



Retention, Attrition, and Graduation Patterns of Baccalaureate Students

Office of Planning and Institutional Assessment

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Introduction

The purpose of this report is to examine retention, attrition and graduation patterns for baccalaureate students at University Park and the Commonwealth Campuses.

The study is part of the work of Penn State's Early Alert Design Team. The team was charged by John Romano (vice president for Commonwealth Campuses) and Rob Pangborn (vice president and dean for undergraduate education) in fall 2006 to help plan a new online progress reporting system. The team's goal is to help Penn State to evaluate, improve, and most likely replace the existing mid-semester grade reporting and online progress report systems being used by the Commonwealth campuses. The thinking is that these systems, while helpful, are probably obsolete compared to the potential offered by more up-to-date technologies.

The team's work is focused on finding better ways to identify and help students during their first semester – and in fact, during their first several weeks – at Penn State. Thus, the emphasis of the early alert project is on the short term.

This informational report takes a broader and longer term perspective. It is intended to sketch an overall picture of the nature and scope of the problems of attrition and retention. The report provides context about the nature of the challenge and potential opportunities for improvement. It addresses question such as, "How many students are involved?" "What is the timing of attrition?" "How different are the patterns among locations?" and so on.

We believe that this portrait can be used both to enhance planning for a new early alert system, and to inform student retention efforts more generally.

Definitions and Methodology

The cohort analyzed in this report includes every full-time, first-time, baccalaureate degree-seeking student at all the campuses who was first enrolled in either the summer or fall 1999 semester. This represents a total of 11,923 students. We tracked the enrollment status of those students through each fall and spring semester for thirteen semesters (six and one-half years), starting in the fall 1999 semester. We looked at each student's status at the end of each semester.

Figures 1 and 2 summarize the enrollment information for first-time, full-time baccalaureate students who initially enrolled during either the summer 1999 semester or fall 1999 semester at University Park and at the Commonwealth Campuses, taken as a group. Figures 3 through 20 display this information for each Commonwealth Campus individually.

The four enrollment status types are: Enrolled, Enrolled – CoA, Graduated, and Not Enrolled. For each semester, *Enrolled* status represents the proportion of students who were still enrolled at the campus at which they started in fall 1999. *Enrolled – CoA* (change of assignment) status represents the proportion of students who were still enrolled but at a campus different from their initial campus. *Graduated* status is cumulative; it represents the proportion of students who graduated out of their programs either in the given semester or an earlier semester. *Not Enrolled* status is also cumulative; it represents the proportion of students who formally withdrew from the university *or* failed to enroll in the given semester or an earlier semester.

For further detail about the graphs, tables, and methodology, please refer to Appendix 1.

Summary of Findings

For the most part, the results probably confirm what many informed observers might expect, but they also surprising in some ways.

A comparison between the data for students who started at University Park and those who started at the Commonwealth Campuses reveals clear differences. As shown in Figure 1, the not enrolled rate for students who began at University Park was about 15 percent in the fall 2005 semester. As shown in Figure 2, the not enrolled rate for students who began at any of the Commonwealth Campuses was about 43 percent in the same semester.

The patterns describing students either formally withdrawing or failing to enroll (not enrolled) are interesting. In general, as shown in Figure 2, there is not a lot of one-semester attrition. At University Park about one percent of campus students formally withdraws by the end of their first semester or does not enroll for the second semester. This number is about three percent for students who start at one of the Commonwealth Campuses. And as shown in Figure 2, although 43 percent of Commonwealth Campus students eventually withdrew or failed to come back, only 22 percent (about half) had done so by the end of their third semester. In other words, about half of campus students who end up leaving the university are still enrolled at Penn State into the fourth semester. These are all different ways of making the same point: that formal attrition is not a quick, single-semester, short-term phenomenon.

The differences among specific campuses are also striking. For example, Figures 3 through 20 show that the graduation rates at non-University Park locations range from about 38 percent at four campuses to about 65 percent at Altoona and Behrend. And although we noted that first-semester attrition rate is only about three percent for the campuses in general, the percentages are about double that at some campuses. The data in Figures 3 through 20 suggest that the challenges of attrition seem to be especially problematic for campuses such as Beaver, Delaware County, Shenango, Worthington Scranton, and York.

In short, these data show that matters of size, scope, and timing of student attrition differ considerably among students who initially enroll at University Park and at other campuses in general, as well as among individual non-University Park locations.

Also, with first-semester attrition of fewer than 100 students at University Park, and about 200 students at the other campuses, it is clear that a meaningful assessment of the true need for and impact of early intervention must examine more complex and subtle evidence than just short-term retention and attrition numbers.

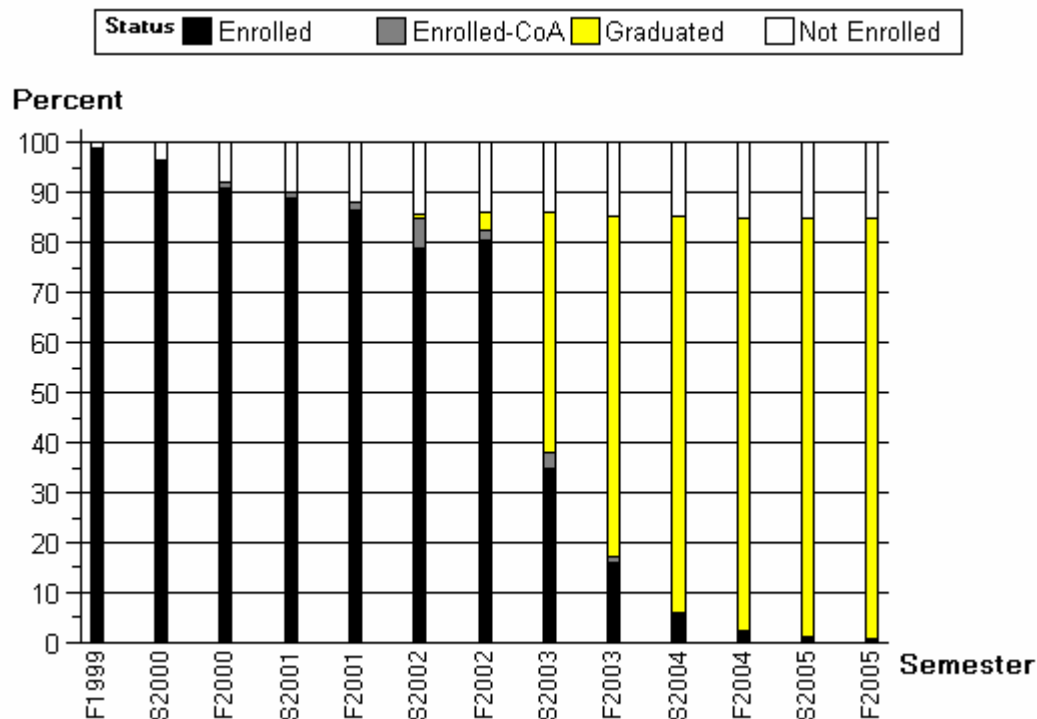
Appendix 1. Presentation of the Data

For Figure 1 through Figure 20, the bar graphs summarize the status of the members of the cohort per semester. The actual numbers and percentages of students in each enrollment status category are presented in the table under each bar graph. Note that students who were first enrolled in the summer 1999 semester are included in the analysis to help define the cohort (they represent roughly 12% of the cohort). However, their status was not looked at until the fall 1999 semester to simplify the analysis. This simplification does not affect any of the interpretations in this report.

Each bar and corresponding table column for a given semester represents a snapshot of progress for the cohort during the six-and-a-half year timeline. Therefore, the data should be read in a longitudinal fashion. For example, Figure 1 tracks students who initially enrolled at University Park. At the end of their first fall semester, 98.9 percent of these students were still enrolled at University Park. There were no changes of assignments, no graduations, and 1.1 percent had withdrawn or failed to enroll that semester. At the end of the spring semester of 2002, 79 percent of those students were still enrolled at University Park, while six percent were enrolled at different campuses. By the end of the fall of 2002, 80.4 percent of the cohort was enrolled at University Park, while 2.2 percent were enrolled at different campuses. Apparently, some students who were not enrolled in the spring 2002 re-enrolled for the fall semester of that year (as shown by the increase from 79 percent to 80.4 percent). Also, some of the students that were enrolled at other campuses in the spring of 2002 either did not enroll or graduated by the end of fall 2002 (represented by the decrease of *Enrolled-CoA* from six percent to 2.2 percent).

