

Retention and Academic Performance of Full-Time First-Time First-Year Students after One Year

9/3/02

In order to support the University goal of improving first-year student retention, the Office of Planning, Research and Evaluation conducted a study of the three most recent cohorts of full-time first-time first-year students (FY students) – i.e., students who entered in Fall 1998, Fall 1999 and Fall 2000. The goal of this study was to identify categories of students who were most likely to experience academic difficulty in their first year or to leave in the middle or at the end of their first year so that targeted intervention strategies could be developed. Academic performance was measured by grade point average (GPA), with GPA's taken at the end of the first semester for students who did not continue to the second semester, and at the end of the second semester for students who did continue.

Major findings are presented below, followed by a brief summary of statistical results. This report concludes with a set of abbreviated tables. A complete set of tables with all GPA categories is available on request from the Office of Planning Research and Evaluation.

Major Findings

Finding 1

The great majority of FY students who leave by the end of the first and second semesters do so in poor academic standing.

Almost one-fifth of FY students who re-enroll for a second year have GPA's less than 2.0 and thus are potentially vulnerable for attrition in their second year.

It is clear that in order to improve FY student retention we need to understand why so many of our students don't do well academically and develop strategies to address the underlying causes. Consider, for example, the following findings from surveys of our first-year students.

- Fifty-three percent of our FY students spend less than 11 hours per week preparing for class.
- Sixty-six percent of our FY students indicated that they had never or only sometimes received prompt feedback from faculty on their academic performance.
- Thirty-six percent of FY students had received a grade for a test or assignment in none or only some classes by the end of October of their first year.

WPU's Fall 2002 Convocation speaker, Richard Light, in his book, *Making the Most of College: Students Speak their Minds*, suggests some types of assistance that might help our students achieve academically:

- Assistance in time management, including helping students understand the importance of setting aside blocks of time that are long enough to allow them to get beyond superficial learning.
- Assistance in making the transition from the lower-level thinking skills required in many high schools to the higher order skills necessary for success in most college courses.
- Availability of an advisor/mentor to offer encouragement and help students navigate the system. (Note that our students continue to express dissatisfaction with even the basic advisement associated with registering for classes).

Finding 2

The great majority of our high achieving FY students (GPA's of 3.0 or better) re-enroll for a second year and retention rates among these students have increased in recent years.

Expansion of the Honors program, including availability of Honors' sections of G.E. courses, increased support for student participation in faculty research projects, and increased funding for scholarships may have contributed to this result. Continued efforts to create an environment that values and supports high academic achievement should make it possible to increase retention of these students even further.

Finding 3

Despite one-year retention rates that are similar to those of regular admit students, about 40 percent of EOF students re-enroll in poor academic standing, compared to 15 percent of regular admit students.

Students in the Equal Opportunity Fund program by definition come from disadvantaged backgrounds, and so it is not surprising that many of them experience academic difficulties during their first year. Unfortunately, over the three cohorts examined, there is no evidence that we have made progress in improving the academic performance of EOF students. In fact, among the three cohorts studied, the most recent cohort experienced the highest proportion (45 percent) of FY students with GPA's below 2.0. Renewed effort is needed to look at both the criteria for admitting students through this program, and all aspects of their first year experience.

Finding 4

FY students who enrolled in Cluster courses in their first semester were more likely to re-enroll for a second year and also to perform better academically than their peers who were not in Cluster courses.

Because the same students enroll in all three courses in the cluster, and because these courses meet three times per week with their faculty, there is perhaps greater opportunity for students to get to know each other and their faculty. Positive relationships with other students and faculty have been demonstrated to enhance academic performance and student retention. While it may not be feasible for all FY students to take cluster courses, consideration should be given to finding other ways of promoting increased interaction among students and between students and faculty.

Finding 5

Students from out of state have lower retention rates but tend to perform better academically than students from New Jersey.

Out-of-state students bring different perspectives and experiences and help to create a richer learning environment. Additional research is needed to understand why fewer of these students are re-enrolling despite performing well academically.

Finding 6

In general, FY students who lived on campus during their first semester had better retention rates and performed somewhat better academically than students who commuted.

Among commuters, more students from nearby counties (i.e., Bergen, Essex, Hudson, Morris, Passaic and Sussex) were retained into their second year and more of them were in good academic standing than was the case for commuters from more distant NJ counties.

Among students from more distant New Jersey counties, those who resided on campus were retained in much higher proportions and also performed significantly better than students from these counties who commuted.

