

Assessment Findings and Curricular Improvements
School of Theology and Religious Studies
Graduate Programs
Civil Degrees (M.A. and Ph.D.)
Pastoral Degrees (M.Div., M.R.E., and D.Min.) and Graduate Certificates
Ecclesiastical Degrees (S.T.B., S.T.L., and S.T.D.)

The School of Theology and Religious Studies (STRS) uses the following measures to assess School learning outcomes for its graduate programs:

- Pass rates on comprehensive exams
- Student publications and conference presentations
- Teaching and research assistantships
- Progression toward milestones
 - Completion of courses, pro-seminars and research papers
 - Completion of language requirements
 - Admission to candidacy
 - Approval of dissertation proposal
 - Defense and deposit of dissertation
 - Award of degree or certificate
- Grades
- Course evaluations
- Job placement
- Alumni surveys
- Informal exit interviews
- Focus group interviews with students and faculty members

Assessment Findings

History and Method in Theology Discussion (Attachment A)

The School of Theology and Religious Studies analyzed course grade, evaluation, and enrollment data in TRS 660: History and Method in Theology for a two-year period (Fall 2006 through Fall 2007). The course has been in existence for many years, however, and the paucity of data may be accounted for by the fact that the course number was altered as a consequence of the reorganization of the School. The course continues to serve a diverse population of licentiate, master's and doctoral students.

During this period, enrollment dropped from 42 to 28, but that by no means represents a trend. Indeed, this class has been heavily subscribed on a constant basis, so much so that currently discussions are underway about whether a second section should be opened up.

Student performance for this period was marked by an increase in average GPA; on the other hand, the number of grades in the A or A- category remained constant. In 2007, fewer students received a grade of C, which amounts to a failing mark at the graduate level. Again, no trend can be discerned here. It is worth noting that this course includes students from a range of different programs, bringing together seminarians, master's students, and in some cases doctoral students from non-theological fields.

Computerized course evaluations were available only for 2007, and the ratings, on a scale of one to ten, of 8.0 for the instructor and 7.5 for the course indicated a relatively high degree of satisfaction with the course. The paper evaluations available for both years, which in some cases contain written comments, likewise reflect a comparably positive evaluation of the two instructors who taught the course.

Theological Foundations Discussion (Attachment B)

The School of Theology and Religious Studies analyzed course grade, evaluation, and enrollment data in TRS 760A: Theological Foundations for a three-year period (Fall 2005 through Fall 2007). The course is a descendant of equivalent courses that existed under the School's old structure in both the Theology and Religion and Religious Education departments, but has existed in its current form only since 2003. It is required for students in Historical and Systematic Theology and in Religion and Culture, and also serves students in other programs. The course was revised two years ago with the aim of making it a doctoral-level course rather than one serving graduate students at several levels.

During the period examined, enrollment in this course rose steeply after the first year and leveled off for the third year. The low enrollment in the first year was an anomaly, attributable perhaps to the flux in course assignments accompanying the reorganization of the School. The enrollment in the latter two years of 16 is more in keeping with normal expectations for the course.

Student performance as reflected in grades rose precipitously in 2006, from 2.85 to 3.69, and made a more modest gain to 3.75 the next year. Due to the small sample size for 2005 (4 students), however, the mean grade for 2005 can be largely disregarded.

Scanned and saved paper course evaluations for the 2006 and 2007 editions of the class indicate a very high level of satisfaction with both the instructor and the course.

Introduction to the Study of Religion Discussion (Attachment C)

The School of Theology and Religious Studies analyzed course grade, evaluation, and enrollment data in TRS 780A: Introduction to the Study of Religion for a five-year period (Fall 2003 through Fall 2007). The course is one of two core courses required of students in the Religion and Culture Ph.D. program and is also a frequently chosen elective for doctoral students in Historical Theology, Systematic Theology, and other areas within the School.

During the period examined, enrollment in the course dropped over two years from 15 to five, and then rose again to 17 over the next two years. In this progression, the low years of 2004 and 2005 were likely attributable to shifts in advising patterns as programs were reshaped and adjusted; consequently, they should not be seen as typical. It is more likely that the course will continue to attract a number of students in excess of the average of 11.2 characterizing the five-year period examined here.

Student performance as measured in grades showed, oddly enough, an inverse relation to enrollment number: as class size decreased, grades rose, and vice versa. The variations over the entire period were relatively small, however, as average grades ranged from a low of 3.3 to a high of 3.73. Hence across this time frame the grade average remained within two-tenths of a point of the overall average of 3.52.

Paper course evaluations for the 2007 course reflected a clearly positive assessment of the class. Of the twenty questions devoted to evaluating the professor and course, nearly all responses were fours or fives on a scale of one to five, with four representing “above average” and five representing “outstanding.”