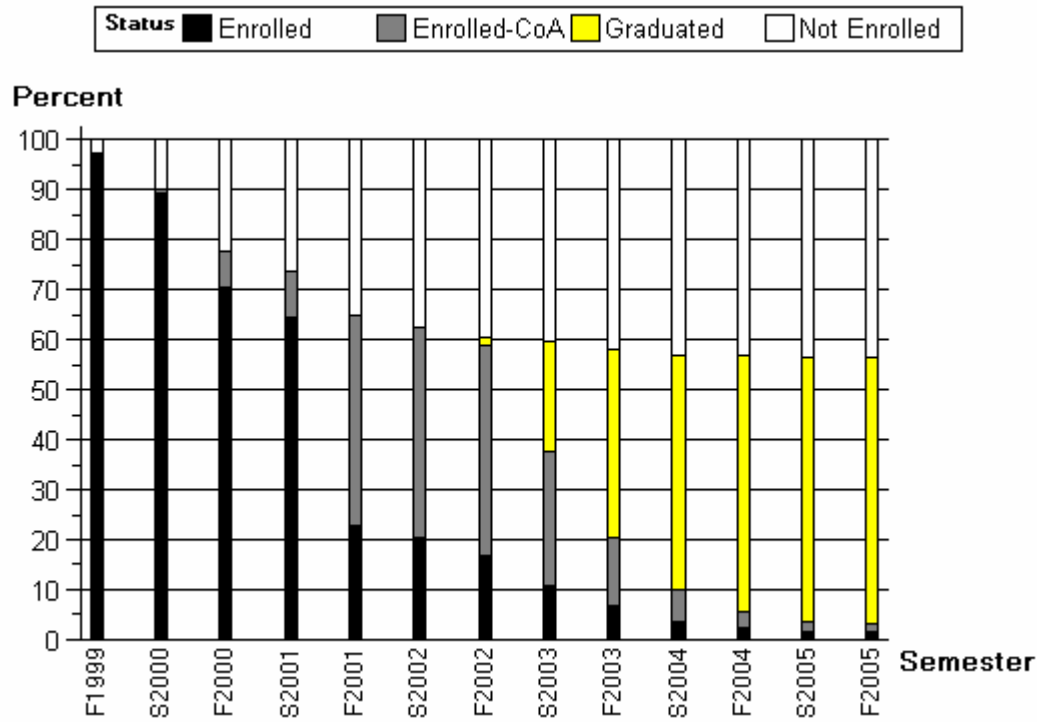
Four additional points of clarification on the way these status types are presented may be useful. First, because the status types are reported by semester, some of the data represent considerable mobility on the part of some students, in terms of both campus location and enrollment status, over multiple semesters. For example, at least one student failed to enroll (or withdrew) in one semester, re-enrolled in another semester, and failed to enroll in an even later semester. Second, the *Graduated* and *Not Enrolled* status types do not indicate if the student graduated or withdrew from the campus he or she started at, or if he or she graduated or failed to enroll at another campus after a change of assignment. Third, the *Graduated* status types include students who graduated with an associate's degree instead of the baccalaureate degree they originally sought. Fourth, the *Not Enrolled* status type includes the following students: those who started the semester, but did not finish; those who stopped attending a higher education institution completely; and those who decided to enroll in other schools.

Figure 1. UNIVERSITY PARK (5,058 students)



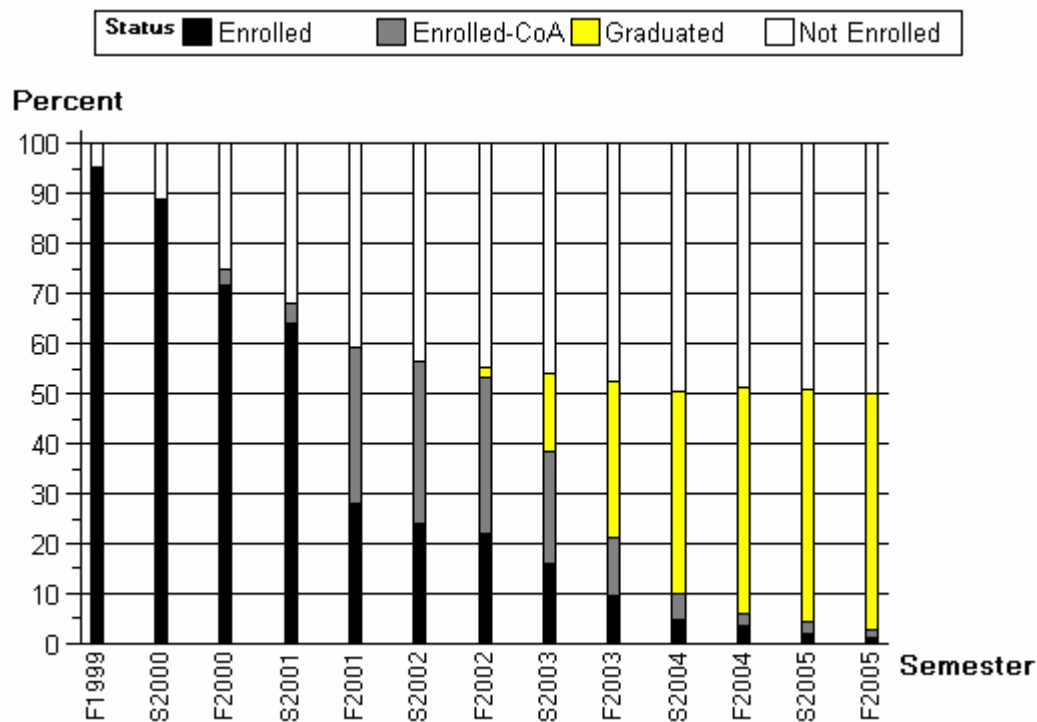
		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	5003	4854	4604	4489	4372	3996	4068	1755	808	278	105	46	35
	%	98.9	96.0	91.0	88.8	86.4	79.0	80.4	34.7	16.0	5.5	2.1	0.9	0.7
Enrolled-CoA	N	.	24	60	71	80	305	113	163	60	28	12	11	11
	%	.	0.5	1.2	1.4	1.6	6.0	2.2	3.2	1.2	0.6	0.2	0.2	0.2
Graduated	N	.	.	.	.	2	27	182	2426	3447	4006	4177	4233	4254
	%	.	.	.	.	0.0	0.5	3.6	48.0	68.1	79.2	82.6	83.7	84.1
Not Enrolled	N	55	180	394	498	604	730	695	714	743	746	764	768	758
	%	1.1	3.6	7.8	9.8	11.9	14.4	13.7	14.1	14.7	14.7	15.1	15.2	15.0

Figure 2. COMMONWEALTH CAMPUSES (6,865 students)



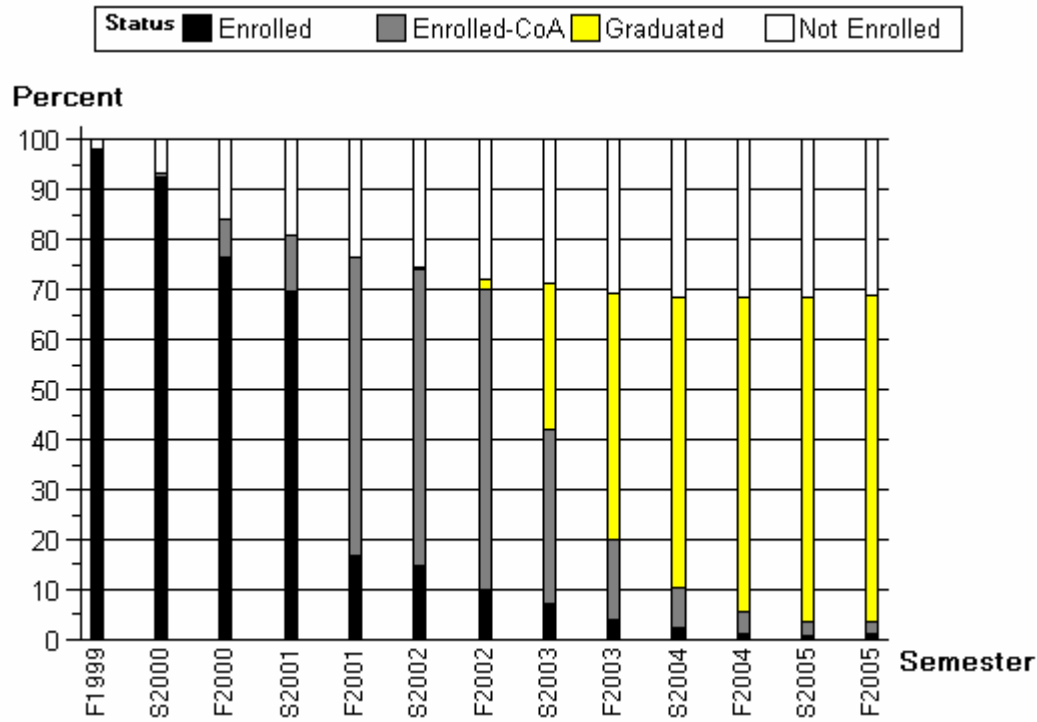
		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	6675	6131	4841	4416	1561	1390	1157	732	456	245	160	110	99
	%	97.2	89.3	70.5	64.3	22.7	20.2	16.9	10.7	6.6	3.6	2.3	1.6	1.4
Enrolled-CoA	N	.	60	493	638	2895	2894	2888	1858	936	451	217	138	123
	%	.	0.9	7.2	9.3	42.2	42.2	42.1	27.1	13.6	6.6	3.2	2.0	1.8
Graduated	N	.	.	.	.	1	8	105	1498	2605	3221	3529	3640	3667
	%	.	.	.	.	0.0	0.1	1.5	21.8	37.9	46.9	51.4	53.0	53.4
Not Enrolled	N	190	674	1531	1811	2408	2573	2715	2777	2868	2948	2959	2977	2976
	%	2.8	9.8	22.3	26.4	35.1	37.5	39.5	40.5	41.8	42.9	43.1	43.4	43.4

