

INCREASING STUDENT SUCCESS

COURSE ATTRITION AT UAA

(A SIX-YEAR RETROSPECTIVE PROFILE)

Topic Paper 2006-03

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THANK YOU TO OUR PEER UNIVERSITIES

UAA embarked on this comprehensive project to examine course attrition rates to (1) raise university awareness of the issue scope, (2) seek hypotheses about why attrition rates/trends were as they were, and (3) establish benchmarks to assess the effectiveness of various strategies designed to lower rates without compromising academic quality standards. A very significant and important information component to attain these outcomes is the establishment of outside reference points as essential context to judge the findings. To obtain this context our comparator peers were contacted to solicit their assistance in gathering comparison attrition information at the course level within discipline. The following 9 comparator universities and one of our sister MAU universities in Alaska graciously responded to this not-insignificant request by committing precious time from their own busy operations and devoting important effort to preparing and sharing a detailed dataset of their student classroom performance during Fall 2005. Further, they and the universities they represent, granted approval to allow the findings about their institution to appear in this final report to further knowledge for everyone about this critical component of student success; student success in the classroom.

The comparator universities and respondents were:

Boise State University—Steve Schmidt and Marcia Belcheir
Columbus State University—Carl Wallman
Indiana-Purdue-Ft Wayne University—Jack Dahl
Indiana State University—Kevin Snider and Patty McClintock
Univ. Massachusetts-Boston—Jennifer Brown and Bruce Haimowitz
Univ. North Carolina-Greensboro—Sarah Carrigan
Univ. Northern Kentucky—Daryl Wright and Rosanne VonHandorf
Univ. Southern Maine—Patricia Davis
Univ. West Florida—Jacqueline Berger
University of Alaska Fairbanks—Ian Olson and Joseph Trubacz

On behalf of the University of Alaska, Provost Driscoll and I wish to express our sincere gratitude to each of you personally and your university for your contribution in a true spirit of cooperation and common professional desire to inform decisions that will benefit both students and the university. It is our hope the findings in this report about our university and the information about your own institution that was returned as part of this project will be a small measure of thanks. Hopefully, this joint sharing experience will also open the door to similar common future ventures to again pool resources between our institutions resulting in a win-win for everyone. Thank you very much.

Dr. Michael Driscoll, Provost
Dr. Gary Rice, Director OPRA

EXECUTIVE SUMMARY

The purpose of this research project is to focus attention on the students who are not successfully completing some or all of their credit courses because, as a learner-centered university, we are committed to assisting every student to attain their higher education goal within our capabilities. Lest the point be lost, 3 of every 4 students successfully completed all of their courses. That is a source of pride and accomplishment for UAA. Focusing on the 1 in 4 who did not in hopes that greater understanding will lead to marshalling university resources to reduce that attrition rate, without sacrificing or compromising educational quality, will be true to the university's commitment and "it is the right thing to do."

Course completion or non-completion (Attrition) is the smallest measurable unit of student success. Course attrition happens when a student receives a "grade" that does not allow him/her to make progress toward a degree or certificate. At UAA these four grades are: "F" (Failure), "W" (Withdraw), "NP" (Not Pass), and changing from credit seeking to audit (AC). Note: **Attrition is NOT the opposite of success and vice versa.**

Over the 6 years of the project there were 713,806 total grades issued and 105,232 (14.7%) were attrition grades. Among attrition grades, 51.7% were withdrawals, 6% were credit-to-audit changes, 41.1% were failures, and 1.1% were No Pass.

To illustrate the impact, in Fall 2005 there were 20,073 different students and 5,051 (25.2%) of them attrited from one or more classes. The 20 thousand students enrolled in 58,333 courses (average 2.9 classes per person). There were 9,280 attritions out of the 58,333 enrollees (15.9%). The 5,051 attritors had an average of 1.8 course attritions per person. Thus, those 5,051 attritors (one-fourth of the student body) were unsuccessful in nearly two-thirds (62%) of their entire course load on average that semester.

Attrition rate has been increasing but it is a function of more students enrolling rather than greater attrition with the same size student body.

Attrition rates decrease as course level increases. The key is identifying and helping students who are most at risk at the beginning of their college experience to experience success and persevere.

Overall attrition rates were lower at the community campuses than at Anchorage campus. Attrition means different things at different campuses.

Three-fourths of the students successfully completed all of their courses. At the other extreme 58% of the attriting students were unsuccessful in their entire load.

The student's odds of returning for the second year if he/she attrited one course were about 50-50. As the number of attrited courses increased the returning odds decreased

dramatically. With four or more courses attrited the odds are 7.2 out of 10 the student will not return the following Fall semester.

Students with the following composite characteristics are more likely to attrit: males, minority, first-time freshmen, degree seeker, full-time class load, traditional age, students with greater financial aid need, registering late, and attending Anchorage campus.

Over the 6-years of the project attrition rates have been rising in 050-099 level courses, dropping slightly in lower division courses, remaining stable in upper division courses, almost nonexistent in professional development, and very stable in graduate level courses.

Students were more likely to attrit from weekday classes, distance delivery, lecture, large classes, taught by regular faculty, professors, and courses taken without successfully completing the necessary prerequisite courses. Attrition rates in GER Tier I courses remained around 20-22%, Tier II around 19-20% and Tier III almost nonexistent.

If students attrit a course(s) 76% do not repeat it. Among the 24% who do repeat, approximately 60% are ultimately successful and 40% are unsuccessful in repeated attempts. Among those successful repeaters, 86% are successful in their first repeat.

Nine UAA comparator peers and UAF shared data to examine attrition rates by course level within discipline. Their profiles show differences in grading philosophies, curriculum architecture, and student body composition but there is also important similarities that appear as well. Attrition is an issue across higher education.

INTRODUCTION

Course completion or non-completion (Attrition) is the smallest measurable unit of student success that is shared by all students who enroll in credit courses. It is one of the basic student success building blocks. Students who attrit from courses are known to be much less likely to return (persist) and those who do not persist are not going to ultimately obtain their educational goal (either degree or non-degree). Course attrition is what happens, whatever the reason, when a student receives a course grade symbol that does not allow him/her to make progress toward a degree or certificate. Anything that can be done, within university control and resources without sacrificing instructional quality, to reduce course attrition will automatically increase student success.

The study of course attrition at UAA had its genesis in a Topic Paper (2001-01) on the issue prepared by OPRA in March 2001. It subsequently led to a joint project, involving the Office of the Vice Provost, Center for Advancing Faculty Excellence (CAFÉ), and OPRA in late Summer and Fall 2003. This joint project examined the number of students who did not finish the course(s) they enrolled in for the semesters between Summer 2000 through Spring 2002. Some would argue attrition is not always a bad thing if a student exits a course they discover they are not prepared to pursue. However, inappropriate course placement still produces negative consequences e.g. wasted tuition cost for a course not successfully completed, having to repeat the course and take up space for someone else who needs the course, extra faculty expense to repeat the instruction, etc.

Those project findings sparked widespread university discussion. After some initial emotionality and finger-pointing, the university community saw the importance of understanding factors, university-controlled or otherwise, that resulted in course attrition. UAA marshaled its intellectual, financial, personnel and other resources in a university-wide effort to strategize and design mechanisms to lower this rate. Faculty senate resolutions to address the issue were developed and approved. The Chancellor recognized, advocated, and adopted “course Attrition” as a primary student success performance metric to track and influence resource deployment. Statewide has now added “Course Attrition” to its vocabulary. This issue and all of its dimensions have become part of UAA’s institutional culture. Lowering course attrition rate while concurrently maintaining or enhancing academic instructional quality becomes a win-win-win strategy for everyone.

That earlier project included analysis of empirical data combined with separate surveys of students and faculty/staff regarding their perceptions about reasons for attrition. A comparator peer institution (Boise State University) was contacted and agreed to share unit record data so an outside benchmark could be developed.

Students typically repeat the attrited course in addition to their term regular load which increases the probability they will attrit other courses. The cycle continues until the student is in such academic difficulty, plus depleted resources, they cannot get out. They leave the university without achieving their educational goal. Course attrition has far

more negative than positive outcomes for everyone involved, e.g. students, faculty, university, parents/family, community and legislature.

The 2003 Attrition project and its impact form the backdrop for this current project. It is time to take a longer time-frame retrospective look at course attrition, hereafter called “Attrition”, and see if there have been any significant changes as a result of university efforts to lower this rate. It is also very important that additional comparator peer institutions be included to obtain a more robust cross section of the attrition magnitude. The definition of attrition remains constant with the earlier study but there have been a couple of minor modifications/enhancements to this study (See Methodology Section). The project primary goal is to more clearly delineate “What” parameters and set the stage for subsequently addressing more complex “Why” questions. Impacts on the student and the university relative to its mission are huge.

DEFINITIONS, METHODOLOGY, & ASSUMPTIONS

DEFINITIONS:

Complete definitions of “Attrition”, “Stasis”, and “Success” are found in the OPRA Glossary of Terms located in the OPRA Limited Access Website. The following are abbreviated definitions:

ATTRITION-COURSE: Any grade symbol that hinders the student from making progress toward his/her educational goal. They include F (Failure), W (Withdrawal), NP (Not Pass), and AC (OPRA-created symbol for a student who initially enrolls in a course for credit but changes to audit status sometime after the opening census freeze date). Uses duplicated enrollment because a student can enroll and experience attrition in more than one course during a particular term.

ATTRITION-STUDENT: The rate that attrition grades appear amongst various student cohorts (using unduplicated headcount)

SUCCESS: Any grade symbol that contributes to a student’s progress toward his/her educational goal by adding to the total number of required credit hours for graduation and cumulative grade point average. They include A (Honor grade), B (High performance), C (Satisfactory performance), D (lowest passing grade), CR (Credit received) and P (Passing work).

STASIS: Any grade symbol that neither hinders nor contributes to a student’s progress toward his/her educational goal. They include I = (Incomplete), NC (No Credit), DF (Deferred), and AU (Auditor throughout term). **NOTE: Attrition is NOT the opposite of success or vice versa.** Stasis and Missing grade symbols at official semester file closure do not belong in either classification but they typically represent about 10-15% of all enrollees.

METHODOLOGY:

This analysis employed official opening and closing UAA credit course datasets from Summer 2000 through Spring 2006. Any course section completely cancelled prior to opening census was excluded. Late-starting course sections with active enrollment at opening census are included even if the course is subsequently cancelled. Non-credit courses are excluded. Any student who received an Audit (AU) grade was segmented into those who either remained an auditor the entire semester or initially enrolled as credit-seeking and switched to auditor. Students who enroll in late-starting classes and receive an 'AU' symbol are assumed to be auditors during the entire length of the class because there is no common opening census point for such classes.

Students who receive separate grades for combination lecture-laboratory courses are appropriately placed as though they are taking two separate courses. Students who receive no grade symbol, for whatever reason, are placed in an "Unknown" category. All credit courses a student enrolled for are included e.g. independent study, thesis, private music, undergraduate level, graduate level, internships, practicum, studio, etc.

The academic year is Summer, Fall, and Spring, e.g. AY 2000-01 includes Summer 2000, Fall 2000 and Spring 2001.

The 2003 attrition project included separate surveys of students and faculty/staff to obtain and compare qualitative perceptions about attrition. Time and resource limitations prohibit a replication of such surveys as part of this research project although it was fully recognized that attrition is an outcome of complicated interactions between both faculty and students. This project was confined to the documentable fact that attrition occurred as a starting point. Why it occurred is speculated as hypotheses for more detailed research design.

Attrition Rates: Proportion vs. Average Rate

Attrition rates can be viewed from two perspectives. Both methodologies are employed during this project to accomplish different purposes. The first methodology determines proportion of total "grades" that are attrition. It is the method employed throughout unless otherwise identified.

The second methodology determines average (mean) attrition rate by summing individual section attrition rates and calculating average value. It is used when the intent is to test for statistical significance of average differences between units of interest. Pay particular attention to these different identifiers because the values obtained will not be directly comparable but each has meaning in its context.

ASSUMPTIONS:

It is assumed the final grade symbol assigned to the student in each is a proxy outcome of (1) level of student performance against course standards/instructor expectations and/or (2) the outcome of an attrition decision made by either student or instructor.

It is assumed non-admitted students are non-degree seekers.

It is assumed students have been determined to have met course prerequisite qualifications if they are officially enrolled in the course. This recognizes some students are enrolled with Instructor Permission but that act is assumed to be tacit recognition by the instructor that the student possesses necessary background.

It is assumed all individual instructor course grading philosophies are normalized when aggregate attrition statistics are presented. The intent is not to identify grading practices of a single individual but rather to search for underlying patterns of attrition across units and student cohorts over time.

It is NOT assumed a student with certain characteristics would, with certainty, attrit from his/her courses. To the contrary, such characteristics are only assumed to be early warning signals that should alert UAA while monitoring and anticipating early intervention strategies. This research project has no direct or indirect intention to single out any individual or group and the findings should not be used in that manner.

Only a few dominant highlights revealed in each table will be cited to keep the volume of information manageable. The reader is encouraged to examine each table in greater detail for many additional and important relationships that directly bear upon course attrition. OPRA has provided each college dean/campus director with specific detail statistics for their particular academic unit(s).

OVERALL ATTRITION—Section I

The first section (O-Tables) sets the stage by looking at overall attrition trends by semester between Summer 2000 through Spring 2006. It also shows the impact of attrition on Student Credit Hours even though university funding and tuition is not tied to students being successful or unsuccessful in their courses. How large an issue is “attrition” and is it getting the on-going attention it deserves relative to the university’s learner-centered commitment?

Table O-1: Student Attrition (Headcount & Enrollment) by Semester

This table presents the headcount and enrollment attrition rates by semester for the past 6 years. Note: Headcount represents unduplicated individuals while enrollment is a duplicated count of seats occupied. Annual statistics are not reported in this table because headcount would be duplicated. Annual attrition statistics for enrollment are reported in Table C-1.

- Overall attrition rates remain very consistent within each academic term over the 6 years: Headcount attrition by semesters is Fall = 25%, Spring = 22%, and Summer = 10%. However, this project revealed pocket areas of significant change within the university that are masked in these global numbers. Strategies initiated to lower attrition rates, as a result of the previous study, appear to be having an influence.
- To illustrate attrition impact on the university, observe the following in this table. During Fall 2005 there were 20,073 different students and 5,051 (25.2%) of them attrited from one or more classes. These 20 thousand students enrolled in 58,333 course sections (an average of 2.9 classes per headcount). There were 9,280 attritions out of the 58,333 total enrollees (15.9%). Finally the 5,051 attritors had attrition grades in 9,280 classes (an average of 1.8 attritions per person). Thus, those 5,051 attritors (one-fourth of all students) were unsuccessful in 62% of their courses on average.
- Summer headcount is one-third the size of both Fall and Spring semesters. Students are carrying larger class loads (Fall = 2.91, Spring = 2.75, and Summer = 1.75) now than they were in 2000. At the same time, attrition per headcount has also been increasing but overall attrition proportion has remained constant. This suggests the greater number of attritors is a function of more students enrolling rather than attrition rate increases.
- Student attrition is lowest per headcount in Summer and higher but about equal between Fall and Spring semesters. It suggests several possible explanations. Students carry lighter course loads in the summer (Ave = 1.8 courses per person), although they are more likely to be carrying larger job load commitments at the same time. Summer students attend shorter sessions than the regular academic year although they are typically more intense to cover the same material. Summer Students are likely to include those picking up deficiencies and are more motivated to remain in the course. Summer students may be less likely to use the

credit-to-audit strategy but this hypothesis will be examined in a subsequent table. Overall, this stability suggests attrition rate is ultimately the outcome of underlying factors that have not been changed by (1) strategies the university either has control of or (2) influencing factors outside university control have remained unchanged over the years.

Table O-2: Attrition Grades by Course Level by Semester

Table O-1 showed overall enrollment attrition rate by semester. This table shows attrition trends by grade type by course level within the semester over time. These represent proportions of attrition grades only; not all grades issued.

- Over six years, there were 713,806 total “grades” issued (both undergraduate and graduate). Note: Nearly 78% of all grades awarded during this project were issued on the Anchorage campus. Within that total, success grades accounted for 75.5%, stasis = 4.3%, attrition =14.7%, and unknown =5.5%. Students were progressing toward their educational goal in three of every four classes but were not making progress in one out of four (if you include Stasis which is just holding steady state).
- Predictably there is a strong correlation between course level and annual attrition rate. Attrition rates decrease as course level increases_e.g. In Fall 2005, 23% in 050-099 level courses, 17% in 100-299 courses, and 9% in upper division courses. Attrition is non-existent in Professional Development (500-599 level courses) and nearly 4% in Graduate-level classes. The message is clear: The longer a student persists the better he/she performs. The key is identifying and helping beginning students who are most at risk to experience success and persevere.
- Attrition in 050-099 level courses (primarily developmental) constituted just 8% of all such courses during Summer term but 24% of all enrollments in such courses during Fall Semesters. Keeping the N’s in mind it is still noteworthy that attrition is significantly smaller, relatively, in Summer for developmental kinds of courses. Is it a function of more individualized attention, different grading philosophy, or some other factor(s)? Note: more students utilized the credit-to-audit strategy in fall compared to Summer where it was essentially non-existent.
- At the developmental level withdrawals outnumber failing grades by a 2-1 margin. At the 100-299 level the proportions of “W” and “F” are nearly equal unless one considers “Credit-To-Audit” transfers as a form of withdrawal to avoid a failing grade. If so, the difference approaches the developmental level but there are still higher proportions of failing grades given in Fall than in Summer. It suggests attrition is a function of being ill-prepared for college-level work but this is not meant to be a ‘silver bullet’ explanation.

- There were 105,232 total attrition grades issued during the six years. Within those total grades, 54,405 (51.7%) were withdrawals, 6,314 (6%) were credit-to-audit changes, 43,250 (41.1%) were failures, and 1,158 (1.1%) were No Pass grades. Regardless of the reason, the fact remains that in over 105 thousand instances students, not necessarily all different individuals, were not able to successfully complete the credit course they initially signed up to finish. The main question is WHY?
- Undergraduate course withdrawals were highest in the 050-099 courses. Greater than 60% of all attrition at this level occurs because of withdrawals. Yet these are the specific courses that require successful completion if the student is to have a greater likelihood of subsequent success in college-level courses.
- Withdrawals make up half of all attrition grades in lower division courses and 60% in upper-division courses, except Summer. The graduate course withdrawal pattern is much higher than undergraduate proportions (70+% in Summer and Fall but more variable in Spring Semesters). This is not necessarily unexpected. Students who find themselves in academic difficulty in graduate courses exit these courses rather than risk a negative impact on their cumulative GPA and remaining in their program.
- Students taking Professional Development (500-599) courses have the lowest attrition rates of all undergraduate courses (3-4%). Keep in mind these upper division attrition grades only represent about 9% of all grades earned.
- Attrition rates in graduate level courses (600-699) are in concert with the different grading philosophy and types of students who are enrolled in them. Students at this point in their educational career are quite clear on their educational objective, have already proved themselves capable of performing the work required to meet course/instructor expectations, have had academic and world experience to profit from the learning opportunity in such courses, are more committed to their educational objective and realistic about their abilities, and are expected to perform at much better than average levels or are removed from the program. Attrition at this level is most likely to be “W” for personal reasons e.g. save the cumulative GPA.

Table O-3: Student Credit Hour (SCH) Attrition by Semester

This table provides additional information to give the reader a greater sense of the impact attrition could/does have on the university.

- About 16% of all student credit hours generated during Fall semesters, 15% in Spring semesters, and 8% in Summer come from students who attrit their courses. Note: It is inappropriate to convert this statement to a cost figure because some significant factors that result in course attrition lie outside the university’s control.

- The stasis SCH proportion could be included in this discussion as well because the majority of stasis grades, except for Audit as the original intent, also eventually result in a form of attrition when incompletes are not made up, students get no credit for the class, etc.

**Table O-1
Student Attrition (Headcount & Enrollment) by Semester**

Student Attrition Headcount (Unduplicated)						Student Attrition Enrollment (Duplicated)					
Semester	Year	Total N	Attrition N	% Attrition	Ave Enrol Per Head	Semester	Year	Total N	Attrition N	% Attrition	Ave Attrit Per Head
Fall Semester						Fall Semester					
	2000	18,534	4,596	24.8%	2.7		2000	50,309	8,254	16.4%	1.8
	2001	18,676	4,853	26.0%	2.7		2001	51,212	8,700	17.0%	1.8
	2002	20,337	4,834	23.8%	2.7		2002	54,585	8,657	15.9%	1.8
	2003	20,401	5,126	25.1%	2.8		2003	57,381	9,069	15.8%	1.8
	2004	19,753	4,999	25.3%	2.9		2004	57,537	9,024	15.7%	1.8
	2005	20,073	5,051	25.2%	2.9		2005	58,333	9,280	15.9%	1.8
Spring Semester						Spring Semester					
	2000	18,528	4,251	22.9%	2.6		2000	47,354	7,566	16.0%	1.8
	2001	19,360	4,135	21.4%	2.6		2001	49,314	7,246	14.7%	1.8
	2002	19,777	4,381	22.2%	2.6		2002	50,928	7,661	15.0%	1.8
	2003	20,933	4,543	21.7%	2.6		2003	54,248	7,854	14.5%	1.7
	2004	20,951	4,629	22.1%	2.7		2004	56,634	8,149	14.4%	1.8
	2005	20,205	4,546	22.5%	2.8		2005	55,472	8,283	14.9%	1.8
Summer Term						Summer Term					
	2000	6,661	660	9.9%	1.6		2000	10,852	862	7.9%	1.3
	2001	6,657	773	11.6%	1.7		2001	11,259	1,012	9.0%	1.3
	2002	6,416	657	10.2%	1.6		2002	10,554	839	7.9%	1.3
	2003	7,000	751	10.7%	1.8		2003	12,237	968	7.9%	1.3
	2004	7,161	700	9.8%	1.8		2004	12,866	909	7.1%	1.3
	2005	7,343	717	9.8%	1.7		2005	12,731	899	7.1%	1.3

Notes: Attrition grades were: F(Failure), W(Withdrawal), NP(No Pass), and AC(Credit Changed to Audit).

Source: OPRA Data Warehouse
Prepared: 7/25/06

**Table O-2
Attrition Grades by Course Level by Semester**

Crse Lvl/Yr	Summer						Fall					
	W	AC	F	NP	Total	% Attrit	W	AC	F	NP	Total	% Attrit
050-099												
2000	71.4%		24.5%	4.1%	49	6.7%	60.8%	2.6%	33.4%	3.2%	586	23.3%
2001	57.8%		16.9%	25.3%	83	4.2%	61.3%	3.4%	34.3%	1.0%	677	27.8%
2002	44.1%		52.9%	2.9%	34	6.2%	58.6%	5.7%	33.8%	1.9%	580	20.3%
2003	54.9%		41.2%	3.9%	51	8.0%	56.6%	6.6%	35.5%	1.3%	606	22.4%
2004	55.9%		44.1%		59	12.7%	62.6%	2.7%	33.9%	0.8%	595	23.4%
2005	63.0%		37.0%		46	7.7%	65.2%	5.2%	28.4%	1.2%	578	23.9%
100-299												
2000	49.5%		49.6%	0.9%	699	12.4%	49.2%	5.8%	43.9%	1.0%	6,730	19.1%
2001	61.1%		37.4%	1.4%	767	12.5%	50.0%	6.3%	42.6%	1.1%	7,074	19.3%
2002	50.1%		48.9%	1.0%	695	10.8%	49.4%	6.4%	43.5%	0.7%	7,140	18.3%
2003	50.7%		48.1%	1.2%	763	10.4%	50.0%	6.7%	42.3%	1.0%	7,523	17.8%
2004	50.4%	0.1%	48.2%	1.2%	738	10.4%	49.5%	5.1%	44.2%	1.2%	7,479	17.6%
2005	50.5%		48.3%	1.3%	717	10.2%	51.4%	4.4%	43.5%	0.6%	7,653	17.9%
300-499												
2000	45.0%		55.0%		100	6.8%	58.0%	6.5%	35.0%	0.5%	820	10.0%
2001	50.0%		50.0%		108	6.2%	53.9%	9.5%	36.2%	0.4%	839	10.2%
2002	48.9%		48.9%	2.2%	90	6.2%	57.0%	10.3%	31.7%	1.0%	814	10.2%
2003	51.1%		48.1%	0.7%	135	5.9%	60.8%	9.5%	28.8%	0.8%	839	10.3%
2004	56.8%	1.1%	38.9%	3.2%	95	4.2%	58.7%	5.6%	34.5%	1.2%	843	9.8%
2005	45.8%		52.5%	1.7%	118	4.9%	59.9%	7.3%	32.3%	0.5%	958	10.7%
500-599												
2000	20.0%			80.0%	5	0.2%	25.0%	25.0%	25.0%	25.0%	4	0.2%
2001			100.0%		3	2.1%	33.3%		16.7%	50.0%	6	0.3%
2002			100.0%		2	0.2%	40.0%			60.0%	5	0.2%
2003	100.0%				2	0.2%	50.0%		50.0%		4	0.2%
2004	25.0%		50.0%	25.0%	4	0.2%	83.3%			16.7%	6	0.4%
2005			66.7%	33.3%	3	0.2%	42.9%		42.9%	14.3%	7	0.4%
600-699												
2000	88.9%		11.1%		9	1.0%	68.4%	11.4%	20.2%		114	5.7%
2001	60.0%		40.0%		15	1.9%	65.4%	19.2%	15.4%		104	5.1%
2002	83.3%		16.7%		18	1.8%	73.7%	5.9%	16.1%	4.2%	118	5.1%
2003	47.1%		52.9%		17	1.7%	69.1%	8.2%	21.6%	1.0%	97	4.3%
2004	61.5%		30.8%	7.7%	13	1.4%	70.3%	7.9%	18.8%	3.0%	101	4.7%
2005	73.3%		26.7%		15	1.8%	70.2%	17.9%	11.9%		84	3.8%
Total UAA												
2000	50.5%		48.1%	1.4%	862	7.9%	51.2%	5.8%	41.9%	1.1%	8,254	16.4%
2001	57.3%		39.5%	3.2%	1,012	9.0%	51.4%	6.5%	41.0%	1.1%	8,700	17.0%
2002	50.3%		48.5%	1.2%	839	7.9%	51.0%	6.7%	41.3%	0.9%	8,657	15.9%
2003	51.0%		47.7%	1.2%	968	7.9%	51.6%	7.0%	40.4%	1.0%	9,069	15.8%
2004	51.5%	0.2%	46.8%	1.5%	909	7.1%	51.5%	5.0%	42.3%	1.2%	9,024	15.7%
2005	50.7%		47.9%	1.3%	899	7.1%	53.3%	4.9%	41.1%	0.6%	9,280	15.9%
TOTAL	52.0%	0.0%	46.3%	1.7%	5,489	7.8%	51.7%	6.0%	41.3%	1.0%	52,984	16.1%

Source: OPRA Data Warehouse
Prepared: 7/28/06

Table O-2 (Cont)
Attrition Grades by Course Level by Semester

Crs Lvl/Yr	Spring						Annual					
	W	AC	F	NP	Total	% Attrit	W	AC	F	NP	Total	% Attrit
050-099												
2000	64.6%	1.8%	30.5%	3.1%	489	23.3%	62.9%	2.1%	31.8%	3.2%	1,124	21.6%
2001	59.5%	5.3%	31.8%	3.3%	487	21.6%	60.4%	3.9%	32.2%	3.5%	1,247	23.0%
2002	57.0%	4.1%	36.1%	2.9%	488	20.7%	57.4%	4.8%	35.4%	2.4%	1,102	18.6%
2003	61.2%	6.4%	31.3%	1.1%	469	18.3%	58.4%	6.2%	34.0%	1.3%	1,126	18.6%
2004	62.5%	5.9%	30.5%	1.1%	538	22.4%	62.2%	4.0%	32.9%	0.9%	1,192	22.1%
2005	62.0%	3.1%	34.5%	0.4%	521	27.3%	63.7%	4.0%	31.5%	0.8%	1,145	23.2%
100-299												
2000	49.9%	6.6%	42.5%	1.0%	6,171	19.1%	49.5%	5.9%	43.5%	1.0%	13,600	18.6%
2001	48.9%	6.3%	43.3%	1.5%	5,814	17.4%	50.2%	5.9%	42.6%	1.3%	13,655	17.9%
2002	48.6%	6.5%	43.7%	1.2%	6,289	17.5%	49.1%	6.1%	43.8%	1.0%	14,124	17.3%
2003	50.0%	7.4%	41.5%	1.1%	6,492	16.9%	50.0%	6.7%	42.2%	1.0%	14,778	16.8%
2004	51.6%	6.9%	40.4%	1.0%	6,684	16.5%	50.5%	5.7%	42.7%	1.1%	14,901	16.5%
2005	52.5%	5.2%	41.4%	0.9%	6,831	17.1%	51.9%	4.6%	42.8%	0.7%	15,201	16.9%
300-499												
2000	54.4%	9.7%	35.0%	1.0%	837	9.9%	55.5%	7.6%	36.1%	0.7%	1,757	9.7%
2001	55.2%	10.9%	33.7%	0.2%	857	9.9%	54.3%	9.6%	35.9%	0.3%	1,804	9.7%
2002	52.2%	9.0%	37.8%	1.0%	788	9.4%	54.3%	9.2%	35.5%	1.1%	1,692	9.5%
2003	60.8%	10.2%	28.9%	0.1%	776	9.1%	60.1%	9.1%	30.3%	0.5%	1,750	9.2%
2004	55.9%	10.2%	33.4%	0.6%	836	9.3%	57.3%	7.5%	34.2%	1.0%	1,774	8.9%
2005	60.1%	8.5%	30.4%	0.9%	843	9.1%	59.1%	7.4%	32.7%	0.8%	1,919	9.3%
500-599												
2000	71.4%		14.3%	14.3%	7	0.3%	43.8%	6.3%	12.5%	37.5%	16	0.2%
2001	45.0%	5.0%	20.0%	30.0%	20	0.6%	16.9%	1.5%	67.7%	13.8%	65	1.0%
2002	39.1%		39.1%	21.7%	23	1.0%	36.7%		36.7%	26.7%	30	0.5%
2003	19.0%	4.8%	38.1%	38.1%	21	0.9%	29.6%	3.7%	37.0%	29.6%	27	0.5%
2004	50.0%			50.0%	4	0.2%	57.1%		14.3%	28.6%	14	0.2%
2005	22.2%	3.7%	18.5%	55.6%	27	1.2%	24.3%	2.7%	27.0%	45.9%	37	0.6%
600-699												
2000	51.6%	27.4%	19.4%	1.6%	62	3.2%	63.8%	16.2%	19.5%	0.5%	185	3.9%
2001	63.2%	11.8%	25.0%		68	3.5%	64.2%	15.0%	20.9%		187	3.9%
2002	68.5%	9.6%	19.2%	2.7%	73	3.5%	72.7%	6.7%	17.2%	3.3%	209	3.9%
2003	60.4%	16.7%	20.8%	2.1%	96	4.1%	63.3%	11.4%	23.8%	1.4%	210	3.8%
2004	69.0%	8.0%	21.8%	1.1%	87	4.1%	69.2%	7.5%	20.9%	2.5%	201	3.9%
2005	62.3%	14.8%	23.0%		61	3.1%	67.5%	15.0%	17.5%		160	3.2%
Total UAA												
2000	51.4%	6.8%	40.7%	1.1%	7,566	16.0%	51.2%	5.9%	41.7%	1.2%	16,682	15.4%
2001	50.5%	6.8%	41.1%	1.5%	7,246	14.7%	51.4%	6.3%	41.0%	1.4%	16,958	15.2%
2002	49.7%	6.6%	42.3%	1.4%	7,661	15.0%	50.4%	6.3%	42.1%	1.1%	17,157	14.8%
2003	51.8%	7.7%	39.4%	1.1%	7,854	14.5%	51.7%	6.9%	40.3%	1.1%	17,891	14.4%
2004	52.9%	7.2%	38.8%	1.0%	8,149	14.4%	52.1%	5.7%	41.0%	1.2%	18,092	14.2%
2005	53.9%	5.5%	39.6%	1.0%	8,283	14.9%	53.5%	4.9%	40.8%	0.8%	18,462	14.6%
TOTAL	51.7%	6.8%	40.3%	1.2%	46,759	14.9%	51.7%	6.0%	41.1%	1.1%	105,232	14.7%

Source: OPRA Data Warehouse
Prepared: 7/28/06

**Table O-3
Student Credit Hour (SCH) Attrition by Semester**

Semester	Year	Start	Attrition SCH		Stasis SCH		Success SCH		SCH Unknown
			Attrited	% Attrit	Stasis	% Stasis	Success	% Suc	
Fall	2000	130,203	21,995	16.9%	5,624	4.3%	99,608	76.5%	2,976
	2001	133,997	22,999	17.2%	5,438	4.1%	101,816	76.0%	3,744
	2002	142,393	23,165	16.3%	4,891	3.4%	109,243	76.7%	5,095
	2003	149,632	24,005	16.0%	5,211	3.5%	115,021	76.9%	5,395
	2004	152,121	24,451	16.1%	5,128	3.4%	117,593	77.3%	4,951
	2005	153,276	24,992	16.3%	3,768	2.5%	119,806	78.2%	4,710
Spring	2000	122,331	20,018	16.4%	5,446	4.5%	94,022	76.9%	2,844
	2001	124,875	19,118	15.3%	4,759	3.8%	98,125	78.6%	2,874
	2002	130,946	20,146	15.4%	5,130	3.9%	102,279	78.1%	3,390
	2003	140,069	20,543	14.7%	4,617	3.3%	110,656	79.0%	4,254
	2004	145,849	21,486	14.7%	5,245	3.6%	116,106	79.6%	3,013
	2005	144,454	22,278	15.4%	4,135	2.9%	114,239	79.1%	3,803
Summer	2000	25,559	2,488	9.7%	1,616	6.3%	20,858	81.6%	597
	2001	27,183	2,822	10.4%	1,593	5.9%	22,071	81.2%	697
	2002	26,651	2,454	9.2%	1,478	5.5%	21,692	81.4%	1,028
	2003	31,545	2,815	8.9%	1,538	4.9%	26,778	84.9%	415
	2004	32,020	2,621	8.2%	1,599	5.0%	26,436	82.6%	1,365
	2005	32,056	2,600	8.1%	1,326	4.1%	27,289	85.1%	841

- Notes:
- 1) Attrition SCH are not currently 'lost' to the university for funding purposes.
 - 2) Before 2003, attrition grade was defined as F(Failure), W(Withdrawal), NP(No Pass), & AU(Audit- student changed to audit after initial registration) Stasis grade was defined as D, DF, I ,AU(specified at initial registration) or blank. Success grade included A, B , C or P(Pass).
 - 3) Starting 2003, attrition was defined as F(Failure), W(Withdrawal), NP(No Pass), and AC(Audit- if student changed to audit after initial registration) Stasis grade was defined as NC(No Credit),DF,I ,AU(specified at initial registration) , success grade included A, B , C, D, or P(Pass).

