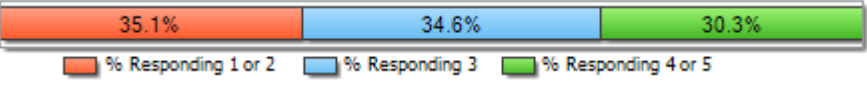
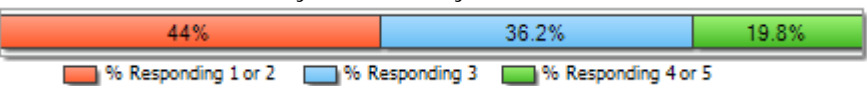
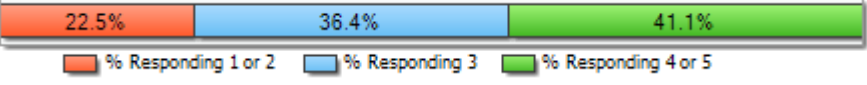
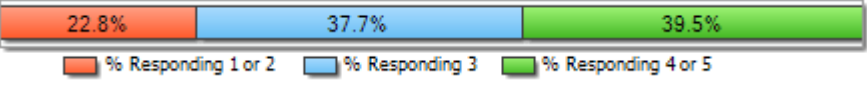
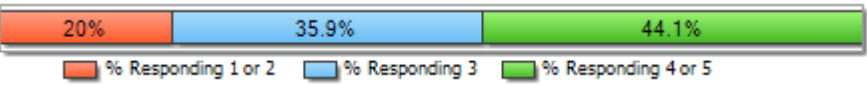

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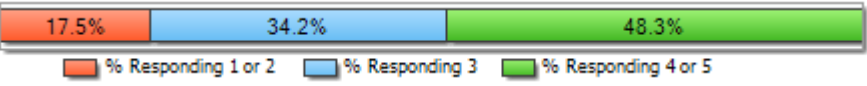
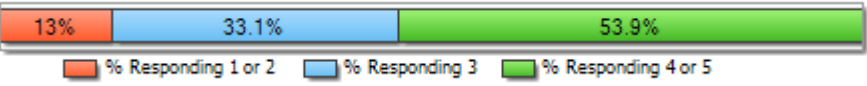
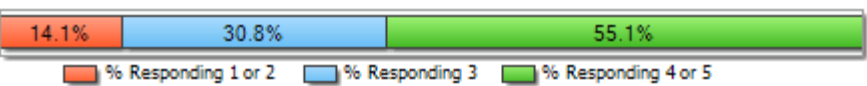
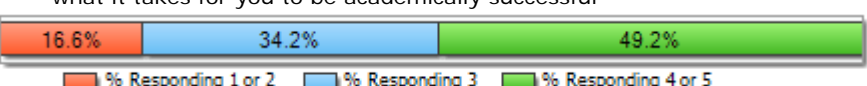
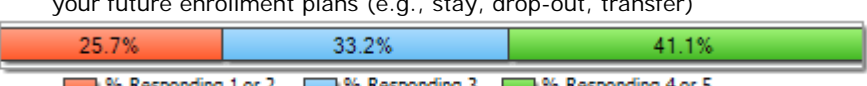

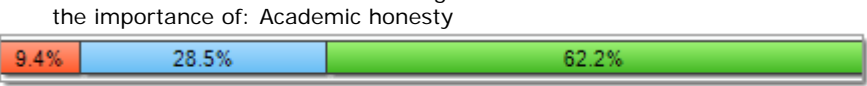
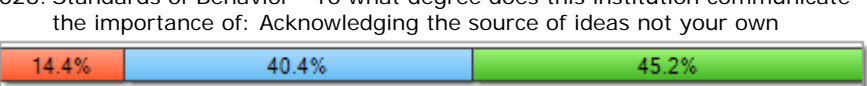
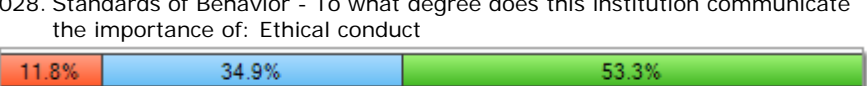
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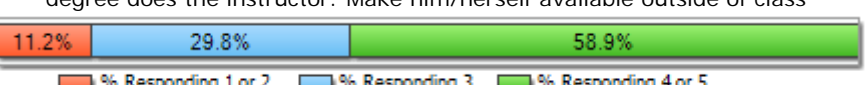
	Mean	Std Dev	N	% Responding																		
Factor 2 . Organization Dimension	3.38	0.77	1399	96.5 %																		
QQ29. Organization of this Institution - To what degree do you understand how your institution is organized so that you know where to go if you: Have an administrative question (e.g., financial aid, registration, tuition payments)				<table border="1"> <tr><td>Key Text</td><td>N (%N)</td><td>% Resp = 95.5 %</td></tr> <tr><td>(1) Not at all</td><td>61 (4.4%)</td><td>N = 1384</td></tr> <tr><td>(2) Slight</td><td>179 (12.9%)</td><td>Mean = 3.37</td></tr> <tr><td>(3) Moderate</td><td>525 (37.9%)</td><td>Std Dev = 1.02</td></tr> <tr><td>(4) High</td><td>428 (30.9%)</td><td></td></tr> <tr><td>(5) Very high</td><td>191 (13.8%)</td><td></td></tr> </table>	Key Text	N (%N)	% Resp = 95.5 %	(1) Not at all	61 (4.4%)	N = 1384	(2) Slight	179 (12.9%)	Mean = 3.37	(3) Moderate	525 (37.9%)	Std Dev = 1.02	(4) High	428 (30.9%)		(5) Very high	191 (13.8%)	
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QQ30. Organization of this Institution - To what degree do you understand how your institution is organized so that you know where to go if you: Have a question about academic rules (e.g., withdrawal, academic probation)				<table border="1"> <tr><td>Key Text</td><td>N (%N)</td><td>% Resp = 95.2 %</td></tr> <tr><td>(1) Not at all</td><td>66 (4.8%)</td><td>N = 1380</td></tr> <tr><td>(2) Slight</td><td>174 (12.6%)</td><td>Mean = 3.34</td></tr> <tr><td>(3) Moderate</td><td>547 (39.6%)</td><td>Std Dev = 1.02</td></tr> <tr><td>(4) High</td><td>408 (29.6%)</td><td></td></tr> <tr><td>(5) Very high</td><td>185 (13.4%)</td><td></td></tr> </table>	Key Text	N (%N)	% Resp = 95.2 %	(1) Not at all	66 (4.8%)	N = 1380	(2) Slight	174 (12.6%)	Mean = 3.34	(3) Moderate	547 (39.6%)	Std Dev = 1.02	(4) High	408 (29.6%)		(5) Very high	185 (13.4%)	
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(5) Very high	185 (13.4%)																					
QQ31. Organization of this Institution - To what degree do you understand how your institution is organized so that you know where to go if you: Need help with your coursework (e.g., tutoring, academic support)				<table border="1"> <tr><td>Key Text</td><td>N (%N)</td><td>% Resp = 94.9 %</td></tr> <tr><td>(1) Not at all</td><td>46 (3.3%)</td><td>N = 1376</td></tr> <tr><td>(2) Slight</td><td>147 (10.7%)</td><td>Mean = 3.47</td></tr> <tr><td>(3) Moderate</td><td>515 (37.4%)</td><td>Std Dev = 0.99</td></tr> <tr><td>(4) High</td><td>449 (32.6%)</td><td></td></tr> <tr><td>(5) Very high</td><td>219 (15.9%)</td><td></td></tr> </table>	Key Text	N (%N)	% Resp = 94.9 %	(1) Not at all	46 (3.3%)	N = 1376	(2) Slight	147 (10.7%)	Mean = 3.47	(3) Moderate	515 (37.4%)	Std Dev = 0.99	(4) High	449 (32.6%)		(5) Very high	219 (15.9%)	
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QQ32. Organization of this Institution - To what degree do you understand how your institution is organized so that you know where to go if you: Need help with non-academic matters (e.g., money management, family matters)				<table border="1"> <tr><td>Key Text</td><td>N (%N)</td><td>% Resp = 94.8 %</td></tr> <tr><td>(1) Not at all</td><td>84 (6.1%)</td><td>N = 1375</td></tr> <tr><td>(2) Slight</td><td>225 (16.4%)</td><td>Mean = 3.21</td></tr> <tr><td>(3) Moderate</td><td>540 (39.3%)</td><td>Std Dev = 1.04</td></tr> <tr><td>(4) High</td><td>370 (26.9%)</td><td></td></tr> <tr><td>(5) Very high</td><td>156 (11.3%)</td><td></td></tr> </table>	Key Text	N (%N)	% Resp = 94.8 %	(1) Not at all	84 (6.1%)	N = 1375	(2) Slight	225 (16.4%)	Mean = 3.21	(3) Moderate	540 (39.3%)	Std Dev = 1.04	(4) High	370 (26.9%)		(5) Very high	156 (11.3%)	
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QQ33. Organization of this Institution - To what degree do you understand how your institution is organized so that you know where to go if you: Want to be involved with an institution-sponsored organization / event				<table border="1"> <tr><td>Key Text</td><td>N (%N)</td><td>% Resp = 94.5 %</td></tr> <tr><td>(1) Not at all</td><td>74 (5.4%)</td><td>N = 1370</td></tr> <tr><td>(2) Slight</td><td>168 (12.3%)</td><td>Mean = 3.30</td></tr> <tr><td>(3) Moderate</td><td>554 (40.4%)</td><td>Std Dev = 1.01</td></tr> <tr><td>(4) High</td><td>416 (30.4%)</td><td></td></tr> <tr><td>(5) Very high</td><td>158 (11.5%)</td><td></td></tr> </table>	Key Text	N (%N)	% Resp = 94.5 %	(1) Not at all	74 (5.4%)	N = 1370	(2) Slight	168 (12.3%)	Mean = 3.30	(3) Moderate	554 (40.4%)	Std Dev = 1.01	(4) High	416 (30.4%)		(5) Very high	158 (11.5%)	
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QQ34. Organization of this Institution - To what degree do: Faculty/staff refer you to the right office when you have questions				<table border="1"> <tr><td>Key Text</td><td>N (%N)</td><td>% Resp = 92.1 %</td></tr> <tr><td>(1) Not at all</td><td>42 (3.1%)</td><td>N = 1335</td></tr> <tr><td>(2) Slight</td><td>124 (9.3%)</td><td>Mean = 3.61</td></tr> <tr><td>(3) Moderate</td><td>435 (32.6%)</td><td>Std Dev = 1.02</td></tr> <tr><td>(4) High</td><td>450 (33.7%)</td><td></td></tr> <tr><td>(5) Very high</td><td>284 (21.3%)</td><td></td></tr> </table>	Key Text	N (%N)	% Resp = 92.1 %	(1) Not at all	42 (3.1%)	N = 1335	(2) Slight	124 (9.3%)	Mean = 3.61	(3) Moderate	435 (32.6%)	Std Dev = 1.02	(4) High	450 (33.7%)		(5) Very high	284 (21.3%)	
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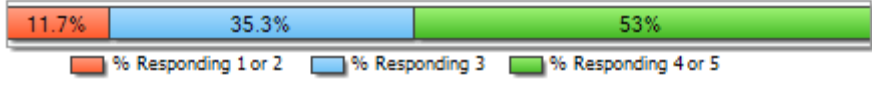
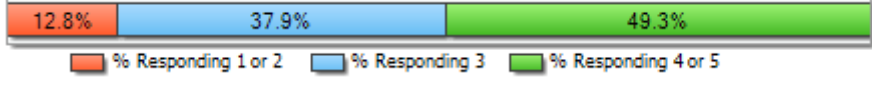
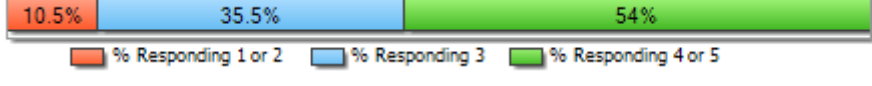
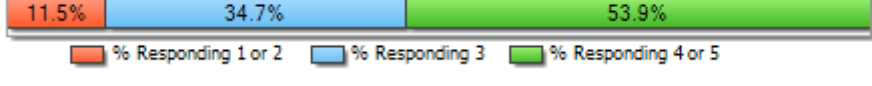
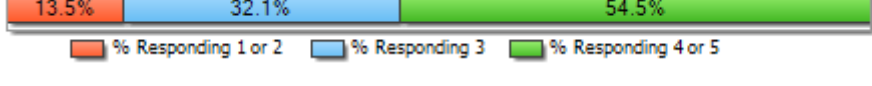
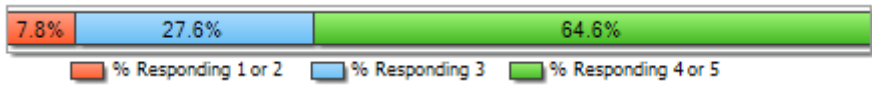
	Mean	Std Dev	N	% Responding												
Factor 3 . Transitions Dimension	3.41	0.63	1416	97.7 %												
QQ01. Pre-enrollment - Prior to attending this college/university, to what degree did this institution accurately communicate the following: Academic expectations for students				<table border="1"> <tr><td>Key Text</td><td>N (%N)</td><td>% Resp = 96.4 %</td></tr> <tr><td>(1) Not at all</td><td>36 (2.6%)</td><td>N = 1398</td></tr> <tr><td>(2) Slight</td><td>70 (5%)</td><td>Mean = 3.59</td></tr> <tr><td>(3) Moderate</td><td>530 (37.9%)</td><td></td></tr> </table>	Key Text	N (%N)	% Resp = 96.4 %	(1) Not at all	36 (2.6%)	N = 1398	(2) Slight	70 (5%)	Mean = 3.59	(3) Moderate	530 (37.9%)	
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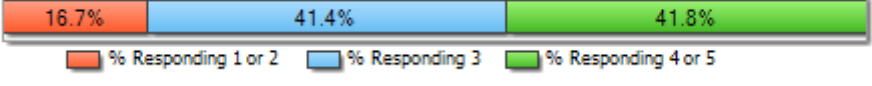
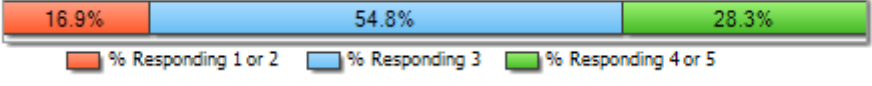
 <p>7.6% 37.9% 54.5%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <tr> <td>(4) High</td> <td>551 (39.4%)</td> </tr> <tr> <td>(5) Very high</td> <td>211 (15.1%)</td> </tr> </table>	(4) High	551 (39.4%)	(5) Very high	211 (15.1%)	<p>Std Dev = 0.89</p>								
(4) High	551 (39.4%)													
(5) Very high	211 (15.1%)													
<p>Q002. Pre-enrollment - Prior to attending this college/university, to what degree did this institution accurately communicate the following: Available academic majors</p>  <p>7.4% 26.9% 65.7%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>14 (1%)</td> </tr> <tr> <td>(2) Slight</td> <td>89 (6.4%)</td> </tr> <tr> <td>(3) Moderate</td> <td>376 (26.9%)</td> </tr> <tr> <td>(4) High</td> <td>571 (40.8%)</td> </tr> <tr> <td>(5) Very high</td> <td>348 (24.9%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	14 (1%)	(2) Slight	89 (6.4%)	(3) Moderate	376 (26.9%)	(4) High	571 (40.8%)	(5) Very high	348 (24.9%)	<p>% Resp = 96.4 % N = 1398 Mean = 3.82 Std Dev = 0.91</p>
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(4) High	571 (40.8%)													
(5) Very high	348 (24.9%)													
<p>Q003. Pre-enrollment - Prior to attending this college/university, to what degree did this institution accurately communicate the following: Tuition and living expenses</p>  <p>9.2% 36.1% 54.7%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>26 (1.9%)</td> </tr> <tr> <td>(2) Slight</td> <td>102 (7.3%)</td> </tr> <tr> <td>(3) Moderate</td> <td>503 (36.1%)</td> </tr> <tr> <td>(4) High</td> <td>448 (32.2%)</td> </tr> <tr> <td>(5) Very high</td> <td>314 (22.5%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	26 (1.9%)	(2) Slight	102 (7.3%)	(3) Moderate	503 (36.1%)	(4) High	448 (32.2%)	(5) Very high	314 (22.5%)	<p>% Resp = 96.1 % N = 1393 Mean = 3.66 Std Dev = 0.97</p>
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<p>Q004. Pre-enrollment - Prior to attending this college/university, to what degree did this institution accurately communicate the following: Financial aid opportunities</p>  <p>18.3% 40.2% 41.5%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>55 (4%)</td> </tr> <tr> <td>(2) Slight</td> <td>194 (14.2%)</td> </tr> <tr> <td>(3) Moderate</td> <td>548 (40.2%)</td> </tr> <tr> <td>(4) High</td> <td>377 (27.7%)</td> </tr> <tr> <td>(5) Very high</td> <td>188 (13.8%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	55 (4%)	(2) Slight	194 (14.2%)	(3) Moderate	548 (40.2%)	(4) High	377 (27.7%)	(5) Very high	188 (13.8%)	<p>% Resp = 93.9 % N = 1362 Mean = 3.33 Std Dev = 1.01</p>
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<p>Q005. Making Connections - As a first-year student, to what degree has this institution: Connected you with other new students</p>  <p>14.4% 34.5% 51.1%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>44 (3.1%)</td> </tr> <tr> <td>(2) Slight</td> <td>159 (11.3%)</td> </tr> <tr> <td>(3) Moderate</td> <td>486 (34.5%)</td> </tr> <tr> <td>(4) High</td> <td>444 (31.5%)</td> </tr> <tr> <td>(5) Very high</td> <td>275 (19.5%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	44 (3.1%)	(2) Slight	159 (11.3%)	(3) Moderate	486 (34.5%)	(4) High	444 (31.5%)	(5) Very high	275 (19.5%)	<p>% Resp = 97.1 % N = 1408 Mean = 3.53 Std Dev = 1.03</p>
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<p>Q006. Making Connections - As a first-year student, to what degree has this institution: Connected you with sophomores, juniors, and seniors</p>  <p>35.1% 34.6% 30.3%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>145 (10.3%)</td> </tr> <tr> <td>(2) Slight</td> <td>347 (24.7%)</td> </tr> <tr> <td>(3) Moderate</td> <td>486 (34.6%)</td> </tr> <tr> <td>(4) High</td> <td>280 (20%)</td> </tr> <tr> <td>(5) Very high</td> <td>145 (10.3%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	145 (10.3%)	(2) Slight	347 (24.7%)	(3) Moderate	486 (34.6%)	(4) High	280 (20%)	(5) Very high	145 (10.3%)	<p>% Resp = 96.8 % N = 1403 Mean = 2.95 Std Dev = 1.13</p>
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(4) High	280 (20%)													
(5) Very high	145 (10.3%)													
<p>Q007. Making Connections - As a first-year student, to what degree has this institution: Connected you with faculty members outside of class</p>  <p>44% 36.2% 19.8%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>201 (14.5%)</td> </tr> <tr> <td>(2) Slight</td> <td>410 (29.5%)</td> </tr> <tr> <td>(3) Moderate</td> <td>502 (36.2%)</td> </tr> <tr> <td>(4) High</td> <td>196 (14.1%)</td> </tr> <tr> <td>(5) Very high</td> <td>79 (5.7%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	201 (14.5%)	(2) Slight	410 (29.5%)	(3) Moderate	502 (36.2%)	(4) High	196 (14.1%)	(5) Very high	79 (5.7%)	<p>% Resp = 95.7 % N = 1388 Mean = 2.67 Std Dev = 1.07</p>
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<p>Q008. Making Connections - As a first-year student, to what degree has this institution: Connected you with academic support outside the classroom (e.g., tutoring, advising)</p>  <p>22.5% 36.4% 41.1%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>87 (6.2%)</td> </tr> <tr> <td>(2) Slight</td> <td>227 (16.3%)</td> </tr> <tr> <td>(3) Moderate</td> <td>507 (36.4%)</td> </tr> <tr> <td>(4) High</td> <td>414 (29.7%)</td> </tr> <tr> <td>(5) Very high</td> <td>158 (11.3%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	87 (6.2%)	(2) Slight	227 (16.3%)	(3) Moderate	507 (36.4%)	(4) High	414 (29.7%)	(5) Very high	158 (11.3%)	<p>% Resp = 96.1 % N = 1393 Mean = 3.24 Std Dev = 1.05</p>
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<p>Q009. Making Connections - As a first-year student, to what degree has this institution: Helped your family feel a part of your college experience</p>  <p>22.8% 37.7% 39.5%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>95 (6.9%)</td> </tr> <tr> <td>(2) Slight</td> <td>220 (15.9%)</td> </tr> <tr> <td>(3) Moderate</td> <td>520 (37.7%)</td> </tr> <tr> <td>(4) High</td> <td>393 (28.5%)</td> </tr> <tr> <td>(5) Very high</td> <td>153 (11.1%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	95 (6.9%)	(2) Slight	220 (15.9%)	(3) Moderate	520 (37.7%)	(4) High	393 (28.5%)	(5) Very high	153 (11.1%)	<p>% Resp = 95.2 % N = 1381 Mean = 3.21 Std Dev = 1.06</p>
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<p>Q010. Out-of-Class Activities - To what degree has this institution: Communicated the importance of out-of-class activities</p>  <p>20% 35.9% 44.1%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>64 (4.6%)</td> </tr> <tr> <td>(2) Slight</td> <td>216 (15.4%)</td> </tr> <tr> <td>(3) Moderate</td> <td>502 (35.9%)</td> </tr> <tr> <td>(4) High</td> <td>437 (31.2%)</td> </tr> <tr> <td>(5) Very high</td> <td>181 (12.9%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	64 (4.6%)	(2) Slight	216 (15.4%)	(3) Moderate	502 (35.9%)	(4) High	437 (31.2%)	(5) Very high	181 (12.9%)	<p>% Resp = 96.6 % N = 1400 Mean = 3.32 Std Dev = 1.03</p>
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<p>Q011. Out-of-Class Activities - To what degree has this institution: Provided opportunities for involvement in out-of-class activities that interested you</p>  <p>20% 35.9% 44.1%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>56 (4%)</td> </tr> <tr> <td>(2) Slight</td> <td>188 (13.5%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	56 (4%)	(2) Slight	188 (13.5%)	<p>% Resp = 96.2 % N = 1395</p>						
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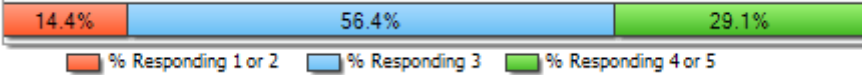
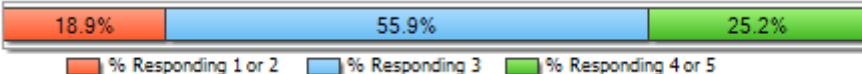
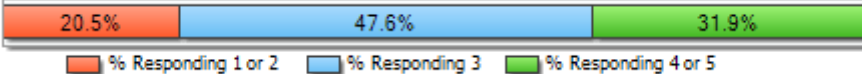
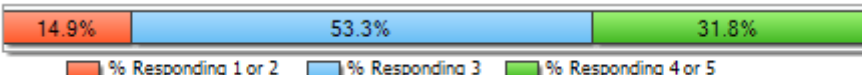
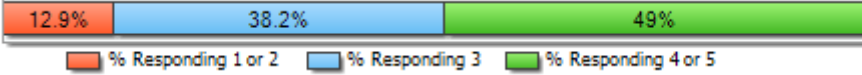

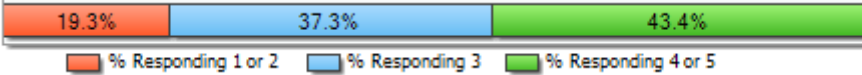
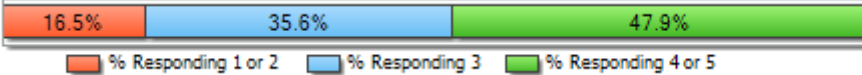
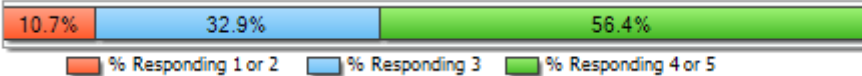
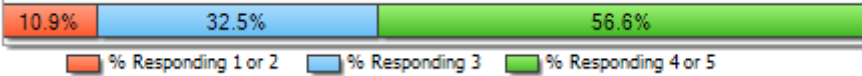
 <p>17.5% 34.2% 48.3%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <tbody> <tr> <td>(3) Moderate</td> <td>477 (34.2%)</td> </tr> <tr> <td>(4) High</td> <td>468 (33.5%)</td> </tr> <tr> <td>(5) Very high</td> <td>206 (14.8%)</td> </tr> </tbody> </table>	(3) Moderate	477 (34.2%)	(4) High	468 (33.5%)	(5) Very high	206 (14.8%)	<table border="1"> <tbody> <tr> <td>Mean = 3.42</td> </tr> <tr> <td>Std Dev = 1.02</td> </tr> </tbody> </table>	Mean = 3.42	Std Dev = 1.02								
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<p>Q012. Academic Advising - To what degree have faculty/staff advisors: Explained the requirements for specific academic majors</p>  <p>13% 33.1% 53.9%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>44 (3.2%)</td> </tr> <tr> <td>(2) Slight</td> <td>137 (9.9%)</td> </tr> <tr> <td>(3) Moderate</td> <td>459 (33.1%)</td> </tr> <tr> <td>(4) High</td> <td>495 (35.7%)</td> </tr> <tr> <td>(5) Very high</td> <td>253 (18.2%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	44 (3.2%)	(2) Slight	137 (9.9%)	(3) Moderate	459 (33.1%)	(4) High	495 (35.7%)	(5) Very high	253 (18.2%)	<table border="1"> <tbody> <tr> <td>% Resp = 95.7 %</td> </tr> <tr> <td>N = 1388</td> </tr> <tr> <td>Mean = 3.56</td> </tr> <tr> <td>Std Dev = 1.00</td> </tr> </tbody> </table>	% Resp = 95.7 %	N = 1388	Mean = 3.56	Std Dev = 1.00
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<p>Q013. Academic Advising - To what degree have faculty/staff advisors: Helped you select courses</p>  <p>14.1% 30.8% 55.1%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>53 (3.8%)</td> </tr> <tr> <td>(2) Slight</td> <td>143 (10.3%)</td> </tr> <tr> <td>(3) Moderate</td> <td>428 (30.8%)</td> </tr> <tr> <td>(4) High</td> <td>484 (34.8%)</td> </tr> <tr> <td>(5) Very high</td> <td>282 (20.3%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	53 (3.8%)	(2) Slight	143 (10.3%)	(3) Moderate	428 (30.8%)	(4) High	484 (34.8%)	(5) Very high	282 (20.3%)	<table border="1"> <tbody> <tr> <td>% Resp = 95.9 %</td> </tr> <tr> <td>N = 1390</td> </tr> <tr> <td>Mean = 3.57</td> </tr> <tr> <td>Std Dev = 1.04</td> </tr> </tbody> </table>	% Resp = 95.9 %	N = 1390	Mean = 3.57	Std Dev = 1.04
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<p>Q015. Academic Advising - To what degree have faculty/staff advisors: Discussed what it takes for you to be academically successful</p>  <p>16.6% 34.2% 49.2%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>64 (4.6%)</td> </tr> <tr> <td>(2) Slight</td> <td>166 (12%)</td> </tr> <tr> <td>(3) Moderate</td> <td>475 (34.2%)</td> </tr> <tr> <td>(4) High</td> <td>477 (34.4%)</td> </tr> <tr> <td>(5) Very high</td> <td>205 (14.8%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	64 (4.6%)	(2) Slight	166 (12%)	(3) Moderate	475 (34.2%)	(4) High	477 (34.4%)	(5) Very high	205 (14.8%)	<table border="1"> <tbody> <tr> <td>% Resp = 95.7 %</td> </tr> <tr> <td>N = 1387</td> </tr> <tr> <td>Mean = 3.43</td> </tr> <tr> <td>Std Dev = 1.03</td> </tr> </tbody> </table>	% Resp = 95.7 %	N = 1387	Mean = 3.43	Std Dev = 1.03
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<p>Q016. Academic Advising - To what degree have faculty/staff advisors: Discussed your future enrollment plans (e.g., stay, drop-out, transfer)</p>  <p>25.7% 33.2% 41.1%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>126 (9.2%)</td> </tr> <tr> <td>(2) Slight</td> <td>226 (16.5%)</td> </tr> <tr> <td>(3) Moderate</td> <td>455 (33.2%)</td> </tr> <tr> <td>(4) High</td> <td>376 (27.4%)</td> </tr> <tr> <td>(5) Very high</td> <td>188 (13.7%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	126 (9.2%)	(2) Slight	226 (16.5%)	(3) Moderate	455 (33.2%)	(4) High	376 (27.4%)	(5) Very high	188 (13.7%)	<table border="1"> <tbody> <tr> <td>% Resp = 94.6 %</td> </tr> <tr> <td>N = 1371</td> </tr> <tr> <td>Mean = 3.20</td> </tr> <tr> <td>Std Dev = 1.15</td> </tr> </tbody> </table>	% Resp = 94.6 %	N = 1371	Mean = 3.20	Std Dev = 1.15
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<p>Q025. Standards of Behavior - To what degree does this institution communicate the importance of: Standards of behavior in an academic community</p>  <p>13.2% 39.8% 47%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>38 (2.8%)</td> </tr> <tr> <td>(2) Slight</td> <td>144 (10.4%)</td> </tr> <tr> <td>(3) Moderate</td> <td>549 (39.8%)</td> </tr> <tr> <td>(4) High</td> <td>465 (33.7%)</td> </tr> <tr> <td>(5) Very high</td> <td>184 (13.3%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	38 (2.8%)	(2) Slight	144 (10.4%)	(3) Moderate	549 (39.8%)	(4) High	465 (33.7%)	(5) Very high	184 (13.3%)	<table border="1"> <tbody> <tr> <td>% Resp = 95.2 %</td> </tr> <tr> <td>N = 1380</td> </tr> <tr> <td>Mean = 3.44</td> </tr> <tr> <td>Std Dev = 0.94</td> </tr> </tbody> </table>	% Resp = 95.2 %	N = 1380	Mean = 3.44	Std Dev = 0.94
Key Text	N (%N)																	
(1) Not at all	38 (2.8%)																	
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<p>Q027. Standards of Behavior - To what degree does this institution communicate the importance of: Academic honesty</p>  <p>9.4% 28.5% 62.2%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>37 (2.7%)</td> </tr> <tr> <td>(2) Slight</td> <td>93 (6.7%)</td> </tr> <tr> <td>(3) Moderate</td> <td>395 (28.5%)</td> </tr> <tr> <td>(4) High</td> <td>452 (32.6%)</td> </tr> <tr> <td>(5) Very high</td> <td>411 (29.6%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	37 (2.7%)	(2) Slight	93 (6.7%)	(3) Moderate	395 (28.5%)	(4) High	452 (32.6%)	(5) Very high	411 (29.6%)	<table border="1"> <tbody> <tr> <td>% Resp = 95.7 %</td> </tr> <tr> <td>N = 1388</td> </tr> <tr> <td>Mean = 3.80</td> </tr> <tr> <td>Std Dev = 1.02</td> </tr> </tbody> </table>	% Resp = 95.7 %	N = 1388	Mean = 3.80	Std Dev = 1.02
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<p>Q026. Standards of Behavior - To what degree does this institution communicate the importance of: Acknowledging the source of ideas not your own</p>  <p>14.4% 40.4% 45.2%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>41 (3%)</td> </tr> <tr> <td>(2) Slight</td> <td>157 (11.4%)</td> </tr> <tr> <td>(3) Moderate</td> <td>554 (40.4%)</td> </tr> <tr> <td>(4) High</td> <td>442 (32.2%)</td> </tr> <tr> <td>(5) Very high</td> <td>178 (13%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	41 (3%)	(2) Slight	157 (11.4%)	(3) Moderate	554 (40.4%)	(4) High	442 (32.2%)	(5) Very high	178 (13%)	<table border="1"> <tbody> <tr> <td>% Resp = 94.6 %</td> </tr> <tr> <td>N = 1372</td> </tr> <tr> <td>Mean = 3.41</td> </tr> <tr> <td>Std Dev = 0.95</td> </tr> </tbody> </table>	% Resp = 94.6 %	N = 1372	Mean = 3.41	Std Dev = 0.95
Key Text	N (%N)																	
(1) Not at all	41 (3%)																	
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<p>Q028. Standards of Behavior - To what degree does this institution communicate the importance of: Ethical conduct</p>  <p>11.8% 34.9% 53.3%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>38 (2.8%)</td> </tr> <tr> <td>(2) Slight</td> <td>124 (9%)</td> </tr> <tr> <td>(3) Moderate</td> <td>479 (34.9%)</td> </tr> <tr> <td>(4) High</td> <td>437 (31.8%)</td> </tr> <tr> <td>(5) Very high</td> <td>296 (21.5%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	38 (2.8%)	(2) Slight	124 (9%)	(3) Moderate	479 (34.9%)	(4) High	437 (31.8%)	(5) Very high	296 (21.5%)	<table border="1"> <tbody> <tr> <td>% Resp = 94.8 %</td> </tr> <tr> <td>N = 1374</td> </tr> <tr> <td>Mean = 3.60</td> </tr> <tr> <td>Std Dev = 1.01</td> </tr> </tbody> </table>	% Resp = 94.8 %	N = 1374	Mean = 3.60	Std Dev = 1.01
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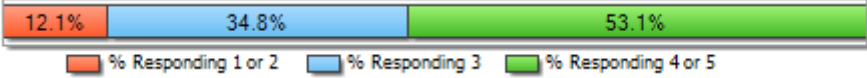
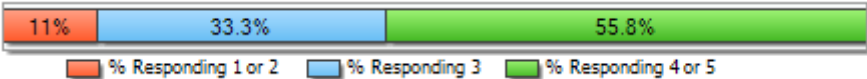
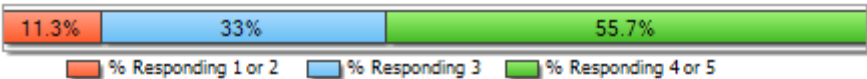
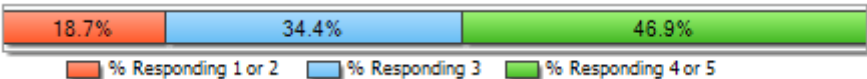
	Mean	Std Dev	N	% Responding
Factor 4 . Faculty Dimension	3.67	1.00	1364	94.1 %