Figure 3. ABINGTON (777 students)



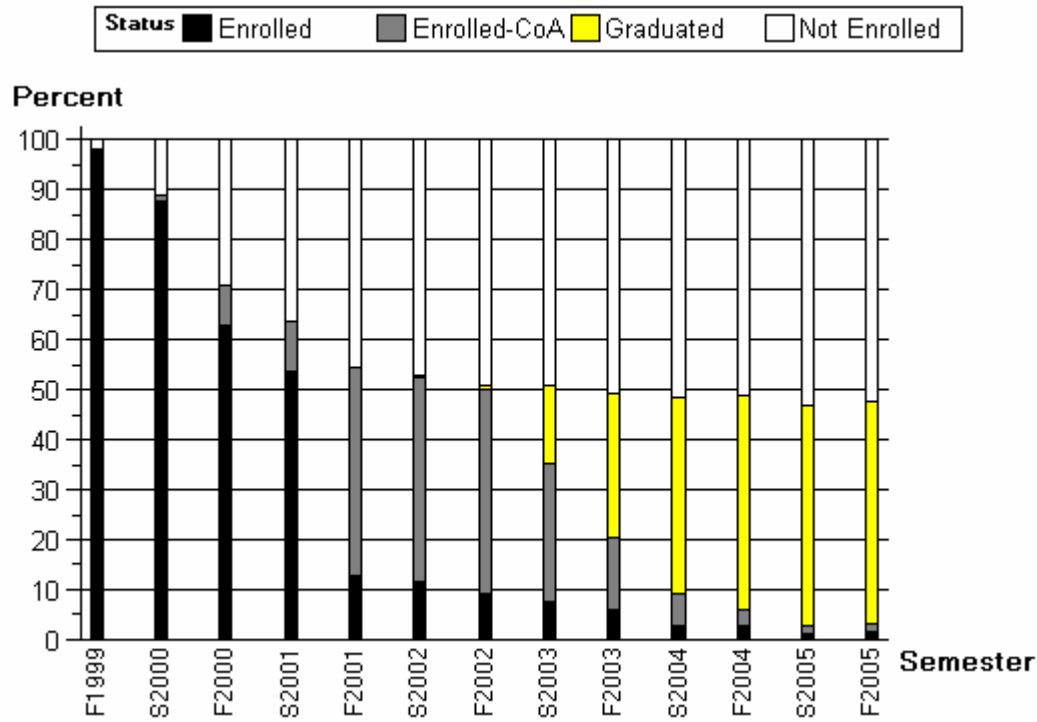
		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	741	689	558	497	219	186	170	123	73	38	27	16	10
	%	95.4	88.7	71.8	64.0	28.2	23.9	21.9	15.8	9.4	4.9	3.5	2.1	1.3
Enrolled-CoA	N	.	2	25	31	242	251	245	175	91	39	21	17	11
	%	.	0.3	3.2	4.0	31.1	32.3	31.5	22.5	11.7	5.0	2.7	2.2	1.4
Graduated	N	.	.	.	.	.	.	13	121	242	315	349	362	368
	%	.	.	.	.	.	.	1.7	15.6	31.1	40.5	44.9	46.6	47.4
Not Enrolled	N	36	86	194	249	316	340	349	358	371	385	380	382	388
	%	4.6	11.1	25.0	32.0	40.7	43.8	44.9	46.1	47.7	49.5	48.9	49.2	49.9

Figure 4. ALTOONA (1,172 students)



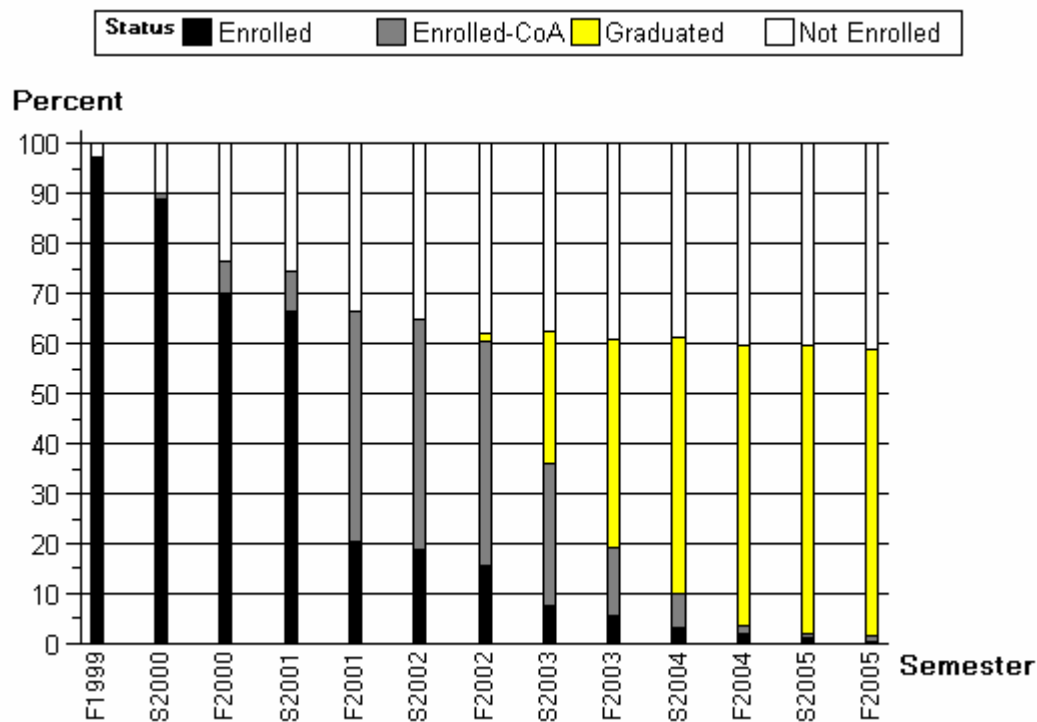
		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	1150	1083	897	816	197	174	117	84	47	26	14	11	16
	%	98.1	92.4	76.5	69.6	16.8	14.8	10.0	7.2	4.0	2.2	1.2	0.9	1.4
Enrolled-CoA	N	.	9	88	134	697	694	706	408	187	94	50	30	27
	%	.	0.8	7.5	11.4	59.5	59.2	60.2	34.8	16.0	8.0	4.3	2.6	2.3
Graduated	N	.	.	.	.	1	3	21	342	579	681	740	759	765
	%	.	.	.	.	0.1	0.3	1.8	29.2	49.4	58.1	63.1	64.8	65.3
Not Enrolled	N	22	80	187	222	277	301	328	338	359	371	368	372	364
	%	1.9	6.8	16.0	18.9	23.6	25.7	28.0	28.8	30.6	31.7	31.4	31.7	31.1

Figure 5. BEAVER (263 students)



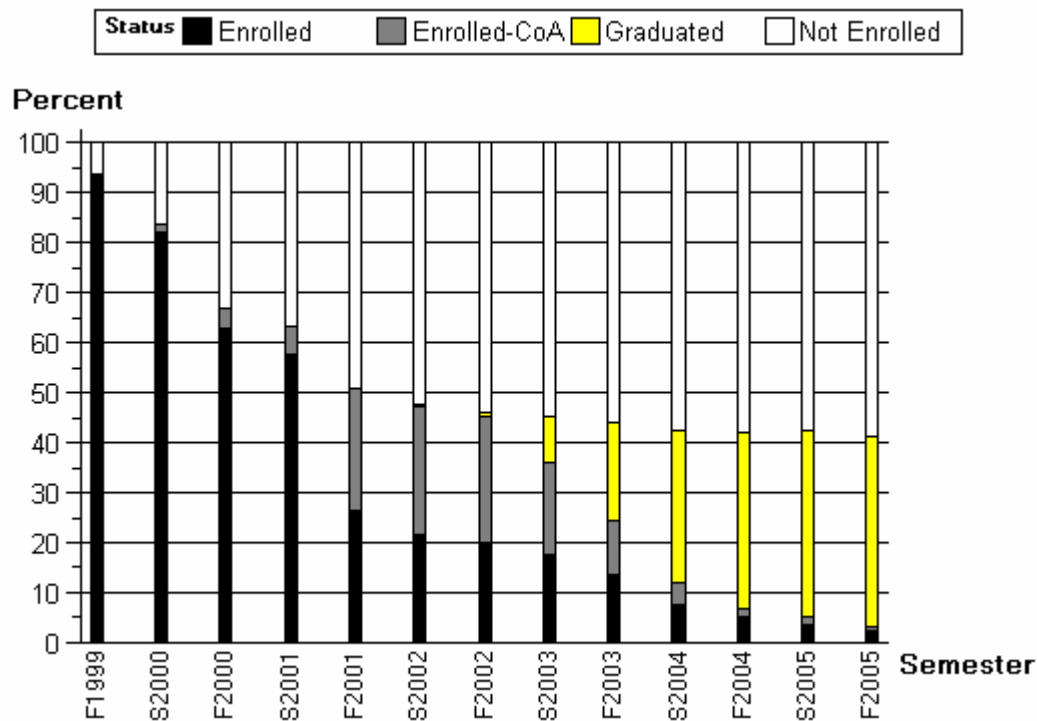
		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	258	231	165	141	34	30	24	20	16	7	7	3	4
	%	98.1	87.8	62.7	53.6	12.9	11.4	9.1	7.6	6.1	2.7	2.7	1.1	1.5
Enrolled-CoA	N	.	3	21	26	109	108	108	73	38	17	9	4	4
	%	.	1.1	8.0	9.9	41.4	41.1	41.1	27.8	14.4	6.5	3.4	1.5	1.5
Graduated	N	.	.	.	.	.	1	2	41	76	103	112	116	117
	%	.	.	.	.	.	0.4	0.8	15.6	28.9	39.2	42.6	44.1	44.5
Not Enrolled	N	5	29	77	96	120	124	129	129	133	136	135	140	138
	%	1.9	11.0	29.3	36.5	45.6	47.1	49.0	49.0	50.6	51.7	51.3	53.2	52.5

