In November 1989, a study was conducted at Piedmont Virginia Community College (PVCC) to examine retention rates for 1988-89 according to a variety of institutional and student characteristics and to determine whether major differences existed between returning and non-returning students. Data were collected from end-of-term student computer files. Study findings included the following: (1) 51.9% of all students and 84.1% of all full-time students who enrolled in fall 1988 re-enrolled in and completed spring 1989; (2) the retention rate for freshmen was 65.1%, while sophomores had a retention rate of 71.1%; (3) part-time students had a retention rate of 44.3%, with most of the returning students enrolled in on-campus programs leading toward degrees; (4) in 1987-88, full-time, unclassified students had a fall-to-winter retention rate of 79.4% and a winter-to-spring retention rate of 92.3%, while in 1988-89, the retention rate among these students fell to 67.7%; (5) the nursing program had a 100% retention rate in 1988-89; and (6) in 1988-89, the retention rate for full-time black students was 8.4% lower than in 1987-88, and 22.3% lower than that for full-time white students. The Fortran program used to calculate the retention statistics is appended, along with sample tables generated by the program. (JMC)
STUDENT RETENTION AT
PIEDMONT VIRGINIA COMMUNITY COLLEGE

1988-1989

Ronald B. Head (Author)
Coordinator of Institutional Research and Planning
Piedmont Virginia Community College

Office of Institutional Research and Planning
Piedmont Virginia Community College
Charlottesville, Virginia 22901
Research Report No. 8-89

November 1989
STUDENT RETENTION AT
PIEDMONT VIRGINIA COMMUNITY COLLEGE
1988-89

This brief highlights major findings of a recent study conducted by the Office of Institutional Research and Planning at Piedmont Virginia Community College (PVCC) and reported in Student Retention at Piedmont Virginia Community College: 1988-1989 by Ronald B. Head (PVCC Institutional Research Report No. 8-89, November 1989). The study is conducted annually to provide retention rates according to a variety of institutional and student characteristics and to determine whether major differences exist between returning and non-returning students according to these characteristics.

The term retention rate, as used in the study, refers to the percentage of students enrolled during one term who re-enroll and complete the subsequent term. In other words, the full-time student retention rate for 1988-89 was the percentage of full-time students enrolled during Fall Semester 1988 who returned to PVCC and completed Spring Semester 1989.

One major difference between this and previous retention studies is that quarterly retention rates are no longer used. The academic year 1988-89 marked the conversion within the Virginia Community College System (VCCS) from a quarterly academic calendar to a semester calendar. An important benefit of this conversion is that for all practical purposes student retention rates are now annual. Under the quarter calendar, retention figures were collected twice, once between Fall Quarter and Winter Quarter, and once between Winter Quarter and Spring Quarter. Under the semester calendar, retention figures are collected only once, between Fall Semester and Spring Semester, and these are the annual, as well as semester, retention figures.

Table 1 presents 1987-1988 retention rates for all students, full-time equivalent students (FTES), full-time students, part-time students, curricular students, freshmen, and sophomores.

Retention rates for 1988-89 were similar to fall-to-winter retention rates from previous years. In this respect, many of the same trends reported in previous studies were evident. Slightly over one-half of all students enrolled during one term

(Continued on reverse side)
re-enroll at PVCC and complete the subsequent term. Over 80% of all full-time students enrolled during one term re-enroll at PVCC and complete the subsequent term. Approximately two of every three curricular students return from one term to the next. The retention rate for freshmen exceeds 60%, and for sophomores, it exceeds 70%. Part-time students who return to the college from one term to the next are usually enrolled in programs leading toward degrees and study on the college’s main campus. Part-time, non-returning students, on the other hand, are usually non-curricular and study off-campus during the evening.

One trend, reported in last year’s study, was reversed in 1988-89. From 1985-86 through 1987-88, retention of full-time, unclassified students increased considerably. In 1987-88, this rate was 79.4% from fall to winter and 92.3% from winter to spring. In 1988-89 the rate was 67.7%. This should not cause any alarm, however, because the overall retention rate of full-time students in 1988-89 (84.1%) was approximately the same as it was in 1987-88 (84.9%).

A second trend reported in last year’s study was not reversed. The retention rate for full-time black students was 22.3% lower than that for full-time white students. The rate was also 8.4% lower than the fall-to-winter rate for full-time black students in 1987-88. Quite clearly, the college has not been successful retaining full-time black students after they enroll. Hopefully, the special Task Force on Minority Recruitment and Retention formed in 1989-90 will be able to find a solution to this problem.

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<th>TABLE 1: PVCC RETENTION RATES (1988-89)</th>
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</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Headcount</strong></td>
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<tr>
<td>2019</td>
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<tr>
<td>51.9%</td>
</tr>
<tr>
<td><strong>FTES</strong></td>
</tr>
<tr>
<td>1161</td>
</tr>
<tr>
<td>537</td>
</tr>
<tr>
<td>68.4%</td>
</tr>
<tr>
<td><strong>Full-Time Students</strong></td>
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<tr>
<td>673</td>
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<tr>
<td>127</td>
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<td>84.1%</td>
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<td><strong>Curricular Students</strong></td>
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<td>1503</td>
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<tr>
<td>756</td>
</tr>
<tr>
<td>66.5%</td>
</tr>
<tr>
<td><strong>Freshmen</strong></td>
</tr>
<tr>
<td>1121</td>
</tr>
<tr>
<td>601</td>
</tr>
<tr>
<td>65.1%</td>
</tr>
<tr>
<td><strong>Sophomores</strong></td>
</tr>
<tr>
<td>382</td>
</tr>
<tr>
<td>155</td>
</tr>
<tr>
<td>71.1%</td>
</tr>
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</table>

**SOURCE:** VCCS end-of-term AKT tapes. The retention rate refers to the percentage of students returning from one term to the next (returning students divided by both returning and non-returning students).
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<td>PVCC Full-Time Student Retention Rates by Demographic Characteristics (1988-89)</td>
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<td>PVCC Full-Time Student Retention Rates by Enrollment Characteristics (1988-89)</td>
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<td>PVCC Full-Time Student Retention Rates by Academic Program (1988-89)</td>
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<td>PVCC Full-Time Student Retention Rates by Academic Program (1983-84 through 1988-89)</td>
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<td>PVCC Returning and Non-Returning Students by Demographic Characteristics and Full-Time/Part-Time Status (1988-89)</td>
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<tr>
<td>11</td>
<td>PVCC Returning and Non-Returning Students by Demographic Characteristics and Full-Time/Part-Time Status (1988-89)</td>
<td>15</td>
</tr>
</tbody>
</table>
STUDENT RETENTION AT
PIEDMONT VIRGINIA COMMUNITY COLLEGE
1988-1989

INTRODUCTION

This is the fourth in a series of reports examining retention statistics at
Piedmont Virginia Community College (PVCC) during the previous academic year.¹
Retention rates according to a variety of institutional and student characteristics are
presented, and an effort is made to determine whether major differences exist
between returning and non-returning students.

The term retention rate, as used in this report, refers to the percentage of
students during one term who re-enroll during the subsequent term. In other words,
the 1988-89 full-time student retention rate was the percentage of full-time students
enrolled during Fall Semester 1988 who returned to PVCC and completed Spring
Semester 1989.

Multiple retention measures are used because the retention rate for all
students at a community college is misleading. At PVCC, over 80% of all students
typically study part-time, and approximately 50% enroll as non-curricular students.

Many of these students do not intend to re-enroll at the college during the subsequent term.

Although multiple retention measures are reported, the emphasis in this study is upon full-time students. Full-time students are usually enrolled in degree programs and can be expected to re-enroll at the college each term until they graduate.

One major difference between this and previous retention studies is that quarterly retention rates are no longer used. The academic year 1988-89 marked the conversion within the Virginia Community College System (VCCS) from a quarterly academic calendar to a semester calendar. Instead of four terms per year (Summer Quarter, Fall Quarter, Winter Quarter, and Spring Quarter), there were now only three terms (Summer Semester, Fall Semester, and Spring Semester).

An important benefit of this conversion is that for all practical purposes student retention rates are now annual. Under the quarter calendar, retention figures were collected twice, once between Fall Quarter and Winter Quarter, and once between Winter Quarter and Spring Quarter. Under the semester calendar, retention figures are collected only once, between Fall Semester and Spring Semester, and these are the annual, as well as semester, retention figures.
METHODOLOGY

Data in this report were collected by means of a Fortran program which used data from the STUDAGE file located on end-of-term AKT tapes. Because modifications in the Fortran program were required due to the conversion from the quarter to the semester academic calendar, an annotated listing of the program is included in this study as Appendix A, and the actual output, or tables generated by the program, is included as Appendix B.

The advantage of using official end-of-term data is that retention statistics can then be compared to other end-of-term data. The total number of returning and non-returning students by category, as reported here, is the same number as reported in the VCCS Student Enrollment Booklets and used in other PVCC institutional research reports.

Two limitations of both the program and the study should be noted. First, no effort has been made to link retention data to student objectives. Quite simply, data relating to student objectives were not conveniently available. Secondly, retention within a semester has not been measured. Students enrolling at the beginning of a semester but withdrawing before the end of the semester are not counted as enrolled students during that term. Similarly, students completing, say, the Fall Semester, re-enrolling during the Spring Semester, and then withdrawing midway through the Spring Semester are counted as non-returning students.
Retention rates for the 1988-89 academic year are presented in Table 1. Included in this table are the retention rates for all students (headcount), full-time equivalent students (FTES), full-time students, curricular students, freshmen, and sophomores.

Over one-half of all students enrolled at PVCC during Fall Semester 1988 returned and completed Spring Semester 1989. Approximately two of every three FTES (full-time equivalent students) returned, as did curricular students and freshmen. The retention rate was slightly higher for sophomores. Over 80% of all full-time students returned to PVCC, as did over 40% of all part-time students.