Based on the findings above, it appears that continued expansion of on-campus housing may contribute to increased retention of FY students. Particularly vulnerable among commuters are those from more distant counties. For example, for the three cohorts studied, students from distant counties who live on campus during their first semester had retention rates that ranged from 29 to 40 percentage points higher than commuter students from these counties. Residential students from these counties also tended to perform better academically than their commuter counterparts. Perhaps some consideration should be given to preferential placement in residence halls for students who would otherwise need to commute greater distances.

Summary of Statistical Results

First Semester Retention and Performance

Generally, between seven and eight percent of our FY students fail to re-enroll for a second semester, and approximately 23 percent of FY students have GPA's below 2.0 at the end of the first semester.

The great majority (59-74 percent) of those who leave do so with GPA's below 2.0, and about half who leave have GPA's below 1.0. Of the FY students who continue into the second semester, approximately four in five are in good academic standing (GPA of 2.0 or better).

One-Year Retention and Performance

Approximately 20 percent of FY students do not re-enroll at WPU for a second year, and about 28 percent have GPA's below 2.0 by the end of the first year.

Among FY students who leave by the end of their first year, more than three out of five do so with GPA's below 2.0. Among the FY students who do re-enroll for a second year, approximately 80 percent are in good academic standing.

High achieving FY students (GPA's of 3.0 or better) re-enroll in large numbers. Of the 319 high achieving FY students in the Fall 2000 cohort, for example, 93 percent re-enrolled in Fall 2001. This percentage represents an increase over the Fall 1999 and Fall 1998 cohorts of high achieving students for whom the retention rates were 91 percent and 87 percent, respectively.

Gender

More female than male students continue into their second year. Moreover, among FY students who remain at WPU, females outperform their male counterparts, with higher proportions of them achieving GPA's of 2.0 and 3.0 or better. Among the Fall 2000 FY students, for example, 35 percent of the females who returned for their second year had GPA's of 3.0 or better compared to 28 percent of the males.

For two of the three cohorts this trend was mirrored among students who leave and was especially pronounced for the Fall 2000 cohort in which 69 percent of the males who left had GPA's less than 2.0 and compared with 59 percent of females.

Race/Ethnicity

One-year retention rates for FY students vary by race/ethnicity, but there is no consistent pattern over the three years analyzed for this report.

Among the FY students who re-enroll for a second year, higher proportions of African-American students (31 percent-37 percent) have GPA's below 2.0 than students in other racial/ethnic categories (20 percent-29 percent). This finding is consistent for both males and females. The four students across the three cohorts who identified themselves as Native American were excluded from this analysis because of their small number.

Admit Type

Among the six admission categories (Regular, EOF, Foreign, Non-traditional, Sponsored Contracted, and Sponsored Non-contracted) one-year retention rates for non-traditional students are consistently the lowest – between 47 percent and 62 percent, compared to 80 percent on average for all FY students. Foreign students, on the other hand, while few in number, almost all continue into their second year.

Among students who re-enroll, Regular and Foreign admit students perform the best academically with the great majority (on average, 85 percent or more) of them achieving GPA's of 2.0 or better. Sponsored-contracted students as well as nontraditional students who are retained also perform quite well, with three quarters of them completing their first year in satisfactory academic standing. The exception to this was the 1999 cohort in which only 54 percent of retained nontraditional students achieved a GPA of 2.0 or better.

Despite relatively high retention rates, only 55-62 percent of EOF students and 20-57 percent of the small number of Sponsored Non-contracted students who re-enrolled for a second year had GPA's of 2.0 or better over the three cohorts analyzed.

It is encouraging to note that among the admission categories for students with weaker academic profiles, there are success stories. In the most recent cohort of FY students, for example, 11 EOF students, 14 Nontraditional students, and 27 Sponsored-contracted students achieved GPA's of 3.0 or better. These numbers represent seven percent of all EOF students, 31 percent of all Nontraditional students, and 26 percent of all Sponsored-contracted students in the Fall 2000 cohort.

SAT Scores

There are no consistent differences in the one-year retention rates of students with high vs. low SAT scores. That finding holds for math and verbal scores, separately, as well as for combined SAT scores.

There does, however, appear to be a relationship between SAT scores and the academic performance of students who re-enroll. Among FY students who re-enroll for a second year, there is a very clear increase in the proportion of students with GPA's above 2.0 with progressively higher verbal, math or combined SAT scores. This pattern is repeated for GPA's of 3.0 or better. For example, in the Fall 2000 cohort, seven percent of students with CSAT's of 400-799 achieved GPA's of 3.0 or better, while percentages of students with CSAT's of 800-899, 900-999, 1000-1099 and 1100+ who achieved GPA's of 3.0's or more were 16, 26, 27, and 56, respectively.