Figure 6. BERKS (698 students)



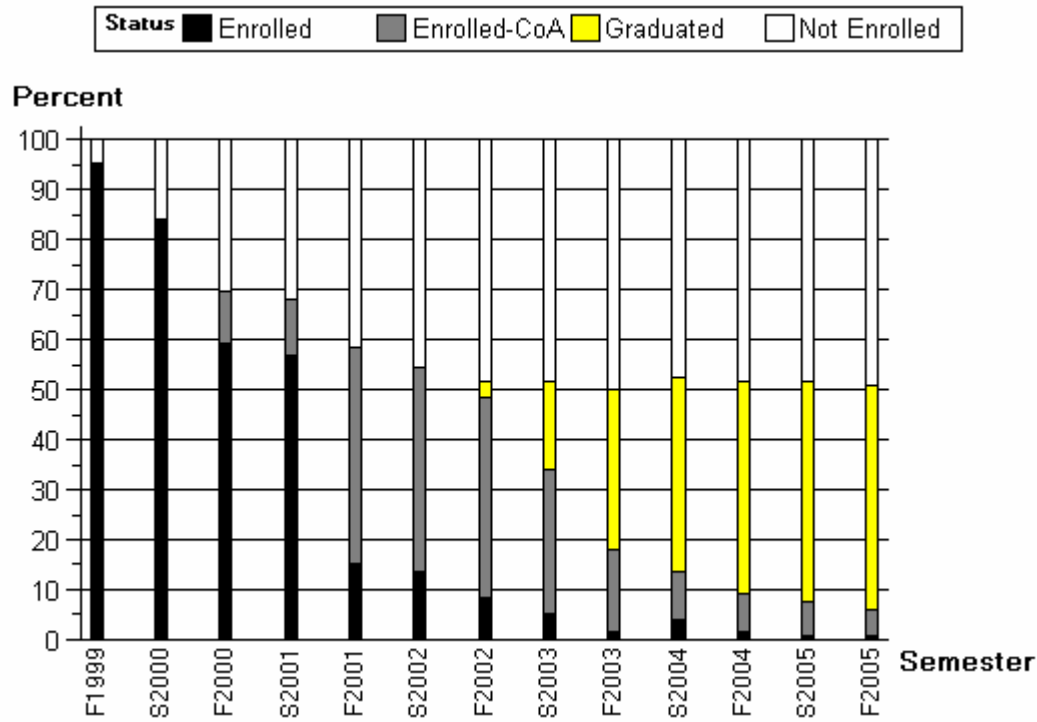
		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	680	619	490	463	142	132	109	54	39	21	13	8	3
	%	97.4	88.7	70.2	66.3	20.3	18.9	15.6	7.7	5.6	3.0	1.9	1.1	0.4
Enrolled-CoA	N	.	10	45	58	323	322	314	198	95	48	11	7	7
	%	.	1.4	6.4	8.3	46.3	46.1	45.0	28.4	13.6	6.9	1.6	1.0	1.0
Graduated	N	.	.	.	.	.	.	11	185	292	358	391	400	402
	%	.	.	.	.	.	.	1.6	26.5	41.8	51.3	56.0	57.3	57.6
Not Enrolled	N	18	69	163	177	233	244	264	261	272	271	283	283	286
	%	2.6	9.9	23.4	25.4	33.4	35.0	37.8	37.4	39.0	38.8	40.5	40.5	41.0

Figure 7. DELAWARE COUNTY (479 students)



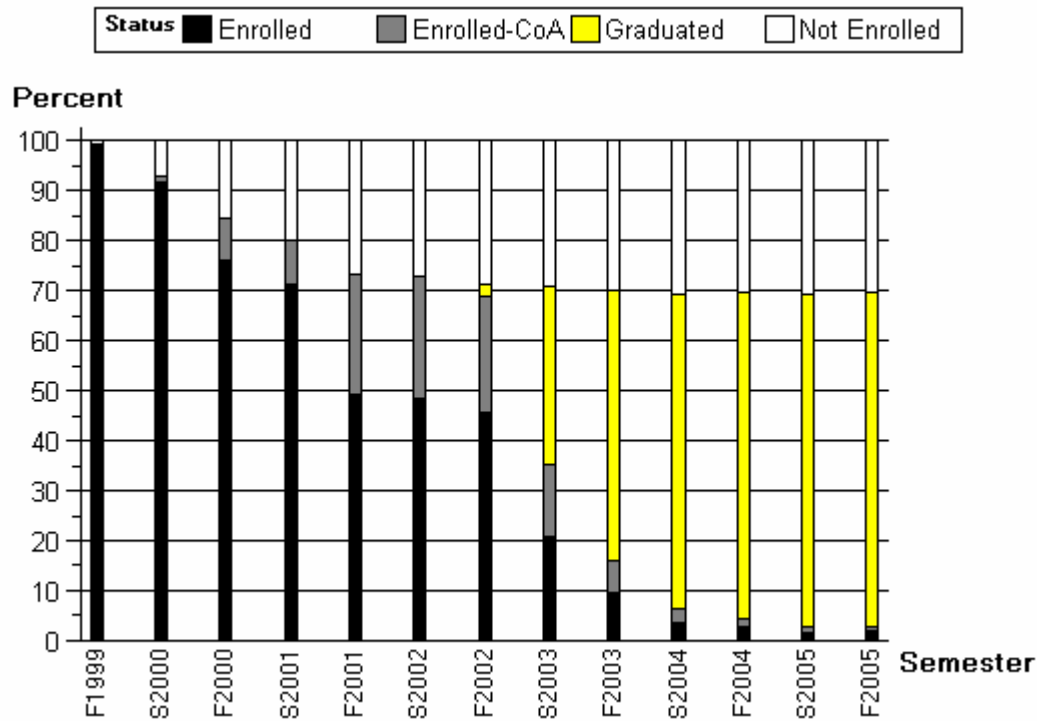
		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	449	393	301	277	127	104	95	84	66	36	25	18	12
	%	93.7	82.0	62.8	57.8	26.5	21.7	19.8	17.5	13.8	7.5	5.2	3.8	2.5
Enrolled-CoA	N	.	8	19	26	116	123	121	88	50	21	8	6	4
	%	.	1.7	4.0	5.4	24.2	25.7	25.3	18.4	10.4	4.4	1.7	1.3	0.8
Graduated	N	.	.	.	.	.	1	4	44	95	147	168	179	181
	%	.	.	.	.	.	0.2	0.8	9.2	19.8	30.7	35.1	37.4	37.8
Not Enrolled	N	30	78	159	176	236	251	259	263	268	275	278	276	282
	%	6.3	16.3	33.2	36.7	49.3	52.4	54.1	54.9	55.9	57.4	58.0	57.6	58.9

Figure 8. DU BOIS (132 students)



