2013-2014 Student Success Report

Wright State Institutional Research

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Glossary
The Office of institutional Research uses the following definitions when compiling data:

Institutional Definitions

**Intended major/college:** The academic area that a student plans to major in. Students who are in intended majors are advised in University College.

**Direct Admit:** Students who meet certain academic standards (determined by the academic college) may be directly admitted into the degree-granting college. Students who are directly admitted are advised by the college of admittance.

**Developmental Courses (DEV):** DEV courses are provided for students who are under-prepared in mathematics and/or writing to help prepare them for entrance into and successful completion of general education courses.

**The following race/ethnicity descriptions may be used:**
- Two or more races
- Minority: Any race indicated as non-white
- Under-represented Minority: American Indian or Alaska Native, Black or African American, and Hispanic/Latino

**Consortium for Student Retention Data Exchange (CSRDE)**

CSRDE conducts annual retention studies which provide executives at two-year and four-year institutions with access to timely, comprehensive, comparative benchmarking data on retention and graduation.

**Student Achievement Measure (SAM) and The College Portrait**

SAM and The College Portrait provide a more comprehensive picture of student progress and completion than the traditional retention and graduation reports such as IPEDS (Integrated Postsecondary Education Data System). Data in these reports tracks initial cohorts across institutions and state boundaries, giving a more accurate portrayal of the outcomes of the initial cohorts.

**Expected Family Contribution (EFC)**

The expected family contribution is a measure of the family’s financial strength and is calculated according to a formula established by law. The family’s taxed and untaxed income, assets, and benefits (such as unemployment or Social Security) are all considered in the formula. The family size and number of family members who will attend college during the year are also considered.

**Pell Grant Program**

Provides grant assistance to eligible undergraduate postsecondary students with demonstrated financial need to help meet education assistance.

**Socio-Economic Status (SES)**

An economic and sociological combined total measure of a person’s work experience and of an individual’s of family’s economic and social position in relation to others, based on income, education, and occupation.
Integrated Postsecondary Education Data System (IPEDS) Definitions

Conducted by the National Center for Education Statistics (NCES) and involves all annual institution-level data collections. All Title IV institutions are required to report data for the following student institutional characteristics: enrollment (12-month and fall), completions, graduation rates, and student financial aid.

**First-time student:** A student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level. It includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).

**Transfer-in student:** A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate, graduate). This includes new students enrolled in the fall term who transferred into the institution the prior summer term.

**Initial cohort:** All students who enter an institution as full-time, first-time degree-seeking students during the fall term of a given year.

**Retention rate:** A measure of the rate at which students persist in their education program at an institution. The rate is the percentage of first-time bachelors degree-seeking undergraduates from the previous fall who are again enrolled in the current fall.

**Graduation rate:** The number of students in an initial cohort who complete their degree within 150 percent of normal time to completion (6 years for a bachelor’s degree).

**Race/Ethnicity:** Individuals are asked to first designate ethnicity as: Hispanic/Latino or Not Hispanic/Latino. They are then asked to indicate all races that apply among the following:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
All Students, 2nd and 3rd Year Retention
By College Readiness and SES, 2011 Cohort

College Readiness

<table>
<thead>
<tr>
<th>ACT</th>
<th>HSGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Admits</td>
<td>&lt; 17</td>
</tr>
<tr>
<td>18-20</td>
<td>36%</td>
</tr>
<tr>
<td>21-24</td>
<td>45%</td>
</tr>
<tr>
<td>25+</td>
<td>62%</td>
</tr>
<tr>
<td>&lt; 2.5</td>
<td>31%</td>
</tr>
<tr>
<td>2.5-2.99</td>
<td>44%</td>
</tr>
<tr>
<td>3.0-3.49</td>
<td>51%</td>
</tr>
<tr>
<td>3.5+</td>
<td>63%</td>
</tr>
</tbody>
</table>

Socio-Economic Status

- First Generation: 38% Ret. Fall 2012, 49% Ret. Fall 2013
- EFC Lowest Quartile: 29% Ret. Fall 2012, 42% Ret. Fall 2013
- EFC Highest Quartile: 55% Ret. Fall 2012, 66% Ret. Fall 2013
- Pell Recipient: 34% Ret. Fall 2012, 47% Ret. Fall 2013
Caucasian Students, 2nd and 3rd Year Retention
By College Readiness and SES, 2011 Cohort

College Readiness

<table>
<thead>
<tr>
<th>ACT</th>
<th>HSGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Admits</td>
<td>78%</td>
</tr>
<tr>
<td>&lt; 17</td>
<td>69%</td>
</tr>
<tr>
<td>18-20</td>
<td>48%</td>
</tr>
<tr>
<td>21-24</td>
<td>51%</td>
</tr>
<tr>
<td>25+</td>
<td>80%</td>
</tr>
</tbody>
</table>

Socio-Economic Status

First Generation
- Ret. Fall 2012: 54%
- Ret. Fall 2013: 45%

EFC Lowest Quartile
- 39%

EFC Highest Quartile
- 57%

Pell Recipient
- 54%
African-American Students, 2nd and 3rd year Retention
By College Readiness and SES, 2011 Cohort

College Readiness

Socio-Economic Status

Office of Institutional Research
Hispanic Students, 2nd and 3rd Year Retention
By College Readiness and SES, 2011 Cohort

College Readiness

ACT

HSGPA

Socio-Economic Status

First Generation

EFC Lowest Quartile

EFC Highest Quartile

Pell Recipient

Office of Institutional Research

Last Revision November 7, 2014
Other Ethnicities/Races, Second and Third Year Retention
By College Readiness and SES, 2011 Cohort

College Readiness

<table>
<thead>
<tr>
<th>ACT</th>
<th>HSGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Admits</td>
<td>Act: 55%</td>
</tr>
<tr>
<td>&lt; 17</td>
<td>Act: 40%</td>
</tr>
<tr>
<td>18-20</td>
<td>Act: 39%</td>
</tr>
<tr>
<td>21-24</td>
<td>Act: 50%</td>
</tr>
<tr>
<td>25+</td>
<td>Act: 70%</td>
</tr>
<tr>
<td>&lt; 2.5</td>
<td>Act: 38%</td>
</tr>
<tr>
<td>2.5-2.99</td>
<td>Act: 68%</td>
</tr>
<tr>
<td>3.0-3.49</td>
<td>Act: 62.1%</td>
</tr>
<tr>
<td>3.5+</td>
<td>Act: 51.1%</td>
</tr>
</tbody>
</table>

Socio-Economic Status

- First Generation: Ret. Fall 2012 - 35%, Ret. Fall 2013 - 47%
- EFC Lowest Quartile: Ret. Fall 2012 - 32%, Ret. Fall 2013 - 51%
- EFC Highest Quartile: Ret. Fall 2012 - 50%, Ret. Fall 2013 - 59%
- Pell Recipient: Ret. Fall 2012 - 36%, Ret. Fall 2013 - 52%

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Retention by Initial Intended College to Second Year College
Movement by College, 2012 Cohort

Wright State University

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First Year DEV Course Enrollment, Second Year Retention
2012 Cohort

DEV English and Math: 41%
DEV Math: 58%
DEV English: 34%
First Year DEV Course Enrollment, Second Year Retention
Longitudinal Data, 2008-2012 Cohorts

Wright State University

Office of Institutional Research

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ACT scores, Second Year Retention

2012 Cohort

- ACT 30 or Above: 90%
- ACT 27-29: 77%
- ACT 24-26: 77%
- ACT 21-23: 63%
- ACT 18-20: 52%
- ACT 15-17: 47%
- ACT 14 or Below: 23%

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ACT scores, Second Year Retention
Longitudinal Data, 2008-2012 Cohorts

Wright State University

Office of Institutional Research
ACT Range & Expected Family Contribution Quartiles, First Year Retention
2012 Cohort
Ethnicity, Second Year Retention Data
2012 Cohort

- Caucasian: 65%
- Asian: 83%
- Hispanic: 73%
- African American: 45%
Ethnicity, Third Year Retention Data
2011 Cohort

- Caucasian: 52%
- Asian: 59%
- Hispanic: 35%
- African American: 23%
Success & Progress Rates
2007 Cohort

4 years later
- 19% Graduated from WSU
- 3% Graduated from Another Institution
- 35% Still Enrolled at WSU
- 19% Still Enrolled at Another Institution
- 76% Total

6 years later
- 41% Graduated from WSU
- 10% Graduated from Another Institution
- 6% Still Enrolled at WSU
- 12% Still Enrolled at Another Institution
- 68% Total

Wright State University
Office of Institutional Research
Last Revision November 7, 2014
Student Retention by College
*Direct Admits, Intending, Average HSGPA & ACT, 2012 Cohort*

<table>
<thead>
<tr>
<th>College</th>
<th>Direct Admits</th>
<th>Intending</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSCOB</td>
<td>3.68, 25</td>
<td>2.97, 20</td>
<td>75%</td>
</tr>
<tr>
<td>CEHS</td>
<td>3.70, 25</td>
<td>2.95, 20</td>
<td>83%</td>
</tr>
<tr>
<td>CECS</td>
<td>3.80, 28</td>
<td>3.12, 22</td>
<td>92%</td>
</tr>
<tr>
<td>COLA</td>
<td>3.50, 25</td>
<td>2.83, 21</td>
<td>79%</td>
</tr>
<tr>
<td>CONH</td>
<td>3.13, 21</td>
<td></td>
<td>53%</td>
</tr>
<tr>
<td>COSM</td>
<td>3.49, 25</td>
<td>2.86, 20</td>
<td>76%</td>
</tr>
</tbody>
</table>