Among students who did not re-enroll, greater proportions of students with SAT scores at the extreme low end left in poor academic standing; however for students with CSAT scores of 800 and above, there were no consistent patterns of GPA attainment among leavers.

High School Rank

FY students with superior high school ranks were retained into the second year in greater proportions than students with lower ranks. For the most recent cohort, for example, 89 percent of students in the top quartile

of their graduating class re-enrolled for the second year, whereas only 77 percent of students in the bottom quartile did so.

Similar to the finding for SAT scores above, among FY students who re-enrolled for a second year, those with higher high school ranks performed better academically. With one exception, greater proportions of them achieved GPA's above 2.0 and 3.0. For example, between 46 and 54 percent of students in the top quartile of their high school graduating class in the three most recent FY cohorts had GPA's of 3.0 or better. Among students in the lowest quartiles, however, percentages ranged between 8 and 18.

Students with superior high school ranks who did not re-enroll for their second year tended to leave with better GPA's than those with lower high school ranks.

Declared vs. Undeclared Major

For two out of three cohorts, FY students who entered WPU without a declared major were retained in somewhat higher percentages than students with a declared major. Students with declared majors, however, tended to perform somewhat better academically, with greater proportions of them achieving GPA's of 2.0 or better in two of three cohorts. Moreover, among students who continued into the second year, a greater proportion of declared students had GPA's of 3.0 or better than was true of undeclared students and this finding was consistent across all three cohorts.

Cluster Courses

Among the Fall 1998, Fall 1999 and Fall 2000 cohorts of FY students, 123, 149 and 104 students, respectively, had been enrolled in cluster courses during their first semester at WPU. Cluster courses are three separate courses with the same students in all three courses. They meet separately twice a week with their individual faculty members, and one time per week in a three-period plenary session with all three faculty. Because enrollment is typically about 25 students who are in three classes together, there is the potential for students to establish stronger connections with their faculty and with each other.

Across all three cohorts, more cluster course students re-enrolled for the second year than students not in cluster courses. Moreover, greater proportions of these students had GPA's above 2.0 and 3.0. For the most recent cohort, for example, 87 percent of cluster students re-enrolled for the second year and 81 percent of non-cluster students did so; also, 40 percent of cluster students who re-enrolled had GPA's of 3.0 or better, compared to only 31 percent of non cluster students.

NJ vs. Out-of-State Students

FY students from NJ consistently re-enrolled for a second year in higher proportions than out-of-state students. Across the three cohorts, 79-81 percent of NJ residents returned, compared to only 63-79 percent of non-NJ residents.

Students from other states, however, outperformed their New Jersey counterparts academically, and this tended to be true for students who were retained as well as those who left. Across all three cohorts, more non-NJ residents who were retained into their second year had GPA's of 2.0 or better than NJ residents. And, among students who left, this pattern was true for two out of the three cohorts.

Top Feeder Counties vs Other NJ Counties

Bergen, Passaic, Morris, Sussex, Essex and Hudson counties are home to large numbers of our FY students. In two of the three cohorts, FY students from these nearby counties were retained in greater proportions than students from other NJ counties. Students from these nearby counties, however, did not perform as well academically as students from other NJ counties. This finding was true both for students who re-enrolled as well as students who left.

Residential vs. Commuter Students

FY students who resided on campus during their first semester consistently re-enrolled in greater proportions than commuters. For the Fall 2000 cohort, for example, 85 percent of dorm students re-enrolled for a second year while 78 percent of commuters did so.

Academically, residential students also performed somewhat better than commuters. While differences in percentages with GPA's of 2.0 or greater were relatively modest, they were consistent across the three cohorts for both students who left and students who continued to be enrolled. There were no consistent differences between the two groups in proportions of students achieving GPA's of 3.0 or better.

Commuter students from more distant counties left WPU in much greater proportions than students from these counties who resided on campus. For example, 84 percent of Fall 2000 FY students from more distant counties who lived on campus re-enrolled for a second year; only 55 percent of commuter students from the same counties did so. Residential students from these counties also did better academically (87 percent with GPA's above 2.0) than their commuting counterparts (71 percent GPA's above 2.0).

