

# African-Americans and UNC Asheville

Admissions, Retention, and Graduation Rates

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Research conducted on the overall African-American population trends at the University of North Carolina at Asheville (UNC Asheville) was done in 2012. The findings then were revealing. One such finding was that the University adds, on average, one new African-American student every three years. While this has had the effect of a numerical increase in the population of African-Americans overtime, it simultaneously demonstrates that the African-American population has decreased as a percentage of the community on campus. Such a decrease has been gradual and so marginalized that it took the entirety of the data available, from 1981 until 2010, to note the trend.<sup>1</sup>

Noting these results, the conclusion of the study provided several areas for further research. Such follow-up concerned: the number of African-American applicants to the University and how many were subsequently accepted; the University's retention plans of these matriculating students; and to what extent matriculated students from this population graduate the University. This year, UNC Asheville had a total headcount of 3,197 fulltime students, a net loss of forty-seven students from the previous year.<sup>2</sup>

These numbers were released in early 2013 shortly after a report was been filed by the Board of Governors (January 2013) to assess the enrollment windows of the various campuses that comprise the University of North Carolina System. In that report, it was noted that the total representation of those students who are non-white increased by 0.4% from 2012. However, African-American presence decreased by 1.2% from the previous year, a system total of 575 students. The report further noted that UNC Asheville was one of eight schools that failed to meet its enrollment window.<sup>3</sup>

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<sup>1</sup> Billy Justus, "African-American Population Trends at UNC Asheville," [www.stateofblackasheville.org](http://www.stateofblackasheville.org)

<sup>2</sup> UNC Asheville Institutional Research, "Factbook 2012-13", UNC Asheville, <http://ierp.unca.edu/sites/ierp.unca.edu/files/reports/factbook/factbook-2012-13.pdf> (accessed April 11, 2013): 21.

<sup>3</sup> University of North Carolina System Institutional Research, "The University of North Carolina Fall 2012

In this context, this paper seeks to examine the admissions, retention, and graduation rates, as well as the implications of each.

## Findings

The first step to admission for study at UNC Asheville is the completion of an application. Based on the Carnegie Classification of Institutional Characteristics, the university is “more selective” of its students and has a “higher” transfer-in rate.<sup>4</sup> For admission to the university for Fall 2012, a total of 3,749 applications were filed for undergraduate study. Of these, 151 were African-American, or 4.02% of the total undergraduate applications filed. As expected, the numbers for Spring 2013 were considerably lower. A total of 458 applications were filed for undergraduate study, 18 of which were African-American or 3.93% of the applicant pool.<sup>5</sup>

Figure 1: African-American Admissions, AY 2012-13<sup>6</sup>

<b>Applicant Classification</b>	<b>Female Applicants</b>	<b>Male Applicants</b>	<b>Total Applicants</b>	<b>Percent Accepted</b>
New Freshmen	77	48	125	44.00%
Returning*	2	3	5	80.00%
Transfers	26	13	39	74.36%
Totals	105	64	169	52.07%

\* “Returning” students are defined as those who are applying to attend school after withdrawing or taking an extended absence.

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Enrollment Report”, UNC General Administration,  
<https://www.northcarolina.edu/bog/doc.php?code=bog&id=34238> (accessed 2/16/2013).

<sup>4</sup> University of North Carolina System Institutional Research, “UNC Asheville”, UNC System,  
[http://www.northcarolina.edu/campus\\_profiles/INST\\_UNCA.php](http://www.northcarolina.edu/campus_profiles/INST_UNCA.php) (accessed April 5, 2013).

<sup>5</sup> UNC Asheville Institutional Research, “2012-13 Admissions Activity”, UNC Asheville.

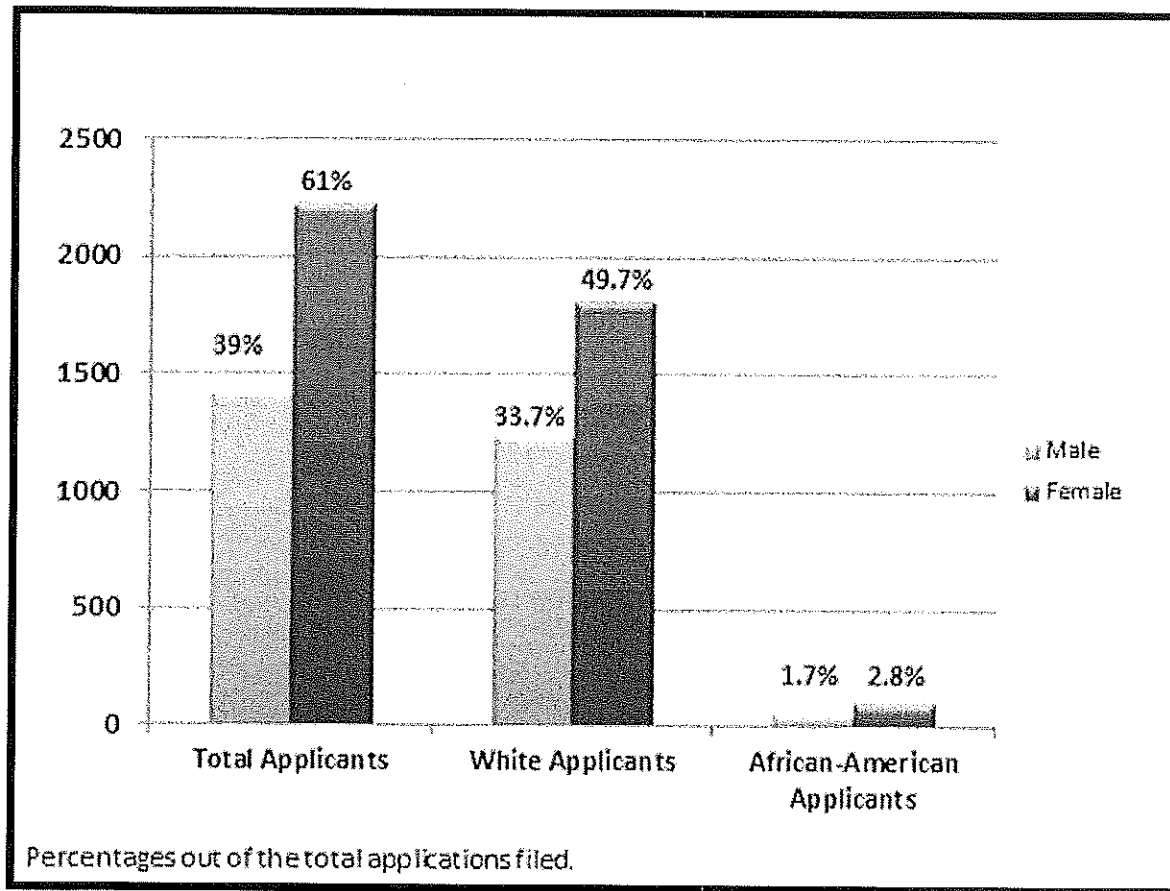
<sup>6</sup> *Ibid.*

Figure 2: White Student Admissions, AY 2012-13<sup>7</sup>

Applicant Classification	Female Applicants	Male Applicants	Total Applicants	Percent Accepted
New Freshmen	1383	895	2278	66.37%
Returning*	93	83	176	68.19%
Transfers	430	336	766	81.99%
Totals	1906	1314	3220	71.68%

\* "Returning" students are defined as those who are applying to attend school after withdrawing or taking an extended absence.

Graph 1: Admissions By Race, AY 2012-13<sup>8</sup>



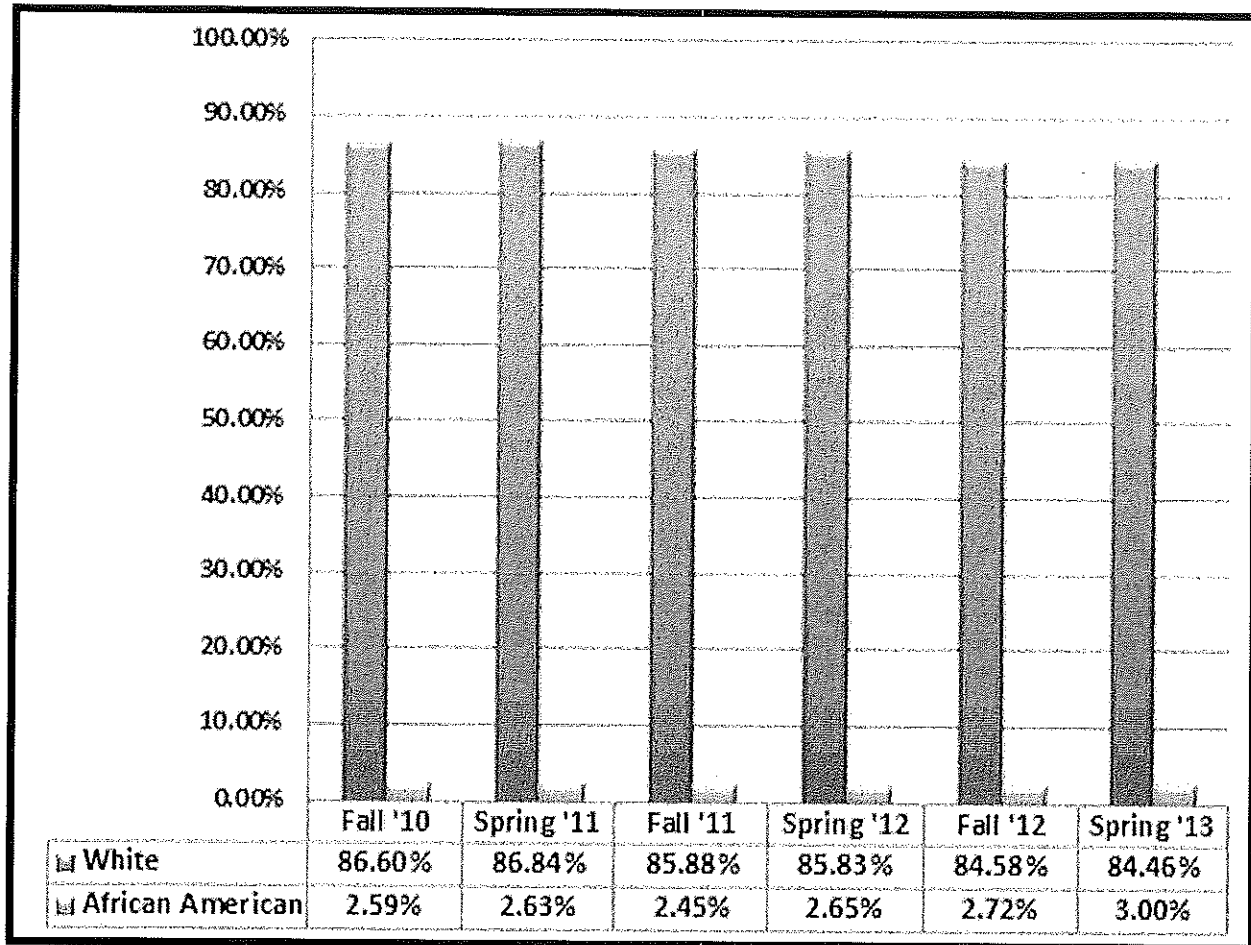
Based on an email conversation with the Dean of Admissions, Shannon Earle, UNC Asheville has no written admissions policy which it uses to assess applications. This suggests that university admissions are largely subjective in nature.