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ACT Range & Expected Family Contribution Quartile 6-Year Graduation
2007 Cohort
Graduating Student Profiles by College

**No. of Graduates**

<table>
<thead>
<tr>
<th>College</th>
<th>No. of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raj Soin College of Business</td>
<td>361</td>
</tr>
<tr>
<td>College of Education &amp; Human Services</td>
<td>363</td>
</tr>
<tr>
<td>College of Engineering &amp; Computer Science</td>
<td>238</td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td>596</td>
</tr>
<tr>
<td>College of Nursing &amp; Health</td>
<td>207</td>
</tr>
<tr>
<td>College of Science &amp; Mathematics</td>
<td>412</td>
</tr>
</tbody>
</table>

**Average Entering ACT and HS GPA of Graduates**

<table>
<thead>
<tr>
<th>College</th>
<th>Entering ACT</th>
<th>HS GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raj Soin College of Business</td>
<td>23</td>
<td>3.43</td>
</tr>
<tr>
<td>College of Education &amp; Human Services</td>
<td>21</td>
<td>3.32</td>
</tr>
<tr>
<td>College of Engineering &amp; Computer Science</td>
<td>26</td>
<td>3.73</td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td>22</td>
<td>3.33</td>
</tr>
<tr>
<td>College of Nursing &amp; Health</td>
<td>23</td>
<td>3.72</td>
</tr>
<tr>
<td>College of Science &amp; Mathematics</td>
<td>23</td>
<td>3.55</td>
</tr>
</tbody>
</table>
Ethnicity, 6 Year Graduation Rate & Average ACT

2007 Cohort

- Caucasian: 21.9, 44%
- Asian: 21.8, 52%
- Hispanic: 21.0, 49%
- African American: 17.4, 26%
Ethnicity, 6 Year Graduation Rate & Average ACT
Longitudinal Data, 2003-2007 Cohorts

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ACT Comp/HSGPA, 6-Year Graduation Rate
Second and Third Year Retention Data

Fall 2011 Cohort

- Senior: Fall 2012 = 65%, Fall 2013 = 72%
- Junior: Fall 2012 = 66%, Fall 2013 = 76%
- Sophomore: Fall 2012 = 57%, Fall 2013 = 62%
- Freshman: Fall 2012 = 40%, Fall 2013 = 54%
- First Generation: Fall 2012 = 53%, Fall 2013 = 63%
- Pell Recipient: Fall 2012 = 51%, Fall 2013 = 63%
- >23 Years Old: Fall 2012 = 56%, Fall 2013 = 66%
- 20-22 Years Old: Fall 2012 = 60%, Fall 2013 = 68%
- <19 Years Old: Fall 2012 = 50%, Fall 2013 = 58%
- University College: Fall 2012 = 43%, Fall 2013 = 54%
- Direct Admits: Fall 2012 = 63%, Fall 2013 = 71%

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Success & Progress Rates
2007 Cohort

4 years later
- 51% Graduated from WSU
- 3% Graduated from Another Institution
- 18% Still Enrolled at WSU
- 13% Still Enrolled at Another Institution

6 years later
- 61% Graduated from WSU
- 9% Graduated from Another Institution
- 4% Still Enrolled at WSU
- 6% Still Enrolled at Another Institution

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College, Student Retention Rates
2012-2013 Cohorts

Wright State University

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Last Revision November 7, 2014
Data Tables

Data Table Number

1. Full-Time, First Time Student Retention Rates, Fall 2010—Fall 2013
2. First-Time, Full-Time Degree Seeking Student Retention, by College
3. First-Time, Full-Time Student Fall to Fall Retention, by First-Year DEV Course
4. First-Time, Full-Time Student Fall to Fall Retention, by ACT Range
5. First-Time, Full-Time Student Retention and Graduation Rates
6. Profile of New Students by Graduating Undergraduate Program, Fall 2006—Fall 2008
7. New Student 6 Year Graduation Rate, by ACT/High School GPA, Fall 2003—Fall 2006
8. Transfer Student Retention Rates, Fall 2010—Fall 2013
9. Undergraduate Student Persistence, by Major, Fall 2012 to Fall 2013

Note:

Data tables with cell frequencies less than ten contain an (*) in accordance with FERPA and State of Ohio guidelines.
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>2,744</td>
<td>1,713 62.4%</td>
<td>1,258 45.8%</td>
<td>2,729</td>
<td>1,538 56.4%</td>
<td>1,224 44.9%</td>
<td>2,327</td>
<td>1,430 61.5%</td>
<td>1,161 49.9%</td>
<td>2,141</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1,588</td>
<td>982 61.8%</td>
<td>698 44.0%</td>
<td>1,517</td>
<td>857 56.5%</td>
<td>699 46.1%</td>
<td>1,268</td>
<td>762 60.1%</td>
<td>614 48.4%</td>
<td>1,151</td>
</tr>
<tr>
<td>Male</td>
<td>1,156</td>
<td>731 63.2%</td>
<td>650 56.2%</td>
<td>1,212</td>
<td>681 56.2%</td>
<td>525 43.3%</td>
<td>1,057</td>
<td>668 63.2%</td>
<td>547 51.8%</td>
<td>990</td>
</tr>
<tr>
<td><strong>Admission College</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Admits</td>
<td>337</td>
<td>290 86.1%</td>
<td>264 78.3%</td>
<td>699</td>
<td>508 72.7%</td>
<td>434 62.1%</td>
<td>908</td>
<td>688 75.8%</td>
<td>579 63.8%</td>
<td>798</td>
</tr>
<tr>
<td>University College</td>
<td>2,407</td>
<td>1,423 59.1%</td>
<td>994 41.3%</td>
<td>2,030</td>
<td>1,030 50.7%</td>
<td>790 38.9%</td>
<td>1,419</td>
<td>742 52.3%</td>
<td>582 41.0%</td>
<td>1,343</td>
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<tr>
<td><strong>Age Range</strong></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;= 19</td>
<td>2,633</td>
<td>1,652 62.7%</td>
<td>1,213 46.1%</td>
<td>2,617</td>
<td>1,473 56.3%</td>
<td>1,179 45.1%</td>
<td>2,208</td>
<td>1,354 61.3%</td>
<td>1,097 49.7%</td>
<td>2,038</td>
</tr>
<tr>
<td>20 - 22</td>
<td>63</td>
<td>35 55.6%</td>
<td>25 39.7%</td>
<td>79</td>
<td>46 58.2%</td>
<td>31 39.2%</td>
<td>83</td>
<td>52 62.7%</td>
<td>44 53.0%</td>
<td>69</td>
</tr>
<tr>
<td>&gt;= 23</td>
<td>48</td>
<td>25 52.1%</td>
<td>20 41.7%</td>
<td>33</td>
<td>19 57.6%</td>
<td>14 42.4%</td>
<td>36</td>
<td>24 66.7%</td>
<td>20 55.6%</td>
<td>34</td>
</tr>
<tr>
<td><strong>Pell Recipient</strong></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1,318</td>
<td>730 55.4%</td>
<td>487 36.9%</td>
<td>1,300</td>
<td>608 46.8%</td>
<td>447 34.4%</td>
<td>973</td>
<td>501 51.5%</td>
<td>371 38.1%</td>
<td>852</td>
</tr>
<tr>
<td>No</td>
<td>1,426</td>
<td>982 68.9%</td>
<td>771 54.1%</td>
<td>1,429</td>
<td>930 65.1%</td>
<td>777 54.4%</td>
<td>1,354</td>
<td>929 68.6%</td>
<td>790 58.3%</td>
<td>1,289</td>
</tr>
<tr>
<td><strong>EFC Quartile</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Highest</td>
<td>621</td>
<td>446 71.8%</td>
<td>346 55.7%</td>
<td>602</td>
<td>398 66.1%</td>
<td>329 54.7%</td>
<td>513</td>
<td>356 69.4%</td>
<td>309 60.2%</td>
<td>470</td>
</tr>
<tr>
<td>High</td>
<td>620</td>
<td>409 66.0%</td>
<td>318 51.3%</td>
<td>602</td>
<td>360 59.8%</td>
<td>308 51.2%</td>
<td>512</td>
<td>346 67.6%</td>
<td>283 55.3%</td>
<td>469</td>
</tr>
<tr>
<td>Low</td>
<td>543</td>
<td>324 59.7%</td>
<td>223 41.1%</td>
<td>414</td>
<td>218 52.7%</td>
<td>172 41.5%</td>
<td>489</td>
<td>268 54.8%</td>
<td>205 41.9%</td>
<td>469</td>
</tr>
<tr>
<td>Lowest</td>
<td>697</td>
<td>357 51.2%</td>
<td>228 32.7%</td>
<td>790</td>
<td>328 41.5%</td>
<td>226 28.6%</td>
<td>535</td>
<td>256 47.9%</td>
<td>185 34.6%</td>
<td>470</td>
</tr>
<tr>
<td>N/A</td>
<td>263</td>
<td>176 66.9%</td>
<td>143 54.4%</td>
<td>321</td>
<td>234 72.9%</td>
<td>189 58.9%</td>
<td>278</td>
<td>204 73.4%</td>
<td>179 64.4%</td>
<td>263</td>
</tr>
</tbody>
</table>

