Transfer Student Success

Recommendations for the University of Hawaiʻi System

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Introduction

Community colleges serve as a gateway to higher education, providing open-access via minimal enrollment requirements and affordable tuition. They offer a "something for everyone" curriculum, including general education credits toward the completion of an associate degree and for transfer to four-year colleges, career technical education, remedial education, English-language instruction, and noncredit courses (Bragg 2001; Dougherty 2002).

Within the University of Hawaiʻi (UH) System, there are seven community colleges that offer transfer pathways to one of the System's four baccalaureate institutions. The System and the UH Board of Regents (BOR) have demonstrated a commitment to transfer pathways via BOR Policy 5.214 (2002) *"It is the policy of the board that those students who can benefit from transfer and who desire to meet their educational goals by transfer are assisted through appropriate counseling and advising, and efficient student and course transfer procedures. The transfer experience should be made as simple and predictive as possible. Unreasonable institutional barriers should be eliminated."*

There are many benefits for students who successfully transfer and earn a bachelor's degree including increased lifetime earnings, decreased risk of unemployment, personal fulfillment, and increased career opportunities. According to a study conducted by the Economic Research Organization at the University of Hawaiʻi, students who earned an associates degree from UH earn $360,000 more than those completing only a high school degree. For those students completing a bachelor's degree at UH the average increase in lifetime earnings is $950,000 (Page, Hirashima and Jones 2016, 1). For

students starting at a UH Community College the rate of return can be potentially higher due to decreased cost of education. Unfortunately, despite having a strong desire to transfer, many students do not. A 2012 College Board Report indicated that over the preceding decade, the national transfer rate had essentially stagnated (College Board 2012, v).

Although the UH System has identified a commitment to transfer, access without support is not opportunity. Hawaiʻi currently falls behind the national average in all major transfer outcomes: transfer out, transfer in, and transfer student completion. For degree seeking students who began their higher education at a community college in 2007 the average transfer out rate was 33%, with states ranging from 19-52%. Furthermore, Hawaiʻi's transfer out rate falls below the average at 29%. Additionally, the six year completion rate for students in Hawaiʻi who do transfer out is also below the national average, with only 34% of students who transfer earning a bachelor's degree (Jenkins, D. and Flink, J. 2016, 17-19).

Currently, the UH System offers the Automatic Admission transfer opportunity to students at all community college campuses. This program offers community students nearing completion of an Associates degree the opportunity to transfer into any baccalaureate institution with the click of a button. Benefits include a simple application, the waiver of the application fee and tuition deposit. In addition to this program, each baccalaureate institution offers its own form of a transfer program through dual enrollment opportunities. UH Mānoa offers Kaʻieʻie, UH Hilo offers Degree Pathways Partnership Programs Hoʻoimi, and UHWO offers Mānanawai.

Given the overwhelming number of community college students who indicate interest in transferring compared to the number of students who actually transfer and successfully complete a bachelor's degree, it is clear that work needs to be done in meeting the demands of the BOR's policy. This report will provide recommendations as to how the system can improve counseling and advising of students intending to transfer, make the transfer of courses and programs between colleges more efficient and eliminate unreasonable barriers to transfer student success.

Methods

We began this project with the intention of addressing specific improvements to academic pathways and pathway articulation that could improve the ease of transfer between associates and a baccalaureate programs. We met with several system administrators to better understand key priorities surrounding transfer and articulation (A list of all individuals we met with is available in our appendix. In the case of student and advisor feedback, all names have been excluded). Additionally we attended a system wide Complete College America (CCA) meeting on the topic of transfer pathways and articulation. Following the CCA event and our meetings with administrators, we decided to focus our project on the processes necessary for establishing programmatic articulation between the community colleges and the universities. We were intending to do this by piloting a system wide instructional faculty meeting for a single discipline.

After meeting with Susan Nishida in the Vice President for Academic Planning & Policy Office, she informed us that work was already underway in this area, therefore we decided not to duplicate efforts. Instead, we decided to review current literature on

transfer student success, examine institutional data to better understand factors

correlating with transfer student success, and conduct stakeholder meetings to provide

insights on current experiences and feedback based on proposed solutions developed

from literature review and data analysis.

Data Analysis

Our team worked with the UH System Institutional Research and Analysis Office

to pull data about transfer students at time of entry into the system's three major

baccalaureate granting institutions; UH Mānoa, UH West Oahu and UH Hilo (UH Maui

College was not included in this data). Initially we examined fall to fall persistence data

(Fall 2008-Fall 2017) for students who transferred with a decided program of study and

those who were still undecided about their program of study. The initial data analysis

failed to answer many of our questions because it did not include completion in

conjunction with persistence, creating artificially low persistence numbers. IRAO

personnel and system administrators also informed us that students who participated in

Automatic Admission can be mis-categorized as undecided, despite indeed knowing their

intended program of study and declaring their major shortly after starting. Further, the

data did nothing to help understand students changing their program of study or the

correlation between community college program of study and baccalaureate program.

The second set of data examined looked specifically at factors that might

positively or negatively impact a student's successful completion of a baccalaureate

program. Again data was reviewed from the three major baccalaureate granting UH

institutions. We examined persistence and completion data (Fall 2008-Fall 2017) across

four characteristic categories: number of credits accumulated prior to transfer,

community college GPA, number of credits accumulated prior to transfer by GPA range, and associates degree awarded/no associates degree awarded prior to transfer (See Appendix B for data set). It is worth noting that our team intended to analyze the different outcomes for students transferring through the Automatic Admissions process as compared to those intentionally applying for transfer. We were notified by IRAO that this data is not currently collected in a way that lends itself to data analysis.

Ultimately we found that the success outcomes of students based on these characteristic categories were variable across institutions. For example, Mānoa students persisted and/or completed by the fourth year 9.09 % more frequently when they entered with 48-59 credits completed at the community college as opposed to 24-47 credits completed at the community college (statistically significant at a p value of .01). For UH Hilo, however, there was no statistical significance between any of the rates of persistence and/or completions for the various credit ranges except between those students starting with 24-47 credits as compared to those starting with 60+ credits (with a less statistically accurate p value of .1), with a 10.12% higher rate for those with 60+ credits. Further, for this data point there were insufficient numbers of students starting in any credit range below 60+ at UHWO to warrant analysis or policy recommendations related to those students.

Ultimately, the data demonstrated limited statistically significant differences in completion/persistence outcomes across different characteristics, with a few notable exceptions. Further, our team concluded that due to the existing paucity in transfer students, recommendations limiting students from transferring prior to meeting certain characteristics would be counterproductive to institutional and student goals. Therefore,

our recommendations do not limit students' ability to transfer, but rather take into consideration the elimination of barriers and the intentional support of students transferring and having transferred. Where statistically relevant, we will discuss the potential implication of recommendations on improving particular outcomes based on characteristic categories throughout our discussion of recommendations.

The State of Transfer: Reflections by Transfer Students and Advisors

To better understand the experience of transfer students, we conducted several stakeholder meetings. These meetings included a mixture of traditional and non-traditional students who had transferred from a UH Community College to UH Mānoa or UHWO. Additionally we met with several transfer advisors who work with students both before and after transferring. Both students and advisors commented that the transition from the smaller, more intimate community college, to a larger university can require adjustment for transfer students. Both saw the community college as having an "ohana" feel. One student indicated that she understood that UH Mānoa is technically her home campus, but she views Honolulu Community College as her true "home campus." She indicated that "home is somewhere you feel comfortable."

Students and advisors thought that mentorship plays a crucial role in ensuring that students make the transition between institutions successfully. Orientation and working with a consistent coach assisted some students in easing their anxieties. Further, the students pointed to key individuals who motivated them to make the decision to transfer initially. For other students, they described not feeling sufficiently supported through the transfer process. They described a lack of guidance on what classes to take or what services would best meet their needs. Many of the students that our team met with

seemed to be successful only because they had made tremendous effort to figure out what classes to take or what services to turn to for support. The cost was consistently mentioned as an increased burden after transfer. Further, students described frustration in having to take classes at the baccalaureate level that they felt were essentially equivalent to courses they had previously taken at the community college but had not received credit for when transferring.

As an institution dedicated to the success of transfer students these experiences warrant examination. Further, the institution cannot rely solely on students' sheer willpower and determination, but must improve advising of transfer students, remove unnecessary barriers to success and create opportunities for equitable transfer experiences. Below we provide five major recommendations that address the concerns of students and advisors and improve the persistence and completion rates of transfer students:

1. *Increase financial aid eligibility for transfer students.*
2. *Improve access to student orientation for all incoming transfer students.*
3. *Use data sharing as a strategy to enhance student success.*
4. *Implement fully articulated transfer pathways.*
5. *Move from a single system to a single college with multiple education hubs.*

Recommendations

Increased Scholarships for Transfer Students

Current Situation

The cost of attending a baccalaureate institution can be a shock when students were used to paying a fraction of the cost at a community college. This jump in tuition can be a barrier for students as they transfer from a community college to a four-year institution. Often, advising and transfer information alone, may not be adequate to enable the academic success of transfer students. Transfer students, especially lower income students, are less likely than higher income students to earn a bachelor's degree after transfer (Jenkins and Fink 2016). Most can only access federal Pell Grants and Federal Direct Loans. Transfer scholarships could only be found for students transferring to the School of Travel Industry Management or the College of Tropical Agriculture and Human Resources.

Proposed Solution

 To ensure the affordability of a bachelor's degree for transfer students, we propose making scholarship money more accessible for transfer students by:

- Expanding the Hawaiʻi's Promise Program to include transfer students as they transition into a four-year institution
- Accepting community college GPA in meeting eligibility requirements for university scholarships until an institutional GPA is earned.
- Designing merit-based and need-based scholarships and grants for transfer students

Rational

College is expensive. Transfer students face unique financial challenges including paying for higher tuition costs, losing credits that need to be made up, and having greater need to work part-time or full-time while attending school. The

importance of offering early scholarships to transfer students is supported by UHWO

Enrollment Model Predictors (Stanley 2018) revealing that offering Fall 2018 freshman

applicants an institutional grant or scholarship upon acceptance has a 32% positive

predictive value for enrollment into UHWO.

Reactions

Reaction at the four institutions surveyed was enthusiastic and overwhelmingly

positive in all groups. Ideas supported the expansion of "Hawaiʻi's Promise" and to

allow community college GPA's count for institutional scholarships. All of the students

interviewed expressed enthusiasm for increased financial aid opportunities. For example,

one student stated**,** "scholarships are always good, opening them up to transfer students

would be great because they currently have to wait a whole year before they can apply for

scholarships."

Challenges and Solutions

The obvious challenge to providing transfer scholarships is the lack of economic

resources. Partnerships with community organizations and foundations should be

explored. Legislative appropriations are another alternative for funding. By conducting a

study on return on investment the State may find that increased tax dollars from

baccalaureate earners outweigh the cost of financial aid.

Improve Access: Transfer Orientation

Current Situation

Throughout the system, transfer students are welcomed to their new campus in a

variety of ways. Although each baccalaureate institution offers some form of a transition

program for new transfer students, the format, cost, and experience varies. These students often arrive on their new campuses with a range of assumptions, often false, developed from their previous institution, which, if held onto, can hinder their navigating of a new administrative bureaucracy (Tobowolsky & Cox 2012).

Proposed Solution

To help these students overcome these assumptions and assimilate them into their new campus culture, *improved access to student orientation for all incoming transfer students is recommended.* This can be accomplished by removing the barriers of an orientation fee, offering an online orientation for neighbor island students, and building peer-to-peer mentorship between transfer students.

Rationale

Orientation can provide a multitude of opportunities for new students to engage with others, enabling them to build their college social network and setting them up for academic success. Scholars (Flaga 2006; Handel & Williams 2012; Mullin 2012; Kodama 2002; Tobolowsky & Cox 2012; Townsend 2008) have demonstrated that a quality orientation program for new students can help support a successful transition into college. Melguzio et al (2011) and Townsend (2008) indicated that if four-year institutions provide the academic and social supports necessary to ease the transition, there is no reason why transfer students should graduate at lower rates than native students.

To support transfer students from day one, a comprehensive, transfer specific orientation addressing both academic and social components should be offered to provide better service to transfer students and set them up for success. Kodama (2002) notes that

even when transfer students are successful academically, the may not be socially or psychologically prepared for the transition. These factors can then negatively impact a students' ability to persist and graduate.

Scholars have also recommended that transfer students be used to mentor incoming transfer students, providing information on the strategies they used to adjust socially and academically, thus helping the new student successfully engage with their new campus (Lanaan 2006; Townsend 2008).

Transfer programs throughout the system range from orientations, workshops, and welcome activities. While these offerings are all positive, most include a fee to participate. Given that most community college students transferring to a baccalaureate program indicate cost as one of the largest barriers, it is recommended that these programs be offered free of charge. Tobolowsky and Cox (2012) have shown that a quality orientation program can help students have a successful transition into college, therefore, offering orientation free of charge could only help students have a more successful college experience.

Reactions

Stakeholders interviewed agree that offering a free orientation would be ideal, as it would open this proven success intervention up to all students, not just the ones who could afford it. Offering this type of proven intervention proactively could greatly benefit all transfer students and help the system improve overall transfer completion and retention rates.

Currently, at UHM, a free orientation is held for Kaʻieʻie transfer students, but budgetary constraints only open it up to twenty students - the first five students from each

campus to RSVP. There is always a waiting list and students who participate always have positive feedback about the experience.

In the ideal situation all students would be able to attend orientation in-person, however students coming from neighbor islands may not have the means available to get to campus prior to the start of the semester. To accommodate these students, it is recommended that an online transfer orientation be created and offered to all incoming transfer students. It is also recommended that the language used to encourage neighbor island and mainland students to attend an alternative orientation be welcoming.

To supplement the orientation, students who previously transferred to the institution from a community college should act as mentors for the new transfers providing information on the strategies they used to adjust socially and academically, thus helping the new student successfully engage with their new campus (Lanaan 2006; Townsend 2008). This mentorship program could extend throughout the year, offering an added level of support to all transfer students beyond orientation.

Challenges and Solutions

Finding the resources to offer a free orientation will inevitably be a challenge, however these proactive interventions could save the system money in the long run by giving students the tools necessary to find a pathway for success early on. They could also tie in to performance based funding by setting the groundwork for more students to be successful by engaging and connecting them with other transfer students and creating a sense of community. Furthermore, although there may be costs associated with the initial creation of an online orientation, once it is properly created, it should be relatively low cost to maintain and distribute. Instead of investing in reactive measures, funding

should be set aside for orientation so that all students can attend if they so choose – not just the ones who have the monetary resources to do so.

Use Data Sharing and Analysis as a Strategy to Increase Student Success

Current Situation

More and more colleges and universities are being held accountable for accurately identifying students likely to succeed. Data sharing and predictive analytics can enhance transfer student success by ensuring that appropriate services are strategically delivered to students who need them the most. Currently the data is siloed between various software platforms used by community colleges and four year institutions. This creates a situation where the large amount of data collected about the student at the community college does not follow that same student upon transfer to the 4-year institution. In addition, data entry processes are inconsistent between the system as revealed by IRAO administrators who noted that sometimes transfers are miscategorized at undecided.

As discussed in the methods section, the initial data analysis failed to answer many significant questions because it did not include completion in conjunction with persistence, creating artificially low persistence numbers. An examination of persistence and completion data (Fall 2008- Fall 2017) across four characteristic categories: number of credits accumulated prior to transfer, community college GPA, number of credits accumulated prior to transfer by GPA range, and associates degree awarded/no associates degree awarded prior to transfer yielded some meaningful insights (See Appendix B for data set). Advisors who work with incoming transfer students should be aware of certain data trends and seek to use this data to work with students who may be less likely to persist and complete.

For example, the less credits a student has accumulated before attending UH Mānoa, and to a certain extent UH Hilo, are statistically less likely to be retained. Additionally, at all three major baccalaureate institutions, students with higher community college GPAs were statistically more likely to retain and complete. A further and deeper analysis of predictive data would benefit counselors servicing transfer students. It would be worth considering credit and GPA data broken out by specific programs. Additionally, additional data, such as community college withdraw patterns, course load and credits actually transferred to baccalaureate degree program, should be assessed to determine predictive correlation. Equipped with this data, advisors can strategically outreach to students and use limited resources to target to those students potentially needing the most support.

Proposed Solution

Improving data sharing and the strategic use of predictive analytics as a strategy to improve student success should be integrated and centralized into one system used by all campuses. There needs to be a collaborative determination and understanding of the problems related to ensuring academic success for transfer students. The UH System needs to define what student success means based on overall strategic goals, mission, and student needs. Next, a common data set to be collected on all transfer students needs to be agreed upon.

Once the common data set is selected, the best techniques to generate valid, reliable findings, data cleansing, and quality assurance preparation and evaluation are required. Then, data readiness and actionable targeted interventions, deliverables and outcomes from the common data set needs to be collected and the focused analysis to be

done. Identifying who needs to be trained and the extent of training is critical. Lastly, dedicated data analysts will also be required.

Rationale

Defining and measuring student success is difficult and confusing. Regarding transfer students, the routes these students take are can be nontraditional and intermittent. Big data and analytics are powerful tools to offer solutions to keep transfer students engaged to increase graduation rates and ultimate career success. It offers the possibility of tailoring and refining degree requirements between UH System entities, as well as providing hard evidence of what works and doesn't related to retention and graduation rates.

