HIGHER LEARNING COMMISSION

FORM

Open Pathway Quality Initiative Proposal

Institutional Template

The enclosed Quality Initiative Proposal represents the work that the institution will undertake to fulfill the quality improvement requirements of the Open Pathway.

5/31/23

_____   _____
Signature of Institution's President or Chancellor   *Date*

Richard Muma, President
_____
Printed/Typed Name and Title

Wichita State University
_____
Name of Institution

Wichita, Ks 67260
_____
City and State

The institution completes the Quality Initiative Proposal by responding to the questions in each category of the template. Proposals should be no more than 4,500 words. The institution may choose to submit a brief implementation plan or supplemental charts or graphs as appendices to the template. The Quality Initiative Proposal will be accepted beginning September 1 of Year 5. It is due no later than June 1 of Year 7.

Submit the proposal as a PDF file to hlcommission.org/upload. Select "Pathways/Quality Initiative" from the list of submission options to ensure the institution's materials are sent to the correct HLC staff member. Submission file names should utilize the following format: QIProposal[InstitutionName][State].pdf (e.g., QIProposalNoNameUniversityMN.pdf). The file name must include the institution's name (or an identifiable portion thereof) and state.

Overview of the Quality Initiative

1. Provide a title and brief description of the Quality Initiative. Explain whether the initiative will begin and be completed during the Quality Initiative period or if it is part of work already in progress or will achieve a key milestone in the work of a longer initiative.

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Wichita State University's (Wichita State) quality initiative (QI) project, **Student Success and Persistence Initiative,** is focused on student success initiatives that impact the persistence rates of the student body and improve the graduation rates for all students. The key focal point for the Student Success and Persistence Initiative (SSPI) is based on a recent study completed by the National Institute for Student Success (NISS)[1], commissioned by the Kansas Board of Regents for each of the regent institutions during the 2021-2022 academic year (AY22). As such, focusing on student persistence is a key priority for Wichita State beginning in the 2022-2023 academic year and will continue as a key focus area with particular emphasis to equalize the six-year graduation rates among underserved and non-underserved students by 2026. Currently, six-year rates are 49.9% for underserved students and 53.7% for non-underserved students, leaving a gap of 3.8%. The goal at Wichita State is to narrow the gap to 1.9% in four years (2026).

The university's work in improving the persistence rates of each student is further aligned with the university's Strategic Enrollment Management (SEM) plan[2], which identifies *Increase persistence rates of degree-seeking student populations* (SEM Goal 3). In addition, this QI project aligns with the Kansas Board of Regents' strategic plan for Kansas' higher education system (*Building a Future*)[3], which identifies as the first priority, to help Kansas families by ensuring that higher education remains affordable and accessible to all Kansans through on-time graduation. On-time graduation (e.g., bachelor's degree within four years from a university) is one of the most effective methods of reducing the cost of attendance at a college or university since every additional year spent earning a degree or certificate is an extra year of paying tuition, fees, and other associated costs.

Given our current rates of six-year graduation rates among underserved and non-underserved students, the goals are to 1) garner campus-wide involvement and investment in closing retention and completion gaps among underserved and non-underserved students; 2) centralize student success offices, Shocker Success Center; 3) systematize the use of academic data to improve academic outcomes; 4) standardize academic advising to ensure students receive consistent support across all majors; 5) develop intentional pathways to help students learn about, select, and transition between academic majors; and 6) strengthen financial aid collaboration to support a student from admission to completion. These areas of focus as identified by the university and in the NISS Playbook[1] will build upon objectives embraced in the Wichita State Strategic Plan[4] and within the university goal, Student Centeredness, including increasing enrollment, retention, and graduation rates (Objective 3); improving transition points for current and transferring students (Objective 6); increasing participation in high-impact programs (Objective 7), and improving outcomes for underrepresented minorities (URMs) and other demographic groups (Objective 8). It is through this work, Wichita State is committed to identifying and removing barriers that are hindering the success of URMs as well as students who are low-income, first-generation, or otherwise underserved (Inclusive Excellence, Objective 1) and narrowing the current gap in graduation rates for the underserved students and non-underserved students.