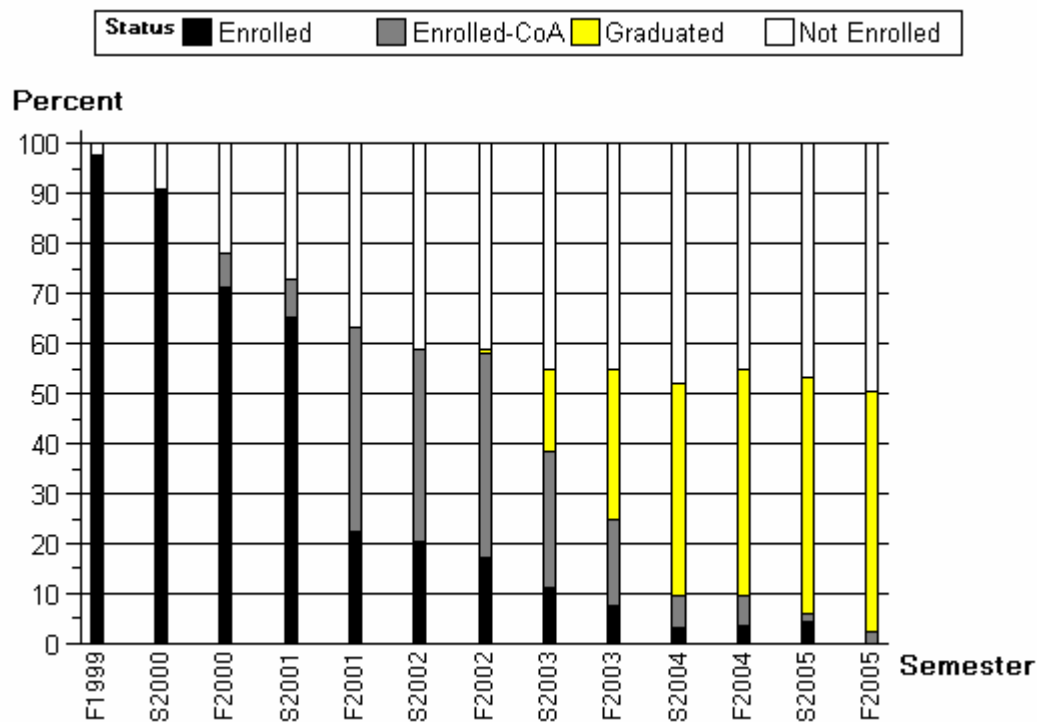
		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	126	111	78	75	20	18	11	7	2	5	2	1	1
	%	95.5	84.1	59.1	56.8	15.2	13.6	8.3	5.3	1.5	3.8	1.5	0.8	0.8
Enrolled-CoA	N	.	.	14	15	57	54	53	38	22	13	10	9	7
	%	.	.	10.6	11.4	43.2	40.9	40.2	28.8	16.7	9.8	7.6	6.8	5.3
Graduated	N	.	.	.	.	.	.	4	23	42	51	56	58	59
	%	.	.	.	.	.	.	3.0	17.4	31.8	38.6	42.4	43.9	44.7
Not Enrolled	N	6	21	40	42	55	60	64	64	66	63	64	64	65
	%	4.5	15.9	30.3	31.8	41.7	45.5	48.5	48.5	50.0	47.7	48.5	48.5	49.2

Figure 9. ERIE (812 students)



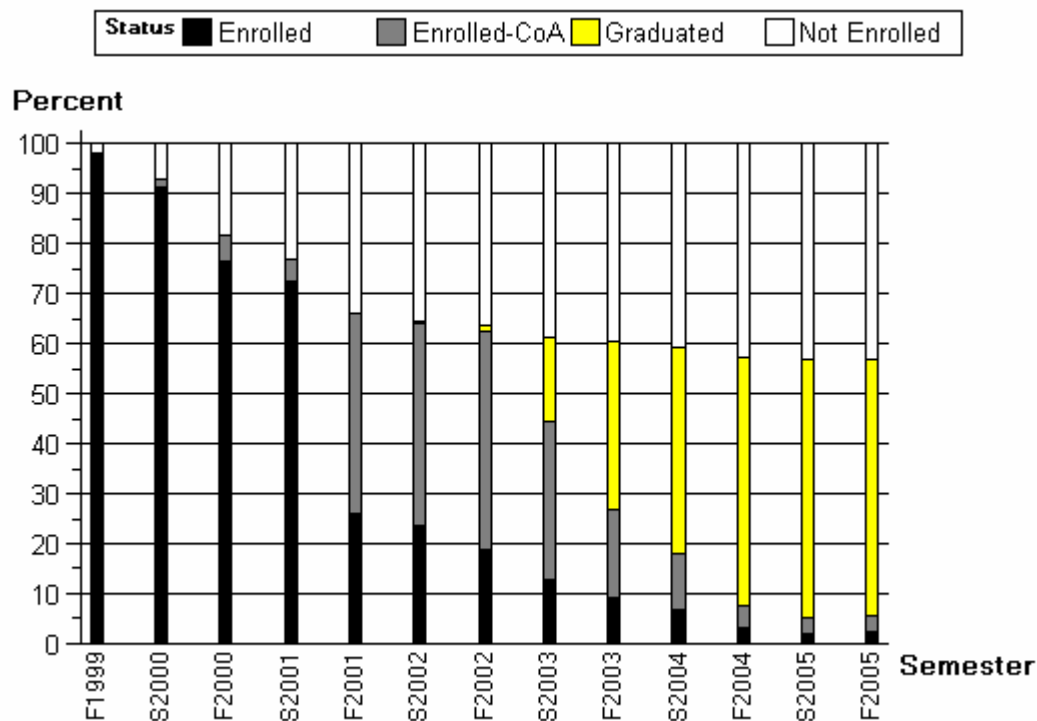
		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	805	745	616	580	401	394	370	168	79	30	24	12	16
	%	99.1	91.7	75.9	71.4	49.4	48.5	45.6	20.7	9.7	3.7	3.0	1.5	2.0
Enrolled-CoA	N	.	9	69	71	195	198	189	119	50	21	11	9	6
	%	.	1.1	8.5	8.7	24.0	24.4	23.3	14.7	6.2	2.6	1.4	1.1	0.7
Graduated	N	.	.	.	.	.	.	19	288	440	510	529	542	542
	%	.	.	.	.	.	.	2.3	35.5	54.2	62.8	65.1	66.7	66.7
Not Enrolled	N	7	58	127	161	216	220	234	237	243	251	248	249	248
	%	0.9	7.1	15.6	19.8	26.6	27.1	28.8	29.2	29.9	30.9	30.5	30.7	30.5

Figure 10. FAYETTE (133 students)



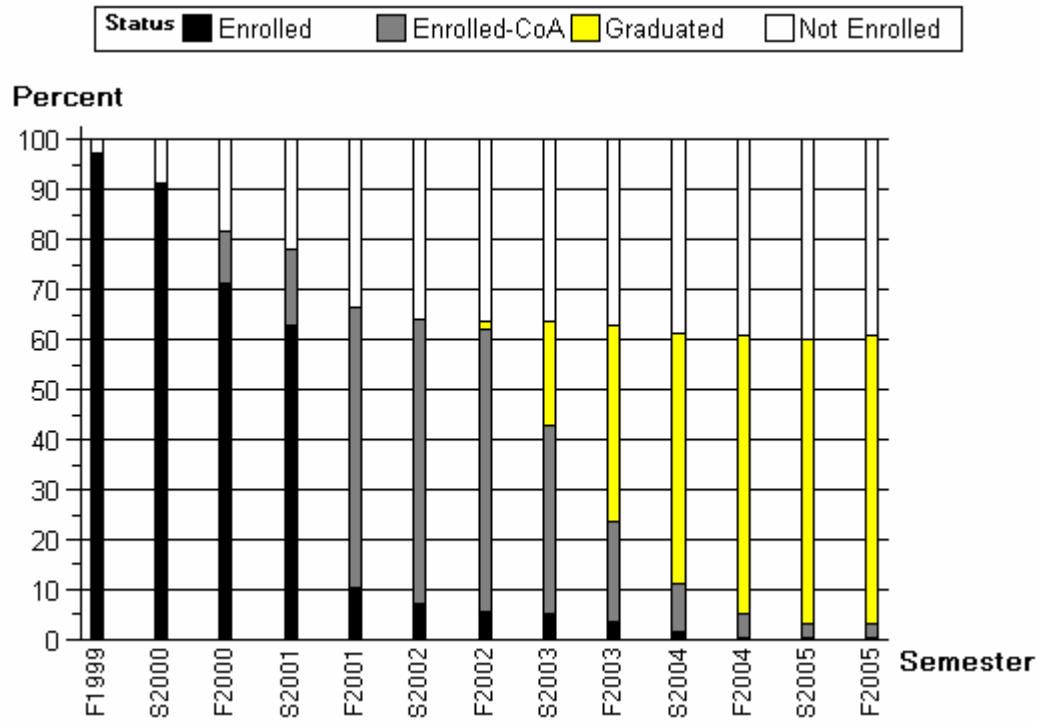
		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	130	121	95	87	30	27	23	15	10	4	5	6	.
	%	97.7	91.0	71.4	65.4	22.6	20.3	17.3	11.3	7.5	3.0	3.8	4.5	.
Enrolled-CoA	N	.	.	9	10	54	51	54	36	23	9	8	2	3
	%	.	.	6.8	7.5	40.6	38.3	40.6	27.1	17.3	6.8	6.0	1.5	2.3
Graduated	N	.	.	.	.	.	.	1	22	40	56	60	63	64
	%	.	.	.	.	.	.	0.8	16.5	30.1	42.1	45.1	47.4	48.1
Not Enrolled	N	3	12	29	36	49	55	55	60	60	64	60	62	66
	%	2.3	9.0	21.8	27.1	36.8	41.4	41.4	45.1	45.1	48.1	45.1	46.6	49.6

Figure 11. GREATER ALLEGHENY (286 students)



