

THE UNIVERSITY OF THE DISTRICT OF COLUMBIA



UNIVERSITY OF
THE DISTRICT
OF COLUMBIA



Fall 2004 & Fall 2005

FIRST-TIME ENTERING FRESHMEN RETENTION PROFILE REPORT

INSTITUTIONAL RESEARCH, ASSESSMENT AND PLANNING

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THE OFFICE OF INSTITUTIONAL RESEARCH, ASSESSMENT AND PLANNING



The staff of the Office of Institutional Research, Assessment and Planning is pleased to present the *Fall 2004 & Fall 2005 First-Time Entering Freshmen Retention Profile Report*. The Retention Profile Report is issued annually to provide frequently requested statistical and programmatic data about the University of the District of Columbia and serves as a reference resource tool for the University community. Information presented in the Profile is divided into sections, as indicated in the Table of Contents, and is presented in tabular and/or graphic form. Citations of the data sources used for this Profile are also indicated. Suggestions or corrections are welcome and should be directed to the Office of Institutional Research, Assessment and Planning.

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Dear Colleagues and Friends of UDC:

In July 2006, the University of the District of Columbia officially began the hard work of re-establishing its Office of Institutional Research, Assessment and Planning. As such, we began this effort by developing a 50-day Strategic Plan that was necessary to guide the rebuilding process. We created a Vision Statement that was necessary to lay the foundation for this office to ultimately become the Data Management Hub for the University. Our primary goal in this regard was to establish an office that would be capable of assisting the University community in major areas, such as planning, assessment, and decision-making. Toward this end, our specific objectives are to:

- Provide information to help the University community understand the unique and diverse University characteristics
- Assist the University in measuring learning outcomes
- Provide information to help the University community understand its diverse student cultures
- Provide information to help the University community create innovative partnerships to promote services for diverse constituencies
- Develop statistical data that is capable of supporting senior level planning and decision making.

The mission of the Office of Institutional Research, Assessment and Planning is to enhance institutional effectiveness by providing institutional data that supports academic and university planning and strengthens assessment and decision making processes for the administration of the University of the District of Columbia. An integral part of our mission is to support internal and external requests for statistical information and research regarding the University, including demographic and education-related matters.

Our small team of five dedicated professionals has begun the process of providing a valuable service to the University community, as well as to communities around the world. We have re-designed our website and have begun providing valuable statistical information necessary to assist the University in decision making, strategic planning and assessment.

What follow is UDC's 5-year trend data and Retention Profile Report for Fall Semester 2004 and Fall Semester 2005 cohorts. We hope that by examining this report, you will increase your understanding of the University and appreciate the complexity of our work. We look forward to being of service to you.

Sincerely,

David D. Caruth

David D. Caruth, Ph.D.
Director

ACKNOWLEDGEMENT

The Office of Institutional Research, Assessment and Planning would like to acknowledge individuals for their contribution to the *Fall 2004 & Fall 2005 First-Time Entering Freshmen Retention Profile Report*. A special thanks is extended to Diane Hayes and Jose Uy for diligently compiling data for the project. A special thanks is also extended to Gashaw Mekonnen for his expertise in data analysis, graphics and tabular presentation and Latresa Stewart for the cover design and formatting the report. Last but not least, a special thanks to Cheryl Dowdy for editing this report. With the assistance of those listed, the Institutional Research office was able to successfully complete this student retention profile for the University community and our external constituents.

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1. Background

The University of the District of Columbia (UDC) Office of Institutional Research, Assessment and Planning (IRAP) has conducted a review of student retention. This report provides a snapshot of trend data for first-time entering freshmen. It also includes a descriptive analysis of student retention based on full-time and part-time status, gender, ethnicity, degree objective, college/school, age, residency and District Ward. The data tracks students from Fall-semester to Fall-semester which is the national standard the Integrated Post Secondary Education Data System (IPEDS) uses for reporting student retention data. In all of the computations, the numerator represents those students who returned or enrolled in the Fall semester the following year. The denominator represents the number of first-time entering freshman.

