

Student Right-to-Know Disclosure

DALLAS

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must publish information regarding graduation rates, retention rates, and student diversity as defined by the National Center for Education Statistics (NCES).

The graduation rate cohort consists of full-time, first-time (FTFT) degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete their program.

Graduation Rates

FTFT Degree- or Certificate-seeking Undergraduate Students (Student Cohort: 9/1/14 – 8/31/15)

| | FTFT UNDERGRADUATES | GRADUATED WITHIN 150% | GRADUATION RATE |
|---|---------------------|-----------------------|-----------------|
| TOTALS | 1 | 1 | 100% |
| Male | 0 | 0 | – |
| Female | 1 | 1 | 100% |
| Nonresident Alien | 0 | 0 | – |
| Hispanic/Latino | 0 | 0 | – |
| American Indian or Alaskan Native | 0 | 0 | – |
| Asian | 0 | 0 | – |
| Black or African American | 0 | 0 | – |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | – |
| White | 1 | 1 | 100% |
| Two or more races | 0 | 0 | – |
| Race or Ethnicity Unknown | 0 | 0 | – |
| Pell Grant Recipients | 0 | 0 | – |
| Subsidized Stafford Loan Recipients who did not receive a Pell Grant | 1 | 1 | 100% |
| Students who received neither Pell Grants nor Subsidized Stafford Loans | 0 | 0 | – |

Retention Rates

Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. The table shown below is the percentage of FTFT undergraduate degree-seeking students from the previous fall who were still enrolled in the next fall.

Retention Rates for FTFT Undergraduate Students

| | |
|--|-----------|
| Count of FTFT undergraduate students enrolled Fall 2019 | 2 |
| Count of FTFT undergraduate students enrolled Fall 2019 still enrolled as of Fall 2020 | 0 |
| RETENTION RATE: | 0% |

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Student Diversity

Table 1 represents all enrolled full-time students from July 1, 2019, through June 30, 2020. Of the total enrolled students, those who received Pell Grant funds are shown in Table 2.

All Enrolled Full-Time Students by Gender and Race/Ethnicity

| TABLE 1: | TOTAL ENROLLMENT | PERCENTAGE |
|---|-------------------------|-------------------|
| Total Enrollment | 1630 | - |
| Male | 217 | 13% |
| Female | 1413 | 87% |
| Nonresident Alien | 0 | - |
| Hispanic/Latino | 317 | 23% |
| American Indian or Alaska Native | 7 | <1% |
| Asian | 200 | 12% |
| Black/African American | 609 | 37% |
| Native Hawaiian or Other Pacific Islander | 5 | <1% |
| White | 358 | 22% |
| Two or More Races | 73 | 4% |
| Race or Ethnicity Unknown | 7 | <1% |

Pell Grant Recipients by Gender and Race/Ethnicity

| TABLE 2: | TOTAL ENROLLMENT | PERCENTAGE |
|---|-------------------------|-------------------|
| Total Enrollment | 632 | - |
| Male | 70 | 11% |
| Female | 562 | 89% |
| Nonresident Alien | 0 | - |
| Hispanic/Latino | 152 | 24% |
| American Indian or Alaska Native | 3 | <1% |
| Asian | 77 | 12% |
| Black/African American | 233 | 37% |
| Native Hawaiian or Other Pacific Islander | 1 | <1% |
| White | 136 | 22% |
| Two or More Races | 27 | 4% |
| Race or Ethnicity Unknown | 3 | <1% |