America: Two Powerful Stories
1. **Land of Opportunity:**

Work hard, and you can become anything you want to be.
2. **Generational Advancement:**

Through hard work, each generation of parents can assure a better life — and better education — for their children.
These stories animated hopes and dreams of people here at home

And drew countless immigrants to our shores
Yes, America was often intolerant...

And they knew the “Dream” was a work in progress.
We were:

• The first to provide universal high school;
• The first to build public universities;
• The first to build community colleges;
• The first to broaden access to college, through GI Bill, Pell Grants, ...
Percent of U.S. adults with a high school diploma

1920: 21%
1940: 38%
1960: 61%
1980: 85%
2000: 88%
2012: 90%
Percent of U.S. adults with a B.A. or more

2012

33%
Progress was painfully slow, especially for people of color. But year by year, decade by decade...
Percent of U.S. adults with a high school diploma, by race 2012

White: 95%
Black: 89%
Latino: 75%
Then, beginning in the eighties, inequality started growing again.
In the past four years alone, 95% of all income gains have gone to the top 1%.

In 2012:

• In 2012, the top 5% of Americans took home 22% of the nation’s income; the top .1% took home 11%.

• And the bottom 20% took home just 3%.

Instead of being the most equal, the U.S. has the third highest income inequality among OECD nations.

Note: Gini coefficient ranges from 0 to 1, where 0 indicates total income equality and 1 indicates total income inequality.

Median Wealth of White Families

20 X that of African Americans

18 X that of Latinos

Not just wages and wealth, but social mobility as well.
U.S. intergenerational mobility was increasing until 1980, but has sharply declined since.

The falling elasticity meant increased economic mobility until 1980. Since then, the elasticity has risen, and mobility has slowed.

The US now has one of lowest rates of intergenerational mobility

Cross-country examples of the link between father and son wages

<table>
<thead>
<tr>
<th>Country</th>
<th>Earnings Elasticity</th>
</tr>
</thead>
<tbody>
<tr>
<td>United Kingdom</td>
<td>0.5</td>
</tr>
<tr>
<td>Italy</td>
<td>0.48</td>
</tr>
<tr>
<td>United States</td>
<td>0.47</td>
</tr>
<tr>
<td>France</td>
<td>0.41</td>
</tr>
<tr>
<td>Spain</td>
<td>0.4</td>
</tr>
<tr>
<td>Germany</td>
<td>0.32</td>
</tr>
<tr>
<td>Sweden</td>
<td>0.27</td>
</tr>
<tr>
<td>Australia</td>
<td>0.26</td>
</tr>
<tr>
<td>Canada</td>
<td>0.19</td>
</tr>
<tr>
<td>Finland</td>
<td>0.18</td>
</tr>
<tr>
<td>Norway</td>
<td>0.17</td>
</tr>
<tr>
<td>Denmark</td>
<td>0.15</td>
</tr>
</tbody>
</table>

At macro level, better and more equal education is not the only answer.

But at the individual level, it really is.
Overwhelming message about what matters in turning this around?

**Education.**

“Among those who have finished four years of college, there is no racial gap in economic mobility. Both whites and blacks experience very high rates.”

Source: Upward Intergenerational Mobility in the US. PewTrusts.
Source: College Board, Education Pays, 2013, Figure 1.1: Median Earnings and Tax Payments of Full-Time Year-Round Workers Ages 25 and Older, by Education Level, 2011
College Grads Less Likely to be Unemployed

Unemployment Rate (August 2011)

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Unemployment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school diploma</td>
<td>14.3%</td>
</tr>
<tr>
<td>High school graduate</td>
<td>9.6%</td>
</tr>
<tr>
<td>Some college or associate's degree</td>
<td>8.2%</td>
</tr>
<tr>
<td>Bachelor's degree or higher</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

They also stand out on the other things we value.
College graduates more likely to vote

Percent of US Citizens Aged 18-24 Who Voted in the 2012 Presidential Election by Education Level

- Less than high school: 23%
- High school/GED: 29%
- Some college/associate's degree: 50%
- Bachelor's degree or higher: 60%

Note: Data include both those who are and are not registered to vote.
Source: Education Pays 2013, The College Board
College graduates more likely to volunteer

Percent of Adults 25 and Over Who Volunteered in 2012 by Education Level

- Less than high school: 9%
- High school: 17%
- Some college or associate's degree: 29%
- Bachelor's degree or higher: 42%

Note: Data represent percentage of total population that reported volunteering from September 2008 to September 2009

Source: Education Pays 2013, The College Board
College Grads of all races far more likely to be in “Very Good” or “Excellent” Health

College Grads Even Have Better Mental Health

Percentage of respondents reporting themselves to be in excellent mental health

- High school or less: 37%
- Some college: 45%
- Bachelor's degree: 54%
- Advanced degree: 60%

Source: Gallup, “Strong Relationship Between Income and Mental Health” (2007)
What schools and colleges do, in other words, is hugely important to our economy, our democracy, and our society.
There is one road up, and that road runs through us.
So, how are we doing?
Over past 30 years, we’ve made a lot of progress on the access side.
Immediate College-Going Up

Note: Percent of high school completers who were enrolled in 2-year or 4-year college the October after completing high school. Source: NCES, The Digest of Education Statistics 2013 (Table 302.10).
College-going is up for all groups.