Progression Data (Attachment D)

The School of Theology and Religious Studies analyzed enrollment, retention, and graduation data in the School for an eight-year period (Fall 2000 through Fall 2007). It should be noted that because when the departments were disbanded and the School reorganized in 2003 the electronic classification system for students was not initially altered accordingly, it is in some cases difficult to track and compare different cohorts of students. For example, the attached compilation of progression data specifies that it combines data for students in Religion, Biblical Studies, Church History, Liturgical Studies, and Theology—but these designations refer to departments or, in one case, an interdepartmental program, that have not existed since 2003. Students enrolled in programs such as Moral Theology/Ethics, or Religious Education/Catechetics, have simply been subsumed under one or another of the old headings, with their actual program listed (in some cases) as a “subplan.” It is therefore difficult to track students within a particular degree program. With that proviso, it does appear, however, that the population of students for the School as a whole is accurately reflected (the data does not include students enrolled in Canon Law, who left during the School’s reorganization to join the newly formed School of Canon Law).

The data at hand address three sorts of degrees: M.A., S.T.L., and Ph.D.

Master’s Programs. Average enrollment over the past eight years at the M.A. level has been 22.5, with a low of 16 in 2001 and a high of 32 in 2007. Over the last four years there has been a steady trend toward increasing cohort sizes, a factor that may be accounted for in part by efforts to extend funding to more incoming students over the past four years. Some of the students entering at this level are admitted as *de facto* MA/PhD students, which renders them eligible for doctoral scholarships. The retention quotient reached a low of 50% for the class admitted in 2002. Since then, the rate has been just over two-thirds, a figure in line with the overall rate for this period of 70% of students who receive a degree or maintain continuous enrollment.

The number of students who have passed comprehensive exams appears to be fairly steady as well, but on the whole low. For the first four years of the period examined, this figure hovers around one-third of students who entered; thereafter, the fraction drops, as one would expect with classes admitted more recently. Determining what has become of students who entered but did not pass comprehensive exams will require further investigation, but the likeliest explanation appears to be simply that the data are not complete, since they indicate that considerably more students graduated than passed comprehensive examinations.

The data on time to degree indicate that the highest percentage of students (38%) graduate in their second year, but that a significant number (22%) finish in their third year. Considerably smaller numbers finish in the first year or after three years. These data may be slightly deceptive in light of the fact that some students who receive their M.A. in the third year may already have begun doctoral coursework before finishing all M.A. requirements. The data also reflect that students in Biblical Studies admitted at the master's level do not normally receive the M.A. degree but simply proceed on to the doctoral level. On balance, the data show that STRS students who receive their master's degree generally do so in good time.

Licentiate Programs: An average cohort of 6.4 students per year has entered at the licentiate level over the past eight years. This number has remained steady, with a slight dip last year balanced out by three preceding years with above-average yields. The overall retention rate of 78.4% has been high, as one might expect given that licentiate students are highly motivated and have a stronger financial position than most graduate students. Only four students admitted since 2002 have not maintained continuous enrollment or received a degree.

The number of students who were recorded as having passed comprehensive exams is smaller than the number of students who received degrees, which suggests a deficit in the recording of milestones.

The mode for year of graduation is the third year, with smaller and roughly equal contingents finishing in the second, fourth, and fifth years. This bespeaks the intentions of the program, which is designed to take three years; however, the number of students who require longer than this to complete their degrees is a matter of concern. The chief factor bearing on the timely completion of the degree is most likely the amount of time spent on the S.T.L. thesis, which is primarily dependent on the pace set by the student.

Ph.D. Programs: Students admitted at the Ph.D. level constitute the largest cohort in the School. Over the past eight years, class size has averaged 39.6. However, this datum appears skewed, especially in light of the fact that class size for the past four years (i.e., after the School's reorganization) has averaged double that of the preceding four years (52.8 to 26.5). It is true, on the one hand, that the number of scholarships offered has roughly doubled in the past four years, which accounts in part for the higher class size. It is also likely, however, that the reorganization changed the categories used to count Ph.D. students, so that students in more programs are now included in the data. Still, the trend is

clearly toward admitting more students. The overall retention rate of 76.4% has been comparatively high, especially given the financial difficulties involved in funding graduate study. It is a matter of concern, though, that that figure has already dipped to 70% for the class admitted in 2005.

It is difficult to interpret the progression data concerning passage of comprehensive exams and time to degree. They would seem to suggest that significant numbers of students are enrolled but have not yet taken exams, a datum that, inasmuch as it is accurate, may reflect in part on the fairly rigorous language requirements for a number of academic areas, which must be satisfied before students can sit for exams. Otherwise, of those students who have graduated, roughly equal groups finish in the fifth, sixth, and seventh years of their programs. Since the programs are for the most part designed to take, optimally, five years, this result is not surprising. However, it is clear that better funding for doctoral students would make a considerable difference both in enabling students to stay in the program and assisting them in finishing in a timely fashion. Overall, the relatively small quotient of students completing their programs—according to these data, less than 10% of those students who entered over the last eight years—is certainly cause for concern.

