Complete College Georgia
Campus Plan Status Report
Submitted 6/14/2013
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Kennesaw State University
Complete College Georgia - Campus Plan Status Report

Updates, Progress, and Future Work

The Goals and strategies that comprise KSU's Complete College Georgia Plan are reproduced from the original plan in Appendix A. The three major goals are:

Goal 1: Increase the college readiness of students enrolling at KSU through external partnerships with TCSG institutions and K-12 schools.
Goal 2: Enhance academic and non-academic support services for targeted subgroups of students.
Goal 3: Promote excellence and innovation in education to aid student progression to graduation.

The tables in Appendix A show progress toward implementation for each of the strategies listed for each of the three goals in **red.** The tables also show substantive revisions in **blue**. This section highlights significant results for selected strategies associated with the stated goals.

For Goal 1, there has been substantive progress made on two of the three strategies listed

- The most significant results have been obtained with the Dual Enrollment Honors Program (DEHP). While budgetary constraints have delayed implementation of any new pre-college programs, the DEHP is experiencing unprecedented growth. For fall 2012 the cap of 150 students was removed and 186 students were enrolled (an increase of 24%). In fall 2013 there are 308 DEHP students enrolled, an increase of 66% from the previous fall. This greatly exceeds the target figure of 5% per year projected in KSU's original campus plan.
- Chattahoochee Technical College (CTC) has offered use of classrooms on their North Metro Tech campus. In 2013-14 KSU will be analyzing the best way to use those classrooms with implementation in fall 2014 if needed.

Goal 2 includes strategies aimed at providing support services for targeted subgroups of students. Significant accomplishments include:

- Implementation of ACE guidelines for transfer of credit earned by military personnel and planned expansion (2013-14) of the Veterans Resource Center so that it can better serve our students who are veterans of military service.
- Hiring a new Assistant Director for the Disabled Student Services office to train faculty and provide appropriate services to students with a variety of disabilities.
- KSU has an ongoing grant ($1.0 M) from The Goizueta Foundation to increase the recruitment, retention, and progression to graduation of Latino/a students. The first cohort matriculated fall, 2011. Data from that first cohort (see the table below) indicate the success of this program.

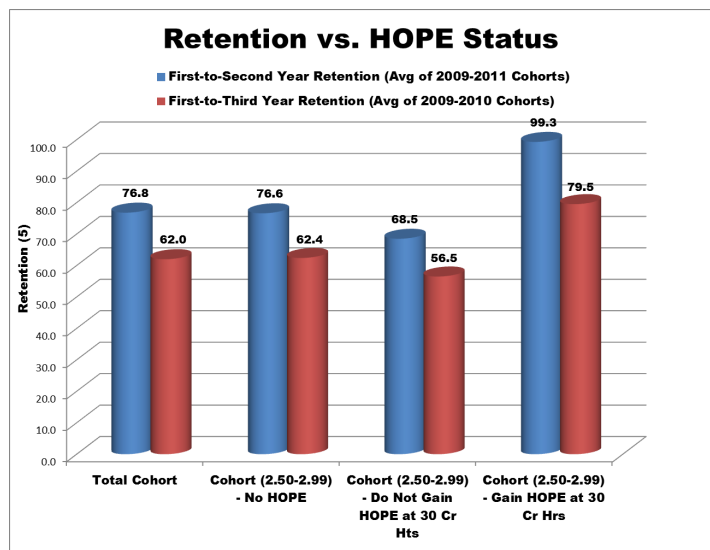| Category	Retention (%)
Latino/a RRPG Students awarded scholarships	88
Latino/a RRPG Students not awarded scholarships	83
Latino/a RRPG Students enrolled in RRPG First Year Seminar	94
Latino/a RRPG Students not enrolled in RRPG First Year Seminar	81
All Latino/a RRPG Participating Students	86
Latino/a Students not participating in the RRPG Program	73
All First-Time, Full-Time First-Year Students (FTFT-FYS)	77

In addition 64% of those participating students who entered with HOPE support were able to maintain that support at the first checkpoint, in contrast to a 52% maintenance level for all FTFT-FYS who enter with HOPE support.

- KSU is using tags in banner to analyze the retention, progression and graduation rates of a variety of populations (e.g. Latino/a; African-American; Residential vs. Commuter; Honors students; Hope-supported vs. non-supported; first-generation; etc.).

- We are moving forward with the recommendations from the recently concluded Foundations of Excellence – Transfer Focus Self Study that can be accomplished with existing personnel. A Transfer Advisory Council (TAC) composed of faculty, staff and students to address the issues faced by transfer students will be operational in 2013-14.

