

# Meeting Students Where They Stand



## Annual Retention and Graduation Rates Improvement Plan

Submitted by  
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President

## **Analysis of Retention and Graduation Rates**

Full-time, first-time, degree seeking students (traditional freshmen) make up approximately 15.7% of the university's overall unduplicated head count, and 53% of the entering freshmen class. Demographically, 6.2% of these students can be classified as non-traditional students and approximately 24% are African-American. Other under-represented minority groups make up only 3-5% of the cohort. Slightly over 19% of these traditional freshmen have been admitted into University College because they did not meet the academic requirements for regular or limited admission to the university. The principal source of federal financial aid for this cohort is the federal Pell Grant, which makes up 94% of the federal scholarships and fellowship expenditures received by ASU students. Federal Pell Grants make up 57% of the total federal, state, and institutional scholarships and grants received.

### Retention Rates:

The need to address the retention of traditional freshmen becomes immediately apparent when one examines first-year retention rates. From the beginning of the fall semester of the freshmen year to the fall semester of the sophomore year, ASU loses approximately 32% of the cohort, producing a one-year retention rate of only 68%. By the time the freshmen cohort reaches the six-year graduation checkpoint, the graduation rate of this cohort is 20.2%. During this progression, only 5.3% of the cohort will have graduated in 4 years, and 14% will have graduated in five.

A break down of the six-year graduation rate by gender and race provides additional insight into the retention rate of cohort sub-groups. Consistent with national trends, white students are retained at a higher rate than black, and women at a higher rate than men, thus resulting in the following respective six-year graduation rates:

21.5% for white females  
20.8% for white males  
19.4% for black females  
13.5% for black males

Beyond gender and race, data indicated that several factors could affect retention rates. An examination of student progress within a particular field of study suggests ASU student attrition varies by major as well as race and gender within the major. For example, an examination of one major within the College of Arts and Sciences indicated a 10% freshmen retention rate of black male majors, while black female students enjoyed a freshmen retention rate of over 90%. This same major demonstrated a 38% gain in number of black female students from the freshmen to senior year, while the number of white female students remained constant and the number of white males dropped by 15%. Further, an examination of this department's attrition rates in comparison with other departments indicated that this pattern varies greatly among departments. While this information does not directly relate to graduation rates, it makes it clear that a student's choice of major and the advising and other actions taken by a particular department may very well contribute to the overall retention rates of students.

## Institutional Self-Studies and Identified Factors Affecting Retention:

1. Institutional Connectedness: Several campus surveys have indicated that many of our students have a very limited sense of connection to the university, outside of taking classes. Along these lines, our 2004 graduation survey indicated 78.9% of our graduates seldom or never attended a university athletic event and that almost 50% of them seldom or never attended any university sponsored event. Only 15.3% of our graduates reported participating in six or more student co-curricular events. An ASU Student Retention survey done of active students enrolled during the fall of 1999 indicated that this trend of non-participation carried over into university services, with 80.9% of the students surveyed reporting that they had never used any of the ASU sponsored tutoring services, and 61% reported never participating in a Student Activities event. Despite the fact that 24% of our students are African-American, 92.5% of African-American students surveyed reported that they had never used the services of our Minority Advising Program. This same survey indicated that the average student perceived the student body as one that possessed a “poor to non-existent school spirit.” Finally, student profile reports indicated that the average student had either not heard of, or did not know of, the university’s mission. These findings confirm what has long been an assumption about our students--that they see ASU as a place to attend classes and then leave. This attitude results in unwillingness on the part of many of our students to participate actively in university life outside the classroom and, as a result, they develop no real sense of connection to the university. When students experience poor progress in the classroom, and there is little if anything else to keep them at the university, they are not retained.
2. Work and Family Obligations: In the ASU 1999 Student Retention Survey, 74.3% of the students surveyed reported that work responsibilities either somewhat or greatly limited their success at ASU. Almost 40% indicated that work responsibilities were a serious limitation to their success. The same student survey indicated that 65.9% of our students indicated that family responsibilities limited their academic success, with over 26% reporting that this was a serious limitation. This finding was a confirmation of an earlier 1995 Student Profile survey in which over 80% of the students surveyed reported that they worked more than 20 hours a week, and 38.1% reported working 40 or more hours a week. These findings were also confirmed by the ASU 2004 Graduation Survey in which 84% of our graduates reported that they had worked off campus during their educational experience at ASU. These figures are important because our 1999 Student Retention Survey indicated that personal/financial difficulty was one of the common reasons cited by non-returning students for not enrolling in classes the following semester.

