

Expanding Access to Success at USF



Student Success Movement at USF Tampa

- Chair of Student Success Task Force 2009
- Former Executive Director of ENLACE Florida (now FCAN)
- Student Success Task Force Report (April 2010)
 - Institutionalize Student Success
 - Integrate student success into campus culture
 - Build institutional research capacity
- Student Success is **everyone's responsibility.**



Implemented policies, programs and practices, including:

- SMART Lab
- Living Learning Communities
- Extended Library Hours
- Career Services
- Peer Financial Consulting
- Tutoring & Writing Services
- Course Re-design
- Degree Tracking Software
- Academic Advocates
- Informational Campaigns

We believe
ALL students **CAN** and
WILL SUCCEED if given
the opportunity to do so.

Dr. Paul Dosal

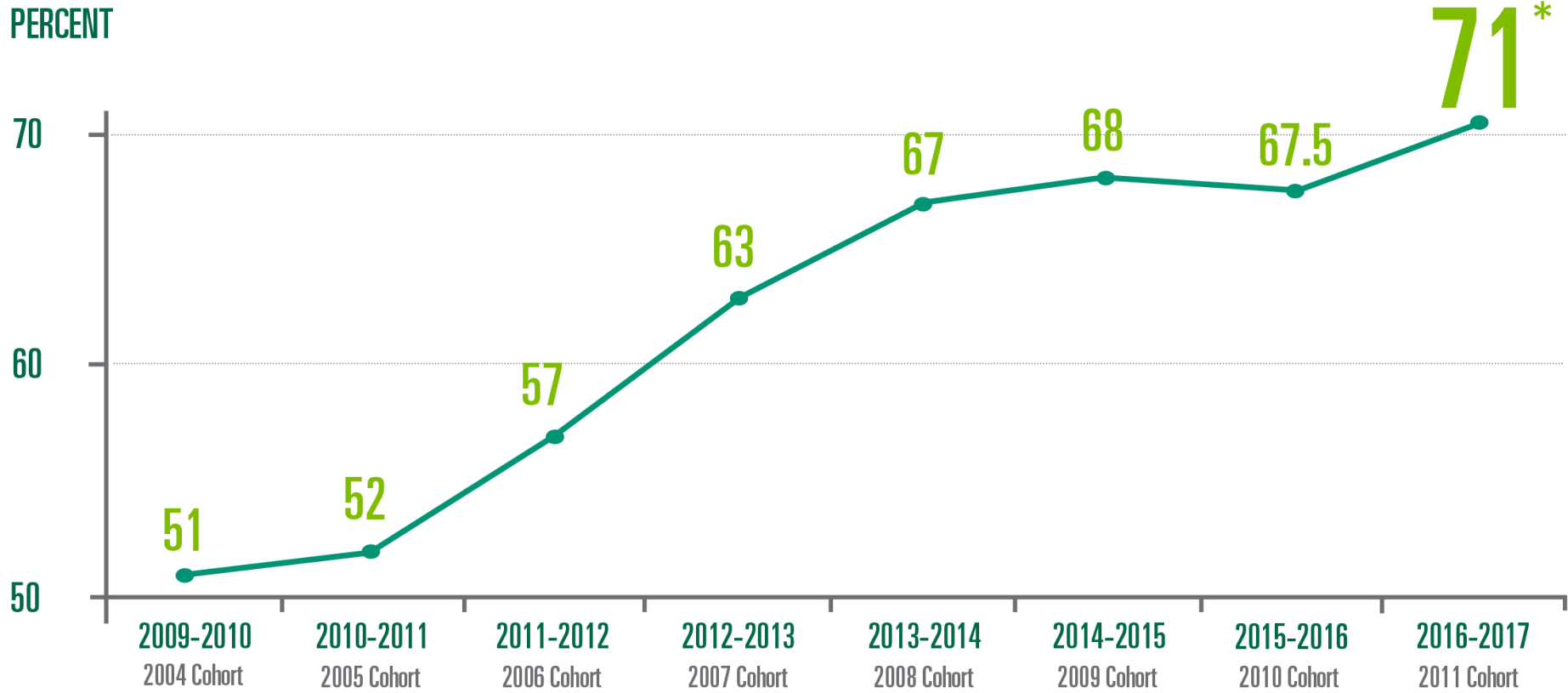
Vice President – Student Affairs & Student Success

FTIC RETENTION Rate



*Source IPEDS: Data reported follows IPEDS methodology but are based on internal preliminary data.

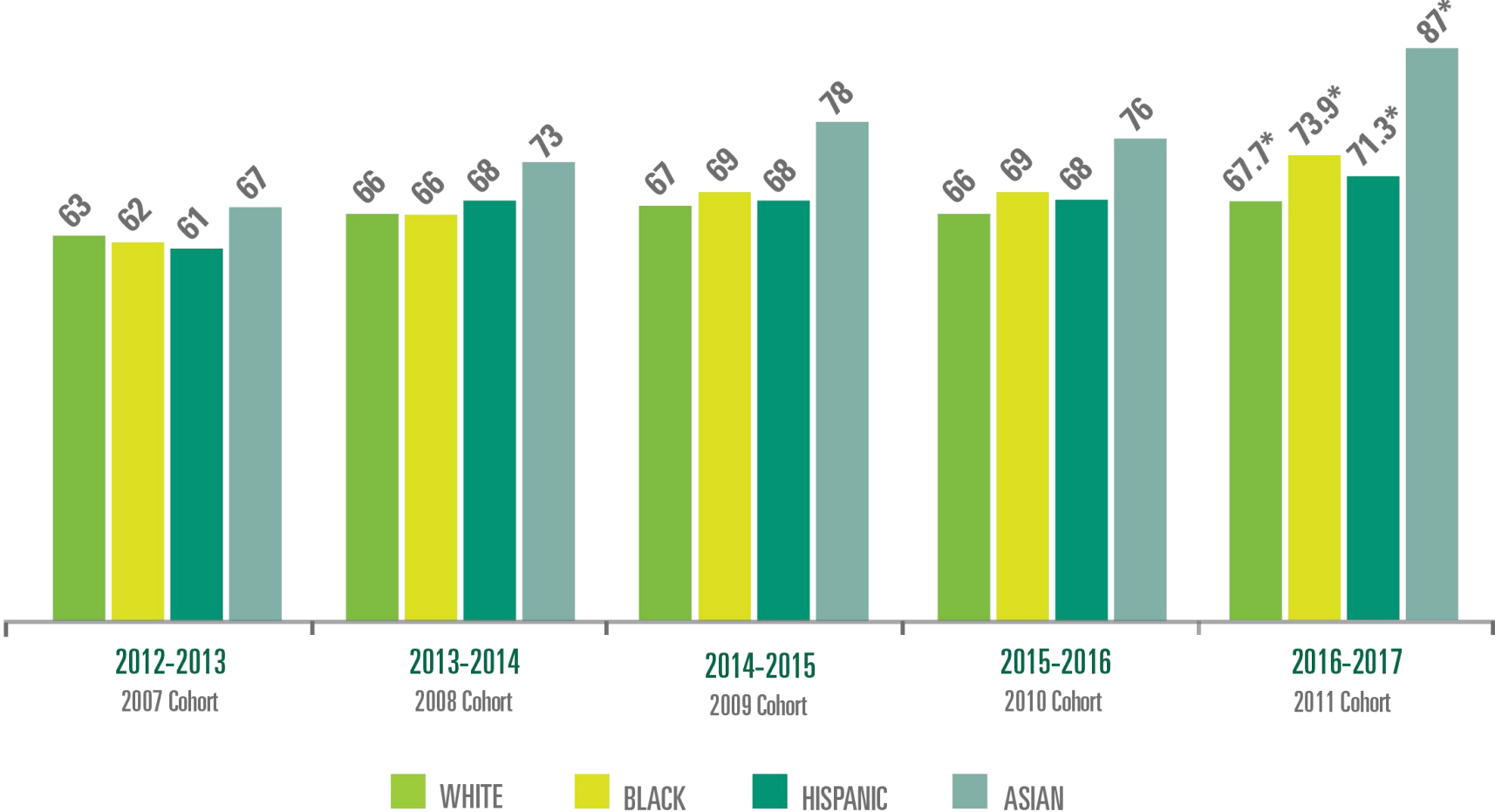
Six-Year GRADUATION Rate



*Source IPEDS: Data reported follows IPEDS methodology but are based on internal preliminary data.

6-Year Graduation Rate: RACE & ETHNICITY

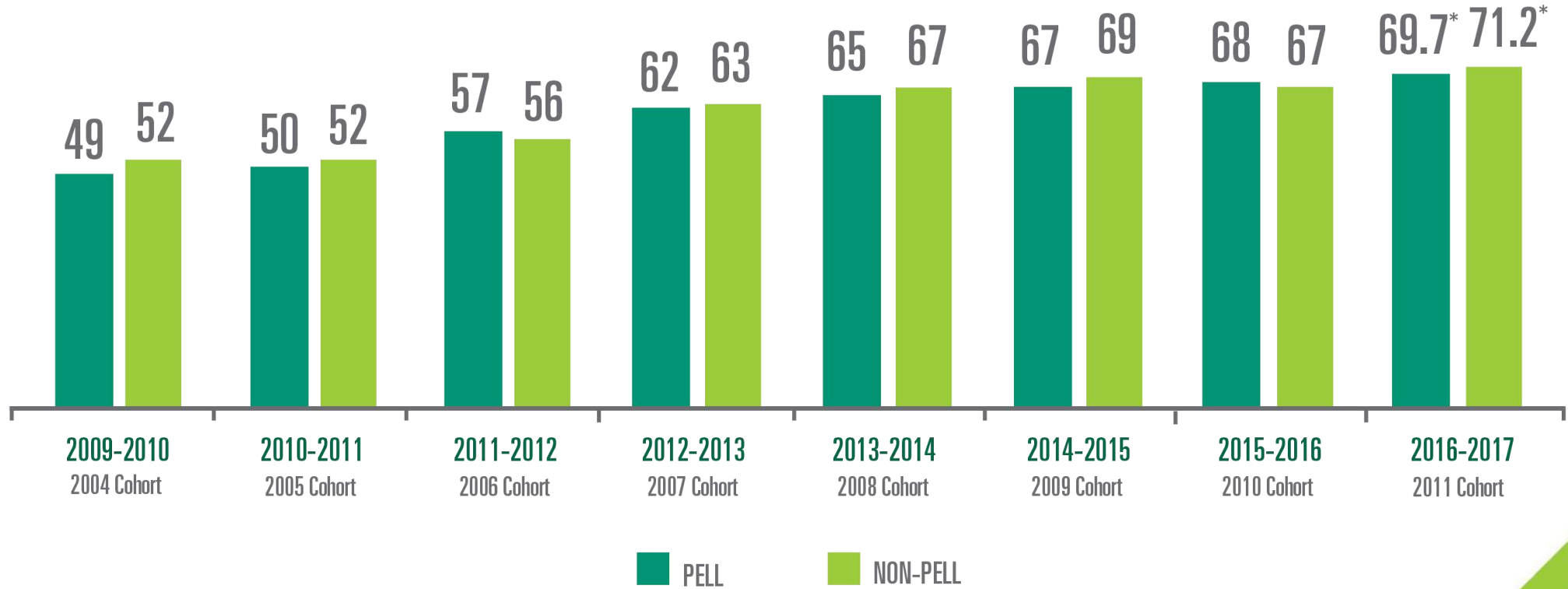
PERCENT



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6-Year Graduation Rate: PELL & NON-PELL

PERCENT



National Recognition

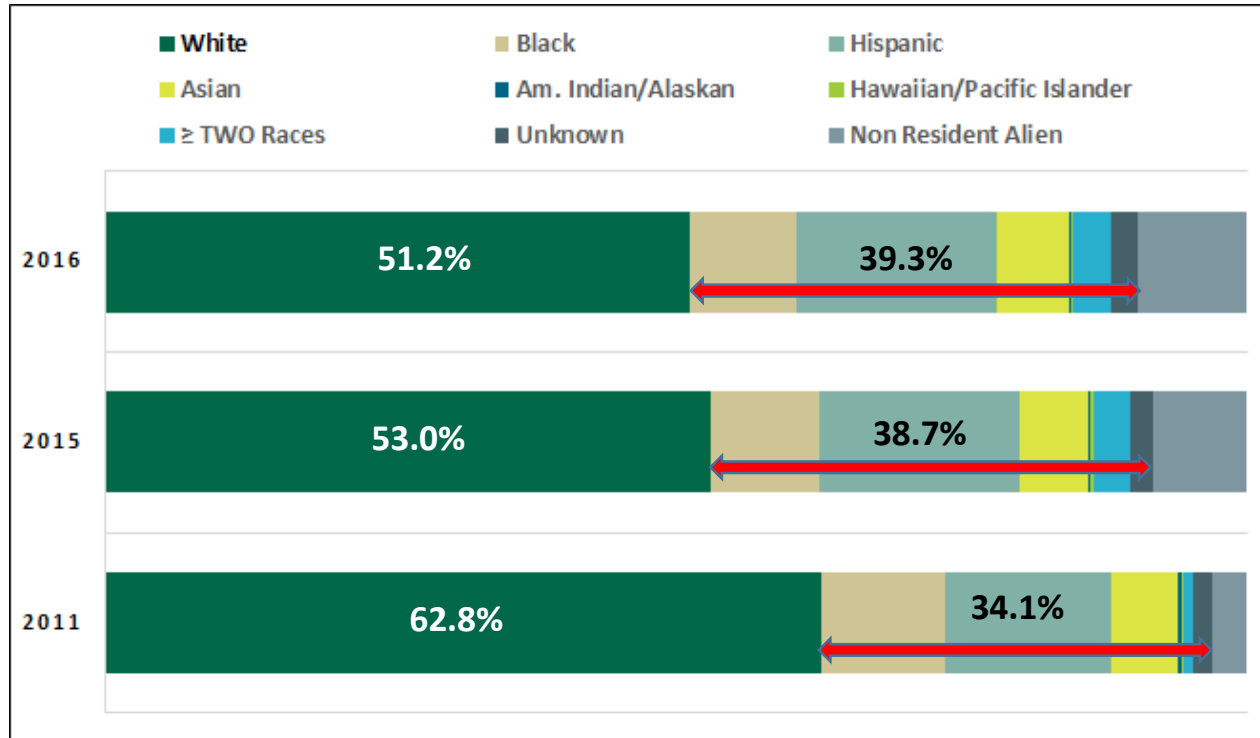
- Eduventures #1 Ranking for Student Success (2016)
- Ruffalo Noel-Levitz Retention Award (2017)
- #1 in USA for Latino Student Success (Education Trust)
- #6 in USA for Black Student Success (Education Trust)
- #9 in USA for Lower-Income student Success (Third Way)
- Education Dive, Institution of the Year, 2017

KEYS to Transformation

- Institutional Commitment
- Dedicated Senior Leadership
- Comprehensive approach
 - Enrollment Planning & Management
 - Creating Pathways to Success (FCAN, FUSE)
 - Financial Aid
 - Campus Life & student engagement
 - Academic Enhancements
- Cultural Change

Student Enrollment

USF System (Fall Race & Ethnicity, IPEDS)



Institutions (Fall 2016 Race, Ethnicity, Gender; IPEDS)

	USF Tampa	USFSP	USFSM
White	48.7%	65.5%	70.7%
Black	9.6%	7.8%	5.6%
Hispanic	18.0%	15.7%	13.4%
Asian	6.7%	3.6%	2.9%
AI/AN	0.2%	0.3%	0.3%
NH/OPI	0.2%	0.2%	0.0%
≥ TWO Races	3.3%	3.8%	2.5%
Unknown	2.4%	2.1%	2.2%
NRA	10.8%	0.9%	2.3%
Percentage Female	54.5%	63.1%	60.7%

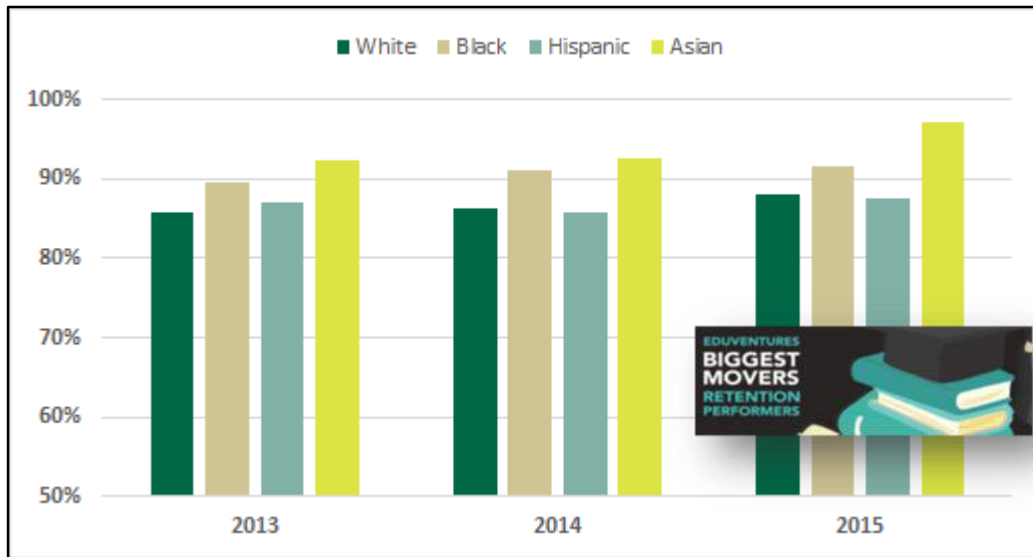
Fall 2016 Enrollments	White	Black	Hispanic	Asian	AI/AN	NH/OPI	≥ TWO Races	Unknown	NRA	Percent Female
Undergraduate	52.1%	9.8%	19.8%	6.2%	0.2%	0.2%	3.9%	2.0%	5.7%	56.9%
Graduate	49.5%	7.8%	10.7%	6.2%	0.2%	0.1%	2.0%	3.4%	20.1%	57.5%

See Equity Report Part III, Tables 1 & 2 for FTIC & Transfer Student enrollment data

Student Success (Undergraduate; USF System)

Retention Rate (Fall Race & Ethnicity, F/T FTIC; IPEDS)

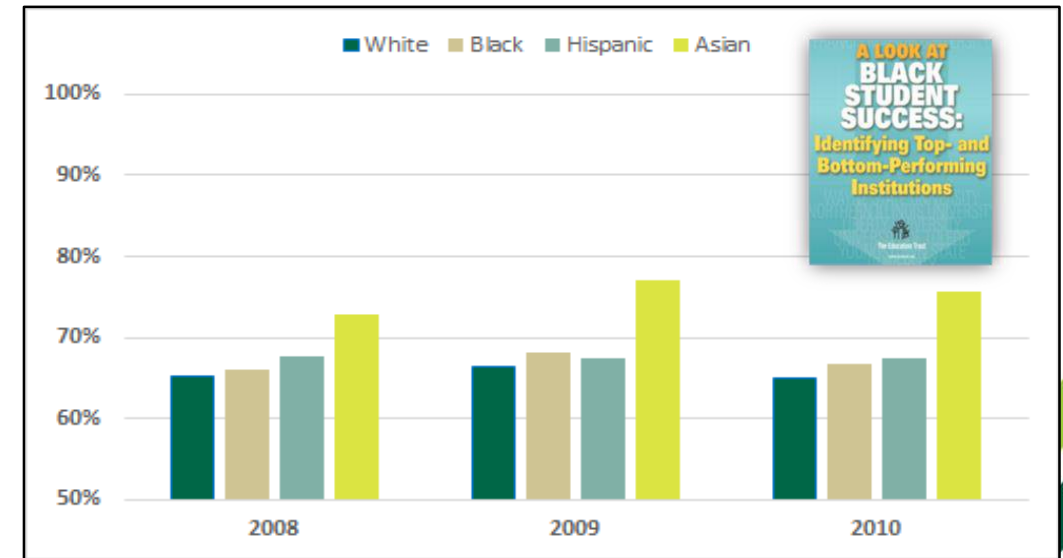
Cohort	White	Black	Hispanic	Asian	Am. Indian/ Alaskan	Hawaiian/ Pacific Islander	≥ TWO Races	Unknown	Non Resident Alien	FTIC 6-Yr Rate (AAR)
2015	88.0%	91.5%	87.6%	97.1%	66.7%	80.0%	82.3%	87.9%	90.8%	88.7%
2014	86.4%	91.2%	85.7%	92.7%	100.0%	90.0%	84.7%	93.0%	93.5%	87.7%
2013	85.8%	89.5%	87.0%	92.3%	80.0%	83.3%	86.9%	88.5%	92.3%	87.0%



See Equity Report Part III, Tables 3b – 3d for Retention of Full-Time FTIC, 2013,2014,2015 Cohorts, for individual intuition data, Race/Ethnicity and Gender.

Graduation Rate (6-yr; F/T FTIC; IPEDS)

Cohort	White	Black	Hispanic	Asian	Am. Indian/ Alaskan	Hawaiian/ Pacific Islander	≥ TWO Races	Unknown	Non Resident Alien	FTIC 6-Yr Rate (AAR)
2010	65.0%	66.7%	67.4%	75.6%	58.3%	71.4%	66.3%	70.7%	74.6%	66%
2009	66.5%	68.2%	67.4%	77.1%	45.5%	77.1%	N/A	78.0%	82.6%	68%
2008	65.2%	66.1%	67.6%	72.9%	60.0%	73.6%	N/A	63.9%	74.3%	67%



See Equity Report Part III, Tables 4b – 4d for 6-yr Graduation Rates of Full-Time FTIC, 2008, 2009, 2010, Cohorts, for individual intuition data, Race/Ethnicity and Gender.

Elements in Place for System-Wide Student Success Movement

- Coordinated enrollment planning & management
- Financial Aid managed centrally
- Persistence Committees in place at each institution
- System-wide predictive analytics platform
- Archivum Insights used for case management
- System-wide Course Scheduler
- Four-Year Graduation Rate plan

Discussion



FINANCIAL AID AND STUDENT SUCCESS



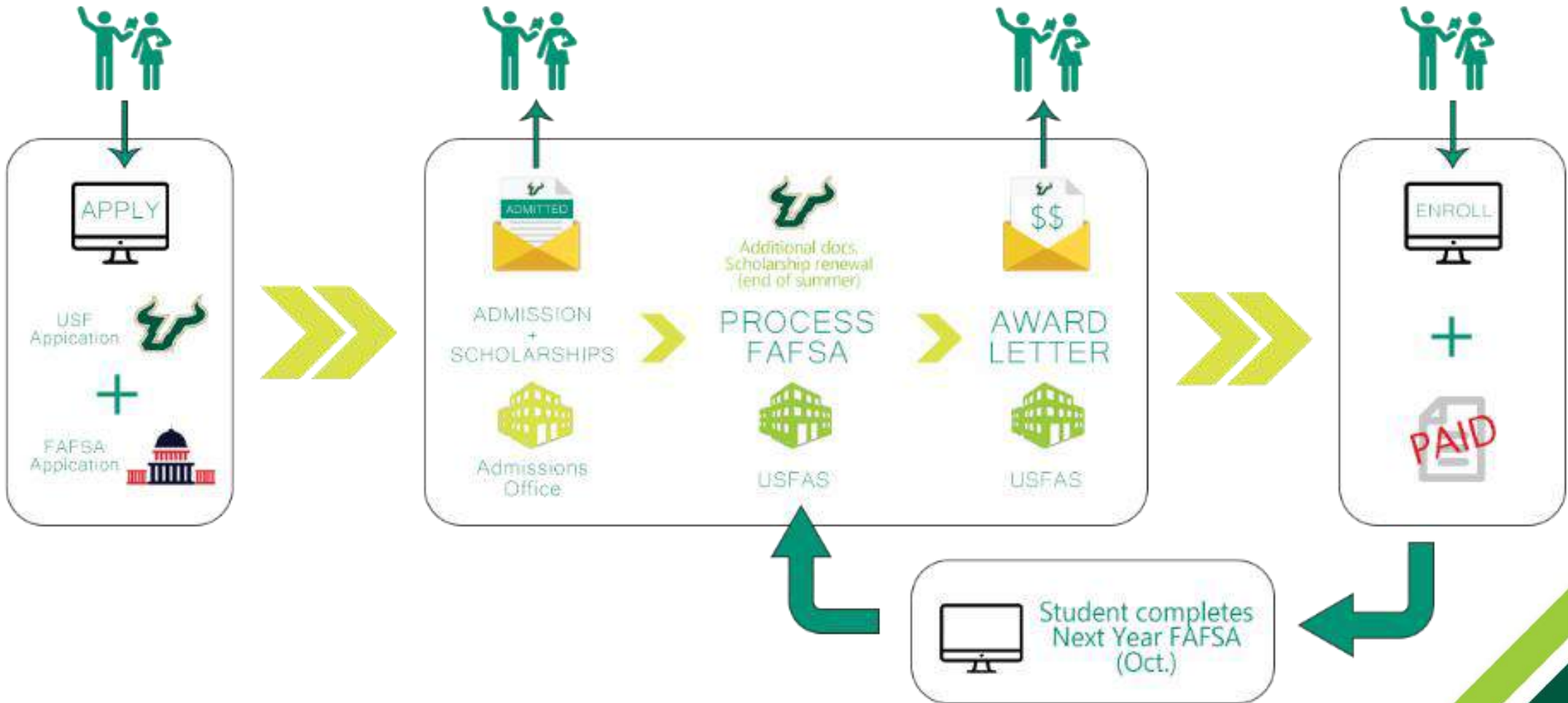
University Scholarships & Financial Aid Services

- System office with main functions (policy, processes, systems, compliance, reporting) performed on the Tampa campus
- US Department of Education and the Florida Department of Education view us currently as one campus
- St. Petersburg and Sarasota/Manatee counterparts do some processing and customer service for their students
- There is no distinction in packaging aid by the student's campus, but there are funds restricted to campuses
- Annual planning retreat includes representatives from all three campuses

Types of Financial Aid

- Scholarships
 - Institutional
 - State – Florida Bright Futures
 - Foundation
 - Private sources
- Grants – need based
 - Institutional – funded by Financial Aid Fees and Tuition Differential Paid by Students
 - State – Florida Student Assistance Grant, First Generation Matching Grant
 - Federal – Pell Grants
- Loans
 - Federal – subsidized and unsubsidized for students, PLUS for parents
 - Private – banks and credit unions
- Federal Work Study
- Waivers – mandatory state waivers, optional waivers
- Third Party Payers

Financial Aid Process



Access Programs

- Green to Gold Grant for FL FTICs
- Equity cap packaging limits
- Leveraging packaging
- Take 15 Scholarship (if BOG approved)
- USF Grant and FWS awarding to middle income students (EFCs to 7000)
- USF Grants in support of Tampa SSS/TRIO program

Sample Award Package

- Tampa campus student
- Living in residence hall
- Florida resident

Cost of Attendance	\$22,470
Expected Family Contribution	<u>2,000</u>
Financial Need	\$20,470
<u>Awards</u>	
Pell Grant	\$ 4,145
Bright Futures/Academic Scholars	6,894
Florida Student Assistance Grant	2,000
Scholars Award	3,000
USF Grant	1,900
Federal Direct Loan	1,750
Federal Unsubsidized Loan	<u>2,000</u>
TOTAL	\$21,689

USF Financial Aid Portfolio

UNIVERSITY OF SOUTH FLORIDA SYSTEM

16-17 Board of Governors FINANCIAL AID REPORT

	Grants	Scholarships	Loans	Work	3rd Party Contracts	Total	
Federal	\$69,289,885	\$9,815	\$235,492,002	\$2,449,303	\$0	\$307,241,005	74%
State	\$8,776,813	\$21,840,788	\$0	\$0	\$0	\$30,617,601	7%
Institutional	\$27,932,579	\$21,936,082	\$276,729	\$0	\$0	\$50,145,390	12%
Private	\$284,337	\$12,454,213	\$9,971,071	\$0	\$0	\$22,709,621	5%
Uncharacterized	\$0	\$0	\$0	\$0	\$5,581,269	\$5,581,269	1%
Total	\$106,283,614	\$56,240,898	\$245,739,802	\$2,449,303	\$5,581,269	\$416,294,886	
	26%	14%	59%	1%	1%	Students	38,638

Financial Education, Tampa Campus

- Services provided to entire undergraduate population
 - Loan Counseling (entrance, in school, exit)
 - Loan Delinquency/Default Counseling
 - One-on-One Coaching Appointments
 - Events & Seminars
 - Bill Payment Assistance
 - Out of State, New Freshmen College Planning
- Services provided by professional staff and peer coaches
- Nearly 7,500 students served for 2017-2018

Financial Education, Tampa Campus

- Nearly 7,500 students served in 2017-2018
- 41,796 students served since 2013
- Since 2013...
 - Cohort Default Loan Rate lowered from 10% to 3.5%
 - Student loan indebtedness reduced

Financial Education Counseling Session	Average Debt per Attempted Credit Hour
In-State Resident	\$257.41
Out of State Resident	\$396.48
No Financial Education Counseling Session	Average Debt per Attempted Credit Hour
In-State Resident	\$303.07
Out of State Resident	\$444.68

Discussion



FOR INTERNAL PURPOSES

USF System Student Profile: **Applicants • Admits • Enrollees • Graduates**

October 2016

USF System's Commitment to Student Access & Student Success*

“The University of South Florida System will provide broad access to a high quality university education for all academically qualified students regardless of age, disability, gender, national origin, political affiliation, race/ethnicity, religion, sexual orientation, socioeconomic status, or zip code. University leadership, faculty and staff are equally committed to ensuring that all students will progress on a successful path to degree completion, and ready for high need, high skilled, high paid careers and/or enrollment in graduate/professional school”.

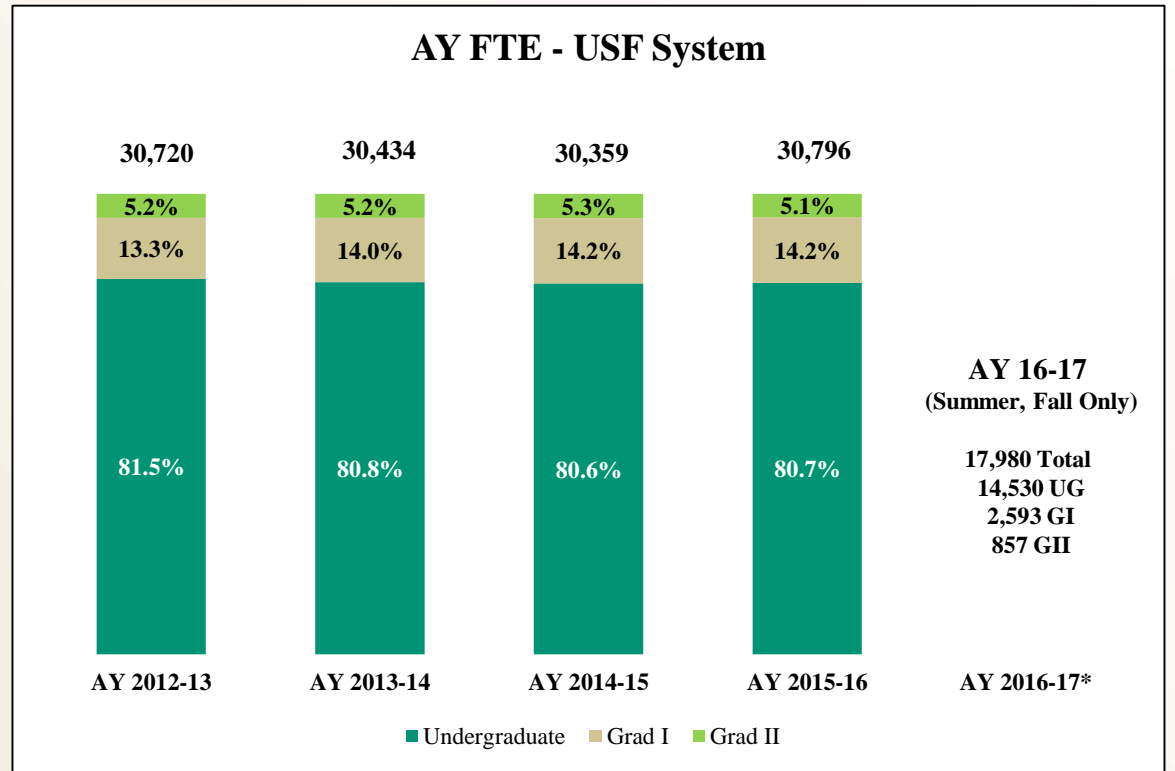
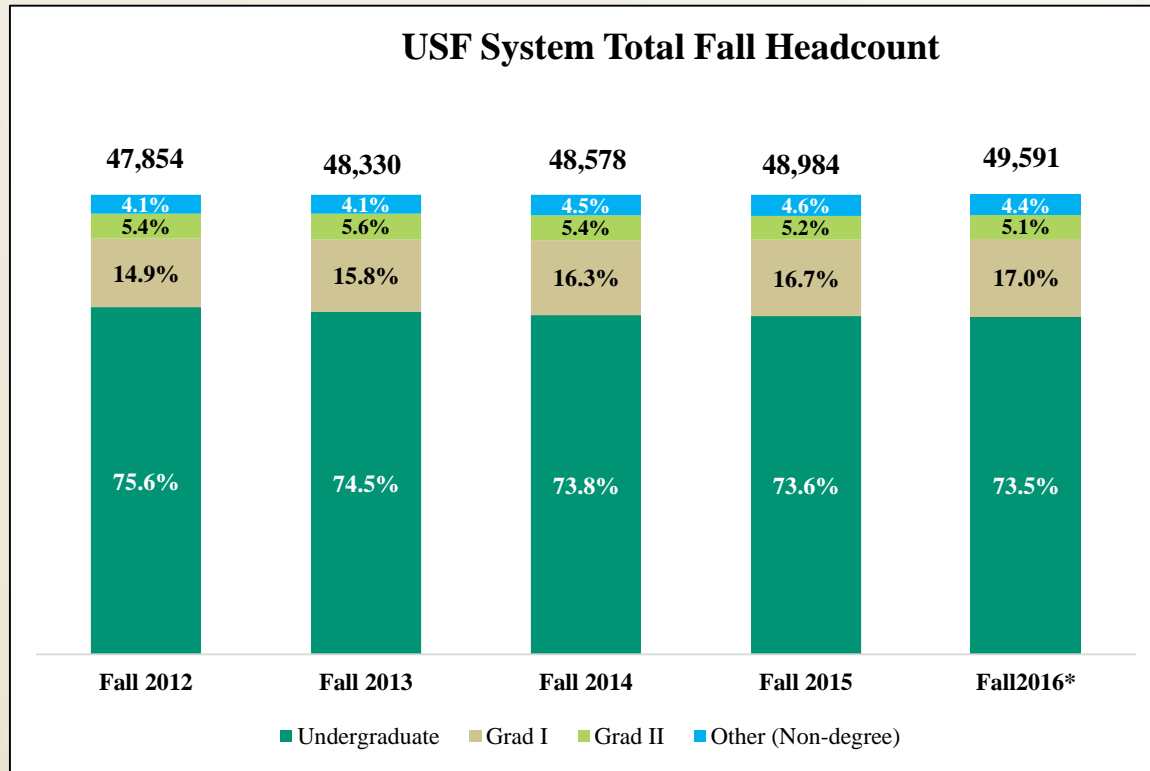
**Aligned with the Board of Governor's and USF System Institutions Strategic Plans*

Presentation Content Outline

- I. Access & Enrollment
- II. Retention & Graduation
- III. Degrees
- IV. Strengths & Areas of Improvement
- V. Strategies & Needs

I. ACCESS & ENROLLMENT

Total Enrollment by Level: USF System

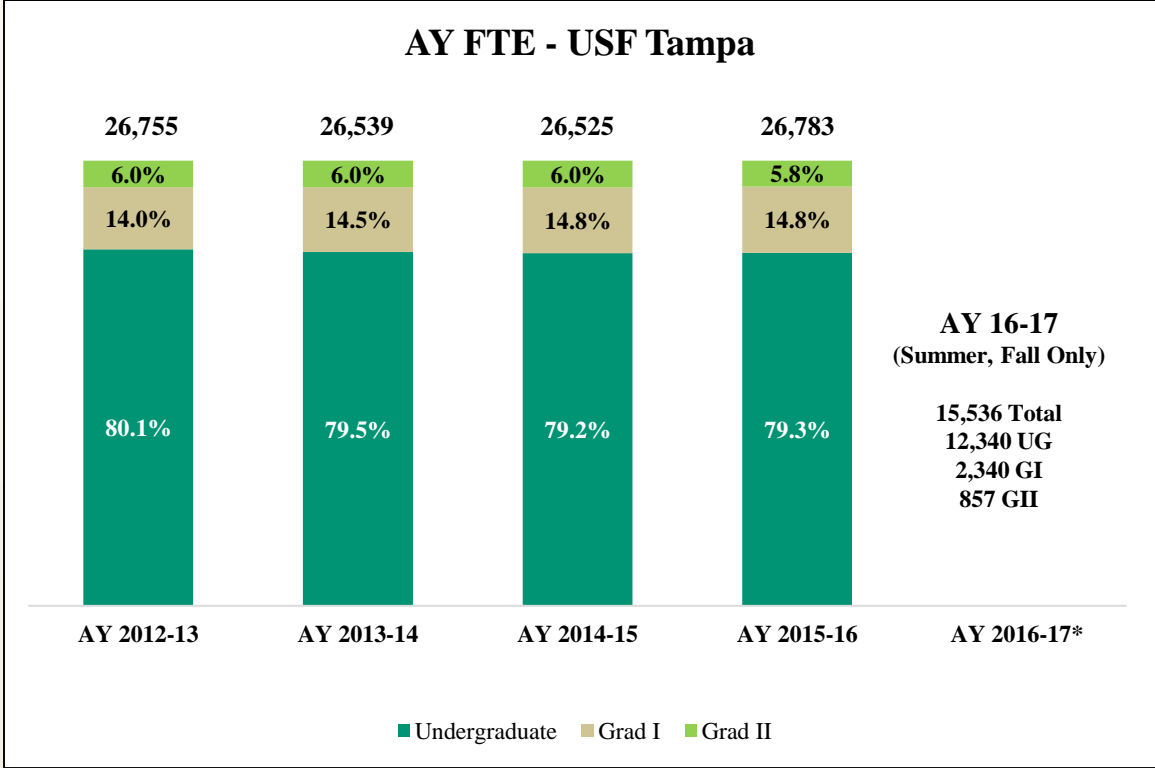
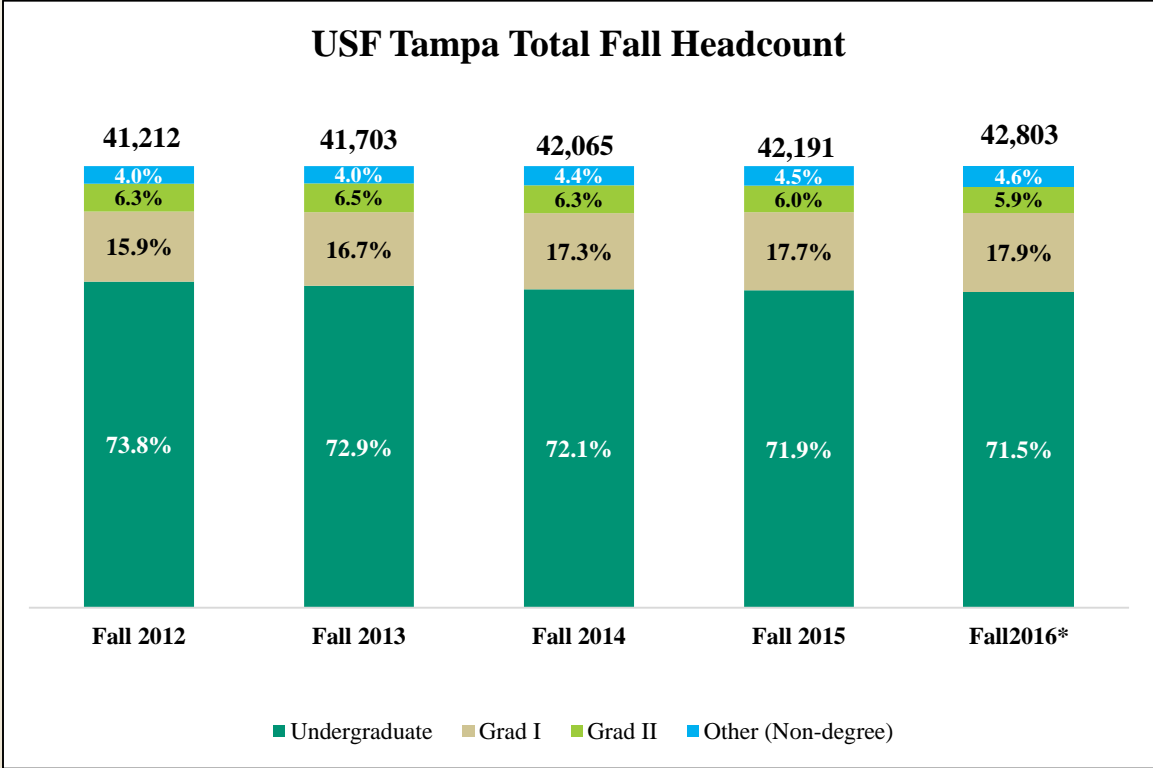


*Preliminary data

Note: Other (Non-degree) includes non-degree undergraduate and graduate students (dual enrolled, visiting/transient, certificate students)

Source: USF Office of Decision Support

Total Enrollment by Level: USF Tampa

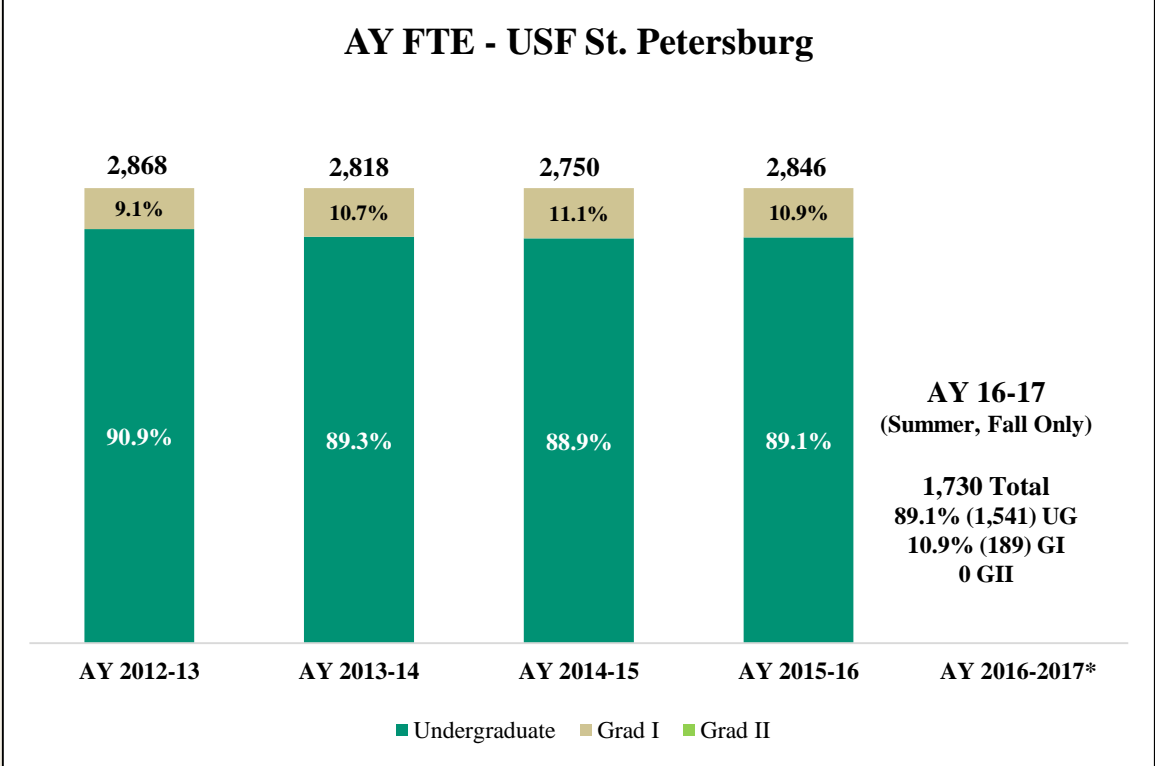
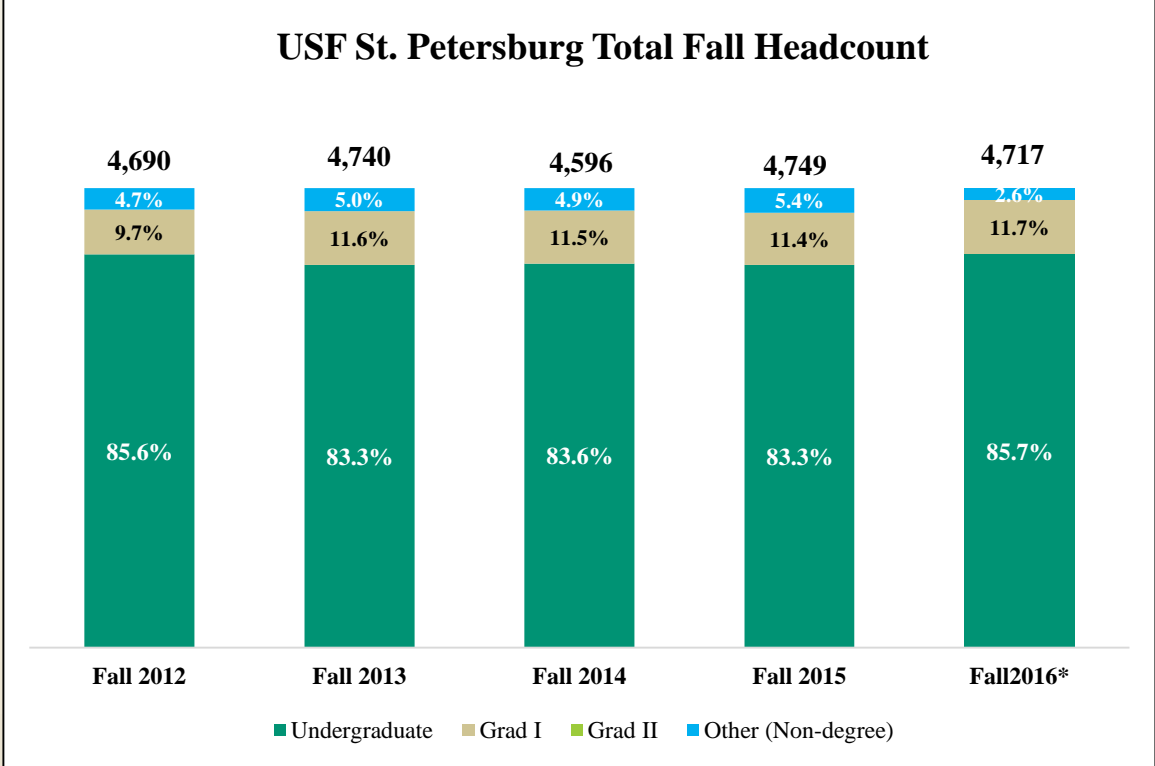


*Preliminary data

Note: Other (Non-degree) includes non-degree undergraduate and graduate students (dual enrolled, visiting/transient, certificate students)

Source: USF Office of Decision Support

Total Enrollment by Level : USF St. Petersburg



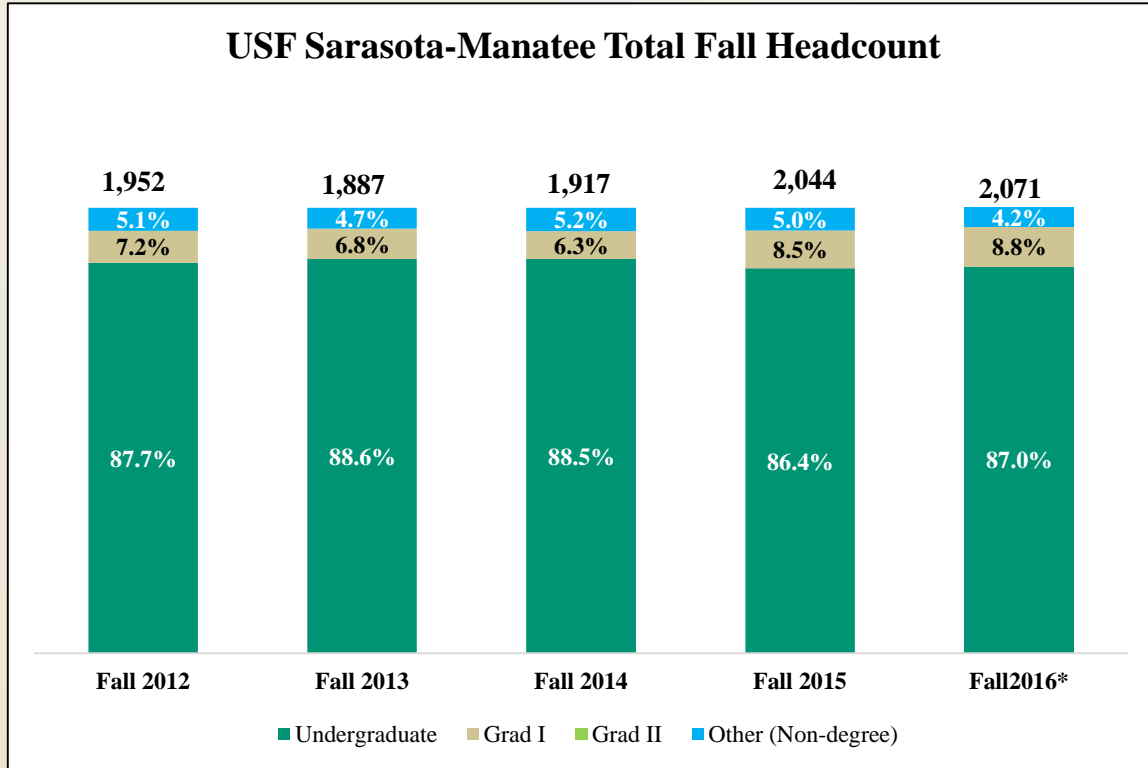
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Note: Other (Non-degree) includes non-degree undergraduate and graduate students (dual enrolled, visiting/transient, certificate students)

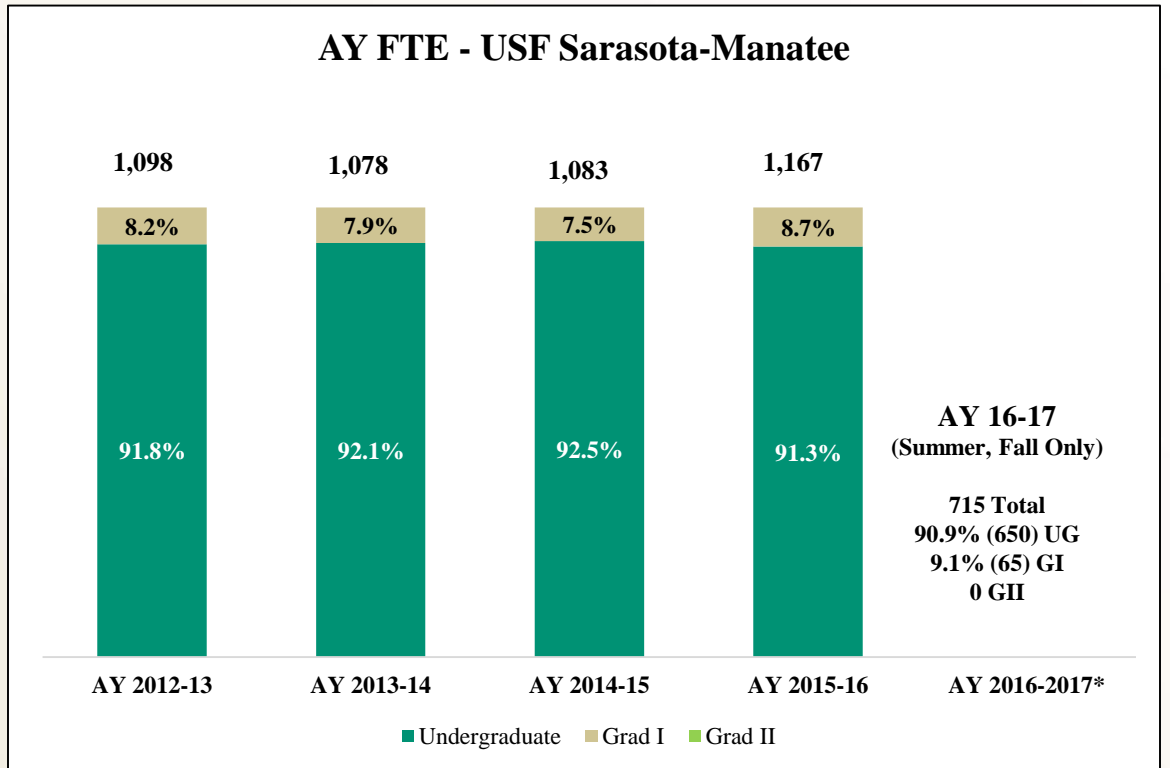
Source: USF Office of Decision Support

Total Enrollment by Level: USF Sarasota-Manatee

USF Sarasota-Manatee Total Fall Headcount



AY FTE - USF Sarasota-Manatee

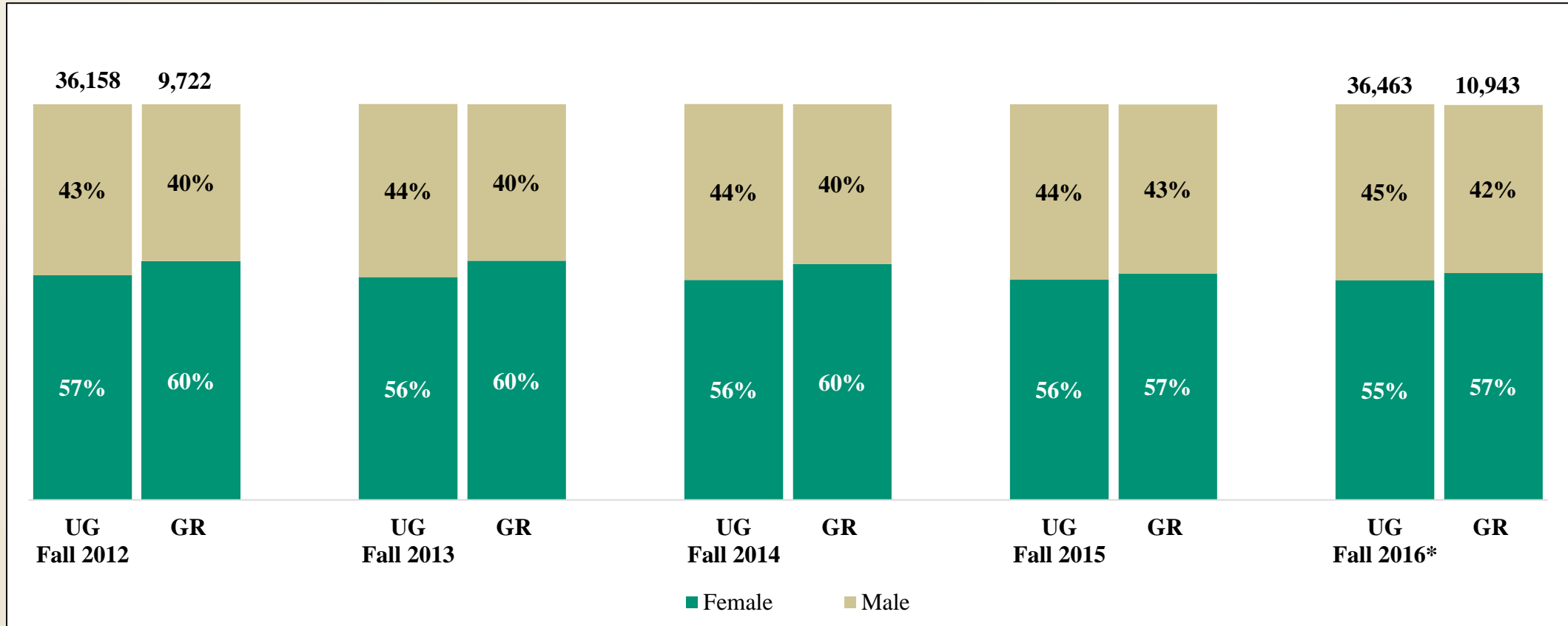


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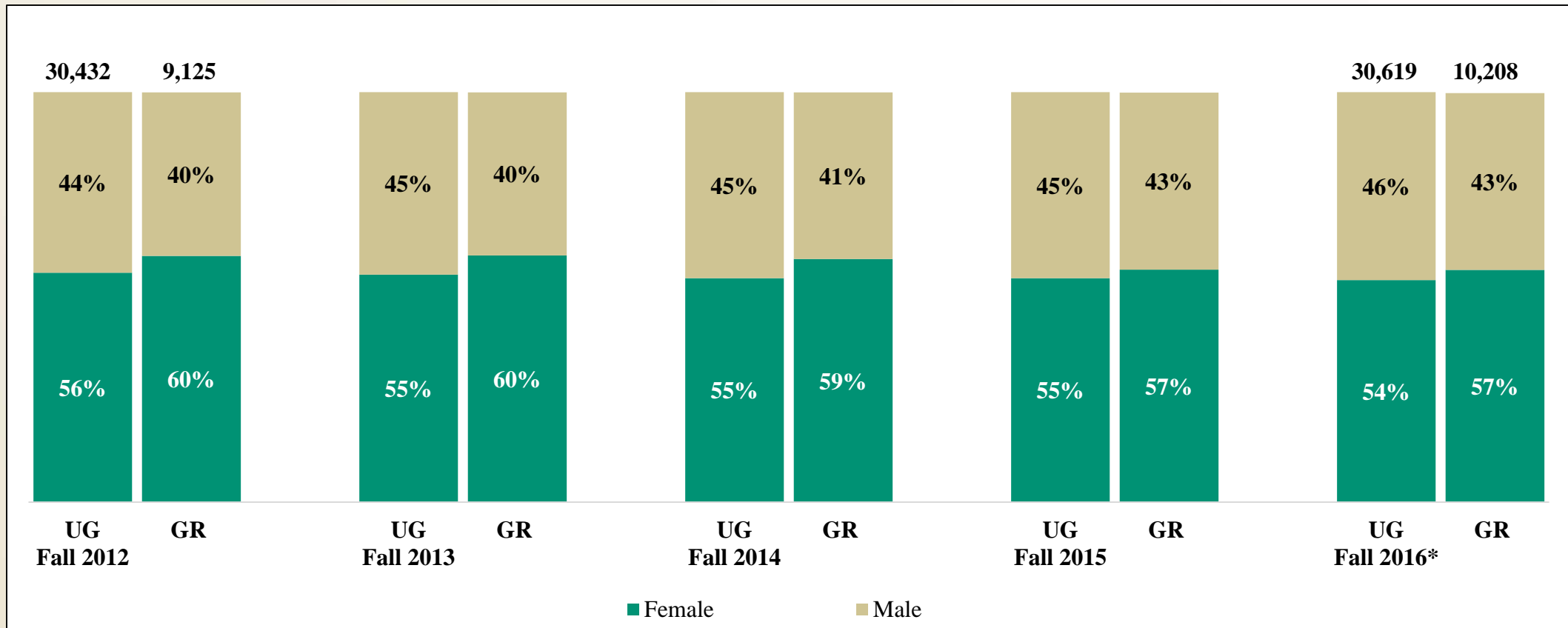
Total Enrollment Headcount by Gender & Level: USF System



* Preliminary data

Source: USF Office of Decision Support

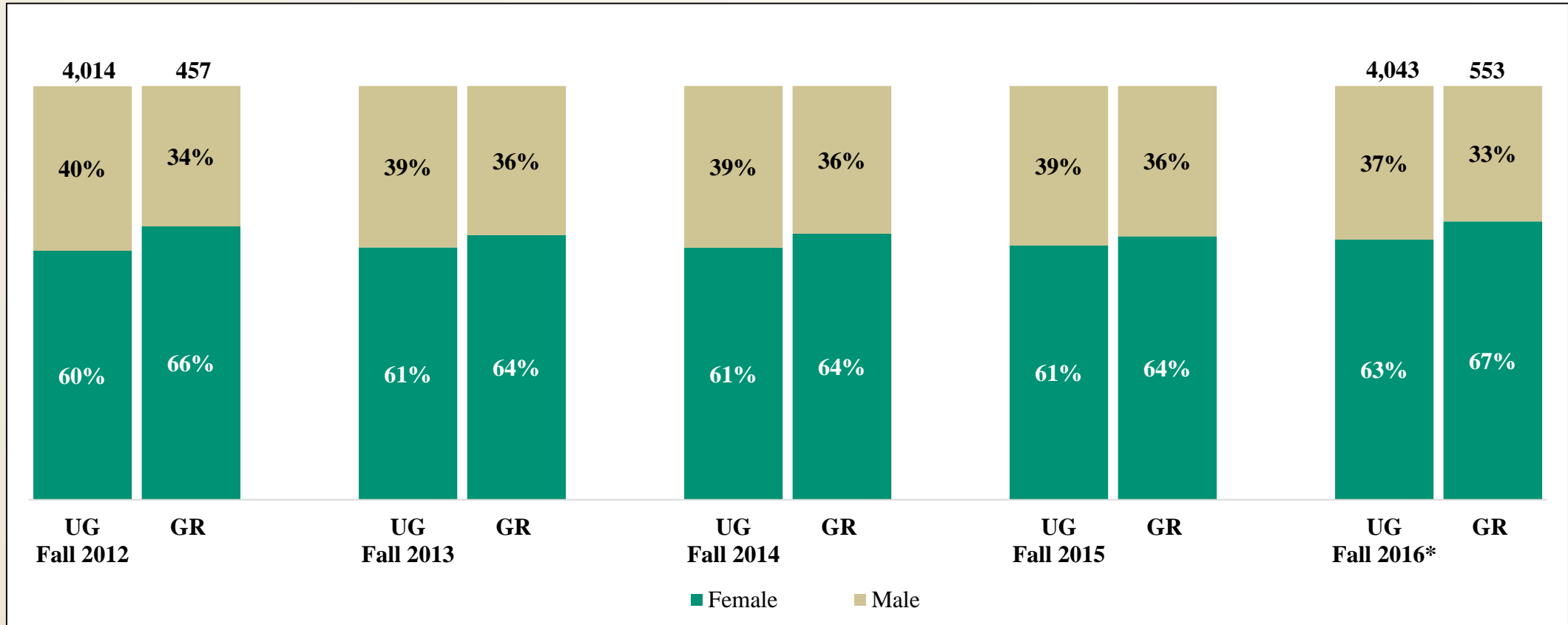
Total Enrollment Headcount by Gender & Level: USF Tampa



* Preliminary data

Source: USF Office of Decision Support

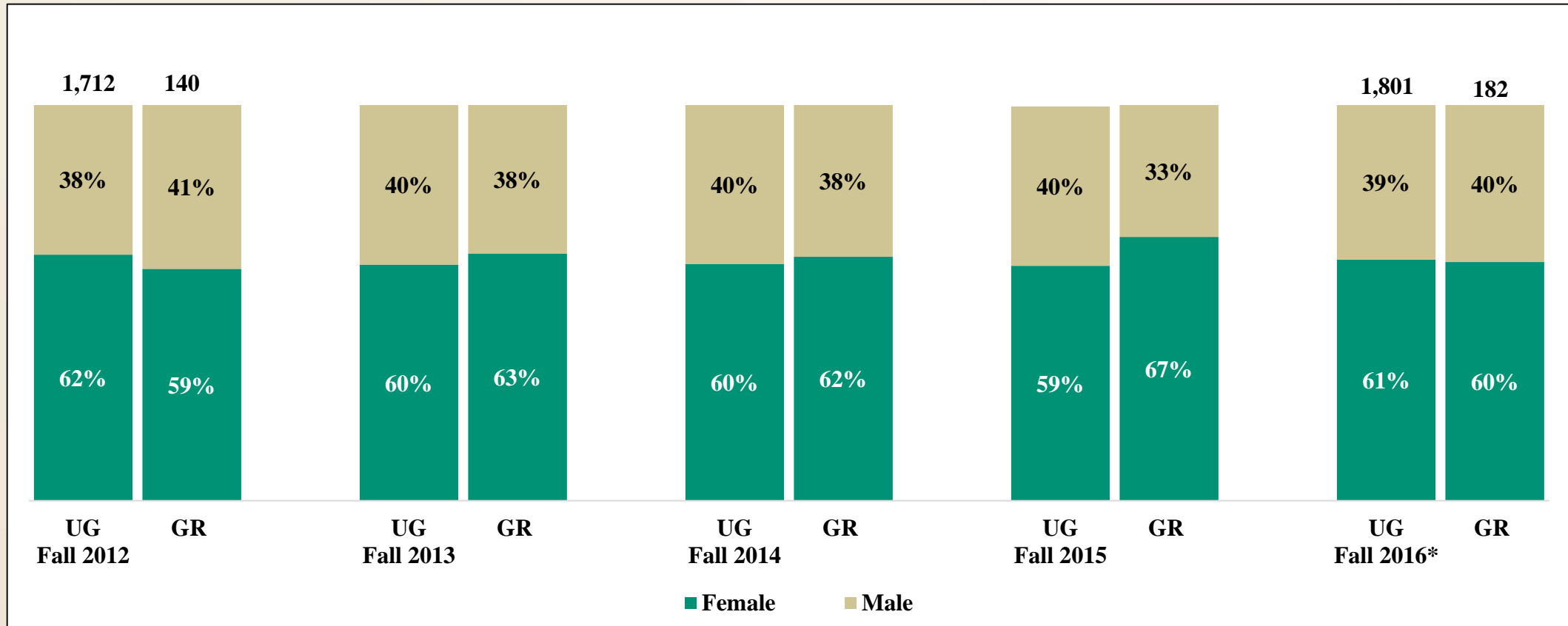
Total Enrollment Headcount by Gender & Level: USF St. Petersburg



* Preliminary data

Source: USF Office of Decision Support

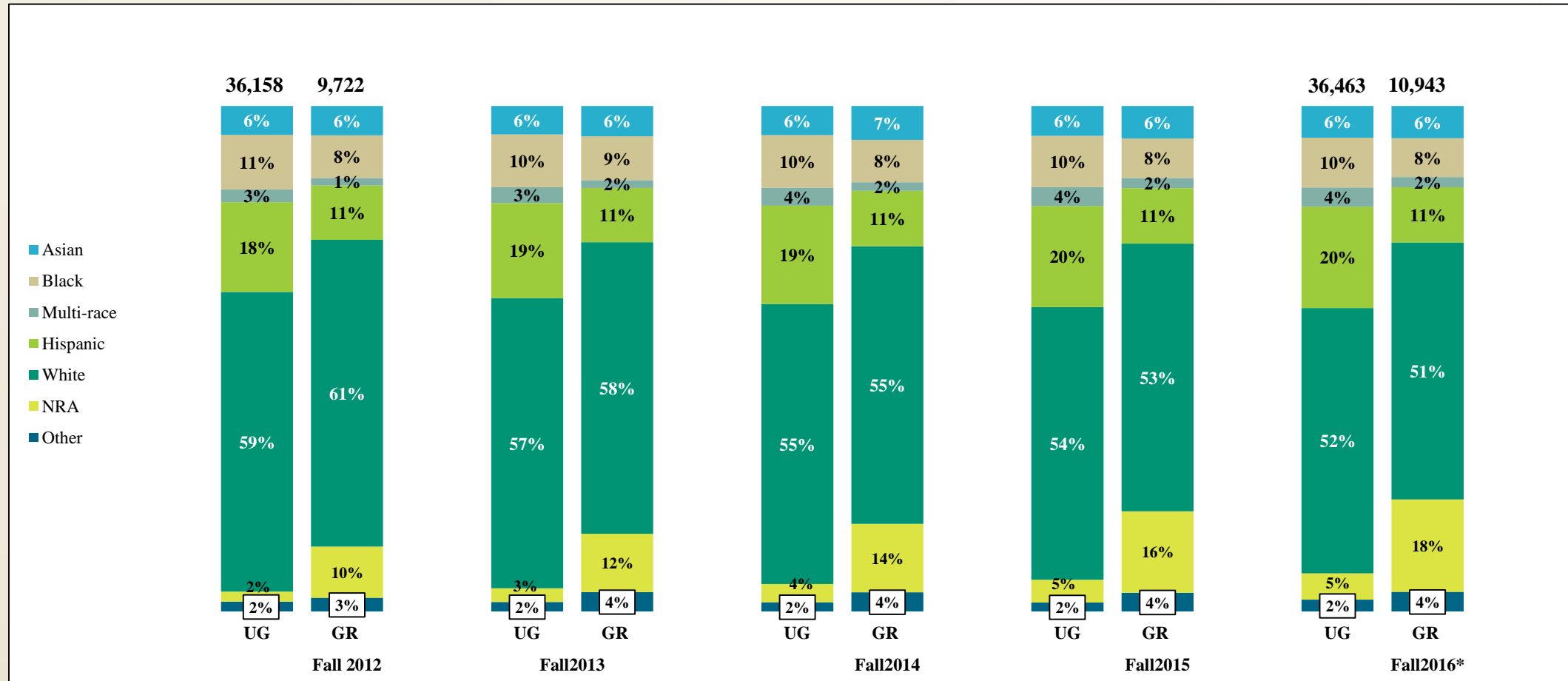
Total Enrollment Headcount by Gender & Level: USF Sarasota-Manatee



* Preliminary data

Source: USF Office of Decision Support

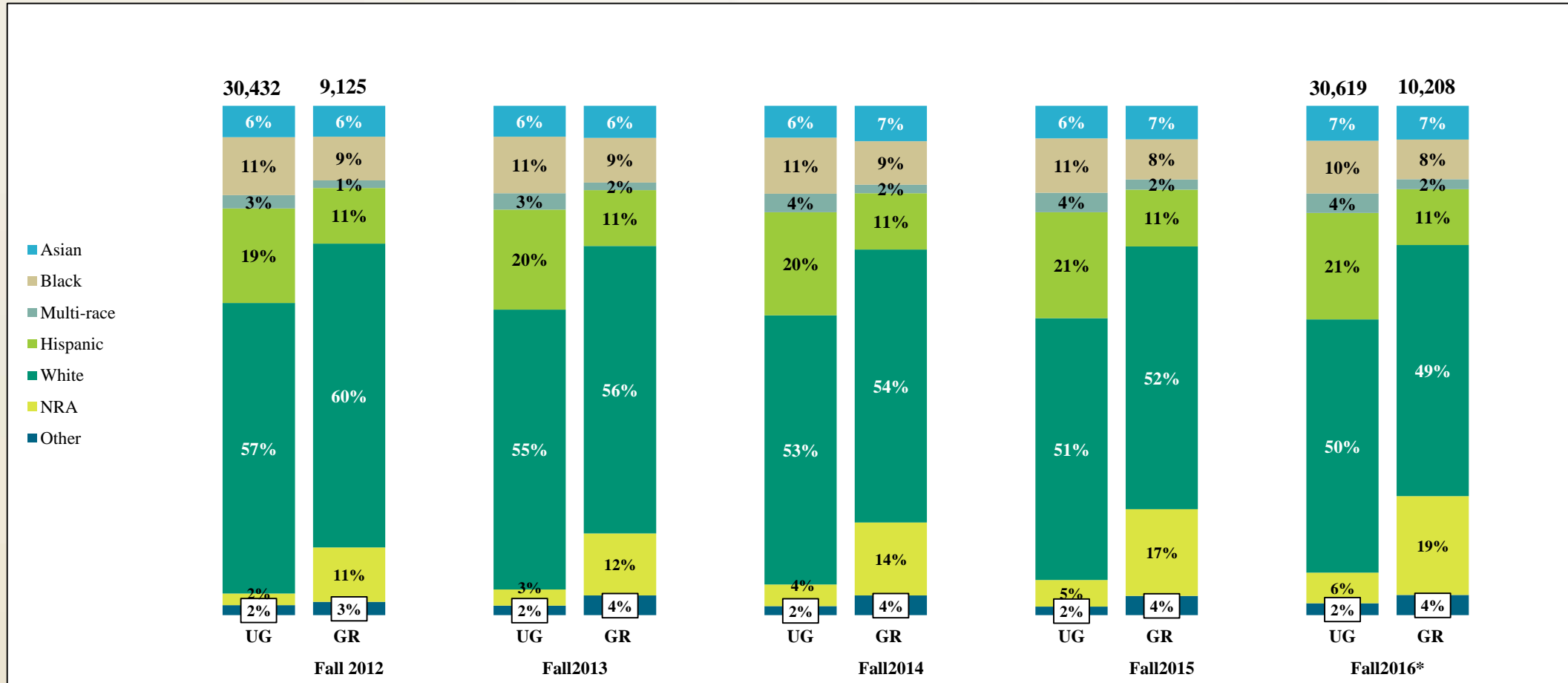
Total Enrollment Headcount by Race/Ethnicity & Level: USF System



* Preliminary data

Source: USF Office of Decision Support

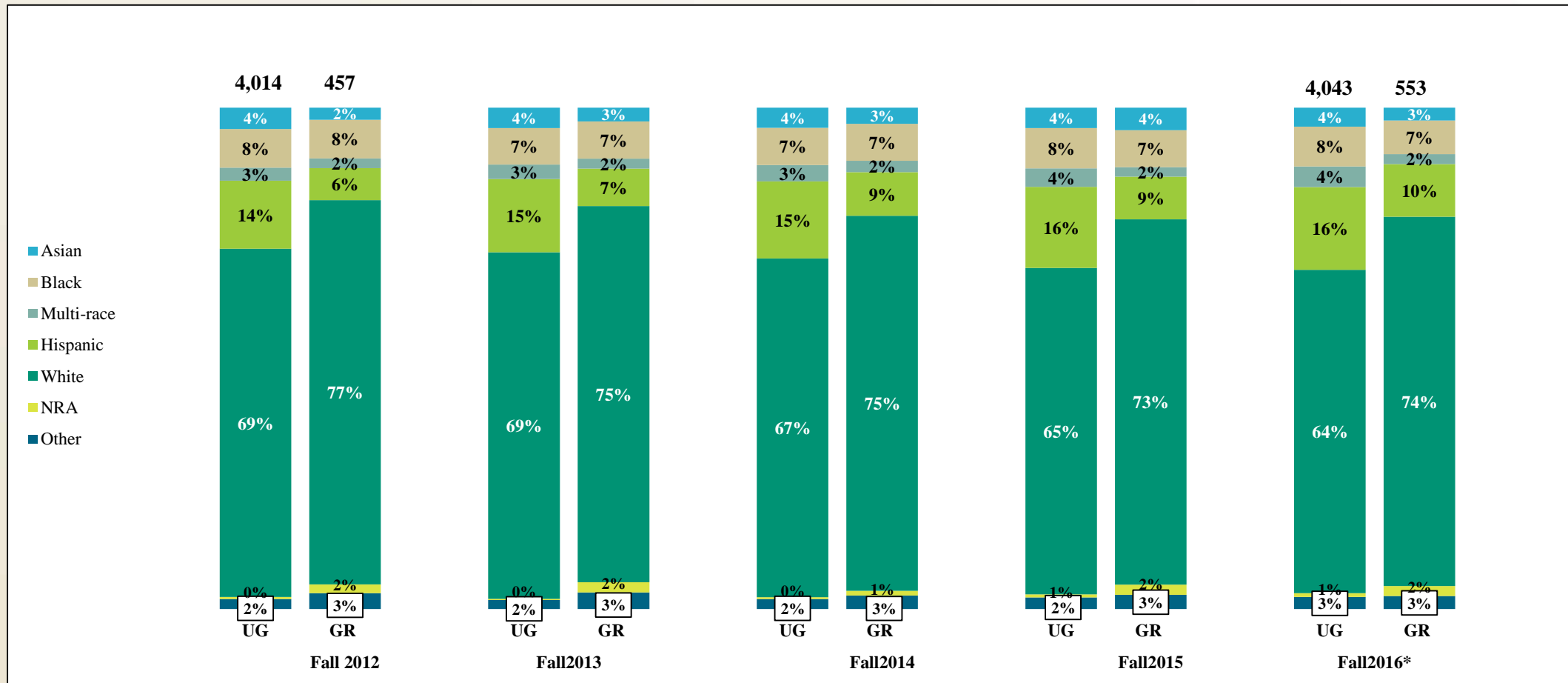
Total Enrollment Headcount by Race/Ethnicity & Level: USF Tampa



* Preliminary data

Source: USF Office of Decision Support

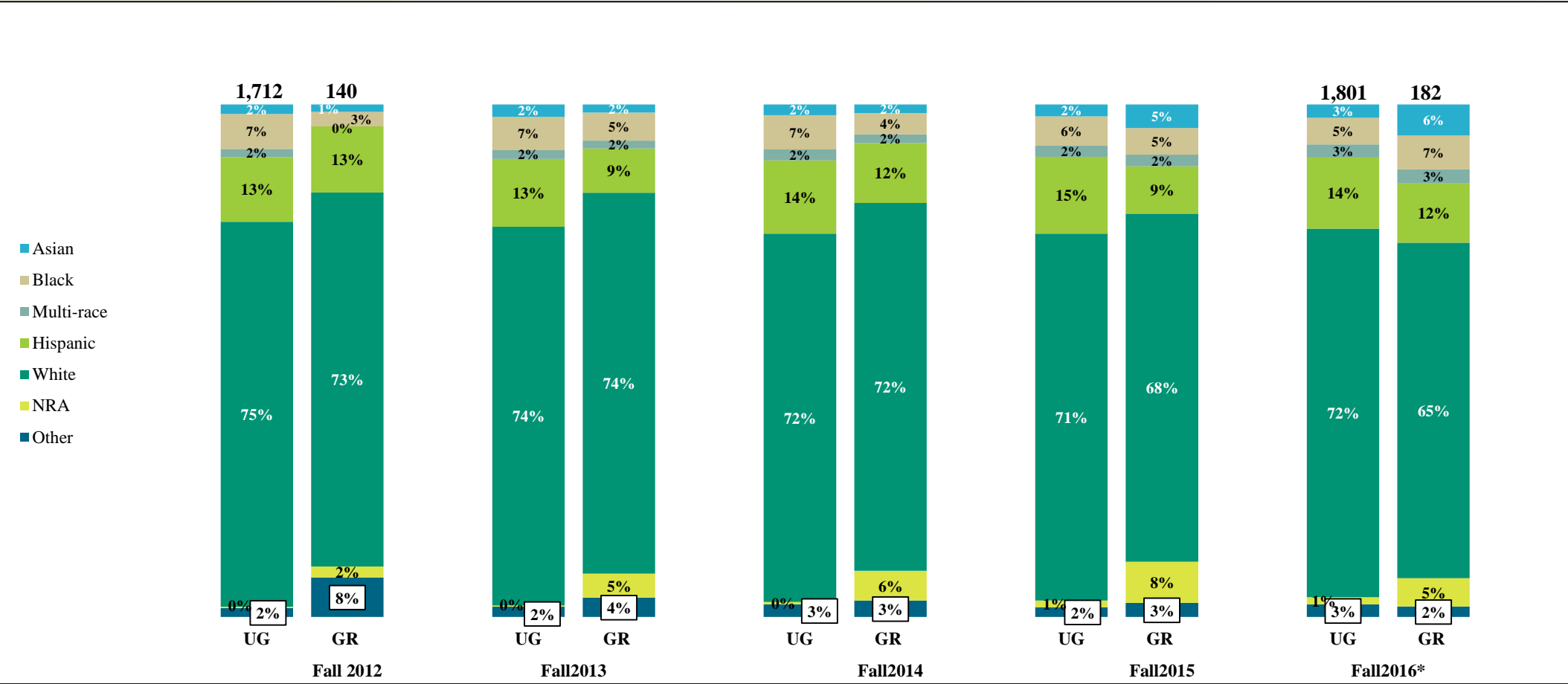
Total Enrollment Headcount by Race/Ethnicity & Level: USF St. Petersburg



* Preliminary data

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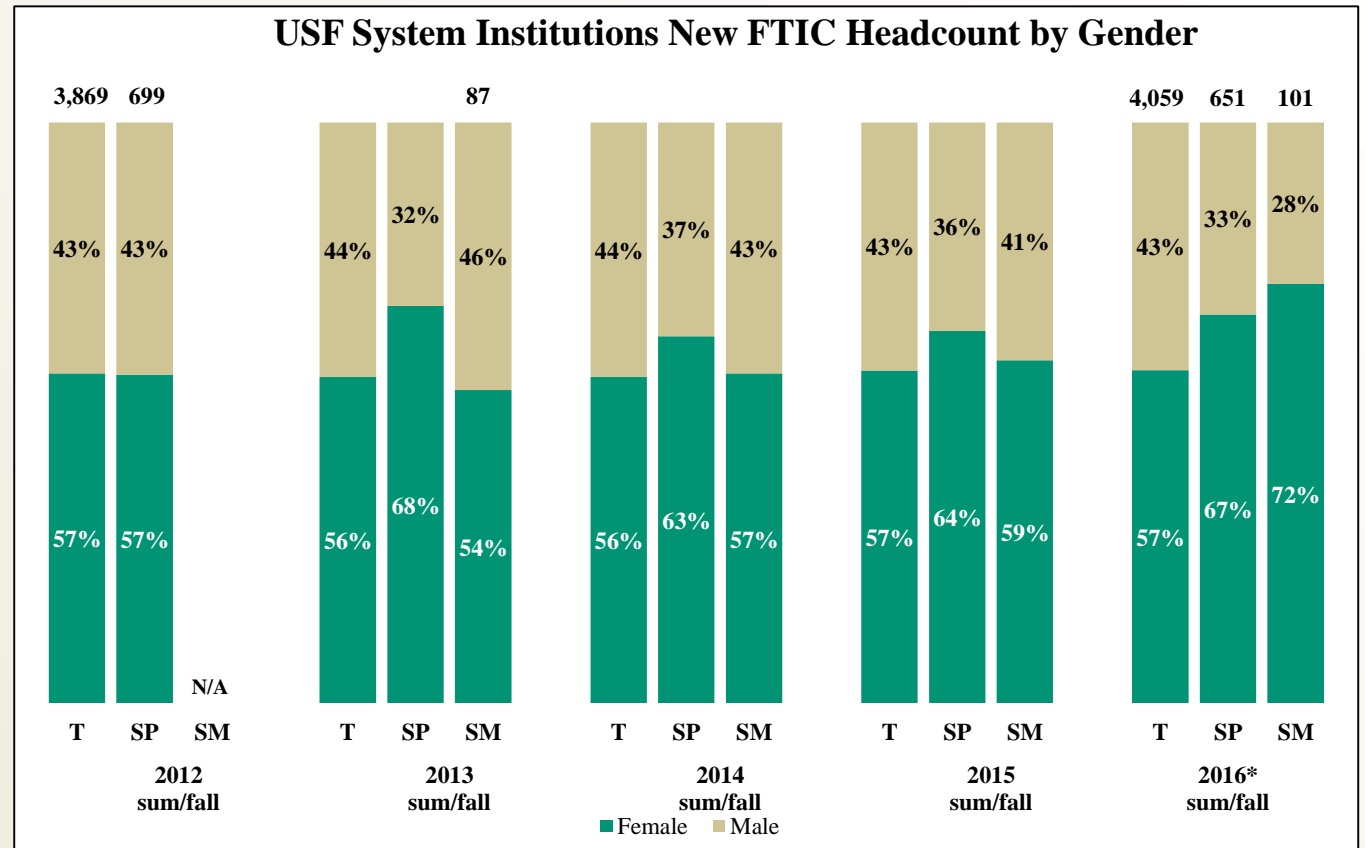
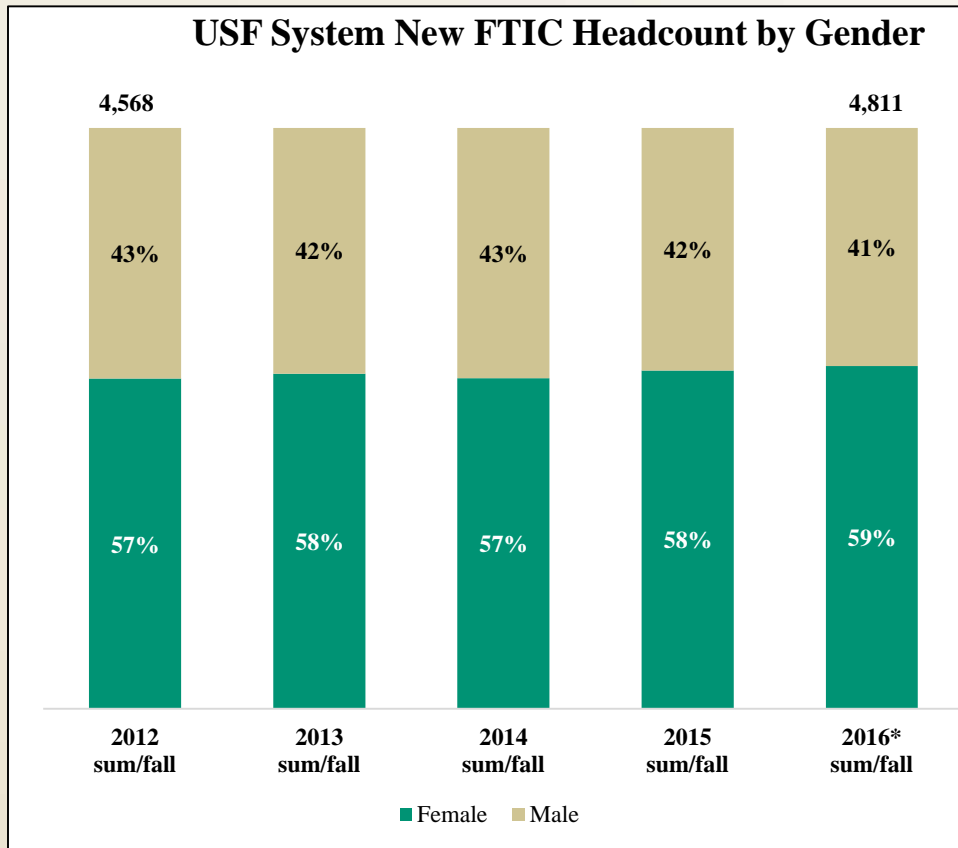
Total Enrollment Headcount by Race/Ethnicity & Level: USF Sarasota-Manatee



* Preliminary data

Source: USF Office of Decision Support

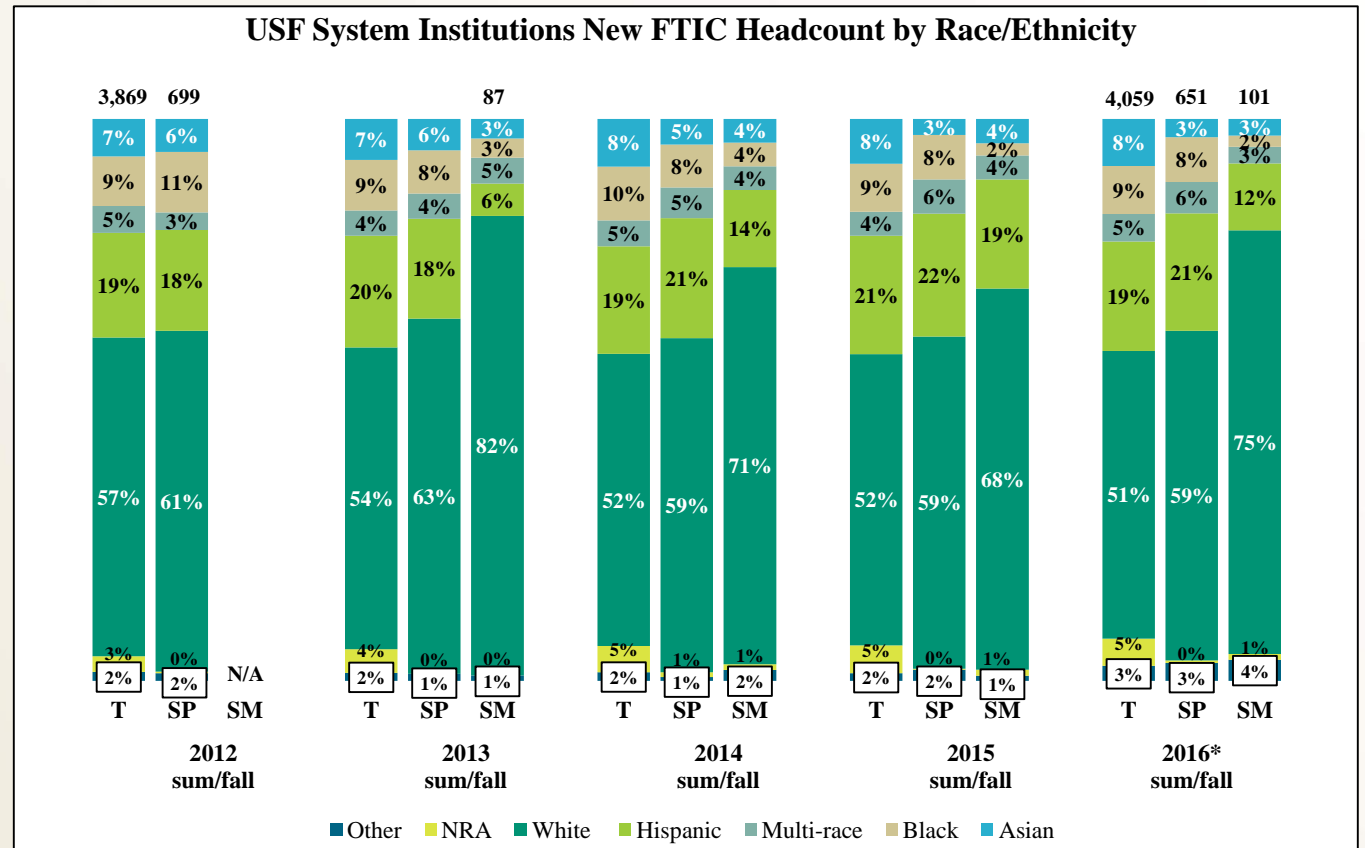
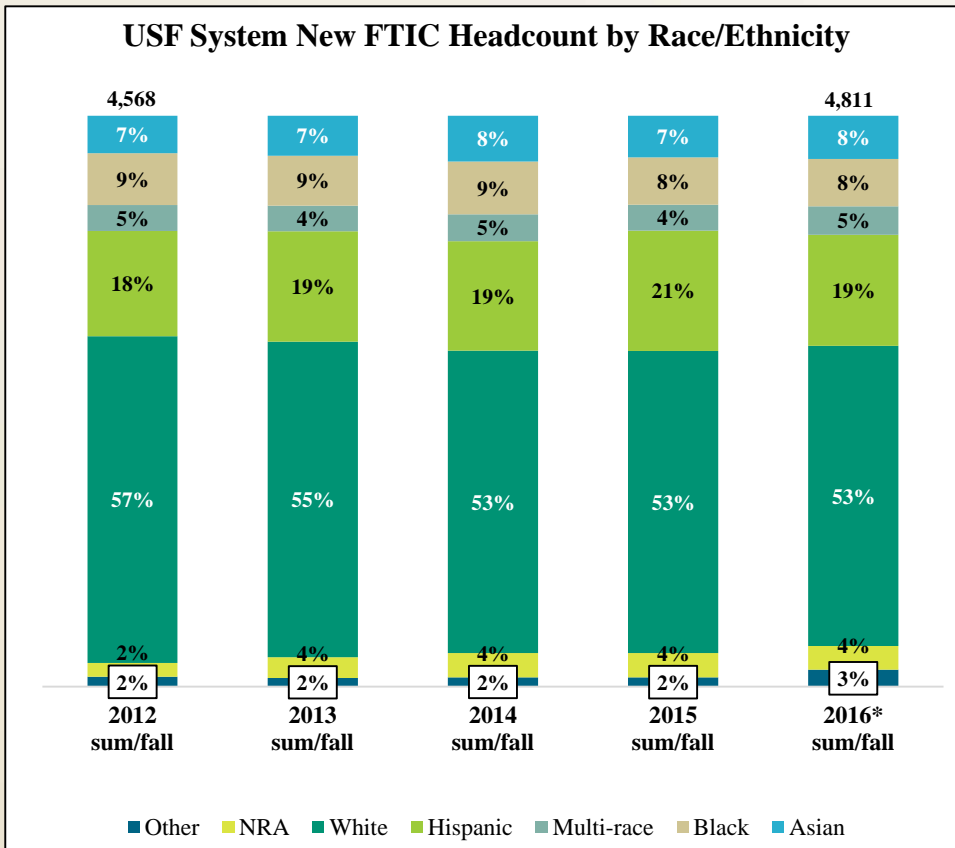
New FTIC Enrollment by Gender



* Preliminary data
 • Summer/Fall (IPEDS definition): PBF & Preeminence

Source: USF Office of Decision Support

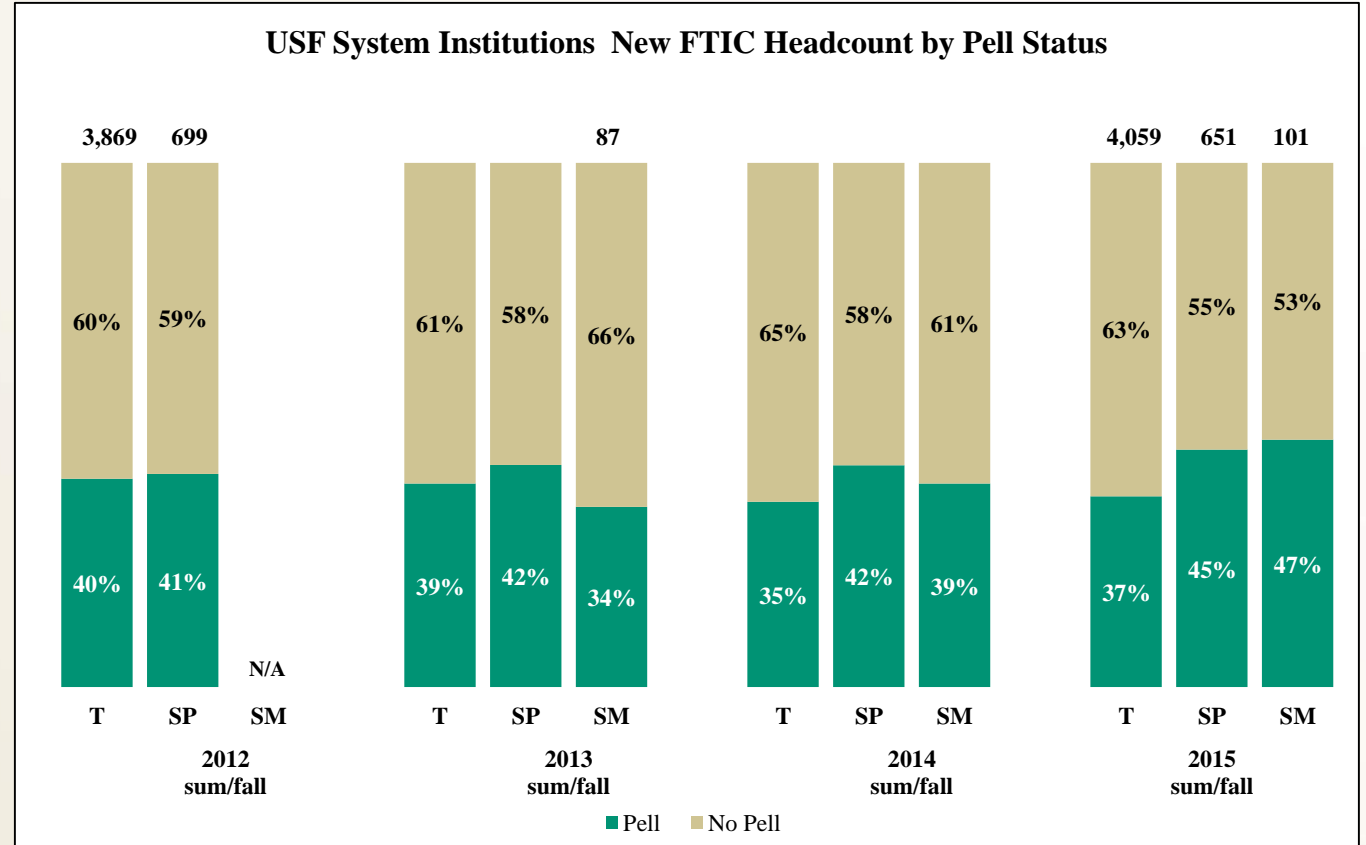
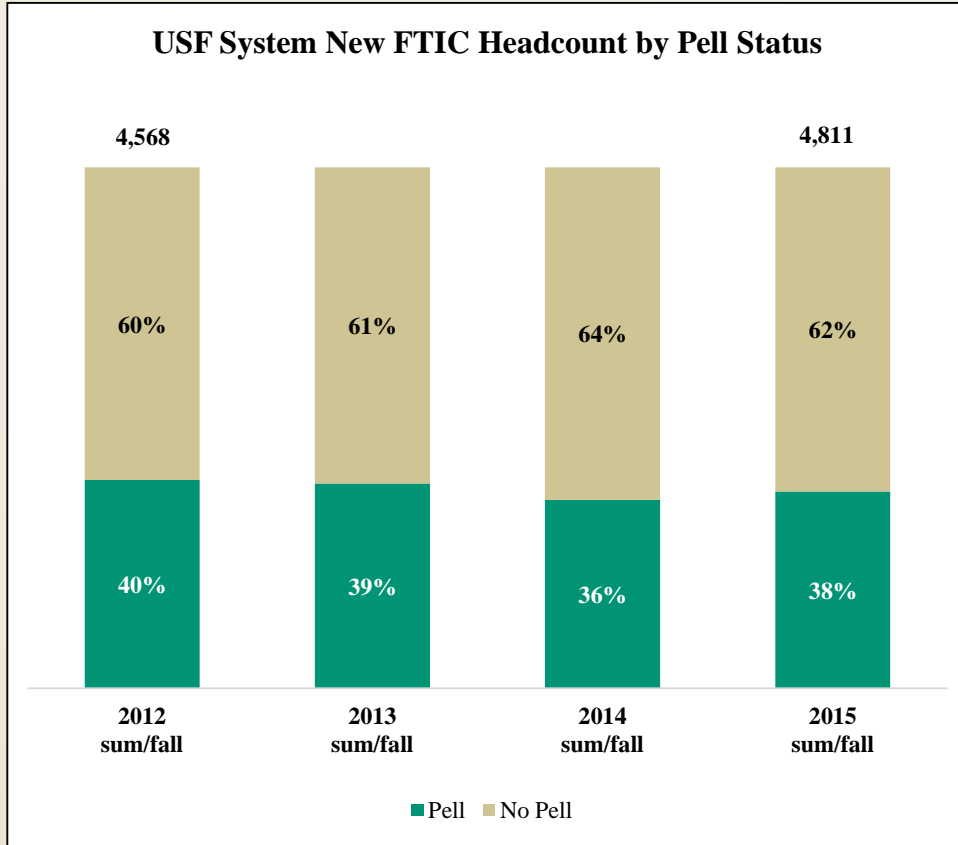
New FTIC Enrollment by Race/Ethnicity



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Source: USF Office of Decision Support

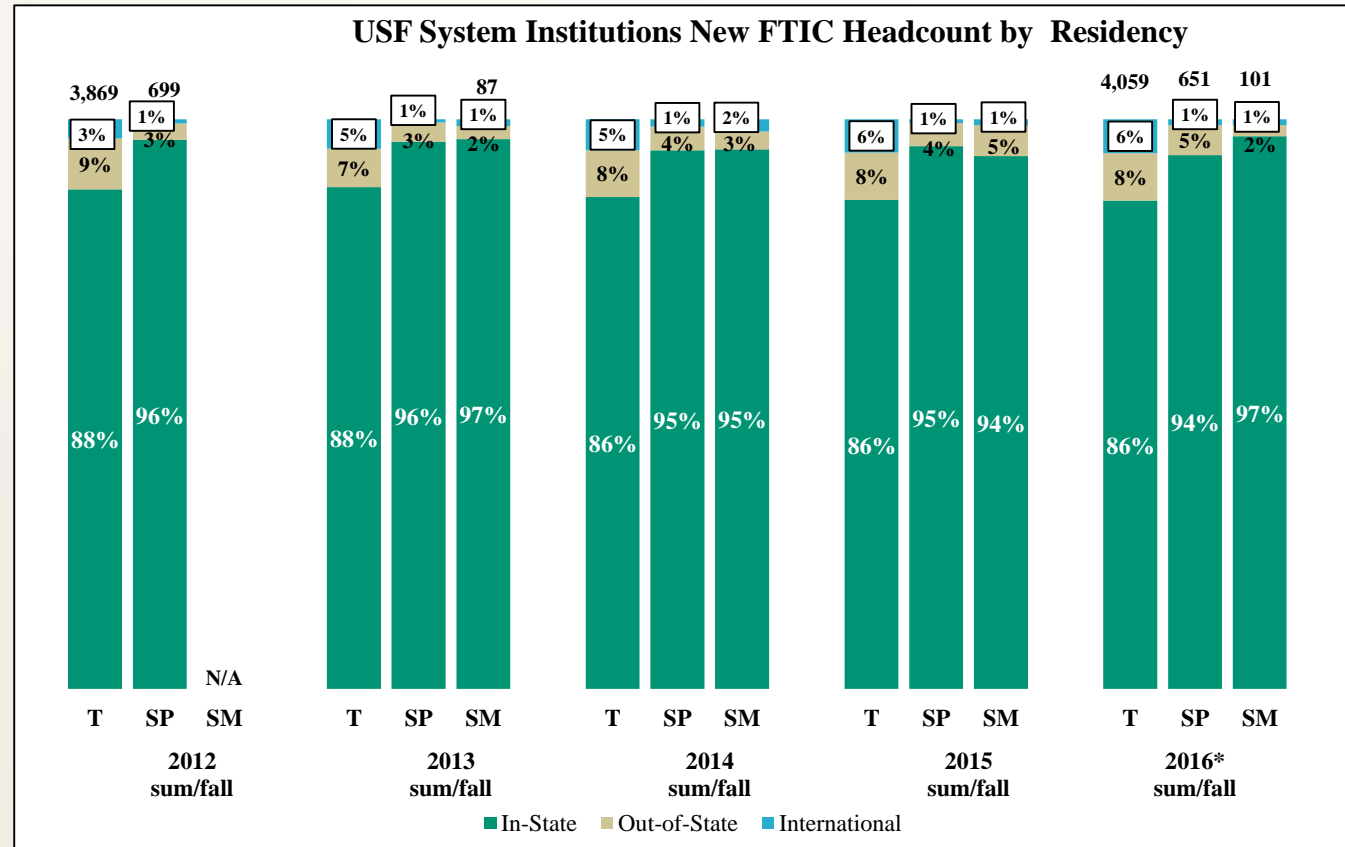
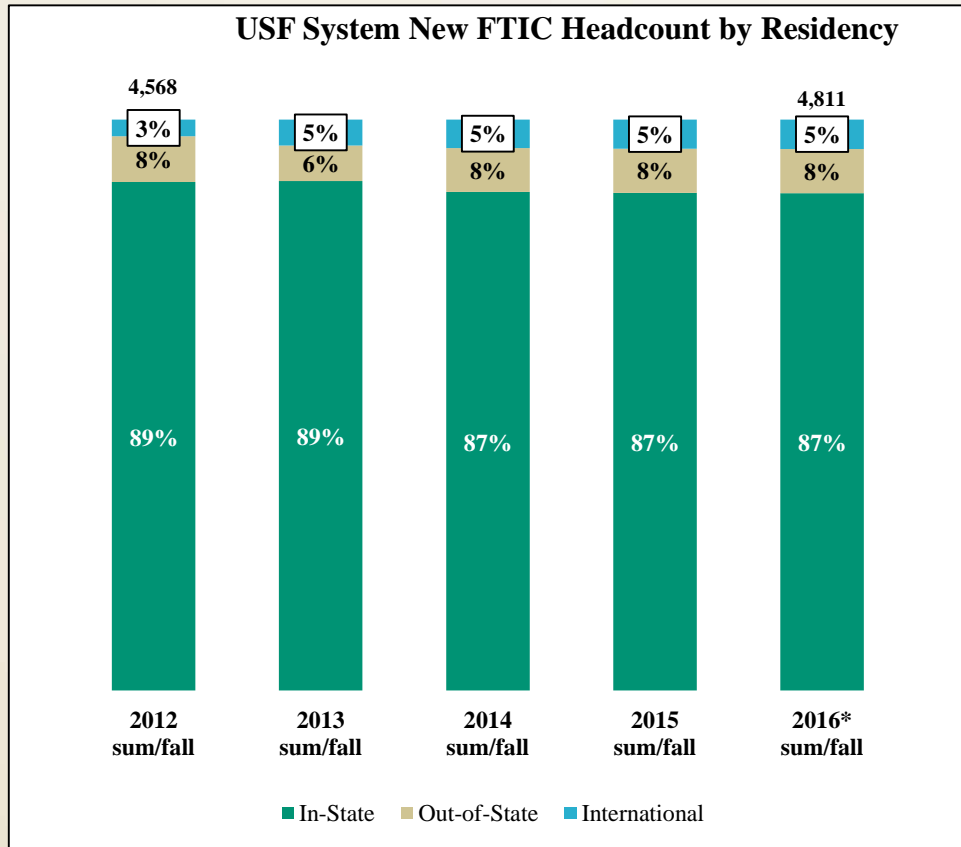
New FTIC Enrollment by Pell Status



• Summer/Fall (IPEDS definition): PBF & Preeminence

Source: USF Office of Decision Support

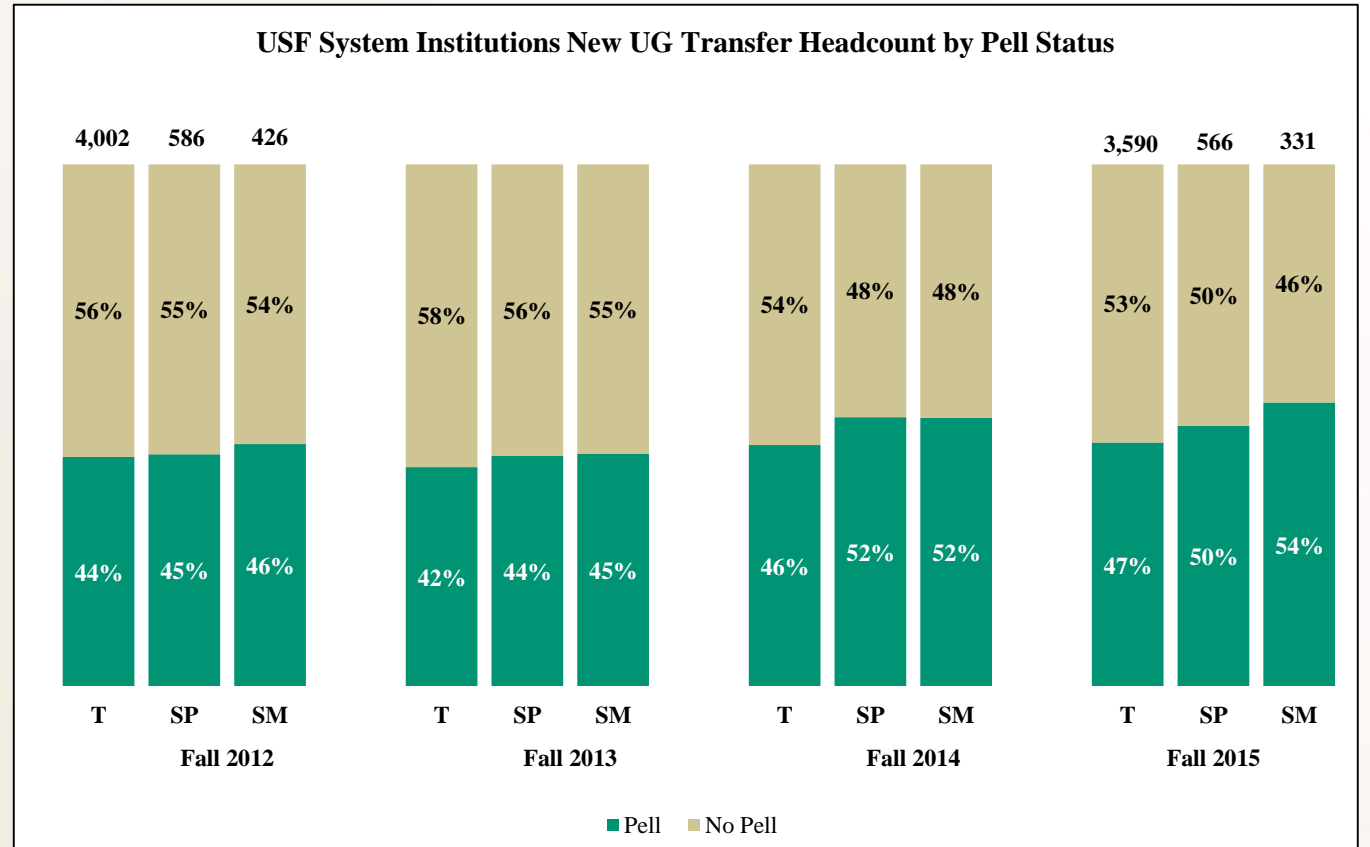
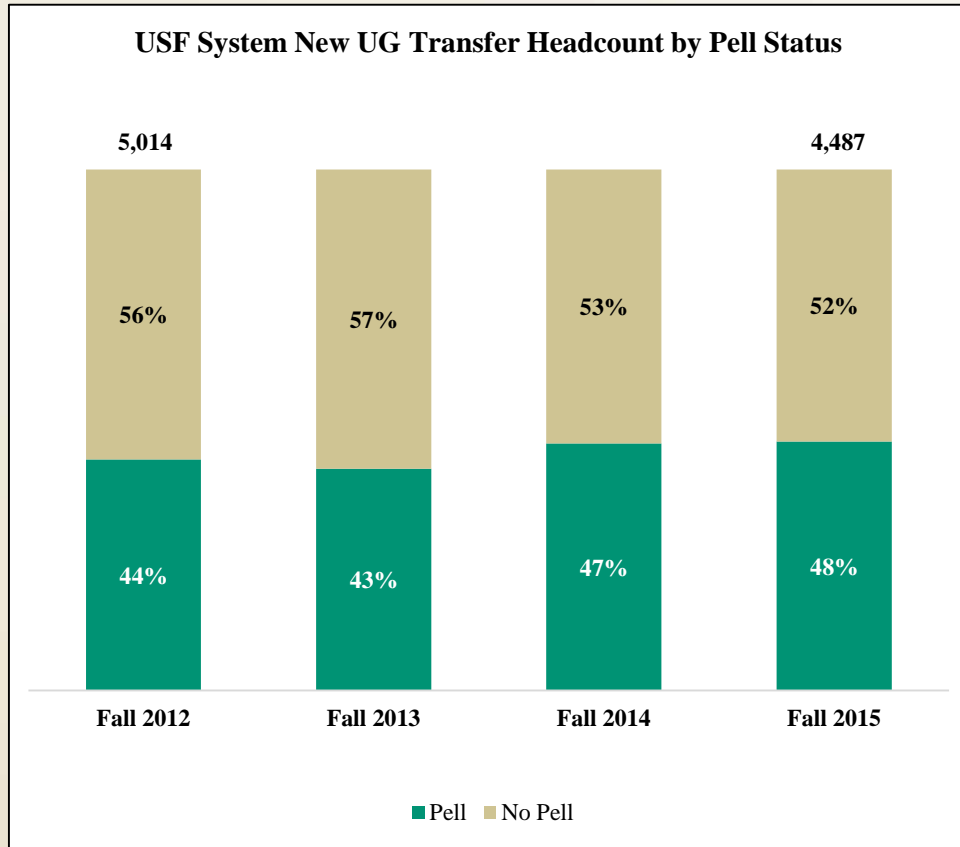
New FTIC Enrollment by Residency



* Preliminary data
 • Summer/Fall (IPEDS definition): PBF & Preeminence

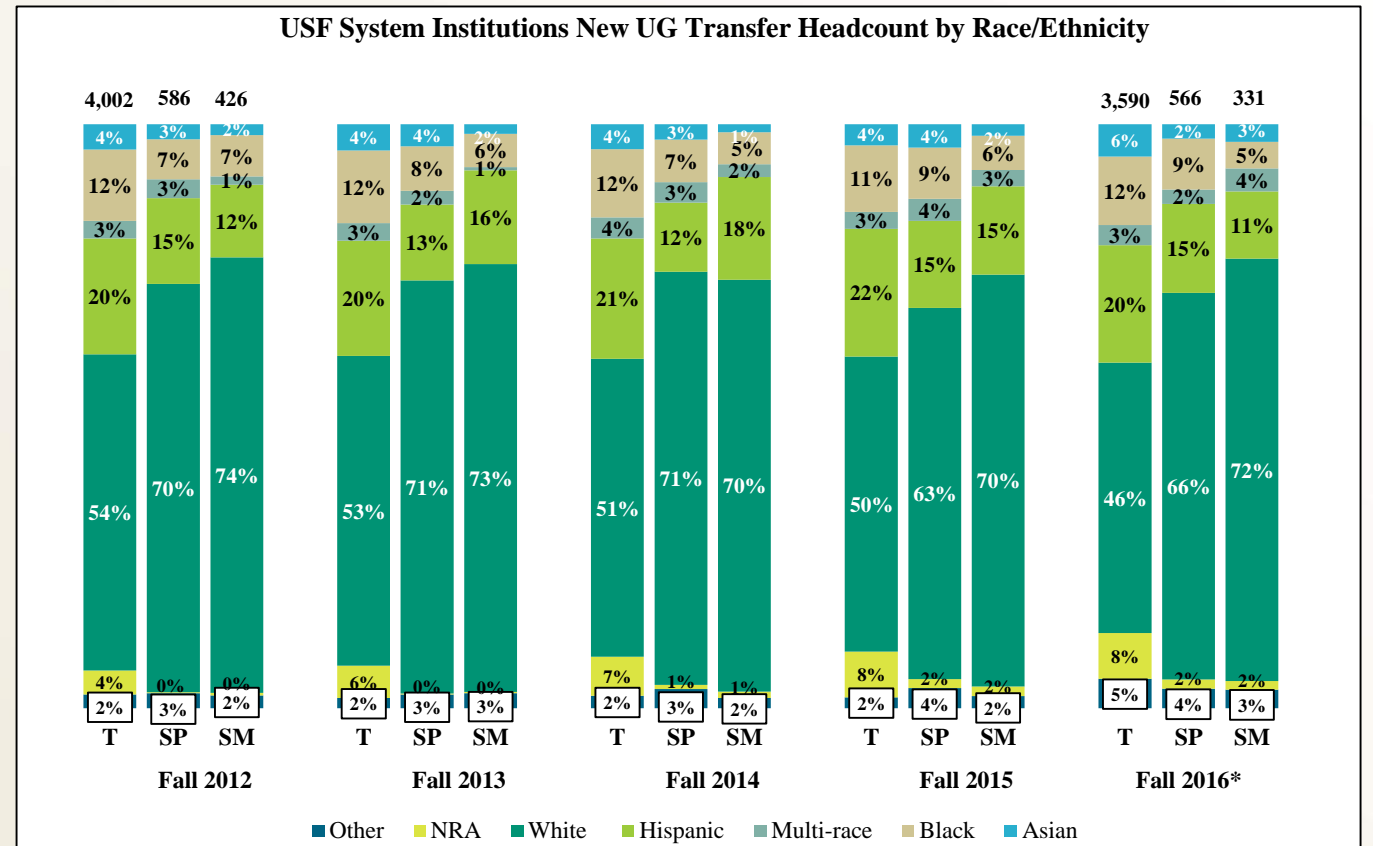
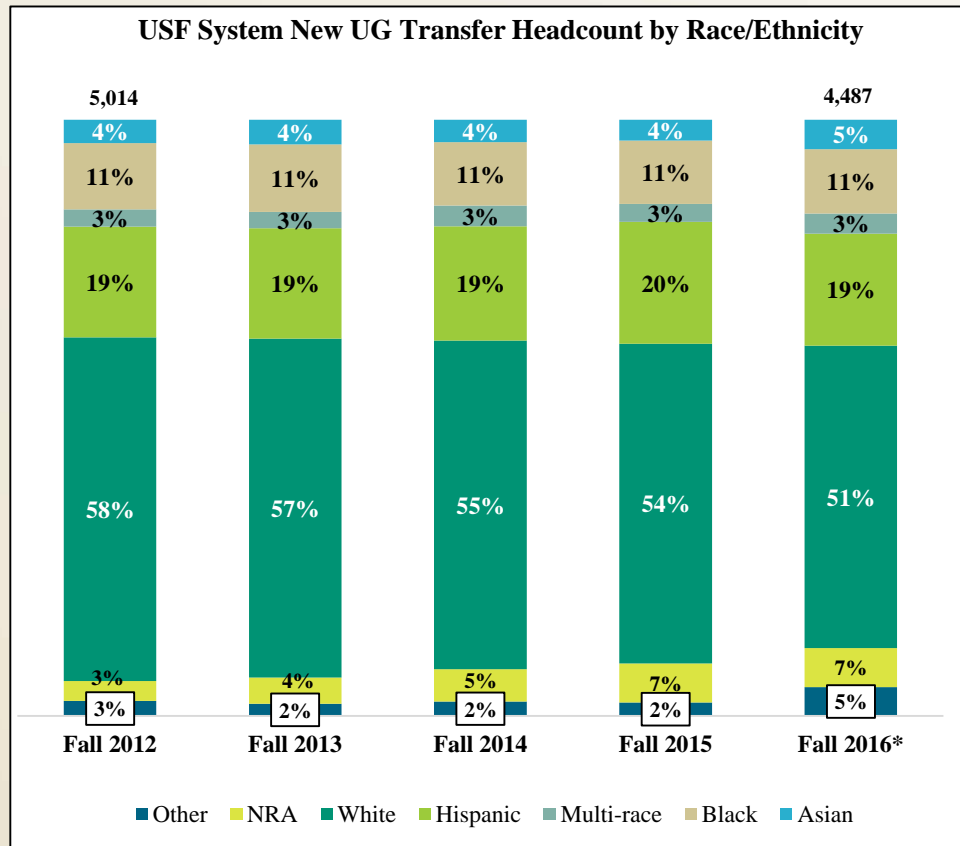
Source: USF Office of Decision Support

All New Undergraduate Transfer Enrollment by Gender



Source: USF Office of Decision Support

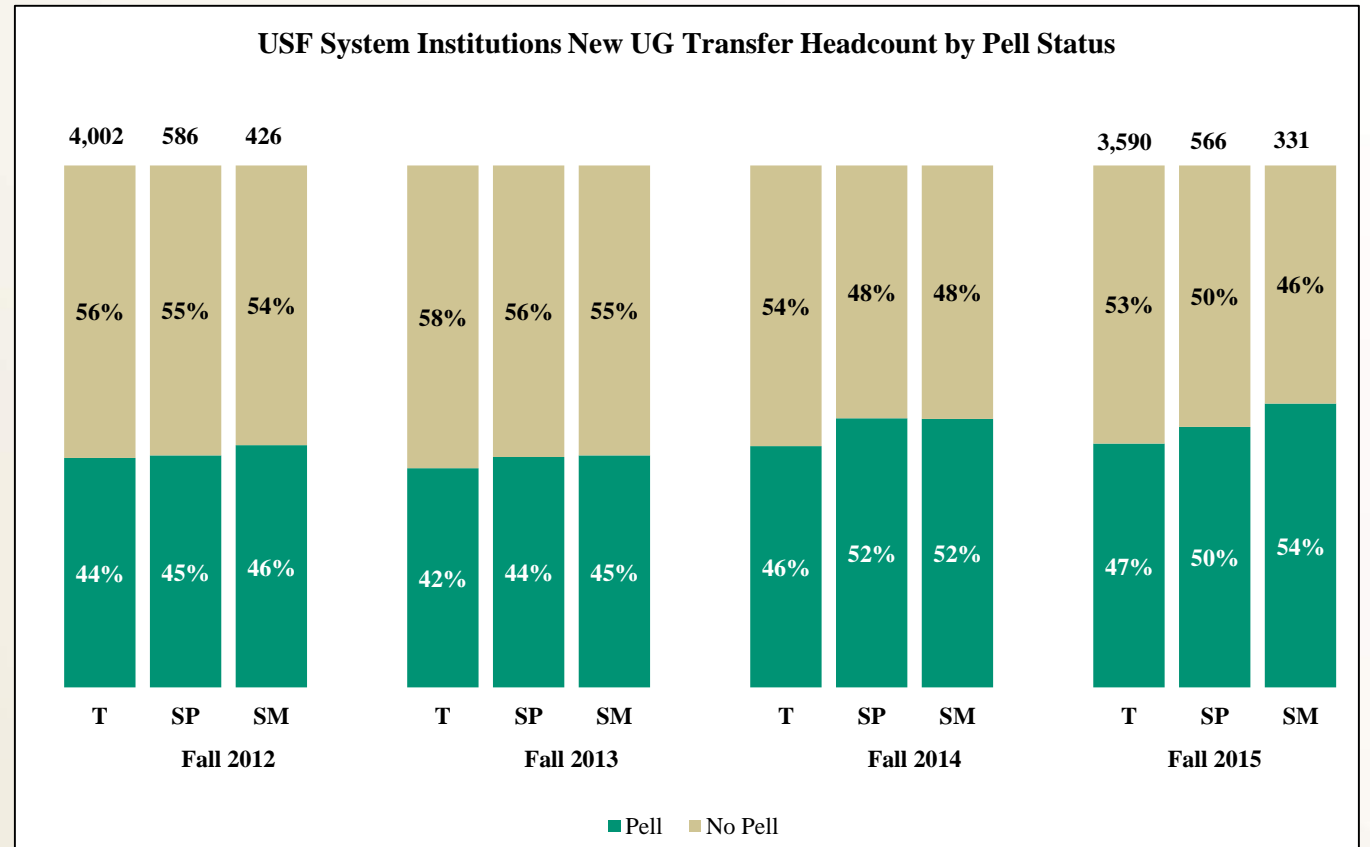
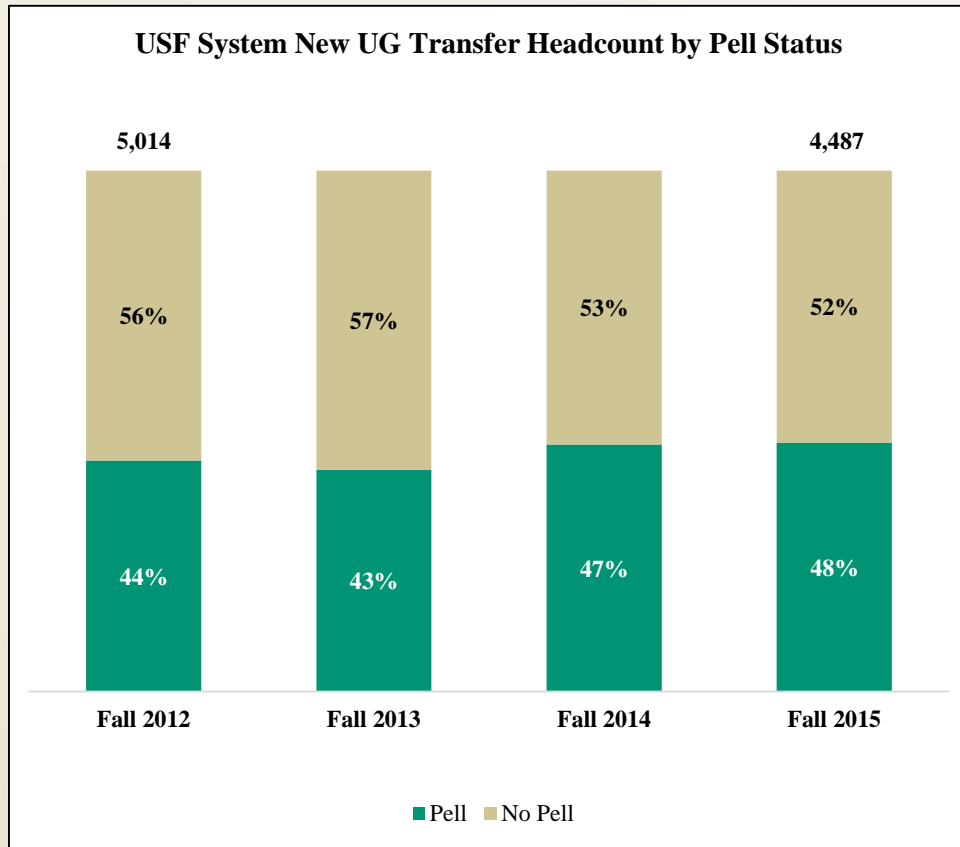
All New Undergraduate Transfer Enrollment by Race/Ethnicity