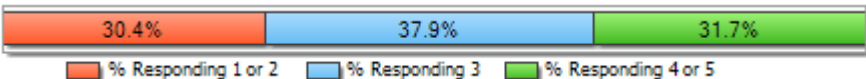
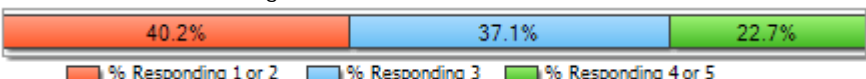
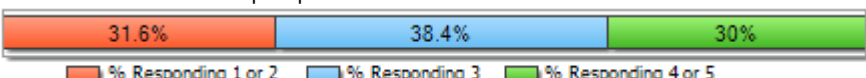
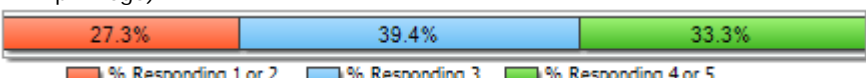
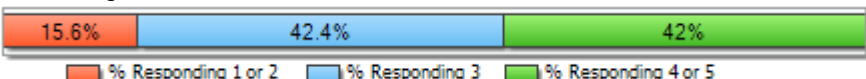
<p>Q063. Quality of Courses and Instruction - For the COURSE you identified, to what degree does the instructor: Make him/herself available outside of class</p>  <p>11.2% 29.8% 58.9%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>37 (2.7%)</td> </tr> <tr> <td>(2) Seldom</td> <td>116 (8.5%)</td> </tr> <tr> <td>(3) Sometimes</td> <td>407 (29.8%)</td> </tr> <tr> <td>(4) Often</td> <td>499 (36.6%)</td> </tr> <tr> <td>(5) Always</td> <td>305 (22.4%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	37 (2.7%)	(2) Seldom	116 (8.5%)	(3) Sometimes	407 (29.8%)	(4) Often	499 (36.6%)	(5) Always	305 (22.4%)	<table border="1"> <tbody> <tr> <td>% Resp = 94.1 %</td> </tr> <tr> <td>N = 1364</td> </tr> <tr> <td>Mean = 3.67</td> </tr> <tr> <td>Std Dev = 1.00</td> </tr> </tbody> </table>	% Resp = 94.1 %	N = 1364	Mean = 3.67	Std Dev = 1.00
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	Mean	Std Dev	N	% Responding																
Factor 5 . All Students Dimension	3.57	0.70	1405	96.9 %																
Q035. Campus Environment - At this institution, to what degree do you feel: Physically safe on campus			<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>69 (5%)</td> </tr> <tr> <td>(2) Slight</td> <td>190 (13.7%)</td> </tr> <tr> <td>(3) Moderate</td> <td>466 (33.7%)</td> </tr> <tr> <td>(4) High</td> <td>482 (34.9%)</td> </tr> <tr> <td>(5) Very high</td> <td>176 (12.7%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	69 (5%)	(2) Slight	190 (13.7%)	(3) Moderate	466 (33.7%)	(4) High	482 (34.9%)	(5) Very high	176 (12.7%)	<table border="1"> <tbody> <tr> <td>% Resp = 95.4 %</td> </tr> <tr> <td>N = 1383</td> </tr> <tr> <td>Mean = 3.37</td> </tr> <tr> <td>Std Dev = 1.03</td> </tr> </tbody> </table>	% Resp = 95.4 %	N = 1383	Mean = 3.37	Std Dev = 1.03
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Q036. Campus Environment - At this institution, to what degree do you feel: Respected by others			<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>32 (2.3%)</td> </tr> <tr> <td>(2) Slight</td> <td>129 (9.4%)</td> </tr> <tr> <td>(3) Moderate</td> <td>484 (35.3%)</td> </tr> <tr> <td>(4) High</td> <td>537 (39.2%)</td> </tr> <tr> <td>(5) Very high</td> <td>189 (13.8%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	32 (2.3%)	(2) Slight	129 (9.4%)	(3) Moderate	484 (35.3%)	(4) High	537 (39.2%)	(5) Very high	189 (13.8%)	<table border="1"> <tbody> <tr> <td>% Resp = 94.6 %</td> </tr> <tr> <td>N = 1371</td> </tr> <tr> <td>Mean = 3.53</td> </tr> <tr> <td>Std Dev = 0.92</td> </tr> </tbody> </table>	% Resp = 94.6 %	N = 1371	Mean = 3.53	Std Dev = 0.92
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Q037. Campus Environment - At this institution, to what degree do you feel: You can express your beliefs without concern about how others will react			<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>50 (3.6%)</td> </tr> <tr> <td>(2) Slight</td> <td>127 (9.2%)</td> </tr> <tr> <td>(3) Moderate</td> <td>522 (37.9%)</td> </tr> <tr> <td>(4) High</td> <td>507 (36.8%)</td> </tr> <tr> <td>(5) Very high</td> <td>172 (12.5%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	50 (3.6%)	(2) Slight	127 (9.2%)	(3) Moderate	522 (37.9%)	(4) High	507 (36.8%)	(5) Very high	172 (12.5%)	<table border="1"> <tbody> <tr> <td>% Resp = 95.0 %</td> </tr> <tr> <td>N = 1378</td> </tr> <tr> <td>Mean = 3.45</td> </tr> <tr> <td>Std Dev = 0.95</td> </tr> </tbody> </table>	% Resp = 95.0 %	N = 1378	Mean = 3.45	Std Dev = 0.95
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Q040. Campus Environment - At this institution, to what degree do you feel: You belong			<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>54 (3.9%)</td> </tr> <tr> <td>(2) Slight</td> <td>130 (9.5%)</td> </tr> <tr> <td>(3) Moderate</td> <td>439 (32.1%)</td> </tr> <tr> <td>(4) High</td> <td>466 (34.1%)</td> </tr> <tr> <td>(5) Very high</td> <td>279 (20.4%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	54 (3.9%)	(2) Slight	130 (9.5%)	(3) Moderate	439 (32.1%)	(4) High	466 (34.1%)	(5) Very high	279 (20.4%)	<table border="1"> <tbody> <tr> <td>% Resp = 94.3 %</td> </tr> <tr> <td>N = 1368</td> </tr> <tr> <td>Mean = 3.57</td> </tr> <tr> <td>Std Dev = 1.04</td> </tr> </tbody> </table>	% Resp = 94.3 %	N = 1368	Mean = 3.57	Std Dev = 1.04
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Q055. Quality of Courses and Instruction - For the COURSE you identified, to what degree does the instructor: Treat all students fairly regardless of gender/race/ethnicity			<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>31 (2.3%)</td> </tr> <tr> <td>(2) Seldom</td> <td>77 (5.6%)</td> </tr> <tr> <td>(3) Sometimes</td> <td>380 (27.6%)</td> </tr> <tr> <td>(4) Often</td> <td>379 (27.5%)</td> </tr> <tr> <td>(5) Always</td> <td>510 (37%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	31 (2.3%)	(2) Seldom	77 (5.6%)	(3) Sometimes	380 (27.6%)	(4) Often	379 (27.5%)	(5) Always	510 (37%)	<table border="1"> <tbody> <tr> <td>% Resp = 95.0 %</td> </tr> <tr> <td>N = 1377</td> </tr> <tr> <td>Mean = 3.92</td> </tr> <tr> <td>Std Dev = 1.03</td> </tr> </tbody> </table>	% Resp = 95.0 %	N = 1377	Mean = 3.92	Std Dev = 1.03
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Q042. Reasons for Enrollment - To what degree: Do you understand this institution's intended learning goals for the first year of college			<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>48 (3.5%)</td> </tr> <tr> <td>(2) Slight</td> <td>181 (13.2%)</td> </tr> <tr> <td>(3) Moderate</td> <td>567 (41.4%)</td> </tr> <tr> <td>(4) High</td> <td>413 (30.2%)</td> </tr> <tr> <td>(5) Very high</td> <td>159 (11.6%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	48 (3.5%)	(2) Slight	181 (13.2%)	(3) Moderate	567 (41.4%)	(4) High	413 (30.2%)	(5) Very high	159 (11.6%)	<table border="1"> <tbody> <tr> <td>% Resp = 94.3 %</td> </tr> <tr> <td>N = 1368</td> </tr> <tr> <td>Mean = 3.33</td> </tr> <tr> <td>Std Dev = 0.96</td> </tr> </tbody> </table>	% Resp = 94.3 %	N = 1368	Mean = 3.33	Std Dev = 0.96
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Q047. Quality of Courses and Instruction - For the COURSE you identified, to what degree is the course appropriate for your level of academic preparation regarding: Writing skills			<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Too difficult</td> <td>56 (4.4%)</td> </tr> <tr> <td>(2) Difficult</td> <td>160 (12.5%)</td> </tr> <tr> <td>(3) About right</td> <td>702 (54.8%)</td> </tr> <tr> <td>(4) Easy</td> <td>292 (22.8%)</td> </tr> <tr> <td>(5) Too easy</td> <td>71 (5.5%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Too difficult	56 (4.4%)	(2) Difficult	160 (12.5%)	(3) About right	702 (54.8%)	(4) Easy	292 (22.8%)	(5) Too easy	71 (5.5%)	<table border="1"> <tbody> <tr> <td>% Resp = 88.3 %</td> </tr> <tr> <td>N = 1281</td> </tr> <tr> <td>Mean = 3.13</td> </tr> <tr> <td>Std Dev = 0.86</td> </tr> </tbody> </table>	% Resp = 88.3 %	N = 1281	Mean = 3.13	Std Dev = 0.86
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<p>Q048. Quality of Courses and Instruction - For the COURSE you identified, to what degree is the course appropriate for your level of academic preparation regarding: Reading skills</p>  <p>14.4% 56.4% 29.1%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Too difficult</td> <td>43 (3.3%)</td> </tr> <tr> <td>(2) Difficult</td> <td>146 (11.2%)</td> </tr> <tr> <td>(3) About right</td> <td>738 (56.4%)</td> </tr> <tr> <td>(4) Easy</td> <td>304 (23.2%)</td> </tr> <tr> <td>(5) Too easy</td> <td>77 (5.9%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Too difficult	43 (3.3%)	(2) Difficult	146 (11.2%)	(3) About right	738 (56.4%)	(4) Easy	304 (23.2%)	(5) Too easy	77 (5.9%)	<table border="1"> <tbody> <tr> <td>% Resp = 90.2 %</td> </tr> <tr> <td>N = 1308</td> </tr> <tr> <td>Mean = 3.17</td> </tr> <tr> <td>Std Dev = 0.83</td> </tr> </tbody> </table>	% Resp = 90.2 %	N = 1308	Mean = 3.17	Std Dev = 0.83
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<p>Q050. Quality of Courses and Instruction - For the COURSE you identified, to what degree is the course appropriate for your level of academic preparation regarding: Mathematical skills</p>  <p>20.5% 47.6% 31.9%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Too difficult</td> <td>82 (7.2%)</td> </tr> <tr> <td>(2) Difficult</td> <td>152 (13.3%)</td> </tr> <tr> <td>(3) About right</td> <td>543 (47.6%)</td> </tr> <tr> <td>(4) Easy</td> <td>259 (22.7%)</td> </tr> <tr> <td>(5) Too easy</td> <td>105 (9.2%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Too difficult	82 (7.2%)	(2) Difficult	152 (13.3%)	(3) About right	543 (47.6%)	(4) Easy	259 (22.7%)	(5) Too easy	105 (9.2%)	<table border="1"> <tbody> <tr> <td>% Resp = 78.7 %</td> </tr> <tr> <td>N = 1141</td> </tr> <tr> <td>Mean = 3.13</td> </tr> <tr> <td>Std Dev = 1.00</td> </tr> </tbody> </table>	% Resp = 78.7 %	N = 1141	Mean = 3.13	Std Dev = 1.00
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<p>Q054. Quality of Courses and Instruction - For the COURSE you identified, to what degree does the instructor: Provide individual attention</p>  <p>19.3% 37.3% 43.4%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>82 (5.9%)</td> </tr> <tr> <td>(2) Seldom</td> <td>185 (13.4%)</td> </tr> <tr> <td>(3) Sometimes</td> <td>515 (37.3%)</td> </tr> <tr> <td>(4) Often</td> <td>413 (29.9%)</td> </tr> <tr> <td>(5) Always</td> <td>187 (13.5%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	82 (5.9%)	(2) Seldom	185 (13.4%)	(3) Sometimes	515 (37.3%)	(4) Often	413 (29.9%)	(5) Always	187 (13.5%)	<table border="1"> <tbody> <tr> <td>% Resp = 95.3 %</td> </tr> <tr> <td>N = 1382</td> </tr> <tr> <td>Mean = 3.32</td> </tr> <tr> <td>Std Dev = 1.05</td> </tr> </tbody> </table>	% Resp = 95.3 %	N = 1382	Mean = 3.32	Std Dev = 1.05
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<p>Q056. Quality of Courses and Instruction - For the COURSE you identified, to what degree does the instructor: Provide prompt feedback about how well you are doing in the course</p>  <p>16.5% 35.6% 47.9%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>66 (4.8%)</td> </tr> <tr> <td>(2) Seldom</td> <td>160 (11.7%)</td> </tr> <tr> <td>(3) Sometimes</td> <td>487 (35.6%)</td> </tr> <tr> <td>(4) Often</td> <td>425 (31%)</td> </tr> <tr> <td>(5) Always</td> <td>231 (16.9%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	66 (4.8%)	(2) Seldom	160 (11.7%)	(3) Sometimes	487 (35.6%)	(4) Often	425 (31%)	(5) Always	231 (16.9%)	<table border="1"> <tbody> <tr> <td>% Resp = 94.4 %</td> </tr> <tr> <td>N = 1369</td> </tr> <tr> <td>Mean = 3.43</td> </tr> <tr> <td>Std Dev = 1.05</td> </tr> </tbody> </table>	% Resp = 94.4 %	N = 1369	Mean = 3.43	Std Dev = 1.05
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<p>Q057. Quality of Courses and Instruction - For the COURSE you identified, to what degree does the instructor: Encourage you to ask questions in class</p>  <p>10.7% 32.9% 56.4%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>43 (3.1%)</td> </tr> <tr> <td>(2) Seldom</td> <td>105 (7.6%)</td> </tr> <tr> <td>(3) Sometimes</td> <td>454 (32.9%)</td> </tr> <tr> <td>(4) Often</td> <td>462 (33.5%)</td> </tr> <tr> <td>(5) Always</td> <td>316 (22.9%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	43 (3.1%)	(2) Seldom	105 (7.6%)	(3) Sometimes	454 (32.9%)	(4) Often	462 (33.5%)	(5) Always	316 (22.9%)	<table border="1"> <tbody> <tr> <td>% Resp = 95.2 %</td> </tr> <tr> <td>N = 1380</td> </tr> <tr> <td>Mean = 3.65</td> </tr> <tr> <td>Std Dev = 1.01</td> </tr> </tbody> </table>	% Resp = 95.2 %	N = 1380	Mean = 3.65	Std Dev = 1.01
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<p>Q058. Quality of Courses and Instruction - For the COURSE you identified, to what degree does the instructor: Effectively organize the course material</p>  <p>10.9% 32.5% 56.6%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>41 (3%)</td> </tr> <tr> <td>(2) Seldom</td> <td>109 (7.9%)</td> </tr> <tr> <td>(3) Sometimes</td> <td>448 (32.5%)</td> </tr> <tr> <td>(4) Often</td> <td>483 (35.1%)</td> </tr> <tr> <td>(5) Always</td> <td>297 (21.6%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	41 (3%)	(2) Seldom	109 (7.9%)	(3) Sometimes	448 (32.5%)	(4) Often	483 (35.1%)	(5) Always	297 (21.6%)	<table border="1"> <tbody> <tr> <td>% Resp = 95.0 %</td> </tr> <tr> <td>N = 1378</td> </tr> <tr> <td>Mean = 3.64</td> </tr> <tr> <td>Std Dev = 1.00</td> </tr> </tbody> </table>	% Resp = 95.0 %	N = 1378	Mean = 3.64	Std Dev = 1.00
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<p>Q059. Quality of Courses and Instruction - For the COURSE you identified, to what degree does the instructor: Communicate concepts clearly</p>  <p>12.1% 34.8% 53.1%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>43 (3.1%)</td> </tr> <tr> <td>(2) Seldom</td> <td>124 (9%)</td> </tr> <tr> <td>(3) Sometimes</td> <td>479 (34.8%)</td> </tr> <tr> <td>(4) Often</td> <td>463 (33.6%)</td> </tr> <tr> <td>(5) Always</td> <td>269 (19.5%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	43 (3.1%)	(2) Seldom	124 (9%)	(3) Sometimes	479 (34.8%)	(4) Often	463 (33.6%)	(5) Always	269 (19.5%)	<table border="1"> <tr> <td>% Resp = 95.0 %</td> </tr> <tr> <td>N = 1378</td> </tr> <tr> <td>Mean = 3.57</td> </tr> <tr> <td>Std Dev = 1.00</td> </tr> </table>	% Resp = 95.0 %	N = 1378	Mean = 3.57	Std Dev = 1.00
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<p>Q060. Quality of Courses and Instruction - For the COURSE you identified, to what degree does the instructor: Use effective teaching methods</p>  <p>11% 33.3% 55.8%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>53 (3.8%)</td> </tr> <tr> <td>(2) Seldom</td> <td>98 (7.1%)</td> </tr> <tr> <td>(3) Sometimes</td> <td>458 (33.3%)</td> </tr> <tr> <td>(4) Often</td> <td>494 (35.9%)</td> </tr> <tr> <td>(5) Always</td> <td>274 (19.9%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	53 (3.8%)	(2) Seldom	98 (7.1%)	(3) Sometimes	458 (33.3%)	(4) Often	494 (35.9%)	(5) Always	274 (19.9%)	<table border="1"> <tr> <td>% Resp = 95.0 %</td> </tr> <tr> <td>N = 1377</td> </tr> <tr> <td>Mean = 3.61</td> </tr> <tr> <td>Std Dev = 1.00</td> </tr> </table>	% Resp = 95.0 %	N = 1377	Mean = 3.61	Std Dev = 1.00
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<p>Q061. Quality of Courses and Instruction - For the COURSE you identified, to what degree does the instructor: Communicate academic expectations to you</p>  <p>11.3% 33% 55.7%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>48 (3.5%)</td> </tr> <tr> <td>(2) Seldom</td> <td>107 (7.8%)</td> </tr> <tr> <td>(3) Sometimes</td> <td>452 (33%)</td> </tr> <tr> <td>(4) Often</td> <td>496 (36.2%)</td> </tr> <tr> <td>(5) Always</td> <td>268 (19.5%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	48 (3.5%)	(2) Seldom	107 (7.8%)	(3) Sometimes	452 (33%)	(4) Often	496 (36.2%)	(5) Always	268 (19.5%)	<table border="1"> <tr> <td>% Resp = 94.6 %</td> </tr> <tr> <td>N = 1371</td> </tr> <tr> <td>Mean = 3.60</td> </tr> <tr> <td>Std Dev = 1.00</td> </tr> </table>	% Resp = 94.6 %	N = 1371	Mean = 3.60	Std Dev = 1.00
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<p>Q062. Quality of Courses and Instruction - For the COURSE you identified, to what degree does the instructor: Encourage you to participate in course-related, out-of-class events (e.g., lectures, concerts, exhibits)</p>  <p>18.7% 34.4% 46.9%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>111 (8.1%)</td> </tr> <tr> <td>(2) Seldom</td> <td>144 (10.6%)</td> </tr> <tr> <td>(3) Sometimes</td> <td>469 (34.4%)</td> </tr> <tr> <td>(4) Often</td> <td>393 (28.8%)</td> </tr> <tr> <td>(5) Always</td> <td>247 (18.1%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	111 (8.1%)	(2) Seldom	144 (10.6%)	(3) Sometimes	469 (34.4%)	(4) Often	393 (28.8%)	(5) Always	247 (18.1%)	<table border="1"> <tr> <td>% Resp = 94.1 %</td> </tr> <tr> <td>N = 1364</td> </tr> <tr> <td>Mean = 3.38</td> </tr> <tr> <td>Std Dev = 1.14</td> </tr> </table>	% Resp = 94.1 %	N = 1364	Mean = 3.38	Std Dev = 1.14
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Factor 7 . Diversity Dimension	3.08	0.75	1408	97.1 %														
<p>Q017. Focus on Diversity - To what degree is this institution exposing you to different: World cultures</p>  <p>30.4% 37.9% 31.7%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>123 (8.9%)</td> </tr> <tr> <td>(2) Slight</td> <td>298 (21.5%)</td> </tr> <tr> <td>(3) Moderate</td> <td>524 (37.9%)</td> </tr> <tr> <td>(4) High</td> <td>307 (22.2%)</td> </tr> <tr> <td>(5) Very high</td> <td>131 (9.5%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	123 (8.9%)	(2) Slight	298 (21.5%)	(3) Moderate	524 (37.9%)	(4) High	307 (22.2%)	(5) Very high	131 (9.5%)	<table border="1"> <tr> <td>% Resp = 95.4 %</td> </tr> <tr> <td>N = 1383</td> </tr> <tr> <td>Mean = 3.02</td> </tr> <tr> <td>Std Dev = 1.08</td> </tr> </table>	% Resp = 95.4 %	N = 1383	Mean = 3.02	Std Dev = 1.08
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<p>Q018. Focus on Diversity - To what degree is this institution exposing you to different: World religions</p>  <p>40.2% 37.1% 22.7%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>175 (12.7%)</td> </tr> <tr> <td>(2) Slight</td> <td>377 (27.5%)</td> </tr> <tr> <td>(3) Moderate</td> <td>510 (37.1%)</td> </tr> <tr> <td>(4) High</td> <td>224 (16.3%)</td> </tr> <tr> <td>(5) Very high</td> <td>87 (6.3%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	175 (12.7%)	(2) Slight	377 (27.5%)	(3) Moderate	510 (37.1%)	(4) High	224 (16.3%)	(5) Very high	87 (6.3%)	<table border="1"> <tr> <td>% Resp = 94.7 %</td> </tr> <tr> <td>N = 1373</td> </tr> <tr> <td>Mean = 2.76</td> </tr> <tr> <td>Std Dev = 1.07</td> </tr> </table>	% Resp = 94.7 %	N = 1373	Mean = 2.76	Std Dev = 1.07
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<p>Q019. Focus on Diversity - To what degree is this institution exposing you to different: Political perspectives</p>  <p>31.6% 38.4% 30%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>123 (9%)</td> </tr> <tr> <td>(2) Slight</td> <td>310 (22.6%)</td> </tr> <tr> <td>(3) Moderate</td> <td>527 (38.4%)</td> </tr> <tr> <td>(4) High</td> <td>302 (22%)</td> </tr> <tr> <td>(5) Very high</td> <td>110 (8%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	123 (9%)	(2) Slight	310 (22.6%)	(3) Moderate	527 (38.4%)	(4) High	302 (22%)	(5) Very high	110 (8%)	<table border="1"> <tr> <td>% Resp = 94.6 %</td> </tr> <tr> <td>N = 1372</td> </tr> <tr> <td>Mean = 2.98</td> </tr> <tr> <td>Std Dev = 1.06</td> </tr> </table>	% Resp = 94.6 %	N = 1372	Mean = 2.98	Std Dev = 1.06
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<p>Q020. Focus on Diversity - To what degree is this institution exposing you to different: Issues related to social class/economic status (poverty vs. privilege)</p>  <p>27.3% 39.4% 33.3%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>109 (8%)</td> </tr> <tr> <td>(2) Slight</td> <td>262 (19.3%)</td> </tr> <tr> <td>(3) Moderate</td> <td>536 (39.4%)</td> </tr> <tr> <td>(4) High</td> <td>318 (23.4%)</td> </tr> <tr> <td>(5) Very high</td> <td>134 (9.9%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	109 (8%)	(2) Slight	262 (19.3%)	(3) Moderate	536 (39.4%)	(4) High	318 (23.4%)	(5) Very high	134 (9.9%)	<table border="1"> <tr> <td>% Resp = 93.7 %</td> </tr> <tr> <td>N = 1359</td> </tr> <tr> <td>Mean = 3.08</td> </tr> <tr> <td>Std Dev = 1.07</td> </tr> </table>	% Resp = 93.7 %	N = 1359	Mean = 3.08	Std Dev = 1.07
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<p>Q021. Interactions - Within the following groups, to what degree does this institution provide opportunities for interaction with individuals from differing backgrounds and cultures: Other students at this institution</p>  <p>15.6% 42.4% 42%</p> <p>% Responding 1 or 2 % Responding 3 % Responding 4 or 5</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>48 (3.5%)</td> </tr> <tr> <td>(2) Slight</td> <td>167 (12.1%)</td> </tr> <tr> <td>(3) Moderate</td> <td>584 (42.4%)</td> </tr> <tr> <td>(4) High</td> <td>421 (30.6%)</td> </tr> <tr> <td>(5) Very high</td> <td>157 (11.4%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	48 (3.5%)	(2) Slight	167 (12.1%)	(3) Moderate	584 (42.4%)	(4) High	421 (30.6%)	(5) Very high	157 (11.4%)	<table border="1"> <tr> <td>% Resp = 95.0 %</td> </tr> <tr> <td>N = 1377</td> </tr> <tr> <td>Mean = 3.34</td> </tr> <tr> <td>Std Dev = 0.95</td> </tr> </table>	% Resp = 95.0 %	N = 1377	Mean = 3.34	Std Dev = 0.95
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<p>Q022. Interactions - Within the following groups, to what degree does this institution provide opportunities for interaction with individuals from differing backgrounds and cultures: Faculty and staff at this institution</p>	<table border="1"> <thead> <tr> <th>Key Text</th> <th>N (%N)</th> </tr> </thead> <tbody> <tr> <td>(1) Not at all</td> <td>61 (4.4%)</td> </tr> <tr> <td>(2) Slight</td> <td>239 (17.3%)</td> </tr> </tbody> </table>	Key Text	N (%N)	(1) Not at all	61 (4.4%)	(2) Slight	239 (17.3%)	<table border="1"> <tr> <td>% Resp = 95.1 %</td> </tr> <tr> <td>N = 1379</td> </tr> </table>	% Resp = 95.1 %	N = 1379								
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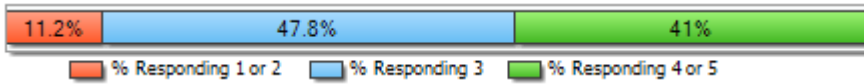
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(5) Very high	108 (7.8%)																	
Mean = 3.14																		
Std Dev = 0.94																		
<p>Q023. Interactions - Within the following groups, to what degree does this institution provide opportunities for interaction with individuals from differing backgrounds and cultures: People outside this institution</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>147 (10.9%)</td></tr> <tr><td>(2) Slight</td><td>310 (22.9%)</td></tr> <tr><td>(3) Moderate</td><td>564 (41.7%)</td></tr> <tr><td>(4) High</td><td>247 (18.3%)</td></tr> <tr><td>(5) Very high</td><td>84 (6.2%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	147 (10.9%)	(2) Slight	310 (22.9%)	(3) Moderate	564 (41.7%)	(4) High	247 (18.3%)	(5) Very high	84 (6.2%)	<table border="1"> <tr><td>% Resp = 93.2 %</td></tr> <tr><td>N = 1352</td></tr> <tr><td>Mean = 2.86</td></tr> <tr><td>Std Dev = 1.04</td></tr> </table>	% Resp = 93.2 %	N = 1352	Mean = 2.86	Std Dev = 1.04
Key Text	N (%N)																	
(1) Not at all	147 (10.9%)																	
(2) Slight	310 (22.9%)																	
(3) Moderate	564 (41.7%)																	
(4) High	247 (18.3%)																	
(5) Very high	84 (6.2%)																	
% Resp = 93.2 %																		
N = 1352																		
Mean = 2.86																		
Std Dev = 1.04																		
<p>Q024. Standards of Behavior - To what degree does this institution communicate the importance of: Respecting others with differing opinions</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>46 (3.3%)</td></tr> <tr><td>(2) Slight</td><td>151 (10.9%)</td></tr> <tr><td>(3) Moderate</td><td>519 (37.3%)</td></tr> <tr><td>(4) High</td><td>469 (33.7%)</td></tr> <tr><td>(5) Very high</td><td>206 (14.8%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	46 (3.3%)	(2) Slight	151 (10.9%)	(3) Moderate	519 (37.3%)	(4) High	469 (33.7%)	(5) Very high	206 (14.8%)	<table border="1"> <tr><td>% Resp = 95.9 %</td></tr> <tr><td>N = 1391</td></tr> <tr><td>Mean = 3.46</td></tr> <tr><td>Std Dev = 0.98</td></tr> </table>	% Resp = 95.9 %	N = 1391	Mean = 3.46	Std Dev = 0.98
Key Text	N (%N)																	
(1) Not at all	46 (3.3%)																	
(2) Slight	151 (10.9%)																	
(3) Moderate	519 (37.3%)																	
(4) High	469 (33.7%)																	
(5) Very high	206 (14.8%)																	
% Resp = 95.9 %																		
N = 1391																		
Mean = 3.46																		
Std Dev = 0.98																		

	Mean	Std Dev	N	% Responding
Factor 8 . Roles & Purposes Dimension	3.37	0.80	1409	97.2 %

<p>Q014. Academic Advising - To what degree have faculty/staff advisors: Discussed how college can help you achieve your life goals</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>87 (6.3%)</td></tr> <tr><td>(2) Slight</td><td>217 (15.6%)</td></tr> <tr><td>(3) Moderate</td><td>465 (33.5%)</td></tr> <tr><td>(4) High</td><td>423 (30.5%)</td></tr> <tr><td>(5) Very high</td><td>196 (14.1%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	87 (6.3%)	(2) Slight	217 (15.6%)	(3) Moderate	465 (33.5%)	(4) High	423 (30.5%)	(5) Very high	196 (14.1%)	<table border="1"> <tr><td>% Resp = 95.7 %</td></tr> <tr><td>N = 1388</td></tr> <tr><td>Mean = 3.31</td></tr> <tr><td>Std Dev = 1.09</td></tr> </table>	% Resp = 95.7 %	N = 1388	Mean = 3.31	Std Dev = 1.09
Key Text	N (%N)																	
(1) Not at all	87 (6.3%)																	
(2) Slight	217 (15.6%)																	
(3) Moderate	465 (33.5%)																	
(4) High	423 (30.5%)																	
(5) Very high	196 (14.1%)																	
% Resp = 95.7 %																		
N = 1388																		
Mean = 3.31																		
Std Dev = 1.09																		
<p>Q041. Reasons for Enrollment - To what degree: Have faculty/staff helped you examine your personal reasons for getting a college education</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>105 (7.7%)</td></tr> <tr><td>(2) Slight</td><td>215 (15.8%)</td></tr> <tr><td>(3) Moderate</td><td>561 (41.2%)</td></tr> <tr><td>(4) High</td><td>348 (25.6%)</td></tr> <tr><td>(5) Very high</td><td>132 (9.7%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	105 (7.7%)	(2) Slight	215 (15.8%)	(3) Moderate	561 (41.2%)	(4) High	348 (25.6%)	(5) Very high	132 (9.7%)	<table border="1"> <tr><td>% Resp = 93.9 %</td></tr> <tr><td>N = 1361</td></tr> <tr><td>Mean = 3.14</td></tr> <tr><td>Std Dev = 1.04</td></tr> </table>	% Resp = 93.9 %	N = 1361	Mean = 3.14	Std Dev = 1.04
Key Text	N (%N)																	
(1) Not at all	105 (7.7%)																	
(2) Slight	215 (15.8%)																	
(3) Moderate	561 (41.2%)																	
(4) High	348 (25.6%)																	
(5) Very high	132 (9.7%)																	
% Resp = 93.9 %																		
N = 1361																		
Mean = 3.14																		
Std Dev = 1.04																		
<p>Q043. Reasons for Enrollment - To what degree does this institution help you understand how attending college: Increases knowledge for your future employment</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>57 (4.1%)</td></tr> <tr><td>(2) Slight</td><td>131 (9.5%)</td></tr> <tr><td>(3) Moderate</td><td>490 (35.4%)</td></tr> <tr><td>(4) High</td><td>501 (36.2%)</td></tr> <tr><td>(5) Very high</td><td>205 (14.8%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	57 (4.1%)	(2) Slight	131 (9.5%)	(3) Moderate	490 (35.4%)	(4) High	501 (36.2%)	(5) Very high	205 (14.8%)	<table border="1"> <tr><td>% Resp = 95.5 %</td></tr> <tr><td>N = 1384</td></tr> <tr><td>Mean = 3.48</td></tr> <tr><td>Std Dev = 0.99</td></tr> </table>	% Resp = 95.5 %	N = 1384	Mean = 3.48	Std Dev = 0.99
Key Text	N (%N)																	
(1) Not at all	57 (4.1%)																	
(2) Slight	131 (9.5%)																	
(3) Moderate	490 (35.4%)																	
(4) High	501 (36.2%)																	
(5) Very high	205 (14.8%)																	
% Resp = 95.5 %																		
N = 1384																		
Mean = 3.48																		
Std Dev = 0.99																		
<p>Q044. Reasons for Enrollment - To what degree does this institution help you understand how attending college: Increases knowledge for your personal growth</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>39 (2.8%)</td></tr> <tr><td>(2) Slight</td><td>133 (9.6%)</td></tr> <tr><td>(3) Moderate</td><td>518 (37.6%)</td></tr> <tr><td>(4) High</td><td>480 (34.8%)</td></tr> <tr><td>(5) Very high</td><td>209 (15.2%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	39 (2.8%)	(2) Slight	133 (9.6%)	(3) Moderate	518 (37.6%)	(4) High	480 (34.8%)	(5) Very high	209 (15.2%)	<table border="1"> <tr><td>% Resp = 95.1 %</td></tr> <tr><td>N = 1379</td></tr> <tr><td>Mean = 3.50</td></tr> <tr><td>Std Dev = 0.96</td></tr> </table>	% Resp = 95.1 %	N = 1379	Mean = 3.50	Std Dev = 0.96
Key Text	N (%N)																	
(1) Not at all	39 (2.8%)																	
(2) Slight	133 (9.6%)																	
(3) Moderate	518 (37.6%)																	
(4) High	480 (34.8%)																	
(5) Very high	209 (15.2%)																	
% Resp = 95.1 %																		
N = 1379																		
Mean = 3.50																		
Std Dev = 0.96																		
<p>Q045. Reasons for Enrollment - To what degree does this institution help you understand how attending college: Prepares you to be an involved member of your community</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>54 (3.9%)</td></tr> <tr><td>(2) Slight</td><td>152 (11.1%)</td></tr> <tr><td>(3) Moderate</td><td>550 (40.2%)</td></tr> <tr><td>(4) High</td><td>419 (30.6%)</td></tr> <tr><td>(5) Very high</td><td>193 (14.1%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	54 (3.9%)	(2) Slight	152 (11.1%)	(3) Moderate	550 (40.2%)	(4) High	419 (30.6%)	(5) Very high	193 (14.1%)	<table border="1"> <tr><td>% Resp = 94.3 %</td></tr> <tr><td>N = 1368</td></tr> <tr><td>Mean = 3.40</td></tr> <tr><td>Std Dev = 0.99</td></tr> </table>	% Resp = 94.3 %	N = 1368	Mean = 3.40	Std Dev = 0.99
Key Text	N (%N)																	
(1) Not at all	54 (3.9%)																	
(2) Slight	152 (11.1%)																	
(3) Moderate	550 (40.2%)																	
(4) High	419 (30.6%)																	
(5) Very high	193 (14.1%)																	
% Resp = 94.3 %																		
N = 1368																		
Mean = 3.40																		
Std Dev = 0.99																		
<p>Q046. Reasons for Enrollment - To what degree does this institution help you understand how attending college: Prepares you to contribute to the betterment of society</p>	<table border="1"> <tr><td>Key Text</td><td>N (%N)</td></tr> <tr><td>(1) Not at all</td><td>51 (3.8%)</td></tr> <tr><td>(2) Slight</td><td>142 (10.5%)</td></tr> <tr><td>(3) Moderate</td><td>549 (40.6%)</td></tr> <tr><td>(4) High</td><td>413 (30.5%)</td></tr> <tr><td>(5) Very high</td><td>198 (14.6%)</td></tr> </table>	Key Text	N (%N)	(1) Not at all	51 (3.8%)	(2) Slight	142 (10.5%)	(3) Moderate	549 (40.6%)	(4) High	413 (30.5%)	(5) Very high	198 (14.6%)	<table border="1"> <tr><td>% Resp = 93.3 %</td></tr> <tr><td>N = 1353</td></tr> <tr><td>Mean = 3.42</td></tr> <tr><td>Std Dev = 0.99</td></tr> </table>	% Resp = 93.3 %	N = 1353	Mean = 3.42	Std Dev = 0.99
Key Text	N (%N)																	
(1) Not at all	51 (3.8%)																	
(2) Slight	142 (10.5%)																	
(3) Moderate	549 (40.6%)																	
(4) High	413 (30.5%)																	
(5) Very high	198 (14.6%)																	
% Resp = 93.3 %																		
N = 1353																		
Mean = 3.42																		
Std Dev = 0.99																		

	Mean	Std Dev	N	% Responding
Factor 22 . Overall Evaluation of Institution	3.50	0.71	1408	97.1 %

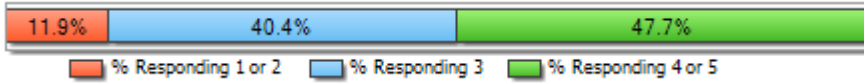
Q065. Overall Evaluation - Overall, to what degree has this institution: Provided you the right amount of attention and support



Key Text	N (%N)
(1) Not at all	33 (2.4%)
(2) Slight	122 (8.8%)
(3) Moderate	659 (47.8%)
(4) High	446 (32.3%)
(5) Very high	120 (8.7%)

% Resp = 95.2 %
N = 1380
Mean = 3.36
Std Dev = 0.85

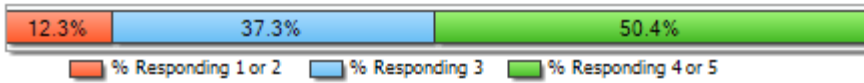
Q066. Overall Evaluation - Overall, to what degree has this institution: Helped you make the transition to college



Key Text	N (%N)
(1) Not at all	34 (2.5%)
(2) Slight	129 (9.4%)
(3) Moderate	554 (40.4%)
(4) High	513 (37.4%)
(5) Very high	141 (10.3%)

% Resp = 94.6 %
N = 1371
Mean = 3.44
Std Dev = 0.89

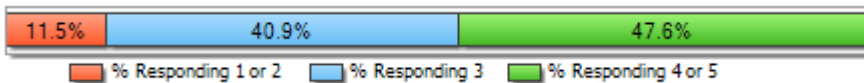
Q067. Overall Evaluation - Overall, to what degree has this institution: Been a good place for college students like you



Key Text	N (%N)
(1) Not at all	43 (3.1%)
(2) Slight	127 (9.2%)
(3) Moderate	514 (37.3%)
(4) High	489 (35.5%)
(5) Very high	205 (14.9%)

% Resp = 95.0 %
N = 1378
Mean = 3.50
Std Dev = 0.96

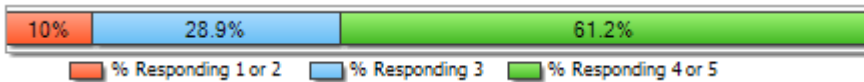
Q068. Overall Evaluation - Overall, to what degree has this institution: Helped you succeed as a student



Key Text	N (%N)
(1) Not at all	32 (2.3%)
(2) Slight	126 (9.2%)
(3) Moderate	559 (40.9%)
(4) High	491 (35.9%)
(5) Very high	160 (11.7%)

% Resp = 94.3 %
N = 1368
Mean = 3.45
Std Dev = 0.90

Q069. Overall Evaluation - Overall, to what degree: Would you recommend this institution to friends



Key Text	N (%N)
(1) Not at all	45 (3.3%)
(2) Slight	92 (6.7%)
(3) Moderate	397 (28.9%)
(4) High	493 (35.8%)
(5) Very high	349 (25.4%)

% Resp = 94.9 %
N = 1376
Mean = 3.73
Std Dev = 1.02

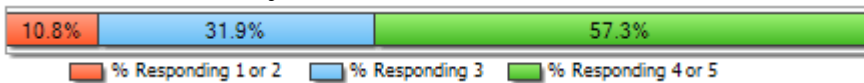
Q070. Overall Evaluation - Overall, to what degree: Are you satisfied with your decision to attend this institution



Key Text	N (%N)
(1) Not at all	67 (4.9%)
(2) Slight	108 (7.8%)
(3) Moderate	393 (28.5%)
(4) High	453 (32.8%)
(5) Very high	359 (26%)

% Resp = 95.2 %
N = 1380
Mean = 3.67
Std Dev = 1.09

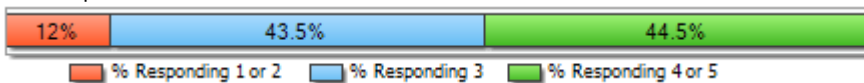
Q071. Overall Evaluation - Overall, to what degree: Is this institution committed to the success of first-year students



Key Text	N (%N)
(1) Not at all	44 (3.2%)
(2) Slight	104 (7.6%)
(3) Moderate	439 (31.9%)
(4) High	484 (35.2%)
(5) Very high	304 (22.1%)

% Resp = 94.8 %
N = 1375
Mean = 3.65
Std Dev = 1.01

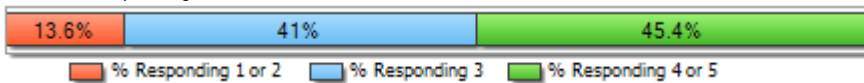
Q077. Overall Evaluation - Comparing the cost of attending this institution to the quality of the educational experience, please rate the overall value of the experience



Key Text	N (%N)
(1) Very poor	38 (2.8%)
(2) Poor	124 (9.2%)
(3) Neutral	589 (43.5%)
(4) Good	437 (32.3%)
(5) Excellent	166 (12.3%)

% Resp = 93.4 %
N = 1354
Mean = 3.42
Std Dev = 0.92

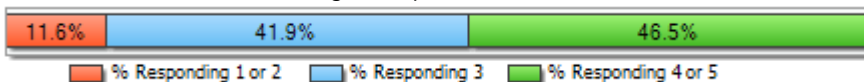
Q072. Overall Evaluation - To what degree has your college experience allowed you to: Expand your awareness of issues



Key Text	N (%N)
(1) Not at all	46 (3.4%)
(2) Slight	140 (10.2%)
(3) Moderate	562 (41%)
(4) High	444 (32.4%)
(5) Very high	178 (13%)

% Resp = 94.5 %
N = 1370
Mean = 3.41
Std Dev = 0.95

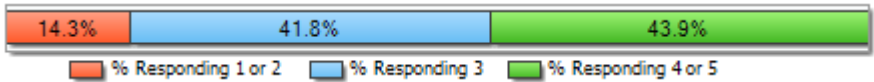
Q073. Overall Evaluation - To what degree has your college experience allowed you to: Discuss a broader range of topics



Key Text	N (%N)
(1) Not at all	34 (2.5%)
(2) Slight	125 (9.1%)
(3) Moderate	574 (41.9%)
(4) High	473 (34.5%)
(5) Very high	164 (12%)

% Resp = 94.5 %
N = 1370
Mean = 3.44
Std Dev = 0.90

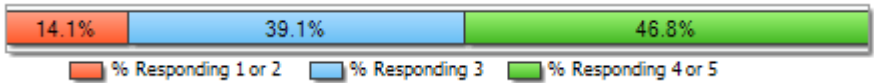
Q074. Overall Evaluation - To what degree has your college experience allowed you to: Better defend your position on issues



Key Text	N (%N)
(1) Not at all	53 (3.9%)
(2) Slight	140 (10.4%)
(3) Moderate	564 (41.8%)
(4) High	419 (31%)
(5) Very high	174 (12.9%)

% Resp = 93.1 %
N = 1350
Mean = 3.39
Std Dev = 0.97

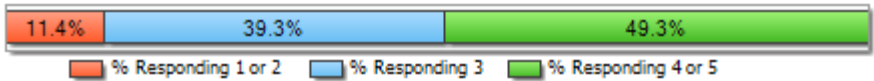
Q075. Overall Evaluation - To what degree has your college experience influenced: Your ability to make better decisions



Key Text	N (%N)
(1) Not at all	62 (4.6%)
(2) Slight	128 (9.5%)
(3) Moderate	528 (39.1%)
(4) High	456 (33.8%)
(5) Very high	175 (13%)

% Resp = 93.0 %
N = 1349
Mean = 3.41
Std Dev = 0.98

Q076. Overall Evaluation - To what degree has your college experience influenced: Your ability to objectively evaluate information



Key Text	N (%N)
(1) Not at all	42 (3.1%)
(2) Slight	112 (8.3%)
(3) Moderate	529 (39.3%)
(4) High	469 (34.8%)
(5) Very high	195 (14.5%)

% Resp = 92.9 %
N = 1347
Mean = 3.49
Std Dev = 0.94

[back to top](#)

Report: Factors

Report Generated: 12/22/2006 9:43 AM

Foundations of Excellence® First-Year Student Survey (4 Year
(Order: 12686)

Population: Western Illinois University

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An Affordable Public Education

Western's commitment to educational opportunity, including keeping educational costs as low as possible, is illustrated by the following:

- Western's Cost Guarantee program ensures that tuition and fees for undergraduate students are frozen for four years . . . guaranteed. Western's program inspired the state's truth-in-tuition act (admissions.wiu.edu/costguarantee).
- More than 75% of WIU students receive financial aid through scholarships and/or financial aid packages (fa.wiu.edu).
- The WIU Foundation distributed 3,600 awards totaling more than \$2 million in scholarships this past year. Including institution-based aid and room scholarships, more than \$3 million was awarded to WIU students in 2011.
- Western offers in-state tuition rates to students who live in Illinois, Iowa, Indiana, Missouri, and Wisconsin.