Curricular Improvements

The School of Theology and Religious Studies was constituted in its current form in 2003. At that time the School's five existing departments were disbanded and a new structure was put in place organized around seven "academic areas." The School's existing degree programs were reorganized and revised at that time, and over the past five years numerous further adjustments and revisions have been necessary to adapt them to the new structure. In the following, representative changes are described for M.A. programs, Ph.D. programs, pastoral degree and graduate certificate programs, and ecclesiastical degree programs.

Civil Degrees: M.A. Programs

Following the restructuring of the School, an M.A. committee of faculty members and a student met to review the requirements for the various area programs and to compare them with the structure of programs at other institutions. Based on this process, recommendations were made regarding the number of credit hours, language requirements, comprehensive exam structure, and so forth for school-wide M.A. requirements. Individual academic areas also met to review and revise the details of their particular M.A. programs and, in some cases, to reconcile like programs that had been offered in different departments (for example, two different departments had offered an M.A. degree in theology). At that time a new M.A. program in Moral Theology/Ethics was created, proposed by the academic area, and approved by the School faculty and the University Graduate Board. At present, the School offers M.A. degrees in Biblical Studies, Church History, Historical and Systematic Theology, Liturgical Studies/Sacramental Theology, Moral Theology/Ethics, Religion and Culture, Religious Education/Catechetics, and Spirituality, with additional participation in a History of Religions M.A.

through the Consortium of Universities of the Washington Metropolitan Area and a joint M.A. in Religious Studies/M.S. in Library Science administered with CUA's School of Library and Information Science. Changes at the M.A. level made following the reorganization of the school include:

- The introduction of M.A. pro-seminars. These were created by the Dean and the Executive Council with the purpose of initiating M.A. students into the research culture of the School, and have been adjusted in number and content in part in response to student feedback.
- Revisions of M.A. reading lists. Individual areas occasionally review and update the reading lists used for the comprehensive exam.
- Use of tracking sheets. Areas have developed tracking sheets for the use of area directors and faculty to assist in advising and gathering data on students.

In addition, individual areas have made numerous adjustments to the procedures and curricula for the M.A. programs they administer. For example, Biblical Studies has revised its system of language exams to prevent students who continue to the doctoral level from being subjected to "double jeopardy." Church History has revised its core course curriculum in response, in part, to course evaluations and informal student input, and has moreover launched a thoroughgoing review of its programs in light of changing patterns of enrollment (specifically, a marked upswing of interest in patristics). Historical and Systematic Theology has taken steps to investigate the quality of courses available at neighboring institutions for credit through the Washington Theological Consortium. Liturgical Studies/Sacramental Theology has developed new, more rigorous forms of instruction in Latin so as better to prepare students for working with liturgical source texts. Moral Theology/Ethics has inaugurated co-curricular activities including brown-bag lunches, informational sessions, and student-faculty reading groups to provide professional socialization for students and to promote a greater sense of intellectual community. Religion and Culture has begun developing a database of its alumni to assist in recruitment and networking for students. After a period in which the M.A. in History of Religions was subjected to intensive faculty discussion and review, the program, with no active students, was suspended. The joint M.A./M.S. in L.S. is currently being revised to allow it to fit with several different academic areas.

Civil Degrees: Ph.D. Programs

In the period surrounding the restructuring of the School in 2003, the faculty in the newly constituted areas met regularly to integrate and harmonize the doctoral programs that had previously been offered through the framework of departments. In the wake of the School's reorganization, many alterations and adjustments have been made to the resulting Ph.D. programs, which were established in Biblical Studies, Church History, Historical Theology, Liturgical Studies/Sacramental Theology, Moral Theology/Ethics, Religion and Culture, Religious Education/Catechetics, Systematic Theology, and Spirituality. Some School-wide changes to the Ph.D. degree have included:

- The introduction of Ph.D. pro-seminars on careers, learned societies and publishing, and dissertation procedures.
- The development of a common procedure for vetting doctoral dissertation proposals, with a school-wide reviewing body (the Ph.D. committee) and standardized procedures for review

within the areas. This procedure is once again under review to ensure a rigorous yet timely approval process.

