



# University of British Columbia

## 2014 Annual Report on Enrolment: Okanagan Campus

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a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

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# Introduction

The Okanagan enrolment report for the 2014 year identifies that this year the campus will fall just under the domestic enrolment level mandated and funded by the province of British Columbia. Government funding is allocated for a defined number of full time equivalent (FTE) domestic students and the official calculation of FTEs is based on values as of March 2015. For the Okanagan campus of UBC 6971 student FTEs are funded. It is not possible to translate that number into an exact headcount of students, because for most students the calculation depends on their average course credit load, which fluctuates from year to year. Based on preliminary data for the 2014/15 year, 7483 students make up the estimate of 6639 FTE, which is a utilization rate of 95% against the ministry target.

Although government funding allocation is based on full-time equivalent students, headcounts are still presented throughout this report, including a detailed breakdown by faculty and degree program in Appendix A.

Enrolment strategy focuses on maintaining domestic enrolment levels and pursuing the optimal distribution of enrolments across academic programs to ensure the health of the campus and student satisfaction. The campus strategy continues to seek increased aboriginal student enrolment and graduation, improved retention rates in all programs, and increased international student enrolment.

The transition from a growing campus to one that manages enrolment within an unchanging funding model takes four or five years to stabilize. The Okanagan campus is into year three of that transition. In a growth period, most of the increased enrolment is realized through new first year students. The entering first year class is disproportionately large in each of the initial growth years of the campus. In the transition to steady state enrolment, to ensure that we did not exceed our funded enrolments a slightly smaller first-year class was enrolled. The details in this report identify a compounding effect of several smaller entering classes, which contribute significantly to the projected utilization rate of 95%.

Enrolling students from diverse backgrounds enriches the learning environment for all students and international students are an essential component for that enrichment. International students are self-funded, so growth in international enrolment does not draw from government funding allocations or displace domestic students. Details within this report reflect a continued trend of growth in international student enrolment and detail the diversity in the countries of origin for these students. Similarly, aboriginal student enrolment continues to increase every year through a number of efforts including Aboriginal Access programming and retention efforts.

# Admissions

The admission process involves a series of filters, some controlled by the applicant (e.g. choosing to include all the required information) and some controlled by UBC (e.g. establishing minimum performance thresholds). At each stage the number of applicants moving forward is decreased. These steps are commonly referred to as the “enrolment funnel” and within the process ‘conversion rates’ are carefully monitored. In this report we explore the conversion rate that represents the percentage of admitted students who subsequently register at UBC’s Okanagan campus and how that rate has trended over the past five years. The following charts are based only on undergraduate students whose first choice was the Okanagan campus.

In 2014, even though undergraduate domestic applications decreased from the previous year, the quality of applicants was high and the number of accepted offers of admission declined at a slightly smaller rate, so enrolments did not drop as much as the number of applications initially suggested. A trend of declining numbers of applications has emerged over the past three years. There are several interrelated reasons for this decline including;

- A declining number of graduating high school students both regionally and nationally  
  
BC Stats Population projections and estimates for the Okanagan and the province of British Columbia show that the number of 15 to 24 year olds peaked in 2013 and will decline every year until 2022. After that the projection is for slight increases in subsequent years.
- Introduction of the holistic admission process that requires greater effort by applicants to provide all necessary information may discourage some from completing the process

While the impact is not measured at this time, our holistic application process requires more effort by students in that they have to answer several open ended questions thoughtfully and in writing.

- Elimination of automatic entrance scholarships for domestic students

This action was carefully considered and recommended three years ago because it was found to make little difference in how domestic students chose where to attend university. Nevertheless, there may be some impact on overall enrolment of new students and this possibility should be evaluated. If there is a measurable impact, perhaps there is opportunity to implement carefully purposed domestic entrance scholarships, rather than blanket awards.

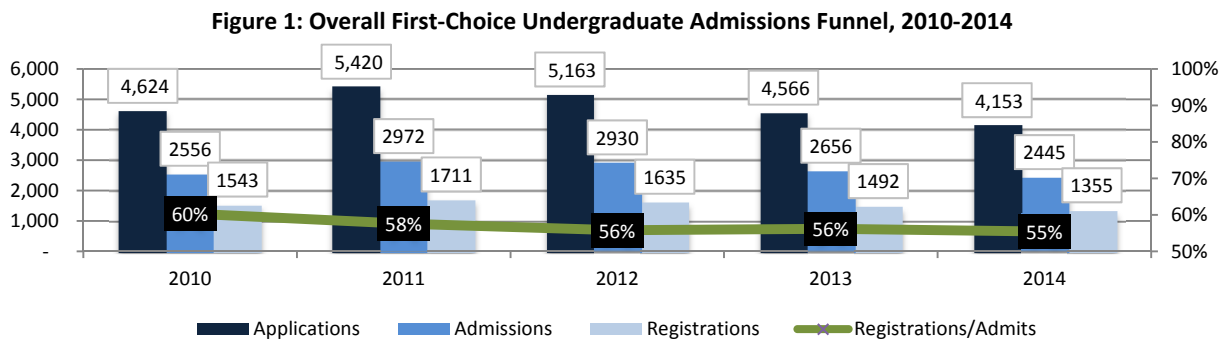
The extent to which these factors contribute to enrolment has yet to be evaluated and validated. Furthermore, since several actions have been taken at the same time, it is difficult to isolate the specific impact of each change. Nevertheless, efforts are underway to review the emerging data and respond to the conclusions.

### Admissions Funnel

The Admissions funnel displayed below is for students who applied to a program at UBC’s Okanagan campus as their first choice (Figures 1 through 3). The funnel shows the number of applications, admitted students, and subsequent registrations for each year. The yield rate is the percentage of admitted students who registered on the Okanagan campus, or registrations divided by admissions.

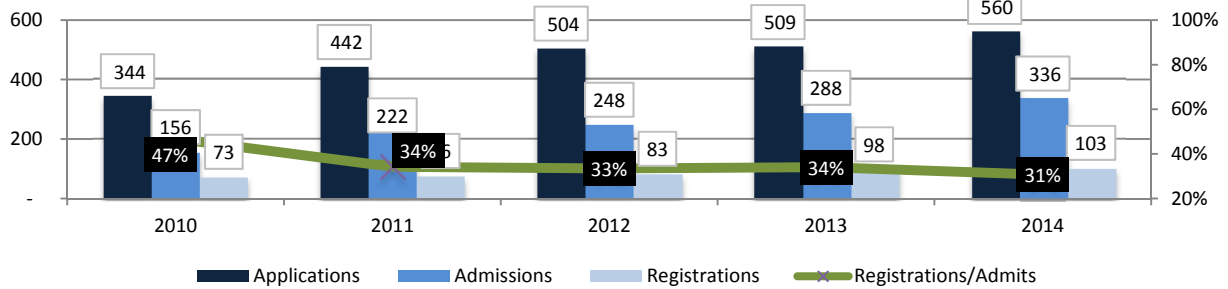
### Overall Undergraduate Students

The yield rate of admitted students who selected our Okanagan campus as their first choice and registered has been fairly steady over the past three years, while the number of first-choice international student applications and admissions have been increasing over time. Despite the lower applications for domestic first-choice students, the ratio of admissions-to-applications has been steadily increasing for both domestic and international students.



