

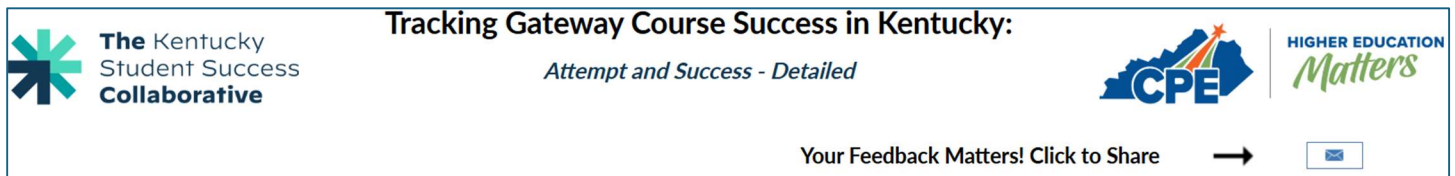


Dashboard Scope

The Tracking Gateway Course Success in Kentucky dashboard provides an overview of gateway course outcomes for first-time, degree-seeking students at Kentucky's 2- and 4-year institutions, measured through the end of their first year. It examines attempt and success rates by timing (prior to vs. during the first year) and course-load intensity (math and English together vs. either alone), and links gateway course success to longer-term outcomes, including second-year retention, 2-year to 4-year transfer, and bachelor's degree completion. An integrated predictive tool further estimates a student's likelihood of completing a gateway course successfully based on seven student attributes.

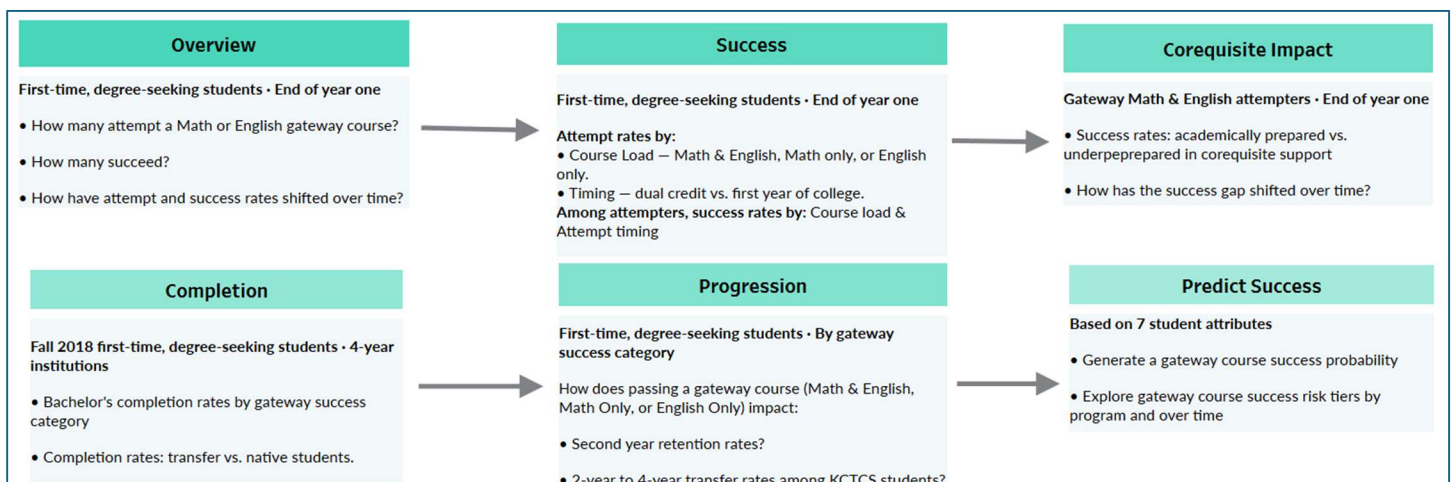
The data presented are sourced from the Kentucky Postsecondary Education Data System (KPEDS), maintained by the Council on Postsecondary Education (CPE). KPEDS is populated based on data that is collected from the postsecondary institutions in Kentucky during the yearly collection process. For additional details on submission timelines and requirements, refer to the [CPE Comprehensive Data Guidelines](#).

The dashboard is divided into sections, starting with the Introduction and ending with a Glossary. The sections can be found by using the available navigation bar located at the top of each section right under the header.



Also located at the top and right above the navigation bar is the feedback link. Users can provide feedback by clicking the blue mail icon.

The tab description provides a snapshot of what to expect in each tab. Users can click the tab title to navigate to the tab.





Filters

The Tracking Gateway Course Success in Kentucky dashboard aggregated data can be filtered by the following options depending on the section of the dashboard, not all filters are available in all sections:

Filter	What it does
Academic Year (All) ▼	Filters dashboard metrics by the first time in college Fall term. <i>Example: Fall 2023 -> Academic year 2023-24</i>
Academic Year: All	Displays the currently selected academic years.
Age Category (All) ▼	Filters dashboard metrics by the student's age at first time enrollment. Options are <i>Age 25+</i> , <i>Age < 25</i> , <i>Unknown</i> , or <i>All</i> .
Dual Credit Attempts ☒ Include Dual Credit Attempts ☐ Exclude Dual Credit Attempts	Includes or excludes students with dual credit course attempts from dashboard metrics.
First Generation (All) ▼	Filters dashboard metrics by a student's first generation status (did at least one parent attend college, or neither attended).
GED Graduate ▼ (All) ▼	Filters dashboard metrics by whether students entered college with a GED credential or a homeschool diploma.
Gender (All) ▼	Filters dashboard metrics by the student's self-reported gender.
Graduate KCTCS then Transfer (All) ▼	Filters bachelor's degree completion rates by whether students earned a KCTCS credential before transferring to an in-state four-year institution.
Institution (All) ▼	Filters dashboard metrics by in-state public 4-Year or 2-Year institutions. Explore the full list in Appendix C .
Institution Sector (All) ▼	Filters dashboard metrics by the sectors, Explore the full list in Appendix C .
Low Income (All) ▼	Filters dashboard metrics by a student's income status (whether a student received a Federal Pell Grant during the academic year)
Program Classification (All) ▼	Filters dashboard metrics by the student's first time in college program classification. Explore the full list in Appendix B (6-digit CIP).
Retained into Second Year (All) ▼	Filters dashboard metrics by whether students were retained at their initial institution from their first fall term to the following fall



Overview

The Overview section summarizes gateway English and mathematics outcomes, including cohort counts and the percentage of students who attempted and succeeded by the end of their first year. It also provides a longitudinal view of the gateway courses trend over time.

Data Visualizations

Visualizations 1: Key Performance Indicators (KPIs)

Academic Year: All				
Total Cohort Count 212,199 First-time degree-seeking students	152,439 71.8% Attempt English	120,252 56.7% Succeed English	135,142 63.7% Attempt Math	96,712 45.6% Succeed Math

These three indicators, *Attempt English*, *Succeed English*, *Attempt Math*, and *Succeed English* summarize outcomes over the entire cohort, providing an overarching view of the gateway Math and English attempt, and success rates by the end of the first year in college. These KPIS update dynamically based on the filters at the top of the tab.

Note: The Dual Credit Attempts filter affects only the attempts and successes included in the KPI numerators; it does not remove students from the cohort or change the Total Cohort Count used as the denominator. For instance, when “Exclude Dual Credit Attempts is selected”, English or mathematics courses attempted through dual credit—and any successes resulting from those attempts—are excluded from the corresponding KPI calculations.

The corresponding calculations for attempt and success (calculations are the same for mathematics and English) are illustrated below:

Attempt

- Definition:** The percentage of first-time, degree-seeking students who enrolled in a gateway course by the end of their first year in college, regardless of whether they successfully complete the course
- Calculation:**

$$\text{Attempt} = \frac{\text{Count of students who attempted a gateway course}}{\text{Total cohort population}}$$

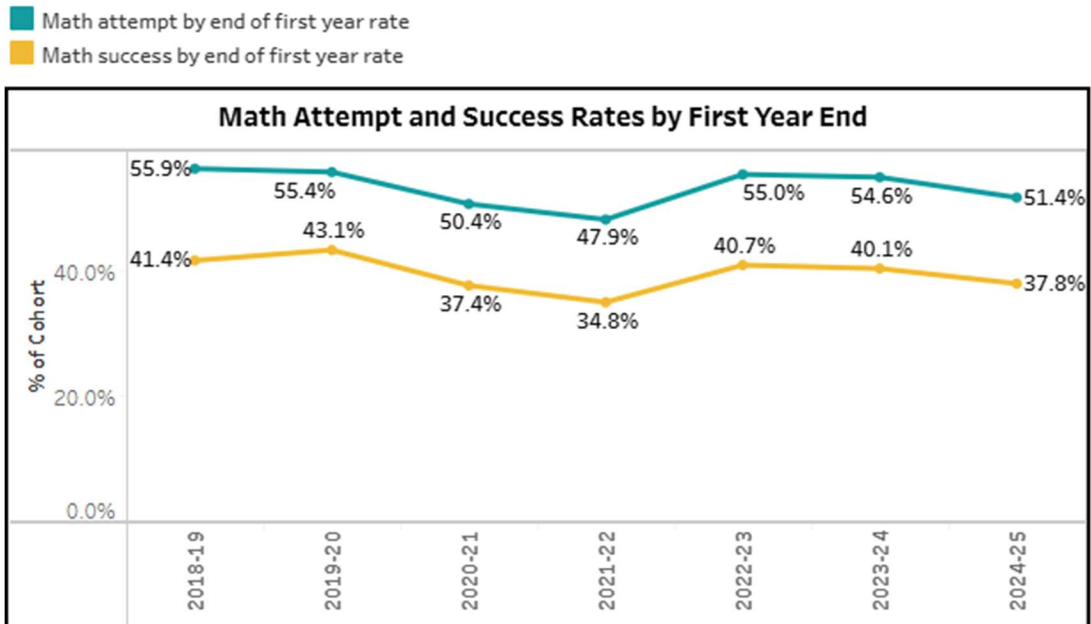
Success

- Definition:** The percentage of first-time, degree-seeking students who enrolled and successfully completed a gateway course with a grade of A, B, C, or P.
- Calculation:**

$$\text{Success} = \frac{\text{Count of transfer students who succeed a gateway course}}{\text{Total cohort population}}$$



Visualizations 2: Gateway Progress Over Time



This chart displays the math, attempt, and success rates across academic years. The percentages represent the share of the entire first-time, degree seeking cohort who attempt, succeed gateway math by end of that academic year. Hovering over the rates will display the corresponding cohort counts.

Note: The English attempt, and success rates chart shares the same visual properties as illustrated above for the mathematics trends over time.