The university began preparatory work in AY23 by developing structures and systematizing the use of data which was focused on the persistence and graduation rates of the student body. This preliminary work was to ensure all components were in place to begin the QI project in Fall 2023 (see Table 1).

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[1] National Institute for Student Success (NISS), March 2022
[2] Strategic Enrollment Management Plan (SEM Plan), https://www.wichita.edu/academics/academic_affairs/SEM/index.php
[3] Kansas Board of Regents Building a Future. https://www.kansasregents.org/about/building-a-future
[4] WSU Strategic Plan (https://www.wichita.edu/about/strategic_plan/index.php)

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Sufficiency of the Initiative's Scope and Significance

> 2. Explain why the proposed initiative is relevant and significant for the institution.

Driven by the university's priority[5] to provide an accessible, affordable, and impactful higher education for all Kansans, the administration, faculty, and staff at Wichita State are driven to promote a campus culture[4] focused on student-centeredness[4]. Student-centeredness is focused on best practices that enhance the student's experience and creates a supportive learning environment while attending college.

Beginning in 2016, Wichita State's enrollment has grown steadily, from 14,474 to 16,921 in 2022, representing a 16.9% growth in Fall student headcount. This enrollment represents students who come to Wichita State from every state in the United States and more than 115 countries. Wichita State is consistently a top transfer destination for Kansas Community College students and is one of the most diverse institutions in the state.

While fall-to-fall persistence rates for all undergraduate degree-seeking students have remained at the 71.2% to 72.6% range from 2016-2019, the university has recently witnessed a decline in these rates and is currently at 66.1% in 2021 (Figure 1). The university is aware that the COVID pandemic has played a role in this sudden decline. However, this same decline in persistence is evident when looking at both the non-underserved and underserved undergraduate degree-seeking students at the university in Figure 1. These declines in persistence rates have demonstrated to all constituents there is a need for better coordination in support of student success. This need is also evident when looking at the drop-off between fall-to-fall, first-year persistence rates for full-time undergraduate degree-seeking first time in college at the university and within each college (Figure 2), and 4-and-6-year graduation rates (Figure 3).

The student success work within this initiative is an outgrowth of the University's mission[6] which is, "*. . . to be an essential EDUCATIONAL, CULTURAL and ECONOMIC DRIVER for Kansas and the greater public good.*" The university administration, the President's Executive Team, and the members of the Student Success and Persistence Coalition, along with all college deans, faculty, and staff at the university know to be true to our mission, we must prioritize student success and equity. Therefore, the focus of the Student Success and Persistence Initiative is focused on actions that impact the persistence rates of the student body and improve graduation rates with particular emphasis to equalize the six-year graduation rates among underserved and non-underserved students by 2026.

As an emerging leader in supporting first-generation students, Wichita State is committed to focusing on key student programs and initiatives that will increase the persistence of all students. These best practices are "born" from the NISS recommendations and will focus on 1) supplemental instruction to provide academic support to students in classes, specifically courses marked as high DF courses; 2) the implementation of the student early alert system (SEAS) to enhance the communication between faculty, advisors, and success coaches to provide wrap-around services for each student; 3) standardize academic advising to ensure students receive consistent support across all majors for degree completion; and 4) strengthen financial aid collaboration with other units and provide coordinated, proactive outreach to students to reduce the cost of degree completion.

[4] WSU Strategic Plan (https://www.wichita.edu/about/strategic_plan/index.php)
[5] Wichita State Presidential Priorities, https://www.wichita.edu/administration/president/priorities.php
[6] WSU Mission, https://www.wichita.edu/about/strategic_plan/mission.php

3. Explain the intended impact of the initiative on the institution and its academic quality.

The Executive Vice President and Provost (Provost) at Wichita State is the senior administrator on campus who is charged with leading student success efforts. As such, the Provost has charged each Dean to develop a college retention plan focused around the four recommendations as identified in the NISS Playbook. Each of these recommendations will have a positive impact on the university regarding the persistence of each student, specifically, the four recommendations are:

- Systematize the use of academic data to improve academic outcomes;
- Standardize academic advising for consistent support of all students across all majors;
- Develop intentional pathways to help students learn about, select, and transition between academic majors; and
- Strengthen Financial Aid collaboration to support a student from admission to completion.

