AGENDA
Council on Postsecondary Education
Friday, November 16, 2018
8:00 AM
Southcentral KY Community & Technical College, Bldg F, Conf Rm

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1. Statewide data briefing on KY's research universities *(8:00-8:15 a.m.)* 2
2. 2018 Annual Report - University of Kentucky *(8:15-8:50 a.m.)* 7
3. 2018 Annual Report - University of Louisville *(8:50-9:25 a.m.)* 9
4. Break *(9:30-10:00)*
   The Council will reconvene at the 10:00 a.m. business meeting.

STAY CONNECTED TO THE CPE!

CPE Key Performance Indicators
Overview

Six-Year Graduation Rate

- **Why is this measure important?** This measures the rate at which entering freshmen who attend full time graduate within 150 percent of program length. This, in part, is a measure of the efficiency with which students' complete college and of how well students are persisting to a degree. A high value on this measure benefits a state in two important ways: 1) it leads to higher degree production and a better educated citizenry, and 2) the postsecondary pipeline is functioning better - students are moving through the pipeline at higher rates allowing more room for others to enter. This statistic does not account for transfers across institutions or part time students at time of entry.
- **What is the technical definition?** First-time, full-time bachelor's degree-seeking students entering in the fall semester (or entering in the summer and returning in the fall), who graduate with a bachelor's degree within six years from their institution of entry, total and disaggregated by low-income and under-represented minority status.
- **How do we compare with national and regional performance?** According to the National Center for Education Statistics, the average graduation rate for public universities is 59%. The Southern Regional Education Board reports that the average public university graduation rate in the southern region is 56%.
- **Key questions to consider**:
    - Are campuses making significant progress towards their targets? Is so, what strategies have they employed? If not, what are the barriers?
    - Are campuses closing gaps between overall graduation rates and low-income, underrepresented minority student rates?

Completion Rate

- **Why is this measure important?** Unlike graduation rates, which only count graduations from the institution where the students begin their studies, completion rates provide a more holistic measure of student success. This measure captures the college completion of students at any public or private university within the Commonwealth, regardless of where they began their program. Like graduation rates, strong performance on this measure benefits the state by leading to higher degree production and improved educational levels across the state. Unlike graduation rates, this statistic does account for transfers across institutions.
- **What is the technical definition?** First-time, full-time bachelor's degree-seeking students entering in the fall semester (or entering in the summer and returning in the fall), who graduate with a bachelor's degree at any time from a Kentucky public university or private

(AIKCU) institution. Note, campuses were not asked to set targets for this metric. Also, there is no comparable national or regional data on this measure.

- **Key questions to consider**:
  - Are completion rates improving? Is so, what strategies have they employed? If not, what are the barriers?
  - Are completion rates significantly different than graduation rates? If so, what is the cause?

First to Second Year Retention Rate

- **Why is this measure important?** Students are more likely to drop out of postsecondary education during the first year than any other time. If a state can implement policies that help to increase retention rates either within institutions or through transfer, the likelihood of students persisting to graduation is far greater.
- **What is the technical definition?** Percentage of first-time, full-time bachelor's degree-seeking students entering in the fall semester (or entering in the summer and returning in the fall), who return to the same institution to continue their studies the following fall, total and disaggregated by low-income and underrepresented minority status.
- **How do we compare with national and regional performance?** According to the National Center for Education Statistics, the average retention rate for public universities is 81%. The Southern Regional Education Board reports that the average public university rate in the southern region is 79%.
- **Key questions to consider**:
  - Are campuses making significant progress towards their targets? Is so, what strategies have they employed? If not, what are the barriers?
  - Are campuses closing gaps between overall retention rates and low-income, underrepresented minority student rates?

Degrees Awarded

- **Why is this measure important?** Like graduation and completion rates, this measure captures the overall performance of institutions getting students to the finish line and completing their programs of study. The number of degrees awarded is closely related to enrollment. However, the number degrees awarded can be increased by more high school students transitioning to college and by university strategies to improve retention and time to degree. Improved performance on this measure contributes to increased educational attainment, a stronger workforce, and improved opportunity for Kentucky citizens.
- **What is the technical definition?** Yearly production calculated by counting total number of degrees conferred (which is a duplicated student headcount) from July 1st to June 30th.

- **Key questions to consider**:
    - Are campuses making significant progress towards their targets? If so, what strategies have they used? If not, what are the barriers?
    - Is production growth equal to or exceeding 1.7% average annual growth rate (AAGR), which is the projected AAGR needed for state level progress towards the KY attainment goal (60% of KY residents will have a postsecondary credential by year 2030).
    - Are underrepresented minority and low-income yearly degree counts keeping pace with overall degree growth?

Undergraduate Enrollment

- **Why is this measure important?** Enrollment is a critical measure for each institution because it determines program demand and affordability within its service region and beyond. The measure is assessed by disaggregating first-time and adult students, which reflects high school graduates' interest in an institution and degree program, as well as adults' interest in pursuing additional workforce preparation. Enrollment numbers create the student pipeline for degree production, which contributes to increased KY educational attainment, a stronger workforce, and improved opportunity for Kentucky citizens.
- **What is the technical definition?** An unduplicated undergraduate headcount on fall census day, disaggregated by underrepresented minority, adult, and first-time students. Note, campuses were not asked to set targets for this metric.
- **Key questions to consider**:
    - Are enrollment trends for each campus similar to state level trends?
    - What factors influence first-time and adult enrollment?
    - Are underrepresented minority counts following overall enrollment trends?