Many students who were not retained expressed a strong desire to continue taking classes and, in fact, spoke freely of their intention to begin taking classes again at a later date. In truth, many of these students did not view themselves as dropping out of school. Rather, they characterized themselves as “stopping-out.” For obvious reasons, the action of “stopping-out” can have a significant effect on a student’s timely progression toward graduation and in many cases results in a graduation date beyond six years or non-retention all together.

The financial basis for non-retention seemed to be echoed by African-American focus groups conducted by ASU in 2001. Participants in the meetings frequently cited the need for more financial aid information as one of the obstacles to African-American student success. The participants emphasized that for most African-American students the cost of an education was a major concern and that for these students there was no realistic option of not working while pursuing a college education. They believed that the average minority student had to work during college to survive and that only increased financial aid opportunities could alleviate this persistent problem.

3. Campus Attitudes toward Students: ACT Student Opinion Surveys conducted at ASU in 1998 and 2002 provide data from which a list of institution-specific student concerns can be constructed. When the satisfaction data of ASU students was compared to that of a national sample of public college students, several areas fell below the national satisfaction average at statistically significant levels. Among those issues identified in both the 1998 and 2002 survey were the attitude of non-teaching staff toward students and the accuracy of information provided to students by their academic advisors. Similar results can also be found in the ASU Student Retention Survey conducted in 1999. In response to a series of questions about which factors influenced student success, students reported that faculty attitude toward students, the accuracy of information provided students by their advisor, the availability of advisors and the general out-of-class availability of teaching faculty all played an important role in their success. Further, the data indicated that the higher a student's satisfaction was with these factors the higher their reported progress toward meeting their educational goals.

Similarly, students reported ongoing frustration with the attitude of, and services provided by, non-teaching university staff members. Complaints of particular importance to students, as they relate to student retention, include delays in acceptance notification and tardy transfer credit evaluations. Students reported that these problems interfered with timely applications for financial aid and meaningful class registration and advising. Students also reported significantly high levels of frustration with the ASU financial aid office, including long lines, inaccurate information, and significant delays in receiving answers to time-sensitive questions. Students reported that these problems had a significant impact on their decisions to dropout of school or decrease the number of classes taken, thus delaying progress toward graduation.

Finally, ACT and 2001 African-American focus group findings indicated that perceived racial harmony and the recognizable role of African-American students within the life of the university community both played an important role in the persistence of this student cohort. ACT data indicated that black students had a significantly lower level of satisfaction with the racial harmony of our campus than did white students in both 1998 and 2002. African-American focus group findings indicated a perceived lack of conviction on the part of ASU to recruit, market to, and otherwise attempt to attract academically strong black students.

4. Data Limitations: Close examination of institutional retention data indicated that while information for all groups could be gathered, there was a lack of a refined understanding of sub-group retention rates. As of the writing of this report, ASU had no readily available data to demonstrate the varying retention rates of regular admission students vs. students admitted to University College, or the varying retention rates of students who participate in university programs designed to improve student retention for any year other than the 1998 cohort. This is now a recognized weakness in our approach to retention efforts, and this lack of data will be addressed in the institution's action plan for improving student retention.

Summary of Findings: ASU's major retention failure occurs during the freshman and sophomore years of our students' college experience, when academic departments and individual faculty are least involved in the students' lives. During this period, fifty-two percent of our first-time, full-time freshmen will not be retained. It seems quite probable that actions taken at the individual department level can affect these non-retention rates. It is also clear that minority students experience the highest rate of attrition, producing a significantly lower six-year graduation rate for their cohort.