* Preliminary data

Source: USF Office of Decision Support

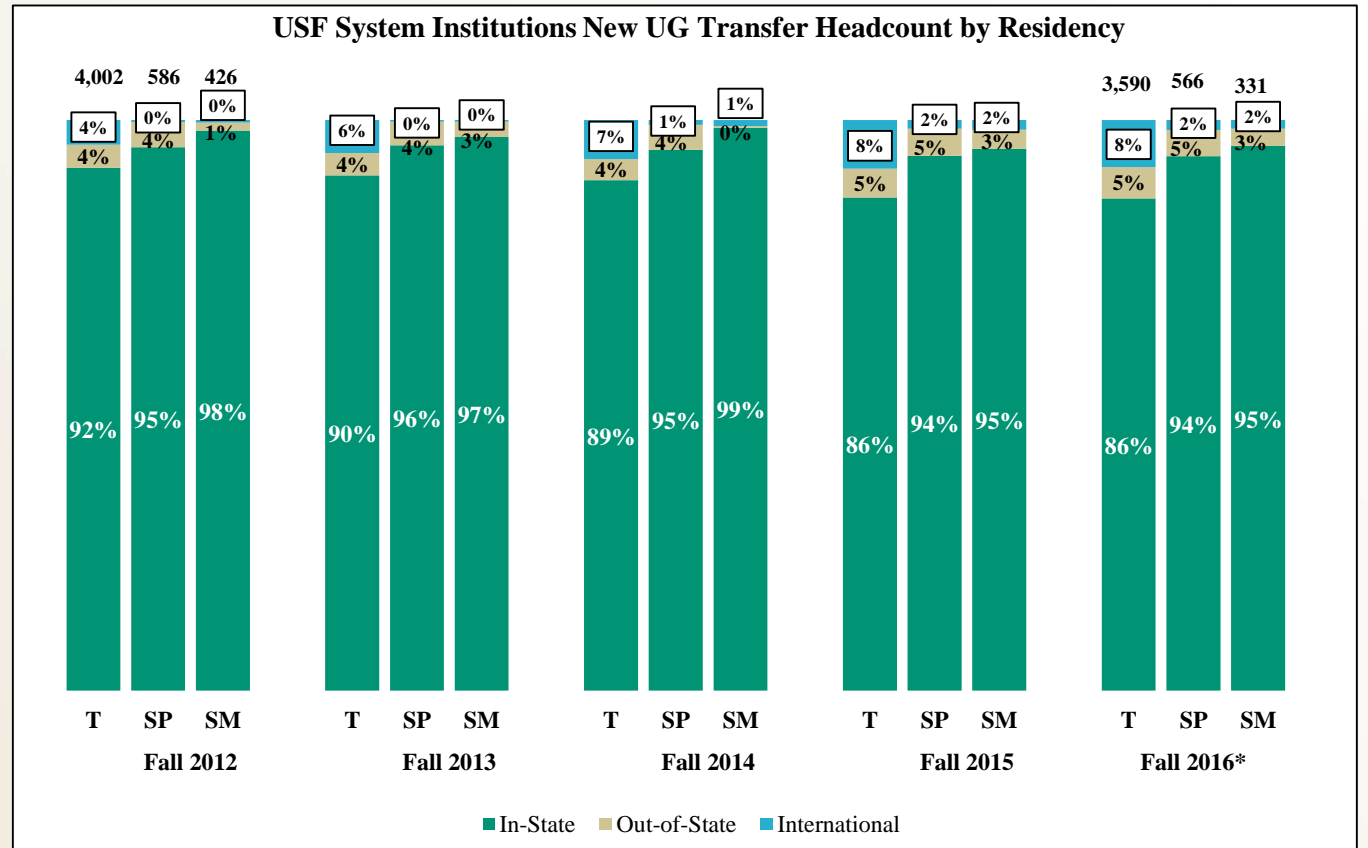
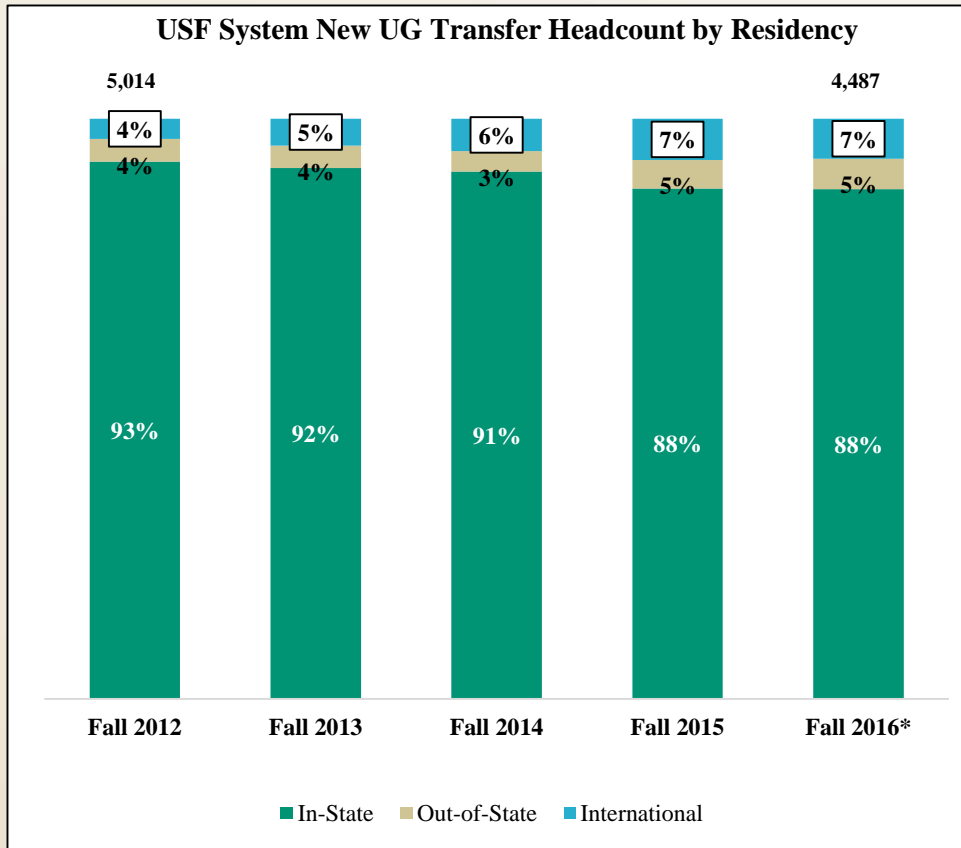
All New Undergraduate Transfer Enrollment by Pell Status



* Preliminary data

Source: USF Office of Decision Support

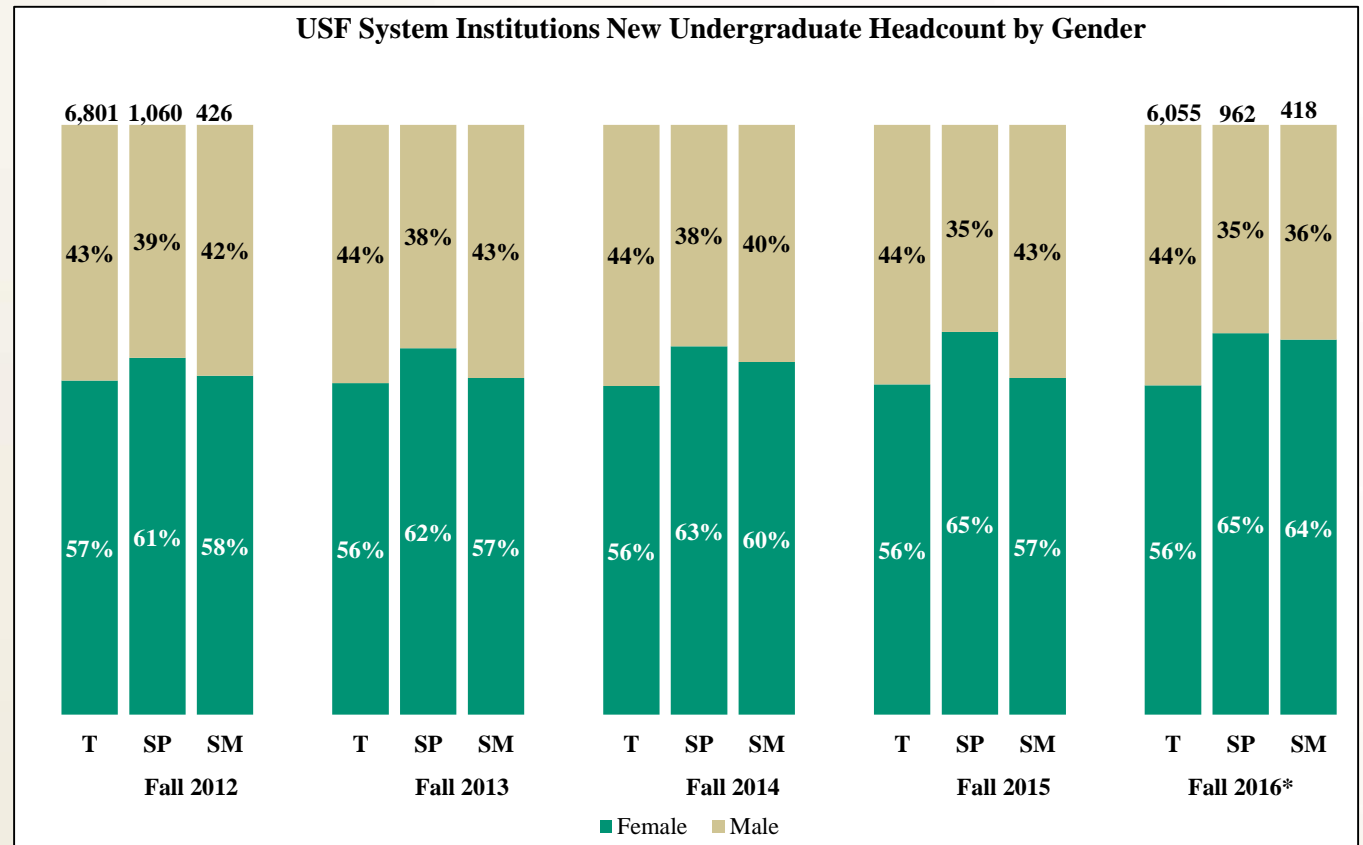
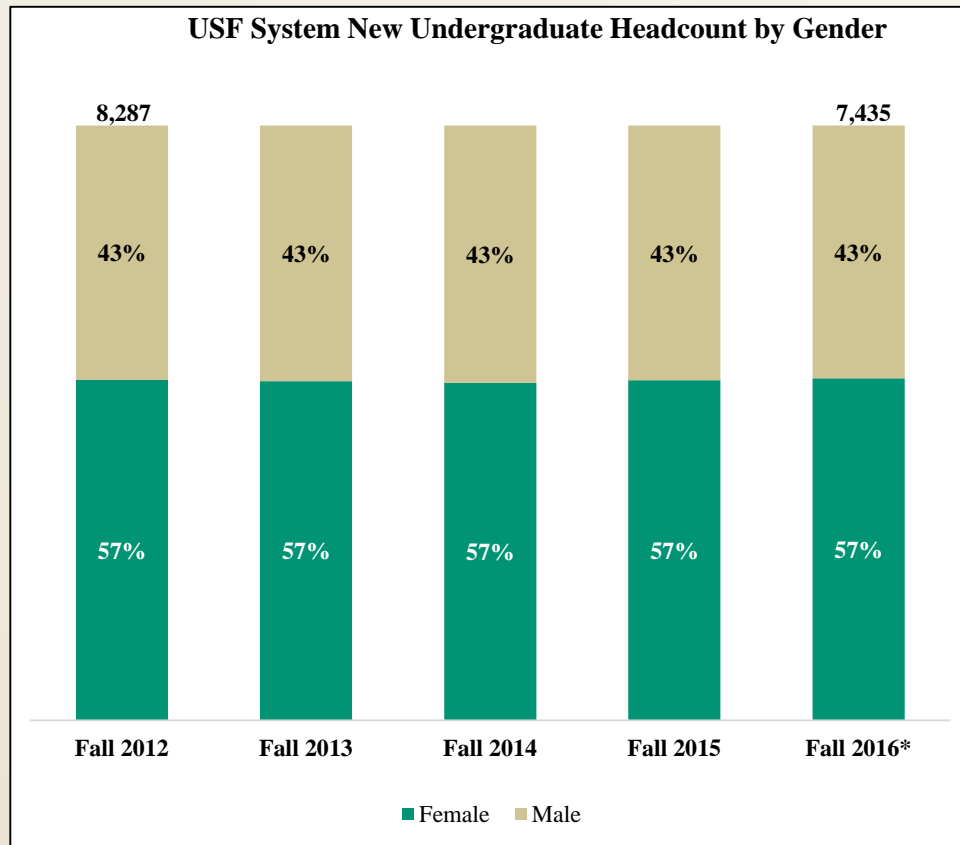
All New Undergraduate Transfer Enrollment by Residency



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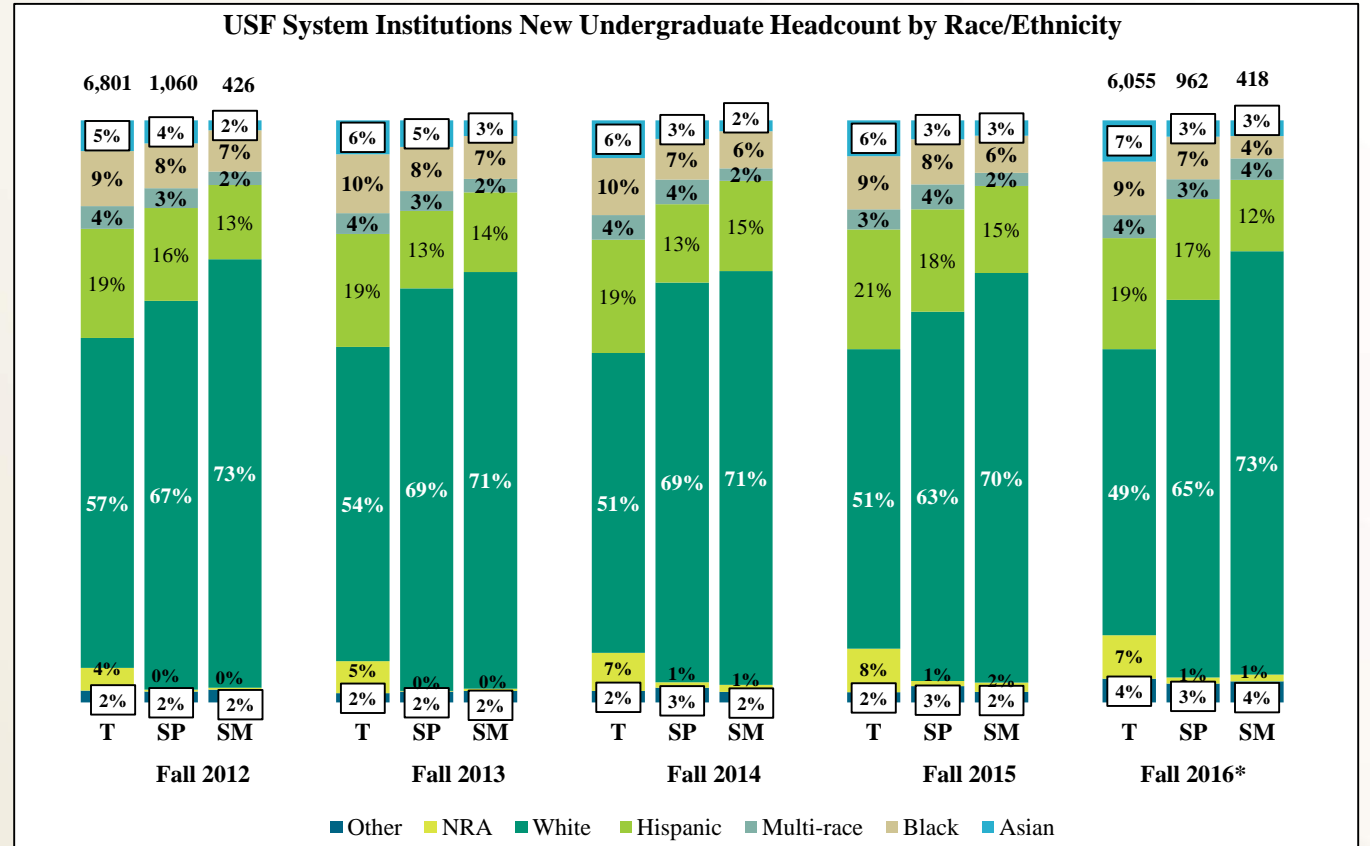
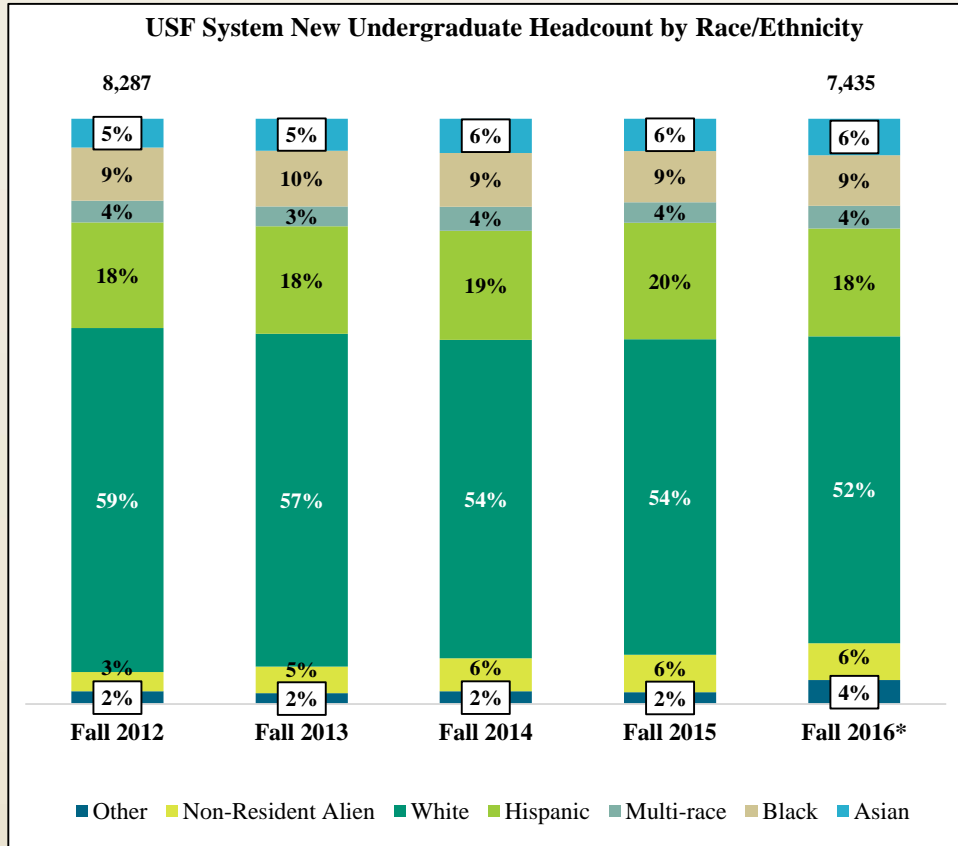
New Undergraduate Enrollment by Gender



* Preliminary data

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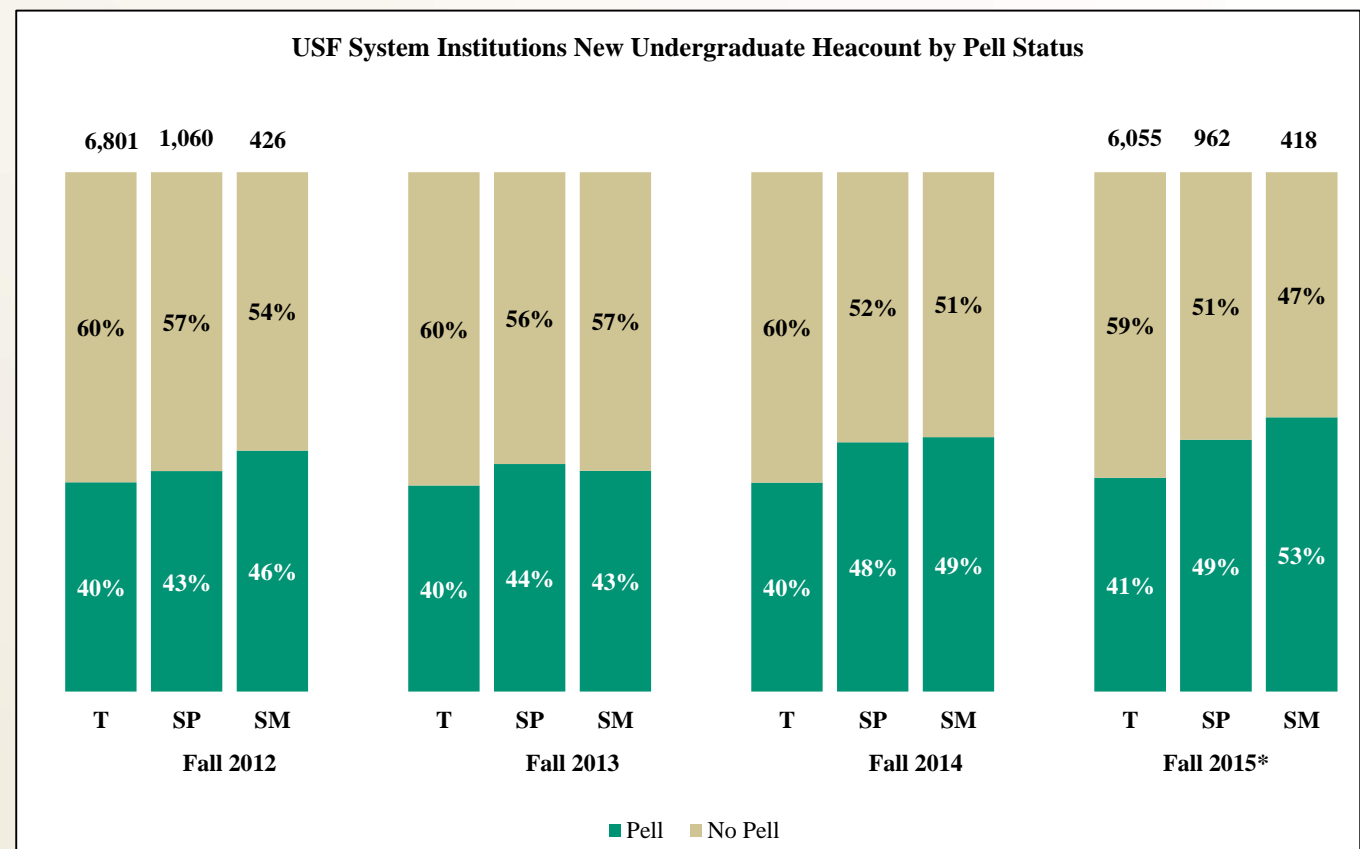
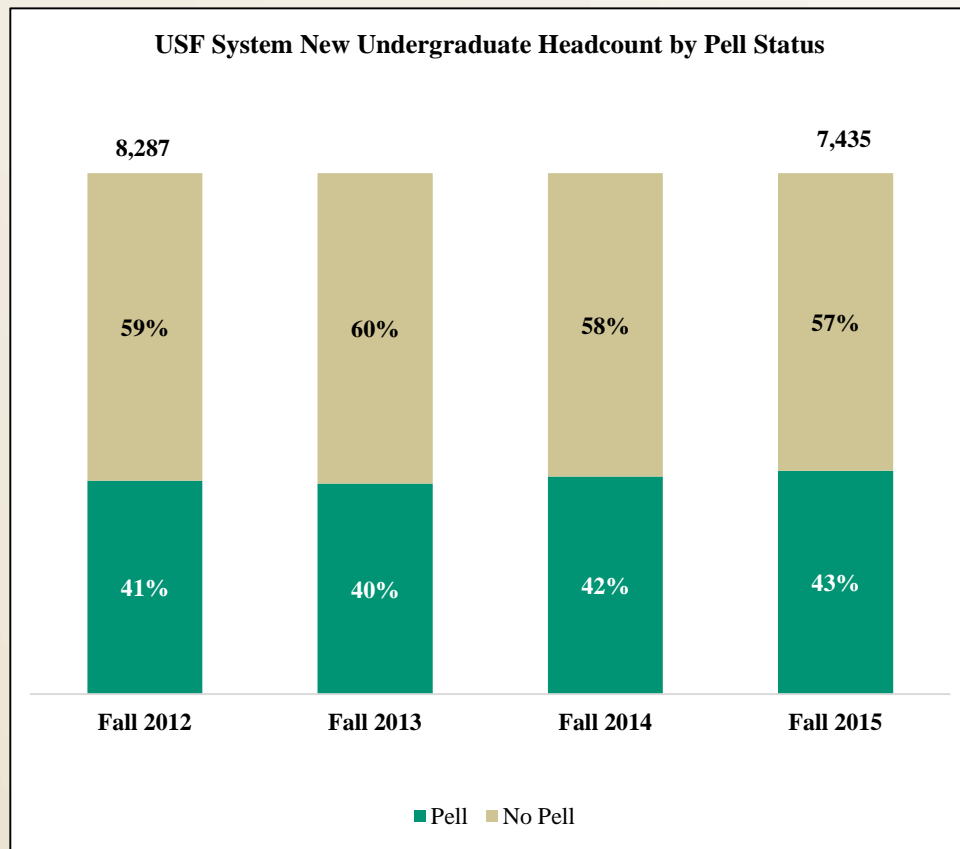
New Undergraduate Enrollment by Race/Ethnicity



* Preliminary data

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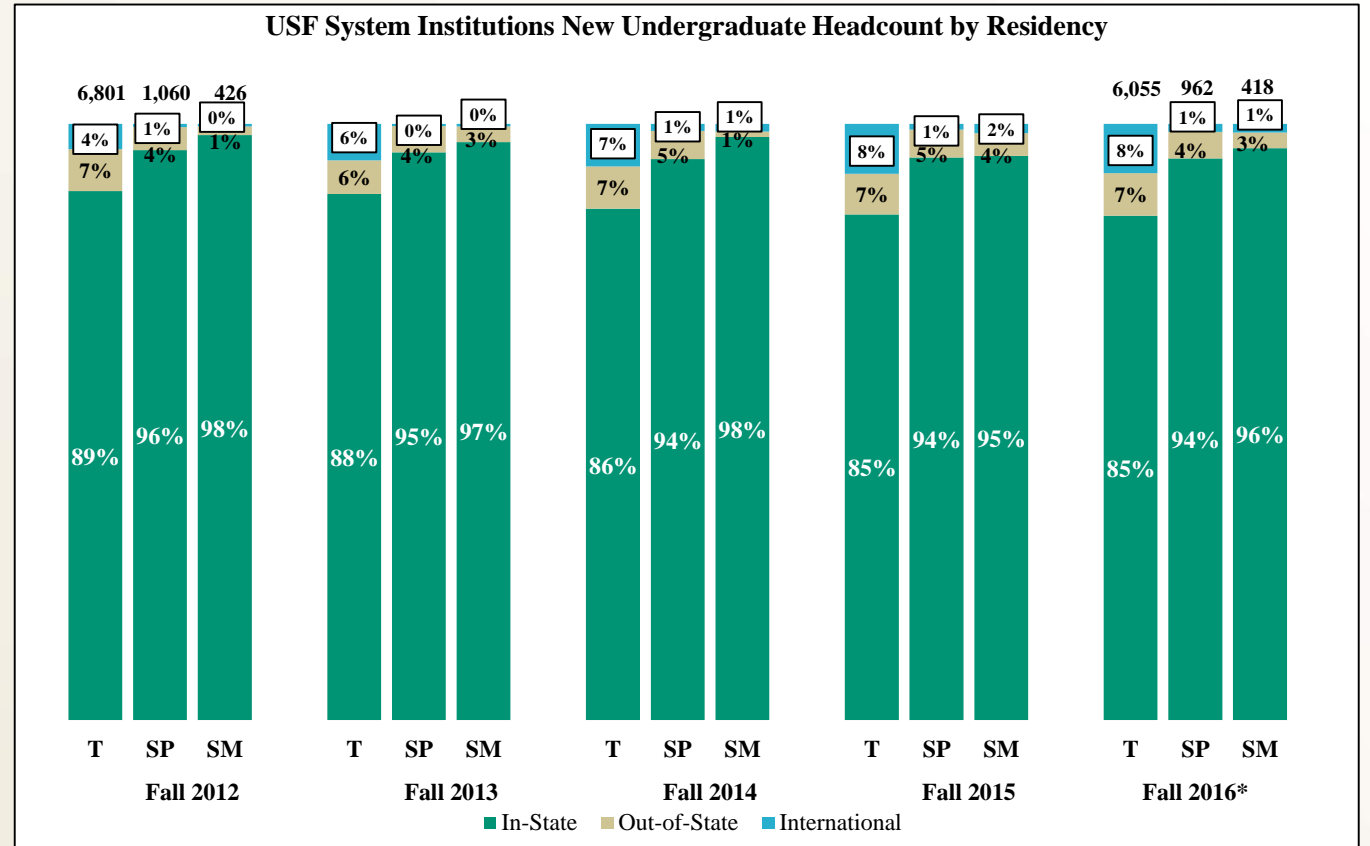
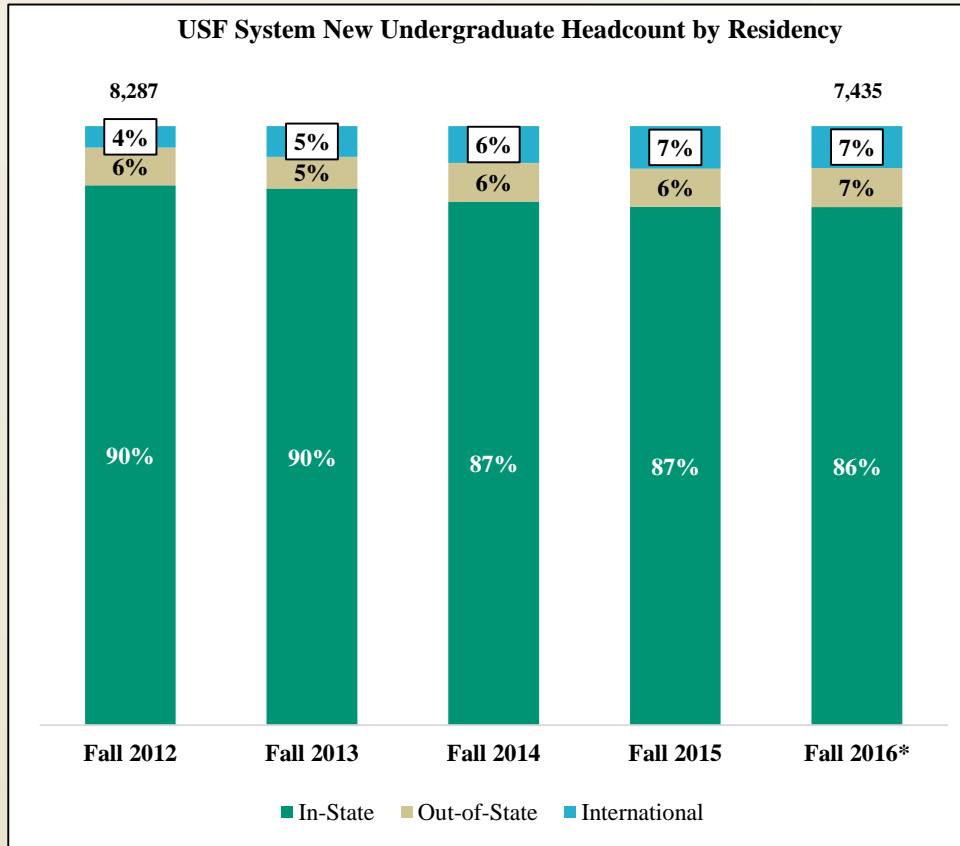
New Undergraduate Enrollment by Pell Status



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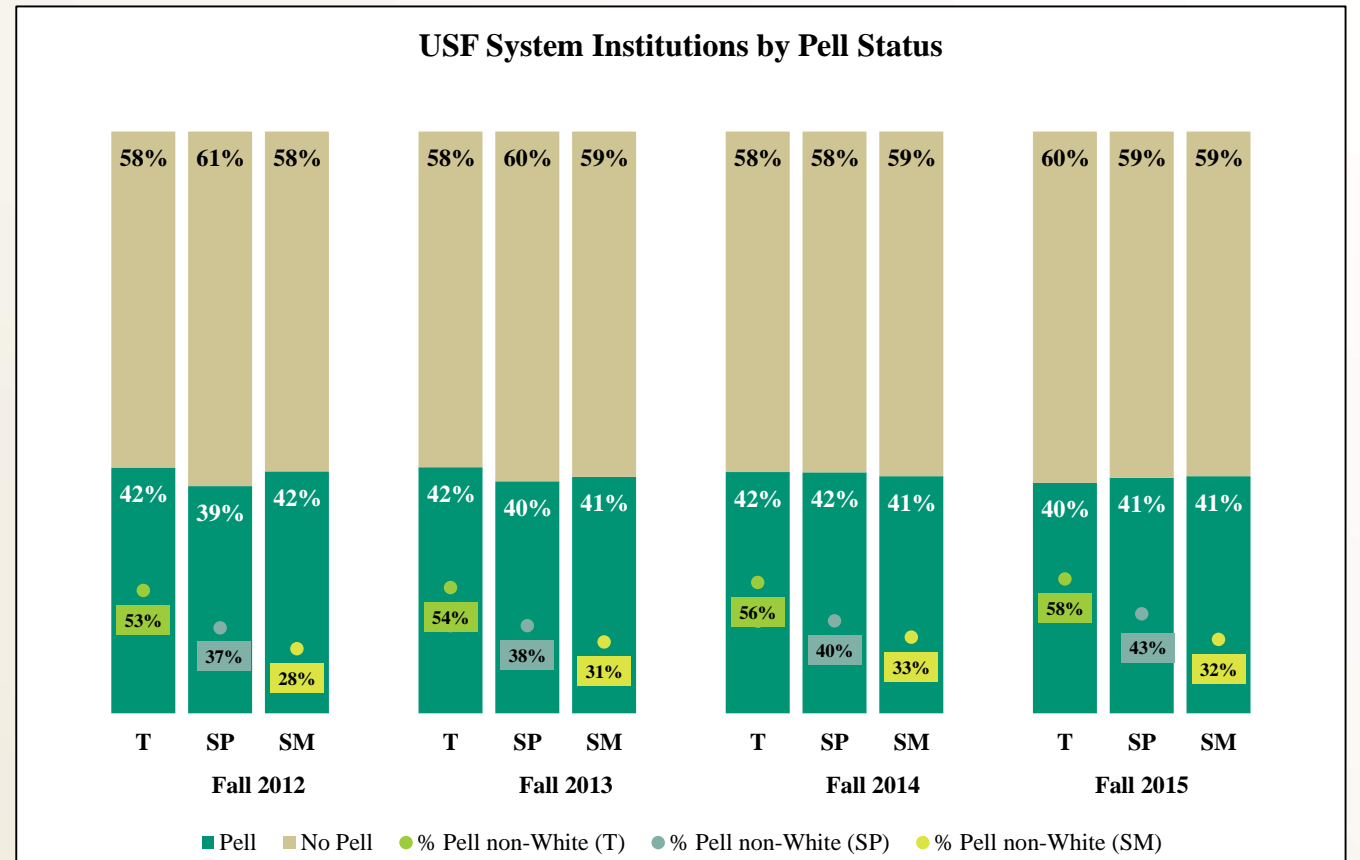
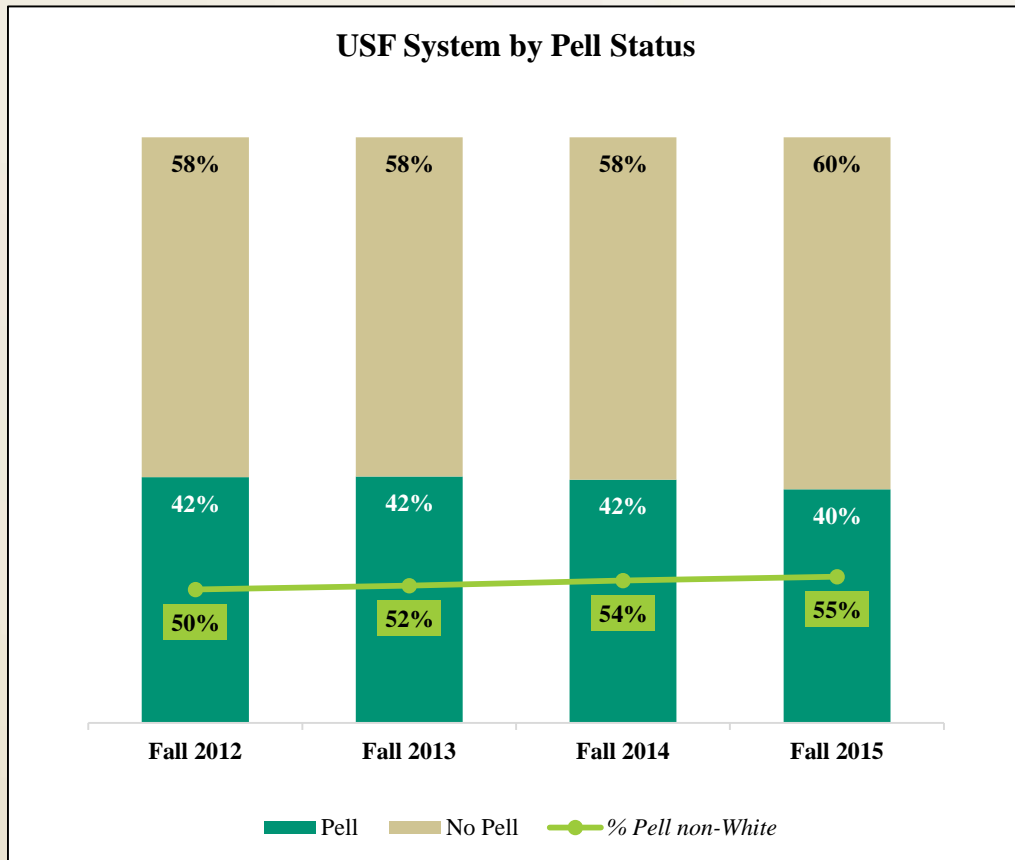
New Undergraduate Enrollment by Residency



* Preliminary data

Source: USF Office of Decision Support

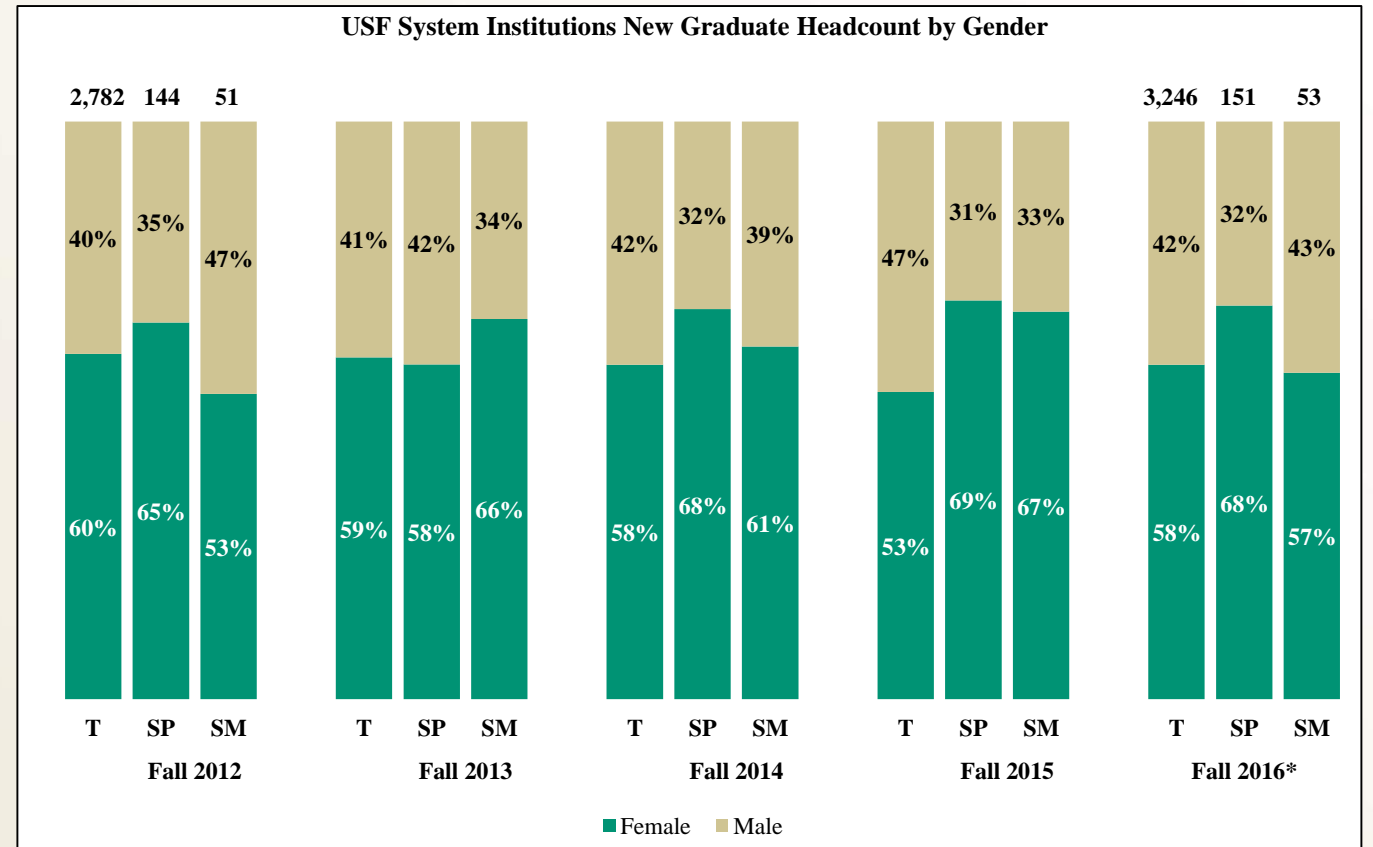
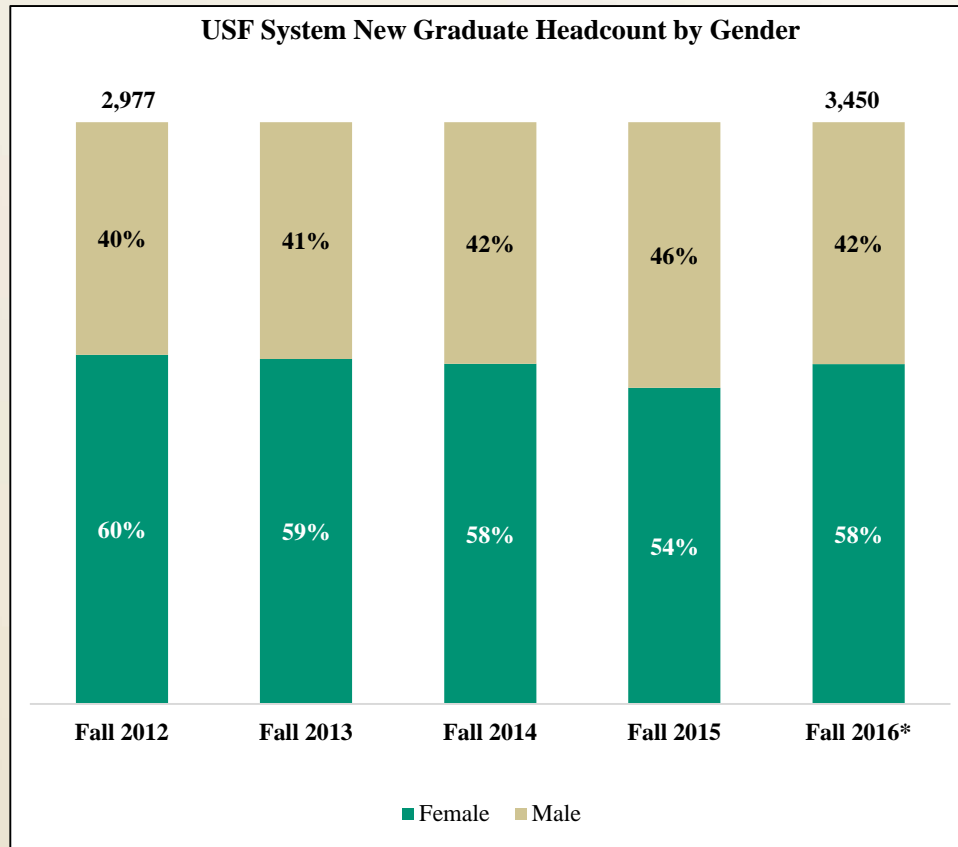
All Undergraduate Enrollment by Pell Status



Note: All Undergraduate students, Fall only; PBF Metric #7 – University Access Rate

Source: USF Office of Decision Support

New Graduate Enrollment by Gender

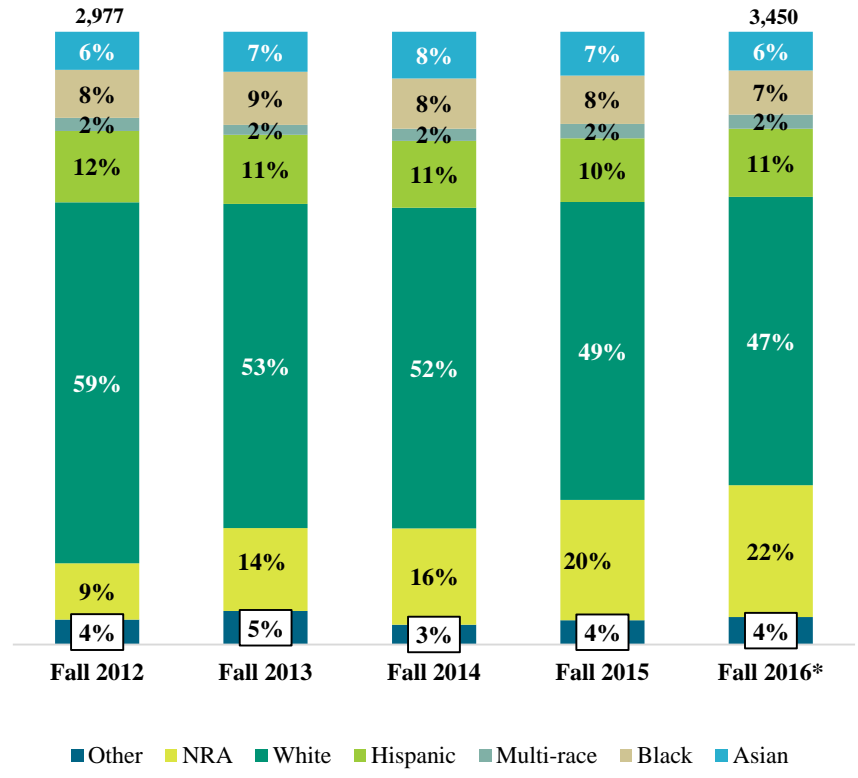


* Preliminary data

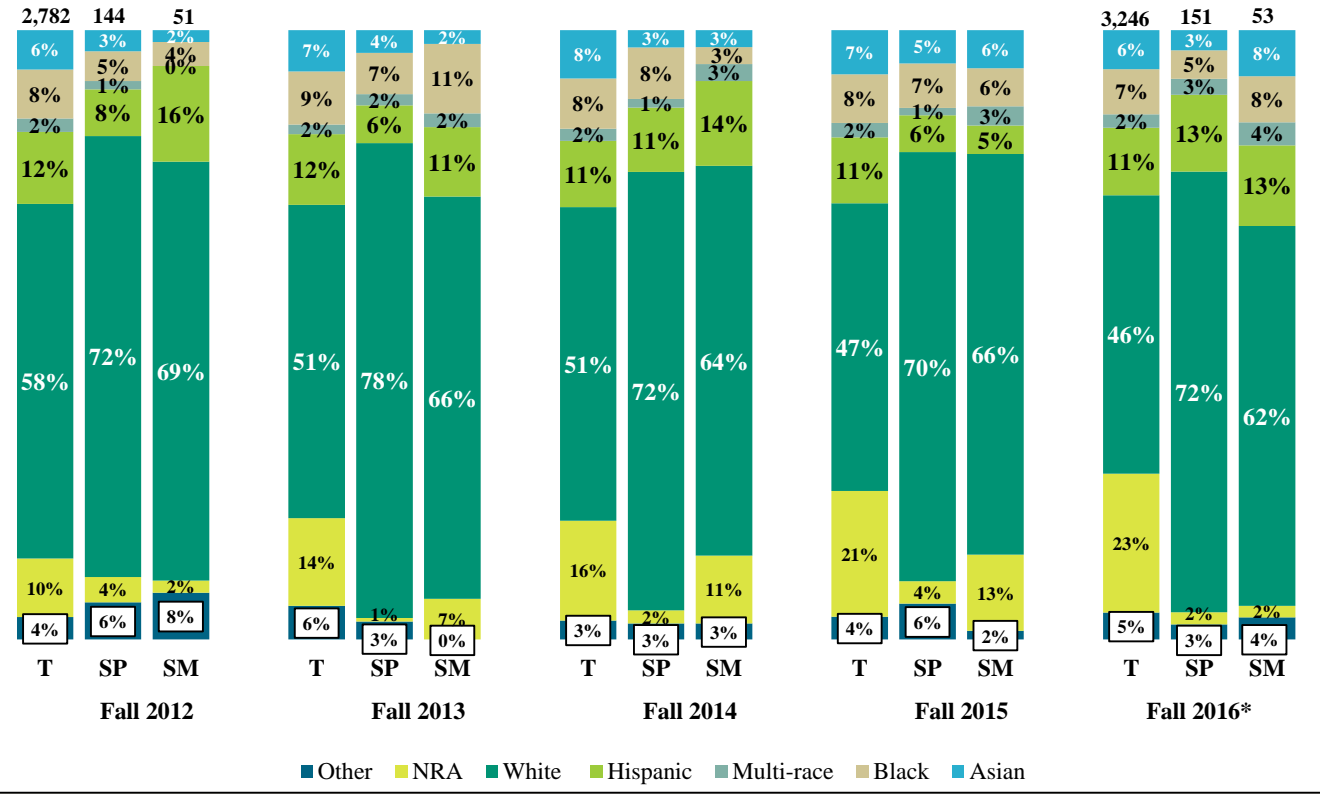
Source: USF Office of Decision Support

New Graduate Enrollment by Race/Ethnicity

USF System New Graduate Headcount by Race/Ethnicity



USF System Institutions New Graduate Headcount by Race/Ethnicity



* Preliminary data

Source: USF Office of Decision Support

Referential Peers

USF Tampa National Peers:

1. North Carolina State University at Raleigh
2. Rutgers University-New Brunswick
3. Stony Brook University
4. University at Buffalo
5. University of Alabama at Birmingham
6. University of California-Irvine
7. University of Cincinnati-Main Campus
8. University of Illinois at Chicago

USF St. Petersburg National Peers ¹:

1. Florida Gulf Coast University
2. University of Tennessee-Martin
3. University of Texas at Tyler
4. The University of Tampa
5. University of Colorado at Colorado Springs

USF Sarasota-Manatee National Peers:

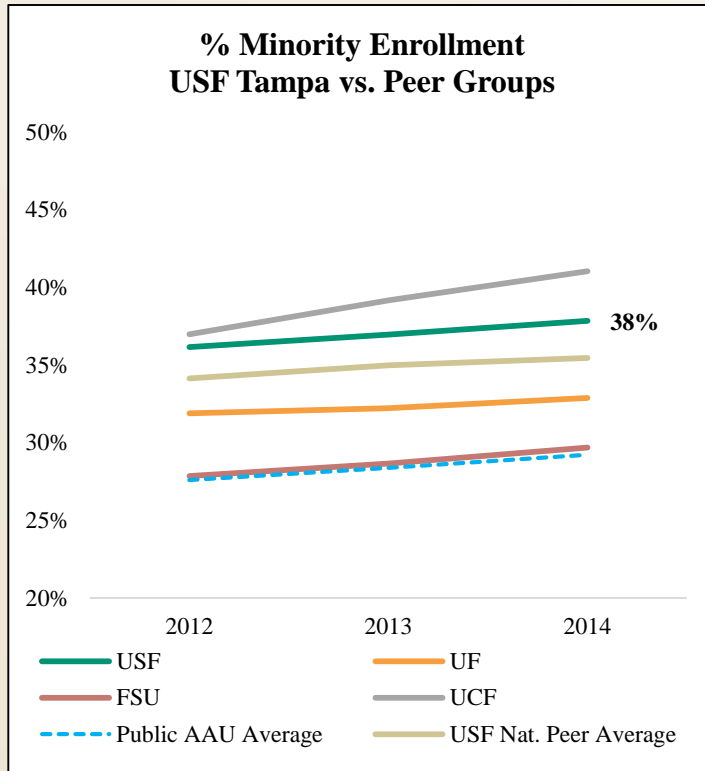
1. Georgia Southwestern State University
2. Indiana University-Kokomo
3. Louisiana State University-Shreveport
4. University of Houston-Victoria

Public AAU Institutions:

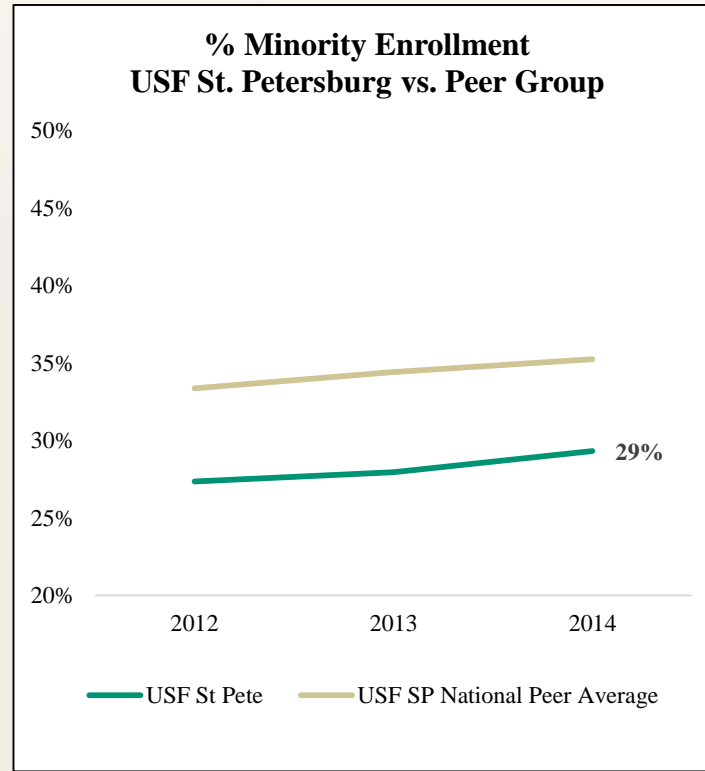
1. Georgia Institute of Technology-Main Campus
2. Indiana University-Bloomington
3. Iowa State University
4. Michigan State University
5. Ohio State University-Main Campus
6. Pennsylvania State University-Main Campus
7. Purdue University-Main Campus
8. Rutgers University-New Brunswick
9. Stony Brook University
10. Texas A & M University-College Station
11. The University of Texas at Austin
12. University at Buffalo
13. University of Arizona
14. University of California-Berkeley
15. University of California-Davis
16. University of California-Irvine
17. University of California-Los Angeles
18. University of California-San Diego
19. University of California-Santa Barbara
20. University of Colorado Boulder
21. University of Florida
22. University of Illinois at Urbana-Champaign
23. University of Iowa
24. University of Kansas
25. University of Maryland-College Park
26. University of Michigan-Ann Arbor
27. University of Minnesota-Twin Cities
28. University of Missouri-Columbia
29. University of North Carolina at Chapel Hill
30. University of Oregon
31. University of Pittsburgh-Pittsburgh Campus
32. University of Virginia-Main Campus
33. University of Washington-Seattle Campus
34. University of Wisconsin-Madison

¹ USF SP National Peers are updated from those listed in the USFSP Strategic Plan

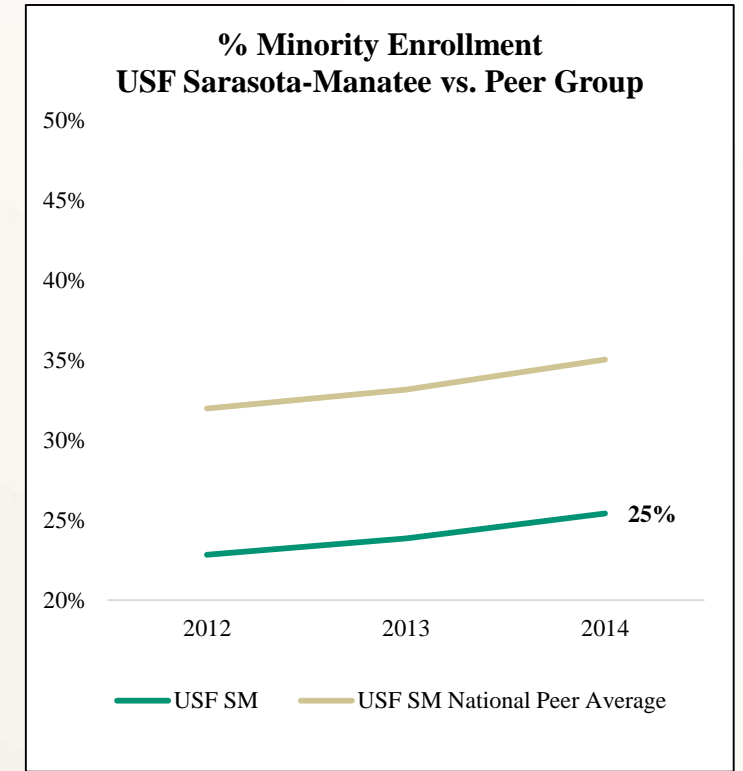
Peer Comparisons: Total Minority* Enrollment (Total Headcount – UG+GR)



**Hillsborough County % Minority*
College-Age Population (18-24 yrs) = 34%**



**Pinellas County % Minority*
College-Age Population (18-24 yrs) = 26%**



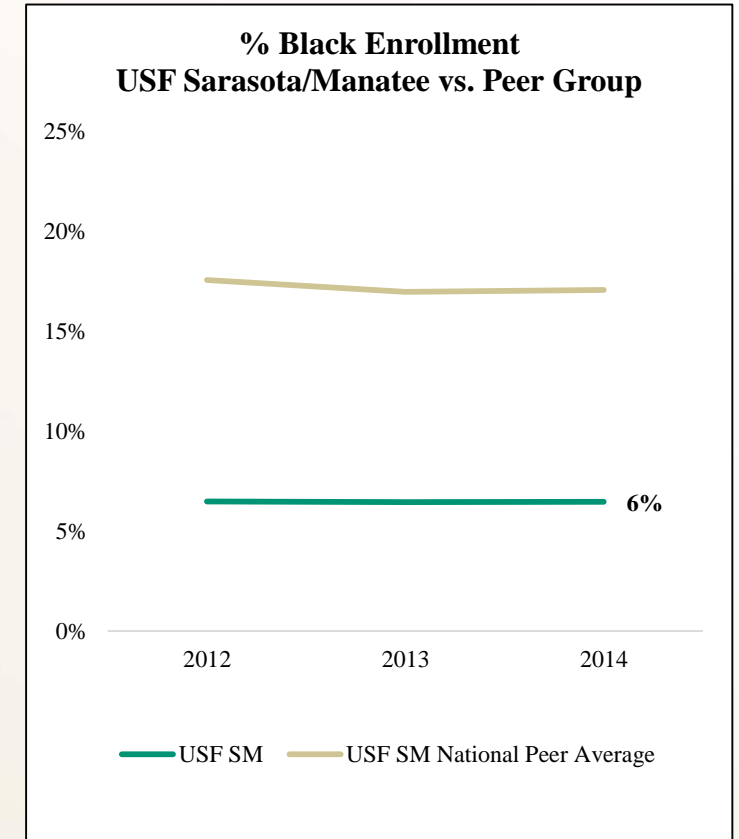
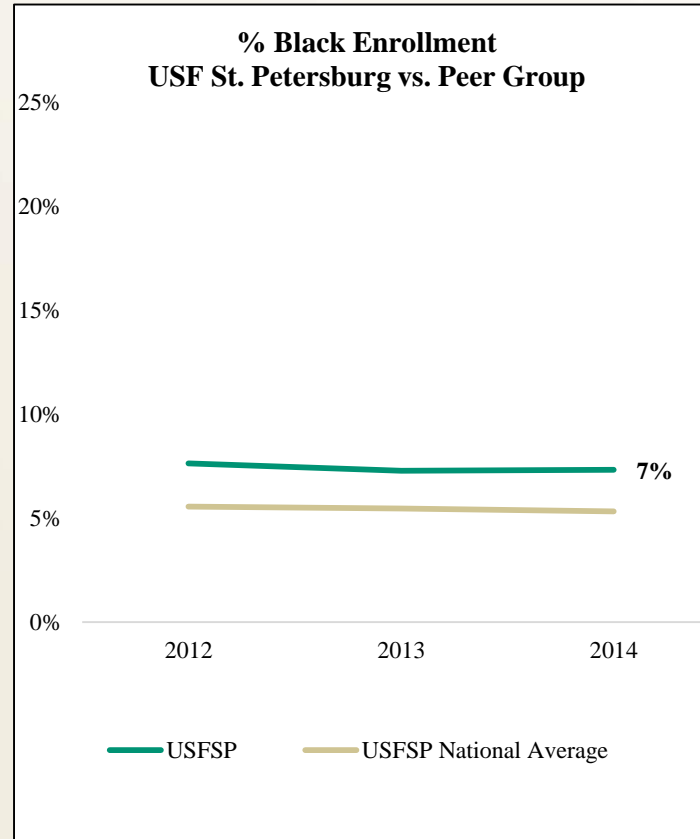
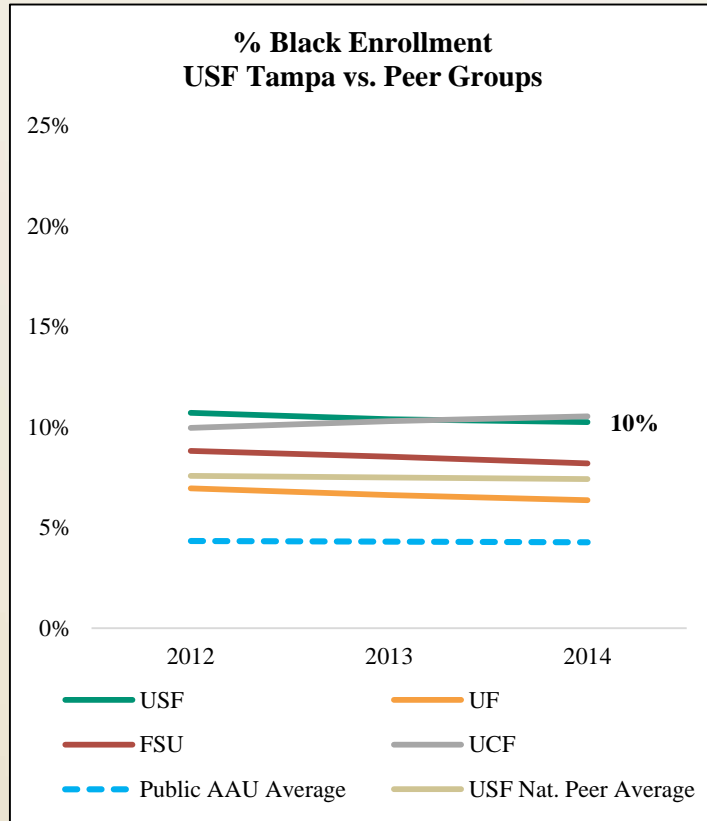
**Sarasota + Manatee Counties % Minority*
College-Age Population (18-24 yrs) = 24%**

**State of Florida % Minority*
College-Age Population (18-24 yrs) = 33%**

Source: USF Office of Decision Support, IPEDS (fall enrollment) and 2010 U.S. Census data

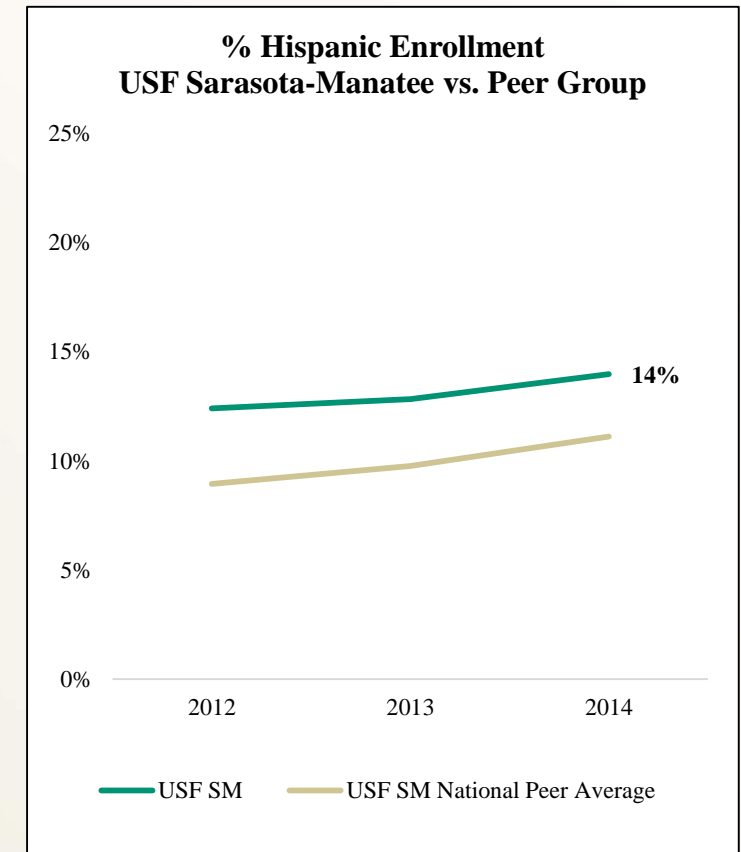
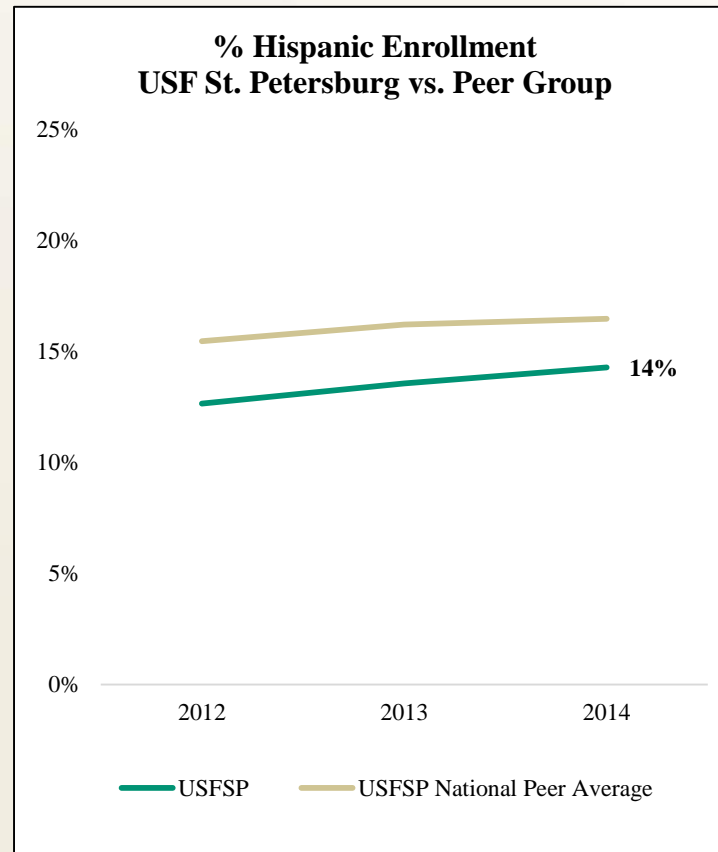
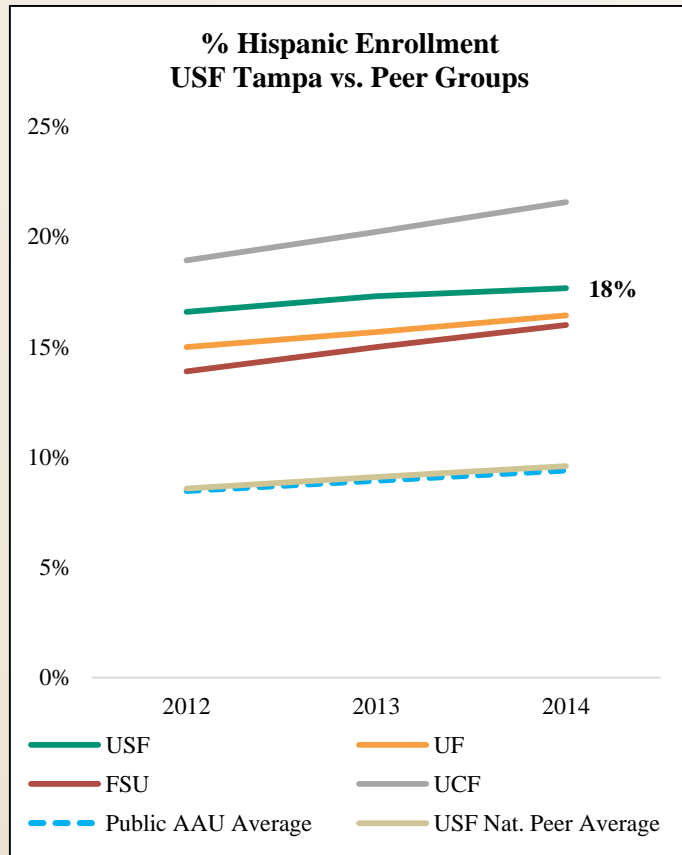
*Minority include those not categorized as white, race unknown or nonresident.

Peer Comparisons: Black Enrollment



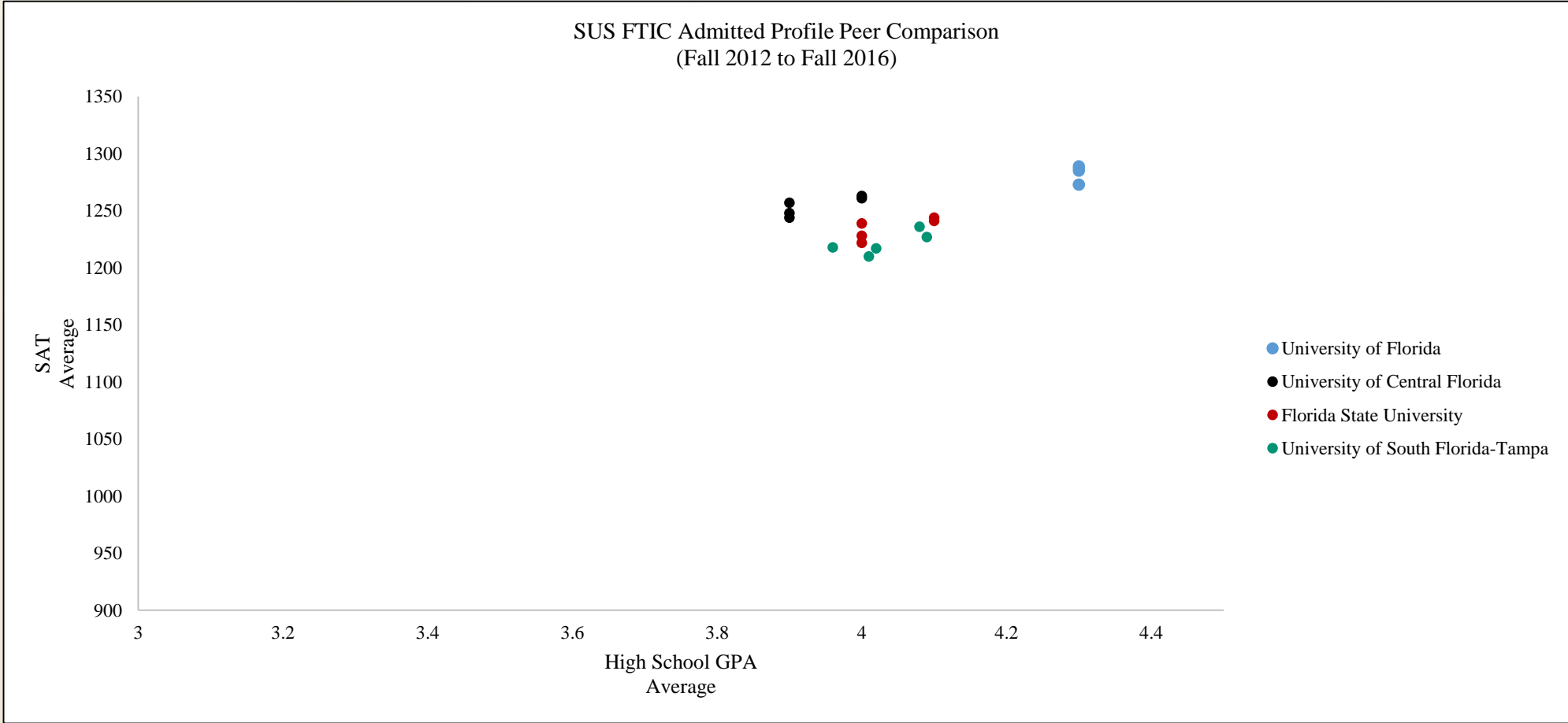
Source: USF Office of Decision Support, IPEDS

Peer Comparisons: Hispanic Enrollment



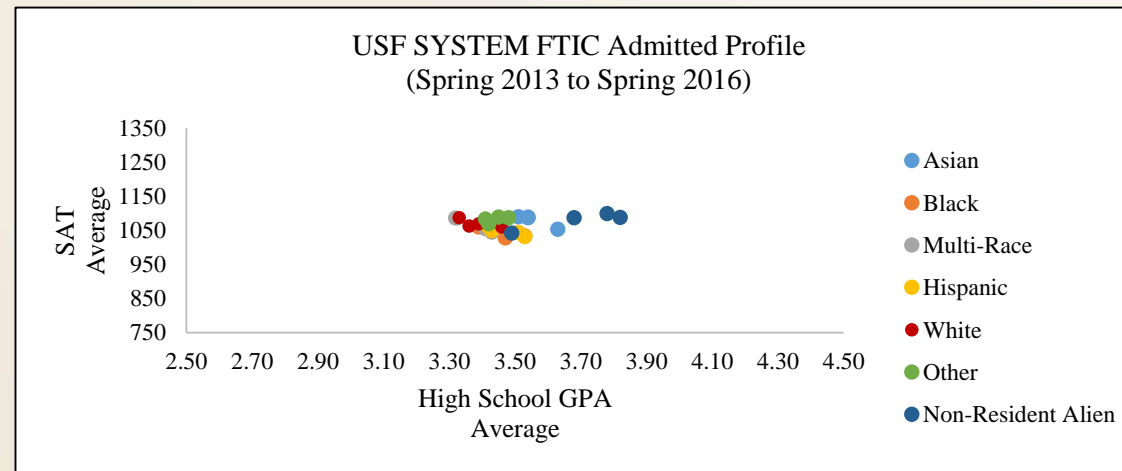
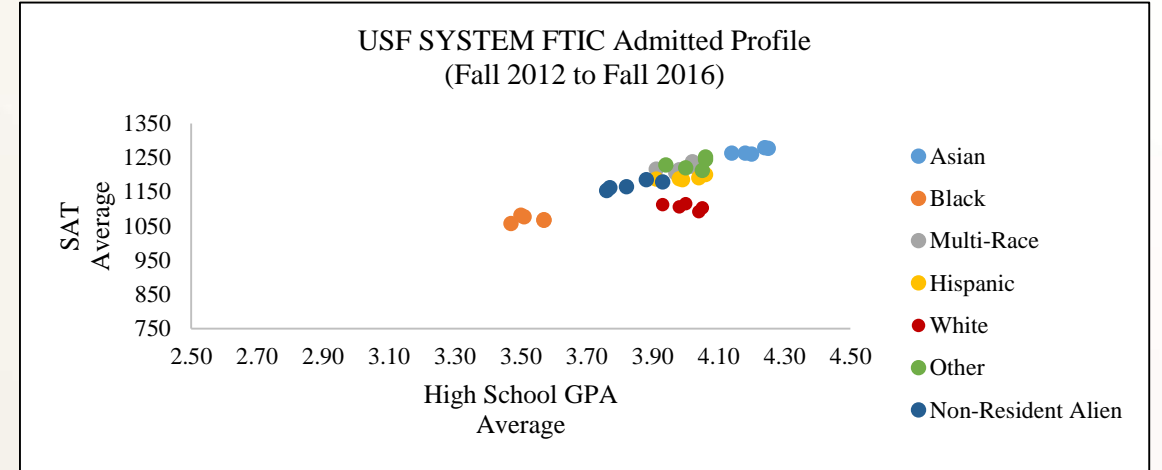
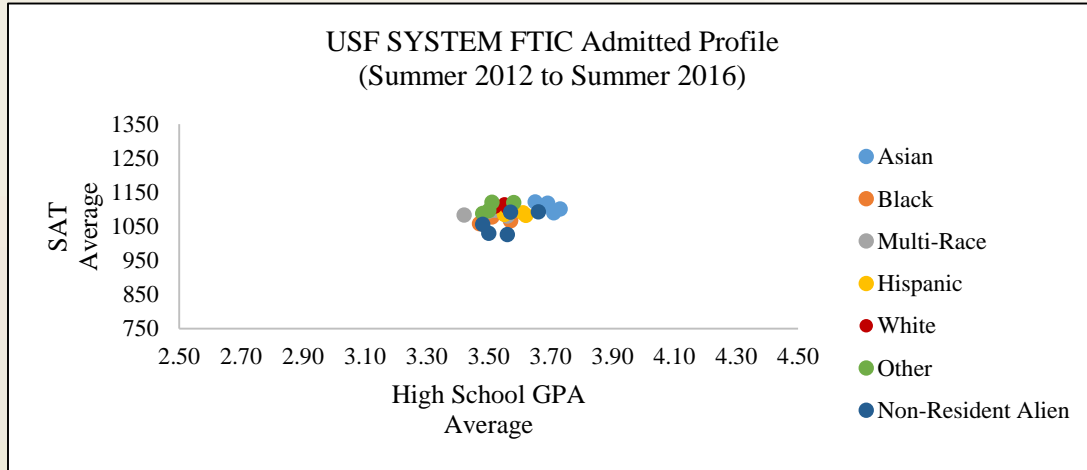
Source: USF Office of Decision Support, IPEDS

Peer Comparisons: SUS FTIC Preeminence Profile



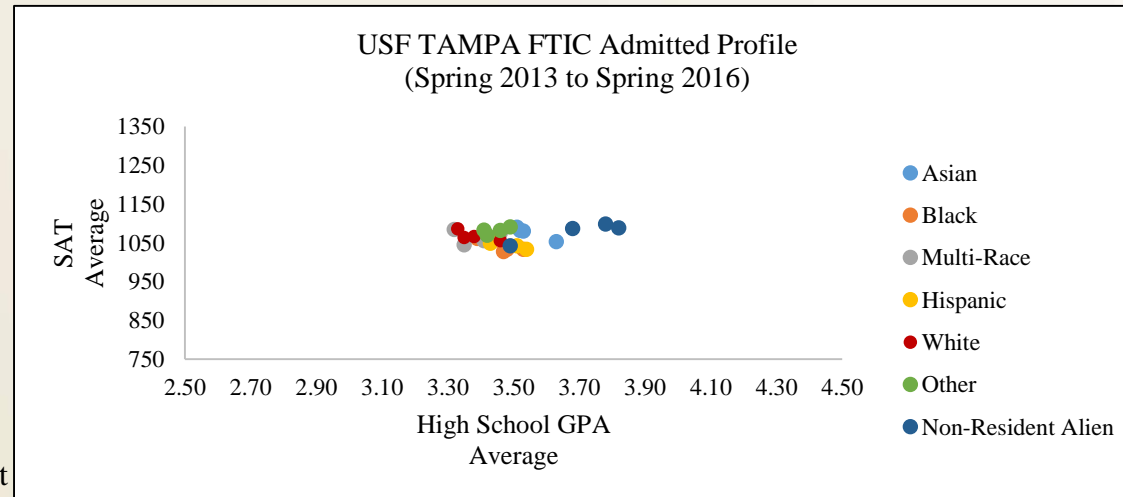
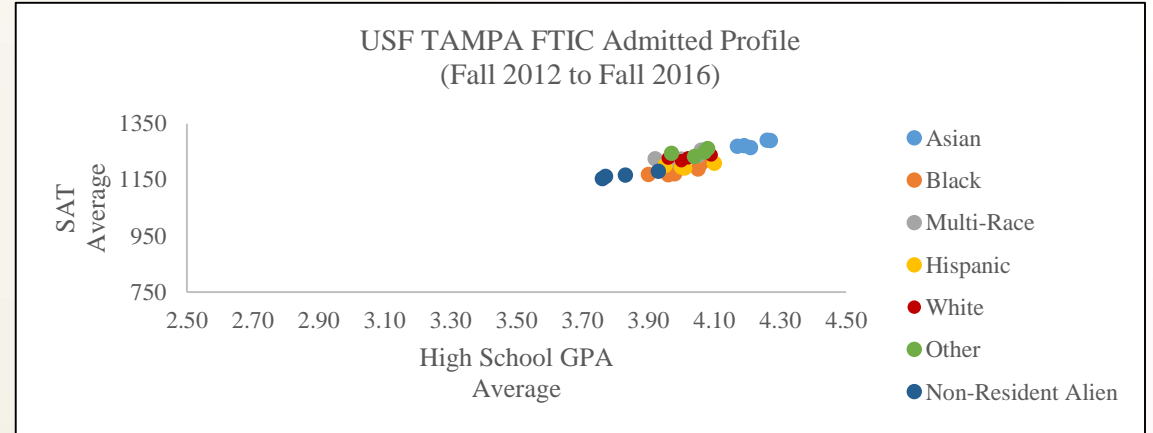
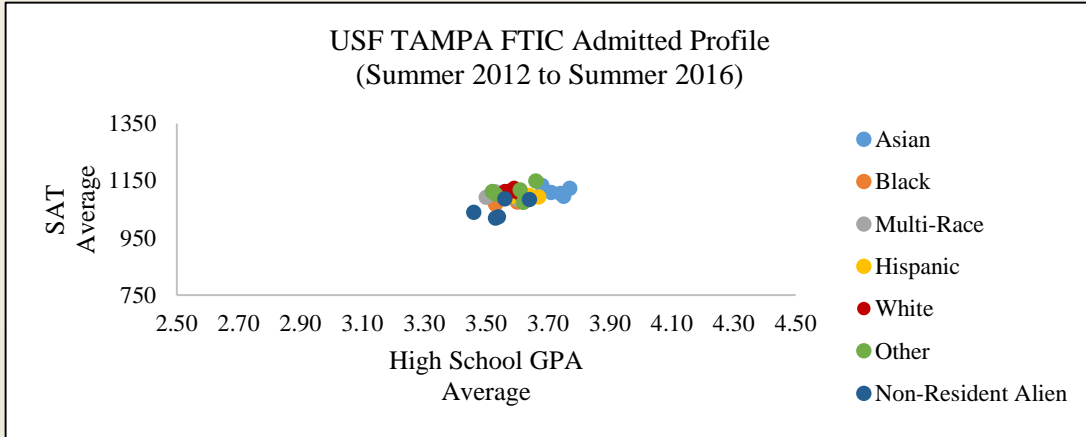
Source: USF Office of Decision Support, IPEDS

FTIC Admitted Profile: USF System



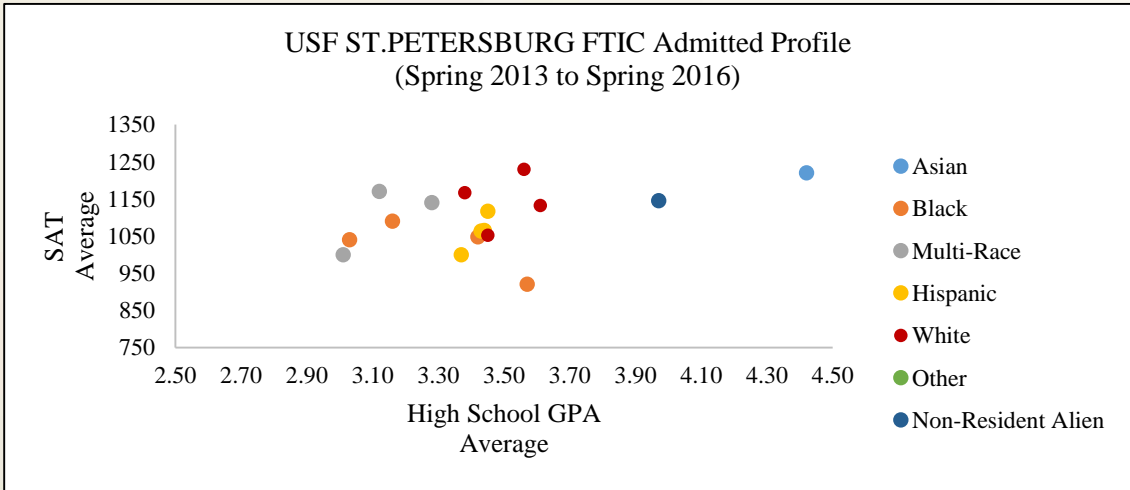
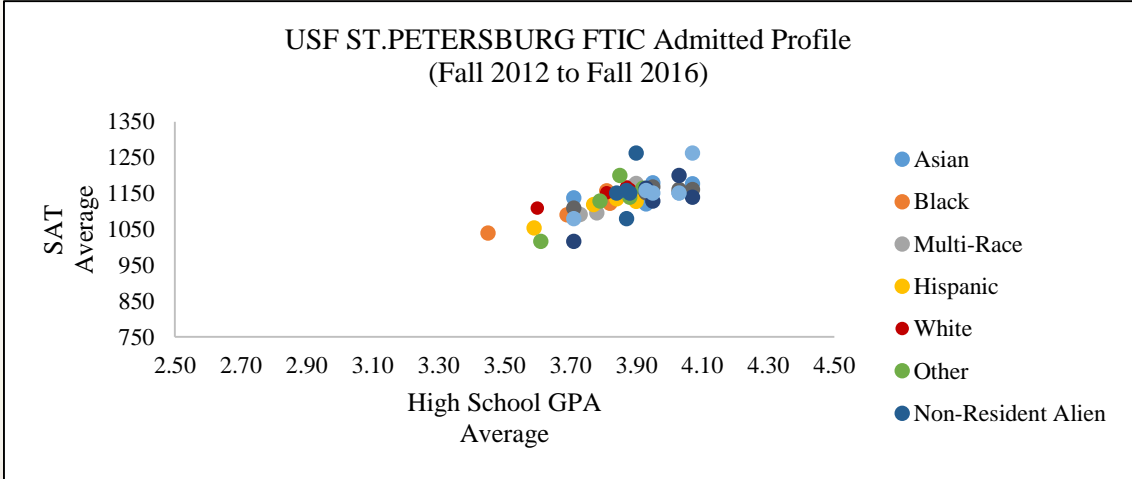
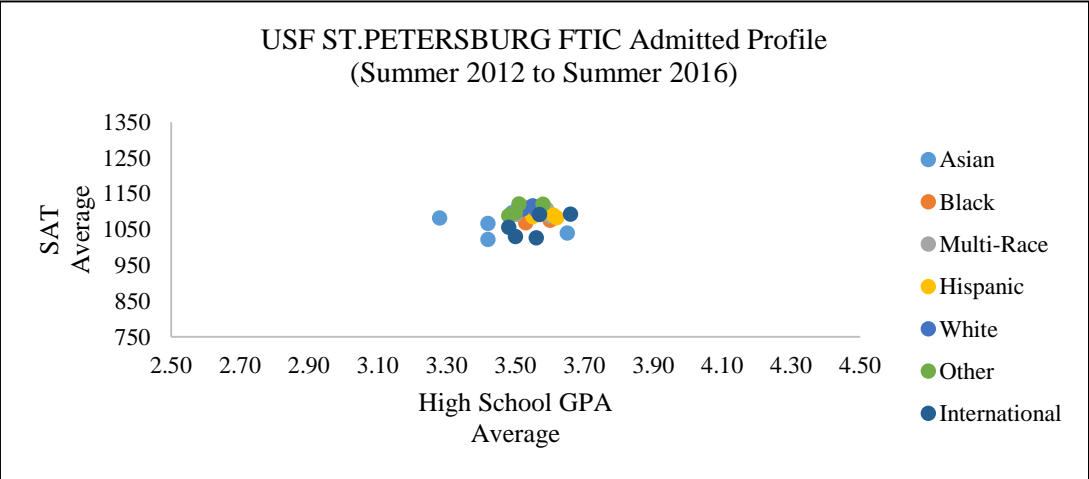
Source: USF Office of Decision Support

FTIC Admitted Profile: USF Tampa



Source: USF Office of Decision Support

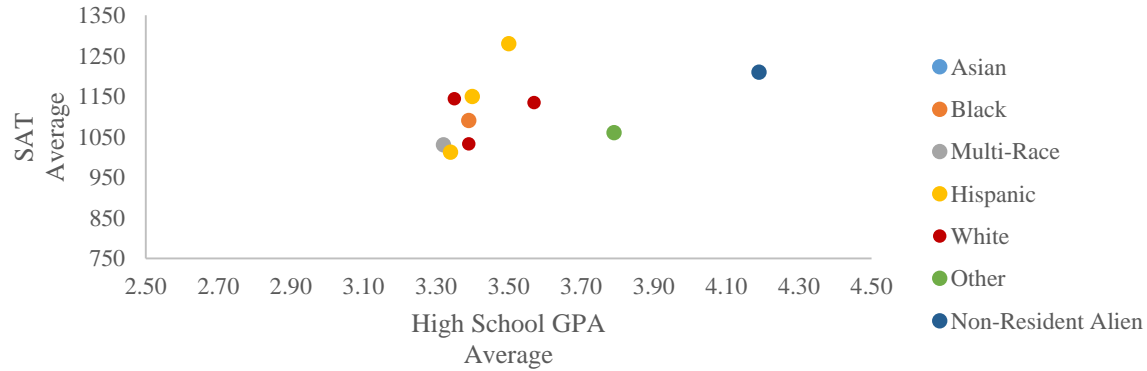
FTIC Admitted Profile: USF St. Petersburg



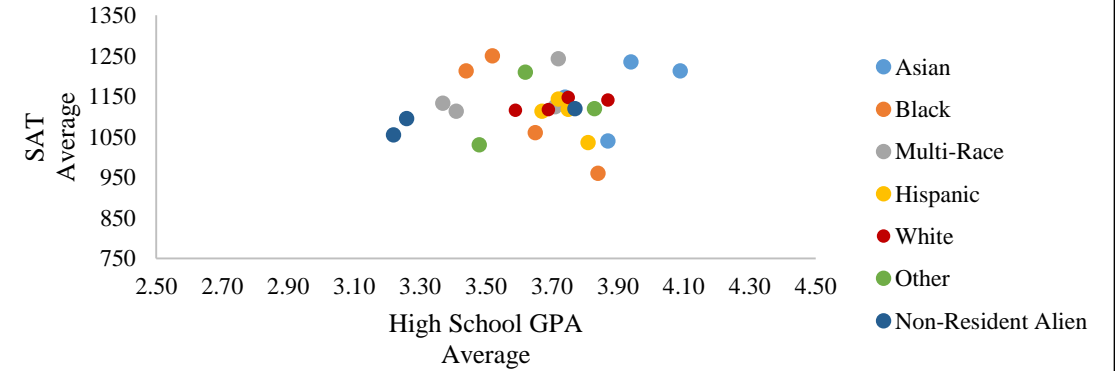
Source: USF Office of Decision Support

FTIC Admitted Profile: USF Sarasota-Manatee

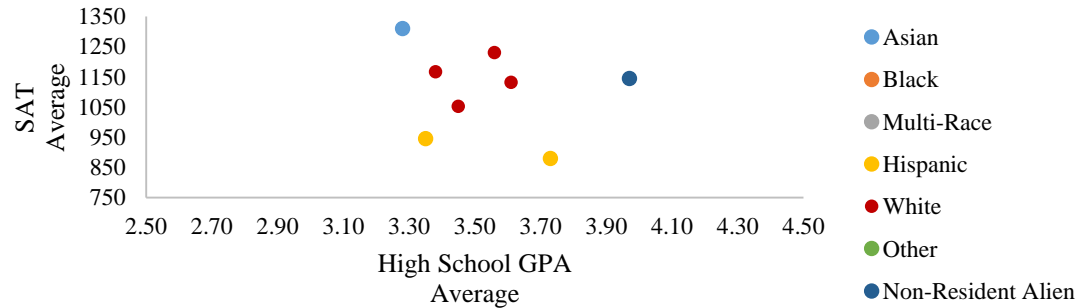
USF SARASOTA-MANATEE FTIC Admitted Profile
(Summer 2012 to Summer 2016)



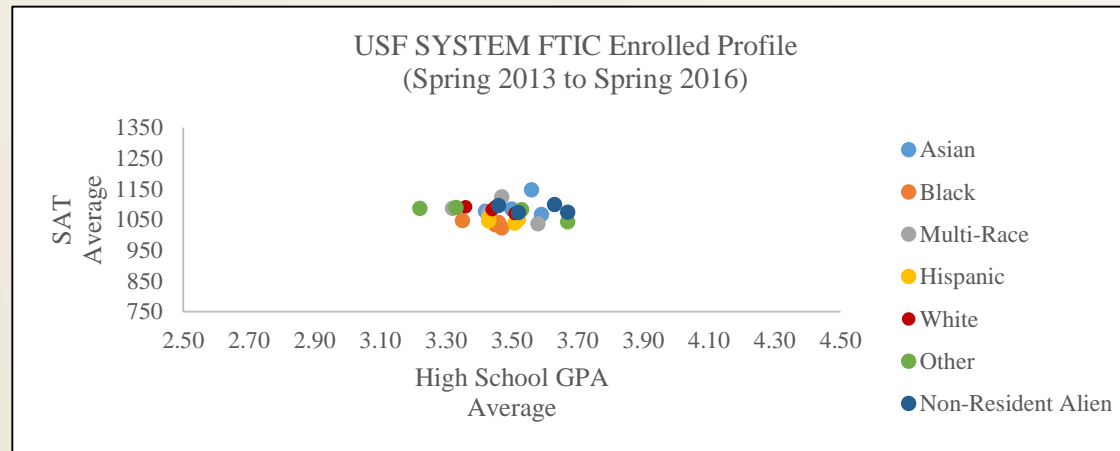
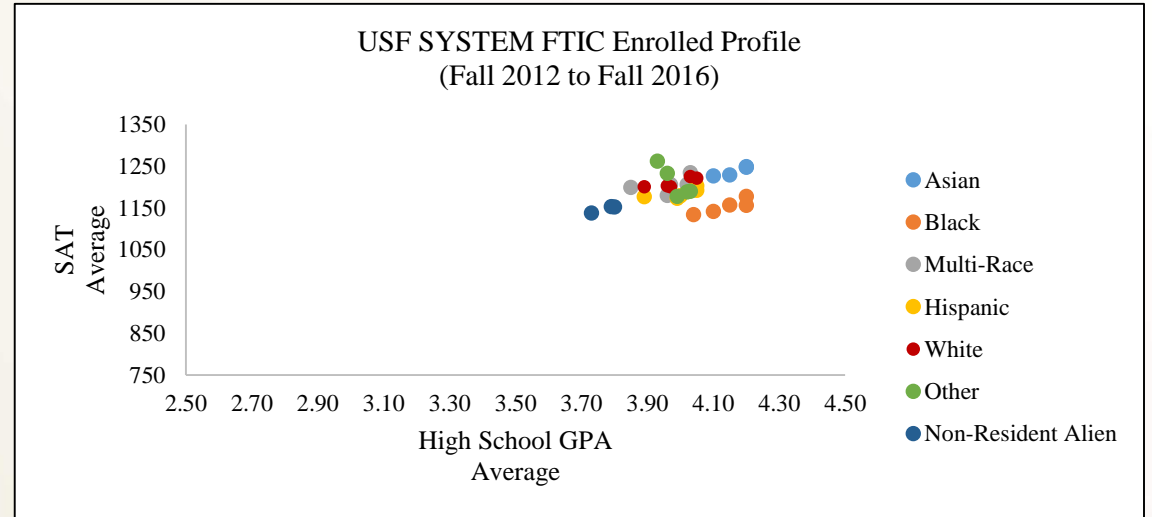
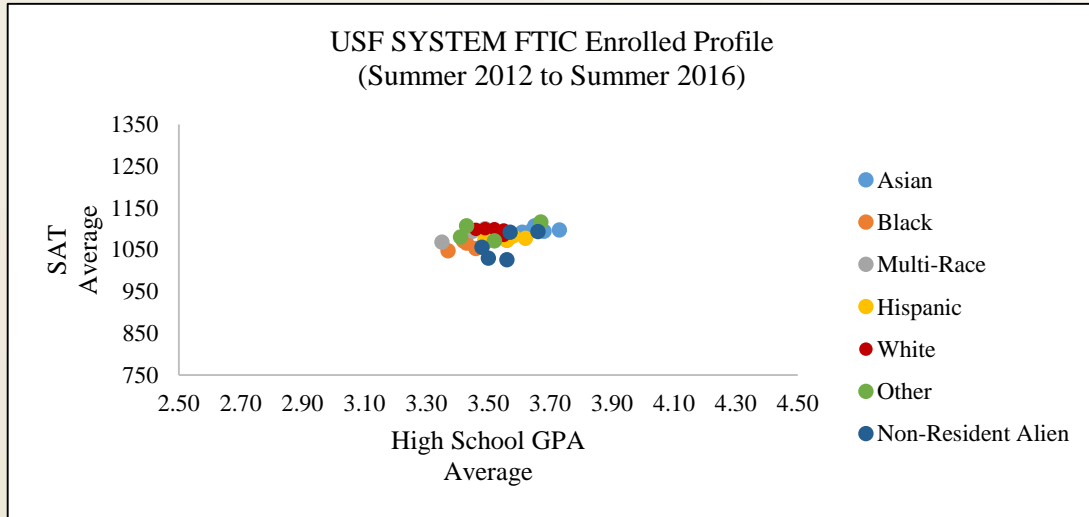
USF SARASOTA-MANATEE FTIC Admitted Profile
(Fall 2012 to Fall 2016)



USF SARASOTA-MANATEE FTIC Admitted Profile
(Spring 2013 to Spring 2016)

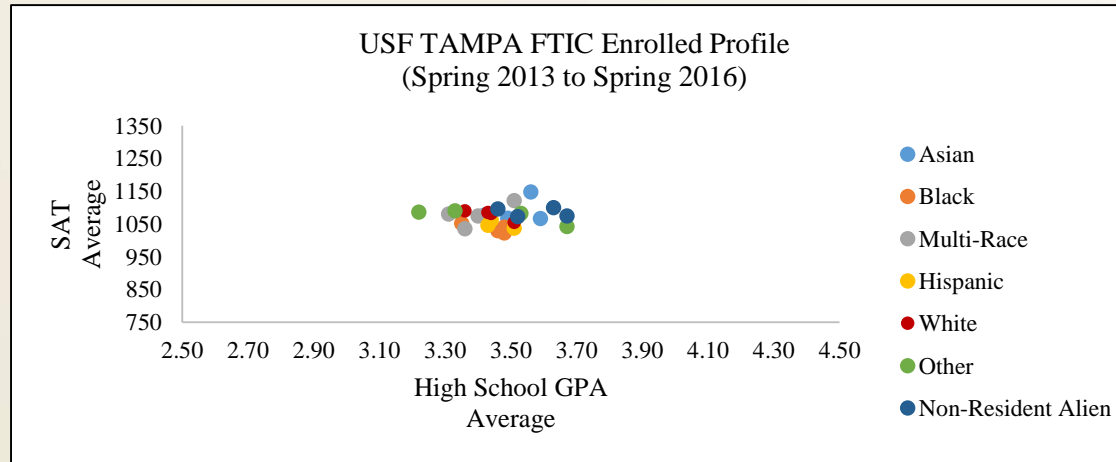
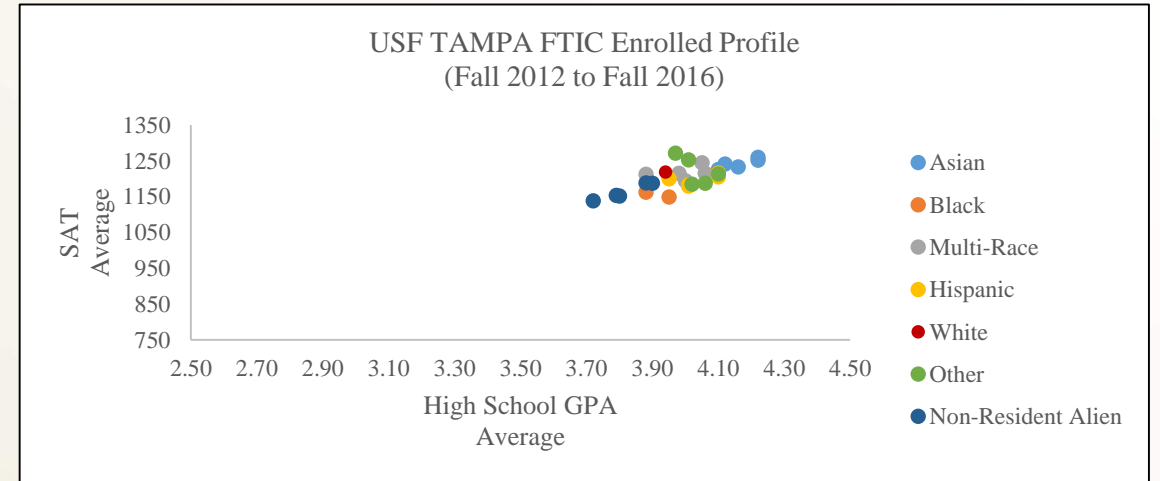
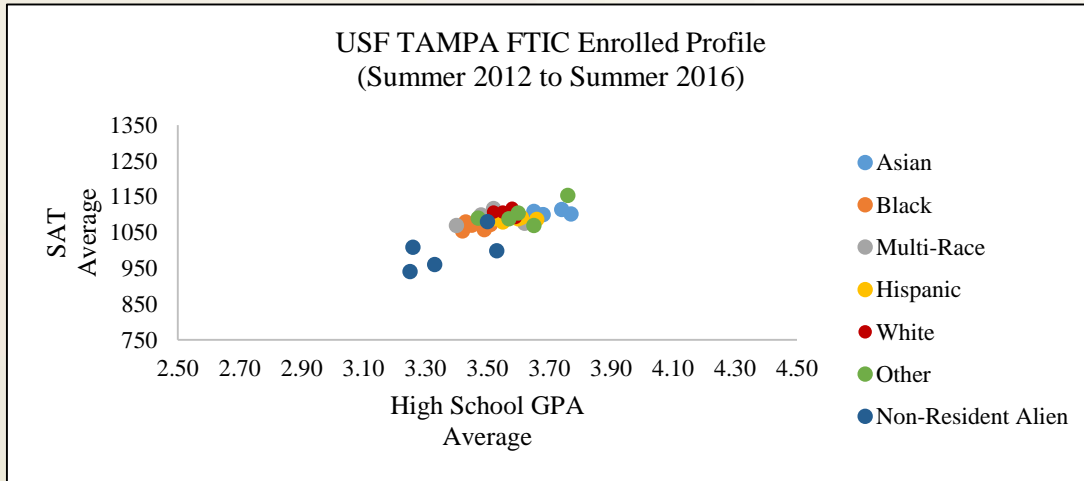


FTIC Enrolled Profile: USF System



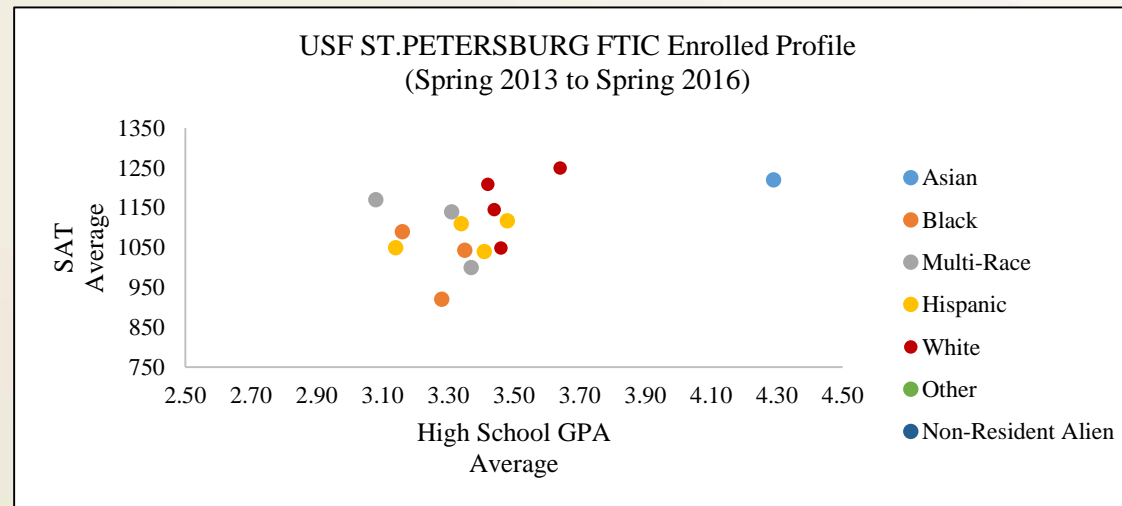
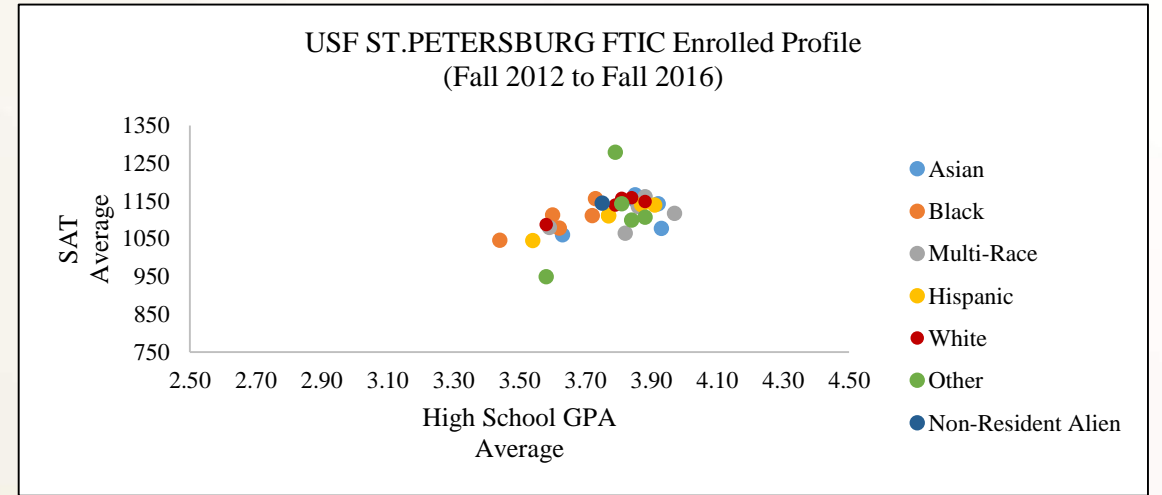
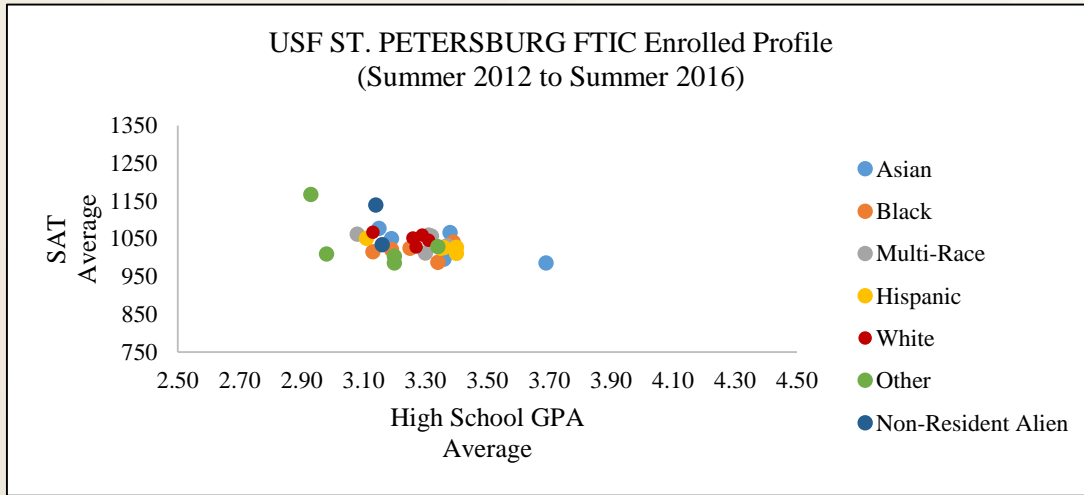
Source: USF Office of Decision Support

FTIC Enrolled Profile: USF Tampa



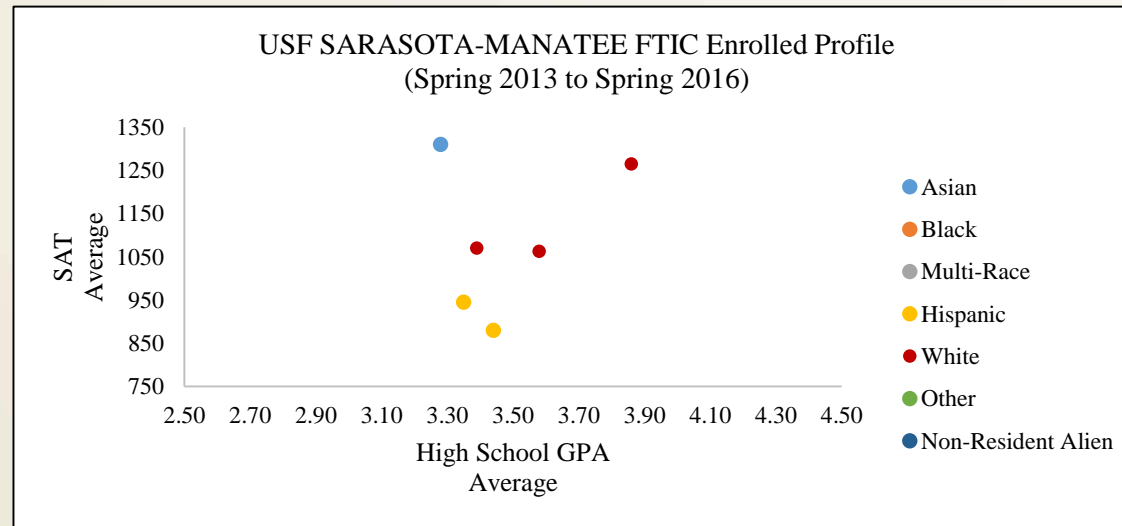
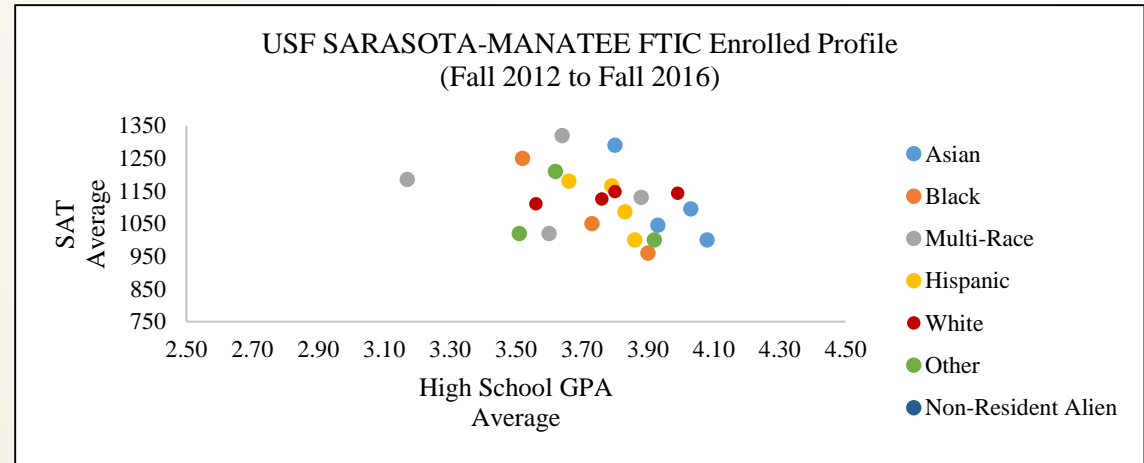
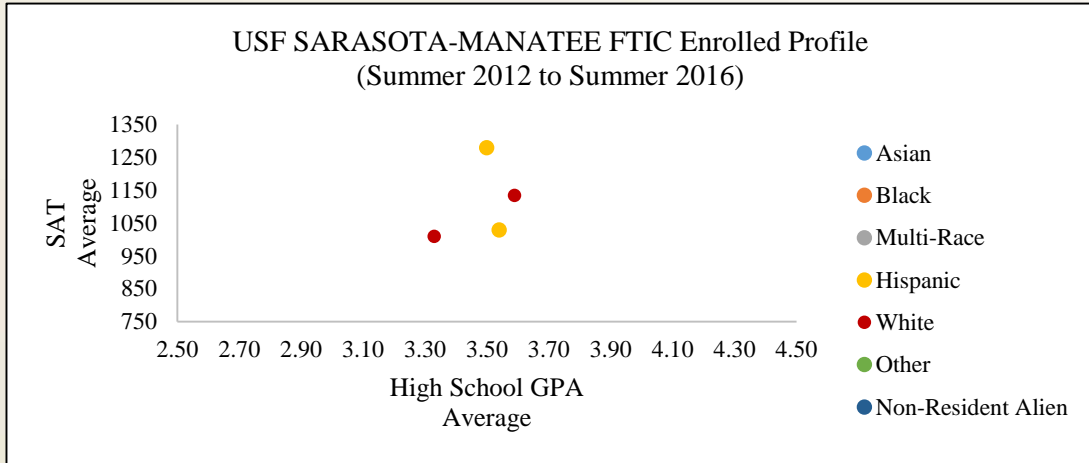
Source: USF Office of Decision Support

FTIC Enrolled Profile: USF St. Petersburg



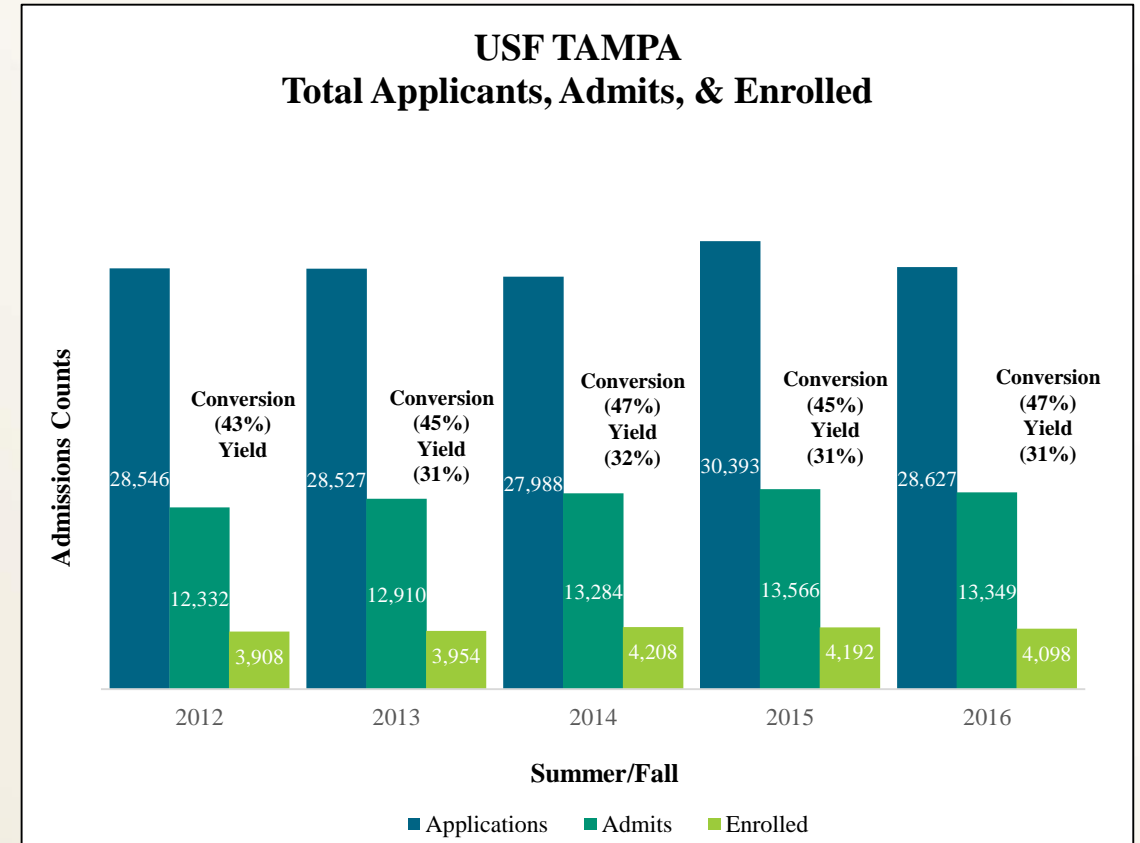
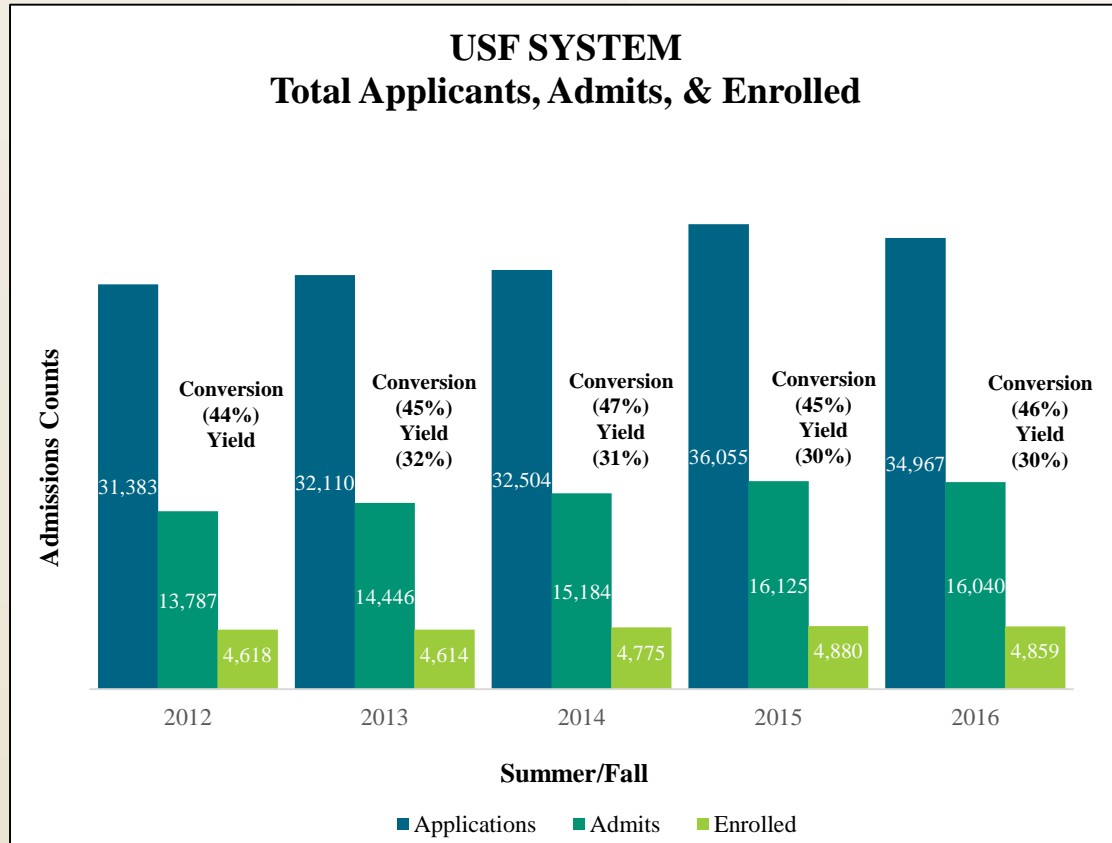
Source: USF Office of Decision Support