TABLE 1: PVCC RETENTION RATES (1988-89)

<table>
<thead>
<tr>
<th></th>
<th>Fall to Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Re-</td>
</tr>
<tr>
<td>Headcount</td>
<td>2179</td>
</tr>
<tr>
<td>FTES</td>
<td>1161</td>
</tr>
<tr>
<td>Full-Time Students</td>
<td>673</td>
</tr>
<tr>
<td>Part-Time Students</td>
<td>1506</td>
</tr>
<tr>
<td>Curricular Students</td>
<td>1503</td>
</tr>
<tr>
<td>Freshmen</td>
<td>1121</td>
</tr>
<tr>
<td>Sophomores</td>
<td>382</td>
</tr>
</tbody>
</table>

SOURCE: VCCS end-of-term AKT tapes. The retention rate refers to the percentage of students returning from one term to the next (returning students divided by both returning and non-returning students).

2One FTES is equivalent to 15 student credit hours. In this respect, the FTES retention rate is calculated as follows: (1) the number of credit hours for both returning and non-returning students are totalled; (2) The FTES figures for both returning and non-returning students are calculated (the credit hour figures are divided by 15); and (3) the retention rate is the percentage of returning FTES.

A full-time student is any student carrying a student load of 12 or more credit hours during any single term. A curricular student is any student actually enrolled in an educational program leading toward a degree, certificate, or diploma.
Generally, retention figures for 1986-89 were similar to figures from previous years between Fall Quarter and Winter Quarter. As can be seen in Table 2, although fall-to-winter retention figures for 1983-84 were slightly higher than those for subsequent years, figures for 1984-85 through 1988-89 have been quite consistent.
TABLE 2: PVCC RETENTION RATES (1983-84 THROUGH 1988-89)

<table>
<thead>
<tr>
<th>Category</th>
<th>1983-84 Fall to Winter</th>
<th>1983-84 Winter to Spring</th>
<th>1984-85 Fall to Winter</th>
<th>1984-85 Winter to Spring</th>
<th>1985-86 Fall to Winter</th>
<th>1985-86 Winter to Spring</th>
<th>1986-87 Fall to Winter</th>
<th>1986-87 Winter to Spring</th>
<th>1987-88 Fall to Winter</th>
<th>1987-88 Winter to Spring</th>
<th>1988-89 Fall to Spring</th>
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<tbody>
<tr>
<td>FTES</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
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<td>1089</td>
<td>936</td>
<td>1201</td>
<td>1105</td>
<td>1161</td>
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<tr>
<td>No. Not Returning</td>
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<td>405</td>
<td>520</td>
<td>380</td>
<td>514</td>
<td>417</td>
<td>547</td>
<td>435</td>
<td>570</td>
<td>451</td>
<td>537</td>
</tr>
<tr>
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<td>70.1%</td>
<td>72.6%</td>
<td>65.9%</td>
<td>70.7%</td>
<td>66.8%</td>
<td>70.0%</td>
<td>66.6%</td>
<td>69.4%</td>
<td>67.8%</td>
<td>71.0%</td>
<td>68.4%</td>
</tr>
<tr>
<td>HEADCOUNT</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>No. Returning</td>
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<td>1895</td>
<td>1761</td>
<td>1990</td>
<td>1857</td>
<td>2175</td>
<td>1923</td>
<td>2271</td>
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<td>1773</td>
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<td>1964</td>
<td>1722</td>
<td>2040</td>
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<td>51.7%</td>
<td>54.9%</td>
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<td>52.8%</td>
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<td>51.9%</td>
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<td>562</td>
<td>532</td>
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<td>673</td>
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<td>No. Not Returning</td>
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<td>119</td>
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<td>85.4%</td>
<td>76.3%</td>
<td>83.1%</td>
<td>75.8%</td>
<td>84.0%</td>
<td>73.2%</td>
<td>80.5%</td>
<td>69.4%</td>
<td>80.2%</td>
<td>71.1%</td>
</tr>
</tbody>
</table>

SOURCE: VCCS end-of-term AKT tapes. The retention rate refers to the percentage of students returning from one term to the next (returning students divided by both returning and non-returning students).
Table 3 presents 1988-89 retention rates for PVCC full-time students by demographic characteristics. The retention rates for men and women were the same. For the second consecutive year, the retention rates for full-time white students were higher than those for full-time black students. In fact, the retention rate for full-time black students was considerably lower than the rates for either full-time white students or full-time minority students other than black, a fact which invites further investigation.

Although the mean and median ages of returning and non-returning students were approximately the same, retention rates generally were slightly higher for older students, especially those over the age of 25. There seems to be little, if any, relationship between distance from PVCC and retention. The only locality within the service region where this was not true was Buck-

---
ingham County. It should be noted, however, that the number of full-time students from Buckingham was so small that statistically meaningful conclusions cannot be drawn. It should also be noted that Buckingham County is within the service regions of two community colleges, PVCC and Southside Virginia Community College.

Table 4 presents 1988-89 retention rates of PVCC full-time students by selected enrollment characteristics. As might be expected, the retention rate for returning students was higher than that for new students. The retention rate for curricular students was also considerably higher than the rate for non-curricular (unclassified) students.

Retention rates according to demographic and enrollment characteristics were similar to fall-to-winter rates reported for previous years. There were differences, however. The discrepancy in rates between white and black students was much greater in 1988-89 than it was in 1987-88. The rate for

<table>
<thead>
<tr>
<th>Category</th>
<th>Returning</th>
<th>New</th>
<th>No. Returning</th>
<th>Retention Rate (Pct.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>256</td>
<td>56</td>
<td>82.1%</td>
<td></td>
</tr>
<tr>
<td>Returning</td>
<td>417</td>
<td>71</td>
<td>85.5%</td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>671</td>
<td>127</td>
<td>84.1%</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>2</td>
<td>0</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>On-Campus</td>
<td>673</td>
<td>127</td>
<td>84.1%</td>
<td></td>
</tr>
<tr>
<td>Off-Campus</td>
<td>0</td>
<td>0</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>College Transfer</td>
<td>497</td>
<td>86</td>
<td>85.2%</td>
<td></td>
</tr>
<tr>
<td>Occup./Technical</td>
<td>149</td>
<td>30</td>
<td>83.2%</td>
<td></td>
</tr>
<tr>
<td>Developmental</td>
<td>6</td>
<td>1</td>
<td>85.7%</td>
<td></td>
</tr>
<tr>
<td>Unclassified</td>
<td>21</td>
<td>10</td>
<td>67.7%</td>
<td></td>
</tr>
<tr>
<td>A.A./A.S.</td>
<td>497</td>
<td>86</td>
<td>85.2%</td>
<td></td>
</tr>
<tr>
<td>A.A.S.</td>
<td>145</td>
<td>30</td>
<td>82.5%</td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
<td>0</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>3</td>
<td>0</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Developmental</td>
<td>6</td>
<td>1</td>
<td>85.7%</td>
<td></td>
</tr>
<tr>
<td>Unclassified</td>
<td>21</td>
<td>10</td>
<td>67.7%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>673</td>
<td>127</td>
<td>84.1%</td>
<td></td>
</tr>
</tbody>
</table>

*Source: VCCS end-of-term AKT tapes. The retention rate refers to the percentage of students returning from one term to the next (returning students divided by both returning and non-returning students).*
students from within the PVCC service region in 1988-89 was approximately the same as that for students from outside the region; in 1987-88, the retention rate for students from within the service region was higher than that for students from outside the region. There was less of a difference in rates between new and returning students in 1988-89 than in 1987-88. On the other hand, the difference in rates between curricular and non-curricular students was greater in 1988-89 than in 1987-88.

Full-time student retention rates by academic program for 1988-89 are presented in Table 5. Retention rates for programs leading toward the A.A. (Associate of Arts) or A.S. (Associate of Science) degrees were on the whole slightly higher than those for programs leading toward the A.A.S. (Associate of Applied Science) degree. All students

---

TABLE 5: PVCC FULL-TIME STUDENT RETENTION RATES BY ACADEMIC PROGRAM (1988-89)

<table>
<thead>
<tr>
<th>Program</th>
<th>No. Not Retaining</th>
<th>No. Returning</th>
<th>Retention (Pct.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Admin.</td>
<td>156</td>
<td>24</td>
<td>86.7%</td>
</tr>
<tr>
<td>Education</td>
<td>25</td>
<td>5</td>
<td>84.8%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>21</td>
<td>4</td>
<td>84.0%</td>
</tr>
<tr>
<td>General Studies</td>
<td>79</td>
<td>20</td>
<td>79.0%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>162</td>
<td>25</td>
<td>86.6%</td>
</tr>
<tr>
<td>Science</td>
<td>51</td>
<td>8</td>
<td>86.4%</td>
</tr>
<tr>
<td>A.A./A.S. TOTALS</td>
<td>497</td>
<td>86</td>
<td>85.2%</td>
</tr>
<tr>
<td>Accounting</td>
<td>9</td>
<td>4</td>
<td>69.2%</td>
</tr>
<tr>
<td>Computer Info. Systems</td>
<td>21</td>
<td>5</td>
<td>80.8%</td>
</tr>
<tr>
<td>Drafting &amp; Design</td>
<td>9</td>
<td>1</td>
<td>90.0%</td>
</tr>
<tr>
<td>Electronics</td>
<td>11</td>
<td>4</td>
<td>73.3%</td>
</tr>
<tr>
<td>Management</td>
<td>18</td>
<td>5</td>
<td>78.3%</td>
</tr>
<tr>
<td>Marketing</td>
<td>9</td>
<td>2</td>
<td>81.8%</td>
</tr>
<tr>
<td>Nursing</td>
<td>38</td>
<td>0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Office Systems</td>
<td>13</td>
<td>4</td>
<td>76.5%</td>
</tr>
<tr>
<td>Police Science</td>
<td>11</td>
<td>2</td>
<td>84.6%</td>
</tr>
<tr>
<td>Respir.</td>
<td>4</td>
<td>2</td>
<td>66.7%</td>
</tr>
<tr>
<td>Science Labs etc.</td>
<td>2</td>
<td>1</td>
<td>66.7%</td>
</tr>
<tr>
<td>A.A.S. TOTALS</td>
<td>145</td>
<td>30</td>
<td>82.9%</td>
</tr>
<tr>
<td>Arts &amp; Crafts</td>
<td>1</td>
<td>0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Career Studies</td>
<td>1</td>
<td>0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Clerical Studies</td>
<td>0</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>Drafting</td>
<td>0</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>Draft Design</td>
<td>1</td>
<td>0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Elec./Electronics</td>
<td>0</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>Elec. Servicing</td>
<td>0</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>Health Technology</td>
<td>1</td>
<td>0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>0</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>DIPLOMA/CERT. TOTALS</td>
<td>4</td>
<td>0</td>
<td>100.0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>646</td>
<td>116</td>
<td>84.8%</td>
</tr>
</tbody>
</table>

