



Student Achievement

First-Year Retention & Six-Year Graduation Rates

First-Year Retention Rates by Race/Ethnicity

Sweet Briar College has set 82% for its first-year retention goal and 75% for its six-year graduation rate. Both of these goals are ambitious yet also reasonable based on historical outcomes.

One-Year Retention for Entering Fall First-Time, Full-Time Students by Race/Ethnicity and Year of Entry

Race/Ethnicity	2016		2017		2018		2019		2020	
	Enrolled	Retained	Enrolled	Retained	Enrolled	Retained	Enrolled	Retained	Enrolled	Retained
All Enrolled	134	72%	79	72%	110	65%	103	79%	120	70%
Hispanic	16	88%	6	83%	3	33%	1	100%	8	63%
Asian	3	67%	1	100%	2	100%	3	33%	3	100%
Black	15	53%	7	86%	10	30%	9	56%	17	65%
White	88	77%	59	69%	82	68%	77	79%	82	72%
All others ¹	12	42%	6	67%	13	69%	13	100%	10	60%

¹Includes International, American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Multi-Racial, and Not Disclosed.



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First-Year Retention & Six-Year Graduation Rates

Six-Year Graduation Rates by Race/Ethnicity

Under Title IV, Section 485(a)(7) of the Higher Education Act as amended, higher education institutions are required to disaggregate six-year graduation rates by race/ethnicity. The race/ethnicity categories used below are consistent with those used by the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) and its surveys as well as the Common Data Set.

Six-Year Graduation Rates for Entering Fall First-Time, Full-Time Students by Race/Ethnicity and Year of Entry

Race/Ethnicity	2012		2013		2014		2015	
	Enrolled	Graduated	Enrolled	Graduated	Enrolled	Graduated	Enrolled	Graduated
All Enrolled	176	46%	197	34%	154	32%	24	42%
Hispanic	15	67%	18	22%	11	18%	3	67%
Asian	4	25%	4	0%	2	50%	1	0%
Black	25	20%	20	15%	22	23%	3	0%
White	121	51%	138	40%	99	36%	14	50%
All others ¹	11	27%	17	24%	20	25%	3	33%

¹Includes International, American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Multi-Racial, and Not Disclosed.

IMPORTANT NOTE

On March 3, 2015, Sweet Briar's former board of directors announced the College's closure for August 2015. Following litigation, the closure was stopped and the College continued operations.

The attempted closure caused significant cohort effects for Sweet Briar students and the College. These cohort effects are not limited to students enrolled at the time of the closure attempt. They also extend forward to students admitted and enrolled during a period of recovery and reset lasting from fall 2015 through fall 2018.

Sweet Briar's reset consisted of four seismic changes: a 40% tuition cut, the adoption of a 3-12-12-3 calendar, the replacing of the general education curriculum with a 10-course Leadership Core, and a significantly reduced number of majors. Individually and in combination, the closure attempt and subsequent recovery had immediate and visible downward effects on first-year retention. Similarly, six-year graduation rates show a dramatic downturn since the closure attempt.

This downward cohort-effect will persist until our Fall 2018 cohort's six-year reporting period ends in 2025.



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First-Year Retention & Six-Year Graduation Rates

Six-Year Graduation Rates by Financial Aid Status

Under Title IV, Section 485(a)(7) of the Higher Education Act as amended, higher education institutions are required to disaggregate six-year graduation rates by financial aid status. Specifically, the original entering fall cohort is divided into three aid categories, namely: recipients of Pell Grants; students who did not receive Pell Grants but who were recipients of a subsidized federal loan; and students who received neither a Pell Grant nor a subsidized loan as part of their financial aid award package.

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Six-Year Graduation Rates for Entering Fall First-Time, Full-Time Students by Financial Aid Status and Year of Entry

Race/Ethnicity	2012		2013		2014		2015	
	Enrolled	Graduated	Enrolled	Graduated	Enrolled	Graduated	Enrolled	Graduated
All Enrolled	176	46%	197	34%	154	32%	24	42%
Pell Recipient	68	43%	62	31%	67	33%	9	33%
Stafford (no Pell)	57	47%	61	36%	50	36%	11	45%
No Pell, No Stafford	51	49%	74	34%	37	24%	4	50%