FTIC Enrolled Profile: USF Sarasota-Manatee



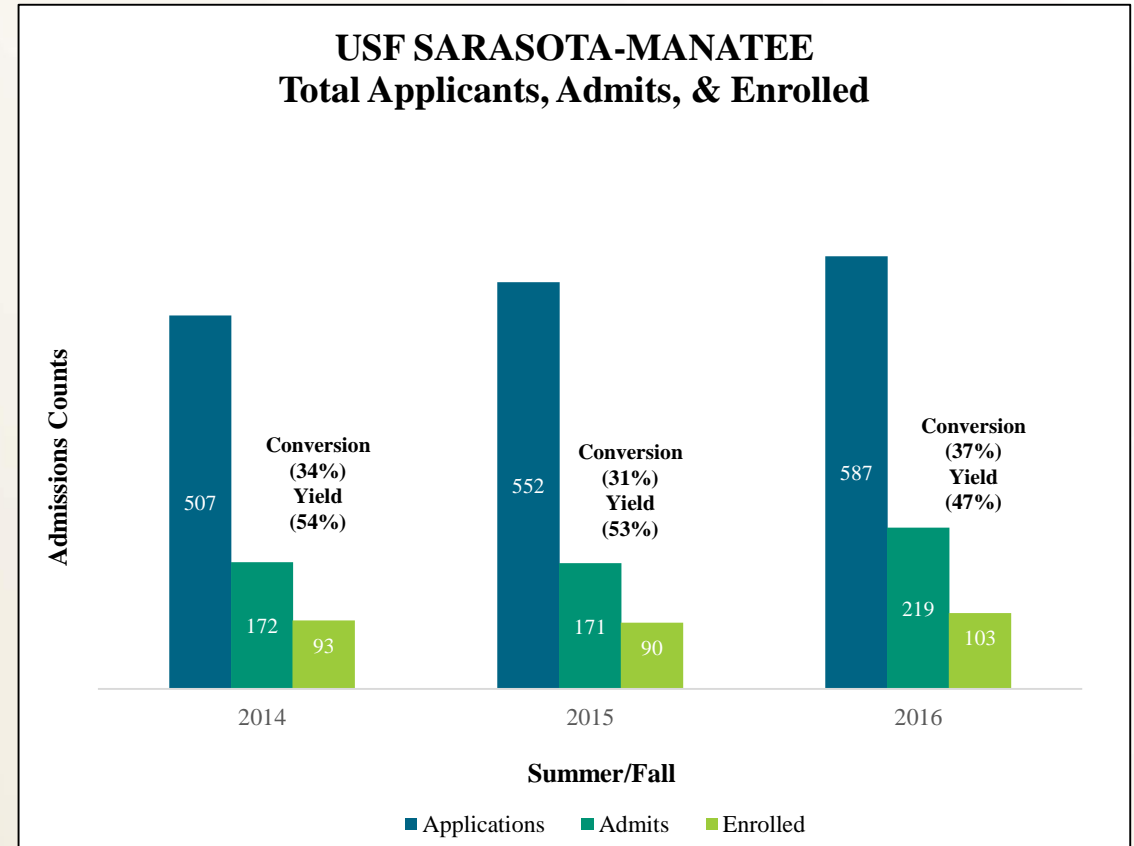
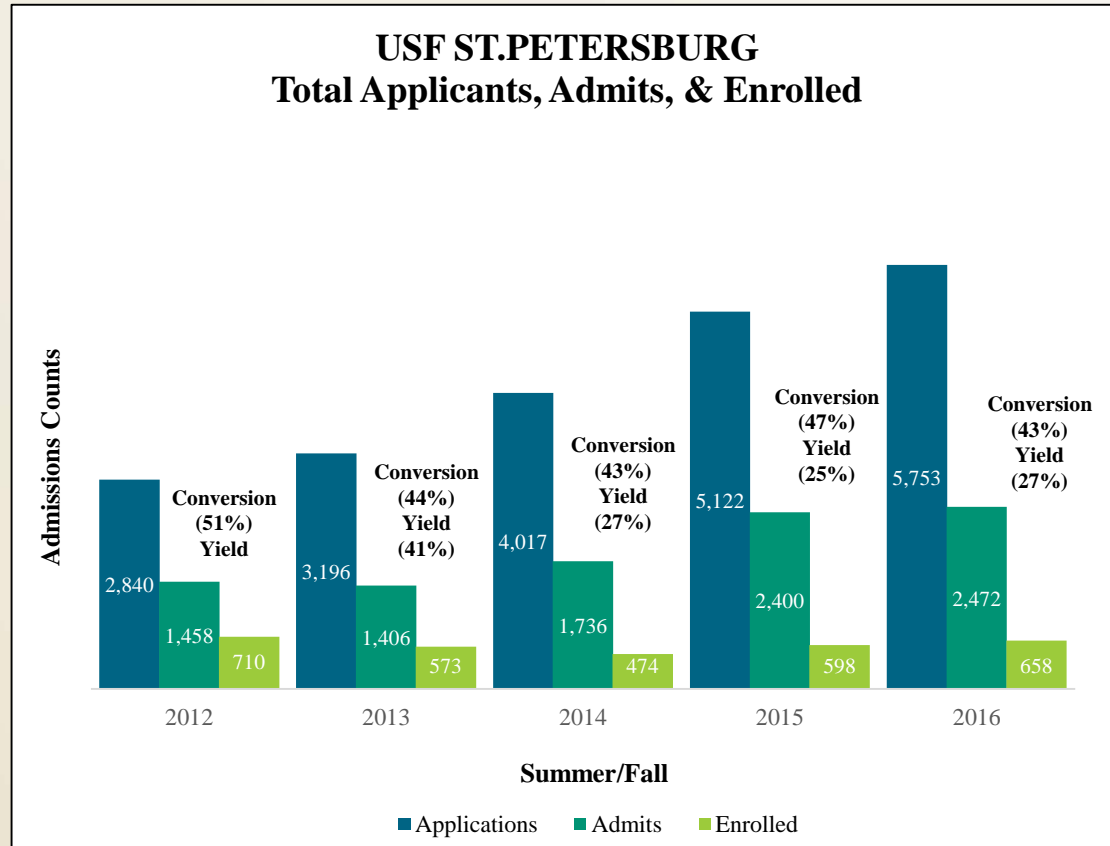
Source: USF Office of Decision Support

Total FTICs – Applicants, Admits & Enrolled



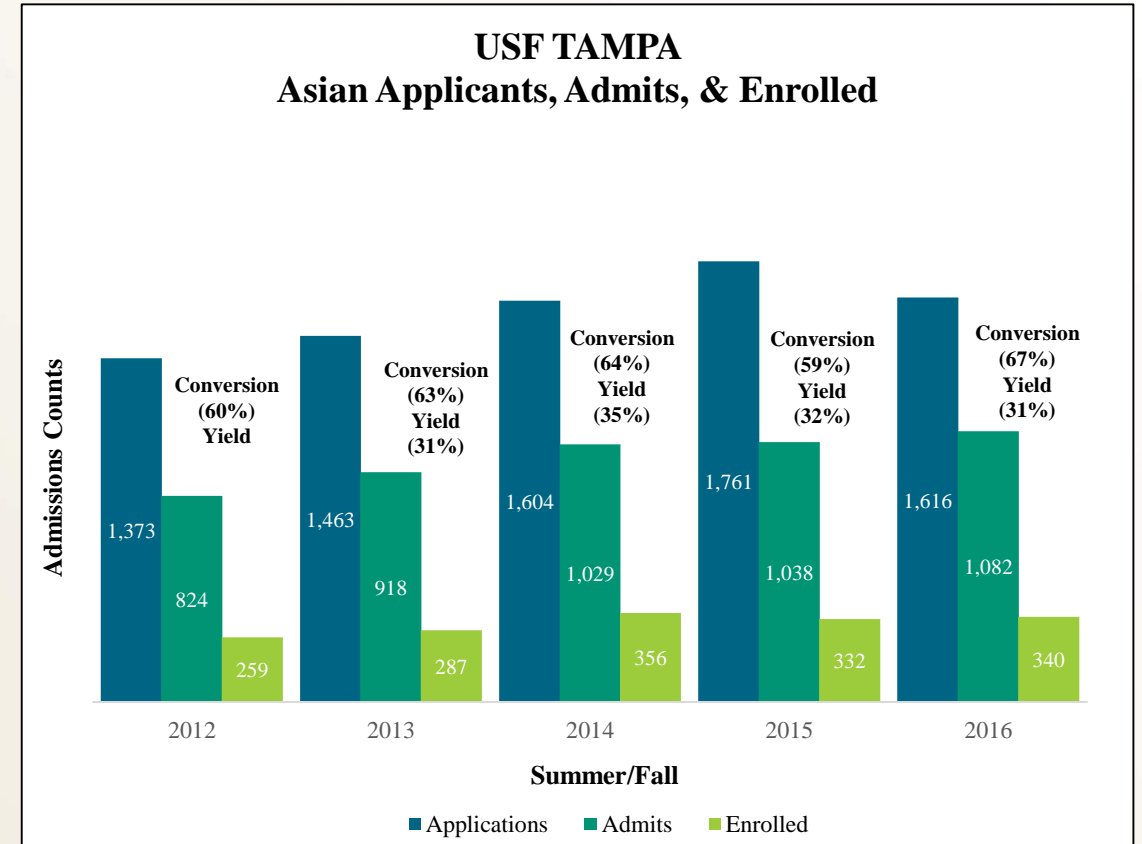
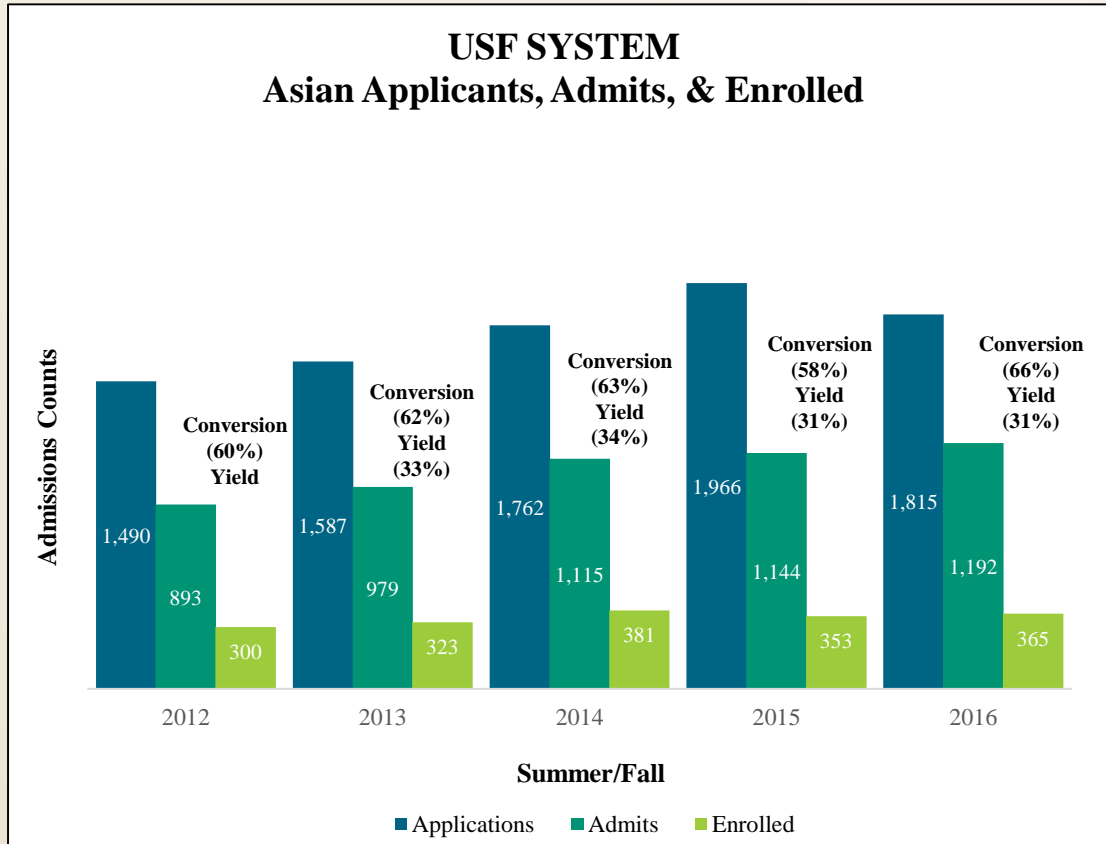
Source: USF Office of Decision Support

Total FTICs – Applicants, Admits & Enrolled



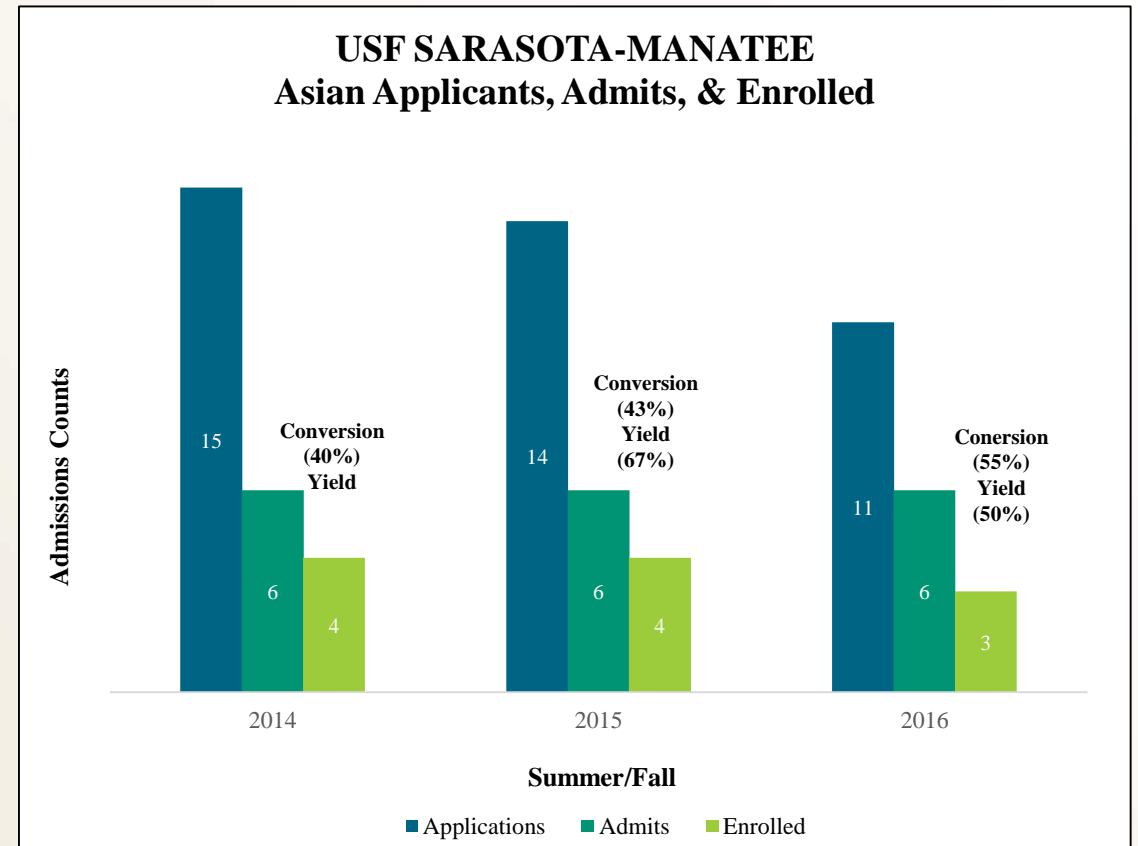
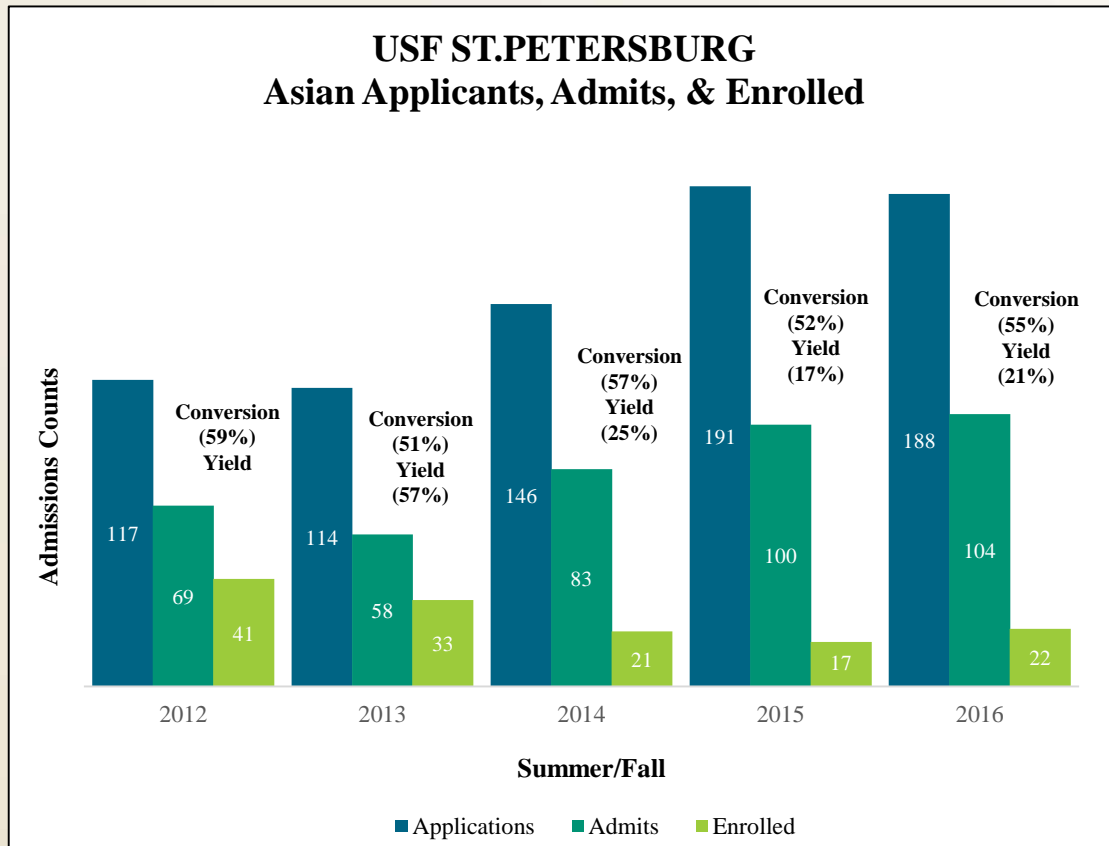
Source: USF Office of Decision Support

Asian FTICs – Applicants, Admits & Enrolled



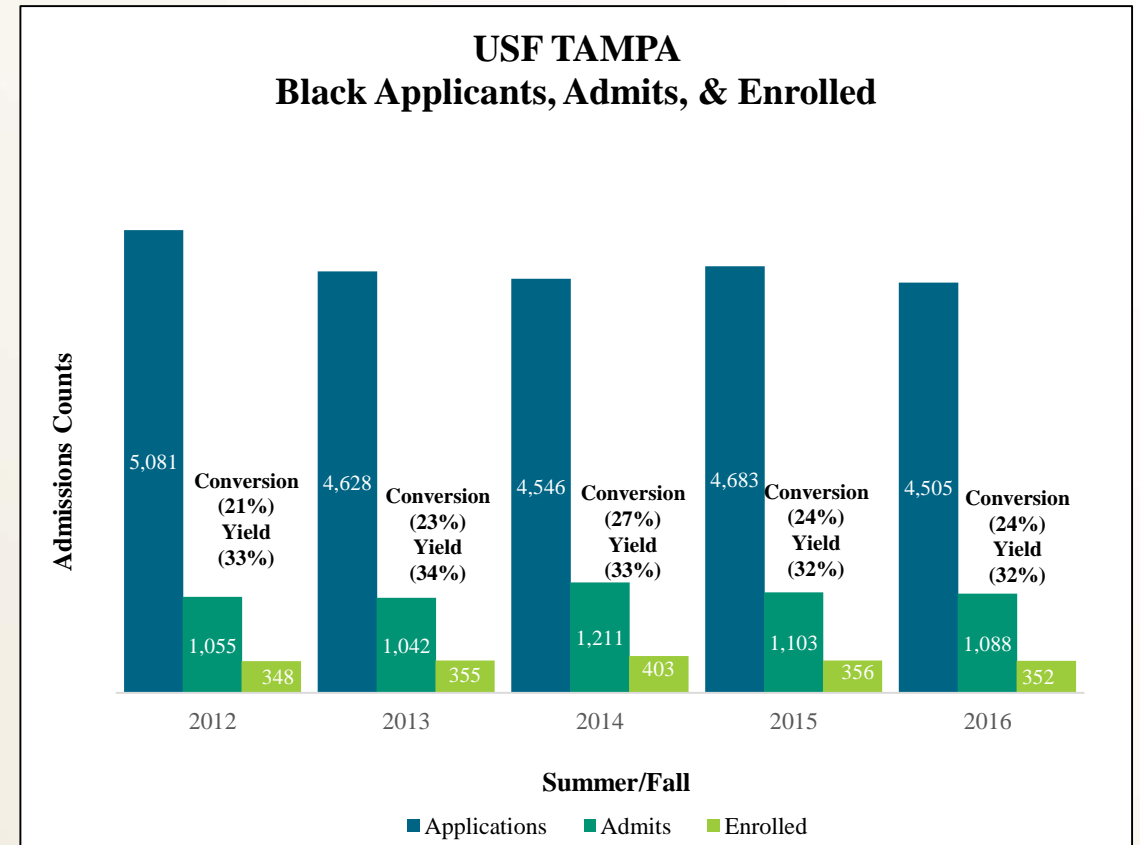
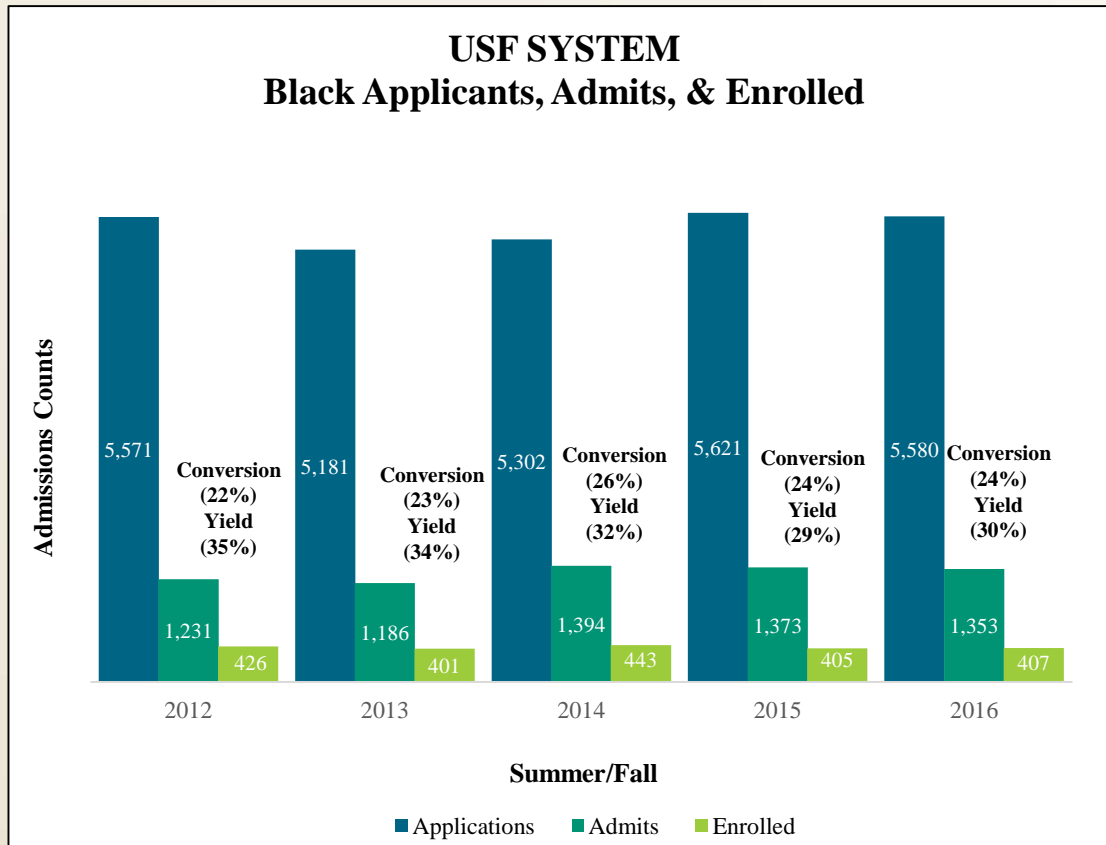
Source: USF Office of Decision Support

Asian FTICs – Applicants, Admits & Enrolled



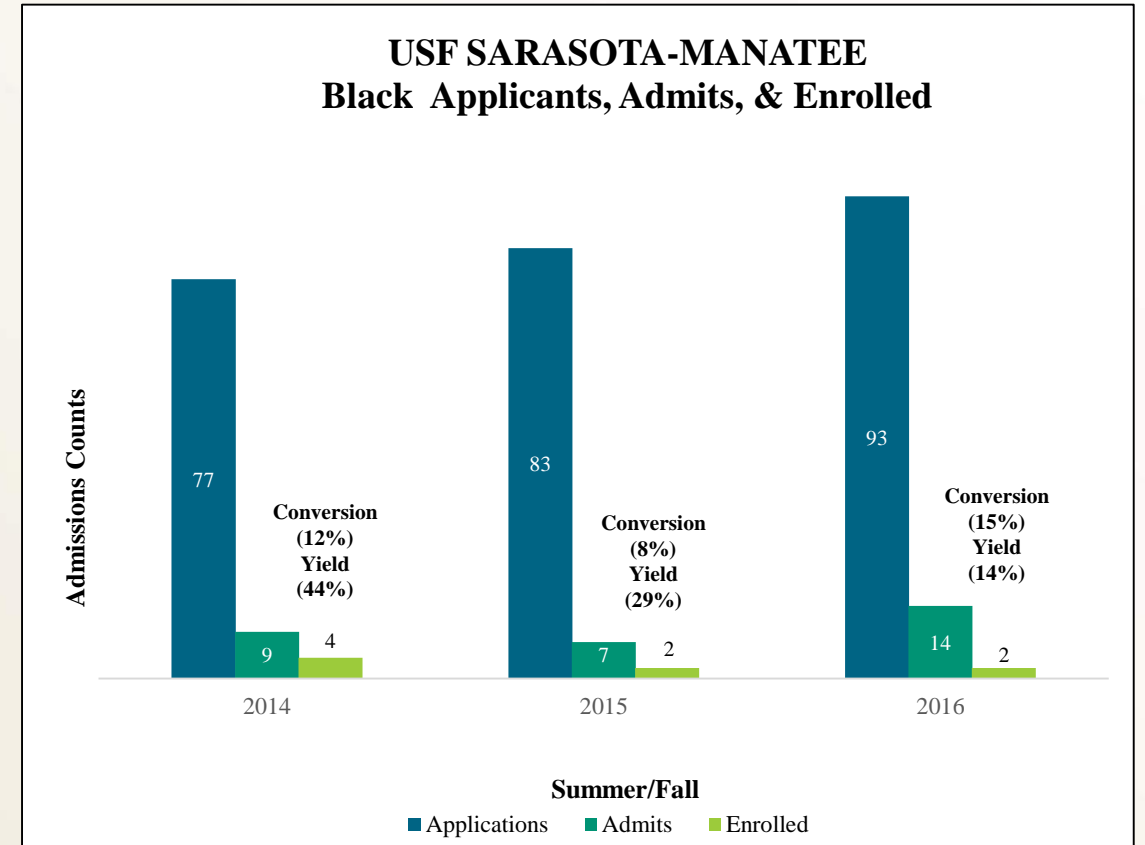
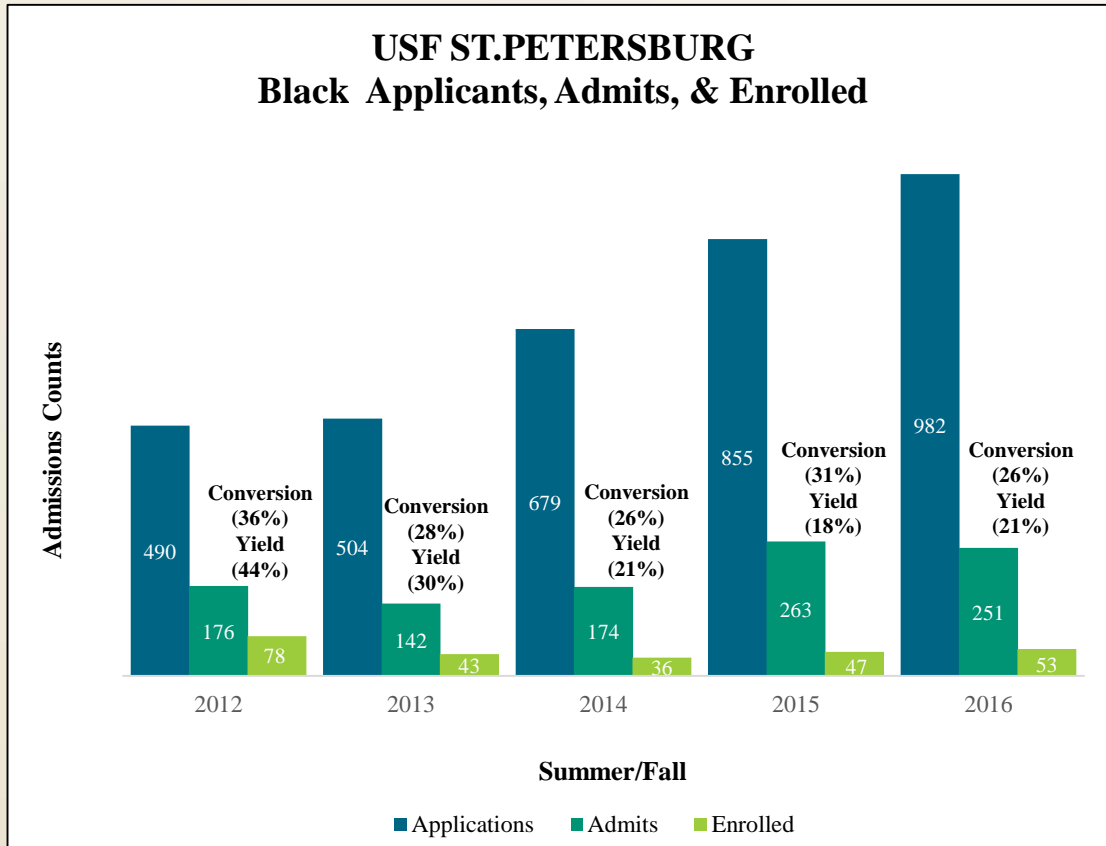
Source: USF Office of Decision Support

Black FTICs – Applicants, Admits & Enrolled



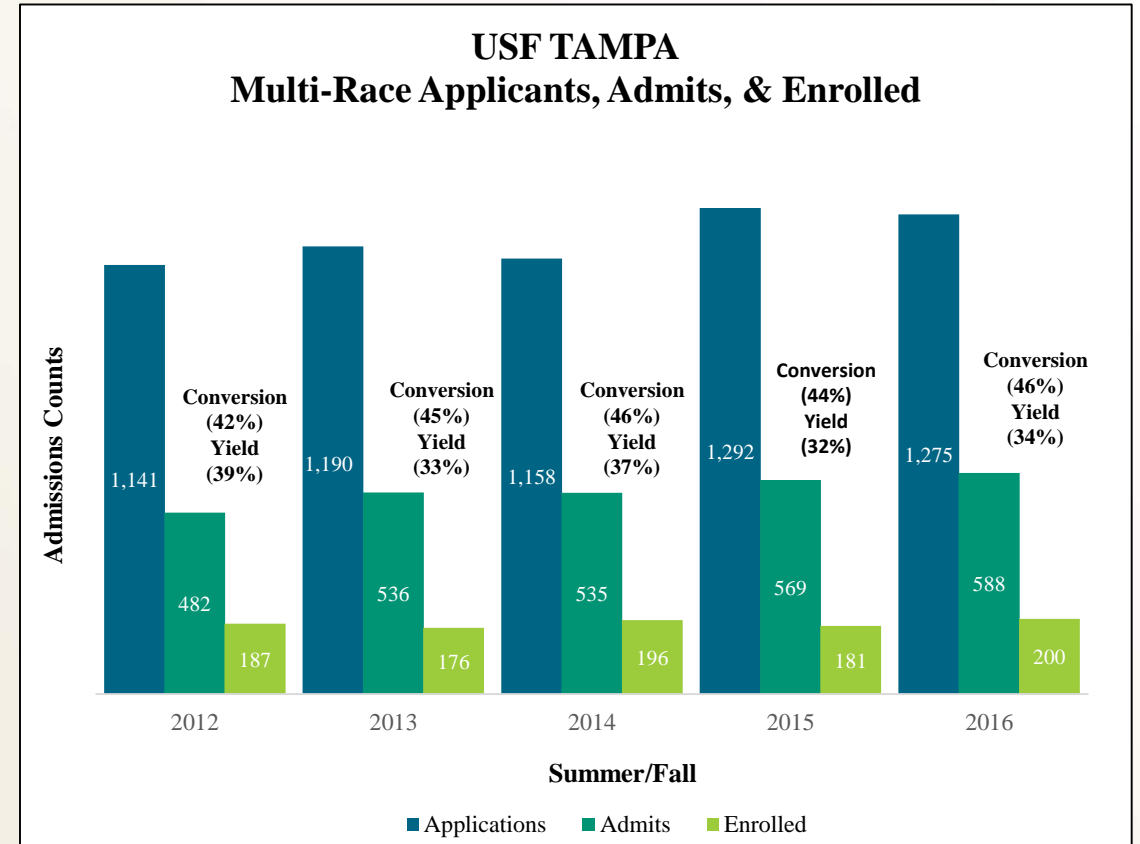
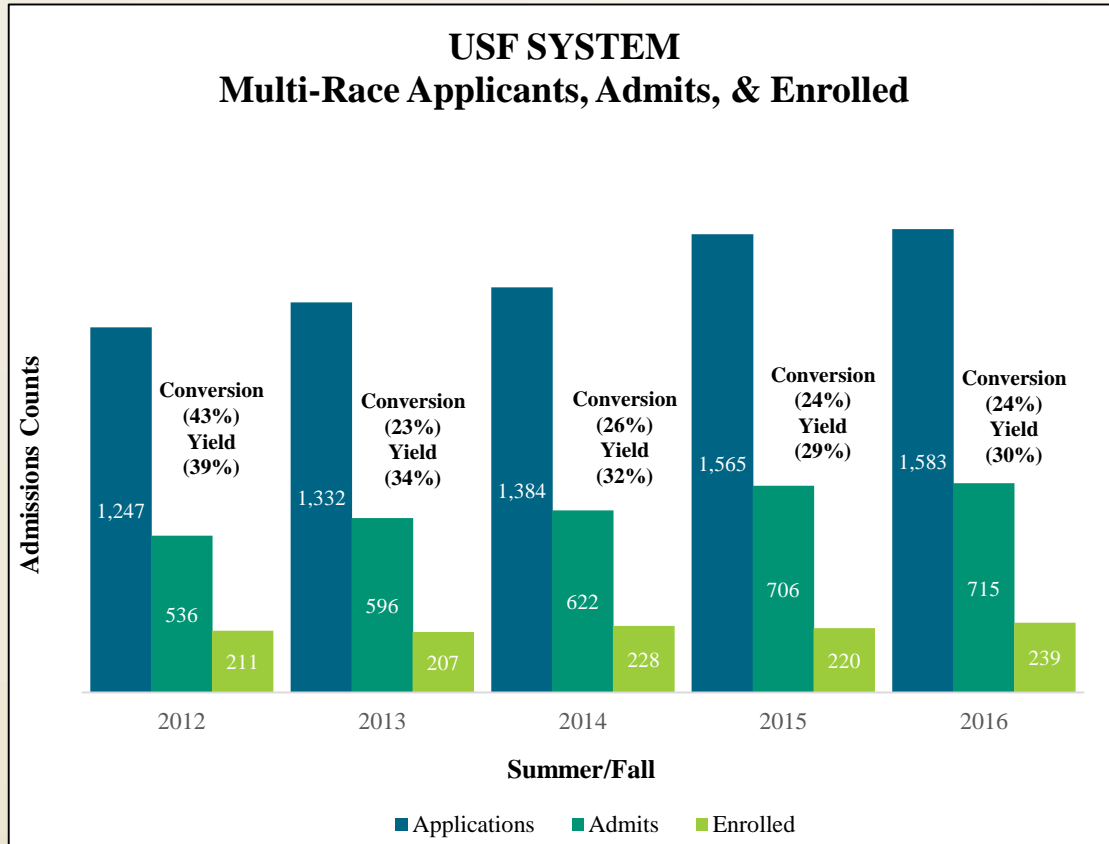
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Black FTICs – Applicants, Admits & Enrolled



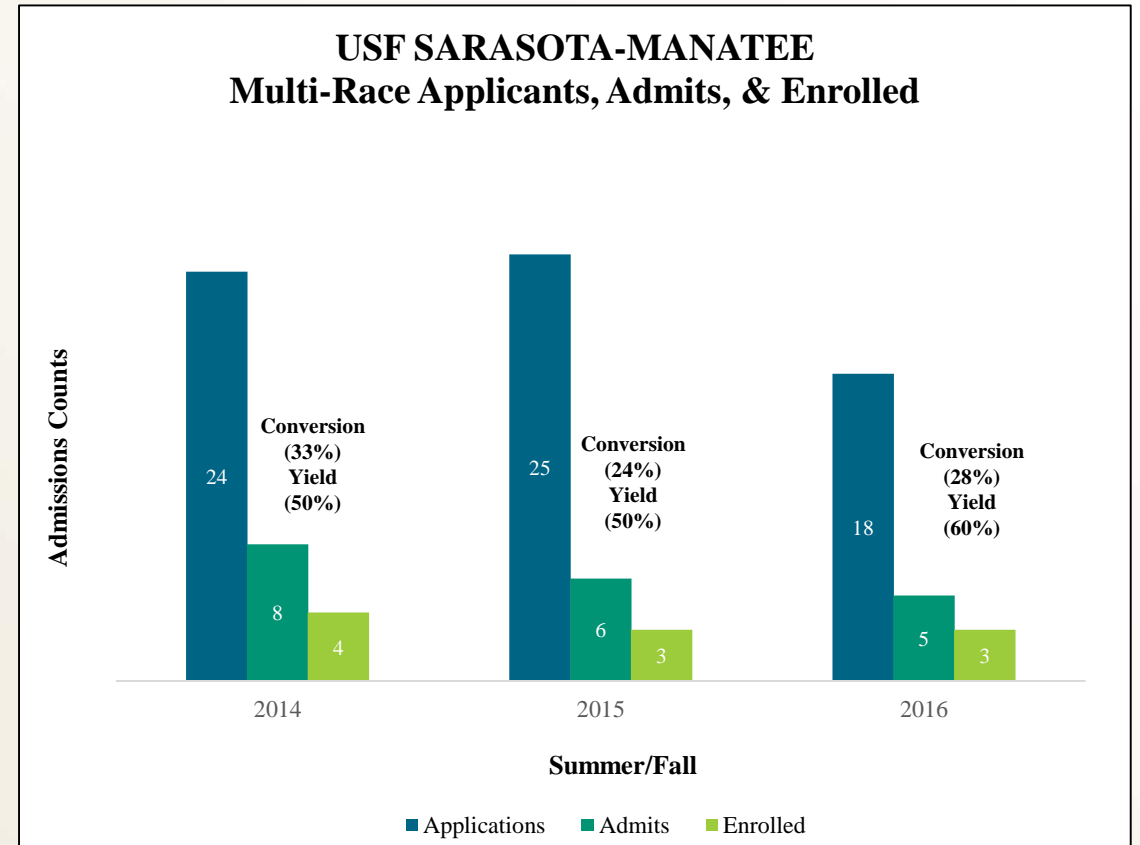
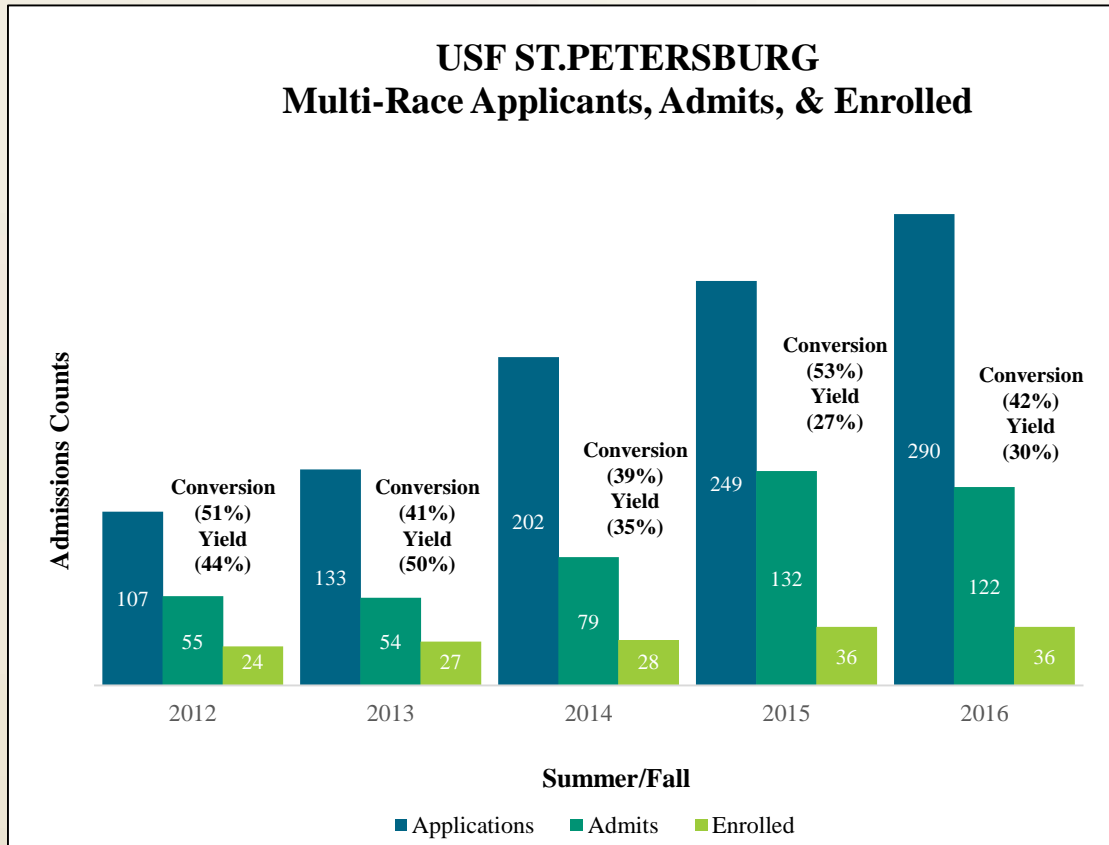
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Multi-Race FTICs – Applicants, Admits & Enrolled



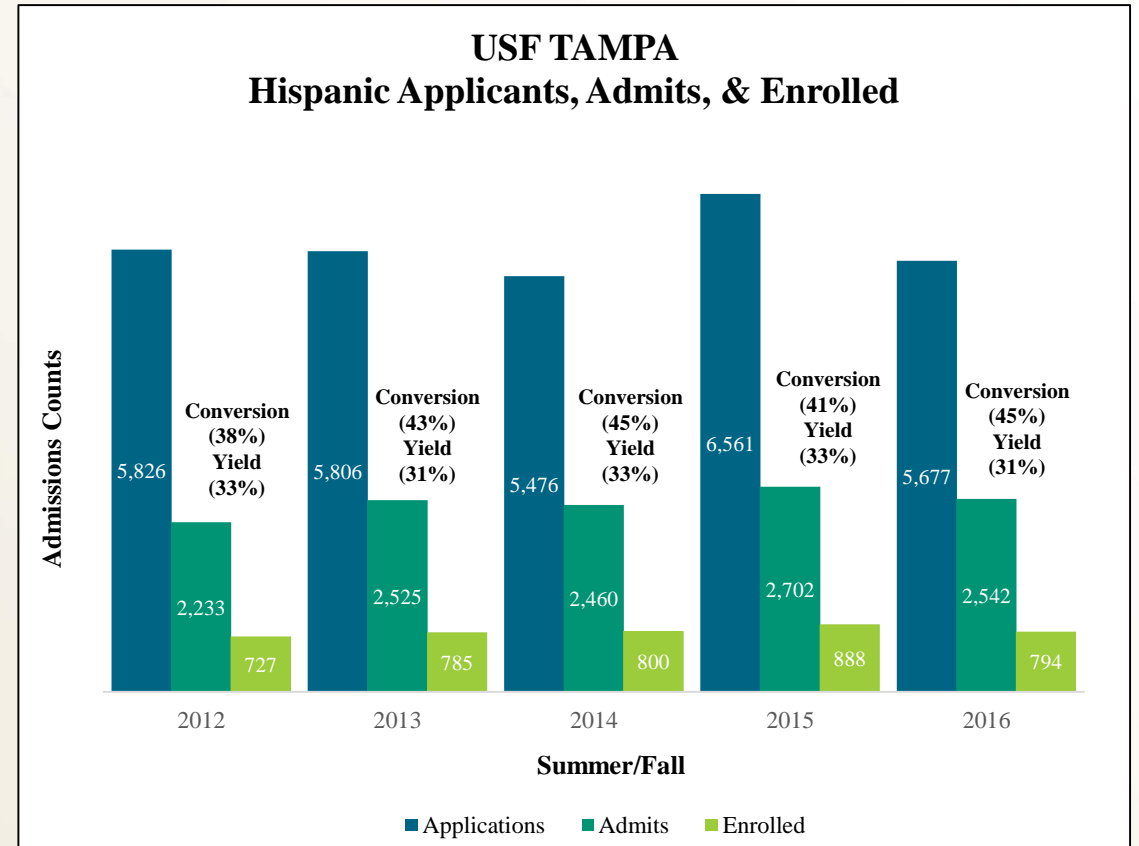
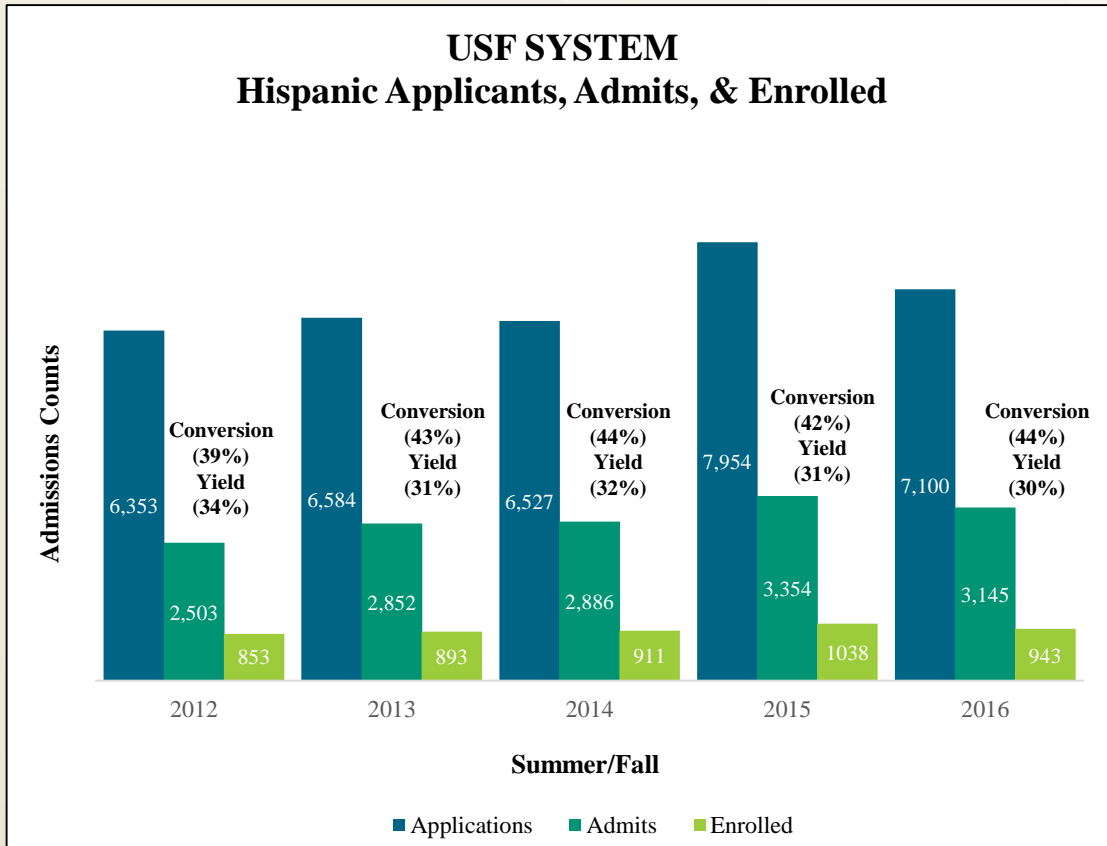
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Multi-Race FTICs – Applicants, Admits & Enrolled



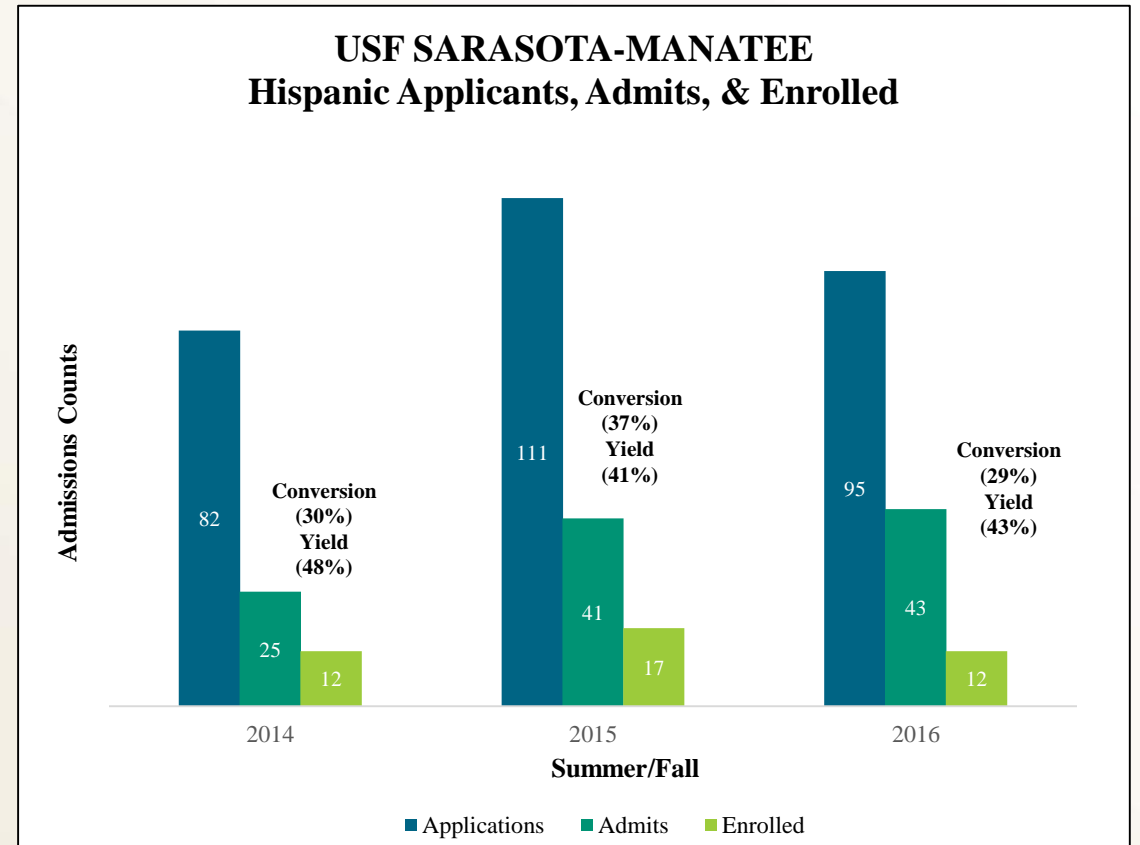
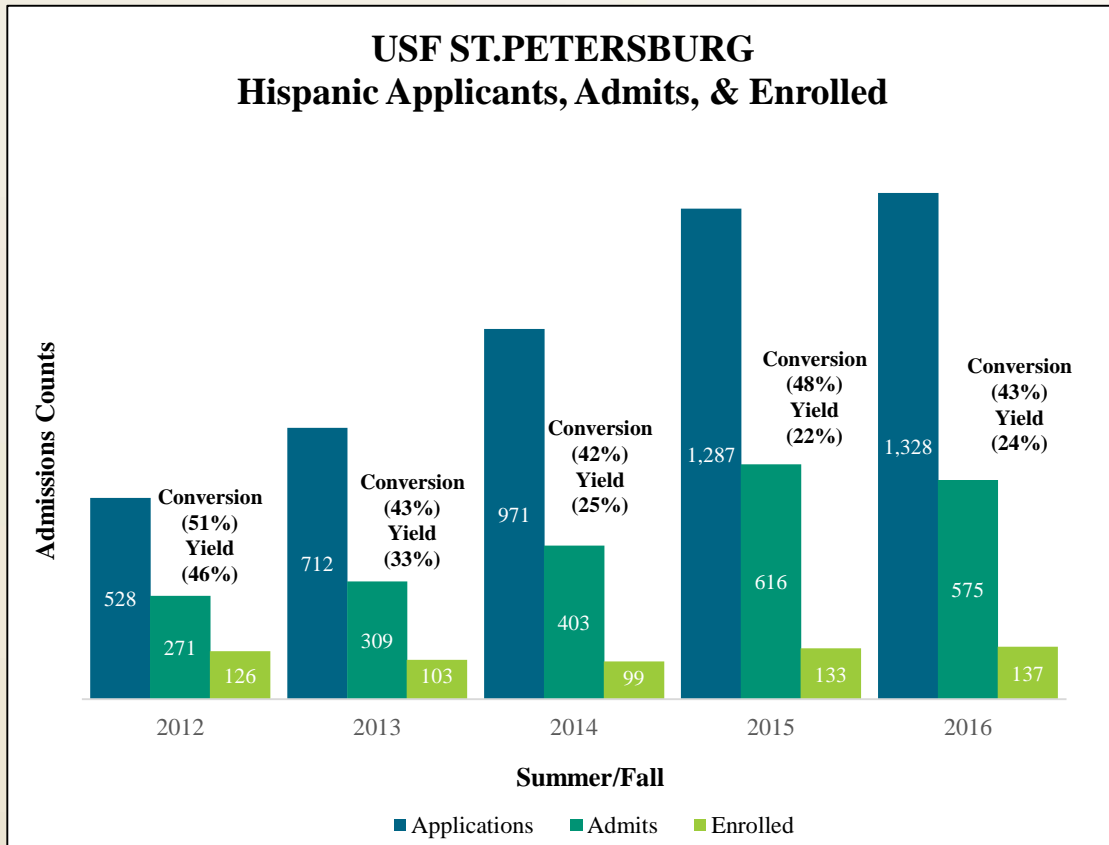
Source: USF Office of Decision Support

Hispanic FTICs – Applicants, Admits & Enrolled



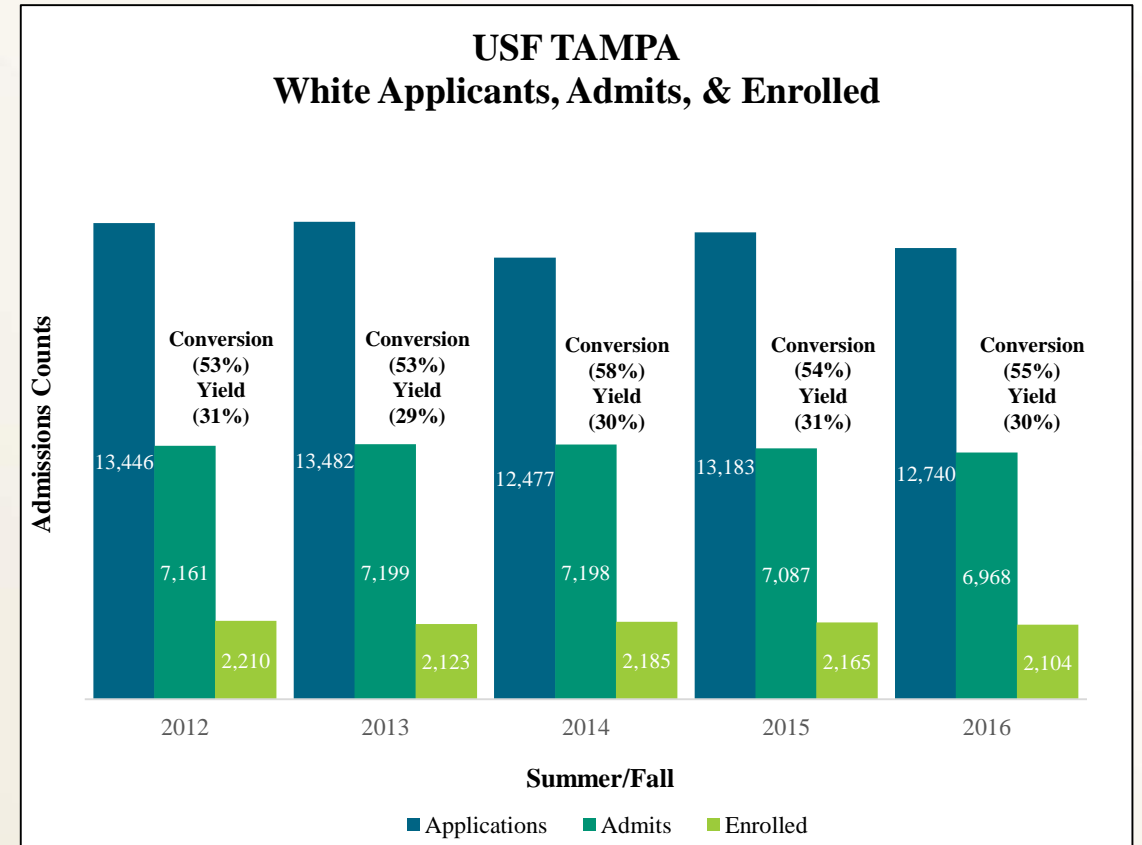
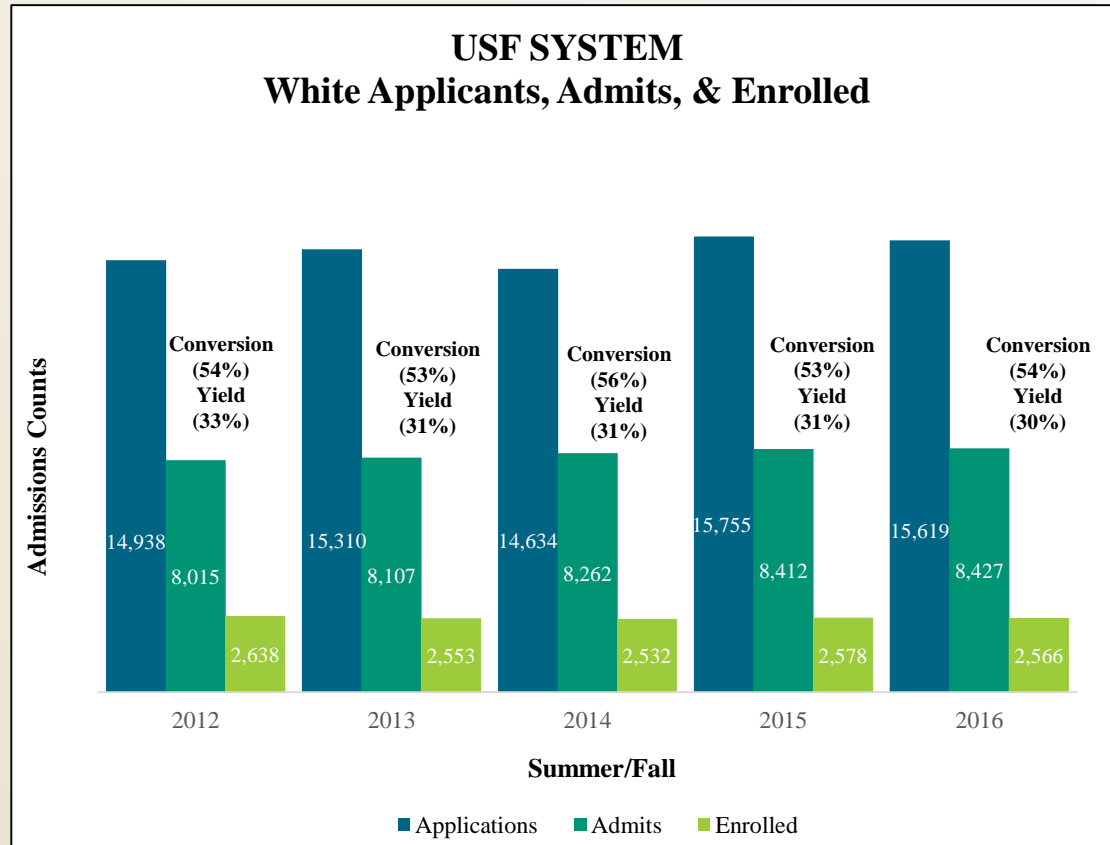
Source: USF Office of Decision Support

Hispanic FTICs – Applicants, Admits & Enrolled



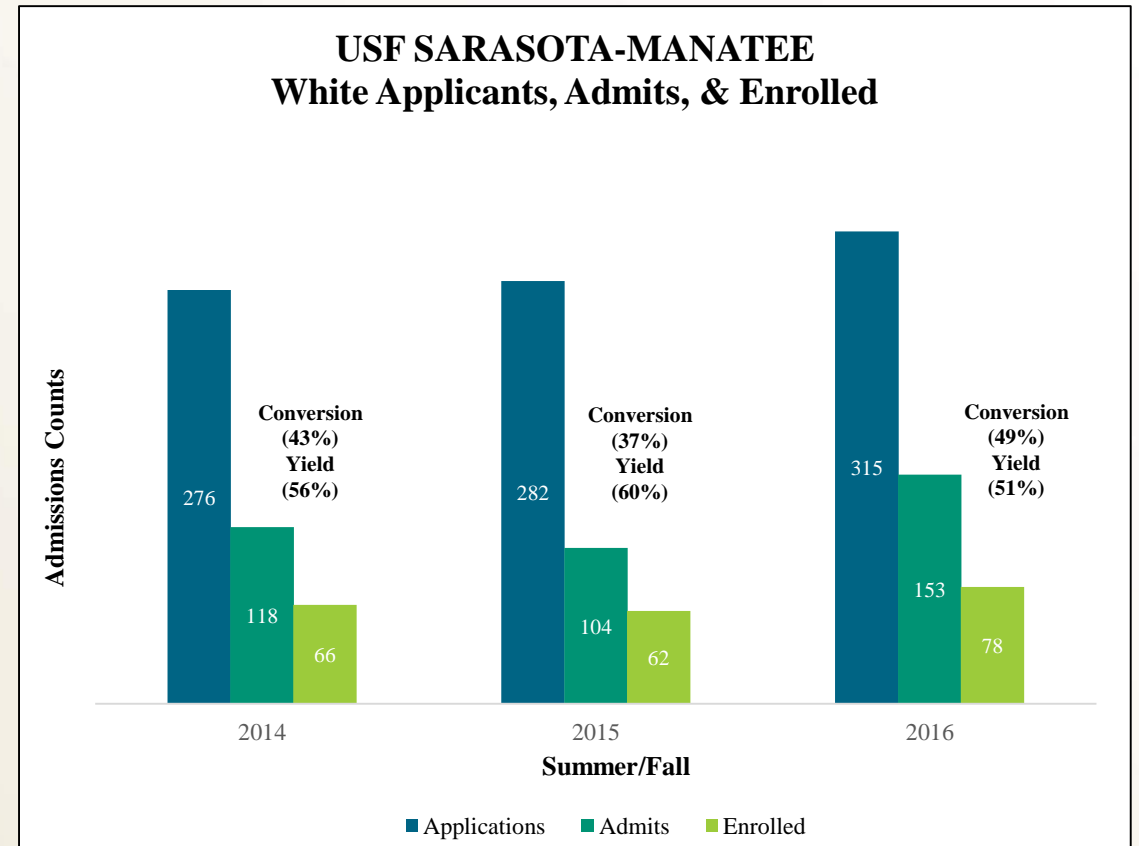
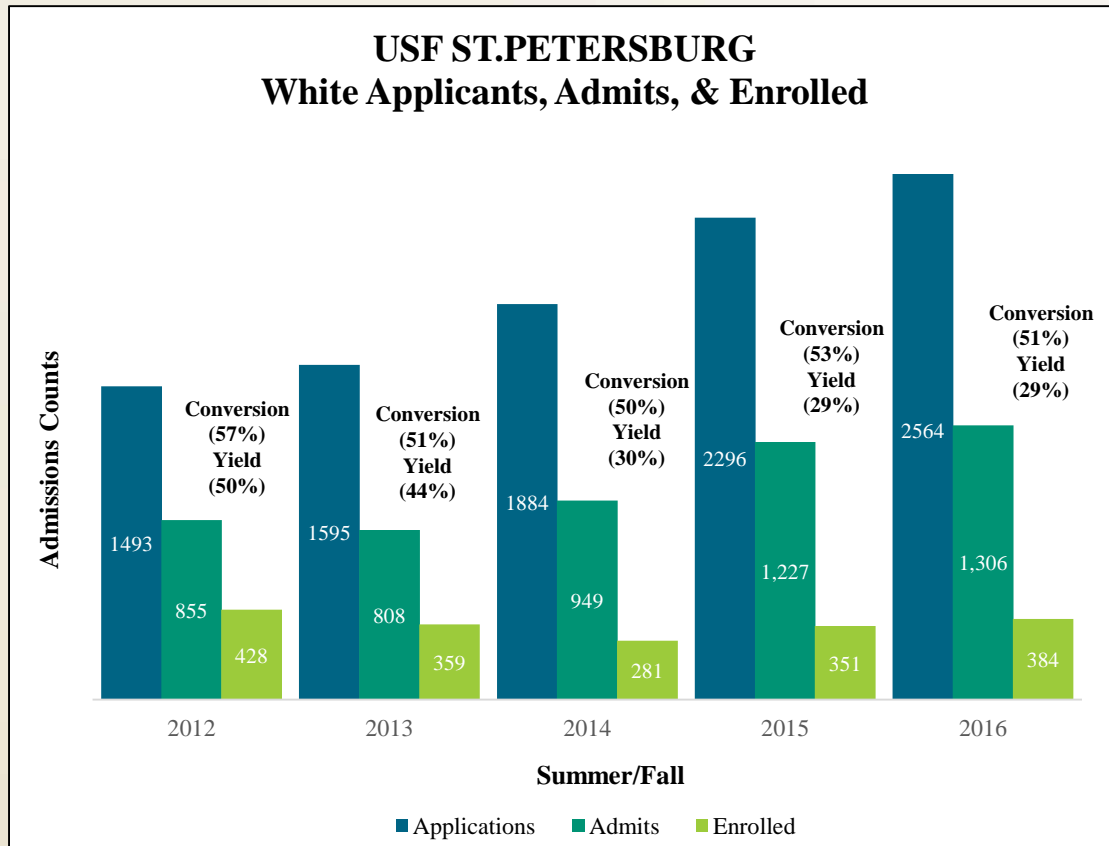
Source: USF Office of Decision Support

White FTICs – Applicants, Admits & Enrolled



Source: USF Office of Decision Support

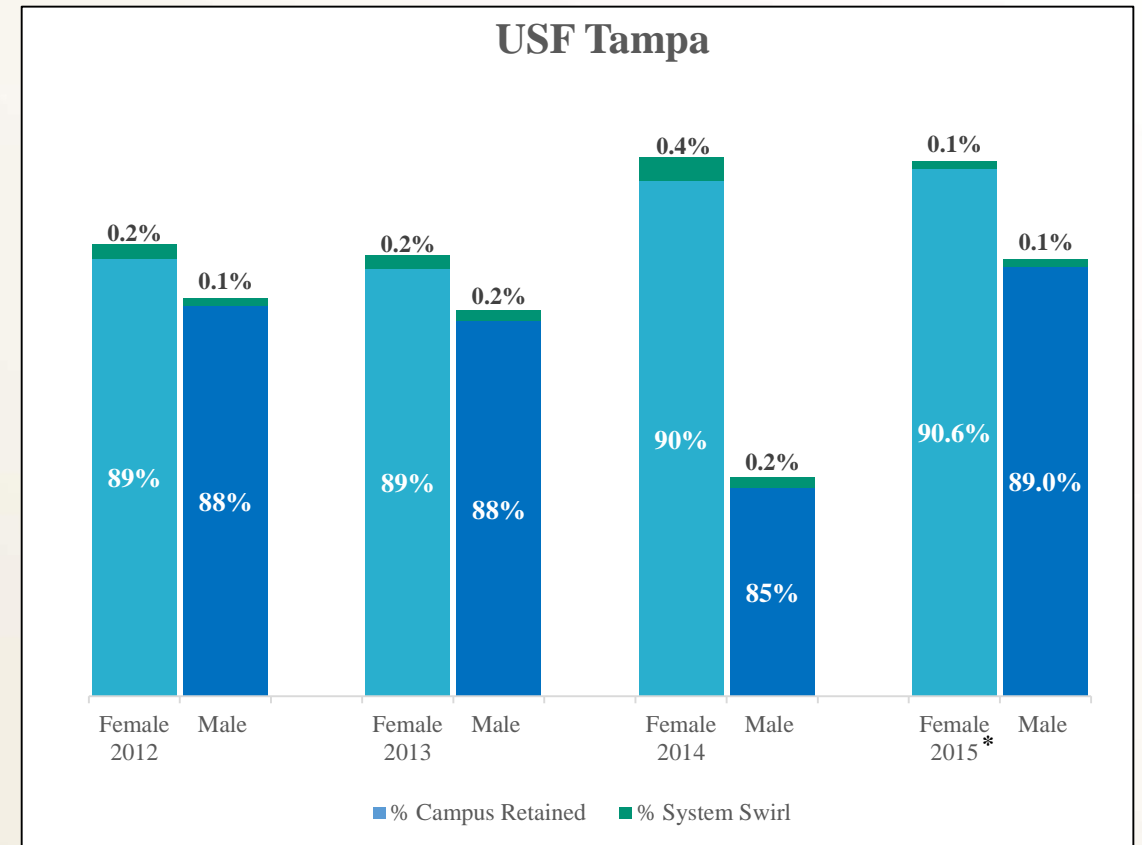
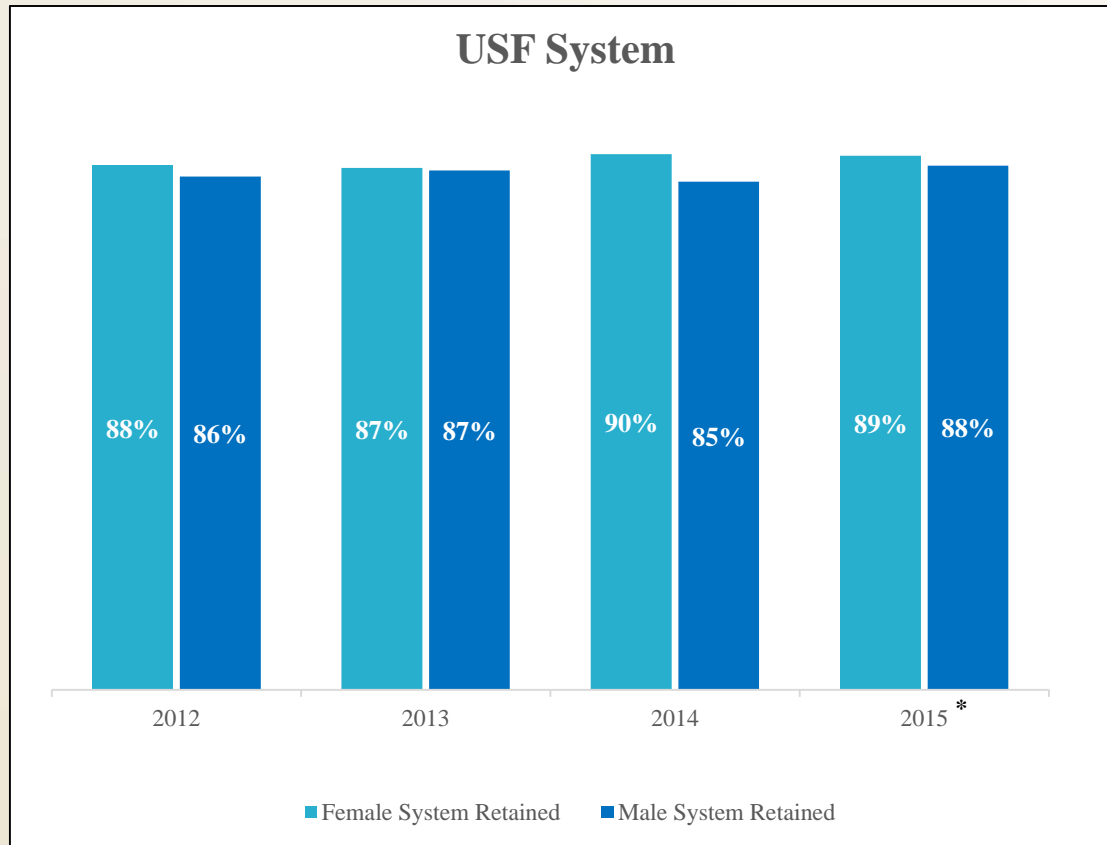
White FTICs – Applicants, Admits & Enrolled



Source: USF Office of Decision Support

II. RETENTION & GRADUATION

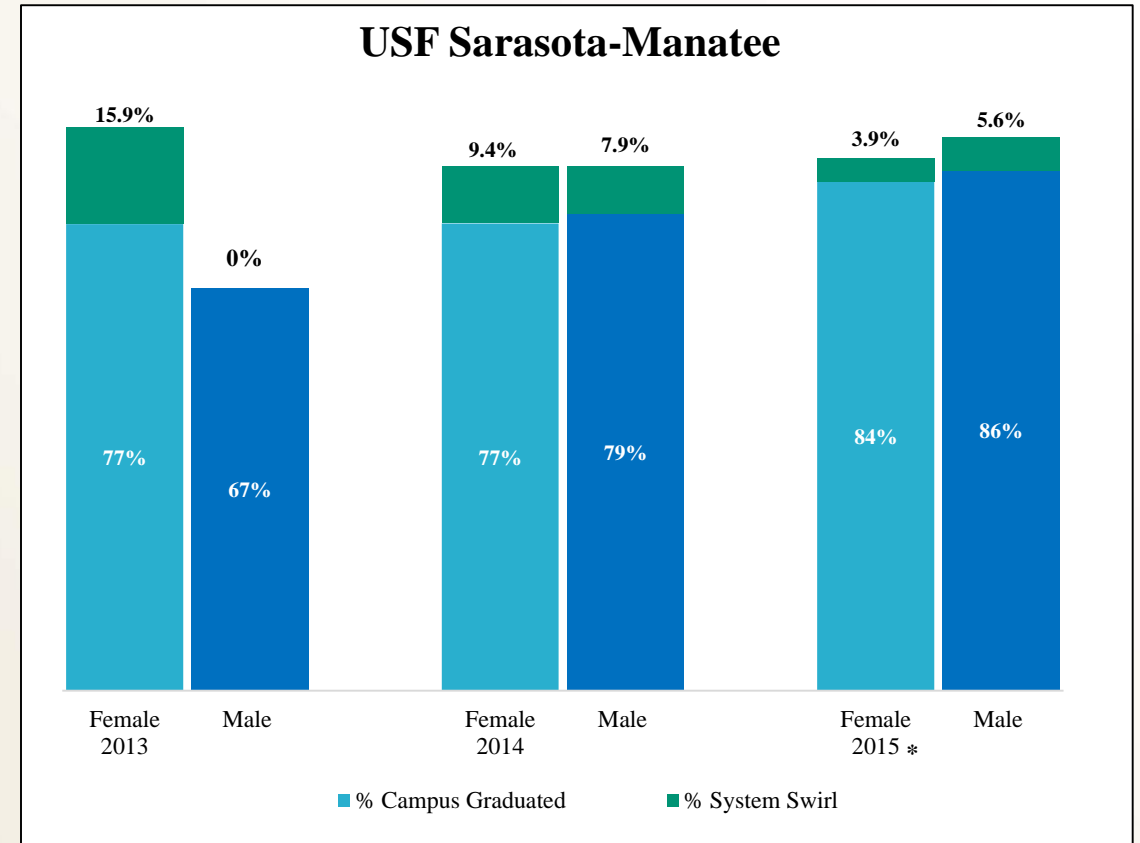
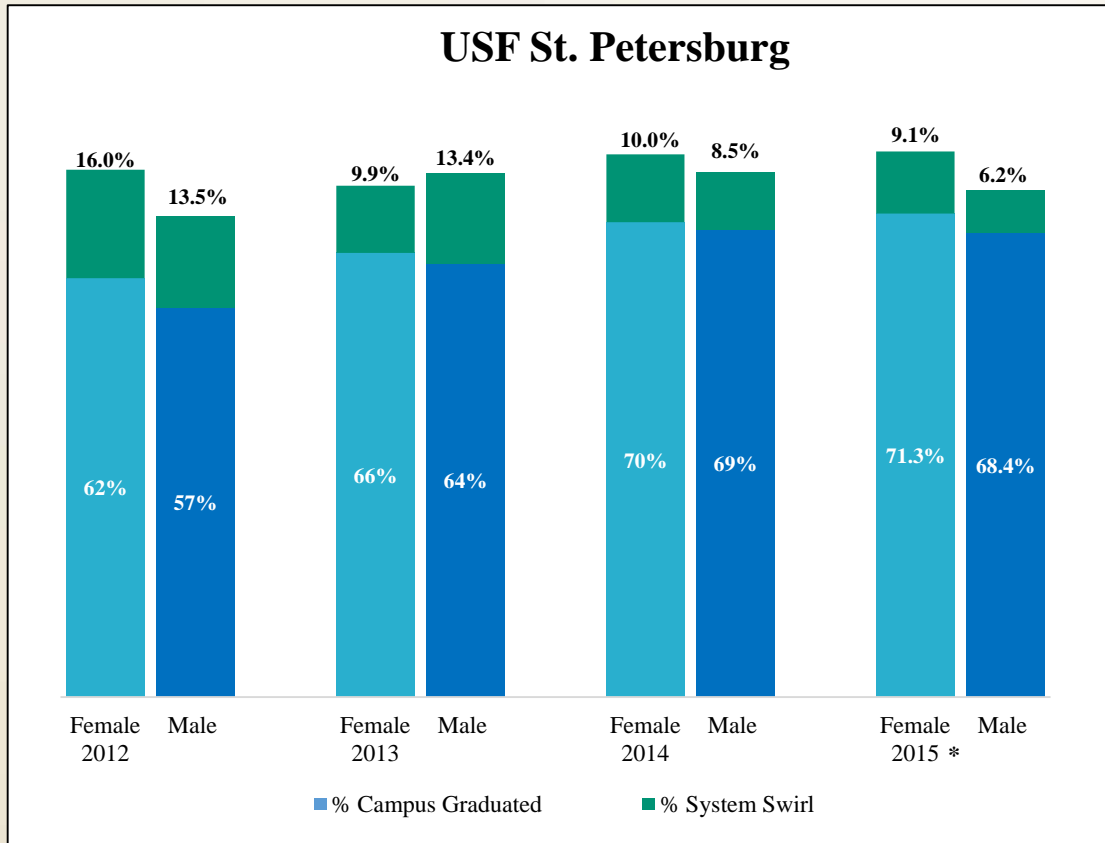
FTIC Retention Rates by Gender



* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology

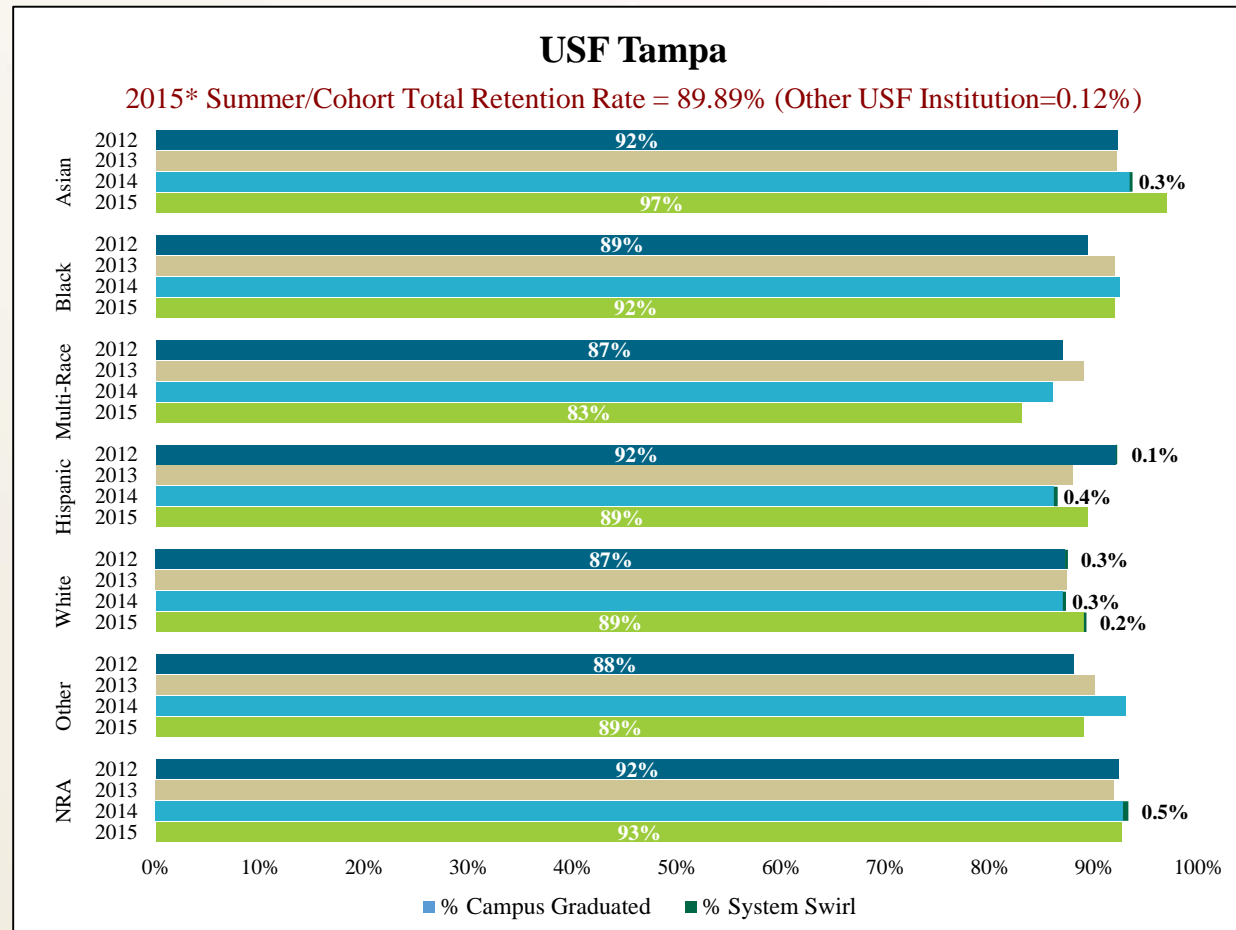
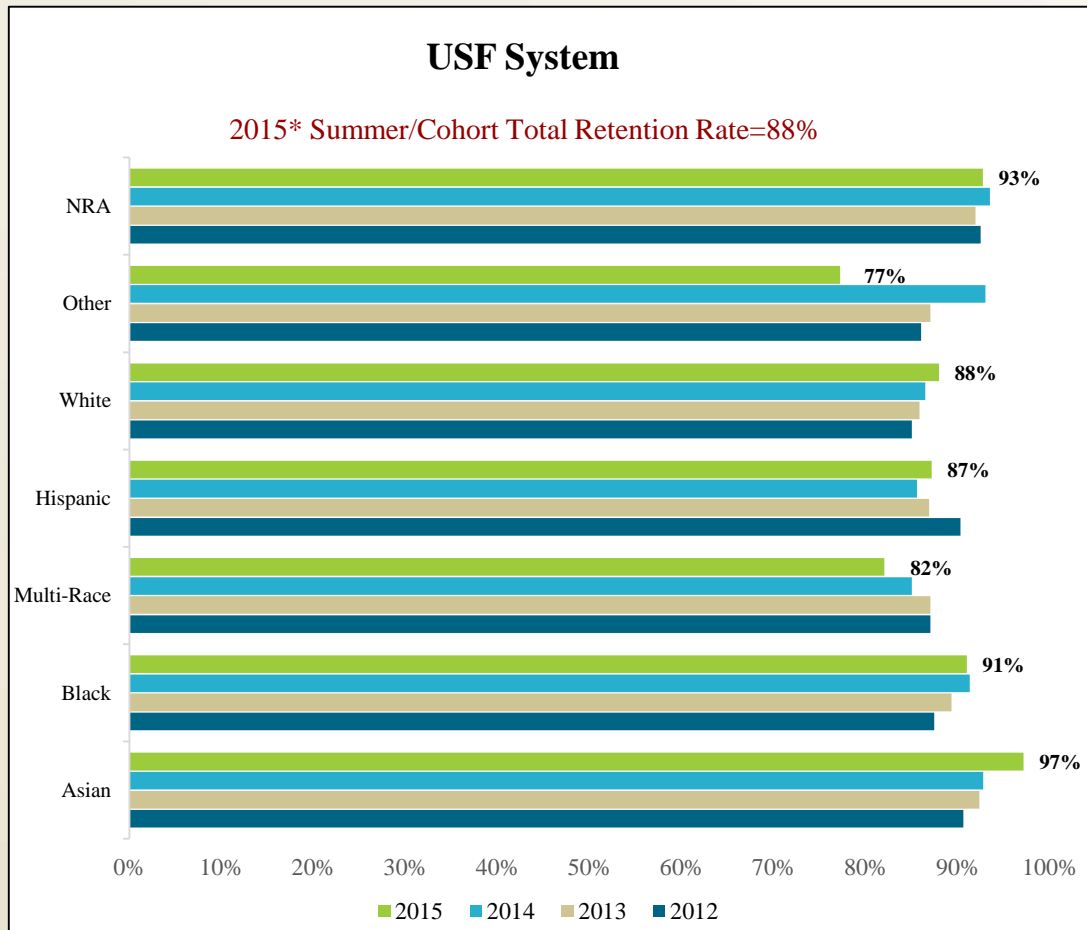
FTIC Retention Rates by Gender



* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology

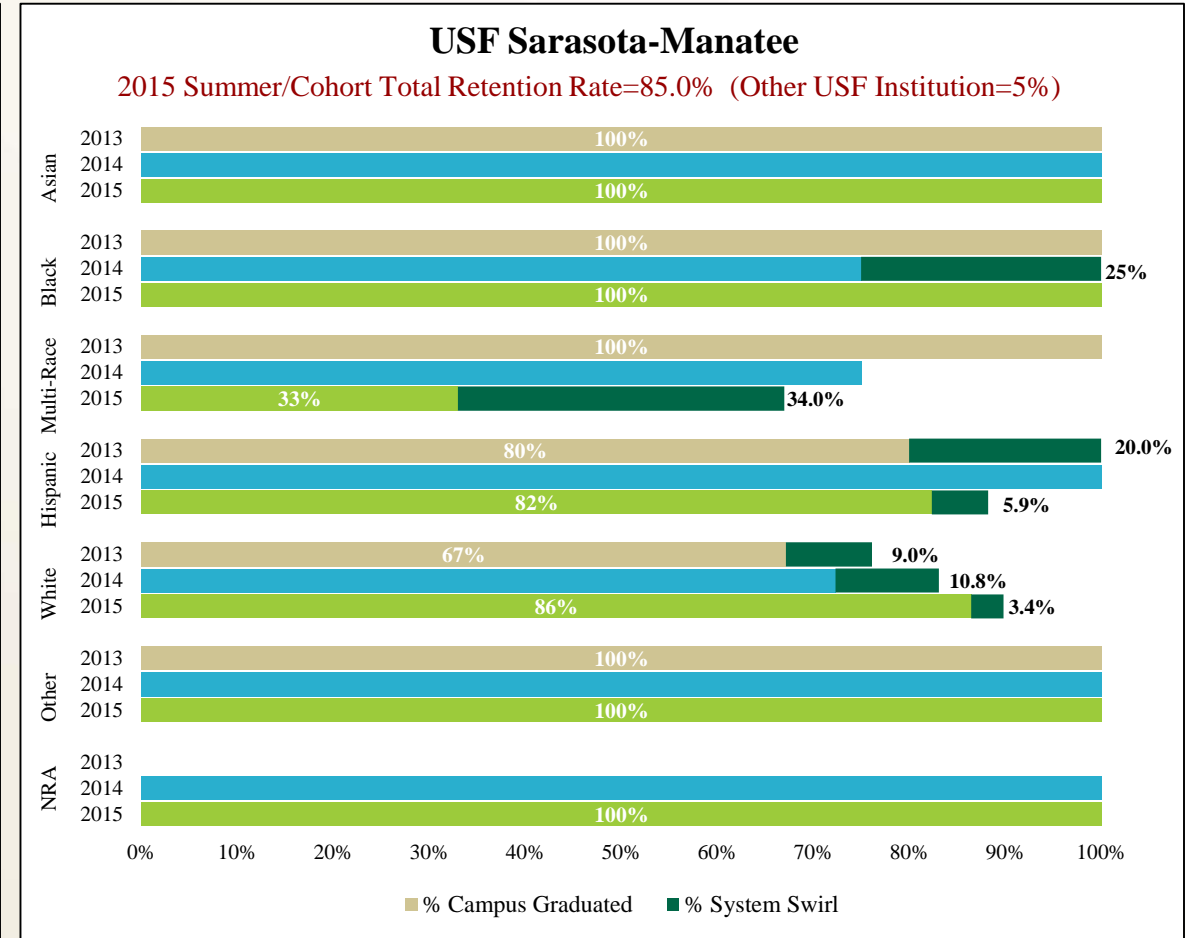
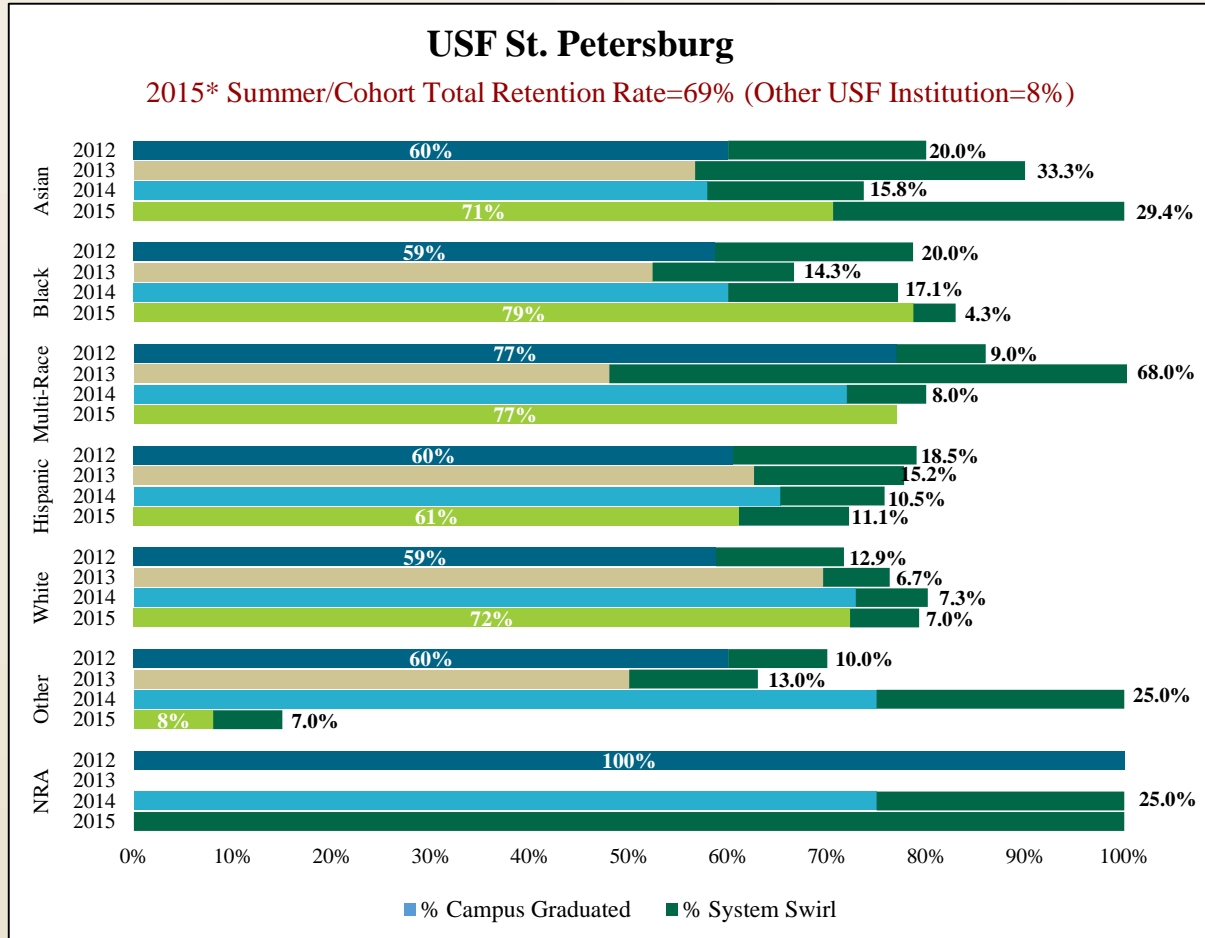
FTIC Retention Rates by Race/Ethnicity



* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology

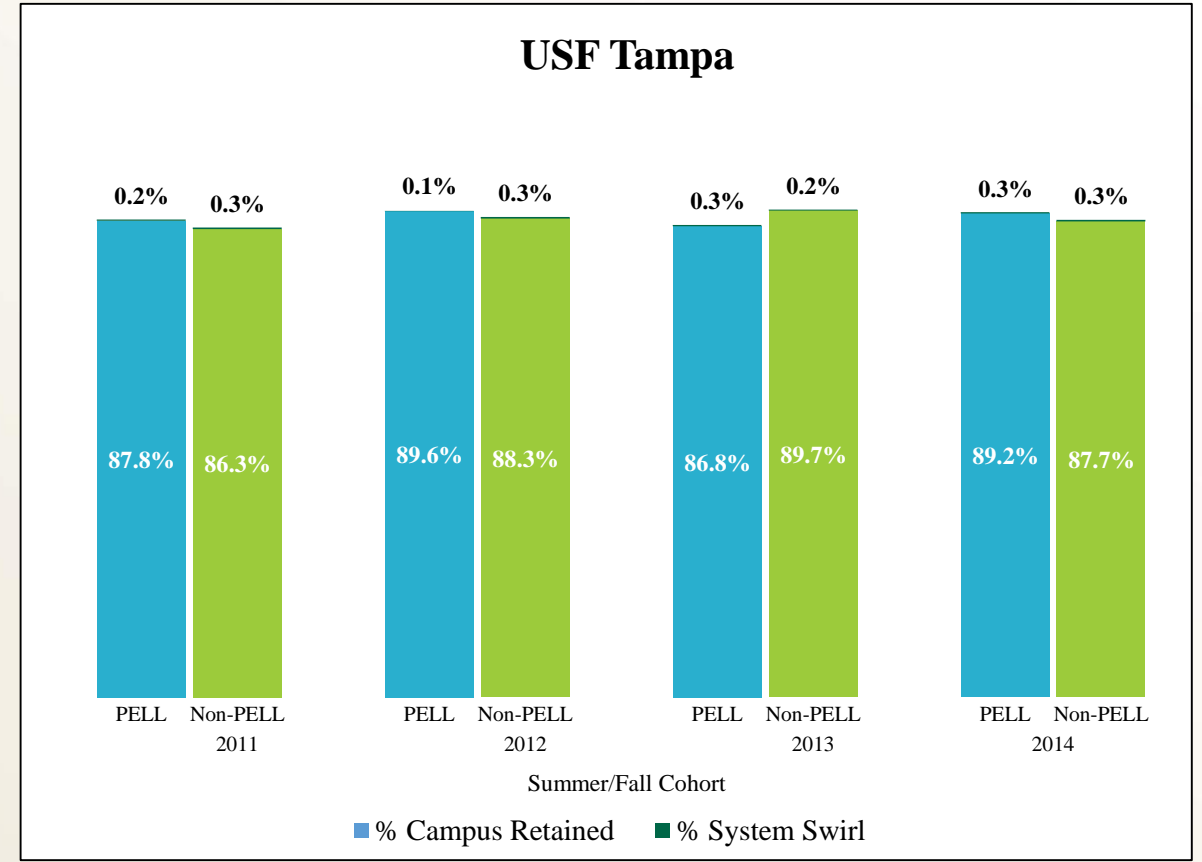
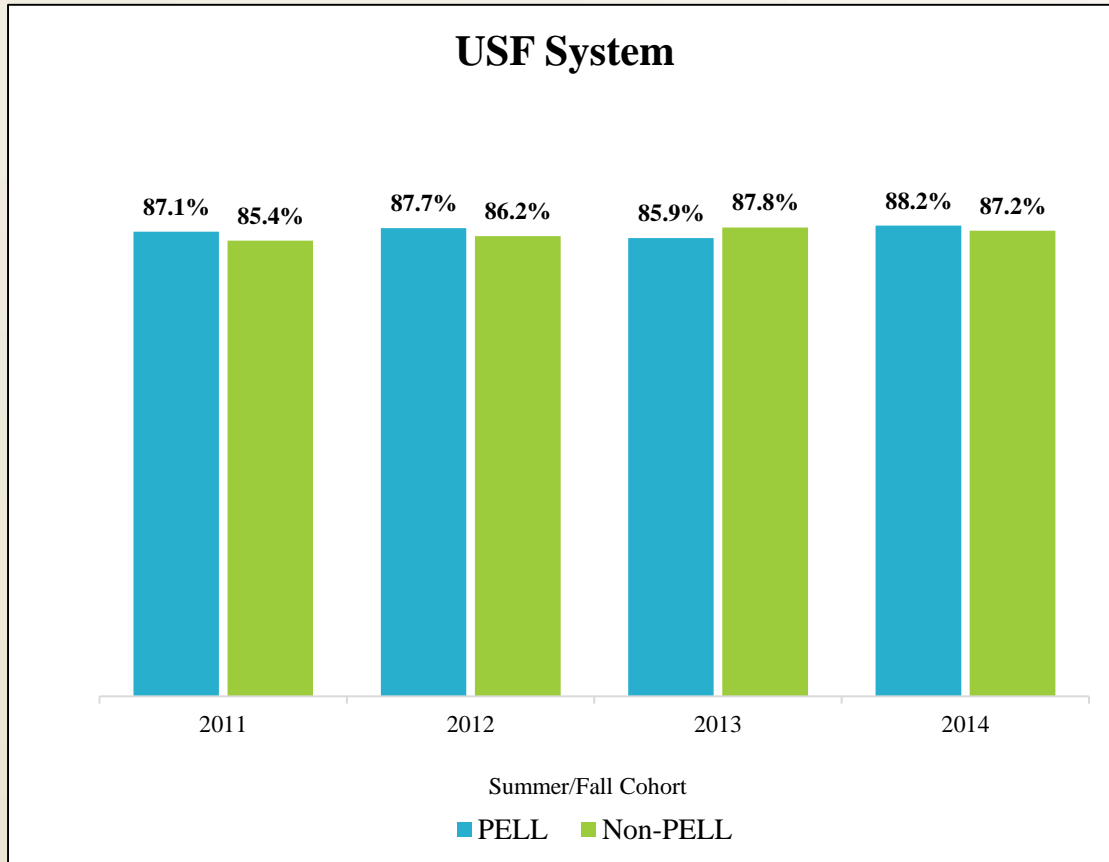
FTIC Retention Rates by Race/Ethnicity



* Preliminary data

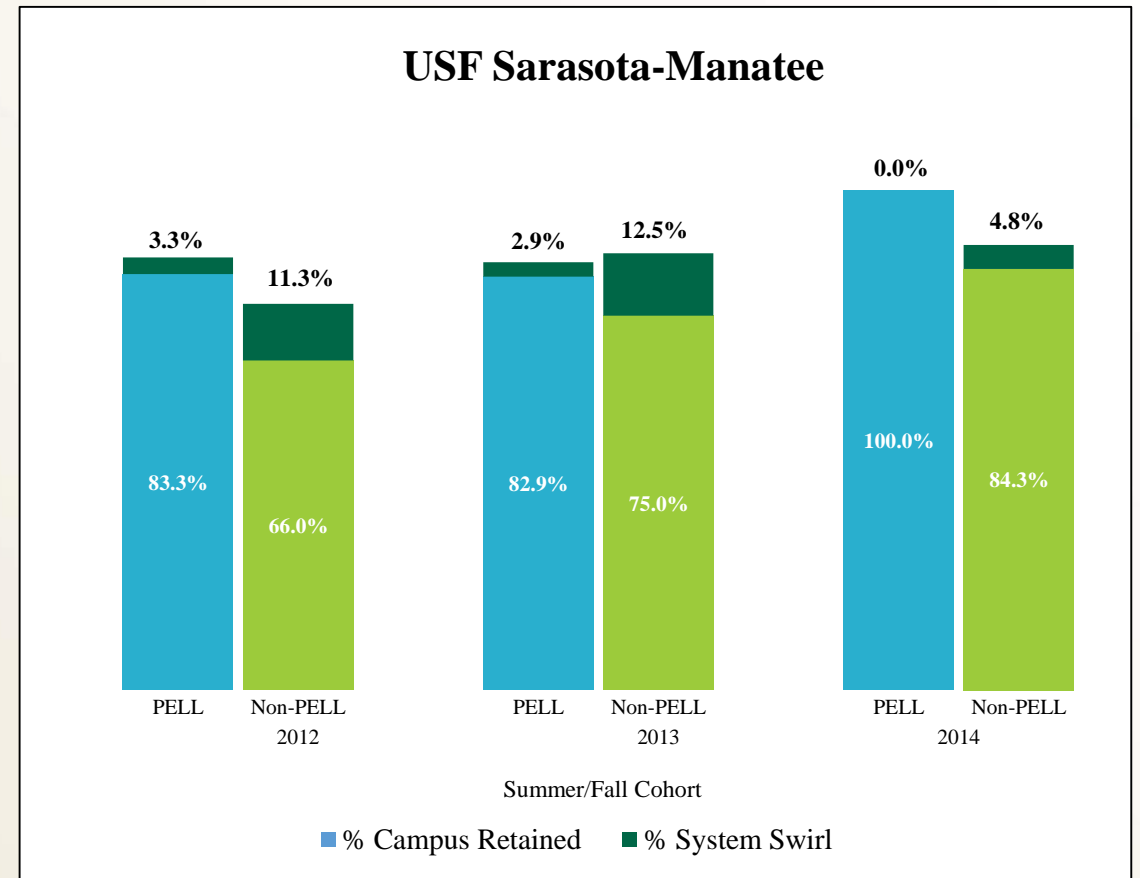
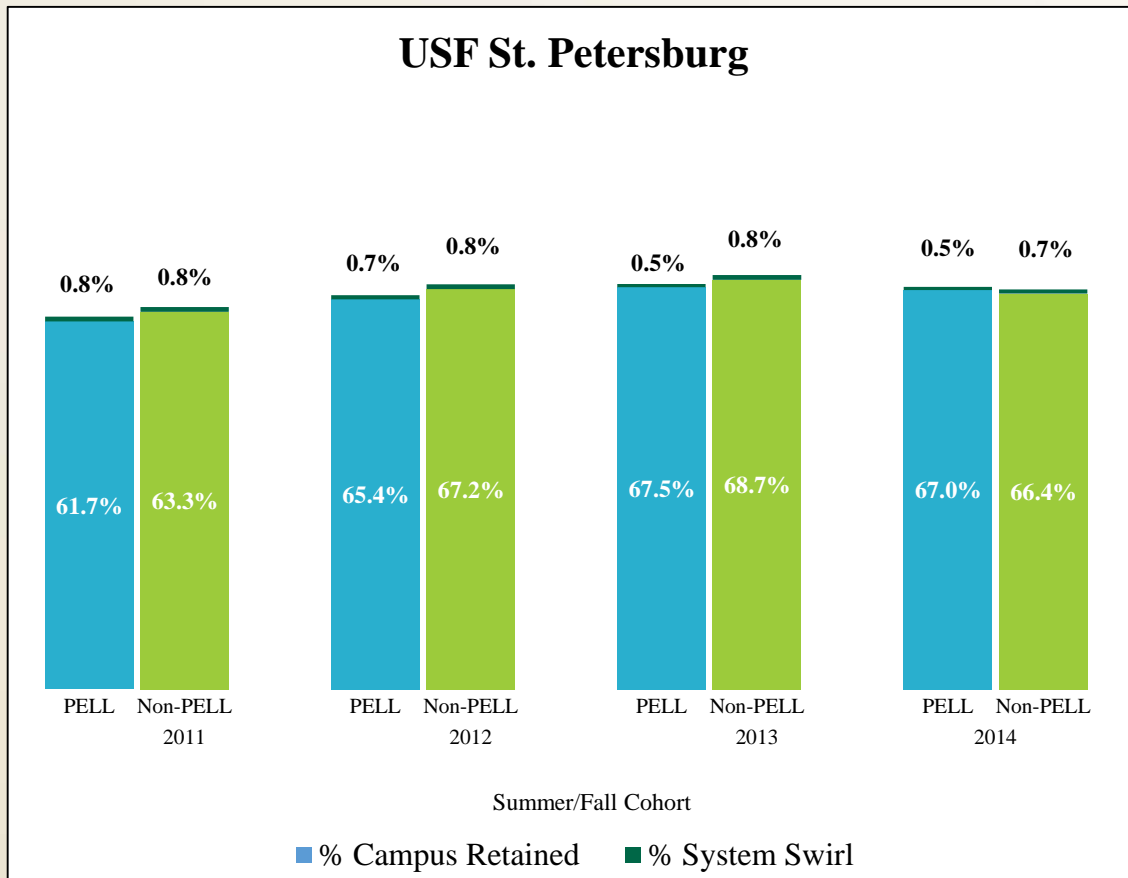
Source: USF Office of Decision Support, IPEDS methodology

FTIC Retention Rates by Pell Status



Source: USF Office of Decision Support, IPEDS methodology

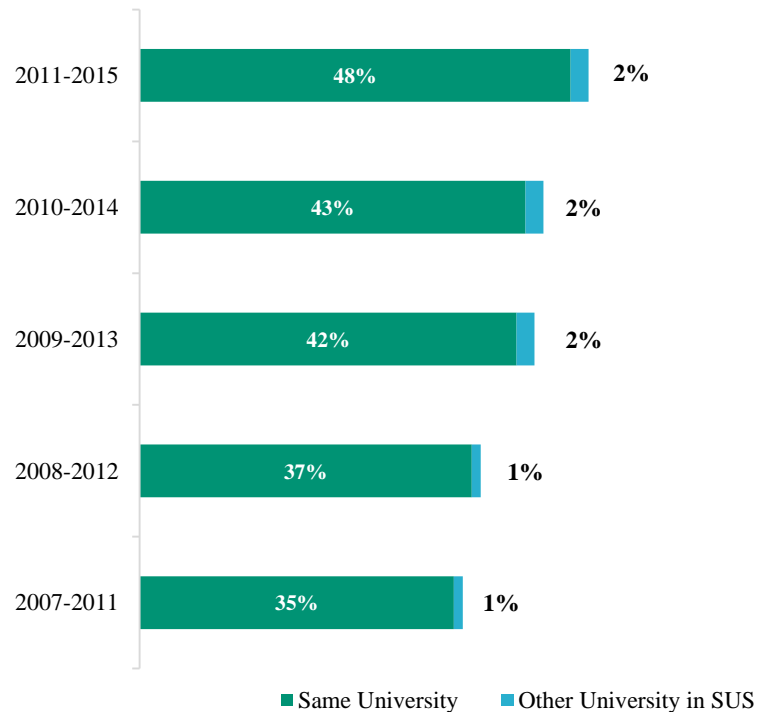
FTIC Retention Rates by Pell Status



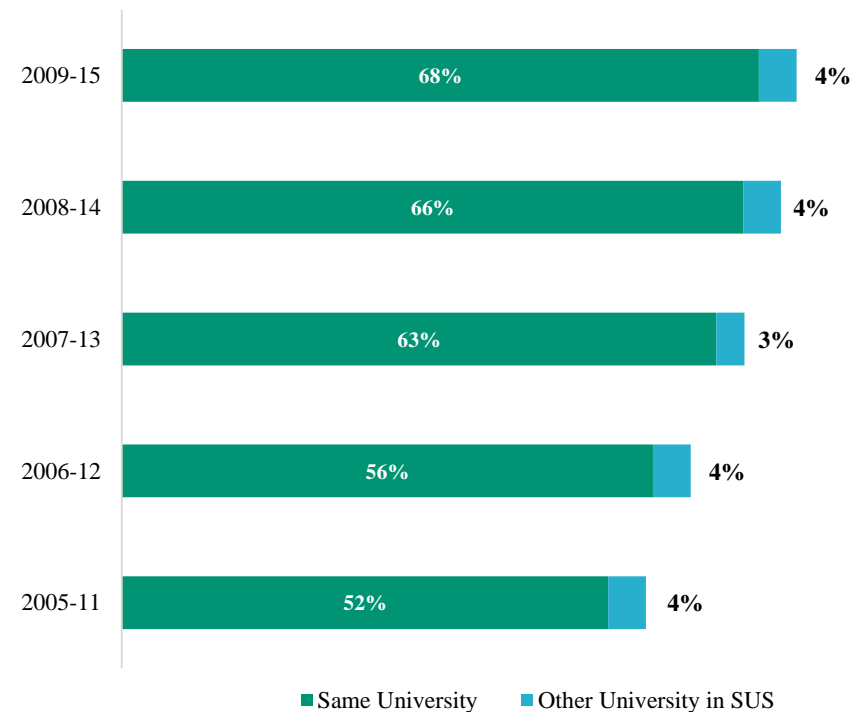
Source: USF Office of Decision Support, IPEDS methodology

FTIC Graduation Rates: USF System

USF System 4-Year Graduation Rates

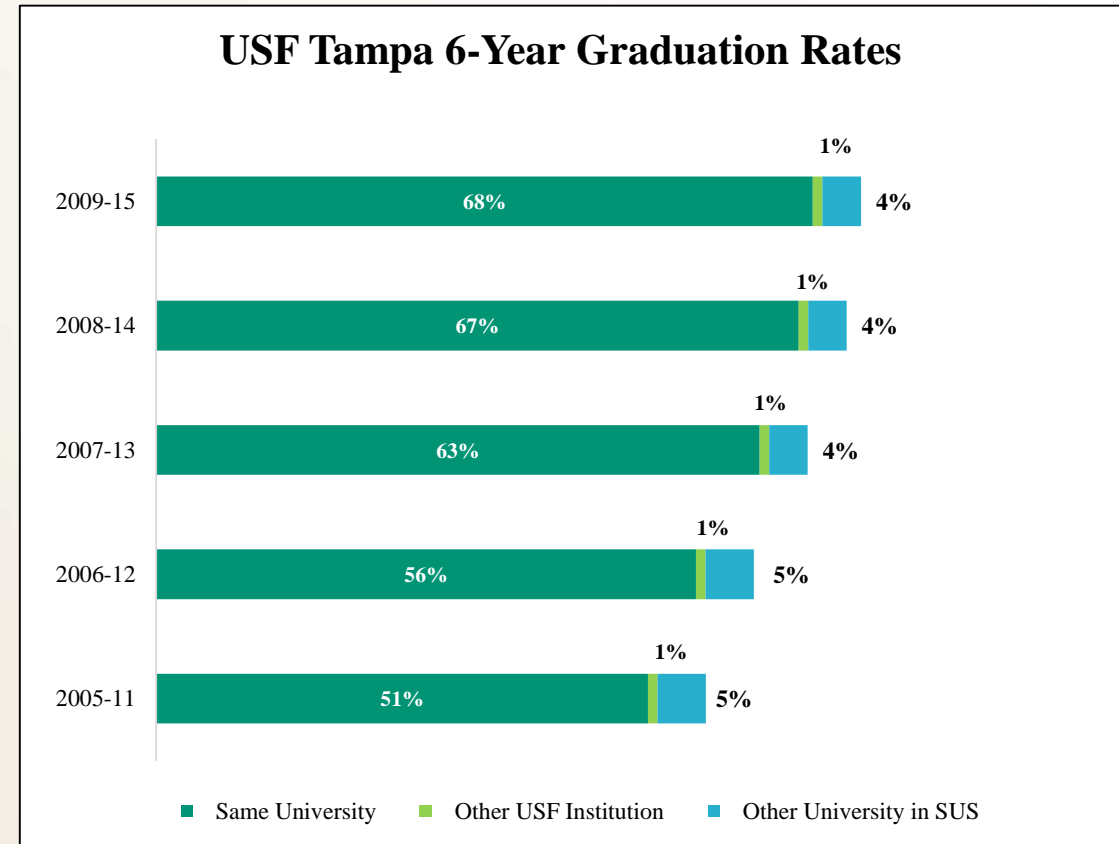
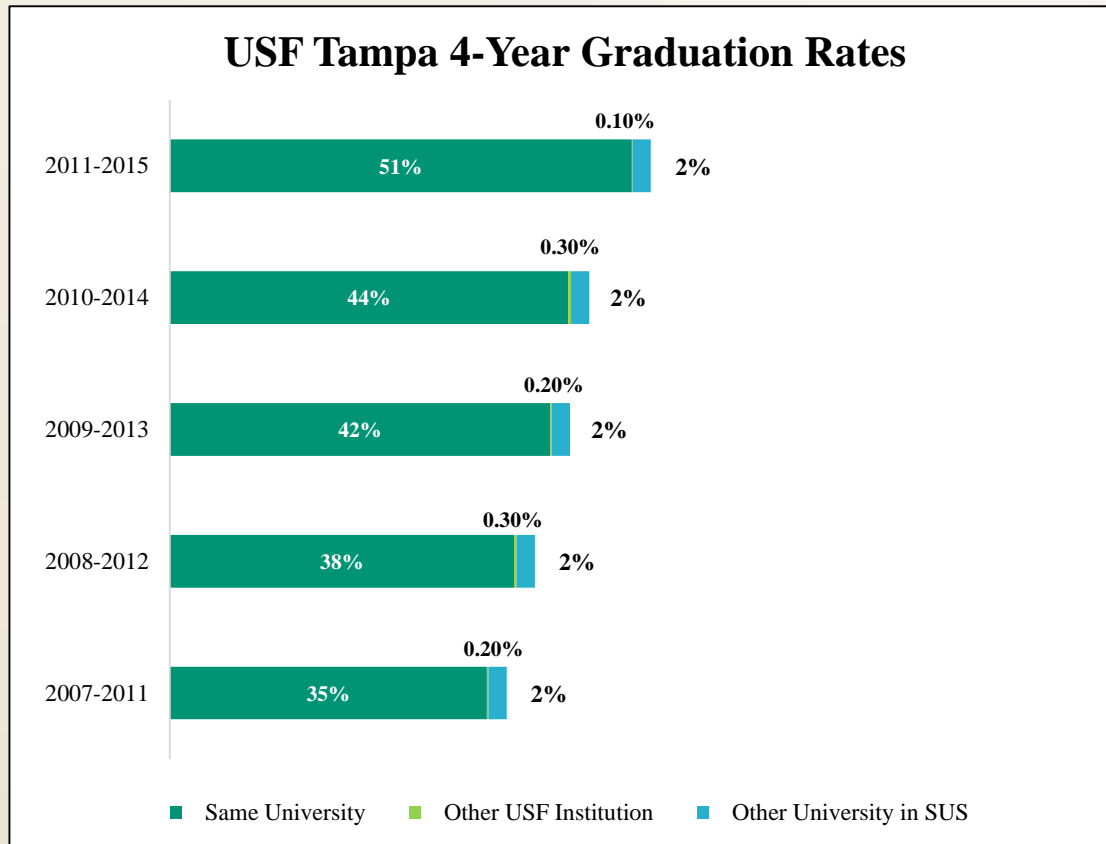


USF System 6-Year Graduation Rates



Source: USF Office of Decision Support, IPEDS methodology (Preeminence)

FTIC Graduation Rates: USF Tampa

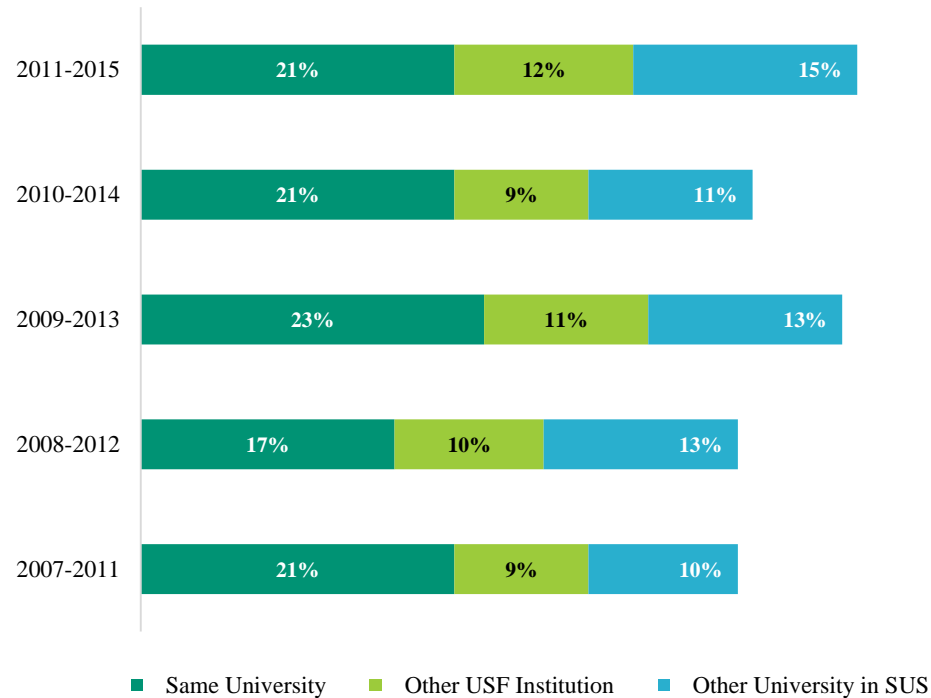


*Other USF Institution Swirl is included in the 'Other University in SUS' – **Total Swirl Graduation Rate = Same + Other SUS**

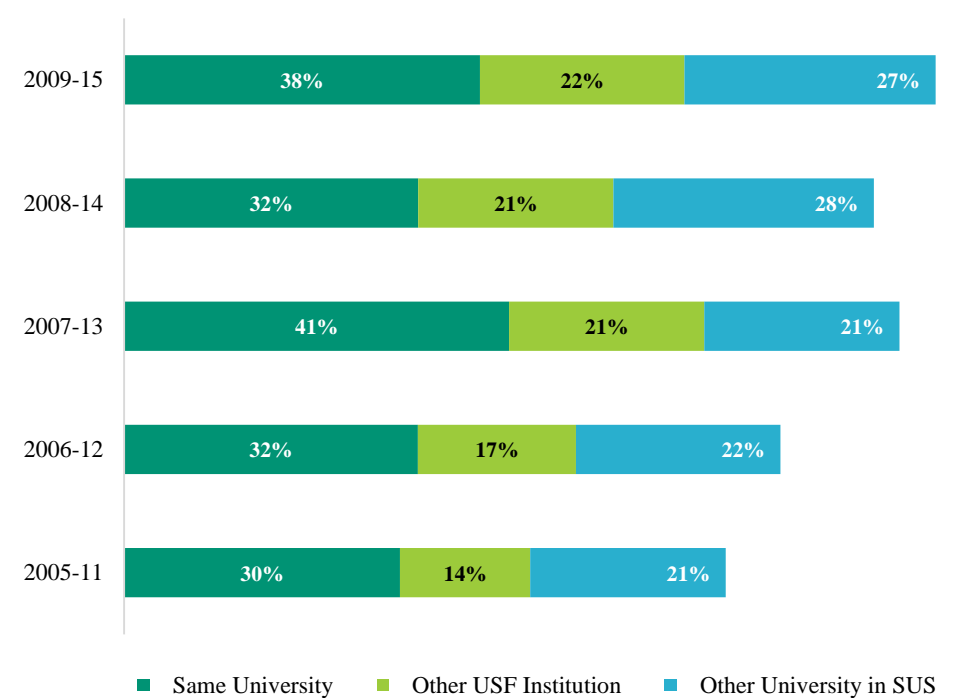
Source: FL BOG Accountability Reports (AAR), IPEDS methodology (Preeminence) (AARs used for SUS swirl data)

