

Task Force Report on Undergraduate Retention and Graduation Rates at NC State

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Table of Contents

I.	Executive Summary	3
II.	Introduction	6
III.	The Relevance of Retention and Graduation Rates as a Measure of Student Satisfaction and Success: Literature Review	7
IV.	Retention and Graduation Rates Analyses.	9
V.	Recommendations, Rationales, and Implementation Strategies.	26
VI.	Academic Policies Affecting Retention and Graduation Rates.	33
VII.	Conclusion.	39
VIII.	References.	40
	Appendix A: Undergraduate Retention and Graduation Rates.	43
	Appendix B: Systematic Withdrawal of Various Groups from Enrollment Status Analysis.	55
	Appendix C: Undergraduate Retention and Graduation Rates by Gender.	67

I. Executive Summary

Despite the personal, social, and economic value of a college education, “more students leave their college or university prior to degree completion than stay” (Tinto, 1993, p. 1). Additionally, although the overwhelming majority of college students who enroll in post-secondary education do so with the intention of graduating (98.7%), only 27% of the baccalaureate students who attend public 4-year institutions complete their education in 4 years (NCES, 1996), and the average five-year graduation rate for public four-year institutions in 2001 was 41.9%, down from 52.2% in 1983 (Postsecondary Education Opportunity, 2002).

NC State’s 4-year graduation rate is consistent with the national average and slightly above the national 5-year rate, but when compared with the fifteen institutions that the University regards as peers, NC State consistently ranks in the bottom half in terms of the retention of students at the beginning of their sophomore year, 4-year graduation rates, and 5- and 6-year graduation rates. Even more significantly, when the University’s actual rates are compared with its predicted rates, NC State scores -3% on retention, -7.9% on 5-year graduation rate, and -3.7% on 6-year graduation rate.

Because NC State is strongly committed to excellence, which includes the satisfaction and success of its undergraduates, objectives that correlate very closely with retention and graduation rates, this University Task Force was appointed and charged in the Fall, 2002 by Provost Stuart L. Cooper with developing recommendations and strategies for improving retention, and in turn, graduation rates within the University. To this end, the Task Force reviewed national literature on the topic, analyzed a variety of data related to retention and graduation rates, and developed a list of 6 recommendations, along with rationales for the recommendations and implementation strategies. It also reviewed Academic Regulations related to retention and graduation and made suggestions for changes that need to be implemented as soon as possible. These regulations include adding and dropping courses, course load, class attendance, graduation requirements, evaluations, and feedback to students. The six recommendations follow; in each case selected items from the Implementation lists are included. These items serve as examples only; neither inclusion in the Executive Summary nor the order in which items appear indicate rankings by the Task Force.

Recommendation 1: The administration at NC State will emphasize retention and graduation rates in all planning endeavors.

- The University should add advising to its goals/objectives, with emphasis on quality advising.
- Provost will emphasize retention and graduation rates as part of compact planning process with Deans; Deans will emphasize retention and graduation rates as part of compact planning process with Department Heads; Department Heads will discuss and emphasize the importance of retention and graduation rates with faculty who teach and advise.
- All discussions regarding retention and graduation rates will emphasize accountability and will be used in assessing organizational effectiveness. All colleges and departments will be asked to explain their situation and to design plans for ongoing monitoring and enhancement where feedback indicates it is warranted. These plans may include the need for more resources, but this should not be the sole strategy.

Recommendation 2: Faculty and administrators will strongly encourage students who enter State as full-time students to remain in that status.

- Work with advisors, especially those who advise freshmen, to implement the Progress Toward Degree Policy very meticulously. Freshmen should be encouraged to plan their academic careers from the time they arrive on campus, and they should be encouraged frequently to stick with their plan, or if necessary, to revise their plan. They should be strongly discouraged from enrolling for courses without a plan.
- Include in guidelines to be developed for use at Visiting/Recruiting Days and at Orientation, i.e. when parents, as well as students, are present, advice regarding course loads necessary to graduate in 4 years.

Recommendation 3: Faculty and administrators will work closely with students in order to achieve academic success.

- Strongly urge faculty to monitor their students' success very closely and to report to students and their advisors when students are doing poorly on assignments and tests and/or failing to attend class
- Encourage advisors to be more aggressive in contacting advisees who are in trouble and giving them advice
- Develop at-risk indicators that advisors can use in advising students
- Require Colleges and Departments to continually monitor and evaluate advising and its effectiveness

Recommendation 4: Faculty, with the support of the administration, will develop additional opportunities for students who cannot matriculate into their major of choice, and faculty and administrators will improve communication with students about these opportunities.

- Encourage Colleges to create degrees similar to the BS in Engineering; for example, a BA or BS in Life Sciences, Textiles, Physical Sciences, and Social Sciences

Recommendation 5: Retention and graduation rates should be given priority in the development or alteration and evaluation of academic regulations and should be considered in relation to one another.

- Fully implement the Progress Toward Degree Policy and plan for the collection of data and on-going assessment of its effectiveness
- The appropriate body(ies) should begin considering the alteration of the Academic Regulations recommended by the Task Force as soon as possible

Recommendation 6: Efforts to implement appropriate strategies for improving retention and graduation rates, to monitor and assess these strategies, and to modify these strategies and develop new ones as necessary should be institutionalized immediately.

Task Force on Undergraduate Retention and Graduation Rates

- Charge the Provost and his/her designee with overseeing the implementation of the recommendations of the Task Force and with taking additional steps as necessary to monitor and improve retention and graduation rates on an on-going basis
- Make implementing retention and graduation rate intervention strategies a top priority at NC State at every level

NC State has long had a commitment to educating non-traditional students, including adults who need to return to an institution of higher education on a part-time basis. At the same time, this commitment should not blind us to the fact that the vast majority of students enrolling as freshmen at NC State expect to go full-time and to complete their degrees in a timely manner. It is the job of these students, and the faculty, staff, and administration at this institution, to see that their goals are realized. This effort will only be successful if these objectives are institutionalized and regarded very seriously on a continuous basis by everyone within the University community.

II. Introduction

Higher education is widely accepted as a key factor in upward social mobility and an emerging requirement for membership in the American middle class. Therefore, the baccalaureate degree serves as an institution's *de facto* certification of an individual's knowledge and skills, and often doubles as justification for inclusion in such socioeconomic status (Pascarella & Terenzini, 1991). However, despite the value of the baccalaureate, the National Center for Education Statistics estimates that 16% of first-time undergraduates in public 4-year institutions leave in their first year of enrollment and of these students, 36% never return to postsecondary education (Horn & Carroll, 1998). Further, of baccalaureate graduates who attend public 4-year institutions, only 27% graduate in four years and approximately 12% take more than ten years to complete their degree (NCES, 1996).

In light of these reports, retention and graduation rates for undergraduates have received considerable attention in the higher education literature. In part, researchers, policymakers, faculty, and college administrations place a priority on these variables, because they serve, according to recent studies, as proxies for student satisfaction and success (Thayer, 2000; Wang & Grimes, 2000; Padilla, 1999). Additionally, colleges and universities have focused on retention and graduation rates, because average time-to-degree is a contributing factor to the rising cost of an undergraduate education. Not surprisingly, as institutions have been pressured to efficiently deploy limited resources to maximize student satisfaction and success, there has been an increase in efforts to develop programs and strategies to effect improvement in these domains.

Because NC State is committed to continually improving the undergraduate experience and achievement of its students, Provost Stuart Cooper charged the Undergraduate Retention and Graduation Rate Task Force to:

- identify the major factors contributing to retention and attrition,
- consider the impact of the new Progress Toward Undergraduate Degree Completion initiative as it pertains to retention and review plans to track its effects on retention and time to degree,
- recommend specific strategies for improving retention at NC State University,
- and develop plans to assess the effectiveness of recommended strategies for improving retention at NC State University.

This task force, comprised of faculty, staff, and student representatives, collaborated to study retention and graduation rates at NC State during the 2002-03 academic year and to make recommendations for improvement that are designed to improve student satisfaction and success, thereby increasing retention and graduation rates. This report addresses the task force's charge by presenting the findings and recommendations of the Undergraduate Retention and Graduation Rate Task Force. These include a review of the literature on undergraduate retention and graduation rates and a survey of relevant institutional data. Based on this information, the report presents recommendations to improve retention and graduation rates, implementation and assessment strategies, and proposed alterations to current policies.

III. The Relevance of Retention and Graduation Rates as a Measure of Student Satisfaction and Success: Literature Review

Despite the personal, social, and economic value of a college education, Vincent Tinto (1993) notes that “more students leave their college or university prior to degree completion than stay” (p. 1). Additionally, although the overwhelming majority of college students who enroll in postsecondary education do so with the intention of graduating (98.7%), the average five-year graduation rate for public four-year institutions in 2001 was 41.9%, down from 52.2% in 1983 (Postsecondary Education Opportunity, 2002). Not surprisingly, the level of student attrition and time-to-degree have resulted in concerns by state legislators who worry about the efficient use of limited resources, and by students and parents who are apprehensive about the likelihood of successful degree completion. One expression of these concerns is the popularity of the college rankings published by *US News and World Report*. These rankings use graduation rate performance as a measure of institutional quality (among several others) to determine “America’s best colleges.” Despite flaws in such approaches (Porter, 1999; Porter, 2001), the attention given to the ranking system, including graduation rate performance, necessitates that colleges and universities pay attention to these measures. Furthermore, if students are not retained and subsequently graduated at rates that are appropriate to an institution’s characteristics (Astin, 1997), the organization should be concerned about the implications of this disparity (McLaughlin, Brozovsky & McLaughlin, 1998).

Recognizing the importance of retention and timely graduation, college and university administrators and researchers have responded with studies of factors related to these key indicators, with national and regional conferences that provide enrollment professionals with opportunities to share best practices, and with customized intervention programs at numerous institutions that are designed to improve student retention and graduation rates (Lang, 2001). This section will explore the literature on retention and graduation rates and provide a context for an overview of NC State retention and graduation rates in Section IV and for the recommendations of the Undergraduate Retention and Graduation Rate Task Force in Sections V and VI.

When an enrolled student completes an academic term and continues to be enrolled the following term, a student is considered retained. Attrition is the non-enrollment of previously enrolled students and can take two forms: voluntary withdrawal or involuntary suspension. Without question, some students who withdraw from an institution do so to transfer to another institution, but an institution’s retention rate is defined only from the perspective of the first institution. If a student is no longer enrolled for whatever reason, the initial institution must consider that student not retained. A complicating issue arises when a student initially enrolls in an institution, withdraws at some point, stays out of the institution for some period of time and then returns to the initial institution. This scenario is called a stop-out and since it is impossible to forecast which students will stop-out or which will stay out, retention rates are static snapshots in time of student enrollment. Retention can be measured from semester to semester or from year to year, but the typical measure is from year to year. Research has indicated that attrition is highest from the freshman to sophomore year (Pascarella & Terenzini, 1980; Porter, 1990; Berkner, 1996) and, as a result, the typical statistic reported in retention studies and national rankings is the freshman retention rate, or rather, the percentage of students who return after their first year to enroll for their second year.

Research has generated a variety of theories for student retention that are designed to explain why students persist in higher education. Bean's theory of student attrition (1980) and Tinto's (1975, 1993) theory of integration are among the more prominent theories that researchers have used in studying student retention. Bean's (1990) model of student attrition asserts that organizational and environmental factors impact student behavior similar to the way these factors affect employee turnover in the workplace. Drawing on the premise of the Price/Mueller human resources model, Bean believes that an individual's experiences in an institution will influence that individual's perceptions about the institution and will subsequently impact the person's desire to continue enrollment. Bean asserts that these perceptions will combine with background characteristics to influence student performance, satisfaction, and ultimately, persistence.

Tinto's theory is perhaps the most prevalent in the literature and grows out of the work by Durkheim (1951) on suicidal behavior. Durkheim concluded that suicidal behavior was the result of the inability to integrate socially and intellectually into society. Tinto (1975) viewed withdrawal from postsecondary education as analogous to suicidal behavior in Durkheim's theory and consequently postulated that student attrition was due to inadequate social and academic integration into the institutional culture. Successful students enter college with background characteristics (e.g., aptitude and motivation) that are the basis for their initial contact with the institution. As students become more integrated into the culture of the institution, their goal commitment increases, which fosters their continued enrollment and academic progress. Tinto's theory has undergone numerous validation efforts (e.g., Terenzini & Pascarella, 1980; Pascarella & Terenzini, 1980; Terenzini, Lorang, & Pascarella, 1981; Tinto, 1982; Knight, 2002) and has been shown to perform reasonably well in predicting student attrition. Further, Nelson, Scott, and Bryan (1984) have noted that students who ultimately leave an institution can be identified with some precision as early as their first semester by focusing on factors such as early academic and social integration and personal assessment of academic performance. Students who ultimately left their institution expressed early dissatisfaction with their academic performance and with their social involvement on campus.

Researchers have used the tenets of these and other less well-known theories to develop predictive models of student attrition. Their efforts have been directed toward identifying student characteristics that are related to attrition, so that these characteristics can then be used to develop intervention strategies designed to provide at-risk students with appropriate support to prevent them from withdrawing from the institution. While no model has sufficiently explained the causes of student attrition (and thereby the key to improved student retention), some factors have routinely been identified as having some explanatory value in models of student attrition. These factors include background characteristics (e.g., socioeconomic status, scholastic achievement, and age) and goal commitments (e.g., highest degree expected, student involvement) (Pascarella & Terenzini, 1980).

Following an examination of NC State's retention and graduation rates in a national context, the task force looked at a number of variables believed to influence the academic and social integration of students at the University, and thereby to impact their ultimate success (Tinto 1975, 1993). The most significant of these findings, discussed in Section IV, serve as the platform for the Task Force recommendations (Section V) and for the academic policy review and suggested revisions (Section VI).

IV. Retention and Graduation Rates Analyses

The Undergraduate Retention and Graduation Rate Task Force explored a variety of data sources in order to better understand the context of retention and graduation rates at NC State. The Task Force examined a number of measures for the university as a whole and for the individual colleges in an effort to identify areas of excellence and areas of concern. Data examining how NC State compares to other institutions in the United States is presented first, followed by data pertaining to retention rates and graduation rates at NC State. It is important to note that the data presented in this report are based on snapshots in time of student data and are not wholly representative of student behavior

A. Retention and Graduation Rates at NC State in a National Context

1. Standard Measures

NC State University often compares itself to a defined set of peer institutions on critical measures to contextualize its performance. Graduation rates refer to the percentage of freshmen who graduated within a six-year period for most recent cohort (based on 2001 data). The data excludes transfers to the university. Average freshman retention rate is calculated as the percentage of first-year freshmen who returned to the same college or university the following fall, averaged over the first-year classes entering between 1997 and 2000. In terms of retention and graduation rates, NC State consistently ranks in the bottom half of this group (see Table 1, and Figures 1, 2, 3, and 4).

Table 1. NC State Retention and Graduation Rates Compared to Peer Institutions

Institution	Average Freshman Retention Rate	4-Year Graduation Rate 1996 Cohort	5-Year Graduation Rate 1995 Cohort	6-Year Graduation Rate 1994 Cohort
Duke University	97	88	93	94
U of California-San Diego	94	48	77	82
Penn State-University Park	93	45	77	81
Carnegie Mellon	92	63	76	79
U of Illinois-Urbana-Champaign	92	54	75	78
U of Wisconsin-Madison	92	41	72	77
Case Western	91	53	76	78
U of California-Davis	91	28	65	75
U of Georgia	90	43	65	69
NC State-Raleigh	89	26	55	62
Georgia Tech	88	21	57	68
Purdue-West Lafayette	88	29	57	62
Rutgers-New Brunswick	88	42	66	73
Texas A&M-College Station	88	27	66	74
Virginia Tech	88	39	67	72
Iowa State	84	25	57	64

Figure 1. NC State Freshman Average Retention Rate Compared to Peer Institutions (1997-2000 Cohorts)

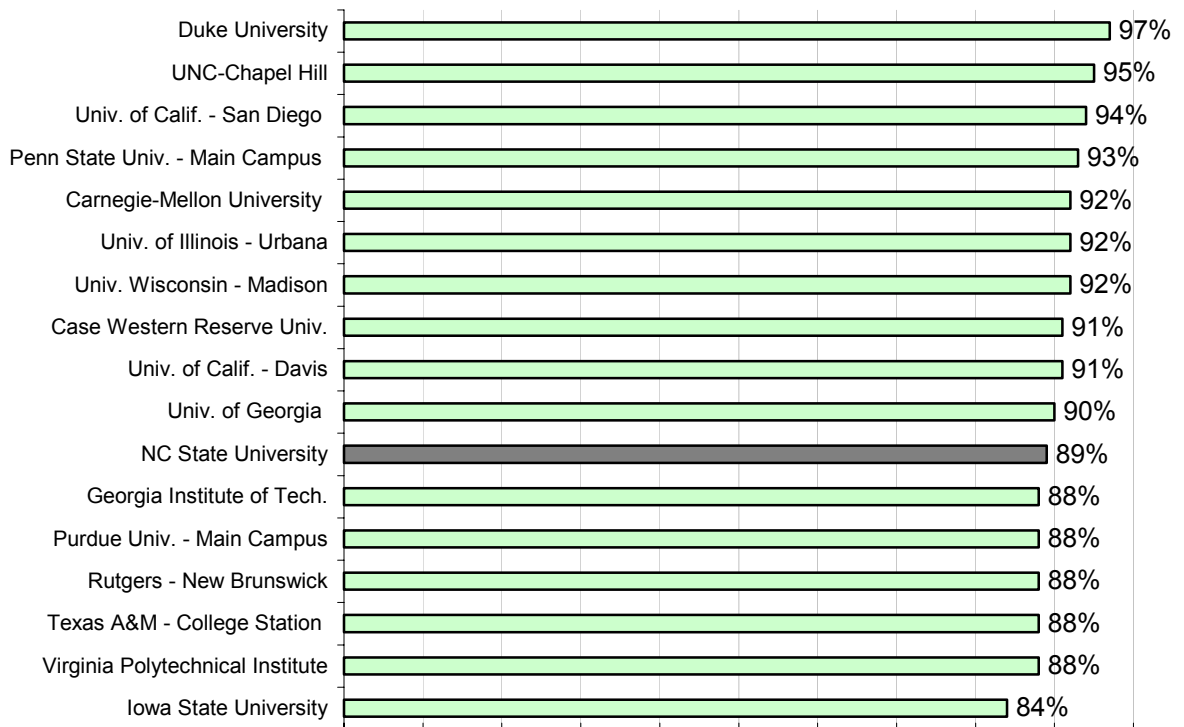


Figure 2. NC State Four-Year Graduation Rate Compared to Peer Institutions (1996 Cohort)

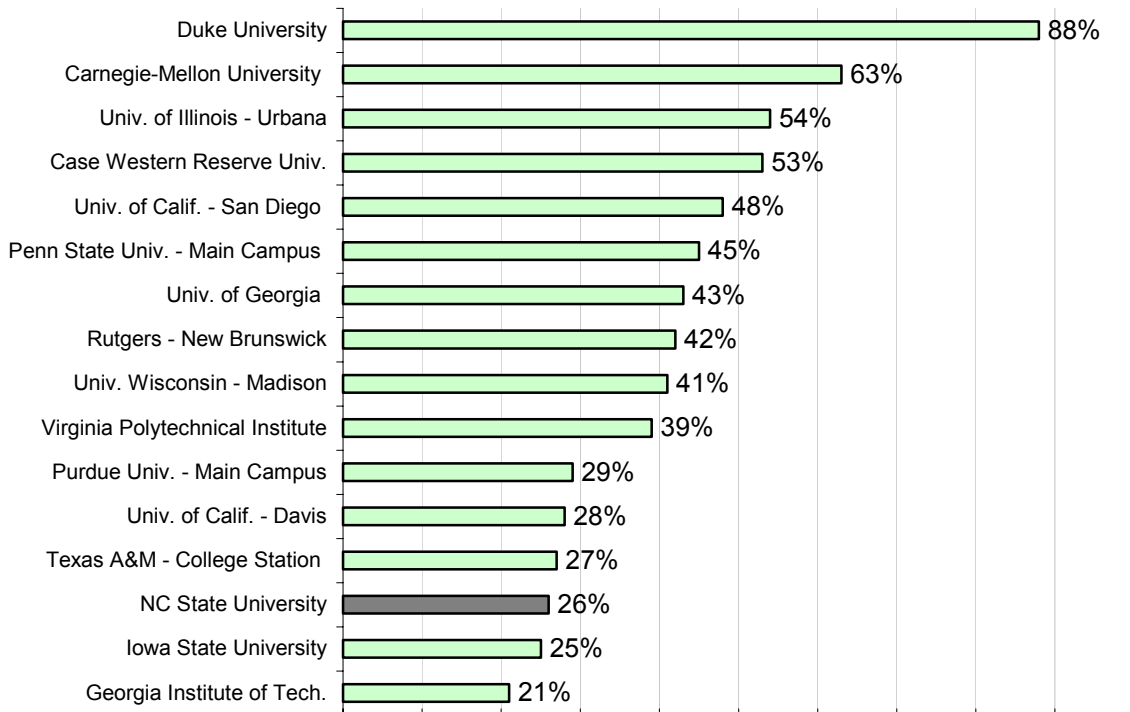


Figure 3. NC State Five-Year Graduation Rate Compared to Peer Institutions (1995 Cohort)

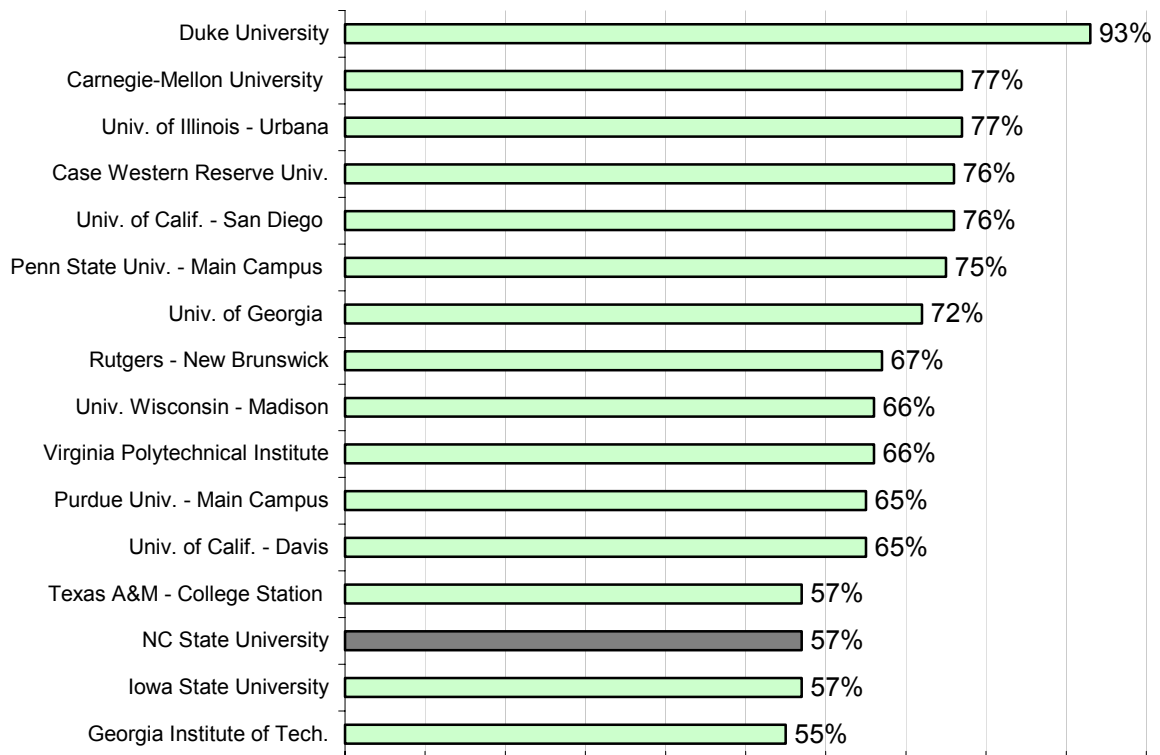
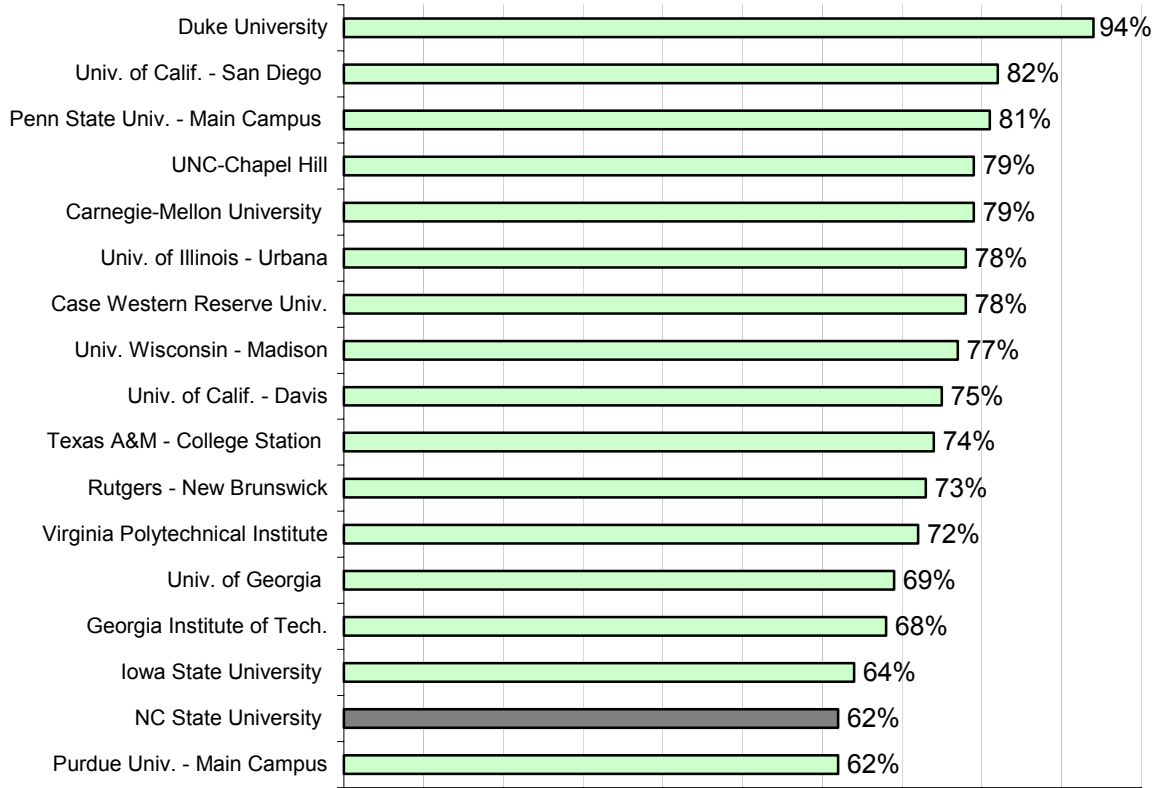


Figure 4. NC State Six-Year Graduation Rate Compared to Peer Institutions (1994 Cohort)



2. Emerging, Alternative Measure

Despite the care taken to choose peer institutions that are similar in mission and scope, there remain considerable differences between these institutions and NC State on a variety of points. Thus, direct comparisons between institutions can result in the amplification of discrepancies between institutions on various performance measures. According to Astin (1997), when considering retention and graduation rates, it can be very misleading to directly compare an institution's performance against that of other institutions. In fact, the majority of variance in institutional rates is attributable to the types of students that the institution enrolls. Thus, it is essential to understand how NC State compares to its predicted rate.

Astin's methodology was adapted to the available data and NC State's predicted retention rate and five- and six-year graduation rates were compared NC State to similar statistics for thirty-nine other research extensive institutions in the United States (see Tables 2, 3, and 4). Three different linear regression models were developed: predicted retention rate ($R^2=0.7071$), predicted five-year graduation rate ($R^2=0.8399$), and predicted six-year retention rate ($R^2=0.8560$). Independent variables identified by Astin to account for the bulk of the variance were used in developing these models, including average high school GPA of freshmen, average SAT Math and Verbal scores, the percentage of white students at the institution, freshman retention rate (in models predicting graduation rates), and five- and six-year graduation rates (in models predicting freshman retention rate). According to this analysis, NC State under-performs in all three measures with underperformance especially pronounced in the five-year graduation rates; however, it is important to note that this analysis is limited by the nature of the available data (see Tables 2, 3, and 4). Astin's (1997) work relied on individual student data from the Cooperative Institutional Research Program (CIRP) while the NC State analysis relied on summary statistics published in the 2001 edition of the US News and World Report college and university rankings. This analysis was designed to provide a relative ranking tool to allow for a better understanding of how NC State's retention and graduation rates compare with predicted rates and with other institutions and their predicted rates.