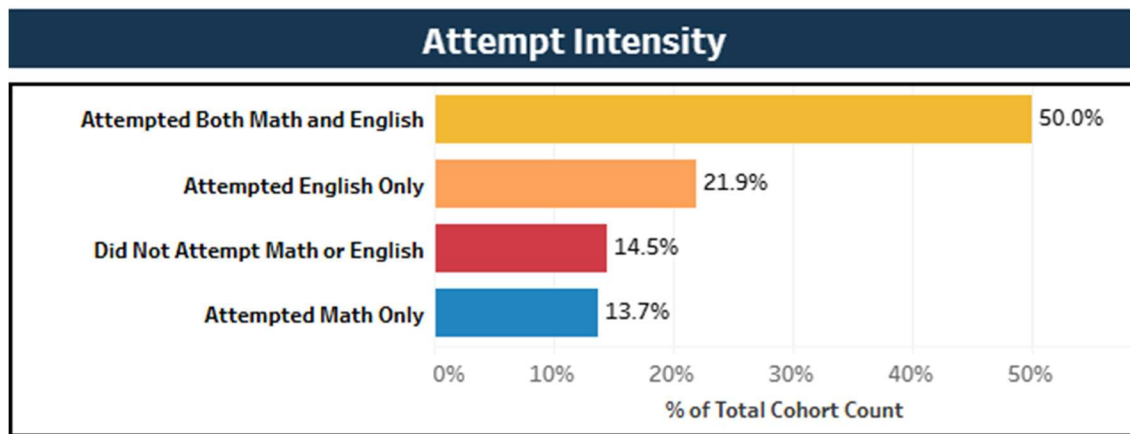


Success

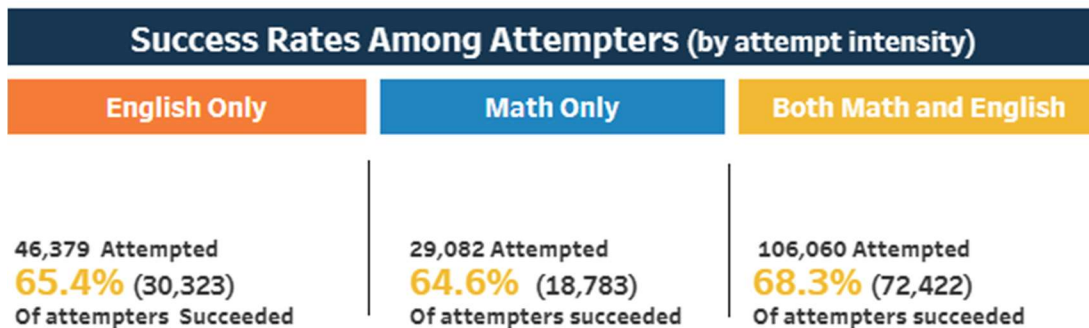
This section displays a detailed dissection of the gateway courses attempt and success rates based on attempt timing and intensity. This tab explores success rates among attempters only (unlike the overview tab – which focuses on the entire first-time cohort).

Data Visualizations

Section 1: Attempt Intensity & Success Rates by Attempt Intensity



This chart displays the distribution of students by gateway course attempt status at the end of their first year, including those who attempted both English and mathematics, English only, mathematics only, or neither course.

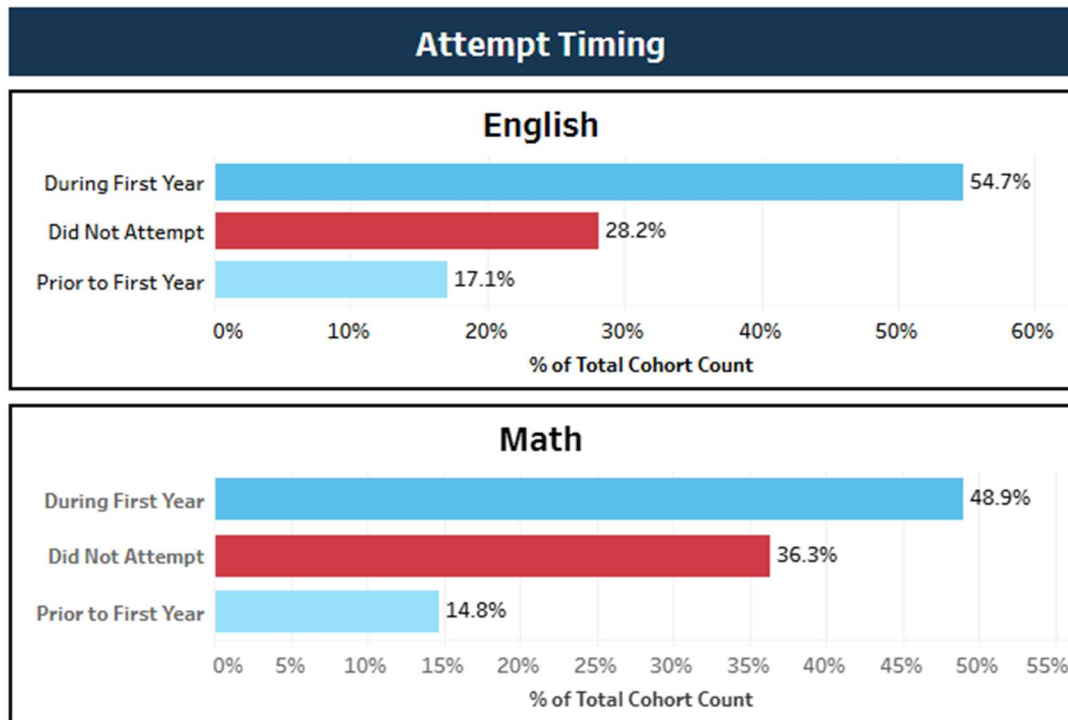


These visuals display the corresponding success rates among attempters split by the gateway attempt intensity.

