

Section 1 - Program Productivity

Purpose: To provide program “*productivity*” trend data in terms of headcount, enrollment and graduate data.

Data: The data is provided using duplicated across terms and unduplicated formats. *Duplicated data* counts a student every term s/he is enrolled in the program. *Unduplicated data* counts the student only in the first term s/he is enrolled in the program.

Headcount enrollment (HC). For each term, headcount is the number of students enrolled in the program. Table 1 uses the *duplicated* format and each student enrolled in the program in the term is counted. Table 2 uses the *unduplicated* format and students are only counted in the first term they are enrolled in the program.

Full Time Equivalent (FTE). 1 FTE student equates to 12 credit hours. The total credit hours taken by students enrolled in the program in the indicated term is divided by 12 to produce the FTE hours in the table.

Graduates. Program graduates are based on an *unduplicated* format and only counted in the term that they graduated in the program.

Use: Trend enrollment (Headcount, FTE, and graduate data) provides a basis for assessing the productivity and sustainability of the academic program and answer and raise such questions as:

Are a sufficient number of students actively enrolling in the program to justify its continuation?

Is Headcount enrollment (HC) evidencing an increase/decrease over time; is/was this an expected trend; is this something that needs to be addressed through planning/further research?

Is the program producing sufficient graduates to meet job market requirements?

FTE is an indicator of the number of credit hours students are taking. Are students in the program generating sufficient FTE? Is there an increasing/decreasing trend?

Table 1 exhibits the program’s Headcount, FTE and Graduates by term, providing a by term-snapshot of the program’s overall productivity. Headcount and FTE are based on the *duplicated* format and Graduates are based on the *unduplicated* format. This table

Table 2 exhibits *unduplicated* Headcount and FTE data for students enrolled in the program for the first time, providing an indicator of program vitality based on the trend of the influx of new students into the program. Ideally the number of new students enrolling in the program will be fairly consistent or consistently increasing over time. The FTE for the students starting the program in a given term provides an indicator of the potential time frame for that cohort of students to complete the program. Students starting out with less than a full academic load take usually take longer to graduate.

**TABLE 1- HC and FTE by Term for Marketing
Duplicated Across Terms**

Year	SEMESTER								
	FALL			SPRING			SUMMER		
	Enrolled	FTE	GRADS	Enrolled	FTE	GRADS	Enrolled	FTE	GRADS
2007	163	148.5	12	165	143.2	18	87	52.6	6
2008	174	150.2	5	154	129.1	16	72	46.7	14
2009	150	126.7	3	158	127	17	88	49.1	7
2010	145	116.7	.	160	130.1	.	79	46.2	.

SOURCE: CERS Official Files

TABLE 2 - HC and FTE by Start Term for Marketing

Year	SEMESTER					
	FALL		SPRING		SUMMER	
	Enrolled	FTE	Enrolled	FTE	Enrolled	FTE
2007	65	63.9	50	45.8	20	13.8
2008	68	60.2	49	43.2	18	13.7
2009	57	52.7	48	38.7	21	13.5
2010	55	47.8	44	40.2	12	7.3

Source: CERS Official Files

Note: Start term is 1st time student was in the program

Section 2 Enrollment by Courses Type

PURPOSE: To provide information on the type of course mix that program students enroll in.

DATA: *Duplicated data* counts a student every term s/he is enrolled in the program.
Unduplicated data counts the student only in the first term s/he is enrolled in the program.

The Course Types are defined as follows:

Major Courses- The total number of students enrolled in the program that term enrolled in **at least 1 major course** and not enrolled in any DVS Courses. **Major Courses** are defined as those core discipline courses that are actually controlled by the program

Major & DVS Courses - The total number of students enrolled in the program that term enrolled in at least 1 major course **and** at least 1 DVS course.

Total Non-Major Courses Only- The total number of students enrolled in the program that term **not enrolled in any major courses**. **Non-Major** courses are defined as courses that are not controlled by the program.

Curricula Only- The total number of students enrolled in the program that term enrolled only in Non-major courses and no DVS courses. **Curricula** courses are defined as non-dvs academic courses that are not owned by the program.

Curricula and DVS Courses- The total number of students enrolled in the program that term enrolled in at least 1 Non-major and at least 1 DVS course.

DVS Only Courses- The total number of students enrolled in the program that term enrolled only in DVS courses. **DVS** courses are defined as English, Math, and Reading courses numbered 0 or 100.

USE: **Table3** (*duplicated*) provides overall information about the courses program students are taking. The sequence of program course offerings is a large determinant of when and what courses students take. The question to ask is “Does the course mix match what I expected?” (i.e., Is the percentage of students enrolled and not taking any major courses higher or lower than your expectation?)