SOURCE: VCCS end-of-term AKT tapes. The retention rate refers to the percentage of students returning from one term to the next (returning students divided by both returning and non-returning students).
enrolled in programs leading toward certificates or diplomas during Fall Semester 1988 returned to PVCC and completed Spring Semester 1989. The retention rate for all certificate programs was 100%. However, the actual numbers of returning and non-returning students within programs leading toward certificates or diplomas were so small that meaningful conclusions cannot be safely drawn.

Full-time student retention rates by academic program for the six-year period 1983-84 through '88-89 are presented in Table 6. As can be seen, 1988-89 rates are similar to fall-to-winter rates for previous years, and these rates have been fairly consistent during the six-year period. In the few instances where the figures have not been consistent, the inconsistencies have been largely due to small numbers of students in individual, academic programs.
### TABLE 6: PVCC FULL-TIME STUDENT RETENTION RATES BY ACADEMIC PROGRAM (1983-84 THROUGH 1988-89)

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall to Winter</th>
<th>Winter to Spring</th>
<th>Fall to Winter</th>
<th>Winter to Spring</th>
<th>Fall to Winter</th>
<th>Winter to Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus. Adm.</td>
<td>85% 80% 87% 87%</td>
<td>90% 86% 90% 86%</td>
<td>91% 87% 90% 87%</td>
<td>87% 85% 88% 88%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>81% 79% 87% 93%</td>
<td>93% 89% 95% 90%</td>
<td>91% 84% 85% 88%</td>
<td>87% 86% 88% 87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>100% 78% 93% 83%</td>
<td>100% 100% 75% 63%</td>
<td>94% 83% 85% 89%</td>
<td>85% 80% 83% 87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen. Stud.</td>
<td>79% 79% 81% 80%</td>
<td>83% 86% 83% 89%</td>
<td>85% 86% 85% 87%</td>
<td>87% 88% 86% 89%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lib. Arts</td>
<td>91% 85% 89% 82%</td>
<td>87% 91% 84% 86%</td>
<td>89% 89% 86% 89%</td>
<td>87% 88% 87% 86%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>86% 84% 93% 82%</td>
<td>85% 91% 84% 85%</td>
<td>86% 88% 87% 86%</td>
<td>85% 88% 87% 85%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.A./A.S.</td>
<td>84% 81% 88% 84%</td>
<td>86% 91% 88% 87%</td>
<td>88% 88% 87% 87%</td>
<td>85% 88% 87% 85%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>92% 92% 100% 85%</td>
<td>100% 100% 100% 100%</td>
<td>100% 100% 100% 100%</td>
<td>100% 100% 100% 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comp. Prg.</td>
<td>-- -- 67% 89% 77%</td>
<td>-- -- 83% 94% 94%</td>
<td>-- -- 83% 80% 80%</td>
<td>-- -- 83% 80% 80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Proc.</td>
<td>82% 83% 100% -- --</td>
<td>85% 82% 80% -- --</td>
<td>-- -- 83% 80% 80%</td>
<td>-- -- 83% 80% 80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft &amp; Des.</td>
<td>-- -- -- 94% -- --</td>
<td>-- -- -- -- -- --</td>
<td>-- -- -- -- -- --</td>
<td>-- -- -- -- -- --</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elec.</td>
<td>76% 76% 84% 59% 88%</td>
<td>93% 83% 94% 59% 89%</td>
<td>93% 83% 94% 59% 89%</td>
<td>93% 83% 94% 59% 89%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>83% 80% 74% 86% 79%</td>
<td>76% 91% 76% 94% 95%</td>
<td>76% 91% 76% 94% 95%</td>
<td>76% 91% 76% 94% 95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>-- -- -- 88% 89% -- -- -- -- -- --</td>
<td>90% 90% 90% 90% 90%</td>
<td>90% 90% 90% 90% 90%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>97% 100% 89% 100% 97%</td>
<td>100% 95% 90% 4% 90%</td>
<td>100% 95% 90% 4% 90%</td>
<td>100% 95% 90% 4% 90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Sys.</td>
<td>-- -- -- -- -- --</td>
<td>-- -- -- -- -- --</td>
<td>-- -- -- -- -- --</td>
<td>-- -- -- -- -- --</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police Sc.</td>
<td>75% 53% 100% 84% 95%</td>
<td>90% 79% 94% 94% 97%</td>
<td>90% 79% 94% 94% 97%</td>
<td>90% 79% 94% 94% 97%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resp. Th.</td>
<td>95% 96% 94% 87% 82%</td>
<td>100% 100% 100% 92% 100%</td>
<td>100% 100% 100% 92% 100%</td>
<td>100% 100% 100% 92% 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretary</td>
<td>92% 100% 77% 85% 77%</td>
<td>92% 88% 93% 85% 85%</td>
<td>92% 88% 93% 85% 85%</td>
<td>92% 88% 93% 85% 85%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Lab.</td>
<td>-- -- -- -- -- --</td>
<td>50% -- -- -- -- --</td>
<td>50% -- -- -- -- --</td>
<td>50% -- -- -- -- --</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.A.S.</td>
<td>86% 84% 81% 86% 85%</td>
<td>90% 89% 89% 93% 89%</td>
<td>86% 84% 81% 86% 85%</td>
<td>90% 89% 89% 93% 89%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art/Craft</td>
<td>100% 100% 100% 100% --</td>
<td>100% 50% 100% 100% --</td>
<td>100% 50% 100% 100% --</td>
<td>100% 50% 100% 100% --</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career St.</td>
<td>-- -- -- 75% 100% 89%</td>
<td>-- 100% 100% 100% 50%</td>
<td>-- 100% 100% 100% 50%</td>
<td>-- 100% 100% 100% 50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care</td>
<td>67% 100% 67% -- -- --</td>
<td>100% -- -- -- -- --</td>
<td>100% -- -- -- -- --</td>
<td>100% -- -- -- -- --</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cler. St.</td>
<td>-- 100% 100% -- 100% 100%</td>
<td>-- 100% 100% 100% 100%</td>
<td>-- 100% 100% 100% 100%</td>
<td>-- 100% 100% 100% 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>-- -- -- -- 100% 100%</td>
<td>-- 50% 100% 100% 100%</td>
<td>-- 50% 100% 100% 100%</td>
<td>-- 50% 100% 100% 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft Des.</td>
<td>83% 80% 86% 100% 100%</td>
<td>100% 100% 100% 100% 100%</td>
<td>100% 100% 100% 100% 100%</td>
<td>100% 100% 100% 100% 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elec./Elec.</td>
<td>90% -- -- -- -- --</td>
<td>100% 75% -- -- --</td>
<td>100% 75% -- -- --</td>
<td>100% 75% -- -- --</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elec. Svc.</td>
<td>0% -- -- -- -- --</td>
<td>100% -- -- -- -- --</td>
<td>100% -- -- -- -- --</td>
<td>100% -- -- -- -- --</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>100% 100% 100% 100% --</td>
<td>100% 100% 50% 100% --</td>
<td>100% 100% 50% 100% --</td>
<td>100% 100% 50% 100% --</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law Enf.</td>
<td>-- -- -- -- -- --</td>
<td>-- -- -- -- -- --</td>
<td>-- -- -- -- -- --</td>
<td>-- -- -- -- -- --</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIP./CERT.</td>
<td>85% 82% 79% 100% 90%</td>
<td>100% 79% 93% 100% 50%</td>
<td>100% 79% 93% 100% 50%</td>
<td>100% 79% 93% 100% 50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>85% 81% 86% 85% 86%</td>
<td>88% 88% 88% 89% 88%</td>
<td>88% 88% 88% 89% 88%</td>
<td>88% 88% 88% 89% 88%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SOURCE:** VCCS end-of-term AKT tapes. The retention rate refers to the percentage of students returning from one term to the next (returning students divided by both returning and non-returning students).
Retention rates by academic program for 1988-89 are shown for curricular students in Table 7, for freshmen in Table 8, and for sophomores in Table 9. As can be seen, the retention rates for curricular students enrolled in programs leading toward the A.A. or A.S. degree were slightly higher than the rates for students enrolled in programs leading toward the A.A.S. degree and much higher than the rates for those enrolled in certificate or diploma programs. The same was true with respect to freshman and sophomore retention rates, though A.A.S. retention rates for freshmen were nearly the same as A.A./A.S. rates. It should be noted that retention rates for certificate or diploma programs may be misleading due to the small numbers or returning and non-returning students involved.
### TABLE 8: PVCC FRESHMAN RETENTION RATES BY ACADEMIC PROGRAM (1988-89)

