



## **Thoughts on the Future:** Critical Issues Facing Drexel University & Some Possible Solutions

Prepared for:  
EDHE 500 Foundations of Higher Education  
Winter 2007, Drexel University  
Chad Morris

I'd first like to welcome everyone and thank you for coming to my presentation, Thoughts on the Future. My name is Chad Morris, a graduate student in the MS program in Higher Education at Drexel University. This presentation was prepared as a final project for the course Foundations of Higher Education during the Winter quarter of the 2006-2007 academic year.

As you can probably tell from the title, the main objectives of this presentation will be to 1) identify some present areas of concern for Drexel University and 2) offer some possible next-steps to address these areas. Before I begin, I would like to give you a short overview of how the presentation will flow. I am going to start with a brief history of Drexel University, highlighting some events that have helped shape Drexel into the institution that it is today. I will then introduce the three critical issues that I have identified as part of my study. Finally, we will take a brief look at each of the areas of concern followed by an exploration of some possible action steps that can be taken to help alleviate problems in these areas.



## Critical Issues Facing Drexel: Historical background and highlights



- † 1891: Drexel Institute of Art, Science and Industry
- † 1970: Drexel University
- † 1996: Online programs
- † 2002: Merged with MCP Hahnemann University
- † 2006: College of Law
- † 10 colleges and 3 schools
- † Co-operative education

So, without further ado, let's begin by giving you a little background on the history of Drexel University and some highlights about its current state.

Founded in 1891 by philanthropist Anthony J. Drexel, the Drexel Institute of Art, Science and Industry was created to provide instruction in the more practical arts and sciences. Although growing as it matured, the institution did not become Drexel University until 1970 when it finally gained university status. From its inception, the institution has striven for innovation in education, especially in the areas of technology and experiential learning.

To this end, in "1983, Drexel became the first university to require all entering students to have microcomputers. In 2000, Drexel became the first major university to operate a fully wireless campus, allowing students, faculty and staff to access the Internet from indoors and outdoors, anywhere on the University's main 60-acre campus" (Office of University Relations, 2007). The institution was also a leader in bringing postsecondary education online, opening its first online programs in 1996.

Not to be satisfied with being just a technological innovator, Drexel University has also worked to be an educational leader. The institution significantly increased its curricular offerings by merging with MCP Hahnemann University in 2002. In 2006, Drexel also became the first top-ranked doctoral university to open a College of Law in the past 25 years.

Currently, the university comprises ten colleges and three schools, spread over three campuses within the city of Philadelphia. Committed to experiential learning, Drexel has always been known for its co-operative education program at the undergraduate level. Sticking with that tradition, co-operative education has also become an integral part of the College of Law curriculum and career integrated educational opportunities are available for most graduate students. During the 2005-2006 academic year, Drexel enrolled 10,288 undergraduate students and 3,469 full-time graduate students (Enrollment).



## Critical Issues Facing Drexel: Three Critical Issues

1. Staff training and Professional Development
2. Student Recruitment
3. Student Retention

Now that you have an idea of the history of Drexel University and the current state of the institution, it's now time to turn our attention to the study at hand.

My study revealed three main areas of concern that should be considered critical issues by Drexel University. These areas are as follows: 1) staff training and professional development, 2) student recruitment and 3) student retention.

Before moving on to an evaluation of each area and my suggested action steps, I would like to take a moment to talk about my study and the methods I used to identify the three critical areas that I have chosen. I first approached the problem by doing a survey of available literature produced by and about Drexel University. Although, this type of research provided the basis for my study, a foundation of background knowledge as it were, no issues stood out as obviously critical at this level of investigation. The bulk of information that led me to choose these particular issues came from a series of informal talks, interviews and questionnaires conducted with administrators at Drexel University. Many of the administrators with whom I spoke came from the division of Enrollment Management. Perhaps more than in any other administrative office, I feel that employees in Enrollment Management are strategically placed to see the big picture, taking into account the concerns of both prospective and current students as well as the division's employees. In so far as it is possible in the following evaluations, concrete statistical data will be used. For more qualitative subjects that will be discussed in this presentation, however, data may not be available or its use not appropriate.



