

KY COUNCIL ON POSTSECONDARY EDUCATION WORK SESSION



January 24, 2020 – 8:30 AM

University of Kentucky Gatton Student Center, Ballroom C

I. Welcoming and Call to Order

II. Annual Data Briefings

8:30 AM University of Kentucky

9:00 AM University of Louisville

III. Adjournment

-- *The Council will reconvene for the Business Meeting at 9:30 AM on January 24, 2020.*



2016-21 STATEWIDE STRATEGIC AGENDA FOR POSTSECONDARY EDUCATION



Objective 1. Improve the diversity and inclusiveness of Kentucky's campuses through the statewide diversity planning process and related initiatives.

Objective 2. Partner with Kentucky's P-12 system to increase the number of students ready to enter a postsecondary degree or certificate program.

Objective 3. Increase participation in postsecondary education, particularly among traditionally underserved populations.

Objective 4. This objective, regarding Kentucky Adult Education, was removed in the revision of June 2019

Objective 5. Expand financial access to postsecondary education.



Objective 6. Increase persistence and timely completion for all students at all levels, particularly for low-income and underrepresented minority students.

Objective 7. Increase the number of KCTCS students who complete career-oriented certificates and associate degree programs and successfully transfer to four-year institutions.

Objective 8. Promote academic excellence through improvements in teaching and learning.



Objective 9. Improve the career readiness and employability of postsecondary education graduates.

Objective 10. Increase basic, applied, and translational research to create new knowledge, accelerate innovation, and promote economic growth.

Objective 11. Expand regional partnerships, outreach and public service that improve the health and quality of life of Kentucky communities.

METRICS TO MEASURE SUCCESS



STATE-LEVEL METRICS

- Percent of recent Kentucky high school graduates entering postsecondary education within the state who met statewide readiness standards
- Percent of recent Kentucky high school graduates who attend any in-state postsecondary institution the fall or spring after graduation
- Percent of Kentuckians ages 25-64 enrolled in a Kentucky postsecondary institution
- Net general fund appropriations for public postsecondary institutions (adjusted for inflation) per full-time equivalent student
- Average net price (total cost of education for a first-time, full-time undergraduate, minus any grant or scholarship aid)

INSTITUTION-LEVEL METRICS

- Outcome on annual degree eligibility review, linked to campus diversity goals
- Percent of first-time, full-time, degree-seeking undergraduates underprepared in English or mathematics who complete a credit-bearing course in the subject by the end of the fall semester a year after entry
- Enrollment of credential-seeking students, total and disaggregated by income, race/ethnicity, and age.



STATE-LEVEL METRICS

- Three-year and six-year graduation rates of first-time, full-time, credential-seeking students, total and disaggregated by income, and race/ethnicity.
- First-year to second-year retention of first-time, degree-seeking students at entry, total and disaggregated by income, and race/ethnicity.
- Average and median number of credits earned by degree-seeking graduates.
- Six-year college completion rate of first-time, undergraduate, credential-seeking students who start at a Kentucky postsecondary institution

INSTITUTION-LEVEL METRICS

- Three-year and six-year graduation rates of first-time, full-time, credential-seeking students, total and disaggregated by income, and race/ethnicity.
- First-year to second-year retention of first-time, degree-seeking students at entry, total and disaggregated by income, and race/ethnicity.
- Average and median number of credits earned by degree-seeking graduates
- Number of first-time, degree-seeking, KCTCS students who transfer to a postsecondary institution with an associate degree



STATE-LEVEL METRICS

- The percent of Kentuckians ages 25-64 with a postsecondary certificate or degree
- Number of degrees and credentials conferred, by level, total and disaggregated by STEM+H, income, age, and race/ethnicity.
- Percent of associate and bachelor's degree graduates working in Kentucky or pursuing additional education a year after graduation

INSTITUTION-LEVEL METRICS

- Number of bachelor's, graduate, and professional degrees conferred, by level, total and disaggregated by STEM+H, income, age, and race/ethnicity.
- Number of certificates, diplomas, and associate degrees conferred, by level, total and disaggregated by STEM+H, income, age, and race/ethnicity (KCTCS only).
- Percent of graduates who complete internships/co-ops/clinical learning experiences
- Non-credit workforce training (KCTCS only)
- Total extramural research expenditures in all fields
- Extramural research and development expenditures in all fields, less institutionally-financed research and development expenditures
- Annual updates to the Council regarding regional development activities, outreach, and public service

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? If 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? If 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? If 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," which 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.

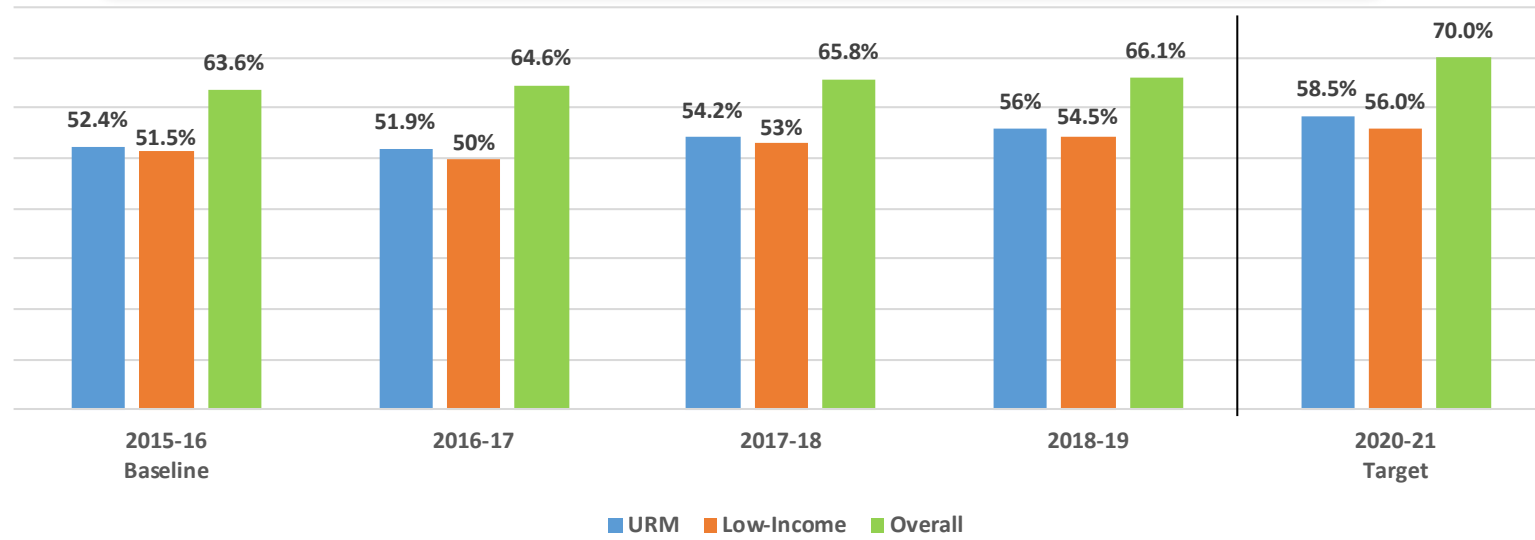
Low-Income Student (LI): A student who received a Pell grant during any time during his/her first year of undergraduate studies.