Average Number of Credit Hours at Graduation

- **Why is this measure important?** This measure is an efficiency assessment for degree completion. Increasing time and credit hours to complete any degree creates a higher risk for dropping out and adds to the overall costs to students and families. Campuses are making efforts to reduce students' credit hours completed but not used toward required curriculum. Examples of these credits include remedial coursework, transfer credit hours not accepted for major, and credit hours not used toward degree completion after change of major.
- **What is the technical definition?** Average credit hours earned by bachelor's degree graduates at four-year KY institutions. Note, 120 academic credit hours are required for completion of a bachelor's degree.
- **Key questions to consider**:

- Are campuses making significant progress towards their targets? If so, what strategies have they used? If not, what are the barriers?
- Are averages trending downward closer to 120, which shows progress in decreasing unneeded credit hours and expenses?
- For possible discussion (not presented on campus scorecards), do barriers vary by KY campus in terms of specific populations (for example transfer students) or specific academic programs?

Average Net Price

- **Why is this measure important?** Average Net Price is the most commonly used measure of affordability because it is standardized to calculate costs per student on every college campus. Net Price is often compared to "sticker price," a number that does not take into account the grants and scholarships students receive that offset the total cost. The metric provides an overarching 'view' to be monitored, analyzed and addressed accordingly.
- **What is the technical definition?** The total cost of education for a first-time, full-time undergraduate student, minus any grant or scholarship aid. Average institutional net price is generated by subtracting the average amount of federal, state/local government, or institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average for room and board and other expenses. This is a federal government metric.
- **How do we compare with national and regional performance?** According to the National Center for Education Statistics, the average net price (for public colleges only?) in 2015-16 was $13,400. The Southern Regional Education Board reports that the average net price in 2015-16 was $13,100. Note, campuses were not asked to set targets for this metric.
- **Key questions to consider**:
  - While price is increasing on most campuses, do averages remain below national and SREB benchmarks?
  - Do trends in average net price vary by students' family income? (For possible discussion, but note this question does not contain data on campus scorecards. The federal system groups students by yearly family income: $0-30K, $30-48K, $48-75K, $75-$110K, $110K or higher).

Progress of Underprepared Students in Math and English

- **Why is this measure important?** Students entering Kentucky universities not qualifying as college ready ("under-prepared") are among the highest risk students for dropping out. These students are more likely to be minority, low-income or first-generation college student.

Campuses have developed innovative programs, support systems and alternative pathways for underprepared students. This metrics assesses the effectiveness of these efforts and resource allocations.

- **What is the technical definition?** Percentage of first-time, full-time, degree-seeking undergraduates underprepared in English or mathematics who complete a credit-bearing course in that subject by the end of the fall semester a year after entry. Denominator: First-time, full-time undergraduate degree and credential-seeking students who were underprepared in English or Math (statewide college readiness standards incorporate all entrance exams used in the admissions process and all placement exams taken on campus) at entry (summer/fall semester). Numerator: the number who successfully completed at least one non-developmental course during the summer, fall, spring, or following summer /fall semester in English or Math. Successful course completion is defined as having a CPE standardized grade of A, B, C, D or P. There is no comparable national or regional data on this measure.
- **Key questions to consider:**
    - In the academic year 2016-17, KY public institutions began implementing a co-requisite model of developmental education to replace traditional remediation pathways for underprepared students. How is this strategy helping campuses beginning to trend higher on this measure?
    - More Kentucky students are testing "college-ready." Has this changed the way campuses are providing support to their shrinking underprepared populations? Are they implementing more focused support systems?

Appendix: Description of Student Populations

Underrepresented Minority Student (URM): Black, American Indian or Alaskan Native, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and two or more races.

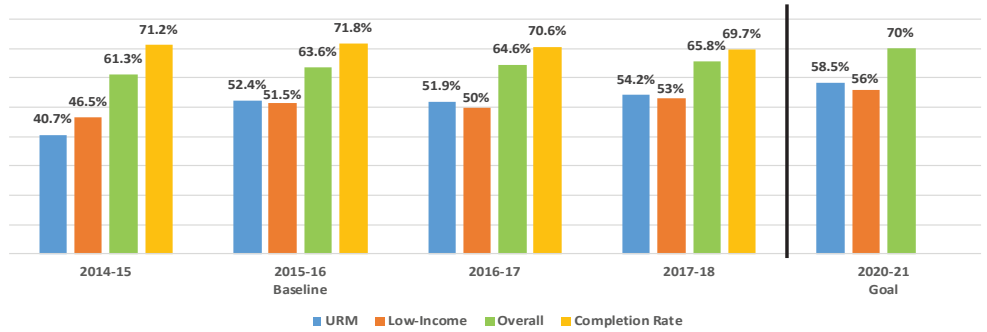
Low-Income Student (LI): A student who received a Pell grant during any time during his/her first year of undergraduate studies.