Note: The gateway course attempt intensity categories (Both, either only, or neither) are mutually exclusive; hence, a student can belong to one and only one category.



Section 2: Attempt Timing & Success Rates by Attempt Timing



These ranked charts summarize when students first attempted gateway English and mathematics courses, distinguishing between attempts made prior to college entry through dual credit, during the first year of college, or not attempted by the end of the first year.



Success Rates Among Attempters (by attempt timing)

English

Prior to First Year

36,269 Attempted
91.3% (33,106)
Of attempters succeeded

During First Year

116,170 Attempted
75.0% (87,146)
Of attempters succeeded

Math

31,307 Attempted
82.8% (25,907)
Of attempters succeeded

103,835 Attempted
68.2% (70,805)
Of attempters succeeded

These visuals display the success rates among gateway mathematics and English attempters split by when the student first attempted the course.

Note: The cohort does not include dual credit students. “Prior to First Year” refers to students who are included in the cohort as first-time, degree-seeking students but whose first General Education Written Communication (WC) or Quantitative Reasoning (QR) course attempt occurred before their first year of college.

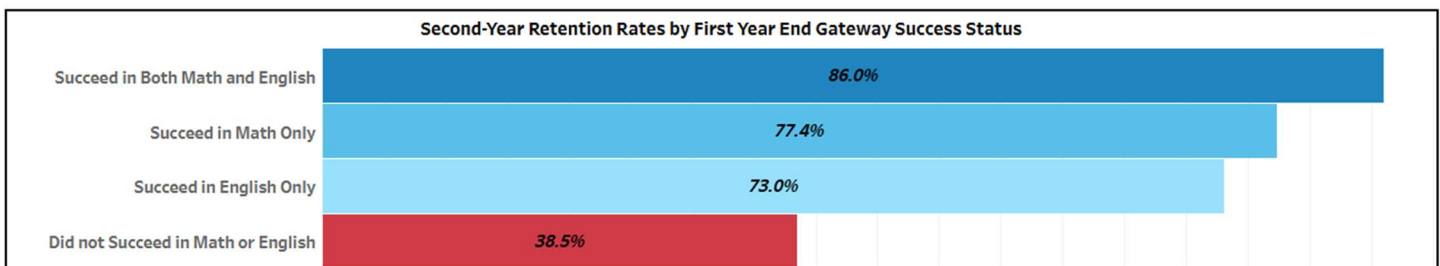


Progression

This section examines how gateway course success by the end of the first year in college on year two retention and transfer from 2-year or 4-year institutions. The section displays the retention and transfer rates per gateway success category.

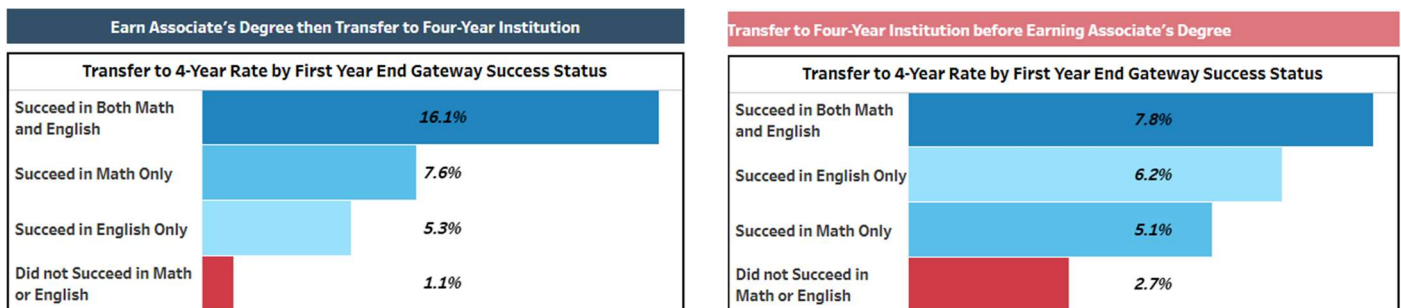
Data Visualizations

Visualizations 1: Second year retention rates per gateway course success category



This chart shows fall-to-fall second-year retention rates by students' gateway Math and English success status at the end of their first year. The categories are ranked from highest to lowest retention rate, highlighting differences in retention across gateway success outcomes. The chart updates dynamically based on selections from both the demographic filters at the top of the tab and the Institution Sector and Institution filters directly above the chart

Visualizations 2: 2-year to 4-year transfer rates by gateway success category



This section shows transfer-to-four-year rates by students' gateway Math and English success status at the end of their first year. Results are shown separately for students who earned an associate degree before transferring and those who transferred before earning an associate degree. Within each group, gateway success categories are ranked from highest to lowest transfer rate. The charts update dynamically based on the selected Institution and the demographic filters at the top of this tab.

Note: Students are allowed up to three years from initial enrollment to transfer to a four-year institution, allowing approximately two years to complete an associate degree and an additional year to transfer.