## Critical Issues Facing Drexel: Staff Training and Professional Development

- + Poor customer service
  - + Towards students
  - + Towards fellow employees
- + Low staff morale

Some of the more qualitative issues that I encountered during this study revolved around the area of staff training and professional development. As administrators within higher education and at Drexel specifically, I am sure that you have encountered more than your fair share of student complaints regarding the poor level of customer service in the University's administrative divisions. Although the short-lived StudentsFirst campaign was supposed to have a strong focus on increasing the level of customer service at Drexel by centering attention on the needs of the students, it seems to have had little actual effect. Now that the program has been abandoned, it is even more likely that it will not affect change in this area. Poor customer service is an issue that many of the administrators I spoke with indicated as a major problem they have heard from students. Additionally, many have experienced this type of unacceptable customer services first hand and wonder: "If a fellow employee treats *me* this badly, how must they treat the students?"

Closely tied to this was the issue of low staff morale that also appeared frequently in the answers that many administrators gave when identifying critical issues at Drexel. Employees feel that they are working in an environment that does not encourage growth and development. I feel that both of these issues, however, are the effects caused by a far more critical issue currently facing Drexel University, lack of commitment to staff training and professional development. Proper training, including development of customer service skills, will help employees feel better prepared to meet the demands of their jobs and commitment to professional development and career fostering will greatly improve staff morale. Better customer service skills and improved morale alone will help this institution realize changes in the two other critical issues presented in this study, student recruitment and student retention. Thus this area of concern should be a top priority for Drexel and an action plan should be developed and implemented as soon as possible.



## Critical Issues Facing Drexel: Staff Training and Professional Development

- ✦ Strong monetary support
- ✦ Dedicated, high-level administrative and academic backing
- ✦ University-wide training and development coordinator structure
- ✦ Ongoing assessment of training needs
- ✦ Customer service training structure for both new and continuing employees
- ✦ Utilization of both internal and external professional development opportunities
- ✦ Internal development/advancement component
- ✦ Streamlining of processes and procedures
- ✦ Consolidation of administrative functions

To effect positive change in this arena, a major comprehensive and focused plan needs to be put into action. The first, and perhaps most important aspect, of an effective plan will be the strong monetary support of the institution as well as the dedicated backing of high-level administrative and academic officials. Also essential to the success of any type of program that aims at affecting large change is the hiring of qualified employees with strong technical expertise in the area that is being targeted. In this case, this would be the institution of a university-wide training and development coordinator structure, where each coordinator would be responsible for catering to the particular needs of one or more divisions. In addition, these coordinators would necessarily come under the guidance of a single high-level administrator to make sure that university-wide needs and directives are also being met.

These coordinators should actively be engaged in the ongoing assessment of both division and university-wide training and development needs on which improvement action can be taken. A large component of the training and development program that is developed should focus on customer service skills training. This type of training is imperative for all new employees but should also be modified for use in a mandatory training structure of refresher courses for continuing employees.

When it comes to choosing what internal training programs need to be developed to meet needs, possible utilization of current internal development and training programs as well as those programs offered by existing external professional organizations should be considered. There are hundreds of regional, national and international professional organizations that offer training and development programs that cater to many of the existing needs of the employees at Drexel. Coordinators should be very familiar with these organizations and their offerings, perhaps even compiling lists of available resources that could be made available to employees.

Structuring of an internal development and advancement component as part the overall staff training and professional development program is also important. This component should allow highly motivated employees who are interested in a career in higher education to work their way up the ladder as it were, encouraging and fostering talented and dedicated educators and administrators to stay in the field before they are lost to the corporate world.