How to Apply

- Complete and submit a Western application online at wiu.edu/qc/apply/application.php.
- Complete and submit an application for a participating community college.
- Complete the Linkages Addendum.
- Take ACT or SAT test and have your score sent to the Undergraduate Admissions Office.
- Request high school transcripts and send them to Western Illinois University–Quad Cities.
- Submit a college transcript for any courses completed while in high school.
- Take the Compass test at your local community college and have your scores sent to the Undergraduate Admissions Office.
- Complete and submit the FAFSA (Free Application for Federal Student Aid) at fafsa.ed.gov.
- Schedule an appointment to meet with your advisor, Curtis Williams, by e-mail at cm-williams11@wiu.edu or phone him at 309.762.3999 ext. 62236.

Western Illinois University–Quad Cities
Moline, IL 61265

309.762.1495

wiu.edu/qc

Western Illinois University–Quad Cities

Linkages Program



Higher Values
in Higher
Education



WESTERN
ILLINOIS
UNIVERSITY
Quad Cities



Linkages

The Linkages Program offers graduating high school students a new way to earn an Associate's and a Bachelor's degree through their local community colleges and Western Illinois University–Quad Cities in the following academic programs:

- Accounting
- Elementary Education
- Engineering
- Human Resource Management
- Information Systems
- Law Enforcement & Justice Administration
- Liberal Arts & Sciences
- Management
- Marketing
- Recreation, Park & Tourism Administration
- Supply Chain Management
- Undeclared

Please refer to website for additional majors

Program Benefits

If you qualify for this program, you can take advantage of the following benefits:

- Application fee waiver (Contact Admissions for more information.)
- Small class size
- Start taking courses in your major during your Freshman year
- Gain real world, hands-on education from highly qualified professors
- Individualized advising
- Leadership opportunities available on and off campus
- Smooth transfer of credits from your community college
- Earn an Associate's and a Bachelor's degree in four years

Program Eligibility

To participate in the Linkages Program, a student must . . .

- be a high school graduate.
- have an ACT composite score of 20 and a high school GPA of 2.5 on a 4.0 scale.
- be enrolled full-time between WIU and partnering community college.
- meet academic program requirements.

"It's great that I can take WIU classes in my major while taking general education classes at the community college."

–Edwin Moore, Linkages student

"I'm saving money. My tuition costs are locked in for the next four years."

–Kevin O'Brien, Linkages student

Dual Degrees Associate's & Bachelor's

Years 1 and 2 Associate's Degree

	Community College	Western Illinois University–QC
Fall	12-15 hrs (4 to 5 classes)	1-3 hrs (1 class)
Spring	12-15 hrs (4 to 5 classes)	3 hrs (1 class)
Fall	12 hrs (4 classes)	3 hrs (1 class)
Spring	12 hrs (4 classes)	3 hrs (1 class)
	48-54 hours	10-12 hours

Years 3 and 4 Bachelor's Degree

Western Illinois University–QC	
Fall	15 hrs (5 classes)
Spring	15 hrs (5 classes)
Fall	15 hrs (5 classes)
Spring	15 hrs (5 classes)
60 hours	

Credit hours required will vary depending on intended major.

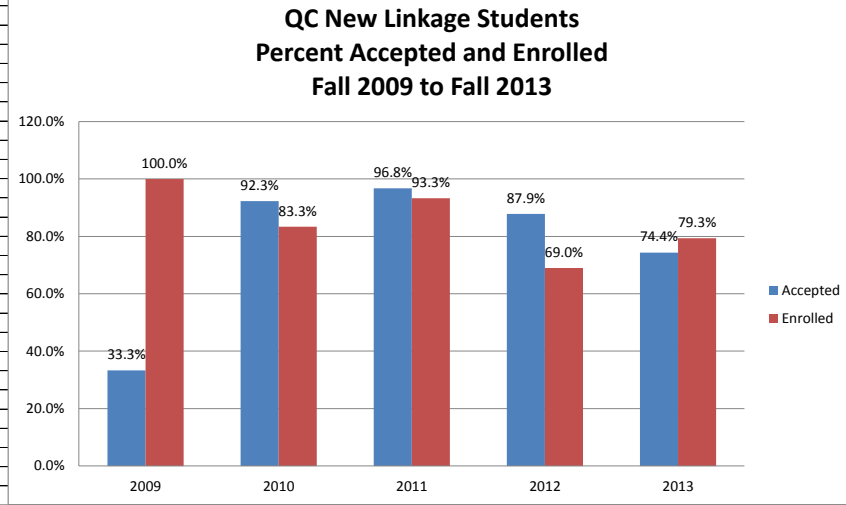


Applications, Acceptances, and Enrollments of New Linkage Undergraduate

Students by Sex, Fall 2009-2013

Quad Cities Campus

	First-Time Linkage		
	Male	Female	Total
2009			
# Completed Applications	2	1	3
# Accepted Applications	0	1	1
# Enrolling Fall 2009	0	1	1
% Students Accepted	0.0%	100.0%	33.3%
% Students Accepted That Enrolled	-	-	100.0%
2010			
# Completed Applications	9	4	13
# Accepted Applications	9	3	12
# Enrolling Fall 2010	8	2	10
% Students Accepted	100.0%	75.0%	92.3%
% Students Accepted That Enrolled	88.9%	-	83.3%
2011			
# Completed Applications	23	8	31
# Accepted Applications	23	7	30
# Enrolling Fall 2011	22	6	28
% Students Accepted	100.0%	87.5%	96.8%
% Students Accepted That Enrolled	95.7%	85.7%	93.3%
2012			
# Completed Applications	23	10	33
# Accepted Applications	22	7	29
# Enrolling Fall 2012	16	4	20
% Students Accepted	95.7%	70.0%	87.9%
% Students Accepted That Enrolled	72.7%	57.1%	69.0%
2013			
# Completed Applications	24	15	39
# Accepted Applications	20	9	29
# Enrolling Fall 2013	17	6	23
% Students Accepted	83.3%	60.0%	74.4%
% Students Accepted That Enrolled	85.0%	66.7%	79.3%



*Please note FL09 & FL10 cohorts of QC students with Linkages as Admission Program were coded as non-degree seeking students (admit type = 9)
 FL11 - FL13 QC students with Linkages as Admission Program are counted here as 'new freshmen' according to their admit type (admit type = 1)

Source: AVQT29K8 (Lindsay Fender)

New QC Linkage Class Profile, Fall 2010								
Distribution by Race/Ethnicity and Sex					Average ACT Score			
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Percent*</u>	<u>Year Admitted</u>		<u>Average ACT</u>	
					2010		21.3	
White	6	2	8	88.9%	2009		NA	
Black	-	-	-	0.0%				
Hispanic	1	-	1	11.1%				
Asian	-	-	-	0.0%	Distribution by Residency			
American Indian	-	-	-	0.0%	Illinois Residents		9	
Other	1	-	1	11.1%	Out-of-State		-	
Pacific Islander	-	-	-	0.0%	Foreign Residents		-	
Foreign	-	-	-	0.0%	Total		9	
2 or More	-	-	-	0.0%	Indiana Students		-	
Total	8	2	10		Iowa Students		-	
					Missouri Students		-	
Percent	80.0%	20.0%			Wisconsin Students		-	
*Excludes Other								
High School Percentile Rank					Community Colleges Sending the Highest Number of Students to WIU-QC			
Class Rank	Number	Percent			Number of Students to WIU-QC			
Upper								
10%	-	0.0%			Black Hawk College		10	
20%	-	0.0%						
25%	-	0.0%						
30%	1	25.0%			Average Age			
40%	-	0.0%			26.7			
50%	1	25.0%						
60%	1	25.0%						
70%	-	0.0%						
75%	-	0.0%						
80%	1	25.0%						
90%	-	0.0%						
100%	4	100.0%						
Average HS Percentile Rank 60%								
Excludes 6 students with no high school rank record.								
Sources: AVQT33KG, AVQT33KB, AVQLINK2 & AVQT26K1 (Lindsay Fender)								
*Please note: FL09 & FL10 cohorts of QC students with Linkages Admission Programs were coded as non-degree seeking admit types (admit type = 9)								

New QC Linkage Freshmen Class Profile, Fall 2011							
Distribution by Race/Ethnicity and Sex					Average ACT Score		
	Male	Female	Total	Percent*	Year Admitted	Average ACT	
					2011	22.3	
White	18	5	23	85.2%	2010	21.3	
Black	-	1	1	3.7%	2009	NA	
Hispanic	2	-	2	7.4%			
Asian	-	-	-	0.0%			
American Indian	-	-	-	0.0%	Distribution by Residency		
Other	1	-	1	3.7%	Illinois Residents	24	
Pacific Islander	-	-	-	0.0%	Out-of-State	4	
Foreign	-	-	-	0.0%	Foreign Residents	-	
2 or More	1	-	1	3.7%	Total	28	
Total	22	6	28				
					Indiana Students	-	
Percent	78.6%	21.4%			Iowa Students	-	
					Missouri Students	-	
					Wisconsin Students	-	
High School Percentile Rank					Community Colleges Sending the Highest Number of Students to WIU-QC		
Class Rank	Number	Percent					
Upper							
10%	-	0.0%			Black Hawk College	24	
20%	-	0.0%			Eastern Iowa Community College	4	
25%	-	0.0%					
30%	2	7.4%					
40%	3	11.1%			Average Age		
50%	7	25.9%			21.5		
60%	3	11.1%					
70%	4	14.8%					
75%	1	3.7%					
80%	6	22.2%					
90%	1	3.7%					
100%	27	100.0%					
Average HS Percentile Rank 65%							
Excludes 1 students with no high school rank record.							
Sources: AVQT33KG, AVQT33KB, AVQLINK2 & AVQT26K1 (Lindsay Fender)							

New QC Linkage Freshmen Class Profile, Fall 2012						
Distribution by Race/Ethnicity and Sex				Average ACT Score		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Percent*</u>	<u>Year Admitted</u>	<u>Average ACT</u>
White	10	4	14	77.8%	2012	21.9
Black	1	-	1	5.6%	2011	22.3
Hispanic	3	-	3	16.7%	2010	21.3
Asian	-	-	-	0.0%	2009	NA
American Indian	-	-	-	0.0%		
Other	2	-	2	11.1%	Distribution by Residency	
Pacific Islander	-	-	-	0.0%	Illinois Residents	12
Foreign	-	-	-	0.0%	Out-of-State	8
2 or More	-	-	-	0.0%	Foreign Residents	-
Total	16	4	20		Total	20
Percent	80.0%	20.0%			Indiana Students	-
					Iowa Students	-
					Missouri Students	-
					Wisconsin Students	-
High School Percentile Rank				Community Colleges Sending the Highest Number of Students to WIU-QC		
<u>Class Rank</u>	<u>Number</u>	<u>Percent</u>				
Upper						
10%	1	5.6%				
20%	-	0.0%		Black Hawk College		14
25%	1	5.6%		Eastern Iowa Community College		6
30%	2	11.1%				
40%	4	22.2%				
50%	1	5.6%				
60%	2	11.1%				
70%	1	5.6%				
75%	3	16.7%				
80%	2	11.1%				
90%	1	5.6%				
100%	18	100.0%				
Average HS Percentile Rank 57%				Average Age		
Excludes 2 students with no high school rank record.				21.9		
Sources: AVQT33KG, AVQT33KB, AVQLINK2 & AVQT26K1 (Lindsay Fender)						

New QC Linkage Freshmen Class Profile, Fall 2013						
Distribution by Race/Ethnicity and Sex				Average ACT Score		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Percent*</u>	<u>Year Admitted</u>	<u>Average ACT</u>
					2013	22.0
White	14	4	18	81.8%	2012	22.0
Black	-	-	-	0.0%	2011	22.3
Hispanic	2	1	3	13.6%	2010	21.3
Asian	1	-	1	4.5%	2009	NA
American Indian	-	-	-	0.0%	Distribution by Residency	
Other	-	1	1	4.5%	Illinois Residents	16
Pacific Islander	-	-	-	0.0%	Out-of-State	7
Foreign	-	-	-	0.0%	Foreign Residents	-
2 or More	-	-	-	0.0%	Total	23
Total	17	6	23		Indiana Students	-
Percent	73.9%	26.1%			Iowa Students	-
					Missouri Students	-
					Wisconsin Students	-
High School Percentile Rank				Community Colleges Sending the Highest Number of Students to WIU-QC		
<u>Class Rank</u>	<u>Number</u>	<u>Percent</u>				
Upper						
10%	1	4.3%		Black Hawk College		16
20%	-	0.0%		Eastern Iowa Community College		7
25%	-	0.0%				
30%	1	4.3%				
40%	3	13.0%				
50%	4	17.4%		Average Age		
60%	6	26.1%		20.4		
70%	-	0.0%				
75%	-	0.0%				
80%	5	21.7%				
90%	2	8.7%				
100%	23	100.0%				
Average HS Percentile Rank 64%						
Sources: AVQT33KG, AVQT33KB, AVQLINK2 & AVQT26K1 (Lindsay Fender)						

Western Illinois University

Retention & Graduation

Students enrolled in On-line courses

Retention and graduation rates were calculated for students enrolled in on-line courses for the fall 2009 new freshmen and new transfer cohorts. Total on-line student credit hours were used to determine the percentage of on-line courses taken by each student. This percentage on-line was used to categorized students into one of four categories: 1-25%, 26-49%, 50-74% and greater than 75%.

The overall analyses showed 46 percent of new freshmen enrolled in on-line courses, with the majority of those students (98%) enrolling in 25 percent or less of their courses on-line. The four-year graduation rate of these students was 43.9 percent. This compares to an overall graduation rate of 31.6 percent for all full-time new fall 2009 freshmen.

Almost 57 percent of fall 2009 new transfer students enrolled in on-line courses, with a four-year graduation rate of 56.2 percent overall. This compares to a four-year graduation rate of 65.2 percent fall 2009 full-time new transfer students. Further analyses should compare full-time transfer students in on-line courses with overall full-time transfer students to provide an accurate comparison. Analyses of additional cohorts will also provide useful trend data.

WESTERN ILLINOIS UNIVERSITY
 INSTITUTIONAL RESEARCH & PLANNING
 FLO9 NEW FRESHMEN/TRANFERS - RETENTION & GRADUATION RATES
 >> EXCLUDES NOSHOWS <<
 (JOB: MIGB11K2 - RPT1)

ADM	% ONLINE	HEAD CNT	D/V	CON YR2	% CON YR2	GRAD 2YR	% GRAD 2YR	CON YR3	% CON YR3	GRAD 3YR	% GRAD 3YR	CON YR4	% CON YR4	GRAD 4YR	% GRAD 4YR	GRAD 5YR	% GRAD 5YR
1	1-25%	739	4	690	93.9	1	.1	662	90.1	25	3.4	623	84.8	323	43.9	413	56.2
1	26-49%	14	1	12	92.3	1	7.7	9	69.2	5	38.5	4	30.8	7	53.8	7	53.8
1	50-74%	1		1	100.0			1	100.0								
1		754	5	703	93.9	2	.3	672	89.7	30	4.0	627	83.7	330	44.1	420	56.1
3	1-25%	603		550	91.2	131	21.7	391	64.8	350	58.0	155	25.7	440	73.0	460	76.3
3	26-49%	65		56	86.2	12	18.5	38	58.5	35	53.8	16	24.6	41	63.1	41	63.1
3	50-74%	32		18	56.3	5	15.6	12	37.5	12	37.5	4	12.5	14	43.8	15	46.9
3	75% +	56	2	34	63.0	10	18.5	16	29.6	16	29.6	9	16.7	19	35.2	20	37.0
3		756	2	658	87.3	158	21.0	457	60.6	413	54.8	184	24.4	514	68.2	536	71.1
		1510	7	1361	90.6	160	10.6	1129	75.1	443	29.5	811	54.0	844	56.2	956	63.6

739.5%

WESTERN ILLINOIS UNIVERSITY
 INSTITUTIONAL RESEARCH & PLANNING
 FLO9 NEW FRESHMEN/TRANFERS - RETENTION & GRADUATION RATES
 >> EXCLUDES NOSHOWS <<
 (JOB: MIGB11K2 - RPT2)

ADM	LAST SEM CAMPUS (EXCL SU)	% ONLINE	TCNT	D	V	CON YR2	% CON YR2	% GRAD 2YR	% CON YR3	% GRAD 3YR	% CON YR4	% GRAD 4YR	% GRAD 5YR
1	MAC	1-25%	700	1	3	656	93.7	.1	89.7	3.4	84.3	44.9	56.7
1	MAC	26-49%	6		1	6	100.0	16.7	66.7	66.7		66.7	66.7
1	MAC			1	4	662	93.8	.3	89.5	4.0	83.6	45.0	56.8
1	MAC EXT	1-25%	23			23	100.0		100.0	4.3	91.3	30.4	47.8
1	MAC EXT	26-49%	7			6	85.7		71.4	14.3	57.1	42.9	42.9
1	MAC EXT	50-74%	1			1	100.0		100.0				
1	MAC EXT					30	96.8		93.5	6.5	80.6	32.3	45.2
1	QC	1-25%	11			10	90.9		90.9		100.0	18.2	45.5
1	QC					10	90.9		90.9		100.0	18.2	45.5
1	QC EXT	1-25%	1			1	100.0		100.0		100.0		
1	QC EXT					1	100.0		100.0		100.0		
1				1	4	703	93.9	.3	89.7	4.0	83.7	44.1	56.1
3	MAC	1-25%	460			423	92.0	22.2	64.6	57.4	27.4	72.8	76.3
3	MAC	26-49%	11			9	81.8	27.3	63.6	27.3	54.5	54.5	54.5
3	MAC	50-74%	2			2	100.0		100.0	50.0	50.0	50.0	100.0
3	MAC					434	91.8	22.2	64.7	56.7	28.1	72.3	75.9
3	MAC EXT	1-25%	32			30	93.8	9.4	87.5	37.5	40.6	59.4	65.6
3	MAC EXT	26-49%	19			15	78.9	5.3	47.4	31.6	21.1	36.8	36.8
3	MAC EXT	50-74%	18			9	50.0	16.7	22.2	27.8	11.1	33.3	33.3
3	MAC EXT	75% +	47		2	31	66.0	21.3	27.7	29.8	17.0	34.0	36.2
3	MAC EXT				2	85	73.3	14.7	46.6	31.9	23.3	41.4	44.0
3	QC	1-25%	104			92	88.5	24.0	60.6	69.2	14.4	78.8	80.8
3	QC	26-49%	27			25	92.6	18.5	70.4	81.5	14.8	85.2	85.2
3	QC	50-74%	6			3	50.0		66.7	33.3	16.7	50.0	50.0
3	QC	75% +	1			1	100.0		100.0		100.0		
3	QC					121	87.7	21.7	63.0	69.6	15.2	78.3	79.7
3	QC EXT	1-25%	7			5	71.4	14.3	42.9	28.6	14.3	57.1	57.1
3	QC EXT	26-49%	8			7	87.5	37.5	37.5	50.0	25.0	62.5	62.5
3	QC EXT	50-74%	6			4	66.7	33.3	33.3	66.7		66.7	66.7
3	QC EXT	75% +	6			2	33.3		33.3	33.3		50.0	50.0
3	QC EXT					18	66.7	22.2	37.0	44.4	11.1	59.3	59.3
3					2	658	87.3	21.0	60.6	54.8	24.4	68.2	71.1
				1	6	1361	90.6	10.6	75.1	29.5	54.0	56.2	63.6

WESTERN ILLINOIS UNIVERSITY
 INSTITUTIONAL RESEARCH & PLANNING
 FLO9 NEW FRESHMEN/TRANSFERS - RETENTION & GRADUATION RATES
 >> EXCLUDES NOSHOWS <<
 (JOB: MIGB11K2 - RPT3)

LAST SEM ADM	CAMPUS (EXCL SU)	% ONLINE	LAST SEM MAJOR	HEAD COUNT	D	V	% CON YR2	% GRAD 2YR	% CON YR3	% GRAD 3YR	% CON YR4	% GRAD 4YR	% GRAD 5YR
1	MAC	1-25%	ACCT	14			100.0		92.9		92.9	35.7	64.3
1	MAC	1-25%	AF AM	3			100.0		100.0		100.0		
1	MAC	1-25%	AGRI	29			96.6		93.1	3.4	96.6	79.3	82.8
1	MAC	1-25%	ANTH	2			100.0		100.0		100.0		
1	MAC	1-25%	ART	7			100.0		85.7	14.3	85.7	57.1	57.1
1	MAC	1-25%	ATH TR	8			87.5		87.5		75.0	62.5	62.5
1	MAC	1-25%	BGS	11			100.0		100.0		90.9	27.3	45.5
1	MAC	1-25%	BI-ED	2			100.0		100.0		100.0		
1	MAC	1-25%	BIOSCI	43			95.3		86.0		83.7	25.6	46.5
1	MAC	1-25%	BRDCST	11			90.9		81.8		81.8	18.2	18.2
1	MAC	1-25%	CHEM	6			100.0		83.3		66.7		
1	MAC	1-25%	CMSCDS	5			100.0		100.0	20.0	80.0	60.0	80.0
1	MAC	1-25%	COMM	34			100.0		97.1	8.8	88.2	61.8	70.6
1	MAC	1-25%	COMSCI	10			100.0		80.0		80.0	30.0	30.0
1	MAC	1-25%	CONMGT	7			85.7		100.0		85.7	57.1	71.4
1	MAC	1-25%	ECON	7		1	83.3		100.0		100.0	66.7	66.7
1	MAC	1-25%	EL ED	12			75.0		83.3		75.0	33.3	50.0
1	MAC	1-25%	ENG	10			100.0		90.0		90.0	20.0	50.0
1	MAC	1-25%	ENGTEC	4			100.0		100.0		50.0	25.0	50.0
1	MAC	1-25%	ER MGT	4			100.0		100.0		100.0	75.0	75.0
1	MAC	1-25%	EXERSC	22			90.9		90.9		81.8	27.3	27.3
1	MAC	1-25%	FCS	44			97.7		95.5	2.3	93.2	40.9	50.0
1	MAC	1-25%	FIN	15			93.3		80.0	6.7	73.3	60.0	73.3
1	MAC	1-25%	FOR CH	7			85.7		85.7		85.7	28.6	28.6
1	MAC	1-25%	FPS	1			100.0		100.0		100.0		
1	MAC	1-25%	GCOM	7			85.7		100.0	14.3	71.4	42.9	57.1
1	MAC	1-25%	GEOG	2			100.0		100.0		100.0	50.0	100.0
1	MAC	1-25%	HEALSC	1			100.0		100.0		100.0	100.0	100.0
1	MAC	1-25%	HIST	8			100.0		100.0		87.5	25.0	50.0
1	MAC	1-25%	HRMGT	1			100.0		100.0		100.0	100.0	100.0
1	MAC	1-25%	HSM	10			100.0		80.0	10.0	80.0	20.0	20.0
1	MAC	1-25%	IDT	1			100.0		100.0		100.0		
1	MAC	1-25%	INFSYS	2			100.0		100.0		100.0	50.0	50.0
1	MAC	1-25%	INTDSC	10			100.0		90.0		100.0	70.0	70.0
1	MAC	1-25%	JOUR	12			91.7		83.3		91.7	33.3	41.7
1	MAC	1-25%	KIN	2			100.0		100.0		100.0	100.0	100.0
1	MAC	1-25%	LEJA	89		2	94.3	1.1	89.7	10.3	77.0	72.4	79.3
1	MAC	1-25%	MATH	5			80.0		80.0		60.0		20.0
1	MAC	1-25%	METEOR	2			50.0		50.0		50.0	50.0	50.0
1	MAC	1-25%	MGT	20			90.0		85.0		80.0	35.0	50.0
1	MAC	1-25%	MKTG	20			100.0		95.0		95.0	45.0	70.0
1	MAC	1-25%	MUS TH	5			100.0		100.0		100.0	40.0	80.0
1	MAC	1-25%	MUSIC	21			100.0		100.0		95.2	28.6	66.7
1	MAC	1-25%	NETTEC	3		1	50.0		100.0		100.0	50.0	100.0
1	MAC	1-25%	NURSE	7			100.0		100.0		100.0	85.7	85.7
1	MAC	1-25%	P-NURS	8			100.0		25.0		12.5		
1	MAC	1-25%	PBGEOG	1			100.0		100.0	100.0	100.0	100.0	100.0
1	MAC	1-25%	PE K12	8			100.0		100.0		87.5		25.0
1	MAC	1-25%	PHYS	3			66.7		66.7		33.3		33.3
1	MAC	1-25%	POL SC	12			83.3		83.3	8.3	66.7	50.0	50.0
1	MAC	1-25%	PSYCH	32			96.9		84.4		87.5	59.4	68.8
1	MAC	1-25%	RPTA	26			88.5		92.3	3.8	96.2	26.9	46.2
1	MAC	1-25%	SCLWK	24			91.7		100.0	4.2	87.5	62.5	62.5
1	MAC	1-25%	SCM	14			100.0		100.0		100.0	42.9	57.1
1	MAC	1-25%	SOC	11			100.0		100.0		90.9	45.5	72.7
1	MAC	1-25%	SP ED	3			100.0		100.0		100.0		66.7
1	MAC	1-25%	SPAN	1			100.0		100.0		100.0		100.0
1	MAC	1-25%	TAP	3			33.3				100.0		
1	MAC	1-25%	THEA	2			100.0		100.0		100.0	100.0	100.0
1	MAC	1-25%	UNVADV	8			25.0		37.5				
1	MAC	1-25%	WOM ST	2			100.0		100.0	50.0	50.0	50.0	50.0
1	MAC	1-25%		704	1	3	93.7	.1	89.7	3.4	84.3	44.9	56.7
1	MAC	26-49%	ENG	1			100.0			100.0		100.0	100.0
1	MAC	26-49%	FCS	1			100.0		100.0				
1	MAC	26-49%	FIN	1			100.0		100.0				
1	MAC	26-49%	LEJA	2		1	100.0	100.0		100.0		100.0	100.0
1	MAC	26-49%	MGT	1			100.0		100.0	100.0		100.0	100.0

WESTERN ILLINOIS UNIVERSITY
 INSTITUTIONAL RESEARCH & PLANNING
 FLO9 NEW FRESHMEN/TRANFERS - RETENTION & GRADUATION RATES
 >> EXCLUDES NOSHOWS <<
 (JOB: MIGB11K2 - RPT3)

ADM	LAST SEM CAMPUS (EXCL SU)	% ONLINE	LAST SEM MAJOR	HEAD COUNT	D	V	% CON YR2	% GRAD 2YR	% CON YR3	% GRAD 3YR	% CON YR4	% GRAD 4YR	% GRAD 5YR
1	MAC	26-49%	SOC	1			100.0		100.0	100.0		100.0	100.0
1	MAC	26-49%		7		1	100.0	16.7	66.7	66.7		66.7	66.7
1	MAC			711	1	4	93.8	.3	89.5	4.0	83.6	45.0	56.8
1	MAC EXT	1-25%	ACCT	1			100.0		100.0		100.0		
1	MAC EXT	1-25%	ATH TR	1			100.0		100.0		100.0	100.0	100.0
1	MAC EXT	1-25%	BGS	5			100.0		100.0		100.0		
1	MAC EXT	1-25%	COMM	1			100.0		100.0		100.0		
1	MAC EXT	1-25%	COMSCI	1			100.0		100.0		100.0	100.0	100.0
1	MAC EXT	1-25%	FCS	1			100.0		100.0		100.0		
1	MAC EXT	1-25%	FIN	1			100.0		100.0		100.0		100.0
1	MAC EXT	1-25%	FOR CH	1			100.0		100.0		100.0	100.0	100.0
1	MAC EXT	1-25%	INTDSC	1			100.0		100.0		100.0		
1	MAC EXT	1-25%	LEJA	1			100.0		100.0	100.0	100.0	100.0	100.0
1	MAC EXT	1-25%	MATH	1			100.0		100.0		100.0		
1	MAC EXT	1-25%	P-NURS	1			100.0		100.0				
1	MAC EXT	1-25%	POL SC	1			100.0		100.0		100.0	100.0	100.0
1	MAC EXT	1-25%	PSYCH	2			100.0		100.0		100.0	50.0	50.0
1	MAC EXT	1-25%	RPTA	2			100.0		100.0		100.0		100.0
1	MAC EXT	1-25%	SCM	1			100.0		100.0		100.0	100.0	100.0
1	MAC EXT	1-25%	TAP	1			100.0		100.0				
1	MAC EXT	1-25%		23			100.0		100.0	4.3	91.3	30.4	47.8
1	MAC EXT	26-49%	BGS	2			50.0		50.0		50.0	50.0	50.0
1	MAC EXT	26-49%	BIOSCI	1			100.0		100.0		100.0		
1	MAC EXT	26-49%	COMM	1			100.0		100.0	100.0		100.0	100.0
1	MAC EXT	26-49%	HSM	1			100.0		100.0		100.0		
1	MAC EXT	26-49%	PSYCH	2			100.0		50.0		50.0	50.0	50.0
1	MAC EXT	26-49%		7			85.7		71.4	14.3	57.1	42.9	42.9
1	MAC EXT	50-74%	BGS	1			100.0		100.0				
1	MAC EXT	50-74%		1			100.0		100.0				
1	MAC EXT			31			96.8		93.5	6.5	80.6	32.3	45.2
1	QC	1-25%	ACCT	1			100.0		100.0		100.0	100.0	100.0
1	QC	1-25%	CHEM	1			100.0		100.0		100.0		
1	QC	1-25%	COMM	1			100.0		100.0		100.0		
1	QC	1-25%	FIN	1			100.0		100.0		100.0		100.0
1	QC	1-25%	LEJA	1			100.0		100.0		100.0	100.0	100.0
1	QC	1-25%	MGT	2			100.0		100.0		100.0		
1	QC	1-25%	MKTG	2			50.0		50.0		100.0		50.0
1	QC	1-25%	RPTA	2			100.0		100.0		100.0		50.0
1	QC	1-25%		11			90.9		90.9		100.0	18.2	45.5
1	QC			11			90.9		90.9		100.0	18.2	45.5
1	QC EXT	1-25%	LEJA	1			100.0		100.0		100.0		
1	QC EXT	1-25%		1			100.0		100.0		100.0		
1	QC EXT			1			100.0		100.0		100.0		
1				754	1	4	93.9	.3	89.7	4.0	83.7	44.1	56.1

WESTERN ILLINOIS UNIVERSITY
 INSTITUTIONAL RESEARCH & PLANNING
 FLO9 NEW FRESHMEN/TRANFERS - RETENTION & GRADUATION RATES
 >> EXCLUDES NOSHOWS <<
 (JOB: MIGB11K2 - RPT3)

ADM	LAST SEM CAMPUS (EXCL SU)	% ONLINE	LAST SEM MAJOR	HEAD COUNT	D	V	% CON YR2	% GRAD 2YR	% CON YR3	% GRAD 3YR	% CON YR4	% GRAD 4YR	% GRAD 5YR
3	MAC	1-25%	A&S	3			66.7	33.3	66.7	33.3	33.3	33.3	33.3
3	MAC	1-25%	ACCT	11			90.9	18.2	63.6	45.5	27.3	54.5	63.6
3	MAC	1-25%	AGRI	19			89.5	10.5	78.9	57.9	26.3	78.9	78.9
3	MAC	1-25%	ART	5			100.0		80.0		80.0	20.0	20.0
3	MAC	1-25%	ATH TR	2			100.0		100.0	100.0		100.0	100.0
3	MAC	1-25%	BGS	17			82.4	5.9	76.5	58.8	35.3	70.6	76.5
3	MAC	1-25%	BIOSCI	12			91.7	16.7	83.3	33.3	58.3	66.7	75.0
3	MAC	1-25%	BRDCST	3			66.7		66.7		66.7		33.3
3	MAC	1-25%	CMSCDS	2			100.0		100.0	50.0	50.0	100.0	100.0
3	MAC	1-25%	COMM	31			93.5	35.5	54.8	67.7	29.0	87.1	93.5
3	MAC	1-25%	COMSCI	11			90.9	9.1	63.6	27.3	45.5	45.5	45.5
3	MAC	1-25%	CONMGT	10			100.0	10.0	30.0	70.0		70.0	70.0
3	MAC	1-25%	ECON	2			100.0	50.0	50.0	50.0	50.0	50.0	100.0
3	MAC	1-25%	EL ED	20			85.0		80.0	60.0	20.0	75.0	80.0
3	MAC	1-25%	ENG	5			100.0	20.0	80.0	60.0	20.0	80.0	80.0
3	MAC	1-25%	ENGINR	1			100.0		100.0				
3	MAC	1-25%	ENGTEC	3			100.0		100.0	33.3	33.3	100.0	100.0
3	MAC	1-25%	ER MGT	9			100.0	33.3	66.7	88.9	11.1	100.0	100.0
3	MAC	1-25%	EXERSC	13			100.0	15.4	69.2	46.2	38.5	61.5	61.5
3	MAC	1-25%	FCS	16			93.8		81.3	25.0	43.8	31.3	43.8
3	MAC	1-25%	FIN	11			90.9	27.3	72.7	90.9		90.9	90.9
3	MAC	1-25%	FOR CH	5			100.0	20.0	40.0	20.0	60.0	20.0	20.0
3	MAC	1-25%	GCOM	6			83.3	16.7	33.3	50.0	33.3	66.7	66.7
3	MAC	1-25%	GEOG	3			100.0		100.0		100.0	100.0	100.0
3	MAC	1-25%	GEOL	2			100.0		100.0		50.0	100.0	100.0
3	MAC	1-25%	HEALSC	1			100.0		100.0		100.0		
3	MAC	1-25%	HIST	13			92.3	15.4	69.2	46.2	38.5	69.2	69.2
3	MAC	1-25%	HRMGT	5			100.0	40.0	60.0	100.0		100.0	100.0
3	MAC	1-25%	HSM	6			83.3	16.7	83.3	66.7		83.3	83.3
3	MAC	1-25%	IDT	1			100.0		100.0	100.0		100.0	100.0
3	MAC	1-25%	INFSYS	4			75.0	25.0	75.0	25.0	75.0	75.0	75.0
3	MAC	1-25%	INTDSC	4			100.0		100.0		75.0	50.0	50.0
3	MAC	1-25%	JOUR	3			100.0	66.7	33.3	66.7	33.3	100.0	100.0
3	MAC	1-25%	KIN	2			100.0	50.0	100.0	100.0	50.0	100.0	100.0
3	MAC	1-25%	LEJA	49			95.9	40.8	51.0	75.5	12.2	85.7	85.7
3	MAC	1-25%	MATH	3			66.7	33.3	66.7	33.3	33.3	100.0	100.0
3	MAC	1-25%	METEOR	4			100.0		75.0	50.0	50.0	50.0	75.0
3	MAC	1-25%	MGT	13			84.6	30.8	61.5	84.6	7.7	92.3	92.3
3	MAC	1-25%	MKTG	7			85.7	28.6	57.1	71.4	28.6	71.4	85.7
3	MAC	1-25%	MUSIC	3			100.0		100.0		100.0	66.7	66.7
3	MAC	1-25%	NETTEC	2			100.0		100.0		100.0	50.0	50.0
3	MAC	1-25%	NURSE	6			100.0	33.3	50.0	50.0	33.3	83.3	83.3
3	MAC	1-25%	P-NURS	2			50.0						
3	MAC	1-25%	PE K12	11			100.0		100.0	72.7	9.1	81.8	81.8
3	MAC	1-25%	PHIL	2			100.0		100.0	50.0	50.0	100.0	100.0
3	MAC	1-25%	PHYS	2			100.0		100.0	50.0	50.0	50.0	50.0
3	MAC	1-25%	POL SC	5			100.0	60.0	40.0	80.0		80.0	80.0
3	MAC	1-25%	PSYCH	13			84.6	30.8	61.5	84.6	7.7	84.6	84.6
3	MAC	1-25%	RELSTU	2			100.0	50.0	50.0	100.0		100.0	100.0
3	MAC	1-25%	RPTA	13			92.3	7.7	61.5	46.2	30.8	69.2	76.9
3	MAC	1-25%	SCLWK	29			93.1	55.2	34.5	82.8	10.3	89.7	89.7
3	MAC	1-25%	SCM	1			100.0			100.0		100.0	100.0
3	MAC	1-25%	SOC	9			88.9	22.2	77.8	55.6	22.2	66.7	88.9
3	MAC	1-25%	SP ED	3			100.0		100.0		100.0	100.0	100.0
3	MAC	1-25%	SP MGT	1			100.0	100.0	100.0	100.0		100.0	100.0
3	MAC	1-25%	SPAN	4			100.0	25.0	75.0	50.0	50.0	50.0	75.0
3	MAC	1-25%	TAP	9			77.8	22.2	33.3	22.2		33.3	33.3
3	MAC	1-25%	THEA	2			100.0		100.0	50.0	50.0	50.0	50.0
3	MAC	1-25%	UNCL	1			100.0		100.0	100.0	100.0	100.0	100.0
3	MAC	1-25%	UNVADV	3			66.7				33.3		
3	MAC	1-25%		460			92.0	22.2	64.6	57.4	27.4	72.8	76.3
3	MAC	26-49%	A&S	1									
3	MAC	26-49%	ACCT	1			100.0		100.0		100.0		
3	MAC	26-49%	BRDCST	1			100.0		100.0		100.0		
3	MAC	26-49%	COMM	1			100.0		100.0		100.0		
3	MAC	26-49%	COMSCI	1			100.0		100.0		100.0	100.0	100.0
3	MAC	26-49%	INFSYS	1			100.0		100.0		100.0	100.0	100.0

