



Georgia Institute of Technology

Annual First-Time Freshmen Retention Study



Office of Institutional Research and Planning

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Georgia Institute of Technology
Institutional Research and Planning
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Institutional Research and Planning has studied the retention of Georgia Tech students from 1996 through 2006. Cohorts have been defined as first-time students who entered in the respective summer or fall terms and were full-time in the cohort-year fall term. Retention is defined as being enrolled (taking classes or coop-at-work/internship) or having graduated at each successive fall term. This report first presents the retention and graduation percentages for each cohort overall and by gender, ethnicity, and entering college. Chi-Square tests of significance ($p \leq 0.05$) on each cohort's progression were conducted by these characteristics. A detailed analysis of first-year retention for the 2001 - 2005 cohorts is also presented, as well as a summary of sophomore retention. Full tables of comparisons by gender, ethnicity, and entering college are contained in an appendix.

Retention

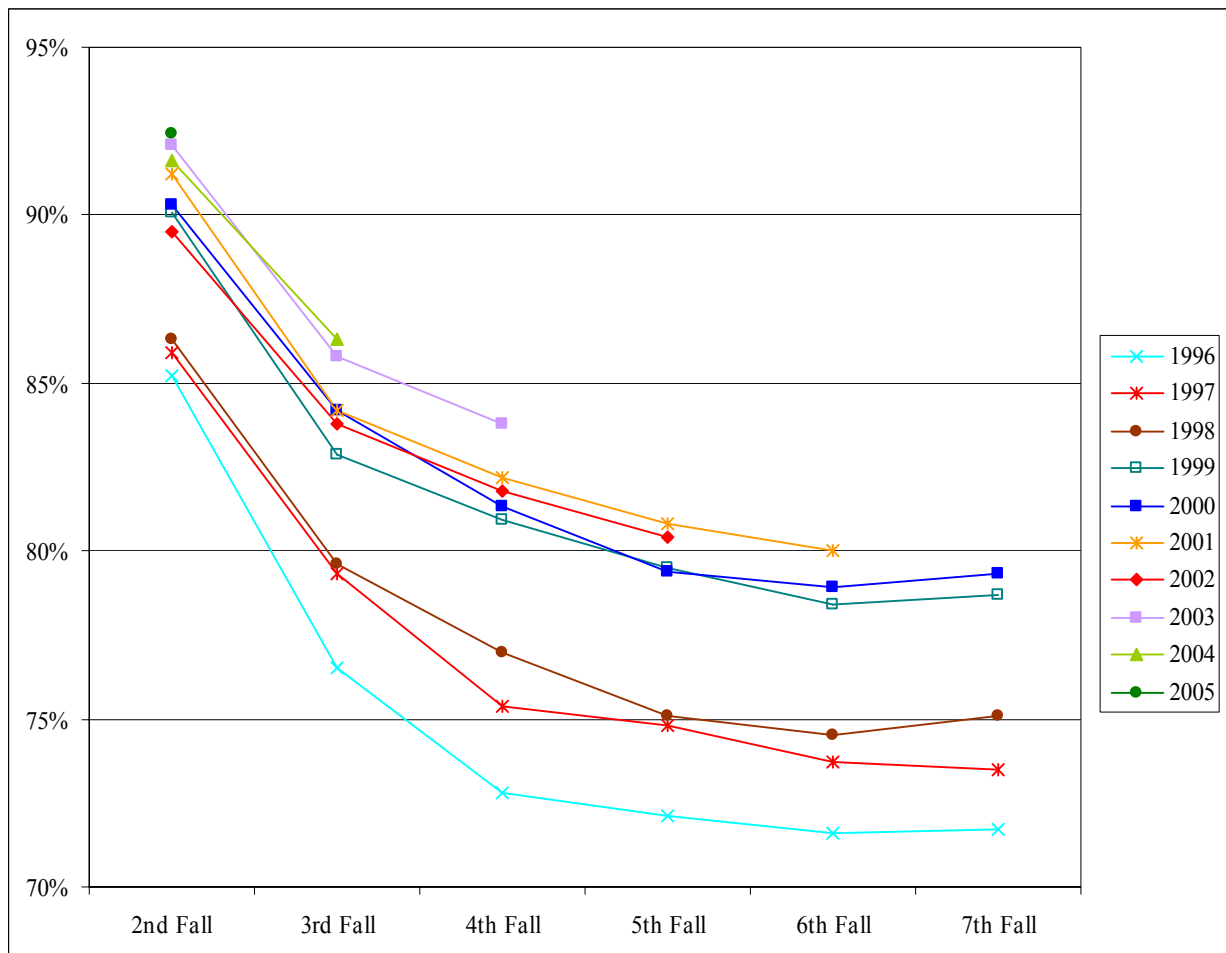
Retention to the second year was at least 85% for the 1996-1998 cohorts, at least 90% for the 1999-2002 cohorts, and 92% for the past three cohort classes. The percentages of returners beyond the second year have slightly increased as well (see Table 1). The six-year retention rate (graduated or still enrolled) has been over 70%, rising to 80% for the 2001 cohort (see Chart 1).

- Some significant differences in retention by gender were noted. Females were usually retained at a higher rate than males. Retention is up for both genders with males increasing at a faster rate than females (see Table 9).
- There were some significant differences in retention by ethnicity (when the small numbers of Native American and Multi-Racial students were excluded). For cohorts entering in the late 1990's, Asian students were generally retained at higher percentages while Black/African-American students were usually retained at lower percentages. Since 2000, differences by ethnicity have not shown a stable pattern. However, Black/African-American students generally returned at the lowest percentages beyond the fourth year, and for seven of the ten cohorts studied, White/Caucasian students were retained to the second year at the lowest percentages. Although Black/African-American students had the lowest retention rates beyond the fourth year, these rates are trending upwards; conversely, the trend for White/Caucasian retention rates to the second year has remained flat (see Table 10).
- Significant differences by entering college were observed for the earliest cohorts in the ten-year study; however, in the last five years, only cohorts 2001 and 2004 showed significant differences by entering college. In the most recent cohorts, Architecture students were retained at the highest rates to the third year and beyond, while Management students had the lowest retention rates beyond the third year (see Table 11).

