

The Equity Scorecard Retention Perspective: This perspective refers to continued attendance from one year to the next and/or to completion of degrees.

Introduction and Background

Student success and student retention are of paramount importance to the University of Wisconsin Colleges. Of the fall 2005 cohort of full-time new freshmen, 55% were retained to fall 2006. The UW Colleges' goal is to retain full-time new freshman students to a second year at a 60 percent rate. Due to the unique nature of the UW Colleges there are a number of challenges the institution faces when working to retain students:

1. The UW Colleges has the transfer of students to other UW System institutions as its primary mission. Students can transfer at any point in their college career, including transferring after their first or second semester at a UW Colleges' campus. Based upon transfer data collected over the past 5 years we know that 44% of UW Colleges' students who enter as new freshmen transfer at some time to another UW System institution.
2. The UW Colleges is a commuter institution. Although two of the UW Colleges' campuses have residence halls, the UWC remains, primarily, a commuter institution. This means that students often live at home, travel a distance to the campus, attend their classes, and leave the institution to attend to family matters or work at jobs. Both our traditional and nontraditional age students have many such outside commitments, and this increases the challenges the UW Colleges face in retention. Commuting students have fewer opportunities to form close relationships with other students than students at a residential campus. Their college experience is predominantly an in-classroom experience. Indeed, for many students nearly all learning and socializing activities occur within the classroom context. Students who experience the University exclusively through classroom attendance will find it difficult to become full-fledged members of the learning community.
3. UW Colleges' students step in and step out for a variety of reasons. These include health, personal and family problems, financial difficulties, decisions to pursue employment opportunities, and a student's readiness for college.
4. Approximately 18 percent of UW Colleges' students enroll in remedial Mathematics and English courses. While these students are preparing for college-level work, their peers are advancing through the college general education liberal arts program. Seeing their peers moving ahead impacts the under-prepared student's motivation to continue in higher education.
5. Over 40 percent of students attending the UW Colleges received financial aid in 2005-2006. In 2005, the UW Colleges distributed over 26 million dollars in student financial aid. Because financial aid support has not kept pace with rising tuition costs, more and more students are taking out loans to pay for college or taking semesters off to work so that they can accumulate the funds to allow them to return to college in the future.
6. Many students enroll in the UW Colleges part time (a part-time student is one who is enrolled for less than 12 credits). In 2006, 12 percent of new freshman

enrolled in the UW Colleges part time. The overall UW Colleges rate of part-time attendance was 34% indicating that many of the students who begin as full-time students later enroll for fewer credits. From the fall 2005 cohort of new freshmen, part-time students were retained after one year of college at a rate of 36 percent as compared to 55% for full-time students.

7. One third of the UW Colleges' 2006 new freshmen class came from the bottom two quartiles of their high school class. Based on the published admission standards for the other UW institutions, most of these students were not admissible at any other UW System institution. Their success is part of the UW Colleges' access mission.

Within this complex context, retention of students of color continues to be a significant challenge on the UW Colleges' campuses. The approach of the UW Colleges' Equity Scorecard Team has been to view retention by closely examining four factors which have been shown to impact student retention:

1. Course load defined as full-time or part-time;
2. Gender
3. Age, and
4. Readiness for college as indicated by high school rank at the time of graduation;

An overview of prior analysis and reporting of student retention, as well as an analysis of the team's findings on these factors, appear below.

An Overview of Prior Analysis and Reporting of Student Retention

Since the fall of 2000 the UW Colleges Office of Academic Affairs has conducted an intensive and systematic effort to track retention of new freshmen. This effort was initiated as part of a larger effort to address a serious enrollment shortfall in the Colleges. In analyzing retention a traditional approach is used, tracking cohorts of incoming new freshmen through 6 consecutive academic terms, with reporting of the percentages still enrolled at the beginning and end of each term. These cohorts of new freshmen are disaggregated based upon a number of student characteristics including:

- Age range
- High school rank
- Composite ACT score
- Course load (full-time/part-time status)
- Gender
- Race
- Term GPA

Reporting of retention for each of these groups has been routinely produced. Example reports can be found in appendices A and B.

Beginning in 2002 a second component of retention tracking was initiated, expanding the reporting to include retention not only within the UW Colleges, but retention within the UW System. This reporting is facilitated by a data exchange with the UW System Office of Policy Analysis and Research. For the purposes of this study the evidence team chose to focus only on retention in the UW Colleges. However, as part of our work with the third perspective, “Excellence,” the team will examine transfer success and persistence.

What follows is a reexamination of existing retention data with the goal of defining equity in retention from the perspective of race.

Review of Retention Data

The UW Colleges Equity Scorecard Project Team began by looking at existing retention data, and made the following observations:

1. Course load as a factor in understanding student retention

Current Practice

Historically, at colleges and universities most studies of retention have focused exclusively on full-time students. Current University of Wisconsin System reporting on retention includes information for full-time students only (<http://www.uwsa.edu/opar/reports/RetentionGraduationRates.pdf>). However, with a student population that is one third part-time, the evidence team thought it necessary to include part-time students in considering equity in retention.

The UW Colleges have been including part-time students when measuring retention since 2000-2001. A separate report disaggregating full-time and part-time students is routinely produced and has consistently shown that full-time students are retained in greater numbers than part-time students. For the fall terms 2001–2005 the retention rate for full-time students averaged 55.4% while the retention rate for part-time students averaged 40.2%.

A revised definition of part-time

As part of the discussion of retention for part-time students the evidence team discussed dividing part-time students into two groups:

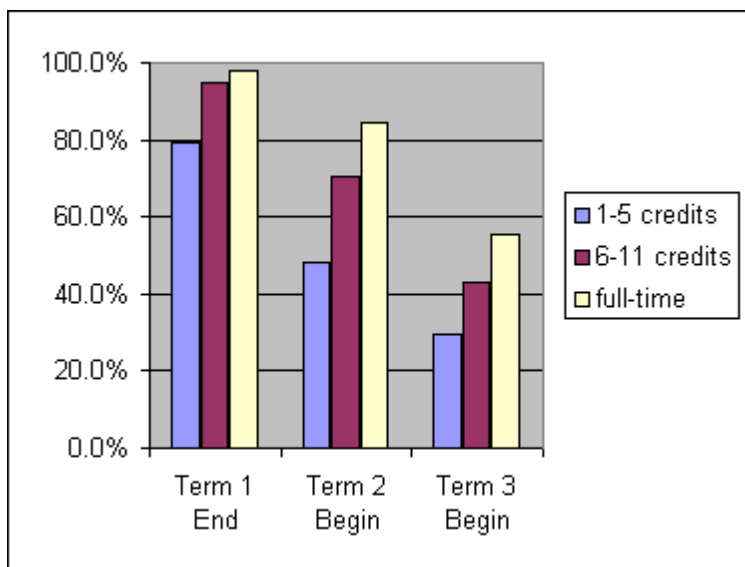
The first group, comprised of students taking 6-11 credits, were considered to be true part-time students. That is, students whose plans include continued enrollment at the university, but for whom progress toward a degree must proceed at a slower pace.