- Several possible Early Alert/Early Intervention software packages have been examined and an RFI/RFP is being prepared to identify the best program for our needs.

Goal 3 includes several strategies designed to increase the rate of degree completion and to shorten the time-to-completion. Progress and/or revisions for each of these can be seen in Appendix A. Some of the strategies are highlighted below:

- One strategy was to identify in 2012-13 an "at-risk" population of students and hire two graduation coaches to serve those students beginning in fall 2013. An examination of data available through KSU's office of Enterprise Information Management (see chart below) indicates that students who enter KSU with a HS-GPA in the 2.50-2.99 range, thereby, missing out on HOPE support have a one year retention rate of 76.6% and a 2-year retention of 62.4%. Aggregate data from a three-year period indicates that 23% of those students achieve the GPA necessary to gain HOPE support at their first college checkpoint. Retention for those students is 99.3% while retention of students who fail to achieve HOPE support drops to 68.5%. It was decided, therefore, to target those students as the first "at-risk" population to be identified and served. The goal is to boost the percentage of students (entering

without HOPE support) achieving HOPE support at the first checkpoint from the current 23% to a target level of 55%. Unfortunately, the funds were not available from KSU's state allocation to implement this strategy in 2013-14. As an alternative, a $500k grant proposal was submitted to an external agency to support this initiative. This, also, was not funded. Funding these positions is a high priority for 2014-15 and plans are to redirect funds as necessary to move forward with this initiative.

- Preliminary examination has shown that the limited availability of certain courses creates bottlenecks that impede the progression of students toward a timely graduation. As proposed, KSU has purchased a software package (Ad Astra) that will facilitate a thorough analysis of such bottlenecks for each major so that Department Chairs/Course Schedulers can make informed decisions to reduce these impediments to student progression. The software is being employed in fall 2013 for development of the summer 2014 and fall 2014 class schedules.

- Supplemental Instruction (SI), which is housed in University College, has been highly effective in reducing the rate of Ds, Fs and Ws. Data from spring 2011 (see chart below-right) shows a reduction from an average of 38% for students in participating courses who do not attend any SI sessions to an average of approximately 18% for students in participating courses who attend at least one SI session. The program has been funded from the RPG Special initiative funding originally awarded to KSU in 2006. The CCG plan to increase the number of courses and students served involves supplementing the RPG funding with funds supplied by the various academic colleges served by the program. The College of Science and Math, where the largest need exists, has received a

  $40,000 grant to fund a modified version of SI starting in fall 2013 thereby freeing funds in the SI budget to serve additional courses. When courses served by both programs are considered, it is expected that KSU will meet or exceed the 5% increase in courses and/or students served that was set as a target in our original plan.

- KSU is currently investigating implementation of portfolio-based Prior Learning Assessment as a member of the Adult Learning Consortium. Several individuals, including the Associate Vice President for Curriculum and the Director of the Lifelong Learning Center attended the recent workshop on PLA and meetings of key campus stakeholders are being planned to determine next steps. A small group of faculty and administrators are scheduled to visit Valdosta State University, where PLA has been successfully implemented to obtain information that will aid in the decision process.

- The growth in the number of online sections and in the number of students taking online courses has averaged over 18% per year for the last 4 years resulting in nearly twice as many students enrolled in online classes in 2012-13 (N=18,485) as compared to 2008-09 (N=9,578). Growth is projected to continue for the next several years and should readily exceed the stated target of 8% growth per year.

- Finally, we are piloting transformation of the way we deliver remediation to students. This summer and fall we are implementing a co-requisite model for math remediation that includes both a stretch format (Early Start Bridge Academy – 4 weeks in summer conjoined with the 15-week fall semester) and a traditional fall (15-week) format. LS and non-LS Students will enroll in the same credit-bearing MATH 1111 course section. LS students will be required to attend a 3-hour (1-credit) tutorial while the non-LS students will have optional SI for support. In fall 2014, we will implement a similar co-requisite structure for students with a Learning Support requirement in English.
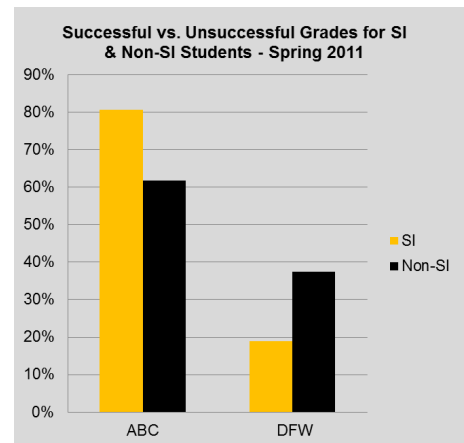
Partnerships
KSU has developed a number of partnerships that will aid in the development of a regional approach to meeting the goals of the Complete College Georgia initiative.