The outcomes of these four recommendations will result in higher persistence rates of each student from Fall-to-Fall and decrease the mean years to a degree (time-to-degree), as represented in Figure 3, which will lead to the university meeting the goal of increasing persistence for all students and equalizing the graduation rates. For our undergraduate, degree-seeking full-time first time in college students with 0 (zero) earned transfer hours (first-time college students), 85.9% of the students graduated within 6 years (Figure 4). While these rates are above the national averages[7], there is room for improvement.

In addition, this quality initiative (QI) project will have a positive impact on academic learning for the students who enroll at Wichita State. The Student Success & Persistence Initiative (SSPI) is focused on providing best practices that are attentive to the academic support needed for each student as they matriculate from admission to completion. This academic support will be offered through summer bridge programs, student engagement and belonging year-round programming, student digital toolboxes, coordinated advising, and academic supports through math pathways, degree plans, and meta majors, and developing faculty expertise around effective classroom instruction as well as student academic support systems.

The focus of the SSPI has a financial impact on the university and the economic growth of Kansas and the greater public good. In the case of Wichita State, for every 100 additional degree-seeking students that Wichita State retains this will generate approximately $800K in additional tuition and fee revenue annually. The compounding benefit of increasing retention rates even by a handful of students per year can have a significant impact on revenue. In addition, every 100 bachelor's degree students who stay enrolled through graduation rather than dropping out in the first year generate roughly $3 million in additional tuition and fee revenues for the university. These retention and graduation efforts also impact the economy. Individuals holding a bachelor's degree will earn, on average, $900K+ more over their careers when compared to individuals having only a high-school diploma ~ 100 additional students will add $90 million to their communities' economy over their lifetimes. At Wichita State, we believe having higher rates of student success will benefit our reputation as well, leading to more students to attend our university. We want to be known as a place where students come to earn a degree and enter the workforce.

[7] National Center for Education Statistics

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Clarity of the Initiative's Purpose

> 4. Describe the purposes and goals for the initiative.

The areas of focus as identified by the university and within the NISS report (listed as strategies below), emerged as the most pressing issues necessary to enhance student success for underserved and non-underserved students at Wichita State, and collectively, they serve as the vehicle to launch the Student Success and Persistence Initiative. This initiative is focused on two goals as addressed below and is the basis of WSU's HLC Quality Initiative. The Student Success and Persistence Initiative is a collaborative project that involves university and college administration, faculty, staff, and students throughout the university community.

The goals for the Student Success and Persistence Initiative are:

1. Equalize the six-year graduation rates among underserved and non-underserved students by narrowing the gap to 1.9% in four years (2026).

2. Increase persistence rates among underserved and non-underserved students to 75% in 2025 and 80% by 2030.

The Student Success and Persistence Initiative strategies include:

1. Campus-wide involvement and investment in closing retention and completion gaps among underserved and non-underserved students

2. Centralize student success offices within the Shocker Success Center

3. Systematize the use of academic data to improve academic outcomes

4. Standardize academic advising to ensure students receive consistent support across all majors

5. Develop intentional pathways to help students learn about, select, and transition between academic majors

6. Strengthen financial aid through collaboration with other units and coordinated, proactive outreach to students

> 5. Select up to three main topics that will be addressed by the initiative.

☐ Advising	☐ Leadership	☐ Retention
☐ Assessment	☐ Learning Environment	☐ Strategic Planning
☐ Civic Engagement	☐ Online Learning	☐ Student Learning
☐ Curriculum	☒ Persistence and Completion	☒ Student Success
☐ Diversity		☐ Teaching/Pedagogy
☐ Engagement	☐ Professional Development	☒ Underserved Populations
☐ Faculty Development	☐ Program Development	☐ Workforce
☐ First-Year Programs	☐ Program Evaluation	☐ Other:
☐ General Education	☐ Quality Improvement	

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6. Describe how the institution will evaluate progress, make adjustments and determine what has been accomplished.

The University will utilize a mix of formative and summative methods in the evaluation process that will ensure continuous review, modification, and adjustment of the initiative to meet the goals of increasing persistence and equalizing graduation rates.