## International Undergraduate Students

Figure 2: International First-Choice Undergraduate Admissions Funnel, 2010-2014



## Domestic Undergraduate Students

Figure 3: Domestic First-Choice Undergraduate Admissions Funnel, 2010-2014

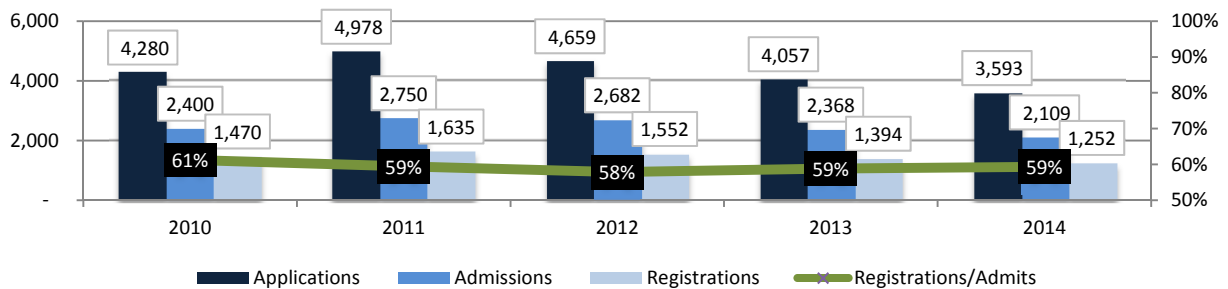
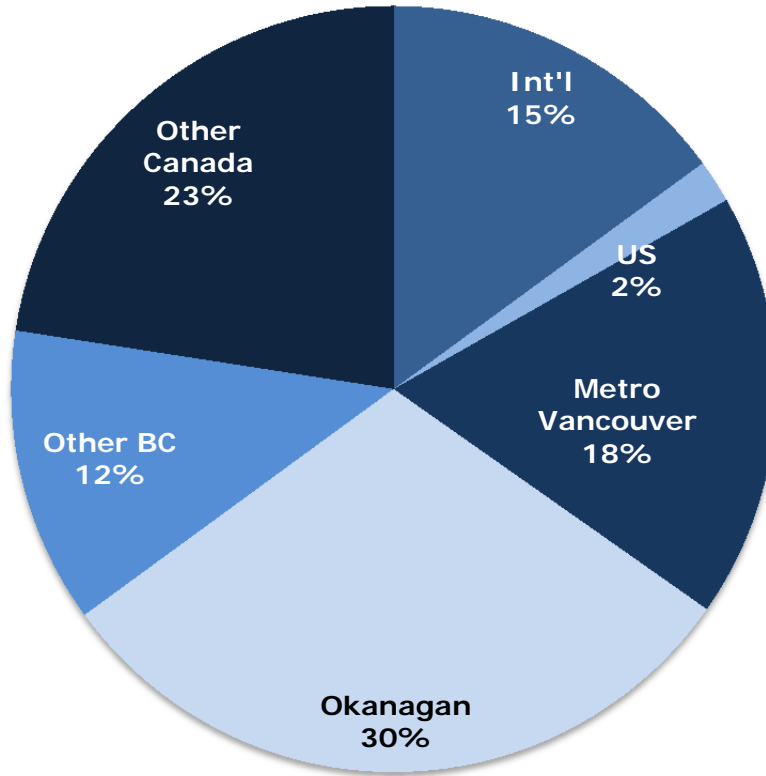


Figure 4 displays the general locations of where our direct-entry new students who came to UBC this year originate. Over the past three years, the proportion of students arriving from Metro Vancouver has declined slightly, while the proportion of students arriving from Canada outside BC and the rest of the world has increased. The proportion of students arriving from other locations has stayed roughly constant.

**Figure 4: Direct-entry, new to UBC Student Origins,  
2014 winter term (n=1370)**

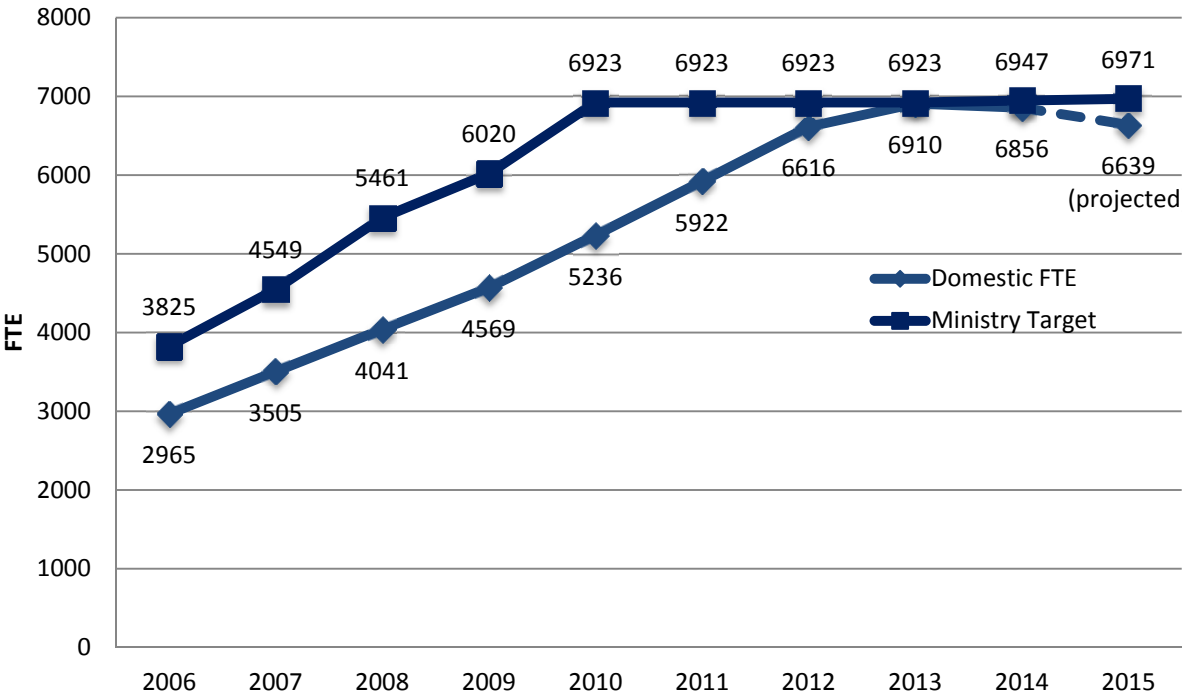


Note: Student Origin data is based on where a student applied from, and not necessarily on international or domestic status; 14% of New to UBC students in 2014 were classified as international students.