FTIC Graduation Rates: USF St. Petersburg

USF St. Petersburg 4-Year Graduation Rates



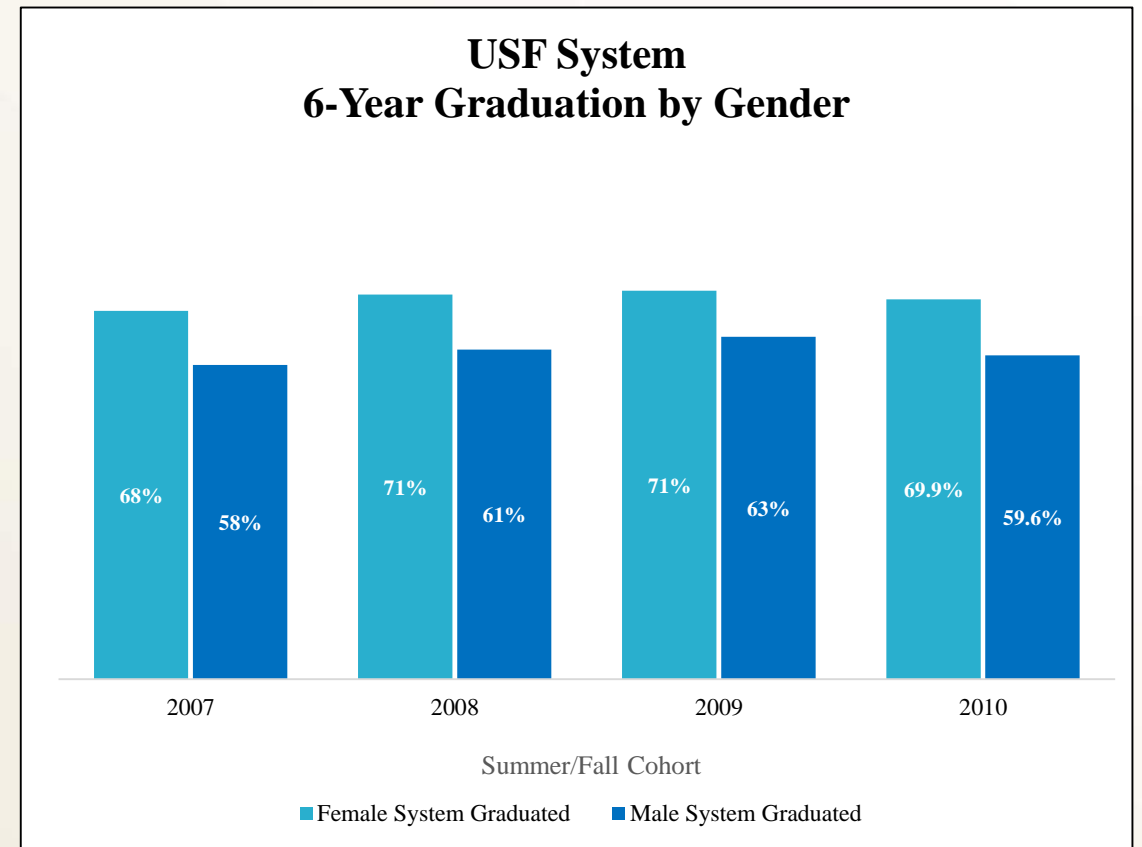
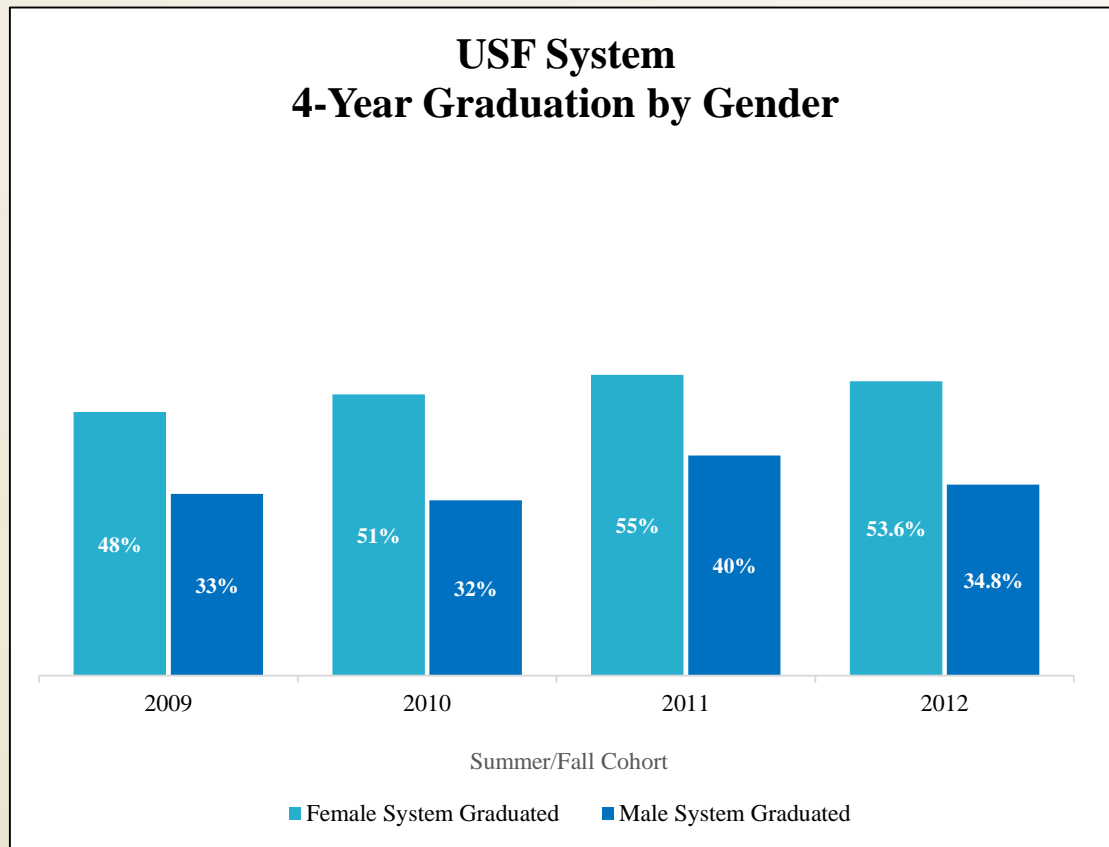
USF St. Petersburg 6-Year Graduation Rates



*Other USF Institution Swirl is included in the 'Other University in SUS' – **Total Swirl Graduation Rate = Same + Other SUS**

Source: FL BOG Accountability Reports (AAR), IPEDS methodology (Preeminence) (AARs used for SUS swirl data)

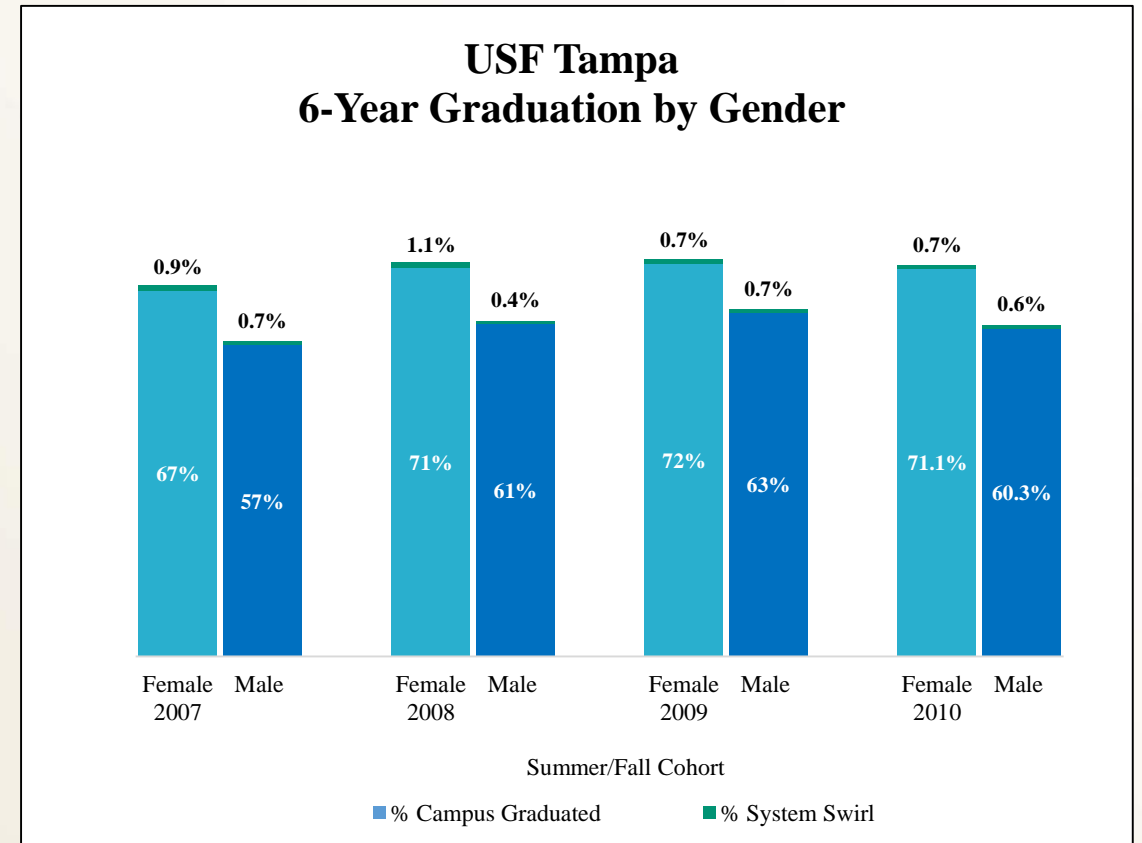
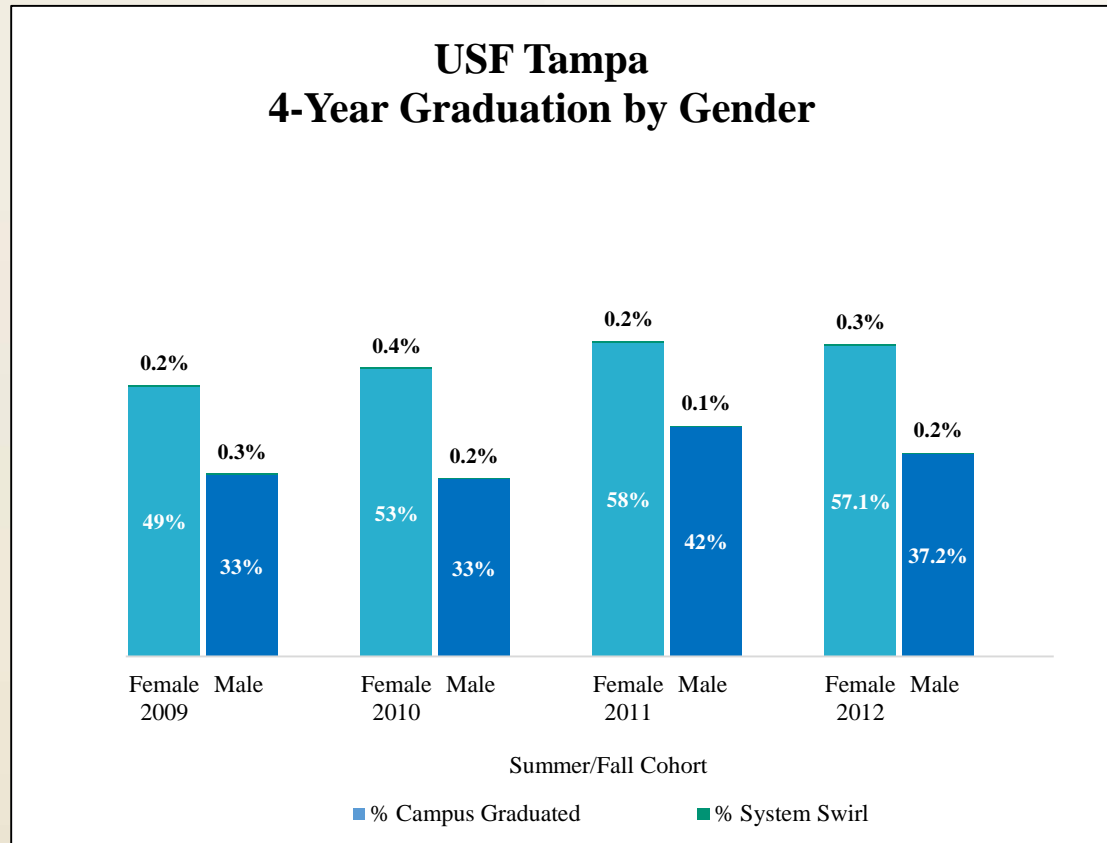
FTIC Graduation Rates by Gender: USF System



* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology (Preeminence)

FTIC Graduation Rates by Gender: USF Tampa

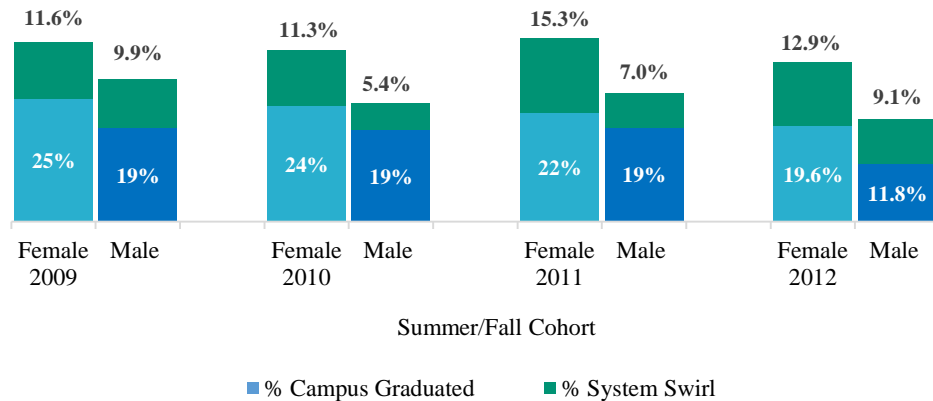


* Preliminary data

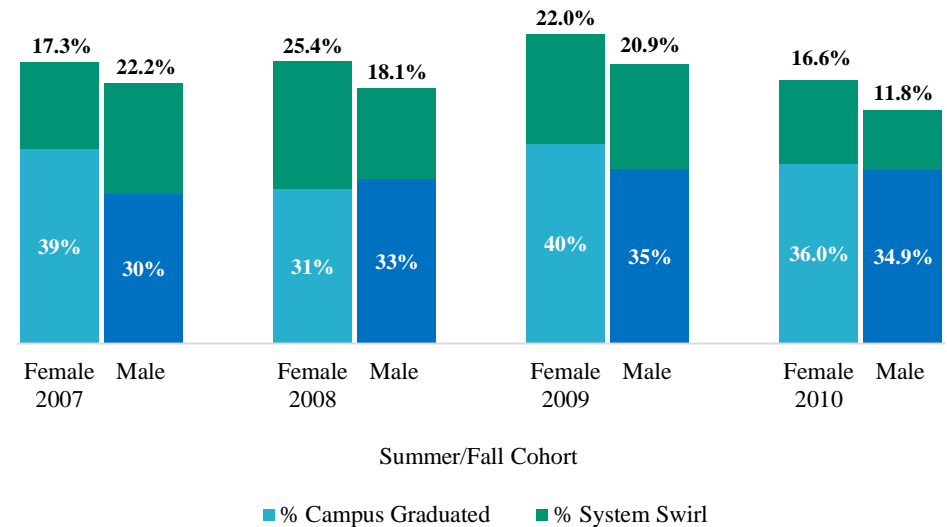
Source: USF Office of Decision Support, IPEDS methodology (Preeminence)

FTIC Graduation Rates by Gender: USF St. Petersburg

USF St. Petersburg 4-Year Graduation by Gender



USF St. Petersburg 6-Year Graduation by Gender



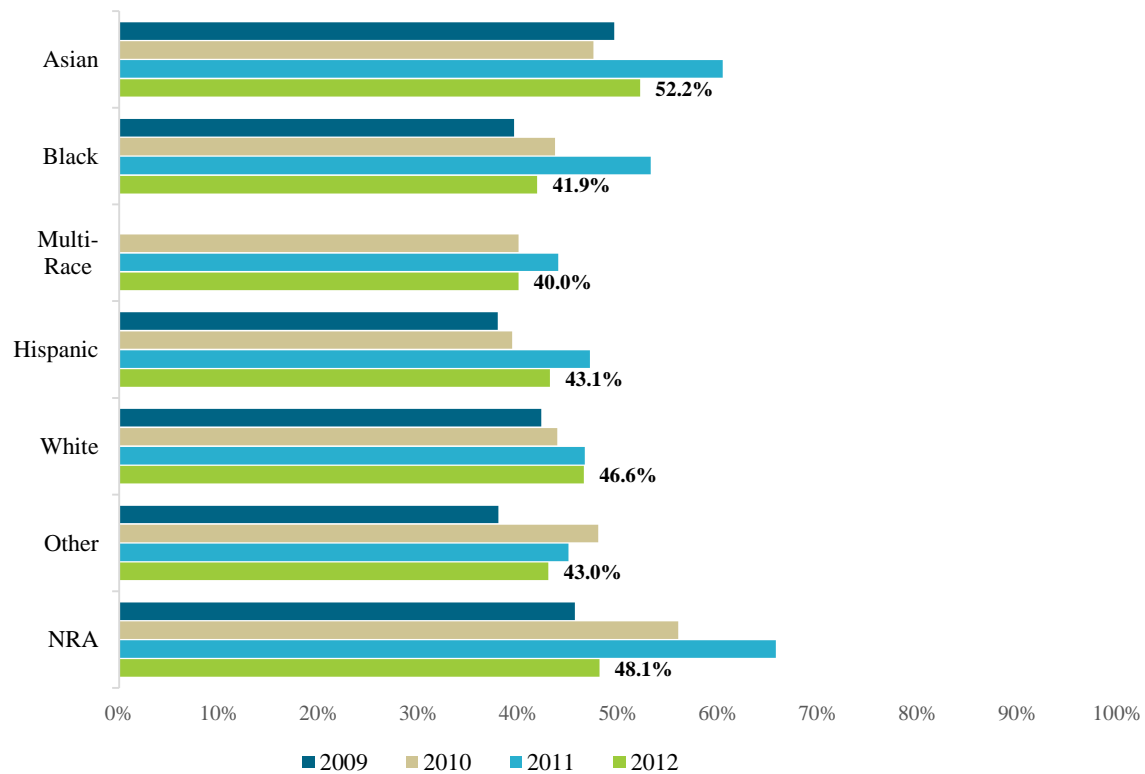
* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology (Preeminence)

FTIC Graduation Rates by Race/Ethnicity : USF System

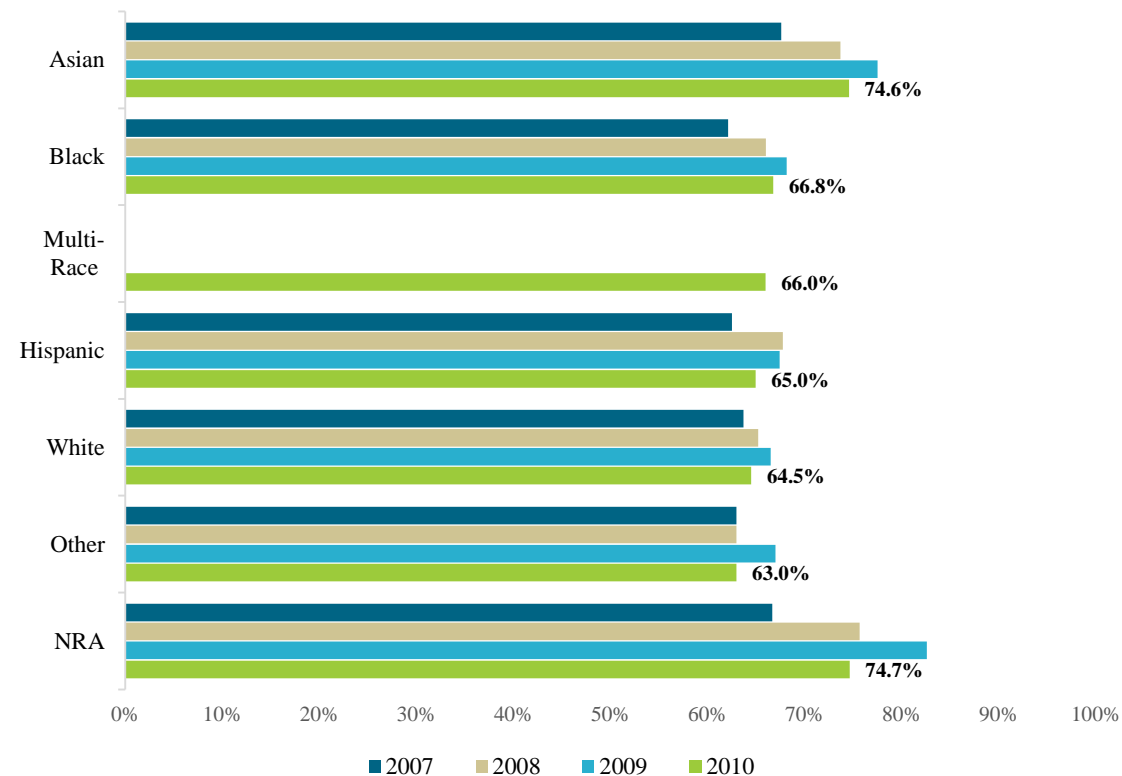
USF System 4-Year Graduation by Race/Ethnicity

2012* Summer/Fall Cohort Total Graduation Rate=46%



USF System 6-Year Graduation by Race/Ethnicity

2010* Summer/Fall Cohort Total Graduation Rate=66%



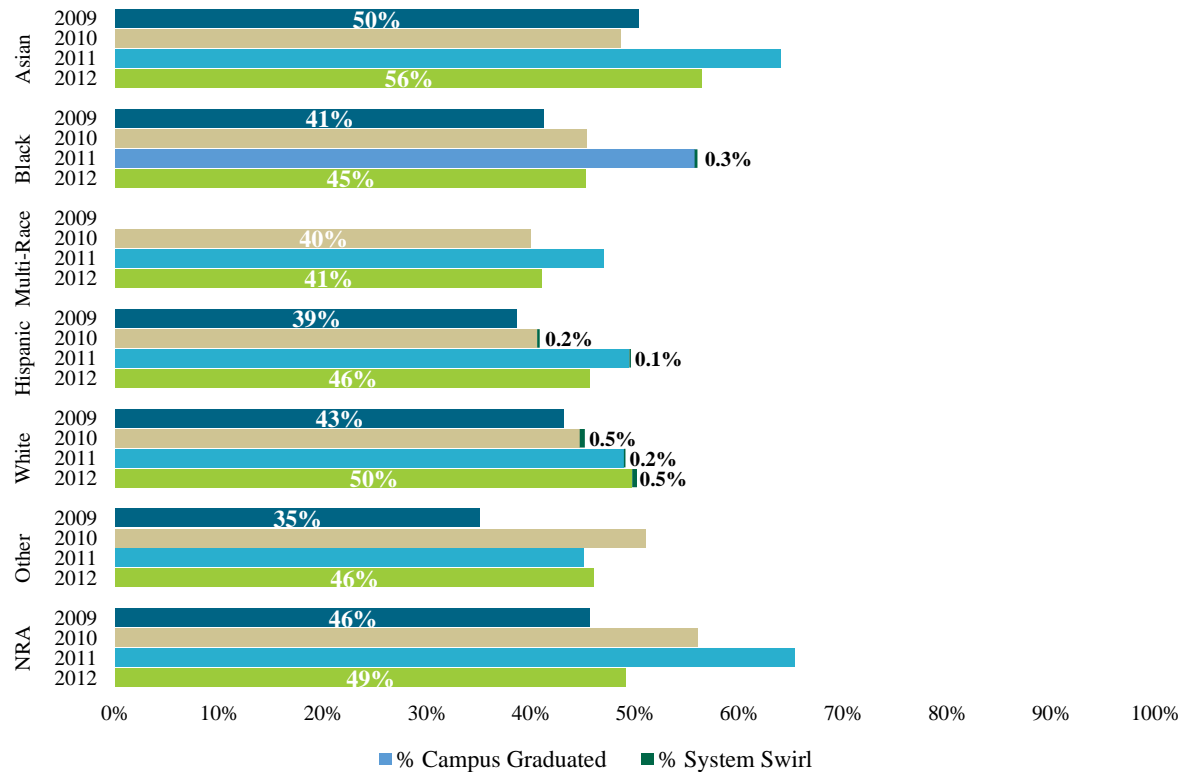
* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology (Preeminence)

FTIC Graduation Rates by Race/Ethnicity : USF Tampa

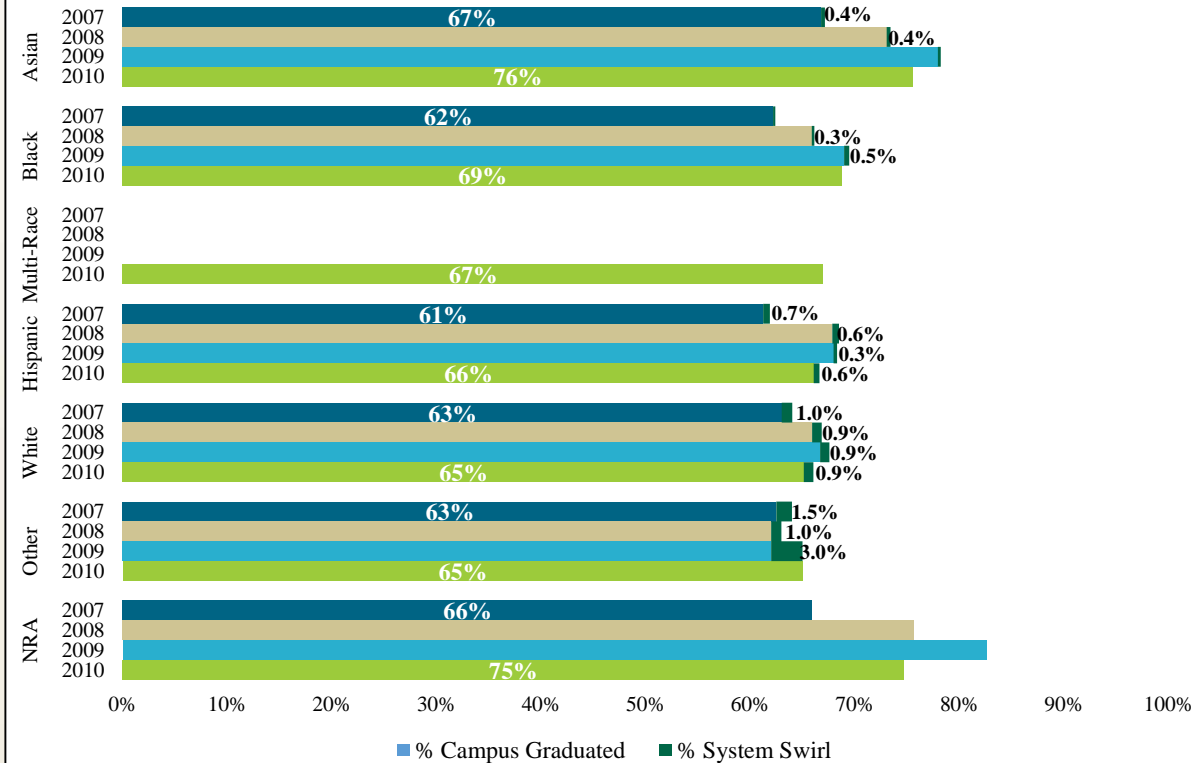
USF Tampa 4-Year Graduation By Race/Ethnicity

2012* Summer/Fall Cohort Total Graduation Rate=48.52% (Other USF institution=0.26%)



USF Tampa 6-Year Graduation By Race/Ethnicity

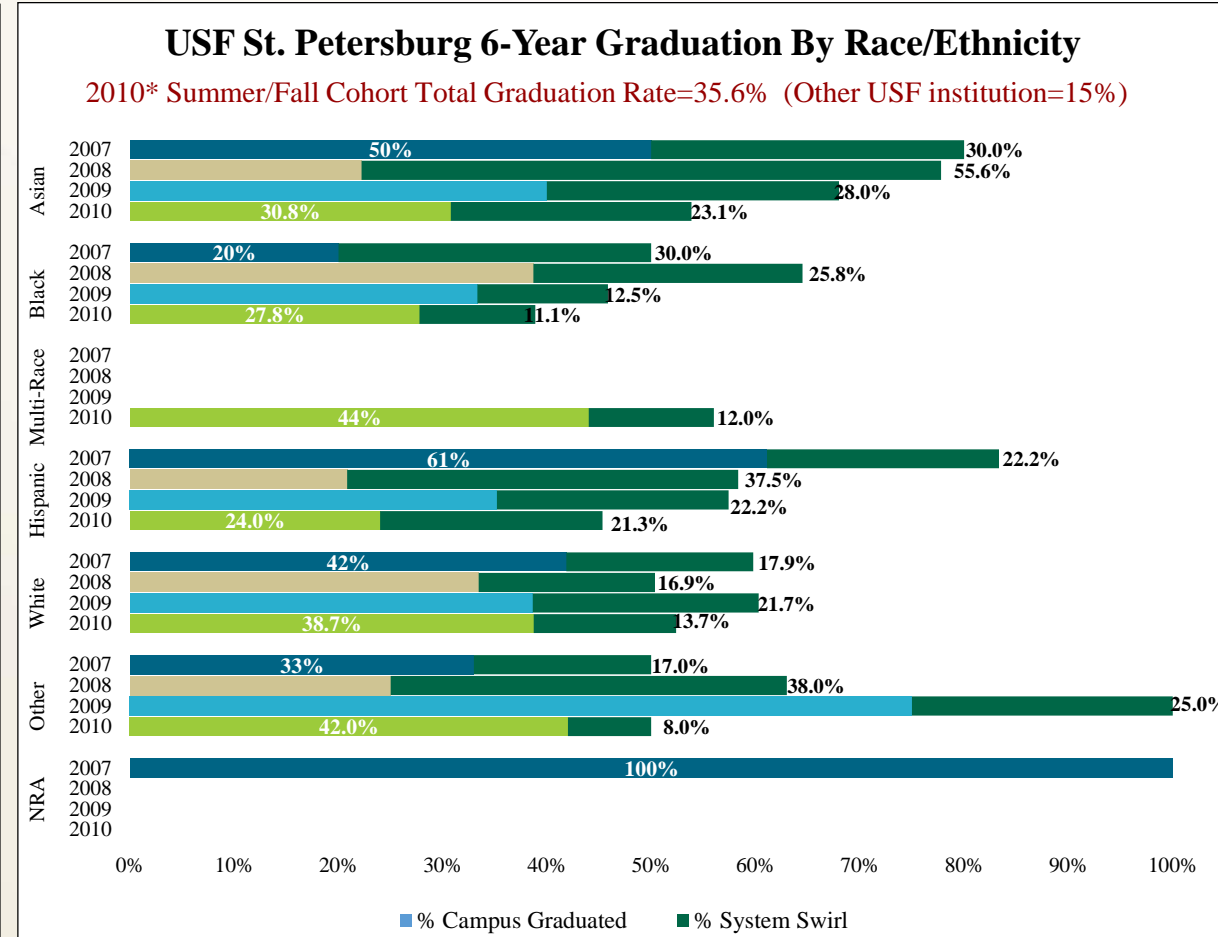
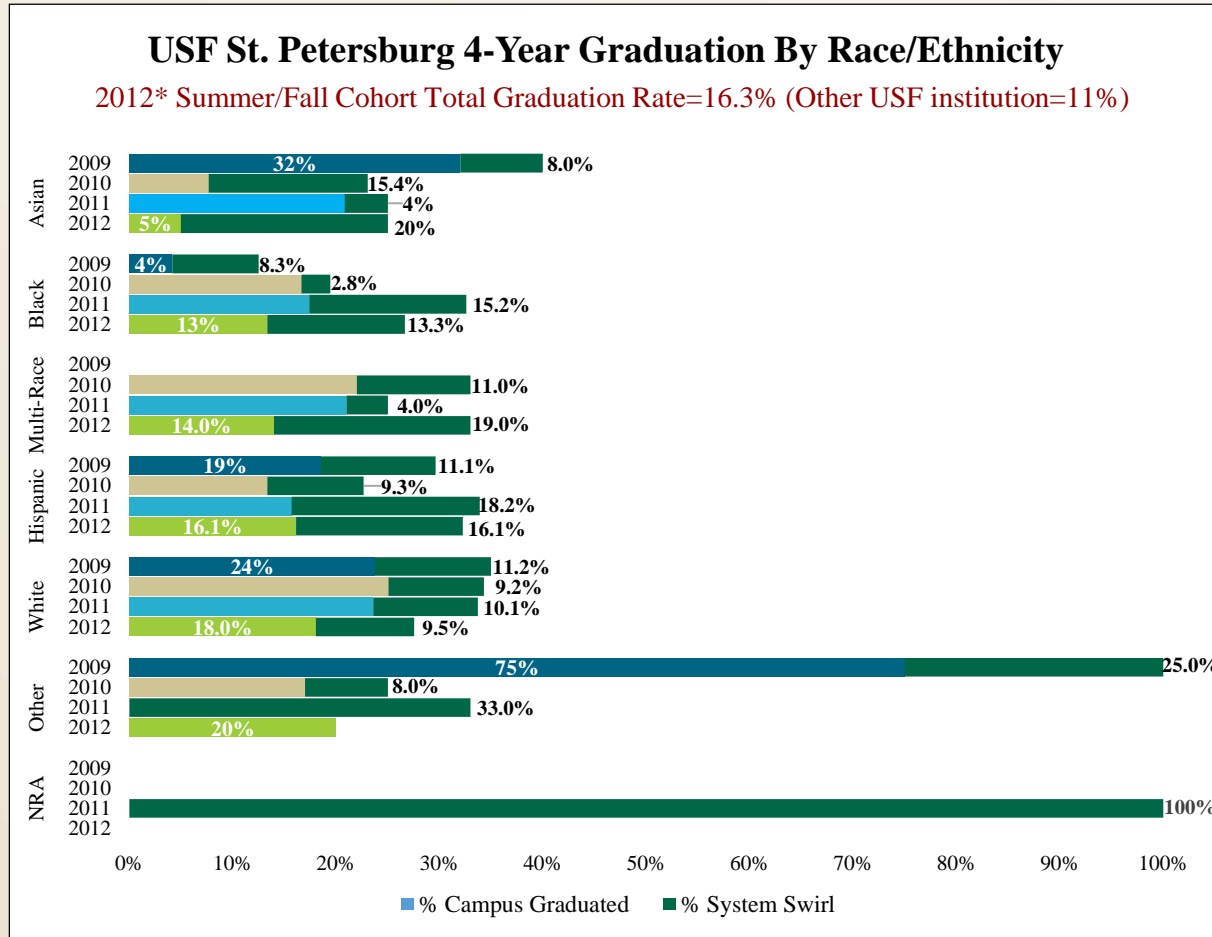
2010* Summer/Fall Cohort Total Graduation Rate=66.62% (Other USF institution=0.63%)



* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology (Preeminence)

FTIC Graduation Rates by Race/Ethnicity: USF St. Petersburg

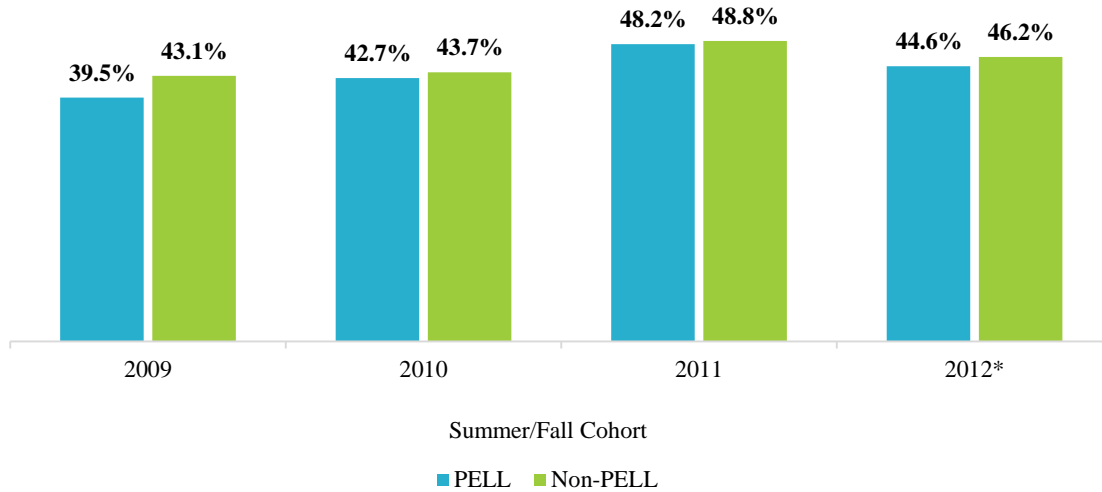


* Preliminary data

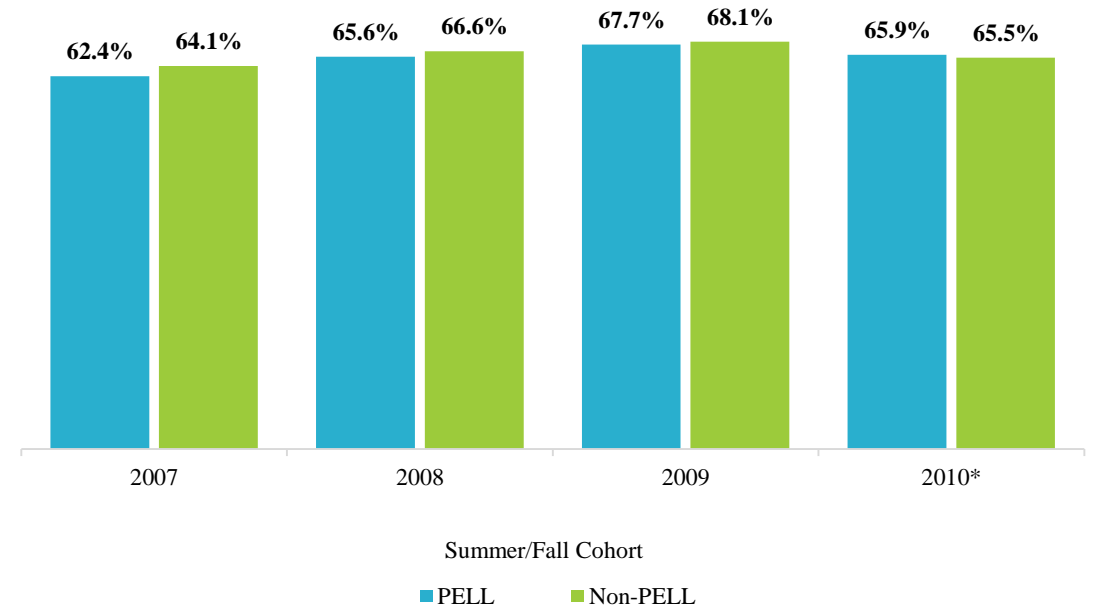
Source: USF Office of Decision Support, IPEDS methodology (Preeminence)

FTIC Graduation Rates by Pell Status: USF System

USF System 4-Year Graduation by Pell Status



USF System 6-Year Graduation by Pell Status

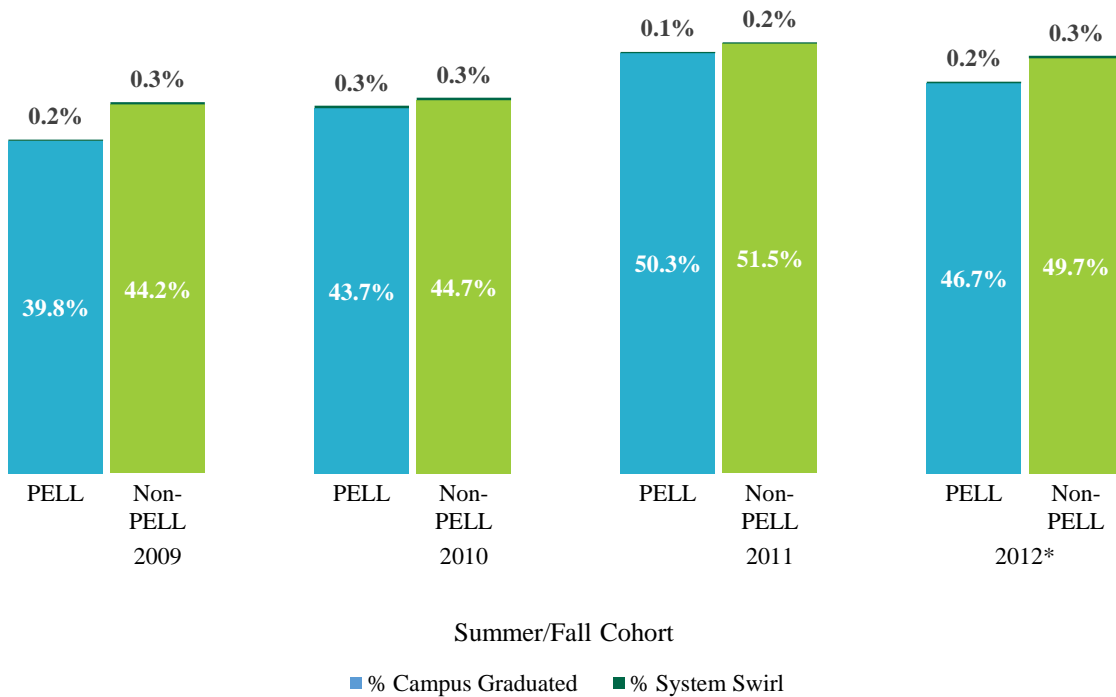


* Preliminary data

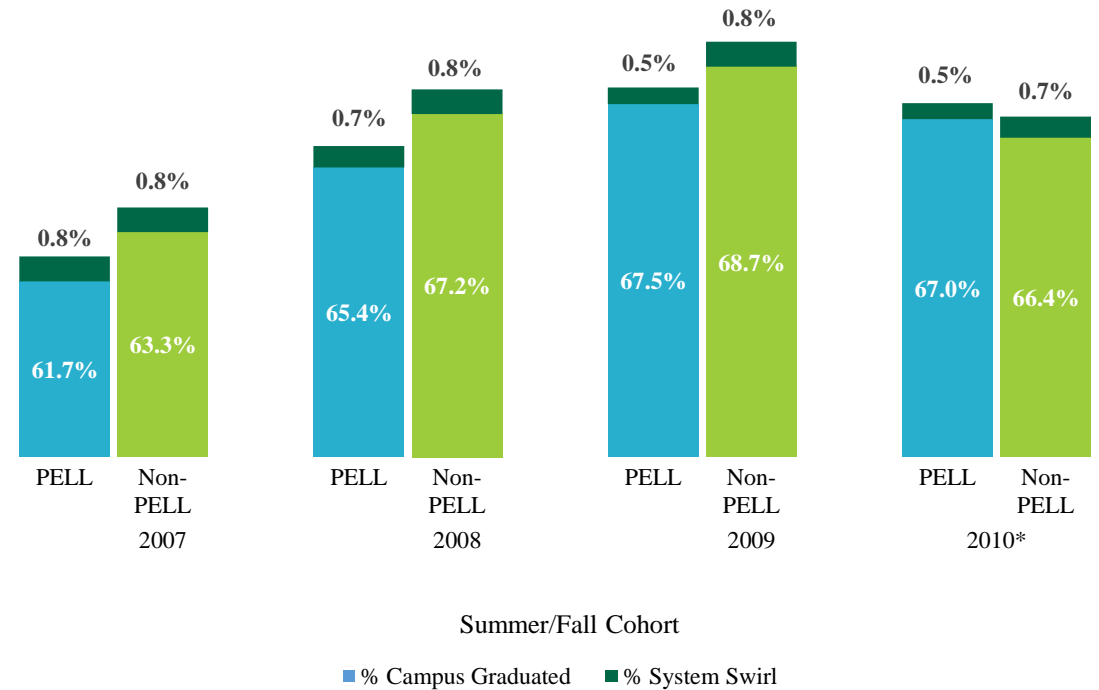
Source: USF Office of Decision Support, IPEDS methodology (Preeminence)

FTIC Graduation Rates by Pell Status: USF Tampa

USF Tampa 4-Year Graduation by Pell Status



USF Tampa 6-Year Graduation by Pell Status

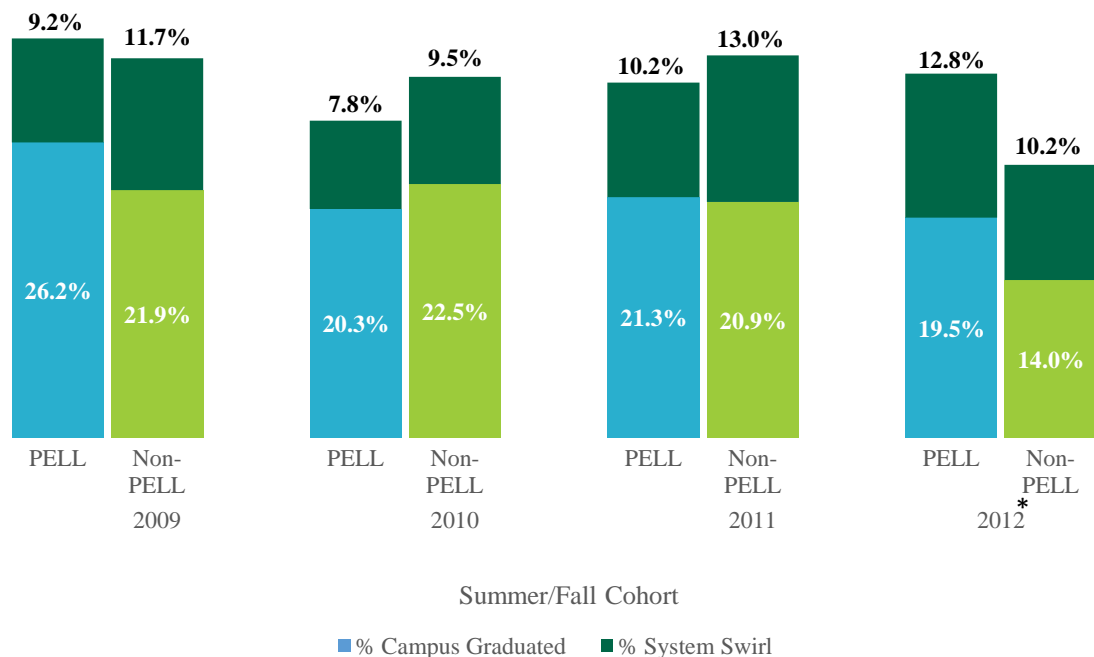


* Preliminary data

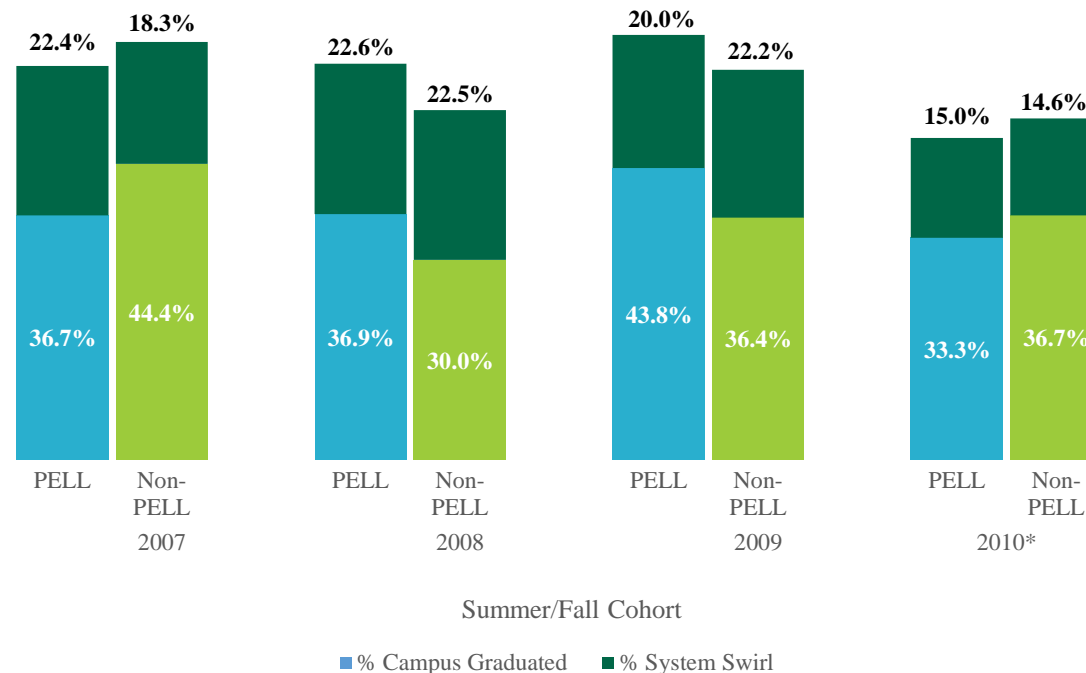
Source: USF Office of Decision Support, IPEDS methodology (Preeminence)

FTIC Graduation Rates by Pell: USF St. Petersburg

USF St. Petersburg 4-Year Graduation by Pell Status



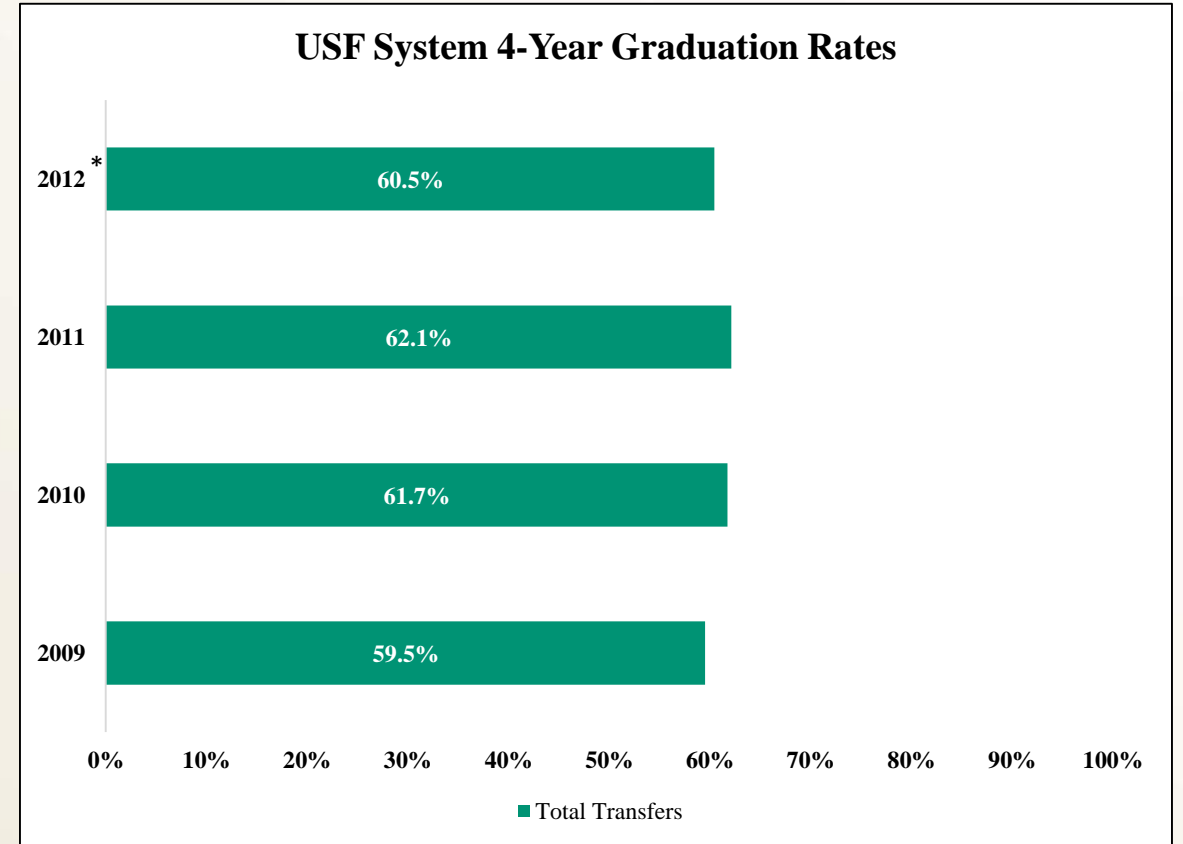
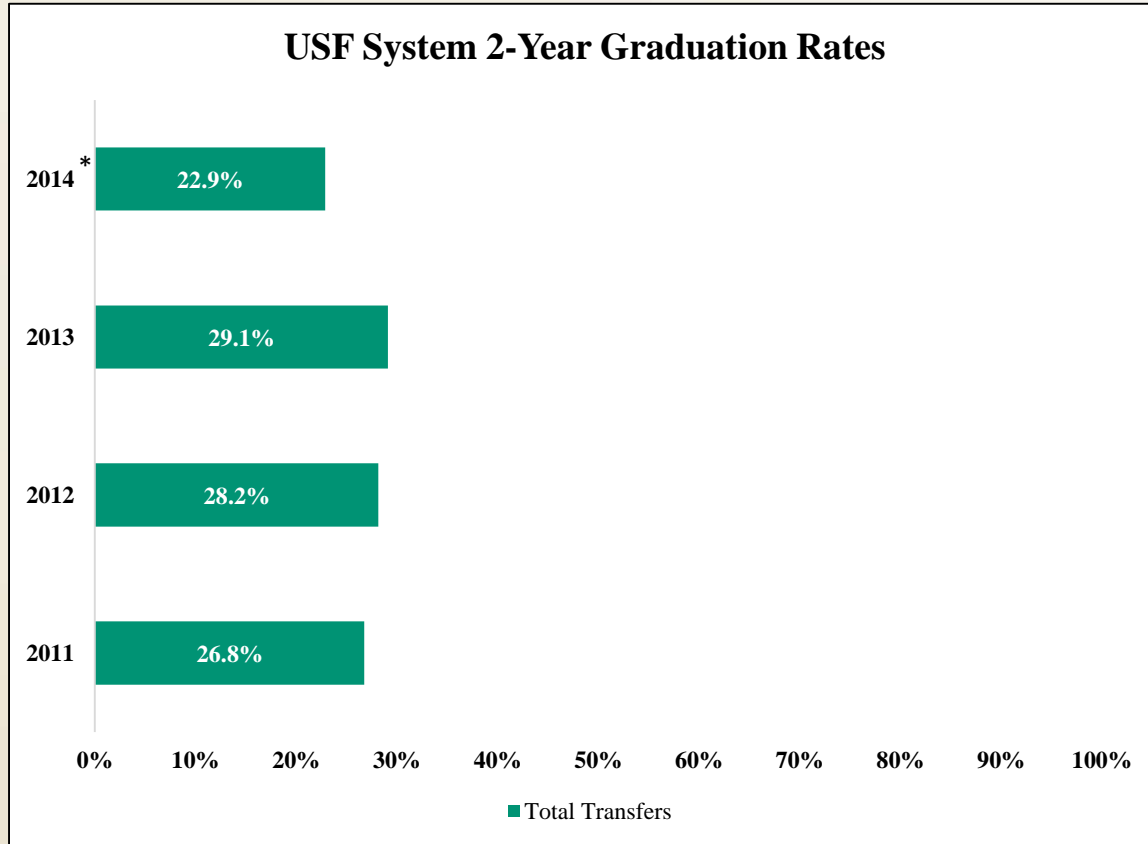
USF St. Petersburg 6-Year Graduation by Pell Status



* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology (Preeminence)

All Transfer Student Graduation Rates: USF System

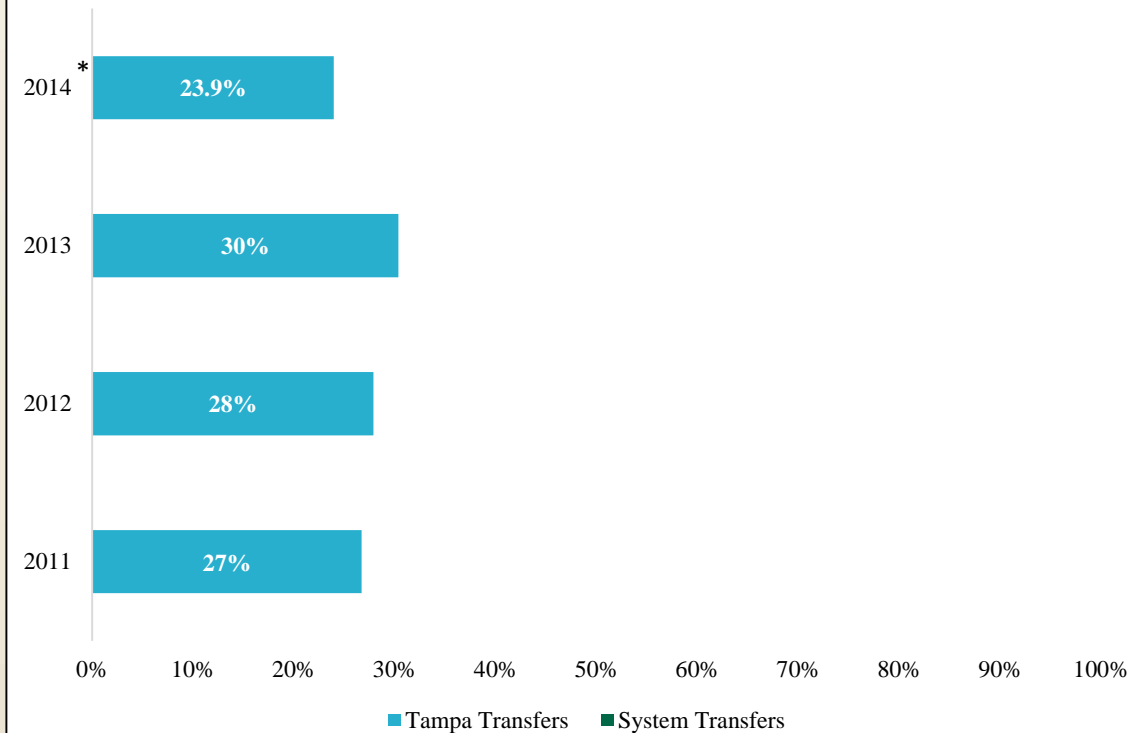


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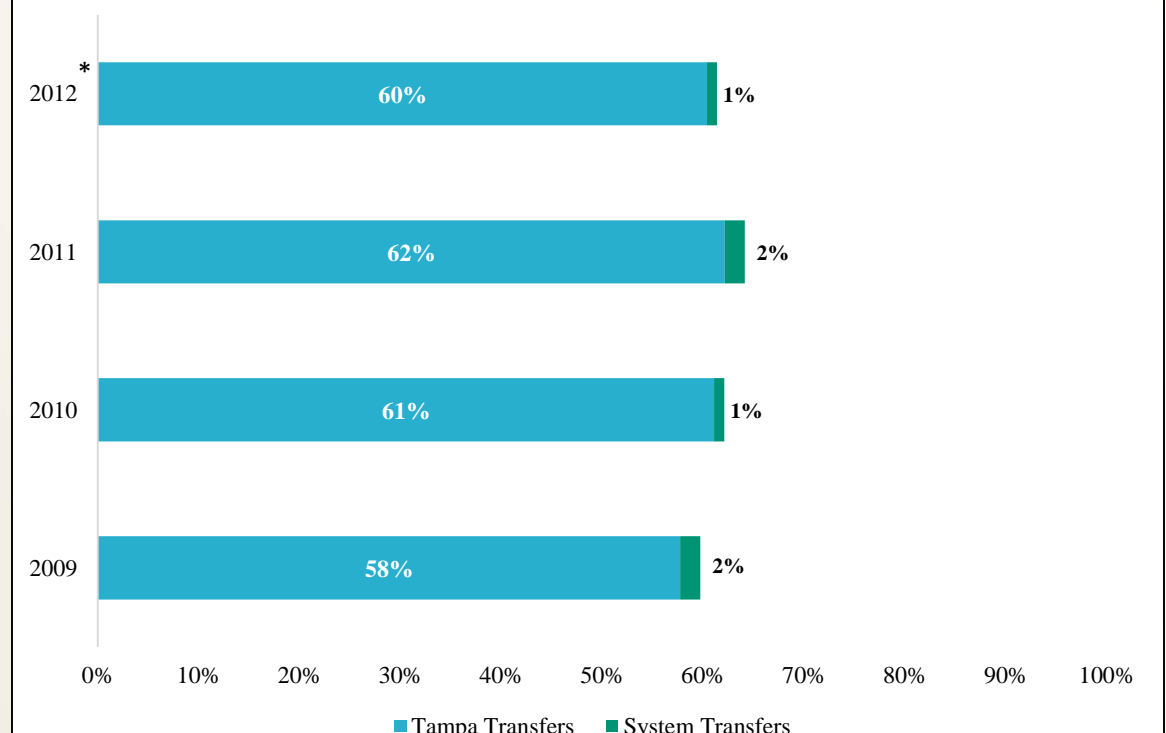
Source: USF Office of Decision Support, IPEDS methodology (Preeminence)

Transfer Graduation Rates: USF Tampa

USF Tampa 2-Year Graduation Rates



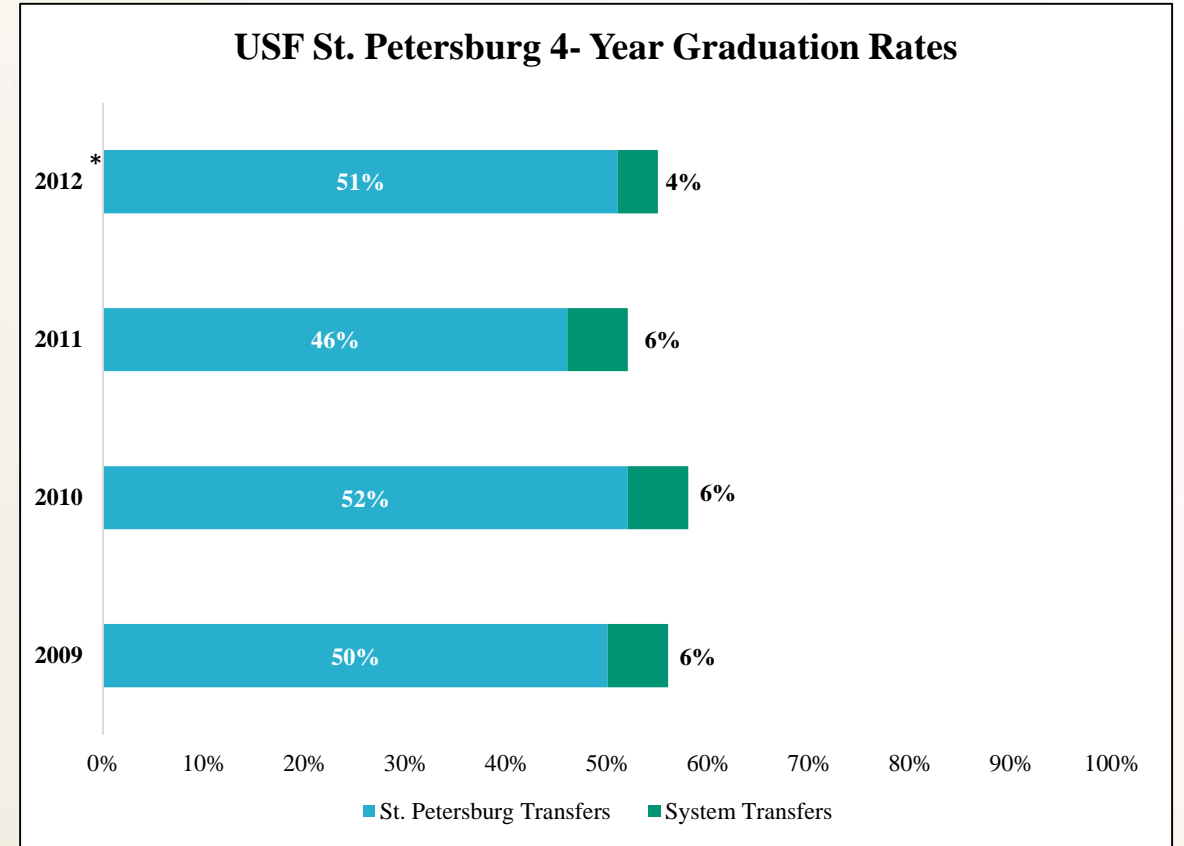
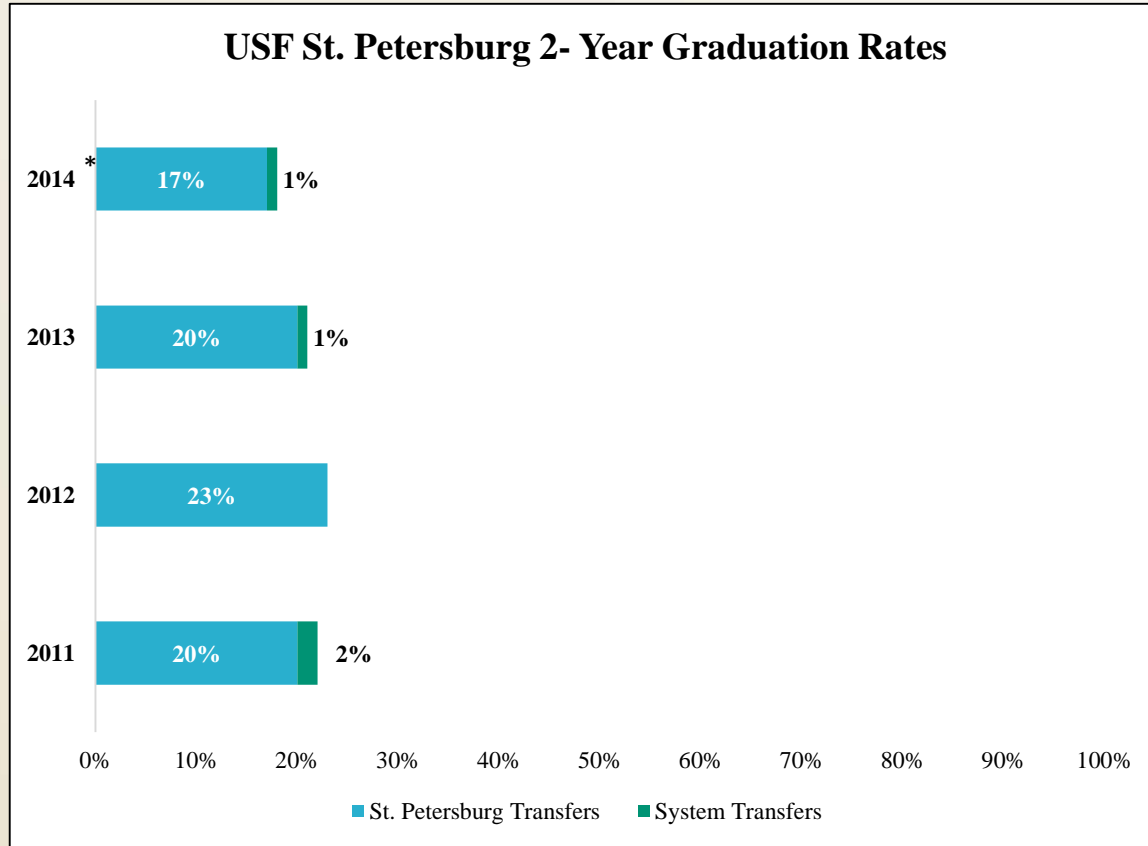
USF Tampa 4-Year Graduation Rates



* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology (Preeminence)

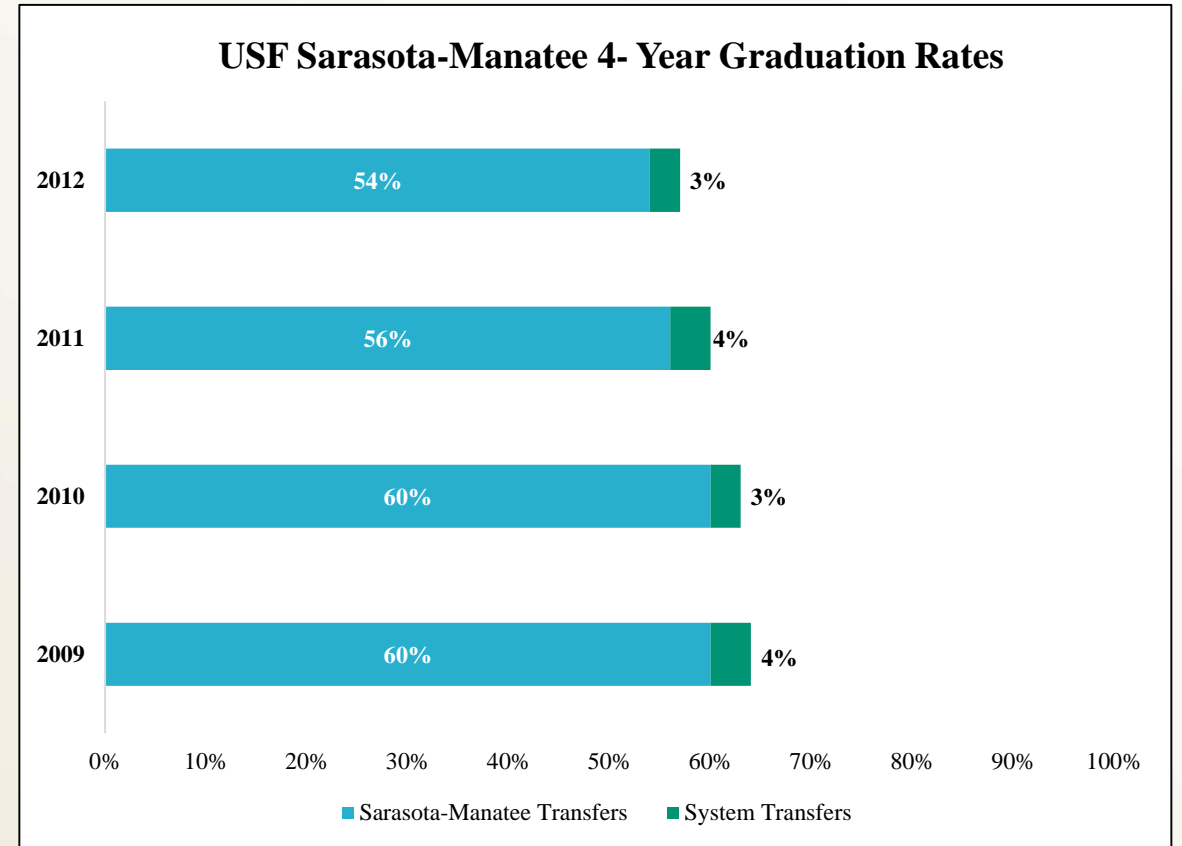
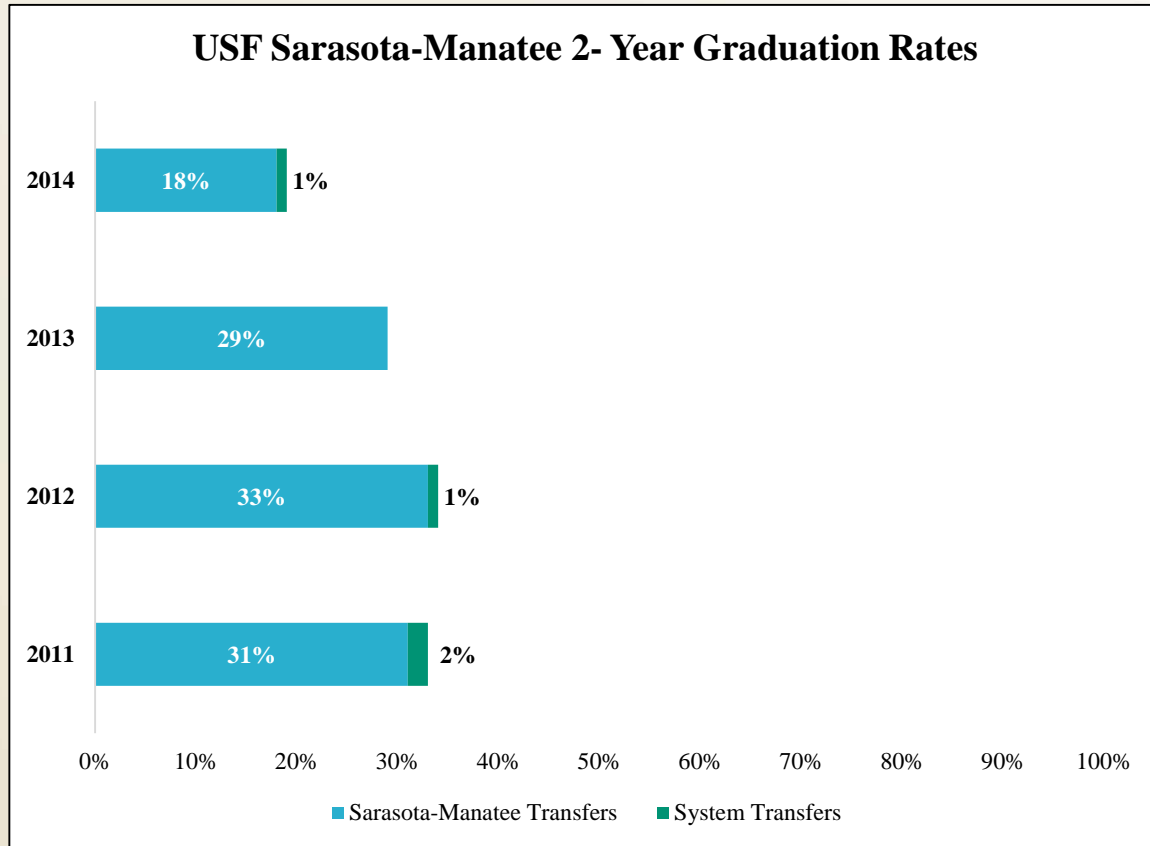
Transfer Graduation Rates: USF St. Petersburg



* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology (Preeminence)

Transfer Graduation Rates: USF Sarasota-Manatee

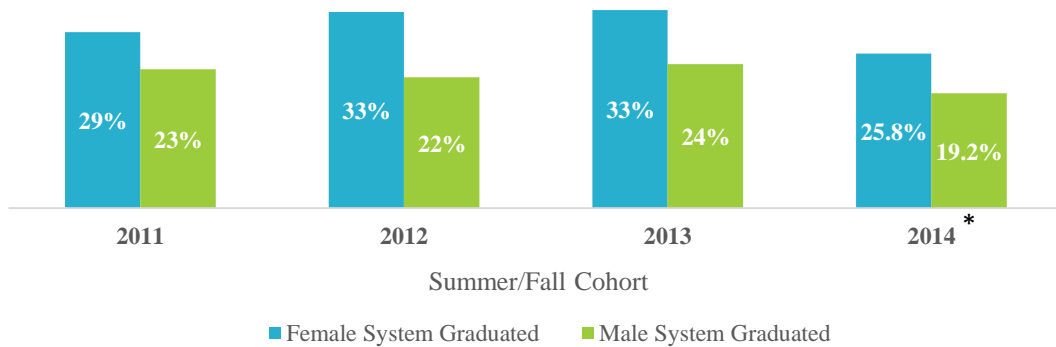


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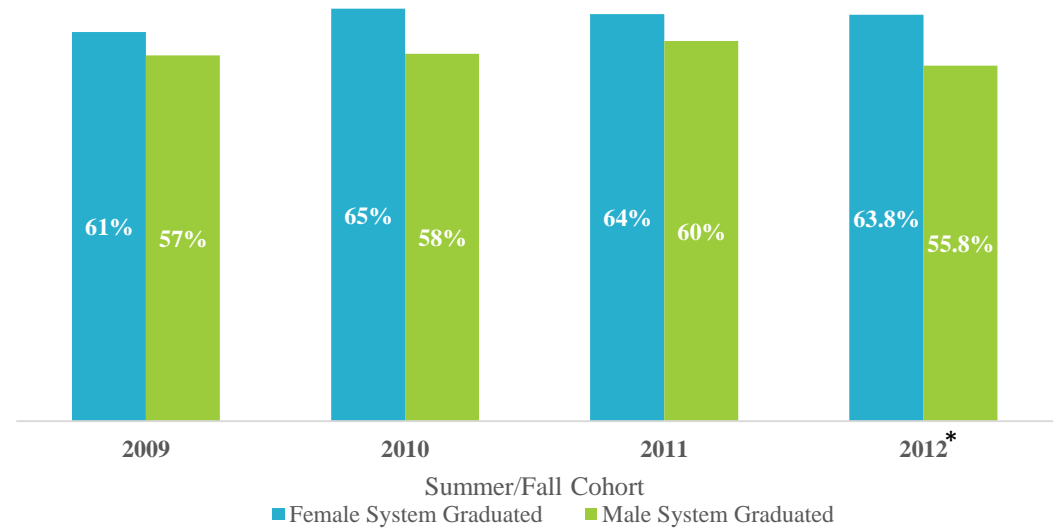
Source: USF Office of Decision Support, IPEDS methodology (Preeminence)

Transfer Graduation Rates by Gender: USF System

USF System 2-Year Graduation by Gender



USF System 4-Year Graduation by Gender

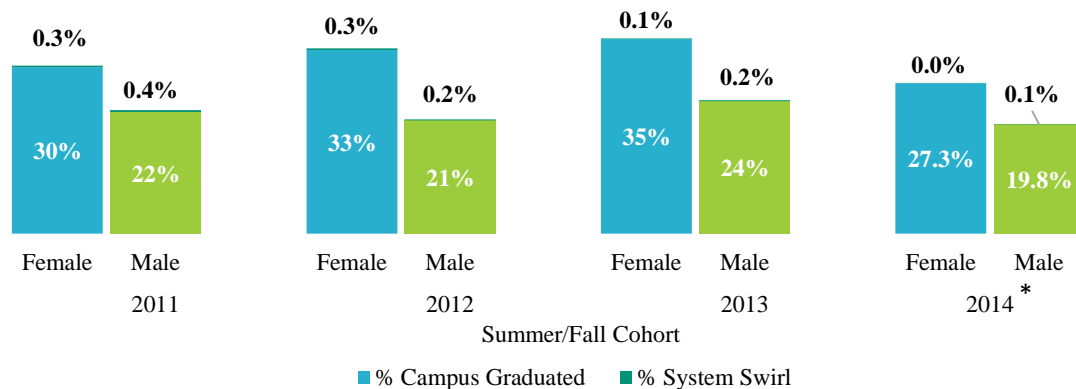


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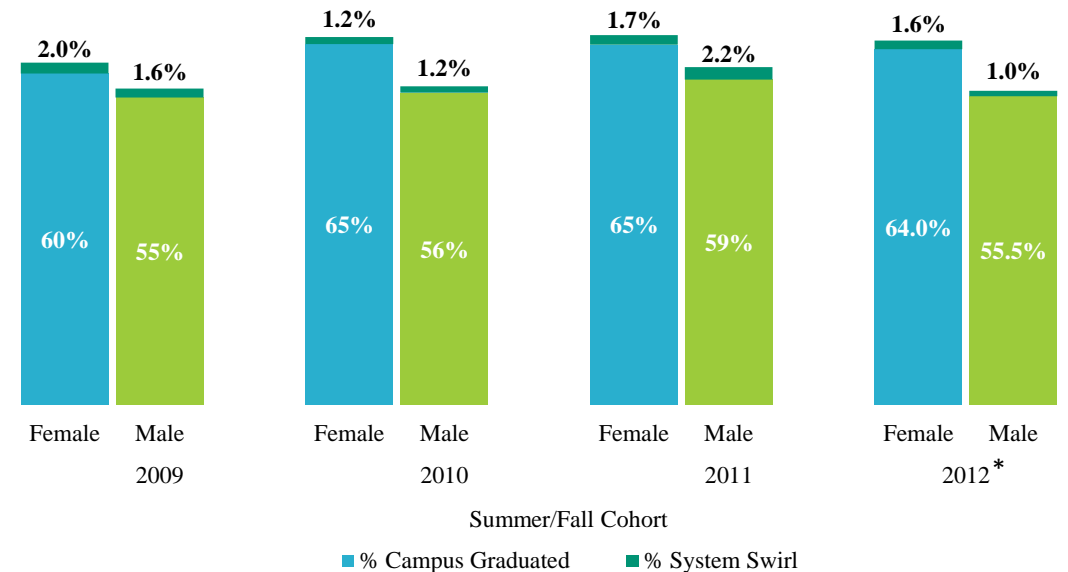
Source: USF Office of Decision Support, IPEDS methodology

Transfer Graduation Rates by Gender: USF Tampa

USF Tampa 2-Year Graduation By Gender



USF Tampa 4-Year Graduation By Gender

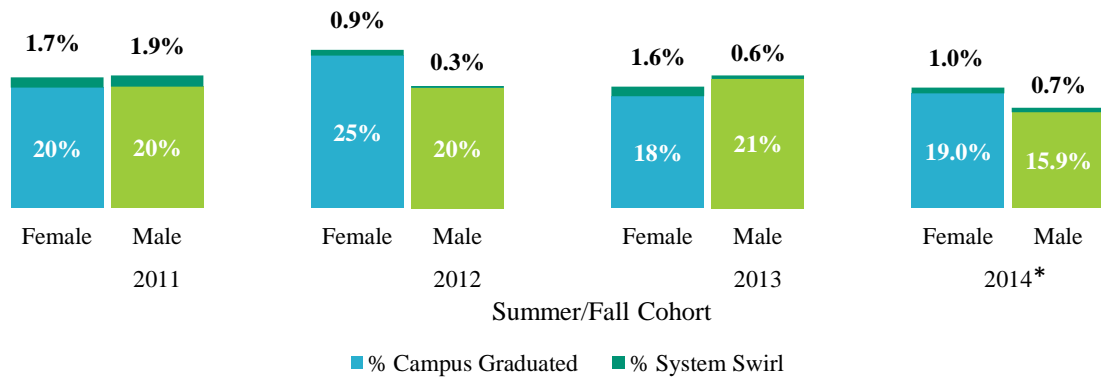


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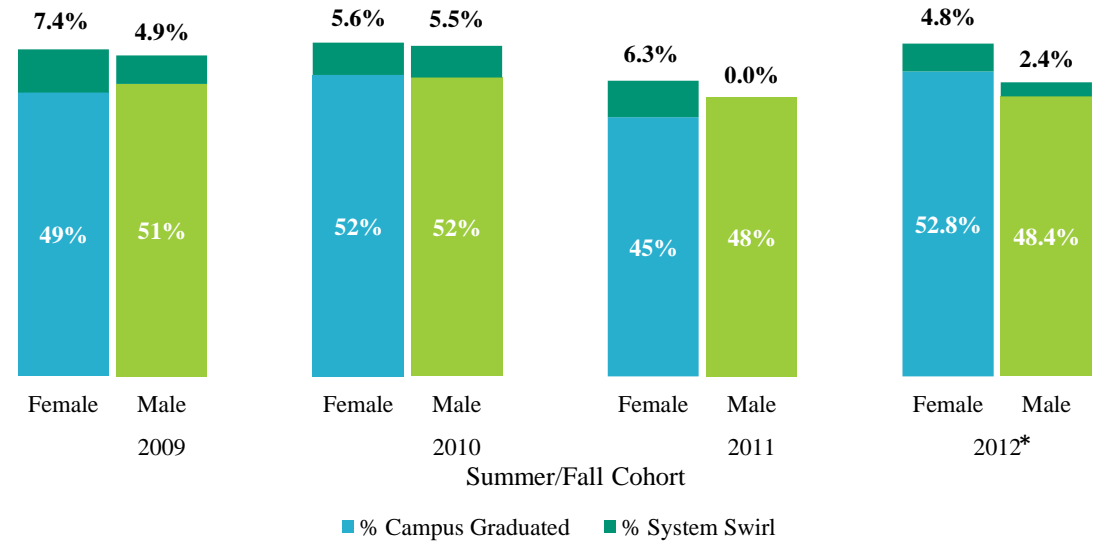
Source: USF Office of Decision Support, IPEDS methodology

Transfer Graduation Rates by Gender: USF St. Petersburg

USF St. Petersburg 2-Year Graduation By Gender



USF St. Petersburg 4-Year Graduation By Gender

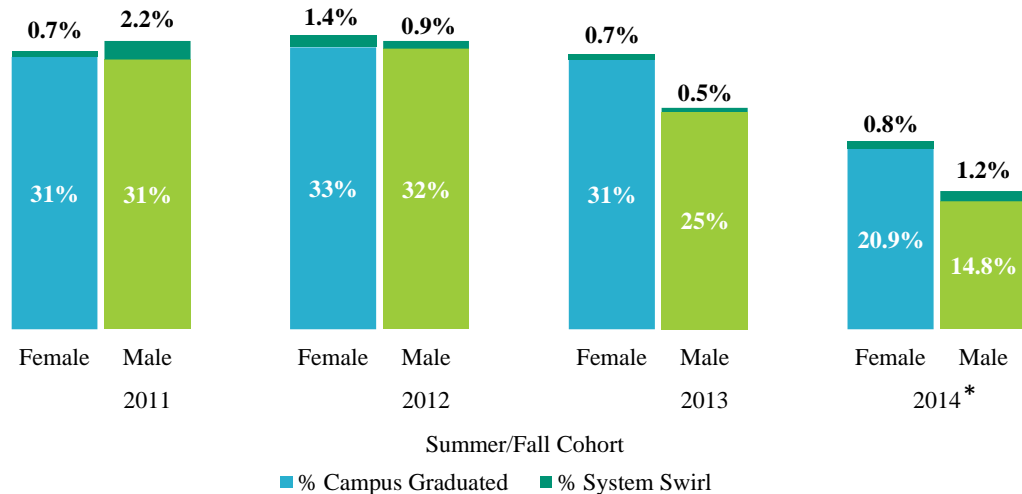


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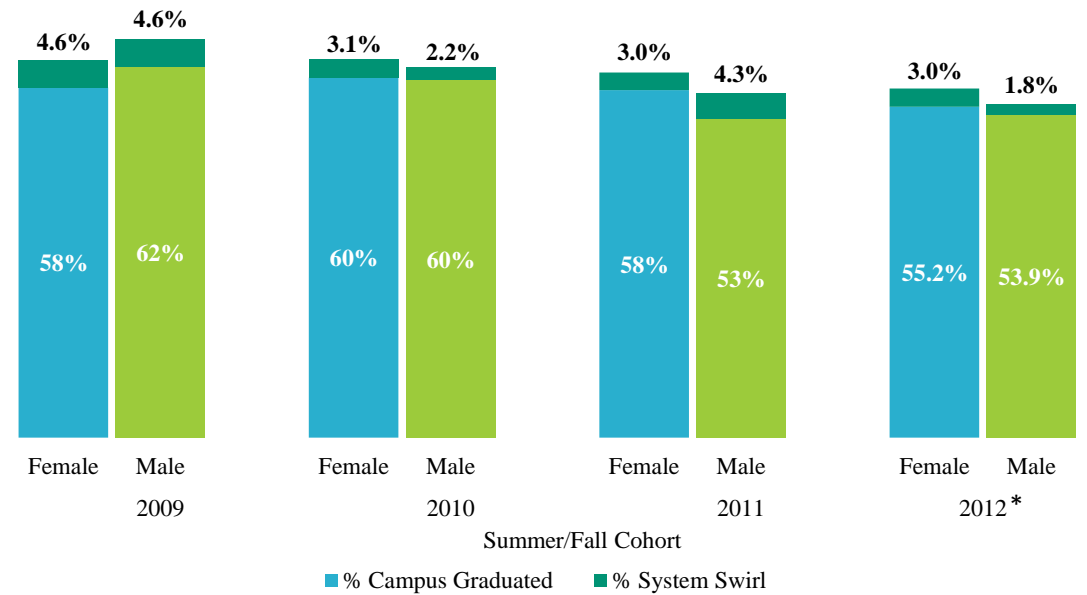
Source: USF Office of Decision Support, IPEDS methodology

Transfer Graduation Rates by Gender: USF Sarasota-Manatee

USF Sarasota-Manatee 2-Year Graduation By Gender



USF Sarasota-Manatee 4-Year Graduation By Gender

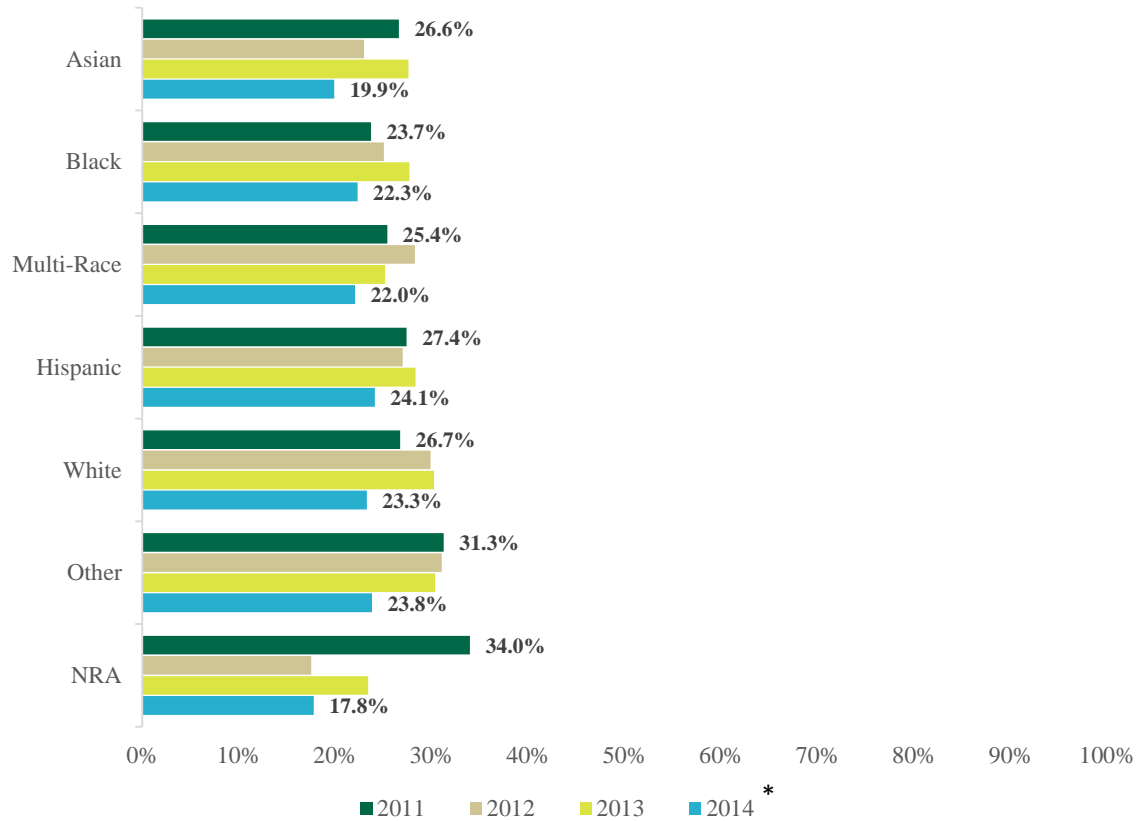


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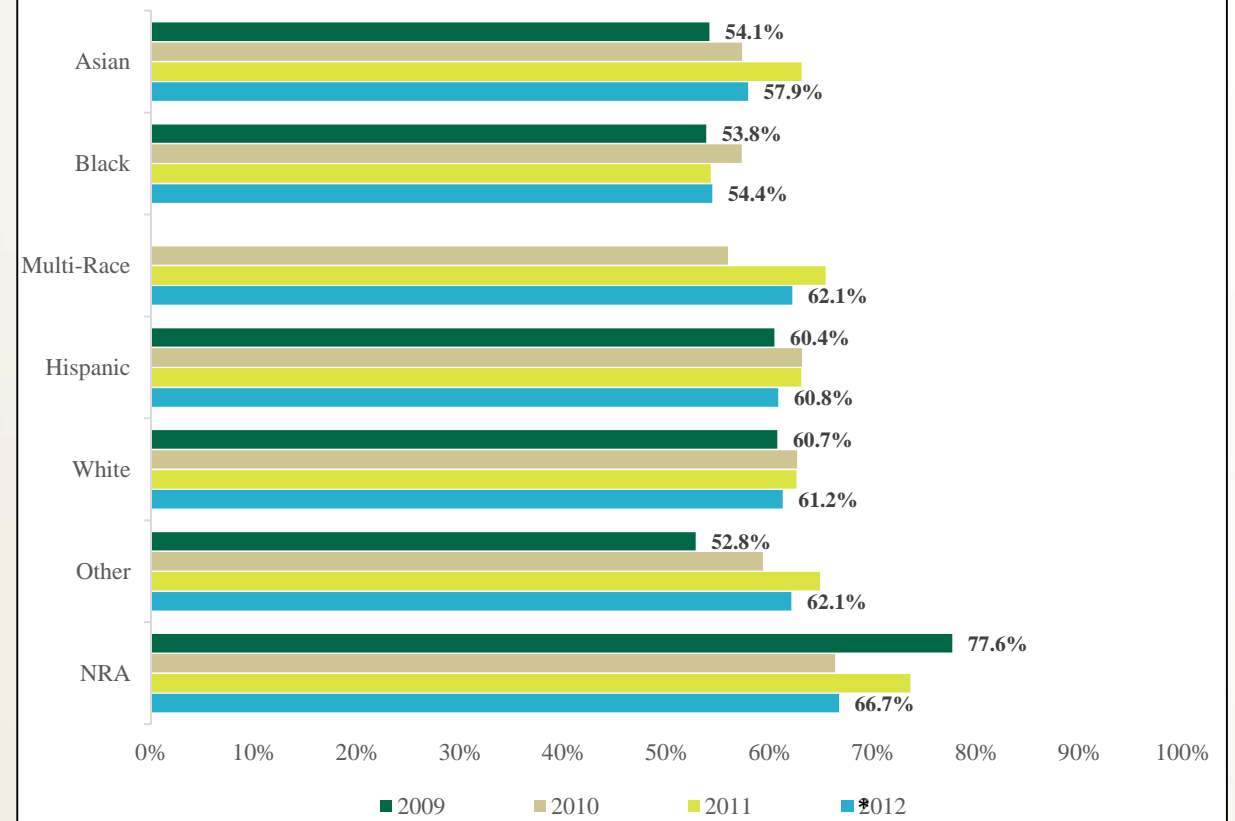
Source: USF Office of Decision Support, IPEDS methodology

Transfer Graduation Rates by Race/Ethnicity : USF System

USF System 2-Year Graduation by Race/Ethnicity



USF System 4-Year Graduation by Race/Ethnicity



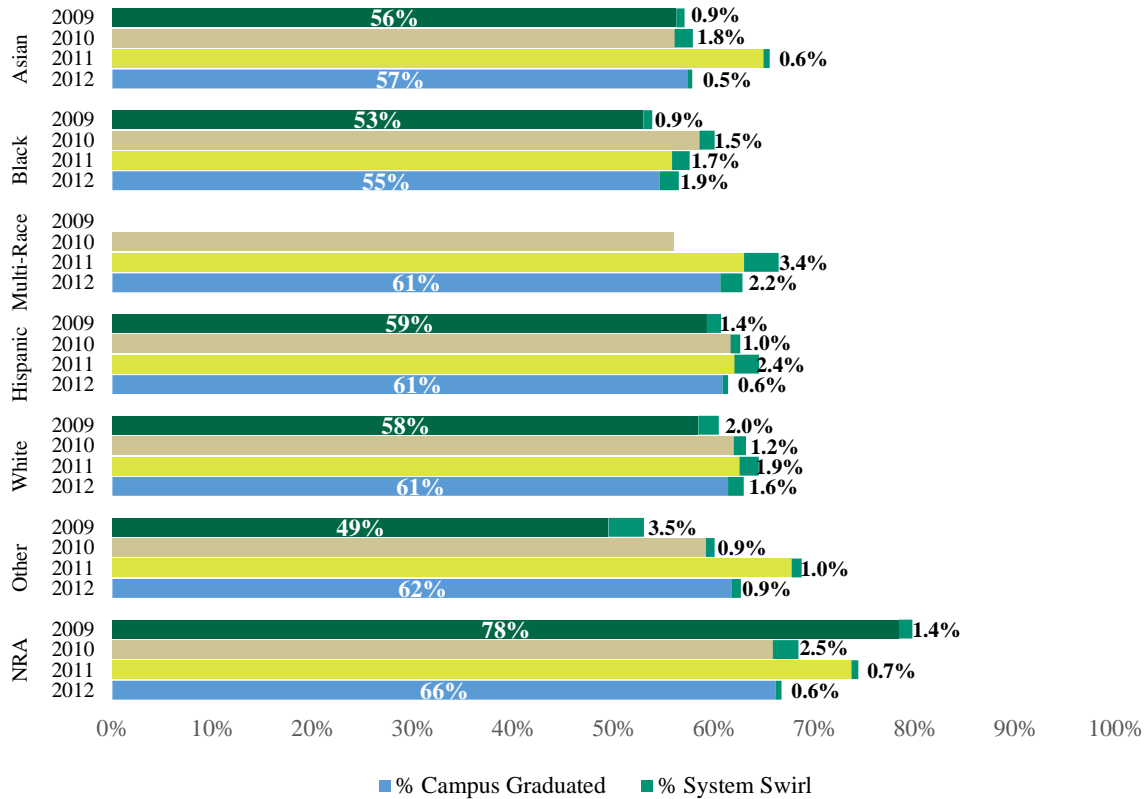
* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology

Transfer Graduation Rates by Race/Ethnicity : USF Tampa

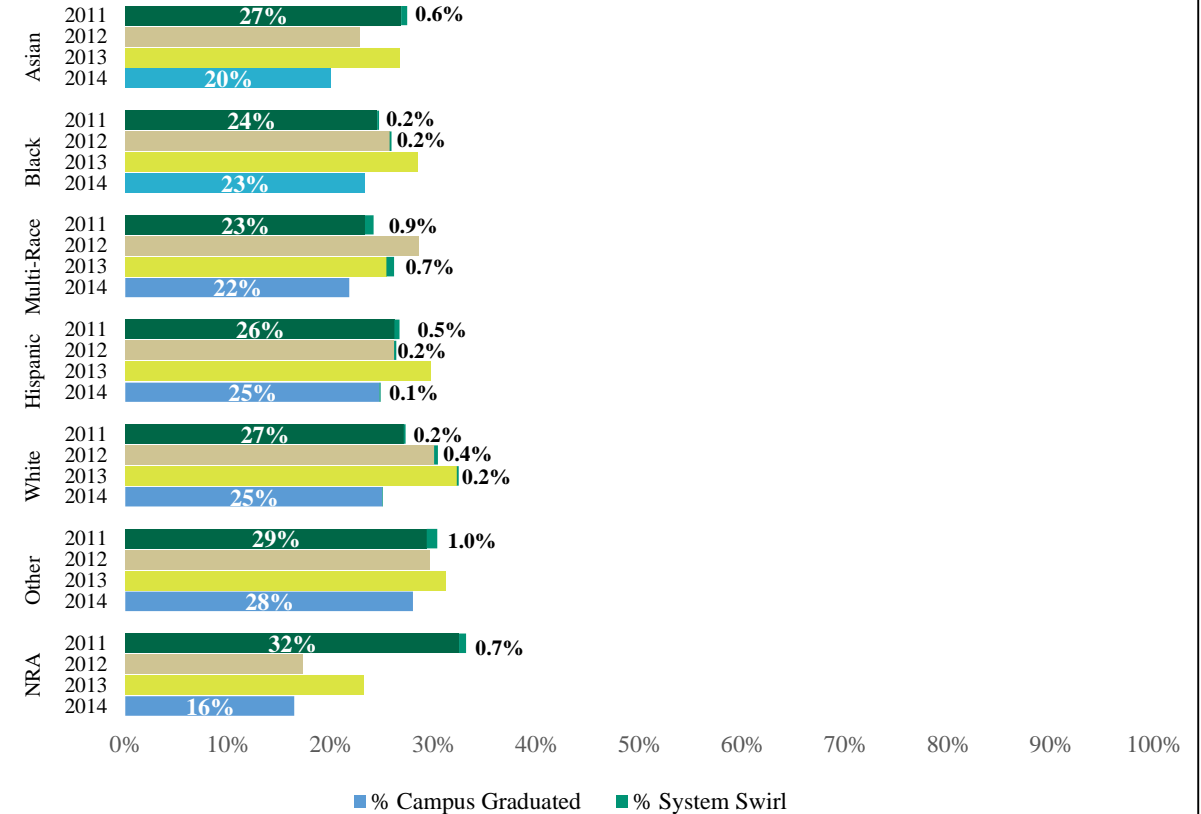
USF Tampa 4-Year Graduation By Race/Ethnicity

2012* Summer/Fall Cohort Total Graduation Rate=60.4% (Other USF institution=61.7%)



USF Tampa 2-Year Graduation By Race/Ethnicity

2014* Summer/Fall Cohort Total Graduation Rate=23.9% (Other USF institution=23.9%)



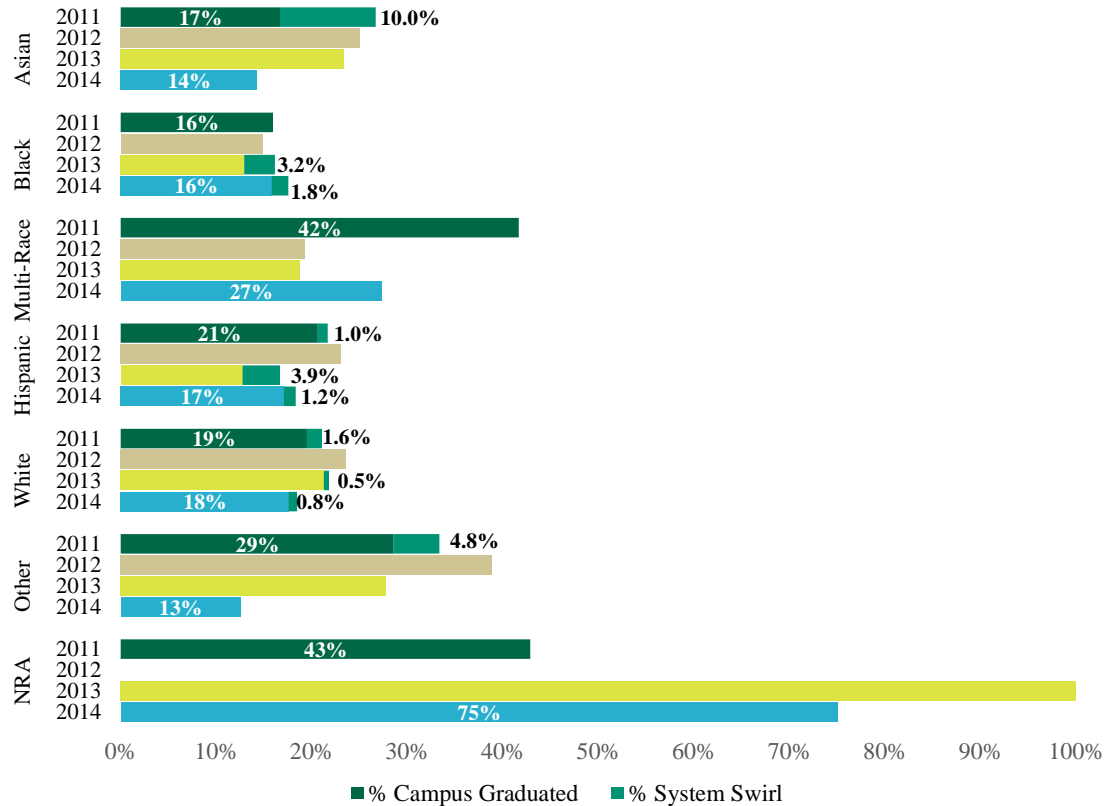
* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology

Transfer Graduation Rates by Race/Ethnicity: USF St. Petersburg

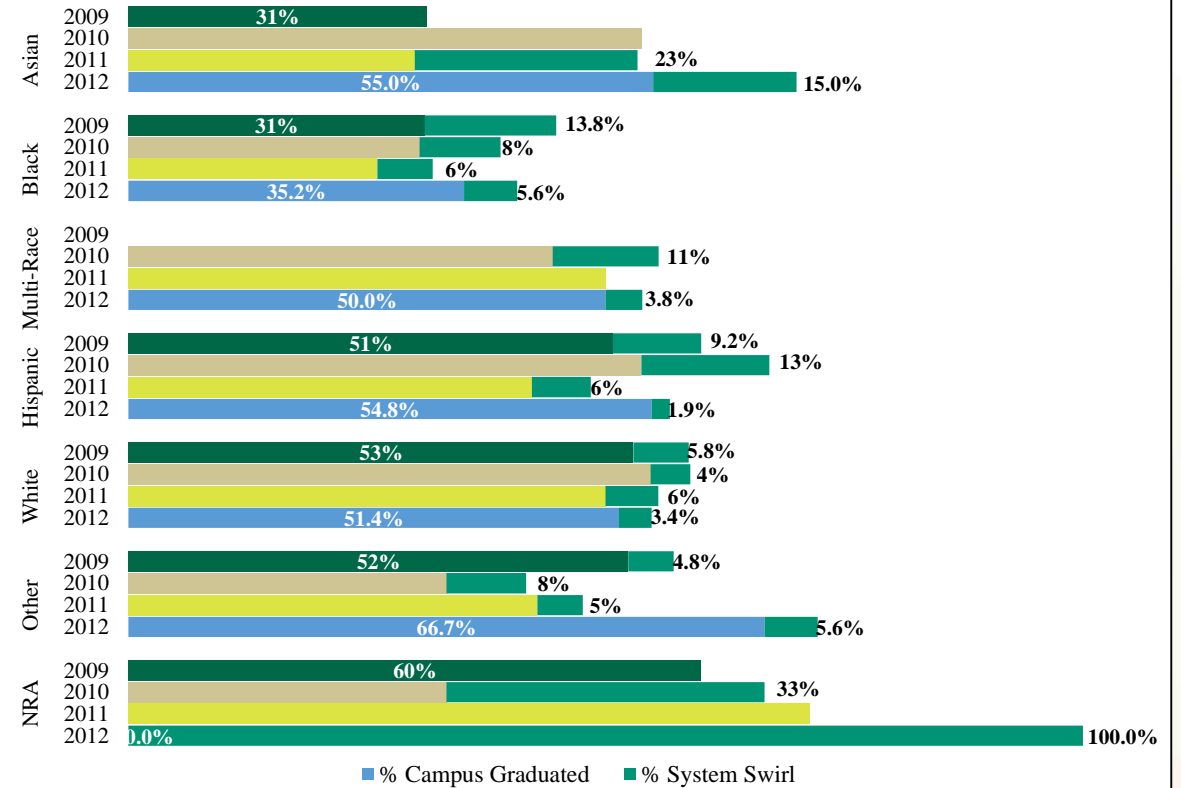
USF St. Petersburg 2-Year Graduation By Race/Ethnicity

2014* Summer/Fall Cohort Total Graduation Rate=17.7% (Other USF)



USF St. Petersburg 4-Year Graduation By Race/Ethnicity

2012* Summer/Fall Cohort Total Graduation Rate=51.0% (Other USF institution=54.9%)



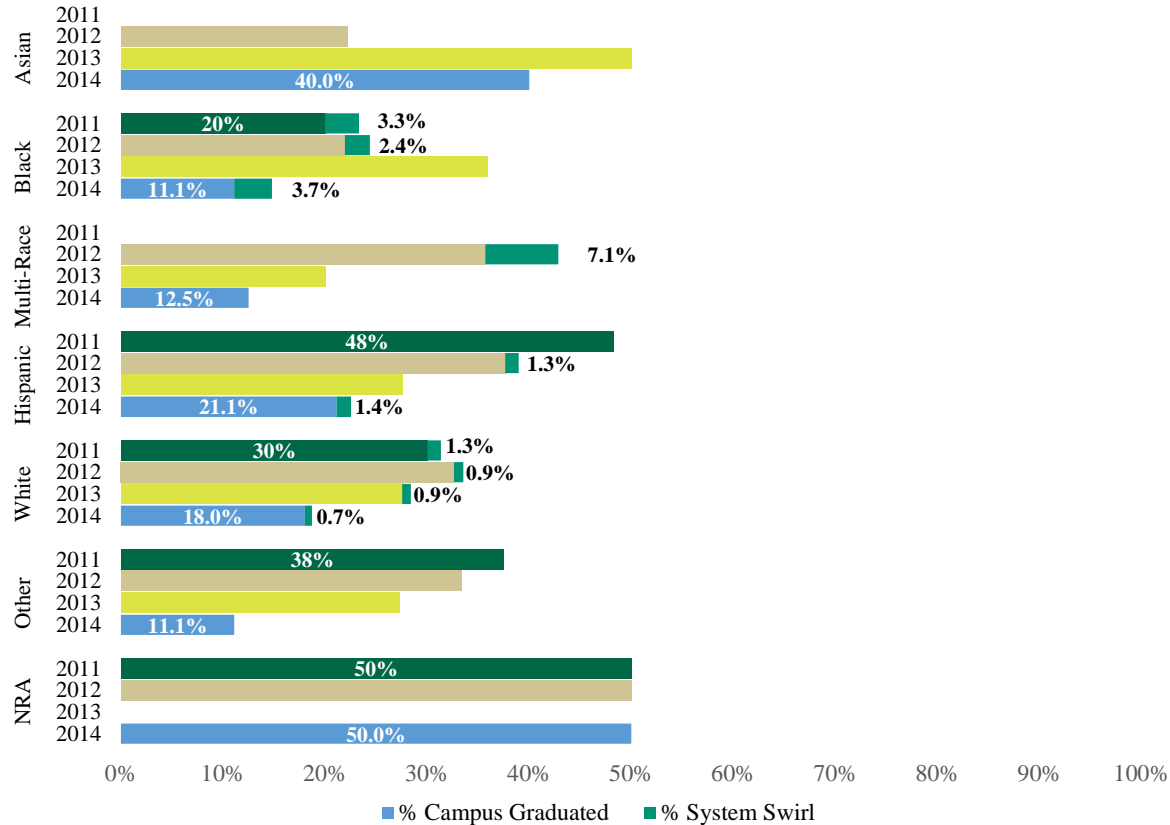
* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology

Transfer Graduation Rates by Race/Ethnicity: USF Sarasota-Manatee

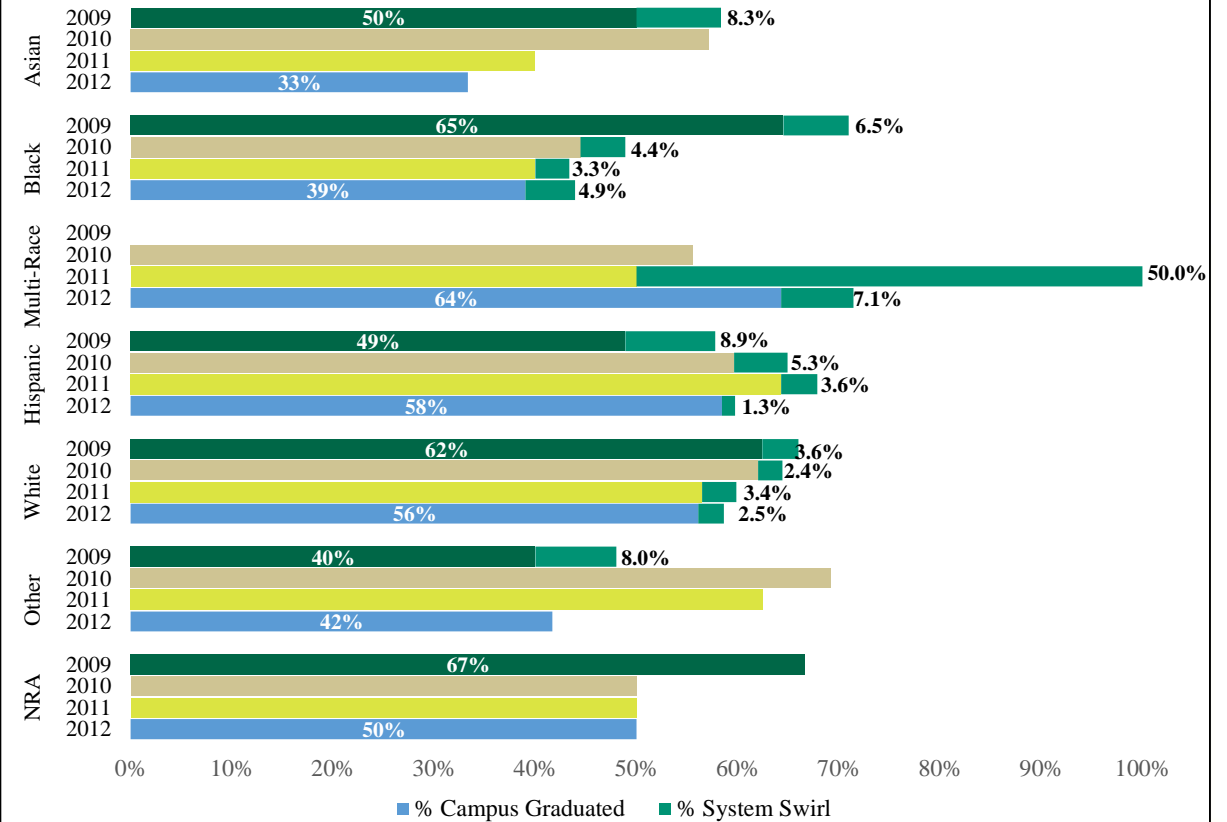
USF Sarasota-Manatee 2-Year Graduation By Race/Ethnicity

2014* Summer/Fall Cohort Total Graduation Rate=18.4% (Other USF institution=19.4%)



USF Sarasota-Manatee 4-Year Graduation By Race/Ethnicity

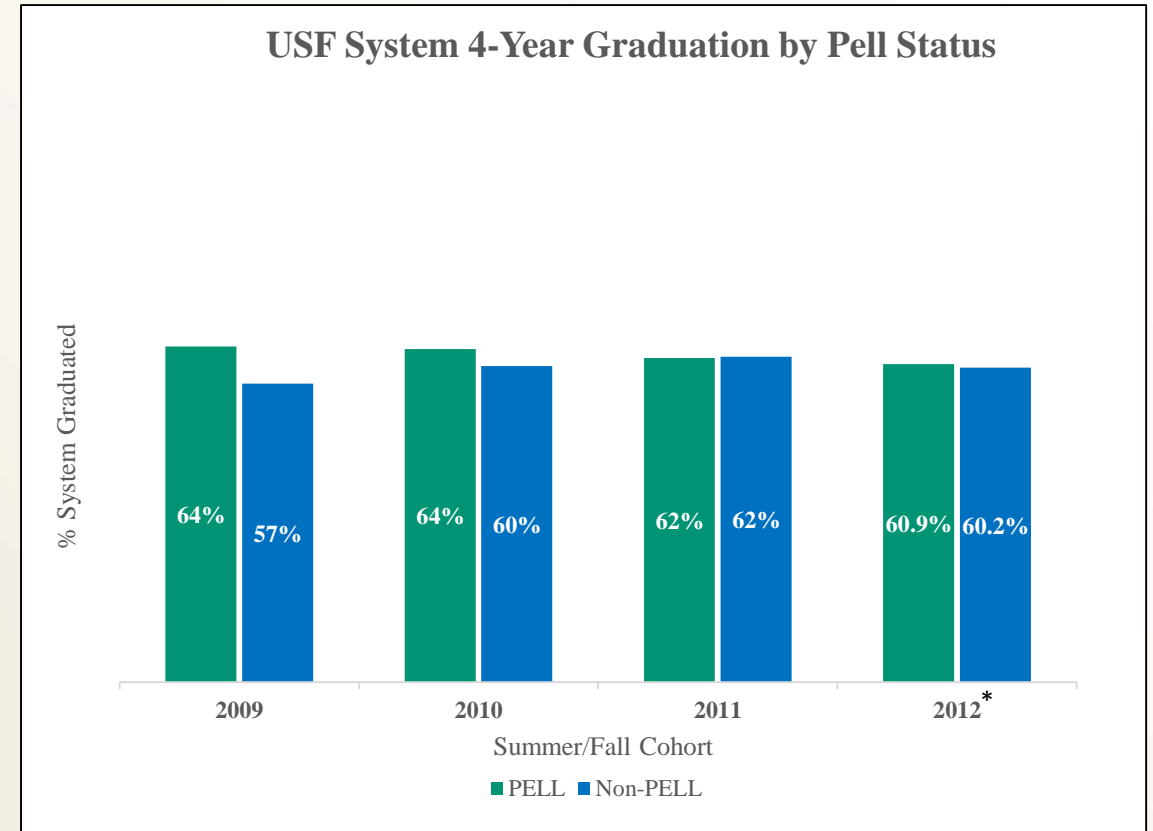
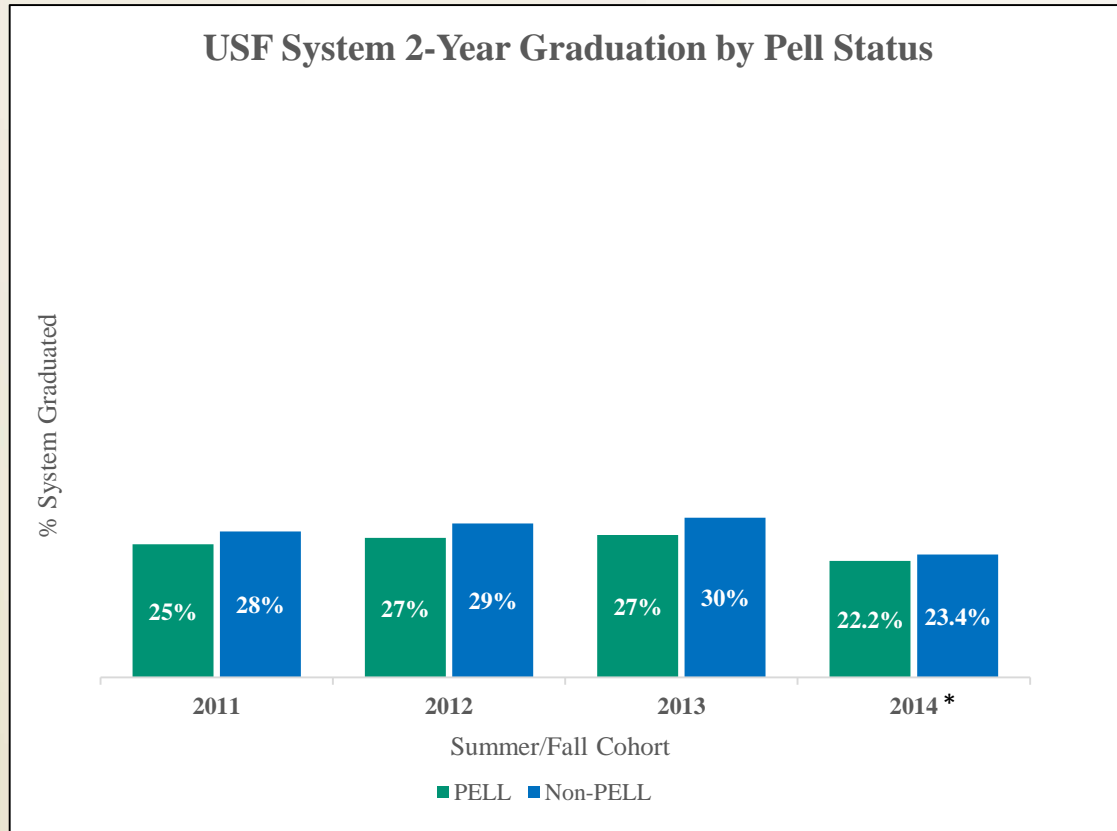
2012* Summer/Fall Cohort Total Graduation Rate=54.7% (Other USF institution=57.3%)



* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology

Transfer Graduation Rates by Pell Status: USF System

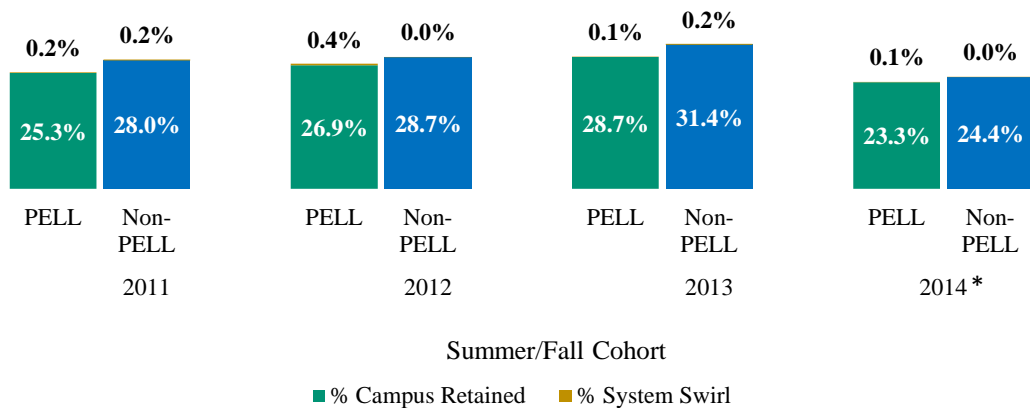


* Preliminary data

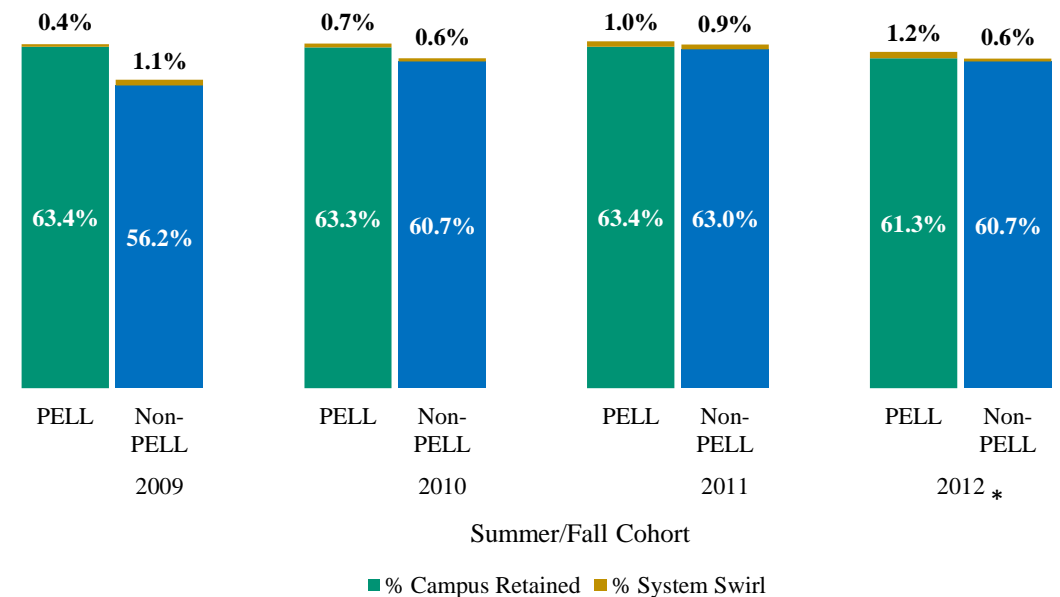
Source: USF Office of Decision Support, IPEDS methodology

Transfer Graduation Rates by Pell Status: USF Tampa

USF Tampa 2-Year Graduation by Pell Status



USF Tampa 4-Year Graduation by Pell Status

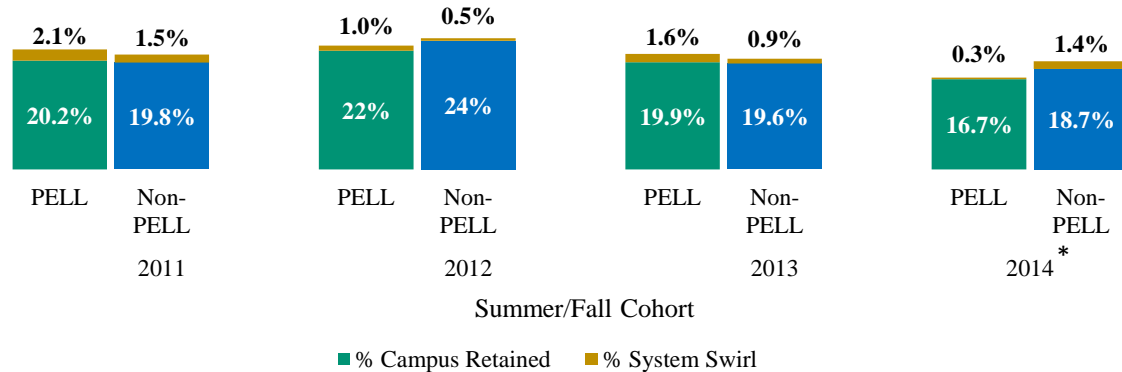


* Preliminary data

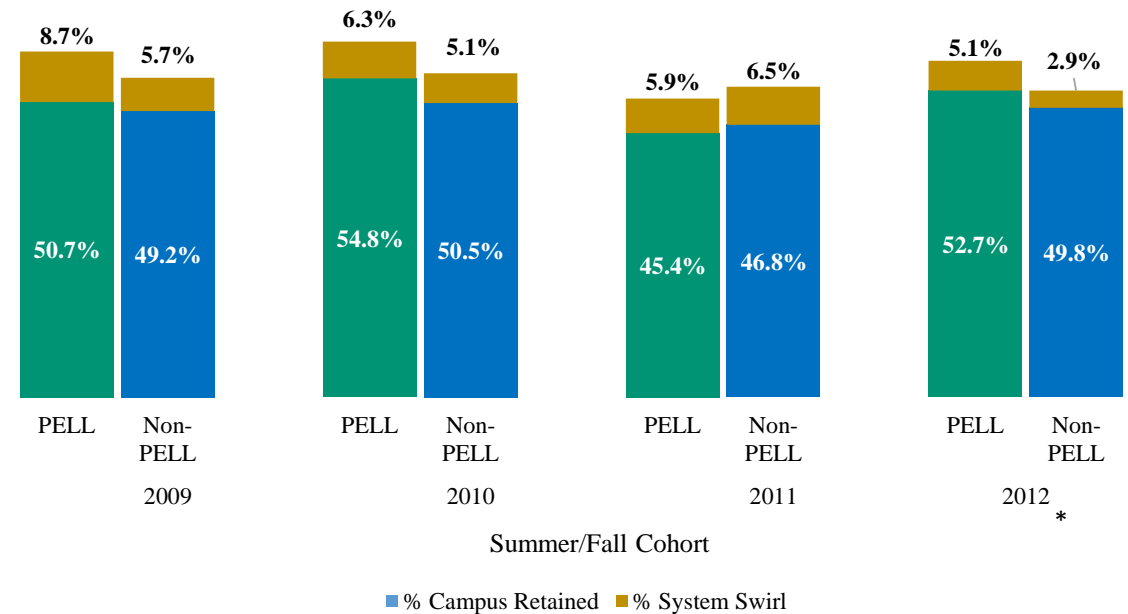
Source: USF Office of Decision Support, IPEDS methodology

