Retention rates measure student persistence, and graduation rates measure program completion. The U.S. Department of Education developed the official definitions, procedures, and metrics for calculating retention and graduation rates nationwide.

The Retention Rate is defined as the percentage of first-time, full-time freshmen students who enter in the fall term and continue to be enrolled in the fall term of their sophomore year. The Office of Institutional Research extends the calculation of retention statistics to subsequent fall terms as well—to gauge the overall persistence of Fordham undergraduates.

The Graduation Rate is defined as the percentage of first-time, full-time freshmen students who complete their undergraduate degrees in 4, 6, or 8 years—using the original cohort as the denominator for each year. The Office of Institutional Research extends the calculation of graduation statistics to additional years as well—to capture the overall completion patterns of Fordham undergraduates.

This sub-section offers a longitudinal history of retention and graduation rates from a University-wide perspective. Specifically, contents include: Retention Rates of First-Time, Full-Time Freshmen Undergraduates; and Cumulative Graduation Rates of First-Time, Full-Time Freshmen Undergraduates.
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3  Retention Rates of First-Time, Full-Time Freshmen Undergraduates
4  Cumulative Graduation Rates of First-Time, Full-Time Freshmen Undergraduates

Appendix
5  Data Definitions
### Retention Rates of First-Time, Full-Time Freshmen Undergraduates

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering Class</td>
<td>1,962</td>
<td>1,855</td>
<td>1,944</td>
<td>2,229</td>
<td>2,191</td>
<td>2,189</td>
<td>2,268</td>
<td>2,285</td>
<td>2,260</td>
<td>2,271</td>
</tr>
<tr>
<td>Entering Class (After Exclusions)</td>
<td>1,962</td>
<td>1,853</td>
<td>1,941</td>
<td>2,228</td>
<td>2,191</td>
<td>2,189</td>
<td>2,268</td>
<td>2,284</td>
<td>2,260</td>
<td>2,271</td>
</tr>
<tr>
<td>Fall Retention Rate - 2nd. Yr.</td>
<td>90.4%</td>
<td>93.1%</td>
<td>92.2%</td>
<td>90.8%</td>
<td>92.3%</td>
<td>91.2%</td>
<td>89.8%</td>
<td>91.1%</td>
<td>89.4%</td>
<td>---</td>
</tr>
<tr>
<td>Fall Retention Rate - 3rd. Yr.</td>
<td>83.8%</td>
<td>87.0%</td>
<td>85.6%</td>
<td>86.0%</td>
<td>86.5%</td>
<td>86.8%</td>
<td>83.6%</td>
<td>85.3%</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Fall Retention Rate - 4th. Yr.</td>
<td>80.1%</td>
<td>84.2%</td>
<td>82.6%</td>
<td>83.1%</td>
<td>83.6%</td>
<td>83.9%</td>
<td>81.0%</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

**Notes.** The sizes of entering cohorts listed above may be different from those shown in the retention sections of previous editions of the Fact Book because (1) the enrollment status of some students either changed or has been corrected, and because (2) each year, consistent with directions of the National center for Education Statistics (NCES), we exclude from the initial cohort students who died or became permanently disabled, or who interrupted their education for military, religious, or foreign service. Students in the latter three categories who return to their education are added back into the cohort. In addition, beginning with the Fall 2008 entering cohort, the graduation rates are calculated based on a September to August graduation cycle (rather than the typical July-June cycle required by IPEDS and the CDS) so that each student's status as retained, graduated, or withdrawn can be unequivocally determined each year.

**Sources.** Student Information System and Office of Institutional Research.
Retention and Graduation Rates, University-Wide

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>1,962</td>
<td>1,962</td>
<td>74.3%</td>
<td>78.5%</td>
<td>79.5%</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>1,855</td>
<td>1,853</td>
<td>79.0%</td>
<td>82.9%</td>
<td>84.5%</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>1,944</td>
<td>1,941</td>
<td>78.3%</td>
<td>82.2%</td>
<td>82.5%</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>2,229</td>
<td>2,229</td>
<td>78.5%</td>
<td>82.4%</td>
<td>82.5%</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>2,191</td>
<td>2,191</td>
<td>78.3%</td>
<td>82.5%</td>
<td>82.5%</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>2,189</td>
<td>2,189</td>
<td>79.5%</td>
<td>82.5%</td>
<td>82.5%</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>2,268</td>
<td>2,268</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>2,268</td>
<td>2,268</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>2,284</td>
<td>2,284</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>2,260</td>
<td>2,260</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

Notes. The sizes of entering cohorts listed above may be different from those shown in the retention sections of previous editions of the Fact Book because (1) the enrollment status of some students either changed or has been corrected, and because (2) each year, consistent with directions of the National center for Education Statistics (NCES), we exclude from the initial cohort students who died or became permanently disabled, or who interrupted their education for military, religious, or foreign service. Students in the latter three categories who return to their education are added back into the cohort. In addition, beginning with the Fall 2008 entering cohort, the graduation rates are calculated based on a September to August graduation cycle (rather than the typical July-June cycle required by IPEDS and the CDS) so that each student's status as retained, graduated, or withdrawn can be unequivocally determined each year.