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

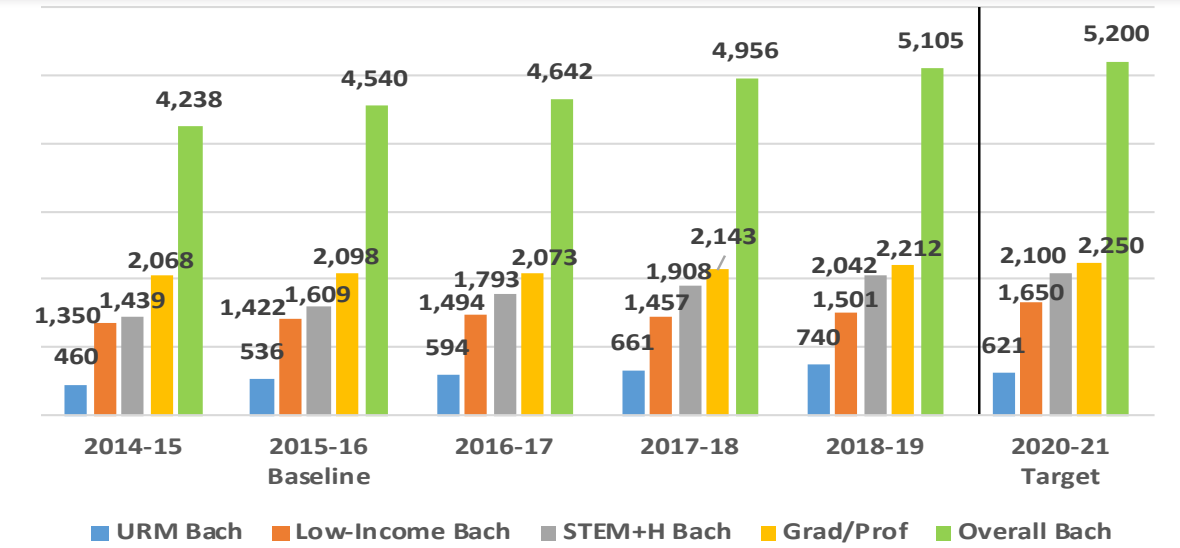
First-Time Student: A student is to be identified as a first-time student if she has graduated from high school and has not previously earned credits in the degree level for which he/she is enrolled unless the credits were earned before graduation from high school.