# Enrolment

Dramatic enrolment growth for eight consecutive years led the campus to 100% utilization of ministry funding in 2012. Figure 5 identifies an estimate of 95% utilization this year based on preliminary data to be confirmed in March. The campus objective is for this trend line to be essentially flat at 100% as long as government funding is unchanged; however, this is only for domestic students. The ministry funded FTE value increased by a count of 24 this year to 6971 due to a funded nursing partnership program with Okanagan College. For international students, the enrolment objective is for continued growth at a rate similar to what has been achieved in each of the last five years. This is explained in more detail with Figure 9 below.

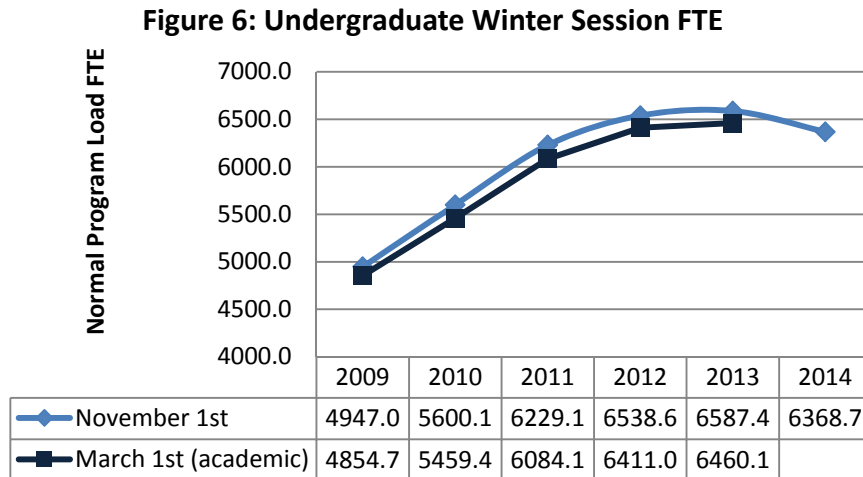
**Figure 5: Okanagan Funded Domestic FTE and Actual Domestic FTE**



Overall undergraduate FTE enrolment growth is diagrammed in Figure 6. FTE enrolment represents the number of students registered each year, adjusted based on the number of credits taken and the normal number of credits by program. The undergraduate winter student FTE count declined by 3.5% over 2013 (November 1). The March 1 data tend to be lower than the November 1 numbers for several reasons: first, some students who attend the first winter term (September to December) do not return for the second term (January to April); second, some students who stay for the second term decide to lower their course loads, and this is reflected in our FTE calculation; finally, relatively few undergraduate students begin programs



in the second winter term, so the reductions due to the first two factors are not offset by any significant gains.



### ***Overall Student Headcount***

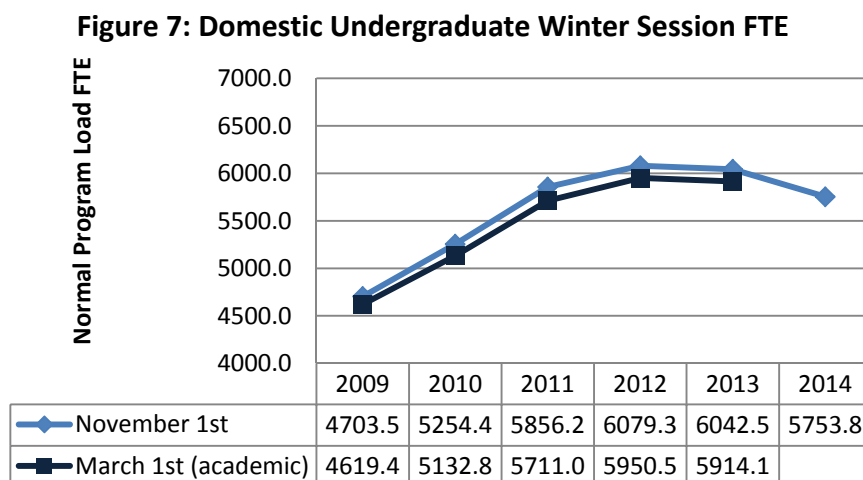
Table 1 below shows the November 1<sup>st</sup> fall headcount for UBC’s Okanagan since 2008. The headcount differs from the FTE count in that each student is counted as one head, regardless of program or full- or part-time status.

**Table 1: Overall Student Headcount**

	2008	2009	2010	2011	2012	2013	2014
Undergraduate Total	5061	5671	6533	7224	7667	7748	7530
Domestic	4832	5377	6124	6777	7116	7098	6797
ISI International	229	294	409	447	551	650	733
Graduate Total	329	446	543	691	643	640	682
Domestic	297	377	442	545	496	481	486
International	32	69	101	146	147	159	196
<b>TOTAL</b>	<b>5390</b>	<b>6117</b>	<b>7076</b>	<b>7915</b>	<b>8310</b>	<b>8388</b>	<b>8212</b>

## Domestic Enrolment

Figure 7 shows the growth lines for domestic undergraduate FTE's. While the trend lines in Figures 6 and 7 are very similar it can be observed that increases in international student enrolment are more than offset by a decline in domestic student enrolment. The November 1<sup>st</sup> lines are based on preliminary actual values. The March 1<sup>st</sup> lines are the final actuals reported to the ministry.

