

**First-Time Freshmen at New Mexico Highlands University**  
**Fall 2000 to Fall 2012 Cohorts**

**A Report Prepared by the Office of Institutional Effectiveness and Research**  
**June 2013**

## Table of Contents

Summary.....	3
Introduction.....	3
Pre-existing Characteristics .....	4
Demographics.....	5
Gender .....	5
Residency.....	5
Ethnicity .....	6
First Generation College Student.....	7
Academic Preparation .....	7
Test Scores.....	7
Placement in Developmental Courses .....	10
High School GPA and High School Rank.....	11
Concurrent Enrollment at NMHU .....	11
Experiences at NMHU.....	11
Scholarships.....	12
First Year Initiatives .....	13
Student Support Services.....	14
Developmental Courses Taken .....	14
Early Alert .....	16
Housing.....	16
Fall GPA.....	17
Number of Credits Taken.....	17
Detailed Tables .....	18
Table 1: Historical Retention and Graduation Rates of Full-time, First-time Freshmen.....	18
Table 2: Fall-to-Spring Retention Rates by Gender.....	18
Table 3: Retention Rates by In-State/Out-of-State Residency.....	19
Table 4: Ethnicity of Fall Cohorts of First-time, Full-time, Freshmen .....	19
Table 5: Retention Rates by First-Generation College Student Status .....	20
Table 6: First-time Freshmen Not Reporting ACT or SAT Scores .....	20
Table 7: ACT Mean Scores, NMHU and National Averages Fall, First-Time, Degree-Seeking Freshmen.....	21

Table 8: Percentage of First-time Freshmen Who Place Into Developmental Courses .....	22
Table 9: Percentage of Each Fall Cohort by High School Rank Quintile .....	22
Table 10: Retention Rates by Scholarship Aid .....	23
Table: 11 Retention Rates by Type of Scholarship.....	24
Table 12: Retention Rates by First-Year Initiative Participation .....	25
Table 13: Retention Rates by Student Support Services Participation .....	26
Table 14: Percentage of First-time Freshmen Taking Developmental Courses Their First Semester....	27
Table 15: Retention Rates by On-Campus Housing Participation.....	28
Table 16: Retention Rates by Number of Credits Taken First Semester.....	29

## Summary

The following table presents a list of variables that have been shown to predict fall-to-spring retention among first-time, full-time freshmen at New Mexico Highlands University. Just because a variable is not predictive for a specific cohort, however, does not mean it is not predictive over the 13 years of data included in this report. The table gives a summary of variables that were predictive of fall to spring retention for the 2012 cohort or predictive overall.

	Predictive for 2012 Cohort	Predictive Overall	Direction
<b>Gender</b>	No	Yes **	Women higher
<b>In-state vs. out-of-state</b>	Yes**	No	Out-of-state retained more
<b>Ethnicity (minority vs. white)</b>	No	No	
<b>HS GPA</b>	Yes**	Yes **	Higher GPA retained more
<b>HS Rank Percentile</b>	Yes**	Yes **	Higher rank retained more
<b>Concurrent enrollment at NMHU</b>	No	Yes **	Concurrent retained more
<b>ACT/SAT scores reported</b>	Yes **	Yes **	Reported retained more
<b>ACT scores</b>	Yes*	Yes **	Higher scores retained more
<b>Developmental courses required</b>	Yes**	Yes**	No developmental retained more
<b>First year intervention</b>	No	Yes **	Intervention retained more

\* significant at the  $p < .05$  level

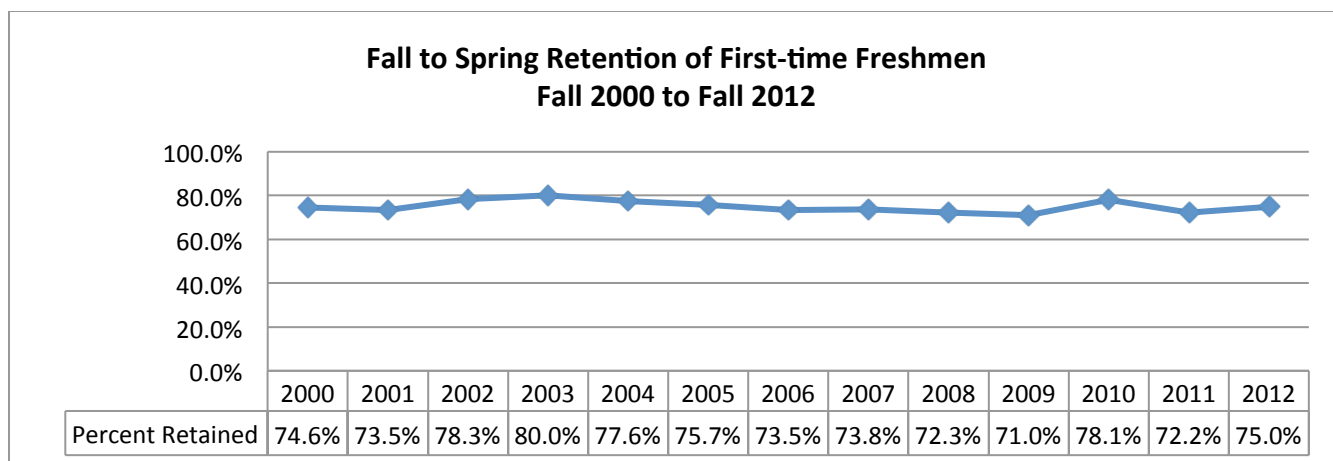
\* \*\*significant at the  $p < .01$  level

## Introduction

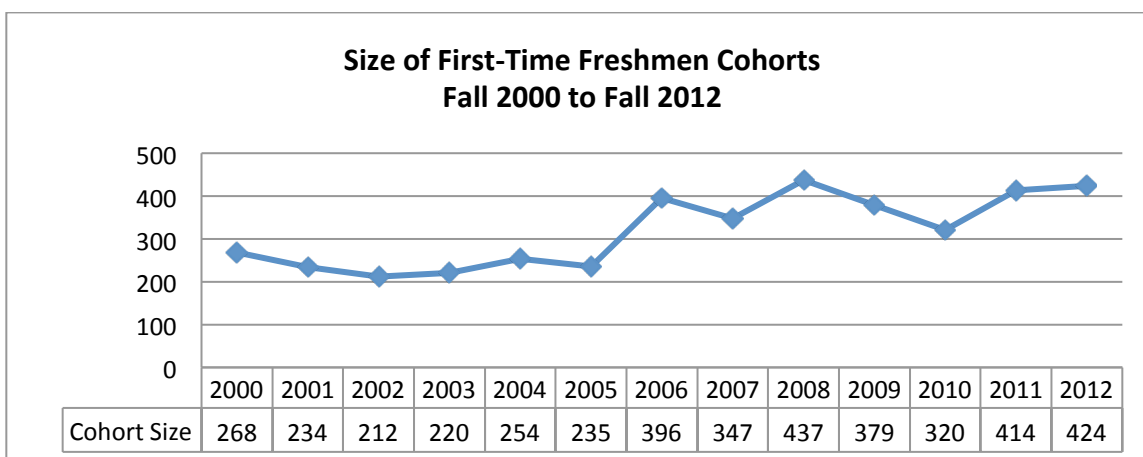
This is meant to be a comprehensive report on factors related to first-time freshmen fall-to-spring retention at NMHU using data from the last 13 years, with a particular emphasis on the fall, 2012 first-time freshmen cohort. Since the report contains a great deal of data, only tables and graphs summarizing main points are included in the body of the report, with comprehensive tables at the end of the report.

Many variables are significantly correlated with first-time freshmen retention, and simply listing those variables may provide little guidance in determining which factors are most important to address. For that reason this report will include odds ratios for some of the variables significantly related to retention. Odds ratios are simple measures of effect size. Once you know which variables are important, odds ratios give some information regarding the relative importance of each. For example, in the 2012 cohort, the odds ratio for retention of students who reported ACT/SAT scores compared to those who did not report test scores was 3.5, indicating that for every one student who did not report scores who was retained, NMHU retained 3.5 of the students who did report scores.

This report will focus primarily on fall-to-spring retention of first-time freshmen at NMHU. Retention rates have varied between 80% and 71% over the past 13 years. A full table of retention and graduation rates of first-time freshmen can be found in Table 1.



Although there has been no clear pattern in retention rates, there has been some suggestion that the implementation of our extensive first-semester scholarship program (starting with the fall, 2006 cohort) resulted in larger first-time freshmen cohorts and lower retention rates. Cohort size is significantly correlated with retention, with smaller cohorts yielding larger retention rates ( $p < .05$ ).