- KSU has reached an agreement with Chattahoochee Technical College (CTC) to begin offering courses on their North metro campus in Acworth. This will help alleviate some of our space constraints as well as serve students who are currently commuting from areas to the north of the KSU campus.

- KSU also has a transfer articulation agreement with CTC that will facilitate transfer of their students to KSU and a 2+2 program in Early Childhood Education.

- We also have 2+2 agreements in Early Childhood Education with Georgia Northwestern Technical College, Georgia Piedmont Technical College and Gwinnett Technical College.

- KSU shares a facility in Paulding County with Georgia Highlands College. In addition to a variety of upper division courses we also have an agreement with GHC for a 2+2 program in early Childhood and Elementary Education.
- Most recently KSU has submitted a proposal for a 2+2 program in Early Childhood (P-5) Education to be delivered in partnership with Atlanta Metropolitan State College. The program will be delivered in its entirety on the AMSC campus.
- Over a year ago, President Papp announced the initiation of Engage KSU, an initiative designed to better connect KSU with the communities it serves. At the beginning of June, 2013, President Papp announced the hiring of a Executive Director for Community Engagement. The primary goal of that initiative and its Director will be to foster relationships within the community that will contribute to the economic development of the region. To that end the Executive Director, Mr. Brian Wooten and the Associate VP for Advising, Retention & Graduation Initiatives, and member of the CCG Steering Committee, Dr. Ralph J. Rascati have entered into discussions with the Cobb Chamber of Commerce, the Cobb Education Consortium, the Cobb County School System, the Marietta City School System, Southern Polytechnic State University and Chattahoochee Technical College to chart pathways and initiate partnerships that will foster a regional approach to addressing college completion goals. An initial meeting was held on August 26. Plans were made to identify 3-5 areas where the participating entities could work together to provide seamless pathways through complementary programs in area high schools leading to Associate of Applied Science programs at Chattahoochee Technical College (e.g. Culinary Arts; Environmental Technology), then to baccalaureate programs at either Kennesaw State University (e.g. Culinary Sustainability and Hospitality) or Southern Polytechnic State University (e.g. Environmental Engineering Technology). Other areas of mutual interest that would help meet degree completion goals (e.g. dual enrollment programs; scholarships) are also being explored.

Key Observations and Evidence

During FY12, Kennesaw State University (KSU) utilized a set of analytic reports to monitor its success in increasing completions without sacrificing academic quality. These reports support the metrics in Appendix B and include the following for tracking the inputs and outputs of KSU's educational pipeline:

Degrees Awarded Report

This is a moving trend of undergraduate degrees conferred (see Appendix C for an example) with five-year number and percentage changes. The report can also be used to create a ten-year view of degrees conferred and includes drill down capabilities for slicing by college, department, and program/major in order to identify gains or losses of degrees awarded in a particular discipline area. Traditional program-led assessment methodologies such as Assurance of Learning (AOL) and Comprehensive Program Review (CPR) provide a much more detailed analysis that supplements the overall degrees awarded trend line. Ad hoc analyses can be conducted using the report as a decision support tool. For example, during Fall 2012 the report was used in a course bottleneck assessment analyses for the Modern Language & Culture and Communication programs in order to identify student progression issues.

Degree Completion Analysis Report

This analytic report contains several numerical summaries and trending data that indicate KSU's effectiveness in graduating its students. It takes into account bachelor degrees awarded to transfer and nontraditional-age students in addition to traditional-age first-year students, giving KSU a more complete view of its graduates as compared to that observed with the IPEDS-reported six-year graduation rate. The data can be disaggregated by a variety of parameters (e.g. age, Pell recipients, learning support, benefitted veterans, course repeats, number of degrees conferred by college, department, and program/major). In

addition, it includes comparator completions data for KSU's in-system peer and aspirational institutions from the Integrated Postsecondary Data System (IPEDS). Using the Degree Completions Analysis Report, KSU produces a written analysis that contains five overall key institutional completion trends (see Appendix D and E for examples). These key trends include national IPEDS comparator data that highlight KSU's commitment to serving diverse student groups as well as data and analyses on traditional-age and nontraditional-age completers. Currently, this report covers a moving eight-year time period in order to illustrate KSU's success in getting students to graduate within six years as well as provide meaningful indicators that overlap with the federal four, five, and six-year graduation rates.