Purpose
The purpose of the evaluation will be to analyze data collected for the Student Success & Persistence Initiative (SSPI) and evaluate the results in relation to the following questions:
- How well is the program/initiative being *delivered*?
- Is the program/initiative changing *student behavior* and/or needing *modification*?
- What is the *effectiveness* of the program/initiative?
- What is the *impact* of the program/initiative?

Evaluation Strategy, Measurement, and Timeline
The timeline for the SSPI is found in Table 1 of the appendices.

The evaluation strategy will include both formative and summative strategies. An evaluation design has been developed to allow assessment of the extent to which the program components are meeting the action steps and goals outlined in the Student Success & Persistence scorecard. A sample of the scorecard to track data on the student success programs/initiatives is provided in Table 2 of the appendices. The Student Success & Persistence scorecard represents the milestones and intended goals of the programs and initiatives for this quality initiative project.

Progress will be evaluated each semester and at the fall census with the Student Success and Persistence Coalition and a formal report will be disseminated to the campus community. The Student Success and Persistence Initiative targets undergraduate students.

Evidence of Commitment to and Capacity for Accomplishing the Initiative

7. Describe the level of support for the initiative by internal or external stakeholders.

The focus on this initiative has brought a new level of excitement to campus. The President and Provost kicked off the initiative with a [video][8] addressing the importance of student success and persistence initiative to the future health, well-being, and success of Wichita State students and the university and inviting everyone on campus to a campus-wide town hall. The town hall was attended by the President's Executive Team, university administration, Strategic Enrollment Management leaders and teams, Student Success & Persistence Coalition members, and college deans, faculty, and staff. The attendance at the town hall and the conversation and feedback provided represents that the internal stakeholders are committed to the work and ready to make a difference.

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[8]Student Success and Persistence, https://www.wichita.edu/academics/academic_affairs/SEM/sem-ssp.php

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In addition, the President's Executive Team (PET) developed three strategies to represent their commitment to support the goals of the Student Success and Persistence Initiative: 1) Foster a culture of empowerment, leadership, and ownership; 2) Equity-first mindset and student-centered approach that leads to increased graduation rates; and 3) Strategic education on and promotion of financial wellness.

External stakeholder support has also come from the WSU Foundations in the reallocation of external funding with a focus on need-based aid as well as Kansas Legislators' commitment through specific funding focused on need-based aid and student success and persistence.

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

This work will be led by the President's Executive Team, Provost, Associate and Assistant Vice Presidents in Academic Affairs, Strategic Enrollment Management leaders and teams, Student Success & Persistence Coalition, and college deans, faculty, and staff.

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

In preparation for the launch of the Student Success and Persistence Initiative, the University administration strategically allocated resources stemming from the recommendations produced by the NISS study. The university has committed $2,418,589 to implement specific initiatives aimed at improving student success.

- Summer Bridge Programs. Bridge programs are designed to orient and fully engage students new to campus before the start of the fall semester. Students participating in these programs reside on campus for 1 – 2 weeks before the start of the semester. Bridge programs include information about campus resources, financial literacy, study habits, and networking. We know that students who are engaged in campus activities are much more likely to graduate than students who do not participate. During Summer 2022, WSU offered approximately eight Bridge programs serving approximately 400 students. The success of those students has indicated a need for additional sessions, courses, and experiences.
  - o Costs include personnel (including student mentors), housing, meals, student mentor training, and scholarships. $300,000 per year.

- Student Engagement and Belonging. Building on the goals of the summer bridge programs, the offices of Student Affairs and Academic Affairs work collaboratively to deliver programs *year-round* that are specifically geared toward promoting academic success and connectivity. With the increase in enrollment and retention as well as the need to expand these programs, additional staff are required to design, deliver, and manage them. In addition, the Office of Student Success coordinates campus activities to promote student engagement and belonging. This also includes intentional efforts at promoting student success and persistence in our varied student populations including our Hispanic/Latinx students.
  - o Costs include personnel (including hiring an HSI director, hiring a bilingual Diversity recruiter, hiring faculty and student mentors, and developing web, digital, and advertising content) $450,000.