Task Force on Undergraduate Retention and Graduation Rates

Table 2. Actual and Predicted Retention

Independent Variables: HSGPA, SATM, SATV, % white students, 5-year graduation rate, and 6-year graduation rate. $R^2=0.7071$	Actual Freshman Retention Rate	Predicted Freshman Retention Rate	Difference
Penn State University-Main Campus	93	87.2	5.8
University of Oregon	91	86.5	4.5
University of Michigan	95	91.1	3.9
University of Wisconsin-Madison	92	88.7	3.3
Syracuse University	91	88.0	3.0
University of Virginia	97	94.8	2.2
University of California-Irvine	93	90.8	2.2
Columbia University	98	96.3	1.7
University of Washington	91	89.4	1.6
Michigan State University	88	86.4	1.6
Princeton University	99	97.7	1.3
Duke University	97	95.7	1.3
Virginia Polytechnic Institute	88	87.1	0.9
Brandeis University	92	91.2	0.8
SUNY-Buffalo	83	82.2	0.8
Johns Hopkins University	96	95.3	0.7
Carnegie-Mellon University	92	91.4	0.6
University of California-San Diego	94	93.5	0.5
University of Florida	91	90.5	0.5
University of Pennsylvania	97	96.6	0.4
University of California-Davis	91	90.6	0.4
University of North Carolina-Chapel Hill	94	93.7	0.3
University of California-Berkeley	95	94.9	0.1
University of Georgia	89	89.2	-0.2
University of California-Los Angeles	96	96.4	-0.4
Tulane University	85	85.4	-0.4
Stanford University	98	98.5	-0.5
University of Southern California	94	95.3	-1.3
Emory University	92	93.9	-1.9
University of California-Santa Barbara	89	90.9	-1.9
University of Maryland-College Park	89	91.4	-2.4
New York University	90	93.0	-3.0
North Carolina State University	88	91.0	-3.0
Iowa State University	84	87.2	-3.2
Catholic University of America	84	87.4	-3.4
University of Colorado-Boulder	83	86.4	-3.4
SUNY-Stony Brook	83	86.5	-3.5
University of Iowa	83	87.2	-4.2
Georgia Institute of Technology	87	92.9	-5.9

Task Force on Undergraduate Retention and Graduation Rates

Table 3. Actual and Predicted 5-Year Graduation Rate

Independent Variables: HSGPA, SATM, SATV, % white students, freshman retention rate, and 6-year graduation rate. R ² =0.8399	Actual 5-Year Graduation Rate	Predicted 5-Year Graduation Rate	Difference
Catholic University of America	69	58.1	10.9
University of Virginia	91	83.2	7.8
Emory University	86	79.3	6.7
University of Iowa	62	55.4	6.6
University of Colorado-Boulder	60	54.1	5.9
University of California-Irvine	67	62.2	4.8
Brandeis University	84	79.4	4.6
University of Pennsylvania	90	86.3	3.7
Virginia Polytechnic Institute	67	63.3	3.7
Duke University	92	88.5	3.5
University of North Carolina-Chapel Hill	78	75.1	2.9
University of California-Los Angeles	76	73.5	2.5
Syracuse University	72	69.9	2.1
University of Michigan	80	78.2	1.8
Penn State University-Main Campus	75	73.2	1.8
University of California-Berkeley	78	76.5	1.5
Michigan State University	61	60.0	1.0
Princeton University	96	95.1	0.9
University of California-Davis	63	62.5	0.5
University of California-Santa Barbara	62	61.5	0.5
University of California-San Diego	72	71.6	0.4
SUNY-Stony Brook	48	47.6	0.4
Johns Hopkins University	84	84.4	-0.4
SUNY-Buffalo	52	52.4	-0.4
University of Washington	65	65.8	-0.8
Stanford University	90	90.9	-0.9
Carnegie-Mellon University	74	75.5	-1.5
New York University	72	74.1	-2.1
Tulane University	68	70.1	-2.1
Iowa State University	55	57.6	-2.6
University of Wisconsin-Madison	71	73.8	-2.8
University of Florida	64	68.2	-4.2
University of Georgia	62	67.7	-5.7
University of Southern California	68	74.5	-6.5
University of Maryland-College Park	58	65.1	-7.1
Columbia University	85	92.4	-7.4
North Carolina State University	53	60.9	-7.9
Georgia Institute of Technology	57	65.8	-8.8
University of Oregon	54	67.1	-13.1

Task Force on Undergraduate Retention and Graduation Rates

Table 4. Actual and Predicted 6-Year Graduation Rate

Independent Variables: HSGPA, SATM, SATV, % white students, freshman retention rate, and 6-year graduation rate. R ² =0.8650	Actual 6-Year Graduation Rate	Predicted 6-Year Graduation Rate	Difference
Catholic University of America	70	62.0	8.0
University of Virginia	92	85.8	6.2
University of California-Davis	74	68.6	5.4
SUNY-Stony Brook	64	59.1	4.9
University of California-Irvine	74	69.2	4.8
Virginia Polytechnic Institute	72	67.4	4.6
Penn State University-Main Campus	80	75.8	4.2
Emory University	85	81.3	3.7
University of Colorado-Boulder	64	60.3	3.7
Duke University	92	89.6	2.4
University of California-San Diego	79	76.7	2.3
University of North Carolina-Chapel Hill	81	78.9	2.1
Tulane University	72	70.0	2.0
University of California-Santa Barbara	69	67.4	1.6
University of Pennsylvania	90	88.5	1.5
University of California-Berkeley	82	80.6	1.4
Michigan State University	66	64.9	1.1
University of Michigan	82	81.0	1.0
Princeton University	96	95.1	0.9
University of Washington	71	70.3	0.7
Brandeis University	81	80.4	0.6
Johns Hopkins University	87	86.7	0.3
Stanford University	92	92.2	-0.2
University of California-Los Angeles	79	79.4	-0.4
SUNY-Buffalo	56	56.9	-0.9
Iowa State University	61	62.3	-1.3
Georgia Institute of Technology	69	70.4	-1.4
Syracuse University	71	73.0	-2.0
Columbia University	90	92.3	-2.3
University of Wisconsin-Madison	74	76.5	-2.5
Carnegie-Mellon University	75	78.5	-3.5
North Carolina State University	63	66.7	-3.7
University of Iowa	51	54.8	-3.8
New York University	72	76.6	-4.6
University of Florida	67	72.5	-5.5
University of Georgia	65	71.0	-6.0
University of Maryland-College Park	64	70.0	-6.0
University of Southern California	71	78.9	-7.9
University of Oregon	59	70.4	-11.4

B. Retention and Graduation Rates At NC State: Major Findings

1. Retention and Graduation Rates by College

Retention and graduation rates were calculated for cohorts of NC State new freshmen from 1994 through 2001. Overall, NC State's freshman retention rate has increased yearly since 1998 (from 87.6% in 1998 to 88.9% in 2001). Table 5 presents the one- and two-year retention rates for recent cohorts by college. For the 1998 through 2001 cohorts, Design and Engineering have one-year and two-year retention rates that surpass that of the university as a whole. Most CHASS cohorts from this period have been retained at a rate below that of the university average for both one- and two-year metrics. It is important to note, however, that retention rates for each college are calculated on the basis of the freshmen who enter the college; thus, students who transfer within the University from one college to another appear in the table as if they remained in the college they entered as freshmen. An analysis of Internal Transfer Patterns, however, indicates that within a five-year period from 1998-2002, Engineering experienced the only net loss of students (-144) in the University, excluding the First-Year College, which is expected to lose students, while CHASS averaged the largest net gain (322) and the College of Management experienced the second largest net gain (251). All other colleges experienced a gain but none exceeded 57 students.

A complete, detailed analysis of retention, graduation, withdrawal, and suspension rates for all colleges can be found in Appendix A of this report. In an effort to attempt to identify any segment of the NC State student population which might be substantively affecting the overall retention and graduation rates, these rates were recalculated without various groups in the analysis population to see what would happen to the rates without these groups in the calculation. Each college and students who at any point in their career participated in the co-op program were systematically excluded from the calculation of total retention rates. The results of this analysis do not reveal a substantive point of concern and the full analysis is presented in Appendix B.

Table 5. One- and Two-Year Retention Rates by Cohort and College

Entering College	One-Year Retention Rate (% of students continuing)				Two-Year Retention Rate (% of students continuing)		
	1998	1999	2000	2001	1998	1999	2000
CALS	87.3	86.0	89.2	86.9	75.8	78.1	81.9
Design	92.8	94.7	95.0	93.8	88.0	91.5	88.8
Education	92.3	75.8	82.5	87.7	86.2	69.7	70.2
COE	90.6	90.6	90.8	90.4	82.5	86.5	85.6
CNR	84.0	85.5	87.9	92.9	82.1	72.3	84.8
CHASS	83.2	84.9	84.6	86.9	74.1	73.6	77.2
PAMS	88.2	94.6	87.8	89.4	79.0	84.6	84.6
Textiles	88.2	84.2	88.1	91.7	78.5	78.3	80.4
COM	88.8	88.3	87.9	86.2	81.5	79.9	81.3
UGA	84.7	89.9	86.6	88.4	75.1	78.9	78.5
NC State	87.6	88.7	88.5	88.9	78.9	80.9	81.8

Table 6 presents the four- and five-year graduation rates for recent cohorts by college. For the 1995 through 1998 cohorts, CALS, CHASS, Design, Education, Management, and PAMS show four-year graduation rates consistently above those of the university as a whole. CALS, Design, Education, Engineering, and Textiles post five-year graduation rates, UGA and Natural Resources students have four- and five-year graduation rates below the university rates. Table 7 presents six-year graduation rates by college and cohort where CALS, Design, Engineering, Management, and Textiles students exceed the university total, while CHASS, CNR, Education, and UGA students fall short.

Table 6. Four- and Five-Year Graduation Rates by College and Cohort

Entering College	4-Year Graduation Rate (% of students graduating)				5-Year Graduation Rate (% of students graduating)		
	1995	1996	1997	1998	1995	1996	1997
CALS	35.8	35.2	33.2	38.6	58.6	59.2	56.6
Design	37.6	41.7	55.4	48.2	68.8	79.8	80.4
Education	38.9	46.3	40.4	50.8	64.8	58.5	70.2
COE	19.4	23.7	24.0	24.2	57.4	59.8	57.9
CNR	22.2	17.9	17.3	21.7	59.8	57.1	52.0
CHASS	27.5	33.7	29.6	40.2	49.1	56.6	53.2
PAMS	32.2	38.4	39.1	34.5	53.3	64.6	63.3
Textiles	30.2	30.1	21.3	34.7	59.7	68.4	66.0
COM	30.3	34.5	34.2	40.5	54.7	59.0	55.6
UGA	18.0	18.1	18.3	19.6	46.4	48.8	49.8
NC State	25.8	27.6	26.5	29.7	54.8	57.5	56.2

Table 7. Six-Year Graduation Rates by College and Cohort

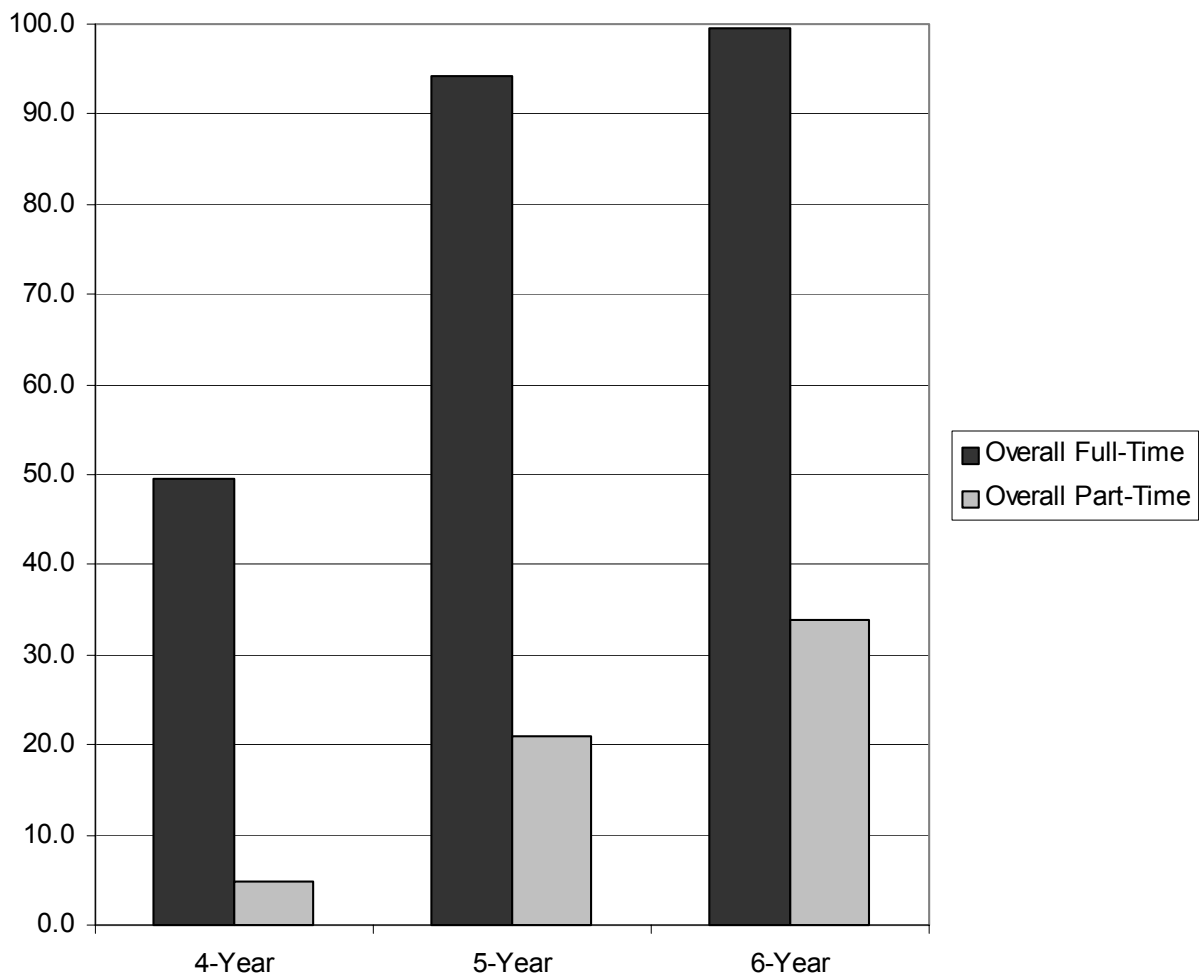
Entering College	6-Year Graduation Rate (% of students graduating)		
	1994	1995	1996
CALS	60.3	63.6	64.6
Design	84.1	73.1	85.7
Education	64.9	68.5	61.0
COE	60.8	64.7	68.4
CNR	61.4	67.5	63.1
CHASS	58.1	56.1	59.3
PAMS	60.1	58.6	68.7
Textiles	62.8	64.7	72.9
COM	61.3	63.0	64.8
UGA	53.9	55.0	56.4
NC State	60.2	61.6	64.0

Source: University Planning & Analysis

2. Graduation Rates by Enrollment Status

Average 4-, 5-, and 6-Year graduation rates by enrollment status were calculated to explore the impact of enrolling full-time continuously as an undergraduate. *Full-time* students are defined as those enrolled for at least 12 hours at the end of each semester they were at NC State. *Continuous* means that students were enrolled each fall and spring after entry. Co-op semesters do not move students to the non-continuous part-time category. This analysis demonstrates the importance of maintaining continuous full-time enrollment for timely graduation from the university (see Figure 4). The average number of students in each cohort from 1992 through 1997 was 3,414; yet, the average number maintaining continuous full-time enrollment during this six-year period at NC State was only 1,629 (47.7%). In contrast, an analysis of first-year student surveys from 1995-1997 indicates less than 1% of students indicate an intention to attend NC State part-time (0.5%, 0.3%, 0.2%, respectively) (University Planning and Analysis, 2001).

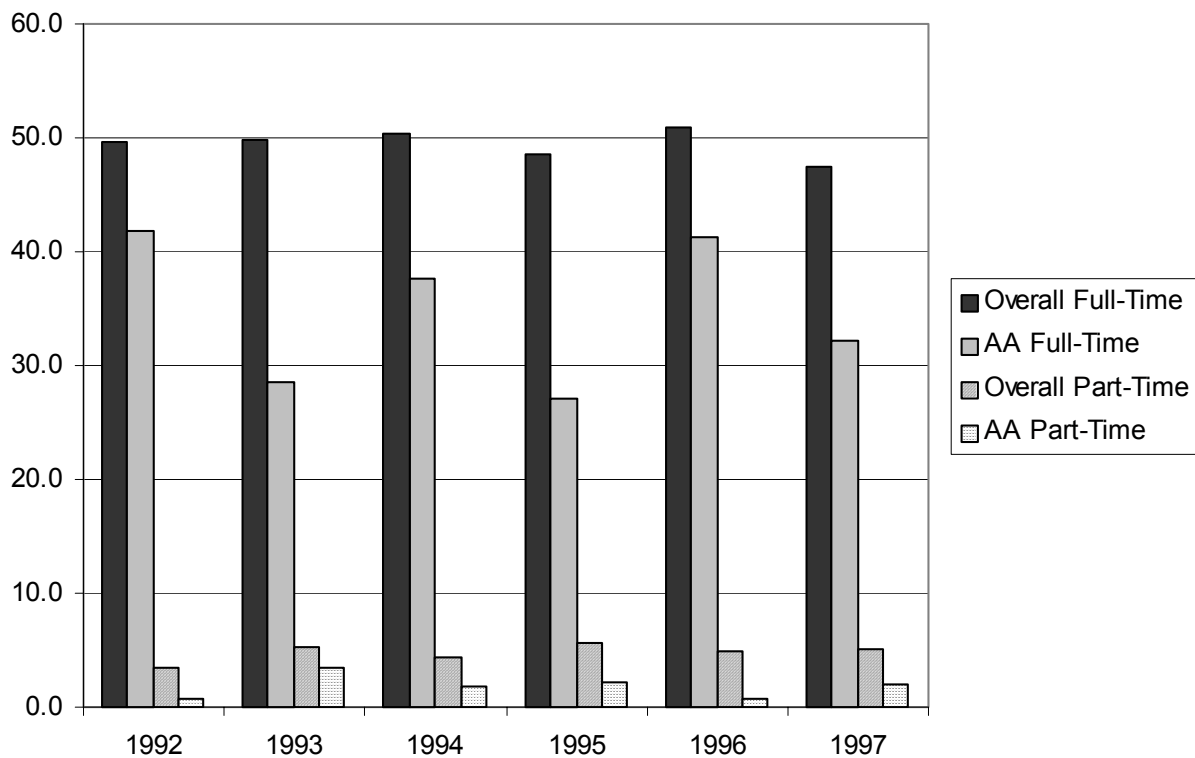
Figure 4. Average 4-, 5-, and 6-Year Graduation Rates by Enrollment Status



a. Graduation Rates, Race, and Enrollment Status

In an effort to explore the impact of race and enrollment status on the graduation rates at NC State, an analysis was conducted comparing African American rates to those of the overall population (in which African Americans are included) according to the students' enrollment status. Students were identified as either *full-time* or *part-time* where *full-time* were continuously enrolled students taking at least twelve hours each semester and anyone who had either dropped below twelve hours in any semester or stopped out for at least one semester. African Americans' four-, five-, and six- graduation rates by enrollment status, are presented in Figures 5, 6, and 7, respectively.

Figure 5. Overall and African American Four-Year Graduation Rates by Enrollment



As expected, there is a wide gulf between the four-year graduation rates of full-time, continuously enrolled students as compared to part-time students (see Figure 4). In each enrollment status, African Americans lag behind the overall population for the 1992-97 cohorts on this measure.

Figure 6. African American Five-Year Graduation Rates by Enrollment

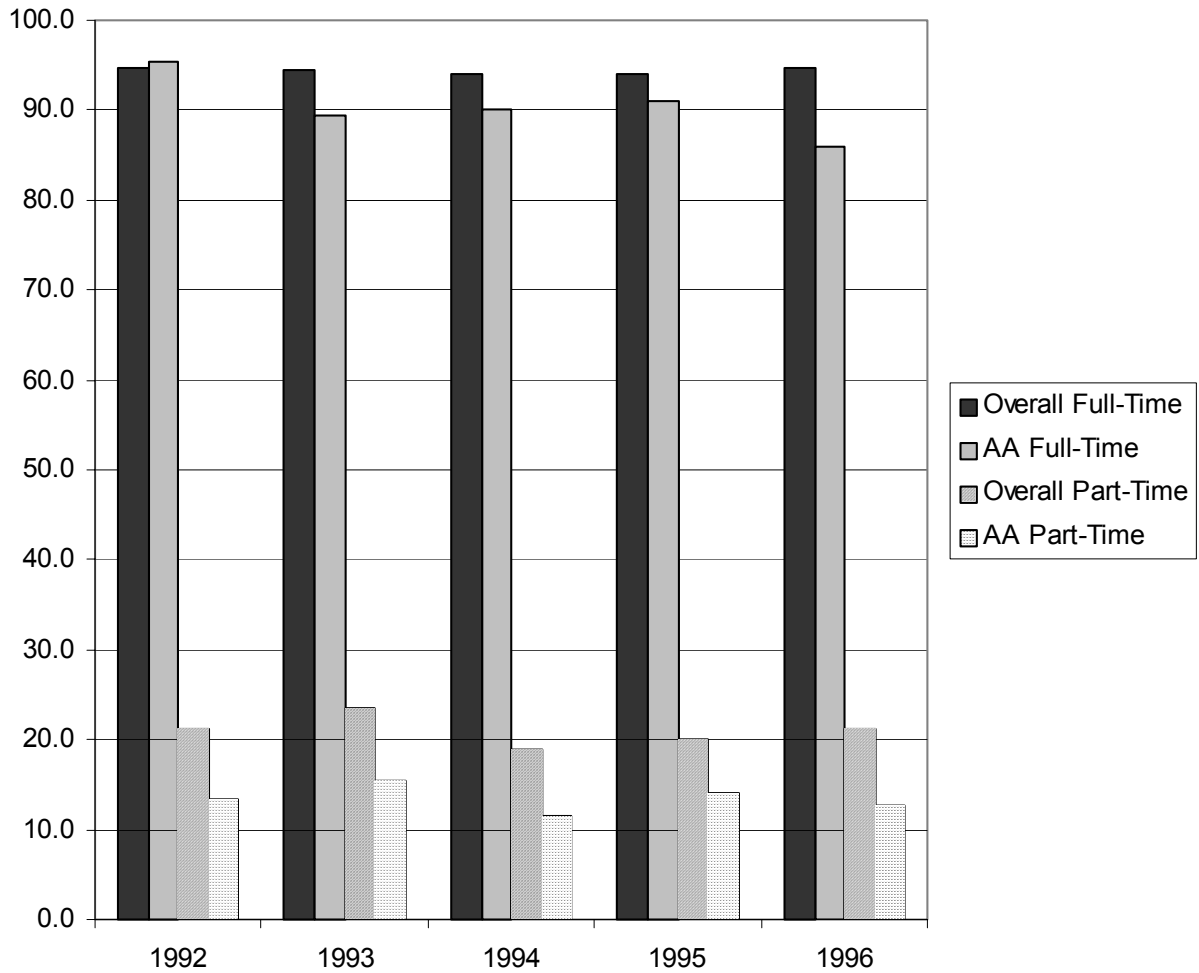
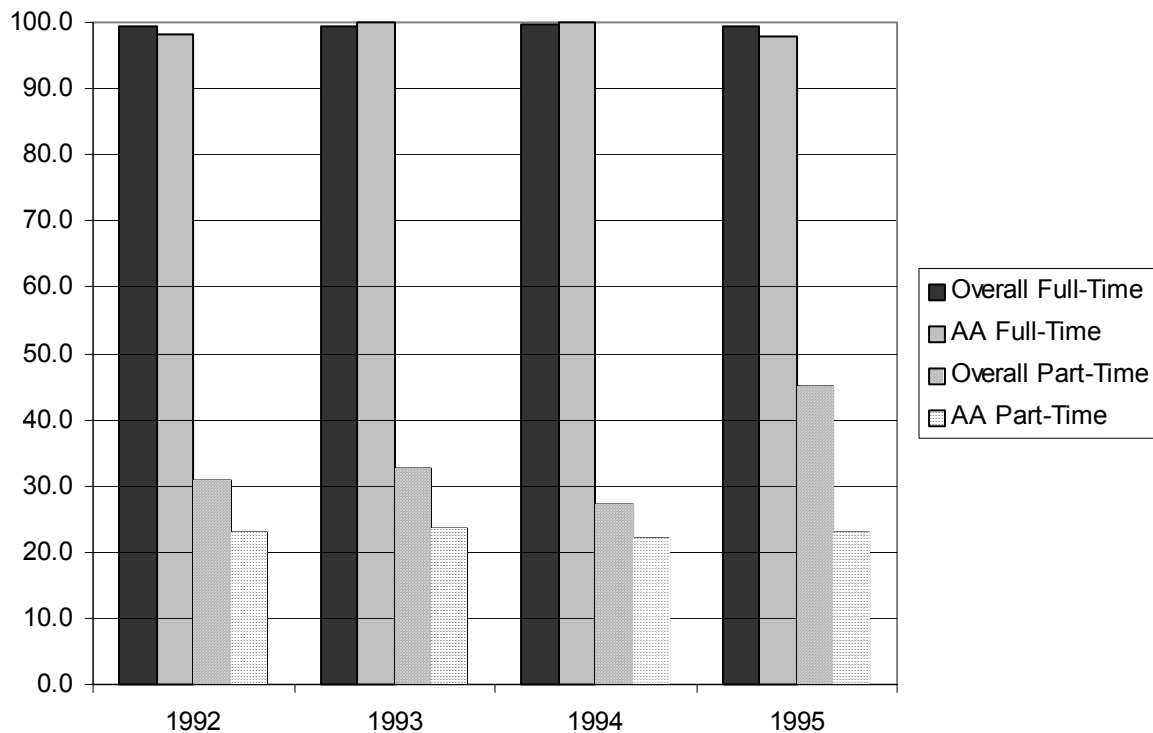


Figure 5 demonstrates a similar pattern as found in Figure 4; however, for five-year rates, the differential between African Americans and the overall population is greatly reduced, especially among the full-time students. This trend continues in continuously enrolled, full-time six-year graduation rates (see Figure 6) where race is shown not to be a factor. There still remains a large gap between continuously enrolled full-time students and part-time students, though this is expected due to the challenges of attending college on a part-time basis.

Figure 7. African American Six-Year Graduation Rates by Enrollment



b. Graduation Rates, Gender, and Enrollment Status

A similar analysis was conducted to explore graduation rates by gender and enrollment. Figure 8 shows a similar gap between full-time and part-time enrollment by gender, yet females dramatically out-perform males on this measure. Given that engineering majors typically take five years to complete and are over 80% male, this discrepancy makes sense. This conclusion is affirmed by the five- and six-year graduation rates by gender (see Figures 9 and 10) in which the gap between males and females is greatly reduced. Nevertheless, the gap remains between full-time continuously enrolled students and part-time students.