Retention Progression, and Graduation (RPG) Tracking Report

Using the U.S. Department of Education's four, five, and six-year (and beyond) graduation rates, this analytic report contains numerical summaries and trending data measuring KSU's effectiveness in undergraduate retention, progression, and graduation by looking at the inputs to KSU's educational pipeline using a specific cohort of new student intakes. Currently, the RPG Tracking Report focuses on KSU's first-time full and part-time first-year student populations. It will be enhanced in FY14 to include a graphical, visual analytics interface (i.e., dashboard) as well as new full and part-time transfer student intakes thus allowing KSU to include all students beyond the narrowly focused first-time, full-time, first-year student cohort. The RPG data can be disaggregated by a variety of parameters (e.g. high school GPA range (unweighted), HOPE Scholarship eligibility status, Pell recipients, first-year experiences, learning communities, and other demographic characteristics). In FY13, this report was enhanced to include data from the National Student Clearinghouse in order to track 1st term and 1st year stop-outs. This allows KSU to identify actual stop-outs from transfer-outs. Subsequent updates will report on these analyses.

KSU Fact Book

KSU's Fact Book is a dynamic, web-based decision support tool that provides trends on several key aspects of KSU operations, including educational access (i.e., new student intakes) and completions. It is updated each semester within the fiscal year and rolled up annually. The 2012-13 edition of KSU's Fact Book was expanded to include tracking of the following: (1) self-declared first-generation student enrollment by semester; (2) five-year enrollment of benefitted veterans; (3) self-declared veterans by branch of service by semester; and (4) Pell recipients by student classification.

In order to sustain existing data collections and evaluate the effectiveness of progression and completion initiatives, KSU's Enterprise Information Management (EIM) unit will continue monitoring overall trends by semester and produce any annual written analyses. Findings will be shared with KSU's Complete College Georgia Steering Committee (CCGSC), which meets regularly to help inform and guide institutional progression and completion strategies. Beginning summer 2013, KSU's Provost and VP for Academic Affairs, along with the AVP for EIM, will meet regularly to incubate new analytic tools appropriate to KSU's culture that help to identify barriers and bottlenecks on the various pathways to completion. New analytic tools will also be discussed with the CCGSC in order to devise appropriate implementation plans. In addition, EIM has scheduled multiple workshops in Fall 2013 that will cover the usage of the analytic reporting tools and analyses mentioned above in order to assist members of the campus community, such as department chairs and program coordinators, in making better data-enabled decisions related to progression and completions at the unit-level.

Data Collection Plan and Process

As part of its data collection and analysis strategy, KSU has been maintaining a data warehouse as well as providing analytics on various aspects of its education pipeline using business intelligence and analytics software over the last five years. The source data includes numerous operational and transactional

systems that are part of the routine institutional processing of students and course schedules. Longstanding business practices and data management committees within the university maintain the source data and adapt procedures to accommodate new and changing external requirements (such as Complete College Georgia) as well as emerging opportunities. For example, in fall 2010, KSU's admissions applicant process was modified to collect self-declared first-generation data on applicants. The KSU data warehouse is updated from the source systems during mid-term and end-of-term each semester in order to align with the University System of Georgia data submissions and ensure consistency in the reporting of numbers. Additionally, KSU collects data elements beyond the BOR requirements, on its students to analyze factors influencing persistence, Time-series data is available that begins with fall 1998, the start of semesters in the USG. As additional progression and assessment data are needed to support new metrics for ongoing monitoring of completions and tracking potential progression bottlenecks, KSU has the internal capabilities to extend its data warehouse and construct the necessary analytical reports. For example, as mentioned above, KSU recently integrated National Student Clearinghouse data on students who transferred out after both the first term as well as the first year.

