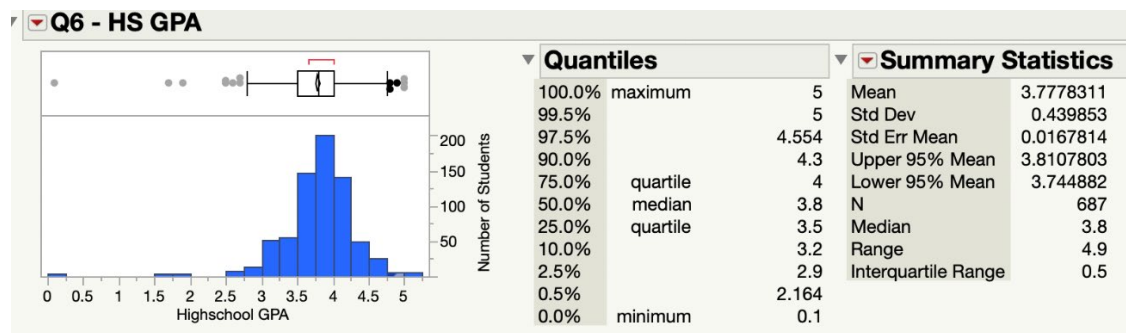


CampusConnect University Services is a student services and research division within The University of Tennessee, whose main goal is tasked with understanding student demographics, academic performance, and financial needs in an effort to improve campus life and resource allocations.

CampusConnect analyzed student data to better understand factors influencing student success and retention. Relationships might exist between GPA, proximity to campus, and hours worked to determine which students are most at risk of academic failure. Identifying patterns in student loan usage among honors and non-honors students could help *CampusConnect* develop targeted financial aid programs to reduce student debt.

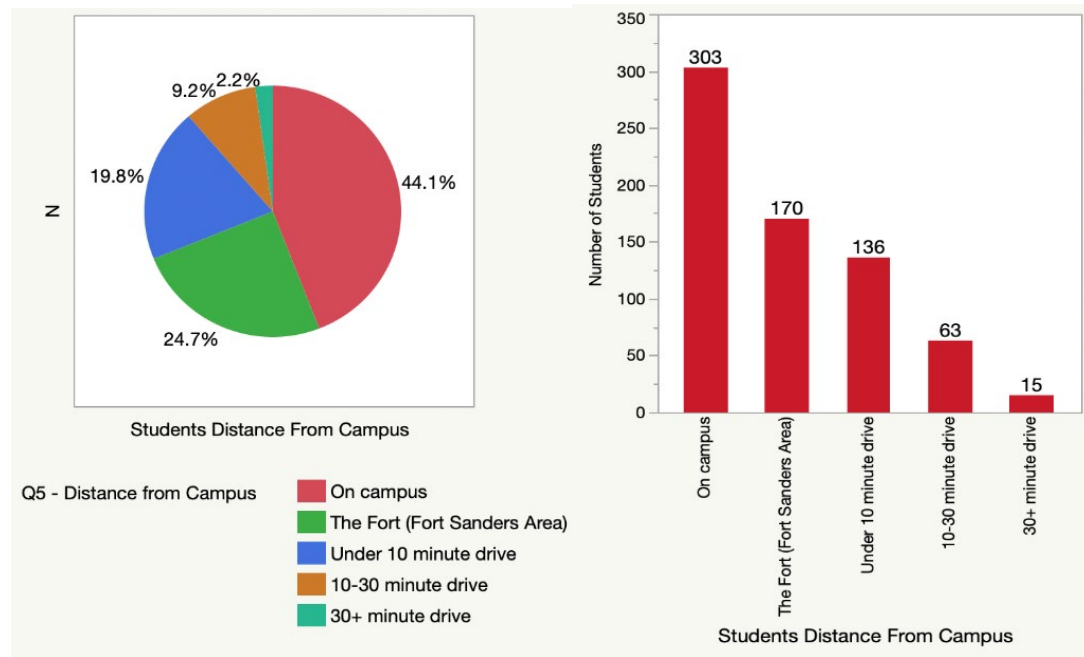
Graph 1 - Distribution of High School GPA