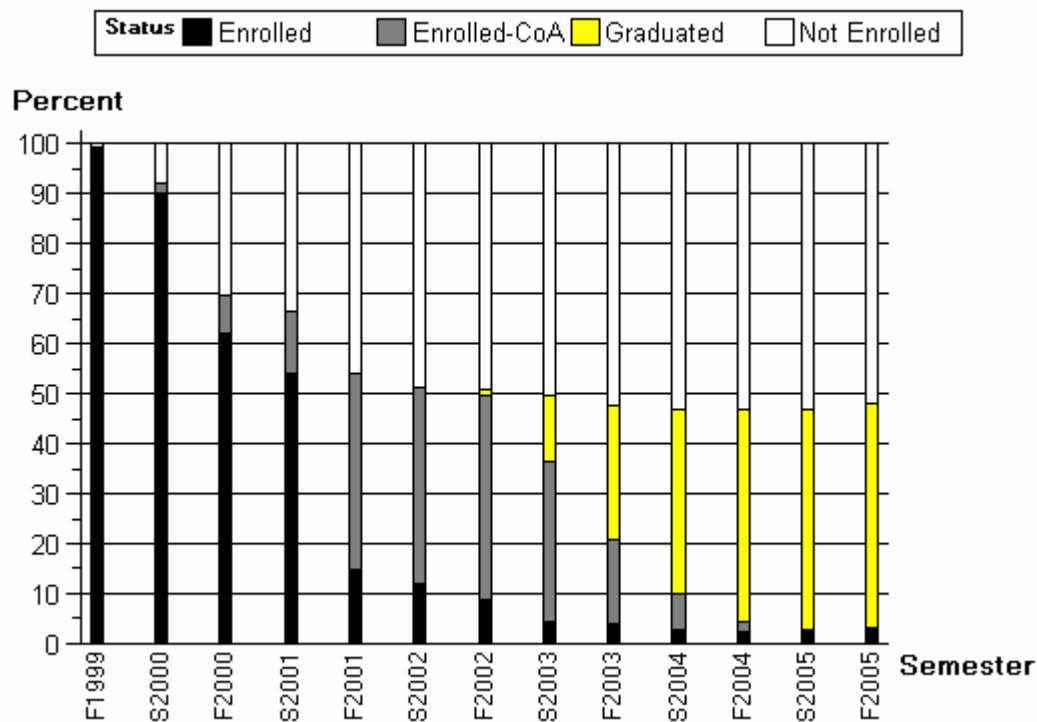
		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	281	261	219	207	74	67	54	37	26	19	9	6	7
	%	98.3	91.3	76.6	72.4	25.9	23.4	18.9	12.9	9.1	6.6	3.1	2.1	2.4
Enrolled-CoA	N	.	5	14	13	115	116	125	90	51	32	13	9	9
	%	.	1.7	4.9	4.5	40.2	40.6	43.7	31.5	17.8	11.2	4.5	3.1	3.1
Graduated	N	.	.	.	.	.	1	3	48	96	118	142	147	147
	%	.	.	.	.	.	0.3	1.0	16.8	33.6	41.3	49.7	51.4	51.4
Not Enrolled	N	5	20	53	66	97	102	104	111	113	117	122	124	123
	%	1.7	7.0	18.5	23.1	33.9	35.7	36.4	38.8	39.5	40.9	42.7	43.4	43.0

Figure 12. HAZLETON (506 students)



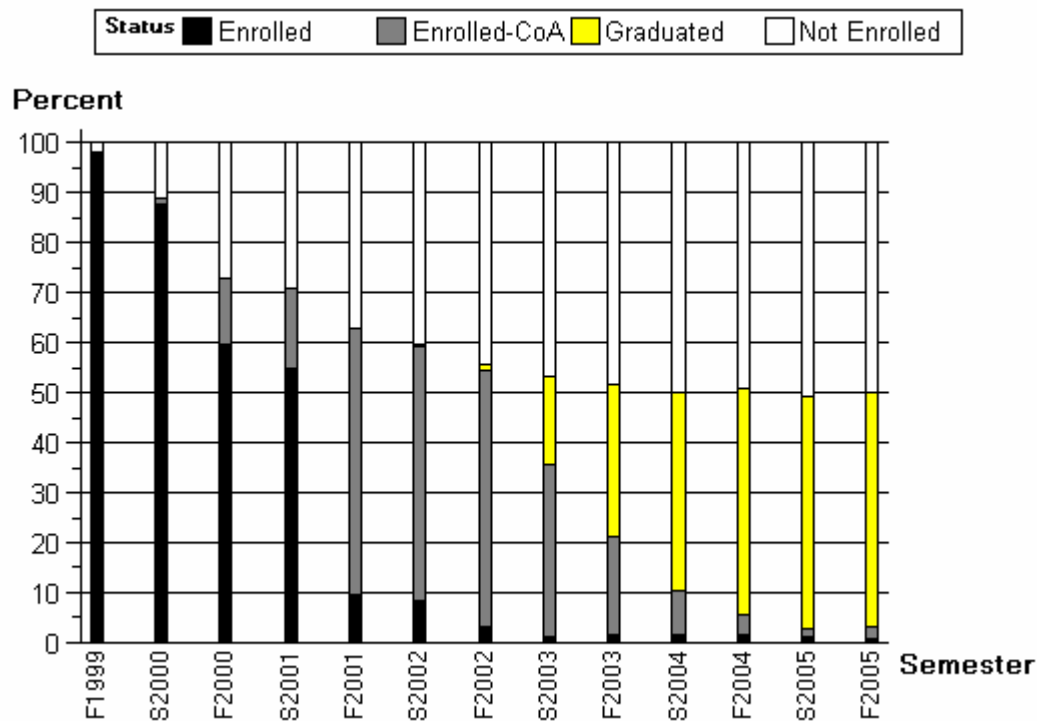
		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	493	459	361	318	53	37	28	27	19	8	1	1	1
	%	97.4	90.7	71.3	62.8	10.5	7.3	5.5	5.3	3.8	1.6	0.2	0.2	0.2
Enrolled-CoA	N	.	2	52	78	284	287	286	189	101	48	25	14	15
	%	.	0.4	10.3	15.4	56.1	56.7	56.5	37.4	20.0	9.5	4.9	2.8	3.0
Graduated	N	.	.	.	.	.	.	8	106	197	253	280	288	291
	%	.	.	.	.	.	.	1.6	20.9	38.9	50.0	55.3	56.9	57.5
Not Enrolled	N	13	45	93	110	169	182	184	184	189	197	200	203	199
	%	2.6	8.9	18.4	21.7	33.4	36.0	36.4	36.4	37.4	38.9	39.5	40.1	39.3

Figure 13. LEHIGH VALLEY (181 students)



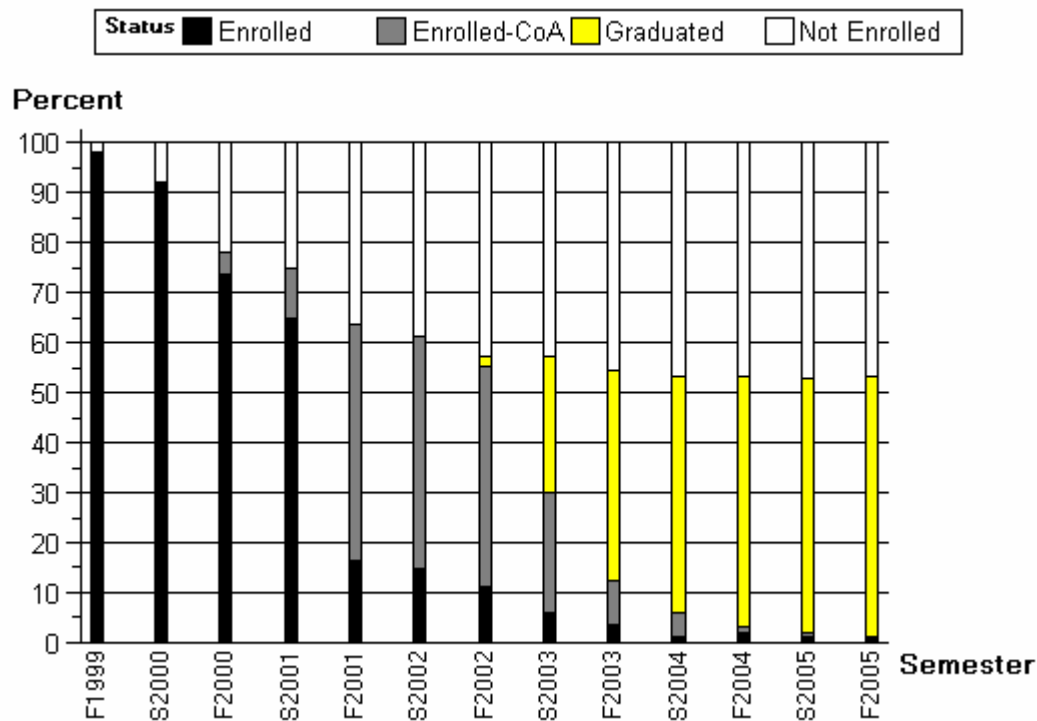
		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	180	163	112	98	27	22	16	8	7	5	4	4	5
	%	99.4	90.1	61.9	54.1	14.9	12.2	8.8	4.4	3.9	2.8	2.2	2.2	2.8
Enrolled-CoA	N	.	4	14	22	71	71	74	58	31	13	4	1	1
	%	.	2.2	7.7	12.2	39.2	39.2	40.9	32.0	17.1	7.2	2.2	0.6	0.6
Graduated	N	.	.	.	.	.	.	2	24	48	67	77	80	81
	%	.	.	.	.	.	.	1.1	13.3	26.5	37.0	42.5	44.2	44.8
Not Enrolled	N	1	14	55	61	83	88	89	91	95	96	96	96	94
	%	0.6	7.7	30.4	33.7	45.9	48.6	49.2	50.3	52.5	53.0	53.0	53.0	51.9

Figure 14. MONT ALTO (257 students)