NCES, *The Condition of Education 2010* (Table A-20-3) and *The Condition of Education 2011* (Table A-21-2).
Immediate College-Going Increasing for All Racial/Ethnic Groups: 1972 to 2012

Note: Percent of high school completers who were enrolled in college the October after completing high school
Source: NCES, The Digest of Education Statistics 2013 (Table 302.20).
College-Going Generally Increasing for All Income Groups

Note: Percent of high school completers who were enrolled in college the October after completing high school
Source: NCES, The Condition of Education 2010 (Table A-20-1) and The Digest of Education Statistics 2013 (Table 302.30).
But though college going up for low-income students...
Low-Income Students Today Still Not Reaching the College-going Rate for High-Income Students in 1972...

Percentage of high school graduates immediately enrolling in college, 1972-2012

<table>
<thead>
<tr>
<th></th>
<th>Low Income</th>
<th>High Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972</td>
<td>23%</td>
<td>64%</td>
</tr>
<tr>
<td>2012</td>
<td>52%</td>
<td>82%</td>
</tr>
</tbody>
</table>

Note: Data for black, Hispanic, and low-income represent two-year moving average because of small sample sizes.
Source: NCES, The Condition of Education 2010 (Table A-20-1) and The Digest of Education Statistics 2013 (Table 302.30)
But access isn’t the only issue:

There’s a question of access to what...
Low-Income Students and Students of Color Twice as Likely to Enter For-profit Colleges

Ed Trust analysis of IPEDS Fall enrollment, Fall 2012 (by race) and IPEDS Student Financial Aid survey, 2011-12 (by Pell recipient status).
Access to what?

For-profit college companies

- **11%** of enrollments
- **24%** of Pell Grants and federal student loan dollars
- Lowest degree completion rates of any 4-year sector
- **48%** of federal student loan defaults

And what about graduation in colleges more generally?
Black, Latino, and American Indian Freshmen Complete College at Lower Rates Than Other Students

6-year bachelor’s completion rates for first-time, full-time freshmen, Fall 2006 cohort at 4-year institutions

Overall rate: 59%

Graduation Rates (%)

- White: 63%
- Black: 40%
- Latino: 52%
- Asian: 71%
- American Indian: 40%

Source: NCES (December 2013). Enrollment in Postsecondary Institutions, Fall 2012; Financial Statistics, Fiscal Year 2012; and Graduation Rates, Selected Cohorts, 2004-2009, First Look (Provisional Data) Table 3.
Graduation rates at public community colleges

3-year completion rates (associate degrees and certificates) for first-time, full-time freshmen, Fall 2009 cohort at public two-year institutions

Overall rate: 21.2%

Chance of attaining a bachelor’s degree within six years, among students who aspire to a Bachelors degree and begin at community college?
Only 14 percent.

Percent of students who started at a community college intending to earn a Bachelor’s in 2003 and earned a BA degree by 2009.

Add it all up...
Different groups of young Americans obtain degrees at very different rates.
Whites attain bachelor’s degrees at nearly twice the rate of blacks and almost three times the rate of Hispanics

Bachelor’s Degree Attainment of Young Adults (25-29-year-olds), 2013

Source: U.S. Census Bureau, Educational Attainment in the United States: 2013
Young adults from high-income families are 7 times more likely to earn bachelor’s degrees by age 24.

These rates threaten health of our democracy.

But even for those who don’t care much about that, they are particularly worrisome, given which groups are growing...and which aren’t.
Changing demographics demand greater focus on underrepresented populations.

Population Increase, Ages 0-24, (in thousands)

- White: 2,312
- Black: 4,431
- Latino: 669
- Asian: 31,337
- American Indian: -5,516

Percentage Increase, Ages 0-24,

- White: -9%
- Black: 15%
- Latino: 137%
- Asian: 96%
- American Indian: 50%

Note: Projected Population Growth, Ages 0-24, 2010-2050
Not surprisingly, our international lead is slipping away
We’re relatively strong in educational attainment

Percentage of residents aged 25-64 with a postsecondary degree

Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually four, years, are largely theory-based, and provide qualifications for entry into highly-skilled professions or advanced research programs).

Our world standing drops to 11th for younger adults

Percentage of residents aged 25-34 with a postsecondary degree

Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually four, years, are largely theory-based, and provide qualifications for entry into highly-skilled professions or advanced research programs).

We’re near the bottom in intergenerational progress

Difference in percentage of residents aged 45-54 and those aged 25-34 with a postsecondary degree

Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually four, years, are largely theory-based, and provide qualifications for entry into highly-skilled professions or advanced research programs).

WHAT’S GOING ON?

Many in higher education would like to believe that these patterns are mostly a function of lousy high schools and stingy federal and state policymakers.
They are not all wrong.
Low Income and Minority Students Continue to be Clustered in Schools where we spend less...
## National Inequities in State and Local Revenue Per Student

<table>
<thead>
<tr>
<th>Gap</th>
<th>High Poverty vs. Low Poverty Districts</th>
<th>High Minority vs. Low Minority Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per student</td>
<td>–$773</td>
<td>–$1,122</td>
</tr>
</tbody>
</table>

**Source:** Education Trust analyses based on U.S. Dept of Education and U.S. Census Bureau data for 2005-06
...expect less
Students in Poor Schools Receive ‘A’s for Work That Would Earn ‘Cs’ in Affluent Schools

S Seventh Grade Math

...teach them less
Even African-American students with high math performance in fifth grade are unlikely to be placed in algebra in eighth grade.

