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Abstract: Flawed assumptions about the contemporary college student generate misleading interpretations of six-year graduation rates at many universities. Nontraditional patterns of retention, progression, and graduation (RPG) are not taken into account and abound at metropolitan universities like Kennesaw State. RPG results from longitudinal tracking of FT/FT Freshmen cohorts were contrasted with those from a comprehensive analysis of annual degree completions. Degree Completion Analysis produced a more complete, inclusive, and positive description of KSU's baccalaureate degree productivity and graduation effectiveness than the six-year graduation rate. KSU's RPG tracking system and Degree Completion Analysis revealed the pervasiveness of nontraditional student characteristics.



**RETENTION, PROGRESSION & GRADUATION:
DEGREE COMPLETION ANALYSIS AND
SIX-YEAR GRADUATION RATES TELL DIFFERENT STORIES
ABOUT A UNIVERSITY'S EFFECTIVENESS IN
GRADUATING ITS STUDENTS**

**A Paper Presented at the 2007 Conference
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by

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Carey (2004) in a report widely publicized by the Education Trust, struck a popular but alarmist cord when he declared that America's colleges and universities have a serious and deep-rooted problem of having far too many entering students who fail to earn a baccalaureate degree within six years. His premise was derived largely from the six-year graduation rates for first-time full-time cohorts of degree seeking college freshmen, as defined and collected annually by the U.S. Department of Education. Carey assumed that students who fell short of that six-year standard failed to achieve a vital educational credential. He asserted that minority students were disproportionately represented in those losses because their six-year graduation rates were lower than those for whites. Carey reported that only six out of ten full-time freshmen get a bachelor's degree within six years, and one in five four-year institutions graduate less than a third of their first-time full-time freshmen within six years. The latest report from the U.S. Department of Education on college graduation rates (NCES, 2007) is consistent with Carey's assertion and pegs the six-year graduation rate for all four-year institutions at 56%.

Kennesaw State University is a metropolitan university of over 20,000 students located in the Greater Atlanta region of Georgia. KSU is among the institutions in the bottom quartile nationally for its six-year graduation rates which have ranged from 28% to 32% annually for its last three first-time full-time freshmen cohorts with graduates (Fall 1998 to Fall 2000). The Board of Regents of the University System of Georgia and KSU have included the improvement of retention, progression, and graduation rates as high priorities in their strategic plans. Although such strategic priorities are important, the low six-year graduation rate at KSU sometimes presents a distorted and misleading picture of the university's effectiveness in graduating its students and how well KSU is responding to state needs for a more educated Georgia.

**Flawed Assumptions About Contemporary College Students
Underlie the Six-Year Graduation Rate**

The U.S. Department of Education's definition of an institution's six-year graduation rate assumes a very traditional view of the typical college student. In that traditional model, the typical first-time college freshman matriculates in the fall semester (or previous summer for those getting an early start), matriculates as a full-time student, and remains enrolled on a full-time basis thereafter until graduation within four to six years. That traditional model also assumes that college students rely heavily on their parents for financial support, are single with no family obligations, enroll in college immediately

after high school graduation, and give a higher priority to their educational pursuits than employment opportunities (see NCES, 2002). Since many undergraduate students are initially undecided about their major, change their major, lose credit toward graduation in the process of changing majors, and do not have a sufficient number of semester credit hours to graduate in four years, the U.S. Department of Education generously allows a 50% variance in the time taken to complete a four-year baccalaureate degree program, extending the graduation rate calculation to a six-year period from the point of matriculation. The implication is that most, if not all, college students complete their degree programs or drop out by the sixth year. An institution's six-year graduation rate has become a commonly used measure of an institution's effectiveness in graduating its students and is routinely published on the Department of Education's Web site.

Regrettably, the six-year graduation rate as defined and promoted by the U.S. Department of Education, the Education Trust, and others fails to take into account the nontraditional nature of contemporary college students. The Department of Education's special analysis of nontraditional undergraduates (NCES, 2002) concluded that three-fourths of today's college students are nontraditional to some degree. Many do not enroll in college immediately after high school; many do not begin their college experience in the fall immediately after high school graduation; many do not remain full-time students from term to term; many are married, some with children; many are financially independent; many have a higher commitment to their employer than their educational institution; many "stop out" in their odyssey toward degree completion; many transfer and attend more than one college; and many are resigned to taking longer than six years to complete their baccalaureate degree. Consequently, many contemporary college students break the mold of traditional thinking upon which the six-year graduation rate for first-time full-time freshmen is based.

College students have greater degrees of freedom in shaping their post-secondary educations than do high school students. However, the model for calculating six-year graduation rates from college appears to be largely an extension of the model for calculating high-school graduation rates. The high school model for retention, progression, and graduation does not fit post-secondary education very well.

The six-year graduation rate is narrowly defined by the U.S. Department of Education and fails to give institutions appropriate credit and recognition for graduating students who transfer in rather than start as beginning freshmen, who matriculate in the spring instead of the fall or summer, who matriculate on a part-time basis, or who re-enroll often on a part-time basis, thereby taking longer than six years to complete a bachelor's degree. The six-year graduation rate fails to accommodate the nontraditional undergraduate who has to stop out or cut back periodically on his/her academic studies because of employment obligations, family responsibilities, or other personal commitments. It fails to recognize that the majority of the nation's college students today have nontraditional attendance patterns, frequently registering for fewer credit hours than needed to progress in a timely manner and working more hours for employers than is advisable. Most importantly, it ignores a major source of student intakes at most institutions—students who

transfer from one college to another to continue their undergraduate studies. Transfers make up a large percentage of the student body at metropolitan universities in particular.