- Coordinated Advising and academic support. One of the recommendations from NISS is to provide a more coordinated approach to academic advising to ensure all students have access to

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clear and accurate information regarding degree programs. To accomplish this, WSU will implement Math Pathways and other tools to help communicate degree expectations. Recognizing the positive impact Math Pathways have been shown to have on student success, WSU plans to begin developing and implementing them during the 2023-2024 academic year. Subsequently, WSU will begin implementing academic degree plans which will help communicate the alignment of student learning objectives and learning experiences with required coursework. Finally, a system of coordinated care services will be expanded to include more Success and Financial Wellness coaches.

- o Costs include hiring additional advisors/success coaches as well as providing faculty and staff training and basic operations costs for math pathways. $660,000.

- Student Digital Toolbox: Resources for Success. WSU will pilot this initiative to provide laptops/tablets for new students who have demonstrated a need for additional support. The pilot program will consist of students participating in Shocker Promise, Teacher Apprenticeship Program (TAP), and Passage to Success programs. These programs primarily enroll under-served minority, first-generation, and low-income students. This initiative addresses the access and affordability needs of students, ensuring they have laptops or tablets to help them be successful. In addition, providing devices to students will assist program directors with additional opportunities to connect with students and then connect students to campus resources. To address this gap, WSU will provide 500 devices each year, to incoming students in the programs listed above.
  - o Costs include hardware as well as one staff member to manage the program and provide tech support. $562,000.

- New position - Assistant Vice President for Student Success and Retention. With the upcoming academic year, Wichita State has hired an individual to develop and direct, in collaboration with Student Affairs, University-wide student success and retention strategies and programs that align with the University vision. This AVP will provide leadership and strategic direction to student academic support offices with a focus on how to best serve our students as they pursue degree completion. In addition, they will collaborate with colleges, community members, and strategic partners to successfully develop and achieve long-range student success goals, programs, and services.
  - o Costs include salary and benefits. $143,000.

- Office of Financial Aid (OFA) Reorganization/Staffing Changes: The work of the OFA in the administration of federal, state, and institutional dollars totaling over $100M annually is directly tied to goals related to enrollment growth and increased persistence. This office reorganization is focused on aligning positions and duties with the strategic long-term goals of the office as it relates to University and KBOR priorities of access and affordability.
  - o Costs include salary and benefits for three current positions and one new position. $118, 887

- Teacher Apprentice Program Student Retention Initiative: With over 600 students, the Teacher Apprentice Program (TAP) is one of the largest programs on campus and is almost double the size of any other program in the College of Applied Studies. Based on this enrollment, 61% of students are first-generation as well as diverse online and adult learners. The focus is to provide outreach

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for students, consistently engage in dialogue around best practices for student success, and support our first-generation students in this program with research-based practices.

- o Costs include salary and benefits for one current position and one new position. $184,702

Appropriateness of the Timeline for the Initiative

(The institution may include a brief implementation or action plan.)

10. Describe the primary activities of the initiative and timeline for implementing them.

See Table 1 in the appendices for the NISS Timeline which outlines the NISS priority action items that drive the work behind meeting the goals identified for this initiative. As mentioned earlier, the university began preparatory work in AY23 by developing structures and systematizing the use of data which was focused on the persistence and graduation rates of the student body. This preliminary work was to ensure all components were in place to begin the QI project in Fall 2023 (see Table 1).

Institutional Contact for Quality Initiative Proposal

Include the name(s) of the primary contact(s) for the Quality Initiative.