Table 4 (*unduplicated*) provides information on the initial readiness of the students enrolled in the program for the first time. A consistent high number of students enrolled in DVS courses implies a potentially longer time for the student to graduate, a higher potential for attrition, and a higher need for support, from both the program and other college offices

**TABLE 3- Enrollment of Marketing Students By Type Courses By Term
Duplicated Across Terms**

	Total HC	Enrolled Major Courses	Enrolled Major & DVS	Total Non-Major Only	Enrolled Curricula Courses Only	Enrolled DVS Only	Enrolled Curricula & DVS
Fall 2007-08	163	75	4	84	64	9	11
Spring 2008-09	319	148	16	155	125	16	14
Summer 2008-09	159	65	2	92	77	4	11
Fall 2008-09	174	66	15	93	67	9	17
Fall 2009-10	150	67	7	76	56	8	12
Spring 2009-10	158	64	8	86	76	5	5
Summer 2009-10	88	32	2	54	45	5	4
Fall 2010-11	145	58	6	81	57	11	13
Spring 2010-11	160	63	3	94	76	5	13
Summer 2010-11	79	24	2	53	49	1	3

Category Definitions:

MAJOR COURSES- Enrolled in at least 1 major course & no DVS Courses
 MAJOR & DVS - Enrolled in at least 1 major crse and 1 DVS course
 Total NON-MAJOR Only: Enrolled only in Non-major and/or DVS courses
 CURRICULA ONLY-Enrolled only in Non-major courses and no DVS courses
 CURRICULA & DVS - Enrolled in at least 1 Non-major and 1 DVS course
 DVS ONLY- Enrolled only in DVS courses

**TABLE 4- Enrollment of Marketing Students
By Type Course By Start Term**

	Total HC	Enrolled Major Course	Enrolled Major & DVS	Total Non-Major Only	Enrolled Curricula Courses Only	Enrolled DVS Only	Enrolled Curricula & DVS
Fall 2007-08	65	27	4	34	21	7	6
Spring 2008-09	99	47	10	42	32	7	3
Summer 2008-09	38	18	.	20	14	2	4
Fall 2008-09	68	21	7	40	24	5	11
Fall 2009-10	57	17	6	34	20	7	7
Spring 2009-10	48	17	2	29	21	4	4
Summer 2009-10	21	6	2	13	8	3	2
Fall 2010-11	55	20	3	32	13	7	12
Spring 2010-11	44	16	2	26	17	2	7
Summer 2010-11	12	3	.	9	8	.	1

Category Definitions:

MAJOR COURSES- Enrolled in at least 1 Major course & no DVS Courses

MAJOR & DVS - Enrolled in at least 1 Major and 1 DVS course

Total NON-MAJOR Only: Enrolled only in Non-major and/or DVS courses

CURRICULA ONLY-Enrolled only in Non-major courses and no DVS courses

CURRICULA & DVS - Enrolled in at least 1 Non-major and 1 DVS course

DVS ONLY- Enrolled only in DVS courses

Section 3 Program Course Section Size

PURPOSE: To provide information on the use of faculty and classroom resources based on the section size of courses offered in the referenced terms.

DATA: Major courses are defined as those courses that are discipline specific and “owned” by the program. In most cases the 3 character prefix for the course is identified with the Associate Degree program; for example the ACCounting program “owns” the courses beginning with the ACC prefix; therefore table 5 for the Accounting program would only include the ACC courses. In those programs where the prefixes are shared by multiple programs, the specific courses are assigned to the correct major. The Computer Technology and Telecommunications Management programs both own CPT and IST prefix courses. Only the courses that each program owns is considered a MAJOR course.

USE: The data provides a mechanism for reviewing course offerings and identifying potentials for improving the use of resources based on section sizes. If there is a trend of multiple sections of the same course with small enrollments being offered in the same term, it may indicate a needed analysis to determine the reasons.

Table 5-A provides a display of the “Average” section size for each course by term. The standard is 12-20 students per section. This table provides a quick reference to evaluate your overall section loads.

Table 5-B provides a display of the exact section size. This table will quickly indicate if there is a trend in offering sections with smaller numbers and please note, there are situations where it is necessary to conduct sections with smaller than standard sizes. Sometimes the course may be a clinical or worksite course and thus the smaller numbers are justified.

TABLE 5-A - Average Section Size for MKT Courses

	COURSE											
	MKT101		MKT110		MKT120		MKT240		MKT260		MKT270	
	N	Avg	N	Avg	N	Avg	N	Avg	N	Avg	N	Avg
20071	10	24	2	11	3	11	1	22	2	11	3	12
20072	10	21	3	12	4	13	2	13	1	10	2	17
20073	2	12	1	13	1	11	1	13	1	15	1	14
20081	10	22	1	20	3	12	2	14	2	11	2	19
20082	9	26	2	17	3	19	4	15	1	16	2	15
20083	4	16	1	16	.	.	1	13	1	21	1	18
20091	10	27	2	16	2	20	1	6	1	18	1	27
20092	9	25	3	12	2	16	1	9	1	21	1	30
20101	11	21	2	14	3	16	2	15	1	21	1	17
20102	9	21	3	11	2	18	1	11	1	21	1	17
20103	4	12	1	6	1	14	1	9	1	5	1	14
20111	10	18	2	10	2	14	1	8	1	10	1	18

Source: CERS Official Opening Files

Note: Red numbers indicate average section size below standard.

