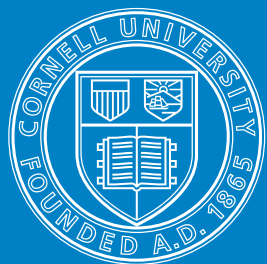


First-Time Freshman Graduation Rates

Biennial Report
May, 2006

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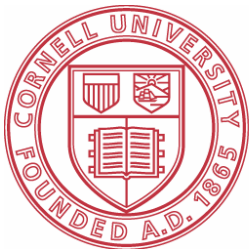


Cornell University
Division of Planning and Budget

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**BIENNIAL REPORT
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Executive Summary

- Of the first-time freshmen entering Cornell in Fall 1999, 93 percent earned a baccalaureate degree from one of the seven undergraduate colleges within six years. For the past decade the graduation rate has been 90 percent or above, and the Fall 1999 graduation rate represented an increase of ten percentage points over the freshman class that entered in Fall 1980. (See page 4)
- The proportion of students who graduated early -- completed their degree requirements prior to the spring semester of their fourth year at Cornell (see Figure 3, page 5) -- continued to increase reaching 8 percent for those who entered in Fall 1999.
- Six-year graduation rates vary by the college where students matriculated, though graduation rates have improved for those entering each of Cornell's seven undergraduate colleges. (See pages 5-6) In general, graduation rates were higher for students who matriculated in Cornell's contract colleges.
- Not all students who entered Cornell as first-time freshmen graduated from the college in which they matriculated. Students were most likely to transfer out of the Colleges of Architecture, Art, and Planning and Human Ecology. The Colleges of Agriculture and Life Sciences and Arts and Sciences received the most internal transfers. (See pages 6-7)
- For those students who entered Cornell as first-time freshmen in Fall 1980, there was a gap of approximately 17 percentage points between the combined African-American, Hispanic American, and Native American six-year graduation rate of about 70 percent and the composite 87 percent graduation rate for Asian American and white students. By the entering class of Fall 1987, this gap had reduced to about 12 percentage points. The gap has continued to narrow, particularly for Hispanic American students entering in Fall 1999 whose six-year graduation rate was within 4 percentage points of Asian American and white students. (See pages 7-8)
- Graduation rates are consistently higher for women. First-time freshman women entering in Fall 1999 graduated at 95 percent while men graduated at 91 percent. (See page 8)
- Women also show a higher graduation rate within each of the race/ethnicity groups. For students entering in Fall 1999 there was a high percentage difference of 13 percentage points between African-American men and women. (See page 9)
- Students participating in the Office of Minority Education Affairs and Committee on Special Education Projects (OMEA/COSEP) program had an 89 percent six-year graduation rate for those entering in Fall 1999. African-American and Hispanic American students that participated in this program had a six-year graduation rate that was equivalent to the overall population graduation rates for students in these race/ethnicity groups. (See page 9)

- First-time freshmen who are recruited athletes generally graduate at rates equivalent to the total undergraduate population. Recruited athletes entering in Fall 1999 had a 91 percent graduation rate. (See page 10)
- There was a slightly greater likelihood for students who received Cornell loans, work-study, or no financial aid to complete a degree within six years in comparison to those students who received Cornell grant aid. (See page 10)
- One-half of the Fall 1998 and two-thirds of the Fall 1997 attrition cohorts left Cornell voluntarily before completing a degree while the remainder were required to leave or withdraw from the university. Additionally, approximately 18 percent of those classified in the attrition group of the Fall 1986 and 13 percent of the attrition group of the Fall 1999 entering first-time freshmen either earned a Cornell degree after the six-year study window or are still currently enrolled as undergraduates at Cornell. (See page 13)

Methodology

Population

The population for this study is first-time freshman matriculants who were initially enrolled at Cornell in the Fall terms of 1980 through 1999. First-time freshmen are students who never attended any college (or other postsecondary institution) on a full-time basis. Included are students enrolled in the fall term that might have attended college for the first time in the prior summer term. Also included are students who entered with advanced standing (college credits earned before graduation from high school). Entering classes are identified by the date when they first entered the university. Transfer students -- those who come to Cornell from another college or university -- are excluded from this study.

Principal Concept and Study Design

The retention concept underlying this report is based on a six-year period from the point a student first matriculated in one of Cornell's seven undergraduate colleges to the time of graduation. The methods employed in this research design are similar to those employed in retention research in most national studies.

The research behind this report was conducted so that students who graduate within four, five, or six years are distinguished. Students who did not graduate from any of Cornell's seven undergraduate colleges within six years of entering are classified in the attrition group, although a number are either currently enrolled or subsequently earn a Cornell undergraduate degree.

A year is delineated in terms of the academic calendar and comprises the Fall and Spring semesters and the Summer term. Students appearing in the four-year rate are those receiving degrees earlier than whichever Fall semester would signify the start of their fifth year. The single exception is in the College of Architecture, Art, and Planning where students enrolled in five-year programs have their time-to-degree window extended by a year. For example, students in five-year degree programs who graduate before the beginning of their sixth year are included among the four-year degree recipients. This was done in the interest of comparability since these students have made the same progress toward their degrees as those candidates for degrees normally requiring only four years of study.

In addition, graduation rate information drawn from the annual Independent Postsecondary Education Data Sharing (IPEDS) Graduation Rate Survey is included to help place Cornell's graduation rates into a larger context.

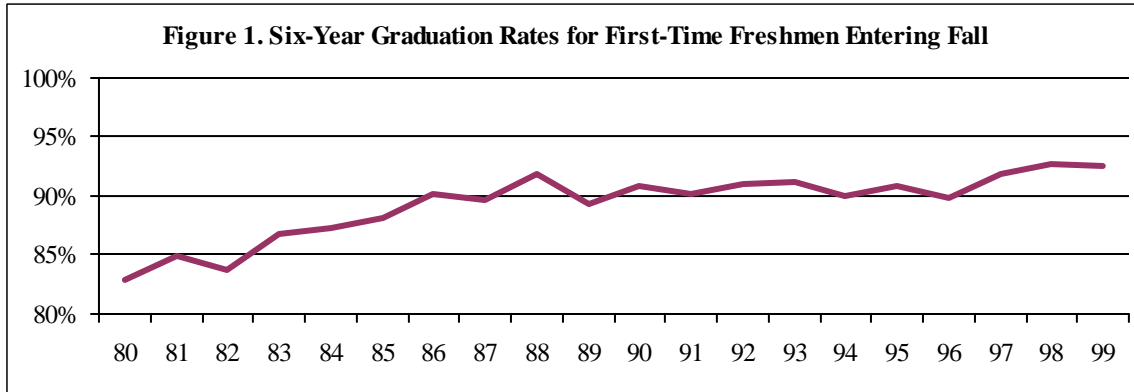
Audience

While aggregate graduation rates are compiled and reported annually, this more detailed analysis is crafted every other year as a report to the Trustee Committee on Academic Affairs. It is shared with the university Deans, Associate Deans, and Executive Staff. It is also available to the public in an electronic form after the report is presented to the Trustees.