<sup>7</sup> *Ibid.*

<sup>8</sup> *Ibid.*

Once admitted, a student enrolls in classes. As of Spring 2013, only 3.00% of the student body enrolled fulltime identified as African-American, a raw number of eighty-six students.<sup>9</sup> This was a raw numerical increase of three African-Americans from the Fall 2012 semester (a change of 3.6%)<sup>10</sup> and an increase of nine students from the Spring 2012 semester (a change of 11.7%).<sup>11</sup>

Graph 2: Full-Time Enrollment By Race, AY 2012-13



<sup>9</sup> UNC Asheville Institutional Research, “Spring 2013 Student Profile”, UNC Asheville, <http://ierp.unca.edu/sites/ierp.unca.edu/files/reports/enrollment/stuprofile/stuprofile-20131.pdf> (accessed March 25, 2013).

<sup>10</sup> UNC Asheville Institutional Research, “Fall 2012 Student Profile”, UNC Asheville, <http://ierp.unca.edu/sites/ierp.unca.edu/files/reports/enrollment/stuprofile/stuprofile-20126.pdf> (accessed March 25, 2013).

<sup>11</sup> UNC Asheville Institutional Research, “Spring 2012 Student Profile”, UNC Asheville, <http://ierp.unca.edu/sites/ierp.unca.edu/files/reports/enrollment/stuprofile/stuprofile-20121.pdf> (accessed March 25, 2013).

White students, however, have a starkly contrasting enrollment profile. While white students have always been the majority on the University's campus, their presence as a proportion of full-time enrolled students per semester has decreased over the last three academic years. In Fall 2010, white students accounted for almost 87% of the student body. As of Spring 2013, that presence has delineated to just below 85% with semester-to-semester changes averaging to a *negative* 0.436-percent. This is due largely to the increase in Hispanic and Asian populations on campus.

As noted in the UNC Asheville Factbook for AY 2012-2013, the enrolled students of the university come from a variety of places. Approximately 6% of the student body derives from the eastern region of North Carolina, roughly 25% from the western mountain region, around 51.5% from the piedmont area. The remaining 18% of students are from out-of-state locations.

These numbers occurred concurrently with the failure of UNC Asheville to meet its enrollment window. Every year, each campus within the university system submits to the North Carolina General Assembly a target for full-time enrollment. The General Assembly grants funding for the academic year based on this target. In the last decade, the enrollment window for UNC Asheville has been met a total of four academic years (AY 2003-04, 2004-05, 2009-10, 2010-11). Since records began being kept in AY 1981-82, the university has failed to achieve its targeted enrollment twenty-two times which is 68.75% of the time.<sup>12</sup>

Once a student has enrolled, the university focuses on retention of that student. On average, UNC Asheville retains <sup>^</sup> 84.11% of its students after their first year at the university but only 70.77% after year two. After four years, the University averages a 30.08% retention rate of

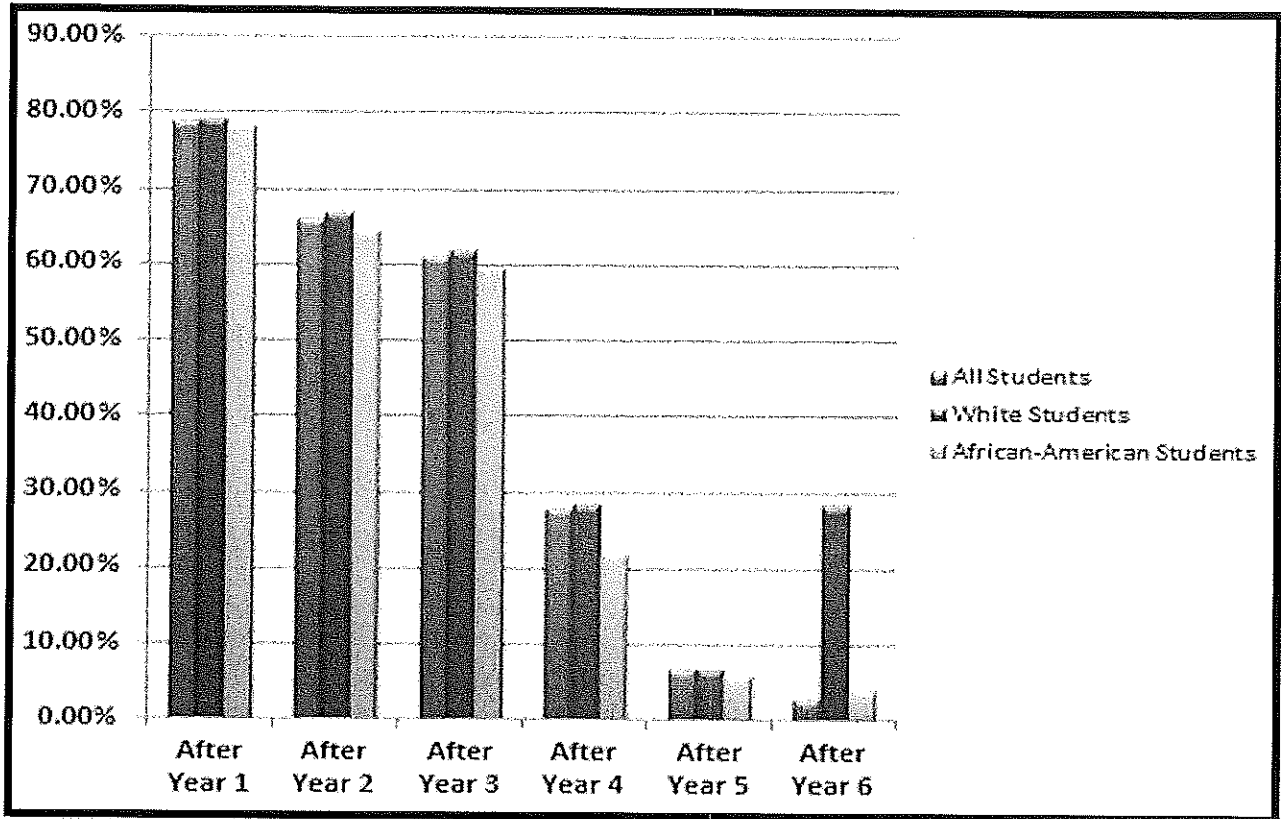
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<sup>12</sup> UNC Asheville Institutional Research, "Factbook 2012-13", 21.

<sup>^</sup> The University of North Carolina System examines retention and graduation rates based on the initially enrolled *Freshman* class of a given year. Therefore, these numbers do not represent transfers or returning students.

a cohort.<sup>13</sup> White students are retained after the first year at an approximately equivalent rate as that of the entirety of the cohort and slightly higher (77.6%) after the second year.<sup>14</sup> African-American students are retained at a higher rate after the first year, 83.5-percent. After a second year, African-Americans are retained at much lower rate (69.35%) than the student body and the white student population.<sup>15</sup>

Graph 3: Retention Rates by Race, AY 1996-2011



Once retention has been assessed, attention inevitably turns to graduation rates. A typical program reaches its conclusion after four years. Data for UNC Asheville is available beginning