Transfer Graduation Rates by Pell Status: USF St. Petersburg

USF St. Petersburg 2-Year Graduation by Pell Status



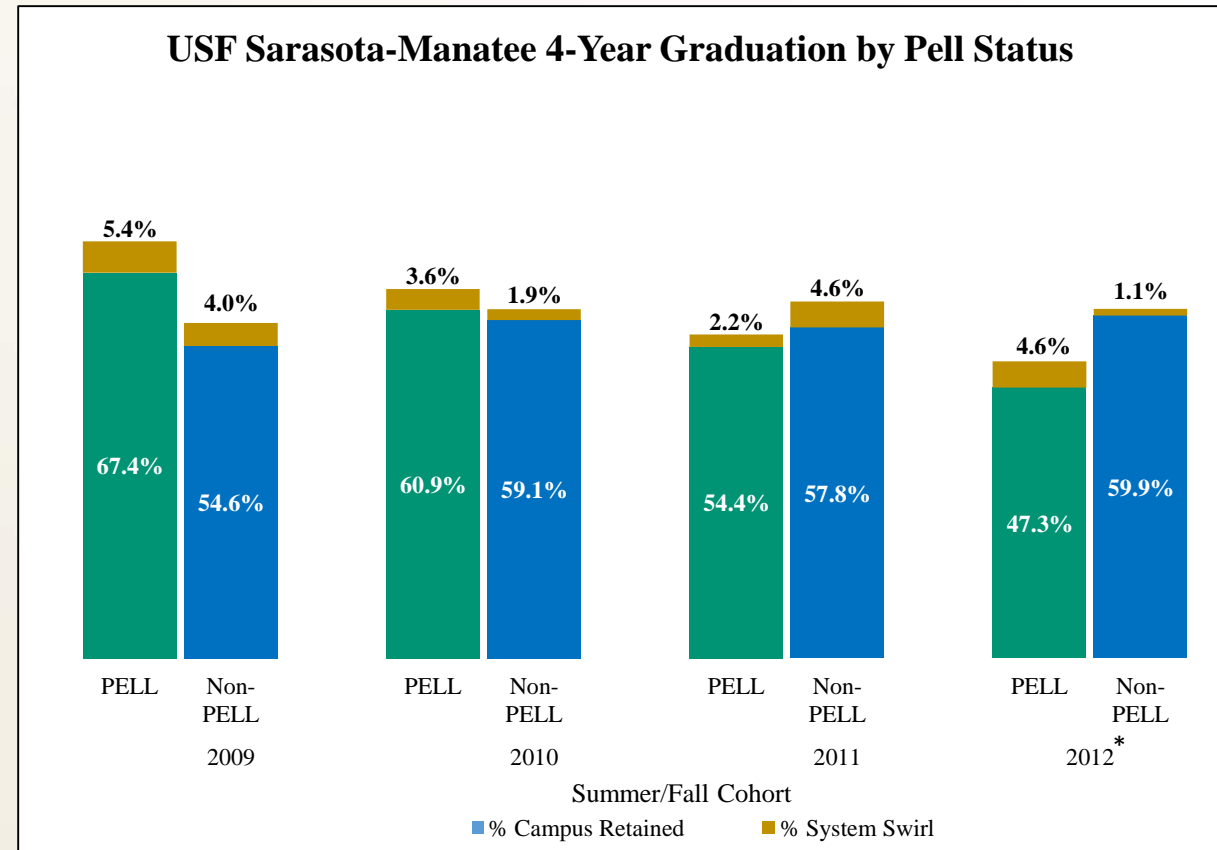
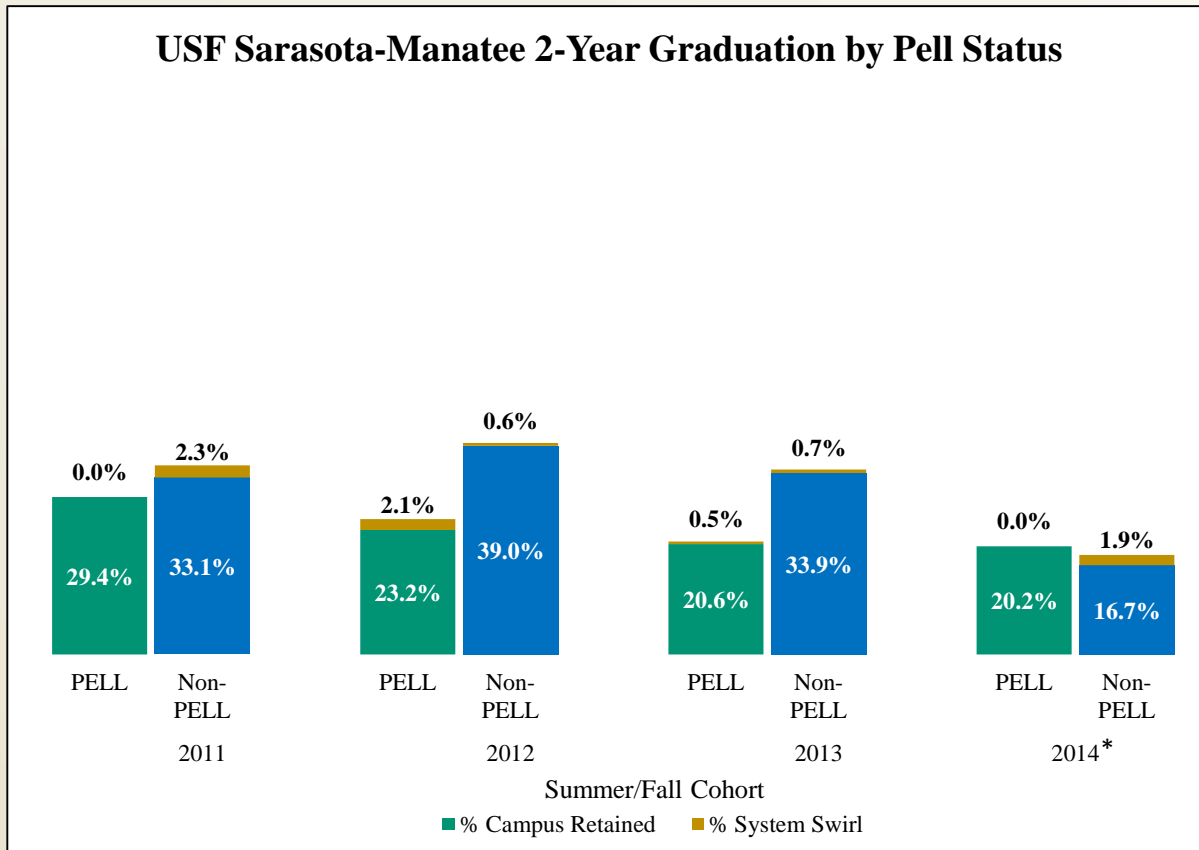
USF St. Petersburg 4-Year Graduation by Pell Status



* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology

Transfer Graduation Rates by Pell Status: USF Sarasota-Manatee

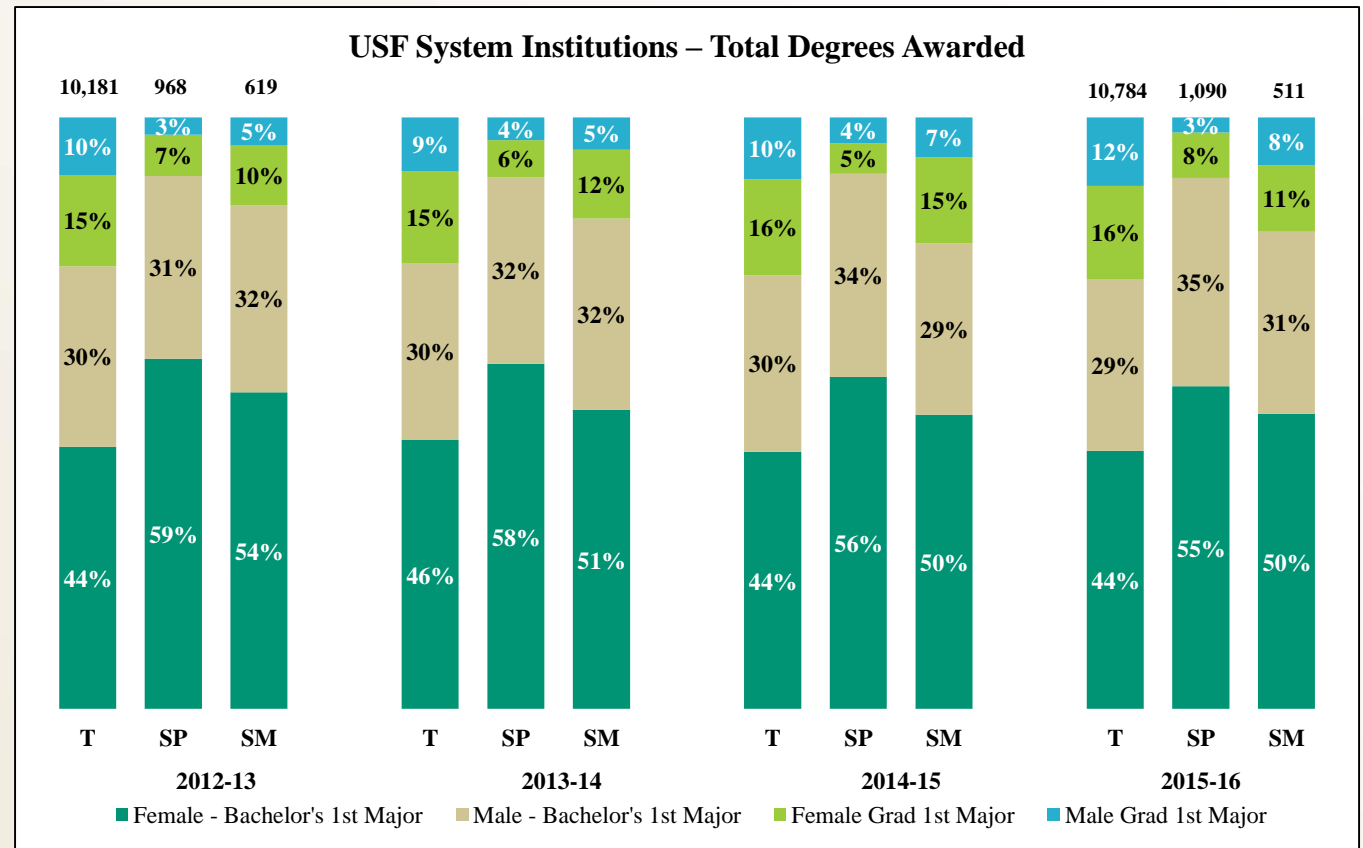
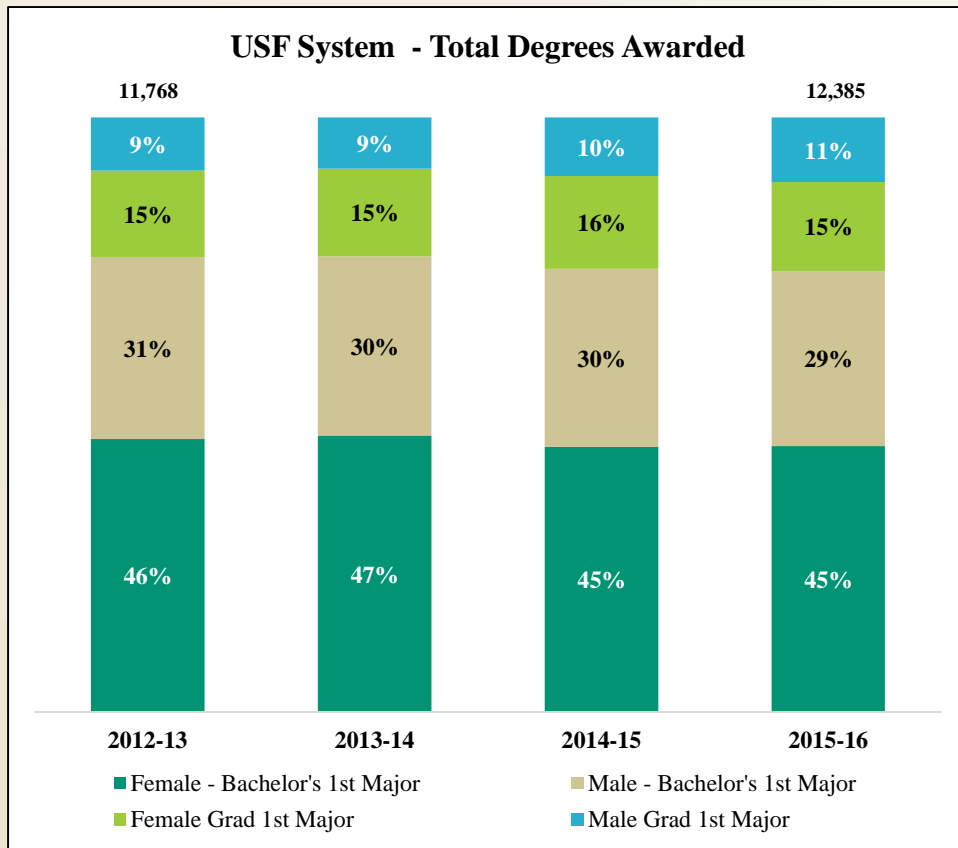


* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology

III. DEGREES

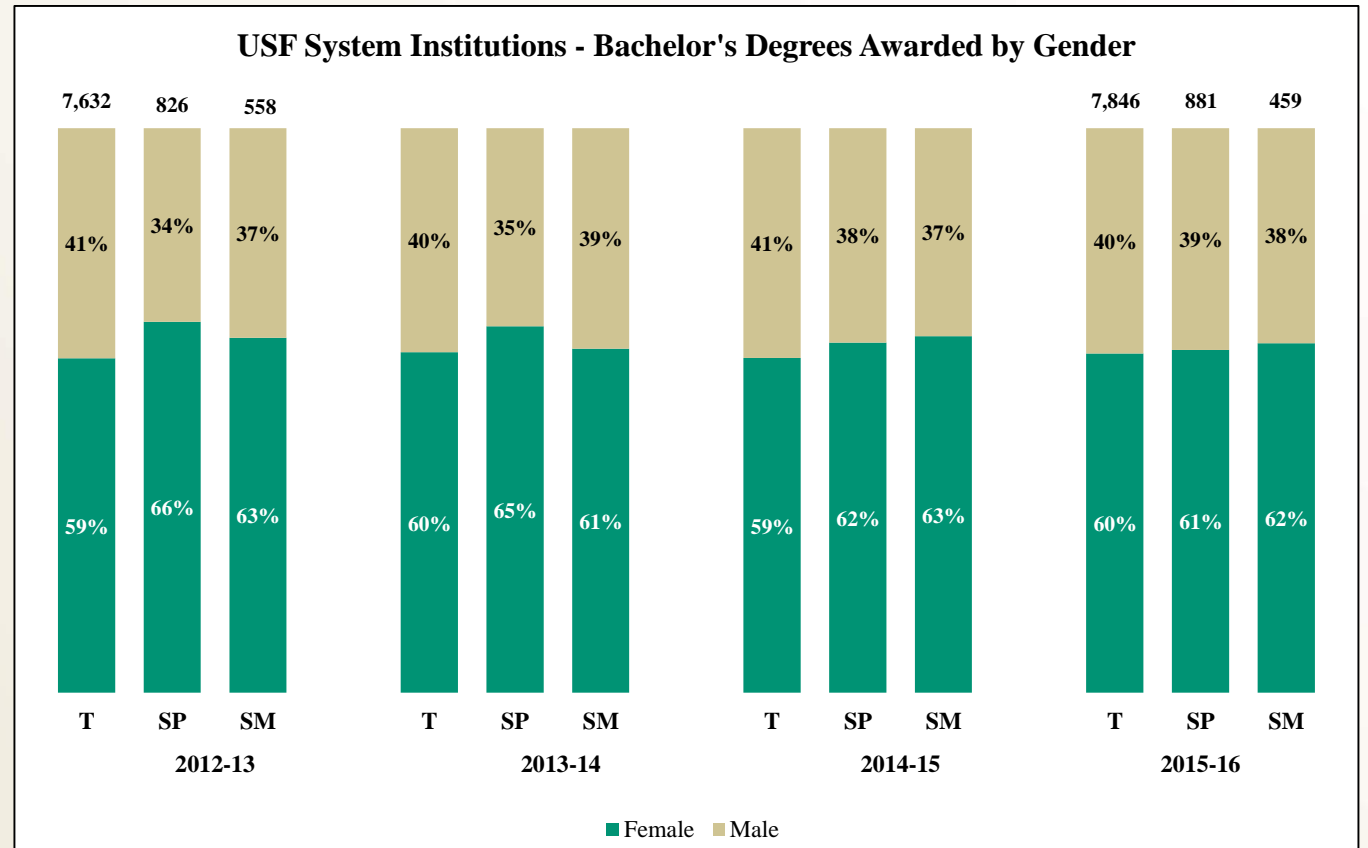
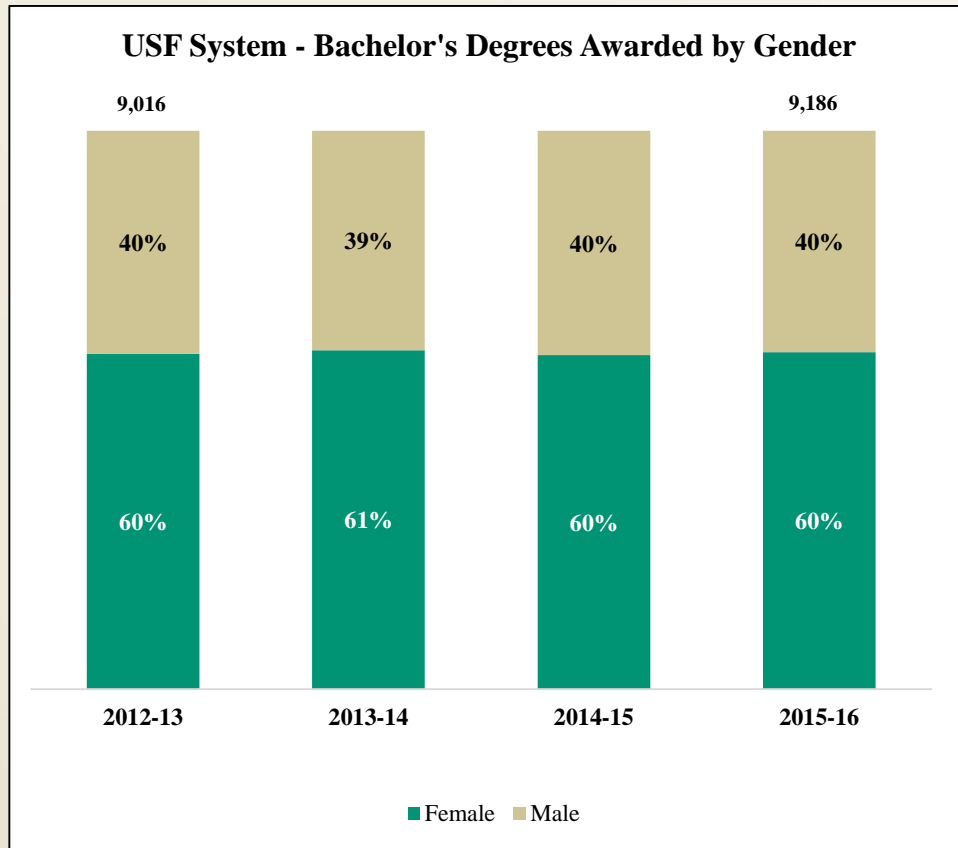
Total Degrees Awarded by Level



* Preliminary data, first majors only

Source: USF Office of Decision Support, IPEDS and BOG definition

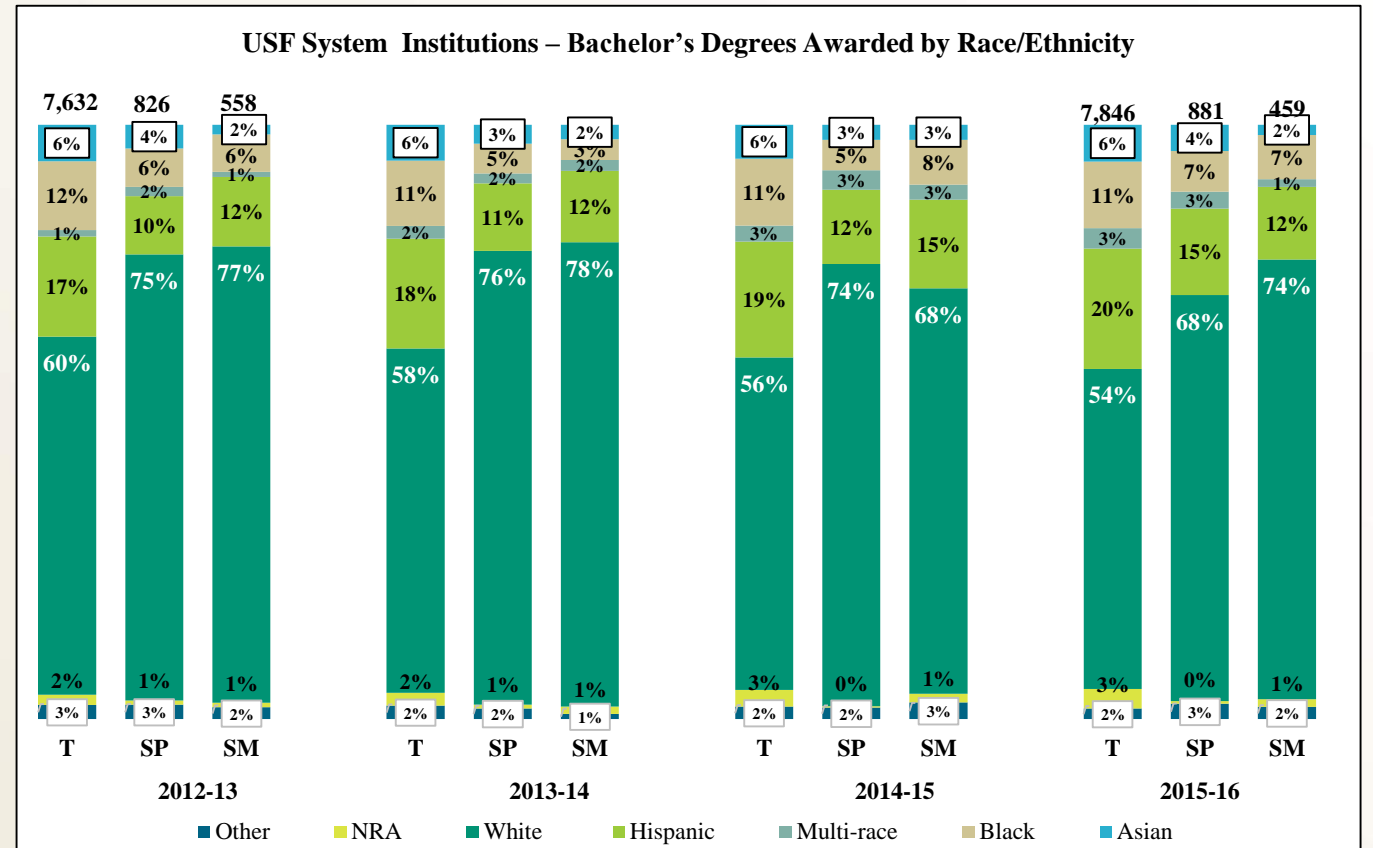
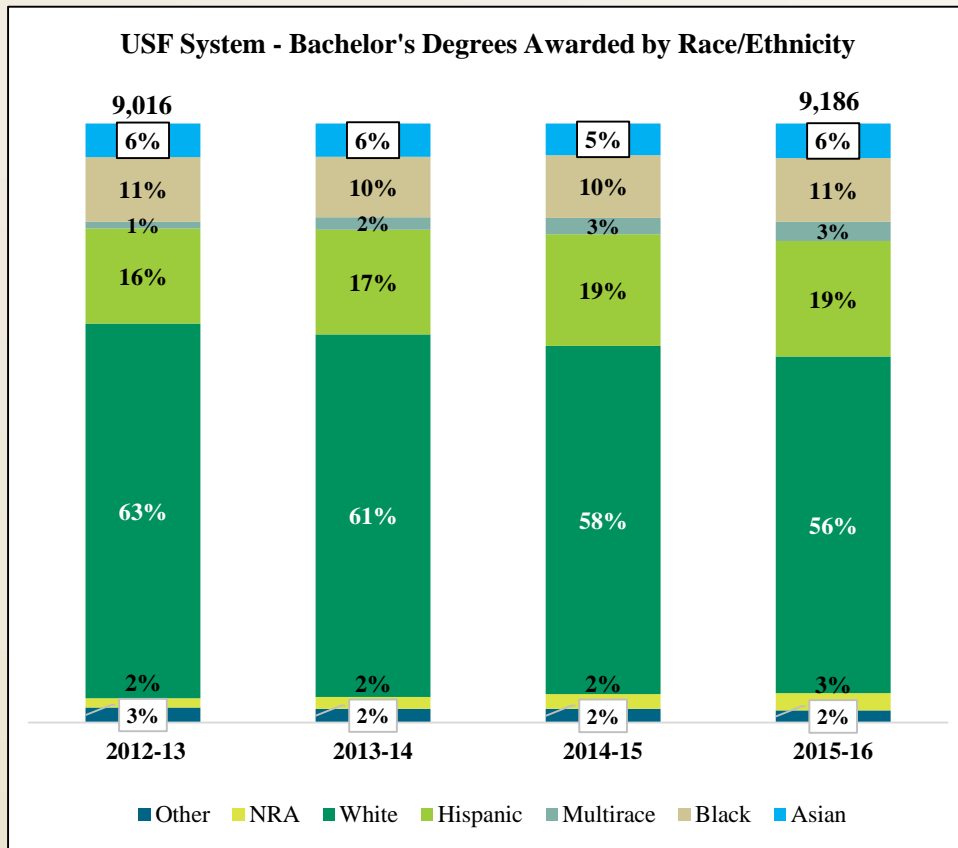
Bachelor's Degrees Awarded by Gender



* Preliminary data, first majors only

Source: USF Office of Decision Support, IPEDS and BOG definition

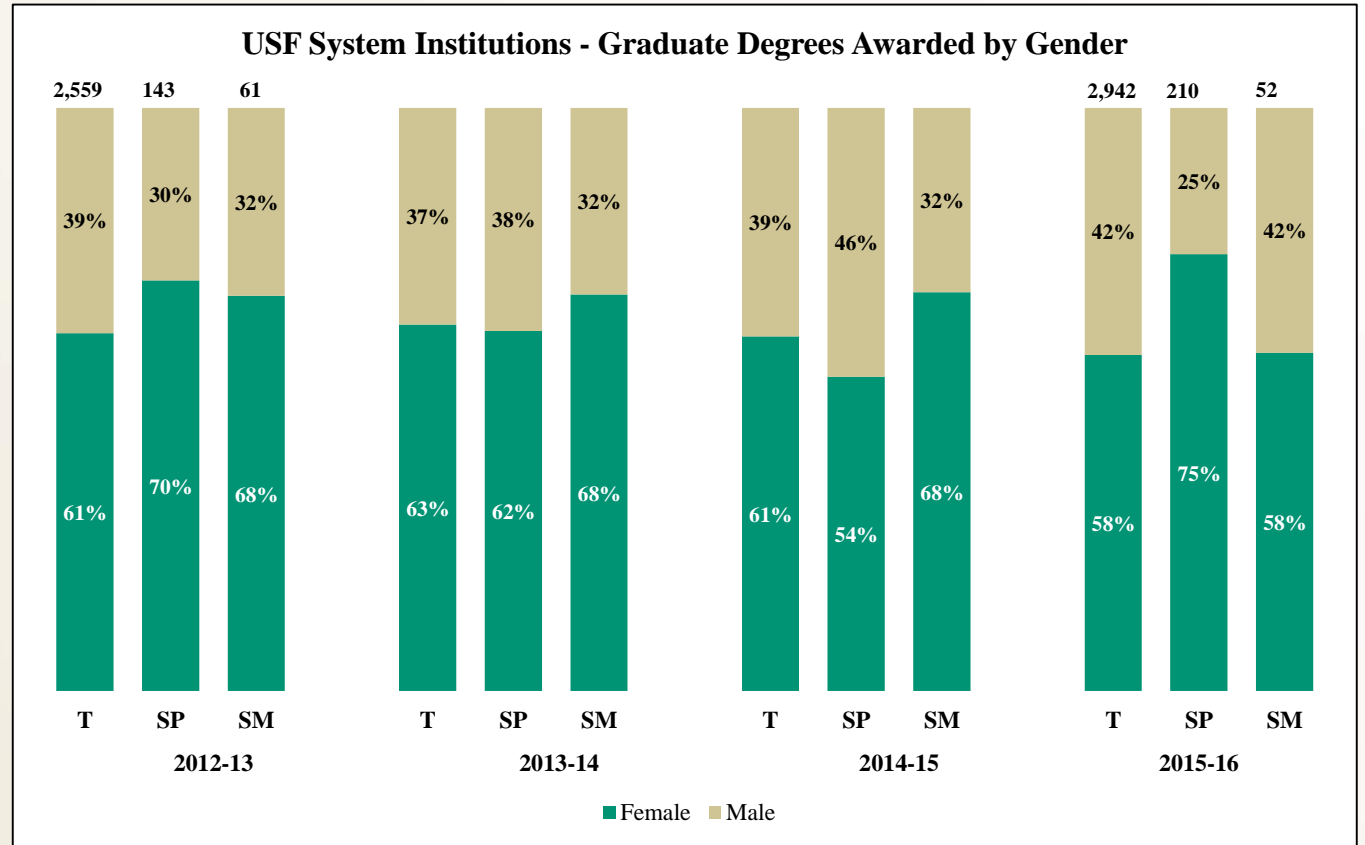
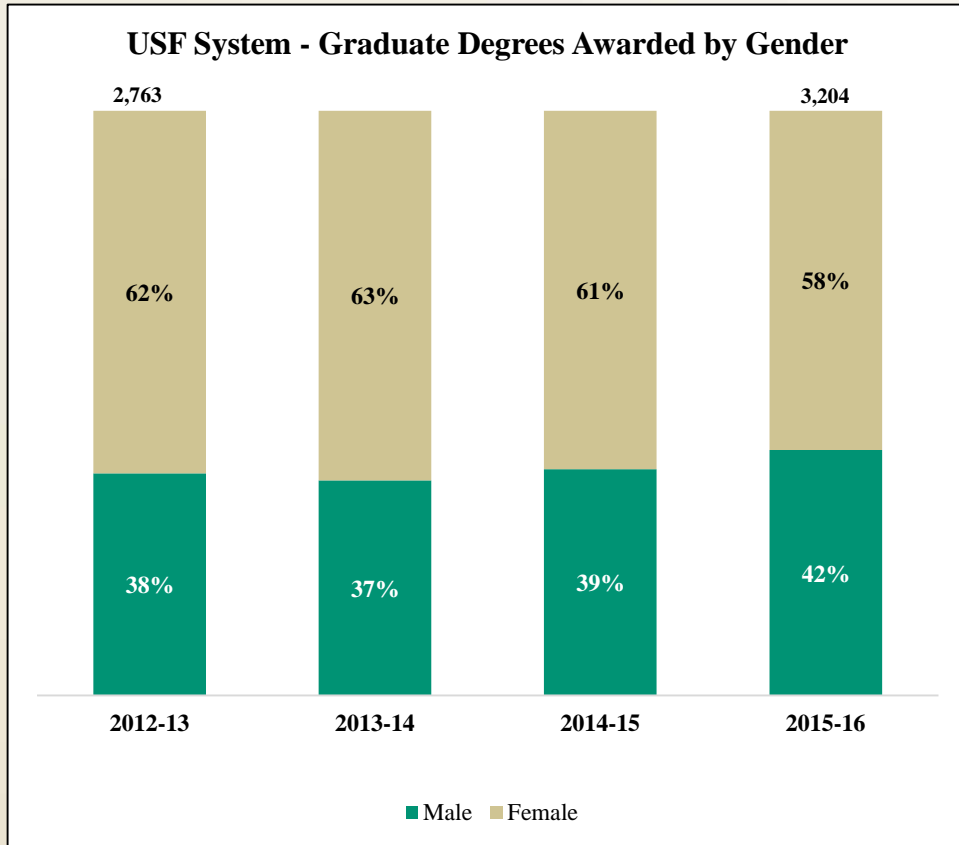
Bachelor's Degrees Awarded by Race/Ethnicity



* Preliminary data, first majors only

Source: USF Office of Decision Support, IPEDS and BOG definition

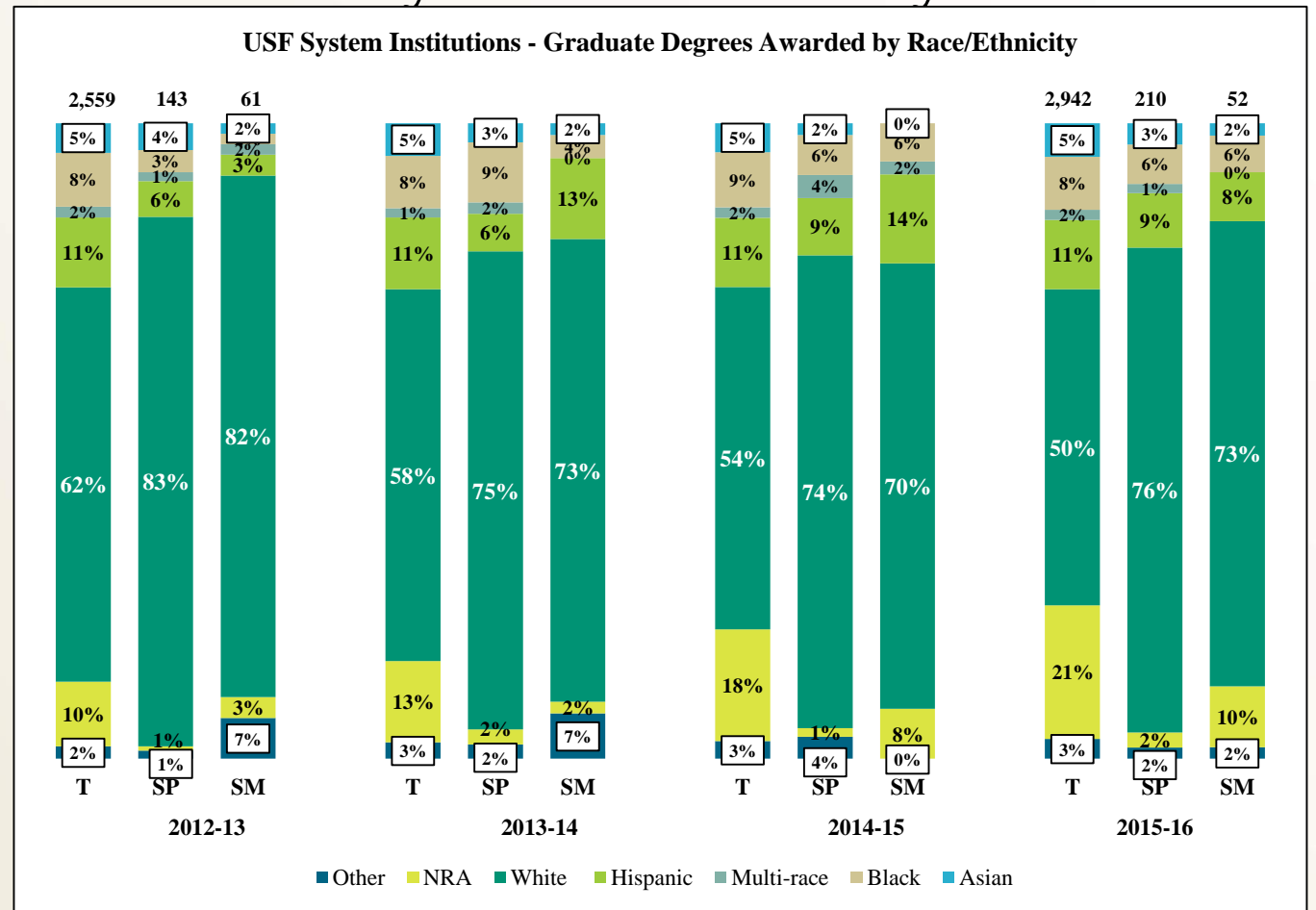
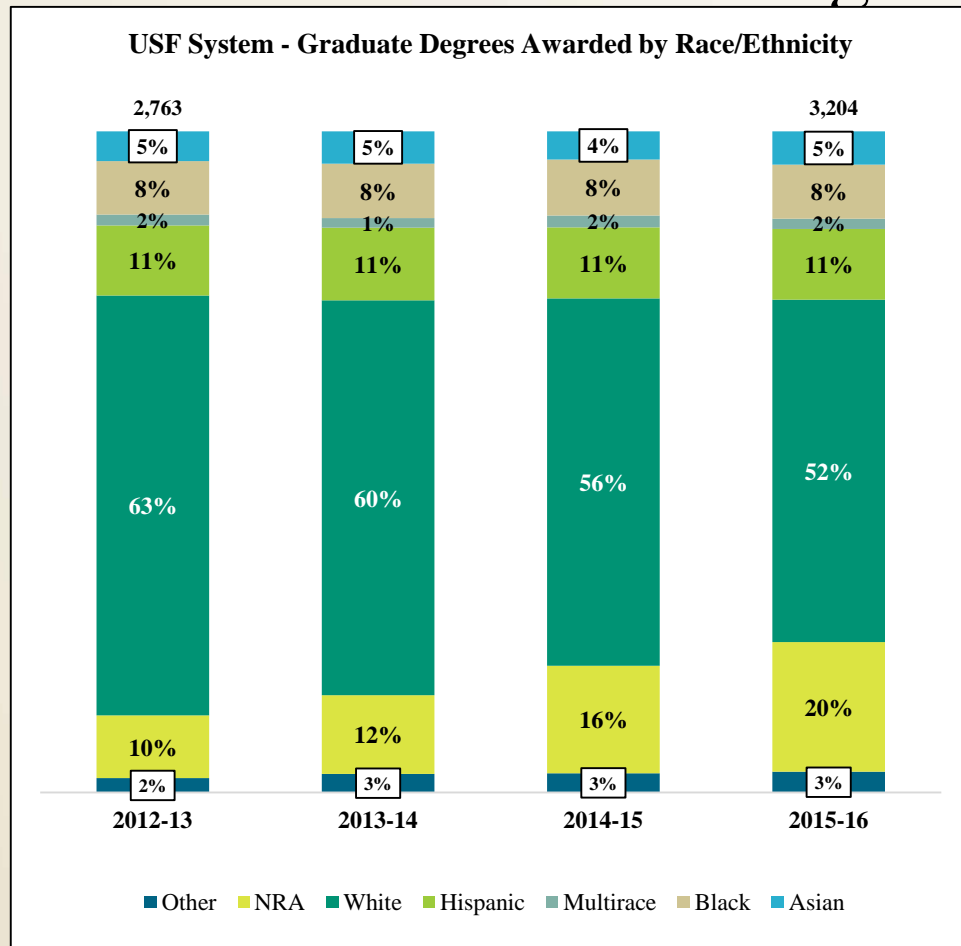
Graduate Degrees Awarded by Gender



* Preliminary data, first majors only

Source: USF Office of Decision Support, IPEDS and BOG definition

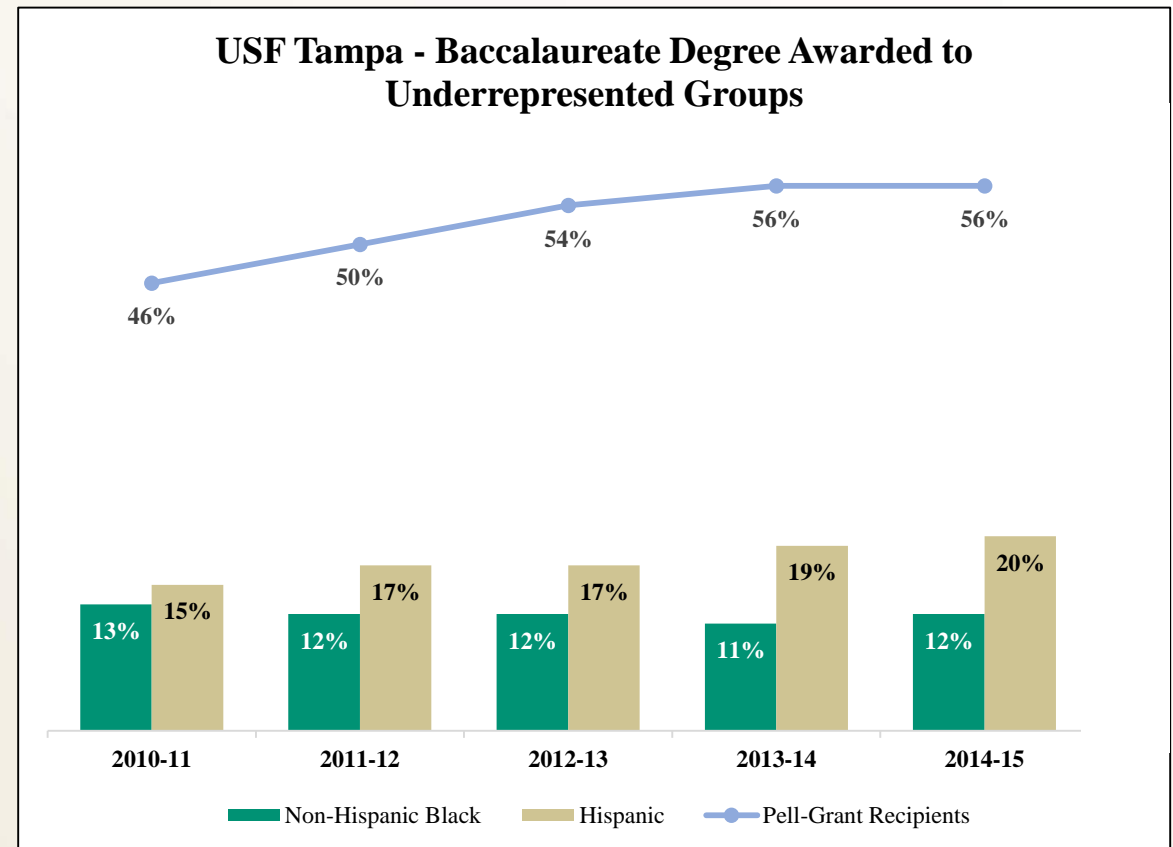
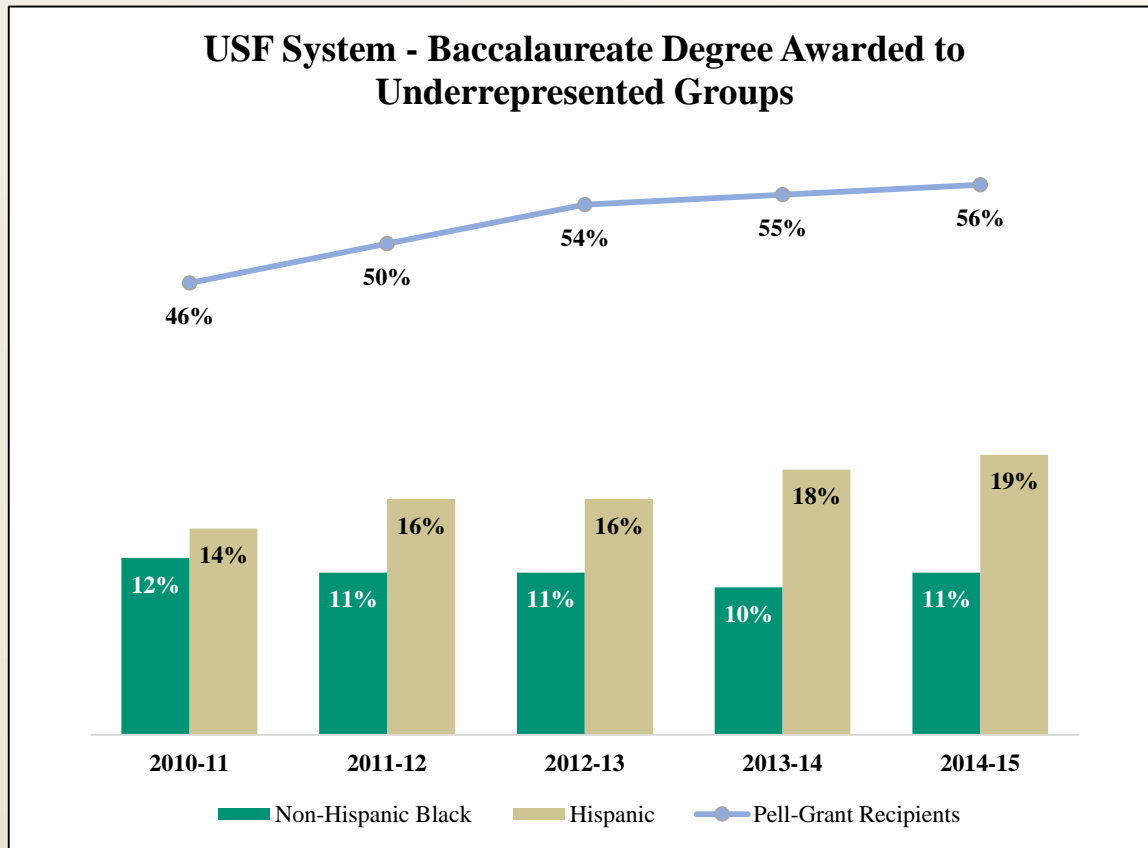
Graduate Degrees Awarded by Race/Ethnicity



* Preliminary data, first majors only

Source: USF Office of Decision Support, IPEDS and BOG definition

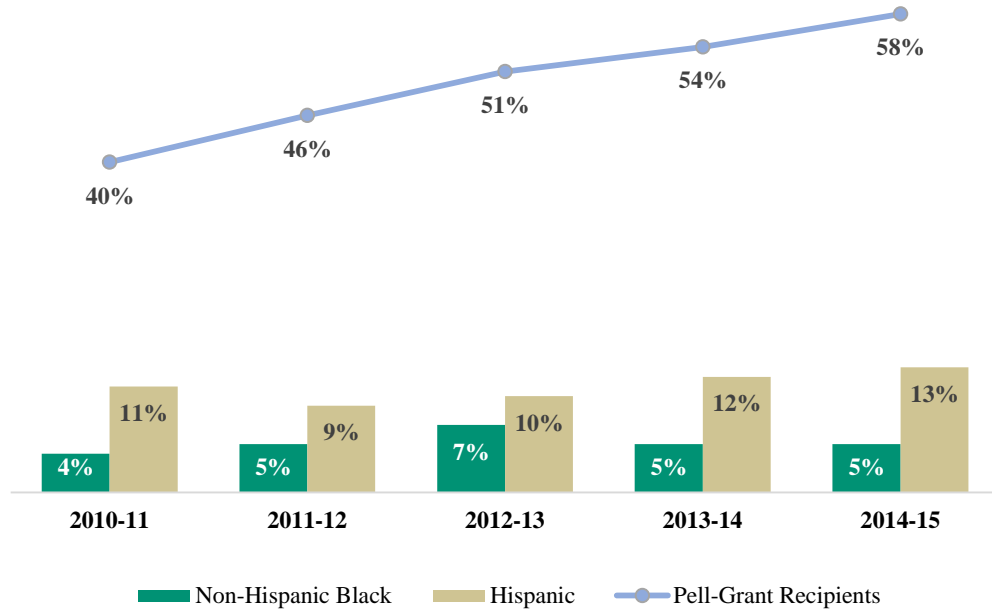
Bachelor's Degrees Awarded to Underrepresented Groups



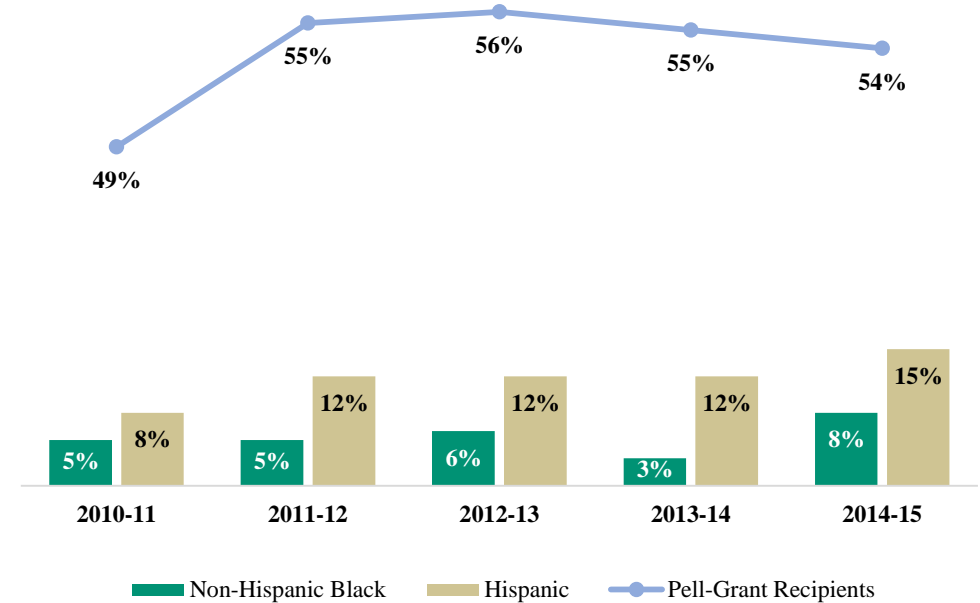
Source: USF Office of Decision Support, Accountability Report (BOG definition)

Bachelor's Degrees Awarded to Underrepresented Groups

USF St. Petersburg - Baccalaureate Degree Awarded to Underrepresented Groups

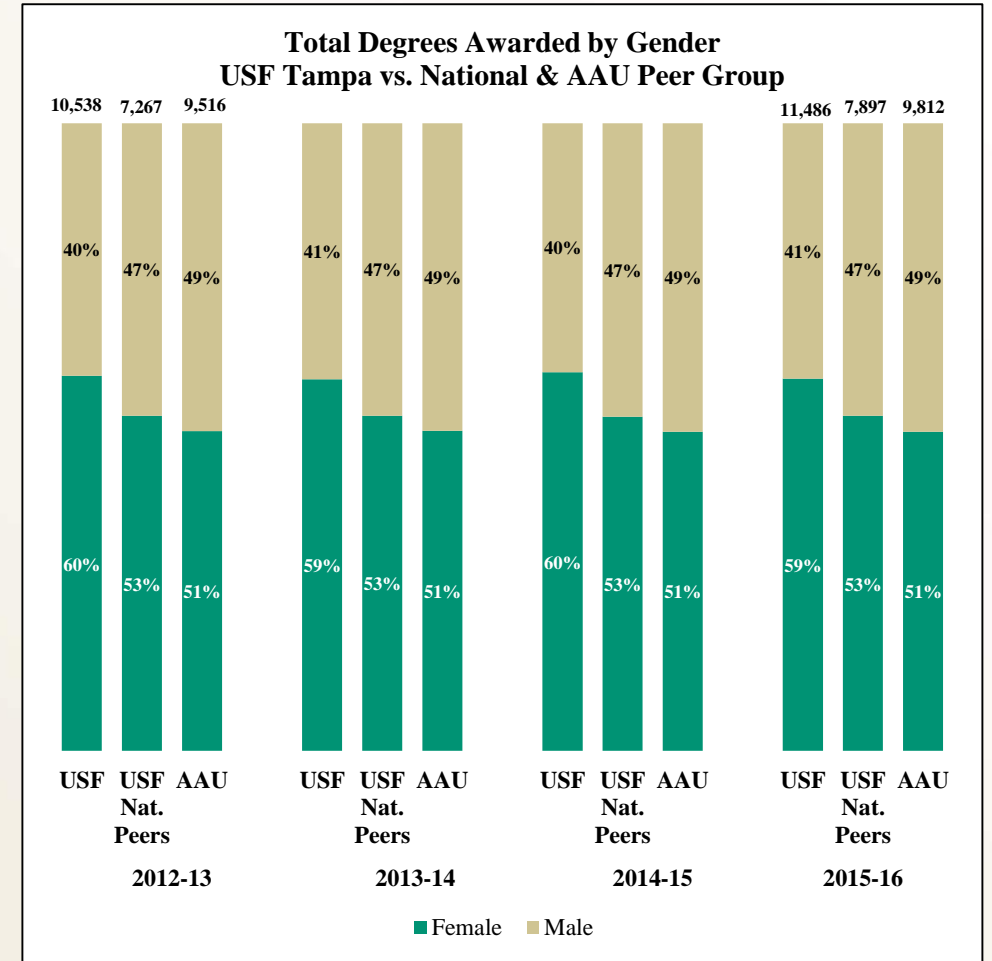
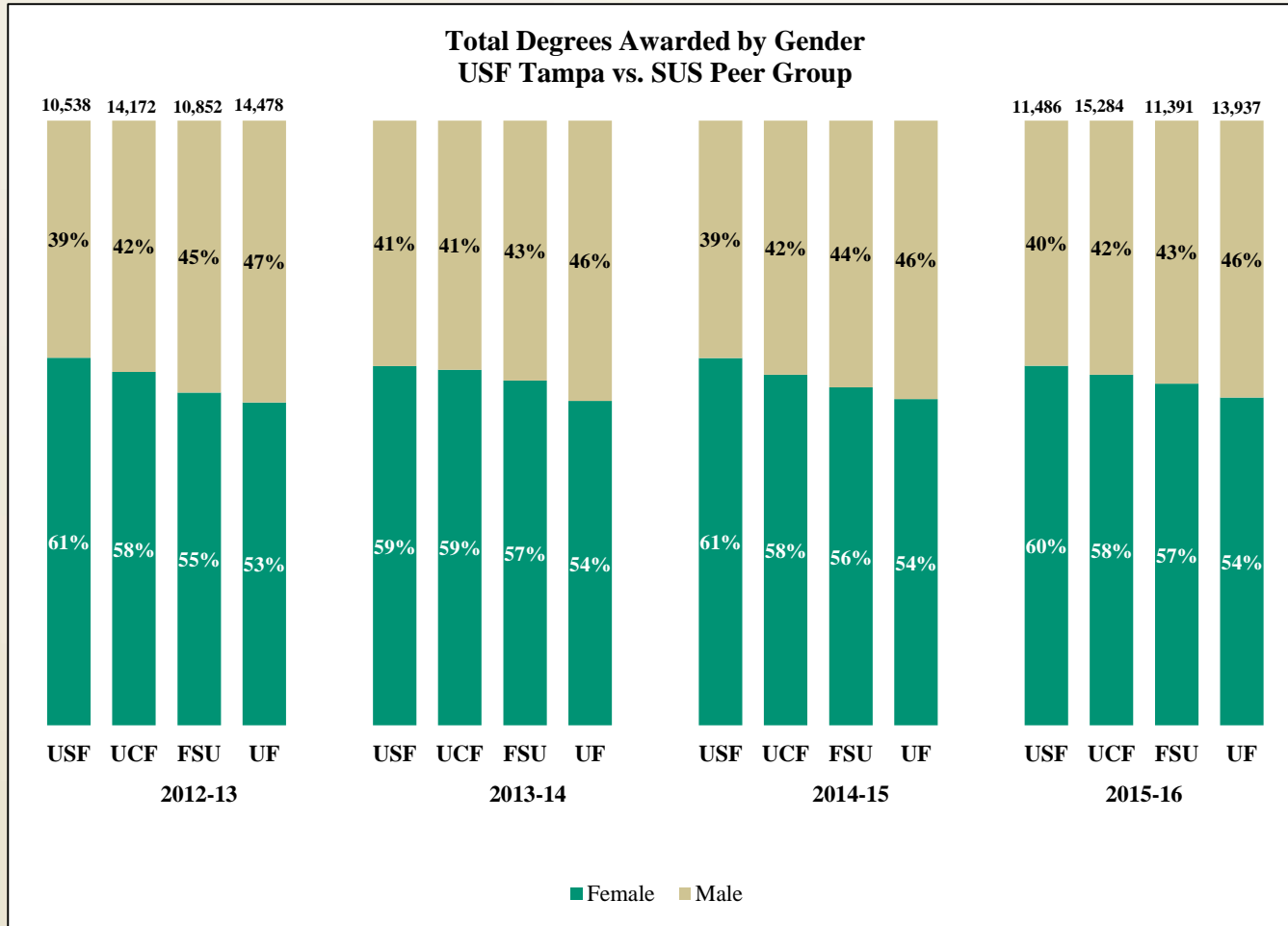


USF Sarasota-Manatee - Baccalaureate Degree Awarded to Underrepresented Groups



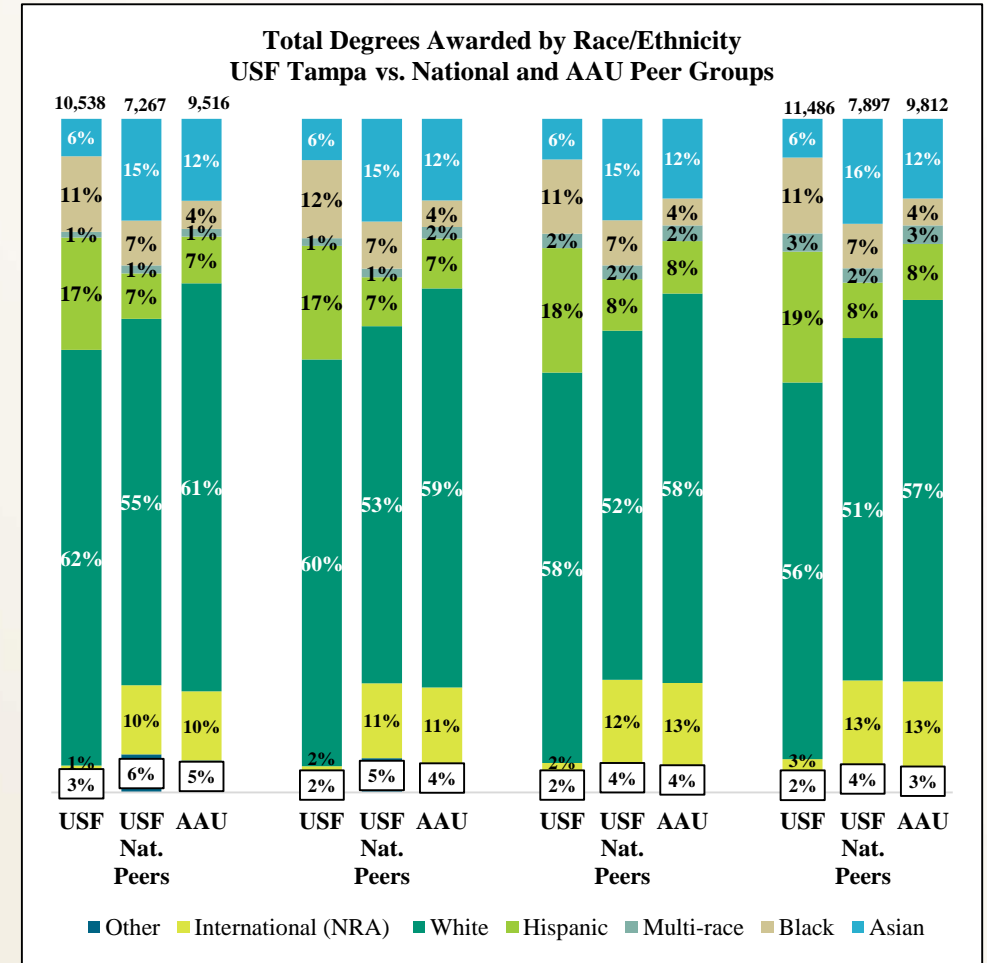
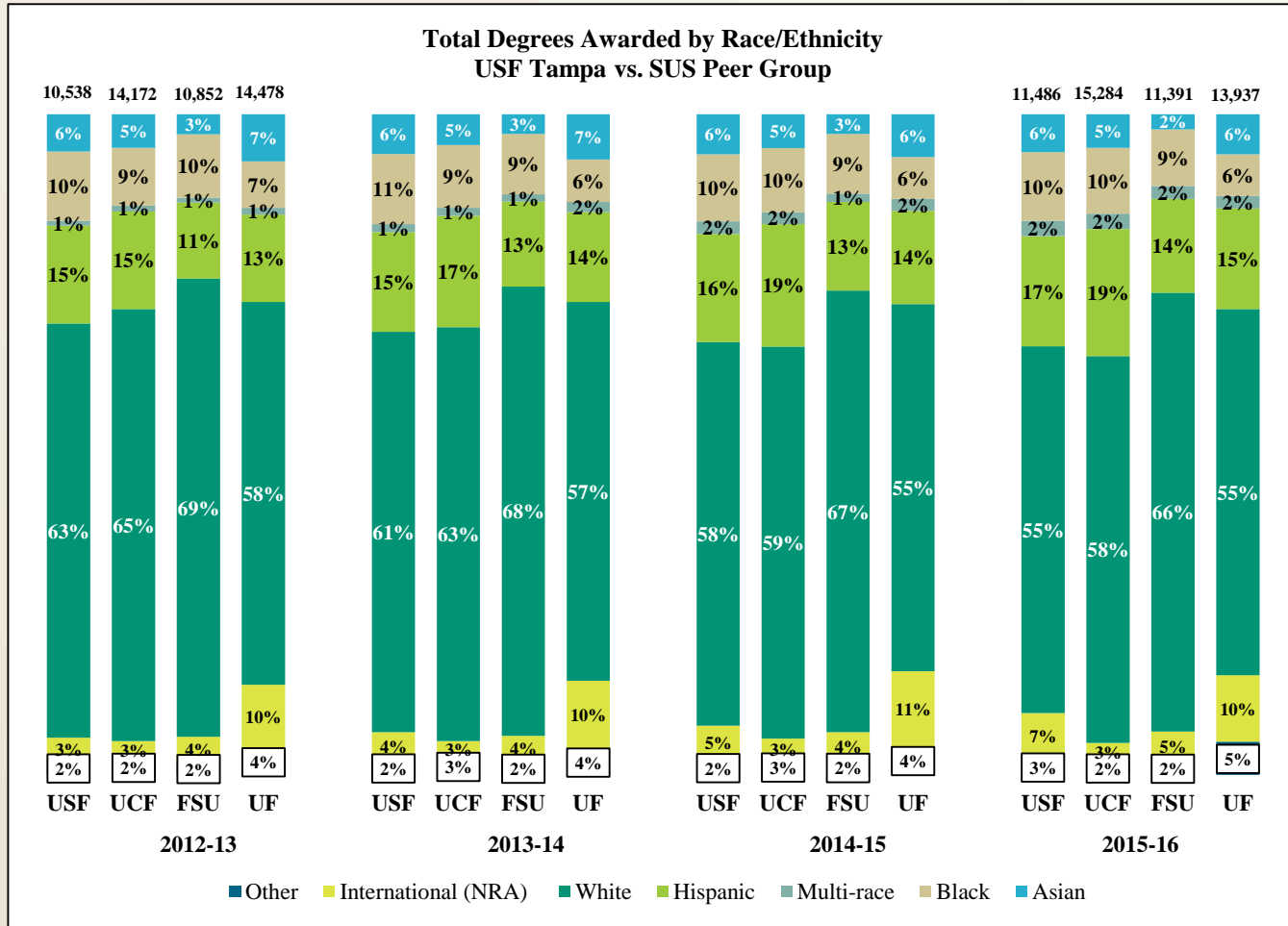
Source: USF Office of Decision Support, Accountability Report (BOG definition)

Peer Comparisons: USF Tampa Total Degrees Awarded by Gender



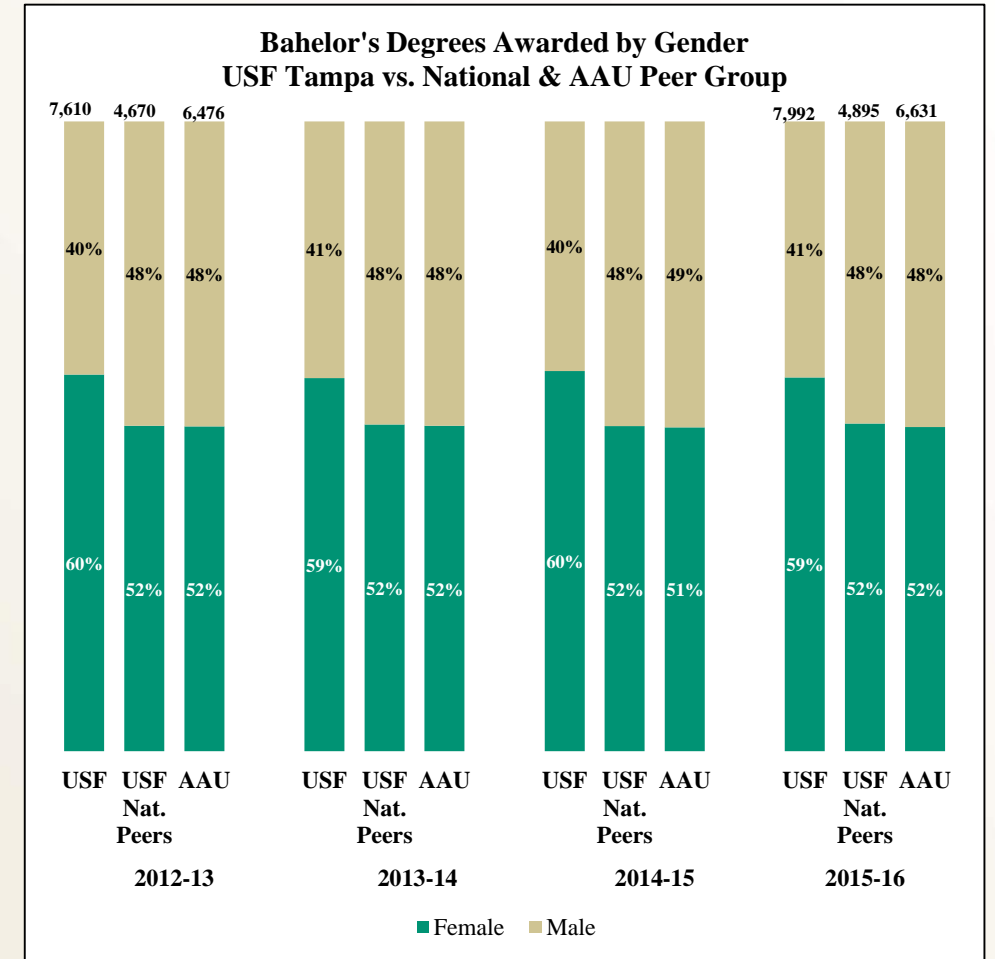
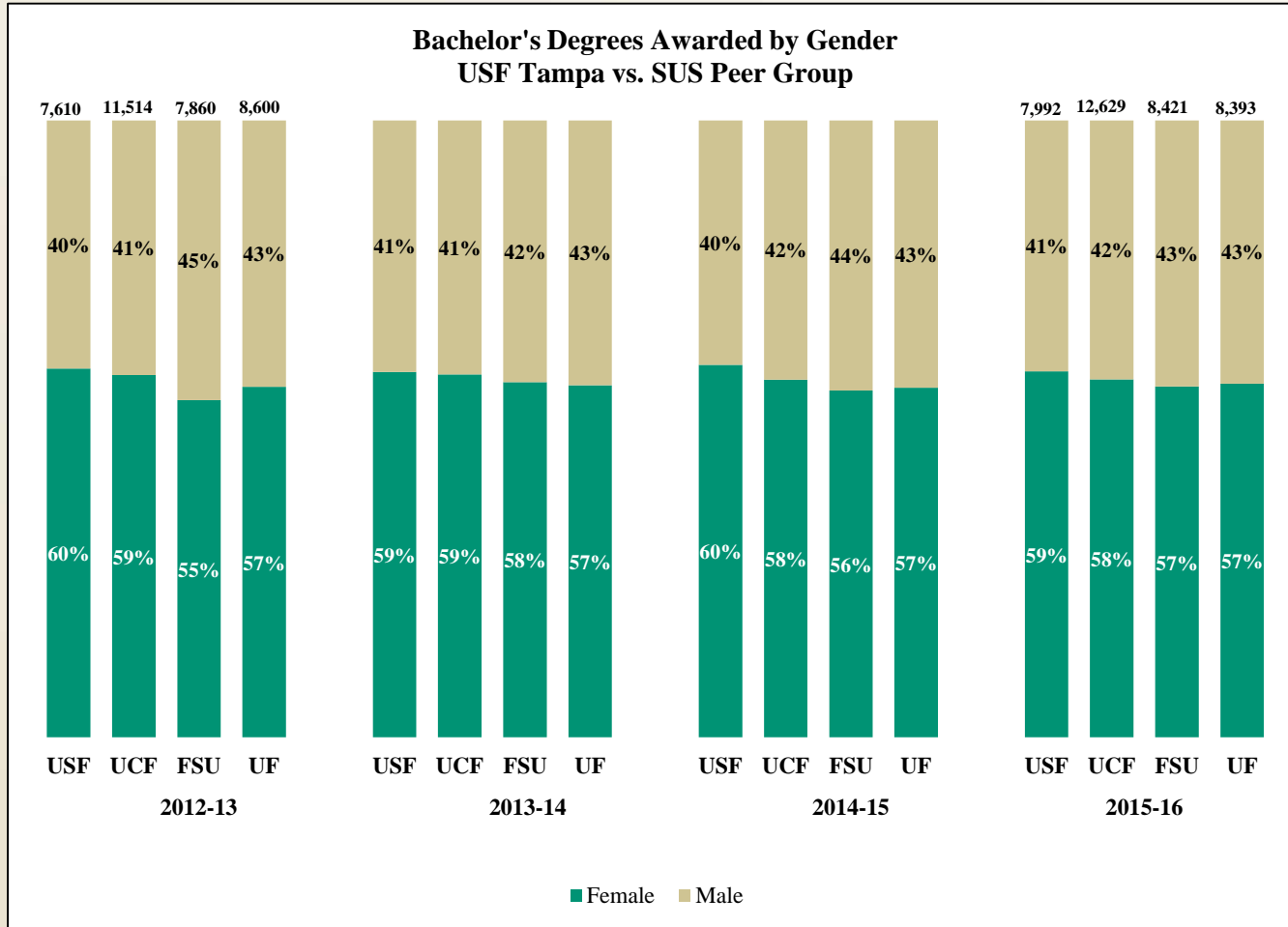
Source: USF Office of Decision Support, IPEDS

Peer Comparisons: USF Tampa Total Degrees Awarded by Race/Ethnicity



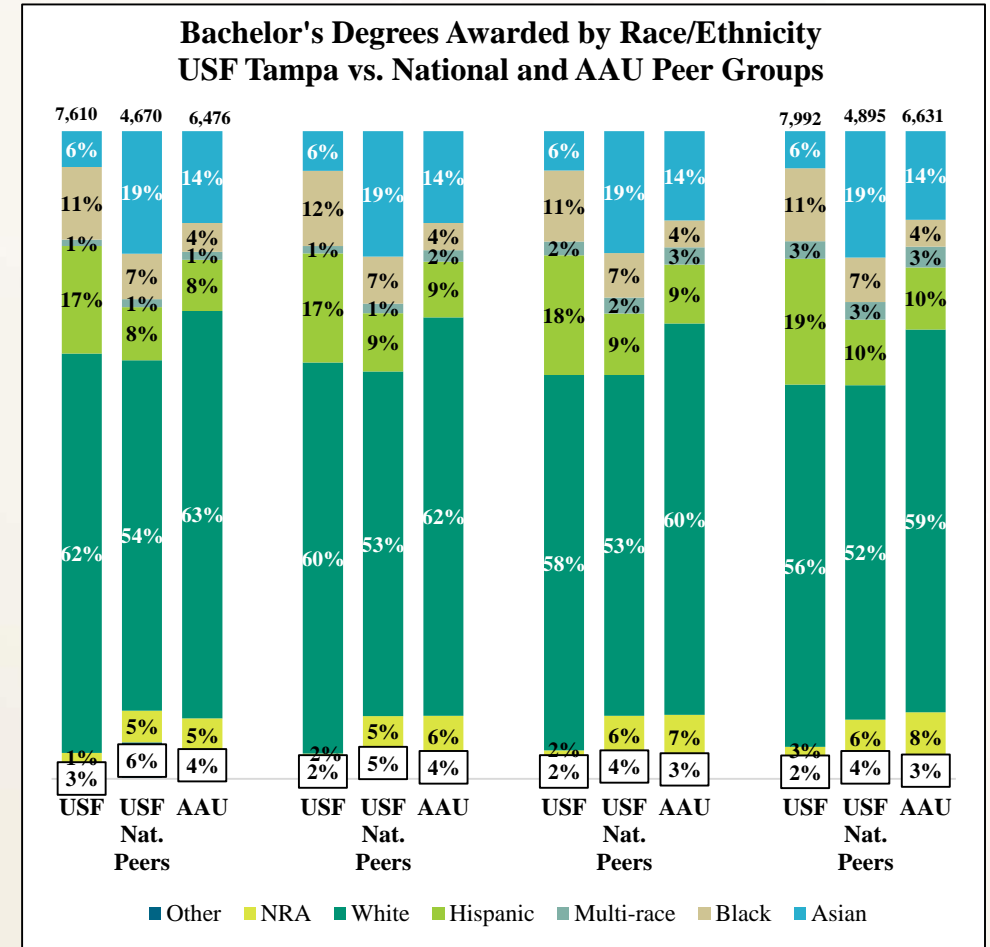
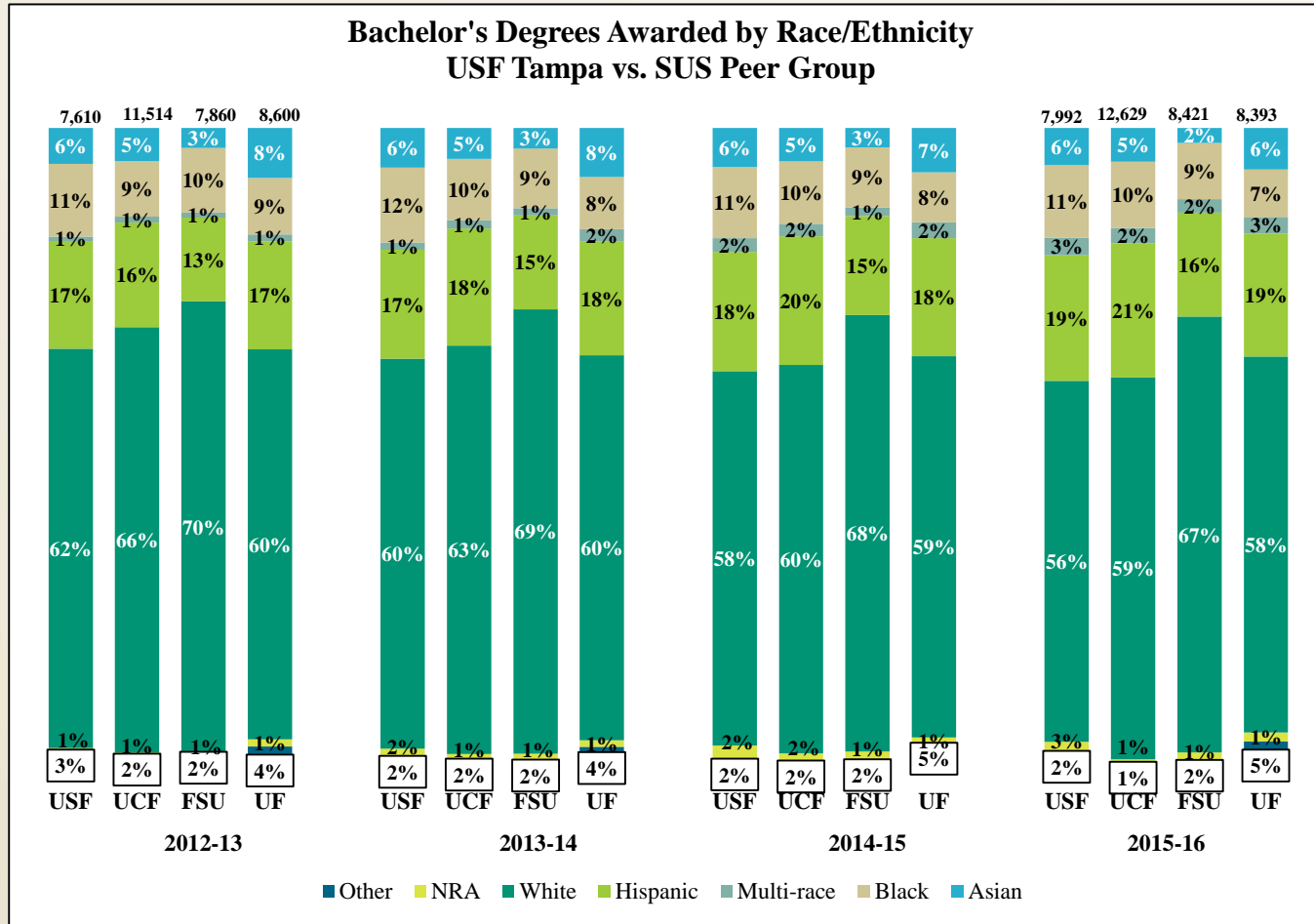
Source: USF Office of Decision Support, IPEDS

Peer Comparisons: USF Tampa Bachelor's Degrees Awarded by Gender



Source: USF Office of Decision Support, IPEDS

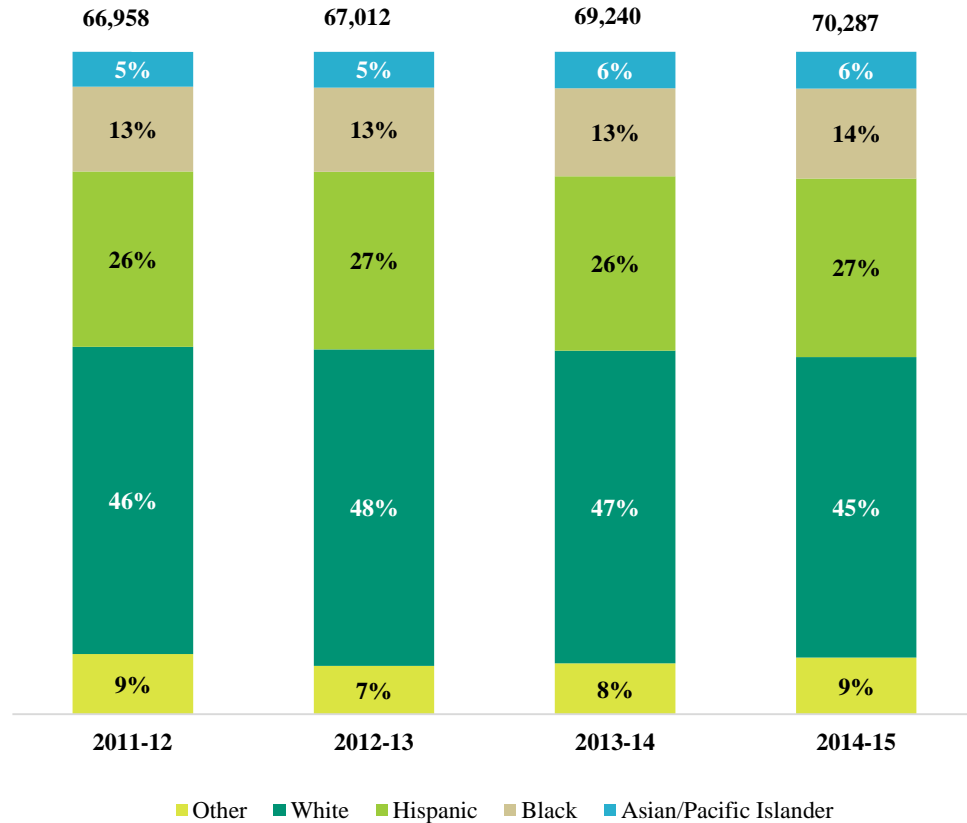
Peer Comparisons: USF Tampa Bachelor's Degrees Awarded by Race/Ethnicity



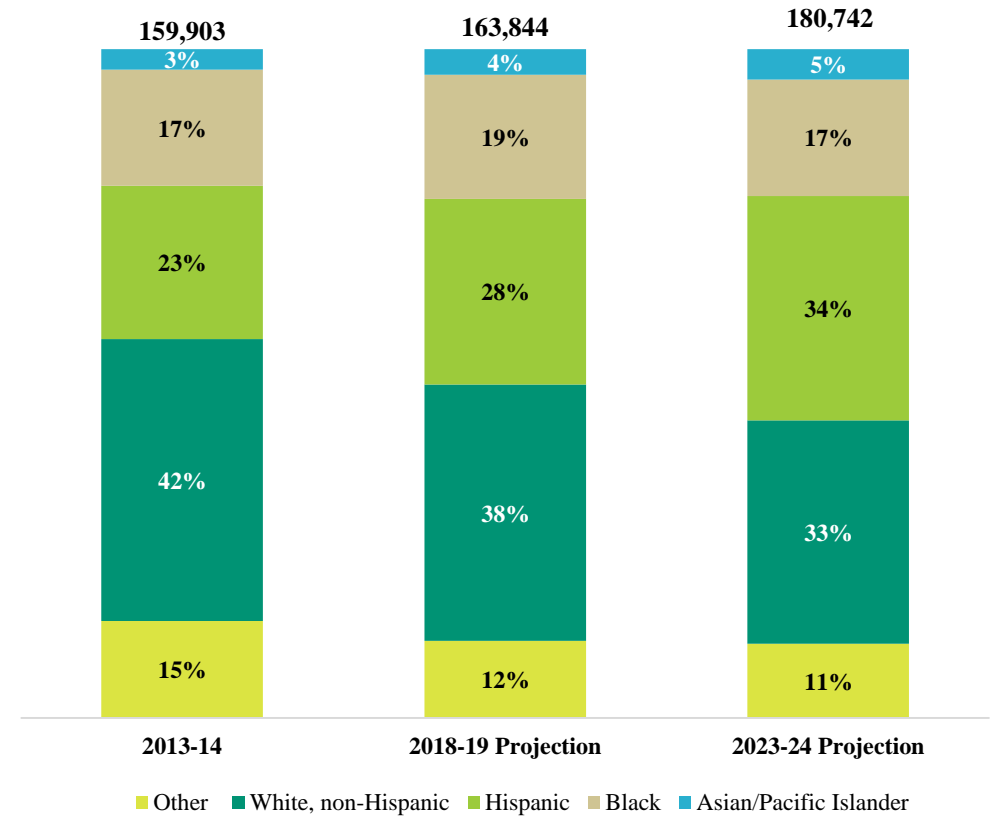
Source: USF Office of Decision Support, IPEDS

College Bound Student Trends and Projections

College Bound High School Sophomore & Juniors in Florida



2014-24 Projections of High School Graduates in Florida



IV. CHALLENGES, LIMITATIONS, AREAS IN NEED OF IMPROVEMENT

USF System Challenges & Limitations for Applications, Admissions & Enrollment

- One Florida
- Increasing competition with other institutions
- Pipeline of qualified applicants
- Limited Scholarship Funds

USF System Areas in Need of Improvement

- Conversion and yield of qualified (and completed) applicants
- Campus visit experience
- Use of social media and communications tools to attract, retain, and graduate students

V. STRATEGIES & ACTION STEPS

USF Tampa – Strategies & Action Steps

1. Ramp up out of state recruitment efforts for high ability, diverse students
2. Bring more students to campus visits
3. More aggressive recruitment in Tampa Bay
4. Collaborate with student groups to enhance campus visit
5. Expand pipeline of qualified applicants
6. More aggressive marketing and branding on national and international scale
7. Enhance scholarship funds to strengthen our competitive position
8. Expand Summer Success Program
9. Expand and enhance pre-college programs
10. Expand reach of the Florida College Access Network (FCAN)

Primary Responsibility: *Vice President for Student Affairs & Student Success*

USF St. Petersburg – Strategies & Action Steps

1. Increase the number of scholarships available to in-state and out-of-state students.
2. Create 2+2 partnerships with highly diverse in-state and out-of-state colleges in majors of strategic importance.
3. Develop academic programs that meet regional needs and student demand.
4. Implement recruitment practices designed to yield students of color.
5. Hold open house events for prospective in-state and out-of-state students on the USFSP campus.
6. Increase out-of-state awareness of USFSP through alumni hosted events in targeted geographic locations.
7. Continue targeting rankings organizations applicable to USFSP's strengths.

Primary Responsibility: *Regional Vice Chancellor for Academic Affairs*

USF Sarasota-Manatee – Strategies & Action Steps

1. Enhance Scholarship Funds
2. Devise comprehensive enrollment management plan
3. Expand minority recruitment efforts, and increase communication to parents of prospective minority students.
4. Establish Alumni networking and future USFSM Bull Referral Program
5. Grow Summer Bridge Program
6. Launch Career Success Map and Compass tool to track student engagement
7. Enhance Career Advising team-based model
8. Increase involvement with local College Access Networks

Primary Responsibility: *Regional Vice Chancellor for Academic & Student Affairs*

USF System Student Profile: **Applicants • Admits • Enrollees • Graduates**

Presentation for the BOT ACE Committee

October 27th, 2016

USF System's Commitment to Student Access & Student Success*

“The University of South Florida System will provide broad access to a high quality university education for all academically qualified students regardless of age, disability, gender, national origin, political affiliation, race/ethnicity, religion, sexual orientation, socioeconomic status, or zip code. University leadership, faculty and staff are equally committed to ensuring that all students will progress on a successful path to degree completion, and ready for high need, high skilled, high paid careers and/or enrollment in graduate/professional school”.

**Aligned with the Board of Governors and USF System Institution level Strategic Plans*

USF System Student Profile - Summary of Findings

ENROLLMENT (ACCESS):

- Five year change in total student headcount has been modest across the USF System (+3%), USF Tampa (+3%), USF St. Petersburg (0%), and USF Sarasota-Manatee (+6%).
- Modest gains have been realized in total undergraduate Hispanic student enrollment across all USF System institutions over the past five years with little change in proportional representation of Asian, Black, and Multi-race groups.
- The proportion of international undergraduate students has increased consistent with USF Tampa's Strategic Plan/Strategic Enrollment Plan (from 2% to 6% over the five year period).
- USF Tampa is the most racially diverse institution (with 42% non-white undergraduate students in Fall 2016), followed by USF St. Petersburg (32%), and USF Sarasota-Manatee (25%).
- The diversity of incoming Freshman classes (Summer/Fall) has remained relatively stable over the past five years for the USF System and USF Tampa, with some decline in the proportion of Asian and Black freshmen along with a corresponding increase in Multi-race and Hispanic freshmen at USF St. Petersburg, and greater variance across racial groups at USF Sarasota-Manatee due, in large part, to small numbers.
- The diversity of the UG Transfer class (Fall) has remained relatively stable over the past five years for the USF System, USF Tampa, and USF St. Petersburg. Greater variance is witnessed across racial groups at USF Sarasota-Manatee due, in large part, to small numbers.
- Socioeconomic diversity, as indicated by % students receiving Pell grants, has remained robust across the USF System.
- % Minority for all students at USF Tampa (38%) compares favorably with Public AAUs, National Peers, and SUS peers (with the exception of UCF), and % of college-age population in Hillsborough County (34%) and the State of Florida (33%).
- % Minority for all students at USF St. Petersburg (29%) lags National Peers and the State of Florida (33%), and exceeds % of college-age population in Pinellas County (26%).
- % Minority for all students at USF Sarasota Manatee (25%) lags National Peers and the State of Florida (33%), and exceeds % of college-age population in Sarasota and Manatee Counties (24%).

USF System Student Profile - Summary of Findings

APPLICANTS, ADMITS AND ENROLLED (ACCESS):

- FTIC conversion rates have remained relatively stable across the USF System for the past five years, even as yield rates have dipped.
- USF System FTIC Conversion rates are consistently highest for Asian, then White, Hispanic, Black and Multi-race applicants.
- USF System FTIC Yield rates of admitted students show little variance yet are trending downward across all racial groups.

USF System Student Profile - Summary of Findings

RETENTION (SUCCESS):

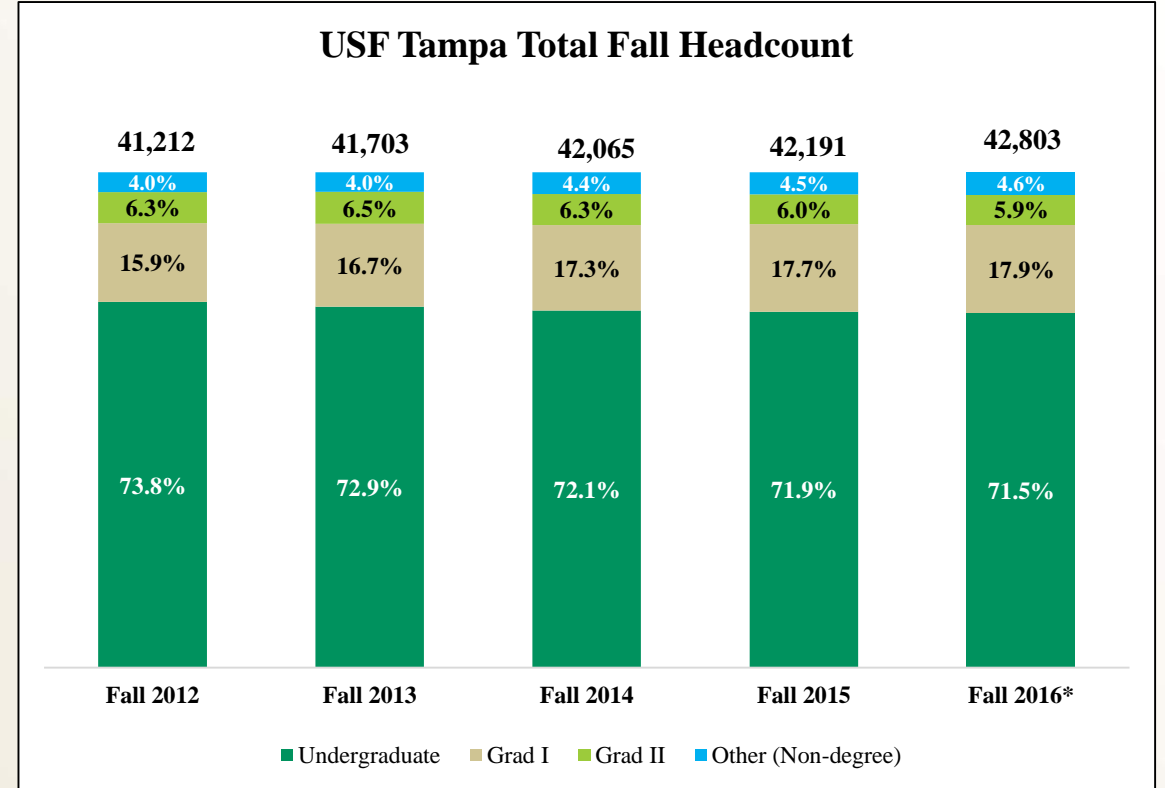
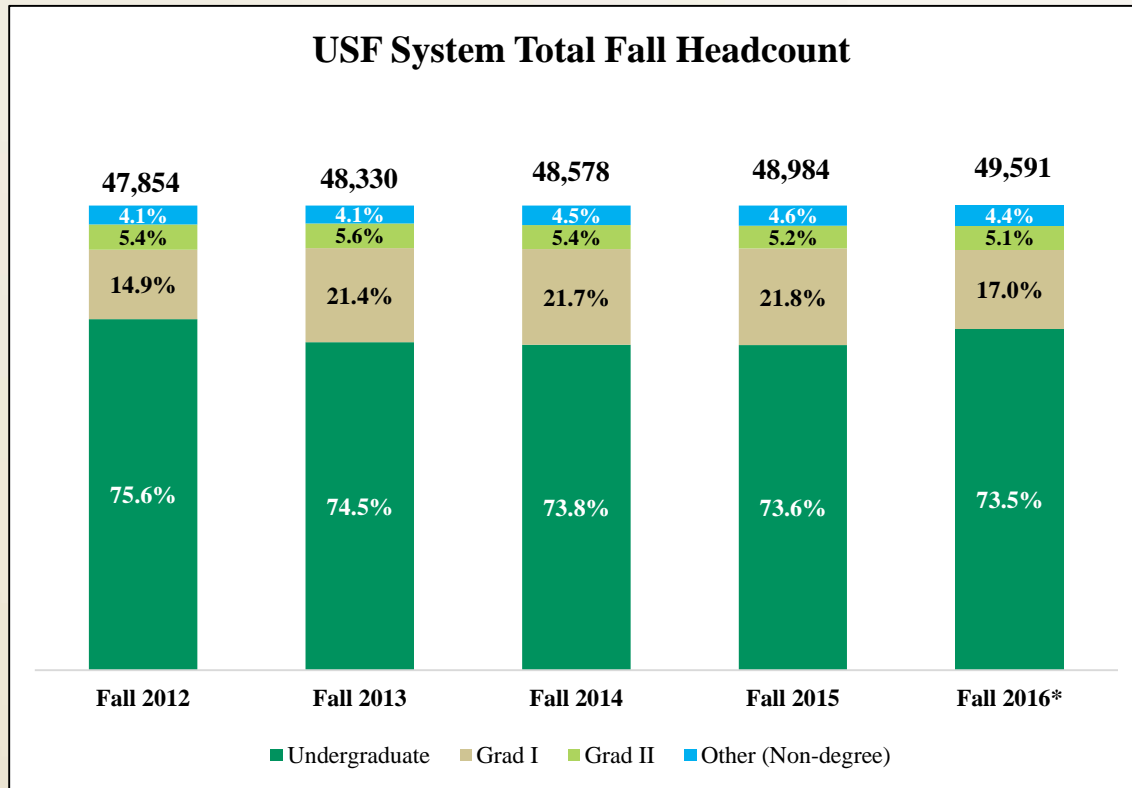
- USF System FTIC Retention rates are generally trending positively across all groups (with the exception of Multi-race students). The highest FTIC Retention rate for the Summer/Fall 2015 FTIC cohort is found among Asian (97%), followed by Non-Resident Alien (93%), Black (91%), White (88%), Hispanic (87%), and Multi-race (82%) students.
- USF Tampa has the highest overall FTIC Retention rate for the Summer/Fall 2015 FTIC cohort (89.89/90.01%), followed by USF Sarasota-Manatee (85.00/90.00%), and USF St. Petersburg (69.00/77.00%).
- USF Tampa FTIC Retention rates are generally trending positively across all groups (with the exception of Multi-race students). The highest FTIC Retention rate for the Summer/Fall 2015 FTIC cohort is found among Asian (97%), followed by Non-Resident Alien (93%), Black (92%), Hispanic and White (89%), and Multi-race (83%) students.
- USF St. Petersburg FTIC Retention rates are generally trending positively across all groups. The highest FTIC Retention rate for the Summer/Fall 2015 FTIC cohort is found among Black (79/83%), followed by Multi-race (77/77%), White (72/79%), Asian (71/100%) and Hispanic (61/72%) students.
- USF Sarasota-Manatee FTIC Retention rates are generally trending positively across all groups. The highest FTIC Retention rate for the Summer/Fall 2015 FTIC cohort is found among Asian and Black (100%), followed by White (86/89%), Hispanic (82/86%), Multi-race (77/77%), and Asian (71/100%) students.

USF System Student Profile - Summary of Findings

GRADUATION (SUCCESS):

- 4 year and 6 year FTIC graduation rates are generally trending upward at USF Tampa with the current 4 year rate (for the Summer/Fall 2012 cohort) at 48.52/48.78% and the current 6 year rate (for the Summer/Fall 2010 cohort) at 66.62/67.25%. Asian (76%) students graduate at the highest 6 year rate, followed by Non-resident aliens (75%), with the completion gap between Black (69%), Multi-race (67%), Hispanic (66%), and White (65%) effectively eliminated.
- While a 4 year graduation gap exists between Pell grant recipients (46.70/46.90%) and wealthier students (49.7/50.00%), the gap effectively closes for the 6 year graduation rate, between Pell grant recipients (67.00/67.50%) and wealthier students (66.40/67.10%).
- 4 year and 6 year FTIC graduation rates are generally trending downward at USF St. Petersburg with the current 4 year rate (for the Summer/Fall 2012 cohort) at 16.30/27.30% and the current 6 year rate (for the Summer/Fall 2010 cohort) at 35.60/50.60%. Multi-race students (44.00/56.00%) graduate at the highest 6 year rate, followed by White (38.70/52.40%), Asian (30.80/53.90%), Black (27.80/38.90%), and Hispanic (24.00/45.3%) students.
- At USF St. Petersburg the 4 year graduation rate for Pell recipients (19.5/32.3%) exceeds that of wealthier students (14.00/24.20%), even as the 6 year rates for Pell recipients (33.30/48.30%) and wealthier students (36.7/51.30%) close.
- The distribution of baccalaureate degrees awarded, by race, has remained relatively stable across the USF System over the past five years. At USF Tampa and USF St. Petersburg the greatest proportional growth has occurred with Hispanic graduates, with a drop in White graduates.

Total Enrollment by Level



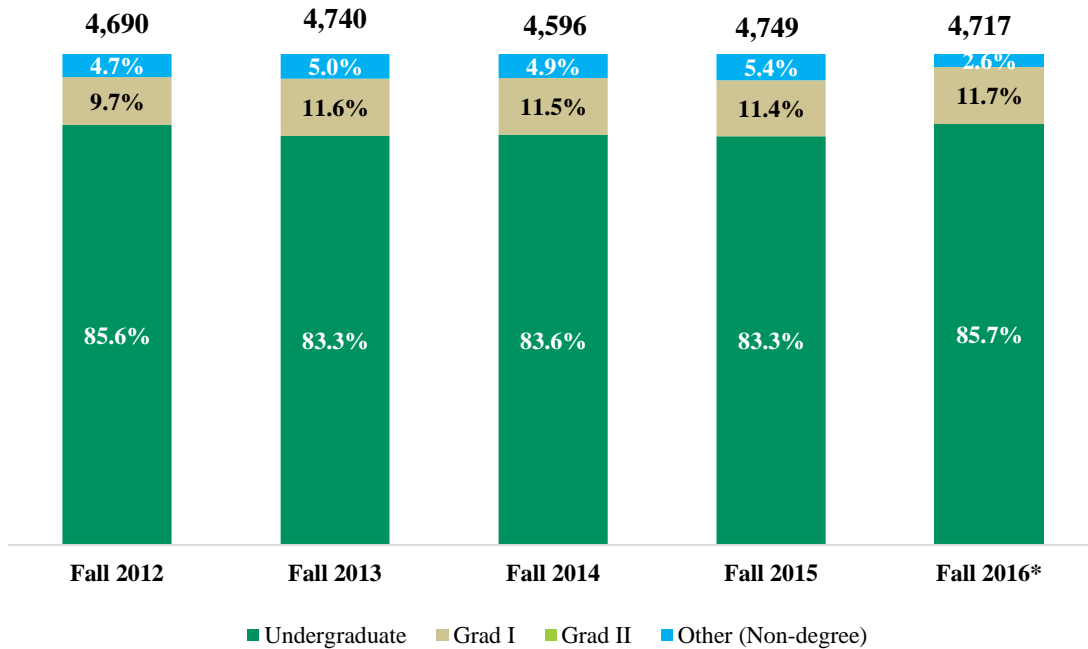
*Preliminary data

Note: Other (Non-degree) includes non-degree undergraduate and graduate students (dual enrolled, visiting/transient, certificate students)

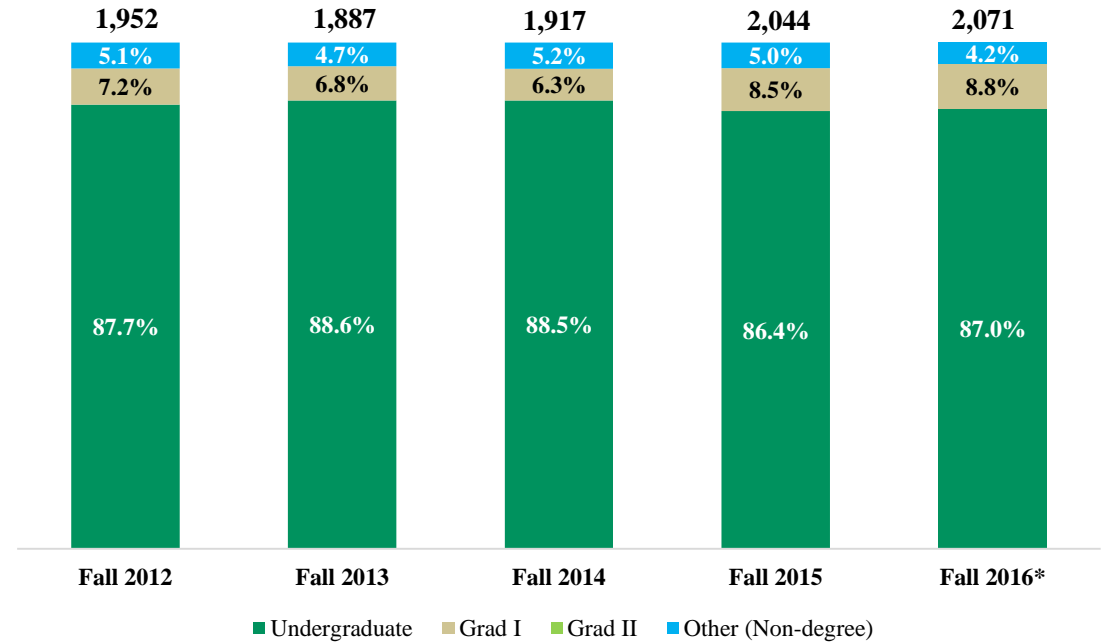
Source: USF Office of Decision Support

Total Enrollment by Level

USF St. Petersburg Total Fall Headcount



USF Sarasota-Manatee Total Fall Headcount



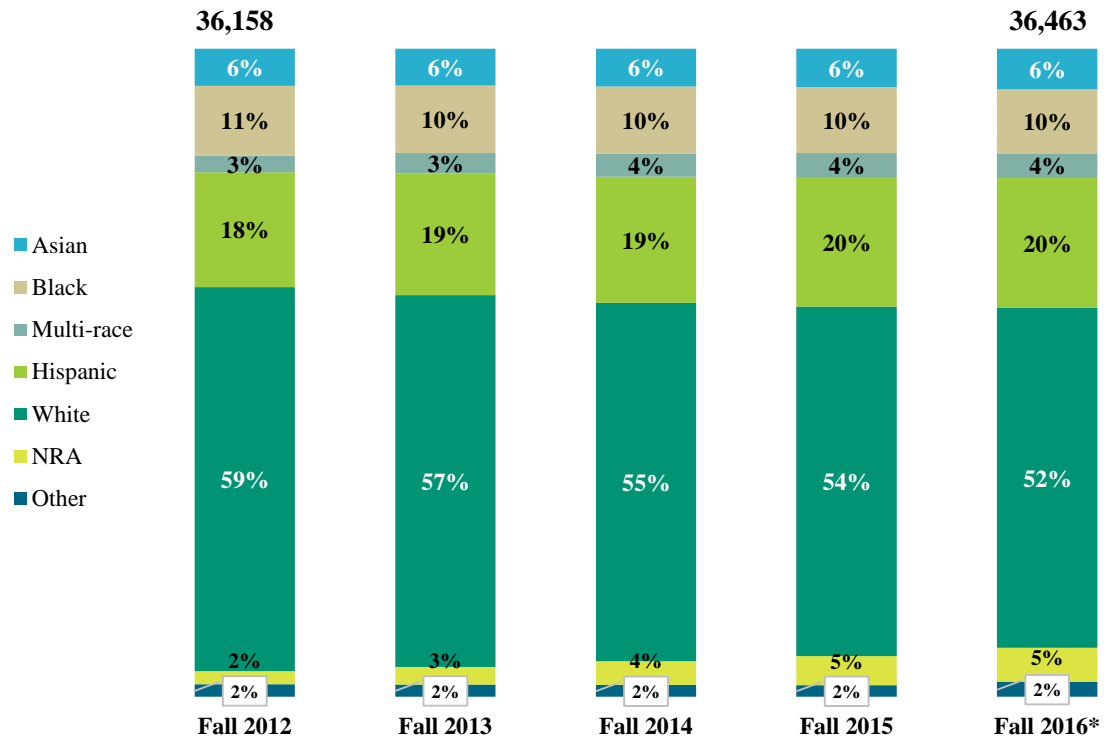
*Preliminary data

Note: Other (Non-degree) includes non-degree undergraduate and graduate students (dual enrolled, visiting/transient, certificate students)

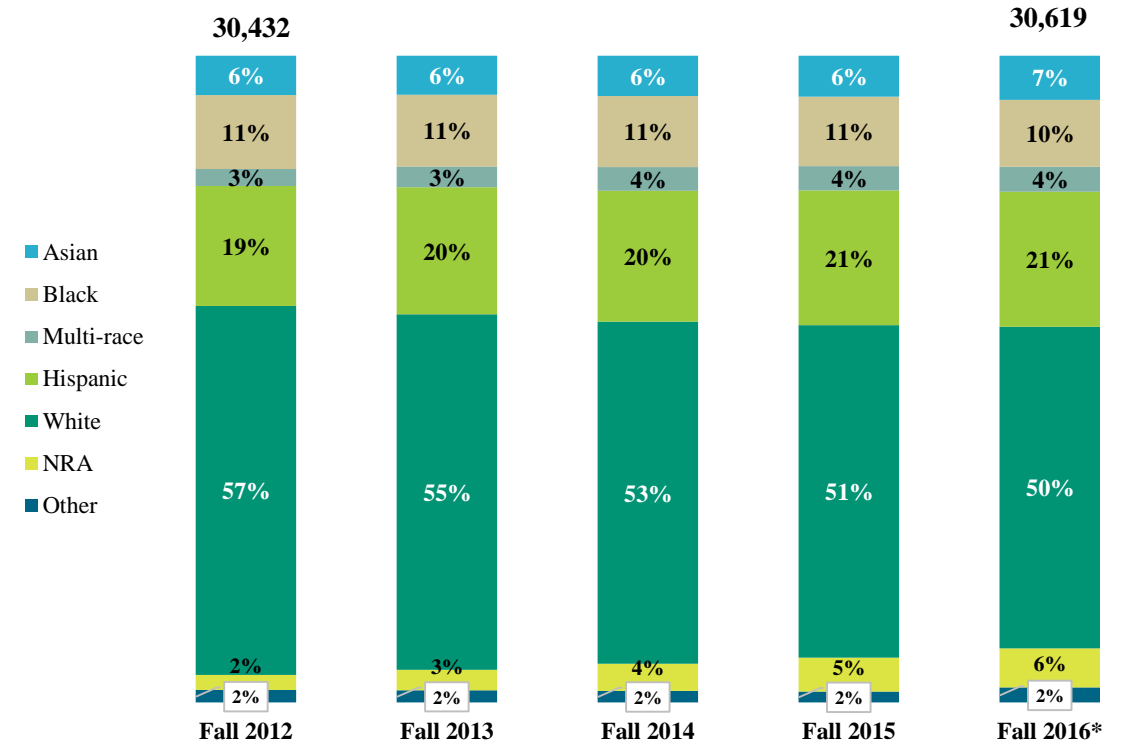
Source: USF Office of Decision Support

Total Undergraduate Enrollment by Race/Ethnicity

USF System Undergraduate Headcount



USF Tampa Headcount by Race/Ethnicity

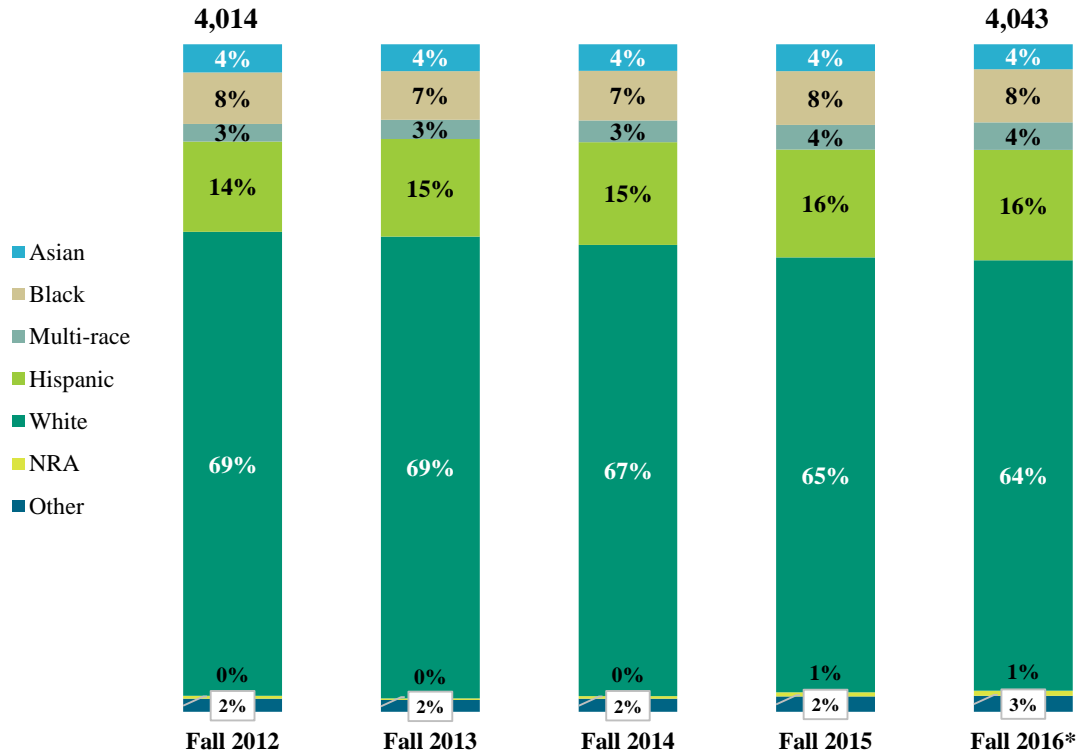


* Preliminary data

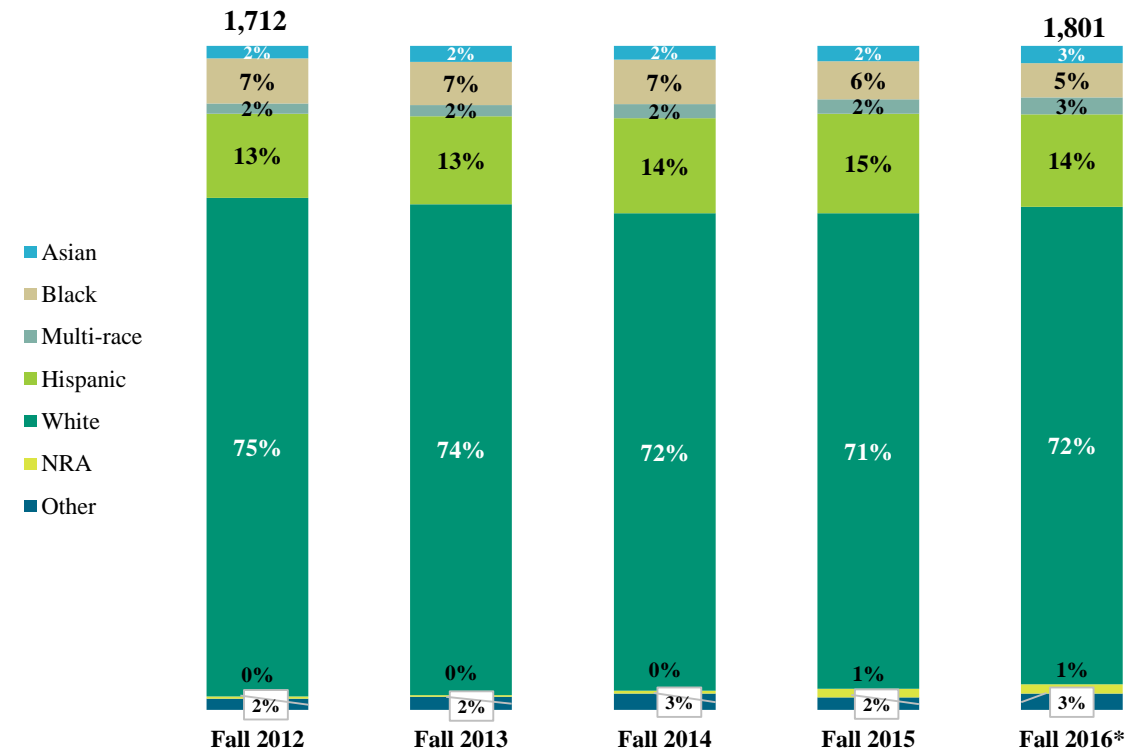
Source: USF Office of Decision Support

Total Undergraduate Enrollment by Race/Ethnicity

USF St. Petersburg Undergraduate Headcount



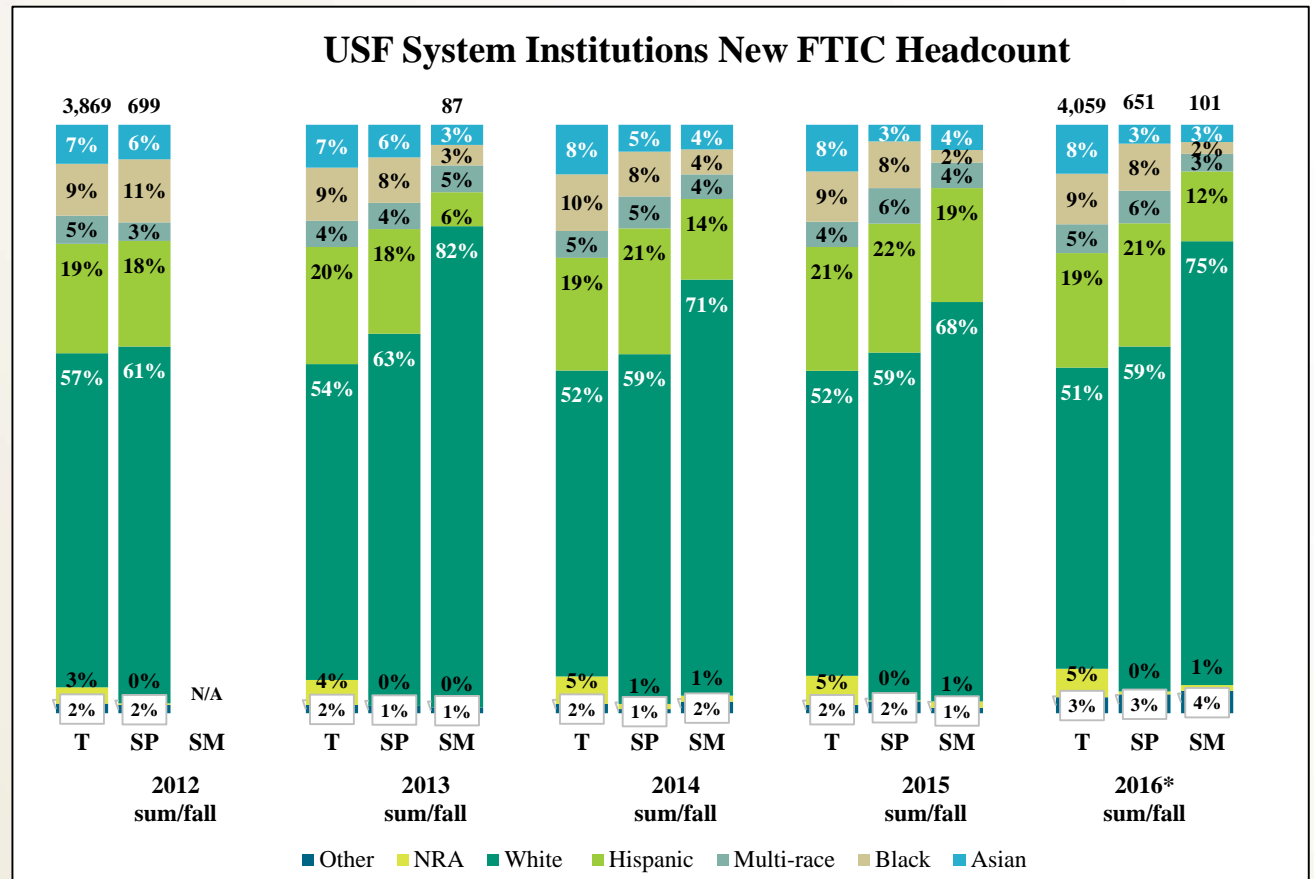
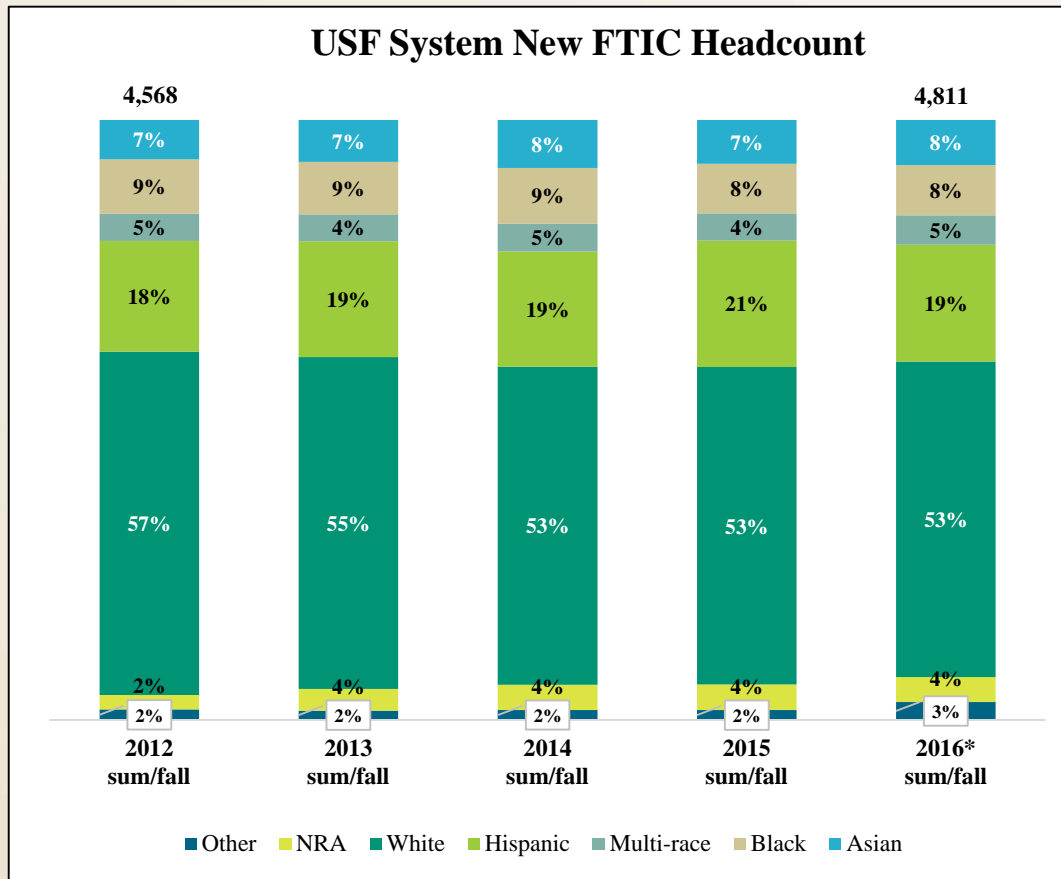
USF Sarasota-Manatee Undergraduate Headcount