Among commuter students, those from top feeder counties were retained in much higher proportions than those from more distant counties: 79 vs. 43 percent, 77 vs. 49 percent, and 80 vs. 55 percent, respectively, for the 1998, 1999, and 2000 cohorts. Commuter students from nearby counties who re-enrolled for a second year also performed better academically than those from more distant counties. Among commuter students who did not re-enroll, there were no consistent differences in academic performance between these two groups.

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Profile of Persisters and Attritors of Full-time First-time First-Year Students Enrolled at WPU in Fall 2000

Variables	Original Cohort* Fall 2000	Persisters				Non-persisters			
		Fall 2001		Percentage with GPA**		Fall 2001		Percentage with GPA**	
	N	N	%	< 2.00 (%)	> 2.00 (%)	N	%	< 2.00 (%)	> 2.00 (%)
Overall One-Semester	1140	1063	93.2	17.9	82.1	77	6.8	74.0	26.0
Overall One-Year	1153	935	81.1	18.2	81.8	218	18.9	64.2	35.8
One-year by:									
Gender									
Male	542	424	78.2	21.2	78.8	118	21.8	68.6	31.4
Female	611	511	83.6	15.7	84.3	100	16.4	59.0	41.0
Race/Ethnicity									
African-American	180	143	79.4	35.0	65.0	37	20.6	67.6	32.4
Hispanic	186	141	75.8	19.9	80.1	45	24.2	55.6	44.4
Asian	62	56	90.3	16.1	83.9	6	9.7	100.0	0.0
White	675	555	82.2	13.3	86.7	120	17.8	63.3	36.7
Native American	2	1	50.0	0.0	100.0	1	50.0	100.0	0.0
Unknown	36	30	83.3	23.3	76.7	6	16.7	66.7	33.3
Gender by Race/Ethnicity									
Male and:									
African-American	65	50	76.9	38.0	62.0	15	23.1	80.0	20.0
Hispanic	74	56	75.7	21.4	78.6	18	24.3	66.7	33.3
Asian	34	30	88.2	20.0	80.0	4	11.8	100.0	0.0
White	339	265	78.2	17.4	82.6	74	21.8	64.9	35.1
Unknown	21	17	81.0	29.4	70.6	4	19.0	50.0	50.0
Female and:									
African-American	115	93	80.9	33.3	66.7	22	19.1	59.1	40.9
Hispanic	112	85	75.9	18.8	81.2	27	24.1	48.1	51.9
Asian	28	26	92.9	11.5	88.5	2	7.1	100.0	0.0
White	334	290	86.8	9.7	90.3	44	13.2	63.6	36.4
Unknown	16	13	81.3	15.4	84.6	3	18.8	66.7	33.3
Admit Type:									
Regular	858	699	81.5	13.6	86.4	159	18.5	62.9	37.1
EOF	120	98	81.7	44.9	55.1	22	18.3	72.7	27.3
Foreign	10	9	90.0	0.0	100.0	1	10.0	0.0	100.0
Non-traditional	45	25	55.6	24.0	76.0	20	44.4	65.0	35.0
Special admits (SC)	104	89	85.6	20.2	79.8	15	14.4	66.7	33.3
Special admits (SN)	16	15	93.8	46.7	53.3	1	6.3	100.0	0.0
SAT Scores									
Verbal SAT Scores:									
200-399	94	81	86.2	38.3	61.7	13	13.8	76.9	23.1
400-499	418	342	81.8	22.2	77.8	76	18.2	55.3	44.7
500-599	466	376	80.7	14.1	85.9	90	19.3	70.0	30.0
600-800	125	104	83.2	4.8	95.2	21	16.8	66.7	33.3
Missing	50	32	64.0	15.6	84.4	18	36.0	61.1	38.9
Math SAT Scores:									
200-399	76	61	80.3	45.9	54.1	15	19.7	73.3	26.7
400-499	392	325	82.9	24.6	75.4	67	17.1	64.2	35.8
500-599	491	401	81.7	12.0	88.0	90	18.3	62.2	37.8
600-800	144	116	80.6	7.8	92.2	28	19.4	67.9	32.1
Missing	50	32	64.0	15.6	84.4	18	36.0	61.1	38.9
Combined SAT Scores:									
400-799	68	55	80.9	49.1	50.9	13	19.1	76.9	23.1
800-899	131	107	81.7	32.7	67.3	24	18.3	58.3	41.7
900-999	270	230	85.2	18.3	81.7	40	14.8	55.0	45.0
1000-1099	364	290	79.7	16.2	83.8	74	20.3	66.2	33.8
Over 1100	270	221	81.9	6.3	93.7	49	18.1	69.4	30.6
Missing	50	32	64.0	15.6	84.4	18	36.0	61.1	38.9
High School Rank:									
1-25	44	34	77.3	41.2	58.8	10	22.7	100.0	0.0
26-50	228	181	79.4	27.6	72.4	47	20.6	72.3	27.7
51-75	357	285	79.8	15.8	84.2	72	20.2	61.1	38.9
76-100	274	243	88.7	7.8	92.2	31	11.3	35.5	64.5
Missing	250	192	76.8	21.9	78.1	58	23.2	70.7	29.3