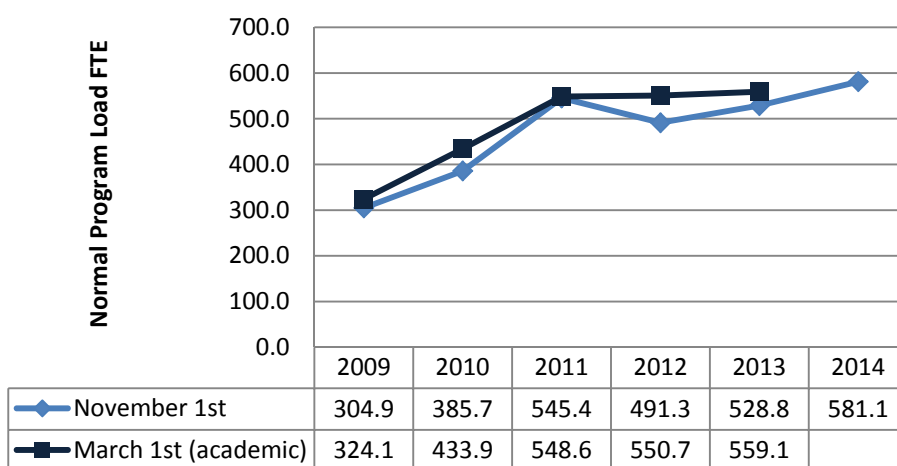


As with the trends in admissions, there are declines in total enrolment in each of the past two years. The perceived major factors contributing to the decline in applications have a direct effect on enrolment. There is one additional factor affecting new student enrolment in 2014: the practice of making alternate offers to domestic students in many direct entry programs was discontinued. This practice involved extending an offer of admission to applicants who initially applied only to Vancouver UBC programs but were not admitted. Alternate offers for some similar Okanagan programs were then extended, but only to applicants who satisfied all the relevant Okanagan admission thresholds. In previous years only 10% of these offers resulted in an enrolled student and a high proportion of these students retained the goal of returning to the Vancouver campus. The impact of discontinuing this practice is a reduction of approximately 100 students. These short term losses are necessary to reinforce the perception that the Okanagan is a destination campus and to create a more committed student body, resulting in improved student retention through to degree completion. We continue to make alternate offers to international students, who are not admitted through the English Foundations Program.

## Graduate Enrolment

Graduate annualized FTE (Figure 8) is calculated slightly differently from undergraduate FTE due to the differing nature of graduate programs. A student counts for one full FTE if they are enrolled full-time throughout the entire school year (May through April). Because relatively few graduate students leave their studies after one semester and quite a few begin programs in January, the March 1 FTE count tends to be higher than the November 1 count.

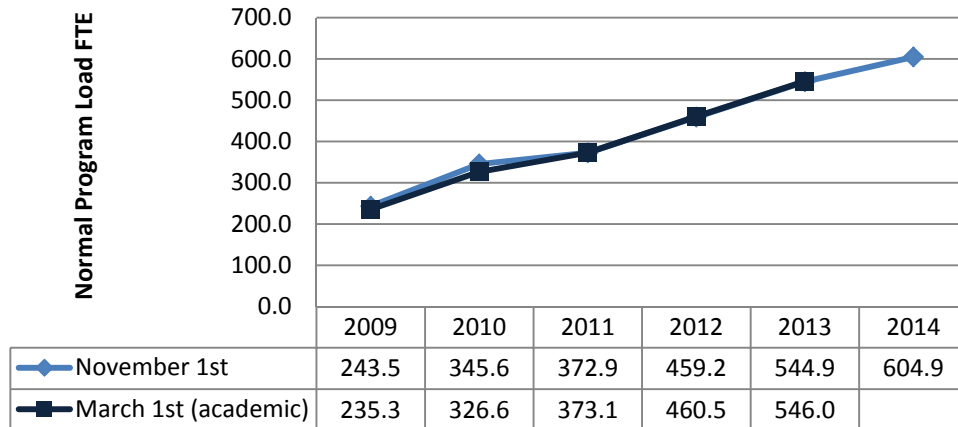
**Figure 8: Graduate Annualized FTE**



## International Enrolment

International enrolment (Figure 9) continues to show strong growth at the Okanagan campus, particularly in the most recent three years. A large subset of international students is identified as ISI (International Student Initiative) students. “ISI” refers to international undergraduate students who are in Canada on student or visitor visas and pay the international differential tuition fee, including both degree and non-degree students. There are a small number of additional undergraduate international students on other tuition plans as well as international graduate students.

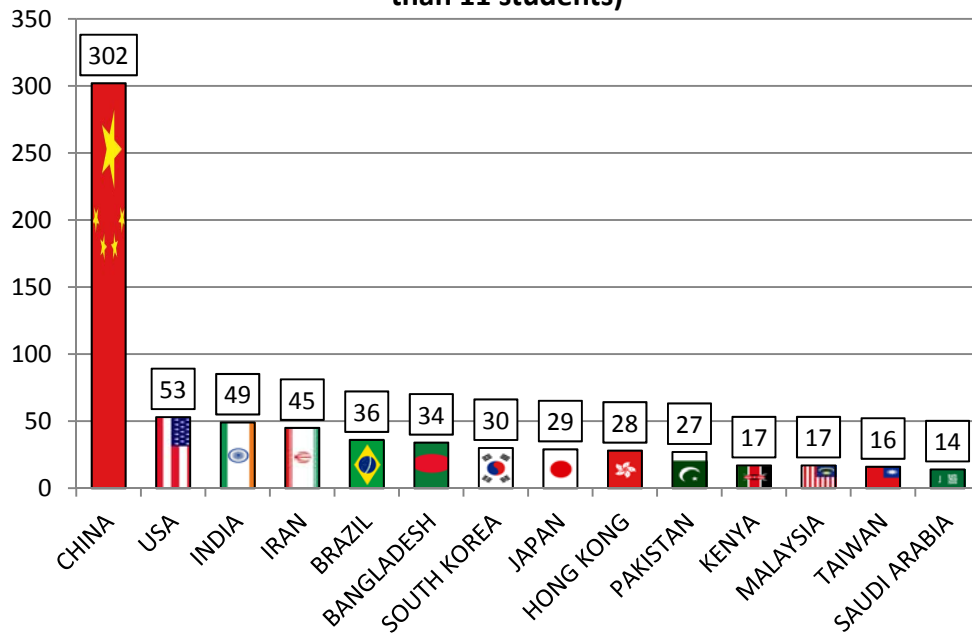
**Figure 9: International Undergraduate Winter FTE**



Recruitment efforts carried out by the International Student Initiative marketing and recruitment unit recruits students from international, US as well as local Canadian secondary schools and English language schools in Canada. The ISI also recruits for international students entering UBC O as college transfer students. The ISI team operates an aggressive direct and indirect recruitment program, with offices based in the Okanagan, as well as Vancouver, together with off-shore recruiting personnel stationed in Hong Kong, India, Brazil and the UK. Altogether the ISI recruits in 76 different countries and 26 US states. These efforts continue to be extremely successful for the Okanagan campus, showing an increase of approximately 11% in the international undergraduate FTE count over last year, and with students coming in from 78 different countries. It is worth noting that a high proportion of ISI students also come to UBC O from BC high schools, colleges and ESL schools.

At the Okanagan campus, students from China again represent the largest percentage of the international student body. This is a trend that is apparent across Canada, as well as in other host countries, such as the US, the UK and Australia, where China is the number one source of international students. The US is the second largest source of international students to both UBC Okanagan and Vancouver, and India has shown positive signs of growth at 3<sup>rd</sup> place. Figure 10 shows the top countries of origin for international students at UBC’s Okanagan campus across both undergraduate and graduate programs.