Name and Title: Ashlie R. Jack, AVP for Institutional Effectiveness

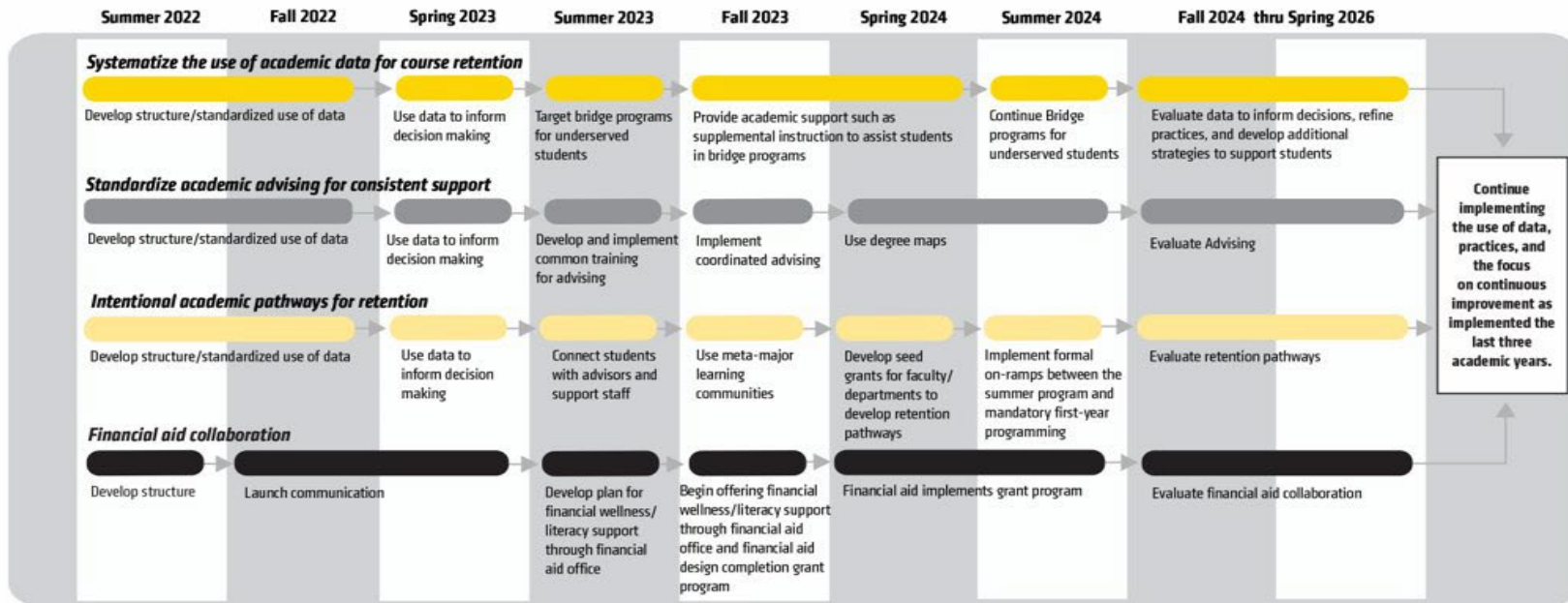Phone: 316-978-3589   Email: ashlie.jack@wichita.edu

Appendix for Wichita State Quality Initiative Plan
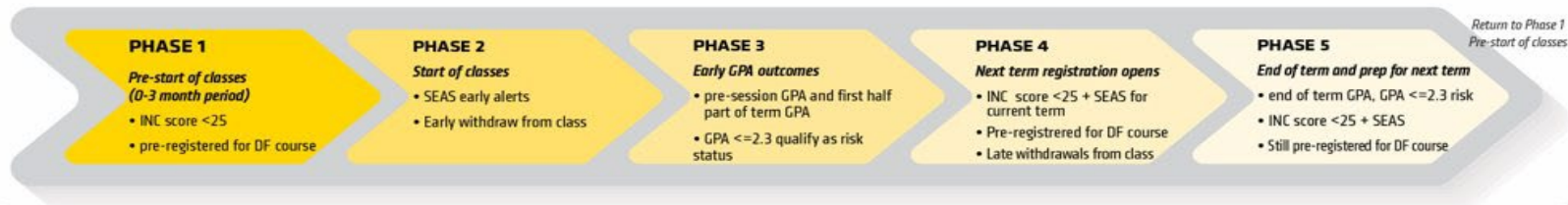
Table 1