Profile of Persisters and Attritors of Full-time First-time First-Year Students Enrolled at WPU in Fall 2000

Variables	Original Cohort* Fall 2000	Persisters				Non-persisters			
		Fall 2001		Percentage with GPA**		Fall 2001		Percentage with GPA**	
	N	N	%	< 2.00 (%)	> 2.00 (%)	N	%	< 2.00 (%)	> 2.00 (%)
Major:									
Declared	762	615	80.7	16.6	83.4	147	19.3	63.3	36.7
Undeclared	391	320	81.8	21.3	78.8	71	18.2	66.2	33.8
Cluster Courses in 1st Semester:									
Yes	104	90	86.5	8.9	91.1	14	13.5	50.0	50.0
No	1049	845	80.6	19.2	80.8	204	19.4	65.2	34.8
Residence:									
Dorm	514	438	85.2	17.4	82.6	76	14.8	57.9	42.1
Commuter	639	497	77.8	18.9	81.1	142	22.2	67.6	32.4
Location									
State:									
NJ resident	1125	913	81.2	18.6	81.4	212	18.8	64.2	35.8
Non-NJ resident	28	22	78.6	0.0	100.0	6	21.4	66.7	33.3
County:									
Top 6 Feeder Counties	844	691	81.9	20.0	80.0	153	18.1	66.7	33.3
Other NJ Counties	281	222	79.0	14.4	85.6	59	21.0	57.6	42.4
Other States	28	22	78.6	0.0	100.0	6	21.4	66.7	33.3
County by Dorm:***									
Top 6 Feeder Counties & Dorm	251	219	87.3	23.3	76.7	32	12.7	68.8	31.3
Top 6 Feeder Counties & Commuter	593	472	79.6	18.4	81.6	121	20.4	66.1	33.9
Other NJ Counties & Dorm	237	198	83.5	12.6	87.4	39	16.5	48.7	51.3
Other NJ Counties & Commuter	44	24	54.5	29.2	70.8	20	45.5	75.0	25.0
Other States & Dorm	26	21	80.8	0.0	100.0	5	19.2	60.0	40.0
Other States & Commuter	2	1	50.0	0.0	100.0	1	50.0	100.0	0.0

* Seventeen students on leave of absence during their 1st semester were excluded from the 1st semester cohort, and 4 students on leave of absence for both 1st and 2nd semester were excluded from the one year cohort.

** For one-semester retention, GPA's are at the end of the Fall 2000 semester; for one-year retention, GPA's are at the end of Spring 2001 semester.

*** County information was updated to reflect current residence for students whose state of origin was outside NJ.

Profile of Persisters and Attritors of Full-time First-time First-Year Students Enrolled at WPU in Fall 1999