Source: OPRA Data Warehouse
Prepared: 7/28/06

STUDENT COHORT ATTRITION RATES—Section II

Section two (S-Tables) examines attrition from the student perspective. Are there certain student characteristics that correlate with more “At Risk” to attrit from their class(s)? Attrition rates among various student cohorts are tested to determine whether significant statistical differences exist. Are students who register late more likely to attrit from courses? Are there patterns between the initial class load and attrition rates? What is the likelihood a student who attrits from a course(s) will return for the subsequent semester or persist into the next Fall semester? The search is for composite characteristics, while not profiling, which may serve as early warning indicators that certain types of students, not specific individuals, are more at risk to attrit from courses. Such knowledge can raise university awareness to create early intervention strategies that hopefully result in more students being academically successful.

Table S-1: Average Attrition by Student Characteristics

This table examines proportional and average attrition rates for different student characteristics for three successive Fall semesters. Tests for significant average attrition rate differences (at 5% level of confidence) differences show the probability such subcohort differences are real vs. chance. Note: Use of the word ‘significant’ throughout this a subsequent tables refers to statistical significance (‘Significant’ = 5% confidence level and ‘very significant’ = 1% confidence level). The composite developed from this table suggests an increased likelihood, not a guarantee, that a student who possesses most characteristics will attrit one or more classes during the term without active university intervention efforts. Any student who received one or more attrition grades during the semester is included. The same student will be in multiple subcohorts because they possess multiple attributes but the focus is on each subcohort as a stand-alone entity. It is known there are other attributes e.g. marital status, income level, family and personal health issues, unanticipated emergencies, etc. that influence attrition but such information is not readily available during this project.

- During Fall 2005 there were 20,073 students enrolled at UAA and 5,051 (25.2%) attrited in one or more of their classes during the semester. These 5,051 individuals attrited in 9,280 classes (average of 1.8 classes per individual). The pattern over three previous Fall semesters has been nearly identical.
- Males have a slightly higher average attrition rate than females but that difference is statistically very significant. This reflects recent national trends that females are (1) attending college in greater numbers and (2) are being more academically successful than males. This trend has national higher education worried about implications for our society.
- Minority students have a higher rate than white students and the difference is significant at the highest confidence level. Alaska Native students rate is significantly higher than other minority students.

- First-time freshmen rate is significantly higher (at the 5% confidence level) than non-first time freshmen. It confirms previous findings that they are still the most “at risk” subcohort of UAA students.
- Degree seeking students rate is significantly higher than non-degree seeking students. The latter are a diverse mixture of individuals but they constitute nearly half of the UAA student body. The higher rate among degree seekers suggests UAA should not mistakenly assume admitted degree seekers are in less need of early and active monitoring of academic performance. These differences also suggest rates may have some underlying connection with Alaska’s bipartite higher education mission and serving these two commingled types of individuals. UAA has already started implementing policies and procedures for earlier identification and regular confirmation of student degree intentions. They continue resolving issues to get valid tracking data
- Full-time students (12+ credit hours) have significantly higher attrition rates than part-time students. An obvious supposition is the rate is tied to students balancing other conflicting priorities, e.g. job, family, finances, etc. plus, in many instances, being unprepared for the rigors of higher education. This project does not attempt to establish a causal link but does strongly suggest good advising, student or faculty mentoring opportunities, developing time-management skills, developing means of reducing conflicting priorities, etc. need to be a part of the solution.
- The average attrition rate difference between UA Scholars and non-UA Scholars was found to be statistically insignificant. There are actually two different groups receiving the UA Scholar award: (1) those with high academic aptitude and (2) those with high class rank. They are not necessarily the same. This is partially documented when the rate between new and continuing UA Scholars alone are compared. New UA Scholars rate is above the returning/continuing UA Scholars at a highly significant level. The new group contains both subgroups while the continuing group is more reflective of #1 above.
- Traditional age students (18-24) rate is higher (1% confidence level) than non-traditional age students (25+).
- Attrition rate difference of students with a high school cumulative GPA of 2.4 or less and those with a GPA above 2.5 (unknowns excluded) was insignificant in two of three semesters. Combining high school GPA and class rank findings, one concludes such traditional high school performance measures are not good indicators of likely college success. It suggests collaborations with secondary schools are needed to search for metrics that do a better job of predicting higher education success.
- Overall, rates were lower at all community campuses compared to the Anchorage campus. However, only two of them, Kodiak and Prince William Sound, had rates that were statistically lower at the highest confidence level while the other

two, Kenai Peninsula and Matanuska-Susitna had statistically insignificant differences from Anchorage. While each community campus is educating very unique service area populations, KPC and Mat-Su have student bodies that are more similar to Anchorage in composition than either Kodiak or PWSCC. Attrition means different things at each of the campuses.

Table S-2: Attrition by Reason and Student Characteristics

This table delves deeper by examining the “grade” symbol attrition patterns between different student cohorts. Was attrition the result of failing the course, withdrawing for whatever reason, receiving a “No Pass”, or switching from credit-to-audit status during the term? It does raise a number of “Why” questions.

- Table S-1 revealed a significant difference in average attrition rates between males and females. This table shows that males were more likely to attrit because they failed the course while females were more likely to withdraw or change from credit to audit status during the semester.
- Minority students were slightly more likely to fail and less likely to withdraw than white students. Among minority students American Indians were least likely to attrit because of failing the course but most likely to withdraw.
- Part-time students were five times more likely to change from credit to audit than their full-time counterparts. At the same time part-timers were less likely to withdraw.
- Non-traditional age students were less likely to fail or withdraw than the 18-24 year olds.

Table S-3: Attritor Starting and Ending Credit Hour Load

This matrix presents the relationship between undergraduate course load at the start of Fall 2005 semester relative to course load at term’s end. The ‘Initial Load’ is opening census and ‘Credit Hours Attrited’ end point is official close of semester. How many students start out as full-time students and attrit from sufficient credits to finish the term as a ‘de-facto’ part-time student? How many students attrit their entire course load? What proportion do not attrit any courses? What proportion of credit hours attrited occur among part-time students vs. full-time students? Note: This matrix can be read and interpreted from several perspectives.

- There were 18,869 students in Fall 2005. 63% were initially carrying a part-time course load and 37% were full-timers. They initially attempted 150,251 student credit hours (35% by part-timers and 65% by full-timers).
- About 12% were enrolled for a one-credit class (row totals) and another 16% were carrying a three-credit load. Thirty percent were carrying 12-15 credit

hours. Seventeen percent of the 2,542 part-time students who initially enrolled for a three-credit course (435 students) attrited from their course.

- Eighty students initially enrolled for 20+ credit hours and 53 (66%) did not attrit from any of their courses. They were most likely students in the Nursing program who are required to carry such heavy loads. They have necessary academic and learning skills plus minimal outside work obligations that enabled them to carry such a load. Only five of the original eighty students ultimately attrited from 13+ of their initial 20+ credits.
- Seventy-four percent (13,913 students) did not attrit from any of their courses (Column totals). Part-timers constituted 69% of this group and full-timers the remaining 31%. This does not mean they were all successful because that number includes stasis and missing grades. 26% actually received an attrition grade.
- Fifty-eight percent of the attriting students attrited their entire load (either failed, withdrew, received a no-pass or changed from credit to audit status during the semester) (Diagonal top numbers). That represented 53% of the part-timers who attrited (upper left quadrant) and 80% of the attriting full-timers (lower right quadrant). It excludes students who did not attrit any of their credits. Even acknowledging these percentages refer just to the one in four of the total student body (26%), the fact that half of the attriting part-timers and four of every five attriting full-timers were unsuccessful in their entire course load represents 1,549 students in one semester. That is 8% of the entire student body for Fall 2005. Further, the next two tables will document that the majority of these students will not return.
- How many of the 7,024 full time students, excluding the 4,287 who had no course attrition, only completed the equivalent of a part-time course load as a result of course attrition even though they were considered full-time students throughout the semester (Sum of numbers above diagonal marks in lower left quadrant plus the lower right quadrant)? How many full-time students attrited from courses but still successfully completed the equivalent of a full-time course load (Sum of numbers below diagonal marks in lower left quadrant)? 79% of the 2,737 attriting full-timers only completed the equivalent of a part-time course load. The remaining 21% still completed the equivalent of a full-time course credit load even though they attrited from one or more of their courses.
- These 18,869 students initially attempted 150,251 student credit hours during Fall 2005. They attrited from 26,200 (17%) of the SCH. UAA does not lose attrition SCH but it does indicate nearly one of every five SCH, for whatever reason, does not lead to a successful conclusion for the student or the university. Be clear that reasons for attrition include factors that are both within and outside university control so generalizations about “lost SCH” are inappropriate. Further, there is no direct or indirect implication that academic quality standards should be reduced to

change the rate. The only purpose of this observation is to underscore that attrition does have a hidden impact.

Table S-4: Attritor Persistence—All Students

What is the likelihood of attriting students (undergraduate and graduate) returning to the university? The next semester? The next Fall? Do the number of courses attrited during the semester have a differential effect on persistence?

- There has been an increasing Fall to Spring persistence since Fall 2001 (63% in Fall 2001 vs. 65% in Fall 2005) for the UAA student body. Their Fall to Fall persistence, however, has remained constant (46%) over the years.
- Student's returning odds for the following Spring semester (Fall 2004 returning Spring 2005) if he/she attrited one course were just slightly less (6.2 out of 10) than if all courses were successfully completed (6.5 out of 10). However, as the number of Fall attrition courses increased the odds of returning declined: 2 courses = 5.9 out of 10, 3 courses = 5.2 out of 10, 4 courses = 3.4 out of 10 and 5+ courses = 3.8 out of 10. In attrition terms, these numbers are reversed e.g. with 5+ courses attrited, 6.2 out of 10 the student did NOT RETURN the following Spring semester.
- The student's odds of returning for the second year if he/she attrited one course were basically the same as if they were successful in all their classes (about 50-50). However, as the number of attrition courses increased the odds of returning dropped dramatically: 2 courses = 4.4 out of 10, 3 courses = 3.6 in 10, 4 courses = 2.8 in 10, and 5+ courses = 2.9 in 10. In attrition terms, these numbers are reversed e.g. with 4 courses attrited, 7.2 out of 10 the student did NOT RETURN the following Fall semester. Whether persistence is the next semester or the following Fall the pattern is the same; students who attrit more than one course are much less likely to return than those who do not attrit.

Table S-5: Attritor Persistence—First-Time Freshmen

The previous table examined attrition persistence among the entire student body for 5 consecutive Fall semesters. This table does the same thing for one of the most "At Risk" student cohorts—the first-time freshman. Note: this table is not the same as statewide 'Retention Metric' because the OPRA cohort selection/tracking methodology was used to create this information, not the SW methodology.

- Fall to Spring persistence since Fall 2001 for the first-time freshman cohort has been increasing (78% in Fall 2001 vs. 83% in Fall 2005). Their persistence is also above 90% if they successfully complete all of their Fall semester courses. About 8-9% failed to return the following Spring semester even though they were successful in all of their Fall courses. Overall Fall-to-Fall persistence, however, has remained constant (59-60%) over the years. That means 40% did not return

- A first-time freshman's odds of returning the following Spring semester (Fall 2004 returning Spring 2005) if he/she attrited one course was (83%) compared to 91% if all courses were successfully completed. As the number of Fall attrition courses increased for this cohort the odds of returning declined: 2 courses = 6.7 out of 10 returned, 3 courses = 4.8 out of 10, 4 courses = 2.3 out of 10 and 5+ courses = 3.7 out of 10 returned. In attrition terms, these numbers are reversed e.g. with 4 courses attrited the odds are 7.7 out of 10 the Fall 2004 first-time freshman did NOT RETURN the following Spring 2005 semester.
- A first-time freshman's odds of returning for the second year if he/she attrited one course are dramatically lower in Fall 2004 (59%) than those who were successful in all their classes (73%). As the number of attrition courses increased for an individual in this cohort the odds of returning dropped dramatically: 2 courses = 4.3 out of 10, 3 courses = 3.2 in 10, 4 courses = 1.2 in 10, and 5+ courses = 1.8 in 10. In attrition terms, these numbers are reversed e.g. with 4 courses attrited, 8.8 out of 10 the student did NOT RETURN the following Fall semester. Whether persistence is the next semester or the following Fall the pattern is the same; students who attrit more than one course are much less likely to return than those who do not. Helping each first-time freshman make it through the first semester and then the first year of college becomes critical to increasing the odds he/she will ultimately reach their educational goal.

Table S-6: Attrition by Registration Point

Conventional wisdom holds that students are more likely to attrit from their courses if they register late. Are there significant differences in average attrition rates between students who register early vs. late?

- Conventional wisdom is confirmed. Attrition rates are correlated with the registration point. Students who register late are more likely to attrit from classes than those who register early or during the regular registration period.
- Students who register for late opening classes have the highest attrition rate of all—nearly one of every two enrollees will attrit. All attrition rate differences were found to be very significant e.g. odds are 99 in 100 the differences are real and not chance.

Table S-7: Attrition Rate by Award Type Sought (Major)--Anchorage

This table explores how well students seeking various degree type programs (Degrees, Certificates, Endorsements, Licensures, etc.) fare in attrition rate. Annual data was prepared for every individual program of study (certificate and degree) and presented to appropriate campus and program coordinators. This aggregated summary table by degree type only presents the Anchorage campus. Note: some categories are very small because of changes made in categorizing award types over time, recent award type additions, etc.

over the years. Also PhD degree seekers are UAF admitted students who are taking coursework at UAA.

- Overall attrition rates of nearly 16% primarily reflect undergraduate 1- and 2-year certificates. Graduate-level certificates had virtually no attrition as would be expected.
- Associate seekers had higher attrition rates (19%) compared to Baccalaureate seekers (15%). Within the Associate seekers, Associate of Arts seekers had significantly higher attrition rates than AAS seekers. The reasons are unclear but one hypothesis is AAS degrees are more occupational and workforce development-oriented. Such programs would be more likely to have students remain in their courses, be more related to their current/proposed occupation, be more specialized curriculum, etc. These factors have played a role in reduced attrition in other areas but this hypothesis needs further testing.
- Bachelor of Arts attrition rate is higher (17%) than Bachelor of Science program seekers (14%). This is not necessarily what one might expect unless the explanation involves students who seek the latter being more aware of and prepared for the type of curriculum they choose.
- The same attrition pattern seen in the Baccalaureate Arts vs. Science is seen at the Masters level as well (Master Arts = 5% vs. Master Science = 3%). There may be some underlying correlation that explains both findings.
- UAA has recently been authorized to grant educational endorsements and students are starting to seek them. Their attrition rate is expectedly quite low as the students seeking them are already well into their degree programs. The same goes for the low attrition rates for returning teachers seeking licensure recertification.

Table S-8: Attrition and Financial Need

Is there a relationship between attrition rate and level of financial need? Does financial need stress play a role in academic performance? Information from Financial Aid Applicants who applied between FY 2004 and 2006 enrolled during FY 2005-06 were examined. Reported unmet financial need was grouped into 4 categories: (1) needs met, (2) Low unmet need (\$1-4,999), medium unmet need (\$5,000-9,999), and high unmet need (\$10,000+). Course records of these enrollees were examined and proportion of their total coursework attrited during FY 2006 was determined. The mean attrition rate for each category was determined and 3 T-tests of mean differences calculated: (1) Needs met vs. Needs unmet, (2) needs met/low unmet combined vs. medium/high unmet needs combined, and (3) unmet low vs. unmet medium/high needs combined.

- Overall attrition rate differences between students with no determined financial need and students with any level of unmet need was very significant. Students

with financial need had higher average attrition rates than those without reported financial need.

- Attrition rate differences between student with no financial need or low unmet need combined vs. those with medium or high unmet need combined was very significant. The difference between students with low unmet need vs. those with high unmet need was also found to be very significant. This is consistent evidence that financial shortage is associated with attrition and the greater the shortage, the greater the influence.

Table S-1
Average Attrition by Student Characteristics

Characteristic	Fall 2003						Fall 2004						Fall 2005					
	Head		Courses Attrit	Ave Head	Sign Diff*		Head		Courses Attrit	Ave Head	Sign Diff*		Head		Courses Attrit	Ave Head	Sign Diff*	
	Total	Attrit					% Tot	Total					Attrit	% Tot				Total	Attrit	% Tot
Total	20,401	5,126	25.1%	9,069	1.8		19,753	4,999	25.3%	9,024	1.8		20,073	5,051	25.2%	9,280	1.8	
Gender																		
Female	12,514	2,941	23.5%	5,120	1.7	0.0353*	12,098	2,861	23.6%	4,997	1.8	<.0001*	12,250	2,822	23.0%	4,981	1.8	<.0001
Male	7,807	2,178	27.9%	3,942	1.8		7,611	2,132	28.0%	4,020	1.9		7,802	2,225	28.5%	4,290	1.9	
Unknown	80	7	8.8%	7	1.0		44	6	13.6%	7	1.2		21	4	19.0%	9	2.3	
Ethnicity																		
African American	718	249	34.7%	446	1.8		725	271	37.4%	463	1.7		709	267	37.7%	499	1.9	
Alaska Native	1,550	528	34.1%	1,064	2.0	<.0001*	1,570	539	34.3%	1,167	2.2	<.0001*	1,646	576	35.0%	1,210	2.1	<.0001*
American Indian	265	75	28.3%	145	1.9	0.1255	251	81	32.3%	168	2.1	0.0177*	267	93	34.8%	183	2.0	0.1492
Hispanic	797	236	29.6%	406	1.7		776	232	29.9%	410	1.8		778	258	33.2%	468	1.8	
Pacific Is/Asian	963	306	31.8%	523	1.7		1,078	322	29.9%	554	1.7		1,188	379	31.9%	688	1.8	
Minority Total	4,293	1,394	32.5%	2,584	1.9	0.0012*	4,400	1,445	32.8%	2,762	1.9	<.0001*	4,588	1,573	34.3%	3,048	1.9	<.0001*
White	15,050	3,486	23.2%	6,043	1.7		14,360	3,314	23.1%	5,838	1.8		14,441	3,241	22.4%	5,797	1.8	
Unknown/Other	1,058	246	23.3%	442	1.8		993	240	24.2%	424	1.8		1,044	237	22.7%	435	1.8	
Class Standing																		
1st time Freshman	1,526	679	44.5%	1,443	2.1	<.0001*	1,443	643	44.6%	1,364	2.1	<.0001*	1,556	670	43.1%	1,397	2.1	<.0001*
Freshman	2,052	887	43.2%	1,691	1.9		2,219	925	41.7%	1,904	2.1		2,150	899	41.8%	1,811	2.0	
Sophomore	1,980	674	34.0%	1,220	1.8		2,094	728	34.8%	1,340	1.8		2,085	723	34.7%	1,349	1.9	
Junior	1,435	447	31.1%	770	1.7		1,597	477	29.9%	842	1.8		1,617	462	28.6%	843	1.8	
Senior	2,176	509	23.4%	798	1.6		2,291	523	22.8%	866	1.7		2,434	591	24.3%	947	1.6	
Graduate	749	43	5.7%	60	1.4		773	56	7.2%	73	1.3		815	46	5.6%	59	1.3	
Other Programs	2,098	368	17.5%	566	1.5		1,863	314	16.9%	492	1.6		1,824	326	17.9%	563	1.7	
Non Degree Seek	8,385	1,519	18.1%	2,521	1.7	<.0001*	7,425	1,332	17.9%	2,142	1.6	<.0001*	7,550	1,334	17.7%	2,311	1.7	<.0001*
Licensure							48	1	2.1%	1	1.0		42		0.0%			
Non 1st time Fresh	18,875	4,447	23.6%	7,626	1.7		18,310	4,356	23.8%	7,660	1.8		18,517	4,381	23.7%	7,883	1.8	
Degree Seek Total	12,016	3,607	30.0%	6,548	1.8		12,328	3,667	29.7%	6,882	1.9		12,523	3,717	29.7%	6,969	1.9	
Courseload																		
Full-time	6,962	2,555	36.7%	5,347	2.1	<.0001*	7,327	2,670	36.4%	5,628	2.1	<.0001*	7,361	2,670	36.3%	5,714	2.1	<.0001*
Part-time	13,439	2,571	19.1%	3,722	1.5		12,426	2,329	18.7%	3,396	1.5		12,712	2,381	18.7%	3,566	1.5	

Table S-1 (Cont)
Average Attrition by Student Characteristics

Characteristic	Fall 2003						Fall 2004						Fall 2005					
	Head		% Tot	Courses Attrit	Ave Head	Sign Diff*	Head		% Tot	Courses Attrit	Ave Head	Sign Diff*	Head		% Tot	Courses Attrit	Ave Head	Sign Diff*
	Total	Attrit					Total	Attrit					Total	Attrit				
Attempted Hours																		
0 - 2	3,254	159	4.9%	170	1.1		2,903	141	4.9%	150	1.1		3,156	134	4.2%	151	1.1	
3-5	5,055	813	16.1%	888	1.1		4,603	678	14.7%	755	1.1		4,478	696	15.5%	787	1.1	
6-8	3,249	815	25.1%	1,209	1.5		3,045	815	26.8%	1,196	1.5		3,107	774	24.9%	1,191	1.5	
9-11	1,862	636	34.2%	1,191	1.9		1,910	586	30.7%	1,101	1.9		1,998	669	33.5%	1,249	1.9	
12-14	4,608	1,746	37.9%	3,711	2.1		4,855	1,805	37.2%	3,757	2.1		4,829	1,790	37.1%	3,883	2.2	
15 +	2,373	957	40.3%	1,900	2.0		2,437	974	40.0%	2,065	2.1		2,505	988	39.4%	2,019	2.0	
UA Scholar																		
NEW	302	101	33.4%	213	2.1	0.0035*	268	69	25.7%	151	2.2	0.8122	264	71	26.9%	159	2.2	0.0084*
Continue	417	112	26.9%	176	1.6		488	129	26.4%	276	2.1		527	112	21.3%	191	1.7	
UA Scholar Total	719	213	29.6%	389	1.8	0.4618	756	198	26.2%	427	2.2	<.0001*	791	183	23.1%	350	1.9	0.4225
Non UA Scholar	19,682	4,913	25.0%	8,680	1.8		18,997	4,801	25.3%	8,597	1.8		19,282	4,868	25.2%	8,930	1.8	
Age Group																		
17-Under	1,175	91	7.7%	142	1.6		711	28	3.9%	43	1.5		775	22	2.8%	26	1.2	
18-24	8,211	3,085	37.6%	5,898	1.9	<.0001*	8,135	2,972	36.5%	5,768	1.9	<.0001*	8,454	3,039	35.9%	5,958	2.0	<.0001*
25-39	5,882	1,294	22.0%	2,094	1.6		6,017	1,305	21.7%	2,202	1.7		5,952	1,358	22.8%	2,320	1.7	
40-59	4,597	555	12.1%	809	1.5		4,339	599	13.8%	900	1.5		4,315	554	12.8%	875	1.6	
60 +	536	101	18.8%	126	1.3		551	95	17.2%	111	1.2		577	78	13.5%	101	1.3	
Non Traditional	11,015	1,950	17.7%	3,029	1.6		10,907	1,999	18.3%	3,213	1.6		10,844	1,990	18.4%	3,296	1.7	
High School GPA																		
1.4-Less	30	11	36.7%	18	1.6		35	13	37.1%	25	1.9		35	18	51.4%	40	2.2	
1.5-1.9	282	129	45.7%	262	2.0		306	142	46.4%	261	1.8		309	150	48.5%	334	2.2	
2.0-2.4	964	475	49.3%	960	2.0		1,057	486	46.0%	1,011	2.1		1,100	506	46.0%	1,037	2.1	
Lower GPA Total	1,276	615	48.2%	1,240	2.0	0.1673	1,398	641	45.9%	1,297	1.8	0.3118	1,444	674	46.7%	1,411	2.2	0.0033*
2.5-2.9	1,818	754	41.5%	1,430	1.9		1,954	832	42.6%	1,609	1.9		2,006	833	41.5%	1,610	1.9	
3.0-3.4	2,002	713	35.6%	1,362	1.9		2,137	746	34.9%	1,445	1.9		2,308	778	33.7%	1,487	1.9	
3.5-3.9	1,465	366	25.0%	594	1.6		1,612	372	23.1%	681	1.8		1,798	419	23.3%	727	1.7	
4	131	25	19.1%	39	1.6		157	22	14.0%	42	1.9		172	27	15.7%	47	1.7	
High GPA Total	5,416	1,858	34.3%	3,425	1.9		5,860	1,972	33.7%	3,777	1.9		6,284	2,057	32.7%	3,871	1.9	
Unknown	13,709	2,653	19.4%	4,404	1.7		12,495	2,386	19.1%	3,950	1.7		12,345	2,320	18.8%	3,998	1.7	

Table S-1 (Cont)
Average Attrition by Student Characteristics

Characteristic	Fall 2003						Fall 2004						Fall 2005					
	Head		Courses Attrit	Ave Head	Sign Diff*		Head		Courses Attrit	Ave Head	Sign Diff*		Head		Courses Attrit	Ave Head	Sign Diff*	
	Total	Attrit					% Tot	Total					Attrit	% Tot				Total	Attrit	% Tot
High School Rank																		
Top 10%	631	128	20.3%	194	1.5	0.0028*	693	140	20.2%	256	1.8	0.8233	734	149	20.3%	253	1.7	0.1203
11-25%	1,111	300	27.0%	514	1.7		1,190	315	26.5%	572	1.8		1,274	320	25.1%	579	1.8	
26-50%	1,755	584	33.3%	1,074	1.8		1,894	649	34.3%	1,182	1.8		2,024	668	33.0%	1,219	1.8	
Lower half	16,904	4,114	24.3%	7,287	1.8		15,976	3,895	24.4%	7,014	1.8		16,041	3,914	24.4%	7,229	1.9	
Non Top Ten	20,401	5,126	25.1%	9,069	1.8		19,753	4,999	25.3%	9,024	1.8		20,073	5,051	25.2%	9,280	1.8	
SAT Math																		
001-399	477	196	41.1%	337	1.7		527	231	43.8%	422	1.8		524	219	41.8%	413	1.9	
400-599	3,059	1,090	35.6%	2,059	1.9		3,294	1,104	33.5%	2,117	1.9		3,509	1,144	32.6%	2,187	1.9	
600 +	711	204	28.7%	361	1.8		754	217	28.8%	424	2.0		817	247	30.2%	470	1.9	
Unknown	16,154	3,636	22.5%	6,312	1.7		15,178	3,447	22.7%	6,061	1.8		15,223	3,441	22.6%	6,210	1.8	
SAT Verbal																		
001-399	489	199	40.7%	345	1.7		574	234	40.8%	410	1.8		552	230	41.7%	450	2.0	
400-599	2,953	1,049	35.5%	1,957	1.9		3,139	1,080	34.4%	2,049	1.9		3,320	1,085	32.7%	2,059	1.9	
600 +	807	243	30.1%	456	1.9		864	239	27.7%	506	2.1		959	289	30.1%	545	1.9	
Unknown	16,152	3,635	22.5%	6,311	1.7		15,176	3,446	22.7%	6,059	1.8		15,242	3,447	22.6%	6,226	1.8	
Degree Type																		
Certificate	260	71	27.3%	145	2.0	0.0016*	219	63	28.8%	112	1.8	0.1785	226	82	36.3%	164	2.0	0.0407*
Associate	2,829	930	32.9%	1,773	1.9	<.0001*	2,836	937	33.0%	1,824	2.0	<.0001*	2,902	919	31.7%	1,769	1.9	<.0001*
Bachelor	6,080	2,195	36.1%	4,004	1.8	<.0001*	6,589	2,296	34.8%	4,380	1.9	<.0001*	6,714	2,344	34.9%	4,414	1.9	<.0001*
Master	749	43	5.7%	60	1.4	0.1343	773	56	7.2%	73	1.3	0.0027*	776	46	5.9%	59	1.3	<.0001*
Non Degree	10,483	1,887	18.0%	3,087	1.6		9,336	1,647	17.6%	2,635	1.6		9,455	1,660	17.6%	2,874	1.7	
On/Off Campus																		
On Campus	923	428	46.4%	873	1.7	<.0001*	976	423	43.3%	867	1.8	<.0001*	977	425	43.5%	891	1.8	<.0001*
Off Campus	19,478	4,698	24.1%	8,196	2.0		18,777	4,576	24.4%	8,157	2.1		19,096	4,626	24.2%	8,389	2.1	
Campus																		
Anchorage	14,220	4,062	28.6%	7,322	1.8		14,221	4,091	28.8%	7,540	1.8		14,924	4,160	27.9%	7,772	1.9	
Military-North	351	50	14.2%	55	1.1		317	40	12.6%	43	1.1							
Kodiak	707	106	15.0%	153	1.4	<.0001*	625	94	15.0%	161	1.7	0.3028	561	88	15.7%	133	1.5	0.0013*
Kenai	1,728	399	23.1%	659	1.7	0.0131*	1,598	311	19.5%	476	1.5	<.0001*	1,638	323	19.7%	522	1.6	0.0003*
Mat-Su	1,783	418	23.4%	740	1.8	0.6055	1,478	367	24.8%	655	1.8	0.3755	1,572	401	25.5%	716	1.8	0.2050
PWSCC	1,612	91	5.6%	140	1.5	0.0298*	1,514	96	6.3%	149	1.6	0.0318*	1,378	79	5.7%	137	1.7	0.4268

Notes:

- 1* Average number of attritted courses is significant different between this group and the highlighted group when P-value is LESS than 5% (P=0.05).
- 2 a student who received at least one Attrition grade (F, W, NP and AU-change from credit to audit) during semester will be counted as an attritor.
3. Same student will be in multiple subcohorts because they possess multiple attributes but focus is on each subcohort as stand-alone entity
4. Significance test identifies likelihood of real differences compared to reference group even though average rate differences on surface appear small.
5. Composite of different characteristics suggests increased likelihood, not guarantee, student who possesses most of them will attrit one or more classes during term.