WESTERN ILLINOIS UNIVERSITY
 INSTITUTIONAL RESEARCH & PLANNING
 FLO9 NEW FRESHMEN/TRANFERS - RETENTION & GRADUATION RATES
 >> EXCLUDES NOSHOWS <<
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ADM	LAST SEM CAMPUS (EXCL SU)	% ONLINE	LAST SEM MAJOR	HEAD COUNT	D	V	% CON YR2	% GRAD 2YR	% CON YR3	% GRAD 3YR	% CON YR4	% GRAD 4YR	% GRAD 5YR
3	MAC	26-49%	MGT	1			100.0	100.0		100.0		100.0	100.0
3	MAC	26-49%	NURSE	1			100.0	100.0		100.0		100.0	100.0
3	MAC	26-49%	PSYCH	1			100.0		100.0		100.0	100.0	100.0
3	MAC	26-49%	UNCL	1			100.0	100.0	100.0	100.0		100.0	100.0
3	MAC	26-49%	UNVADV	1									
3	MAC	26-49%		11			81.8	27.3	63.6	27.3	54.5	54.5	54.5
3	MAC	50-74%	BGS	2			100.0		100.0	50.0	50.0	50.0	100.0
3	MAC	50-74%		2			100.0		100.0	50.0	50.0	50.0	100.0
3	MAC			473			91.8	22.2	64.7	56.7	28.1	72.3	75.9
3	MAC EXT	1-25%	AF AM	1			100.0		100.0		100.0		100.0
3	MAC EXT	1-25%	AGRI	2			100.0		100.0	50.0		100.0	100.0
3	MAC EXT	1-25%	ATH TR	1			100.0		100.0		100.0		
3	MAC EXT	1-25%	BGS	4			100.0		100.0	25.0	50.0	25.0	25.0
3	MAC EXT	1-25%	BIOSCI	1			100.0		100.0		100.0		
3	MAC EXT	1-25%	COMM	2			50.0		100.0	50.0	50.0	100.0	100.0
3	MAC EXT	1-25%	CONMGT	1			100.0		100.0			100.0	100.0
3	MAC EXT	1-25%	ECON	1			100.0		100.0				
3	MAC EXT	1-25%	ENG	2			100.0	50.0	50.0	100.0		100.0	100.0
3	MAC EXT	1-25%	EXERSC	1			100.0		100.0		100.0		
3	MAC EXT	1-25%	FCS	3			100.0		100.0	33.3	33.3	66.7	66.7
3	MAC EXT	1-25%	GEOG	1			100.0		100.0		100.0	100.0	100.0
3	MAC EXT	1-25%	HIST	1			100.0						
3	MAC EXT	1-25%	JOUR	1			100.0		100.0			100.0	100.0
3	MAC EXT	1-25%	LEJA	5			100.0	40.0	80.0	80.0	40.0	100.0	100.0
3	MAC EXT	1-25%	MKTG	1			100.0		100.0		100.0		100.0
3	MAC EXT	1-25%	NURSE	1									
3	MAC EXT	1-25%	SCM	1			100.0		100.0	100.0		100.0	100.0
3	MAC EXT	1-25%	SOC	1			100.0		100.0	100.0		100.0	100.0
3	MAC EXT	1-25%	THEA	1			100.0		100.0		100.0		
3	MAC EXT	1-25%		32			93.8	9.4	87.5	37.5	40.6	59.4	65.6
3	MAC EXT	26-49%	A&S	2			100.0		50.0		50.0		
3	MAC EXT	26-49%	ACCT	1			100.0		100.0	100.0		100.0	100.0
3	MAC EXT	26-49%	BGS	13			69.2	7.7	46.2	38.5	23.1	46.2	46.2
3	MAC EXT	26-49%	INTDSC	1			100.0		100.0				
3	MAC EXT	26-49%	MGT	1			100.0						
3	MAC EXT	26-49%	SCLWK	1			100.0						
3	MAC EXT	26-49%		19			78.9	5.3	47.4	31.6	21.1	36.8	36.8
3	MAC EXT	50-74%	BGS	8			50.0	25.0	37.5	25.0	25.0	25.0	25.0
3	MAC EXT	50-74%	COMSCI	1									
3	MAC EXT	50-74%	GCOM	1			100.0		100.0			100.0	100.0
3	MAC EXT	50-74%	NURSE	3			100.0	33.3		100.0		100.0	100.0
3	MAC EXT	50-74%	P-NURS	2									
3	MAC EXT	50-74%	PSYCH	1									
3	MAC EXT	50-74%	SOC	1									
3	MAC EXT	50-74%	UNVADV	1			100.0						
3	MAC EXT	50-74%		18			50.0	16.7	22.2	27.8	11.1	33.3	33.3
3	MAC EXT	75% +	A&S	2			50.0						
3	MAC EXT	75% +	BGS	44		2	69.0	23.8	28.6	31.0	16.7	35.7	38.1
3	MAC EXT	75% +	ENG	1									
3	MAC EXT	75% +	IDT	1			100.0		100.0	100.0	100.0	100.0	100.0
3	MAC EXT	75% +	P-NURS	1									
3	MAC EXT	75% +		49		2	66.0	21.3	27.7	29.8	17.0	34.0	36.2
3	MAC EXT			118		2	73.3	14.7	46.6	31.9	23.3	41.4	44.0
3	QC	1-25%	A&S	8			87.5	12.5	37.5	12.5	37.5	37.5	50.0
3	QC	1-25%	ACCT	17			82.4	23.5	52.9	52.9	23.5	70.6	70.6
3	QC	1-25%	BGS	11			72.7	27.3	45.5	63.6	9.1	72.7	72.7
3	QC	1-25%	EL ED	22			100.0		95.5	90.9	4.5	95.5	95.5
3	QC	1-25%	ENG	1			100.0		100.0		100.0	100.0	100.0
3	QC	1-25%	ENGINR	3			66.7		66.7	33.3	66.7	66.7	66.7
3	QC	1-25%	HRMGT	1			100.0		100.0		100.0		100.0

WESTERN ILLINOIS UNIVERSITY
 INSTITUTIONAL RESEARCH & PLANNING
 FLO9 NEW FRESHMEN/TRANFERS - RETENTION & GRADUATION RATES
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ADM	LAST SEM CAMPUS (EXCL SU)	% ONLINE	LAST SEM MAJOR	HEAD COUNT	D	V	% CON YR2	% GRAD 2YR	% CON YR3	% GRAD 3YR	% CON YR4	% GRAD 4YR	% GRAD 5YR
3	QC	1-25%	INFSYS	2			100.0		100.0	100.0		100.0	100.0
3	QC	1-25%	LEJA	5			80.0	80.0	20.0	80.0		80.0	80.0
3	QC	1-25%	MGT	23			91.3	39.1	52.2	87.0		87.0	87.0
3	QC	1-25%	MKTG	5			80.0	40.0	60.0	100.0		100.0	100.0
3	QC	1-25%	RPTA	6			100.0	33.3	50.0	50.0	33.3	66.7	66.7
3	QC	1-25%		104			88.5	24.0	60.6	69.2	14.4	78.8	80.8
3	QC	26-49%	A&S	4			100.0	25.0	50.0	100.0		100.0	100.0
3	QC	26-49%	ACCT	1			100.0						
3	QC	26-49%	BGS	10			90.0	20.0	80.0	100.0		100.0	100.0
3	QC	26-49%	INFSYS	1			100.0		100.0	100.0		100.0	100.0
3	QC	26-49%	MGT	6			83.3	33.3	66.7	83.3	16.7	100.0	100.0
3	QC	26-49%	MKTG	1			100.0		100.0	100.0		100.0	100.0
3	QC	26-49%	PBCGIS	1			100.0		100.0	100.0	100.0	100.0	100.0
3	QC	26-49%	RPTA	2			100.0		50.0		50.0		
3	QC	26-49%	SCM	1			100.0		100.0		100.0		
3	QC	26-49%		27			92.6	18.5	70.4	81.5	14.8	85.2	85.2
3	QC	50-74%	A&S	1					100.0				
3	QC	50-74%	BGS	5			60.0		60.0	40.0	20.0	60.0	60.0
3	QC	50-74%		6			50.0		66.7	33.3	16.7	50.0	50.0
3	QC	75% +	BGS	1			100.0		100.0		100.0		
3	QC	75% +		1			100.0		100.0		100.0		
3	QC			138			87.7	21.7	63.0	69.6	15.2	78.3	79.7
3	QC EXT	1-25%	ACCT	1									
3	QC EXT	1-25%	BGS	2			50.0						
3	QC EXT	1-25%	LEJA	2			100.0		100.0	50.0		100.0	100.0
3	QC EXT	1-25%	MGT	1			100.0		100.0		100.0	100.0	100.0
3	QC EXT	1-25%	MKTG	1			100.0	100.0		100.0		100.0	100.0
3	QC EXT	1-25%		7			71.4	14.3	42.9	28.6	14.3	57.1	57.1
3	QC EXT	26-49%	A&S	2			100.0	50.0	50.0	100.0		100.0	100.0
3	QC EXT	26-49%	ACCT	1									
3	QC EXT	26-49%	BGS	2			100.0	50.0	50.0	50.0	50.0	100.0	100.0
3	QC EXT	26-49%	MGT	1			100.0		100.0		100.0		
3	QC EXT	26-49%	NURSE	2			100.0	50.0		50.0		50.0	50.0
3	QC EXT	26-49%		8			87.5	37.5	37.5	50.0	25.0	62.5	62.5
3	QC EXT	50-74%	A&S	2			100.0	50.0	50.0	100.0		100.0	100.0
3	QC EXT	50-74%	BGS	4			50.0	25.0	25.0	50.0		50.0	50.0
3	QC EXT	50-74%		6			66.7	33.3	33.3	66.7		66.7	66.7
3	QC EXT	75% +	A&S	1									
3	QC EXT	75% +	BGS	5			40.0		40.0	40.0		60.0	60.0
3	QC EXT	75% +		6			33.3		33.3	33.3		50.0	50.0
3	QC EXT			27			66.7	22.2	37.0	44.4	11.1	59.3	59.3
3				756		2	87.3	21.0	60.6	54.8	24.4	68.2	71.1
				1510	1	6	90.6	10.6	75.1	29.5	54.0	56.2	63.6

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If you would like more information about data contained in the Fact Book, contact:

Planning, Budget and Institutional Research, 309/298-1185

Fact Book 2013 - Table of Contents

GENERAL INFORMATION	1-6
Higher Values in Higher Education	1
Western Illinois University History	2
Western Illinois University Accreditation	3
Western Illinois University Program Inventory, Fall 2013	4
 ADMINISTRATION	 7-12
Organization Chart: President	7
Organization Chart: Provost and Academic Vice President	8
Organization Chart: Vice President for Student Services	9
Organization Chart: Vice President for Administrative Services	10
Organization Chart: Vice President for Advancement and Public Services	11
Organization Chart: Vice President for Quad Cities, Planning and Technology	12
 NEW STUDENTS	 13-30
Table 1. Application, Acceptances, and Enrollments of New Freshmen, Undergraduate Transfer, and Graduate Students by Sex, Fall 2010-2013	13
Figure 1. New Students, Percent Accepted and Percent Accepted That Enrolled, Fall 2013	13
Table 1Q. Application, Acceptances, and Enrollments of New Freshmen, Undergraduate Transfer, and Graduate Students by Sex, Quad Cities Campus, Fall 2010-2013	14
Figure 1Q. New Students, Percent Accepted and Percent Accepted That Enrolled, Quad Cities Campus, Fall 2013	14
Table 2. New Freshmen Class Profile, Fall 2013	15
Table 3. Majors of New Freshmen, Fall 2009-2013	16
Table 4. Distribution of New Freshmen by ACT Composite Scores, Fall 2009-2013	18
Figure 2. New Freshmen ACT Composite Score, Fall 2009-2013	18
Table 5. Macomb Campus Distribution of Illinois New Freshmen by Home County, Fall 2009-2013	19
Table 6. New Transfer Profile, Fall 2013	21
Table 7. Majors of New Transfers, Fall 2009-2013	22
Table 7Q. Majors of New Transfers, Quad Cities Campus & Quad Cities Extension, Fall 2009-2013	24
Table 8. Origin of New Transfer Students, Fall 2009-2013	25
Table 9. New Graduate Profile, Fall 2013	26
Table 10. Majors of New Graduate Students, All Campuses, Fall 2009-2013	27
Table 10Q. Majors of New Graduate Students, Quad Cities Campus, Fall 2009-2013	29
 ENROLLMENT	 31-76
Table 11. Headcount Enrollment by Class Level and Location, Fall 2009-2013	31
Table 12. Enrollment by Race/Ethnicity and Location, Fall 2009-2013	32

Table 13. Enrollment by Race/Ethnicity, Sex and Class Level, Fall 2013	33
Table 14. Enrollment by Age, Sex and Location, Fall 2013	34
Table 15. Enrollment by Student Residency and Location, Fall 2009-2013.....	36
Enrollment by State Legislative District Map, Fall 2013	37
Enrollment by State Legislative District, Chicago Metropolitan Area Map, Fall 2013.....	38
Enrollment by State Legislative District, Chicago Area Map, Fall 2013.....	39
Table 16. Enrolled Illinois Residents by County of Residence, Undergraduate and Graduate, Macomb Campus and Macomb Extension, Fall 2009-2013.....	40
Table 16Q. Enrolled Illinois Residents by County of Residence, Undergraduate and Graduate, Quad Cities Campus and Quad Cities Extension, Fall 2009-2013	42
Table 17. Indiana, Iowa, Missouri and Wisconsin Enrollment, Fall 2009-2013	44
Table 18. Enrolled Out-of-State Students by State, Macomb Campus, Fall 2009-2013	49
Table 18Q. Enrolled Out-of-State Students by State, Quad Cities Campus, Macomb Extension, and Quad Cities Extension, Fall 2010-2013	50
Table 19. Enrolled International Students by Country of Origin, Macomb Campus, Fall 2009-2013.....	51
Table 19Q. Enrolled International Students by Country of Origin, Quad Cities Campus, Macomb Extension, and Quad Cities Extension, Fall 2011-2013.....	53
Table 20. Undergraduate Enrollment by Degree Program, Race/Ethnicity, Sex, and Student Level, All Campuses, Fall 2013	54
Table 20Q. Undergraduate Enrollment by Degree Program, Race/Ethnicity, Sex, and Student Level, Quad Cities Campus, Fall 2013.....	56
Table 21. Transfer Enrollment by Degree Program, Race/Ethnicity, Sex, and Student Level, All Campuses, Fall 2013.....	57
Table 21Q. Transfer Enrollment by Degree Program, Race/Ethnicity, Sex, and Student Level, Quad Cities Campus, Fall 2013.....	59
Table 22. Graduate Enrollment by Degree Program, Race/Ethnicity, Sex, and Student Level, All Campuses, Fall 2013.....	60
Table 22Q. Graduate Enrollment by Degree Program, Race/Ethnicity, Sex, and Student Level, Quad Cities Campus, Fall 2013.....	62
Table 23. Undergraduate and Graduate Enrollment by College, Department and Major, Fall 2009-2013	63
Table 24. Undergraduate Enrollment by College and Second Major, Fall 2009-2013	67
Table 25. Undergraduate Enrollment by College and Major Option, Fall 2009-2013.....	69
Table 26. Undergraduate Enrollment by College, Department and Minor, Fall 2009-2013.....	72
Table 27. Post-Baccalaureate Certificate Enrollment by Program (Duplicated), Fall 2009-2013	75
Table 28. Post-Baccalaureate Certificates Conferred by Program (Duplicated), Fall 2009-2013.....	75
DEGREES CONFERRED	77-84
Table 29. Undergraduate and Graduate Degrees Conferred by Degree Program, Race/Ethnicity, and Student Level, FY2013.....	77
Table 30. Undergraduate Degrees Conferred by College, Department and Major, FY2009-2013.....	81
Table 31. Graduate Degrees Conferred by College, Department and Major, FY2009-2013.....	83

OTHER STUDENT INFORMATION85-98

Table 32. Student Credit Hour Production by College and Department, FY2012 and FY2013..... 85

Table 33. Undergraduate Class Size, Fall 2012 and Fall 2013 86

Table 34. Graduate Class Size, Fall 2012 and Fall 2013 87

Table 35. Retention and Graduation Rates of New Freshmen by Sex, Fall 2006-2012..... 88

Figure 3. Four- and Six-Year Graduation Rates of New Freshmen by Sex, Fall 2007 Cohort 88

Table 36. Retention and Graduation Rates of New Freshmen by Ethnicity, Fall 2006-2012 89

Table 37. Retention of New Freshmen by Race/Ethnicity and Sex, Fall 2012 to Fall 2013 90

Table 38. Total New Freshmen Fall to Fall Retention by Major, Fall 2012 to Fall 2013 91

Table 39. Graduation Rates of New Freshmen by Admission Type, Fall 2005-2009..... 93

Figure 4. Four-, Five- and Six-Year Graduation Rates, Cohort Years 2005-2009..... 93

Table 40. Retention and Graduation Rates of New Full-Time Transfers by Sex, Fall 2006 to Fall 2012 94

Figure 5. Two- and Four-Year Graduation Rates of New Full-Time Transfers by Sex, Fall 2007 Cohort 94

Table 41. Retention and Graduation Rates of New Full-Time Transfers by Ethnicity, Fall 2006-2012..... 95

Table 42. Retention and Graduation Rates of New Full-Time Transfers by Class, Fall 2006-2012 96

Table 43. Retention and Graduation Rates of Total New Transfers by Associates/Non-Associates Degree, Fall 2003-2012..... 97

Table 44. Average Years to Graduate for New Freshmen and New Graduate Students by Program..... 98

FACULTY AND STAFF99-106

Table 45. Faculty/Staff by Employee Category and Location, Fall 2013..... 99

Table 46. Employees by Race/Ethnicity, Sex and Location, Fall 2013 101

Table 47. Distribution of Full- and Part-Time Employees by Job Category, Fall 2011 - 2013 104

Table 48. Average Salaries for Full-Time, Nine-Month Faculty, FY2009-2013 104

Table 49. Selected Faculty Characteristics, Fall 2011-2013 105

RESOURCES107-113

Table 50. Summary of Operation Costs by Funds, FY2009-2013..... 107

Table 51. Summary of Operation Costs by Function of Expenditure, FY2009-2013..... 107

Table 52. Summary of Operation Costs by Object of Expenditure, FY2009-2013 107

Table 53. Western Illinois University Appropriation History, FY2010-2014 108

Table 54. Sponsored Research, Instruction and Public Service Grants and Contracts, FY2009-2013..... 108

Table 55. Cost Guarantee and Tuition and Fees, FY2006-2014..... 109

Table 56. Student Financial Aid and Institutional Support, FY2013 110

Table 57. Alumni Survey Results, 1991, 1994, 1997, 2000, and 2003 Baccalaureate Degree Recipients 111

Table 58. Macomb Campus Housing, Fall 2007-2013 112

Table 59. Residential Buildings, Fall 2013 112

Table 60. Nonresidential Buildings, Fall 2013 113

NATIONAL CENTER FOR EDUCATION STATISTICS

IPEDS DATA FEEDBACK REPORT 2013

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,500 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on students (enrollment and graduation rates), student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. Our goal is to produce a report that is useful to institutional executives and that may help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures provided in this report are those suggested by the IPEDS Technical Review Panel. They were developed to provide selected indicators and data elements for your institution and a comparison group of institutions. The figures are based on data collected during the 2012-13 IPEDS collection cycle and are the most recent data available. Additional information about these indicators is provided in the Methodological Notes at the end of the report. On the next page is a list of the institutions in your comparison group and the criteria used for their selection. Please refer to "Comparison Group" in the Methodological Notes for more information.

Where Can I Do More with IPEDS Data?

The Customize Data Feedback Report functionality of the IPEDS Data Center is designed to provide campus executives easy access to institutional and comparison group data. Using this functionality, you can produce reports using different comparison groups and access a wider range of IPEDS variables. The Data Center can be accessed at <http://nces.ed.gov/ipeds/datacenter>.



Western Illinois University
Macomb, IL



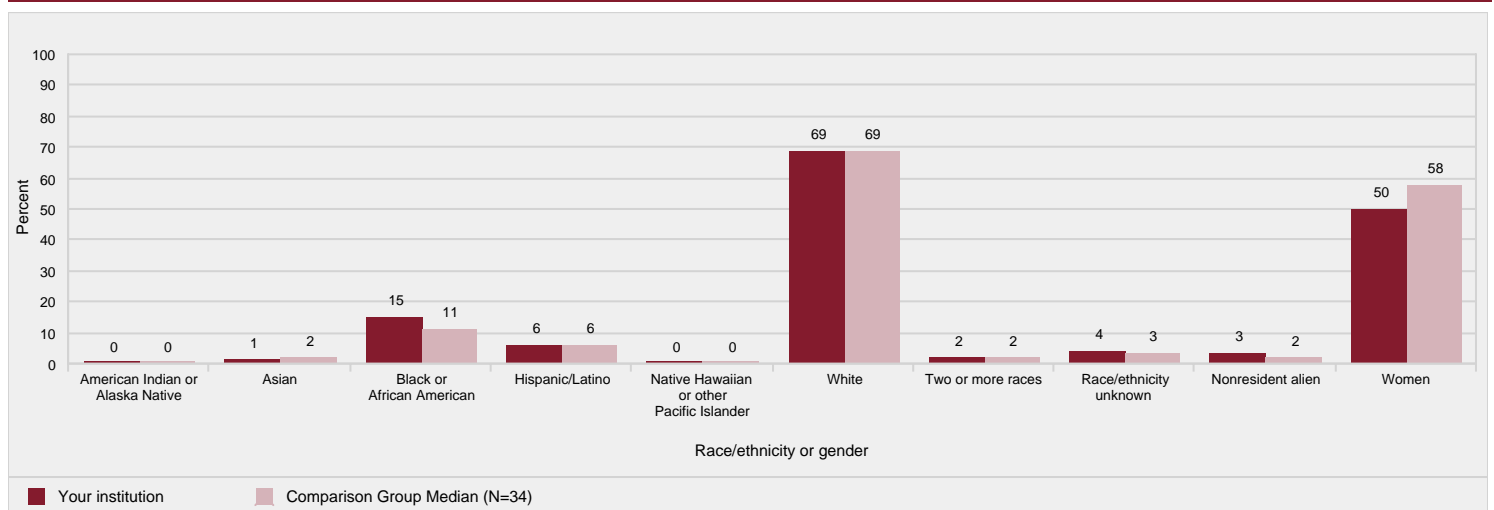
COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a Custom Comparison Group for this report by July 15, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize DFR functionality on the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

Using some of your institution's characteristics, a group of comparison institutions was selected for you. The characteristics include Carnegie Classification of Masters Colleges and Universities (larger programs), public and enrollment of a similar size. This comparison group includes the following 34 institutions:

- ▶ Arkansas State University-Main Campus (Jonesboro, AR)
- ▶ Buffalo State SUNY (Buffalo, NY)
- ▶ California State University-Dominguez Hills (Carson, CA)
- ▶ California State University-East Bay (Hayward, CA)
- ▶ Central Connecticut State University (New Britain, CT)
- ▶ College of Staten Island CUNY (Staten Island, NY)
- ▶ CUNY Brooklyn College (Brooklyn, NY)
- ▶ CUNY City College (New York, NY)
- ▶ CUNY John Jay College of Criminal Justice (New York, NY)
- ▶ Eastern Illinois University (Charleston, IL)
- ▶ Eastern Kentucky University (Richmond, KY)
- ▶ Eastern Washington University (Cheney, WA)
- ▶ Ferris State University (Big Rapids, MI)
- ▶ Florida Gulf Coast University (Fort Myers, FL)
- ▶ Indiana University-Purdue University-Fort Wayne (Fort Wayne, IN)
- ▶ Kean University (Union, NJ)
- ▶ Marshall University (Huntington, WV)
- ▶ Northern Kentucky University (Highland Heights, KY)
- ▶ Rowan University (Glassboro, NJ)
- ▶ Southeastern Louisiana University (Hammond, LA)
- ▶ Southern Illinois University Edwardsville (Edwardsville, IL)
- ▶ Stephen F Austin State University (Nacogdoches, TX)
- ▶ The University of Tennessee at Chattanooga (Chattanooga, TN)
- ▶ University of Alaska Anchorage (Anchorage, AK)
- ▶ University of Central Arkansas (Conway, AR)
- ▶ University of Central Oklahoma (Edmond, OK)
- ▶ University of North Carolina Wilmington (Wilmington, NC)
- ▶ University of Northern Iowa (Cedar Falls, IA)
- ▶ University of West Georgia (Carrollton, GA)
- ▶ University of Wisconsin-Oshkosh (Oshkosh, WI)
- ▶ University of Wisconsin-Whitewater (Whitewater, WI)
- ▶ Valdosta State University (Valdosta, GA)
- ▶ William Paterson University of New Jersey (Wayne, NJ)
- ▶ Youngstown State University (Youngstown, OH)

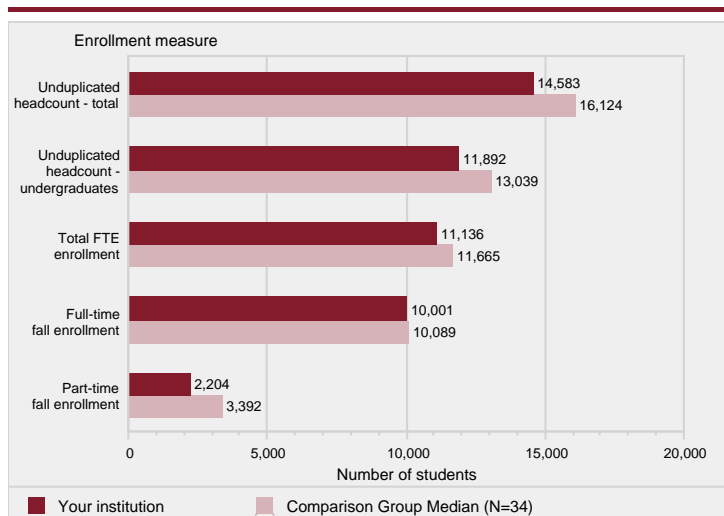
Figure 1. Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2012



NOTE: For more information about disaggregation of data by race and ethnicity, please see the Methodological Notes at the end of this report. Median values for the comparison group will not add to 100 percent. See "Use of Median Values for Comparison Group" in the Methodological Notes at the end of this report for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2013, Fall Enrollment component.

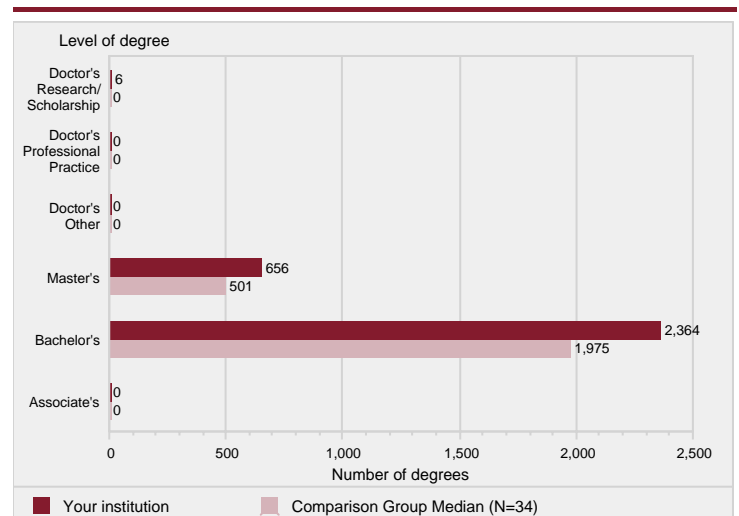
Figure 2. Unduplicated 12-month headcount of all students and of undergraduate students (2011-12), total FTE enrollment (2011-12), and full- and part-time fall enrollment (Fall 2012)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes at the end of this report. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2012, 12-month Enrollment component and Spring 2013, Fall Enrollment component.

Figure 3. Number of degrees awarded, by level: 2011-12

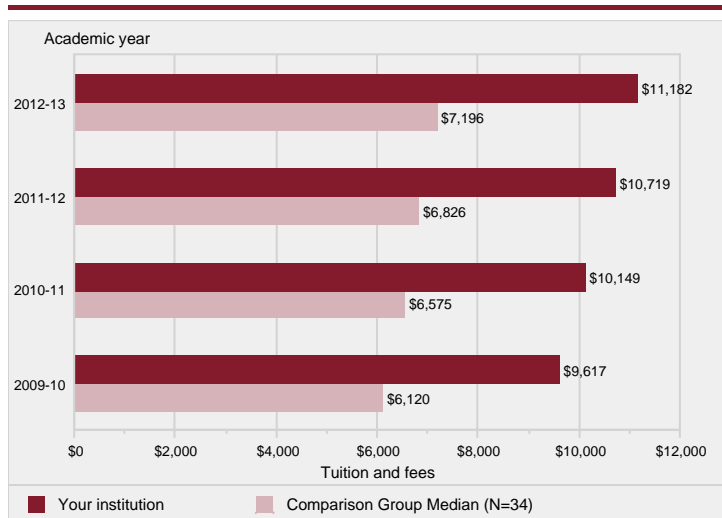


NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2012, Completions component.

IPEDS DATA FEEDBACK REPORT

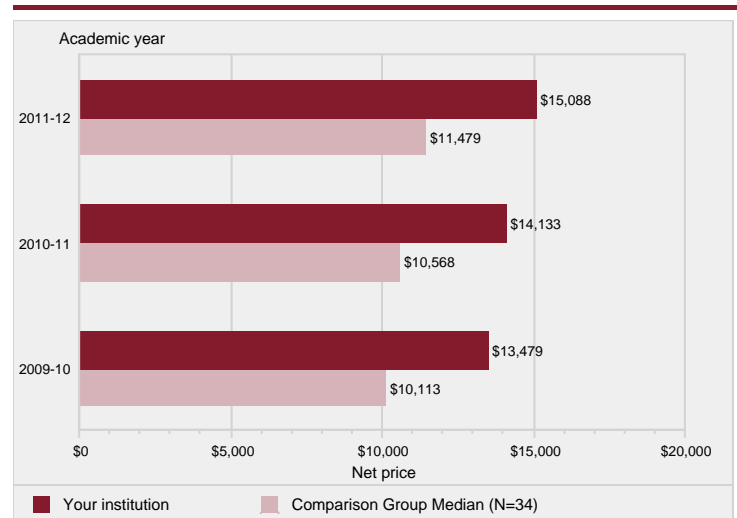
Figure 4. Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates: 2009-10--2012-13



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2012, Institutional Characteristics component.

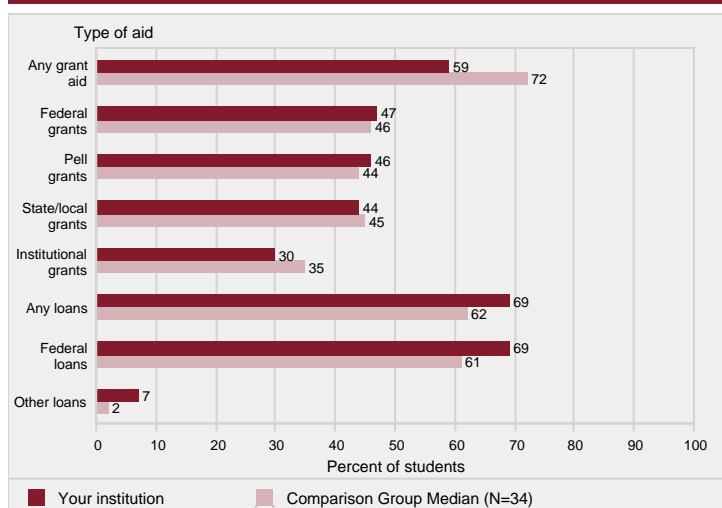
Figure 5. Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2009-10--2011-12



NOTE: Average net price is for full-time, first-time, degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For more information, see the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2012, Institutional Characteristics component; Winter 2012-13, Student Financial Aid component.

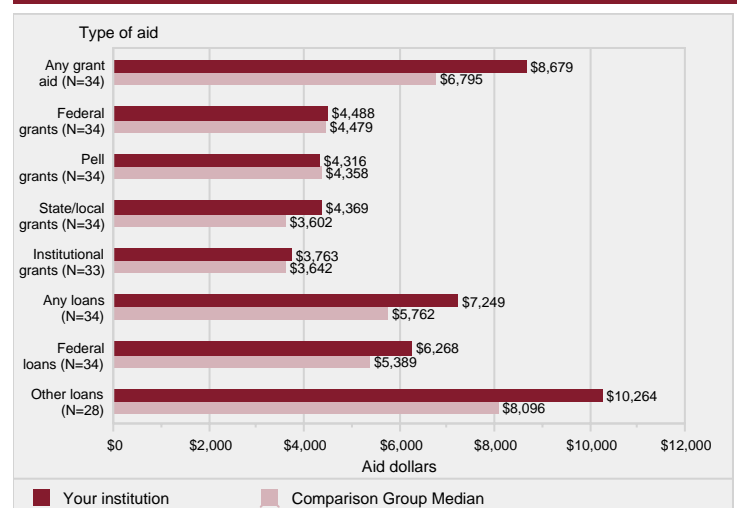
Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2011-12



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2012-13, Student Financial Aid component.

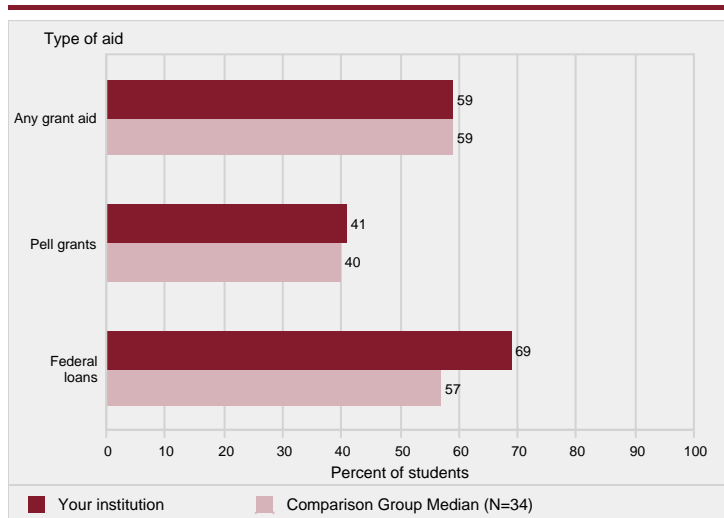
Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received, by full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2011-12



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

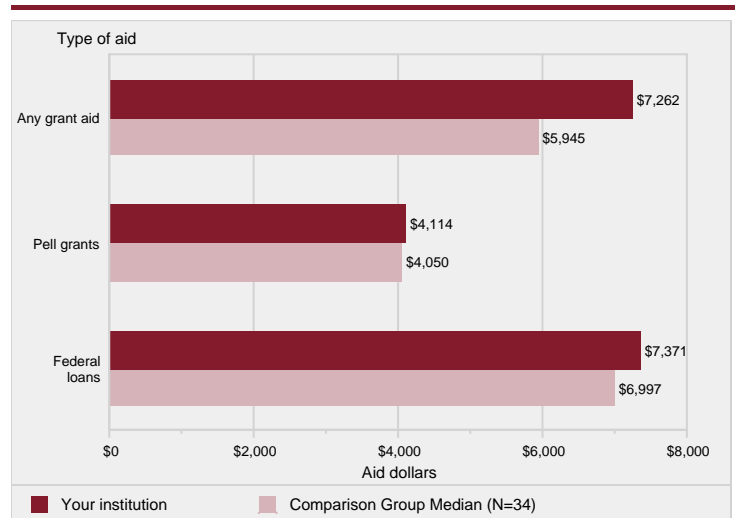
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2012-13, Student Financial Aid component.

Figure 8. Percent of all undergraduates receiving aid by type of aid: 2011-12



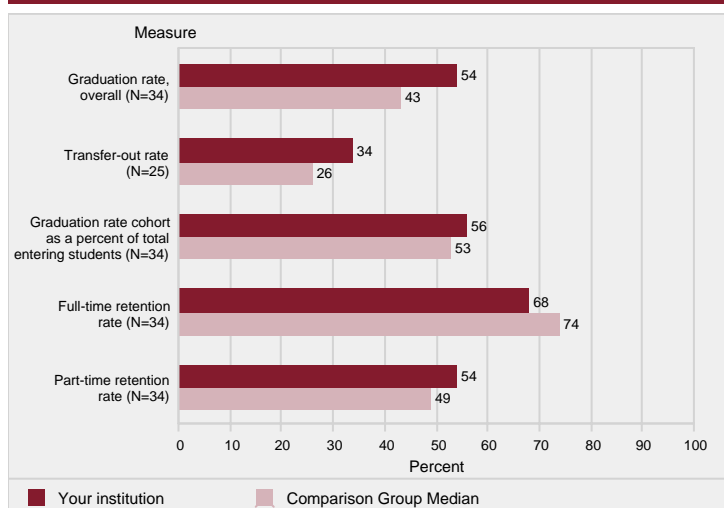
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans to students. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2012-13, Student Financial Aid component.

Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2011-12



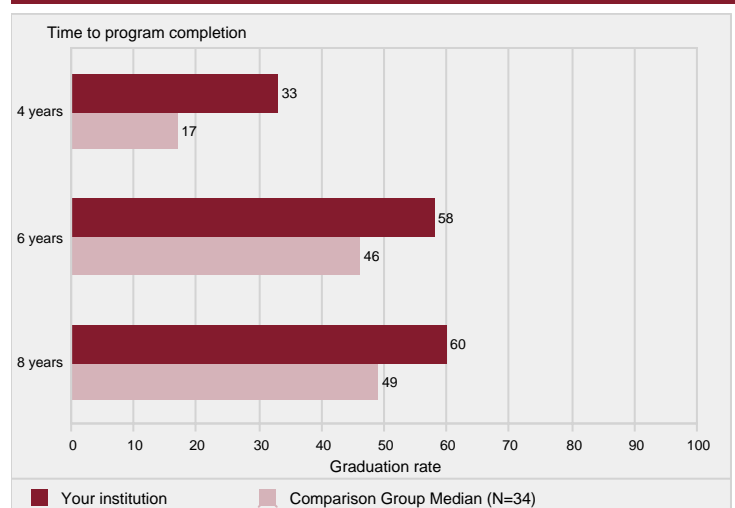
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2012-13, Student Financial Aid component.

Figure 10. Graduation rate and transfer-out rate (2006 cohort); graduation rate cohort as a percent of total entering students and retention rates of first-time students (Fall 2012)



NOTE: Graduation rate cohort includes all full-time, first-time, degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Only institutions with a mission to prepare students to transfer are required to report transfers out. Graduation and transfer-out rates are the Student Right-to-Know rates. Retention rates are measured from the fall of first enrollment to the following fall. 4-yr institutions report retention rates for students seeking a bachelor's degree. Median values for the comparison group will not add to 100 percent. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2013, Graduation Rates component and Fall Enrollment component.

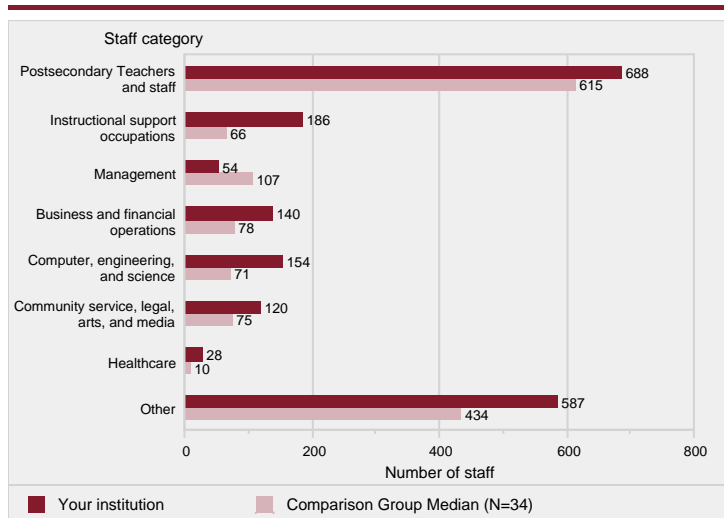
Figure 11. Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2004 cohort



NOTE: The 6-year graduation rate is the Student Right-to-Know (SRK) rate; the 4- and 8-year rates are calculated using the same methodology. For more information see the Methodological Notes at the end of the report. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2013, 200% Graduation Rates component.

IPEDS DATA FEEDBACK REPORT

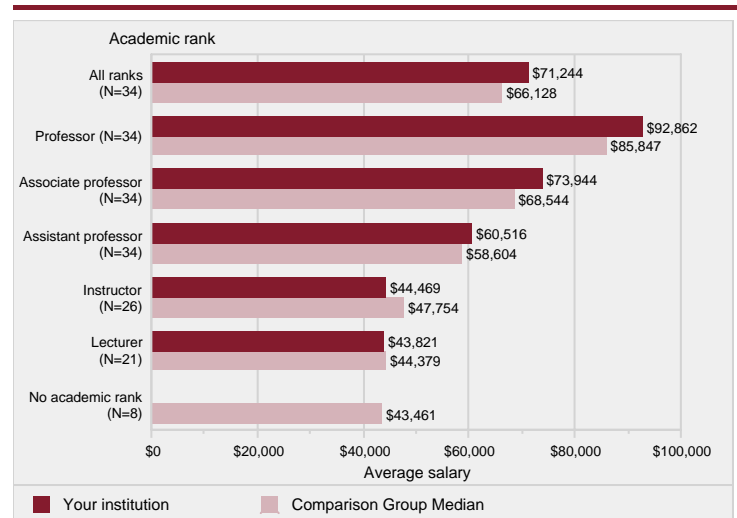
Figure 12. Full-time equivalent staff, by occupational category: Fall 2012



NOTE: Graduate assistants are not included in this figure. For information on the calculation of FTE of staff, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2012-13, Human Resources component.