Table 1. Retention Rates Overall.

| Freshman Cohort | | Retention Rates (to next Fall term) | | | | | |
|-----------------|------|-------------------------------------|--------|--------------------|--------|--------|--------|
| Year | n | 2nd Yr | 3rd Yr | 4 th Yr | 5th Yr | 6th Yr | 7th Yr |
| 1996 | 2120 | 85% | 77% | 73% | 72% | 71% | 72% |
| 1997 | 2069 | 86% | 79% | 75% | 74% | 74% | 74% |
| 1998 | 2487 | 86% | 80% | 77% | 75% | 75% | 75% |
| 1999 | 2298 | 90% | 83% | 81% | 80% | 78% | 79% |
| 2000 | 2243 | 90% | 84% | 81% | 79% | 79% | 79% |
| 2001 | 2224 | 91% | 84% | 82% | 81% | 80% | |
| 2002 | 2276 | 90% | 84% | 82% | 80% | | |
| 2003 | 2225 | 92% | 86% | 84% | | | |
| 2004 | 2575 | 92% | 86% | | | | |
| 2005 | 2418 | 92% | | | | | |

Chart 1. Freshman Cohort Retention to the Seventh Fall.



First-Year Retention

This section of the report presents a detailed analysis of first-year retention for the 2001 – 2005 cohorts. For each cohort, the characteristics of those freshmen who returned to Georgia Tech for their second year of study were compared to the characteristics of students who did not return. In addition to the previous analyses on retention by gender, ethnicity, and entering college, chi-square tests of significance ($p \leq 0.05$) were conducted for each cohort separately on the following variables: residency, nationality, involvement with a fraternity/sorority, participation in Freshmen Experience, housing, taking the Psyc/GT1000 course, and academic standing as of the end of the first spring semester (see Table 2). T-tests for differences between returners and non-returners were conducted on SAT math and verbal scores, high school GPA, admissions index, and end of the first spring semester GPA (see Table 3).

- The first-year retention rate for cohorts 2001-2005 has been at least 90%. The 2005 cohort had the highest percentage of students retained to the second year.
- No significant differences were found by nationality; however, in four of the five cohorts, U.S. residents were retained to the second year at slightly lower rates than international students. Of the U.S. residents, higher first-year retention rates were found among in-state students than those from out-of-state (see Table 2).
- Students in fraternities and sororities were retained to the second year at higher rates than those who were not. The difference was significant for the 2002 and 2005 cohorts. Greek participation has remained stable over the five years studied at approximately 33%. First-year retention is up for Greek and non-Greek students with Greeks increasing at a faster rate than non-Greeks (see Table 2).
- First year retention rates were higher for students who took the Psyc/GT1000 course. In each of the five most recent cohorts (with the exception of the 2004 cohort), over 50% of freshmen took Psyc/GT1000 during their first year at Tech; the participation rate for the 2004 cohort was slightly less than 50%. There were significant differences in retention based on participation in this course for all cohorts except 2001.
- In general, students who participated in the Freshman Experience Program were retained to the second year at higher rates. In four of the five most recent cohorts, over 81% of students participated in the Freshman Experience program; the only cohort that did not meet this participation rate was the 2004 cohort (75.9% participation). Significant differences were found based on whether or not students participated in this program for every cohort except 2004 (see Table 2).
- For each cohort, students who took the combination of Psyc/GT1000 and participated in the Freshman Experience Program were retained to the second year at rates of 91% or higher (see Table 2). In general, rates for these students were approximately 4%-5% higher than the remainder of the cohort. Significant differences were noted for all cohorts except 2001.
- Students living in campus housing were more likely to return for their second year than were students living off campus (see Table 2). The difference was significant for each cohort studied except 2004. Retention rates for those students living on campus ranged from 3.2% to 12.6% higher than rates for students living off campus. Approximately 95% of each cohort lived on campus.
- Significant differences were found by academic standing for each of the five most recent cohorts (see Table 2). Over 95% of students in good academic standing at the end of their first spring semester return for their second year. For each of the last five cohorts, the percentage of students in good academic standing at the end of their first spring semester has exceeded 82%; the highest percentage (86.8%) came in 2005.
- Returning students in these cohorts had higher ($p \leq 0.05$) SAT math scores, high school GPAs, admissions index scores, and end of the first spring semester GPAs (see Table 3).

Table 2. Chi-Square Results for Retention to the Second Year.

| | 2001 Cohort | 2002 Cohort | 2003 Cohort | 2004 Cohort | 2005 Cohort |
|-------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Cohort | 91.2% | 89.5% | 92.1% | 91.6% | 92.4% |
| Female | *93.9% | 90.9% | *94.6% | *94.0% | *94.4% |
| Male | 90.2% | 89.0% | 91.2% | 90.6% | 91.6% |
| Black/African-American | 92.9% | 89.0% | 93.7% | 94.0% | 93.8% |
| Asian-American | *93.0% | *93.7% | 93.6% | *94.3% | *95.8% |
| White/Caucasian | 90.4% | 88.9% | 91.3% | 90.6% | 91.5% |
| Other | 100.0% | 84.4% | 97.1% | 93.1% | 92.9% |
| In-State | 92.1% | *91.4% | 92.3% | *93.5% | *93.7% |
| Out-of-State | 90.0% | 87.0% | 91.8% | 88.5% | 90.1% |
| International | 92.5% | 89.2% | 94.9% | 94.8% | 94.0% |
| U.S. Resident | 91.2% | 89.6% | 92.0% | 91.5% | 92.4% |
| Fraternity/Sorority | 92.3% | *94.2% | 93.3% | 93.0% | *94.5% |
| Non-Member | 90.9% | 88.3% | 91.8% | 91.0% | 91.4% |
| On Campus Housing | *91.8% | *89.9% | *92.7% | 91.8% | *92.9% |
| Off Campus | 79.2% | 81.4% | 82.0% | 88.6% | 82.0% |
| Enrolled in Psyc/GT1000 | 91.3% | *90.7% | *93.2% | *92.8% | *93.7% |
| Not Enrolled in Psyc/GT1000 | 91.2% | 88.0% | 91.0% | 90.5% | 90.7% |
| Freshman Experience | *92.2% | *90.7% | *93.4% | 91.6% | *93.6% |
| Non-FE | 86.3% | 84.5% | 85.2% | 91.8% | 87.5% |
| Psyc/GT1000 & FE | 91.6% | *91.5% | *94.3% | *94.2% | *95.1% |
| Psyc/GT1000 or FE or Neither | 91.0% | 87.7% | 90.3% | 90.2% | 90.1% |
| Architecture | 93.8% | 87.4% | 93.6% | 88.8% | 89.6% |
| Computing | 91.4% | 90.9% | 94.8% | 87.0% | 90.5% |
| Engineering | 91.6% | 89.9% | 91.6% | 91.6% | 92.7% |
| Ivan Allen | *95.6% | 86.2% | 91.1% | 92.6% | 97.1% |
| Management | 86.9% | 87.1% | 93.6% | 94.3% | 90.8% |
| Sciences | 87.6% | 90.1% | 91.7% | *94.5% | 91.8% |
| Good Standing | *95.9% | *95.5% | *96.8% | *96.2% | *97.0% |
| Warning | 91.1% | 86.2% | 91.4% | 87.7% | 86.9% |
| Review | 33.3% | 37.5% | 0.0% | 0.0% | n/a |
| Probation | 75.0% | 84.3% | 84.6% | 77.6% | 75.9% |
| Academic Dismiss/Drop | 4.4% | 1.9% | 0.0% | 12.5% | 19.0% |