Beyond explicit changes to the staff training and professional development structure, two other activities should be incorporated into a comprehensive and effective plan. The first of these is the streamlining and standardization of university processes and procedures. This will make navigating the administrative world of Drexel much easier for both students and employees. Good accompanying documentation will also instill confidence in an employee's ability to perform their job function. The second important activity is the consolidation of administrative functions into divisions and departments whose functional scope is more comprehensive. This will cut down on the amount of time it takes to accomplish common administrative tasks as well as present a unified, single point-of-service face to both prospective and current students.

Overall, affecting change in the area of staff training and professional development by implementing my proposed plan or a similar one at this institution will greatly improve the level of customer service and staff morale, the issues that led to the identification of this area as a critical concern for Drexel University.



## Critical Issues Facing Drexel: Student Recruitment

### Projected change in high school graduate rates

State	Projection of Change
Delaware	8.2%
Maryland	6.6%
D.C.	0.3%
New York	-3.3%
Pennsylvania	0.1%

### Projected change in elementary and secondary education enrollment

State	Projection of Change
Delaware	-2.0%
Maryland	-1.0%
D.C.	-2.8%
New York	-6.0%
Pennsylvania	-7.7%

According to a 2005 report by the National Center for Educational Statistics entitled "Projections of Education Statistics to 2014" the total number of students graduating high school is projected to increase by ten percent between the 2001-2002 academic year and the 2013-2014 academic year, including a nine percent increase in public high school graduates and a 15 percent increase in graduates of private high schools (National Center for Educational Statistics, 2005).

The picture for Pennsylvania, however, is not as optimistic. Pennsylvania's increase is projected to be well below the national average at only one tenth of a percent increase in high school graduates. With the projections for many other surrounding feeder states falling below the average such as Delaware at 8.2 percent, Maryland at 6.6 percent and the District of Columbia at three tenths of a percent and even some with decreasing high school graduation rates such as New York at a decrease of 3.3 percent, the traditional freshman applicant pool in the Northeast and Mid-Atlantic states seems to be shrinking. The data shows that Drexel University, and all colleges in the region, will soon be faced with static, or even declining, traditional freshman applicant pools.

The projections offered by the National Center for Educational Statistics over the same time period for the enrollment of students in elementary and secondary education also does not bode well for Drexel. Pennsylvania is projected to have a 7.7 percent decrease in this type of enrollment. Other surrounding states such as Delaware, Maryland, New York and the District of Columbia have similar decreasing projections.



## Critical Issues Facing Drexel: Student Recruitment

Number of Freshman Applications



Source: [http://www.drexel.edu/statistics/prospective.asp#app\\_fresh](http://www.drexel.edu/statistics/prospective.asp#app_fresh)

Although, as we can see from this graph, that the number of freshman applications has increased dramatically over the past ten years, the projected stagnation in the typical local applicant pool may spell trouble for Drexel in the near future. There is no baby boomer generation on the horizon to replenish the applicant pool as has been the case in the past. If Drexel is to anticipate future expansion and build budgets based on growth, it will have to come up with creative solutions to begin combating this anticipated decrease in their primary market, freshman admissions. Additionally, if the recruitment slump that crippled many universities in the early nineties, Drexel among them, is only an inkling of the future, then planning must start now



## Critical Issues Facing Drexel: Student Recruitment

- + Branding\*
  - + Domestic
  - + International
- + Marketing focus on big growth states\*
- + Non-traditional student focus\*
- + Use of new media
- + Physical campus development
- + Physical campus maintenance

To meet the challenge of increasing student recruitment in a dwindling or static market, Drexel will have to initiate a multifaceted action plan to proactively attract a large applicant base. As mentioned previously, implementing the suggested action plan to address the problems in the area of staff training and professional development would also benefit student recruitment by preparing employees with proper customer service training and the tools they need to handle the activities they are expected to perform. These improvements will ensure that employees are well prepared to help prospective students with the application process.

Beyond this, I suggest an action plan that incorporates some or all of the components outlined on this slide. As you can see on the slide, three of the solutions are marked with an asterisk. This is because I believe that these actions should most definitely be part of the chosen action plan as they are likely to lead to the best results.