Adult Student: Working age student, 25-64 years of age.

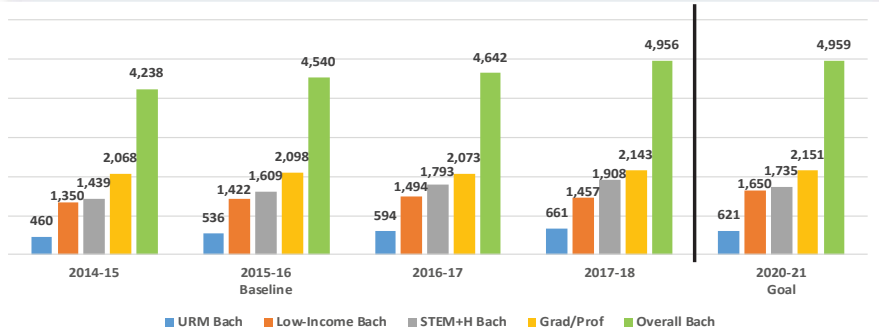
First-Time Student: A student is to be identified as a first-time student if she has graduated from high school and has not previously earned credits in the degree level for which he/she is enrolled unless the credits were earned before graduation from high school.

UNIVERSITY OF KENTUCKY HIGHLIGHTS

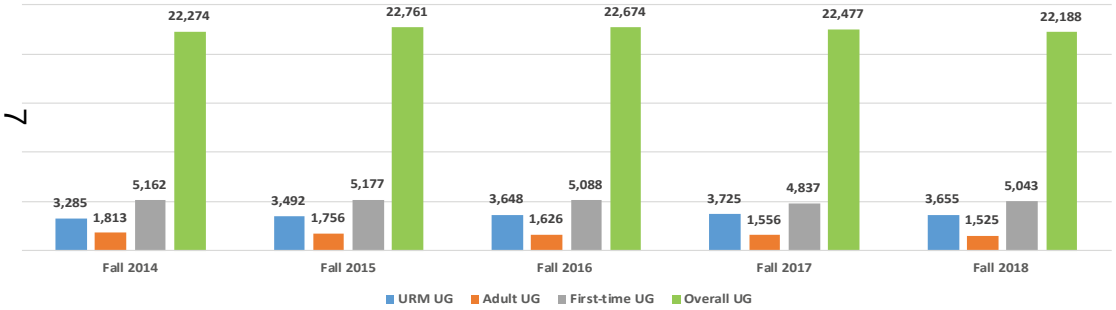
Six-Year Graduation & Completion Rate



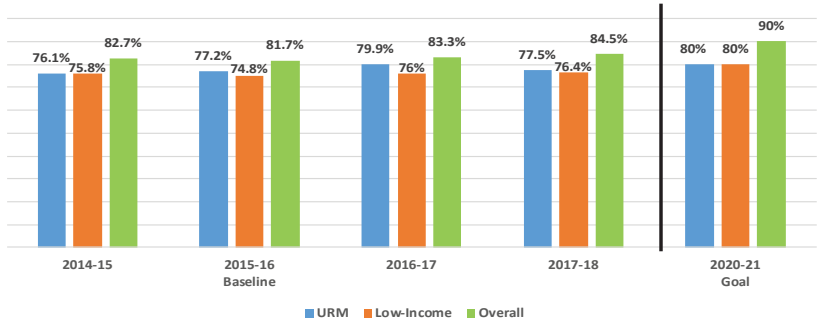
Degrees Awarded



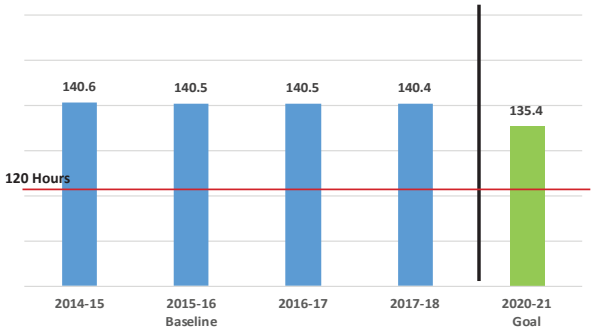
Undergraduate Enrollment



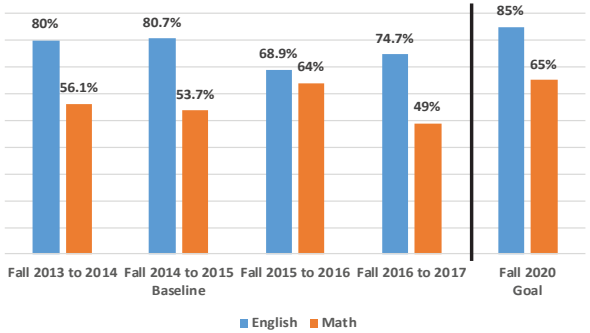
First-Year to Second-Year Retention



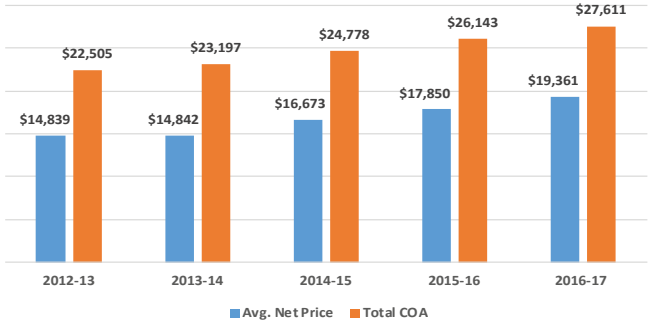
Average Credit Hours at Graduation



Success of Underprepared Students in Gateway Courses



Average Net Price & Total Cost of Attendance



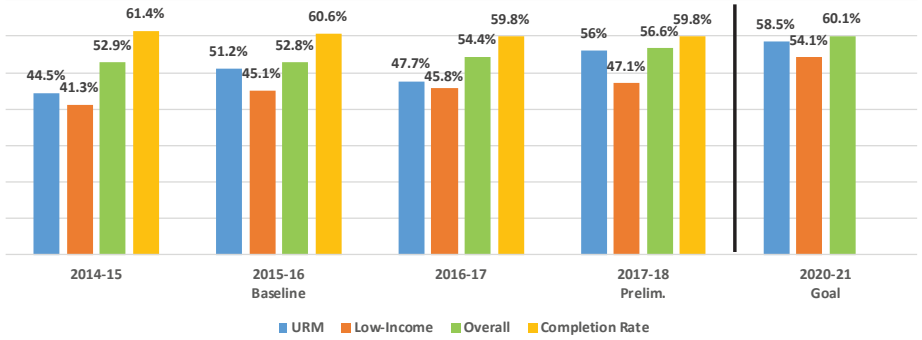
INSTITUTION GOALS

METRIC	EKU			KSU			MoSU			MuSU			NKU			WKU			UK			UofL			4-YR PUBLIC TOTAL		
	15-16	17-18	2021 Goal	15-16	17-18	2021 Goal	15-16	17-18	2021 Goal	15-16	17-18	2021 Goal	15-16	17-18	2021 Goal	15-16	17-18	2021 Goal	15-16	17-18	2021 Goal	15-16	17-18	2021 Goal	15-16	17-18	2021 Goal
Graduation Rates*																											
Overall	45%	50.9%	50%	20.6%	17.9%	30%	45.7%	44.9%	48.2%	48.6%	55.4%	50%	37.6%	43.8%	45%	51.9%	53.4%	53.7%	63.6%	65.8%	70%	52.8%	56.6%	60.1%	50.6%	54.4%	60%
URM	37%	38.8%	43%	20.1%	16%	30%	32.6%	37.9%	37.5%	37.6%	43.3%	42%	23%	34.8%	39%	33.9%	33.6%	40%	52.4%	54.2%	58.5%	51.1%	56.1%	58.5%	38.8%	43.2%	50%
Low-Income	36.3%	41.8%	42%	20.3%	17%	30%	34.1%	38.6%	38%	37.4%	42.2%	42%	30.3%	32.7%	39%	41%	39.9%	45%	51.5%	53%	56%	45.1%	47.1%	54.1%	38.8%	41.7%	50%
Degrees and Credentials Awarded																											
Overall	2,559	2,648	2,690	276	222	320	1,306	1,308	1,477	1,696	1,678	1,783	2,196	2,218	2,400	2,817	3,038	2,987	4,540	4,956	4,959	2,705	3,041	3,100	18,095	19,109	19,716