Office of Institutional Research
### Full-Time, First Time Student Retention Rates
#### Fall 2010 Through Fall 2013

#### Dayton Campus

<table>
<thead>
<tr>
<th></th>
<th>Entered Fall 2010</th>
<th>Entered Fall 2011</th>
<th>Entered Fall 2012</th>
<th>Entered Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total No.</td>
<td>Ret. Fall 2011 %</td>
<td>Ret. Fall 2012 %</td>
<td>Ret. Fall 2013 %</td>
</tr>
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| Office of Institutional Research

K:\ir\Alexis Schankin\Book\Data Files\F10-F13 Retention Data All Templates

Wright State University

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Full-Time, First Time Student Retention Rates
Fall 2010 Through Fall 2013
Dayton Campus
### Full-Time, First Time Student Retention Rates

**Dayton Campus**

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<td><strong>No.</strong></td>
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<td><strong>No.</strong></td>
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**Office of Institutional Research**

K:\ir\Alexis Schankin\Book\Data Files\F10-F13 Retention Data All Templates

Wright State University
11/7/2014 8:38 AM
### Wright State University

Full-Time, First Time Student Retention Rates
Fall 2010 Through Fall 2013
Dayton Campus

#### Entered Fall 2010

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Office of Institutional Research

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### Full-Time, First Time Student Retention Rates
**Fall 2010 Through Fall 2013**

**Dayton Campus**

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**Office of Institutional Research**

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K:\ir\Alexis Schankin\Book Data Files\F10-F13 Retention Data All Templates
Wright State University

Full-Time, First Time Student Retention Rates
Fall 2010 Through Fall 2013
Dayton Campus

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Office of Institutional Research

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### Wright State University

**Full-Time, First Time Student Retention Rates**  
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**Dayton Campus**

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Note: Includes full-time, degree-seeking new direct from high school students and new students out of high school for one year or more who enrolled at the Dayton campus as of the Fall 2012 14th day census date. "Students' college or intending college as of the census date. *Admits" includes students admitted with a non-intending major; whereas "Intending" includes students with an intended major. 1Excludes students who are now deceased or received their baccalaureate degrees from Wright State University prior to Fall 2013. 2The number of students from the Fall 2012 cohort's "adjusted number" who were enrolled at Wright State University as of the Fall 2013 14th day census date by college/intending college.
### Fall 2007 Cohort

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<th>College</th>
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Note. 1Includes students enrolled by their primary program of study as of the Fall 2007 14th day census date. "Adjusted No." excludes students who are now deceased.
### Fall 2012 Cohort

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<th>Returned 2nd Year</th>
<th>Graduated in 2 Years</th>
<th>Returned 3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>GPA</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Business</td>
<td>247</td>
<td>246</td>
<td>3.14</td>
<td>145</td>
<td>58.9%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Admits</td>
<td>60</td>
<td>60</td>
<td>3.68</td>
<td>45</td>
<td>75.0%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Intending</td>
<td>187</td>
<td>186</td>
<td>2.97</td>
<td>100</td>
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<td>4.3%</td>
</tr>
<tr>
<td>Education</td>
<td>186</td>
<td>186</td>
<td>3.02</td>
<td>108</td>
<td>58.1%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Admits</td>
<td>18</td>
<td>18</td>
<td>3.70</td>
<td>15</td>
<td>83.3%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Intending</td>
<td>168</td>
<td>168</td>
<td>2.95</td>
<td>93</td>
<td>55.4%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Engineering*</td>
<td>437</td>
<td>437</td>
<td>3.31</td>
<td>325</td>
<td>74.4%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Admits</td>
<td>116</td>
<td>116</td>
<td>3.80</td>
<td>107</td>
<td>92.2%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Intending</td>
<td>321</td>
<td>321</td>
<td>3.12</td>
<td>218</td>
<td>67.9%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>420</td>
<td>420</td>
<td>3.08</td>
<td>251</td>
<td>59.8%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Admits</td>
<td>156</td>
<td>156</td>
<td>3.50</td>
<td>124</td>
<td>79.5%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Intending</td>
<td>264</td>
<td>264</td>
<td>2.83</td>
<td>127</td>
<td>48.1%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Nursing</td>
<td>258</td>
<td>258</td>
<td>3.13</td>
<td>137</td>
<td>53.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Admits</td>
<td></td>
<td></td>
<td></td>
<td>137</td>
<td>53.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Intending</td>
<td>258</td>
<td>258</td>
<td>3.13</td>
<td>137</td>
<td>53.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Sci &amp; Math</td>
<td>399</td>
<td>399</td>
<td>3.24</td>
<td>275</td>
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<td>0.3%</td>
</tr>
<tr>
<td>Admits</td>
<td>237</td>
<td>237</td>
<td>3.49</td>
<td>179</td>
<td>75.5%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Intending</td>
<td>162</td>
<td>162</td>
<td>2.86</td>
<td>96</td>
<td>59.3%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Undecided</td>
<td>380</td>
<td>379</td>
<td>2.82</td>
<td>189</td>
<td>49.9%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Total</td>
<td>2,327</td>
<td>2,325</td>
<td>3.11</td>
<td>1,430</td>
<td>61.5%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Admits</td>
<td>587</td>
<td>587</td>
<td>3.58</td>
<td>470</td>
<td>80.1%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Intending</td>
<td>1,740</td>
<td>1,738</td>
<td>2.95</td>
<td>960</td>
<td>55.2%</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

*In Fall 2011: CECS started advising intending majors and were no longer in University College

Note. 1Includes students enrolled by their primary program of study as of the Fall 2012 14th day census date. "Adjusted No." excludes students who are now deceased.
# First-Time, Full-Time Student Fall to Fall Retention Rates, by First-Year Developmental Course Enrollment

## Overall Retention Rates

<table>
<thead>
<tr>
<th>Fall Cohort</th>
<th>Adj. Head-count</th>
<th>No DEV Courses</th>
<th>DEV English Only</th>
<th>DEV Math Only</th>
<th>DEV English &amp; DEV Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total N</td>
<td>Ret. 2nd Yr.</td>
<td>Ret. 3rd Yr.</td>
<td>Total N</td>
<td>Ret. 2nd Yr.</td>
</tr>
<tr>
<td>2007</td>
<td>2,347</td>
<td>1,322</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
<tr>
<td>2008</td>
<td>2,567</td>
<td>1,485</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
<tr>
<td>2009</td>
<td>2,465</td>
<td>1,403</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
<tr>
<td>2010</td>
<td>2,739</td>
<td>1,480</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
<tr>
<td>2011</td>
<td>2,728</td>
<td>1,454</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
<tr>
<td>2012</td>
<td>2,325</td>
<td>1,409</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
</tbody>
</table>

## New Direct from High School Students

<table>
<thead>
<tr>
<th>Fall Cohort</th>
<th>Adj. Head-count</th>
<th>No DEV Courses</th>
<th>DEV English Only</th>
<th>DEV Math Only</th>
<th>DEV English &amp; DEV Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total N</td>
<td>Ret. 2nd Yr.</td>
<td>Ret. 3rd Yr.</td>
<td>Total N</td>
<td>Ret. 2nd Yr.</td>
</tr>
<tr>
<td>2007</td>
<td>2,219</td>
<td>1,249</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
<tr>
<td>2008</td>
<td>2,439</td>
<td>1,409</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
<tr>
<td>2009</td>
<td>2,310</td>
<td>1,314</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
<tr>
<td>2010</td>
<td>2,570</td>
<td>1,402</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
<tr>
<td>2011</td>
<td>2,573</td>
<td>1,391</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
<tr>
<td>2012</td>
<td>2,165</td>
<td>1,321</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
</tbody>
</table>

## Underrepresented Minority Students

<table>
<thead>
<tr>
<th>Fall Cohort</th>
<th>Adj. Head-count</th>
<th>No DEV Courses</th>
<th>DEV English Only</th>
<th>DEV Math Only</th>
<th>DEV English &amp; DEV Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total N</td>
<td>Ret. 2nd Yr.</td>
<td>Ret. 3rd Yr.</td>
<td>Total N</td>
<td>Ret. 2nd Yr.</td>
</tr>
<tr>
<td>2007</td>
<td>464</td>
<td>160</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
<tr>
<td>2008</td>
<td>589</td>
<td>220</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
<tr>
<td>2009</td>
<td>547</td>
<td>177</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
<tr>
<td>2010</td>
<td>647</td>
<td>192</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
<tr>
<td>2011</td>
<td>668</td>
<td>207</td>
<td>370</td>
<td>915</td>
<td>360</td>
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<tr>
<td>2012</td>
<td>490</td>
<td>166</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
</tbody>
</table>

## First-Generation Students

<table>
<thead>
<tr>
<th>Fall Cohort</th>
<th>Adj. Head-count</th>
<th>No DEV Courses</th>
<th>DEV English Only</th>
<th>DEV Math Only</th>
<th>DEV English &amp; DEV Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total N</td>
<td>Ret. 2nd Yr.</td>
<td>Ret. 3rd Yr.</td>
<td>Total N</td>
<td>Ret. 2nd Yr.</td>
</tr>
<tr>
<td>2007</td>
<td>733</td>
<td>394</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
<tr>
<td>2008</td>
<td>870</td>
<td>472</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
<tr>
<td>2009</td>
<td>838</td>
<td>415</td>
<td>370</td>
<td>915</td>
<td>360</td>
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<tr>
<td>2010</td>
<td>878</td>
<td>414</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
<tr>
<td>2011</td>
<td>901</td>
<td>417</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
<tr>
<td>2012</td>
<td>689</td>
<td>360</td>
<td>370</td>
<td>915</td>
<td>360</td>
</tr>
</tbody>
</table>

**Note.** Based on course enrollment in terms that fall within the students' first year (as of the term's census date). Includes enrollment in either DEV English (DEV082, DEV092, DEV0920) and/or DEV Math (DEV083, DEV093, DEV095, DEV0950) courses.