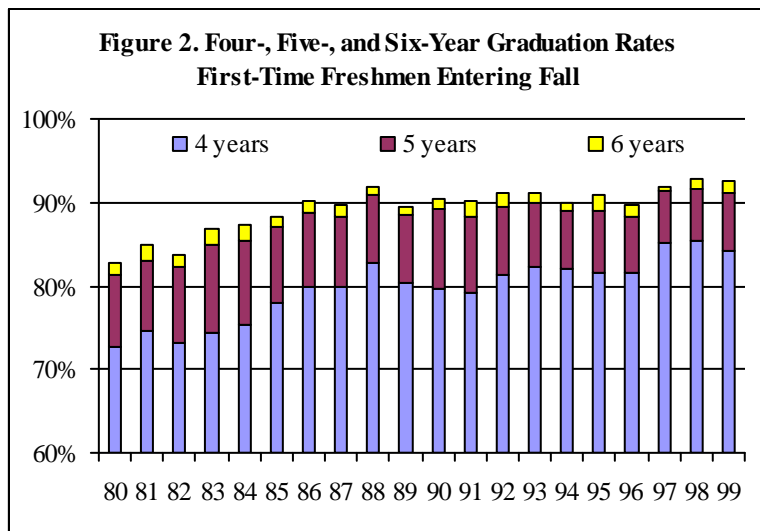
Analysis

Overall Graduation Rates

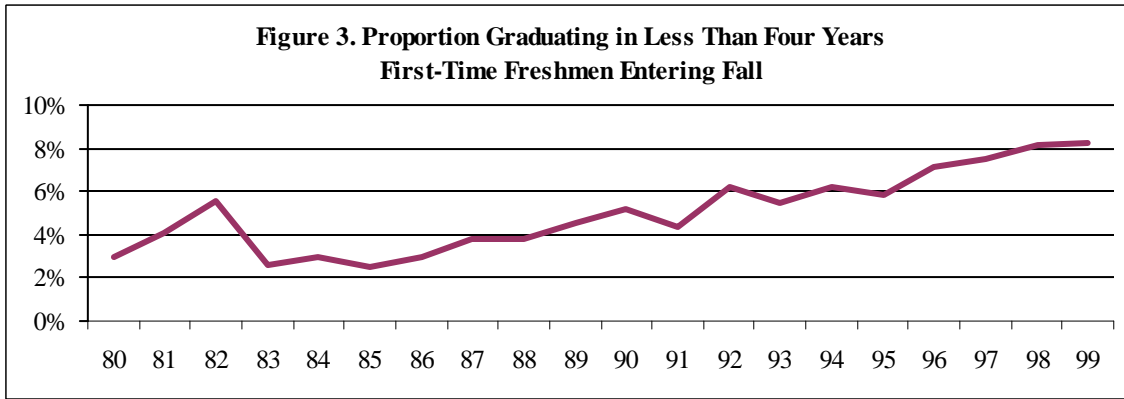
For the past decade, the six-year graduation rate of entering first-time freshmen has been at or above 90 percent. Of the 3,156 first-time freshmen who entered Cornell in Fall 1999, 92.6 percent earned a baccalaureate degree from one of the seven undergraduate colleges within six years of matriculation. This is an increase of ten percentage points over the 82.9 percent graduation rate of the 2,785 first-time freshman class who entered in Fall 1980 (see Figure 1).



As Figure 2 indicates, students earning degrees in four years account for the majority of this increase in graduation rates. For the Fall 1980 entering class, 72.8 percent earned a Cornell degree in four years, while the entering class of Fall 1999 saw 84.3 percent earning a degree in four years. The proportion of first-time freshmen requiring five years to earn an undergraduate degree decreased between the Fall 1980 (8.5 percent) and Fall 1999 (6.9 percent) entering classes. The proportion of those utilizing a sixth year to complete their degree requirements slightly declined -- 1.6 percent for the Fall 1980 entering class to 1.4 percent for those entering in Fall 1999.



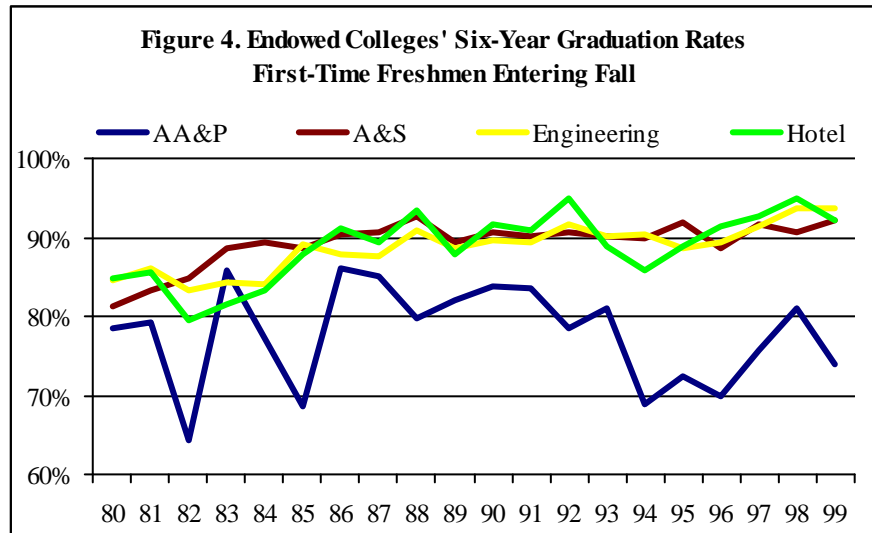
The proportion of students who graduate early, prior to the spring semester of their fourth year at Cornell, has increased to 8 percent with the Fall 1997, 1998 and 1999 entering classes (see Figure 3).