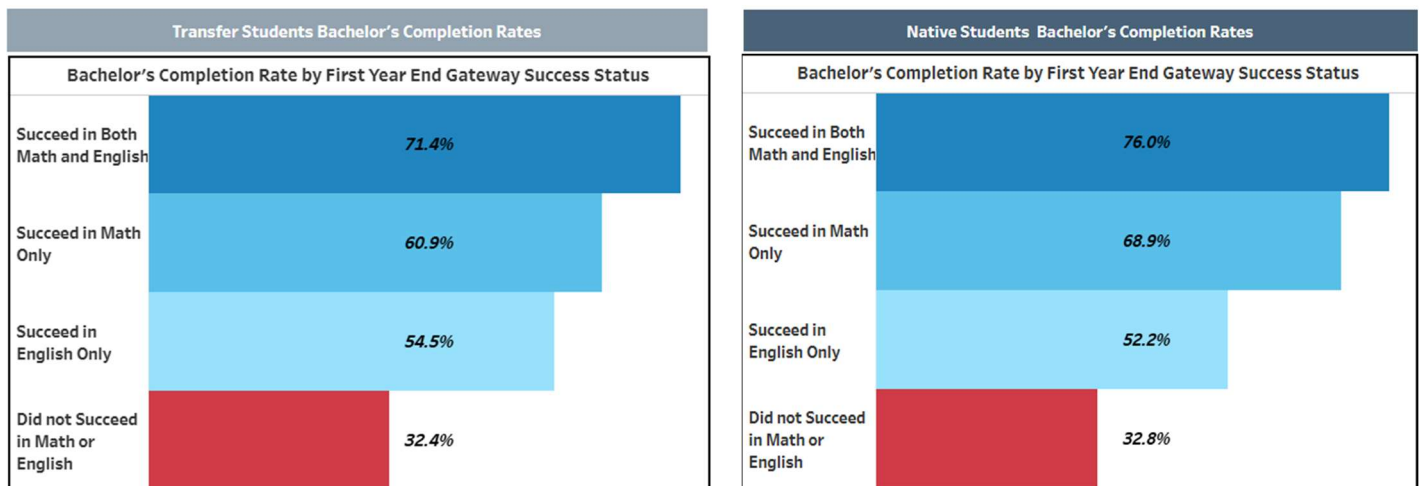


Completion

This section examines bachelor's degree completion rates by first-year gateway Math and English success status, comparing outcomes for students who transferred from KCTCS to a Kentucky public 4-year institution with students who began at a Kentucky public four-year institution (native). Bachelor's completion is measured within six years of initial college enrollment (150% graduation timeframe). Results update dynamically based on the demographic filter at the top and the corresponding applicable filters right above each chart.

Data Visualizations

Visualizations 1: Bachelor completion rates vs. gateway success category



These charts show bachelor's degree completion rates by students' gateway Math and English success status at the end of their first year. Results are presented separately for transfer students who began at KCTCS and subsequently transferred to a Kentucky public four-year institution and native students who began at a Kentucky public four-year institution. Within each group, gateway success categories are ranked from highest to lowest bachelor's completion rate. The charts update dynamically based on the applicable filters on the tab.

Hovering over each bar will show the enrollment account, and corresponding gateway success category student count



Predict Success

This tab provides a predictive view of gateway Math and English success, using student academic, demographic, and geographic characteristics to estimate the likelihood of successfully completing a gateway course by the end of the first year. It also summarizes the distribution of students across predicted risk tiers by program classification and shows how this risk profiles have changed across academic years.

Visualizations 1: Estimating likelihood of gateway course success

Gateway Math Success

Student Attribute

First Generation

No

Academic

High School GPA

3.00 - 3.24

Underprepared Math

No

Attempted Dual Credit Math

No

Program Classification

Arts and Humanities

Geography

Institution

West Ky Community & Technical Colle...

Area Development District

Bluegrass

37.8%

Probability of Success

Gateway Math by End of Year 1

Risk Tier: Medium Risk

**Trained on 196,415 students enrolled in Kentucky public institutions · 80.6% predictive accuracy

This section allows users to generate an estimated probability of gateway Math success by the end of the first year based on selected student characteristics. Users can adjust academic, demographic, and geographic attributes, including first-generation status, high school GPA, Math preparedness, prior dual credit Math attempt, program classification, institution, and area development district. The resulting predicted probability and corresponding risk tier update dynamically based on the selected attributes.

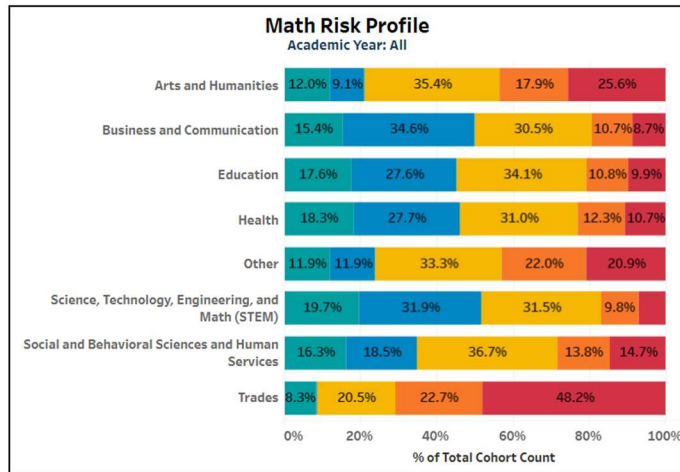
Note: The same functionality and interpretation apply to the Gateway English Success prediction using the corresponding English attributes.