- The development of a set of professional socialization measures designed to prepare students for the job market and careers, including a “Teaching and Learning” program focused on pedagogical training and various other workshops dealing with publications, presenting at conferences, interviewing, and assembling a teaching dossier.
- The use of tracking sheets. Areas have developed tracking sheets for the use of area directors and faculty to assist in advising and gathering data on students.
- The improvement of the STRS website. Under the leadership of the Dean, various student resources have been incorporated on the website to make information, forms, and course materials more accessible to students.
- Revisions of Ph.D. reading lists. Individual areas periodically review and update the reading lists used for the comprehensive exam.
- The development of common standards for dissertation advising. The Dean has initiated an effort, presently underway, to improve coordination in regard to procedures for directing and evaluating dissertations.

In addition, individual areas have made numerous adjustments to the procedures and curricula for the Ph.D. programs they administer. For example, Biblical Studies occasionally changes its exegetical course offerings in response to student needs, and has recently introduced reading lists in response to student demand. Church History has traditionally tailored its research seminars to fit student interests, and recently created a new core course, in part in response to student evaluations; the area is also presently undergoing a comprehensive self-study and review of student performance encompassing the last fifteen years, in response to changing patterns of enrollment and staffing shifts. Historical and Systematic Theology has used enrollment data to systematize its 800-level course offerings, has revised its modes of satisfying language requirements, and has developed new specialized courses in Latin texts in response to student requests. Liturgical Studies/Sacramental Theology has responded to student and faculty requests by altering its language requirements to ensure that students acquire the ability to work with ancient liturgical texts. Moral Theology/Ethics has instituted a “program proposal” process to ensure that students receive appropriate oversight during the phase of coursework. Religion and Culture has begun developing a database of its alumni to assist in recruitment and networking for students. A number of areas also took part in an effort to establish Hermeneutics as a core subject across the School, with the result that a course on this topic is required in Religion and Culture and recommended in other areas. Other core courses such as TRS 660: History and Method in Theology, TRS 760A: Theological Foundations, and TRS 780A: Introduction to the Study of Religion (see section on Assessment Findings above) have been crafted to meet the needs of several different areas.

Pastoral Degree and Graduate Certificate Programs

STRS offers pastoral degrees, including the Master of Divinity, the Master of Religious Education, and the Doctor of Ministry, and graduate certificates in pastoral Ministry and Hispanic Ministry. Of these programs, the D.Min. has experienced the most significant changes in recent years, having undergone a

complete overhaul six years ago. At that time an external consultant was commissioned to carry out a market survey in order to identify and assess the needs of potential students, and in light of the results the D.Min. was reconstituted as a distance-learning degree with intensive on-site courses in the summer augmented by online courses during the academic year. The program experienced an immediate increase in enrollment. The area faculty have continued to revise the program, relying in part on course evaluations, student performance, general meetings with students, and student-supervisor relationships in introducing new courses, new pedagogical methods (e.g. role-play), a new format for the D.Min. seminar, and a new set of guidelines for the D.Min. project. Presently, deliberations are underway regarding how to distribute the advising load among faculty due to the rapid growth of the program, which has nearly tripled since the new format was adopted. The M.R.E. program has also been reviewed in recent years by the Religious Education/Catechetics faculty, with consequent adjustments to courses, reading lists, and other aspects of the program. The M.Div. program is periodically assessed by faculty and underwent a substantial revision four years ago following a one-year review drawing on contributions from faculty, students, alumni and the rectors of the seminaries where graduates receive their priestly formation. This process produced substantial curricular revisions designed to strengthen the practical dimension of the degree. These included restructurings of the Basic Supervised Ministry component and the capstone project required of M.Div. students. The graduate certificate programs have not been formally altered in recent years.