Graduation Rates by College

Six-year graduation rates vary by the college in which students matriculate, though the rates increased for those entering all but one of Cornell's seven undergraduate colleges over the nineteen-year period (see Figure 4). For students entering the College of Arts and Sciences in Fall 1980, 81.3 percent earned a Cornell degree within six years. The proportion increased to 92.3 percent for the Fall 1999 entering class.

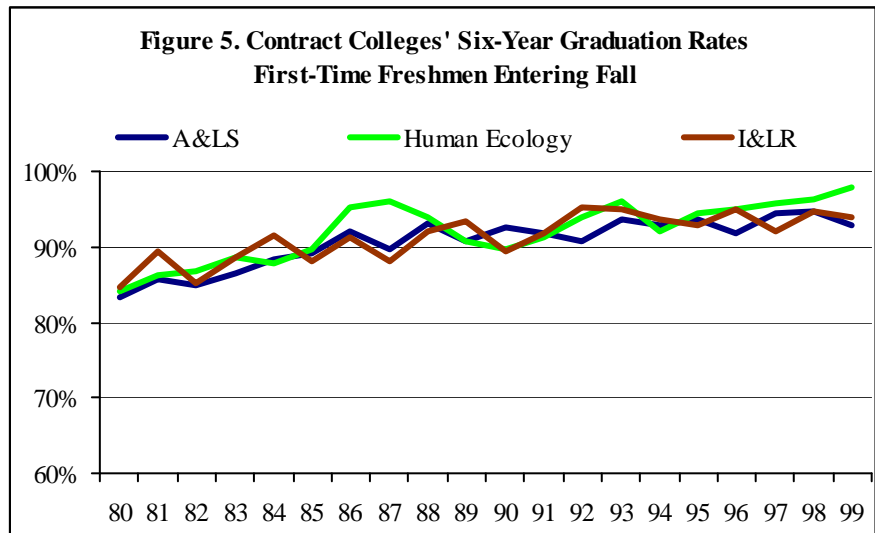
The College of Engineering and School of Hotel Administration also saw increases, from 84.6 percent and 84.8 percent to 93.6 percent and 92.2 percent respectively.



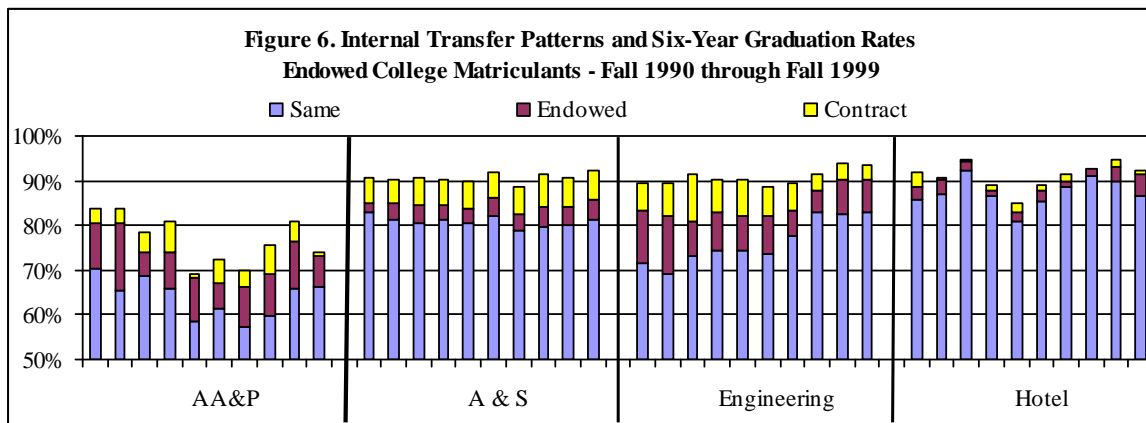
Six-year graduation rates in the College of Architecture, Art, and Planning are lower and more volatile than in the other endowed colleges. The college's graduation rate peaked among students entering in Fall 1983 (85.7 percent) and Fall 1986 (86.0 percent). The class entering in Fall 1994 showed the lowest graduation rate over the last decade at 69.0 percent. This increased for the class entering in Fall 1999 by 4 percentage points. One reason for the volatility (beside the relatively smaller number of first-time freshmen entering the college each year) may be the college's policy of allowing students in the Bachelor of Architecture (BArch) and Bachelor of Fine Arts (BFA) programs five years from the date the last course is completed to submit their graduation portfolio requirement. The degree is considered pending completion of generally

non-course requirements (e.g. undergraduate thesis/portfolio) for five years. If there is outstanding thesis or course work after five years, the student must re-apply to the respective program to satisfy degree requirements for the year and term of the re-admit. For the first-time freshmen entering in Fall 1999, 15 students were “pending” their BArch degree requirements, and one student the BFA degree requirement. If all 16 students had completed this requirement by August 2005, the College’s six-year graduation rate would have been 87.8 percent rather than 73.9 percent.

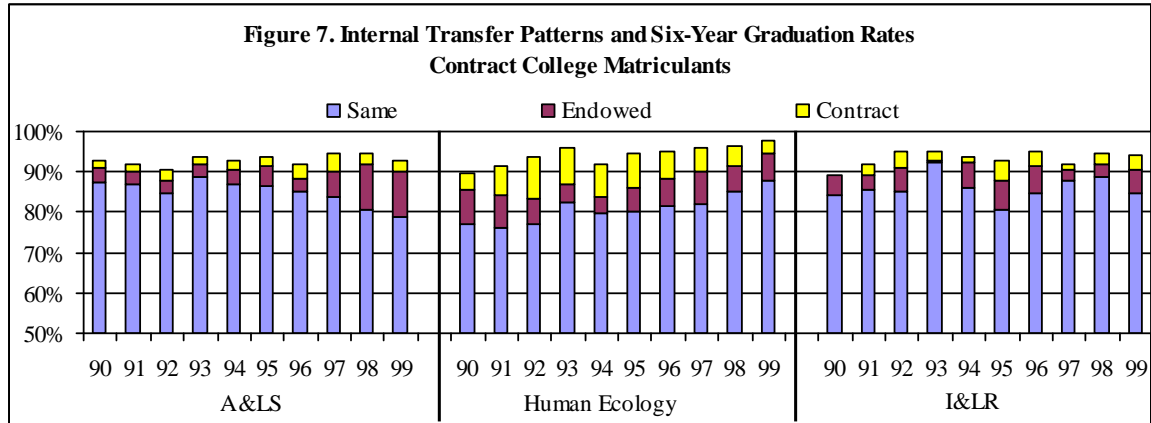
Six-year graduation rates for students who initially enrolled in any of Cornell’s contract colleges saw noticeable increases between the freshman classes entering in Fall 1980 and Fall 1999 (see Figure 5). Among students entering the College of Agriculture and Life Sciences, six-year graduation rates increased from 83.2 percent in Fall 1980 to 93.0 percent in Fall 1999. Students entering in the School of Industrial and Labor Relations in Fall 1980 graduated at a rate of 84.7 percent while the proportion of those entering in Fall 1999 graduated at 94.0 percent. Students who enrolled in the College of Human Ecology in Fall 1999 obtained the highest graduation rate among the seven undergraduate colleges at 97.8 percent, an increase from 84.0 percent for the class entering in Fall 1980.