10 | Page



Visualizations 2: Risk Profile by Program Classification

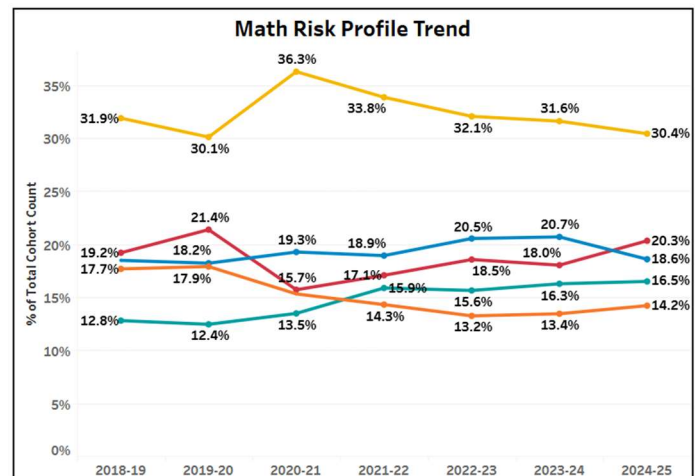
Visualization 2: Risk profile by program classification



This chart shows the distribution of students across predicted gateway Math risk tiers by program classification. Each bar represents the percentage of students within a program classification assigned to each risk tier, allowing users to compare the risk profiles of students across academic program areas. The chart updates dynamically based on the selected academic year and applicable demographic and institution filters.

Note: The same interpretation applies to the English Risk Profile chart.

Visualization 2: Risk profile trend



This chart shows changes in the distribution of students across predicted gateway Math risk tiers over time. Each line represents a risk tier and shows the percentage of the total cohort assigned to that tier for each academic year, allowing users to identify shifts in the Math risk profile across cohorts. The chart updates dynamically based on the applicable demographic and institution filters.

Note: The same interpretation applies to the English Risk Profile Trend chart.

Please reference [Appendix A](#) for the risk tier definitions and [Appendix E](#) for the logistic regression model metadata



Appendices

APPENDIX A: Course Outcomes

General Definitions

Gateway Course Definition: The first credit-bearing course a student takes towards fulfilling the general education requirements for written communication and quantitative reasoning.

Gateway Course Attempt: A student's enrollment in a gateway course, as indicated by registration in the course by the end of their first year in college, regardless of whether the student successfully completes the course.

Gateway Course Success: A student's successful completion of a gateway course by the end of their first year in college, as indicated by earning grade A, B, C or P (pass).

Key Performance Indicators

Attempt: The percentage of first-time degree-seeking students who enrolled in a gateway course by the end of their first year in college, regardless of whether they successfully complete the course.

Success (Overview): The percentage of first-time degree-seeking students who enrolled and successfully completed a gateway course with a grade of A, B, C or P.

Success (Among Attempters): The percentage of first-time degree-seeking gateway course attempters who successfully completed a gateway course with a grade of A, B, C or P.

Attempt Intensity

Attempt Both Math and English: The percentage of first-time degree-seeking students who enrolled in a gateway math and English course by the end of their first year in college, regardless of whether they successfully complete the course.

Attempt Math Only: The percentage of first-time degree-seeking students who enrolled in a gateway math course by the end of their first year in college, regardless of whether they successfully complete the course.

Did not Attempt: The percentage of first-time degree-seeking students who did not enroll in a gateway math or English course by the end of their first year in college.

Note: These categories are mutually exclusive; hence a student can only belong to one and only one category.



Attempt Intensity

Attempt Both Math and English: The percentage of first-time degree-seeking students who enrolled in a gateway math and English course by the end of their first year in college, regardless of whether they successfully complete the course.

Attempt Math Only: The percentage of first-time degree-seeking students who enrolled in a gateway math course by the end of their first year in college, regardless of whether they successfully complete the course.

Prior to first Year: The percentage of first-time degree-seeking students who attempted their first gateway course in high school (dual credit), regardless of whether they successfully completed the course.

During First Year: The percentage of first-time degree-seeking students who enrolled in a gateway course within their first year in college, regardless of whether they successfully completed the course.

Note: These categories are mutually exclusive; hence a student can only belong to one and only one category per attempted course.

English Risk Tier Definitions

Risk Tier	Lower Bound (success probability)	Upper Bound (success probability)
Low Risk – Dual Credit	57.7% (with dual credit attempt)	99.9%
Low Risk	57.7% (with no dual credit attempt)	99.9%
Medium Risk	32%	57.6%
High Risk	19.9%	31.9%
Very High Risk	< 0.1%	19.8%

Math Risk Tier Definitions

Risk Tier	Lower Bound (success probability)	Upper Bound (success probability)
Low Risk – Dual Credit	55.1% (with dual credit attempt)	99.9%
Low Risk	55.1% (with no dual credit attempt)	99.9%
Medium Risk	31.3%	55%
High Risk	17.7%	31.2%
Very High Risk	< 0.1%	17.6%



APPENDIX B: Student Attributes

Academic Program:

An instructional program leading toward an associate's, bachelor's, master's, doctorate, or credits that can be applied to one of these degrees. This differs from Area of Study.