Table 5-B Number of Sections by Section Size for MKT Sections

Course / Section Size		2007			2008			2009		2010			2011
		FALL	SPR	SUM	FALL	SPR	SUM	FALL	SPR	FALL	SPR	SUM	FALL
MKT101	1	.	1	.	.	.	.	.	.	.	.	.	.
	4	.	.	.	.	.	.	.	.	.	.	1	.
	5	.	1	.	.	.	.	.	.	.	.	.	.
	6	.	.	.	.	.	.	.	.	1	.	.	.
	8	.	.	.	.	.	1	.	.	.	.	.	.
	9	.	.	.	.	.	.	.	.	.	1	1	2
	10	.	.	.	.	.	1	.	.	1	.	.	.
	11	.	.	.	.	.	.	.	.	1	.	.	1
	12	.	.	2	.	.	.	.	.	.	1	.	.
	13	.	.	.	1	.	.	.	.	.	.	.	.
	14	.	.	.	.	.	.	.	.	.	.	.	1
	15	.	1	.	.	.	.	.	.	.	.	1	.
	16	1	.	.	.	.	.	.	1	1	.	.	1
	17	.	.	.	1	.	.	.	.	.	.	.	.
	18	.	.	.	1	.	.	.	.	.	1	.	.
	19	1	.	.	1	.	1	.	1	.	.	1	1
	20	1	.	.	.	.	.	.	.	1	.	.	.
	21	1	1	.	.	1	.	1	1	.	1	.	1
	22	.	1	.	.	1	.	.	.	.	.	.	1
	23	.	.	.	2	1	.	1	.	.	.	.	.
	24	1	.	.	2	.	.	.	.	1	1	.	.
	25	1	.	.	.	2	1	1	2	.	1	.	.

(Continued)

Source: CERS Official Opening Files

Note: Number in Section Size Column is the size of the section. Numbers in the term column indicate how many sections of that size were taught that term

Table 5-B Number of Sections by Section Size for MKT Sections

Course / Section Size		2007			2008			2009		2010			2011
		FALL	SPR	SUM	FALL	SPR	SUM	FALL	SPR	FALL	SPR	SUM	FALL
MKT101	26	.	.	.	.	.	.	1	.	.	2	.	.
	27	2	.	.	.	.	.	1	1	.	.	.	.
	28	.	1	.	.	1	.	2	1	1	1	.	1
	29	1	2	.	.	1	.	1	.	2	.	.	1
	30	.	2	.	2	2	.	2	1	2	.	.	.
	31	.	.	.	.	.	.	.	1	.	.	.	.
	32	1	.	.	.	.	.	.	.	.	.	.	.
MKT110	6	.	.	.	.	.	.	.	.	.	.	1	1
	7	1	1	.	.	.	.	1	1	.	.	.	.
	8	.	.	.	.	.	.	.	.	.	1	.	.
	9	.	1	.	.	.	.	.	.	.	.	.	.
	11	.	.	.	.	.	.	.	.	.	1	.	.
	12	.	.	.	.	.	.	.	1	1	.	.	.
	13	.	.	1	.	.	.	.	.	.	1	.	1
	14	1	.	.	.	1	.	.	.	.	.	.	.
	16	.	.	.	.	.	1	.	.	1	.	.	.
	17	.	.	.	.	.	.	.	1	.	.	.	.
	20	.	1	.	1	1	.	.	.	.	.	.	.
	24	.	.	.	.	.	.	1	.	.	.	.	.

(Continued)

Source: CERS Official Opening Files

Note: Number in Section Size Column is the size of the section. Numbers in the term column indicate how many sections of that size were taught that term

Table 5-B Number of Sections by Section Size for MKT Sections

Course / Section Size		2007			2008			2009		2010			2011
		FALL	SPR	SUM	FALL	SPR	SUM	FALL	SPR	FALL	SPR	SUM	FALL
MKT120	7	.	.	.	1	.	.	.	.	.	.	.	.
	8	1	.	.	.	.	.	.	.	.	.	.	.
	9	.	1	.	.	.	.	.	1	1	.	.	1
	11	1	.	1	1	.	.	1	.	1	.	.	.
	13	.	1	.	.	.	.	.	.	.	.	.	.
	14	.	.	.	.	1	.	.	.	.	.	1	.
	15	1	1	.	.	1	.	.	.	.	1	.	.
	16	.	1	.	.	.	.	.	.	.	.	.	.
	19	.	.	.	1	.	.	.	.	.	.	.	1
	21	.	.	.	.	.	.	.	.	.	1	.	.
	23	.	.	.	.	.	.	.	1	.	.	.	.
	27	.	.	.	.	1	.	.	.	1	.	.	.
	29	.	.	.	.	.	.	1	.	.	.	.	.
MKT240	6	.	.	.	1	1	.	1	.	.	.	.	.
	8	.	.	.	.	1	.	.	.	.	.	.	1
	9	.	.	.	.	.	.	.	1	1	.	1	.
	11	.	1	.	.	.	.	.	.	.	1	.	.
	13	.	.	1	.	.	1	.	.	.	.	.	.
	15	.	1	.	.	.	.	.	.	.	.	.	.
	21	.	.	.	.	.	.	.	.	1	.	.	.
	22	1	.	.	1	1	.	.	.	.	.	.	.
	23	.	.	.	.	1	.	.	.	.	.	.	.