ASU students do not experience high levels of connectedness to our institution. The students themselves recognize a palpable lack of school spirit and a decided pattern of non-participation in college events at all levels. Rather than participate in college life, the average ASU student is an active member of the community's work force, committing 20-40 hours a week to wage earning activities. Our students, who report that financial pressure is a major cause of both dropping and "stopping-out," perceive of such work activity as necessary. African-American students felt these pressures particularly strongly.

It is also clear that the attitudes and practices of our faculty and non-faculty staff can significantly impact retention. Students cited faculty/advisor attitudes and availability as an important factor in retention decisions. Similarly, students indicated that decisions made by non-teaching staff significantly impacted their academic lives and that negative experiences could easily lead to decisions to dropout.

Finally, it is clear that ASU needs a more detailed and dedicated database from which accurate information can be easily extracted concerning the retention of particular sub-groups and the effect that intervention programs have on student retention.

## **Evaluation of Programs Designed to Improve Retention and Graduation**

Programs and Services that Support Student Success toward Graduation: Programs that are particularly designed to enhance student success are discussed below:

**ASUO 1000:** This orientation class is designed to develop fundamental skills needed to succeed in college and to familiarize students with ASU policies and services.

**Career Center:** This office seeks to provide students with a comprehensive set of services to enhance their full-time and part-time employment opportunities.

**Counseling Center:** This office provides personal, academic, and career counseling on an individual basis in a confidential manner.

**Honors Program:** This program offers special opportunities to superior undergraduate students who enjoy the challenges and rewards of a stimulating academic environment.

**International Student Coordinator:** The activities of this office are designed to ease the transition of incoming international students to ASU through orientation, international friendship programs designed to assist students in adjusting to school and to a new culture, and the activities of the International Student Club.

**Math Labs:** These programs provide free tutoring and assistance to students taking Learning Support Math, College Algebra, Pre-Calculus, and other math courses.

**Minority Advising Program (MAP):** This program is designed to offer assistance with the academic, social, cultural, and personal concerns of minority students while bridging the gap between students, faculty, and staff and providing opportunity for students to work with faculty, role models, and other empowering persons.

**Start-Up Center:** This unit is the one that most immediately affects first-time, full-time freshmen. In addition to providing advising for all students without a declared major, the Start-Up Center runs the following programs:

- ACES: (Answers and Connections for Early Success). This program provides students with answers and connections needed for a transition into college life.
- OARS: (Orientation, Advising, Registration and Special Programs). This program guides the incoming student through the advising and registration process to ensure that they begin their college career on a firm footing.
- Advising Edge (ASU's Academic Advising Network). This program is an advising resource for both faculty and students that seeks to ensure that accurate information is provided during the advising process.

**Student Activities:** This office provides a broad array of services and programs designed to develop stronger student-university connections.

**Tutoring Programs:** These programs offer tutoring in languages, computer science, and other academic areas.

**Writing Center:** This program assists students having difficulty with written assignments and provides one-on-one tutoring to sharpen skills in all areas of writing.

Program Effectiveness and Assessment: Each of these programs operates within an environment of ongoing evaluation and assessment that aids them in determining the extent to which they meet student needs. Despite the fact that substantial assessment data exists, very little of this data demonstrates that the programs are having a positive effect on the university's retention and graduation rates. Until recently, the university has been passively attempting to improve retention rates by guaranteeing high quality programs. As a result, the mission and unit goals of most programs did not specifically include increasing retention and/or graduation rates. And the data collected by these units was not intended to demonstrate its effectiveness in this area.

Findings and Recommendations:

1. ASU has a substantial number of programs with the potential to improve student retention and graduation rates; however, many of these programs do not have this function as part of their base mission and do not regularly and systematically evaluate their effectiveness in this area. Therefore, it is recommended that: (a) all campus units/departments amend their missions to make retention of students a part of their core mission and (b) all units include in their regular assessment practices measures of the effectiveness of the unit/department in this area and plans for improvement as needed.
2. The university should encourage the assessment and development of successful retention programs by recognizing our university's "Best Practices." Two examples of ASU Best Practices in student retention might be the ASU/Learning Support Math Labs and the ASU Writing Center.
  - a. The ASU Math Lab has collected data that demonstrates the increased success rate of our students in College Algebra and Pre-Calculus classes since the implementation of its services. This unit can make strong arguments that improving the success rate of students in classes that have traditionally been "stumbling blocks" for our students has contributed positively to retention. The Learning Support Math Lab has tracked similar success in the Learning Support math classes for students who use the lab.
  - b. The ASU Writing Center not only provides assistance to our students that enables them to succeed in yet another freshman "stumbling-block" course, but also actively promotes faculty referrals to the Writing Center so that faculty members have the ability to identify at-risk students and issue referral slips to those students which, if the faculty member desires, must be signed and returned to the faculty member with rewritten materials. This system helps overcome the self-selection process, identified in studies, in which successful students often take advantage of university services while at-risk students often opt-out and, as a result, fail to succeed.