Not all students who enter Cornell as first-time freshmen graduate from the same college in which they matriculate. The patterns of internal transfers have remained relatively stable over the period of investigation. Among the endowed colleges (see Figure 6), there is a considerable amount of internal transfers among students who initially enter the College of Architecture, Art and Planning. In contrast, there is very little internal transferring of students in the School of Hotel Administration.



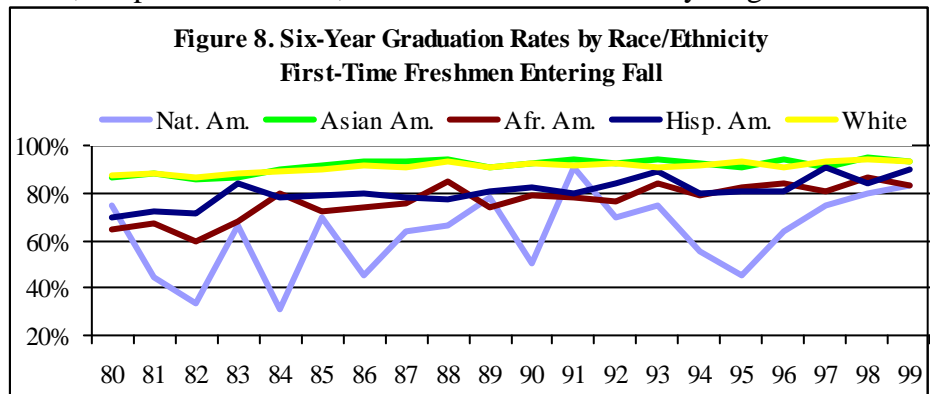
The patterns of internal transfer have also remained fairly consistent in the contract colleges (see Figure 7). For first-time freshmen entering in Fall 1999, 13.9 percent of students transferred out of the College of Human Ecology with 10.9 percent earning an endowed college degree and 3.0 percent earning another contract college degree. For this same cohort of students, the College of Agriculture and Life Sciences had 10.2 percent earning a degree from another Cornell college. In contrast, a more modest number transferred out of the School of Industrial and Labor Relations (4.0 percent) during this same time period.



Graduation Rates by Race/Ethnicity and Gender

Graduation rates among race/ethnicity groups at Cornell over this nineteen-year time frame show generally positive trends (see Figure 8). For those students who entered Cornell as first-time freshmen in Fall 1980, there was a gap of approximately 17 percentage points between the combined African-American, Hispanic American, and Native American six-year graduation rate of 69.7 percent and the composite 87.0 percent graduation rate for Asian American and white students.

By the entering class of Fall 1989, this gap had been reduced to about 12 percentage points, and all five groups had seen gains in their individual six-year graduation rates. For the entering class of Fall 1999 the graduation rate for the under-represented minority group was 86.6 percent while the composite graduation rate for Asian American and white students was 93.6 percent, further reducing the gap to 7 percentage points.

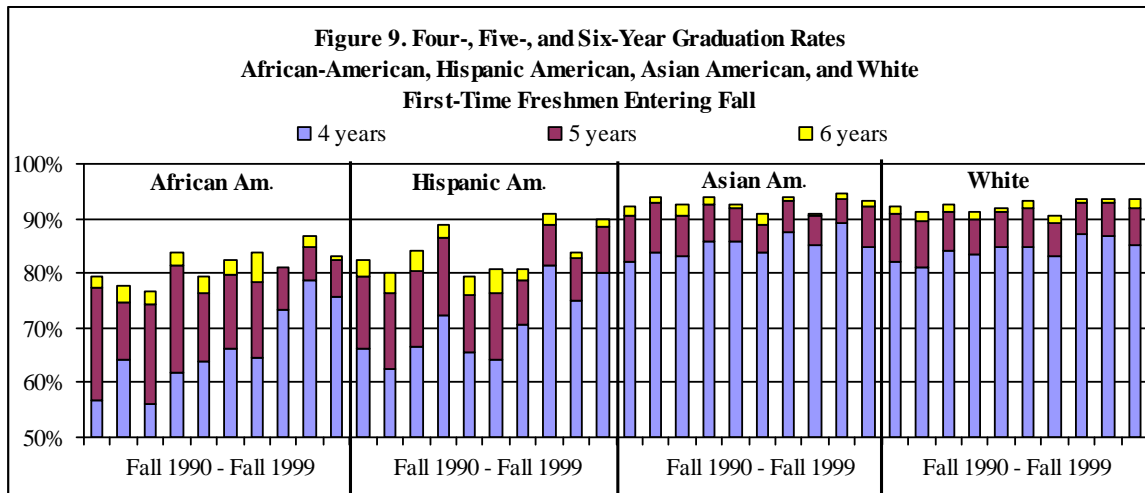


For the entering class of Fall 1999 the graduation rate for the under-represented minority group was 86.6 percent while the composite graduation rate for Asian American and white students was 93.6 percent, further reducing the gap to 7 percentage points.

Six-year graduation rates for Hispanic Americans experienced the greatest increase, from 69.6 percent for those entering in Fall 1980 to 89.7 percent in Fall 1999 (20 percentage points). Over this same period, African-American graduation rates increased 18 percentage points (from 64.6 percent to 83.1 percent) while Asian Americans experienced an increase of 7 percentage points (from 86.8 percent to 93.4 percent) and whites a 6 percentage point increase (from 87.1 percent to 93.6 percent).