(Continued)

Source: CERS Official Opening Files

Note: Number in Section Size Column is the size of the section. Numbers in the term column indicate how many sections of that size were taught that term

Table 5-B Number of Sections by Section Size for MKT Sections

Course / Section Size		2007			2008			2009		2010			2011
		FALL	SPR	SUM	FALL	SPR	SUM	FALL	SPR	FALL	SPR	SUM	FALL
MKT260	5	.	.	.	.	.	.	.	.	.	.	1	.
	8	1	.	.	.	.	.	.	.	.	.	.	.
	10	.	1	.	1	.	.	.	.	.	.	.	1
	11	.	.	.	1	.	.	.	.	.	.	.	.
	13	1	.	.	.	.	.	.	.	.	.	.	.
	15	.	.	1	.	.	.	.	.	.	.	.	.
	16	.	.	.	.	1	.	.	.	.	.	.	.
	18	.	.	.	.	.	.	1	.	.	.	.	.
	21	.	.	.	.	.	1	.	1	1	1	.	.
MKT270	6	1	.	.	.	.	.	.	.	.	.	.	.
	7	1	.	.	.	.	.	.	.	.	.	.	.
	9	.	.	.	.	1	.	.	.	.	.	.	.
	13	.	1	.	.	.	.	.	.	.	.	.	.
	14	.	.	1	.	.	.	.	.	.	.	1	.
	17	.	.	.	1	.	.	.	.	1	1	.	.
	18	.	.	.	.	.	1	.	.	.	.	.	1
	20	.	.	.	1	1	.	.	.	.	.	.	.
	21	.	1	.	.	.	.	.	.	.	.	.	.
	23	1	.	.	.	.	.	.	.	.	.	.	.
	27	.	.	.	.	.	.	1	.	.	.	.	.
	30	.	.	.	.	.	.	.	1	.	.	.	.

Source: CERS Official Opening Files

Note: Number in Section Size Column is the size of the section. Numbers in the term column indicate how many sections of that size were taught that term

Section 4 Post Graduate Opportunities

PURPOSE: To provide information on post graduate success in terms of employment and continued education and employment projections.

DATA:

The *Graduate follow-up survey (GFUS)* provides data on program graduates and post graduate employment. The state requires that 50% of all graduates be employed in a job related to their degree or be enrolled in college full-time in the fall term following graduation. The MTC standard is **90%**. This percentage is based on the number of the program graduates who respond favorably to the survey divided by the total number of program graduates.

Employment Projections: The employment projection and salary data is derived from multiple sources- EMSI and state and federal agencies. The college contracts EMSI, an econometric modeling company, for the development of industry and occupational projections within the MTC service area. The data is reliable but all forecast models are based on past events and anticipated future events; unforeseen events can negate the validity of projections. EMSI uses over 90 regional, state and federal data sources and updates their projections whenever new data is available, at least twice a year.

USE: **Table 6A** provides information from the GFUS to answer the questions:

(1) Are a sufficient percent of the graduates of the program securing employment in their field? If not, why not? (Jobs in this field being eliminated; recession; graduates need different skill sets than what they are getting;....)

(2) If a large percent of the program graduates are continuing their education, is it an expected event or do the graduates need additional skill sets to gain employment?

Employment Projections: The employment projections provide “a” picture of future employment and salary and projected salary information. This data answers questions about the programs future viability. Is the job market for graduates of this program increasing, decreasing or static? Is the salary (projected salary) for program graduates sufficient to encourage students to spend the resources to get a degree/diploma in this program?