Source: OPRA Data Warehouse

Prepared: 8/24/06

Table S-2
Attrition by Reason and Student Characteristics

Characteristic	Fall 2003						Fall 2004						Fall 2006					
	Attrition		Attrition Reason-%				Attrition		Attrition Reason-%				Attrition		Attrition Reason-%			
	N	Grades	F	NP	W	AC	N	Grades	F	NP	W	AC	N	Grades	F	NP	W	AC
Total	5,126	9,069	40.4%	1.0%	51.6%	7.0%	4,999	9,024	42.3%	1.2%	51.5%	5.0%	5,051	9,280	41.1%	0.6%	53.3%	4.9%
Gender																		
Female	2,926	5,120	37.3%	1.0%	53.4%	8.2%	2,837	4,997	39.1%	1.4%	53.5%	5.9%	2,796	4,981	39.5%	0.7%	54.1%	5.7%
Male	2,159	3,942	44.3%	0.9%	49.3%	5.5%	2,122	4,020	46.3%	1.0%	48.9%	3.8%	2,202	4,290	43.1%	0.6%	52.4%	3.9%
Unknown	7	7	28.6%		71.4%		6	7	28.6%		28.6%	42.9%	4	9	11.1%		88.9%	
Ethnicity																		
African American	247	446	51.1%	0.4%	44.4%	4.0%	269	463	51.4%	1.5%	42.5%	4.5%	263	499	43.3%	0.8%	50.7%	5.2%
Alaska Native	522	1,064	42.2%	1.5%	50.9%	5.4%	532	1,167	42.9%	2.2%	51.2%	3.6%	573	1,210	44.0%	1.0%	50.9%	4.0%
American Indian	75	145	35.9%		57.2%	6.9%	81	168	57.1%	3.0%	36.3%	3.6%	89	183	35.0%	1.6%	60.1%	3.3%
Hispanic	235	406	43.3%	1.5%	49.8%	5.4%	232	410	39.8%	1.0%	55.9%	3.4%	257	468	44.0%	0.4%	50.4%	5.1%
Pacific Is/Asian	305	523	45.5%	1.1%	47.6%	5.7%	321	554	49.3%	1.3%	44.2%	5.2%	373	688	39.0%	0.4%	52.9%	7.7%
Minority Total	1,384	2,584	44.2%	1.2%	49.3%	5.3%	1,435	2,762	46.0%	1.8%	48.2%	4.1%	1,555	3,048	42.2%	0.8%	51.8%	5.2%
White	3,466	6,043	38.4%	0.9%	52.9%	7.8%	3,290	5,838	40.4%	1.0%	53.3%	5.4%	3,213	5,797	40.3%	0.6%	54.5%	4.6%
Unknown/Other	242	442	44.8%	0.9%	48.9%	5.4%	240	424	44.6%	1.4%	48.3%	5.7%	234	435	44.6%	0.7%	48.3%	6.4%
Class Standing																		
1st time Freshman	679	1,443	49.3%	1.0%	45.7%	4.0%	643	1,364	49.7%	0.9%	47.0%	2.4%	670	1,397	47.3%	0.6%	48.7%	3.4%
Freshman	887	1,691	41.0%	0.8%	53.6%	4.7%	925	1,904	45.1%	0.6%	50.3%	4.0%	899	1,811	44.1%	0.3%	51.7%	3.9%
Sophomore	674	1,220	34.2%	0.4%	59.2%	6.2%	728	1,340	36.6%	0.7%	58.3%	4.4%	723	1,349	36.3%	1.0%	58.4%	4.3%
Junior	447	770	33.9%	0.5%	58.6%	7.0%	477	842	34.1%	0.8%	59.1%	5.9%	462	843	31.1%	0.2%	63.7%	5.0%
Senior	509	798	25.1%	1.3%	65.5%	8.1%	523	866	32.9%	1.6%	59.2%	6.2%	591	947	26.9%	0.7%	64.3%	8.0%
Graduate	43	60	18.3%		75.0%	6.7%	56	73	16.4%	4.1%	64.4%	15.1%	46	59	5.1%		79.7%	15.3%
Other Programs	365	566	34.5%	1.1%	54.1%	10.4%	314	492	33.7%	0.6%	59.8%	5.9%	325	563	38.5%	0.5%	54.2%	6.7%
Non Degree Seek	1,519	2,521	46.6%	1.4%	42.5%	9.5%	1,332	2,142	48.7%	2.3%	42.5%	6.4%	1,334	2,311	48.9%	0.9%	45.3%	5.0%
Licensure							1	1			100.0%							
Courseload																		
Full-time	2,532	5,347	41.9%	0.7%	55.6%	1.9%	2,649	5,628	44.1%	0.8%	53.7%	1.4%	2,635	5,714	41.9%	0.4%	56.1%	1.6%
Part-time	2,560	3,722	38.2%	1.4%	46.0%	14.3%	2,316	3,396	39.4%	1.9%	47.8%	10.9%	2,367	3,566	40.0%	1.0%	48.9%	10.2%

Table S-2 (Cont)
Attrition by Reason and Student Characteristics

Characteristic	Fall 2003						Fall 2004						Fall 2006					
	Attrition		Attrition Reason-%				Attrition		Attrition Reason-%				Attrition		Attrition Reason-%			
	N	Grades	F	NP	W	AC	N	Grades	F	NP	W	AC	N	Grades	F	NP	W	AC
Attempted Hours																		
0 - 2	158	170	35.9%	11.2%	27.6%	25.3%	141	150	30.0%	20.7%	34.7%	14.7%	134	151	39.7%	10.6%	37.1%	12.6%
3-5	812	888	38.4%	1.0%	46.6%	14.0%	677	755	40.0%	1.9%	46.2%	11.9%	696	787	40.9%	0.6%	48.0%	10.4%
6-8	811	1,209	39.0%	1.6%	50.2%	9.2%	808	1,196	41.7%	0.8%	51.2%	6.3%	769	1,191	41.0%	0.3%	53.3%	5.4%
9-11	631	1,191	42.8%	0.5%	51.1%	5.5%	583	1,101	42.0%	0.9%	53.0%	4.1%	661	1,249	42.5%	0.8%	52.8%	3.9%
12-14	1,732	3,711	45.4%	0.5%	49.2%	5.0%	1,790	3,757	46.4%	0.8%	49.3%	3.6%	1,770	3,883	44.5%	0.4%	51.5%	3.7%
15 +	948	1,900	31.3%	0.8%	62.3%	5.6%	966	2,065	37.2%	0.8%	57.9%	4.1%	972	2,019	34.1%	0.5%	60.6%	4.8%
UA Scholar																		
NEW	101	213	40.8%	1.9%	53.5%	3.8%	69	151	41.1%	2.0%	53.0%	4.0%	71	159	39.6%	0.6%	55.3%	4.4%
Continue	112	176	24.4%	1.1%	62.5%	11.9%	128	276	27.9%	0.7%	67.8%	3.6%	112	191	25.7%	1.0%	64.4%	8.9%
Non UA Scholar	4,879	8,680	40.7%	0.9%	51.4%	7.0%	4,768	8,597	42.8%	1.2%	50.9%	5.0%	4,819	8,930	41.5%	0.6%	53.1%	4.8%
Age Group																		
17-Under	91	142	43.0%	1.4%	45.8%	9.9%	28	43	60.5%		30.2%	9.3%	22	26	42.3%		53.8%	3.8%
18-24	3,069	5,898	44.7%	0.7%	49.8%	4.7%	2,957	5,768	46.1%	0.7%	49.8%	3.4%	3,014	5,958	45.1%	0.4%	51.0%	3.5%
25-39	1,280	2,094	34.5%	1.3%	56.3%	8.0%	1,288	2,202	39.3%	1.3%	54.0%	5.4%	1,340	2,320	36.4%	0.8%	57.5%	5.3%
40-59	553	809	26.1%	1.6%	56.0%	16.3%	597	900	26.9%	4.2%	57.1%	11.8%	549	875	29.0%	1.6%	58.6%	10.7%
60 +	99	126	23.8%	2.4%	38.1%	35.7%	95	111	23.4%	5.4%	50.5%	20.7%	77	101	16.8%	4.0%	49.5%	29.7%
Non Traditional	1,932	3,029	31.8%	1.4%	55.4%	11.4%	1,980	3,213	35.3%	2.2%	54.8%	7.7%	1,966	3,296	33.9%	1.1%	57.5%	7.5%
High School GPA																		
1.4-Less	11	18	38.9%		55.6%	5.6%	13	25	28.0%		72.0%		18	40	55.0%	5.0%	30.0%	10.0%
1.5-1.9	127	262	46.6%	0.8%	48.5%	4.2%	141	261	46.0%	0.4%	47.5%	6.1%	150	334	45.2%		52.4%	2.4%
2.0-2.4	471	960	49.1%	0.5%	45.7%	4.7%	485	1,011	47.0%	0.5%	50.0%	2.6%	501	1,037	51.0%	0.3%	45.9%	2.8%
2.5-2.9	745	1,430	45.7%	0.9%	48.5%	4.8%	824	1,609	46.8%	0.4%	49.7%	3.1%	824	1,610	44.8%	0.4%	51.5%	3.4%
3.0-3.4	710	1,362	39.5%	0.7%	54.0%	5.9%	739	1,445	41.3%	0.9%	53.4%	4.4%	768	1,487	40.8%	0.5%	54.5%	4.3%
3.5-3.9	366	594	26.4%	0.8%	65.7%	7.1%	372	681	37.3%	0.1%	56.1%	6.5%	418	727	33.6%	0.6%	58.6%	7.3%
4	25	39	30.8%		59.0%	10.3%	22	42	28.6%		61.9%	9.5%	27	47	23.4%	2.1%	68.1%	6.4%
Unknown	2,637	4,404	38.6%	1.2%	51.5%	8.7%	2,369	3,950	40.5%	2.1%	51.1%	6.2%	2,296	3,998	38.3%	0.9%	54.8%	6.0%
High School Rank																		
Top 10%	128	194	30.9%	0.5%	58.2%	10.3%	139	256	36.7%	0.4%	57.4%	5.5%	147	253	30.8%	0.4%	61.7%	7.1%
11-25%	300	514	28.6%	0.4%	65.6%	5.4%	313	572	37.4%	0.7%	54.4%	7.5%	319	579	38.3%	0.5%	55.6%	5.5%
26-50%	582	1,074	41.3%	0.8%	51.1%	6.7%	645	1,182	42.5%	0.6%	52.7%	4.2%	663	1,219	40.9%	0.5%	54.1%	4.5%
Lower half	4,082	7,287	41.3%	1.0%	50.6%	7.1%	3,868	7,014	42.9%	1.4%	50.8%	4.9%	3,873	7,229	41.8%	0.7%	52.7%	4.8%

Table S-2 (Cont)
Attrition by Reason and Student Characteristics

Characteristic	Fall 2003						Fall 2004						Fall 2006					
	Attrition		Attrition Reason-%				Attrition		Attrition Reason-%				Attrition		Attrition Reason-%			
	N	Grades	F	NP	W	AC	N	Grades	F	NP	W	AC	N	Grades	F	NP	W	AC
SAT Math																		
001-399	195	337	41.5%	0.3%	50.7%	7.4%	230	422	45.0%	0.5%	50.0%	4.5%	215	413	41.2%	1.0%	52.3%	5.6%
400-599	1,081	2,059	40.8%	0.7%	53.1%	5.3%	1,097	2,117	42.5%	0.4%	53.1%	4.1%	1,133	2,187	41.9%	0.5%	53.3%	4.3%
600 +	203	361	42.4%	0.8%	51.8%	5.0%	216	424	49.8%	0.7%	45.8%	3.8%	244	470	48.1%		47.0%	4.9%
Unknown	3,613	6,312	40.1%	1.1%	51.2%	7.6%	3,422	6,061	41.6%	1.6%	51.4%	5.4%	3,410	6,210	40.3%	0.7%	53.9%	5.1%
SAT Verbal																		
001-399	198	345	47.8%	0.3%	45.5%	6.4%	232	410	48.3%	0.5%	46.1%	5.1%	227	450	39.1%	0.7%	55.6%	4.7%
400-599	1,040	1,957	39.9%	0.8%	53.8%	5.6%	1,074	2,049	44.0%	0.4%	51.7%	3.9%	1,075	2,059	43.6%	0.4%	51.7%	4.3%
600 +	242	456	41.4%	0.7%	53.3%	4.6%	238	506	39.9%	0.4%	55.5%	4.2%	284	545	42.4%	0.4%	52.3%	5.0%
Unknown	3,612	6,311	40.1%	1.1%	51.2%	7.6%	3,421	6,059	41.6%	1.6%	51.4%	5.4%	3,416	6,226	40.3%	0.7%	53.8%	5.1%
Degree Type																		
Certificate	71	145	46.9%		52.4%	0.7%	63	112	29.5%	2.7%	58.9%	8.9%	82	164	43.3%	2.4%	50.6%	3.7%
Associate	930	1,773	38.9%	0.8%	54.4%	5.9%	937	1,824	43.0%	1.1%	52.1%	3.7%	919	1,769	40.0%	0.6%	54.5%	4.9%
Bachelor	2,195	4,004	38.1%	0.8%	55.5%	5.7%	2,296	4,380	40.6%	0.7%	54.2%	4.4%	2,344	4,414	38.2%	0.5%	56.7%	4.6%
Master	43	60	18.3%		75.0%	6.7%	56	73	16.4%	4.1%	64.4%	15.1%	46	59	5.1%		79.7%	15.3%
Non Degree	1,875	3,087	44.3%	1.4%	44.6%	9.7%	1,639	2,635	45.9%	2.0%	45.8%	6.3%	1,648	2,874	46.9%	0.8%	47.0%	5.3%
On/Off Campus																		
On Campus	426	873	45.4%	1.5%	48.5%	4.7%	422	867	45.8%	0.6%	49.7%	3.9%	424	891	46.6%	1.0%	47.4%	5.1%
Off Campus	4,666	8,196	39.8%	0.9%	52.0%	7.2%	4,543	8,157	42.0%	1.3%	51.6%	5.1%	4,578	8,389	40.6%	0.6%	54.0%	4.9%
Campus																		
Anchorage	4,062	7,322	42.3%	0.8%	51.4%	5.5%	4,091	7,540	43.8%	0.8%	50.9%	4.5%	4,160	7,772	41.4%	0.5%	53.6%	4.5%
Military-North	50	55	56.4%		43.6%		40	43	25.6%		74.4%							
Kodiak	106	153	39.9%	3.9%	49.7%	6.5%	94	161	29.2%	5.0%	62.7%	3.1%	88	133	44.4%	4.5%	48.9%	2.3%
Kenai	399	659	22.3%	0.8%	53.3%	23.7%	311	476	26.9%	0.6%	58.2%	14.3%	323	522	28.5%	0.8%	57.9%	12.8%
Mat-Su	418	740	39.2%	0.1%	53.4%	7.3%	367	655	42.3%		53.1%	4.6%	401	716	46.8%	0.1%	48.9%	4.2%
PWSCC	91	140	25.7%	13.6%	50.7%	10.0%	96	149	34.2%	28.2%	34.2%	3.4%	79	137	42.3%	5.1%	48.9%	3.6%

Source: OPRA Data Warehouse

Prepared: 8/16/06

Table S-3
Undergraduate Attritor Starting and Ending Credit Hour Load
 Fall 2005

Initial Load	Credit Hours Attrited											12	13	14	15	16-19	Total	% Total	Attempted SCH	
	0	1	2	3	4	5	6	7	8	9	10									11
1	2,090	84																2,174	11.5	2,045
2	831	12	37															880	4.7	1,677
3	2,542	7	6	435														2,990	15.8	8,965
4	800	17	2	23	150													992	5.3	3,965
5	227	7	8	9	3	17												271	1.4	1,350
6	1,307	7	4	246	4	6	201											1,775	9.4	10,648
7	459	8	2	49	70	1	7	88										684	3.6	4,786
8	232	5	6	15	15	5	2	6	11									297	1.6	2,374
9	622	4	5	163	3	8	74	3	3	91								976	5.2	8,783
10	308	10	5	56	29		16	28	2	2	42							498	2.6	4,980
11	208	4	5	23	17	1	1	11	11	3	3	21						308	1.6	3,388
PT Sub	9,626	165	80	1,019	291	38	301	136	27	96	45	21						11,845	62.7	52,961
12	1,566	22	10	367	42	18	150	18	16	99	9	11	184					2,512	13.3	30,144
13	860	29	2	162	80	5	49	45	6	22	52	4	10	99				1,425	7.6	18,525
14	441	13	7	52	57	12	25	19	15	4	12	8	4	3	24			696	3.7	9,743
15	612	8	3	239	23	2	53	12	5	31	4	7	13	1	1	43		1,057	5.6	15,855
16	346	9		73	48	3	20	11	5	9	13		4	13	4	2	22	582	3.1	9,312
17	178	7	1	35	24	3	6	9	2	1	4	5		2	1		6	284	1.5	4,827
18	150	5	1	31	7	4	20	3	2	6	3		3		1	6	8	250	1.3	4,500
19	81	1	2	15	15	2	1	6		2	4		1	1	1	2	4	138	0.7	2,622
20+	53	1	2	5	3		5	4		1		1				2	2	80	0.4	1,765
FT Sub	4,287	95	28	979	299	49	329	127	51	175	101	36	219	120	32	55	42	7,024	37.2	97,293
Total	13,913	260	108	1,998	590	87	630	263	78	271	146	57	219	120	32	55	42	18,869	100.0	150,251
% Tot	73.7	1.4	0.6	10.6	3.1	0.5	3.3	1.4	0.4	1.4	0.8	0.3	1.2	0.6	0.2	0.3	0.2	100.0		
Attrit SCH	258	215	5,994	2,360	435	3,780	1,841	624	2,439	1,460	627	2,628	1,560	448	825	706	26,200			

Note: 1. Credit Hour Load is based on individual's credits taken from any campus within UAA.
 2. Initial Load with fractional credits has been rounded to whole number.

Source: OPRA Data Warehouse
 Prepared: 8/18/06

**Table S-4
Attritor Persistence--All Students**

Fall 2001	Head	Spr 2002-Continue		Fall 2002-Persist*	
		% Yes	% No	% Yes	% No
1 Course	2,743	61.0	39.0	46.1	53.9
2 Courses	1,073	56.8	43.2	43.9	56.1
3 Courses	472	53.2	46.8	39.6	60.4
4 Courses	348	38.8	61.2	31.3	68.7
5+ Courses	202	32.7	67.3	26.2	73.8
No Attrition	13,553	63.3	36.7	46.9	53.1
TOTAL	18,391	61.5	38.5	45.9	54.1

Fall 2002	Head	Spr 2003-Continue		Fall 2003-Persist*	
		% Yes	% No	% Yes	% No
1 Course	2,730	61.7	38.3	47.6	52.4
2 Courses	1,039	59.8	40.2	44.4	55.6
3 Courses	506	49.4	50.6	40.3	59.7
4 Courses	345	44.9	55.1	30.7	69.3
5+ Courses	197	46.2	53.8	39.1	60.9
No Attrition	15,212	63.0	37.0	44.5	55.5
TOTAL	20,029	61.8	38.2	44.5	55.5

Fall 2003	Head	Spr 2004-Continue		Fall 2004-Persist*	
		% Yes	% No	% Yes	% No
1 Course	2,921	60.6	39.4	45.9	54.1
2 Courses	1,091	57.8	42.2	43.4	56.6
3 Courses	515	51.1	48.9	37.3	62.7
4 Courses	360	41.4	58.6	32.5	67.5
5+ Courses	205	40.0	60.0	30.2	69.8
No Attrition	14,977	63.9	36.1	45.9	54.1
TOTAL	20,069	62.1	37.9	45.1	54.9

Fall 2004	Head	Spr 2005-Continue		Fall 2005-Persist*	
		% Yes	% No	% Yes	% No
1 Course	2,778	62.4	37.6	47.0	53.0
2 Courses	1,088	59.2	40.8	44.2	55.8
3 Courses	508	52.4	47.6	36.4	63.6
4 Courses	371	34.0	66.0	28.0	72.0
5+ Courses	220	38.2	61.8	29.1	70.9
No Attrition	14,463	65.0	35.0	48.3	51.7
TOTAL	19,428	63.1	36.9	47.0	53.0

Fall 2005	Head	Spr 2006-Continue		Fall 2006-Persist*	
		% Yes	% No	% Yes	% No
1 Course	2,737	64.8	35.2		
2 Courses	1,093	61.3	38.7		
3 Courses	528	53.2	46.8		
4 Courses	385	44.7	55.3		
5+ Courses	259	45.9	54.1		
No Attrition	14,683	65.2	34.8		
TOTAL	19,685	64.0	36.0		

* = Includes Initial cohort continuing from Spring or returning Stopouts.

Source: OPRA Data Warehouse

Prepared: 8/21/06

**Table S-5
Attritor Persistence--1st Time Freshmen**

Fall 2001	Head	Spr 2002-Continue		Fall 2002-Persist*	
		% Yes	% No	% Yes	% No
1 Course	298	82.9	17.1	55.0	45.0
2 Courses	143	65.7	34.3	44.1	55.9
3 Courses	84	52.4	47.6	36.9	63.1
4 Courses	87	32.2	67.8	20.7	79.3
5+ Courses	51	27.5	72.5	15.7	84.3
No Attrition	666	91.1	8.9	74.9	25.1
TOTAL	1,329	77.8	22.2	58.9	41.1

Fall 2002	Head	Spr 2003-Continue		Fall 2003-Persist*	
		% Yes	% No	% Yes	% No
1 Course	285	85.6	14.4	60.0	40.0
2 Courses	146	74.0	26.0	43.2	56.8
3 Courses	103	57.3	42.7	31.1	68.9
4 Courses	78	37.2	62.8	21.8	78.2
5+ Courses	41	31.7	68.3	26.8	73.2
No Attrition	718	91.1	8.9	71.9	28.1
TOTAL	1,371	80.7	19.3	59.1	40.9

Fall 2003	Head	Spr 2004-Continue		Fall 2004-Persist*	
		% Yes	% No	% Yes	% No
1 Course	327	80.4	19.6	61.5	38.5
2 Courses	136	66.2	33.8	46.3	53.7
3 Courses	82	45.1	54.9	29.3	70.7
4 Courses	94	29.8	70.2	20.2	79.8
5+ Courses	43	37.2	62.8	16.3	83.7
No Attrition	844	89.9	10.1	70.1	29.9
TOTAL	1,526	78.2	21.8	59.4	40.6

Fall 2004	Head	Spr 2005-Continue		Fall 2005-Persist*	
		% Yes	% No	% Yes	% No
1 Course	292	82.5	17.5	59.2	40.8
2 Courses	143	67.1	32.9	43.4	56.6
3 Courses	96	47.9	52.1	32.3	67.7
4 Courses	74	23.0	77.0	12.2	87.8
5+ Courses	38	36.8	63.2	18.4	81.6
No Attrition	800	90.6	9.4	72.9	27.1
TOTAL	1,443	78.9	21.1	59.9	40.1

Fall 2005	Head	Spr 2006-Continue		Fall 2006-Persist*	
		% Yes	% No	% Yes	% No
1 Course	329	87.2	12.8		
2 Courses	130	63.1	36.9		
3 Courses	94	66.0	34.0		
4 Courses	77	37.7	62.3		
5+ Courses	42	45.2	54.8		
No Attrition	884	92.2	7.8		
TOTAL	1,556	83.2	16.8		

* = Includes Initial cohort continuing from Spring or returning Stopouts.

Source: OPRA Data Warehouse

Prepared: 8/21/06

**Table S-6
Attrition by Registration Point
Fall 2005**

Registration Point	Total		Attrition Grades -%				Total Attrit	Attrit Rate	Regular	Late	Late Open
	Enrol	% Total	AC	F	NP	W					
Early	402	0.7%		100.0%			5	1.2	<.0001	<.0001	<.0001
Regular	39,805	68.2%		99.0%			2,891	7.3		<.0001	<.0001
Late	6,309	10.8%	0.6%	95.0%	1.4%	3.0%	707	11.2			<.0001
Late Opening	11,761	20.2%	8.0%	4.8%	0.4%	86.8%	5,660	48.1			
Missing Code	56	0.1%		29.4%		70.6%	17	30.4			
Total*	58,333	100.0%	4.9%	41.1%	0.6%	53.3%	9,280	15.9			

Source: OPRA Data Warehouse

Prepared: 8/22/06

**Table S-7
Attrition Rate by Award Type Sought (Major)
Anchorage Campus Composite--2001-02--2005-06**

Deg Type	Head	Enroll	% Attrit	Deg Type	Head	Enroll	% Attrit
CERTIFICATE				MASTERS			
Certificate	1,914	6,888	15.9%	Arts	765	1,604	5.0%
Graduate Cert	8	24	0.0%	Arts-Teaching	252	604	2.2%
Post-Bachelor	10	43	11.6%	Bus Administration	860	1,702	5.3%
Post-Grad Cert	109	94	0.0%	Civil Engineer	42	62	9.7%
Post Masters Cert	1	1	100.0%	Education	3,048	6,495	2.6%
Subtotal	2,042	7,050	15.6%	Electrical Engineer	1	1	0.0%
				Fine Arts	479	1,081	3.3%
ASSOCIATE				Public Admin	349	610	9.8%
Arts	6,353	19,642	25.3%	Public Health	251	388	3.6%
Arts & Sciences	16,178	53,670	16.3%	Science	2,305	4,450	3.2%
Subtotal	22,531	73,312	18.7%	Social Work	711	2,159	1.8%
				Subtotal	9,063	19,156	3.4%
BACHELOR				DOCTORATE			
Arts	31,376	119,029	17.0%	PhD	85	148	2.0%
Arts & Science	1	2	0.0%	ENDORSEMENT			
Bus Administration	11,343	39,267	14.8%	Credential	32	40	5.0%
Education	730	1,662	10.0%	Education	158	244	2.9%
Fine Arts	684	2,355	10.4%	Post-Graduate	10	19	0.0%
Human Services	1,067	3,533	10.3%	Subtotal	200	303	3.0%
Liberal Arts	96	201	20.4%	LICENSURE			
Liberal Studies	166	659	17.9%	License	790	1,495	2.3%
Music	804	4,219	11.4%	Masters	94	174	1.1%
Science	22,055	90,095	13.8%	Graduate	2	2	0.0%
Social Work	1,259	4,390	13.3%	Subtotal	886	1,671	2.2%
Technology	2	6	0.0%	NON-DEGREE	62,251	112,953	17.4%
Pre-major-Bach	11	21	23.8%	ANCHORAGE TOTAL	166,652	480,132	15.8%
Subtotal	69,594	265,439	15.3%				

Source: OPRA Data Warehouse
Prepared: 8/21/06

Table S-8
Attrition and Financial Need*
 AY 2005-06

Attrition %	Head	% Tot	Needs		Unmet Need-%***	
			Met	Low	Medium	High
0 Attrition Rate	6,225	52.9%	40.0%	26.8%	19.6%	13.6%
Less 10%	471	4.0%	49.7%	29.9%	13.4%	7.0%
10.0-19.9%	1,362	11.6%	43.8%	28.1%	17.8%	10.3%
20.0-29.9%	1,028	8.7%	42.5%	31.2%	16.5%	9.7%
30.0-39.9%	507	4.3%	38.1%	31.4%	17.6%	13.0%
40.0-49.9%	302	2.6%	42.1%	24.8%	21.5%	11.6%
50.0-59.9%	569	4.8%	39.4%	26.9%	17.8%	16.0%
60.0-69.9%	332	2.8%	38.9%	29.8%	16.3%	15.1%
70.0-79.9%	164	1.4%	40.9%	25.0%	17.1%	17.1%
80.0-89.9%	117	1.0%	39.3%	27.4%	21.4%	12.0%
90.0-100%	689	5.9%	37.6%	21.9%	18.6%	21.9%
Total	11,766	100.0%	40.8%	27.4%	18.6%	13.2%
Total N						
Attritor	5,541	47.1%	2,313	1,555	965	708
% Tot	100.0%		41.7%	28.1%	17.4%	12.8%
Non-Attrit	6,225	52.9%	2,490	1,668	1,219	848
% Tot	100.0%		40.0%	26.8%	19.6%	13.6%
Mean Attrit**			37.3	36.8	40.5	48.6

T-Test--financial needs

Met vs Unmet (Mean)

	N	Mean	P-value#
Unmet	3,228	40.4	<.0001
Met	2,313	37.3	

Met/Low Need vs. Unmet Medium/High Need (Mean)

	N	Mean	P-value#
Met/Low	3,868	37.1	<.0001
Unmet Med/Hi	1,673	43.9	

Unmet Low vs. Unmet Medium/High Need (Mean)

	N	Mean	P-value#
Unmet Low	1,555	36.8	<.0001
Unmet Med/Hi	1,673	43.9	

= Pooled method

* AY 2005-06 Enrollment against FY 2004 thru 2006 Financial Aid Applicants

** = Attrition Course N/ Total Courses Attended N

*** = Low=\$1-\$4,999, Medium=\$5,000-\$9,999, High=\$10,000+

Source: OPRA Data Warehouse

Prepared: 8/24/06

CURRICULUM ATTRITION RATES—Section III

Section three (C-Tables) looks at attrition within various curriculum dimensions. It includes attrition by course level and discipline, distance delivery courses, morning vs. evening courses, weekend courses, instruction method, large vs. small classes, Prerequisite courses and attrition, Developmental-College Preparation (Student Readiness) and General Education Requirement course attrition, and attrition leading to repeat courses. This section also examines attrition rates among various faculty cohorts, e.g. regular vs. adjunct, academic rank, etc.

Table C-1: Annual Attrition Rates by UAA College/Campus & Course Level

This table provides annual pictures of attrition rates by course level within each college and campus beginning Summer 2000-01 through Spring 2005-06. It reveals changing trends within each academic governing unit. Anchorage campus is the only one with a college structure. Academic Affairs includes Honors Program and some Counseling and Guidance offerings.

- During the six year time-frame there were 105,232 attrition grades issued to UAA students. That represents 14.7% of all 713,806 “Grades” issued by the university.
- Over the six-year period, annual attrition rate has been rising in 050-099 level courses, dropping slightly in lower-division courses, remaining stable in upper-division courses, almost nonexistent in professional development courses, and very stable in graduate-level courses over the years.
- In 2005-06, Anchorage campus accounted for 79% of all grades issued in 050-099 level courses and this was the same proportion as 2000. However, attrition in 050-099 courses is currently approaching 30% on the Anchorage campus vs. 23% for UAA. That is 30% higher on the Anchorage campus. For that to occur, attrition rates for this course level at the community campuses had to be much lower. It raises the question—Why?
- Lower-division course attrition rates (100-299) were also higher on the Anchorage campus than community campuses. It suggests several explanatory hypotheses: (1) grading practices are more lenient at the community campuses, (2) different course offerings for different student audiences have different standards, (3) fewer students are withdrawing from courses on the community campuses, and/or (4) there may be differences in course attrition rates taught by adjunct faculty (primarily on community campuses) vs. regular faculty (primarily on Anchorage campus). Some of these hypotheses will be examined further in later sections.
- Kodiak campus has an overall 6-year attrition rate of about 10% compared to 16% for Anchorage campus. At the 050-099 course level, Kodiak current attrition proportion is 12% compared to 30% at Anchorage. Their current lower-division rate is 36% lower than Anchorage campus. There is much more year-to-year rate fluctuation at the Kodiak campus.

- Kenai-Peninsula College has an overall 6-year attrition rate of about 13% compared to 16% for Anchorage campus. Their current 050-099 course level attrition rate is nearly double that of Kodiak but still approximately one-third lower than Anchorage campus. The same holds true for their lower-division attrition rate compared to the Anchorage campus.
- Mat-Su College has an overall 6-year attrition rate of 14% compared to 16% for Anchorage campus. Their current 050-099 course level attrition rate is about 22% lower than Anchorage campus. Their current lower-division attrition rate is 17% lower than Anchorage campus. Mat-Su grading patterns come closest of all community campuses to coincide with Anchorage campus.
- Prince William Sound has an overall 6-year attrition rate of about 5% compared to 16% for Anchorage campus. It is the lowest of all UAA campuses by a significant margin. At the 050-099 course level, PWSCC current attrition proportion is 3% compared to 30% at Anchorage. Their current lower-division attrition rate is 72% lower than Anchorage campus. Eighty-four percent of all grades awarded at PWSCC are “Success” (significant number of “P” grades). Overall, PWSCC has the highest grading profile of all UAA campuses.
- Academic Affairs has an overall 6-year attrition rate of about 8% compared to 16% for Anchorage campus. Their current lower-division attrition rate is 54% lower than Anchorage campus but their upper-division rate is 68% higher. Note: Use caution in generalizing from these statistics because of very small N’s.
- Arts & Sciences (CAS) rates are very close to Anchorage campus totals because the college is responsible for two of every three total grades issued on the Anchorage campus. At the same time, Anchorage rates compared to the other campuses are a function, primarily, of the CAS profile.
- Three of every four grades CAS awarded over the six years were success grades, 4% were stasis grades, and almost one-fifth were attrition grades. There were 88,304 attrition grades issued on the Anchorage campus during this time period and 69,872 (79%) were from CAS. The CAS attrition pattern appears to reflect its curriculum, its general education/liberal arts role, the number of students it serves, and the fact that it sees most of its students at the start of their college experience when they confront the reality of higher education for the first time.
- Business & Public Policy (CBPP) has an overall 6-year attrition rate of 17% compared to 16% for Anchorage campus. Their current lower-division attrition rate is 22% vs. 19% for Anchorage campus while their upper-division rate is comparable. CBPP graduate course attrition is about 3.5 times higher than the Anchorage campus rate. The reasons for the latter are not immediately evident. The CBPP attrition pattern seems to reflect a combination of CAS and the other Professional Colleges. They appear to attract students who initially come because

of high-demand, high-paying careers but quickly encounter the reality of what is required to be successful and find themselves unprepared.

- Health & Social Welfare (CHSW) has an overall 6-year attrition rate of 6% compared to 16% for Anchorage campus. Their current lower-division attrition rate is 11% vs. 19% for Anchorage campus while their upper-division rate is 57% smaller than Anchorage campus. CHSW graduate course attrition is about one-third the Anchorage campus rate. The CHSW attrition pattern is likely the result of high-demand restricted admission programs in the college that attract and retain higher motivated and higher performing students.
- Education (COE) has an overall 6-year attrition rate of 3% compared to 16% for Anchorage campus. Their current lower-division rate is 9% vs. 19% for Anchorage campus while their upper-division rate is 84% smaller than Anchorage campus. This College offers the majority of Professional Development (500-599) courses throughout UAA and attrition rates in these types of courses are less than 1%. COE graduate course attrition is about one-fourth lower than the Anchorage campus rate. The COE attrition pattern is very similar to CHSW and it is likely for the same reasons.
- Community & Technical College (CTC) has an overall 6-year attrition rate of 13% compared to 16% for Anchorage campus. Their Developmental course attrition rate is 21% against 30% for Anchorage campus. Their current lower-division rate is 13% vs. 19% for Anchorage campus while their upper-division rate is 42% smaller than Anchorage campus. CTC attrition pattern is very similar to CAS but attrition rate magnitudes are smaller. Whether the fact that CTS is serving more Associate degree seekers while CAS is serving more Bachelor seekers plays any role is unknown.
- Engineering (SOEN) has an overall 6-year attrition rate of 11% compared to 16% for Anchorage campus. Their current lower-division attrition rate is 15% vs. 19% for Anchorage campus while their upper-division rate is 13% smaller than Anchorage campus. SOEN graduate course attrition is about 19% higher than the Anchorage rate but the former is based on a small college N. SOEN attrition pattern is likely the result of high-demand but academically challenging programs that attract and retain higher motivated and higher performing students. This college has also implemented a very successful mentoring program for Alaska Natives that also serves to lower attrition rates among this high-risk group.