Variables	Original Cohort* Fall 1999	Persisters				Non-persisters			
		Fall 2000		Percentage with GPA**		Fall 2000		Percentage with GPA**	
	N	N	%	< 2.00 (%)	> 2.00 (%)	N	%	< 2.00 (%)	> 2.00 (%)
Overall One-Semester	1116	1021	91.5	18.7	81.3	95	8.5	58.9	41.1
Overall One-Year	1124	888	79.0	19.0	81.0	236	21.0	61.0	39.0
One-year by:									
Gender									
Male	496	386	77.8	21.5	78.5	110	22.2	60.9	39.1
Female	626	500	79.9	16.8	83.2	126	20.1	61.1	38.9
Race/Ethnicity									
African-American	178	136	76.4	30.9	69.1	42	23.6	64.3	35.7
Hispanic	190	154	81.1	22.7	77.3	36	18.9	83.3	16.7
Asian	35	30	85.7	13.3	86.7	5	14.3	60.0	40.0
White	692	546	78.9	14.7	85.3	146	21.1	54.8	45.2
Native American	2	1	50.0	100.0	0.0	1	50.0	100.0	0.0
Unknown	27	21	77.8	33.3	66.7	6	22.2	50.0	50.0
Gender by Race/Ethnicity									
Male and:									
African-American	80	60	75.0	28.3	71.7	20	25.0	70.0	30.0
Hispanic	65	54	83.1	22.2	77.8	11	16.9	81.8	18.2
Native American	1	0	0.0	0.0	0.0	1	100.0	100.0	0.0
Asian	14	12	85.7	25.0	75.0	2	14.3	50.0	50.0
White	328	254	77.4	18.5	81.5	74	22.6	55.4	44.6
Unknown	6	5	83.3	80.0	20.0	1	16.7	100.0	0.0
Female and:									
African-American	97	75	77.3	32.0	68.0	22	22.7	59.1	40.9
Hispanic	125	100	80.0	23.0	77.0	25	20.0	84.0	16.0
Native American	1	1	100.0	100.0	0.0	0	0.0	0.0	0.0
Asian	21	18	85.7	5.6	94.4	3	14.3	66.7	33.3
White	363	291	80.2	11.0	89.0	72	19.8	54.2	45.8
Unknown	19	15	78.9	20.0	80.0	4	21.1	50.0	50.0
Admit type:									
Regular	795	642	80.8	14.5	85.5	153	19.2	54.9	45.1
EOF	128	102	79.7	38.2	61.8	26	20.3	92.3	7.7
Foreign	7	7	100.0	14.3	85.7	0	0.0	0.0	0.0
Non-traditional	51	24	47.1	45.8	54.2	27	52.9	66.7	33.3
Special admits (SC)	125	99	79.2	19.2	80.8	26	20.8	53.8	46.2
Special admits (SN)	18	14	77.8	42.9	57.1	4	22.2	100.0	0.0
SAT Scores									
Verbal SAT Scores:									
200-399	95	78	82.1	35.9	64.1	17	17.9	82.4	17.6
400-499	406	324	79.8	21.9	78.1	82	20.2	59.8	40.2
500-599	451	360	79.8	13.9	86.1	91	20.2	60.4	39.6
600-800	121	100	82.6	11.0	89.0	21	17.4	42.9	57.1
Missing	51	26	51.0	34.6	65.4	25	49.0	68.0	32.0
Math SAT Scores:									
200-399	97	79	81.4	38.0	62.0	18	18.6	88.9	11.1
400-499	371	291	78.4	18.9	81.1	80	21.6	61.3	38.8
500-599	478	387	81.0	16.8	83.2	91	19.0	57.1	42.9
600-800	127	105	82.7	9.5	90.5	22	17.3	45.5	54.5
Missing	51	26	51.0	34.6	65.4	25	49.0	68.0	32.0
Combined SAT Scores:									
400-799	93	74	79.6	41.9	58.1	19	20.4	94.7	5.3
800-899	122	102	83.6	26.5	73.5	20	16.4	60.0	40.0
900-999	248	195	78.6	14.4	85.6	53	21.4	52.8	47.2
1000-1099	335	261	77.9	18.4	81.6	74	22.1	60.8	39.2
Over 1100	275	230	83.6	11.3	88.7	45	16.4	53.3	46.7
Missing	51	26	51.0	34.6	65.4	25	49.0	68.0	32.0
High School Rank:									
1-25	35	26	74.3	57.7	42.3	9	25.7	88.9	11.1
26-50	206	152	73.8	25.7	74.3	54	26.2	72.2	27.8
51-75	382	303	79.3	14.9	85.1	79	20.7	50.6	49.4
76-100	304	268	88.2	12.3	87.7	36	11.8	47.2	52.8
Missing	197	139	70.6	26.6	73.4	58	29.4	69.0	31.0

Profile of Persisters and Attritors of Full-time First-time First-Year Students Enrolled at WPU in Fall 1999