* Preliminary data

Source: USF Office of Decision Support

New FTIC Enrollment by Race/Ethnicity

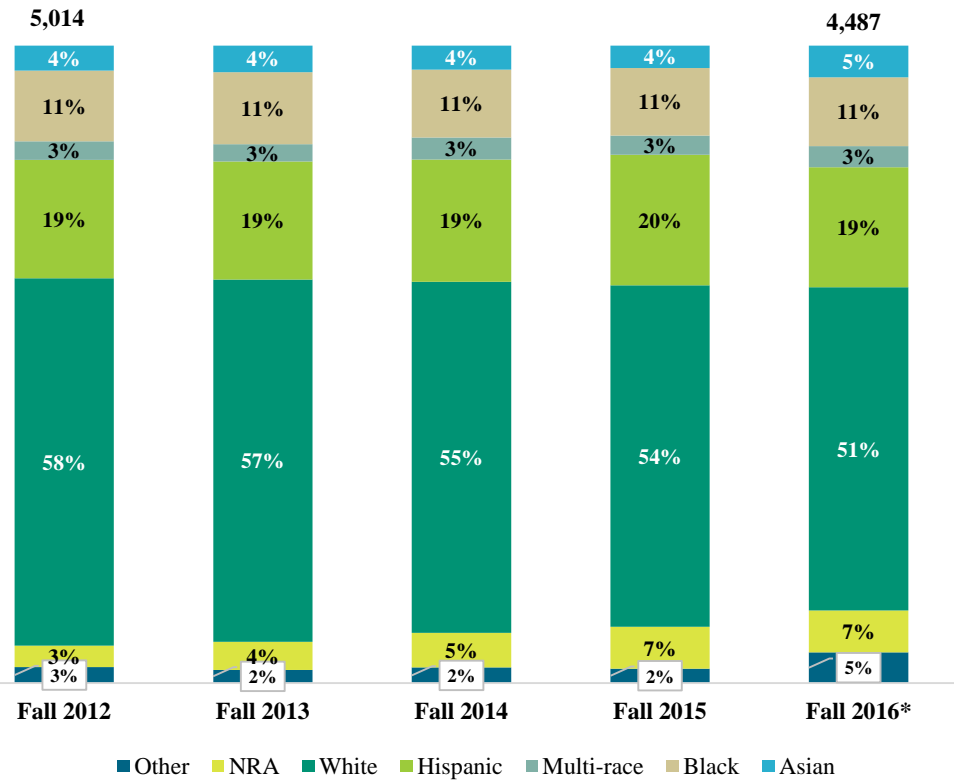


- Preliminary data
- Summer/Fall (IPEDS definition): PBF & Preeminence

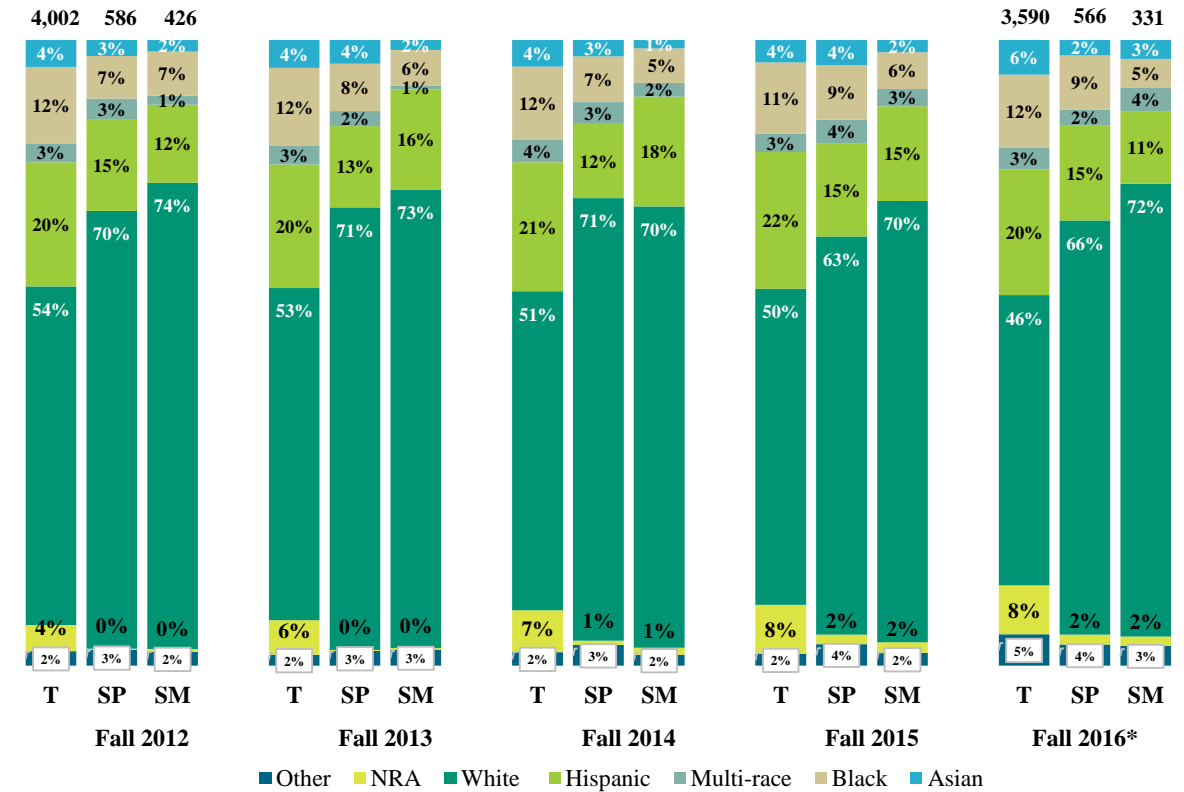
Source: USF Office of Decision Support

New Undergraduate Transfer Enrollment by Race/Ethnicity

USF System New UG Transfer Headcount



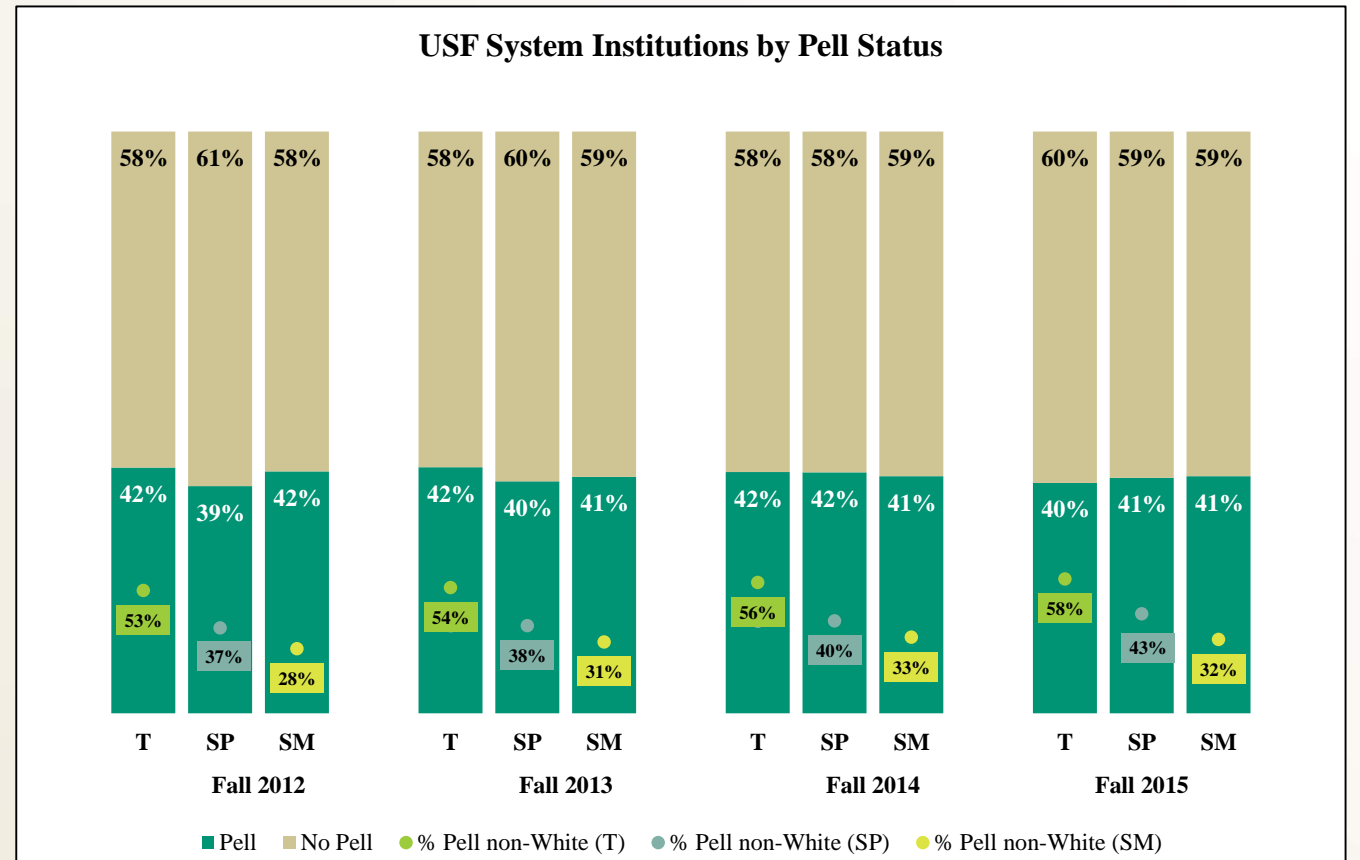
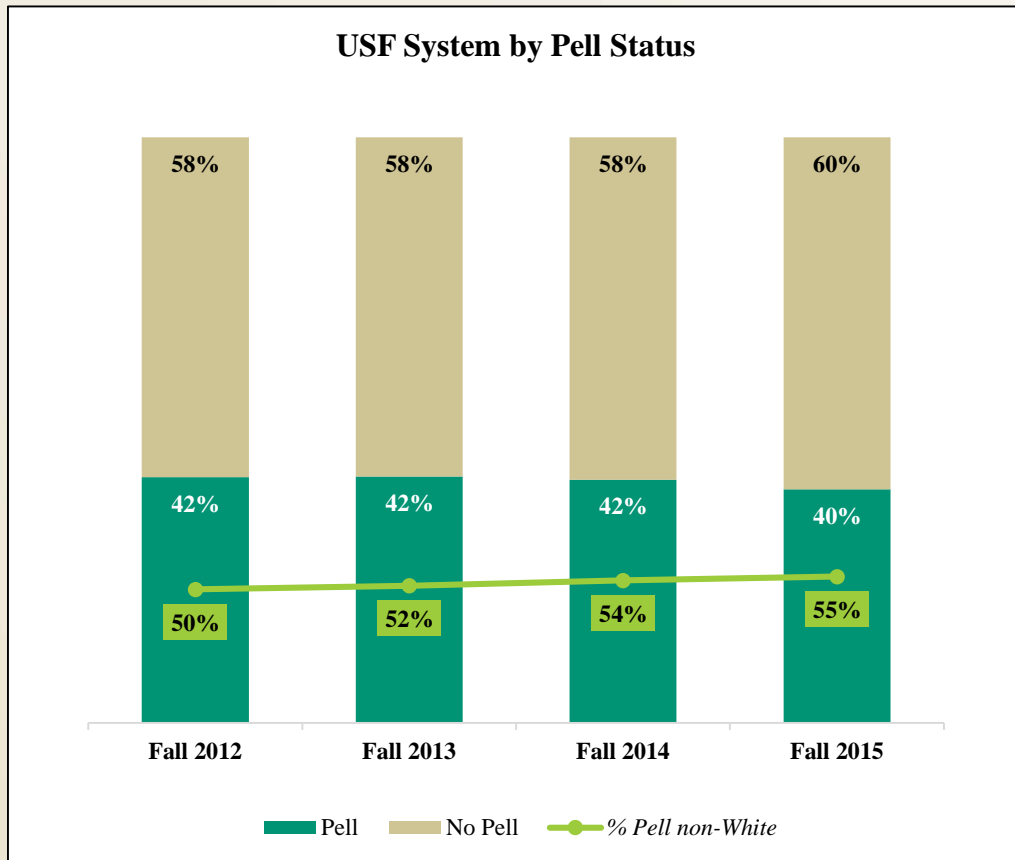
USF System Institutions New UG Transfer Headcount



* Preliminary data

Source: USF Office of Decision Support

Undergraduate Enrollment by Pell Status



Note: All Undergraduate students, Fall only; PBF Metric #7 – University Access Rate

Source: USF Office of Decision Support

Referential Peers

USF Tampa National Peers:

1. North Carolina State University at Raleigh
2. Rutgers University-New Brunswick (AAU)
3. Stony Brook University (AAU)
4. University at Buffalo (AAU)
5. University of Alabama at Birmingham
6. University of California-Irvine (AAU)
7. University of Cincinnati-Main Campus
8. University of Illinois at Chicago

USF St. Petersburg National Peers ¹:

1. Florida Gulf Coast University
2. University of Tennessee-Martin
3. University of Texas at Tyler
4. The University of Tampa
5. University of Colorado at Colorado Springs

USF Sarasota-Manatee National Peers:

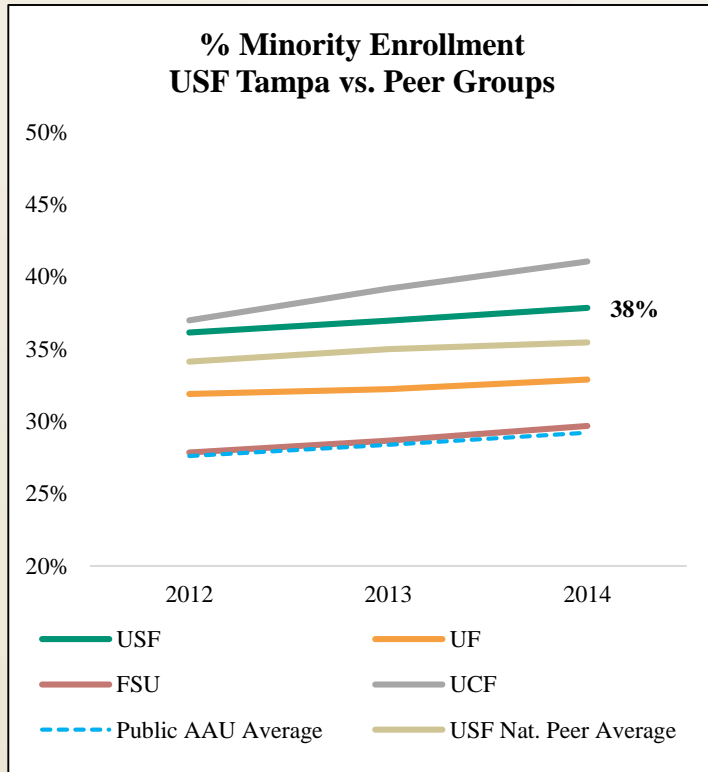
1. Georgia Southwestern State University
2. Indiana University-Kokomo
3. Louisiana State University-Shreveport
4. University of Houston-Victoria

Public AAU Institutions:

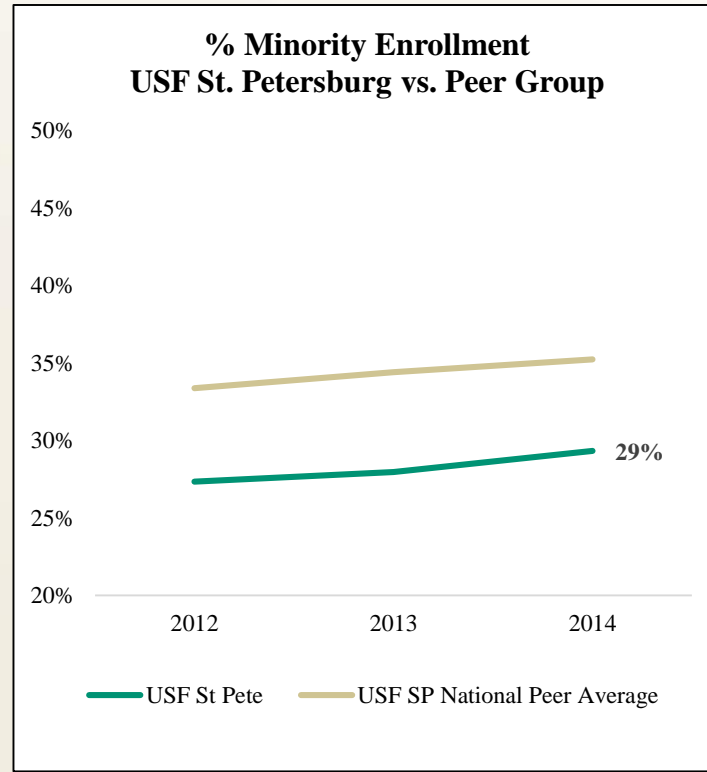
1. Georgia Institute of Technology-Main Campus
2. Indiana University-Bloomington
3. Iowa State University
4. Michigan State University
5. Ohio State University-Main Campus
6. Pennsylvania State University-Main Campus
7. Purdue University-Main Campus
8. Rutgers University-New Brunswick
9. Stony Brook University
10. Texas A & M University-College Station
11. The University of Texas at Austin
12. University at Buffalo
13. University of Arizona
14. University of California-Berkeley
15. University of California-Davis
16. University of California-Irvine
17. University of California-Los Angeles
18. University of California-San Diego
19. University of California-Santa Barbara
20. University of Colorado Boulder
21. University of Florida
22. University of Illinois at Urbana-Champaign
23. University of Iowa
24. University of Kansas
25. University of Maryland-College Park
26. University of Michigan-Ann Arbor
27. University of Minnesota-Twin Cities
28. University of Missouri-Columbia
29. University of North Carolina at Chapel Hill
30. University of Oregon
31. University of Pittsburgh-Pittsburgh Campus
32. University of Virginia-Main Campus
33. University of Washington-Seattle Campus
34. University of Wisconsin-Madison

¹ USF SP National Peers are updated from those listed in the USFSP Strategic Plan

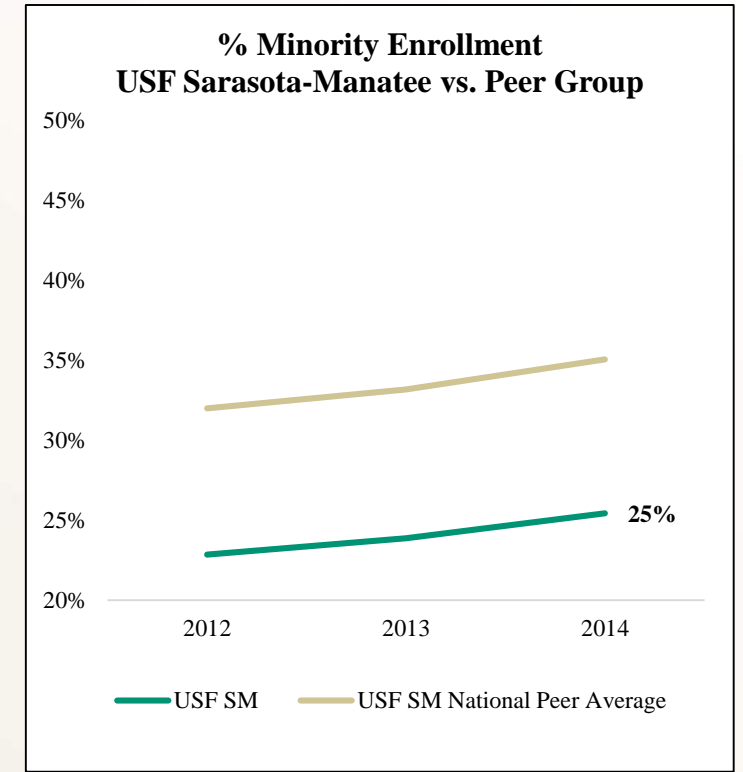
Peer Comparisons: Total Minority* Enrollment (Total Headcount – UG+GR)



**Hillsborough County % Minority*
College-Age Population (18-24 yrs) = 34%**



**Pinellas County % Minority*
College-Age Population (18-24 yrs) = 26%**



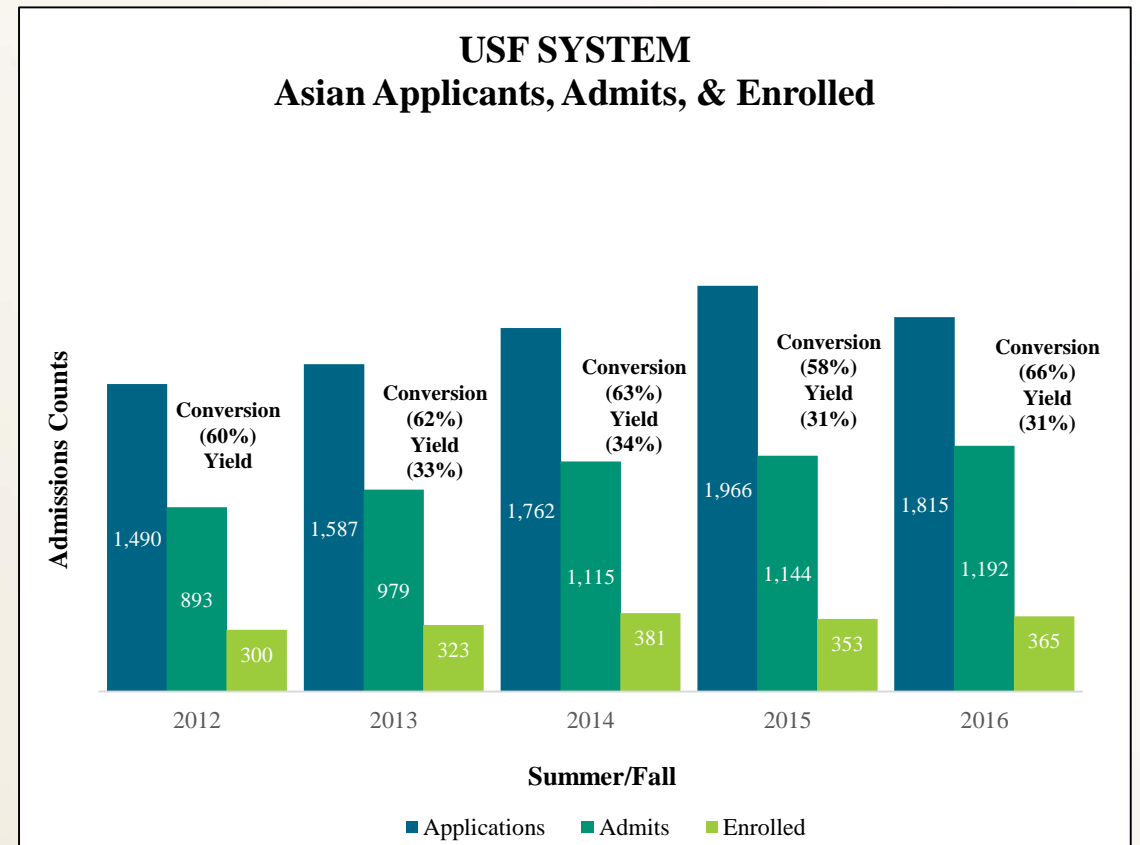
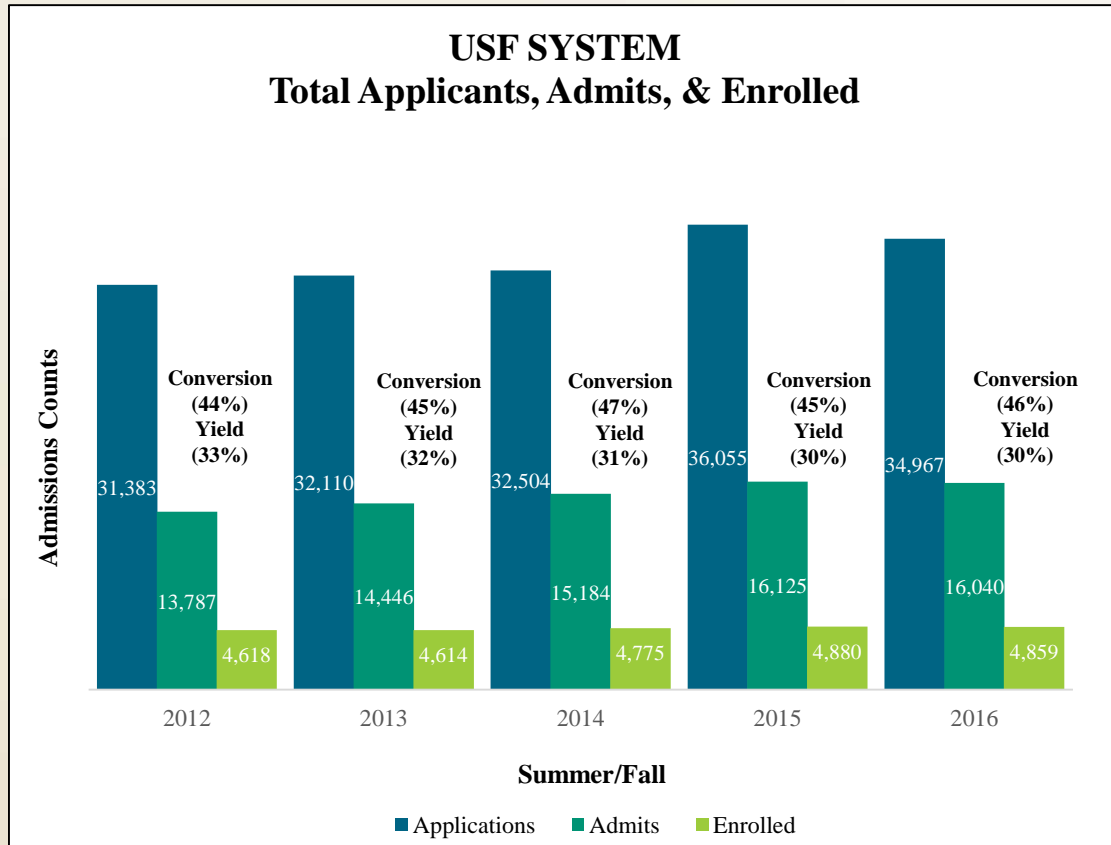
**Sarasota + Manatee Counties % Minority*
College-Age Population (18-24 yrs) = 24%**

**State of Florida % Minority*
College-Age Population (18-24 yrs) = 33%**

Source: USF Office of Decision Support, IPEDS (fall enrollment) and 2010 U.S. Census data

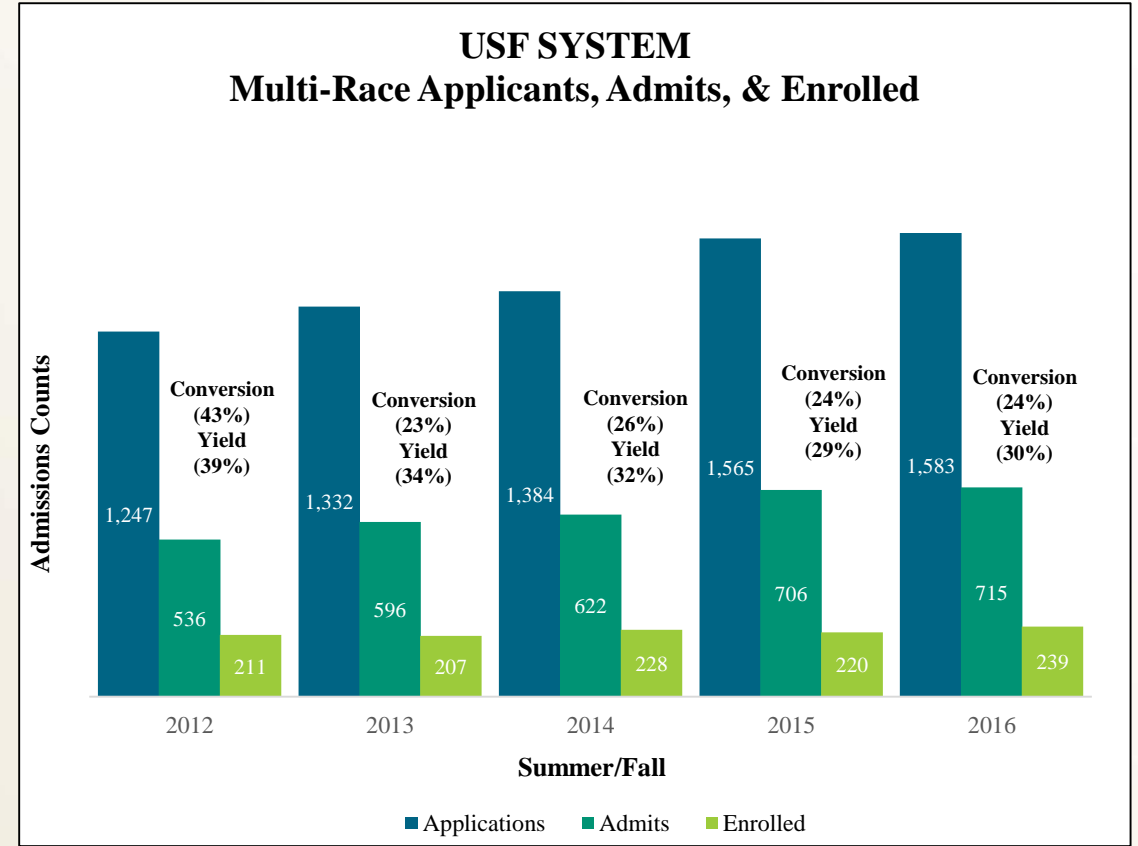
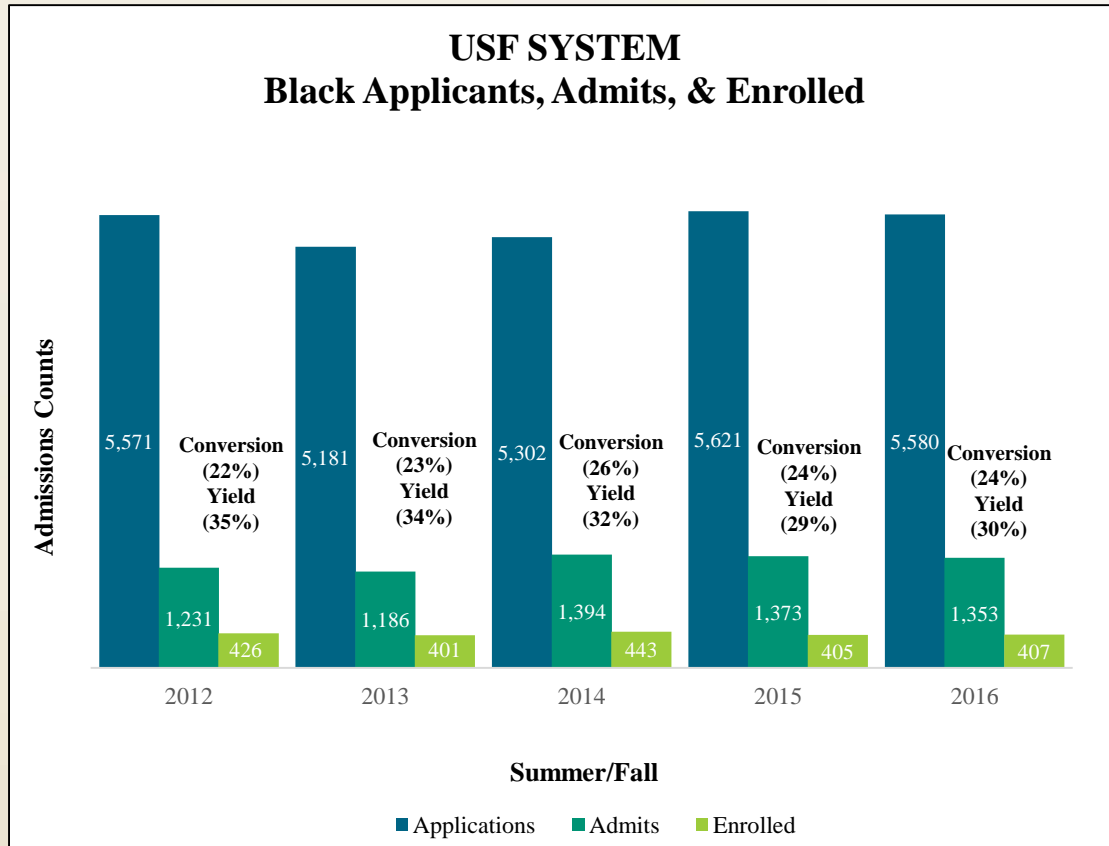
*Minority include those not categorized as white, race unknown or nonresident.

USF System FTICs – Applicants, Admits & Enrolled (Total & Asian)



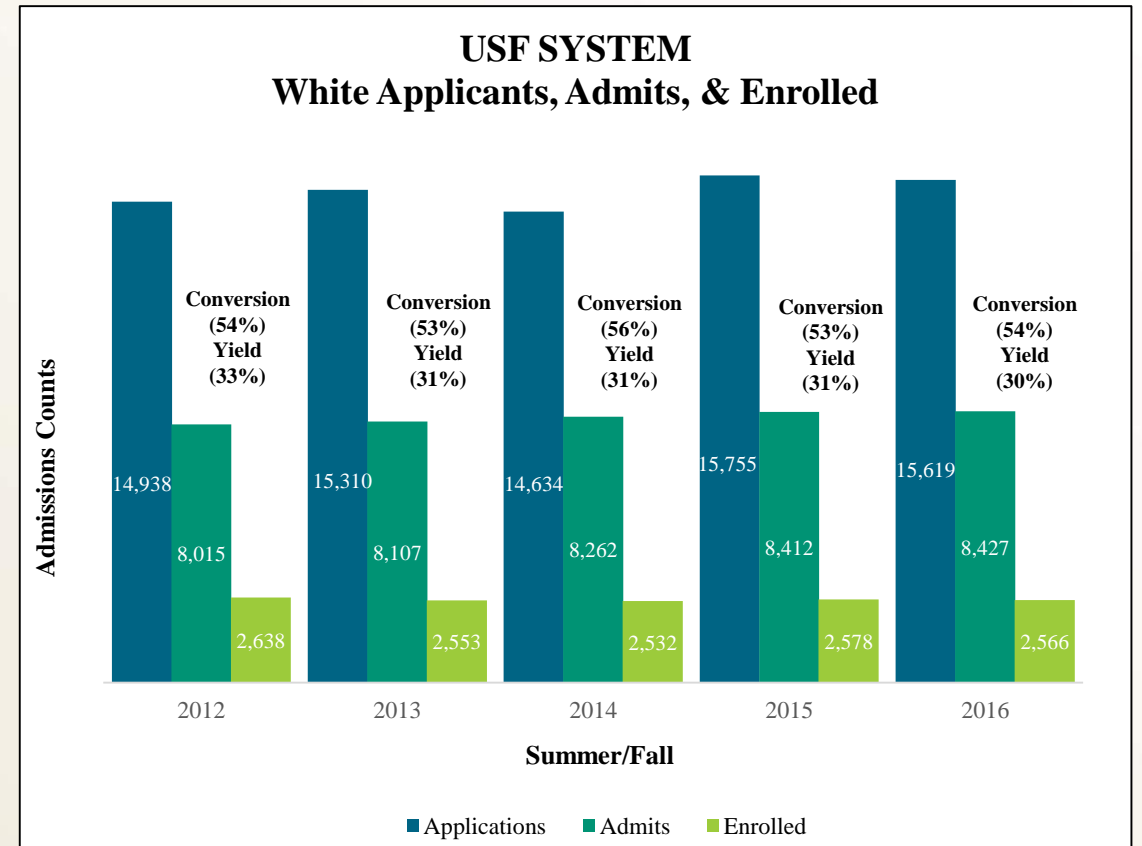
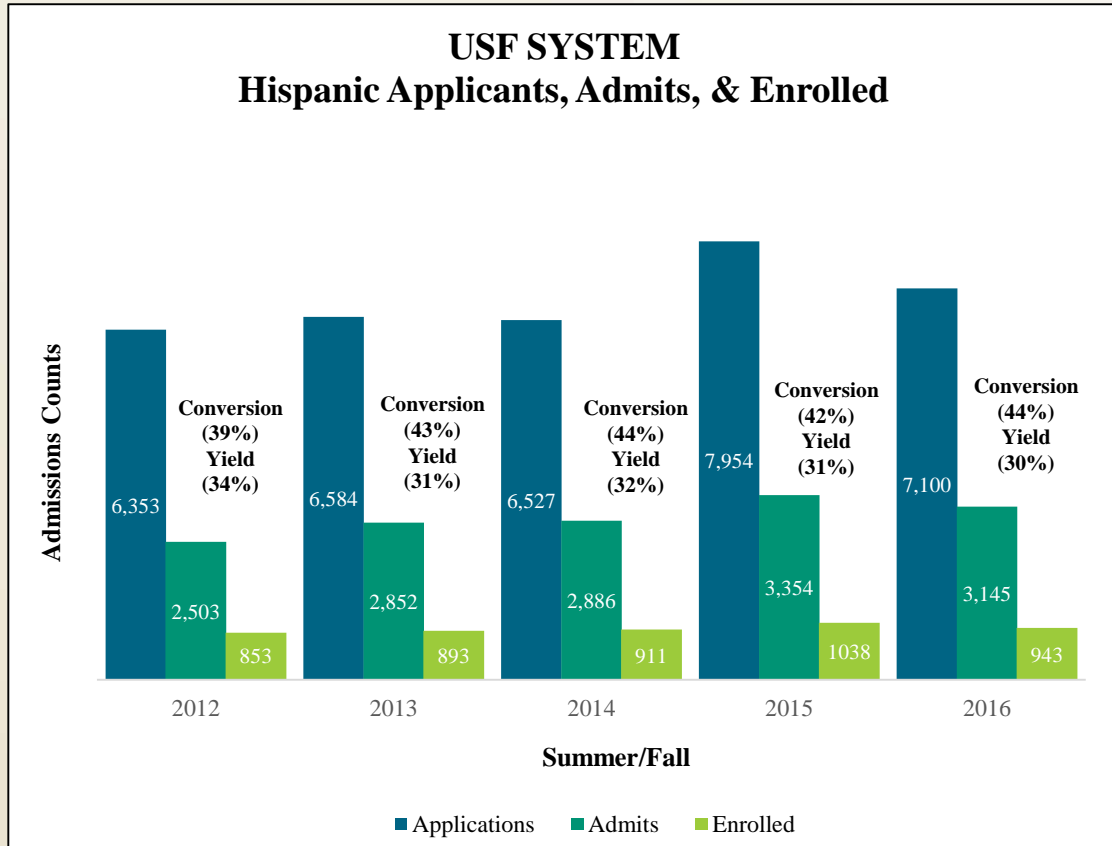
Source: USF Office of Decision Support

USF System FTICs – Applicants, Admits & Enrolled (Black & Multi-Race)



Source: USF Office of Decision Support

USF System FTICs – Applicants, Admits & Enrolled (Hispanic & White)

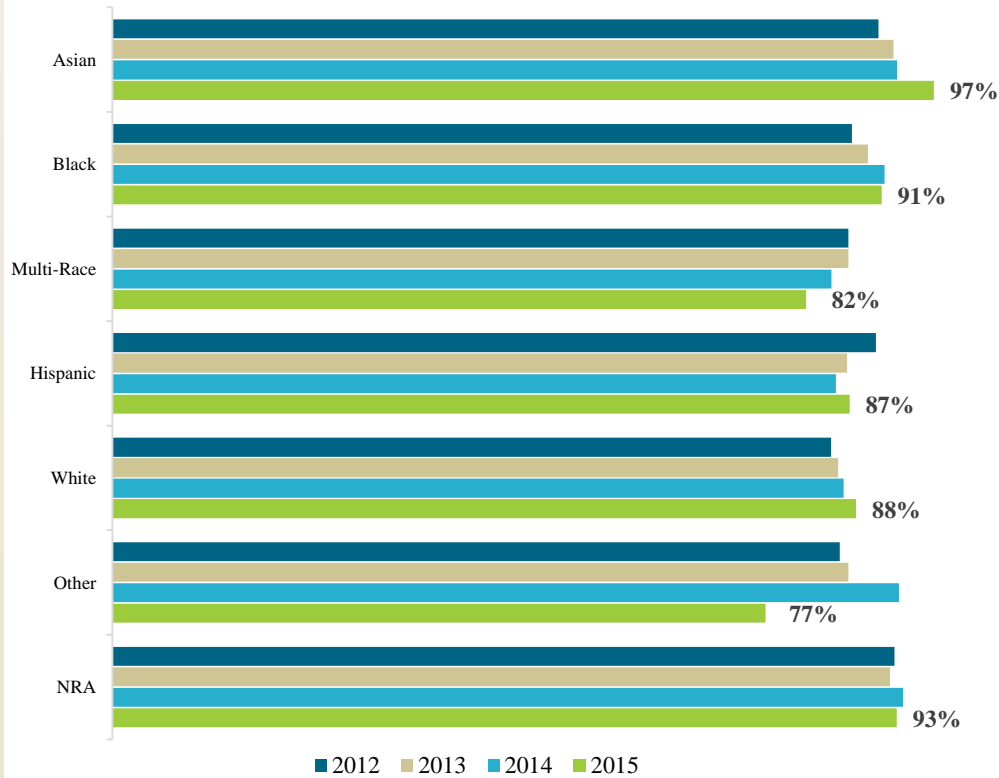


Source: USF Office of Decision Support

FTIC Retention Rates by Race/Ethnicity

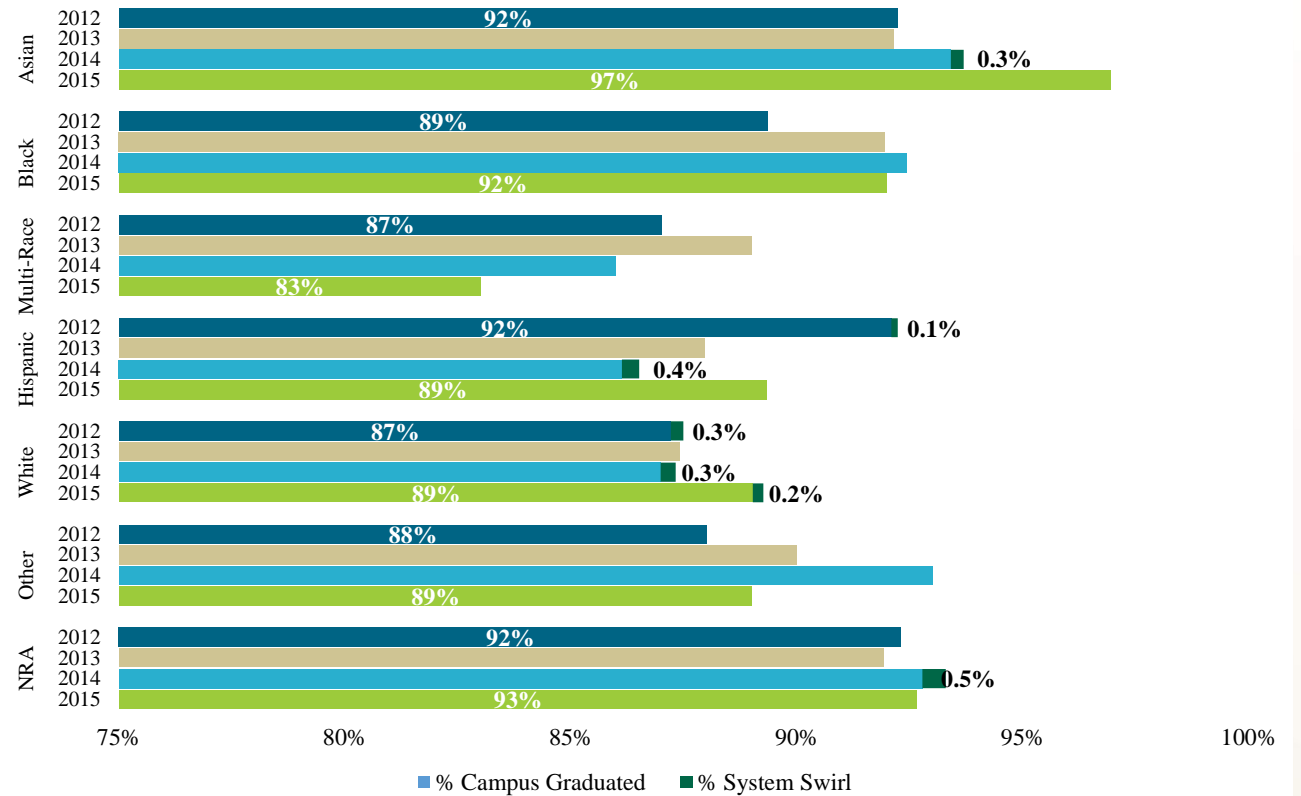
USF System FTIC 1-Year Retention by Race/Ethnicity

2015* Summer/Fall Cohort Total Retention Rate=88%



USF Tampa FTIC 1-Year Retention By Race/Ethnicity

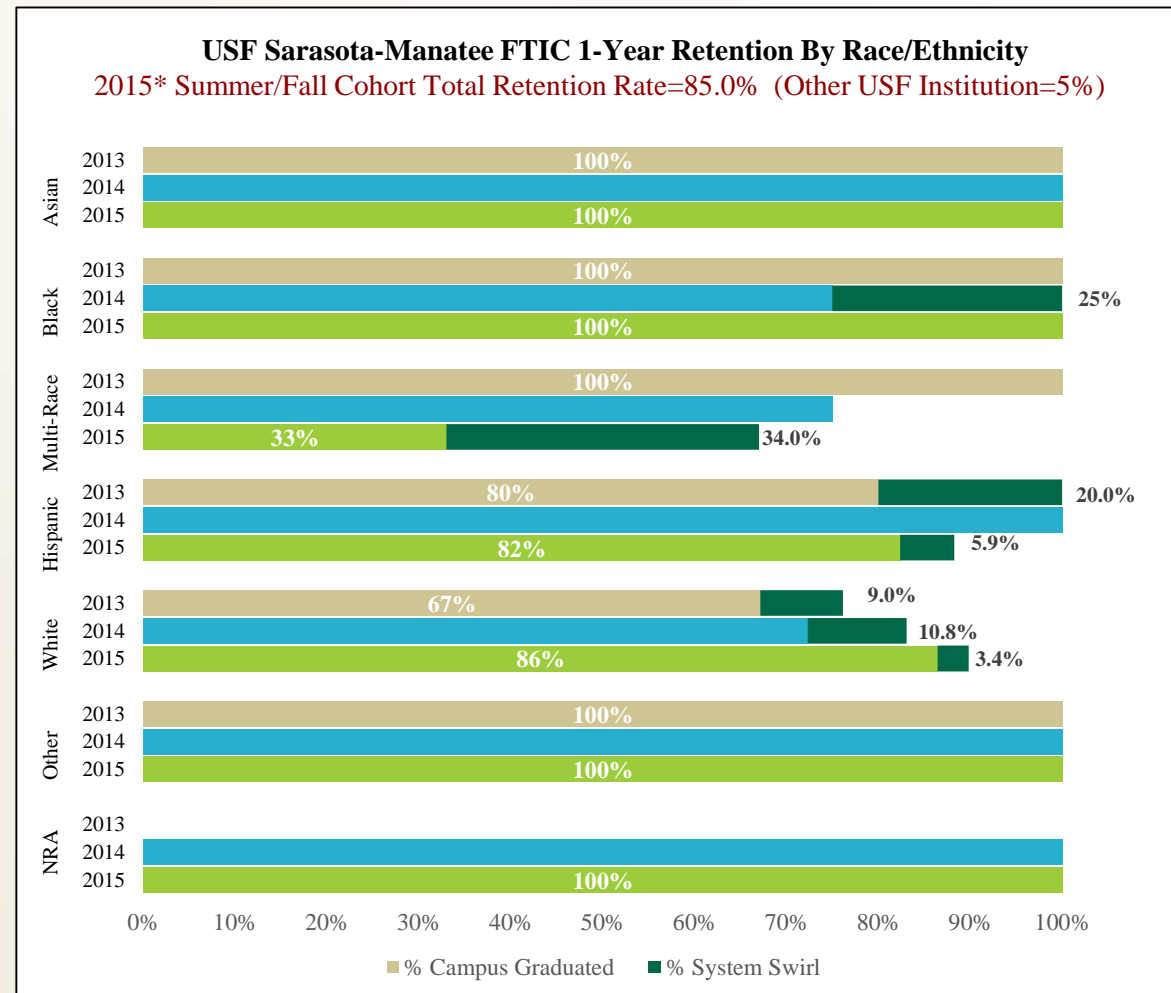
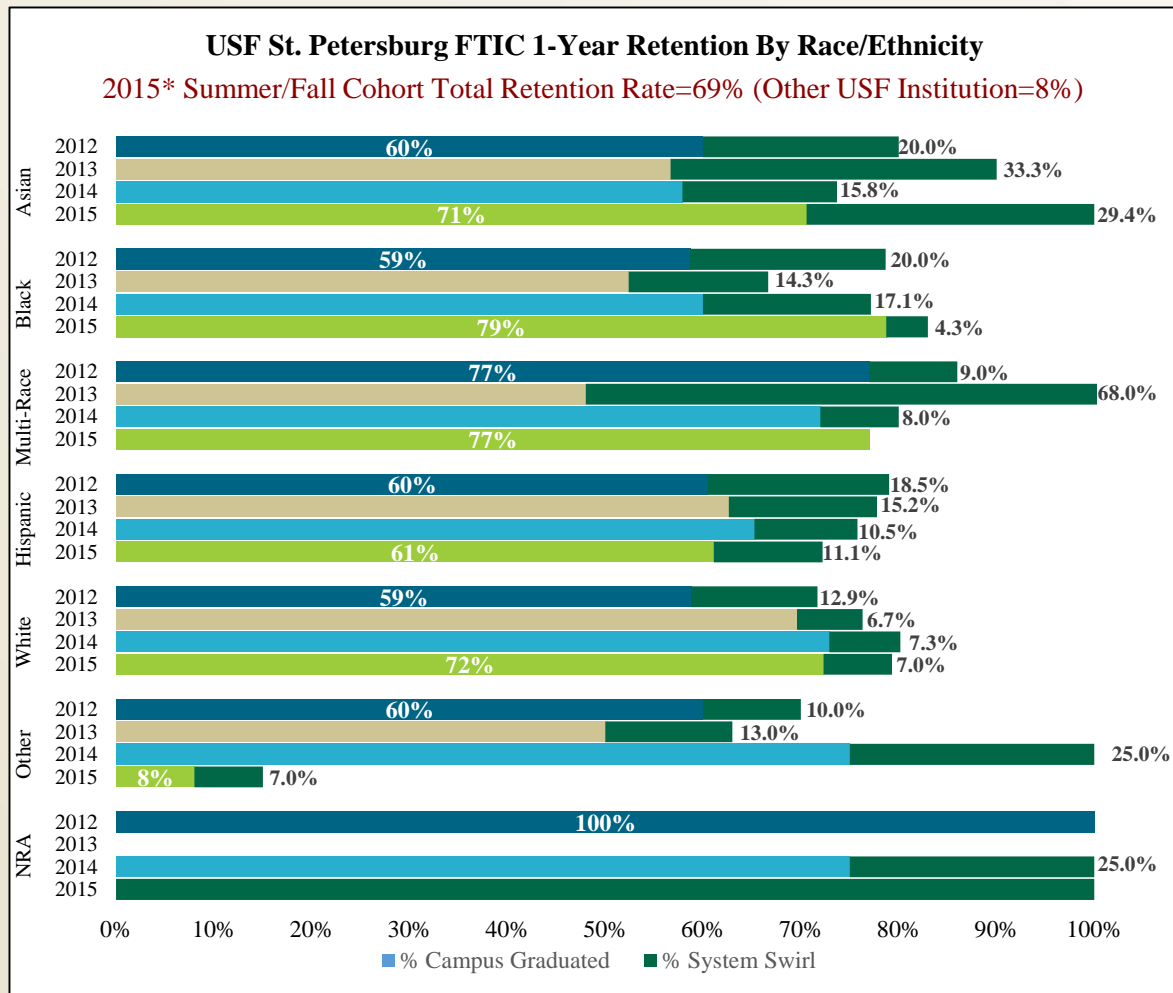
2015* Summer/Fall Cohort Total Retention Rate = 89.89% (Other USF Institution=0.12%)



* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology; PBF and Preeminence

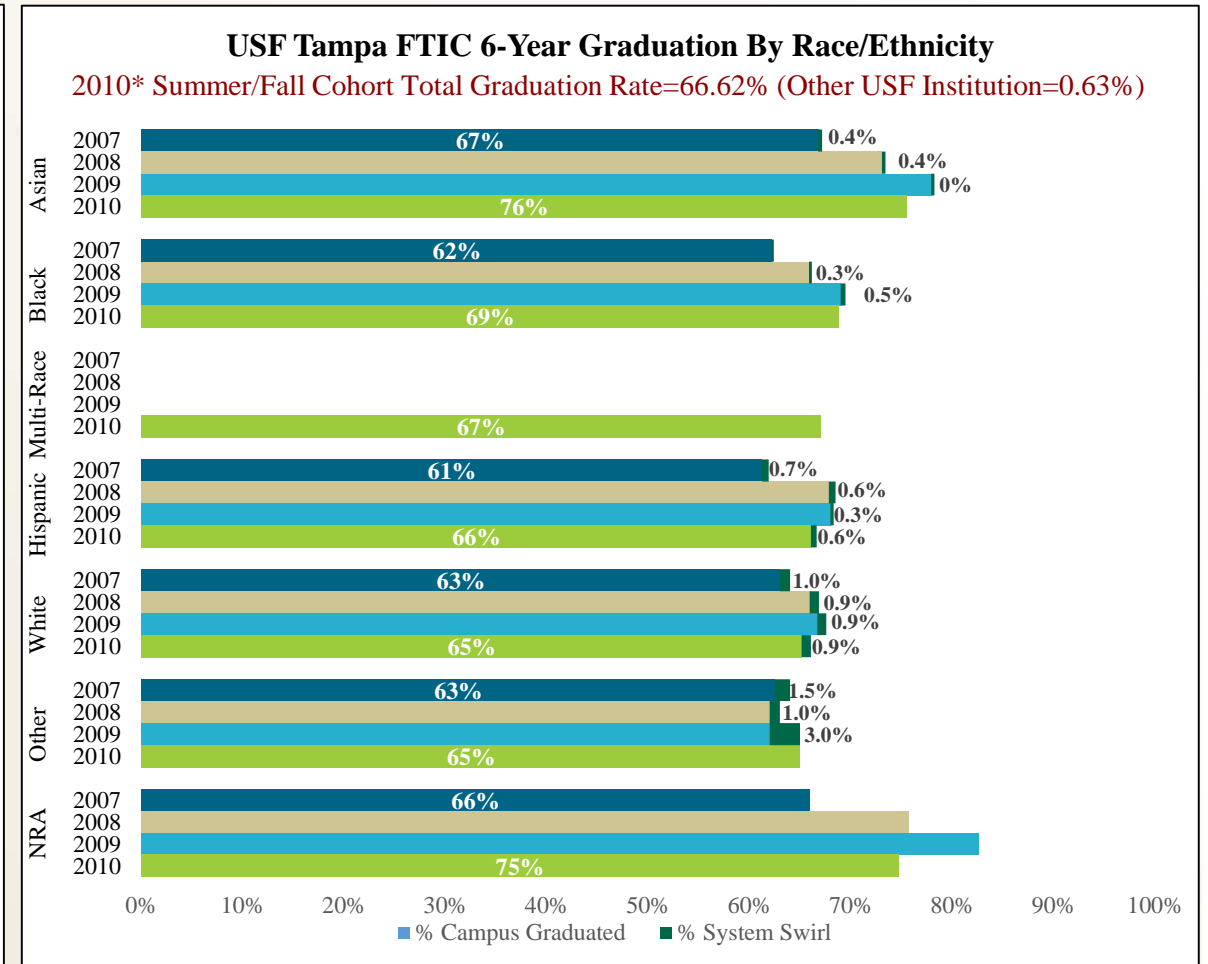
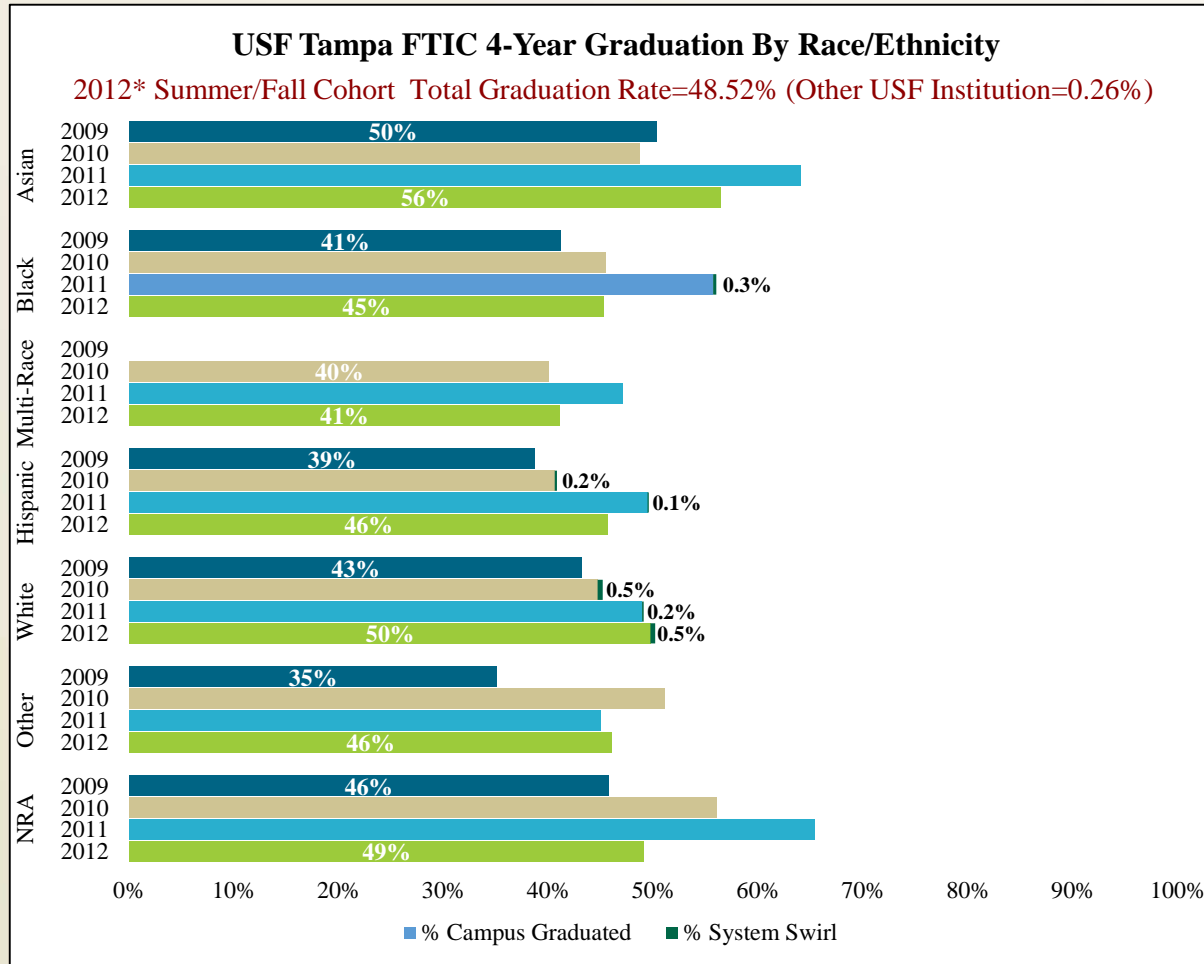
FTIC Retention Rates by Race/Ethnicity



* 2015 Data – Preliminary

Source: USF Office of Decision Support, IPEDS methodology

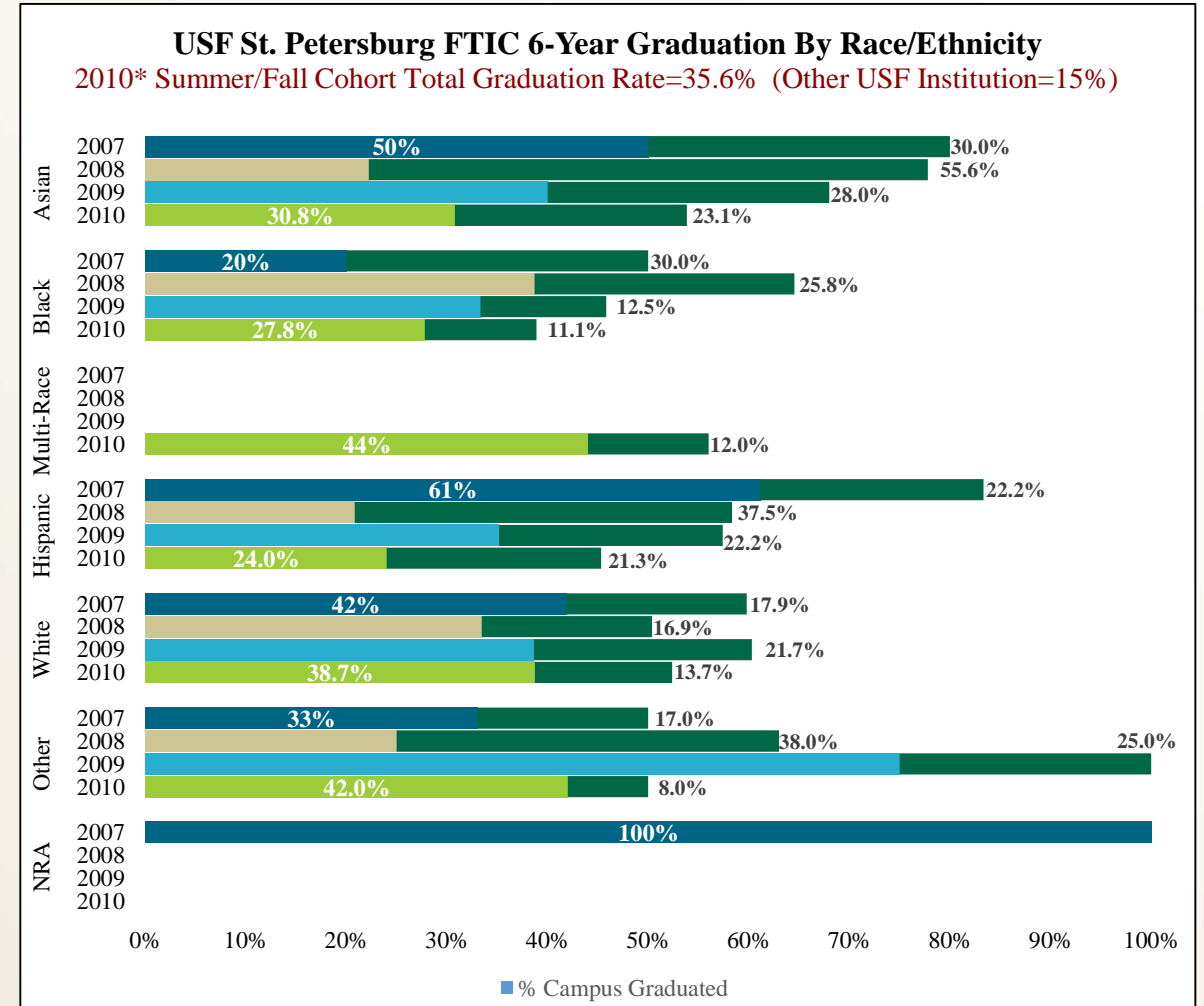
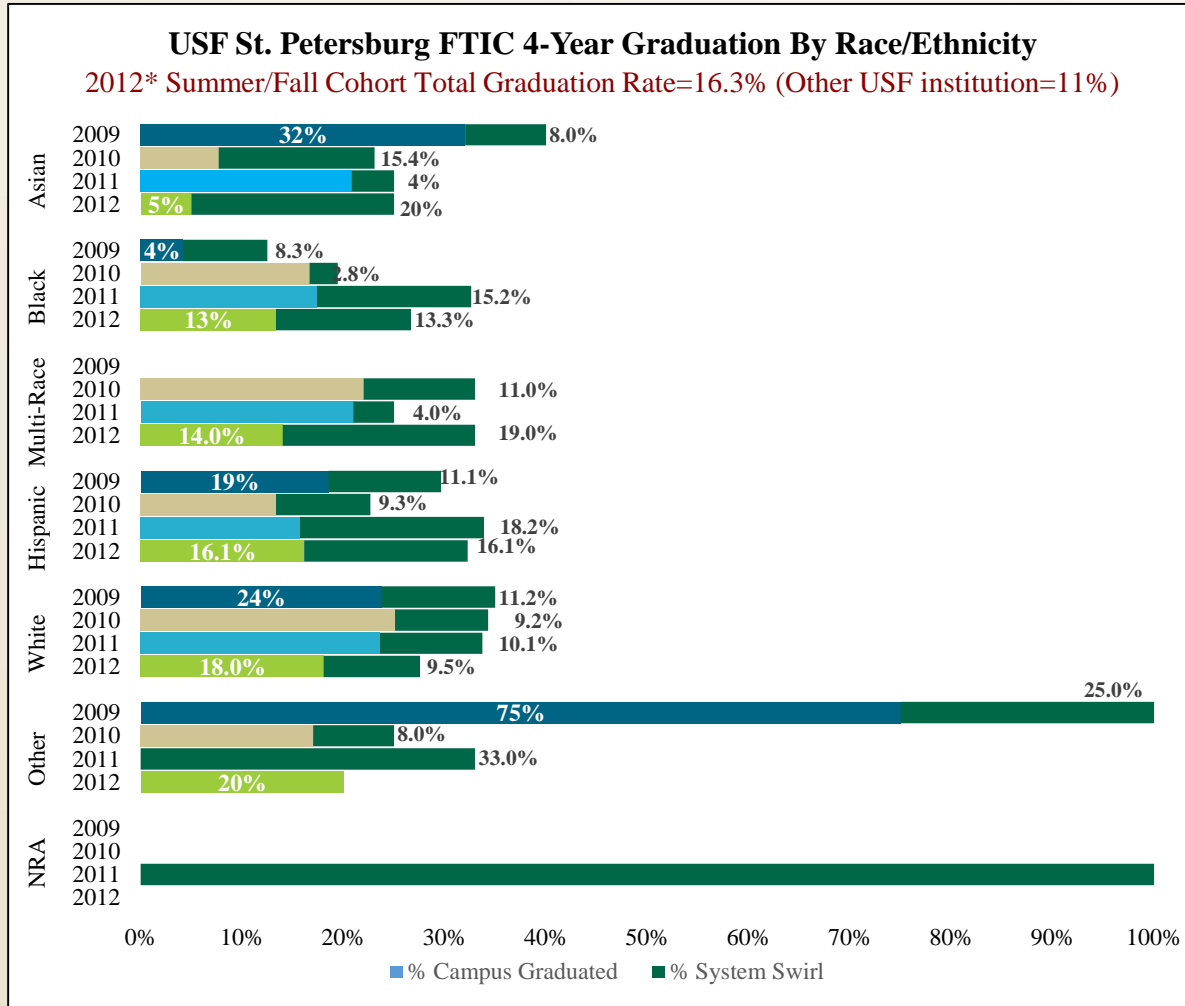
FTIC Graduation Rates by Race/Ethnicity : USF Tampa



* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology (Preeminence)

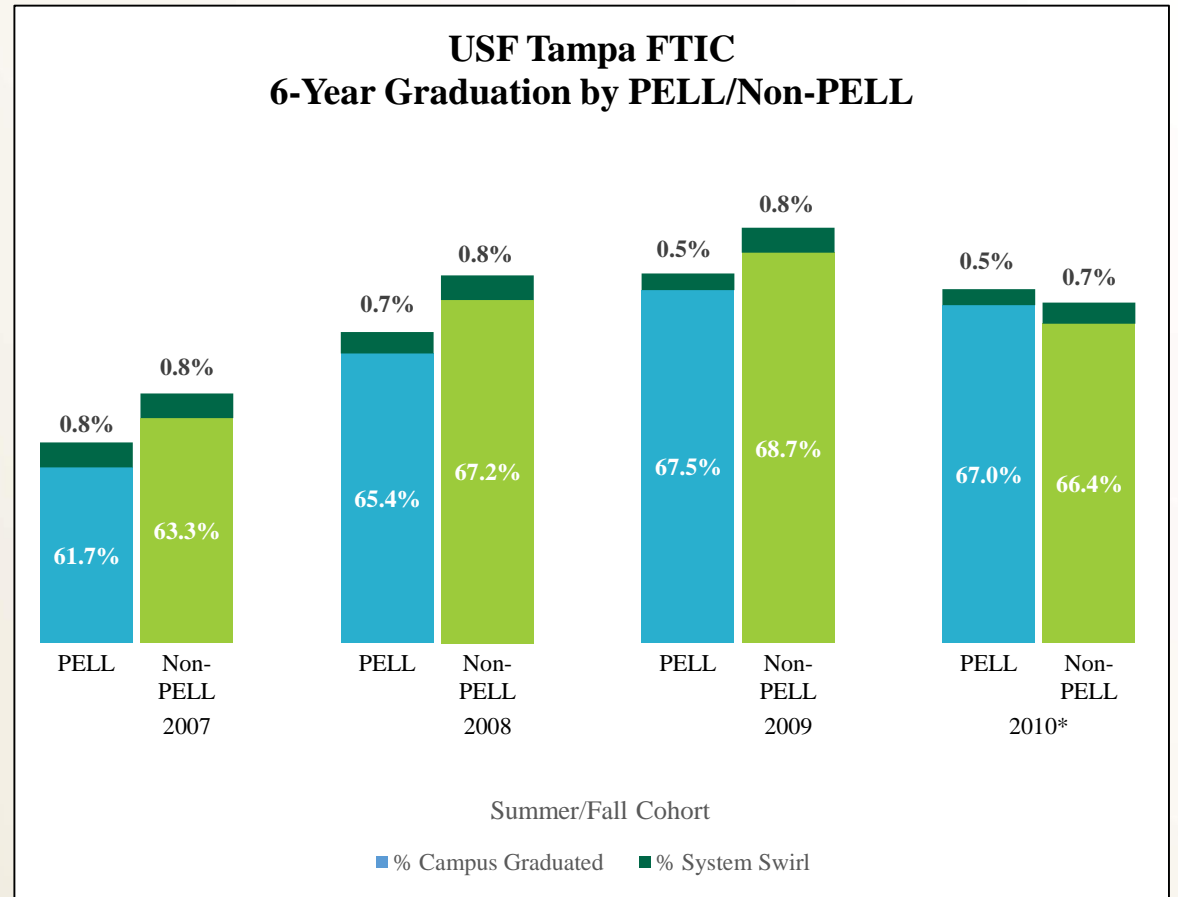
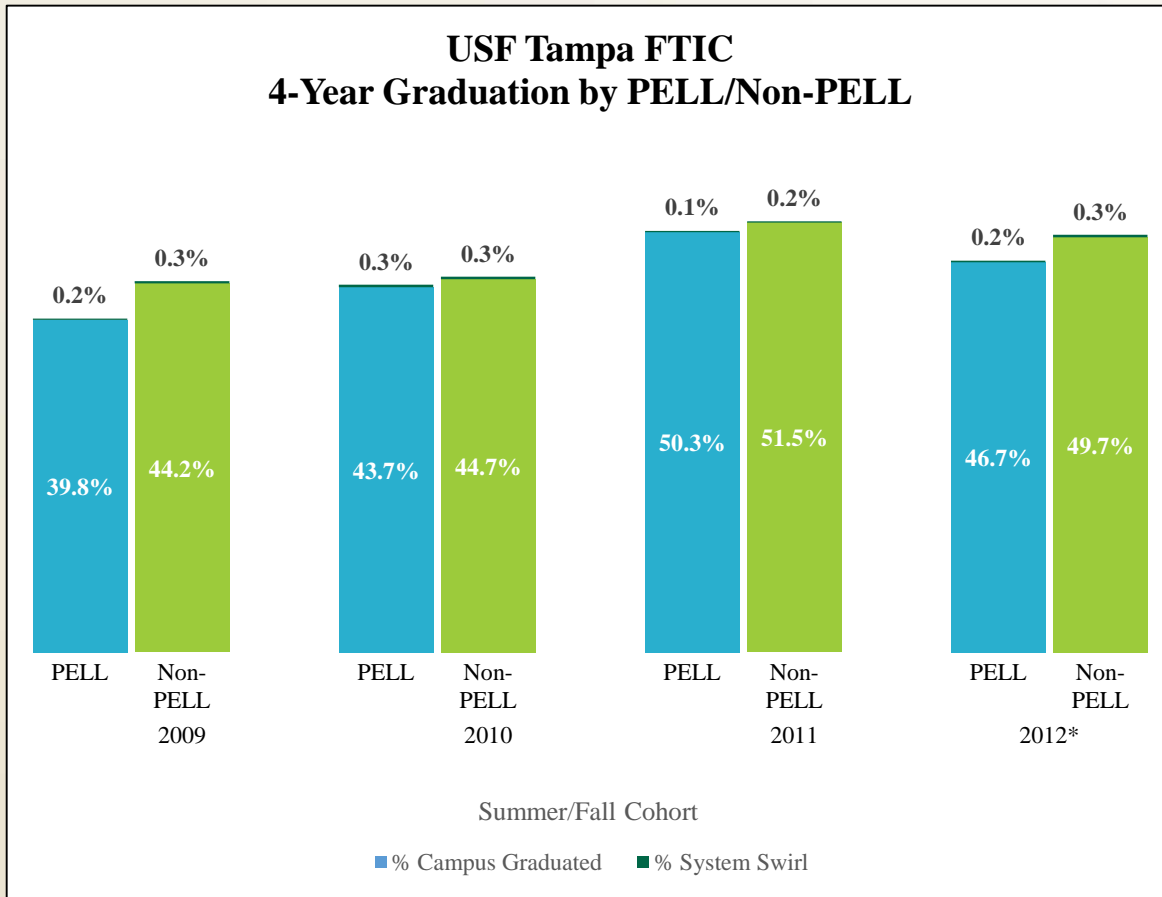
FTIC Graduation Rates by Race/Ethnicity: USF St. Petersburg



* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology (Preeminence)

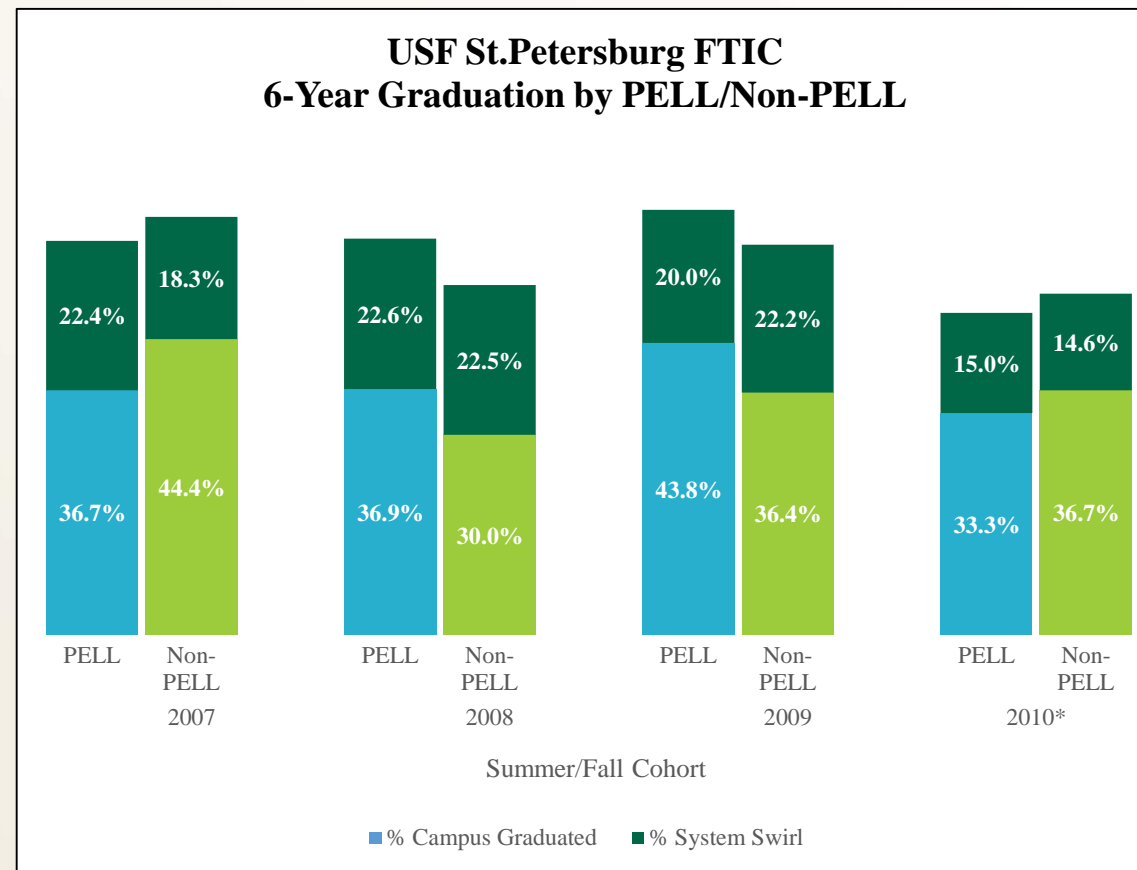
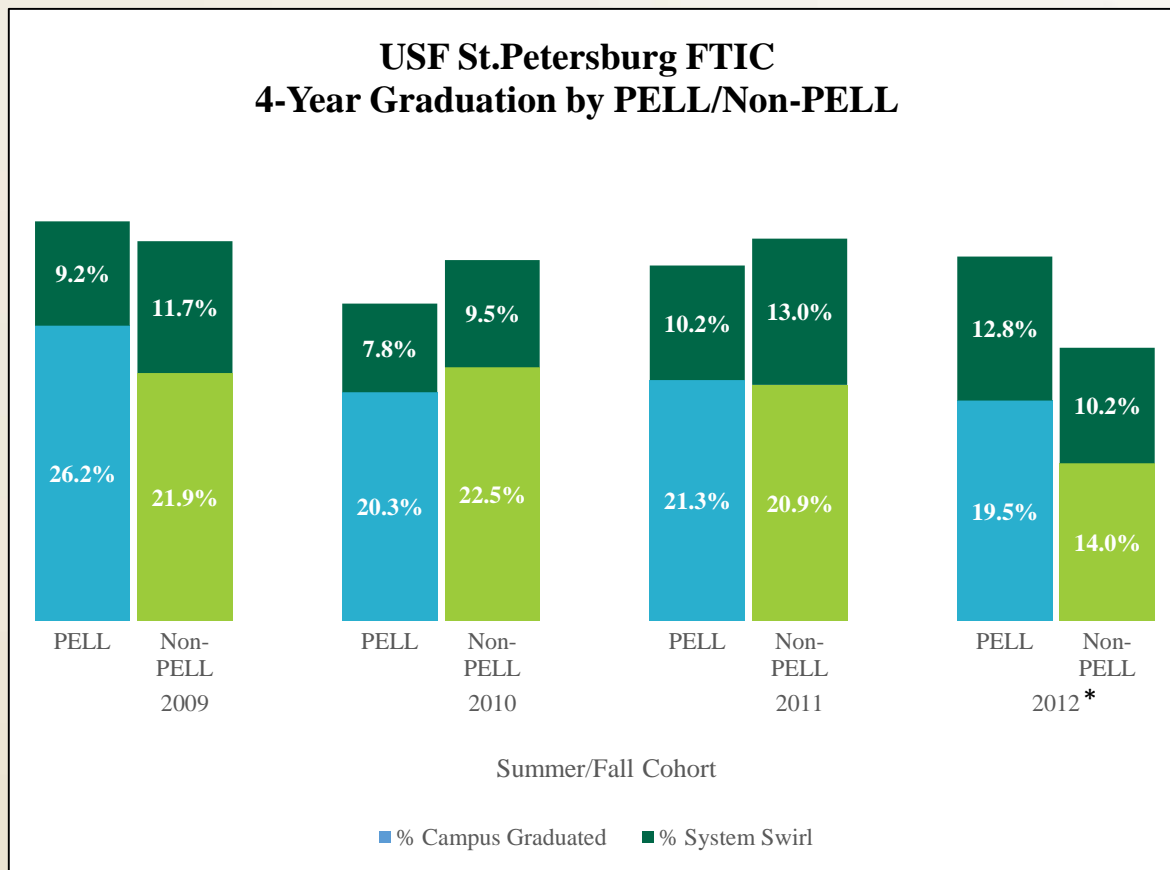
FTIC Graduation Rates by Pell: USF Tampa



* Preliminary data

Source: USF Office of Decision Support, IPEDS methodology (Preeminence)

FTIC Graduation Rates by Pell: USF St. Petersburg

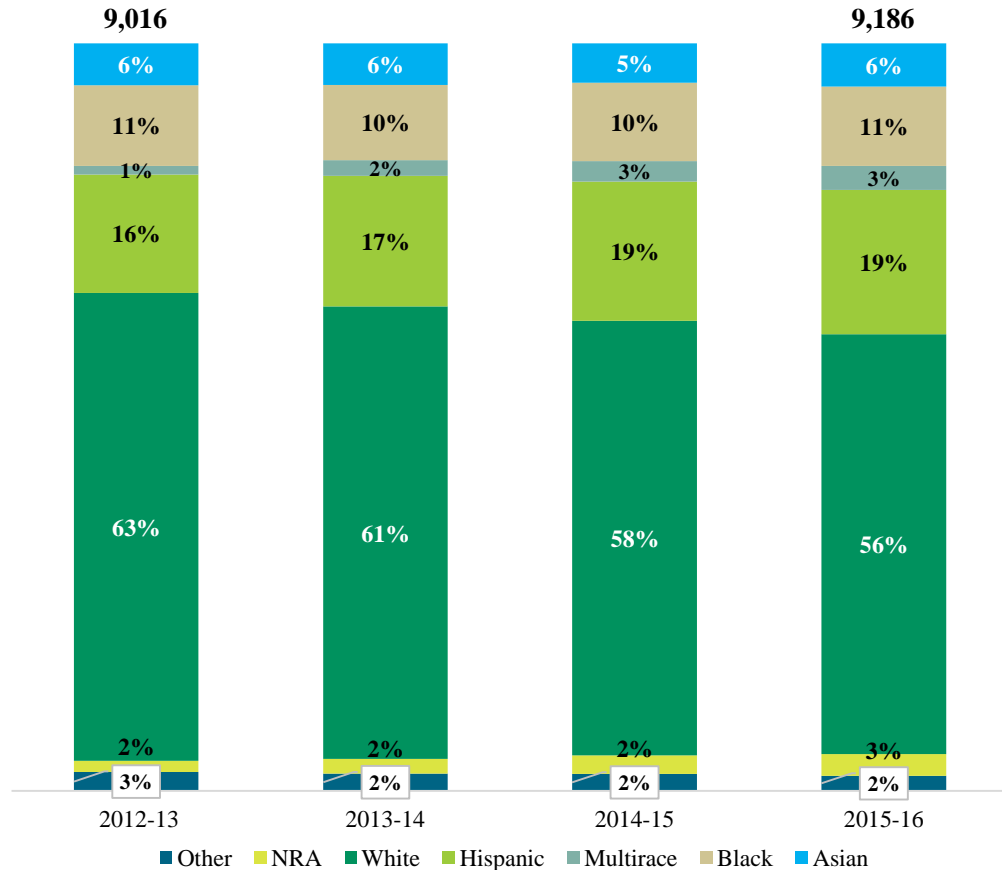


* Preliminary data

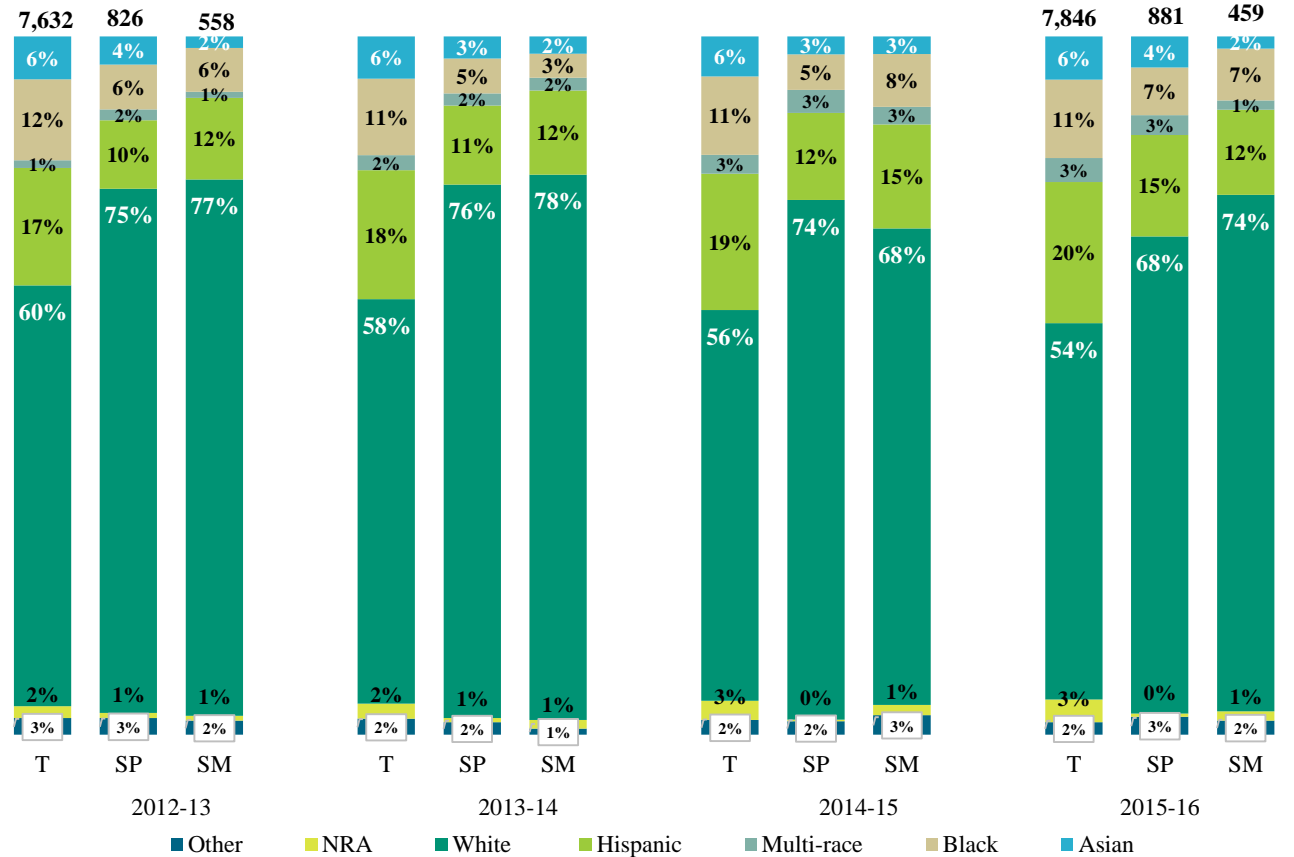
Source: USF Office of Decision Support, IPEDS methodology (Preeminence)

Bachelor's Degrees Awarded by Race/Ethnicity

USF System - Bachelor's Degrees Awarded



USF System Institutions – Bachelor's Degrees Awarded



USF System Challenges & Limitations for Applications, Admissions & Enrollment

- One Florida
- Increasing competition with other institutions
- Pipeline of qualified applicants
- Limited Scholarship Funds

USF System Areas in Need of Improvement

- Conversion and yield of qualified (and completed) applicants
- Campus visit experience
- Use of social media and communications tools to attract, retain, and graduate students

USF Tampa – Strategies & Action Steps

1. Ramp up out of state recruitment efforts for high ability, diverse students
2. Bring more students to campus visits
3. More aggressive recruitment in Tampa Bay
4. Collaborate with student groups to enhance campus visit
5. Expand pipeline of qualified applicants
6. More aggressive marketing and branding on national and international scale
7. Enhance scholarship funds to strengthen our competitive position
8. Expand Summer Success Program
9. Expand and enhance pre-college programs
10. Expand reach of the Florida College Access Network (FCAN)

Primary Responsibility: *Vice President for Student Affairs & Student Success*

USF St. Petersburg – Strategies & Action Steps

1. Increase the number of scholarships available to in-state and out-of-state students.
2. Create 2+2 partnerships with highly diverse in-state and out-of-state colleges in majors of strategic importance.
3. Develop academic programs that meet regional needs and student demand.
4. Implement recruitment practices designed to yield students of color.
5. Hold open house events for prospective in-state and out-of-state students on the USFSP campus.
6. Increase out-of-state awareness of USFSP through alumni hosted events in targeted geographic locations.
7. Continue targeting rankings organizations applicable to USFSP's strengths.

Primary Responsibility: *Regional Vice Chancellor for Academic Affairs*

USF Sarasota-Manatee – Strategies & Action Steps

1. Enhance Scholarship Funds
2. Devise comprehensive enrollment management plan
3. Expand minority recruitment efforts, and increase communication to parents of prospective minority students.
4. Establish Alumni networking and future USFSM Bull Referral Program
5. Grow Summer Bridge Program
6. Launch Career Success Map and Compass tool to track student engagement
7. Enhance Career Advising team-based model
8. Increase involvement with local College Access Networks

Primary Responsibility: *Regional Vice Chancellor for Academic & Student Affairs*

Access and Success for Adult Students

Fast Facts:

- 37% of Florida undergraduates are adults age 25 or olderⁱ
- 2.1 million Florida adults have some college credit but no degree or credential (21.8% of Florida’s working age adults) while 2.0 million have no college creditⁱⁱ

Adult students represent a large opportunity for USF and are often highly motivated with career goals that require a degree (e.g. seeking a new job or promotion).

Unique Challenges Serving Adult Students:

While some of the challenges adults face overlap with those of FTIC students – affordability, social/emotional – the challenges require different strategies for adults.

Affordability	<ul style="list-style-type: none"> • They may have exhausted financial aid in prior attempts • They often attend part-time, so many financial aid sources are not available • They may need help resolving credit holds / transferring credits
Opportunity	<p>Help them get to the finish line in as short a path as possible</p> <ul style="list-style-type: none"> • Transfer credits / course substitutions • Earning course credit through CLEP, PLAs • Set up employer accounts so the employee doesn’t need to front tuition fees • Short term cycles (2 8-week terms per semester) allows them to attend full-time to access more financial aid
Flexibility / Time	<ul style="list-style-type: none"> • Adults juggle multiple roles (employee, family care-giver) that compete with school for their time and attention
Opportunity	<ul style="list-style-type: none"> • Offer flexibility in course format – hybrid online/campus classes • Make it easier for students to step in, step out
Social / Emotional	<ul style="list-style-type: none"> • Adults often must overcome feelings of shame over failed prior attempts
Opportunity	<ul style="list-style-type: none"> • Many adults weren’t ready for college when they started postsecondary. Recognize that their performance 10 years ago is not indicative of what they are capable of today, now that they are motivated and can connect their education to their career goals.
Recruiting	<ul style="list-style-type: none"> • Finding adult students is harder than FTIC ones.
Opportunity	<ul style="list-style-type: none"> • Leverage influencers – alumni, employers • SEO

ⁱ College Insight, “Higher Education Data for Researchers and the Public,” Institute for College Access and Success, 2016.

ⁱⁱ Florida College Access Network. Stopped Short: 2.1 Million Adults in Florida Went to College But Didn’t Finish. Tampa: Florida College Access Network, 2012.

Recruiting a Diverse College-Ready Student Body



Admission Process

- Application opens July 1 2018 for Summer/Fall 2019 FTIC class
- Admissions Decisions starting October 15 2018
 - Rolling Admission. APPLY EARLY
 - Grid tightens during admissions process... APPLY EARLY
- Priority Application Deadline November 1
- Priority application completion deadline November 15
- Application completion deadline for Scholarships January 15
- Deposit deadline is May 1 2019 (national date)

Starting Point

- One unified university
- One application
 - Prioritize campus and major associated with campus
- One set of dates and deadline
- One admissions grid
 - Grid changes during admissions cycle
- One scholarship grid

FTIC Admission Criteria

- Admit FTICs for Fall, Spring, and Summer Semesters
- Only assess semester 1-6 HS grades
- Units: Math (4), English (4), Nat Sci (3), FL (2), SS Electives (4)
- GPA is weighted
 - Honors = 0.5, IB = 1.0, AP = 1.0, DE = 1.0
- Minimum GPA (weighted) = 3.0
- Minimum ACT = 22
- Minimum SAT = 1100
- Super Score ACT and SAT
- Academic Success Factors
 - AP, IB, DE, PS GPA, +FL, +NS, Pre-Calc, etc.

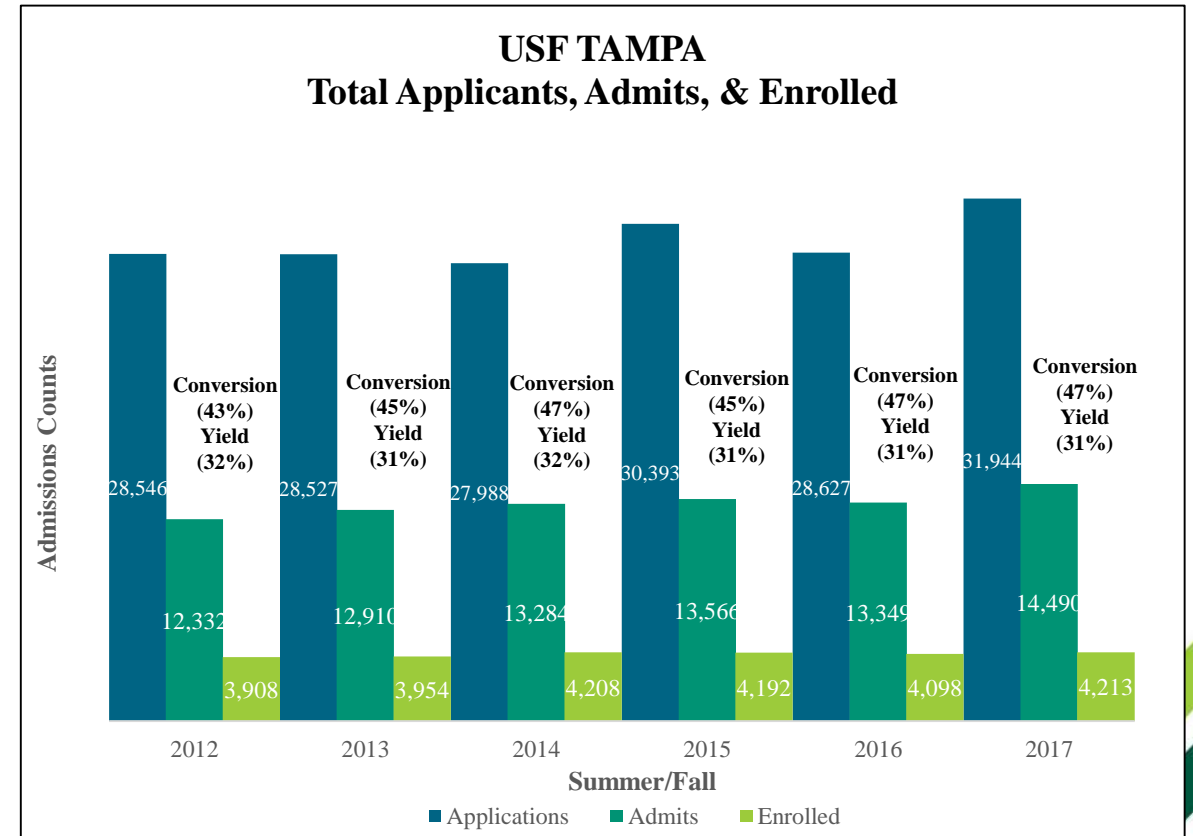
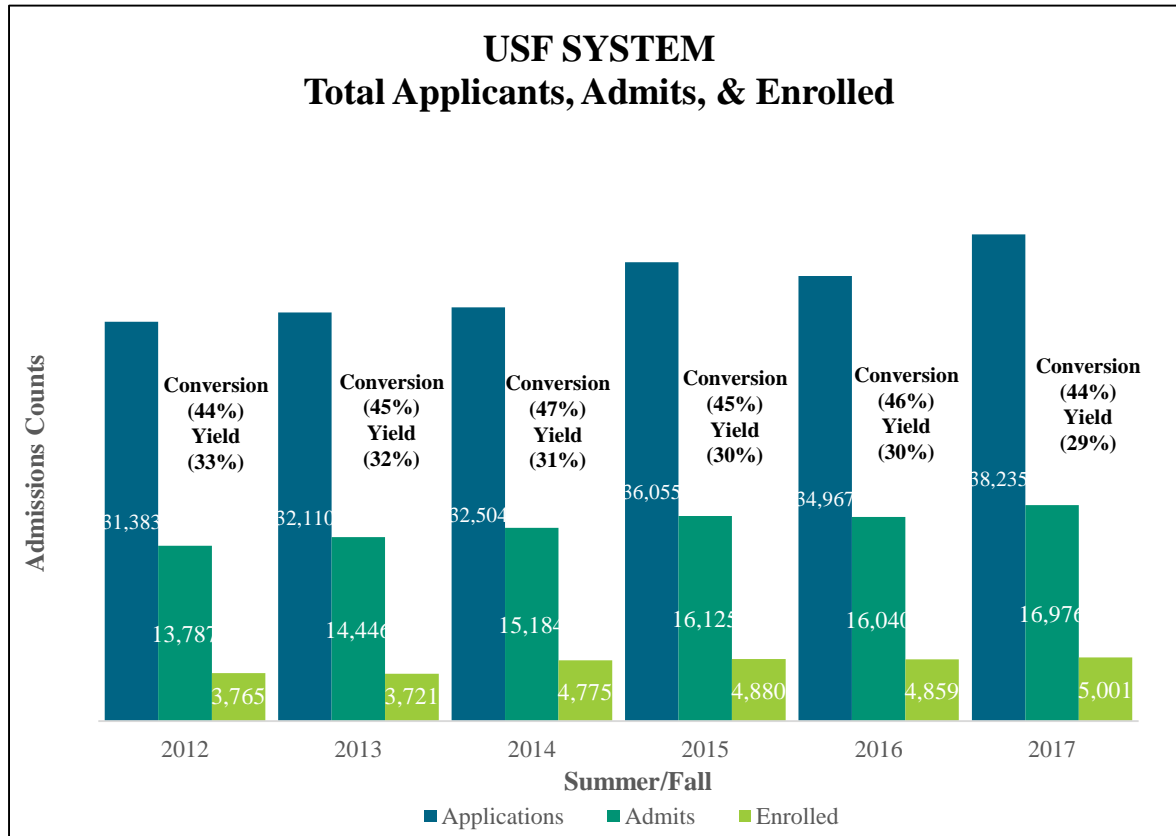
Example of an FTIC Admissions Grid (early)

SAT	>=1490	1420-1480	1350-1410	1280-1340	1240-1270	1200-1230	1160-1190	1130-1150	1100-1120	1060-1090	980-1050	<=970
ACT	>=33	31-32	29-30	27-28	26	25	24	23	22	21	19-20	<= 18
>=4.30												
4.20-4.29												
4.10-4.19												
4.00-4.09												
3.90-3.99												
3.80-3.89												
3.70-3.79												
3.60-3.69												
3.50-3.59												
3.40-3.49												
3.30-3.39												
3.20-3.29												
3.10-3.19												
3.00-3.09												
2.90-2.99												
2.80-2.89												
2.70-2.79												
2.60-2.69												
2.50-2.59												
< 2.50												

Example of an FTIC Admissions Grid (late)

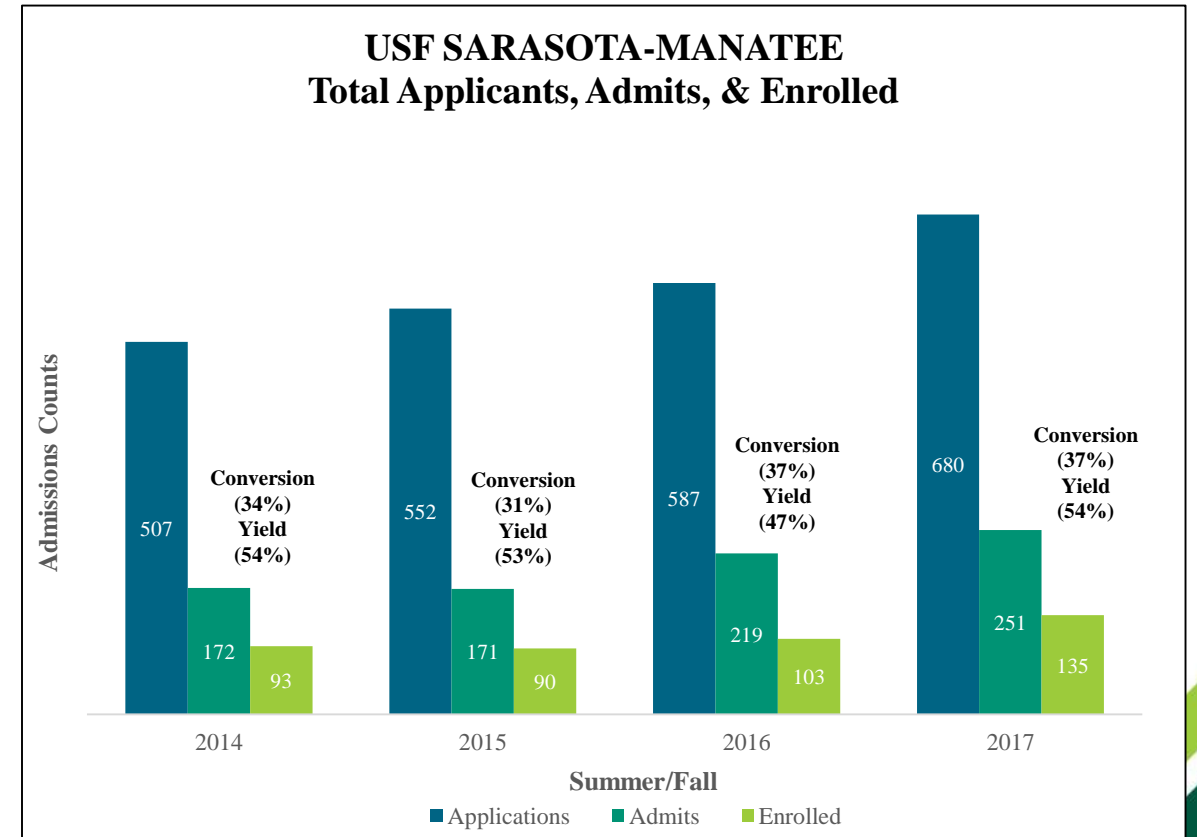
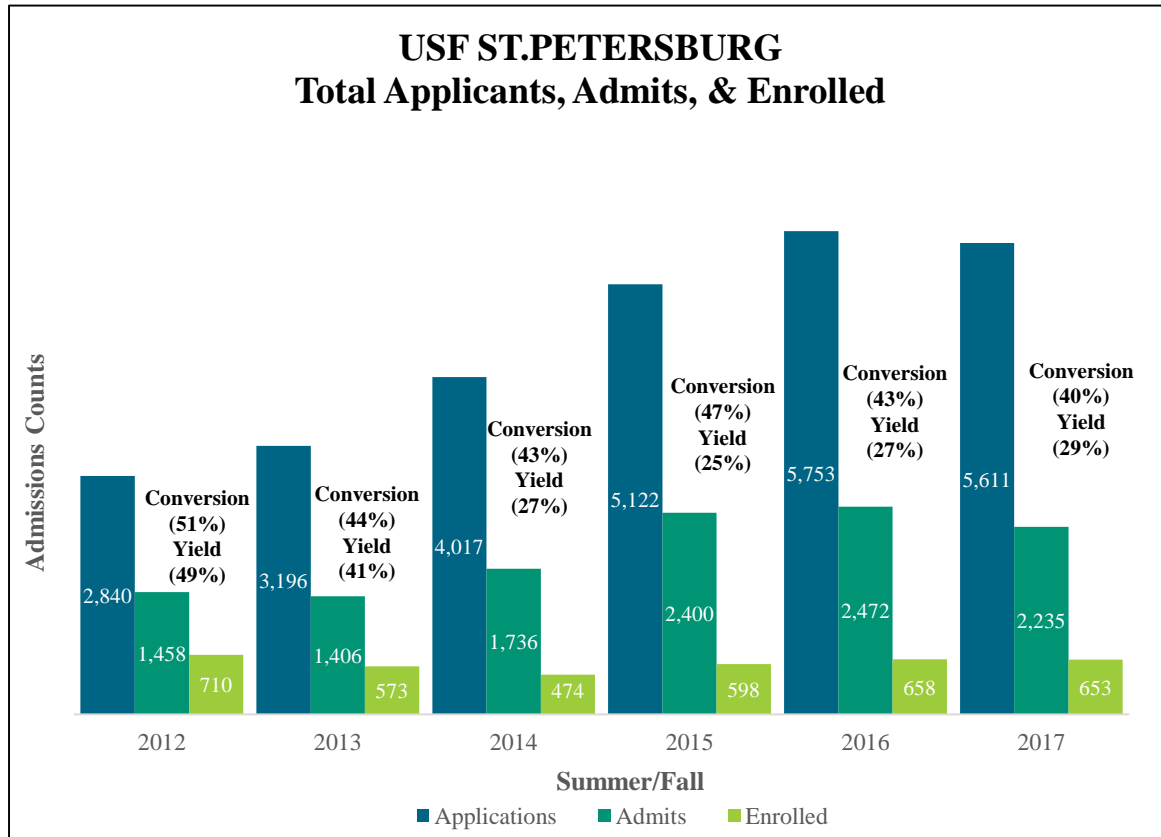
SAT	>=1490	1420-1480	1350-1410	1280-1340	1240-1270	1200-1230	1160-1190	1130-1150	1100-1120	1060-1090	980-1050	<=970
ACT	>=33	31-32	29-30	27-28	26	25	24	23	22	21	19-20	<= 18
>=4.30												
4.20-4.29												
4.10-4.19												
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3.90-3.99												
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3.50-3.59												
3.40-3.49												
3.30-3.39												
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3.10-3.19												
3.00-3.09												
2.90-2.99												
2.80-2.89												
2.70-2.79												
2.60-2.69												
2.50-2.59												
< 2.50												

Total FTICs – Applicants, Admits & Enrolled



Source: USF Office of Decision Support

Total FTICs – Applicants, Admits & Enrolled



Source: USF Office of Decision Support

Tampa

Summer/Fall/Spring 2017-18 (actuals)

Term	N	HS GPA	SAT	ACT	% Diversity	N Diversity
Summer 2017	1660	3.63	1164	24	38.1%	632
Fall 2017	2553	4.12	1279	28	23.0%	586
Spring 2018	470	3.45	1134	23	36.4%	171

Summer/Fall 2018 (deposits on June 1)

Term	N	HS GPA	SAT	ACT	% Diversity	N Diversity
Summer 2018	1772	3.67	1183	25	44.3%	785
Fall 2018	2904	4.09	1291	29	28.2%	818

Summer/Fall/Spring 2019-20 (targets)

Term	N	HS GPA	SAT	ACT	% Diversity	N Diversity
Summer 2019	1700	3.85	1170	24		
Fall 2019	2700	4.12	1290	29		
Spring 2020	400	3.60	1140	23		

DRAFT

DRAFT

St Pete

Summer/Fall/Spring 2017-18 (actuals)

Term	N	HS GPA	SAT	ACT	% Diversity	N Diversity
Summer 2017	253	3.36	1113	23	36.8%	93
Fall 2017	400	3.82	1208	26	28.3%	113
Spring 2018	41	3.44	1102	23	41.5%	17

Summer/Fall 2018 (deposits on June 1)

Term	N	HS GPA	SAT	ACT	% Diversity	N Diversity
Summer 2018	198	3.53	1124	23	36.4%	72
Fall 2018	376	3.81	1204	26	31.9%	120

DRAFT

Summer/Fall/Spring 2019-20 (targets)

Term	N	HS GPA	SAT	ACT	% Diversity	N Diversity
Summer 2019	200	3.75	1140	23		
Fall 2019	325	4.00	1240	26		
Spring 2020	175	3.30	1120	22		

DRAFT

S-M

Summer/Fall/Spring 2017-18 (actuals)

Term	N	HS GPA	SAT	ACT	% Diversity	N Diversity
Summer 2017	25	3.27	1068	23	28.0%	7
Fall 2017	110	3.92	1192	25	20.0%	22
Spring 2018	13	3.41	1145	25	15.4%	2

Summer/Fall 2018 (deposits on June 1)

Term	N	HS GPA	SAT	ACT	% Diversity	N Diversity
Summer 2018	22	3.38	1123	23	31.8%	7
Fall 2018	92	3.91	1229	26	18.5%	17

DRAFT

Summer/Fall/Spring 2019-20 (targets)

Term	N	HS GPA	SAT	ACT	% Diversity	N Diversity
Summer 2019	30	3.75	1140	23		
Fall 2019	80	4.00	1240	26		
Spring 2020	30	3.30	1120	22		

DRAFT

Recruitment for Access to Success

- Challenge.....Blind Admission Based on Academic Profile
- Prioritize Recruitment and Outreach of Select Populations
 - Low income
 - High ability
 - Underserved
- Work closely with Pre-Collegiate Programs
 - College Reach Out Program (CROP)
 - Upward Bound (UB)
 - Advancement Via Individual Determination (AVID)

Recruitment for Access to Success

- Focus on Yielding (call campaigns, etc.) based upon HS
- Identify Students for FTIC Summer Bridge Programs (sales point)
 - Student Support Services (SSS)
 - College Assistance Migrant Program (CAMP)
 - New program at S-M
- Scholarships
 - Award \$300k History of Achievement (high % Pell eligible)
- Dedicated Recruiting Staff for Outreach and Access
 - Tampa, SP and S-M

Recruitment for Access to Success

- Recruitment Initiatives with 130 Targeted High Schools Based on Under-Represented Population, School Grade and % Reduced Lunch
 - Pinellas
 - Boca Ciega, Gibbs, Dixie Hollins, Lakewood
 - Sarasota-Manatee
 - Booker
 - Hillsborough
 - Middleton, Leto, Armwood, Tampa Bay Tech, Spoto, Plant City, Lennard, Jefferson, Brandon, Chamberlin, Hillsborough
 - Pasco
 - Anclote, Fivay, Gulf, Hudson, Pasco, Ridgewood, Z'hills

Recruitment for Access to Success

- Community Outreach
 - Advancement Via Individual Determination (AVID) Workshops
 - Boys & Girls Club
 - Members of 6-County College Access Networks
 - Florida College Access Network (FCAN)
 - Take Stock in Children within 6-County
 - Pasco and Hillsborough Title 1 Workshops

Guaranteed Admission

- P Dosal, M Vigue, S Desir
- Title I High Schools
- 3.3 HS GPA
- 1100 SAT or 22 ACT
- Application Deadline
- Summer, Fall or Spring
- **APPLY EARLY**



BCHS » USFSP ADMISSIONS PATHWAY

Boca Ciega High School & USFSP Admissions Pathway
Boca Ciega High School and USF St. Petersburg are partnering to offer a pilot program for guaranteed admission. If you meet the minimum requirements below, you will be **guaranteed admission to start at USFSP in Summer, Fall or Spring!**

GPA: 3.3 | SAT: 1100 | ACT: 22

APPLY BY JAN. 15 OF YOUR SENIOR YEAR!
GO.USFSP.EDU/APPLY

Why USFSP?

- ✓ Among the lowest tuition rates in the state.
- ✓ 19:1 student to faculty ratio. Small class sizes where your professors know you by name.
- ✓ Invested in community engagement and hands-on learning.
- ✓ 28 Academic Programs and 33 Concentrations.
- ✓ Located on Bayboro Harbor, in the heart of downtown St. Pete and just a 30 minute drive to some of the world's best beaches.

CONTACT » 140 7th Ave. S., St. Petersburg, FL 33708, BAY 117
ph: 727.873.4142 email: admissions@usfsp.edu

Boca Ciega High School

USFSP UNIVERSITY OF
SOUTH FLORIDA
ST. PETERSBURG

ACADEMIC PROGRAMS

- Accounting (In-Class & Online)**
- Affiliated Economics**
- Anthropology**
- Biology**
 - Biomedical Sciences
 - Ecology & Evolution
 - General Biology
 - Marine Biology
 - Plant Biology
- Business Economics**
- Criminology**
- Education**
- English**
 - Literature & Cultural Studies
 - Writing Studies
- Entrepreneurship**
- Environmental Science & Policy**
 - Environmental Policy
 - Environmental Science
 - Environmental Sustainability
- Finance**
- Geography**
 - Geospatial Science
 - Society & Environment
- Global Business**
- Graphic Arts**
 - Graphic Design
 - Illustration
- Health Science**
 - Communication Sciences & Disorders
 - Healthcare Administration
 - Integrated Health Sciences
 - Public Health
- History**
- Interdisciplinary Social Sciences**
 - Anthropology
 - Criminology
 - Economics
 - Environmental Policy
 - Geography
 - History
 - International Studies
 - Latin American Studies
 - Political Science
 - Psychology
 - Social Work
- Management**
- Management Information Systems**
- Marketing**
- Mass Communications**
 - Journalism & Media Studies
- Political Science**
- Psychology**
- Quantitative Analysis & Applied Mathematics**
- Sustainability Studies**
- World Languages & Cultures**
 - French & Francophone Studies
 - Spanish & Latin American Studies
 - Dual Spanish & French Studies

Future Discussion and Challenges

- Marketing
 - One university with value proposition for each campus
 - One admissions standard
 - One degree
- Recruiting
 - One recruiter per high school
 - Tampa has out-of-state and international strength
 - Recruiters based in Miami
- Vendors
 - RNL, Cappex, Hobson's Naviance, College Board, RasieMe
- CRM Systems
 - Talisma, Hobsons, Liason

Questions & Extra Slides



Shared Principles to Guide Unified Admissions

- The enrolled New FTIC class, for AY 19/20, must support sustaining and improving USF's designation as a Preeminent Research University,
- USF will leverage the combined Admissions resources and expertise (present at USF T, USF SP, and USF S-M) to achieve its new student enrollment goals in AY 19/20 and beyond,
- USF Admissions will be guided by a commitment to recruit New FTICs to one university (as these students will earn one degree from USF); utilizing one application; with one admissions calendar; one admissions grid; and one set of scholarship criteria,
- To provide our students with the educational benefits of diversity USF will, in AY 19/20, enroll a diverse New FTIC class that reflects the state, national and global marketplace in which they will compete and succeed,
- USF will, in AY 19/20, enroll a diverse New FTIC class that meets academic profile and shows evidence of readiness to persist and complete at rates consistent with Preeminence benchmarks,
- USF will, in AY 19/20, enroll a diverse New FTIC class that enhances USF's Performance-Based Funding Performance and Position in the Florida State University System,
- USF will strive to optimize New FTIC student enrollment based upon the distinctive value propositions presented by each USF campus,
- USF will strive to meet New FTIC student preference for "home" campus providing scholarly profile is met and adequate capacity exists,
- USF will continue to work with the Consolidation Task Force and the BOT Consolidation Planning Committee to refine the Unified Admissions Process for FTIC, UG Transfer, Graduate and Professional Students.