Figure 8. Four-Year Graduation Rates by Gender and Enrollment

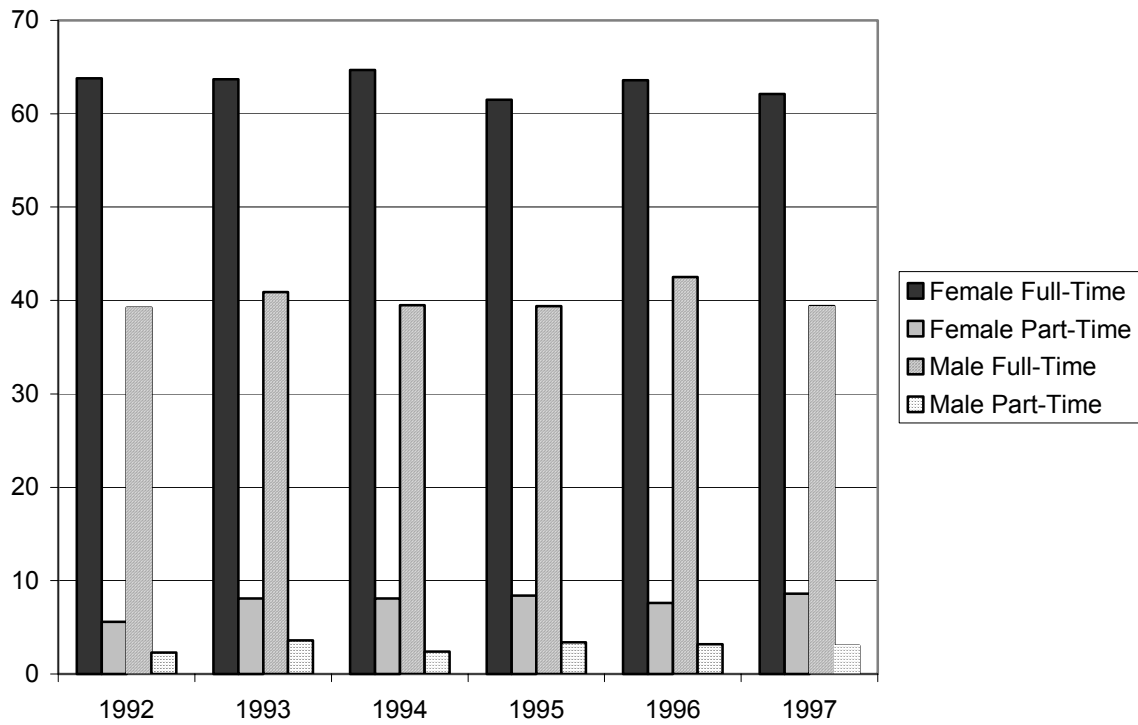


Figure 9. Five-Year Graduation Rates by Gender and Enrollment

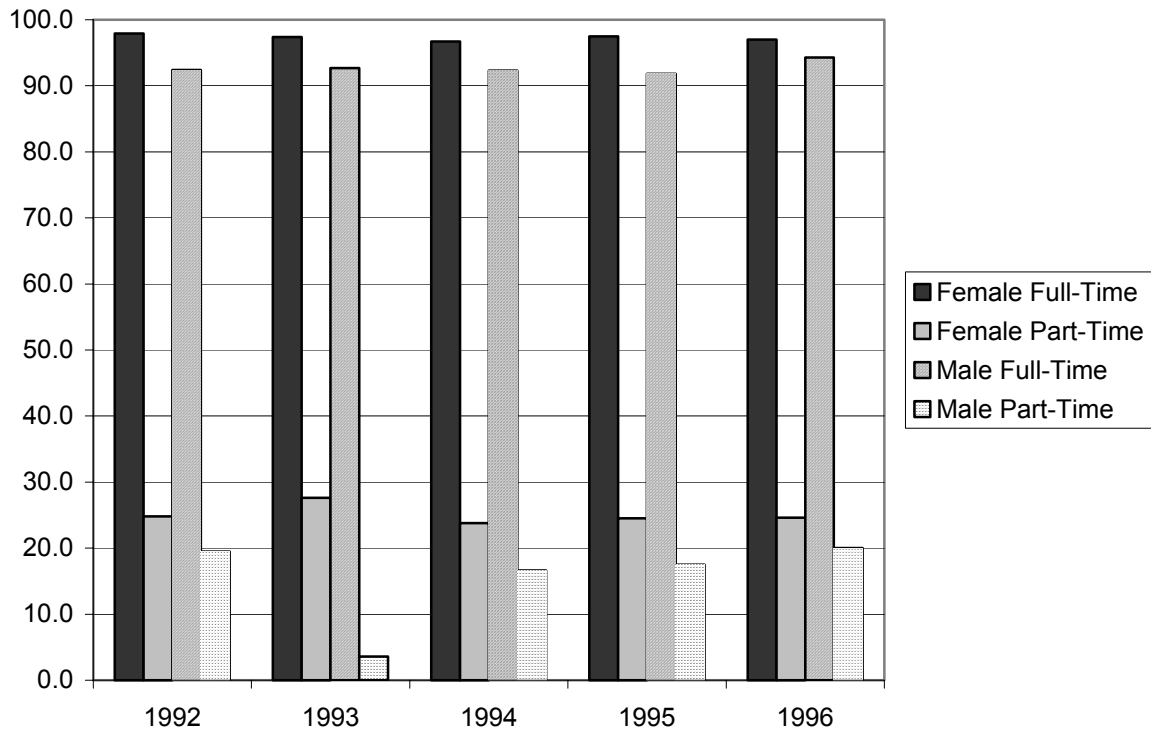
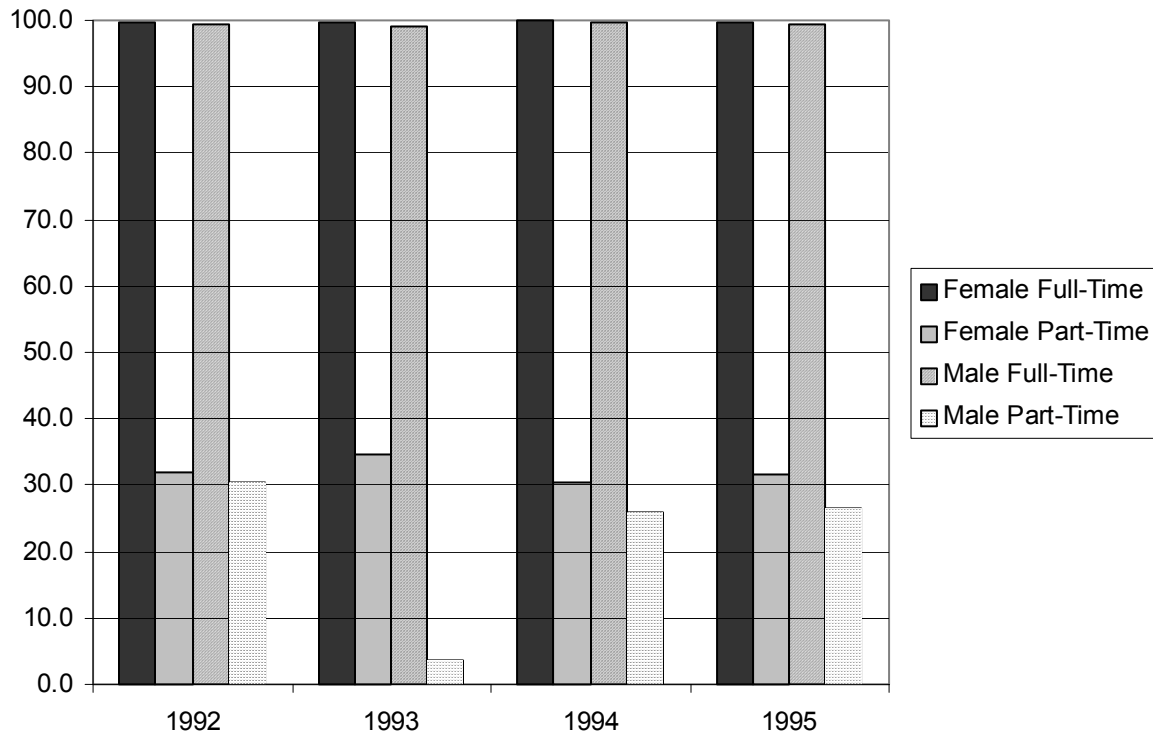


Figure 10. Six-Year Graduation Rates by Gender and Enrollment



3. Graduation Rates and Student Academic Performance

As a means of better understanding the characteristics of successful students, descriptive enrollment statistics were computed for the students who graduated in the spring or summer of 2002 ($N=2822$). Students in this population took an average of 9.31 ($SD=1.99$, $\max=23$, $\min=4$) semesters (fall and spring only, no summer sessions) to attain their degrees and 75.4% ($N=2,128$) enrolled for at least one session of summer school during their undergraduate career. The mean end-of-first-year GPA was 3.06 ($SD=0.59$). As a comparison, the end-of-first-year GPA for the students from the fall 1997 cohort who were still enrolled after 5 years was 2.52 ($SD=0.62$).

Because early academic performance has been linked to retention, and ultimately graduation rates, the 2002 enrollment status of students from the 1995-1998 cohorts who had a first-year GPA of less than a 2.00 was explored. Results indicate that 90.3% of students with less than a 1.50 first-year GPA were either suspended or were withdrawn as of census, 2002. Similarly, the percent enrolled and percent graduated showed a positive increase as GPA increased (see Table 8).

Table 8. 1995-1998 Cohorts: Students With Less than a 2.00 Cumulative GPA at the End of Their First Year

Status at 2002 Census by First Year GPA								
	Enrolled		Graduated		Suspended		Withdrawn	
Less than 1.50	73	3.4%	27	1.3%	470	21.7%	459	21.2%
1.50 - 1.59	30	1.4%	25	1.2%	70	3.2%	54	2.5%
1.60 - 1.69	38	1.8%	28	1.3%	79	3.6%	63	2.9%
1.70 - 1.79	43	2.0%	45	2.1%	53	2.4%	74	3.4%
1.80 - 1.89	59	2.7%	61	2.8%	59	2.7%	76	3.5%
1.90 - 1.99	64	3.0%	70	3.2%	65	3.0%	83	3.8%
Total	307	14.2%	256	11.8%	796	36.7%	809	37.3%

4. Leavers and Academic Success

In an effort to gain insight into the educational path of students who leave NC State (either voluntarily or through suspension) University, students from the 1997 cohort (N=3650) who had not graduated or were no longer enrolled as of census, fall 2002 were analyzed to identify those who had withdrawn or who had been suspended. The National Student Clearinghouse database was queried on these students for any subsequent enrollment at other institutions. From this cohort, 1172 students were identified as leavers as of Fall 2002. Tables 9 and 10 show that 62.0% of this group transferred to another institution, and of the group who transferred, 53% enrolled at another four-year institution. Of the 727 former NC State students who transferred, 22.6% graduated by the time of this analysis. North Carolina residents who transferred, typically stayed within the state and attended other North Carolina institutions while non-residents typically transferred to an institution in another state (see Table 11). This information illustrates that the majority of students who leave NC State remain committed to higher education and possess the capacity to succeed.

Table 9. Subsequent Enrollment of Students who Left NC State

Total Leavers (N=1172)	N	%
Transferred to Another Institution	727	62.0
No Transfer Record Found	438	37.3
Not Found in Clearinghouse	8	0.7

Table 10. Transfer Activity of Students who Left NC State

Transferred to Another Institution (N=727)	N	%
Four-Year	385	53.0
Two-Year	341	46.9
Less than 2-Year Institution	1	0.1
Graduated from Another Institution	164	22.6

Table 11. Residency of Transfers

	Transferred to an Institution in...			
	North Carolina		Another State	
	N	%	N	%
NC Resident	501	86.2	80	13.8
Non-Resident	22	15.1	124	84.9

Based on the findings presented in this segment of the report, the Task Force offers six recommendations. These recommendations are presented in Section V, along with their rationales and suggested implementation strategies.

V. Recommendations, Rationales, and Implementation Strategies

Recommendation 1: The administration at NC State will emphasize retention and graduation rates in all planning endeavors.

Rationale

As seen in Section IV, NC State has been making steady improvements in graduation rates in recent years. Additionally, when one includes in the larger picture students who leave NC State, enroll in another institution of higher learning, and graduate in a timely fashion, the success of the University is even more evident. Still, even when the emerging, alternative model is used, and the University compares its actual retention and graduation rates with its predicted rates, it is clear that there is room for improvement. To make further, significant gains, two things must occur: 1) the Chancellor and other top level administrators must emphasize these issues in their deliberations, and 2) Academic Affairs must make these issues a top priority, enlisting not only deans and department heads in its efforts, but also faculty who teach and advise.

Top-level administrators must be involved in the effort, because coordination must occur across various units: Admissions, Development, Financial Aid, Finance and Business, Housing, and Student Affairs, as well as Academic Affairs. Academic Affairs must emphasize the improvement of retention and graduation rates from the Provost through academic units if real progress is to be made, because it is at the unit level that specific issues and problems can be identified and solutions implemented. NC State is a large university; one size does not fit all, but commitment and coordination throughout the institution are essential.

Implementation

- University should add advising to its goals/objectives, with emphasis on quality advising.
- More resources/scholarships must be made available for the recruitment of outstanding students. NC State does well in terms of the quality of students who apply, but the University needs to improve yield rates in many colleges, including CALS, CHASS, Education, Management, and PAMS where freshmen yield rates were below 50% in 2001 and 2002.
- University should continue to move in the direction of Living and Learning Communities. Students who are socially and academically integrated in the University are more likely to be successful.
- University Planning and Analysis will continue to provide retention and graduation rate data annually by department for use in compact planning.
- Provost will emphasize retention and graduation rates as part of compact planning process with Deans.

Task Force on Undergraduate Retention and Graduation Rates

- Deans will emphasize retention and graduation rates as part of compact planning process with Department Heads.
- Department Heads will discuss and emphasize the importance of retention and graduation rates with faculty who teach and advise.
- All discussions regarding retention and graduation rates will emphasize accountability and will be used in assessing organizational effectiveness. All colleges and departments will be asked to explain their situation and to design plans for ongoing monitoring and enhancement where feedback indicates it is warranted. These plans may include the need for more resources, but this should not be the sole strategy.

Recommendation 2: Faculty and administrators will strongly encourage students who enter NC State as full-time students to remain in that status.

Rationale

Regardless of race or gender, students who remain full-time graduate at strikingly higher rates in 4 years, 5 years, and 6 years, than students who go part-time, and this is the case even if a student drops only 3 hours below full-time status, i.e. to 9 hours. (See Section IV.) The vast majority of freshmen enter the University planning to go full-time (over 99%); about 50% of all students and 30% of African American students maintain full-time status. The goal of this recommendation is to keep more students in full-time status.

Implementation

- More University resources, such as scholarships for enrolled students who are doing well, should be utilized to enhance students' ability to remain in full-time status
- University policies and procedures should be designed to encourage full-time status
- Work with advisors, especially those who advise freshmen, to implement the Progress Toward Degree Policy very meticulously. Freshmen should be encouraged to plan their academic careers from the time they arrive on campus, and they should be encouraged frequently to stick with their plan, or if necessary, to revise their plan. They should be strongly discouraged from enrolling for courses without a plan.
- Collect and evaluate data showing reasons students choose to attend part-time
- Strongly encourage all students to complete financial aid applications (FAFSA) so that we can better understand financial need on this campus and the resources necessary to meet it
- Include in guidelines to be developed for use at Visiting/Recruiting Days and at Orientation, i.e. when parents, as well as students, are present, advice regarding course loads necessary to graduate in 4 years

Recommendation 3: Faculty and administrators will work closely with students in achieving academic success.

Rationale

Students who end their freshman year with less than 2.0 GPA are headed for trouble. As noted in Section IV, the status of the 2,168 students on Census Day in 2002 who entered NC State between 1995-1998, and who had less than a 2.0 GPA at the end of their freshmen year, was as follows: 307 (still enrolled); 256 (graduated); 796 (suspended); 809 (withdrawn); or put simply, successful—26%; unsuccessful—74%. Students who hover just above a 2.0 are also much less likely to graduate than their peers with higher GPAs. As also noted in Section IV, the mean GPA of the 1997 cohort that was still enrolled after 5 years was 2.52, while the mean GPA of Spring, Summer 1, and Summer 2, 2002 graduates was 3.06. The goal of this recommendation is to monitor closely students who are experiencing academic difficulty and to move quickly and aggressively in communicating with, and making academic support available to, these individuals.

Implementation:

- Develop guidelines that can be used in Orientation and in Orientation courses
- Include in guidelines to be developed for use at Visiting/Recruiting Days and at Orientation advice regarding the importance of class attendance and shared responsibility (faculty and students)
- Strongly urge faculty to monitor their students' success very closely and to report to students and their advisors when students are doing poorly on assignments and tests and/or failing to attend class.
- Encourage advisors to be more aggressive in contacting advisees who are in trouble and giving them advice
- Develop an academic support services website for students and advisors
- Include advice for academic support services in letter of academic warning
- Develop at-risk indicators that advisors can use in advising students
- Ensure ongoing evaluation and enhancement of supplemental instruction to ensure it is meeting the needs of students
- Encourage colleges to develop procedures for ensuring advising excellence
- Require Colleges and Departments to continually monitor and evaluate advising and its effectiveness

Recommendation 4: Faculty, with the support of the administration, will develop additional opportunities for students who cannot matriculate into their major of choice, and faculty and administrators will improve communication with students about these opportunities.

Rationale

In August, 2001, 321 juniors and seniors at NC State were not in a position to complete a degree. Largely, these were students who had never entered a degree-granting program but remained instead in Undesignated categories in the various colleges. Many of these students were in the First-Year College or Engineering. Since that time, both colleges have taken steps to alleviate the problem. The FYC has strongly encouraged Admissions to admit only applicants to its College who are truly undecided about their major. It urged this action, because students who are truly undecided tend to identify a major and move on in a timely fashion; those who never wanted to be in FYC but really wished instead to be in Engineering or Design tend to remain in the FYC. Admissions, of course, is in a difficult situation, because it is trying to admit the very best students it can, whether or not they are undecided. It is for this reason that certain colleges need more scholarship resources, i.e. so that the University can achieve a higher yield rate from the upper half of its applicant pool. See Implementation under Recommendation 1. Additionally, the FYC, in conjunction with the College of Design, crafted a letter that is sent by Admissions to prospective students explaining the low probability of transferring from other colleges into Design. In Engineering, the Academic Affairs team has taken a number of steps to inform Undesignated students of other opportunities within the University.

The problem of having juniors or seniors who have not matriculated into a degree-granting program should ease as a result of the Progress-Toward-Degree Policy, since that policy states that a student must choose a major by the completion of their sophomore year. Still, the problem of having students who have GPAs that allow them to continue at the University, and even to graduate, but who cannot get into the major of their choice will remain. This is the case, because a number of majors, either because of academic requirements, resource issues, or a combination of the two must set GPAs that are higher than 2.0. To address this problem, the University needs to create and fund additional programs for these students. To this end, the Task Force makes Recommendation 4.

Implementation

- Encourage Colleges to create degrees similar to the BS in Engineering; for example, a BA or BS in Life Sciences, Textiles, Physical Sciences, and Social Sciences
- Inform students about other options such as BA/BS in Science, Technology, & Society and the BA/BS in a self-designed major

Recommendation 5: Retention and graduation rates should be given priority in the development or alteration and evaluation of academic regulations and should be considered in relation to one another.

Rationale

Too often Academic Regulations are developed or revised in isolation from one another and without appropriate consideration being given to retention and graduation rates. Those making recommendations need to be aware of the whole picture, to see these regulations as they impact retention and graduation rates in relation to one another.

Implementation

- Fully implement the Progress Toward Degree Policy and plan for the collection of data and on-going assessment of its effectiveness
- Clarify the lines of authority for developing and revising academic regulations
Currently, it is unclear how the Academic Policy Committee of the Faculty Senate and the Undergraduate Academic Operations Council are supposed to work in relation to one another.
- Strongly encourage representatives on the Council on Undergraduate Education to consult within their respective Colleges regarding major issues being considered by the CUE.
- Any group considering changes to existing Academic Regulations should consult Section VI of this report
- The appropriate body(ies) should begin considering the alteration of the Academic Regulations recommended by the Task Force as soon as possible

Recommendation 6: Efforts to implement appropriate strategies for improving retention and graduation rates, to monitor and assess these strategies, and to modify these strategies and develop new ones as necessary should be institutionalized immediately.

Rationale

For too long, the improvement of retention and graduation rates has been assigned to task forces on an intermittent basis and subsequently neglected and forgotten. If the University is really serious about improvement in these areas, it must embed responsibility for driving the effort forward within the institutional framework of the University.

Implementation

- Charge the Provost and his/her designee with overseeing the implementation of the recommendations of the Task Force and with taking additional steps as necessary to monitor and improve retention and graduation rates on an on-going basis
- Expect the person overseeing the implementation and evaluation of the recommendations to work with appropriate groups and individuals to carry out these recommendations: Chancellor and the Executive Council, Faculty Senate, Provost, Deans' Council, Associate Deans of Academic Affairs, Advising Roundtable, and any Ad Hoc Committees deemed appropriate
- Make this effort a top priority at NC State at every level

VI. Academic Policies Affecting Retention and Graduation Rates

As Bean's (1990) model of student attrition suggests, individuals' experiences shape their perceptions and ultimately influence their decisions to remain at an institution or to leave. Since academic policies are key avenues for student interaction with an institution, these policies can influence their perceptions of the institutional culture, and ultimately their decisions to continue progressing toward graduation. For example, if a student is having difficulty with a personal situation (e.g., illness or family issues) that begins to affect academic performance, the support that student receives from the administrative areas in dropping courses, obtaining medical withdrawals, or course repeats, can influence that student's commitment to continue pursuing a degree. The academic policies reviewed by the Task Force, with recommended modifications, are detailed below.

Policy: Adding and Dropping Courses

Summary:

This policy defines how and when students can add or drop courses. The policy allows students to drop undergraduate courses through the sixth week of class during fall or spring semesters. After census date, students must have permission of their Academic Dean to drop below 12 hours. This policy is intended to allow students enough time to evaluate their performance in a class, and then give them the option to drop courses where their performance is less than expected.

Potential Effect on Graduation and Retention Rates:

Students routinely drop courses in which their performance is less than desired. If dropping the course will put them below 12 hours, many students change the course to credit-only. Although courses taken as credit-only cannot be used for specific degree requirements, they have the advantage of not affecting a student's grade point average (GPA).

There are currently no limits on the number of courses that a student can drop during their academic career, nor is there a penalty for courses dropped during the first six weeks of the semester. The drop policy protects a student's GPA since they can drop courses that will negatively affect it; however, the policy has several negative effects:

- It allows students to register for more courses than they intend to complete, since they can drop courses later without penalty. Tuition and fees are the same for undergraduate students taking 12 or more hours, so registering for extra classes has no additional costs associated with it.
- It may encourage students to give up and drop a class (or change it to credit-only), rather than work harder and complete it.
- Overall, fewer courses are completed in a given semester, since courses dropped after census date are unavailable to other students who may have wanted to enroll in them.

Recommendations:

We recommend limiting the number of drops that a student is allowed during an undergraduate career to no more than four (after the census date). Often-heard complaints about students being able to find seats in courses that are full prior to census date and greatly emptied after that date, thereby limiting the ability of other students to occupy those empty seats, could be addressed if we limit the shopping cart mindset of students.

Any drops for non-attendance (see Attendance Policy) would count toward the total.

Any drops greater than four would require the approval of the student's advisor and the associate dean. Consideration should also be given to limiting the number of changes from letter grading to credit-only.

Policy: Course Load

Summary:

The course load policy for undergraduate degree students states that the maximum course load for undergraduate degree students is 21 credit hours in a semester and two courses plus a physical education course in a summer session. To carry more than the maximum, students must obtain the approval of their academic advisors and of their college deans.

Undergraduate students who propose to register for 19 or more credit hours in a semester must obtain approval from their academic advisers. First semester freshmen with admissions indices less than 2.0 and continuing students with a grade point averages less than 2.0 should be advised to carry no more than 16 credit hours in a semester.

The minimum course load for full-time undergraduate degree students is 12 credit hours, except in their final semester, when a lesser number may be taken if that is all the student needs to fulfill the requirements for a degree. In order to receive financial aid a student must meet the minimum course load requirements of the appropriate funding agency.

The number of hours for which a student is officially enrolled is that number in which the student is enrolled for credit at the end of the second week of classes, i.e., the last day to withdraw or drop a course with a refund.

Potential Effect on Graduation and Retention Rates:

The average course load carried by undergraduate students at census date in Fall, 2002 was approximately 14.4 hours, and students rarely complete 21 hours successfully in a given semester. On the other hand, students routinely enroll in more courses than they intend to complete, and then drop prior to the last day to drop. This behavior makes scheduling more difficult, especially for under-classmen and lifelong students.

Recommendations:

We recommend that the statement of the policy (Section III) be changed to emphasize the course load necessary to graduate within four years. With an average degree requirement of 120 hours, an eight-semester effort requires completion of 15 hr/semester. Leaving the minimum course load of 12 hours for insurance/financial aid/and other similar considerations is appropriate but thought should be given to changing that minimum to perhaps 15 hrs/semester. The maximum course load for undergraduates should be reduced from 21 to 18 hours, unless the student has permission.

Section VII of the policy needs to be updated to reflect actual TRACS operating period.

Policy: Attendance

Summary:

Instructors should state an attendance policy in their course syllabus, and instructors of 100 and 200 level courses should track class attendance.

Potential Effect on Graduation and Retention Rates:

Class attendance is an integral part of the learning process. Failure to attend class early in the semester may result in students falling behind and limit their chances for success in the course. In addition, students who do not attend early in the semester are probably more likely to drop a course, which results in inefficient use of a limited resource. A related problem involves students who never attend a class and then petition for a retroactive withdrawal.

Recommendations:

We recommend the addition of a part B to the present attendance policy:

By the second class/laboratory period or the fifth business day of the semester (whichever comes first) students who have not attended class or contacted the instructor regarding his/her absences may be dropped from the class roll. This drop will be initiated by the Associate Dean of the College upon the request of the instructor. The student may petition for readmission to the class if s/he has been dropped in error, or in the event the student experiences extenuating circumstances, provided the request is received by the tenth business day of the semester. Students who intend to drop a course continue to have the responsibility to officially drop and are encouraged to do this on a timely basis, following normal university procedures.

Policy: Graduation Requirements

Summary:

This policy gives authority to colleges and departments for establishing graduation requirements for their respective academic programs. It adds that students are eligible for graduation when they have satisfactorily met the residence requirements and completed all academic requirements of their degree program as specified by their major department, their college, and the University. Embedded within this policy are GPA Requirements and Performance Requirements in Specific Courses. All programs require a consistent 2.0 GPA for graduation, although the College of Education notes that the NC. State Board of Education requires 2.5 overall and in the student's teaching field before the student is allowed to student teach. In terms of Program Requirements, some programs require "better than a 'D'" in specific courses; others require "better than a 'D+'."

Potential Effect on Graduation and Retention Rates:

Clearly, academic requirements set by colleges and departments for their respective academic programs have major implications for retention and graduation rates. Even if a student remains in the same major while at NC State and is able to count every hour toward graduation, s/he will not finish in 4 years if the program requires more than 120 hours and the student takes an average load of 15 hours per semester. If, additionally, a student changes majors or does poorly in some courses and retakes them or takes other courses, time to graduation will be even longer. In turn, financial demands increase, and students are less likely to remain in full-time status or to remain at the University. Not surprisingly, retention and graduation rates are negatively impacted.

Recommendations:

We recommend that 120 hours plus 2 hours of physical education be regarded as the norm for the 4-year degree at NC State, and that programs that go beyond 122 hours for graduation be expected to justify the exception that they require to their respective college curriculum committees and the UCCC, as well as their respective Deans who will, in turn, keep the Provost informed. Curricula requiring more than 128 hours will continue to be 5-year degree programs. Exceptions granted should be reviewed on a periodic basis.

We also recommend that whether or not a student must pass a course with a "D" or "D+" be made uniform across the University.

Policy: Evaluations, Feedback to Students

Summary:

This policy strongly urges faculty to provide “substantive evaluative feedback” to students before the six-week drop period ends. It notes further that faculty may provide feedback to students and their academic advisors at any time during the semester by using the Academic Progress Reports function available on-line through the Registration and Records website.

Potential Effect on Graduation and Retention Rates:

Students with GPAs below or only slightly above 2.0 are far less likely to continue at the University and to graduate than those who are making satisfactory progress. For this reason, faculty need to inform students and their academic advisors as soon as possible when a student is experiencing difficulty in a course, not so that the student can drop the course, but so that the student can take appropriate action(s) to correct the problem(s) and succeed in the course. These actions might include consultation with the instructor, supplemental instruction, or assistance at the University tutorial center.

Recommendations:

Stringent efforts should be made to ensure that all faculty are informed about the means of sending feedback to students who are in academic difficulty and to their academic advisors

Faculty should be encouraged to take this action as early in a course as possible

Academic advisors, in turn, should know appropriate actions a student in academic difficulty can take and should be proactive in getting in touch with advisees about their situations and the means of dealing with them.

VII. Conclusion

NC State has long had a commitment to educating non-traditional students, including adults who need to return to an institution of higher education on a part-time basis. At the same time, this commitment should not blind us to the fact that the vast majority of the students enrolling as freshmen at NC State are traditional. They enter the University directly from high school, they enter with some support from their families, and they enter intending to go full-time and to graduate in a timely fashion. It is the job of these students, and the faculty, staff, and administration at this institution, to see that their goals are realized. Achieving them will not be easy; the process for doing so must be evolutionary and continuous. This Task Force on Retention and Graduation Rates is not the first at NC State. If we are to be successful in achieving our objectives, it must be the last, for success will only come when the goals of improving retention and graduation rates become fully institutionalized within the University. Shelved and forgotten intermittent reports will not do the job; commitment and continued vigilance from everyone in the University community are essential.

