

Advancing to Completion: Increasing degree attainment by improving graduation rates and closing gaps for Hispanic students

BY MARY NGUYEN, ERIN WARD BIBO, AND JENNIFER ENGLE

Concerns over the rising cost of college, crushing debt burdens, and lowered educational standards have unleashed a tsunami of mixed messages about the value of college. For some critics, this onslaught of conflicting signals is an opportunity to yell, “Hit the brakes! Enough with this college-for-all nonsense.” Instead, they argue, “college for some” is a more tenable solution.

By preying on the anxieties of students and families, these cynics are working against the progress postsecondary institutions in the United States have made in expanding access to higher education, including for our country’s underrepresented minority and low-income students. Given the rapidly changing demographics of our K-12 system, we cannot afford for this progress to falter. Consider this: Over the past 20 years, the proportion of white students in our public K-12 schools has decreased to just over half the total student enrollment, whereas the population of Hispanic students has almost doubled to nearly a quarter.¹ Yet, while nearly 40 percent of white 25- to 29-year-olds have attained at least a bachelor’s degree, attainment among young Hispanics is only one-third that rate.² These disparities are unacceptable. If America is to restore its status as first-in-the-world in degree attainment, colleges need to do more to ensure that all of their students — especially Hispanic students — graduate from college.

Fortunately, the evidence is unequivocal: Current trends in college graduation rates are not inevitable. We must not fall into the defeatist “college for some” frame of mind simply because the task at hand appears too difficult. We *know* that what colleges do matters. And we know that many schools have already increased success and closed graduation-rate gaps for underrepresented students. We simply need more colleges and universities to validate and replicate the equity-minded policies and practices of those institutions that are getting it done.

This study updates previous Education Trust briefs that looked at public, four-year colleges that successfully improved minority graduation rates and narrowed graduation-rate gaps.³ This new report examines which four-year, nonprofit colleges — public and private — have made the most improvements for Hispanic students (*see Figure 1 for the population of schools included in this study*).⁴ Because for-profit institutions are a distinct subset of colleges, we have explored trends in their outcomes in a separate report.⁵ In a companion brief, we profile colleges that have made the most progress for another important group of underrepresented students: African Americans. By highlighting this diverse set of institutions, we find that:

- Institutions can benchmark their progress toward producing more degrees in two ways: Some colleges can focus on making gains in graduation rates for their Hispanic students, while others can focus on closing gaps between Hispanic students and white students.
- The starting point doesn’t matter: Progress is possible for all types of institutions. Some can start by making substantial gains in graduation rates, while others can sustain previous progress made; still others can narrow gaps between Hispanic students and their white peers even if they’ve had large gaps in the past.
- Only when colleges institutionalize the policies and practices that make programs for underrepresented students successful will they bring about a transformative process that benefits all students, and Hispanic students in particular.

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TRENDS IN HISPANIC GRADUATION RATES

Over six years, graduation rates for Hispanic students in our study institutions have improved at roughly the same rate as those of the overall population: Figure 1 shows how from 2004 to 2010, Hispanic graduation rates increased by 3.5 percentage points, from 43.7 percent in 2004 to 47.2 percent in 2010. Similarly, the overall graduation rate improved by 3.3 percentage points, from 60.4 percent in 2004 to 63.7 percent in 2010.⁶

Though Hispanic graduation rates improved modestly overall, some differences remain beneath the averages: Figure 2 shows how Hispanic graduation rates increased at nearly two-thirds of the schools studied, yet declined at 1 in 3 schools. The graduation rate stayed the same at 6 in 100 schools.

But from a student's perspective, the statistics are more troubling because more than 40 percent of Hispanic students are attending institutions that did not make any improvements in their graduation rates. Considering the fact that these institutions made up only 35 percent of all schools, Hispanic students are thus disproportionately represented among institutions that made no improvements. Figure 2 illustrates the disparity between the fates

of schools — and of students — and shows how trends compare between sectors: On average, trends among private nonprofits are worse than those found in the public sector. While graduation rates declined in one out of three institutions, those institutions educate 40 percent of all Hispanic students who attend private colleges.

THE TOP GAINERS IN HISPANIC GRADUATION RATES

Despite these varied results by sector, many public and private colleges have shown that it is possible to substantially raise graduation rates for their Hispanic students without significantly reducing their enrollment of Hispanic students. This distinction is important because it's possible for some colleges to have improved their Hispanic graduation rates by becoming more exclusive and serving fewer Hispanic students. Since this is counterproductive to our collective degree attainment goals, we have eliminated from our "Top Gainer" analysis any college that served considerably fewer Hispanic students among the incoming freshmen it enrolled over the study period.⁷ Our top gainers saw, on average, nearly a 9-point boost in graduation rates for their Hispanic students, thereby setting a benchmark for other institutions. See Table 1 for the top 25 private, nonprofit gainers and top 25 public gainers.

Figure 1: Hispanic Graduation Rates Improve Modestly from 2004 to 2010, Similar to Overall Trend

	# of Institutions	Median SAT Fall 2009	Average Undergrad FTE Fall 2009 Enrollment	% Hispanic among Undergrad FTE Fall 2009	Hispanic Six-Year Grad Rate 2004	Hispanic Six-Year Grad Rate 2010	Change	Overall Six-Year Grad Rate 2004	Overall Six-Year Grad Rate 2010	Change
Overall	391	1116	10,323	21.7%	43.7%	47.2%	3.5	60.4%	63.7%	3.3
Public	228	1077	14,136	18.4%	43.8%	47.7%	3.9	57.9%	61.6%	3.7
Private (Nonprofit)	163	1177	4,989	26.4%	43.6%	45.8%	2.2	68.7%	71.1%	2.4

Sources: IPEDS and College Results Online data set.

Notes: The full sample for this analysis includes four-year, nonprofit, degree-granting institutions — public and private — receiving Title IV funds, and with complete graduation-rate data in both study years (2004 and 2010). The sample is also limited to institutions with a cohort of at least 30 Hispanic students in both study years. See Note 4 for more detail.