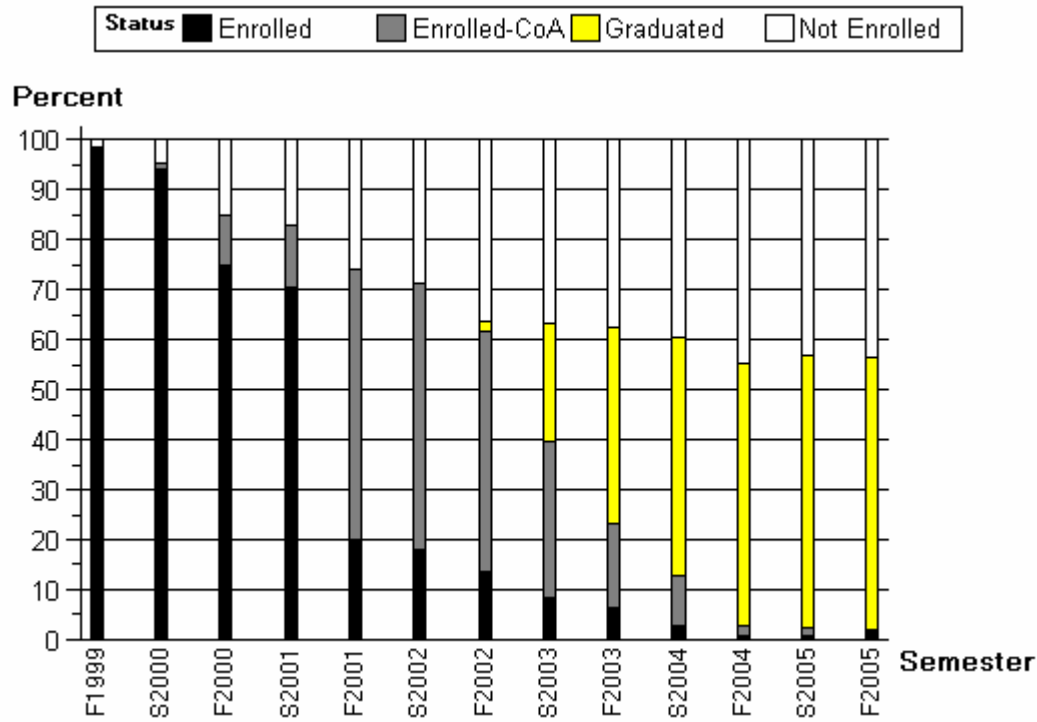
		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	252	225	153	141	25	22	8	3	4	4	4	3	2
	%	98.1	87.5	59.5	54.9	9.7	8.6	3.1	1.2	1.6	1.6	1.6	1.2	0.8
Enrolled-CoA	N	.	3	34	41	137	130	132	89	50	23	10	4	6
	%	.	1.2	13.2	16.0	53.3	50.6	51.4	34.6	19.5	8.9	3.9	1.6	2.3
Graduated	N	.	.	.	.	.	1	3	45	79	102	117	120	121
	%	.	.	.	.	.	0.4	1.2	17.5	30.7	39.7	45.5	46.7	47.1
Not Enrolled	N	5	29	70	75	95	104	114	120	124	128	126	130	128
	%	1.9	11.3	27.2	29.2	37.0	40.5	44.4	46.7	48.2	49.8	49.0	50.6	49.8

Figure 15. NEW KENSINGTON (163 students)



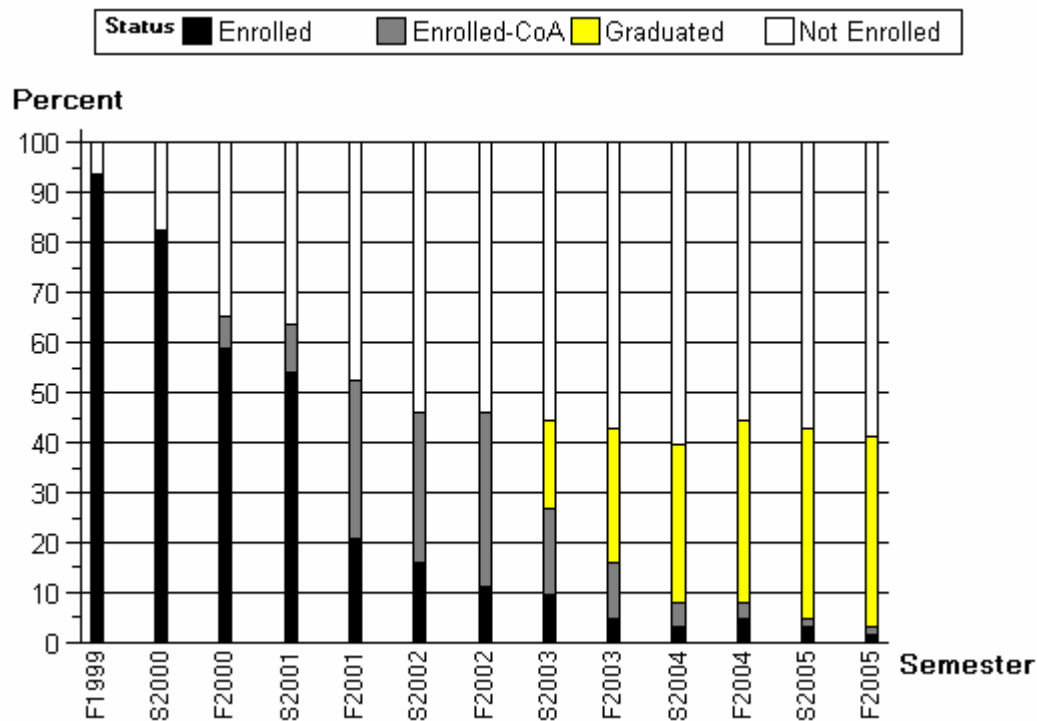
		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	160	150	120	106	27	24	18	10	6	2	3	2	1
	%	98.2	92.0	73.6	65.0	16.6	14.7	11.0	6.1	3.7	1.2	1.8	1.2	0.6
Enrolled-CoA	N	.	.	7	16	77	76	72	39	14	8	2	1	1
	%	.	.	4.3	9.8	47.2	46.6	44.2	23.9	8.6	4.9	1.2	0.6	0.6
Graduated	N	.	.	.	.	.	.	3	44	69	77	82	83	85
	%	.	.	.	.	.	.	1.8	27.0	42.3	47.2	50.3	50.9	52.1
Not Enrolled	N	3	13	36	41	59	63	70	70	74	76	76	77	76
	%	1.8	8.0	22.1	25.2	36.2	38.7	42.9	42.9	45.4	46.6	46.6	47.2	46.6

Table 16. SCHUYLKILL (204 students)



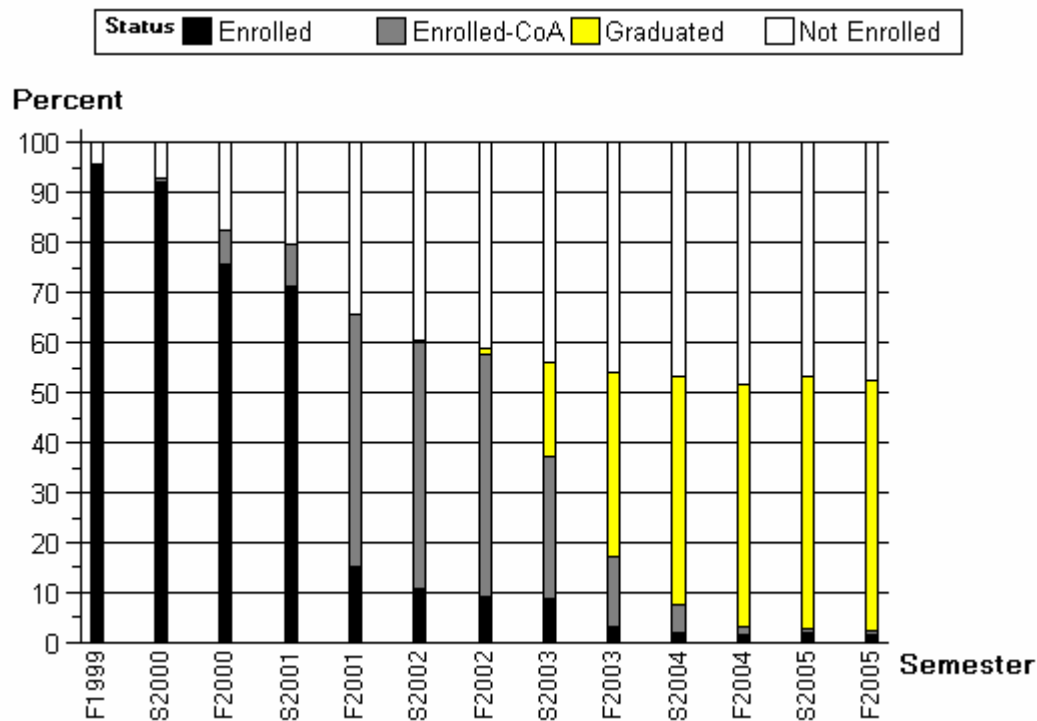
		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	201	192	153	144	41	37	28	17	13	6	2	2	3
	%	98.5	94.1	75.0	70.6	20.1	18.1	13.7	8.3	6.4	2.9	1.0	1.0	1.5
Enrolled-CoA	N	.	2	20	25	110	108	98	64	34	20	4	3	1
	%	.	1.0	9.8	12.3	53.9	52.9	48.0	31.4	16.7	9.8	2.0	1.5	0.5
Graduated	N	.	.	.	.	.	.	4	48	80	97	107	111	111
	%	.	.	.	.	.	.	2.0	23.5	39.2	47.5	52.5	54.4	54.4
Not Enrolled	N	3	10	31	35	53	59	74	75	77	81	91	88	89
	%	1.5	4.9	15.2	17.2	26.0	28.9	36.3	36.8	37.7	39.7	44.6	43.1	43.6