Table 6A
Placement Rate Information for MKT Graduates
Number and Percentage of Graduates
Employed or Continuing Education

Year	Unduplicate d Count	Available for Employment and Cont. Educ.	Employed in Related Field		Continuing Education		Employed or Cont. Educ.	
			No	Percent	No.	Percent	No.	Percent
2004-2005	26	26	14	54%	3	12%	17	65%
2005-2006	32	32	24	75%	6	19%	30	94%
2006-2007	36	36	33	92%	1	3%	34	94%
2007-2008	36	35	30	86%	2	6%	32	89%
2008-2009	27	27	12	45%	7	26%	19	70%
2009-2010	34	33	11	33%	1	3%	12	36%

Source: MTC Job Placement Report

Employment Projections Summary

Region Info

Region: MTC service area

Description: official service area

County Areas: Fairfield, South Carolina (45039), Lexington, South Carolina (45063), Richland, South Carolina (45079)

Selected Occupations

Occupation	Education Level
Marketing managers (SOC 11-2021)	Degree plus work experience
Market research analysts (SOC 19-3021)	Bachelor's degree
First-line supervisors/managers of non-retail sales workers (SOC 41-1012)	Work experience in a related field
Advertising sales agents (SOC 41-3011)	Moderate-term on-the-job training

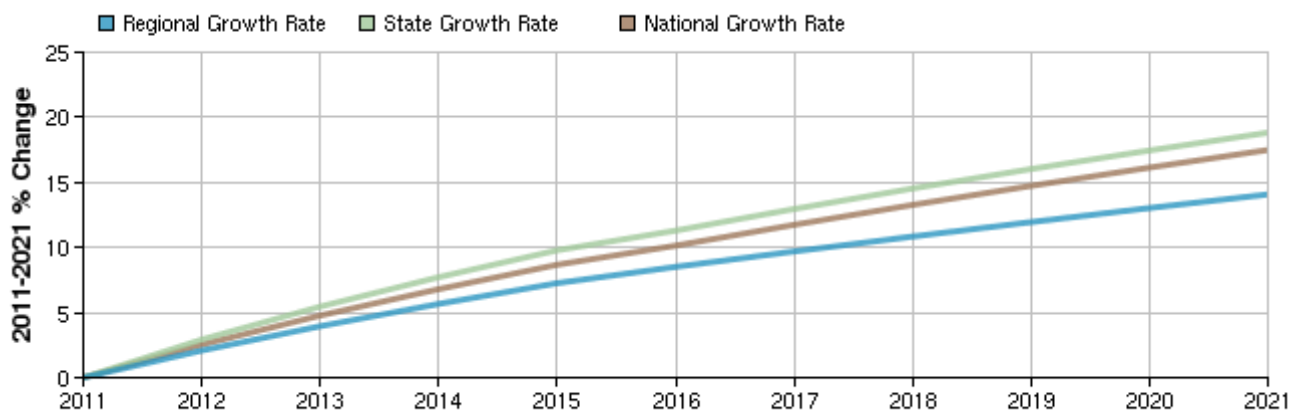
Executive Summary

Basic Information	
2011 Occupational Jobs	3,534
2021 Occupational Jobs	4,031
Total Change	497
Total % Change	14.09%
Openings	1,255
2011 Median Hourly Earnings	\$21.97

