Migration Study on Fall Term 2001 Cohort

This is a migration study on the cohort of first time, full time (credit hours greater than or equal to 12), and degree seeking undergraduate students enrolled in the Fall Term of 2001. The study provides detailed information on enrollment, graduation, retention, attrition and migration of the cohort class over a 1-year to 6-year time span. With this study, each college can track the migration patterns of their students and determine the graduation, retention, and attrition rates of students in their college cohort from 2001-2007.

There were 3,118 students in the Fall Term 2001 cohort class, enrolled in 10 colleges/programs at the university. Table 1 contains the student graduation, retention, and attrition numbers and percentages for 2005 (4-year), 2006 (5-year) and 2007 (6-year). The data showed that in Fall Term 2007, there were 131 students from the cohort continuing their study in the university. Figures 1, 2, and 3 depict the graduation rate, retention rate, and attrition rate by year for the Fall Term 2001 cohort class. The six-year graduation rate for Fall Term 2001 cohort was 60.9%. The first year retention rate for the Fall Term 2001 cohort was 79.5%. One year later, 20% of the students in the cohort had left OSU.

| Table 1: Fall Term 2001 Cohort Graduation, Retention, and Attrition Rates |
|---------------------------------|-------|-------|-------|-------|
| Fall 2001 Cohort                | 2005  | 2006  | 2007  |
|                                 | Number| Percentage | Number | Percentage | Number | Percentage |
| Graduation                      | 954   | 30.6%    | 1,709  | 54.8%     | 1,898  | 60.9%      |
| Continuation                    | 1,055 | 33.8%    | 314    | 10.1%     | 131    | 4.2%       |
| Attrition                       | 1,109 | 35.6%    | 1,095  | 35.1%     | 1,089  | 34.9%      |
| Total                           | 3,118 | 100.0%   | 3,118  | 100.0%    | 3,118  | 100.0%     |

Figure 1: Graduation Rate by Year

Figure 2: Retention Rate by Year

Figure 3: Attrition Rate by Year

For students who graduated from OSU, a rather large proportion graduated from colleges other than the one in which they had initially enrolled in Fall Term 2001. Table 2 lists the numbers of students who graduated from their original colleges and from other colleges transferred to by year. By the end of Summer Term 2007, 60.9 percent of students (1,898) in the cohort class had graduated; 60.2 percent of them (1,142) graduated from the same colleges in which they originally enrolled in fall 2001 and 39.8 percent (756) graduated from other colleges. Students who stayed in the same college in which they had originally enrolled graduated sooner than others in the cohort who had changed colleges did.

### Table 2: Graduations in four, five, and six years

<table>
<thead>
<tr>
<th>Fall 2001 Cohort</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
</tr>
<tr>
<td>From same college</td>
<td>595</td>
<td>62.4%</td>
<td>1,042</td>
</tr>
<tr>
<td>From other colleges</td>
<td>359</td>
<td>37.6%</td>
<td>667</td>
</tr>
<tr>
<td>Total graduation</td>
<td>954</td>
<td>100.0%</td>
<td>1,709</td>
</tr>
</tbody>
</table>

In the group of continuing students, some continued in the same college, and some transferred to other colleges. Table 3 contains the net gains or losses of students by college in each year. The College of Engineering, College of Science, and the University Exploratory Studies Program consistently lost students to other colleges. The College of Forestry, the College of Health and Human Sciences (Home Economics and Education, College of Health & Human Performance), and the College of Liberal Arts gained students from other colleges each year.

