



Institutional Effectiveness
Office of Institutional Research

FACT BOOK

2024

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General Information

Clafin University Fact Book

The Clafin University Fact Book is compiled by the Office of Institutional Effectiveness (IE). The Fact Book is designed to provide a convenient source of information on an array of characteristics and elements in reference to the institution.

The Role and Scope of Institutional Effectiveness

The Office of Institutional Effectiveness supports academic, administrative and physical planning for the institution, as well as, researches and reports information about the university and its environment. The office is responsible for the collection and maintenance of official institutional databases; standardized assessments; and evaluations; internal and external surveys; and serves as the official reporting department for the institution.



Contact Institutional Effectiveness

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Vision

Claflin University will be recognized as a leading 21st Century institution of higher education that develops a diverse and inclusive community of globally engaged visionary leaders.

Mission

Claflin University is committed to ensuring access to exemplary educational opportunities through its undergraduate, graduate, and continuing education programs that have a global reach. The institution provides a student-centered, liberal-arts education that is focused on STEAM and grounded in cutting-edge research, experiential learning, state-of the art technology, community service, and life-long professional and personal fulfillment.

As a historically black University affiliated with the United Methodist Church, Claflin is a diverse and inclusive community of students, faculty, staff, and administrators who strive to cultivate practical wisdom, social justice, judgement, knowledge, skills, and character needed for engaged citizenship and visionary leadership in its vicinity and beyond.

Guiding Principles

At the center of everything we do is a system of values informing and guiding all policies and programs. These values, expressed through our decisions and actions, are defined by five over-arching guiding principles:

Commitment to Excellence: We will strive for excellence through creativity, innovation and efficiency that allow for optimization of resources.

Commitment to Valuing People: We will value people by providing a safe, wholesome and healthy environment that fosters mutual respect, diversity, and inclusion.

Commitment to Being Student Centered: We will focus on all aspects of student life including student-centered education by embedding skills and praxis that foster life-long learning and independent problem solving and also translate their needs and expectations into actions that embody exceptional service.

Commitment to Exemplary Educational Programs: We will provide exemplary educational programs and an effective learning community by ensuring that they represent the highest standards of academic excellence and by continuous quality improvement.

Commitment to Fiscal Accountability: We will commit to financial accountability by promoting and fostering a culture of compliance, integrity, and fiscal responsibility throughout the University.

Commitment to Social Justice: We will endeavor to ensure social justice universally through research, engagement, and advocacy.

Institutional Characteristics

| | |
|--------------------------------|--|
| Founding Date | 1869 |
| President | Dr. Dwaun J. Warmack |
| Affiliation | United Methodist Church |
| Carnegie Classification | Baccalaureate Colleges - Arts and Sciences |
| Academic Calendar | Semester; 2 Summer Sessions |
| Degrees Offered | BA, BS, BSN, MEd, MS, MSN |
| Student-faculty Ratio | 13:1 |
| 1-yr Retention Rate | 79 |
| 6-yr Graduation Rate | 52 |
| Colors | Orange and Maroon |

By the Numbers

- Undergraduate Students: 1731
- Graduate & Professional Students: 121
- International Students: 48
- Countries Represented: 10
- Registered Undergraduate Organizations: 85
- Varsity Sports: 11

Institutional & Professional Accreditations

| Institutional & Professional Accreditations | |
|---|--|
| College / Program | Accrediting Agency |
| Claflin University | Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) |
| Business Administration, Organizational Management | Accreditation Council for Business Schools and Programs (ACBSP) |
| Education: Elementary, Middle Level, Early Childhood, Music, & English | Council for the Accreditation of Educator Preparation (CAEP) |
| Music | National Association of Schools of Music (NASM) |
| Chemistry | American Chemical Society (ACS) |
| Computer Science | Accreditation Board for Engineering and Technology, Inc. (ABET) |
| Nursing | Commission on Collegiate Nursing Education (CCNE) |