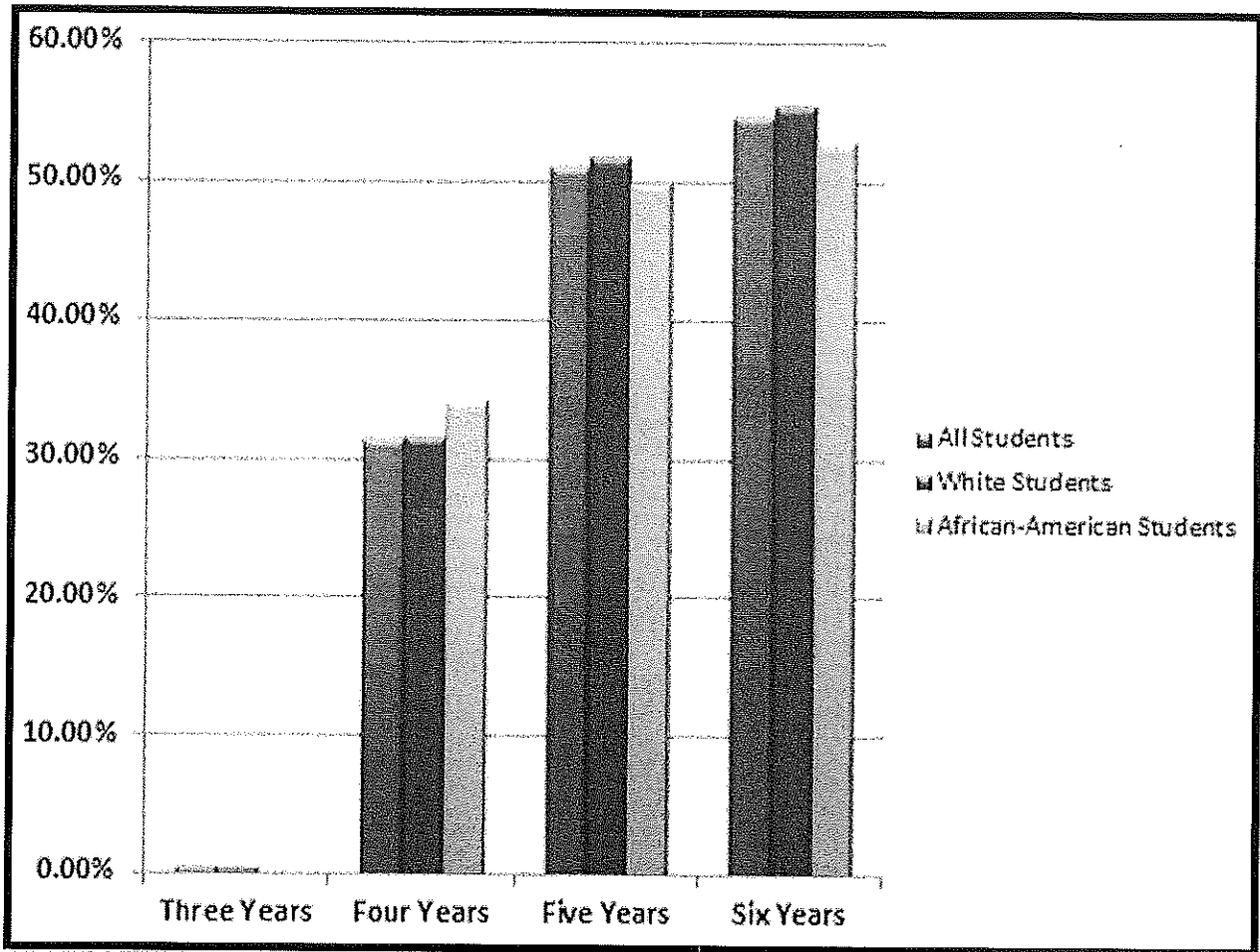
<sup>13</sup> University of North Carolina System Institutional Research, “Retention, Graduation and Persistence Rates of First-Time Full-Time Freshmen at UNC Asheville; Group: All Students”, UNC System, <http://www.northcarolina.edu/ira/ir/analytics/retgrper.htm> (accessed April 3, 2013).

<sup>14</sup> University of North Carolina System Institutional Research, “Retention, Graduation and Persistence Rates of First-Time Full-Time Freshmen at UNC Asheville; Group: White Students”, UNC System, <http://www.northcarolina.edu/ira/ir/analytics/retgrper.htm> (accessed April 3, 2013).

<sup>15</sup> University of North Carolina System Institutional Research, “Retention, Graduation and Persistence Rates of First-Time Full-Time Freshmen at UNC Asheville; Group: Black Students”, UNC System, <http://www.northcarolina.edu/ira/ir/analytics/retgrper.htm> (accessed April 3, 2013).

in AY 1996. On average at UNC Asheville, 34.04% of the student body graduates after four years. This considerably increases after the fifth year to an average of 55.85-percent.<sup>16</sup> White students hold with these averages.<sup>17</sup> African-American students graduate in four years at a slightly higher rate (37.01%) but at a slightly lower rate after five years (54.56%), evening out these numbers.<sup>18</sup>

Graph 4: Percentages of Graduates After Three to Six Years



<sup>16</sup> University of North Carolina System Institutional Research, "Retention, Graduation and Persistence Rates of First-Time Full-Time Freshmen at UNC Asheville; Group: All Students"

<sup>17</sup> University of North Carolina System Institutional Research, "Retention, Graduation and Persistence Rates of First-Time Full-Time Freshmen at UNC Asheville; Group: White Students"

<sup>18</sup> University of North Carolina System Institutional Research, "Retention, Graduation and Persistence Rates of First-Time Full-Time Freshmen at UNC Asheville; Group: Black Students"



## Implications Summary

### *Admissions*

Based on the findings of this research, admission to UNC Asheville is a subjective trial for the applicant to endure. The University is not held accountable, neither by the student body nor by the community, to a clear and objective standard for the acceptance or denial of an applicant. The information provided on the University's website is generalized. It is unclear what is meant by "[r]igorous college prep curriculum".<sup>19</sup> If such a curriculum is present, the focus shifts to Advanced Placement (AP) and Honors courses, but there is no discussion of how such courses are considered. For instance, Wake County High School offers twenty-nine Advanced Placement courses on a regular basis<sup>20</sup> whereas Bunker Hill High School in Catawba County only offers five such courses and does so irregularly.<sup>21</sup> If a student from Wake High School takes eight AP courses, they will have taken advantage of 27.5% of the school's offerings. However, if a student from Bunker Hill High School took three AP courses, they will have taken advantage of 60% of their school's course offerings. It is unclear if Admissions has this information readily available thus it is unclear whether such a consideration is made when judging an applicant's "rigorous" transcript.

Nonetheless, if Admissions were looking at two equally qualified candidates--two students, one white and one African-American, from Wake County High School who each took six AP courses, all available Honors courses and graduating with identically weighted GPAs--the African American applicant has far less of a chance of being admitted than the white applicant. In AY 2012-2013, 44% of African-American applicants were admitted to the 66% of white

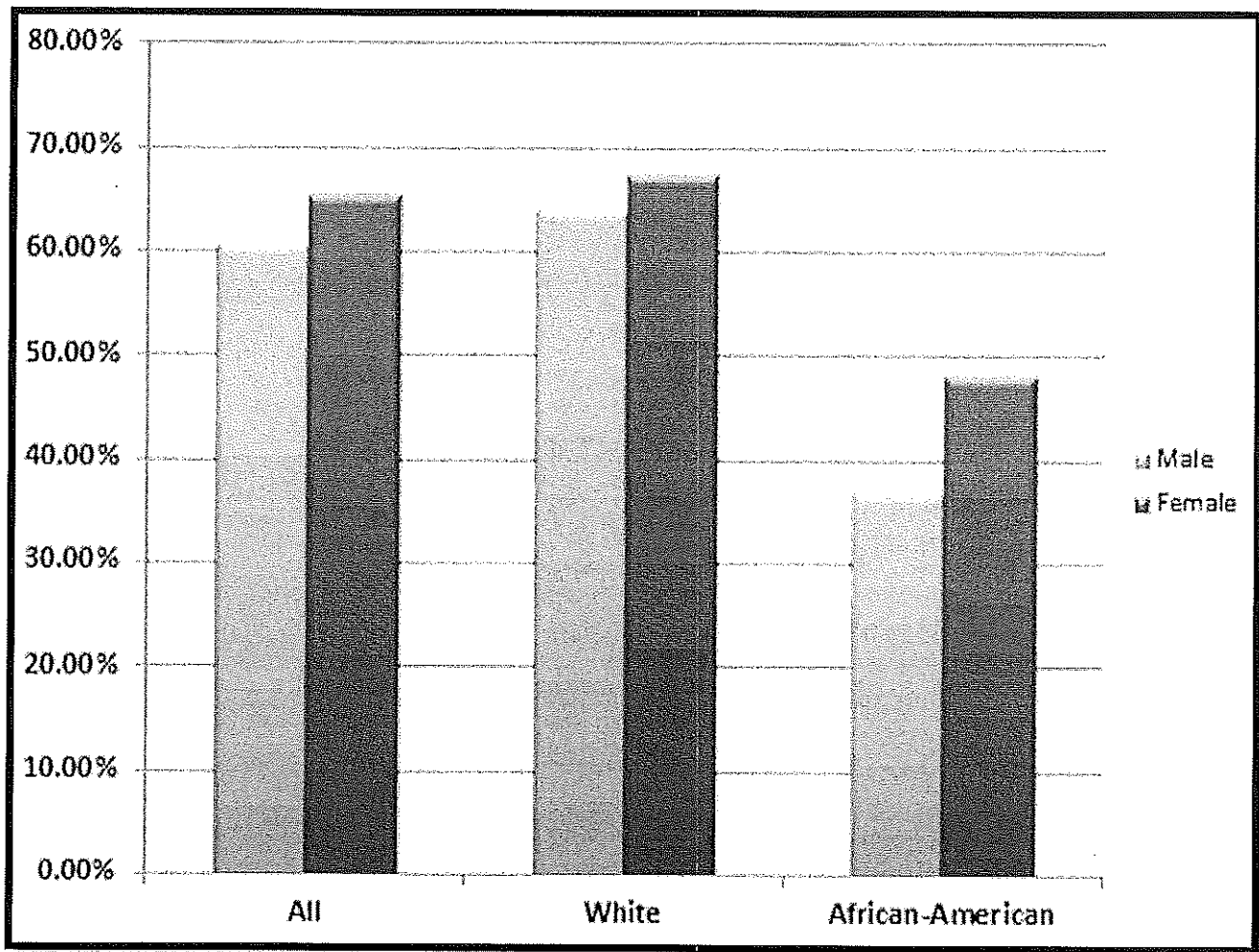
<sup>19</sup> UNC Asheville, "Freshmen", UNC Asheville, <http://www.unca.edu/admissions/apply/freshmen> (accessed April 1, 2013).

<sup>20</sup> Wake County, "High School Program Planning Guide 2012-2013", Wake County High School, [http://www.wcpss.net/what-we-teach/curriculum/pdfs/2012-13hs\\_planning\\_guide.pdf](http://www.wcpss.net/what-we-teach/curriculum/pdfs/2012-13hs_planning_guide.pdf) (accessed April 5, 2013): 19.