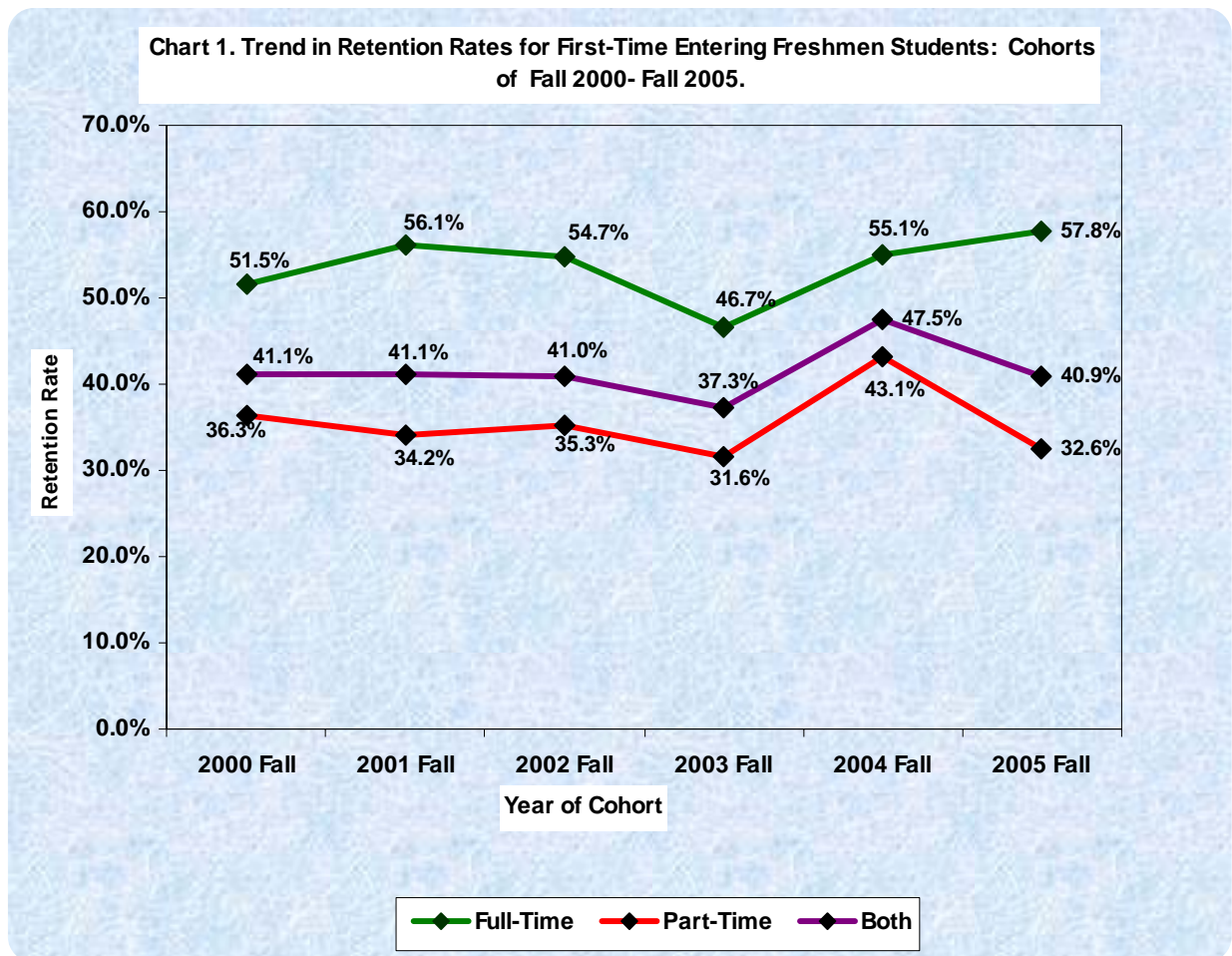
This report does not provide an analysis of the multiplicity of student retention interventions that are currently underway by the administrators in the Offices of Academic Affairs and Student Affairs across campus that are necessary to determine casual relationships between student retention interventions and student persistence. However, the IRAP office is in the process of providing data collection, analysis, and reporting expertise to the UDC community, as well as to our external constituencies that will enable reporting of casual relationships in future reports. **It is important to note that this report **does not** include retention data for the David A. Clarke School of Law, Community Outreach Extension Services, the State Education Agency, Continuing Education, or Workforce Development programs offered at UDC.