Programs of Study Inventory

| MAJORS | DEGREE OFFERED |
|--|----------------|
| Accounting | BS |
| African and African American Studies | BA |
| Art | BA |
| Art Education | BA |
| Biochemistry | BS |
| Bioinformatics | BS |
| Biology | BS |
| Biotechnology | BS, MS |
| Business Administration | BS, MBA |
| Chemistry | BS |
| Computer Engineering | BS |
| Computer Science | BS |
| Criminal Justice | BA, MS |
| Curriculum and Instruction | Med |
| Cyber Security | BS, MS |
| Digital Design | BA |
| Early Childhood Education | BS |
| Early Childhood Program Administration | BS |
| Elementary Education | BS |
| English | BA |
| English Education | BA |
| Environmental Science | BS |
| History | BA |
| Human Performance and Recreation | BS |
| Integrated Studies | BA |
| Management | BS |
| Management Information Science | BS |
| Marketing | BS |
| Mass Communications | BA |
| Mathematics | BS |
| Mathematics Education | BS |
| Middle Level Education | BS |
| Music | BA |
| Music Education | BA |
| Nursing | BSN, MSN |
| Organizational Management | BS |
| Philosophy and Religion | BA |
| Political Science | BA |
| Psychology | BA |
| Sociology | BA |
| Spanish | BA |
| Sport Management | BS |

BA: Bachelor of Arts | BS: Bachelor of Science | BSN: Bachelor of Science in Nursing | Med: Master of Education | MS: Master of Science | MSN: Master of Science in Nursing

Admissions Profile

New Freshmen Applications, Acceptances, and Matriculations

| Item | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|----------------|-----------|-----------|-----------|-----------|-----------|
| Applications | 9934 | 8467 | 7568 | 6999 | 8127 |
| Acceptances | 6302 | 5289 | 5903 | 5078 | 5277 |
| Matriculations | 501 | 305 | 384 | 457 | 387 |
| Yield Rate | 8.0 | 6.0 | 7.0 | 9.0 | 9.0 |

New Freshmen Admissions by Gender

| Undergraduate Admissions - First-Time, Degree Seeking Students by Gender | | | | | | | | | | | |
|--|------------|--------|-------|----------|--------|-------|----------|--------|-------|------------------|--------------------------------------|
| Fall | Applicants | | | Accepted | | | Enrolled | | | Percent Accepted | Enrolled as a percentage of Accepted |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | | |
| 2020 | 3241 | 6020 | 9261 | 2111 | 3921 | 6032 | 118 | 383 | 501 | 65% | 8% |
| 2021 | 3387 | 5080 | 8467 | 2156 | 3133 | 5289 | 97 | 218 | 305 | 62% | 6% |
| 2022 | 2262 | 5306 | 7568 | 1719 | 4184 | 5903 | 100 | 284 | 384 | 78% | 7% |
| 2023 | 1637 | 5362 | 6999 | 1142 | 3936 | 5078 | 106 | 351 | 457 | 73% | 9% |
| 2024 | 2637 | 5490 | 8127 | 1756 | 3521 | 5277 | 117 | 270 | 387 | 65% | 7% |
| Avg. | 2633 | 5452 | 8084 | 1777 | 3739 | 5516 | 108 | 301 | 407 | 69% | 7% |

Mean ACT Composite, SAT, Rank, & HSGPA for First-time Freshmen

| Student Pre-College Characteristics | | | | | | | |
|-------------------------------------|-----|------|------|---------|--------|------------------|---------|
| Item | ACT | SATV | SATM | CompSAT | WHSGPA | RANK* | UWHSGPA |
| 2018 | 18 | 490 | 470 | 960 | 3.50 | 60 th | 3.18 |
| 2019 | 21 | 480 | 460 | 940 | 3.46 | 55 th | 3.05 |
| 2020 | 17 | 470 | 450 | 920 | 3.50 | 49 th | 3.09 |
| 2021 | 19 | 495 | 465 | 960 | 3.56 | 42 th | 3.11 |
| 2022 | 19 | 495 | 478 | 973 | 3.56 | 41 th | 3.05 |
| 2023 | 19 | 520 | 512 | 1030 | 3.62 | 63 rd | 3.11 |
| 2024 | 19 | 526 | 510 | 1036 | 3.57 | 68 th | 3.03 |

*99th = Top 1%

Transfer Student Enrollment Trend

| Transfer Enrollment – Fall | | | |
|----------------------------|------|--------|-------|
| Year | Male | Female | Total |
| 2019 | 42 | 51 | 93 |
| 2020 | 29 | 54 | 83 |
| 2021 | 25 | 48 | 73 |
| 2022 | 26 | 61 | 87 |
| 2023 | 29 | 46 | 75 |
| 2024 | 38 | 44 | 82 |