Sources. Student Information System and Office of Institutional Research.
MATRICULANTS
Admissions activity encompasses three milestones: Application, acceptance (or admittance), and matriculation. Accepted students who enroll in degree-granting programs at Fordham by the date of the enrollment census are counted as matriculants. Note that matriculants form a subset of all students enrolled.

Scope of Fact Book report: Matriculated students are reported in degree program tables, major, minor and discipline tables, and degrees conferred tables.

Data Source: Fordham Enrollment Group

FIRST-TIME FULL-TIME STUDENTS
First-time and First-time Full-Time students play a special role in institutional reporting. An undergraduate student is said to be a first-time student if the student is matriculating at Fordham and is not transferring from another institution. Students who earned college credits elsewhere but who were never matriculated at another institution are counted as first-time students as well. First time students who enroll full-time during their first semester are commonly referred to as first-time full-time students. Students retain their place in the first-time, full-time cohort of their incoming class even if they reduce their registration to part-time after the first semester. Students who begin their studies in spring or summer, begin as part-time students, or transfer to Fordham are not included, by convention. Admissions activity reporting considers only first-time students. Unless otherwise specified, retention and graduation rates consider only first-time full-time students.

Defining Body: U.S. Department of Education

Data Source: Enrollment data from the Student Information System

RETENTION RATE
Retention rates are school-wide estimates of the persistence of students. The U.S. Department of Education (USDOE) and other external agencies have developed procedures and requirements for the definition of retention rate and its reporting. According to those procedures, the retention rate is the percentage of first-time, full-time freshmen students who continue in their sophomore year. The Office of Institutional Research extends this analysis each year to the fourth year, using the original cohort as the denominator for each year. The USDOE permits exclusions from the count of the cohort, which serves as the denominator in the computation of retention rate. For example, students who are deceased or who leave Fordham to enter active military service are excluded. Students who stop out and then return to Fordham may contribute to the graduation rate even when they are not retained in a particular year by standard definitions.

Data Source: Derived from Student Information System Fall enrollment census data.

Defining Body: U.S. Department of Education
Scope of Fact Book report: Retention and graduation rates are computed only for undergraduate schools. Only first-time, full-time students are considered in the computation.

GRADUATION RATE
Graduation rates are school-wide estimates of program completion. The U.S. Department of Education (USDOE) and other external agencies have developed procedures and requirements for the definition of graduation rate and its reporting. According to those procedures, the graduation rate is the percentage of first-time, full-time freshmen students who complete their undergraduate degree in 4, 6, or 8 years, using the original cohort as the denominator for each year. The USDOE permits exclusions from the count of the cohort, which serves as the denominator in the computation of graduation rate.

Data Source: Derived from Student Information System Fall enrollment census data.

Defining Body: U.S. Department of Education

Scope of Fact Book report: Retention and graduation rates are computed only for undergraduate schools. Only first-time, full-time students are considered in the computation.

SCHOOL
The primary school affiliation of a faculty member or student. All affiliations are determined by the school of the students’ primary curriculum, even if the student is taking courses or pursuing additional programs of study at another school. Non-matriculated students’ affiliations are determined at admissions or course registration, as appropriate. Faculty affiliations are determined by contracts between the individual and the school.

Values / Response Options: Undergraduate Schools include: Fordham College at Rose Hill (FCRH), Fordham College at Lincoln Center (FCLC), Gabelli School of Business Undergraduate Division (Gabelli), and the School of Professional and Continuing Studies (PCS). Graduate schools include: Graduate School of Arts and Sciences (GSAS), Gabelli School of Business Graduate Division (Gabelli), Graduate School of Education (GSE), Graduate School of Social Service (GSS), Graduate School of Religion and Religious Education (GRE), and the School of Law (LAW). Students may also be affiliated with Fordham’s programs: College at 60, the Institute of American Language and Culture, the Inter-University Doctoral Consortium, continuing education programs in GSS, or Fordham sponsored study abroad programs.

Data Source: Fordham Student Information System

Scope of Fact Book report: School is used to organize reporting of enrollment and faculty data. Students enrolled only in non-credit programs are reported only as non-credit students.

SITE
Fordham offers instruction on its main campuses as well as several other sites. The site field captures the location of a student’s primary curriculum, even when the student takes coursework at other sites. Students enrolled in online programs attend at “virtual” sites.

Values / Response Options: Rose Hill, Lincoln Center, Westchester, online/virtual/hybrid programs, Off-Site, London Centre-Heythrop College, Tarrytown (discontinued), Marymount (discontinued)

Data Source: Fordham Student Information System
Scope of Fact Book report: Site and School is reported for all enrolled students.

Higher Education Opportunity Program (HEOP)
In 1969, the New York Legislature mandated the creation of the Higher Education Opportunity Program (HEOP). The purpose of these Programs is to provide students who demonstrate potential for academic success with the educational supportive services and supplementary financial assistance they need to become successful college students. Since its inception in 1969, HEOP has been an integral part of Fordham University. The support services of HEOP are partially funded by a grant from the State Education Department of New York.