Nontraditional Patterns of Undergraduate Retention, Progression, and Graduation Abound at a Metropolitan University like KSU

The commonly held view that colleges predominantly admit traditional-age beginning freshmen, most of whom matriculate in the fall term on a full-time basis, who continue to enroll on a full-time status, whose numbers drop substantially by the senior year due to attrition, and who, if retained, graduate within four to six years, is not an accurate depiction of typical students at a metropolitan university like Kennesaw State. The Web-based *2006-2007 Fact Book* for KSU, KSU's Retention, Progression, and Graduation Tracking System, and other analytics available at the institution's Virtual Information Center (see VIC Web site) reveal numerous nontraditional patterns of undergraduate attendance, retention, progression, and graduation. Some of the more notable examples are as follows:

- Only 60% of the new student intakes in a 12-month period at KSU occur in the Fall Semester (see the *Fact Book*, "New Student Enrollment by Term" on the VIC Web site). Most of the new students who matriculate in the spring and summer terms are not counted in KSU's federal six-year graduation rate.
- Annual intakes of new undergraduate transfer students typically exceed or equal the total intakes of new beginning freshmen at KSU (see 2007 Enrollment Trends Report under Analytic Studies on the VIC Web site). In a traditional model, beginning freshmen would typically outnumber transfer students substantially. The six-year graduation rate does not take transfers into account.
- The annual intakes of students readmitted to KSU after an absence of at least six consecutive terms are substantial and half as large as the annual intakes of new beginning freshmen (see 2007 Enrollment Trends Report under Analytic Studies on the VIC Web site). Many of these "stopout" students are assumed to be dropouts when calculating KSU's federal six-year graduation rates. The high volume of readmissions reflects another nontraditional characteristic of note.
- Unlike many residential universities in rural settings that cater to traditional-age students and whose senior class may be 50% smaller than their freshman class, KSU's senior class is larger than its freshman class (see the *Fact Book*, "KSU is Maturing as a Metropolitan University" on the VIC Web site). The nontraditional patterns of new student intake and attendance at KSU accumulate at the upper division.
- Two-thirds of KSU's freshmen are traditional age (defined as 19 or younger), but that weighting shifts quickly to less than half by the sophomore year who are 20 or younger, and moves to two-thirds being nontraditional in age by the junior and senior years (see the *Fact Book*, "Traditional and Nontraditional

Undergraduates”). Students who begin as traditional-age freshmen soon become nontraditional in age because of nontraditional attendance patterns. The nontraditional “aging” of KSU’s undergraduates as they progress through the undergraduate classifications is not consistent with the traditional assumptions underlying the federal six-year graduation rate.

- Only a third of KSU’s retained first-time full-time freshmen progress to the sophomore classification by the second fall term, largely because they take minimum full-time loads each semester and do not make up the difference needed to become a sophomore through summer attendance. Furthermore, only a quarter of KSU’s retained first-time full-time freshmen have enough earned hours to be a junior by the beginning of their third year, and only one in five is a senior by the beginning of the fourth year (see the Progression tables in KSU’s RPG Tracking System on the VIC Web site). Clearly, such patterns of slow progression through the undergraduate classifications do not match common assumptions about how traditional college students progress toward graduation. The substantial improvement in KSU’s graduation rate from the sixth year to the eighth year is unexpected in a traditional model.
- Recent NSSE and YFCY national survey results revealed that the proportion of first-year students at KSU who are employed for more than 20 hours a week while attending KSU on a full-time basis is two to three times higher than the proportions at peer institutions (see NSSE and YFCY reports under Analytic Studies on the VIC Web site). In a traditional context, undergraduates would typically work less than 20 hours per week or not at all while pursuing their collegiate studies on a full-time basis.
- Only a third of the annual bachelor’s degree recipients at KSU began their college education as beginning freshmen and only eight out of ten of those matriculated in a fall semester. Furthermore, the average age of those from that group who took longer than six years to complete their degrees was 31 (see the *Fact Book*, “Characteristics of Baccalaureate Graduates Who Began as KSU Freshmen” on the VIC Web site). Because of its nontraditional make-up, only a small percentage of KSU’s annual output of bachelor’s degrees are accounted for by the federal six-year graduation rate.
- Two-thirds of the bachelor’s degrees conferred at KSU go to students who transferred from other colleges. Many of those were out-of-state transfers from four-year universities, probably resulting from family and job relocation to Atlanta. The average age of those graduates was 29, reflecting the inclusion of a substantial number of nontraditional-age students (see the *Fact Book*, “Characteristics of Baccalaureate Graduates who Began as Transfer Students” on the VIC Web site). None of these transfer students who successfully completed degrees at KSU are accounted for in the federal six-year graduation rate calculations.

Using Degree Completion Analysis to Compensate for Weaknesses in the Six-Year Graduation Rate Statistics

The U.S. Department of Education's six-year graduation rate attempts to measure an institution's effectiveness in undergraduate retention, progression, and graduation by looking at the front end of the institution's educational pipeline at a specific cohort of new student intakes (i.e., first-time full-time freshmen) and checking their enrollment and/or graduation status longitudinally over the ensuing six years. However, as the examples cited above indicate, the six-year graduation rate model fails to tell the whole story about retention, progression, and graduation of several key subsets of an institution's undergraduate student body, especially the transfer and nontraditional-age populations. Virtually all colleges and universities have student cohorts like those who are not being accounted for in six-year graduation rate calculations. For metropolitan universities like KSU, substantially more of the institutions' educational efforts and degree outputs go unreported and unrecognized than at four-year institutions with higher proportions of traditional undergraduates when measured or compared by six-year graduation rates. Consequently, six-year graduation rates can be misleading.

One way for institutional researchers to compensate for that is to conduct a "Degree Completion Analysis" that describes the institution's degree outputs at the back end of the institution's educational pipeline rather than rely solely on the tracking of inputs and processes associated with a narrowly defined entering cohort of beginning freshmen. Disaggregating an institution's annual pool of baccalaureate graduates into its key component subgroups is the appropriate starting place for such an analysis. Distinguishing between the number of graduates who were and who were not first-time freshmen at the institution should be among the fundamental disaggregations. Separating out those who were included by definition in a six-year graduation rate cohort from those who were not is another. Separating the graduates who started as beginning freshmen, but who matriculated on a part-time basis from those who matriculated on a full-time basis can be informative. Likewise, separating the first-time freshmen who matriculated in a nontraditional term such as spring semester rather than the traditional fall semester should spotlight an additional cohort not typically accounted for in six-year graduation rate calculations.