Students of color are less likely to attend high schools that offer calculus.

Source: U.S. Department of Education Office for Civil Rights, Civil Rights Data Collection
...and assign them our least qualified teachers.
Core classes in high-poverty and high-minority secondary schools are more likely to be taught by out-of-field teachers.

Note: Data are for secondary-level core academic classes (Math, Science, Social Studies, English) across United States. High-poverty ≥75% of students eligible for free/reduced-price lunch. Low-poverty school ≤15% of students eligible. High-minority ≥75% students non-white. Low-minority ≤10% students non-white.

Source: The Education Trust, Core Problems: Out-of-Field Teaching Persists in Key Academic Courses and High-Poverty Schools, (2008)
Students at high-minority schools are more likely to be taught by novice teachers

Note: Novice teachers are those with three years or fewer experience.
High-minority $\geq 75\%$ students non-white. Low-minority $\leq 10\%$ students non-white.
Los Angeles: Black, Latino students have fewer highly effective teachers, more weak ones.

Latino and black students are:

3X as likely to get low-effectiveness teachers

1/2 as likely to get highly effective teachers

While we’re making some progress in addressing these problems in elementary and middle schools...
Since 1999, large gains for all groups of students, especially students of color

9 Year Olds – NAEP LTT Reading

*Denotes previous assessment format

Since 1999, performance rising for all groups of students

9 Year Olds – NAEP LTT Math

*Denotes previous assessment format

We have not yet turned the corner in our high schools.
Math: Not much gap closing since 1990.

*Denotes previous assessment format

Reading: Not much gap narrowing since 1988.

17 Year Olds – NAEP LTT Reading

*Denotes previous assessment format

So yes, preparation is part of the problem.
So, too, are misguided government aid policies
College costs have increased at 4.5 times the rate of inflation.

Federal Pell Grants have failed to keep pace with rising college costs

Total Cost of Attendance Covered by Maximum Pell Grant Award

- Public 2-Year: 99% (1979-80), 52% (2012-13)
- Public 4-Year: 77% (1979-80), 31% (2012-13)
- Private 4-Year: 36% (1979-80), 14% (2012-13)

Why? Not because we’re not spending a lot more on student aid.

But, rather, because we’ve changed who gets those dollars.
$21 billion in federal dollars were diverted in FY13 to education tax benefits, many of which benefit institutions or wealthier students.

51% of savings from tuition tax credits go to middle- and upper-income families

Distribution of Education Tax Credits by Adjusted Gross Income

- 51% Low-income ($0-49,999)
- 49% Middle and upper-income ($50,000+)

88% of savings from tuition tax deductions go to middle- and upper-income families

Distribution of Tax Deduction Savings by Adjusted Gross Income

- 88% Middle and upper-income ($50,000+)
- 12% Low-income ($0-49,999)

Note: Percentages may not add to 100% because of rounding.
Source: The College Board, *Trends in Student Aid 2013*.
Pattern is the same at state level, even in tough times.

Source: Trends in Student Aid 2010, The College Board
Non-need-based grant aid now represents more than a quarter of all state grant aid.

Big Effects, too, from State Disinvestment in Public Higher Education.
We start out by spending less per student in the institutions serving students with the biggest needs. Then, over the past few years, we just cut mercilessly from there.
So yes, government policy is part of the problem, too.
But

colleges and universities are not unimportant actors in this drama of shrinking opportunity, either.
For one thing, the shifts away from poor students in institutional aid money are MORE PRONOUNCED than the shifts in government aid.
In 2011, four-year public and private nonprofit colleges spent over $21 billion on grant aid.

Education Trust analysis of NPSAS:12 using PowerStats. Results based on full-time, full-year, one-institution dependent undergraduates.
But, they spent a lot of aid on students who didn’t need it…
Public 4-year colleges used to spend more than twice as much on needy students, but now spend more on wealthy students

Education Trust analysis of NPSAS:96, NPSAS:08, NPSAS:12 using PowerStats. Results based on full-time, full-year, one-institution dependent undergraduates.
Private nonprofit 4-year colleges used to spend more on low-income students, but now spend nearly twice as much on wealthy students.

Education Trust analysis of NPSAS:96, NPSAS:08, NPSAS:12 using PowerStats. Results based on full-time, full-year, one-institution dependent undergraduates.
Low-income students must devote an amount equivalent to 76% of their family income towards college costs

<table>
<thead>
<tr>
<th>Family Income Percentile</th>
<th>Average Income</th>
<th>Average Cost of Attendance</th>
<th>Average Expected Family Contribution (EFC)</th>
<th>Average Grant Aid</th>
<th>Average Unmet Need After EFC and Grant Aid</th>
<th>Average % of Income Required to Pay Out-of-Pocket Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 20%</td>
<td>$12,783</td>
<td>$27,428</td>
<td>$276</td>
<td>$13,565</td>
<td>$13,591</td>
<td>76%</td>
</tr>
<tr>
<td>21 – 40%</td>
<td>$36,205</td>
<td>$29,345</td>
<td>$2,138</td>
<td>$12,246</td>
<td>$15,006</td>
<td>46%</td>
</tr>
<tr>
<td>41 – 60%</td>
<td>$65,204</td>
<td>$29,804</td>
<td>$8,059</td>
<td>$8,465</td>
<td>$13,689</td>
<td>33%</td>
</tr>
<tr>
<td>61 – 80%</td>
<td>$97,733</td>
<td>$30,719</td>
<td>$16,259</td>
<td>$6,842</td>
<td>$9,465</td>
<td>25%</td>
</tr>
<tr>
<td>81 – 100%</td>
<td>$185,819</td>
<td>$34,370</td>
<td>$35,925</td>
<td>$6,041</td>
<td>$5,281</td>
<td>17%</td>
</tr>
</tbody>
</table>