Variables	Original Cohort* Fall 1999	Persisters				Non-persisters			
		Fall 2000		Percentage with GPA**		Fall 2000		Percentage with GPA**	
	N	N	%	< 2.00 (%)	> 2.00 (%)	N	%	< 2.00 (%)	> 2.00 (%)
Major:									
Declared	723	566	78.3	19.1	80.9	157	21.7	63.7	36.3
Undeclared	401	322	80.3	18.9	81.1	79	19.7	55.7	44.3
Cluster courses in 1st semester:									
Yes	149	122	81.9	12.3	87.7	27	18.1	63.0	37.0
No	975	766	78.6	20.1	79.9	209	21.4	60.8	39.2
Residence:									
Dorm	453	386	85.2	16.1	83.9	67	14.8	56.7	43.3
Commuter	671	502	74.8	21.3	78.7	169	25.2	62.7	37.3
Location									
State:									
NJ resident	1096	870	79.4	19.3	80.7	226	20.6	62.4	37.6
Non-NJ resident	28	18	64.3	5.6	94.4	10	35.7	30.0	70.0
County:									
Top 6 Feeder Counties	834	658	78.9	20.7	79.3	176	21.1	68.2	31.8
Other NJ counties	262	212	80.9	15.1	84.9	50	19.1	42.0	58.0
Other states	28	18	64.3	5.6	94.4	10	35.7	30.0	70.0
County by Dorm:***									
Top 6 feeder counties & Dorm	221	184	83.3	20.7	79.3	37	16.7	73.0	27.0
Top 6 feeder counties & Commuter	613	474	77.3	20.7	79.3	139	22.7	66.9	33.1
Other NJ counties & Dorm	213	188	88.3	12.2	87.8	25	11.7	40.0	60.0
Other NJ counties & Commuter	49	24	49.0	37.5	62.5	25	51.0	44.0	56.0
Other states & Dorm	19	14	73.7	7.1	92.9	5	26.3	20.0	80.0
Other states & Commuter	9	4	44.4	0.0	0.0	5	55.6	40.0	60.0

* Eleven students on leave of absence during their first semester were excluded from the 1st semester cohort, and 3 students on leave of absence for both 1st and 2nd semester were excluded from the one year cohort.

** For one-semester retention, GPA's are at the end of the Fall 1999 semester; for one-year retention, GPA's are at the end of Spring 2000 semester.

*** County information was updated to reflect current residence for students whose state of origin was outside NJ.

Profile of Persisters and Attritors of Full-time First-time First-Year Students Enrolled at WPU in Fall 1998

Variables	Original Cohort Fall 1998 N	Persisters				Non-persisters			
		Fall 1999		Percentage with GPA**		Fall 1999		Percentage with GPA**	
		N	%	< 2.00 (%)	> 2.00 (%)	N	%	< 2.00 (%)	> 2.00 (%)
Overall One-Semester	1109	1034	93.2	20.9	79.1	75	6.8	65.3	34.7
Overall One-Year	1120	883	78.8	20.2	79.8	237	21.2	62.0	38.0
One-year by:									
Gender									
Male	464	358	77.2	21.5	78.5	106	22.8	62.3	37.7
Female	656	525	80.0	19.2	80.8	131	20.0	61.8	38.2
Race/Ethnicity									
African-American	142	118	83.1	37.3	62.7	24	16.9	66.7	33.3
Hispanic	204	151	74.0	28.5	71.5	53	26.0	84.9	15.1
Asian	49	40	81.6	25.0	75.0	9	18.4	55.6	44.4
White	688	546	79.4	13.4	86.6	142	20.6	52.1	47.9
Unknown	37	28	75.7	28.6	71.4	9	24.3	77.8	22.2
Gender by Race/Ethnicity									
Male and:									
African-American	54	46	85.2	41.3	58.7	8	14.8	75.0	25.0
Hispanic	66	52	78.8	26.9	73.1	14	21.2	100.0	0.0
Asian	22	19	86.4	31.6	68.4	3	13.6	66.7	33.3
White	305	229	75.1	15.7	84.3	76	24.9	53.9	46.1
Unknown	17	12	70.6	16.7	83.3	5	29.4	60.0	40.0
Female and:									
African-American	88	72	81.8	34.7	65.3	16	18.2	62.5	37.5
Hispanic	138	99	71.7	29.3	70.7	39	28.3	79.5	20.5
Asian	28	22	78.6	22.7	77.3	6	21.4	50.0	50.0
White	383	317	82.8	11.7	88.3	66	17.2	50.0	50.0
Unknown	19	15	78.9	40.0	60.0	4	21.1	100.0	0.0
Admit type:									
Regular	809	643	79.5	15.9	84.1	166	20.5	54.8	45.2
EOF	147	110	74.8	41.8	58.2	37	25.2	91.9	8.1
Foreign	5	5	100.0	0.0	100.0	0	0.0	0.0	0.0
Non-traditional	55	34	61.8	20.6	79.4	21	38.2	66.7	33.3
Special admits (SC)	98	86	87.8	22.1	77.9	12	12.2	58.3	41.7
Special admits (SN)	6	5	83.3	80.0	20.0	1	16.7	100.0	0.0
SAT Scores									
Verbal SAT Scores:									
200-399	139	109	78.4	44.0	56.0	30	21.6	80.0	20.0
400-499	446	363	81.4	22.6	77.4	83	18.6	69.9	30.1
500-599	395	311	78.7	11.9	88.1	84	21.3	53.6	46.4
600-800	90	69	76.7	7.2	92.8	21	23.3	33.3	66.7
Missing	50	31	62.0	19.4	80.6	19	38.0	68.4	31.6
Math SAT Scores:									
200-399	96	78	81.3	44.9	55.1	18	18.8	94.4	5.6
400-499	451	359	79.6	20.9	79.1	92	20.4	63.0	37.0
500-599	422	333	78.9	15.3	84.7	89	21.1	56.2	43.8
600-800	101	82	81.2	13.4	86.6	19	18.8	47.4	52.6
Missing	50	31	62.0	19.4	80.6	19	38.0	68.4	31.6
Combined SAT Scores:									
400-799	100	80	80.0	45.0	55.0	20	20.0	90.0	10.0
800-899	157	126	80.3	30.2	69.8	31	19.7	74.2	25.8
900-999	298	238	79.9	18.1	81.9	60	20.1	61.7	38.3
1000-1099	318	248	78.0	16.9	83.1	70	22.0	61.4	38.6
Over 1100	197	160	81.2	8.1	91.9	37	18.8	35.1	64.9
Missing	50	31	62.0	19.4	80.6	19	38.0	68.4	31.6
High School Rank:									
1-25	39	25	64.1	40.0	60.0	14	35.9	64.3	35.7
26-50	246	199	80.9	27.1	72.9	47	19.1	66.0	34.0
51-75	413	324	78.5	20.4	79.6	89	21.5	62.9	37.1
76-100	254	213	83.9	12.7	87.3	41	16.1	58.5	41.5
Missing	168	122	72.6	17.2	82.8	46	27.4	58.7	41.3