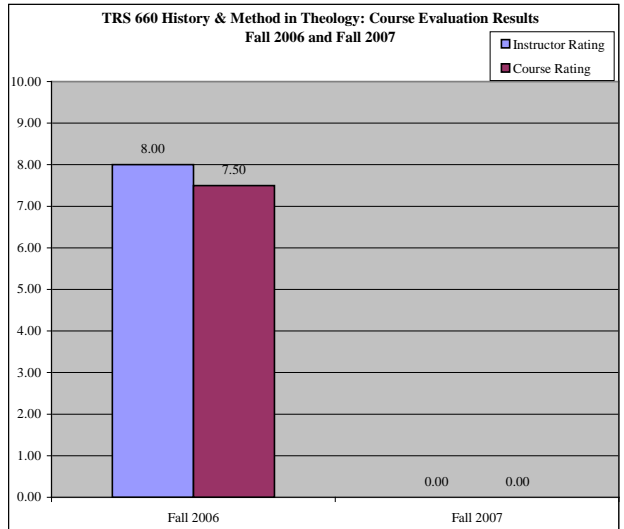
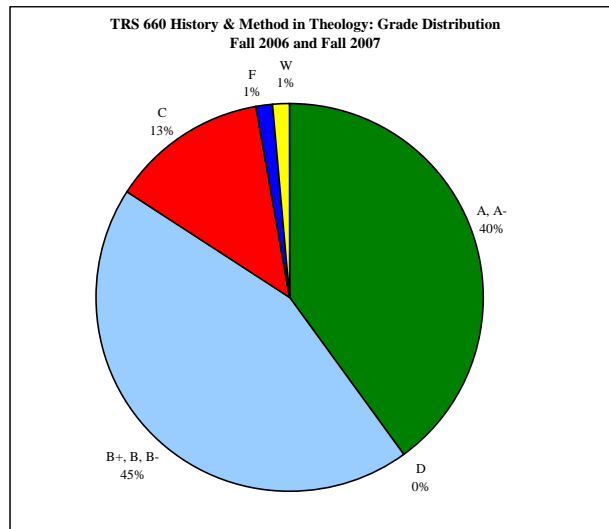
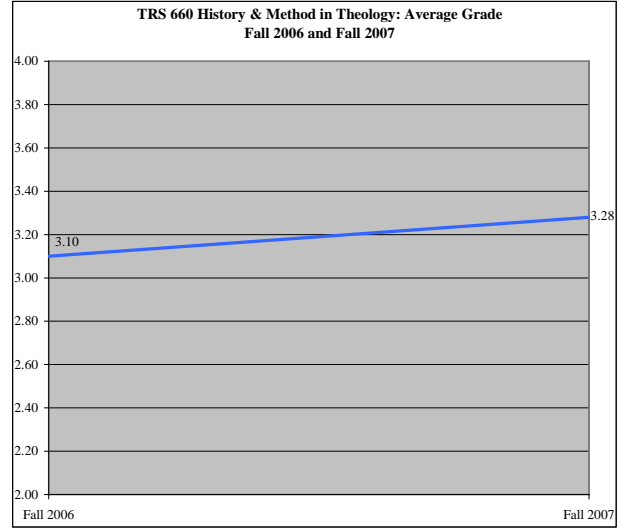
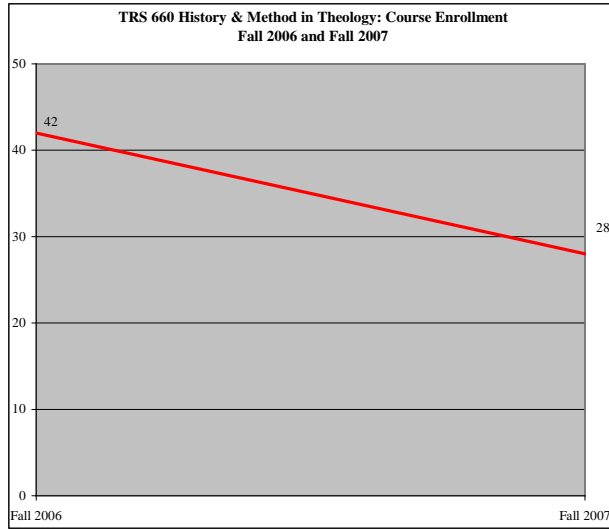
Ecclesiastical Degrees

The ecclesiastical degrees—the S.T.B., S.T.L., and S.T.D.—had previously been located in the Department of Theology and were adapted to the new structure of academic areas following the reorganization of the School into an ecclesiastical faculty in 2003. The individual areas periodically revise reading lists for the program, with the approval of the Ecclesiastical Degree Committee, and also adjust course offerings that might serve these degrees. However, because the ecclesiastical degrees are structured according to the apostolic Constitution *Sapientia Christiana* and the international Norms of Application issued by the Sacred Congregation for Catholic Education, significant changes to the programs have not been undertaken.

ATTACHMENT A
CUA Institutional Research and Assessment

COURSE SUMMARY DATA: SCHOOL OF RELIGIOUS STUDIES
TRS 660 History & Method in Theology