Although regionally known as an engineering and technology school, Drexel University currently lacks a cohesive national image, except maybe as the ugliest campus. A nationally-focused branding campaign would go a long way to rectify this situation. The campaign should highlight what makes a Drexel experience, a unique college experience and should be targeted at attracting domestic applicants on a national level. Branding on a national level will put the name of the institution in the minds of the prospective applicants and their parents. Drexel can then easily be considered as a choice for those applicants who are interested in say studying in a culturally-rich metropolitan area or gaining co-operative educational experience. As an institution in a major American city, thought should also be given to attracting international applicants. A branding campaign similar to the national one that is developed could be established for international purposes; however, special care and attention should be given to making sure that all international branding materials are culturally sensitive. Culturally inappropriate material can deter many international students from wanting to study at the institution.

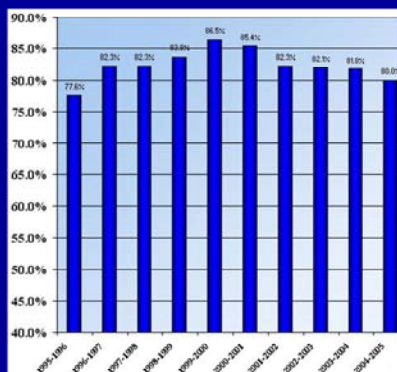
The next facet that I feel may greatly increase the applicant pool would be active recruitment and marketing in those states for which the National Center for Educational Statistics has projected large increases in high school graduates. Thankfully, one of these states is close to home; the number of high school graduates in New Jersey is projected to increase by 29.6 percent. Other states that would also provide good recruitment opportunities are Nevada, Arizona, Florida, California, Michigan and Texas, all of which have projected increases of more than twenty percent.

Finally, the third most important strategy to be implemented as part of an effective overall action plan to address the issue of student recruitment is to tap into markets outside of Drexel's primary market. In this case, Drexel should turn more attention to the non-traditional student, including undergraduate transfer students, graduate students and non-matriculated students. Because of the lack of traditional focus on these groups of students, a substantial increase in enrollments could be seen with relatively small amounts of monetary investment. Other than these three areas of focus, a complete action plan may also include the use of new types of media such as blogging and podcasting in creative recruitment strategies. A plan for physical improvements to the campus such as building remodeling, new construction and addition of green space as well as an increased focus on maintenance of the campus could also help improve the image of the institution overall. Physical improvements will also have an affect on current students, which in turn could increase positive word-of-mouth advertising for Drexel. In the end, the most successful plan for dealing with the issue of recruitment will be a comprehensive one that aims to incorporate as many types of strategies as possible in an organized and focused manner.



## Critical Issues Facing Drexel: Student Retention

First to Second Year  
Retention Rates



Source: <http://www.drexel.edu/statistics/prospective.asp#retent>

Finally, we'll move to our last area of concern under consideration, student retention. After all, what is the point in putting a great deal of effort into attracting students to the institution if they are just going to leave in a year or two? As we can see from this graph, Drexel University's first to second year retention rates, although increasing for a while, have started on a steady decline since the 2000-2001 academic year. From the 2004-2005 academic year to the 2005-2006 academic year, Drexel reported only an 80% first to second year retention rate according to its 2005-2006 academic year Common Data Set, coming dangerously close to its rate of 77.6% during the 1995-1996 academic year (Drexel University; Office of University Relations).

Retention or attrition rates are not the only statistic commonly considered when looking at the issue of student retention, though. Another important factor to consider is the six year graduation rate. This statistic shows what percentage of an entering freshman cohort actually graduates and receives their undergraduate degree within six years of entering the institution. This information is important because it hints at retention rates beyond the freshman to sophomore year. The six year graduation rate reported on Drexel University's 2005-2006 academic year Common Data Set for the entering cohort of 1999 was alarmingly low at 60% (Drexel University).