## **Plan for Improving Retention and Graduation Rates**

### **Meeting Students Where They Stand: ASU's Commitment to Student Retention and Graduation**

ASU has committed itself to the reality of shared responsibility for the institution-wide goal of improving student retention and graduation rates. In recognition of that commitment, ASU has established an office headed by the Special Assistant to the Vice President of Academic Affairs to oversee and coordinate all campus retention efforts. In addition, the university has adopted the policy of "Meeting Students Where They Stand." This policy commits not only all three of ASU colleges and their faculty to this mission but also extends this policy to all support services that affect a student's life on our campus. In recognition of the importance of this goal, ASU President William A. Bloodworth, Jr., has committed the university to a yearlong examination of the issues of "Access, Opportunity, and Retention," and the campus chapter of Phi Kappa Phi has taken up the same theme as a part of its 2005-06 focus. Augusta State University has committed itself to meeting the challenge of improving student persistence, retention, and graduation.

To achieve this goal, ASU has committed itself to the principle of identifying at-risk students as early as possible and to providing remedial services to them "where they stand" rather than relying on the student's own motivation to seek out university-wide services and assistance. Our campus retention studies have made it clear that at-risk students are not likely to seek out assistance and support within the university, even when those services are widely and readily available. Therefore, ASU is committed to bringing those services to the student in a way that forcefully encourages the participation of at-risk students in the programs and services that will promote strong and positive progress toward graduation. In many instances, this will mean that the departments and units that interact with students on a daily basis will be given the means to identify the particular sub-groups of the student body that are at-risk and then be given the freedom to fashion a policy and program of intervention designed to assist those students. The goal of this assistance will be to (a) help students overcome "stumbling blocks" to academic progress and (b) guide students in acquiring the university connections and support structures needed to succeed. In short, if our at-risk students will not come to our services, we will find a way to bring those services to the at-risk student.

To implement this goal, ASU has committed itself to the following responsibilities, Augusta State University will:

1. Develop a dedicated data collection system that regularly and systematically gathers information needed to identify at-risk students, and to analyze and review student retention rates within the student body as a whole, as well as various student cohorts and sub-groups. This data collection system will track entering full-time, first-time freshmen and transfer students from the point of entry until they reach a six-year graduation date. At eleven checkpoints along this progression (roughly corresponding to the beginning of each fall and spring semester) demographic data will be captured on students that will cover everything from their personal demographics to their academic progress and major at that checkpoint. This data can then be used by both the university and departments to identify at-risk students and assess the effectiveness of university efforts to retain them.

2. Continue to provide a wide variety of services designed to improve student retention and initiate procedures to reach a larger number of at-risk students as well as assess the effectiveness of each program or service in reaching this goal. Along these lines, ASU recognizes that it is not enough to simply offer useful services to our students; rather, we must implement ways of identifying those students who are in need of assistance and then devise programs that ensure the reasonable likelihood that at-risk students will take advantage of the services.
3. Evaluate the quality of the campus climate to ensure a positive learning environment, paying particular attention to the issues of:
  - a. student connectedness to the institution,
  - b. perceived racial harmony,
  - c. student spirit or the student's level of loyalty to the university and those entities that represent it, and
  - d. stronger working relationships with feeder high schools for the purpose of recruiting high quality students from all economic and social categories.
4. Continue to develop the campus in such a way as to make it an attractive, clean, and safe environment for our students. This goal includes the completion of a new Student Center, updating of the interior of the campus library, and the development of green space on the main campus to make them attractive and useful to students between and after class hours.