<table>
<thead>
<tr>
<th>Program</th>
<th>No. Not Retaining</th>
<th>No. Returning</th>
<th>Return Rate (Pct.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Admin.</td>
<td>182</td>
<td>77</td>
<td>70.3%</td>
</tr>
<tr>
<td>Education</td>
<td>45</td>
<td>22</td>
<td>67.2%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>37</td>
<td>9</td>
<td>80.4%</td>
</tr>
<tr>
<td>General Studies</td>
<td>241</td>
<td>197</td>
<td>55.0%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>186</td>
<td>67</td>
<td>73.5%</td>
</tr>
<tr>
<td>Science</td>
<td>78</td>
<td>22</td>
<td>88.0%</td>
</tr>
<tr>
<td><strong>A.A./A.S. TOTALS</strong></td>
<td><strong>769</strong></td>
<td><strong>394</strong></td>
<td><strong>66.1%</strong></td>
</tr>
</tbody>
</table>

**ACCOUNTING**
- 31: 26, 54.4%
- **Computer Info. Systems**
- 58: 38, 60.4%
- **Drafting & Design**
- 14: 5, 73.7%
- **Electronics**
- 28: 22, 56.0%
- **Management**
- 56: 36, 60.9%
- **Marketing**
- 21: 10, 67.7%
- **Nursing**
- 63: 10, 88.3%
- **Office Systems**
- 20: 14, 58.8%
- **Police Science**
- 25: 9, 73.5%
- **Respiratory Therapy**
- 5: 2, 71.4%
- **Science Laboratory**
- 2: 2, 50.0%

**A.A.S. TOTALS**: 323, 65.0%

**ARTS & CRAFTS**
- 1: 1, 50.0%
**CAREER STUDIES**
- 20: 24, 45.5%
**CLERICAL STUDIES**
- 1: 1, 50.0%
**DRAFTING**
- 1: 3, 25.0%
**DRAFT DESIGN**
- 0: 0, --
**ELEC./ELECTRONICS**
- 0: 0, --
**ELEC. SERVICING**
- 3: 1, 75.0%
**HEALTH TECHNOLOGY**
- 1: 1, 50.0%
**LAW ENFORCEMENT**
- 2: 2, 50.0%

**DIPLOMA/CERT. TOTALS**: 29, 33, 46.8%

**TOTAL**: 1121, 601, 65.1%

**SOURCE**: VCCS end-of-term AKT tapes. The retention rate refers to the percentage of students returning from one term to the next (returning students divided by both returning and non-returning students).

### TABLE 9: PVCC SOPHOMORE RETENTION RATES BY ACADEMIC PROGRAM (1988-89)

<table>
<thead>
<tr>
<th>Program</th>
<th>No. Not Retaining</th>
<th>No. Returning</th>
<th>Return Rate (Pct.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Admin.</td>
<td>85</td>
<td>17</td>
<td>83.3%</td>
</tr>
<tr>
<td>Education</td>
<td>14</td>
<td>7</td>
<td>64.7%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>6</td>
<td>5</td>
<td>54.5%</td>
</tr>
<tr>
<td>General Studies</td>
<td>44</td>
<td>24</td>
<td>64.7%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>60</td>
<td>12</td>
<td>83.3%</td>
</tr>
<tr>
<td>Science</td>
<td>27</td>
<td>5</td>
<td>84.4%</td>
</tr>
<tr>
<td><strong>A.A./A.S. TOTALS</strong></td>
<td><strong>236</strong></td>
<td><strong>70</strong></td>
<td><strong>77.1%</strong></td>
</tr>
</tbody>
</table>

**ACCOUNTING**
- 7: 8, 46.7%
**COMPUTER INFO. SYSTEMS**
- 11: 11, 50.0%
**DRAFTING & DESIGN**
- 5: 3, 62.5%
**ELECTRONICS**
- 7: 4, 63.6%
**MANAGEMENT**
- 47: 24, 66.2%
**MARKETING**
- 8: 2, 80.8%
**NURSING**
- 48: 19, 71.6%
**OFFICE SYSTEMS**
- 4: 4, 50.0%
**POLICE SCIENCE**
- 4: 7, 36.4%
**RESPIRATORY THERAPY**
- 3: 0, 100.0%
**SCIENCE LABORATORY**
- 0: 0, --

**A.A.S. TOTALS**: 144, 82, 63.7%

**ARTS & CRAFTS**
- 0: 0, --
**CAREER STUDIES**
- 0: 0, --
**CLERICAL STUDIES**
- 0: 0, --
**DRAFTING**
- 0: 0, --
**DRAFT DESIGN**
- 2: 3, 40.0%
**ELEC./ELECTRONICS**
- 0: 0, --
**ELEC. SERVICING**
- 0: 0, --
**HEALTH TECHNOLOGY**
- 0: 0, --
**LAW ENFORCEMENT**
- 0: 0, --

**DIPLOMA/CERT. TOTALS**: 2: 3, 40.0%

**TOTAL**: 382, 155, 71.1%

**SOURCE**: VCCS end-of-term AKT tapes. The retention rate refers to the percentage of students returning from one term to the next (returning students divided by both returning and non-returning students).
Tables 10 and 11 present distributions of both full-time and part-time returning and non-returning students by demographic and enrollment characteristics. Percentages in these tables are by column by group.

Demographically, the most striking difference between full-time returning and non-returning students was with respect to race. As can be seen in Table 10, a higher

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### Table 10: PVCC Returning and Non-Returning Students by Demographic Characteristics and Full-Time/Part-Time Status (1988-89)

<table>
<thead>
<tr>
<th>Category</th>
<th>Full-Time Students</th>
<th>Part-Time Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEX</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>292</td>
<td>43.4%</td>
</tr>
<tr>
<td>Female</td>
<td>381</td>
<td>56.6%</td>
</tr>
<tr>
<td><strong>RACE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>610</td>
<td>90.6%</td>
</tr>
<tr>
<td>Black</td>
<td>42</td>
<td>6.2%</td>
</tr>
<tr>
<td>Amer. Indian</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian/Pacific</td>
<td>12</td>
<td>1.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7</td>
<td>1.0%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>0.3%</td>
</tr>
<tr>
<td><strong>AGE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 18</td>
<td>5</td>
<td>0.7%</td>
</tr>
<tr>
<td>18-21</td>
<td>427</td>
<td>63.4%</td>
</tr>
<tr>
<td>22-24</td>
<td>74</td>
<td>11.0%</td>
</tr>
<tr>
<td>25-34</td>
<td>127</td>
<td>18.9%</td>
</tr>
<tr>
<td>35-44</td>
<td>29</td>
<td>4.3%</td>
</tr>
<tr>
<td>45-59</td>
<td>9</td>
<td>1.3%</td>
</tr>
<tr>
<td>Over 60</td>
<td>2</td>
<td>0.3%</td>
</tr>
<tr>
<td>Mean</td>
<td>23</td>
<td>--</td>
</tr>
<tr>
<td>Median</td>
<td>20</td>
<td>--</td>
</tr>
<tr>
<td><strong>RESIDENCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albemarle</td>
<td>241</td>
<td>35.8%</td>
</tr>
<tr>
<td>Buckingham</td>
<td>9</td>
<td>1.3%</td>
</tr>
<tr>
<td>Charlottesville</td>
<td>200</td>
<td>29.7%</td>
</tr>
<tr>
<td>Fluvanna</td>
<td>28</td>
<td>4.2%</td>
</tr>
<tr>
<td>Greene</td>
<td>31</td>
<td>4.6%</td>
</tr>
<tr>
<td>Louisa</td>
<td>27</td>
<td>4.0%</td>
</tr>
<tr>
<td>Nelson</td>
<td>25</td>
<td>3.7%</td>
</tr>
<tr>
<td>IN-DISTRICT</td>
<td>561</td>
<td>83.4%</td>
</tr>
<tr>
<td>Out-of-District</td>
<td>94</td>
<td>14.0%</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>18</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

**Source:** VCCS end-of-term AKT tapes.

---

20
proportion of full-time returning students were white than were full-time non-returning students. This would seem to indicate a retention problem with respect to blacks, and indeed, as was pointed out earlier, the retention rate of blacks was over 20% lower than that for whites (see Table 3).

Demographically, part-time returning and non-returning students were quite similar. The proportion of whites to blacks for part-time returning students was only slightly higher than that for non-returning students.

With respect to enrollment characteristics, returning and non-returning students differed most significantly according to new/returning status. As can be seen in Table 11, the proportion of new to returning students was much higher among non-returning students than among returning students. This is hardly
surprising, however, as it has already been shown that retention rates for new students were lower than those for returning students (see Table 4).

Differences also existed in the degree programs in which returning and non-returning students were enrolled. A higher percentage of returning students were enrolled in college transfer programs than were non-returning students, and a lower percentage of returning students were unclassified.

Although both full-time returning and non-returning students primarily studied during the day at the college’s main campus, differences existed between part-time returning and non-returning students. A much larger percentage of part-time, non-returning students were classified as evening and off-campus students.

CONCLUSIONS

Retention rates for 1988-89 were similar to fall-to-winter retention rates from previous years. In this respect, many of the conclusions drawn in previous studies can be drawn in this one as well. Slightly over one-half of all students enrolled during one term re-enroll at PVCC and complete the subsequent term. Over 80% of all full-time students enrolled during one term re-enroll at PVCC and complete the subsequent term. Approximately two of every three curricular students return from one term to the next. The retention rate for freshmen exceeds 60%, and for sophomores, it exceeds 70%. Part-time students who return to the college from one term to the next are usually enrolled in programs leading toward degrees and study on
the college's main campus. Part-time, non-returning students, on the other hand, are usually non-curricular and study off-campus during the evening.