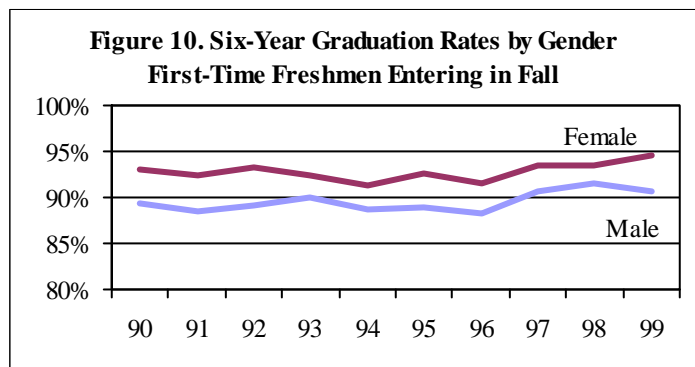
The volatility in six-year graduation rates among Native American students can be attributed primarily to the small numbers in each entering class. This has ranged from a low of three students in the Fall 1983 entering class to a high of 25 students entering in Fall 1995. In recent years, the six-year graduation rate increased from 50.0 percent for students entering in Fall 1990 to 83.3 percent for students in the Fall 1999 entering class.

For the Fall 1999 incoming class, African-American (7.4 percent) students were somewhat lower in utilizing a fifth or sixth year to complete their degrees than Hispanic American (9.7 percent), Asian American (8.6 percent) or white (8.4 percent) students (see Figure 9).



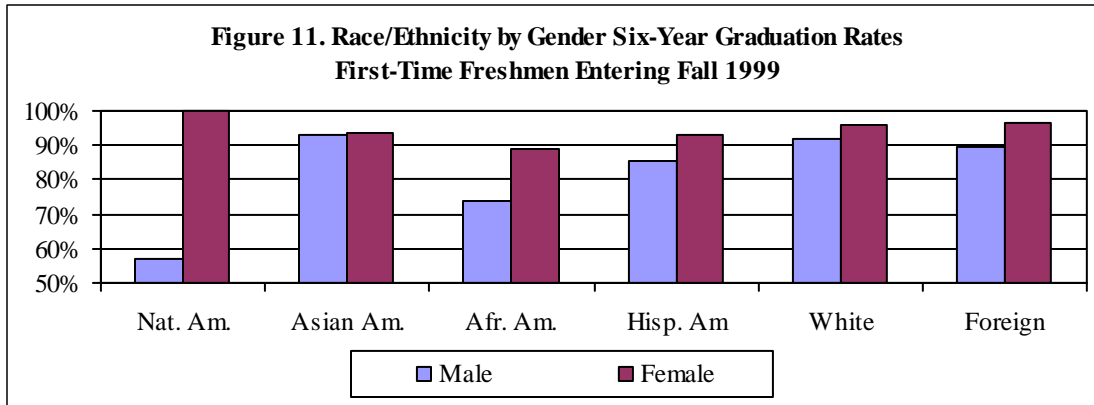
Six-year graduation rates for foreign nationals are very similar to the rates for the Asian American and white groups. However, a higher proportion of foreign nationals than all other groups graduated in less than four years. For the cohorts entering in Fall 1990 though Fall 1999, between 13.0 and 29.3 percent of the foreign nationals graduated in less than 8 semesters.

Female and male six-year graduation rates for first-time freshmen entering in the Fall are displayed in Figure 10. This rate has been consistently higher for women who have graduated at between 91.3 to 94.7 percent while men have graduated at a rate between 88.2 and 91.5 percent. The percentage difference between men and women six-year graduation rates has ranged



from 1.9 percentage points for students entering in Fall 1998 to a high of 4.1 percentage points for students entering in Fall 1992. First-time freshman women entering in Fall 1999 graduated at 94.7 percent while men graduated at 90.7 percent, a gap of 4.0 percentage points.

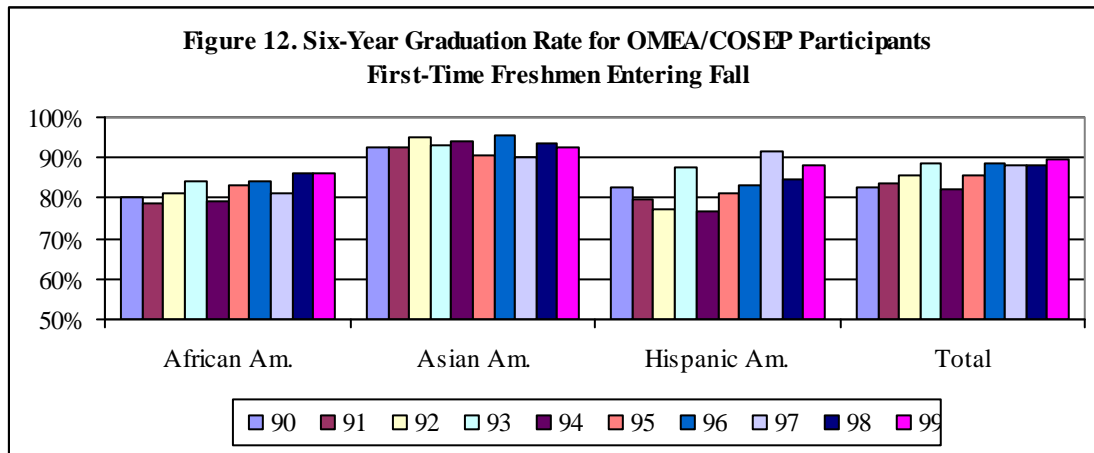
This higher graduation rate for women is more pronounced in several of the race/ethnicity groups. A one year snap-shot (see Figure 11) of the first-time freshman entering in Fall 1999 shows women graduated at higher rates than men in the following groups: African-American (15.3 percentage points), Hispanic American (7.6 percentage points), foreign nationals (7.3



percentage points), and Asian American just slightly at 0.5 percentage points. All of the first-time freshmen Native American women graduated within six-years compared to just over half of the Native American men (57.1 percent).