Economic Indicators	
2011 Location Quotient	0.84
2021 Location Quotient	0.84

Source: EMSI Complete Employment - 2011.4

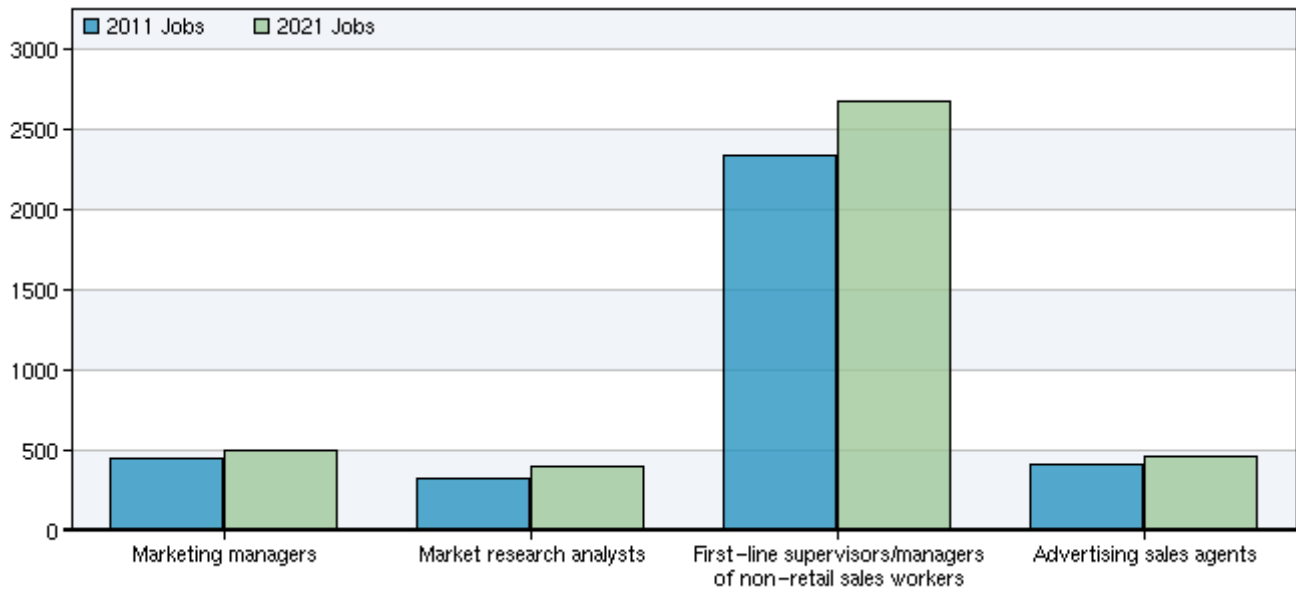
Occupational Change Summary



Region	2011 Jobs	2021 Jobs	Change	% Change	Openings	2011 Median Hourly Earnings
Regional Total	3,534	4,031	497	14%	1,255	\$21.97
State Total	19,331	22,969	3,638	19%	7,844	\$20.36
National Total	1,739,565	2,043,843	304,278	17%	690,967	\$26.24

Source: EMSI Complete Employment - 2011.4

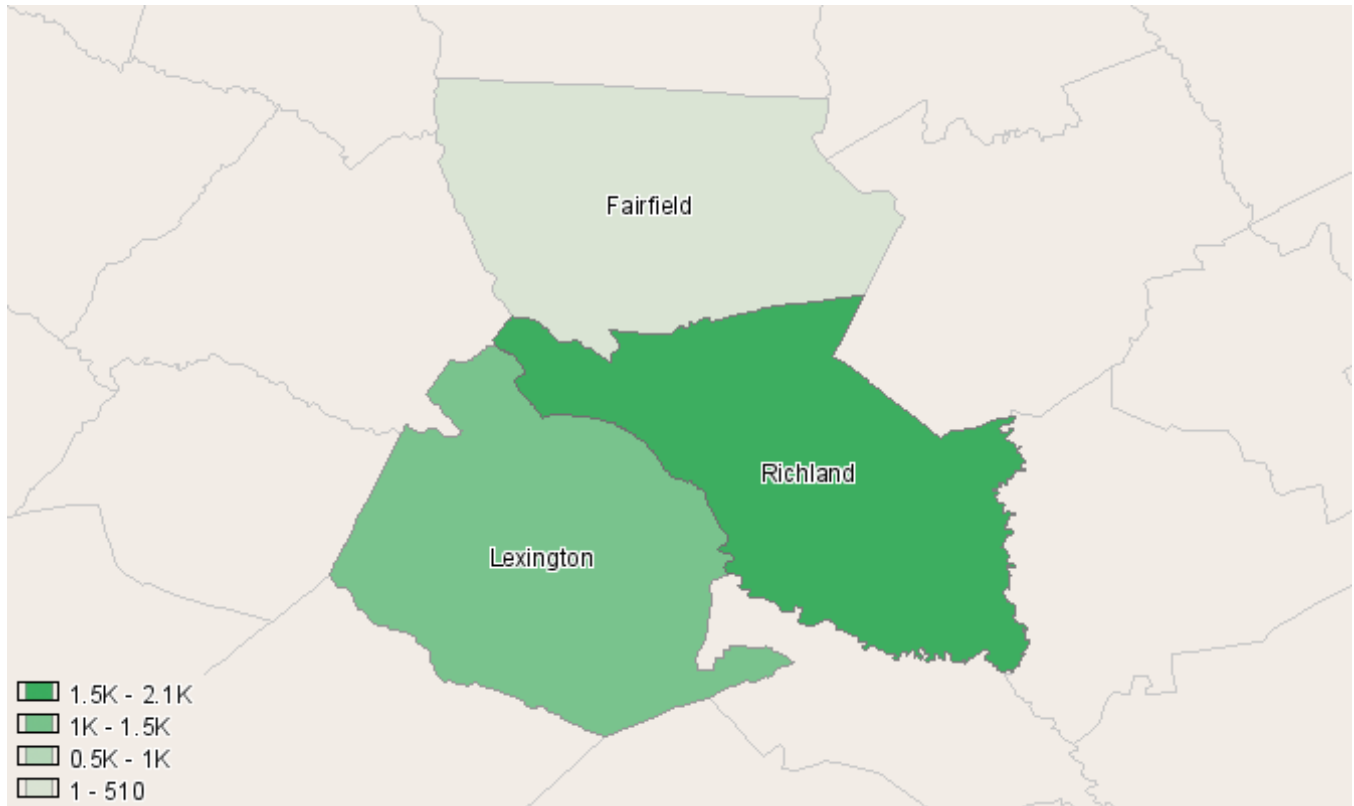
Occupational Breakdown



SOC Code	Description	2011 Jobs	2021 Jobs	Openings	2011 Median Hourly Earnings
11-2021	Marketing managers	449	494	142	\$32.78
19-3021	Market research analysts	326	399	160	\$21.45
41-1012	First-line supervisors/managers of non-retail sales workers	2,341	2,680	824	\$20.54
41-3011	Advertising sales agents	418	459	128	\$18.84
	Total	3,534	4,031	1,255	\$21.97

Source: EMSI Complete Employment - 2011.4

Occupation Distribution



County	2011 Jobs
Richland, SC (45079)	2,054
Lexington, SC (45063)	1,371
Fairfield, SC (45039)	110

Source: EMSI Complete Employment - 2011.4

Data Sources and Calculations

Occupation Data

Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-to-program (SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations by EMSI.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

State Data Sources

This report uses state data from the following agencies: South Carolina Employment Security Commission, Labor Market Information Department.