The GPA distribution is unimodal, with the data centered around a GPA of 3.8. The distribution is mostly symmetric but shows a slight leftward skew, with outliers at 1.5 and 0.1 GPA. The range is 4.9, from a minimum GPA of 0.1 to a maximum of 5. Given the skewness, the median and interquartile range (IQR) are the most appropriate measures for center and spread. The majority of students are performing well academically, with a median GPA of 3.8, indicating that 50% of the students have GPAs above this level. This suggests a generally high level of academic achievement across the student body. The relatively small interquartile range (IQR) of 0.5 indicates that most students' GPAs are clustered within a narrow range, meaning there is not a great deal of variability in GPAs for the middle 50% of students. This reflects a fairly consistent level of performance

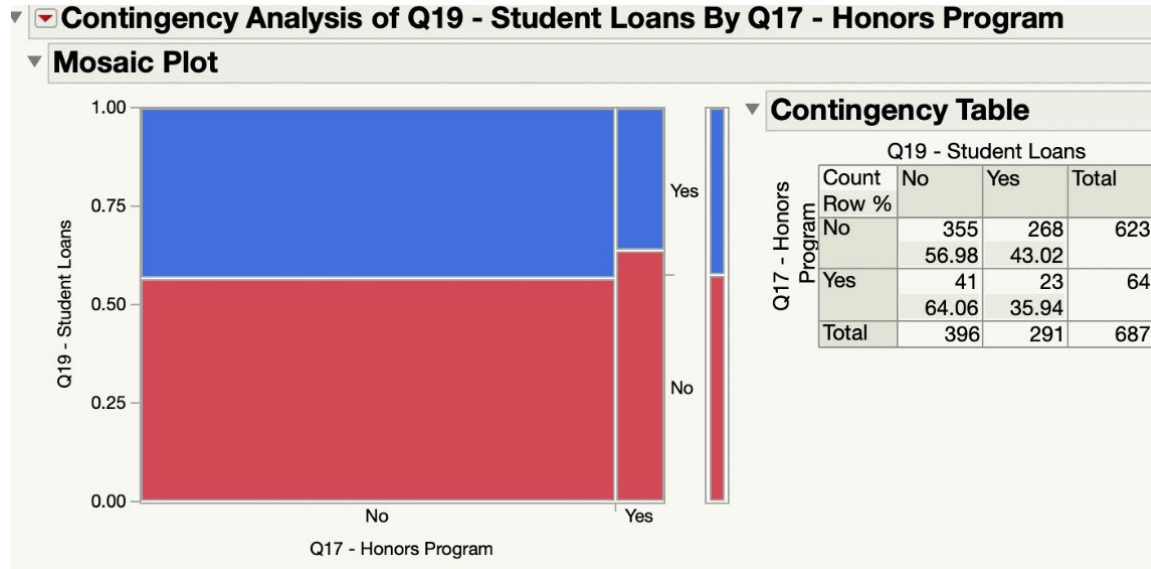
among students. The presence of outliers with very low GPAs (0.1 and 1.5) suggests that while most students are achieving high GPAs, a small group is struggling significantly. These outliers may warrant additional attention or support from The University.