2. General Retention Trend Data

UDC student retention trend data is based on first-time entering freshmen student cohorts enrolled at UDC from Fall 2000 through Fall 2005. Table 1 below shows trend data by fulltime, part-time and combined student status. The data trend for UDC fulltime students was consistently higher than it was for part-time students. Significantly, more than 50% of UDC fulltime students were retained for all but one year when retention rates dipped to just under 47%. However, over the past three years, retention rates for fulltime students rose by over 11% to nearly 58%. By comparison, UDC part-time

students showed a relatively stable retention rate around 35% for the first three years of the study with a significant spike to just over 43% in Fall 2004 before declining to just under 33% in Fall 2005. The combined data shows a steady student retention trend from Fall 2000 to Fall 2002 at 41.10%. However, in Fall 2003 the data revealed a slight decline in student retention to 37.20% before increasing to a five-year high of 47.50% in 2004. In 2005, there was a modest decline to 40.90%.

Table 1. Five-year Trend Data for First-Time Entering Freshmen, Fall 2000 - 2005



Source: Institutional Research, Assessment and Planning. Entering Freshman Retention Statistics, Report #:AA030672-C. 05/10/2005 and AA0330672-C 03/01/07

The ACT Institutional Data for 2006 Retention/Completion Report revealed the national average for student retention was 68.7%. It is important to note that we expect to record a certain amount of volatility when analyzing UDC trend data because a large percentage of our students are part-time. An analysis of Institutional characteristics that distinguish UDC from other Carnegie Classification Masters College & Universities I

higher learning institutions include being an open-admissions, comprehensive university, that attracts students who are in pursuit of workforce development, Certificates, Associate Degrees, Baccalaureate, Masters and Jurists Doctorate degrees and a high percentage of part-time students whose average age is 31years old.

3. Recent Changes by Student Characteristics

The following tables provide a comparative description of retention rates among Fall 2004 and Fall 2005 cohorts by selected student characteristics, i.e., fulltime and part-time status, gender, ethnicity, degree objective, college/school, age, residency and District Ward. (See Appendix A for Statistics by Selected Characteristics.)

3.1 Full-time/Part-time Status

Table 2 shows UDC student retention rates based on full-time and part-time status for Fall 2004 and Fall 2005. The data shows significant differences in the retention rates of full-time and part-time freshmen students for all cohorts. Retention rates are higher among full-time students (55% for Fall 2004 and 58% for Fall 2005) than their part-time counter parts (43% for Fall 2004 and 33% for Fall 2005). However, the majority of our cohort of first-time freshmen students at UDC (63.6%) is part-time students with external obligations, including employment and family obligations or other responsibilities that prevent them from enrolling full-time. It is also significant to note that retention rates for full-time students rose by nearly 3%, while retention rates for part-time students declined by 10%.

Table 2. First Year to Second Year Retention for Fall 2004 & 2005 Cohorts by Full-time and Part-time attendance

Category	2004		2005		2nd Year Retention Rate	
	Cohort Size	Returned in Fall 2005	Cohort Size	Returned in Fall 2006	Fall 2004 Cohort	Fall 2005 Cohort
Full-Time	267 (36.4%)	147 (42.2%)	258 (33.0%)	149 (46.6%)	55.1%	57.8%
Part-Time	466 (63.6%)	201 (57.8%)	525 (67.0%)	171 (53.4%)	43.1%	32.6%
Total	733 (100.0%)	348 (100.0%)	783 (100.0%)	320 (100.0%)	47.5%	40.9%

Source:-Office of Institutional Research, Assessment and Planning. Entering Freshmen Retention Statistics, Report # AA030672-C. 03/01/07

3.2 Gender

Table 3 shows that retention rates for first-time freshmen by gender did not show significant differences for Fall 2004. However, the data shows a consistent decline in the retention rate for both males and females in Fall 2005. Among the females, the decline was 6% from 47% to 41%; and their male counter parts also showed a 6% decline from 48 % to 42%.