* significant difference ($p \leq 0.05$)

Table 3. t-test Results for Retention to the Second Year.

| | | 2001 Cohort | 2002 Cohort | 2003 Cohort | 2004 Cohort | 2005 Cohort |
|-------------------------|-----------------|-------------|-------------|-------------|-------------|-------------|
| SAT Math | Retained | *690.49 | *695.01 | *694.04 | *690.64 | *692.23 |
| | Not Ret. | 674.72 | 680.25 | 680.17 | 677.87 | 679.73 |
| SAT Verbal | Retained | 641.75 | *643.66 | 643.84 | 644.73 | 649.83 |
| | Not Ret. | 646.26 | 634.08 | 644.15 | 640.37 | 639.95 |
| High School GPA | Retained | *3.73 | *3.73 | *3.72 | *3.67 | *3.75 |
| | Not Ret. | 3.66 | 3.64 | 3.65 | 3.57 | 3.64 |
| Admissions Index | Retained | *2.86 | *2.88 | *2.87 | *2.85 | *2.87 |
| | Not Ret. | 2.78 | 2.75 | 2.77 | 2.72 | 2.74 |
| First-Year GPA | Retained | *2.91 | *2.93 | *2.91 | *2.96 | *3.00 |
| | Not Ret. | 1.96 | 1.98 | 1.78 | 1.97 | 1.97 |

* significant difference ($p \leq 0.05$)

Sophomore Retention

Since 2000, the first-year retention rate has been at least 90%, while the second-year rate has been 84-86%. However, for those students in cohorts 2000 through 2004 who were retained to their sophomore year, an additional 7-9% did not return for their junior year (see Table 4).

Table 4. Sophomore Retention Rates.

| Cohort Year | Total Cohort n | Total Cohort Retention to Second Year | | Total Cohort Retention to Third Year | | Cohort Retained to Second Year | |
|-------------|-------------------|---------------------------------------|-------|--------------------------------------|-------|--------------------------------|-------|
| | | n | % | n | % | n | % |
| 2000 | 2,243 | 2,026 | 90.3% | 1,889 | 84.3% | 1,855 | 91.6% |
| 2001 | 2,225 | 2,030 | 91.2% | 1,874 | 84.2% | 1,857 | 91.5% |
| 2002 | 2,276 | 2,038 | 89.5% | 1,908 | 83.8% | 1,886 | 92.5% |
| 2003 | 2,225 | 2,049 | 92.1% | 1,910 | 85.8% | 1,898 | 92.6% |
| 2004 | 2,575 | 2,359 | 91.6% | 2,221 | 86.3% | 2,197 | 93.1% |

- For all five cohorts studied, females were enrolled through their sophomore year at higher percentages than males. Georgia residents and fraternity/sorority members were usually retained at slightly higher percentages than their counterparts. There were no consistent patterns by ethnicity or entering college.
- Students living on campus were more likely to be retained through their sophomore year compared to students living off campus. Four of the five cohorts showed a significant difference in retention rates based on student housing status. Retention of the 2001 cohort showed the greatest difference (18.7%) in retention rates for the two groups, while the least difference in retention rates came with the 2004 cohort (4.7%).

Table 5. Chi-Square Results for Retention to the Third Year by Housing Status.

| Retention to Third Year | 2000 Cohort | 2001 Cohort | 2002 Cohort | 2003 Cohort | 2004 Cohort |
|-------------------------|-------------|-------------|-------------|-------------|-------------|
| On Campus Housing | *84.8% | *85.0% | *84.4% | *86.3% | 86.5% |
| Off Campus | 75.2% | 66.3% | 71.6% | 77.2% | 81.8% |

* significant difference ($p \leq 0.05$)

- For all five cohorts, students who were retained through their sophomore year had higher SAT scores, high school GPAs, and GT Admissions Index scores. As would be expected, GT GPA and academic standing played a significant role in retention. Returning students in all five cohorts also had higher sophomore GPAs (2.95 or better as opposed to 1.81 – 2.05).
- A larger percentage of students are academically dismissed during their second year (3%-5%) than their first year (2%-3%). For the cohorts studied, students that were dismissed during their first year returned to Tech at rates of 21%-39%. For cohorts 2001-2005, over 30% of students dismissed during their sophomore year have returned to Tech (see Table 6).

Table 6. Academic Dismissals and Returns to Tech

| Academic Dismissals/ Returns | 2001 Cohort | 2002 Cohort | 2003 Cohort | 2004 Cohort | 2005 Cohort |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| Dismissed First Year | 2.5% | 2.5% | 2.4% | 2.0% | 2.0% |
| % Returning | 39.3% | 33.3% | 20.8% | 21.2% | n/a |
| Dismissed Second Year | 4.3% | 3.2% | 4.7% | 2.8% | n/a |
| % Returning | 43.8% | 31.5% | 35.6% | n/a | n/a |

Note: students in later cohorts may still plan to return to Tech.

Graduation

Four-year graduation rates steadily increased from 26% for the 1998 cohort to a high of 34% for the 2000 cohort. Subsequent to the 2000 cohort, a gradual decline in four-year graduation rates was noted, from 34% to 31% for the 2002 cohort. Five-year graduation rates gradually increased for each cohort, ranging from 62% to 69%. Six-year rates rose to 77% for cohort 2000, the highest six-year rate for all years studied (see Chart 2).