One trend, reported in last year's study, was reversed in 1988-89. From 1985-86 through 1987-88, retention of full-time, unclassified students increased considerably. In 1987-88, this rate was 79.4% from fall to winter and 92.3% from winter to spring. In 1988-89 the rate was 67.7%. This should not cause any alarm, however, because the overall retention rate of full-time students in 1988-89 (84.1%) was approximately the same as it was in 1987-88 (84.9%).

A second trend reported in last year's study was not reversed. The retention rate for full-time black students was 22.3% lower than that for full-time white students. The rate was also 8.4% lower than the fall-to-winter rate for full-time black students in 1987-88. Quite clearly, the college has not been successful retaining full-time black students after they enroll. Hopefully, the special Task Force on Minority Recruitment and Retention formed in 1989-90 will be able to find a solution to this problem.
APPENDIX A

FORTRAN PROGRAM FOR GENERATING RETENTION STATISTICS
//PVRETURN JOB (1000,V003,9,50),HEAD,REGION=4096K,CLASS=F,
// PRTY=3,MSGCLASS=A,MSGLEVEL=(1,1),NOTIFY=PVHEADR
***ROUTE PRINT PVCC1
***ROUTE XEQ HOST
***SETUP NO 'NT TAPE CALLED FOR NO RING PLEASE
***SETUP MOUNT TAPE CALLED FOR NO RING PLEASE
// EXEC FORTVC,PARM=FIXED
C PROGRAM NAME . . . RETAIN.
C
C AUTHOR: R. HEAD   DATE WRITTEN: SEPTEMBER 1986
C
SIS VERSION: 4.6    REVISION DATE: OCTOBER 1989
C
THIS PROGRAM READS TWO CONSECUTIVE END-OF-TERM AKT TAPES AND
MATCHES STUDENTS BY SOCIAL SECURITY NUMBER TO DETERMINE RETURNING
AND NON-RETURNING STUDENTS. DESCRIPTIVE DATA ON RETURNING AND
NON-RETURNING STUDENTS IS THEN COLLECTED IN TABLES (ARRAYS) AND
PRINTED. DATA INCLUDES RETURNING AND NON-RETURNING STUDENTS BY
RACE, SEX, AGE, JURISDICTION, CURRICULUM, DEGREE PROGRAM, FRESHMAN
OR SOPHOMORE STATUS, FULL- OR PART-TIME STATUS, FIRST-TIME, TRANSFER,
OR RETURNING STATUS, AND ON- OR OFF-CAMPUS STATUS. THIS PROGRAM
CAN BE USED FOR BOTH QUARTER AND SEMESTER ACADEMIC YEARS.
C
THE FOLLOWING VARIABLES ARE READ FROM THE 1ST TERM STUDAGE FILE:
C
SSN1 . . . (INTEGER) STUDENT'S SOCIAL SECURITY NUMBER.
COLLEG . . (INTEGER) VCCS INSTITUTION CODE. PVCC=282.
CAMPUS . . (CHAR) ON-CAMPUS='A' OFF-CAMPUS='1', '2', ETC.
SEX . . (INTEGER) 1=MALE 2=FEMALE.
PLACE . . (CHAR) PVCC SERVICE REGION LOCALITY.
AWARD . . (INTEGER) LEVEL (FR., SOPH., ETC.) AND DEGREE.
CURRIC . . (INTEGER) CURRICULUM.
RACE . . (INTEGER) 1=WHITE 2=BLACK 3=ASIAN/PACIFIC ISLANDER
4=HISPANIC 5=OTHER.
STATUS . . (INTEGER) 1-FIRST-TIME 2=RE-ADMIT 3=TRANSFER 4=RETURNING
FFA . . (CHAR) FULL-TIME='F' PART-TIME='P'.
HRS . . (INTEGER) TOTAL CREDIT HOURS.
QTR1 . . (CHAR) 1ST TERM (FA=FALL; WI=WINTER; SP=SPRING).
QTR1YR . . (INTEGER) 1ST TERM YEAR.
MONTH . . (INTEGER) STUDENT'S BIRTH MONTH.
YEAR . . (INTEGER) STUDENT'S BIRTH YEAR.
DAY . . (CHAR) E=EVENING D=DAY.
C
THE FOLLOWING VARIABLES ARE READ FROM THE 2ND TERM STUDAGE FILE:
C
COLLEG . . (INTEGER) VCCS INSTITUTION CODE. PVCC=282.
SSN2 . . (INTEGER) STUDENT'S SOCIAL SECURITY NUMBER.
C
THE FOLLOWING VARIABLES ARE USED IN THE PROGRAM:
C
SSAN(4000) . (INTEGER) ARRAY OF SORTED SECOND TERM SOCIAL
SECURITY NUMBERS.
RTFLG . . (LOGICAL) RETURNING STUDENT (TRUE OR FALSE).
REGION(7) . (CHAR) PVCC SERVICE REGION LOCALITY CODES.
CODE(30) . (INTEGER) CURRICULUM CODES.
LABEL1(29) . (CHAR) CATEGORY LABELS FOR TABLE 1.
TABLE1(29,4) (INTEGER) TABLE 1 (DEMOGRAPHICS) ARRAY.
LABEL2(17) . (CHAR) CATEGORY LABELS FOR TABLE 2.
TABLE2(17,4) (INTEGER) TABLE 2 (ENROLLMENT) ARRAY.
LABEL3(32) . (CHAR) CATEGORY LABELS FOR TABLES 3 AND 4.
TABLE3(32,4) (INTEGER) TABLE 3 (CURRICULUM BY FULL-TIME/PART-TIME
STATUS) ARRAY.
TABLE4(32,4) (INTEGER) TABLE 4 (CURRICULUM BY FRESHMAN/SOPHOMORE
STATUS) ARRAY.
RETURN . . (INTEGER) NUMBER OF RETURNING STUDENTS.

-- 20 --
C NORET . . (INTEGER) NUMBER OF NON-RETURNING STUDENTS.
C SSN2SZ . . (INTEGER) NUMBER OF 2D TERM SOCIAL SECURITY NOS.
C COUNT . . (INTEGER) NUMBER OF 1ST TERM STUDENTS.
C AGE . . (INTEGER) AGE OF STUDENT.
C AGE1(1000) . (INTEGER) AGES OF RETURNING FULL-TIME STUDENTS.
C AGE2(2000) . (INTEGER) AGES OF RETURNING PART-TIME STUDENTS.
C AGE3(1000) . (INTEGER) AGES OF NON-RETURNING FULL-TIME STUDENTS.
C AGE4(3000) . (INTEGER) AGES OF NON-RETURNING PART-TIME STUDENTS.
C AGE1K,AGE2K,AGE3K,AGE4K . (INTEGER) NUMBER OF STUDENTS IN EACH AGE CATEGORY.
C QTR2 . . (CHAR) 2ND TERM HEADER (FALI,WINTER,SPRING).
C RETHRS . . (INTEGER) TOTAL CREDIT HOURS (RETURNING STUDENTS).
C NRHRS . . (INTEGER) TOTAL CREDIT HOURS (NONRETURNING STUDENTS).
C RFES . . (INTEGER) NO. OF FTES (RETURNING STUDENTS).
C NRFTES . . (INTEGER) NO. OF FTES (NONRETURNING STUDENTS).
C QTR1A . . (CHAR) 1ST QUARTER HEADER (FALL,WINTER,SPRING).
C QTR2YR . . (INTEGER) 2ND QUARTER YEAR.
C SUN . . (REAL) TEMPORARY SUMMING \ LiABLE.
C J, K . . (INTEGER) LOOP CONTROL VARIABLES.

C DECLARATIONS:

CHARACTER CAMPUS,FPA,DAY
CHARACTER*2 QTR1
CHARACTER*3 REGION(7),PLACE
CHARACTER*6 QTR1A,QTR2
CHARACTER*25 LABEL1(29),LABEL2(17),LABEL3(32)
INTEGER SSN1,SSN2,SEX,AWARD,CURRIC,RACE,STATUS,MONTH,YEAR
INTEGER TABLE1(29,4),TABLE2(17,4),TABLE3(32,4),TABLE4(32,4)
INTEGER RETURN,NORET,SSAN(4000),SSN2SZ,CODE(30),COLLEG
INTEGER AGE1(1000),AGE2(3000),AGE3(1000),AGE4(3000),COUNT,AGE
INTEGER AGE1K,AGE2K,AGE3K,AGE4K,J,K,QTR1YR,QTR2YR
INTEGER HRS,RETHRS,NRHRS,R-1S,NRFTES
REAL SUM
LOGICAL RETFLG

C DATA:

DATA REGION(1),REGION(2),REGION(3),REGION(4),REGION(5),REGION(6),
REGION(7)/
'002','015','180','032','039','054','062'/
C 002=ALBEMARLE 180=CHARLOTTESVILLE 032=FLUVANNA 062=NELSON
C 054=LOUISA 015=BUCKINGHAM 039=GREENE
C
DATA CODE(1),CODE(2),CODE(3),CODE(4),CODE(5),CODE(6),CODE(7),
CODE(8),CODE(9),CODE(10),CODE(11),CODE(12),CODE(13),CODE(14),
CODE(15),CODE(16),CODE(17),CODE(18),CODE(19),CODE(20),CODE(21),
CODE(22),CODE(23),CODE(24),CODE(25),CODE(26),CODE(27),CODE(28),
CODE(29),CODE(30)/
5213,625,529,699,648,880,203,176,217,234,981,212,251,156,464,181,
6276,597,294,838,221,921,218,922,927,940,948,190,991,463/
C 213=BUS. ADMIN. 981=FIN. & MARKETING 221=CAREER STUDIES
C 625=EDUCATION 212=MANAGEMENT 921=DRAFT & DESIGN
C 529=FINE ARTS 251=MARKETING 218=CLERICAL STUDIES
C 699=GEN. STUDIES 156=NURSING 922=DRAFTING
C 648=LIB. ARTS 464=POLICE SCIENCE 927=DRAFT DESIGN
C 880=SCIENCE 181=RESP. THERAPY 940=ELEC./ELECTRONICS
C 203=ACCOUNTING 276=SECRET. SCIENCE 948=ELEC. SERVICING
C 176=COMM. SCH. 597=ARTS & CRAFTS 190=HEALTH TECHNOLOGY
C 217=COMP. PROG. 294=OFFICE SYS/TECH 991=INDUSTRIAL MGT.
C 236=COMPUTER INFO. 838=SCIENCE LAB. 463=LAW ENFORCEMENT
C BE CERTAIN ALL CURRICULA ARE INCLUDED IN THESE CODES!
C
DATA LABEL1(1),LABEL1(2),LABEL1(3),LABEL1(4),LABEL1(5),LABEL1(6),
-- 21 --

