

**Six-Year Persistence Rates of Freshmen with Disabilities and
Community College Transfer Students with Disabilities at theCSU
From Successive Cohorts of New Students
Fall 1995 to Fall 1997 (Degrees Earned at CSU Campus of Entry)**

Native Freshmen	With Disabilities			All Students		
	Fall 1995	Fall 1996	Fall 1997	Fall 1995	Fall 1996	Fall 1997
6-Year Graduation Rate	38.3	42.4	43.7	39.6	41.6	43.7
6-Year Still Enrolled Rate	13.2	13.5	9.7	10.8	10.7	10.0
6-Year Persistence Rate	51.4	55.9	53.4	50.4	52.3	53.7

Sophomore or Junior Level Community College Transfers	With Disabilities			All Students		
	Fall 1995	Fall 1996	Fall 1997	Fall 1995	Fall 1996	Fall 1997
6-Year Graduation Rate	61.3	60.2	62.2	62.3	63.1	65.5
6-Year Still Enrolled Rate	3.6	4.0	3.5	2.6	2.7	2.4
6-Year Persistence Rate	65.0	64.2	65.7	64.9	65.8	67.9

Note: The rates for native freshmen follow the definitional standard specified by the IPEDS Graduation Rate Survey, administered by the National Center for Educational Statistics. The rates for community college transfers follow the definitional standards specified by the Consortium for Student Retention Data Exchange.* They are modeled on the IPEDS standards (e.g., rates are generated for up to six-year intervals). The transfer cohorts are composed of new students that entered the CSU as sophomores and above, and were enrolled as either part-time or full-time students.

Definition of Measure: Percentage of freshmen with disabilities who graduated or continued within six years at their original CSU campus of origin only and California community college transfer students with disabilities who graduated or continued within six years at their original CSU campus of origin only and within individual fall 1995, fall 1996, and fall 1997 cohorts as reported by the California State University Division of Analytic Studies.

Because the rates listed above do not count successful intra-segmental transfers who moved from one CSU to another, the overall persistence rates reported here are lower than previously published rates.

Use(s) of Measure: The graduation rate provides an indicator of the proportion of these students completing their baccalaureate studies within the time periods specified. The enrollment rate suggests the additional proportion of students that will earn degrees in more than six years.

Comparison Group: The comparisons are the corresponding rates for all students. Because disabled students represent just 2-3 percent of all new undergraduates, the rates for all students are essentially the same as the rates for students without disabilities.

Analysis: Historical data indicate that the persistence rates for the freshmen and community college transfers are excellent indicators of the total proportion of graduates that will eventually emerge from each set of cohorts. Contrasting persistence rates for disabled students with rates for all students indicates that disabled students consistently attain eventual graduation rates that are on par or better than comparable systemwide averages.

*CSRDE website: <http://tel.occe.ou.edu/csrde/>