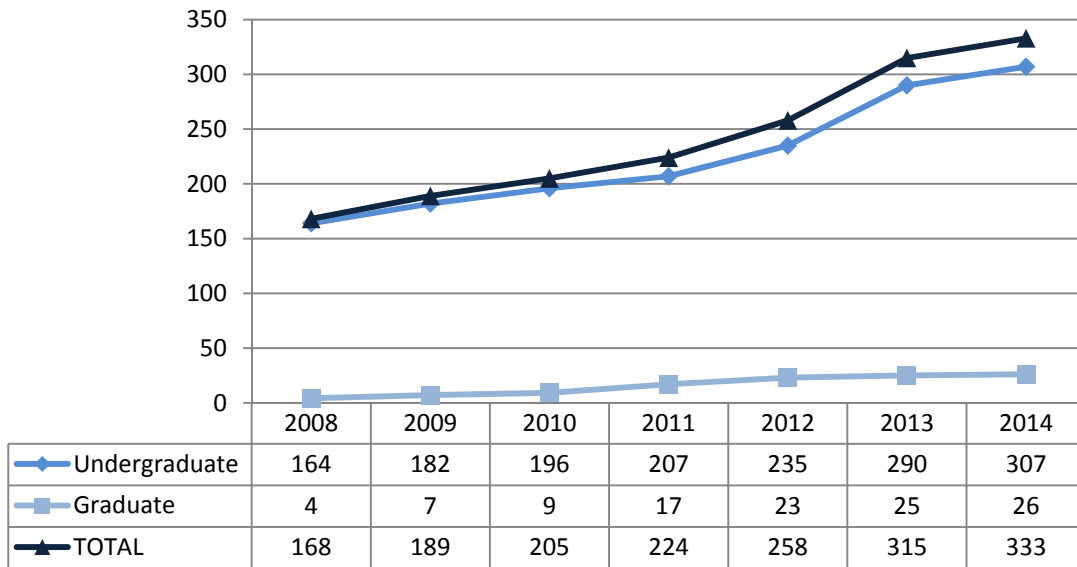
**Figure 10: All students-- International enrolment by country of citizenship, winter 2014 (includes countries with more than 11 students)**



## Aboriginal Student Enrolment

Aboriginal student enrolment is now at the highest level in the history of the Okanagan campus. The increase of 6% over the previous year for undergraduate Aboriginal students is a particular success, especially considering that domestic enrolment as a whole at UBC's Okanagan campus declined in 2014. Clearly, enrolment initiatives such as Aboriginal Access and targeted admissions in nursing and human kinetics are contributing factors to this positive trend. Figure 11 shows the growth in Aboriginal student headcount at UBC's Okanagan campus since 2008 at the undergraduate, graduate, and total level.

**Figure 11: Aboriginal Student Headcount, 2008-2014**



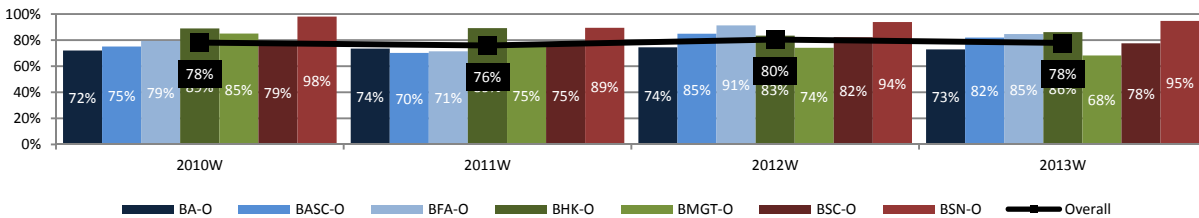
# Student Retention

This section explores student retention rates for UBC’s Okanagan campus over the past four years. Figures 12 to 14 focus on campus retention, meaning that students formally transferring to a Vancouver UBC program are counted as a loss. This summary includes new to UBC, first-year, full-time students starting their programs on the Okanagan campus and enrolling at the Okanagan campus in the following year.

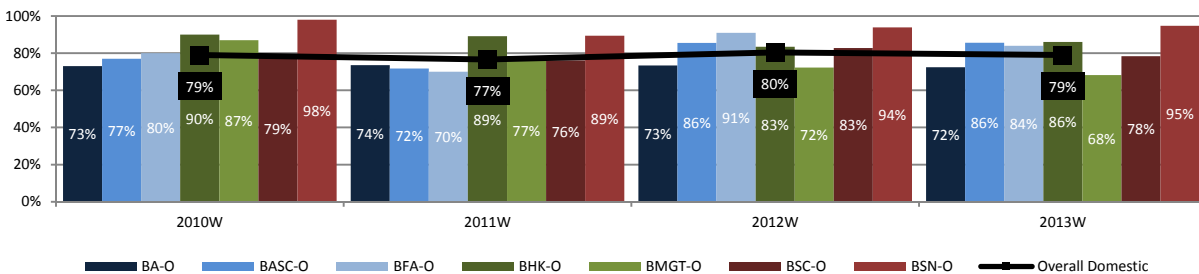
## Undergraduate Student Retention

Over the previous four years retention rates from first to second year have been relatively consistent. Note that the charts show clusters of bars for each year where each set of bars represents a degree program. Generally speaking, the smaller the enrolment in a degree program, the more the bars will fluctuate because of the impact that each enrolment has on the percentage. The following charts show first year new to UBC retention only.

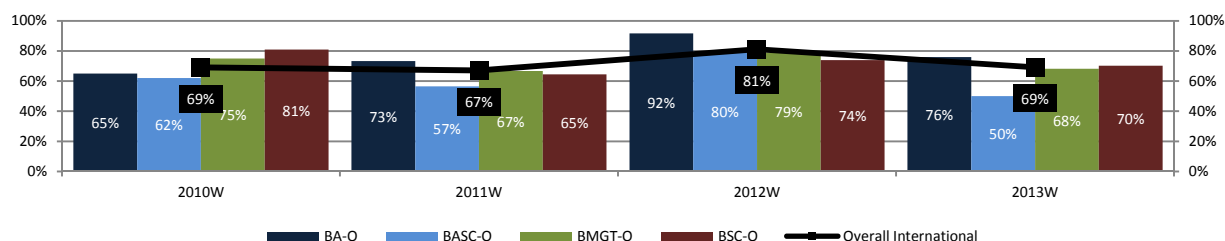
**Figure 12: Overall Undergraduate Retention by degree program, 2010-2013**



**Figure 13: Domestic Undergraduate Retention by degree program, 2010-2013**



**Figure 14: ISI Undergraduate Retention by degree program, 2010-2013**



ISI International retention rates have remained steady over the past four years. Despite the drop in first year retention in the most recent year, retention rates from second to third and third to fourth year have increased, likely due to improving academic qualification of new students, a growing appreciation on the part of applicants of the distinctiveness between UBCs two campuses, more robust and wider selection of academic programs, an improved campus environment, more on-campus housing with guaranteed access for first-year students and maturation of several key student engagement programs.