### Table 3: Net gain/loss of students by college in each year.

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Sciences</td>
<td>1</td>
<td>-1</td>
<td>11</td>
<td>5</td>
<td>-3</td>
<td>-6</td>
</tr>
<tr>
<td>Business</td>
<td>-4</td>
<td>8</td>
<td>35</td>
<td>32</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Engineering</td>
<td>-92</td>
<td>-128</td>
<td>-140</td>
<td>-83</td>
<td>-32</td>
<td>-23</td>
</tr>
<tr>
<td>Forestry</td>
<td>4</td>
<td>9</td>
<td>12</td>
<td>13</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Home Economics and Education*</td>
<td>199</td>
<td>271</td>
<td>278</td>
<td>136</td>
<td>31</td>
<td>10</td>
</tr>
<tr>
<td>Health &amp; Human Performance*</td>
<td>-107</td>
<td>-92</td>
<td>-82</td>
<td>-38</td>
<td>-11</td>
<td>-3</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>87</td>
<td>183</td>
<td>213</td>
<td>126</td>
<td>41</td>
<td>16</td>
</tr>
<tr>
<td>Pharmacy**</td>
<td>-2</td>
<td>-12</td>
<td>-33</td>
<td>-14</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Science</td>
<td>23</td>
<td>4</td>
<td>-1</td>
<td>-15</td>
<td>-4</td>
<td>-1</td>
</tr>
<tr>
<td>University Exploratory Studies Program</td>
<td>-109</td>
<td>-242</td>
<td>-293</td>
<td>-167</td>
<td>-54</td>
<td>-21</td>
</tr>
</tbody>
</table>

*The College of Home Economics and Education and Health & Human Performance were terminated in 2002. The College of Health and Human Sciences (HHS) and the College of Education were established in 2002. The numbers in 2002 - 2006 reflect the numbers gained by HHS.

**The Pharmacy numbers reflect the transition from a Pre-Pharmacy major housed in the College of Pharmacy to General Science major housed in the College of Science. The few students in the 2001 cohort mainly reflect this transition and are not reflection of the retention in the College of Pharmacy.

Details on the re-distribution of enrollment for continuing students are provided in Figures 4-9.

Figure 4: Re-distribution of enrollment of students continuing in Fall 2002

Figure 5: Re-distribution of enrollment of students continuing in Fall 2003

Figure 6: Re-distribution of enrollment of students continuing in Fall 2004

Figure 7: Re-distribution of enrollment of students continuing in Fall 2005

Figure 8: Re-distribution of enrollment of students continuing in Fall 2006

Figure 9: Re-distribution of enrollment of students continuing in Fall 2007

Tables 4-9 contain retention and graduation data for each college from Fall 2001 to Fall 2007 using the Fall 2001 cohort. The shaded columns in the first table on each page denote the college that students migrated to by college. For example, in Table 4, 23 Agricultural Sciences students left OSU after their first year. Of those who stayed at OSU, 119 continued in Agricultural Sciences, 2 transferred to Business, 2 to Forestry, 5 to Health and Human Sciences, 3 to Liberal Arts, 7 to Science, and 1 to UESP. Thus, Agricultural Sciences had 12.3% of their cohort migrate to other OSU colleges with 73.5% of the cohort remaining in Agricultural Sciences. The overall retention rate at OSU for this cohort of Agricultural Sciences students was 85.8%.

The second table on each page contains the net gain or loss by college for the freshman cohort. Again, for Agricultural Sciences, 4 were gained from Engineering, 1 was gained from Science, and 5 from UESP. Agricultural Sciences lost 2 students to Forestry, 4 to Health and Human Sciences and 3 to Liberal Arts. This was a total net gain of 1 student.

Over the course of this study, Liberal Arts consistently gained the most students from other colleges. Forestry and Health and Human Sciences (HEC, and HHP) also tended to consistently receive students from other colleges. UESP consistently transferred more students to other colleges; this was expected given the purpose of UESP. With UESP omitted, the Colleges of Engineering tended to have the most students transferred to other OSU colleges over the course of the study.

The graduation results begin in Table 6, Fall 2001-Fall 2004. For example, after three years Agricultural Sciences had 7 students from the Agricultural Sciences cohort graduate, making a three-year graduation rate of 4.3%. After four years (Table 7) those numbers increased to 70 students graduating for a 43.2% graduation rate; however, 11 of the students had graduated from another OSU college and 59 had graduated from Agricultural Sciences. For the fifth year (Table 8), graduation numbers for the Agricultural Sciences cohort, 107 students graduated; however, only 82 students graduated from Agricultural Sciences. The other 25 students had graduated from other OSU colleges.

The sixth year (Table 9) graduation rate for Agricultural Sciences was 73.5% with a total of 86 students from the Agricultural Sciences cohort graduating in Agricultural Sciences and 33 graduating from other OSU colleges. Overall, the fourth year graduation data (Table 7) suggested that of those students in the cohort who graduated in four years about 37.6% were graduating from colleges other than the one in which they had originally enrolled. This number jumps to 39% after five years (Table 8) and to 39.8% after six years (Table 9).