<sup>21</sup> Bunker Hill High School, <http://www.catawbaschools.net/schools/BunkerHill/default.aspx> (accessed April 5, 2013).

applicants who were admitted. In that academic year's admissions, a white female was 1.7-times as likely to be admitted as an African-American male. Between white and African-American males, the admission rate was 63.95% and 36.96%, respectively. For females, it was 67.33% for whites and 48.05% for African-Americans. The addition of transfer and returning students furthers the gap. In total, a white applicant is twice as likely to be admitted to the university as an African-American applicant, 68% to 34% respectively.<sup>22</sup>

Graph 5: Male-to-Female Admissions by Race

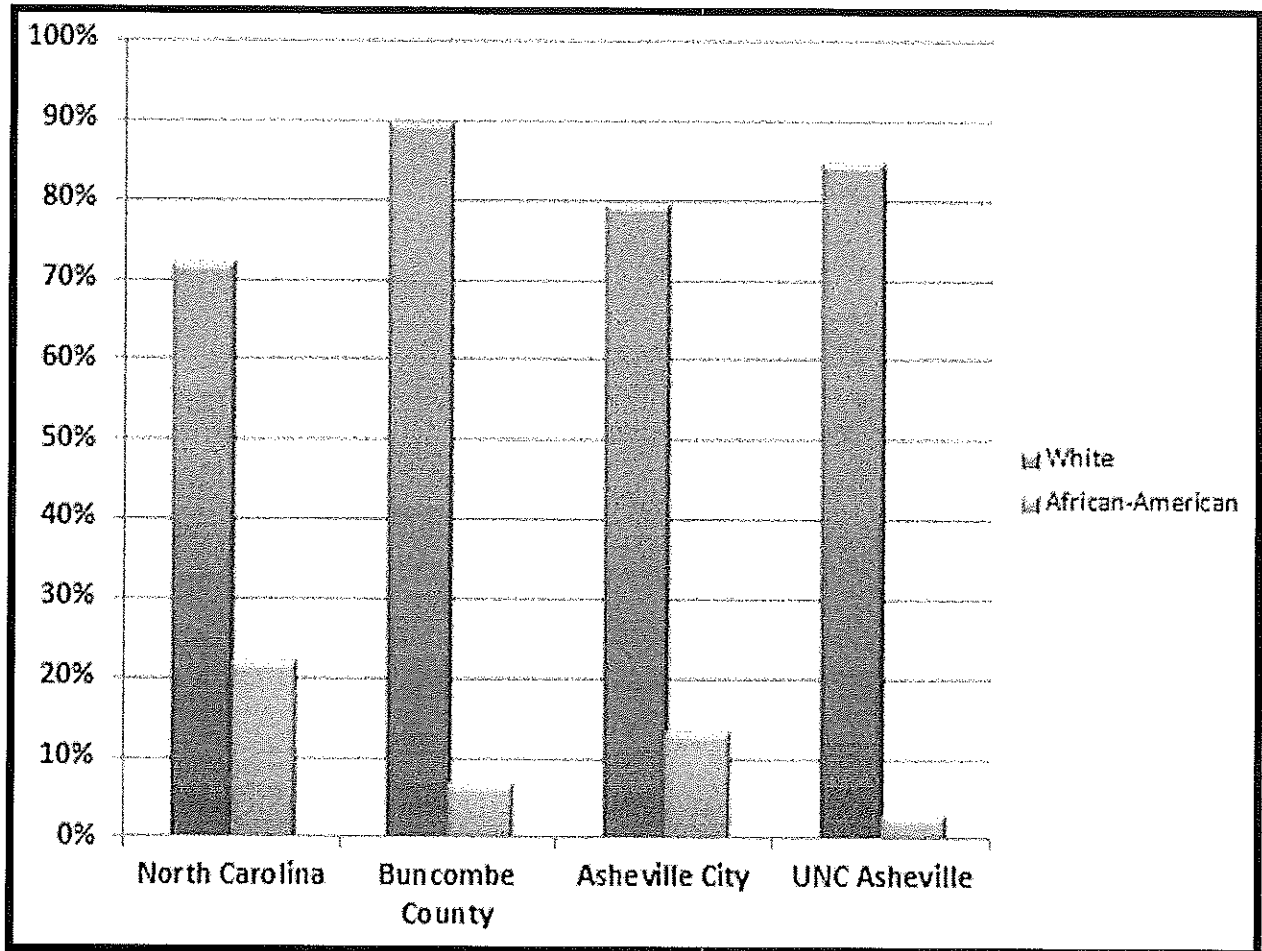


Another point of interest is the comparison of state-to-campus ratios based on race.

<sup>22</sup> UNC Asheville Institutional Research, "2012-13 Admissions Activity"

Ideally, the campus of a state school would reflect the state in which it is housed.. This is not the case for UNC Asheville.

Graph 6: Comparisons of Race Distribution



The underlying comparatives are a greater concern than just the percentage disparities. Based on Census information, there is approximately one African-American citizen for every three white persons in the state of North Carolina. Yet, the similarly set ratio of completed applications for university admission to UNC Asheville is approximate one-to-nineteen. This means that white applicants are 6.3-times *over-represented* if applications to be filed proportional to the state’s population. Based on this data and assuming the University admits no more white students, will need to admit approximately *eight times* as many African-Americans

as it did for AY 2012-2013 to accurately reflect the population of the State of North Carolina.

### *Enrollment*

Once a student has been accepted, the student must decide to enroll, defer, or decline their place at the University. Based on data collected since 1996, the median size for an incoming freshman cohort is approximately 517 students. The median number of white enrollees is approximately 447 students, 86.46% of the class. Comparatively, the incoming cohorts have a median number of approximately 18 African-American students, 3.48% of the class. Thus, proportionally compared to the state, the median class will have white students 8.3-times overrepresented.

For Fall 2012, the entering freshman cohort consisted of 552 students.<sup>23</sup> Of these, 449 were white (81.34%) and 18 were African-American (3.26%). Thus, this cohort stands equal in over-representation to the median cohort. Figure 3, “Enrollment Data, Fall 2012 (First-Time Freshmen)”, looks at how enrollment numbers compare to those of acceptances.

Figure 3: Enrollment Data, Fall 2012 (First-Time Freshmen)

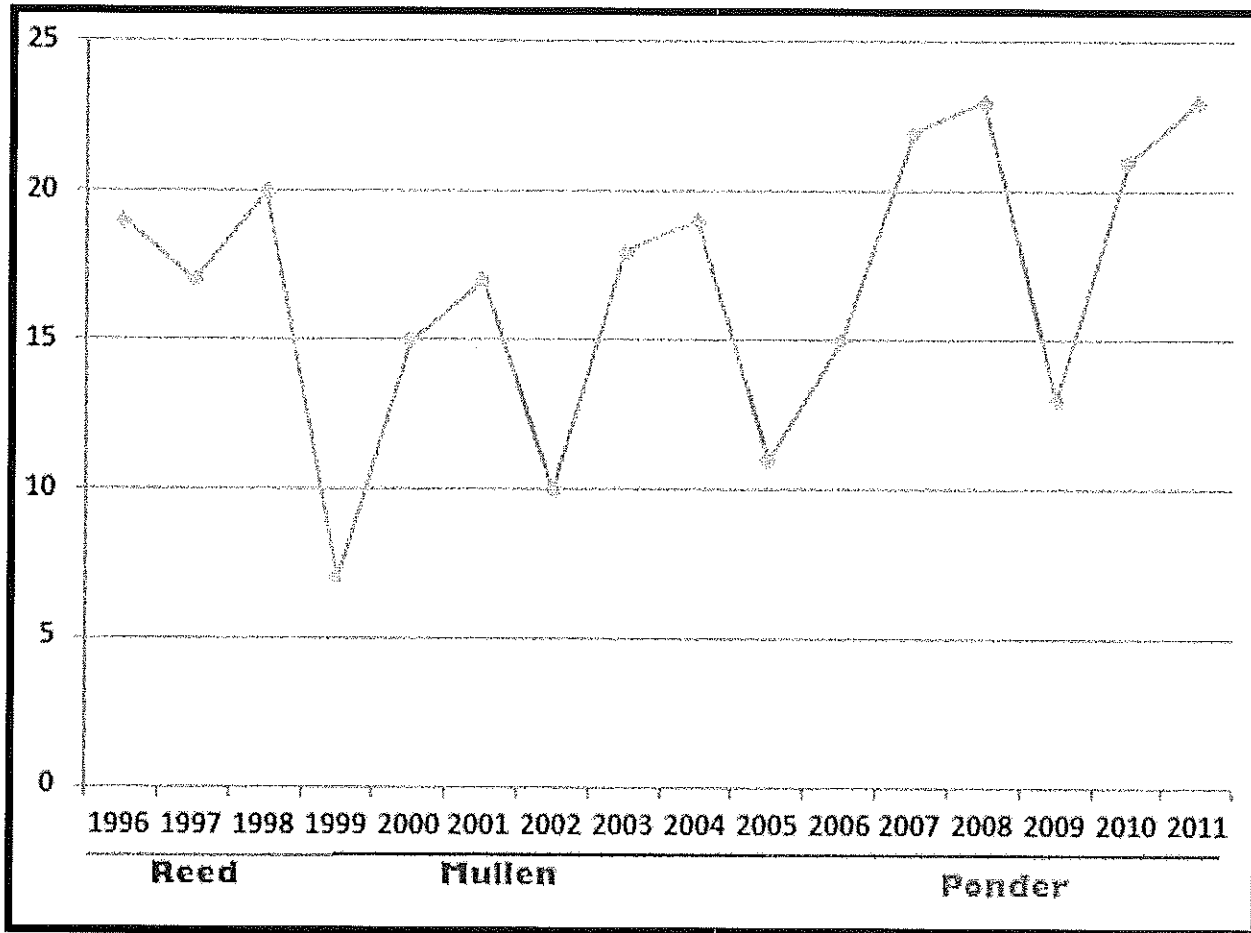
	<b>Applications Filed</b>	<b>Acceptances (% of Filed)</b>	<b>Enrolled (% of Accepted)</b>
African-American	151	54 (43.9%)	18 (33.3%)
White	2,241	1,479 (66%)	449 (30.6%)
All Races	3,002	1,910 (63.6%)	552 (28.9%)

The above being considered, an important notation must now be made. Enrollment numbers are never a set guarantee for a University, but the outliers that appear within the collected data cannot go without mention. Since records on cohorts began being kept in 1996, no cohort has seen more than 23 African-American students enrolled. That particular milestone is

<sup>23</sup> UNC Asheville Institutional Research, “Fall 2012 Student Profile”

relatively new, occurring for the first time in 2008 and repeated in 2011. In those years, the African-American members represented, respectively, 3.92% and 4.28% of their cohorts. In comparison, white students in those cohorts represented 85% and 82.2%, respectively. This is an over-representation of white students by 7.2-times in 2008 and 6.4-times in 2011.