All university academic and service units will:

1. Ensure that their mission reflects the importance of student retention and that they develop assessment measures designed to determine the year-to-year retention rate of the students served by the unit or department and the effectiveness of the retention services, policies or programs provided. This measure of effectiveness should take into consideration both the percentage of the students under their influence that were reached with services, and the effectiveness of the services to the students actually reached.
2. Conduct a review of all policies and procedures to determine if any of them may be unnecessarily serving as "stumbling blocks" to student success. When such "stumbling blocks" are identified, adjustments should be made to the policies or procedures, whenever possible, so as to enhance student progress toward graduation, while still maintaining the integrity of the original policy or procedure.
3. Develop procedures for identifying at-risk students as early as possible and provide proactive remedial services to them "where they stand" rather than relying on the student's own motivation to seek out university-wide services and assistance. This policy commits ASU to the understanding that at-risk students are the sector of our community least likely to take advantage of university-wide services; therefore, simply offering retention enhancing services will not be enough. All department and service units must determine ways to persuasively direct at-risk students to needed services. In most

instances, this goal will best be achieved through personal one-on-one intervention and referral.

4. Develop early-warning systems that will help departments and units identify at-risk students within the first semester of their freshmen year. Such warning systems could be tied to midterm grades within major, poor grades within general education classes, known risk factors identified in national literature or simply student responses to the question “are you contemplating dropping out?”

All academic units will:

1. Examine the quality of academic offerings to ensure that a high level of intellectual work is required. No retention policy or procedure should erode the academic quality of programs.
2. Implement policies that recognize the importance of academic advising to the retention process. These policies shall include:
  - a. adoption of the goal of providing personal advising to all majors every semester;
  - b. the training of faculty advisors and the development of materials needed by faculty to provide sound advisement to our students. Such materials may include due dates, financial aid deadlines, and campus service referral forms,
  - c. the development of plans for the employment of full-time, trained staff advisors in those units where student/faculty ratios would make the effective advising of all freshmen and sophomore level majors impractical;
  - d. an understanding of academic advising as a process that includes more than course scheduling,
  - e. the development of plans to provide special advisement to students who 1) are placed on academic probation and 2) are reinstated after being placed on academic suspension.
  - f. a serious effort to evaluate advising as a part of teaching with the intention of rewarding excellence in advising;
  - g. procedures to assess the effectiveness advising policies have on student retention efforts; and
  - h. the identification and sharing of “best advising practices” to ensure their adoption by other departments when appropriate.
3. Identify the “stumbling blocks” to student success within the department and develop methods of directing at-risk students into remedial programs designed to meet the student needs at the departmental level. This could include, but is not limited to, mandatory referrals to other campus services or course prerequisites that are triggered by poor academic performance in identified classes.
4. Identify the basic literacies (i.e., computer literacy, information literacy, etc.) within their disciplines that students must have as a basis for success in college and in life.

The College of Education has additionally agreed to:

1. Create an Advising and Retention Committee in the College of Education to conduct assessment of the college's advising activities and oversee the training of faculty members as academic advisors.
2. Work with the College of Arts and Sciences to develop a dual advising system for Arts and Sciences students pursuing education tracks within their degree.
3. Develop procedures for the timely award of financial aid controlled by the College.

The Social Responsibility of Students:

ASU recognizes that, in order for significant improvements in student retention to occur, the institution will have to develop a way of ensuring that our students understand and accept their responsibilities as members of an academic community. For this goal to be achieved, all levels, and units within the university will need to continuously convey the message of ongoing responsibility and the risks that students run by neglecting it. To that end, we must ensure that our students understand the commitment that is needed to earning a college education.

## Graduation Rate Targets

### Rationale for Retention and Graduation Targets:

The first step in the process was to determine the average one-year rate of change in the retention and graduation rates of first-time, full-time freshmen returning to ASU as well as the rates for similarly situated University System of Georgia schools. Data containing the needed information was collected for the last five years and then compared to similar data that was used to create the 2002-07 targets produced by Augusta State University for an earlier Board of Regents report. In addition to Augusta State University's data, information was collected for two similarly situated/comparable state universities, Armstrong Atlantic State University and Columbus State University. In addition, the system rates for two-year University System schools was examined since Augusta State University has a two-year component (University College) and those students who do not meet the state university admissions criteria typically have a significantly lower one-year retention and overall graduation rate than regular admission students.