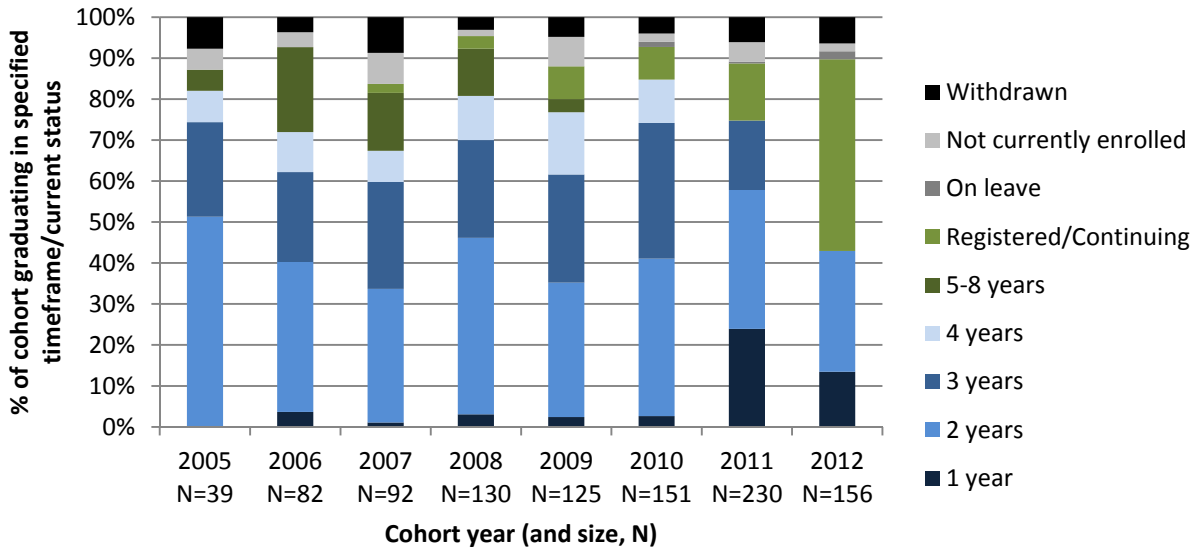
Improving retention rates continues to be a key objective for the campus and will be a focus of Strategic Enrolment Management analysis.

### ***Graduate Time to Completion***

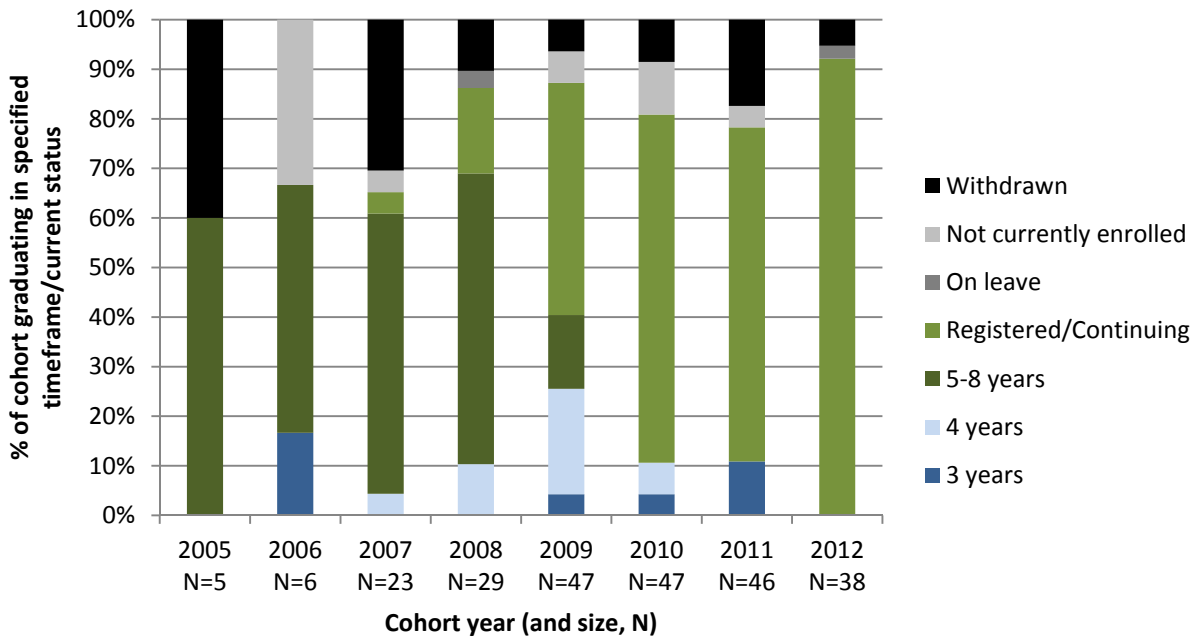
Figures 15 and 16 show the time to completion for each cohort of Master’s and PhD students, respectively, since 2005. Each graduate student is counted in these charts only once, in the year in which they began their graduate program (their cohort year), and each category represents their status as of September 2014. Also note that students starting in certain cohorts who cannot have finished their program within a particular time frame (e.g., within 4 years or more) given that they haven’t had this amount of time within their program yet, will not have those categories listed for those cohort years.



**Figure 15: Time to completion: All Master's programs**



**Figure 16: Time to completion: All PhD programs**



# Strategic Initiatives

UBC's Okanagan campus is a young and distinctive learning community earning international recognition for excellence in research and teaching. We are at the point in our evolution where we have accomplished many great things, including; tripling the physical infrastructure of the campus; building an intensive research community; and establishing new programs, including professional programs. An enormous investment in infrastructure and resources has enabled us to build a vibrant learning and research community here in the BC Interior. As we stabilize, we have the insights to think about the future in a more informed way than even a few years ago.

We are now developing our vision for the next phase of life for our campus. "Aspire" is a consultative process with our university community for envisioning our future opportunities in transformative learning, research excellence and community engagement. The Okanagan campus aspires to be a model of innovation and interdisciplinary programming as an expression of UBC's core commitments.