Graph 7: Change in Number of African-Americans in Cohorts Since 1996



Yet, those figures only consider the upper end of the spectrum. In the four years of lowest enrollment, the raw numbers of African-Americans were of seven (1999), ten (2002), eleven (2005), and thirteen (2009).<sup>24</sup> Of these, only two parallel low cohort enrollment, 1999 and 2002.

<sup>24</sup> University of North Carolina System Institutional Research, "Retention, Graduation and Persistence Rates of First-Time Full-Time Freshmen at UNC Asheville; Group: Black Students"

Figure 4: Comparison of Populations By Race in Four Lowest Years

	Total Students in Cohort	White Students (%)	African-American Students (%)	White Student Over-Representation <sup>‡</sup>
1997	470	427 (90.9%)	7 (1.5%)	18.2-times
2002	423	385 (91.0%)	10 (2.4%)	11.4-times
2005	471	418 (88.7%)	11 (2.3%)	11.6-times
2009	639	558 (87.3%)	13 (2.0%)	13.1-times

<sup>‡</sup>Numbers adjusted for population proportions based on Census data from those decades.<sup>25</sup>

### Retention

As students progress through their education, they make various decisions that affect their willingness to remain at the University. There are those students that will not stay at the University despite the efforts of any administration. Overtime, UNC Asheville has had varying success in retaining students, both as cohorts and by demographic.

Figure 5: Median Retention Percentages at UNC Asheville Since 1996

	After Year 1	After Year 2	After Year 3	After Year 4	After Year 5
All Students <sup>26</sup>	77.8%	68.8%	59.7%	25.1%	6.8%
White Students <sup>27</sup>	79.1%	66.8%	61.2%	27.5%	6.8%
African-American Students <sup>28</sup>	77.4%	64.7%	59.4%	20%	2.7%

Given the median numbers over the past sixteen years (see Figure 5, “Median Retention Percentages at UNC Asheville”), predictions can be made concerning the current cohort. As there are 552 enrolled first-time freshmen<sup>29</sup>, the school could expect to retain 429 of them. Of

<sup>25</sup> United States Census Bureau, “North Carolina QuickLinks”, United States Department of Commerce. <http://quickfacts.census.gov/qfd/states/370001k.html> (accessed April 16, 2013).

<sup>26</sup> University of North Carolina System Institutional Research, “Retention, Graduation and Persistence Rates of First-Time Full-Time Freshmen at UNC Asheville; Group: All Students”

<sup>27</sup> University of North Carolina System Institutional Research, “Retention, Graduation and Persistence Rates of First-Time Full-Time Freshmen at UNC Asheville; Group: White Students”

<sup>28</sup> University of North Carolina System Institutional Research, “Retention, Graduation and Persistence Rates of First-Time Full-Time Freshmen at UNC Asheville; Group: Black Students”

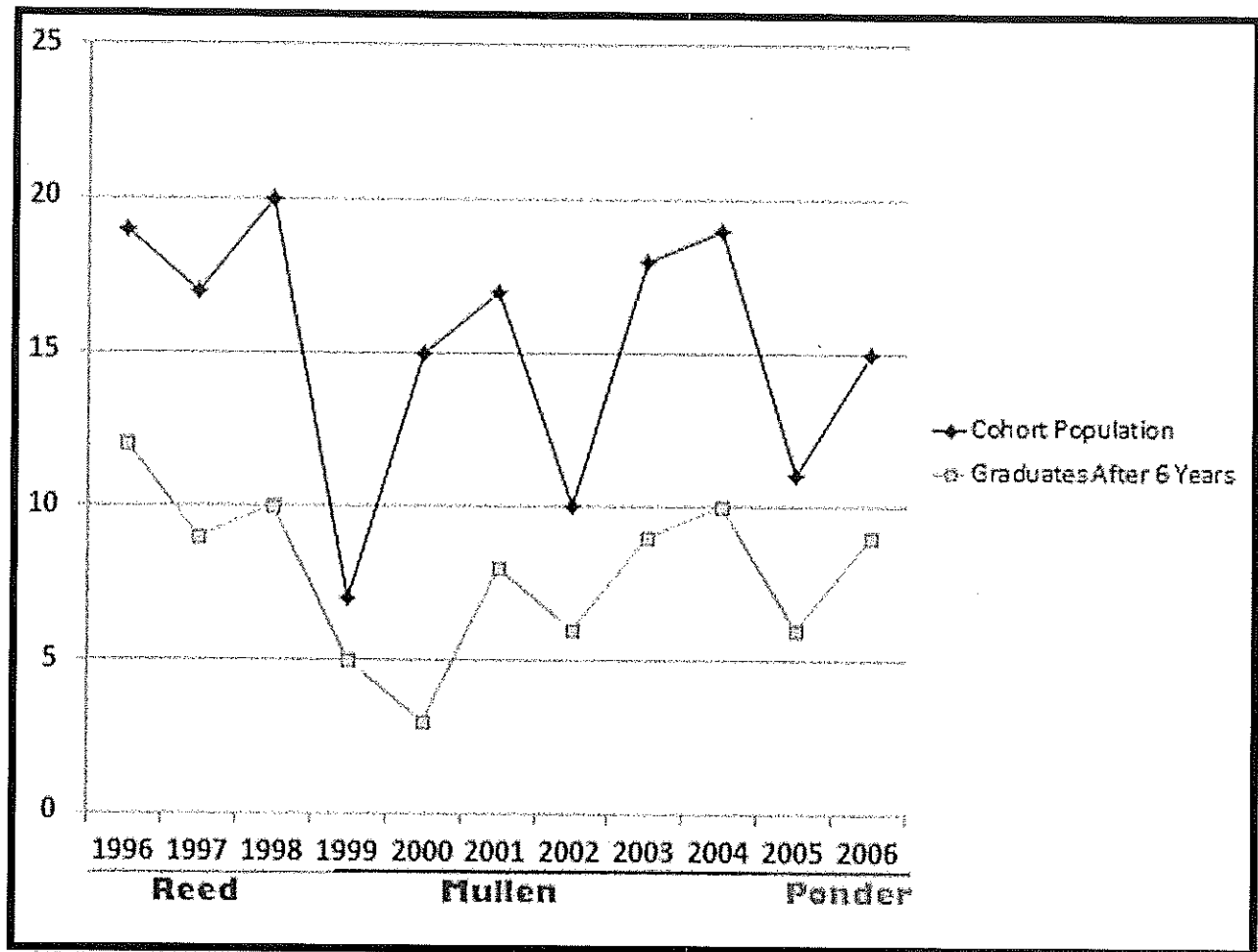
<sup>29</sup> UNC Asheville Institutional Research, “Fall 2012 Student Profile”

these, 355 will be white and 14 will be African-American. As is to be expected, there will be a decrease in the percentage of retained students as time passes. Thus after Year 3, entering Year 4 (that of expected graduation), the numbers will be starkly different. It is estimated that 330 students of the original cohort will remain, with 275 being white and 11 being African American. It can be predicted based on these median retention rates that entering their fourth year of study, white students will remain 8.3-times over-represented.

Again, attention must be called to the caveat that is the four years of particularly low African-American enrollment in the new cohort (1999, 2002, 2005, and 2009). As only seven African-Americans were enrolled in the 1999 cohort, the retention data for that particular cohort is heavily skewed. After the first two years, 100% of these students remained. However, the following year, one student left thereby decreasing the retention rate to 85.7-percent. When two more students left in the following year, the retention rate as of expected graduation was still 57.1-percent. This is the starkest outlier in the dataset, but even it belies the reality. Nearly *half* of the African-Americans in the cohort (three out of seven) left UNC Asheville before graduating.

Similar notes can be made about the other cohorts as well. With only ten African-Americans at its start, the University was only capable of retaining *two* African-American members of the 2002 cohort for all four years. Similarly, the 2005 cohort was only capable of retaining three of its eleven enrolled African-Americans. This is a loss of 72.7-percent. As this paper is written, the 2009 cohort is in its year of expected graduation. Entering this year, only seven of the original 13 African-American members of the cohort remain.

Graph 8: Comparison of African-American Cohort Populations to Graduation Rates, AY 1996-2006



*Graduation*

UNC Asheville is, at day's end, an educational institution. Enrollment and retention are stepping stones to the grandeur that is commencement. Like enrollment and retention, graduation statistics are subject to various compounding factors. Among these are the outcomes of student choice. Major changes and hidden requirements within chosen majors are two ways in which graduation may be delayed. On average, 34.4% of students at the University will graduate "on-time" after four years of study. This increases to 55.85% after five years. Since 1996, the median percentages for entire cohorts have been 30.9% after the four years and 50.55% after five years.