Lessons Learned

One of the major lessons learned is to be flexible, ready to capitalize on unexpected opportunities and data analysis to accomplish the objectives. A willingness to redirect resources toward high priority objectives is essential. An example is the analysis of students who entered KSU without HOPE support but gained it at the 30 credit-hour checkpoint. Resources will be redirected to support these students. Even with redirection of internal funds, the current economic conditions necessitate that institutions keep constant vigil to identify potential external funding sources. New metrics are important in order to generate the most complete picture possible. However, institutions need to be careful how questions are asked. For example, the original attempt to ascertain first-generation status separately asked about the highest level of education of each parent. There was no direct way to go from the answers to those questions to first-generation status. More recently, the question is being asked more directly so students can be readily tagged as first-generation college students in Banner. Finally, it is absolutely critical to have someone who can query multiple databases simultaneously with multiple factors because search parameters are often determined by an iterative process, with each alteration requiring a new query to be written. Pilot programs can quickly separate successful from unsuccessful strategies and prevent expenditure of valuable resources on potentially unsuccessful strategies. However, there are two negative factors with pilots: a) it is sometimes difficult to find the resources to move from pilot to full implementation once a successful strategy has been identified; and b) the time spent in the "pilot" stage can delay attainment of the overall goal. The latter is borne out by two recent reports from the USG that call for the transformation of remediation to occur at scale because time spent on pilots would likely interfere with attainment of the Overall CCG goal

Additional Activities not in the Original Plan

In 2003, KSU participated in the Foundations of Excellence Self Study, to examine what we were doing to promote the success of our first-year students. That self-study provided the impetus for the development of University College, the home of our nationally recognized, BOR-Award-winning program for first-year students. As part of the 10th anniversary celebration of University College, KSU has contracted to participate in the Foundations of Excellence – Refresh Self-Study to provide an updated analysis of what we provide our first-year students and to determine how to improve our ability to promote student success. T

KSU has also contracted to participate in the Gateways 2 Completion (G2C) project of the John N. Gardner Foundation for Excellence in Undergraduate Education. A three-year project, the goal of G2C is to

identify 3-5 gateway (killer) courses (high enrollment with high D,F,W rates) and design, implement and assess strategies to increase the probability of success for all students enrolled in those courses. The outcomes from these two studies may result in modifications to the plan.

Finally, a number of construction projects are either underway or in the planning stages, which will provide additional facilities and services to better connect students with the institution and thereby increase their probability of success. Projects include: a) a $4.5M renovation of the library to provide additional service and a more user-friendly environment; b) the Betty L. Siegel Student Recreation and Activities Center; c) a renovation of the student center to expand the bookstore, and provide new restaurants and better accommodations for students; d) a new technology-enabled testing center; e) an Art Museum; and f) a classroom building for the Bagwell College of Education.

Appendix A
Campus Plan Implementation Timeline (**Progress in Red**/**Revisions in Blue**)

Goal 1: Increase the college readiness of students enrolling at KSU through partnerships with TCSG institutions and K-12 schools.

Strategy	KSU Strategic Plan Goal	Target	2012-13	2013-14	2014-15	ResponsibleUnit
K-12 Pre-College Programs	2	Assess Existing Programs	X **Design assessment plan**	X **Implement assessment plan**	X **Analyze data**	Academic College where program resides
		Implement New Programs	Plan & Design **delayed to 2013-14**	Implement **Implementation delayed to 2014-15**	Assess **Assessment delayed to 2015-16**	University College
Dual Enrollment	2	Increase enrollment by 5% per year	X **150➜186 (24%)**	X **186-308 (66%)**	X	University College
TCSG Institutions	1,2	Implement Transfer MOU	**X (CTC*)**			Enrollment Services
		Utilize Space available at CTC* for KSU Classes	Spring 2013 **Not done**	X **Not done** **Examining classroom needs to determine best use of available space**	X **Implement as needed**	Academic Affairs

*CTC – Chattahoochee Technical College

Goal 2: Enhance academic and non-academic support services for targeted subgroups of students.

Strategy	KSU Strategic Plan Goal	Target	2012-13	2013-14	2014-15	ResponsibleUnit
Military Learners	2	Implement ACE Guidelines for Transfer Credit	X **Done**	X	X	Enrollment Services
Veterans	2	Submit Veterans Upward Bound grant proposal	X **Done**	Implement if funded **Not funded** **Veterans Resource Center Expanded**		Student Success
Students with Disabilities	1,2	New Assistant Director & Program Coordinator	X **Delayed to 2013-14**	**Hired**		Student Success
		New Coaches		X **Delayed to 2014-15**		Student Success
		Faculty Training	X **Ongoing**	X **Ongoing**	X	Student Success
Hispanic/ Latino RRPG	2	Assess Impact	X **Retention for Cohort #1 participants = 86%**	X **Cohort #2 to be analyzed** **Cohort 3 matriculated**	X **Cohort #3 to be analyzed** **New grant to be developed**	Academic Affairs
Student Athletes	2	Implement Leadership Development Program	Implement Program **Done**	Assess Impact **Assessment Delayed to 2014-15** **Program being modified**	X **Assess Impact**	University College
Various Targeted Populations	2	Implement ID Tags in Banner to more readily assess impact	Implement & Assess **Ongoing**	Assess **Ongoing**	Assess	Academic Affairs
Transfer Students	2	Implement Recommendations from Foundations of Excellence Self Study	Implement w/ existing personnel **Delayed to 2013-14**	Continue implementation with new personnel **Hiring of new personnel delayed to 2014-15** **Transfer Advisory Council formed**	Full Implementation **Full implementation delayed to 2014-15** **Continue implementation with new personnel**	Student Success, Enrollment Services, University College
At-Risk Students	2	Implement Early Alert/ Early Intervention Software	Identify& Purchase software **Delayed to 2013-14**	Implement for select courses **Implementation Delayed to 2014-15**	Full Implementation	Academic Affairs – Each College