About 40% of the students who graduated from OSU after six years had transferred to an OSU college that was different from the college in which they had initially enrolled. The implications of this information in terms of advising and helping students to transition from college to college seem particularly appropriate.
Table 4: Fall 2001 First Time, Full Time, Degree Seeking Undergraduate Student Cohort  
Migration Study  (Fall 2001 - Fall 2002)

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>Cohort Grad Rate</th>
<th>Attr. Grad Rate</th>
<th>Attr. Rate</th>
<th>College Migration Pattern</th>
<th>Cont. Trans*</th>
<th>Cont. College**</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Sciences</td>
<td>162 0 0%</td>
<td>23 14.2%</td>
<td></td>
<td>AG 119 2 0 2 5 FOR 18 1 9 42 139</td>
<td>12.3%</td>
<td>3.5%</td>
<td>85.8%</td>
</tr>
<tr>
<td>Business</td>
<td>454 0 0%</td>
<td>93 20.5%</td>
<td></td>
<td>BUS 2 268 4 1 16 HHS 18 5 26 33 361</td>
<td>20.5%</td>
<td>59.0%</td>
<td>79.5%</td>
</tr>
<tr>
<td>Engineering</td>
<td>736 0 0%</td>
<td>120 16.3%</td>
<td></td>
<td>ENGR 4 24 497 1 8</td>
<td>16.2%</td>
<td>67.5%</td>
<td>83.7%</td>
</tr>
<tr>
<td>Forestry</td>
<td>29 0 0%</td>
<td>5 17.2%</td>
<td></td>
<td>FOR 0 0 1 21 1</td>
<td>10.3%</td>
<td>72.4%</td>
<td>82.8%</td>
</tr>
<tr>
<td>Home Economics and Education</td>
<td>162 0 0%</td>
<td>29 17.9%</td>
<td></td>
<td>HEC-HHS 0 2 0 0 116</td>
<td>10.5%</td>
<td>71.6%</td>
<td>82.1%</td>
</tr>
<tr>
<td>Health &amp; Human Performance</td>
<td>142 0 0%</td>
<td>35 24.6%</td>
<td></td>
<td>HHS 1 3 0 1 89</td>
<td>75.4%</td>
<td>0.0%</td>
<td>75.4%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>373 0 0%</td>
<td>82 22.0%</td>
<td></td>
<td>LA 0 7 3 1 12</td>
<td>9.4%</td>
<td>68.6%</td>
<td>78.0%</td>
</tr>
<tr>
<td>Pharmacy***</td>
<td>60 0 0%</td>
<td>13 21.7%</td>
<td></td>
<td>PHARM 0 2 0 0 2</td>
<td>16.7%</td>
<td>61.7%</td>
<td>78.3%</td>
</tr>
<tr>
<td>Science</td>
<td>463 0 0%</td>
<td>101 21.8%</td>
<td></td>
<td>SCI 8 9 7 0 20</td>
<td>15.6%</td>
<td>62.6%</td>
<td>78.2%</td>
</tr>
<tr>
<td>University Exploratory Studies</td>
<td>537 0 0%</td>
<td>139 25.9%</td>
<td></td>
<td>UESP 6 40 12 1 63</td>
<td>37.6%</td>
<td>36.5%</td>
<td>74.1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,118 0 0%</td>
<td>640 20.5%</td>
<td></td>
<td></td>
<td>79.5%</td>
<td>79.5%</td>
<td></td>
</tr>
</tbody>
</table>

* Percentage of students transferred to other colleges from the college they originally enrolled in fall 2001.
** Percentage of students continued in the same college as they originally enrolled in.
***The Pharmacy numbers reflect the transition from a Pre-Pharmacy major housed in the College of Pharmacy to General Science major housed in the College of Science.

The few students in the 2001 cohort mainly reflect this transition and are not reflective of the retention in the College of Pharmacy.