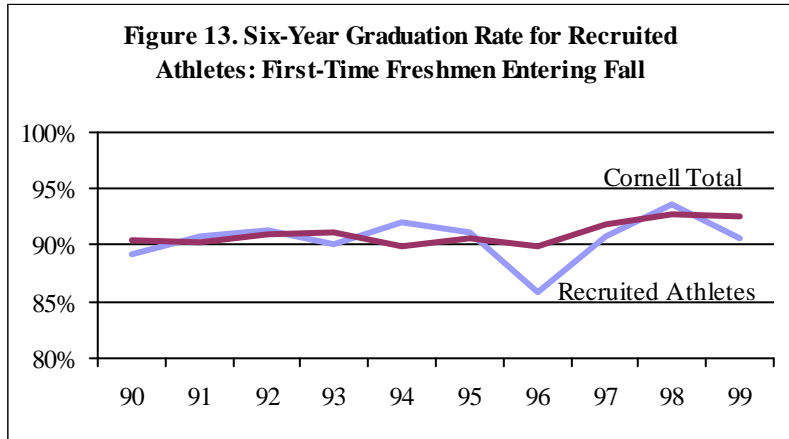
OMEA/COSEP Graduation Rates by Race/Ethnicity

The Office of Minority Education Affairs and Committee on Special Education Projects (OMEA/COSEP) offers and coordinates a comprehensive network of academic and administrative support services for students. Of the 3,156 first-time freshmen entering in Fall 1999, 18.8 percent or 593 students participated in OMEA/COSEP programs. The six-year graduation rate for this sub-set of students was 89.5 percent. As Figure 12 shows, the six-year graduation rates for first-time freshmen entering in Fall 1999 that participated in the programs offered through OMEA/COSEP are equivalent to overall population graduation rates (see Figure 9) within the African-American and Hispanic American race/ethnicity groups. Among this Fall 1999 cohort, 86.5 percent of African-Americans and 77.3 percent of Hispanic Americans participated in one or more OMEA/COSEP programs.



Recruited Athletes Graduation Rates

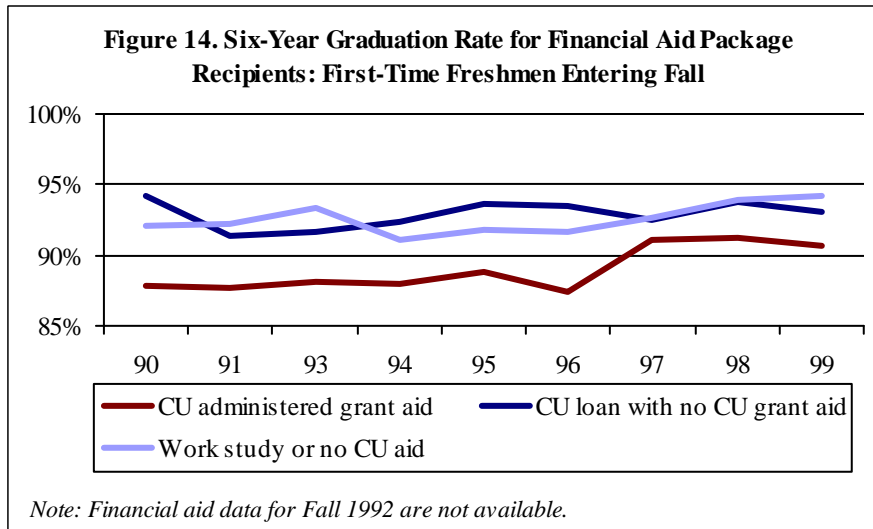
Overall, first-time freshmen who were recruited athletes graduated within six-years of matriculation at approximately the same rate as other first-time freshmen. Graduation rates for recruited athletes have fluctuated from 4 percentage points below the overall average in Fall 1996 to 2 percentage points above in Fall 1994. For first-time freshman recruited athletes entering in Fall 1999, the graduation rate was 2 percentage points lower than the University’s overall graduation rate.



Financial Aid Package Recipients Graduation Rates

Cornell operates a “need-blind” admissions policy, which ensures that all admissions decisions are made without regard to the financial circumstances of applicants. As a companion practice, Cornell provides only need based financial aid, meaning the institution is committed to providing students who demonstrate need with the financial support necessary to complete their undergraduate program.

Financial aid programs provide funds to improve access opportunities for needy students and to lower the absolute cost for some through grants. Cornell financial aid is packaged such that students receiving Cornell administered grant aid typically come from families with the lowest income and are most needy.



Conversely, students receiving only work-study or no Cornell aid have comparatively greater family wealth and are less needy. Figure 14 displays the percentage of students who obtained a degree within six years of matriculating by the type of Cornell financial aid package received. Students receiving

Cornell administered grants graduated at slightly lower rates than other financial aid recipients. In contrast, first-time freshmen entering in Fall 1999 who did not receive any Cornell grant or loan packages were more likely to graduate within the six-year window.

Table 1 displays the recipients of financial aid by declared race/ethnicity with the percent graduating within six years. Of particular note, African-American students who received Cornell administered grant aid had significantly higher graduation rates than those with Cornell loans only. Otherwise, the trend continues as in prior years with more students graduating within six years without Cornell administered grant aid or Cornell loans.

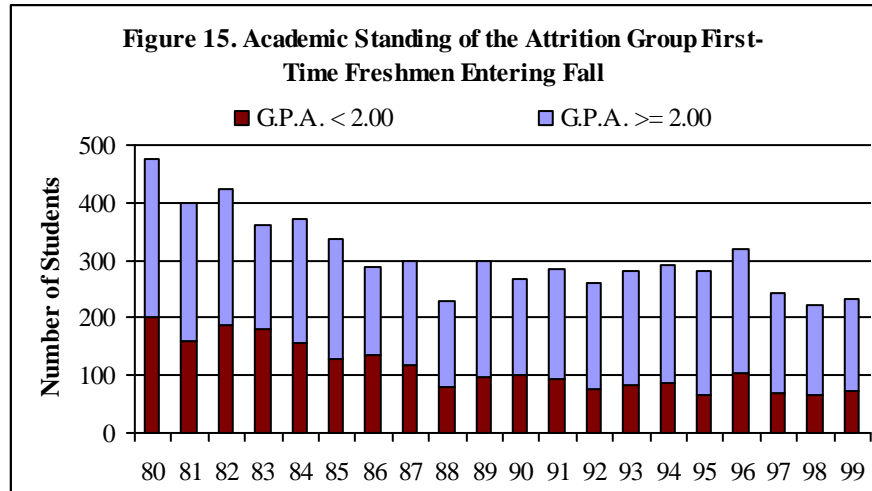
Table 1. Six-Year Graduation Rate for Financial Aid Package Recipients by Race/Ethnicity

First-Time Freshmen entering Fall 1999	Cornell administered grant aid	Cornell loan with no Cornell grant aid	Work study or no Cornell aid
Native American	80.8%	100.0%	100.0%
African-American	83.9%	66.7%	90.5%
Asian American	92.9%	93.3%	94.1%
Hispanic American	86.3%	95.8%	97.3%
White	91.9%	94.6%	94.6%
Undeclared	84.8%	85.7%	94.8%
Foreign Nationals	96.1%	---	91.8%
University Total	1,189	325	1,409

Notes: Cornell administered grant aid recipients might also receive a Cornell loan and/or work-study. Cornell loan recipients include students showing enough demonstrated need for loans but not enough for grants. These students might also receive work-study. Work-study or no Cornell aid recipients satisfied demonstrated need for work-study only. This category also includes students who did not demonstrated need for receiving any Cornell loan or grant aid. However, some of these students might be receiving some type of financial aid from outside sources.