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Appendix A

Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates

College of Agriculture and Life Sciences

[illegible]

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates

College of Design

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	67	97.1	63	91.3	58	84.1	32	46.4	8	11.6	1	1.4
	1995	83	89.2	77	82.8	74	79.6	39	41.9	9	9.7	4	4.3
	1996	81	96.4	80	95.2	74	88.1	39	46.4	5	6.0	.	.
	1997	88	95.7	86	93.5	85	92.4	31	33.7	8	8.7	.	.
	1998	77	92.8	73	88.0	70	84.3	29	34.9	.	.	.	.
	1999	89	94.7	86	91.5	85	90.4	.	.	.	.	.	.
	2000	76	95.0	71	88.8	.	.	.	.	.	.	.	.
Suspended	2001	90	93.8	.	.	.	.	.	.	.	.	.	.
	1994	.	.	.	.	1	1.4	1	1.4	1	1.4	1	1.4
	1995	.	.	1	1.1	1	1.1	1	1.1	1	1.1	1	1.1
	1996	1	1.2	1	1.2	1	1.2	1	1.2	2	2.4	2	2.4
	1997	1	1.1	1	1.1	1	1.1	1	1.1	1	1.1	.	.
	1998	.	.	.	.	.	.	1	1.2	.	.	.	.
	2000	.	.	1	1.3	.	.	.	.	.	.	.	.
Withdrawn	2001	1	1.0	.	.	.	.	.	.	.	.	.	.
	1994	2	2.9	6	8.7	10	14.5	6	8.7	7	10.1	9	13.0
	1995	10	10.8	15	16.1	17	18.3	18	19.4	19	20.4	20	21.5
	1996	2	2.4	3	3.6	9	10.7	9	10.7	10	11.9	10	11.9
	1997	3	3.3	5	5.4	6	6.5	9	9.8	9	9.8	.	.
	1998	6	7.2	10	12.0	13	15.7	13	15.7	.	.	.	.
	1999	5	5.3	8	8.5	9	9.6	.	.	.	.	.	.
Graduated	2000	4	5.0	8	10.0	.	.	.	.	.	.	.	.
	2001	5	5.2	.	.	.	.	.	.	.	.	.	.
	1994	.	.	.	.	.	.	30	43.5	53	76.8	58	84.1
	1995	.	.	.	.	1	1.1	35	37.6	64	68.8	68	73.1
	1996	.	.	.	.	.	.	35	41.7	67	79.8	72	85.7
	1997	.	.	.	.	.	.	51	55.4	74	80.4	.	.
	1998	.	.	.	.	.	.	40	48.2	.	.	.	.
Total	1994	69	100.0	69	100.0	69	100.0	69	100.0	69	100.0	69	100.0
	1995	93	100.0	93	100.0	93	100.0	93	100.0	93	100.0	93	100.0
	1996	84	100.0	84	100.0	84	100.0	84	100.0	84	100.0	84	100.0
	1997	92	100.0	92	100.0	92	100.0	92	100.0	92	100.0	.	.
	1998	83	100.0	83	100.0	83	100.0	83	100.0	.	.	.	.
	1999	94	100.0	94	100.0	94	100.0	.	.	.	.	.	.
	2000	80	100.0	80	100.0	.	.	.	.	.	.	.	.
	2001	96	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates

College of Education

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	64	86.5	55	74.3	55	74.3	17	23.0	5	6.8	3	4.1
	1995	49	90.7	38	70.4	39	72.2	17	31.5	4	7.4	2	3.7
	1996	38	92.7	33	80.5	27	65.9	8	19.5	3	7.3	1	2.4
	1997	51	89.5	49	86.0	47	82.5	22	38.6	3	5.3	.	.
	1998	60	92.3	56	86.2	54	83.1	17	26.2	.	.	.	.
	1999	50	75.8	46	69.7	46	69.7	.	.	.	.	.	.
	2000	47	82.5	40	70.2	.	.	.	.	.	.	.	.
Suspended	2001	50	87.7	.	.	.	.	.	.	.	.	.	.
	1994	1	1.4	1	1.4	2	2.7	2	2.7	3	4.1	3	4.1
	1995	.	.	5	9.3	5	9.3	5	9.3	5	9.3	5	9.3
	1996	.	.	.	.	1	2.4	1	2.4	2	4.9	2	4.9
	1997	.	.	1	1.8	2	3.5	3	5.3	4	7.0	.	.
	1998	.	.	1	1.5	3	4.6	5	7.7	.	.	.	.
	1999	.	.	3	4.5	3	4.5	.	.	.	.	.	.
Withdrawn	2000	2	3.5	4	7.0	.	.	.	.	.	.	.	.
	2001	2	3.5	.	.	.	.	.	.	.	.	.	.
	1994	9	12.2	18	24.3	17	23.0	19	25.7	19	25.7	20	27.0
	1995	5	9.3	11	20.4	10	18.5	11	20.4	10	18.5	10	18.5
	1996	3	7.3	8	19.5	13	31.7	13	31.7	12	29.3	13	31.7
	1997	6	10.5	7	12.3	8	14.0	9	15.8	10	17.5	.	.
	1998	5	7.7	8	12.3	8	12.3	10	15.4	.	.	.	.
Graduated	1999	16	24.2	17	25.8	17	25.8	.	.	.	.	.	.
	2000	8	14.0	13	22.8	.	.	.	.	.	.	.	.
	2001	5	8.8	.	.	.	.	.	.	.	.	.	.
	1994	.	.	.	.	.	.	36	48.6	47	63.5	48	64.9
	1995	.	.	.	.	.	.	21	38.9	35	64.8	37	68.5
	1996	.	.	.	.	.	.	19	46.3	24	58.5	25	61.0
	1997	.	.	.	.	.	.	23	40.4	40	70.2	.	.
Total	1998	.	.	.	.	.	.	33	50.8	.	.	.	.
	1994	74	100.0	74	100.0	74	100.0	74	100.0	74	100.0	74	100.0
	1995	54	100.0	54	100.0	54	100.0	54	100.0	54	100.0	54	100.0
	1996	41	100.0	41	100.0	41	100.0	41	100.0	41	100.0	41	100.0
	1997	57	100.0	57	100.0	57	100.0	57	100.0	57	100.0	.	.
	1998	65	100.0	65	100.0	65	100.0	65	100.0	.	.	.	.
	1999	66	100.0	66	100.0	66	100.0	.	.	.	.	.	.
	2000	57	100.0	57	100.0	.	.	.	.	.	.	.	.
	2001	57	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates

College of Engineering

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>		-----+		-----+		-----+		-----+		-----+		-----+	
		N	%	N	%	N	%	N	%	N	%	N	%
-----+		-----+		-----+		-----+		-----+		-----+		-----+	
Status	Year												
Continuing Rate	1994	1004	87.5	879	76.6	805	70.2	579	50.5	187	16.3	67	5.8
	1995	857	89.3	770	80.2	708	73.8	512	53.3	124	12.9	45	4.7
	1996	857	90.6	787	83.2	744	78.6	491	51.9	139	14.7	57	6.0
	1997	928	89.4	842	81.1	787	75.8	519	50.0	154	14.8	.	.
	1998	1026	90.6	935	82.5	867	76.5	581	51.3	.	.	.	.
	1999	998	90.6	953	86.5	904	82.0	.	.	.	.	.	.
	2000	1070	90.8	1008	85.6	.	.	.	.	.	.	.	.
Suspended	2001	1040	90.4	.	.	.	.	.	.	.	.	.	.
	1994	42	3.7	85	7.4	113	9.9	128	11.2	132	11.5	134	11.7
	1995	26	2.7	56	5.8	87	9.1	87	9.1	95	9.9	103	10.7
	1996	28	3.0	48	5.1	64	6.8	78	8.2	77	8.1	78	8.2
	1997	26	2.5	50	4.8	74	7.1	89	8.6	95	9.2	.	.
	1998	23	2.0	47	4.1	66	5.8	82	7.2	.	.	.	.
	1999	19	1.7	44	4.0	56	5.1	.	.	.	.	.	.
Withdrawn	2000	16	1.4	34	2.9	.	.	.	.	.	.	.	.
	2001	26	2.3	.	.	.	.	.	.	.	.	.	.
	1994	101	8.8	182	15.9	215	18.7	233	20.3	245	21.4	249	21.7
	1995	77	8.0	132	13.8	156	16.3	175	18.2	190	19.8	191	19.9
	1996	61	6.4	111	11.7	134	14.2	153	16.2	164	17.3	164	17.3
	1997	84	8.1	146	14.1	173	16.7	181	17.4	188	18.1	.	.
	1998	84	7.4	151	13.3	188	16.6	196	17.3	.	.	.	.
Graduated	1999	85	7.7	105	9.5	132	12.0	.	.	.	.	.	.
	2000	92	7.8	136	11.5	.	.	.	.	.	.	.	.
	2001	84	7.3	.	.	.	.	.	.	.	.	.	.
	1994	.	.	1	0.1	14	1.2	207	18.0	583	50.8	697	60.8
	1995	.	.	2	0.2	9	0.9	186	19.4	551	57.4	621	64.7
	1996	.	.	.	.	4	0.4	224	23.7	566	59.8	647	68.4
	1997	.	.	.	.	4	0.4	249	24.0	601	57.9	.	.
Total	1998	.	.	.	.	12	1.1	274	24.2	.	.	.	.
	1999	.	.	.	.	10	0.9	.	.	.	.	.	.
	1994	1147	100.0	1147	100.0	1147	100.0	1147	100.0	1147	100.0	1147	100.0
	1995	960	100.0	960	100.0	960	100.0	960	100.0	960	100.0	960	100.0
	1996	946	100.0	946	100.0	946	100.0	946	100.0	946	100.0	946	100.0
	1997	1038	100.0	1038	100.0	1038	100.0	1038	100.0	1038	100.0	.	.
	1998	1133	100.0	1133	100.0	1133	100.0	1133	100.0	.	.	.	.
	1999	1102	100.0	1102	100.0	1102	100.0	.	.	.	.	.	.
	2000	1178	100.0	1178	100.0	.	.	.	.	.	.	.	.
	2001	1150	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates

College of Natural Resources

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	84	83.2	74	73.3	73	72.3	47	46.5	10	9.9	2	2.0
	1995	102	87.2	94	80.3	85	72.6	59	50.4	15	12.8	5	4.3
	1996	73	86.9	64	76.2	59	70.2	43	51.2	10	11.9	6	7.1
	1997	84	85.7	71	72.4	65	66.3	46	46.9	12	12.2	.	.
	1998	89	84.0	87	82.1	81	76.4	57	53.8	.	.	.	.
	1999	71	85.5	60	72.3	57	68.7	.	.	.	.	.	.
	2000	58	87.9	56	84.8	.	.	.	.	.	.	.	.
	2001	92	92.9	.	.	.	.	.	.	.	.	.	.
Suspended	1994	1	1.0	3	3.0	7	6.9	9	8.9	9	8.9	9	8.9
	1995	4	3.4	8	6.8	12	10.3	12	10.3	12	10.3	12	10.3
	1996	4	4.8	4	4.8	7	8.3	6	7.1	7	8.3	4	4.8
	1997	5	5.1	10	10.2	11	11.2	12	12.2	11	11.2	.	.
	1998	2	1.9	3	2.8	4	3.8	3	2.8	.	.	.	.
	1999	.	.	2	2.4	2	2.4	.	.	.	.	.	.
	2000	2	3.0	3	4.5	.	.	.	.	.	.	.	.
	2001	3	3.0	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	16	15.8	24	23.8	21	20.8	25	24.8	26	25.7	28	27.7
	1995	11	9.4	15	12.8	20	17.1	20	17.1	20	17.1	21	17.9
	1996	7	8.3	16	19.0	18	21.4	20	23.8	19	22.6	21	25.0
	1997	9	9.2	17	17.3	21	21.4	23	23.5	24	24.5	.	.
	1998	15	14.2	16	15.1	20	18.9	23	21.7	.	.	.	.
	1999	12	14.5	21	25.3	24	28.9	.	.	.	.	.	.
	2000	6	9.1	7	10.6	.	.	.	.	.	.	.	.
	2001	4	4.0	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	.	.	.	.	20	19.8	56	55.4	62	61.4
	1995	.	.	.	.	.	.	26	22.2	70	59.8	79	67.5
	1996	.	.	.	.	.	.	15	17.9	48	57.1	53	63.1
	1997	.	.	.	.	1	1.0	17	17.3	51	52.0	.	.
	1998	.	.	.	.	1	0.9	23	21.7	.	.	.	.
Total	1994	101	100.0	101	100.0	101	100.0	101	100.0	101	100.0	101	100.0
	1995	117	100.0	117	100.0	117	100.0	117	100.0	117	100.0	117	100.0
	1996	84	100.0	84	100.0	84	100.0	84	100.0	84	100.0	84	100.0
	1997	98	100.0	98	100.0	98	100.0	98	100.0	98	100.0	.	.
	1998	106	100.0	106	100.0	106	100.0	106	100.0	.	.	.	.
	1999	83	100.0	83	100.0	83	100.0	.	.	.	.	.	.
	2000	66	100.0	66	100.0	.	.	.	.	.	.	.	.
	2001	99	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates

College of Humanities and Social Sciences

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>		-----+		-----+		-----+		-----+		-----+		-----+	
		N	%	N	%	N	%	N	%	N	%	N	%
-----+		-----+		-----+		-----+		-----+		-----+		-----+	
Status	Year												
Continuing Rate	1994	338	83.9	278	69.0	247	61.3	100	24.8	28	6.9	9	2.2
	1995	285	82.4	241	69.7	216	62.4	122	35.3	46	13.3	18	5.2
	1996	311	83.8	272	73.3	252	67.9	122	32.9	23	6.2	14	3.8
	1997	273	82.5	232	70.1	211	63.7	105	31.7	28	8.5	.	.
	1998	273	83.2	243	74.1	226	68.9	94	28.7	.	.	.	.
	1999	254	84.9	220	73.6	207	69.2	.	.	.	.	.	.
	2000	301	84.6	275	77.2	.	.	.	.	.	.	.	.
	2001	326	86.9	.	.	.	.	.	.	.	.	.	.
Suspended	1994	16	4.0	26	6.5	37	9.2	41	10.2	38	9.4	39	9.7
	1995	14	4.0	23	6.6	37	10.7	35	10.1	35	10.1	42	12.1
	1996	13	3.5	21	5.7	25	6.7	24	6.5	25	6.7	29	7.8
	1997	10	3.0	19	5.7	30	9.1	33	10.0	31	9.4	.	.
	1998	12	3.7	19	5.8	23	7.0	24	7.3	.	.	.	.
	1999	5	1.7	13	4.3	18	6.0	.	.	.	.	.	.
	2000	8	2.2	14	3.9	.	.	.	.	.	.	.	.
	2001	10	2.7	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	49	12.2	99	24.6	115	28.5	117	29.0	118	29.3	121	30.0
	1995	47	13.6	82	23.7	91	26.3	94	27.2	95	27.5	92	26.6
	1996	47	12.7	78	21.0	92	24.8	100	27.0	113	30.5	108	29.1
	1997	48	14.5	80	24.2	89	26.9	95	28.7	96	29.0	.	.
	1998	43	13.1	66	20.1	77	23.5	78	23.8	.	.	.	.
	1999	40	13.4	66	22.1	70	23.4	.	.	.	.	.	.
	2000	47	13.2	67	18.8	.	.	.	.	.	.	.	.
	2001	39	10.4	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	.	.	4	1.0	145	36.0	219	54.3	234	58.1
	1995	.	.	.	.	2	0.6	95	27.5	170	49.1	194	56.1
	1996	.	.	.	.	2	0.5	125	33.7	210	56.6	220	59.3
	1997	.	.	.	.	1	0.3	98	29.6	176	53.2	.	.
	1998	.	.	.	.	2	0.6	132	40.2	.	.	.	.
	1999	.	.	.	.	4	1.3	.	.	.	.	.	.
	2000	.	.	.	.	.	.	.	.	.	.	.	.
	2001	.	.	.	.	.	.	.	.	.	.	.	.
Total	1994	403	100.0	403	100.0	403	100.0	403	100.0	403	100.0	403	100.0
	1995	346	100.0	346	100.0	346	100.0	346	100.0	346	100.0	346	100.0
	1996	371	100.0	371	100.0	371	100.0	371	100.0	371	100.0	371	100.0
	1997	331	100.0	331	100.0	331	100.0	331	100.0	331	100.0	.	.
	1998	328	100.0	328	100.0	328	100.0	328	100.0	.	.	.	.
	1999	299	100.0	299	100.0	299	100.0	.	.	.	.	.	.
	2000	356	100.0	356	100.0	.	.	.	.	.	.	.	.
	2001	375	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates

College of Physical and Mathematical Sciences

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	160	87.4	132	72.1	125	68.3	76	41.5	26	14.2	11	6.0
	1995	123	80.9	110	72.4	100	65.8	53	34.9	15	9.9	5	3.3
	1996	82	82.8	76	76.8	70	70.7	32	32.3	6	6.1	4	4.0
	1997	118	92.2	105	82.0	98	76.6	47	36.7	17	13.3	.	.
	1998	105	88.2	94	79.0	84	70.6	46	38.7	.	.	.	.
	1999	123	94.6	110	84.6	96	73.8	.	.	.	.	.	.
	2000	108	87.8	104	84.6	.	.	.	.	.	.	.	.
Suspended	2001	101	89.4	.	.	.	.	.	.	.	.	.	.
	1994	9	4.9	18	9.8	24	13.1	25	13.7	25	13.7	29	15.8
	1995	8	5.3	14	9.2	18	11.8	16	10.5	18	11.8	20	13.2
	1996	5	5.1	7	7.1	9	9.1	10	10.1	10	10.1	10	10.1
	1997	1	0.8	5	3.9	5	3.9	6	4.7	7	5.5	.	.
	1998	5	4.2	7	5.9	9	7.6	9	7.6	.	.	.	.
	1999	1	0.8	6	4.6	7	5.4	.	.	.	.	.	.
Withdrawn	2000	5	4.1	7	5.7	.	.	.	.	.	.	.	.
	2001	1	0.9	.	.	.	.	.	.	.	.	.	.
	1994	14	7.7	33	18.0	33	18.0	36	19.7	36	19.7	33	18.0
	1995	21	13.8	28	18.4	33	21.7	34	22.4	38	25.0	38	25.0
	1996	12	12.1	16	16.2	19	19.2	19	19.2	19	19.2	17	17.2
	1997	9	7.0	18	14.1	23	18.0	25	19.5	23	18.0	.	.
	1998	9	7.6	18	15.1	21	17.6	23	19.3	.	.	.	.
Graduated	1999	6	4.6	14	10.8	20	15.4	.	.	.	.	.	.
	2000	10	8.1	12	9.8	.	.	.	.	.	.	.	.
	2001	11	9.7	.	.	.	.	.	.	.	.	.	.
	1994	.	.	.	.	1	0.5	46	25.1	96	52.5	110	60.1
	1995	.	.	.	.	1	0.7	49	32.2	81	53.3	89	58.6
	1996	.	.	.	.	1	1.0	38	38.4	64	64.6	68	68.7
	1997	.	.	.	.	2	1.6	50	39.1	81	63.3	.	.
Total	1998	.	.	.	.	5	4.2	41	34.5	.	.	.	.
	1999	.	.	.	.	7	5.4	.	.	.	.	.	.
	1994	183	100.0	183	100.0	183	100.0	183	100.0	183	100.0	183	100.0
	1995	152	100.0	152	100.0	152	100.0	152	100.0	152	100.0	152	100.0
	1996	99	100.0	99	100.0	99	100.0	99	100.0	99	100.0	99	100.0
	1997	128	100.0	128	100.0	128	100.0	128	100.0	128	100.0	.	.
	1998	119	100.0	119	100.0	119	100.0	119	100.0	.	.	.	.
	1999	130	100.0	130	100.0	130	100.0	.	.	.	.	.	.
	2000	123	100.0	123	100.0	.	.	.	.	.	.	.	.
	2001	113	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates

College of Textiles

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	153	89.0	131	76.2	122	70.9	70	40.7	17	9.9	3	1.7
	1995	116	83.5	102	73.4	95	68.3	53	38.1	12	8.6	4	2.9
	1996	123	92.5	116	87.2	105	78.9	64	48.1	17	12.8	5	3.8
	1997	128	90.8	122	86.5	111	78.7	79	56.0	16	11.3	.	.
	1998	127	88.2	113	78.5	107	74.3	58	40.3	.	.	.	.
	1999	101	84.2	94	78.3	89	74.2	.	.	.	.	.	.
	2000	126	88.1	115	80.4	.	.	.	.	.	.	.	.
Suspended	2001	111	91.7	.	.	.	.	.	.	.	.	.	.
	1994	9	5.2	18	10.5	20	11.6	25	14.5	25	14.5	25	14.5
	1995	5	3.6	10	7.2	12	8.6	11	7.9	11	7.9	11	7.9
	1996	3	2.3	7	5.3	9	6.8	9	6.8	8	6.0	10	7.5
	1997	3	2.1	5	3.5	10	7.1	10	7.1	10	7.1	.	.
	1998	.	.	6	4.2	8	5.6	9	6.3	.	.	.	.
	1999	3	2.5	5	4.2	5	4.2	.	.	.	.	.	.
Withdrawn	2000	5	3.5	8	5.6	.	.	.	.	.	.	.	.
	2001	3	2.5	.	.	.	.	.	.	.	.	.	.
	1994	10	5.8	23	13.4	27	15.7	33	19.2	35	20.3	36	20.9
	1995	18	12.9	27	19.4	31	22.3	33	23.7	33	23.7	34	24.5
	1996	7	5.3	10	7.5	15	11.3	20	15.0	17	12.8	21	15.8
	1997	10	7.1	14	9.9	20	14.2	22	15.6	22	15.6	.	.
	1998	17	11.8	25	17.4	28	19.4	27	18.8	.	.	.	.
Graduated	1999	16	13.3	21	17.5	25	20.8	.	.	.	.	.	.
	2000	12	8.4	19	13.3	.	.	.	.	.	.	.	.
	2001	6	5.0	.	.	.	.	.	.	.	.	.	.
	1994	.	.	.	.	3	1.7	44	25.6	95	55.2	108	62.8
	1995	.	.	.	.	1	0.7	42	30.2	83	59.7	90	64.7
	1996	.	.	.	.	4	3.0	40	30.1	91	68.4	97	72.9
	1997	.	.	.	.	.	.	30	21.3	93	66.0	.	.
Total	1998	.	.	.	.	1	0.7	50	34.7	.	.	.	.
	1999	.	.	.	.	1	0.8	.	.	.	.	.	.
	2000	.	.	1	0.7	.	.	.	.	.	.	.	.
	2001	1	0.8	.	.	.	.	.	.	.	.	.	.
	1994	172	100.0	172	100.0	172	100.0	172	100.0	172	100.0	172	100.0
	1995	139	100.0	139	100.0	139	100.0	139	100.0	139	100.0	139	100.0
	1996	133	100.0	133	100.0	133	100.0	133	100.0	133	100.0	133	100.0
	1997	141	100.0	141	100.0	141	100.0	141	100.0	141	100.0	.	.
	1998	144	100.0	144	100.0	144	100.0	144	100.0	.	.	.	.
	1999	120	100.0	120	100.0	120	100.0	.	.	.	.	.	.
	2000	143	100.0	143	100.0	.	.	.	.	.	.	.	.
	2001	121	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates

College of Management

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	230	85.5	203	75.5	188	69.9	106	39.4	10	3.7	8	3.0
	1995	217	85.4	189	74.4	173	68.1	93	36.6	26	10.2	9	3.5
	1996	258	88.1	222	75.8	207	70.6	98	33.4	22	7.5	10	3.4
	1997	205	87.6	178	76.1	159	67.9	72	30.8	15	6.4	.	.
	1998	230	88.8	211	81.5	204	78.8	92	35.5	.	.	.	.
	1999	211	88.3	191	79.9	185	77.4	.	.	.	.	.	.
	2000	240	87.9	222	81.3	.	.	.	.	.	.	.	.
Suspended	2001	263	86.2	.	.	.	.	.	.	.	.	.	.
	1994	8	3.0	14	5.2	14	5.2	19	7.1	24	8.9	25	9.3
	1995	5	2.0	9	3.5	20	7.9	20	7.9	22	8.7	21	8.3
	1996	8	2.7	15	5.1	27	9.2	30	10.2	34	11.6	33	11.3
	1997	10	4.3	19	8.1	30	12.8	32	13.7	35	15.0	.	.
	1998	9	3.5	10	3.9	13	5.0	13	5.0	.	.	.	.
	1999	3	1.3	9	3.8	6	2.5	.	.	.	.	.	.
Withdrawn	2000	4	1.5	4	1.5	.	.	.	.	.	.	.	.
	2001	4	1.3	.	.	.	.	.	.	.	.	.	.
	1994	31	11.5	51	19.0	64	23.8	68	25.3	77	28.6	71	26.4
	1995	32	12.6	56	22.0	58	22.8	64	25.2	67	26.4	64	25.2
	1996	27	9.2	56	19.1	58	19.8	64	21.8	64	21.8	60	20.5
	1997	19	8.1	37	15.8	44	18.8	50	21.4	54	23.1	.	.
	1998	20	7.7	38	14.7	40	15.4	49	18.9	.	.	.	.
Graduated	1999	25	10.5	37	15.5	45	18.8	.	.	.	.	.	.
	2000	29	10.6	47	17.2	.	.	.	.	.	.	.	.
	2001	38	12.5	.	.	.	.	.	.	.	.	.	.
	1994	.	.	1	0.4	3	1.1	76	28.3	158	58.7	165	61.3
	1995	.	.	.	.	3	1.2	77	30.3	139	54.7	160	63.0
	1996	.	.	.	.	1	0.3	101	34.5	173	59.0	190	64.8
	1997	.	.	.	.	1	0.4	80	34.2	130	55.6	.	.
Total	1998	.	.	.	.	2	0.8	105	40.5	.	.	.	.
	1999	.	.	2	0.8	3	1.3	.	.	.	.	.	.
	1994	269	100.0	269	100.0	269	100.0	269	100.0	269	100.0	269	100.0
	1995	254	100.0	254	100.0	254	100.0	254	100.0	254	100.0	254	100.0
	1996	293	100.0	293	100.0	293	100.0	293	100.0	293	100.0	293	100.0
	1997	234	100.0	234	100.0	234	100.0	234	100.0	234	100.0	.	.
	1998	259	100.0	259	100.0	259	100.0	259	100.0	.	.	.	.
	1999	239	100.0	239	100.0	239	100.0	.	.	.	.	.	.
	2000	273	100.0	273	100.0	.	.	.	.	.	.	.	.
	2001	305	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates

Undergraduate Affairs/First Year College

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>		-----+		-----+		-----+		-----+		-----+		-----+	
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	368	84.8	308	71.0	278	64.1	169	38.9	50	11.5	23	5.3
	1995	616	86.2	529	74.0	483	67.6	320	44.8	97	13.6	31	4.3
	1996	727	86.5	622	74.0	572	68.1	398	47.4	111	13.2	46	5.5
	1997	795	85.9	692	74.8	639	69.1	439	47.5	125	13.5	.	.
	1998	709	84.7	629	75.1	582	69.5	387	46.2	.	.	.	.
	1999	776	89.9	681	78.9	649	75.2	.	.	.	.	.	.
	2000	763	86.6	692	78.5	.	.	.	.	.	.	.	.
	2001	834	88.4	.	.	.	.	.	.	.	.	.	.
Suspended	1994	13	3.0	35	8.1	41	9.4	53	12.2	55	12.7	53	12.2
	1995	16	2.2	45	6.3	70	9.8	80	11.2	86	12.0	91	12.7
	1996	21	2.5	46	5.5	67	8.0	75	8.9	83	9.9	90	10.7
	1997	36	3.9	61	6.6	87	9.4	101	10.9	112	12.1	.	.
	1998	21	2.5	40	4.8	64	7.6	76	9.1	.	.	.	.
	1999	17	2.0	42	4.9	47	5.4	.	.	.	.	.	.
	2000	24	2.7	40	4.5	.	.	.	.	.	.	.	.
	2001	22	2.3	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	53	12.2	91	21.0	113	26.0	124	28.6	128	29.5	124	28.6
	1995	83	11.6	141	19.7	161	22.5	186	26.0	200	28.0	200	28.0
	1996	92	11.0	172	20.5	200	23.8	215	25.6	236	28.1	230	27.4
	1997	94	10.2	172	18.6	197	21.3	216	23.4	227	24.5	.	.
	1998	107	12.8	168	20.1	191	22.8	210	25.1	.	.	.	.
	1999	70	8.1	139	16.1	165	19.1	.	.	.	.	.	.
	2000	94	10.7	149	16.9	.	.	.	.	.	.	.	.
	2001	87	9.2	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	.	.	2	0.5	88	20.3	201	46.3	234	53.9
	1995	.	.	.	.	1	0.1	129	18.0	332	46.4	393	55.0
	1996	.	.	.	.	1	0.1	152	18.1	410	48.8	474	56.4
	1997	.	.	.	.	2	0.2	169	18.3	461	49.8	.	.
	1998	.	.	.	.	.	.	164	19.6	.	.	.	.
	1999	.	.	1	0.1	2	0.2	.	.	.	.	.	.
Total	1994	434	100.0	434	100.0	434	100.0	434	100.0	434	100.0	434	100.0
	1995	715	100.0	715	100.0	715	100.0	715	100.0	715	100.0	715	100.0
	1996	840	100.0	840	100.0	840	100.0	840	100.0	840	100.0	840	100.0
	1997	925	100.0	925	100.0	925	100.0	925	100.0	925	100.0	.	.
	1998	837	100.0	837	100.0	837	100.0	837	100.0	.	.	.	.
	1999	863	100.0	863	100.0	863	100.0	.	.	.	.	.	.
	2000	881	100.0	881	100.0	.	.	.	.	.	.	.	.
	2001	943	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Total Undergraduate Retention and Graduation Rates

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>		-----+-----+-----+-----+-----+-----+-----+-----											
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	3049	86.4	2627	74.4	2400	68.0	1438	40.7	407	11.5	149	4.2
	1995	3051	86.5	2682	76.0	2461	69.8	1502	42.6	403	11.4	143	4.1
	1996	3108	87.9	2772	78.4	2589	73.2	1520	43.0	398	11.3	169	4.8
	1997	3196	87.6	2835	77.7	2617	71.7	1569	43.0	426	11.7	.	.
	1998	3191	87.6	2871	78.9	2689	73.9	1550	42.6	.	.	.	.
	1999	3152	88.7	2876	80.9	2727	76.8	.	.	.	.	.	.
	2000	3316	88.5	3067	81.8	.	.	.	.	.	.	.	.
	2001	3404	88.9	.	.	.	.	.	.	.	.	.	.
Suspended	1994	126	3.6	246	7.0	331	9.4	375	10.6	386	10.9	396	11.2
	1995	97	2.7	209	5.9	310	8.8	319	9.0	344	9.8	367	10.4
	1996	101	2.9	182	5.1	242	6.8	282	8.0	300	8.5	313	8.9
	1997	113	3.1	208	5.7	300	8.2	340	9.3	363	9.9	.	.
	1998	87	2.4	162	4.4	223	6.1	259	7.1	.	.	.	.
	1999	63	1.8	153	4.3	179	5.0	.	.	.	.	.	.
	2000	74	2.0	129	3.4	.	.	.	.	.	.	.	.
	2001	95	2.5	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	355	10.1	655	18.6	764	21.6	821	23.3	860	24.4	860	24.4
	1995	380	10.8	635	18.0	730	20.7	797	22.6	847	24.0	843	23.9
	1996	326	9.2	581	16.4	684	19.3	757	21.4	803	22.7	791	22.4
	1997	341	9.3	605	16.6	720	19.7	773	21.2	811	22.2	.	.
	1998	363	10.0	608	16.7	700	19.2	751	20.6	.	.	.	.
	1999	338	9.5	521	14.7	615	17.3	.	.	.	.	.	.
	2000	358	9.6	551	14.7	.	.	.	.	.	.	.	.
	2001	331	8.6	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	2	0.1	35	1.0	896	25.4	1877	53.2	2125	60.2
	1995	.	.	2	0.1	27	0.8	910	25.8	1934	54.8	2175	61.6
	1996	.	.	.	.	20	0.6	976	27.6	2034	57.5	2262	64.0
	1997	.	.	2	0.1	13	0.4	968	26.5	2050	56.2	.	.
	1998	.	.	.	.	29	0.8	1081	29.7	.	.	.	.
	1999	.	.	3	0.1	32	0.9	.	.	.	.	.	.
	2000	.	.	1	0.0	.	.	.	.	.	.	.	.
	2001	1	0.0	.	.	.	.	.	.	.	.	.	.
Total	1994	3530	100.0	3530	100.0	3530	100.0	3530	100.0	3530	100.0	3530	100.0
	1995	3528	100.0	3528	100.0	3528	100.0	3528	100.0	3528	100.0	3528	100.0
	1996	3535	100.0	3535	100.0	3535	100.0	3535	100.0	3535	100.0	3535	100.0
	1997	3650	100.0	3650	100.0	3650	100.0	3650	100.0	3650	100.0	.	.
	1998	3641	100.0	3641	100.0	3641	100.0	3641	100.0	.	.	.	.
	1999	3553	100.0	3553	100.0	3553	100.0	.	.	.	.	.	.
	2000	3748	100.0	3748	100.0	.	.	.	.	.	.	.	.
	2001	3831	100.0	.	.	.	.	.	.	.	.	.	.