Table 4.1 Fall 2001 First Time, Full Time, Degree Seeking Undergraduate Student Cohort 
Net Gain / Loss by College  (Fall 2001 - Fall 2002)

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>AG</th>
<th>BUS</th>
<th>ENGR</th>
<th>FOR</th>
<th>HEC-HHS</th>
<th>HPE-HHS</th>
<th>LA</th>
<th>PHARM</th>
<th>SCI</th>
<th>UESP</th>
<th>Total (net Gain/Loss)</th>
<th>Cont. from original cohort Percent</th>
<th>Fall 2001 Enrollment for each college Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Sciences</td>
<td>0</td>
<td>0</td>
<td>-2</td>
<td>-5</td>
<td>1</td>
<td>-3</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>139 5.6%</td>
<td>140 5.6%</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>-1</td>
<td>-14</td>
<td>3</td>
<td>-11</td>
<td>1</td>
<td>0</td>
<td>-2</td>
<td>-4 14.6%</td>
<td>361 14.6%</td>
<td>357 14.4%</td>
</tr>
<tr>
<td>Engineering</td>
<td>-4</td>
<td>-20</td>
<td>0</td>
<td>0</td>
<td>-8</td>
<td>0</td>
<td>-15</td>
<td>-5</td>
<td>-19</td>
<td>-21</td>
<td>-92 24.9%</td>
<td>616 24.9%</td>
<td>524 21.1%</td>
</tr>
<tr>
<td>Forestry</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>-1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4 1.0%</td>
<td>24 1.0%</td>
<td>28 1.1%</td>
</tr>
<tr>
<td>Home Economics and Education</td>
<td>5</td>
<td>14</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>89</td>
<td>2</td>
<td>2</td>
<td>15</td>
<td>63</td>
<td>199 5.4%</td>
<td>133 5.4%</td>
<td>332 13.4%</td>
</tr>
<tr>
<td>Health &amp; Human Performance</td>
<td>-1</td>
<td>-3</td>
<td>0</td>
<td>-1</td>
<td>-89</td>
<td>0</td>
<td>-2</td>
<td>0</td>
<td>-8</td>
<td>-3</td>
<td>-107 4.3%</td>
<td>107 4.3%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>3</td>
<td>11</td>
<td>15</td>
<td>-1</td>
<td>-2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>12</td>
<td>46</td>
<td>87 11.7%</td>
<td>291 11.7%</td>
<td>378 15.3%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>0</td>
<td>-1</td>
<td>5</td>
<td>0</td>
<td>-2</td>
<td>0</td>
<td>-1</td>
<td>0</td>
<td>0</td>
<td>-3</td>
<td>-2 1.9%</td>
<td>47 1.9%</td>
<td>45 1.8%</td>
</tr>
<tr>
<td>Science</td>
<td>-1</td>
<td>0</td>
<td>19</td>
<td>0</td>
<td>-15</td>
<td>8</td>
<td>-12</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>23 14.6%</td>
<td>362 14.6%</td>
<td>385 15.5%</td>
</tr>
<tr>
<td>University Exploratory Studies</td>
<td>-5</td>
<td>2</td>
<td>21</td>
<td>0</td>
<td>-63</td>
<td>3</td>
<td>-46</td>
<td>3</td>
<td>-24</td>
<td>0</td>
<td>-109 16.1%</td>
<td>398 16.1%</td>
<td>289 11.7%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>-5</td>
<td>2</td>
<td>21</td>
<td>0</td>
<td>-63</td>
<td>3</td>
<td>-46</td>
<td>3</td>
<td>-24</td>
<td>0</td>
<td>0 100%</td>
<td>2,478 100%</td>
<td>2,478 100%</td>
</tr>
</tbody>
</table>

