Edit Plan Item

Template: Student Achievement

Report View

Student Achievement *

The program monitors indicators of student achievement, to include persistence, completion, retention, and postgraduate success; disaggregated by race, ethnicity, age, gender, socioeconomic status, and first-generation college student. The program uses this data to promote an effective learning environment that supports student achievement and addresses equity gaps.

New Student Achievement Item

Student Retention

Briefly describe how the program monitors student retention, and provide current data for program. This may include percentage of students returning in the fall or were graduated, and/or any other data the program finds meaningful. When available, provide disaggregated data by race, ethnicity, age, gender, socio-economic status, and first-gen status.



Student Persistence

Briefly describe how the program monitors student persistence, and provide current data for students enrolled in the program in the past year. This tracks students who returned to UI in the fall, but may have changed majors/programs. When available, provide disaggregated data by race, ethnicity, age, gender, socio-economic status, and first-gen status.



Student Completion

Briefly describe how the program monitors student completion, and provide current data for program. This may include graduation rates and timely progress, and/or any other data the program finds meaningful. When available, provide disaggregated data by race, ethnicity, age, gender, socio-economic status, and first-gen status.

File	Edit	View Insert	Form	at To	ools	Table					
4	\Rightarrow	Paragraph	~	В	I	=	= =	=	₫	ء	≡ ∨ ≡ ∨
Р											

Student Postgraduate Success

Briefly describe how the program monitors postgraduate success, and provide current data for program. This may include survey data from sources such as the graduating senior survey, the outcomes first destinations survey, and/or the U.S. Department of Education's college scorecard data. When available, provide disaggregated data by race, ethnicity, age, gender, socio-economic status, and first-gen status.

File	Edit	View Insert	Forma	t Tools	Table				
\leftarrow	\Rightarrow	Paragraph	~	В 1	=	≡	= =	∉ ਬ	i≡ ∨ i≡ ∨

Intentify Equity Caps Intentify Equity Caps Intertify Equity Caps																							
The property of the APR dashboard. Equity Gaps. Use this data, and the data reported in this self-up to detective group gaps that exist in the program. Programs should analyze data to identify gaps by receiptivity, ago gap that exist in the program. Programs should analyze data to identify gaps by receiptivity, ago gap that exist in the program. Programs should analyze data to identify gaps by receiptivity, ago gap that exist in the program results and programs and the data reported in this self-up to the program and th																							
where the following excorate of the APP deshboards Equity Gaps. Use this date, and the data reported in this self-update of levels and update of the regional regions should analyze data in identify agas by viscerbrining, age gender, socio-economic status (field-eligibility), and/or firer-gen status. File Edit View Insert Format Tools Table Paragraph V B I E E E E E E E E E E E Folder The Edit View Insert Format Tools Table **File Hold the Program Please clubble eligibility and/or firer-gen status.** **File Hold the Program Please clubble eligibility and the program ensures are effective learning environment for all students in the program. Please clubble eligibility of both the program ensures are effective learning environment that supports closing equity gaps, and where identified. File Edit View Insert Format Tools Table **File Hold the Edit View Insert Format Tools Table **Paragraph V B I E E E E E E E E E E E E E E E E E E	P																					_	
File Edit View Insert Format Tools Table Paragraph V B J F F F F F F F F F F F F F F F F F F	evien udy t	the fo	ollowing sect tify equity ga	ps tha	at exis	st in the	e pro	gram. F	Progra	ams sl	hould á	analyz	e dat	ta to	ider				is self-				
an Item Files here are no attachments. + File + Folde + Folde + File + Fold										,,,, -			,										
An Item Files here are no attachments. # File	5	\Rightarrow	Paragraph		~	В	I	₽	Ξ	₹	=	₫	2		1=	~	ŧΞ	~					
tan Item Files here are no attachments. # File																							
tan Item Files here are no attachments. # File																							
ffective Learning Environment and Closing Equity Gaps relative discuss how the program ensures an effective learning environment for all students in the program. Please doubted discussion of how the program ensures an effective learning environment that supports closing equity gaps, and where identified. File Edit View Insert Format Tools Table Paragraph ∨ B J ▼ ▼ ▼ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □	an l																				+ File	!	+ Folder
iefly discuss how the program ensures an effective learning environment for all students in the program. Please didude discussion of how the program ensures an effective learning environment that supports closing equity gaps, and where identified. File Edit View Insert Format Tools Table Paragraph ∨ B I □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □	iere	are	no attachr	nent	S.																		
an Item Files here are no attachments. + File + Folder + Folder + File + Folder + Folder + File + Folde	and i	where Edit	<i>identified.</i> View Ins	ert l		at To	ols	Table				I							iity gap	S,			
## File #Folder ## Folder ## File #Folder ## ## Folder ## File #Folder ## ## Folder ## File #Folder ## #File #Folder ## File ## Folder ## File #Folder ## File ## Folder ## F	\leftarrow	\Diamond	Paragraph		~	В	I	=	≡	≡	≡	<≡	2	■	==	~	ŧΞ	~					
File Edit View Insert Format Tools Table	artn escrii	e are ershi be to v	no attachr ps what extent y cy groups; a	our ui nd trib	nit pai bes on	initiat	ives i	that foc	us on	servi	ng una	lerrep	rese	nte							+ File		+ Folder
cart of Report Year * 07/05/2022									, , ,	erre pe	.,,,,,,,,	, np 10	, cac										
cart of Report Year * 07/05/2022 □ Ind of Report Year * 06/30/2023 □ rogress ▼	5	\Rightarrow	Paragraph		~	В	I	≡	≡	≡	≡	⋖	2		1=	~	iΞ	~					
tart of Report Year * 07/05/2022																							
tart of Report Year * 07/05/2022																							
tart of Report Year * 07/05/2022																							
07/05/2022		of Do	nort Voor	*																			
nd of Report Year * 06/30/2023 rogress												<u> </u>											
06/30/2023 □ rogress ▼																							
•											Ċ	-											
•	ogr	ess																					
royiding Department *	_										,	•											
	roud	dina '	Donartm -	nt *																			

College of Career Readiness	
m Delete	Done
↑↓ Related ▼	
Supports (Connected Up)	+ Supports
No Connections have been added.	
This Item	
Supported By (Connected Down)	+ Supported By
No Connections have been added.	

© 2022 Anthology Inc.