Results based on full-time, full-year, one-institution dependent undergraduates at public and private nonprofit four-year colleges.
So it’s not all about the students or about government. What colleges do is important in who comes...and who doesn’t.
Moreover, what colleges do also turns out to be very important in whether students graduate or not.
Warning:

I’m going to focus for the next few minutes on IPEDS grad rates. Yes, we know those don’t tell us everything. But they do tell us how we are doing with the easiest of our students.
College Completion Rates: 4-Year Colleges

- Fewer than 4 in 10 (38%) entering full-time freshmen obtain a bachelor’s degree from the same institution within 4 years.

- Within six years of entry, that proportion rises to just under 6 in 10 (58%).

- If you go beyond IPEDS, and look at graduation from ANY institution, number grows to about two-thirds.

Source: NCES (December 2013). Enrollment in Postsecondary Institutions, Fall 2012; Financial Statistics, Fiscal Year 2012; and Graduation Rates, Selected Cohorts, 2004-2009, First Look (Provisional Data) Table 4.
Many Four-Year Colleges Have Very High Graduation Rates and Many, Very Low

Distribution of Graduation Rates (2012)
6-year bachelor's completion rates for first-time, full-time freshmen,
Fall 2006 cohort at 4-year institutions

Source: Ed Trust analysis of IPEDS Graduation Rates
Some of these differences are clearly attributable to differences in student preparation and/or institutional mission.
Indeed, with enough data on both institutions and students, we can find a way to “explain” 70-80% of the variance among institutions.

Source: Ed Trust analysis of College Results Online dataset 2011.
EdTrust experience:
“Our graduation rates are about the same as other institutions that serve similar students.”
College Results Online
www.collegeresults.org

Choose a College

Choose your own group of colleges to compare their graduation rates and related information.

Compare Colleges

Compare graduation rates for a group of colleges that you select based on specific student and institutional characteristics.

Advanced Search

About College Results Online

College Results Online (CRO) is an interactive, user-friendly Web tool designed to provide policymakers, counselors, parents, students, and others with information about college graduation rates for nearly any four-year college or university in the country. CRO allows users to:

- Examine colleges’ graduation rates, and see how these rates have changed over time.
- Compare graduation rates of similar colleges serving similar students.
- Learn about colleges’ track records in graduating diverse groups of students.

This information reveals that some colleges do a much better job of graduating students than others. It also shows that at many colleges, significant gaps exist in graduation rates between white students and students of color, but it also provides powerful examples of colleges that prove that low graduation rates—especially for diverse students—are not inevitable.
But...when you dig underneath the averages, one thing is very clear:

Some colleges are far more successful than their students’ “stats” would suggest.
## Research Institutions

**Similar Students, Different Results**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Median SAT</th>
<th>Size</th>
<th>% Pell</th>
<th>% URM</th>
<th>Overall Grad Rate</th>
<th>URM Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penn State University</td>
<td>1,195</td>
<td>37,763</td>
<td>16%</td>
<td>8.6%</td>
<td>86.7%</td>
<td>74.6%</td>
</tr>
<tr>
<td>Indiana University</td>
<td>1,170</td>
<td>31,427</td>
<td>21%</td>
<td>8.0%</td>
<td>72.0%</td>
<td>52.1%</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>1,245</td>
<td>30,656</td>
<td>23%</td>
<td>7.6%</td>
<td>70.2%</td>
<td>44.4%</td>
</tr>
<tr>
<td>Purdue University</td>
<td>1,165</td>
<td>30,812</td>
<td>21%</td>
<td>6.9%</td>
<td>68.1%</td>
<td>54.1%</td>
</tr>
</tbody>
</table>

Source: College Results Online, 2013: www.collegeresults.org.
## Research Institutions
### Similar Students, Different Results

<table>
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<tr>
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<th>Overall Grad Rate</th>
<th>URM Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida State University</td>
<td>1,185</td>
<td>29,291</td>
<td>28%</td>
<td>25.2%</td>
<td>73.8%</td>
<td>71%</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>1,085</td>
<td>28,174</td>
<td>32%</td>
<td>23.8%</td>
<td>61.4%</td>
<td>53.1%</td>
</tr>
</tbody>
</table>

Source: College Results Online, 2013: www.collegeresults.org.
# Masters Institutions – Large

## Similar Students, Different Results

<table>
<thead>
<tr>
<th>Institution</th>
<th>Median SAT</th>
<th>Size</th>
<th>% Pell</th>
<th>Overall Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Northern Iowa</td>
<td>1,070</td>
<td>10,716</td>
<td>25%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Montclair State University</td>
<td>1,010</td>
<td>12,975</td>
<td>37%</td>
<td>62.3%</td>
</tr>
<tr>
<td>Eastern Illinois University</td>
<td>990</td>
<td>9,287</td>
<td>39%</td>
<td>59.3%</td>
</tr>
<tr>
<td>University of Wisconsin Whitewater</td>
<td>1,050</td>
<td>9,685</td>
<td>30%</td>
<td>53.9%</td>
</tr>
</tbody>
</table>

