B. Our Education Mission
4. Undergraduate Student Experience: Retention and Graduation

Undergraduate Student Retention and Graduation

Performance Relevance:
The University is committed to providing students with an environment in which they can thrive. The rate at which students continue their studies and graduate in a timely fashion reflects our success in creating these conditions, and also reflects the University’s ability to attract those students best qualified for our programs.

To assess the University’s performance at the undergraduate level, we have included measures of retention and graduation exchanged with the Consortium on Student Retention Data Exchange (CSRDE); both across time and in comparison to peer institutions.

2003 was the first year of the Ontario double cohort with graduates of both the old five-year secondary school curriculum and the new four-year curriculum entering first-year university. At the University of Toronto, as with the majority of Ontario universities, the six-year graduation rate peaked with the 2003 entering cohort. This first wave of new curriculum students may have been more motivated to excel given enhanced competition for spaces. The six year graduation rate decreased for the 2004 and 2005 cohorts but has begun to increase again with the 2006 cohort after interventions at both the university and secondary school levels.
B. Our Education Mission
4. Undergraduate Student Experience: Retention and Graduation

Figure B-4-a
University of Toronto Retention Rate, 2002 Cohort to 2011 Cohort
Six Year Graduation Rate, 2002 Cohort to 2006 Cohort

The top line in the chart below indicates the change over time in the retention rate, which is the proportion of first-time full-time first year registrants in direct entry programs continuing to the following year.

The bottom line indicates the change over time in the graduation rate, which is the proportion of first-time, full-time registrants of a four-year program graduating by the end of their sixth year.

Notes:
1. Retention rate: The proportion of entering registrants continuing to the following year.
   Graduation rate: The proportion of entering registrants in a 4-year program graduating at the end of the sixth year.

2. Students registered in three-year programs have been excluded. Students who continue to an undergraduate professional program are included.

The chart below indicates the proportion of U of T’s full-time, first-year students who entered into a first-entry four-year undergraduate program in 2011 and continued their studies in Fall 2012, compared to the retention rate cited at highly selective public institutions and Canadian peers.

Notes:
1. The CSRDE survey is based on the premise that an institution’s retention and completion rates depend largely on how selective the institution is. Therefore, CSRDE reports the retention and graduation results by four levels of selectivity defined by entering students’ average SAT or ACT test scores.
   - Highly Selective: SAT above 1100 (maximum 1600) or ACT above 24 (maximum 36)
   - Selective: SAT 1045 to 1100 or ACT 22.5 to 24
   - Moderately Selective: SAT 990 to 1044 or ACT 21 to 22.4
   - Less Selective: SAT below 990 or ACT below 21.
2. As the CSRDE survey includes public and private institutions in North America, we have chosen Public Institutions – Highly Selective as our comparator.
B. Our Education Mission
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Figure B-4-c
Six-Year Graduation Rate
Toronto vs. Other Public Institutions by Selectivity
2006 Cohort Graduating by 2012

The chart below indicates the proportion of U of T's full-time, first-year students who entered into a first-entry four-year undergraduate program in 2006 and graduated within six years by 2012, compared to the graduation rate cited at highly selective public institutions and Canadian peers.

<table>
<thead>
<tr>
<th>Category</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian peers who exclude 3-yr programs from calcn (n=5)</td>
<td>72.8%</td>
</tr>
<tr>
<td>Public - Highly Selective (n=84)</td>
<td>72.8%</td>
</tr>
<tr>
<td>TORONTO (n=7,066)</td>
<td>71.2%</td>
</tr>
<tr>
<td>All Public (n=330)</td>
<td>60.9%</td>
</tr>
<tr>
<td>Public - Selective (n=71)</td>
<td>54.9%</td>
</tr>
<tr>
<td>Public - Moderately Selective (n=87)</td>
<td>46.3%</td>
</tr>
<tr>
<td>Public - Less Selective (n=84)</td>
<td>39.4%</td>
</tr>
</tbody>
</table>

Notes:
4. Only Canadian peers who exclude 3 year degree programs in their calculations are included.
5. The CSRDE survey is based on the premise that an institution's retention and completion rates depend largely on how selective the institution is. Therefore, CSRDE reports the retention and graduation results by four levels of selectivity defined by entering students' average SAT or ACT test scores.
   - Highly Selective: SAT above 1100 (maximum 1600) or ACT above 24 (maximum 36)
   - Selective: SAT 1045 to 1100 or ACT 22.5 to 24
   - Moderately Selective: SAT 990 to 1044 or ACT 21 to 22.4
   - Less Selective: SAT below 990 or ACT below 21.
6. As the CSRDE survey includes public and private institutions in North America, we have chosen Public Institutions – Highly Selective as our comparator.