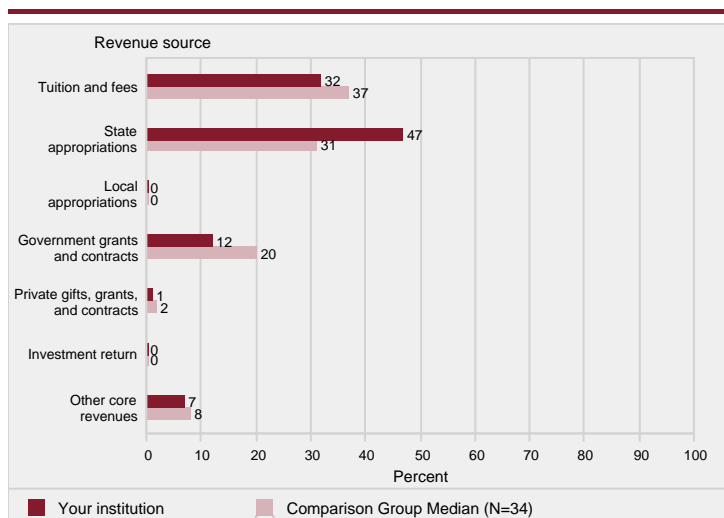
Figure 13. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year 2012-13



NOTE: Average salaries of full-time instructional non-medical staff equated to 9-month contracts was calculated by multiplying the average monthly salary by 9. The average monthly salary was calculated by dividing the total salary outlays by the total number of months covered by staff on 9, 10, 11 and 12-month contracts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2012-13, Human Resources component.

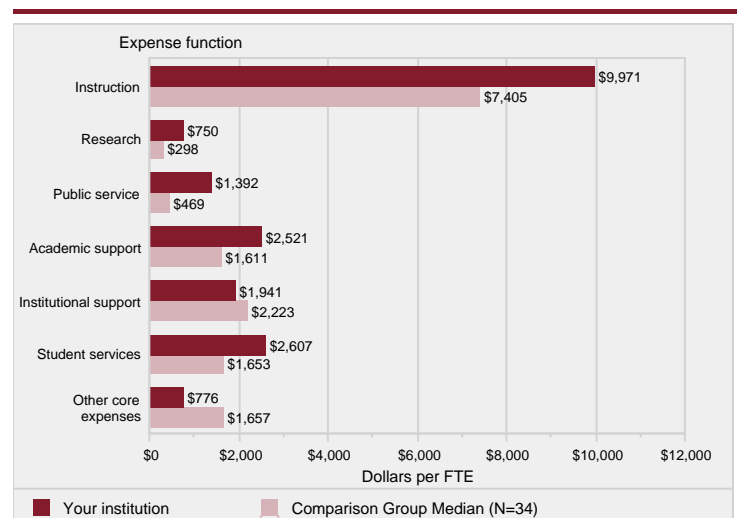
Figure 14. Percent distribution of core revenues, by source: Fiscal year 2012



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2013, Finance component.

Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2012



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2012, 12-month Enrollment component and Spring 2013, Finance component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2012-13 data collection year. Response rates exceeded 99 percent for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100 percent. The IPEDS Data Center provides access to all of the data used to create the figures included in this report.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes listed below may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at <http://nces.ed.gov/ipeds/reic/resource.asp>.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Description of Statistics Used in the Figures

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; state and local appropriations; government grants and contracts; private gifts, grants, and contracts; sales and services of educational activities; investment income; other operating and non-operating sources; and other revenues and additions (federal and capital appropriations and grants and additions to permanent endowments). Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations, grants, and contracts (federal, state, and local); private grants and contracts; investment income; sales and services of educational activities; and other sources. At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report revenue from auxiliary enterprises in a separate category. These amounts may be included in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, scholarships and fellowships (net of discounts and allowances), and other expenses. Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report expenses for auxiliary enterprises in a separate category. These amounts may be included in the core expenses as other expenses.

IPEDS DATA FEEDBACK REPORT

Equated Instructional Non-Medical Staff Salaries

Institutions reported total salary outlays by academic rank and the number of staff by academic rank and contract length (9-, 10-, 11-, and 12-month contracts). Total number of months covered by salary outlays was calculated by multiplying the number of staff by the number of months of the contract and summing across all contracts length periods. Weighted average monthly salary was calculated by dividing the total salary outlays by the total number of months covered. The weighted average monthly salary was then multiplied by 9 to determine an average salary for each rank.

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <http://nces.ed.gov/ipeds/glossary/>.

FTE Staff

The full-time-equivalent (FTE) of staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know and Higher Education Opportunity Acts and are defined as the total number of individuals from a given cohort of full-time, first-time, degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time (for the degree or certificate) before the ending status date of August 31, 2012, divided by the entire cohort of full-time, first-time, degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution within the same time period, divided by the same adjusted cohort. Only institutions with a mission that includes preparing students to transfer are required to report transfers out.

Retention Rates

Full-time retention rates are defined as the number of full-time, first-time, degree/certificate-seeking undergraduate students who enter the institution for the first time in the fall and who return to the same institution the following fall (as either full- or part-time), divided by the total number of full-time, first-time, degree/certificate-seeking undergraduates in the fall of first entrance. Part-time retention rates are similarly defined. For 4-year institutions offering a bachelor's degree, this rate is reported only for those first-time students seeking a bachelor's degree. For less than 4-year institutions, the rate is calculated for all first-time degree/certificate-seeking students.

Salaries, Wages, and Benefits

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees

regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and nondegree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services; required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time, degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>. Additional definitions of variables used in this report can be found in the IPEDS online glossary available at <http://nces.ed.gov/ipeds/glossary/>.

Jack Thomas, President
Western Illinois University (ID: 149772)
1 University Circle
Macomb, IL 61455

Snapshot

NSSE asks first-year and senior students about a wide range of educationally purposeful activities (for more information, see page 4). This *Snapshot* is a concise collection of key findings from your institution's NSSE 2013 participation. We hope this information stimulates discussion on your campus about the undergraduate experience. Additional details about these results, including statistical test results, can be found in the reports referenced throughout.

Comparison Group

The comparison group featured in this report is

Great Lakes Public

See your *Selected Comparison Groups* report for details.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, which fit within four themes of engagement. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

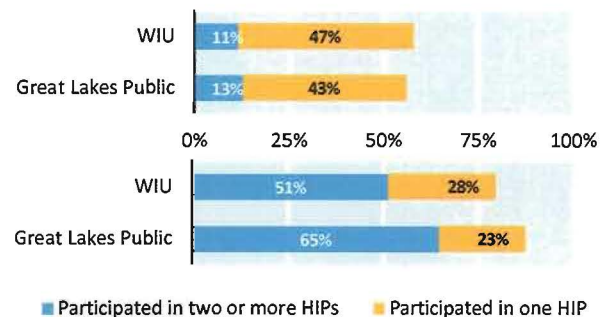
Theme	Engagement Indicator	Your students compared with Great Lakes Public	
		First-year	Senior
Academic Challenge	Higher-Order Learning (HO)	▽	--
	Reflective & Integrative Learning (RI)	--	--
	Learning Strategies (LS)	▽	--
	Quantitative Reasoning (QR)	▽	--
Learning with Peers	Collaborative Learning (CL)	▽	▽
	Discussions with Diverse Others (DD)	--	--
Experiences with Faculty	Student-Faculty Interaction (SF)	--	△
	Effective Teaching Practices (ET)	--	△
Campus Environment	Quality of Interactions (QI)	--	△
	Supportive Environment (SE)	--	--

High-Impact Practices (HIPs)

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year
Learning Communities, Service-Learning, and Research w/Faculty

Senior
Learning Communities, Service-Learning, Research w/Faculty, Internships, Study Abroad, and Culminating Experiences



Administration Summary

	Count	Resp. rate	Female	Full-time
<i>First-year</i>	220	12%	55%	97%
<i>Senior</i>	358	17%	59%	84%

Additional Questions

Your institution did not choose to administer additional questions. In future administrations, you may customize NSSE by participating in a topical module or a consortium. See our Web site for more information.
nsse.iub.edu

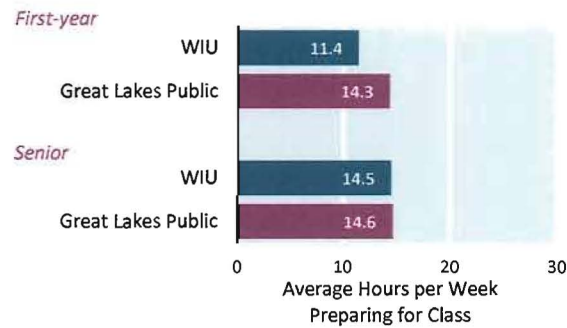
Refer to your *Administration Summary* and *Respondent Profile* reports for more information.

Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators (HO, RI, LS, QR) as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, or the *NSSE Institutional Report Builder* (described on p. 4).

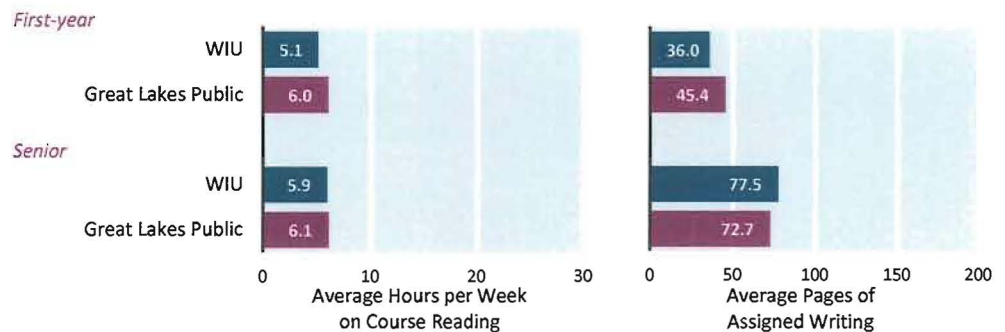
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.



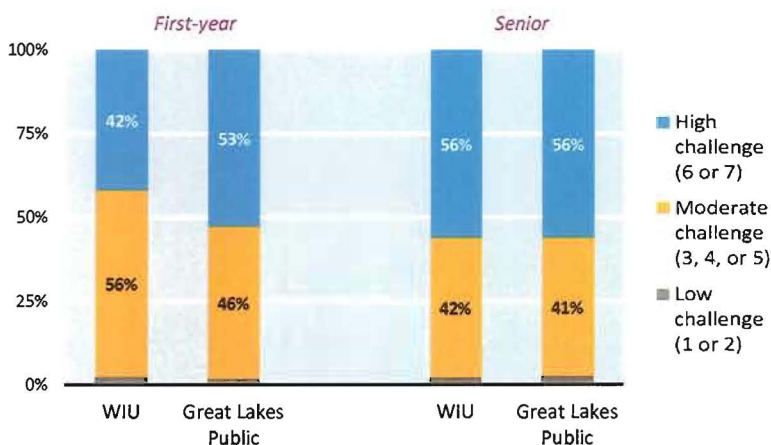
Reading and Writing

These figures report the average number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group.



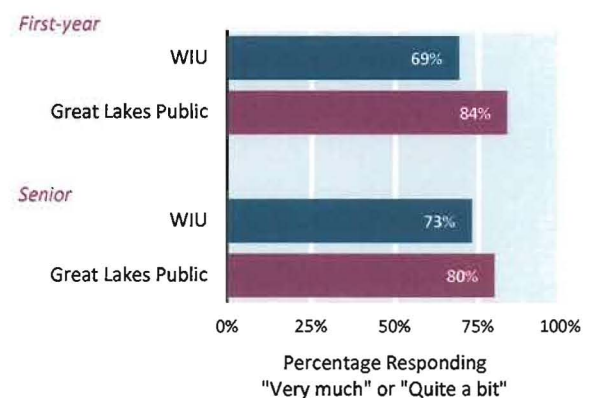
Challenging Courses

To what extent did your students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



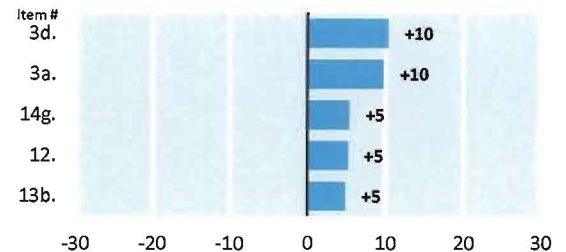
Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on Engagement Indicators and High-Impact Practices. This section displays the five questions^a on which your first-year and senior students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, refer to your *Frequencies and Statistical Comparisons* report.

First-year

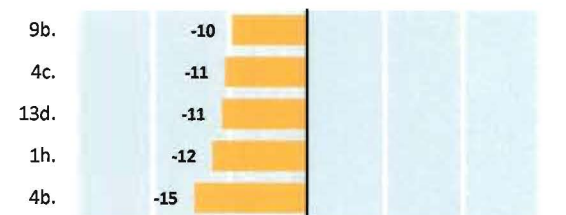
Highest Performing Relative to Great Lakes Public

- Discussed your academic performance with a faculty member^b (SF)
- Talked about career plans with a faculty member^b (SF)
- Inst. emphasizes... Helping you manage your non-academic responsibilities (...)^c (SE)
- About how many...courses have included a community-based project (service-learning)?^e (HIP)
- Quality of interactions with... Academic advisors^d (QI)



Lowest Performing Relative to Great Lakes Public

- Reviewed your notes after class^b (LS)
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts^c (HO)
- Quality of interactions with... Student services staff...^d (QI)
- Worked with other students on course projects or assignments^b (CL)
- Applying facts, theories, or methods to practical problems or new situations^c (HO)

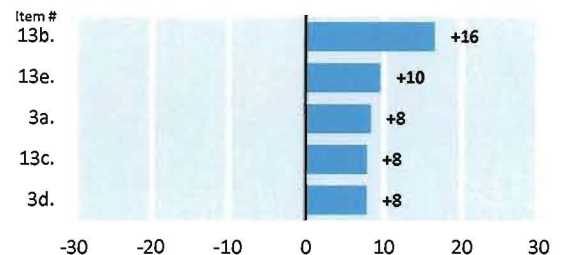


Percentage Point Difference with Great Lakes Public

Senior

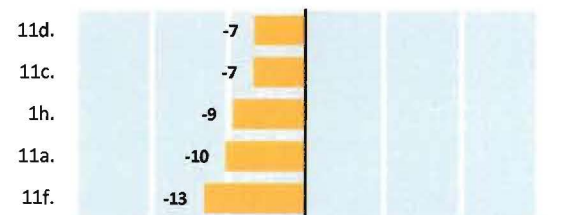
Highest Performing Relative to Great Lakes Public

- Quality of interactions with... Academic advisors^d (QI)
- Quality of interactions with... Other administrative staff and offices...^d (QI)
- Talked about career plans with a faculty member^b (SF)
- Quality of interactions with... Faculty^d (QI)
- Discussed your academic performance with a faculty member^b (SF)



Lowest Performing Relative to Great Lakes Public

- Participated in a study abroad program (HIP)
- Participated in a learning community or some other formal program where... (HIP)
- Worked with other students on course projects or assignments^b (CL)
- Participated in an internship, co-op, field exp., student teach., clinical placemt. (HIP)
- Completed a culminating senior experience (...)^c (HIP)



Percentage Point Difference with Great Lakes Public

a. The displays on this page draw from the 53 items that make up the ten Engagement Indicators and six High-Impact Practices. Key to abbreviations: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment, HIP = High-Impact Practice.

Item numbering corresponds to the survey facsimile included in your Institutional Report and available on the NSSE Web site.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

How Students Assess their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, refer to your *Frequencies and Statistical Comparisons* report.

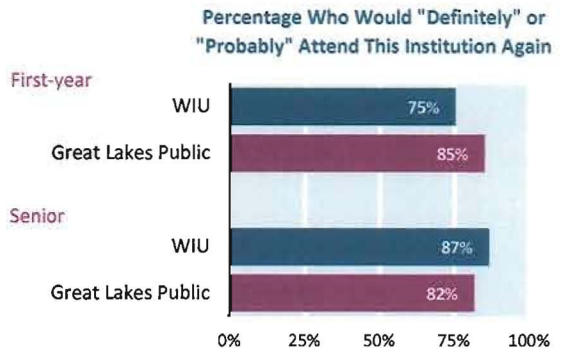
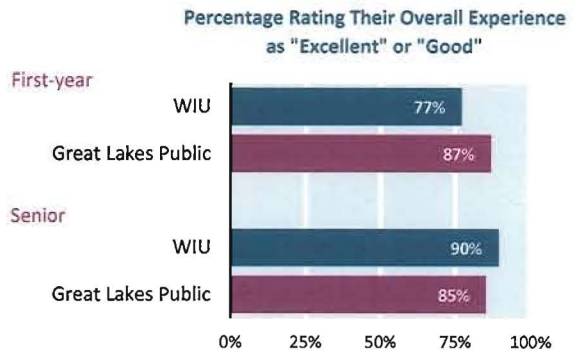
Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	87%
Writing clearly and effectively	78%
Acquiring job- or work-related knowledge and skills	76%
Working effectively with others	73%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	68%
Speaking clearly and effectively	67%
Developing or clarifying a personal code of values and ethics	64%
Being an informed and active citizen	60%
Solving complex real-world problems	59%
Analyzing numerical and statistical information	58%

Satisfaction with WIU

Students rated their overall experience at your institution and whether they would attend your institution again.



What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,500 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our Web site: nsse.iub.edu

Try the Institutional Report Builder

The NSSE Institutional Report Builder, to be updated with 2013 results in early fall, is an interactive tool for participating institutions to instantly generate custom reports using their NSSE data. Create tables of Engagement Indicator statistics or item

frequencies that compare subgroups of students within your institution, or that compare your students to those from a customized comparison group. Access the Institutional Report Builder via the Institution Interface.

nsse.iub.edu/links/interface

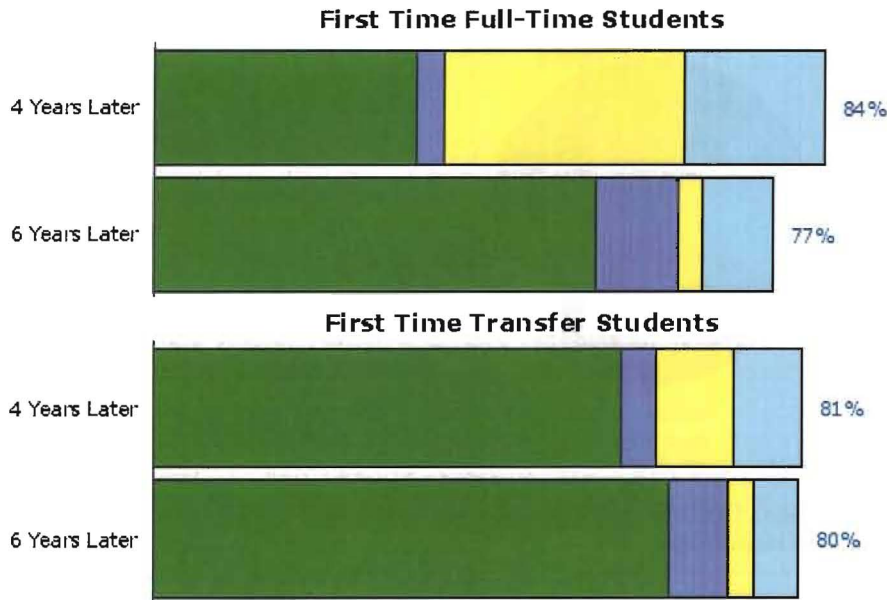
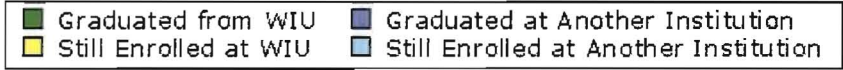


Western Illinois University College Portrait

Western Illinois University
 1 University Circle Macomb, IL 61455-1390
 (309) 298-3157
<http://www.wiu.edu>



Undergraduate Success and Progress Rate



As an example, a 75% four-year success and progress rate means that 75% of students starting in Fall 2002 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2002 entering class shown in the graph above.

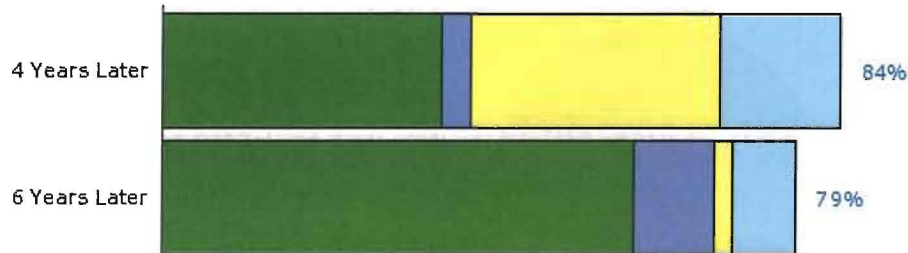
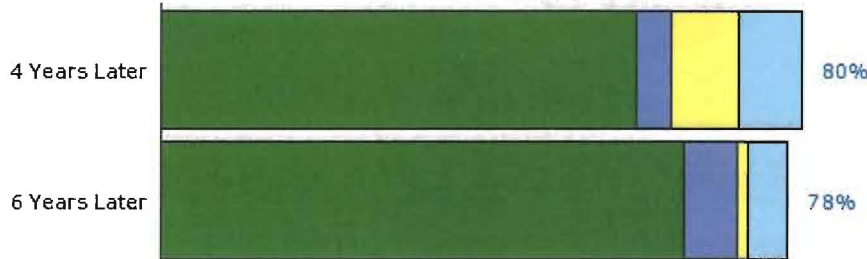
- 1,927 First-Time, Full-Time Students
- 1,427 Full-Time Transfer Students

Retention of Fall 2007 First-Time, Full-time Students



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**Undergraduate Success and Progress Rate****First Time Full-Time Students****First Time Transfer Students**

A 84% four-year success and progress rate means that 84% of students starting in Fall 2003 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2003 entering class shown in the graph above.

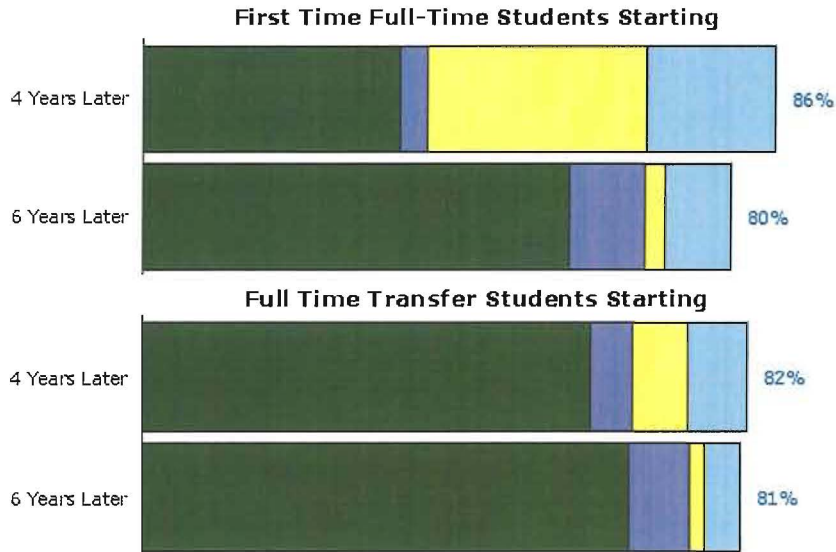
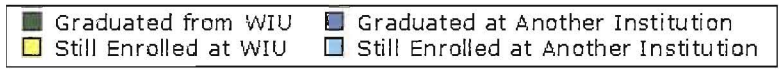
1,954 First-Time, Full-Time Students

1,368 Full-Time Transfer Students

Retention of Fall 2008 First-Time, Full-time Students

First-time students in Fall 2008 that returned for their second year: 74%

Undergraduate Success and Progress Rate



A 86% four-year success and progress rate means that 86% of students starting in Fall 2004 either graduated or are still enrolled at a higher education institution four years later. Counts for the Fall 2004 entering class shown in the graph above.

2,080 First-Time, Full-Time Students
 1,382 Full-Time Transfer Students

Retention of Fall 2009 First-Time, Full-time Students

First-time students in Fall 2009 that returned for their second year: 73%

First Time Full-Time Students Starting Fall 2005



Highcharts.com

Full Time Transfer Students Starting Fall 2005



Highcharts.com

A 86% four-year success and progress rate means that 86% of students starting in Fall 2005 either graduated or are still enrolled at a higher education institution four years later.

More Information

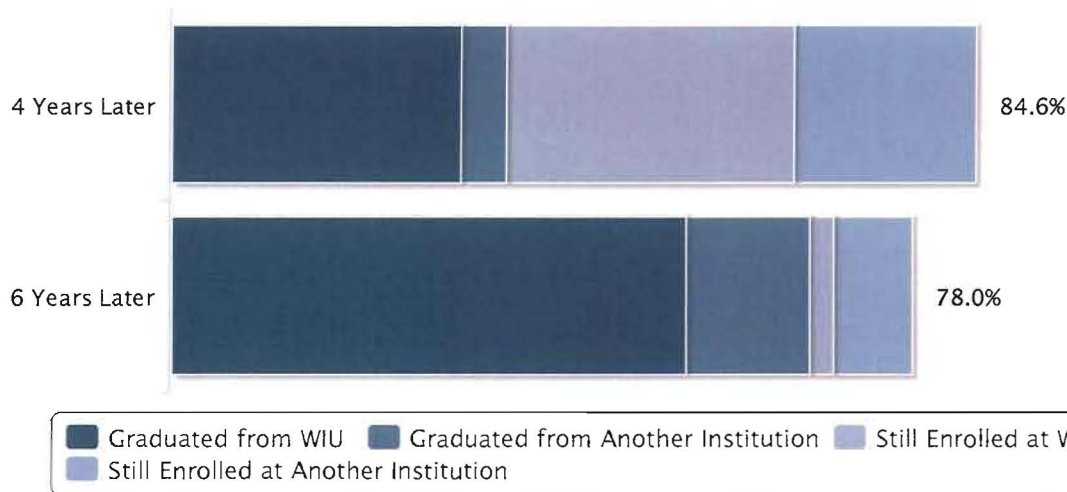


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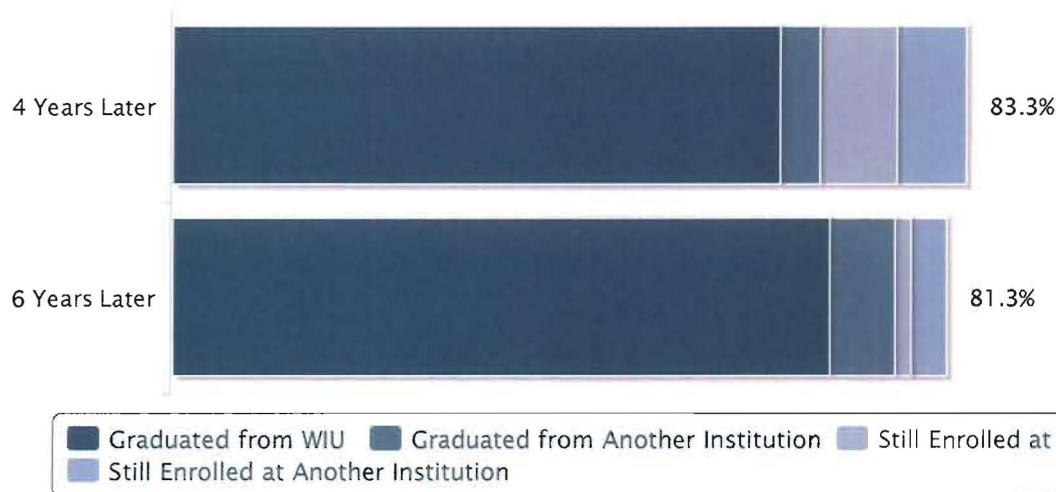
Student Success & Progress Rate

First Time Full-Time Students Starting Fall 2006



Highcharts.com

Full Time Transfer Students Starting Fall 2006



Highcharts.com

A 85% four-year success and progress rate means that 85% of students starting in Fall 2006 either graduated or are still enrolled at a higher education institution four years later.

More Information

Counts for the Fall 2006 entering class shown in the graph above.

- 1,918 First-Time, Full-Time Students
- 1,417 Full-Time Transfer Students

Success & Progress Rate Table

Retention of Freshman Class

First-time students in Fall 2011 that returned for their second year: 68%

More Information



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Student Success & Progress Rate

First Time Full-Time Students Starting Fall 2007



Highcharts.com

Full Time Transfer Students Starting Fall 2007



Highcharts.com

A 85% four-year success and progress rate means that 85% of students starting in Fall 2007 either graduated or are still enrolled at a higher education institution four years later.

More Information

Counts for the Fall 2007 entering class shown in the graph above.

- 1,949 First-Time, Full-Time Students
- 1,091 Full-Time Transfer Students

Success & Progress Rate Table

Retention of Freshman Class

First-time students in Fall 2012 that returned for their second year: 63%

More Information

TO: Dr. Jeff Engel, Chair, Council on Admission, Graduation, and Academic Standards
 Dr. Steve Rock, Chair, Faculty Senate
 Dr. Ken Hawkinson, Provost
 Dr. Jack Thomas, President

FROM: Dr. Gary Biller, Vice President for Student Services
 Dr. Andy Borst, Director of Admissions

DATE: March 25, 2013

RE: Changes to Review Criteria for Undergraduate Admissions

The biggest challenge with regard to WIU's criteria for admission to the university is the perception that admissions standards have been lowered in recent years. This sentiment has been heard from faculty, staff, students, community members, and high school guidance counselors. Admissions standards at WIU have not changed significantly in the last decade and, if anything, have been increased since 2004 when "the grid" was implemented (see Appendix A). This memo recommends increasing admissions standards for the 2013-2014 Academic Catalog by eliminating "the grid" and instead using a linear equation model to determine admission status. This new process would not change the catalog language but would allow for incremental increases in admissions standards that can be marketed to prospective students, families, the Macomb community, and high school guidance counselors.

Increasing Admissions Standards

Using data from the Fall 2012 new freshmen class (regular admits only), we regressed first-semester college GPA on ACT composite score and high school GPA. The data demonstrated that ACT and high school GPA were significant predictors of first-semester GPA. The resulting regression equation was:

$$\text{Equation 1: } \text{WIU GPA} = (0.067 * \text{ACT}) + (0.670 * \text{HS GPA}) - 1.023$$

Repeating this analysis for the Fall 2011 class produced similar results. Additionally, non-significant findings using third semester WIU GPA emphasize the importance of early academic success at the collegiate level. Assuming good academic standing (WIU GPA \geq 2.000) is the desired outcome, Equation 1 can be simplified to represent the following:

$$\text{Equation 2: } 45.35 = \text{ACT} + (10 * \text{HS GPA})$$

This memo recommends increasing the current admissions standards from a minimum equation score of 45.35 to a minimum equation score of 46. Appendix B illustrates Equation 2 and the proposed new admissions criteria as it relates to the current grid structure. Students with equation scores of 46 or greater would be offered regular admission, if they have a minimum ACT of 16 and a high school GPA of 2.00. Students who score less than a 46 would be considered for admission through the Office of Academic Services program after a comprehensive review of their academic profile. This change is admittedly very small, but it does prepare WIU for small incremental increases in admissions standards over time, which can be marketed to a wide audience. Further justification for this change is included in the attached appendices.

CAGAS Approval:	_____	_____
	Dr. Jeff Engel	Date
Faculty Senate Approval:	_____	_____
	Dr. Steve Rock	Date
Provost Approval:	_____	_____
	Dr. Ken Hawkinson	Date
President Approval:	_____	_____
	Dr. Jack Thomas	Date

For a simple comparison, the following chart shows the minimum high school GPA by ACT comparing “the grid”, to Equation 2 (equation score = 43.35), and the proposed increase in admissions standards (equation score = 46).

		ACT										
		16	17	18	19	20	21	22	23	24	25	26
HS GPA	Grid	NA	2.75	2.75	2.65	2.50	2.50	2.40	2.00	2.00	2.00	2.00
	45.35	2.94	2.84	2.74	2.64	2.54	2.44	2.34	2.24	2.14	2.04	1.94
	Proposed	3.00	2.90	2.80	2.70	2.60	2.50	2.40	2.30	2.20	2.10	2.00
	+/-	+	+	+	+	+	NC	NC	+	+	+	NC

Appendix C shows the projected first semester WIU GPA using Equation 1 and Appendix D shows the Fall-Spring retention for Fall 2012 new freshmen. Appendix E shows new freshmen enrollment by ACT frequency by year from 2003-2012.

Comprehensive Review

Although ACT and high school GPA are significant predictors of first-year academic performance, these two variables only explain about 20% of the variance in first semester GPA. With the remaining 80% of variance in first-year GPA being other factors (or potentially random chance) we do not consider when making admissions decisions, it is appropriate to focus on a more comprehensive review of students that are candidates for the OAS program. We currently do a comprehensive review for students with academic profiles that fall within the OAS Pink category and students on the OAS wait list. Our inability to perfectly predict academic success using ACT and high school GPA suggests that we should focus on using our admissions standards to communicate a message of higher quality and perform a comprehensive review of students who may need additional support in order to succeed academically.

This memo recommends eliminating the OAS yellow category and performing a comprehensive review for all students with equation scores of less than 46, if they have a minimum ACT of 16 and a high school GPA of 2.00. Several criteria are considered in the comprehensive review, including, but not limited to, high school academic grade point average, grade patterns, letters of reference (including a letter from the high school counselor), and the applicant’s personal statement.

With the current grid structure, for Fall 2012 the Office of Undergraduate Admissions reviewed approximately 1,134 applicant files who fell within the OAS Pink category. The new OAS waitlist procedures have increased the number of files who undergo a comprehensive review. Although there has been an increase in review of applicants in the last year, there is not a clear distinction in academic preparation (even after considering ACT and GPA) between applicants with academic profiles who score within the OAS Pink category and profiles who score within OAS Yellow category. The proposed admissions standards would increase the number of applicants who undergo a comprehensive review from 1,134 to approximately 2,800. We believe we can account for this increase in workload through internal procedures and a few staffing changes without additional positions being created.

Impact on Enrollment

Assuming the new admissions standards were in place for the Fall 2012 new freshmen class, this change would add an additional comprehensive review for 236 enrolled students who were previously regular admission students. Of these 236 students, 211 would likely be admitted under regular admission based on the recommendation of the Director of the University Advising and Academic Services Center and the Associate Director of Admissions – Selection. This proposed change would admit a very similar type of student but would force a more comprehensive review of students who are on the margins between regular admission and admission through the OAS program. The best-case scenario is that we could increase our regular admission numbers while also being more intentional with students who would greatly benefit from additional assistance through a comprehensive review of their several academic factors. The possible worst-case scenario is that we have fewer regular admits and more OAS admits with the size and quality of the incoming class being relatively unchanged.

Proposed Admissions Standards 2013-2014

Western Illinois University is committed to admitting students whose academic records indicate a high potential for success. The University primarily considers ACT/SAT scores and high school GPA in the admission decision.

Profile of the Freshman Class of Fall 2012

1. ACT Composite Score (average): 20.7 (SAT equivalent 990)
2. ACT Composite Score (middle 50%): 18–23 (SAT equivalent 870–1070)
3. High School GPA (average): 3.04
4. High School GPA (middle 50%): 2.64–3.39

Applicants whose ACT/SAT score or high school GPA falls below the middle 50% range of this profile are encouraged to submit a personal statement which addresses their academic goals and how they plan to realize those goals at WIU. The statement may also explain any extenuating circumstances that may have affected their academic performance in high school. Letters of support, if provided, will also be considered.

Applicants whose ACT/SAT score or high school GPA falls below the middle 50% of the freshman profile may be admitted regularly or into the Academic Services Program (alternative admission program). To guarantee consideration for admission as an incoming freshman through the Academic Services Program, applicants should submit an application and supporting materials by December 1. For more information about the Academic Services Program, please visit wiu.edu/advising/academic_services/.

Updated Text from 2012-2013 standards

APPENDIX A – Admissions Standards Over Time

2004-2005

Pending graduation from a state-recognized high school, applicants to Western Illinois University who meet the following criteria are eligible for regular admission: ACT score of 22 (SAT-I 1010) AND high school grade point average of 2.20 or better (4.00=A).

OR

ACT score of at least 18 (SAT-I850) AND rank in the upper 40 percent of their high school graduating class AND have a high school grade point average of 2.20 or better (4.00=A).

Students not meeting these standards may be considered for alternative admission. Several criteria are considered, including, but not limited to, the following: high school academic grade point average, grade patterns, letters of reference (including a letter from the high school counselor), and the student's letter.

2005-2006

Pending graduation from a state-recognized high school, applicants to Western Illinois University who meet the following criteria are eligible for regular admission:

A grade point average greater than or equal to 2.50 on a 4.0 scale AND ACT/SAT composite score greater than or equal to 20/920.

Eligibility for regular admission for applicants not meeting these criteria will be considered on a sliding scale. Generally, applicants with higher GPA's may have lower ACT/SAT composite scores and applicants with higher ACT/SAT composite scores may have lower GPA's.

Western Illinois University offers an Academic Services Program for students who are not eligible for regular admission. For more information about the Academic Services program, please visit www.student.services.wiu.edu/admissions/info/freshman/alternativeadmission.asp

2012-2013

Western Illinois University is committed to admitting students whose academic records indicate a high potential for success. The University primarily considers ACT/SAT scores and high school GPA in the admission decision.

Profile of the Freshman Class of Fall 2011

1. ACT Composite Score (average): 20.7 (SAT equivalent 990)
2. ACT Composite Score (middle 50%): 18–23 (SAT equivalent 870–1070)
3. High School GPA (average): 2.99
4. High School GPA (middle 50%): 2.59–3.38

Applicants whose ACT/SAT score or high school GPA falls below the middle 50% range of this profile are encouraged to submit a personal statement which addresses their academic goals and how they plan to realize those goals at WIU. The statement may also explain any extenuating circumstances that may have affected their academic performance in high school. Letters of support, if provided, will also be considered.

Applicants whose ACT/SAT score or high school GPA falls below the middle 50% of the freshman profile may be admitted regularly or into the Academic Services Program (alternative admission program). To guarantee consideration for admission as an incoming freshman through the Academic Services Program, applicants should submit an application and supporting materials by December 1. For more information about the Academic Services Program, please visit wiu.edu/advising/academic_services/.