The second group, comprised of students taking from 1-5 credits, were considered to be transient students. Many of these students have very specific curricular goals to be met in one or two terms of enrollment in the Colleges, and cannot be expected to continue their enrollment beyond completion of those limited goals.

The chart below shows the rates of retention for these two groups of part-time students, and of full-time students. Given these data, and our understanding of the two kinds of part-time student described above, the evidence team decided to exclude new freshmen enrolled for 1-5 credits from our measures of retention. Thus, when determining equity in retention outcomes across races, a student's course load must be considered, and students enrolled for fewer than 6 credits (in their first term of enrollment) will not be included in this determination regardless of race. This means that retention of full-time students of color will be compared to retention of full-time white students; similarly with students enrolled for 6-11 credits.

New Freshman Retention by Course Load
Retention of Fall Term New Freshmen for the Last 5 Years

	1st Yr. Fall Term		2nd Yr. Fall Term		
	Initial Count	Term 1 End	Term 2 Begin	Term 2 End	Term 3 Begin
1-5 credits	484	79.2%	48.3%	43.2%	29.7%
6-11 credits	1810	95.0%	70.6%	65.1%	43.0%
full-time	18044	97.8%	84.4%	81.0%	55.4%



2. Gender as a Factor in Understanding Student Retention

A second factor the Colleges have tracked when analyzing student retention has been gender. For fall terms 2001 - 2005, the average 1 year rate of retention (fall term to fall term) of full-time female new freshmen has been 57%, as opposed to 54% for males. This difference would seem to indicate that when determining an equitable rate of retention across races, a student's gender should be taken into consideration. However, differences

in the enrollment profiles of entering males and females, in particular differences in high school rank, may explain much of this difference in the rate of retention.

Gender and High School Rank

Looking at the enrollment of male and female new freshmen, the difference in readiness for college as indicated by high school rank is startling. For the fall terms 2002-2006, among new freshmen coming to the Colleges from the top quartile of their high school class, 67% of these students have been female. Among students coming from the top half, 60% these students are female. Looking at this from another perspective, in the last five fall terms 46%, or nearly half of female new freshmen have come from the top half of their high school class. This compares to only 33%, or one third of males.

New Freshmen	Fall 2002 {4188}	Fall 2003 {4214}	Fall 2004 {4277}	Fall 2005 {4089}	Fall 2006 {4084}
	Total	Total	Total	Total	Total
	Male / Female	Male / Female	Male / Female	Male / Female	Male / Female
Top quartile	556 31% / 69%	541 32% / 68%	583 34% / 66%	536 31% / 69%	588 31% / 69%
2 nd quartile	1091 40% / 60%	1101 46% / 54%	1114 41% / 59%	1099 44% / 56%	1071 44% / 56%
Top half	1647 37% / 63%	1642 41% / 59%	1697 38% / 62%	1635 40% / 60%	1659 42% / 58%

Prior analysis has shown that students who graduate from high school in the top two quartiles are retained in larger numbers than students who graduate in the bottom two quartiles (see appendix B). These data would suggest that much of the difference in retention rates between males and females can be explained by the differences in high school rank among new freshmen males and females described above. For this reason the evidence team chose not to include gender as a factor for measuring equity in retention across races.

3. Age as a factor in understanding student retention

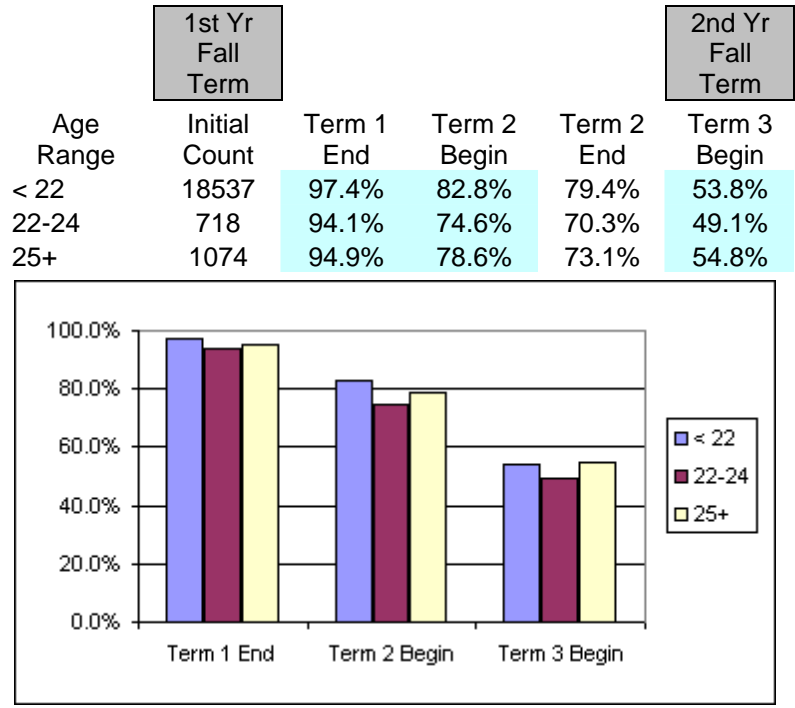
A student's age at the time of enrollment is a third major factor that impacts student retention. To explore this factor, students were divided into two groups following the accepted UW Colleges distinctions: traditional age students (under 22 years old) and non-traditional age students (22 years and older).¹

¹ The exact cut-off line of categorizing students as traditional or non-traditional varies from one institution to another, with many institutions defining non-traditional students as college students who are 25 years or older. Traditional college students are those college students between the ages of 18 and 22. This leaves with a group of 23 and 24-year-old students who are omitted from these definitions. The evidence team decided that given our student population and mission as a freshman-sophomore institution that we would define non-traditional as any student 22 years of age or older. However, much of the supporting data for this report breaks this group into students 22-24 years of age, and students 25 and older.

Among UW Colleges new freshmen, the vast majority (91% over the past 5 years) are of traditional age. This means that any effort to disaggregate the non-traditional age students by factors in addition to race will likely result in very small sub-populations.

The difference in enrollment patterns based on course load for these two age groups is significant. For traditional age students, 92% are enrolled full-time in their first semester. For non-traditional age students, only 52% are enrolled full-time in the first semester.

Viewed overall without reference to course load, the differences in retention for traditional and non-traditional age students is not great.