Metrics

- Freshman Retention of the Summer/Fall class that are full-time in Fall
 - 90%
- University Access Rate. Percentage of undergraduate students in Fall that receive Pell funding
 - 40% Pell eligible
- Average GPA and SAT of the Fall class
 - GPA = 4.0 & SAT = 1200

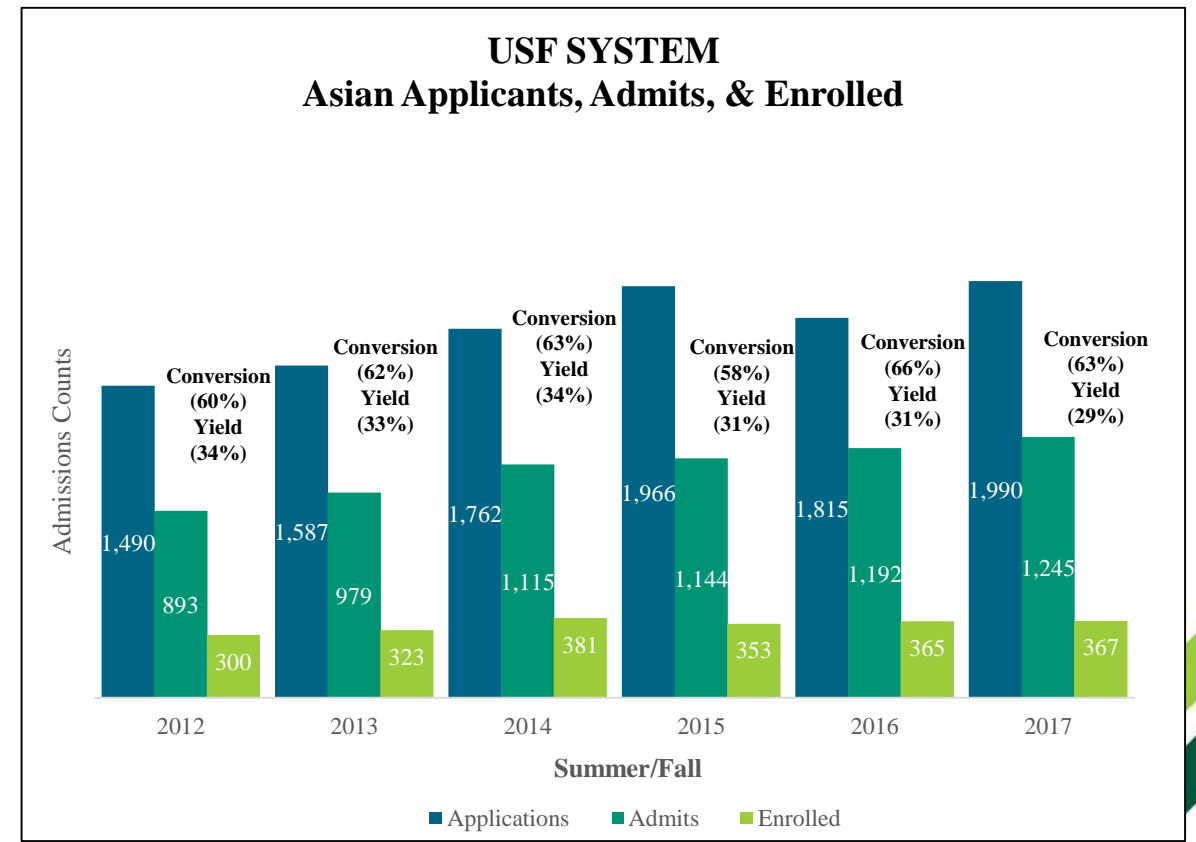
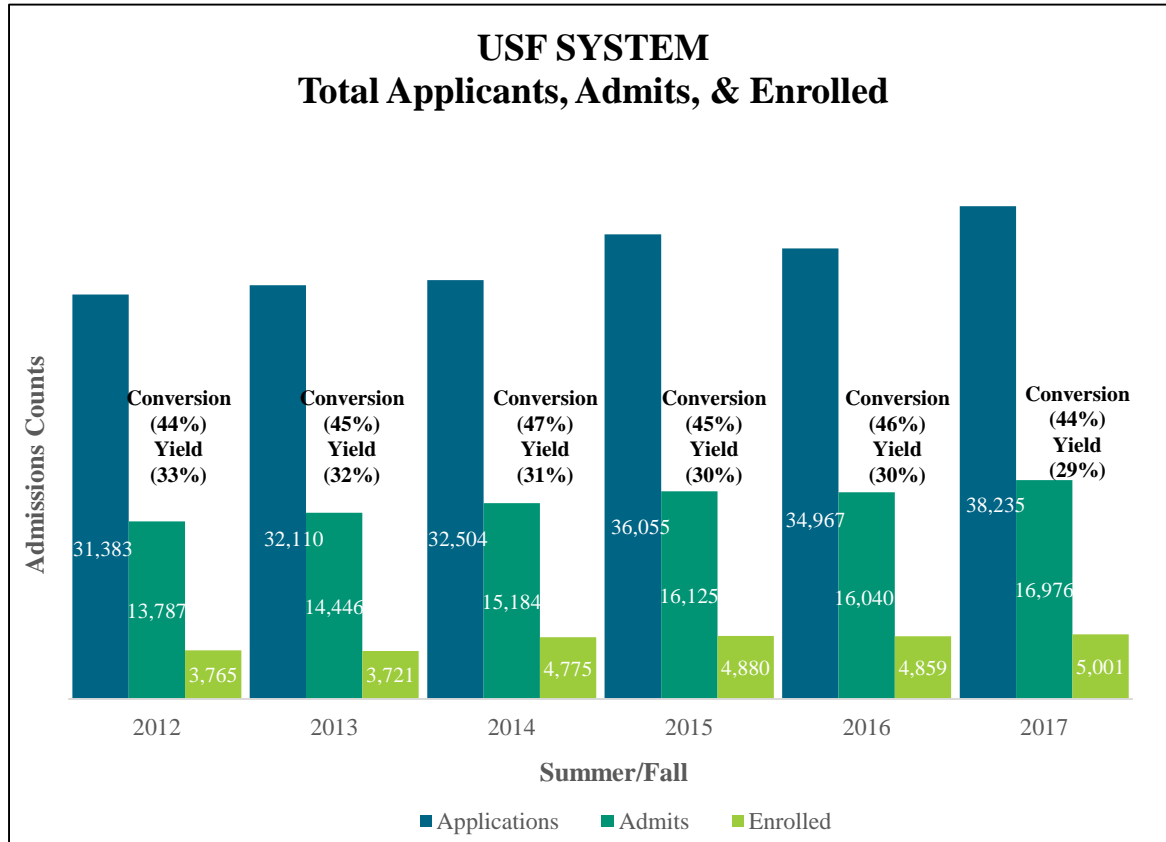
Terminology

- Two competing factors
 - Conversion, selectivity or admit rate - percentage of applicants admitted
 - Yield rate - percentage of students offered admission who enroll
- Draw rate (yield rate / conversion rate)
 - Higher draw rates are generally a sign of higher market position
- Rolling Admissions
 - Applicants can submit their applications to the university anytime within a large window
 - Application is assessed for admission as soon as it's received
- Diversity - Percentage Black, Am Indian, Hawaiian & Hispanic

Florida Resident Scholarships

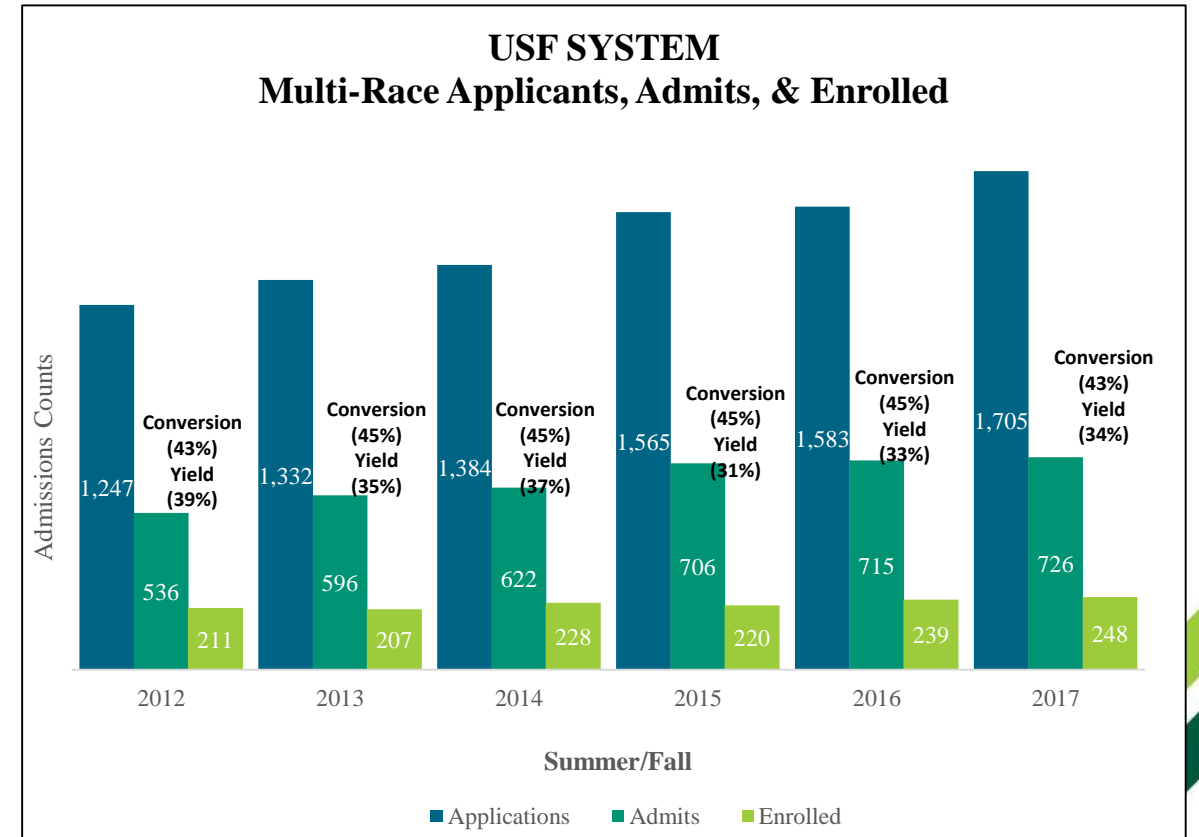
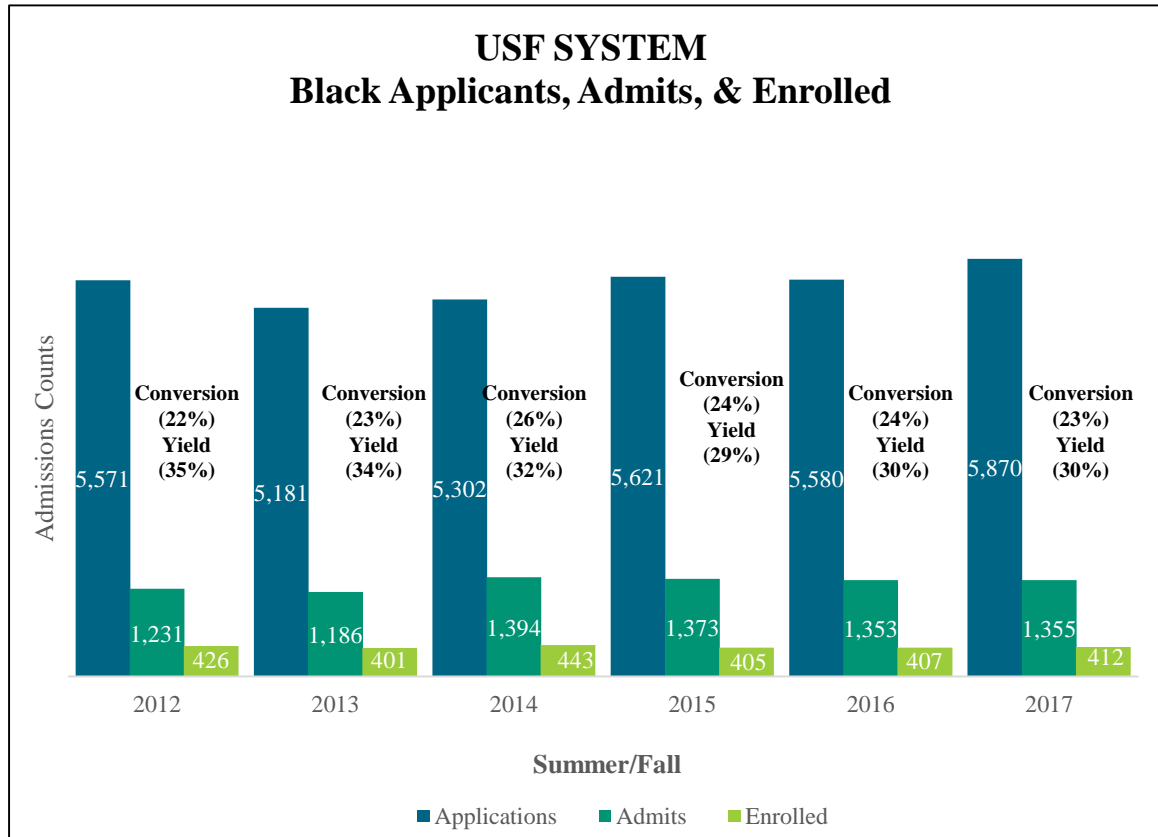
Scholarship	Award/Benefits	Academic Requirements
USF Presidential Award	\$20,000 (\$5,000 per year)	4.30+ GPA and 1470+ SAT (Evidence-Based Reading/Writing and Math) or 32+ ACT
USF Directors Award	\$16,000 (\$4,000 per year)	4.00+ GPA and 1360+ SAT (Evidence-Based Reading/Writing and Math) or 29+ ACT
USF Scholars Award	\$12,000 (\$3,000 per year)	3.80+ GPA and 1260+ SAT (Evidence-Based Reading/Writing and Math) or 26+ ACT

USF System FTICs – Applicants, Admits & Enrolled (Total & Asian)



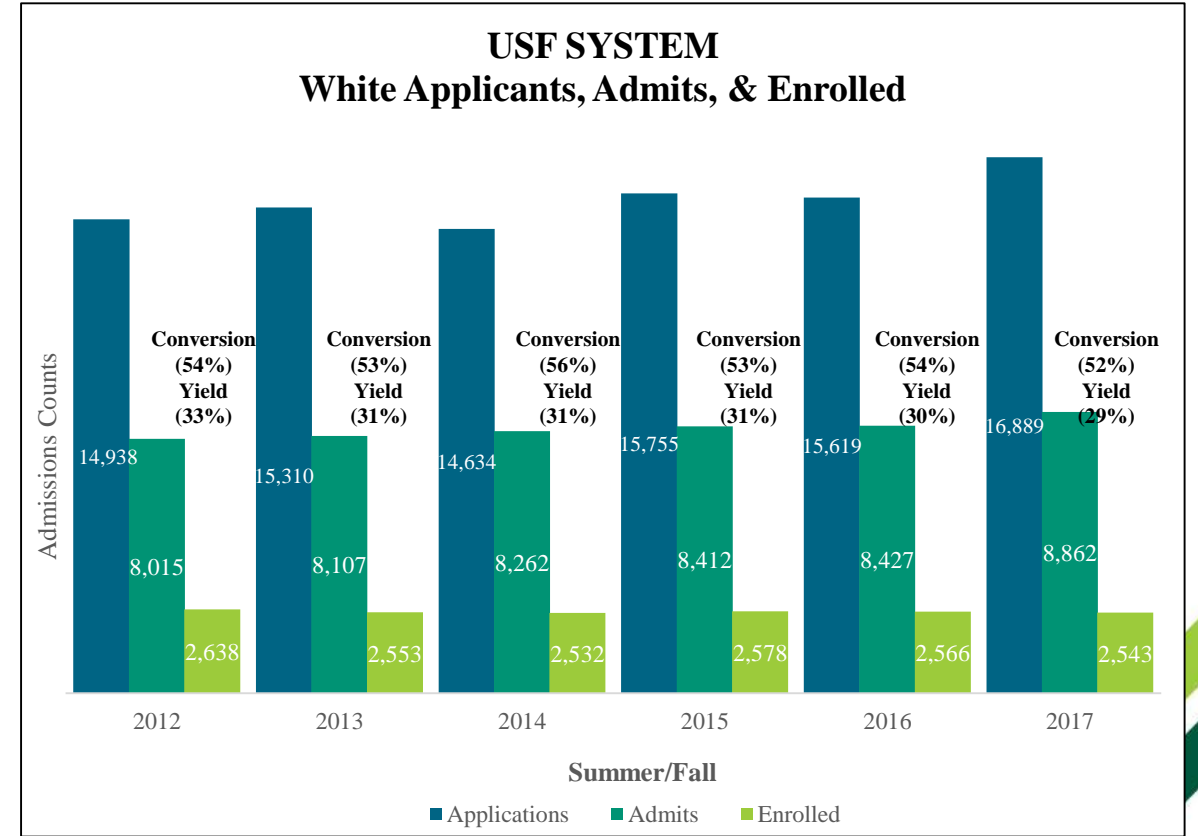
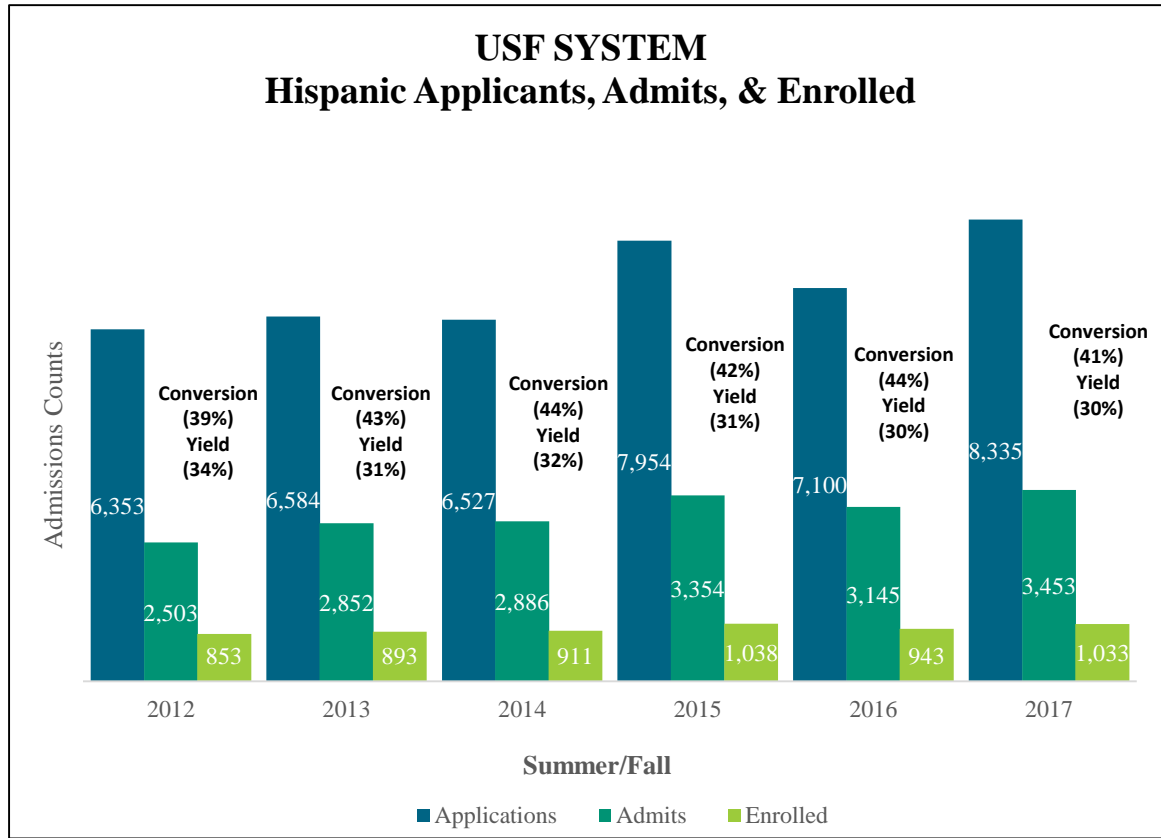
Source: USF Office of Decision Support

USF System FTICs – Applicants, Admits & Enrolled (Black & Multi-Race)



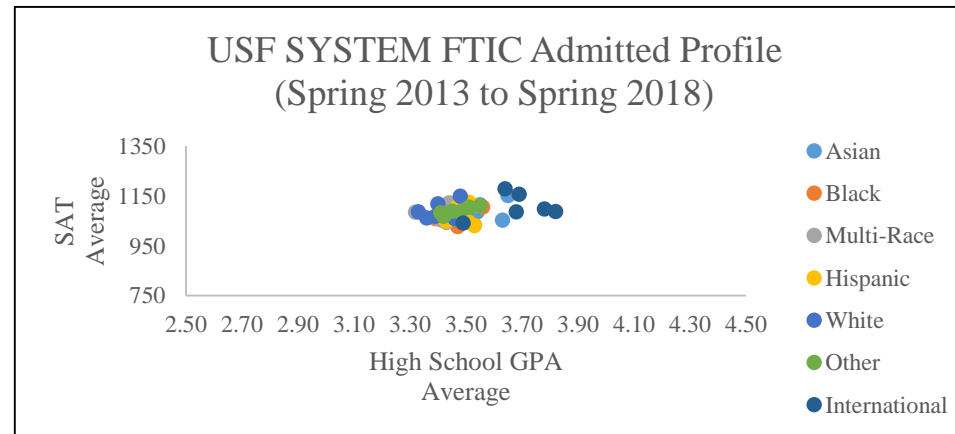
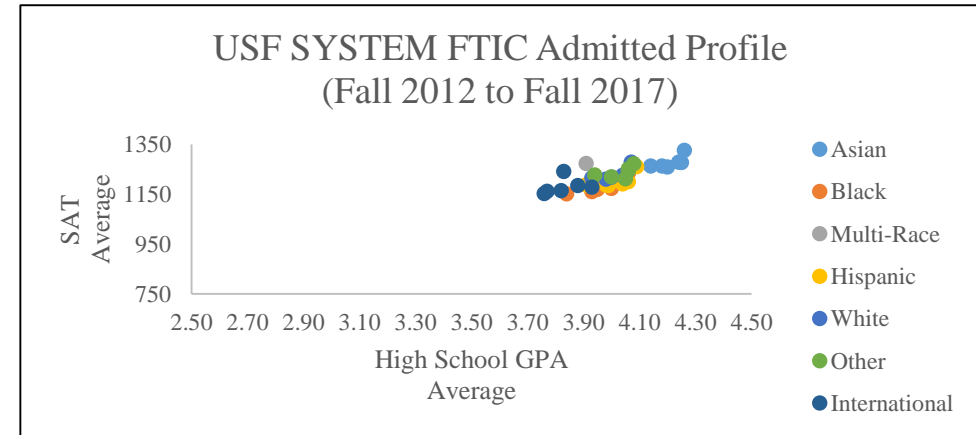
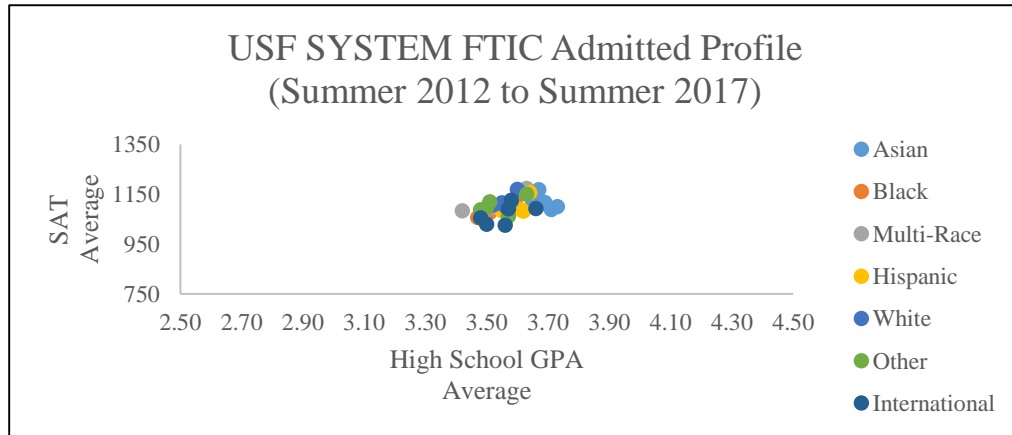
Source: USF Office of Decision Support

USF System FTICs – Applicants, Admits & Enrolled (Hispanic & White)



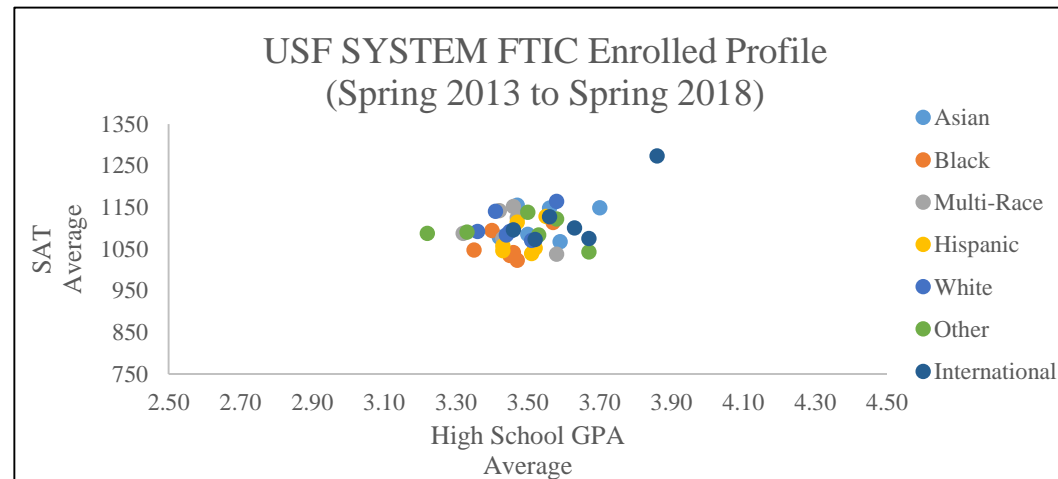
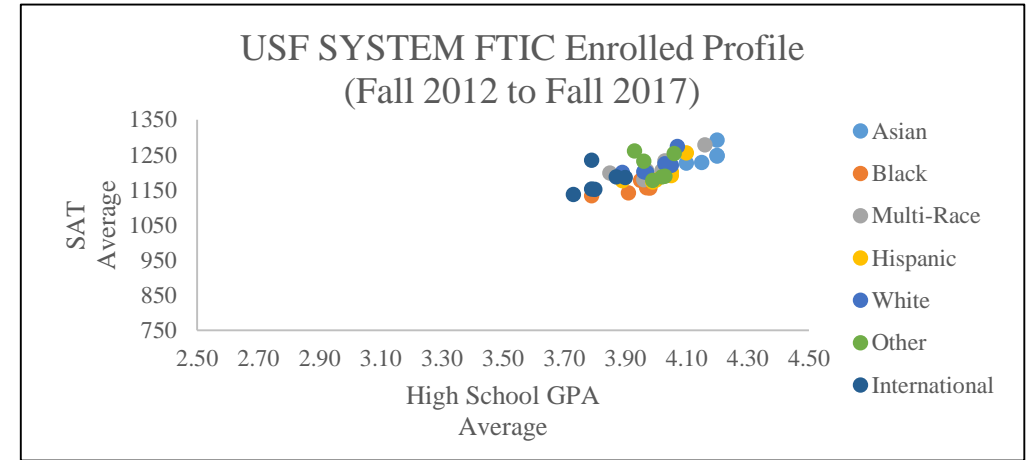
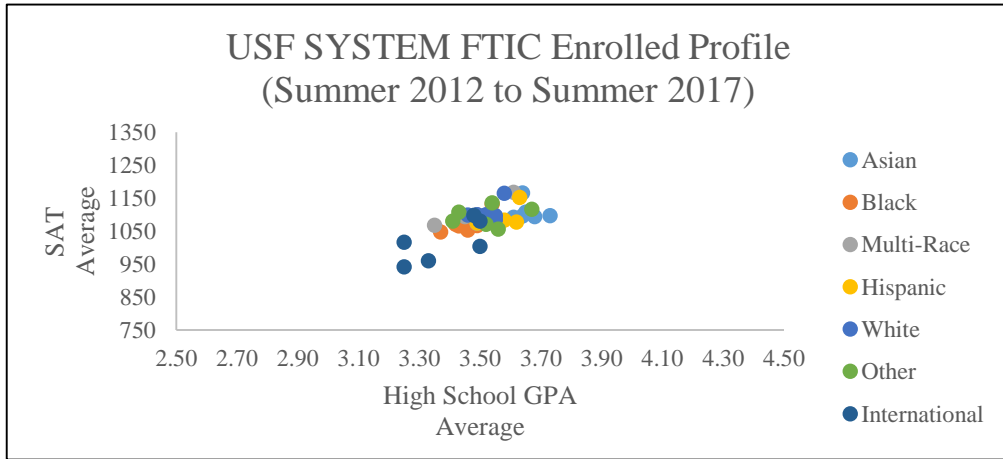
Source: USF Office of Decision Support

FTIC Admitted Profile: USF System



Source: USF Office of Decision Support

FTIC Enrolled Profile: USF System



Source: USF Office of Decision Support



fuse

GUARANTEED ADMISSION TO THE USF SYSTEM
Tampa / St. Petersburg / Sarasota-Manatee

*A Successful Student Pathway Model
from College to University*

**USF Consolidation Task Force on
Student Success**

Paul Nagy
Special Assistant to the President
Hillsborough Community College

Jesse Coraggio
Vice President, Institutional Effectiveness & Academic Services
St. Petersburg College



fuse Overview

- ▼ **fuse** is an articulation agreement between the University of South Florida System (USF-Tampa, USFSP, USFSM) and eight FCS Institutions.
- ▼ Students admitted to **fuse** will be **Guaranteed Admission** to the USF System provided that they meet all the Requirements and Expectations of the Program

USF's **fyse** Partners



- ▼ Hillsborough Community College
- ▼ St. Petersburg College
- ▼ State College of Florida
- ▼ College of Central Florida
- ▼ Pasco-Hernando State College
- ▼ Polk State College
- ▼ South Florida State College
- ▼ Santa Fe College



fvse Smooth Transition

- ▼ To increase the number of students completing an AA degree at a State College and transferring to USF/USFSP
- ▼ Academic pathways that have been approved by both institutions for selected majors
- ▼ Pre-requisites for each degree that have been approved by Deans at the State College and USF/USFSP
- ▼ To admit students to a selected major at USF/USFSP

Sample Grad Path: Accounting



Students completing the following courses and requirements in combination with an AA from St. Petersburg College will have automatically satisfied requirements to begin upper level coursework.

COLLEGE- BUSINESS

Intended Program of Study-B.S. Accounting

- Limited Access- Yes (2.50-2.75 GPA*, Pre-Requisite completion, Passing Score Accounting Competency Exam Test)
*Current admission requirements are 2.50 GPA, and students will be given at least one year notice if we increase the minimum GPA requirement
- College Application Required- Yes
*Please note that any college requiring an application will need to be submitted following admission to the University.
- (College) Foreign Language Exit Required- No
- Tests Required- Accounting Competency Exam (<http://www.usf.edu/business/departments/accountancy/competency-exam.aspx>)

PRE-REQUISITE COURSES

(Common State Pre-requisites) (C or Higher in all courses; except where identified)

USF Courses

*ACG 2021 (Pre-req for ACG 2071)
*ACG 2071
CGS 2100
ECO 2013
ECO 2023
MAC 2233
QMB 2100

SPC Course Equivalent

ACG 2021
ACG 2071
CGS 1100
ECO 2013
ECO 2023
MAC 2233
STA 2023

* USF Accounting Department requires a grade of C or better in ACG 2021 and ACG 2071

* USF Accounting Department requires all intended accounting students to pass a competency exam with a score of at least 75%. Students must register to take this exam after being accepted to USF.

Start at St. Petersburg College

The following course sequence is purely a suggested semester by semester plan for completion of requirements of the A.A. and pre-requisite courses. A unique plan developed in consultation with an advisor at both SPC and USF may differ depending on student circumstances.

YEAR 1 SPC

FALL

ENC 1101 (GE Communication) 3
MAC 1105 (GE Mathematics) 3
ECO 2013 (GE Social Science) 3
BSC 1005C (GE Natural Science) 3
HUM 2270 (GE Humanities) 3

SPRING

ENC 1102 (GE Communication) 3
BUL 2241 3
ECO 2023 3
GEB 1011 3
EVR 1328 (GE Natural Science) 3

TOTAL: 15

TOTAL: 15

YEAR 2 SPC

FALL

CGS 1100 (SMP/Comp Lit) 3
POS 2041 (GE Social Science) 3
MAC 2233 3
ACG 2021 3
HUM 1020 (GE Humanities) 3

SPRING

PHI 1600 (GE Ethics) 3
SPC 1608 (GE Communication) 3
ACG 2071 3
STA 2023 (GE Mathematics) 3
MAN 2021 3

TOTAL: 15

TOTAL: 15

Graduate with A.A. from SPC

YEAR 2 Fall/Spring

USF Application should be submitted by early spring of year 2 (or last term of year leading into intended transfer) to ensure timely review. Once student is admitted as a Bul, College application may be submitted. Will need to register for and pass accounting competency exam during spring semester (or the last term of year leading into intended transfer).

Sample Grad Path: Accounting



USF START

YEAR 3 FALL USF

ACG 3103 Intermediate Financial Accounting I	3
ACG 3341 Cost Accounting & Control I	3
QMB 3200 Business & Economic Statistics II	3
ISM 3011 Information Systems in Organizations	3
ENC 3250 Professional Writing	3

TOTAL: 15

YEAR 3 SPRING USF

ACG 3113 Intermediate Financial Accounting II	3
ACG 3401 Accounting Information Systems	3
FIN 3403 Principles of Finance	3
MAN 3025 Principles of Management	3
MAR 3023 Basic Marketing	3

TOTAL: 15

YEAR 4 FALL USF

ACG 4632 Audit I	3
TAX 4001 Concepts of Federal Taxation	3
BUL 3320 Law & Business I	3
Upper Level International Business Course	3
Non Business Elective	3

TOTAL: 15

YEAR 4 SPRING USF

Approved Upper Level Accounting Elective	3
Approved Upper Level Accounting Elective	3
GEB 4890 Strategic Management & Decision Making	3
Non Business Elective Free Elective	3

TOTAL: 12

The following are additional requirements of the Muma College of Business:

- The Muma College of Business has a SEPARATE APPLICATION PROCESS from that of the University of South Florida. Please allow enough time to apply and receive acceptance to USF before applying to the Muma College of Business.
- All applicants must have a minimum cumulative GPA of 2.50-2.75
- All pre-requisite courses must be completed with a C- or better, Accounting majors must earn a C or better in ACG 2021 and ACG 2071, but must maintain a 2.00 GPA or better within the prerequisite courses.
- Students should not take any accounting courses beyond ACG 2021 and ACG 2071 at HCC as they will not transfer to USF.
- Students can register for accounting competency exam review sessions while registering to take the competency exam.
- Students have two (2) attempts to pass the accounting competency exam. If the exam is not passed after the second attempt, and student would still like to pursue an accounting degree, student must retake ACG 2021 at USF Tampa. Student will then be given one (1) more attempt to pass the accounting competency exam. A passing exam score is good for one (1) year.
- Students must take ACG 3103 and ACG 3341 in the same semester, and are limited to two attempts between those courses. Withdrawals count as an attempt.
- Students must successfully complete both ACG 3103 and ACG 3341 before being allowed to attempt any other major level accounting courses.
- Students must earn a grade of C or better, NOT C-, in all accounting courses.
- Once students have started the accounting major courses they must complete all degree requirements within five (5) years.
- Students must earn a grade of C- or better in all business courses, with the exception of the above stated courses, but must maintain a 2.00 GPA or better.

Students interested in the Muma College of Business may contact Shaun Gonzalez at sngonzal3@usf.edu

For general transfer advising inquiries please contact transfer-advising@usf.edu

Benefits of fuse

- ▼ Dual academic advising to ensure that all FUSE students are on the appropriate degree path and meeting all program requirements
- ▼ Reduce the risk of accumulating extra student credit hours
- ▼ Greater integration with USF/USFSP *before* students transfer
- ▼ Sense of belonging to both the State College and University communities



Requirements and Expectations

- ▼ Maintain a specific GPA
 - ▼ 2.0 – 2.5 depending on major
- ▼ Graduate from the State College with an Associate of Arts degree
 - ▼ Must be completed within 3 years or less
- ▼ Must meet with State College FUSE advisor at least once per semester
- ▼ Highly encouraged to take full time course load
 - ▼ 12 credit hours per semester
- ▼ Highly encouraged to meet with USF System advisor at least once per semester
- ▼ Highly encouraged to be active in extra-curricular activities

Students enter **fvse** through three Channels:



1. Apply to USF/USFSP and are deferred to State College based on county of residence
2. State College Advisors and Admissions and Records recruit **current** students based on approved criteria
3. Advisors recruit **FTIC** based on approved Criteria



GUARANTEED ADMISSION TO THE USF SYSTEM

Tampa / St. Petersburg / Sarasota-Manatee

QUESTIONS?

Background Information

STUDENT SUCCESS

ANNUAL REPORT

2015 - 2016 ACADEMIC YEAR



USF

UNIVERSITY OF
SOUTH FLORIDA



Student Success

OFFICE OF THE PROVOST
& EXECUTIVE VICE PRESIDENT

USF provides students programs, services,
and experiences for their journey on the road to success.



DR. JUDY GENSHAFT

PRESIDENT, USF SYSTEM

The University of South Florida has had an outstanding 2015-16 academic year and is continuing its bold progress toward a future Preeminence designation by Florida Board of Governors. When achieved, this designation will result in millions of dollars in additional funding and acknowledges our superior status as an organization that cares deeply about our students and their success.

Our focus on student success has played a very important role in earning our current designation as Emerging Preeminent. Over the past five years, USF has experienced unprecedented growth in both retention and graduation rates while improving incoming student profile. Our first-year retention rate of 90 percent and a six-year graduation rate of 67.5 percent are indicators that USF will achieve our goal of full Preeminence in the next two years.

This momentum has garnered national attention for USF as a model for putting students first, including earning two national awards praising our student-centric efforts. One award ranked USF as the nation's top performer in "Overall Student Success" for 2016 among all public research and doctoral universities. The other honor gave USF the Eduventures 2016 Innovation Award for our effective use of performance data to significantly improve our first-year retention rates.

USF has emerged as a leader in higher education that has devoted unprecedented resources to supporting students so they can graduate on time with high-quality degrees and minimal debt.



DR. RALPH WILCOX

PROVOST, USF

The University of South Florida System is home to nearly 50,000 students, a talented and diverse community of learners and achievers each facing a unique set of circumstances as they navigate their individual paths to degree completion. As we reflect upon USF's remarkable progress in student access and success over the years, I am extraordinarily proud of the fact that our commitment to student success for ALL grows along with the size of our student body. Our efforts have always been grounded in the understanding that there is no greater purpose than ensuring that our students are graduating with a high-quality university education, with minimal debt and the kind of opportunities and experiences that prepare them to compete successfully in today's global marketplace.

In the following pages, you will read about the initiatives and programs that have helped drive our freshman retention rates to 90 percent and our gains in four-year graduation rates which climbed from 25 percent to 54 percent and our six-year graduation rates which have increased from 47 percent to 67.5 percent. We have worked hard on developing innovative approaches such as connecting technology and real-time analytics with dedicated professionals providing early interventions for potentially at-risk students.

USF led the way in becoming one of the nation's first institutions to appoint a Vice Provost for Student Success six years ago. In July 2016, we took yet another step forward in further embedding student success into the culture of the university by effectively connecting the critical and complementary work of student affairs, enrollment planning and management, and undergraduate studies naming Dr. Paul Dosal as Vice President for Student Affairs & Student Success. Combining these teams into a single unit has created our integrated 360-degree approach to student success. I look forward to the coming year as we continue to create fresh, innovative approaches that propel our university and, most importantly, our students to even greater heights.



DR. PAUL DOSAL

VICE PRESIDENT, STUDENT AFFAIRS AND STUDENT SUCCESS

The 2015-16 academic year wrapped up on a high note with USF being recognized in the 2016 Eduventures Student Success Ratings as the nation's top performer in "Overall Student Success" among public research and doctoral universities—quite the honor!

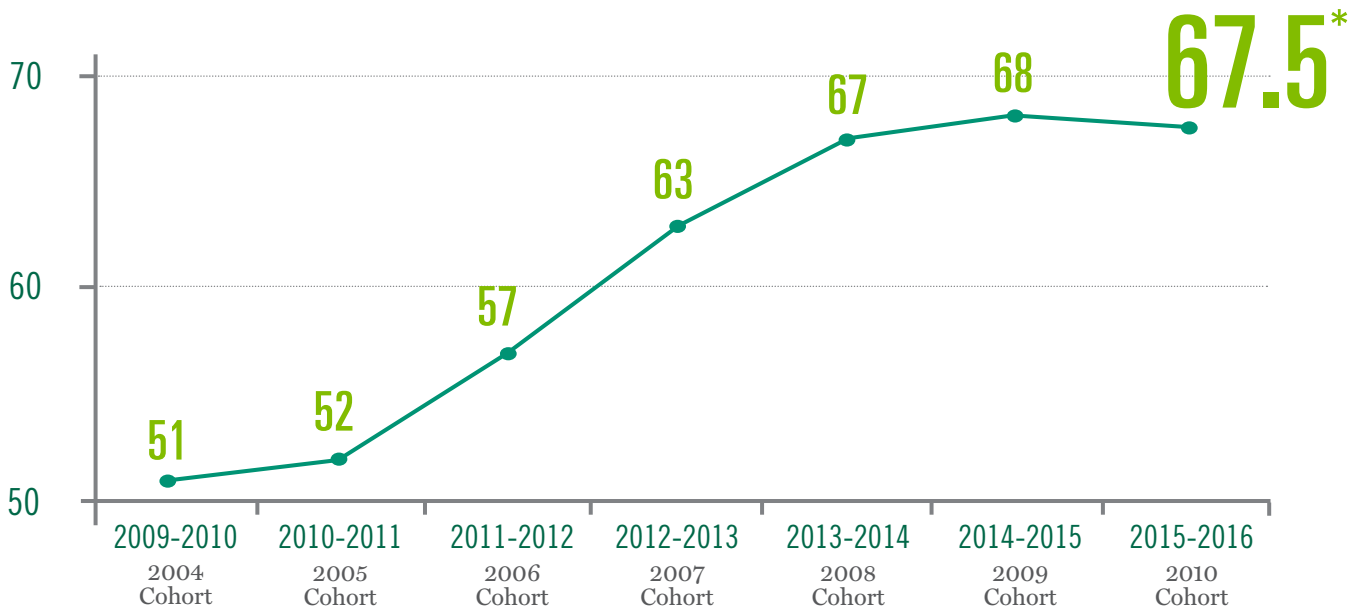
As a result of our Student Success initiatives, we experienced gains with under-represented students graduating at the same or higher rates than our full student body, and students receiving Pell grants graduating at higher rates than non-Pell students. Although the six-year graduation rates for male students increased significantly over the past six years, the gains were not enough to close the achievement gap with females, who lead with a 10 percent margin. To address this disparity, we partnered with the John N. Garner Institute and are developing a plan to increase male student success.

Another exciting area of focus in this report is our innovative work with predictive analytics to intercept students at risk of not persisting. A cross-functional Persistence Committee now meets bi-monthly to review real-time individual student data that identifies students who are at risk of not persisting into the next semester. A case management style of intervention is used to engage with these students as we help them overcome barriers to continued enrollment and success. This work has begun to pay off as we have seen our previously plateaued first-year retention increase from 88.2 percent to 90 percent. We have just begun to tap into the power of analytics and are looking forward to expanding this work to help all our students succeed.



First Time in College (FTIC) 6-Year Graduation Rates

PERCENT



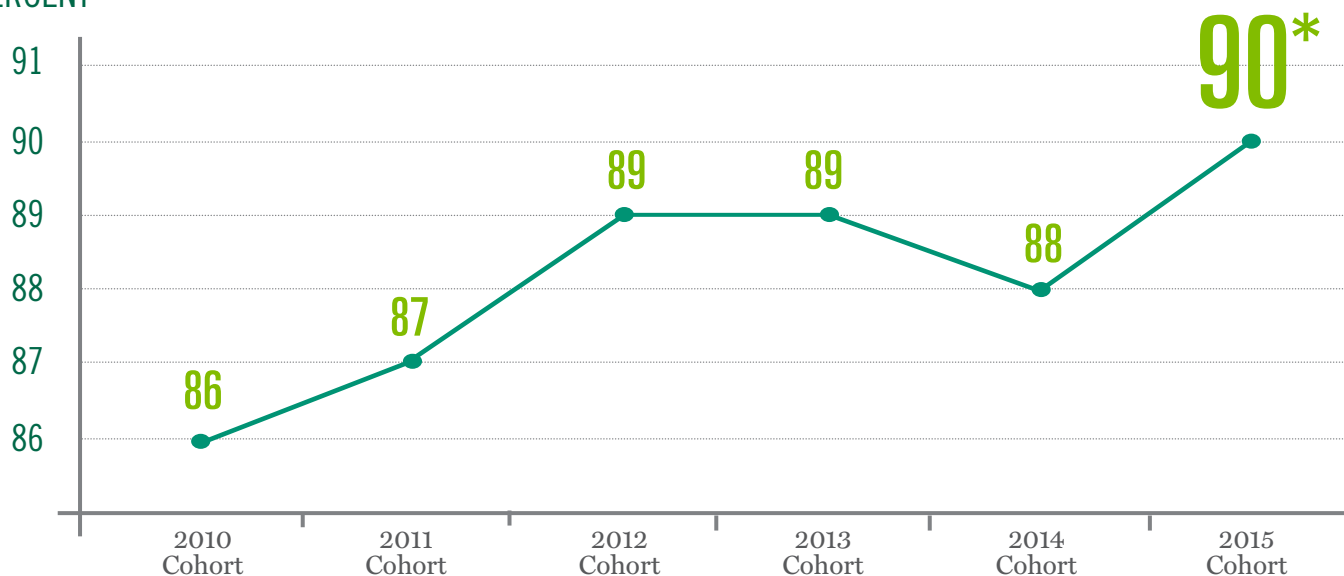
Source IPEDS

*Data reported follows IPEDS methodology but are based on internal preliminary data



1-Year Retention Rate

PERCENT



Source IPEDS

*Data reported follows IPEDS methodology but are based on internal preliminary data

Fall 2016 FTIC Academic Profile

	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016
High School GPA	3.81	3.91	3.94	4.00	4.00	4.08	4.08
SAT	1176	1203	1209	1199	1196	1223	1226
ACT	26	27	27	27	27	28	28

USF Internal Data, Office of Decision Support

FIRST-YEAR EXPERIENCE

EXPLORATORY CURRICULUM MAJOR

In 2015, the Transitional Advising Center (TRAC) began offering the Exploratory Curriculum Major (ECM) for first-year students who have not yet decided on a major. Through the five tracks--Arts & Humanities; Business; Global & Social Sciences; Health & Natural Sciences; Math, Engineering, & Technology--students are able to focus their major exploration on degree programs most relevant to their interests. For the 2015 cohort, 244 students entered as ECM majors and 65 percent declared their major by the end of the fall term.

COMMON READING EXPERIENCE

Undergraduate Studies continued to offer a common intellectual experience or Common Reading Experience for first-time-in-college students. Students read the acclaimed graphic novel *Persepolis* by Marjane Sartrapi, a memoir about the author's experience coming of age during the Islamic Revolution in Iran. The program provided the opportunity to students, faculty, and staff to engage in discussion about history, identity, gender, religion, family, and social justice. Highlights of the year-long program included a guest lecture from author and humorist Firoozeh Dumas and a student art showcase.

ORIENTATION

Orientation incorporated six new videos into the two first-year programs: Campus Safety, Financial Literacy, Undergraduate Research, Study Abroad, and Student Success.





PERSISTENCE COMMITTEE

The USF Persistence Committee, a cross-functional action team of student success professionals, was formed early in the 2016 spring semester to identify at-risk students who need extra support or intervention to be successful. Charged with enhancing the first-year retention rate of the 2015/2016 FTIC cohort to 90 percent or higher, the committee used various data sources and a case management approach to give targeted support as needed, whether that support is associated with financial aid, co-curricular engagement, the residential experience, academic concerns, career issues, or navigating university holds for registration. Working closely with the committee, the Office of Academic Advocacy helps to arrange engagement with individual students and problem solve to support their continued enrollment. During the year, the university set aside funds to assist students with financial barriers in support of the committee's work. Overall, the committee had considerable success in affecting first year student persistence.

PREDICTIVE ANALYTICS

The integration of predictive analytics into USF's student success practices made significant advances this year with a partnership with Civitas Learning. In addition to using traditional sources of information, the USF Persistence Committee (see page 8) drew heavily from key data sources that proactively identified students at risk of not persisting. The First Year Retention (FYR) model, created by USF's Drs. Tom Miller and Charlene Herreid, was combined with real-time data from Civitas to assess what services and interventions were needed to keep students on track. Through this proactive identification of individual students who were unlikely to persist into the next term, the committee was able to tailor support and coordinate intervention for each academically at-risk student from among the more than 4,100 students in the cohort. Early indications suggest that the work of the Persistence Committee members, together with the work of many partners across the university, is making a meaningful difference for individual student persistence and for USF's key performance measures.





The University considers families to be an important part of the Bull Community.

STUDENT ENGAGEMENT

Students who are involved and engaged with the university report higher levels of satisfaction and are more likely to graduate from the university. Tradition and a feeling of community contribute to that satisfaction. In 2015-16, numerous departments implemented new programs and events to help advance student engagement.

- Student Government revamped the student tailgate for football games enhancing the experience and bringing the community together to cheer on our Bulls.
- Engagement was encouraged and rewarded through the new iPoints reward program and the compilation of involvement opportunities on the new Center for Student Involvement website.
- The Center for Student Involvement, Fraternity and Sorority Life, Campus Recreation, Residence Experience & Learning, and the Center for Leadership and Civic Engagement expanded summer program offerings to keep students engaged throughout the summer.
- The Marshall Student Center hosted over 15,000 events, further establishing the union as the center for community and tradition for students and student organizations.
- The Center for Leadership and Civic Engagement, Career Services, and the College of Education implemented a new partnership with the New York Mets, sending students to the Dominican Republic to tutor players in English and culture.
- Leadership and service opportunities continue to engage our students both on and off campus.
- New students are a continued focus of the New Student Connections office with programs like CampU, the Network, and Week of Welcome to orient students to campus and assist them in engaging in the community and being a part of the traditions of the university.
- The support of families in a student's college experience is crucial to their success and families are an important part of the Bull Community. In recognition that the family support structure is very different for each student, the parent program was expanded to include families and friends. New programs were created like the Spring Family Day and others were expanded.

CAREER SERVICES

The Career Services team continued to develop and implement innovative programs and services during the 2015-16 academic year. Freshmen and transfer students benefitted from the launch of new On-Campus Internship and Interns with Impact programs, and students at all levels found new internship opportunities opened up on a global basis. Career readiness activities for students were strengthened with the introduction of a certificate program for students in the colleges of Business and Engineering, the AXA Leadership and Professional Development Program, and the launch of a Job Search course. Career fairs showed continued growth in attendance by both students and employers from the previous year and were expanded with three new fairs. For employers, fall fair attendance was up 89 percent and spring fair attendance was up 37 percent. For students, overall attendance was up 29 percent in the fall and up 25 percent in the spring. Suit-A-Bull, the program that provides students with free professional attire rental, opened in a 'storefront' located near Career Services and served more than 700 students during the year. Initial planning got underway for the replacement of the Employ-A-Bull career management system with Handshake, a cloud based platform built with today's connected student in mind. Similarly, planning began for an overhaul of the Major Possibilities program (now My Plan + My Pathways), to help improve communication and outreach efforts with students.





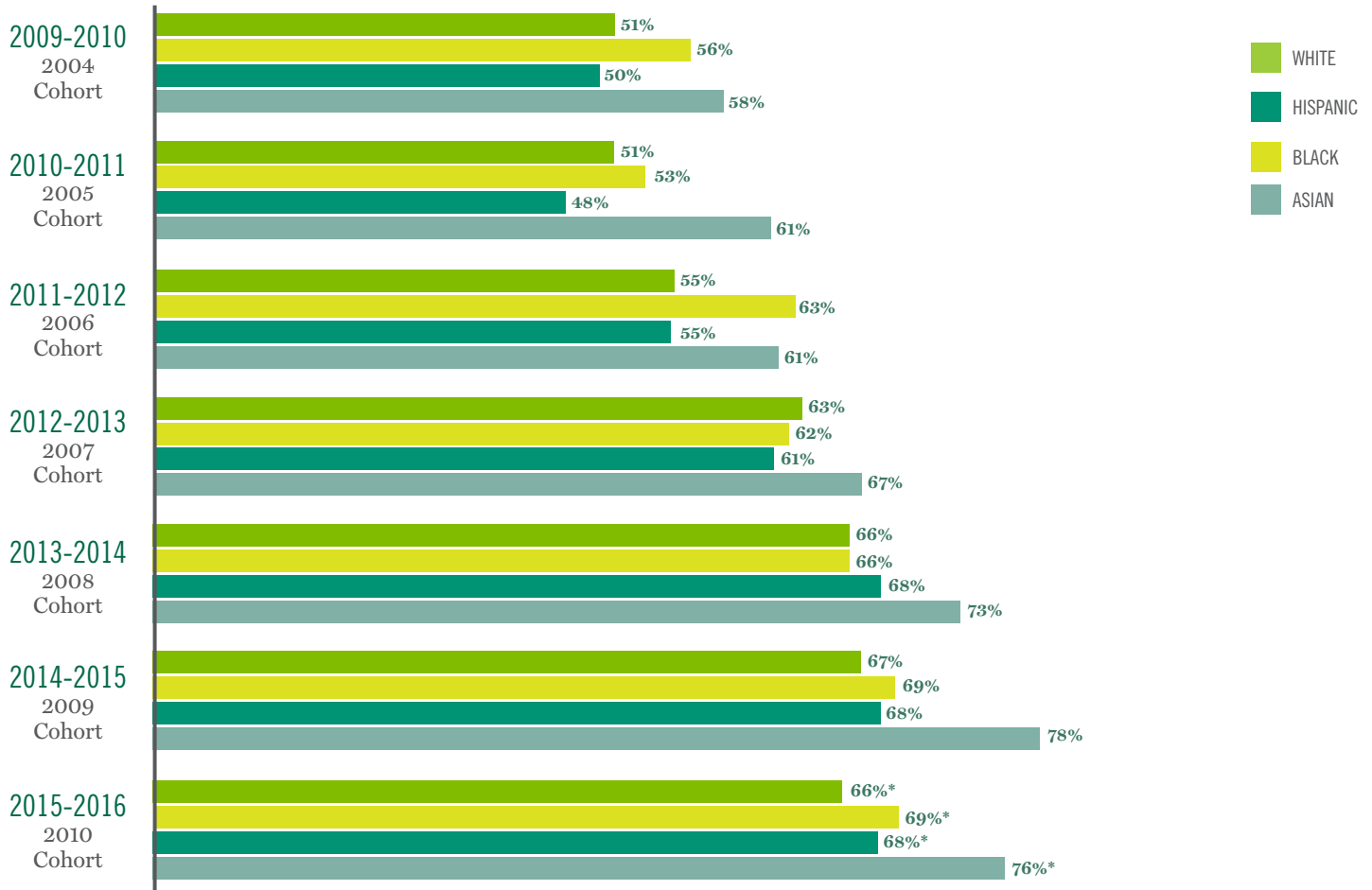
DIVERSITY

All students must experience an inclusive environment in order to feel safe and valued on the campus. The Mobilizing the Dream initiative was created to bring students, faculty, and staff together to create a community of cultural competency. The Safe Zone program (LGBTQ education) and the iBuddy (international student buddy) program were expanded by the Office of Multicultural Affairs and a new program was created focused on supporting undocumented students. Other diversity programming included the Intercultural Leadership Conference, the Global Speaker Series, LGBT History Month, Dr. Martin Luther King, Jr. Commemorative Week, Black History Month, and Women's History Month.

All students must experience an inclusive environment in order to feel safe and valued.



FTIC 6-Year Graduation Rates by Race & Ethnicity

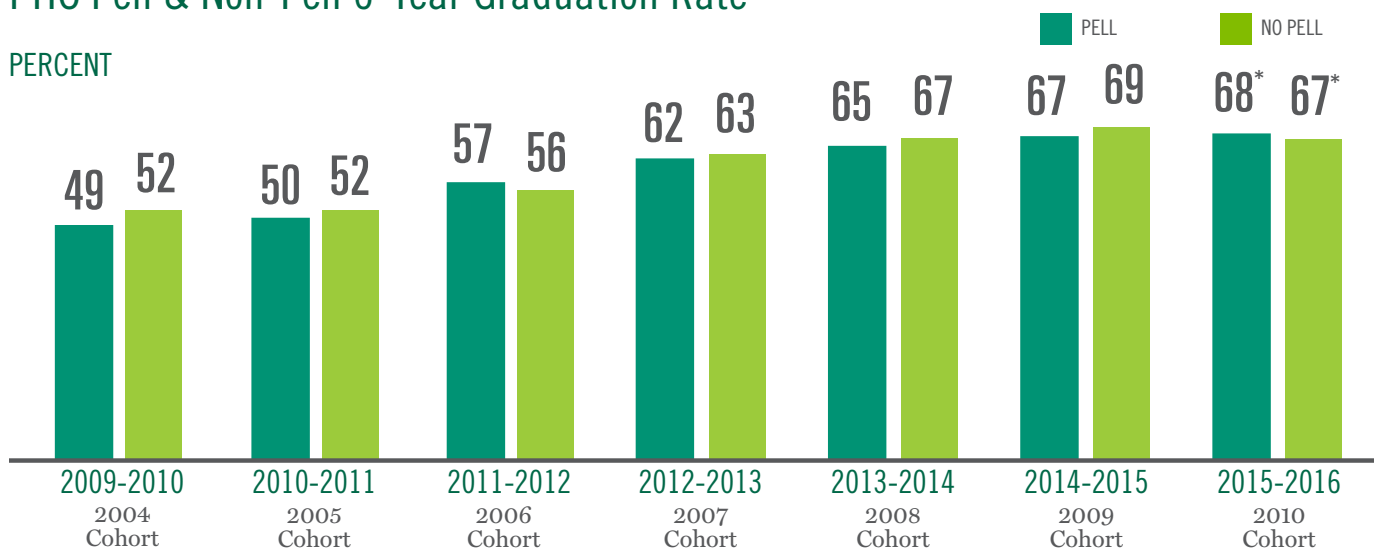


Source IPEDS

* Data reported follows IPEDS methodology but are based on internal preliminary data

FTIC Pell & Non-Pell 6-Year Graduation Rate

PERCENT

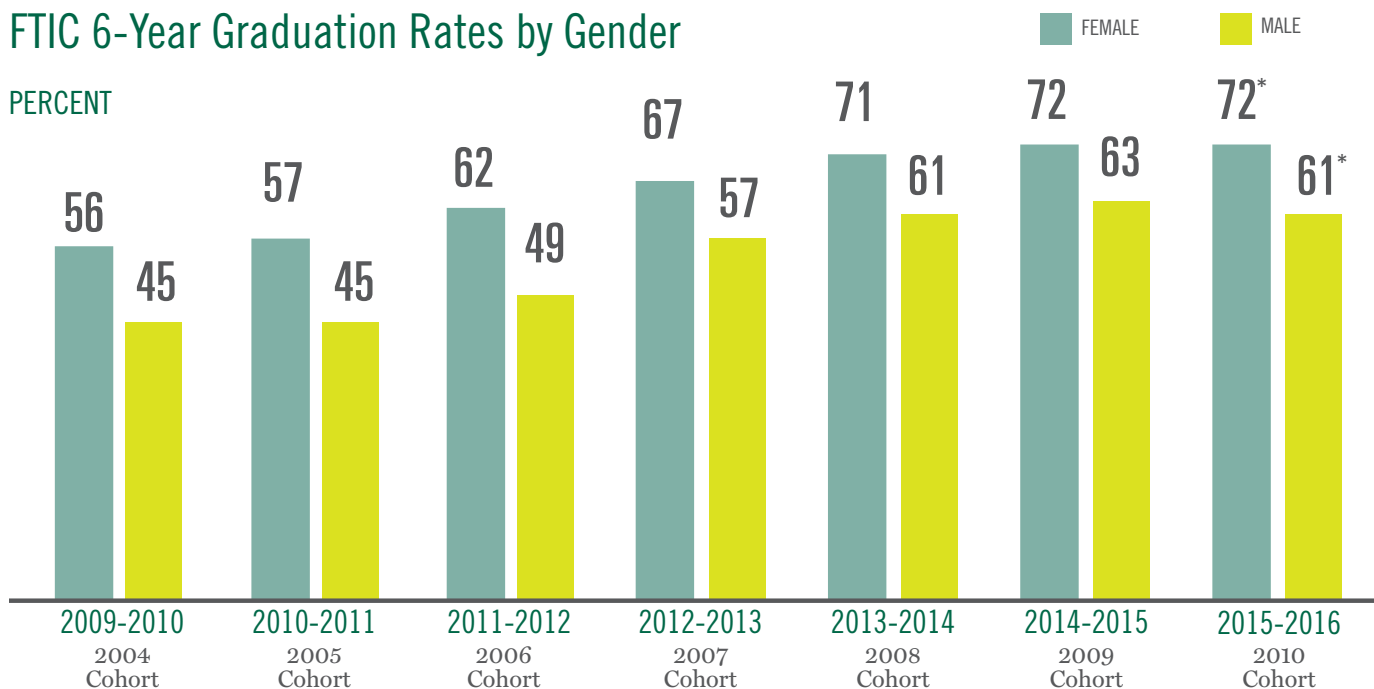


Source IPEDS

* Data reported follows IPEDS methodology but are based on internal preliminary data

FTIC 6-Year Graduation Rates by Gender

PERCENT



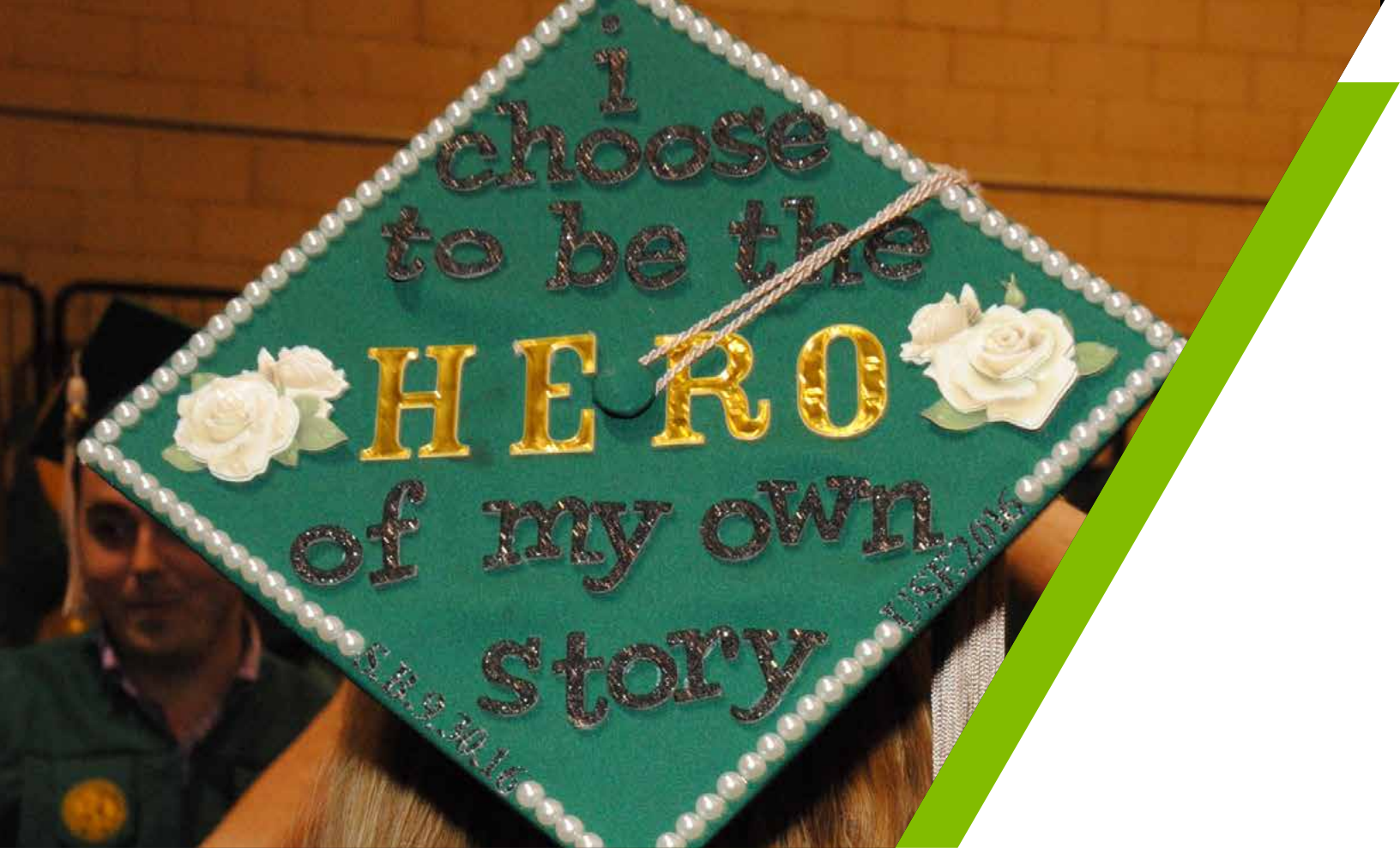
MALE STUDENT SUCCESS

While graduation and retention rates for male undergraduate students have improved over the last five years, the increases have not closed the achievement gap between males and females. Male undergraduate students of all racial and ethnic groups continue to graduate at rates at least 10 points below female undergraduate students.

In efforts to continue to increase graduation rates, a task force was created to look closer at this concern. Part of the research into male student success was to look at our own research which was reviewed by Drs. Tom Miller and Charlene Herreid. Their research indicated that males are less likely than females to seek assistance from tutors, advisors, counselors, or mentors. Looking at these gender differences will play a key role in identifying new practices to enhance male learning experiences. In order to reach underperforming male students, new initiatives may focus on the colleges or departments where males are over-represented in enrollment, most notably in the College of Engineering. Four STEM Male Student Success advisors have been hired for the College of Engineering and the College of Arts & Sciences.

USF also partnered with the John N. Gardner Institute to develop and implement a retention plan in order to increase male graduation rates.





ACADEMIC SUCCESS ADVOCATES

Proactively identifying and assisting students experiencing barriers to persistence and graduation at USF is the goal of the Academic Success Advocates. In 2015-16, our advocates identified a wide variety of at-risk variables impacting students. They worked closely with students, advisors, colleges, departments, and student support services to remove barriers to academic success. Their work included participation in the newly formed USF Persistence Committee (page 8) using predictive analytics to aid in the early identification of students with persistence concerns. They also worked in collaboration with U First and Achieve-A-Bull to offer assistance to first year students on academic probation with the goal of attaining good standing within one semester.

PROFESSIONAL ACADEMIC ADVISING

Academic advisors and advising leadership continued their professional growth throughout 2015-16 with a number of significant achievements and initiatives. One of these key initiatives was an engagement with NACADA, the global professional organization for academic advising, to bring three senior academic advising administrators to campus for a multi-day gap analysis and program review. The engagement identified a number of key strengths of USF's academic advising program and, by design, also identified areas for continued growth and enhancement. These recommendations were then used to create the university's first Academic Advising Strategic Plan, including the development of a common mission, vision, values, and goals for all Tampa academic advisors, and tied explicitly to the USF 2013-2018 Strategic Plan and the Student Success 2015-2020 Action Plan.

In addition to these achievements, Academic Advising also took up a challenge from USF's executive leadership to enhance the success of male students, who lag behind females in terms of graduation and retention rates. To address how this international trend has also become a pattern at USF, four new Male Student Success Coaches/Advisors were hired (with two in the College of Engineering and two in STEM areas of the College of Arts & Sciences) and conducted proactive and focused outreach, programming, and intrusive advising.

Through their attention to delivering high-quality academic advising services to individual students and their attention to key university performance measures, USF's professional academic advisors made significant contributions to student success this year.





ACADEMIC SUCCESS CENTER

Occupying most of the second floor of the USF Library Learning Commons, the Academic Success Center (ASC) offers tutoring in many different courses, writing support across the disciplines, and a math lab model with imbedded support for gateway courses called the SMART Lab. Since the development of the Learning Commons, the number of students who have utilized academic support has grown significantly each year. Overall, 15,214 students visited ASC 121,701 times, representing a 28 percent increase in student users.

TUTORING

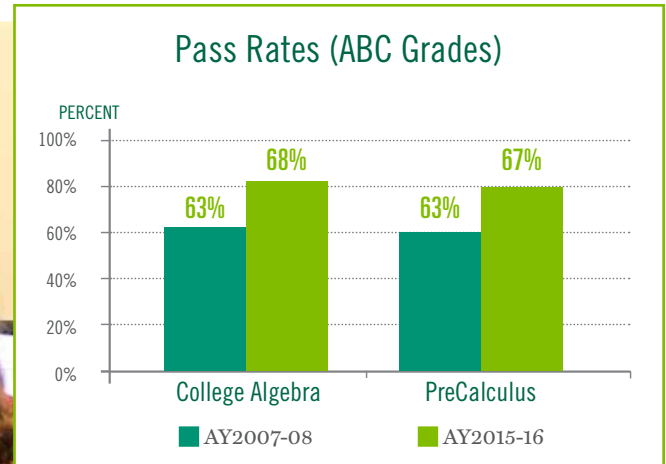
In the drop-in tutoring areas for Calculus, Physics, Statistics and Chemistry, students often expect tutors to teach concepts. In order to encourage students to become more active in these areas as learners, all of the tables were covered with whiteboards, allowing students to actively engage together to solve problems in small groups while tutors “roam” among the groups. Rather than leading instruction through demonstrations while students watch and listen, the tutoring areas buzzed with student collaboration with tutor support as needed. Although the volume of students has increased, students have commented that they now feel the tutoring areas are more personal and relevant and tutors have seen significant increases in student-led problem solving.

WRITING STUDIO

The USF Writing Studio continued to receive national and international attention for several unique initiatives. Most noteworthy were technology enhanced iSessions, developed by USF Writing Studio Coordinators and available only at USF. iSessions are similar to standard consultations but are iPad enhanced and include an audio recording of the consultation that students receive in a follow-up email. Another service added are Compression Sessions, which require no appointment and are ideal for students who have specific needs that can be met in a short time period.

SMART LAB

The SMART Lab, located in the USF Library Learning Commons, is a learning environment dedicated to supporting students in gateway math courses. Equipped with over 300 computers, students enrolled in SMART Lab courses learn mathematics by using technology tools that provide instant feedback on their performance and engaging with instructors, tutors, and teaching assistants who support them in learning. This past academic year, the SMART Lab served 7,665 students who made 114,439 visits, logged more than 150,000 lab hours, and made nearly 63,700 requests for assistance from tutors, teaching assistants, and instructors. This included students who were required to attend the lab as part of their math courses, as well as students who voluntarily sought out tutoring in the Calculus, Physics, and Statistics drop-in areas, who represent 15 percent of the total visits. Passing rates for students enrolled in the two largest courses supported in the SMART Lab--PreCalculus and College Algebra--continued to improve with both courses having the highest passing rates for any fall and spring semesters. Pass rates in these courses have increased 30 percent since AY2007-08.



“The tutors go to great lengths to help me understand the material and it helps me understand in order to succeed in my class.” Spring 2016 Business Calculus

“Having the tutors readily available motivates me to get help when I need it.”
Spring 2016 Business Calculus Lab Students



HEALTH & WELLNESS

Through evidence informed practice, the Health & Wellness departments facilitated the achievement of personal and academic success by engaging the student community in attaining maximal wellbeing. Through interdisciplinary collaboration, the unit's efforts enabled and empowered USF students to take charge of their health, wellbeing, and overall quality of life.

Student Health Services provided general healthcare, free flu vaccines, and STI testing during the year. Wellness Education (now known as the Center for Student Well-being) collaborated with Housing & Residential Education to offer the Wellness Living Learning Community that provides an environment for residents to learn and practice lifelong skills in maintaining a balance between physical, mental, social, intellectual, spiritual, and professional wellbeing. Wellness Education also provided chair massages for approximately 10,000 students who reported improved stress and mood and conducted the "Healthy Monday" campaign, which provided a weekly opportunity to engage in a variety of lifelong health and wellness topics including physical activity, bike safety, Freshman 15, sexual health, body image, alcohol, and stress.

For those specifically interested in physical activity and sustainability, Campus Recreation launched the Share-A-Bull Bikes program in addition to providing week-long programming ("Adventure Week") and physically-active travel adventures that enabled students to practice global citizenry.

The USF Counseling Center met the needs of over 1,000 students through both individual counseling and group sessions, covering areas from Understanding Self and Others, to Building Strength in Remembrance (Grief), LGBTQ+, Empowered (Trauma Survivors), Life Hacks, Learning to Let Go, and Semester Survival Skills. The Center for Victim Advocacy supported survivors of crime, violence, or abuse and offered programs for preventing victimization by promoting the restoration of decision making and control to survivors.

Lastly, the Office of Student Outreach & Support enhanced student success by identifying needs, removing barriers, and reducing distress of students of concern, often reported by USF community members. Higher level of concern students received holistic support from the Students of Concern Assistance Team (SOCAT). In collaboration with Wellness Education and Feeding America, the department opened Feed-A-Bull, USF's first food pantry for student's experiencing food insecurity.

HOUSING & RESIDENTIAL EDUCATION

Housing & Residential Education welcomed 5,581 residents from over 61 different countries to their USF home. The Residential Curriculum completed its third year of prescribed intentional learning goals with residential students. The 12 Living Learning Communities thrived this year with over 20 percent of residents choosing to participate in these co-curricular learning programs. The residential facilities remained a high priority for Housing & Residential Education and received a re-investment of over \$4.5 million in energy efficiency, infrastructure, amenity, technology, and residential learning spaces upgrades. Through several departmental fundraising campaigns, Housing & Residential Education staff financially contributed to provide housing scholarships for six residents.

During this year, the Florida Board of Governors approved a public-private partnership (P3) between USF and developer Capstone-Harrison Street to build a \$133 million dollar new housing village complete with retail spaces, outdoor pool and fitness center, a dining facility and more than 2,000 student beds. This is the largest of its kind in the State University System.





OFFICE OF UNDERGRADUATE RESEARCH

Undergraduate research is widely recognized as a high impact practice that promotes academic success and preparation for graduate school and the job market. The advantage to being a student at USF is the ability to work side-by-side with internationally recognized researchers and gain key skills, such as: organization, time management, problem solving, critical and creative thinking, oral and written communication, and networking. These skills are foundational to success in every academic discipline and are consistently identified by employers and post-baccalaureate admissions officers as essential to post-graduation success.

All undergraduate students may take advantage of the resources available by working with the Office of Undergraduate Research (OUR). During the 2015-16 academic year, nearly 1,500 students took advantage of 89 “Getting Started in Undergraduate Research Workshop” training workshops. In April 2016, the OUR hosted the largest local undergraduate research colloquium in the State of Florida with 455 student presenters from all academic colleges. Nearly 25 percent of the presenters were first or second year students and the OUR presented \$8,200 in Research Excellence awards to 33 researchers. The OUR also supported undergraduate research activities by awarding more than \$60,000 in interdisciplinary research, research in arts, research travel scholarships, and faculty funding to provide research experiences within courses. As a result of these efforts, it is estimated that more than 3,000 students engaged in some form of mentored research during the academic year that enhanced their academic success, retention, and job readiness. USF also was host to the 2016 biennial Council on Undergraduate Research (CUR) Conference that was attended by faculty from around the world.

In April 2016, the OUR hosted the largest local undergraduate research colloquium in the State of Florida with 455 student presenters from all academic colleges.

ATLE

The Academy for Teaching and Learning Excellence (ATLE) works to promote effectiveness in teaching and learning, a key component of student success. Its many events include monthly “First Friday” conferences, orientations for all levels of faculty and graduate students when they join the university, full-day events on technology in classrooms and the Canvas learning management software, and its signature two-day conference called Summer Teaching Symposium, which this year was focused on flipping the classroom. A new event this year, called Celebration of Teaching, offered faculty the chance to showcase their effective teaching practices via posters.





OFFICE OF COMMUNITY ENGAGEMENT AND PARTNERSHIPS

The Office of Community Engagement and Partnerships (OCEP) promotes engaged learning through service-learning courses, community-engaged research, and other high-impact practices. Last year, 231 service-learning course sections were offered (up from 188 the previous year, or a 23 percent increase), with 3,881 students enrolled. Service-learning courses were implemented in every college throughout USF, making community-based education part of USF's academic core. USF's commitment to engaged learning brought us the prestigious Engaged Campus of the Year Award from Florida Campus Compact.

OCEP also provided service-learning workshops and individual consultations to faculty and graduate teaching assistants, as well as electronic resources for the development and implementation of high quality service-learning courses. It provided "Match-Up" events at which faculty can learn more about service learning and meet potential community partners, and co-sponsored the annual Service Learning Day, which showcased exemplary service-learning courses and best practices.

USF's commitment to engaged learning brought us the prestigious Engaged Campus of the Year Award from Florida Campus Compact!

STUDENT SERVICES

Feeling supported and safe are important environmental issues that impact student success. Student safety continues to be a priority for the Dean of Student's office which established partnerships with Hillsborough Sheriff's office, Consumer Protection, Code Enforcement, and off-campus apartment complexes to create awareness of off-campus safety. A hazing prevention module was implemented with all new fraternity and sorority members and expanded to include Athletics and sports clubs. Staffing was increased to support Title IX and sexual assault prevention education, training, and response. Safety awareness and resources were presented at Orientation to both new students and their families.

Financial and academic support was increased through Student Government's partnership with Test Prep to help subsidize the cost to students and the expansion of the Don't Stop, Don't Drop mini grant program which has a 100 percent graduation rate. Students with Disabilities Services saw a 15 percent increase in the number of exams given as accommodations and was able to partner with the USF Bookstore to make textbooks more accessible to students who need them scanned. The Dean of Students office and the Student Ombuds office continue to be called upon to provide advocacy, support, and assistance with overcoming both personal and university challenges.



Feeling supported and safe are important environmental issues that impact student success.



USF STUDENT-ATHLETE ENRICHMENT CENTER

The Student-Athlete Enrichment Center (SAEC) provided comprehensive services to enhance to the development of USF student-athletes as they progress towards their degree, compete for championships, and prepare for life after sport. The SAEC houses athletic support services in the areas of Academics, Student-Athlete Enhancement, Behavioral Health, and Compliance.

Academically, USF student-athletes earned a record annual GPA of 3.085 in 2015-16 while also recording an 83 percent on the Graduation Success Rate. Additionally, all 18 teams measured in the NCAA's Academic Progress Rate (APR) Report – measuring eligibility and retention of scholarship student-athletes term-by-term throughout the academic year – were above 955 (out of 1000). The 2015-16 year also saw student-athletes complete a record 3,945 hours of volunteer service while seeking record involvement in career preparation and the Selmon Mentoring Institute – a unique mentoring program for student-athletes. Behavioral Health supports student-athletes to help them perform at their highest levels on the fields, in the classroom and in managing their college life. This area was a new addition to athletics in October 2014 and has provided a variety of services to ensure the overall well-being and mental health of student-athletes. Finally, the Athletic Compliance Office (ACO) functions to foster a strong commitment to rules compliance. The ACO assists student-athletes in the areas of eligibility, financial aid, rules education, and rules interpretations.

BULL 2 BULL FINANCIAL EDUCATION CENTER

This program provides presentations, workshops and individual appointments to all undergraduate students (new freshman and transfer students), freshman experience classes, on campus residents, and graduating seniors with student loan debt. Bull 2 Bull also provides in person peer counseling to students covering the areas of budgeting and saving, responsible student loan borrowing, credit use, and credit management. During last year, Bull 2 Bull was one of eight schools chosen to be featured in a joint Texas Guarantee (TG) and NASFAA national research report called *Above and Beyond: What Eight Colleges Are Doing to Improve Student Loan Counseling*. The purpose of the study was to highlight schools who have established additional practices to make student loan counseling more meaningful and effective.

This past year we increased the number of one-on-one peer counseling appointments and students served by through events and seminars. Bull 2 Bull was also able over 800 students pay outstanding bills in order to keep them enrolled and working toward their degree and assisted almost 200 student loan borrowers in resolving delinquent student loan repayments with the federal government.

During last year, Bull 2 Bull was one of eight schools chosen to be featured in a joint Texas Guarantee (TG) and NASFAA national research report called *Above and Beyond: What Eight Colleges Are Doing to Improve Student Loan Counseling*



STUDENT SUCCESS COUNCIL MEMBERS

On August 5, 2010, President Judy Genshaft appointed a 23-member Student Success Council with representatives from the following areas: Academic Affairs, Student Affairs, Student Government Association Advancement, Faculty Senate, Staff Council, Administrative Services, USF Health, and Athletics. Chaired by Dr. Dosal, the council's mission is to coordinate and push forward the implementation of the Student Success Task Force recommendations.

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The Pell Divide: How Four-Year Institutions are Failing to Graduate Low- and Moderate-Income Students

By: Wesley Whistle and Tamara Hiler

Since 1972, the Pell Grant has served as the primary tool for increasing access to higher education for low- and moderate-income students.¹ That's why the federal government continues to spend nearly \$30 billion dollars on this important program each year.² But despite this large taxpayer investment, there has been almost no publicly available information on how well institutions serve Pell students. This is in large part because the Department of Education (Department) has not previously required institutions to report the outcomes for this critical student population.

In 2015, The Education Trust gave us our first glimpse at graduation rates of Pell students and the gap between Pell and non-Pell students at four-year institutions.³ They went through the lengthy and labor-intensive project of collecting graduation rate data for institutions ultimately covering over three-quarters of public and nonprofit bachelor's degree-granting institutions. Their research found 51% of Pell Grant recipients at these institutions graduated, as compared to 65% of non-Pell students.

But in October 2017, a change in reporting requirements made the graduation rates of first-time, full-time Pell recipients publicly available from the federal government for the first time, giving both taxpayers and students their first

comprehensive look at how well institutions are doing at helping this critical population secure the degrees they need to ultimately access well-paying jobs and succeed in our 21st century economy.⁴ We already have a college completion crisis, where at the average four-year institution, only a little over half of students earn a degree.⁵ This new data uncovers an additional layer of this crisis for low- and moderate-income students. As colleges continue to bill themselves as mobility machines for students, this new data lets us hone in on how well institutions are serving Pell students, who need the economic security of a college degree the most.⁶ In this analysis, we examine the graduation rates of first-time, full-time Pell students at four-year institutions, with a special focus on institutions that serve a high percentage of Pell students. We also examine the graduation rate gaps that exist between first-time, full-time Pell and non-Pell populations at all four-year institutions in this sample.

As colleges continue to bill themselves as mobility machines for students, this new data lets us hone in on how well institutions are serving Pell students, who need the economic security of a college degree the most.

Among our key findings:

1. A majority of four-year institutions fail to serve their Pell students well.

- After six years, only 49% of first-time, full-time Pell recipients earned a bachelor's degree at the institution where they started.
- Only 47% of institutions graduated half or more of the Pell students who initially enrolled.
- 214 institutions have Pell graduation rates lower than 25%. Of the more than 60,000 Pell students initially enrolled at these institutions combined, only 9,904 of them (16%) graduated within six years.

2. For many institutions, there is a gap between how well they serve their Pell and non-Pell students.

- Nationally, Pell students graduate at a rate of 18 percentage points less than their non-Pell peers.
- The average institutional Pell Gap is 7 percentage points, with 1,245 out of 1,566 institutions (80%) graduating Pell students at a lower rate than their non-Pell peers.
- Of the institutions who graduate Pell students at a lower rate, 573 institutions have gaps greater than 10 percentage points—97 of which have gaps larger than 20 percentage points.
- Yet it is not impossible to serve Pell students well, as 242 of 1,566 institutions

have *higher* graduation rates for their Pell students than their non-Pell students.

3. Many students have spotty access to high-performing Pell-Serving Institutions (PSIs).

- 965 of 1,566 four-year institutions serve an above average (37% or more) percentage of Pell students. We call these institutions “Pell-Serving Institutions” (PSIs) throughout our analysis.
- Only 246 of these Pell-Serving Institutions (25%) have Pell graduation rates at or above 50%.
- Seven states have no PSIs with Pell graduation rates greater than 50%.
- Only 48 PSIs graduate two-thirds or more of their Pell students.
- Of the PSIs with a Pell share greater than 80%, only ten have graduation rates greater than 50% and a mere three graduate more than 60%.⁷

Who are Pell Grant Recipients?

This analysis focuses on the completion rates of Pell Grant students as a way to better understand how well our four-year college system is doing at improving economic mobility for the nearly 5 million Pell students attending those colleges each year.⁸ Last year, Pell Grant students received an average award of \$3,740, with a maximum award of \$5,920.⁹ While family income levels vary, more than three-quarters of all dependent Pell recipients come from families earning annual incomes of \$40,000 or less, showing how important Pell Grants are for targeting aid and providing access to higher education.¹⁰ And Pell recipients represent the full panoply of today’s student body. In the 2015–2016 academic year, nearly half of all Pell recipients (45%) were 24 or older, 53% were independent, and 31% were independent with dependent(s). Overall, Pell students were much more likely to be people of color and/or the first in their families to attend college.¹¹

Given the diversity of the Pell student population, it is clear that there are barriers outside the higher education system that make the road to college completion more difficult for many of these low- and moderate-income students. However, these factors do not negate the responsibility institutions have to help their Pell students succeed. And while many schools are fulfilling that responsibility and getting good outcomes, too many are leaving most of their Pell students degreeless, even after 6 years.

Methodology and Data Considerations

For this analysis, we used the new graduation rate data released through the Department’s Integrated Postsecondary Education Data System (IPEDS) database in October 2017.¹² This first round of publicly available data on Pell student graduation rates only included first-time, full-time students and does not cover transfer or part-time Pell students. Our analysis only looks at four-year, bachelor-degree

granting institutions because they serve a higher percentage of first-time, full-time students. In fall of 2018, the Department plans to release graduation rates for part-time and transfer Pell students as well, allowing us to get a better picture and expand this analysis to the two-year and certificate-granting institutions.

With this currently available data, we calculated the Pell graduation rate by finding the percent of the 2010 cohort of first-time, full-time bachelor’s degree seeking Pell Grant recipients who had graduated six years later.¹³ Because we had both the number of all students and Pell students in the cohort who started and graduated, we also calculated two other data points for the analysis: the “Pell share” and the “non-Pell graduation rate.” The “Pell share” is the percentage of students in the first-time, full-time cohort who received Pell Grants (as opposed to the percent of all undergraduates receiving Pell Grants, as previously reported in IPEDS). The “non-Pell graduation rate” was calculated by removing the Pell students from the overall cohort in order to isolate how institutions serve both their Pell and non-Pell students.

$$\frac{\text{Number of Pell Recipients in the Cohort}}{\text{Total Number of Students in the Cohort}} \times 100 = \text{Pell Share}$$

$$\frac{\text{Number of Non – Pell Recipients in the Cohort Who Had Graduated Six Years Later}}{\text{Number of Non – Pell Recipients in the Cohort}} \times 100 = \text{Non – Pell Graduation Rate}$$

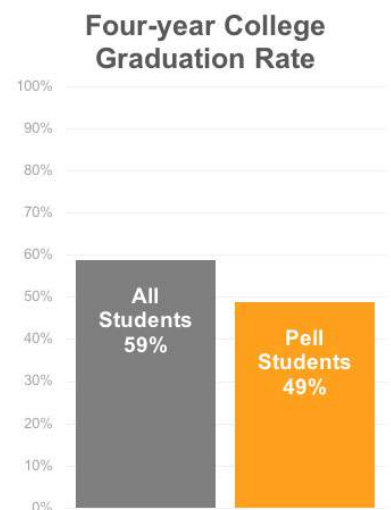
$$\frac{\text{Number of Pell Recipients in the Cohort Who Had Graduated Six Years Later}}{\text{Number of Pell Recipients in the Cohort}} \times 100 = \text{Pell Graduation Rate}$$

We also created a designation of a Pell-Serving Institution, or “PSI,” for those institutions that serve an above-average share of Pell students in their first-time, full-time cohort (37% or more). This allows us to highlight and analyze the graduation rate data for those institutions that serve a larger share of low- and moderate-income students. For the institutional analyses, we removed institutions that had less than 30 students in the cohort for data integrity purposes.¹⁴

Finding 1:

The majority of four-year colleges do not serve Pell students well.

We know that Pell students face unique challenges, but that doesn’t mean institutions are unable to help them succeed. Like any other college-goer, Pell students enroll



in higher education in the hopes that it will improve social mobility and economic opportunity. But our analysis finds that the overall graduation rate for Pell students who enroll in a four-year college is a meager 49%—ten points lower than the overall student graduation rate for students in this same cohort.¹⁵ As a result, low-

At for-profit institutions, only one-in-five first-time, full-time Pell students graduate within six years.

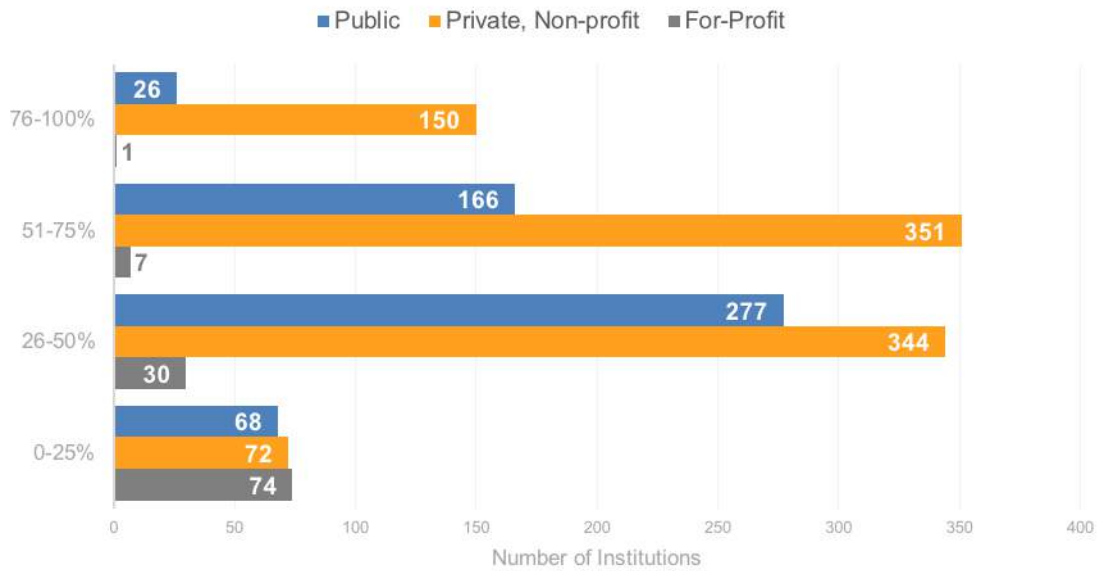
and moderate-income students starting college for the first time currently have no better than a 50:50 shot of actually earning their degrees within six years of enrollment. When breaking down Pell graduation rates across sectors, we see that this middling outcome exists at public, for-profit, and private, non-profit institutions. The problem is particularly acute for Pell students attending for-profit colleges (even though those schools serve a much smaller raw number of Pell students). At for-profit institutions, only one-in-five first-time, full-time Pell students graduate within six years—nearly 30 percentage points below the national average of all four-year institutions. These staggeringly low graduation rates become even more problematic when looking at the share of Pell students within each sector. For example, there is a much greater concentration of Pell students in the for-profit sector, accounting for 64% of their first-time, full-time students—a disconcerting number given their track record in serving this population miserably.

Institution Type	Total Cohort	Total Pell Recipients in Cohort	Pell Share	Total Pell Graduates	Overall Pell Graduation Rate
For-Profit	51,893	33,186	64%	6,658	20%
Private, Non-profit	459,022	152,123	33%	83,112	55%
Public	919,660	332,558	36%	162,362	49%
Grand Total	1,430,575	517,867	36%	252,132	49%

Graduation rates by institution are just as problematic.

When looking at the Pell graduation rates at the institution level, we also find that over half of four-year institutions leave a majority of their Pell students degreeless six years after enrollment. At the 1,566 four-year institutions included in the analysis, only 47% graduated half or more of the Pell students in their cohort from that institution.¹⁶ Comparatively, 65% of these same institutions graduate over half of their non-Pell population—meaning that institutions are systematically failing the subgroup of students who need the economic benefits of a college degree the most. Only 8 out of 112 for-profit institutions graduate more than half of their first-time, full-time Pell students. And an astounding 214 institutions (74 for-profits, 72 private, non-profits, and 68 publics) have Pell graduation rates equal to or lower than 25%.

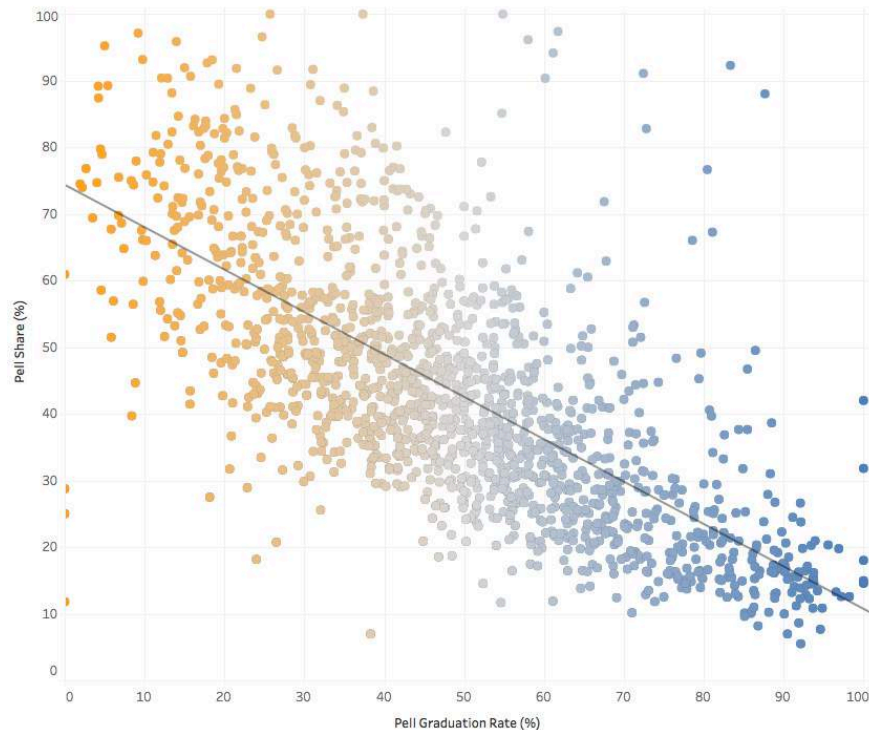
Pell Graduation Rate by Sector



There is a relationship between the proportion of Pell students an institution serves and its Pell graduation rate.

When looking at the Pell graduation rates of all four-year institutions, it becomes clear that there is a strong correlation between an institution's Pell graduation rate and the share of the cohort receiving Pell Grants. The interactive chart below shows this relationship and it's clear many schools with a high proportion of Pell students struggle to get good outcomes for them.

Pell Share v. Graduation Rate



However, correlation is not causation and demographics are not necessarily destiny, as some institutions perform above what their expected graduation rate might be based on their share of Pell students. A good number of them buck the trend, graduating their Pell students at a higher-than-average rate and outperforming expectations. For example, Berea College and Baruch College both have a Pell share greater than 50% and graduation rates greater than 60%.

But still, when you dig into the data, schools with similar shares of Pell students are showing wildly differing results. For example, the University of North Carolina at Pembroke and California State University–Stanislaus have an equal share of their first-time, full-time cohort receiving Pell at 58%, and they even have similar raw numbers of Pell students, but these schools achieve very different outcomes for them. UNC–Pembroke only graduated 33% of their first-time, full-time Pell students, while CSU–Stanislaus graduated 57% of theirs.

As this chart indicates, it's clear that some institutions are meeting or exceeding their expectations. Conversely, there are also a significant number of four-year colleges that are underperforming, including those that graduate fewer than half of their Pell student population. This is especially true at low-performing institutions that serve a large Pell student population, where schools are ultimately leaving tens of thousands of low- and moderate-income students without a degree. For example, 60,305 Pell students started at the 214 institutions with Pell graduation rates at or below 25%. Just 9,904 (16%) of these same students had graduated six years later. And while we've seen some of the worst actors concentrated in for-profit colleges, this completion problem is evident across four-year institutions in all sectors.

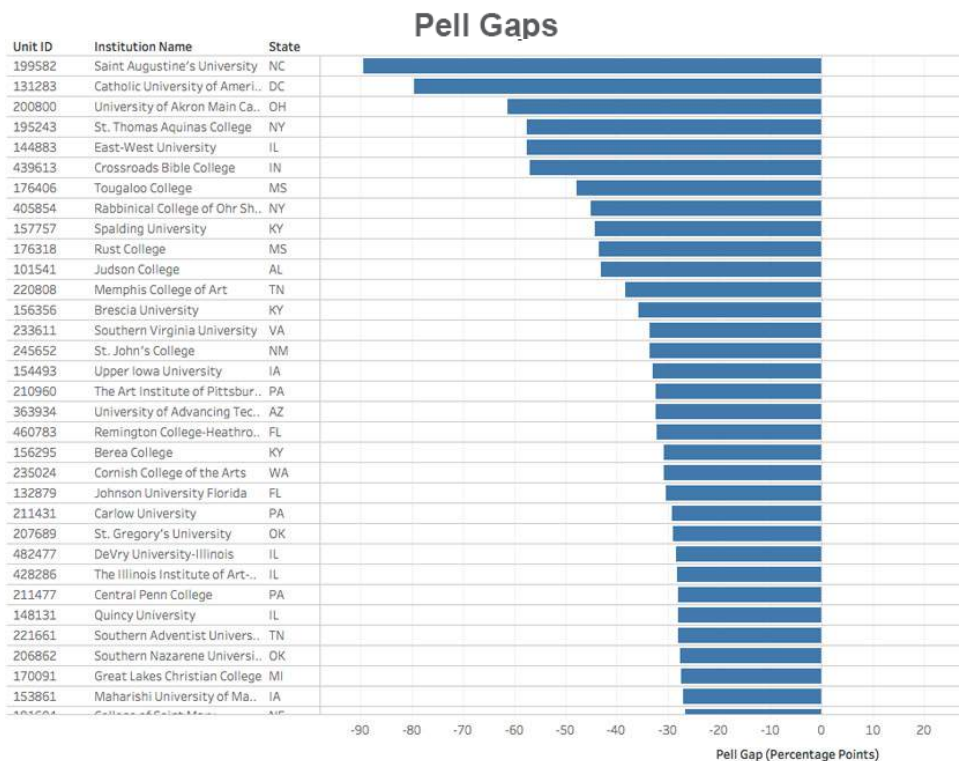
Finding 2:

A majority of four-year institutions have a graduation gap between their Pell and Non-Pell student populations.

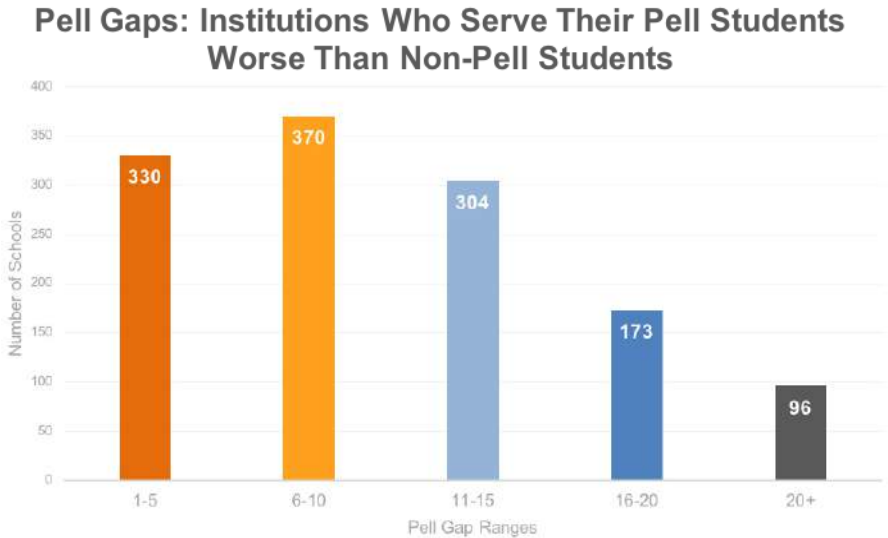
While there are significant problems when you look at the overall Pell student graduation rates across sectors, the failure of the status quo in our higher education system becomes even more evident when you examine the graduation *gaps* that exist between Pell and non-Pell students across and within institutions. Comparing outcomes for Pell and non-Pell students, our analysis finds that overall, Pell students graduate at a rate of 18 percentage points less than their non-Pell peers. Across sectors, the gap between Pell and non-Pell students is similar, revealing a troubling pattern that illustrates this is a systemic problem across the entire higher education system. These kinds of widespread *gaps* in completion create greater disparities between low- and moderate-income students and their wealthier peers, betraying the promise that college is supposed to be a mobility engine for all.

Institution Type	Pell Graduation Rate	Non-Pell Graduation Rate	Pell Gap
For-Profit	20%	35%	-15
Private, Non-profit	55%	72%	-17
Public	49%	65%	-16
Overall	49%	67%	-18

When looking at the institutional level, the average Pell gap shrinks to 7 percentage points, due to both differing enrollment and a range of gaps at individual institutions. This aligns with the findings of The Education Trust’s previous research that found the institutional gap between Pell and non-Pell students was 5.7% (and that research did not include for-profits or specialized schools, which could account for some of the difference).¹⁷ The interactive graph below shows the graduation gap between the Pell and non-Pell students at each institution. This data reveals that the vast majority of four-year colleges currently graduate Pell students at a lower rate than students who do not receive Pell.¹⁸



Of the 1,566 four-year institutions analyzed, 1,273 (or 81%) have a gap between their Pell and non-Pell graduation rates. For example, the University of Akron’s graduation rate for non-Pell students is 61 percentage points higher than for their Pell-receiving peers. Of course, some of these institutions have smaller, less abysmal gaps, but 573 institutions (45%) have gaps greater than 10 percentage points. And 96 of those institutions have gaps greater than 20 percentage points.



However, it should be noted that there are 242 four-year institutions that actually have *higher* Pell graduation rates than non-Pell graduation rates, meaning those institutions are doing a *better* job at graduating their Pell students than their non-Pell peers. This shows that it is possible for institutions to serve their lower-income students just as well as, if not better than, the rest of their student body. For example, Howard University, a historically black college with a Pell share of 45%, has a Pell graduation rate of 79%, which is 33 percentage points higher than their non-Pell graduation rate.

Finding 3:
Many students have spotty access to high-performing Pell-Serving Institutions.

There is wide variation in the number and percentage of Pell students that different institutions serve, with some four-year schools enrolling a drastically higher proportion of Pell students than others. We commend these institutions for providing greater access to the low- and moderate-income students who rely on college for economic mobility the most. However, the data reveals that too often Pell students are concentrated within institutions where far too few students get to graduation day.

Pell-Serving Institutions have graduation rates below the national average.

In order to better understand how well Pell students are faring at institutions with a high proportion of Pell recipients, we looked at the 965 institutions that serve an above-average (37% or higher) share of Pell Grant students in their first-time, full-time cohort and label these institutions as “Pell-Serving Institutions” (PSIs). When looking at the graduation rates of PSIs, we find that on average, PSIs have an institutional graduation rate that is 10 percentage points lower than the overall institutional Pell graduation rate at four-year institutions—with a mere 39% of first-time, full-time students having graduating six years later. Part of this discrepancy is a result of some non-PSIs taking in a very small proportion of Pell students, including 147 where less than 1 in 5 of their students receive Pell Grants.

PSIs have an institutional graduation rate of 39% for their first-time, full-time students.

But demography isn’t destiny, as some Pell-Serving Institutions do well at getting Pell students to graduation.

Some institutions are beating the odds to close Pell graduation rate gaps, showing that it is possible to help Pell students achieve the same outcomes as their non-Pell recipient peers. For the purposes of this analysis, we define “high-quality PSIs” as those institutions that have an above-average share of Pell students and graduate Pell students at a rate of 50% or greater. For example, there are 48 PSIs that graduate two-thirds or more of their Pell students, such as the University of California-Riverside. Though 57% of their first-time, full-time students received Pell Grants, the university has a Pell graduation rate of 73%, far above the national average. Grace University in Nebraska is an example of a small, private, non-profit institution doing better than average with Pell students, boasting an above-average graduation rate of 55% even though 100% of their first-time, full-time cohort are Pell recipients. Monroe College, a for-profit institution in New York, also bucks the trend, with 73% of its Pell Grant recipients graduating last year.

This shows that it is possible to find success with a large share of Pell students, across sectors and in small, medium, and large institutions with cohorts ranging from 31 to over 2,000 Pell students. And while selectivity and academic preparedness of the students attending these schools undoubtedly plays a role in some of these impressive outcomes, it is clear that these institutions are committed to admitting an above-average share of Pell students and equally committed to helping them succeed. The table below highlights the top PSIs by sector. It should be noted that while the top public and private, non-profit graduation rates look very similar, the same cannot be said for the for-profit sector, as only five of the for-profit institutions in this analysis even met that minimum bar of having graduation rates of 50% or greater.

Top 10 High-Quality PSIs by Graduation Rate by Sector

Public Institutions	Pell Share	Pell Grad Rate	Number in Pell Cohort	Total Pell Graduates
University of California-Los Angeles	39%	88%	1,790	1,584
University of California-San Diego	47%	85%	1,844	1,576
University of California-Irvine	38%	85%	1,658	1,417
University of California-Davis	40%	81%	1,781	1,442
University of California-Santa Barbara	41%	81%	1,499	1,210
University of California-Santa Cruz	48%	77%	1,583	1,212
University of California-Riverside	57%	73%	2528	1,835
CUNY Bernard M Baruch College	51%	71%	637	435
University of South Florida-Main Campus	41%	68%	1824	1,242
Rowan University	37%	66%	551	363

Private, Non-Profit Institutions	Pell Share	Pell Grad Rate	Number in Pell Cohort	Total Pell Graduates
Drury University	42%	100%	213	213
Brigham Young University-Provo	37%	86%	1,691	1,462
Thomas Aquinas College	49%	84%	32	27
Wartburg College	45%	83%	178	147
Coleman University	36%	81%	37	30
Oglethorpe University	37%	80%	113	90
Howard University	91%	79%	660	524
Columbia International University	66%	79%	70	55
Geneva College	45%	74%	183	136
Concordia College at Moorhead	37%	73%	252	185

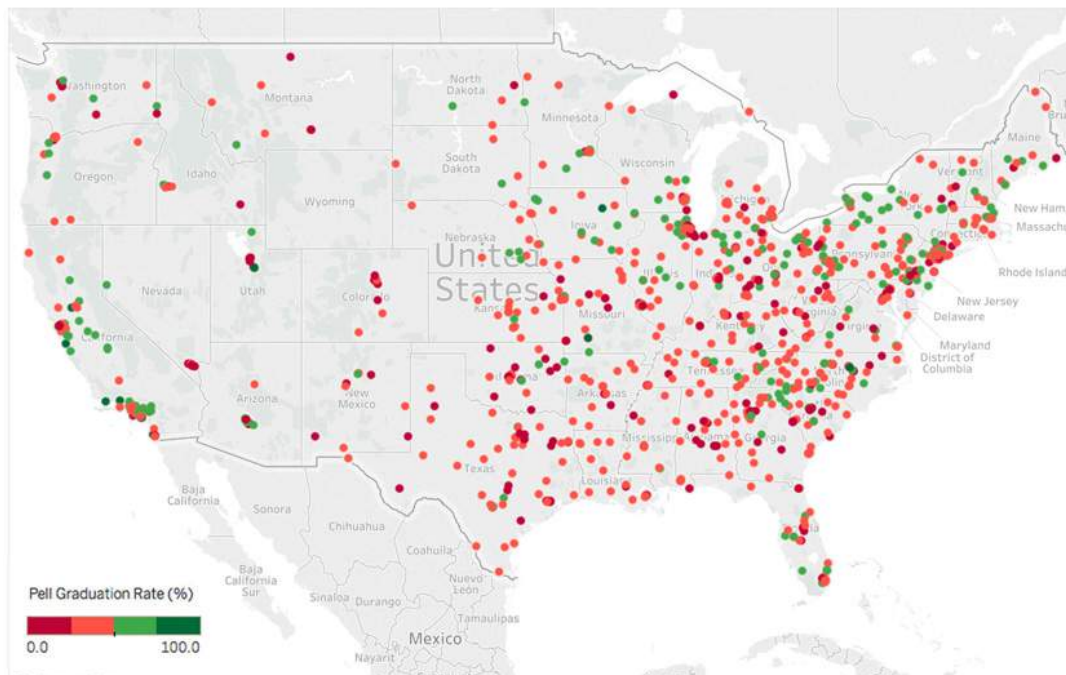
For-Profit Institutions	Pell Share	Pell Grad Rate	Number in Pell Cohort	Total Pell Graduates
Monroe College	83%	73%	342	249
Bob Jones University	42%	60%	244	146
Santa Fe University of Art and Design	51%	54%	54	29
Argosy University-The Art Institute of California-Silicon Valley	73%	53%	45	24
Nossi College of Art	70%	52%	31	16

Many students live in “Pell deserts” where they face limited access to schools that would provide them with true opportunity.

Even though some PSIs have proven that it is possible to get very good outcomes with their Pell population, many Pell students do not have access to these high-quality institutions near where they live. In Nicholas Hillman and Taylor Weichman’s research on the significance of “place” in college going, the authors cite the work of Laura Perna, explaining that low-income students are more likely to stay closer to home for their college experience because of “family responsibilities, cultural norms, or factors related to working while enrolled in school.”¹⁹ These “education deserts”—a moniker generally credited to Dr. Hillman—describe geographic areas where students have no four-year colleges or universities within a certain distance. Similarly, this analysis finds that there are also “Pell deserts,” where there are few or no high-quality PSIs (schools that take above-average proportions of Pell students and have a Pell graduation rate above 50%) within a given geographic area.²⁰

When mapping schools across the country, we find a large number of students live in geographic areas where there are zero high-quality PSIs. Specifically, seven states have no PSIs with graduation rates greater than 50%: Louisiana, Alabama, Colorado, Wyoming, New Hampshire, Rhode Island, and Connecticut. Even in some densely populated areas, there are few options for students to find a high-quality school that admits an above average rate of Pell students. For example, Texas only has four PSIs with a greater than 50% graduation rate. Yet students who live in California have much better access, with 37 PSIs showing Pell graduation rates at 50% or higher.

Pell Deserts



Policy Recommendations

Taxpayers invest billions of dollars in Pell Grants because they provide a pathway to increased social and economic mobility for millions of low- and moderate-income students each year. However, as this analysis shows, there is wide variation right now in the degree to which institutions admit and succeed with this population. This is in large part because there is little accountability to ensure our investment goes towards institutions that actually help their Pell students succeed. By implementing new policies that focus specifically on improving Pell graduation rates and closing the gaps, we can both better utilize taxpayers' investments and improve the economic mobility of the millions of Pell students attending institutions of higher education each year. To achieve these goals, federal policymakers could start here:

- **Support for High-Quality PSIs and Schools with Low Pell Gaps:** Congress should create a new designation for institutions that enroll higher percentages of Pell students and serve them well as "Pell-Serving Institutions." These institutions could then be targeted for additional resources and support to improve the outcomes of those Pell students. Additionally, Congress should implement incentives to reduce Pell gaps at colleges and universities to reward institutions that have demonstrated their commitment to ensuring equity for low- and moderate-income students. And as part of incentivizing schools to close gaps, Congress could also require that the overall graduation rate does not decrease (otherwise simply doing worse with students overall could close the gap).

- **Skin-in-the-Game:** There's a growing conversation about "risk-sharing" in higher education, but a majority of proposals on the table today only consider the risk associated with loans. However, it's clear that Pell students bear risk too, especially when they use up their Pell eligibility to attend low-performing schools. In addition, the federal government invests nearly \$30 billion in tax dollars to support the Pell Grant program each year. To ensure that institutions spend this taxpayer investment wisely, schools should be required to pay back some fraction of the Pell Grants they receive if they fail to get good outcomes for their Pell Grant students. This kind of system could provide bonuses to institutions admitting and/or graduating an above-average proportion of Pell students in order to ensure that schools continue to take in low- and moderate-income students.
- **Pell Minimums:** High-performing schools should be encouraged and incentivized to accept and educate far more low-income students. Today, 115 schools have a Pell share less than 18%, which is half the average share for all four-year institutions. Considering that 96% of Pell students come from families making \$50,000 or less—the income of 60% of U.S. households—it's clear that too many institutions are not doing enough to serve low- and moderate-income students.²¹ Congress should explore barring schools with low Pell enrollment from certain federal funding, because schools should not get taxpayer subsidies if they are unwilling to educate low-income students. Bills like Senators Isakson (R-GA) and Coons's (D-DE) ASPIRE Act includes one example of this idea, as it would require institutions with low Pell enrollment to pay a penalty that would go to high-Pell institutions with above-average graduation rates.²²

Conclusion

We already know we have a completion crisis in higher education—and this new data shows us that this problem is even more acute for low- and moderate-income students. This first unearthing of Pell graduation rates is an important step toward providing Pell recipients with the information they need to know how well institutions serve students like them. But until Congress puts in place additional accountability measures, institutions with abysmal Pell graduation rates and yawning gaps will continue to receive massive taxpayer investment with no incentive to improve. We know that it is possible to succeed with Pell students, which is why our policies must find ways to reward and scale up programs that have proven results with this population. We know that a college degree is a worthwhile investment and a ticket to economic mobility. But this investment will only pay off if we make sure that students who receive Pell dollars attend institutions that prioritize their success and get them to graduation.

ENDNOTES

1. Clare McCann, “Pell Grants,” New America, n.d., Accessed December 13, 2017. Available at: <http://www.ed-central.org/edcyclopedia/federal-pell-grant-program/>.
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3. Andrew Nichols, “The Pell Partnership: Ensuring a Shared Responsibility for Low-Income Student Success,” Published on September 24, 2015, Accessed on January 24, 2018. Available at: <https://edtrust.org/resource/pellgradrates/>.
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13. For this paper, graduation rates and Pell Gaps have been rounded to the nearest whole number, but in the downloadable data file and in Tableau the data is only rounded to the nearest tenth.
14. We kept schools that had a zero graduation rate in this analysis even though we realize this could be due to an error in reporting. However, we are not in the position to make that call because there could be other errors in reporting that remain in the data.
15. United States, U.S. Department of Education, National Center for Education Statistics, “Fast Facts: Graduation Rates,” Accessed on November 8, 2017, Available at: <https://nces.ed.gov/fastfacts/display.asp?id=40>.
16. In federal graduation rates, transfer students are counted as non-graduates. Their success at other institutions is unknown to the public due to the federal ban on student level data.
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18. It is important to note the gap does not take the Pell share into account. So, a school may have few non-Pell students but have a significant gap because their enrollment may be mostly Pell—and vice versa.
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WHITTIER COLLEGE
UNIVERSITY OF CALIFORNIA-RIVERSIDE
UNIVERSITY OF SOUTH FLORIDA-MAIN CAMPUS
UNIVERSITY OF FLORIDA
SUNY AT ALBANY
SAM HOUSTON STATE UNIVERSITY
UNIVERSITY OF CALIFORNIA-IRVINE
SALEM STATE UNIVERSITY
UNIVERSITY OF SAN FRANCISCO

**A LOOK AT
LATINO
STUDENT
SUCCESS:**

**Identifying Top- and
Bottom-Performing
Institutions**

BAYLOR UNIVERSITY
CALIFORNIA POLYTECHNIC STATE UNIVERSITY-SAN LUIS OBISPO
MERCY COLLEGE
LIU BROOKLYN
HOFSTRA UNIVERSITY
ADAMS STATE UNIVERSITY
NORTHEASTERN ILLINOIS UNIVERSITY



The Education Trust

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In this report, as in others that our team has done over the years, Ed Trust looks beyond national averages to understand and highlight patterns in student success at specific four-year institutions.

We identify top-performing colleges and universities from which other institutions could potentially learn a great deal, and we identify underperforming institutions that need to get far more serious about success rates for Latino students.

A Look at Latino Student Success: Identifying Top- and Bottom-Performing Institutions

BY ANDREW H. NICHOLS

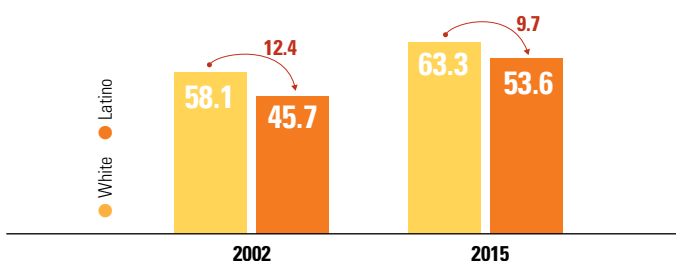
As the Latino population in this nation has increased over the past few decades,¹ there has been a dramatic surge in the numbers of Latino students pursuing postsecondary credentials and degrees on college and university campuses across the country.² During this same period, the gap between Latino and White students enrolling in college after high school has steadily declined and is now only a few percentage points.³ This is especially the case at community colleges.⁴

While these gains in *access* to postsecondary education are noteworthy, simply attending college does not provide the personal or broader social benefits that come with *completing* a degree — particularly a bachelor's degree. Compared to high school graduates with no college degree, bachelor's degree completers (with no graduate-level training) earn nearly \$25,000 more annually.⁵ In addition, individuals who completed a bachelor's degree (at minimum) are two times less likely to be unemployed or out of the labor force. Given that the share of 25- to 34-year-old Latino adults with a bachelor's degree is over 25 percentage points below that of Whites in the same age group (43.7 percent vs. 17.8 percent), there is significant room for improvement.⁶

Graduation rates for Latino students at four-year institutions have been steadily increasing since 2002. Today, 53.6 percent of new Latino students who enroll full-time at a four-year institution complete a bachelor's degree within six years, compared to only 45.7 percent in 2002. This gain of nearly 8 percentage points from 2002 to 2015, which was higher than the graduation rate increase for White students during the same timeframe, has narrowed the Latino-White graduation rate gap by 2.7 percentage points (*Figure 1*).⁷

While these gains are important to acknowledge and celebrate, it is also fair to point out that progress has been far too slow, and a 10 percentage point gap still remains between the graduation rate of Latino students and their White peers (*Figure 2*). This gap in

Figure 1: College Graduation Rates Up for Latinos, Gap Closing (Six-Year Graduation Rates at Four-Year Institutions 2002-2015)



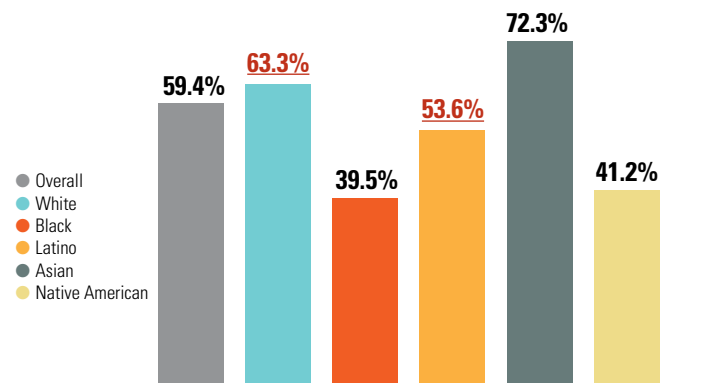
Source: National Center for Education Statistics. 2016 Digest for Education Statistics. Table 326.10

degree completion is partly the result of systemic disadvantages that many Latinos face in various aspects of their lives, especially in schooling experiences, which make the quest for a college degree more difficult. The challenges start early, as Latino students have the least access — of all racial or ethnic groups — to high-quality preschool, which is associated with positive education benefits.⁸ In addition, Latino students are more likely to be English learners,⁹ low-income,¹⁰ and attend schools that often have fewer resources,¹¹ less experienced teachers,¹² and a higher percentage of low-income students.¹³

In the face of these challenges, many Latino students are beating the odds and making their way to college, but the national figures suggest that — despite progress over the years — too many are not completing bachelor's degrees in a timely manner. But national data just tell one part of the story. Absent from data at the national level is an understanding of how well individual institutions are serving the Latino students they enroll. Does the average institution have a 10 percentage point completion gap between Latino and White students? Are certain institutions performing better or worse than others?

In this report, as in others Ed Trust has done over the years, we look beyond national averages to understand and highlight patterns in student success at specific four-year institutions. We identify top-performing colleges and universities from which other institutions could potentially learn a great deal, and we identify underperforming institutions that need to get far more serious about success rates for Latino students.

Figure 2: 10 Percentage Point Gap Between Latino and White Graduation Rates (Six-Year Graduation Rates at Four-Year Institutions 2015)



Source: National Center for Education Statistics. 2016 Digest for Education Statistics. Table 326.10

Andrew Howard Nichols, Ph.D., is director of higher education research and data analytics at The Education Trust.

A Note on Terminology and Data Limitations

Students who are included in the Latino student graduation rate in this report are those who ethnically self-identify as Hispanic or Latino. The Hispanic category is defined as “a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.”¹⁴ This definition is extremely broad and includes students from various racial groups and countries of origin. Latino students have diverse cultural backgrounds, native languages, schooling and social experiences, and many other distinguishing characteristics.

The broad definition coupled with the significant heterogeneity that exists among individuals who identify as Hispanic or Latino raise some concerns about how well the graduation rate data represent diverse subgroups within the Latino community. For example, the experience of a third-generation Latino student who is White and speaks no Spanish is much different than the experience of a first-generation Mexican American student who grew up in a home where the primary language was Spanish. Despite these differences, their postsecondary outcomes are counted in the same broad category. This data limitation should be considered while interpreting the findings presented in this brief.

We also note that the term “Latinx” has recently emerged as an alternative to “Latino/a.” In Spanish, all nouns have a gender, with masculine nouns ending in the suffix “-o” and feminine ones ending in “-a.” By substituting the gendered suffix with an “-x”, “Latinx” proponents argue that the term allows for gender neutrality. Opponents argue that “Latinx” is linguistically imperialistic, imposing American values onto the Spanish language. We do not use “Latinx” in this report because the term is still under debate.

MORE ABOUT THIS REPORT

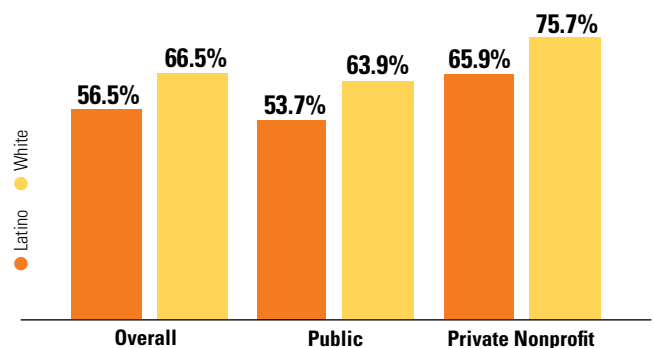
This report looks at graduation rates for Latino students and the completion or graduation rate gap between Latino and White students at four-year colleges and universities across the country. The bulk of this analysis focuses on 613 public and nonprofit private nonspecialized institutions.¹⁵ These institutions enroll nearly 85 percent of all first-time, full-time Latino students enrolled at four-year campuses. We also compare Latino student outcomes at colleges that are similar (e.g., total number of undergraduates, average SAT scores, and number of Pell Grant recipients). In the process, we found 10 institutions that have significantly higher-than-average graduation rates for Latino students and little to no completion rate gap between Latino and White students. These institutions, like many that we have identified before, defy the notion that student outcomes are determined by the incoming characteristics of the students that colleges and universities admit.

SUCCESS PATTERNS IN TRADITIONAL PUBLIC AND PRIVATE NONPROFIT INSTITUTIONS

The overall completion rate for Latino students at the 613 public and nonprofit private colleges and universities in the sample was 56.5 percent, exactly 10 percentage points below the White student graduation rate of 66.5 percent (*Figure 3*). The gap was nearly identical at both public and private nonprofit institutions, although private colleges had graduation rates for both groups that were about 12 percentage points higher. Among Latino and Latina students, there were also key differences. Overall, Latinas had higher completion rates than Latinos (59.8 percent vs. 51.9 percent). And there was a smaller gap between Latinas and White women (9.5 percentage points) than between Latinos and White men (11.3 percentage points).

When we examined the differences in the graduation rates of Latino and White students at individual institutions, we discovered several noteworthy trends. First, completion gaps

Figure 3: Latino Grad Rates Are Lower at Public Institutions; Gaps Similar Across Sectors



Source: Education Trust’s analysis of the IPEDS Graduation Rate Survey. Analysis includes 613 institutions. Only non-HBCU, non-specialized institutions with 30 students in both the Latino and White graduation rate cohorts were included. See “About the Data” for more details.

varied widely among the 613 institutions in our sample (Figure 4). While 17.6 percent of institutions had completion rates for Latino students that were higher than the rates of White students, well over 80 percent of institutions had some gap in completion — ranging from small (under 5 percentage points) to fairly large (exceeding 15 percentage points). Ninety-five institutions (15.5 percent) had gaps that exceeded 15 percentage points, and 136 institutions (22.2 percent) had gaps that were fairly small (i.e., between 0 and 5). Nearly 45 percent (274 colleges and universities) had gaps that ranged from 5 percentage points to just under 15 percentage points.

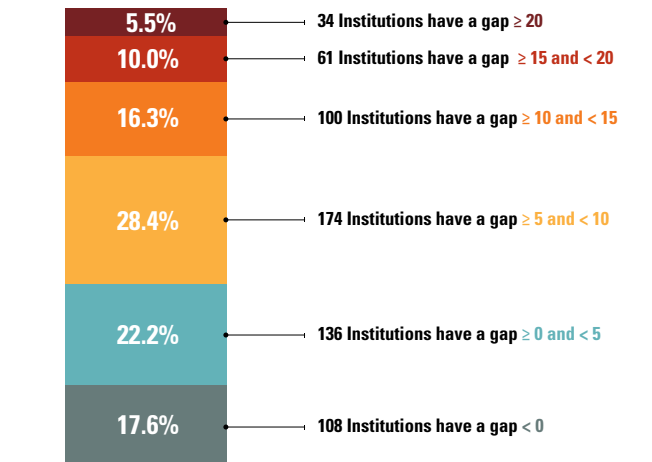
Second, the average completion gap between Latino and White students attending the same institutions in our sample was only 7.0 percent. That's less than the 10 percentage point national gap in completion (Figure 5). As we have explained in previous reports on graduation rates for Black students and for Pell Grant recipients, the national gap is not simply the accumulation of all graduation rate gaps between groups of students at individual institutions. The national gap is also the result of inequitable enrollment patterns and the wide disparity in graduation rates across campuses. Latino students (as well as Black students and Pell Grant recipients) disproportionately attend less selective institutions with chronically low completion rates. The low completion rates at these institutions have an oversized negative impact on the national graduation rate for Latino students because disproportionate shares of Latino undergraduates (compared to Whites) attend these institutions.

As shown in Figure 6, Latino students are two times more likely than White students to attend institutions with low graduation rates and average SAT scores in the lowest quartile. Nearly 15 percent of White students enroll at these institutions compared to approximately 30 percent of Latino students. On the other hand, 62.0 percent of White students attend institutions with average SAT scores in the top two quartiles, compared to just 49.9 percent of Latinos. These institutions tend to have much higher graduation rates than those institutions with SAT scores in the bottom quartile.

If you look at the data differently, you will also notice that Latinos — which make up roughly 18 percent of the United States population — are significantly underrepresented at institutions in the top three SAT quartiles (Figure 7). This is particularly true at institutions with the highest SAT scores. At these institutions, Latino students only make up 8.5 percent of students.

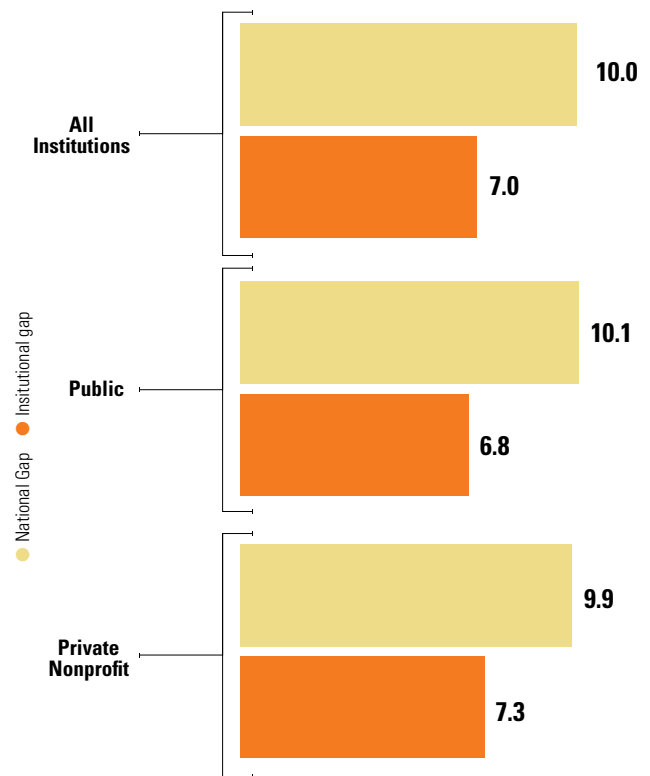
The data show that fully closing the national completion gap will require more than just addressing graduation rate discrepancies at individual campuses. Part of the equation must focus on increasing Latino student enrollment at selective four-year colleges and universities, while helping less selective, lower-performing institutions — where Latino students disproportionately attend — improve their completion rates.

Figure 4: Gaps Vary Across Institutions; Many Have No or Small Gaps (Percent Distribution of Six-Year Grad Rate Gaps Between White and Latino Students at Four-Year Institutions)



Source: Education Trust's analysis of the IPEDS Graduation Rate Survey. Analysis includes 613 institutions. Only non-HBCU, non-specialized institutions with 30 students in both the Latino and White graduation rate cohorts were included. See "About the Data" for more details.
* Gaps are measured in percentage points.

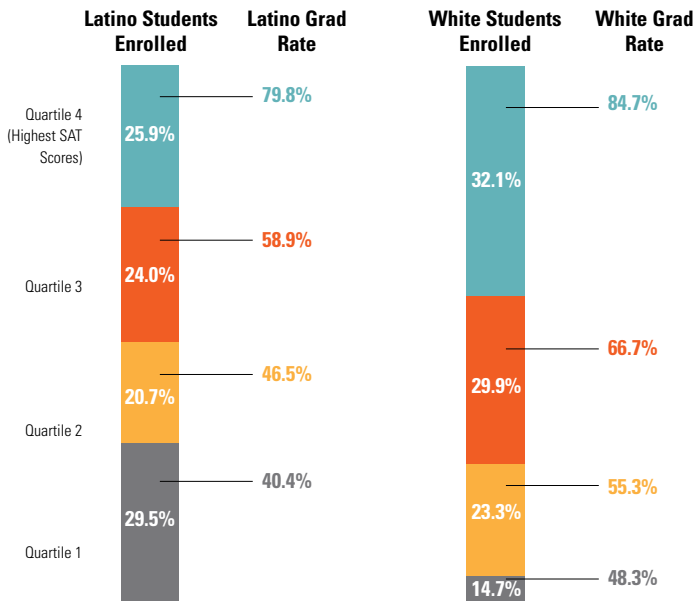
Figure 5: The Average Gap at Institutions \neq The National Gap (Gaps in Grad Rates Between Latino and White Students by Percentage Points 2015)



Source: Education Trust's analysis of the IPEDS Graduation Rate Survey. Analysis includes 613 institutions. Only non-HBCU, non-specialized institutions with 30 students in both the Latino and White graduation rate cohorts were included. See "About the Data" for more details.