Enrollment Profile

Enrollment by School

| | Undergraduate Enrollment by School | | | | |
|-------------------------------------|------------------------------------|------|------|------|------|
| School | Fall | | | | |
| | 2020 | 2021 | 2022 | 2023 | 2024 |
| Business | 255 | 248 | 238 | 257 | 252 |
| Education | 286 | 240 | 248 | 219 | 228 |
| Humanities and Social Science | 603 | 518 | 497 | 509 | 497 |
| Natural Sciences and Mathematics | 519 | 501 | 461 | 519 | 516 |
| Professional and Continuing Studies | 210 | 209 | 252 | 145 | 164 |
| Undeclared | 96 | 63 | 53 | 105 | 74 |
| Total | 1969 | 1779 | 1749 | 1754 | 1731 |

Enrollment by Program of Study (Fall)

| | 2020 | 2021 | 2022 | 2023 | 2024 |
|---|------|------|------|------|------|
| African and African American Studies | 15 | 9 | 9 | 9 | 6 |
| Accounting | | | | 12 | 26 |
| Mathematics (Applied Mathematics Track) | 2 | | 1 | 1 | 3 |
| 3+2 Applied Mathematics (Clemson) | 3 | 4 | 2 | | 2 |
| Art | 2 | 1 | | | |
| Art Education | 3 | 4 | 8 | 5 | 7 |
| Studio Art | 21 | 21 | 18 | 17 | 17 |

| | | | | | |
|--|-----|-----|-----|-----|-----|
| cBiotechnology | 7 | 10 | 6 | 11 | 20 |
| Biochemistry | 46 | 58 | 48 | 43 | 29 |
| Bioinformatics | | | 3 | 5 | 4 |
| Biology | 241 | 236 | 223 | 261 | 225 |
| Biotechnology (GR) | 19 | 15 | 4 | 16 | 28 |
| Management | 36 | 40 | 33 | 33 | 44 |
| Marketing | 39 | 33 | 36 | 42 | 68 |
| Business Administration | 180 | 175 | 169 | 170 | 114 |
| Chemistry | 17 | 14 | 18 | 18 | 15 |
| Computer Science | 71 | 54 | 63 | 72 | 84 |
| Criminal Justice | 123 | 108 | 126 | 120 | 101 |
| Criminal Justice (Online) | 24 | 33 | 34 | 30 | 21 |
| Criminal Justice (GR) | 27 | 20 | 19 | 21 | 15 |
| Computer Engineering | 53 | 47 | 45 | 44 | 44 |
| Cyber Security | | | | | 9 |
| Cyber Security (GR) | | | | | 7 |
| Digital Design | 35 | 30 | 28 | 17 | 24 |
| Early Childhood Education | 85 | 76 | 67 | 53 | 47 |
| Early Childhood Program Administration | | | | 18 | 20 |
| Elementary Education | 40 | 40 | 43 | 20 | 19 |
| English Education | 14 | 7 | 5 | 3 | 4 |
| English | 11 | 12 | 8 | 7 | 5 |
| Environmental Science | 5 | 9 | 6 | 8 | 10 |
| History | 11 | 9 | 10 | 6 | 4 |
| Human Performance and Recreation | 39 | 42 | 47 | 54 | 63 |
| Mathematics Education | 5 | 5 | 6 | 4 | 3 |
| Mathematics | 10 | 3 | 2 | 3 | 6 |
| Business Administration (GR) | 7 | 17 | 12 | 7 | 5 |
| Business Administration (GR) (Online) | 13 | 10 | 10 | 9 | 13 |
| Mass Communications | 122 | 92 | 74 | 75 | 83 |
| Curriculum and Instruction | 13 | 9 | 8 | 10 | 11 |
| Management Information Science | 8 | 7 | 4 | 5 | 9 |
| Middle Level Education | 35 | 21 | 25 | 18 | 24 |
| Music Education | 25 | 22 | 11 | 12 | 17 |
| Music | 15 | 11 | 10 | 14 | 14 |
| Nursing (Online) | 49 | 54 | 34 | 44 | 53 |
| Nursing (GR) | | | 28 | 18 | 42 |
| Organizational Management | 24 | 8 | 3 | 2 | |
| Organizational Management (Online) | 38 | 59 | 105 | 51 | 78 |

| | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|
| Politics and Justice Studies | 2 | 1 | 1 | | |
| Political Science | 49 | 40 | 32 | 28 | 28 |
| Psychology | 188 | 155 | 157 | 182 | 168 |
| Psychology (Online) | 36 | 62 | 81 | 47 | 64 |
| Philosophy and Religion | 6 | 2 | 2 | 2 | 2 |
| Sociology | 48 | 40 | 28 | 26 | 18 |
| Sociology/Criminal Justice Administration | 1 | 1 | | | |
| Spanish | | | | | |
| Sport Management | 87 | 61 | 66 | 56 | 55 |
| Undeclared | 98 | 63 | 53 | 105 | 74 |
| Total | 2048 | 1866 | 1830 | 1835 | 1852 |

Undergraduate Enrollment by Ethnicity, Race and Gender

| Undergraduate Enrollment by Ethnicity, Race and Gender | | | | | | | | | | | | | | | |
|--|------------|-------------|------------|------------|-------------|------------|------------|-------------|------------|------------|-------------|------------|------------|-------------|------------|
| | 2020 FA | | | 2021 FA | | | 2022 FA | | | 2023 FA | | | 2024 FA | | |
| | M | F | % | M | F | % | M | F | % | M | F | % | M | F | % |
| Nonresident alien | 24 | 22 | 2.3 | 17 | 22 | 2.2 | 16 | 17 | 1.9 | 21 | 19 | 2.3 | 19 | 20 | 2.3 |
| Hispanic/Latino of any race | 1 | 1 | .1 | 8 | 12 | 1.1 | 7 | 13 | 1.1 | 5 | 10 | .9 | 6 | 7 | .7 |
| American Indian/Alaska Native | 9 | 13 | 1.1 | 6 | 9 | .8 | 4 | 6 | .6 | 3 | 7 | .6 | 2 | 2 | .2 |
| Asian | 3 | 4 | .4 | 6 | 4 | .6 | 7 | 2 | .5 | 2 | 1 | .2 | 2 | 0 | .1 |
| Black or African American | 512 | 1319 | 93 | 468 | 1183 | 92.8 | 466 | 1092 | 89.1 | 408 | 1169 | 89.9 | 445 | 1094 | 88.9 |
| Native Hawaiian/Pacific | 1 | 0 | .1 | 0 | 0 | 0 | 0 | | 0 | 0 | 1 | .05 | 0 | 0 | 0 |
| White | 13 | 21 | 1.7 | 13 | 29 | 2.4 | 33 | 32 | 3.7 | 5 | 15 | 1.1 | 16 | 25 | 2.3 |
| Two or more races | 0 | 1 | .1 | 0 | 2 | .1 | 0 | 3 | .2 | 0 | 1 | .05 | 0 | 1 | .1 |
| Race/ethnicity unknown | 9 | 16 | 1.3 | 0 | 0 | 0 | 15 | 36 | 2.9 | 19 | 68 | 4.9 | 23 | 69 | 2.3 |
| Total | 572 | 1397 | 100 | 518 | 1261 | 100 | 548 | 1201 | 100 | 463 | 1291 | 100 | 513 | 1218 | 100 |

Graduate Enrollment by Ethnicity – 2024 Fall

| Student Population | Male | Female | Total |
|---|------|--------|-------|
| American Indian or Alaska Native | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 |
| Black or African American | 29 | 64 | 93 |
| Native Hawaiian or other Pacific Islander | 0 | 0 | 0 |
| Hispanic or Latino Origin | 0 | 1 | 1 |

| | | | |
|-------------------|-----------|-----------|------------|
| White | 0 | 1 | 1 |
| Two or more races | 0 | 1 | 1 |
| Unknown | 9 | 6 | 15 |
| Nonresident Alien | 6 | 4 | 10 |
| Total | 44 | 77 | 121 |

Five Year Enrollment of Undergraduate Students by Gender

| Five Year Enrollment of Undergraduate Students by Gender | | | | | | | | | | |
|--|-------|-----|-------|-----|-------|-----|-------|-----|-------|-----|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
| | Count | % | Count | % | Count | % | Count | % | Count | % |
| Female | 1397 | 71% | 1261 | 71% | 1201 | 69% | 1291 | 74% | 1218 | 70% |
| Male | 572 | 29% | 518 | 29% | 548 | 31% | 463 | 26% | 513 | 30% |
| Total | 1969 | | 1779 | | 1749 | | 1754 | | 1731 | |