Table 3. First year to Second Year Retention for Fall 2004 & 2005 Cohorts by Gender

Gender	2004		2005		2nd Year Retention Rate	
	Cohort Size	Returned in Fall 2005	Cohort Size	Returned in Fall 2006	Fall 2004 Cohort	Fall 2005 Cohort
Female	479 (65.3%)	227 (65.2%)	524 (66.9%)	212 (66.3%)	47.4%	40.5%
Male	254 (34.7%)	121 (34.8%)	259 (33.1%)	108 (33.8%)	47.6%	41.7%
Total	733 (100.0%)	348 (100.0%)	783 (100.0%)	320 (100.0%)	47.5%	40.9%

Source:-Office of Institutional Research, Assessment and Planning. Entering Freshmen Retention Statistics, Report # AA030672-C. 03/01/07

3.3 Ethnicity

Table 4 shows UDC student retention rates based on ethnicity for Fall 2004 and Fall 2005. The figures in Table 4 must be interpreted with caution as some categories have very few cases. For example, the data shows that White student retention grew from 50% for Fall 2004 to 58% for Fall 2005 cohorts. At the same time, Black student retention rates declined from 47% to 40% during the same period. It is important to note that Black students represented 86% of the cohort and White students represented 2%. Hispanic students (43% to 36%) showed a similar decline (7%).

Table 4. First Year to Second Year Retention for Fall 2004 & 2005 Cohorts by Ethnicity

Ethnicity	2004		2005		2nd Year Retention Rate	
	Cohort Size	Returned in Fall 2005	Cohort Size	Returned in Fall 2006	Fall 2004 Cohort	Fall 2005 Cohort
America Indian	0	0	1	1	0.0%	100.0%
Asian	9	4	5	1	44.4%	20.0%
Black	631	298	655	262	47.2%	40.0%
Hispanic	44	19	56	20	43.2%	35.7%
White	18	9	19	11	50.0%	57.9%
Other	31	18	47	25	58.1%	53.2%
Total	733	348	783	320	47.5%	40.9%

Source:-Office of Institutional Research, Assessment and Planning. Entering Freshmen Retention Statistics, Report # AA030672-C. 03/01/07

3.4 Degree Objective

The retention rate for UDC students pursuing baccalaureate degrees was higher than it was for students seeking Associate degrees and Certificates. However, there was a modest 6% decline in retention for students seeking Baccalaureate degrees from 49% and 43%, and an 8% decline for students seeking Associate degrees/Certificates for the same period.

Table 5. First Year to Second Year Retention for Fall 2004 & 2005 Cohorts by Degree Objective

Degree Objective	2004		2005		2nd Year Retention Rate	
	Cohort Size	Returned in Fall 2005	Cohort Size	Returned in Fall 2006	Fall 2004 Cohort	Fall 2005 Cohort
Baccalaureate	430 (58.7%)	211 (60.6%)	495 (63.2%)	215 (67.2%)	49.1%	43.4%
Associates/ Certificates	303 (41.3%)	137 (39.4%)	288 (36.8%)	105 (32.8%)	45.2%	36.5%
Total	733 (100.0%)	348 (100.0%)	783 (100.0%)	320 (100.0%)	47.5%	40.9%

Source: - Office of Institutional Research, Assessment and Planning. Entering Freshmen Retention Statistics, Report # AA030672-C. 03/01/07

3.5 College/School

The figures in Table 6 show that the retention rates for the School of Engineering and Applied Sciences and the School of Business and Public Administration were nearly identical at just over 48% for the 2004-2005 cohorts, with the College of Arts and Sciences just below at 47%. The following year, the School of Engineering and Applied Sciences experienced a small 2% decline, while the School of Business and Public Administration experienced a slightly larger 5% decline and the College of Arts and Sciences experienced a 7% decline.

It is important to note that the College of Arts and Sciences enrolled nearly 74% of the students in our cohort, while the School of Business & Public Administration enrolled 15% and the School of Engineering & Applied Sciences enrolled 11%. For a breakdown of student retention by academic department see Appendix B.