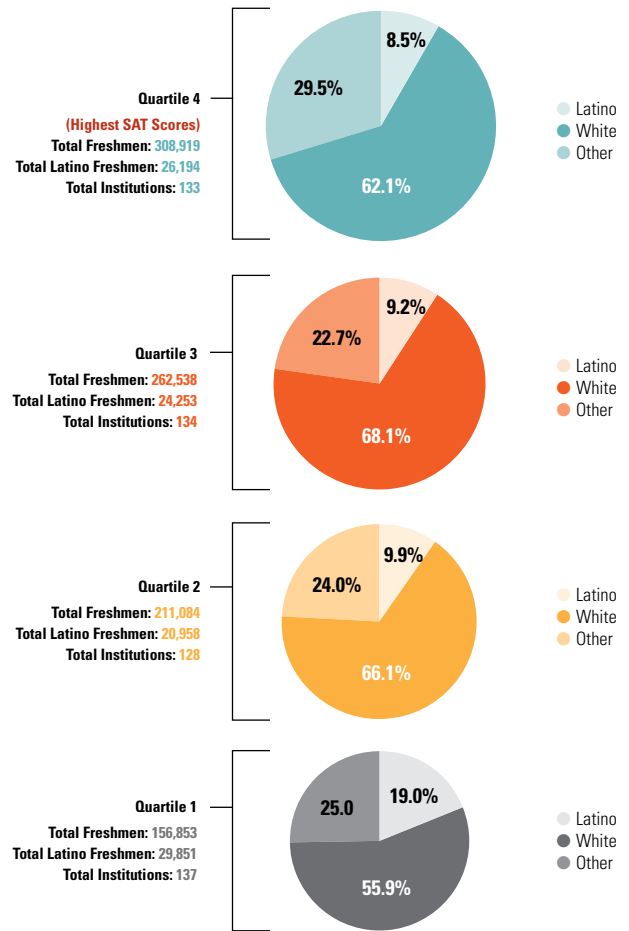
Latino Students Are More Concentrated at Less Selective Institutions With Lower Graduation Rates

Figure 6: Enrollment and Six-Year Grad Rates by SAT Quartile (2015)



Source: Education Trust's analysis of the IPEDS Graduation Rate Survey. Analysis includes 532 institutions from the sample of 613 that had SAT/ACT scores. The quartiles were Q1) ≤ 1010 (n=137), Q2) > 1010 and ≤ 1082 (n=128), Q3) > 1082 and ≤ 1192 (n=134), Q4) > 1192 (n=133).

Figure 7: Enrollment Within SAT Quartile (2015)



Source: Education Trust's analysis of the IPEDS Graduation Rate Survey. Analysis includes 532 institutions from the sample of 613 that had SAT/ACT scores. The quartiles were Q1) ≤ 1010 (n=137), Q2) > 1010 and ≤ 1082 (n=128), Q3) > 1082 and ≤ 1192 (n=134), Q4) > 1192 (n=133).

SIMILAR COLLEGES WITH DIFFERENT RESULTS

The data presented thus far show that there is considerable variance in graduation rates and gaps for Latino students at four-year colleges and universities. Without question, some of the variation can be attributed to differences in the types of students institutions enroll. Factors like academic preparation, socioeconomic background, and other student characteristics account for some of the differences in student completion rates, but — as shown in Ed Trust reports over the years — the policies, practices, leadership, and culture at each institution play a critical role in promoting student success. Nothing illustrates this point better than comparing colleges and universities that enroll similar types of students.

We used our College Results Online (CRO) database to compare graduation rates for Latino students at similar types of institutions.¹⁶ The CRO algorithm takes into account 12 institutional characteristics, including undergraduate enrollment, standardized test scores, and the percentage of first-time, full-time students that are low-income. The following four examples show how similar colleges can have very different completion rates for Latino students (Figure 8).

University of Texas San Antonio and California State University Fullerton: Even though Cal State Fullerton has a larger undergraduate enrollment than UTSA, both are large, public,

Hispanic-serving institutions with comparable levels of Latino and low-income students. Additionally, both institutions are moderately selective and have average SAT scores that are similar. But UTSA has a graduation rate for Latino students (33.7 percent) that is nearly 24 percentage points below that of Cal State Fullerton (57.5 percent). UTSA also ranks last in completion rates for Latino students among its 13 CRO peer institutions.

Metropolitan State University of Denver and Montclair State University: Both state universities are public institutions with undergraduate enrollments over 15,000. On average, students at these institutions have comparable SAT scores, and the institutions have nearly identical percentages of low-income and Latino students. A look at their graduation rates, however, reveals considerable differences in completion rates for Latino students. The graduation rate for Latino students at Metropolitan State is only 23.7 percent, putting it near the bottom of its peer group.

At Montclair State, the Latino student graduation rate is much higher – 59.7 percent, a difference of 36 percentage points.

University of Texas at Dallas and University of North Carolina

Wilmington: Both UT Dallas and UNC Wilmington are public institutions with similar numbers of undergraduates and similar levels of low-income students (28 percent vs. 24 percent). UT Dallas, however, does have a higher percentage of Latino students (nearly 14 percent vs. nearly 5 percent). On average, students at UT Dallas score higher on the SAT, and the institution's graduation rate (66.3 percent) is about 5 percentage points lower than the rate at UNC Wilmington (71.2 percent). The difference between the Latino graduation rates, however, is much larger. At UT Dallas, the graduation rate for Latinos is 54.2 percent; at UNC Wilmington it is 72.2 percent, an 18 percentage point difference.

Hofstra University and the University of San Francisco: Both are private, nonprofit institutions where the average SAT score and the percentage of first-time, full-time students receiving Pell Grants are nearly the same. The University of San Francisco, however, serves twice as many Latino first-year students as Hofstra. It also has a graduation rate for Latino students (72.4 percent) that is 27 percentage points higher than Hofstra's 45.2 percent — a rate that is lower than all of its 15 CRO peer institutions.

These examples of peer institutions with different outcomes suggest that student characteristics aren't the sole factors that drive

student success. What institutions do for (and with) the students they serve is a critical element. To illustrate this point further, we have identified several over- and under-performing institutions that have unusually high or low outcomes for Latino students compared with peer institutions (*See Tables 1 and 2 in Appendix*).¹⁷ In order to be eligible for the lists, institutions had to have at least 100 Latino and 100 White students, at least 10 institutional peers in CRO, and a graduation rate cohort that was at least 10 percent Latino. Other key characteristics of over-performing and under-performing institutions include the following:

- For over-performing institutions ...
 - A completion gap between Latino and White students that was 3 percentage points or less
 - A graduation rate that was at least 10 percentage points above its CRO peer group average
- For under-performing institutions ...
 - A completion gap between Latino and White students that was 10 percentage points or more
 - A graduation rate that was at least 10 percentage points below its CRO peer group average

Why We Compared Latino and White Student Graduation Rates

In K-12 education, there is a fairly robust set of indicators for monitoring results for all groups of students, including indicators of achievement (e.g., test performance, advanced courses completed) and graduation rates. Looking at both turns out to be important, especially to make sure that test performance isn't going up simply because more students are being pushed out. In higher education, publicly available data are much more limited. There are no consistent measures that show how much students learn or what competencies they acquire while enrolled at colleges and universities. What we do have is a less-than-perfect database called Integrated Postsecondary Education Data System (IPEDS) that reports year-to-year persistence and four-, five- and six-year degree completion rates for "first-time, full-time" students. (Just recently, the federal government released graduation rate data for students who enroll part-time or transfer in from another institution.) Although the imperfections of federal graduation rates are well chronicled,¹⁸ these rates provide the best and most comprehensive insights into how effective institutions are at helping students persist from matriculation to degree completion.

As our work has repeatedly shown throughout the years, graduation rates vary for different subgroups of students. Though the rates

for each group — and their progress over time — are intrinsically important, readers often want to know how they compare for students from different racial and economic backgrounds. Typically, we do this by comparing the graduation rates of Latino, Black, and American Indian or Alaskan Native students (when their data are available) to those of White students.

Some critics have argued that this approach reinforces Whiteness as the standard, focusing less on the need to improve outcomes for people of color regardless of how well White students are doing. We certainly appreciate that perspective. But the truth is that we haven't found a more viable alternative.

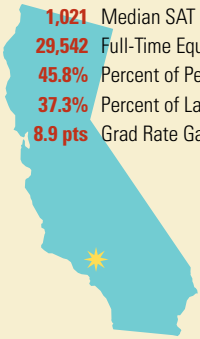
If, for example, graduation rates for Latino students were compared to the graduation rates of all students at an institution (i.e., the overall graduation rate), the gap or difference could be understated, since completion rates for Latino students are often lower and would be included in the institution's graduation rate for all students. An approach like this also includes (in the overall graduation rate) the graduation rates for Black students and Native American students, who are also traditionally underrepresented and underserved populations. This, too, can have the effect — especially in institutions with large numbers of underrepresented students — of understating differences and making those institutions look better than they actually are.

Figure 8: Similar Colleges, Different Results

Latino Student Graduation Rates (2015)

California State University - Fullerton (CA)

- 1,021** Median SAT Score
- 29,542** Full-Time Equivalent Undergraduate Enrollment
- 45.8%** Percent of Pell Recipients Among Freshmen
- 37.3%** Percent of Latino Students
- 8.9 pts** Grad Rate Gap Between Latino and White Students

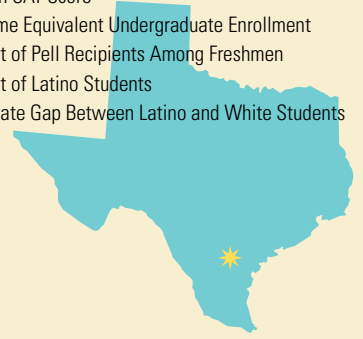


CSUF 57.5%
UTSA 33.7%



The University of Texas at San Antonio (TX)

- 1,037** Median SAT Score
- 21,940** Full-Time Equivalent Undergraduate Enrollment
- 45.0%** Percent of Pell Recipients Among Freshmen
- 38.2%** Percent of Latino Students
- 5.86 pts** Grad Rate Gap Between Latino and White Students



Montclair State University (NJ)

- 975** Median SAT Score
- 15,200** Full-Time Equivalent Undergraduate Enrollment
- 42.0%** Percent of Pell Recipients Among Freshmen
- 19.24%** Percent of Latino Students
- 9.5 pts** Grad Rate Gap Between Latino and White Students



MONTCLAIR STATE 59.7%
MSU DENVER 23.7%



Metropolitan State University of Denver (CO)

- 973** Median SAT Score
- 15,490** Full-Time Equivalent Undergraduate Enrollment
- 40.5%** Percent of Pell Recipients Among Freshmen
- 17.9%** Percent of Latino Students
- 3.0 pts** Grad Rate Gap Between Latino and White Students

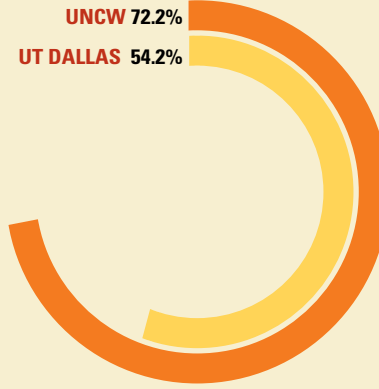


University of North Carolina - Wilmington (NC)

- 1,145** Median SAT Score
- 13,235** Full-Time Equivalent Undergraduate Enrollment
- 23.6%** Percent of Pell Recipients Among Freshmen
- 4.63%** Percent of Latino Students
- 1.0 pts** Grad Rate Gap Between Latino and White Students



UNCW 72.2%
UT DALLAS 54.2%



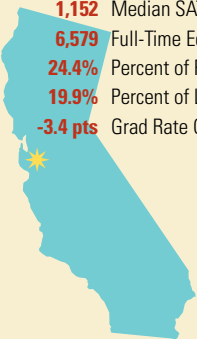
The University of Texas at Dallas (TX)

- 1,259** Median SAT Score
- 15,575** Full-Time Equivalent Undergraduate Enrollment
- 28.1%** Percent of Pell Recipients Among Freshmen
- 13.84%** Percent of Latino Students
- 10.8 pts** Grad Rate Gap Between Latino and White Students

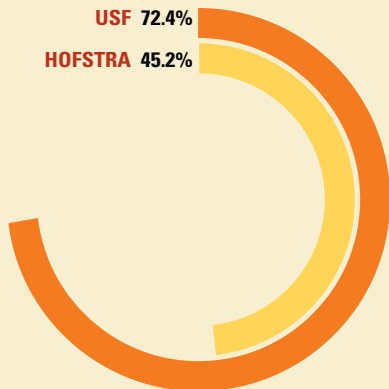


University of San Francisco (CA)

- 1,152** Median SAT Score
- 6,579** Full-Time Equivalent Undergraduate Enrollment
- 24.4%** Percent of Pell Recipients Among Freshmen
- 19.9%** Percent of Latino Students
- 3.4 pts** Grad Rate Gap Between Latino and White Students



USF 72.4%
HOFSTRA 45.2%



Hofstra University (Long Island, NY)

- 1,146** Median SAT Score
- 6,576** Full-Time Equivalent Undergraduate Enrollment
- 24.1%** Percent of Pell Recipients Among Freshmen
- 10.0%** Percent of Latino Students
- 20.6 pts** Grad Rate Gap Between Latino and White Students





Graduation Rates at Four-Year Hispanic-Serving Institutions

The federal government defines Hispanic-Serving Institutions (HSIs) as public or nonprofit private, degree-granting institutions where at least 25 percent of the undergraduates identify as Latino.¹⁹ Although these institutions only account for 14 percent of postsecondary institutions, HSIs play a critical role in postsecondary education, educating nearly two-thirds of all Latino undergraduates.²⁰ According to *Excelencia* in Education and the Hispanic Association of Colleges and Universities, in 2015-2016, there were nearly 472 HSIs, and slightly more than half of HSIs were four-year institutions.

In our sample of 613 public and nonprofit colleges, there were 103 HSIs. Despite accounting for slightly less than 17 percent of the institutions we studied, these institutions enrolled nearly 44 percent of first-time, full-time Latino undergraduates in the 2015 graduation rate cohort (students who started in 2009). The data show that HSIs are enrolling and serving an oversized share of

Latino students, but how well are these institutions graduating the Latino students they serve?

The analysis below examined completion rates for HSIs and non-HSIs within the same SAT quartile. We had SAT data for 91 HSIs, but the analysis only included the 89 HSIs in the bottom three SAT quartiles since only two HSIs (compared to 131 non-HSIs) were in the fourth quartile.

When you look at the three quartiles, HSIs served much larger percentages of low-income students. In addition, HSIs enrolled first-time students with slightly lower SAT scores. But despite serving students that were more likely to be low-income and slightly less academically prepared, HSIs on average had higher graduation rates for Latino students (see the figure below). The difference between HSIs and non-HSIs was essentially negligible among institutions in the first, or lowest, quartile, but in the second

Higher Grad Rates and Smaller Grad Gaps for Latino Students at HSIs

Average (unweighted) six-year graduation rates and graduation gaps for Latino students at HSIs and non-HSIs by institutional SAT quartile

SAT Quartile	Non-HSI vs. HSI	Percent Latino (2015)	Average SAT (2015)	Percent Pell Among First-Time, Full-Time Students (2014-15)	Latino Student Grad Rate (2015)	White Student Grad Rate (2015)	Latino Student/White Student Grad Rate Gap (2015)
Quartile 4	<i>Note: We did not examine completion rates for HSIs and non-HSIs in the 4th SAT Quartile because only two HSIs were among the most selective institutions.</i>						
Quartile 3	non-HSI (116 colleges)	9.8	1131	27.0	58.4%	66.9%	8.6
	HSI (18 colleges)	32.2	1120	41.6	61.9%	64.9%	3.0
Quartile 2	non-HSI (109 colleges)	9.4	1047	36.6	45.8%	54.8%	9.0
	HSI (19 colleges)	38.6	1040	44.8	50.9%	57.7%	6.8
Quartile 1	non-HSI (85 colleges)	11.5	971	43.2	40.2%	48.8%	8.5
	HSI (52 colleges)	39.7	942	55.3	40.6%	47.6%	7.0

Source: Education Trust's analysis of the IPEDS Graduation Rate Survey. Analysis includes 399 institutions from the sample of 613 that had SAT/ACT scores. The quartiles were Q1) ≤ 1010 (n=137), Q2) >1010 and ≤ 1082 (n=128), Q3) >1082 and ≤ 1192 (n=134), Q4) >1192 (n=133).

quartile, Latino students at HSIs were 5.1 percentage points more likely than Latinos at non-HSIs to complete a bachelor's degree in six years. In Quartile 3, the difference was 3.5 percentage points.

In addition to having higher completion rates for Latino students, HSIs had smaller completion gaps between Latino and White students. The average completion gap at HSIs in the first quartile was 7.0 percentage points, 1.5 percentage points smaller than the average gap at non-HSIs. Similarly, the HSIs in quartile two had an average completion gap that was 2.2 percentage points smaller than the gap at non-HSIs. And in quartile three, the average completion gap at HSIs was 5.6 percentage points smaller than the average gap at non-HSIs. Moreover, in each of the three quartiles we examined, the completion gap at HSIs was equivalent to or below the average gap between Latino and White students (7 percentage points) at the 613 institutions we examined in this report.

Despite serving undergraduates who are — on average — less academically prepared and more likely to have financial need, HSIs, at least some of them, are slightly better than non-HSIs at promoting Latino student success. As we noted in our blog for the Huffington Post,²¹ campus leaders may want to think critically about what they can learn from HSIs. Research shows that success for Latino students can be enhanced when institutions 1) enroll a “critical mass” of Latino students; 2) hire diverse staff and faculty; and 3) emphasize culturally relevant programs, policies, and curricula. While HSIs compared favorably to non-HSIs on Latino graduation rates, it is important to note that further improvement is still needed, since fewer than 5 out of every 10 Latino students (48.3 percent) completed a degree at the 103 HSIs in our analysis.



WHAT INSTITUTIONS DO FOR THEIR STUDENTS MATTERS

Our findings suggest that every institution, regardless of the students they serve, can raise graduation rates for Latino students. Far too often, institutional leaders attempt to justify low completion rates by highlighting what they perceive to be inadequacies of the very students they choose to enroll and have a responsibility to support. Yes, some students arrive at institutions with better academic preparation than others, and this explains some graduation rate differences among institutions, but the wide variation in graduation outcomes among similar types of schools enrolling the same types of students implies something else must be at work.

We believe this “something else” is what institutions do for (and with) the students they serve. This is essential for student success. And it is why we continue to encourage institutional leaders to refine their practices and develop strategies that optimize the use of their resources. For a detailed look at what campus leaders have done to improve outcomes for students of color, please take a look at the following publications (available at www.edtrust.org):

Using Data to Improve Student Outcomes: Learning From Leading Colleges

This report highlights leading universities that have drastically improved student success by consistently reviewing and using

their own data to launch campuswide initiatives, focus the entire college community on student success, and remove obstacles that impede large numbers of low-income students and students of color from graduating college.

Higher Education Practice Guide: Learning From High-Performing and Fast-Gaining Institutions

In this guide, we examine the practices at eight institutions that have improved outcomes in both access and success and sustained them over a significant period of time. We also share 10 of the analyses that leaders at these institutions found to be particularly powerful in provoking discussion and action on college completion.

Leading the Way in Diversity and Degrees: Rutgers University-Newark

For years, Rutgers University-Newark struggled with its nontraditional student population. As recently as the 1990s, students reported feeling unwelcome based on their race, ethnicity, religion, or sexual preference. Fast-forward two decades, and Newark has become a haven for nontraditional students of all types, leading to increased overall completion rates and a graduation rate gap among Black and White students that is almost negligible. This profile shares the institutional practices that led to this turnaround.

About the Data

The data used in this report come from the Integrated Postsecondary Education Data System, which is a publicly available database that includes information colleges and universities are required to report annually to the U.S. Department of Education. Our analysis specifically uses institution-level graduation rate data for White and Latino full-time, bachelor’s degree-seeking students who enrolled at an institution for the first time in the fall of 2009 and completed a bachelor’s degree within six years (2015) at that institution. The 2015 graduation rates are the most current rates that are available in IPEDS (as of November 2017).

The sample of 613 institutions includes institutions that met the following criteria:

- Classified as public or private nonprofit degree-granting institution

- Recipient of Title IV funds
- Enrolls first-time, full-time students
- Not considered a historically Black college or university
- Located in the 50 states or Washington D.C.
- Reported 2014-15 six-year graduation rates for Latino and White students
- Enrolled 30 or more Latino or 30 or more White students in the 2009 entering graduation rate cohort
- Classified as Doctoral Universities, Master’s Colleges and Universities, or Baccalaureate Colleges by 2015 Carnegie Classification of Institutions of Higher Education

The sample of 613 institutions includes 344 public institutions and 269 nonprofit private institutions. The public institutions enrolled roughly 77.5 percent of the first-time, full-time Latino students in the 2009 entering cohort, while the nonprofit private institutions enrolled 22.5 percent.

ENDNOTES

1. The Latino population has been the fastest growing population in the United States, increasing from 14.8 million in 1980 (6.5 percent of the U.S. population) to 56.6 million in 2016 (17.6 percent of the population). See, Antonio Flores, Gustavo López, and Jynnah Radford, "Facts on U.S. Latinos, 2015: Statistical portrait of Hispanics in the United States," September 18, 2017, <http://www.pewhispanic.org/2016/04/19/statistical-portrait-of-hispanics-in-the-united-states-trends/>
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Appendix

Table 1: Top-Performing Institutions for Latino Students

Institution Name	Institutional Control	Median SAT (2015)	Percent Pell Among First-Time, Full-Time Students (2014-15)	Percent Latino in Grad Cohort (2015)	Grad Rate for Latino Students (3yr Weighted Average: 2013, 2014, 2015)	Grad Rate for White Students (3yr Weighted Average: 2013, 2014, 2015)	Grad Gap Between Latino/White students (3yr Weighted Average: 2013, 2014, 2015)	CRO Peer Differential for Grad Rate Among Latino Students (3yr Weighted Average: 2013, 2014, 2015)*
Whittier College	Private Nonprofit	1061	29%	34%	71.2%	65.6%	-5.5	20.3
University of San Francisco	Private Nonprofit	1152	24%	20%	72.2%	67.7%	-4.4	10.2
Loyola Marymount University	Private Nonprofit	1218	18%	20%	80.2%	77.1%	-3.1	10.2
University of South Florida-Main Campus	Public	1162	36%	17%	66.2%	65.6%	-0.6	13.1
Sam Houston State University	Public	1000	51%	18%	52.9%	52.4%	-0.5	11.1
University of Florida	Public	1273	27%	17%	87.3%	88.2%	0.8	12.6
Salem State University	Public	984	40%	10%	46.7%	48.2%	1.5	10.4
University of California-Riverside	Public	1128	52%	32%	66.4%	69.1%	2.7	16.4
SUNY at Albany	Public	1098	37%	11%	63.9%	66.6%	2.7	12.0
University of California-Irvine	Public	1168	43%	14%	81.1%	84.1%	3.0	11.1

*Difference between the institution's grad rate among Latino students and the average rate for the institution's CRO peer group. Three-year weighted averages were used.
Source: Education Trust's analysis of IPEDS and College Results Online database

Table 2: Bottom-Performing Institutions for Latino Students

Institution Name	Institutional Control	Median SAT (2015)	Percent Pell Among First-Time, Full-Time Students (2014-15)	Percent Latino in Grad Cohort (2015)	Grad Rate for Latino Students (3yr Weighted Average: 2013, 2014, 2015)	Grad Rate for White Students (3yr Weighted Average: 2013, 2014, 2015)	Grad Gap Between Latino/White students (3yr Weighted Average: 2013, 2014, 2015)	CRO Peer Differential for Grad Rate Among Latino Students (3yr Weighted Average: 2013, 2014, 2015)*
Mercy College	Private Nonprofit	N/A	62%	35%	29.9%	52.3%	22.4	-10.8
LIU Brooklyn	Private Nonprofit	N/A	71%	12%	22.9%	42.1%	19.2	-11.5
Hofstra University	Private Nonprofit	1147	24%	10%	50.5%	65.1%	14.6	-15.9
Baylor University	Private Nonprofit	1227	20%	16%	62.9%	76.0%	13.0	-10.1
California Polytechnic State University-San Luis Obispo	Public	1234	13%	13%	63.5%	75.7%	12.2	-10.6
Northeastern Illinois University	Public	890	62%	44%	17.9%	29.3%	11.4	-18.9
Adams State University	Public	955	49%	33%	20.2%	31.4%	11.3	-16.0

*Difference between the institution's grad rate among Latino students and the average rate for the institution's CRO peer group. Three-year weighted averages were used. Source: Education Trust's analysis of IPEDS and College Results Online database

ABOUT 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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A LOOK AT BLACK STUDENT SUCCESS:

Identifying Top- and Bottom-Performing Institutions



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The message from these data is clear.

Closing the completion gap between Black and White students requires simultaneous work on three fronts. The first is addressing inequities in completion within individual institutions.

The second is changing enrollment patterns so selective institutions enroll more Black students.

And third, institutions where Black students are more likely to attend must improve the rates at which Black students complete.

A Look at Black Student Success: Identifying Top- and Bottom-Performing Institutions

BY ANDREW H. NICHOLS AND DENZEL EVANS-BELL

In the fall of 2008, over 160,000 Black students began their quest for a bachelor's degree by enrolling as full-time freshmen in a four-year college or university.¹ This represents some progress: Those numbers are up 37 percent over the past decade, compared with 28 percent growth for all undergraduates. What is not captured in the gains in access, though, is what happens to these undergraduates after they arrive on campus.

Certainly, the Black undergraduate experience isn't monolithic.² But many Black students encounter a unique combination of financial, academic, and social challenges that can make the path to degree completion rugged. Increasing college costs have a disproportionate impact on Black students' ability to pay, contributing to the accumulation of higher debt levels compared with peers.³ Damning inequities in K-12 education mean that too many Black students leave high school without acquiring the skills they need to immediately succeed in postsecondary education and are placed in developmental, noncredit courses.⁴ As if these hurdles weren't high enough, the constant barrage of racist incidents on many college campuses make it quite clear that on-campus racism is still an issue Black students have to deal with — and chilly or hostile campus racial climates have been found to have negative effects on Black student outcomes.⁵

Given these challenges, how successful are Black undergraduates in their quest to earn bachelor's degrees?

Data from the National Center for Education Statistics show that nearly 41 percent of first-time, full-time Black students who enrolled at four-year institutions in the fall of 2008 earned a degree within six years. This was the lowest rate among all racial and ethnic groups, approximately 22 percentage points below the graduation rate for White students (*Figure 1*).

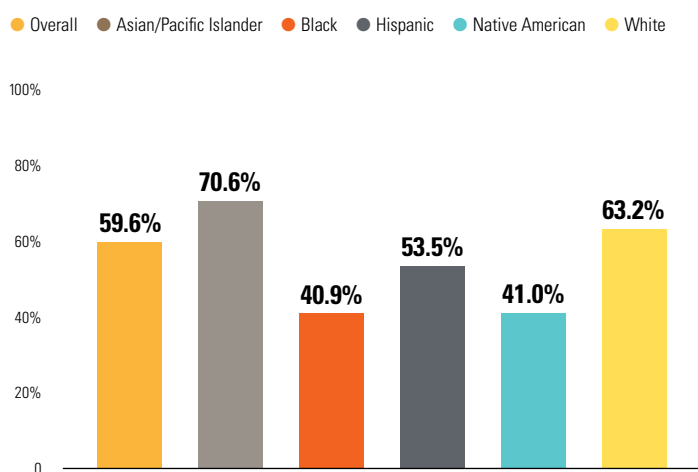
But what happens if you dig underneath the national average and look at the institutional data? Do graduation rates for Black students at most institutions lag those of White students by roughly 22 points?

In this report, as in others our team has done over the years, we look beyond national averages to understand and highlight patterns in student success at four-year institutions. We identify top-performing colleges and universities from which other institutions could potentially learn a great deal, as well as underperforming institutions that need to get far more serious about success rates for their Black students. Once again, we find that what institutions do matters: Some colleges are far more successful than otherwise similar ones in enrolling and graduating Black students.

ABOUT THIS REPORT

This report examines graduation rates for Black students and the completion gap between Black and White students at all nonspecialized public and private nonprofit institutions, as well as four-year, for-profit institutions. Together, these institutions — roughly 84 percent of all four-year institutions — enroll over 90 percent of all Black first-time, full-time students. In separate sections, we discuss what the data tell us about graduation outcomes for Black students at historically Black colleges and universities and at for-profit institutions. The bulk of our analysis, however, focuses on success rates at the 676 traditional public and private nonprofit colleges and universities that enroll nearly 60 percent of Black first-time, full-time students. Among those institutions, we highlight both the top-performing and the bottom-performing. In addition, using data from College Results Online (collegeresults.org), we showcase outcome differences between similar colleges that enroll the same types of students.

Figure 1: Six Year Graduation Rates at Four Year Institutions (2014)



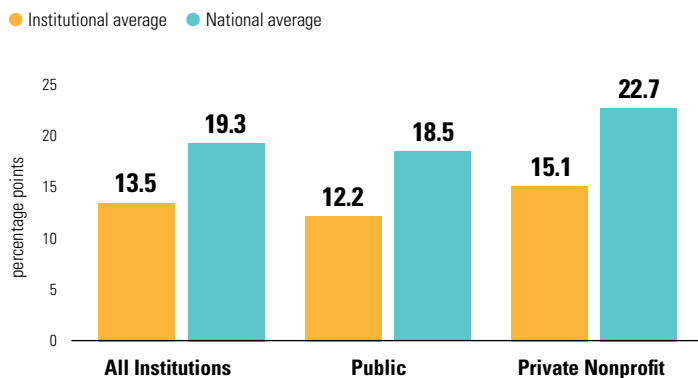
Source: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2008 starting cohort. Table 326.10

Andrew Howard Nichols, Ph.D., is director of higher education research and data analytics, and Denzel Evans-Bell was a higher education research analyst at The Education Trust.

SUCCESS PATTERNS IN TRADITIONAL PUBLIC AND PRIVATE NONPROFIT INSTITUTIONS

The graduation rate for Black students at the 676 traditional (we did not include HBCUs or specialized institutions) public and private nonprofit institutions in our sample is 45.4 percent, 19.3 points lower than the 64.7 percent graduation rate for White students.⁶ But among Black and White students who attend the same institutions, the average gap is just 13.5 percentage points (*Figure 2*).

Figure 2: Gaps in Graduation Rates Between Black and White Students by percentage points (2014)



Notes: Analysis includes 676 institutions (362 public and 314 private nonprofit). Only non-HBCU, non-specialized institutions with 30 students in both Black and White cohorts were included. Source: Education Trust's analysis of IPEDS Graduation Rate Survey

Figure 3: Closing the Gaps in Six-Year Grad Rates Between Black and White Students (2014)

		If gap closed by...		
			50%	100%
Average Institutional	Grad Rate for Black Students	45.2%	52.1%	59.1%
	Grad Rate Gap (percentage points)	13.5	6.6	-0.4*
National	Grad Rate for Black Students	45.4%	51.8%	58.1%
	Grad Rate Gap (percentage points)	19.3	13.0	6.6
Number of Additional Black Bachelor's Degree Completers			5,996	11,992

*To simulate gap-closing, Black graduation rates at institutions where White students graduated at higher rates than Black students were adjusted so that the Black graduation rate was equivalent to the White graduation rate. Graduation rates at institutions where Black students are currently graduating at higher rates than White students were not adjusted. As a result, the final gap (-0.4) reflects a slightly higher graduation rate for Black students.

Notes: Analysis includes 676 institutions (362 public and 314 private nonprofit). Only non-HBCU, non-specialized institutions with 30 students in both Black and White cohorts were included. Source: Education Trust's analysis of IPEDS Graduation Rate Survey

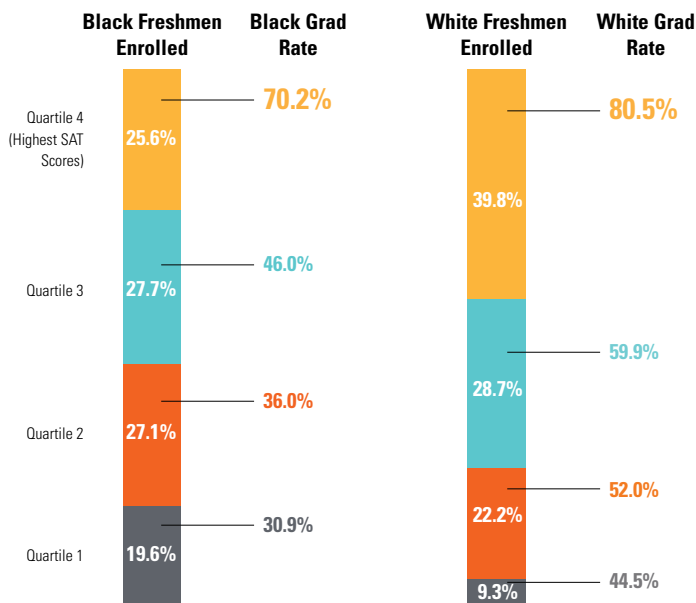
Why is the average institutional gap only two-thirds as large as the national cross-institutional gap? Simply because the national gap is more than the accumulation of all the individual graduation rate gaps between Black and White students at institutions; the remainder comes from differential enrollment patterns.

Stated differently, if the graduation rate for Black students were equal to the current graduation rate for White students at each institution where a gap exists, the national graduation rate for Black students would still lag behind the national rate for White students. Eliminating institutional gaps at each campus in our sample would produce an additional 11,992 Black graduates, and would reduce the national gap in Black and White completion from 19.3 percentage points to 6.6 percentage points (*Figure 3*). These remaining 6.6 percentage points are the result of divergent enrollment patterns between Black and White students. Far too few Black students attend selective institutions, which typically have higher graduation rates, and far too many end up at the least selective institutions, where few students complete in six years.

The message from these data is clear. Closing the completion gap between Black and White students requires simultaneous work on three fronts. The first is addressing inequities in completion within individual institutions. The second is changing enrollment patterns so selective institutions enroll more Black students. And third, institutions where Black students are more likely to attend must improve the rates at which Black students complete.

The data in *Figure 4* illustrate the nature and extent of the latter challenges, showing enrollment patterns and graduation rates for first-time, full-time Black and White students by SAT quartile for the institutions in our study. The data show considerable enrollment stratification, with Black freshmen less likely to enroll at institutions where most freshmen graduate and more likely to enroll at institutions where few do. About 25 percent of Black freshmen enroll at the most selective institutions (quartile 4) compared with nearly 40 percent of White freshmen. On the other end of the spectrum, roughly 1 in 5 Black freshmen enroll at the least selective schools (quartile 1) compared with fewer than 1 in 10 White freshmen. Colleges in this quartile have an average graduation rate of roughly 30 percent for Black students and approaching 45 percent for White students.

Figure 4: Enrollment and Six-Year Graduation Rates at Institutions by SAT Quartile (2014)

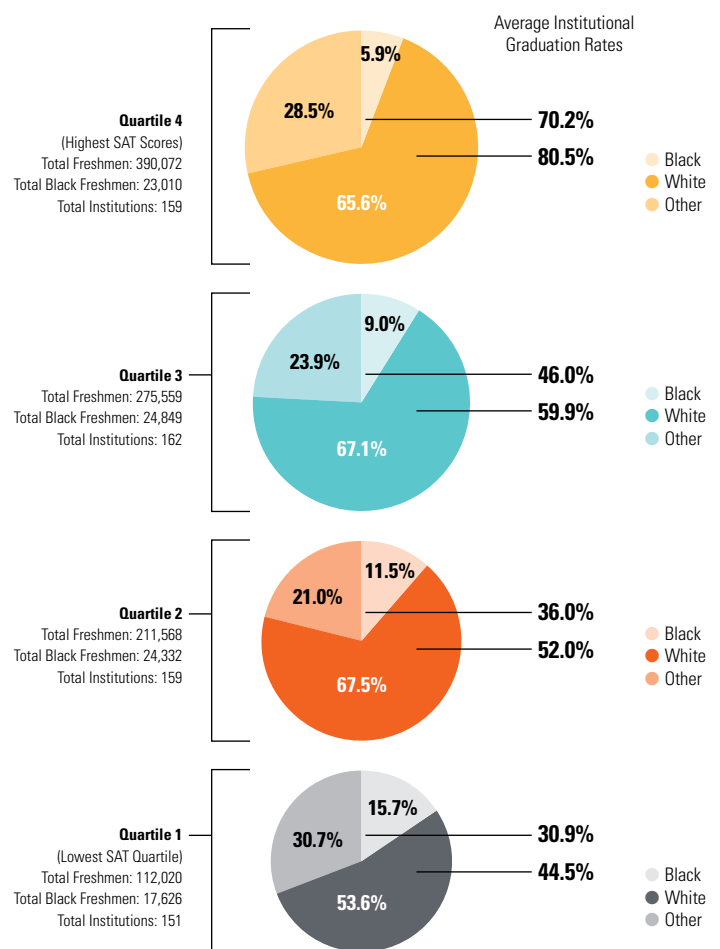


Notes: Analysis includes 631 institutions. Only non-HBCU, non-specialized institutions with average SAT scores in College Results Online and with 30 students in both Black and White cohorts were included. The quartiles were: Q1) ≤990 (n=151), Q2) >990 and ≤1050 (n=159), Q3) >1050 and ≤1146 (n=162), Q4) >1146 (n=159).
Source: Education Trust's analysis of IPEDS Graduation Rate Survey

When examining these same data from a different perspective, the effect of enrollment stratification becomes even more apparent (Figure 5). As selectivity decreases, the percentage of Black freshmen at these institutions increases. Only 5.9 percent of freshmen at the selective colleges and universities in quartile 4 are Black compared with 15.7 percent of freshmen at the least selective institutions in quartile 1. However, White freshmen only make up about 54 percent of freshmen at institutions in quartile 1, despite accounting for nearly two-thirds at the institutions in each of the other quartiles.

Certainly, some of these enrollment differences between Black and White students can be linked to differences in academic preparation, as Black K-12 students are more likely than their White counterparts to attend underfunded schools, be taught by inexperienced and out-of-field teachers, and be assigned less rigorous coursework.⁷ However, there is a growing body of evidence that attributes some of this enrollment stratification to undermatching, a pattern where high-performing, low-income, and underrepresented minority students tend to apply to and attend colleges that are below their academic qualifications.⁸ Clearly, this pattern deserves attention — from both high schools and colleges.

Figure 5: Enrollment and Six-Year Graduation Rates Within SAT Quartile (2014)



Notes: Analysis includes 631 institutions. Only non-HBCU, non-specialized institutions with average SAT scores in College Results Online and with 30 students in both Black and White cohorts were included. The quartiles were: Q1) ≤990 (n=151) Q2) >990 and ≤1050 (n=159) Q3) >1050 and ≤1146 (n=162) Q4) >1146 (n=159)
Source: Education Trust's analysis of IPEDS Graduation Rate Survey

TOP- AND BOTTOM-PERFORMING INSTITUTIONS FOR BLACK STUDENTS

As noted earlier, the average institutional difference in graduation rates for Black and White students in our sample is quite large (13.5 percentage points). But these disparities vary widely across institutions. While some institutions have small or no gaps, far too many have gaps that are much, much larger than average (Figure 6).

On the positive end, nearly 22 percent of colleges and universities have completion gaps at or below 5 percentage points. Among institutions with small or no gaps, 55 colleges and universities are graduating Black students at equal rates — if not higher rates — than White students.

WHY WE LOOK AT GRADUATION RATE GAPS BETWEEN BLACK AND WHITE STUDENTS

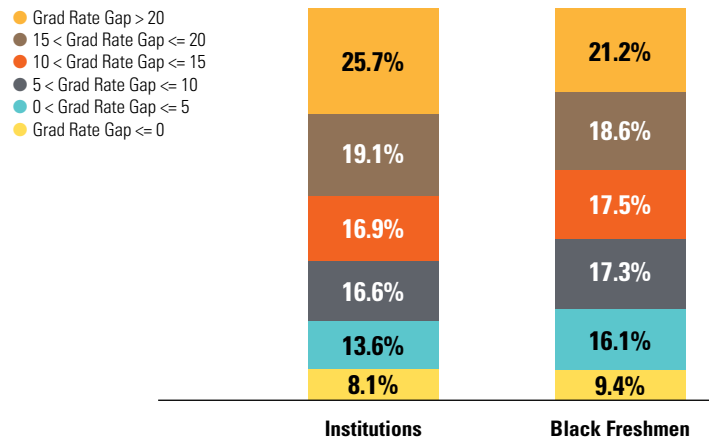
In K-12 education, we have a fairly robust set of indicators for monitoring results for all groups of students, including indicators of achievement (e.g., test performance, advanced courses successfully completed) and graduation rates. Looking at both turns out to be important, especially to make sure that test performance isn't going up simply because more students are being pushed out. In higher education, publicly available data are much more limited: There are no consistent measures that show how much students learn or what competencies they acquire while enrolled at colleges and universities; we have only a less-than-perfect database — called IPEDS — that reports year-to-year persistence and four-, five-, and six-year degree completion rates for first-time, full-time students. Although the imperfections of the federal graduation rates are well chronicled, these rates actually provide the best and most comprehensive insights into how effective institutions are at helping students persist from matriculation to degree completion.⁹ And while what students learn along the path to a degree undoubtedly matters, whether they get that degree is absolutely critical, especially in the current economic climate.

As our work has repeatedly shown throughout the years, graduation rates differ for different subgroups of students. Though the rates for each group — and their progress over time — are intrinsically important, readers often want to know how they compare for students from different racial and economic backgrounds. Typically, we do this by comparing the graduation rates of Black, Latino, and Native students (when their data are available) to those of White students.

Some critics have argued that this approach reinforces Whiteness as the standard, focusing less on the need to improve outcomes for people of color regardless of how well White students are doing. We certainly appreciate that perspective. But the truth is that we haven't found a workable alternative.

If, for example, graduation rates for Black students were compared with the graduation rates of all students at an institution (i.e., the overall graduation rate), the gap or difference could be understated since completion rates for Black students are often lower and would be included in the institution's graduation rate for all students. An approach like this also includes (in the overall graduation rate) the graduation rates for Latino students and Native students, who are also traditionally underrepresented and underserved populations. This, too, can have the effect — especially in institutions with large numbers of underrepresented students — of understating differences and making those institutions look better than they are.

Figure 6: Distribution of Institutions and Black Freshmen by Graduation Rate Gap (2014)
(Average Institutional Gap: 13.5)



Notes: Analysis includes 676 institutions (362 public and 314 private nonprofit). Only non-HBCU, non-specialized institutions with 30 students in both Black and White cohorts were included.

Source: Education Trust's analysis of IPEDS Graduation Rate Survey

On the other end of the spectrum are many colleges and universities that have gaps between Black and White students that are considerably larger than the average. Indeed, slightly more than a quarter of the institutions we studied have gaps that exceed 20 percentage points.

Many of the institutions in this latter, underperforming category could potentially learn a lot from the institutions that seem to be getting things right — or closer to right — for their Black students. From our sample of 676 institutions, we list 18 colleges and universities that stand out. In order to identify institutions with a consistent record of success, we used 2012, 2013, and 2014 graduation rate data. And we used weighted, three-year averages to account for the impact of year-to-year cohort size differences on the data. (See *Table 1* in the Appendix.) This list of top-performers includes institutions that have:

- A completion gap between Black and White students at or below 5.0 percentage points;
- A graduation rate for Black students at least 10.0 percentage points above the average rate of their peer institutions (as defined in College Results Online, www.collegeresults.org);
- A graduation rate cohort that was at least 5.0 percent Black;¹⁰ and
- A graduation rate cohort that included at least 100 Black students and 100 White students.¹¹

One standout institution is the University of North Carolina at Greensboro (UNCG), where the graduation rate for Black students exceeds the rate for White students by 3.0 percentage

points. Not only do Black students at this institution complete their degree requirements at rates higher than their White peers, but these students also surpass the average graduation rate of Black students at all institutions by 13.1 percentage points (57.7 percent vs. 44.6 percent).¹² Compared with its peers, UNCG is even more impressive. The graduation rate for Black students at UNCG is 18.6 percentage points higher than the rate for Black students at its top 15 peer institutions.

In addition to the 18 top-performers, we also identified 21 institutions that have especially low completion rates for Black students and large completion gaps between Black and White students. (See *Table 2* in the Appendix.) This list of bottom-performers includes institutions that have:

- A completion gap between Black and White students at or above 20.0 percentage points;
- A graduation rate for Black students at least 10.0 percentage points below the average rate of their peer institutions;
- A graduation rate cohort at least 5.0 percent Black;¹³ and
- A graduation rate cohort that included at least 100 Black students and 100 White students.¹⁴

Among this group of institutions is Youngstown State University. On average, fewer than 1 in 10 Black first-time, full-time students at Youngstown State University complete a bachelor's degree within six years of enrolling. What's as troubling is that White students at Youngstown State University graduate at nearly five times the rate of Black students. A 29.7 percentage point gap separating students enrolled at the same institution is far too large.

SIMILAR COLLEGES, DIFFERENT OUTCOMES

As our research has shown time and time again, similar colleges that serve the same types of students often have very different graduation rates. We used our College Results Online interactive web tool to provide four examples of institutions that are very similar but have disparate outcomes for the Black students they serve (*Figure 7*).

Take, for example, George Mason University and the University of Kansas. With 8.3 percent of full-time, first-year students identifying as Black, the percentage of Black freshmen at George Mason is slightly more than twice that at the University of Kansas. Both are fairly selective research institutions with admissions test scores near the top quartile of institutions. In addition, the two institutions enroll similar percentages of freshmen receiving federal Pell Grant dollars — a proxy for low-income status. Generally, on paper, these two institutions are quite similar, but we found a notable difference: their completion rate for Black students. At the University of Kansas, only 45.3 percent of Black students graduate within six years compared with 65.9 percent of Black students at George Mason University. While Black students graduate at rates nearly

identical to their White peers at George Mason, the completion gap is nearly 16 percentage points at the University of Kansas.

Another example of peer schools with different outcomes is the University of California-Riverside and University of Illinois at Chicago. Again, these schools are similar in size and their first-year students appear to have roughly the same level of academic preparation and financial need. However, unlike the previous example, the institution with better outcomes for Black students — the University of California-Riverside — actually has a lower percentage of Black students than its peer, The University of Illinois at Chicago. Black undergraduates are nearly 8 percent of first-year students at Riverside. But they account for 10.6 percent at the University of Illinois at Chicago, where their graduation rate is about 30 percentage points lower than that of Black students at Riverside, and the completion gap between Black and White students is approaching 20 percentage points.

Francis Marion University and Delta State University are also fairly comparable institutions where Black students have drastically different completion patterns. Both schools are very accessible options for Black students. Nearly half of the entering class at Francis Marion is Black, as is roughly 40 percent of the class at Delta State University. Francis Marion has a higher percentage of low-income, first-year students, but both of these universities have fewer than 3,500 students and freshmen with similar levels of academic preparation. That said, the graduation rate for Black students at Francis Marion (41.7 percent) is 16.3 percentage points higher than the rate at Delta State. Also, the graduation rate for Black students is 2.3 percentage points above that for White students at Francis Marion. In contrast, at Delta State, Black students have a graduation rate 10.3 percentage points below that of their White peers.

Our final example also highlights institutions with high Black student enrollment. Middle Tennessee State University is a bit larger and has more first-year students receiving Pell Grants than Eastern Michigan University, but students at both institutions have, on average, identical standardized test scores. Despite these similarities and others, the graduation rate for Black students at Middle Tennessee State University is more than two times the rate at Eastern Michigan University. And while Black and White students have similar graduation rates at Middle Tennessee State, the completion gap at Eastern Michigan is nearly 25 percentage points.

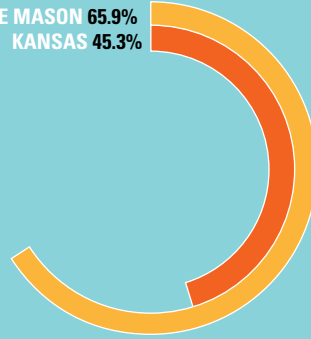
Figure 7: Similar Institutions, But Disparate Results (College Results Online Peer Institutions 2014)

Black Student Graduation Rate

George Mason University (VA)

- 1,155 Median SAT Score
- 18,837 Full-Time Equivalent Undergraduate Enrollment, Fall
- 25.2% Percent of Pell Recipients Among Freshmen
- 8.3% Percent of Black Full-Time Freshmen
- 65.9% Black Graduation Rate
- 0.4 Grad Rate Gap Between Black and White Students

GEORGE MASON 65.9%
KANSAS 45.3%



University of Kansas (KS)

- 1,145 Median SAT Score
- 17,868 Full-Time Equivalent Undergraduate Enrollment, Fall
- 22.8% Percent of Pell Recipients Among Freshmen
- 4.0% Percent of Black Full-Time Freshmen
- 45.3% Black Graduation Rate
- 15.7 Grad Rate Gap Between Black and White Students

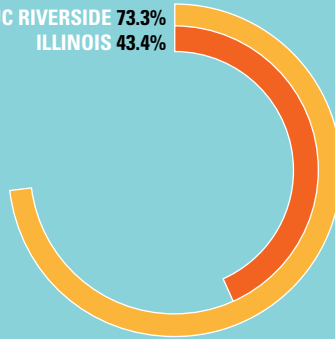
University of Illinois at Chicago (IL)

- 1,092 Median SAT Score
- 15,825 Full-Time Equivalent Undergraduate Enrollment, Fall
- 55.7% Percent of Pell Recipients Among Freshmen
- 10.6% Percent of Black Full-Time Freshmen
- 43.4% Black Graduation Rate
- 18.6 Grad Rate Gap Between Black and White Students

University of California–Riverside (CA)

- 1,078 Median SAT Score
- 18,344 Full-Time Equivalent Undergraduate Enrollment, Fall
- 55.3% Percent of Pell Recipients Among Freshmen
- 7.9% Percent of Black Full-Time Freshmen
- 73.3% Black Graduation Rate
- 4.7 Grad Rate Gap Between Black and White Students

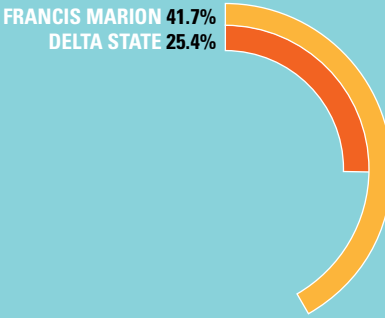
UC RIVERSIDE 73.3%
ILLINOIS 43.4%



Francis Marion University (SC)

- 938 Median SAT Score
- 3,449 Full-Time Equivalent Undergraduate Enrollment, Fall
- 66.5% Percent of Pell Recipients Among Freshmen
- 49.0% Percent of Black Full-Time Freshmen
- 41.7% Black Graduation Rate
- 2.3 Grad Rate Gap Between Black and White Students

FRANCIS MARION 41.7%
DELTA STATE 25.4%



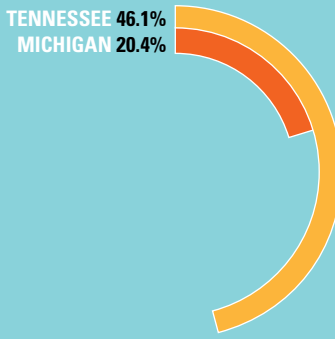
Delta State University (MS)

- 950 Median SAT Score
- 2,323 Full-Time Equivalent Undergraduate Enrollment, Fall
- 54.9% Percent of Pell Recipients Among Freshmen
- 37.0% Percent of Black Full-Time Freshmen
- 25.4% Black Graduation Rate
- 10.3 Grad Rate Gap Between Black and White Students

Middle Tennessee State University (TN)

- 1,011 Median SAT Score
- 18,641 Full-Time Equivalent Undergraduate Enrollment, Fall
- 49.8% Percent of Pell Recipients Among Freshmen
- 18.3% Percent of Black Full-Time Freshmen
- 46.1% Black Graduation Rate
- 0.1 Grad Rate Gap Between Black and White Students

TENNESSEE 46.1%
MICHIGAN 20.4%



Eastern Michigan University (MI)

- 1,011 Median SAT Score
- 15,424 Full-Time Equivalent Undergraduate Enrollment, Fall
- 47.5% Percent of Pell Recipients Among Freshmen
- 31.8% Percent of Black Full-Time Freshmen
- 20.4% Black Graduation Rate
- 24.7 Grad Rate Gap Between Black and White Students

*See College Results Online's Frequently Asked Questions Section for more details about our Median SAT Score calculation: <http://www.collegeresults.org/aboutthedata.aspx>.
Source: Education Trust's analysis of College Results Online database.

GRADUATION RATES AT FOUR-YEAR HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

Enrolling approximately 15 percent of Black degree-seeking undergraduates and 20 percent of first-time, full-time Black students at four-year institutions, historically Black colleges and universities (HBCUs) play a critical role in providing Black students with access to four-year, postsecondary opportunities. And enrollments at many of these institutions are increasing as more Black students are choosing to attend HBCUs in search of the cultural enrichment, encouraging academic support, and inclusive sense of community that are unique to these institutions.¹⁵

The average HBCU six-year graduation rate for Black students is 32.1 percent, much lower than the average institutional graduation rate (45.4 percent) for Black students at the 676 institutions in our sample.¹⁶ But when we look underneath the data, an important pattern emerges: Compared with institutions serving similar student populations, HBCUs have higher success rates.

All four-year HBCUs have freshman cohorts where at least 40 percent of their students are low-income (i.e., receive Pell grants), but only 45 percent of the 676 non-HBCUs that were included in the larger study sample enroll a similar or higher percentage of low-income freshmen. And after looking more closely, we found that roughly half of the HBCUs have a freshman class where three-quarters of the students are from low-income backgrounds. Only 1 percent of the 676 non-HBCUs serve such a high percentage.

In the analysis below, we take these differences into account. In *Figure 8*, we only compare HBCUs and non-HBCUs that have freshman enrollments where between 40 percent and 75 percent are low-income. Our analysis shows that HBCUs have better completion rates for Black students than non-HBCUs. The average institutional graduation rate for Black students at HBCUs was 37.8 percent, compared with 32.0 percent for non-HBCUs.

While HBCUs fare favorably compared with non-HBCUs with regard to Black student success, it is important to note that graduation rates at many HBCUs need to improve. Among HBCUs that enroll the same types of students, the graduation rates vary widely (*Figure 9*). Take, for example two peer institutions, North Carolina Central University and Alabama State University. The graduation rate for Black students at North Carolina Central (47.6 percent) is over 20 percentage points higher than Alabama State's rate (26.0 percent) even though the schools enroll similar types of students. The first-year students on each campus have negligible differences in academic preparation and financial need.

Another example highlights Alabama A&M University and Texas Southern University. Despite similar student demographics, Texas Southern's graduation rate for Black students (15.4 percent) is less than half that for Black students at Alabama A&M (35.8 percent). Even though Alabama A&M significantly outperforms Texas Southern, its graduation rate of just 1 out of 3 clearly demands more attention. These examples show that there is room for improvement at HBCUs that do not perform as well as their peer institutions as well as at those like Alabama A&M that outperform their peers.

Figure 8: Average Institutional Graduation Rates Among HBCUs and Non-HBCUs, Based on Enrollment of Low-Income Students

	Grad Rate Among Black Students		Number of Institutions		Average SAT		Average Percent Pell	
	HBCU	Non-HBCU	HBCU	Non-HBCU	HBCU	Non-HBCU	HBCU	Non-HBCU
Institutions With 40%–75% Pell Freshmen	37.8%	32.0%	38	294	860	988	74.1%	50.4%
Institutions With 40%–65% Pell Freshmen	41.8%	32.1%	17	277	920	992	54.5%	49.2%
Institutions With 65%–75% Pell Freshmen	34.4%	30.3%	21	17	856	910	70.9%	70.7%

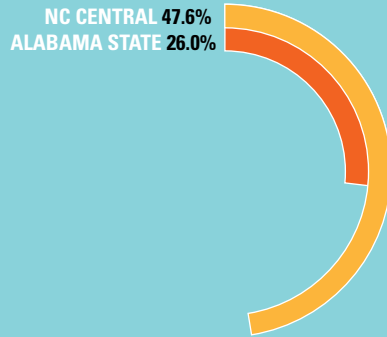
Source: Education Trust's analysis of IPEDS and College Results Online database

Figure 9: Comparisons Among Similar Pairs of HBCUs (College Results Online Peer Institutions 2014)

Black Student Graduation Rate

NORTH CAROLINA CENTRAL UNIVERSITY (NC)

- 859 Median SAT Score
- 5,605 Full-Time Equivalent Undergraduate Enrollment, Fall
- 78.9% Percent of Pell Recipients Among Freshmen
- 87.1% Percent of First-Year Black Freshmen
- 47.6% Black Graduation Rate

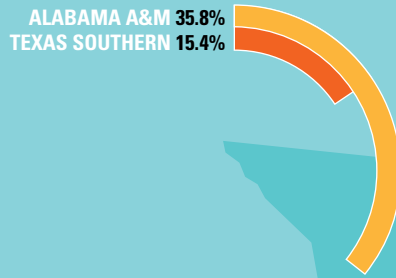


ALABAMA STATE UNIVERSITY (AL)

- 830 Median SAT Score
- 5,033 Full-Time Equivalent Undergraduate Enrollment, Fall
- 71.1% Percent of Pell Recipients Among Freshmen
- 91.0% Percent of First-Year Black Freshmen
- 26.0% Black Graduation Rate

ALABAMA A&M UNIVERSITY (AL)

- 823 Median SAT Score
- 3,883 Full-Time Equivalent Undergraduate Enrollment, Fall
- 80.4% Percent of Pell Recipients Among Freshmen
- 95.2% Percent of First-Year Black Freshmen
- 35.8% Black Graduation Rate



TEXAS SOUTHERN UNIVERSITY (TX)

- 832 Median SAT Score
- 5,643 Full-Time Equivalent Undergraduate Enrollment, Fall
- 79.8% Percent of Pell Recipients Among Freshmen
- 85.2% Percent of First-Year Black Freshmen
- 15.4% Black Graduation Rate

Source: Education Trust's analysis of College Results Online database



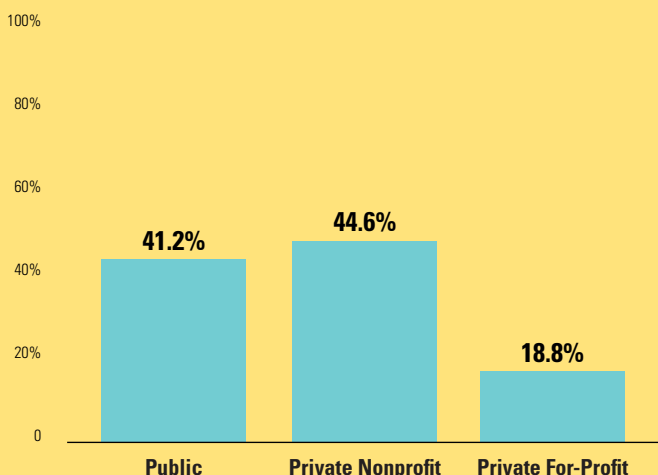
GRADUATION RATES AT FOUR-YEAR, FOR-PROFIT INSTITUTIONS

Four-year, for-profit institutions educate nearly 17 percent of all Black undergraduates and over 8 percent of Black first-time, full-time students. Leaders of for-profit institutions pride themselves on providing postsecondary access to students who have been left behind by more traditional colleges and universities. However, the data reveal problems when it comes to student success.

As is clear in *Figure 10*, graduation rates at for-profit institutions are quite low compared with private nonprofit and public institutions. Graduating just 18.8 percent of their Black students in six years, for-profit institutions perform far worse than institutions in other sectors. The average graduation rate is roughly 22 percentage points below public four-year institutions and 25 points below private four-year institutions. For-profit institutions not only have graduation rates for Black students that are much lower than the rates for Black students enrolled at public and private nonprofit institutions, they also have significant gaps in completion between the Black students they enroll and their White peers. For-profit institutions graduate White students at nearly two times the rate of Black students.

Certainly, like HBCUs, many for-profit institutions educate a significant percentage of students who lack adequate postsecondary preparation and students from low-income backgrounds. We attempted to include them in the analysis in *Figure 7*, but many for-profits have very small first-time, full-time cohorts — below our 30-student threshold. This prevented us from producing any useful analysis based on average institutional graduation rates.

Figure 10: 2008 Six-Year Graduation Rates for Black Students at Four-Year Public and Private Institutions



Source: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2008 starting cohorts. Table 326.10

WHAT INSTITUTIONS DO FOR THEIR STUDENTS MATTERS

Far too often, institutional leaders attempt to justify low completion rates for Black students by highlighting what they perceive to be the inadequacies of the very students they choose to enroll. Yes, some students are better prepared than others, and this explains some graduation rate differences among institutions. But the wide variation in graduation outcomes among schools enrolling roughly the same types of students shows that something else is at work.

After studying institutional differences for more than a decade, we believe that “something else” is bound up in what institutions do for and with the students they serve. This is why we continue to encourage institutional leaders to learn from leading institutions, set clear improvement goals, mine their data to help identify problems and refine practices, and optimize the use of whatever resources they have.

For a detailed look at what campus leaders have done to improve outcomes for students of color, please take a look at the following publications (available at www.edtrust.org):

Using Data to Improve Student Outcomes: Learning From Leading Colleges

This report highlights leading universities that have drastically improved student success by consistently reviewing and using their own data to launch campus-wide initiatives, focus the entire college community on student success, and remove stubborn obstacles that impede large numbers of low-income students and students of color from graduating college with a degree in hand.

Higher Education Practice Guide: Learning From High-Performing and Fast-Gaining Institutions

In this guide, we examine the practices at eight institutions that have improved outcomes in both access and success and sustained them over a significant period of time. We also share 10 of the analyses that leaders at these institutions found to be particularly powerful in provoking discussion and action on college completion.

Leading the Way in Diversity and Degrees: Rutgers University–Newark

For years, Rutgers University–Newark struggled with its nontraditional student population. As recently as the 1990s, students reported feeling unwelcome based on their race, ethnicity, religion, or sexual preference. Fast-forward two decades, and Newark has become a haven for nontraditional students of all types, leading to increased overall completion rates and a graduation gap among Black and White students that is almost negligible. This profile shares the institutional practices that led to this turnaround. ■

Appendix

Table 1: Top-Performing Institutions for Black Students

Institution Name	State	Institutional Control	Median SAT Score (2014)	Percent Pell Among First-Time, Full-Time Freshmen (2014)	Percentage of Black Freshmen (3yr Weighted Average: 2012, 2013, 2014)	Grad Rate for Black Students (3yr Weighted Average: 2012, 2013, 2014)	Completion Gap Between Black/White Students (3yr Weighted Average: 2012, 2013, 2014)	CRO Peer Differential for Grad Rate Among Black Students (percentage points)
Georgia State University	GA	Public	1060	57.0%	29.5%	55.5%	-6.1	+13.1
Winthrop University	SC	Public	1030	44.3%	25.4%	56.2%	-3.5	+16.0
CUNY John Jay College of Criminal Justice	NY	Public	950	63.4%	18.2%	45.4%	-3.1	+12.2
University of North Carolina at Greensboro	NC	Public	1029	47.8%	22.6%	57.7%	-3.0	+18.6
Francis Marion University	SC	Public	938	66.5%	43.4%	43.2%	-2.7	+14.7
University of South Florida—Main Campus	FL	Public	1168	39.7%	10.8%	63.7%	-2.1	+15.3
University of South Carolina—Aiken	SC	Public	973	45.3%	27.8%	42.6%	-1.8	+11.3
SUNY at Albany	NY	Public	1102	36.9%	9.2%	67.2%	-1.8	+21.0
University of California—Riverside	CA	Public	1078	55.3%	8.0%	69.5%	-1.7	+21.1
Keiser University—Ft Lauderdale	FL	Private Nonprofit	N/A	77.1%	27.6%	49.4%	-1.4	+18.9
George Mason University	VA	Public	1155	25.2%	7.5%	65.7%	0.3	+11.9
SUNY Buffalo State	NY	Public	975	59.5%	16.5%	48.0%	0.9	+10.4
Old Dominion University	VA	Public	1016	33.8%	19.4%	53.1%	1.6	+10.9
East Carolina University	NC	Public	1050	34.2%	13.6%	56.4%	1.9	+10.3
Texas State University	TX	Public	1045	38.7%	5.6%	55.5%	2.1	+13.5
Rutgers University—Newark	NJ	Public	1059	52.1%	13.8%	62.7%	2.2	+28.1
Sam Houston State University	TX	Public	999	47.5%	17.3%	48.7%	2.7	+11.4
Florida State University	FL	Public	1212	27.1%	9.0%	74.5%	2.7	+11.4

*Difference between the institution's grad rate among Black students and the average rate for the institution's CRO peer group. Three-year weighted averages were used. Source: Education Trust's analysis of IPEDS and College Results Online database

Table 2: Bottom-Performing Institutions for Black Students

Institution	State	Institutional Control	Median SAT Score (2014)	Percent Pell Among First-Time, Full-Time Freshmen (2014)	Percentage of Black Freshmen (3yr Weighted Average: 2012, 2013, 2014)	Grad Rate for Black Students (3yr Weighted Average: 2012, 2013, 2014)	Completion Gap Between Black/White Students (3yr Weighted Average: 2012, 2013, 2014)	CRO Peer Differential for Grad Rate Among Black Students (percentage points)
Wayne State University	MI	Public	1050	54.5%	37.2%	11.1%	33.2	-19.2
Northern Illinois University	IL	Public	1010	54.0%	21.5%	28.1%	32.5	-11.0
Liberty University	VA	Private Nonprofit	1030	40.4%	11.6%	23.7%	31.5	-16.0
University of Toledo	OH	Public	1031	41.1%	15.1%	20.6%	30.6	-10.9
Youngstown State University	OH	Public	N/A	55.5%	15.1%	8.2%	29.7	-16.9
University of Akron Main Campus	OH	Public	1016	42.6%	14.0%	15.3%	29.6	-18.4
Mercy College	NY	Private Nonprofit	N/A	70.8%	25.3%	23.0%	26.9	-10.2
Saginaw Valley State University	MI	Public	990	39.6%	9.7%	16.1%	26.6	-17.4
Oakland University	MI	Public	1070	33.9%	12.3%	22.4%	25.1	-11.3
University of Wisconsin-Milwaukee	WI	Public	1030	38.3%	6.0%	21.0%	24.3	-19.2
University of Missouri-Kansas City	MO	Public	1105	38.7%	17.4%	27.8%	24.2	-21.3
University of Minnesota-Twin Cities	MN	Public	1270	20.8%	5.1%	54.9%	23.8	-12.1
University of Southern Indiana	IN	Public	1004	35.3%	6.5%	15.5%	23.4	-17.2
University of Nebraska at Omaha	NE	Public	1070	36.1%	6.0%	23.7%	22.6	-10.7
Drexel University	PA	Private Nonprofit	1197	19.5%	5.6%	46.6%	22.2	-18.4
Auburn University	AL	Public	1215	13.0%	9.6%	49.8%	22.0	-15.9
University of Arkansas at Monticello	AR	Public	N/A	70.8%	29.1%	8.1%	21.9	-10.0
Columbia College-Chicago	IL	Private Nonprofit	N/A	39.5%	18.4%	25.4%	21.2	-10.2
Nova Southeastern University	FL	Private Nonprofit	1084	40.1%	21.5%	25.2%	21.1	-16.2
Purdue University-Calumet Campus	IN	Public	975	37.6%	17.2%	13.6%	21.1	-12.6
LIU Brooklyn	NY	Private Nonprofit	921	72.1%	43.6%	19.1%	20.7	-11.2

*Difference between the institution's grad rate among Black students and the average rate for the institution's CRO peer group. Three-year weighted averages were used.
Source: Education Trust's analysis of IPEDS and College Results Online database

ENDNOTES

1. Education Trust analysis of the Integrated Postsecondary Education Data System.
2. Shaun R. Harper and Andrew H. Nichols, "Are they not all the same? Racial heterogeneity among Black male undergraduates," *Journal of College Student Development*, 49, no. 3 (April 2008).
3. Mark Huelsman et. al., "Less Debt, More Equity: Lowering Student Debt While Closing the Black-White Wealth Gap" (New York City: Demos; Waltham, Mass.: Institute on Assets and Social Policy, 2015), http://www.demos.org/sites/default/files/publications/Less%20Debt_More%20Equity.pdf.
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8. Sandra E. Black, Kalena E. Cortes, and Jane Arnold Lincove, "Academic Undermatching of High-Achieving Minority Students: Evidence from Race-Neutral and Holistic Admissions Policies," *American Economic Review: Papers & Proceedings* 2015 105, no. 5 (May 2015): 604–610, <http://users.nber.org/~cortes/aer2015.pdf>; W.G., Bowen, M.M. Chingos, and M.S. McPherson, "Crossing the Finish Line: Completing College at America's Public Universities (Princeton, N.J.: Princeton University Press, 2009), http://www.avid.org/dl/res_research/research_crossingthefinishline.pdf; Caroline Hoxby and Christopher Avery, "The Missing 'One-Offs': The Hidden Supply of High-Achieving, Low-Income Students, Brookings Papers on Economic Activity, Spring 2013, (Washington, D.C.: Brookings Institution, 2013), https://www.brookings.edu/wp-content/uploads/2016/07/2013a_hoxby.pdf; Kevin Fosnacht, "Selectivity and the College Experience: How Undermatching Shapes the College Experience among High-Achieving Students" (Bloomington, Indiana: Center for Postsecondary Research, Indiana University, 2014), <http://cpr.indiana.edu/uploads/Fosnacht%20-%20Selectivity%20and%20the%20college%20experience%20-%20AERA14%20v3.pdf>.
9. Bryan Cook and Natalie Pullaro, "College Graduation Rates: Behind the Numbers" (Washington, D.C.: American Council on Education, Sept. 2010), <http://www.acenet.edu/news-room/Documents/College-Graduation-Rates-Behind-the-Numbers.pdf>; <https://www.insidehighered.com/news/2010/10/01/graduation>.
10. The number of first-time, full-time bachelor's or equivalent degree-seeking undergraduates enrolled in fall 2008.
11. Graduation rate cohort includes first-time, full-time bachelor's or equivalent degree-seeking undergraduates enrolled in fall 2008.
12. This number (44.6) represents the three-year weighted average black grad rates for all institutions.
13. The number of first-time, full-time bachelor's or equivalent degree-seeking undergraduates enrolled in fall 2008.
14. Graduation rate cohort includes first-time, full-time bachelor's or equivalent degree-seeking undergraduates enrolled in fall 2008.
15. Amanda Washington and Marybeth Gasman, "Why enrollment is increasing at HBCUs," *The Hill*, August 22, 2016, <http://thehill.com/blogs/pundits-blog/education/292245-why-enrollment-is-increasing-at-hbcus>; Michel Martin, host, "What's Causing The Increased Enrollment At HBCUs?" *NPR All Things Considered*, Sept. 17, 2016, <http://www.npr.org/2016/09/17/494340844/whats-causing-the-increased-enrollment-at-hbcus>; Jarrett Carter Sr., "HBCUs With Enrollment Increases," *HBCU Digest*, Sept. 2, 2016, <https://hbcudigest.com/hbcus-with-enrollment-increases-599d52739ae2#.r7myjw31t>.
16. This graduation rate includes 80 HBCUs that enroll 38,086 first-time, full-time Black undergraduate students or 19.7 percent of all first-time, full-time Black undergraduate students at four-year institutions.
17. Carnegie Classification 24–32.
18. A minimum graduation rate cohort of both 30 Black and 30 White students.

MORE ABOUT THE DATA

The data used in this report come from the Integrated Postsecondary Education Data System, which is a publicly available database that includes data colleges and universities are required to report annually to the U.S. Department of Education. Our analysis specifically uses institution-level graduation rate data for White and Black full-time, bachelor's degree-seeking students who enrolled at an institution for the first time in the fall of 2008 and completed a bachelor's degree within six years (2014) at that institution. The 2014 graduation rates are the most current rates that are available to the public (as of December 9, 2016).

Our analysis only includes institutions that met the following six criteria:

- Classified as public or private nonprofit,
- Recipient of Title IV funds,
- Not considered a historically Black college or university,
- Located in the 50 states or Washington, D.C.,
- Enrolled first-time, full-time undergraduates in fall 2013, and
- Reported 2013–14 six-year graduation rates for Black and White students in IPEDS.

In total, 1499 institutions fit these criteria; however, we also excluded institutions that:

- Offer specialized curricula¹⁷ and
- Enroll very small numbers of Black or White students.¹⁸

The 676 institutions we identified included 362 four-year public and 314 four-year, private nonprofit institutions. Together, these institutions served 82.8 percent of the first-time, full-time Black students enrolled at the 1499 institutions that met our six criteria. Within our sample, public institutions enrolled over 75 percent of all the first-time, full-time Black students and private nonprofit institutions enrolled nearly 25 percent of all first-time, full-time Black students.

ABOUT 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.



The Education Trust

1250 H STREET, NW, SUITE 700, WASHINGTON, D.C. 20005
P 202-293-1217 F 202-293-2605 WWW.EDTRUST.ORG



STUDENT SUCCESS

2016-2017 Annual Report
Student Affairs & Student Success



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Dalton

Public Health

Dalton was referred to an academic advocate by his college advisor who had concerns about his progression. The advocate learned that he needed classroom accommodations due to a hand injury and facilitated the process. She also connected Dalton with Care Team partners to address other challenges, helping him to get back on track with his studies.



“...we believe every student can succeed if given the opportunity...”

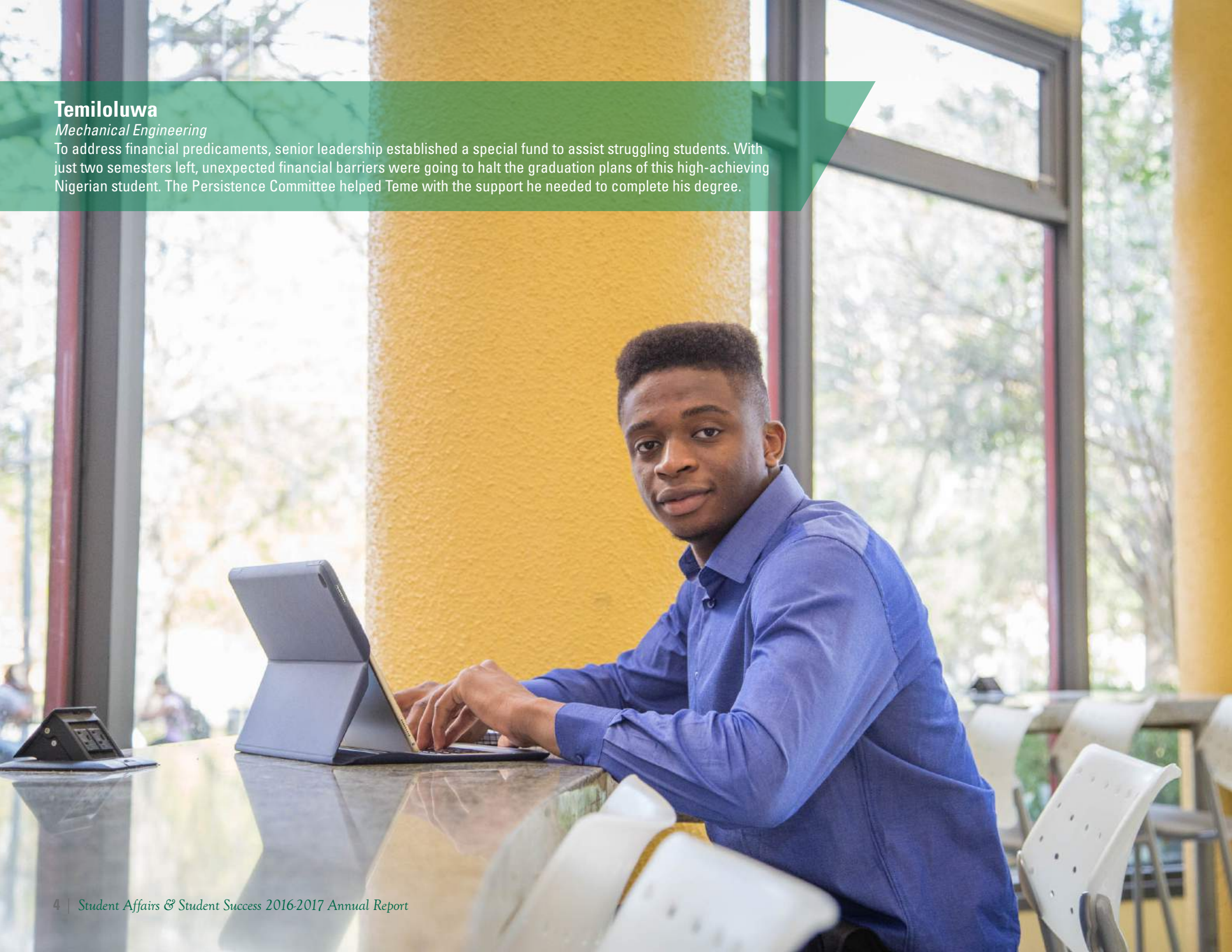
Our highest priority is the success of our students. We devote unprecedented resources to support them so they can graduate on time with minimal debt. As we have enhanced our culture of caring, we have become a national leader in the areas of retention and graduation rates, and we have eliminated the graduation rate gap by race, ethnicity, and socioeconomic status. At USF Tampa, we believe every student can succeed if given the opportunity to do so. And the success of every student will contribute to our university’s standing as a national top-tier research institution and a Preeminent Research University in the state of Florida. Our students’ success is our success.

Dr. Judy Genshaft
USF System President

Temiloluwa

Mechanical Engineering

To address financial predicaments, senior leadership established a special fund to assist struggling students. With just two semesters left, unexpected financial barriers were going to halt the graduation plans of this high-achieving Nigerian student. The Persistence Committee helped Teme with the support he needed to complete his degree.



“...student success does not belong to a particular office...it is a shared responsibility...”



Over the last ten years, the University of South Florida has led all public research universities in the nation in increasing six-year graduation rates for undergraduates. At 71 percent, our six-year graduation rate has increased by more than 20 points since 2008 as a result of a campus-wide cultural shift for student success.

Today, student success does not belong to a particular office or vice president at USF—it is a shared responsibility, embedded within each department and college. This philosophy is at the heart of our work as we continue to push ourselves to improve the student experience so that all students have a rewarding path to graduation and become well-educated global citizens.

Dr. Ralph Wilcox
Provost & Executive Vice President

“...the right support to the right student at the right time.”



In 2016-17, USF identified, created and implemented what just may be the most impactful model in higher education to deliver the right support to the right student at the right time. By unlocking the insightful information in our data, we are able to identify specific students as they begin to show signs of challenge. We proactively connect with them, identify the issues affecting their performance and well-being, and coordinate with campus resources and programs to engage the support needed for the student to excel. This targeted caring approach is the culmination of eight years of student success initiatives and will drive our future achievements.

Dr. Paul Dosal
Vice President
Student Affairs & Student Success

INTRODUCTION

From 2011 to 2015, the University of South Florida - Tampa increased its six-year graduation rate for first-time-in-college (FTIC) students by nearly 17 percentage points, the largest increase for any public institution in the country, according to the Chronicle of Higher Education.*

In 2011, just more than half of the nearly 4,000 undergraduates who were first-time freshmen six years earlier received their degrees. By 2015, the six-year graduation rate had risen to 68.4 percent before continuing its climb to 71* percent for the 2011 cohort.

USF's four-year graduation rate has also soared from 43 percent in 2009 to nearly 60 percent in 2017. The first-year student retention rate reached 90 percent for the 2016 cohort, an all-time high. In the process, USF has also eliminated the achievement gap for race, ethnicity and income. Black students and lower-income students graduate at rates equal or higher to white and higher income students.

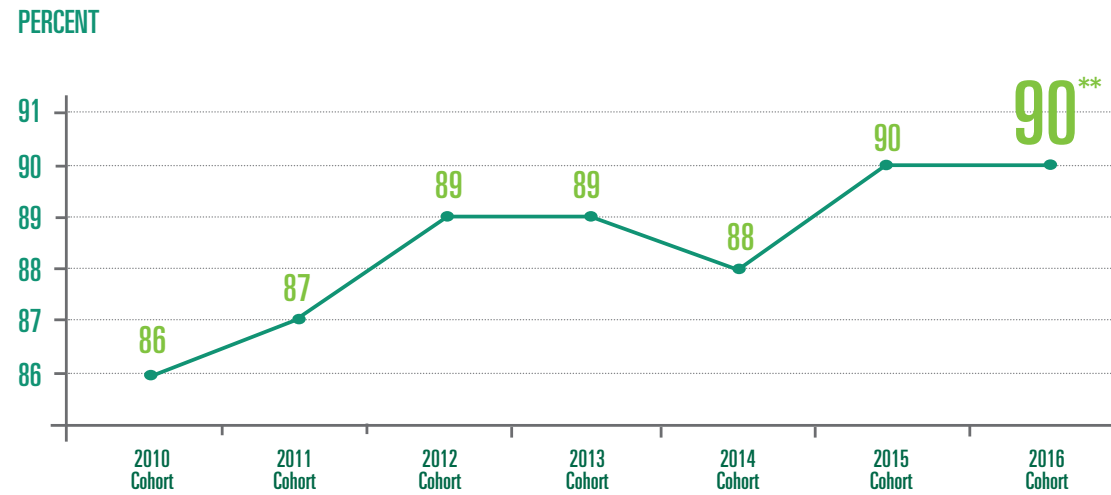
These achievements have earned the university recognition from Eduventures, The Education Trust, and other organizations and publications nationally. By achieving a six-year graduation rate of at least 70 percent and a retention rate of 90 percent, USF wrapped up 2017 qualified for state Preeminence, a designation reserved for the highest performing institutions in the State University System.

These dramatic improvements are the product of a student success movement, an intentional transformation of institutional culture and practices launched in 2009. Based on the well-established fundamental precept that every student enrolled at USF would succeed given the opportunity to do so, the university's student success efforts focused on the full integration and deployment of predictive analytics, coordinated case management, and an agile technology platform during the 2016-17 academic year.

This annual report will highlight the innovative work that drove these impressive gains and

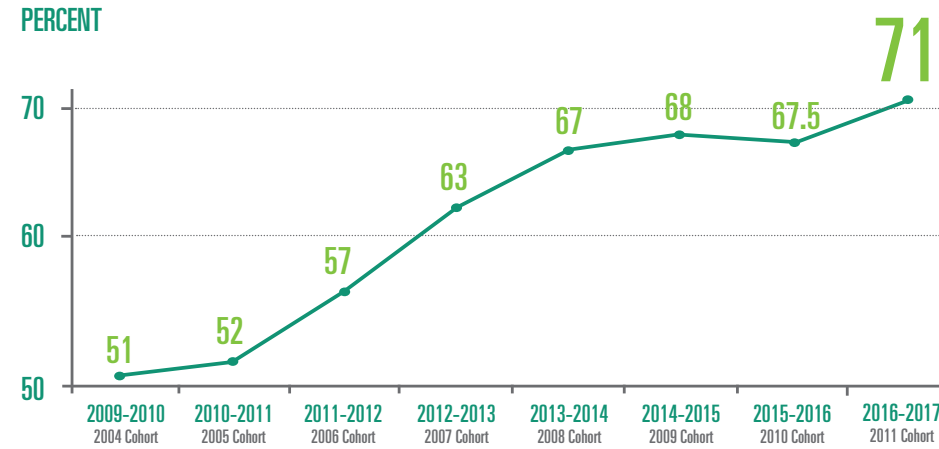
established USF as a national model of student success. By creating cross-functional collaborative teams, utilizing predictive analytics, and creating a culture of care across the campus, USF moved the institution off a "performance plateau" during the year and positioned itself for state and national preeminence.

FIRST-YEAR RETENTION RATE

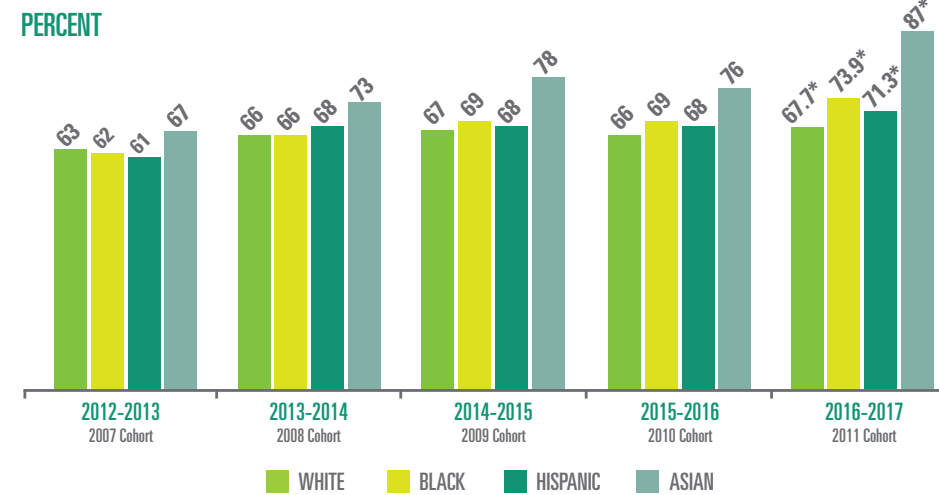


*Bauman, Dan (2017, Aug. 13). How 3 Colleges Improved Graduation Rates. Retrieved from www.chronicle.com
 ** Source IPEDS: Data reported follows IPEDS methodology but are based on internal preliminary data.

SIX-YEAR GRADUATION RATE

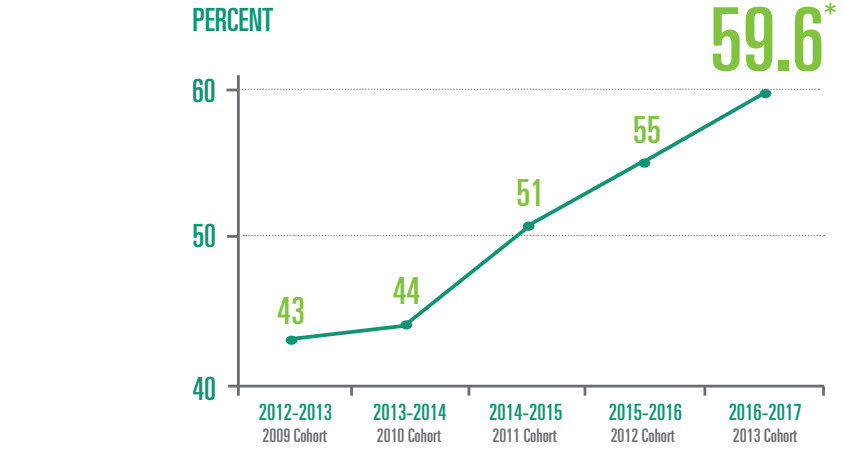


SIX-YEAR GRADUATION RATE: RACE & ETHNICITY

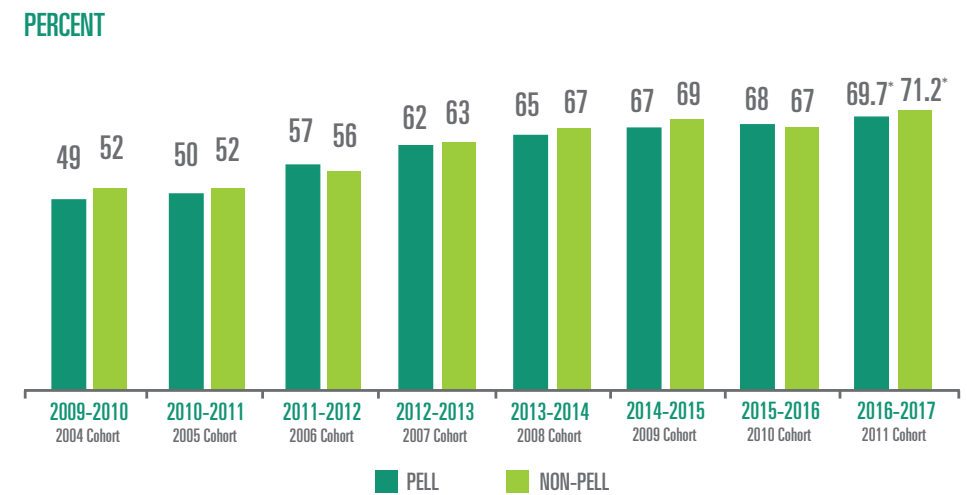


* Source IPEDS: Data reported follows IPEDS methodology but are based on internal preliminary data.

FOUR-YEAR GRADUATION RATE



SIX-YEAR GRADUATION RATE: PELL VS. NON-PELL





THE PLAN

From its early adoption of homegrown predictive analytics in 2012, which focused on first-time in college (FTIC) student retention, USF leadership recognized the potential of data to help sift efficiently through a population of nearly 43,000 students to identify individual students needing help to progress and, ultimately, graduate in six years or less. 2016-17 was to be the year that a recently formed Persistence Committee and a team of student success advocates would really harness the power and potential of its predictive analytics platform to achieve USF's retention and graduation goals.

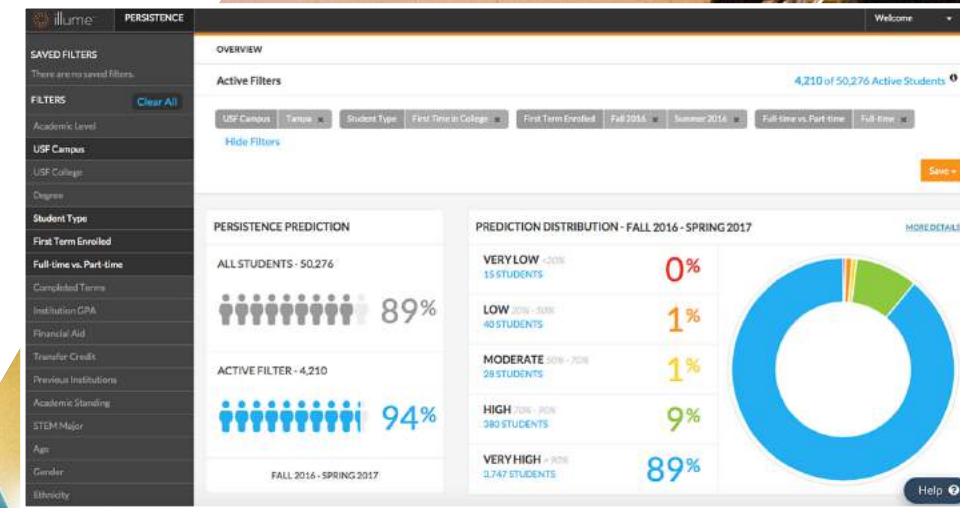
Through a partnership with Civitas Learning, the innovative Texas-based education technology firm, USF began to deploy the company's predictive analytics application Illume® and Inspire for Advisors online in 2015. The platforms captured more than ten years of data from USF's student information and the learning management systems to analyze over three hundred variables to predict the likelihood of students' persisting and graduating. The applications, however, only "shine the light" on student performance; they do not "tell" administrators how to "fix" problems and improve student performance. Hence, university personnel had to figure out how to set up the appropriate structures and processes to benefit from the Civitas platforms.

After going through one "false start," administrators recognized the need to form a cross-functional team of support personnel who were in a position to develop timely and appropriate practices derived from the actionable insights provided by Illume and Inspire for Advisors.

In early 2016, USF personnel began to explore new ways to utilize the lists of at-risk students generated by the analytics tools, which used "live" data to segment students by cohort and their probability of persistence. Requests for data—like persistence probability for any given segment of the student population—now took minutes to complete as compared to the days or weeks that it previously took with disparate systems, programming, and manual processes. The real-time reports, pulled by USF's Office of Decision Support, provided support personnel with a list of individual students in the 2016 or 2017 cohort who were predicted not to persist—a level of precision that USF had not utilized prior to Illume's implementation.

With retention and graduation goals set, USF's student success outreach personnel focused their efforts on students in the two key cohorts who Civitas rated 'Moderate', 'Low' and 'Very Low' to persist.

Civitas Learning's Illume applies predictive analytics to categorize students by their likelihood of persistence. Students with Very Low, Low and Moderate Risk levels were the focus of proactive student success initiatives.



THE CHALLENGE

USF headed into the 2016-17 academic year determined to achieve a 70 percent six-year graduation rate and a 90 percent retention rate. In spite of numerous programs, policies and services implemented, these critical metrics remained short of the university's goals and those set by the State of Florida, which, if achieved, would unlock significant performance-based funding and establish USF as a preeminent institution under state guidelines.

To move the institution off its "plateau," policymakers and support personnel had to find ways to help eighty more students persist into the second year. By conceptualizing the challenge in this way, the retention and graduation rate targets became both feasible and personalized. If individual students could be identified when they would benefit most from assistance or extra incentives, then the university would attain its strategic objectives.

EVOLUTION OF THE PLAN

With at-risk FTIC students identified, student success outreach personnel went to work. Academic advocates began the process by conducting a “triage” of the list of at-risk students with information provided from other reports or departments and by contacting (or requesting contact with) individual students to determine the hurdles each student faced. Student outreach could be a ‘soft’ touch handled by a USF representative with a connection with the student (such as a Resident Assistant, Orientation Leader, advisor, etc.) or a more formal one-on-one meeting with the advocate or a representative within a specific support office. Identified routine issues were resolved by nudging the student to take action and/or by staff conducting intra-office communications, transactions or referrals.

Complex issues requiring a greater level of departmental collaboration or procedure/policy review were discussed in weekly meetings with the Persistence Committee, a cross functional team of decision-makers formed early in 2016 charged to address retention issues. Committee members would take responsibility for resolving an issue within their respective departments, facilitating resolution with other units on campus, or providing guidance for the advocates or others to take action.

As the work of the Persistence Committee progressed, a few people began to realize that they were adopting a case management approach to student success. This approach had been developed to some extent by USF and some of its colleagues as part of the Integrated Planning and Advising

for Student Success (iPASS) project (an initiative funded by the Bill and Melinda Gates Foundation and managed by EDUCAUSE) and also by the USF Students of Concern Action Team on a more limited scale.

The cross-unit collaboration was proving to be effective in resolving student issues. If a more formalized internal structure and technology platform were to be implemented, USF could intentionally adapt case management techniques from the health care industry and scale up its efforts to serve all undergraduate students. With this goal in mind, senior leadership began to pull together a team to articulate a new vision for student success, one that deliberately borrowed from case management techniques to coordinate the delivery of services to individual students.

The cross-functional Persistence Committee meets regularly to discuss and resolve complicated student cases, policy and procedural issues, and other topics impeding students’ success.

PERSISTENCE COMMITTEE REPRESENTATION

Academic Advising
Academic Advocacy
Academic Foundations
Career Services
Cashiers Office

College of Behavioral & Community Sciences

Dean of Students
Decision Support
Financial Aid

Library
Male Student Success
New Student Connections

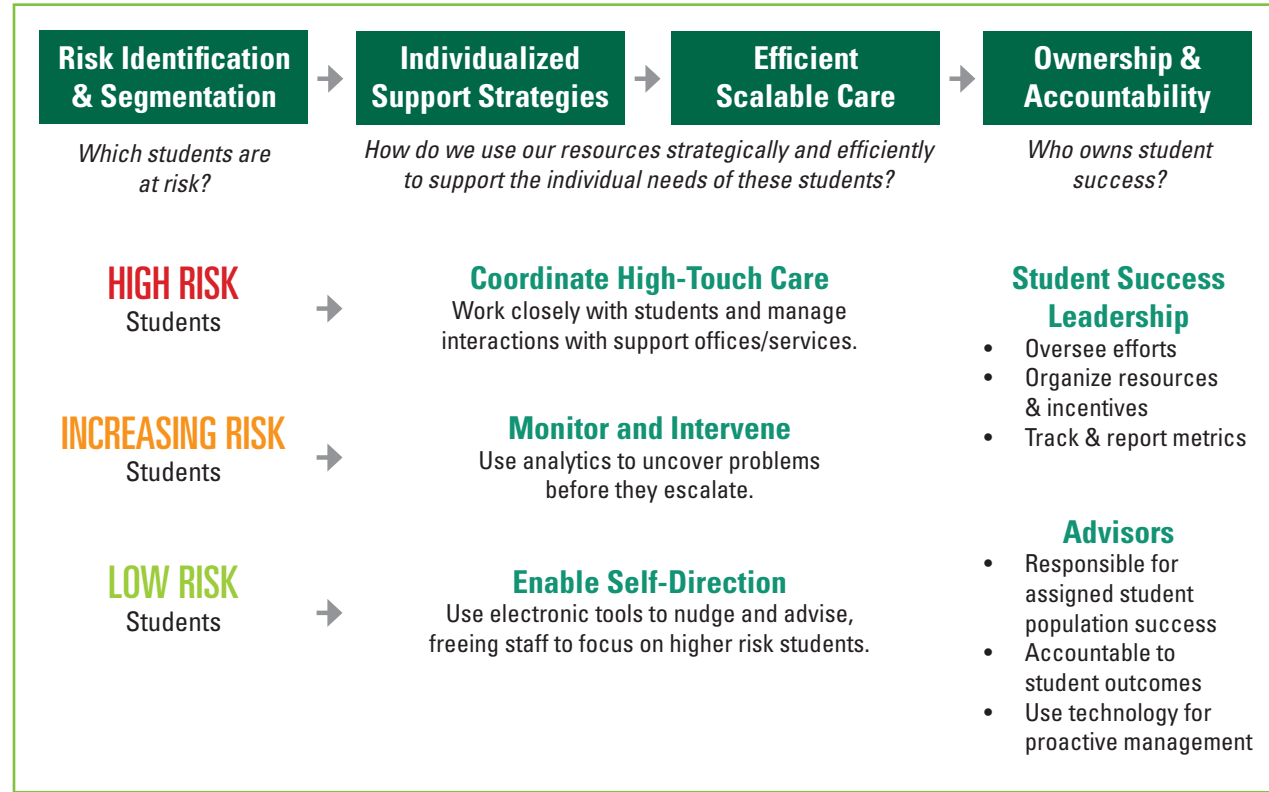
Orientation
Residential Education
Student Ombuds
Student Well-being

Student Outreach & Support
Undergraduate Studies
USF World

ADOPTION OF CASE MANAGEMENT

As defined by the American Case Management Association, case management is “a collaborative process of assessment, planning, facilitation, care coordination, evaluation, and advocacy for options and services to meet an individual’s...needs through communication and available resources to promote quality cost effective outcomes.” With similarly aligned student success processes, USF readily adopted the new model with academic advocates serving as the central point of contact (the case manager role).

The Office of Academic Advocacy hired additional advocates, an academic coach, and an academic advisor to staff the expanded function. In addition to the Persistence Committee, more than 200 contacts in various units across campus, who were historically involved in resolving identified student issues, gladly identified themselves as a Care Team, which greatly expanded the collaborative network.



The Office of Academic Advocacy is at the core of USF’s case management model, serving as case managers to students needing support.

CASE MANAGEMENT REPRESENTATION

PERSISTENCE COMMITTEE

OFFICE OF ACADEMIC ADVOCACY:

- Director
- Assistant Director
- Data Specialist
- Academic Advocates:
 - First Year Advocates (2)
 - First Year Academic Coach
 - Exploratory Curriculum Majors Advisor
 - Transfer Advocates (3)
 - FTIC Cohort Advocates (4)

CARE TEAM:

- Academic Advising
- Academic Advocacy
- Academic Foundations Instruction
- Academic Success Center
- Career Services
- Cashiers Office
- Financial Aid
- Library
- New Student Connections
- Orientation
- Residential Education
- Student Ombuds
- Student Well-being
- Student Outreach & Support



One-on-one guidance from her academic advocate and support from members of the Care Team helped this student to declare a major, get registered for classes and utilize academic and wellness resources to get back on track to graduation.

POWERING WITH TECHNOLOGY

With hundreds of students to address and multiple contacts and action items for each student, it quickly became apparent that a technology solution was necessary to facilitate the case management model.

Sidney Fernandes, USF System vice president for technology and chief information officer, was familiar with case management technology from his experiences at USF Health and offered his full partnership to develop the tool.

Already engaged with student success initiatives with the integration of Civitas Illume, Fernandes and team envisioned a platform that would gather all available data, track individual student cases, facilitate communications, connect resources, and provide the information that student success support personnel needed to do their job well. They also saw value in the platform serving as a reporting tool for administrators and, eventually, a self-service hub for students to access their own information.

In 2015, IT engaged with Appian, a low-code digital transformation platform company, to automate complex campus processes and workflows. With no time-consuming traditional computer programming involved, the Appian platform allowed IT to build

upon existing applications and data with speed. Having utilized the platform for a smaller project, IT was ready to put it to use for a case management tool.

Dr. Dosal, Persistence Committee members, academic advocates and other student success stakeholders joined IT for a two-week Sprint Zero initial planning session in the fall of 2016 to develop an agreed upon project scope for the new tool. Using the Appian platform and following Scrum methodology, IT impressively delivered the first iteration of USF's case management system, Archivum Insights, in just 12 weeks. The system rolled out in the spring of 2017 to academic advocates, academic advisors, Persistence Committee members and other units supporting the student success initiatives.

Archivum Insights bridged various complex platforms (i.e. student information and learning management systems); integrated with the Civitas Learning software; featured state-of-the-art design; and addressed the functional needs of academic advocates, academic advisors, and other student support personnel.

The academic advocates, as well as the Persistence Committee and the Care Team members, were now able to digitally access key student data in one place (including the Civitas Learning tools), create and manage student cases, add and review notes about students, and create and track referrals to other campus partners. The case management system transformed the previous paper, spreadsheet and email intensive process into a user-friendly, intuitive digital dashboard.

In the summer of 2017, a second phase resulted in the development of a student dashboard that, when launched, will allow students to see their academic standing and identify and communicate with their pre-assigned academic advocate and Care Team members for proactive assistance. Additional enhancements and functionalities—as determined through collaborative planning sessions with all stakeholders at the table—will continue to be incorporated into this highly flexible and evolving platform that is currently being used by student support personnel.



“The complexities of campus technologies and data sources presented an optimal opportunity for our digital transformation platform to show its value and muscle. The resulting system, Archivum Insights, is a flexible, mobile application that addresses evolving user needs and streamlines the university’s case management processes. Since the launch of Archivum Insights, the university has leveraged Appian to address other processes on campus.”

Robert Kramer
General Manager - Appian



The IT Archivum Insights team discusses development in the morning’s stand up Scrum meeting.

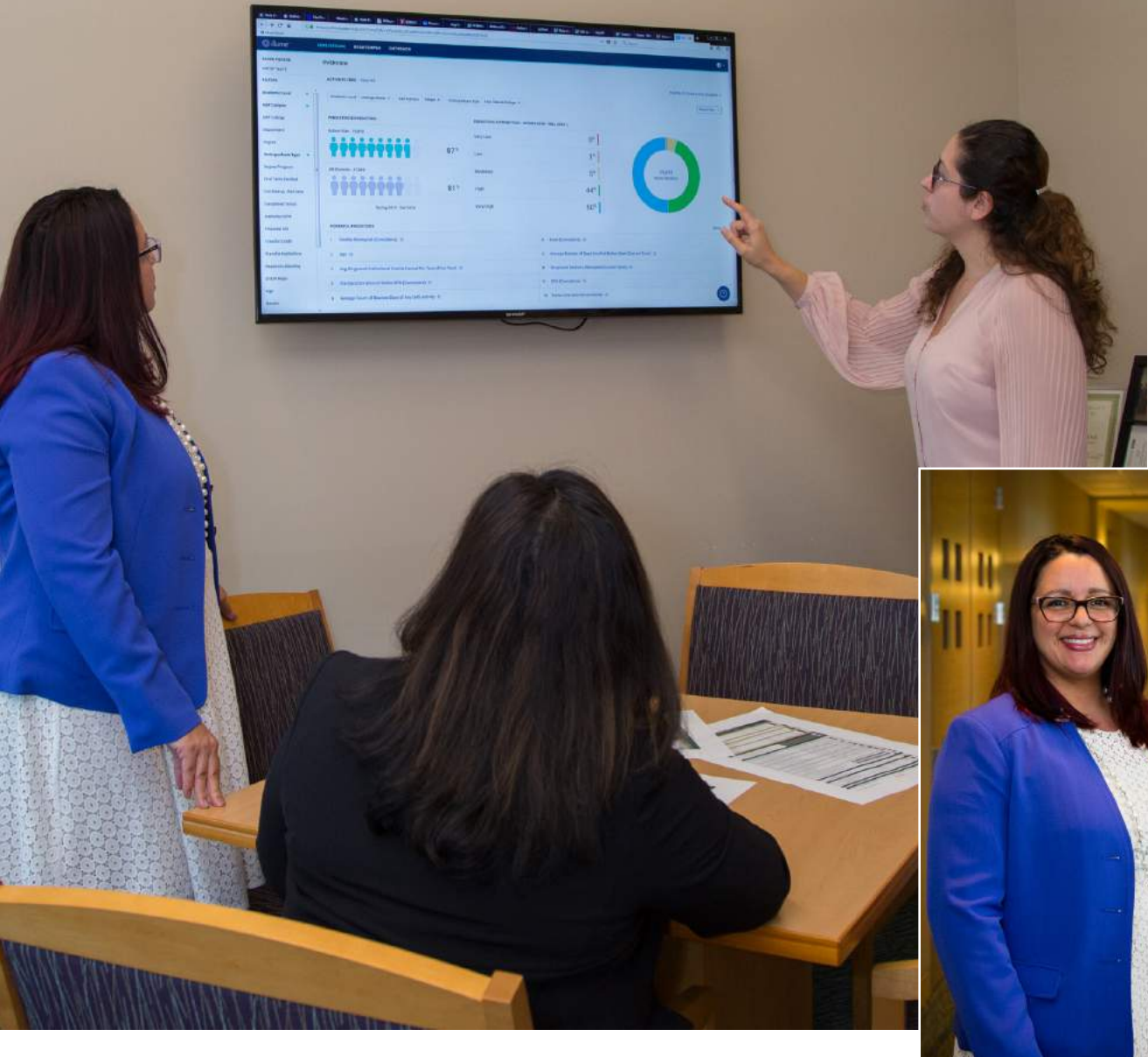


“We didn’t want to be a ‘bits and bytes’ organization. IT wanted to be an organization that could partner to help our students succeed.”

That’s why we adopted the Agile approach to software development and the Scrum method—to transform our organizational culture to deliver. Agile is an attitude, with openness, commitment, courage, and focus as core values. Scrum is the framework to execute with a daily meeting of a small cross-functional team, focused on moving a project forward in two-week sprints to completion in 12 weeks. The development of Archivum Insights proved the methodology and reflected our cultural shift to true collaborative teamwork.

Sidney Fernandes
USF System Vice President for Technology and Chief Information Officer

The Office of Decision Support is a critical partner in the process of integrating university data with its technology tools.



“Looking forward, we will be seeking opportunities to integrate additional data into Archivum Insights for a clearer and more complete picture of a student’s experience and challenges.”

Event and program attendance, service usage, referrals—data that will help us to not only support our students when they begin to show challenges, but also that can help us to develop proactive communications, services and programs to address challenges before they arise. Archivum Insights has the opportunity to become an even more powerful tool for making data-informed decisions for timely action.

Valeria García
Associate Vice President
Office of Decision Support

ARCHIVUM INSIGHTS SCREENSHOTS

1

Student Success Dashboard

Main Dashboard | My Cases & Referrals | Case Management Metrics | Reports

Actions

Search Students | Create a Referral | Create a Case | Set Out of Office

All Tasks

My Advising Tasks

Name	Status	Deadline	Created On
Discrete Mission	🔔	3/23/2017 2:10 PM EDT	3/23/2017 2:10 PM EDT
Create Referral for [Student]	🔔	4/23/2017 10:58 AM EDT	4/23/2017 10:58 AM EDT
Respond to Referral for [Student]	🔔	3/17/2017 3:29/2017 3:57 PM EST	3/17/2017 3:29/2017 3:57 PM EST
Respond to Referral for [Student]	🔔	4/19/2017 4:46/2017 4:58 PM EDT	4/19/2017 4:46/2017 4:58 PM EDT
Respond to Referral for [Student]	🔔	4/12/2017 4:7/2017 2:51 PM EDT	4/12/2017 4:7/2017 2:51 PM EDT
Respond to Referral for [Student]	🔔	4/20/2017 4:14/2017 1:37 PM EDT	4/20/2017 4:14/2017 1:37 PM EDT

Tasks I've Sent Out

Task Type	Subject	Assignee	Student	Deadline
🔔	Major details	Martha Coulter	[Student]	4/19/2017
🔔	Test Referral for Demo #1	Claudia Aguado Loli	[Student]	4/23/2017
🔔	Financial Issues	John Adams	[Student]	4/19/2017
🔔	check in with student	Elaine Altman	[Student]	3/23/2017

My Corral

Enter search terms below to filter your corral.

First Name: _____
Last Name: _____
UID: _____

2

Student Success Dashboard

Main Dashboard | My Cases & Referrals | Case Management Metrics | Reports

Manage My Cases and Referrals

Role: Creator Participant

Type: Cases Referrals

Priority: Low Medium High

Status: Open Closed Successfully Closed Unsuccessfully

Severity: Low Medium High

Type	Status	Subject	Student	Deadline	Created By	Updated On	Priority	Severity
🔔	🔔	Major details	[Student]	4/19/2017	John Adams	4/19/2017	→	↑
🔔	🔔	Major	[Student]	4/12/2017	Martha Coulter	4/7/2017	→	→
🔔	🔔	Dropping a class	[Student]	5/6/2017	John Adams	4/7/2017	→	→
🔔	🔔	Major details	[Student]	4/19/2017	John Adams	4/6/2017	↑	→
🔔	🔔	Test Referral for Demo #2	[Student]	4/7/2017	John Adams	4/5/2017	↑	↓
🔔	🔔	Test Referral for Demo #1	[Student]	4/23/2017	John Adams	4/5/2017	→	↑
🔔	🔔	Referral #1 Test	[Student]	5/29/2017	Claudia Aguado Loli	4/5/2017	→	↑
🔔	🔔	Case referral	[Student]	4/12/2017	John Adams	4/4/2017	↑	↑
🔔	🔔	Financial Issues, International Student, Not Registered, Close to Graduation	[Student]	3/27/2017	John Adams	3/23/2017	↑	↑
🔔	🔔	Registration	[Student]	3/9/2017	John Adams	3/23/2017	↑	↑

3

Student Success Dashboard

Main Dashboard | My Cases & Referrals | Case Management Metrics | Reports

Top Tags

Select Time Range: 1 year 3 years 5 years

Tags By Term

Academic Tags | Financial Tags | Career Tags | Housing Tags | Additional Content

Cases and Referrals with Academic Tags in Spring 2017

Role: Creator Participant

Type: Cases Referrals

Priority: Low Medium High

Status: Open Closed Successfully Closed Unsuccessfully

Severity: Low Medium High

Type	Status	Subject	Student	Deadline	Created By	Updated On	Priority	Severity
🔔	🔔	Confluence of Issues	[Student]	5/1/2017	John Adams	4/27/2017	↑	↑
🔔	🔔	confluence of issues	[Student]	4/26/2017	Martha Coulter	4/21/2017	↑	↑
🔔	🔔	Major details	[Student]	4/19/2017	John Adams	4/19/2017	→	↑
🔔	🔔	Referral for 4.18.17 Demo 1	[Student]	4/27/2017	Martha Coulter	4/19/2017	→	↑
🔔	🔔	Referral 1	[Student]	4/27/2017	Claudia Aguado Loli	4/19/2017	→	↑
🔔	🔔	Test	[Student]	4/26/2017	Martha Coulter	4/19/2017	→	→
🔔	🔔	Major	[Student]	4/12/2017	Martha Coulter	4/7/2017	→	→
🔔	🔔	Dropping a class	[Student]	5/6/2017	John Adams	4/7/2017	→	→
🔔	🔔	Student's Major	[Student]	4/11/2017	Martha Coulter	4/6/2017	→	→

These screenshots provide a basic understanding of how the case management tool assists support personnel in managing and tracking students and their progress.

- 1 **Main Dashboard:** Academic advocates and other support personnel can search students, create a new case, create a referral or review student cases they are currently working.
- 2 **My Cases & Referrals:** Users can review case information, status of actions with collaborators and prioritize their work and follow up.
- 3 **Reports:** Users can generate insightful reports on their cases easily with a few keystrokes.

THE RESULTS

The 2016-17 academic year proved to be pivotal for USF as its student success movement was re-energized with the powerful combination of predictive analytics, case management, and a new technology platform. The combination was put to the test in May when the university kicked off its Finish in Four Summer Initiative to encourage students to graduate in four years by taking their final credit hours over the summer rather than extend into the fall semester.

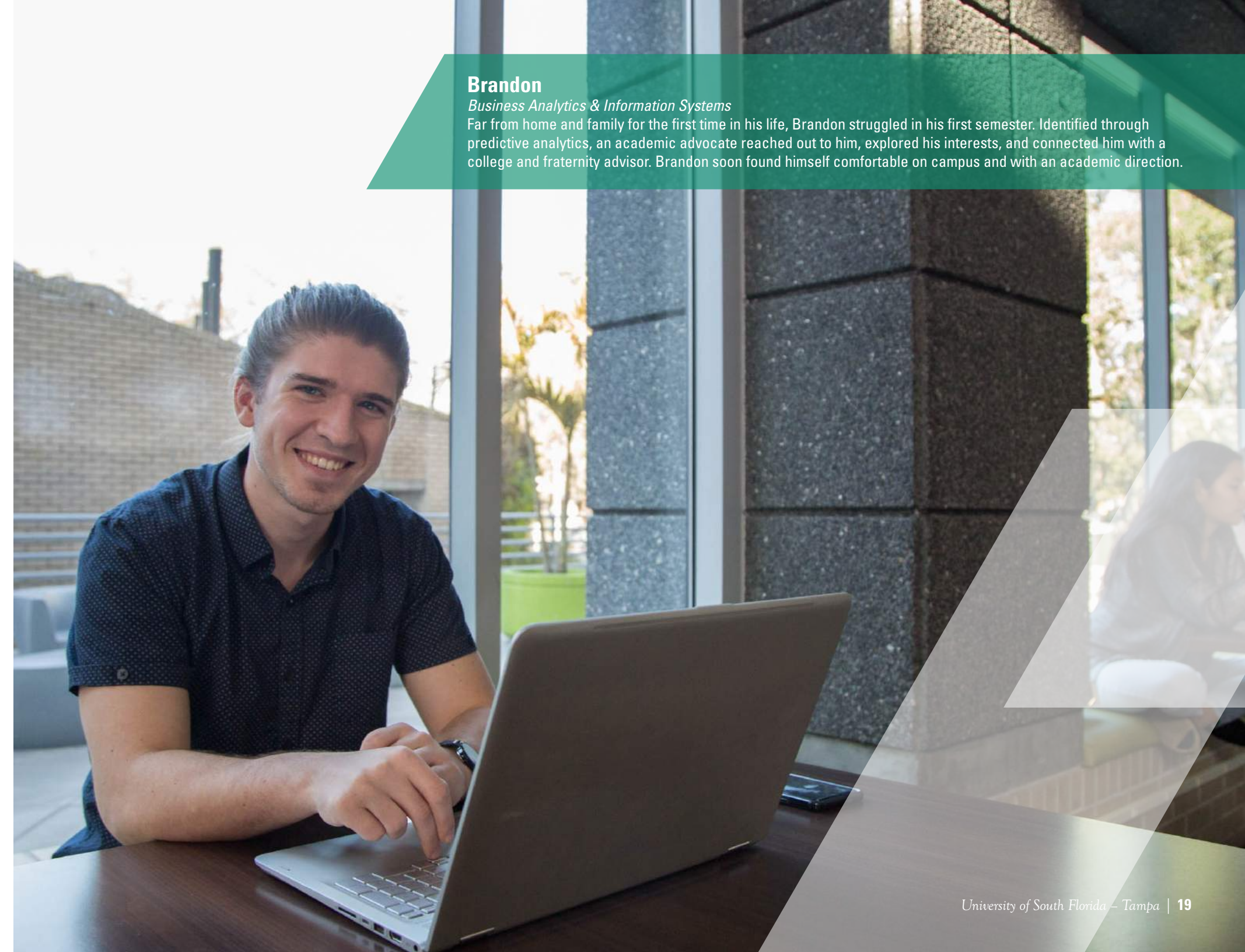
Academic advocates utilized Archivum Insights to identify qualifying students, then coordinated outreach with the Care Team to recruit and support participants. The tool kept the advocates and Care Team members informed as it facilitated the process and ongoing progress of the students in the program, something that would have been much more difficult to pull off in such a short timeframe previously. Finish in Four program results indicate that the program contributed to a four percentage point jump in USF's four-year graduation rate.



Brandon

Business Analytics & Information Systems

Far from home and family for the first time in his life, Brandon struggled in his first semester. Identified through predictive analytics, an academic advocate reached out to him, explored his interests, and connected him with a college and fraternity advisor. Brandon soon found himself comfortable on campus and with an academic direction.



OTHER ACCOMPLISHMENTS

While the new initiatives in predictive analytics and case management occupied the attention of senior leadership in Academic Affairs, Student Affairs & Student Success, and Information Technology, the programs, practices, and policies that had been responsible for previous years' successes continued. Their impact cannot be overstated as they contributed to the on-going initiatives by strengthening and enhancing their own work in many different ways.

- Don't Stop, Don't Drop mini student grant program was funded.
- Course Redesign project was expanded.
- Care Team professional development training launched.
- New public private partnership Housing Village opened in fall 2017.
- Proactive financial aid counseling services worked with 558 students to resolve issues and contacted 1734 students to obtain needed documents.
- Conducted a phone campaign to remind 5416 first-time in college students to apply for federal financial aid.
- New Student Connections introduced peer coaching for high risk first-time in college students.
- New Student Connections expanded CampU, an extended orientation experience, to ACE student participants.
- Parent & Family Programs expanded family coaching support.
- Orientation launched a pre-enrollment portal for new undergraduate international students and special cohorts (ACE, SSS, athletes) to facilitate their onboarding success.
- Career Services major exploration program, career counseling courses, and graduate school pathways program were expanded to serve more students in making career decisions and preparing for them.
- A complete overhaul and redesign of the first-year seminar adjusted the focus to strong academic preparation, a renewed focus on study skills, and a more rigorous preparation for college-level classes.
- MWell4Success initiative was approved for implementation to address student mental health literacy.



CONCLUSION

2017 was the year USF pushed off its performance plateau and reached preeminence targets on graduation and retention rates, unlocking future state funding that will be used to further its strategic student success initiatives.

But USF's achievements are not just numeric. At-risk students across the institution are experiencing higher quality, more personalized and effective outreach and guidance as the result of the university's student success case management approach.

New initiatives are in the works to continue our progress and address our challenges, including enhancements to case management, Archivum Insights and our first-year student experience, as well as our male student persistence initiatives and the MWell4 Success program to address mental health literacy.

USF is proud that students are excelling, but the institution will not stop here—higher goals are being established as USF continues to move forward as a premier global university with student success its number one goal.

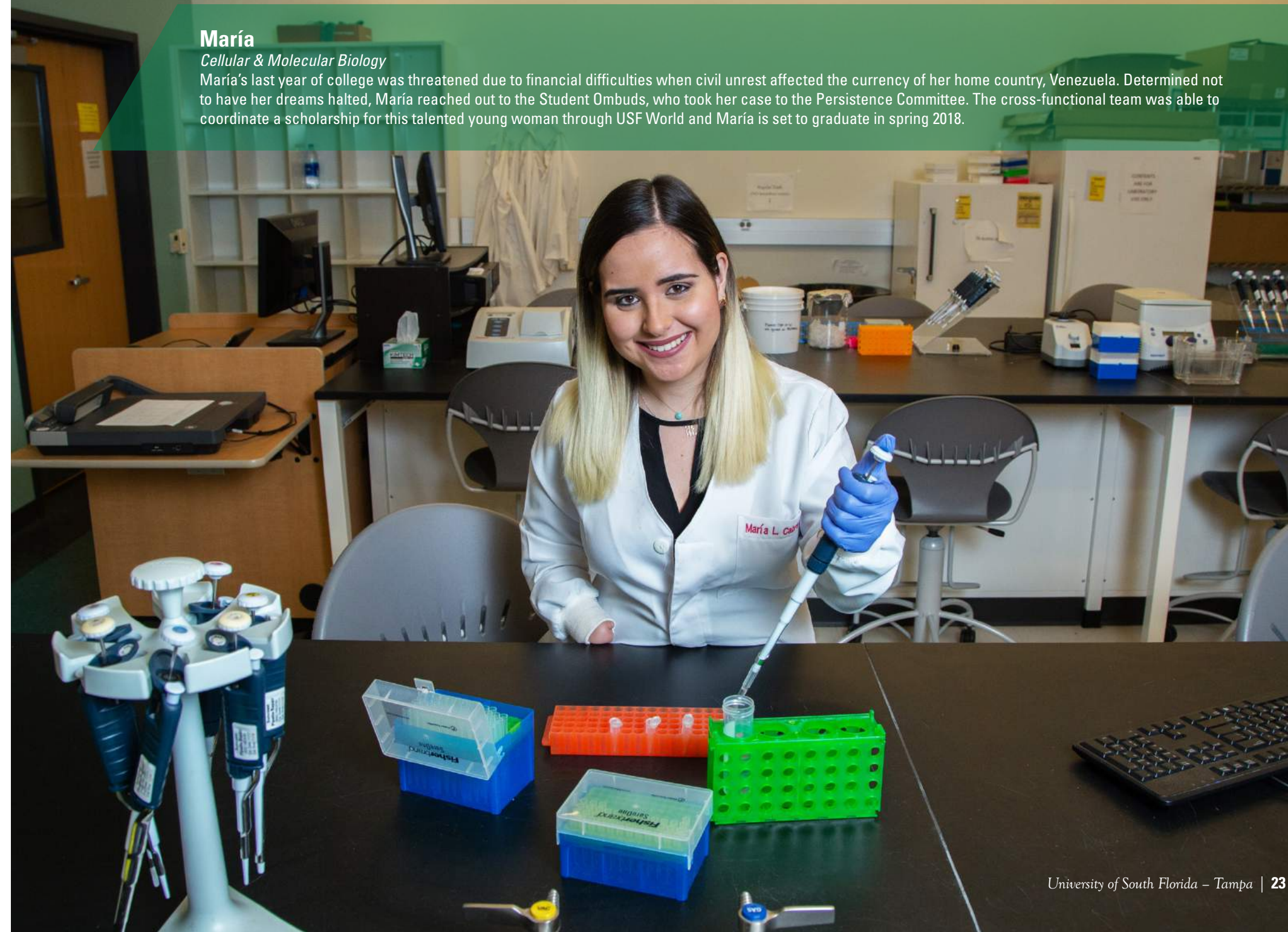


Student Success stakeholders come together for a Sprint Zero planning session for the next phase of Archivum Insights.

María

Cellular & Molecular Biology

María's last year of college was threatened due to financial difficulties when civil unrest affected the currency of her home country, Venezuela. Determined not to have her dreams halted, María reached out to the Student Ombuds, who took her case to the Persistence Committee. The cross-functional team was able to coordinate a scholarship for this talented young woman through USF World and María is set to graduate in spring 2018.



The Chronicle of Higher Education
**USF #1 in Nation for
Graduation Rate Improvement**

Eduventures 2016
Innovation Award
for "Defining and Reporting Outcomes"

The Education Trust names USF
**#1 in Florida and #6 in nation
for Black Student Success**

2017 Ruffalo Noel Levitz
Retention Excellence Award

Eduventures 2016 Student Success Ratings:
**Top Performer in
Overall Student Success**
among public research and doctoral universities

Foundation for Student Success names USF
one of seven mentor institutions
to share successful initiatives to reduce the equity
gaps with Black, Latino and Native American students

Military Times EDGE magazine:
**#1 Ranking Nationally on
Best for Vets: Colleges 2017**



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