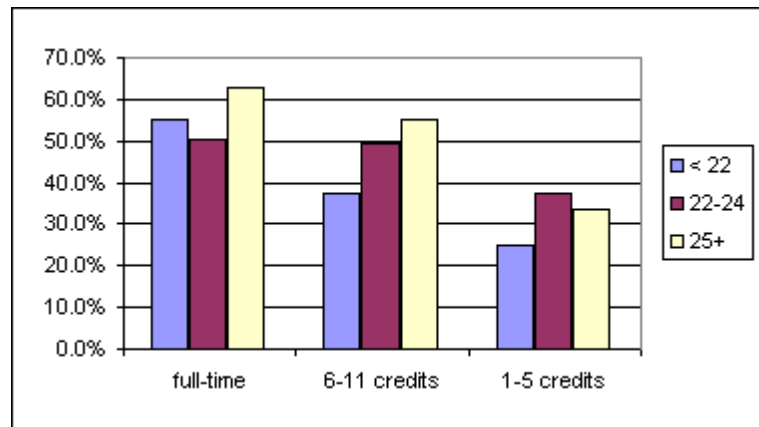


However, when including course load in the analysis, the difference is much more significant.

Retention by Course Load by Age Range - 5 Year Average

		1st Yr Fall Term				2nd Yr Fall Term
	Age Range	Initial Count	Term 1 End	Term 2 Begin	Term 2 End	Term 3 Begin
full-time	< 22	17096	97.9%	84.5%	81.2%	55.3%
	22-24	466	94.6%	76.6%	73.0%	50.2%
	25+	474	97.1%	86.6%	81.7%	62.8%
6-11 credits	< 22	1193	95.1%	67.3%	61.8%	37.4%
	22-24	200	94.9%	74.5%	69.5%	49.5%
	25+	416	95.4%	78.8%	72.8%	55.0%
1-5 credits	< 22	248	71.2%	39.7%	35.7%	24.9%
	22-24	52	88.5%	57.7%	50.6%	37.4%
	25+	184	87.7%	57.1%	51.2%	33.4%

Retention to a Third Semester (fall to fall)



Note: these data show significant differences in rates of retention when comparing students age 25 and older to students age 22-24. This difference may need to be addressed in further study following completion of this initiative.

4. High school rank as a factor in understanding student retention

The UW Colleges has been tracking retention by high school rank and composite ACT since 2000-2001. Both are commonly accepted measures of a student’s readiness for college. All UW institutions use at least one, and often both, as criteria for admission.

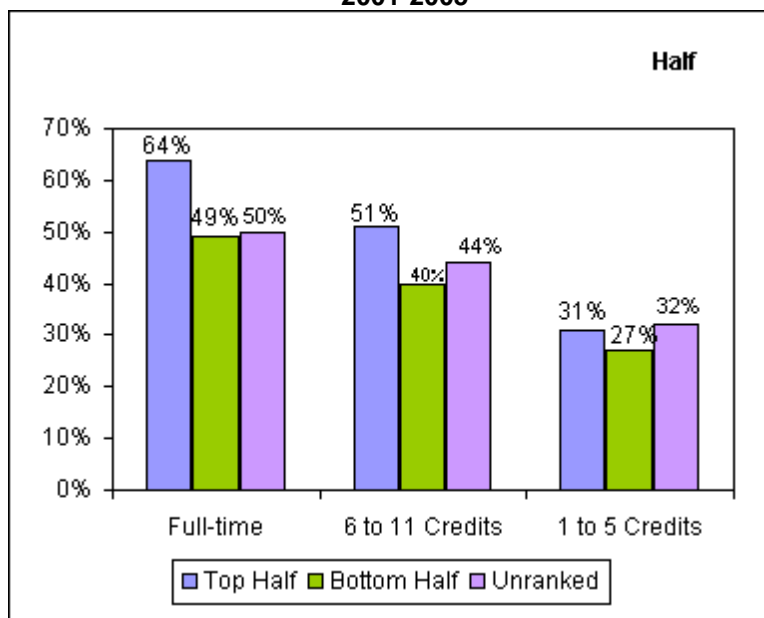
Long-trend data for students in the UW Colleges shows that high school rank is a stronger predictor of student success than are standardized test scores (see appendix A and B showing retention by Composite ACT Score and High School Quartile). Therefore,

the Equity Scorecard Team chose to examine high school rank as a factor when measuring retention.

High school rank data is typically divided into quartiles for summary reporting. However, when race is added as an additional variable, the result is a proliferation of data tables which can create a very complicated picture. In an effort to overcome the resulting complexity and help uncover the most significant variations in the data, the team decided to divide students into two groups: those from the top-half of graduating class and those from the bottom-half.

For many students high school rank data is not available. This is especially true for non-traditional age students. When high school rank is available, the evidence team found it to be a less important factor for understanding retention than was true for traditional age students.

**Average 1 Year Retention Rates for Fall Term New Freshmen
by High School Rank and Credit Load
2001-2005**



The Equity Model for Student Retention

Making use of the discussions summarized above the Equity Scorecard Evidence Team determined the following model for use in assessing equity in retention across races:

When assessing equity in retention across races, new freshmen will first be grouped according to course load. The two groups will include full-time students, defined as those taking 12 or more credits, and part-time students, defined as those taking from 6-11 credits. The university will not assess equity in retention for new freshmen taking fewer than 6 credits.

Within these two initial groups, students will be grouped into one of three sub-groups:

Group 1 - Traditional age students (< 22 years of age) from the top half of their high school class

Group 2 - Traditional age students from the bottom half of their high school class

Group 3 - Non-traditional age students (22+ years of age)

Within each of these sub-groups, rates of retention will be examined for each race, with equity defined as a rate of retention equal to or greater than the rate for white students. In this way the UW Colleges will assess equity across races using factors that have previously been shown to influence rates of retention independent of race. The charts in appendix C and D illustrate this model aggregating retention data for cohorts of new freshmen from the fall terms 2001 – 2005.

Periodic Review of Progress Toward Achieving Equity

Every three years, the UW Colleges Office of Academic Affairs will generate new retention reports and compare these data to the baseline data from 2001-2005. {need to flesh this out}

Classroom Success as a Factor in Understanding Student Retention

Classroom as the primary contact with students

When considering equity from the perspective of student retention, the evidence team discussed the importance of student engagement. In these discussions the team acknowledged that for UW Colleges, a thirteen-campus commuter institution where large numbers of students attend part-time, and where the majority of students work many hours each week off-campus, the primary locus of this engagement is the classroom. Indeed, classroom success may be as important as advising in maintaining student engagement, progress, and success. Therefore, when describing the various factors that impact student retention it is necessary to look also at the data describing classroom success.