### Table 5: Fall 2001 First Time, Full Time, Degree Seeking Undergraduate Student Cohort

**Migration Study** (Fall 2001 - Fall 2003)

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>Cohort 2001</th>
<th>Grad. Rate</th>
<th>Same college*</th>
<th>Other college**</th>
<th>Grad. Rate</th>
<th>Attr. Rate</th>
<th>Attr. Rate</th>
<th>College Migration Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>Agricultural Sciences 162 1 1 0 0.6%</td>
<td>35 21.6%</td>
<td>93 3 1 1 12</td>
<td>9 0 7 0 126</td>
<td>20.4% 57.4% 77.8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Business 454 1 1 0 0.2%</td>
<td>126 27.8%</td>
<td>3 200 5 2 26</td>
<td>50 2 8 31 327</td>
<td>28.0% 44.1% 72.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Engineering*** 736 2 1 1 0.3%</td>
<td>175 23.8%</td>
<td>6 40 397 3 13</td>
<td>47 2 37 14 559</td>
<td>22.0% 53.9% 76.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Forestry 29 0 0 0 0.0%</td>
<td>8 27.6%</td>
<td>0 0 1 17 1</td>
<td>0 1 0 1 21</td>
<td>13.8% 58.6% 72.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Home Economics and Education 162 0 0 0 0.0%</td>
<td>43 26.5%</td>
<td>0 0 0 1 107</td>
<td>10 0 0 1 119</td>
<td>7.4% 66.0% 73.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Health &amp; Human Performance 142 0 0 0 0.0%</td>
<td>50 35.2%</td>
<td>1 2 3 1 71</td>
<td>4 0 7 3 92</td>
<td>64.8% 0.0% 64.8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Liberal Arts 373 1 1 0 0.3%</td>
<td>130 34.9%</td>
<td>2 10 2 1 26</td>
<td>191 0 8 2 242</td>
<td>13.7% 51.2% 64.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pharmacy 60 1 0 1 1.7%</td>
<td>15 25.0%</td>
<td>2 1 0 0 4</td>
<td>2 25 6 4 44</td>
<td>31.7% 41.7% 73.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Science 463 0 0 0 0.0%</td>
<td>166 35.9%</td>
<td>5 16 8 1 37</td>
<td>30 2 191 7 297</td>
<td>22.9% 41.3% 64.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>University Exploratory Studies Program 537 0 0 0 0.0%</td>
<td>187 34.8%</td>
<td>13 63 14 3 93</td>
<td>82 0 36 46 350</td>
<td>56.6% 8.6% 65.2%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>3,118 6 4 2 0.2%</td>
<td>935 30.0%</td>
<td>125 335 431 30 390</td>
<td>425 32 301 108 2,177</td>
<td>69.8% 69.8%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Number of students graduated from the colleges same as that they enrolled originally in Fall 2001.
** Number of students transferred to other colleges from their originally enrolled cohort college and graduated from the colleges they've transferred to.
*** Pre-Engineering students graduated from the College of Engineering are counted as "Graduated from same college."

### Table 5.1: Fall 2001 First Time, Full Time, Degree Seeking Undergraduate Student Cohort

**Net Gain / Loss by College** (Fall 2001- Fall 2003)

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>AG</th>
<th>BUS</th>
<th>ENGR</th>
<th>HEC-HHS</th>
<th>HPE-HHS</th>
<th>LA</th>
<th>PHARM</th>
<th>SCI</th>
<th>UESP</th>
<th>Total (net Gain/Loss)</th>
<th>Cont. from original cohort</th>
<th>Percent</th>
<th>Fall 2002 Enrollment for each college</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Sciences</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>-1</td>
<td>-12</td>
<td>1</td>
<td>-7</td>
<td>2</td>
<td>-2</td>
<td>-13</td>
<td>-1</td>
<td>126</td>
<td>5.8%</td>
<td>125</td>
</tr>
<tr>
<td>Business</td>
<td>0</td>
<td>0</td>
<td>35</td>
<td>-2</td>
<td>-26</td>
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<td>-40</td>
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Table 6: Fall 2001 First Time, Full Time, Degree Seeking Undergraduate Student Cohort

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<th>Grad. Rate</th>
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<th>Other college**</th>
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<th>Attr. Rate</th>
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<th>BUS</th>
<th>ENGR</th>
<th>FOR</th>
<th>HHS</th>
<th>LA</th>
<th>PHARM</th>
<th>SCI</th>
<th>UESP</th>
<th>Subtotal</th>
<th>Rate</th>
<th>College Rate</th>
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<td>43</td>
<td>83</td>
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<td>8</td>
<td>0</td>
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<td>0</td>
<td>112</td>
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<td>50.1%</td>
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<td>10</td>
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<td>0</td>
<td>0</td>
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<td>19</td>
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<td>51.7%</td>
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<td>7</td>
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<td>53</td>
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<td>101</td>
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<td>57</td>
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<td>62</td>
<td>8</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>82</td>
<td>57.7%</td>
<td>0.0%</td>
</tr>
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<td>93</td>
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<td>29</td>
<td>15</td>
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<td>2.8%</td>
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<td>68</td>
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<td>1998</td>
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<td>64.1%</td>
</tr>
</tbody>
</table>

* Number of students graduated from the colleges same as that they enrolled originally in Fall 2001.
** Number of students transferred to other colleges from their originally enrolled cohort college and graduated from the colleges they've transferred to.
*** Pre-Engineering students graduated from the College of Engineering are counted as "Graduated from same college."