The disaggregations of baccalaureate graduates who could be characterized as traditional from those who are nontraditional requires a different strategy from the longitudinal tracking concept underlying the six-year graduation rate. Using the age of the graduate to draw that distinction can yield an inclusive and reasonably accurate means for capturing differences between traditional and nontraditional graduates, regardless of when, where, and in what enrollment status the graduating student matriculated as a first-time freshman. It is reasonable to classify a graduating student who is 24 years of age or younger in the traditional student group. Traditional high school graduates are 18 years of age, enroll in college immediately after completing high school, and subsequently take four to six years to finish a baccalaureate degree program at age 22 to 24. Disaggregating

the graduating student pool into two groups: 1) those who were 24 years old or younger when they completed their college degree; and 2) those who were 25 or older should yield reasonable estimates of the institution's traditional and nontraditional graduates.

The results of KSU's Degree Completion Analysis tell a very different story about the university's effectiveness in graduating its students when compared to interpretations of the institution's six-year graduation rate. The common interpretation of KSU's six-year graduation rate of 30% is that 70% of the undergraduates who enroll at KSU do not graduate. That loss appears to be exceptionally high. When the 1,200 first-time full-time freshmen in the Fall 1999 and Fall 2000 cohorts were tracked longitudinally over six years, KSU "produced" fewer than 400 graduates per year from those cohorts. However, as the Degree Completion Analysis indicates (see Degree Profiles – KSU Graduate Characteristics on the VIC Web site), the actual numbers of bachelor's degrees awarded at KSU in FY 2006 was over five times higher than that and stood at roughly 2,200. That substantially higher number of bachelor degrees included those awarded to transfer and nontraditional students as well as those who began as traditional freshmen. Furthermore, the number of traditional-age graduates (i.e., younger than 25) was over 1,000 per year, not 400, when age of the graduate was used to define that subset rather than relying solely on a specific and narrowly defined cohort of first-time full-time freshmen. Whereas the six-year graduation rate suggests that less than a third of the traditional students who enroll at KSU never graduate, the Degree Completion Analysis not only documents the existence of substantially more traditional-age graduates, but also indicates that nearly half of the degrees awarded at KSU go to students who completed their college studies in a traditional time frame of six years or less.

Interpretations of differences in the six-year graduation rates between minority and majority students like those expressed by Carey (2004) can also be misleading if not inaccurate. When basic methods of Degree Completion Analysis were applied to KSU's annual pools of baccalaureate graduates, disaggregating those pools into racial groups, no appreciable differences were found between the representation of minority and majority students in the student body as a whole and their representation at the point of graduation (see Degree Profiles – KSU Graduate Characteristics on the VIC Web site). At KSU, differences in six-year graduation rates of minority and majority groups appear to be confounded by differences in attendance patterns across racial groups and the instability of small sample sizes for some subgroups of the first-time full-time freshmen cohorts.

Call for Complementary Analysis to the Six-Year Graduation Rate

The institutional research presented here suggests that Degree Completion Analysis can present a complementary, if not a more complete, inclusive, and positive picture of an institution's effectiveness in graduating its students than the six-year graduation rate alone. Furthermore, from the standpoint of workforce development, focusing on actual degree output may be more important than focusing on the rate at which certain college students progress toward graduation, especially if the type of student under examination in graduation rate calculations is not representative of the institution's undergraduate student body as a whole. More and better alternatives to the use of the six-year graduate rate for measuring the productivity and effectiveness of colleges and universities are needed.

References

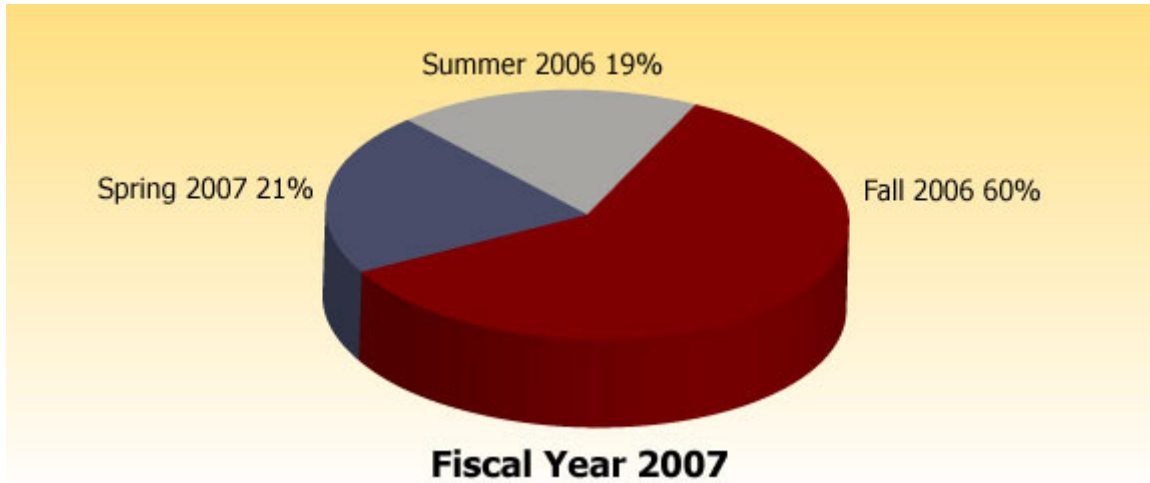
- Carey, K. (2004, May) A Matter of Degrees: Improving Graduation Rates in Four-Year Colleges and Universities. A report by the Education Trust. Retrieved October 1, 2007 from The Education Trust Web site: <http://www2.edtrust.org/EdTrust/Federal+and+State+Policy/Higher+Education>.
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- U.S. Department of Education, NCES. (2007, April) Enrollment in Postsecondary Institutions, Fall 2005; Graduation Rates, 1999 and 2002 Cohorts; and Financial Statistics, Fiscal Year 2005. Retrieved October 1, 2007 from the NCES Web site: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid+2007154>.
- VIC, KSU's Virtual Information Center. Enterprise Information Management, Kennesaw State University. *Fact Books* and other institutional research reports and analyses are available at the VIC Web site: <http://vic.kennesaw.edu>.