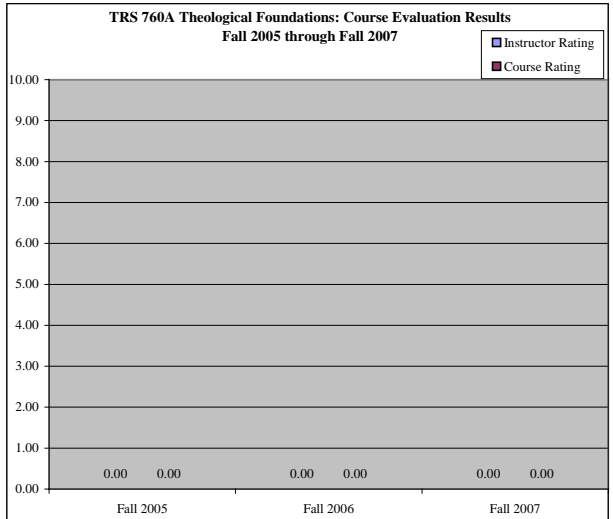
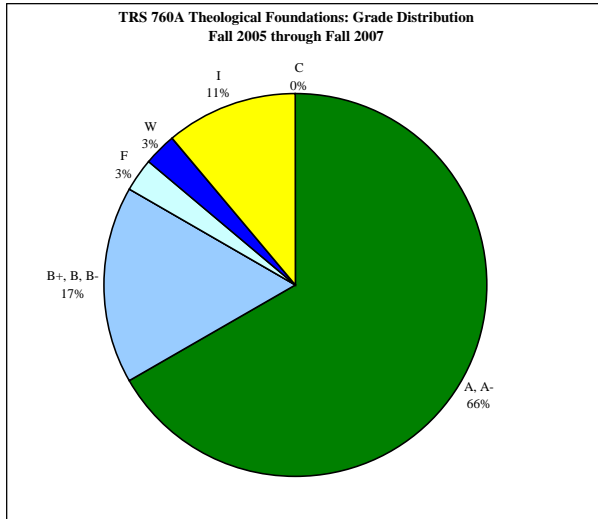
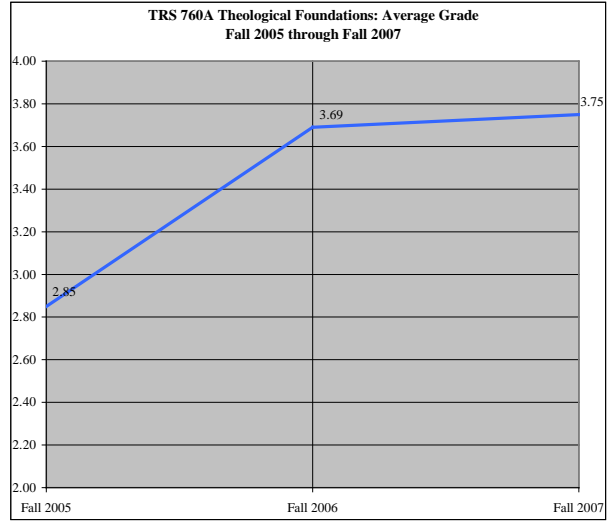
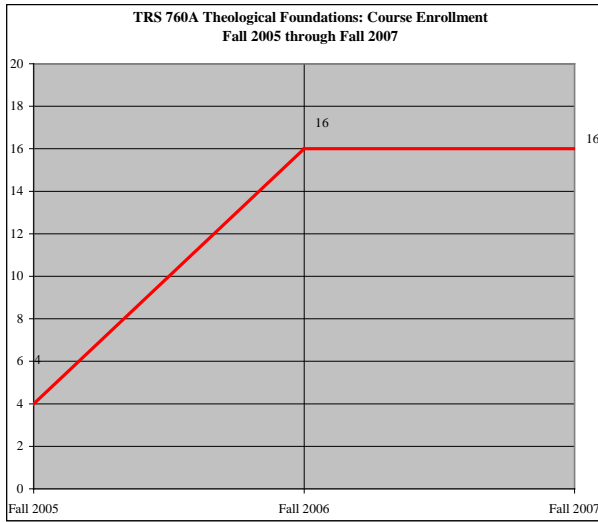
Term	Course Enrollment	Course Grade		Course Grades Grade Distribution						Course Evaluation Results					
		Avg.	StDev.	A, A-	B+, B, B-	C	D	F	W	Course Eval. #	%	Instructor Rating Avg.	StDev.	Course Rating Avg.	StDev.
Fall 2006	42	3.10	0.68	14	20	7				2	4.76%	8.00	0.00	7.50	0.71
Fall 2007	28	3.28	0.88	14	11	2		1			0.00%				



ATTACHMENT B
CUA Institutional Research and Assessment

COURSE SUMMARY DATA: SCHOOL OF RELIGIOUS STUDIES
TRS 760A Theological Foundations