Reactions

Student reactions were limited by their understanding of big data collection and predictive analytics. Many expressed concern related to how their data would be used. Administrators and advisors, on the other hand, welcomed the additional ability to utilize the data to implement focused interventions to benefit transfer student success.

Articulated Transfer Pathways

Current Situation

The "issue" of transfer and articulation practices is not a new one nationally nor in the State of Hawaiʻi. Students beginning in our community colleges, intent on saving time and money, are finding the move to one of the UH's four-year institutions to be laborious: taking longer than expected and at considerable cost. This issue has remained a persistent one since the inception of community college/four-year university systems and Hawaiʻi is no exception. A 2010 study by the Western Interstate Commission for

Higher Education, which included Hawaiʻi, noted that students will be lost to for-profit, online, or mainland schools if we do not positively address the changing nature of our students, the rising costs of a four-year degree, and the administrative barriers currently in place. Collaboration and communication became the key success words related to enhancing our current transfer and articulation processes.

Proposed Solution

The University System should *implement fully articulated transfer pathways to* ensure a smooth transition from one school to another, fewer punitive consequences both financially and academically for the student and an on-time graduation in the degree of their choosing. Best practices fall into thematic areas, based on the function that they serve relative to transfer and articulation:

- Collaboration (cooperative actions among policymakers). This includes system-wide committees that focus solely on multi-institution transfer mechanisms. Involve faculty and students.

- Communication (mechanisms that disseminate related policies and information). A stronger presence for articulation and transfer online. A system-wide office whose sole responsibility is the administration and improvement of transfer and articulation between institutions. The missing communication piece refers to the failure of multiple layers of advisement, academic departments trying to maintain the integrity and quality of their degree programs, financial aid and students to communicate a cohesive and consistent pathway. Faculty and advisor buy-in to the transfer policies is critical to widespread implementation. Improvement of the articulation and transfer process is contingent upon

improving communication across sectors. Transfer fairs/summits/conferences are another way to disseminate information consistently across schools and departments and allow stakeholders to learn from one another, address concerns etc. Ongoing professional development that focuses on transfer topics is another possibility. These can be discipline specific to allow an opportunity to work on course equivalencies.

- Academic policy (the substance of transfer and articulation policies). Provide a clear transfer pathway for community college students who have selected a program major. Develop clear pathway for community college students to meet common general education requirements that are universally accepted, easily transferable and given standing. Guaranteed admissions (auto-admit) for students who have met all necessary transfer criteria. Common course numbering applied to "common courses" at the lower-division level for which content is well-established. This can include common course descriptions and/or a course equivalency guide. System-wide *required* program-by-program articulation agreements (similar to nursing consortium and other currently articulated programs). Block-credit transfer is already in place at UH however, its implementation can vary program to program. Allowing for across the board block credit transfer eliminates the need to individually evaluate each course for transferability but gives students greater certainty.

Improving system-wide processes will increase the likelihood of (1) a student transferring at all, (2) a student remaining enrolled towards a degree, (3) a student attaining a 4-year

degree, (4) the number of years to achieve a degree and (5) the ultimate cost of completing a degree.

It is critical that associate and baccalaureate degree granting institutions are equal partners in providing the first two years of baccalaureate degree programs. This implies that both community college and 4-year institutions are united in their pursuit of transfer success. Receiving institutions (UH- Mānoa, UHWO, and UH Hilo should treat transfer students comparably to "native" students – those who begin their educations where they intend to complete their degree. Faculty members from both the community colleges and four-year institutions have primary responsibility for developing and maintaining statewide articulation agreements. Statewide articulation agreements accommodate those students who complete a significant block of coursework (such as the general education requirements) but who transfer before completing the associate degree as well as those who complete their AA/AS degrees and are automatically admitted or choose to transfer. Articulation agreements must be developed for specific program majors without exception or on a case-by-case basis depending on the popularity of the major. Given the high importance of articulated pathways, the BOR should set targets and provide broad and regular oversight to ensure that progress is being made.

Reactions

Students reacted positively to the potential implementation of fully articulated pathways, and lamented that they had not been in place for them. The former Honolulu Community College students, now at UH Mānoa, immediately reacted with wishing this had been in place when they had started. They thought that this solution would have

helped them if their original associates program in Human Services had led right into a bachelors program in Human Development. Additionally they emphasized the need for common course numbering. They were frustrated that the Parenting course that they had taken at Honolulu Community College did not count for credit for the Parenting course they had to take at Mānoa. They felt like a student shouldn't have to switch into a Liberal Arts degree if they are in the associates that is compatible with the bachelor's degree. Additionally, if the Liberal Arts degree was the more appropriate degree, this needed to be made more explicit in some way.

Advisors were also excited about this recommended change. One Ka'ie'ie Advisor at one of the community colleges explained that some programs (i.e. ASNS in Engineering, Liberal Arts w/ Business Concentration) have very good articulation between the community college and UH Mānoa. Other programs, however require students to take unnecessary courses that will only count for elective at UH Mānoa (i.e. AA in Liberal Arts with English concentration at Kapi'olani Community College). This advisor thought that greater system wide oversight of programmatic pathways would help ensure students have the most relevant curriculum at the community college in preparation for their bachelor's degree.

Single College Model

Current Situation

Currently the UH system is comprised of ten independently accredited institutions. In many ways the institutions function as one system, with a single BOR and working in collaboration to receive state funding. Nevertheless, the ten campuses, as

they are typically called, are in fact ten different colleges. Students do not always understand that these are separate institutions and can make incorrect assumptions about the ease of moving between them. Additionally the independence of the institutions makes cross institutional collaboration more challenging to mandate.

Proposed Solution

We propose that the UH System *move from a single system to a single college with multiple education hubs*. The institution would become an open access institution; however, students would need to either meet certain standards or earn an associate degree prior to admittance into a baccalaureate program. The University would offer fully articulated programs that move students from an associate degree to a bachelor's degree and include certificates where appropriate. Classes would be offered at statewide educational hubs and taught in a highly project based model, allowing for courses to be taught at a distance with teaching assistance on site at each hub to assist with facilitation (See Image below demonstrating the connection of statewide educational hubs to a single university).

Rationale

The purpose of this model is to eliminate the barriers transfer students face by eliminating the need to transfer to be able to pursue a bachelor's degree. Although distance education would similarly alleviate the physical need for transfer, this single college--educational hub model is preferable because it maintains a sense of community, connection to resources and increased face-to-face interaction. Additionally, a single system model ensures consistency across the student experience.

Reactions

Students, advisors and system level administrators found this proposal to be desirable, yet perhaps somewhat aspirational and not immediately implementable. Students, who had recently transferred and had struggled to find a new

college "ohana," like the one they had experienced at the community college, liked the idea of being able to stay at the same location for both their associate and bachelor's degrees. Additionally, as with the fully articulated pathways recommendation, many thought that having a sequenced path between their associate and bachelor's program would have reduced confusion about what program was appropriate. They reflected that the model would likely be best for non-traditional students, especially those with children, and that younger students may still prefer a more traditional form of transfer.

Transfer advisors thought that the idea of working together in a truly unified fashion would revolutionize the system and greatly improve articulation between programs. The advisors said that they would like to be apart of a system where they did not feel so independent and disconnected from the other campuses. They did, however, express some concern regarding the conflicting missions of a traditional university versus a community college and noted that if the single college model was implemented, care must be taken to ensure that the institution remain truly open access and that career and technical trades not be lost.

One administrator that we spoke with indicated that the model, while certainly a radical change from the existing system structure, could remove many barriers for students. Additionally, the model can act as a target to aspire towards with intermediate change enacted in progress.

Challenges and Solutions

There are major challenges in enacting this recommendation. Currently all ten colleges are independently accredited. This change would require the accreditation of the UH as one institution. Accrediting boards do not currently accredit institutions of this

scope, offering so many associate and bachelor's degrees. A potential solution would be to singularly accredit the community college system, having one UH Community College (UHCC) with many campuses. There are already several institutions configured in this way, serving even more students than UHCC, which served 30,370 students in the Fall of 2015 (Institutional Research and Analysis Office, University of Hawaiʻi System 2016). For example, Ivy Tech, which serves the entire state of Indiana had 81,757 students in the Fall of 2015 (Hynes, L. 2015). Austin Community College, which serves students across Central Texas between 11 campuses and is singularly accredited (Austin Community College District), had a Fall 2015 student count of 41,574 (Austin Community College District 2015). At a minimum, moving the community colleges into one single institution would increase the ability to collaborate with the three public universities. Further, this would not preclude the implementation of in situ teaching assistant supported pseudo distance education courses that would be streamed to the community college campuses and allow students to obtain a bachelor's degree.

Conclusion

The recommendations proposed are in direct support of BOR Policy 5.214 IIIB. They offer a wide range of suggestions designed to make the transfer experience as simple and predictive as possible, eliminating unreasonable institutional barriers, while adding in proactive support to foster student success.

It is argued that access without support is not opportunity, therefore our recommendations highlight the value of initiatives designed to support students from initial decision making regarding a possible transfer to the point of transfer through to graduation. While there are a plethora of opportunities for first time freshman, often

transfer students get lost in the shuffle. The proactive strategies recommended may help ensure that transfer students continue and complete their degrees at a higher rate.

Providing scholarship opportunities to transfer students may alleviate the sticker shock that many experience coming from a community college. Ensuring that they can qualify for scholarships from their first semester, helps to set them up for success by removing financial barriers. Next, offering a free orientation for transfer students with built in mentoring, would ensure that students are staring off their tenure with the information necessary to succeed. Many students enter a new institution with preconceived notions based on their experience at their previous institution. Providing a free orientation would help students navigate between their expectations, preconceived notions, and their new reality. Once students matriculate, it is important to provide continuous support through predictive analytics. When strategically used, this data could help the institution better support students by identifying at risk students and providing intrusive services as opposed to the common reactionary approach. Furthermore, fully articulated transfer pathways need to be identified to ensure a smooth transition between institutions, preventing students from taking excess credits. Although the ten campuses belong to one system, often campuses operates independently, creating unnecessary barriers for students intending to transfer. Finally, if the UH were to move to a single college with multiple education hubs, many processes could be streamlined and simplified, creating less confusion for students.

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Appendices

Appendix A

Who we talked to:

- Hae Okimoto (Team mentor and advisor); University of Hawaiʻi System - Director, Academic Technology Services: 9/13/2017; 1/5/2018

- Susan Nishida; University of Hawaiʻi System - Director, Articulation and Transfer: 11/27/2017

- John Morton; University of Hawaiʻi System - Vice President for Community Colleges: 10/27/2017

- Donald Straney; University of Hawaiʻi System - Vice President for Academic Planning and Policy: 10/27/2017

- Pearl Iboshi; University of Hawaiʻi System - Director of Institutional Research and Analysis Office

- Sanford Beppu; University of Hawaiʻi System - Institutional Research Analyst: 1/19/2018

- John Stanley; University of Hawaiʻi West Oahu - Director of Institutional Research

- Steve Schatz; University of Hawaiʻi System - Executive Director, Hawaiʻi P-20 Partnerships for Education: 4/3/18

Advisors at the Mānoa
- Transfer Center

- Kaieʻie Advisors

- Transfer Advisor at UHWO

- Three HonCC transfer students (non-traditional): 4/2/18

- Three UHWO transfer students

- 2 KCC transfer students (traditional)

- 2 MCC transfer students (traditional)

- CCA Event - 9/28/2017

- Best practice research conducted on: Florida, New Jersey, Illinois, Rhode Island, nationally.

Appendix B

UHCC Transfers Retention and Graduation Rates
By Credits and GPA at Time of Transfer

	Cohort Adjusted	Retention Rate (%)								Graduation Rate (%), Cumulative							
		2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall	8th Fall	9th Fall	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
MAN																	
01. Less than 24 Credits, 00 - 1.9 GPA																	
Fall 2008	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2009	2	50.0	50.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2012	2	50.0	0.0	0.0	50.0	50.0				0.0	0.0	0.0	0.0	0.0			
Fall 2017	1																
01. Less than 24 Credits, 2.0 - 2.49 GPA																	
Fall 2008	2	50.0	50.0	50.0	50.0	50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0
Fall 2009	5	100.0	80.0	80.0	80.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	40.0	40.0	40.0	40.0
Fall 2010	4	100.0	75.0	50.0	50.0	50.0	25.0	0.0		0.0	0.0	0.0	0.0	0.0	25.0	50.0	
Fall 2012	9	66.7	33.3	33.3	44.4	11.1				0.0	11.1	22.2	22.2	44.4			
Fall 2014	2	100.0	50.0	100.0						0.0	0.0	0.0					
Fall 2015	1	100.0	0.0							0.0	0.0						
Fall 2016	5	60.0								0.0							
Fall 2017	3																
01. Less than 24 Credits, 2.5 - 3.00 GPA																	
Fall 2008	3	33.3	33.3	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	33.3	33.3	33.3	33.3	33.3
Fall 2009	6	50.0	50.0	16.7	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16.7	16.7	16.7	16.7
Fall 2010	7	57.1	42.9	42.9	28.6	28.6	14.3	0.0		0.0	0.0	0.0	14.3	14.3	28.6	28.6	
Fall 2011	6	100.0	50.0	66.7	33.3	16.7	16.7			0.0	0.0	0.0	16.7	33.3	33.3		
Fall 2012	7	85.7	42.9	28.6	14.3	0.0				0.0	14.3	14.3	28.6	42.9			
Fall 2013	2	100.0	100.0	100.0	100.0					0.0	0.0	0.0	0.0				
Fall 2014	2	50.0	0.0	0.0						0.0	0.0	0.0					
Fall 2016	3	100.0								0.0							
Fall 2017	5																
01. Less than 24 Credits, 3.0+ GPA																	
Fall 2008	11	72.7	63.6	54.5	54.5	9.1	0.0	0.0	0.0	0.0	0.0	9.1	18.2	54.5	63.6	63.6	63.6
Fall 2009	11	72.7	54.5	36.4	27.3	9.1	0.0	0.0	9.1	0.0	18.2	27.3	27.3	45.5	54.5	54.5	54.5
Fall 2010	8	75.0	62.5	50.0	25.0	0.0	0.0	0.0		0.0	12.5	12.5	50.0	75.0	75.0	75.0	
Fall 2011	6	83.3	50.0	33.3	33.3	16.7	0.0			0.0	16.7	33.3	33.3	50.0	66.7		
Fall 2012	12	91.7	58.3	33.3	16.7	8.3				0.0	16.7	33.3	50.0	58.3			
Fall 2013	5	80.0	40.0	40.0	20.0					0.0	0.0	0.0	0.0				
Fall 2014	5	100.0	80.0	60.0						0.0	0.0	40.0					
Fall 2015	6	83.3	66.7							0.0	0.0						
Fall 2016	4	75.0								0.0							
Fall 2017	8																
01. Less than 24 Credits, No GPA																	
Fall 2008	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2009	3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2010	4	50.0	50.0	50.0	25.0	0.0	0.0	0.0		0.0	0.0	0.0	25.0	50.0	50.0	50.0	
Fall 2011	1	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0	0.0	0.0	0.0	0.0		
Fall 2014	1	100.0	100.0	100.0						0.0	0.0	0.0					
Fall 2015	1	100.0	100.0							0.0	0.0						
02. 24-47 Credits, 00 - 1.9 GPA																	
Fall 2008	5	60.0	60.0	40.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0	20.0	40.0	60.0	60.0	60.0	60.0
Fall 2009	6	66.7	66.7	66.7	33.3	33.3	0.0	0.0	0.0	0.0	0.0	0.0	16.7	16.7	33.3	33.3	33.3
Fall 2010	4	75.0	75.0	50.0	25.0	0.0	0.0	0.0		0.0	0.0	25.0	50.0	75.0	75.0	75.0	
Fall 2011	6	33.3	33.3	33.3	33.3	16.7	0.0			0.0	0.0	0.0	0.0	0.0	16.7		
Fall 2012	6	50.0	50.0	16.7	0.0	16.7				0.0	0.0	16.7	33.3	33.3			
Fall 2013	2	50.0	0.0	0.0	0.0					0.0	0.0	0.0	0.0				
Fall 2014	2	100.0	0.0	0.0						0.0	0.0	0.0					
Fall 2015	7	71.4	57.1							0.0	0.0						
Fall 2016	1	100.0								0.0							
Fall 2017	2																
02. 24-47 Credits, 2.0 - 2.49 GPA																	
Fall 2008	31	74.2	54.8	45.2	16.1	3.2	0.0	0.0	0.0	0.0	0.0	3.2	25.8	41.9	41.9	41.9	41.9