- Females graduate at higher fourth-, fifth-, and sixth-year rates than males (see Table 12).
- In general, Asian students graduated at higher rates than all other students (when the small numbers of Native American and Multi-Racial students were excluded), while Black/African-American students graduated at lower rates (see Table 13). Trends for both Asian and Black/African-American students have increased. Over the period studied, the five-year graduation rate for Black/African-American students has increased from 47% to 63%.
- For each cohort studied, significant differences in four-year graduation rates were found by entering college (see Table 14). Computing and Engineering usually had the lowest four-year graduation rates. Most cohorts showed significant differences in five-year graduation rates as well. Computing had the lowest five-year graduation rate for nearly every cohort. Significant differences by entering college were not found in six-year graduation rates.
- For cohorts 1998-2000, students participating in the co-op program at least one term were more likely to have graduated in six years (15%-30% higher graduation rates).
- Students in cohorts 1998-2000 who changed their major at least once during their tenure at Georgia Tech were more likely to have graduated in six years (10%-15% higher rates) than students not changing their major.
- Of the total number of students graduating in six years, the highest percentages of students receiving their degree from their entering college typically occurred in the College of Management. In general, the colleges of Architecture and Engineering also had high percentages of students receiving their degree from their entering college (see Table 7).

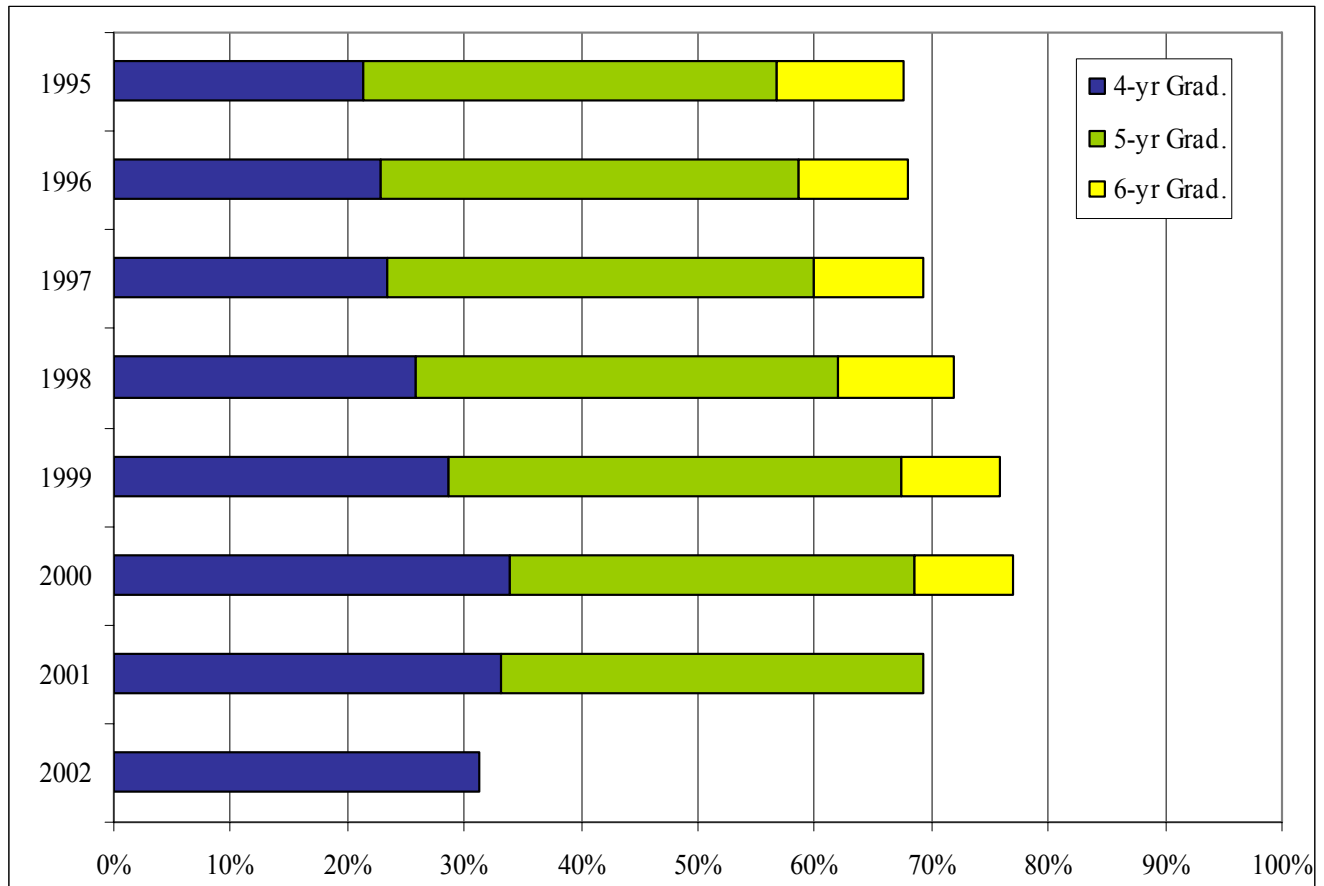
Table 7. Graduated in Entering College.

| Entering College | Graduated in Six Years: % Earning the Degree in Their Entering College | | |
|------------------|--|-------|-------|
| | 1998 | 1999 | 2000 |
| Architecture | 77.9% | 78.6% | 88.5% |
| Computing | 67.7% | 73.6% | 67.7% |
| Engineering | 76.1% | 75.3% | 77.5% |
| Ivan Allen | 46.2% | 66.2% | 67.9% |
| Management | 94.8% | 90.2% | 93.4% |
| Sciences | 53.8% | 46.3% | 49.4% |

Table 8. Graduation Rates Overall.

| Freshman Cohort | | Graduation Rates (through Summer term) | | |
|-----------------|------|--|-------|-------|
| Year | n | 4 Yrs | 5 Yrs | 6 Yrs |
| 1995 | 2120 | 21% | 57% | 68% |
| 1996 | 2120 | 23% | 59% | 68% |
| 1997 | 2069 | 24% | 60% | 69% |
| 1998 | 2487 | 26% | 62% | 72% |
| 1999 | 2298 | 29% | 67% | 76% |
| 2000 | 2243 | 34% | 69% | 77% |
| 2001 | 2225 | 33% | 69% | |
| 2002 | 2276 | 31% | | |

Chart 2. Freshman Cohort Graduation Rates.