NISS Timeline

Figure 1

University Persistence Rates, Fall-to-Fall

Persistence Rates Fall-to-Fall:	Year of Fall Census Cohort							
	2014	2015	2016	2017	2018	2019	2020	2021
All UG Degree-seeking (FTIC & transfers) Fall to Fall	69.7%	71.5%	71.2%	71.2%	70.4%	72.6%	69.5%	66.1%
Non-Underserved All UG Degree-seeking (FTIC & transfers) Fall to Fall	74.0%	75.9%	71.1%	77.0%	75.2%	77.7%	74.2%	73.5%
Underserved All UG Degree-seeking (FTIC & transfers) Fall to Fall	66.0%	68.0%	71.4%	66.7%	66.6%	68.6%	65.7%	59.7%
equity gap	8.0%	8.0%	-0.3%	10.3%	8.6%	9.1%	8.6%	13.8%

Figure 2

College Level Fall-to-Fall Persistence, Full-time Undergraduate Degree-Seeking Freshman

	Year of Fall Census Cohort					Year of Fall Census Cohort					Year of Fall Census Cohort					
	2017	2018	2019	2020^	2021	2017	2018	2019	2020^	2021	2017	2018	2019	2020^	2021	
	% returned the following Fall Census					*% returned the following Fall Census*					*% returned the following Fall Census*					equity
	Year of Fall Census					Year of Fall Census					Year of Fall Census					gap
College	2018	2019	2020^	2021	2022	2018	2019	2020^	2021	2022	2018	2019	2020^	2021	2022	
SSP Freshmen	**Total**					**Non- Underserved****					**Underserved****					
University	71.2%	70.4%	72.7%	69.5%	66.1%	77.0%	75.2%	77.8%	74.3%	73.6%	66.7%	66.6%	68.6%	65.7%	59.7%	-13.9%
Business	71.2%	70.7%	72.3%	73.0%	63.8%	76.5%	72.6%	76.3%	78.8%	69.2%	67.1%	69.1%	68.7%	68.2%	59.2%	-10.0%
Applied Studies	77.3%	76.1%	71.6%	75.1%	63.8%	82.1%	84.7%	71.6%	78.7%	70.5%	73.6%	70.7%	71.5%	72.4%	59.0%	-11.4%
Engineering	73.0%	74.6%	78.0%	66.3%	70.6%	79.9%	76.5%	81.4%	71.8%	76.2%	64.2%	71.9%	73.2%	60.3%	63.2%	-13.0%
Fine Arts	77.4%	67.3%	75.0%	73.0%	64.7%	82.7%	72.3%	80.4%	75.9%	73.6%	71.0%	62.7%	70.1%	70.0%	55.6%	-18.1%
Health Professions	66.4%	68.9%	69.6%	70.2%	70.0%	73.7%	77.1%	75.2%	72.4%	78.7%	62.8%	64.7%	65.8%	68.9%	64.2%	-14.5%
Liberal Arts & Science	68.8%	66.7%	69.5%	66.9%	63.3%	72.2%	72.1%	76.9%	72.8%	72.1%	66.8%	63.4%	65.9%	62.8%	57.7%	-14.5%

Figure 3

University 4-and-6-year graduation rates

Time-to-Degree: Of those who graduate within an academic year, how long did it take to earn a degree.	Academic Year (fall-spring-summer sequence)							
	2014-15	2015-14	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
mean years to degree who started with no earned transfer hours	5.0	5.0	4.8	4.8	5.2	4.5	4.4	4.7
mean years to degree who had 1-29 earned transfer hours	4.1	4.3	4.1	4.0	4.0	3.9	3.9	3.8
mean years to degree who started with **no earned transfer hours**	5.0	5.0	4.8	4.8	5.2	4.5	4.4	4.7
non-underserved	4.9	4.5	4.3	4.4	4.7	4.3	4.2	4.3
underserved	5.1	5.4	5.1	5.1	5.5	4.6	4.6	5.0
equity gap	0.2	0.9	0.8	0.7	0.8	0.3	0.4	0.7
mean years to degree who had **1-29 earned transfer hours**	4.1	4.3	4.1	4.0	4.0	3.9	3.9	3.8
non-underserved	3.7	4.0	3.7	3.7	3.9	3.6	3.7	3.5
underserved	4.6	4.6	4.5	4.4	4.1	4.2	4.0	4.1
equity gap	0.9	0.6	0.8	0.7	0.2	0.5	0.3	0.6