### Pre-existing Characteristics

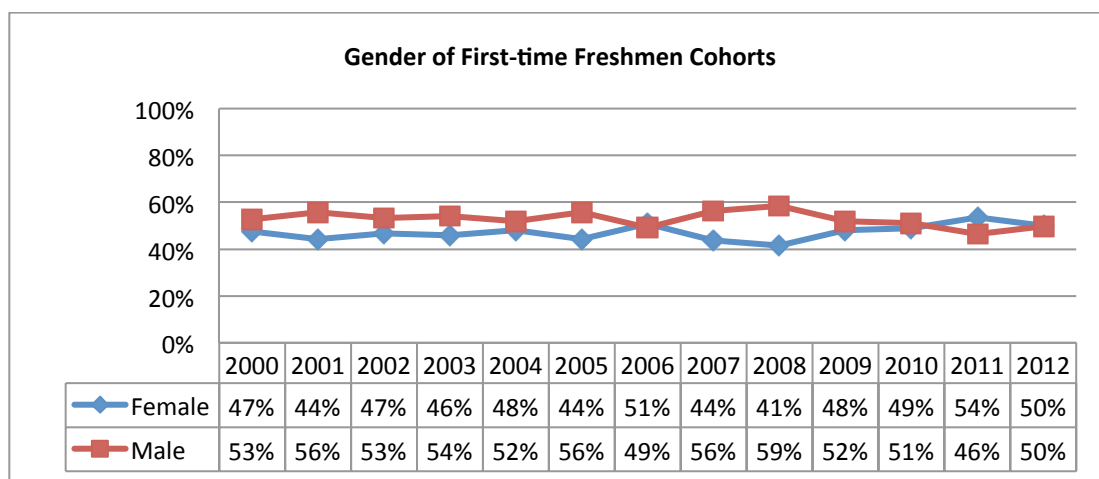
Factors influencing college retention can be placed into three broad categories; pre-existing characteristics, experiences at the university, and factors in the student's life external to the university. The first section of this report will deal with pre-existing characteristics such as gender, ethnicity, residency and academic preparation.

## Demographics

The fall 2012 first-time freshmen cohort had an average age of 18.7 years, slightly lower than in previous years. It is important to note that a portion of our first-time freshmen do not fit the norm of the 18-year-old recent high school graduate. For example, in the 2012 cohort 11% of the cohort was below the age of 18 (the youngest was 17) and 1.4% were 25 or above (the oldest was 35).

## Gender

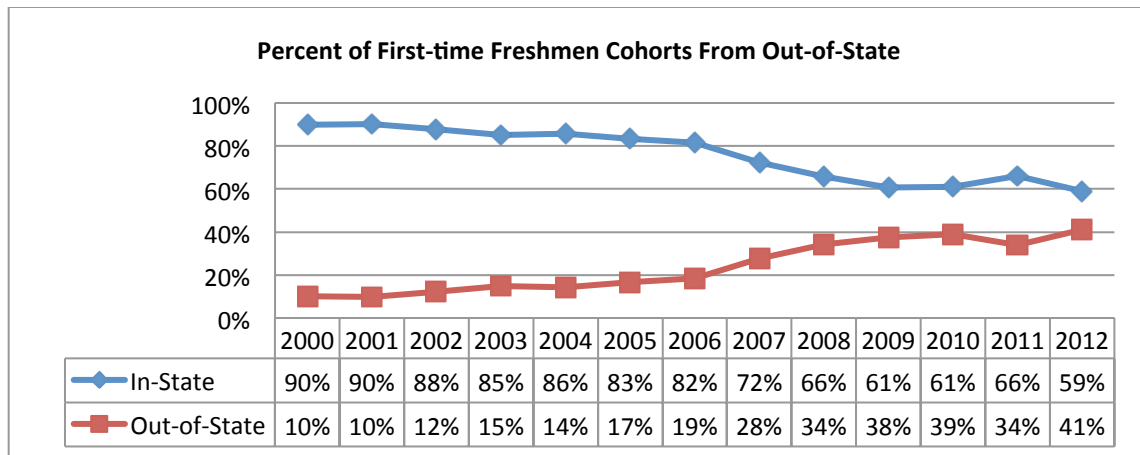
First-time freshmen traditionally were the only group at NMHU who was more male than female. This is true for the first nine cohorts covered in this report. This changed in 2009, when the cohorts began to be essentially equal in their proportion of males and females.



There were no significant differences between male and female retention rates in the 2012 cohort. This has been true for most cohorts over the past decade (see Table 2). However, as shown in the summary section at the beginning of this report, gender is predictive of retention when the data from all 13 cohorts is combined, with females being retained at higher rates.

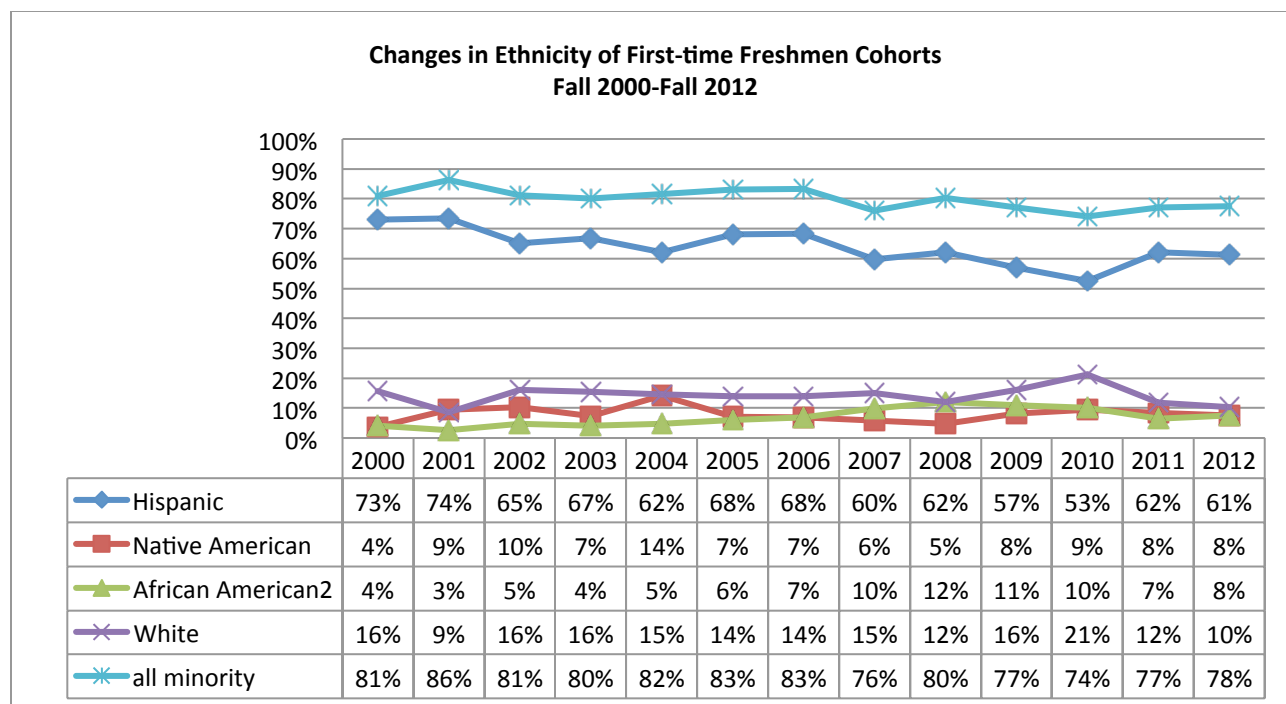
## Residency

Over the past decade there has been a fairly dramatic change in the number of first-time freshmen who come from out-of-state, increasing from 10% in the fall of 2000 to 41% in the fall of 2012. However, as with gender, there is no clear pattern of residency as a strong predictor of freshmen retention (see Table 3).



## Ethnicity

The ethnicity of the first-time freshmen cohorts has changed somewhat over the past eleven years. While the percentage of the cohort who identifies as Hispanic has decreased (from 73.1% in 2000 to 61% in 2012) the overall percentage of ethnic minority students has remained close to 80%. The federal requirements for reporting ethnicity have changed significantly, which makes it very difficult to compare ethnicity in the past two years to previous years. In particular, the inclusion of a “two or more” category decreases the number of students who clearly identify with an ethnic minority group. There are no significant differences in retention among ethnic groups at NMHU. See Table 4 for exact numbers.