20
1LABEL1(7),LABEL1(8),LABEL1(9),LABEL1(10)/
2'MALE                ', 'FEMALE                ,
3'WHITE               ', 'BLACK               ,
4'AMERICAN INDIAN     ', 'ASIAN/PACIFIC        ,
5'HISPANIC            ', 'OTHER               ,
6'MEDIAN AGE          ', 'MEAN AGE            ,
DATA LABEL1(11),LABEL1(12),LABEL1(13),LABEL1(14),LABEL1(15),
1LABEL1(16),LABEL1(17),LABEL1(18),LABEL1(19),LABEL1(20)/
2'MODE AGE            ', 'UNDER 18            ,
3'18-21               ', '22-24               ,
4'25-34               ', '35-44               ,
5'45-59               ', 'OVER 60              ,
6'ALBEMARLE           ', 'BUCKINGHAM          ,
DATA LABEL1(21),LABEL1(22),LABEL1(23),LABEL1(24),LABEL1(25),
1LABEL1(26),LABEL1(27),LABEL1(28),LABEL1(29)/
2'CHARLOTTESVILLE     ', 'FLUVANNA            ,
3'GREENE              ', 'LOUISA              ,
4'NELSON              ', 'TOTAL IN-DISTRICT   ,
5'OUT-OF-DISTRICT    ', 'OUT-OF-STATE        ,
6'TOTAL               '

DATA LABEL2(1),LABEL2(2),LABEL2(3),LABEL2(4),LABEL2(5),LABEL2(6),
1LABEL2(7),LABEL2(8),LABEL2(9),LABEL2(10)/
2'NEW                  ', 'RETURNING           ,
3'DAY                  ', 'EVENING             ,
4'ON-CAMPUS            ', 'OFF-CAMPUS           ,
5'COLLEGE TRANSFER     ', 'OCCUP./TECHNICAL    ,
6'DEVELOPMENTAL       ', 'UNCLASSIFIED         ,
DATA LABEL2(11),LABEL2(12),LABEL2(13),LABEL2(14),LABEL2(15),
1LABEL2(16),LABEL2(17)/
2'A.A./A.S.            ', 'A.A.S.               ,
3'DIPLOMA             ', 'CERTIFICATE          ,
4'DEVELOPMENTAL       ', 'UNCLASSIFIED         ,
5'TOTAL               '

LABELS MUST MATCH CURRICULA--LABEL3(X)=CODE(X)!
DATA LABEL3(1),LABEL3(2),LABEL3(3),LABEL3(4),LABEL3(5),LABEL3(6),
1LABEL3(7),LABEL3(8),LABEL3(9),LABEL3(10),LABEL3(11)/
2'BUSINESS ADMIN.     ', 'EDUCATION           ,
3'FINE ARTS           ', 'GENERAL STUDIES     ,
4'LIBERAL ARTS        ', 'SCIENCE             ,
5'ACCOUNTING          ', 'COMM. SOCIAL SERVICES ,
6'COMPUTER PROG.      ', 'COMPUTER INFO. SYS.   ,
7'ELECTRONICS         '
DATA LABEL3(12),LABEL3(13),LABEL3(14),LABEL3(15),LABEL3(16),
1LABEL3(17),LABEL3(18),LABEL3(19),LABEL3(20),LABEL3(21)/
2'BUSINESS ADMIN.     ', 'MARKETING           ,
3'NURSING             ', 'POLICE SCIENCE      ,
4'RFSP. THERAPY        ', 'SECR. SCIENCE       ,
5'ARTS/CRAFTS         ', 'OFFICE SYS/TECH     ,
6'SCIENCE LAB.        ', 'CAREER STUDIES      ,
DATA LABEL3(22),LABEL3(23),LABEL3(24),LABEL3(25),LABEL3(26),
1LABEL3(27),LABEL3(28),LABEL3(29),LABEL3(30),LABEL3(31),
2LABEL3(32)/
3'DRAFT & DESIGN      ', 'CLERICAL STUDIES    ,
4'DRAFTING            ', 'DRAFT DESIGN        ,
5'ELEC./ELEC.          ', 'ELEC. SERVICING     ,
6'HEALTH TECHNOLOGY   ', 'INDUSTRIAL MGT.     ,
7'LAW ENFORCEMENT     ', 'OTHER               ,
8'TOTAL               '

INITIALIZE VARIABLES:
C
RETURN=0

-- 22 --
NORET=0
AGE1K=0
AGE2K=0
AGE3K=0
AGE4K=0
RETHRS=0
NRHRS=0
DO 10 K=1
  DO 10 J=
    TABLE1(K,J)=0
  10 CONTINUE
DO 15 K=1,17
  DO 15 J=1,4
    TABLE2(K,J)=0
  15 CONTINUE
DO 20 K=1,29
  DO 20 J=1,4
    TABLE3(K,J)=0
    TABLE4(K,J)=0
  20 CONTINUE
DO 25 K=1,4000
  SSAN(K)=0
  IF (K.LE.1000) THEN
    AGE1(K)=0
    AGE3(K)=0
  ENDIF
  IF (K.LE.3000) THEN
    AGE2(K)=0
    AGE4(K)=0
  ENDIF
  25 CONTINUE
C
C READ ALL STUDENT SOCIAL SECURITY NUMBERS FOR SECOND TERM:
C
K=1
OPEN(9)
30 READ(9,800,END=35) SSN2,COLLEG
  IF (COLLEG.NE.282) GO TO 30
  SSAN(K)=SSN2
  K=K+1
  GO TO 30
35 CONTINUE
CLOSE(9)
C
C SORT ALL SECOND TERM SOCIAL SECURITY NUMBERS (SHEL SHEEN):
C
SSN2SZ=K-1
CALL SORT(SSN2SZ,SSAN)
C
C READ A STUDENT RECORD FROM FIRST TERM.
C
COUNT=0
OPEN(8)
40 READ(8,805,END=95) SSN1,COLLEG,CAMPUS,SEX,PLACE,AWARD,
  CURRIC,RACE,STATUS,FPA,HRS,QTR1,QTR1YR,MONTTH,YEAR,DAY
  IF (COLLEG.NE.282) GO TO 40
  COUNT=COUNT+1
  GO TO 40
COUNT=COUNT+1
C
C DETERMINE QUARTER AND YEAR:
C
IF (QTR1YR.LT.88) THEN
  IF (QTR1.EQ.'FA') THEN
    QTR1A = 'FALL'
    QTR2 = 'WINTER'
    QTR2YR = QTR1YR+1
ELSE
  QTR1A = 'WINTER'
  QTR2 = 'SPRING'
  QTR2YR = QTR1YR
ENDIF
IF (QTR1YR.GE.88) THEN
  IF (OTRLEO.IFA') THEN
    OTR1A = 'FALL'
    OTR2 = 'SPRING'
    OTR2YR = OTR1YR+1
  ELSE
    OTR1A = 'SPRING'
    OTR2 = 'FALL'
    OTR2YR = QTR1YR
  ENDIF
ELSE
  ENDIF
ENDIF
C
C USE BINARY SEARCH TO MATCH SOCIAL SECURITY NUMBERS FROM FIRST AND
C SECOND TERMS TO DETERMINE RETURNING/NON-RETURNING STATUS:
C
CALL SEARCH(RETFLG,SSN2SZ,SSN1,SSAN)
C
C DETERMINE STUDENT'S AGE (AS OF JANUARY 1ST OF CURRENT YEAR):
C
AGE=QTR2YR-YEAR-1
IF (RETFLG.AND.FPA.E0.1F9 THEN
  AGE1K=AGE1K+1
  AGE1(AGE1K)=AGE
ELSE IF (RETFLG.AND.FPA.E0.1P' THEN
  AGE2K=AGE2K+1
  AGE2(AGE2K)=AGE
ELSE IF ((FPA.E0.'F').AND. .NOT.RETFLG) THEN
  AGE3K=AGE3K+1
  AGE3(AGE3K)=AGE
ELSE IF ((FPA.E0.'P').AND. .NOT.RETFLG) THEN
  AGE4K=AGE4K+1
  AGE4(AGE4K)=AGE
ELSE
ENDIF
C
C ADD THIS TO TOTAL NUMBER OF RETURNING AND NON-RETURNING STUDENTS
C AND DETERMINE STUDENT CREDIT HOURS
C
IF (RETFLG) THEN
  RETURN = RETURN +1
  RETHRS = RETHRS + HRS
ELSE
  NORET = NORET +1
  NRHRS = NRHRS + HRS
ENDIF
C
BEGIN CONSTRUCTING TABLE 1. START BY ASSIGNING COLUMN INDEX:
C
K=1 (RETURNING FULL-TIME)  K=3 (NON-RETURNING FULL-TIME)
K=2 (RETURNING PART-TIME)  K=4 (NON-RETURNING PART-TIME)
C
IF (RETFLG) THEN
  IF (FPA.E0.'F') THEN
    K=1
  ELSE
    K=2
  ENDIF
ELSE
  IF (FPA.E0.'P') THEN
    K=3
  ELSE
    -- 24 --
K=4
ENDIF
ENDIF