APPENDIX C – Fall 2012 Project GPA based on linear regression of ACT and High School GPA

Fall 2012 Projected GPA

ACT/SAT	3.00	2.90	2.80	2.75	2.70	2.65	2.60	2.55	2.50	2.45	2.40	2.35	2.30	2.25	2.20	2.15	2.10	2.05	2.00	< 2.00*
36	3.40	3.33	3.27	3.23	3.20	3.16	3.13	3.10	3.06	3.03	3.00	2.96	2.93	2.90	2.86	2.83	2.80	2.76	2.73	
35	3.33	3.27	3.20	3.16	3.13	3.10	3.06	3.03	3.00	2.96	2.93	2.90	2.86	2.83	2.80	2.76	2.73	2.70	2.66	
34	3.27	3.20	3.13	3.10	3.06	3.03	3.00	2.96	2.93	2.90	2.86	2.83	2.80	2.76	2.73	2.70	2.66	2.63	2.60	
33	3.20	3.13	3.06	3.03	3.00	2.96	2.93	2.90	2.86	2.83	2.80	2.76	2.73	2.70	2.66	2.63	2.60	2.56	2.53	
32	3.13	3.06	3.00	2.96	2.93	2.90	2.86	2.83	2.80	2.76	2.73	2.70	2.66	2.63	2.60	2.56	2.53	2.49	2.46	
31	3.06	3.00	2.93	2.90	2.86	2.83	2.80	2.76	2.73	2.70	2.66	2.63	2.60	2.56	2.53	2.49	2.46	2.43	2.39	
30	3.00	2.93	2.86	2.83	2.80	2.76	2.73	2.70	2.66	2.63	2.60	2.56	2.53	2.49	2.46	2.43	2.39	2.36	2.33	
29	2.93	2.86	2.80	2.76	2.73	2.70	2.66	2.63	2.60	2.56	2.53	2.49	2.46	2.43	2.39	2.36	2.33	2.29	2.26	
28	2.86	2.80	2.73	2.70	2.66	2.63	2.60	2.56	2.53	2.49	2.46	2.43	2.39	2.36	2.33	2.29	2.26	2.23	2.19	
27	2.80	2.73	2.66	2.63	2.60	2.56	2.53	2.49	2.46	2.43	2.39	2.36	2.33	2.29	2.26	2.23	2.19	2.16	2.13	
26	2.73	2.66	2.60	2.56	2.53	2.49	2.46	2.43	2.39	2.36	2.33	2.29	2.26	2.23	2.19	2.16	2.13	2.09	2.06	
25	2.66	2.60	2.53	2.49	2.46	2.43	2.39	2.36	2.33	2.29	2.26	2.23	2.19	2.16	2.13	2.09	2.06	2.03	1.99	
24	2.60	2.53	2.46	2.43	2.39	2.36	2.33	2.29	2.26	2.23	2.19	2.16	2.13	2.09	2.06	2.03	1.99	1.96	1.93	
23	2.53	2.46	2.39	2.36	2.33	2.29	2.26	2.23	2.19	2.16	2.13	2.09	2.06	2.03	1.99	1.96	1.93	1.89	1.86	
22	2.46	2.39	2.33	2.29	2.26	2.23	2.19	2.16	2.13	2.09	2.06	2.11	2.07	2.03	1.99	1.95	1.91	1.87	1.83	
21	2.39	2.33	2.26	2.23	2.19	2.16	2.13	2.09	2.06	2.11	2.07	2.03	1.98	1.94	1.90	1.86	1.82	1.78	1.74	
20	2.33	2.26	2.19	2.16	2.13	2.09	2.06	2.03	1.99	2.02	1.98	1.94	1.90	1.86	1.82	1.78	1.74	1.70	1.66	
19	2.26	2.19	2.13	2.09	2.06	2.03	2.06	2.02	1.98	1.94	1.90	1.86	1.81	1.77	1.73	1.69	1.65	1.61	1.57	
18	2.19	2.13	2.06	2.03	2.05	2.01	1.97	1.93	1.89	1.85	1.81	1.77	1.73	1.69	1.65	1.61	1.57	1.53	1.49	
17	2.13	2.06	1.99	1.96	1.97	1.93	1.89	1.85	1.81	1.77	1.73	1.69	1.64	1.60	1.56	1.52	1.48	1.44	1.40	
16	2.13	2.05	1.96	1.92	1.88	1.84	1.80	1.76	1.72	1.68	1.64	1.60	1.56	1.52	1.48	1.44	1.40	1.36	1.32	
15																				

REG Regression Equation: (WIUGPA) = .067(ACT) + .670 (HSGPA) - 1.023

OAS Regression Equation: (WIUGPA) = .085(ACT) + .809(HSGPA) -1.661

R2 = .197

R2 = .046

F = 151.852

F = 10.335

Limited variance explained

APPENDIX D – Fall 2012 to Spring 2013 retention

ACT/SAT	3.00	2.90	2.80	2.75	2.70	2.65	2.60	2.55	2.50	2.45	2.40	2.35	2.30	2.25	2.20	2.15	2.10	2.05	2.00	< 2.00*	
36	100.0%																				
35																					
34																					
33	100.0%																				
32	100.0%																				
31	100.0%																				
30	100.0%																				
29	96.4%	100.0%					100.0%		100.0%	100.0%											
28	95.2%	100.0%							100.0%			0.0%	100.0%	50.0%	100.0%						
27	94.1%	50.0%																			
26	90.0%	100.0%		100.0%					100.0%										100.0%		
25	90.3%	66.7%	100.0%	100.0%	100.0%		100.0%				100.0%	100.0%		0.0%						100.0%	
24	92.8%	85.7%	100.0%	66.7%	100.0%	66.7%	0.0%	100.0%	50.0%	100.0%	100.0%		100.0%	0.0%	100.0%	50.0%			100.0%		
23	86.1%	66.7%	100.0%	75.0%	100.0%	50.0%	75.0%		75.0%	66.7%			0.0%	100.0%	50.0%	33.3%	100.0%	100.0%	100.0%	100.0%	
22	87.5%	83.3%	90.9%	60.0%	0.0%	90.0%	100.0%	100.0%	100.0%	33.3%	100.0%		50.0%	33.3%	50.0%	50.0%	0.0%			66.7%	
21	91.5%	91.7%	70.0%	100.0%	66.7%	66.7%	62.5%	62.5%	88.9%	75.0%	83.3%	80.0%	50.0%	66.7%		100.0%	0.0%	75.0%	50.0%		
20	88.3%	93.3%	85.0%	80.0%	80.0%	50.0%	64.3%	66.7%	76.9%	60.0%	71.4%	85.7%	75.0%	66.7%	80.0%	100.0%	100.0%	80.0%	0.0%		
19	88.4%	78.6%	100.0%	100.0%	50.0%	80.0%	100.0%	69.2%	92.3%	66.7%	75.0%	50.0%	20.0%	100.0%	100.0%	0.0%	0.0%	100.0%			
18	92.9%	81.8%	79.3%	85.7%	66.7%	91.7%	71.4%	80.0%	46.7%	85.7%	77.8%	66.7%	100.0%	50.0%	50.0%	100.0%			100.0%		
17	81.8%	81.8%	72.7%	66.7%	85.7%	63.6%	37.5%	50.0%	100.0%		33.3%	66.7%	0.0%	100.0%					100.0%		
16	85.0%	70.0%	71.4%	88.9%	60.0%	53.8%	83.3%	75.0%	75.0%	77.8%	66.7%	0.0%	50.0%	33.3%	0.0%	100.0%	100.0%	0.0%			
15																					

 = retention < 80%

APPENDIX E – ACT Frequency by year (2003-2012)

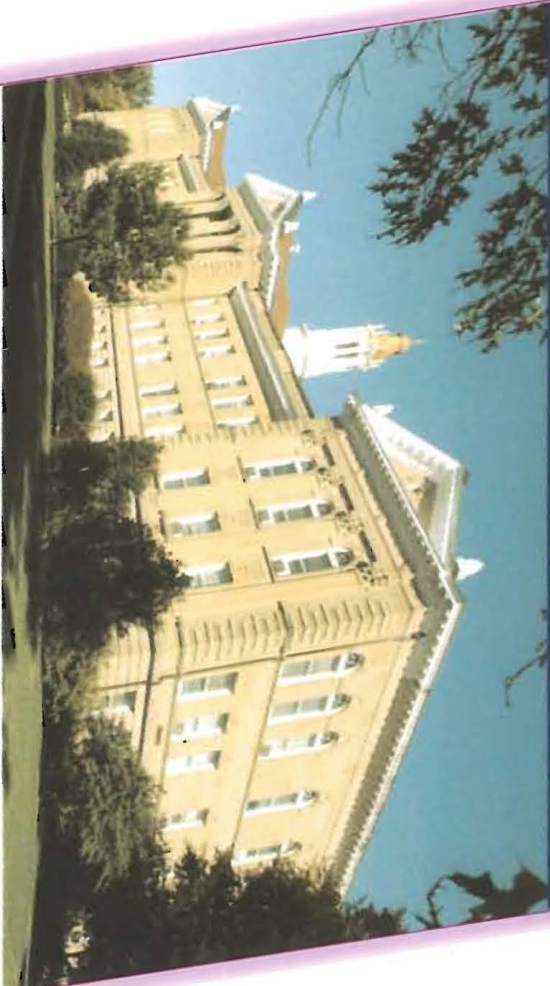
ACT/Year	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
36	1	1							1	1
35									1	
34			1		1		2		1	
33		1	2	1	1	4	2			2
32	4	4	3		3	6	4	5	7	7
31	9	11	5	9	10	7	6	4	15	3
30	19	17	14	12	6	11	11	18	13	9
29	21	26	17	24	28	20	28	15	17	33
28	35	43	34	37	31	36	26	28	27	28
27	44	41	47	40	66	44	46	54	44	38
26	81	78	64	68	61	54	66	59	58	40
25	99	124	94	110	101	83	68	87	86	81
24	162	153	119	124	133	110	106	96	111	102
23	187	171	163	141	150	147	132	130	121	115
22	236	248	177	204	196	194	172	176	174	172
21	206	253	217	262	250	222	200	194	225	164
20	215	236	240	265	257	256	197	218	261	214
19	205	231	204	204	229	227	188	193	216	175
18	196	206	173	174	214	178	158	180	221	213
17	113	111	104	113	118	119	108	148	164	174
16 & Below	71	70	87	85	72	74	76	113	162	134
No Score	57	60	51	49	30	24	45	40	30	49
TOTAL	1961	2085	1816	1922	1957	1816	1641	1758	1955	1754

HOW THE COST GUARANTEE PROGRAM IMPACTS STUDENT ENROLLMENT, RETENTION, AND GRADUATION IN A COMPREHENSIVE PUBLIC UNIVERSITY

Jo Hyun Kim, Rhonda Kline,
Charles Gilbert, Rachel Smith
Western Illinois University



Western Illinois University
**Higher Values
in Higher Education**



Our Values

- Academic Excellence
- Educational Opportunity
- Personal Growth
- Social Responsibility



♦ HIGHER VALUES IN HIGHER EDUCATION ♦ HIGHER VALUES IN HIGHER EDUCATION ♦



Introduction : Development of the Cost >>>
Guarantee Program

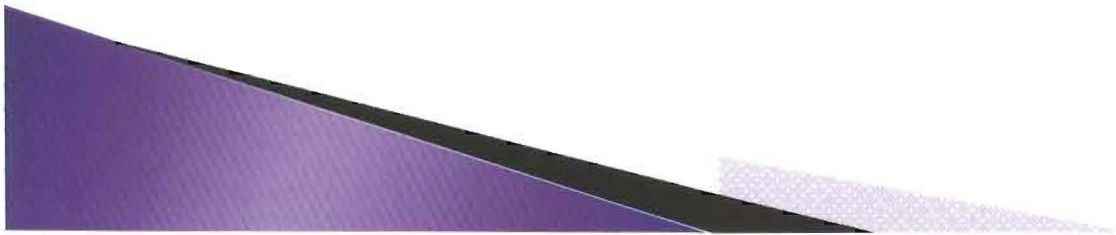
Reason for Development

As tuition and prices for books and room and board continue to rise, students and parents are searching for tuition-and-fee stability in an unpredictable economic environment.



Major Goals

- Of Families – having a predictable cost for college
- Of Students – Providing added incentive to complete their degrees in a timely manner
- Of the University – Meeting the long-standing goal of a high quality, affordable education.



Development Process

- Looked at the possibility of offering in 1996
- Studied other institutions' cost guarantees
- Developed a first cost guarantee model
- After much discussion among university administration, the Board of Trustees, students and faculty, the university developed the final cost guarantee model



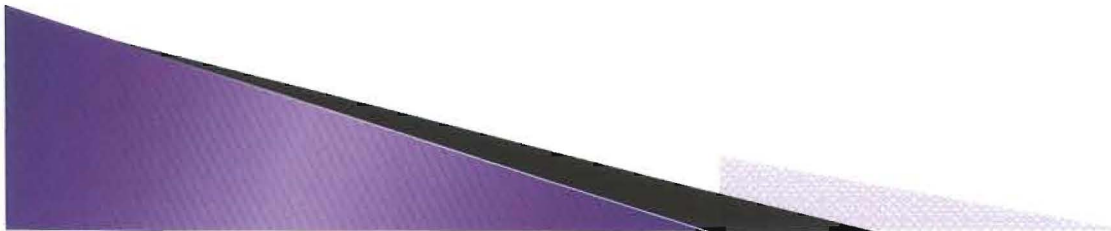
Introduction : Implementation of the Cost Guarantee Program

- ▶ Began in Fall 1999 and was offered to all undergraduates matriculating that semester
- ▶ No change in tuition, fees, room, and board for four years, or the normal time to obtain a degree, as long as the student remains continuously enrolled
- ▶ Cost Guarantee to graduates in Fall 2004



Problem Statement

- Growing interest in tuition-and-fee stability in an unpredictable economic environment, more colleges and universities are implementing cost guarantees (FinAid, 2007; Kim, 2004)
- Concerns were expressed regarding the values and merits of a cost guarantee (Morphew, 2007)
- However, no study has attempted to examine the impact of a cost guarantee



Purpose of the Study

- ▶ The primary purpose of this study is to investigate how the Cost Guarantee program impacts student enrollment, retention, and graduation in a comprehensive public university



Research Questions

1. Did the Cost Guarantee policy increase the university's affordability, compared to other public universities in the state?
2. Did the Cost Guarantee policy increase student enrollment?
3. Did the Cost Guarantee policy improve student outcomes such as retention and graduation rates?

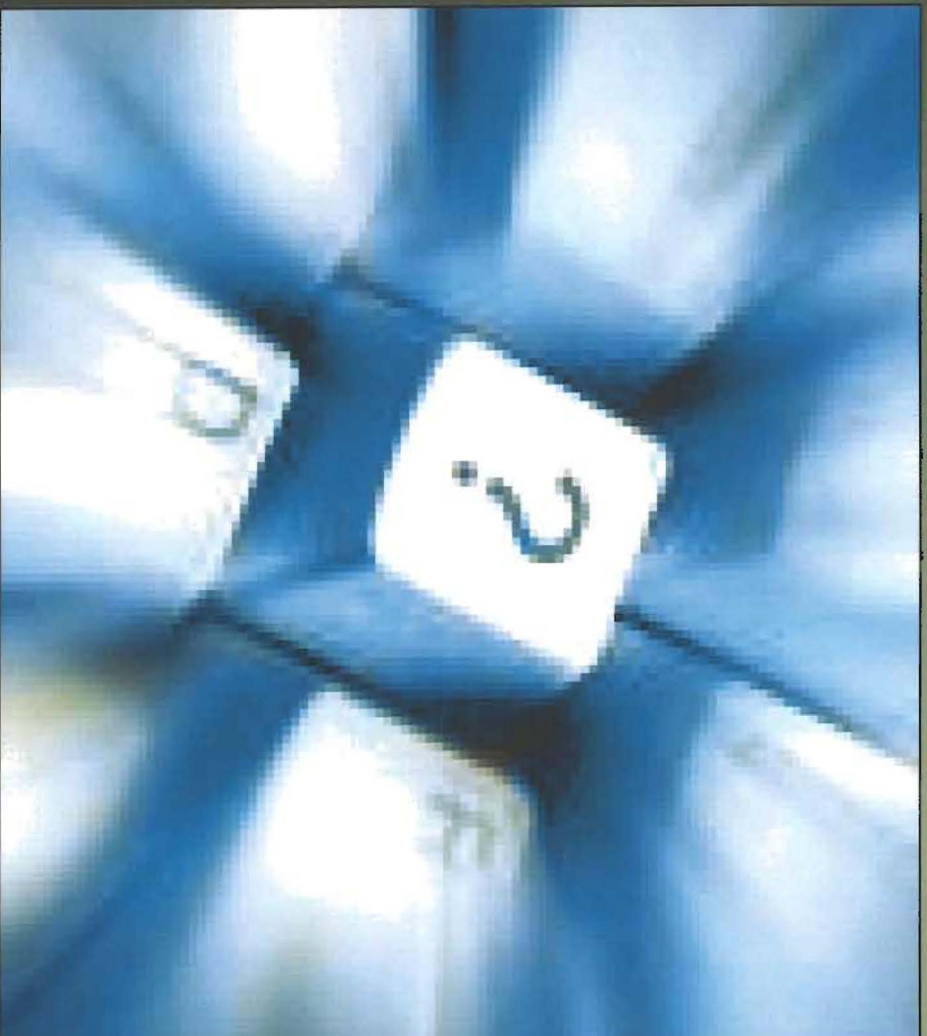


Methodology

- ▶ Data Collection
 - Secondary data set
 - Trends data for tuition and fees and room and board, enrollment, retention, and graduation rates of 12 Illinois public universities
 - From IBHE Data Book and IPEDS Peer Analysis System

- ▶ Data Analysis
 - Descriptive statistics





Question 1. >>

Did the Cost Guarantee policy increase the university's affordability, compared to other public universities in the state?

Table 1-1 Tuition & Fees- Illinois Public Universities

	FY2000 ¹	FY2001	FY2002	FY2003	FY2004	FY2005 ²	FY2006	FY2007
Univ. A	3151	3255	3474	3851	4551	6143	6626	7138
Univ. B	3934	4167	4301	4648	5149	5781	6373	7069
Univ. C	2378	2454	2526	3054	4010	4622	5050	5478
Univ. D	4210	4340	4486	5037	5530	6328	7091	8040
Univ. E	2858	2946	3200	3326	4331	4932	6306	6921
Univ. F	4384	4583	4814	5175	5799	6617	7229	7871
Univ. G	3936	4114	4254	4865	5521	6341	6831	7789
Univ. H	2744	3007	3291	3709	4183	4859	5209	5938
Univ. I	4648	4800	5620	6592	6958	7824	8498	9742
Univ. J	3292	3395	3611	4009	4310	5247	5965	7244
Univ. K	4770	4994	5754	6704	7010	7944	8634	9882
WIU 1st	3836	3973	4282	4846	5431	6183	6899	7411
WIU 2nd	3836	3836	3973	4282	4846	5431	6183	6899
WIU 3rd	3836	3836	3836	3973	4282	4846	5431	6183
WIU 4th	3836	3836	3836	3836	3973	4282	4846	5431

Table 1-2 Room & Board Illinois Public Universities

	FY2000 ¹	FY2001	FY2002	FY2003	FY2004	FY2005 ²	FY2006	FY2007
Univ. A	5700	5800	5826	5898	5856	6032	6212	6492
Univ. B	4104	4500	4842	5106	5374	5750	6196	6660
Univ. C	4248	4396	4758	5062	5414	5576	6054	6478
Univ. D	4416	5542	5862	5990	6150	6380	6984	7488
Univ. E	3872	4104	4367	4627	4886	5178	5560	6138
Univ. F	4164	4598	4870	5016	6240	6544	6720	7460
Univ. G	6894	6860	6758	6936	7138	7402	7678	8482
Univ. H	5544	5828	6070	6360	6618	6848	7176	7706
WIU 1st	4292	4506	4822	5062	5366	5768	6143	6446
WIU 2nd	4292	4292	4506	4822	5062	5366	5768	6143
WIU 3rd	4292	4292	4292	4506	4822	5062	5366	5768
WIU 4th	4292	4292	4292	4292	4506	4822	5062	5366

Table 1-3 Total Tuition, Fees, Room & Board

	FY2000 ¹	FY2001	FY2002	FY2003	FY2004	FY2005 ²	FY2006	FY2007
Univ. A	8851	9055	9300	9749	10407	12175	12838	13630
Univ. B	8038	8667	9143	9754	10523	11531	12569	13729
Univ. C	8458	8736	9244	10099	10944	11904	13145	14518
Univ. D	8800	10125	10676	11165	11949	12997	14213	15359
Univ. E	7808	8218	8621	9492	10407	11519	12391	13927
Univ. F	6908	7605	8161	8725	10423	11403	11929	13398
Univ. G	11542	11660	12378	13528	14096	15226	16176	18224
Univ. H	10244	10822	11824	13064	13628	14792	15810	17588
WIU1st	8128	8479	9104	9908	10797	11951	13042	13857
WIU2nd	8128	8128	8479	9104	9908	10797	11951	13042
WIU3rd	8128	8128	8128	8479	9104	9908	10797	11951
WIU4th	8128	8128	8128	8128	8479	9104	9908	10797

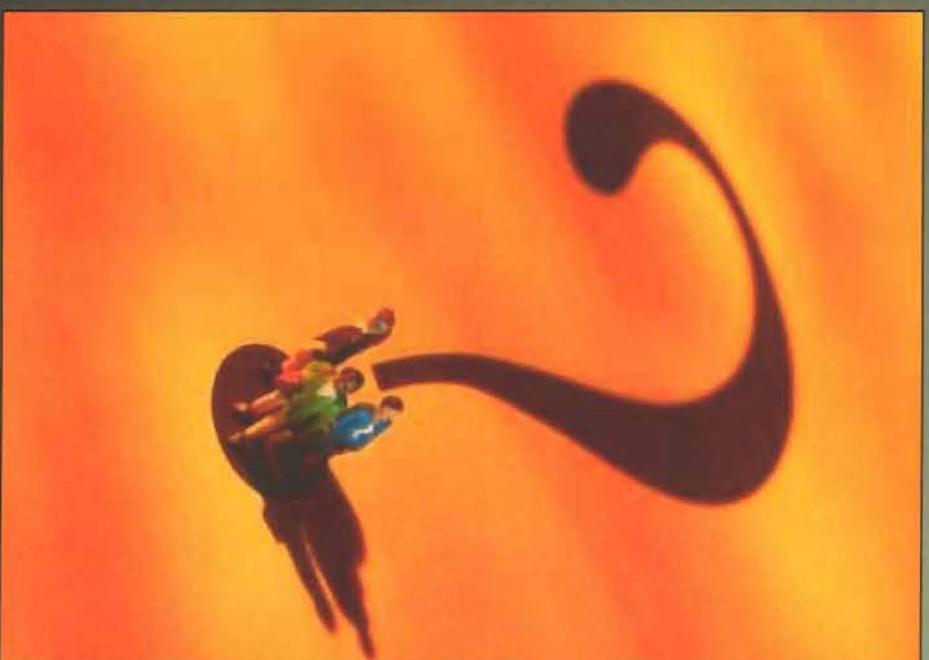
Table 1-4 Total Tuition, Fees, Room and Board WIU Rank by Year

	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005
	9=highest	9=highest	9=highest	9=highest	9=highest	9=highest
1st year	4	3	3	5	5	5
2nd year	4	2	2	2	1	1
3rd year	4	2	1	1	1	1
4th year	4	2	1	1	1	1

Results and Findings (Question 1)

- ▶ The cost guarantee program increased the university's affordability when compared to other Illinois public universities.
 - FY2004 and FY2005, the university's second, third and fourth year students were paying the lowest tuition rates of Illinois public universities.





Question 2. >>

Did the Cost Guarantee policy
increase student enrollment?

Additional Handouts

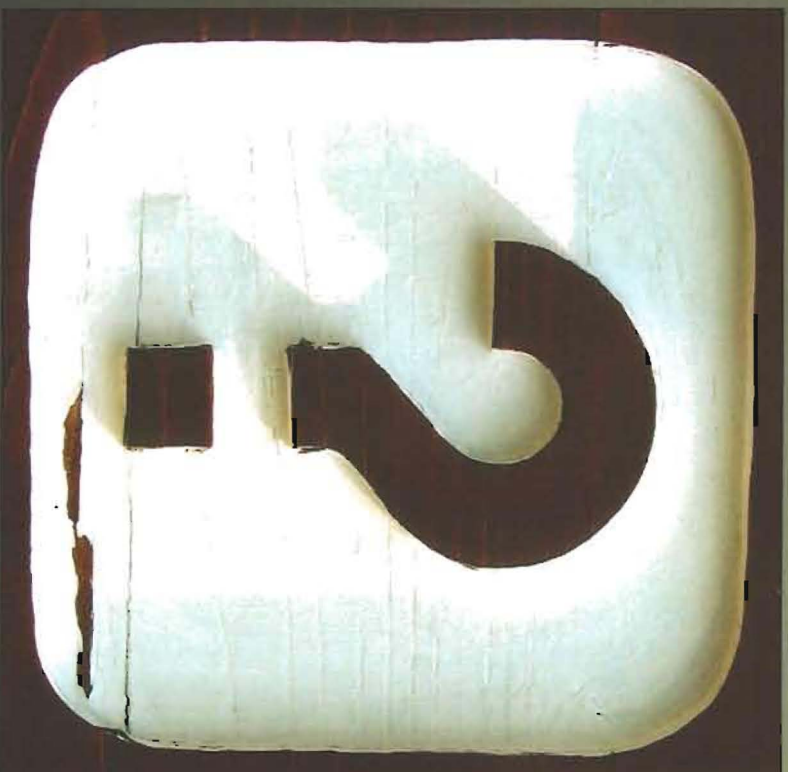
- Table 2-1. Number of Enrollments at Illinois Public Universities: Fall 1992-Fall 2006 (in Handout)
- Table 2-2. Annual Enrollment Change (%) (in Handout)
- Table 2-3. Annual Enrollment Change Rank (in Handout)



Results and Findings (Question 2)

- ▶ Cost guarantee program enhanced student enrollment
 - New Freshmen average enrollment headcount comparison
 - 1,597 from fall 1992 to fall 1998
 - 1,867 from fall 1999 to fall 2006
 - 16.9% increase (3rd highest increase among 10 Illinois public universities with data)
 - New Freshmen average annual enrollment rate change comparison
 - 0.8% from fall 1992 to fall 1998 (sixth highest among 10 public universities)
 - 2.0% from fall 1999 to fall 2006 (third highest among 10 public universities)





Question 3. >>

Did the Cost Guarantee policy improve student outcomes such as retention and graduation rates?

Table 3-1 Retention Rates First-Time, Full Time Freshmen Illinois Public Universities

	1999	2000	2001	2002	2003	2004	1999-2004 Change
Univ. A	N/A	N/A	N/A	N/A	57.0%	53.0%	NA
Univ. B	80.5%	78.8%	80.6%	78.0%	78.0%	80.4%	(0.1%)
Univ. C	78.8%	79.5%	79.7%	82.6%	83.6%	85.0%	6.2%
Univ. D	68.7%	72.0%	69.0%	72.5%	70.0%	69.0%	0.3%
Univ. E	77.1%	76.4%	77.0%	77.0%	78.0%	79.0%	1.9%
Univ. F	69.0%	67.0%	71.0%	68.4%	66.5%	62.5%	(6.5%)
Univ. G	71.2%	72.2%	68.8%	75.0%	75.1%	75.8%	4.6%
Univ. H	77.3%	77.9%	78.3%	77.2%	76.9%	77.4%	0.1%
Univ. I	92.0%	92.0%	N/A	91.6%	89.9%	93.4%	1.4%
WIU	73.6%	74.9%	76.3%	76.0%	77.5%	79.0%	5.4%

Table 3-2 Illinois Public Universities Six-Year Grad Rates
First Time/ FT Freshmen

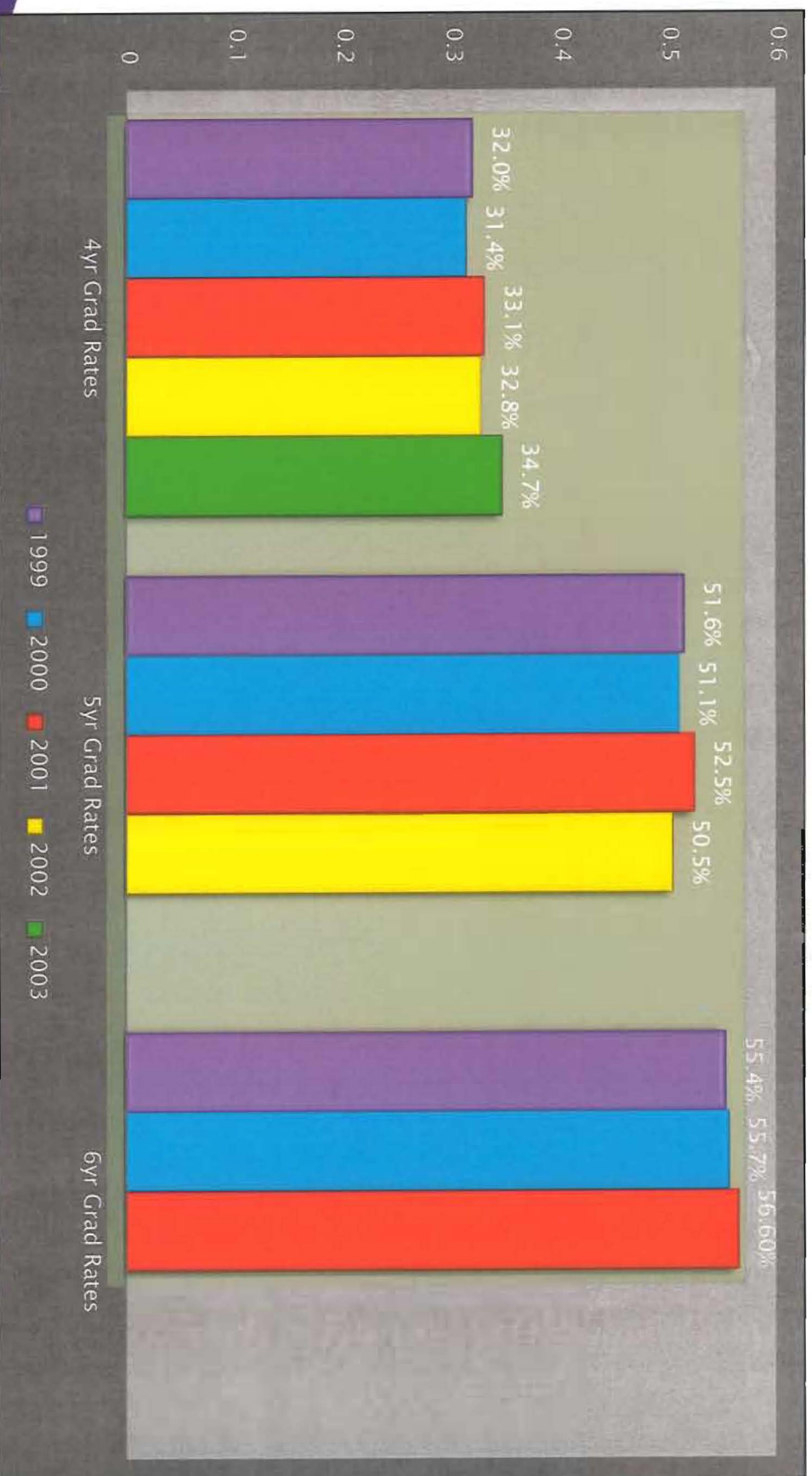
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	AVG % Change
Univ. A	12.4	14.6	21.7	11.6	16.2	17.8	15.2	13.7	15.8	17.7	0.6
Univ. B	69.7	66.1	64.6	67.8	65.3	66.4	59.5	62.2	60.0	60.5	-1.0
Univ. C	53.4	52.6	54.1	55.1	55.9	57.3	59.1	61.8	63.2	64.2	1.2
Univ. D	13.8	16.9	12.0	14.7	14.2	14.1	17.9	15.2	16.9	18.5	0.5
Univ. E	49.6	50.4	48.6	46.9	49.2	51.3	52.9	51.3	53.3	48.3	-0.1
Univ. F	35.9	40.4	39.0	37.9	41.6	40.1	44.7	43.8	41.7	42.5	0.7
Univ. G	29.4	33.7	32.0	35.5	41.4	37.8	44.6	42.9	44.8	46.1	1.9
Univ. H	32.3	36.1	35.8	37.3	42.0	44.0	45.5	44.8	49.8	50.5	2.0
Univ. I	76.8	76.7	75.4	76.5	77.9	79.1	80.2	80.1	82.6	81.5	0.5
WIU 4-Yr Rate	20.9	20.1	22.7	22.4	25.3	29.0	28.0	28.5	32.0	31.4	1.4
WIU 6-Yr Rate	45.3	44.6	43.2	46.6	49.1	50.7	55.3	54.2	55.4	55.7	1.2

Results and Findings (Question 3)

- ▶ Cost guarantee program improved student retention when compared to other Illinois public universities.
 - The first-year retention rate of first-time full-time degree-seeking students increased from fall 1999 cohort to fall 2004 cohort by 5.4%. That was the second highest increase in retention rates among nine public universities.
 - First-year retention rate for first-time full-time degree seeking students has continued to increase.



Graduation Rates of First-Time Full-Time Freshmen, Fall 1999-2003



Results and Findings (Question 3)

- Cost guarantee impact on graduation rates
 - Six-year graduation rates of first-time full-time freshmen showed considerable increase from fall 1997 to fall 2000.
 - Cost guarantee *might* have had impact on graduation rates; however, other universities had high rates those years as well.



Conclusions

- Affordability
 - Tuition, Fees, Room & Board guaranteed
 - Western ranked #6 in FY07
 - Predictable costs

- Enrollment
 - New freshmen average increased 16.9%

- Retention/Graduation
 - New freshmen retention increased to 79.0% fall 2004 cohort
 - 4-year graduation rate increased with 1999 cohort
 - 6-year graduation rate steadily increased





Western Illinois University

The Missing Link in Student Accountability Reporting: Transfer Student Retention and Graduation Rates

Abstract

Traditionally accountability reporting, including the Illinois Commitment Goal 6, focuses on new freshmen retention and graduation rates. Using Western Illinois University as an example, a similar retention and graduation analysis was completed for new transfer students. Transfer student retention and graduation data were analyzed by level, year of transfer, as well as by campus. In addition, freshmen and transfer retention and graduation data were combined to provide a more complete picture of student retention and graduation success. This presentation will focus on methodology used, lessons learned, implications for reporting and suggested next steps.

Proposal Narrative

The University seeks assistance from our Association for Institutional Research colleagues in developing a standardized accountability reporting model for transfer student retention and graduation rate reporting. Our proposed dialogue session will focus on the need for such reporting, refining our methodologies, and discussing the benefits of the model.

Purpose

To begin, why engage in transfer student retention and graduation reporting? First, the context. The University is comprised of two physical campuses, one traditional campus enrolling 10,325 undergraduate students in fall 2005 and one upper and graduate division campus enrolling 605 undergraduate students in fall 2005. The University also offers a statewide, off-campus, extension program serving more than 354 undergraduate students.

The statewide strategic plan for all of Illinois Higher Education entitled, *The Illinois Commitment: Partnerships, Opportunities, and Excellence*, requires all Illinois colleges and universities to annually report freshmen retention and graduation rates. The same is true for other forms of national accountability reporting. For example, institutions that receive federal *Title IV* financial assistance annually report retention and graduation rates in the Integrated Postsecondary Education Data System's *Graduation Rates*

Report, with additional information contained in the National Collegiate Athletic Association's *Graduation Rate Survey* and *Academic Progress Report*. Freshmen retention and graduation rates are also part of *U.S. News and World Report's* annual ranking system that informs student college selection and influences institutional policy and benchmarking.

No one can underestimate the importance of freshman retention and graduation rate reporting. It is a necessary but not sufficient component of institutional, system, statewide, and national accountability reporting. However, it is just that: an important but incomplete measure of institutional performance and student success.

Returning to the case of the University, reporting of freshman retention and graduation rates includes 64.3 percent of the University's total undergraduate enrollment at the traditional campus, **none** at the upper and graduate division campus, and 12.1 percent of the undergraduate enrollment in our extension program. Said differently, freshman retention and graduation reporting without the transfer student analogue does not give credit or hold the University accountable for 35.2 percent of the undergraduate enrollment (activity) at the traditional campus, **all** of the upper and graduate division campus activity, and 87.9 percent of the undergraduate enrollment in our extension program.

The University is not alone in this situation. This study will provide data to show the distribution of new freshmen and transfer students at Illinois public universities, as well as selected national universities, including the identification of schools with the largest number and percent of undergraduate transfer students served. This study will also show enrollments from other upper division, degree-completion institutions that do not receive credit or are not held accountable for transfer student retention and graduation rates.

Our discussion will focus on initial model development. We will actively seek colleague input and feedback to help us and other institutions refine and standardize transfer student retention and graduation reporting.

Methodology

To begin the model development, the appropriate time to degree was defined. For freshmen it is 150% of the normal time to degree, as defined in federal guidelines defined in the *Student Right-to-Know and Campus Security Act (1990)*. Conversations in defining transfer student time to degree at the University

focused on how one can complete longitudinal analysis among transfer students with different initial first years of college entry, and if cell sizes would be sufficiently large to permit meaningful analyses.

Ultimately, we arrived at a model that classifies fall new transfers and allows four years to degree. Why four years? Two reasons helped answer this question. First, one campus is exclusively an upper-division degree completion University with selected graduate programs of excellence. This campus offers no lower division coursework. Assuming all students enter as juniors, these students would have four years to graduate under the 150-percent rule used for freshmen retention and graduation reporting. Second, the University guarantees all new students (freshmen, transfers, and graduate students) constant tuition, fees, room and board rates with no increases for four years. We concluded that the reporting of four-year transfer student retention and graduation rates gives the University additional data to evaluate the effectiveness of our *Cost Guarantee Program*.

After completing this initial analysis, we realized that we were not including lower division students nor were we limiting our analysis to full-time degree seeking students, as is done in freshmen retention and graduation rate reporting. Again we were not giving the University credit for these activities or holding ourselves accountable for reporting, measuring, and increasing student success. The inclusion of full-time, degree-seeking lower division transfer students is the model that we are currently analyzing. Unsolved questions include: should we continue to use a four-year model or a six-year model to be consistent with state and federal reporting? As we suggest answers to this and other questions, we will be using feedback from our AIR colleagues to further refine our models.

We feel that this presentation is of great value to the Association for Institutional Research. It will enhance our professional knowledge, advance collegial networks, and add significant new findings in applied research. Our model, developed with our colleagues, will augment institutional, statewide, and national accountability reporting; and it will add to a literature base that has compared the differences between transfer and native students, but has not established precedence for transfer student retention and graduation rate reporting.

Preliminary Benefits

We also have had significant institutional benefits from our work that we wish to share with our professional colleagues. Consistent with the University's Strategic Plan, this includes, but is not limited to:

- creating a new course scheduling committee to facilitate timely transfer student degree completion
- forming a Students in Transition model that promotes the retention and graduation of our transfer student population that is comprised of place-bound working professionals
- enhancing institutional accountability reporting.

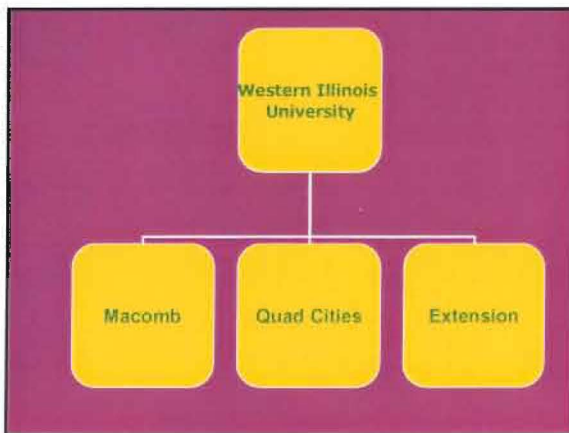
Most importantly, our policy and related analytical studies are promoting student success.

**The Missing Link in Student
Accountability Reporting:
Transfer Student Retention and
Graduation Rates**


Ms. Dixie Castlebury, Institutional Research Data Specialist

Ms. Rhonda Kline, Assistant Director, Planning, Budget and Institutional Research


Dr. Joe Rives, Assistant to the President, Planning and Budget



Western Illinois University
**Higher Values
in Higher Education**

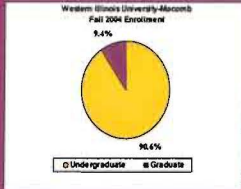


Our Values
Academic Excellence
Educational Opportunity
Personal Growth
Social Responsibility



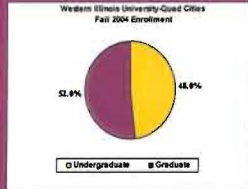
Western Illinois University is an Equal Opportunity and Affirmative Action Institution.