	<b>4-Years</b>	<b>5-Years</b>
All Students <sup>30</sup>	30.9%	50.55%
White Students <sup>31</sup>	31.3%	51.2%
African-American Students <sup>32</sup>	35%	51.45%

Figure 9: Median Graduation Percentages

If the current cohort reflects these medians, then the University's graduating class of 2016 will see approximately 171 members of the current freshman cohort receive diplomas. After five years, the number of cohort members to have received a diploma from UNC Asheville will have increased 279 members. It is expected that 141 white members of the cohort will graduate in four years and 230 in five years. The University can expect to see six African-Americans within the cohort graduate in four years and nine the year after. This will mean that white students of the cohort will be over-represented 7.8-times in graduation rates after four years and 8.5-times after five years.

These numbers are based on medians, and there are those outliers. From the cohort of 1999, where only seven African-American students were enrolled, the graduation rate for African-Americans after four years was 57.1% (four students). That same year, the rate for white students was 29.5% (122). This meant that white students of that cohort were 10-times over represented. It should also be noted, that there were only four African-American students left in the cohort by this point, thus the retained African-American students therein had a 100% graduation rate after four years.

Better considerations as to what may occur with the cohort that entered in Fall 2012 may be drawn when the Graduate Profile is released for this academic year. In 2009, the cohort consisted of 558 students, only six more students than this year, and African-Americans made up

<sup>30</sup> University of North Carolina System Institutional Research, "Retention, Graduation and Persistence Rates of First-Time Full-Time Freshmen at UNC Asheville; Group: All Students"

<sup>31</sup> University of North Carolina System Institutional Research, "Retention, Graduation and Persistence Rates of First-Time Full-Time Freshmen at UNC Asheville; Group: White Students"

<sup>32</sup> University of North Carolina System Institutional Research, "Retention, Graduation and Persistence Rates of First-Time Full-Time Freshmen at UNC Asheville; Group: Black Students"

2.3% (13 students) thereof. The Fall 2012 cohort has 552 students of which 18 are African-American (3.2%).

### **Further Research**

As is always the case with thriving institutions, further research is needed. It is strongly encouraged that this paper be taken in conjunction with last year's paper. Considerations for this paper that complement the further research suggested in 2012 include the following:

- (1) There is no written admissions policy. If one were to be written, what would be the effects? If the policy was crafted on a proportional basis that measures engaged opportunity against available opportunity (and why some opportunity was unengaged), what would be the effects?
- (2) Are these numbers going to remain constant? Do the trends appear to be changing as the administration changes its policies?
- (3) What impacts are being felt because the enrollment window is not being met? Are these impacts different than in the past? If so, what is driving these changes? What effects do these changes have on our ability to recruit qualified and diverse students?
- (4) Is UNC Asheville's ability to recruit qualified and diverse students, particularly African-Americans, hindered by the "tradition" of historically black colleges and universities (HBCUs)? If so, how might the university combat such a "tradition"? Is it already attempting to challenge this phenomenon? If so, how? If not, why?
- (5) Athletes who enter UNC Asheville are under strict guidelines by the NCAA. How does this affect the retention rates of entire racial demographics? In particular, does this skew the rates for African-Americans?
- (6) Since retention and graduation data began to be assembled in 1996, UNC Asheville's curriculum has undergone changes. Predominately, the Integrated Liberal Studies formula was adopted. Has this adoption had an impact on these rates? What impact might the new proposed curriculum have on these rates?
- (7) Is there a gender correlation? If so, what trend exists? What does this suggest about policy initiatives and how might they need to be adjusted?

Any numbers presented in this paper or others have an immense capacity to provide very valuable statistics and trends. Such statistics and trends would be best deduced by those in the mathematical field, in particular those who study statistics specifically.

Retention, Graduation and Persistence Rates of First-Time Full-Time Freshmen at  
 Group: Black or African American

Year of Entry	Original Institution										Any UNC Institution									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
<b>Panel A - Retention</b>																				
1996	19	89.5	68.4	68.4	21.1	10.5	15.8	0.0	0.0	0.0	0.0	68.4	21.1	10.5	15.8	5.3	5.3	5.3	5.3	0.0
1997	17	82.4	64.7	58.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	70.6	64.7	5.9	0.0	0.0	0.0	0.0	0.0	0.0
1998	20	70.0	55.0	50.0	15.0	0.0	0.0	0.0	0.0	0.0	0.0	65.0	25.0	5.0	5.0	5.0	5.0	5.0	5.0	0.0
1999	7	100.0	100.0	85.7	57.1	0.0	0.0	0.0	0.0	0.0	0.0	100.0	85.7	57.1	0.0	0.0	0.0	0.0	0.0	0.0
2000	15	73.3	46.7	33.3	20.0	13.3	6.7	6.7	6.7	0.0	0.0	73.3	33.3	20.0	13.3	13.3	6.7	6.7	6.7	0.0
2001	17	76.5	64.7	64.7	17.6	17.6	17.6	5.9	0.0	0.0	0.0	64.7	17.6	17.6	17.6	17.6	5.9	0.0	0.0	0.0
2002	10	80.0	80.0	70.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0	80.0	30.0	10.0	0.0	0.0	0.0	0.0	0.0	0.0
2003	18	83.3	55.6	50.0	27.8	5.6	0.0	0.0	0.0	0.0	0.0	94.4	77.8	11.1	0.0	0.0	0.0	0.0	0.0	0.0
2004	19	63.2	52.6	57.9	15.8	5.3	0.0	0.0	0.0	0.0	0.0	63.2	68.4	26.3	10.5	0.0	0.0	0.0	0.0	0.0
2005	11	63.6	54.5	54.5	27.3	0.0	0.0	0.0	0.0	0.0	0.0	72.7	63.6	36.4	0.0	0.0	0.0	0.0	0.0	0.0
2006	15	86.7	66.7	60.0	33.3	20.0	6.7	0.0	0.0	0.0	0.0	86.7	60.0	33.3	20.0	6.7	0.0	0.0	0.0	0.0
2007	22	90.9	68.2	68.2	13.6	0.0	0.0	0.0	0.0	0.0	0.0	90.9	77.3	27.3	9.1	0.0	0.0	0.0	0.0	0.0
2008	23	78.3	60.9	60.9	17.4	0.0	0.0	0.0	0.0	0.0	0.0	91.3	73.9	21.7	0.0	0.0	0.0	0.0	0.0	0.0
2009	13	69.2	61.5	53.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	84.6	69.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2010	21	76.2	71.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	85.7	81.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2011	23	69.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	78.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Panel B - Graduation</b>																				
1996	19	0.0	0.0	0.0	42.1	57.9	63.2	73.7	73.7	73.7	73.7	0.0	0.0	42.1	57.9	63.2	73.7	73.7	73.7	78.9
1997	17	0.0	0.0	0.0	52.9	52.9	52.9	52.9	52.9	52.9	52.9	0.0	0.0	52.9	52.9	58.8	58.8	58.8	58.8	58.8
1998	20	0.0	0.0	0.0	35.0	50.0	50.0	50.0	50.0	50.0	50.0	0.0	0.0	35.0	55.0	55.0	55.0	55.0	55.0	60.0
1999	7	0.0	0.0	0.0	28.6	71.4	71.4	71.4	71.4	71.4	71.4	0.0	0.0	28.6	71.4	71.4	71.4	71.4	71.4	71.4
2000	15	0.0	0.0	0.0	13.3	20.0	20.0	26.7	26.7	26.7	26.7	0.0	0.0	20.0	26.7	26.7	33.3	40.0	40.0	40.0
2001	17	0.0	0.0	0.0	35.3	41.2	47.1	52.9	64.7	64.7	64.7	0.0	0.0	35.3	41.2	47.1	52.9	64.7	64.7	64.7
2002	10	0.0	0.0	0.0	50.0	60.0	60.0	60.0	60.0	60.0	60.0	0.0	0.0	50.0	60.0	70.0	70.0	70.0	70.0	70.0
2003	18	0.0	0.0	0.0	16.7	44.4	50.0	50.0	50.0	50.0	50.0	0.0	0.0	16.7	66.7	77.8	77.8	77.8	77.8	77.8
2004	19	0.0	0.0	0.0	31.6	42.1	52.6	52.6	52.6	52.6	52.6	0.0	0.0	31.6	47.4	57.9	57.9	57.9	57.9	57.9
2005	11	0.0	0.0	0.0	27.3	54.5	54.5	54.5	54.5	54.5	54.5	0.0	0.0	27.3	63.6	63.6	63.6	63.6	63.6	63.6
2006	15	0.0	0.0	0.0	26.7	46.7	60.0	0.0	0.0	0.0	0.0	0.0	0.0	26.7	46.7	60.0	0.0	0.0	0.0	0.0
2007	22	0.0	0.0	0.0	45.5	59.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	45.5	63.6	0.0	0.0	0.0	0.0	0.0
2008	23	0.0	0.0	0.0	39.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	43.5	0.0	0.0	0.0	0.0	0.0	0.0
2009	13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2010	21	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2011	23	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Panel C - Persistence</b>																				
1996	19	89.5	68.4	68.4	63.2	68.4	78.9	73.7	73.7	73.7	73.7	89.5	68.4	63.2	68.4	78.9	78.9	78.9	78.9	78.9
1997	17	82.4	64.7	58.8	52.9	52.9	52.9	52.9	52.9	52.9	52.9	82.4	64.7	58.8	58.8	58.8	58.8	58.8	58.8	58.8
1998	20	70.0	55.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	75.0	65.0	60.0	60.0	60.0	60.0	60.0	60.0	60.0
1999	7	100.0	100.0	85.7	71.4	71.4	71.4	71.4	71.4	71.4	71.4	100.0	100.0	85.7	85.7	71.4	71.4	71.4	71.4	71.4
2000	15	73.3	46.7	33.3	33.3	33.3	26.7	33.3	33.3	26.7	26.7	73.3	66.7	53.3	60.0	53.3	40.0	46.7	40.0	40.0
2001	17	76.5	64.7	64.7	52.9	64.7	64.7	58.8	64.7	64.7	64.7	76.5	64.7	52.9	58.8	64.7	58.8	64.7	64.7	64.7
2002	10	80.0	80.0	70.0	80.0	60.0	60.0	60.0	60.0	60.0	60.0	80.0	80.0	80.0	80.0	70.0	70.0	70.0	70.0	70.0
2003	18	83.3	55.6	50.0	44.4	50.0	50.0	50.0	50.0	50.0	50.0	94.4	83.3	77.8	77.8	77.8	77.8	77.8	77.8	77.8
2004	19	63.2	52.6	57.9	47.4	47.4	52.6	52.6	52.6	52.6	52.6	63.2	68.4	57.9	57.9	57.9	57.9	57.9	57.9	57.9
2005	11	63.6	54.5	54.5	54.5	54.5	54.5	54.5	54.5	54.5	54.5	72.7	63.6	63.6	63.6	63.6	63.6	63.6	63.6	63.6
2006	15	86.7	66.7	60.0	60.0	66.7	66.7	66.7	66.7	66.7	66.7	86.7	66.7	60.0	66.7	66.7	66.7	66.7	66.7	66.7
2007	22	90.9	68.2	68.2	59.1	59.1	59.1	59.1	59.1	59.1	59.1	90.9	77.3	77.3	72.7	72.7	72.7	72.7	72.7	72.7
2008	23	78.3	60.9	60.9	56.5	56.5	56.5	56.5	56.5	56.5	56.5	91.3	73.9	69.2	65.2	65.2	65.2	65.2	65.2	65.2
2009	13	69.2	61.5	53.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	84.6	69.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2010	21	76.2	71.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	85.7	81.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2011	23	69.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	78.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Note: This excludes Ag Inst at NCSU & 4-Year Diploma at UNC-SA.