Profile of Persisters and Attritors of Full-time First-time First-Year Students Enrolled at WPU in Fall 1998

Variables	Original Cohort Fall 1998	Persisters				Non-persisters			
		Fall 1999		Percentage with GPA**		Fall 1999		Percentage with GPA**	
	N	N	%	< 2.00 (%)	> 2.00 (%)	N	%	< 2.00 (%)	> 2.00 (%)
Major:									
Declared	699	557	79.7	18.9	81.1	142	20.3	58.5	41.5
Undeclared	421	326	77.4	22.4	77.6	95	22.6	67.4	32.6
Cluster courses in 1st semester:									
Yes	123	99	80.5	20.2	79.8	24	19.5	45.8	54.2
No	997	784	78.6	20.2	79.8	213	21.4	63.8	36.2
Residence:									
Dorm	440	361	82.0	17.7	82.3	79	18.0	53.2	46.8
Commuter	680	522	76.8	21.8	78.2	158	23.2	66.5	33.5
Location									
State:									
NJ Resident	1087	862	79.3	20.3	79.7	225	20.7	64.0	36.0
Non-NJ Resident	30	19	63.3	15.8	84.2	11	36.7	27.3	72.7
County:									
Top 6 Feeder Counties	847	685	80.9	21.9	78.1	162	19.1	69.1	30.9
Other NJ Counties	240	177	73.8	14.1	85.9	63	26.3	50.8	49.2
Other States	30	19	63.3	15.8	84.2	11	36.7	27.3	72.7
County by Dorm:***									
Top 6 Feeder Counties & Dorm	214	185	86.4	22.2	77.8	29	13.6	65.5	34.5
Top 6 Feeder Counties & Commuter	633	500	79.0	21.8	78.2	133	21.0	69.9	30.1
Other NJ Counties & Dorm	196	158	80.6	12.7	87.3	38	19.4	52.6	47.4
Other NJ Counties & Commuter	44	19	43.2	26.3	73.7	25	56.8	48.0	52.0
Other States & Dorm	28	17	60.7	17.6	82.4	11	39.3	27.3	72.7
Other States & Commuter	2	2	100.0	0.0	100.0	0	0.0	0.0	0.0

* Thirteen students on leave of absence during their first semester were excluded from the 1st semester cohort, and 2 students on leave of absence for both 1st and 2nd semester were excluded from the one year cohort.

** For one-semester retention, GPA's are at the end of the Fall 1998 semester; for one-year retention, GPA's are at the end of Spring 1999 semester.

*** County information was updated to reflect current residence for students whose state of origin was outside NJ.