UNIVERSITY OF KENTUCKY HIGHLIGHTS

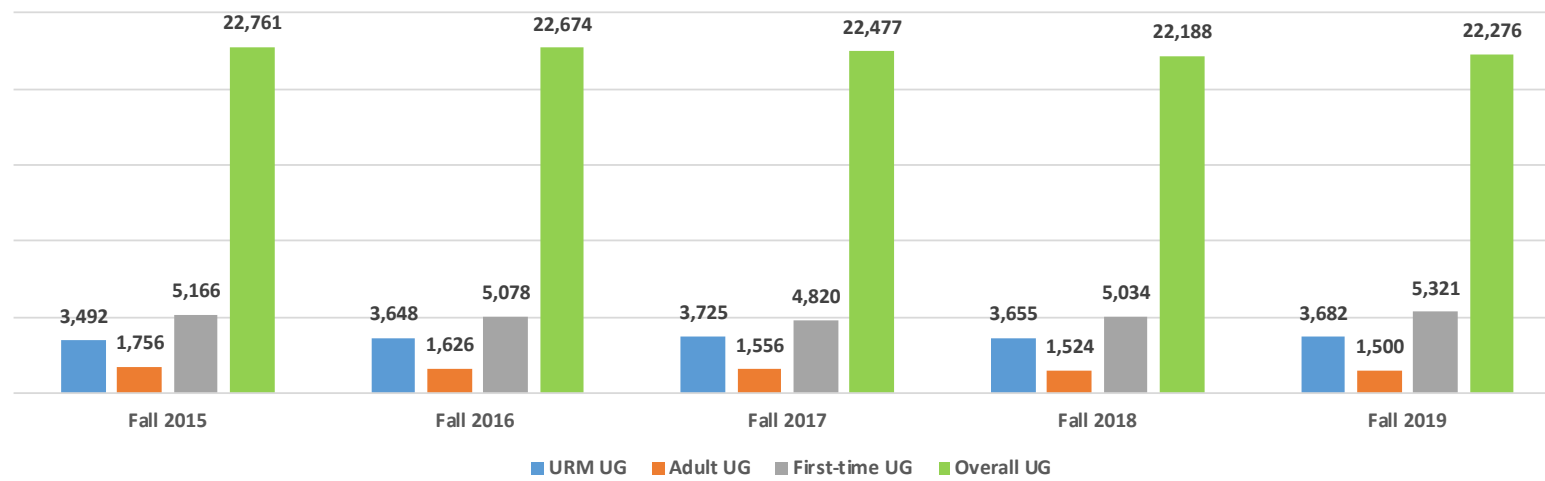
Six-Year Graduation Rate



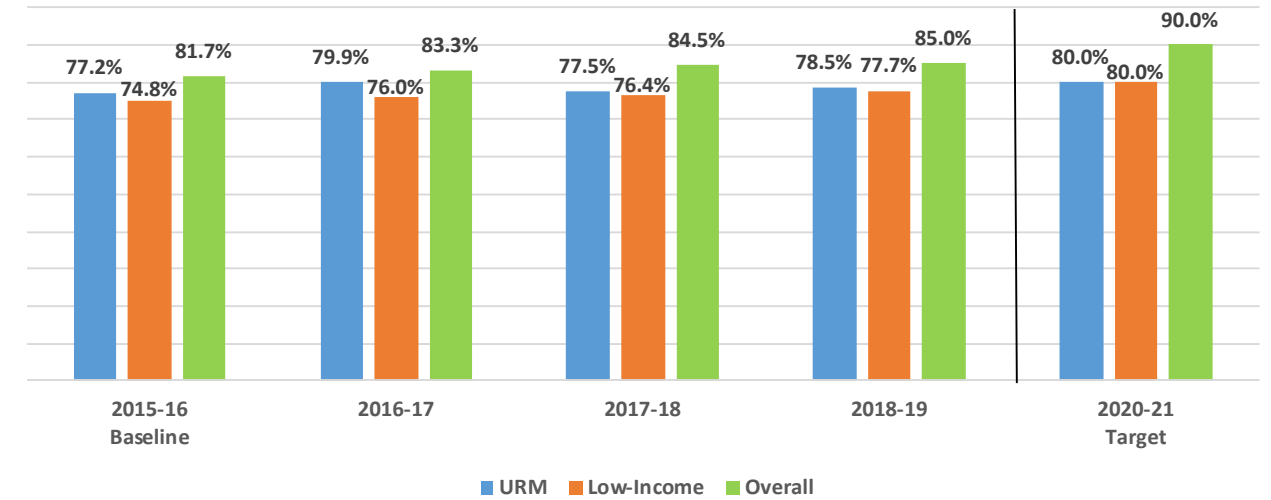
Degrees Awarded



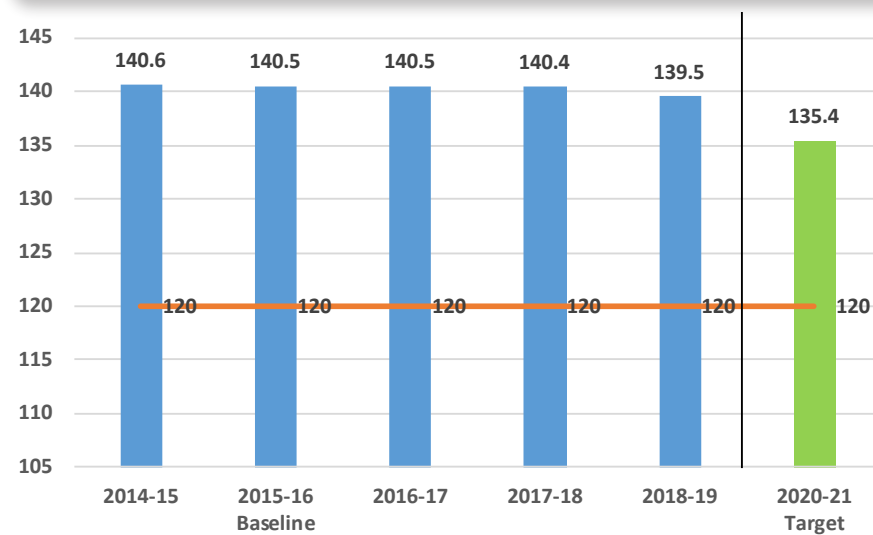
Undergraduate Enrollment



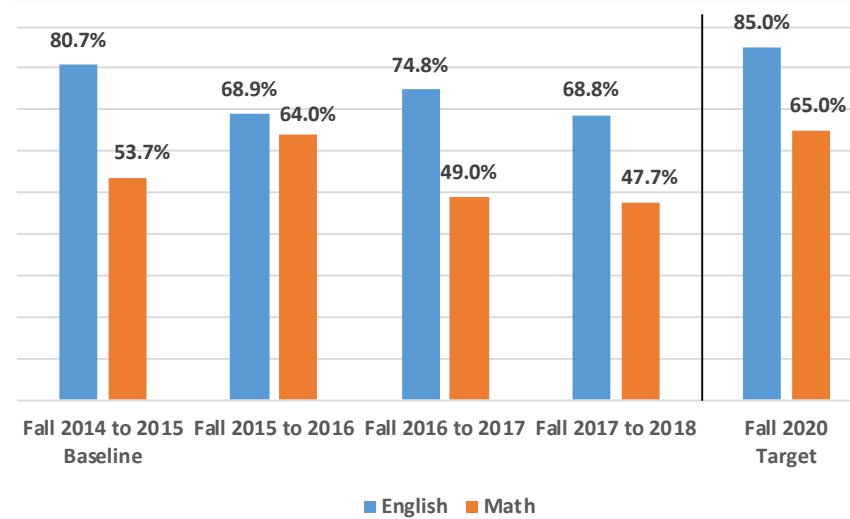
First-Year to Second-Year Retention



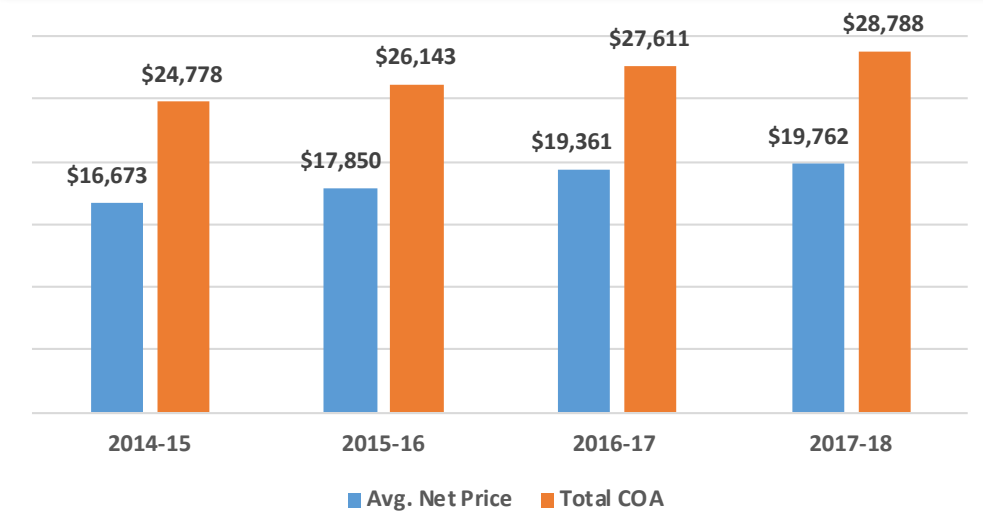
Average Credit Hours at Graduation



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	18-19	2021 Goal	15-16	18-19	2021 Goal	15-16	18-19	2021 Goal	15-16	18-19	2021 Goal	15-16	18-19	2021 Goal	15-16	18-19	2021 Goal	15-16	18-19	2021 Goal	15-16	18-19	2021 Goal	15-16	18-19	2021 Goal	
Graduation Rates																												
Overall	45.0%	50.0%	50.0%	20.6%	25.8%	30.0%	45.7%	45.9%	48.2%	48.6%	54.6%	58.0%	37.6%	47.7%	45.0%	51.9%	51.6%	53.7%	63.6%	66.1%	70.0%	52.8%	58.6%	60.1%	50.6%	54.9%	60.0%	
URM	37.0%	34.0%	43.0%	20.1%	24.2%	30.0%	32.6%	43.4%	37.5%	37.6%	37.2%	42.0%	23.0%	38.0%	39.0%	33.9%	34.7%	40.0%	52.4%	56.0%	58.5%	51.1%	54.3%	58.5%	38.8%	43.4%	50.0%	
Low-Income	36.3%	38.3%	42.0%	20.3%	21.5%	30.0%	34.1%	36.9%	38.0%	37.4%	38.6%	42.0%	30.3%	36.7%	39.0%	41.0%	38.3%	45.0%	51.5%	54.5%	56.0%	45.1%	48.3%	54.1%	38.8%	41.4%	50.0%	
Degrees and Credentials Awarded																												
Overall	2,559	2,690	2,690	276	212	320	1,306	1,260	1,477	1,696	1,577	1,783	2,196	2,158	2,400	2,817	2,984	3,100	4,540	5,105	5,200	2,705	3,049	3,100	18,095	19,011	19,716	
URM	207	249	218	160	157	170	69	101	84	151	144	165	209	256	230	315	383	347	536	740	621	484	553	585	2,131	2583	2,420	
Low-Income	1,378	1327	1,458	211	158	220	779	708	819	747	680	815	1,038	954	1,050	1,353	1,298	1,455	1,422	1,501	1,650	1,137	1,200	1,356	8,065	7,826	8,823	
STEM+H	769	873	820	65	38	65	343	385	397	741	730	747	672	694	750	888	867	1,021	1,609	2,042	2,100	835	1,056	1,085	5,922	6,685	6,620	
Graduate and Professional	903	926	950	45	51	60	339	312	374	696	470	699	599	617	660	881	834	950	2,098	2,212	2,250	1,937	1,992	2,011	7,498	7,414	7,855	
Enrollment**																												
UG Overall	14,327	12,662	NG	1,433	2,029	NG	9,783	8,964	NG	9,268	8,215	NG	12,806	12,058	NG	17,315	15,907	NG	22,761	22,276	NG	15,985	16,074	NG	103,678	98,185	NG	
UG URM	1,555	1,590	NG	831	1,156	NG	672	716	NG	1,035	935	NG	1,580	1,613	NG	2,586	2,534	NG	3,492	3,682	NG	3,108	3,772	NG	14,859	15,998	NG	
UG African American	822	709	NG	744	1,045	NG	330	272	NG	631	466	NG	848	769	NG	1,544	1,280	NG	1,701	1,587	NG	1,765	1,918	NG	8,385	8,046	NG	
UG Hispanic	349	452	NG	46	48	NG	141	188	NG	183	187	NG	376	434	NG	542	658	NG	954	1,153	NG	635	859	NG	3,226	3,979	NG	
UG First-time	2,794	2,349	NG	210	525	NG	1,484	1,315	NG	1,468	1,421	NG	2,196	1,950	NG	3,121	2,714	NG	5,166	5,321	NG	2,822	2,825	NG	19,342	18,420	NG	