List of Referenced Documents

- New Student Enrollment by Term
- Table 2 from “Trends Point Toward Continued Enrollment Growth at KSU Over the Next Decade: An Enrollment Analysis Prepared for the President's Cabinet” http://vic.kennesaw.edu/special_studies.aspx
- KSU is Maturing as a Metropolitan University
- KSU’s Traditional and Nontraditional Undergraduates
- KSU Awards more Bachelor’s Degrees to Nontraditional-Age Students, but the Gap is Slowly Closing with Traditional-Age Students
- The Representation of Minority and Majority Groups Among Those Earning Bachelor’s Degrees at KSU Closely Matches Their Representation in the Undergraduate Student Body
- Progression Data from the RPG Tracking System
- Characteristics of Baccalaureate Graduates Who Began as KSU Freshmen
- Characteristics of Baccalaureate Graduates Who Began as KSU Transfers
- Graduation Rates from the RPG Tracking System

KSU 2006-2007 Fact Book

New Student Enrollment By Term

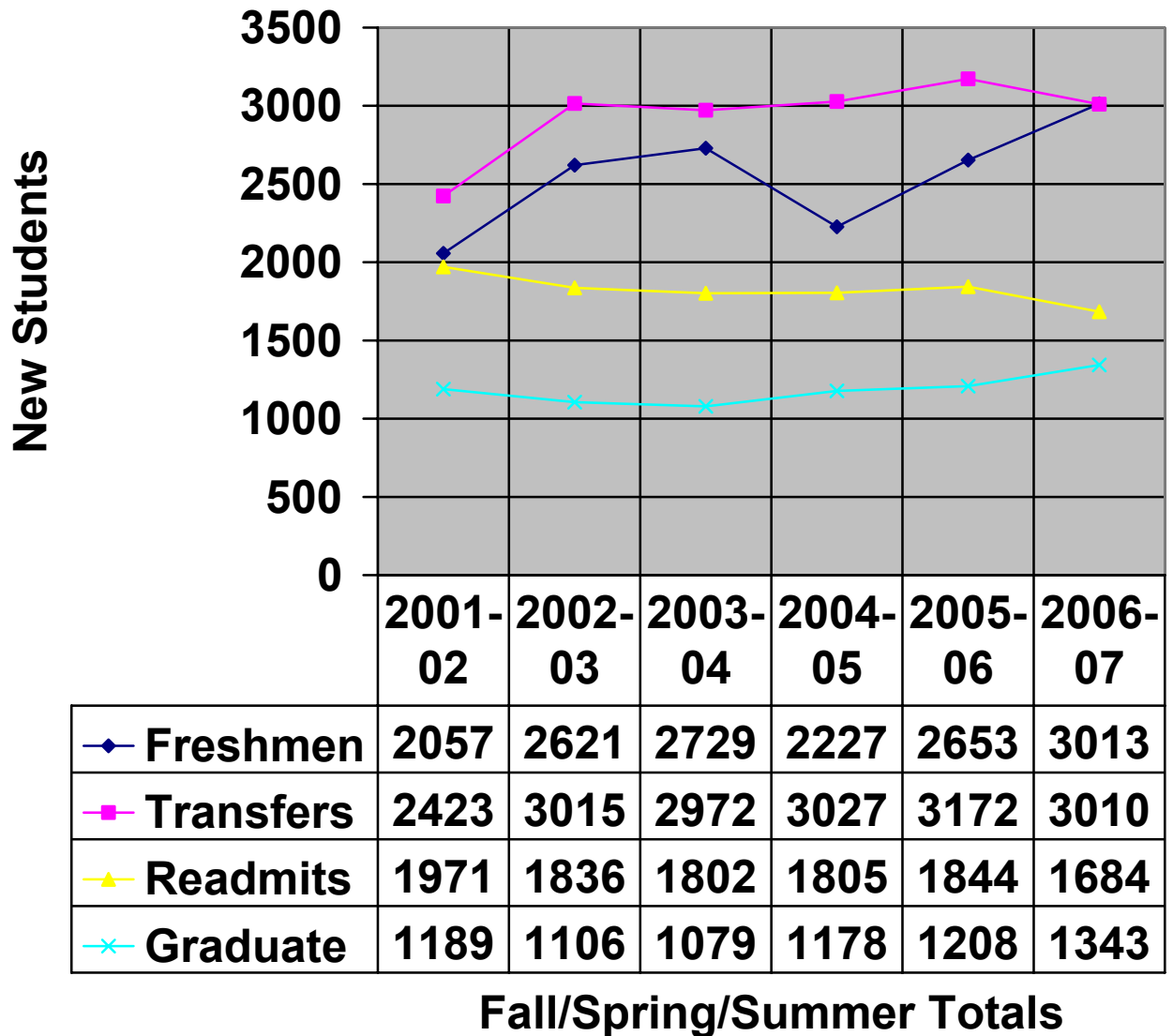


Term	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Summer	1,520	1,585	1,439	1,515	1,552
Fall	4,068	4,416	4,079	4,526	4,857
Spring	1,840	1,727	1,655	1,653	1,720
Total	7,428	7,728	7,173	7,694	8,129

Highlights

- The decline in new student enrollment during FY 2005 was due in part to a change in the admission standards and earlier deadlines.
- Unlike a traditional residential campus that attracts most of its new students in the fall of each year, KSU enrolls 40% of its new students during spring and summer terms.