Table 6.1: Fall 2001 First Time, Full Time, Degree Seeking Undergraduate Student Cohort

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>AG</th>
<th>BUS</th>
<th>ENGR</th>
<th>FOR</th>
<th>HEC-HHS</th>
<th>HPE-HHS</th>
<th>LA</th>
<th>PHARM</th>
<th>SCI</th>
<th>UESP</th>
<th>Total (net gain/loss)</th>
<th>Cont. from original cohort %</th>
<th>Fall 2004 Enrollment for each college Percent</th>
</tr>
</thead>
<tbody>
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<td>9</td>
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<td>-10</td>
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<td>-7</td>
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<td>3</td>
<td>13</td>
<td>11</td>
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<td>62.6%</td>
</tr>
<tr>
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<td>0</td>
<td>42</td>
<td>-1</td>
<td>-25</td>
<td>4</td>
<td>-46</td>
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<td>5</td>
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<td>15.0%</td>
<td>33.4%</td>
</tr>
<tr>
<td>Engineering</td>
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<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>12</td>
<td>1.0%</td>
<td>1.6%</td>
</tr>
<tr>
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<td>96</td>
<td>278</td>
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<td>-15</td>
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<td>20</td>
<td>93</td>
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<td>21.4%</td>
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<td>-1</td>
<td>0</td>
<td>-20</td>
<td>0</td>
<td>-33</td>
<td>1.7%</td>
<td>0.0%</td>
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<td>1.7%</td>
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<td>-7</td>
<td>-2</td>
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<td>1</td>
<td>-93</td>
<td>0</td>
<td>-27</td>
<td>0</td>
<td>-293</td>
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<td>100%</td>
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Table 7: Fall 2001 First Time, Full Time, Degree Seeking Undergraduate Student Cohort

Migration Study (Fall 2001 - Fall 2005)

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<th>Grad.</th>
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<th>Attr.</th>
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<th>Retention Rate</th>
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<td>college</td>
<td>Rate</td>
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<td>BUS</td>
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<td>11</td>
<td>43.2%</td>
<td>40</td>
<td>28</td>
</tr>
<tr>
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<td>104</td>
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<td>157</td>
<td>83</td>
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<td>0</td>
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<td>0</td>
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<td>31</td>
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<td>7</td>
<td>3</td>
<td>34.5%</td>
<td>8</td>
<td>27</td>
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Table 7.1: Fall 2001 First Time, Full Time, Degree Seeking Undergraduate Student Cohort

Net Gain / Loss by College (Fall 2001 - Fall 2005)

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<th>ED</th>
<th>ENGR</th>
<th>FOR</th>
<th>HEC-HHS</th>
<th>HPE-HHS</th>
<th>LA</th>
<th>PHARM</th>
<th>SCI</th>
<th>UESP</th>
<th>Total (net gain/loss)</th>
<th>Cont. from original cohort</th>
<th>Fall 2005 Enrollment for each college</th>
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</thead>
<tbody>
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<td>Agricultural Sciences</td>
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<td>-1</td>
<td>-8</td>
<td>-3</td>
<td>-10</td>
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<td>5</td>
<td>7</td>
<td>5</td>
<td>52.4%</td>
<td>57.6%</td>
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<td>0</td>
<td>28</td>
<td>-1</td>
<td>-10</td>
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<td>-12</td>
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<td>3</td>
<td>2</td>
<td>13</td>
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<td>24.0%</td>
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<td>12</td>
<td>0</td>
<td>0</td>
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<td>25</td>
<td>45</td>
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<td>170.6%</td>
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<td>0</td>
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**Table 8: Fall 2001 First Time, Full Time, Degree Seeking Undergraduate Student Cohort**