UG Adult (25-64)	3,260	2,372	NG	328	193	NG	1,447	929	NG	1,660	861	NG	2,875	2,046	NG	2,779	1,893	NG	1,756	1,500	NG	2,766	2,198	NG	16,871	11,992	NG	
Graduate Overall	2,517	2318	NG	153	142	NG	1,092	696	NG	1,730	1,354	NG	1,914	3,629	NG	2,753	2,276	NG	7,959	8,269	NG	6,382	6,610	NG	24,500	25,294	NG	
Graduate URM	250	263	NG	72	66	NG	88	80	NG	153	130	NG	191	557	NG	347	363	NG	674	859	NG	878	1,139	NG	2,653	3,457	NG	
Diversity Enrollment**																												
UG Black, Non-Hispanic Only	5.7%	5.6%	6.0%	51.9%	51.5%	45.0%	3.4%	3.0%	3.8%	6.8%	5.7%	6.5%	6.6%	6.4%	7.1%	8.9%	8.0%	10.0%	7.5%	7.1%	8.3%	11.0%	11.9%	14.0%	8.1%	8.2%	NG	
UG Hispanic or Latino	2.4%	3.6%	2.8%	3.2%	2.4%	5.0%	1.4%	2.1%	1.6%	2.0%	2.3%	2.1%	2.9%	3.6%	3.9%	3.1%	4.1%	4.0%	4.2%	5.2%	4.9%	4.0%	5.3%	6.0%	3.1%	4.1%	NG	
UG URM	10.9%	12.6%	12.0%	58.0%	57.0%	60.0%	6.9%	8.0%	7.6%	11.2%	11.4%	11.3%	12.3%	13.4%	14.0%	14.9%	15.9%	15.8%	15.3%	16.5%	17.7%	19.4%	23.5%	23.0%	14.3%	16.3%	NG	
Graduate URM	9.9%	11.3%	10.4%	47.1%	46.5%	50.0%	8.1%	11.5%	8.6%	8.8%	9.6%	8.9%	10.0%	15.3%	15.0%	12.6%	15.9%	13.1%	8.5%	10.4%	9.9%	13.8%	17.2%	15.5%	10.8%	13.7%	NG	
1st-Yr. to 2nd-Yr. Retention Rates																												
Overall	74.0%	75.1%	75.0%	59.2%	65.6%	70.0%	70.7%	73.2%	76.2%	74.2%	79.3%	81.0%	71.9%	72.1%	77.0%	72.8%	72.9%	74.6%	81.7%	85.0%	90.0%	79.7%	80.1%	82.0%	76.3%	78.2%	81.8%	
URM	64.1%	65.5%	67.0%	60.3%	67.0%	70.0%	67.8%	68.5%	73.9%	69.1%	70.4%	75.0%	69.5%	69.1%	75.0%	58.3%	59.5%	67.4%	77.2%	78.5%	80.0%	78.0%	75.4%	80.5%	71.0%	71.5%	75.3%	
Low-Income	69.9%	70.2%	72.0%	60.5%	69.5%	70.0%	67.4%	67.3%	73.5%	65.6%	73.6%	70.0%	64.4%	65.6%	71.0%	63.7%	64.7%	70.1%	74.8%	77.7%	80.0%	74.5%	75.1%	77.5%	69.2%	71.1%	72.6%	
Average Credit Hrs. at Graduation	140.5	138.4	137.5	142.3	137.4	120	138.1	134.4	136.6	138	136.9	132	137.8	134.1	135.7	139.6	136.3	137	140.5	139.5	135.4	142.2	138.5	137	139	136.9	134	
Workforce Diversity ***																												
Tenured/Tenure-Track Faculty	8.3%	7.3%	8.7%	33.7%	40.4%	45.0%	7.0%	7.0%	7.5%	6.1%	5.9%	6.1%	9.7%	9.5%	12.0%	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%	70.0%	6.9%	4.4%	8.4%	10.1%	8.3%	10.1%	10.5%	9.0%	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.****	54.8%	72.6%	70.0%	64.7%	64.5%	70.0%	60.4%	76.9%	75.0%	45.6%	60.7%	70.0%	62.6%	61.4%	82.0%	60.9%	68.8%	70.0%	80.7%	68.8%	85.0%	92.2%	84.9%	93.0%	63.1%	69.1%	70.0%	
Progress of Underprepared in Math****	18.0%	40.3%	35.0%	43.2%	57.0%	70.0%	27.5%	49.1%	50.0%	4.1%	30.8%	60.0%	30.0%	29.2%	60.0%	42.0%	40.8%	60.0%	53.7%	47.7%	65.0%	23.2%	29.8%	35.0%	32.8%	39.7%	60.0%	
Average Net Price***	\$12,255	\$14,273	NG	\$6,503	\$10,298	NG	\$11,296	\$12,528	NG	\$10,529	\$12,270	NG	\$8,910	\$9,753	NG	\$11,409	\$12,486	NG	\$17,850	\$19,762	NG	\$16,249	\$17,098	NG	\$17,049 (research)	\$18,411 (research)	NG	
																									\$10,298 (comps)	\$12,110 (comps)	NG	