Table 2
Recent Trends in Major Categories
of Annual New Student Intakes



Source: “Trends Point Toward Continued Enrollment Growth at KSU Over the Next Decade: An Enrollment Analysis Prepared for the President's Cabinet”

http://vic.kennesaw.edu/special_studies.aspx

KSU 2006-2007 Fact Book

KSU Is Maturing as a Metropolitan University

Fall 2006	Georgia Southern University	Georgia State University	Kennesaw State University
Freshmen	34%	20%	27%
Sophomores	24%	20%	22%
Juniors	20%	23%	21%
Seniors	22%	37%	29%
Subtotal	100%	100%	100%
Lower Division	58%	41%	49%
Upper Division	42%	59%	51%
Subtotal	100%	100%	100%
Undergraduates	84%	71%	89%
Graduates	12%	27%	11%
Other/Transients	4%	2%	0%
Subtotal	100%	100%	100%

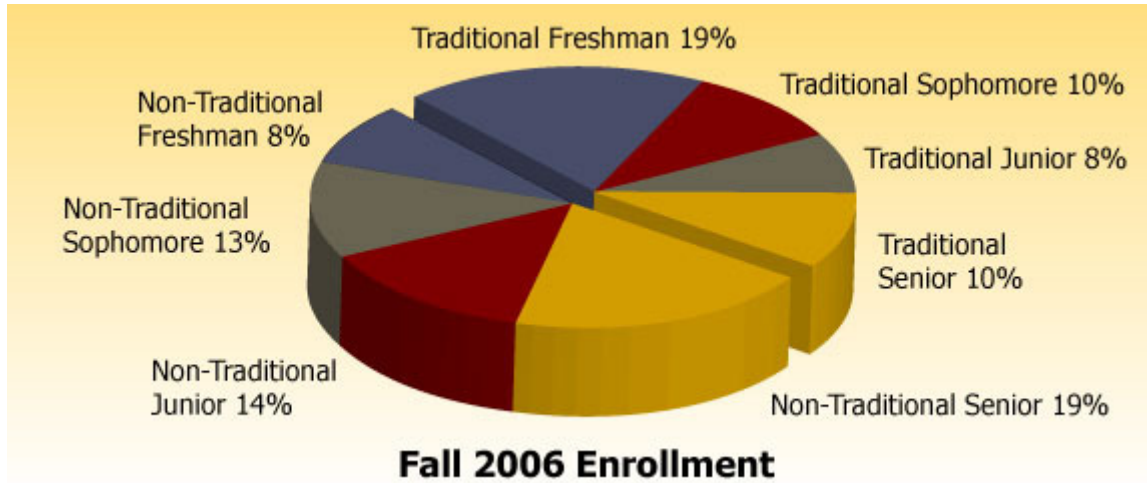
Percentage totals may not equal 100 due to rounding.

Highlights

- At traditional residential rural universities like Georgia Southern, the senior class is much smaller than the freshmen class. At non-traditional urban universities like Georgia State, the senior class is larger than the freshmen class because urban universities usually attract more transfers and have larger upper division enrollments. KSU is somewhere between the two types with a larger upper division enrollment than Georgia Southern but one that is smaller than Georgia State's.
- Since graduate programs attract working professionals, universities in urban and metropolitan areas tend to have higher percentages of graduate enrollment. With only a fraction of the number of graduate programs offered by Georgia Southern, KSU already has a similar percentage of graduate students.

KSU 2006-2007 Fact Book

KSU's Traditional and Nontraditional Undergraduates



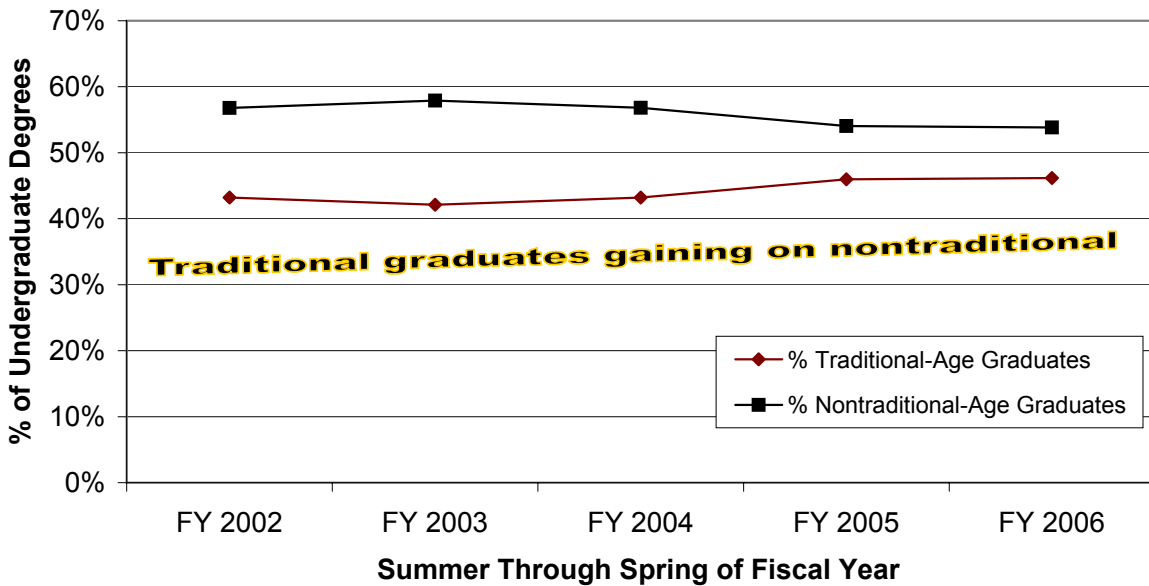
Classification	Fall 2006			
	Traditional Age	Nontraditional Age	Traditional Age	Nontraditional Age
Freshman (19 or younger)	3,348	19%	1,420	8%
Sophomore (20 or younger)	1,705	10%	2,201	13%
Junior (21 or younger)	1,334	8%	2,412	14%
Senior (23 or younger)	1,747	10%	3,358	19%
Total	8,134	46%	9,391	54%

Percentage totals may not equal 100 due to rounding.