Figure 4

Dimensions:	Year of Fall Census (unless otherwise noted)					pandemic years		
	2015	2016	2017	2018	2019	2020	2021	2022
Time-to-Degree: *Of those who graduate within an academic year, how long did it take to earn a degree.*	Academic Year (fall-spring-summer sequence)							
	2014-15	2015-14	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
percent with **0 earned** transfer hours finish within 4 years	52.0%	58.0%	61.2%	62.1%	53.4%	71.2%	69.2%	64.8%
percent with **0 earned** transfer hours finish within 6 years	83.8%	82.6%	87.1%	85.7%	78.3%	89.9%	89.2%	85.9%
percent with **0 earned** transfer hours finish within 4 years	52.0%	58.0%	61.2%	62.1%	53.4%	71.2%	69.2%	64.8%
Non-Underserved	57.3%	71.9%	72.0%	71.0%	64.4%	78.0%	75.6%	73.1%
Underserved	47.4%	45.9%	52.6%	55.4%	47.1%	66.3%	65.3%	60.0%
equity gap	*9.9%*	*25.9%*	*19.4%*	*15.6%*	*17.3%*	*11.7%*	*10.2%*	*13.1%*
percent with **0 earned** transfer hours finish within 6 years	83.8%	82.6%	87.1%	85.7%	78.3%	89.9%	89.2%	85.9%
Non-Underserved	84.1%	91.7%	94.7%	92.8%	86.4%	89.8%	88.9%	92.3%
Underserved	83.5%	74.8%	81.1%	80.4%	73.5%	90.0%	89.3%	82.2%
equity gap	*0.6%*	*16.9%*	*13.6%*	*12.3%*	*12.9%*	*-0.2%*	*-0.4%*	*10.1%*
percent with **1-29 earned** transfer hours finish within 4 years	77.2%	73.4%	75.8%	79.1%	77.2%	80.1%	79.7%	83.4%
percent with **1-29 earned** transfer hours finish within 6 years	91.8%	88.3%	91.5%	92.4%	94.2%	92.5%	93.6%	94.2%
percent with **1-29 earned** transfer hours finish within 4 years	77.2%	73.4%	75.8%	79.1%	77.2%	80.1%	79.7%	83.4%
Non-Underserved	86.4%	82.4%	86.0%	86.8%	79.0%	86.4%	84.7%	91.0%
Underserved	66.0%	64.3%	64.9%	70.2%	75.5%	73.9%	74.9%	76.4%
equity gap	*20.4%*	*18.1%*	*21.0%*	*16.6%*	*3.5%*	*12.4%*	*9.8%*	*14.6%*
percent with **1-29 earned** transfer hours finish within 6 years	91.8%	88.3%	91.5%	92.4%	94.2%	92.5%	93.6%	94.2%
Non-Underserved	96.3%	91.9%	95.4%	96.7%	95.8%	95.7%	94.3%	98.3%
Underserved	86.2%	84.6%	87.3%	87.5%	92.7%	89.2%	92.9%	90.6%
equity gap	*10.1%*	*7.3%*	*8.2%*	*9.2%*	*3.1%*	*6.5%*	*1.4%*	*7.7%*

Table 2

Sample of Student Success & Persistence Scorecard

Dimension	**Fall Census Year**					**Target**		**Goal**	
	2017	**2018**	**2019**	**2020**	**2021**	2023 (%)	Current Goal status	Desired Direction of Goal	Goal 2026
Number of SI Classes	47	65	81	69	96				
Number of SI classes for High DF courses	14	21	34	28	47			↗	
% of SI classes of all high DF courses	9.2%	14.1%	23.4%	19.2%	31.1%	30%	🟢		35%
Non-underserved: Number of UG degree-seeking enrolled at census-taking SI Classes	163	166	216	104	98			↗	
Non-underserved: Percentage enrolled at census taking SI Classes	18.4%	18.3%	24.3%	12.1%	10.6%	10%	🟢		20%
Underserved: Number of UG degree-seeking enrolled at census-taking SI Classes	221	199	216	99	91			↗	
Underserved: Percentage enrolled at census taking SI Classes	19.3%	17.1%	19.6%	9.2%	8.4%	10%	🟡		20%

SI= Supplemental Instruction