* Provided by institution, pending validation

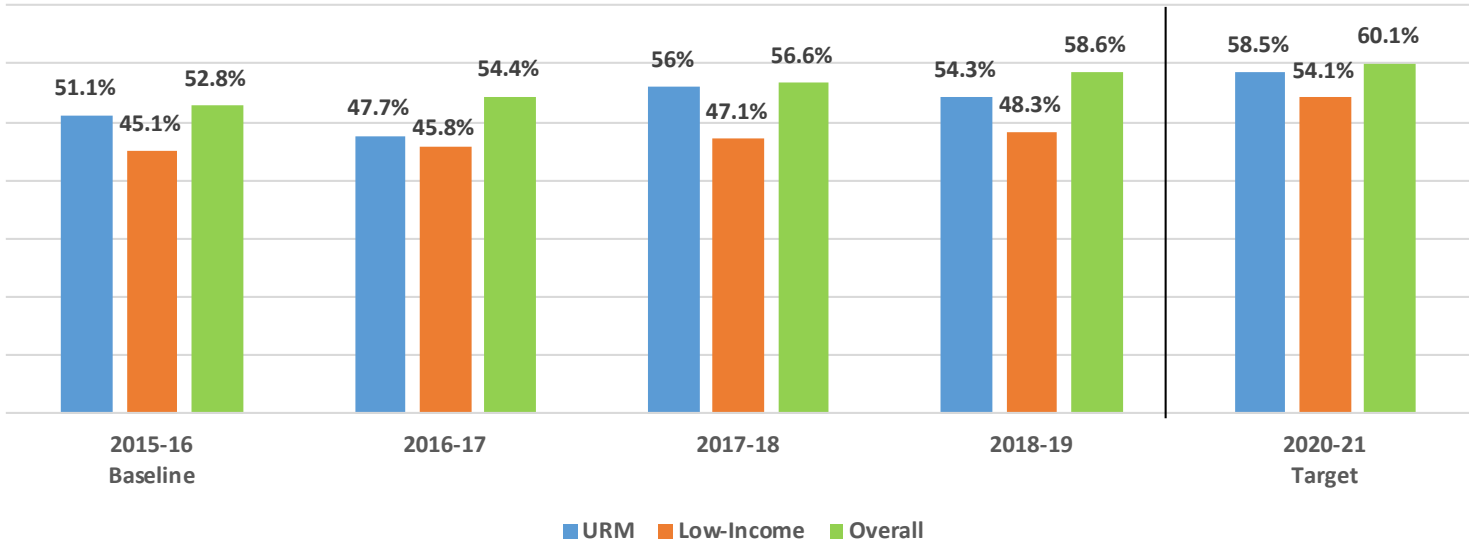
**For enrollment, 2018-19 represents fall 2019 counts.