Five Year Enrollment of Graduate Students by Gender

| Five Year Enrollment of Graduate Students by Gender | | | | | | | | | | |
|---|-------|-----|-------|-----|-------|-----|-------|-----|-------|-----|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
| | Count | % | Count | % | Count | % | Count | % | Count | % |
| Female | 62 | 79% | 61 | 70% | 65 | 80% | 55 | 68% | 77 | 63% |
| Male | 17 | 21% | 26 | 30% | 16 | 20% | 26 | 32% | 44 | 36% |

Online Enrollment

| | Online Enrollment | | | | |
|------------|-------------------|------|------|------|------|
| Enrollment | 2020 | 2021 | 2022 | 2023 | 2024 |
| UG | 149 | 206 | 122 | 165 | 202 |
| GR | 47 | 61 | 65 | 62 | 98 |
| Total | 196 | 267 | 187 | 227 | 300 |

Pell Recipients

| (Fall) Pell Grant Recipients | | | | | |
|------------------------------|------------------------------|------------------------------|-----------|----------------|------------|
| Semester | Unduplicated Pell Recipients | Number of Full-time Students | %Students | Awarded Amount | Avg. Award |
| FY16-17 | 1402 | 1905 | 73.6 | \$3,468,884.50 | \$2,474.00 |
| FY17-18 | 1474 | 2038 | 72.3 | \$3,803,233.50 | \$2,580.00 |
| FY18-19 | 1480 | 2080 | 71.2 | \$3,860,882.00 | \$2,608.50 |
| FY19-20 | 1420 | 1986 | 71.5 | \$3,718,787.00 | \$2,619.00 |
| FY20-21 | 1424 | 1969 | 72.3 | \$3,776,607.00 | \$2,652.00 |
| FY21-22 | 1322 | 1779 | 74.3 | \$3,730,053.50 | \$2,821.50 |
| FY22-23 | 1270 | 1749 | 73.0 | \$3,832,282.00 | \$3,017.54 |
| FY23-24 | 1289 | 1754 | 73.0 | \$4,036,562.00 | \$3,131.50 |

On and Off-Campus Housing Occupancy

| Item | 2020-21* | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|----------------|----------|---------|---------|---------|---------|
| Occupancy | N/A | 1120 | 1090 | 1205 | 1166 |
| Undergraduates | N/A | 1779 | 1749 | 1754 | 1731 |
| %Housed | N/A | 63 | 62 | 66 | 67 |

*Limited housing due to the Coronavirus pandemic

Academic Program Profile

Completion/Graduates

| Major | 2020 | 2021 | 2022 | 2023 | 2024 | Total |
|---------------------------------------|------|------|------|------|------|-------|
| Accounting | | | | 1 | 1 | 2 |
| African and African American Studies | 2 | 4 | 2 | 2 | 2 | 12 |
| Art Education | | | | 1 | | 1 |
| Biochemistry | 7 | 2 | 10 | 9 | 7 | 35 |
| Bioinformatics | | 0 | | | | 0 |
| Biology | 26 | 39 | 50 | 22 | 31 | 168 |
| Biotechnology | | 2 | 2 | 2 | 1 | 7 |
| Biotechnology (GR) | 5 | 5 | 13 | 2 | 2 | 27 |
| Business Administration | 24 | 16 | 35 | 12 | 18 | 105 |
| Business Administration (GR) | 5 | 6 | 3 | 10 | 4 | 28 |
| Business Administration (GR) (Online) | 2 | 6 | 8 | 4 | 7 | 27 |