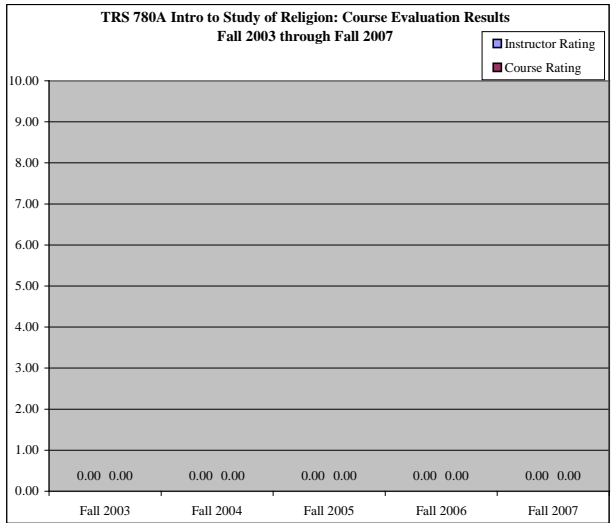
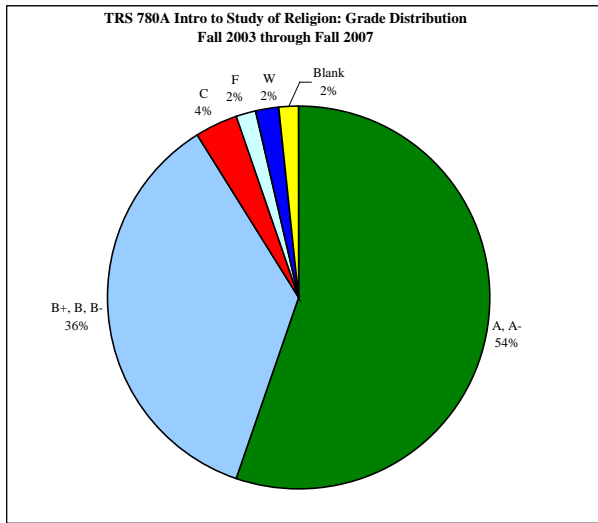
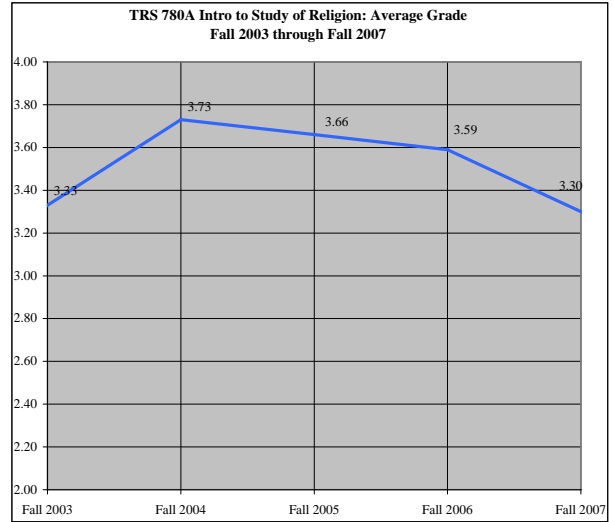
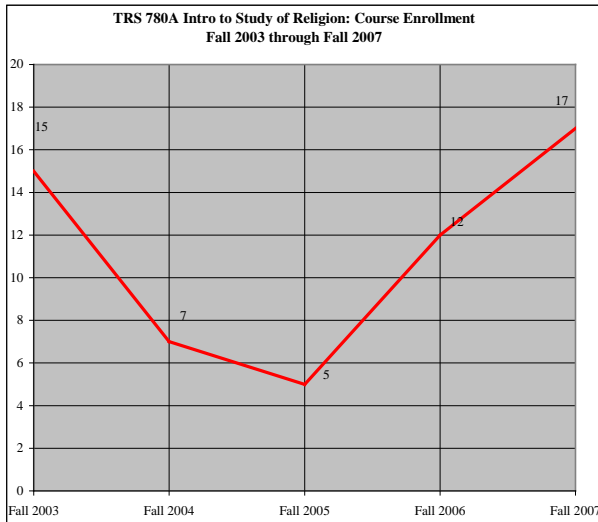
Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results							
		Avg.	StDev.	A, A-	B+, B, B-	C	F	W	I	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.		
Fall 2005	4	2.85	1.91	3				1					0.00%				
Fall 2006	16	3.69	0.30	9	4					3			0.00%				
Fall 2007	16	3.75	0.24	12	2				1	1			0.00%				



ATTACHMENT C
CUA Institutional Research and Assessment

COURSE SUMMARY DATA: SCHOOL OF RELIGIOUS STUDIES
TRS 780A Intro to Study of Religion

Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results						
		Avg.	StDev.	A, A-	B+, B, B-	C	F	W	Blank	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.	
Fall 2003	15	3.33	1.02	7	7		1									
Fall 2004	7	3.73	0.39	5	1											
Fall 2005	5	3.66	0.35	3	2											
Fall 2006	12	3.59	0.60	9	1	1		1								
Fall 2007	17	3.30	0.59	7	9	1										



ATTACHMENT D
Graduate Student Retention & Graduation Data Summary
School of Theology and Religious Studies (Cohort 2000-2007)