Highlights

- The greatest number and percentage of traditional age students are freshmen; the greatest number and percentage of nontraditional students are seniors.
- The number and percentage of traditional age students drops substantially between the freshman and sophomore years because very traditional age freshmen adopt nontraditional characteristics (enrolling part-time, stopping out, working for pay more than half-time, etc.) that causes them to be nontraditional in age by the sophomore year.
- There was a 2% increase in the number of traditional age students enrolled at KSU during Fall 2005 compared to last fall.

KSU AWARDS MORE BACHELOR'S DEGREES TO NONTRADITIONAL-AGE STUDENTS, BUT THE GAP IS SLOWLY CLOSING WITH TRADITIONAL-AGE STUDENTS

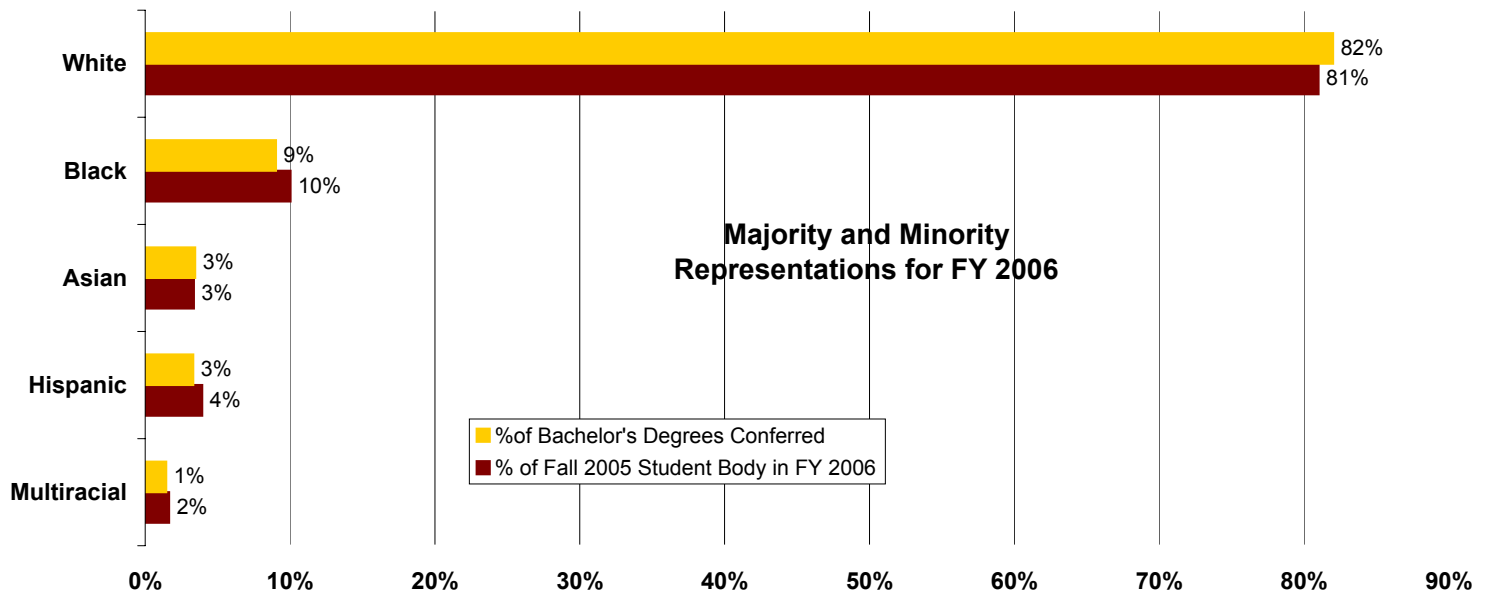


Percent of Bachelor's Degrees Awarded					
Types of Graduates	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Traditional-Age Graduates (< 25 Years of Age)	43%	42%	43%	46%	46%
Nontraditional-Age Graduates (>= 25 Years of Age)	57%	58%	57%	54%	54%
Total % of Degrees	100%	100%	100%	100%	100%
Number of Bachelor's Degrees Awarded					
Types of Graduates	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Traditional-Age Graduates (< 25 Years of Age)	687	720	778	877	1,018
Nontraditional-Age Graduates (>= 25 Years of Age)	903	990	1,023	1,031	1,187
Total Number of Degrees	1,590	1,710	1,801	1,908	2,205

Data Notes: Traditional-age graduates are defined to be 24 or younger under the assumption that the traditional high school graduates are typically 18 years of age and traditional college students typically take 4 to 6 years to complete a bachelor's degree (i.e., the federal 6-year graduation rate concept).

Implications for RPG: Like many metropolitan universities, the majority of KSU's bachelor's degree recipients are nontraditional-age students who are not taken into account in the federally-defined calculation of KSU's 6-year graduation rate. With the advent of campus housing, the undergraduate KSU student body is becoming more traditional but, it will be many years, if ever, before the traditional-age students and graduates vastly outnumber the nontraditional students and graduates. Only 37% of the bachelor's degrees awarded in FY 2006 were received by students in the traditional first-time, full-time, freshmen cohorts used to calculate the federally-defined 6-year graduation rate.

THE REPRESENTATION OF MINORITY AND MAJORITY GROUPS AMONG THOSE EARNING BACHELOR'S DEGREES AT KSU CLOSELY MATCHES THEIR REPRESENTATION IN THE UNDERGRADUATE STUDENT BODY



Percentage of Bachelor's Degrees Conferred											
Minority & Majority Groups	FY 2002		FY 2003		FY 2004		FY 2005		FY 2006		
	% of UG Degrees Conferred	% of Fall 2001 Student Body	% of UG Degrees Conferred	% of Fall 2002 Student Body	% of UG Degrees Conferred	% of Fall 2003 Student Body	% of UG Degrees Conferred	% of Fall 2004 Student Body	% of UG Degrees Conferred	% of Fall 2005 Student Body	
	Black	9%	10%	10%	11%	11%	11%	11%	10%	9%	10%
Asian	3%	3%	4%	3%	4%	3%	4%	3%	3%	3%	
Hispanic	3%	3%	3%	3%	2%	3%	3%	3%	3%	4%	
Multiracial	1%	2%	2%	2%	2%	2%	2%	2%	1%	2%	
Native American	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Sub-Total Minority	17%	19%	19%	19%	19%	19%	20%	19%	18%	19%	
Majority-White	83%	81%	81%	81%	81%	81%	80%	81%	82%	81%	
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	