### Migration Study (Fall 2001 - Fall 2006)

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<tr>
<th>COLLEGE</th>
<th>Cohort</th>
<th>Grad. Same</th>
<th>Other</th>
<th>Grad. Rate</th>
<th>Attr. Rate</th>
<th>College Migration Pattern</th>
<th>Cont. Rate</th>
<th>Retention Rate</th>
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<td>82</td>
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<td>0 0 0 1 0 3 2 0 0 0 11 25</td>
<td>10.5%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Business</td>
<td>454</td>
<td>267</td>
<td>182</td>
<td>85</td>
<td>58.8%</td>
<td>1 1 1 2 1 4 7 1 0 1 1 30</td>
<td>4.2%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Education</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>0 0 0 0 0 0 0 0 0 0 0 0</td>
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<td>0.0%</td>
</tr>
<tr>
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<td>290</td>
<td>131</td>
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<td>9 10 0 49 1 2 10 2 8 1 0 92</td>
<td>12.5%</td>
<td>0.0%</td>
</tr>
<tr>
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<td>29</td>
<td>14</td>
<td>11</td>
<td>3</td>
<td>48.3%</td>
<td>9 31.0% 0 0 0 0 5 0 1 0 0 0 6</td>
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<td>0.0%</td>
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<td>162</td>
<td>90</td>
<td>81</td>
<td>9</td>
<td>55.6%</td>
<td>61 37.7% 0 0 0 0 0 9 2 0 0 0 11</td>
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<td>0.0%</td>
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<tr>
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<td>56</td>
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<td>48.6%</td>
<td>62 43.7% 0 0 1 1 0 5 4 0 0 0 11</td>
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<td>0.0%</td>
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<td>159</td>
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<td>155 41.6% 0 0 1 1 0 2 15 0 1 1 0 21</td>
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<td>4.0%</td>
</tr>
<tr>
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<td>29</td>
<td>10</td>
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</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td>0 0.0% 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Total**

|             | 3,118 | 1709       | 1042  | 667        | 54.8%      | 1095 35.1% 22 38 3 60 9 42 62 23 34 5 16 314 | 10.1%      | 10.1%           |

### Net Gain / Loss by College (Fall 2001 - Fall 2006)

<table>
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<tr>
<th>COLLEGE</th>
<th>AG</th>
<th>BUS</th>
<th>ED</th>
<th>ENGR</th>
<th>FOR</th>
<th>HEC-HHS</th>
<th>HPE-HHS</th>
<th>LA</th>
<th>PHARM</th>
<th>SCI</th>
<th>UESP</th>
<th>VM</th>
<th>Total (net gain/loss)</th>
<th>Cont. from original cohort</th>
<th>%</th>
<th>Fall 2006 Enrollment number %</th>
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</thead>
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<td>3</td>
<td>11</td>
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<td>9.6%</td>
<td>38</td>
</tr>
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<td>0</td>
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</tr>
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<td>0</td>
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<td>6</td>
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<td>9</td>
</tr>
<tr>
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<td>16</td>
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</table>

**Total**

|         | 0    | 314 | 100% | 314  | 100% | 100%  |
Table 9: Fall 2001 First Time, Full Time, Degree Seeking Undergraduate Student Cohort
Migration Study (Fall 2001 - Fall 2007)

<table>
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<th>COLLEGE</th>
<th>Cohort Fall 2001</th>
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<th>Other Grad.</th>
<th>Attr. Rate</th>
<th>Cont. Rate</th>
<th>Retention Rate</th>
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Table 9.1: Fall 2001 First Time, Full Time, Degree Seeking Undergraduate Student Cohort
Net Gain / Loss by College (Fall 2001 - Fall 2007)

<table>
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<th>COLLEGE</th>
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<th>FOR</th>
<th>HEEC</th>
<th>HHS</th>
<th>HPE</th>
<th>HHS</th>
<th>LA</th>
<th>PHARM</th>
<th>SCI</th>
<th>UESP</th>
<th>VM</th>
<th>Total (net gain/loss)</th>
<th>Cont. from original cohort %</th>
<th>Fall 2007 Enrollment number %</th>
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<td>0.0%</td>
</tr>
<tr>
<td>Home Economics and Education</td>
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<td>0</td>
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<td>10.7%</td>
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<tr>
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<td>23.7%</td>
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<td>-1</td>
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<td>10.7%</td>
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<td>9.9%</td>
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