---

Office of Institutional Research

11/7/2014

8:31 AM
### Wright State University

**First-time, Full-time Student Fall to Fall Retention Rates, by ACT Range**

#### Overall Retention Rates

<table>
<thead>
<tr>
<th>Fall</th>
<th>Adj. Headcount</th>
<th>14 or Below</th>
<th>15 - 17</th>
<th>18 - 20</th>
<th>21 - 23</th>
<th>24 - 26</th>
<th>27 - 29</th>
<th>30 or Above</th>
<th>NO ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>2,347</td>
<td>83</td>
<td>46</td>
<td>55.4</td>
<td>30</td>
<td>56.6</td>
<td>315</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>2,567</td>
<td>94</td>
<td>44</td>
<td>53.4</td>
<td>25</td>
<td>52.5</td>
<td>363</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>2,465</td>
<td>85</td>
<td>44</td>
<td>51.9</td>
<td>21</td>
<td>52.8</td>
<td>596</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>2,739</td>
<td>112</td>
<td>55</td>
<td>49.1</td>
<td>28</td>
<td>49.5</td>
<td>636</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>2,728</td>
<td>130</td>
<td>56</td>
<td>27.7</td>
<td>18</td>
<td>31.1</td>
<td>615</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>2,325</td>
<td>64</td>
<td>15</td>
<td>23.4</td>
<td>112</td>
<td>47.1</td>
<td>552</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

#### New Direct from High School Students

<table>
<thead>
<tr>
<th>Fall</th>
<th>Adj. Headcount</th>
<th>14 or Below</th>
<th>15 - 17</th>
<th>18 - 20</th>
<th>21 - 23</th>
<th>24 - 26</th>
<th>27 - 29</th>
<th>30 or Above</th>
<th>NO ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>2,219</td>
<td>80</td>
<td>45</td>
<td>56.3</td>
<td>30</td>
<td>56.3</td>
<td>330</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>2,310</td>
<td>88</td>
<td>44</td>
<td>53.4</td>
<td>22</td>
<td>52.5</td>
<td>354</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>2,310</td>
<td>81</td>
<td>33</td>
<td>53.1</td>
<td>21</td>
<td>53.1</td>
<td>334</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>2,257</td>
<td>109</td>
<td>54</td>
<td>27.8</td>
<td>13</td>
<td>27.8</td>
<td>316</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>2,165</td>
<td>57</td>
<td>15</td>
<td>26.3</td>
<td>112</td>
<td>56.1</td>
<td>310</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

#### Underrepresented Minority Students

<table>
<thead>
<tr>
<th>Fall</th>
<th>Adj. Headcount</th>
<th>14 or Below</th>
<th>15 - 17</th>
<th>18 - 20</th>
<th>21 - 23</th>
<th>24 - 26</th>
<th>27 - 29</th>
<th>30 or Above</th>
<th>NO ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>464</td>
<td>54</td>
<td>50</td>
<td>56.5</td>
<td>21</td>
<td>56.5</td>
<td>149</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>589</td>
<td>68</td>
<td>36</td>
<td>52.9</td>
<td>15</td>
<td>22.1</td>
<td>197</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>547</td>
<td>70</td>
<td>37</td>
<td>52.9</td>
<td>14</td>
<td>20.0</td>
<td>170</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>647</td>
<td>84</td>
<td>40</td>
<td>47.6</td>
<td>21</td>
<td>35.0</td>
<td>196</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>668</td>
<td>104</td>
<td>27</td>
<td>26.0</td>
<td>13</td>
<td>12.5</td>
<td>222</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>380</td>
<td>54</td>
<td>12</td>
<td>22.2</td>
<td>148</td>
<td>45.5</td>
<td>151</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

### First-Generation Students

<table>
<thead>
<tr>
<th>Fall</th>
<th>Adj. Headcount</th>
<th>14 or Below</th>
<th>15 - 17</th>
<th>18 - 20</th>
<th>21 - 23</th>
<th>24 - 26</th>
<th>27 - 29</th>
<th>30 or Above</th>
<th>NO ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>733</td>
<td>41</td>
<td>25</td>
<td>61.0</td>
<td>16</td>
<td>39.0</td>
<td>115</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>870</td>
<td>37</td>
<td>15</td>
<td>40.5</td>
<td>26</td>
<td>28.8</td>
<td>182</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>836</td>
<td>37</td>
<td>17</td>
<td>45.9</td>
<td>13</td>
<td>35.8</td>
<td>223</td>
<td>0</td>
<td></td>
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<tr>
<td>2010</td>
<td>911</td>
<td>56</td>
<td>10</td>
<td>26.5</td>
<td>15</td>
<td>36.2</td>
<td>234</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>1289</td>
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<td>23.3</td>
<td>127</td>
<td>52</td>
<td>40.9</td>
<td>192</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

### Notes

- **Overall Retention Rates**
  - Table includes retention rates for new direct from high school students and first-generation students.
  - Data includes ACT scores of 30 or above and no ACT.

- **New Direct from High School Students**
  - Table includes retention rates for students directly from high school.

- **Underrepresented Minority Students**
  - Table includes retention rates for underrepresented minority students.

- **First-Generation Students**
  - Table includes retention rates for first-generation students.
## Retention and Graduation Rates
### First-time, Full-time, Degree Seeking Freshmen*

<table>
<thead>
<tr>
<th>Cohort Type</th>
<th>Cohort Year</th>
<th>Head Count</th>
<th>Average ACT</th>
<th>%Cont to_2nd_Yr</th>
<th>%Cont to_3rd_Yr</th>
<th>%Grad in_4_Yrs</th>
<th>%Cont to_5th_Yr</th>
<th>%Grad in_5_Yrs</th>
<th>%Cont to_6th_Yr</th>
<th>%Grad in_6_Yrs</th>
<th>%Cont to_7th_Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2003</td>
<td>2,253</td>
<td>20.8</td>
<td>70.8%</td>
<td>56.0%</td>
<td>19.3%</td>
<td>30.8%</td>
<td>38.5%</td>
<td>10.2%</td>
<td>43.8%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Total</td>
<td>2004</td>
<td>2,261</td>
<td>20.8</td>
<td>71.7%</td>
<td>56.7%</td>
<td>19.8%</td>
<td>30.5%</td>
<td>38.0%</td>
<td>11.8%</td>
<td>44.1%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Total</td>
<td>2005</td>
<td>2,302</td>
<td>20.8</td>
<td>68.0%</td>
<td>53.3%</td>
<td>17.9%</td>
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*Main Campus only