URM	207	271	218	160	136	170	69	79	84	151	159	165	209	237	230	315	347	347	536	661	621	484	557	585	2,131	2,447	2,420
Low-Income	1,378	1,351	1,458	211	161	220	779	761	819	747	688	815	1,038	1005	1,050	1,353	1,361	1,455	1,422	1,457	1,650	1,137	1,154	1,356	8,065	7,592	8,823
STEM+H	769	900	820	65	46	65	343	384	397	741	719	747	672	679	750	888	880	1,021	1,609	1,908	1,735	835	1,038	1,085	5,922	6,554	6,620
Graduate and Professional	903	876	950	45	63	60	339	315	374	696	605	699	599	587	660	881	930	950	2,098	2,143	2,151	1,937	1,970	2,011	7,498	7,489	7,855
Enrollment*																											
UG Overall	14,327	13,418	NG	1,433	1,753	NG	9,783	9,306	NG	9,268	8,140	NG	12,806	11,942	NG	17,315	17,028	NG	22,761	22,188	NG	15,985	15,834	NG	103,678	99,609	NG
UG URM	1,555	1,531	NG	831	888	NG	672	709	NG	1,035	882	NG	1,580	1,560	NG	2,586	2,666	NG	3,492	3,655	NG	3,108	3,644	NG	14,859	15,535	NG
UG African American	822	708	NG	744	781	NG	330	292	NG	631	578	NG	848	774	NG	1,544	1,376	NG	1,701	1,646	NG	1,765	1,857	NG	8,385	8,012	NG
UG Hispanic	349	373	NG	46	48	NG	141	184	NG	183	168	NG	376	396	NG	542	656	NG	954	1,091	NG	635	836	NG	3,226	3,751	NG
UG FIrst-time	2,794	2,450	NG	210	311	NG	1,484	1,475	NG	1,468	1,206	NG	2,196	1,843	NG	3,121	2,933	NG	5,177	5043	NG	2,822	2,949	NG	19,342	18,165	NG
UG Adult (25-64)	3,260	2,535	NG	328	258	NG	1,447	1,095	NG	1,660	943	NG	2,875	2,103	NG	2,779	2,158	NG	1,756	1,525	NG	2,766	2,118	NG	16,871	12,725	NG
Graduate Overall	2,517	2,438	NG	153	124	NG	1,092	805	NG	1,730	1,322	NG	1,914	2,381	NG	2,753	2,458	NG	7,959	8,089	NG	6,382	5,868	NG	24,500	23,485	NG
Graduate URM	250	250	NG	72	48	NG	88	77	NG	153	131	NG	191	312	NG	347	378	NG	674	783	NG	878	1,005	NG	2,653	2,984	NG
Diversity Enrollment*																											
UG Black, Non-Hispanic Only	5.7%	5.3%	6%	51.9%	44.5%	45%	3.4%	3.1%	3.8%	6.8%	7.1%	6.5%	6.6%	6.5%	7.1%	8.9%	8.1%	10%	7.5%	7.4%	8.3%	11%	11.7%	14%	8.1%	8%	NG
UG Hispanic or Latino	2.4%	2.8%	2.8%	3.2%	2.7%	5%	1.4%	2%	1.6%	2%	2.1%	2.1%	2.9%	3.3%	3.9%	3.1%	3.8%	4%	4.2%	4.9%	4.9%	4%	5.3%	6%	3.1%	3.8%	NG