Source: College Results Online, 2013: www.collegeresults.org.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Median SAT</th>
<th>Size</th>
<th>% Pell</th>
<th>Overall Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth City University</td>
<td>835</td>
<td>3,020</td>
<td>80%</td>
<td>43.7%</td>
</tr>
<tr>
<td>Delaware State University</td>
<td>875</td>
<td>3,167</td>
<td>59%</td>
<td>34.6%</td>
</tr>
<tr>
<td>Norfolk State University</td>
<td>865</td>
<td>5,373</td>
<td>65%</td>
<td>33.2%</td>
</tr>
<tr>
<td>University of Arkansas Pine Bluff</td>
<td>780</td>
<td>3,096</td>
<td>82%</td>
<td>23%</td>
</tr>
<tr>
<td>Coppin State University</td>
<td>855</td>
<td>2,832</td>
<td>70%</td>
<td>14.7%</td>
</tr>
</tbody>
</table>

Source: College Results Online, 2013: www.collegeresults.org.
Some making fast progress in improving success for students of color, some have closed gaps entirely.
## Biggest Gainers in Success for Latino Students: Public Colleges and Universities

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Undergrad FTE Fall 2009 Enrollment</th>
<th>% Hispanic among Undergrad FTE Fall 2009 Enrollment</th>
<th>Overall Six-Year Grad Rate 2010</th>
<th>Hispanic Six-Year Grad Rate 2004</th>
<th>Hispanic Six-Year Grad Rate 2010</th>
<th>Change in Hispanic Six-Year Grad Rates 2004-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Eastern Connecticut State University (CT)</td>
<td>4,631</td>
<td>5.5%</td>
<td>52.4%</td>
<td>20.0%</td>
<td>57.8%</td>
<td>37.8</td>
</tr>
<tr>
<td>2</td>
<td>Georgia State University (GA)</td>
<td>18,758</td>
<td>6.9%</td>
<td>48.2%</td>
<td>22.0%</td>
<td>59.4%</td>
<td>37.4</td>
</tr>
<tr>
<td>3</td>
<td>East Stroudsburg University of Pennsylvania (PA)</td>
<td>6,022</td>
<td>5.7%</td>
<td>57.9%</td>
<td>25.8%</td>
<td>56.1%</td>
<td>30.3</td>
</tr>
<tr>
<td>4</td>
<td>University of Utah (UT)</td>
<td>17,509</td>
<td>5.5%</td>
<td>56.4%</td>
<td>30.6%</td>
<td>59.6%</td>
<td>29.0</td>
</tr>
<tr>
<td>5</td>
<td>Clemson University (SC)</td>
<td>14,696</td>
<td>1.6%</td>
<td>76.2%</td>
<td>40.6%</td>
<td>69.0%</td>
<td>28.4</td>
</tr>
<tr>
<td>6</td>
<td>University of North Carolina at Charlotte (NC)</td>
<td>17,469</td>
<td>4.6%</td>
<td>55.2%</td>
<td>30.2%</td>
<td>55.2%</td>
<td>25.0</td>
</tr>
<tr>
<td>7</td>
<td>Central Washington University (WA)</td>
<td>9,798</td>
<td>7.7%</td>
<td>55.8%</td>
<td>38.1%</td>
<td>62.6%</td>
<td>24.5</td>
</tr>
<tr>
<td>8</td>
<td>University of Georgia (GA)</td>
<td>25,160</td>
<td>3.0%</td>
<td>79.8%</td>
<td>64.5%</td>
<td>87.3%</td>
<td>22.8</td>
</tr>
<tr>
<td>9</td>
<td>Virginia Commonwealth University (VA)</td>
<td>20,285</td>
<td>4.2%</td>
<td>50.4%</td>
<td>25.9%</td>
<td>48.7%</td>
<td>22.8</td>
</tr>
<tr>
<td>10</td>
<td>Millersville University of Pennsylvania (PA)</td>
<td>6,911</td>
<td>3.9%</td>
<td>61.1%</td>
<td>30.0%</td>
<td>52.0%</td>
<td>22.0</td>
</tr>
<tr>
<td>11</td>
<td>SUNY College at Oneonta (NY)</td>
<td>5,624</td>
<td>5.1%</td>
<td>64.6%</td>
<td>38.9%</td>
<td>60.8%</td>
<td>21.9</td>
</tr>
<tr>
<td>12</td>
<td>University of Maryland-Baltimore County (MD)</td>
<td>9,058</td>
<td>3.9%</td>
<td>57.3%</td>
<td>38.7%</td>
<td>60.5%</td>
<td>21.8</td>
</tr>
<tr>
<td>13</td>
<td>Washington State University (WA)</td>
<td>19,717</td>
<td>6.5%</td>
<td>69.0%</td>
<td>46.2%</td>
<td>67.8%</td>
<td>21.6</td>
</tr>
<tr>
<td>14</td>
<td>San Diego State University (CA)</td>
<td>24,084</td>
<td>23.5%</td>
<td>66.2%</td>
<td>40.8%</td>
<td>62.2%</td>
<td>21.4</td>
</tr>
</tbody>
</table>