Graph 2 - Students Distance From Campus



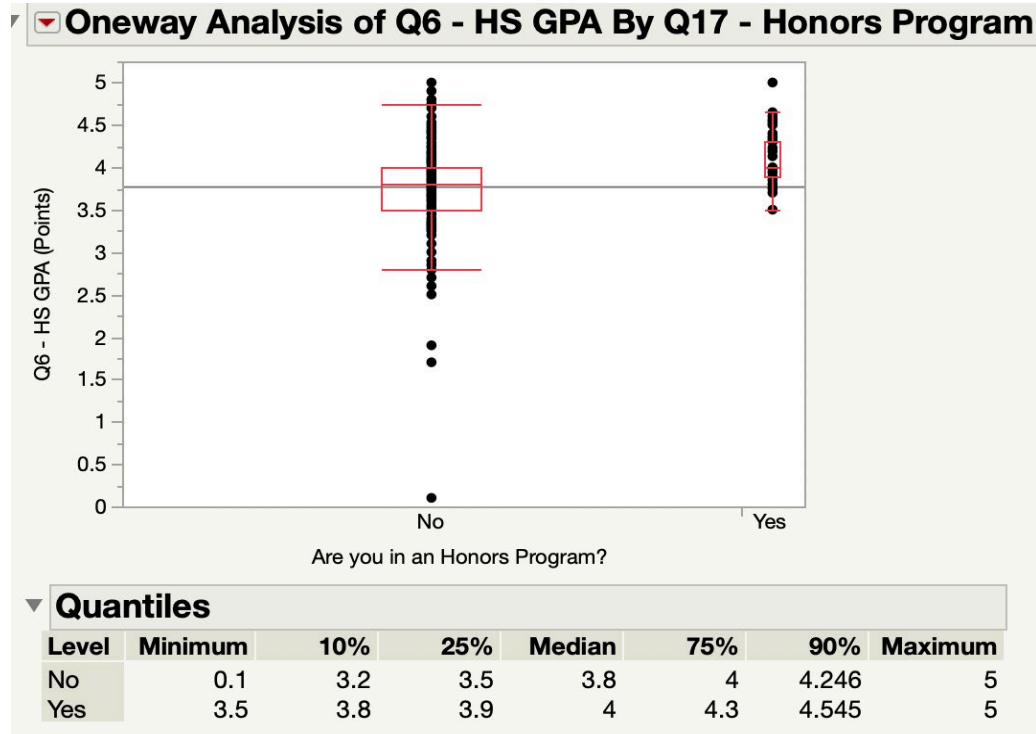
A significant portion of students (44.1%) live on campus, while only 2.2% live more than 30 minutes away. The graph shows a clear trend: as distance from campus increases, the number of students decreases. Nearly half of the students live either on campus or within a 10-minute drive, with 306 out of 687 surveyed students falling into these two categories. The proximity of students to campus is likely due to the university being primarily an undergraduate institution, with younger students preferring to live nearby. In total, 88.6% of students live either on campus, in the Fort Sanders neighborhood, or within a 10-minute commute.

Graph 3 - Comparing Student Loan Usage and Honors Program Participation



The data shows that a majority of honors program students (64.06%) are choosing not to take out student loans, compared to 35.94% who are. Among non-honors students, the split is closer, with 43.03% not taking loans and 56.98% choosing to. This indicates that students in the honors program are less likely to rely on loans compared to non-honors students. Of the surveyed students, 90.68% are not in the honors program, while only 9.32% are. Overall, 57.64% of students do not plan to take loans, while 42.36% will. The smaller difference in loan usage among non-honors students suggests that they are more likely to need financial support than honors students.

Graph 4 - GPA of Students Participating and Not Participating in the Honors Program



When comparing GPAs of honors and non-honors students, the data suggests that being in the honors program is associated with higher GPAs. At the 10th, 25th, 75th, and 90th percentiles, honors students consistently have higher GPAs. While both groups have the same maximum GPA of 5.0, the minimum GPA for honors students is 3.5, significantly higher than the non-honors students' minimum of 0.1. The fact that the minimum GPA for honors students is 3.5, while non-honors students have a much broader distribution (including very low GPAs), implies that honors students are more likely to maintain strong academic standing throughout their university experience. The median GPA for honors students is 4.0, slightly higher than the 3.8 median for non-honors students. The data also shows that the GPA spread between the 25th percentile and the median is larger for non-honors students (0.3 GPA) compared to honors students (0.1 GPA), indicating that honors students tend to cluster at the higher end of the GPA range. This indicates that honors students are more consistently high achievers, while non-honors students show a wider range of academic performance.

Graph 5 – Relationship Between Distance From Campus, Participation in Honors Program and Average Number of Hours Worked



This graph compares honors and non-honors students in terms of their distance from campus and the number of hours they work per week. The data reveals that students who live closer to campus tend to work fewer hours, while those living farther away work more. Both honors and non-honors students living on campus work the least, averaging 3.7 hours per week. Interestingly, there is no data for honors students living more than 30 minutes away, and the highest average work hours for honors students (19.3) are found in those living less than 10 minutes away, rather than in the group farthest from campus (12.6). The data suggests that students’ proximity to campus influences the number of hours they work, with those living farther away working more, likely due to increased financial pressures. Honors students tend to work fewer hours, with a surprising exception for those close to campus. This could highlight differing financial needs or work opportunities based on students’ academic status and where they live.