Retention, Graduation and Persistence Rates of First-Time Full-Time Freshmen at UNC Asheville  
Group: All Students

Year of Entry	Original Institution										Any UNC Institution									
	After Yr 1	After Yr 2	After Yr 3	After Yr 4	After Yr 5	After Yr 6	After Yr 7	After Yr 8	After Yr 9	After Yr 10	After Yr 1	After Yr 2	After Yr 3	After Yr 4	After Yr 5	After Yr 6	After Yr 7	After Yr 8	After Yr 9	After Yr 10
<b>Panel A - Retention</b>																				
1996	450	80.4	62.4	57.3	25.1	8.4	4.2	1.1	0.9	0.4	0.4	84.4	72.4	69.3	34.0	11.6	6.2	2.4	2.2	1.3
1997	470	77.0	60.2	56.4	24.7	6.8	2.8	1.3	1.1	0.6	0.0	83.2	71.9	68.5	35.1	10.9	5.5	2.6	2.1	0.9
1998	474	77.8	61.4	58.9	31.9	6.8	3.0	1.9	1.5	0.4	0.2	82.3	70.5	69.2	39.0	10.3	5.3	3.6	2.7	1.1
1999	456	76.8	64.5	59.0	29.6	5.9	2.9	1.8	0.7	0.4	0.2	81.4	72.1	68.9	37.1	10.3	5.5	3.5	1.3	0.9
2000	495	80.0	64.8	59.8	26.7	7.5	2.8	1.0	0.4	0.2	0.4	83.8	73.7	70.1	33.5	10.9	5.3	3.0	1.6	2.0
2001	446	77.8	66.4	61.2	24.2	7.6	4.3	1.3	1.6	1.6	0.4	82.7	74.9	69.5	30.7	11.9	7.2	4.5	3.4	2.9
2002	423	77.8	68.6	62.6	28.1	8.7	2.4	0.7	0.2	0.2	0.5	81.6	75.7	71.4	35.5	12.3	4.0	1.9	2.1	1.2
2003	593	79.9	68.0	63.2	33.6	5.7	2.7	1.5	0.8	0.2	-	83.8	75.9	73.5	42.8	10.6	5.4	3.0	1.5	0.2
2004	698	76.4	63.2	59.3	27.5	6.4	3.9	1.6	0.7	-	-	80.5	72.2	69.1	34.5	10.3	5.9	2.9	1.7	-
2005	471	80.5	69.9	65.2	30.8	6.2	1.7	0.2	-	-	-	85.1	80.7	78.1	39.3	9.8	4.0	2.5	-	-
2006	569	76.3	63.4	58.9	25.3	6.9	1.8	-	-	-	-	80.0	70.1	67.0	32.3	11.1	4.6	-	-	-
2007	572	78.5	67.8	62.9	25.2	5.2	-	-	-	-	-	83.6	75.9	73.6	33.2	8.6	-	-	-	-
2008	586	81.9	72.9	67.6	28.2	-	-	-	-	-	-	86.0	80.0	74.6	32.8	-	-	-	-	-
2009	639	81.5	69.0	63.5	-	-	-	-	-	-	-	86.4	76.4	71.5	-	-	-	-	-	-
2010	593	80.6	68.3	-	-	-	-	-	-	-	-	85.7	76.4	-	-	-	-	-	-	-
2011	538	78.4	-	-	-	-	-	-	-	-	-	82.5	-	-	-	-	-	-	-	-
<b>Panel B - Graduation</b>																				
1996	450	0.0	0.0	0.2	30.7	47.1	50.7	52.0	52.7	53.1	53.3	0.0	0.0	0.2	34.2	56.4	61.3	64.0	65.3	66.9
1997	470	0.0	0.0	0.2	29.1	47.4	51.1	53.0	53.2	53.8	54.3	0.0	0.0	0.2	32.1	55.7	61.9	64.7	65.5	67.7
1998	474	0.0	0.0	0.4	25.3	48.3	51.5	52.7	53.4	54.0	54.4	0.0	0.0	0.6	28.7	56.5	61.0	62.9	64.1	65.8
1999	456	0.0	0.0	0.4	28.1	50.7	53.1	53.9	54.8	55.0	55.3	0.0	0.0	0.4	31.6	58.1	62.7	65.1	66.4	67.3
2000	495	0.0	0.0	0.8	30.9	49.5	53.3	54.9	55.8	55.8	55.8	0.0	0.0	0.8	33.7	57.0	62.2	64.8	66.9	67.1
2001	446	0.0	0.0	0.2	33.2	49.8	53.6	56.1	56.7	57.2	57.8	0.0	0.0	0.4	36.5	56.5	61.9	65.2	67.3	69.3
2002	423	0.0	0.0	0.5	33.1	53.2	59.6	61.2	61.5	61.5	61.5	0.0	0.0	0.5	35.0	58.9	67.6	70.0	70.9	71.6
2003	593	0.0	0.0	0.7	28.7	54.8	58.7	59.9	60.9	61.6	-	0.0	0.0	0.7	30.7	62.2	68.5	70.8	73.0	74.0
2004	698	0.0	0.0	0.9	29.8	51.4	55.2	56.7	57.4	-	-	0.0	0.0	0.9	32.7	58.3	63.6	66.3	67.5	-
2005	471	0.0	0.0	0.4	32.7	56.1	60.5	62.4	-	-	-	0.0	0.0	0.4	37.6	65.8	72.2	75.2	-	-
2006	569	0.0	0.0	0.2	31.6	50.4	55.0	-	-	-	-	0.0	0.0	0.2	34.3	55.0	61.2	-	-	-
2007	572	0.0	0.0	0.7	36.9	55.6	-	-	-	-	-	0.0	0.0	0.9	40.2	63.9	-	-	-	-
2008	586	0.0	0.0	0.7	38.4	-	-	-	-	-	-	0.0	0.0	0.7	41.1	-	-	-	-	-
2009	639	0.0	0.2	0.8	-	-	-	-	-	-	-	0.0	0.2	0.8	-	-	-	-	-	-
2010	593	0.0	0.5	-	-	-	-	-	-	-	-	0.0	0.5	-	-	-	-	-	-	-
2011	538	0.0	-	-	-	-	-	-	-	-	-	0.0	-	-	-	-	-	-	-	-
<b>Panel C - Persistence</b>																				
1996	450	80.4	62.4	57.6	55.8	55.6	54.9	53.1	53.6	53.6	53.8	84.4	72.4	69.6	68.2	68.0	67.6	66.4	68.0	68.2
1997	470	77.0	60.2	56.6	53.8	54.3	53.8	54.3	54.3	54.5	54.3	83.2	71.9	68.7	67.2	66.6	67.4	67.2	67.7	68.5
1998	474	77.8	61.4	59.3	57.2	55.1	54.4	54.6	54.9	54.4	54.6	82.3	70.5	69.8	67.7	66.9	66.2	66.5	66.9	66.2
1999	456	76.8	64.5	59.4	57.7	56.6	55.9	55.7	55.5	55.5	55.5	81.4	72.1	69.3	68.6	68.4	68.2	68.6	67.8	68.2
2000	495	80.0	64.8	60.6	57.6	57.0	56.2	56.0	56.2	56.0	56.2	83.8	73.7	70.9	67.3	67.9	67.5	67.9	68.5	69.1
2001	446	77.8	66.4	61.4	57.4	57.4	57.8	57.4	58.3	58.7	58.3	82.7	74.9	70.0	67.3	68.4	69.1	69.7	70.6	70.6
2002	423	77.8	68.6	63.1	61.2	61.9	61.9	61.7	61.7	61.7	61.9	81.6	75.7	71.9	70.4	71.2	71.6	71.9	73.0	73.5
2003	593	79.9	68.0	63.9	62.2	60.5	61.4	61.4	61.7	61.7	-	83.8	75.9	74.2	73.5	72.8	73.9	73.9	74.5	74.2
2004	698	76.4	63.2	60.2	57.3	57.9	59.0	58.3	58.2	-	-	80.5	72.2	69.9	67.2	68.6	69.5	69.2	-	-
2005	471	80.5	69.9	65.6	63.5	62.2	62.2	62.6	-	-	-	85.1	80.7	78.6	76.9	75.6	76.2	77.7	-	-
2006	569	76.3	63.4	59.1	56.9	57.3	56.8	-	-	-	-	80.0	70.1	67.1	66.6	66.1	65.7	-	-	-
2007	572	78.5	67.8	63.6	62.1	60.8	-	-	-	-	-	83.6	75.9	74.5	73.4	71.9	-	-	-	-
2008	586	81.9	72.9	68.3	66.6	-	-	-	-	-	-	86.0	80.0	75.3	73.9	-	-	-	-	-
2009	639	81.5	69.2	64.3	-	-	-	-	-	-	-	86.4	76.5	72.3	-	-	-	-	-	-
2010	593	80.6	68.8	-	-	-	-	-	-	-	-	85.7	76.9	-	-	-	-	-	-	-
2011	538	78.4	-	-	-	-	-	-	-	-	-	82.5	-	-	-	-	-	-	-	-

Note: This excludes Ag Inst at NCSU & 4-Year Diploma at UNC-SA.

