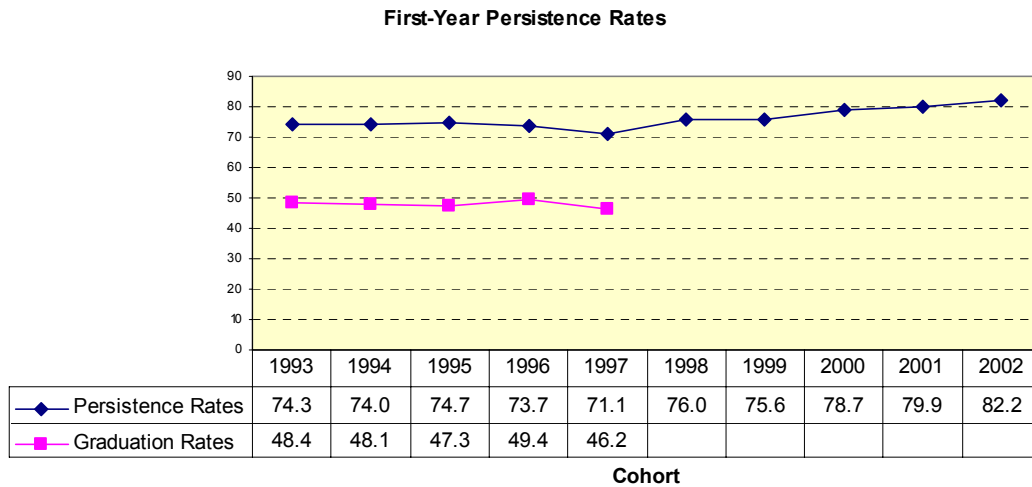


Summary Reports of First-time, Full-time, Baccalaureate Degree-Seeking Student Persistence and Graduation Rates

IRR Report No. 5
Fall 2003

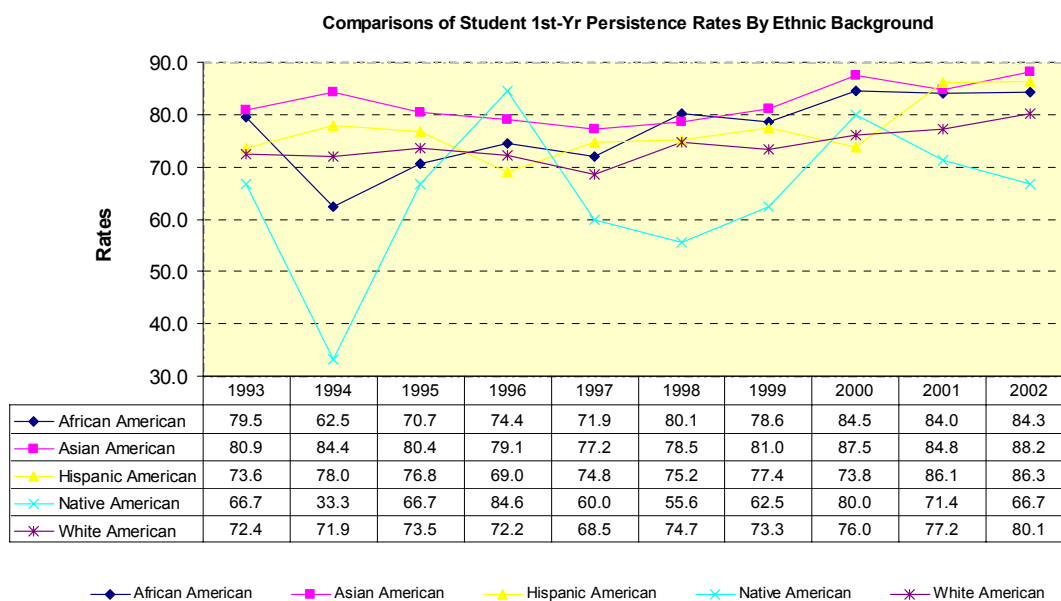
- Overall First-Year Persistence and Six-Year Graduation Rates:** As Figure 1 depicts, university overall first-year persistence rate for 2002 Cohort has reached the highest point in the past 10 years (82.2%), 2% increase over the previous year. Six-year graduation rates for Cohort 1997 (46.2) saw a slight decrease (3.2%) in comparison with 1996 cohort's rate. The six-year graduation rate seems to be a mirror of the lower second-year persistence rate of the 1997 cohort. The chart below shows parallel trends between first-year persistence and six-year graduation rates. Based on this trend chart, graduation rates are expected to increase for at least 5% with 1998 cohort.