C
C SEX:
C
IF (SEX.EQ.1) THEN
  TABLE1(1,K) = TABLE1(1,K) +1
ELSE
  TABLE1(2,K) = TABLE1(2,K) +1
ENDIF

C
C RACE:
C
DO 50 J=1,6
  IF (RACE.EQ.J) TABLE1(J+2,K) = TABLE1(J+2,K) +1
50 CONTINUE

C
C AGE:
C
IF (AGE.LT.18) TABLE1(12,K) = TABLE1(12,K) +1
IF (AGE.GE.18.AND.AGE.LT.22) TABLE1(13,K) = TABLE1(13,K) +1
IF (AGE.GE.22.AND.AGE.LT.25) TABLE1(14,K) = TABLE1(14,K) +1
IF (AGE.GE.25.AND.AGE.LT.35) TABLE1(15,K) = TABLE1(15,K) +1
IF (AGE.GE.35.AND.AGE.LT.45) TABLE1(16,K) = TABLE1(16,K) +1
IF (AGE.GE.45.AND.AGE.LT.60) TABLE1(17,K) = TABLE1(17,K) +1
IF (AGE.GE.60) TABLE1(18,K) = TABLE1(18,K) +1

C
C LOCALITY:
C
DO 60 J=1,7
  IF (PLACE.EQ.REGION(J)) THEN
    TABLE1(J+18,K) = TABLE1(J+18,K) +1
    GO TO 65
  ENDIF
60 CONTINUE
IF (PLACE.GT.000.AND.PLACE.LT.900') THEN
  TABLE1(27,K) = TABLE1(27,K) +1
ELSE
  TABLE1(28,K) = TABLE1(28,K) +1
ENDIF
65 CONTINUE

C
C START CONSTRUCTING TABLE 2. COLUMN INDEX IS THE SAME AS TABLE 1.
C
C NEW OR RETURNING STUDENT:
C
IF (STATUS.EQ.1.OR.STATUS.EQ.3) THEN
  TABLE2(1,K) = TABLE2(1,K) +1
ELSE
  TABLE2(2,K) = TABLE2(2,K) +1
ENDIF

C
C DAY OR EVENING STUDENT:
C
IF (DAY.EQ.'E') THEN
  TABLE2(4,K) = TABLE2(4,K) +1
ELSE
  TABLE2(3,K) = TABLE2(3,K) +1
ENDIF

C
C ON- OR OFF-CAMPUS:
C
IF (CAMPUS.EQ.'A') THEN
  TABLE2(5,K) = TABLE2(5,K) +1
ELSE
   TABLE2(6,K) = TABLE2(6,K) +1
ENDIF

C TYPE OF PROGRAM:
C
IF (AWARD.EQ.1 OR AWARD.EQ.7) THEN
   TABLE2(7,K) = TABLE2(7,K) +1
ELSE IF (AWARD.EQ.2) THEN
   TABLE2(9,K) = TABLE2(9,K) +1
ELSE IF (AWARD.EQ.5) THEN
   TABLE2(10,K) = TABLE2(10,K) +1
ELSE
   TABLE2(8,K) = TABLE2(8,K) +1
ENDIF
C
C TYPE OF DEGREE:
C
IF (AWARD.EQ.1 OR AWARD.EQ.7) THEN
   TABLE2(11,K) = TABLE2(11,K) +1
ELSE IF (AWARD.EQ.2) THEN
   TABLE2(15,K) = TABLE2(15,K) +1
ELSE IF (AWARD.EQ.5) THEN
   TABLE2(16,K) = TABLE2(16,K) +1
ELSE IF (AWARD.EQ.6 OR AWARD.EQ.9) THEN
   TABLE2(12,K) = TABLE2(12,K) +1
ELSE IF (AWARD.EQ.3 OR AWARD.EQ.8) THEN
   TABLE2(13,K) = TABLE2(13,K) +1
ELSE
   TABLE2(14,K) = TABLE2(14,K) +1
ENDIF
C
C START CONSTRUCTING TABLE 3. COLUMN INDEX IS SAME AS TABLES 1-2.
C
IF (AWARD.NE.2 AND AWARD.NE.5) THEN
   DO 70, J=1,30
      IF (CURRIC.EQ.CODE(J)) THEN
         TABLE3(J,K) = TABLE3(J,K) +1
      GO TO 75
   ENDIF
   TABLE3(31,K) = TABLE3(31,K) +1
70 CONTINUE
75 CONTINUE
ENDIF
C
C BEGIN CONSTRUCTING TABLE 4. START BY ASSIGNING COLUMN INDEX:
C K=1 (RETURNING FRESHMAN) K=3 (NON-RETURNING FRESHMAN)
C K=2 (RETURNING SOPHOMORE) K=4 (NON-RETURNING SOPHOMORE).
C
IF (RETFLG) THEN
   IF (AWARD.EQ.1 OR AWARD.EQ.3 OR AWARD.EQ.4 OR AWARD.EQ.6) THEN
      K=1
   ELSE IF (AWARD.GE.7) THEN
      K=2
   ENDIF
   ELSE
      IF (AWARD.EQ.1 OR AWARD.EQ.3 OR AWARD.EQ.4 OR AWARD.EQ.6) THEN
         K=3
      ELSE IF (AWARD.GE.7) THEN
         K=4
      ENDIF
   ENDIF
ENDIF
C
C MATCH STUDENT'S CURRICULUM WITH CODE LIST:
C
-- 26 --
IF (AWARD.NE.2.AND.AWARD.NE.5) THEN
  DO 80 J=1,30
    IF (CURRIC.EQ.CODE(J)) THEN
      TABLE4(J,K) = TABLE4(J,K) +1
      GO TO 85
    ENDIF
  80 CONTINUE
  TABLE4(31,K) = TABLE4(31,K) +1
  85 CONTINUE
ENDIF