Table C-2: Attrition Rate by Discipline

This table presents aggregate attrition rate by discipline throughout UAA for the past three Fall semesters. It includes all course levels within each discipline. In those instances where a value for enrollees appears but no attrition rate, it means no students received an attrition grade that particular semester. Note: pay particular attention to total

enrollees when interpreting any attrition proportion. These totals also appear in the peer comparison section of this report.

- Overall, UAA attrition rate has remained constant at just under 16% for the past three Fall semesters.
- In disciplines with 100+ total enrollees during Fall 05, attrition rates ranged from a low of 1.5-1.7% in Education and Nursing Science respectively to a high of 30.5% in Mathematics.
- Disciplines with 100+ total enrollees showing the largest attrition rate decreases between Fall 03 and Fall 05 included PE (-82%), Nursing Science (-53%), ROTC (-48%), Culinary Arts (-41%), and Refrigeration & Heating (-37%). Conversely, 100+ disciplines showing the largest attrition rate increases during this same time frame included Welding (195%), Alaska Native Studies (126%), Political Science (85%), Auto/Diesel Technology (74%), and Computer & Networking Technology (58%).

Table C-3: Attrition by Start Time Within College

This table reports annual attrition rate trends in morning, afternoon, and evening classes by campus and college. It also indicates whether the rate differences are statistically significant. Note: There are a large number of class sections with missing time-of-day information which have to be reported as a separate category.

- Time-of-day trend lines have been closing over the years but there appears to be a slightly higher attrition rate in morning classes than afternoon classes. Morning rate has been dropping slightly while rising in evening classes over the years. However, even though evening class rates have been rising over time, students were more likely to attrit from morning than evening classes as a general rule.
- Arts and Sciences has the largest overall proportion of attrition, regardless of start time (~20%). It is followed by Business and Public Policy (17%), Community and Technical College (14%), Engineering (10%), Health & Social Welfare (7%), and Education (2%).
- There is a very significant statistical difference between higher attrition rates in morning classes over both afternoon and evening classes. The difference between afternoon and evening classes was statistically insignificant.
- Morning classes offered by CAS and Education were higher than afternoon classes (at the highest confidence level) but the differences between these two time periods were insignificant among the other Anchorage colleges. All Anchorage colleges, except CTC, had very significant differences between morning and evening classes.

- Evening classes had the lowest average attrition rates of all start times in courses offered by CAS, CBPP, Engineering and CTC. However evening classes had the highest average attrition rates in courses offered through CHSW and Education. Reasons for this pattern between Anchorage colleges are unknown. All community campuses have the highest rates in their evening offerings but their schedules also have the majority of offerings in the evening hours.

Table C-4: Attrition Rates for Distance Delivery Courses

This table compares annual attrition grading patterns between Distance Delivery and non-distance delivery courses for the past 5 years.

- Distance delivery courses have a much higher rate average attrition rate than non-distance delivery courses. The average difference between them is statistically very significant.
- Reasons for attriting from distance delivery courses have changed over the years. In early years, attrition grades in distance education were evenly split (49%) between failure and withdraw. The average attrition rate was 28% from these courses. By contrast, in the most current year attrition numbers have tripled over 2000-01 but failures represented only 44% of all attrition, withdrawals have risen to 55% and overall attrition rate has dropped by half. Students have quickly learned to get out of distance courses before taking a failing grade even though the withdrawal is still considered attrition. By comparison, average attrition between these same two points for all non-distance delivery course has only declined 9%. Non-Distance delivery attrition trend has remained fairly constant while the distance delivery trend line is closing to meet it.

Table C-5: Attrition by Instruction Type

This table examines attrition rates for classes taught using different instructional modalities, e.g. lecture, laboratory, individual study, etc. for the past five Fall semesters. Many classes utilize multiple modalities but this data presents the primary modality. Lectures, as the identified instructional method, comprise three-fourths of all sections and either lecture, laboratory or combination of the two approaches accounts for 97% of all course sections.

- Lecture accounts for the highest proportion of all curricular offerings but it also has the highest attrition rate of all types (~17%) over the years. That approaches nearly one of every five enrollees in lecture courses. This is consistent with related research that lecture is primarily passive learning for the student and, therefore, the least effective approach to result in more permanent learning. There appears to be a correlation between this approach and decreased likelihood students are going to complete the course successfully but there is insufficient evidence to conclude a cause-effect relationship.

- By contrast laboratory courses, which usually involve more direct interactive learning, had attrition rates that were just slightly more than half (10%) of lecture courses.
- Courses where the knowledge-acquisition method was primarily the student's responsibility, e.g. individual study, internship, research, thesis, etc. had the lowest attrition rates. There appears to be a fairly clear relationship between active learning and intrinsic motivation and lower attrition. Other factors e.g., native ability, prior knowledge and experience, minimal conflicting priorities, etc. also play a part.

Table C-6: Attrition Rates By Class Size—Group Courses

Is there a significant difference in attrition rate associated with class size? Conventional wisdom holds that smaller class size is associated with better instruction and learning. If true, there should be lower attrition with smaller class size. The Small, Medium and Large size designations in this table coincide with groupings used for US News rankings.

- Conventional wisdom is substantiated. Smaller classes have an attrition rate (10.5) that is only 55% as large as large classes (18.8). The difference is statistically very significant. Even though the difference between medium size classes (17.2) and large classes (18.5) appears small it was also found to be very different statistically as well. It would be reasonable to assume from these findings that individualized instruction classes would also have low attrition rates for many of the same reasons.

Table C-7: Course Prerequisites and Attrition—TOTAL UAA

Do course prerequisites have any impact on attrition rates? The relationship is much more complex and multi-dimensional than this simple overview suggests but this analysis tries to control what variables it can by reducing the problem to a subcohort sample that can reasonably represent the student body population relative to prerequisites. The fundamental challenge was to rule out or hold constant variables that could provide prior exposure to the knowledge students were presented in the prerequisite course. This was not accomplished with 100% certainty but findings reveal the question has been addressed with reasonable validity. Subsequent research can provide further rejection/confirmation of two null hypotheses over time.

Null Hypothesis 1: No significant mean attrition rate difference between students who met and did not meet course prerequisite requirement(s).

Null Hypothesis 2: No significant mean attrition rate difference between students who met course prerequisite requirement(s) and students who were allowed to enroll via faculty waiver.

The subcohort chosen to identify and track was only first-time freshmen admitted their first semester at UAA as premajors, undeclared majors, or majors between Summer 2000 and Spring 2006. Excluded were (1) transfer students even though it was their first enrollment at UAA, (2) non-degree seeking students even though it was known that some of them were latent degree seekers, and (3) students admitted after their first semester enrollment as degree seekers. It excluded all courses without prerequisites and prerequisite courses taken after the criterion course was completed. Included were all courses requiring a prerequisite which was taken before or concurrently with the criterion course by this cohort within the time period. A student had to successfully pass all or the highest requisite sequence course at UAA for criterion courses that require multiple prerequisites in order to satisfy the 'Prerequisite Met' requirement. If the criterion course allowed the student to select from several optional prerequisites, it was considered met if the student successfully took and passed one of the options. The prerequisite was considered 'Not Met' if a student had either not taken and/or passed all required requisite courses only at UAA. If there was no record of prerequisite course(s) taken at UAA but the student was officially enrolled in the class it was considered a 'Faculty Waiver'. Finally it was assumed criterion course prerequisite requirements remained constant during the total time period.

- There is a very significant difference in mean attrition rate between students who have met the course attrition requirements (Mean = 2.43) and those who have not (Mean = 2.08)—Null hypothesis #1 is rejected. It documents that for this cohort, successfully completing the required prerequisite(s) does make a difference.
- The difference in mean attrition rate between students who have met the course prerequisite requirement (Mean = 2.43) and those who are admitted via faculty waiver (Mean = 2.45) is statistically insignificant—Null hypothesis #2 is confirmed. At the global level students are just as likely to be attrit from the course by either means of course admittance. However, there are some differences in the specific types of grades earned between these two entrance methods.
- Over half (52%) of all admission to courses requiring prerequisites for first-time freshmen is from faculty waivers. Because statistics reveal students are likely to be equally successful or unsuccessful via either method it raises the question whether faculty astuteness in making their admission decision should replace course requirements since the results are the same. There are obvious reasons why prerequisites are created, e.g. faculty do not have time to conduct individual student interviews to make that determination, students get more out of the prerequisite course than just making successful passing of the criterion course more probable, etc. This finding only says both methods are equally successful in predicting likelihood of successful performance.
- On the other side, 11% were admitted to criterion courses without completing all of the prerequisite courses. Their performance is lower e.g. attrition rate for those meeting the prerequisites is 18% compared to 27% for those who did not. The

latter were more likely to fail (10%) and withdraw (15%) compared to those who met the prior requirements.

- Although the mean attrition rate difference is insignificant, faculty waiver students were more likely to receive an ‘A’, ‘P’, Incomplete, and ‘F’ while those meeting course prerequisites were more likely to receive the other grades. These differences are masked in the mean attrition rate and reasons why might be worth further inquiry if deemed important to explore by the university.

Table C-8: Attrition Rates in Student Readiness Courses by Discipline

Table C-8: Attrition Rates in Community Interest Courses by Discipline

These two course types are presented separately in the same table. Student Readiness refers to developmental and college-preparatory courses combined. Community interest courses are those also numbered 050-099 (not applicable to meet degree requirements) but excludes developmental courses numbered 050-099 as well. Note: This table is part of a larger series of topic papers now being prepared to analyze courses that contribute to different parts of the university’s instructional mission. Note: rates in this table refer to a select few discipline courses (just 050-099 courses plus 1-2 100-level courses in Math and English). It does NOT refer to all courses within the Discipline. Attrition rates in individual courses have been provided to appropriate departments.

- During the past 6 years overall attrition rate in Student Readiness courses have consistently been between 23-26%. One of every four enrollees in these courses is unsuccessful in completing the course. The overall rate would be higher if ESL courses were excluded. It suggests university efforts/strategies focused on remediation for the academically underprepared student still have some barriers to overcome. Some hurdles are under university control and others are not. The next step will be to do a more complete analysis of Student Readiness courses as part of the larger analysis project previously cited.

Table C-9: Annual Attrition Rates in GER Categories—UAA TOTAL

This table displays annual attrition rates in courses identified by UAA to meet required General Education Requirements (GER) for all degree-seeking undergraduate students (See Appendix for listing of courses in each GER category and tier). The table is segmented into three Tiers: Basic College-Level Skills (Tier I), Disciplinary Areas (Tier II), and Integrated Capstone courses (Tier III). Tier I courses are required of all declared Baccalaureate degree seekers and are intended to provide basic learning skills. A number of non-degree seekers also take these courses but it has been discovered that many of this cohort are really latent degree seekers who did not formally declare that to be their educational intent at initial entry to UAA. Tier II GER courses are discipline courses that are required by specific degree programs in addition to Tier I requirements. They are segmented into four categories: Fine Arts, Humanities, Natural Sciences, and Social Sciences. Finally, Tier III Integrated Capstone courses, as the name implies, are designed in certain disciplines to gauge the student’s overall knowledge and integrative learning

skills in certain programs as they finish their degree requirements. GER requirements are primarily for UAA Baccalaureate programs although there is increasing interest in their applicability for Associate Degree seekers as well.

The Tier structure has been a recent development designed by the university. Information in this project has been prepared following that same structure but applied to earlier years as well. It presents what attrition would have been had this architecture been in place during earlier years and allows an approximation of comparable trends.

- GER Tier I overall attrition rates over the years have remained around 20-22%. Those aggregate numbers mask significant variation e.g. Oral Communication = 12-13%, Quantitative Skills = 32-34%, and Written Communication = 18-20%. English 111, Methods of Written Communication, is a required prerequisite course for many of the other Tier I English courses so it was presented separately. Its higher attrition rate than the subsequent English courses suggests it is doing its job in helping contribute to successful performance in the other classes. This will be examined further in the GER Topic Paper.
- GER Tier II overall attrition rates over the years have remained around 19-20%. Within that aggregate number Fine Arts courses = 15-16%, Humanities = 19-20%, Natural Sciences = 22-23% and Social Sciences = 19-21%. Again these aggregate numbers are covering significant variation seen in selected discipline courses within each category.
- Predictably, attrition rates in capstone courses are very low. By the time students take such courses they are approaching graduation and have acquired learning skills, breadth and depth of general and program specific knowledge, intrinsic motivation and focused purpose, and academic aptitude.

Table C-10: Attrition and Repeat Courses

This table follows individuals each year that received each attrition grade and determines (1) if they repeated the attrited course, (2) how many times they repeated it before being successful, or (3) how many unsuccessful attempts were made. Since this study was done within the Summer 2000-Spring 2006 time frame, the latest term that would allow sufficient opportunities (5 academic semesters + summers) to repeat the course was Fall 2003. It still allows students who attrited in five separate semesters to be tracked and look for repeat trend patterns.

- For students who attrit from one or more courses, just over 3 of every 4 (76%) do not repeat the course. Of the remaining 24% who do repeat, approximately 60% are ultimately successful and 40% are unsuccessful in repeated attempts.
- Among those who are successful in repeating, 86% are successful in their first repeat. The particular attrition grade earned appeared to make little difference in their success on the first retry. This suggests the reason for the attrition as

symbolized by the grade, e.g failing the course vs. withdrawing vs changing from credit to audit status had little bearing on what they acquired in the original course and its applicability to be subsequently successful.

- There are some who succeed through persistence e.g 11 students repeated the attrited course 5 or more times during the 5-semester repeat period but were ultimately successful.
- There appears to be little difference in likelihood of repeating an attrited course or likelihood of success in such repeats whether the initial attrition was in the Fall or Spring semester.

Table C-11: Weekend Attrition by Campus/College

This table compares annual attrition patterns between weekday and weekend courses. Are there significant differences in Mean attrition rates between weekday and weekend class meeting times?

- Overall, the average attrition rate at UAA is very significantly higher in weekday courses than weekend courses. On the Anchorage campus, the difference is very significant for Business and Public Policy, Community & Technical College and Education colleges but not so for Arts and Sciences, Health and Social Welfare, and Engineering. Kenai-Peninsula College is the only community college within UAA that has a significantly higher weekday rate than weekend rate (5% confidence level).
- Students are more likely to be successful in weekend courses but one cannot conclude it is the result of more lax grading standards. The type of students who take weekend courses, the types of course offerings they take, different teaching methodologies, etc. all play a role but were not controlled in this project.

C-12: Attrition (Undergraduate) by Faculty Type by Course Level Within Campus

This table examines attrition rates between courses taught by regular and adjunct faculty by course level within campus at UAA. These rates will be examined in greater detail in the larger series curriculum analysis project referred to earlier. Are there significant differences in Mean attrition rates between campuses?

- The higher mean attrition rate in courses taught by regular vs. adjunct faculty was found to be very significant statistically for Anchorage, Kodiak, and Prince William Sound campuses. The difference was insignificant at Kenai Peninsula and Matanuska-Susitna .
- Anchorage campus regular faculty had higher attrition rates at all course levels than their adjunct faculty colleagues. Over the years attrition rates for both

regular and adjunct faculty have risen slightly in 050-099 level courses, dropped slightly in 100-299 courses, and gone up for adjuncts but down slightly for regular faculty in 300-499 level courses. Trend rates varied by campus at the community campuses.

Table C-13: Attrition (Undergraduate) by Faculty Type by Course Level Within Anchorage College

This table drills down campus information from the previous table to examine attrition rates between regular and adjunct faculty by course level at colleges within Anchorage campus.

- The difference between mean attrition rate in courses taught by regular vs. adjunct faculty was found to be very significant statistically for every college except Engineering. Adjuncts had higher attrition rates at Arts & Sciences and Education while the reverse was true for the other colleges. Academic Affairs had insufficient N to be tested.
- Within Arts & Sciences there was a very significant difference between these faculty groups in 050-099 and 100-200 level courses but not in upper division courses.
- Regular faculty in CBPP had a much higher attrition rate (very significant) in their lower division courses but the difference was insignificant in their upper division courses.
- There was no difference in rates between the two groups in CTC developmental courses but some real differences at the other undergraduate-level courses.
- CHSW had real differences in their upper division courses but insignificant differences in their lower division rates between these faculty groups.
- Education showed insignificant differences between regular and adjunct faculty at all course levels but their college level reached significance. This anomaly is most likely resulting from very small upper division and professional development attrition numbers that could not be tested at the course level but combined with all courses at the college level to make the composite significant.
- There was no significant difference between regular and adjunct faculty attrition rates at any course level in the School of Engineering.

Table C-14: Attrition by Academic Rank Within Anchorage Campus

Are there differences in attrition rates among the different faculty academic ranks?

Table C-1
Annual Attrition Rates by UAA College/Campus and Course Level
2000-01 Through 2005-06

College/ Campus	Crse Lvl	2000-01		2001-02		2002-03		2003-04		2004-05		2005-06		Total 01-06	
		N	Rate	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
Academic Affairs	100-299	3	2.7%	4	6.5%	8	8.2%	8	6.7%	5	5.8%	10	8.5%		
	300-499			1	5.3%	4	7.3%	4	8.0%	7	10.9%	10	15.5%		
	TOTAL	3	2.5%	5	6.2%	12	7.8%	12	7.1%	12	8.0%	20	11.0%	64	7.5%
Arts & Sciences	050-099	811	28.4%	929	32.5%	855	27.6%	900	26.6%	946	28.3%	902	29.6%		
	100-299	9,131	21.1%	9,188	20.9%	9,430	20.3%	9,775	19.3%	9,685	18.9%	10,117	19.9%		
	300-499	1,127	13.0%	1,112	12.0%	1,128	11.9%	1,178	11.7%	1,144	11.5%	1,258	12.1%		
	500-599			2	1.0%	2	1.1%	2	3.2%			2	1.0%		
	600-699	28	3.7%	35	4.5%	49	5.2%	43	3.8%	53	4.7%	40	3.9%		
	TOTAL	11,097	19.9%	11,266	19.7%	11,464	19.0%	11,898	18.2%	11,828	18.0%	12,319	18.8%	69,872	18.9%
Business & Public Policy	050-099	4	80.0%							3	25.0%				
	100-299	2,117	20.8%	2,027	20.1%	1,551	21.5%	1,637	21.9%	1,679	23.6%	1,522	21.9%		
	300-499	322	9.2%	337	10.6%	296	9.2%	285	8.0%	346	9.4%	361	9.8%		
	500-599									1	0.3%	3	0.6%		
	TOTAL	2,506	17.1%	2,438	17.0%	1,907	16.4%	1,973	16.2%	2,071	17.5%	1,934	16.4%	12,829	16.8%
Community & Technical	050-099	267	19.9%	267	17.4%	214	16.9%	203	17.1%	222	20.1%	218	21.2%		
	100-299	1,496	13.6%	1,664	13.0%	2,312	13.0%	2,437	12.6%	2,584	12.5%	2,623	12.5%		
	300-499	10	2.3%	26	3.8%	24	3.3%	42	5.7%	47	5.4%	61	5.4%		
	500-599			1	0.2%	2	0.4%	8	2.3%	2	0.5%	6	1.8%		
	600-699	2	0.6%	2	1.1%	1	1.4%								
	TOTAL	1,775	13.1%	1,960	12.5%	2,553	12.6%	2,690	12.4%	2,855	12.4%	2,908	12.3%	14,741	12.5%
Education	100-299					57	10.8%	138	10.7%	126	9.4%	92	8.8%		
	300-499					13	8.6%	14	5.9%	17	2.5%	12	1.5%		
	500-599					3	0.2%	16	0.4%	3	0.1%	23	0.5%		
	600-699					36	4.2%	62	3.1%	67	3.2%	44	2.4%		
	TOTAL					109	3.1%	230	2.9%	213	2.3%	171	2.0%	723	2.5%
Engineering	100-299	121	18.3%	86	14.0%	98	15.0%	112	15.4%	115	15.1%	120	14.7%		
	300-499	60	9.9%	60	10.3%	56	10.1%	47	8.3%	47	6.6%	69	8.1%		
	500-599			2	6.9%										
	600-699	26	6.7%	20	5.7%	26	6.6%	31	7.1%	18	5.1%	17	3.8%		
	TOTAL	207	12.2%	168	10.6%	180	11.1%	190	11.0%	180	9.8%	206	9.8%	1,131	10.7%
Health & Social Welfare	100-299	453	14.1%	413	11.6%	391	11.9%	423	12.2%	420	11.9%	412	11.0%		
	300-499	233	4.8%	261	5.4%	169	4.8%	176	4.7%	161	4.1%	147	4.0%		
	500-599	16	0.2%	52	0.9%	21	0.8%			1	1.1%				
	600-699	66	2.8%	56	2.3%	37	1.9%	23	2.6%	21	2.5%	11	1.1%		
	TOTAL	768	4.6%	782	4.7%	618	5.4%	622	7.6%	603	7.2%	570	6.8%	3,963	5.7%
Anchorage Campus	050-099	880	27.1%	946	28.9%	801	25.6%	853	25.7%	952	28.0%	907	29.5%		
	100-299	11,307	21.3%	11,391	20.8%	11,717	19.9%	12,058	18.7%	12,389	18.2%	12,682	18.5%		
	300-499	1,657	9.9%	1,695	9.8%	1,607	9.6%	1,625	9.0%	1,707	8.9%	1,840	9.3%		
	500-599	11	0.2%	55	1.0%	10	0.2%	22	0.6%	7	0.1%	34	0.6%		
	600-699	185	3.9%	187	3.9%	208	3.9%	210	3.8%	201	3.9%	160	3.2%		
	TOTAL	14,040	16.8%	14,274	16.6%	14,343	16.3%	14,768	15.5%	15,256	15.1%	15,623	15.3%	88,304	15.9%
Kenai Campus	050-099	86	22.0%	102	24.8%	85	19.6%	95	22.2%	70	21.8%	71	21.3%		
	100-299	789	14.1%	807	12.7%	850	13.6%	945	14.2%	787	12.9%	858	13.5%		
	300-499	57	7.4%	42	6.1%	33	6.4%	67	17.9%	35	10.2%	45	10.3%		
	500-599	1	0.2%	1	0.2%	5	0.9%	4	0.6%	7	1.6%	2	0.5%		
	600-699					1	11.1%								
	TOTAL	933	12.9%	952	11.9%	974	12.5%	1,111	13.8%	899	12.5%	976	13.0%	5,845	12.8%
Kodiak Campus	050-099	19	16.5%	26	13.5%	46	21.4%	28	15.5%	45	22.3%	14	12.3%		
	100-299	217	9.6%	268	9.9%	181	7.5%	240	9.1%	247	11.3%	237	11.9%		
	300-499	5	6.1%			4	4.9%			2	5.3%	4	5.5%		
	500-599	3	3.0%			5	1.9%	1	0.4%						
	TOTAL	244	9.5%	294	9.9%	236	7.9%	269	8.6%	294	10.9%	255	10.9%	1,592	9.5%

Table C-1 (Cont)
Annual Attrition Rates by UAA College/Campus and Course Level
 2000-01 Through 2005-06

College/ Campus	Crs Lvl	2000-01		2001-02		2002-03		2003-04		2004-05		2005-06		Total 01-06	
		N	Rate	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
Mat-Su Campus	050-099	93	22.6%	118	25.5%	129	24.0%	118	20.8%	100	20.8%	126	23.1%		
	100-299	891	13.9%	833	13.8%	1,018	13.9%	1,169	14.2%	1,095	14.1%	1,152	15.4%		
	300-499	33	6.6%	60	10.9%	46	12.3%	51	11.7%	25	7.4%	29	10.5%		
	500-599	1	0.2%	2	0.5%	10	2.2%								
	TOTAL	1,018	13.0%	1,013	13.6%	1,203	13.8%	1,338	14.1%	1,220	14.2%	1,307	15.7%			7,099	14.1%
PWSCC Campus	050-099	42	4.1%	51	5.0%	33	2.1%	23	1.6%	21	2.2%	25	2.9%		
	100-299	279	6.0%	273	5.5%	277	5.2%	242	4.9%	269	5.1%	259	5.1%		
	300-499	5	5.7%	7	9.9%	2	5.1%	4	7.0%	5	9.3%	1	2.5%		
	500-599			1	1.6%										
	TOTAL	326	5.6%	338	5.5%	312	4.5%	269	4.1%	295	4.6%	276	4.7%			1,816	4.8%
Total UAA	050-099	1,124	21.6%	1,247	23.0%	1,102	18.6%	1,126	18.6%	1,192	22.1%	1,145	23.2%		
	100-299	13,600	18.6%	13,655	17.9%	14,124	17.3%	14,778	16.8%	14,901	16.5%	15,201	16.9%		
	300-499	1,757	9.7%	1,804	9.7%	1,692	9.5%	1,750	9.2%	1,774	8.9%	1,919	9.3%		
	500-599	16	0.2%	65	1.0%	30	0.5%	27	0.5%	14	0.2%	37	0.6%		
	600-699	185	3.9%	187	3.9%	209	3.9%	210	3.8%	201	3.9%	160	3.2%		
	TOTAL	16,682	15.4%	16,958	15.2%	17,157	14.8%	17,891	14.4%	18,082	14.2%	18,462	14.6%			105,232	14.7%

Source: OPRA Data Warehouse
 Prepared: 7/28/06

**Table C-2
Attrition Rate by Discipline**

Discipline	Fall 2003			Fall 2004			Fall 2005		
	Tot Enrol.	Attrit	Attrit Rate	Tot Enrol.	Attrit	Attrit Rate	Tot Enrol.	Attrit	Attrit Rate
Total	57,381	9,069	15.8%	57,537	9,024	15.7%	58,333	9,280	15.9%
Accounting	1,181	290	24.6%	1,233	310	25.1%	1,231	310	25.2%
Aerospace Science ROTC	144	23	16.0%	151	14	9.3%	108	9	8.3%
Agriculture	30	7	23.3%	15	1	6.7%			
Ak Outdoor Experiential Educ	63	4	6.3%	48	5	10.4%	136	13	9.6%
Alaska Native Languages	34			8					
Alaska Native Studies (AKNS)	200	13	6.5%	240	48	20.0%	225	33	14.7%
American Sign Language	414	70	16.9%	386	65	16.8%	334	47	14.1%
Anthropology	909	153	16.8%	948	151	15.9%	940	203	21.6%
Applied Statistics	376	68	18.1%	388	80	20.6%	379	87	23.0%
Architect Engineering Tech	357	38	10.6%	339	43	12.7%	269	27	10.0%
Art	1,637	243	14.8%	1,511	192	12.7%	1,543	181	11.7%
Astronomy	108	20	18.5%	88	11	12.5%	73	13	17.8%
Auto/Diesel Technology	257	12	4.7%	374	32	8.6%	366	30	8.2%
Aviation Maint Tech							403	46	11.4%
Aviation Technology (AT)	1,425	124	8.7%	1,512	129	8.5%	1,399	87	6.2%
Biology	3,425	557	16.3%	3,622	612	16.9%	3,678	640	17.4%
Biomedical Program-WWAMI	70			71			71		
Business Administration (BA)	2,246	309	13.8%	2,198	345	15.7%	2,157	291	13.5%
Career & Technical Education							2		
Chemistry	1,592	393	24.7%	1,614	341	21.1%	1,601	416	26.0%
Chinese (CHIN)	19	6	31.6%	22	6	27.3%	22	7	31.8%
Civil Engineering	205	12	5.9%	192	10	5.2%	219	11	5.0%
Communication	1,297	158	12.2%	1,207	136	11.3%	1,122	158	14.1%
Community Education (CED)	223	20	9.0%	148	13	8.8%	221	24	10.9%
Computer Info Office Systems	1,985	306	15.4%	2,137	358	16.8%	2,300	399	17.3%
Computer Info Systems	939	184	19.6%	915	166	18.1%	841	181	21.5%
Computer Science (CS)	337	87	25.8%	353	76	21.5%	306	88	28.8%
Computer and Networking Tech	887	72	8.1%	710	68	9.6%	744	95	12.8%
Construction Management				14	1	7.1%	86	6	7.0%
Counseling	140	13	9.3%	136	9	6.6%	133	8	6.0%
Creative Writing and Lit Arts	254	23	9.1%	217	19	8.8%	238	24	10.1%
Culinary Arts	278	47	16.9%	319	30	9.4%	379	38	10.0%
Dance (DNCE)	253	26	10.3%	209	24	11.5%	224	27	12.1%
Dental Assisting	127	3	2.4%	124	4	3.2%	107		
Dental Hygiene	110			102	1	1.0%	109		
Dietetics & Nutrition	225	17	7.6%	218	13	6.0%	229	23	10.0%
Early Childhood Dev (ECD)	435	35	8.0%	461	41	8.9%	425	23	5.4%
Economics	885	153	17.3%	930	196	21.1%	1,079	202	18.7%
Ed Dev & Leadership	230	6	2.6%	322	2	0.6%	434		
Education	1,912	35	1.8%	2,054	36	1.8%	1,552	24	1.5%
Education: Adult General	61	3	4.9%	58	6	10.3%	63	5	7.9%
Education: Physical Education	104	3	2.9%	31			48	1	2.1%
Electrical Engineering	11	1	9.1%	19	2	10.5%	35	1	2.9%
Electronics Technology	261	38	14.6%	216	18	8.3%	198	33	16.7%
Emergency Med Tech (EMT)	135	14	10.4%	108	19	17.6%	175	20	11.4%
Emergency Trauma Tech				8	1	12.5%			
Engineering							129	17	13.2%
Engineering Design Drafting	15	1	6.7%	9	1	11.1%	24	5	20.8%
Engineering Science	320	57	17.8%	366	50	13.7%	364	48	13.2%
Engineering Science Mgmt	117	8	6.8%	33			32		
English	3,318	567	17.1%	3,258	601	18.4%	3,152	565	17.9%
English as a Second Language	127	20	15.7%	159	10	6.3%	162	20	12.3%
Environmental Quality Engr	22	3	13.6%	18	3	16.7%	45	2	4.4%
Environmental Studies	67	5	7.5%	60	3	5.0%	83	6	7.2%
Family and Consumer Sciences				9					
Fire Science (FIRE)							107	14	13.1%
Fire Service Administration	90	9	10.0%	84	14	16.7%	16		
Floral Design (FD)				13	2	15.4%	22	4	18.2%
Food Service Tech	31	3	9.7%	34	5	14.7%			
French	188	45	23.9%	194	62	32.0%	182	38	20.9%
Geographic Information Systems	90	17	18.9%	75	14	18.7%	66	15	22.7%
Geography	670	153	22.8%	665	149	22.4%	516	100	19.4%
Geology	446	63	14.1%	449	49	10.9%	494	59	11.9%
Geomatics	190	21	11.1%	205	27	13.2%	186	23	12.4%
German	148	36	24.3%	168	42	25.0%	181	34	18.8%
Guidance	233	58	24.9%	191	42	22.0%	197	39	19.8%
Health				23			30	1	3.3%
Health Care Assisting (HCA)	82	23	28.0%	72	15	20.8%	41	3	7.3%
Health Science	358	11	3.1%	311	8	2.6%	292	12	4.1%
History	2,369	480	20.3%	2,311	479	20.7%	2,309	522	22.6%
Honors (HNRS)	110	9	8.2%	111	10	9.0%	135	11	8.1%
Human Services (HUMS)	696	47	6.8%	784	52	6.6%	695	78	11.2%
Humanities	181	27	14.9%	163	39	23.9%	182	28	15.4%