UG URM	10.9%	11.4%	12%	58%	50.7%	60%	6.9%	7.6%	7.6%	11.2%	10.8%	11.3%	12.3%	13.1%	14%	14.9%	15.7%	15.8%	15.3%	16.5%	17.7%	19.4%	23%	23%	14.3%	15.6%	NG
Graduate URM	9.9%	10.2%	10.4%	47.1%	38.7%	50%	8.1%	9.6%	8.6%	8.8%	9.9%	8.9%	10%	13.1%	15%	12.6%	15.4%	13.1%	8.5%	9.7%	9.9%	13.8%	17.1%	15.5%	10.8%	12.7%	NG
1st-Yr. to 2nd-Yr. Retention Rates*																											
Overall	74.0%	73.2%	75%	59.2%	55.6%	70%	70.7%	73.7%	76.2%	74.2%	79.3%	77%	71.9%	68.5%	77%	72.8%	71.5%	74.6%	81.7%	84.5%	90%	79.7%	80.3%	82.0%	76.3%	76.9%	81.8%
URM	64.1%	72.4%	67%	60.3%	51.9%	70%	67.8%	78%	73.9%	69.1%	73.6%	75%	69.5%	63%	75%	58.3%	57.1%	67.4%	77.2%	77.5%	80%	78%	77.9%	80.5%	71%	70.4%	75.3%
Low-Income	69.9%	67.1%	72%	60.5%	45.7%	70%	67.4%	69.6%	73.5%	65.6%	73.5%	70%	64.4%	61.1%	71%	63.7%	62.7%	70.1%	74.8%	76.4%	80%	74.5%	74.5%	77.5%	69.2%	68.8%	72.6%
Average Credit Hrs. at Graduation	140.5	140.2	137.5	142.3	142	120	138.1	137.7	136.6	138	137.7	132	137.8	134.1	135.7	139.6	138.2	138.6	140.5	140.4	135.4	142.2	139.8	137	139	138.8	134
Workforce Diversity																											
Tenured/Tenure-Track Faculty	8.3%	7.3%	8.7%	33.7%	40.4%	45%	7%	7%	7.5%	6.1%	5.9%	6.1%	9.7%	9.5%	12%	9.3%	8.9%	10.3%	6.4%	8.1%	8.9%	10.7%	10.9%	11.5%	8.8%	9.3%	NG
Management Occupations	8.5%	11.2%	8.9%	69.4%	70.7%	70%	6.9%	4.4%	8.4%	10.1%	8.3%	10.1%	10.5%	9%	12.5%	14.8%	14.6%	15.8%	5.2%	6.4%	9.3%	11.5%	10.9%	12.5%	11.4%	11.6%	NG
Progress of Underprepared in Eng.**	52.5%	70.8%	58.4%	84.8%	86.4%	65%	58.8%	86.4%	70%	58.3%	56.6%	70%	61.2%	61.9%	82%	59.3%	56.4%	70%	68.9%	74.7%	85%	88.2%	85.9%	93%	63.1%	66.8%	70%
Progress of Underprepared in Math**	28.5%	30.7%	24.1%	81.1%	86.8%	50%	29.4%	35.8%	33.4%	27.6%	24.7%	60%	26%	30.9%	60%	38.7%	32.8%	60%	64%	49%	65%	10.3%	19.9%	35%	34.9%	34.5%	60%
Average Net Price***	$12,255	$12,659	NG	$6,503	$9,561	NG	$11,296	$12,136	NG	$10,529	$11,562	NG	$8,910	$9,338	NG	$11,409	$11,817	NG	$17,850	$19,361	NG	$16,249	$17,008	NG	$17,049 (research) / $10,298 (comps)	$18,176 (research) / $11,246 (comps)	NG