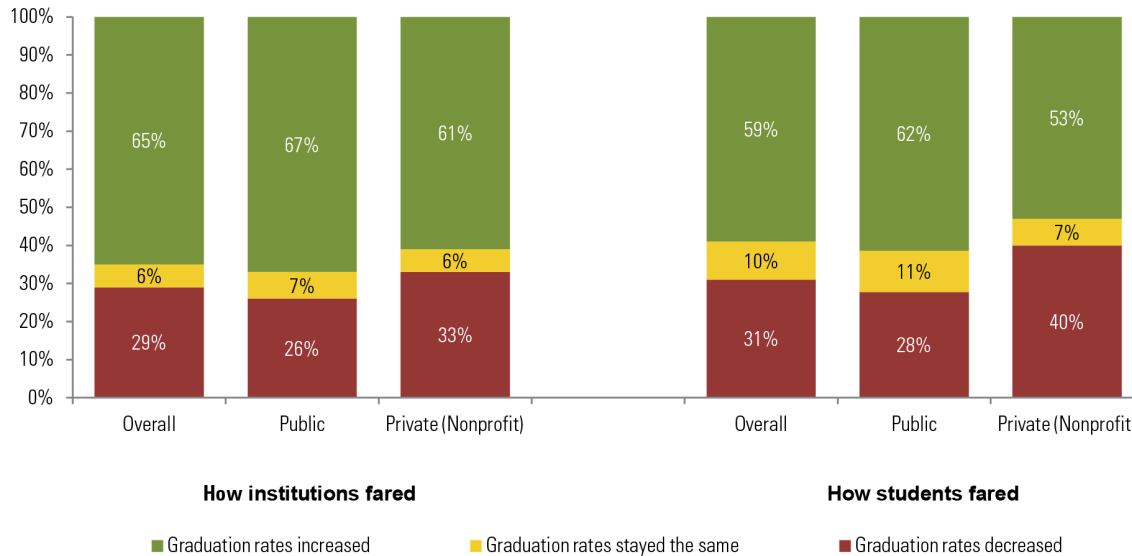
About College Results Online

College Results Online (www.collegeresults.org) is an interactive tool designed to provide information about graduation rates for most four-year colleges and universities. CRO allows users to:

- Examine 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.

Some colleges do a much better job of graduating students than others. At many colleges, significant gaps exist in graduation rates between white students and students of color. But some colleges are proving that low graduation rates — especially for minority students — are not inevitable.

Figure 2: Though the Majority of Institutions Improved Hispanic Graduation Rates, a High Proportion of Hispanic Students Attended Institutions that Did Not Improve Graduation Rates



Sources: IPEDS and College Results Online data set.

Notes: The full sample for this analysis includes four-year, nonprofit, degree-granting institutions — public and private — receiving Title IV funds and with complete graduation-rate data in both study years (2004 and 2010). The sample is also limited to institutions with a cohort of at least 30 Hispanic students in both study years. Colleges at which 2010 graduation rates were within +/- 1 percentage point of their 2004 rates were coded as "Same." "Hispanic students" refers to the number of Hispanic students in the 2004 freshmen cohort of first-time, full-time, degree-seeking students. See Note 4 for more detail.

WHICH ARE THE TOP GAINERS?

It is not inevitable for institutions to have low graduation rates for Hispanic students. **Stephen F. Austin State University**, a public master's college in East Texas, graduated 23.3 percent of its Hispanic students in six years in 2004. By 2010, graduation rates for Hispanic students rose more than 16 points, to 40.1 percent. **Virginia Commonwealth University (VCU)**, a school profiled in our companion brief for making gains in graduation rates for black students, has made similar gains for its Hispanic students: Graduation rates have increased more than 20 points to 48.7 percent in 2010. Some schools can even increase graduation rates for Hispanic students by nearly 40 percentage points through a long process of intentional change. **Georgia State University**, a previously designated top gainer and top gap-closer, for example, has sustained progress over time to increase Hispanic graduation rates from 22 percent in 2004 to 59.4 percent in 2010.⁸

Likewise, several other institutions in the **University System of Georgia** proved that they could sustain forward momentum in Hispanic graduation rates into 2010. Designated top gainers in our 2010 brief, **Georgia**

The Access to Success Initiative (A2S) is a project of the National Association of System Heads (NASH) and The Education Trust. A2S works with 22 public higher education systems that have pledged to cut in half the college-going and graduation gaps for low-income and minority students by 2015. Together, these institutions serve more than 3.5 million students.

Each participating A2S system sets its own improvement targets and agrees to a common set of metrics to evaluate progress. Findings in the just-released midterm report on A2S, "Replenishing Opportunity in America," include:

- **Enrollment figures and degrees conferred have increased, with improvements largely driven by African-American, Latino, American-Indian, and low-income students.**
- **At two-year colleges, there are no access gaps for low-income and minority students, relative to their representation among high school graduates in their state.**
- **At four-year institutions, the access gap for low-income freshmen has been cut in half and has closed for low-income transfer students.¹³**

Southern University and the **University of Georgia** join Georgia State University in continuing to improve their Hispanic student graduation rates. What’s notable about these colleges is that they serve a wide range of students, in terms of academic preparation, and they have all nearly doubled their undergraduate enrollment of Hispanic students from 2004 and 2010. These institutions all show that it is possible to serve greater numbers of Hispanic students and to help them perform well.

Our Top Gainers lists also include five Hispanic-Serving Institutions (HSIs) and five emerging HSIs.⁹ Unlike Historically Black Colleges and Universities (HBCUs), which began with the explicit mission of serving African-American students, most HSIs are defined primarily by their Hispanic, full-time equivalent, undergraduate enrollment (greater than or equal to 25 percent).¹⁰

Saint Edward’s University, a private Catholic college in Texas, is one example of an HSI making consistent improvements. In 2010, we profiled Saint Edward’s for having small gaps, and it has continued to improve by raising its Hispanic graduation rate by 15 percentage points since 2004.¹¹ **San Diego State University**, an example of an emerging HSI where Hispanic enrollment is approaching 25 percent, is also graduating Hispanic students in greater numbers than ever before: Its graduation rates have increased steadily from 40.8 percent in 2004 to 62.2 percent in 2010.

Notably, **San Diego State** belongs to the **California State University (CSU) System**, a system we highlighted in our companion brief for making strong gains across most of its institutions in African-American graduation rates,

and for participating in The Education Trust’s Access to Success Initiative (*see A2S, pg. 3*). In particular, San Diego State has stood out among CSU campuses for cutting both *access* gaps and *success* gaps among underrepresented minority students, and for raising graduation rates and narrowing gaps between low-income students and their peers. Campus leaders attribute their improvement to fostering a culture of success that raised expectations of students (by making orientation mandatory, force-registering students into gateway courses, and advising students to take a full-credit course load), putting in place critical supports so that student success was no longer left to chance, and structuring second chances, when necessary.¹²

TRENDS IN GAP-CLOSING FOR HISPANIC STUDENTS

Colleges can also benchmark their progress toward increased degree attainment by tracking the gaps in their completion rates for Hispanic students and white students. When we examine trends in gap-closing across the study institutions, after excluding any school that did not serve significant populations of white students in both study years, we find that gaps — while still substantial — have generally narrowed between white students and Hispanic students.¹⁴ The overall gap has modestly narrowed from 2004 to 2010, since graduation rates increased slightly more for Hispanic students at the schools that met these criteria than for white students (*see Figure 3*). Today, there is a 14-point gap between Hispanic and white students across study institutions.