Table C-2 (Cont)
Attrition Rate by Discipline

Discipline	Fall 2003			Fall 2004			Fall 2005		
	Tot Enrol	Attrit	Attrit Rate	Tot Enrol	Attrit	Attrit Rate	Tot Enrol	Attrit	Attrit Rate
Industrial Technology (ITEC)	248	2	0.8%	347	3	0.9%	290	2	0.7%
Interdisciplinary Studies	44			44			43		
Interior Design	51	12	23.5%	46	8	17.4%	24	3	12.5%
International Studies (INTL)	32	5	15.6%						
Italian	10	2	20.0%						
Japanese	197	35	17.8%	226	40	17.7%	203	35	17.2%
Journalism & Public Comm	594	104	17.5%	568	78	13.7%	551	81	14.7%
Justice	769	185	24.1%	779	154	19.8%	724	156	21.5%
Korean (KOR)	10	5	50.0%	16	2	12.5%	19	3	15.8%
Languages	11	1	9.1%	6			6		
Latin	24	7	29.2%	20	8	40.0%	16	6	37.5%
Liberal Studies Integrated Cor	87	6	6.9%	108	8	7.4%	116	10	8.6%
Liberal Studies Integrated Sci	290	37	12.8%	282	25	8.9%	268	25	9.3%
Liberal Studies Social Science	111	12	10.8%	86	7	8.1%	126	16	12.7%
Library Science	33	10	30.3%	27	8	29.6%	38	7	18.4%
Linguistics	65	9	13.8%	70	8	11.4%	77	7	9.1%
Logistics	96	3	3.1%	70	3	4.3%	53	4	7.5%
Logistics Operations	16	1	6.3%	14			21		
Marine Science & Limnology				7					
Marine Technology	102	2	2.0%	11	1	9.1%	24		
Massage Therapy Program	140	3	2.1%	18			5		
Mathematics	3,998	1,210	30.3%	3,924	1,157	29.5%	3,897	1,187	30.5%
Mechanical Engineering	1			7					
Mechanical Tech	28	1	3.6%	38	1	2.6%	21	3	14.3%
Media	6			4			6		
Medical Assisting	296	56	18.9%	279	34	12.2%	288	45	15.6%
Medical Lab Tech	92	8	8.7%	87	5	5.7%	120	2	1.7%
Music	1,084	180	16.6%	961	161	16.8%	1,070	153	14.3%
Nursing (NURS)	327	19	5.8%	406	24	5.9%	626	24	3.8%
Nursing Science* (NS)	950	34	3.6%	927	24	2.6%	942	16	1.7%
Nursing-Practical Nursing	180	1	0.6%	125	3	2.4%	82	8	9.8%
Occupational Certif Training	27	5	18.5%	23	3	13.0%	19		
Occupational Safety and Health	66	7	10.6%	75	5	6.7%	109	17	15.6%
Paralegal (PARL)	115	20	17.4%	147	29	19.7%	115	23	20.0%
Paramedical Technology							30		
Petroleum Technology (PETR)	57	8	14.0%	45	6	13.3%	15	2	13.3%
Pharmacy Technology				40			77	10	13.0%
Philosophy	757	128	16.9%	825	131	15.9%	787	148	18.8%
Physical Ed & Rec	422	26	6.2%	489	32	6.5%	525	6	1.1%
Physical Ed Professional							62	9	14.5%
Physical Education	1,790	300	16.8%	1,646	315	19.1%	1,823	301	16.5%
Physics	556	150	27.0%	572	149	26.0%	565	155	27.4%
Political Science	465	70	15.1%	466	102	21.9%	477	133	27.9%
Preparatory English	1,075	198	18.4%	1,197	213	17.8%	1,144	213	18.6%
Process Technology	208	37	17.8%	189	31	16.4%	253	51	20.2%
Project Management				53	1	1.9%	119	1	0.8%
Psychology	2,551	389	15.2%	2,731	439	16.1%	2,605	433	16.6%
Public Administration	64	14	21.9%	134	12	9.0%	194	9	4.6%
Radiologic Technology	224	3	1.3%	251			241		
Refrigeration & Heating	121	21	17.4%	117	6	5.1%	127	14	11.0%
Russian	198	46	23.2%	151	20	13.2%	204	35	17.2%
Social Work	420	13	3.1%	448	8	1.8%	470	9	1.9%
Sociology	861	152	17.7%	916	154	16.8%	952	167	17.5%
Spanish	770	189	24.5%	681	169	24.8%	683	155	22.7%
Special Education	345	5	1.4%	287	18	6.3%	412	18	4.4%
Technology	27			32	1	3.1%	20	1	5.0%
Theater	364	59	16.2%	374	56	15.0%	337	50	14.8%
Vocational Education	51	2	3.9%	74			152	4	2.6%
Vocational Skills	18	5	27.8%	20	3	15.0%	13	2	15.4%
Welding Tech	217	13	6.0%	242	39	16.1%	231	41	17.7%
Womens Studies (WS)	45	10	22.2%	41	9	22.0%	40	5	12.5%
Total	57,381	9,069	15.8%	57,537	9,024	15.7%	58,333	9,280	15.9%

Source: OPRA Data Warehouse
Prepared: 7/27/06

Table C-3
Attrition by Start Time Within College/Campus
 2000-01 Through 2005-06

College/Campus	2001-02		2002-03		2003-04		2004-05		2005-06		05-06 Sign Diff	
	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Afternoon	Evening
ACAD AFFAIRS												
Morning	4	8.7	7	10.6	6	8.3	12	17.6	12	11.8		
Afternoon	2	5.3	5	7.2	5	8.2	6	9.4	1	2.1		
Evening	2	4.5					1	6.3	5	13.9		
Missing												
Total	8	5.9	12	7.9	11	7.2	19	12.0	18	9.1		
CAS												
Morning	3,861	23.6	3,880	21.9	3,998	20.6	4,401	21.0	4,433	21.5	<.0001*	<.0001*
Afternoon	3,045	20.7	3,239	19.3	3,088	18.2	3,167	18.1	3,208	18.7		0.6540
Evening	1,666	17.7	1,515	16.7	1,777	17.3	1,648	16.9	1,950	18.5		
Missing	876	20.2	872	19.0	875	18.3	855	18.1	855	18.7		
Total	9,448	21.1	9,506	19.7	9,738	18.9	10,071	19.0	10,446	19.8		
CBPP												
Morning	436	18.8	424	17.4	437	18.2	442	17.6	432	17.5	0.7371	0.0056*
Afternoon	489	19.5	567	19.8	544	18.4	531	18.7	521	17.2		0.0105*
Evening	522	16.3	513	15.6	468	14.9	493	15.7	491	14.8		
Missing	336	31.9	260	26.1	323	29.6	306	27.1	268	23.3		
Total	1,783	19.6	1,764	18.4	1,772	18.5	1,772	18.4	1,712	17.2		
CTC												
Morning	827	16.1	814	14.6	799	12.9	842	14.2	944	14.8	0.3485	0.0623
Afternoon	733	13.9	684	12.4	808	13.8	785	13.5	839	14.2		0.3604
Evening	654	11.9	679	12.4	734	12.7	683	12.1	791	13.6		
Missing	232	13.3	260	12.9	271	9.4	329	9.8	473	11.1		
Total	2,446	13.8	2,437	13.1	2,612	12.6	2,639	12.7	3,047	13.6		
CHSW												
Morning	183	8.3	179	7.2	230	7.7	197	7.1	202	7.2	0.9579	0.0008*
Afternoon	181	7.4	221	8.9	206	7.7	189	6.6	183	7.2		0.0008*
Evening	97	13.0	70	11.9	82	10.6	91	10.8	95	10.7		
Missing	16	2.0	30	5.0	49	4.4	44	3.6	45	2.6		
Total	477	7.6	500	8.1	567	7.5	521	6.8	525	6.6		
COE												
Morning	72	2.6	37	1.7	24	1.4	51	1.5	30	1.0	0.0082*	<.0001.*
Afternoon	46	1.7	89	2.9	83	2.3	74	2.3	46	1.8		<.0001*
Evening	49	5.8	57	8.6	57	10.5	40	6.7	37	6.0		
Missing	15	1.5	21	2.5	10	1.3	14	1.5	25	2.1		
Total	182	2.5	204	3.0	174	2.6	179	2.2	138	1.8		
SOEN												
Morning	64	12.3	79	13.4	91	12.5	95	14.6	81	10.5	0.8482	0.0270*
Afternoon	58	10.0	66	12.1	62	10.6	60	9.0	89	10.8		0.0167*
Evening	16	5.2	31	11.4	23	7.4	28	6.7	34	6.8		
Missing	11	8.4	9	5.2	15	6.8	12	9.9	12	6.9		
Total	149	9.7	185	11.7	191	10.4	195	10.5	216	9.5		
ANCHORAGE												
Morning	5,447	18.5	5,420	17.5	5,585	16.7	6,040	16.6	6,134	16.9	<.0001*	0.0026*
Afternoon	4,554	16.1	4,871	15.5	4,796	14.7	4,812	14.6	4,887	15.2		0.1414
Evening	3,006	15.0	2,865	14.8	3,141	15.1	2,984	14.6	3,403	15.7		
Missing	1,486	16.3	1,452	15.7	1,543	14.2	1,560	13.5	1,678	12.8		
Total	14,493	16.7	14,608	16.1	15,065	15.4	15,396	15.2	16,102	15.6		
KENAI												
Morning	340	15.3	291	13.4	281	14.8	240	12.8	276	13.4	0.1443	0.7821
Afternoon	288	11.4	285	11.5	386	13.5	291	11.7	276	11.9		0.2105
Evening	343	13.0	324	13.2	368	14.2	297	12.2	335	13.1		
Missing	46	7.1	39	6.5	44	10.7	102	18.8	85	14.8		
Total	1,017	12.7	939	12.2	1,079	13.9	930	12.7	972	12.9		

Table C-3 (Cont)
Attrition by Start Time Within College/Campus
2000-01 Through 2005-06

College/Campus	2001-02		2002-03		2003-04		2004-05		2005-06		05-06 Sign Diff	
	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Afternoon	Evening
KODIAK												
Morning	12	4.5	15	5.3	33	8.3	27	9.5	12	5.3	0.1390	0.0153*
Afternoon	39	11.9	25	8.6	27	8.0	33	11.2	29	8.6		0.3017
Evening	142	11.1	142	10.2	152	12.2	150	14.3	101	10.5		
Missing	93	8.1	55	4.5	76	7.8	74	8.8	97	12.4		
Total	286	9.5	237	7.5	288	9.7	284	11.5	239	10.4		
MAT-SU												
Morning	354	18.9	347	15.3	355	16.5	354	17.4	296	17.8	<.0001*	0.5282
Afternoon	303	14.1	313	13.1	315	13.4	339	15.3	336	13.0		0.0002*
Evening	373	15.5	351	13.0	386	13.7	307	15.4	325	17.0		
Missing	132	7.7	176	10.8	265	12.3	248	13.7	338	15.4		
Total	1,162	14.3	1,187	13.2	1,321	13.9	1,248	15.5	1,295	15.5		
PRINCE WM SD												
Morning	66	3.3	30	1.0	34	1.2	45	2.3	52	2.7	<.0001*	<.0001*
Afternoon	88	8.9	95	9.7	87	11.3	88	11.4	71	14.5		0.0067*
Evening	62	11.7	60	11.2	77	13.6	53	13.9	38	8.7		
Missing	99	4.0	101	3.8	89	3.4	100	3.6	95	3.2		
Total	315	5.3	286	4.0	287	4.2	286	4.9	256	4.4		
MILITARY-NORTH												
Morning	7	2.2	12	2.9	23	10.0	5	2.6			#	#
Afternoon			2	5.7	10	18.9						#
Evening	91	8.9	79	7.9	71	11.5	67	9.5	4	4.0		
Missing	2	3.7			42	12.2						
Total	100	7.1	93	6.4	146	11.8	72	7.7	4	2.5		
TOTAL UAA												
Morning	6,226	17.3	6,115	15.7	6,311	15.4	6,711	15.7	6,770	16.0	<.0001*	0.0026*
Afternoon	5,272	15.4	5,591	14.9	5,621	14.4	5,563	14.4	5,599	14.8		0.1414
Evening	4,017	14.4	3,821	13.9	4,195	14.6	3,858	14.3	4,206	15.2		
Missing	1,858	12.3	1,823	11.9	2,059	11.8	2,084	11.9	2,293	11.7		
Total	17,373	15.3	17,350	14.5	18,186	14.4	18,216	14.5	18,868	14.8		

* = Significant difference between Time of Day attrition rates within campus when P-values is LESS than 5% (P=0.05).

= Test not valid.

Source: OPRA Data Warehouse
Prepared: 8/14/06

Table C-4
Attrition Rates for Distance Delivery Courses
Annual

	Total		Attrition Grades				Tot Attrit	Ave Attrit Rate	Sign Diff
	Sect	Enroll	F	W	NP	AC			
2001-02									
Dist Delivery	75	2,167	285	281	0	10	576	27.9	
Non-Dist Delivery	7,499	111,232	6,926	8,577	232	1,062	16,797	11.6	
TOTAL	7,574	113,399	7,211	8,858	232	1,072	17,373	11.7	<.0001*
2002-03									
Dist Delivery	236	5,201	560	630	1	9	1,210	21.1	
Non-Dist Delivery	7,521	114,186	6,514	8,277	177	1,172	16,140	10.7	
TOTAL	7,757	119,387	7,074	8,907	178	1,191	17,350	11.0	<.0001*
2003-04									
Dist Delivery	284	5,884	603	628	3	36	1,270	19.3	
Non-Dist Delivery	8,063	120,368	6,686	8,864	181	1,185	16,916	10.7	
TOTAL	8,347	126,252	7,289	9,492	184	1,221	18,186	11.0	<.0001*
2004-05									
Dist Delivery	318	6,635	611	627	5	7	1,250	15.6	
Non-Dist Delivery	7,846	118,788	6,916	8,948	204	446	16,514	10.5	
TOTAL	8,164	125,423	7,527	9,575	209	453	17,764	10.7	<.0001*
2005-06									
Dist Delivery	420	7,859	638	812	1	15	1,466	15.3	
Non-Dist Delivery	7,848	119,111	7,050	9,376	132	440	16,998	10.4	
TOTAL	8,268	126,970	7,688	10,188	133	455	18,464	10.6	<.0001*

* = Significant difference between Distance Delivery and Non-Distance Delivery attrition rates when P-value is LESS than 5% (P=0.05).

Source: OPRA Data Warehouse
Prepared: 8/16/06

**Table C-5
Attrition by Instruction Type**

Instruction Type	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	Tot N	% Attrit	Tot N	% Attrit	Tot N	% Attrit	Tot N	% Attrit	Tot N	% Attrit
Combined Lec/Lab	6,249	14.9	6,713	14.2	7,506	13.5	7,109	15	7,394	14.9
Distance Teaching Indep	.	.	.	.	.	.	8	.	.	.
Field	16	6.3	1	.	.	.	.	.	.	.
Individual Study	81	3.7	114	0.9	122	1.6	115	2.6	108	0.9
Internship	160	3.8	195	2.1	171	1.2	236	2.5	205	2
Laboratory	4,337	11.2	4,451	11.6	4,931	11.7	4,919	10.1	4,942	10
Lecture	38,811	18.4	41,476	17	43,176	17.1	43,699	16.8	44,235	17.2
Open Entry	961	13.3	958	10.1	679	8	665	9.5	677	6.9
Practicum	255	5.5	294	3.7	300	2.7	357	2.8	313	1.3
Research	84	4.8	82	2.4	150	2.7	113	6.2	110	2.7
Seminar	69	.	94	5.3	197	9.6	190	7.4	234	5.6
Studio	8	12.5	11	9.1	.	.	.	.	8	.
Thesis	80	1.3	89	2.2	97	1	112	2.7	107	.
Workshop	101	.	107	.	52	.	14	.	.	.
TOTAL	51,212	17	54,585	15.9	57,381	15.8	57,537	15.7	58,333	15.9

Source: OPRA Data Warehouse
Prepared: 06/06/06

**Table C-6
Attrition Rates By Class Size-Group Courses**

	Total		Annual Attrition Grades (%)				Tot Attrit	Ave Attrit Rate	Sign Difference	
	Sect	Enroll	AC	F	NP	W			Medium	Large
2001-02										
Small (1-19)	5,105	47,238	7.9%	35.1%	3.5%	53.5%	5,158	10.9	<.0001*	<.0001
Medium (20-49)	1,927	53,922	5.6%	43.2%	0.5%	50.7%	9,946	18.4		0.0041
Large (50+)	164	11,483	4.8%	48.9%	0.2%	46.2%	2,250	19.6		
TOTAL	7,196	113,399	6.2%	41.5%	1.3%	51.0%	17,373	15.3		
2002-03										
Small (1-19)	5,060	46,572	9.1%	36.2%	2.9%	51.8%	4,846	10.4	<.0001	<.0001
Medium (20-49)	2,087	59,080	6.1%	41.0%	0.3%	52.6%	10,061	17.0		<.0001
Large (50+)	177	12,760	5.7%	49.3%	0.1%	44.9%	2,419	19.0		
TOTAL	7,324	119,387	6.9%	40.8%	1.0%	51.3%	17,350	14.5		
2003-04										
Small (1-19)	5,461	50,112	9.6%	34.4%	2.5%	53.5%	5,266	10.5	<.0001	<.0001
Medium (20-49)	2,156	60,638	5.3%	41.3%	0.4%	53.0%	10,395	17.1		0.5120
Large (50+)	189	14,333	6.3%	47.4%	0.5%	45.8%	2,490	17.4		
TOTAL	7,806	126,252	6.7%	40.1%	1.0%	52.2%	18,186	14.4		
2004-05										
Small (1-19)	5,416	49,687	6.9%	35.0%	2.8%	55.3%	5,091	10.2	<.0001	<.0001
Medium (20-49)	2,108	59,660	4.0%	42.8%	0.4%	52.8%	10,073	16.9		<.0001
Large (50+)	204	15,522	4.9%	47.2%	0.9%	47.0%	3,016	19.4		
TOTAL	7,728	125,875	5.0%	41.3%	1.1%	52.6%	18,216	14.5		
2005-06										
Small (1-19)	5,409	49,587	6.5%	35.3%	1.9%	56.3%	5,134	10.4	<.0001	<.0001
Medium (20-49)	2,180	61,797	4.1%	41.4%	0.1%	54.4%	10,888	17.6		<.0003
Large (50+)	197	14,955	2.8%	48.2%	0.7%	48.2%	2,824	18.9		
TOTAL	7,786	127,374	4.6%	40.7%	0.7%	54.0%	18,868	14.8		
2001-2006 Composite										
Small (1-19)	26,451	243,196	8.0%	35.2%	2.7%	54.1%	25,495	10.5	<.0001*	<.0001
Medium (20-49)	10,458	295,097	5.0%	41.9%	0.3%	52.7%	51,363	17.4		<.0001
Large (50+)	931	69,053	4.8%	48.1%	0.5%	46.5%	12,999	18.8		
TOTAL	37,840	612,287	5.8%	40.9%	1.0%	52.2%	89,993	14.7		

Source: OPRA Data Warehouse
Prepared: 8/21/06

Table C-7
Course Prerequisites and Attrition--TOTAL UAA
 Summer 2000--Spr 2006 (Composite)

Final Grade	Met		Not Met		Faculty Waiver		Total Attrit	
	N	% Tot	N	% Tot	N	% Tot	N	% Tot
Success								
A	6,272	27.1%	1,415	21.7%	9,907	30.7%	17,594	28.4%
B	6,550	28.3%	1,566	24.0%	8,020	24.8%	16,136	26.0%
C	4,433	19.1%	1,133	17.3%	4,994	15.5%	10,560	17.0%
D	1,206	5.2%	349	5.3%	1,458	4.5%	3,013	4.9%
P	60	0.3%	52	0.8%	464	1.4%	576	0.9%
Subtot	18,521	79.9%	4,515	69.1%	24,843	77.0%	47,879	77.3%
Stasis								
AU	25	0.1%	4	0.0%	47	0.1%	76	0.1%
DF	1	0.0%	2	0.0%	15	0.0%	18	0.0%
I	458	2.0%	173	2.6%	802	2.5%	1,433	2.3%
Subtot	484	2.1%	179	2.7%	864	2.7%	1,527	2.5%
Attrition								
F	1,424	6.1%	678	10.4%	2,603	8.1%	4,705	7.6%
W	2,363	10.2%	988	15.1%	3,373	10.5%	6,724	10.8%
NP	4	0.0%			12	0.0%	16	0.0%
AC	308	1.3%	95	1.5%	277	0.9%	680	1.1%
Subtotal	4,099	17.7%	1,761	27.0%	6,265	19.4%	12,125	19.6%
No Grades					8	0.0%	8	0.0%
Unknown	64	0.3%	78	1.2%	295	0.9%	437	0.7%
TOTAL	23,168	100.0%	6,533	100.0%	32,275	100.0%	61,976	
% Total	37.4%		10.5%		52.1%		100.0%	
Mean GPA	2.43		2.08		2.45		2.40	
P-value			<.0001*		0.1842			

Null Hypo 1: No significant mean attrition rate difference between students who met & did not meet prerequisite requirements
 Null Hypo 2: No significant mean attrition rate difference between students who met prerequisites and Faculty Waiver

Population = Just first time freshmen during Fall 2000--Spr 2006 (admitted as premajors, undeclared or majors)
 Excludes: Transfer Students, Non-Degree Students, Crs W/o Prereqs, Prereqs taken after Criterion Course.
 Excludes: Students admitted after first semester enrollment as degree seekers.
 Includes: All courses requiring a Prerequisite taken by population between Fall 2000 and Spring 2006
 Includes: Prerequisite courses taken concurrently with criterion course.
 Prerequisite Met = Grade of A, B, C, D, or P in all prerequisite courses.
 Prerequisite Not Met: All prerequisites either not all taken or all passed.
 Faculty Waiver: No record of prerequisite taken at UAA but student enrolled in class
 Multiple Prerequisites (And)=Requires successfully passing all requisite courses
 Optional Prerequisites (Or) = Requires successfully passing one of the options if taken.
 Assumes: Course prerequisite requirements remained constant during total time period

Source: OPRA Data Warehouse
 Prepared: 6/17/06

**Table C-8
Attrition Rates in Student Readiness (Developmental/College Prep) Courses by Discipline**

Discipline	2001-02			2002-03			2003-04			2004-05			2005-06			2002-06		
	Enroll	Attrit	Rate	Enroll	Attrit	Rate	Enroll	Attrit	Rate	Enroll	Attrit	Rate	Enroll	Attrit	Rate	Enroll	Attrit	Rate
CHEM	359	96	26.7%	473	143	30.2%	505	190	37.6%	512	140	27.3%	362	112	30.9%	2,894	821	28.4%
ENGL	648	133	20.5%	649	131	20.2%	568	137	24.1%	465	131	28.2%	340	79	23.2%	3,282	742	22.6%
ESL	222	31	14.0%	347	36	10.4%	254	39	15.4%	281	19	6.8%	271	42	15.5%	1,543	186	12.1%
MATH	2,652	870	32.8%	2,855	741	26.0%	2,922	783	26.8%	2,739	826	30.2%	2,632	831	31.6%	17,852	4,877	27.3%
PRPE	2,102	362	17.2%	1,947	325	16.7%	2,111	399	18.9%	2,063	353	17.1%	2,070	398	19.2%	12,131	2,190	18.1%
Subtotal	5,983	1,492	24.9%	6,271	1,376	21.9%	6,360	1,548	24.3%	6,060	1,469	24.2%	5,675	1,462	25.8%	37,697	8,816	23.4%

Attrition Rates in Community Interest (Selected 050-099) Courses by Discipline

Discipline	2001-02			2002-03			2003-04			2004-05			2005-06			2002-06		
	Enroll	Attrit	Rate	Enroll	Attrit	Rate	Enroll	Attrit	Rate	Enroll	Attrit	Rate	Enroll	Attrit	Rate	Enroll	Attrit	Rate
ACCT										12	3	25.0%	8	0	0.0%	23	3	12.9%
ADT				14	0	0.0%										14	0	0.0%
BIOL	36	0	0.0%	40	1	2.5%	36	0	0.0%	20	1	5.0%	47	2	4.3%	183	4	2.2%
CIOS	5	0	0.0%	7	0	0.0%	6	1	16.7%	7	2	28.6%	4	1	25.0%	34	4	11.9%
DNCE	16	1	6.3%	21	1	4.8%	8	2	25.0%	23	1	4.3%	11	0	0.0%	84	5	5.9%
HCA	48	2	4.2%	86	4	4.7%	22	6	27.2%	20	0	0.0%	24	0	0.0%	212	12	5.7%
Subtotal	105	3	2.9%	168	6	3.6%	72	9	12.5%	82	7	8.5%	94	3	3.2%	549	28	5.1%
Total	6,088	1,495	24.6%	6,439	1,382	21.5%	6,432	1,557	24.2%	6,142	1,476	24.0%	5,769	1,465	25.4%	38,246	7,375	19.3%

Source: OPRA Data Warehouse
Prepared: 8/2/06

Table C-9
Annual Attrition Rates in GER Categories--UAA TOTAL
TIER I: BASIC COLLEGE LEVEL SKILLS

	2001-02			2002-03			2003-04			2004-05			2005-06		
	Tot N	Attrit	Attrit %	Tot N	Attrit	Attrit %	Tot N	Attrit	Attrit %	Tot N	Attrit	Attrit %	Tot N	Attrit	Attrit %
Oral Communication															
COMM	2,364	320	13.5%	2,359	283	12.0%	2,739	299	10.9%	2,597	306	11.8%	2,483	323	13.0%
TOTAL	2,364	320	13.5%	2,359	283	12.0%	2,739	299	10.9%	2,597	306	11.8%	2,483	323	13.0%
Quantitative Skills															
MATH	2,707	931	34.4%	2,844	924	32.5%	2,842	912	32.1%	2,849	883	31.0%	3,014	996	33.0%
STAT															
TOTAL	2,707	931	34.4%	2,844	924	32.5%	2,842	912	32.1%	2,849	883	31.0%	3,014	996	33.0%
Written Communication															
ENGL 111	1,976	439	22.2%	2,115	455	21.5%	2,409	502	20.8%	2,399	544	22.7%	2,314	532	23.0%
ENGL	1,856	258	13.9%	2,048	283	13.8%	2,282	330	14.5%	2,388	355	14.9%	2,459	414	16.8%
TOTAL	3,832	697	18.2%	4,163	738	17.7%	4,691	832	17.7%	4,787	899	18.8%	4,773	946	19.8%
Total Tier 1															
TOTAL	8,903	1,948	21.9%	9,366	1,945	20.8%	10,272	2,043	19.9%	10,233	2,088	20.4%	10,270	2,265	22.1%

Table C-9 (Cont)
Annual Attrition Rates in GER Categories--UAA TOTAL
TIER II: DISCIPLINARY AREAS

	2001-02			2002-03			2003-04			2004-05			2005-06		
	Tot N	Attrit	Attrit %	Tot N	Attrit	Attrit %	Tot N	Attrit	Attrit %	Tot N	Attrit	Attrit %	Tot N	Attrit	Attrit %
Fine Arts															
ART	932	211	22.6%	1,036	125	12.1%	1,193	172	14.4%	1,218	167	13.7%	1,178	189	16.0%
DNCE	100	11	11.0%	122	17	13.9%	157	21	13.4%	163	13	8.0%	190	14	7.4%
JPC				8	0	0.0%				2	0	0.0%	9	0	0.0%
MUS	532	119	22.4%	575	119	20.7%	609	125	20.5%	684	125	18.3%	704	127	18.0%
THR	308	65	21.1%	503	88	17.5%	454	79	17.4%	437	82	18.8%	396	65	16.4%
TOTAL	1,872	406	21.7%	2,244	349	15.6%	2,413	397	16.5%	2,504	387	15.5%	2,477	395	15.9%
Humanities															
AKNS	107	20	18.7%	94	14	14.9%	105	14	13.3%	171	23	13.5%	146	20	13.7%
ART	322	101	31.4%	364	46	12.6%	369	45	12.2%	403	35	8.7%	387	46	11.9%
ASL	685	113	16.5%	748	131	17.5%	787	129	16.4%	809	129	15.9%	680	103	15.1%
CHIN	28	5	17.9%	29	3	10.3%	33	9	27.3%	45	14	31.1%	39	15	38.5%
ENGL	878	120	13.7%	992	125	12.6%	933	143	15.3%	1,088	196	18.0%	912	119	13.0%
FREN	304	72	23.7%	367	95	25.9%	295	67	22.7%	285	87	30.5%	270	75	27.8%
GER	213	54	25.4%	228	49	21.5%	255	60	23.5%	260	67	25.8%	280	65	23.2%
HIST	3,996	747	18.7%	3,930	687	17.5%	4,083	754	18.5%	3,894	715	18.4%	3,748	832	22.2%
HUM	109	25	22.9%	287	40	13.9%	289	42	14.5%	250	45	18.0%	308	57	18.5%
ITAL				39	4	10.3%	8	2	25.0%						
JPC	11	0	0.0%												
JPN	232	44	19.0%	266	54	20.3%	305	60	19.7%	300	64	21.3%	300	58	19.3%
KOR	10	5	50.0%	36	7	19.4%	24	10	41.7%	16	2	12.5%	19	3	15.8%
LAT	40	16	40.0%	26	5	19.2%	46	14	30.4%	34	14	41.2%	38	18	47.4%
LING	97	16	16.5%	100	16	16.0%	100	16	16.0%	99	15	15.2%	102	10	9.8%
MUS	54	9	16.7%	73	7	9.6%	87	14	16.1%	101	16	15.8%	132	26	19.7%
PHIL	1,254	270	21.5%	1,414	295	20.9%	1,431	238	16.1%	1,536	246	16.0%	1,464	283	19.3%
PS	53	3	5.7%	82	16	19.5%	64	11	17.2%	108	24	22.2%	70	18	25.7%
RUSS	185	54	29.2%	231	64	27.7%	302	62	20.5%	226	42	18.6%	258	43	16.7%
SPAN	1,070	299	27.9%	1,178	316	26.8%	1,187	319	26.9%	1,114	291	26.1%	1,007	212	21.1%
THR	152	25	16.4%	296	40	13.5%	182	25	13.7%	178	35	19.7%	166	20	12.0%
TOTAL	9,800	1,998	20.4%	10,780	2,014	18.7%	10,885	2,034	18.7%	10,917	2,060	18.9%	10,326	2,023	19.6%

Table C-9 (Cont)
Annual Attrition Rates in GER Categories--UAA TOTAL
TIER II: DISCIPLINARY AREAS

	2001-02			2002-03			2003-04			2004-05			2005-06		
	Tot N	Attrit	Attrit %	Tot N	Attrit	Attrit %	Tot N	Attrit	Attrit %	Tot N	Attrit	Attrit %	Tot N	Attrit	Attrit %
Natural Sciences															
ASTR	80	18	22.5%	49	15	30.6%	114	30	26.3%	113	27	23.9%	94	24	25.5%
BIOL	2,372	665	28.0%	3,062	778	25.4%	3,489	904	25.9%	3,785	994	26.3%	3,761	1,025	27.3%
CHEM	893	185	20.7%	929	161	17.3%	1,099	180	16.4%	1,202	193	16.1%	1,225	241	19.7%
ENVI	36	2	5.6%	39	6	15.4%	38	2	5.3%	41	1	2.4%	54	4	7.4%
GEOG	577	145	25.1%	520	140	26.9%	430	101	23.5%	439	123	28.0%	320	43	13.4%
GEOL	385	69	17.9%	448	68	15.2%	423	62	14.7%	526	73	13.9%	525	85	16.2%
LSIS	220	38	17.3%	293	43	14.7%	366	56	15.3%	327	38	11.6%	343	41	12.0%
PHYS	397	54	13.6%	413	70	16.9%	443	73	16.5%	469	84	17.9%	467	89	19.1%
TOTAL	4,960	1,176	23.7%	5,753	1,281	22.3%	6,402	1,408	22.0%	6,902	1,533	22.2%	6,789	1,552	22.9%
Social Sciences															
ANTH	1,243	254	20.4%	1,308	229	17.5%	1,449	218	15.0%	1,494	265	17.7%	1,580	343	21.7%
BA	638	177	27.7%	787	184	23.4%	857	149	17.4%	860	164	19.1%	858	147	17.1%
ECON	1,375	245	17.8%	1,471	311	21.1%	1,445	292	20.2%	1,495	296	19.8%	1,580	338	214.0%
ENVI	29	4	13.8%	44	12	27.3%	51	8	15.7%	54	11	20.4%	70	13	18.6%
GEOG	187	48	25.7%	230	55	23.9%	318	86	27.0%	329	73	22.2%	311	76	24.4%
HS	12	3	25.0%	17	2	11.8%	42	4	9.5%	46	9	19.6%	59	9	15.3%
HUMS	83	13	15.7%	86	5	5.8%	99	5	5.1%	79	4	5.1%	79	10	12.7%
INTL	33	7	21.2%	19	2	10.5%	24	5	20.8%	25	0	0.0%	21	5	23.8%
JPC	348	59	17.0%	374	90	24.1%	384	83	21.6%	365	64	17.5%	322	76	23.6%
JUST	469	124	26.4%	593	172	29.0%	563	165	29.3%	563	150	26.6%	496	153	30.8%
PARL	74	20	27.0%	86	23	26.7%	84	20	23.8%	92	23	25.0%	73	25	34.2%
PS	433	66	15.2%	487	73	15.0%	628	103	16.4%	574	118	20.6%	606	182	30.0%
PSY	2,389	520	21.8%	2,816	547	19.4%	3,046	508	16.7%	3,052	579	19.0%	2,815	522	18.5%
SOC	1,124	253	22.5%	1,229	199	16.2%	1,247	235	18.8%	1,287	205	15.9%	1,375	261	19.0%
SWK	80	5	6.3%	76	8	10.5%	104	14	13.5%	103	11	10.7%	95	18	18.9%
WS	22	4	18.2%	35	6	17.1%	61	11	18.0%	84	15	17.9%	82	18	22.0%
TOTAL	8,539	1,802	21.1%	9,658	1,918	19.9%	10,402	1,906	18.3%	10,502	1,987	18.9%	10,422	2,196	21.1%
TOTAL TIER II	25,171	5,382	21.4%	28,435	5,562	19.6%	30,102	5,745	19.1%	30,825	5,967	19.4%	30,014	6,166	20.5%

Table C-9 (Cont)
Annual Attrition Rates in GER Categories--UAA TOTAL
TIER III: INTEGRATIVE CAPSTONE