Year of Entry in Class	Original Institution										Any UNC Institution									
	After Yr 1	After Yr 2	After Yr 3	After Yr 4	After Yr 5	After Yr 6	After Yr 7	After Yr 8	After Yr 9	After Yr 10	After Yr 1	After Yr 2	After Yr 3	After Yr 4	After Yr 5	After Yr 6	After Yr 7	After Yr 8	After Yr 9	After Yr 10
<b>Panel A - Retention</b>																				
1996	408	81.4	63.0	57.8	25.5	8.3	3.4	1.2	1.0	0.5	0.5	85.3	73.5	70.1	34.6	11.5	5.4	2.5	2.2	1.5
1997	427	78.0	61.6	57.4	25.8	6.8	3.0	1.2	1.2	0.7	0.0	84.3	73.1	69.6	36.3	10.5	5.6	2.6	2.3	0.9
1998	434	79.0	62.0	59.9	33.6	7.4	3.2	2.1	1.6	0.5	0.2	83.6	71.2	70.0	40.8	10.8	5.5	3.7	2.8	0.9
1999	414	77.1	64.5	59.4	29.5	6.0	2.9	1.7	0.7	0.5	0.2	81.9	72.2	69.1	36.7	10.4	5.3	3.1	1.2	1.0
2000	451	80.9	65.6	60.8	27.1	7.3	2.9	0.9	0.2	0.2	0.4	84.7	74.5	71.2	33.7	10.6	5.3	2.7	1.3	1.8
2001	397	77.6	66.8	61.5	24.9	7.6	3.8	1.0	1.8	1.8	0.5	82.9	75.6	70.5	31.5	11.8	6.8	4.3	3.8	1.5
2002	385	77.4	68.6	62.6	27.5	8.1	1.8	0.5	0.3	0.3	0.5	81.3	75.8	71.4	34.8	11.7	3.6	1.8	2.3	1.3
2003	538	80.5	69.3	64.7	34.4	5.8	2.8	1.3	0.6	0.2	-	83.8	76.6	74.3	43.7	10.6	5.4	2.8	1.5	0.2
2004	630	77.3	64.1	60.5	27.8	6.3	4.0	1.6	0.6	-	-	81.4	72.5	69.5	33.7	9.7	5.9	3.0	1.7	-
2005	418	81.3	70.8	65.6	31.3	6.2	1.7	0.2	-	-	-	86.1	81.3	78.2	39.7	10.0	3.8	2.2	-	-
2006	505	75.6	64.0	58.4	25.0	6.7	1.8	-	-	-	-	79.6	71.3	67.1	32.5	11.3	5.0	-	-	-
2007	488	78.5	69.1	63.7	26.2	5.7	-	-	-	-	-	83.6	77.3	74.6	33.8	8.8	-	-	-	-
2008	498	82.3	74.5	69.3	30.5	-	-	-	-	-	-	86.5	81.9	76.3	35.1	-	-	-	-	-
2009	558	82.3	70.4	64.9	-	-	-	-	-	-	-	86.6	77.1	72.0	-	-	-	-	-	-
2010	499	81.0	69.1	-	-	-	-	-	-	-	-	86.0	77.6	-	-	-	-	-	-	-
2011	442	79.2	-	-	-	-	-	-	-	-	-	82.8	-	-	-	-	-	-	-	-
<b>Panel B - Graduation</b>																				
1996	408	0.0	0.0	0.2	30.9	47.5	51.2	52.0	52.7	53.2	53.4	0.0	0.0	0.2	34.6	57.1	62.3	64.5	65.9	67.4
1997	427	0.0	0.0	0.2	29.3	48.9	52.5	54.3	54.6	55.3	55.7	0.0	0.0	0.2	32.3	57.1	63.0	65.6	66.5	67.9
1998	434	0.0	0.0	0.5	24.4	48.4	51.8	53.2	53.9	54.6	55.1	0.0	0.0	0.7	27.9	56.9	61.8	63.8	65.0	66.6
1999	414	0.0	0.0	0.5	28.5	51.2	53.6	54.6	55.3	55.6	55.8	0.0	0.0	0.5	31.9	58.7	63.5	66.2	67.1	67.6
2000	451	0.0	0.0	0.7	31.3	51.2	55.0	56.5	57.4	57.4	57.4	0.0	0.0	0.7	34.1	59.0	64.1	66.7	68.7	69.0
2001	397	0.0	0.0	0.3	33.2	50.4	54.4	56.9	57.2	57.7	58.4	0.0	0.0	0.5	37.0	57.4	63.2	66.8	68.3	70.5
2002	385	0.0	0.0	0.5	38.2	53.8	60.0	61.3	61.3	61.3	61.3	0.0	0.0	0.5	35.3	59.7	68.3	70.4	70.9	71.7
2003	538	0.0	0.0	0.7	29.6	56.3	60.0	61.3	62.5	62.8	-	0.0	0.0	0.7	31.2	63.2	69.1	71.7	74.0	74.7
2004	630	0.0	0.0	1.0	31.3	53.0	56.5	58.3	59.0	-	-	0.0	0.0	1.0	34.4	59.7	64.8	67.6	68.7	-
2005	418	0.0	0.0	0.2	31.9	50.3	54.9	-	-	-	-	0.0	0.0	0.5	37.6	65.6	72.2	75.4	-	-
2006	505	0.0	0.0	0.2	36.9	55.9	-	-	-	-	-	0.0	0.0	0.2	34.9	55.2	-	-	-	-
2007	488	0.0	0.0	0.6	37.6	-	-	-	-	-	-	0.0	0.0	0.8	40.6	63.7	-	-	-	-
2008	498	0.0	0.0	0.6	37.6	-	-	-	-	-	-	0.0	0.0	0.6	40.4	-	-	-	-	-
2009	558	0.0	0.2	0.9	-	-	-	-	-	-	-	0.0	0.0	0.2	0.9	-	-	-	-	-
2010	499	0.0	0.6	-	-	-	-	-	-	-	-	0.0	0.6	-	-	-	-	-	-	-
2011	442	0.0	-	-	-	-	-	-	-	-	-	0.0	-	-	-	-	-	-	-	-
<b>Panel C - Persistence</b>																				
1996	408	81.4	63.0	58.1	56.4	55.9	54.7	53.2	53.7	53.7	53.9	85.3	73.5	70.3	69.1	68.6	67.6	66.9	68.1	68.9
1997	427	78.0	61.6	57.6	55.0	55.7	55.5	55.5	55.7	56.0	55.7	84.3	73.1	69.8	68.6	67.7	68.6	68.1	68.9	69.6
1998	434	79.0	62.0	60.4	38.1	55.8	55.1	55.3	55.5	55.1	55.3	83.6	71.2	70.7	68.7	67.7	67.3	67.5	67.7	67.1
1999	414	77.1	64.5	59.9	58.0	57.2	56.5	56.3	56.0	56.0	56.0	81.9	72.2	69.6	68.6	69.1	68.8	69.3	68.4	68.8
2000	451	80.9	65.6	61.4	58.3	58.5	57.9	57.4	57.6	57.6	57.9	84.7	74.5	71.8	67.8	69.6	69.4	69.4	70.1	70.7
2001	397	77.6	66.8	61.7	58.2	57.9	58.2	57.9	58.9	59.4	58.9	82.9	75.6	71.0	68.5	69.3	70.0	71.0	72.0	72.0
2002	385	77.4	68.6	63.1	60.8	61.8	61.8	61.6	61.6	61.8	61.8	81.3	75.8	71.9	70.1	71.4	71.9	72.2	73.2	73.8
2003	538	80.5	69.3	65.4	63.9	62.1	62.8	62.6	63.0	63.0	-	83.8	76.6	75.1	74.9	73.8	74.5	74.5	75.3	74.9
2004	630	77.3	64.1	61.4	59.0	59.4	60.5	59.8	59.7	-	-	81.4	72.5	70.5	68.1	69.4	70.6	70.6	70.5	-
2005	418	81.3	70.8	66.0	63.9	62.2	62.2	62.7	-	-	-	86.1	81.3	78.7	77.3	75.6	76.1	77.5	-	-
2006	505	75.6	64.0	58.6	56.8	57.0	56.6	-	-	-	-	79.6	71.3	67.3	67.3	66.5	66.5	-	-	-
2007	488	78.5	69.1	64.3	63.1	61.7	-	-	-	-	-	83.6	77.3	75.4	74.4	72.5	-	-	-	-
2008	498	82.3	74.5	69.9	68.1	-	-	-	-	-	-	86.5	81.9	76.9	75.5	-	-	-	-	-
2009	558	82.3	70.6	65.8	-	-	-	-	-	-	-	86.6	77.2	72.9	-	-	-	-	-	-
2010	499	81.0	69.7	-	-	-	-	-	-	-	-	86.0	78.2	-	-	-	-	-	-	-
2011	442	79.2	-	-	-	-	-	-	-	-	-	82.8	-	-	-	-	-	-	-	-

Note: This excludes Ag Inst at NCSU & 4-Year Diploma at UNC-SA.