### First Generation College Student

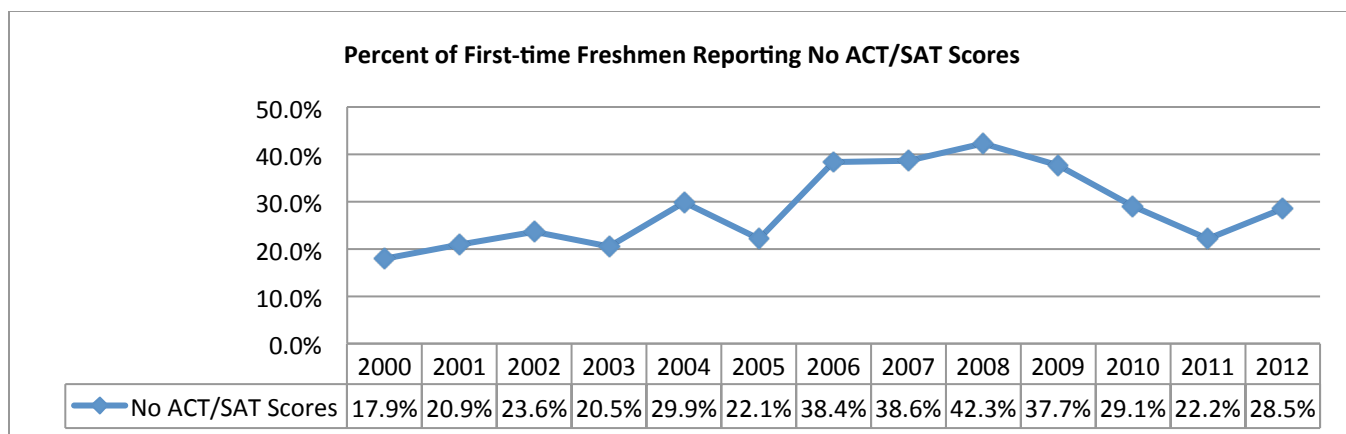
We do not directly ask students whether or not they are first generation college students, however, there are questions on the FASFA that ask about the highest level of education attained by their father and mother. These questions do not directly translate into a measure of first generation college status, and not all students complete a FASFA or answer the questions, but they do give some indication. Over the past 13 years about 90% of first-time freshmen students have answered the questions regarding their parents' education and over 50% seem to be first-generation college students. There are no significant differences in second semester retention between those first-time freshmen who are or are not first-generation college students. Complete numbers are in Table 5.

### Academic Preparation

#### Test Scores

This year is the first year since 2009 in which the percentage of students *not* reporting ACT or SAT scores has increased.





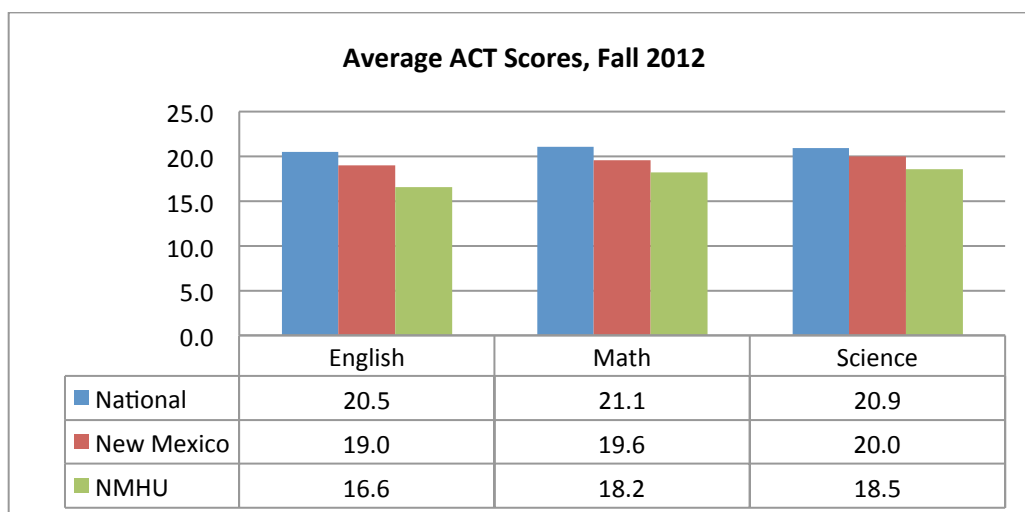
This is important because, overall, first-time freshmen who do not report ACT or SAT scores are significantly less likely to return for the spring semester than are freshmen who do report these scores. This relationship is not statistically significant each year, but it is significant overall, and it has been significant for the last seven years, corresponding with the increasing numbers of freshmen who do not take either of these tests. For the exact numbers of first-time freshmen reporting ACT or SAT scores, see Table 6.

#### Fall-to-Spring Retention of Fall 2012 Freshmen by Whether or Not They Report ACT/SAT Scores

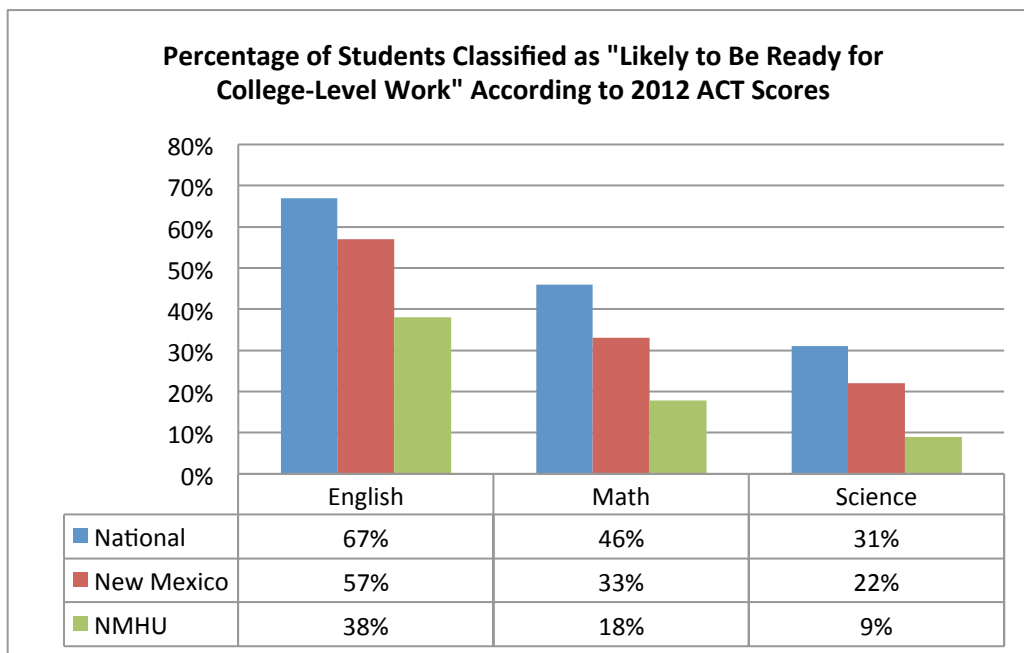
Reported Scores	Retained Spring		% Retained	Ratio of Retained vs. Not Retained	Odds Ratio
	No	Yes			
Yes	54	249	82.2%**	4.6	3.5
No	52	69	57.0%	1.3	

\* \* significant at the p<.01 level

Our average ACT scores are significantly lower than national averages (for complete data by cohort see Table 7).



This difference between NMHU students and students nationally becomes even more marked when you consider the ACT definitions of “college ready”. The ACT testing service defines “college ready” as students who earn a score of 24 or higher on the ACT Science Test, a 22 or higher on the ACT Math Test, and an 18 or higher on the ACT English Test. Students with these scores have a 75% chance of earning a C or higher, and a 50% chance of earning a B or higher, in college biology, algebra, and credit-bearing composition courses (ACT, 2011). NMHU freshmen are much less likely to be prepared for college than are students in the state or national overall. Only 8.9% of NMHU freshmen who report ACT scores are classified as likely to be ready for college-level work in science.



Historically ACT scores have not been significantly predictive of retention at NMHU. Science scores have been the most likely to be predictive, but this has been true for only a few years and only at the  $p < .05$  level. This was not true for the fall 2012 cohort, when three scores were predictive at the  $p < .05$  level and one, science, at the  $p < .01$  level. When all 13 cohorts are combined all five scores are significantly predictive at the  $p < .01$  level.