Area of Study

Area of Study refers to a standardized grouping of academic disciplines that categorizes instructional programs based on the two-digit Classification of Instructional Programs (CIP) code. Each area of study represents a set of related fields or occupational focuses that share similar subject matter, learning outcomes, or workforce objectives. This grouping enables consistent analysis and reporting across institutions by aggregating detailed CIP codes into broader categories:

- **Arts and Humanities:** Area, Ethnic, Cultural, Gender, and Group Studies (05); Foreign Languages, Literatures, and Linguistics (16); English Language and Literature/Letters (23); Liberal Arts and Sciences, General Studies, and Humanities (24); Multi/Interdisciplinary Studies (30); Philosophy and Religious Studies (38); Theology and Religious Vocations (39); Visual and Performing Arts (50); History (54).
- **Business and Communication:** Communication, Journalism, and Related Programs (09); Communications Technologies/Technicians and Support Services (10); Business, Management, Marketing, and Related Support Services (52).
- **Education:** Education (13).
- **Health:** Health Professions and Related Programs (51).
- **Science, Technology, Engineering, and Math (STEM):** Architecture and Related Services (04); Computer and Information Sciences and Support Services (11); Engineering (14); Engineering Technologies and Engineering-Related Fields (15); Biological and Biomedical Sciences (26); Mathematics and Statistics (27); Military Science, Leadership, and Operational Art (28); Physical Sciences (40); Science Technologies/Technicians (41).
- **Social and Behavioral Sciences and Human Services:** Family and Consumer Sciences/Human Sciences (19); Legal Professions and Studies (22); Library Science (25); Parks, Recreation, Leisure, and Fitness Studies (31); Psychology (42); Public Administration and Social Service Professions (44); Social Sciences (45).
- **Trades:** Personal and Culinary Services (12); Homeland Security, Law Enforcement, Firefighting, and Related Protective Services (43); Construction Trades (46); Mechanic and Repair Technologies/Technicians (47); Precision Production (48); Transportation and Materials Moving (49).
- **Other:** Agriculture, Agriculture Operations, and Related Sciences (01); Natural Resources and Conservation (03); Technology Education/Industrial Arts (21); Military Technologies and Applied Sciences (29); Basic Skills and Developmental/Remedial Education (32); Citizenship Activities (33); Health-Related Knowledge and Skills (34); Interpersonal and Social Skills (35); Leisure and Recreational Activities (36); Personal Awareness and Self-Improvement (37); High School/Secondary Diplomas and Certificates (53); Residency Programs (60).



Associate's Degree

An award that normally requires at least 60 semester credit hours or the equivalent. Although this dashboard does not limit on what associate degrees are included, See Enrollment Type for details on how they were grouped.

Bachelor's Degree

An award that normally requires at least 120 semester credit hours or the equivalent. Includes accelerated (3-year) and cooperative (5-year) programs.

CIP Code (Classification of Instructional Programs)

A standardized taxonomy developed by the U.S. Department of Education for classifying academic programs. The dashboard groups programs by 2-digit CIP codes, representing broad fields of study (e.g., 51 – Health Professions).

Cohort

A group of students entering a degree program together and progressing until graduation, usually taking classes at the same pace. For this dashboard the Cohort is first time students grouped by the fall term they were reported as first time.

Completer

A student who receives a degree, diploma, certificate, or other recognized credentials. For this dashboard, they have been limited to associate degrees earned within three years and bachelor degree. This dashboard defines completers as students earning an associate degree within three years or a bachelor's degree within six years. Completers within 150% of Normal Time: Students who completed their program within 150% of the expected time (e.g., within 6 years for a bachelor's, within 3 years for an associate's).

Course Modality

The method by which a course is delivered (e.g., online, in-person, hybrid).

Fall Term

The part of the academic year beginning usually between August and November 1.

First Generation

Indicates whether a student is classified as a first-generation college student. Determined from FAFSA parental education fields; may not be available for all students.



First-Time Student

Students who are enrolled at the postsecondary level for the first time.

- First-Time Undergraduate Student: A student entering postsecondary education for the first time after high school. Includes students who previously only took dual credit courses. Categories: first-time freshman (01), sophomore (02), junior (03), or undergraduate non-degree (05).
- First-Time Graduate Student: A student newly enrolled in a graduate program. Categories include: master's (06), specialist (07), doctoral – research (08), doctoral – professional practice (12), doctoral – other (35), or graduate non-degree (16).

Institution

An accredited postsecondary entity (e.g., college or university) that reports enrollment and degree data to CPE.

Graduated

General indicator that a student received a degree or credential.

Modality

The student's overall course-taking pattern: Online only, In-person only, Hybrid, Unknown.

Normal Time to Completion

The catalog-listed length of time to complete a program (e.g., 4 years for bachelor's, 2 years for associate's).

Program

A field of study in which a student is actively enrolled based on the major or program at the institutions. This is different from Area of study.

Transfer Student

A student who enrolls at an institution after previously attending another postsecondary institution. For this dashboard, these are students that started at any of the KCTCS schools and then transferred to one of the four year institutions in the state.

Undergraduate Student

A student pursuing coursework at or below the bachelor's level.



APPENDIX C: Institutions

Two-Year Public KCTCS (Kentucky Community and Technical College System)

This education sector includes all Kentucky 2-Year Public Institutions: Ashland Community & Technical College, Big Sandy Community & Technical College, Bluegrass Community & Technical College, Elizabethtown Community & Technical College, Gateway Community & Technical College, Hazard Community & Technical College, Henderson Community College, Hopkinsville Community College, Jefferson Community & Technical College, Maysville Community & Technical College, Madisonville Community College, Owensboro Community & Technical College, Somerset Community College, Southeast Kentucky Community & Technical College, and West Kentucky Community & Technical College.

4-Year Public

This education sector includes all Kentucky four-year public Comprehensive Institutions: Eastern Kentucky University, Kentucky State University, Morehead State University, Murray State University, Northern Kentucky University, and Western Kentucky University. Four-Year Public Research Institutions: University of Kentucky and University of Louisville.