Section 5 Retention

Purpose: To provide program *retention data* to help evaluate the program's productivity, success and problems with moving students to completion.

Data: The data is cohort based. Both the Fall and Spring cohorts are determined by the first time a student is enrolled in the program. Each cohort is tracked through the Fall 2008 semester. Each cohort contains categories reflecting categorized by the type courses the students took in their 1st semester in the program.

Categories:

Major Courses- The total number of students enrolled in the program that term enrolled in **at least 1 major course** and not enrolled in any DVS Courses. **Major Courses** are defined as those core discipline courses that are actually controlled by the program

Major & DVS Courses - The total number of students enrolled in the program that term enrolled in at least 1 major course **and** at least 1 DVS course.

Total Non-Major Courses Only- The total number of students enrolled in the program that term **not enrolled in any major courses**. **Non-Major** courses are defined as courses that are not controlled by the program.

Curricula Only- The total number of students enrolled in the program that term enrolled only in Non-major courses and no DVS courses. **Curricula** courses are defined as non-dvs academic courses that are not owned by the program.

Curricula and DVS Courses- The total number of students enrolled in the program that term enrolled in at least 1 Non-major and at least 1 DVS course.

DVS Only Courses- The total number of students enrolled in the program that term enrolled only in DVS courses. **DVS** courses are defined as English, Math, and Reading courses numbered 0 or 100.

Retention events tracked are: (1)**Enrolled (still in the major)**, (2)**Graduated (in the major)**, (3) **Changed major** , (4) **Graduated (in non-cohort major)**. The starting cohort is "adjusted "for any students who change majors or graduate in another major (**Adjusted Cohort = Starting Cohort- Change Major – Grad other major**). The total retention ratio for each term is calculated as

$$\frac{\text{Graduated in major} + \text{Enrolled in major}}{\text{Adjusted Cohort}}$$

Notes: Each student is counted in only one category and one retention event per term. Students changing major (including grads) are removed from the cohort. However, if a student who was removed from the cohort re-enrolls and graduates from the cohort program, s/he is reentered into the cohort and counted as a graduate. Graduate counts are cumulative.

Use: Trend analysis. Are the grad/retention rates consistent across time? Are there certain categories of students who have lower grad/retention rates? Where are the largest decreases in the retention rates?

FTE is an indicator of the number of credit hours students are taking. Are students in the program generating sufficient FTE? Is there an increasing/decreasing trend?

**Table 7- Retention Tracking for - MKT
Cohort= 20071**

		Start Cohort	New Major	Grad in New Major	Adjusted Cohort	Retain in Major	Grad in Major	% Retain+Grad in Major
Fall 07 to Spring 08	Major Only	27	2	4	21	11	4	71
	Maj & DVS	4	1	0	3	3	0	100
	Curriculum	21	4	0	17	11	0	65
	Curric & DVS	6	2	0	4	4	0	100
	DVS Only	7	1	0	6	5	0	83
Fall 07 to Fall 08	Major Only	27	2	1	24	7	9	67
	Maj & DVS	4	1	0	3	3	0	100
	Curriculum	21	4	0	17	6	0	35
	Curric & DVS	6	2	0	4	2	0	50
	DVS Only	7	1	0	6	5	0	83
Fall 07 to Spring 09	Major Only	27	2	1	24	4	9	54
	Maj & DVS	4	1	0	3	2	0	67
	Curriculum	21	5	0	16	3	0	19
	Curric & DVS	6	3	0	3	1	0	33
	DVS Only	7	2	0	5	4	0	80
Fall 07 to Fall 09	Major Only	27	4	1	22	1	9	45
	Maj & DVS	4	2	0	2	1	0	50
	Curriculum	21	7	0	14	1	0	7
	Curric & DVS	6	3	0	3	0	0	0
	DVS Only	7	2	0	5	0	0	0
Fall 07 to Spring 10	Major Only	27	3	2	22	1	10	50
	Maj & DVS	4	2	0	2	1	0	50
	Curriculum	21	7	0	14	2	0	14
	Curric & DVS	6	3	0	3	0	0	0
	DVS Only	7	2	0	5	1	0	20
Fall 07 to Fall 10	Major Only	27	3	2	22	1	10	50
	Maj & DVS	4	2	0	2	1	0	50
	Curriculum	21	6	1	14	1	0	7
	Curric & DVS	6	4	0	2	0	0	0
	DVS Only	7	1	1	5	1	0	20
Fall 07 to Spring 11	Major Only	54	7	4	43	1	20	98
	Maj & DVS	8	4	0	4	1	0	50
	Curriculum	42	12	2	28	1	0	7
	Curric & DVS	12	8	0	4	0	0	0
	DVS Only	14	2	2	10	1	0	20
Fall 07 to Fall 11	Major Only	27	4	2	21	0	10	48
	Maj & DVS	4	2	0	2	1	0	50
	Curriculum	21	6	1	14	0	0	0
	Curric & DVS	6	4	0	2	0	0	0
	DVS Only	7	1	1	5	0	0	0