Number of Bachelor's Degrees Conferred											
Minority & Majority Groups	FY 2002		FY2003		FY 2004		FY 2005		FY 2006		
	# of UG Degrees Conferred	# of Fall 2001 Student Body	# of UG Degrees Conferred	# of Fall 2002 Student Body	# of UG Degrees Conferred	# of Fall 2003 Student Body	# of UG Degrees Conferred	# of Fall 2004 Student Body	# of UG Degrees Conferred	# of Fall 2005 Student Body	
	Black	143	1,260	167	1,507	201	1,638	211	1,627	199	1,678
Asian	48	393	67	438	64	494	68	523	76	562	
Hispanic	51	344	49	404	40	486	56	542	73	658	
Multiracial	23	274	37	302	34	300	41	265	32	275	
Native American	3	32	7	35	3	40	2	47	9	55	
Sub-Total Minority	268	2,303	327	2,686	342	2,958	378	3,004	389	3,228	
Majority-White	1,322	10,129	1,383	11,211	1,459	12,631	1,530	13,075	1,816	13,511	
Total	1,590	12,432	1,710	13,897	1,801	15,589	1,908	16,079	2,205	16,739	




Data Notes: Small percentage differences are statistically insignificant. These numbers include all undergraduate students and all bachelor's degrees awarded annually as well as nontraditional and traditional students (unlike the six-year graduation rates that are calculated only for first-time, full-time freshmen cohorts.)

Implications for Diversity and RPG: The consistency of these close matches between minority and majority group representations in the student body and in the graduating class from year to year suggests that progression and graduation rates for majority and minority students are basically equivalent at KSU.

RPG Tracking System - Microsoft Internet Explorer

Address http://ie.kennesaw.edu/portal/page/portal/PAGE_APPLICATIONS/PAGE_RPG/PAGE_RPGTS/TAB_RPG_PROGRESSION

Back Search Favorites


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Retention Rates **Progression** Graduation Rates Enrolled Students Annual Graduates Documentation

Please click below links to show appropriate table.

- [Percentage of Retained First-Time/Full-Time Freshmen Who Were Classified as Freshmen Each Fall](#)
- [Percentage of Retained First-Time/Full-Time Freshmen Who Were Classified as Sophomores Each Fall](#)
- [Percentage of Retained First-Time/Full-Time Freshmen Who Were Classified as Juniors Each Fall](#)
- [Percentage of Retained First-Time/Full-Time Freshmen Who Were Classified as Senior or Graduated Students Each Fall](#)
- [Average Course Load for First-Time/Full-Time Freshmen Who Re-Enrolled Full-Time Each Fall](#)
- [Average Cumulative Earned Hours for Retained First-Time/Full-Time Freshmen Each Year](#)
- [Percentage of First-Time/Full-Time Freshmen Who Re-Enrolled Part-Time Each Fall](#)

Percentage of Retained First-Time/Full-Time Freshmen Who Were Classified as Freshmen Each Fall									
Fall Term	(%) 1st Fall	2nd Fall (%)	3rd Fall (%)	4th Fall (%)	5th Fall (%)	6th Fall (%)	7th Fall (%)	8th Fall (%)	
2006	100%	-	-	-	-	-	-	-	-
2005	99%	64%	-	-	-	-	-	-	-
2004	99%	65%	7%	-	-	-	-	-	-
2003	99%	72%	7%	4%	-	-	-	-	-
2002	99%	75%	8%	4%	2%	-	-	-	-
2001	99%	81%	11%	4%	4%	5%	-	-	-
2000	99%	77%	14%	5%	3%	4%	4%	-	-
1999	96%	78%	15%	5%	5%	5%	5%	4%	4%
1998	98%	81%	11%	5%	3%	6%	5%	5%	5%



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Trusted sites

RPG Tracking System - Microsoft Internet Explorer

Address: http://ie.kennesaw.edu/portal/page/portal/PAGE_APPLICATIONS/PAGE_RPG/PAGE_RPGTS/TAB_RPG_PROGRESSION

Back, Forward, Stop, Refresh, Home, Search, Favorites, Print, Mail, RSS, etc.

KENNESAW STATE UNIVERSITY

RPG TRACKING SYSTEM
Enterprise Information Management

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Retention Rates Progression Graduation Rates Enrolled Students Annual Graduates Documentation

**Percentage of Retained First-Time/Full-Time Freshmen
Who Were Classified as Sophomores Each Fall**

Fall Term	(%) 1st Fall	2nd Fall (%)	3rd Fall (%)	4th Fall (%)	5th Fall (%)	6th Fall (%)	7th Fall (%)	8th Fall (%)
2006	0%	-	-	-	-	-	-	-
2005	1%	35%	-	-	-	-	-	-
2004	1%	33%	67%	-	-	-	-	-
2003	1%	27%	69%	17%	-	-	-	-
2002	0%	25%	73%	18%	9%	-	-	-
2001	1%	18%	75%	22%	8%	10%	-	-
2000	1%	21%	70%	28%	15%	11%	15%	-
1999	2%	17%	67%	27%	13%	12%	14%	15%
1998	2%	18%	73%	26%	13%	7%	11%	14%

**Percentage of Retained First-Time/Full-Time Freshmen
Who Were Classified as Juniors Each Fall**

Fall Term	(%) 1st Fall	2nd Fall (%)	3rd Fall (%)	4th Fall (%)	5th Fall (%)	6th Fall (%)	7th Fall (%)	8th Fall (%)
2006	0%	-	-	-	-	-	-	-
2005	0%	1%	-	-	-	-	-	-
2004	0%	1%	24%	-	-	-	-	-
2003	0%	1%	23%	58%	-	-	-	-
2002	0%	0%	18%	60%	27%	-	-	-
2001	0%	1%	13%	59%	31%	21%	-	-
2000	0%	1%	14%	50%	33%	25%	19%	-
1999	1%	3%	14%	51%	32%	22%	18%	22%
1998	0%	1%	15%	53%	33%	29%	23%	17%