**Mean ACT Scores and Fall-to-Spring Retention  
Fall 2012 First-Time Freshmen Cohort**

	Retained Spring	
	No	Yes
Mean ACT English	15.6	16.8
Mean ACT Reading	16.9	18.6*
Mean ACT Math	17.3	18.4*
Mean ACT Science	17.1	18.9**
Mean ACT Composite	16.8	18.1*

\* significant at the  $p < .05$  level

\* \*significant at the  $p < .01$  level

Mean COMPASS scores are essentially unchanged over the past decade. Like ACT scores, COMPASS scores did not significantly predict retention for the fall 2012 freshmen cohort. This is true for almost every cohort in the past 13 years (there was one cohort when the COMPASS Algebra scores were moderately predictive). Even when combining all 13 cohorts, COMPASS Reading scores are not predictive of retention, however COMPASS Algebra scores are predictive in the combined analysis.

#### First-Time Freshmen Mean COMPASS Scores

	Algebra	Reading
Fall 2012	27	71
Fall 2011	25	74
Fall 2010	25	70
Fall 2009	25	73
Fall 2008	27	74
Fall 2007	27	73
Fall 2006	27	76
Fall 2005	30	73
Fall 2004	31	78
Fall 2003	26	75
Fall 2002	28	73
Fall 2001	29	75

#### Placement in Developmental Courses

About 70% of our first-time freshmen students test into one or more developmental courses (Math 100, or English 100/106, see Table 8). Students whose test scores place them into one or more developmental courses are generally retained at a lower rate than are students who test out of all developmental courses. This difference has not been significant for every cohort, but it was significant for the 2012 cohort and it is significant overall. Note that this section refers to the developmental courses students would be required to take based upon their test scores. The actual developmental courses taken the first semester are covered in the section of this report dealing with experiences at NMHU.

#### Fall-to-Spring Retention by Whether or Not Freshmen Test Into Developmental Courses

One or More Developmental Courses Required	Retained Spring		% Retained	Ratio of Retained vs. Not Retained	Odds Ratio
	No	Yes			
Yes	87	212	70.9%	2.4	2.5
No	16	98	86.0%**	6.1	

\* \* significant at the  $p < .01$  level

## High School GPA and High School Rank

The mean high school GPA of the fall 2012 cohort was 2.87. This number has remained remarkably constant over the 13 years of data available for this report. High school rank percentile illustrates the relationship between the student's high school rank and the size of the graduating class. The number indicates the percentage of the student's high school class that ranked below him or her. Both of these variables were significant predictors of fall-to-spring retention for the fall 2012 cohort, and overall for the freshmen covered by this report.

### High School GPA and Rank Percentile and Fall-to-Spring Retention

#### Fall 2012 First-Time Freshmen Cohort

	Retained Spring	
	No	Yes
Mean High School GPA	2.66	2.94**
Mean High School Rank Percentile	41.67	55.24**

\*\* significant at the  $p < .01$  level

Of the 424 first-time freshmen in the cohort, 341 reported high school rank percentile. High school rank percentile was a significant predictor of fall-to-spring retention. For a breakdown of high school rank percentiles by year, see Table 9.

#### High School Rank and Fall-to-Spring Retention Fall 2012 Freshmen Cohort

	#	% of 341	% retained
Bottom 20%	44	12.9%	59.1%
21% to 40%	74	21.7%	59.5%
41% to 60%	90	26.4%	76.7%
61% to 80%	86	25.2%	77.9%
Top 20%	47	13.8%	91.5%

## Concurrent Enrollment at NMHU

Concurrent college enrollment for high school students is playing an increasingly important role in state higher education policy in New Mexico. The numbers of first-time freshmen who attended NMHU as concurrent enrollment students before graduating from high school were increasing steadily from three in the fall 2000 cohort to 48 in the fall 2008 cohort (11% of the cohort). This percentage has decreased in the past four years and in the fall 2012 cohort only 5.9% had been enrolled at NMHU as concurrent enrollment students. Concurrent enrollment history was not a significant predictor of retention for the fall 2012 cohort and has not been a significant predictor since 2008.

## Experiences at NMHU

The second major category of factors that influence college retention are the experiences that students have after they come to NMHU. This section will examine a number of those factors.

## Scholarships

In the fall 2006 cohort NMHU instituted the HOPE scholarship program, with the result that almost all first-time freshmen received a scholarship their first semester. That changed in 2009 when NMHU began a reallocation of institutional scholarship money in order to cover decreases in state funding for athletic scholarships. The percentage of freshmen not receiving scholarships has been increasing since that point, and in 2012 30.9% of the freshmen cohort did not receive any scholarship assistance. Since the HOPE scholarship, as originally conceived, is no longer a significant program at NMHU it is not included as a separate category in table below.

Students who received a scholarship were retained at a significantly higher rate than students who did not receive a scholarship. This has been true for almost every cohort included in this report (see Table 10).

**Scholarship Aid Fall-to-Spring Retention, Fall 2012 First-time Freshmen Cohort**

		Retained Spring		Total	% Retained	Ratio of Retained vs. Not Retained	Odds Ratio
		No	Yes				
<b>Scholarship</b>	<b>Any</b>	61	232	293	79.2%**	3.8	0.5
	<b>None</b>	45	86	131	65.6%	1.9	

\* significant at the p<.01 level

Even among those receiving scholarships retention varies greatly according to the type of scholarship received. Several scholarships are based upon high school GPA and/or ACT scores, and in general those scholarships with the highest academic requirements also demonstrate the highest retention rates. The Success in New Mexico and Opportunity Grant scholarships are both for out-of-state first-time-freshmen. The table below lists state and institutional tuition scholarships for first-time freshmen (except scholarships for athletes) and the high school GPAs required.

<b>Scholarship Name</b>	<b>H.S. GPA</b>
Legislative Gold	3.75
Legislative Silver	3.5
NMHU Zia	3.0
Success in New Mexico (out-of-state)	3.0
Road to Success	2.5
Opportunity Grants (out-of-state)	2.5 to 2.99
Aim for the Lottery	Below 2.5

The table below summarizes the relationship between state or institutional tuition scholarships, spring retention, and whether or not the student qualified for the lottery scholarship in the spring semester for the fall 2012 cohort. When looking at the table remember that the Success in New Mexico and Opportunity scholarships are only for out-of-state students and these students are not eligible for the Lottery Scholarship in the spring. Data for all cohorts going back to the fall of 2006 is presented in Table 11.

		Total in Fall	Retained Spring	% Retained	Lottery Scholarship Spring
<b>2012</b>	<b>Legislative Gold</b>	4	4	100.0%	4
	<b>Legislative Silver</b>	11	10	90.9%	9
	<b>HU Zia</b>	58	47	81.0%	40
	<b>Success in New Mexico</b>	34	31	91.2%	NA
	<b>Road to Success</b>	52	38	73.1%	20
	<b>Opportunity Grant</b>	20	17	85.0%	NA
	<b>Aim for the Lottery</b>	42	24	57.1%	13

### First Year Initiatives

Early in the decade first-year initiatives focused on some variant of a First Year Experience (FYE) course, which was required of all first time freshmen. In the fall of 2007 a number of learning communities were associated with FYE, but only a minority of first-time freshmen enrolled in those. In the fall of 2008 a concentrated effort was made to enroll all first-time freshmen in learning communities, each associated with a section of FYE.

In the fall of 2009 the requirement for first time freshmen to take FYE was dropped, and the first year initiatives focused on Learning Communities and a new course titled College Discourse. All students enrolled in English 100 were also enrolled in College Discourse. In 2011 the course was restructured and titled Freshmen Forum. The course is not a requirement for any students, but first-time freshmen are strongly encouraged to enroll.

Freshmen who are enrolled in first year initiatives have generally been retained in higher numbers than freshmen who are not enrolled, although this has not been statistically significant each year, and has not been true since the fall of 2009 (see Table 12). This lack of a significant effect holds true even when broken down by type of intervention (Learning Community versus first-year course) or by academic preparation of the students (requires development English or not).

One difference across years has been the percentage of first time, full time freshmen cohort that has been enrolled in first year initiatives. That percentage increased between 2008 and 2011, but decreased in the current year. In the fall of 2012, 85 first-time freshmen, 20% of the cohort, were not enrolled in any first year initiative (Freshmen Forum/College Discourse or a learning community).