These positive trends for Hispanic students were possible because the number of schools that improved or had no gaps to begin with outnumbered those that had gotten

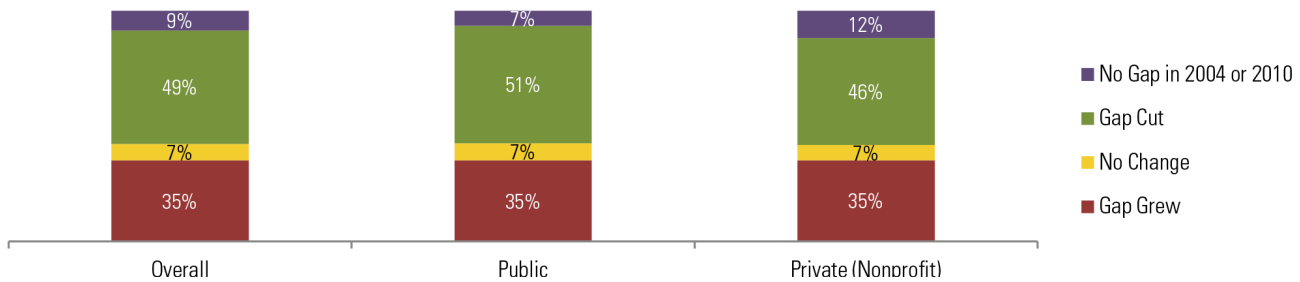
Figure 3: Graduation-Rate Gaps between Hispanic Students and White Students Have Narrowed Modestly

	# of Institutions	Hispanic Six-Year Grad Rate 2004	White Six-Year Grad Rate 2004	Hispanic Six-Year Grad Rate 2010	White Six-Year Grad Rate 2010	White-Hispanic Grad-Rate Gap 2004	White-Hispanic Grad-Rate Gap 2010	Gap Change 2004-2010
Overall	348	48.3%	64.0%	53.1%	67.4%	15.7	14.3	-1.4
Public	214	44.0%	61.1%	49.5%	64.8%	17.1	15.3	-1.8
Private (Nonprofit)	134	62.7%	74.8%	67.4%	77.6%	12.1	10.2	-1.9

Sources: IPEDS and College Results Online data set.

Notes: The sample for the gap-closing analysis is limited to the four-year, nonprofit, degree-granting institutions — public and private — receiving Title IV funds with complete graduation-rate data in both study years (2004 and 2010), and a cohort of at least 30 Hispanic and 30 white undergraduate students in both study years, which is a subset of the full study sample. Since this differs from the full sample of schools featured in Figure 1, different graduation rates are displayed. See Note 14 for more detail.

Figure 4: Graduation Gaps Improve or Remain Small for Hispanic Students at Majority of Colleges



Sources: IPEDS and College Results Online data set.

Notes: The sample for the gap-closing analysis is limited to the four-year, nonprofit, degree-granting institutions — public and private — receiving Title IV funds with complete graduation-rate data in both study years (2004 and 2010), and a cohort of at least 30 Hispanic and 30 white undergraduate students in both study years, which is a subset of the full study sample. Colleges at which 2010 gaps were within +/- 1 percentage point of their 2004 gaps were coded as “No Change.” Colleges with “No Gap in 2004 or 2010” had either higher graduation rates for Hispanic students than white students or a difference between Hispanic and white graduation rates within 2 percentage points. See Note 14 for more detail.

worse or made no change. Figure 4 also shows how the distribution of progress on gap-closing compares between sectors.

In addition, Figure 4 highlights a segment of schools that consistently post equitable success rates for their Hispanic and white students. Of these “no-gap” schools, 14 colleges (four public and 10 private) are highlighted in Table 2. Even though none of these schools had gaps to begin with, colleges like the University of California–Riverside and Loyola Marymount University, both “Small Gap” schools from 2010, show that graduation rates can continue to improve or remain steady for Hispanic students and their peers.¹⁵

WHICH ARE THE TOP GAP-CLOSERS?

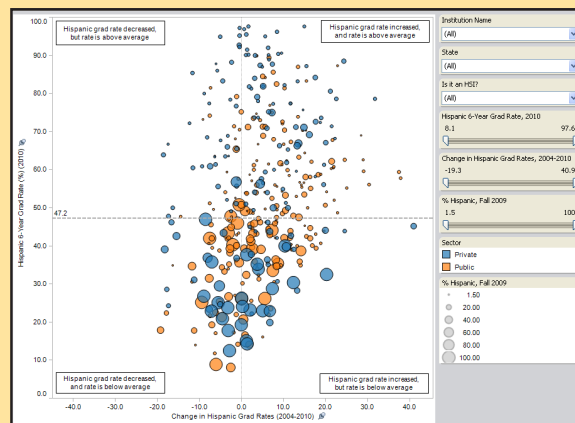
Gaps can close in a variety of ways, not all of them productive. Gaps can close, for instance, if the success rates of white students decline. Or they could close if schools become more exclusive over time and serve significantly fewer Hispanic students. As a result, our top gap-closer analysis refines our sample by only including colleges that did not grow more exclusive over time, while making gains in graduation rates for Hispanic students and keeping graduation rates for white students steady or improving.¹⁶

Gaps separating Hispanic students and white students have narrowed more than 7 percentage points across all top gap-closer schools (see Table 3 for the top 25 private gap-closers and top 25 public gap-closers).

As we might expect, the majority of top gap-closers were also top gainers. Some of these institutions have made remarkable progress even though they once had large gaps.

How Are We Doing?

Our “Top Gainers and Top Gap-Closers” lists only provide the 25 four-year institutions (including private nonprofit and public) making the highest gains in Hispanic graduation rates and in closing the graduation-rate gap between Hispanic and white students. To see how other institutions in the study performed, in terms of Hispanic graduation rates and graduation-rate gaps from 2004 to 2010, visit the Ed Trust’s new interactive tool at www.edtrust.org/gainersclosershispanic.



Texas Christian University, for example, was designated a “Big Gap” private school in our 2010 brief.¹⁷ From 2004 to 2010, Texas Christian managed to increase its Hispanic student graduation rate by nearly 20 points, to 73.6 percent, closing the gap with white students.

Also, nearly 45 percent of top gap-closer institutions have succeeded in matching the success goal systems in our A2S initiative strive to meet, which is to cut graduation-rate gaps in half by no later than 2015. These institutions include the **University of Kansas**, a 2010 gap-closer, for narrowing its gap by 60 percent. What’s even more impressive are the other 50 percent of top gap-closers that have managed to eliminate their gaps completely. **Washington State University**, for example, cut its 16-point gap in 2004 to 2 points in 2010. To learn how some schools have managed to close their gaps completely, let’s see what their leaders have to say.

Stony Brook University, a research university in the SUNY system, is one example. From 2004 to 2010, graduation rates increased for Hispanic students by more than 16 points, from 41.8 percent to 58.1 percent. In so doing, they have completely closed an 11.5 percentage point gap with white students over six years. Stony Brook, remarkably, has also consistently achieved equitable success for its black students, who have outperformed their white peers nearly every year from 2004 to 2010. What could explain such significant progress at a school with more than 15,000 undergraduates, where over a third receive Pell Grants and 15 percent come from underrepresented minority backgrounds?