- Provide seamless learning experiences grounded in the integration of innovative teaching, opportunities for application, and research
- Co-create knowledge and understanding across traditional boundaries
- Foster innovation and entrepreneurial approaches to sustainable social and economic development that have local relevance and global impact
- Manifest strong connections and collaborations between students, faculty, alumni and our regional and global communities
- Be an example of well-being for healthy people and environments
- Provide opportunities for students to:
  - Work across disciplines
  - Conduct research
  - Develop skills to become:
    - Creative and critical thinkers
    - Resilient

- Resourceful
- Leaders and agents of change
- Interculturally aware and respectful of difference
- Experienced in practice

### ***Enrolment Planning***

Efforts have been initiated to better coordinate the foundation of enrolment planning across campuses. This will include creation of a real-time reporting dashboard and overseeing a review of the effectiveness of holistic admissions.

### ***Domestic Recruiting***

Recruiting has seen some restructuring earlier this calendar year that moved away from having regionalized teams within the department, to a more comprehensive approach for a single team. A domestic undergraduate recruiting strategic plan is under development with the first stage, an environmental scan, in the final stages.

The Destination: UBC initiative which invited applicants with an offer of admission an opportunity to receive a subsidy to visit their campus saw 268 students visit the Okanagan campus with 204 of those students now in attendance. This yield rate of 76% is well above the campus average of 55%.

### ***Constituency of One***

In 2014, Student Recruitment & Advising conducted a pilot project to determine if the inclusion of a handwritten note in the offer of admission could serve to the acceptance (or “yield”) rate among top admitted students. The notes referred to content included in the applicant’s personal profile, personally recognizing the applicant for their accomplishments. Notes were written by UBC staff (Student Recruiter Advisors, Enrolment Service Professionals, etc.) and by faculty.

The results of the pilot project suggested that among newly admitted BC secondary school students, the notes had the potential to increase yield, but only if written by faculty. In all other cases, when staff wrote the notes, no changes in applicant behaviour were noted.

The pilot project also suggested that a positive effect on yield (in the order of an increase of 5 – 10 percentage points) could be seen among admitted students from Canadian secondary

schools outside of BC. This included notes written by UBC staff. The sample sizes are somewhat small, so some caution should be exercised with this conclusion.

### ***Students Aging Out of Care***

One year ago UBC introduced a tuition waiver for students who were formerly Children in Care in the province of British Columbia. This initiative already demonstrates positive results in the effect it has on the students and the positive contributions they offer to UBC. Efforts will be undertaken to increase the awareness about this opportunity and expand the number of students enrolled with the assistance of the waiver.

## Appendix A: Okanagan Headcount Enrolment by Faculty, Program, and Citizenship

Faculty	Program	2013			2014		
		Domestic	International	Total	Domestic	International	Total
Non-Degree	Access Studies	87		87	56		56
	Exchange*	9		9		29	29
	Unclassified	117	1	118	76	1	77
	Visiting	9		9	6	34	40
<b>Faculty Total</b>		<b>222</b>	<b>1</b>	<b>223</b>	<b>138</b>	<b>64</b>	<b>202</b>
Applied Science	Bachelor of Applied Science	746	59	805	762	57	819
	Master of Applied Science	24	43	67	27	53	80
	Master of Engineering	3	10	13	1	16	17
	Master of Science					1	1
	Doctor of Philosophy	24	54	78	32	65	97
<b>Faculty Total</b>		<b>797</b>	<b>166</b>	<b>963</b>	<b>822</b>	<b>192</b>	<b>1014</b>
Arts and Science	Bachelor of Arts	1955	205	2160	1754	227	1981
	Bachelor of Science	1869	158	2027	1899	175	2074
	Pre-Pharmacy Studies	43		43	1		1
	Master of Arts	35	2	37	42	2	44
	Master of Science	52	10	62	48	14	62
	Doctor of Philosophy	66	24	90	68	31	99
<b>Faculty Total</b>		<b>4020</b>	<b>399</b>	<b>4419</b>	<b>3812</b>	<b>449</b>	<b>4261</b>
Education	Bachelor of Education, Elementary	116		116	115	1	116
	Bachelor of Education, Secondary	67		67	68		68
	Certificate Programs			0	15		15
	Diploma Programs	2		2	25		25
	Master of Arts	20	3	23	20		20
	Master of Education	42	1	43	44	1	45
	Doctor of Philosophy	12	1	13	10		10
<b>Faculty Total</b>		<b>259</b>	<b>5</b>	<b>264</b>	<b>297</b>	<b>2</b>	<b>299</b>
Creative/Critical	Bachelor of Arts	179	5	184	189	6	195
	Bachelor of Fine Arts	142	10	152	114	9	123
	Master of Arts	17	2	19	12	2	14
	Master of Fine Arts	16	1	17	13		13
	Doctor of Philosophy	14	1	15	11	2	13
<b>Faculty Total</b>		<b>368</b>	<b>19</b>	<b>387</b>	<b>339</b>	<b>19</b>	<b>358</b>
Health/Soc. Dev.	Bachelor of Arts in Health Studies			0			0
	Bachelor of Human Kinetics	627	3	630	612	4	616
	Bachelor of Science in Nursing	478		478	498		498
	Bachelor of Social Work	26		26	1		1
	Master of Arts	2		2	3		3
	Master of Science	24	1	25	24	1	25
	Master of Science in Nursing	24	1	25	20	1	21
	Master of Social Work	77	2	79	81	1	82
Doctor of Philosophy	24	1	25	24	2	26	
<b>Faculty Total</b>		<b>1282</b>	<b>8</b>	<b>1290</b>	<b>1263</b>	<b>9</b>	<b>1272</b>
Management	Bachelor of Management	626	209	835	577	219	796
	Master of Arts	2		2	3		3
	Doctor of Philosophy	3	2	5	3	4	7
<b>Faculty Total</b>		<b>631</b>	<b>211</b>	<b>842</b>	<b>583</b>	<b>223</b>	<b>806</b>
<b>Grand Total</b>		<b>7579</b>	<b>809</b>	<b>8388</b>	<b>7254</b>	<b>958</b>	<b>8212</b>

\*Note: Exchange students do not pay international student fees, so they are not included in counts of "ISI" international students. Here they are counted as international students.