Appendix

Table 9. Retention Rates by Gender.

| Freshman Cohort | | | Retention Rates (to next Fall term) | | | | | |
|-----------------|--------|------|-------------------------------------|--------|--------|--------|--------|--------|
| Year | Gender | n | 2nd Yr | 3rd Yr | 4th Yr | 5th Yr | 6th Yr | 7th Yr |
| 1996 | Total | 2120 | *85.2% | *76.5% | *72.8% | *72.1% | *71.4% | *71.7% |
| | Female | 596 | 90.3% | 82.7% | 79.4% | 78.9% | 78.5% | 78.7% |
| | Male | 1524 | 83.2% | 74.0% | 70.2% | 69.4% | 68.6% | 69.0% |
| 1997 | Total | 2069 | *85.9% | *79.3% | *75.4% | *74.3% | *73.7% | *73.5% |
| | Female | 565 | 89.4% | 82.8% | 80.5% | 80.5% | 78.8% | 78.7% |
| | Male | 1504 | 84.6% | 77.9% | 73.5% | 72.0% | 71.8% | 71.5% |
| 1998 | Total | 2487 | *86.3% | *79.7% | *76.9% | *75.1% | *74.5% | *75.1% |
| | Female | 721 | 89.5% | 83.6% | 81.6% | 80.4% | 79.9% | 80.4% |
| | Male | 1766 | 85.1% | 77.9% | 75.0% | 72.9% | 72.4% | 72.9% |
| 1999 | Total | 2298 | *90.1% | *82.9% | *80.9% | *79.5% | *78.4% | *78.7% |
| | Female | 655 | 92.2% | 87.6% | 87.5% | 85.8% | 86.0% | 86.7% |
| | Male | 1643 | 89.2% | 81.0% | 78.2% | 77.1% | 75.4% | 75.5% |
| 2000 | Total | 2243 | 90.3% | 84.2% | 81.3% | *79.4% | *78.9% | *79.3% |
| | Female | 641 | 91.3% | 85.3% | 83.0% | 82.2% | 82.8% | 83.0% |
| | Male | 1602 | 90.0% | 83.8% | 80.6% | 78.3% | 77.3% | 77.8% |
| 2001 | Total | 2225 | *91.2% | *84.2% | *82.2% | *80.8% | *80.0% | |
| | Female | 635 | 93.9% | 88.7% | 86.6% | 86.5% | 85.8% | |
| | Male | 1590 | 90.2% | 82.5% | 80.4% | 78.5% | 77.7% | |
| 2002 | Total | 2276 | 89.5% | *83.8% | *81.8% | *80.4% | | |
| | Female | 636 | 90.9% | 87.0% | 84.9% | 84.3% | | |
| | Male | 1640 | 89.0% | 82.6% | 80.5% | 78.8% | | |
| 2003 | Total | 2225 | *92.1% | *85.8% | *83.8% | | | |
| | Female | 607 | 94.6% | 89.5% | 86.3% | | | |
| | Male | 1618 | 91.2% | 84.5% | 82.9% | | | |
| 2004 | Total | 2575 | *91.6% | *86.3% | | | | |
| | Female | 768 | 94.0% | 88.9% | | | | |
| | Male | 1807 | 90.6% | 85.1% | | | | |
| 2005 | Total | 2418 | *92.4% | | | | | |
| | Female | 714 | 94.4% | | | | | |
| | Male | 1704 | 91.6% | | | | | |

* significant difference ($p \leq 0.05$)

Table 10. Retention Rates by Ethnicity.

| Freshman Cohort | | | Retention Rates (to next Fall term) | | | | | |
|-----------------|-------------------|------|-------------------------------------|--------|--------|--------|--------|--------|
| Year | Ethnicity | n | 2nd Yr | 3rd Yr | 4th Yr | 5th Yr | 6th Yr | 7th Yr |
| 1996 | Total | 2120 | 85.2% | 76.5% | 72.8% | 72.1% | 71.4% | 71.7% |
| | Asian | 240 | 85.8% | 78.8% | 75.4% | 75.8% | 75.4% | 77.1% |
| | Black/African-Am. | 122 | 90.2% | 79.5% | 72.1% | 68.0% | 64.8% | 64.8% |
| | Hispanic | 73 | 84.9% | 79.5% | 75.3% | 74.0% | 75.3% | 74.0% |
| | Native American | 5 | 100.0% | 100.0% | 100.0% | 80.0% | 80.0% | 80.0% |
| | Multi-Racial | 27 | 81.5% | 77.8% | 74.1% | 77.8% | 70.4% | 70.4% |
| | White/Caucasian | 1653 | 84.8% | 75.7% | 72.2% | 71.6% | 71.1% | 71.4% |
| 1997 | Total | 2069 | 85.9% | 79.3% | 75.4% | 74.3% | *73.7% | 73.5% |
| | Asian | 268 | 86.2% | 82.8% | 77.2% | 76.9% | 76.5% | 75.8% |
| | Black/African-Am. | 140 | 92.1% | 81.4% | 77.1% | 71.4% | 62.9% | 65.0% |
| | Hispanic | 47 | 91.5% | 83.0% | 78.7% | 74.5% | 76.6% | 80.9% |
| | Native American | 1 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| | Multi-Racial | 37 | 70.3% | 75.7% | 73.0% | 67.6% | 64.9% | 62.2% |
| | White/Caucasian | 1576 | 85.5% | 78.4% | 74.9% | 74.3% | 74.3% | 73.9% |
| 1998 | Total | 2487 | 86.3% | *79.7% | *76.9% | *75.1% | *74.5% | *75.1% |
| | Asian | 351 | 89.2% | 85.2% | 80.9% | 79.2% | 78.6% | 79.5% |
| | Black/African-Am. | 198 | 85.9% | 73.7% | 67.7% | 63.6% | 58.1% | 59.1% |
| | Hispanic | 85 | 89.4% | 88.2% | 80.0% | 80.0% | 76.5% | 76.5% |
| | Native American | 0 | n/a | n/a | n/a | n/a | n/a | n/a |
| | Multi-Racial | 37 | 91.9% | 81.1% | 83.8% | 70.3% | 73.0% | 73.0% |
| | White/Caucasian | 1816 | 85.6% | 78.8% | 76.9% | 75.4% | 75.5% | 76.0% |
| 1999 | Total | 2298 | *90.1% | 82.9% | *80.9% | *79.5% | *78.4% | *78.7% |
| | Asian | 367 | 94.3% | 86.7% | 86.4% | 82.8% | 82.6% | 83.4% |
| | Black/African-Am. | 139 | 85.6% | 77.0% | 74.1% | 66.2% | 67.6% | 66.2% |
| | Hispanic | 47 | 89.4% | 83.0% | 76.6% | 74.5% | 78.7% | 76.6% |
| | Native American | 1 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| | Multi-Racial | 49 | 89.8% | 77.6% | 79.6% | 79.6% | 83.7% | 81.6% |
| | White/Caucasian | 1695 | 89.6% | 82.7% | 80.4% | 80.1% | 78.2% | 78.7% |
| 2000 | Total | 2243 | *90.3% | *84.2% | 81.3% | 79.4% | 78.9% | *79.3% |
| | Asian | 380 | 94.5% | 88.7% | 84.7% | 84.0% | 82.6% | 83.4% |
| | Black/African-Am. | 128 | 91.4% | 86.7% | 80.5% | 75.0% | 71.9% | 71.1% |
| | Hispanic | 67 | 85.1% | 82.1% | 85.1% | 76.1% | 80.6% | 79.1% |
| | Native American | 6 | 100.0% | 100.0% | 83.3% | 100.0% | 83.3% | 100.0% |
| | Multi-Racial | 17 | 82.4% | 82.4% | 76.5% | 76.5% | 64.7% | 70.6% |
| | White/Caucasian | 1645 | 89.5% | 83.0% | 80.4% | 78.8% | 78.6% | 79.0% |
| 2001 | Total | 2225 | *91.2% | *84.2% | *82.2% | 80.8% | *80.0% | |
| | Asian | 413 | 93.0% | 85.5% | 84.0% | 82.1% | 80.9% | |
| | Black/African-Am. | 113 | 92.9% | 89.4% | 84.1% | 77.0% | 73.5% | |
| | Hispanic | 49 | 100.0% | 95.9% | 98.0% | 93.9% | 91.8% | |
| | Native American | 1 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |
| | Multi-Racial | 12 | 100.0% | 83.3% | 91.7% | 91.7% | 83.3% | |
| | White/Caucasian | 1637 | 90.4% | 83.2% | 81.1% | 80.2% | 79.9% | |
| 2002 | Total | 2276 | *89.5% | 83.8% | 81.8% | *80.4% | | |
| | Asian | 380 | 93.7% | 87.9% | 85.3% | 85.3% | | |
| | Black/African-Am. | 127 | 89.0% | 80.3% | 74.8% | 71.7% | | |
| | Hispanic | 70 | 87.1% | 82.9% | 80.0% | 81.4% | | |
| | Native American | 5 | 80.0% | 40.0% | 20.0% | 20.0% | | |
| | Multi-Racial | 15 | 73.3% | 73.3% | 73.3% | 66.7% | | |
| | White/Caucasian | 1679 | 88.9% | 83.4% | 81.8% | 80.2% | | |
| 2003 | Total | 2225 | 92.1% | 85.8% | 83.8% | | | |
| | Asian | 405 | 93.6% | 88.1% | 83.5% | | | |
| | Black/African-Am. | 127 | 93.7% | 85.0% | 84.3% | | | |
| | Hispanic | 70 | 98.6% | 91.4% | 90.0% | | | |
| | Native American | 7 | 100.0% | 85.7% | 71.4% | | | |
| | Multi-Racial | 28 | 92.9% | 89.3% | 85.7% | | | |
| | White/Caucasian | 1588 | 91.3% | 85.0% | 83.6% | | | |