### Number of First-Time, Full-Time Freshmen Not Enrolled in Any First Year Initiative

	Enrolled	Not Enrolled	% Not Enrolled
<b>2012</b>	339	85	20.0%
<b>2011</b>	182	232	56.0%
<b>2010</b>	155	165	51.9%
<b>2009</b>	250	129	34.0%
<b>2008</b>	337	100	23.3%
<b>2007</b>	312	35	10.1%
<b>2006</b>	327	69	17.4%
<b>2005</b>	200	35	14.9%
<b>2004</b>	202	52	20.5%
<b>2003</b>	179	41	18.6%
<b>2002</b>	177	35	16.5%
<b>2001</b>	159	75	32.1%
<b>2000</b>	212	56	20.9%

### Student Support Services

Of the 424 students in the fall 2012 freshmen cohort, 200 (47.2%) received services from the Student Support Services program. This program offers services to students who are some combination of low income, first-generation college student, or dealing with a disability. Traditionally at NMHU students receiving SSS services have significantly higher retention rates than those not receiving those services, but this was not true for the fall 2010, fall 2011 or fall 2012 cohorts (see Table 13).

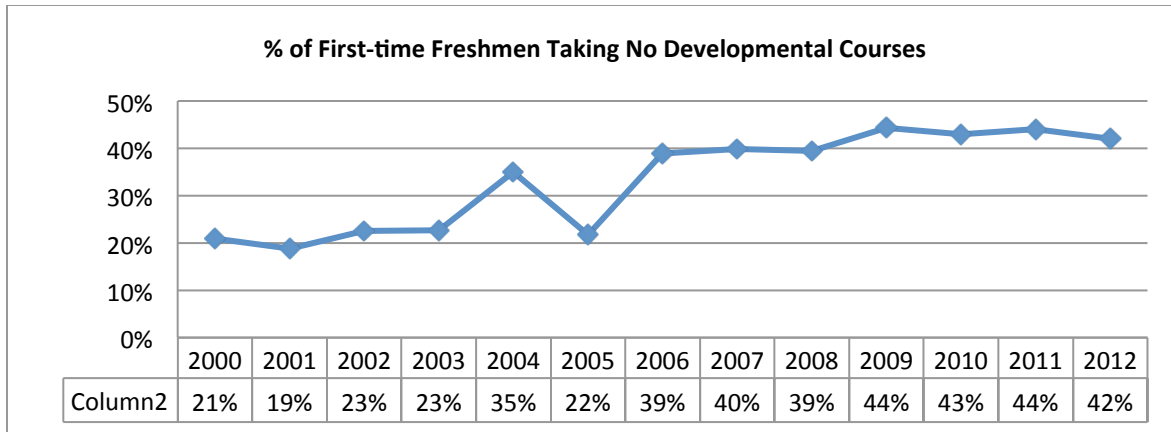
### Fall-to-Spring Retention of Fall 2012 Freshmen by SSS

	Retained Spring		% Retained
	No	Yes	
<b>SSS</b>	54	140	76.4%
<b>No SSS</b>	62	158	73.8%

### Developmental Courses Taken

This section is in contrast to the earlier section on placement into developmental courses. That section dealt with the courses students were required to take based upon their test scores. This section addresses the developmental courses students in the cohort actually took in the first semester. While about 70% of first-time freshmen test into one or more developmental courses, only about 60% actually take a developmental course in their first semester.

In the fall, 2012 semester two developmental courses were offered, English 106, and Math 100. For the seventh year in a row about 40% of first-time freshmen took no development courses, up from 21% in the fall of 2000 (see Table 14 for complete numbers and percentages).



The relationship between developmental courses and retention has varied over the years covered by this report. For many cohorts taking a developmental course has no effect on retention. That was not true for the 2012 cohort, where taking any developmental course or taking Math 100 were both significantly correlated with fall-to-spring retention. In contrast, taking English 106 had no significant correlation with retention.

#### Developmental Courses and Retention Rates, Type of Development Courses Fall 2012 Freshmen Cohort

		Retained Spring		Total	% Retained
		No	Yes		
<b>English 106</b>	Yes	48	114	162	70.4%
	No	58	204	262	
<b>Math 100</b>	Yes	60	121	181	40.1%**
	No	46	197	243	
<b>No Developmental</b>	Yes	76	171	247	
	No	30	147	177	83.1%**

\*\*significant at the  $p < .01$  level

About 43% of first-time freshmen taking Math 100 did not pass the course and about 40% of first-time freshmen taking English 106 did not pass.

#### English 106 and Math 100 Grades of First-time Freshmen

	A	B	C	D	F	I	W	D/F/W %
<b>English 106 Final Grade</b>	21	28	28	11	23		15	38.9%
<b>Math 100 Final Grade</b>	38	38	28	21	17	11	28	42.5%

As can be seen in the table below, both English 100 final and Math 100 finals grades are strongly correlated with fall-to-spring retention. For example, for every one student with a failing grade in Math 100 who returns for the spring, 12.7 students with passing grades will return.

#### Relationship between Developmental Course Grades and Retention



### Fall 2012 Freshmen Cohort

		Not Retained Retained Spring		Total	% Retained	Ratio of Retained vs. Not Retained	Odds Ratio
		No	Yes				
English 106 Final Grades	D/F/W	29	20	49	40.8%	0.7	11.0
	A/B/C	9	68	77	88.3%**	7.6	
Math 100 Final Grades	D/F/W	48	29	77	37.7%	0.6	12.7
	A/B/C	12	92	104	88.5%**	7.7	

\*\*significant at the p<.01 level

### Early Alert

Early Alert takes place in the third week of the semester and it is a significant predictor of retention. In the fall of 2012, 167 first-time freshmen (39% of the cohort) were reported for at least one class. In line with previous years, being reported for many absences was a particularly strong predictor of retention.

#### Early Alert Reports and Fall-to-Spring Retention, Fall 2012 First-time Freshmen Cohort

		Retained Spring		Total	% Retained	Ratio of Retained vs. Not Retained	Odds Ratio
		No	Yes				
Reported at all	Yes	67	100	167	59.9%	1.5	3.7
	No	39	218	257	84.8%**	5.6	
Reported for many absences	Yes	30	18	48	37.5%	0.6	6.6
	No	76	300	376	79.8%**	3.9	

\* significant at the p<.01 level

### Housing

Sixty-four percent of first-time freshmen in the fall of 2012 lived in on-campus housing. While living in on-campus housing has not been a reliably significant predictor of spring retention, it was significant for the 2012 cohort and it is significant for the database overall. This does not hold true for retention to the second year. On-campus housing in the first semester generally has no correlation with retention to the second year among NMHU freshmen (see Table 15).

#### Campus Housing and Fall-to-Spring Retention, Fall 2012 First-time Freshmen Cohort

		Retained Spring		Total	% Retained	Ratio of Retained vs. Not Retained	Odds Ratio
		No	Yes				
On-campus Housing	Yes	73	240	273	87.9%**	3.3	0.7
	No	33	78	151	51.7%	2.4	

\* significant at the p<.01 level

## Fall GPA

The mean fall 2012 GPA of the first-time freshmen cohort was 2.23 (which is about the same as previous cohorts). As would be expected, fall GPA is significantly correlated with spring retention. Students who did not return had an average GPA of 1.04 while those who did return had an average GPA of 2.6.

One hundred and thirty-seven first-time freshmen (32.1% of the cohort) earned GPAs below 1.75, placing them on academic probation. Of those students, 55 (40.1%) returned for the spring semester. Not surprisingly, having a GPA below 1.75 is a strong predictor of retention. Unfortunately, this predictor is not available until the end of the semester.

### Academic Probation and Fall-to-Spring Retention, Fall 2012 First-time Freshmen Cohort

Academic Probation	Retained Spring		Total	% Retained	Ratio of Retained vs. Not Retained	Odds Ratio
	No	Yes				
Yes	82	55	137	40.1%	0.7	16.3
No	24	263	287	91.6%**	11.0	

\*\* significant at the  $p < .01$  level

Thirty-five first-time freshmen received a zero GPA in the fall 2012 semester. To receive a zero GPA the student has to essentially not attend any of his or her classes. Of those 35 students, one returned for the spring semester.

## Number of Credits Taken

Full-time status is defined as taking at least 12 credits per semester. However, in order to graduate in eight semesters students need to earn 16 credits per semester, and research has shown that students who enroll for 15 or more credits per semester are significantly more likely to be retained than those who enroll for less than 15. This was true for the eight of the 13 cohorts covered by this report, including the 2012 cohort (see Table 16). It should be noted that students who take 15 or more credits have significantly higher high school GPAs, as well as significantly higher ACT scores than those taking less than 15 hours.