**Table 7- Retention Tracking for - MKT
Cohort= 20081**

		Start Cohort	New Major	Grad in New Major	Adjusted Cohort	Retain in Major	Grad in Major	% Retain+Grad in Major
Fall 08 to Spring 09	Major Only	21	2	0	19	9	1	53
	Maj & DVS	7	1	0	6	3	0	50
	Curriculum	24	1	1	22	12	0	55
	Curric & DVS	11	1	0	10	8	0	80
	DVS Only	5	0	0	5	3	0	60
Fall 08 to Fall 09	Major Only	21	1	0	20	4	5	45
	Maj & DVS	7	1	0	6	2	0	33
	Curriculum	24	2	0	22	5	2	32
	Curric & DVS	11	3	0	8	3	0	38
Fall 08 to Spring 10	DVS Only	5	1	0	4	0	0	0
	Major Only	21	2	0	19	3	5	42
	Maj & DVS	7	1	0	6	2	0	33
	Curriculum	24	3	0	21	3	2	24
Fall 08 to Fall 10	Curric & DVS	11	3	0	8	3	0	38
	DVS Only	5	1	0	4	0	0	0
	Major Only	21	2	0	19	0	6	32
	Maj & DVS	7	1	1	5	1	0	20
Fall 08 to Spring 11	Curriculum	24	3	0	21	3	3	29
	Curric & DVS	11	5	0	6	0	0	0
	DVS Only	5	1	0	4	0	0	0
	Major Only	21	2	0	19	0	6	32
Fall 08 to Fall 11	Maj & DVS	7	1	1	5	0	0	0
	Curriculum	24	3	0	21	3	3	25
	Curric & DVS	11	5	0	6	0	0	0
	DVS Only	5	1	0	4	0	0	0
Fall 08 to Spring 11	Major Only	21	4	0	17	0	6	35
	Maj & DVS	7	1	1	5	0	0	0
	Curriculum	24	4	0	20	2	3	25
	Curric & DVS	11	5	0	6	0	0	0
Fall 08 to Fall 11	DVS Only	5	1	0	4	0	0	0
	Major Only	21	4	0	17	0	6	35
	Maj & DVS	7	1	1	5	0	0	0
	Curriculum	24	4	0	20	2	3	25
Fall 08 to Spring 11	Curric & DVS	11	5	0	6	0	0	0
	DVS Only	5	1	0	4	0	0	0
	Major Only	21	4	0	17	0	6	35
	Maj & DVS	7	1	1	5	0	0	0
Fall 08 to Fall 11	Curriculum	24	4	0	20	2	3	25
	Curric & DVS	11	5	0	6	0	0	0
	DVS Only	5	1	0	4	0	0	0
	Major Only	21	4	0	17	0	6	35

**Table 7- Retention Tracking for - MKT
Cohort= 20091**

		Start Cohort	New Major	Grad in New Major	Adjusted Cohort	Retain in Major	Grad in Major	% Retain+Grad in Major
Fall 09 to Spring 10	Major Only	17	0	0	17	11	0	65
	Maj & DVS	6	0	0	6	4	0	67
	Curriculum	20	2	1	17	12	0	71
	Curric & DVS	7	4	0	3	1	0	33
	DVS Only	7	1	0	6	4	0	67
Fall 09 to Fall 10	Major Only	17	2	0	15	6	1	47
	Maj & DVS	6	1	0	5	1	0	20
	Curriculum	20	3	1	16	5	1	38
	Curric & DVS	7	4	0	3	1	0	33
Fall 09 to Spring 11	DVS Only	7	1	0	6	3	0	50
	Major Only	17	2	0	15	6	1	47
	Maj & DVS	6	1	0	5	1	0	20
	Curriculum	20	6	1	13	2	1	23
Fall 09 to Fall 11	Curric & DVS	7	4	0	3	1	0	33
	DVS Only	7	1	0	6	3	0	50
	Major Only	17	2	0	15	4	1	33
	Maj & DVS	6	1	0	5	0	0	0
Fall 09 to Spring 11	Curriculum	20	6	1	13	1	1	15
	Curric & DVS	7	4	0	3	1	0	33
	DVS Only	7	1	0	6	2	0	33
	Major Only	17	2	0	15	4	1	33