(continued)

Table 10. Retention Rates by Ethnicity (continued).

| Year | Freshman Cohort | | Retention Rates (to next Fall term) | | | | | |
|------|-------------------|------|-------------------------------------|--------|--------|--------|--------|--------|
| | Ethnicity | n | 2nd Yr | 3rd Yr | 4th Yr | 5th Yr | 6th Yr | 7th Yr |
| 2004 | Total | 2575 | *91.6% | *86.3% | | | | |
| | Asian | 470 | 94.3% | 91.1% | | | | |
| | Black/African-Am. | 151 | 94.0% | 87.4% | | | | |
| | Hispanic | 103 | 95.1% | 90.3% | | | | |
| | Native American | 12 | 83.3% | 75.0% | | | | |
| | Multi-Racial | 15 | 86.7% | 86.7% | | | | |
| | White/Caucasian | 1824 | 90.6% | 84.8% | | | | |
| 2005 | Total | 2418 | *92.4% | | | | | |
| | Asian | 409 | 95.8% | | | | | |
| | Black/African-Am. | 160 | 93.8% | | | | | |
| | Hispanic | 108 | 93.5% | | | | | |
| | Native American | 8 | 100.0% | | | | | |
| | Multi-Racial | 11 | 81.8% | | | | | |
| | White/Caucasian | 1722 | 91.5% | | | | | |

* significant difference ($p \leq 0.05$), when Native American and Multi-Racial excluded

Table 11. Retention Rates by College.