Drexel, however, is not an island that exists in the sea of higher education alone. Therefore, it would be a good idea to take a look at some other institutions of postsecondary education to see if they too are experiencing similar trends. Perhaps putting this data in perspective will reveal these figures to be representative of a trend in higher education as a whole.



## Critical Issues Facing Drexel: Student Retention

Carnegie-Mellon University  
Case Western Reserve University  
Georgia Institute of Technology  
Virginia Polytechnic Institute  
Lehigh University  
Rensselaer Polytechnic Institute  
Illinois Institute of Technology  
Northeastern University  
University of Cincinnati

Designation	Six Year Graduation Rate	Cohort Entering	First to Second Year Retention Rate	From Fall	To Fall
Role Model	86.4%	2000	94.5%	2005	2006
Role Model	77.0%	2000	91.0%	2005	2006
Role Model	77.0%	2000	92.0%	2005	2006
Role Model	76.0%	1999	88.0%	2004	2005
Peer	86.0%	2000	94.0%	2005	2006
Peer	82.0%	2000	94.0%	2005	2006
Peer	67.0%	2000	85.0%	2005	2006
Other Coop	63.9%	2000	89.7%	2005	2006
Other Coop	52.2%	2000	80.0%	2005	2006
<b>Drexel University</b>	60.0%	1999	80.0%	2004	2006

Unfortunately, this is not the case. As we can see in this chart, Drexel University's first to second year retention rate and six year graduation rate are well below those of most comparable colleges and universities. These institutions post first to second year retention rates between 85% and 95% and six year graduation rates in the mid-60 to mid 80 percent range (Carnegie-Mellon University; Case Western Reserve University; Georgia Institute of Technology; Virginia Polytechnic Institute; Lehigh University; Rensselaer Polytechnic Institute; Illinois Institute of Technology; Northeastern University; University of Cincinnati). The one notable exception in this respect is the University of Cincinnati.

The institutions that I have used in this chart for comparison purposes were chosen based on the recommendations of the Drexel University Faculty Senate in their report, "Preliminary Drexel University Institutional Benchmarking Study". The benchmarking institutions presented in the Faculty Senate report have been categorized into three sets based on their relationship to Drexel University. The three designations are 1) role models, 2) peers and 3) other co-operative educational institutions (Drexel University Faculty Senate, 2003).

Role model institutions have been identified by President Papadakis as those institutions that Drexel should strive to emulate. Those institutions designated as peer institutions currently offer programs – especially in the area of science, technology and engineering – and service similar to those offered by Drexel and, thus, offer good points of comparison to measure success. The final designation contains only two schools. These institutions, like Drexel University, offer co-operative educational experience as an integral part of their undergraduate curriculum, even if they do not offer academic programs that are similar to those offered by Drexel.

The data that appears in this chart was drawn from the most recent available common data set for each of the institutions listed. Three of the institutions on the original benchmarking list do not appear in this chart. They are Polytechnic University, Rochester Institute of Technology and Worcester Polytechnic University, all of which were designated as peer institutions. The reason for this exclusion is that the common data sets for these institutions were not readily available.

Given the data presented here, Drexel University is left with no choice but to take action in the very near future to increase retention and graduation rates in order to stay competitive.



## Critical Issues Facing Drexel: Student Retention

- + Three-pronged study and service improvements
  - + Freshman
  - + Second and subsequent years
  - + Graduate students
- + Better customer service
- + Physical campus improvements
- + Change in administrative hours
- + Streamlining administrative procedures
- + Making policies clear and readily accessible

The first and probably most significant next step should be to perform a comprehensive study aimed at identifying those issues that are causing students to be dissatisfied with the Drexel experience and leave the institution and from which an action plan can be developed to address the identified issues. Although most studies focus strictly on collecting data about and affecting the first to second year retention rate, I feel that this proposed study should be comprehensive, looking at the issues facing all facets of Drexel's student population. My suggestion is to look at three distinct groups of students: 1) freshman, 2) students in their second and subsequent years of undergraduate study and 3) graduate students.