	2001-02			2002-03			2003-04			2004-05			2005-06		
	Tot N	Attrit	Attrit %	Tot N	Attrit	Attrit %	Tot N	Attrit	Attrit %	Tot N	Attrit	Attrit %	Tot N	Attrit	Attrit %
Integrative Capstone															
ART 491															
BIOL 452															
CEL 450															
CIS 376							182	21	11.5%	177	20	11.3%	181	22	12.2%
CS 470	8	0	0.0%	11	0	0.0%	15	0	0.0%	16	0	0.0%	8	0	0.0%
ECON 488	1	0	0.0%	9	2	22.2%	13	4	30.8%	2	1	50.0%			
EDFN 300	8	0	0.0%												
GEOL 456															
HIST 390A										84	16	19.0%	34	4	11.8%
HIST 427															
HNRS 490							7	0	0.0%	16	1	6.3%	16	2	12.5%
MATH 420	3	1	33.3%	11	0	0.0%	13	1	7.7%	3	0	0.0%	13	3	23.1%
MEDT 302				12	0	0.0%	8	0	0.0%	6	0	0.0%	13	0	0.0%
NS 411										31	0	0.0%	116	0	0.0%
PEP 384															
PSY 370	86	11	12.8%	86	7	8.1%	95	6	6.3%	105	13	12.4%	82	5	6.1%
RUSS 427															
SOC 488	16	1	6.3%	17	0	0.0%	12	0	0.0%	13	1	7.7%	16	0	0.0%
STAT 308															
SWK 431										13	0	0.0%	16	0	0.0%
TECH 453															
TOTAL	122	13	10.7%	146	9	6.2%	345	32	9.3%	466	52	11.2%	495	36	7.3%
TOTAL GER	34,196	7,343	21.5%	37,947	7,516	19.8%	40,719	7,820	19.2%	41,524	8,107	19.5%	40,779	8,467	20.8%
% Chg				11.0%	2.4%		7.3%	4.0%		2.0%	3.7%		-1.8%	4.4%	

Source: OPRA Data Warehouse
Prepared: 8/1/06

**Table C-10
Attrition And Repeat Courses**

Fall 2001 Grade	Initial N	No Repeat	Repeats to Success					Total	Unsuccessful Repeats					Total
			1	2	3	4	5+		1	2	3	4	5+	
F	3,512	2,634	430	23	1	1	455	415	6	2			423	
W	4,465	3,390	587	27	3		617	455	3				458	
NP	94	85	5				5	4					4	
AC	565	416	85	7			92	54	3				57	
TOTAL	8,636	6,525	1,107	57	4	1	1,169	928	12	2			942	
% Total	100.0	75.6	12.8	0.7	0.0	0.0	13.5	10.7	0.1	0.0			10.9	
Spring 2002														
Grade														
F	3,237	2,542	405	39	9		453	212	28	2			242	
W	3,802	3,031	464	58	8	2	532	216	16	6	1		239	
NP	106	92	13				13	1					1	
AC	502	393	70	9	2		81	23	4		1		28	
TOTAL	7,647	6,058	952	106	19	2	1,079	452	48	8	2		510	
% Total	100.0	79.2	12.4	1.4	0.2	0.0	14.1	5.9	0.6	0.1	0.0		6.7	
Fall 2002														
Grade														
F	3,572	2,857	396	35	8	1	2	442	258	14	1		273	
W	4,416	3,531	542	48	4			594	278	13			291	
NP	80	74	4	2				6						
AC	581	434	104	9	1			114	29	3	1		33	
TOTAL	8,649	6,896	1,046	94	13	1	2	1,156	565	30	2		597	
% Total	100.0	79.7	12.1	1.1	0.2	0.0	0.0	13.4	6.5	0.3	0.0		6.9	
Spring 2003														
Grade														
F	3,084	2,396	329	68	16	4	1	418	221	34	13	2	270	
W	4,059	3,113	520	94	18	5	1	638	231	59	13	4	308	
NP	88	74	9					9	4	1			5	
AC	604	451	84	18	5	2	1	110	30	7	3	1	43	
TOTAL	7,835	6,034	942	180	39	11	3	1,175	486	101	29	7	626	
% Total	100.0	77.0	12.0	2.3	0.5	0.1	0.0	15.0	6.2	1.3	0.4	0.1	8.0	
Fall 2003														
Grade														
F	3,658	2,631	421	74	15	3	1	514	456	46	5	4	2	513
W	4,682	3,328	626	128	22	2	3	781	503	52	15	2	1	573
NP	88	69	9	1		1		11	8					8
AC	633	424	97	22	11	3	2	135	60	12	2			74
TOTAL	9,061	6,452	1,153	225	48	9	6	1,441	1,027	110	22	6	3	1,168
% Total	100.0	71.2	12.7	2.5	0.5	0.1	0.1	15.9	11.3	1.2	0.2	0.1	0.0	12.9
TOTAL														
Grade														
F	17,063	13,060	1,981	239	49	9	4	2,282	1,562	128	23	6	2	1,721
W	21,424	16,393	2,739	355	55	9	4	3,162	1,683	143	34	7	2	1,869
NP	456	394	40	3		1		44	17	1				18
AC	2,885	2,118	440	65	19	5	3	532	196	29	6	2	2	235
TOTAL	41,828	31,965	5,200	662	123	24	11	6,020	3,458	301	63	15	6	3,843
% Total	100.0	76.4	12.4	1.6	0.3	0.1	0.0	14.4	8.3	0.7	0.2	0.0	0.0	9.2

Note: Number Repeats also includes PE and "Selected Topics" courses that share same course code by different topics

Source: OPRA Data Warehouse

Prepared: 8/1/06

Table C-11
Weekend Attrition By Campus/College
 2000-01 Through 2005-06

College/Campus	2001-02		2002-03		2003-04		2004-05		2005-06		05-06 Sign Diff
	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	
ACAD AFFAIRS											
Weekday	8	6.3	12	9.4	11	7.9	19	12.8	18	9.7	#
Weekend											
CAS											
Weekday	8,422	21.3	8,421	19.9	8,654	19.1	8,994	19.2	9,365	19.9	
Weekend	152	15.7	214	16.8	260	18.8	274	18.1	240	18.5	0.2046
CBPP											
Weekday	1,439	18.4	1,488	17.8	1,434	17.3	1,445	17.7	1,435	17.0	
Weekend	10	4.9	16	6.6	15	7.3	21	6.5	9	2.4	<.0001*
CTC											
Weekday	2,111	13.9	2,074	13.2	2,268	13.2	2,326	13.6	2,665	14.9	
Weekend	178	15.6	168	14.3	148	13.1	99	11.2	220	19.2	<.0001*
CHSW											
Weekday	454	8.7	463	8.7	513	8.3	472	7.6	476	7.8	
Weekend	8	3.4	8	3.0	5	2.3	4	1.9	9	4.5	0.0848
COE											
Weekday	127	2.5	170	3.7	160	3.5	143	2.3	106	2.0	
Weekend	40	2.9	14	1.3	4	0.5	24	2.1	9	0.8	0.0033*
SOEN											
Weekday	138	9.8	171	12.4	174	11.0	173	10.2	204	9.8	
Weekend			5	16.7	2	5.7	10	25.6	NA		#
ANCHORAGE											
Weekday	12,699	17.1	12,799	16.4	13,214	15.8	13,572	15.7	14,269	16.4	
Weekend	388	9.8	425	10.4	434	11.3	432	10.5	487	11.5	<.0001*
KENAI											
Weekday	954	13.5	887	12.9	1,017	14.3	819	12.6	866	13.1	
Weekend	24	6.1	18	4.3	17	6.7	17	4.6	25	7.6	0.0038*
KODIAK											
Weekday	197	10.8	184	9.7	207	11.0	203	13.5	153	10.1	
Weekend	5	3.1	3	1.8	19	10.6	12	8.1	10	9.3	0.7676
MAT-SU											
Weekday	1,002	15.4	1,061	14.4	1,211	15.6	1,164	17.4	1,156	17.4	
Weekend	146	23.2	104	17.5	80	16.7	78	17.1	65	18.0	0.7763
PWSCC											
Weekday	192	6.1	198	5.6	193	6.1	181	7.9	151	5.8	
Weekend	30	4.1	6	0.7	1	0.1	4	1.6	10	5.0	0.6287
MILITARY											
Weekday	92	8.6	86	7.3	127	13.0	67	9.4	4	3.7	
Weekend	6	2.0	5	1.9	19	7.2	5	2.5	NA		#
TOTAL UAA											
Weekday	15,136	16.1	15,215	15.4	15,969	15.3	16,006	15.4	16,599	15.9	
Weekend	599	9.7	561	8.8	570	10.0	548	9.9	597	11.3	<.0001*

*=Significant difference between weekday and weekend attrition rates when P-value is LESS than 5% (P=0.05).

= Test not valid.

Source: OPRA Data Warehouse

Prepared: 8/14/06

Table C-12
Attrition (Undergraduate) by Faculty Type by Course Level Within Campus
 2000-01 Through 2005-06

College/Campus	2001-02		2002-03		2003-04		2004-05		2005-06		05-06 Sign Diff
	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	
Anchorage											
050-099											
Adjunct Fac	559	29.7	500	27.5	490	28.8	558	31.3	533	32.0	
Regular Fac	295	32.8	270	26.1	380	29.0	344	29.8	352	34.3	
Total	854	30.7	770	27.0	870	28.9	902	30.7	885	32.9	
100-299											
Adjunct Fac	3,983	19.4	4,601	18.6	4,501	17.8	4,646	17.9	5,034	18.0	
Regular Fac	6,849	22.7	6,621	21.8	6,948	20.2	7,106	20.0	7,436	21.1	
Total	10,832	21.3	11,222	20.4	11,449	19.2	11,752	19.1	12,470	19.7	
300-499											
Adjunct Fac	236	7.3	261	8.1	279	9.1	267	8.0	287	8.4	
Regular Fac	1,275	10.7	1,232	10.2	1,286	9.9	1,348	10.0	1,382	9.9	
Total	1,511	10.0	1,493	9.7	1,565	9.8	1,615	9.6	1,669	9.6	
500-599											
Adjunct Fac	6	0.2	14	0.5	1	0.0	22	0.7	13	0.4	
Regular Fac	2	0.7	8	2.5	1	0.2	3	0.8	12	2.3	
Total	8	0.3	22	0.7	2	0.1	25	0.7	25	0.7	
600-699											
Adjunct Fac	19	2.6	33	3.8	38	4.6	42	5.4	29	3.4	
Regular Fac	158	4.8	174	5.0	141	4.4	111	3.6	118	3.6	
Total	177	4.4	207	4.8	179	4.4	153	4.0	147	3.6	
Total											
Adjunct Fac	4,803	16.5	5,409	16.1	5,309	17.0	5,535	17.2	5,896	15.9	
Regular Fac	8,579	18.4	8,305	17.5	8,756	15.9	8,912	15.8	9,300	17.2	
Total	13,382	17.7	13,714	17.0	14,065	16.3	14,447	16.3	15,196	16.7	<.0001*
Kenai-Peninsula											
050-099											
Adjunct Fac	77	25.3	53	17.5	66	28.8	53	20.9	65	22.2	
Regular Fac	31	28.4	26	17.7	25	17.6	7	18.9	16	32.0	
Total	108	26.2	79	17.6	91	24.5	60	20.7	81	23.6	
100-299											
Adjunct Fac	475	13.5	471	13.6	440	13.5	390	12.2	455	13.3	
Regular Fac	384	14.0	337	12.8	473	15.5	428	14.7	376	13.8	
Total	859	13.7	808	13.2	913	14.5	818	13.4	831	13.5	
300-499											
Adjunct Fac	10	3.0	22	13.0	11	13.4	16	13.3	21	13.6	
Regular Fac	27	9.8	22	12.0	42	16.3	15	7.1	23	8.1	
Total	37	6.1	44	12.5	53	15.6	31	9.4	44	10.0	
500-599											
Adjunct Fac	2	0.7	3	0.6	4	1.4	6	2.0	2	1.0	
Regular Fac											
Total	2	0.7	3	0.6	4	1.3	6	2.0	2	0.9	
Total											
Adjunct Fac	564	12.7	549	12.3	521	13.4	465	12.0	543	13.3	
Regular Fac	442	14.1	386	13.0	540	15.7	450	14.2	415	13.5	
Total	1,006	13.3	935	12.6	1,061	14.5	915	13.0	958	13.4	0.8181
Kodiak											
050-099											
Adjunct Fac	3	6.3	18	13.3	27	21.1	22	17.1	4	8.5	
Regular Fac	34	21.8	17	27.4	11	26.2	11	17.5	13	25.5	
Total	37	18.1	35	17.8	38	22.4	33	17.2	17	17.3	
100-299											
Adjunct Fac	102	8.2	129	7.7	126	10.4	125	9.4	80	6.9	
Regular Fac	136	10.6	70	8.3	120	10.6	122	18.3	138	16.8	
Total	238	9.4	199	7.9	246	10.5	247	12.4	218	11.0	
300-499											
Adjunct Fac	4	10.5									
Regular Fac					1	5.9	3	10.7	4	12.5	
Total	4	4.1			1	5.9	3	9.4	4	11.1	
500-599											
Adjunct Fac	5	5.6	1	0.3							
Regular Fac											
Total	5	5.6	1	0.3							
Total											
Adjunct Fac	114	8.1	148	6.9	153	10.0	147	9.0	84	6.4	
Regular Fac	170	11.3	87	9.3	132	10.4	136	17.9	155	16.9	
Total	284	9.7	235	7.6	285	10.2	283	11.8	239	10.8	<.0001*

Table C-12 (Cont)
Attrition (Undergraduate) by Faculty Type by Course Level Within Campus
 2000-01 Through 2005-06

College/Campus	2001-02		2002-03		2003-04		2004-05		2005-06		05-06 Sign Diff
	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	
Mat-Su											
050-099											
Adjunct Fac	93	24.9	74	21.1	99	24.2	80	21.2	113	23.4	
Regular Fac	22	23.7	39	21.2	15	24.6	16	37.2	10	10.6	
Total	115	24.6	113	21.1	114	24.3	96	22.9	123	21.4	
100-299											
Adjunct Fac	753	15.0	786	14.1	909	14.5	844	15.6	806	15.2	
Regular Fac	176	13.3	202	12.7	217	12.7	258	15.6	304	16.1	
Total	929	14.7	988	13.8	1,126	14.2	1,102	15.6	1,110	15.4	
300-499											
Adjunct Fac	53	13.0	28	11.4	30	12.1	9	8.0	23	15.3	
Regular Fac	10	9.9	9	6.0	4	3.4	10	6.8	10	6.0	
Total	63	12.4	37	9.4	34	9.3	19	7.3	33	10.4	
500-599											
Adjunct Fac	11	2.5									
Regular Fac											
Total	11	2.5									
Total											
Adjunct Fac	910	14.6	888	13.8	1,038	14.7	933	15.8	942	15.8	
Regular Fac	208	13.7	250	13.0	236	12.5	284	15.4	324	15.1	
Total	1,118	14.4	1,138	13.6	1,274	14.3	1,217	15.7	1,266	15.6	0.4067
Prince Wm Snd											
050-099											
Adjunct Fac	34	4.9	23	2.0	19	2.0	20	3.6	25	4.4	
Regular Fac			2	100.0							
Total	34	4.9	25	2.2	19	2.0	20	3.6	25	4.4	
100-299											
Adjunct Fac	124	3.4	134	3.7	144	3.6	137	3.4	97	2.7	
Regular Fac	125	22.8	111	19.8	112	18.2	119	23.8	122	21.7	
Total	249	6.0	245	5.8	256	5.5	256	5.7	219	5.2	
300-499											
Adjunct Fac	1	2.9	1	3.8	2	15.4					
Regular Fac	1	9.1	3	10.3	2	5.9	2	6.1			
Total	2	4.3	4	7.3	4	8.7	2	4.0			
500-599											
Adjunct Fac	1	2.7									
Regular Fac											
Total	1	2.7									
Total											
Adjunct Fac	160	3.7	157	3.2	165	3.3	157	3.4	122	2.9	
Regular Fac	126	22.5	117	19.8	114	17.5	121	22.7	122	21.2	
Total	286	5.8	274	5.0	279	4.9	278	5.4	244	5.0	<.0001*
Military-North											
050-099											
Adjunct Fac	10	15.9	2	4.1	6	8.5					
Regular Fac											
Total	10	15.9	2	4.1	6	8.5					
100-299											
Adjunct Fac	62	6.8	58	5.9	85	11.0	61	8.3			
Regular Fac	1	2.4									
Total	63	6.6	58	5.9	85	11.0	61	8.3			
300-499											
Adjunct Fac			2	20.0	1	20.0					
Regular Fac											
Total			2	20.0	1	20.0					
Total											
Adjunct Fac	72	7.4	62	6.0	92	10.9	61	8.1			
Regular Fac	1	2.4	0		0		0				
Total	73	7.2	62	6.0	92	10.9	61	8.1	0	0.0	#

Table C-12 (Cont)
Attrition (Undergraduate) by Faculty Type by Course Level Within Campus
 2000-01 Through 2005-06

College/Campus	2001-02		2002-03		2003-04		2004-05		2005-06		05-06 Sign Diff
	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	
Total UAA											
050-099											
Adjunct Fac	776	23.1	670	17.6	707	20.3	733	23.5	740	24.2	
Regular Fac	382	30.4	354	24.7	431	27.7	378	29.1	391	32.0	
Total	1,158	25.1	1,024	19.5	1,138	22.6	1,111	25.2	1,131	26.4	
100-299											
Adjunct Fac	5,499	15.8	6,179	15.4	6,205	15.2	6,203	15.3	6,472	15.6	
Regular Fac	7,671	21.2	7,341	20.4	7,870	19.3	8,033	19.4	8,376	20.3	
Total	13,170	18.5	13,520	17.8	14,075	17.2	14,236	17.4	14,848	17.9	
300-499											
Adjunct Fac	304	7.5	314	8.6	323	9.4	292	8.1	331	8.9	
Regular Fac	1,313	10.6	1,266	10.1	1,335	10.0	1,378	9.9	1,419	9.9	
Total	1,617	9.8	1,580	9.8	1,658	9.9	1,670	9.5	1,750	9.6	
500-599											
Adjunct Fac	25	0.7	18	0.4	5	0.1	28	0.8	15	0.4	
Regular Fac	2	0.7	8	2.4	1	0.2	3	0.8	12	2.2	
Total	27	0.7	26	0.6	6	0.1	31	0.8	27	0.7	
600-699											
Adjunct Fac	19	2.6	33	3.8	38	4.6	42	5.4	29	3.4	
Regular Fac	158	4.8	175	5.0	141	4.4	111	3.6	118	3.6	
Total	177	4.4	208	4.8	179	4.4	153	4.0	147	3.6	
Total											
Adjunct Fac	6,623	14.2	7,214	13.7	7,278	13.9	7,298	14.1	7,587	14.4	
Regular Fac	9,526	17.8	9,144	17.0	9,778	16.4	9,903	16.5	10,316	17.0	
Total	16,149	16.2	16,358	15.4	17,056	15.2	17,201	15.4	17,903	15.8	<.0001*

* = Significant campus difference between Regular and Adjunct faculty attrition rates when P-value is LESS than 5% (P=0.05). # = Test not valid.

Source: OPRA Data Warehouse
 Prepared: 8/14/06

Table C-13
Attrition (Undergraduate) by Faculty Type by Course Level Within Anchorage College
 2000-01 Through 2005-06

College/Campus	2001-02		2002-03		2003-04		2004-05		2005-06		05-06 Sign Diff
	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	
Acad Affairs											
100-299											
Adjunct Fac			1	5.6					4	10.0	
Regular Fac	7	7.5	5	5.2	7	7.6	10	13.2	5	6.1	
Total	7	7.5	6	5.3	7	7.6	10	10.4	9	7.4	
300-499											
Adjunct Fac											
Regular Fac	1	9.1	6	28.6	4	7.8	9	17.3	9	14.1	
Total	1	2.5	6	28.6	4	7.8	9	17.3	9	14.1	
TOTAL											
Adjunct Fac			1	5.6					4	10.0	
Regular Fac	8	6.0	11	9.4	11	7.7	19	12.8	14	9.6	
Total	8	6.0	12	8.9	11	7.7	19	12.8	18	9.7	#
CAS											
050-099											
Adjunct Fac	359	32.5	346	31.3	355	30.8	395	32.5	338	32.4	
Regular Fac	81	34.8	84	36.7	151	41.3	89	31.6	91	48.1	
Total	440	32.9	430	32.2	506	33.3	484	32.3	429	34.8	<.0001*
100-299											
Adjunct Fac	2,714	22.0	3,050	20.9	2,709	19.8	3,049	21.1	3,294	21.4	
Regular Fac	4,602	25.4	4,404	24.0	4,885	22.4	4,841	22.1	4,959	23.4	
Total	7,316	24.0	7,454	22.7	7,594	21.4	7,890	21.7	8,253	22.6	<.0001*
300-499											
Adjunct Fac	144	10.4	159	10.2	162	11.2	122	9.6	130	11.1	
Regular Fac	824	13.5	809	12.3	826	12.5	915	12.9	940	13.0	
Total	968	12.9	968	11.9	988	12.3	1,037	12.4	1,070	12.7	0.0641
500-599											
Adjunct Fac							1	3.7	1	1.8	
Regular Fac	2	7.4							1	1.3	
Total	2	1.2	0		0		1	2.2	2	1.5	#
600-699											
Adjunct Fac	3	2.9	3	8.1			4	5.7	6	11.1	
Regular Fac	36	5.9	49	7.5	37	4.8	35	4.7	39	4.6	
Total	39	5.5	52	7.5	37	4.7	39	4.8	45	4.9	#
Total											
Adjunct Fac	3,220	21.3	3,558	20.5	3,226	19.8	3,571	21.0	3,769	21.2	
Regular Fac	5,545	22.1	5,346	20.7	5,899	19.9	5,880	19.5	6,030	20.4	
Total	8,765	21.8	8,904	20.6	9,125	19.9	9,451	20.1	9,799	20.7	0.0384*
CBPP											
100-299											
Adjunct Fac	266	23.0	349	21.9	347	23.1	289	21.2	252	18.9	
Regular Fac	1,059	29.4	991	29.1	982	30.3	1,013	29.6	1,024	28.0	
Total	1,325	27.9	1,340	26.8	1,329	28.0	1,302	27.2	1,276	25.6	<.0001*
300-499											
Adjunct Fac	19	6.1	27	5.3	43	7.9	73	9.9	52	7.9	
Regular Fac	260	10.6	255	9.9	259	9.5	255	9.8	261	10.0	
Total	279	10.1	282	9.1	302	9.2	328	9.8	313	9.6	0.0985
600-699											
Adjunct Fac	6	14.3			11	15.1	13	12.1	3	6.8	
Regular Fac	58	9.7	54	8.1	31	5.2	31	6.5	36	7.6	
Total	64	10.0	54	8.0	42	6.3	44	7.5	39	7.6	#
Total											
Adjunct Fac	291	19.3	376	17.8	401	18.6	375	16.2	307	13.2	
Regular Fac	1,377	20.7	1,300	19.5	1,272	19.4	1,300	20.0	1,322	19.6	
Total	1,668	20.5	1,676	19.1	1,673	19.2	1,675	19.0	1,629	18.0	<.0001*

Table C-13 (Cont)
Attrition (Undergraduate) by Faculty Type by Course Level Within Anchorage College
 2000-01 Through 2005-06

College/Campus	2001-02		2002-03		2003-04		2004-05		2005-06		05-06 Ave Attrit
	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	
CTC											
050-099											
Adjunct Fac	200	25.7	154	21.7	135	24.7	163	29.0	195	31.3	
Regular Fac	214	32.1	186	23.0	229	24.2	255	29.2	261	31.2	
Total	414	28.7	340	22.4	364	24.4	418	29.1	456	31.2	0.9781
100-299											
Adjunct Fac	929	14.5	1,090	14.1	1,318	14.1	1,193	12.8	1,351	13.2	
Regular Fac	807	14.0	792	14.2	629	10.8	811	12.5	1,021	14.8	
Total	1,736	14.3	1,882	14.1	1,947	12.8	2,004	12.7	2,372	13.9	0.0026*
300-499											
Adjunct Fac	24	5.2	19	4.4	24	5.5	21	4.5	44	7.4	
Regular Fac	19	5.7	21	5.4	27	7.8	31	5.6	25	4.1	
Total	43	5.4	40	4.9	51	6.5	52	5.1	69	5.7	0.0133*
500-599											
Adjunct Fac	2	1.9					2	1.4	2	0.7	
Regular Fac			8	3.9	1	0.3	2	1.0	1	0.4	
Total	2	0.8	8	3.1	1	0.2	4	1.2	3	0.5	#
600-699											
Adjunct Fac			1	2.6							
Regular Fac	2	0.7	1	0.3							
Total	2	0.6	2	0.5							#
Total											
Adjunct Fac	1,155	14.9	1,264	14.1	1,477	14.1	1,379	13.1	1,592	13.6	
Regular Fac	1,042	14.5	1,008	13.6	886	11.8	1,099	13.5	1,308	15.1	
Total	2,197	14.7	2,272	13.9	2,363	13.1	2,478	13.3	2,900	14.2	0.0014*
CHSW											
100-299											
Adjunct Fac	54	13.2	74	13.3	71	13.1	54	12.8	87	13.5	
Regular Fac	235	13.4	274	13.9	292	13.4	298	11.8	292	12.3	
Total	289	13.4	348	13.8	363	13.4	352	11.9	379	12.5	0.3873
300-499											
Adjunct Fac	33	6.3	37	7.2	41	8.3	29	6.4	36	6.4	
Regular Fac	125	5.3	87	4.2	116	4.9	94	4.3	83	3.9	
Total	158	5.4	124	4.8	157	5.5	123	4.6	119	4.4	0.0082*
600-699											
Adjunct Fac	2	3.0	2	3.1	6	9.2	1	1.2			
Regular Fac	12	2.5	9	2.1	17	3.0	8	1.2	11	1.5	
Total	14	2.5	11	2.2	23	3.6	9	1.2	11	1.4	#
Total											
Adjunct Fac	89	8.7	113	9.9	118	10.7	84	8.8	134	10.3	
Regular Fac	372	8.0	370	8.2	425	8.3	401	7.4	375	7.1	
Total	461	8.1	483	8.6	543	8.7	485	7.6	509	7.8	0.0094*
COE											
100-299											
Adjunct Fac	5	13.5	6	10.2	9	16.1	11	19.6	10	11.6	
Regular Fac	76	15.5	85	16.3	81	13.0	64	9.4	33	6.3	
Total	81	15.4	91	15.7	90	13.3	75	10.2	43	7.0	0.0735
300-499											
Adjunct Fac	6	1.4	5	6.3	1	4.2	3	1.5	5	3.6	
Regular Fac	8	4.0	13	15.9	15	4.2	8	1.8	22	3.4	
Total	14	2.3	18	11.2	16	4.2	11	1.7	27	3.4	#
500-599											
Adjunct Fac	3	0.1	14	0.5	1	0.0	18	0.7	9	0.4	
Regular Fac									10	6.1	
Total	3	0.1	14	0.5	1	0.0	18	0.6	19	0.7	#
600-699											
Adjunct Fac	6	1.3	14	2.2	10	1.9	17	4.4	12	2.9	
Regular Fac	30	3.1	47	4.4	43	4.6	26	2.7	27	2.9	
Total	36	2.5	61	3.6	53	3.6	43	3.2	39	2.9	0.9628
Total											
Adjunct Fac	20	0.6	39	1.1	21	0.6	49	1.4	36	1.2	
Regular Fac	114	6.5	145	8.2	139	6.9	98	4.4	92	4.1	
Total	134	2.6	184	3.4	160	2.9	147	2.6	128	2.4	<.0001*

Table C-13 (Cont)
Attrition (Undergraduate) by Faculty Type by Course Level Within Anchorage College
 2000-01 Through 2005-06

College/Campus	2001-02		2002-03		2003-04		2004-05		2005-06		05-06 Ave Attrit
	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	
SOEN											
100-299											
Adjunct Fac	15	8.1	31	20.1	47	25.8	50	19.4	36	16.1	
Regular Fac	63	14.9	70	14.3	72	12.6	69	14.9	102	16.7	
Total	78	12.8	101	15.7	119	15.8	119	16.5	138	16.6	0.8426
300-499											
Adjunct Fac	10	9.0	14	11.7	8	6.4	19	9.1	20	6.7	
Regular Fac	38	8.4	41	10.6	39	7.6	36	6.8	42	7.2	
Total	48	8.5	55	10.9	47	7.4	55	7.5	62	7.0	0.7873
500-599											
Adjunct Fac	1	6.7									
Regular Fac											
Total	1	6.7									#
600-699											
Adjunct Fac	2	3.1	13	15.9	11	7.8	7	5.1	8	3.2	
Regular Fac	20	6.9	14	5.5	13	5.2	11	5.9	5	2.2	
Total	22	6.2	27	8.0	24	6.1	18	5.6	13	2.7	0.4802
Total	28	7.4	58	15.9	66	14.7	76	12.6	64	8.3	
Adjunct Fac	28	7.4	58	15.9	66	14.7	76	12.6	64	8.3	
Regular Fac	121	10.4	125	11.1	124	9.3	116	9.8	149	10.4	
Total	149	9.7	183	12.3	190	10.7	192	10.7	213	9.7	0.1064
Anchorage											
050-099											
Adjunct Fac	559	29.7	500	27.5	490	28.8	558	31.3	533	32.0	
Regular Fac	295	32.8	270	26.1	380	29.0	344	29.8	352	34.3	
Total	854	30.7	770	27.0	870	28.9	902	30.7	885	32.9	0.2143
100-299											
Adjunct Fac	3,983	19.4	4,601	18.6	4,501	17.8	4,646	17.9	5,034	18.0	
Regular Fac	6,849	22.7	6,621	21.8	6,948	20.2	7,106	20.0	7,436	21.1	
Total	10,832	21.3	11,222	20.4	11,449	19.2	11,752	19.1	12,470	19.7	<.0001*
300-499											
Adjunct Fac	236	7.3	261	8.1	279	9.1	267	8.0	287	8.4	
Regular Fac	1,275	10.7	1,232	10.2	1,286	9.9	1,348	10.0	1,382	9.9	
Total	1,511	10.0	1,493	9.7	1,565	9.8	1,615	9.6	1,669	9.6	0.0054*
500-599											
Adjunct Fac	6	0.2	14	0.5	1	0.0	22	0.7	13	0.4	
Regular Fac	2	0.7	8	2.5	1	0.2	3	0.8	12	2.3	
Total	8	0.3	22	0.7	2	0.1	25	0.7	25	0.7	#
600-699											
Adjunct Fac	19	2.6	33	3.8	38	4.6	42	5.4	29	3.4	
Regular Fac	158	4.8	174	5.0	141	4.4	111	3.6	118	3.6	
Total	177	4.4	207	4.8	179	4.4	153	4.0	147	3.6	0.7496
Total	4,803	16.5	5,409	16.1	5,309	17.0	5,535	17.2	5,896	15.9	
Adjunct Fac	4,803	16.5	5,409	16.1	5,309	17.0	5,535	17.2	5,896	15.9	
Regular Fac	8,579	18.4	8,305	17.5	8,756	15.9	8,912	15.8	9,300	17.2	
Total	13,382	17.7	13,714	17.0	14,065	16.3	14,447	16.3	15,196	16.7	<.0001*

* = Significant difference between Regular and Adjunct faculty attrition rates by college and course level within college when P-value is LESS than 5% (=0.05). # = Test not valid.

NOTE: COE college wide difference between regular and adjunct rates is significant even though rates within course levels are not because two course levels had insufficient numbers to test within course level but were included in College totals.