Includes direct and not direct from high school students; full-time, degree seeking students only
| Cohort Type | Cohort Year | Head Count | Average ACT | Continuation Rates to 2nd Yr | Continuation Rates to 3rd Yr | Continuation Rates to 4th Yr | Continuation Rates to 5th Yr | Continuation Rates to 6th Yr | Continuation Rates to 7th Yr | Graduation Rates to 2nd Yr | Graduation Rates to 3rd Yr | Graduation Rates to 4th Yr | Graduation Rates to 5th Yr | Graduation Rates to 6th Yr | Graduation Rates to 7th Yr |
|-------------|-------------|------------|-------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| African American | 2003 | 346 | 17.2 | 66.0% | 49.1% | 10.4% | 29.8% | 26.6% | 11.6% | 32.9% | 5.2% |
| African American | 2004 | 398 | 17.6 | 69.1% | 44.5% | 8.5% | 27.8% | 22.6% | 12.0% | 27.6% | 6.5% |
| African American | 2005 | 379 | 17.3 | 62.0% | 39.8% | 4.7% | 23.7% | 15.5% | 11.1% | 20.1% | 6.1% |
| African American | 2006 | 363 | 17.4 | 58.4% | 43.5% | 4.7% | 32.2% | 19.6% | 14.6% | 27.0% | 3.9% |
| African American | 2007 | 420 | 17.4 | 62.1% | 46.2% | 5.2% | 28.6% | 18.6% | 9.3% | 26.2% | 2.6% |
| African American | 2008 | 536 | 17.3 | 67.5% | 40.7% | 5.8% | 19.3% | 14.8% | 7.9% |
| African American | 2009 | 485 | 17.5 | 64.9% | 35.9% | 4.6% | 22.6% |
| African American | 2010 | 570 | 17.5 | 50.0% | 28.9% |
| African American | 2011 | 591 | 17.1 | 37.7% | 23.4% |
| African American | 2012 | 423 | 17.6 | 45.4% |
| Hispanic | 2003 | 23 | 20.5 | 91.3% | 52.2% | 17.4% | 26.1% | 37.5% | 4.2% | 37.5% | 8.3% |
| Hispanic | 2004 | 21 | 23.1 | 71.4% | 71.4% | 28.6% | 28.6% | 38.1% | 19.0% | 52.4% | 4.8% |
| Hispanic | 2005 | 34 | 19.5 | 67.6% | 52.9% | 11.8% | 26.5% | 32.4% | 8.8% | 35.3% | 2.9% |
| Hispanic | 2006 | 42 | 20.2 | 71.4% | 54.8% | 9.5% | 31.0% | 31.0% | 14.3% | 38.1% | 4.8% |
| Hispanic | 2007 | 37 | 21.0 | 73.0% | 56.8% | 24.3% | 29.7% | 40.5% | 8.1% | 48.6% | 2.7% |
| Hispanic | 2008 | 48 | 19.8 | 52.1% | 43.8% | 8.3% | 10.4% | 12.5% | 6.3% |
| Hispanic | 2009 | 50 | 20.6 | 74.0% | 50.0% | 20.0% | 26.0% |
| Hispanic | 2010 | 74 | 20.8 | 62.2% | 58.7% |
| Hispanic | 2011 | 75 | 20.0 | 48.0% | 34.7% |
| Hispanic | 2012 | 62 | 21.3 | 72.6% |
| Asian | 2003 | 41 | 21.2 | 80.5% | 65.9% | 17.1% | 43.9% | 46.3% | 14.6% | 51.2% | 4.9% |
| Asian | 2004 | 55 | 22.1 | 81.8% | 72.7% | 25.5% | 45.5% | 50.9% | 16.4% | 58.2% | 14.5% |
| Asian | 2005 | 59 | 19.9 | 88.1% | 79.7% | 23.7% | 50.8% | 50.8% | 22.0% | 61.0% | 13.6% |
| Asian | 2006 | 44 | 20.8 | 65.9% | 54.5% | 22.7% | 27.3% | 38.6% | 9.1% | 45.5% | 2.3% |
| Asian | 2007 | 71 | 21.8 | 78.9% | 71.8% | 26.8% | 35.2% | 43.7% | 11.3% | 52.1% | 7.0% |
| Asian | 2008 | 68 | 21.0 | 86.8% | 70.6% | 22.1% | 38.2% | 41.2% | 17.6% |
| Asian | 2009 | 57 | 21.1 | 75.4% | 66.7% | 29.8% | 29.8% |
| Asian | 2010 | 55 | 21.4 | 81.8% | 65.5% |
| Asian | 2011 | 56 | 21.4 | 71.4% | 58.9% |
| Asian | 2012 | 36 | 21.1 | 83.3% |

*Main Campus only
Includes direct and not direct from high school students; full-time, degree seeking students only
## Retention and Graduation Rates

First-time, Full-time, Degree Seeking Freshmen*

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<th>%Cont to_3rd_Yr</th>
<th>%Grad in_4_Yrs</th>
<th>%Cont to_5th_Yr</th>
<th>%Grad in_5_Yrs</th>
<th>%Cont to_6th_Yr</th>
<th>%Grad in_6_Yrs</th>
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*Main Campus only
Includes direct and not direct from high school students; full-time, degree seeking students only
## Retention and Graduation Rates

### First-time, Full-time, Degree Seeking Freshmen*

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<th>Cohort Year</th>
<th>Head Count</th>
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<th>%Cont to_2nd_Yr</th>
<th>%Cont to_3rd_Yr</th>
<th>%Grad in_4_Yrs</th>
<th>%Cont to_5th_Yr</th>
<th>%Grad in_5_Yrs</th>
<th>%Cont to_6th_Yr</th>
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</tbody>
</table>

*Main Campus only
Includes direct and not direct from high school students; full-time, degree seeking students only
### Wright State University

**Profiles of New Students by Graduating Undergraduate Program**

**Fall 2006 through Fall 2008 Cohorts**

#### Raj Soin College of Business

<table>
<thead>
<tr>
<th>Program</th>
<th>No. of Graduates</th>
<th>Average High School GPA</th>
<th>Average ACT Composite Score</th>
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<tbody>
<tr>
<td>Accountancy</td>
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<tr>
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<td>22</td>
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<tr>
<td>Finance</td>
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<td>22</td>
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<td>23</td>
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<td>Management Info. Systems</td>
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<td>24</td>
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<td>22</td>
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<tr>
<td>Supply Chain Management</td>
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<td><strong>TOTAL</strong></td>
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#### College of Education & Human Services

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<td>Rehabilitation Services</td>
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<tr>
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<td>Sign Language Interpreter</td>
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<tr>
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#### College of Engineering & Computer Science

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<th>Average ACT Composite Score</th>
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<tr>
<td>Mechanical Engineering</td>
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### College of Liberal Arts

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<th>No. of Graduates</th>
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<th>Average ACT Composite Score</th>
</tr>
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### College of Nursing & Health

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<td>-------------------------</td>
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*Note.* Programs displayed by college as listed in the 2012 Student Fact Book. ¹Includes first-year, full-time degree-seeking freshmen who enrolled at the Dayton Campus directly from high school and who graduated from Wright State University within 6 years.
**Wright State University**

6-Year Graduation Rate by ACT Comp/High School GPA Range

Combined Fall 2003 through Fall 2006 New Direct from High School Degree-Seeking Students Dayton Campus

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**Grand Total:** 19 5%  226 12%  1150 17%  1873 29%  2166 44%  1740 65%  552 82%  34 26%  7760 43%

*Total number of new entering students in act/hsgpa range
**Percent of new entering students who graduated in 6 years in act/hsgpa range
### Degree-Seeking Transfer Student Retention Rates
Fall 2010 Through Fall 2013
Dayton Campus

<table>
<thead>
<tr>
<th>Entered Fall 2010</th>
<th>Entered Fall 2011</th>
<th>Entered Fall 2012</th>
<th>Entered Fall 2013</th>
<th>Entered Fall 2014 (or Grad Prior)</th>
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<td><strong>Total</strong></td>
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<td><strong>Ret. Fall 2012</strong></td>
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<td>No. %</td>
<td>(or Grad Prior)</td>
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<tr>
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<td>1,162</td>
<td>832 71.6%</td>
<td>695 59.8%</td>
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<tr>
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<tr>
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<td>371 72.9%</td>
<td>309 60.7%</td>
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<td>97 53.3%</td>
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## Degree-Seeking Transfer Student Retention Rates

### Dayton Campus

#### Entered Fall 2010

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</thead>
<tbody>
<tr>
<td>All Students</td>
<td>1,162</td>
<td>83%</td>
<td>832</td>
<td>71.6%</td>
<td>695</td>
<td>59.8%</td>
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<td>751</td>
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#### Entering Classification

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### Degree-Seeking Transfer Student Retention Rates

**Fall 2010 Through Fall 2013**

**Dayton Campus**

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<tr>
<th>Entered Fall 2010</th>
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<th>Entered Fall 2012</th>
<th>Entered Fall 2013</th>
<th>Entered Fall 2014 (or Grad Prior)</th>
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Fall 2010 Through Fall 2013
Dayton Campus

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<tr>
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<td>77.9%</td>
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Office of Institutional Research

K:\ir\Alexis Schankin\Book Data Files\08 F10-F13 Transfer Retention Data All Templates

Wright State University

11/7/2014
8:36 AM
### Degree-Seeking Transfer Student Retention Rates

#### Fall 2010 Through Fall 2013

**Dayton Campus**

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<tr>
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<th>Entered Fall 2013</th>
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<td><strong>No.</strong></td>
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<tr>
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<td></td>
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<td>Direct Admits</td>
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## Degree-Seeking Transfer Student Retention Rates
### Dayton Campus

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<td>72.7%</td>
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<tr>
<td>Senior</td>
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# Degree-Seeking Transfer Student Retention Rates

**Fall 2010 Through Fall 2013**

**Dayton Campus**

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<td><strong>%</strong></td>
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<td>27.6%</td>
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### Degree-Seeking Transfer Student Retention Rates
#### Fall 2010 Through Fall 2013
##### Dayton Campus

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Office of Institutional Research

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11/7/2014
8:36 AM
### Degree-Seeking Transfer Student Retention Rates

**Fall 2010 Through Fall 2013**

**Dayton Campus**

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<tr>
<td>Highest</td>
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<tr>
<td>High</td>
<td>*</td>
<td>5.3%</td>
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<tr>
<td>Low</td>
<td>14</td>
<td>18.4%</td>
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<tr>
<td>Lowest</td>
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<tr>
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## Degree-Seeking Transfer Student Retention Rates
### Dayton Campus

**Entered Fall 2010**

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<th>No.</th>
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<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
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<td>Ret. Fall 2011</td>
<td>Ret. Fall 2012</td>
<td>Ret. Fall 2013</td>
<td>Ret. Fall 2014 (or Grad Prior)</td>
<td>Total</td>
<td>Ret. Fall 2013</td>
<td>Ret. Fall 2014 (or Grad Prior)</td>
<td>Total</td>
</tr>
<tr>
<td>87</td>
<td>61</td>
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<td>82</td>
<td>59</td>
<td>72.0%</td>
<td>53</td>
<td>64.6%</td>
</tr>
</tbody>
</table>