## Appendix B: International Attrition rates by Degree program and Year Level

Program	2011 into 2012			2012 into 2013			2013 into 2014			
	Year level	Cohort	System	Campus	Cohort	System	Campus	Cohort	System	Campus
BA-O		170	16.5%	21.2%	184	13.6%	17.9%	204	11.8%	18.1%
	1	83	22.9%	27.7%	70	18.6%	24.3%	78	11.5%	26.9%
	2	42	11.9%	21.4%	39	5.1%	12.8%	40	10.0%	12.5%
	3	29	10.3%	10.3%	39	15.4%	17.9%	54	13.0%	13.0%
	4	16	6.3%	6.3%	36	11.1%	11.1%	32	12.5%	12.5%
BASC-O		39	15.4%	30.8%	45	8.9%	15.6%	60	5.0%	21.7%
	1	27	18.5%	40.7%	23	13.0%	26.1%	23	13.0%	52.2%
	2	9	11.1%	11.1%	13	7.7%	7.7%	20	0.0%	5.0%
	3	3	0.0%	0.0%	7	0.0%	0.0%	9	0.0%	0.0%
	4				2	0.0%	0.0%	8	0.0%	0.0%
BFA-O		10	0.0%	0.0%	12	8.3%	8.3%	10	10.0%	10.0%
	1	4	0.0%	0.0%	4	0.0%	0.0%	1	0.0%	0.0%
	2	3	0.0%	0.0%	2	50.0%	50.0%	4	25.0%	25.0%
	3	2	0.0%	0.0%	4	0.0%	0.0%	2	0.0%	0.0%
	4	1	0.0%	0.0%	2	0.0%	0.0%	3	0.0%	0.0%
BHK-O		7	14.3%	28.6%	5	20.0%	20.0%	3	0.0%	0.0%
	1	1	0.0%	0.0%	2	50.0%	50.0%	2	0.0%	0.0%
	2	3	0.0%	33.3%	1	0.0%	0.0%			
	3	1	100.0%	100.0%		0.0%	0.0%			
	4	2	0.0%	0.0%	2	0.0%	0.0%	1	0.0%	0.0%
BMGT-O		119	8.4%	15.1%	166	6.6%	13.3%	201	6.0%	16.9%
	1	47	19.1%	34.0%	59	15.3%	25.4%	86	4.7%	27.9%
	2	19	5.3%	10.5%	40	2.5%	10.0%	43	2.3%	7.0%
	3	30	0.0%	0.0%	33	3.0%	9.1%	40	2.5%	2.5%
	4	23	0.0%	0.0%	34	0.0%	0.0%	32	18.8%	18.8%
BSC-O		91	13.2%	13.2%	119	12.6%	17.6%	155	14.2%	23.2%
	1	46	23.9%	23.9%	53	11.3%	18.9%	79	16.5%	31.6%
	2	21	4.8%	4.8%	29	17.2%	24.1%	32	12.5%	18.8%
	3	15	0.0%	0.0%	23	17.4%	17.4%	20	10.0%	10.0%
	4	9	0.0%	0.0%	14	0.0%	0.0%	24	12.5%	12.5%
<b>Grand Total</b>		<b>438</b>	<b>13.0%</b>	<b>18.3%</b>	<b>531</b>	<b>10.7%</b>	<b>16.0%</b>	<b>633</b>	<b>9.8%</b>	<b>19.1%</b>

## Appendix C: Domestic Attrition rates by Degree program and Year Level

Program	2011 into 2012			2012 into 2013			2013 into 2014			
	Year level	Cohort	System	Campus	Cohort	System	Campus	Cohort	System	Campus
BA-O		2279	16.5%	18.9%	2263	19.2%	21.1%	2120	17.5%	19.8%
	1	712	25.0%	29.1%	651	33.0%	37.0%	498	29.7%	35.1%
	2	458	19.9%	24.2%	490	18.2%	21.2%	437	16.9%	21.1%
	3	561	11.4%	12.1%	556	11.0%	11.5%	617	9.1%	9.4%
	4	548	8.0%	8.0%	566	12.2%	12.2%	568	16.5%	16.5%
BASC-O		646	6.5%	11.3%	690	7.2%	8.4%	753	6.8%	8.5%
	1	205	12.7%	27.8%	172	15.1%	19.8%	191	10.5%	16.8%
	2	155	9.0%	9.0%	200	9.5%	9.5%	181	9.4%	9.9%
	3	167	0.6%	0.6%	174	1.7%	1.7%	234	4.7%	4.7%
	4	119	0.8%	0.8%	144	1.4%	1.4%	147	2.0%	2.0%
BFA-O		166	12.7%	13.3%	150	12.7%	12.7%	142	14.8%	16.2%
	1	48	25.0%	27.1%	38	21.1%	21.1%	38	18.4%	21.1%
	2	39	12.8%	12.8%	34	17.6%	17.6%	26	26.9%	30.8%
	3	32	6.3%	6.3%	37	8.1%	8.1%	37	5.4%	5.4%
	4	47	4.3%	4.3%	41	4.9%	4.9%	41	12.2%	12.2%
BHK-O		526	6.8%	9.3%	588	8.3%	10.4%	624	7.1%	9.5%
	1	206	9.2%	13.1%	190	14.2%	18.4%	183	9.3%	13.7%
	2	144	9.0%	11.1%	146	7.5%	8.9%	135	7.4%	11.1%
	3	89	3.4%	5.6%	124	1.6%	3.2%	141	2.1%	3.5%
	4	87	1.1%	1.1%	128	7.0%	7.0%	165	8.5%	8.5%
BMGT-O		644	7.8%	10.6%	655	9.6%	11.9%	628	9.6%	12.1%
	1	165	14.5%	23.0%	145	24.1%	33.1%	139	21.6%	30.9%
	2	140	13.6%	16.4%	152	12.5%	13.8%	121	13.2%	15.7%
	3	174	1.7%	1.7%	160	2.5%	2.5%	163	1.2%	1.2%
	4	165	2.4%	2.4%	198	2.5%	2.5%	205	5.9%	5.9%
BSC-O		1541	13.2%	16.7%	1763	14.4%	17.1%	1857	12.6%	15.0%
	1	572	19.9%	25.0%	602	20.3%	24.8%	566	20.7%	25.8%
	2	364	12.9%	17.9%	431	16.7%	20.2%	435	9.9%	12.4%
	3	320	7.5%	8.8%	386	10.4%	11.7%	433	9.2%	10.2%
	4	285	6.7%	7.7%	344	5.8%	6.1%	423	8.0%	8.0%
BSN-O		450	5.6%	5.8%	454	4.0%	4.2%	477	3.1%	3.4%
	1	119	10.1%	10.9%	120	5.8%	6.7%	126	7.1%	7.9%
	2	116	7.8%	7.8%	121	4.1%	4.1%	118	5.1%	5.1%
	3	103	2.9%	2.9%	110	2.7%	2.7%	127	0.0%	0.0%
	4	112	0.9%	0.9%	103	2.9%	2.9%	106	0.0%	0.0%
<b>Grand Total</b>		<b>6392</b>	<b>11.9%</b>	<b>14.7%</b>	<b>6681</b>	<b>13.5%</b>	<b>15.5%</b>	<b>6601</b>	<b>12.1%</b>	<b>14.2%</b>