The evidence team began its investigation of classroom success by looking at the top 25 enrolling courses offered in the most recent fall term. Using these 25 courses as the starting point, the outcome for every enrollment in these courses for the past 5 years was gathered. Unsuccessful outcomes, those for which the student received a grade of D, F, I (incomplete) or W (dropped the course after the census date), were summarized by race (see appendix E). Later, a second report was produced listing this same information for all courses offered over the past five years for which there were at least 10 enrollments by non-white students (see appendix F).

Department Review of Classroom Success Information

Just as there are many factors that must be taken into account to better understand student retention, so too there are many factors that contribute to student success in a given class. These include but are not limited to:

- Readiness for the class
- Prior exposure to the discipline
- Student's course load and mix
- Student/instructor compatibility
- Student understanding of academic progress
- Student understanding of the importance of a broad-based liberal arts education

Given these many factors, the team decided that we would not set specific equity targets for individual classroom success. Rather, the reports summarizing classroom outcomes will be distributed to department chairs with the request that these data be used for discussion within each department. The goal of those discussions will be to identify courses where it appears there is a disproportionate lack of success for students of one or more races, consider reasons for this, request additional information from the office of academic affairs if necessary, then identify steps the department will take to address areas of concern with the goal of an equitable rate of success across races in all courses offered through the department. A report of this discussion with the steps identified should be made an integral part of the biennial Department Review. Then, in time for consideration in the succeeding Departmental Review, outcome data from these same courses will again be gathered and summarized to measure improvement.

List of Appendices:

- ❖ Appendix A: New Freshman Retention by Composite ACT Score
- ❖ Appendix B: New Freshman Retention by High School Rank
- ❖ Appendix C: Equity Retention Model for Full-Time Students
- ❖ Appendix D: Equity Retention Model for Part-Time Students
- ❖ Appendix E: Top 25 Courses DFWI Report
- ❖ Appendix F: All Courses DFWI Report

UNIVERSITY OF WISCONSIN COLLEGES

New Freshman Retention by Composite ACT

2/28/2007

Retention of Fall Term New Freshmen for the Last 5 Years

Fall 2001 - Fall 2005

	1st Yr. Fall Term		2nd Yr. Fall Term		3rd Yr. Fall Term							
	Initial Count	Term 1 End	Term 2 Begin	Term 2 End	Term 3 Begin	Term 3 End	Term 4 Begin	Term 4 End	Term 5 Begin	Term 5 End	Term 6 Begin	Term 6 End
Fall 2001-2002												
16-	469	97%	83%	80%	58%	54%	48%	45%	24%	22%	18%	17%
17-19	1058	97%	82%	76%	52%	49%	45%	43%	22%	20%	13%	13%
20-23	1152	98%	85%	81%	59%	55%	51%	49%	20%	20%	14%	14%
24+	638	97%	87%	84%	60%	57%	55%	53%	18%	16%	12%	11%
NoScore	648	94%	76%	69%	49%	44%	40%	37%	25%	23%	19%	18%
Fall 2002-2003												
16-	467	97%	87%	81%	52%	50%	43%	41%	21%	21%	15%	14%
17-19	1059	98%	86%	81%	55%	53%	49%	47%	21%	21%	13%	13%
20-23	1237	97%	86%	81%	57%	54%	50%	49%	21%	21%	14%	13%
24+	624	97%	88%	84%	61%	59%	56%	55%	20%	19%	14%	13%
NoScore	613	94%	79%	73%	48%	44%	41%	39%	24%	22%	19%	18%
Fall 2003-2004												
16-	464	99%	81%	78%	49%	47%	37%	36%	18%	18%	13%	13%
17-19	1070	98%	82%	79%	52%	51%	46%	45%	19%	18%	13%	12%
20-23	1298	97%	83%	80%	55%	54%	48%	47%	18%	17%	13%	12%
24+	643	98%	83%	80%	55%	53%	50%	49%	18%	18%	11%	11%
NoScore	656	96%	77%	73%	50%	48%	43%	41%	21%	21%	17%	17%
Fall 2004-2005												
16-	451	96%	80%	75%	48%	46%	40%	39%	19%			
17-19	1224	97%	80%	78%	48%	47%	41%	40%	19%			
20-23	1266	97%	83%	80%	55%	55%	48%	46%	20%			
24+	688	98%	84%	82%	57%	56%	51%	51%	17%			
NoScore	598	95%	74%	71%	48%	46%	39%	38%	27%			
Fall 2005-2006												
16-	426	98%	81%	77%	54%							
17-19	1120	98%	82%	79%	49%							
20-23	1179	98%	82%	80%	57%							
24+	652	98%	84%	83%	58%							
NoScore	638	96%	75%	70%	48%							

Retention of Fall Term New Freshmen for the Last 5 Years

Fall 2001 - Fall 2005

1st Yr. Fall Term

Initial Count	Term 1 Begin	Term 1 End
2277	98%	
5631	97%	
6132	97%	
3245	98%	
3153	95%	

2nd Yr. Fall Term

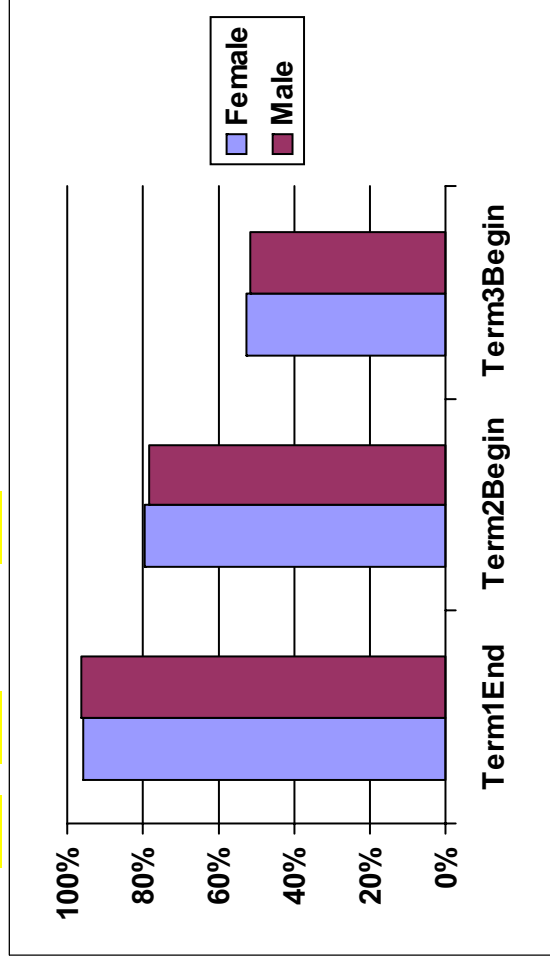
Term 2 Begin	Term 2 End	Term 3 Begin	Term 3 End
82%	78%	49%	42%
82%	79%	50%	45%
84%	81%	55%	50%
85%	83%	56%	53%
76%	71%	46%	41%