Master's Program

Cohort	Number of entering master's students	Number of students who have not received a degree and did not maintain continuous enrollment	Number of students who enrolled in PhD program after receiving a master's degree	Number of students who passed comps	Graduated in 1st year	Graduated in 2nd year	Graduated in 3rd year	Graduated in 4th year	Graduated in 5th year	Graduated in 6th year	Graduated in 7th year	Graduated in 8th year
2000	22	8	1	7	0	4	3	0	3	1(PhD)	1(PhD)	1(PhD)
2001	16	6	0	5	1	1,1(STL)	2	1	2	0	2,1(PhD)	
2002	28	14	3	6	0	6	2	0	5,1(PhD)	0		
2003	21	5	7	7	0	8	4	2	1			
2004	17	7	3	4	1	2	4	2				
2005	21	7	1	1	2	2	1					
2006	23	6	0	1	2	4						
2007	32											

Licentiate Program

Cohort	Number of entering master's students	Number of students who have not received a degree and did not maintain continuous enrollment	Number of students who continued in the program after receiving a licentiate	Number of students who passed comps	Graduated in 1st year	Graduated in 2nd year	Graduated in 3rd year	Graduated in 4th year	Graduated in 5th year	Graduated in 6th year	Graduated in 7th year	Graduated in 8th year
2000	4	3	0	0	0	0	0	0	0	1(DMIN)	0	0
2001	7	1	1	4	0	0	1	1	3	1(STD)	0	
2002	10	3	2	3	1	0	2	3	1	1(STD)		
2003	3	1	1	1	0	0	1	0	0			
2004	8	1	3	0	0	1	4	1				
2005	7	2	0	1	0	0	2					
2006	8	0	0	2	1	3						
2007	4											

PhD Program

Cohort	Number of entering doctoral students	Number of students who have not received a degree and did not maintain continuous enrollment	Number of students who left the program after receiving a master's degree	Number of students who passed comps	Graduated in less than 2 years	Graduated in 3rd year	Graduated in 4th year	Graduated in 5th year	Graduated in 6th year	Graduated in 7th year	Graduated in 8th year
2000	26	12	1	5	0	0	1	2	2	2	1
2001	30	13	1	11	0	0	1	1	3	5	
2002	21	8	0	9	0	0	0	0	0		
2003	29	11	0	5	1	0	2	3			
2004	32	5	0	6	0	2	1				
2005	57	17	0	9	1	1					
2006	55	9	0	2	0	0					
2007	67										

Note: A particular cohort is defined as the combination of the students first enrolled in consecutive sessions of one year: the summer session, the fall semester, or the spring semester the following year. For example, Cohort 2000 consists of the students first enrolled in Summer 2000, Fall 2000, or Spring 2001.

Note: This is a combination of five departments/schools: Religion, Biblical Studies, Church History, Liturgical Studies, and Theology.

Graduate Student Comps Exam Data
School of Theology and Religious Studies (Cohort 2000-2007)

Master's Program

Cohort	Cohort Size	Passed Master's comps in 2000-01	Passed Master's comps in 2001-02	Passed Master's comps in 2002-03	Passed Master's comps in 2003-04	Passed Master's comps in 2004-05	Passed Master's comps in 2005-06	Passed Master's comps in 2006-07	Passed Master's comps in 2007-08
2000	22	0	5	2	0	0	0	0	0
2001	16		0	1	2	2	0	0	0
2002	28			0	5	1	0	0	0
2003	21				0	4	2	0	1
2004	17					0	1	3	0
2005	21						0	1	0
2006	23							1	0
2007	32								0

Licentiate Program

Cohort	Cohort Size	Passed Master's comps in 2000-01	Passed Master's comps in 2001-02	Passed Master's comps in 2002-03	Passed Master's comps in 2003-04	Passed Master's comps in 2004-05	Passed Master's comps in 2005-06	Passed Master's comps in 2006-07	Passed Master's comps in 2007-08
2000	4	0	0	0	0	0	0	0	0
2001	7		0	0	2	1	1	0	0
2002	10			1	0	2	0	0	0
2003	3				0	0	1	0	0
2004	8					0	0	0	0
2005	7						0	0	1
2006	8							0	2
2007	4								

PhD Program

Cohort	Cohort Size	Pass PhD comps in 2000-01	Pass PhD comps in 2001-02	Pass PhD comps in 2002-03	Pass PhD comps in 2003-04	Pass PhD comps in 2004-05	Pass PhD comps in 2005-06	Pass PhD comps in 2006-07	Pass PhD comps in 2007-08
2000	26	0	0	3	2	0	0	0	0
2001	30		0	4	2	4	1	0	0
2002	21			0	0	6	2	0	1
2003	29				0	0	4	0	1
2004	32					2	0	4	0
2005	57						0	5	4
2006	55							0	2
2007	67								2

Note: A particular cohort is defined as the combination of the students first enrolled in consecutive sessions of one year: the summer session, the fall semester, or the spring semester the following year. For example, Cohort 2000 consists of the students first enrolled in Summer 2000, Fall 2000, or Spring 2001.