C
C READ THE NEXT STUDENT RECORD
C
GO TO 40
C
C ALL STUDENT RECORDS HAVE BEEN READ.
C
95 CONTINUE
CLOSE(8)
C
C SORT THE AGE LISTS:
C
CALL SORT(AGE1K,AGE1)
CALL SORT(AGE2K,AGE2)
CALL SORT(AGE3K,AGE3)
CALL SORT(AGE4K,AGE4)
C
C DETERMINE MEAN, MEDIAN, AND MODE AGES:
C
TABLE1(9,1)=MEDIAN(AGE1K,AGE1)
TABLE1(9,2)=MEDIAN(AGE2,AGE2K)
TABLE1(9,3)=MEDIAN(AGE3,AGE3K)
TABLE1(9,4)=MEDIAN(AGE4,AGE4K)
TABLE1(10,1)=MEAN(AGE1,AGE1K)
TABLE1(10,2)=MEAN(AGE2,AGE2K)
TABLE1(10,3)=MEAN(AGE3,AGE3K)
TABLE1(10,4)=MEAN(AGE4,AGE4K)
TABLE1(11,1)=MODE(AGE1K,AGE1)
TABLE1(11,2)=MODE(AGE2K,AGE2)
TABLE1(11,3)=MODE(AGE3K,AGE3)
TABLE1(11,4)=MODE(AGE4K,AGE4)
C
C DETERMINE RFTES FOR RETURNING AND NON-RETURNING STUDENTS
C
SUM = RETHRS/15
RFTES = NINT(SUM)
SUM = NRHRS/15
HRFTES = NINT(SUM)
C
C DETERMINE TABLE TOTALS AND SUBTOTALS:
C
  DO 100 K=19,25
    DO 100 J=1,4
      TABLE1(26,J)=TABLE1(26,J)+TABLE1(K,J)
    100 CONTINUE
  DO 105 K=1,4
    TABLE1(29,K)=TABLE1(1,K)+TABLE1(2,K)
    TABLE2(17,K)=TABLE2(1,K)+TABLE2(2,K)
  105 CONTINUE
  DO 110 K=1,31
    DO 110 J=1,4
      TABLE3(32,J)=TABLE3(32,J)+TABLE3(K,J)
      TABLE4(32,J)=TABLE4(32,J)+TABLE4(K,J)
    110 CONTINUE
  C
  -- 27 -- 3
C PRINT TABLE 1:
C WRITE(6,810) 1
WRITE(6,840) QTR1A,QTR1YR,QTR2,QTR2YR
WRITE(6,815)
WRITE(6,820)
WRITE(6,825)
DO 115 K=1,29
WRITE(6,830) LABEL1(K),(TABLE1(K,J),J=1,4)
115 CONTINUE
C C PRINT TABLE 2:
C WRITE(6,810) 2
WRITE(6,840) QTR1A,QTR1YR,QTR2,QTR2YR
WRITE(6,815)
WRITE(6,820)
WRITE(6,825)
DO 120 K=1,17
WRITE(6,830) LABEL2(K),(TABLE2(K,J),J=1,4)
120 CONTINUE
WRITE(6,845) RFTES,NRFTES
C C PRINT TABLE 3:
C WRITE(6,810) 3
WRITE(6,840) QTR1A,QTR1YR,QTR2,QTR2YR
WRITE(6,815)
WRITE(6,820)
WRITE(6,825)
DO 125 K=1,32
WRITE(6,830) LABEL3(K),(TABLE3(K,J),J=1,4)
125 CONTINUE
C C PRINT TABLE 4:
C WRITE(6,810) 4
WRITE(6,840) QTR1A,QTR1YR,QTR2,QTR2YR
WRITE(6,815)
WRITE(6,835)
WRITE(6,825)
DO 130 K=1,32
WRITE(6,830) LABEL3(K),(TABLE4(K,J),J=1,4)
130 CONTINUE
C C FORMAT SPECIFICATIONS
C 800 FORMAT(19,I3)
805 FORMAT(19,I3,A1,T29,11,A3,11,13,T43,11,11,A1,12,1138,
  1A2,12,T51,12,T55,12,T59,A1)
810 FORMAT(11,'','TABLE 1',11)
815 FORMAT(28X,'RETURNING',11,
  20X,'FRESHMAN SOHMORE',6X)
820 FORMAT(22X,2('FULL-TIME PART-TIME',6X))
825 FORMAT(21X,2(1X,1X),4X)
830 FORMAT(1X,A19,4(2111,4X))
835 FORMAT(22X,2('FRESHMAN SOHMORE',6X))
840 FORMAT(32X,A6,1X,'19',12,' TO ',A6,1X,'19',12//)
845 FORMAT(16X,'FRES',26X,15,15X)
C END
SUBROUTINE SORT(TOTAL, LIST)
C SHELL SORT FOR INTEGERS
C
C THE FOLLOWING VARIABLES ARE PASSED TO THE SUBROUTINE FROM THE
C MAIN PROGRAM:
C
TOTAL . . . TOTAL NUMBER OF ITEMS IN THE LIST.
LIST . . . THE LIST (ARRAY) TO BE SORTED.
C
C THE FOLLOWING LOCAL VARIABLES ARE USED IN THE SUBROUTINE:
C
TMP . . . NUMBER OF PASSES STILL TO BE PERFORMED.
H . . . HOLDING VARIABLE FOR CELL EXCHANGE.
T . . . INDEX FOR EXCHANGING CELL CONTENTS.
J,K . . . LOOP CONTROL VARIABLES.
C
INTEGER TOTAL, LIST(TOTAL), TMP, J, K, H, T
TMP=TOTAL
C LOOP TO PERFORM PASSES UNTIL TMP=0.
100 TMP=TMP/2
   IF (TMP.EQ.0) GO TO 125
C NESTED LOOP TO PERFORM PASS FOR CURRENT VALUE OF TMP.
   DO 120 K=1, TMP
       DO 115 J=K, TOTAL-TMP, TMP
           T=J
           H=LIST(J+TMP)
           105 IF (H.GE.LIST(T)) GO TO 110
           LIST(T+TMP)=LIST(T)
           T=T-TMP
           IF (T.GE.1) GO TO 105
           LIST(T+TMP)=H
           115 CONTINUE
       110 CONTINUE
   120 CONTINUE
GO TO 100
125 CONTINUE
END
C
SUBROUTINE SEARCH(FOUND, TOTAL, ITEM, LIST)
C
BINARY SEARCH FOR A SORTED LIST OF INTEGERS.
C
C THE FOLLOWING VARIABLES ARE PASSED TO THE SUBROUTINE FROM THE
C MAIN PROGRAM:
C
FOUND . . . BOOLEAN VARIABLE INDICATING ITEM IS IN THE LIST.
TOTAL . . . TOTAL NUMBER OF ITEMS IN THE LIST TO BE SEARCHED.
ITEM . . . ITEM BEING SEARCHED FOR IN THE LIST.
LIST . . . THE LIST (ARRAY) TO BE SEARCHED.
C
C THE FOLLOWING LOCAL VARIABLES ARE USED IN THE SUBROUTINE:
C
FIRST . . . INDEX FOR LOWER LIMIT OF THE SEARCH RANGE.
MIDDLE . . . INDEX FOR MIDDLE ITEM IN THE SEARCH RANGE.
LAST . . . INDEX FOR UPPER LIMIT OF THE SEARCH RANGE.
C
INTEGER TOTAL, ITEM, LIST(TOTAL), FIRST, LAST, MIDDLE
LOGICAL FOUND
FOUND=.FALSE.
FIRST=1
LAST=TOTAL
100 IF ((FIRST.LE.LAST).AND. .NOT.FOUND) THEN
   MIDDLE=(FIRST+LAST)/2
   IF (ITEM.EQ.LIST(MIDDLE)) THEN
      FOUND=.TRUE.
   ELSE IF (ITEM.LT.LIST(MIDDLE)) THEN
      LAST=MIDDLE-1
   ELSE
      FIRST=MIDDLE+1
   ENDIF
   GO TO 100
ENDIF
END

FUNCTION MEDIAN(LIST,COUNT)

DETERMINES MEDIAN AGE FROM A GIVEN LIST. THE AGE LIST MUST BE
SORTED BEFORE USING THIS FUNCTION.

THE FOLLOWING VARIABLES ARE PASSED TO THE FUNCTION FROM THE MAIN
PROGRAM:

LIST . . . THE LIST (ARRAY) OF AGES.
COUNT . . . THE NUMBER OF ITEMS (AGES) IN THE AGE LIST.

THE FOLLOWING LOCAL VARIABLES ARE USED IN THE FUNCTION:

SUM . . . SUM OF ALL AGES (REAL).
X,Y . . . TEMPORARY VARIABLES (REAL).

INTEGER COUNT,LIST(COUNT)
REAL X,Y

IF (MOD(COUNT,2).EQ.0) THEN
   X=LIST(COUNT/2)
   Y=LIST(COUNT/2+1)
   MEDIAN=NINT((X+Y)/2)
ELSE
   MEDIAN=LIST(COUNT/2+1)
ENDIF

FUNCTION MEAN(LIST,COUNT)

DETERMINES MEAN AGE FROM A GIVEN LIST.

THE FOLLOWING VARIABLES ARE PASSED TO THE FUNCTION FROM THE MAIN
PROGRAM:

LIST . . . THE LIST (ARRAY) OF AGES.
COUNT . . . THE NUMBER OF ITEMS (AGES) IN THE AGE LIST.

THE FOLLOWING LOCAL VARIABLES ARE USED IN THE FUNCTION:

SUM . . . SUM OF ALL AGES (REAL).
K . . . LOOP CONTROL VARIABLE.

INTEGER COUNT,LIST(COUNT),K
REAL SUM

IF (COUNT.EQ.0) THEN
   MEAN=0
   GO TO 110
ENDIF
SUM=0
DO 100 K=1,COUNT
  SUM=SUM+LIST(K)
100 CONTINUE
SUM=SUM/COUNT
MEAN=NINT(SUM)
110 CONTINUE
END

FUNCTION MODE(LIST,COUNT)

DETERMINES MODE AGE FROM A GIVEN LIST. IF THERE IS MORE THAN
ONE MODE AGE, THE YOUNGEST WILL BE REPORTED AS THE MODE AGE.
THE AGE LIST MUST BE SORTED BEFORE USING THIS FUNCTION.

THE FOLLOWING VARIABLES ARE PASSED TO THE FUNCTION FROM THE MAIN
PROGRAM:

LIST . . THE LIST (ARRAY) OF AGES.
COUNT . . THE NUMBER OF ITEMS (AGES) IN THE AGE LIST.

THE FOLLOWING LOCAL VARIABLES ARE USED IN THE FUNCTION:

CNT . . . COUNT OF THE NUMBER OF SAME AGES.
TCOUNT . TEMPORARY COUNT OF LARGEST NUMBER OF SAME AGES.
TMODE . . TEMPORARY MODE AGE.
K . . . LOOP CONTROL VARIABLE.

INTEGER COUNT,LIST(COUNT),TCOUNT,TMODE,CNT,K

TMODE=LIST(1)
TCOUNT=0
CNT=1
940 CONTINUE
  K=K+1
  IF (K.GE.COUNT) GO TO 950
  IF (LIST(K).EQ.LIST(K+1)) THEN
    CNT=CNT+1
    GO TO 940
  ELSE
    IF (CNT.GT.TCOUNT) THEN
      TCOUNT=CNT
      CNT=1
      TMODE=LIST(K)
    ENDIF
    GO TO 940
  ENDIF
950 CONTINUE
MODE=TMODE
END

//GO.FTOT001 DD DSN=SOAD.ASC.MSTR.AKT.Y1988FAE.STUD,
//   DISP=(OLD,KEEP),UNIT=TAPE,LABEL=(1,SL,IN),
//   DCB=(RECFM=FB,LRECL=150,BLKSIZ=32700)
//GO.FTOT001 DD DSN=SOAD.ASC.MSTR.AKT.Y1989SPE.STUD,
//   DISP=(OLD,KEEP),UNIT=TAPE,LABEL=(1,SL,IN),
//   DCB=(RECFM=FB,LRECL=150,BLKSIZ=32700)
APPENDIX B

SAMPLE OUTPUT FROM FORTRAN PROGRAM FOR RETENTION
<table>
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<tr>
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<th><strong>RETURNING</strong></th>
<th></th>
<th><strong>NON-RETURNING</strong></th>
</tr>
</thead>
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<td><strong>PART-TIME</strong></td>
<td><strong>FULL-TIME</strong></td>
</tr>
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<td><strong>NO.</strong></td>
<td><strong>NO.</strong></td>
<td><strong>NO.</strong></td>
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<td>55</td>
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<td>100</td>
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<td>0</td>
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<td>14</td>
<td>2</td>
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<td>7</td>
<td>1</td>
</tr>
<tr>
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<td>RETURNING PART-TIME</td>
<td>NON-RETURNING FULL-TIME</td>
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<td>----------------------</td>
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<td>-------------------------</td>
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<td>86</td>
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<td>21</td>
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<td>A.A./A.S.</td>
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<td>TOTAL</td>
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**FTES**

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537
TABLE 3
FALL 1988 TO SPRING 1989

<table>
<thead>
<tr>
<th>Field</th>
<th>Returning Full-Time</th>
<th>Returning Part-Time</th>
<th>Non-Returning Full-Time</th>
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