	Cohort Adjusted	Retention Rate (%)								Graduation Rate (%), Cumulative							
		2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall	8th Fall	9th Fall	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
Fall 2009	25	60.0	44.0	40.0	32.0	12.0	4.0	0.0	0.0	0.0	0.0	4.0	20.0	40.0	48.0	52.0	52.0
Fall 2010	21	76.2	61.9	28.6	23.8	9.5	0.0	0.0		0.0	0.0	19.0	28.6	38.1	47.6	47.6	
Fall 2011	27	74.1	51.9	37.0	22.2	18.5	18.5			0.0	3.7	18.5	37.0	40.7	40.7		
Fall 2012	19	78.9	63.2	42.1	15.8	10.5				0.0	0.0	26.3	36.8	47.4			
Fall 2013	18	72.2	55.6	33.3	16.7					0.0	5.6	16.7	27.8				
Fall 2014	14	64.3	64.3	28.6						0.0	0.0	21.4					
Fall 2015	7	85.7	71.4							0.0	14.3						
Fall 2016	17	76.5								0.0							
Fall 2017	17																
02. 24-47 Credits, 2.5 - 3.00 GPA																	
Fall 2008	33	78.8	69.7	45.5	18.2	12.1	6.1	3.0	3.0	0.0	0.0	12.1	33.3	45.5	45.5	48.5	48.5
Fall 2009	42	71.4	54.8	38.1	19.0	7.1	2.4	0.0	0.0	0.0	0.0	11.9	26.2	35.7	38.1	38.1	38.1
Fall 2010	45	68.9	55.6	40.0	22.2	17.8	6.7	4.4		0.0	0.0	20.0	33.3	44.4	51.1	55.6	
Fall 2011	37	67.6	56.8	37.8	8.1	10.8	2.7			0.0	5.4	21.6	45.9	45.9	51.4		
Fall 2012	32	75.0	65.6	43.8	18.8	12.5				0.0	3.1	21.9	43.8	53.1			
Fall 2013	30	80.0	70.0	46.7	20.0					0.0	3.3	23.3	46.7				
Fall 2014	32	65.6	59.4	28.1						0.0	0.0	25.0					
Fall 2015	19	63.2	63.2							0.0	0.0						
Fall 2016	21	90.5								0.0							
Fall 2017	26																
02. 24-47 Credits, 3.0+ GPA																	
Fall 2008	54	74.1	61.1	35.2	16.7	3.7	0.0	1.9	0.0	0.0	5.6	22.2	40.7	51.9	51.9	51.9	53.7
Fall 2009	56	69.6	69.6	33.9	17.9	10.7	7.1	3.6	1.8	0.0	1.8	30.4	46.4	55.4	58.9	58.9	58.9
Fall 2010	77	81.8	72.7	46.8	16.9	9.1	7.8	5.2		1.3	6.5	29.9	53.2	62.3	63.6	64.9	
Fall 2011	62	75.8	62.9	48.4	16.1	3.2	3.2			0.0	3.2	24.2	48.4	58.1	58.1		
Fall 2012	45	80.0	71.1	35.6	15.6	2.2				0.0	2.2	31.1	51.1	62.2			
Fall 2013	57	80.7	63.2	33.3	7.0					0.0	8.8	42.1	66.7				
Fall 2014	53	88.7	71.7	32.1						0.0	13.2	45.3					
Fall 2015	45	80.0	73.3							0.0	4.4						
Fall 2016	39	74.4								0.0							
Fall 2017	41																
02. 24-47 Credits, No GPA																	
Fall 2008	2	50.0	50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0	50.0	50.0	50.0
Fall 2009	4	75.0	50.0	50.0	25.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0	25.0	25.0	25.0	25.0
Fall 2010	1	100.0	100.0	100.0	0.0	100.0	0.0	100.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Fall 2011	1	100.0	0.0	0.0	0.0	0.0	0.0			0.0	100.0	100.0	100.0	100.0	100.0		
Fall 2012	2	50.0	0.0	0.0	50.0	50.0				0.0	0.0	0.0	0.0	0.0			
Fall 2013	2	100.0	100.0	100.0	50.0					0.0	0.0	0.0	50.0				
Fall 2015	1	0.0	0.0							0.0	0.0						
03. 48-59 Credits, 00 - 1.9 GPA																	
Fall 2008	2	50.0	50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0	50.0	50.0	50.0
Fall 2009	6	100.0	50.0	50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	33.3	33.3	66.7	83.3	83.3	83.3
Fall 2010	2	50.0	100.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Fall 2011	3	66.7	33.3	66.7	33.3	33.3	33.3			0.0	0.0	0.0	33.3	33.3	33.3		
Fall 2012	3	33.3	0.0	0.0	0.0	0.0				0.0	0.0	0.0	0.0	0.0			
Fall 2013	3	33.3	0.0	0.0	0.0					0.0	0.0	0.0	0.0				
Fall 2014	2	100.0	50.0	0.0						0.0	50.0	100.0					
Fall 2016	1	0.0								0.0							
Fall 2017	2																
03. 48-59 Credits, 2.0 - 2.49 GPA																	
Fall 2008	11	72.7	45.5	36.4	9.1	9.1	0.0	0.0	0.0	0.0	18.2	27.3	45.5	45.5	54.5	54.5	54.5
Fall 2009	21	76.2	52.4	23.8	9.5	9.5	0.0	4.8	14.3	0.0	0.0	9.5	28.6	28.6	28.6	28.6	28.6
Fall 2010	17	88.2	64.7	35.3	17.6	17.6	5.9	5.9		0.0	11.8	35.3	52.9	52.9	58.8	58.8	
Fall 2011	17	64.7	70.6	29.4	17.6	0.0	5.9			0.0	5.9	35.3	47.1	52.9	52.9		
Fall 2012	16	68.8	56.3	43.8	37.5	18.8				0.0	0.0	18.8	25.0	31.3			
Fall 2013	14	71.4	64.3	28.6	7.1					0.0	7.1	35.7	57.1				
Fall 2014	20	85.0	75.0	35.0						0.0	0.0	30.0					
Fall 2015	14	64.3	64.3							0.0	7.1						
Fall 2016	10	70.0								0.0							

	Cohort Adjusted	Retention Rate (%)								Graduation Rate (%), Cumulative							
		2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall	8th Fall	9th Fall	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
Fall 2017	16																
03. 48-59 Credits, 2.5 - 3.00 GPA																	
Fall 2008	28	82.1	60.7	35.7	7.1	0.0	0.0	3.6	3.6	0.0	7.1	32.1	53.6	60.7	60.7	60.7	60.7
Fall 2009	34	67.6	52.9	29.4	14.7	2.9	2.9	2.9	2.9	0.0	8.8	26.5	41.2	50.0	52.9	52.9	52.9
Fall 2010	37	94.6	75.7	32.4	10.8	0.0	2.7	2.7		0.0	5.4	37.8	62.2	67.6	67.6	67.6	
Fall 2011	28	75.0	57.1	17.9	10.7	3.6	7.1			0.0	14.3	42.9	53.6	60.7	60.7		
Fall 2012	39	69.2	66.7	35.9	17.9	10.3				0.0	5.1	35.9	48.7	56.4			
Fall 2013	30	73.3	53.3	13.3	6.7					0.0	3.3	36.7	43.3				
Fall 2014	28	75.0	67.9	39.3						0.0	14.3	42.9					
Fall 2015	29	58.6	55.2							0.0	3.4						
Fall 2016	32	84.4								0.0							
Fall 2017	26																
03. 48-59 Credits, 3.0+ GPA																	
Fall 2008	45	93.3	80.0	28.9	13.3	2.2	0.0	0.0	0.0	0.0	13.3	55.6	71.1	84.4	86.7	88.9	88.9
Fall 2009	60	66.7	51.7	21.7	3.3	5.0	0.0	0.0	0.0	0.0	13.3	46.7	61.7	61.7	65.0	65.0	65.0
Fall 2010	56	80.4	62.5	26.8	10.7	7.1	7.1	5.4		0.0	8.9	44.6	64.3	64.3	66.1	66.1	
Fall 2011	65	86.2	64.6	23.1	9.2	1.5	1.5			0.0	16.9	52.3	67.7	70.8	72.3		
Fall 2012	56	83.9	58.9	26.8	10.7	3.6				0.0	19.6	48.2	64.3	71.4			
Fall 2013	56	83.9	64.3	23.2	7.1					0.0	17.9	58.9	73.2				
Fall 2014	46	84.8	60.9	10.9						0.0	19.6	67.4					
Fall 2015	64	85.9	64.1							0.0	15.6						
Fall 2016	53	71.7								0.0							
Fall 2017	58																
03. 48-59 Credits, No GPA																	
Fall 2009	1	100.0	100.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0	100.0
Fall 2013	1	0.0	0.0	0.0	0.0					100.0	100.0	100.0	100.0				
04. 60+ Credits, 00 - 1.9 GPA																	
Fall 2008	5	60.0	40.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	40.0	40.0	40.0	40.0	40.0	40.0	40.0
Fall 2009	5	80.0	40.0	0.0	0.0	0.0	20.0	20.0	0.0	0.0	0.0	40.0	40.0	40.0	40.0	40.0	60.0
Fall 2010	3	100.0	33.3	0.0	0.0	0.0	0.0	0.0		0.0	33.3	66.7	66.7	66.7	66.7	66.7	
Fall 2011	7	28.6	28.6	28.6	28.6	0.0	0.0			0.0	14.3	14.3	14.3	42.9	42.9		
Fall 2012	6	100.0	50.0	0.0	0.0	0.0				0.0	33.3	83.3	83.3	83.3			
Fall 2013	2	100.0	50.0	50.0	0.0					0.0	50.0	50.0	100.0				
Fall 2014	4	100.0	75.0	0.0						0.0	25.0	100.0					
Fall 2015	4	0.0	0.0							0.0	0.0						
Fall 2016	4	25.0								25.0							
Fall 2017	3																
04. 60+ Credits, 2.0 - 2.49 GPA																	
Fall 2008	52	71.2	48.1	15.4	13.5	5.8	1.9	3.8	1.9	1.9	17.3	38.5	42.3	46.2	46.2	46.2	50.0
Fall 2009	48	66.7	54.2	22.9	14.6	8.3	10.4	2.1	2.1	4.2	14.6	41.7	47.9	52.1	52.1	56.3	56.3
Fall 2010	45	71.1	42.2	24.4	11.1	4.4	6.7	2.2		0.0	13.3	24.4	42.2	48.9	53.3	53.3	
Fall 2011	61	80.3	49.2	32.8	16.4	3.3	0.0			1.6	14.8	31.1	45.9	54.1	55.7		
Fall 2012	68	72.1	48.5	22.1	11.8	7.4				2.9	14.7	36.8	45.6	50.0			
Fall 2013	51	60.8	54.9	31.4	5.9					3.9	9.8	31.4	51.0				
Fall 2014	56	75.0	55.4	30.4						0.0	17.9	39.3					
Fall 2015	55	80.0	54.5							0.0	12.7						
Fall 2016	64	78.1								1.6							
Fall 2017	42																
04. 60+ Credits, 2.5 - 3.00 GPA																	
Fall 2008	130	80.0	55.4	24.6	11.5	3.8	2.3	2.3	0.8	0.8	20.0	48.5	61.5	68.5	70.0	71.5	72.3
Fall 2009	130	82.3	49.2	23.1	7.7	3.1	1.5	1.5	1.5	0.8	24.6	51.5	66.2	71.5	71.5	73.8	74.6
Fall 2010	147	79.6	53.7	26.5	12.2	6.8	6.8	3.4		2.0	17.0	38.8	53.7	61.2	62.6	65.3	
Fall 2011	146	82.2	57.5	28.8	13.0	4.8	1.4			1.4	16.4	45.9	61.0	69.2	72.6		
Fall 2012	127	78.7	54.3	27.6	9.4	3.9				3.9	19.7	44.1	60.6	66.9			
Fall 2013	160	69.4	39.4	16.9	3.1					5.0	28.1	43.8	55.6				
Fall 2014	150	72.7	47.3	23.3						2.7	25.3	50.0					
Fall 2015	136	76.5	44.9							4.4	30.1						
Fall 2016	133	73.7								2.3							
Fall 2017	121																

	Cohort Adjusted	Retention Rate (%)								Graduation Rate (%), Cumulative							
		2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall	8th Fall	9th Fall	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
04. 60+ Credits, 3.0+ GPA																	
Fall 2008	267	84.6	52.8	21.3	8.6	4.1	0.4	1.5	0.4	1.9	29.6	59.6	72.3	76.0	79.4	80.1	81.3
Fall 2009	295	86.4	58.3	24.4	8.5	2.4	1.4	1.0	0.3	1.0	25.4	53.9	70.8	77.3	79.0	79.0	79.3
Fall 2010	266	89.8	53.8	19.5	5.3	3.4	1.5	0.8		1.9	32.7	68.4	80.5	85.3	86.5	86.8	
Fall 2011	325	84.0	48.9	20.0	8.3	5.2	1.5			0.9	28.9	55.7	67.1	71.1	74.8		
Fall 2012	358	77.9	45.0	16.8	5.6	2.5				9.2	36.9	64.2	74.6	77.9			
Fall 2013	351	75.8	40.5	14.2	6.0					8.8	39.0	63.2	72.4				
Fall 2014	388	79.6	40.7	11.3						5.2	40.7	68.8					
Fall 2015	378	79.6	42.9							6.6	39.7						
Fall 2016	357	81.5								8.1							
Fall 2017	339																
04. 60+ Credits, No GPA																	
Fall 2008	3	66.7	100.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	66.7	100.0	100.0	100.0	100.0	100.0
Fall 2009	3	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2011	4	75.0	75.0	75.0	25.0	0.0	0.0			0.0	0.0	0.0	25.0	50.0	50.0		
Fall 2013	3	100.0	66.7	33.3	0.0					0.0	33.3	66.7	100.0				
Fall 2014	3	0.0	0.0	0.0						66.7	66.7	66.7					
Fall 2015	2	50.0	50.0							0.0	0.0						
Fall 2016	2	0.0								0.0							
HIL																	
01. Less than 24 Credits, 00 - 1.9 GPA																	
Fall 2010	2	50.0	50.0	50.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Fall 2011	1	100.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0	0.0	0.0	0.0	0.0		
Fall 2013	2	50.0	0.0	0.0	0.0					0.0	0.0	0.0	0.0				
Fall 2014	1	0.0	0.0	0.0						0.0	0.0	0.0					
Fall 2016	1	0.0								0.0							
01. Less than 24 Credits, 2.0 - 2.49 GPA																	
Fall 2008	2	50.0	50.0	0.0	50.0	50.0	50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0
Fall 2009	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2010	1	100.0	100.0	100.0	100.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	100.0	100.0	100.0	
Fall 2011	1	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0	0.0	0.0	0.0	0.0		
Fall 2013	1	0.0	0.0	0.0	0.0					0.0	0.0	0.0	0.0				
Fall 2014	5	40.0	20.0	20.0						0.0	0.0	0.0					
Fall 2015	2	100.0	100.0							0.0	0.0						
Fall 2016	4	50.0								0.0							
Fall 2017	2																
01. Less than 24 Credits, 2.5 - 3.00 GPA																	
Fall 2008	3	100.0	66.7	33.3	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	33.3	33.3	33.3	33.3
Fall 2009	6	66.7	66.7	33.3	33.3	16.7	0.0	16.7	16.7	0.0	0.0	0.0	0.0	16.7	16.7	16.7	16.7
Fall 2010	3	33.3	33.3	33.3	0.0	0.0	0.0	0.0		0.0	0.0	0.0	33.3	33.3	33.3	33.3	
Fall 2011	4	50.0	50.0	25.0	0.0	0.0	0.0			0.0	0.0	0.0	25.0	25.0	25.0		
Fall 2012	2	50.0	100.0	100.0	100.0	0.0				0.0	0.0	0.0	0.0	100.0			
Fall 2013	4	50.0	0.0	0.0	25.0					0.0	0.0	0.0	0.0				
Fall 2014	2	100.0	50.0	50.0						0.0	0.0	0.0					
Fall 2015	3	33.3	33.3							0.0	0.0						
Fall 2016	3	100.0								0.0							
Fall 2017	1																
01. Less than 24 Credits, 3.0+ GPA																	
Fall 2008	4	75.0	100.0	75.0	75.0	50.0	25.0	25.0	25.0	0.0	0.0	0.0	0.0	25.0	50.0	50.0	50.0
Fall 2009	7	71.4	28.6	28.6	0.0	28.6	14.3	14.3	14.3	0.0	14.3	14.3	28.6	28.6	42.9	42.9	42.9
Fall 2010	5	80.0	80.0	60.0	60.0	0.0	0.0	0.0		0.0	0.0	20.0	20.0	80.0	80.0	80.0	
Fall 2011	11	81.8	72.7	72.7	54.5	27.3	18.2			0.0	0.0	9.1	27.3	45.5	54.5		
Fall 2012	14	71.4	78.6	64.3	28.6	21.4				0.0	0.0	14.3	35.7	57.1			
Fall 2013	2	50.0	0.0	0.0	0.0					0.0	0.0	0.0	0.0				
Fall 2014	7	85.7	85.7	71.4						0.0	0.0	14.3					
Fall 2015	4	75.0	75.0							0.0	0.0						
Fall 2016	4	50.0								0.0							
Fall 2017	1																
01. Less than 24 Credits, No GPA																	