Goal 3: **_Promote excellence and innovation in education to aid student progression to graduation._**

Strategy	KSU Strategic Plan Goal	Target	2012-13	2013-14	2014-15	ResponsibleUnit
Shorten Time to Degree	2	Pilot Project with Graduation Coaches for At-Risk Students	Identify At-Risk students for Fall 2013 **Delayed to 2013-14**	Hire 2 coaches and begin implementation **Delayed to 2014-15**	Assess impact on GPA, retention & progression **Delayed to 2015-16**	University College
Maintenance of Financial Aid Eligibility	2	Implement new SAP Procedures	X **Done**	X	X	Enrollment Services
Manage Course Availability	2	Relieve Bottlenecks	Purchase Ad-Astra Software **Done**	Use Ad-Astra &DegreeWorks to Analyze Bottlenecks **Ongoing**	Full Implementation	Enrollment Services and Academic Colleges
Expand Supplemental Instruction	2	Increase Courses and Students Served by 5% each year	X **Courses served constant Students served increased by 7%**	X **New Math courses added through $40,000 grant**	X	University College
Restructuring Course Delivery	1,2	Develop Targeted First-Year Seminars (1-3 per year)	X **Leadership for Athletes**	X **Seminar for Transfer students**	X	University College
		Increase Use of Peer Leaders/ Peer Advisors by 5% per year	X **Not done**	X **Not done**	X	University College
		Prior Learning Assessment	Implement ACE Guidelines for Military Learners **Done**	Examine feasibility of PLA through the Adult Learning Consortium **ongoing**	Implement PLA if feasible	Academic Affairs via each Academic College
		Increase Online Course Offerings by 8% each year	X **Goal exceeded (25% increase)**	X **Goal Exceeded (~20% increase)**	X	Academic Affairs
Transform Remediation	1,2	Design & Implement Stretch Formats and Tutorial Help to place Learning Support Students in Credit-Bearing Courses	Design & Obtain any Necessary Curriculum Approvals **Done**	Implement for those needing Learning Support in Math **ongoing**	Implement for those needing Learning Support in English	University College

Appendix B
Complete College America Metrics and Relevant KSU Analytic Reports

Complete College America Metrics and Relevant KSU Analytic Tracking Reports			
Complete College America Metric	**KSU STP 2012 - 2017**	**KSU Analytic Tracking**	**Highlights for FY12**
Outcome Metric #1: Degree Production	N/A	Degrees Awarded Report	Bachelor degree awards increased by 6.4% between FY11 and FY12 at KSU. Overall, KSU has seen a significant increase (41%) in the number of bachelor degree awards over the last five years (between FY07 and FY12).
Outcome Metric #2: Graduation Rates	Goal 2, Objective 1, Action Step 1	Degree Completion Analysis Report	KSU's federally defined six-year graduation rate for first-time, full-time freshmen is 42%. This represents only 1,001 student out of the 3,531 (or 28%) students awarded a bachelor degree during FY12.
Outcome Metric #4: Credits and Time to Degree	TBD	Under Development for implementation at KSU in FY14	
Progress Metric #4: Credit Accumulation	Goal 2, Objective 4, Action Steps 1 through 5	Under Development for implementation at KSU in FY14	
Progress Metric # 5: Retention Rates	Goal 2, Objective 2, Action Steps 1 through 3	RPG Tracking Report	KSU's federally defined first year retention rate for first-time, full-time freshmen was 76% for the Fall 2011 (FY12) cohort. First-time, full-time freshmen represented 2,904 students out of the 3,204 (or 90%) new freshmen intakes during Fall 2011.
Progress Metric # 6: Course Completion	Goal 2, Objective 4, Action Steps 1 through 5	Under Development for implementation at KSU in FY14	
Context Metric #1: Enrollment	N/A	KSU Fact Book	KSU's enrollment in Fall 2011 continued on its upward trajectory, with 24,175 students enrolling.
Context Metric #2: Completion Ratio	N/A	KSU Fact Book	KSU's ratio of FY12 bachelor degrees awarded to Fall 2011 FTE remains on a consistently upward trajectory at 16%.