***For average net price and workforce diversity, values are displayed for 2017-18, instead of 2018-19.

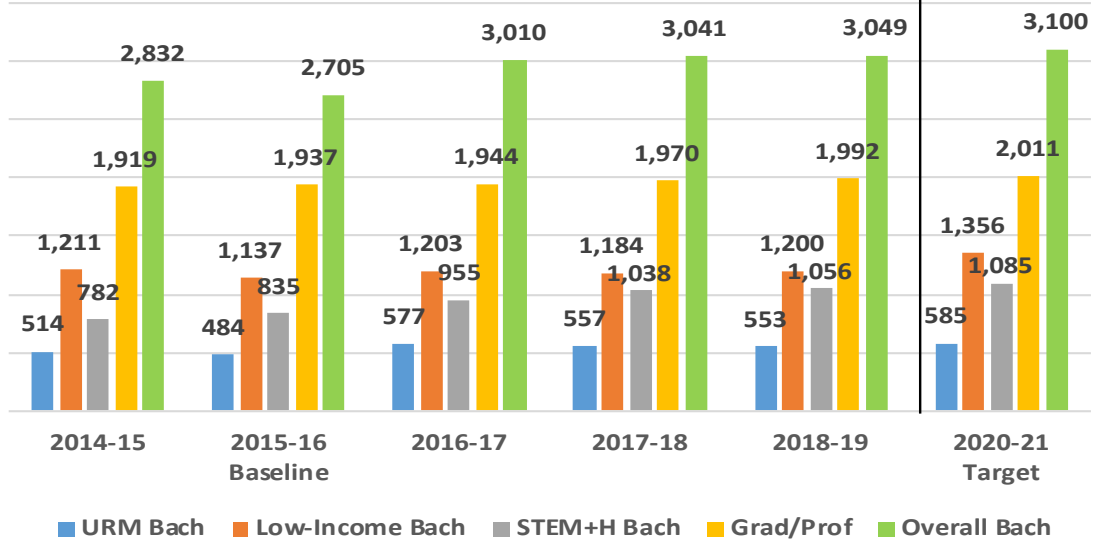
****For progress of underprepared students, values are displayed for 2014-15, instead of 2015-16, and values are displayed for 2017-18, instead of 2018-19.