Table 6. First Year to Second Year Retention for Fall 2004 & 2005 Cohorts by College/School

College/School	2004		2005		2nd Year Retention Rate	
	Cohort Size	Returned in Fall 2005	Cohort Size	Returned in Fall 2006	Fall 2004 Cohort	Fall 2005 Cohort
College of Arts & Science	542 (73.9%)	256 (73.6%)	560 (71.5%)	222 (69.4%)	47.2%	39.6%
School of Engineering & Applied Sciences	81 (11.1%)	39 (11.2%)	76 (9.7%)	35 (10.9%)	48.1%	46.1%
School Business & Public Administration	110 (15.0%)	53 (15.2%)	147 (18.8%)	63 (19.7%)	48.2%	42.9%
Total	733 (100.0)	348 (100.0%)	783 (100.0%)	320 (100.0%)	47.5%	40.9%

Source:-Office of Institutional Research, Assessment and Planning. Entering Freshmen Retention Statistics, Report # AA030672-C. 03/01/07

3.6 Age

An analysis of retention rates by age did not show consistent patterns. For instance, the number of first-time freshmen below 18 years was 41 for the Fall 2004. This number decreased to 8 students for Fall 2005 cohorts. At the same time, the number of 18-19 year-old students in 2004 (50) increased substantially to 223 in 2005. While there is no consistent pattern among the various age groups, retention rates were highest for students within the 35-39 age group.

Table 7. First Year to Second year Retention for Fall 2004 & 2005 Cohorts by Age Group

Age Group	2004		2005		2nd Year Retention Rate	
	Cohort Size	Returned in Fall 2005	Cohort Size	Returned in Fall 2006	Fall 2004 Cohort	Fall 2005 Cohort
< 18	41	26	8	1	63.4%	12.5%
18-19	50	27	223	78	54.0%	35.0%
20-21	287	128	210	83	44.6%	39.5%
22-24	134	58	95	35	43.3%	36.8%
25-29	93	46	96	51	49.5%	53.1%
30-34	33	11	44	22	33.3%	50.0%
35-39	30	20	32	17	66.7%	53.1%
40-49	41	21	43	7	51.2%	51.2%
50-64	16	8	19	4	50.0%	36.8%
65&+	8	3	13	1	37.5%	30.8%
Total	733	348	783	320	47.5%	40.9%

Source:-Office of Institutional Research, Assessment and Planning. Entering Freshmen Retention Statistics, Report # AA030672-C 03/01/07

3.7 In-State/Out-of-State Residency

Table 8 shows that in-state residents accounted for nearly 87% and 88% of first-time freshmen students enrolled in Fall 2004 and Fall 2005, respectively. Out-of-state students represented nearly 13% and 12% of the respective cohorts. In Fall 2005 and Fall 2006, in-state students accounted for about 88% and 84%, respectively, and out-of-state students accounted for nearly 12% and 16%, respectively. Comparison of retention rates by residency shows that out-of-state students increased their persistence rates over in-state students from just over 2% in 2004 to 16% in 2005.

Table 8. First Year to Second Year Retention for Fall 2004 & 2005 Cohorts by In-State and Out-of-State Residence

Residence	2004		2005		2nd Year Retention Rate	
	Cohort Size	Returned in Fall 2005	Cohort Size	Returned in Fall 2006	Fall 2004 Cohort	Fall 2005 Cohort
In-State	634 (86.5%)	299 (85.9%)	692 (88.4%)	270 (84.4%)	47.2%	39.0%
Out-of-State	99 (13.5%)	49 (14.1%)	91 (11.6%)	50 (15.6%)	49.5%	55.0%
Total	733 (100.0%)	348 (100.0%)	783 (100.0%)	320 (100.0%)	47.5%	40.9%

Source:-Office of Institutional Research, Assessment and Planning. Entering Freshmen Retention Statistics, Report # AA030672-C. 03/21/07

3.7 Retention Data by District of Columbia Ward

Analysis of student retention data by the District of Columbia Wards revealed that the majority of the first-time freshmen, both in the Fall 2004 and Fall 2005, were from Ward 7 (30% and 24%, respectively) followed by Ward 4 (23% and 22%, respectively) and Ward 5 (12% and 15%, respectively). The Wards with the fewest numbers of students include Ward 2 (3% and 2%, respectively) and Ward 3 (3% and 3%, respectively).

While the data shows an overall decline in persistence rates across all Wards, retention rates were highest among students from Ward 6 (54% and 43%, respectively) and Ward 4 (nearly 52% and 44%, respectively). Comparatively, students from Ward 2 (41% and 25%, respectively) and Ward 7 (43% and 35%, respectively) had the lowest retention rates. The low retention rate among Ward 7 students is significant because Ward 7 produced the highest percentage of District students at just over 30%. Wards with the smallest declines in student persistence, (1, 4, 7, and 8) produced nearly 73% of UDC's students matriculating from the District in 2004 and over 70% in 2005, respectively.