Figure 1



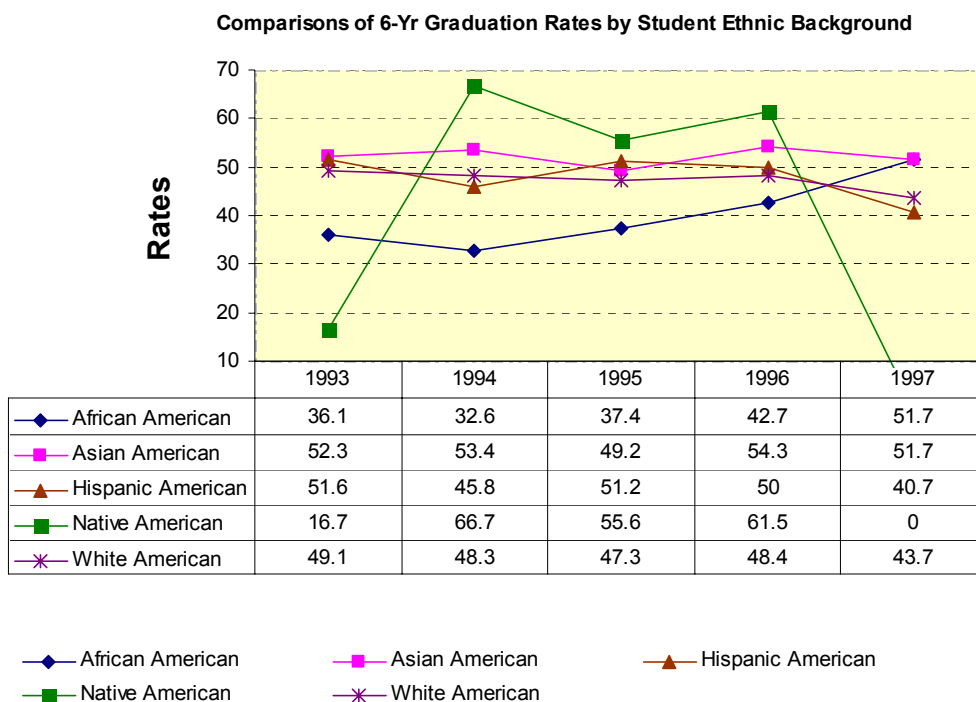
2. **First-Year Persistence Rates by Ethnic Background:** According to Figure 2, students from ethnic minority groups tend to have higher first-year persistence rates than their White peers. Taking Cohort 2002 for example: as of Fall 2003, the persistence rates were 84.3% for African American, 88.2% for Asian, 86.3% for Hispanic and 80.1% for the White Americans. Due to the exceptionally small number of students from the Native Americans, their persistence rates were not very stable. Therefore, they were excluded from any further comparisons. According to the chart below, African American and Hispanic American student persistence rates remained the same whereas Asian and White American student rates had gone up about 3% each.

Figure 2.



Six-Year Graduation Rates by Student Ethnic Background: Based on Figure 3, Six-Year graduation rates for African American students have gone up about 19%, from 32.6 for the 1994 cohort to 51.7 for the 1997 cohort. Asian American students seemed to maintained its 6-year graduation rates (about 52%). Due to the exceptionally low 1st-year retention rate for the 97 cohort (See Figure 1), overall 6-year graduation rates all declined a little except for the African American group.

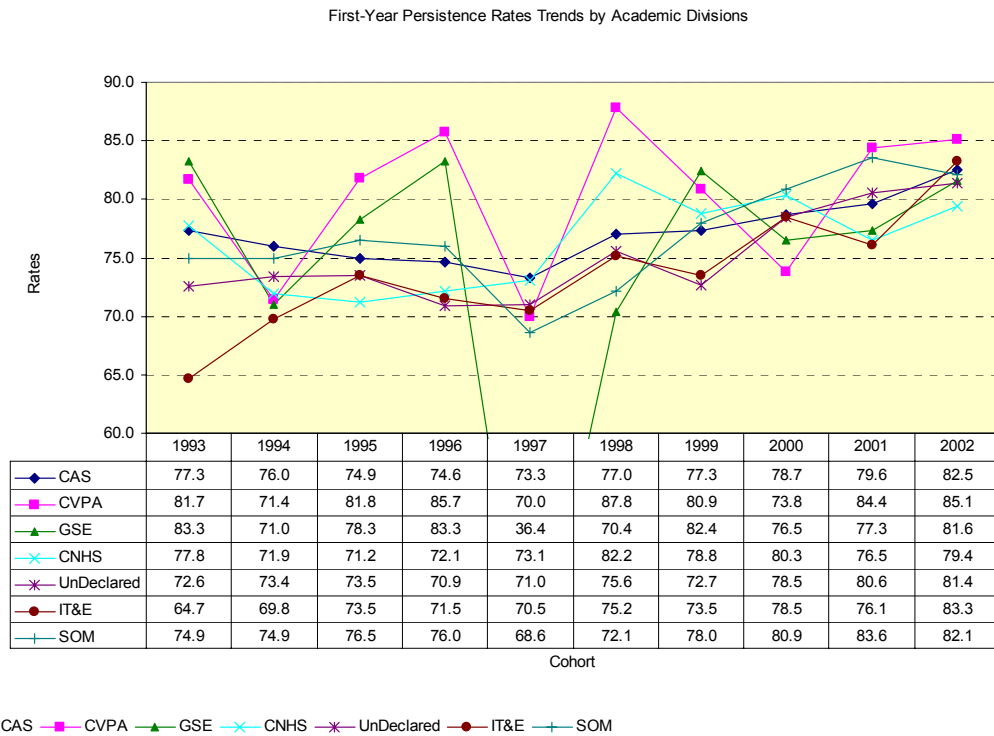
Figure 3



Note: The changes in the six-year graduation rates for African American and Hispanic Americans seemed to drastic to be true. IRR’s data and calculation methods were examined in case of data abnormality and calculation error. No data abnormality or calculation errors were found. Individual student record needs to be checked against other university record in order to be certain that the changes in these graduation rates were reality.