The Two Campuses of Western Illinois University



Serving traditional, residential students

•Mean age of 21



Serving nontraditional, commuting students

•Mean age of 32

How Our Work Started

Working on the *Performance Report*
Freshmen retention and six-year graduation rate targets

No analogous goals for retention

Does not "credit" institutions for their activities

Does not hold institutions accountable for advancing Illinois Commitment Goals

Does not reflect any activity at Western Illinois University-Quad Cities

Applies to other universities as well

Illinois Public Universities in the top 100 Institutions Serving Transfer Students

Southern Illinois University-Carbondale 2,332 (26th)

Northern Illinois University 2,152 (33rd)

Illinois State University 1,847 (44th)

University of Illinois-Chicago 1,386 (95th)

Western Illinois University 1,375 (96th)

But its Magnitude...Transfer Students as a Percent of Total New Students and Accountability/Missing Credit

	Transfer Students as % of Total New Student Enrollment	Accountability/ "Missing Credit"
WIU-QC	100%	0%/100%
GSU	100%	0%/100%
SIU-E	44%	56%/44%
ISU	39%	61%/39%
WIU-M	36%	64%/36%

What Were We Thinking?



What is the Appropriate Dependent Variable (Time-to-Degree)

First we worked on Six Years to be consistent with federal *Student Right-to-Know* Legislation

Then we moved to Four Years to be consistent with Western Illinois University's *Cost Guarantee*

The Evolution of Three Models

Model 1: New freshmen and new transfer students combined by campus

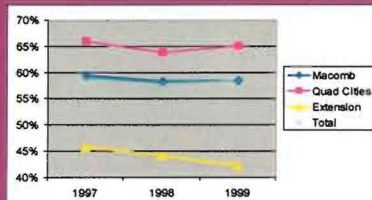
Model 2: New junior and senior transfer student four-year graduation rates by campus

Model 3: All levels full-time degree seeking, transfer students by campus

Model 1: New Freshmen and New Transfer Students Six-Year Graduation Rates Combined By Campus

Matriculation Semester Fall	Four-Year Graduation Rate		Five-Year Graduation Rate		Six-Year Graduation Rate	
	Macomb	Quad Cities	Macomb	Quad Cities	Macomb	Quad Cities
1997	41.1	63.4	56.5	65.0	59.4	65.9
1998	40.4	58.0	55.5	61.7	58.2	63.7
1999	42.9	59.1	56.1	64.5	58.5	65.0
2000	42.7	57.1	55.2	61.5		
2001	41.1	62.5				

Model 1: New Freshmen and New Transfer Students Six-Year Graduation Rates Combined By Campus

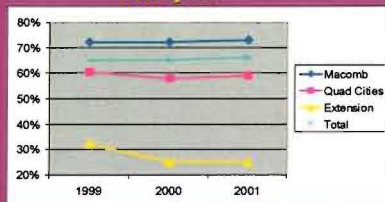


The Quad Cities has a higher six-year rate
This is not surprising as these students have already earned an Associate's Degree

Model 2: New Junior and Senior Transfer Student Four-Year Graduation Rates By Campus

Matriculation Semester Fall	Macomb	Quad Cities	Extension	TOTAL
1997	74.9	63.6	41.8	67.6
1998	68.4	59.0	36.8	62.2
1999	72.3	60.3	31.7	65.1
2000	71.5	57.7	25.0	65.3
2001	73.3	59.0	24.6	66.0

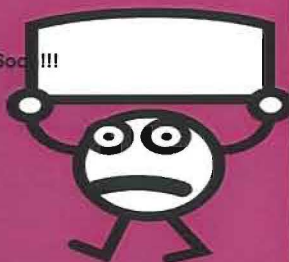
Model 2: New Junior and Senior Transfer Student Four-Year Graduation Rates By Campus



Macomb has a higher four-year graduation rate
 Our Quad Cities students tend to be part-time students
 Policy Questions relate to course availability, retention, and the *Cost Guarantee*

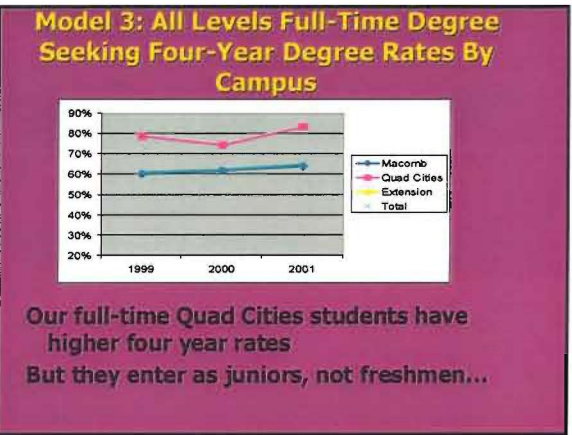
Model 3: All Levels Full-Time Degree Seeking Four-Year Degree Rates By Campus

Coming Soon !!!



Model 3: All Levels Full-Time Degree Seeking Four-Year Degree Rates By Campus

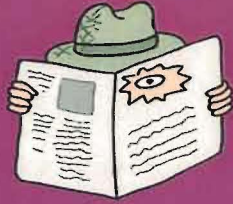
Matriculation Semester	Macomb	Quad Cities	Extension	TOTAL
Fall				
1997	60.6	76.1	66.7	61.3
1998	59.8	73.7	100.0	60.6
1999	60.1	78.9	0	61.3
2000	61.9	74.5	0	62.4
2001	64.0	83.6	0	65.1



**Another Look:
Combined Freshmen and Transfer Six Year Graduation Rates
All Western Illinois University Campuses**

Matriculation Semester	Six-Year Graduation Rate New Freshmen	Six-Year Graduation Rate All Transfer	Six Year Graduation Rate Combined Freshmen and Transfer
Fall			
1997	55.4	63.1	58.9
1998	54.2	62.7	58.0
1999	54.9	62.5	58.4

What's the Bottom Line?



What's the Bottom Line?



Answers depend on the questions asked
We seek your assistance in defining a common metric during questions and answers

Why Did We Do This?



Why Did We Do This?



Accountability reporting
To supplement the literature based
Differences between transfer and native students
Inputs (demographics)
Process (hours carried, perceptual differences)
Outputs ??????
Policies ??????

What Does This Mean?



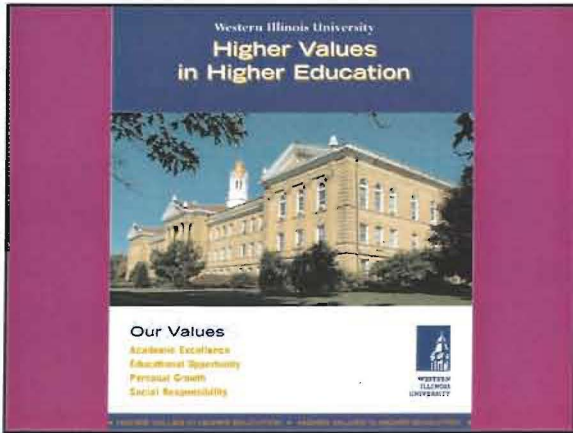
What Does This Mean?



We are USING the data
Quad Cities Academic
Program Planning
Committee—
extension of *Grad
Trac*
Creating a Students in
Transition Model
We hope to influence
accountability
reporting

All influencing student success!






Predicting Academic Performance and Retention in College Using High School GPA and ACT Score by Admission Types (Regular Admission vs. Special Admission)

Rhonda Kline
Western Illinois University

June 1, 2009 AIR

<http://www.wiu.edu/irp/>

Introduction

- ▶ Admission Criteria at Western Illinois University (High School GPA & ACT Score)
 - Regular Admission
 - Special Admission
 - ▶ High School GPA and ACT as predictors on college outcomes
 - Many authors reported that the HSGPA was a better predictor than standardized test scores (Elert, 1992; Garton, Ball, & Dyer, 2002; Hu, 2002; Micceri, 2001; Wolf & Johnson, 1995).
 - Julie and Sawyer (2004) reported that ACT showed a positive relationship with the first year GPA on all levels.
- 

Problem Statement

- ▶ Then, how about at Western Illinois University? Any difference between regularly admitted and specially admitted students?
- ▶ However, no attempts have been made to empirically examine this issue.



Purpose of the Study

- ▶ The purpose of this study is to examine how two major admission standards (HSGPA and ACT composite score) predicted the students' first year fall-to-fall retention and academic performance measured by the first semester GPA in college of regular and special admission students.



Research Questions

- ▶ Q1. Is there any difference between the regular admitted and the special admitted in terms of gender, ethnicity, HSGPA and ACT, and retention and performance?
- ▶ Q2. What relationships exist between independent variables of gender, ethnicity, HSGPA and ACT, and dependent variables of retention and performance?
- ▶ Q3. How useful are the HSGPA and the ACT in predicting retention and performance?



Methodology

- ▶ Sample: Total 5,171 New freshmen who enrolled in fall 2004, 2005, and 2006
 - 4,405 (85.2%) regular admission (RA)
 - 766 (14.8%) special admission (SA)

- ▶ Variables: Gender, Ethnicity, HSGPA, ACT composite score, first year fall-to-fall retention, moderate levels of college GPA (2.0 or higher on the 4.0 scale), high levels of college GPA (3.0 or higher)

- ▶ Data Analysis:
 - Descriptive analysis to summarize the status of each variable
 - Inferential analysis to examine each research question using t -test, Chi-square test, Pearson correlation coefficient, and logistic regression analyses





Question 1. >>

Is there any difference between the regular admitted and the special admitted in terms of gender, ethnicity, HSGPA and ACT, and retention and performance?

Table 1. Demographic and Outcomes Variables by Admission Type

	RA (n=4405)	SA (n=766)	Total (n=5171)
Gender (Male/ Female)	2217 (50.3%) / 2188 (49.7%)	410 (53.5%) / 356 (46.5%)	2627 (50.8%) / 2544 (49.2%)
Ethnicity (White/ Non-white)	3842 (87.2%) / 563 (12.8%)	554 (72.3%) / 212 (27.7%)	4396 (85.0%) / 775 (15.0%)
HSGPA Average	3.09	2.50	3.01
ACT Average	21.6	18.7	21.2
Retention (Yes/ No)	3360 (76.3%) / 1045 (23.7%)	535 (69.8%) / 231 (30.2%)	3895 (75.3%) / 1276 (24.7%)
College GPA 2.0 >= (Yes/No)	3531 (80.2%) / 874 (19.8%)	564 (73.6%) / 202 (26.4%)	4095 (79.2%) / 1076 (20.8%)
College GPA 3.0 >= (Yes/No)	1901 (43.2%) / 2504 (56.8%)	176 (23.0%) / 590 (77.0%)	2077 (40.2%) / 3094 (59.8%)

Results and Findings: (Question 1)

- ▶ SA group had more male students and non-white students
- ▶ RA group showed a higher mean of HSGPA and ACT
- ▶ Retention rate was higher in the RA group
- ▶ RA group was also superior in academic performance

All differences were statistically significant.






Question 2. >>

What relationships exist between independent variables of gender, ethnicity, HSGPA and ACT, and dependent variables of retention and performance?

Results and Findings: (Question 2)

- ▶ For the RA group, both HSGPA and ACT had statistically significant correlation with all dependent variables at $p < 0.01$ level.
 - Significant correlation with retention ($r = 0.14$ for HSGPA and $r = 0.06$ for ACT)
 - Significant correlation with GPA 2.0 ($r = 0.27$ for HSGPA and $r = 0.09$ for ACT)
 - Significant correlation with GPA 3.0 ($r = 0.38$ for HSGPA and $r = 0.23$ for ACT)
 - ▶ For the SA group, no significant correlation was found between HSGPA and ACT and dependent variables.
- 

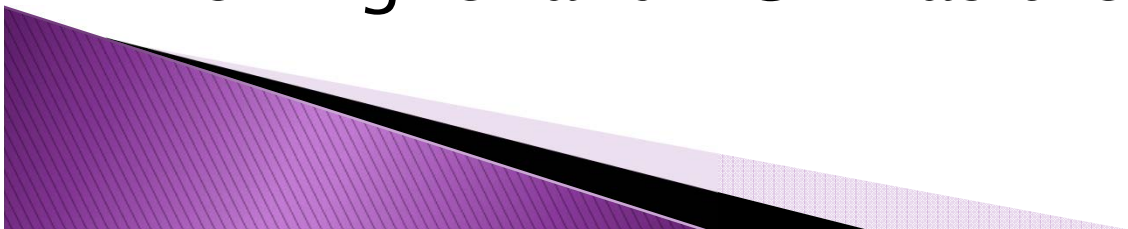


Question 3. >>

How useful are the HSGPA and the ACT in predicting retention and performance?

Results and Findings (Question 3)

- ▶ HSGPA was still the most useful predictor of retention and college GPA, followed by ACT scores for the RA group only.
 - A significant effect of HSGPA on retention was found ($B = 0.81$, $p < 0.01$, $\text{Exp}(B) = 2.25$).
 - Significant effects of both HSGPA and ACT were found on both GPA 2.0 or higher and GPA 3.0 or higher.
- ▶ As for the SA group, a significant effect of HSGPA and ACT was found only on GPA 3.0 or higher and ACT was the stronger predictor.



Conclusions and Recommendations

- ▶ Findings overall support the use of HSGPA and ACT as two major admission criteria. However, given the greater predictability of HSGPA than ACT for RA group, different weighting between these two variables may be considered.



Conclusions and Recommendations

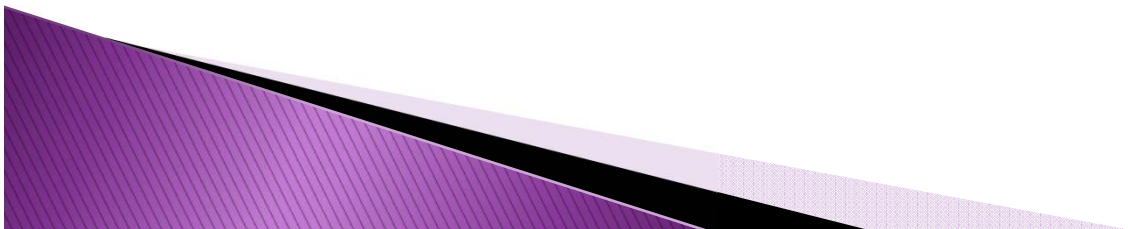
- ▶ Findings also suggest that care must be given to the SA group when HSGPA and ACT are applied as causal variables toward college outcomes.
 - That their retention rates and the first semester GPA were significantly lower than those of the RA group calls for careful examination of admission criteria used and proper interventions implemented during the first year.
 - No significant relationship between HSGPA and ACT and retention and GPA 2.0 or higher in the SA group suggests the need for further studies examining college experiences of this group.



Questions ???

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- ▶ Rhonda Kline: R-Kline@wiu.edu



Western Illinois University
ENROLLMENT AND SUCCESS IN REMEDIAL EDUCATION

	ENROLLMENT IN REMEDIAL EDUCATION				SUCCESS IN REMEDIAL EDUCATION			
	First-time Entry Students (Fall 2009)	Students Enrolling in Remedial Courses (of First-time Entry Students)		Students Completing Remedial Courses (of Students Enrolling in Remedial Courses)		Students Completing a College-Level Course in the Same Subject within Two Academic Years of Entry		
		Math 99		Math 99		Math 99		
		Number	Percent	Number	Percent	Number	Percent	
TOTAL Students	1638	674	41.15%	537	79.67%	325	48.22%	
Race: Hispanic	102	46	45.10%	39	84.78%	19	41.30%	
Race: Black, non-Hispanic	229	151	65.94%	117	77.48%	69	45.70%	
Race: White, non-Hispanic	1196	436	36.45%	348	79.82%	217	49.77%	
Race: Asian	17	5	29.41%	4	80.00%	3	60.00%	
Race: Native Hawaiian or other Pacific Islander	2	1	50.00%	1	100.00%	1	100.00%	
Race: American Indian/Alaska Native	6	2	33.33%	2	100.00%	1	50.00%	
Race: Two or More Races	22	11	50.00%	9	81.82%	6	54.55%	
Race: Unknown	44	15	34.09%	11	73.33%	4	26.67%	
Race: Non-resident Alien	20	7	35.00%	6	85.71%	5	71.43%	
Gender: Male	819	295	36.02%	231	78.31%	139	47.12%	
Gender: Female	819	379	46.28%	306	80.74%	186	49.08%	
Age: Directly from High School (17-19 years old)	1601	653	40.79%	526	80.55%	318	48.70%	
Age: Age 25 and over	9	5	55.56%	3	60.00%	2	40.00%	
Age: Other (20-24 years old)	28	16	57.14%	8	50.00%	5	31.25%	
Age: Unknown	0	0	-	0	-	0	-	
Income: Received Pell Grant (at entry)	550	266	48.36%	200	75.19%	117	43.98%	

1. What is your year in school?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Freshman	39	0	0	0
2	Sophomore	0	41	0	0
3	Junior	0	0	64	0
4	Senior	0	0	0	83
	Total	39	41	64	83

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	2	3	4
Max Value	1	2	3	4
Mean	1.00	2.00	3.00	4.00
Variance	0.00	0.00	0.00	0.00
Standard Deviation	0.00	0.00	0.00	0.00
Total Responses	39	41	64	83

2. Have you officially declared your major?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Yes	35	41	62	81
2	No	4	0	2	2
	Total	39	41	64	83

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	2	1	2	2
Mean	1.10	1.00	1.03	1.02
Variance	0.09	0.00	0.03	0.02
Standard Deviation	0.31	0.00	0.18	0.15
Total Responses	39	41	64	83

3. Please indicate your level of agreement with each of the following statements.

Freshman					
#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I schedule a regular appointment with my advisor every semester.	28	8	2	0
2	When necessary, I cancel or reschedule my appointments with my advisor.	21	9	2	1
3	I prepare for my advising appointments with questions and/or topics to discuss.	21	14	1	1
4	I work with my advisor to define and develop clear and realistic academic goals.	17	15	5	1
5	I am open to developing and clarifying my personal interests, values and goals with my advisor.	21	11	3	2
6	I ask my advisor questions when I am unsure of topics that we have discussed or that I have read/heard.	25	11	0	2
7	I have used the campus services that my advisor recommended (e.g. tutoring, counseling center, writing center, financial aid, student organizations, etc.)	7	17	4	1
8	I get information from my advisor about my academic progress toward graduation.	15	17	2	3
Sophomore					
#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I schedule a regular appointment with my advisor every semester.	26	12	1	0
2	When necessary, I cancel or reschedule my appointments with my advisor.	18	15	0	1
3	I prepare for my advising appointments with questions and/or topics to discuss.	17	17	3	1
4	I work with my advisor to define and develop clear and realistic academic goals.	16	15	6	2
5	I am open to developing and clarifying my personal interests, values and goals with my advisor.	15	17	5	2
6	I ask my advisor questions when I am unsure of topics that we have discussed or that I have read/heard.	17	17	3	1

7	I have used the campus services that my advisor recommended (e.g. tutoring, counseling center, writing center, financial aid, student organizations, etc.)	10	17	9	2
8	I get information from my advisor about my academic progress toward graduation.	16	14	6	2

Junior

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I schedule a regular appointment with my advisor every semester.	41	14	1	4
2	When necessary, I cancel or reschedule my appointments with my advisor.	36	15	2	2
3	I prepare for my advising appointments with questions and/or topics to discuss.	30	25	4	3
4	I work with my advisor to define and develop clear and realistic academic goals.	33	23	2	3
5	I am open to developing and clarifying my personal interests, values and goals with my advisor.	35	24	0	2
6	I ask my advisor questions when I am unsure of topics that we have discussed or that I have read/heard.	41	18	1	2
7	I have used the campus services that my advisor recommended (e.g. tutoring, counseling center, writing center, financial aid, student organizations, etc.)	16	27	5	3
8	I get information from my advisor about my academic progress toward graduation.	40	14	3	4

Senior

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I schedule a regular appointment with my advisor every semester.	60	13	2	1
2	When necessary, I cancel or reschedule my appointments with my advisor.	48	18	2	1
3	I prepare for my advising appointments with questions and/or topics to discuss.	42	26	7	1
4	I work with my advisor to define and develop clear and realistic academic goals.	47	24	4	1
5	I am open to developing and clarifying my personal interests, values and goals with my advisor.	49	23	3	2
6	I ask my advisor questions when I am unsure of topics that we have discussed or that I have read/heard.	62	15	2	0
7	I have used the campus services that my advisor recommended (e.g. tutoring, counseling center, writing center, financial aid, student organizations, etc.)	36	21	9	2
8	I get information from my advisor about my academic progress toward graduation.	56	19	2	2

Freshman

Statistic	I schedule a regular appointment with my advisor every	When necessary, I cancel or reschedule my appointments with my	I prepare for my advising appointments with questions and/or topics	I work with my advisor to define and develop clear and realistic	I am open to developing and clarifying my personal interests, values and goals with my	I ask my advisor questions when I am unsure of topics that we have discussed or	I have used the campus services that my advisor recommended (e.g. tutoring, counseling center, writing center, financial aid, student	I get information from my advisor about my academic progress
	advisor.	advisor.	goals.	advisor.	that I have read/heard.	organizations, etc.)	graduation.	
Min Value	1	1	1	1	1	1	1	
Max Value	3	4	4	4	4	4	4	
Mean	1.32	1.48	1.51	1.74	1.62	1.97	1.81	
Variance	0.33	0.57	0.48	0.63	0.74	0.53	0.77	
Standard Deviation	0.57	0.76	0.69	0.79	0.86	0.73	0.88	
Total Responses	38	33	37	38	37	29	37	

Sophomore

Statistic	I schedule a regular appointment with my advisor every semester.	When necessary, I cancel or reschedule my appointments with my advisor.	I prepare for my advising appointments with questions and/or topics to discuss.	I work with my advisor to define and develop clear and realistic academic goals.	I am open to developing and clarifying my personal interests, values and goals with my advisor.	I ask my advisor questions when I am unsure of topics that we have discussed or that I have read/heard.	I have used the campus services that my advisor recommended (e.g. tutoring, counseling center, writing center, financial aid, student organizations, etc.)	I get information from my advisor about my academic progress toward graduation.
Min Value	1	1	1	1	1	1	1	
Max Value	3	4	4	4	4	4	4	
Mean	1.36	1.53	1.68	1.85	1.85	1.68	2.08	
Variance	0.29	0.44	0.55	0.77	0.71	0.55	0.72	
Standard Deviation	0.54	0.66	0.74	0.87	0.84	0.74	0.85	
Total Responses	39	34	38	39	39	38	38	

Junior								
Statistic	I schedule a regular appointment with my advisor every semester.	When necessary, I cancel or reschedule my appointments with my advisor.	I prepare for my advising appointments with questions and/or topics to discuss.	I work with my advisor to define and develop clear and realistic academic goals.	I am open to developing and clarifying my personal interests, values and goals with my advisor.	I ask my advisor questions when I am unsure of topics that we have discussed or that I have read/heard.	I have used the campus services that my advisor recommended (e.g. tutoring, counseling center, writing center, financial aid, student organizations, etc.)	I get information from my advisor about my academic progress toward graduation.
Min Value	1	1	1	1	1	1	1	1
Max Value	4	4	4	4	4	4	4	4
Mean	1.47	1.45	1.68	1.59	1.49	1.42	1.90	1.52
Variance	0.69	0.55	0.65	0.61	0.45	0.48	0.65	0.75
Standard Deviation	0.83	0.74	0.81	0.78	0.67	0.69	0.81	0.87
Total Responses	60	55	62	61	61	62	51	61
Senior								
Statistic	I schedule a regular appointment with my advisor every semester.	When necessary, I cancel or reschedule my appointments with my advisor.	I prepare for my advising appointments with questions and/or topics to discuss.	I work with my advisor to define and develop clear and realistic academic goals.	I am open to developing and clarifying my personal interests, values and goals with my advisor.	I ask my advisor questions when I am unsure of topics that we have discussed or that I have read/heard.	I have used the campus services that my advisor recommended (e.g. tutoring, counseling center, writing center, financial aid, student organizations, etc.)	I get information from my advisor about my academic progress toward graduation.
Min Value	1	1	1	1	1	1	1	1
Max Value	4	4	4	4	4	3	4	4
Mean	1.26	1.36	1.57	1.46	1.45	1.24	1.66	1.37
Variance	0.33	0.38	0.52	0.44	0.49	0.24	0.67	0.44
Standard Deviation	0.57	0.62	0.72	0.66	0.70	0.49	0.82	0.66
Total Responses	76	69	76	76	77	79	68	79

4. Please indicate your level of agreement with each of the following statements.

Freshman					
#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I understand the curriculum and graduation requirements.	17	14	3	0
2	I understand university and college policies and procedures.	18	12	4	0
3	I research college programs, policies and procedures when necessary (e.g. major/minor requirements, last day to drop or add a class, etc.)	20	10	4	0
4	I participate in university extracurricular activities (e.g. student organizations, volunteer opportunities, etc.)	14	11	6	3
5	I participate in extra academic opportunities (e.g. Study Abroad, Centennial Honor's College, internships, research, etc.)	10	8	12	4
6	I interpret and use the undergraduate catalog.	13	10	7	4
7	I understand and use my Western's Audit of Requirements for Degrees (WARD) report.	7	14	8	5
Sophomore					
#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I understand the curriculum and graduation requirements.	19	18	1	0
2	I understand university and college policies and procedures.	19	15	4	0
3	I research college programs, policies and procedures when necessary (e.g. major/minor requirements, last day to drop or add a class, etc.)	21	15	2	0
4	I participate in university extracurricular activities (e.g. student organizations, volunteer opportunities, etc.)	19	8	9	2
5	I participate in extra academic opportunities (e.g. Study Abroad, Centennial Honor's College, internships, research, etc.)	14	8	15	1
6	I interpret and use the undergraduate catalog.	10	16	12	0
7	I understand and use my Western's Audit of Requirements for Degrees (WARD) report.	9	17	8	4

Junior					
#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I understand the curriculum and graduation requirements.	44	15	2	1
2	I understand university and college policies and procedures.	35	21	3	2
3	I research college programs, policies and procedures when necessary (e.g. major/minor requirements, last day to drop or add a class, etc.)	35	22	2	2
4	I participate in university extracurricular activities (e.g. student organizations, volunteer opportunities, etc.)	25	18	13	5
5	I participate in extra academic opportunities (e.g. Study Abroad, Centennial Honor's College, internships, research, etc.)	17	10	25	9
6	I interpret and use the undergraduate catalog.	23	27	9	2
7	I understand and use my Western's Audit of Requirements for Degrees (WARD) report.	25	12	18	7

Senior					
#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I understand the curriculum and graduation requirements.	48	26	4	1
2	I understand university and college policies and procedures.	41	30	7	1
3	I research college programs, policies and procedures when necessary (e.g. major/minor requirements, last day to drop or add a class, etc.)	51	23	5	0
4	I participate in university extracurricular activities (e.g. student organizations, volunteer opportunities, etc.)	35	15	17	12
5	I participate in extra academic opportunities (e.g. Study Abroad, Centennial Honor's College, internships, research, etc.)	25	23	19	12
6	I interpret and use the undergraduate catalog.	25	29	18	7
7	I understand and use my Western's Audit of Requirements for Degrees (WARD) report.	37	23	11	8

Freshman							
Statistic	I understand the curriculum and graduation requirements.	I understand university and college policies and procedures.	I research college programs, policies and procedures when necessary (e.g. major/minor requirements, last day to drop or add a class, etc.)	I participate in university extracurricular activities (e.g. student organizations, volunteer opportunities, etc.)	I participate in extra academic opportunities (e.g. Study Abroad, Centennial Honor's College, internships, research, etc.)	I interpret and use the undergraduate catalog.	I understand and use my Western's Audit of Requirements for Degrees (WARD) report.
Min Value	1	1	1	1	1	1	1
Max Value	3	3	3	4	4	4	4
Mean	1.59	1.59	1.53	1.94	2.29	2.06	2.32
Variance	0.43	0.49	0.50	0.97	1.06	1.09	0.95
Standard Deviation	0.66	0.70	0.71	0.98	1.03	1.04	0.98
Total Responses	34	34	34	34	34	34	34

Sophomore							
Statistic	I understand the curriculum and graduation requirements.	I understand university and college policies and procedures.	I research college programs, policies and procedures when necessary (e.g. major/minor requirements, last day to drop or add a class, etc.)	I participate in university extracurricular activities (e.g. student organizations, volunteer opportunities, etc.)	I participate in extra academic opportunities (e.g. Study Abroad, Centennial Honor's College, internships, research, etc.)	I interpret and use the undergraduate catalog.	I understand and use my Western's Audit of Requirements for Degrees (WARD) report.
Min Value	1	1	1	1	1	1	1
Max Value	3	3	3	4	4	3	4
Mean	1.53	1.61	1.50	1.84	2.08	2.05	2.18
Variance	0.31	0.46	0.36	0.95	0.89	0.59	0.86
Standard Deviation	0.56	0.68	0.60	0.97	0.94	0.77	0.93
Total Responses	38	38	38	38	38	38	38

Junior

Statistic	I understand the curriculum and graduation requirements.	I understand university and college policies and procedures.	I research college programs, policies and procedures when necessary (e.g. major/minor requirements, last day to drop or add a class, etc.)	I participate in university extracurricular activities (e.g. student organizations, volunteer opportunities, etc.)	I participate in extra academic opportunities (e.g. Study Abroad, Centennial Honor's College, internships, research, etc.)	I interpret and use the undergraduate catalog.	I understand and use my Western's Audit of Requirements for Degrees (WARD) report.
Min Value	1	1	1	1	1	1	1
Max Value	4	4	4	4	4	4	4
Mean	1.35	1.54	1.52	1.97	2.43	1.84	2.11
Variance	0.40	0.55	0.52	0.97	1.12	0.64	1.15
Standard Deviation	0.63	0.74	0.72	0.98	1.06	0.80	1.07
Total Responses	62	61	61	61	61	61	62

Senior

Statistic	I understand the curriculum and graduation requirements.	I understand university and college policies and procedures.	I research college programs, policies and procedures when necessary (e.g. major/minor requirements, last day to drop or add a class, etc.)	I participate in university extracurricular activities (e.g. student organizations, volunteer opportunities, etc.)	I participate in extra academic opportunities (e.g. Study Abroad, Centennial Honor's College, internships, research, etc.)	I interpret and use the undergraduate catalog.	I understand and use my Western's Audit of Requirements for Degrees (WARD) report.
Min Value	1	1	1	1	1	1	1
Max Value	4	4	3	4	4	4	4
Mean	1.47	1.59	1.42	2.08	2.23	2.09	1.87
Variance	0.43	0.50	0.37	1.28	1.13	0.90	1.01
Standard Deviation	0.66	0.71	0.61	1.13	1.06	0.95	1.00
Total Responses	79	79	79	79	79	79	79

5. Please answer the following statements.

Freshman			
#	Question	Yes	No
1	I know the names of all my professors/instructors.	31	1
2	I have met with my professors/instructors during their office hours when needed.	25	7
3	I feel comfortable contacting my professor/instructor outside of class.	31	1
4	I have contacted my professors/instructors outside of class (e.g. email, phone, Facebook, Western Online, etc.).	29	3
5	I accept responsibility for my decisions and actions (or inactions) that affect my educational progress and goals.	32	0
6	I know how to use STARS to register for classes.	32	0
7	I keep track of my grades in each class every semester.	32	0
8	I use a paper or electronic planner to keep track of important class assignments, tests and projects.	27	5
9	I can find my advisor's information on STARS.	24	8
Sophomore			
#	Question	Yes	No
1	I know the names of all my professors/instructors.	34	4
2	I have met with my professors/instructors during their office hours when needed.	30	8
3	I feel comfortable contacting my professor/instructor outside of class.	32	6
4	I have contacted my professors/instructors outside of class (e.g. email, phone, Facebook, Western Online, etc.).	36	2
5	I accept responsibility for my decisions and actions (or inactions) that affect my educational progress and goals.	37	1
6	I know how to use STARS to register for classes.	38	0
7	I keep track of my grades in each class every semester.	34	4
8	I use a paper or electronic planner to keep track of important class assignments, tests and projects.	34	4
9	I can find my advisor's information on STARS.	33	5
Junior			
#	Question	Yes	No
1	I know the names of all my professors/instructors.	59	2
2	I have met with my professors/instructors during their office hours when needed.	51	10
3	I feel comfortable contacting my professor/instructor outside of class.	59	3
4	I have contacted my professors/instructors outside of class (e.g. email, phone, Facebook, Western Online, etc.).	59	3
5	I accept responsibility for my decisions and actions (or inactions) that affect my educational progress and goals.	62	0
6	I know how to use STARS to register for classes.	61	1

7	I keep track of my grades in each class every semester.	60	2
8	I use a paper or electronic planner to keep track of important class assignments, tests and projects.	51	11
9	I can find my advisor's information on STARS.	59	3
Senior			
#	Question	Yes	No
1	I know the names of all my professors/instructors.	77	2
2	I have met with my professors/instructors during their office hours when needed.	65	14
3	I feel comfortable contacting my professor/instructor outside of class.	74	4
4	I have contacted my professors/instructors outside of class (e.g. email, phone, Facebook, Western Online, etc.).	75	4
5	I accept responsibility for my decisions and actions (or inactions) that affect my educational progress and goals.	76	3
6	I know how to use STARS to register for classes.	79	0
7	I keep track of my grades in each class every semester.	76	3
8	I use a paper or electronic planner to keep track of important class assignments, tests and projects.	70	9
9	I can find my advisor's information on STARS.	70	9

Freshman									
Statistic	I know the names of all my professors/instructors.	I have met with my professors/instructors during their office hours when needed.	I feel comfortable contacting my professor/instructor outside of class.	I have contacted my professors/instructors outside of class (e.g. email, phone, Facebook, Western Online, etc.).	I accept responsibility for my decisions and actions (or inactions) that affect my educational progress and goals.	I know how to use STARS to register for classes.	I keep track of my grades in each class every semester.	I use a paper or electronic planner to keep track of important class assignments, tests and projects.	I can find my advisor's information on STARS.
Min Value	1	1	1	1	1	1	1	1	1
Max Value	2	2	2	2	1	1	1	2	2
Mean	1.03	1.22	1.03	1.09	1.00	1.00	1.00	1.16	1.25
Variance	0.03	0.18	0.03	0.09	0.00	0.00	0.00	0.14	0.19
Standard Deviation	0.18	0.42	0.18	0.30	0.00	0.00	0.00	0.37	0.44
Total Responses	32	32	32	32	32	32	32	32	32

Sophomore									
Statistic	I know the names of all my professors/instructors.	professors/instructors during their office hours when needed.	contacting my professor/instructor outside of class.	I have contacted my outside of class (e.g. email, phone, Facebook, Western Online, etc.).	I accept responsibility for my decisions and actions (or inactions) that affect my educational progress and goals.	I know how to use STARS to register for classes.	I keep track of my grades in each class every semester.	I use a paper or electronic planner to keep track of important class assignments, tests and projects.	I can find my advisor's information on STARS.
Min Value	1	1	1	1	1	1	1	1	1
Max Value	2	2	2	2	2	1	2	2	2
Mean	1.11	1.21	1.16	1.05	1.03	1.00	1.11	1.11	1.13
Variance	0.10	0.17	0.14	0.05	0.03	0.00	0.10	0.10	0.12
Standard Deviation	0.31	0.41	0.37	0.23	0.16	0.00	0.31	0.31	0.34
Total Responses	38	38	38	38	38	38	38	38	38

Junior									
Statistic	I know the names of all my professors/instructors.	I have met with my professors/instructors during their office hours when needed.	I feel comfortable contacting my professor/instructor outside of class.	I have contacted my professors/instructors outside of class (e.g. email, phone, Facebook, Western Online, etc.).	I accept responsibility for my decisions and actions (or inactions) that affect my educational progress and goals.	I know how to use STARS to register for classes.	I keep track of my grades in each class every semester.	I use a paper or electronic planner to keep track of important class assignments, tests and projects.	I can find my advisor's information on STARS.
Min Value	1	1	1	1	1	1	1	1	1
Max Value	2	2	2	2	1	2	2	2	2
Mean	1.03	1.16	1.05	1.05	1.00	1.02	1.03	1.18	1.05
Variance	0.03	0.14	0.05	0.05	0.00	0.02	0.03	0.15	0.05
Standard Deviation	0.18	0.37	0.22	0.22	0.00	0.13	0.18	0.39	0.22
Total Responses	61	61	62	62	62	62	62	62	62

Senior

Statistic	I know the names of all my professors/instructors.	I have met with my professors/instructors during their office hours when needed.	I feel comfortable contacting my professor/instructor outside of class.	I have contacted my professors/instructors outside of class (e.g. email, phone, Facebook, Western Online, etc.).	I accept responsibility for my decisions and actions (or inactions) that affect my educational progress and goals.	I know how to use STARS to register for classes.	I keep track of my grades in each class every semester.	I use a paper or electronic planner to keep track of important class assignments, tests and projects.	I can find my advisor's information on STARS.
Min Value	1	1	1	1	1	1	1	1	1
Max Value	2	2	2	2	2	1	2	2	2
Mean	1.03	1.18	1.05	1.05	1.04	1.00	1.04	1.11	1.11
Variance	0.02	0.15	0.05	0.05	0.04	0.00	0.04	0.10	0.10
Standard Deviation	0.16	0.38	0.22	0.22	0.19	0.00	0.19	0.32	0.32
Total Responses	79	79	78	79	79	79	79	79	79

6. I know where to find information about tutoring

#	Answer	Freshman	Sophomore	Junior	Senior
1	Yes	22	31	48	58
2	No	10	7	14	21
	Total	32	38	62	79

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	2	2	2	2
Mean	1.31	1.18	1.23	1.27
Variance	0.22	0.15	0.18	0.20
Standard Deviation	0.47	0.39	0.42	0.44
Total Responses	32	38	62	79

7. Where did you hear about tutoring?

#	Answer	Freshman	Sophomore	Junior	Senior
1	My advisor	16	20	24	24
2	My professor	15	19	26	29
3	A friend	7	5	13	11
4	Bulletin board	7	10	14	26
5	Tele-STARS	1	1	9	13
6	Facebook/Twitter	0	0	1	0
7	Tutoring website	0	0	1	6
8	Other. (Please specify)	1	5	3	9
	Total	47	60	91	118

Freshman
Other. (Please specify)
Also just seeing it in Memorial Hall.
Sophomore
Other. (Please specify)
sorority education chair
Sorority Vice President
Basketball team
My advisor
My swim coach
Junior
Other. (Please specify)
DRC
I was a math tutor
coach
Senior
Other (Please specify)
library
email
wiu website
Email
Uuniversity counseling center
search engine on western homepage
I was a Resident Assistant so we were told about such resources.
I tutor
wiu website

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	8	8	8	8
Total Responses	22	31	46	58

8. Did you find the tutoring services helpful?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Yes	15	20	28	24
2	No	6	9	15	31
	Total	21	29	43	55

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	2	2	2	2
Mean	1.29	1.31	1.35	1.56
Variance	0.21	0.22	0.23	0.25
Standard Deviation	0.46	0.47	0.48	0.50
Total Responses	21	29	43	55

9. Please explain why the tutoring services were or were not helpful to you below.

Freshman

Text Response

I feel that they are there to help you. I personally never used it though they helped me understand the material in a way other than the prof. explained it I always leave my tutoring session with a better understanding of the material. They were helpful because not only did were the tutors patient with me but also helped explain everything I did not understand step by step. And if I had more questions they would stay a little longer and help me until I understood everything I was confused about. The tutoring service was helpful because I received a better understanding of what even course I was taking at that time. Haven't used them. Tutoring helped me get a step up on my test and homework I havent attended but the offer extra help and insight on topics students seek assistance in. the tutoring services were pretty helpful especially around exam time for math they are helpful because they really take time to help you with whatever you need. I did not find the tutoring services helpful only because I have not been to any but I am sure they would do a great job in helping me if I needed the help. :)

Sophomore

Text Response

I went in for accounting and economics and they answered every question I had very clearly. i used them for my math 128 class but i wish more were offered for higher up math classes I have not used the tutoring services. I haven't used them answered my questions I have never used the tutoring services on this campus. They helped with many questions I had people were nice and understanding I'd rather study on my known, I know myself and my studying technique better than a tutoring aid I've never used them. I'm only putting no because I have never used these services before. I am sure they would be very helpful to me if/ when I need them. I haven't actually used them yet. I haven't used them. They explain in detail They are helpful because as a college student, those are steps for the future. I often go to the BAC and the chemistry help center. I appreciated their hours and usually understand my homework/projects after visiting there. When I do go to tutoring they actually help you research and find things. They Guide you into the right track. It helped me understand course material by giving me a different view on topics. I did not go to tutoring, I just know where they are located. I was struggling in math and went to a tutor and finished the class with the grade I wanted. Have not used, not needed.