Source: OPRA Data Warehouse
 Prepared: 8/14/06

Table C-14
Attrition by Academic Rank Within Anchorage College

College/Campus	2000-01 Through 2005-06										05-06 Significant Difference			
	2001-02		2002-03		2003-04		2004-05		2005-06		Assoc	Asst	Instruct	Adjunct
	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit				
Acad Affairs														
Professor	3	5.5	5	8.3	3	7.1	4	33.3	6	15.0				
Assoc Prof	5	10.2	6	14.6	8	9.9	13	18.3	6	8.1				
Assist Prof							2	4.4	2	6.3				
Instructor														
Adjunct			1	5.6					4	10.0				
Other Fac*														
Missing														
Total	8	5.9	12	8.1	11	7.4	19	12.0	18	9.1	#	#	#	#
CAS														
Professor	1,723	21.0	1,869	21.5	1,911	22.3	2,044	22.5	2,088	24.9	<.0001*	<.0001*	<.0001*	<.0001*
Assoc Prof	1,425	23.2	1,227	21.2	1,187	21.3	1,321	21.1	1,002	19.7		0.3797	0.0004*	0.0180*
Assist Prof	2,074	23.7	1,841	20.5	2,292	19.6	1,878	18.0	1,867	19.1			0.0015*	<.0001*
Instructor	323	16.2	409	17.4	509	13.5	586	14.2	1,073	17.1				<.0001*
Adjunct	3,220	21.3	3,558	20.5	3,226	19.8	3,571	21.0	3,769	21.2				
Other Fac*							51	29.0						
Missing	73	16.2	66	9.8	46	8.6	42	9.0	40	9.5				
Total	8,838	21.7	8,970	20.5	9,171	19.7	9,493	19.9	9,839	20.6				
CBPP														
Professor	573	22.8	639	21.7	584	20.5	682	23.2	637	21.6	0.7539	<.0001*	<.0001*	<.0001*
Assoc Prof	246	20.9	243	21.8	292	23.9	313	22.3	329	21.2		<.0001*	<.0001*	<.0001*
Assist Prof	329	16.9	379	16.4	396	16.0	304	14.0	282	13.8			<.0001*	0.5873
Instructor	229	22.7	39	13.9					73	35.6				<.0001*
Adjunct	291	19.3	376	17.8	401	18.6	376	16.3	308	13.2				
Other Fac*														
Missing			2	10.0										
Total	1,668	20.4	1,678	19.1	1,673	19.2	1,675	19.0	1,629	17.9				
CTC														
Professor	139	12.5	105	9.2	88	7.9	73	7.1	88	11.1	0.0034*	0.0003*	0.1928	0.0511
Assoc Prof	333	20.0	313	18.8	278	16.6	216	12.8	259	15.5		0.5909	0.0790	0.0298*
Assist Prof	433	12.0	466	13.1	411	10.8	705	16.0	817	16.1			0.0140*	<.0001*
Instructor	137	16.5	124	12.0	109	11.8	89	9.9	144	13.1				0.6783
Adjunct	1,155	14.9	1,264	14.1	1,477	14.1	1,379	13.1	1,592	13.6				
Other Fac*							16	12.8						
Missing	112	12.6	42	10.9	62	11.3	19	11.9	10	7.5				
Total	2,309	14.6	2,314	13.8	2,425	13.1	2,497	13.3	2,910	14.2				
CHSW														
Professor	103	8.3	109	11.2	71	7.3	69	7.1	73	14.3	<.0001*	<.0001*	0.0171*	0.0031*
Assoc Prof	99	6.3	120	7.8	160	8.6	155	7.9	102	6.1		0.5139	0.1330	0.0006*
Assist Prof	167	9.5	139	7.4	170	8.2	149	6.9	185	6.6			0.2309	0.0012*
Instructor	3	4.8	2	2.7	24	12.2	27	9.9	24	8.5				0.6053
Adjunct	89	8.7	113	9.9	118	10.7	84	8.8	123	9.5				
Other Fac*							1	2.0	2	22.2				
Missing			10	10.5	2	0.7	4	1.8	1	0.5				
Total	461	7.9	493	8.6	545	8.4	489	7.4	510	7.5				
COE														
Professor	2	3.8	9	5.1	9	3.8	7	2.9	15	6.3	0.1053	0.1454	0.0336*	#
Assoc Prof	45	7.6	81	15.6	64	12.0	47	8.7	22	3.7		0.6817	0.3985	<.0001*
Assist Prof	27	3.4	25	3.6	47	5.5	18	2.1	46	4.2			0.2243	<.0001*
Instructor	40	13.2	30	8.3	19	4.8	26	4.6	9	2.7				#
Adjunct	20	0.6	39	1.1	21	0.6	49	1.4	36	1.2				
Other Fac*														
Missing	4	3.5	7	3.7	4	2.3	24	12.6						
Total	138	2.6	191	3.5	164	2.9	171	3.0	128	2.3				

Table C-14 (Cont)
Attrition by Academic Rank Within Anchorage College

College/Campus	2001-02		2002-03		2003-04		2004-05		2005-06		05-06 Significant Difference			
	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Enroll	Attrit	Assoc	Asst	Instruct	Adjunct
SOEN														
Professor	43	13.9	28	13.3	41	8.4	42	9.0	56	10.4	0.9558	0.0365*	0.0085*	0.2074
Assoc Prof	36	10.2	66	9.8	54	11.1	30	7.9	50	10.2		0.0423*	0.0086*	0.2442
Assist Prof	24	6.6			14	8.9	30	14.4	13	5.7			<.0001*	0.1843
Instructor	18	13.1	31	13.2	15	7.5	14	10.5	30	18.0				0.0002*
Adjunct	28	7.4	58	15.9	66	14.7	76	12.6	64	8.3				
Other Fac*														
Missing			2	2.4	1	4.5	2	3.7	2	3.9				
Total	149	9.7	185	11.7	191	10.6	194	10.5	215	9.6				
ANCHORAGE														
Professor	2,586	19.2	2,764	19.5	2,707	19.0	2,921	19.8	2,963	22.0	<.0001*	<.0001*	<.0001*	<.0001*
Assoc Prof	2,189	18.9	2,056	18.1	2,043	17.8	2,095	17.0	1,770	15.9		0.1149	0.6095	0.9938
Assist Prof	3,054	17.7	2,850	16.3	3,330	15.8	3,086	15.2	3,212	15.3			0.0447*	0.0323*
Instructor	750	17.3	635	14.7	676	12.3	742	12.4	1,353	16.2				0.5455
Adjunct	4,803	16.5	5,409	16.1	5,309	15.6	5,535	15.9	5,896	15.9				
Other Fac*							68	19.4	2	22.2				
Missing	189	11.6	129	8.8	115	7.4	91	8.3	53	5.6				
Total	13,571	17.5	13,843	16.8	14,180	16.1	14,538	16.2	15,249	16.6				
UAA TOTAL														
Professor	2,772	18.6	2,919	18.9	2,883	18.6	3,071	19.3	3,110	21.1	<.0001*	>.0001*	<.0001*	<.0001.*
Assoc Prof	2,479	19.0	2,260	17.5	2,306	17.3	2,329	17.1	2,006	16.0		0.1040	0.8579	.,0001*
Assist Prof	3,431	17.2	3,237	15.9	3,836	15.6	3,611	15.3	3,791	15.3			0.1017	0.0009*
Instructor	840	15.6	728	14.4	751	12.4	822	12.7	1,407	16.1				<.0001*
Adjunct	6,623	14.2	7,214	13.7	7,278	13.9	7,298	14.1	7,587	14.4				
Other Fac*	4	8.2			2	40.0	70	18.4	2	22.2				
Missing	212	9.7	153	6.1	162	7.7	106	7.5	66	5.0				
Total	16,361	16.0	16,511	15.2	17,218	15.1	17,307	15.3	17,969	15.7				

* = Significant difference between ranked faculty and adjunct faculty attrition rates when P-value is LESS than 5% (P=0.05).

= Test not valid.

Notes:

Adjunct Faculty = Non Ranked Faculty

Other Fac* = Regular faculty other than Ranked faculty e.g. visiting scholar, Tenure Track, etc.

Missing = Faculty status not identified.

Source: OPRA Data Warehouse

Prepared: 8/16/06

- There are some very significant attrition rate differences between the academic ranks at the Anchorage campus. Professors have the highest rate (22%) in AY 05-06 and it is statistically different ($P = <.0001$) compared to Associate Professors (16%), Assistant Professors (15%), Instructors (16%) and Adjuncts (16%). By contrast the differences are insignificant between Associate Professors and all other academic ranks. Assistant Professor rates are significantly different from both Instructors and Adjuncts. Finally, the difference is insignificant between Instructors and Adjuncts. These inter-rank differences are informative but explanations for such differences are not readily apparent. Further discussion and research is warranted before informed conclusions can be made.
- The Anchorage pattern varies dramatically by college. It is consistent with Arts & Sciences which is not surprising given the proportion this college represents of the entire Anchorage campus. Beyond that there are very different profiles for each college. Keep in mind these differences are masked in the Anchorage campus aggregate. Such information should serve as a point of discussion within each college about contributing factors, e.g. grading philosophy(s), types of students being served, curriculum offered, distance delivery, etc.

PEER ATTRITION RATES—Section IV

The last section (P-Tables) examines UAA attrition rates against our peers. Are our rates high or low? Are our university's attrition rates compatible with institutions with similar mission and characteristics? Should they be? What should be reasonable targets? How do UAA attrition rates compare with its sister MAU's in Alaska? Answers to these questions require an outside reference point.

Nine of UAA's 22 comparator peers agreed to participate: Columbus State U. (CSU), Indiana-Purdue-Ft Wayne U (IPFW), Indiana State U (ISU), Northern Kentucky U. (NKU), Boise State U. (BSU), U. North Carolina-Greensboro (UNCG), U. Southern Maine (USM), U. Massachusetts-Boston (UMB), and U. West Florida (UFW). Although not a comparator peer, University Alaska Fairbanks (UAF) also agreed to share their data for comparison.

This report presents institutional aggregate attrition statistics. However, the advance agreement between our peer universities in this project was to prepare information formats seen in these tables down to the discipline level and share such detailed comparison information between the respective Institutional Research offices. Global attrition rates mask important detail variations that contribute to the aggregate whole. No individual course or person was identified in such statistics for any institution.

Table P-1: Peer Attrition Rates by Course Level

This table displays institutional attrition rates by course level for every participating peer. Course level categories are identified in the legend and institutions who used a different course numbering scheme had their offerings cross-mapped to this structure before making comparisons. Note: Institutions were cross-mapped based on discipline titles rather than individual course identification so comparisons represent reasonable approximations. The Rate reveals proportion of all grades issued for a particular course level that were attrition grades, e.g. the 578 attrition grades in UAA 050-099 level courses represented 23.9% of all grades issued in 050-099 level courses at this institution during Fall 2005. Likewise, the 9,280 total grades represented 15.9% of all grades (58,303) issued at UAA during the semester.

- Peer Institutional attrition rates in Fall 2005 ranged from 11.1% (Indiana State Univ.) to 18% (Columbus State Univ.). UAA's attrition rate was 15.9 and UAF's rate was 15.2%. Such variation is a function of multiple influences, e.g. institutional/departmental grading practices, student body composition, institutional policies regarding such things as course withdrawal, course auditors, etc., curriculum advising and course placement practices, etc.
- Predictably, there is a similar pattern between course level and attrition rates among all peer universities. Students are more likely to attrit from developmental, college preparation and lower division courses. With greater college experience, "learning how to learn", getting closer to one's academic goal, developing closer bonds with faculty in one's chosen field of study, becoming

more specialized, greater identification and engagement with the university, etc., the student becomes more likely to perform successfully in courses.

Table P-2: Peer Attrition Grade Proportions.

This table looks more deeply into the types (proportions) of attrition grades that are awarded. Is attrition more a function of course failure, withdrawals, changing from credit to audit status, being dropped, etc.? Note: peers have different grade symbols but, through consultation, all of their symbols shown were determined to represent “attrition” as we have defined the term in this project.

- There were 3,817 course failures, across all course levels at UAA during Fall 2005. They represented 41% of all 9,280 UAA attrition grades (% Attrition). Those same 3,817 grades were also 6.5% of all grades issued at UAA during the semester (% Total).
- There was wide variation in types of attrition grades reflecting university policies regarding grading practices. The proportion of ‘F’ grades ranged from 25.4% to 67.6% of total attrition grades (UAA = 41.1%). The proportion of ‘W’ grades ranged from 3.2% to 71% (UAA = 53.3%). The institution that had 3.2% ‘W’ also had 35.9% L (Left-considered failure). Another peer had a 5.7% ‘W’ but had 29.8% DP (Dropped Passing) showing a university policy of separating students who withdrew from those who were dropped passing by the university.
- The proportion that failing grades represent of all attrition grades ranges from 25% (CSU) to 53% (ISU) compared to UAA’s 41%.
- Students are more likely to be withdrawn from courses at UAA (53% withdraw-0% dropped), whether student or instructor initiated, while at ISU students are more likely to be dropped (6% withdraw-41% dropped), which is an institutional action. This reflects different factors contributing to attrition and different strategies universities have for responding to these factors.
- UAA and UAF were the only institutions among responding universities who identified credit-to-audit changes and considered them as attrition indicators because of the attrition definition: Symbols that did not allow progress toward a degree or certificate.
- UAF had a higher proportion of failures but smaller proportion of withdrawals as attrition grades than UAA. Failing grades represented 6.5 percent of all UAA grades issued and 7.9% of all UAF grades issued. Conversely withdrawals constituted 8.5% and 6.8% of all grades at UAA and UAF respectively.

**Table P-2
Peer Attrition Grade Proportions
Fall 2005**

Grades	UAA			IPFW			CSU			ISU			UWF		
	N	% Attrit	% Tot	N	% Attrit	% Tot	N	% Attrit	% Tot	N	% Attrit	% Tot	N	% Attrit	% Tot
F	3,817	41.1%	6.5%	3,330	49.8%	8.0%	1,319	25.4%	4.6%	2,843	53.3%	5.9%	1,584	33.9%	4.6%
W	4,949	53.3%	8.5%	3,356	50.2%	8.0%	2,772	53.4%	9.6%				2,823	60.4%	8.2%
NP	59	0.6%	0.1%	1	0.0%	0.1%									
AC	455	4.9%	0.8%												
WF							912	17.6%	3.2%	203	3.8%	0.4%	67	1.4%	0.2%
WP										100	1.9%	0.2%			
WR													175	3.7%	0.5%
CW															
TR															
DF										572	10.7%	1.2%			
DP										1,591	29.8%	3.3%			
U							192	3.7%	0.7%	29	0.5%	0.1%	28	0.6%	0.1%
I*															
L															
M*															
UAU															
TOTAL	9,280	100.0%	15.9%	6,687	100.0%	16.1%	5,195	100.0%	18.0%	5,338	100.0%	11.1%	4,677	100.0%	13.6%

Grades	UNCG			USM			UMB			NKU			BSU		
	N	% Attrit	% Tot	N	% Attrit	% Tot	N	% Attrit	% Tot	N	% Attrit	% Tot	N	% Attrit	% Tot
F	2,875	32.7%	3.8%	1,247	42.9%	3.6%	1,865	43.1%	5.2%	3,348	45.8%	6.3%	6,541	67.6%	10.2%
W	5,682	64.7%	7.5%	92	3.2%	0.3%	2,461	56.9%	6.8%	3,966	54.2%	7.5%	2,066	21.4%	3.2%
NP	27	0.3%	0.0%												
AC															
WF	202	2.3%	0.3%												
WP															
WR															
CW													1,034	10.7%	1.6%
TR															
DF															
DP															
U	2	0.0%													
I*				367	12.6%	1.1%									
L				1,045	35.9%	3.0%									
M*				159	5.5%	0.5%									
UAU													28	0.3%	0.0%
TOTAL	8,788	100.0%	11.5%	2,910	100.0%	8.4%	4,326	100.0%	12.0%	7,314	100.0%	13.8%	9,669	100.0%	15.0%

Grades	UAF		
	N	% Attrit	% Tot
F	2,120	51.7%	7.9%
W	1,837	44.8%	6.8%
NP			
AC	144	3.5%	0.5%
WF			
WP			
WR			
CW			
TR			
DF			
DP			
U			
I*			
L			
M*			
UAU			
TOTAL	4,101	100.0%	15.2%

Peer Legend

UAA= Univ Alaska Anchorage
 IPFW = Indiana-Purdue-Ft Wayne
 CSU = Columbus State Univ
 ISU = Indiana State Univ
 NKU = Northern Kentucky Univ
 UNCG = Univ North Carolina-Greensboro
 USM = Univ Southern Maine
 UMB = Univ Massachusetts-Boston
 UWF = Univ West Florida
 BSU = Boise State Univ--Ugrad only
 UAF = Univ Alaska Fairbanks

Grades Legend

F,F* = Failure
 W = Withdrawal
 NP = No Pass
 AC = Credit to Audit
 WF = Withdraw Failing
 WP = Withdraw Passing
 WR = Withdraw Part Ref
 CW = Complete Withdraw

I* = Unresolved Incomplete-Considered F
 L = Left Univ.- Considered F
 M* = Missing Grade-Considered F
 TR = Withdraw Tot Ref
 DF = Dropped Failing
 DP = Dropped Passing
 U = Unsatisfactory
 UAU = Unsatisfactory Audit

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
AF ROTC	8.3	108	.	.	.	.	12.5	32	.	.	.	.	.	.	.	.	.	.	.	.	.	7
AK Native Studies	14.7	225	.	.	.	.	.	.	14.2	134	.	.	.	.	.	.	.	.	.	.	.	.
AK Outdoor Educ	9.6	136	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Accounting	25.2	1231	24.6	569	.	.	9.7	175	16.3	239	26.2	1047	16.9	1391	15.4	1061	11.6	1240	24.9	864	8.7	565
Accounting & Info Systems	.	.	.	.	.	.	.	.	13.3	98	.	.	.	.	.	.	.	.	.	.	.	.
Aerospace Study	.	.	.	.	.	.	.	.	.	.	19.6	56	.	.	.	.	.	.	.	.	.	.
Aerospace Tech	.	.	.	.	.	.	4	974	.	.	.	.	.	.	.	.	.	.	.	.	.	.
African & African-Amer Studies	.	.	.	.	.	.	9.6	438	.	.	.	.	.	.	.	.	.	.	.	.	.	.
African American Studies	.	.	.	.	.	.	.	.	.	.	.	.	.	8	336	.	.	.	.	.	.	.
Africana Studies	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	9.1	405	.	.	.	.	.
Afro Amer Studies	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	18.6	397	.	.	.
Afro American Studies - AFRO	.	.	.	.	16.7	12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Agriculture - AGR	.	.	.	.	.	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Airfram & Poweplnt Mech (AFPM)	.	.	.	.	.	.	.	.	2.4	84	.	.	.	.	.	.	.	.	.	.	.	.
Alaska Native Languages	.	.	.	.	.	.	.	.	1.9	52	.	.	.	.	.	.	.	.	.	.	.	.
Allied Health - AHLT	.	.	.	.	2.9	102	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Amer Sign Lang	14.1	334	.	.	.	.	.	.	15.4	130	.	.	10.6	66	.	.	.	.	.	.	9.9	202
Amer-New Engl Study	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	4.8	84
American Studies	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	17.1	561	.	.	.	.	.
Animal Sciences - ANSC	.	.	.	.	20	20	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Anthropology	21.6	940	13.6	59	17.4	442	15.7	178	15.7	548	11.2	546	16.7	1010	14	1028	12.2	952	14.5	1045	9.2	284
Apparel Product Design	.	.	.	.	.	.	.	.	.	.	.	.	.	.	5.8	86	.	.	.	.	.	.
Applied Arts	.	.	.	.	.	.	.	.	6.9	29	.	.	.	.	.	.	.	.	.	.	.	.

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Applied Business	15.9	665	.	.	.	.	.	.	.	.	.	.	.	.
Applied Computer Science - ACS	42	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Applied Linguistics	2.8	215	.	.	.	.
Applied Mining Technology	5	.	.	.	.	.	.	.	.	.	.	.	.
Applied Stats	23	379	.	.	29.8	433	.	.	14.6	233	19.9	680	.	.	36	581	.	.	27.5	916	6.7	15
Applied Tech Sci	13.6	22	.	.
Arabic	13	23	.	.	.	.	.	.	.	.	.	.	.	.
Arabic	22.2	27	.	.	.	.	.	.	.	.
Arabic	66.7	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Arabic	5.6	18	.	.
Arch Engin Tech	10	269	.	.	10.2	226	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Art	11.7	1543	.	.	.	.	11.7	326	11.2	680	11	953	11.6	2777	12.8	2120	12.4	662	10.6	696	5.1	625
Art (Art Education)	7.7	39	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Art (Art History)	10	201	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Art (Graphic Design)	6.3	159	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Art (Professional Practice)	10.7	28	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Art (Studio)	7.4	309	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Art Education	.	.	.	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Art History	.	.	18.3	437	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Art- Studio	.	.	14	344	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Art-Ceramics	5.1	79	.	.
Art-Drawing	9.1	164	.	.
Art-Education	20
Art-Education	8.9	45	.	.

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Art-Graphics	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	9.6	156	.	.
Art-History	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	10.2	244
Art-History	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	10.7	234	.	.
Art-Painting	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	16.3	43	.	.
Art-Photography	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	9.3	150	.	.
Art-Printmaking	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	4.4	45	.	.
Art-Sculpture	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2.5	40	.	.
Arts & Sciences	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	9
Asian Amer Studies	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	20.8	72	.	.	.	.
Astronomy	17.8	73	25	68	10.3	253	.	.	2.1	47	17.1	41	.	.	20.3	291	.	.	10	150	9.2	196
Athlete Train Prog	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	25	.	.
Athletic Training	.	.	.	.	.	.	10.6	358	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Auto-Diesel Tech	8.2	366	.	.	.	.	.	.	18.1	72	.	.	.	.	.	.	.	.	.	.	.	.
Aviation Maint Tech	11.4	403	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Aviation Tech	6.2	1399	.	.	.	.	.	.	13.8	80	.	.	.	.	.	.	.	.	.	30	.	.
Basque	.	.	.	.	.	.	.	.	.	.	.	.	14.3	14	.	.	.	.	.	.	.	.
Biochemistry	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	12.9	101	.	.	.	.
Biology	17.4	3678	23.6	874	19.6	1692	20.4	1469	14.1	1193	14.4	1952	17.3	3138	11.9	4976	16.4	1906	20.4	2593	7.5	1274
Biomedical-WWAMI	.	71	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Botany	.	.	.	.	.	.	.	.	.	.	.	.	6.3	48	.	.	.	.	.	.	.	.
Broadcasting/Cinema	.	.	.	.	.	.	.	.	.	.	.	.	.	.	8.3	993	.	.	.	.	.	.
Build Construction	.	.	.	.	.	.	.	.	.	10.3	58	.	.	.	.	.	.	.	.	.	.	.
Bus Comptr Proficiency	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	27
Bus: Associate	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	11	172

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Bus: Communication	8.4	403	.	.	.	.	.	.	.	.
Bus: General	10	907	.	.	.	.	.	.	.	.
Bus: International	10.6	66	.	.	.	.	.	.	.	.
Bus: Statistics	20.1	373	.	.	.	.	.	.	.	.
Bus Admin	13.5	2157	15.4	596	10.9	2579	9.2	2048	13.5	609	10.8	2963	.	.	13.6	272	.	.	.	1	4.6	1205
Business	10.8	564	.	.
Business Fort Wayne - BUFW	4.2	356	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Business Educ, Inform & Techn	11.3	282	.	.	.	.	.	.	.	.	.	.	.	.	.	.
CPCS: Management	17	.	.	.	.
CPCS: Organizing	6	.	.	.	.
CPCS: Youth Studies	22	.	.	.	.
Canadian Studies	13	46	.	.	.	.	.	.	.	.
Career-Tech Educ	.	2	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Center Social Dvlp	6.3	16	.	.	.	.
Chemistry	26	1601	16.9	884	22.2	1077	18.9	1240	18.4	738	19.1	978	16.6	1220	18.7	2320	18.4	658	26.7	1133	15.9	660
Child Dev & Fam Studies -CDFS	8.7	23	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Chinese	31.8	22	.	.	.	.	12.5	8	27.3	22	.	.	11.3	62	.	.	14.5	76	9.5	21	.	.
Civil Engin	5	219	.	.	.	.	.	.	5.9	219	.	.	3.9	413	.	.	.	.	.	.	.	.
Civil Engineering Tech - CET	10	80	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Classical Civilization	17.5	617	.	.	.	.	.	.
Classical Studies - CLAS	4.5	89	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Classics	7.6	66
Classics	17.8	438	.	.	.	.
Clinical	1	.	.	.	.	.	.	.	.

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM		
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
College Nursing	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	5.2	755
College Success	.	.	16.3	355	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Collegiate Studies	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	10.3	408
Comm Sciences & Disorders	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3.7	598	.	.	.	.	.	.	.
Comm-Compnr Portfolio	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1.5	67	.	.	.	.	.
Commun Counseling	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	8.1	62	.	.	.
Commun Educ	10.9	221	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Commun Plan-Dvlp	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2.5	40
Communication	14.1	1122	15.6	787	13.5	2467	7.3	1750	12.5	638	11.9	329	10.1	3172	8.5	1912	.	.	.	.	3.2	756	
Communication Disorders	.	.	.	.	.	.	2	302	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Communication Studies	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	10.5	153	.	.	.	.	.
Community Health Pract	.	.	.	.	.	.	.	.	.	44	.	.	.	.	.	.	.	.	.	.	.	.	.
Community Media-Tec	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	9	.	.	.	.	.
Community Planning	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	64	.	.	.	.	.
Comparative Literature - CMLT	.	.	.	.	19.3	57	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Compnr Info Off Sys	17.3	2300	.	.	.	.	.	.	15.1	994	.	.	.	.	.	.	.	.	10.6	218	.	.	.
Compnr Info Systems	21.5	841	17	458	.	.	9.4	202	.	.	18.5	878	14.4	940	12	1317	.	.	15.2	837	.	.	
Compnr Info Tech	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	23.9	67	.	.	.
Compnr Network Tech	12.8	744	.	.	.	.	.	.	.	.	.	.	12.6	95	.	.	.	.	.	.	.	.
Compnr:Engineering	.	.	.	.	.	.	.	.	.	.	13.7	51	.	.	.	.	.	.	.	.	.	.	.
Computer Engineering Tech-CPET	.	.	.	.	5.1	117	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Compnr Sci	28.8	306	23.5	825	18	916	19.2	713	19.9	381	19.7	547	20.8	370	15.8	304	19.6	368	17	483	17.4	304	
Conflict Resolution	.	.	.	.	.	.	.	.	.	.	.	.	.	.	6.8	118	.	.	.	.	.	.	.

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Consortium	.	.	.	.	.	.	.	.	.	.	.	.	.	.	5.6	18	.	.	.	.	.	.
Construct Mgmt	7	86	.	.	.	.	.	.	.	29	.	.	8	238	.	.	.	.	.	.	.	.
Construction Engr Tech - CNET	.	.	.	.	4.3	46	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Consumer and Family Sci - CFS	.	.	.	.	10	40	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Consumer, Apparel, Retail Stds	.	.	.	.	.	.	.	.	.	.	.	.	.	.	6.9	433	.	.	.	.	.	.
Core Center	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	100	4	.	.	.	.
Core Curriculum	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	12	83
Counseling	6	133	3.5	200	.	.	5.4	388	1.5	137	.	.	6.1	409	2.4	849	2.5	690	.	.	.	.
Creative Writing	10.1	238	.	.	.	.	.	.	.	.	14.1	78	.	.	.	.	.	.	.	.	1	96
Critical Read/Write	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	13.6	324	.	.	.	.
Critical Thinking	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1.1	91	.	.	.	.
Cross-Cultural Studies	.	.	.	.	.	.	.	.	4.3	23	.	.	.	.	.	.	.	.	.	.	.	.
Culinary Arts	10	379	.	.	.	.	.	.	8.6	243	1.6	184	.	.	.	.	.	.	.	.	.	.
Curric, Instruct & Media Tech	.	.	.	.	.	.	4.4	843	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Curriculum & Instruction	.	.	.	.	.	.	.	.	.	.	.	.	.	.	4.9	2201	.	.	.	.	.	.
Dance	12.1	224	.	.	.	.	.	.	.	.	4.7	64	.	.	8.7	1260	5	101	6.7	194	.	.
Dental Assist	.	107	.	.	9.5	147	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Dental Hygiene	.	109	.	.	1.9	315	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Dental Lab Technology - DLTP	.	.	.	.	.	157	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Developmental Studies	.	.	.	.	.	.	.	.	17.4	144	.	.	.	.	.	.	.	.	.	.	.	.
Developmental Studies Math	.	.	.	.	.	.	.	.	38.2	842	.	.	.	.	.	.	.	.	.	.	.	.
Diesel Technology (DSLTP)	.	.	.	.	.	.	.	.	16.7	12	.	.	.	.	.	.	.	.	.	.	.	.
Dietetics-Nutrition	10	229	.	.	16.4	293	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Dispute Resolution	.	.	.	.	.	.	.	.	.	.	.	.	14.5	131	.	.	.	.	.	.	.	.

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Dispute Resolution	6.7	119	.	.	.	.
Drafting Technology (DRT)	16.7	108	.	.	.	.	.	.	.	.	.	.	.	.
Early Child Educ	5.4	425	5.2	271	.	.	2.6	858	12.3	487	8.1	111	4.6	108	.	.	.	.	.	.	.	.
East Asian Studies	2.8	36	.	.	.	.
Ecology	15.2	33	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Economics	18.7	1079	29	687	14.4	667	18	827	18	488	13.2	506	17.2	1279	16.2	1616	17.6	1211	16.9	919	10.3	802
Ed Dvlp-Leadership	.	434	.	136	.	.	.	.	.	.	2.5	160	.	.	3.9	620	3.1	97	.	.	.	.
Educ Ldrsh, Adm, & Found	1.9	534	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Educ: Admin	51	.	.	.	.
Educ: Adult General	7.9	63	.	.	.	.	.	.	.	.	.	.	0.6	358	.	.	.	.	.	.	.	.
Educ: Applied Tech	8.9	79
Educ: Curric-Inst	4.7	1122	.	.	.	.	.	.	.	.
Educ: Elem Teacher	6.9	87
Educ: Except Child	7.6	543	.	.	.	.	.	.	.	.	.	.
Educ: Higher	3.8	79	.	.	.	.
Educ: Hum Res Counsl	3.4	236
Educ: Occupational	111	.	.	.	.
Educ: PE	2.1	48	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Educ: Prof Dvlp	97
Educ: Prof Dvlp2	9
Educ: Specialities	2.4	421	.	.
Educ: Tech	13.5	266	.	.	.	.	.	.	.	.
Educ: Technology	6
Educ: Voc-Tech	10.3	97	.	.	.	.	.	.	.	.	.	.

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Educ:Graduate	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1.6	506	.	.
Education	1.5	1552	.	.	4.4	2745	.	.	4.3	1300	9.6	2131	11.7	205	.	.	3.9	1001	2.8	1519	2.4	1424
Education - EDUA	.	.	.	.	4.9	268	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Education Admin	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0.7	147	.	.
Education, Curriculum/Instruction	.	.	5.7	472	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Education, Foundation	.	.	12.8	580	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Education, Middle Grades	.	.	2.2	46	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Education, Reading	.	.	11.5	156	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Education, Secondary	.	.	11.5	61	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Education, Technology	.	.	4.3	23	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Education/Teacher's Academy	.	.	.	.	.	.	.	.	.	.	.	.	.	.	33.3	12	.	.	.	.	.	.
Education: Secondary Education	.	.	.	.	.	.	.	.	4.9	142	.	.	.	.	.	.	.	.	.	.	.	.
Educational Psychology	.	.	.	.	.	.	10.2	664	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Educational Research Methodology	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3.4	233	.	.	.	.	.	.
Educator: Para-professional	.	.	.	.	.	.	.	.	7.7	26	.	.	.	.	.	.	.	.	.	.	.	.
Elect & Computer Eng Tech-ECET	.	.	.	.	14.1	312	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Elect Engin	2.9	35	.	.	10.5	172	.	.	5.7	194	20.3	522	8	362	.	.	.	.	.	.	5.4	93
Electronics Tech	16.7	198	.	.	.	.	7.4	585	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Emer Met Tech	11.4	175	.	.	.	.	.	.	8.1	123	.	.	.	.	.	.	.	.	10.5	19	.	.
Engin Design Draft	20.8	24	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Engin Sci	13.2	364	.	.	.	.	.	.	13.4	321	16.5	85	.	.	.	.	.	.	.	.	.	.
Engin Sci Mgmt	.	32	.	.	.	.	.	.	2.2	45	.	.	.	.	.	.	.	.	.	.	.	.