| Freshman Cohort | | | Retention Rates (to next Fall term) | | | | | |
|-----------------|------------------|------|-------------------------------------|--------|--------|--------|--------|--------|
| Year | Entering College | n | 2nd Yr | 3rd Yr | 4th Yr | 5th Yr | 6th Yr | 7th Yr |
| 1996 | Total | 2120 | *85.2% | *76.5% | *72.8% | *72.1% | *71.4% | *71.7% |
| | Architecture | 107 | 75.7% | 66.4% | 61.7% | 61.7% | 57.0% | 58.9% |
| | Computing | 214 | 80.4% | 70.1% | 66.8% | 65.9% | 63.1% | 64.5% |
| | Engineering | 1354 | 87.2% | 78.5% | 74.5% | 74.3% | 74.0% | 74.1% |
| | Ivan Allen | 113 | 84.1% | 77.9% | 75.2% | 69.9% | 71.7% | 71.7% |
| | Management | 71 | 94.4% | 84.5% | 80.3% | 80.3% | 81.7% | 81.7% |
| | Sciences | 261 | 80.5% | 72.4% | 70.1% | 68.6% | 67.8% | 68.2% |
| 1997 | Total | 2069 | 85.9% | *79.3% | *75.4% | *74.3% | 73.7% | *73.5% |
| | Architecture | 119 | 84.9% | 74.8% | 71.4% | 64.7% | 68.1% | 66.4% |
| | Computing | 241 | 80.1% | 73.0% | 68.9% | 66.4% | 67.6% | 66.4% |
| | Engineering | 1267 | 86.7% | 80.4% | 76.5% | 75.7% | 75.0% | 75.1% |
| | Ivan Allen | 109 | 89.0% | 83.5% | 79.8% | 79.8% | 76.2% | 80.7% |
| | Management | 95 | 89.5% | 83.2% | 82.1% | 77.9% | 75.8% | 74.7% |
| | Sciences | 238 | 84.9% | 78.2% | 74.0% | 76.1% | 74.0% | 71.9% |
| 1998 | Total | 2487 | 86.3% | 79.7% | *76.9% | 75.1% | 74.5% | 75.1% |
| | Architecture | 138 | 89.1% | 84.1% | 80.4% | 79.0% | 79.0% | 77.5% |
| | Computing | 348 | 81.9% | 73.9% | 71.4% | 71.1% | 69.9% | 70.2% |
| | Engineering | 1511 | 87.4% | 80.6% | 78.7% | 76.4% | 75.8% | 76.6% |
| | Ivan Allen | 128 | 82.8% | 78.9% | 73.4% | 71.9% | 71.9% | 72.7% |
| | Management | 112 | 89.3% | 82.1% | 75.9% | 69.6% | 69.6% | 70.5% |
| | Sciences | 251 | 84.9% | 78.9% | 74.2% | 75.0% | 74.2% | 75.0% |
| 1999 | Total | 2298 | 90.1% | 82.9% | 80.9% | 79.5% | 78.4% | 78.7% |
| | Architecture | 108 | 89.8% | 80.6% | 82.4% | 81.5% | 79.6% | 79.6% |
| | Computing | 353 | 92.1% | 83.0% | 80.5% | 79.6% | 77.9% | 78.8% |
| | Engineering | 1356 | 89.3% | 82.8% | 81.1% | 79.4% | 78.2% | 78.6% |
| | Ivan Allen | 97 | 89.7% | 81.4% | 78.4% | 82.5% | 81.4% | 81.4% |
| | Management | 128 | 89.8% | 82.0% | 78.1% | 74.2% | 74.2% | 72.7% |
| | Sciences | 256 | 91.8% | 84.8% | 81.6% | 81.3% | 80.9% | 80.9% |
| 2000 | Total | 2243 | 90.3% | 84.2% | 81.3% | 79.4% | 78.9% | 79.3% |
| | Architecture | 117 | 91.5% | 89.7% | 87.2% | 82.9% | 83.8% | 83.8% |
| | Computing | 381 | 90.2% | 83.6% | 79.8% | 79.1% | 78.0% | 78.2% |
| | Engineering | 1309 | 90.5% | 84.1% | 81.9% | 79.4% | 79.2% | 79.8% |
| | Ivan Allen | 99 | 90.9% | 87.9% | 83.8% | 82.8% | 81.8% | 81.8% |
| | Management | 106 | 88.7% | 84.9% | 76.4% | 76.4% | 71.7% | 72.6% |
| | Sciences | 231 | 89.7% | 81.6% | 78.5% | 78.1% | 77.9% | 77.5% |
| 2001 | Total | 2225 | *91.2% | 84.2% | *82.2% | *80.8% | *80.0% | |
| | Architecture | 96 | 93.8% | 92.7% | 89.6% | 88.5% | 88.5% | |
| | Computing | 337 | 91.4% | 82.5% | 82.8% | 81.9% | 80.7% | |
| | Engineering | 1292 | 91.6% | 84.8% | 83.1% | 81.3% | 80.6% | |
| | Ivan Allen | 137 | 95.6% | 86.1% | 81.8% | 81.0% | 82.5% | |
| | Management | 137 | 86.9% | 83.9% | 76.6% | 73.0% | 72.3% | |
| | Sciences | 226 | 87.6% | 79.2% | 77.0% | 77.4% | 75.7% | |
| 2002 | Total | 2276 | 89.5% | 83.8% | 81.8% | 80.4% | | |
| | Architecture | 111 | 87.4% | 83.8% | 82.9% | 81.1% | | |
| | Computing | 253 | 90.9% | 85.4% | 82.6% | 78.7% | | |
| | Engineering | 1433 | 89.9% | 83.8% | 82.2% | 81.1% | | |
| | Ivan Allen | 144 | 86.2% | 81.4% | 79.2% | 80.6% | | |
| | Management | 124 | 87.1% | 82.3% | 77.4% | 75.0% | | |
| | Sciences | 211 | 90.1% | 84.8% | 81.5% | 80.1% | | |
| 2003 | Total | 2225 | 92.1% | 85.8% | 83.8% | | | |
| | Architecture | 125 | 93.6% | 90.4% | 87.2% | | | |
| | Computing | 194 | 94.8% | 87.1% | 82.5% | | | |
| | Engineering | 1441 | 91.6% | 85.0% | 83.9% | | | |
| | Ivan Allen | 112 | 91.1% | 87.5% | 83.9% | | | |
| | Management | 124 | 93.6% | 90.3% | 85.5% | | | |
| | Sciences | 229 | 91.7% | 84.3% | 81.7% | | | |

(continued)

Table 11. Retention Rates by College (continued).

| Freshman Cohort | | | Retention Rates (to next Fall term) | | | | | |
|-----------------|------------------|------|-------------------------------------|--------|--------|--------|--------|--------|
| Year | Entering College | n | 2nd Yr | 3rd Yr | 4th Yr | 5th Yr | 6th Yr | 7th Yr |
| 2004 | Total | 2575 | *91.6% | *86.3% | | | | |
| | Architecture | 178 | 88.8% | 80.3% | | | | |
| | Computing | 185 | 87.0% | 81.1% | | | | |
| | Engineering | 1658 | 91.6% | 86.3% | | | | |
| | Ivan Allen | 121 | 92.6% | 89.3% | | | | |
| | Management | 158 | 94.3% | 93.0% | | | | |
| | Sciences | 275 | 94.5% | 88.0% | | | | |
| 2005 | Total | 2418 | 92.4% | | | | | |
| | Architecture | 144 | 89.6% | | | | | |
| | Computing | 158 | 90.5% | | | | | |
| | Engineering | 1524 | 92.7% | | | | | |
| | Ivan Allen | 173 | 97.1% | | | | | |
| | Management | 163 | 90.8% | | | | | |
| | Sciences | 256 | 91.8% | | | | | |

* significant difference ($p \leq 0.05$)

Table 12. Graduation Rates by Gender.