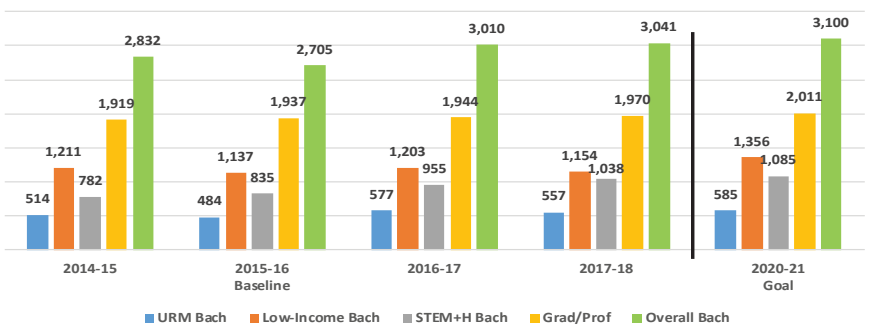
*For enrollment, 2017-18 represents preliminary fall 2018 counts. Graduation and Retention rates are preliminary for 2017-18.
**For progress of underprepared students, values are displayed for 2015-16 and 2016-17, instead of 2015-16 and 2017-18.
***For average net price, values are displayed for 2015-16 and 2016-17, instead of 2015-16 and 2017-18.