UNIVERSITY OF LOUISVILLE HIGHLIGHTS

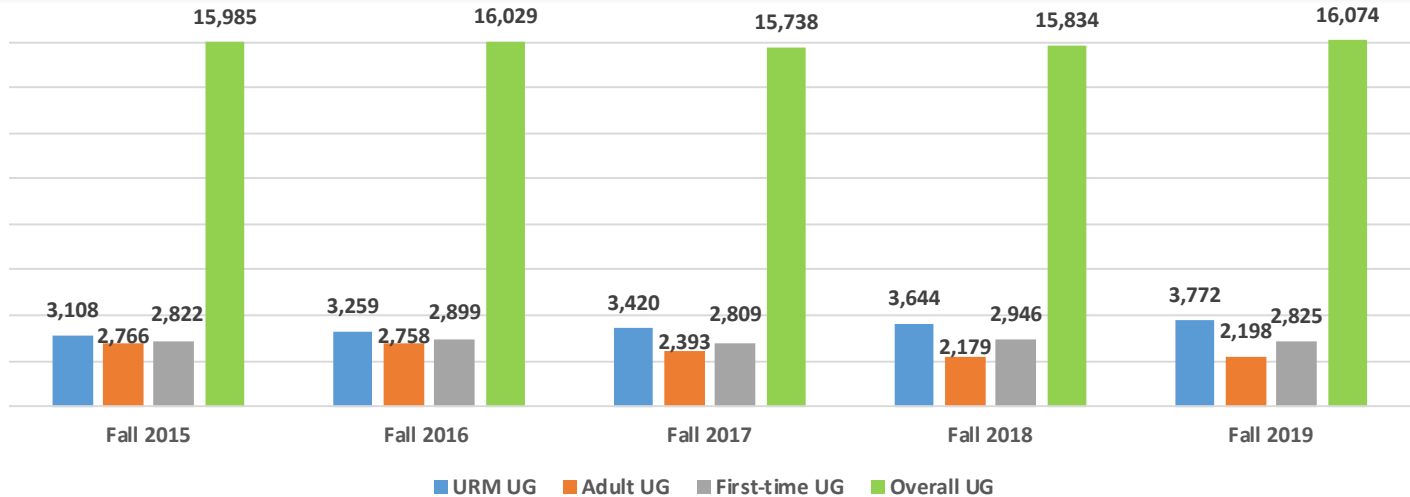
Six-Year Graduation Rate



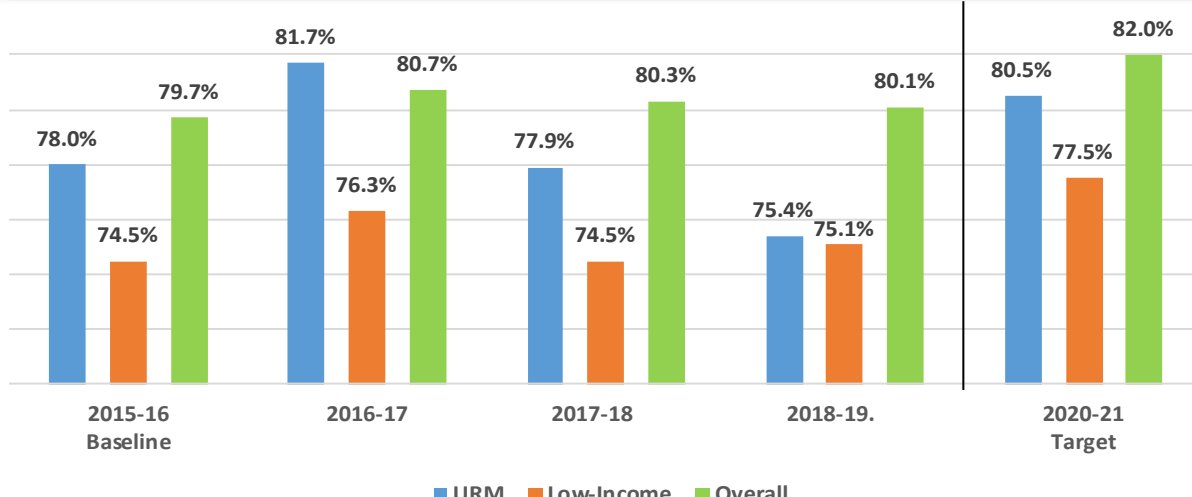
Degrees Awarded



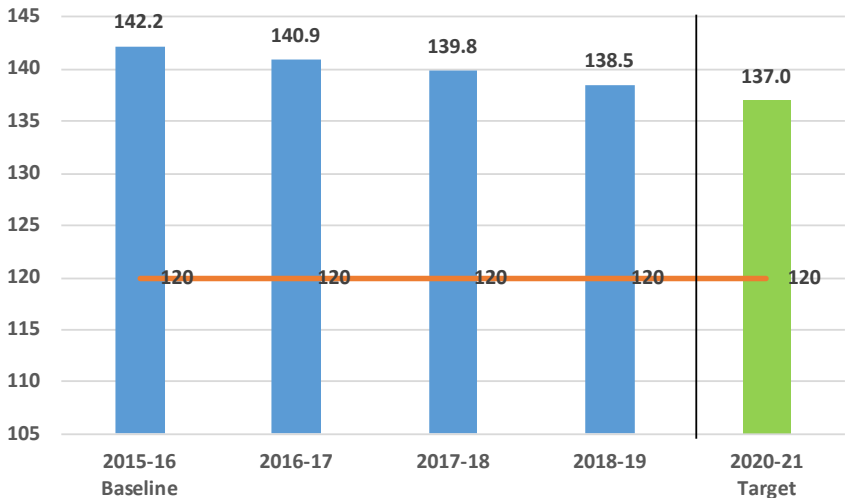
Undergraduate Enrollment



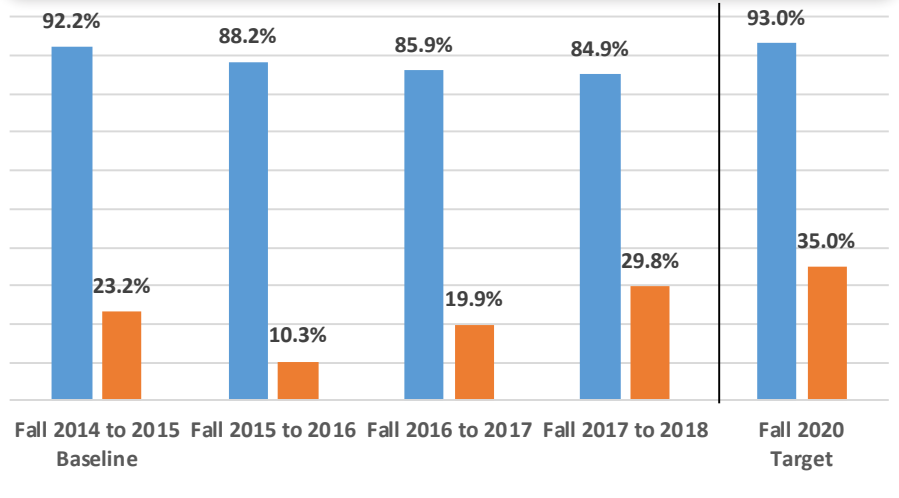
First-Year to Second-Year Retention



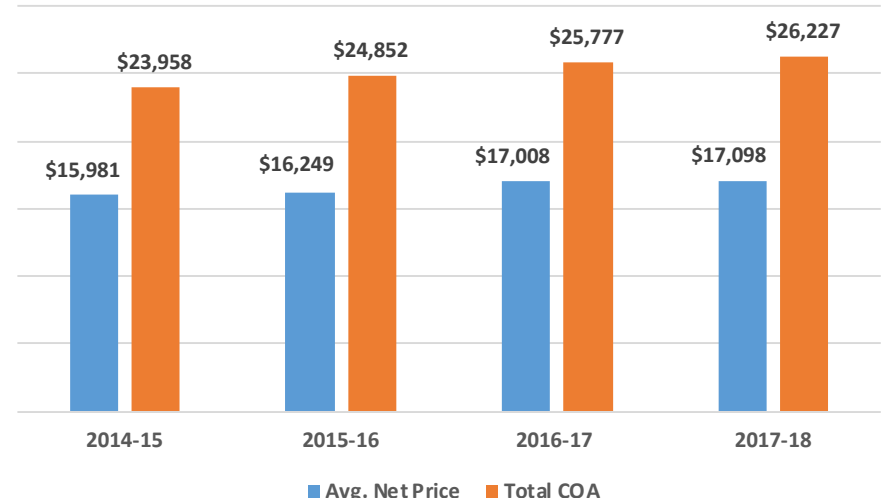
Average Credit Hours at Graduation



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	18-19	2021 Goal	15-16	18-19	2021 Goal	15-16	18-19	2021 Goal	15-16	18-19	2021 Goal	15-16	18-19	2021 Goal	15-16	18-19	2021 Goal	15-16	18-19	2021 Goal	15-16	18-19	2021 Goal	15-16	18-19	2021 Goal	
Graduation Rates																												
Overall	45.0%	50.0%	50.0%	20.6%	25.8%	30.0%	45.7%	45.9%	48.2%	48.6%	54.6%	58.0%	37.6%	47.7%	45.0%	51.9%	51.6%	53.7%	63.6%	66.1%	70.0%	52.8%	58.6%	60.1%	50.6%	54.9%	60.0%	
URM	37.0%	34.0%	43.0%	20.1%	24.2%	30.0%	32.6%	43.4%	37.5%	37.6%	37.2%	42.0%	23.0%	38.0%	39.0%	33.9%	34.7%	40.0%	52.4%	56.0%	58.5%	51.1%	54.3%	58.5%	38.8%	43.4%	50.0%	
Low-Income	36.3%	38.3%	42.0%	20.3%	21.5%	30.0%	34.1%	36.9%	38.0%	37.4%	38.6%	42.0%	30.3%	36.7%	39.0%	41.0%	38.3%	45.0%	51.5%	54.5%	56.0%	45.1%	48.3%	54.1%	38.8%	41.4%	50.0%	
Degrees and Credentials Awarded																												
Overall	2,559	2,690	2,690	276	212	320	1,306	1,260	1,477	1,696	1,577	1,783	2,196	2,158	2,400	2,817	2,984	3,100	4,540	5,105	5,200	2,705	3,049	3,100	18,095	19,011	19,716	
URM	207	249	218	160	157	170	69	101	84	151	144	165	209	256	230	315	383	347	536	740	621	484	553	585	2,131	2583	2,420	
Low-Income	1,378	1327	1,458	211	158	220	779	708	819	747	680	815	1,038	954	1,050	1,353	1,298	1,455	1,422	1,501	1,650	1,137	1,200	1,356	8,065	7,826	8,823	
STEM+H	769	873	820	65	38	65	343	385	397	741	730	747	672	694	750	888	867	1,021	1,609	2,042	2,100	835	1,056	1,085	5,922	6,685	6,620	
Graduate and Professional	903	926	950	45	51	60	339	312	374	696	470	699	599	617	660	881	834	950	2,098	2,212	2,250	1,937	1,992	2,011	7,498	7,414	7,855	
Enrollment**																												
UG Overall	14,327	12,662	NG	1,433	2,029	NG	9,783	8,964	NG	9,268	8,215	NG	12,806	12,058	NG	17,315	15,907	NG	22,761	22,276	NG	15,985	16,074	NG	103,678	98,185	NG	
UG URM	1,555	1,590	NG	831	1,156	NG	672	716	NG	1,035	935	NG	1,580	1,613	NG	2,586	2,534	NG	3,492	3,682	NG	3,108	3,772	NG	14,859	15,998	NG	
UG African American	822	709	NG	744	1,045	NG	330	272	NG	631	466	NG	848	769	NG	1,544	1,280	NG	1,701	1,587	NG	1,765	1,918	NG	8,385	8,046	NG	
UG Hispanic	349	452	NG	46	48	NG	141	188	NG	183	187	NG	376	434	NG	542	658	NG	954	1,153	NG	635	859	NG	3,226	3,979	NG	
UG First-time	2,794	2,349	NG	210	525	NG	1,484	1,315	NG	1,468	1,421	NG	2,196	1,950	NG	3,121	2,714	NG	5,166	5,321	NG	2,822	2,825	NG	19,342	18,420	NG	
UG Adult (25-64)	3,260	2,372	NG	328	193	NG	1,447	929	NG	1,660	861	NG	2,875	2,046	NG	2,779	1,893	NG	1,756	1,500	NG	2,766	2,198	NG	16,871	11,992	NG	
Graduate Overall	2,517	2318	NG	153	142	NG	1,092	696	NG	1,730	1,354	NG	1,914	3,629	NG	2,753	2,276	NG	7,959	8,269	NG	6,382	6,610	NG	24,500	25,294	NG	