Appendix B

Systematic Withdrawal of Various Groups from Enrollment Status Analysis

Task Force on Undergraduate Retention and Graduation Rates

Total Undergraduate Retention and Graduation Rates Excluding CALS Students

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>		-----+-----+-----+-----+-----+-----+-----+-----											
		N	%	N	%	N	%	N	%	N	%	N	%
-----+-----+-----+-----+-----+-----+-----+-----													
Status	Year												
Continuing Rate	1994	2468	86.5	2123	74.4	1951	68.4	1196	41.9	341	12.0	127	4.5
	1995	2448	86.5	2150	76.0	1973	69.7	1268	44.8	348	12.3	123	4.3
	1996	2550	88.2	2272	78.6	2110	73.0	1295	44.8	336	11.6	143	4.9
	1997	2670	87.7	2377	78.1	2202	72.3	1360	44.7	378	12.4	.	.
	1998	2696	87.7	2441	79.4	2275	74.0	1361	44.3	.	.	.	.
	1999	2673	89.2	2441	81.5	2318	77.4	.	.	.	.	.	.
	2000	2789	88.3	2583	81.8	.	.	.	.	.	.	.	.
	2001	2907	89.2	.	.	.	.	.	.	.	.	.	.
Suspended	1994	99	3.5	200	7.0	259	9.1	303	10.6	312	10.9	318	11.2
	1995	78	2.8	171	6.0	262	9.3	267	9.4	285	10.1	306	10.8
	1996	83	2.9	149	5.2	210	7.3	234	8.1	248	8.6	258	8.9
	1997	92	3.0	171	5.6	250	8.2	287	9.4	306	10.1	.	.
	1998	72	2.3	133	4.3	190	6.2	222	7.2	.	.	.	.
	1999	48	1.6	124	4.1	144	4.8	.	.	.	.	.	.
	2000	66	2.1	115	3.6	.	.	.	.	.	.	.	.
	2001	72	2.2	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	285	10.0	527	18.5	615	21.6	661	23.2	691	24.2	691	24.2
	1995	304	10.7	507	17.9	577	20.4	635	22.4	672	23.7	670	23.7
	1996	258	8.9	470	16.3	558	19.3	613	21.2	654	22.6	644	22.3
	1997	282	9.3	496	16.3	581	19.1	630	20.7	653	21.5	.	.
	1998	306	10.0	500	16.3	586	19.1	629	20.5	.	.	.	.
	1999	275	9.2	428	14.3	507	16.9	.	.	.	.	.	.
	2000	302	9.6	458	14.5	.	.	.	.	.	.	.	.
	2001	279	8.6	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	2	0.1	27	0.9	692	24.3	1508	52.9	1716	60.2
	1995	.	.	2	0.1	18	0.6	660	23.3	1525	53.9	1731	61.2
	1996	.	.	.	.	13	0.4	749	25.9	1653	57.2	1846	63.9
	1997	.	.	.	.	11	0.4	767	25.2	1707	56.1	.	.
	1998	.	.	.	.	23	0.7	862	28.0	.	.	.	.
	1999	.	.	3	0.1	27	0.9	.	.	.	.	.	.
	2000	.	.	1	0.0	.	.	.	.	.	.	.	.
	2001	1	0.0	.	.	.	.	.	.	.	.	.	.
Total	1994	2852	100.0	2852	100.0	2852	100.0	2852	100.0	2852	100.0	2852	100.0
	1995	2830	100.0	2830	100.0	2830	100.0	2830	100.0	2830	100.0	2830	100.0
	1996	2891	100.0	2891	100.0	2891	100.0	2891	100.0	2891	100.0	2891	100.0
	1997	3044	100.0	3044	100.0	3044	100.0	3044	100.0	3044	100.0	.	.
	1998	3074	100.0	3074	100.0	3074	100.0	3074	100.0	.	.	.	.
	1999	2996	100.0	2996	100.0	2996	100.0	.	.	.	.	.	.
	2000	3157	100.0	3157	100.0	.	.	.	.	.	.	.	.
	2001	3259	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Total Undergraduate Retention and Graduation Rates Excluding Design Students

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	2982	86.2	2564	74.1	2342	67.7	1406	40.6	399	11.5	148	4.3
	1995	2968	86.4	2605	75.8	2387	69.5	1463	42.6	394	11.5	139	4.0
	1996	3027	87.7	2692	78.0	2515	72.9	1481	42.9	393	11.4	169	4.9
	1997	3108	87.4	2749	77.3	2532	71.2	1538	43.2	418	11.7	.	.
	1998	3114	87.5	2798	78.6	2619	73.6	1521	42.7	.	.	.	.
	1999	3063	88.6	2790	80.7	2642	76.4	.	.	.	.	.	.
	2000	3240	88.3	2996	81.7	.	.	.	.	.	.	.	.
	2001	3314	88.7	.	.	.	.	.	.	.	.	.	.
Suspended	1994	126	3.6	246	7.1	330	9.5	374	10.8	385	11.1	395	11.4
	1995	97	2.8	208	6.1	309	9.0	318	9.3	343	10.0	366	10.7
	1996	100	2.9	181	5.2	241	7.0	281	8.1	298	8.6	311	9.0
	1997	112	3.1	207	5.8	299	8.4	339	9.5	362	10.2	.	.
	1998	87	2.4	162	4.6	223	6.3	258	7.3	.	.	.	.
	1999	63	1.8	153	4.4	179	5.2	.	.	.	.	.	.
	2000	74	2.0	128	3.5	.	.	.	.	.	.	.	.
	2001	94	2.5	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	353	10.2	649	18.8	754	21.8	815	23.5	853	24.6	851	24.6
	1995	370	10.8	620	18.0	713	20.8	779	22.7	828	24.1	823	24.0
	1996	324	9.4	578	16.7	675	19.6	748	21.7	793	23.0	781	22.6
	1997	338	9.5	600	16.9	714	20.1	764	21.5	802	22.5	.	.
	1998	357	10.0	598	16.8	687	19.3	738	20.7	.	.	.	.
	1999	333	9.6	513	14.8	606	17.5	.	.	.	.	.	.
	2000	354	9.7	543	14.8	.	.	.	.	.	.	.	.
	2001	326	8.7	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	2	0.1	35	1.0	866	25.0	1824	52.7	2067	59.7
	1995	.	.	2	0.1	26	0.8	875	25.5	1870	54.4	2107	61.3
	1996	.	.	.	.	20	0.6	941	27.3	1967	57.0	2190	63.5
	1997	.	.	2	0.1	13	0.4	917	25.8	1976	55.5	.	.
	1998	.	.	.	.	29	0.8	1041	29.3	.	.	.	.
	1999	.	.	3	0.1	32	0.9	.	.	.	.	.	.
	2000	.	.	1	0.0	.	.	.	.	.	.	.	.
	2001	1	0.0	.	.	.	.	.	.	.	.	.	.
Total	1994	3461	100.0	3461	100.0	3461	100.0	3461	100.0	3461	100.0	3461	100.0
	1995	3435	100.0	3435	100.0	3435	100.0	3435	100.0	3435	100.0	3435	100.0
	1996	3451	100.0	3451	100.0	3451	100.0	3451	100.0	3451	100.0	3451	100.0
	1997	3558	100.0	3558	100.0	3558	100.0	3558	100.0	3558	100.0	.	.
	1998	3558	100.0	3558	100.0	3558	100.0	3558	100.0	.	.	.	.
	1999	3459	100.0	3459	100.0	3459	100.0	.	.	.	.	.	.
	2000	3668	100.0	3668	100.0	.	.	.	.	.	.	.	.
	2001	3735	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Total Undergraduate Retention and Graduation Rates Excluding Education Students

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>		-----+		-----+		-----+		-----+		-----+		-----+	
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	2985	86.4	2572	74.4	2345	67.9	1421	41.1	402	11.6	146	4.2
	1995	3002	86.4	2644	76.1	2422	69.7	1485	42.7	399	11.5	141	4.1
	1996	3070	87.9	2739	78.4	2562	73.3	1512	43.3	395	11.3	168	4.8
	1997	3145	87.5	2786	77.5	2570	71.5	1547	43.1	423	11.8	.	.
	1998	3131	87.6	2815	78.7	2635	73.7	1533	42.9	.	.	.	.
	1999	3102	89.0	2830	81.2	2681	76.9	.	.	.	.	.	.
	2000	3269	88.6	3027	82.0	.	.	.	.	.	.	.	.
Suspended	2001	3354	88.9	.	.	.	.	.	.	.	.	.	.
	1994	125	3.6	245	7.1	329	9.5	373	10.8	383	11.1	393	11.4
	1995	97	2.8	204	5.9	305	8.8	314	9.0	339	9.8	362	10.4
	1996	101	2.9	182	5.2	241	6.9	281	8.0	298	8.5	311	8.9
	1997	113	3.1	207	5.8	298	8.3	337	9.4	359	10.0	.	.
	1998	87	2.4	161	4.5	220	6.2	254	7.1	.	.	.	.
	1999	63	1.8	150	4.3	176	5.0	.	.	.	.	.	.
Withdrawn	2000	72	2.0	125	3.4	.	.	.	.	.	.	.	.
	2001	93	2.5	.	.	.	.	.	.	.	.	.	.
	1994	346	10.0	637	18.4	747	21.6	802	23.2	841	24.3	840	24.3
	1995	375	10.8	624	18.0	720	20.7	786	22.6	837	24.1	833	24.0
	1996	323	9.2	573	16.4	671	19.2	744	21.3	791	22.6	778	22.3
	1997	335	9.3	598	16.6	712	19.8	764	21.3	801	22.3	.	.
	1998	358	10.0	600	16.8	692	19.4	741	20.7	.	.	.	.
Graduated	1999	322	9.2	504	14.5	598	17.1	.	.	.	.	.	.
	2000	350	9.5	538	14.6	.	.	.	.	.	.	.	.
	2001	326	8.6	.	.	.	.	.	.	.	.	.	.
	1994	.	.	2	0.1	35	1.0	860	24.9	1830	53.0	2077	60.1
	1995	.	.	2	0.1	27	0.8	889	25.6	1899	54.7	2138	61.5
	1996	.	.	.	.	20	0.6	957	27.4	2010	57.5	2237	64.0
	1997	.	.	2	0.1	13	0.4	945	26.3	2010	55.9	.	.
Total	1998	.	.	.	.	29	0.8	1048	29.3	.	.	.	.
	1999	.	.	3	0.1	32	0.9	.	.	.	.	.	.
	2000	.	.	1	0.0	.	.	.	.	.	.	.	.
	2001	1	0.0	.	.	.	.	.	.	.	.	.	.
	1994	3456	100.0	3456	100.0	3456	100.0	3456	100.0	3456	100.0	3456	100.0
	1995	3474	100.0	3474	100.0	3474	100.0	3474	100.0	3474	100.0	3474	100.0
	1996	3494	100.0	3494	100.0	3494	100.0	3494	100.0	3494	100.0	3494	100.0
	1997	3593	100.0	3593	100.0	3593	100.0	3593	100.0	3593	100.0	.	.
	1998	3576	100.0	3576	100.0	3576	100.0	3576	100.0	.	.	.	.
	1999	3487	100.0	3487	100.0	3487	100.0	.	.	.	.	.	.
	2000	3691	100.0	3691	100.0	.	.	.	.	.	.	.	.
	2001	3774	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Total Undergraduate Retention and Graduation Rates Excluding Engineering Students

Status at Beginning of =>		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	2045	85.8	1748	73.4	1595	66.9	859	36.0	220	9.2	82	3.4
	1995	2194	85.4	1912	74.5	1753	68.3	990	38.6	279	10.9	98	3.8
	1996	2251	86.9	1985	76.7	1845	71.3	1029	39.7	259	10.0	112	4.3
	1997	2268	86.8	1993	76.3	1830	70.1	1050	40.2	272	10.4	.	.
	1998	2165	86.3	1936	77.2	1822	72.6	969	38.6	.	.	.	.
	1999	2154	87.9	1923	78.5	1823	74.4	.	.	.	.	.	.
	2000	2246	87.4	2059	80.1	.	.	.	.	.	.	.	.
	2001	2364	88.2	.	.	.	.	.	.	.	.	.	.
Suspended	1994	84	3.5	161	6.8	218	9.1	247	10.4	254	10.7	262	11.0
	1995	71	2.8	153	6.0	223	8.7	232	9.0	249	9.7	264	10.3
	1996	73	2.8	134	5.2	178	6.9	204	7.9	223	8.6	235	9.1
	1997	87	3.3	158	6.0	226	8.7	251	9.6	268	10.3	.	.
	1998	64	2.6	115	4.6	157	6.3	177	7.1	.	.	.	.
	1999	44	1.8	109	4.4	123	5.0	.	.	.	.	.	.
	2000	58	2.3	95	3.7	.	.	.	.	.	.	.	.
	2001	69	2.6	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	254	10.7	473	19.8	549	23.0	588	24.7	615	25.8	611	25.6
	1995	303	11.8	503	19.6	574	22.4	622	24.2	657	25.6	652	25.4
	1996	265	10.2	470	18.2	550	21.2	604	23.3	639	24.7	627	24.2
	1997	257	9.8	459	17.6	547	20.9	592	22.7	623	23.9	.	.
	1998	279	11.1	457	18.2	512	20.4	555	22.1	.	.	.	.
	1999	253	10.3	416	17.0	483	19.7	.	.	.	.	.	.
	2000	266	10.4	415	16.1	.	.	.	.	.	.	.	.
	2001	247	9.2	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	1	0.0	21	0.9	689	28.9	1294	54.3	1428	59.9
	1995	.	.	.	.	18	0.7	724	28.2	1383	53.9	1554	60.5
	1996	.	.	.	.	16	0.6	752	29.0	1468	56.7	1615	62.4
	1997	.	.	2	0.1	9	0.3	719	27.5	1449	55.5	.	.
	1998	.	.	.	.	17	0.7	807	32.2	.	.	.	.
	1999	.	.	3	0.1	22	0.9	.	.	.	.	.	.
	2000	.	.	1	0.0	.	.	.	.	.	.	.	.
	2001	1	0.0	.	.	.	.	.	.	.	.	.	.
Total	1994	2383	100.0	2383	100.0	2383	100.0	2383	100.0	2383	100.0	2383	100.0
	1995	2568	100.0	2568	100.0	2568	100.0	2568	100.0	2568	100.0	2568	100.0
	1996	2589	100.0	2589	100.0	2589	100.0	2589	100.0	2589	100.0	2589	100.0
	1997	2612	100.0	2612	100.0	2612	100.0	2612	100.0	2612	100.0	.	.
	1998	2508	100.0	2508	100.0	2508	100.0	2508	100.0	.	.	.	.
	1999	2451	100.0	2451	100.0	2451	100.0	.	.	.	.	.	.
	2000	2570	100.0	2570	100.0	.	.	.	.	.	.	.	.
	2001	2681	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Total Undergraduate Retention and Graduation Rates Excluding Natural Resources Students

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>		-----+		-----+		-----+		-----+		-----+		-----+	
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	2965	86.5	2553	74.5	2327	67.9	1391	40.6	397	11.6	147	4.3
	1995	2949	86.5	2588	75.9	2376	69.7	1443	42.3	388	11.4	138	4.0
	1996	3035	87.9	2708	78.5	2530	73.3	1477	42.8	388	11.2	163	4.7
	1997	3112	87.6	2764	77.8	2552	71.8	1523	42.9	414	11.7	.	.
	1998	3102	87.8	2784	78.8	2608	73.8	1493	42.2	.	.	.	.
	1999	3081	88.8	2816	81.2	2670	76.9	.	.	.	.	.	.
	2000	3258	88.5	3011	81.8	.	.	.	.	.	.	.	.
Suspended	2001	3312	88.7	.	.	.	.	.	.	.	.	.	.
	1994	125	3.6	243	7.1	324	9.4	366	10.7	377	11.0	387	11.3
	1995	93	2.7	201	5.9	298	8.7	307	9.0	332	9.7	355	10.4
	1996	97	2.8	178	5.2	235	6.8	276	8.0	293	8.5	309	9.0
	1997	108	3.0	198	5.6	289	8.1	328	9.2	352	9.9	.	.
	1998	85	2.4	159	4.5	219	6.2	256	7.2	.	.	.	.
	1999	63	1.8	151	4.4	177	5.1	.	.	.	.	.	.
Withdrawn	2000	72	2.0	126	3.4	.	.	.	.	.	.	.	.
	2001	92	2.5	.	.	.	.	.	.	.	.	.	.
	1994	339	9.9	631	18.4	743	21.7	796	23.2	834	24.3	832	24.3
	1995	369	10.8	620	18.2	710	20.8	777	22.8	827	24.2	822	24.1
	1996	319	9.2	565	16.4	666	19.3	737	21.4	784	22.7	770	22.3
	1997	332	9.3	588	16.6	699	19.7	750	21.1	787	22.2	.	.
	1998	348	9.8	592	16.7	680	19.2	728	20.6	.	.	.	.
Graduated	1999	326	9.4	500	14.4	591	17.0	.	.	.	.	.	.
	2000	352	9.6	544	14.8	.	.	.	.	.	.	.	.
	2001	327	8.8	.	.	.	.	.	.	.	.	.	.
	1994	.	.	2	0.1	35	1.0	876	25.5	1821	53.1	2063	60.2
	1995	.	.	2	0.1	27	0.8	884	25.9	1864	54.6	2096	61.4
	1996	.	.	.	.	20	0.6	961	27.8	1986	57.5	2209	64.0
	1997	.	.	2	0.1	12	0.3	951	26.8	1999	56.3	.	.
Total	1998	.	.	.	.	28	0.8	1058	29.9	.	.	.	.
	1999	.	.	3	0.1	32	0.9	.	.	.	.	.	.
	2000	.	.	1	0.0	.	.	.	.	.	.	.	.
	2001	1	0.0	.	.	.	.	.	.	.	.	.	.
	1994	3429	100.0	3429	100.0	3429	100.0	3429	100.0	3429	100.0	3429	100.0
	1995	3411	100.0	3411	100.0	3411	100.0	3411	100.0	3411	100.0	3411	100.0
	1996	3451	100.0	3451	100.0	3451	100.0	3451	100.0	3451	100.0	3451	100.0
	1997	3552	100.0	3552	100.0	3552	100.0	3552	100.0	3552	100.0	.	.
	1998	3535	100.0	3535	100.0	3535	100.0	3535	100.0	.	.	.	.
	1999	3470	100.0	3470	100.0	3470	100.0	.	.	.	.	.	.
	2000	3682	100.0	3682	100.0	.	.	.	.	.	.	.	.
	2001	3732	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Total Undergraduate Retention and Graduation Rates Excluding CHASS Students

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	2711	86.7	2349	75.1	2153	68.9	1338	42.8	379	12.1	140	4.5
	1995	2766	86.9	2441	76.7	2245	70.6	1380	43.4	357	11.2	125	3.9
	1996	2797	88.4	2500	79.0	2337	73.9	1398	44.2	375	11.9	155	4.9
	1997	2923	88.1	2603	78.4	2406	72.5	1464	44.1	398	12.0	.	.
	1998	2918	88.1	2628	79.3	2463	74.3	1456	43.9	.	.	.	.
	1999	2898	89.1	2656	81.6	2520	77.4	.	.	.	.	.	.
	2000	3015	88.9	2792	82.3	.	.	.	.	.	.	.	.
	2001	3078	89.1	.	.	.	.	.	.	.	.	.	.
Suspended	1994	110	3.5	220	7.0	294	9.4	334	10.7	348	11.1	357	11.4
	1995	83	2.6	186	5.8	273	8.6	284	8.9	309	9.7	325	10.2
	1996	88	2.8	161	5.1	217	6.9	258	8.2	275	8.7	284	9.0
	1997	103	3.1	189	5.7	270	8.1	307	9.2	332	10.0	.	.
	1998	75	2.3	143	4.3	200	6.0	235	7.1	.	.	.	.
	1999	58	1.8	140	4.3	161	4.9	.	.	.	.	.	.
	2000	66	1.9	115	3.4	.	.	.	.	.	.	.	.
	2001	85	2.5	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	306	9.8	556	17.8	649	20.8	704	22.5	742	23.7	739	23.6
	1995	333	10.5	553	17.4	639	20.1	703	22.1	752	23.6	751	23.6
	1996	279	8.8	503	15.9	592	18.7	657	20.8	690	21.8	683	21.6
	1997	293	8.8	525	15.8	631	19.0	678	20.4	715	21.5	.	.
	1998	320	9.7	542	16.4	623	18.8	673	20.3	.	.	.	.
	1999	298	9.2	455	14.0	545	16.7	.	.	.	.	.	.
	2000	311	9.2	484	14.3	.	.	.	.	.	.	.	.
	2001	292	8.4	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	2	0.1	31	1.0	751	24.0	1658	53.0	1891	60.5
	1995	.	.	2	0.1	25	0.8	815	25.6	1764	55.4	1981	62.3
	1996	.	.	.	.	18	0.6	851	26.9	1824	57.6	2042	64.5
	1997	.	.	2	0.1	12	0.4	870	26.2	1874	56.5	.	.
	1998	.	.	.	.	27	0.8	949	28.6	.	.	.	.
	1999	.	.	3	0.1	28	0.9	.	.	.	.	.	.
	2000	.	.	1	0.0	.	.	.	.	.	.	.	.
	2001	1	0.0	.	.	.	.	.	.	.	.	.	.
Total	1994	3127	100.0	3127	100.0	3127	100.0	3127	100.0	3127	100.0	3127	100.0
	1995	3182	100.0	3182	100.0	3182	100.0	3182	100.0	3182	100.0	3182	100.0
	1996	3164	100.0	3164	100.0	3164	100.0	3164	100.0	3164	100.0	3164	100.0
	1997	3319	100.0	3319	100.0	3319	100.0	3319	100.0	3319	100.0	.	.
	1998	3313	100.0	3313	100.0	3313	100.0	3313	100.0	.	.	.	.
	1999	3254	100.0	3254	100.0	3254	100.0	.	.	.	.	.	.
	2000	3392	100.0	3392	100.0	.	.	.	.	.	.	.	.
	2001	3456	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Total Undergraduate Retention and Graduation Rates Excluding PAMS Students

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>		-----+-----+-----+-----+-----+-----+-----+-----											
		N	%	N	%	N	%	N	%	N	%	N	%
-----+-----+-----+-----+-----+-----+-----+-----													
Status	Year												
Continuing Rate	1994	2889	86.3	2495	74.5	2275	68.0	1362	40.7	381	11.4	138	4.1
	1995	2928	86.7	2572	76.2	2361	69.9	1449	42.9	388	11.5	138	4.1
	1996	3026	88.1	2696	78.5	2519	73.3	1488	43.3	392	11.4	165	4.8
	1997	3078	87.4	2730	77.5	2519	71.5	1522	43.2	409	11.6	.	.
	1998	3086	87.6	2777	78.8	2605	74.0	1504	42.7	.	.	.	.
	1999	3029	88.5	2766	80.8	2631	76.9	.	.	.	.	.	.
	2000	3208	88.5	2963	81.7	.	.	.	.	.	.	.	.
Suspended	2001	3303	88.8	.	.	.	.	.	.	.	.	.	.
	1994	117	3.5	228	6.8	307	9.2	350	10.5	361	10.8	367	11.0
	1995	89	2.6	195	5.8	292	8.6	303	9.0	326	9.7	347	10.3
	1996	96	2.8	175	5.1	233	6.8	272	7.9	290	8.4	303	8.8
	1997	112	3.2	203	5.8	295	8.4	334	9.5	356	10.1	.	.
	1998	82	2.3	155	4.4	214	6.1	250	7.1	.	.	.	.
	1999	62	1.8	147	4.3	172	5.0	.	.	.	.	.	.
Withdrawn	2000	69	1.9	122	3.4	.	.	.	.	.	.	.	.
	2001	94	2.5	.	.	.	.	.	.	.	.	.	.
	1994	341	10.2	622	18.6	731	21.8	785	23.5	824	24.6	827	24.7
	1995	359	10.6	607	18.0	697	20.6	763	22.6	809	24.0	805	23.8
	1996	314	9.1	565	16.4	665	19.4	738	21.5	784	22.8	774	22.5
	1997	332	9.4	587	16.7	697	19.8	748	21.2	788	22.4	.	.
	1998	354	10.1	590	16.8	679	19.3	728	20.7	.	.	.	.
Graduated	1999	332	9.7	507	14.8	595	17.4	.	.	.	.	.	.
	2000	348	9.6	539	14.9	.	.	.	.	.	.	.	.
	2001	320	8.6	.	.	.	.	.	.	.	.	.	.
	1994	.	.	2	0.1	34	1.0	850	25.4	1781	53.2	2015	60.2
	1995	.	.	2	0.1	26	0.8	861	25.5	1853	54.9	2086	61.8
	1996	.	.	.	.	19	0.6	938	27.3	1970	57.3	2194	63.9
	1997	.	.	2	0.1	11	0.3	918	26.1	1969	55.9	.	.
Total	1998	.	.	.	.	24	0.7	1040	29.5	.	.	.	.
	1999	.	.	3	0.1	25	0.7	.	.	.	.	.	.
	2000	.	.	1	0.0	.	.	.	.	.	.	.	.
	2001	1	0.0	.	.	.	.	.	.	.	.	.	.
	1994	3347	100.0	3347	100.0	3347	100.0	3347	100.0	3347	100.0	3347	100.0
	1995	3376	100.0	3376	100.0	3376	100.0	3376	100.0	3376	100.0	3376	100.0
	1996	3436	100.0	3436	100.0	3436	100.0	3436	100.0	3436	100.0	3436	100.0
	1997	3522	100.0	3522	100.0	3522	100.0	3522	100.0	3522	100.0	.	.
	1998	3522	100.0	3522	100.0	3522	100.0	3522	100.0	.	.	.	.
	1999	3423	100.0	3423	100.0	3423	100.0	.	.	.	.	.	.
	2000	3625	100.0	3625	100.0	.	.	.	.	.	.	.	.
	2001	3718	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Total Undergraduate Retention and Graduation Rates Excluding Textiles Students