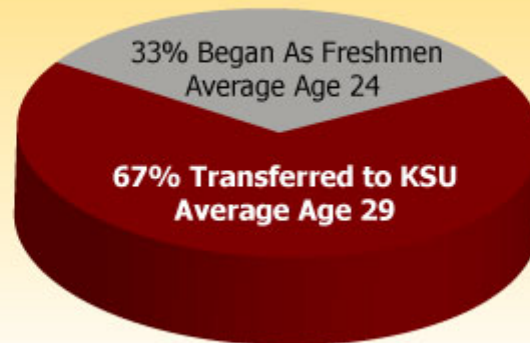
**Percentage of Retained First-Time/Full-Time Freshmen
Who Were Classified as Senior or Graduated Students Each Fall**

Fall Term	(%) 1st Fall	2nd Fall (%)	3rd Fall (%)	4th Fall (%)	5th Fall (%)	6th Fall (%)	7th Fall (%)	8th Fall (%)
2006	0%	-	-	-	-	-	-	-
2005	0%	0%	-	-	-	-	-	-
2004	0%	0%	2%	-	-	-	-	-
2003	0%	0%	1%	22%	-	-	-	-
2002	0%	0%	1%	18%	62%	-	-	-
2001	0%	0%	1%	15%	57%	64%	-	-
2000	0%	1%	2%	16%	49%	60%	62%	-
1999	0%	1%	4%	16%	50%	61%	63%	59%
1998	0%	0%	1%	16%	51%	58%	61%	64%

KSU 2006-2007 Fact Book

Characteristics of Baccalaureate Graduates Who Began as KSU Freshmen

Only One-Third of KSUs Graduates Started As Freshmen



Fiscal Year 2006

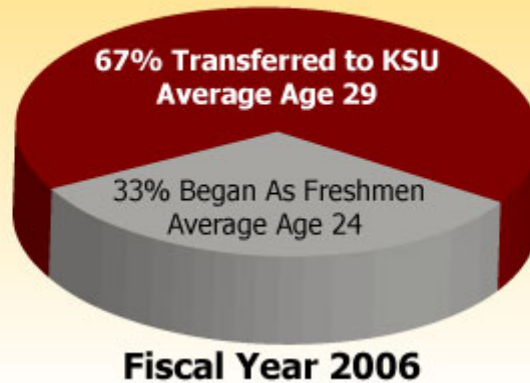
Highlights

- Approximately one-third (33% or 726) of the bachelor's degree recipients began their college education at KSU as beginning freshmen. Following traditional attendance patterns, 79% chose a fall term in which to begin their college experience at KSU.
- The average age of graduates who began as freshmen and completed their programs within six years was 24 (heavily traditional) compared to the average of 31 for those who began as freshmen but extended degree completion beyond the six years (heavily nontraditional).
- Graduates who began as freshmen earned an average of 127 semester hours at KSU.
- Of the 726 who chose KSU as their first institution, 80% finished within six years. However, that represents 30% of all bachelor's degrees awarded in FY 2006. Only 16% of KSU's graduates began as freshmen and completed their bachelor's program in four years or less.
- Most of the graduates who began as freshmen were women (65%). Of the graduates who began as freshmen, 5% were African-Americans, 4% were Asian and 84% were White, with the remaining 6% representing American Natives, Hispanics, and multi-racial ethnic groups.
- Graduates who began as freshmen and completed within six years had a higher GPA (3.26) than those who took more than six years to graduate (3.07).

KSU 2006-2007 Fact Book

Characteristics of Baccalaureate Graduates Who Began as Transfer Students

Two-Thirds of KSUs Graduates Were Transfer Students



Highlights

- As in past years, most of the bachelor's degrees conferred in FY 2006 went to those who started as KSU as transfer students from other institutions (67% or 1,479 degrees).
- The average age of the transfer graduate was 29 years, reflecting a group which is heavily nontraditional.
- Transfer graduates earned an average of 94 semester hours at KSU.
- Most of the transfer graduates were women (66%). Of the transfer group, 11% were African Americans, 3% were Asian, 3% were Hispanic, and 81% were White with the remaining 2% representing American Natives and multi-racial ethnic groups. This distribution closely parallels the demographics of the student body as a whole.
- Unlike traditional freshmen, about half of the transfer graduates first enrolled in the spring or summer terms (47%) and registered for a part-time load (59%), which also reflect nontraditional attendance patterns.
- Transfer graduates had an average KSU GPA of 3.25, which was virtually identical to the average for freshman graduates (3.26).

October 4, 2007

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First-Time/Full-Time Freshmen Graduation Rates

Fall Term	Beginning Cohort 1st Fall	Graduated within 4 Years (%)	Graduated within 5 Years (%)	Graduated within 6 Years (%)	Graduated within 7 Years (%)	Graduated within 8 Years (%)
2006	2411	-	-	-	-	-
2005	2083	-	-	-	-	-
2004	1658	-	-	-	-	-
2003	2074	-	-	-	-	-
2002	1822	8%	-	-	-	-
2001	1314	8%	24%	-	-	-
2000	1228	7%	19%	28%	-	-
1999	1223	8%	23%	32%	36%	-
1998	1020	7%	24%	31%	35%	38%

First-Time/Full-Time Freshmen Graduated

Fall Term	Beginning Cohort 1st Fall	Graduated within 4 Years (#)	Graduated within 5 Years (#)	Graduated within 6 Years (#)	Graduated within 7 Years (#)	Graduated within 8 Years (#)
2006	2411	-	-	-	-	-
2005	2083	-	-	-	-	-
2004	1658	-	-	-	-	-
2003	2074	-	-	-	-	-
2002	1822	145	-	-	-	-
2001	1314	101	318	-	-	-
2000	1228	92	234	344	-	-
1999	1223	101	279	393	446	-
1998	1020	69	243	321	360	388