3rd Yr. Fall Term

Term 4 Begin	Term 4 End	Term 5 Begin	Term 5 End	Term 6 Begin	Term 6 End
40%	44%	20%	20%	15%	15%
44%	48%	20%	19%	13%	13%
48%	52%	18%	18%	12%	12%
39%	39%	24%	22%	18%	18%

Average Across Included Fall Terms

ACT Score	Term 1 End	Term 2 End	Term 3 End	Term 4 End	Term 5 End	Term 6 End
16-	98%	78%	49%	42%	21%	15%
17-19	97%	79%	50%	45%	20%	13%
20-23	97%	81%	55%	50%	20%	13%
24+	98%	83%	56%	53%	18%	12%
NoScore	95%	71%	46%	41%	24%	18%



UNIVERSITY OF WISCONSIN COLLEGES

New Freshman Retention by High School Rank
Retention of Fall Term New Freshmen for the Last 5 Years

2/28/2007

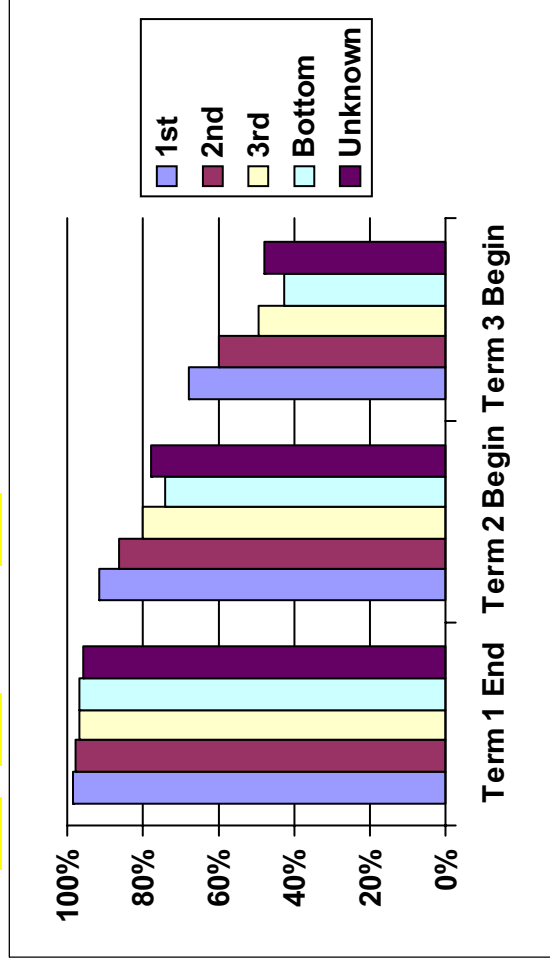
Fall 2001 - Fall 2005

	1st Yr. Fall Term		2nd Yr. Fall Term		3rd Yr. Fall Term		Term 4		Term 5		Term 6	
	Initial Count	Term 1 End	Term 2 Begin	Term 2 End	Term 3 Begin	Term 3 End	Term 4 Begin	Term 4 End	Term 5 Begin	Term 5 End	Term 6 Begin	Term 6 End
Fall 2001-2002												
1st	537	98%	92%	90%	69%	66%	65%	63%	19%	18%	11%	11%
2nd	989	98%	88%	85%	62%	59%	55%	53%	23%	21%	15%	14%
3rd	1289	96%	79%	74%	52%	48%	44%	42%	22%	21%	16%	15%
Bottom	606	96%	77%	70%	48%	43%	38%	34%	19%	18%	17%	16%
Unknown	544	95%	78%	72%	48%	43%	40%	35%	21%	19%	15%	14%
Fall 2002-2003												
1st	541	98%	94%	91%	69%	67%	66%	65%	18%	18%	12%	11%
2nd	1069	97%	89%	85%	61%	59%	56%	55%	24%	24%	16%	15%
3rd	1381	96%	83%	78%	52%	50%	44%	43%	22%	21%	14%	14%
Bottom	565	97%	79%	73%	44%	41%	34%	33%	19%	18%	13%	12%
Unknown	444	95%	81%	75%	48%	45%	41%	38%	21%	19%	17%	16%
Fall 2003-2004												
1st	526	99%	89%	88%	65%	64%	60%	59%	16%	16%	10%	10%
2nd	1078	98%	86%	84%	60%	58%	54%	52%	21%	20%	13%	13%
3rd	1490	98%	80%	77%	50%	49%	42%	40%	19%	18%	14%	13%
Bottom	488	96%	75%	71%	42%	40%	34%	33%	17%	16%	14%	13%
Unknown	549	96%	75%	71%	44%	42%	38%	37%	19%	19%	15%	14%
Fall 2004-2005												
1st	576	99%	91%	91%	69%	69%	64%	64%	16%			
2nd	1095	97%	85%	82%	59%	57%	52%	51%	22%			
3rd	1449	96%	78%	75%	46%	44%	38%	37%	20%			
Bottom	514	96%	71%	68%	39%	37%	30%	29%	19%			
Unknown	593	96%	77%	74%	49%	47%	39%	37%	22%			
Fall 2005-2006												
1st	527	99%	92%	90%	68%							
2nd	1074	98%	84%	82%	58%							
3rd	1265	98%	81%	78%	49%							
Bottom	551	98%	71%	68%	42%							
Unknown	598	96%	77%	73%	51%							

Fall 2001 - Fall 2005

	1st Yr. Fall Term		2nd Yr. Fall Term		3rd Yr. Fall Term		Term 4		Term 5		Term 6	
	Initial Count	Term 1 End	Term 2 Begin	Term 2 End	Term 3 Begin	Term 3 End	Term 4 Begin	Term 4 End	Term 5 Begin	Term 5 End	Term 6 Begin	Term 6 End
1st	2707	99%	92%	90%	68%	67%	64%	62%	17%	17%	11%	11%
2nd	5305	98%	86%	84%	60%	58%	54%	53%	22%	22%	15%	14%
3rd	6874	97%	80%	76%	50%	48%	42%	40%	21%	20%	15%	14%
Bottom	2724	97%	74%	70%	43%	40%	34%	32%	18%	18%	14%	14%
Unknown	2728	96%	78%	73%	48%	44%	39%	37%	21%	19%	15%	14%