Status at Beginning of =>		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	2896	86.2	2496	74.3	2278	67.8	1368	40.7	390	11.6	146	4.3
	1995	2935	86.6	2580	76.1	2366	69.8	1449	42.8	391	11.5	139	4.1
	1996	2985	87.7	2656	78.1	2484	73.0	1456	42.8	381	11.2	164	4.8
	1997	3068	87.4	2713	77.3	2506	71.4	1490	42.5	410	11.7	.	.
	1998	3064	87.6	2758	78.9	2582	73.8	1492	42.7	.	.	.	.
	1999	3051	88.9	2782	81.0	2638	76.8	.	.	.	.	.	.
	2000	3190	88.5	2952	81.9	.	.	.	.	.	.	.	.
Suspended	2001	3293	88.8	.	.	.	.	.	.	.	.	.	.
	1994	117	3.5	228	6.8	311	9.3	350	10.4	361	10.8	371	11.0
	1995	92	2.7	199	5.9	298	8.8	308	9.1	333	9.8	356	10.5
	1996	98	2.9	175	5.1	233	6.8	273	8.0	292	8.6	303	8.9
	1997	110	3.1	203	5.8	290	8.3	330	9.4	353	10.1	.	.
	1998	87	2.5	156	4.5	215	6.1	250	7.1	.	.	.	.
	1999	60	1.7	148	4.3	174	5.1	.	.	.	.	.	.
Withdrawn	2000	69	1.9	121	3.4	.	.	.	.	.	.	.	.
	2001	92	2.5	.	.	.	.	.	.	.	.	.	.
	1994	345	10.3	632	18.8	737	21.9	788	23.5	825	24.6	824	24.5
	1995	362	10.7	608	17.9	699	20.6	764	22.5	814	24.0	809	23.9
	1996	319	9.4	571	16.8	669	19.7	737	21.7	786	23.1	770	22.6
	1997	331	9.4	591	16.8	700	19.9	751	21.4	789	22.5	.	.
	1998	346	9.9	583	16.7	672	19.2	724	20.7	.	.	.	.
Graduated	1999	322	9.4	500	14.6	590	17.2	.	.	.	.	.	.
	2000	346	9.6	532	14.8	.	.	.	.	.	.	.	.
	2001	325	8.8	.	.	.	.	.	.	.	.	.	.
	1994	.	.	2	0.1	32	1.0	852	25.4	1782	53.1	2017	60.1
	1995	.	.	2	0.1	26	0.8	868	25.6	1851	54.6	2085	61.5
	1996	.	.	.	.	16	0.5	936	27.5	1943	57.1	2165	63.6
	1997	.	.	2	0.1	13	0.4	938	26.7	1957	55.8	.	.
Total	1998	.	.	.	.	28	0.8	1031	29.5	.	.	.	.
	1999	.	.	3	0.1	31	0.9	.	.	.	.	.	.
	1994	3358	100.0	3358	100.0	3358	100.0	3358	100.0	3358	100.0	3358	100.0
	1995	3389	100.0	3389	100.0	3389	100.0	3389	100.0	3389	100.0	3389	100.0
	1996	3402	100.0	3402	100.0	3402	100.0	3402	100.0	3402	100.0	3402	100.0
	1997	3509	100.0	3509	100.0	3509	100.0	3509	100.0	3509	100.0	.	.
	1998	3497	100.0	3497	100.0	3497	100.0	3497	100.0	.	.	.	.
	1999	3433	100.0	3433	100.0	3433	100.0	.	.	.	.	.	.
	2000	3605	100.0	3605	100.0	.	.	.	.	.	.	.	.
	2001	3710	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Total Undergraduate Retention and Graduation Rates Excluding Management Students

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>		-----+-----+-----+-----+-----+-----+-----+-----											
		N	%	N	%	N	%	N	%	N	%	N	%
-----+-----+-----+-----+-----+-----+-----+-----													
Status	Year												
Continuing Rate	1994	2819	86.4	2424	74.3	2212	67.8	1332	40.8	397	12.2	141	4.3
	1995	2834	86.6	2493	76.1	2288	69.9	1409	43.0	377	11.5	134	4.1
	1996	2850	87.9	2550	78.7	2382	73.5	1422	43.9	376	11.6	159	4.9
	1997	2991	87.6	2657	77.8	2458	72.0	1497	43.8	411	12.0	.	.
	1998	2961	87.6	2660	78.7	2485	73.5	1458	43.1	.	.	.	.
	1999	2941	88.7	2685	81.0	2542	76.7	.	.	.	.	.	.
	2000	3076	88.5	2845	81.9	.	.	.	.	.	.	.	.
	2001	3141	89.1	.	.	.	.	.	.	.	.	.	.
Suspended	1994	118	3.6	232	7.1	317	9.7	356	10.9	362	11.1	371	11.4
	1995	92	2.8	200	6.1	290	8.9	299	9.1	322	9.8	346	10.6
	1996	93	2.9	167	5.2	215	6.6	252	7.8	266	8.2	280	8.6
	1997	103	3.0	189	5.5	270	7.9	308	9.0	328	9.6	.	.
	1998	78	2.3	152	4.5	210	6.2	246	7.3	.	.	.	.
	1999	60	1.8	144	4.3	173	5.2	.	.	.	.	.	.
	2000	70	2.0	125	3.6	.	.	.	.	.	.	.	.
	2001	91	2.6	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	324	9.9	604	18.5	700	21.5	753	23.1	783	24.0	789	24.2
	1995	348	10.6	579	17.7	672	20.5	733	22.4	780	23.8	779	23.8
	1996	299	9.2	525	16.2	626	19.3	693	21.4	739	22.8	731	22.5
	1997	322	9.4	568	16.6	676	19.8	723	21.2	757	22.2	.	.
	1998	343	10.1	570	16.9	660	19.5	702	20.8	.	.	.	.
	1999	313	9.4	484	14.6	570	17.2	.	.	.	.	.	.
	2000	329	9.5	504	14.5	.	.	.	.	.	.	.	.
	2001	293	8.3	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	1	0.0	32	1.0	820	25.1	1719	52.7	1960	60.1
	1995	.	.	2	0.1	24	0.7	833	25.4	1795	54.8	2015	61.5
	1996	.	.	.	.	19	0.6	875	27.0	1861	57.4	2072	63.9
	1997	.	.	2	0.1	12	0.4	888	26.0	1920	56.2	.	.
	1998	.	.	.	.	27	0.8	976	28.9	.	.	.	.
	1999	.	.	1	0.0	29	0.9	.	.	.	.	.	.
	2000	.	.	1	0.0	.	.	.	.	.	.	.	.
	2001	1	0.0	.	.	.	.	.	.	.	.	.	.
Total	1994	3261	100.0	3261	100.0	3261	100.0	3261	100.0	3261	100.0	3261	100.0
	1995	3274	100.0	3274	100.0	3274	100.0	3274	100.0	3274	100.0	3274	100.0
	1996	3242	100.0	3242	100.0	3242	100.0	3242	100.0	3242	100.0	3242	100.0
	1997	3416	100.0	3416	100.0	3416	100.0	3416	100.0	3416	100.0	.	.
	1998	3382	100.0	3382	100.0	3382	100.0	3382	100.0	.	.	.	.
	1999	3314	100.0	3314	100.0	3314	100.0	.	.	.	.	.	.
	2000	3475	100.0	3475	100.0	.	.	.	.	.	.	.	.
	2001	3526	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Total Undergraduate Retention and Graduation Rates Excluding First Year College Students

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	2681	86.6	2319	74.9	2122	68.5	1269	41.0	357	11.5	126	4.1
	1995	2435	86.6	2153	76.5	1978	70.3	1182	42.0	306	10.9	112	4.0
	1996	2381	88.3	2150	79.8	2017	74.8	1122	41.6	287	10.6	123	4.6
	1997	2401	88.1	2143	78.6	1978	72.6	1130	41.5	301	11.0	.	.
	1998	2482	88.5	2242	80.0	2107	75.1	1163	41.5	.	.	.	.
	1999	2376	88.3	2195	81.6	2078	77.2	.	.	.	.	.	.
	2000	2553	89.0	2375	82.8	.	.	.	.	.	.	.	.
	2001	2570	89.0	.	.	.	.	.	.	.	.	.	.
Suspended	1994	113	3.6	211	6.8	290	9.4	322	10.4	331	10.7	343	11.1
	1995	81	2.9	164	5.8	240	8.5	239	8.5	258	9.2	276	9.8
	1996	80	3.0	136	5.0	175	6.5	207	7.7	217	8.1	223	8.3
	1997	77	2.8	147	5.4	213	7.8	239	8.8	251	9.2	.	.
	1998	66	2.4	122	4.4	159	5.7	183	6.5	.	.	.	.
	1999	46	1.7	111	4.1	132	4.9	.	.	.	.	.	.
	2000	50	1.7	89	3.1	.	.	.	.	.	.	.	.
	2001	73	2.5	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	302	9.8	564	18.2	651	21.0	697	22.5	732	23.6	736	23.8
	1995	297	10.6	494	17.6	569	20.2	611	21.7	647	23.0	643	22.9
	1996	234	8.7	409	15.2	484	18.0	542	20.1	567	21.0	561	20.8
	1997	247	9.1	433	15.9	523	19.2	557	20.4	584	21.4	.	.
	1998	256	9.1	440	15.7	509	18.2	541	19.3	.	.	.	.
	1999	268	10.0	382	14.2	450	16.7	.	.	.	.	.	.
	2000	264	9.2	402	14.0	.	.	.	.	.	.	.	.
	2001	244	8.4	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	2	0.1	33	1.1	808	26.1	1676	54.1	1891	61.1
	1995	.	.	2	0.1	26	0.9	781	27.8	1602	56.9	1782	63.3
	1996	.	.	.	.	19	0.7	824	30.6	1624	60.3	1788	66.3
	1997	.	.	2	0.1	11	0.4	799	29.3	1589	58.3	.	.
	1998	.	.	.	.	29	1.0	917	32.7	.	.	.	.
	1999	.	.	2	0.1	30	1.1	.	.	.	.	.	.
	2000	.	.	1	0.0	.	.	.	.	.	.	.	.
	2001	1	0.0	.	.	.	.	.	.	.	.	.	.
Total	1994	3096	100.0	3096	100.0	3096	100.0	3096	100.0	3096	100.0	3096	100.0
	1995	2813	100.0	2813	100.0	2813	100.0	2813	100.0	2813	100.0	2813	100.0
	1996	2695	100.0	2695	100.0	2695	100.0	2695	100.0	2695	100.0	2695	100.0
	1997	2725	100.0	2725	100.0	2725	100.0	2725	100.0	2725	100.0	.	.
	1998	2804	100.0	2804	100.0	2804	100.0	2804	100.0	.	.	.	.
	1999	2690	100.0	2690	100.0	2690	100.0	.	.	.	.	.	.
	2000	2867	100.0	2867	100.0	.	.	.	.	.	.	.	.
	2001	2888	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Total Undergraduate Retention and Graduation Rates Excluding Co-Op Students

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>		-----+-----+-----+-----+-----+-----+-----+-----											
		N	%	N	%	N	%	N	%	N	%	N	%
-----+-----+-----+-----+-----+-----+-----+-----													
Status	Year												
Continuing Rate	1994	2704	84.9	2286	71.8	2068	64.9	1140	35.8	306	9.6	128	4.0
	1995	2741	85.3	2373	73.8	2159	67.2	1227	38.2	324	10.1	124	3.9
	1996	2802	86.9	2465	76.4	2291	71.0	1252	38.8	331	10.3	155	4.8
	1997	2931	86.7	2575	76.1	2358	69.7	1343	39.7	376	11.1	.	.
	1998	2927	86.7	2608	77.3	2433	72.1	1329	39.4	.	.	.	.
	1999	2987	88.2	2715	80.1	2567	75.8	.	.	.	.	.	.
	2000	3240	88.2	2992	81.5	.	.	.	.	.	.	.	.
	2001	3392	88.8	.	.	.	.	.	.	.	.	.	.
Suspended	1994	126	4.0	246	7.7	331	10.4	375	11.8	385	12.1	395	12.4
	1995	97	3.0	209	6.5	309	9.6	317	9.9	341	10.6	361	11.2
	1996	101	3.1	182	5.6	242	7.5	281	8.7	299	9.3	312	9.7
	1997	113	3.3	208	6.2	300	8.9	339	10.0	362	10.7	.	.
	1998	87	2.6	162	4.8	223	6.6	259	7.7	.	.	.	.
	1999	63	1.9	153	4.5	179	5.3	.	.	.	.	.	.
	2000	74	2.0	129	3.5	.	.	.	.	.	.	.	.
	2001	95	2.5	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	354	11.1	650	20.4	752	23.6	805	25.3	837	26.3	833	26.2
	1995	376	11.7	630	19.6	719	22.4	780	24.3	832	25.9	827	25.7
	1996	322	10.0	578	17.9	674	20.9	746	23.1	790	24.5	777	24.1
	1997	338	10.0	597	17.7	711	21.0	761	22.5	800	23.7	.	.
	1998	362	10.7	606	18.0	691	20.5	739	21.9	.	.	.	.
	1999	338	10.0	519	15.3	613	18.1	.	.	.	.	.	.
	2000	358	9.7	550	15.0	.	.	.	.	.	.	.	.
	2001	331	8.7	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	2	0.1	33	1.0	864	27.1	1656	52.0	1828	57.4
	1995	.	.	2	0.1	27	0.8	890	27.7	1717	53.4	1902	59.2
	1996	.	.	.	.	18	0.6	946	29.3	1805	56.0	1981	61.4
	1997	.	.	2	0.1	13	0.4	939	27.8	1844	54.5	.	.
	1998	.	.	.	.	29	0.9	1049	31.1	.	.	.	.
	1999	.	.	1	0.0	29	0.9	.	.	.	.	.	.
	2000	.	.	1	0.0	.	.	.	.	.	.	.	.
	2001	1	0.0	.	.	.	.	.	.	.	.	.	.
Total	1994	3184	100.0	3184	100.0	3184	100.0	3184	100.0	3184	100.0	3184	100.0
	1995	3214	100.0	3214	100.0	3214	100.0	3214	100.0	3214	100.0	3214	100.0
	1996	3225	100.0	3225	100.0	3225	100.0	3225	100.0	3225	100.0	3225	100.0
	1997	3382	100.0	3382	100.0	3382	100.0	3382	100.0	3382	100.0	.	.
	1998	3376	100.0	3376	100.0	3376	100.0	3376	100.0	.	.	.	.
	1999	3388	100.0	3388	100.0	3388	100.0	.	.	.	.	.	.
	2000	3672	100.0	3672	100.0	.	.	.	.	.	.	.	.
	2001	3819	100.0	.	.	.	.	.	.	.	.	.	.

Appendix C

Undergraduate Retention and Graduation Rates by Gender

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Male Students

College of Agriculture and Life Sciences

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	258	85.4	223	73.8	192	63.6	114	37.7	37	12.3	14	4.6
	1995	252	86.3	219	75.0	202	69.2	107	36.6	32	11.0	10	3.4
	1996	226	88.3	202	78.9	194	75.8	115	44.9	37	14.5	19	7.4
	1997	198	88.4	168	75.0	153	68.3	99	44.2	25	11.2	.	.
	1998	184	85.6	161	74.9	161	74.9	84	39.1	.	.	.	.
	1999	165	85.1	146	75.3	135	69.6	.	.	.	.	.	.
	2000	161	89.9	146	81.6	.	.	.	.	.	.	.	.
Suspended	2001	192	88.1	.	.	.	.	.	.	.	.	.	.
	1994	16	5.3	22	7.3	40	13.2	40	13.2	41	13.6	44	14.6
	1995	11	3.8	24	8.2	32	11.0	35	12.0	36	12.3	38	13.0
	1996	7	2.7	14	5.5	14	5.5	20	7.8	22	8.6	22	8.6
	1997	6	2.7	19	8.5	24	10.7	22	9.8	23	10.3	.	.
	1998	8	3.7	15	7.0	16	7.4	20	9.3	.	.	.	.
	1999	9	4.6	18	9.3	21	10.8	.	.	.	.	.	.
Withdrawn	2000	3	1.7	4	2.2	.	.	.	.	.	.	.	.
	2001	9	4.1	.	.	.	.	.	.	.	.	.	.
	1994	28	9.3	57	18.9	67	22.2	72	23.8	72	23.8	73	24.2
	1995	29	9.9	49	16.8	56	19.2	61	20.9	65	22.3	68	23.3
	1996	23	9.0	40	15.6	46	18.0	54	21.1	57	22.3	56	21.9
	1997	20	8.9	36	16.1	46	20.5	47	21.0	55	24.6	.	.
	1998	23	10.7	39	18.1	38	17.7	42	19.5	.	.	.	.
Graduated	1999	20	10.3	30	15.5	36	18.6	.	.	.	.	.	.
	2000	15	8.4	29	16.2	.	.	.	.	.	.	.	.
	2001	17	7.8	.	.	.	.	.	.	.	.	.	.
	1994	.	.	.	.	3	1.0	76	25.2	152	50.3	171	56.6
	1995	.	.	.	.	2	0.7	89	30.5	159	54.5	176	60.3
	1996	.	.	.	.	2	0.8	67	26.2	140	54.7	159	62.1
	1997	.	.	1	0.4	1	0.4	56	25.0	121	54.0	.	.
Total	1998	.	.	.	.	.	.	69	32.1	.	.	.	.
	1999	.	.	.	.	2	1.0	.	.	.	.	.	.
	1994	302	100.0	302	100.0	302	100.0	302	100.0	302	100.0	302	100.0
	1995	292	100.0	292	100.0	292	100.0	292	100.0	292	100.0	292	100.0
	1996	256	100.0	256	100.0	256	100.0	256	100.0	256	100.0	256	100.0
	1997	224	100.0	224	100.0	224	100.0	224	100.0	224	100.0	.	.
	1998	215	100.0	215	100.0	215	100.0	215	100.0	.	.	.	.
	1999	194	100.0	194	100.0	194	100.0	.	.	.	.	.	.
	2000	179	100.0	179	100.0	.	.	.	.	.	.	.	.
	2001	218	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Male Students

College of Design

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	34	100.0	34	100.0	32	94.1	21	61.8	6	17.6	1	2.9
	1995	44	95.7	38	82.6	37	80.4	22	47.8	5	10.9	3	6.5
	1996	38	95.0	38	95.0	36	90.0	23	57.5	4	10.0	.	.
	1997	40	93.0	40	93.0	39	90.7	13	30.2	3	7.0	.	.
	1998	36	97.3	35	94.6	33	89.2	16	43.2	.	.	.	.
	1999	44	100.0	43	97.7	43	97.7	.	.	.	.	.	.
	2000	32	97.0	28	84.8	.	.	.	.	.	.	.	.
Suspended	2001	45	93.8	.	.	.	.	.	.	.	.	.	.
	1994	.	.	.	.	1	2.9	1	2.9	1	2.9	1	2.9
	1995	.	.	1	2.2	1	2.2	1	2.2	1	2.2	1	2.2
	1996	1	2.5	1	2.5	1	2.5	1	2.5	2	5.0	2	5.0
	1997	1	2.3	1	2.3	1	2.3	1	2.3	1	2.3	.	.
	1998	.	.	.	.	.	.	1	2.7	.	.	.	.
	2001	1	2.1	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	.	.	.	.	1	2.9	1	2.9	2	5.9	4	11.8
	1995	2	4.3	7	15.2	8	17.4	8	17.4	8	17.4	8	17.4
	1996	1	2.5	1	2.5	3	7.5	2	5.0	3	7.5	3	7.5
	1997	2	4.7	2	4.7	3	7.0	5	11.6	6	14.0	.	.
	1998	1	2.7	2	5.4	4	10.8	4	10.8	.	.	.	.
	1999	.	.	1	2.3	1	2.3	.	.	.	.	.	.
	2000	1	3.0	5	15.2	.	.	.	.	.	.	.	.
Graduated	2001	2	4.2	.	.	.	.	.	.	.	.	.	.
	1994	.	.	.	.	.	.	11	32.4	25	73.5	28	82.4
	1995	.	.	.	.	.	.	15	32.6	32	69.6	34	73.9
	1996	.	.	.	.	.	.	14	35.0	31	77.5	35	87.5
	1997	.	.	.	.	.	.	24	55.8	33	76.7	.	.
	1998	.	.	.	.	.	.	16	43.2	.	.	.	.
	2000	33	100.0	33	100.0	.	.	.	.	.	.	.	.
Total	1994	34	100.0	34	100.0	34	100.0	34	100.0	34	100.0	34	100.0
	1995	46	100.0	46	100.0	46	100.0	46	100.0	46	100.0	46	100.0
	1996	40	100.0	40	100.0	40	100.0	40	100.0	40	100.0	40	100.0
	1997	43	100.0	43	100.0	43	100.0	43	100.0	43	100.0	.	.
	1998	37	100.0	37	100.0	37	100.0	37	100.0	.	.	.	.
	1999	44	100.0	44	100.0	44	100.0	.	.	.	.	.	.
	2001	48	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Male Students

College of Education

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	15	88.2	13	76.5	13	76.5	5	29.4	2	11.8	2	11.8
	1995	13	92.9	10	71.4	11	78.6	4	28.6	1	7.1	.	.
	1996	7	87.5	7	87.5	5	62.5	2	25.0	1	12.5	1	12.5
	1997	13	86.7	13	86.7	11	73.3	7	46.7	.	.	.	.
	1998	11	91.7	10	83.3	11	91.7	5	41.7	.	.	.	.
	1999	7	87.5	6	75.0	6	75.0	.	.	.	.	.	.
	2000	11	78.6	8	57.1	.	.	.	.	.	.	.	.
	2001	12	85.7	.	.	.	.	.	.	.	.	.	.
Suspended	1994	.	.	.	.	1	5.9	1	5.9	1	5.9	1	5.9
	1995	.	.	2	14.3	2	14.3	2	14.3	2	14.3	2	14.3
	1997	.	.	.	.	1	6.7	1	6.7	2	13.3	.	.
	1999	.	.	1	12.5	1	12.5	.	.	.	.	.	.
	2000	1	7.1	3	21.4	.	.	.	.	.	.	.	.
	2001	1	7.1	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	2	11.8	4	23.5	3	17.6	3	17.6	4	23.5	4	23.5
	1995	1	7.1	2	14.3	1	7.1	2	14.3	1	7.1	1	7.1
	1996	1	12.5	1	12.5	3	37.5	3	37.5	2	25.0	2	25.0
	1997	2	13.3	2	13.3	3	20.0	3	20.0	3	20.0	.	.
	1998	1	8.3	2	16.7	1	8.3	2	16.7	.	.	.	.
	1999	1	12.5	1	12.5	1	12.5	.	.	.	.	.	.
	2000	2	14.3	3	21.4	.	.	.	.	.	.	.	.
	2001	1	7.1	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	.	.	.	.	8	47.1	10	58.8	10	58.8
	1995	.	.	.	.	.	.	6	42.9	10	71.4	11	78.6
	1996	.	.	.	.	.	.	3	37.5	5	62.5	5	62.5
	1997	.	.	.	.	.	.	4	26.7	10	66.7	.	.
	1998	.	.	.	.	.	.	5	41.7	.	.	.	.
	2000	14	100.0	14	100.0	.	.	.	.	.	.	.	.
Total	1994	17	100.0	17	100.0	17	100.0	17	100.0	17	100.0	17	100.0
	1995	14	100.0	14	100.0	14	100.0	14	100.0	14	100.0	14	100.0
	1996	8	100.0	8	100.0	8	100.0	8	100.0	8	100.0	8	100.0
	1997	15	100.0	15	100.0	15	100.0	15	100.0	15	100.0	.	.
	1998	12	100.0	12	100.0	12	100.0	12	100.0	.	.	.	.
	1999	8	100.0	8	100.0	8	100.0	.	.	.	.	.	.
	2000	14	100.0	14	100.0	.	.	.	.	.	.	.	.
	2001	14	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Male Students

College of Engineering

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	773	87.1	672	75.8	616	69.4	475	53.6	157	17.7	55	6.2
	1995	648	89.6	581	80.4	537	74.3	399	55.2	106	14.7	39	5.4
	1996	682	91.5	623	83.6	593	79.6	397	53.3	105	14.1	45	6.0
	1997	710	88.9	647	81.0	604	75.6	416	52.1	122	15.3	.	.
	1998	812	90.2	744	82.7	687	76.3	470	52.2	.	.	.	.
	1999	803	90.3	761	85.6	723	81.3	.	.	.	.	.	.
	2000	866	90.9	813	85.3	.	.	.	.	.	.	.	.
	2001	846	89.9	.	.	.	.	.	.	.	.	.	.
Suspended	1994	39	4.4	77	8.7	96	10.8	107	12.1	109	12.3	112	12.6
	1995	22	3.0	49	6.8	70	9.7	74	10.2	77	10.7	85	11.8
	1996	22	3.0	40	5.4	49	6.6	62	8.3	64	8.6	64	8.6
	1997	23	2.9	44	5.5	61	7.6	73	9.1	79	9.9	.	.
	1998	21	2.3	39	4.3	56	6.2	70	7.8	.	.	.	.
	1999	16	1.8	38	4.3	49	5.5	.	.	.	.	.	.
	2000	15	1.6	32	3.4	.	.	.	.	.	.	.	.
	2001	23	2.4	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	75	8.5	137	15.4	164	18.5	174	19.6	185	20.9	186	21.0
	1995	53	7.3	91	12.6	109	15.1	124	17.2	134	18.5	134	18.5
	1996	41	5.5	82	11.0	99	13.3	117	15.7	128	17.2	125	16.8
	1997	66	8.3	108	13.5	131	16.4	136	17.0	141	17.6	.	.
	1998	67	7.4	117	13.0	146	16.2	153	17.0	.	.	.	.
	1999	70	7.9	90	10.1	111	12.5	.	.	.	.	.	.
	2000	72	7.6	108	11.3	.	.	.	.	.	.	.	.
	2001	72	7.7	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	1	0.1	11	1.2	131	14.8	436	49.2	534	60.2
	1995	.	.	2	0.3	7	1.0	126	17.4	406	56.2	465	64.3
	1996	.	.	.	.	4	0.5	169	22.7	448	60.1	511	68.6
	1997	.	.	.	.	3	0.4	174	21.8	457	57.2	.	.
	1998	.	.	.	.	11	1.2	207	23.0	.	.	.	.
	1999	.	.	.	.	6	0.7	.	.	.	.	.	.
	2000	.	.	.	.	.	.	.	.	.	.	.	.
	2001	.	.	.	.	.	.	.	.	.	.	.	.
Total	1994	887	100.0	887	100.0	887	100.0	887	100.0	887	100.0	887	100.0
	1995	723	100.0	723	100.0	723	100.0	723	100.0	723	100.0	723	100.0
	1996	745	100.0	745	100.0	745	100.0	745	100.0	745	100.0	745	100.0
	1997	799	100.0	799	100.0	799	100.0	799	100.0	799	100.0	.	.
	1998	900	100.0	900	100.0	900	100.0	900	100.0	.	.	.	.
	1999	889	100.0	889	100.0	889	100.0	.	.	.	.	.	.
	2000	953	100.0	953	100.0	.	.	.	.	.	.	.	.
	2001	941	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Male Students