Table 9. First Year to Second Year Retention for Fall 2004 & 2005 Cohorts by District of Columbia Ward

Ward	2004		2005		2nd Year Retention Rate	
	Cohort Size	Returned in Fall 2005	Cohort Size	Returned in Fall 2006	Fall 2004 Cohort	Fall 2005 Cohort
1	67 (10.6%)	29 (9.7%)	80 (11.6%)	32 (11.9%)	43.3%	40.0%
2	17 (2.7%)	7 (2.3%)	12 (1.7%)	3 (1.1%)	41.2%	25.0%
3	21 (3.3%)	10 (3.3%)	22 (3.2%)	6 (2.2%)	47.6%	27.3%
4	143 (22.6%)	74 (24.8%)	153 (22.1%)	67 (24.8%)	51.7%	43.8%
5	78 (12.3%)	39 (13.0%)	104 (15.0%)	38 (14.1%)	50.0%	36.5%
6	59 (9.3%)	32 (10.7%)	67 (9.7%)	29 (10.7%)	54.2%	43.3%
7	191 (30.1%)	82 (27.4%)	168 (24.3%)	59 (21.9%)	42.9%	35.1%
8	58 (9.2%)	26 (8.7%)	86 (12.4%)	36 (13.3%)	44.8%	41.9%
Total	634 (100.0%)	299 (100.0%)	692 (100.0%)	270 (100.0%)	47.2%	39.0%

Source:-Office of Institutional Research, Assessment and Planning. Entering Freshmen Retention Statistics, Report # AA030672-C. 03/21/07

4 Summary

1. The UDC student retention trend data for the six different cohorts of first-time freshmen students (Fall 2000 through Fall 2005) revealed that fulltime students persisted at consistently higher rates than for part-time students. Over the past three years, retention rates for fulltime students rose by over 11% to nearly 58%.
2. The UDC 2005 retention rate for full-time students was 58%; however, for our part-time students, who make up 67% of our sample, the retention rate was 33%. The overall retention rate for the 2004 and 2005 cohorts was 40%.
3. When data was cross tabulated by gender, no significant difference in retention rate was noticed.
4. Retention rates were higher among White first-time freshmen students (58%) followed by "other" ethnic background (53%), Black (40%) and Hispanic (36%) students. However, the disparity may be attributed to sample size more than any other factor.
5. Retention rates for Baccalaureate degree-seeking students (43%) were higher than they were for Associate degree or Certificate-seeking students (37%).
6. The School of Engineering and Applied Sciences had the highest retention rate (46%), followed by the School of Business and Public Administration (43%), while the College of Arts and Sciences' retention rate was 40%.
7. The analysis by student age did not show a significant pattern; however, the 35-39 year age group had the highest retention rate at nearly 68%.
8. Retention rates are generally higher among out-of-state residents (55%) than in-state residents (39%). Out-of-state students increased their persistence rates over in-state students from just over 2% in 2004 to 16% in 2005.
9. A comparison of the 2004 and 2005 Fall cohorts of first-time freshmen students showed an overall decline in student retention across all eight D.C. Wards. Wards 2 (16%), 3 (20%), 5 (14%) and 6 (11%) showed moderate declines. However, retention rates in Wards 4 (8%), 7 (8%), 1 (3%) and 8 (3%) had slight declines in retention rates. Significantly, Wards with the smallest declines in student persistence, Wards 1, 4, 7, and 8, produced nearly 73% of UDC's students matriculating from the District in 2004 and over 70% in 2005, respectively.

Appendix A.