	Cohort Adjusted	Retention Rate (%)								Graduation Rate (%), Cumulative							
		2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall	8th Fall	9th Fall	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
Fall 2009	4	25.0	25.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0	25.0	25.0	25.0	25.0
Fall 2010	3	33.3	33.3	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Fall 2011	3	100.0	33.3	0.0	0.0	0.0	0.0			0.0	0.0	0.0	0.0	0.0	0.0		
Fall 2012	1	0.0	0.0	0.0	0.0	0.0				0.0	0.0	0.0	0.0	0.0			
Fall 2016	1	0.0								0.0							
02. 24-47 Credits, 00 - 1.9 GPA																	
Fall 2008	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2009	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2010	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Fall 2011	2	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0	0.0	0.0	0.0	0.0		
Fall 2012	3	66.7	33.3	33.3	0.0	0.0				0.0	0.0	0.0	33.3	33.3			
Fall 2014	2	0.0	0.0	0.0						0.0	0.0	0.0					
Fall 2016	2	100.0								0.0							
02. 24-47 Credits, 2.0 - 2.49 GPA																	
Fall 2008	6	66.7	66.7	33.3	33.3	0.0	0.0	0.0	0.0	0.0	0.0	16.7	16.7	50.0	50.0	50.0	50.0
Fall 2009	3	100.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	66.7	66.7	66.7	66.7	66.7	66.7
Fall 2010	5	60.0	60.0	80.0	40.0	20.0	20.0	0.0		0.0	0.0	0.0	0.0	20.0	20.0	40.0	
Fall 2011	7	42.9	14.3	14.3	14.3	0.0	0.0			0.0	0.0	0.0	0.0	14.3	14.3		
Fall 2012	1	100.0	100.0	100.0	0.0	0.0				0.0	0.0	0.0	0.0	0.0			
Fall 2013	8	75.0	37.5	50.0	12.5					0.0	0.0	0.0	25.0				
Fall 2014	4	100.0	100.0	50.0						0.0	0.0	50.0					
Fall 2015	1	100.0	0.0							0.0	0.0						
Fall 2017	6																
02. 24-47 Credits, 2.5 - 3.00 GPA																	
Fall 2008	6	100.0	66.7	33.3	33.3	0.0	0.0	16.7	16.7	0.0	0.0	50.0	50.0	66.7	66.7	66.7	66.7
Fall 2009	5	60.0	60.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	40.0	40.0	40.0	40.0	40.0	40.0
Fall 2010	14	57.1	35.7	21.4	0.0	0.0	0.0	7.1		0.0	0.0	0.0	14.3	21.4	21.4	21.4	
Fall 2011	7	42.9	42.9	14.3	0.0	0.0	0.0			0.0	0.0	28.6	28.6	28.6	28.6		
Fall 2012	9	55.6	55.6	55.6	22.2	11.1				0.0	0.0	0.0	33.3	44.4			
Fall 2013	18	83.3	83.3	55.6	27.8					0.0	0.0	16.7	44.4				
Fall 2014	5	60.0	60.0	60.0						0.0	0.0	0.0					
Fall 2015	16	81.3	62.5							0.0	12.5						
Fall 2016	12	66.7								0.0							
Fall 2017	4																
02. 24-47 Credits, 3.0+ GPA																	
Fall 2008	14	92.9	85.7	35.7	21.4	7.1	0.0	0.0	0.0	0.0	0.0	42.9	64.3	78.6	85.7	85.7	85.7
Fall 2009	10	90.0	60.0	10.0	0.0	0.0	0.0	20.0	10.0	0.0	0.0	30.0	40.0	40.0	40.0	40.0	50.0
Fall 2010	13	84.6	76.9	30.8	7.7	7.7	7.7	0.0		0.0	0.0	23.1	53.8	61.5	61.5	69.2	
Fall 2011	19	73.7	57.9	36.8	26.3	0.0	0.0			0.0	0.0	15.8	36.8	52.6	52.6		
Fall 2012	26	84.6	50.0	38.5	15.4	3.8				0.0	15.4	26.9	46.2	61.5			
Fall 2013	23	65.2	43.5	26.1	0.0					0.0	17.4	39.1	52.2				
Fall 2014	21	85.7	61.9	33.3						0.0	9.5	42.9					
Fall 2015	23	91.3	73.9							0.0	4.3						
Fall 2016	19	84.2								0.0							
Fall 2017	14																
02. 24-47 Credits, No GPA																	
Fall 2010	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	100.0	100.0	100.0	100.0	100.0	100.0	
Fall 2011	1	100.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0	0.0	0.0	0.0	0.0		
Fall 2014	2	0.0	0.0	0.0						0.0	0.0	0.0					
Fall 2015	1	100.0	100.0							0.0	0.0						
03. 48-59 Credits, 00 - 1.9 GPA																	
Fall 2008	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2010	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Fall 2011	1	100.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0	0.0	0.0	0.0	0.0		
Fall 2017	1																
03. 48-59 Credits, 2.0 - 2.49 GPA																	
Fall 2008	2	50.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2009	2	50.0	50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0	50.0	50.0	50.0
Fall 2010	2	50.0	100.0	50.0	0.0	0.0	0.0	0.0		0.0	0.0	50.0	100.0	100.0	100.0	100.0	

	Cohort Adjusted	Retention Rate (%)								Graduation Rate (%), Cumulative							
		2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall	8th Fall	9th Fall	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
Fall 2011	6	33.3	33.3	16.7	0.0	0.0	0.0			0.0	0.0	16.7	16.7	16.7	33.3		
Fall 2012	5	80.0	40.0	20.0	20.0	0.0				0.0	20.0	20.0	20.0	40.0			
Fall 2013	2	50.0	50.0	0.0	0.0					0.0	0.0	50.0	50.0				
Fall 2014	6	66.7	50.0	0.0						0.0	0.0	50.0					
Fall 2015	4	75.0	100.0							0.0	0.0						
Fall 2016	1	0.0								0.0							
Fall 2017	3																
03. 48-59 Credits, 2.5 - 3.00 GPA																	
Fall 2008	4	50.0	50.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0	25.0	25.0	25.0	25.0	25.0
Fall 2009	7	100.0	85.7	28.6	0.0	0.0	0.0	0.0	14.3	0.0	0.0	42.9	71.4	71.4	71.4	71.4	71.4
Fall 2010	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Fall 2011	12	41.7	16.7	16.7	0.0	0.0	0.0			0.0	0.0	0.0	8.3	8.3	8.3		
Fall 2012	11	81.8	72.7	45.5	18.2	9.1				0.0	0.0	18.2	36.4	45.5			
Fall 2013	10	80.0	40.0	30.0	40.0					0.0	0.0	10.0	10.0				
Fall 2014	10	80.0	50.0	30.0						0.0	20.0	30.0					
Fall 2015	9	66.7	44.4							0.0	0.0						
Fall 2016	9	66.7								0.0							
Fall 2017	6																
03. 48-59 Credits, 3.0+ GPA																	
Fall 2008	6	83.3	83.3	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	33.3	66.7	66.7	66.7	66.7	66.7
Fall 2009	12	83.3	66.7	16.7	0.0	0.0	0.0	0.0	0.0	0.0	16.7	66.7	75.0	75.0	75.0	75.0	75.0
Fall 2010	11	81.8	72.7	36.4	9.1	9.1	18.2	18.2		0.0	0.0	27.3	54.5	54.5	54.5	54.5	
Fall 2011	19	84.2	47.4	36.8	21.1	5.3	5.3			0.0	15.8	26.3	42.1	57.9	57.9		
Fall 2012	24	70.8	50.0	16.7	4.2	8.3				0.0	4.2	37.5	50.0	50.0			
Fall 2013	14	71.4	64.3	7.1	7.1					0.0	0.0	50.0	57.1				
Fall 2014	22	59.1	40.9	9.1						0.0	18.2	36.4					
Fall 2015	25	72.0	32.0							0.0	24.0						
Fall 2016	16	81.3								0.0							
Fall 2017	19																
03. 48-59 Credits, No GPA																	
Fall 2011	1	100.0	100.0	100.0	0.0	0.0	0.0			0.0	0.0	0.0	0.0	0.0	0.0		
Fall 2016	2	0.0								0.0							
04. 60+ Credits, 00 - 1.9 GPA																	
Fall 2008	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2009	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2010	2	50.0	0.0	0.0	0.0	0.0	0.0	0.0		50.0	100.0	100.0	100.0	100.0	100.0	100.0	
Fall 2012	2	50.0	0.0	0.0	0.0	0.0				0.0	50.0	50.0	50.0	50.0			
Fall 2013	1	100.0	100.0	0.0	0.0					0.0	0.0	0.0	100.0				
04. 60+ Credits, 2.0 - 2.49 GPA																	
Fall 2008	7	85.7	71.4	28.6	14.3	0.0	0.0	0.0	0.0	0.0	0.0	42.9	42.9	57.1	57.1	57.1	57.1
Fall 2009	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2010	10	100.0	40.0	20.0	10.0	0.0	0.0	0.0		0.0	30.0	40.0	50.0	60.0	60.0	60.0	
Fall 2011	6	66.7	50.0	16.7	16.7	16.7	0.0			0.0	0.0	33.3	33.3	33.3	50.0		
Fall 2012	8	62.5	50.0	25.0	12.5	0.0				0.0	0.0	25.0	25.0	50.0			
Fall 2013	10	70.0	20.0	30.0	10.0					0.0	20.0	20.0	30.0				
Fall 2014	9	55.6	33.3	55.6						0.0	11.1	22.2					
Fall 2015	14	50.0	28.6							7.1	21.4						
Fall 2016	10	70.0								0.0							
Fall 2017	10																
04. 60+ Credits, 2.5 - 3.00 GPA																	
Fall 2008	15	73.3	40.0	13.3	26.7	13.3	0.0	0.0	0.0	0.0	20.0	46.7	46.7	53.3	66.7	66.7	66.7
Fall 2009	18	77.8	38.9	11.1	0.0	0.0	0.0	0.0	0.0	0.0	22.2	44.4	61.1	61.1	61.1	61.1	61.1
Fall 2010	22	59.1	40.9	22.7	13.6	4.5	0.0	0.0		0.0	9.1	13.6	22.7	27.3	31.8	31.8	
Fall 2011	23	78.3	43.5	34.8	8.7	4.3	0.0			8.7	13.0	26.1	43.5	47.8	47.8		
Fall 2012	18	61.1	33.3	33.3	11.1	11.1				5.6	11.1	22.2	27.8	33.3			
Fall 2013	26	61.5	30.8	23.1	7.7					0.0	15.4	23.1	30.8				
Fall 2014	26	65.4	30.8	15.4						7.7	23.1	46.2					
Fall 2015	17	58.8	23.5							5.9	23.5						
Fall 2016	24	70.8								4.2							

	Cohort Adjusted	Retention Rate (%)								Graduation Rate (%), Cumulative							
		2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall	8th Fall	9th Fall	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
Fall 2017	25																
04. 60+ Credits, 3.0+ GPA																	
Fall 2008	45	82.2	60.0	37.8	20.0	11.1	6.7	2.2	0.0	2.2	22.2	40.0	53.3	60.0	66.7	71.1	73.3
Fall 2009	49	77.6	44.9	18.4	8.2	2.0	4.1	0.0	0.0	0.0	24.5	51.0	61.2	67.3	67.3	67.3	69.4
Fall 2010	56	85.7	48.2	17.9	8.9	1.8	0.0	0.0		0.0	30.4	57.1	62.5	67.9	71.4	71.4	
Fall 2011	44	81.8	54.5	18.2	4.5	0.0	0.0			0.0	22.7	56.8	72.7	79.5	79.5		
Fall 2012	70	70.0	50.0	14.3	4.3	1.4				0.0	11.4	41.4	50.0	52.9			
Fall 2013	74	79.7	55.4	18.9	10.8					0.0	16.2	43.2	56.8				
Fall 2014	76	77.6	46.1	23.7						5.3	27.6	48.7					
Fall 2015	62	69.4	48.4							11.3	30.6						
Fall 2016	81	70.4								3.7							
Fall 2017	74																
04. 60+ Credits, No GPA																	
Fall 2008	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2011	1	100.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0	0.0	0.0	0.0	0.0		
Fall 2013	2	0.0	0.0	0.0	0.0					0.0	0.0	0.0	0.0				
Fall 2014	1	100.0	100.0	0.0						0.0	0.0	100.0					
Fall 2015	2	0.0	0.0							0.0	0.0						
Fall 2016	3	0.0								33.3							
WOA																	
01. Less than 24 Credits, 00 - 1.9 GPA																	
Fall 2012	3	0.0	0.0	0.0	0.0	0.0				0.0	0.0	0.0	0.0	0.0			
Fall 2014	3	0.0	0.0	0.0						0.0	0.0	0.0					
Fall 2015	6	50.0	50.0							0.0	0.0						
Fall 2016	3	33.3								0.0							
Fall 2017	1																
01. Less than 24 Credits, 2.0 - 2.49 GPA																	
Fall 2008	17	58.8	58.8	35.3	17.6	5.9	5.9	5.9	5.9	0.0	0.0	23.5	35.3	47.1	47.1	47.1	47.1
Fall 2011	2	100.0	100.0	100.0	50.0	0.0	0.0			0.0	0.0	0.0	0.0	50.0	50.0		
Fall 2012	1	0.0	100.0	100.0	100.0	100.0				0.0	0.0	0.0	0.0	0.0			
Fall 2014	1	0.0	0.0	0.0						0.0	0.0	0.0					
Fall 2015	7	71.4	28.6							0.0	0.0						
Fall 2017	1																
01. Less than 24 Credits, 2.5 - 3.00 GPA																	
Fall 2008	26	65.4	38.5	19.2	11.5	7.7	0.0	3.8	0.0	0.0	15.4	30.8	38.5	42.3	46.2	46.2	46.2
Fall 2011	2	100.0	50.0	0.0	0.0	0.0	0.0			0.0	0.0	0.0	0.0	0.0	0.0		
Fall 2012	1	100.0	100.0	0.0	100.0	100.0				0.0	0.0	0.0	0.0	0.0			
Fall 2013	2	0.0	0.0	0.0	0.0					0.0	0.0	0.0	0.0				
Fall 2014	1	100.0	0.0	0.0						0.0	0.0	0.0					
Fall 2015	2	100.0	50.0							0.0	0.0						
01. Less than 24 Credits, 3.0+ GPA																	
Fall 2008	47	91.5	57.4	27.7	14.9	6.4	4.3	2.1	2.1	0.0	25.5	53.2	68.1	70.2	72.3	74.5	74.5
Fall 2010	2	100.0	50.0	50.0	0.0	0.0	0.0	0.0		0.0	50.0	50.0	100.0	100.0	100.0	100.0	
Fall 2011	1	100.0	100.0	100.0	0.0	0.0	0.0			0.0	0.0	0.0	100.0	100.0	100.0		
Fall 2012	1	100.0	100.0	100.0	100.0	100.0				0.0	0.0	0.0	0.0	0.0			
Fall 2013	2	100.0	50.0	50.0	50.0					0.0	0.0	0.0	0.0				
Fall 2014	1	100.0	100.0	0.0						0.0	0.0	0.0					
Fall 2015	2	100.0	50.0							0.0	0.0						
Fall 2016	1	0.0								0.0							
Fall 2017	1																
01. Less than 24 Credits, No GPA																	
Fall 2009	2	100.0	100.0	50.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0	50.0	50.0
Fall 2011	1	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0	0.0	0.0	0.0	0.0		
Fall 2012	1	0.0	0.0	0.0	0.0	0.0				0.0	0.0	0.0	0.0	0.0			
02. 24-47 Credits, 00 - 1.9 GPA																	
Fall 2010	2	50.0	50.0	50.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	50.0	50.0	50.0	50.0	
Fall 2013	1	0.0	0.0	0.0	0.0					0.0	0.0	0.0	0.0				
Fall 2014	1	100.0	100.0	100.0						0.0	0.0	0.0					
Fall 2015	5	60.0	60.0							0.0	0.0						