Attrition Group

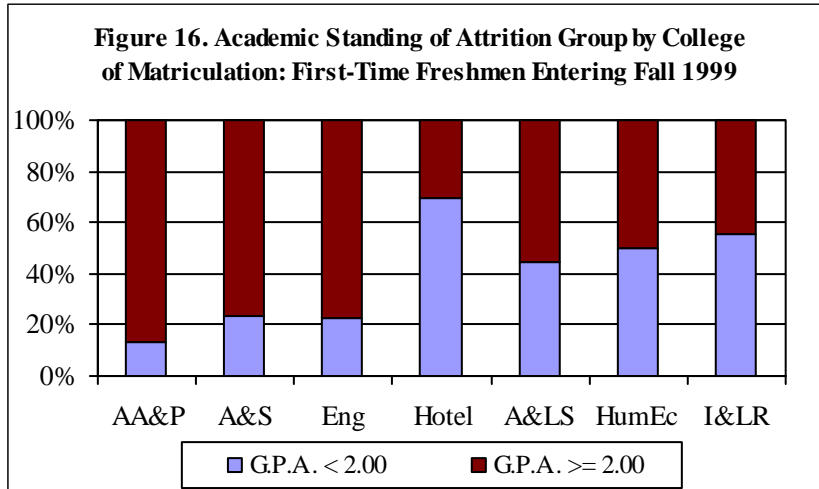
The proportion of students who initially entered Cornell as first-time freshmen and did not complete a degree within six years of matriculation has decreased from 17.1 percent for those who entered in Fall 1980 to 7.4 percent for the Fall 1999 entering class (see Figure 1). Within this diminishing number of students who make up each entering cohort’s attrition group, the proportion in good academic standing at the completion of their last semester of enrollment has increased (see Figure 15). Among the 2,785



students who entered Cornell as first-time freshmen in Fall 1980 a total of 477 did not earn a degree within six years of matriculation; 57.7 per cent of those students (275) were in good academic standing. For Fall 1999, the number of students in the attrition group dropped to 233

out of an entering class of 3,156, and the proportion in good academic standing not graduating within six years increased to 69.1 percent of those students (161).

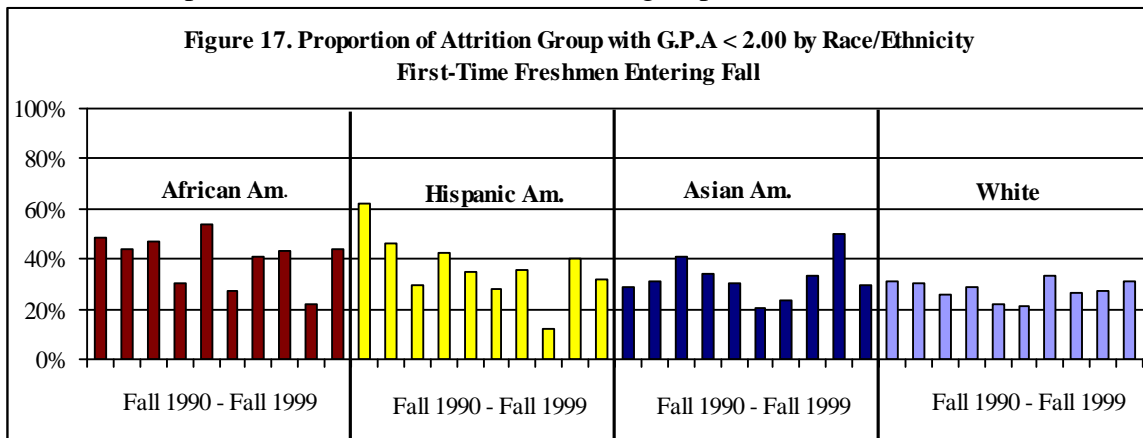
The proportion of the Fall 1999 entering class that did not earn a Cornell degree within six years, the attrition cohort, shows variability (see Figure 16). Within the attrition group, 86.7 percent in the College of Architecture, Art, and Planning, and 77.1 percent in the College of Engineering were in good academic standing as of their last semester enrolled. Additionally,



76.3 percent in the College of Arts and Sciences, and 55.3 percent in the College of Agriculture and Life Sciences were also in good academic standing as of the last semester enrolled. The following had half or less of the attrition group not graduate within six-year be in good academic standing as of their last semester enrolled; College of Human Ecology (50.0 percent) and

the School of Industrial and Labor Relations (44.4 percent). The School of Hotel Administration had the lowest proportion of the attrition group in good academic standing (30.8 percent).

The difference in the proportion of the attrition group with a cumulative G.P.A. of less than 2.0 (a “C” average) by race/ethnicity group over the period of study is displayed in Figure 17. For the first-time freshmen entering in Fall 1999, slightly less than a third of the Asian American, Hispanic American and white attrition groups had a final G.P.A of less than 2.0. For



Hispanic American students, the proportion of the attrition group with a G.P.A. of less than 2.0 has ranged from a high of 62.1 percent for the Fall 1990 entering class to a low of 12.5 percent for the Fall 1997 entering class. The proportion of African-American students in the attrition group with a G.P.A. of less than 2.0 had fallen slightly from 48.5 percent for the Fall 1990 entering class to 44.0 percent for the Fall 1999 entering class.

Additional information about the status of individuals who were part of the attrition groups for the entering classes of Fall 1998 and Fall 1999 is provided below. Table 2 shows a little over a quarter (62 of 223 students) of the Fall 1998 attrition group was required to leave or withdraw from Cornell. Over half of all the individuals in this attrition cohort took a non-required leave or withdrawal (121 of 223 students). It is noteworthy that a total of 17.9 percent of the attrition group either earned a Cornell degree after the six-year study window (26 individuals) or are still currently enrolled as undergraduates at Cornell (14 individuals).