Retention Statistics by Selected Characteristics

Table 10. Retention Statistics by Selected Characteristics of Students

Characteristics	2004		2005		2nd Year Retention Rate	
	Cohort Size	Returned in Fall 2005	Cohort Size	Returned in Fall 2006	Fall 2004 Cohort	Fall 2005 Cohort
Program Attendance						
Full-Time	267	147	258	149	55.1%	57.8%
Part-Time	466	201	525	171	43.1%	32.6%
Total	733	348	783	320	47.5%	40.9%
Gender						
Female	479	227	524	212	47.4%	40.5%
Male	254	121	259	108	47.6%	41.7%
Total	733	348	783	320	47.5%	40.9%
Degree objective						
Baccalaureate	430	211	495	215	49.1%	43.4%
Associate/Certificate	303	137	288	105	45.2%	36.5%
Total	733	348	783	320	47.5%	40.9%
Age Group						
< 18	41	26	8	1	63.4%	12.5%
18-19	50	27	223	78	54.0%	35.0%
20-21	287	128	210	83	44.6%	39.5%
22-24	134	58	95	35	43.3%	36.8%
25-29	93	46	96	51	49.5%	53.1%
30-34	33	11	44	22	33.3%	50.0%
35-39	30	20	32	17	66.7%	53.1%
40-49	41	21	43	22	51.2%	51.2%
50-64	16	8	19	7	50.0%	36.8%
65&+	8	3	13	4	37.5%	30.8%
Total	733	348	783	320	47.5%	40.9%
Ethnicity						
America Indian	0	0	1	1	0.0%	100.0%
Asian	9	4	5	1	44.4%	20.0%
Black	631	298	655	262	47.2%	40.0%
Hispanic	44	19	56	20	43.2%	35.7%
White	18	9	19	11	50.0%	57.9%
Other	31	18	47	25	58.1%	53.2%
Total	733	348	783	320	47.5%	40.9%
College/School						
College of Arts & Science	542	256	560	222	47.2%	39.6%
Engineering & Applied Sciences	81	39	76	35	48.1%	46.1%
School Business & Public Admin.	110	53	147	63	48.2%	42.9%
Total	733	348	783	320	47.5%	40.9%

Characteristics	2004		2005		2nd Year Retention Rate	
	Cohort Size	Returned in Fall 2005	Cohort Size	Returned in Fall 2006	Fall 2004 Cohort	Fall 2005 Cohort
In-State and Out-of-State Residence						
In-State	634	299	692	270	47.2%	39.0%
Out-of-State	99	49	91	50	49.5%	55.0%
Total	733	348	783	320	47.5%	40.9%
District of Columbia Ward						
Ward 1	67	29	80	32	43.3%	40.0%
Ward 2	17	7	12	3	41.2%	25.0%
Ward 3	21	10	22	6	47.6%	27.3%
Ward 4	143	74	153	67	51.7%	43.8%
Ward 5	78	39	104	38	50.0%	36.5%
Ward 6	59	32	67	29	54.2%	43.3%
Ward 7	191	82	168	59	42.9%	35.1%
Ward 8	58	26	86	36	44.8%	41.9%
Total	634	299	692	270	47.2%	39.0%

Appendix B.

Retention Statistics by Major/Department

Table 11. Retention Statistics by Major/Department of Students

Program	Fall 2004		Fall 2005		2n Year Retention Rate	
	Cohort Size	Returned in Fall 2005	Cohort Size	Returned in Fall 2006	Fall 2004 Cohort	Fall 2005 Cohort
School of Business & Public Admin						
Accounting	14	10	16	8	71.4%	50.0%
Administrative Office Management	1	0	5	2	0.0%	40.0%
Business Management	58	27	75	28	46.6%	37.3%
Business Technology	1	1	1	0	100.0%	0.0%
Computer Accounting Technology	2	1	2	0	50.0%	0.0%
Computer Information & Systems Sc.	6	4	11	5	66.7%	45.5%
Economics	5	3	2	1	60.0%	50.0%
Finance	4	1	9	6	25.0%	66.7%
Hospitality & Management Tourism	2	0	4	2	0.0%	50.0%
Legal Assistant	6	1	9	7	16.7%	77.8%
Marketing	8	4	8	2	50.0%	25.0%
Office Administration	3	1	4	2	33.3%	50.0%
Procurement & Public Contracting	0	0	1	0	0.0%	0.0%
Total	110	53	147	63	48.2%	42.9%
School of Engineering & Applied Sciences						
Architectural Engineering Technology	4	2	2	1	50.0%	50.0%
Aviation Maintenance Technology	12	6	4	3	50.0%	75.0%
ARCH	7	4	7	3	57.1%	42.9%
Airway Science	1	1	0	0	100.0%	0.0%
Computer Science	18	8	15	10	44.4%	66.7%
Computer Science Technology	14	5	11	2	35.7%	18.2%
Civil Engineering	3	3	2	1	100.0%	50.0%
Electronics Engineering Technology	2	1	5	1	50.0%	20.0%
Electrical Engineering	12	6	18	8	50.0%	44.4%
Fire Science Administration	1	1	4	2	100.0%	50.0%
Fire Science	1	0	1	1	0.0%	100.0%
Information Technology	1	0	2	1	0.0%	50.0%
Mechanical Engineering	5	2	5	2	40.0%	40.0%
Total	81	39	76	35	48.1%	46.1%
College of Arts & Sciences						
Administration of Justice	32	11	40	9	34.4%	22.5%
Arts (BA)	0	0	5	2	0.0%	40.0%
Graphic Design(ARTD)	13	7	6	1	53.8%	16.7%
Studio Art	7	3	0	0	42.9%	0.0%
Biology	19	10	15	8	52.6%	53.3%
Child Development & Nursery School	17	11	40	17	64.7%	42.5%
Chemistry	5	2	9	5	40.0%	55.6%