| | | | | | | |
|--|----|----|----|----|----|-----|
| Chemistry | 1 | 3 | 1 | 5 | 2 | 12 |
| Computer Engineering | 5 | 7 | 11 | 4 | 11 | 38 |
| Computer Science | 8 | 12 | 11 | 6 | 7 | 44 |
| Criminal Justice | 22 | 29 | 36 | 22 | 17 | 126 |
| Criminal Justice (GR) (Online) | 8 | 9 | 14 | 4 | 6 | 41 |
| Criminal Justice (Online) | 7 | 8 | 7 | 6 | 7 | 35 |
| Curriculum and Instruction (GR) | 5 | 9 | 5 | 2 | 5 | 26 |
| Digital Design | 1 | 6 | 7 | 9 | 1 | 24 |
| Early Childhood Education | 2 | 6 | 3 | 5 | 3 | 19 |
| Early Childhood Program Administration | | | | 7 | 15 | 22 |
| Elementary Education | 3 | 4 | 2 | 2 | 2 | 13 |
| English | 6 | 4 | 5 | 6 | 4 | 25 |
| English Education | | | | 1 | | 1 |
| Environmental Science | 1 | | 1 | 2 | 1 | 5 |
| History | 3 | 3 | 2 | 6 | 2 | 16 |
| Human Performance and Recreation | 33 | 9 | 15 | 13 | 13 | 83 |
| Integrated Studies | | | | | 1 | 1 |
| Management | 7 | 11 | 8 | 7 | 8 | 41 |
| Management Information Science | 2 | 4 | 2 | 1 | 1 | 10 |
| Marketing | 11 | 11 | 7 | 12 | 11 | 52 |
| Mass Communications | 20 | 30 | 35 | 21 | 11 | 117 |
| Mathematics | 1 | 5 | 3 | 1 | | 10 |
| Mathematics (Applied Mathematics Track) | | 3 | | 3 | | 6 |
| Mathematics Education | | | | | 2 | 2 |
| Middle Level Education | 2 | 11 | | 3 | 1 | 17 |
| Music | 8 | 10 | 10 | | 5 | 33 |
| Music Education | 1 | 4 | 1 | 4 | | 10 |
| Nursing (Online) | 14 | 47 | 43 | 39 | 25 | 168 |
| Nursing (GR) | | | | 8 | 15 | 23 |
| Organizational Management | 9 | 8 | 8 | 1 | 1 | 27 |
| Organizational Management (Online) | 3 | 11 | 12 | 15 | 9 | 50 |
| Philosophy and Religion | | 5 | 2 | | | 7 |
| Political Science | 8 | 7 | 8 | 5 | 8 | 36 |
| Politics and Justice Studies | 2 | | | | | 2 |
| Psychology | 40 | 59 | 38 | 42 | 54 | 233 |
| Psychology (Online) | 8 | 7 | 14 | 8 | 11 | 48 |

| | | | | | | |
|---|------------|------------|------------|------------|------------|-------------|
| Sociology | 14 | 9 | 13 | 7 | 8 | 51 |
| Sociology/Criminal Justice Administration | | 0 | | | | 0 |
| Spanish | | 0 | | | | 0 |
| Sport Management | 7 | 17 | 8 | 17 | 5 | 54 |
| Studio Art | | 1 | 5 | 5 | | 11 |
| Completion Grand Total | 340 | 449 | 460 | 364 | 345 | 1958 |

Student Loan Default Rate

| Item | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|------|--------|
| Pct. | 11.6 | 8.4 | 10.6 | 11.4 | 7.3 | 4.4 | 31.1 * |

*Impact of the Coronavirus pandemic (NLSDS)

Outcomes

First-Time Degree-Seeking Freshmen Retention and Graduation Rates*

| Entering first-time, full-time, degree- seeking freshmen (cohort) | | Retention Rates | Final cohort after adjustable exclusions | Cumulative Graduation Rates | | |
|---|--------|-------------------|--|-----------------------------|---------|---------|
| Year | Number | First Year (Fall) | Revised Cohort | 4 Years or Less | 5 Years | 6 Years |
| 2002 | 344 | 78% | 342 | 34% | 48% | 51% |
| 2003 | 360 | 79% | 340 | 29% | 44% | 47% |
| 2004 | 366 | 79% | 365 | 30% | 43% | 46% |
| 2005 | 385 | 74% | 380 | 29% | 37% | 40% |
| 2006 | 398 | 70% | 397 | 26% | 42% | 44% |
| 2007 | 390 | 68% | 389 | 29% | 42% | 44% |
| 2008 | 463 | 72% | 465 | 32% | 45% | 49% |
| 2009 | 464 | 70% | 466 | 26% | 38% | 42% |
| 2010 | 423 | 77% | 423 | 40% | 52% | 56% |
| 2011 | 408 | 74% | 408 | 39% | 51% | 53% |
| 2012 | 440 | 70% | 440 | 40% | 48% | 50% |
| 2013 | 384 | 71% | 384 | 39% | 50% | 51% |
| 2014 | 389 | 77% | 387 | 37% | 47% | 50% |
| 2015 | 449 | 77% | 448 | 38% | 48% | 51% |
| 2016 | 490 | 79% | 486 | 47% | 49% | 50% |
| 2017 | 519 | 76% | 519 | 36% | 45% | 49% |
| 2018 | 572 | 70% | 566 | 41% | 48% | 52% |