UNIVERSITY OF LOUISVILLE HIGHLIGHTS

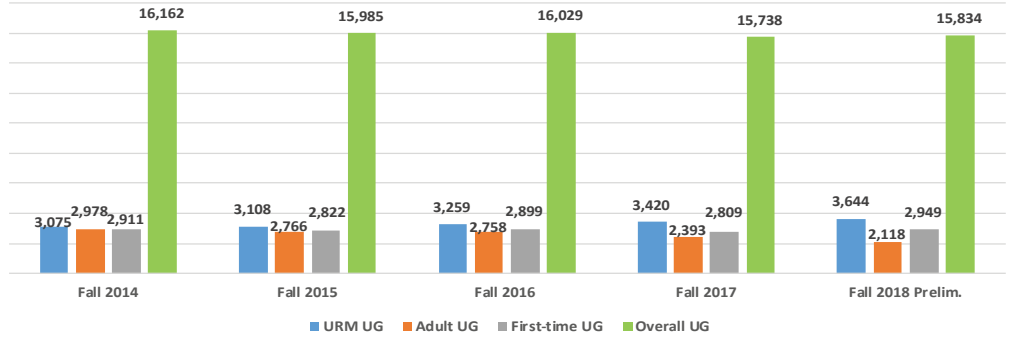
Six-Year Graduation & Completion Rate



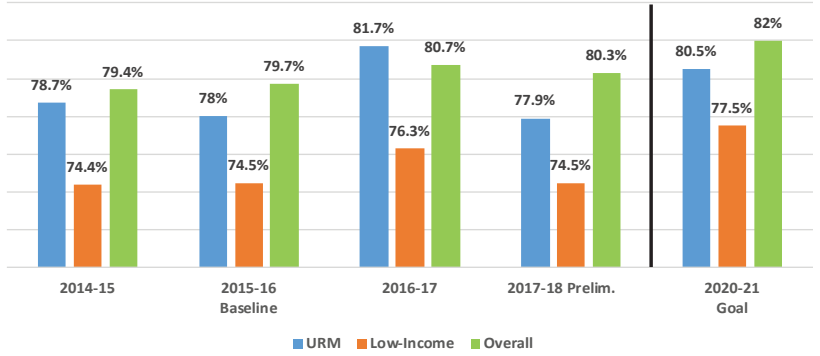
Degrees Awarded



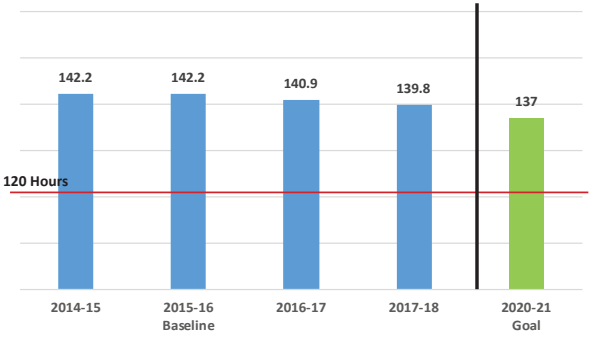
Undergraduate Enrollment



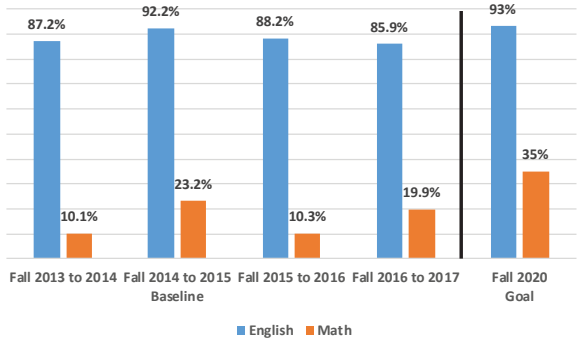
First-Year to Second-Year Retention



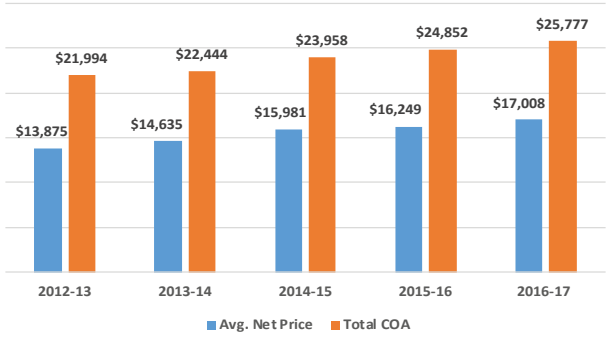
Average Credit Hours at Graduation



Success of Underprepared Students in Gateway Courses



Average Net Price & Total Cost of Attendance



INSTITUTION GOALS

METRIC	EKU			KSU			MoSU			MuSU			NKU			WKU			UK			UofL			4-YR PUBLIC TOTAL		
	15-16	17-18	2021 Goal	15-16	17-18	2021 Goal	15-16	17-18	2021 Goal	15-16	17-18	2021 Goal	15-16	17-18	2021 Goal	15-16	17-18	2021 Goal	15-16	17-18	2021 Goal	15-16	17-18	2021 Goal	15-16	17-18	2021 Goal
Graduation Rates*																											
Overall	45%	50.9%	50%	20.6%	17.9%	30%	45.7%	44.9%	48.2%	48.6%	55.4%	50%	37.6%	43.8%	45%	51.9%	53.4%	53.7%	63.6%	65.8%	70%	52.8%	56.6%	60.1%	50.6%	54.4%	60%
URM	37%	38.8%	43%	20.1%	16%	30%	32.6%	37.9%	37.5%	37.6%	43.3%	42%	23%	34.8%	39%	33.9%	33.6%	40%	52.4%	54.2%	58.5%	51.1%	56.1%	58.5%	38.8%	43.2%	50%
Low-Income	36.3%	41.8%	42%	20.3%	17%	30%	34.1%	38.6%	38%	37.4%	42.2%	42%	30.3%	32.7%	39%	41%	39.9%	45%	51.5%	53%	56%	45.1%	47.1%	54.1%	38.8%	41.7%	50%
Degrees and Credentials Awarded																											
Overall	2,559	2,648	2,690	276	222	320	1,306	1,308	1,477	1,696	1,678	1,783	2,196	2,218	2,400	2,817	3,038	2,987	4,540	4,956	4,959	2,705	3,041	3,100	18,095	19,109	19,716
URM	207	271	218	160	136	170	69	79	84	151	159	165	209	237	230	315	347	347	536	661	621	484	557	585	2,131	2,447	2,420
Low-Income	1,378	1,351	1,458	211	161	220	779	761	819	747	688	815	1,038	1005	1,050	1,353	1,361	1,455	1,422	1,457	1,650	1,137	1,154	1,356	8,065	7,592	8,823
STEM+H	769	900	820	65	46	65	343	384	397	741	719	747	672	679	750	888	880	1,021	1,609	1,908	1,735	835	1,038	1,085	5,922	6,554	6,620
Graduate and Professional	903	876	950	45	63	60	339	315	374	696	605	699	599	587	660	881	930	950	2,098	2,143	2,151	1,937	1,970	2,011	7,498	7,489	7,855
Enrollment*																											
UG Overall	14,327	13,418	NG	1,433	1,753	NG	9,783	9,306	NG	9,268	8,140	NG	12,806	11,942	NG	17,315	17,028	NG	22,761	22,188	NG	15,985	15,834	NG	103,678	99,609	NG
UG URM	1,555	1,531	NG	831	888	NG	672	709	NG	1,035	882	NG	1,580	1,560	NG	2,586	2,666	NG	3,492	3,655	NG	3,108	3,644	NG	14,859	15,535	NG
UG African American	822	708	NG	744	781	NG	330	292	NG	631	578	NG	848	774	NG	1,544	1,376	NG	1,701	1,646	NG	1,765	1,857	NG	8,385	8,012	NG
UG Hispanic	349	373	NG	46	48	NG	141	184	NG	183	168	NG	376	396	NG	542	656	NG	954	1,091	NG	635	836	NG	3,226	3,751	NG
UG FIrst-time	2,794	2,450	NG	210	311	NG	1,484	1,475	NG	1,468	1,206	NG	2,196	1,843	NG	3,121	2,933	NG	5,177	5043	NG	2,822	2,949	NG	19,342	18,165	NG
UG Adult (25-64)	3,260	2,535	NG	328	258	NG	1,447	1,095	NG	1,660	943	NG	2,875	2,103	NG	2,779	2,158	NG	1,756	1,525	NG	2,766	2,118	NG	16,871	12,725	NG