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM		
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
Engin Tech: Drafting	.	.	.	.	.	.	.	.	.	.	20	25	.	.	.	.	.	.	.	.	.	.
Engin Tech: Elect	.	.	.	.	.	.	.	.	.	.	19.2	26	.	.	.	.	.	.	.	.	.	.
Engin Tech: Indust	.	.	.	.	.	.	.	.	.	.	.	16	.	.	.	.	.	.	.	.	.	.
Engin: Industrial	.	.	.	.	.	.	.	.	.	.	9.1	33	.	.	.	.	.	.	.	.	.	.
Engin: Materials	.	.	.	.	.	.	.	.	.	.	.	.	10.3	29	.	.	.	.	.	.	.	.
Engin: Support	.	.	.	.	.	.	.	.	.	.	11.4	35	.	.	.	.	.	.	.	.	.	.
Engineering	13.2	129	5.9	51	15.3	307	.	.	.	.	8.3	36	11.4	701	.	.	22.2	90	.	.	29.7	37	
Engl 2nd Lang	12.3	162	.	.	.	.	.	23	.	.	6.5	260	6.9	131	.	.	5	181	.	6	5.6	90	
English	17.9	3152	18.8	2580	19.4	4252	10.8	4542	21.4	2078	17.2	2370	15.3	5878	9.6	5549	15.1	2757	13.1	4416	12.2	2447	
English Proficiency	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0.2	640
Engr Tech and Comp Sci - ETCS	.	.	.	.	18.2	33	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Entomology - ENTM	.	.	.	.	10	10	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Entrepreneurship	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	16.3	129	.	.	.
Env Coastal Ocean Sci	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	6	168	.	.	.	.	.
Environ Qual Engin	4.4	45	.	.	.	.	.	.	7.4	27	.	.	.	.	.	.	.	.	.	.	.	.	.
Environ Sci & Policy	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2.3	171
Environ Studies	7.2	83	12.1	149	.	.	.	.	.	.	7	86	.	2	7.4	27	20.2	188	24.2	33	9.7	31	
Eskimo	.	.	.	.	.	.	.	.	7.4	121	.	.	.	.	.	.	.	.	.	.	.	.	.
European Union Studies	.	.	50	2	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Exercise & Sport Science	.	.	.	.	.	.	.	.	.	.	.	.	.	.	10	2571	.	.	.	.	.	.	.
Exercise Sci-PE	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3.3	546	.	.	.	.	.
Exercise Science	.	.	14.1	184	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Family & Consumer Sciences	.	.	.	.	.	.	7.6	1048	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Film	.	.	.	.	.	.	.	.	16.7	18	.	.	.	.	.	.	.	.	.	.	.	.
Film Studies - FILM	.	.	.	.	15	40	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Acct & Finance	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3.8	210
Finance	.	.	.	.	.	.	5.6	144	.	.	.	.	.	.	9.9	425	.	.	7.1	589	.	.
Finance	.	.	.	.	.	.	.	.	.	.	.	.	9.4	585	.	.	.	.	.	.	.	.
Finance	.	.	22.7	256	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Fine Arts - FINA	.	.	.	.	11.7	863	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Fire Sci	13.1	107	.	.	.	.	.	.	12	191	.	.	.	.	.	.	.	.	.	.	.	.
Fire Serv Admin	.	16	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Fisheries	.	.	.	.	.	.	.	.	1.2	161	.	.	.	.	.	.	.	.	.	.	.	.
Fisheries-Aqua Sci	.	.	.	.	.	.	.	.	.	.	15	.	.	.	.	.	.	.	.	.	.	.
Floral Design	18.2	22	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Folklore - FOLK	.	.	.	.	8.7	92	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Food Science & Nutrition	.	.	.	.	.	.	.	.	.	12	.	.	.	.	.	.	.	.	.	.	.	.
French	20.9	182	29.3	167	12.2	123	22.3	103	17.7	62	18.5	27	15.3	189	23.3	523	22.2	270	14.3	182	6.8	146
Freshman Seminar	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	12.4	298
Freshman Seminar	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	11.8	68	.	.	.	.
Freshman Seminars Program	.	.	.	.	.	.	.	.	.	.	.	.	.	.	12.8	468	.	.	.	.	.	.
Gender Studies	.	.	.	.	.	.	.	.	.	.	.	.	16	81	.	.	.	.	.	.	.	.
General Core	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0.9	880	.	.	.	.
General Elective	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	50	2
Genetic Counseling	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	64	.	.	.	.	.	.
Geog Info Systems	22.7	66	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Geography	19.4	516	23.9	138	21.1	123	14	1450	14.5	228	9	635	16.1	440	14.8	1426	10.8	408	16.1	657	11.3	141

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Geological Engineering	.	.	.	.	.	.	.	.	.	34	.	.	.	.	.	.	.	.	.	.	.	.
Geology	11.9	494	24.6	224	15.1	490	19.3	523	.	.	5.3	75	13.8	694	.	.	.	.	10.4	367	7	355
Geomatics	12.4	186	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Geophysics	.	.	.	.	.	.	.	.	.	.	.	.	.	6	.	.	.	.	.	.	.	.
Geosciences	.	.	.	.	.	.	.	.	4.3	439	.	.	.	.	.	.	.	.	.	.	.	.
German	18.8	181	.	30	17.9	84	16.8	95	29.6	54	.	.	10.4	211	18.7	241	14.8	61	16.3	123	8	50
Gerontology	.	.	37	27	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Gerontology	.	.	.	.	.	.	.	.	.	.	.	.	.	.	6.3	32	.	.	.	.	.	.
Gerontology	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1.7	59	.	.	.	.
Gerontology	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	100	3	.	.	.	.
Gerontology - GERN	.	.	.	.	4	25	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Gerontology: Graduate	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3.6	165	.	.	.	.
Grad Studies	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	23
Graduate	.	.	.	.	.	.	.	24	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Greek	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3.6	28
Greek	.	.	.	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Greek	.	.	.	.	.	.	.	.	.	.	.	.	.	.	44.1	34	.	.	.	.	.	.
Greek	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	14.3	14	.	.	.	.
Guidance	19.8	197	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Health	3.3	30	.	.	.	.	8.3	890	16.1	484	.	.	.	.	6.3	1134	.	.	3.5	201	.	.
Health Studies	.	.	.	.	.	.	.	.	.	.	.	.	9.2	1483	.	.	.	.	.	.	.	.
History	22.6	2309	24.7	1461	22.2	1142	12	1778	25.8	919	16.9	1053	17.3	2329	11.8	2159	14.6	1008	13.6	2481	11.6	1095
Hlth Care Assist	7.3	41	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Hlth Information	.	.	.	.	.	.	.	.	.	.	.	.	7.8	129	.	.	.	.	.	.	.	.

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM		
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
Hlth Policy & Mgmt	6.7	60
Hlth Sci	4.1	292	12.4	339	.	.	.	.	.	.	10.9	579	.	.	.	.	.	.	.	.	.	.
Hlth: Environment	.	.	.	.	.	.	.	.	.	.	.	.	3.6	56	.	.	.	.	.	.	.	.
Honors	8.1	135	17.6	34	6.4	94	4.5	88	.	4	.	.	4.7	150	5.8	86	8.7	126	.	.	2.4	82	
Hospitality & Tourism Mgmt	.	.	.	.	.	.	.	.	.	.	.	.	.	.	5.6	213	.	.	.	.	.	.
Hospitality and Tour Mgt - HTM	.	.	.	.	13.2	204	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Human Develp & Family Studies	.	.	.	.	.	.	.	.	.	.	.	.	.	.	10.3	1814	.	.	.	.	.	.
Human Res Dvlp2	6.7	15
Human Serv	11.2	695	.	.	13	254	.	.	11.9	252	.	.	.	.	.	.	1.1	189	.	.	7.5	869
Human Serv-Mental	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	6.5	400	.	.
Human Services (HMSV)	.	.	.	.	.	.	.	.	.	1	.	.	.	.	.	.	.	.	.	.	.	.
Humanities	15.4	182	6.3	32	.	17	8.8	228	9.2	152
ISCI	.	.	22.2	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Immunology: Applied	2.2	46
Tech: Indust Technic	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Indust Tech	0.7	290	.	.	.	.	8.3	678	.	.	.	.	.	.	.	.	.	.	8.8	888	5.9	270
Indust/Mech Tech	.	.	.	.	.	.	10.6	434	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Industrial EngrTech - IET	.	.	.	.	14.5	173	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Information Tech	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	18.2	11	.	.	.	.
Instruct Design	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2.7	147	.	.	.	.
Insurance	.	.	.	.	.	.	11.3	194	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Integrative Sci	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	5.4	56	.	.
Interdiscip Studies	.	43	18.5	54	16.1	199	.	.	.	.	15	40	.	1	.	.	8.1	149	.	.	.	.

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Interior Design	12.5	24	.	.	6.2	241	.	.	.	.	.	.	.	.	9.4	588	.	.	.	.	.	.
Interlink	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	157	.	.	.	.	.	.
International Prog	.	.	.	.	.	.	.	.	.	.	.	.	.	7	.	.	.	.	.	.	.	.
International Stu Exchange	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	69	.	.	.	.	.	.
International Studies	.	.	.	.	.	.	.	4	.	.	.	.	.	.	10.7	56	.	.	.	.	.	.
Internatl Relations	.	.	.	.	.	.	.	.	.	.	15	173	.	.	.	.	.	.	.	.	.	.
Internatnl Relations	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	8.6	35	.	.	.	.
Italian	.	.	.	.	.	.	7.4	27	30.8	26	.	.	.	.	35.2	88	17.8	118	30.8	39	6.3	32
Japanese	17.2	203	13.6	59	.	.	25	36	17.6	74	12.3	106	31.3	128	9.8	92	20	80	23.6	89	23.5	34
Joint Master of Social Work	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	412	.	.	.	.	.	.
Journal-Pub Commun	14.7	551	.	.	12.1	182	8.1	296	10.5	277	8.9	1135	.	.	.	.	.	.	14.4	444	.	.
Justice	21.5	724	9.9	736	.	.	7.8	2138	13.6	286	9.5	864	13.9	1260	.	.	9.6	260	9.4	1346	9.8	397
Justice Administration	.	.	0.5	880	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Kinesiology	.	.	.	.	.	.	.	.	.	.	.	.	.	5.3	1374	.	.	.	.	.	.	.
Kinesiology-Activity	.	.	.	.	.	.	.	.	.	.	.	.	.	13.6	1834	.	.	.	.	.	.	.
Korean	15.8	19	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Labor Studies	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	6	.	.	.	.
Labor Studies - LSTU	.	.	.	.	22.8	114	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Labor-Indust Relaton	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	4.2	72	.	.
Language Arts	.	.	.	.	.	.	.	.	.	.	6.9	218	.	.	.	.	.	.	.	.	.	.
Languages	.	6	.	2	.	.	1.8	111	.	.	.	.	1.3	79	14.3	14	4	25	.	.	.	.
Latin	37.5	16	22	59	.	.	9.6	73	21.1	19	.	.	14.3	7	19.1	141	24.8	101	26.7	30	25.6	39
Latin Amer Studies	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	13	108	.	.	.	.
Law Enforcement	.	.	.	.	.	.	.	.	.	90	.	.	.	.	.	.	.	.	.	.	.	.

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM		
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
Leader & Organ Study	12.1	215
Learn Assist Prog	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	24.6	536	.	.
Legal Education Serv	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	82	.	.	.	.
Liberal Stud-Core	8.6	116	.	.	6.7	15	.	.	.	.	.	.	.	.	27.6	337	.	.	.	.	.	.
Liberal Stud-SCI	9.3	268	.	.	17.6	51	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Liberal Stud-Soc Sci	12.7	126	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Library Sci	18.4	38	.	.	.	.	.	.	23	495	.	.	.	.	9.5	665	.	.	.	.	.	.
Life Science	.	.	.	.	.	.	14.5	905	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Linguistics	9.1	77	.	.	5.4	93	7.8	103	13.8	116	32.1	28	11	164	27.8	18	7.7	13	.	.	17.7	203	
Logistics	7.5	53	.	.	.	.	.	.	.	.	.	.	.	.	8.5	235	.	.	.	.	.	.
Logistics Oper	.	21	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
MA-Liberal Studies	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	9.1	11	.	.
MBA: Acct-Finance	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3.6	247	.	.	.	.
MBA: Management	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	198	.	.	.	.
MBA: Marketing	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3.4	58	.	.	.	.
MBA: Mgmt Sci	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3.3	122	.	.	.	.
MPA Core Courses	.	.	4.3	345	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
MPA General Government	.	.	0.7	134	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
MPA Health Services	.	.	.	23	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
MPA Justice Administration	.	.	.	26	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
MS-Infor Systems	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	5.1	78	.	.
MS-Technology	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	12	25	.	.
Management	.	.	8.2	451	.	.	.	.	.	.	.	.	7	383	.	.	.	.	.	.	.	.
Management	.	.	.	.	.	.	7	358	.	.	.	.	.	.	6.6	1260	.	.	5.5	1116	.	.

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Management	5.9	713	.	.	.	.
Manager Communication	1.9	215	.	.	.	.
Marine Science & Limnology	4.1	172	.	.	.	.	.	.	.	.	.	.	.	.
Marine Tech	.	24	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Marketing	4	519	.	.	7.6	819	.	.
Marketing	.	.	8.2	342	.	.	4.6	452	.	.	.	.	10.2	539	.	.	.	.	.	.	.	.
Marketing	6.3	285	.	.	.	.
Massage Ther	.	5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Master of Business Adm	129	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Master of Business Admin	.	.	4.3	115	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Master of Teaching	1	307	.	.
Master's in Business Admin	3.8	1424	.	.	.	.	.	.
Master's in Liberal Studies	13.8	225	.	.	.	.	.	.
Masters Bus Admin	232
Masters-Manuf System	7
Math Proficiency	821
Math Skills	17.4	293	.	.	.	.
Math-Development	33.1	1373	.	.
Math: Education	2
Mathematics	30.5	3897	35.3	2264	33	3473	24	1813	31.8	1224	21.8	1699	36.3	5530	29.8	2331	28.4	1423	24.9	2132	20.7	2481
Mech Engin	3.4	238	.	.	.	.	.	.	.	.
Mech Tech	14.3	21	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Mechanical Engineering	4.9	142	.	.	.	.	.	.	.	.	.	.	.	.

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Mechanical Engineering - ME	14.5	165	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Mechanical Engr Tech - MET	5.9	222	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Media	.	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3.8	343
Medical Assist	15.6	288	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Medical Lab Tech	1.7	120	.	.	.	.	.	.	.	.	74	.	.	.	.	.	.	.	.	.	.	.
Medical Sci: Applied	1.7	60
Medieval Studies	25	4	.	.	.
Mental Hlth Serv	3	.	.	.	.	.	.	.	.	.	.	.
Mfg/Const Tech	5.2	563	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Mgmt Sci-Info Systems	11.1	894	.	.	.	.
Mgmt: Entrepreneur	2.6	39	.	.	.	.	.	.	.	.
Mgmt: Human Res	5.3	263	.	.	.	.	.	.	.	.
Military Sci	6.9	58	.	.	.	.	.	8	10	10
Military Sci-Lead	8.5	47	.	.	.	.	.	.	.	.	.	.
Military Science	21.4	42	3.3	61	.	.	.	.	18.2	33	.	.	.	.	.	.
Mineral Prep Engineering	1	.	.	.	.	.	.	.	.	.	.	.	.
Mining Engineering	1.9	53	.	.	.	.	.	.	.	.	.	.	.	.
Mrkt-Distribute Educ	3	.	.	.	.	.	.	.	.	.	.	.
Music	14.3	1070	.	.	12	1319	8.2	1744	10	883	8.6	711	23.6	1082	8.5	4645	10.1	594	12.6	1821	8.1	1540
Music, Applied	.	.	8.5	282	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Music, Education	.	.	2.6	151	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Music, General	.	.	12.4	946	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Music, Performance	.	.	8.9	79	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Music: Applied	17.1	286	.	.	.	.	.	.	.	.

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM		
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
Music: Educ	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	8.3	108
Music: Ensembles	.	.	.	.	.	.	.	.	.	.	.	.	4.1	442	.	.	.	.	.	.	.	.	.
Music: Perform	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3.1	289
Music: Private	.	.	.	.	.	.	.	.	.	.	.	.	8.3	361	.	.	.	.	.	.	.	.	.
Nat Stud Exchnge	.	.	.	.	.	.	.	.	.	.	.	.	.	10	.	.	.	.	.	.	.	.	.
National Student Exchange	.	.	.	.	.	.	.	.	.	62	.	.	.	.	.	.	.	.	.	.	.	.	.
Natural Resources Management	.	.	.	.	.	.	.	.	10.6	311	.	.	.	.	.	.	.	.	.	.	.	.	.
Near East Lang & Culture -NELC	.	.	.	.	15.4	26	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Northern Studies	.	.	.	.	.	.	.	.	4.5	89	.	.	.	.	.	.	.	.	.	.	.	.	.
Nursing	3.8	626	2.4	423	8.2	782	9.7	1091	.	.	3.7	510	2.1	1705	3	2342	2.1	1601	3.1	1868	1.2	1574	
Nursing Sci	1.7	942	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1.9	532	.	.	.
Nursing-Bachelor	.	.	.	.	.	.	.	.	.	.	.	.	15	.	.	.	.	.	.	.	.	.	.
Nursing-Practical	9.8	82	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	33.3	3	.	.	.
Nutrition	.	.	.	.	.	.	.	.	.	.	.	.	.	.	9.1	1267	.	.	.	.	.	.	.
Occup Cert Train	.	19	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Occup Safety-Hlth	15.6	109	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Occup Therapy	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	148
Operations Mgmt	.	.	.	.	.	.	.	.	.	.	.	.	5.7	246	.	.	.	.	.	.	.	.	.
Operations Mgt & Analysis	.	.	.	.	.	.	5.6	36	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Org Leadership Supervision OLS	.	.	.	.	9	869	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Organ Leadership	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	7.4	27	.	.	.
PE -Recreation	1.1	525	.	.	6.4	344	9	902	.	.	3.5	400	.	.	.	.	.	.	.	.	.	2.8	109

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
PE-Professional	14.5	62	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Paralegal	20	115	.	.	.	.	.	.	14.3	70	12.7	424	5.5	73	.	.	.	.	.	.	.	.
Paramedical Tech	.	30	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Peace & Conflict Studies PACS	.	.	.	.	33.3	15	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Petroleum Engineering	.	.	.	.	.	.	.	.	3.8	78	.	.	.	.	.	.	.	.	.	.	.	.
Petroleum Tech	13.3	15	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pharmacology & Toxicology PCTX	.	.	.	.	12.5	80	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Pharmacy Tech	13	77	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Philosophy	18.8	787	40.6	507	22.4	1317	30	367	9.4	171	18.7	989	28.1	1209	20.8	1298	18.1	1135	17.9	988	9.7	699
Philosophy & Law	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	14.3	21	.	.	.	.
Physical Educ	16.5	1823	10.4	872	.	.	8.2	2124	.	.	6.9	938	.	.	.	.	.	.	7.9	680	1.3	158
Physical Education & Leisure	.	.	8.3	980	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Physical Sci	.	.	.	.	.	.	.	.	.	.	.	.	25	4	.	.	.	.	.	.	.	.
Physics	27.4	565	20.9	153	14.5	359	14.2	451	20.9	445	15.6	544	12.1	684	17.5	377	22.2	487	10.1	317	17.4	282
Political Sci	27.9	477	19	1093	28.6	710	16.5	807	13.2	438	20.2	406	16.2	1650	12.4	1602	14.9	1180	18.4	1617	9.2	741
Popular Culture	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	4
Portuguese	.	.	.	.	.	.	.	.	.	.	.	.	.	.	25	16	.	.	.	.	.	.
Portuguese	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	33	.	.	.	.
Prep English	18.6	1144	.	.	.	.	.	.	19	200	.	.	.	.	.	.	.	.	24.1	291	.	.
Prior Learning	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	25	4	.	.
Process Tech	20.2	253	.	.	.	.	.	.	3.6	252	.	.	.	.	.	.	.	.	.	.	.	.
Professional Dvlp	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	294	.	.	.	.
Proj Mgmt	0.8	119	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Psych: School	2.2	136	.	.	.	.
Psychology	16.6	2605	26.8	713	18.6	2152	10.7	1964	16.2	767	14.5	2010	15.5	3874	10.6	2551	13	2044	16.1	2562	13	1453
Public & Environ Affairs SPEA	13.2	958	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Public Admin	4.6	194	.	.	.	.	.	.	.	.	31.7	82	.	.	.	.	.	.	5.5	254	.	.
Public Administration	12.8	78	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Public Affairs	2.7	262	.	.	.	.
Public Hlth	40	10	.	.	.	.	.	.	.	.	.	.
Public Policy	2.2	93	.	.	.	.
Public Policy & Mgmt	6.7	299
Public Relations	2.6	115	.	.
Radio/TV	7.8	714	.	.
Radiologic Tech	.	241	.	.	.	.	.	.	.	.	.	.	1.5	410	.	.	.	.	2.1	238	.	.
Reading	.	.	20.5	73	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Recreation (RECR)	17.6	642	.	.	.	.	.	.	.	.	.	.	.	.
Recreation Hlth Fitness	6.6	136
Recreation and Parks Mgmt	6.9	406	.	.	.	.	.	.
Refrig Heating	11	127	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Regents Reading & Writing Skills	.	.	49.5	311	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Religion	34.5	58	.	.	.	.	.	.	.	.	.	.	18.2	170	.	.
Religion (RELG)	12.1	33	.	.	.	.	.	.	.	.	.	.	.	.
Religion Studies	24	221	.	.	.	.
Religious Studies	20.8	973	.	.	.	.	.	.
Religious Studies - REL	26.1	23	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Residential College	7.2	304	.	.	.	.	.	.

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Respiratory Care	3.5	310	.	.	.	.	.	.	.	.
Respiratory Therapy	6.2	161	.	.	.
Retailing & Consumer Stds	5.6	89	.	.	.	.	.	.
Rural Development	6	215	.	.	.	.	.	.	.	.	.	.	.	.
Rural Human Services	167	.	.	.	.	.	.	.	.	.	.	.	.
Russell Scholar Prog	4	99
Russian	17.2	204	.	.	.	.	.	.	9.5	84	.	.	.	.	21.1	76	20	35	.	.	13.3	30
School Counseling	4.8	21	.	.
School Psychology	3.6	138	.	.	.	.	.	.	.	.	.	.	.	.	.	.
School of Technology	5.3	38	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Sci Educ	20.8	53	.	.	.	.	.	.	.	.	.	.
Science	15	273
Science Applications	18	.	.	.	.	.	.	.	.	.	.	.	.
Science Education	1.8	165	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Servant Leadership Program	.	.	5.8	86	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Soc Sci Educ	11.4	70	.	.	.	.	.	.	.	.	.	.
Soc Sci-Pub Affairs	10	10	.	.	.	.	.	.	.	.
Social Behavior Sci	10.7	365
Social Science	13	23	.	.	.	.	.	.	.	.
Social Science Ed	3	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Social Work	1.9	470	.	.	.	.	12.9	201	4	198	10.7	618	5.9	509	3.9	883	.	.	5.3	454	4.1	609
Sociology	17.5	952	15.8	663	18.9	1463	11.9	581	16.2	309	7.5	107	16.7	1660	10.3	1777	10.1	1681	14.2	1328	8.1	843
Software Engineering	2	.	.	.	.	.	.	.	.	.	.	.	.
Spanish	22.7	683	29.6	406	14.1	512	21.1	682	13.8	217	26.6	184	10.7	1166	19.9	1972	19.7	645	18.2	523	7.4	190

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Special Educ	4.4	412	10.9	256	.	.	5.8	274	3.3	30	.	.	2.3	399	.	.	2.8	317	.	.	0.5	396
Specialized Education Services	6.2	1044	.	.	.	.	.	.
Speech	12.6	1987	.	.
Audiology and Speech Sci - AUS	8.4	344	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Speech Comm	12.4	233	.	.	.	.	.	.	.	.	.	.
Sports Business	4.8	124	.	.	.
Sports Medicine	1.2	169
Stud Devlp Services	25	24	.	.	.	.	.	.	.	.	.	.
Stud Life Skills	7.5	563	.	.	.	.	.	.	.	.	.	.
Student Academic Services	5.9	34	.	.	.	.	.	.
Student Affairs&Higher Educat	3.8	53	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Study Abroad	8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Swahili	.	.	26.1	23	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Tech Teacher Educ	10	.	.
Tech: Indust Prof	1.5	205
Tech: Indust Safety	42
Technology	5	20	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Theatre	14.8	337	12.2	810	11.3	336	7.3	354	14.9	121	5.5	238	13.9	1205	10.9	1314	10	291	9.4	1110	7	757
Trades And Technology (TTCH)	14.3	77	.	.	.	.	.	.	.	.	.	.	.	.
Training & Dvlp	7	.	.	.	.
Tribal Management	16	.	.	.	.	.	.	.	.	.	.	.	.
UAF Exchange Program	1.9	52	.	.	.	.	.	.	.	.	.	.	.	.
Univ Studies	14.7	655	.	.	.	.	.	.	.	.
University	10.8	712	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Table P-3
Peer Attrition Rates by Discipline
 Fall 2005

Discipline	UAA		CSU		IPFW		ISU		UAF		UWF		BSU		UNCG		UMB		NKU		USM	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
University 101	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	12.2	1116	.	.
University 102	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	16	.	.
University College	.	.	34.8	23	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
University Studies	.	.	.	.	.	.	.	.	.	.	.	.	.	7.4	730	.	.	.	.	.	.	.
Veterinary Medicine - VM	.	.	.	.	2.9	35	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Veterinary Science	.	.	.	.	.	.	.	.	4	.	.	.	.	.	.	.	.	.	.	.	.	.
Visual Comm Design - VCD	.	.	.	.	8.5	598	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Voc Educ	2.6	152	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Voc Skills	15.4	13	.	.	.	.	.	.	.	.	.	.	7.7	13	.	.	.	.	.	.	.	.
Welding Tech	17.7	231	.	.	.	.	.	.	16.5	109	.	.	.	.	.	.	.	.	.	.	.	.
Western Civilization	.	.	.	.	.	.	.	.	.	.	.	.	.	14.8	836	.	.	.	.	.	.	.
Wildlife (WLF)	.	.	.	.	.	.	.	.	1.6	63	.	.	.	.	.	.	.	.	.	.	.	.
Womens Studies	12.5	40	.	.	8.7	104	22	173	12.2	41	.	.	.	9.8	122	8.5	402	6.7	193	6.2	195	
Zoology	.	.	.	.	.	.	.	.	.	.	.	.	10.4	67	.	.	.	.	.	.	.	.
Total	15.9	58303	18	28886	16.1	41569	11.1	48032	15.2	26938	13.6	34352	15	64311	11.5	76260	12	36166	13.8	53028	8.4	34773

Legend

UAA = Univ Alaska Anchorage
 CSU = Columbus State Univ
 IPFW = Indiana Purdue Ft Wayne
 ISU = Indiana State Univ
 UWF = Univ West Florida
 UNCG = Univ North Carolina Greensboro

UMB = Univ Massachusetts Boston
 NKU = Northern Kentucky Univ
 BSU = Boise State Univ
 UAF = Univ Alaska Fairbanks
 USM = Univ Southern Maine

Table P-3: Peer Attrition Rate by Discipline

This table is a multi-institution comparison of total attrition rates by discipline. Disciplines are presented in alphabetical order with short titles. Respondents understood the mapping crosswalk UAA constructed between institutions would be approximate predicated on discipline titles rather than standardized individual course coding (CIP). Peers provided necessary data elements, and discipline, grade symbol and course level legends to facilitate comparable mapping. Information preparation and analysis was performed by UAA. Each peer had some disciplines that UAA did not have and vice versa but all disciplines were profiled. The mapping tried to comprehensively link like disciplines among the respondents. Universities used different discipline identifiers so the same discipline title may appear multiple times. However, attrition rates can be compared between peers for all like-titled disciplines. The reader is encouraged to examine disciplines of interest.

APPENDIX

UAA--GER Crosswalk Listing--2006-07

Tier I--BASIC COLLEGE-LEVEL SKILLS

DISP	Crs #	Crs Title-Abbrev
Oral Communication Skills		
COMM	A111	Fund Oral Commun
COMM	A235	Small Grp Commun
COMM	A237	Interpersonal Commun
COMM	A241	Public Speaking

Quantitative Skills		
MATH	A107	Col Algebra
MATH	A108	Trigonometry
MATH	A109	Precalculus
MATH	A172	Applied Finite Math
MATH	A200	Calculus I
MATH	A201	Calculus II
MATH	A272	Applied Calculus
STAT	A252	Elem Statistics
STAT	A253	Applied Statistics
STAT	A307	Probability

Written Communication Skills		
ENGL	A111	Meth Written Commun
ENGL	A211	Acad Write-Literature
ENGL	A212	Technical Writing
ENGL	A213	Write-Soc & Natural Sci
ENGL	A214	Persuasive Write
ENGL	A311	Adv Composition
ENGL	A312	Adv Tec Write
ENGL	A414	Research Write

Tier II--DISCIPLINARY AREAS

Fine Arts		
ART	A160	Art Apprec
ART	A261	Hist World Art I
ART	A262	Hist World Art II
ART	A360A	Hist Non-West Art I
ART	A360B	Hist Non-West Art II
DNCE	A170	Dance Apprec
JPC	A367	Hist Photography
MUS	A121	Music Apprec
MUS	A221	Hist Music I
MUS	A222	Hist Music II
THR	A111	Intro Theatre
THR	A311	Represent Plays I
THR	A312	Represent Plays II
THR	A411	Hist Theatre I
THR	A412	Hist Theatre II

Natural Sciences		
ASTR	A103	Intro Astronomy I
ASTR	A104	Intro Astronomy II
BIOL	A102	Intro Biology
BIOL	A103	Intro Biology Lab
BIOL	A111	Hum Anat-Physiol I
BIOL	A112	Hum Anat-Physiol II
BIOL	A115	Fund Biology I
BIOL	A116	Fund Biology II
BIOL	A178	Fund Oceanography
BIOL	A179	Fun Oceanography Lab
CHEM	A103L	Survey Chemistry
CHEM	A104L	Intro Organ-BioChem
CHEM	A105L	Gen Chemistry I
CHEM	A106L	Gen Chemistry II
ENVI	A202	Intro Environ Sci
GEOG	A205L	Physical Geography
GEOL	A111	Physical Geology
GEOL	A221	Historical Geology
GEOL	A115L	Environ Geology
GEOL	A178	Fund Oceanography I
GEOL	A179	Fund Oceanography Lab
LSIS	A101	Discoveries In Sci
LSIS	A102	Origins: Earth-Life
LSIS	A201	Life On Earth
LSIS	A202	Concepts-Nat Sci
PHYS	A101	Physics for Poets
PHYS	A123L	Basic Physics I
PHYS	A124L	Basic Physics II
PHYS	A211L	Gen Physics I
PHYS	A212L	Gen Physics II

Tier II--DISCIPLINARY AREAS (Cont)

DISP	Crs #	Crs Title-Abbrev
Humanities		
AKNS	A101	AK Native Lang I
AKNS	A102	AK Native Lang II
AKNS	A201	Native Perspectives
ART	A261	Hist World Art I
ART	A262	Hist World Art II
ART	A360A	Hist Non-West Art I
ART	A360B	Hist Non-West Art II
ASL	A101	Elem Amer Sign Lang I
ASL	A102	Elem Amer Sign Lang II
ASL	A201	Inter Amer Sign Lang I
ASL	A202	Inter Amer Sign Lang II
CHIN	A101	Elem Chinese I
CHIN	A102	Elem Chinese II
ENGL	A121	Intro Literature
ENGL	A201	Master World Liter I
ENGL	A202	Master World Liter II
ENGL	A301	Liter of Britain I
ENGL	A302	Liter of Britain II
ENGL	A305	Topics National Liter
ENGL	A306	Liter-US I
ENGL	A307	Liter-US II
ENGL	A310	Ancient Liter
ENGL	A383	Film Interpret
ENGL	A445	AK Native Liter
FREN	A101	Elem French I
FREN	A102	Elem French II
FREN	A201	Inter French I
FREN	A202	Inter French II
GER	A101	Elem German I
GER	A102	Elem German II
GER	A201	Inter German I
GER	A202	Inter German II
HIST	A101	Western Civil I
HIST	A102	Western Civil II
HIST	A121	East Asian Civil I
HIST	A122	East Asian Civil II
HIST	A131	Hist US I
HIST	A132	Hist US II
HIST	A341	Hist Alaska
HUM	A211	Intro Humanities I
HUM	A212	Intro Humanities II
HUM	A250	Myths-Contemp Culture
ITAL	A101	Elem Italian I
ITAL	A102	Elem Italian II
JPC	A215	Hist Mass Commun
JPN	A101	Elem Japanese I
JPN	A102	Elem Japanese II
JPN	A201	Inter Japanese I
JPN	A202	Inter Japanese II
KOR	A101	Elem Korean I
KOR	A102	Elem Korean II
LAT	A101	Elem Latin I
LAT	A102	Elem Latin II
LING	A101	Nature of Lang
MUS	A221	Hist Music I
MUS	A222	Hist Music II
PHIL	A101	Intro Logic
PHIL	A201	Intro Philosophy
PHIL	A211	Hist Philosophy I
PHIL	A212	Hist Philosophy II
PHIL	A301	Ethics
PHIL	A313B	East Phil-Religion
PHIL	A314	Western Religion
PS	A331	Political Philosophy
PS	A332	Hist Polit Phil I: Classic
PS	A333	Hist Polit Phil II: Modern
RUSS	A101	Elem Russian I
RUSS	A102	Elem Russian II
RUSS	A201	Inter Russian I
RUSS	A202	Inter Russian II
SPAN	A101	Elem Spanish I
SPAN	A102	Elem Spanish II
SPAN	A201	Inter Spanish I
SPAN	A202	Inter Spanish II
THR	A311	Represent Plans I
THR	A312	Represent Plans II
THR	A411	Hist Theatre I
THR	A412	Hist Theatre II

DISP	Crs #	Crs Title-Abbrev
Social Sciences		
ANTH	A101	Intro Anthropology
ANTH	A200	Natives of Alaska
ANTH	A202	Cultural Anthro
ANTH	A250	Rise of Civilization
BA	A151	Intro Business
ECON	A201	Prin Macroeconomics
ECON	A202	Prin Microeconomics
ENVI	A201	Intro Environ Studies
GEOG	A101	Intro Geography
HS	A220	Core Concepts: Hlth Sci
HUMS	A106	Intro Social Welfare
INTL	A101	Intro Geography
INTL	A301	Canada: Intro Survey
JPC	A101	Intro Mass Commun
JUST	A110	Intro Justice
JUST	A330	Justice & Society
PARL	A101	Intro Law
PS	A101	Intro Amer Gove
PS	A102	Intro Political Sci
PS	A311	Comparative Politics
PS	A351	Political Sociology
PSY	A111	Gen Psychology
PSY	A150	Life Span Dvlp
SOC	A101	Intro Sociology
SOC	A110	Intro Gerontology
SOC	A201	Social Prob-Solutions
SOC	A202	Social Orgn Society
SOC	A222	Small-Rural Communities
SOC	A342	Sex,Marital,Fam Lifestyle
SOC	A351	Political Sociology
SWK	A106	Intro Social Welfare
SWK	A243	Cult Divers-Comm Serv
WS	A200	Intro Womens Studies

Tier III--CAPSTONE

ART	A491	Senior Seminar
BIOL	A452	Human Genome
CEL	A450	Civic Engagement
CIS	A376	Mgmt Info Systems
CS	A470	Appl Software Dvlp
ECON	A488	Sem Economic Res
EDFN	A300	Phil Contxt Amer Educ
GEOL	A456	Geoarcheology
HIST	A390A	Themes-World Hist
HIST	A427	Post Soviet Cult-Soc
HNRS	A490	Senior Honors Sem
MATH	A420	Hist Mathematics
MEDT	A302	Clinic Lab-Educ Mgt
NS	A411	Hlth II-Nrse Therapeut
PEP	A384	Hlth & PE
PSY	A370	Biological Psychology
RUSS	A427	Post Soviet Cult-Soc
SOC	A488	Capstone Seminar
STAT	A308	Inter Stats Sciences
SWK	A431	Social Work Pract IV
TECH	A453	Capstone Project