Figure 17. SHENANGO (63 students)



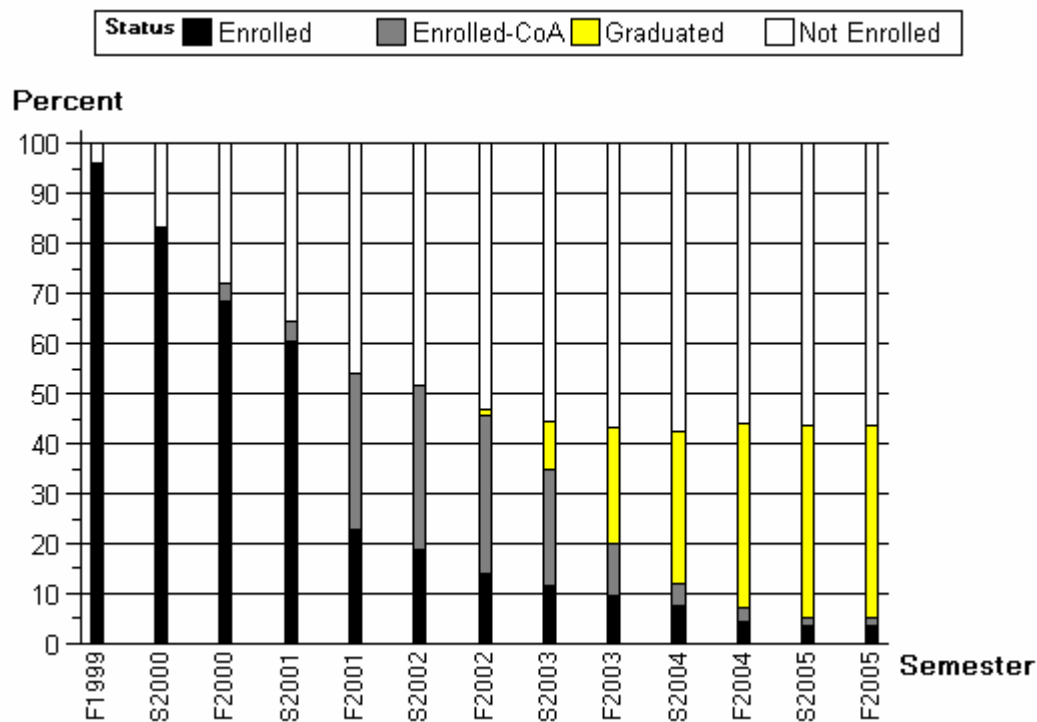
		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	59	52	37	34	13	10	7	6	3	2	3	2	1
	%	93.7	82.5	58.7	54.0	20.6	15.9	11.1	9.5	4.8	3.2	4.8	3.2	1.6
Enrolled-CoA	N	.	.	4	6	20	19	22	11	7	3	2	1	1
	%	.	.	6.3	9.5	31.7	30.2	34.9	17.5	11.1	4.8	3.2	1.6	1.6
Graduated	N	.	.	.	.	.	.	.	11	17	20	23	24	24
	%	.	.	.	.	.	.	.	17.5	27.0	31.7	36.5	38.1	38.1
Not Enrolled	N	4	11	22	23	30	34	34	35	36	38	35	36	37
	%	6.3	17.5	34.9	36.5	47.6	54.0	54.0	55.6	57.1	60.3	55.6	57.1	58.7

Figure 18. WILKES-BARRE (213 students)



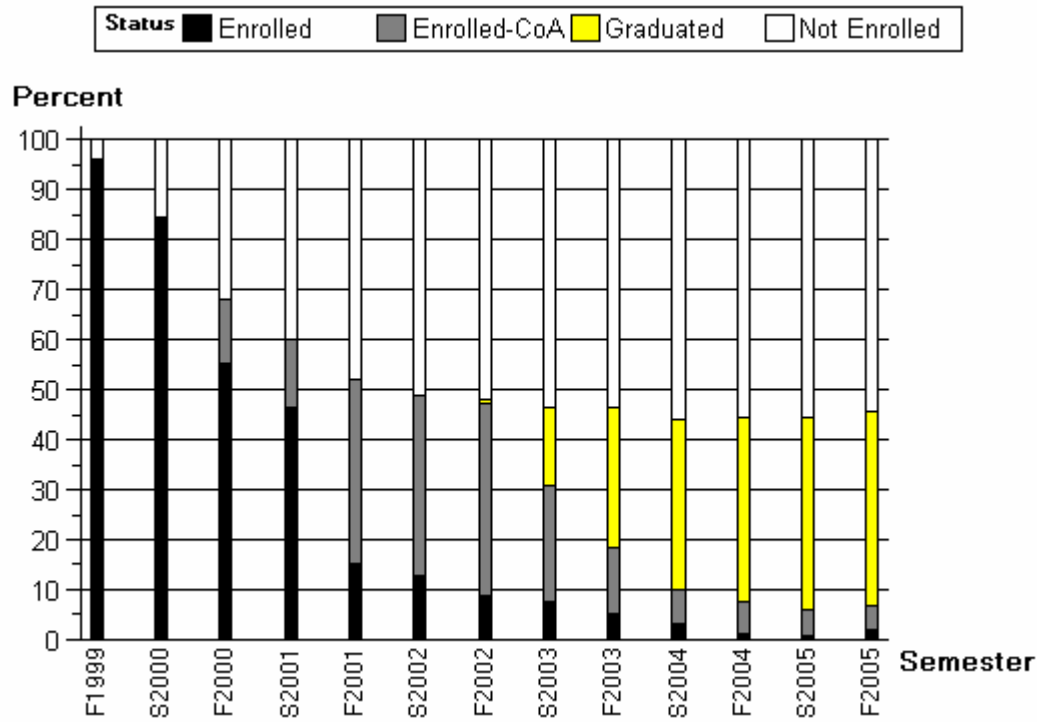
		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	204	196	161	152	32	23	20	19	7	4	3	4	3
	%	95.8	92.0	75.6	71.4	15.0	10.8	9.4	8.9	3.3	1.9	1.4	1.9	1.4
Enrolled-CoA	N	.	2	15	18	108	105	103	60	30	12	4	2	2
	%	.	0.9	7.0	8.5	50.7	49.3	48.4	28.2	14.1	5.6	1.9	0.9	0.9
Graduated	N	.	.	.	.	.	1	2	40	78	97	103	107	107
	%	.	.	.	.	.	0.5	0.9	18.8	36.6	45.5	48.4	50.2	50.2
Not Enrolled	N	9	15	37	43	73	84	88	94	98	100	103	100	101
	%	4.2	7.0	17.4	20.2	34.3	39.4	41.3	44.1	46.0	46.9	48.4	46.9	47.4

Figure 19. WORTHINGTON SCRANTON (260 students)



		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	250	217	178	157	59	49	36	30	25	20	11	9	9
	%	96.2	83.5	68.5	60.4	22.7	18.8	13.8	11.5	9.6	7.7	4.2	3.5	3.5
Enrolled-CoA	N	.	.	9	11	82	85	83	61	27	11	8	5	5
	%	.	.	3.5	4.2	31.5	32.7	31.9	23.5	10.4	4.2	3.1	1.9	1.9
Graduated	N	.	.	.	.	.	.	3	24	60	79	95	99	99
	%	.	.	.	.	.	.	1.2	9.2	23.1	30.4	36.5	38.1	38.1
Not Enrolled	N	10	43	73	92	119	126	138	145	148	150	146	147	147
	%	3.8	16.5	28.1	35.4	45.8	48.5	53.1	55.8	56.9	57.7	56.2	56.5	56.5

Figure 20. YORK (266 students)



		Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Enrolled	N	256	224	147	123	40	34	23	20	14	8	3	2	5
	%	96.2	84.2	55.3	46.2	15.0	12.8	8.6	7.5	5.3	3.0	1.1	0.8	1.9
Enrolled-CoA	N	.	1	34	37	98	96	103	62	35	19	17	14	13
	%	.	0.4	12.8	13.9	36.8	36.1	38.7	23.3	13.2	7.1	6.4	5.3	4.9
Graduated	N	.	.	.	.	.	.	2	42	75	90	98	102	103
	%	.	.	.	.	.	.	0.8	15.8	28.2	33.8	36.8	38.3	38.7
Not Enrolled	N	10	41	85	106	128	136	138	142	142	149	148	148	145
	%	3.8	15.4	32.0	39.8	48.1	51.1	51.9	53.4	53.4	56.0	55.6	55.6	54.5