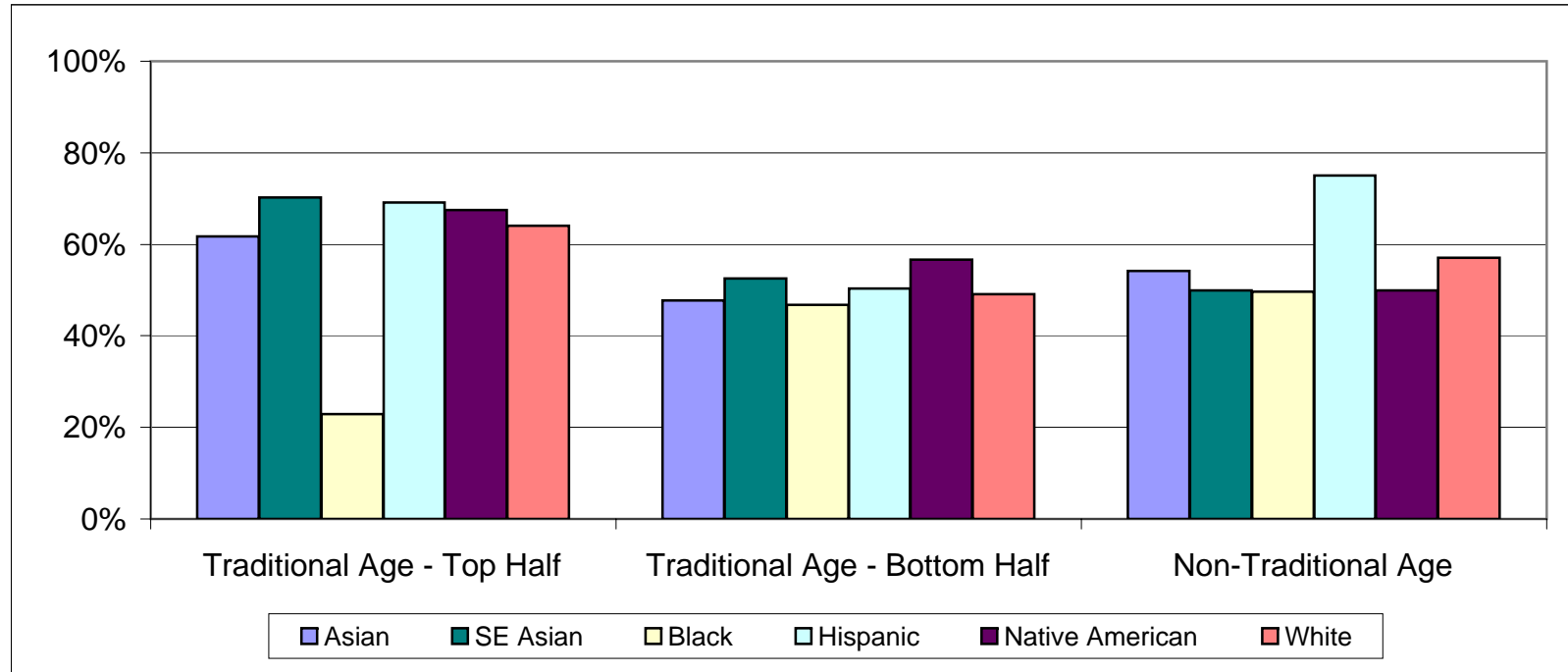
Average Across Included Fall Terms



Appendix C

**Equity Retention Model for Full-Time Students
Retention to a 2nd Year
Fall Term New Freshmen
Fall 2001 - Fall 2005**

	Asian		SE Asian		Black		Hispanic		Native American		White	
Traditional Age - Top Half	87	61.7%	131	70.3%	27	22.9%	86	69.1%	25	67.5%	6849	64.1%
Traditional Age - Bottom Half	106	47.8%	115	52.6%	65	46.8%	135	50.3%	42	56.7%	7321	49.1%
Non-Traditional Age	13	54.2%	7	50.0%	24	49.6%	16	75.0%	11	50.0%	808	57.0%



definitions

Traditional Age: < 22 years old

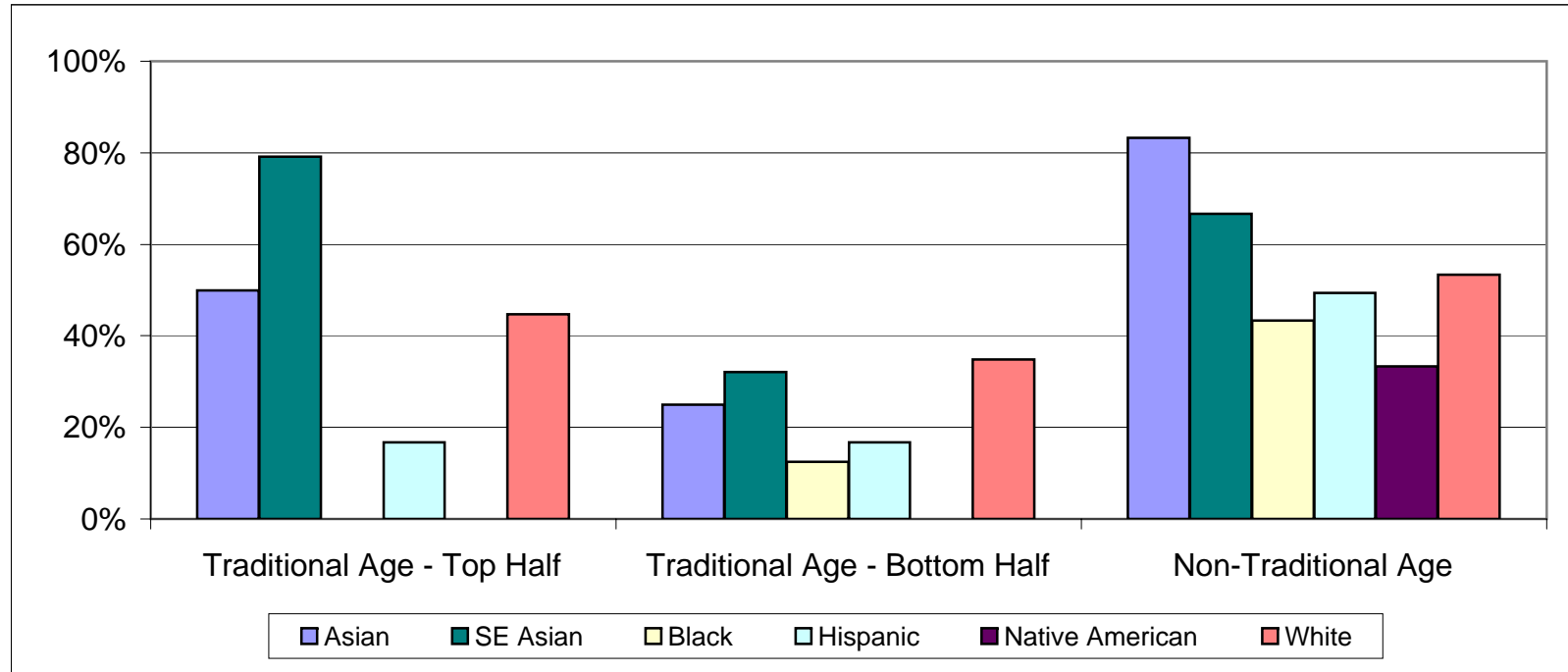
Top Half/Bottom Half:

Rank in high school class at the time of graduation

Appendix D

**Equity Retention Model for Part-time Students {6-11 credits}
Retention to a 2nd Year
Fall Term New Freshmen
Fall 2001 - Fall 2005**

	Asian		SE Asian		Black		Hispanic		Native American		White	
Traditional Age - Top Half	4	50.0%	7	79.2%	2	0.0%	9	16.7%	0	0.0%	255	44.7%
Traditional Age - Bottom Half	13	25.0%	14	32.1%	13	12.5%	13	16.7%	4	0.0%	612	34.9%
Non-Traditional Age	6	83.3%	8	66.7%	17	43.3%	20	49.4%	10	33.3%	808	53.3%



definitions

Traditional Age: < 22 years old

Top Half/Bottom Half:

Rank in high school class at the time of graduation

Appendix E Enrollments and D, F, W, I Rates for Top 25 Enrolling Courses Since Fall 2001 by Race
Excludes Summer Term Enrollments

Course	Race ->											
	Asian		Asian Subctgry		Black		Hispanic		Native American		White	
	Course Enr	DFWI Rate	Course Enr	DFWI Rate	Course Enr	DFWI Rate	Course Enr	DFWI Rate	Course Enr	DFWI Rate	Course Enr	DFWI Rate
ENG102	262	19.5%	342	32.5%	194	32.0%	362	29.6%	105	29.5%	19570	23.6%
MAT110	200	35.5%	279	44.8%	111	42.3%	224	37.9%	65	38.5%	12979	38.1%
MAT105	144	40.3%	238	35.3%	179	47.5%	284	41.9%	91	38.5%	12531	39.1%
ENG101	223	16.6%	272	16.9%	211	22.3%	244	18.9%	95	31.6%	9643	18.0%
PSY202	116	31.0%	151	45.0%	98	35.7%	160	31.3%	56	37.5%	8997	28.5%
COM103	104	16.3%	127	18.1%	110	25.5%	123	24.4%	45	28.9%	8032	14.0%
PHI101	99	20.2%	125	28.0%	55	38.2%	119	28.6%	41	24.4%	6981	20.6%
SOC101	99	26.3%	131	33.6%	90	31.1%	109	31.2%	45	37.8%	6456	21.6%
MAT091	74	21.6%	114	27.2%	104	35.6%	109	30.3%	76	42.1%	5226	30.8%
HIS102	50	28.0%	54	38.9%	23	34.8%	81	27.2%	23	30.4%	4803	20.2%
HIS101	48	37.5%	89	30.3%	33	57.6%	63	33.3%	22	27.3%	4202	21.7%
BUS101	70	24.3%	103	23.3%	71	18.3%	59	28.8%	37	32.4%	3789	21.9%
LEC100	66	13.6%	138	13.0%	48	33.3%	64	18.8%	23	30.4%	3722	17.5%
BUS201	65	29.2%	70	40.0%	79	21.5%	61	31.1%	22	31.8%	3611	29.7%
CPS106	72	13.9%	96	15.6%	78	19.2%	54	24.1%	33	39.4%	3448	13.0%
CPS107	74	16.2%	104	22.1%	73	26.0%	55	16.4%	26	42.3%	3282	18.8%
ECO204	70	14.3%	56	39.3%	69	34.8%	59	20.3%	13	30.8%	3269	22.3%
CPS108	70	20.0%	97	23.7%	71	35.2%	48	22.9%	28	50.0%	2972	25.5%
COM101	33	15.2%	21	9.5%	44	45.5%	77	27.3%	19	26.3%	2913	14.8%
POL104	31	32.3%	38	26.3%	27	33.3%	57	21.1%	15	33.3%	2933	21.2%
MUS072	57	14.3%	36	17.9%	45	9.4%	50	4.7%	10	18.8%	2786	7.7%
ECO203	35	12.3%	28	30.6%	32	35.6%	43	16.0%	16	30.0%	2830	24.2%
BIO109	29	20.7%	58	29.3%	29	27.6%	40	25.0%	18	33.3%	2692	19.5%
PED127	24	29.2%	57	14.0%	36	22.2%	42	9.5%	13	23.1%	2638	11.4%
ZOO101	26	38.5%	59	52.5%	14	7.1%	44	22.7%	13	46.2%	2645	25.9%

D, F, W, I Rates for All Courses by Race
Academic years 2000-2001 thru 2006-2007

Percentage of enrolled students receiving either "D,F or I" or dropping after the 10th day

Home Department	Course	Asian	Asian Subctgry	Black	Hispanic	Native American	White
Anthropology/Sociology	ANT100	30%	47%	92%	25%	32%	29%
	ANT102					55%	38%
	ANT105		45%		25%		24%
	ANT200		40%		23%		25%
	ANT314			27%	50%	37%	22%
	SOC101	36%	38%	37%	39%	40%	24%
	SOC130	10%	29%	24%	33%		22%
	SOC134		33%	31%	36%		26%
	SOC220	13%	38%	50%	17%		20%
	SOC231		14%	42%	30%		26%
	SOC234	35%	39%	21%	29%	44%	21%
	Art	ART100				8%	
ART101		13%	3%	36%	28%	45%	16%
ART102			25%				12%
ART111		13%	26%				21%
ART121		17%	36%				14%
ART175		7%	18%				13%
ART181					8%		14%
ART183		19%			14%	18%	14%
ART187		15%	33%		21%		20%
Biological Sciences	BAC101	9%	33%		18%		14%
	BIO103				24%		20%
	BIO107		24%	58%	47%		19%
	BIO109	45%	29%	31%	25%	33%	22%
	BIO250			7%			21%
	BOT130	67%	72%	19%	35%	42%	27%
	PHS202				72%		28%
	PHS235	17%			19%		19%
	ZOO101	35%	58%	21%	23%	54%	29%
	ZOO105	43%	36%		27%		27%
	ZOO234		47%		33%		22%
Business/Economics	BUS101	27%	25%	23%	37%	41%	24%
	BUS110	26%	37%	14%	30%	53%	24%
	BUS201	34%	41%	23%	39%	32%	32%
	BUS204	22%	15%		18%		17%
	BUS210	8%	27%	11%	13%	15%	16%
	BUS230	10%	22%		8%		13%
	BUS243	14%			62%		25%
	ECO101	25%	33%		33%	50%	28%
	ECO203	14%	31%	44%	22%		27%
	ECO204	14%	45%	36%	25%	31%	23%

