

**Task Force on Undeclared Students
Report to the Pro**

restrictions. It is also clear that no such rationale exists for some restricted majors. Some are restricted to control major size; others are restricted to “improve quality.” In both of these cases there are alternative methods to achieve the goal (e.g., introductory courses with rigorous standards) in a manner that are both fairer and more clearly based on merit.

b. *Internal Transfers* *te*

Appendix 1

Retention Data Undeclared Versus Declared Students

Cohort	Fr>Soph	Soph>Jr	Jr>Sr	5-year grad	6-year grad
2001					
Undeclared	82.3%	70.7%*	67.0%*	28.2%*	51.5%*
Declared	83.9%	78.7%*	75.4%*	44.9%*	65.9%*
2002					
Undeclared	83.7%	73.9%	68.2%	31.0%*	
Declared	85.4%	76.3%	68.5%	48.8%*	
2003					
Undeclared	82.6%	73.0%*	68.4%*		
Declared	85.1%	76.5%*	73.4%*		
2004					
Undeclared	83.5%*	74.8%*			
Declared	87.0%*	79.7%*			
2005					
Undeclared	80.1%*				
Declared	84.9%*				

* X^2 : $p < .05$

Table 2
Undeclared Students who Returned Undeclared

Cohort	Fr>Soph	Soph>Jr	Jr>Sr
2001	64%	20%	4.0%
2002	61%	19%	2.5%
2003	59.9%	19%	3.0%
2004	65.3%	21.2%	
2005	52.0%		

Appendix 2

**VOF (Visions of the Future)
Learning Communities for Undeclared Students
Retention Data***

VOF Retention to Second Fall			
2001	2002	2003	2004