Appendix C
Example from KSU Degrees Awarded Report

All counts represent a duplicated headcount (i.e., students earning more than one degree in a given reporting year).

Applied filters: Fiscal Year Hierarchy equal to 2011, 2010, 2009, 2008, 2007, 2006, 2005, 2004, 2012 **AND** Degree Level Hierarchy equal to Bachelor's

Number Of Students

Fiscal Year	Value
2004	1,801
2005	1,908
2006	2,205
2007	2,505
2008	2,854
2009	3,029
2010	3,133
2011	3,319
2012	3,531

Applied filters: Fiscal Year Hierarchy equal to 2011, 2010, 2009, 2008, 2007, 2006, 2005, 2004, 2012 **AND** Degree Level Hierarchy equal to Bachelor's

	Number Of Students								
Fiscal Year	2004	2005	2006	2007	2008	2009	2010	2011	2012
College									
Bagwell College of Education	232	243	296	322	349	353	427	405	402
Coles College of Business	517	490	593	673	784	826	825	884	866
College of Health & Human Services	242	289	333	383	382	415	430	449	474
College of Humanities & Social Sciences	490	555	648	752	878	969	945	1,057	1,153
College of Science & Mathematics	261	252	265	273	355	358	373	375	420
College of the Arts	59	79	70	99	100	95	110	122	158
University College	.	.	.	3	6	13	23	27	58
Total	1,801	1,908	2,205	2,505	2,854	3,029	3,133	3,319	3,531

SOURCE: Integrated Postsecondary Education Data System (IPEDS) and Unversity System of Georgia (USG) Data Warehouse.

NOTE(S):
Internal degree program codes are used by reporting year from Banner. The IPEDS reporting year corresponds to the USG fiscal year (FY) which ranges from July 1 of the current calendar year to June 30 of the next calendar year (e.g., July 1, 2012 to June 30, 2013).

Appendix D
Example of Degree Completions Characteristics Analysis

Nearly Two Out of Seven Bachelor's Graduates at KSU Complete Their Degrees within Four Years
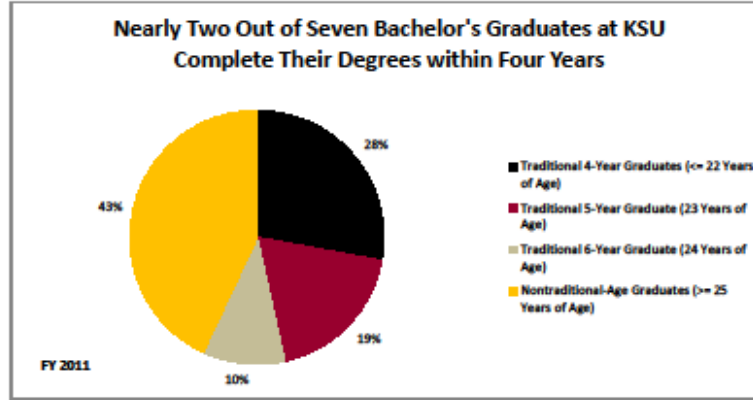
Percentage of Bachelor's Degrees Awarded for Fiscal Years 2005 to 2012								
Types of Degree Completers	2005	2006	2007	2008	2009	2010	2011	2012
Traditional 4-Year Graduates (<= 22 Years of Age)	15%	18%	21%	22%	20%	25%	26%	28%
Traditional 5-Year Graduate (23 Years of Age)	18%	16%	17%	18%	20%	19%	19%	19%
Traditional 6-Year Graduate (24 Years of Age)	13%	13%	12%	12%	11%	12%	11%	10%
Nontraditional-Age Graduates (>= 25 Years of Age)	54%	54%	50%	48%	49%	44%	44%	43%
Total Percentage of Degrees	100%	100%	100%	100%	100%	100%	100%	100%