D, F, W, I Rates for All Courses by Race
Academic years 2000-2001 thru 2006-2007

Percentage of enrolled students receiving either "D,F or I" or dropping after the 10th day

Home Department	Course	Asian	Asian Subctgry	Black	Hispanic	Native American	White
Chemistry	CHE123	38%			9%		22%
	CHE124	20%					18%
	CHE125	34%	31%	32%	39%		24%
	CHE145	25%	28%		35%		28%
	CHE155	21%	30%		15%		17%
	CHE203			13%			11%
	CHE211			8%			4%
Communication & Theatre Arts	COM101	21%	5%	52%	31%	26%	16%
	COM103	20%	20%	28%	29%	29%	15%
	COM104	15%	23%		17%		19%
	COM130	33%	41%	38%	21%		25%
	COM131	33%	10%	30%	12%	7%	16%
	COM150	33%	20%		30%	36%	16%
	COM201	21%		59%	29%		18%
	COM210			38%			19%
	COM232			27%	7%		16%
	COM298				14%		17%
Engineering, Physics and Astronomy	AST100	40%	67%		19%	33%	30%
	CPS103	29%	8%	15%	41%	45%	27%
	CPS104			6%			5%
	CPS105			11%	18%		38%
	CPS106	14%	16%	21%	28%	39%	14%
	CPS107	16%	22%	27%	20%	50%	19%
	CPS108	21%	27%	37%	33%	57%	26%
	CPS109	20%	52%		50%	77%	26%
	CPS110	30%	50%	53%	41%	23%	40%
	CPS217	42%					39%
	EGR100	18%			21%		17%
	PHY107	29%	18%		56%		24%
	PHY141				17%		24%
PHY201	14%					16%	

D, F, W, I Rates for All Courses by Race
Academic years 2000-2001 thru 2006-2007

Percentage of enrolled students receiving either "D,F or I" or dropping after the 10th day

Home Department	Course	Asian	Asian Subctgry	Black	Hispanic	Native American	White
English	ENG098	26%	25%	32%	27%	41%	24%
	ENG101	21%	17%	30%	24%	40%	20%
	ENG102	26%	32%	37%	33%	37%	26%
	ENG203			36%	15%		11%
	ENG250	22%	26%	19%	45%		21%
	ENG278	24%	9%	35%	19%	11%	17%
	ENG280			8%			21%
	ENG290		42%		29%		21%
	INT290		16%		18%		16%
	LEA102	33%	18%	59%	38%		32%
	LEA103				18%		18%
	LEA110	8%	13%				13%
	LEA112	10%	15%	22%	26%		14%
	LEA113		14%				15%
	LEC100	26%	15%	38%	25%	57%	24%
	LEC101	23%	21%		7%		22%
	Geography/Geology	GEO101	38%	55%	77%	50%	42%
GEO110		45%	27%		25%	75%	25%
GEO120					35%		24%
GEO123		22%			22%		20%
GEO124		25%					24%
GEO125			26%				24%
GEO130					27%		21%
GEO297			25%				23%
GLG169				36%	19%		16%
MLG100					37%		28%
History	HIS101	38%	36%	70%	41%	50%	25%
	HIS102	28%	41%	43%	28%	35%	21%
	HIS105		44%	59%	39%		29%
	HIS106	15%	22%	46%	37%	41%	26%
	HIS118		38%		23%		26%
	HIS127		29%		25%		25%
	HIS161	36%			25%		29%
	HIS162				43%		29%
	HIS256				23%		19%
	HIS278			24%	13%	55%	22%
HIS286				17%		18%	

D, F, W, I Rates for All Courses by Race
Academic years 2000-2001 thru 2006-2007

Percentage of enrolled students receiving either "D,F or I" or dropping after the 10th day

Home Department	Course	Asian	Asian Subctgry	Black	Hispanic	Native American	White	
Mathematics	MAT081			47%	50%		28%	
	MAT090	44%	13%	58%	48%	63%	27%	
	MAT091	30%	35%	45%	40%	43%	36%	
	MAT095	64%		76%	60%	75%	53%	
	MAT097			26%	5%		14%	
	MAT105	51%	37%	58%	46%	49%	42%	
	MAT108	30%	50%	35%	30%	36%	26%	
	MAT110	41%	48%	47%	42%	46%	42%	
	MAT113	37%	33%		35%	55%	30%	
	MAT117	18%	26%		38%		16%	
	MAT124	30%	30%				32%	
	MAT130				20%		15%	
	MAT140			13%			8%	
	MAT210	27%					15%	
	MAT211	38%	36%		47%		28%	
	MAT221	26%	45%		52%		33%	
	MAT222	15%	33%		44%		23%	
	MAT223	33%					18%	
	Music	MUA001			42%			22%
		MUS072	14%	18%	13%	5%	19%	8%
MUS107				7%			6%	
MUS170			29%	13%	25%		25%	
MUS173		31%	49%	38%	43%	43%	25%	
MUS174		38%	42%	38%	17%		17%	
MUS273		33%	36%	23%	14%	15%	21%	
MUS295		20%			32%		19%	

D, F, W, I Rates for All Courses by Race
Academic years 2000-2001 thru 2006-2007

Percentage of enrolled students receiving either "D,F or I" or dropping after the 10th day

Home Department	Course	Asian	Asian Subctgry	Black	Hispanic	Native American	White
Philosophy	PHI101	22%	31%	45%	31%	27%	23%
	PHI201	32%	25%				16%
	PHI211	47%			41%		28%
	PHI241	28%	13%	31%	29%	82%	17%
	PHI244				27%		23%
	PHI248		21%				14%
	PHI291		21%				22%
Physical Education	PED005			12%			10%
	PED018		10%	25%	13%		8%
	PED019	20%		32%			14%
	PED123	8%	31%		23%		10%
	PED127	33%	14%	31%	12%	31%	13%
	PED206	24%	24%	41%	26%	25%	16%
	PED207			23%			9%
	PED211				18%		16%
	PED213	31%	17%	20%	17%		10%
	PED217				27%		15%
Political Science	POL101				31%		28%
	POL104	35%	32%	41%	21%	33%	24%
	POL204		31%		18%		21%
	POL275				46%		25%
Psychology	EDU201		29%		23%		18%
	EDU300				9%		7%
	PSY201	41%	61%	33%	61%	44%	35%
	PSY202	30%	52%	41%	38%	46%	32%
	PSY309		18%				19%
	PSY360		25%		23%		17%
World Languages	SPA101	44%	40%	41%	45%	56%	21%
	SPA105	14%		9%	27%		15%
	SPA201				22%		17%
	SPA205				24%		10%
	SPA225				15%		14%
	SPA226				13%		4%