The first group of students, freshman, are more likely to experience problems adjusting to the college environment and therefore deserve attention in retention efforts as the more students an institution keeps in the beginning, the more they are likely to have graduate. A recent study discussed in the article "Study finds mix of academic and financial aid improves student retention" has found that some mix of both academic support services – such as implementation of study skills workshops and tutoring as well as the establishment of a writing center – along with financial incentives could be a more effective retention strategy than one that includes only one form of support (Glenn, 2007). It is likely that this type of mix will be the end result of the study for this group of students, especially with the recent sharp tuition increase that Drexel experienced.

As I have said before, however, the six year graduation rate is also an important indicator to take into consideration when looking at student retention. Studying and making improvements based only on freshman concerns will not cause a significant increase in retention in the second year and beyond. In order to have the greatest effect on the six year graduation rate, consideration must also be given to the needs of the rest of the undergraduate population, especially sophomores. The introductory paragraph to the article "After the freshman bubble pops" sums up the state of mind of sophomore students and, to some extent, those of students studying beyond their second year. The paragraph reads:

"Woe are the sophomores, higher education's middle children. Their freshman frolic has given way to daunting challenges. They are anxious and confused. They must declare majors, take weed-out classes, and decide whether to study abroad. They feel pressure to plan for internships and careers, and to figure out who they are and where they are going" (Lipka, 2006).

A study of this population at Drexel will most likely reveal similar issues that need to be addressed with targeted programs that are more than simple extensions of freshman-focused services.

The final group of students that should be considered as part of a comprehensive retention study are the graduate students. Graduate students are an important asset to the university environment for several reasons. Between money spent on recruitment efforts and tuition assistance, the monetary investment in each graduate student is relatively high. These students are also typically the most active in research projects on campus; this contribution to research may lead to marketable discoveries or inventions which can bring the University extra revenue. In addition to the monetary concerns surrounding graduate students, this group is also good for academia. At the most basic level, these students, especially those pursuing a doctoral degree, are training to be the educational leaders of the future. Additionally, they provide an often ready and willing source of teaching assistants that can help alleviate the teaching load placed on full-time tenured faculty members. Although they are often overlooked, a focus on graduate student retention should also be a top priority.

Beyond this proposed comprehensive study, there are some action steps that can be taken immediately to start addressing this area of concern, some of which have already been proposed to help alleviate problems in other areas. More prepared and customer service savvy employees, the result of the proposed solutions to the issue of staff training and professional development, will have a big impact on student retention. Students that receive quality service in already existing programs are generally more likely to stay at the institution. Additionally, campus improvements and renovations, such as creating more classrooms that are comfortable and conducive to learning and creating more green space in the predominantly urban environment, will also increase the number of students who want to stay at Drexel. Outside of those ideas already proposed, other options for immediate action may include some or all of the following: 1) changes in administrative hours, offering more evening hours to cater to the needs of students; 2) streamlining existing administrative processes to diminish the amount of red tape and office hopping that students need to do in order to resolve an issue they are facing and 3) making sure that all of Drexel's policies are written clearly and are readily available and easily accessible to students.

Although these solutions may provide a small boost in retention in the very near future, the best solution to the problem of retention is the undertaking of a comprehensive study as outlined previously. No matter what the plan of action chosen, though, student retention is a major issue at Drexel that needs to be addressed to ensure the survival of the institution.



**Thank you**

Chad Morris  
Phone: 215-895-1318  
Email: [cam83@drexel.edu](mailto:cam83@drexel.edu)

This brings me to the end of my exploration of the critical issues currently facing Drexel University. I hope that you find my analysis meaningful and my suggestions for improvements helpful in establishing a course of action. I would like to thank you all for coming. I encourage you to contact me if you have any questions about the material presented here today or another issue for which I may be of assistance. My contact information is currently on the screen. Thank you and have a great day!!