Junior

Text Response

Used the writing center. I don't know if that counts as tutoring, but was helpful to get someone who could read my work. Math able to explain in a different way then my professor making it easier to understand-099 Math tutoring helped me get my homework completed and I understood it more. Chemistry tutoring usually only confuses me more. I personally have never needed tutoring, but I think it is a great service students should have access to. I have not needed to use tutoring services. Last year I used the math tutor lab to help me with my calc homework. They were so helpful and helped me make it through that class without ruining my GPA Never needed the service They helped with homework I don't use it so I wouldn't know, therefore I put no. I do know that if I did need help, I would know where to go and would probably find it very beneficial. Never needed it. I have used the math tutor for every single one of my math classes here at western. I really find it helpful to have help when i need it. I have not yet made use of the tutoring services, but I plan to in the near future. The peace of mind of knowing that they are easily available and there if needed.

I have heard good thing about the tutoring although I have never used it before.

The tutoring services gave me a chance to learn from someone outside of my class and gain extra help in understanding the material I was unsure about to begin with.

Know about it but did not use.

they went over my paper and helped make corrections = better grade

It gives you the chance to get extra help and not feel like your bothering anyone

never used them

I have never used them.

Usually they are helpful, but last week I went to the writing center. I needed help brainstorming and using google scholar I had some information but needed more. I was having a hard time getting the information I needed. They wanted me to buy the information. I wanted to work with a tutor I had before named [REDACTED]. I knew she was available my friend had just cancel her appointment with her. But she said she will only work with new people that she haven't helped with research before she helped me with my paper but we have never did any research. I felt like she thought I wanted her to do my work. I always come with my papers completely written and typed. I only brainstormed once and it was not with her, plus she said that this other tutor was next in the rotation but she was not even there yet. It was a ten minute wait before she got there and then she was seven minutes late. I waited a total of seventeen minutes for her and [REDACTED] was sitting there the whole time. She wasn't even working with anyone. I felt really rejected, I was just tested for a learning disability over spring break and found out I have one. I have been very depressed about this new information but I have been trying my best to think positive and do my best in class. These services have helped me in the past but to be truthful I will not be going back to the writing center because of the rejection.

Didn't use them

helped clarify lecture material

The tutors are always there to help. I have used them for writing papers. I

don't use them so I wouldn't know.. I'm sure they are though

They have taken the same class, I have had friends tell me they were told the wrong answers to homework though. I

never had to use them

The tutors were very knowledgeable.

They were helpful because they taught me things that i didn't understand. i

did not use them this semester

Make it a ton easier to understand the material during a one-on-one session

Senior

Text Response

don't use it

a different view on how a solution was worked opened up a new way to do the same problem. Sometimes a professor can be unclear or hurried when explaining how to do a problem and the tutoring is more one on one with no rush. And another persons explanation may differ from the instructors and be more clear... as in my case.

Helped me with math.

it helped me understand material that was confusing i

did not use them

I haven't needed them

Did not use them

I do not use tutoring services.

I have not used them

Did not need tutoring. I actually wanted to become a tutor, but the CBT does not offer a tutoring program and the school will only allow graduate student to be tutors. I

didn't go

it helped with studying habits

I did not use the services

I found it helpful but I couldn't attend more than one week due to schedule conflicts. I

did not use them

Never needed tutoring, so I've never been.

The services are helpful but I never used them.

I have personally tutored students in my major.

Nice people willing to help students learn difficult information.

I haven't used tutoring services yet.

N/A

Some services help and some not it varies I once went into a lab where a tutor was hired and found it more beneficial to hire my own tutor. The lab tutor did not have a hood background in the course I was in. I find this especially in upper level such as 300s

My most difficult subject was science. The biology department had open lab hours for students to come in and ask graduate students questions. I found this to be very helpful in understanding the material better.

I am not a student on campus.

Depends on the tutor i unved help in some upper level courses which is not easy to find

I never used the service, I had only heard about it.

There are none available at my level of classwork

n/a

I knew where to find them. I did not use them though

Have not used tutoring services before at WIU.

I don't really use them, also times are not defined in a clear manner on billboards. I'm sure they are online, however

I have never gone to one

i have never been to them so i wouldnt know.

Writing center.

I never used these services.

I never used the tutoring services so I do not know how helpful they are.

Did not need to use them

I found when I needed math and science help, everyone involved with tutoring were nice and explained several ways to solve the problems. I felt I did better on my exams and raised my grades in both classes.

The hours don't usually work well for me.

I tutor others. It is helpful for them to understand the math and physics needed for the major

Haven't found the need to use them

Did not use, but it was useful knowing they were available.

did not use these services

I never used tutoring, therefore, my answer is no to the question on whether or not they are helpful.

Statistic	Freshman	Sophomore	Junior	Senior
Total Responses	11	21	31	44

10. I find the early warning grade system beneficial

#	Answer	Freshman	Sophomore	Junior	Senior
1	Yes	26	30	53	61
2	No	6	8	7	18
	Total	32	38	60	79

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	2	2	2	2
Mean	1.19	1.21	1.12	1.23
Variance	0.16	0.17	0.10	0.18
Standard Deviation	0.40	0.41	0.32	0.42
Total Responses	32	38	60	79

11. What type of action(s) do you take?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Withdraw from class	4	10	14	25
2	Talk to professor	19	29	44	50
3	Go to tutoring	7	10	15	13
4	Join study group	6	9	14	18
5	See my advisor	17	22	30	32
6	Go to University Counseling Center study skills seminars	2	2	0	3
7	Get advice from family member or friend	18	18	32	30
8	Nothing	3	2	4	3
9	Other. (Please specify)	0	2	2	10
	Total	76	104	155	184

Freshman	
Other. (Please specify)	
Sophomore	
Other. (Please specify)	
Sorority Study Hours	
I attend review sessions as often as possible.	
Junior	
Other. (Please specify)	
I haven't gotten to that point yet.	
I've never gotten an early grade warning.	
Senior	
Other. (Please specify)	
check my GPA on http://www.back2college.com/allthingsgpa.htm so I don't fall behind. I	
like to know where I stand and at this point in time I haven't had to do anything.	
I do just fine on my own and get good grade, i have no need for tutoring	
NEVER GIVE UP!!!	
Got a D or an F? Get that ass movin'!	
have a group of friends/classmates we all keep each other on track.	
work harder in the clas, put more time in.	
Have not received an academic notice, so no action was required.	
My grades are fine so I have no need to do anything. Just my check to make sure I agree with the instructor	
There is no tutoring for upper classes in my major.	

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	8	9	9	9
Total Responses	26	30	53	59

12. Why do you find or not find the early warning grade system beneficial?

Freshman
Text Response
It lets me know where I am rather than me worrying what my grade is the whole semester. I find it helpful because I can get help right away when I need it.
i did not need it so I did not use it
Most professors don't use it the right way.
It lets me know how I am progressing with my grades.
I find it beneficial because it tells me where I am standing in regards to classes.
It only tells me if I am above a C it does not say how far above
n/a
I find the early warning grade system beneficial because it lets me know where I am in my classes. The only thing I do not like about it is instead of actually showing my grade I can only see if I am passing or if I am failing.
It allows you to decide if you can fix your grade in time or if you need to drop the class
I find the early warning grades system beneficial because it gives the students the knowledge on whats going on with them academically as well as the students should receive the thought of improvement and determination.
It doesn't actually display a grade..
It shows the progress made so far and what needs to be done early so that students can get on track early
It gives me a heads up of where i stand in the class
It lets you know if you need to try harder or actually start attending class Because
e I'am then aware of were I stand and where I need to improve as well. It lets m
e know where i stand and if i need to seek help.
the early warning system shows me where i stand academically and where i need to improve
No actual grades..
I wish it showed the actual letter grade.
I find it beneficial because it tells you early if you are passing a class or not.
Some class grades are not easy to find and calculate, so if I were doing badly I would like to know.
It is good to know what your grade is and whether you should drop the class or not.
I can see how it would be beneficial for students who are in a crucial part of their acedemic career at Western, such as failing students trying to pass. For me, however, I track my grades down to single points and calculate them reguarly, and my grades are where I want them. In all, I don't really use it, however, it is helpful for others, so I am glad Western offers that service.
I find the early warning grade system beneficial because it warns me of where I am and how I am doing. I rather know head of time where my grades are than to wait until it is either too late or almost too late to try and earn a better grade.
If you don't regularly check your grades, the early warning grade let's you know that it's time to work harder to raise your grade.
Sophomore
Text Response
I have never had to have a the warning grade, so it does nothing for me.
since sometimes i'm not completely sure of my grade in the class.
By the time early warning grades come out, sometimes it is too late to raise the bad grade. I feel as though teachers and professors should keep a student updated once every three weeks with a specific letter grade.
Because I do not maintain low grades so it is unnecessary for me to need the system.
I know if im passing or not. I do wish i could actually see my grades even if I am doing well instead of just seeing * in the grade spots. I
know where I stand and how to improve
I do indeed like seeing a report of early warning grade, but It would be more useful if they came out like as soon as it gets below. I
have never recieved a grade low enough to get the early warning
I have never receive an early warning grade.
I would just like to see all my grades instead of c- or below
I can drop if I'm likely to not pass.
I find it beneficial so I know which classes to work harder in and get my grades up.
it lets you know how you are doing in that class
Makes me nervous and scared if I have one that I can't get it better.
It could tell you that you are doing bad when you think you are doing good.
It gives students a fair warning about their grades because many teachers don't give grades in classes until finals. Some teachers don't even have a Western Online account to see what your grade is.
I think it is a good way for students to stay on top of things and let us know if there are classes we need to focus on more.
It gives you time to find a tutor, or to withdraw from class if you think you'll need to.

Because the instructors for the classes that I am worried about do not ever submit a midterm grade. I would prefer a midterm letter grade that all instructors have to submit so that I can take stock of where I am at the midterm and judge which classes I need to spend more time on.

It lets me know I am doing well.

Helps me stay on track or what needs to be done extra to pass my classes for example if I need to go to tutoring

It's beneficial in letting you know where you stand in each class.

it allows me to track where i am in my classes

I have never had to use the early warning grade system.

It is beneficial because it gives you an understanding of where you are at in the class so you can get help before it is too late. I

find it to be very beneficial.

I find them beneficial for the students who do not realize that they are failing. However, I think we should get midterm grades whether they are below a "C" or not, this way we all know exactly what we are receiving if we would like to work harder to make a "B" or "A".

I find it beneficial because it lets you know ahead of time to get your stuff together or you will fail. I love the heads up notice

If I am unaware that I am not doing well in a class, it gives me warning and time to get help and bring my grade up.

I like knowing where I stand on all of my classes since many professors do not use Western Online, or are slow to update grades.

Junior

Text Response

Lets us know where we are at

warnings are a little late to fix grades.

Some classes don't report anything and sometimes it's a class I most worry about. I like it because if I'm getting an F or D I can go and be able to talk to my professor about my grade

I find it useful because some people don't keep track of their grades. And even if they did, it's good for motivation.

I have never had one personally but I know that it helps other students to either drop the class if they will not pass with the time left or it helps them realize they need to start working harder. Especially for our program anything under 80% is failing so it's very crucial to get to know where you are. The only reason it would not be beneficial is because we know our grades all the time they should already know they are not doing well but maybe it takes getting that early warning grade and seeing the professor that changes the outcome.

I think it's beneficial because it warns students to realize where they stand in the class, yet still allows them enough time to possibly improve their grade. It

lets me know that I am doing well in my classes. That being said, because I get good grades I do not know how well I am doing.

They only tell if you have a bad grade and at least half of my teachers don't turn them in, I assume this is because their TA's cannot access this like they can with western online

It's good to know where things stand mid-term, but it has never been a problem for me.

chance to withdraw from class before it affects gpa

I would prefer if an actual grade was shown instead of a *

I find it beneficial because if you are getting a lower grade, it gives you the time needed to work harder or talk to your professor about what is going on and how to higher your grade.

To know my progress ahead of time

It helps you to know where you are sitting in the class and gives you more options.

Tells you about your grade

I have never had to worry about my grades because I am a disciplined student. It is nice where to know what my grade is at midterms though to make a final push before finals.

never needed it.

It lets me know if I need to drop or put more effort towards a class.

I find the early warning grade system beneficial because it lets me know where I'm at in the class and how much I need to improve my studying and so on. I

try not to depend on that system. I try hard to strive above it.

To inform me if I'm on track or not.

Nice to know.

I think it's a good idea. I've never had to use it.

I have never used it/been notified.

I find the early warning grades beneficial for the simple fact that the program does just that; gives me an early warning that my grades are not up to par and I should be looking for help.

i have only ever had one out five or six teacher ever enter in early warning grades each semester

It lets you know where your grade stands in the class and gives you a chance to improve it if you need too.

lets people know when their grades are bad before its too late

Because I do so well, that I never realized there was an early warning grade system.

It is beneficial to find out what your progress is, so you know which areas you need to work harder in.

Let me know what grades I am getting

Lets me know if I need to work harder

Helps you know where you stand with failing a class and being put on academic probation.

I always like to know my grades and a lot of professors do not know my grade until they have to for the early warning system.

It allows you to take the necessary steps to improve your grade to where you want it to be by the end of the semester

It informs me if my grade is not what I was expecting it to be.

Most of the time my music professors do not post early warning grades, so it is worthless to me because I don't know my grade in the first place. Because

in this way I know if a class needs to be dropped or if I'm still within reach to pass. It informs me to ask my teacher what I can do to get my grades up. I like the early warnings because I know where I stand in the class.

I wish I would actually know my grade. I think telling students if they are above a C is helpful, but my actual grade would be better.

My professors do not use Western Online. It is hard for me to view my progress in my classes when there is little formalization with grades. I never have grades low enough to need a warning.

They are beneficial because it lets students know they need to step it up. Some teachers do not tell you your grade before it's too late. I hate however, that it is just for C instead of other grades.

It is early enough in the semester for someone to fix their grades.

It lets me know if I need to work harder.

Although I do keep track of my grades in each class every semester, I sometimes find that I may be off on some calculations and it helps figure out what I need to do in the class to get my grades up.

I've never really used it

it lets me know I have fallen behind in a class and I either need to save my grade or drop the class

Helps you know if you need to see a tutor or not

It helps me prioritize my efforts in my classes for the remainder of semester.

Senior

Text Response

lets me know where I stand in the class

if I am doing poorly it keeps me on track and lets me know I need to buckle down or drop.

It helps me track my grade.

It lets you know whether you need to drop the class or not.

I find the early warning system beneficial because that lets me know where I am at and what I need to do to bring my grades up.

helps student know what classes they need to improve in or withdraw from

Helped me determine to cut my losses.

I guess I would assume it's beneficial. I can't really say either way whether it is beneficial or not because I've never received an early warning grade.

See above.

because I kind of get an idea of how much harder I have to work. but I wish I had actual letter grades posted instead of the * or n/a

It lets you know where you stand especially in classes that don't use Western Online

It helps me see what classes I need to improve on

It would be extremely helpful if I know what my grade was other than just a C or better

It lets me know if I should drop or not

It allows me to know if my work ethic is working or if I have to bump it up a step

Very helpful to those students who may be struggling and not aware.

I think it is important to know where I stand in a class before finals week.

I like knowing my grades. I wish they had a system where you could check your grades whenever you want and they would be updated and accurate so I could figure out how hard I needed to work throughout the semester to keep grades up.

It's good to know if you're struggling and if you need to talk to your professor.

It shows me where I am at and if I need to work harder in my classes

Most teachers do not turn in grades for the early warning grades. I always have grades above the C-, so even if I look at the early warning grades and the teachers have turned grades in, it's not very informative.

I think it's a great way to students to stay aware of where they sit in the class.

It was nice to know where I stood academically. I knew how hard I needed to push myself in the second half of the semester. It also allowed time for me to meet with my professors to discuss current grades.

I do not receive grades that are low enough to receive a warning

Not applicable, I have never needed it nor do I anticipate ever needing it.

Never received an early warning.

Not all teachers participate. Doesn't help if you know there are still a lot of points left in the class.

It informs people about their grades and gives them time to improve upon them before the semester is over.

It lets me know if I need to pick up the slack or not. I know if I do not receive any, I am at average grades at least.

N/A

I find the early grade system useful because it keeps me in track of what my grade situation is. At times I can get so wrapped up in homework and studying, that I forget to see what my grades are. To have the early grade system send me an email, I can properly keep track of my grades throughout the semester.

I guess it would be beneficial, just have not gotten one.....not sure where it goes when you send one.....

It allows me to determine whether or not it would be a good idea to withdraw from classes that I am not doing so well in.

It is frequently full of incomplete data.

I find it helpful because it allows me to always know how I am doing in certain classes. Depending on the class or professor they are not always up to date with their grades

so as a student you can sometimes be left in the dark. The early warning grade is also beneficial because it can give you that little spark you need to get back on track if you see your grade is starting to slip.

The professors do not post actual grades. Just because you are passing does not mean we don't care what our grade is. If I am running a borderline B, it would be nice to know so I can step it up.

It helps me know how I am doing in the class

I guess I never realized that there was a system for letting people know that their grades were less than desirable because I've never had a grade below an A.

n/a

Most teachers do not actually enter grades into it.

I think it's a good tool to warn people to drop classes before it is too late. However, I have never received an early warning grade.

Many teachers don't bother to use the system

I'm not sure what it is.

Haven't had an early warning grade sent out to me yet.

Lets me know when I need to get my shit together. It sucks by not telling me if I have an A or a B

because then I know for sure where I stand, before it gets too late.

I would rather have a midterm grade announcement so I know exactly what my grades are at that point

it lets me know where I need to be putting more of my time in.

I've never had an early warning grade before so I personally have no experience with it.

Lets me know where I stand in case action needs to be taken in class that don't post grades online.

Beneficial: In case you don't keep track of your own grades; If your professor doesn't communicate how you're doing; In case there has been some sort of clerical error. It is given to us early enough in the semester so that we could bring our grades up and pass our classes.

I like knowing my grades, I wish we could check them everyday

I found it most useful because it allows time to raise my grades if needed.

no because the star could mean A B or C so that isn't helpful and some teachers do not even use it.

It is beneficial if your grade is close to being in danger. It is not as helpful to me because my grade has not fallen that far. I

don't get poor enough grades to warrant an early warning system.

I think it is beneficial to help students monitor their progress or lack of progress and it gives them an opportunity to seek out help before it is too late. I

already know how I am doing.

I keep very close track of where I am academically. A second "entity" helping me keep track is very beneficial.

The grades are never posted.

Statistic	Freshman	Sophomore	Junior	Senior
Total Responses	26	30	50	61

13. Currently, the early warning system alerts you if you have a C- or below in a class. Would you prefer a midterm letter grade for your classes, such as A, A-, B+, B, B-, etc?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Yes	30	33	54	68
2	No	2	5	6	9
	Total	32	38	60	77

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	2	2	2	2
Mean	1.06	1.13	1.10	1.12
Variance	0.06	0.12	0.09	0.10
Standard Deviation	0.25	0.34	0.30	0.32
Total Responses	32	38	60	77

14. Which university catalog format do you prefer?

#	Answer	Freshman	Sophomore	Junior	Senior
1	I prefer the online catalog format	3	10	17	30
2	I prefer the paper/book catalog format	5	4	11	10
3	What is the university catalog?	10	8	1	4
4	I like having both online and paper	12	16	29	32
5	I do not use either online or paper	2	0	1	1
	Total	32	38	59	77

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	5	4	5	5
Mean	3.16	2.79	2.76	2.53
Variance	1.17	1.58	1.87	1.96
Standard Deviation	1.08	1.26	1.37	1.40
Total Responses	32	38	59	77

15. WIU is anticipating the launch of a new app for smartphones and tablets that provides you with interactive information about tutoring times and locations. Would you use this free app?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Yes	30	27	37	51
2	No	2	11	23	26
	Total	32	38	60	77

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	2	2	2	2
Mean	1.06	1.29	1.38	1.34
Variance	0.06	0.21	0.24	0.23
Standard Deviation	0.25	0.46	0.49	0.48
Total Responses	32	38	60	77

16. Please indicate your level of agreement with each of the following statements.

Freshman					
#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I find it difficult to manage my time.	2	5	19	6
2	I find it difficult to explore different careers.	3	7	18	4
3	I wait until the last minute to complete tasks.	5	11	12	4
4	I find it difficult to take notes effectively.	1	4	21	6
5	I find it difficult to use study skills.	2	8	16	6
6	I find it difficult to take tests.	2	10	16	4
Sophomore					
#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I find it difficult to manage my time.	4	11	17	6
2	I find it difficult to explore different careers.	4	11	21	2
3	I wait until the last minute to complete tasks.	4	14	17	3
4	I find it difficult to take notes effectively.	3	4	27	4
5	I find it difficult to use study skills.	4	7	23	4
6	I find it difficult to take tests.	3	10	18	7
Junior					
#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I find it difficult to manage my time.	3	23	28	5
2	I find it difficult to explore different careers.	5	18	29	7
3	I wait until the last minute to complete tasks.	6	23	20	10
4	I find it difficult to take notes effectively.	5	4	35	15
5	I find it difficult to use study skills.	3	14	33	9
6	I find it difficult to take tests.	8	15	25	11
Senior					
#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I find it difficult to manage my time.	4	16	34	22
2	I find it difficult to explore different careers.	6	24	24	21
3	I wait until the last minute to complete tasks.	6	28	25	17
4	I find it difficult to take notes effectively.	2	10	37	27
5	I find it difficult to use study skills.	4	17	32	23
6	I find it difficult to take tests.	8	16	31	21

Freshman						
Statistic	I find it difficult to manage my time.	I find it difficult to explore different careers.	I wait until the last minute to complete tasks.	I find it difficult to take notes effectively.	I find it difficult to use study skills.	I find it difficult to take tests.
Min Value	1	1	1	1	1	1
Max Value	4	4	4	4	4	4
Mean	2.91	2.72	2.47	3.00	2.81	2.69
Variance	0.60	0.66	0.84	0.45	0.67	0.61
Standard Deviation	0.78	0.81	0.92	0.67	0.82	0.78
Total Responses	32	32	32	32	32	32
Sophomore						
Statistic	I find it difficult to manage my time.	I find it difficult to explore different careers.	I wait until the last minute to complete tasks.	I find it difficult to take notes effectively.	I find it difficult to use study skills.	I find it difficult to take tests.
Min Value	1	1	1	1	1	1
Max Value	4	4	4	4	4	4
Mean	2.66	2.55	2.50	2.84	2.71	2.76
Variance	0.77	0.58	0.64	0.51	0.64	0.73
Standard Deviation	0.88	0.76	0.80	0.72	0.80	0.85

Total Responses	38	38	38	38	38	38
Junior						
Statistic	I find it difficult to manage my time.	I find it difficult to explore different careers.	I wait until the last minute to complete tasks.	I find it difficult to take notes effectively.	I find it difficult to use study skills.	I find it difficult to take tests.
Min Value	1	1	1	1	1	1
Max Value	4	4	4	4	4	4
Mean	2.59	2.64	2.58	3.02	2.81	2.66
Variance	0.52	0.65	0.80	0.67	0.57	0.88
Standard Deviation	0.72	0.80	0.89	0.82	0.75	0.94
Total Responses	59	59	59	59	59	59
Senior						
Statistic	I find it difficult to manage my time.	I find it difficult to explore different careers.	I wait until the last minute to complete tasks.	I find it difficult to take notes effectively.	I find it difficult to use study skills.	I find it difficult to take tests.
Min Value	1	1	1	1	1	1
Max Value	4	4	4	4	4	4
Mean	2.97	2.80	2.70	3.17	2.97	2.86
Variance	0.72	0.89	0.83	0.57	0.75	0.90
Standard Deviation	0.85	0.94	0.91	0.76	0.86	0.95
Total Responses	76	75	76	76	76	76

17. Do you know that the University Counseling Center offers free study skills seminars on these topics every semester?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Yes	19	22	30	48
2	No	13	16	30	28
	Total	32	38	60	76

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	2	2	2	2
Mean	1.41	1.42	1.50	1.37
Variance	0.25	0.25	0.25	0.24
Standard Deviation	0.50	0.50	0.50	0.49
Total Responses	32	38	60	76

18. Is there anything else that you find academically challenging?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Yes	3	5	7	14
2	No	29	33	53	62
	Total	32	38	60	76

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	2	2	2	2
Mean	1.91	1.87	1.88	1.82
Variance	0.09	0.12	0.10	0.15
Standard Deviation	0.30	0.34	0.32	0.39
Total Responses	32	38	60	76

19. What else do you find academically challenging? And how much of a challenge is it?

Freshman				
Text Response				
In some of my classes professors throw a lot of information at us and do not take the time to explain them at all. I find it difficult to study something that I completely do not understand.				
Basically just tests because I am an awful test taker. Also I sometimes struggle with how I study or prepare for a test.				
I'm currently enrolled in two online classes. I have learned by taking them that I will NEVER take another online class again. They are difficult and unorganized. My instructors lacked a clear layout of assignments, so I never knew what was due and when. They were both impossible to reach; I emailed both several times only to get responses days later when the assignment I had questions is over and done with. I had to do ridiculous amounts of my own work on things that instructors should have done, hence the name "instructor." I was not instructed on a single thing, including that the study guides apparently are not parallel to the exams, and studying them does absolutely nothing. Overall, I'm extremely disappointed by my online classes at Western, and am looking forward to completing them and moving on.				
Sophomore				
Text Response				
Stress and test anxiety.				
Some of my classes are academically challenging.				
bringing my GPA to a 3.0 or better because of the +/- grading system				
Overcoming the language barrier amongst a mass number of professors. Then, we have to self teach ourselves and that is not effective in any way.				
Junior				
Text Response				
I am in the [REDACTED] program and I have found it extremely difficult to go through the advisors for anything. I do not meet with an advisor or discuss plans with them. It would be great if I could. However, in the beginning I found myself more confused than when I went into the appointment. I have a few friends that have been through the program and they assist me with my program of study. It has actually worked out really well. They understand my wants and needs. Also, they were able to clearly explain the WARD report to me and how to utilize it for my benefit.				
The actual teachers. You can read the book, takenotes, do the homework, study, etc. Some teachers are just terrible and have terrible tests that have nothing to do with course material. And, a handful of teachers are plain mean. Nobody is encouraged to learn by a mean teacher.				
I find time management challenging. I do not find time management so challenging however I am unable to complete classroom tasks efficiently and on time however, but I do find myself struggling at times when it comes to school work and my personal life.				
I think that the university needs to start listening to students when a bad teacher is a common issue. I feel like nothing is done when students reach out and I feel like it makes school more of a challenge when our voices are not heard.				
The time matter to have assignments completed just found out I have a learning disability and I'm trying to adjust				
What I have the most trouble with is directions for assignments, not completing the assignments. I feel as if a lot of my professors are not clear about what they really expect from projects that are worth a large portion of my grade. The worst part of my classes and what takes the most time is trying to decide what the professor actually is expecting us to do. It seems as if directions are never clear and students are always stressing about how to complete the assignments.				
Senior				
Text Response				
Finals week				
There are parts of Western Online that I find very challenging. Sometimes it is difficult to navigate other times there are no instructions as how to complete a task. I am not sure if this is the fault of the instructor or the manager of the website but I'm guessing the instructor. I have emailed the instructors before with no response. Not helpful at all.				
For my degree, I'm required to take some classes that aren't very helpful. I don't pay attention in these classes and thus they are difficult.				
The math requirement for the BGS degree. As a full-time, professionally employed adult, I would rather see a "practical" math requirement than Math 100, which is algebra-focused and not applicable for most real-life work.				
Nothing				
waiting for days for replies from instructors, in the past I have had instructors that do not answer at all for days on end, I also have the copies of emails from past semesters where others in my classes have sent messages to all students in the class complaining of the same. I also do not like not getting test results, I learn well from the mistakes I made on things, but can't learn if I can't see the test material after the test!!!!				
Studying and memorizing the stuff for courses				
Some teachers just make it very unclear what is going to be on an exam or the format, this makes it very difficult to study.				
Teachers sometimes go through their notes too fast and then forget to post them on WesternOnline making it difficult to review notes at times.				
Writing fast enough, major, basically grade-defining				
Early morning dance classes, I never get warmed up and injure myself				
The amount of information per exam for each of my classes. The time each professor expects us to put into each course is unrealistic while trying to maintain a healthy social life, work a job, be involved in extracurriculars to stand apart from everyone else who has a bachelor's degree and basic needs like bathing or feeding ourselves. It is exhausting.				
Working in teams with other students. It is very challenging due to the different levels of ability, commitment, etc.				
Statistic	Freshman	Sophomore	Junior	Senior
Total Responses	3	4	6	13

20. How many total class lecture/labs have you missed this semester?

#	Answer	Freshman	Sophomore	Junior	Senior
1	None	5	6	14	27
2	1-3	17	18	26	27
3	4-7	9	9	14	17
4	8 or more	1	5	5	5
	Total	32	38	59	76

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	4	4	4	4
Mean	2.19	2.34	2.17	2.00
Variance	0.54	0.83	0.80	0.85
Standard Deviation	0.74	0.91	0.89	0.92
Total Responses	32	38	59	76

21. How often do you check your Western email (Zimbra) account?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Daily	29	37	50	68
2	Weekly	2	1	8	7
3	Monthly	0	0	1	0
4	Rarely/Never	0	0	0	1
	Total	31	38	59	76

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	2	2	3	4
Mean	1.06	1.03	1.17	1.13
Variance	0.06	0.03	0.18	0.20
Standard Deviation	0.25	0.16	0.42	0.44
Total Responses	31	38	59	76

22. How do you check your email?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Smartphone	27	29	39	45
2	Personal desktop computer	8	12	13	38
3	Tablet	4	7	14	23
4	Laptop	27	30	58	64
5	Lab computer	21	23	37	46
6	Other. (Please specify)	0	1	1	1
	Total	87	102	162	217

Freshman	
Other. (Please specify)	
Sophomore	
Other. (Please specify)	
Computer at work	
Junior	
Other. (Please specify)	
iPod touch	
Senior	
Other. (Please specify)	

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	5	6	6	6
Total Responses	31	38	60	76

23. Have you discussed your anticipated graduation date with your advisor?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Yes	13	34	51	74
2	No	10	3	8	2
	Total	23	37	59	76

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	2	2	2	2
Mean	1.43	1.08	1.14	1.03
Variance	0.26	0.08	0.12	0.03
Standard Deviation	0.51	0.28	0.35	0.16
Total Responses	23	37	59	76

24. Do you think you will be able to meet this anticipated date?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Yes	17	25	45	68
2	No	0	4	4	1
3	Not sure	5	9	5	6
	Total	22	38	54	75

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	3	3	3	3
Mean	1.45	1.58	1.26	1.17
Variance	0.74	0.74	0.38	0.31
Standard Deviation	0.86	0.86	0.62	0.55
Total Responses	22	38	54	75

25. How many times have you met with your academic advisor during this academic year (including last fall semester)?

#	Answer	Freshman	Sophomore	Junior	Senior
1	I have not met with my advisor	0	0	3	6
2	1-3 times	19	32	52	57
3	4-7 times	8	6	5	13
4	8 or more times	4	0	0	0
	Total	31	38	60	76

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	2	2	1	1
Max Value	4	3	3	3
Mean	2.52	2.16	2.03	2.09
Variance	0.52	0.14	0.13	0.24
Standard Deviation	0.72	0.37	0.37	0.49
Total Responses	31	38	60	76

26. How many times each semester do you usually contact your academic advisor via email or phone?

#	Answer	Freshman	Sophomore	Junior	Senior
1	I do not contact my advisor by email or phone	5	6	9	13
2	1-3 times	21	26	43	52
3	4-7 times	5	6	6	10
4	8 or more times	0	0	1	1
	Total	31	38	59	76

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	3	3	4	4
Mean	2.00	2.00	1.98	1.99
Variance	0.33	0.32	0.33	0.36
Standard Deviation	0.58	0.57	0.57	0.60
Total Responses	31	38	59	76

27. Do you find it beneficial to meet with your academic advisor at least once every semester?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Yes	30	36	53	67
2	No	1	2	5	9
	Total	31	38	58	76

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	2	2	2	2
Mean	1.03	1.05	1.09	1.12
Variance	0.03	0.05	0.08	0.11
Standard Deviation	0.18	0.23	0.28	0.33
Total Responses	31	38	58	76

28. How did you know it was time to see your academic advisor?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Friend	9	5	9	4
2	RA	2	0	2	0
3	Instructor	2	6	5	2
4	Postcard	3	5	4	7
5	Bulletin board	2	10	10	11
6	Campus billboard	2	6	4	1
7	Text	2	1	1	0
8	Facebook/Twitter	1	1	2	0
9	Western Courier	0	0	0	0
10	Email	28	29	45	66
11	WU homepage	4	8	7	3
12	Student Radio/TV	0	0	0	0
13	Other. (Please specify)	2	4	9	12
	Total	57	75	98	106

Freshman

Other. (Please specify)

I wanted to see my academic advisor so I can discuss my major change.

Sometimes through the mail.

Sophomore

Other. (Please specify)

General Knowledge that registration is coming up

I just knew because it was a new semester.

To register for class

Myself

Junior

Other. (Please specify)

After the semester has been in session for a few weeks I know it's time to set up advising for next semester

When I have questions about course requirements or receive emails regarding financial aid issues that need his attention. I

just know I have to see them every semester, so I go as early as possible.

I just knew what when to see my advisor when it got close to the end of the semester

I've never been contacted by my advisor.

I just know to meet with them about halfway through the semester to talk about the next semester.

common knowledge

I knew when it was the start of the semester

first full year at western I met him when I first came and again when I had some questions

Senior

Other. (Please specify)

new semester was about to come.

I always make time to see my advisor but the department sends out reminder emails to be safe. I

contact my academic advisor when I have questions about meeting my goals to graduate.

I call my adviser at the beginning of each semester and ask for her first available advising session. I

remember on my own.. or if I need to talk to her about something.

Professors - Social Work

When registration approaches

My advisor would email me specifically to remind me.

My own schedule

My mind

My advisor would email me or the time to sign up for classes was approaching.

I'm a BGS student so I don't meet personally with my advisor, but I email when needed.

Statistic	Freshman	Sophomore	Junior	Senior
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Min Value	1	1	1	1
Max Value	13	13	13	13
Total Responses	31	36	58	75

29. What is the best way for your advisor to contact you?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Email	24	32	51	66
2	Text	3	3	4	4
3	Facebook	0	0	0	1
4	Other	1	0	0	0
5	Twitter	0	0	0	0
6	Postcard	1	0	0	0
7	Phone	2	3	5	5
	Total	31	38	60	76

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	7	7	7	7
Mean	1.74	1.55	1.57	1.47
Variance	3.06	2.69	2.79	2.28
Standard Deviation	1.75	1.64	1.67	1.51
Total Responses	31	38	60	76

30. At which academic level did you enter Western?

#	Answer	Freshman	Sophomore	Junior	Senior
1	As a freshman	31	31	26	29
2	As a sophomore	0	7	9	8
3	As a junior	0	0	25	36
4	As a senior	0	0	0	3
	Total	31	38	60	76

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	1	2	3	4
Mean	1.00	1.18	1.98	2.17
Variance	0.00	0.15	0.86	1.00
Standard Deviation	0.00	0.39	0.93	1.00
Total Responses	31	38	60	76

31. When you entered Western, which of the following best described your status?

#	Answer	Freshman	Sophomore	Junior	Senior
1	New freshmen just graduated from high school	29	27	24	26
2	New Freshmen, but out of high school for more than one year	0	1	0	0
3	Community college transfer	2	3	32	42
4	Veteran (just out of the military)	0	2	0	0
5	Four-year college/university transfer	0	5	4	3
6	Other	0	0	0	5
	Total	31	38	60	76

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	3	5	5	6
Mean	1.13	1.87	2.33	2.59
Variance	0.25	2.23	1.45	1.98
Standard Deviation	0.50	1.49	1.20	1.41
Total Responses	31	38	60	76

32. Have you ever been an OAS student?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Yes	5	1	2	1
2	No	26	37	58	75
	Total	31	38	60	76

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	2	2	2	2
Mean	1.84	1.97	1.97	1.99
Variance	0.14	0.03	0.03	0.01
Standard Deviation	0.37	0.16	0.18	0.11
Total Responses	31	38	60	76

33. Did you enter Western with any form of extended credit?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Advanced placement (AP)	4	8	6	9
2	College-level examination program (CLEP)	2	0	3	4
3	High school dual credit	11	13	8	21
4	International Baccalaureate (IB)	0	1	0	0
5	Military service credit	0	2	0	6
6	College credit	7	8	35	46
7	Other. (Please specify)	2	5	5	10
	Total	26	37	57	96

Freshman				
Other. (Please specify)				
None				
I am not sure.				
Sophomore				
Other. (Please specify)				
none				
no				
Tested out of some general classes				
I took AP Classes				
Honors				
Junior				
Other. (Please specify)				
Associates Degree				
None				
None				
Two year degree				
Senior				
Other. (Please specify)				
NA				
No....				
I loved the OAS department. Offered a lot of support to help make me the student I am today.				
AA Degree				
na No				
None				
just got my associates and transferred here				
Associates Degree Transfer agreement				
an AAS Degree				
Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	7	7	7	7
Total Responses	21	29	47	65

34. Have you ever served in the Armed Forces (including the National Guard)?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Yes	0	2	0	7
2	No	31	36	60	69
	Total	31	38	60	76

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	2	1	2	1
Max Value	2	2	2	2
Mean	2.00	1.95	2.00	1.91
Variance	0.00	0.05	0.00	0.08
Standard Deviation	0.00	0.23	0.00	0.29
Total Responses	31	38	60	76

35. How did you learn about this survey?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Email	30	38	60	76
2	Facebook	0	0	0	0
3	Advisor	1	2	2	1
4	Friend	0	1	1	0
5	Other. (Please specify)	1	0	0	0
	Total	32	41	63	77

Freshman	
Other. (Please specify)	
R.A.	
Sophomore	
Other. (Please specify)	
Junior	
Other. (Please specify)	
Senior	
Other. (Please specify)	

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	5	4	4	3
Total Responses	31	38	60	76

36. What types of technology are accessible to you?

#	Answer	Freshman	Sophomore	Junior	Senior
1	Cell phone	21	25	44	53
2	Smartphone	28	28	49	49
3	Landline	1	5	11	21
4	Personal laptop	29	33	60	69
5	Personal desktop computer	9	8	13	36
6	Tablet	8	11	17	31
7	Lab computer	24	31	47	55
	Total	120	141	241	314

Statistic	Freshman	Sophomore	Junior	Senior
Min Value	1	1	1	1
Max Value	7	7	7	7
Total Responses	31	38	60	76