Graduate URM	250	263	NG	72	66	NG	88	80	NG	153	130	NG	191	557	NG	347	363	NG	674	859	NG	878	1,139	NG	2,653	3,457	NG	
Diversity Enrollment**																												
UG Black, Non-Hispanic Only	5.7%	5.6%	6.0%	51.9%	51.5%	45.0%	3.4%	3.0%	3.8%	6.8%	5.7%	6.5%	6.6%	6.4%	7.1%	8.9%	8.0%	10.0%	7.5%	7.1%	8.3%	11.0%	11.9%	14.0%	8.1%	8.2%	NG	
UG Hispanic or Latino	2.4%	3.6%	2.8%	3.2%	2.4%	5.0%	1.4%	2.1%	1.6%	2.0%	2.3%	2.1%	2.9%	3.6%	3.9%	3.1%	4.1%	4.0%	4.2%	5.2%	4.9%	4.0%	5.3%	6.0%	3.1%	4.1%	NG	
UG URM	10.9%	12.6%	12.0%	58.0%	57.0%	60.0%	6.9%	8.0%	7.6%	11.2%	11.4%	11.3%	12.3%	13.4%	14.0%	14.9%	15.9%	15.8%	15.3%	16.5%	17.7%	19.4%	23.5%	23.0%	14.3%	16.3%	NG	
Graduate URM	9.9%	11.3%	10.4%	47.1%	46.5%	50.0%	8.1%	11.5%	8.6%	8.8%	9.6%	8.9%	10.0%	15.3%	15.0%	12.6%	15.9%	13.1%	8.5%	10.4%	9.9%	13.8%	17.2%	15.5%	10.8%	13.7%	NG	
1st-Yr. to 2nd-Yr. Retention Rates																												
Overall	74.0%	75.1%	75.0%	59.2%	65.6%	70.0%	70.7%	73.2%	76.2%	74.2%	79.3%	81.0%	71.9%	72.1%	77.0%	72.8%	72.9%	74.6%	81.7%	85.0%	90.0%	79.7%	80.1%	82.0%	76.3%	78.2%	81.8%	
URM	64.1%	65.5%	67.0%	60.3%	67.0%	70.0%	67.8%	68.5%	73.9%	69.1%	70.4%	75.0%	69.5%	69.1%	75.0%	58.3%	59.5%	67.4%	77.2%	78.5%	80.0%	78.0%	75.4%	80.5%	71.0%	71.5%	75.3%	
Low-Income	69.9%	70.2%	72.0%	60.5%	69.5%	70.0%	67.4%	67.3%	73.5%	65.6%	73.6%	70.0%	64.4%	65.6%	71.0%	63.7%	64.7%	70.1%	74.8%	77.7%	80.0%	74.5%	75.1%	77.5%	69.2%	71.1%	72.6%	
Average Credit Hrs. at Graduation	140.5	138.4	137.5	142.3	137.4	120	138.1	134.4	136.6	138	136.9	132	137.8	134.1	135.7	139.6	136.3	137	140.5	139.5	135.4	142.2	138.5	137	139	136.9	134	
Workforce Diversity ***																												
Tenured/Tenure-Track Faculty	8.3%	7.3%	8.7%	33.7%	40.4%	45.0%	7.0%	7.0%	7.5%	6.1%	5.9%	6.1%	9.7%	9.5%	12.0%	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%	70.0%	6.9%	4.4%	8.4%	10.1%	8.3%	10.1%	10.5%	9.0%	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.****	54.8%	72.6%	70.0%	64.7%	64.5%	70.0%	60.4%	76.9%	75.0%	45.6%	60.7%	70.0%	62.6%	61.4%	82.0%	60.9%	68.8%	70.0%	80.7%	68.8%	85.0%	92.2%	84.9%	93.0%	63.1%	69.1%	70.0%	
Progress of Underprepared in Math****	18.0%	40.3%	35.0%	43.2%	57.0%	70.0%	27.5%	49.1%	50.0%	4.1%	30.8%	60.0%	30.0%	29.2%	60.0%	42.0%	40.8%	60.0%	53.7%	47.7%	65.0%	23.2%	29.8%	35.0%	32.8%	39.7%	60.0%	
Average Net Price***	\$12,255	\$14,273	NG	\$6,503	\$10,298	NG	\$11,296	\$12,528	NG	\$10,529	\$12,270	NG	\$8,910	\$9,753	NG	\$11,409	\$12,486	NG	\$17,850	\$19,762	NG	\$16,249	\$17,098	NG	\$17,049 (research)	\$18,411 (research)	NG	
																									\$10,298 (comps)	\$12,110 (comps)	NG	

* Provided by institution, pending validation

**For enrollment, 2018-19 represents fall 2019 counts.

***For average net price and workforce diversity, values are displayed for 2017-18, instead of 2018-19.

****For progress of underprepared students, values are displayed for 2014-15, instead of 2015-16, and values are displayed for 2017-18, instead of 2018-19.