## Detailed Tables

**Table 1: Historical Retention and Graduation Rates of Full-time, First-time Freshmen**

Cohort	N	Retained to Spring	Fall-to-Spring Retention Rate	Retained to Second Fall	Fall-to-Fall Retention Rate	Six-Year Graduation Rate
Fall 2012	424	318	75.0%			
Fall 2011	414	298	72.0%	227	54.8%	
Fall 2010	320	250	78.1%	160	50.0%	
Fall 2009	379	269	71.0%	183	48.3%	
Fall 2008	437	316	72.3%	198	45.3%	
Fall 2007	347	255	73.5%	159	45.8%	
Fall 2006	396	290	73.2%	180	45.5%	16.2%
Fall 2005	235	178	75.7%	125	53.2%	20.9%
Fall 2004	254	198	78.0%	133	52.4%	18.9%
Fall 2003	220	177	80.5%	125	56.8%	18.6%
Fall 2002	212	168	79.2%	129	60.8%	21.4%
Fall 2001	234	174	74.4%	119	50.9%	24.3%
Fall 2000	268	201	75.0%	128	47.8%	20.9%
Fall 1999					48.1%	23.0%
Fall 1998					58.2%	23.0%
Fall 1997					50.0%	18.0%
Fall 1996					55%	16.9%

Data in the table above for cohorts before fall 2000 comes from the New Mexico Performance Effectiveness Reports. Data from 2000 on comes from Banner, end of term.

**Table 2: Fall-to-Spring Retention Rates by Gender**

	Female Total	% Cohort	Retained Spring	Female % Retained	Male Total	% Cohort	Retained Spring	Male % Retained	Total Retained
Fall 2012	213	50.2%	166	77.9%	211	49.8%	152	72.0%	75.0%
Fall 2011	222	53.6%	158	71.1%	192	46.4%	141	73.4%	72.2%
Fall 2010	156	48.8%	156	82.1%	164	51.3%	122	74.4%	78.1%
Fall 2009	183	48.3%	140	76.5%	196	51.7%	129	65.8%	71.0%
Fall 2008	181	41.4%	141	77.9%	256	58.6%	175	68.4%	72.3%
Fall 2007	152	43.8%	113	74.3%	195	56.2%	141	72.3%	73.8%
Fall 2006	201	50.8%	155	77.1%	194	49.1%	136	70.1%	73.5%
Fall 2005	104	44.3%	88	84.6%	131	55.7%	90	68.7%	75.7%
Fall 2004	122	48.0%	96	78.7%	132	51.9%	101	76.5%	77.6%
Fall 2003	101	45.9%	80	79.2%	119	54.1%	96	80.7%	80.0%
Fall 2002	99	46.7%	79	79.8%	113	53.3%	87	76.9%	78.3%
Fall 2001	104	44.3%	78	75.0%	131	55.7%	94	71.7%	73.5%
Fall 2000	127	47.4%	92	72.4%	141	52.6%	109	77.3%	74.6%

**Table 3: Retention Rates by In-State/Out-of-State Residency**

	In-State Total	% Cohort	Retained Spring	In-State % Retained	Out-of- State Total	% Cohort	Retained Spring	Out-of- State % Retained
Fall 2012	250	58.9%	176	70.4%	174	41.0%	174	81.6%
Fall 2011	275	66.4%	192	69.8%	139	33.6%	107	77.0%
Fall 2010	195	60.9%	148	75.9%	125	39.1%	102	81.6%
Fall 2009	237	62.5%	178	75.1%	142	37.5%	91	64.1%
Fall 2008	288	65.9%	206	71.5%	149	34.1%	110	73.8%
Fall 2007	251	72.3%	180	71.7%	96	27.7%	74	77.1%
Fall 2006	321	81.5%	237	73.8%	73	18.5%	53	72.6%
Fall 2005	196	83.4%	151	77.0%	39	16.6%	27	69.2%
Fall 2004	218	85.8%	169	77.5%	36	14.2%	28	77.8%
Fall 2003	187	85.0%	151	80.7%	33	15.0%	25	75.8%
Fall 2002	186	87.7%	146	78.5%	26	12.3%	20	76.9%
Fall 2001	212	90.2%	154	72.6%	23	9.8%	18	78.3%
Fall 2000	241	89.9%	185	76.8%	27	10.1%	16	59.3%

**Table 4: Ethnicity of Fall Cohorts of First-time, Full-time, Freshmen**

	Cohort Total	Hispanic		Native American		African American		White	
Fall 2012	424	260	61.3%	33	7.8%	32	7.5%	44	10.4%
Fall 2011	414	257	62.1%	34	8.2%	27	6.5%	49	11.8%
Fall 2010	320	168	52.5%	34	10.6%	32	10%	68	21.3%
Fall 2009	379	214	56.5%	31	8.2%	40	10.6%	62	16.4%
Fall 2008	437	272	62.2%	21	4.8%	53	12.1%	53	12.1%
Fall 2007	347	207	59.7%	20	5.8%	34	9.8%	52	15.0%
Fall 2006	396	271	68.4%	27	6.8%	27	6.8%	55	13.9%
Fall 2005	235	160	68.1%	17	7.2%	14	6.0%	33	14.0%
Fall 2004	254	158	62.2%	36	14.2%	12	4.7%	37	14.6%
Fall 2003	220	147	66.8%	16	7.3%	9	4.1%	34	15.5%
Fall 2002	212	138	65.1%	22	10.4%	10	4.7%	34	16.0%
Fall 2001	234	172	73.5%	22	9.4%	6	2.6%	20	8.5%
Fall 2000	268	196	73.1%	10	3.7%	11	4.1%	42	15.7%

Federal categories for reporting ethnicity have changed, and those changes are evident in the numbers since fall 2011. The inclusion of a “two or more” category in particular has influenced ethnicity reporting.

**Table 5: Retention Rates by First-Generation College Student Status**

	Total Reporting	First-generation	% First-generation	Retained Spring	First-generation % Retained	Non-first-generation Retained Spring	Non-first-generation % Retained
Fall 2012	372	199	53.5%	141	70.9%	134	77.5%
Fall 2011	363	217	59.8%	154	71.0%	110	75.3%
Fall 2010	277	137	49.5%	112	81.8%	108	77.1%
Fall 2009	335	168	50.1%	126	75.0%	114	68.3%
Fall 2008	387	198	51.2%	143	72.2%	139	73.5%
Fall 2007	306	155	50.7%	112	72.3%	114	75.5%
Fall 2006	361	191	52.9%	144	75.4%	128	75.3%
Fall 2005	227	120	52.9%	92	76.7%	81	75.7%
Fall 2004	239	133	55.6%	105	78.9%	87	82.1%
Fall 2003	199	102	51.3%	85	83.3%	78	80.4%
Fall 2002	196	102	52.0%	81	79.4%	73	77.7%
Fall 2001	207	118	57.0%	83	70.3%	76	85.4%
Fall 2000	239	137	57.3%	108	78.8%	77	75.5%

**Table 6: First-time Freshmen Not Reporting ACT or SAT Scores**

	ACT or SAT scores reported	No ACT or SAT scores	% No Scores
Fall 2012	303	121	28.5%
Fall 2011	322	92	22.2%
Fall 2010	227	93	29.1%
Fall 2009	263	143	37.7%
Fall 2008	252	185	42.3%
Fall 2007	213	134	38.6%
Fall 2006	244	152	38.4%
Fall 2005	183	52	22.1%
Fall 2004	178	76	29.9%
Fall 2003	175	45	20.5%
Fall 2002	162	50	23.6%
Fall 2001	185	49	20.9%
Fall 2000	220	48	17.9%

**Table 7: ACT Mean Scores, NMHU and National Averages Fall, First-Time, Degree-Seeking Freshmen**

		ACT English	ACT Math	ACT Reading	ACT Science	ACT Composite
<b>Fall 2012</b>	NMHU	16.56	18.20	18.32	18.54	3.43
	National	20.5	21.1	21.3	20.9	21.1
<b>Fall 2011</b>	NMHU	16.59	17.58	17.96	18.38	17.50
	National	20.6	21.1	21.3	20.9	21.1
<b>Fall 2010</b>	NMHU	16.99	18.12	18.70	18.97	18.17
	National	20.5	21.0	21.3	20.9	21.0
<b>Fall 2009</b>	NMHU	16.84	17.84	18.47	18.58	17.89
	National	20.6	21.0	21.4	20.9	21.1
<b>Fall 2008</b>	NMHU	17.32	17.92	18.63	18.94	18.18
	National	20.6	21.0	21.4	20.8	21.1
<b>Fall 2007</b>	NMHU	16.59	17.78	17.93	17.91	17.65
	National	20.7	21.0	21.5	21.0	21.2
<b>Fall 2006</b>	NMHU	16.32	17.19	18.06	18.08	17.47
	National	20.6	20.8	21.4	20.9	21.1
<b>Fall 2005</b>	NMHU	16.73	17.06	18.26	18.51	17.78
	National	20.4	20.7	21.3	20.9	20.9
<b>Fall 2004</b>	NMHU	16.13	17.34	18.06	18.45	17.53
	National	20.4	20.7	21.3	20.9	20.9
<b>Fall 2003</b>	NMHU	16.00	16.76	17.64	17.86	17.17
	National	20.3	20.6	21.2	20.8	20.8
<b>Fall 2002</b>	NMHU	16.43	16.88	17.50	18.07	17.41
	National	20.2	20.6	21.1	20.8	20.8
<b>Fall 2001</b>	NMHU	16.85	17.43	18.40	18.62	17.92
	National	20.5	20.7	21.3	21.0	21.0
<b>Fall 2000</b>	NMHU	17.22	17.22	18.56	18.76	18.00
	National	20.5	20.7	21.4	21.0	21.0