Number of Bachelor's Degrees Awarded for Fiscal Years 2005 to 2012								
Types of Degree Completers	2005	2006	2007	2008	2009	2010	2011	2012
Traditional 4-Year Graduates (<= 22 Years of Age)	293	391	518	615	617	787	857	987
Traditional 5-Year Graduate (23 Years of Age)	340	351	431	520	601	599	637	656
Traditional 6-Year Graduate (24 Years of Age)	244	276	295	342	336	373	368	369
Nontraditional-Age Graduates (>= 25 Years of Age)	1,031	1,187	1,261	1,377	1,475	1,374	1,457	1,519
Total Number of Degrees	1,908	2,205	2,505	2,854	3,029	3,133	3,319	3,531

NOTE(S):
These traditional-age graduate classifications assume that the traditional high school graduate is 18 years of age and that the traditional 4-year graduate is 22 or younger; the traditional 5-year graduate is 23; the traditional 6-year graduate is 24, and nontraditional-age graduate is 25 or older.

SOURCE: University System of Georgia Data Warehouse

HIGHLIGHTS:
The percentages of traditional-age 4, 5, and 6-year degree completers have increased somewhat over the past eight years. The traditional-age 4-year degree completers had the most appreciable growth at 13%, as the younger students appear to be reaching their educational goals in 5-years or less. KSU is establishing a solid traditional-age population of students because of the onset of on-campus housing and stringent admission standards.

Appendix E
Example of Degree Completions Characteristics Analysis

KSU's Percentage Growth in Bachelor's Degrees Awarded was Substantially Greater than the Nation's in Virtually Every Gender and Ethnicity/Race Classification Over The Last Ten Years, Especially for Women
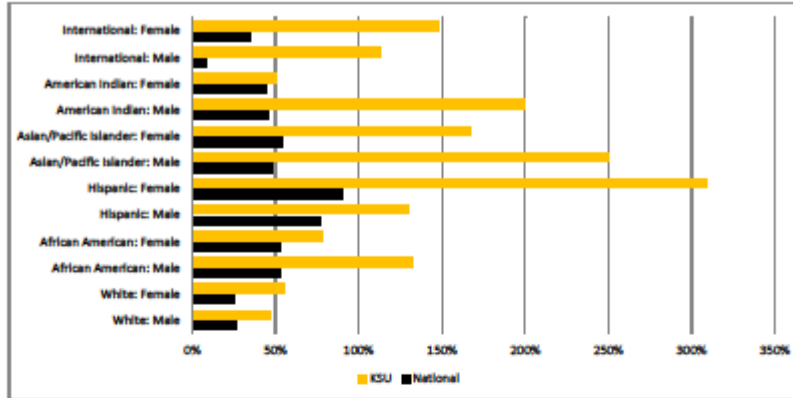
Degrees Awarded				
Demographic Subgroups	**National % Change, 1999–00 to 2009–10**	**KSU's % Change, 1999–00 to 2009–10**	**KSU's Bachelor's Awarded 1999–00**	**KSU's Bachelor's Awarded 2009–10**
Bachelor's	33%	87%	1,619	3,029
Male	33%	103%	546	1,111
Female	33%	79%	1,073	1,918
White	26%	73%	1,379	2,388
Male	27%	93%	464	897
Female	24%	63%	915	1,491
African American	53%	109%	144	301
Male	52%	96%	46	90
Female	53%	115%	98	211
Hispanic	87%	258%	36	129
Male	82%	300%	10	40
Female	90%	242%	26	89
Asian/Pacific Islander	51%	170%	50	135
Male	49%	132%	25	58
Female	52%	208%	25	77
American Indian/Alaska Native	42%	200%	5	15
Male	41%	20%	0	2
Female	43%	160%	5	13
Nonresident alien (International)	n/a	n/a	61	124
Male	n/a	n/a	28	45
Female	n/a	n/a	33	79
Unknown	n/a	n/a	5	61

NOTE(S):
The data for this analysis can be found in the Integrated Postsecondary Education Data System (IPEDS) Data Center at http://nces.ed.gov/, and were extracted using the "Download custom data files" feature. In addition, data was extracted from The Condition of Education 2012 report on the IPEDS website. Caution is advised when interpreting percentages based on small numbers of graduates. Nonresident aliens were excluded as the data was no longer available

SOURCE: Integrated Postsecondary Education Data System (IPEDS) Completions data for 1999-00 and 2009-10

IMPLICATIONS:
KSU's growth for all gender and ethnicity/race categories of graduates over the last ten years was over twice the national growth. African American male graduates at KSU grew nearly three times the national rate. At KSU, and across the nation, growth in the number of women graduates continued, with KSU outpacing the nation two-to-one.