

Student Groups for Context-Responsive SoTL

1. Student Demographics*

- Student level
 - undergraduate
 - graduate
- Student demographics
 - rural/domestic/international
 - religion
 - underrepresented groups
 - sexual orientation
 - gender
 - ethnicity/geographic background
 - physical disability
 - neurodiversity
 - socio-economic status
 - non-traditional students
 - age
 - first generation
 - different first language
 - veterans
 - prisoners

2. Pathway & Entry Status (How students arrive)**

- First-time-in-college students
- First-generation college students
- Transfer students (2→4 year, lateral transfers)
- Dual-enrollment alumni
- Early-college high school graduates
- Returning adult learners
- Students re-enrolling after stop-out
- Readmitted students after academic dismissal
- Gap-year entrants
- Military-connected students

3. Academic Preparation & Placement (How students are positioned at entry to higher education)

- Students placed into developmental coursework
- Students in co-requisite support models
- Conditionally admitted students
- Students entering without calculus/chemistry/foreign language sequences
- Students with uneven high school preparation
- Students from non-traditional feeder schools
- Test-optional admits
- Students with portfolio-based admission

4. Enrollment Intensity & Course Load (How time is structured around learning)

- Part-time students
- Students carrying overloads
- Students enrolled in evening/weekend programs
- Commuter students
- Students balancing full-time work
- Students in accelerated programs
- Students in modular/8-week courses
- Summer-term-heavy students

5. Program & Major Trajectories (How students move through curricula)

- Pre-major students
- Students denied entry to capped programs
- Major-switchers
- Late deciders
- Double majors
- Interdisciplinary majors
- Students in “fallback” majors
- Students repeating gateway courses
- Students on probation in selective programs

6. Learning Infrastructure & Access Patterns (How students interact with institutional systems)

- Students who rarely use tutoring centers
- Students who overuse academic support
- Students who avoid office hours
- Students relying on informal peer networks
- Students navigating multiple platforms
- Students without consistent device access
- Students using campus Wi-Fi only
- Students dependent on loaner tech

7. Classroom Participation Profiles (How students engage in learning environments)

- Low-visibility students
- High-performing but silent students
- Discussion-dominant students
- Reluctant presenters
- Students who avoid group work
- Students who over-function in teams
- Students who disengage after feedback

8. Language, Communication, and Academic Discourse

(How students navigate disciplinary language)

- Multilingual writers
- Students educated in other national systems
- Students new to academic English
- Students unfamiliar with genre conventions
- Students transitioning from oral to written traditions
- Students new to research writing
- Students in writing-intensive majors for first time

9. Credentialing & Professional Pathways (How

students experience high-stakes transitions)

- Pre-clinical students
- Pre-licensure students
- Certification-track students
- Students preparing for entrance exams
- Internship-dependent students
- Practicum-based students
- Portfolio-based graduates
- Students navigating application cycles

* Source for Section 1 Student Demographics: page 10 of Miller-Young, Janice, Jeffrey W. Paul, Renato B. Rodrigues, and Jillian Seniuk Cicek. 2025. "A Systems-Inspired Taxonomy of SoTL Research: Increasing the Accessibility and Visibility of this Heterogeneous Field." *Teaching & Learning Inquiry* 13: 1–23. <https://doi.org/10.20343/teachlearningqu.13.55>

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