**Table 8: Percentage of First-time Freshmen Who Place Into Developmental Courses**

	Just Dev English	Just Dev Math	Both	Neither	% Both	% Neither	% Any
Fall 2012	75	69	156	124	36.8%	29.2%	70.8%
Fall 2011	57	68	155	125	38.3%	30.9%	69.1%
Fall 2010	50	37	113	105	37.0%	34.4%	65.6%
Fall 2009	64	58	129	118	35.0%	32.0%	68.0%
Fall 2008	55	85	145	130	34.9%	31.3%	68.7%
Fall 2007	68	49	112	82	36.0%	26.4%	73.6%
Fall 2006	55	74	129	93	36.8%	26.5%	73.5%
Fall 2005	35	47	76	64	34.2%	28.8%	71.2%
Fall 2004	27	36	84	73	38.2%	33.2%	66.8%
Fall 2003	28	45	73	58	35.8%	28.4%	71.6%
Fall 2002	19	46	76	66	36.7%	31.9%	68.1%
Fall 2001	16	56	81	78	35.1%	33.8%	66.2%
Fall 2000	40	39	62	79	28.2%	35.9%	64.1%

**Table 9: Percentage of Each Fall Cohort by High School Rank Quintile**

	Bottom 20%	21% to 40%	41% to 60%	61% to 80%	Top 20%
Fall 2012	12.9%	21.8%	26.2%	25.9%	13.2%
Fall 2011	9.0%	22.2%	23.1%	26.7%	18.9%
Fall 2010	11.8%	21.5%	24.5%	23.6%	18.6%
Fall 2009	9.4%	16.6%	24.1%	31.9%	18.1%
Fall 2008	14.2%	22.5%	23.3%	22.8%	17.2%
Fall 2007	13.1%	18.6%	27.0%	22.6%	18.6%
Fall 2006	14.6%	17.3%	25.2%	25.5%	17.3%
Fall 2005	11.3%	15.1%	25.3%	27.4%	21.0%
Fall 2004	10.8%	14.7%	26.5%	24.5%	23.5%
Fall 2003	13.6%	23.7%	25.4%	18.6%	18.6%
Fall 2002	10.3%	17.9%	23.4%	25.5%	22.8%
Fall 2001	12.5%	18.5%	22.8%	25.0%	21.2%
Fall 2000	7.9%	20.3%	20.3%	26.0%	25.6%

**Table 10: Retention Rates by Scholarship Aid**

Cohort	Scholarship	Total	% Cohort	Retained Spring Semester	% Retained	Retained 2 <sup>nd</sup> Fall	% Retained
2012	Any	293	69.1%	232	79.2%**		
	None	131	30.9%	86	65.6%		
2011	Any	333	80.4%	249	74.8%*	189	56.8%
	None	81	19.6%	50	61.7%	40	49.4%
2010	Any	238	74.4%	195	81.9%*	126	52.9%*
	None	82	25.6%	56	68.3%	34	10.6%
2009	Any	325	85.8%	235	72.3%	165	50.8%**
	None	54	14.2%	34	63.0%	18	4.7%
2008	Any	406	92.9%	305	75.1%**	193	47.5%**
	None	31	7.1%	11	35.5%	5	1.1%
2007	Any	311	89.6%	228	73.3%	144	46.3%
	None	36	10.4%	27	75.0%	15	4.3%
2006	Any	352	88.9%	268	76.1%**	165	46.9%**
	None	44	11.1%	22	50.0%	15	3.8%
2005	Any	120	51.1%	101	84.2%**	78	65.0%**
	None	115	48.9%	77	67.0%	47	20.0%
	Total	235		178	75.7%	125	53.2%
2004	Any	140	55.1%	115	82.1%	80	57.1%
	None	114	44.9%	83	72.8%	53	20.9%
2003	Any	104	47.3%	93	89.4%**	71	68.3%**
	None	116	52.7%	84	72.4%	54	24.5%
2002	Any	96	45.3%	84	87.5%*	68	70.8%**
	None	116	54.7%	84	72.4%	61	28.8%
2001	Any	56	23.8%	47	83.9%	34	60.7%
	None	179	76.2%	127	70.9%	85	36.2%
2000	Any	96	35.8%	84	87.5%**	62	64.6%**
	None	172	64.2%	117	68.0%	66	24.6%

\* significant at the p<.05 level

\* \*significant at the p<.01 level



**Table: 11 Retention Rates by Type of Scholarship**

		Total in Fall	Retained Spring	% Retained	Lottery Scholarship Spring	Retained 2 <sup>nd</sup> Year	% Retained
<b>2012</b>	Legislative Gold	4	4	100.0%	4		
	Legislative Silver	11	10	90.9%	9		
	HU Zia	58	47	81.0%	40		
	Success in New Mexico	34	31	91.2%	NA		
	Road to Success	52	38	73.1%	20		
	Opportunity Grant	20	17	85.0%	NA		
	Aim for the Lottery	42	24	57.1%	13		
<b>2011</b>	Legislative Gold	6	6	100%	6	5	83.3%
	Legislative Silver	11	7	63.6%	7	7	63.6%
	HU Zia	78	63	80.8%	43	52	66.7%
	Success in New Mexico	16	12	75%	NA	10	62.5%
	Road to Success	48	37	77.1%	19	26	54.2%
	Opportunity Grant	25	18	72%	NA	14	56.0%
	Aim for the Lottery	25	15	60%	6	6	24.0%
<b>2010</b>	Legislative Gold	6	6	100%	6	6	100.0%
	Legislative Silver	8	6	75%	6	6	75.0%
	HU Zia	47	37	78.7%	25	27	57.4%
	Success in New Mexico	11	10	90.9%	NA	7	63.6%
	Road to Success	53	40	75.5%	20	17	32.1%
	Aim for the Lottery	17	12	70.6%	6	7	41.2%
<b>2009</b>	Legislative Gold	5	4	80%	4	4	80.0%
	Legislative Silver	9	9	100%	9	7	77.8%
	HU Zia	80	68	85%	55	50	62.5%
	Road to Success	57	39	68.4%	29	30	52.6%
	Aim for the Lottery	28	19	67.9%	7	11	39.3%
	All HOPE	128	81	63.3%		53	41.4%
<b>2008</b>	Legislative Gold	5	5	100.0%	4	5	100%
	Legislative Silver	21	21	100.0%	20	15	71.1%
	HU Zia	97	84	86.6%	65	58	59.8%
	Road to Success	65	43	66.2%	22	65	43.1%
	Aim for the Lottery	58	31	53.4%	10	16	27.6%
	All HOPE	154	116	75.3%		60	41.7%
<b>2007</b>	Legislative Gold	6	5	83.3%	5	5	83.3%
	Legislative Silver	4	4	100%	3	4	100%
	HU Zia	87	70	80.5%	58	55	63.2%
	Road to Success	63	41	65.1%	25	23	36.5%
	Aim for the Lottery	55	32	58.2%	9	15	27.3%
	All HOPE	94	74	78.7%		40	42.6%
<b>2006</b>	Legislative Gold	3	3	100%	1	1	33.3%
	Legislative Silver	16	15	93.8%	9	9	56.3%
	HU Zia	92	78	84.8%	43	51	55.4%
	Road to Success	76	54	71.1%	13	30	39.5%
	Aim for the Lottery	60	41	68.3%	8	20	33.3%
	All HOPE	93	65	69.9%		46	49.5%