Table 2. Categories of Attrition Group, First-Time Freshmen Entering Fall 1998

Reason	AA&P	A&S	Eng	Hotel	A&LS	HumEc	I&LR	Total
Graduated After Six-Year Window	2	10	5	---	7	1	1	26
Currently Registered	2	6	2	---	2	1	1	14
Leave								
Medical	1	12	6	---	2	2	3	26
Required	2	17	4	2	3	---	---	28
Voluntary	---	2	7	2	5	---	1	17
Withdrawal								
Required	2	10	16	2	2	2	---	34
Voluntary	4	31	5	1	5	3	1	50
Other/Unknown	7	10	1	1	6	---	1	28
Total	21	98	46	8	33	9	8	223

For the attrition group of the first-time freshmen entering in Fall 1999, one quarter (60 of 233 students) was required to leave or withdraw from Cornell (see Table 3). Close to two-thirds of the total individuals in this attrition cohort took a non-required leave or withdrawal (142 of 233 students). A total of 13.3 percent of the attrition group either earned a Cornell degree after the six-year study window (2 individuals) or are still currently registered as undergraduates (29 individuals).

Table 3. Categories of Attrition Group, First-Time Freshmen Entering Fall 1999

Reason	AA&P	A&S	Eng	Hotel	A&LS	HumEc	I&LR	Total
Graduated After Six-Year Window	---	1	1	---	---	---	---	2
Currently Registered	5	13	5	2	3	---	1	29
Leave								
Medical	---	11	5	1	4	4	---	25
Required	2	16	4	2	2	---	7	33
Voluntary	2	7	7	3	10	---	---	29
Withdrawal								
Required	1	4	11	4	6	1	---	27
Voluntary	4	25	10	1	17	---	---	57
Other/Unknown	16	3	5	---	5	1	1	31
Total	30	80	48	13	47	6	9	233

The percentage of students who did not earn a degree within six years of matriculating varies slightly in the lower and upper SAT quartiles (see Table 4). First-time freshmen entering Cornell in Fall 1992 and Fall 1993 with comparatively high SAT scores were as likely not to earn a degree in six years as those with relatively low SAT scores were. However, this changed after Fall 1993 where students with a relatively low SAT score were less likely to graduate.

Table 4. Percentage by SAT Combined Scores Quartiles Who Did Not Graduate Within Six Years First-Time Freshmen Entering Fall

SAT Quartiles	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
0% - 24%	13.0%	11.7%	9.1%	9.6%	13.1%	12.9%	13.7%	10.7%	8.5%	9.2%
25% - 49%	8.4%	10.0%	8.9%	8.9%	8.7%	8.1%	9.6%	6.7%	6.6%	6.9%
50% - 74%	6.6%	8.5%	8.5%	8.4%	7.4%	7.5%	8.6%	6.3%	7.5%	6.1%
75% - 100%	8.5%	8.5%	8.9%	8.3%	9.5%	8.6%	9.0%	8.6%	6.4%	7.0%

In reviewing whether the geographic origin of students enrolling is associated with their likelihood of graduating, Table 5 indicates a slightly greater chance of not graduating for U.S. citizens/permanent residents attending from greater distances. Students who matriculated from New York, New England, the Middle Atlantic states, and outside the United States were somewhat more likely to earn a degree within six years than those students from the remaining states and U.S. possessions. While the association between geographic origin and graduation status is statistically significant, the degree of association is small enough not to cause concern given the overriding institutional commitment to enrolling a geographically diverse class.

Table 5. Percentage by Geographic Admit Region Who Did Not Graduate Within Six Years First-Time Freshmen Entering Fall

Admit Region	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
New York	7.2%	8.2%	7.9%	7.1%	7.7%	7.0%	8.7%	7.2%	6.6%	6.0%
New England/ Middle Atlantic	8.6%	8.3%	7.8%	8.9%	9.5%	8.2%	10.6%	7.1%	6.4%	7.9%
Other U.S.	12.7%	13.3%	12.2%	11.3%	15.0%	13.8%	12.5%	9.8%	9.0%	8.7%
Foreign Citizens	11.9%	9.2%	7.3%	8.3%	8.4%	9.1%	9.1%	9.7%	11.0%	7.7%

Inter-Institutional Comparisons

Consistently reliable graduation rate information covering the entire time-period under consideration in this study for institutions constituting Cornell’s common application and admission overlap group has historically not been easily accessible. Starting with first-time freshmen entering in Fall 1991, the Integrated Postsecondary Exchange Data System (IPEDS) has collected graduation rate information as a federal requirement. Table 6 displays reported graduation rates for Cornell and fifteen institutions in its common application and admission overlap group.

**Table 6. Six-Year Graduation Rates for Cornell and Overlap Group:
First-Time Freshmen Entering in Fall and Graduating Before September of Sixth Year**

Institution	Fall 1991 Cohort	Fall 1992 Cohort	Fall 1993 Cohort	Fall 1994 Cohort	Fall 1995 Cohort	Fall 1996 Cohort	Fall 1997 Cohort	Fall 1998 Cohort
Harvard	97%	97%	97%	96%	97%	98%	98%	98%
Princeton	96%	95%	96%	97%	97%	97%	97%	97%
Brown	92%	93%	93%	94%	94%	95%	96%	96%
Yale	96%	94%	95%	95%	94%	95%	96%	96%
Dartmouth	94%	94%	94%	92%	95%	95%	95%	95%
Stanford	93%	93%	91%	93%	93%	93%	94%	95%
Duke	92%	93%	92%	93%	91%	93%	92%	94%
U. Penn	89%	90%	89%	91%	92%	92%	92%	94%
Columbia	87%	89%	87%	87%	89%	92%	92%	93%
Cornell	90%	91%	91%	90%	91%	90%	92%	93%
MIT	89%	92%	91%	92%	92%	91%	92%	92%
Northwestern	90%	91%	92%	92%	92%	93%	93%	92%
Virginia	92%	92%	91%	91%	92%	92%	92%	92%
Johns Hopkins	89%	88%	87%	85%	87%	88%	88%	88%
Michigan	82%	83%	82%	82%	83%	84%	85%	87%
Binghamton	79%	82%	81%	82%	81%	79%	80%	78%

Note: Institutions sorted in descending order by first-time freshmen entering Fall 1999 graduation rate.

Source: IPEDS Graduation Rate Survey