	Cohort Adjusted	Retention Rate (%)								Graduation Rate (%), Cumulative							
		2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall	8th Fall	9th Fall	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
Fall 2016	2	50.0								0.0							
Fall 2017	4																
02. 24-47 Credits, 2.0 - 2.49 GPA																	
Fall 2008	1	100.0	100.0	100.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0	100.0
Fall 2010	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Fall 2011	1	100.0	100.0	100.0	100.0	0.0	0.0			0.0	0.0	0.0	0.0	100.0	100.0		
Fall 2012	5	40.0	20.0	0.0	0.0	0.0				0.0	20.0	20.0	20.0	20.0			
Fall 2013	2	50.0	50.0	0.0	0.0					0.0	0.0	50.0	50.0				
Fall 2014	1	0.0	0.0	0.0						0.0	0.0	0.0					
Fall 2015	5	100.0	40.0							0.0	0.0						
Fall 2016	2	50.0								0.0							
Fall 2017	1																
02. 24-47 Credits, 2.5 - 3.00 GPA																	
Fall 2008	2	100.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0	100.0	100.0	100.0
Fall 2009	5	60.0	60.0	20.0	20.0	20.0	0.0	0.0	20.0	0.0	0.0	20.0	20.0	20.0	40.0	40.0	40.0
Fall 2010	3	66.7	33.3	33.3	100.0	66.7	33.3	0.0		0.0	0.0	0.0	0.0	0.0	33.3	33.3	
Fall 2011	3	33.3	66.7	0.0	0.0	0.0	0.0			0.0	0.0	66.7	66.7	66.7	66.7		
Fall 2012	5	60.0	60.0	80.0	20.0	20.0				0.0	0.0	0.0	40.0	40.0			
Fall 2013	7	42.9	42.9	42.9	14.3					0.0	0.0	0.0	28.6				
Fall 2014	8	37.5	25.0	12.5						0.0	0.0	12.5					
Fall 2015	9	77.8	55.6							0.0	11.1						
Fall 2016	9	66.7								0.0							
Fall 2017	4																
02. 24-47 Credits, 3.0+ GPA																	
Fall 2008	4	75.0	50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0	50.0	75.0	75.0	75.0	75.0	75.0
Fall 2009	8	37.5	50.0	37.5	37.5	25.0	0.0	0.0	0.0	0.0	0.0	12.5	25.0	25.0	37.5	37.5	37.5
Fall 2010	5	60.0	60.0	20.0	20.0	20.0	0.0	0.0		0.0	0.0	40.0	40.0	40.0	60.0	60.0	
Fall 2011	6	66.7	66.7	33.3	16.7	0.0	0.0			0.0	0.0	33.3	50.0	66.7	66.7		
Fall 2012	6	66.7	50.0	50.0	16.7	0.0				0.0	0.0	16.7	50.0	50.0			
Fall 2013	7	85.7	71.4	14.3	0.0					0.0	0.0	42.9	57.1				
Fall 2014	8	75.0	62.5	25.0						0.0	25.0	62.5					
Fall 2015	11	45.5	27.3							0.0	9.1						
Fall 2016	12	66.7								0.0							
Fall 2017	12																
02. 24-47 Credits, No GPA																	
Fall 2009	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2011	1	100.0	100.0	100.0	100.0	100.0	100.0			0.0	0.0	0.0	0.0	0.0	0.0		
Fall 2014	1	0.0	0.0	0.0						0.0	0.0	0.0					
Fall 2015	2	50.0	50.0							0.0	0.0						
03. 48-59 Credits, 00 - 1.9 GPA																	
Fall 2010	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Fall 2011	1	100.0	100.0	100.0	100.0	0.0	0.0			0.0	0.0	0.0	0.0	100.0	100.0		
Fall 2014	2	100.0	50.0	50.0						0.0	0.0	0.0					
Fall 2015	3	33.3	33.3							0.0	0.0						
Fall 2016	1	0.0								0.0							
Fall 2017	4																
03. 48-59 Credits, 2.0 - 2.49 GPA																	
Fall 2008	2	100.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0	50.0	50.0	50.0	50.0
Fall 2010	5	60.0	80.0	40.0	0.0	0.0	0.0	0.0		0.0	0.0	20.0	20.0	20.0	40.0	40.0	
Fall 2011	4	100.0	75.0	25.0	0.0	0.0	0.0			0.0	25.0	50.0	75.0	100.0	100.0		
Fall 2012	3	66.7	66.7	33.3	0.0	0.0				0.0	0.0	0.0	33.3	33.3			
Fall 2013	5	60.0	20.0	40.0	0.0					0.0	0.0	20.0	20.0				
Fall 2014	9	55.6	44.4	11.1						0.0	33.3	44.4					
Fall 2015	7	0.0	0.0							0.0	0.0						
Fall 2016	9	77.8								0.0							
Fall 2017	11																
03. 48-59 Credits, 2.5 - 3.00 GPA																	
Fall 2008	9	77.8	44.4	11.1	0.0	0.0	0.0	0.0	0.0	0.0	22.2	55.6	55.6	55.6	55.6	55.6	55.6
Fall 2009	3	100.0	66.7	33.3	66.7	66.7	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	33.3	33.3

	Cohort Adjusted	Retention Rate (%)								Graduation Rate (%), Cumulative							
		2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall	8th Fall	9th Fall	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
Fall 2010	11	45.5	27.3	18.2	0.0	0.0	0.0	0.0		0.0	9.1	9.1	18.2	18.2	18.2	18.2	
Fall 2011	8	62.5	37.5	25.0	0.0	0.0	0.0			0.0	0.0	12.5	37.5	37.5	37.5		
Fall 2012	8	75.0	37.5	12.5	0.0	0.0				0.0	25.0	37.5	37.5	37.5			
Fall 2013	6	83.3	83.3	33.3	0.0					0.0	0.0	16.7	50.0				
Fall 2014	12	58.3	50.0	33.3						0.0	8.3	25.0					
Fall 2015	5	20.0	20.0							0.0	0.0						
Fall 2016	9	33.3								0.0							
Fall 2017	8																
03. 48-59 Credits, 3.0+ GPA																	
Fall 2008	18	88.9	61.1	16.7	11.1	0.0	0.0	0.0	0.0	0.0	16.7	66.7	66.7	83.3	83.3	83.3	83.3
Fall 2009	7	100.0	71.4	14.3	0.0	0.0	0.0	0.0	0.0	0.0	14.3	71.4	71.4	71.4	71.4	71.4	71.4
Fall 2010	11	90.9	81.8	18.2	9.1	0.0	0.0	0.0	0.0	0.0	9.1	63.6	63.6	72.7	72.7	72.7	
Fall 2011	12	66.7	41.7	33.3	16.7	0.0	0.0			0.0	16.7	41.7	50.0	75.0	75.0		
Fall 2012	11	72.7	63.6	18.2	0.0	0.0				0.0	0.0	27.3	45.5	45.5			
Fall 2013	11	81.8	36.4	9.1	9.1					0.0	27.3	54.5	63.6				
Fall 2014	16	75.0	62.5	6.3						0.0	6.3	56.3					
Fall 2015	12	58.3	41.7							0.0	8.3						
Fall 2016	13	76.9								0.0							
Fall 2017	23																
03. 48-59 Credits, No GPA																	
Fall 2009	1	100.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0	100.0	100.0	100.0
Fall 2014	1	100.0	0.0	0.0						0.0	0.0	0.0					
Fall 2016	1	100.0								0.0							
04. 60+ Credits, 00 - 1.9 GPA																	
Fall 2008	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2009	2	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Fall 2010	3	100.0	66.7	33.3	0.0	0.0	0.0	0.0		0.0	33.3	66.7	100.0	100.0	100.0	100.0	
Fall 2011	3	66.7	66.7	0.0	0.0	0.0	33.3			0.0	0.0	66.7	66.7	66.7	66.7		
Fall 2012	4	75.0	25.0	50.0	0.0	25.0				0.0	0.0	0.0	25.0	25.0			
Fall 2013	5	20.0	0.0	0.0	0.0					0.0	20.0	20.0	20.0				
Fall 2014	6	83.3	66.7	50.0						0.0	16.7	16.7					
Fall 2015	4	100.0	50.0							0.0	25.0						
Fall 2016	10	70.0								0.0							
Fall 2017	3																
04. 60+ Credits, 2.0 - 2.49 GPA																	
Fall 2008	13	84.6	61.5	15.4	15.4	0.0	0.0	7.7	0.0	0.0	7.7	38.5	38.5	46.2	46.2	46.2	46.2
Fall 2009	22	50.0	36.4	13.6	9.1	9.1	9.1	9.1	9.1	0.0	9.1	22.7	27.3	27.3	27.3	31.8	31.8
Fall 2010	27	63.0	44.4	14.8	11.1	7.4	3.7	3.7		3.7	11.1	33.3	37.0	37.0	40.7	44.4	
Fall 2011	37	70.3	27.0	27.0	16.2	2.7	5.4			0.0	24.3	35.1	43.2	54.1	54.1		
Fall 2012	26	69.2	46.2	23.1	3.8	3.8				0.0	19.2	34.6	53.8	53.8			
Fall 2013	34	61.8	26.5	23.5	8.8					2.9	20.6	26.5	35.3				
Fall 2014	41	65.9	51.2	19.5						0.0	12.2	31.7					
Fall 2015	25	64.0	32.0							0.0	20.0						
Fall 2016	46	58.7								0.0							
Fall 2017	40																
04. 60+ Credits, 2.5 - 3.00 GPA																	
Fall 2008	19	89.5	52.6	10.5	0.0	0.0	0.0	0.0	0.0	0.0	21.1	52.6	63.2	63.2	63.2	63.2	63.2
Fall 2009	41	73.2	51.2	24.4	19.5	7.3	2.4	2.4	0.0	2.4	12.2	31.7	34.1	43.9	46.3	48.8	51.2
Fall 2010	51	76.5	49.0	19.6	9.8	2.0	3.9	3.9		0.0	9.8	37.3	47.1	52.9	54.9	54.9	
Fall 2011	77	79.2	45.5	26.0	5.2	5.2	1.3			0.0	18.2	39.0	54.5	54.5	57.1		
Fall 2012	61	65.6	44.3	24.6	11.5	4.9				0.0	14.8	27.9	39.3	44.3			
Fall 2013	87	62.1	27.6	17.2	6.9					0.0	21.8	29.9	41.4				
Fall 2014	85	70.6	42.4	22.4						0.0	20.0	35.3					
Fall 2015	71	62.0	38.0							0.0	22.5						
Fall 2016	77	55.8								3.9							
Fall 2017	69																
04. 60+ Credits, 3.0+ GPA																	
Fall 2008	45	86.7	60.0	26.7	17.8	13.3	0.0	4.4	2.2	0.0	13.3	40.0	48.9	55.6	57.8	57.8	60.0
Fall 2009	117	78.6	50.4	21.4	9.4	5.1	3.4	1.7	3.4	0.9	17.1	47.0	59.0	63.2	65.8	66.7	66.7

	Cohort Adjusted	Retention Rate (%)								Graduation Rate (%), Cumulative							
		2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall	8th Fall	9th Fall	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
Fall 2010	112	80.4	50.0	24.1	10.7	5.4	5.4	3.6		0.0	24.1	45.5	53.6	60.7	62.5	64.3	
Fall 2011	145	77.2	44.8	22.8	9.7	3.4	2.8			1.4	23.4	44.1	55.9	59.3	60.7		
Fall 2012	162	75.3	43.2	19.1	9.3	8.0				2.5	27.8	49.4	55.6	59.9			
Fall 2013	181	69.6	37.6	13.3	3.9					0.6	26.0	49.2	57.5				
Fall 2014	198	74.7	46.0	17.7						0.5	24.2	52.0					
Fall 2015	198	79.8	46.0							1.5	31.8						
Fall 2016	197	78.2								1.5							
Fall 2017	216																
04. 60+ Credits, No GPA																	
Fall 2009	2	100.0	100.0	100.0	50.0	50.0	50.0	50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2011	4	50.0	25.0	25.0	0.0	0.0	0.0			25.0	25.0	25.0	50.0	50.0	50.0		
Fall 2014	3	66.7	33.3	0.0						0.0	33.3	33.3					
Fall 2015	2	50.0	50.0							0.0	0.0						
Fall 2017	2																

UHCC Transfers Retention and Graduation Rates
By GPA at Time of Transfer

	Cohort Adjusted	Retention Rate (%)								Graduation Rate (%), Cumulative							
		2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall	8th Fall	9th Fall	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
MAN																	
00 - 1.9 GPA																	
Fall 2008	14	50.0	42.9	21.4	7.1	0.0	0.0	0.0	0.0	0.0	14.3	21.4	35.7	42.9	42.9	42.9	42.9
Fall 2009	19	78.9	52.6	36.8	31.6	10.5	5.3	5.3	0.0	0.0	0.0	21.1	26.3	36.8	47.4	47.4	52.6
Fall 2010	9	77.8	66.7	22.2	11.1	0.0	0.0	0.0		0.0	11.1	33.3	44.4	55.6	55.6	55.6	
Fall 2011	16	37.5	31.3	37.5	31.3	12.5	6.3			0.0	6.3	6.3	12.5	25.0	31.3		
Fall 2012	17	64.7	35.3	5.9	5.9	11.8				0.0	11.8	35.3	41.2	41.2			
Fall 2013	7	57.1	14.3	14.3	0.0					0.0	14.3	14.3	28.6				
Fall 2014	8	100.0	50.0	0.0						0.0	25.0	75.0					
Fall 2015	11	45.5	36.4							0.0	0.0						
Fall 2016	6	33.3								16.7							
Fall 2017	8																
2.0 - 2.49 GPA																	
Fall 2008	96	71.9	50.0	28.1	14.6	6.3	2.1	2.1	1.0	1.0	11.5	25.0	36.5	43.8	44.8	45.8	47.9
Fall 2009	99	68.7	52.5	30.3	21.2	9.1	6.1	2.0	4.0	2.0	7.1	23.2	34.3	43.4	45.5	48.5	48.5
Fall 2010	87	77.0	52.9	28.7	17.2	10.3	5.7	2.3		0.0	9.2	24.1	39.1	44.8	51.7	52.9	
Fall 2011	105	76.2	53.3	33.3	18.1	6.7	5.7			1.0	10.5	28.6	43.8	50.5	51.4		
Fall 2012	112	72.3	50.9	29.5	18.8	9.8				1.8	9.8	31.3	39.3	46.4			
Fall 2013	83	65.1	56.6	31.3	8.4					2.4	8.4	28.9	47.0				
Fall 2014	92	76.1	60.9	32.6						0.0	10.9	33.7					
Fall 2015	77	77.9	57.1							0.0	11.7						
Fall 2016	96	76.0								1.0							
Fall 2017	78																
2.5 - 3.00 GPA																	
Fall 2008	194	79.4	58.2	29.9	11.9	4.6	2.6	2.6	1.5	0.5	14.4	39.2	55.2	62.9	63.9	65.5	66.0
Fall 2009	212	76.9	50.9	26.9	11.3	3.8	1.9	1.4	1.4	0.5	16.5	38.2	52.4	59.4	60.4	61.8	62.3
Fall 2010	236	79.2	57.2	30.5	14.4	8.5	6.4	3.4		1.3	11.4	33.9	50.0	57.6	60.2	62.7	
Fall 2011	217	79.3	57.1	30.0	12.4	6.0	2.8			0.9	13.8	40.1	56.2	63.1	66.4		
Fall 2012	205	76.6	58.0	31.7	12.7	6.3				2.4	14.1	38.0	54.6	62.0			
Fall 2013	222	71.6	45.9	21.2	6.8					3.6	21.2	39.6	52.3				
Fall 2014	212	71.7	51.4	25.9						1.9	19.8	44.8					
Fall 2015	184	72.3	48.4							3.3	22.8						
Fall 2016	189	77.8								1.6							
Fall 2017	178																
3.0+ GPA																	
Fall 2008	377	83.8	57.6	25.2	11.7	4.0	0.3	1.3	0.3	1.3	23.3	52.3	66.0	72.9	75.9	76.7	77.7
Fall 2009	422	81.0	58.8	25.6	9.5	4.0	1.9	1.2	0.7	0.7	20.4	49.1	65.2	71.3	73.7	73.7	73.9
Fall 2010	407	86.7	58.7	26.3	8.6	4.9	3.4	2.2		1.5	24.1	56.8	72.5	77.9	79.1	79.6	
Fall 2011	458	83.2	53.1	24.5	9.8	4.6	1.7			0.7	23.6	50.7	64.2	69.0	72.1		
Fall 2012	471	79.2	49.5	20.2	7.4	2.8				7.0	31.0	58.4	70.5	75.2			
Fall 2013	469	77.4	46.1	17.9	6.4					6.6	32.4	59.5	71.0				
Fall 2014	492	81.3	46.3	14.0						4.1	35.4	65.9					
Fall 2015	493	80.5	48.7							5.1	32.9						
Fall 2016	453	79.7								6.4							
Fall 2017	446																
No GPA																	
Fall 2008	6	50.0	66.7	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	33.3	66.7	66.7	66.7	66.7	66.7
Fall 2009	11	45.5	27.3	27.3	9.1	9.1	0.0	0.0	0.0	0.0	0.0	0.0	9.1	18.2	18.2	18.2	18.2
Fall 2010	5	60.0	60.0	60.0	20.0	20.0	0.0	20.0		0.0	0.0	0.0	20.0	40.0	40.0	40.0	
Fall 2011	6	66.7	50.0	50.0	16.7	0.0	0.0			0.0	16.7	16.7	33.3	50.0	50.0		
Fall 2012	2	50.0	0.0	0.0	50.0	50.0				0.0	0.0	0.0	0.0	0.0			
Fall 2013	6	83.3	66.7	50.0	16.7					16.7	33.3	50.0	83.3				