**Table 12: Retention Rates by First-Year Initiative Participation**

		Returned spring semester	Did not return	% Retained	Returned 2 <sup>nd</sup> fall	Did not return	% Retained
Fall 2012	Intervention	250	84	74.9%			
	No Intervention	68	22	75.6%			
Fall 2011	Intervention	126	56	69.2%	99	83	54.4%
	No Intervention	172	60	74.1%	128	104	55.2%
Fall 2010	Intervention	125	30	80.6%	70	85	45.2%
	No Intervention	125	40	75.8%	90	75	54.5%
Fall 2009	Intervention	182	68	72.8%	119	131	47.6%
	No Intervention	87	42	67.4%	64	65	49.6%
Fall 2008	Intervention	255	82	75.7%**	161	176	47.8%*
	No Intervention	61	39	61.0%	37	63	37.0%
Fall 2007	Intervention	232	80	74.4%	148	164	47.4%
	No Intervention	23	12	65.7%	11	24	31.4%
Fall 2006	Intervention	243	84	74.3%	150	177	45.9%
	No Intervention	47	22	68.1%	30	39	43.5%
Fall 2005	Intervention	157	43	78.5%*	109	91	54.5%
	No Intervention	21	14	60.0%	16	19	45.7%
Fall 2004	Intervention	158	44	78.2%	104	98	51.5%
	No Intervention	40	12	76.9%	29	23	55.8%
Fall 2003	Intervention	148	31	82.7%	110	69	61.5%**
	No Intervention	29	12	70.7%	15	26	36.6%
Fall 2002	Intervention	141	36	79.7%	105	72	59.3%
	No Intervention	27	8	77.1%	24	11	68.6%
Fall 2001	Intervention	125	34	78.6%*	89	70	56.0%
	No Intervention	49	26	65.3%	30	45	40.0%
Fall 2000	Intervention	161	51	75.9%	102	110	48.1%*
	No Intervention	40	16	71.4%	26	30	46.4%

\* significant at the p<.05 level

\* \*significant at the p<.01 level

**Table 13: Retention Rates by Student Support Services Participation**

Cohort		Returned spring semester	Did not return	% Retained	Returned 2 <sup>nd</sup> fall	Did not return	% Retained
Fall 2012	SSS	151	48	75.9%			
	Non-SSS	167	58	74.2%			
Fall 2011	SSS	140	54	72.2%	116	78	59.8%*
	Non-SSS	158	62	71.8%	111	109	50.5%
Fall 2010	SSS	131	34	79.4%	77	88	46.7%
	Non-SSS	119	36	76.8%	83	72	53.5%
Fall 2009	SSS	37	120	76.4%*	85	72	54.1%*
	Non-SSS	73	149	67.1%	98	124	44.1%
Fall 2008	SSS	149	41	78.4%**	86	61	58.5%**
	Non-SSS	167	80	67.6%	112	178	38.6%
Fall 2007	SSS	135	39	77.6%**	81	78	50.9%*
	Non-SSS	119	54	68.8%	78	110	41.5%
Fall 2006	SSS	125	19	86.8%**	76	60	55.9%
	Non-SSS	166	86	65.9%	104	156	40.0%**
Fall 2005	SSS	103	22	82.4%*	73	50	59.3%*
	Non-SSS	75	35	68.2%	52	60	46.4%
Fall 2004	SSS	133	13	91.1%**	87	51	63.0%**
	Non-SSS	64	44	59.3%	46	70	39.7%
Fall 2003	SSS	102	21	82.9%	73	48	60.3%
	Non-SSS	74	23	76.3%	52	47	52.5%
Fall 2002	SSS	111	31	78.2%	87	47	64.9%
	Non-SSS	55	15	78.6%	42	36	53.8%
Fall 2001	SSS	105	28	78.9%	69	55	55.6%
	Non-SSS	67	34	66.3%	50	60	45.5%
Fall 2000	SSS	102	16	86.4%**	62	38	62.0%**
	Non-SSS	99	51	66.0%	66	102	39.3%

\* significant at the p<.05 level

\* \*significant at the p<.01 level

**Table 14: Percentage of First-time Freshmen Taking Developmental Courses Their First Semester**

	Just Dev English	Just Dev Math	Both	Neither	% Both	% Neither	% Any
Fall 2012	66	85	96	177	22.6%	41.7%	58.3%
Fall 2011	114	104	10	186	2.4%	44.9%	55.1%
Fall 2010	117	48	16	139	5.0%	43.4%	56.6%
Fall 2009	146	56	9	168	2.4%	44.3%	55.7%
Fall 2008	43	88	134	172	30.7%	39.4%	60.6%
Fall 2007	47	57	105	138	30.3%	39.8%	60.2%
Fall 2006	56	77	109	154	27.5%	38.9%	61.1%
Fall 2005	25	57	102	51	43.4%	21.7%	78.3%
Fall 2004	42	54	69	89	27.2%	35.0%	65.0%
Fall 2003	36	29	105	50	47.7%	22.7%	77.3%
Fall 2002	69	11	84	48	39.6%	22.6%	77.4%
Fall 2001	77	19	94	44	40.2%	18.8%	81.2%
Fall 2000	36	83	93	56	34.7%	20.9%	79.1%

**Table 15: Retention Rates by On-Campus Housing Participation**

		Returned spring semester	Did not return	% Retained	Returned 2 <sup>nd</sup> fall	Did not return	% Retained
Fall 2012	On-campus	240	33	87.9%**			
	Off-campus	78	73	51.7%			
Fall 2011	On-campus	205	52	79.8%**	154	103	59.9%**
	Off-campus	93	64	59.2%	73	84	46.5%
Fall 2010	On-campus	158	38	80.6%	99	97	50.5%
	Off-campus	92	32	74.2%	61	63	49.2%
Fall 2009	On-campus	174	63	73.4%	112	125	47.3%
	Off-campus	95	47	66.9%	71	71	50.0%
Fall 2008	On-campus	159	36	81.5%**	92	103	47.2%
	Off-campus	157	85	64.9%	106	136	43.8%
Fall 2007	On-campus	138	29	82.6%**	74	93	44.3%
	Off-campus	117	63	65.0%	85	95	47.2%
Fall 2006	On-campus	157	45	77.7%*	90	112	44.6%
	Off-campus	133	61	68.6%	90	104	46.4%
Fall 2005	On-campus	88	21	80.7%	62	42	56.9%
	Off-campus	90	36	71.4%	63	63	50.0%
Fall 2004	On-campus	87	18	82.9%	54	51	51.4%
	Off-campus	111	38	74.5%	79	70	53.0%
Fall 2003	On-campus	76	17	81.7%	54	39	58.1%
	Off-campus	101	26	79.5%	71	56	55.9%
Fall 2002	On-campus	74	15	83.1%	55	34	61.8%
	Off-campus	94	29	76.4%	74	49	60.2%
Fall 2001	On-campus	73	24	75.3%	48	49	49.5%
	Off-campus	101	36	73.7%	71	66	51.8%
Fall 2000	On-campus	101	26	79.5%	57	70	44.9%
	Off-campus	100	41	79.9%	71	70	50.4%

\* significant at the p<.05 level

\* \*significant at the p<.01 level

**Table 16: Retention Rates by Number of Credits Taken First Semester**

		Returned spring semester	Did not return	% Retained	% of cohort taking less than 15 credits
Fall 2012	15 or more	223	60	78.8%*	
	Less than 15	95	45	67.9%	33.1%
Fall 2011	15 or more	209	60	77.7%**	
	Less than 15	88	54	62.0%	34.5%
Fall 2010	15 or more	170	50	77.3%	
	Less than 15	80	18	81.6%	30.8%
Fall 2009	15 or more	175	67	72.3%	
	Less than 15	94	42	69.1%	36.0%
Fall 2008	15 or more	261	86	75.2%**	
	Less than 15	55	34	61.8%	20.4%
Fall 2007	15 or more	206	64	76.3%*	
	Less than 15	49	28	63.6%	22.2%
Fall 2006	15 or more	204	58	77.9%**	
	Less than 15	86	46	65.2%	33.5%
Fall 2005	15 or more	146	41	78.1%	
	Less than 15	32	16	66.7%	20.4%
Fall 2004	15 or more	117	23	83.6%*	
	Less than 15	81	33	71.1%	44.9%
Fall 2003	15 or more	131	27	82.9%	
	Less than 15	46	14	76.7%	27.5%
Fall 2002	15 or more	126	29	81.3%	
	Less than 15	42	15	73.7%	26.9%
Fall 2001	15 or more	116	24	82.9%**	
	Less than 15	57	34	62.6%	39.4%
Fall 2000	15 or more	125	25	83.3%**	
	Less than 15	76	42	64.4%	44.0%

\* significant at the p<.05 level

\* \*significant at the p<.01 level