# Biggest Gainers in Success for Black Students: Public Colleges and Universities

## Table 1b: Top 25 Gainers in Black Student Graduation Rates among Public Institutions, 2004-2010

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Undergrad FTE Fall 2009 Enrollment</th>
<th>% Black among Undergrad FTE Fall 2009 Enrollment</th>
<th>Overall Six-Year Grad Rate 2010</th>
<th>Black Six-Year Grad Rate 2004</th>
<th>Black Six-Year Grad Rate 2010</th>
<th>Change in Black Six-Year Grad Rates 2004-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>California University of Pennsylvania (PA)</td>
<td>6,735</td>
<td>6.8%</td>
<td>55.1%</td>
<td>27.5%</td>
<td>60.5%</td>
<td>33.0</td>
</tr>
<tr>
<td>2.</td>
<td>California State Polytechnic University-Pomona (CA)</td>
<td>17,806</td>
<td>3.5%</td>
<td>56.6%</td>
<td>24.3%</td>
<td>53.9%</td>
<td>28.6</td>
</tr>
<tr>
<td>3.</td>
<td>Towson University (MD)</td>
<td>15,903</td>
<td>12.2%</td>
<td>68.2%</td>
<td>51.2%</td>
<td>74.0%</td>
<td>22.8</td>
</tr>
<tr>
<td>4.</td>
<td>Appalachian State University (NC)</td>
<td>14,368</td>
<td>3.1%</td>
<td>65.9%</td>
<td>42.5%</td>
<td>64.8%</td>
<td>22.1</td>
</tr>
<tr>
<td>5.</td>
<td>University of North Carolina-Wilmington (NC)</td>
<td>10,855</td>
<td>4.6%</td>
<td>65.9%</td>
<td>40.0%</td>
<td>61.1%</td>
<td>21.4</td>
</tr>
<tr>
<td>6.</td>
<td>San Jose State University (CA)</td>
<td>20,294</td>
<td>4.9%</td>
<td>48.0%</td>
<td>23.9%</td>
<td>43.5%</td>
<td>19.6</td>
</tr>
<tr>
<td>7.</td>
<td>New Mexico State University-Main Campus (NM)</td>
<td>13,321</td>
<td>3.3%</td>
<td>44.7%</td>
<td>20.0%</td>
<td>39.1%</td>
<td>16.1</td>
</tr>
<tr>
<td>8.</td>
<td>Slippery Rock University of Pennsylvania (PA)</td>
<td>7,442</td>
<td>5.4%</td>
<td>60.6%</td>
<td>25.7%</td>
<td>44.1%</td>
<td>16.4</td>
</tr>
<tr>
<td>9.</td>
<td>Texas Tech University (TX)</td>
<td>22,786</td>
<td>4.7%</td>
<td>62.6%</td>
<td>47.0%</td>
<td>65.4%</td>
<td>16.4</td>
</tr>
<tr>
<td>10.</td>
<td>University of Louisville (KY)</td>
<td>13,146</td>
<td>12.5%</td>
<td>48.6%</td>
<td>24.4%</td>
<td>41.1%</td>
<td>16.7</td>
</tr>
<tr>
<td>11.</td>
<td>San Francisco State University (CA)</td>
<td>21,853</td>
<td>5.5%</td>
<td>48.0%</td>
<td>25.9%</td>
<td>41.9%</td>
<td>16.0</td>
</tr>
<tr>
<td>12.</td>
<td>SUNY College at Old Westbury (NY)</td>
<td>3,407</td>
<td>33.1%</td>
<td>39.4%</td>
<td>31.6%</td>
<td>47.8%</td>
<td>16.0</td>
</tr>
</tbody>
</table>

# Universities with No Black/White Graduation Rate Gaps

**Table 2b: Public Colleges at Which Black Student Graduation Rates Equal or Exceed Rates of White Students, 2004 and 2010**