## References

- Carnegie-Mellon University. (n.d.) 2006/2007 Common Data Set. Retrieved March 14, 2007 from [http://www.cmu.edu/ira/CDS/cds\\_2006\\_07/CDS2006\\_2007%20FINAL.pdf](http://www.cmu.edu/ira/CDS/cds_2006_07/CDS2006_2007%20FINAL.pdf)
- Case Western Reserve University. (n.d.) 2006/2007 Common Data Set. Retrieved March 14, 2007 from <http://www.case.edu/president/cir/cdsmain.htm>
- Drexel University. (n.d.) 2005/2006 Common Data Set. Retrieved March 14, 2007 from <http://www.drexel.edu/provost/ir/cds2005/2005a.html>
- Drexel University Faculty Senate. Drexel University. (2003, February). *Preliminary Drexel University Institutional Benchmarking Study* [Electronic version]. Retrieved March 14, 2007 from <http://www.drexel.edu/senate/BenchmarkReportD.pdf>
- Enrollment. (n.d.) In *Drexel University Vital Statistics*. Retrieved March 12, 2007 from [http://www.drexel.edu/statistics/prospective.asp?enroll\\_head](http://www.drexel.edu/statistics/prospective.asp?enroll_head)
- Georgia Institute of Technology. (n.d.) 2006/2007 Common Data Set. Retrieved March 14, 2007 from [http://www.irp.gatech.edu/Common\\_Data\\_Set\\_2006/Common\\_Data\\_Set.html](http://www.irp.gatech.edu/Common_Data_Set_2006/Common_Data_Set.html)
- Glenn, D. (2007, January 12). Study finds mix of academic and financial aid improves student retention [Electronic version]. In *The Chronicle of Higher Education*, 53(19), pp. A18.
- Illinois Institute of Technology. (n.d.) 2006/2007 Common Data Set. Retrieved March 14, 2007 from [http://oii.iit.edu/oii/facts/cds06-07/2006-07\\_cdsB.pdf](http://oii.iit.edu/oii/facts/cds06-07/2006-07_cdsB.pdf)
- Lehigh University. (n.d.) 2006/2007 Common Data Set. Retrieved March 14, 2007 from <http://www.lehigh.edu/~oir/cds.htm>
- Lipka, S. (2006, September 8). After the freshman bubble pops [Electronic version]. In *The Chronicle of Higher Education*, 53(3), pp. A34.
- National Center for Educational Statistics. (2005, September). *Projections of Education Statistics to 2014* (33<sup>rd</sup> ed.) [Electronic Version]. Retrieved March 12, 2007 from <http://nces.ed.gov/pubs2005/2005074.pdf>
- Northeastern University. (n.d.) 2006/2007 Common Data Set. Retrieved March 14, 2007 from [http://www.neu.edu/oupr/dataset/pdf/06fall\\_cds.pdf](http://www.neu.edu/oupr/dataset/pdf/06fall_cds.pdf)
- Office of University Relations. Drexel University. (2007, February 13). *Drexel at a Glance*. Retrieved March 12, 2007 from [http://www.drexel.edu/univrel/news\\_information/glance.asp](http://www.drexel.edu/univrel/news_information/glance.asp)
- Rensselaer Polytechnic Institute. (n.d.) 2006/2007 Common Data Set. Retrieved March 14, 2007 from [http://www.rpi.edu/about/cds/CDS2006\\_2007.pdf](http://www.rpi.edu/about/cds/CDS2006_2007.pdf)
- University of Cincinnati. (n.d.) 2006/2007 Common Data Set. Retrieved March 14, 2007 from [http://www.uc.edu/institutionalresearch/pdf\\_files/university\\_reports/common\\_data\\_sets/cds0607.pdf](http://www.uc.edu/institutionalresearch/pdf_files/university_reports/common_data_sets/cds0607.pdf)
- Virginia Polytechnic Institute. (n.d.) 2005/2006 Common Data Set. Retrieved March 14, 2007 from [http://www.irpa.vt.edu/Common%20Data%20Set/Fall%202005/cds\\_2005\\_B.pdf](http://www.irpa.vt.edu/Common%20Data%20Set/Fall%202005/cds_2005_B.pdf)