College of Natural Resources

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	60	82.2	53	72.6	52	71.2	37	50.7	7	9.6	2	2.7
	1995	77	89.5	71	82.6	64	74.4	46	53.5	13	15.1	4	4.7
	1996	48	87.3	43	78.2	41	74.5	29	52.7	6	10.9	6	10.9
	1997	67	85.9	58	74.4	55	70.5	40	51.3	10	12.8	.	.
	1998	66	83.5	64	81.0	60	75.9	43	54.4	.	.	.	.
	1999	56	86.2	46	70.8	45	69.2	.	.	.	.	.	.
	2000	44	91.7	42	87.5	.	.	.	.	.	.	.	.
Suspended	2001	68	90.7	.	.	.	.	.	.	.	.	.	.
	1994	1	1.4	3	4.1	6	8.2	8	11.0	7	9.6	7	9.6
	1995	4	4.7	6	7.0	8	9.3	8	9.3	8	9.3	8	9.3
	1996	3	5.5	3	5.5	5	9.1	5	9.1	6	10.9	3	5.5
	1997	5	6.4	10	12.8	10	12.8	11	14.1	10	12.8	.	.
	1998	2	2.5	3	3.8	4	5.1	3	3.8	.	.	.	.
	1999	.	.	2	3.1	2	3.1	.	.	.	.	.	.
Withdrawn	2000	1	2.1	3	6.3	.	.	.	.	.	.	.	.
	2001	3	4.0	.	.	.	.	.	.	.	.	.	.
	1994	12	16.4	17	23.3	15	20.5	18	24.7	19	26.0	19	26.0
	1995	5	5.8	9	10.5	14	16.3	12	14.0	12	14.0	14	16.3
	1996	4	7.3	9	16.4	9	16.4	11	20.0	11	20.0	12	21.8
	1997	6	7.7	10	12.8	12	15.4	13	16.7	15	19.2	.	.
	1998	11	13.9	12	15.2	14	17.7	15	19.0	.	.	.	.
Graduated	1999	9	13.8	17	26.2	18	27.7	.	.	.	.	.	.
	2000	3	6.3	3	6.3	.	.	.	.	.	.	.	.
	2001	4	5.3	.	.	.	.	.	.	.	.	.	.
	1994	.	.	.	.	.	.	10	13.7	40	54.8	45	61.6
	1995	.	.	.	.	.	.	20	23.3	53	61.6	60	69.8
	1996	.	.	.	.	.	.	10	18.2	32	58.2	34	61.8
	1997	.	.	.	.	1	1.3	14	17.9	43	55.1	.	.
Total	1998	.	.	.	.	1	1.3	18	22.8	.	.	.	.
	1994	73	100.0	73	100.0	73	100.0	73	100.0	73	100.0	73	100.0
	1995	86	100.0	86	100.0	86	100.0	86	100.0	86	100.0	86	100.0
	1996	55	100.0	55	100.0	55	100.0	55	100.0	55	100.0	55	100.0
	1997	78	100.0	78	100.0	78	100.0	78	100.0	78	100.0	.	.
	1998	79	100.0	79	100.0	79	100.0	79	100.0	.	.	.	.
	1999	65	100.0	65	100.0	65	100.0	.	.	.	.	.	.
	2000	48	100.0	48	100.0	.	.	.	.	.	.	.	.
	2001	75	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Male Students

College of Humanities and Social Sciences

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>		-----+		-----+		-----+		-----+		-----+		-----+	
		N	%	N	%	N	%	N	%	N	%	N	%
-----+		-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+
Status	Year												
Continuing Rate	1994	136	84.5	105	65.2	95	59.0	54	33.5	15	9.3	4	2.5
	1995	96	78.7	81	66.4	69	56.6	48	39.3	21	17.2	9	7.4
	1996	111	81.6	96	70.6	93	68.4	58	42.6	19	14.0	13	9.6
	1997	85	82.5	68	66.0	58	56.3	38	36.9	13	12.6	.	.
	1998	99	82.5	86	71.7	75	62.5	44	36.7	.	.	.	.
	1999	87	78.4	70	63.1	63	56.8	.	.	.	.	.	.
	2000	111	81.0	98	71.5	.	.	.	.	.	.	.	.
Suspended	2001	94	83.2	.	.	.	.	.	.	.	.	.	.
	1994	8	5.0	16	9.9	23	14.3	25	15.5	23	14.3	23	14.3
	1995	6	4.9	10	8.2	18	14.8	17	13.9	15	12.3	18	14.8
	1996	7	5.1	9	6.6	11	8.1	10	7.4	9	6.6	12	8.8
	1997	6	5.8	11	10.7	16	15.5	18	17.5	18	17.5	.	.
	1998	6	5.0	7	5.8	12	10.0	11	9.2	.	.	.	.
	1999	5	4.5	12	10.8	14	12.6	.	.	.	.	.	.
Withdrawn	2000	6	4.4	11	8.0	.	.	.	.	.	.	.	.
	2001	4	3.5	.	.	.	.	.	.	.	.	.	.
	1994	17	10.6	40	24.8	42	26.1	43	26.7	46	28.6	46	28.6
	1995	20	16.4	31	25.4	35	28.7	38	31.1	38	31.1	38	31.1
	1996	18	13.2	31	22.8	32	23.5	36	26.5	41	30.1	36	26.5
	1997	12	11.7	24	23.3	29	28.2	28	27.2	30	29.1	.	.
	1998	15	12.5	27	22.5	32	26.7	27	22.5	.	.	.	.
Graduated	1999	19	17.1	29	26.1	32	28.8	.	.	.	.	.	.
	2000	20	14.6	28	20.4	.	.	.	.	.	.	.	.
	2001	15	13.3	.	.	.	.	.	.	.	.	.	.
	1994	.	.	.	.	1	0.6	39	24.2	77	47.8	88	54.7
	1995	.	.	.	.	.	.	19	15.6	48	39.3	57	46.7
	1996	.	.	.	.	.	.	32	23.5	67	49.3	75	55.1
	1997	.	.	.	.	.	.	19	18.4	42	40.8	.	.
Total	1998	.	.	.	.	1	0.8	38	31.7	.	.	.	.
	1999	.	.	.	.	2	1.8	.	.	.	.	.	.
	1994	161	100.0	161	100.0	161	100.0	161	100.0	161	100.0	161	100.0
	1995	122	100.0	122	100.0	122	100.0	122	100.0	122	100.0	122	100.0
	1996	136	100.0	136	100.0	136	100.0	136	100.0	136	100.0	136	100.0
	1997	103	100.0	103	100.0	103	100.0	103	100.0	103	100.0	.	.
	1998	120	100.0	120	100.0	120	100.0	120	100.0	.	.	.	.
	1999	111	100.0	111	100.0	111	100.0	.	.	.	.	.	.
	2000	137	100.0	137	100.0	.	.	.	.	.	.	.	.
	2001	113	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Male Students

College of Physical and Mathematical Sciences

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	100	84.0	81	68.1	79	66.4	46	38.7	14	11.8	8	6.7
	1995	68	81.9	64	77.1	57	68.7	32	38.6	9	10.8	4	4.8
	1996	44	77.2	42	73.7	38	66.7	18	31.6	4	7.0	4	7.0
	1997	76	93.8	67	82.7	64	79.0	32	39.5	13	16.0	.	.
	1998	62	87.3	56	78.9	48	67.6	30	42.3	.	.	.	.
	1999	67	93.1	61	84.7	56	77.8	.	.	.	.	.	.
	2000	65	89.0	63	86.3	.	.	.	.	.	.	.	.
	2001	57	86.4	.	.	.	.	.	.	.	.	.	.
Suspended	1994	8	6.7	14	11.8	17	14.3	18	15.1	18	15.1	21	17.6
	1995	6	7.2	10	12.0	12	14.5	11	13.3	11	13.3	12	14.5
	1996	4	7.0	6	10.5	8	14.0	9	15.8	9	15.8	9	15.8
	1997	.	.	2	2.5	2	2.5	4	4.9	6	7.4	.	.
	1998	5	7.0	6	8.5	8	11.3	8	11.3	.	.	.	.
	1999	.	.	3	4.2	3	4.2	.	.	.	.	.	.
	2000	3	4.1	5	6.8	.	.	.	.	.	.	.	.
	2001	1	1.5	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	11	9.2	24	20.2	23	19.3	26	21.8	26	21.8	22	18.5
	1995	9	10.8	9	10.8	14	16.9	14	16.9	16	19.3	16	19.3
	1996	9	15.8	9	15.8	11	19.3	12	21.1	12	21.1	10	17.5
	1997	5	6.2	12	14.8	14	17.3	17	21.0	14	17.3	.	.
	1998	4	5.6	9	12.7	10	14.1	11	15.5	.	.	.	.
	1999	5	6.9	8	11.1	12	16.7	.	.	.	.	.	.
	2000	5	6.8	5	6.8	.	.	.	.	.	.	.	.
	2001	8	12.1	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	.	.	.	.	29	24.4	61	51.3	68	57.1
	1995	.	.	.	.	.	.	26	31.3	47	56.6	51	61.4
	1996	.	.	.	.	.	.	18	31.6	32	56.1	34	59.6
	1997	.	.	.	.	1	1.2	28	34.6	48	59.3	.	.
	1998	.	.	.	.	5	7.0	22	31.0	.	.	.	.
	1999	.	.	.	.	1	1.4	.	.	.	.	.	.
	2000	.	.	.	.	.	.	.	.	.	.	.	.
	2001	.	.	.	.	.	.	.	.	.	.	.	.
Total	1994	119	100.0	119	100.0	119	100.0	119	100.0	119	100.0	119	100.0
	1995	83	100.0	83	100.0	83	100.0	83	100.0	83	100.0	83	100.0
	1996	57	100.0	57	100.0	57	100.0	57	100.0	57	100.0	57	100.0
	1997	81	100.0	81	100.0	81	100.0	81	100.0	81	100.0	.	.
	1998	71	100.0	71	100.0	71	100.0	71	100.0	.	.	.	.
	1999	72	100.0	72	100.0	72	100.0	.	.	.	.	.	.
	2000	73	100.0	73	100.0	.	.	.	.	.	.	.	.
	2001	66	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Male Students

College of Textiles

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	81	84.4	68	70.8	61	63.5	39	40.6	11	11.5	3	3.1
	1995	54	77.1	50	71.4	48	68.6	35	50.0	10	14.3	3	4.3
	1996	73	90.1	68	84.0	61	75.3	37	45.7	12	14.8	4	4.9
	1997	69	88.5	65	83.3	57	73.1	44	56.4	13	16.7	.	.
	1998	59	90.8	55	84.6	53	81.5	36	55.4	.	.	.	.
	1999	36	83.7	33	76.7	29	67.4	.	.	.	.	.	.
	2000	54	88.5	48	78.7	.	.	.	.	.	.	.	.
	2001	33	84.6	.	.	.	.	.	.	.	.	.	.
Suspended	1994	6	6.3	14	14.6	16	16.7	19	19.8	20	20.8	19	19.8
	1995	4	5.7	7	10.0	8	11.4	8	11.4	7	10.0	7	10.0
	1996	3	3.7	5	6.2	7	8.6	7	8.6	6	7.4	8	9.9
	1997	2	2.6	4	5.1	9	11.5	9	11.5	9	11.5	.	.
	1998	.	.	3	4.6	4	6.2	5	7.7	.	.	.	.
	1999	1	2.3	3	7.0	3	7.0	.	.	.	.	.	.
	2000	4	6.6	6	9.8	.	.	.	.	.	.	.	.
	2001	3	7.7	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	9	9.4	14	14.6	17	17.7	18	18.8	19	19.8	19	19.8
	1995	12	17.1	13	18.6	13	18.6	14	20.0	15	21.4	16	22.9
	1996	5	6.2	8	9.9	11	13.6	15	18.5	12	14.8	14	17.3
	1997	7	9.0	9	11.5	12	15.4	14	17.9	12	15.4	.	.
	1998	6	9.2	7	10.8	7	10.8	6	9.2	.	.	.	.
	1999	6	14.0	7	16.3	10	23.3	.	.	.	.	.	.
	2000	3	4.9	6	9.8	.	.	.	.	.	.	.	.
	2001	2	5.1	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	.	.	2	2.1	20	20.8	46	47.9	55	57.3
	1995	.	.	.	.	1	1.4	13	18.6	38	54.3	44	62.9
	1996	.	.	.	.	2	2.5	22	27.2	51	63.0	55	67.9
	1997	.	.	.	.	.	.	11	14.1	44	56.4	.	.
	1998	.	.	.	.	1	1.5	18	27.7	.	.	.	.
	1999	.	.	.	.	1	2.3	.	.	.	.	.	.
	2000	.	.	1	1.6	.	.	.	.	.	.	.	.
	2001	1	2.6	.	.	.	.	.	.	.	.	.	.
Total	1994	96	100.0	96	100.0	96	100.0	96	100.0	96	100.0	96	100.0
	1995	70	100.0	70	100.0	70	100.0	70	100.0	70	100.0	70	100.0
	1996	81	100.0	81	100.0	81	100.0	81	100.0	81	100.0	81	100.0
	1997	78	100.0	78	100.0	78	100.0	78	100.0	78	100.0	.	.
	1998	65	100.0	65	100.0	65	100.0	65	100.0	.	.	.	.
	1999	43	100.0	43	100.0	43	100.0	.	.	.	.	.	.
	2000	61	100.0	61	100.0	.	.	.	.	.	.	.	.
	2001	39	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Male Students

College of Management

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	135	86.0	114	72.6	105	66.9	70	44.6	7	4.5	6	3.8
	1995	106	83.5	93	73.2	91	71.7	58	45.7	18	14.2	6	4.7
	1996	152	88.4	133	77.3	123	71.5	67	39.0	15	8.7	8	4.7
	1997	113	88.3	93	72.7	82	64.1	51	39.8	9	7.0	.	.
	1998	124	91.2	114	83.8	109	80.1	57	41.9	.	.	.	.
	1999	113	88.3	99	77.3	96	75.0	.	.	.	.	.	.
	2000	134	85.9	126	80.8	.	.	.	.	.	.	.	.
	2001	146	87.4	.	.	.	.	.	.	.	.	.	.
Suspended	1994	6	3.8	10	6.4	11	7.0	14	8.9	16	10.2	17	10.8
	1995	3	2.4	5	3.9	9	7.1	11	8.7	12	9.4	11	8.7
	1996	6	3.5	10	5.8	18	10.5	20	11.6	25	14.5	23	13.4
	1997	5	3.9	12	9.4	17	13.3	16	12.5	17	13.3	.	.
	1998	5	3.7	5	3.7	7	5.1	7	5.1	.	.	.	.
	1999	2	1.6	7	5.5	4	3.1	.	.	.	.	.	.
	2000	3	1.9	2	1.3	.	.	.	.	.	.	.	.
	2001	3	1.8	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	16	10.2	32	20.4	39	24.8	42	26.8	49	31.2	44	28.0
	1995	18	14.2	29	22.8	27	21.3	27	21.3	30	23.6	28	22.0
	1996	14	8.1	29	16.9	30	17.4	32	18.6	32	18.6	28	16.3
	1997	10	7.8	23	18.0	29	22.7	32	25.0	36	28.1	.	.
	1998	7	5.1	17	12.5	19	14.0	24	17.6	.	.	.	.
	1999	13	10.2	20	15.6	25	19.5	.	.	.	.	.	.
	2000	19	12.2	28	17.9	.	.	.	.	.	.	.	.
	2001	18	10.8	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	1	0.6	2	1.3	31	19.7	85	54.1	90	57.3
	1995	.	.	.	.	.	.	31	24.4	67	52.8	82	64.6
	1996	.	.	.	.	1	0.6	53	30.8	100	58.1	113	65.7
	1997	.	.	.	.	.	.	29	22.7	66	51.6	.	.
	1998	.	.	.	.	1	0.7	48	35.3	.	.	.	.
	1999	.	.	2	1.6	3	2.3	.	.	.	.	.	.
Total	1994	157	100.0	157	100.0	157	100.0	157	100.0	157	100.0	157	100.0
	1995	127	100.0	127	100.0	127	100.0	127	100.0	127	100.0	127	100.0
	1996	172	100.0	172	100.0	172	100.0	172	100.0	172	100.0	172	100.0
	1997	128	100.0	128	100.0	128	100.0	128	100.0	128	100.0	.	.
	1998	136	100.0	136	100.0	136	100.0	136	100.0	.	.	.	.
	1999	128	100.0	128	100.0	128	100.0	.	.	.	.	.	.
	2000	156	100.0	156	100.0	.	.	.	.	.	.	.	.
	2001	167	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Male Students

Undergraduate Affairs/First Year College

Status at Beginning of =>		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	206	80.8	168	65.9	147	57.6	109	42.7	32	12.5	17	6.7
	1995	382	86.2	318	71.8	292	65.9	207	46.7	79	17.8	25	5.6
	1996	453	85.8	382	72.3	350	66.3	279	52.8	83	15.7	37	7.0
	1997	507	85.1	432	72.5	393	65.9	297	49.8	94	15.8	.	.
	1998	401	83.2	346	71.8	319	66.2	237	49.2	.	.	.	.
	1999	441	89.3	381	77.1	360	72.9	.	.	.	.	.	.
	2000	403	85.9	369	78.7	.	.	.	.	.	.	.	.
Suspended	2001	446	87.1	.	.	.	.	.	.	.	.	.	.
	1994	12	4.7	24	9.4	29	11.4	37	14.5	41	16.1	39	15.3
	1995	14	3.2	39	8.8	54	12.2	63	14.2	64	14.4	67	15.1
	1996	16	3.0	33	6.3	47	8.9	56	10.6	60	11.4	64	12.1
	1997	32	5.4	48	8.1	70	11.7	80	13.4	87	14.6	.	.
	1998	18	3.7	37	7.7	51	10.6	60	12.4	.	.	.	.
	1999	14	2.8	29	5.9	33	6.7	.	.	.	.	.	.
Withdrawn	2000	18	3.8	30	6.4	.	.	.	.	.	.	.	.
	2001	17	3.3	.	.	.	.	.	.	.	.	.	.
	1994	37	14.5	63	24.7	78	30.6	83	32.5	91	35.7	89	34.9
	1995	47	10.6	86	19.4	96	21.7	116	26.2	121	27.3	125	28.2
	1996	59	11.2	113	21.4	131	24.8	133	25.2	155	29.4	149	28.2
	1997	57	9.6	116	19.5	132	22.1	147	24.7	152	25.5	.	.
	1998	63	13.1	99	20.5	112	23.2	130	27.0	.	.	.	.
Graduated	1999	39	7.9	83	16.8	99	20.0	.	.	.	.	.	.
	2000	48	10.2	70	14.9	.	.	.	.	.	.	.	.
	2001	49	9.6	.	.	.	.	.	.	.	.	.	.
	1994	.	.	.	.	1	0.4	26	10.2	91	35.7	110	43.1
	1995	.	.	.	.	1	0.2	57	12.9	179	40.4	226	51.0
	1996	.	.	.	.	.	.	60	11.4	230	43.6	278	52.7
	1997	.	.	.	.	1	0.2	72	12.1	263	44.1	.	.
Total	1998	.	.	.	.	.	.	55	11.4	.	.	.	.
	1999	.	.	1	0.2	2	0.4	.	.	.	.	.	.
	1994	255	100.0	255	100.0	255	100.0	255	100.0	255	100.0	255	100.0
	1995	443	100.0	443	100.0	443	100.0	443	100.0	443	100.0	443	100.0
	1996	528	100.0	528	100.0	528	100.0	528	100.0	528	100.0	528	100.0
	1997	596	100.0	596	100.0	596	100.0	596	100.0	596	100.0	.	.
	1998	482	100.0	482	100.0	482	100.0	482	100.0	.	.	.	.
	1999	494	100.0	494	100.0	494	100.0	.	.	.	.	.	.
	2000	469	100.0	469	100.0	.	.	.	.	.	.	.	.
	2001	512	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Total Undergraduate Retention and Graduation Rates Male Students

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	1798	85.6	1531	72.9	1392	66.3	970	46.2	288	13.7	112	5.3
	1995	1740	86.7	1525	76.0	1408	70.2	958	47.8	294	14.7	103	5.1
	1996	1834	88.3	1634	78.6	1534	73.8	1025	49.3	286	13.8	137	6.6
	1997	1878	87.6	1651	77.0	1516	70.7	1037	48.3	302	14.1	.	.
	1998	1854	87.6	1671	78.9	1556	73.5	1022	48.3	.	.	.	.
	1999	1819	88.8	1646	80.4	1556	76.0	.	.	.	.	.	.
	2000	1881	88.6	1741	82.0	.	.	.	.	.	.	.	.
	2001	1939	88.4	.	.	.	.	.	.	.	.	.	.
Suspended	1994	96	4.6	180	8.6	240	11.4	270	12.9	277	13.2	284	13.5
	1995	70	3.5	153	7.6	214	10.7	230	11.5	233	11.6	249	12.4
	1996	69	3.3	121	5.8	160	7.7	190	9.1	203	9.8	207	10.0
	1997	80	3.7	151	7.0	211	9.8	235	11.0	252	11.7	.	.
	1998	65	3.1	115	5.4	158	7.5	185	8.7	.	.	.	.
	1999	47	2.3	113	5.5	130	6.3	.	.	.	.	.	.
	2000	54	2.5	96	4.5	.	.	.	.	.	.	.	.
	2001	65	3.0	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	207	9.9	388	18.5	449	21.4	480	22.8	513	24.4	506	24.1
	1995	196	9.8	326	16.3	373	18.6	416	20.7	440	21.9	448	22.3
	1996	175	8.4	323	15.5	375	18.0	415	20.0	453	21.8	435	20.9
	1997	187	8.7	342	15.9	411	19.2	442	20.6	464	21.6	.	.
	1998	198	9.4	331	15.6	383	18.1	414	19.6	.	.	.	.
	1999	182	8.9	286	14.0	345	16.8	.	.	.	.	.	.
	2000	188	8.9	285	13.4	.	.	.	.	.	.	.	.
	2001	188	8.6	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	2	0.1	20	1.0	381	18.1	1023	48.7	1199	57.1
	1995	.	.	2	0.1	11	0.5	402	20.0	1039	51.8	1206	60.1
	1996	.	.	.	.	9	0.4	448	21.6	1136	54.7	1299	62.5
	1997	.	.	1	0.0	7	0.3	431	20.1	1127	52.5	.	.
	1998	.	.	.	.	20	0.9	496	23.4	.	.	.	.
	1999	.	.	3	0.1	17	0.8	.	.	.	.	.	.
	2000	.	.	1	0.0	.	.	.	.	.	.	.	.
	2001	1	0.0	.	.	.	.	.	.	.	.	.	.
Total	1994	2101	100.0	2101	100.0	2101	100.0	2101	100.0	2101	100.0	2101	100.0
	1995	2006	100.0	2006	100.0	2006	100.0	2006	100.0	2006	100.0	2006	100.0
	1996	2078	100.0	2078	100.0	2078	100.0	2078	100.0	2078	100.0	2078	100.0
	1997	2145	100.0	2145	100.0	2145	100.0	2145	100.0	2145	100.0	.	.
	1998	2117	100.0	2117	100.0	2117	100.0	2117	100.0	.	.	.	.
	1999	2048	100.0	2048	100.0	2048	100.0	.	.	.	.	.	.
	2000	2123	100.0	2123	100.0	.	.	.	.	.	.	.	.
	2001	2193	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Female Students

College of Agriculture and Life Sciences

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>		-----+-----+-----+-----+-----+-----+-----+-----											
		N	%	N	%	N	%	N	%	N	%	N	%
-----+-----+-----+-----+-----+-----+-----+-----													
Status	Year												
Continuing Rate	1994	323	85.9	281	74.7	257	68.4	128	34.0	29	7.7	8	2.1
	1995	351	86.5	313	77.1	286	70.4	127	31.3	23	5.7	10	2.5
	1996	332	85.6	298	76.8	285	73.5	110	28.4	25	6.4	7	1.8
	1997	328	85.9	290	75.9	262	68.6	110	28.8	23	6.0	.	.
	1998	311	88.4	269	76.4	253	71.9	105	29.8	.	.	.	.
	1999	314	86.5	289	79.6	274	75.5	.	.	.	.	.	.
	2000	366	88.8	338	82.0	.	.	.	.	.	.	.	.
Suspended	2001	305	86.2	.	.	.	.	.	.	.	.	.	.
	1994	11	2.9	24	6.4	32	8.5	32	8.5	33	8.8	34	9.0
	1995	8	2.0	14	3.4	16	3.9	17	4.2	23	5.7	23	5.7
	1996	11	2.8	19	4.9	18	4.6	28	7.2	30	7.7	33	8.5
	1997	15	3.9	18	4.7	26	6.8	31	8.1	34	8.9	.	.
	1998	7	2.0	14	4.0	17	4.8	17	4.8	.	.	.	.
	1999	6	1.7	11	3.0	14	3.9	.	.	.	.	.	.
Withdrawn	2000	5	1.2	10	2.4	.	.	.	.	.	.	.	.
	2001	14	4.0	.	.	.	.	.	.	.	.	.	.
	1994	42	11.2	71	18.9	82	21.8	88	23.4	97	25.8	96	25.5
	1995	47	11.6	79	19.5	97	23.9	101	24.9	110	27.1	105	25.9
	1996	45	11.6	71	18.3	80	20.6	90	23.2	92	23.7	91	23.5
	1997	39	10.2	73	19.1	93	24.3	96	25.1	103	27.0	.	.
	1998	34	9.7	69	19.6	76	21.6	80	22.7	.	.	.	.
Graduated	1999	43	11.8	63	17.4	72	19.8	.	.	.	.	.	.
	2000	41	10.0	64	15.5	.	.	.	.	.	.	.	.
	2001	35	9.9	.	.	.	.	.	.	.	.	.	.
	1994	.	.	.	.	5	1.3	128	34.0	217	57.7	238	63.3
	1995	.	.	.	.	7	1.7	161	39.7	250	61.6	268	66.0
	1996	.	.	.	.	5	1.3	160	41.2	241	62.1	257	66.2
	1997	.	.	1	0.3	1	0.3	145	38.0	222	58.1	.	.
Total	1998	.	.	.	.	6	1.7	150	42.6	.	.	.	.
	1999	.	.	.	.	3	0.8	.	.	.	.	.	.
	1994	376	100.0	376	100.0	376	100.0	376	100.0	376	100.0	376	100.0
	1995	406	100.0	406	100.0	406	100.0	406	100.0	406	100.0	406	100.0
	1996	388	100.0	388	100.0	388	100.0	388	100.0	388	100.0	388	100.0
	1997	382	100.0	382	100.0	382	100.0	382	100.0	382	100.0	.	.
	1998	352	100.0	352	100.0	352	100.0	352	100.0	.	.	.	.
	1999	363	100.0	363	100.0	363	100.0	.	.	.	.	.	.
	2000	412	100.0	412	100.0	.	.	.	.	.	.	.	.
	2001	354	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Female Students

College of Design

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	33	94.3	29	82.9	26	74.3	11	31.4	2	5.7	.	.
	1995	39	83.0	39	83.0	37	78.7	17	36.2	4	8.5	1	2.1
	1996	43	97.7	42	95.5	38	86.4	16	36.4	1	2.3	.	.
	1997	48	98.0	46	93.9	46	93.9	18	36.7	5	10.2	.	.
	1998	41	89.1	38	82.6	37	80.4	13	28.3	.	.	.	.
	1999	45	90.0	43	86.0	42	84.0	.	.	.	.	.	.
	2000	44	93.6	43	91.5	.	.	.	.	.	.	.	.
	2001	45	93.8	.	.	.	.	.	.	.	.	.	.
Suspended	2000	.	.	1	2.1	.	.	.	.	.	.	.	.
Withdrawn	1994	2	5.7	6	17.1	9	25.7	5	14.3	5	14.3	5	14.3
	1995	8	17.0	8	17.0	9	19.1	10	21.3	11	23.4	12	25.5
	1996	1	2.3	2	4.5	6	13.6	7	15.9	7	15.9	7	15.9
	1997	1	2.0	3	6.1	3	6.1	4	8.2	3	6.1	.	.
	1998	5	10.9	8	17.4	9	19.6	9	19.6	.	.	.	.
	1999	5	10.0	7	14.0	8	16.0	.	.	.	.	.	.
	2000	3	6.4	3	6.4	.	.	.	.	.	.	.	.
	2001	3	6.3	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	.	.	.	.	19	54.3	28	80.0	30	85.7
	1995	.	.	.	.	1	2.1	20	42.6	32	68.1	34	72.3
	1996	.	.	.	.	.	.	21	47.7	36	81.8	37	84.1
	1997	.	.	.	.	.	.	27	55.1	41	83.7	.	.
	1998	.	.	.	.	.	.	24	52.2	.	.	.	.
Total	1994	35	100.0	35	100.0	35	100.0	35	100.0	35	100.0	35	100.0
	1995	47	100.0	47	100.0	47	100.0	47	100.0	47	100.0	47	100.0
	1996	44	100.0	44	100.0	44	100.0	44	100.0	44	100.0	44	100.0
	1997	49	100.0	49	100.0	49	100.0	49	100.0	49	100.0	.	.
	1998	46	100.0	46	100.0	46	100.0	46	100.0	.	.	.	.
	1999	50	100.0	50	100.0	50	100.0	.	.	.	.	.	.
	2000	47	100.0	47	100.0	.	.	.	.	.	.	.	.
	2001	48	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Female Students