| | | |
|-------------|-----|-----|
| 2019 | 459 | 70% |
| 2020 | 484 | 71% |
| 2021 | 305 | 79% |
| 2022 | 384 | 79% |
| 2023 | 457 | 79% |
| 2024 | 387 | 79% |

Fall to Spring Persistence for First-Time Full Time Degree-Seeking Students

| Cohort Year | Cohort Number | Enrolled Spring | Persistence Pct. |
|--------------------|----------------------|------------------------|-------------------------|
| 2014 | 389 | 364 | 93.6 |
| 2015 | 447 | 411 | 92.0 |
| 2016 | 490 | 453 | 92.5 |
| 2017 | 519 | 477 | 91.9 |
| 2018 | 572 | 506 | 88.5 |
| 2019 | 459 | 422 | 91.9 |
| 2020 | 484 | 413 | 85.3 |
| 2021 | 305 | 287 | 94.1 |
| 2022 | 384 | 366 | 95.3 |
| 2023 | 457 | 437 | 95.6 |
| 2024 | 387 | 362 | 93.5 |

Overall Student to Faculty Ratio

| Student – Faculty Ratio | | | | | |
|--------------------------------|------------------|------------------|------------------|------------------|------------------|
| Item | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Fall 2024 |
| Student FTE | 1866 | 1830 | 1870 | 1849 | 1807 |
| Faculty FTE | 134 | 140 | 129 | 132 | 133 |
| Student/Faculty Ratio | 13:1 | 13:1 | 14:1 | 14:1 | 13:1 |

Employment & Graduate/Professional School Placement

| Undergraduate Placement Rate | | | | | |
|------------------------------|------|------|------|------|------|
| Graduation Year | 2020 | 2021 | 2022 | 2023 | 2024 |
| Employed Pct. | 69% | 68% | 66% | 67% | 69% |
| Grad. School Pct. | 31% | 32% | 34% | 33% | 31% |
| Composite Pct. | 80% | 80% | 80% | 80% | 80% |

Licensing and Certification Examinations
Teacher Education Program: Traditional Summary PRAXIS II Pass Rates

| Year | Program | Group | Number Taking Tests | Number Passing Tests | Pass Rate |
|---------|---------------------|----------------------------------|---------------------|----------------------|-----------|
| 2012-13 | School of Education | ECE, ELED, MAED, MLE, MUED | 16 | 16 | 100 |
| 2013-14 | School of Education | ECE, ELED, MLE | 15 | 15 | 100 |
| 2014-15 | School of Education | ECE, ELED, MLE | 12 | 12 | 100 |
| 2015-16 | School of Education | ARTE, ECE, ELED, MAED, MLE, MUED | 18 | 18 | 100 |
| 2016-17 | School of Education | ECE, ELED, MLE, MUED | 14 | 14 | 100 |
| 2017-18 | School of Education | ECE, ELED, MLE, MUED | 13 | 13 | 100 |
| 2018-19 | School of Education | ECE, ELED, MAED, MLE, ELED | 7 | 7 | 100 |
| 2019-20 | School of Education | ECE, ELED, MLE, MUED | 8 | 8 | 100 |
| 2020-21 | School of Education | ECE, ELED, MLE, MUED | 25 | 25 | 100 |
| 2021-22 | School of Education | ECE, ELED, MLE, MUED | 6 | 6 | 100 |
| 2022-23 | School of Education | ECE, ELED, MLE, MUED | 14 | 14 | 100 |
| 2023-24 | School of Education | ECE, ELED, MLE, MUED | 16 | 16 | 100 |
| 2024-25 | School of Education | ECE, ELED, MLE, MUED | 21 | 21 | 100 |

Alumni Giving Percentage

| Item | 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|------|
| Pct. | 26 * | 39 | 39 | 36 | 39 |

*Impact of the Coronavirus pandemic