Appendix D: Suppression and Redaction Rules

CPE Data Access and Security Policy

To safeguard student privacy and comply with federal regulations such as the Family Educational Rights and Privacy Act (FERPA), the Kentucky Council on Postsecondary Education (CPE) follows strict suppression and redaction guidelines for public reporting.

Suppression refers to the intentional withholding of data values from publication when there is a risk of identifying individuals, particularly in small groups. This includes:

- Primary suppression of small counts (10 or fewer students),
- Complementary suppression of related values to prevent reverse engineering of redacted information,
- Percentage suppression when results are 0% or 100% for any demographic group.

FERPA defines confidential personally identifiable information as “information that, alone or in combination, is linked to a specific student and would allow a reasonable person in the school community—without personal knowledge of the relevant circumstances—to identify the student with reasonable certainty.” Accordingly, CPE suppresses results for any group of fewer than 10 students when data are broken out by demographic or programmatic characteristics that could lead to identification.

In such cases, a placeholder (e.g., “–”, “*”, or “NA”) must be used along with a note explaining that the value was suppressed to protect confidentiality.

CPE Dashboards may have any of the following applied:

To ensure alignment with CPE's privacy standards, the following logic is applied throughout all tables and visualizations in this dashboard:

- **Small Cell Suppression:** If the sum of records in a given category is 10 or fewer, the value is suppressed and displayed as null or a placeholder.
- **Complementary Suppression:** For mutually exclusive and exhaustive categories (e.g., Male and Female), if either group contains 10 or fewer students, both groups are suppressed to prevent deduction through subtraction.
- **Consistent Application:** Suppression is applied uniformly across all report elements. If a value is redacted in a data table, it is also redacted in any corresponding charts or graphs.
- **Exception Handling:** On rare occasions, exceptions may be granted for reporting groups of fewer than 10 when it is determined that disclosure risk is minimal. Such exceptions require approval and must include a clear justification.



APPENDIX E: Base predictive model metadata

Model Information	Gateway Math	Gateway English																																																												
Prediction Target	Gateway Math success by end of first year	Gateway English success by end of first year																																																												
Target Split (Y:N)	46.9:53.1	57.6:42.3																																																												
Model	Logistic Regression	Logistic Regression																																																												
Cohort Size	245,519	245,519																																																												
Cohort Academic Years	Fall 2018 – Fall 2025 first time, degree seeking students in KY public institutions.	Fall 2018 – Fall 2025 first time, degree seeking students in KY public institutions.																																																												
Train/Test Split	80/20	80/20																																																												
Training Sample	196,415	196,415																																																												
Test Sample	49,104	49,104																																																												
Overall Accuracy	73%	71%																																																												
ROC AUC	0.8079	0.8067																																																												
PR AUC	0.7963	0.8544																																																												
Confusion Matrix	ROC-AUC : 0.8079 PR-AUC : 0.7963 Brier : 0.1783 <table><thead><tr><th></th><th>precision</th><th>recall</th><th>f1-score</th><th>support</th></tr></thead><tbody><tr><td>Did not Succeed</td><td>0.74</td><td>0.76</td><td>0.75</td><td>26085</td></tr><tr><td>Succeeded</td><td>0.72</td><td>0.70</td><td>0.71</td><td>23019</td></tr><tr><td>accuracy</td><td></td><td></td><td>0.73</td><td>49104</td></tr><tr><td>macro avg</td><td>0.73</td><td>0.73</td><td>0.73</td><td>49104</td></tr><tr><td>weighted avg</td><td>0.73</td><td>0.73</td><td>0.73</td><td>49104</td></tr></tbody></table>		precision	recall	f1-score	support	Did not Succeed	0.74	0.76	0.75	26085	Succeeded	0.72	0.70	0.71	23019	accuracy			0.73	49104	macro avg	0.73	0.73	0.73	49104	weighted avg	0.73	0.73	0.73	49104	ROC-AUC : 0.8067 PR-AUC : 0.8544 Brier : 0.1799 <table><thead><tr><th></th><th>precision</th><th>recall</th><th>f1-score</th><th>support</th></tr></thead><tbody><tr><td>Did not Succeed</td><td>0.63</td><td>0.77</td><td>0.69</td><td>20819</td></tr><tr><td>Succeeded</td><td>0.80</td><td>0.67</td><td>0.73</td><td>28285</td></tr><tr><td>accuracy</td><td></td><td></td><td>0.71</td><td>49104</td></tr><tr><td>macro avg</td><td>0.71</td><td>0.72</td><td>0.71</td><td>49104</td></tr><tr><td>weighted avg</td><td>0.73</td><td>0.71</td><td>0.71</td><td>49104</td></tr></tbody></table>		precision	recall	f1-score	support	Did not Succeed	0.63	0.77	0.69	20819	Succeeded	0.80	0.67	0.73	28285	accuracy			0.71	49104	macro avg	0.71	0.72	0.71	49104	weighted avg	0.73	0.71	0.71	49104
	precision	recall	f1-score	support																																																										
Did not Succeed	0.74	0.76	0.75	26085																																																										
Succeeded	0.72	0.70	0.71	23019																																																										
accuracy			0.73	49104																																																										
macro avg	0.73	0.73	0.73	49104																																																										
weighted avg	0.73	0.73	0.73	49104																																																										
	precision	recall	f1-score	support																																																										
Did not Succeed	0.63	0.77	0.69	20819																																																										
Succeeded	0.80	0.67	0.73	28285																																																										
accuracy			0.71	49104																																																										
macro avg	0.71	0.72	0.71	49104																																																										
weighted avg	0.73	0.71	0.71	49104																																																										