<table>
<thead>
<tr>
<th>Rank</th>
<th>College Name</th>
<th>Undergrad FTE Fall 2009</th>
<th>% Black among Undergrad FTE Fall 2009</th>
<th>Black Six-Year Grad Rate 2004</th>
<th>White Six-Year Grad Rate 2004</th>
<th>Black Six-Year Grad Rate 2010</th>
<th>White Six-Year Grad Rate 2010</th>
<th>White-Black Grad-Rate Gap 2004</th>
<th>White-Black Grad-Rate Gap 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SUNY College at Old Westbury (NY)</td>
<td>3,467</td>
<td>33.1%</td>
<td>31.6%</td>
<td>18.2%</td>
<td>47.6%</td>
<td>28.2%</td>
<td>-13.4</td>
<td>-19.4</td>
</tr>
<tr>
<td>2</td>
<td>Stony Brook University (NY)</td>
<td>15,544</td>
<td>6.6%</td>
<td>62.5%</td>
<td>53.3%</td>
<td>71.3%</td>
<td>58.7%</td>
<td>-9.2</td>
<td>-12.6</td>
</tr>
<tr>
<td>3</td>
<td>University of California-Riverside (CA)</td>
<td>16,685</td>
<td>7.8%</td>
<td>68.3%</td>
<td>60.9%</td>
<td>72.2%</td>
<td>60.4%</td>
<td>-8.4</td>
<td>-11.8</td>
</tr>
<tr>
<td>4</td>
<td>Peabody University (VA)</td>
<td>7,551</td>
<td>5.5%</td>
<td>64.8%</td>
<td>56.0%</td>
<td>63.7%</td>
<td>56.7%</td>
<td>-9.0</td>
<td>-7.0</td>
</tr>
<tr>
<td>5</td>
<td>Georgia State University (GA)</td>
<td>18,750</td>
<td>33.0%</td>
<td>47.6%</td>
<td>36.5%</td>
<td>50.9%</td>
<td>44.5%</td>
<td>-11.1</td>
<td>-6.4</td>
</tr>
<tr>
<td>6</td>
<td>Old Dominion University (VA)</td>
<td>15,298</td>
<td>24.0%</td>
<td>45.0%</td>
<td>40.7%</td>
<td>52.6%</td>
<td>48.4%</td>
<td>1.7</td>
<td>-4.4</td>
</tr>
<tr>
<td>7</td>
<td>Sam Houston State University (TX)</td>
<td>13,005</td>
<td>16.4%</td>
<td>44.0%</td>
<td>38.1%</td>
<td>52.9%</td>
<td>49.0%</td>
<td>-4.9</td>
<td>-3.9</td>
</tr>
<tr>
<td>8</td>
<td>SUNY at Albany (NY)</td>
<td>12,584</td>
<td>10.2%</td>
<td>64.7%</td>
<td>61.3%</td>
<td>71.0%</td>
<td>67.1%</td>
<td>-3.4</td>
<td>-3.9</td>
</tr>
<tr>
<td>9</td>
<td>Kennesaw State University (GA)</td>
<td>17,107</td>
<td>12.3%</td>
<td>33.3%</td>
<td>30.6%</td>
<td>43.5%</td>
<td>40.0%</td>
<td>-2.7</td>
<td>-3.5</td>
</tr>
<tr>
<td>10</td>
<td>University of California-Santa Cruz (CA)</td>
<td>14,961</td>
<td>2.7%</td>
<td>78.2%</td>
<td>69.9%</td>
<td>75.6%</td>
<td>75.1%</td>
<td>-8.3</td>
<td>-0.5</td>
</tr>
<tr>
<td>11</td>
<td>Coastal Carolina University (SC)</td>
<td>7,399</td>
<td>14.7%</td>
<td>42.4%</td>
<td>38.8%</td>
<td>43.6%</td>
<td>43.2%</td>
<td>-3.6</td>
<td>-0.4</td>
</tr>
<tr>
<td>12</td>
<td>East Carolina University (NC)</td>
<td>19,414</td>
<td>14.2%</td>
<td>52.7%</td>
<td>53.7%</td>
<td>56.4%</td>
<td>56.2%</td>
<td>1.0</td>
<td>-0.2</td>
</tr>
<tr>
<td>13</td>
<td>Winthrop University (SC)</td>
<td>4,681</td>
<td>26.9%</td>
<td>63.5%</td>
<td>53.6%</td>
<td>54.4%</td>
<td>54.3%</td>
<td>-9.9</td>
<td>-0.1</td>
</tr>
<tr>
<td>14</td>
<td>University of North Carolina at Greensboro (NC)</td>
<td>14,412</td>
<td>22.5%</td>
<td>51.5%</td>
<td>51.0%</td>
<td>52.3%</td>
<td>53.1%</td>
<td>-0.5</td>
<td>0.8</td>
</tr>
<tr>
<td>15</td>
<td>Florida State University (FL)</td>
<td>28,738</td>
<td>10.2%</td>
<td>67.8%</td>
<td>65.7%</td>
<td>72.7%</td>
<td>74.1%</td>
<td>-2.1</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Bottom Line:

- So yes, we have to keep working to improve our high schools;
- And yes, government has to do its part;
- But we’ve got to focus on changing what our colleges do, too.
What can we learn from the fastest gainers?
1. Their leaders make sure student success is a campus-wide priority.
Improving student success isn’t all—or even mostly—about programs.

It’s about institutional culture that values success and that accepts responsibility.
Successful leaders honor and tap into institutional culture to privilege student success
In fact, successful leaders consistently treat faculty as problem solvers, not as problems to be solved.
2. They look at their data...and act.

Use of disaggregated data to spot problems and frame action is pervasive.
Successful institutions don’t just aim at the final goal—graduation—they concentrate on each step along the way, especially the early ones.
Keeping your eyes on both retention and credit accumulation
First-Year Retention vs. Credit Accumulation
The Silent Retention Problem

Georgia State University.

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PS. Don’t just LOOK at your data. The **ACT** part is really important.

Just having data doesn’t accomplish anything. Completion is about creating accountability for acting on those data.
3. Where can the data take you?
Successful institutions create clear, structured pathways to success.
Accounting is a limited-access major. To be admitted into accounting, you must have completed at least 52 hours, have earned a "C-" or better in the Admission Prerequisite Courses (CGS2100, MAC2233, ECO2013, ECO2023, ACG2021, & STA2023), and have the required overall GPA. Electives should focus on gaining additional exposure to the social and behavioral sciences and on improving communication and analytical reasoning skills. There are many specializations within the accounting field. Graduates can go on into challenging positions with only a bachelor's degree; however, many positions require a CPA certificate. Students planning to work as a CPA in Florida are required to complete a 5-year educational program and should plan on completing the master's degree in Accounting.