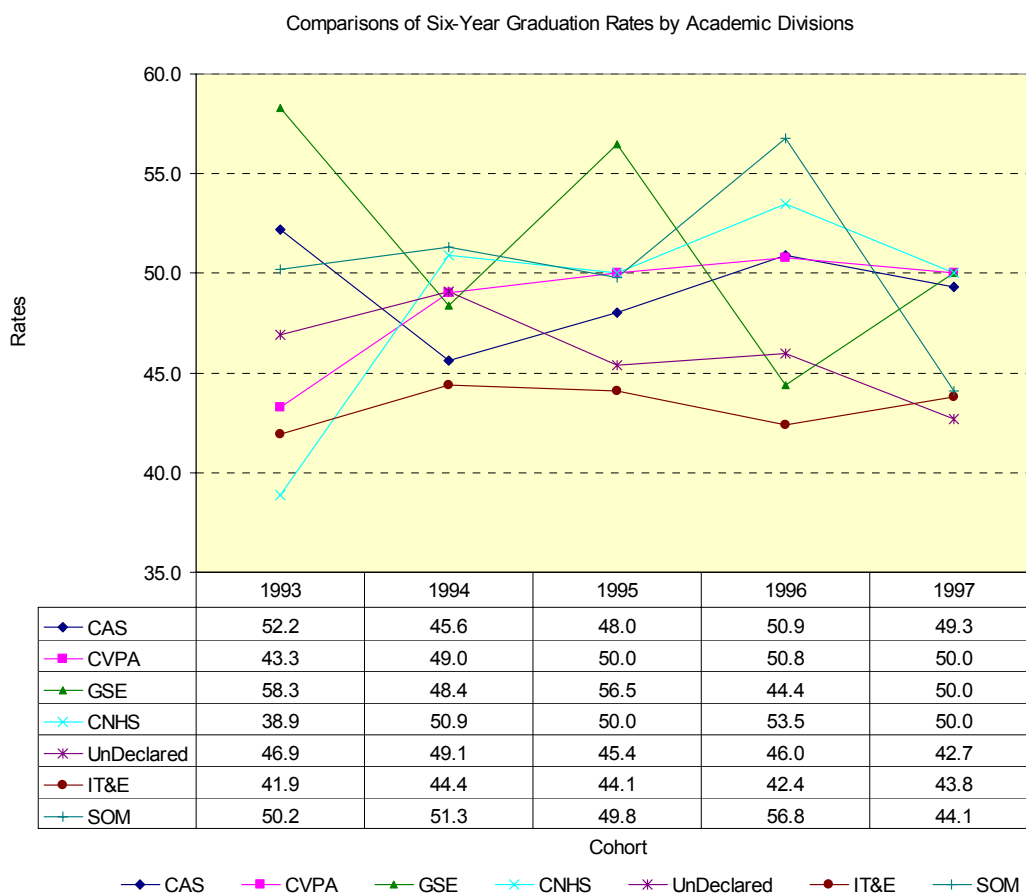
First-Year Persistence Rates by Academic Divisions: Since some of the academic divisions (such as GSE and CVPA) had relatively small cohorts, their persistence rates tend to fluctuate drastically from year to year. However, the overall trend seemed to be that after some slight downward slope in the mid 90's, first year persistence rates started to go up steadily starting from 1998. Overall, College of Visual & Performing Arts, Graduate School of Education and School of Management saw their first-year persistence rates improved, College of Arts & Sciences remained steady, College of Nursing & Health Sciences and School of Information Technology & Engineering experienced some slight loss.

Figure 4



3. **Six-Year Graduation Rates by Academic Divisions:** The trend chart in Figure 5 shows that 6-year graduation rates for CVPA, CNHS and IT&E all went up, about 7%, 11%, and 2% respectively. SOM and Undeclared seemed to have bigger decrease in 6-year graduation rates (13% and 3% decrease respectively). Please note that graduation rates are based on student INITIAL declared majors upon matriculation. As a result, it is likely that some of the students received their degrees from colleges other than their initial choice. Please refer to IRR Report No.3, 2002 for a description of college and majors that students with undeclared eventually graduated from.

Figure 5



Notes:

- I. Cohorts and persistence rates were based on university official census data.
- II. Student academic divisions were based on student majors upon entering the university. When they graduate, they may or may not graduate with their initial majors.