Graduate Overall	2,517	2,438	NG	153	124	NG	1,092	805	NG	1,730	1,322	NG	1,914	2,381	NG	2,753	2,458	NG	7,959	8,089	NG	6,382	5,868	NG	24,500	23,485	NG
Graduate URM	250	250	NG	72	48	NG	88	77	NG	153	131	NG	191	312	NG	347	378	NG	674	783	NG	878	1,005	NG	2,653	2,984	NG
Diversity Enrollment*																											
UG Black, Non-Hispanic Only	5.7%	5.3%	6%	51.9%	44.5%	45%	3.4%	3.1%	3.8%	6.8%	7.1%	6.5%	6.6%	6.5%	7.1%	8.9%	8.1%	10%	7.5%	7.4%	8.3%	11%	11.7%	14%	8.1%	8%	NG
UG Hispanic or Latino	2.4%	2.8%	2.8%	3.2%	2.7%	5%	1.4%	2%	1.6%	2%	2.1%	2.1%	2.9%	3.3%	3.9%	3.1%	3.8%	4%	4.2%	4.9%	4.9%	4%	5.3%	6%	3.1%	3.8%	NG
UG URM	10.9%	11.4%	12%	58%	50.7%	60%	6.9%	7.6%	7.6%	11.2%	10.8%	11.3%	12.3%	13.1%	14%	14.9%	15.7%	15.8%	15.3%	16.5%	17.7%	19.4%	23%	23%	14.3%	15.6%	NG
Graduate URM	9.9%	10.2%	10.4%	47.1%	38.7%	50%	8.1%	9.6%	8.6%	8.8%	9.9%	8.9%	10%	13.1%	15%	12.6%	15.4%	13.1%	8.5%	9.7%	9.9%	13.8%	17.1%	15.5%	10.8%	12.7%	NG
1st-Yr. to 2nd-Yr. Retention Rates*																											
Overall	74.0%	73.2%	75%	59.2%	55.6%	70%	70.7%	73.7%	76.2%	74.2%	79.3%	77%	71.9%	68.5%	77%	72.8%	71.5%	74.6%	81.7%	84.5%	90%	79.7%	80.3%	82.0%	76.3%	76.9%	81.8%
URM	64.1%	72.4%	67%	60.3%	51.9%	70%	67.8%	78%	73.9%	69.1%	73.6%	75%	69.5%	63%	75%	58.3%	57.1%	67.4%	77.2%	77.5%	80%	78%	77.9%	80.5%	71%	70.4%	75.3%
Low-Income	69.9%	67.1%	72%	60.5%	45.7%	70%	67.4%	69.6%	73.5%	65.6%	73.5%	70%	64.4%	61.1%	71%	63.7%	62.7%	70.1%	74.8%	76.4%	80%	74.5%	74.5%	77.5%	69.2%	68.8%	72.6%
Average Credit Hrs. at Graduation	140.5	140.2	137.5	142.3	142	120	138.1	137.7	136.6	138	137.7	132	137.8	134.1	135.7	139.6	138.2	138.6	140.5	140.4	135.4	142.2	139.8	137	139	138.8	134
Workforce Diversity																											
Tenured/Tenure-Track Faculty	8.3%	7.3%	8.7%	33.7%	40.4%	45%	7%	7%	7.5%	6.1%	5.9%	6.1%	9.7%	9.5%	12%	9.3%	8.9%	10.3%	6.4%	8.1%	8.9%	10.7%	10.9%	11.5%	8.8%	9.3%	NG
Management Occupations	8.5%	11.2%	8.9%	69.4%	70.7%	70%	6.9%	4.4%	8.4%	10.1%	8.3%	10.1%	10.5%	9%	12.5%	14.8%	14.6%	15.8%	5.2%	6.4%	9.3%	11.5%	10.9%	12.5%	11.4%	11.6%	NG
Progress of Underprepared in Eng.**	52.5%	70.8%	58.4%	84.8%	86.4%	65%	58.8%	86.4%	70%	58.3%	56.6%	70%	61.2%	61.9%	82%	59.3%	56.4%	70%	68.9%	74.7%	85%	88.2%	85.9%	93%	63.1%	66.8%	70%
Progress of Underprepared in Math**	28.5%	30.7%	24.1%	81.1%	86.8%	50%	29.4%	35.8%	33.4%	27.6%	24.7%	60%	26%	30.9%	60%	38.7%	32.8%	60%	64%	49%	65%	10.3%	19.9%	35%	34.9%	34.5%	60%
Average Net Price***	$12,255	$12,659	NG	$6,503	$9,561	NG	$11,296	$12,136	NG	$10,529	$11,562	NG	$8,910	$9,338	NG	$11,409	$11,817	NG	$17,850	$19,361	NG	$16,249	$17,008	NG	$17,049 (research) / $10,298 (comps)	$18,176 (research) / $11,246 (comps)	NG

*For enrollment, 2017-18 represents preliminary fall 2018 counts. Graduation and Retention rates are preliminary for 2017-18.
**For progress of underprepared students, values are displayed for 2015-16 and 2016-17, instead of 2015-16 and 2017-18.
***For average net price, values are displayed for 2015-16 and 2016-17, instead of 2015-16 and 2017-18.