**Other**

- 76 52 68.4% 42 55.3%

**First Generation**

- Yes 16 21.1% * 56.3% * 50.0% 21 24.1% 15 71.4% 12 57.1% 17 20.7% 11 64.7% 10 58.8% 23 17.6% 16 69.6%

- No 60 78.9% 43 71.7% 34 56.7% 66 75.9% 46 69.7% 42 63.6% 65 79.3% 48 73.8% 43 66.2% 108 82.4% 83 76.9%

**Entering Classification**

- Freshman 18 23.7% * 50.0% * 33.3% 27 31.0% 16 59.3% 12 44.4% 21 25.6% 14 66.7% 12 57.1% 32 24.4% 22 68.8%

- Sophomore 25 32.9% 16 64.0% 15 60.0% 22 25.3% 16 72.7% 15 68.2% 28 34.1% 21 75.0% 20 71.4% 40 30.5% 31 77.5%

- Junior 14 18.4% 13 92.9% 11 78.6% 27 31.0% 21 77.8% 20 74.1% 17 20.7% 10 58.8% 10 58.8% 35 26.7% 27 77.1%

- Senior 19 25.0% 14 73.7% 10 52.6% 11 12.6% * 72.7% * 63.6% 16 19.5% 14 87.5% 11 68.8% 24 18.3% 19 79.2%
### RAJ SOIN COLLEGE OF BUSINESS

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall 2012</th>
<th>Graduated Prior to Fall 2013</th>
<th>Fall 2012 Adj. Total (Minus Graduates)</th>
<th>Returned Fall 2013</th>
</tr>
</thead>
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<td>1.3%</td>
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<td>Finance</td>
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<tr>
<td>Financial Services</td>
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<td>*</td>
<td>45.0%</td>
</tr>
<tr>
<td>Human Resource Management</td>
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<td>79</td>
<td>31</td>
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<tr>
<td>International Business</td>
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<tr>
<td>Management</td>
<td>178</td>
<td>178</td>
<td>52</td>
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<tr>
<td>Management Info Systems</td>
<td>142</td>
<td>142</td>
<td>41</td>
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<tr>
<td>Marketing</td>
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<td>188</td>
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<td>Supply Chain Management</td>
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<tr>
<td>Total</td>
<td>1,343</td>
<td>1,342</td>
<td>357</td>
<td>26.6%</td>
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</table>

Note. 1 Includes students enrolled by their primary program of study as of the Fall 2012 14th day census date. "Adjusted No." excludes students who are now deceased. 2 Includes students who earned a degree (equivalent to their primary degree sought Fall 2012) on or after Fall 2012 and before Fall 2013. Students with intending majors who graduated with a different major changed programs after Fall 2012. 3 Based on students' enrollment and primary program of study as of the Fall 2013 14th day census date.
## Degree-Seeking Undergraduate Students

### Fall 2012 to Fall 2013 Persistence Data, by Major

#### Total University

<table>
<thead>
<tr>
<th>Major</th>
<th>Total</th>
<th>Graduated Prior to Fall 2013</th>
<th>Fall 2012 Adj. Total (Minus Graduates)</th>
<th>Returned Fall 2013³</th>
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<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Same Major</td>
<td>Same College, Different Major</td>
<td>Different College</td>
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<tr>
<td>Athletic Training</td>
<td>64</td>
<td>12 18.8%</td>
<td>52 94.2%</td>
<td>49 94.2%</td>
</tr>
<tr>
<td>Career, Tech, Adult Education</td>
<td>28</td>
<td>28 100.0%</td>
<td>28 82.1%</td>
<td>23 95.7%</td>
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<tr>
<td>CT: Adolescent Young Adult</td>
<td>14</td>
<td>14 100.0%</td>
<td>14 50.0%</td>
<td>7 42.9%</td>
</tr>
<tr>
<td>CT: Middle Childhood</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>CT: Multi-Age Education</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>50.0%</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>224</td>
<td>65 29.0%</td>
<td>65 100.0%</td>
<td>159 89.3%</td>
</tr>
<tr>
<td>K-12: Physical Education</td>
<td>83</td>
<td>28 33.7%</td>
<td>14 50.0%</td>
<td>55 83.6%</td>
</tr>
<tr>
<td>Middle Childhood Education</td>
<td>272</td>
<td>54 19.9%</td>
<td>53 98.1%</td>
<td>*</td>
</tr>
<tr>
<td>Middle Childhood Int Spec</td>
<td>12</td>
<td>12 100.0%</td>
<td>12 100.0%</td>
<td>11 91.7%</td>
</tr>
<tr>
<td>Multi-Age Education</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Organizational Leadership</td>
<td>434</td>
<td>192 44.2%</td>
<td>185 96.4%</td>
<td>242 71.1%</td>
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<tr>
<td>Physical Education</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Rehabilitation Services</td>
<td>195</td>
<td>52 26.7%</td>
<td>52 100.0%</td>
<td>143 74.1%</td>
</tr>
<tr>
<td>Sign Language Interpreter</td>
<td>14</td>
<td>14 100.0%</td>
<td>11 63.6%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Sports Science</td>
<td>*</td>
<td>* 33.3%</td>
<td>* 100.0%</td>
<td>*</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>28</td>
<td>28 82.1%</td>
<td>34.8%</td>
<td>11 47.8%</td>
</tr>
<tr>
<td>Total</td>
<td>1,387</td>
<td>407 29.3%</td>
<td>385 94.6%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Note. ¹Includes students enrolled by their primary program of study as of the Fall 2012 14th day census date. "Adjusted No." excludes students who are now deceased. ²Includes students who earned a degree (equivalent to their primary degree sought Fall 2012) on or after Fall 2012 and before Fall 2013. Students with intending majors who graduated with a different major changed programs after Fall 2012. ³Based on students' enrollment and primary program of study as of the Fall 2013 14th day census date.

---

**Office of Institutional Research**

11/7/2014 8:37 AM
### Degree-Seeking Undergraduate Students
#### Fall 2012 to Fall 2013 Persistence Data, by Major

<table>
<thead>
<tr>
<th>COLLEGE OF ENGINEERING &amp; COMPUTER SCIENCE</th>
<th>Graduated Prior to Fall 2013&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Returned Fall 2013&lt;sup&gt;3&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Fall 2012 Adj. No.</td>
<td>Fall 2012 Adj. Total&lt;sup&gt;(Minus Graduates)&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Total No.</td>
<td>Same Major</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
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<td>Computer Engineering</td>
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<td>27 11.3%</td>
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<tr>
<td>Computer Science</td>
<td>386</td>
<td>59 15.3%</td>
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<tr>
<td>Electrical Engineering</td>
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<tr>
<td>Industrial + Systems Egr</td>
<td>71</td>
<td>12 16.9%</td>
</tr>
<tr>
<td>Materials Science + Egr</td>
<td>41</td>
<td>12 30.0%</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>655</td>
<td>80 12.2%</td>
</tr>
<tr>
<td>Total</td>
<td>1,971</td>
<td>262 13.3%</td>
</tr>
</tbody>
</table>

Note: 1Includes students enrolled by their primary program of study as of the Fall 2012 14th day census date. Adjusted No. excludes students who are now deceased. 2Includes students who earned a degree (equivalent to their primary degree sought Fall 2012) on or after Fall 2012 and before Fall 2013. Students with intending majors who graduated with a different major changed programs after Fall 2012. 3Based on students' enrollment and primary program of study as of the Fall 2013 14th day census date.
## Degree-Seeking Undergraduate Students

### Fall 2012 to Fall 2013 Persistence Data, by Major

#### Total University

<table>
<thead>
<tr>
<th>Major</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
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<td>100.0%</td>
<td>61</td>
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<td></td>
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<tr>
<td>African + African/Amer Studies</td>
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<td></td>
<td></td>
<td></td>
<td>80.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td>34</td>
<td>92.9%</td>
<td>26</td>
<td>100.0%</td>
<td>82.4%</td>
<td></td>
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<tr>
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<td>93.4%</td>
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<td>Art History</td>
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<td></td>
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<tr>
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<tr>
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<tr>
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<td>Design/Technology</td>
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### COLLEGE OF LIBERAL ARTS

#### Fall 2012

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<th>%</th>
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<th>%</th>
<th>No.</th>
<th>%</th>
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<tr>
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<td>222</td>
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<tr>
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<tr>
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<tr>
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### Fall 2012 Degree-Seeking Undergraduate Students