| Freshman Cohort | | | Graduation Rates (through Summer term) | | |
|-----------------|--------|------|--|--------|--------|
| Year | Gender | n | 4 Yrs | 5 Yrs | 6 Yrs |
| 1998 | Total | 2487 | *25.9% | *61.9% | *71.9% |
| | Female | 721 | 37.9% | 72.8% | 78.4% |
| | Male | 1766 | 21.1% | 57.4% | 69.3% |
| 1999 | Total | 2298 | *28.6% | *67.4% | *75.9% |
| | Female | 655 | 34.5% | 77.7% | 84.1% |
| | Male | 1643 | 26.2% | 63.4% | 72.7% |
| 2000 | Total | 2243 | *33.9% | *68.6% | *77.0% |
| | Female | 641 | 45.2% | 76.4% | 81.7% |
| | Male | 1602 | 29.3% | 65.5% | 75.0% |
| 2001 | Total | 2225 | *33.1% | *69.3% | |
| | Female | 635 | 46.5% | 80.5% | |
| | Male | 1590 | 27.7% | 64.8% | |
| 2002 | Total | 2276 | *31.2% | | |
| | Female | 636 | 41.8% | | |
| | Male | 1640 | 27.1% | | |

* significant difference ($p \leq 0.05$)

Table 13. Graduation Rates by Ethnicity.

| Freshman Cohort | | | Graduation Rates (through Summer term) | | |
|-----------------|-------------------|------|--|--------|--------|
| Year | Ethnicity | n | 4 Yrs | 5 Yrs | 6 Yrs |
| 1998 | Total | 2487 | *25.9% | *61.9% | *71.9% |
| | Asian | 351 | 40.5% | 67.8% | 75.2% |
| | Black/African-Am. | 198 | 16.2% | 46.5% | 56.1% |
| | Hispanic | 85 | 28.2% | 69.4% | 70.6% |
| | Native American | 0 | n/a | n/a | n/a |
| | Multi-Racial | 37 | 32.4% | 62.2% | 73.0% |
| | White/Caucasian | 1816 | 24.0% | 62.1% | 73.1% |
| 1999 | Total | 2298 | *28.6% | *67.4% | *75.9% |
| | Asian | 367 | 38.7% | 73.3% | 80.9% |
| | Black/African-Am. | 139 | 12.2% | 45.3% | 62.6% |
| | Hispanic | 47 | 25.5% | 61.7% | 72.3% |
| | Native American | 1 | 100.0% | 100.0% | 100.0% |
| | Multi-Racial | 49 | 40.8% | 69.4% | 77.6% |
| | White/Caucasian | 1695 | 27.4% | 68.1% | 76.0% |
| 2000 | Total | 2243 | *33.9% | *68.6% | *77.0% |
| | Asian | 380 | 49.7% | 74.7% | 81.1% |
| | Black/African-Am. | 128 | 25.8% | 56.3% | 67.2% |
| | Hispanic | 67 | 31.3% | 74.6% | 76.1% |
| | Native American | 6 | 50.0% | 66.7% | 66.7% |
| | Multi-Racial | 17 | 41.2% | 64.7% | 64.7% |
| | White/Caucasian | 1645 | 30.8% | 68.0% | 77.0% |
| 2001 | Total | 2225 | *33.1% | *69.3% | |
| | Asian | 413 | 47.7% | 73.1% | |
| | Black/African-Am. | 113 | 24.8% | 62.8% | |
| | Hispanic | 49 | 34.7% | 79.6% | |
| | Native American | 1 | 100.0% | 100.0% | |
| | Multi-Racial | 12 | 16.7% | 66.7% | |
| | White/Caucasian | 1637 | 30.0% | 68.4% | |
| 2002 | Total | 2276 | *31.2% | | |
| | Asian | 380 | 41.8% | | |
| | Black/African-Am. | 127 | 19.7% | | |
| | Hispanic | 70 | 41.4% | | |
| | Native American | 5 | 0.0% | | |
| | Multi-Racial | 15 | 26.7% | | |
| | White/Caucasian | 1679 | 29.4% | | |

* significant difference ($p \leq 0.05$), when Native American and Multi-Racial excluded

Table 14. Graduation Rates by College.

| Year | Freshman Cohort | | Graduation Rates (through Summer term) | | |
|------|------------------|------|--|--------|-------|
| | Entering College | n | 4 Yrs | 5 Yrs | 6 Yrs |
| 1998 | Total | 2487 | *25.9% | *61.9% | 71.9% |
| | Architecture | 138 | 46.4% | 72.5% | 75.4% |
| | Computing | 346 | 26.3% | 58.7% | 67.1% |
| | Engineering | 1511 | 19.5% | 60.2% | 73.0% |
| | Ivan Allen | 128 | 40.6% | 65.6% | 71.1% |
| | Management | 112 | 32.1% | 66.1% | 68.8% |
| | Sciences | 252 | 42.5% | 67.1% | 72.2% |
| 1999 | Total | 2298 | *28.6% | *67.4% | 75.9% |
| | Architecture | 108 | 45.4% | 73.2% | 77.8% |
| | Computing | 353 | 33.1% | 64.0% | 75.1% |
| | Engineering | 1356 | 23.5% | 66.2% | 75.7% |
| | Ivan Allen | 97 | 46.4% | 75.3% | 79.4% |
| | Management | 128 | 24.2% | 67.2% | 71.9% |
| | Sciences | 256 | 37.5% | 74.2% | 78.5% |
| 2000 | Total | 2243 | *33.9% | 68.6% | 77.0% |
| | Architecture | 117 | 44.4% | 75.2% | 82.1% |
| | Computing | 381 | 33.4% | 66.4% | 75.6% |
| | Engineering | 1309 | 29.1% | 67.9% | 77.3% |
| | Ivan Allen | 99 | 50.5% | 74.7% | 78.8% |
| | Management | 106 | 43.4% | 67.0% | 71.7% |
| | Sciences | 231 | 44.6% | 71.0% | 76.2% |
| 2001 | Total | 2225 | *33.1% | *69.3% | |
| | Architecture | 96 | 46.9% | 84.4% | |
| | Computing | 337 | 34.1% | 66.5% | |
| | Engineering | 1292 | 27.2% | 68.0% | |
| | Ivan Allen | 137 | 54.7% | 75.9% | |
| | Management | 137 | 38.7% | 69.3% | |
| | Sciences | 226 | 42.5% | 70.4% | |
| 2002 | Total | 2276 | *31.2% | | |
| | Architecture | 111 | 42.3% | | |
| | Computing | 253 | 25.7% | | |
| | Engineering | 1433 | 28.0% | | |
| | Ivan Allen | 144 | 45.1% | | |
| | Management | 124 | 36.3% | | |
| | Sciences | 211 | 41.7% | | |

* significant difference ($p \leq 0.05$)