It turns out that Stony Brook has succeeded in creating “communities of engagement that empower students and involve faculty,” explains David Ferguson, chair of the Department of Technology and Society, and director of the STEM Smart Programs. These communities are manifest in strong support programs, particularly in the STEM fields, that target low-income and first-generation students and that engage minority students rather than isolate and marginalize them, Ferguson says.

The Educational Opportunity Program (EOP) at Stony Brook, for example, has received wide attention for helping its nearly 600 low-income students and students of color gain access to — and graduate from — college.¹⁸ Started in 1968 on the Stony Brook campus, EOP belongs to a state-sponsored program created to provide access to

higher education for economically disadvantaged students who possess the potential to go to college but whose high school experience has not fully prepared them to succeed in college. EOP provides an array of support services, including a five-week summer “boot camp” program, personal counseling and academic advising at least three times a semester, and a mandatory study skill workshop for students falling behind, which includes an academic success contract to get back on track.

Cheryl Hamilton, EOP director, describes the EOP community as a family of students whose members extend out into the university as campus leaders and who become role models for other students. Students echo this familial sentiment: “The counselors are always there for support. It’s not like I’m a number. ... Each advisor knows you by your first, middle, and last name. They call me on my birthday. [Stony Brook] wouldn’t be the same experience without it.”

In the end, these intensive services pay off: Even though EOP students enter college less academically prepared than their peers, they end up graduating at higher rates than other Stony Brook students.¹⁹

Stony Brook’s laser focus on science and technology has also translated into a multitude of STEM programs serving a considerable number of students that aim to increase diversity in STEM education and careers. STEM Smart, the umbrella outreach program at Stony Brook, includes over 10 programs funded by the National Science Foundation, the National Institutes for Health, and NASA, among others. These programs provide mentors, internship and research opportunities, career preparation workshops, and tutoring services for students all along the STEM pipeline from middle school to Ph.D. Like EOP, students in these outreach programs tend to have retention and completion rates substantially higher than the institution as a whole. For example, 80 percent of a recent cohort of LSAMP (Louis Stokes Alliance for Minority Participation) students received their bachelor’s degrees within four years.²⁰ LSAMP has achieved this by providing a four-year curriculum that aims to increase the numbers of underrepresented minority students pursuing degrees in STEM majors and doctoral degrees in the LSAMP Bridge to the Doctorate program. The bridge program then provides students with a full NSF fellowship, health insurance, and tuition and fees for the first two years of graduate study.

"A main limitation of these programs, however, is that they have not yet achieved transformative potential," Ferguson says. "There have been a lot of people doing a lot of great things, but the next step is to talk about institutional sustainability. Similar to how there is an infrastructure that supports the university's research agenda, we need an infrastructure to support diversity to move our institution forward." Ferguson concludes that the classroom is where real transformation happens. He argues for helping faculty embrace the kinds of active and collaborative learning strategies employed in the various programs that engage students in their studies in meaningful ways. To that end, a core group of faculty in the sciences — Chemistry, Biology, and Physics — has begun implementing "scientific teaching," a pedagogical method in which teaching and learning are approached with the same rigor as science itself. The express aim of the method is to inspire a larger, more diverse population of college students to pursue majors and careers in science, a goal to which Stony Brook is well-positioned to contribute both locally and nationally.²¹

Leaders at **Texas Tech University**, located in Lubbock, Texas, say their campus has found a way to institutionalize their efforts to increase equity and excellence. Like Stony Brook, Texas Tech is a public research university serving more than 24,000 undergraduates, a quarter of whom are Pell recipients and one-fifth of whom come from underrepresented minority backgrounds. Moreover, the Hispanic undergraduate population at Texas Tech has grown more than 30 percent from 2004 to 2010, to approximately 14 percent of undergraduate students in 2010. While Texas Tech has not yet completely closed the gap for Hispanic students, it's pretty close: Only 4 percentage points separate the difference in graduation rates for Hispanic students and their white peers, and black students outperform their white peers. Over six years, Texas Tech has managed to raise graduation rates for Hispanic students more than 18 points, from 40.5 percent in 2004 to 58.7 in 2010. As a result, the university's gap in 2010 is roughly one-quarter the size of its 2004 gap. The key to its success? "Organizational leverage," says Juan Muñoz, the vice president for Institutional Diversity, Equity, and Community Engagement, and vice provost for Undergraduate Education and Student Affairs.

At Texas Tech, organizational leverage means a visible presence in the administrative leadership to represent diversity concerns. "A spokesperson to be held accountable on issues of diversity and equity at an executive administrative level,"

Muñoz explains. Like Stony Brook, Texas Tech originally had discrete and dispersed programs but no discernible organizational structure under which to aggregate them. Guy Bailey, president of Texas Tech from 2009 to 2012, was once a first-generation college student, and subsequently approved a proposal for the Division of Institutional Diversity, Equity, and Community Engagement. He appointed Muñoz vice president to provide leverage to the intentional recruitment, support, and persistence and graduation of diverse students. As a result, the division has provided the administrative assets necessary to work across the entire campus to create a climate that supports efforts and initiatives to advance equity and excellence at Texas Tech. Even Muñoz's title symbolically endorses the institution's intention to link support for affirming diversity as essential to undergraduate education, says Valerie Paton, the vice provost for Planning and Assessment.

What's even more vital is the notion of "critical mass," as manifest in a diverse student body, in faculty, and in decision makers, Paton stresses. She underscores the importance of a critical mass in decision makers, including a strong diversity advocate in Senior Vice President and Provost Bob Smith, which helps change the university's strategic plan and the programs that emanate from it, and results in a campus culture that fully supports and affirms diverse students. Muñoz stresses the significance of a critical mass among faculty who are explicitly hired and trained to be "retention agents." In establishing this critical mass, Texas Tech wanted to create "such intentional redundancy, to make diversity so common, so routine, so that it would become part of the normative fabric of the campus," Muñoz says.

Paton credits the impetus for change to leadership and vision not only from the institution's administrators but also from Texas policymakers for instituting a statewide strategic plan to close gaps in participation, success, excellence, and research by 2015. Notably, the Texas Higher Education Coordinating Board emphasized state financial resources and "institutional creativeness and initiative to meet institutional targets for 2005, 2010, and 2015."²² The state then developed a performance system to provide the public with an annual progress report to help identify successful institutions and encourage them to share their strategies with others. A closer look reveals carefully documented actual and target benchmarks in the number of overall credentials, and by race and degree for every institution.

“Supporting the values of equity, diversity, and the success of underrepresented students is embedded in the strategic plan of the institution as a whole,” Munoz concludes. “It’s not a compensatory program. We do this to help the institution, the state, and the country. It’s not a zero-sum game; it benefits all.”