**Fall 2012 to Fall 2013 Persistence Data, by Major**

<table>
<thead>
<tr>
<th>College of Liberal Arts</th>
<th>Fall 2012</th>
<th>Graduated Prior to Fall 2013</th>
<th>Returned Fall 2013</th>
</tr>
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<tbody>
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<td></td>
<td>Total</td>
<td>Same Major</td>
<td>Different Major</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Same Major</td>
<td>Different Major</td>
</tr>
<tr>
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<td>5 38.5%</td>
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<tr>
<td></td>
<td>3</td>
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<td>2 66.7%</td>
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<tr>
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<td>10</td>
<td>66.7%</td>
<td>2 20.0%</td>
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<td>8 96.7%</td>
</tr>
<tr>
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<td>22</td>
<td>7 31.8%</td>
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<tr>
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<td>10</td>
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<td>7 70.0%</td>
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<tr>
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<td>47</td>
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<tr>
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<td>223</td>
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<td></td>
<td>130</td>
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<td>118 90.8%</td>
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<td>57 93.4%</td>
</tr>
<tr>
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<td>54</td>
<td>9 16.7%</td>
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<tr>
<td></td>
<td>40</td>
<td>88.9%</td>
<td>34 85.0%</td>
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<tr>
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<td>8 80.0%</td>
</tr>
<tr>
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<td>32</td>
<td>2 6.3%</td>
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<tr>
<td></td>
<td>25</td>
<td>83.3%</td>
<td>22 88.0%</td>
</tr>
<tr>
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<td>23</td>
<td>10 43.5%</td>
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<td></td>
<td>11</td>
<td>84.6%</td>
<td>7 63.6%</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>7</td>
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<td>2 28.6%</td>
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<tr>
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<td>4</td>
<td>80.0%</td>
<td>2 50.0%</td>
</tr>
<tr>
<td>Total</td>
<td>2,723</td>
<td>2,721</td>
<td>484 17.8%</td>
</tr>
<tr>
<td></td>
<td>1,704</td>
<td>76.2%</td>
<td>1,515 88.9%</td>
</tr>
</tbody>
</table>

**Note:**
1. Includes students enrolled by their primary program of study as of the Fall 2012 14th day census date. Adjusted No.* excludes students who are now deceased. Includes students who earned a degree (equivalent to their primary degree sought Fall 2012) on or after Fall 2012 and before Fall 2013. Students with intending majors who graduated with a different major changed programs after Fall 2012. Based on students' enrollment and primary program of study as of the Fall 2013 14th day census date.
### LAKE CAMPUS (ASSOCIATE DEGREES)

<table>
<thead>
<tr>
<th>Major</th>
<th>Total Fall 2012</th>
<th>Graduated Prior to Fall 2013</th>
<th>Same College, Different Major</th>
<th>Different College</th>
<th>Total Fall 2012</th>
<th>Same College, Different Major</th>
<th>Different College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences</td>
<td>28</td>
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<td>11</td>
<td>17</td>
<td>1</td>
<td>47.1%</td>
<td>100.0%</td>
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<tr>
<td>Business</td>
<td>28</td>
<td>11</td>
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<td></td>
<td>17</td>
<td>47.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>25</td>
<td>11</td>
<td>100.0%</td>
<td></td>
<td>17</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Communication</td>
<td>25</td>
<td>11</td>
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<td>17</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Earth &amp; Environmental Sciences</td>
<td>25</td>
<td>11</td>
<td>100.0%</td>
<td></td>
<td>17</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Graphic Design &amp; Visual Media</td>
<td>25</td>
<td>11</td>
<td>100.0%</td>
<td></td>
<td>17</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>History</td>
<td>25</td>
<td>11</td>
<td>100.0%</td>
<td></td>
<td>17</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>25</td>
<td>11</td>
<td>100.0%</td>
<td></td>
<td>17</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>25</td>
<td>11</td>
<td>100.0%</td>
<td></td>
<td>17</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Office Information Systems</td>
<td>25</td>
<td>11</td>
<td>100.0%</td>
<td></td>
<td>17</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Psychology</td>
<td>25</td>
<td>11</td>
<td>100.0%</td>
<td></td>
<td>17</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Social Work</td>
<td>25</td>
<td>11</td>
<td>100.0%</td>
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<td>100.0%</td>
<td>100.0%</td>
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<td>100.0%</td>
<td>100.0%</td>
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<tr>
<td>Unspecified - FA</td>
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<td>11</td>
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<td></td>
<td>17</td>
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<tr>
<td>Total</td>
<td>192</td>
<td>54</td>
<td>28.3%</td>
<td>43</td>
<td>79.6%</td>
<td>11</td>
<td>20.4%</td>
</tr>
</tbody>
</table>

**Note.** 1Includes students enrolled by their primary program of study as of the Fall 2012 14th day census date. *Adjusted No.* excludes students who are now deceased. 2Includes students who earned a degree (equivalent to their primary degree sought Fall 2012) on or after Fall 2012 and before Fall 2013. Students with intending majors who graduated with a different major changed programs after Fall 2012. 3Based on students' enrollment and primary program of study as of the Fall 2013 14th day census date.
### Degree-Seeking Undergraduate Students

**Fall 2012 to Fall 2013 Persistence Data, by Major**

**Total University**

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall 2012</th>
<th>Graduated Prior to Fall 2013</th>
<th>Fall 2012 Adj. Total (Minus Graduates)</th>
<th>Returned Fall 2013</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>Total</td>
<td>Same College, Same Major</td>
<td>Same College, Different Major</td>
<td>Same College, Same Major</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>Total No. %</td>
<td>Same Major No. %</td>
<td>Same Major No. %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>721</td>
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<td>264 99.2%</td>
<td>264 99.2%</td>
</tr>
<tr>
<td>Total</td>
<td>721</td>
<td>266 36.9%</td>
<td>* 0.8%</td>
<td>264 99.2%</td>
</tr>
<tr>
<td></td>
<td>721</td>
<td>266 36.9%</td>
<td>* 0.8%</td>
<td>264 99.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Note.**

1. Includes students enrolled by their primary program of study as of the Fall 2012 14th day census date. "Adjusted No." excludes students who are now deceased.
2. Includes students who earned a degree (equivalent to their primary degree sought Fall 2012) on or after Fall 2012 and before Fall 2013. Students with intending majors who graduated with a different major changed programs after Fall 2012.
3. Based on students' enrollment and primary program of study as of the Fall 2013 14th day census date.
### Degree-Seeking Undergraduate Students

#### Fall 2012 to Fall 2013 Persistence Data, by Major

<table>
<thead>
<tr>
<th>Major</th>
<th>Total</th>
<th>Graduated Prior to Fall 2013</th>
<th>Returned Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Biological Sciences</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Earth &amp; Environmental Sciences</td>
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<td>*</td>
</tr>
<tr>
<td>Integrated Science</td>
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<td>*</td>
<td>*</td>
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<tr>
<td>Science + Mathematics</td>
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</tr>
<tr>
<td>Statistics</td>
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<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Total</td>
<td>1,748</td>
<td>18.8%</td>
<td>1,418</td>
</tr>
</tbody>
</table>

**Note:**
- Includes students enrolled by their primary program of study as of the Fall 2012 14th day census date.
- Adjusted No. excludes students who are now deceased.
- Includes students who earned a degree (equivalent to their primary degree sought Fall 2012) on or after Fall 2012 and before Fall 2013.
- Students with intending majors who graduated with a different major changed programs after Fall 2012.
- Based on students' enrollment and primary program of study as of the Fall 2013 14th day census date.

**Office of Institutional Research**

11/7/2014 8:37 AM
### UNIVERSITY COLLEGE

#### Fall 2012 Graduated Prior to Fall 2013

<table>
<thead>
<tr>
<th>Major</th>
<th>No.</th>
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<th>Same Major, Different College</th>
<th>Different Major, Different College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business Intent</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountancy</td>
<td>85</td>
<td>85</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>Business</td>
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<td>187</td>
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<td>187</td>
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<tr>
<td>Finance</td>
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<td>41</td>
</tr>
<tr>
<td>Financial Services</td>
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<td>*</td>
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</tr>
<tr>
<td>Human Resource Management</td>
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<td>32</td>
<td>19</td>
<td>32</td>
</tr>
<tr>
<td>International Business</td>
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<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Management</td>
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<td>32</td>
<td>58</td>
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<td>Marketing</td>
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<tr>
<td>Total</td>
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<td>619</td>
<td>375</td>
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#### Education Intent

<table>
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</tr>
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<td>Education and Human Services</td>
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<td>*</td>
<td>57.1%</td>
<td></td>
</tr>
<tr>
<td>K-12: Physical Education</td>
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<td>70.0%</td>
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<tr>
<td>Middle Childhood Education</td>
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<td>78</td>
<td>62.8%</td>
<td></td>
</tr>
<tr>
<td>Middle Childhood Int Spec</td>
<td>*</td>
<td>*</td>
<td>50.0%</td>
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</tr>
<tr>
<td>Organizational Leadership</td>
<td>83</td>
<td>83</td>
<td>4.8%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Rehabilitation Services</td>
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<td>32</td>
<td>53.1%</td>
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</tr>
<tr>
<td>Sports Science</td>
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<td>*</td>
<td>50.0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>536</td>
<td>535</td>
<td>0.7%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Return Fall 2013