Program	Fall 2004		Fall 2005		2n Year Retention Rate	
	Cohort Size	Returned in Fall 2005	Cohort Size	Returned in Fall 2006	Fall 2004 Cohort	Fall 2005 Cohort
	Corrections Administration	2	1	1	0	50.0%
Early Childhood Education	12	7	22	9	58.3%	40.9%
Elementary Education	12	5	10	4	41.7%	40.0%
English	10	3	9	5	30.0%	55.6%
Graphic Communication	1	0	1	1	0.0%	100.0%
History	1	1	4	1	100.0%	25.0%
Health Education	2	1	4	2	50.0%	50.0%
Law Enforcement	4	1	12	5	25.0%	41.7%
Mathematics	1	1	2	1	100.0%	50.0%
Mass Media Art	26	16	18	10	61.5%	55.6%
Medical Radiography	16	6	28	14	37.5%	50.0%
Mortuary Science	13	6	16	4	46.2%	25.0%
Music (AA)	13	7	14	5	53.8%	35.7%
Music	4	2	2	0	50.0%	0.0%
Nutrition & Food Science	0	0	5	4	0.0%	80.0%
Nursing (AA)	54	22	58	27	40.7%	46.6%
Nursing	61	29	53	26	47.5%	49.1%
Physics	1	1	1	0	100.0%	0.0%
Political Science	8	4	10	4	50.0%	40.0%
Printing Management	2	0	0	0	0.0%	0.0%
Printing Technology	0	0	0	0	0.0%	0.0%
Psychology	28	17	29	12	60.7%	41.4%
Respiratory Therapy	4	1	6	2	25.0%	33.3%
Sociology & Anthropology	3	1	7	2	33.3%	28.6%
Social Work	30	13	29	10	43.3%	34.5%
Spanish	1	0	3	2	0.0%	66.7%
Special Education	3	3	3	2	100.0%	66.7%
Speech/Language Pathology	1	0	2	2	0.0%	100.0%
Theatre Arts	5	1	19	10	20.0%	52.6%
Undeclared	129	63	75	16	48.8%	21.3%
Urban Studies	0	0	2	0	0.0%	0.0%
Water Quality& Marine Science	2	0	0	0	0.0%	0.0%
Total	542	256	560	222	47.2%	39.6%

Appendix C

Retention Trends: Cohorts of Fall 2000 through Fall 2005

Table. First-Time Freshmen Enrollment & Retention by Full- and Part-time Status: Cohorts of Fall 2000 -05

Year of Cohort	Attendance	Enrolled	Returned Next Fall Semester	2nd Year Retention Rate
2000	Full-Time	229	118	51.5%
	Part-Time	509	185	36.3%
	Total	738	303	41.1%
2001	Full-Time	239	134	56.1%
	Part-Time	517	177	34.2%
	Total	756	311	41.1%
2002	Full-Time	247	135	54.7%
	Part-Time	584	206	35.3%
	Total	831	341	41.0%
2003	Full-Time	285	133	46.7%
	Part-Time	474	150	31.6%
	Total	759	283	37.3%
2004	Full-Time	267	147	55.1%
	Part-Time	466	201	43.1%
	Total	733	348	47.5%
2005	Full-Time	258	149	57.8%
	Part-Time	525	171	32.6%
	Total	783	320	40.9%