As the leaders of these institutions suggest, having discrete programs for underrepresented students may be a necessary, but not sufficient, condition for improving student success. But, institutionalizing the policies and practices that make these programs successful can bring about a transformative process that benefits all students, especially black and Hispanic students. Our case studies of Stony Brook and Texas Tech universities show that progress can be made everywhere and for all groups of students: They can start small, then grow larger into the overarching strategic plans of a university. Figure 5 highlights the schools

along this spectrum that have made significant progress in narrowing graduation-rate gaps for both African-American students and white students, and for Hispanic students and white students.

The institutions listed in Figure 5 show that the stagnant status quo of large gaps is not an acceptable benchmark for progress. These institutions prove that the “college for some” mentality is an outdated excuse that does nothing to preserve the democracy, stability, and upward mobility of a country changing right before our eyes. These institutions show it’s possible to work toward ensuring *equitable* success for all students. It is now incumbent upon other colleges and universities to validate the lessons and replicate the efforts of successful institutions. Doing so will help our increasingly diverse nation reclaim its status as the international leader in educational attainment. ■

Figure 5: Top Graduation-Rate Gap-Closers for Black Students and Hispanic Students

Institution Name	Sector	Location	Carnegie Classification
California Polytechnic State University—San Luis Obispo	Public	San Luis Obispo, CA	Master’s
Pennsylvania State University—Main Campus	Public	University Park, PA	Research
Rensselaer Polytechnic Institute	Private	Troy, NY	Research
Texas Tech University	Public	Lubbock, TX	Research
Texas Wesleyan University	Private	Fort Worth, TX	Master’s
Virginia Commonwealth University	Public	Richmond, VA	Research

Table 1a: Top 25 Gainers in Hispanic Student Graduation Rates among Private Institutions, 2004-2010

	Undergrad FTE Fall 2009 Enrollment	% Hispanic among Undergrad FTE Fall 2009 Enrollment	Overall Six-Year Grad Rate 2010	Hispanic Six-Year Grad Rate 2004	Hispanic Six-Year Grad Rate 2010	Change in Hispanic Six-Year Grad Rates 2004-2010
1. Texas Wesleyan University (TX)	1,381	21.6%	35.8%	4.3%	45.2%	40.9
2. Seattle University (WA)	4,143	7.6%	75.3%	46.9%	78.6%	31.7
3. Dowling College (NY)	2,544	9.3%	38.9%	19.4%	43.9%	24.5
4. Occidental College (CA)	1,962	13.2%	84.7%	64.2%	88.5%	24.3
5. Chapman University (CA)	4,335	9.5%	70.2%	56.1%	78.6%	22.5
6. Northeastern University (MA)	17,052	4.8%	76.7%	46.0%	68.2%	22.2
7. Point Loma Nazarene University (CA)	2,333	12.1%	83.6%	59.5%	80.6%	21.1
8. Caribbean University-Ponce (PR)	972	100.0%	32.5%	12.3%	32.5%	20.2
9. University of Redlands (CA)	2,930	14.8%	64.2%	47.1%	67.1%	20.0
10. Southwestern Adventist University (TX)	707	25.7%	42.4%	24.2%	44.1%	19.9
11. Adelphi University (NY)	4,518	7.4%	67.8%	41.7%	61.3%	19.6
12. Texas Christian University (TX)	7,431	9.5%	73.8%	54.7%	73.6%	18.9
13. Brigham Young University (UT)	28,947	3.9%	78.1%	53.7%	72.4%	18.7
14. Manhattanville College (NY)	1,762	16.8%	62.7%	55.0%	72.6%	17.6
15. Rochester Institute of Technology (NY)	12,200	4.7%	65.6%	40.7%	58.2%	17.5
16. University of Dallas (TX)	1,287	14.9%	74.1%	66.7%	84.2%	17.5
17. Dominican University (IL)	1,773	25.3%	64.9%	53.1%	69.2%	16.1
18. Vassar College (NY)	2,413	7.3%	93.3%	71.8%	87.2%	15.4
19. University of Pennsylvania (PA)	10,876	6.1%	95.5%	82.7%	97.6%	14.9
20. Saint Edward's University (TX)	3,765	30.1%	68.5%	56.3%	71.1%	14.8
21. University of La Verne (CA)	2,855	35.9%	70.2%	53.4%	66.9%	13.5
22. Boston University (MA)	17,301	7.0%	82.8%	69.9%	83.2%	13.3
23. Wayland Baptist University (TX)	2,100	20.4%	42.0%	15.1%	28.3%	13.2
24. Drexel University (PA)	11,706	3.4%	68.2%	46.6%	59.6%	13.0
25. California Lutheran University (CA)	2,199	15.7%	65.2%	58.3%	71.2%	12.9

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

	Undergrad FTE Fall 2009 Enrollment	% Hispanic among Undergrad FTE Fall 2009 Enrollment	Overall Six-Year Grad Rate 2010	Hispanic Six-Year Grad Rate 2004	Hispanic Six-Year Grad Rate 2010	Change in Hispanic Six-Year Grad Rates 2004-2010
1. Eastern Connecticut State University (CT)	4,631	5.5%	52.4%	20.0%	57.8%	37.8
2. Georgia State University (GA)	18,758	6.9%	48.2%	22.0%	59.4%	37.4
3. East Stroudsburg University of Pennsylvania (PA)	6,022	5.7%	57.9%	25.8%	56.1%	30.3
4. University of Utah (UT)	17,509	5.5%	56.4%	30.6%	59.6%	29.0
5. Clemson University (SC)	14,696	1.6%	76.2%	40.6%	69.0%	28.4
6. University of North Carolina at Charlotte (NC)	17,469	4.6%	55.2%	30.2%	55.2%	25.0
7. Central Washington University (WA)	9,798	7.7%	55.8%	38.1%	62.6%	24.5
8. University of Georgia (GA)	25,160	3.0%	79.8%	64.5%	87.3%	22.8
9. Virginia Commonwealth University (VA)	20,285	4.2%	50.4%	25.9%	48.7%	22.8
10. Millersville University of Pennsylvania (PA)	6,911	3.9%	61.1%	30.0%	52.0%	22.0
11. SUNY College at Oneonta (NY)	5,624	5.1%	64.6%	38.9%	60.8%	21.9
12. University of Maryland-Baltimore County (MD)	9,058	3.9%	57.3%	38.7%	60.5%	21.8
13. Washington State University (WA)	19,717	6.5%	69.0%	46.2%	67.8%	21.6
14. San Diego State University (CA)	24,084	23.5%	66.2%	40.8%	62.2%	21.4
15. West Chester University of Pennsylvania (PA)	11,203	3.1%	65.3%	39.0%	60.3%	21.3
16. Grand Valley State University (MI)	19,250	3.1%	61.1%	34.0%	54.2%	20.2
17. SUNY at Purchase College (NY)	3,818	11.2%	55.0%	30.8%	50.7%	19.9
18. Georgia Southern University (GA)	15,361	3.2%	45.0%	24.3%	43.9%	19.6
19. Illinois State University (IL)	17,656	4.6%	71.0%	40.0%	58.8%	18.8
20. Rhode Island College (RI)	6,522	5.2%	46.4%	21.9%	40.7%	18.8
21. Texas Tech University (TX)	22,786	14.1%	62.6%	40.5%	58.7%	18.2
22. University of Colorado Denver (CO)	9,247	11.6%	42.1%	21.7%	39.4%	17.7
23. SUNY College at Buffalo (NY)	9,127	5.3%	46.8%	25.5%	43.1%	17.6
24. Stephen F. Austin State University (TX)	10,207	10.2%	44.6%	23.3%	40.1%	16.8
25. Rowan University (NJ)	8,778	7.8%	70.0%	45.5%	62.1%	16.6

Sources: IPEDS and College Results Online data set.