<table>
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<th>Same Major, Same College</th>
<th>Same Major, Different College</th>
<th>Different Major, Same College</th>
<th>Different Major, Different College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business Intent</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountancy</td>
<td>58</td>
<td>24</td>
<td>41.4%</td>
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<td>* 5.2%</td>
<td>* 13.8%</td>
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<td>18</td>
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<td>37</td>
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<tr>
<td>Business Economics</td>
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<td>47.5%</td>
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<td>*</td>
<td>* 17.5%</td>
</tr>
<tr>
<td>Finance</td>
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<td>14</td>
<td>43.8%</td>
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<td>*</td>
<td>* 15.6%</td>
</tr>
<tr>
<td>Financial Services</td>
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<td>*</td>
<td>67.7%</td>
<td>*</td>
<td>*</td>
<td>* 50.0%</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>19</td>
<td>14</td>
<td>34.1%</td>
<td>*</td>
<td>*</td>
<td>* 10.5%</td>
</tr>
<tr>
<td>International Business</td>
<td>12</td>
<td>13</td>
<td>60.0%</td>
<td>*</td>
<td>*</td>
<td>* 25.0%</td>
</tr>
<tr>
<td>Management</td>
<td>32</td>
<td>21</td>
<td>40.6%</td>
<td>*</td>
<td>*</td>
<td>* 6.3%</td>
</tr>
<tr>
<td>Management Info Systems</td>
<td>21</td>
<td>11</td>
<td>28.6%</td>
<td>*</td>
<td>*</td>
<td>* 19.0%</td>
</tr>
<tr>
<td>Marketing</td>
<td>38</td>
<td>10</td>
<td>28.9%</td>
<td>*</td>
<td>*</td>
<td>* 26.3%</td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td>10</td>
<td>4</td>
<td>60.0%</td>
<td>*</td>
<td>*</td>
<td>* 16.7%</td>
</tr>
<tr>
<td>Total</td>
<td>375</td>
<td>103</td>
<td>37.6%</td>
<td>27.5%</td>
<td>10</td>
<td>24.3%</td>
</tr>
</tbody>
</table>

#### Data Source

Office of Institutional Research

K:\Alexis Schank\Book\Data Files\09 Fall 2012 Degree-Seeking Undergraduates

Office of Institutional Research

11/7/2014
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### Engineering Intent

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall 2012</th>
<th>Graduated Prior to Fall 2013</th>
<th>Returned Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Same Major, Different College</td>
<td>Same Major, Same College</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>Adj. No.</td>
<td>Total</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>*</td>
<td>*</td>
<td>100.0%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>*</td>
<td>*</td>
<td>100.0%</td>
</tr>
<tr>
<td>Engineering</td>
<td>*</td>
<td>*</td>
<td>80.0%</td>
</tr>
</tbody>
</table>
| Mechanical Engineering     | *   | *        | 75.0% | 16.7% | 66.7% | 16.7%
| Total                      | *   | *        | 100.0% | 100.0% |

### Liberal Arts Intent

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall 2012</th>
<th>Graduated Prior to Fall 2013</th>
<th>Returned Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Same Major, Different College</td>
<td>Same Major, Same College</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>Adj. No.</td>
<td>Total</td>
</tr>
<tr>
<td>Anthropology</td>
<td>11</td>
<td>11</td>
<td>54.5%</td>
</tr>
</tbody>
</table>
| Art                         | 34  | 34       | 47.1% | 12.5% | 43.8% | 25.0% | 18.8%
| Art History                 | *   | *        | 100.0% | 100.0% |
| Communication Studies       | 55  | 53       | 56.6% | 33.3% | 23.3% | 13.3% | 30.0%
| Crime and Justice Studies   | 14  | 14       | 35.7% | 40.0% | 40.0% | * | 20.0%
| Criminal Justice            | 130 | 130      | 44.6% | 24.1% | 12.1% | 13.8% | 29.0% | 50.0%
| Early Childhood Education   | *   | *        | 100.0% | * | 100.0%
| Economics                   | 13  | 13       | 30.8% | 25.0% | 25.0% | * | 50.0%
| English                     | 35  | 35       | 65.7% | 13.0% | 65.2% | 13.0% | 8.7%
| Geography                   | *   | *        | 100.0% | * | 100.0%
| History                     | 14  | 13       | 38.5% | 60.0% | 20.0% | * | 20.0%
| International Studies       | 14  | 14       | 28.6% | 75.0% | 25.0% |
| Liberal Studies             | *   | *        | 42.9% | 66.7% | * | 33.3%
| Mass Communication          | 19  | 19       | 47.4% | 22.2% | 22.2% | 22.2% | 33.3%
| Motion Pictures             | 36  | 36       | 47.2% | 17.6% | 41.2% | 11.8% | 29.4%
| Music                       | *   | *        | 75.0% | * | 100.0%
| Organizational Communication| *   | *        | * | * | * |
| Philosophy                  | *   | *        | * | * | * |
### UNIVERSITY COLLEGE

<table>
<thead>
<tr>
<th>Major¹</th>
<th>No.</th>
<th>Adj.</th>
<th>Total</th>
<th>Graduated Prior to Fall 2013²</th>
<th>Returned Fall 2013³</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Adj.</td>
<td>Total</td>
<td>Same Major, Different College</td>
<td>Same Major, Different College</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>No.</td>
<td>No.</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Adj. Total (Minus Graduates)</td>
<td>Adj. Total (Minus Graduates)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No.</td>
<td>No. %</td>
</tr>
<tr>
<td>Political Science</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>11</td>
<td>40.7%</td>
</tr>
<tr>
<td>Religion</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Social Science Education</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>*</td>
<td>60.0%</td>
</tr>
<tr>
<td>Social Work</td>
<td>58</td>
<td>58</td>
<td>58</td>
<td>29</td>
<td>50.0%</td>
</tr>
<tr>
<td>Sociology</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Spanish</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>*</td>
<td>60.0%</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>80.0%</td>
</tr>
<tr>
<td>Theatre Studies</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>*</td>
<td>61.5%</td>
</tr>
<tr>
<td>Undecided</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>100.0%</td>
</tr>
<tr>
<td>Urban Affairs</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>50.0%</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Total</td>
<td>490</td>
<td>514</td>
<td>514</td>
<td>218</td>
<td>42.4%</td>
</tr>
</tbody>
</table>

**Nursing Intent**

- Nursing | 454 | 454 | 454 | 260 | 57.3% | 93 | 35.8% | 101 | 38.8% | 33 | 12.7% | 33 | 12.7% |
- Total | 454 | 454 | 454 | 260 | 57.3% | 93 | 35.8% | 101 | 38.8% | 33 | 12.7% | 33 | 12.7% |

**Science & Math Intent**

- Biological Sciences | 209 | 209 | 209 | 118 | 56.5% | 39 | 33.1% | 18 | 15.3% | 29 | 24.6% | 32 | 27.1% |
- Chemistry | 32 | 32 | 32 | 17 | 53.1% | * | 29.4% | * | 17.6% | * | 23.5% |
- Clinical Laboratory Science | 14 | 14 | 14 | * | 64.3% | * | 44.4% | * | 11.1% | * | 44.4% |
- Earth & Environmental Sciences | 19 | 19 | 19 | * | 47.4% | * | 22.2% | * | 44.4% | * | 22.2% | * | 11.1% |
- Environmental Sciences | * | * | * | * | * | * | * | * | * | * | * | * |
- Management | * | * | * | * | * | 100.0% | * | 50.0% | * | 50.0% |
- Mathematics | 21 | 21 | 21 | 15 | 71.4% | * | 33.3% | * | 26.7% | * | 6.7% | * | 33.3% |
- Physics | 10 | 10 | 10 | * | 80.0% | * | 37.5% | * | 37.5% | * | 25.0% |
- Psychology | 140 | 140 | 140 | * | 0.7% | * | 100.0% | 139 | 79 | 56.8% | 25 | 31.6% | 38 | 48.1% | 5.1% | 12 | 15.2% |

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K:\\ir\Alexis Schankin\Book\Data Files\09 Fall 2012 Degree-Seeking Undergraduates

Office of Institutional Research

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### Wright State University

**Degree-Seeking Undergraduate Students**  
**Fall 2012 to Fall 2013 Persistence Data, by Major**  
**Total University**

| Major                          | Science + Mathematics | **Total** | 2012 |  | 2013 |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-------------------------------|-----------------------|----------|------|---|-----|---|-----|---|-----|---|-----|---|-----|---|-----|---|-----|---|-----|---|
| **Fall 2012 Adj. Total**     | 446                   | 446      | 0    | 0.0% | 100.0% | 446 | 230 | 51.6% | 64 | 27.8% | 56 | 24.3% | 30 | 13.0% | 44 | 19.1% | 0.0% |
| **Undecided**                | 448                   | 448      | 0    | 0.0% | 100.0% | 448 | 230 | 51.3% | 63 | 27.4% | 79 | 34.3% | 88 | 47.5% | 38.3% |
| **Unspecified - FA**         | 166                   | 165      | *    | 0.6% | 100.0% | 164 | 59  | 36.0% | *  | 1.7%  | 15 | 50.8% | 28 | 47.5% | 38.3% |
| **Total**                    | 614                   | 613      | *    | 0.2% | 100.0% | 612 | 289 | 47.2% | 64 | 22.1% | 109| 37.7% | 116| 40.1% | 40.1% |
| **Grand Total**              | 3,214                 | 3,208    | *    | 0.2% | 66.7% | 3,202| 1,786| 55.8% | 561 | 31.4% | 481| 26.9% | 302| 16.9% | 442| 24.7% | 24.7% |

**Notes:**
- 1 Includes students enrolled by their primary program of study as of the Fall 2012 14th day census date. "Adjusted No." excludes students who are now deceased.
- 2 Includes students who earned a degree (equivalent to their primary degree sought Fall 2012) on or after Fall 2012 and before Fall 2013. Students with intending majors who graduated with a different major changed programs after Fall 2012.
- 3 Based on students' enrollment and primary program of study as of the Fall 2013 14th day census date.
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