	Cohort Adjusted	Retention Rate (%)								Graduation Rate (%), Cumulative							
		2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall	8th Fall	9th Fall	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
Fall 2014	4	25.0	25.0	25.0						50.0	50.0	50.0					
Fall 2015	4	50.0	50.0							0.0	0.0						
Fall 2016	2	0.0								0.0							
HIL																	
00 - 1.9 GPA																	
Fall 2008	3	66.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2009	3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2010	6	50.0	16.7	16.7	0.0	0.0	0.0	0.0		16.7	33.3	33.3	33.3	33.3	33.3	33.3	
Fall 2011	4	50.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0	0.0	0.0	0.0	0.0		
Fall 2012	5	60.0	20.0	20.0	0.0	0.0				0.0	20.0	20.0	40.0	40.0			
Fall 2013	3	66.7	33.3	0.0	0.0					0.0	0.0	0.0	33.3				
Fall 2014	3	0.0	0.0	0.0						0.0	0.0	0.0					
Fall 2016	3	66.7								0.0							
Fall 2017	1																
2.0 - 2.49 GPA																	
Fall 2008	17	70.6	70.6	23.5	23.5	5.9	5.9	5.9	0.0	0.0	0.0	23.5	23.5	41.2	41.2	41.2	47.1
Fall 2009	7	57.1	57.1	14.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	28.6	42.9	42.9	42.9	42.9	42.9
Fall 2010	18	83.3	55.6	44.4	22.2	5.6	5.6	0.0		0.0	16.7	27.8	38.9	55.6	55.6	61.1	
Fall 2011	20	45.0	30.0	15.0	10.0	5.0	0.0			0.0	0.0	15.0	15.0	20.0	30.0		
Fall 2012	14	71.4	50.0	28.6	14.3	0.0				0.0	7.1	21.4	21.4	42.9			
Fall 2013	21	66.7	28.6	33.3	9.5					0.0	9.5	14.3	28.6				
Fall 2014	24	62.5	45.8	33.3						0.0	4.2	29.2					
Fall 2015	21	61.9	47.6							4.8	14.3						
Fall 2016	15	60.0								0.0							
Fall 2017	21																
2.5 - 3.00 GPA																	
Fall 2008	28	78.6	50.0	21.4	25.0	7.1	0.0	3.6	3.6	0.0	10.7	39.3	39.3	50.0	57.1	57.1	57.1
Fall 2009	36	77.8	55.6	19.4	5.6	2.8	0.0	2.8	5.6	0.0	11.1	36.1	50.0	52.8	52.8	52.8	52.8
Fall 2010	41	53.7	36.6	22.0	7.3	2.4	0.0	2.4		0.0	4.9	7.3	19.5	24.4	26.8	26.8	
Fall 2011	46	60.9	37.0	26.1	4.3	2.2	0.0			4.3	6.5	17.4	30.4	32.6	32.6		
Fall 2012	40	65.0	52.5	45.0	20.0	10.0				2.5	5.0	15.0	30.0	42.5			
Fall 2013	58	70.7	46.6	32.8	20.7					0.0	6.9	17.2	29.3				
Fall 2014	43	69.8	39.5	25.6						4.7	18.6	34.9					
Fall 2015	45	66.7	42.2							2.2	13.3						
Fall 2016	48	70.8								2.1							
Fall 2017	36																
3.0+ GPA																	
Fall 2008	69	84.1	69.6	39.1	21.7	11.6	5.8	2.9	1.4	1.4	14.5	37.7	53.6	62.3	69.6	72.5	73.9
Fall 2009	78	79.5	48.7	17.9	5.1	3.8	3.8	3.8	2.6	0.0	19.2	47.4	57.7	61.5	62.8	62.8	65.4
Fall 2010	85	84.7	57.6	24.7	11.8	3.5	3.5	2.4		0.0	20.0	45.9	57.6	65.9	68.2	69.4	
Fall 2011	93	80.6	55.9	32.3	18.3	4.3	3.2			0.0	14.0	36.6	53.8	65.6	66.7		
Fall 2012	134	73.1	53.0	24.6	9.0	5.2				0.0	9.7	35.1	47.8	54.5			
Fall 2013	113	75.2	53.1	18.6	8.0					0.0	14.2	42.5	54.9				
Fall 2014	126	76.2	50.0	25.4						3.2	21.4	43.7					
Fall 2015	114	74.6	50.9							6.1	22.8						
Fall 2016	120	73.3								2.5							
Fall 2017	108																
No GPA																	
Fall 2008	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2009	4	25.0	25.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0	25.0	25.0	25.0	25.0
Fall 2010	4	50.0	25.0	0.0	0.0	0.0	0.0	0.0		0.0	25.0	25.0	25.0	25.0	25.0	25.0	
Fall 2011	6	100.0	33.3	16.7	0.0	0.0	0.0			0.0	0.0	0.0	0.0	0.0	0.0		
Fall 2012	1	0.0	0.0	0.0	0.0	0.0				0.0	0.0	0.0	0.0	0.0			
Fall 2013	2	0.0	0.0	0.0	0.0					0.0	0.0	0.0	0.0				
Fall 2014	3	33.3	33.3	0.0						0.0	0.0	33.3					

	Cohort Adjusted	Retention Rate (%)								Graduation Rate (%), Cumulative							
		2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall	8th Fall	9th Fall	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
Fall 2015	3	33.3	33.3							0.0	0.0						
Fall 2016	6	0.0								16.7							
WOA																	
00 - 1.9 GPA																	
Fall 2008	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2009	2	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Fall 2010	6	66.7	50.0	33.3	0.0	0.0	0.0	0.0		0.0	16.7	33.3	66.7	66.7	66.7	66.7	
Fall 2011	4	75.0	75.0	25.0	25.0	0.0	25.0			0.0	0.0	50.0	50.0	75.0	75.0		
Fall 2012	7	42.9	14.3	28.6	0.0	14.3				0.0	0.0	0.0	14.3	14.3			
Fall 2013	6	16.7	0.0	0.0	0.0					0.0	16.7	16.7	16.7				
Fall 2014	12	66.7	50.0	41.7						0.0	8.3	8.3					
Fall 2015	18	61.1	50.0							0.0	5.6						
Fall 2016	16	56.3								0.0							
Fall 2017	12																
2.0 - 2.49 GPA																	
Fall 2008	33	72.7	60.6	27.3	18.2	3.0	3.0	6.1	3.0	0.0	3.0	30.3	36.4	48.5	48.5	48.5	48.5
Fall 2009	22	50.0	36.4	13.6	9.1	9.1	9.1	9.1	9.1	0.0	9.1	22.7	27.3	27.3	27.3	31.8	31.8
Fall 2010	34	58.8	47.1	17.6	8.8	5.9	2.9	2.9		2.9	8.8	29.4	32.4	32.4	38.2	41.2	
Fall 2011	44	75.0	36.4	31.8	18.2	2.3	4.5			0.0	22.7	34.1	43.2	59.1	59.1		
Fall 2012	35	62.9	45.7	22.9	5.7	5.7				0.0	17.1	28.6	45.7	45.7			
Fall 2013	41	61.0	26.8	24.4	7.3					2.4	17.1	26.8	34.1				
Fall 2014	52	61.5	48.1	17.3						0.0	15.4	32.7					
Fall 2015	44	59.1	27.3							0.0	11.4						
Fall 2016	57	61.4								0.0							
Fall 2017	53																
2.5 - 3.00 GPA																	
Fall 2008	56	76.8	46.4	14.3	5.4	3.6	0.0	1.8	0.0	0.0	17.9	44.6	51.8	53.6	55.4	55.4	55.4
Fall 2009	49	73.5	53.1	24.5	22.4	12.2	4.1	2.0	2.0	2.0	10.2	28.6	30.6	38.8	42.9	46.9	49.0
Fall 2010	65	70.8	44.6	20.0	12.3	4.6	4.6	3.1		0.0	9.2	30.8	40.0	44.6	47.7	47.7	
Fall 2011	90	76.7	45.6	24.4	4.4	4.4	1.1			0.0	15.6	36.7	52.2	52.2	54.4		
Fall 2012	75	66.7	45.3	26.7	12.0	6.7				0.0	14.7	26.7	38.7	42.7			
Fall 2013	102	60.8	31.4	19.6	6.9					0.0	18.6	26.5	40.2				
Fall 2014	106	67.0	41.5	22.6						0.0	17.0	32.1					
Fall 2015	87	62.1	39.1							0.0	19.5						
Fall 2016	95	54.7								3.2							
Fall 2017	81																
3.0+ GPA																	
Fall 2008	114	88.6	58.8	26.3	14.9	7.9	1.8	2.6	1.8	0.0	19.3	50.0	60.5	66.7	68.4	69.3	70.2
Fall 2009	132	77.3	51.5	22.0	10.6	6.1	3.0	1.5	3.0	0.8	15.9	46.2	57.6	61.4	64.4	65.2	65.2
Fall 2010	130	80.8	53.1	23.8	10.8	5.4	4.6	3.1		0.0	22.3	46.9	54.6	61.5	63.8	65.4	
Fall 2011	164	76.2	45.7	24.4	10.4	3.0	2.4			1.2	22.0	43.3	55.5	61.0	62.2		
Fall 2012	180	75.0	45.0	20.6	9.4	7.8				2.2	25.0	46.7	54.4	58.3			
Fall 2013	201	71.1	38.8	13.4	4.5					0.5	24.9	48.8	57.2				
Fall 2014	223	74.9	48.0	17.0						0.4	22.9	52.5					
Fall 2015	223	77.1	44.8							1.3	29.1						
Fall 2016	223	77.1								1.3							
Fall 2017	252																
No GPA																	
Fall 2009	6	100.0	83.3	50.0	50.0	16.7	16.7	16.7	16.7	0.0	0.0	16.7	16.7	33.3	33.3	33.3	33.3
Fall 2011	6	50.0	33.3	33.3	16.7	16.7	16.7			16.7	16.7	16.7	33.3	33.3	33.3		
Fall 2012	1	0.0	0.0	0.0	0.0	0.0				0.0	0.0	0.0	0.0	0.0			
Fall 2014	5	60.0	20.0	0.0						0.0	20.0	20.0					
Fall 2015	4	50.0	50.0							0.0	0.0						
Fall 2016	1	100.0								0.0							
Fall 2017	2																

UHCC Transfers Retention and Graduation Rates
By Credits at Time of Transfer

	Cohort Adjusted	Retention Rate (%)								Graduation Rate (%), Cumulative							
		2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall	8th Fall	9th Fall	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
MAN																	
01. Less than 24 Credits																	
Fall 2008	19	52.6	47.4	42.1	36.8	10.5	5.3	0.0	0.0	0.0	0.0	5.3	15.8	36.8	42.1	47.4	47.4
Fall 2009	27	63.0	51.9	33.3	33.3	3.7	0.0	0.0	3.7	0.0	7.4	11.1	11.1	29.6	33.3	33.3	33.3
Fall 2010	23	69.6	56.5	47.8	30.4	17.4	8.7	0.0		0.0	4.3	4.3	26.1	39.1	47.8	52.2	
Fall 2011	13	84.6	46.2	46.2	30.8	15.4	7.7			0.0	7.7	15.4	23.1	38.5	46.2		
Fall 2012	30	80.0	43.3	30.0	26.7	10.0				0.0	13.3	23.3	33.3	46.7			
Fall 2013	7	85.7	57.1	57.1	42.9					0.0	0.0	0.0	0.0				
Fall 2014	10	90.0	60.0	60.0						0.0	0.0	20.0					
Fall 2015	8	87.5	62.5							0.0	0.0						
Fall 2016	12	75.0								0.0							
Fall 2017	17																
02. 24-47 Credits																	
Fall 2008	125	74.4	61.6	40.8	16.8	5.6	1.6	1.6	0.8	0.0	2.4	14.4	35.2	48.0	48.0	48.8	49.6
Fall 2009	133	68.4	59.4	38.3	21.8	11.3	4.5	1.5	0.8	0.0	0.8	17.3	33.1	43.6	48.1	48.9	48.9
Fall 2010	148	77.0	66.2	42.6	19.6	12.2	6.1	4.7		0.7	3.4	25.0	43.2	53.4	57.4	59.5	
Fall 2011	133	71.4	57.1	42.1	15.8	9.0	6.0			0.0	4.5	21.8	43.6	48.9	51.1		
Fall 2012	104	76.0	65.4	37.5	16.3	8.7				0.0	1.9	26.0	44.2	53.8			
Fall 2013	109	78.9	63.3	37.6	12.8					0.0	6.4	31.2	53.2				
Fall 2014	101	78.2	65.3	29.7						0.0	6.9	34.7					
Fall 2015	79	74.7	68.4							0.0	3.8						
Fall 2016	78	79.5								0.0							
Fall 2017	86																
03. 48-59 Credits																	
Fall 2008	86	86.0	68.6	32.6	10.5	2.3	0.0	1.2	1.2	0.0	11.6	43.0	61.6	70.9	73.3	74.4	74.4
Fall 2009	122	70.5	52.5	26.2	9.8	4.9	0.8	1.6	3.3	0.0	9.0	33.6	48.4	53.3	56.6	56.6	56.6
Fall 2010	112	85.7	67.9	29.5	11.6	6.3	5.4	4.5		0.0	8.0	40.2	60.7	62.5	64.3	64.3	
Fall 2011	113	79.6	62.8	23.9	11.5	2.7	4.4			0.0	14.2	46.0	60.2	64.6	65.5		
Fall 2012	114	75.4	59.6	31.6	16.7	7.9				0.0	11.4	38.6	51.8	58.8			
Fall 2013	104	76.9	58.7	20.2	6.7					1.0	12.5	48.1	60.6				
Fall 2014	96	82.3	65.6	24.0						0.0	14.6	53.1					
Fall 2015	107	75.7	61.7							0.0	11.2						
Fall 2016	96	75.0								0.0							
Fall 2017	102																
04. 60+ Credits																	
Fall 2008	457	81.4	53.2	21.4	9.8	4.2	1.1	2.0	0.7	1.5	25.4	53.8	65.6	70.2	72.6	73.5	74.8
Fall 2009	481	83.0	54.9	23.5	8.7	3.1	2.5	1.5	0.8	1.2	23.7	51.6	66.5	72.3	73.4	74.4	75.1
Fall 2010	461	84.8	52.5	22.1	8.0	4.6	3.7	1.7		1.7	25.8	54.7	68.1	74.0	75.5	76.6	
Fall 2011	543	82.3	51.2	24.3	10.9	4.8	1.3			1.1	23.6	49.4	62.1	68.1	71.5		
Fall 2012	559	77.6	47.6	19.7	7.2	3.4				7.2	30.2	56.5	68.0	72.1			
Fall 2013	567	72.8	41.6	16.8	5.1					7.2	33.3	54.9	66.0				
Fall 2014	601	77.2	43.8	16.0						4.3	34.8	61.6					
Fall 2015	575	78.3	44.2							5.4	34.4						
Fall 2016	560	78.6								6.1							
Fall 2017	505																
HIL																	
01. Less than 24 Credits																	
Fall 2008	9	77.8	77.8	44.4	55.6	33.3	22.2	22.2	11.1	0.0	0.0	0.0	0.0	22.2	33.3	33.3	44.4
Fall 2009	18	55.6	38.9	27.8	11.1	16.7	5.6	11.1	11.1	0.0	5.6	5.6	16.7	22.2	27.8	27.8	27.8
Fall 2010	14	57.1	57.1	42.9	28.6	0.0	0.0	0.0		0.0	0.0	7.1	14.3	42.9	42.9	42.9	
Fall 2011	20	75.0	55.0	45.0	30.0	15.0	10.0			0.0	0.0	5.0	20.0	30.0	35.0		
Fall 2012	17	64.7	76.5	64.7	35.3	17.6				0.0	0.0	11.8	29.4	58.8			