Notes: The full sample for this analysis includes four-year, nonprofit, degree-granting institutions — public and private — receiving Title IV funds and with complete graduation-rate data in both study years (2004 and 2010). The sample is also limited to institutions with a cohort of at least 30 Hispanic students in both study years. The sample for the analysis in Table 1 also excludes institutions that served significantly fewer Hispanic students, a relative decline of 20 percent or more, among incoming freshmen in the study years (incoming 1998 and 2004). See Note 4 for more detail.

Table 2a: Private Colleges at Which Hispanic Student Graduation Rates Equal or Exceed Rates of White Students, 2004 and 2010

	Undergrad FTE Fall 2009 Enrollment	% Hispanic among Undergrad FTE Fall 2009 Enrollment	Hispanic Six-Year Grad Rate 2004	White Six-Year Grad Rate 2004	Hispanic Six-Year Grad Rate 2010	White Six-Year Grad Rate 2010	White-Hispanic Grad-Rate Gap 2004	White-Hispanic Grad-Rate Gap 2010
1. American University (DC)	6,485	5.1%	82.1%	73.2%	87.0%	80.5%	-8.9	-6.5
2. University of San Francisco (CA)	5,380	14.3%	64.9%	60.6%	70.9%	66.5%	-4.3	-4.4
3. Saint Edward's University (TX)	3,765	30.1%	56.3%	50.0%	71.1%	67.4%	-6.3	-3.7
4. Pepperdine University (CA)	3,181	11.0%	80.0%	78.1%	81.8%	78.8%	-1.9	-3.0
5. Duke University (NC)	6,559	6.5%	96.3%	94.5%	96.9%	94.4%	-1.8	-2.5
6. Harvard University (MA)	8,242	7.4%	97.7%	96.9%	97.2%	97.1%	-0.8	-0.1
7. Loyola Marymount University (CA)	5,626	19.1%	75.4%	73.4%	79.1%	79.4%	-2.0	0.3
8. University of Southern California (CA)	16,314	13.2%	80.4%	82.2%	87.7%	89.0%	1.8	1.3
9. University of Notre Dame (IN)	8,361	9.6%	95.7%	96.2%	95.2%	97.0%	0.5	1.8
10. University of Chicago (IL)	5,079	9.3%	85.7%	86.3%	92.0%	94.0%	0.6	2.0

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

	Undergrad FTE Fall 2009 Enrollment	% Hispanic among Undergrad FTE Fall 2009 Enrollment	Hispanic Six-Year Grad Rate 2004	White Six-Year Grad Rate 2004	Hispanic Six-Year Grad Rate 2010	White Six-Year Grad Rate 2010	White-Hispanic Grad-Rate Gap 2004	White-Hispanic Grad-Rate Gap 2010
1. University of California-Riverside (CA)	16,665	29.0%	66.7%	60.9%	65.4%	60.4%	-5.8	-5.0
2. University of Connecticut-Tri-Campus (CT)	2,080	11.2%	52.6%	46.2%	53.8%	49.9%	-6.4	-3.9
3. SUNY at New Paltz (NY)	6,093	9.4%	55.6%	51.1%	67.3%	66.0%	-4.5	-1.3
4. California State University-Stanislaus (CA)	5,621	32.4%	50.9%	43.1%	50.8%	52.1%	-7.8	1.3

Sources: IPEDS and College Results Online data set.

Notes: These colleges are listed here because their Hispanic student graduation rate, in both 2004 and 2010, was either higher than their white student graduation rate, or the white-Hispanic graduation-rate gap was less than or equal to 2 percentage points. The sample for the gap-closing analysis is limited to the four-year, nonprofit, degree-granting institutions — public and private — receiving Title IV funds with complete graduation-rate data in both study years (2004 and 2010), and a cohort of at least 30 Hispanic and 30 white undergraduate students in both study years, which is a subset of the full study sample. The sample for the analysis in Table 2 also excludes institutions that served significantly fewer Hispanic students, a relative decline of 20 percent or more, among incoming freshmen in the study years (incoming 1998 and 2004), as well as institutions at which graduation rates among white students declined by more than 1 percentage point from 2004 to 2010. Only institutions with Hispanic graduation rates exceeding the 2010 six-year public- and private-sector average rate in Figure 3 are listed here. See Note 14 for more detail.

Table 3a: Top 25 Graduation-Rate Gap-Closers among Private Institutions, 2004-2010