College of Education

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	49	86.0	42	73.7	42	73.7	12	21.1	3	5.3	1	1.8
	1995	36	90.0	28	70.0	28	70.0	13	32.5	3	7.5	2	5.0
	1996	31	93.9	26	78.8	22	66.7	6	18.2	2	6.1	.	.
	1997	38	90.5	36	85.7	36	85.7	15	35.7	3	7.1	.	.
	1998	49	92.5	46	86.8	43	81.1	12	22.6	.	.	.	.
	1999	43	74.1	40	69.0	40	69.0	.	.	.	.	.	.
	2000	36	83.7	32	74.4	.	.	.	.	.	.	.	.
	2001	38	88.4	.	.	.	.	.	.	.	.	.	.
Suspended	1994	1	1.8	1	1.8	1	1.8	1	1.8	2	3.5	2	3.5
	1995	.	.	3	7.5	3	7.5	3	7.5	3	7.5	3	7.5
	1996	.	.	.	.	1	3.0	1	3.0	2	6.1	2	6.1
	1997	.	.	1	2.4	1	2.4	2	4.8	2	4.8	.	.
	1998	.	.	1	1.9	3	5.7	5	9.4	.	.	.	.
	1999	.	.	2	3.4	2	3.4	.	.	.	.	.	.
	2000	1	2.3	1	2.3	.	.	.	.	.	.	.	.
	2001	1	2.3	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	7	12.3	14	24.6	14	24.6	16	28.1	15	26.3	16	28.1
	1995	4	10.0	9	22.5	9	22.5	9	22.5	9	22.5	9	22.5
	1996	2	6.1	7	21.2	10	30.3	10	30.3	10	30.3	11	33.3
	1997	4	9.5	5	11.9	5	11.9	6	14.3	7	16.7	.	.
	1998	4	7.5	6	11.3	7	13.2	8	15.1	.	.	.	.
	1999	15	25.9	16	27.6	16	27.6	.	.	.	.	.	.
	2000	6	14.0	10	23.3	.	.	.	.	.	.	.	.
	2001	4	9.3	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	.	.	.	.	28	49.1	37	64.9	38	66.7
	1995	.	.	.	.	.	.	15	37.5	25	62.5	26	65.0
	1996	.	.	.	.	.	.	16	48.5	19	57.6	20	60.6
	1997	.	.	.	.	.	.	19	45.2	30	71.4	.	.
	1998	.	.	.	.	.	.	28	52.8	.	.	.	.
Total	1994	57	100.0	57	100.0	57	100.0	57	100.0	57	100.0	57	100.0
	1995	40	100.0	40	100.0	40	100.0	40	100.0	40	100.0	40	100.0
	1996	33	100.0	33	100.0	33	100.0	33	100.0	33	100.0	33	100.0
	1997	42	100.0	42	100.0	42	100.0	42	100.0	42	100.0	.	.
	1998	53	100.0	53	100.0	53	100.0	53	100.0	.	.	.	.
	1999	58	100.0	58	100.0	58	100.0	.	.	.	.	.	.
	2000	43	100.0	43	100.0	.	.	.	.	.	.	.	.
	2001	43	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Female Students

College of Engineering

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	231	88.8	207	79.6	189	72.7	104	40.0	30	11.5	12	4.6
	1995	209	88.2	189	79.7	171	72.2	113	47.7	18	7.6	6	2.5
	1996	175	87.1	164	81.6	151	75.1	94	46.8	34	16.9	12	6.0
	1997	218	91.2	195	81.6	183	76.6	103	43.1	32	13.4	.	.
	1998	214	91.8	191	82.0	180	77.3	111	47.6	.	.	.	.
	1999	195	91.5	192	90.1	181	85.0	.	.	.	.	.	.
	2000	204	90.7	195	86.7	.	.	.	.	.	.	.	.
	2001	194	92.8	.	.	.	.	.	.	.	.	.	.
Suspended	1994	3	1.2	8	3.1	17	6.5	21	8.1	23	8.8	22	8.5
	1995	4	1.7	7	3.0	17	7.2	13	5.5	18	7.6	18	7.6
	1996	6	3.0	8	4.0	15	7.5	16	8.0	13	6.5	14	7.0
	1997	3	1.3	6	2.5	13	5.4	16	6.7	16	6.7	.	.
	1998	2	0.9	8	3.4	10	4.3	12	5.2	.	.	.	.
	1999	3	1.4	6	2.8	7	3.3	.	.	.	.	.	.
	2000	1	0.4	2	0.9	.	.	.	.	.	.	.	.
	2001	3	1.4	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	26	10.0	45	17.3	51	19.6	59	22.7	60	23.1	63	24.2
	1995	24	10.1	41	17.3	47	19.8	51	21.5	56	23.6	57	24.1
	1996	20	10.0	29	14.4	35	17.4	36	17.9	36	17.9	39	19.4
	1997	18	7.5	38	15.9	42	17.6	45	18.8	47	19.7	.	.
	1998	17	7.3	34	14.6	42	18.0	43	18.5	.	.	.	.
	1999	15	7.0	15	7.0	21	9.9	.	.	.	.	.	.
	2000	20	8.9	28	12.4	.	.	.	.	.	.	.	.
	2001	12	5.7	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	.	.	3	1.2	76	29.2	147	56.5	163	62.7
	1995	.	.	.	.	2	0.8	60	25.3	145	61.2	156	65.8
	1996	.	.	.	.	.	.	55	27.4	118	58.7	136	67.7
	1997	.	.	.	.	1	0.4	75	31.4	144	60.3	.	.
	1998	.	.	.	.	1	0.4	67	28.8	.	.	.	.
	1999	.	.	.	.	4	1.9	.	.	.	.	.	.
Total	1994	260	100.0	260	100.0	260	100.0	260	100.0	260	100.0	260	100.0
	1995	237	100.0	237	100.0	237	100.0	237	100.0	237	100.0	237	100.0
	1996	201	100.0	201	100.0	201	100.0	201	100.0	201	100.0	201	100.0
	1997	239	100.0	239	100.0	239	100.0	239	100.0	239	100.0	.	.
	1998	233	100.0	233	100.0	233	100.0	233	100.0	.	.	.	.
	1999	213	100.0	213	100.0	213	100.0	.	.	.	.	.	.
	2000	225	100.0	225	100.0	.	.	.	.	.	.	.	.
	2001	209	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Female Students

College of Natural Resources

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	24	85.7	21	75.0	21	75.0	10	35.7	3	10.7	.	.
	1995	25	80.6	23	74.2	21	67.7	13	41.9	2	6.5	1	3.2
	1996	25	86.2	21	72.4	18	62.1	14	48.3	4	13.8	.	.
	1997	17	85.0	13	65.0	10	50.0	6	30.0	2	10.0	.	.
	1998	23	85.2	23	85.2	21	77.8	14	51.9	.	.	.	.
	1999	15	83.3	14	77.8	12	66.7	.	.	.	.	.	.
	2000	14	77.8	14	77.8	.	.	.	.	.	.	.	.
Suspended	2001	24	100.0	.	.	.	.	.	.	.	.	.	.
	1994	.	.	.	.	1	3.6	1	3.6	2	7.1	2	7.1
	1995	.	.	2	6.5	4	12.9	4	12.9	4	12.9	4	12.9
	1996	1	3.4	1	3.4	2	6.9	1	3.4	1	3.4	1	3.4
	1997	.	.	.	.	1	5.0	1	5.0	1	5.0	.	.
Withdrawn	2000	1	5.6	.	.	.	.	.	.	.	.	.	.
	1994	4	14.3	7	25.0	6	21.4	7	25.0	7	25.0	9	32.1
	1995	6	19.4	6	19.4	6	19.4	8	25.8	8	25.8	7	22.6
	1996	3	10.3	7	24.1	9	31.0	9	31.0	8	27.6	9	31.0
	1997	3	15.0	7	35.0	9	45.0	10	50.0	9	45.0	.	.
	1998	4	14.8	4	14.8	6	22.2	8	29.6	.	.	.	.
	1999	3	16.7	4	22.2	6	33.3	.	.	.	.	.	.
Graduated	2000	3	16.7	4	22.2	.	.	.	.	.	.	.	.
	1994	.	.	.	.	.	.	10	35.7	16	57.1	17	60.7
	1995	.	.	.	.	.	.	6	19.4	17	54.8	19	61.3
	1996	.	.	.	.	.	.	5	17.2	16	55.2	19	65.5
	1997	.	.	.	.	.	.	3	15.0	8	40.0	.	.
Total	1998	.	.	.	.	.	.	5	18.5	.	.	.	.
	1994	28	100.0	28	100.0	28	100.0	28	100.0	28	100.0	28	100.0
	1995	31	100.0	31	100.0	31	100.0	31	100.0	31	100.0	31	100.0
	1996	29	100.0	29	100.0	29	100.0	29	100.0	29	100.0	29	100.0
	1997	20	100.0	20	100.0	20	100.0	20	100.0	20	100.0	.	.
	1998	27	100.0	27	100.0	27	100.0	27	100.0	.	.	.	.
	1999	18	100.0	18	100.0	18	100.0	.	.	.	.	.	.
	2000	18	100.0	18	100.0	.	.	.	.	.	.	.	.
	2001	24	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Female Students

College of Humanities and Social Sciences

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	202	83.5	173	71.5	152	62.8	46	19.0	13	5.4	5	2.1
	1995	189	84.4	160	71.4	147	65.6	74	33.0	25	11.2	9	4.0
	1996	200	85.1	176	74.9	159	67.7	64	27.2	4	1.7	1	0.4
	1997	188	82.5	164	71.9	153	67.1	67	29.4	15	6.6	.	.
	1998	174	83.7	157	75.5	151	72.6	50	24.0	.	.	.	.
	1999	167	88.8	150	79.8	144	76.6	.	.	.	.	.	.
	2000	190	86.8	177	80.8	.	.	.	.	.	.	.	.
	2001	232	88.5	.	.	.	.	.	.	.	.	.	.
Suspended	1994	8	3.3	10	4.1	14	5.8	16	6.6	15	6.2	16	6.6
	1995	8	3.6	13	5.8	19	8.5	18	8.0	20	8.9	24	10.7
	1996	6	2.6	12	5.1	14	6.0	14	6.0	16	6.8	17	7.2
	1997	4	1.8	8	3.5	14	6.1	15	6.6	13	5.7	.	.
	1998	6	2.9	12	5.8	11	5.3	13	6.3	.	.	.	.
	1999	.	.	1	0.5	4	2.1	.	.	.	.	.	.
	2000	2	0.9	3	1.4	.	.	.	.	.	.	.	.
	2001	6	2.3	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	32	13.2	59	24.4	73	30.2	74	30.6	72	29.8	75	31.0
	1995	27	12.1	51	22.8	56	25.0	56	25.0	57	25.4	54	24.1
	1996	29	12.3	47	20.0	60	25.5	64	27.2	72	30.6	72	30.6
	1997	36	15.8	56	24.6	60	26.3	67	29.4	66	28.9	.	.
	1998	28	13.5	39	18.8	45	21.6	51	24.5	.	.	.	.
	1999	21	11.2	37	19.7	38	20.2	.	.	.	.	.	.
	2000	27	12.3	39	17.8	.	.	.	.	.	.	.	.
	2001	24	9.2	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	.	.	3	1.2	106	43.8	142	58.7	146	60.3
	1995	.	.	.	.	2	0.9	76	33.9	122	54.5	137	61.2
	1996	.	.	.	.	2	0.9	93	39.6	143	60.9	145	61.7
	1997	.	.	.	.	1	0.4	79	34.6	134	58.8	.	.
	1998	.	.	.	.	1	0.5	94	45.2	.	.	.	.
	1999	.	.	.	.	2	1.1	.	.	.	.	.	.
Total	1994	242	100.0	242	100.0	242	100.0	242	100.0	242	100.0	242	100.0
	1995	224	100.0	224	100.0	224	100.0	224	100.0	224	100.0	224	100.0
	1996	235	100.0	235	100.0	235	100.0	235	100.0	235	100.0	235	100.0
	1997	228	100.0	228	100.0	228	100.0	228	100.0	228	100.0	.	.
	1998	208	100.0	208	100.0	208	100.0	208	100.0	.	.	.	.
	1999	188	100.0	188	100.0	188	100.0	.	.	.	.	.	.
	2000	219	100.0	219	100.0	.	.	.	.	.	.	.	.
	2001	262	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Female Students

College of Physical and Mathematical Sciences

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	60	93.8	51	79.7	46	71.9	30	46.9	12	18.8	3	4.7
	1995	55	79.7	46	66.7	43	62.3	21	30.4	6	8.7	1	1.4
	1996	38	90.5	34	81.0	32	76.2	14	33.3	2	4.8	.	.
	1997	42	89.4	38	80.9	34	72.3	15	31.9	4	8.5	.	.
	1998	43	89.6	38	79.2	36	75.0	16	33.3	.	.	.	.
	1999	56	96.6	49	84.5	40	69.0	.	.	.	.	.	.
	2000	43	86.0	41	82.0	.	.	.	.	.	.	.	.
Suspended	2001	44	93.6	.	.	.	.	.	.	.	.	.	.
	1994	1	1.6	4	6.3	7	10.9	7	10.9	7	10.9	8	12.5
	1995	2	2.9	4	5.8	6	8.7	5	7.2	7	10.1	8	11.6
	1996	1	2.4	1	2.4	1	2.4	1	2.4	1	2.4	1	2.4
	1997	1	2.1	3	6.4	3	6.4	2	4.3	1	2.1	.	.
	1998	.	.	1	2.1	1	2.1	1	2.1	.	.	.	.
	1999	1	1.7	3	5.2	4	6.9	.	.	.	.	.	.
Withdrawn	2000	2	4.0	2	4.0	.	.	.	.	.	.	.	.
	1994	3	4.7	9	14.1	10	15.6	10	15.6	10	15.6	11	17.2
	1995	12	17.4	19	27.5	19	27.5	20	29.0	22	31.9	22	31.9
	1996	3	7.1	7	16.7	8	19.0	7	16.7	7	16.7	7	16.7
	1997	4	8.5	6	12.8	9	19.1	8	17.0	9	19.1	.	.
	1998	5	10.4	9	18.8	11	22.9	12	25.0	.	.	.	.
	1999	1	1.7	6	10.3	8	13.8	.	.	.	.	.	.
Graduated	2000	5	10.0	7	14.0	.	.	.	.	.	.	.	.
	2001	3	6.4	.	.	.	.	.	.	.	.	.	.
	1994	.	.	.	.	1	1.6	17	26.6	35	54.7	42	65.6
	1995	.	.	.	.	1	1.4	23	33.3	34	49.3	38	55.1
	1996	.	.	.	.	1	2.4	20	47.6	32	76.2	34	81.0
	1997	.	.	.	.	1	2.1	22	46.8	33	70.2	.	.
	1998	.	.	.	.	.	.	19	39.6	.	.	.	.
Total	1999	.	.	.	.	6	10.3	.	.	.	.	.	.
	1994	64	100.0	64	100.0	64	100.0	64	100.0	64	100.0	64	100.0
	1995	69	100.0	69	100.0	69	100.0	69	100.0	69	100.0	69	100.0
	1996	42	100.0	42	100.0	42	100.0	42	100.0	42	100.0	42	100.0
	1997	47	100.0	47	100.0	47	100.0	47	100.0	47	100.0	.	.
	1998	48	100.0	48	100.0	48	100.0	48	100.0	.	.	.	.
	1999	58	100.0	58	100.0	58	100.0	.	.	.	.	.	.
	2000	50	100.0	50	100.0	.	.	.	.	.	.	.	.
	2001	47	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Female Students

College of Textiles

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	72	94.7	63	82.9	61	80.3	31	40.8	6	7.9	.	.
	1995	62	89.9	52	75.4	47	68.1	18	26.1	2	2.9	1	1.4
	1996	50	96.2	48	92.3	44	84.6	27	51.9	5	9.6	1	1.9
	1997	59	93.7	57	90.5	54	85.7	35	55.6	3	4.8	.	.
	1998	68	86.1	58	73.4	54	68.4	22	27.8	.	.	.	.
	1999	65	84.4	61	79.2	60	77.9	.	.	.	.	.	.
	2000	72	87.8	67	81.7	.	.	.	.	.	.	.	.
Suspended	2001	78	95.1	.	.	.	.	.	.	.	.	.	.
	1994	3	3.9	4	5.3	4	5.3	6	7.9	5	6.6	6	7.9
	1995	1	1.4	3	4.3	4	5.8	3	4.3	4	5.8	4	5.8
	1996	.	.	2	3.8	2	3.8	2	3.8	2	3.8	2	3.8
	1997	1	1.6	1	1.6	1	1.6	1	1.6	1	1.6	.	.
	1998	.	.	3	3.8	4	5.1	4	5.1	.	.	.	.
	1999	2	2.6	2	2.6	2	2.6	.	.	.	.	.	.
Withdrawn	2000	1	1.2	2	2.4	.	.	.	.	.	.	.	.
	1994	1	1.3	9	11.8	10	13.2	15	19.7	16	21.1	17	22.4
	1995	6	8.7	14	20.3	18	26.1	19	27.5	18	26.1	18	26.1
	1996	2	3.8	2	3.8	4	7.7	5	9.6	5	9.6	7	13.5
	1997	3	4.8	5	7.9	8	12.7	8	12.7	10	15.9	.	.
	1998	11	13.9	18	22.8	21	26.6	21	26.6	.	.	.	.
	1999	10	13.0	14	18.2	15	19.5	.	.	.	.	.	.
Graduated	2000	9	11.0	13	15.9	.	.	.	.	.	.	.	.
	2001	4	4.9	.	.	.	.	.	.	.	.	.	.
	1994	.	.	.	.	1	1.3	24	31.6	49	64.5	53	69.7
	1995	.	.	.	.	.	.	29	42.0	45	65.2	46	66.7
	1996	.	.	.	.	2	3.8	18	34.6	40	76.9	42	80.8
	1997	.	.	.	.	.	.	19	30.2	49	77.8	.	.
	1998	.	.	.	.	.	.	32	40.5	.	.	.	.
Total	1994	76	100.0	76	100.0	76	100.0	76	100.0	76	100.0	76	100.0
	1995	69	100.0	69	100.0	69	100.0	69	100.0	69	100.0	69	100.0
	1996	52	100.0	52	100.0	52	100.0	52	100.0	52	100.0	52	100.0
	1997	63	100.0	63	100.0	63	100.0	63	100.0	63	100.0	.	.
	1998	79	100.0	79	100.0	79	100.0	79	100.0	.	.	.	.
	1999	77	100.0	77	100.0	77	100.0	.	.	.	.	.	.
	2000	82	100.0	82	100.0	.	.	.	.	.	.	.	.
	2001	82	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Female Students

College of Management

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	95	84.8	89	79.5	83	74.1	36	32.1	3	2.7	2	1.8
	1995	111	87.4	96	75.6	82	64.6	35	27.6	8	6.3	3	2.4
	1996	106	87.6	89	73.6	84	69.4	31	25.6	7	5.8	2	1.7
	1997	92	86.8	85	80.2	77	72.6	21	19.8	6	5.7	.	.
	1998	106	86.2	97	78.9	95	77.2	35	28.5	.	.	.	.
	1999	98	88.3	92	82.9	89	80.2	.	.	.	.	.	.
	2000	106	90.6	96	82.1	.	.	.	.	.	.	.	.
Suspended	2001	117	84.8	.	.	.	.	.	.	.	.	.	.
	1994	2	1.8	4	3.6	3	2.7	5	4.5	8	7.1	8	7.1
	1995	2	1.6	4	3.1	11	8.7	9	7.1	10	7.9	10	7.9
	1996	2	1.7	5	4.1	9	7.4	10	8.3	9	7.4	10	8.3
	1997	5	4.7	7	6.6	13	12.3	16	15.1	18	17.0	.	.
	1998	4	3.3	5	4.1	6	4.9	6	4.9	.	.	.	.
	1999	1	0.9	2	1.8	2	1.8	.	.	.	.	.	.
Withdrawn	2000	1	0.9	2	1.7	.	.	.	.	.	.	.	.
	2001	1	0.7	.	.	.	.	.	.	.	.	.	.
	1994	15	13.4	19	17.0	25	22.3	26	23.2	28	25.0	27	24.1
	1995	14	11.0	27	21.3	31	24.4	37	29.1	37	29.1	36	28.3
	1996	13	10.7	27	22.3	28	23.1	32	26.4	32	26.4	32	26.4
	1997	9	8.5	14	13.2	15	14.2	18	17.0	18	17.0	.	.
	1998	13	10.6	21	17.1	21	17.1	25	20.3	.	.	.	.
Graduated	1999	12	10.8	17	15.3	20	18.0	.	.	.	.	.	.
	2000	10	8.5	19	16.2	.	.	.	.	.	.	.	.
	2001	20	14.5	.	.	.	.	.	.	.	.	.	.
	1994	.	.	.	.	1	0.9	45	40.2	73	65.2	75	67.0
	1995	.	.	.	.	3	2.4	46	36.2	72	56.7	78	61.4
	1996	.	.	.	.	.	.	48	39.7	73	60.3	77	63.6
	1997	.	.	.	.	1	0.9	51	48.1	64	60.4	.	.
Total	1998	.	.	.	.	1	0.8	57	46.3	.	.	.	.
	1994	112	100.0	112	100.0	112	100.0	112	100.0	112	100.0	112	100.0
	1995	127	100.0	127	100.0	127	100.0	127	100.0	127	100.0	127	100.0
	1996	121	100.0	121	100.0	121	100.0	121	100.0	121	100.0	121	100.0
	1997	106	100.0	106	100.0	106	100.0	106	100.0	106	100.0	.	.
	1998	123	100.0	123	100.0	123	100.0	123	100.0	.	.	.	.
	1999	111	100.0	111	100.0	111	100.0	.	.	.	.	.	.
	2000	117	100.0	117	100.0	.	.	.	.	.	.	.	.
	2001	138	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Undergraduate Retention and Graduation Rates Female Students

Undergraduate Affairs/First Year College

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	162	90.5	140	78.2	131	73.2	60	33.5	18	10.1	6	3.4
	1995	234	86.0	211	77.6	191	70.2	113	41.5	18	6.6	6	2.2
	1996	274	87.8	240	76.9	222	71.2	119	38.1	28	9.0	9	2.9
	1997	288	87.5	260	79.0	246	74.8	142	43.2	31	9.4	.	.
	1998	308	86.8	283	79.7	263	74.1	150	42.3	.	.	.	.
	1999	335	90.8	300	81.3	289	78.3	.	.	.	.	.	.
	2000	360	87.4	323	78.4	.	.	.	.	.	.	.	.
	2001	388	90.0	.	.	.	.	.	.	.	.	.	.
Suspended	1994	1	0.6	11	6.1	12	6.7	16	8.9	14	7.8	14	7.8
	1995	2	0.7	6	2.2	16	5.9	17	6.3	22	8.1	24	8.8
	1996	5	1.6	13	4.2	20	6.4	19	6.1	23	7.4	26	8.3
	1997	4	1.2	13	4.0	17	5.2	21	6.4	25	7.6	.	.
	1998	3	0.8	3	0.8	13	3.7	16	4.5	.	.	.	.
	1999	3	0.8	13	3.5	14	3.8	.	.	.	.	.	.
	2000	6	1.5	10	2.4	.	.	.	.	.	.	.	.
	2001	5	1.2	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	16	8.9	28	15.6	35	19.6	41	22.9	37	20.7	35	19.6
	1995	36	13.2	55	20.2	65	23.9	70	25.7	79	29.0	75	27.6
	1996	33	10.6	59	18.9	69	22.1	82	26.3	81	26.0	81	26.0
	1997	37	11.2	56	17.0	65	19.8	69	21.0	75	22.8	.	.
	1998	44	12.4	69	19.4	79	22.3	80	22.5	.	.	.	.
	1999	31	8.4	56	15.2	66	17.9	.	.	.	.	.	.
	2000	46	11.2	79	19.2	.	.	.	.	.	.	.	.
	2001	38	8.8	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	.	.	1	0.6	62	34.6	110	61.5	124	69.3
	1995	.	.	.	.	.	.	72	26.5	153	56.3	167	61.4
	1996	.	.	.	.	1	0.3	92	29.5	180	57.7	196	62.8
	1997	.	.	.	.	1	0.3	97	29.5	198	60.2	.	.
	1998	.	.	.	.	.	.	109	30.7	.	.	.	.
Total	1994	179	100.0	179	100.0	179	100.0	179	100.0	179	100.0	179	100.0
	1995	272	100.0	272	100.0	272	100.0	272	100.0	272	100.0	272	100.0
	1996	312	100.0	312	100.0	312	100.0	312	100.0	312	100.0	312	100.0
	1997	329	100.0	329	100.0	329	100.0	329	100.0	329	100.0	.	.
	1998	355	100.0	355	100.0	355	100.0	355	100.0	.	.	.	.
	1999	369	100.0	369	100.0	369	100.0	.	.	.	.	.	.
	2000	412	100.0	412	100.0	.	.	.	.	.	.	.	.
	2001	431	100.0	.	.	.	.	.	.	.	.	.	.

Task Force on Undergraduate Retention and Graduation Rates

Total Undergraduate Retention and Graduation Rates Female Students

Status at Beginning of		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
=>													
		N	%	N	%	N	%	N	%	N	%	N	%
Status	Year												
Continuing Rate	1994	1251	87.5	1096	76.7	1008	70.5	468	32.8	119	8.3	37	2.6
	1995	1311	86.1	1157	76.0	1053	69.2	544	35.7	109	7.2	40	2.6
	1996	1274	87.4	1138	78.1	1055	72.4	495	34.0	112	7.7	32	2.2
	1997	1318	87.6	1184	78.7	1101	73.2	532	35.3	124	8.2	.	.
	1998	1337	87.7	1200	78.7	1133	74.3	528	34.6	.	.	.	.
	1999	1333	88.6	1230	81.7	1171	77.8	.	.	.	.	.	.
	2000	1435	88.3	1326	81.6	.	.	.	.	.	.	.	.
	2001	1465	89.4	.	.	.	.	.	.	.	.	.	.
Suspended	1994	30	2.1	66	4.6	91	6.4	105	7.3	109	7.6	112	7.8
	1995	27	1.8	56	3.7	96	6.3	89	5.8	111	7.3	118	7.8
	1996	32	2.2	61	4.2	82	5.6	92	6.3	97	6.7	106	7.3
	1997	33	2.2	57	3.8	89	5.9	105	7.0	111	7.4	.	.
	1998	22	1.4	47	3.1	65	4.3	74	4.9	.	.	.	.
	1999	16	1.1	40	2.7	49	3.3	.	.	.	.	.	.
	2000	20	1.2	33	2.0	.	.	.	.	.	.	.	.
	2001	30	1.8	.	.	.	.	.	.	.	.	.	.
Withdrawn	1994	148	10.4	267	18.7	315	22.0	341	23.9	347	24.3	354	24.8
	1995	184	12.1	309	20.3	357	23.5	381	25.0	407	26.7	395	26.0
	1996	151	10.4	258	17.7	309	21.2	342	23.5	350	24.0	356	24.4
	1997	154	10.2	263	17.5	309	20.5	331	22.0	347	23.1	.	.
	1998	165	10.8	277	18.2	317	20.8	337	22.1	.	.	.	.
	1999	156	10.4	235	15.6	270	17.9	.	.	.	.	.	.
	2000	170	10.5	266	16.4	.	.	.	.	.	.	.	.
	2001	143	8.7	.	.	.	.	.	.	.	.	.	.
Graduated	1994	.	.	.	.	15	1.0	515	36.0	854	59.8	926	64.8
	1995	.	.	.	.	16	1.1	508	33.4	895	58.8	969	63.7
	1996	.	.	.	.	11	0.8	528	36.2	898	61.6	963	66.1
	1997	.	.	1	0.1	6	0.4	537	35.7	923	61.3	.	.
	1998	.	.	.	.	9	0.6	585	38.4	.	.	.	.
	1999	.	.	.	.	15	1.0	.	.	.	.	.	.
	2000	.	.	.	.	.	.	.	.	.	.	.	.
	2001	.	.	.	.	.	.	.	.	.	.	.	.
Total	1994	1429	100.0	1429	100.0	1429	100.0	1429	100.0	1429	100.0	1429	100.0
	1995	1522	100.0	1522	100.0	1522	100.0	1522	100.0	1522	100.0	1522	100.0
	1996	1457	100.0	1457	100.0	1457	100.0	1457	100.0	1457	100.0	1457	100.0
	1997	1505	100.0	1505	100.0	1505	100.0	1505	100.0	1505	100.0	.	.
	1998	1524	100.0	1524	100.0	1524	100.0	1524	100.0	.	.	.	.
	1999	1505	100.0	1505	100.0	1505	100.0
	2000	1625	100.0	1625	100.0
	2001	1638	100.0

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