	Cohort Adjusted	Retention Rate (%)								Graduation Rate (%), Cumulative							
		2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall	8th Fall	9th Fall	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
Fall 2013	9	44.4	0.0	0.0	11.1					0.0	0.0	0.0	0.0				
Fall 2014	15	66.7	53.3	46.7						0.0	0.0	6.7					
Fall 2015	9	66.7	66.7							0.0	0.0						
Fall 2016	13	53.8								0.0							
Fall 2017	4																
02. 24-47 Credits																	
Fall 2008	27	88.9	74.1	33.3	25.9	3.7	0.0	3.7	3.7	0.0	0.0	37.0	48.1	66.7	70.4	70.4	70.4
Fall 2009	19	78.9	63.2	10.5	0.0	0.0	0.0	10.5	5.3	0.0	0.0	36.8	42.1	42.1	42.1	42.1	47.4
Fall 2010	34	70.6	52.9	32.4	8.8	5.9	5.9	2.9		0.0	2.9	11.8	29.4	38.2	38.2	44.1	
Fall 2011	36	58.3	41.7	25.0	16.7	0.0	0.0			0.0	0.0	13.9	25.0	36.1	36.1		
Fall 2012	39	76.9	51.3	43.6	15.4	5.1				0.0	10.3	17.9	41.0	53.8			
Fall 2013	49	73.5	57.1	40.8	12.2					0.0	8.2	24.5	44.9				
Fall 2014	34	73.5	58.8	35.3						0.0	5.9	32.4					
Fall 2015	41	87.8	68.3							0.0	7.3						
Fall 2016	33	78.8								0.0							
Fall 2017	24																
03. 48-59 Credits																	
Fall 2008	13	69.2	69.2	23.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	23.1	38.5	38.5	38.5	38.5	38.5
Fall 2009	21	85.7	71.4	23.8	0.0	0.0	0.0	0.0	4.8	0.0	9.5	52.4	71.4	71.4	71.4	71.4	71.4
Fall 2010	16	62.5	62.5	31.3	6.3	6.3	12.5	12.5		0.0	0.0	25.0	50.0	50.0	50.0	50.0	
Fall 2011	39	64.1	35.9	28.2	10.3	2.6	2.6			0.0	7.7	15.4	25.6	33.3	35.9		
Fall 2012	40	75.0	55.0	25.0	10.0	7.5				0.0	5.0	30.0	42.5	47.5			
Fall 2013	26	73.1	53.8	15.4	19.2					0.0	0.0	34.6	38.5				
Fall 2014	38	65.8	44.7	13.2						0.0	15.8	36.8					
Fall 2015	38	71.1	42.1							0.0	15.8						
Fall 2016	28	67.9								0.0							
Fall 2017	29																
04. 60+ Credits																	
Fall 2008	69	78.3	55.1	30.4	20.3	10.1	4.3	1.4	0.0	1.4	18.8	40.6	49.3	56.5	63.8	66.7	68.1
Fall 2009	70	74.3	41.4	15.7	5.7	1.4	2.9	0.0	0.0	0.0	22.9	47.1	58.6	62.9	62.9	62.9	64.3
Fall 2010	90	80.0	44.4	18.9	10.0	2.2	0.0	0.0		1.1	26.7	45.6	52.2	57.8	61.1	61.1	
Fall 2011	74	79.7	50.0	23.0	6.8	2.7	0.0			2.7	17.6	44.6	59.5	64.9	66.2		
Fall 2012	98	67.3	45.9	18.4	6.1	3.1				1.0	11.2	36.7	43.9	49.0			
Fall 2013	113	73.5	46.0	20.4	9.7					0.0	15.9	35.4	47.8				
Fall 2014	112	73.2	42.0	24.1						5.4	25.0	46.4					
Fall 2015	95	63.2	40.0							9.5	27.4						
Fall 2016	118	68.6								4.2							
Fall 2017	109																
WOA																	
01. Less than 24 Credits																	
Fall 2008	90	77.8	52.2	26.7	14.4	6.7	3.3	3.3	2.2	0.0	17.8	41.1	53.3	57.8	60.0	61.1	61.1
Fall 2009	2	100.0	100.0	50.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0	50.0	50.0
Fall 2010	2	100.0	50.0	50.0	0.0	0.0	0.0	0.0		0.0	50.0	50.0	100.0	100.0	100.0	100.0	
Fall 2011	6	83.3	66.7	50.0	16.7	0.0	0.0			0.0	0.0	0.0	16.7	33.3	33.3		
Fall 2012	7	28.6	42.9	28.6	42.9	42.9				0.0	0.0	0.0	0.0	0.0			
Fall 2013	4	50.0	25.0	25.0	25.0					0.0	0.0	0.0	0.0				
Fall 2014	6	33.3	16.7	0.0						0.0	0.0	0.0					
Fall 2015	17	70.6	41.2							0.0	0.0						
Fall 2016	4	25.0								0.0							
Fall 2017	3																
02. 24-47 Credits																	
Fall 2008	7	85.7	71.4	42.9	14.3	0.0	0.0	0.0	0.0	0.0	14.3	57.1	71.4	85.7	85.7	85.7	85.7
Fall 2009	14	50.0	50.0	28.6	28.6	21.4	0.0	0.0	7.1	0.0	0.0	14.3	21.4	21.4	35.7	35.7	35.7
Fall 2010	12	50.0	41.7	25.0	33.3	25.0	8.3	0.0		0.0	0.0	16.7	25.0	25.0	41.7	41.7	
Fall 2011	11	63.6	72.7	36.4	27.3	9.1	9.1			0.0	0.0	36.4	45.5	63.6	63.6		

	Cohort Adjusted	Retention Rate (%)								Graduation Rate (%), Cumulative							
		2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall	8th Fall	9th Fall	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
Fall 2012	16	56.3	43.8	43.8	12.5	6.3				0.0	6.3	12.5	37.5	37.5			
Fall 2013	17	58.8	52.9	23.5	5.9					0.0	0.0	23.5	41.2				
Fall 2014	19	52.6	42.1	21.1						0.0	10.5	31.6					
Fall 2015	32	65.6	43.8							0.0	6.3						
Fall 2016	25	64.0								0.0							
Fall 2017	21																
03. 48-59 Credits																	
Fall 2008	29	86.2	55.2	13.8	6.9	0.0	0.0	0.0	0.0	0.0	17.2	62.1	62.1	72.4	72.4	72.4	72.4
Fall 2009	11	100.0	72.7	18.2	18.2	18.2	9.1	0.0	0.0	0.0	9.1	54.5	54.5	54.5	54.5	63.6	63.6
Fall 2010	28	64.3	57.1	21.4	3.6	0.0	0.0	0.0		0.0	7.1	32.1	35.7	39.3	42.9	42.9	
Fall 2011	25	72.0	48.0	32.0	12.0	0.0	0.0			0.0	12.0	32.0	48.0	68.0	68.0		
Fall 2012	22	72.7	54.5	18.2	0.0	0.0				0.0	9.1	27.3	40.9	40.9			
Fall 2013	22	77.3	45.5	22.7	4.5					0.0	13.6	36.4	50.0				
Fall 2014	40	67.5	52.5	17.5						0.0	12.5	40.0					
Fall 2015	27	33.3	25.9							0.0	3.7						
Fall 2016	33	63.6								0.0							
Fall 2017	46																
04. 60+ Credits																	
Fall 2008	78	85.9	59.0	20.5	12.8	7.7	0.0	3.8	1.3	0.0	14.1	42.3	50.0	55.1	56.4	56.4	57.7
Fall 2009	184	73.9	48.9	21.7	12.0	6.5	4.3	3.3	3.8	1.6	15.8	40.8	49.5	54.3	56.5	58.2	58.7
Fall 2010	193	77.2	49.2	21.8	10.4	4.7	4.7	3.6		0.5	18.7	42.0	50.3	56.0	58.0	59.6	
Fall 2011	266	76.3	42.5	24.1	9.0	3.8	3.0			1.1	21.8	41.4	53.8	57.1	58.6		
Fall 2012	253	72.3	43.5	21.3	9.1	7.1				1.6	23.3	41.9	51.0	54.9			
Fall 2013	307	65.8	32.9	15.3	5.2					0.7	24.1	40.7	49.8				
Fall 2014	333	72.7	45.9	19.5						0.3	21.6	44.4					
Fall 2015	300	74.3	43.0							1.0	28.3						
Fall 2016	330	70.0								1.8							
Fall 2017	330																

UHCC Transfers Retention and Graduation Rates
By Associates Degree Status at Time of Transfer

		Retention Rate (%)								Graduation Rate (%), Cumulative							
	Cohort Adjusted	2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall	8th Fall	9th Fall	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
MAN																	
Earned Associates Prior																	
Fall 2008	262	81.7	51.5	22.9	10.3	4.2	0.4	1.1	1.1	1.1	26.3	53.1	66.8	71.4	73.7	74.4	74.8
Fall 2009	314	83.8	54.8	22.0	7.3	2.2	1.9	1.3	1.0	0.0	23.2	51.6	66.9	71.7	72.3	72.6	72.9
Fall 2010	312	85.3	51.3	20.5	7.7	4.2	3.2	1.6		1.6	27.9	56.4	68.6	74.7	75.6	76.6	
Fall 2011	353	83.6	50.7	23.5	11.6	5.4	1.7			0.8	25.5	51.6	63.7	70.0	73.7		
Fall 2012	371	73.3	43.4	18.3	7.3	4.0				9.4	33.2	57.4	68.5	72.5			
Fall 2013	401	71.6	39.2	15.5	4.0					9.2	35.2	56.1	67.3				
Fall 2014	430	75.1	41.9	14.7						5.1	34.9	61.4					
Fall 2015	395	76.7	45.3							6.8	34.7						
Fall 2016	399	77.4								8.3							
Fall 2017	366																
No Prior Associates																	
Fall 2008	425	78.8	59.5	29.4	12.9	4.5	1.6	2.1	0.5	0.9	14.1	38.4	52.9	61.6	63.5	64.7	66.1
Fall 2009	449	73.5	55.5	30.3	15.4	6.7	2.9	1.6	1.6	1.3	12.2	34.1	48.1	56.6	59.7	60.8	61.2
Fall 2010	432	81.3	62.3	33.6	14.4	8.6	5.6	3.5		0.9	10.9	36.8	55.1	61.6	64.8	66.2	
Fall 2011	449	77.5	56.1	30.7	12.5	5.3	3.3			0.7	13.6	37.6	53.7	59.2	61.5		
Fall 2012	436	80.5	58.3	28.9	13.1	5.7				1.1	14.9	41.5	55.3	62.2			
Fall 2013	386	77.2	55.2	25.6	9.6					1.3	17.6	44.0	58.3				
Fall 2014	378	81.5	57.7	24.3						1.1	21.2	51.3					
Fall 2015	374	78.6	53.5							1.1	20.3						
Fall 2016	347	79.0								0.3							
Fall 2017	344																
HIL																	
Earned Associates Prior																	
Fall 2008	55	78.2	52.7	30.9	21.8	12.7	5.5	1.8	0.0	0.0	20.0	38.2	47.3	50.9	60.0	63.6	65.5
Fall 2009	62	80.6	43.5	19.4	4.8	1.6	3.2	1.6	1.6	0.0	25.8	50.0	62.9	66.1	66.1	66.1	67.7
Fall 2010	77	81.8	46.8	20.8	11.7	3.9	1.3	1.3		0.0	27.3	45.5	54.5	61.0	64.9	64.9	
Fall 2011	86	72.1	46.5	24.4	10.5	3.5	1.2			2.3	17.4	39.5	53.5	61.6	62.8		
Fall 2012	102	72.5	50.0	16.7	8.8	4.9				0.0	9.8	40.2	45.1	50.0			
Fall 2013	99	75.8	48.5	22.2	11.1					0.0	16.2	38.4	50.5				
Fall 2014	120	70.0	43.3	26.7						5.0	22.5	40.8					
Fall 2015	105	67.6	43.8							7.6	25.7						
Fall 2016	114	72.8								3.5							
Fall 2017	100																
No Prior Associates																	
Fall 2008	63	81.0	71.4	31.7	22.2	6.3	3.2	4.8	3.2	1.6	3.2	31.7	41.3	57.1	60.3	60.3	61.9
Fall 2009	66	68.2	54.5	16.7	4.5	4.5	1.5	4.5	4.5	0.0	4.5	31.8	42.4	45.5	47.0	47.0	48.5
Fall 2010	77	66.2	51.9	29.9	10.4	2.6	3.9	2.6		1.3	5.2	19.5	32.5	41.6	41.6	44.2	
Fall 2011	83	69.9	44.6	30.1	14.5	3.6	2.4			0.0	1.2	13.3	25.3	32.5	34.9		
Fall 2012	92	68.5	53.3	42.4	14.1	6.5				1.1	7.6	17.4	38.0	51.1			
Fall 2013	98	68.4	46.9	25.5	12.2					0.0	6.1	23.5	36.7				
Fall 2014	79	73.4	50.6	24.1						0.0	11.4	36.7					
Fall 2015	78	74.4	53.8							1.3	10.3						
Fall 2016	78	64.1								1.3							
Fall 2017	66																
WOA																	
Earned Associates Prior																	
Fall 2008	123	80.5	60.2	27.6	15.4	7.3	2.4	3.3	2.4	0.0	11.4	39.8	50.4	56.1	57.7	58.5	58.5
Fall 2009	131	71.8	51.1	23.7	11.5	6.9	3.1	2.3	3.1	1.5	13.0	37.4	48.1	51.1	55.0	56.5	57.3
Fall 2010	152	77.0	52.0	21.7	10.5	4.6	4.6	2.0		0.7	18.4	41.4	49.3	54.6	56.6	58.6	
Fall 2011	187	77.0	46.5	26.2	10.2	3.7	2.7			0.5	22.5	42.8	54.5	59.9	62.0		

	Cohort Adjusted	Retention Rate (%)								Graduation Rate (%), Cumulative							
		2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall	8th Fall	9th Fall	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
Fall 2012	203	71.9	42.4	21.7	9.4	7.4				2.0	22.7	40.4	50.7	54.7			
Fall 2013	229	68.6	34.5	16.6	5.7					0.4	23.1	41.0	51.1				
Fall 2014	256	72.3	45.7	18.4						0.4	21.9	46.5					
Fall 2015	237	74.7	46.0							0.8	26.2						
Fall 2016	246	68.7								1.6							
Fall 2017	273																
No Prior Associates																	
Fall 2008	81	85.2	49.4	16.0	8.6	3.7	0.0	2.5	0.0	0.0	23.5	53.1	59.3	65.4	66.7	66.7	67.9
Fall 2009	80	77.5	50.0	20.0	18.8	10.0	6.3	3.8	5.0	1.3	16.3	42.5	46.3	53.8	55.0	57.5	57.5
Fall 2010	83	69.9	45.8	22.9	10.8	6.0	3.6	4.8		0.0	13.3	36.1	44.6	49.4	54.2	54.2	
Fall 2011	121	73.6	41.3	24.8	9.9	3.3	3.3			1.7	15.7	34.7	48.8	54.5	54.5		
Fall 2012	95	67.4	48.4	24.2	9.5	7.4				0.0	16.8	33.7	43.2	45.3			
Fall 2013	121	61.2	34.7	15.7	5.0					0.8	19.8	35.5	44.6				
Fall 2014	142	67.6	46.5	20.4						0.0	16.2	35.9					
Fall 2015	139	63.3	34.5							0.7	18.7						
Fall 2016	146	68.5								1.4							
Fall 2017	127																

Average Time to Degree
(from time of transfer)

By Credits

MAN	Count	Average TTD (Years)
01. Less than 24 Credits	706	5.16
2008	238	3.79
2009	105	4.54
2010	69	5.59
2011	57	6.39
2012	40	5.97
2013	41	7.07
2014	46	7.10
2015	41	6.55
2016	40	5.47
2017	29	5.91
02. 24-47 Credits	1099	3.70
2008	50	2.61
2009	66	3.07
2010	106	3.42
2011	110	3.64
2012	115	3.68
2013	124	3.67
2014	128	3.87
2015	144	4.36
2016	126	3.71
2017	130	3.85
03. 48-59 Credits	1119	3.08
2008	64	2.45
2009	82	2.91
2010	117	3.00
2011	109	2.98
2012	102	3.11
2013	134	3.17
2014	134	3.12
2015	115	3.21
2016	140	3.34
2017	122	3.07
04. 60+ Credits	5316	2.62
2008	357	2.19
2009	413	2.37
2010	429	2.58
2011	484	2.71
2012	501	2.72
2013	535	2.72
2014	626	2.64
2015	627	2.65
2016	672	2.72
2017	672	2.63
HIL		
01. Less than 24 Credits	185	5.58
2008	22	3.65
2009	31	4.05
2010	15	6.62
2011	28	5.41
2012	16	7.10
2013	17	5.95
2014	17	6.64
2015	14	5.83
2016	10	6.73
2017	15	6.57
02. 24-47 Credits	245	3.53
2008	2	3.00
2009	16	3.08
2010	14	3.16

By GPA

MAN	Count	Average TTD (Years)
00 - 1.9 GPA	103	4.08
2008	7	2.66
2009	9	2.59
2010	5	9.66
2011	9	3.36
2012	11	3.90
2013	11	3.63
2014	9	4.10
2015	19	4.05
2016	11	4.66
2017	12	4.33
2.0 - 2.49 GPA	763	3.50
2008	56	3.11
2009	58	3.13
2010	80	3.16
2011	63	3.64
2012	73	3.75
2013	68	3.82
2014	97	3.44
2015	90	3.81
2016	91	3.57
2017	87	3.42
2.5 - 3.00 GPA	2120	3.26
2008	166	2.95
2009	186	3.07
2010	200	3.17
2011	202	3.34
2012	207	3.31
2013	206	3.28
2014	247	3.39
2015	228	3.54
2016	227	3.26
2017	251	3.20
3.0+ GPA	5217	2.86
2008	475	2.68
2009	412	2.72
2010	434	2.92
2011	482	3.01
2012	462	2.87
2013	545	3.00
2014	580	2.90
2015	583	2.87
2016	645	2.88
2017	599	2.71
No GPA	37	3.95
2008	5	2.93
2009	1	1.66
2010	2	3.16
2011	4	3.25
2012	5	3.46
2013	4	3.25
2014	1	4.33
2015	7	4.09
2016	4	2.24
2017	4	9.58
HIL		
00 - 1.9 GPA	23	3.54
2008	1	4.66
2009	1	3.33
2010	1	0.99

By Credits/GPA

MAN	Count	Average TTD (Years)
01. Less than 24 Credits	706	5.16
00 - 1.9 GPA	10	9.76
2008	1	4.66
2010	2	19.33
2011	1	2.99
2013	1	2.99
2015	3	9.44
2016	2	10.00
2.0 - 2.49 GPA	85	5.54
2008	26	3.89
2009	15	4.79
2010	7	5.99
2011	10	6.59
2012	5	7.13
2013	4	11.08
2014	5	5.33
2015	6	8.55
2016	3	4.22
2017	4	4.75
2.5 - 3.00 GPA	215	5.29
2008	73	3.80
2009	37	4.72
2010	26	5.21
2011	17	7.70
2012	11	5.60
2013	9	7.25
2014	14	7.42
2015	10	8.66
2016	10	5.26
2017	8	6.04
3.0+ GPA	387	4.85
2008	136	3.76
2009	53	4.33
2010	33	4.99
2011	29	5.66
2012	24	5.90
2013	25	6.77
2014	27	7.25
2015	19	4.77
2016	25	5.34
2017	16	4.87
No GPA	9	6.51
2008	2	3.83
2010	1	4.66
2013	2	4.00
2015	3	3.99
2017	1	26.33
02. 24-47 Credits	1099	3.70
00 - 1.9 GPA	26	4.16
2009	2	3.16
2011	5	3.46
2012	3	5.55
2013	5	3.53
2014	2	3.66
2015	2	3.33
2016	3	5.77
2017	4	4.75
2.0 - 2.49 GPA	149	3.93
2008	2	3.00
2009	4	2.99