	Undergrad FTE Fall 2009 Enrollment	% Hispanic among Undergrad FTE Fall 2009 Enrollment	Hispanic Six-Year Grad Rate 2004	White Six-Year Grad Rate 2004	Hispanic Six-Year Grad Rate 2010	White Six-Year Grad Rate 2010	White- Hispanic Grad-Rate Gap 2004	White- Hispanic Grad-Rate Gap 2010	Gap Change 2004-2010
1. Seattle University (WA)	4,143	7.6%	46.9%	70.1%	78.6%	73.3%	23.2	-5.3	-28.5
2. Texas Wesleyan University (TX)	1,381	21.6%	4.3%	24.0%	45.2%	36.7%	19.7	-8.5	-28.2
3. University of Redlands (CA)	2,930	14.8%	47.1%	62.2%	67.1%	62.0%	15.1	-5.1	-20.2
4. Chapman University (CA)	4,335	9.5%	56.1%	66.6%	78.6%	70.0%	10.5	-8.6	-19.1
5. University of Dallas (TX)	1,287	14.9%	66.7%	75.6%	84.2%	74.7%	8.9	-9.5	-18.4
6. Dominican University (IL)	1,773	25.3%	53.1%	66.7%	69.2%	67.8%	13.6	-1.4	-15.0
7. Occidental College (CA)	1,962	13.2%	64.2%	76.0%	88.5%	85.6%	11.8	-2.9	-14.7
8. University of Pennsylvania (PA)	10,876	6.1%	82.7%	94.2%	97.6%	95.7%	11.5	-1.9	-13.4
9. Texas Christian University (TX)	7,431	9.5%	54.7%	67.8%	73.6%	74.9%	13.1	1.3	-11.8
10. Rochester Institute of Technology (NY)	12,200	4.7%	40.7%	60.2%	58.2%	66.5%	19.5	8.3	-11.2
11. California Lutheran University (CA)	2,199	15.7%	58.3%	64.2%	71.2%	67.8%	5.9	-3.4	-9.3
12. Vassar College (NY)	2,413	7.3%	71.8%	87.2%	87.2%	93.6%	15.4	6.4	-9.0
13. Brigham Young University (UT)	28,947	3.9%	53.7%	69.4%	72.4%	79.6%	15.7	7.2	-8.5
14. Syracuse University (NY)	13,272	7.2%	65.8%	81.2%	77.4%	84.5%	15.4	7.1	-8.3
15. Boston College (MA)	9,827	7.7%	81.7%	91.8%	90.4%	92.7%	10.1	2.3	-7.8
16. Rensselaer Polytechnic Institute (NY)	5,610	6.1%	69.8%	82.1%	77.3%	82.4%	12.3	5.1	-7.2
17. Cornell University (NY)	13,923	5.9%	83.7%	93.6%	90.1%	93.2%	9.9	3.1	-6.8
18. Johnson & Wales University (RI)	8,970	6.5%	40.8%	53.2%	51.3%	57.0%	12.4	5.7	-6.7
19. Fordham University (NY)	7,563	13.2%	68.8%	79.8%	75.2%	79.6%	11.0	4.4	-6.6
20. Wesleyan University (CT)	2,778	8.6%	87.8%	92.2%	96.2%	94.6%	4.4	-1.6	-6.0
21. Biola University (CA)	3,704	12.1%	51.2%	62.8%	61.9%	67.6%	11.6	5.7	-5.9
22. Boston University (MA)	17,301	7.0%	69.9%	75.0%	83.2%	83.0%	5.1	-0.2	-5.3
23. Northeastern University (MA)	17,052	4.8%	46.0%	60.9%	68.2%	78.3%	14.9	10.1	-4.8
24. Southwestern Adventist University (TX)	707	25.7%	24.2%	31.1%	44.1%	46.2%	6.9	2.1	-4.8
25. Santa Clara University (CA)	5,125	14.9%	83.0%	85.7%	87.4%	86.0%	2.7	-1.4	-4.1

Table 3b: Top 25 Graduation-Rate Gap-Closers among Public Institutions, 2004-2010

	Undergrad FTE Fall 2009 Enrollment	% Hispanic among Undergrad FTE Fall 2009 Enrollment	Hispanic Six-Year Grad Rate 2004	White Six-Year Grad Rate 2004	Hispanic Six-Year Grad Rate 2010	White Six-Year Grad Rate 2010	White-Hispanic Grad-Rate Gap 2004	White-Hispanic Grad-Rate Gap 2010	Gap Change 2004-2010
1. Georgia State University (GA)	18,758	6.9%	22.0%	36.5%	59.4%	44.5%	14.5	-14.9	-29.4
2. Eastern Connecticut State University (CT)	4,631	5.5%	20.0%	42.7%	57.8%	53.7%	22.7	-4.1	-26.8
3. East Stroudsburg University of Pennsylvania (PA)	6,022	5.7%	25.8%	54.2%	56.1%	58.7%	28.4	2.6	-25.8
4. Clemson University (SC)	14,696	1.6%	40.6%	73.1%	69.0%	77.8%	32.5	8.8	-23.7
5. University of Utah (UT)	17,509	5.5%	30.6%	50.0%	59.6%	55.7%	19.4	-3.9	-23.3
6. Millersville University of Pennsylvania (PA)	6,911	3.9%	30.0%	63.7%	52.0%	65.8%	33.7	13.8	-19.9
7. Central Washington University (WA)	9,798	7.7%	38.1%	50.2%	62.6%	55.6%	12.1	-7.0	-19.1
8. University of North Carolina at Charlotte (NC)	17,469	4.6%	30.2%	47.9%	55.2%	54.9%	17.7	-0.3	-18.0
9. University of Colorado Denver (CO)	9,247	11.6%	21.7%	41.6%	39.4%	42.3%	19.9	2.9	-17.0
10. Rhode Island College (RI)	6,522	5.2%	21.9%	45.3%	40.7%	47.6%	23.4	6.9	-16.5
11. University of Georgia (GA)	25,160	3.0%	64.5%	73.3%	87.3%	80.3%	8.8	-7.0	-15.8
12. Virginia Commonwealth University (VA)	20,285	4.2%	25.9%	41.9%	48.7%	49.1%	16.0	0.4	-15.6
13. University of Maryland–Baltimore County (MD)	9,058	3.9%	38.7%	54.2%	60.5%	60.6%	15.5	0.1	-15.4
14. West Chester University of Pennsylvania (PA)	11,203	3.1%	39.0%	61.1%	60.3%	67.2%	22.1	6.9	-15.2
15. Washington State University (WA)	19,717	6.5%	46.2%	62.4%	67.8%	69.8%	16.2	2.0	-14.2
16. Oklahoma State University–Main Campus (OK)	16,229	2.5%	42.9%	59.1%	56.7%	59.8%	16.2	3.1	-13.1
17. United States Military Academy (NY)	4,621	8.6%	73.6%	85.0%	87.0%	85.5%	11.4	-1.5	-12.9
18. Texas Tech University (TX)	22,786	14.1%	40.5%	56.4%	58.7%	63.0%	15.9	4.3	-11.6
19. Illinois State University (IL)	17,656	4.6%	40.0%	66.1%	58.8%	73.4%	26.1	14.6	-11.5
20. Georgia Southern University (GA)	15,361	3.2%	24.3%	37.5%	43.9%	45.7%	13.2	1.8	-11.4
21. Pennsylvania State University–Main Campus (PA)	37,867	4.3%	65.7%	86.3%	77.4%	86.6%	20.6	9.2	-11.4
22. California Polytechnic State University–San Luis Obispo (CA)	17,849	11.8%	49.7%	72.6%	63.3%	74.9%	22.9	11.6	-11.3
23. Kean University (NJ)	10,261	21.0%	35.6%	49.9%	47.9%	51.2%	14.3	3.3	-11.0
24. Stony Brook University (NY)	15,544	8.5%	41.8%	53.3%	58.1%	58.7%	11.5	0.6	-10.9
25. University of Kansas (KS)	19,642	3.8%	41.1%	59.0%	55.4%	62.4%	17.9	7.0	-10.9

Sources: IPEDS and College Results Online data set.

Notes: The sample for the gap-closing analysis is limited to the four-year, nonprofit, degree-granting institutions – public and private – receiving Title IV funds with complete graduation-rate data in both study years (2004 and 2010), and a cohort of at least 30 Hispanic and 30 white undergraduate students in both study years, which is a subset of the full study sample. The sample for the analysis in Table 3 also excludes institutions that served significantly fewer Hispanic students, a relative decline of 20 percent or more, among incoming freshmen in the study years (incoming 1998 and 2004), as well as institutions at which graduation rates among white students declined by more than 1 percentage point from 2004 to 2010. Colleges with “No Gap in 2004 or 2010,” which in 2004 and 2010 had either higher graduation rates for Hispanic students than white students or a difference between Hispanic and white graduation rates within 2 percentage points, were also excluded from Table 3. See Note 14 for more detail.