The second step in the process was to set a reasonable one-year retention and six-year graduation rate for first-time, full-time freshmen and the disaggregated sub-groups within our student cohort. This base number was determined by assuming a consistent rate of improvement based on past performance. This process was hampered to some extent by the fact that the number of non-African-American minority students varies significantly from year-to-year, and often the population is too small to serve as a valid basis for reliable projections.

The final step in the process required consideration of the efforts already in place on our campus to improve the retention and graduation rates of our students; the anticipated effect of future changes that will be made as Augusta State University fully implements its retention program; and the influence that physical, financial and policy changes are likely to have on overall efforts to retain and graduate students. In this last step, considerable attention had to be paid to three areas:

1. The condition of the university's physical campus: Over the past 5 years Augusta State University has undergone a considerable physical transformation. We have a number of new academic buildings and are currently in the process of constructing a new Student Center. In addition, ASU will soon begin the development of the main campus green-space adjacent to the Student Center so that it will be significantly more attractive to our students. While all of these new facilities have dramatically improved the visual appeal of the campus, they also mean that Augusta State University has been an institution continually under construction. This fact combined with an ever growing student body has produced periods where the need for student parking significantly outstripped both campus and community supply.
2. New policies and procedures: As an initial response to excessive course withdrawals and dropouts the university began a review of policies that contribute to a lack of student success. This review has resulted in stronger limits on late admissions, new financial aid deadlines, and limitations to the permissible number of academic course hours for which

probationary students can register. While the long-term effect of these changes will undoubtedly be positive, the short-term effect will be to increase student frustration and thus lower retention rates.

3. Limited financial aid resources: Although Augusta State University does not have particularly high student default rate, the university has not been as successful as it needs to be in collecting funds from those who default. Thus, Augusta State University now has a smaller per-capita Perkins Loan fund, since default recovery is the only way to grow those funds. As a result, students who already find it difficult to finance their education will find it increasingly difficult to do so.

The overall analysis of these factors led to the assumption that increases in retention and graduation rates would be relatively flat for the first few years of the retention program while the university culture adjusts to the new policies and procedures and will begin to demonstrate a steeper slope of improvement after the initial adjustment period.

Finally, average increases of 1.77% and .47% were used to inform first-year retention rate and six year retention/graduation rate targets respectively; institution-to-system targets were calculated based on the average difference of 4.6% between the institution specific rate and the institution-to-system rate for the past fifteen years without adjustment for campus activities.

USG Retention Rate Target

Augusta State University

Rate	2005-06*	2006-07*	2007-08	2008-09	2009-10
<b>Institution-Specific</b>					
Disaggregated Institution-Specific	68.14	69.00	70.77	72.72	74.72
White, Non-Hispanic	68.20	69.40	70.90	72.85	74.85
African-American or Black, Non-Hispanic	62.60	65.00	67.70	71.00	74.10
Hispanic	71.00	73.80	76.80	80.30	83.30
American Indian or Alaskan Native	/	/	/	/	/
Asian or Pacific Islander	77.00	79.00	84.00	89.00	89.00
Multi-racial	/	/	/	/	/
Unknown**	/	/	/	/	/
Male	62.10	63.20	65.20	67.70	69.70
Female	70.10	72.10	74.40	77.00	79.00
Other Groups	/	/	/	/	/

Rate	2005-06*	2006-07*	2007-08*	2008-09*	2009-10*
<b>System-Wide</b>					
Disaggregated Institution-Specific	72.54	73.60	75.37	77.32	79.32
White, Non-Hispanic	72.80	74.00	75.50	77.45	79.45
African-American or Black, Non-Hispanic	67.60	69.60	72.30	75.60	78.70
Hispanic	75.60	78.40	81.40	84.90	84.90
American Indian or Alaskan Native	/	/	/	/	/
Asian or Pacific Islander	81.60	83.60	88.60	93.60	93.60
Multi-racial	/	/	/	/	/
Unknown*	/	/	/	/	/
Male	66.70	67.80	77.00	72.30	74.30
Female	74.70	76.70	79.00	81.60	83.60
Other Groups	/	/	/	/	/

\* Use these columns if you need to adjust existing targets.