<table>
<thead>
<tr>
<th>Sample Schedule</th>
<th>Hrs</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1</td>
<td></td>
<td>Overall GPA 2.7 or higher</td>
</tr>
<tr>
<td>ENC1101 or higher English</td>
<td>3</td>
<td>Complete ENC1101</td>
</tr>
<tr>
<td>MAC1105 or higher mathematics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CGS2100, ECO2013, or ECO2023</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LS History/Humanities</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total hours</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>TERM 2</td>
<td></td>
<td>Overall GPA 2.8 or higher</td>
</tr>
<tr>
<td>ENC1102 or other second English</td>
<td>3</td>
<td>Complete 2 Admission Prerequisites</td>
</tr>
<tr>
<td>MAC2233</td>
<td>3</td>
<td>Complete ENC1102 or other second English</td>
</tr>
<tr>
<td>ECO2023, ECO2013, or CGS2100</td>
<td>3</td>
<td>Complete MAC2233</td>
</tr>
<tr>
<td>LS History/Humanities/Natural Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total hours</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>TERM 3</td>
<td></td>
<td>Overall GPA 2.9 or higher</td>
</tr>
<tr>
<td>ECO2023, ECO2013, or CGS2100</td>
<td>3</td>
<td>Complete 4 Admission Prerequisites</td>
</tr>
<tr>
<td>STA2023</td>
<td>3</td>
<td>Complete ACG2021</td>
</tr>
<tr>
<td>ACG2021</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LS History/Humanities/Natural Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total hours</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>TERM 4</td>
<td></td>
<td>Overall GPA 2.9 or higher</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Complete all 6 Admission Prerequisites</td>
</tr>
<tr>
<td>LS Humanities Literature</td>
<td>3</td>
<td>Satisfy CLAST</td>
</tr>
<tr>
<td>LS Social Science/History</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LS Natural Science with Lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total hours</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>
4. They take on Introductory and Developmental Classes

n/a
Drop-Failure-Withdrawal Rates
Mathematics

- Georgia State U 45%
- Louisiana State U 36%
- Rio CC 41%
- U of Alabama 60%
- U of Missouri-SL 50%
- UNC-Greensboro 77%
- UNC-Chapel Hill 19%
- Wayne State U 61%

Source: National Center for Academic Transformation
## Drop-Failure-Withdrawal Rates
### Other Disciplines

- Calhoun CC Statistics 35%
- Chattanooga State Psychology 37%
- Drexel U Computing 51%
- IUPUI Sociology 39%
- SW MN State U Biology 37%
- Tallahassee CC English Comp 46%
- U of Iowa Chemistry 25%
- U of New Mexico Psychology 39%
- U of S Maine Psychology 28%
- UNC-Greensboro Statistics 70%

Source: National Center for Academic Transformation
Of course, some of this may be about preparation. But clearly not all...
College Algebra Course Redesign: UNIVERSITY OF ALABAMA
SUCCESS RATES

- Fall 1998 • 47.1%
- Fall 1999 • 40.6%
- Fall 2000 • 50.2%
- Fall 2001 • 60.5%
- Fall 2002 • 63.0%
- Fall 2003 • 78.9%
- Fall 2004 • 76.2%
Also, totally eliminated black/white gap in course outcomes.

Same students.

Same preparation.

Different results.
Promising Approaches

• **Course Redesign;**

• **Corequisite Remediation:** Instead of placing students with weaker skills in separate Developmental courses, place into regular courses that:
  – Have built in supports on the side;
  – Include paired developmental course; or,
  – Meet 5 days/week.

• **Linked pathways in Math,** including Carnegie’s STATWAY and Dana Center’s MATHWAY.
5. Where else can the data take you? Successful institutions don’t hesitate to demand, require.
A lot of institutions know what works. And more and more of them are advising students to do those things.

But it turns out that “students don’t do optional.”
San Diego State University and University of Houston

- Similar Institutions
- Similar enrollment percentages of Latinos
- Similar SAT
## Different Results Over Time

<table>
<thead>
<tr>
<th></th>
<th>2002 Latino Graduation Rate</th>
<th>2006 Latino Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Houston</td>
<td>34.8%</td>
<td>41.1%</td>
</tr>
<tr>
<td>San Diego State</td>
<td>31.4%</td>
<td>54%</td>
</tr>
</tbody>
</table>
What do the folks at SDSU think made the difference?

1. Making services, supports more coherent.
2. Making what was optional, mandatory.
• Tennessee Technical Colleges: **Block schedules**, little choice, strong results. Now being expanded to TN Community Colleges, with very promising early results.

• **CUNY Accelerated Study in Associates Programs.**
The other place to push? 15 credit hours per semester.

Time (and our eagerness to be accommodating) can be the enemy.

Consider pricing, aid, block scheduling and other inducements.
6. They bring back the ones they lose.
University of New Mexico

Median SAT:  1010
% Pell:  31.4%
White:  49.8%
African American:  2.8%
Latino:  33.6%
American Indian:  6.6%
Overall 6 year grad rate:  41.6%
The Graduation Project

- Founder: David Stuart, Assoc Provost
- Insight: A lot of the students who leave without a degree leave pretty close—and in good standing.
- Core idea of project: Track them down and invite them back.
- Criteria: 2.0 gpa or better, at least 98 credits
- Universe: 3000
• Used credit company to track them down
• Offer:
  – shortened (and free) application for re-admission,
  – degree summary showing exactly which courses short,
  – priority enrollment in those courses, and
  – help with problems along the way.

  – Result: Of those 3000, 1800 now have degrees and 59 have graduate degrees.
For Community College Version, See “Project Win-Win” at IHEP.
In other words, **what institutions do** to help their students succeed **matters**.

**A lot.**
It’s really not about boldness of reform. It’s about intentionality and quality of execution.
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