NOTES

1. U.S. Department of Education, National Center for Education Statistics. "Indicator 6: Racial/Ethnic Enrollment in Public Schools," *The Condition of Education 2012* (NCES 2012-045) (Washington, D.C., 2012).
2. U.S. Department of Education, National Center for Education Statistics, "The Condition of Education 2010" (NCES 2010-028) (Washington, D.C., 2010). U.S. Census Bureau, "Educational Attainment in the United States."
3. J. Engle and C. Theokas. "Top Gainers: Some Public Four-Year Colleges and Universities Make Big Improvements in Minority Graduation Rates" (Washington, D.C.: The Education Trust, 2010). J. Engle and C. Theokas. "Top Gap Closers: Some Public Four-Year Colleges and Universities Have Made Good Progress in Closing Graduation Rate Gaps" (Washington, D.C.: The Education Trust, 2010).
4. The sample for this analysis includes four-year, nonprofit, degree-granting institutions — public and private — receiving Title IV funds and with complete graduation-rate data in both study years (2004 and 2010). The sample is also limited to institutions with a cohort of at least 30 Hispanic students in both study years, the minimum number of cases required by accepted statistical standards. The full sample contains 391 institutions.
5. M. Lynch, J. Engle, and J. Cruz. "Subprime Opportunity: The Unfulfilled Promise of For-Profit Colleges and Universities" (Washington, D.C.: The Education Trust, 2010).
6. The Education Trust analysis takes a "weighted" graduation rate to see how many students actually graduate, rather than taking institutional averages that may bias against larger institutions that may have lower graduation rates. The Education Trust divided the sum of all students, and of Hispanic students, in the 2004 and 2010 completer cohort (for the 1998 and 2004 entering cohort) by the sum of all students, and of Hispanic students, in the 1998 and 2004 entering cohort.
7. To account for the fact that some colleges might have improved their graduation-rate performance by becoming more selective in their admissions, rather than improving academically, we chose to eliminate any college that grew more exclusive by serving significantly fewer Hispanic students among incoming freshmen, a relative decline of 20 percent or more, in the study years (incoming 1998 and 2004). We chose to refine our sample using this metric because SAT data were incomplete during our study period. The revised sample size fell from 391 to 367 institutions.
8. J. Engle and C. Theokas. "Top Gainers: Some Public Four-Year Colleges and Universities Make Big Improvements in Minority Graduation Rates." (Washington, D.C.: The Education Trust, 2010). J. Engle and C. Theokas. "Top Gap Closers: Some Public Four-Year Colleges and Universities Have Made Good Progress in Closing Graduation Rate Gaps" (Washington, D.C.: The Education Trust, 2010).
9. Emerging Hispanic-Serving Institutions (HSIs) are institutions that do not yet meet the HSI enrollment threshold of 25 percent but that are within the critical mass range of 15-24 percent and have the potential to become HSIs in the next few years. See D.A. Santiago and S.J. Andrade, "Emerging Hispanic-Serving Institutions (HSIs): Serving Latino Students" (Washington, D.C.: *Excelencia in Education*, 2010).
10. See D. Santiago, "Inventing Hispanic-Serving Institutions (HSIs): The Basics" (Washington, D.C.: *Excelencia in Education*, 2006).
11. M. Lynch and J. Engle. "Big Gaps, Small Gaps: Some Colleges and Universities Do Better Than Others in Graduating Hispanic Students" (Washington, D.C.: The Education Trust, 2010).
12. J. Engle, J. Yeado, R. Brusi, and J. Cruz., "Replenishing Opportunity in America: The 2012 Midterm Report of Public Higher Education Systems in the Access to Success Initiative" (Washington, D.C.: The Education Trust, 2012). "Building a Corridor to Graduation: San Diego State University: Replenishing Opportunity in America Case Study" (Washington, D.C.: The Education Trust). "Walking the Walk on Student Retention." Washington, D.C.: The Education Trust, <http://www.edtrust.org/dc/press-room/news/walking-the-walk-on-student-retention>.
13. J. Engle et al., "Replenishing Opportunity in America: The 2012 Midterm Report of Public Higher Education Systems in the Access to Success Initiative."
14. The gap-closer sample includes four-year, nonprofit, degree-granting institutions — public and private — receiving Title IV funds with complete graduation-rate data in both study years (2004 and 2010) and a cohort of at least 30 Hispanic and 30 white undergraduate students in both study years, the minimum number of cases required by accepted statistical standards. The gap-closer sample contains 348 schools.
15. M. Lynch and J. Engle, "Big Gaps, Small Gaps: Some Colleges and Universities Do Better than Others in Graduating Hispanic Students."
16. Top gap-closer institutions have a cohort of at least 30 Hispanic and 30 white undergraduate students in both study years, 2004 and 2010, the minimum number of cases required by accepted statistical standards. To account for the fact that some colleges might have improved their graduation-rate performance by becoming more selective in their admissions, rather than improving academically, we chose to eliminate any college that grew more exclusive by serving significantly fewer Hispanic students among incoming freshmen, a relative decline of 20 percent or more, in the study years (incoming 1998 and 2004). We also exclude any institution where graduation rates among white students declined by more than 1 percentage point from 2004 to 2010. The revised sample fell from 348 institutions to 282 institutions.
17. M. Lynch and J. Engle, "Big Gaps, Small Gaps: Some Colleges and Universities Do Better Than Others in Graduating Hispanic Students."
18. PBS NewsHour Special. "Program Aims to Increase Number of Minority College Graduates," http://www.pbs.org/newshour/bb/education/july-dec10/minorities_09-28.html.
19. Stony Brook graduation-rate analysis conducted by Stony Brook's Office of Institutional Research.
20. Stony Brook, State University of New York. "STEM Smart: Promoting Inclusivity and Excellence in STEM."
21. Center for Scientific Teaching at Yale University, <http://cst.yale.edu/>. Wisconsin Program for Scientific Thinking, <http://biology.wisc.edu/UniversityEducators-ProgramsandOpportunities-WPST.htm>.
22. Texas Higher Education Coordinating Board. "History of the Plan: Closing the Gaps Higher Education Plan," <http://www.thehb.state.tx.us>



The Education Trust

The Education Trust promotes high academic achievement for all students at all levels—pre-kindergarten through college. We work alongside parents, educators, and community and business leaders across the country in transforming schools and colleges into institutions that serve all students well. Lessons learned in these efforts, together with unflinching data analyses, shape our state and national policy agendas. Our goal is to close the gaps in opportunity and achievement that consign far too many young people—especially those who are black, Latino, American Indian, or from low-income families—to lives on the margins of the American mainstream.

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