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Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	<p>The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits).</p> <p style="text-align: center;"><i>T</i>                      <i>T</i>    <i>R</i></p> <p style="text-align: center;"><i>T</i></p>	<p>Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.</p>
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	<p>The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program.</p> <p style="text-align: center;"><i>T</i>                      <i>T</i></p> <p style="text-align: center;"><i>T</i>    <i>R</i></p> <p style="text-align: center;"><i>T</i></p>	<p>Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.</p>

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