By Associates Status

MAN	Count	Average TTD (Years)
Earned Associates Prior	3558	2.62
2008	291	2.54
2009	260	2.63
2010	267	2.66
2011	284	2.74
2012	328	2.68
2013	372	2.72
2014	430	2.55
2015	416	2.53
2016	457	2.66
2017	453	2.60
No Prior Associates	4682	3.36
2008	418	2.95
2009	406	2.99
2010	454	3.30
2011	476	3.41
2012	430	3.40
2013	462	3.50
2014	504	3.56
2015	511	3.67
2016	521	3.39
2017	500	3.28
HIL		
Earned Associates Prior	690	2.78
2008	43	2.37
2009	45	2.89
2010	40	2.64
2011	65	3.02
2012	56	2.58
2013	74	2.72
2014	73	3.17
2015	100	2.77
2016	97	2.81
2017	97	2.65
No Prior Associates	655	3.77
2008	36	2.87
2009	54	3.32
2010	57	3.69
2011	70	3.72
2012	69	3.92
2013	63	4.00
2014	61	3.90
2015	77	4.00
2016	78	3.71
2017	90	3.99
WOA		
Earned Associates Prior	1613	2.66
2008	87	2.52
2009	100	2.59
2010	102	2.73
2011	120	2.92
2012	147	2.58
2013	169	2.71
2014	166	2.46
2015	207	2.88
2016	224	2.65
2017	291	2.59
No Prior Associates	928	2.72
2008	44	2.38
2009	68	2.35

2011	23	3.40	2011	4	4.33	2010	15	3.30	2010	87	2.27
2012	25	3.21	2012	5	2.33	2011	15	3.68	2011	75	2.52
2013	19	4.05	2013	1	5.66	2012	19	4.06	2012	83	2.82
2014	29	3.28	2014	3	4.33	2013	16	3.89	2013	99	2.78
2015	32	3.74	2015	1	3.33	2014	23	4.05	2014	99	2.90
2016	38	3.39	2016	3	3.66	2015	24	4.01	2015	122	2.98
2017	47	3.97	2017	3	3.55	2016	15	3.79	2016	121	2.97
03. 48-59 Credits	215	2.91	2.0 - 2.49 GPA	106	3.92	2017	16	4.83	2017	130	2.74
2008	12	2.19	2008	8	2.83	2.5 - 3.00 GPA	304	3.92			
2009	17	2.60	2009	6	3.22	2008	5	2.59			
2010	20	2.94	2010	13	4.43	2009	19	3.40			
2011	17	2.94	2011	7	3.23	2010	35	3.31			
2012	19	3.05	2012	9	3.18	2011	26	3.87			
2013	16	2.81	2013	15	4.59	2012	35	3.71			
2014	17	2.82	2014	5	3.33	2013	34	4.02			
2015	31	3.30	2015	15	4.02	2014	36	3.85			
2016	34	2.92	2016	8	5.75	2015	44	4.62			
2017	32	2.93	2017	20	3.63	2016	35	4.19			
04. 60+ Credits	700	2.67	2.5 - 3.00 GPA	266	3.44	2017	35	4.04			
2008	43	2.17	2008	14	2.66	3.0+ GPA	612	3.52			
2009	35	2.57	2009	29	3.14	2008	43	2.59			
2010	48	2.36	2010	21	3.58	2009	41	2.93			
2011	67	2.65	2011	25	3.54	2010	56	3.52			
2012	65	2.51	2012	26	3.93	2011	63	3.56			
2013	85	2.71	2013	22	3.98	2012	54	3.46			
2014	71	3.00	2014	31	3.94	2013	67	3.48			
2015	100	2.82	2015	31	3.29	2014	67	3.83			
2016	93	2.87	2016	33	3.04	2015	74	4.34			
2017	93	2.55	2017	34	3.22	2016	73	3.37			
WOA			3.0+ GPA	943	3.13	2017	74	3.50			
01. Less than 24 Credits	245	3.91	2008	56	2.52	No GPA	8	3.04			
2008	80	2.90	2009	63	3.10	2011	1	2.66			
2009	41	3.65	2010	62	2.93	2012	4	3.24			
2010	35	3.16	2011	96	3.31	2013	2	2.50			
2011	31	3.23	2012	83	3.21	2017	1	3.66			
2012	23	4.65	2013	98	2.94	03. 48-59 Credits	1119	3.08			
2013	10	5.26	2014	95	3.34	00 - 1.9 GPA	23	3.47			
2014	11	6.13	2015	130	3.23	2008	1	1.66			
2015	8	11.54	2016	131	3.09	2010	1	3.66			
2016	4	7.08	2017	129	3.28	2012	4	3.66			
2017	2	9.66	No GPA	7	3.04	2013	2	3.33			
02. 24-47 Credits	78	3.07	2011	3	3.55	2014	4	4.41			
2008	1	1.66	2012	2	3.16	2015	7	3.52			
2010	7	2.37	2013	1	3.66	2016	2	2.00			
2011	8	2.99	2017	1	0.66	2017	2	3.50			
2012	2	3.00	WOA			2.0 - 2.49 GPA	125	3.31			
2013	9	3.33	00 - 1.9 GPA	41	2.82	2008	6	2.16			
2014	11	3.06	2008	1	3.33	2009	6	3.33			
2015	6	3.72	2009	5	2.73	2010	16	2.97			
2016	19	3.38	2010	6	2.44	2011	6	3.33			
2017	15	2.73	2011	3	1.55	2012	9	3.51			
03. 48-59 Credits	187	2.81	2012	4	1.91	2013	15	3.26			
2008	2	2.33	2013	4	3.41	2014	13	3.66			
2009	10	2.09	2014	6	4.00	2015	14	3.33			
2010	22	2.48	2015	4	3.25	2016	17	3.96			
2011	17	2.60	2016	4	3.00	2017	23	3.10			
2012	19	2.48	2017	4	2.24	2.5 - 3.00 GPA	313	3.20			
2013	20	2.78	2.0 - 2.49 GPA	276	2.97	2008	16	2.58			
2014	15	2.95	2008	10	2.96	2009	23	2.88			
2015	22	2.78	2009	15	2.53	2010	32	3.17			
2016	26	3.12	2010	20	2.73	2011	33	3.11			
2017	34	3.26	2011	26	2.57	2012	31	3.52			
04. 60+ Credits	2031	2.51	2012	25	2.74	2013	33	3.33			
2008	48	1.77	2013	35	2.95	2014	45	3.44			
2009	117	2.13	2014	32	2.66	2015	30	3.32			
2010	125	2.35	2015	30	3.35	2016	37	3.20			

2011	139	2.67	2016	42	3.34	2017	33	2.96
2012	186	2.43	2017	41	3.24	3.0+ GPA	655	2.96
2013	229	2.60	2.5 - 3.00 GPA	645	2.76	2008	40	2.46
2014	228	2.43	2008	33	2.68	2009	53	2.87
2015	293	2.68	2009	42	2.49	2010	68	2.92
2016	296	2.63	2010	55	2.41	2011	70	2.89
2017	370	2.54	2011	53	3.02	2012	58	2.79
			2012	56	2.76	2013	84	3.09
			2013	72	2.77	2014	71	2.73
			2014	68	2.71	2015	63	3.13
			2015	82	3.04	2016	84	3.31
			2016	82	2.87	2017	64	3.10
			2017	102	2.68	No GPA	3	2.66
			3.0+ GPA	1563	2.60	2008	1	2.66
			2008	86	2.33	2014	1	4.33
			2009	105	2.49	2015	1	0.99
			2010	106	2.53	04. 60+ Credits	5316	2.62
			2011	112	2.73	00 - 1.9 GPA	44	3.06
			2012	142	2.59	2008	5	2.46
			2013	157	2.66	2009	7	2.42
			2014	158	2.52	2010	2	3.00
			2015	211	2.81	2011	3	3.33
			2016	214	2.62	2012	4	2.91
			2017	272	2.54	2013	3	4.21
			No GPA	16	3.10	2014	3	3.99
			2008	1	1.99	2015	7	2.47
			2009	1	2.33	2016	4	2.50
			2010	2	2.99	2017	6	4.33
			2011	1	2.33	2.0 - 2.49 GPA	404	2.97
			2012	3	4.88	2008	22	2.46
			2014	1	4.66	2009	33	2.36
			2015	2	2.66	2010	42	2.70
			2016	3	1.99	2011	32	2.76
			2017	2	3.16	2012	40	3.23
						2013	33	3.16
						2014	56	2.96
						2015	46	3.24
						2016	56	3.35
						2017	44	2.96
						2.5 - 3.00 GPA	1288	2.79
						2008	72	2.20
						2009	107	2.48
						2010	107	2.62
						2011	126	2.70
						2012	130	2.96
						2013	130	2.80
						2014	152	2.89
						2015	144	2.89
						2016	145	2.92
						2017	175	2.94
						3.0+ GPA	3563	2.51
						2008	256	2.16
						2009	265	2.33
						2010	277	2.55
						2011	320	2.69
						2012	326	2.56
						2013	369	2.64
						2014	415	2.49
						2015	427	2.49
						2016	463	2.59
						2017	445	2.45
						No GPA	17	3.25
						2008	2	2.16
						2009	1	1.66
						2010	1	1.66
						2011	3	3.44

2012	1	4.33
2015	3	5.21
2016	4	2.24
2017	2	4.16
HIL		
01. Less than 24 Credits	185	5.58
00 - 1.9 GPA	5	4.53
2008	1	4.66
2011	1	3.99
2012	1	2.99
2014	1	7.66
2017	1	3.33
2.0 - 2.49 GPA	22	5.75
2008	2	4.16
2009	4	3.74
2010	5	5.93
2011	1	4.66
2012	2	4.99
2013	3	9.66
2014	1	4.33
2015	2	5.83
2016	1	7.33
2017	1	6.66
2.5 - 3.00 GPA	46	5.82
2008	5	3.66
2009	12	4.02
2010	3	9.66
2011	5	6.53
2012	5	7.13
2013	4	7.16
2014	7	6.99
2015	1	3.66
2016	1	8.33
2017	3	4.77
3.0+ GPA	109	5.51
2008	14	3.49
2009	15	4.15
2010	7	5.80
2011	19	5.28
2012	8	8.12
2013	9	4.44
2014	8	6.49
2015	11	6.03
2016	8	6.45
2017	10	7.43
No GPA	3	4.55
2011	2	5.00
2013	1	3.66
02. 24-47 Credits	245	3.53
00 - 1.9 GPA	9	3.62
2011	3	4.44
2012	2	2.00
2014	1	3.99
2016	2	3.66
2017	1	3.99
2.0 - 2.49 GPA	27	3.91
2008	1	3.33
2010	6	3.50
2012	4	2.91
2013	4	4.00
2015	4	5.74
2016	2	4.83
2017	6	3.50
2.5 - 3.00 GPA	51	3.41
2009	5	2.66
2010	2	2.83

2011	6	3.50
2012	5	4.19
2013	4	3.99
2014	8	2.87
2015	4	4.50
2016	6	2.72
2017	11	3.63
3.0+ GPA	156	3.50
2008	1	2.66
2009	11	3.27
2010	6	2.94
2011	14	3.14
2012	12	3.11
2013	11	4.09
2014	20	3.41
2015	24	3.29
2016	28	3.41
2017	29	4.20
No GPA	2	3.16
2012	2	3.16
03. 48-59 Credits	215	2.91
00 - 1.9 GPA	2	3.16
2009	1	3.33
2012	1	2.99
2.0 - 2.49 GPA	18	3.24
2008	2	1.83
2009	1	2.66
2010	1	4.66
2011	2	3.00
2013	4	2.99
2014	1	3.33
2015	2	3.66
2016	1	2.66
2017	4	4.00
2.5 - 3.00 GPA	45	3.04
2008	3	2.55
2009	4	2.58
2010	7	3.09
2011	4	3.08
2012	4	2.75
2013	3	2.88
2014	2	2.16
2015	7	3.66
2016	8	3.12
2017	3	3.44
3.0+ GPA	150	2.83
2008	7	2.14
2009	11	2.54
2010	12	2.72
2011	11	2.87
2012	14	3.14
2013	9	2.70
2014	14	2.88
2015	22	3.15
2016	25	2.86
2017	25	2.70
04. 60+ Credits	700	2.67
00 - 1.9 GPA	7	2.85
2010	1	0.99
2012	1	1.66
2013	1	5.66
2014	1	1.33
2015	1	3.33
2016	1	3.66
2017	1	3.33
2.0 - 2.49 GPA	39	3.20

2008	3	2.44
2009	1	1.66
2010	1	2.33
2011	4	2.99
2012	3	2.33
2013	4	2.99
2014	3	2.99
2015	7	2.61
2016	4	6.58
2017	9	3.22
2.5 - 3.00 GPA	124	2.72
2008	6	1.88
2009	8	2.41
2010	9	2.11
2011	10	2.26
2012	12	2.88
2013	11	3.11
2014	14	3.28
2015	19	2.89
2016	18	2.83
2017	17	2.64
3.0+ GPA	528	2.62
2008	34	2.19
2009	26	2.66
2010	37	2.46
2011	52	2.73
2012	49	2.45
2013	69	2.59
2014	53	2.96
2015	73	2.82
2016	70	2.65
2017	65	2.45
No GPA	2	0.66
2011	1	0.66
2017	1	0.66
WOA		
01. Less than 24 Credits	245	3.91
00 - 1.9 GPA	4	5.58
2008	1	3.33
2009	2	3.83
2014	1	11.33
2.0 - 2.49 GPA	29	5.03
2008	7	3.52
2009	2	5.16
2010	4	4.75
2011	6	3.61
2012	3	5.55
2013	2	3.00
2014	1	
2015	1	17.66
2016	2	7.16
2017	1	10.66
2.5 - 3.00 GPA	64	3.72
2008	24	2.99
2009	11	3.36
2010	9	2.73
2011	9	3.88
2012	3	5.33
2013	4	5.08
2014	2	5.16
2015	2	11.66
3.0+ GPA	143	3.72
2008	47	2.77
2009	26	3.65
2010	20	3.04
2011	16	2.72

2012	16	4.18
2013	4	6.58
2014	6	5.83
2015	5	10.26
2016	2	7.00
2017	1	8.66
No GPA	5	3.99
2008	1	1.99
2010	2	2.99
2012	1	7.33
2014	1	4.66
02. 24-47 Credits	78	3.07
00 - 1.9 GPA	1	3.33
2014	1	3.33
2.0 - 2.49 GPA	10	3.80
2013	3	4.33
2014	3	3.44
2015	1	3.99
2016	3	3.55
2.5 - 3.00 GPA	24	3.06
2010	2	2.16
2011	3	2.66
2013	2	2.99
2014	4	3.25
2015	2	3.33
2016	4	4.16
2017	7	2.71
3.0+ GPA	42	2.87
2008	1	1.66
2010	5	2.46
2011	5	3.19
2012	2	3.00
2013	4	2.75
2014	3	2.33
2015	3	3.88
2016	12	3.08
2017	7	2.57
No GPA	1	3.99
2017	1	3.99
03. 48-59 Credits	187	2.81
00 - 1.9 GPA	7	2.85
2010	1	2.33
2013	1	2.33
2015	1	3.66
2016	1	4.33
2017	3	2.44
2.0 - 2.49 GPA	25	3.26
2009	1	2.33
2010	2	2.16
2011	2	2.83
2012	1	1.99
2013	2	1.83
2014	4	3.75
2016	7	2.90
2017	6	4.71
2.5 - 3.00 GPA	48	2.82
2009	4	2.58
2010	6	2.33
2011	4	2.75
2012	4	2.49
2013	1	2.99
2014	6	2.66
2015	8	2.87
2016	6	3.33
2017	9	3.14
3.0+ GPA	106	2.69

2008	2	2.33
2009	5	1.66
2010	13	2.61
2011	11	2.51
2012	13	2.51
2013	16	2.91
2014	5	2.66
2015	13	2.66
2016	12	3.05
2017	16	2.93
No GPA	1	2.66
2012	1	2.66
04. 60+ Credits	2031	2.51
00 - 1.9 GPA	29	2.41
2009	3	1.99
2010	5	2.46
2011	3	1.55
2012	4	1.91
2013	3	3.77
2014	4	2.33
2015	3	3.11
2016	3	2.55
2017	1	1.66
2.0 - 2.49 GPA	212	2.62
2008	3	1.66
2009	12	2.11
2010	14	2.23
2011	18	2.20
2012	21	2.37
2013	28	2.88
2014	24	2.38
2015	28	2.82
2016	30	3.16
2017	34	2.76
2.5 - 3.00 GPA	509	2.62
2008	9	1.85
2009	27	2.12
2010	38	2.36
2011	37	2.87
2012	49	2.63
2013	65	2.62
2014	56	2.59
2015	70	2.80
2016	72	2.76
2017	86	2.63
3.0+ GPA	1272	2.45
2008	36	1.76
2009	74	2.13
2010	68	2.37
2011	80	2.73
2012	111	2.36
2013	133	2.51
2014	144	2.38
2015	190	2.60
2016	188	2.51
2017	248	2.48
No GPA	9	2.55
2009	1	2.33
2011	1	2.33
2012	1	4.66
2015	2	2.66
2016	3	1.99
2017	1	2.33