\*\* Race/ethnicity unknown is not currently collected by the USG SIRS. However, if you have large numbers of race/ethnicity unknown students, you may set targets here. Do not prorate unknown students into the other groups.

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USG Six-Year Bachelors' Graduation Rate Targets

Augusta State University

Entering Cohort						
Cohort and Rate	1999 Rate by FY 05	2000 Rate by FY 06	2001 Rate by FY 07	2002 Rate by FY 08	2003 Rate by FY 09	2004 Rate by FY 10
<b>Institution-Specific</b>						
Disaggregated Institution-Specific	20.67	20.67	21.14	21.89	23.14	24.64
White, Non-Hispanic	21.25	21.72	21.19	22.94	24.19	25.69
African-American or Black, Non-Hispanic	17.00	17.47	17.94	18.69	19.94	21.44
Hispanic	21.20	21.67	22.14	22.89	24.14	25.64
American Indian or Alaskan Native	/	/	/	/	/	/
Asian or Pacific Islander	/	/	/	/	/	/
Multi-racial	/	/	/	/	/	/
Unknown*	/	/	/	/	/	/
Male	17.40	17.87	18.34	19.09	20.34	21.84
Female	20.0	21.47	20.94	21.69	22.94	24.44
Other Groups	13.5	13.97	14.44	15.19	16.44	17.94

Entering Cohort						
Cohort and Rate	1999 Rate by FY 05	2000 Rate by FY 06	2001 Rate by FY 07	2002 Rate by FY 08	2003 Rate by FY 09	2004 Rate by FY 10
<b>System-Wide</b>						
Disaggregated System-Wide	25.27	25.27	25.74	26.49	27.74	29.24
White, Non-Hispanic	25.85	26.32	26.79	27.54	28.79	30.29
African-American or Black, Non-Hispanic	21.60	22.07	22.54	23.29	24.54	26.04
Hispanic	25.80	26.27	26.74	27.49	28.74	30.24
American Indian or Alaskan Native	/	/	/	/	/	/
Asian or Pacific Islander	/	/	/	/	/	/
Multi-racial	/	/	/	/	/	/
Unknown*	/	/	/	/	/	/
Male	22.00	22.47	22.94	23.69	24.94	26.44
Female	20.46	25.07	25.54	26.29	27.54	29.04
Other Groups						

\* Race/ethnicity unknown is not currently collected by the USG SIRS. However, if you have large numbers of race/ethnicity unknown students, you may set targets here. Do not prorate unknown students into the other groups.

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## USG Three-Year Associate Graduation Rate and Transfer Rate Targets

### Augusta State University

Cohort and Rate	Entering Cohort					
	2002	2003	2004	2005	2006	2007
	Rate by FY05	Rate by FY06	Rate by FY07	Rate by FY08	Rate by FY09	Rate by FY10
<b>Institution-Specific Graduation Rates</b>	8.00	8.86	10.63	12.58	14.58	16.00
Disaggregated Institution-Specific	<p>Statistical Note: Augusta State University has such a small number of associate degree students that when the data is disaggregated, the data becomes misleading and statistically meaningless. For this reason, the data has not been disaggregated.</p>					
White, Non-Hispanic						
African-American or Black, Non-Hispanic						
Hispanic						
American Indian or Alaskan						
Asian or Pacific Islander						
Multi-racial						
Unknown*						
Male						
Female						
Other Groups						
<b>Transfer Rates</b>						
Disaggregated Transfer Rates						
White, Non-Hispanic						
African-American or Black, Non-Hispanic						
Hispanic						
American Indian or Alaskan Native						
Asian or Pacific Islander						
Multi-racial						
Unknown*						
Male						
Female						
Other Groups						

\* Race/ethnicity unknown is not currently collected by the USG SIRS. However, if you have large numbers of race/ethnicity unknown students, you may set targets here. Do not prorate unknown students into the other groups.